

Year 2

Home Learning

W/C 06.07.20

Hello Year 2,

* So we are now in July! It seems such a long time since we've seen you and we cannot begin to tell you how much we miss seeing you all.

* As always, we hope you and your family are well and you are continuing to stay happy and safe 😊

* We want you to know that although we are not seeing you in school every day, we are thinking about you all the time. Try to stay positive and keep smiling.

* This week your home learning tasks will continue to focus on English, Maths and P.S.H.E

* Remember, all we ask, is that you try to do the best you can, when you can, but it is important that if your adults are asking you to do some home learning you try to have a go to help keep your minds active and make it easier when you do come back to school.

* As previously, you will not need to print all the slides so please do check each day before you begin.

* We hope you enjoy doing these activities and that you have another great week.

Mrs Rhodes & Mr Hudson.



Being Active at Home!



Make sure you spend plenty of time without looking at a screen. Find a way to entertain yourself in a safe and sensible way. Stuck for ideas? Why not give some of these activities a go! Make sure you ask your adults before playing. They may want to join in too!



BALLOON VOLLEYBALL

ALL YOU NEED IS A BALLOON! SELECT AN OBSTACLE TO TAP THE BALLOON OVER (SOFA, CHAIR, STACK OF DVDS, CUSHIONS, THAT PILE OF CLOTHES YOU SHOULD HAVE ALREADY PUT AWAY). IF IT HITS THE FLOOR ON YOURS OR YOUR TEAM'S SIDE, THE OTHER SIDE WIN A POINT.

HAVE AS MANY TAPS AS YOU NEED TO GET IT OVER THE OBSTACLE, JUST RE,EMBER YOU'RE NOT ALLOWED TO CATCH IT.

CHANGE IT UP. MAKE SOME NEW RULES, TRY IT SITTING DOWN. SEE HOW BIG OF A RALLY YOU AND THE OTHER PLAYERS CAN GET TOGETHER (OR BY YOURSELF!)

Mental Maths (10-4-10) Questions

1. $45 + 8 =$

2. $33 - 14 =$

3. $5 \times 3 =$

4. $12 \div 3 =$

5. $42 + 18 =$

6. $91 - 30 =$

7. $9 \times 2 =$

8. $22 \div 2 =$

9. $56 + 29 =$

10. $73 - 51 =$

11. $\underline{\quad} + 40 = 59$

12. $20 - \underline{\quad} = 9$

13. $\underline{\quad} - 23 = 30$

14. $100 - 39 =$

15. $100 - \underline{\quad} = 28$

16. $40p + 90p =$

17. $85p - 44p =$

18. $\frac{1}{2}$ of 30 =

19. $\frac{1}{3}$ of 18 =

20. $8 \times \underline{\quad} = 8$

Maths Home Learning - White Rose

Use the link below to help your child to revisit their understanding of litres (Summer Term - Week 11 - lesson 1)

<https://whiterosemaths.com/homelearning/year-2/>

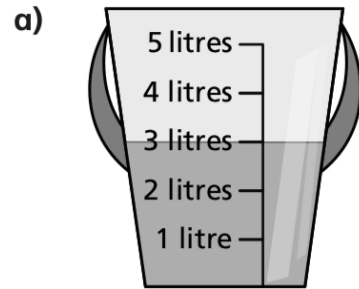
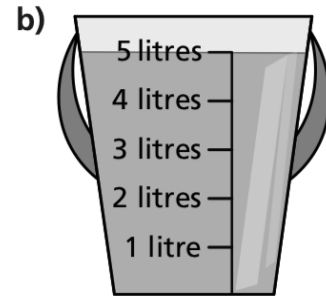
- The videos for this week will be available at the link above. This will help to explain to you how to work through today's activities.
- Try to complete all of questions on the sheets provided and then you can check your answers at the end of this PDF.
- As always, try your best and always ask if you need help. We are so proud of all of you! 😊

Home Learning - Year 2

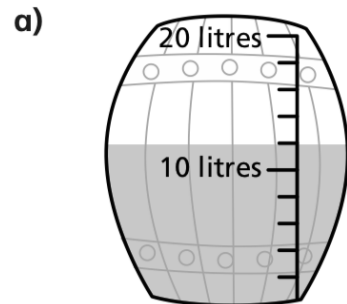
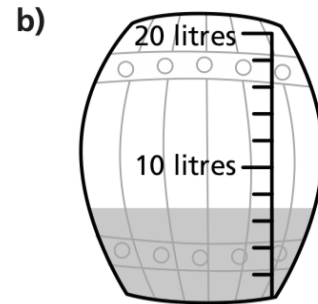
Today's
questions
(part 1)

Please
refer to
the online
video if
needed 😊

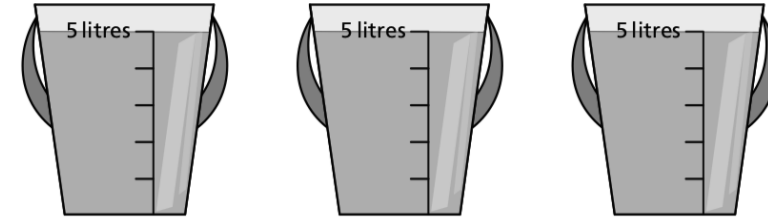
1 How much water is in each bucket?


 l

 l

2 Each of these barrels holds 20 l.
How much water is in each barrel?

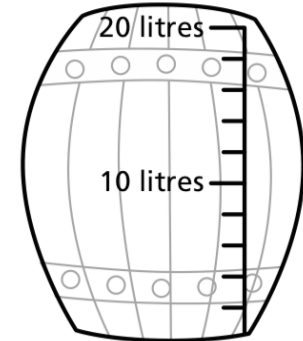

 l

 l

3 Tommy has 3 full buckets of water.



Each bucket contains 5 l of water.

Tommy pours all the water into the barrel.



Show where the water will reach in the barrel.

4 Milk is sold in 5 l and 2 l cartons.
How much milk is there altogether?


 l

Today's questions (part 2)

Please refer to the online video if needed 😊

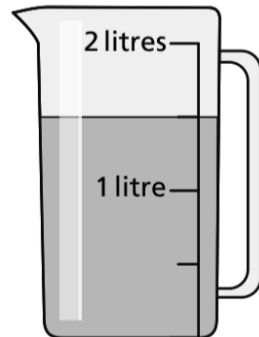
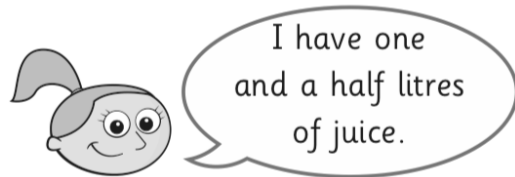


5 Tick the cartons to show 36 l of milk.



6 Eva fills a measuring jug with juice.

The jug holds 2 l when full.



Do you agree with Eva? _____

Explain your answer.

7 Kim puts 30 l of water into an empty fish tank.



Kim pours another 30 l into the same tank.

Draw a line on the tank to show where you think the water will come to now.

8 How would you measure the capacity of each object?

Tick litres or millilitres.

Object	Litres	Millilitres
bath		
mug		
spoon		
teapot		
swimming pool		

Talk about your answers.



English- Lesson One

Today we are going to listen to 'Lost and Found' by Oliver Jeffers and sequence events from the story. We will learn that this tale is a 'quest' narrative and we will think about what characters are thinking.

Story time!

*Read the information on 'Quest Stories' on the next slide before you listen to the story.

Then go to <https://www.youtube.com/watch?v=cRAAQ8EWzig>.

*Listen to the reading of Lost and Found, written by Oliver Jeffers.

Quest stories

In a moment, you are going to listen to a reading of Lost and Found by Oliver Jeffers. Lost and Found is a **quest story**.

- In quest stories, characters undertake a special journey in order to reach a destination or to achieve something that really matters to them.
- The characters must overcome challenges or obstacles before they finally achieve their goal.
- Often the characters learn something important about life while they are on their journey.
- Quest stories often have three parts -
 - a beginning where things are normal until a strange event takes place;
 - a middle section where the journey begins;
 - an end section where characters look back on their journey and think about what they have learned.

English Lesson One- Task One

As you listen to Lost and Found, think about these questions:

1. Which characters in the story go on a quest?
2. What is the destination and purpose of their quest?
3. What challenges or obstacles do they have to overcome before they reach their goal?
4. What do they learn about life as they travel?



English lesson One- Task 2

Sequencing a story

- If possible, print and cut out the Story Sequence Cards on the next slide.
- Read each of the cards and place them in the correct order, so that they tell the story of Lost and Found.
- (if you can't print this, write the letters in the correct order - you can check the order at the end of the pdf.)
- Put a capital 'M' on the card where you think the middle bit of the story starts.
- Put a capital 'E' where you think the end section of the story begins.

Story Sequence Cards

They push the boat out to sea and travel for many days. The boy tells the penguin stories as they go. There is calm and stormy weather.

a

The boy and penguin arrive at the South Pole. The boy is pleased but the penguin is quiet. The penguin gets out and watches as the boy rows away.

b

The boy feels strange on his own. He realises that the penguin was not lost but lonely. The boy decides to row back to the South Pole (he doesn't notice the penguin sailing past the other side of the iceberg).

c

The boy rows sadly towards home. He doesn't tell any stories as he has no one to listen to them. He spots something in the distance. He gets closer until he can see it is the penguin.

d

The boy arrives back at the South Pole. He looks for the penguin everywhere but can't find him. He sadly leaves again for home.

e

The boy takes his row boat out. They test it for size and strength. They pack what they need for the journey.

f

The boy discovers that penguins come from the South Pole. He asks a ship to take them there but can't make his voice heard.

g

A penguin arrives at the boy's door. The penguin follows the boy everywhere. The penguin seems sad. The boy thinks he is lost.

h

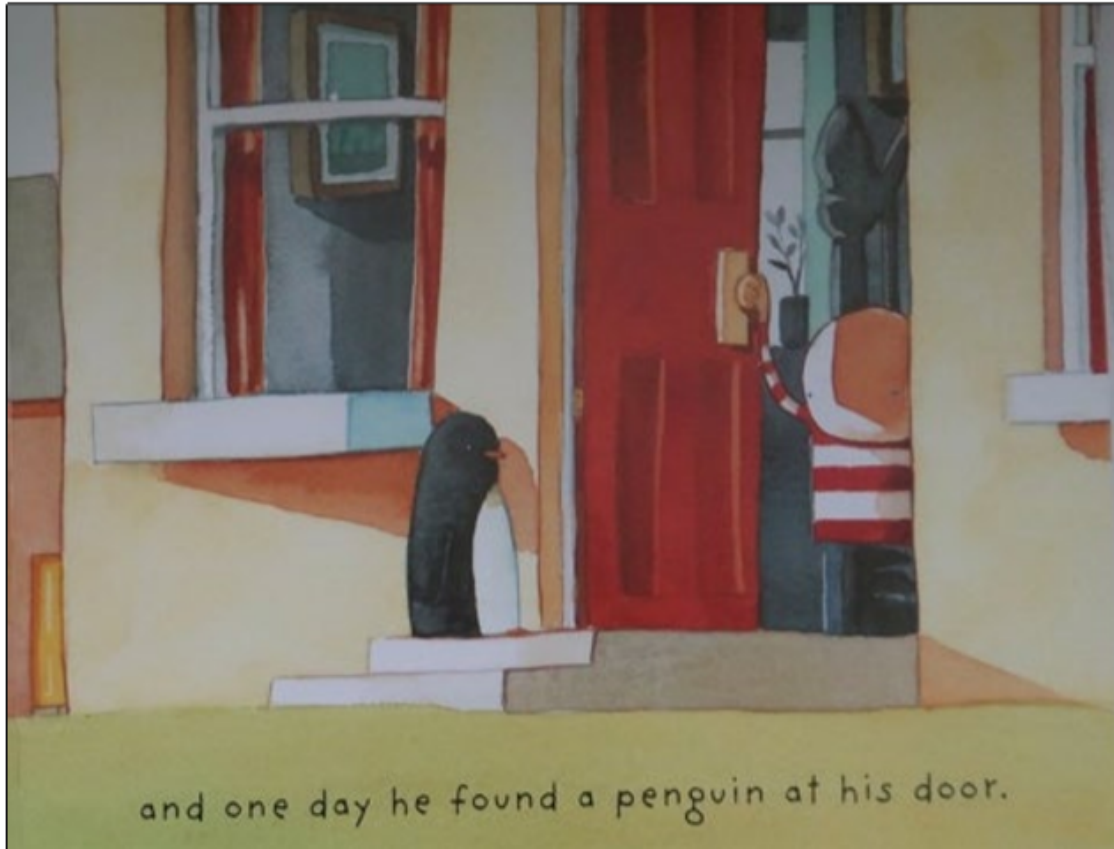
The boy and penguin hug. They travel back home, talking about wonderful things on the way.

j

The boy tries to help the penguin find his way home. He asks at the Lost & Found office, asks some birds and his toy duck but no one helps. The boy can't sleep at night.

k

What are characters thinking?



What are these characters thinking?

*Look at the picture from the story.

*Think about where in the story this picture is from:

*What is each character feeling at this point in the tale?

*Draw two 'Thought Bubbles' to record each character's thoughts

Sequence story cards - ANSWERS

The correct order is
h, k, g, f, a, b, c, e, d, j

PSHE- Jump Back July



Home Learning



We can't control what happens to us,
but we can choose how we respond

Make a list of the things you are
looking forward to.

Mental Maths (10-4-10)

Answers

1. $45 + 8 = \underline{53}$

2. $33 - 14 = \underline{19}$

3. $5 \times 3 = \underline{15}$

4. $12 \div 3 = \underline{4}$

5. $42 + 18 = \underline{60}$

6. $91 - 30 = \underline{61}$

7. $9 \times 2 = \underline{18}$

8. $22 \div 2 = \underline{11}$

9. $56 + 29 = \underline{85}$

10. $73 - 51 = \underline{22}$

11. $\underline{19} + 40 = 59$

12. $20 - \underline{11} = 9$

13. $\underline{53} - 23 = 30$

14. $100 - 39 = \underline{61}$

15. $100 - \underline{72} = 28$

16. $40p + 90p = \underline{\pounds 1.30 \text{ or } 130p}$

17. $85p - 44p = \underline{41p}$

18. $\frac{1}{2} \text{ of } 30 = \underline{15}$

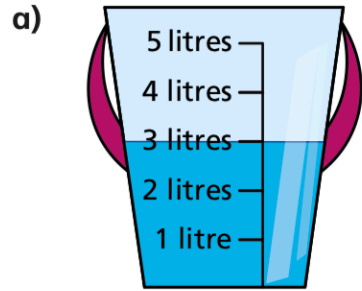
19. $\frac{1}{3} \text{ of } 18 = \underline{6}$

20. $8 \times \underline{1} = 8$

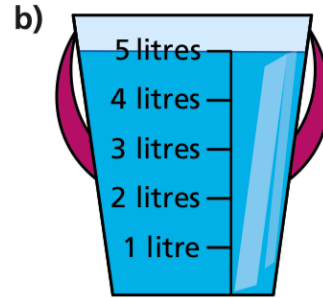
Today's
Maths
answers
(part 1)



1 How much water is in each bucket?

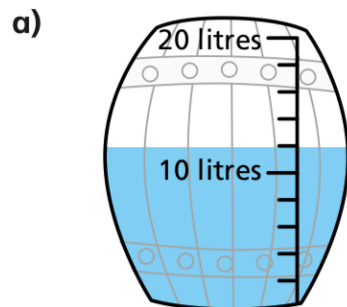


3 l

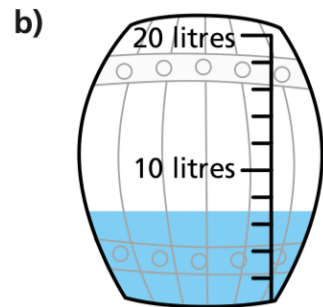


5 l

2 Each of these barrels holds 20 l.
How much water is in each barrel?



12 l



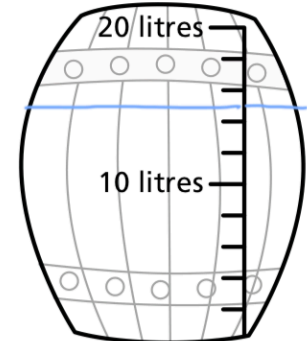
7 l

3 Tommy has 3 full buckets of water.



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Tommy pours all the water into the barrel.



Show where the water will reach in the barrel.

4 Milk is sold in 5 l and 2 l cartons.
How much milk is there altogether?



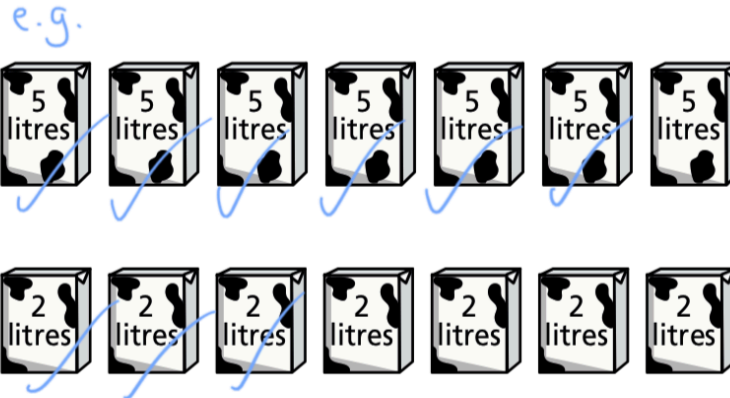
20 l

Today's Maths answers (part 2)



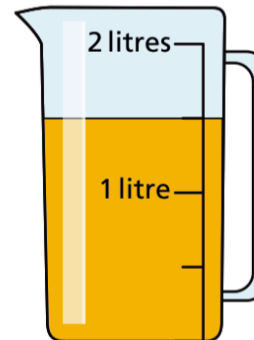
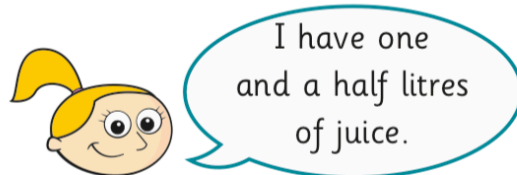
12 l

5 Tick the cartons to show 36 l of milk.



6 Eva fills a measuring jug with juice.

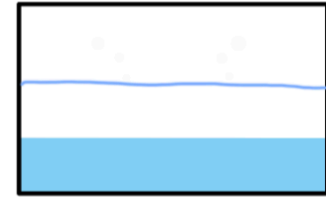
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8 How would you measure the capacity of each object?

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Object	Litres	Millilitres
bath	<input checked="" type="checkbox"/>	<input type="checkbox"/>
mug	<input type="checkbox"/>	<input checked="" type="checkbox"/>
spoon	<input type="checkbox"/>	<input checked="" type="checkbox"/>
teapot	<input type="checkbox"/>	<input checked="" type="checkbox"/>
swimming pool	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Talk about your answers.

