



## William Murdoch Primary School Home Learning Resource Week 3

### Year 2

#### Weekly Maths Tasks

##### Day 1:

Complete the arithmetic test on pages 18-20 in the 10-Minute Tests in the Maths CGP book.  
Spend 10 minutes on Time Tables Rockstars.

<https://play.ttrockstars.com/auth/school>

##### Day 2:

Complete page 11 in the CGP Maths Reasoning book.

Complete the activities on MyMaths - 'Number facts and doubles 2' (Y2).

<https://www.mymaths.co.uk/>

##### Day 3:

Complete page 12 in the CGP Maths Reasoning book.

Complete the activities on MyMaths – 'Counting on over 10 and 20' (Y2).

<https://www.mymaths.co.uk/>

##### Day 4:

Mental Maths Train Game-select the subtraction tab. Complete the different activities which focuses on building subtraction skills. <https://www.topmarks.co.uk/maths-games/mental-maths-train>

##### Day 5:

Complete page 13 in the CGP Maths Reasoning book.

Spend 10 minutes on Time Tables Rockstars.

<https://play.ttrockstars.com/auth/school>

#### Weekly Reading Task

##### Day 1:

Read the First News article. They may find the text challenging and so you may need to help them with some words. Answer the First News article questions. Again, you may need to help your child at structuring the answers.

##### Day 2:

Let your child select a book from

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

If you've not do so already, register for free. You'll need to do it before you can use it. Get your child to read the book and check to see your child has understood what the text is about. Identify words they are not sure of and explain what they mean. Your child should write a summary of the story.

##### Day 3:

Using the 'KS1 English Comprehension – Targeted Question Book' booklet, your child should read the extracts and answer questions on pages 8 & 9 (No Teacher; The Enchanted Wood).

##### Day 4:

Using the 'KS1 English SAT Buster – 10-Minute Tests for Reading' booklet, get your child to read the extract on page 11 and then answer the questions on pages 12 & 13. They do not need to complete the activity within 10 minutes at this point.

##### Day 5:

Watch [Newsround](#) and find out what is happening in the world. Ask what did you find out? Is there anything they need help understanding?

#### Weekly SPaG/Spellings Task

##### Day 1:

Read through the weekly spellings list. Children should practise spelling these in the usual format: read, write, cover and check. They should try to spell them independently by the end of this task.

##### Day 2:

Using the weekly spelling list, children to select

#### Weekly Writing Task

##### Day 1:

After listening to 'The House that Jane Built'

<https://www.storylineonline.net/books/house-that-jane-built/> discuss what they think Hull House looks like inside from outside and inside. Ask your child to draw a picture of the house and label it with the different rooms it may have. What are those rooms used for?

<p>six words and place them into a sentence. E.g. It was very <u>cold</u> last night.</p> <p>Remember to use capital letters and full stops.</p> <p>Revise weekly spelling list.</p> <p><u>Day 3:</u></p> <p>Using the KS1 SATS Buster SPAG booklet, your child is to complete pages 7 &amp; 8. Revise weekly spelling list.</p> <p><u>Day 4:</u></p> <p>Discuss with your child any unusual spelling patterns. They are to make a poster of 5 words they find tricky to spell. Put the tricky part of the word in a different colour. Put it up on display in their bedroom.</p> <p><u>Day 5:</u></p> <p>Test your child on the weekly spelling list to see if they have learnt their spellings. Revise weekly spelling list.</p>	<p><u>Day 2:</u></p> <p>After listening to yesterday's story of The House that Jane Built, discuss what one of their favourite rooms would be in the house. Why? What's in that room that makes it so exciting? Your child should then write sentences using adjectives to describe this particular room. E.g. The playroom had an enormous slide in it. Remember, adjectives are <u>describing</u> words.</p> <p><u>Day 3:</u></p> <p>Think back to the story when the thief broke in and stole from Jane. Ask your child, what could the thief have stolen? Why? Get your child to write a sorry letter to Jane saying the different reasons they stole. Can they include a question in their work? Remember to write in full sentences, with capital letters and full stops in the right places.</p> <p><u>Day 4:</u></p> <p>Play Hide and seek. Then write a set of instructions on how to find something in your bedroom. Think about the positional language to help find the object. E.g. Next, <u>on top of</u> the shelf you will find a book.</p> <p><u>Day 5:</u></p> <p>Get your child to write a diary entry about what they have done so far since they've been off school. How do they feel about it? Get them to talk about their feelings in there and any worries they have.</p>
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## Learning Project- to be completed throughout the week: My Family

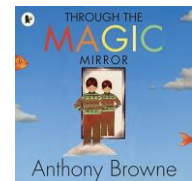
**The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.**

**Using your senses:** Ask your child to pick a window in the house. Ask them to stand there for a few minutes and have a look at what they can see and write and draw three of them. Now ask them to try this activity again but this time ask them what they can hear? Write these down. Ask your child to describe the sounds that they can hear. For example: I can hear the wind whistling softly in the air. I can hear the birds chirping happily in the trees. Ask your child to help find a piece of material in the house and then blindfold them (you can use a scarf). What can they see? Which sense do they use now? Ask them to now cover their ears and look outside the window. What do they hear?

### A 'feely bag':

Ask your child to find six objects, such as a hairbrush, a sponge, a marble or a small ball, an ice cream scoop, an elastic band and a wooden spoon. You will also need something to act as a blindfold (you can use a scarf). Imagine what it would be like if you could never see because you were blind, and you had to learn to rely on your other senses instead. Play with a partner and see who guesses most of the objects. Ask your child to describe the objects using scientific language such as rigid, flexible, smooth, waterproof and bumpy. Ask your child what material they think the object is made from and why? For example: I think the spoon is made from wood because it is hard, smooth and you can use it when you are cooking. For every object guessed write it down in your purple home learning books.

### Find a mirror in the house:



Ask your child what can they see? Imagine if they were able to walk through a mirror. What do they think they would see? Write these ideas in your purple home learning books before listening to the story. For example: I would see a sparkling white unicorn with a gold horn gliding through the clouds. Listen to the story '[Through the Magic Mirror](#)' by Anthony Browne. Look at the illustrations in the book and discuss what is different. Explore unfamiliar words and write the down the meaning. Can they create a story like 'Through the Mirror'? Draw a story map first then plan the story.

### **In your story map, remember to include:**

- **A beginning** – Who are the characters? Where is the story set?
- **A build-up** – What is happening in the story,
- **A problem** – What has happened? What is going to happen next?
- **A resolution** – solving the problem: How will it get solved? Does someone help?
- **The ending**- Is it a happy ending? Was it a dream? Was it real?

Using the story map, ask your child to create their story, remembering to use effective adjectives, similes (like, as), noun phrases, different sentence openers.

**Example:** Amelia was a shy, petite girl who wore a denim blue dress and white t-shirt. She had beautiful dark brown curly hair that bounced every time she moved. Amelia lived in a grand mansion with her family, she had two brothers, an older brother called George, he was sixteen and a baby brother called Henry, he was two. Amelia enjoyed riding her horse and helping her Grandma around the house. But her favourite thing to do was to read! She read books all the time, she had almost finished the collection of books they had in the library!

One bright morning, Amelia woke up and noticed a beautiful sparkly mirror in her room. Where did it come from? She decided to rub her eyes because she thought it was a dream. She took a step towards the mirror and began to look in...

### **School Uniform:**

Tell your child that they will be presenting to the School Council about the school uniform. Do they think it is a good idea to wear a uniform or are they against wearing a uniform? Can they write down why they think they should have a uniform and then write down why they shouldn't? **For example:** I think it is a good idea to wear school uniform because all children are wearing the same clothes and we look smart. I don't think it is a good idea to wear school uniform because it is uncomfortable and unfashionable. I like to wear bright colours and the school uniform is dull.

Ask your child to design a new uniform. What would they wear? Would it be the same for girls and boys? What would they say to the school council? How would you campaign? Would you ask people to vote for and against uniform? Ask your child draw and write their ideas in their purple home learning books, they can colour in their designs and label the materials that they would use.

### **Pictures for the NHS:**

Ask your child to create an A4 picture for the new Nightingale hospital. It is an excellent opportunity to share hope and positivity throughout the nation. The picture your child creates will be appreciated by many NHS staff members and frontline people. For example: paramedics, health care assistants, social workers, the cleaners, house-keeping team, police, sale assistants, shop keepers, delivery services and the postman. Ask your child to be creative with their designs. Remember to write your name on your work.

**Once the poster has been completed, there are a few choices that can be done such as:**

1. Place the poster in your window for everyone to see.
2. Stick/take a picture of the poster into your purple home learning books.
3. If you have a twitter account (Parents), you can upload the picture onto twitter using the hashtag #RainbowsForNightingale

### **Additional learning resources parents may wish to use:**

Twinkl - <https://www.twinkl.co.uk/>

To access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

Top Marks- <https://www.topmarks.co.uk/>

This is a great website that is free to use and has a range of games for the different subject areas.

Learning games for kids- <https://www.learninggamesforkids.com/>

There a range of games for different subjects. There are games that are particularly good for children to learn to type on a computer keyboard. This is also helpful for the children to recognise the capital letters.

Additional Year 2 reading support can be found here:

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

First News

[https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2020/04/FIRSTNEWS\\_722.pdf](https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2020/04/FIRSTNEWS_722.pdf)