



William Murdoch Primary School Home Learning Resource Week 4

Year 2

Weekly Maths Tasks

Day 1:

Complete pages 14 & 15 in the CGP Maths Reasoning book.

Complete the activities on MyMaths - 'Number and place value' (Y2).

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

Day 2:

Practise learning about money by playing this game.

<https://www.doorwayonline.org.uk/activities/cashing-in/cashing-in.html>

Your child could also use real coins and play a similar game with family members.

Day 3:

Complete pages 22-25 in the 10-Minute Tests in the Maths CGP book.

Spend 10 minutes on Time Tables Rockstars.

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

Day 4:

Watch the video on White Rose Maths- Week 1, Lesson 2- 'Recognise a half'.

Children to complete the activity 'recognise a half.'

Once completed, parents to look at the answers and mark with your child.

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

Day 5:

Watch the video on White Rose Maths-Week 1, Lesson 3- 'Find a half.'

Children to complete the activity 'find a half.'

Once completed, parents to look at the answers and mark with your child.

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

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 10 & 11 (Amy Johnson; Tim's Diary).

Day 4:

Using the 'KS1 English SAT Buster – 10-Minute Tests for Reading' booklet, get your child to read the extract on page 14 and then answer the questions on pages 15 & 16. 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

Weekly Writing Task

Day 1:

Try and find for your child some fiction, non-fiction and/or poems about animals. Some of the books on the following website may help:

spell them independently by the end of this task.

Day 2:

Using the weekly spelling list, children to select six words and place them into a sentence. E.g. It was a beautiful day outside.

Remember to use capital letters and full stops.

Revise weekly spelling list.

Day 3:

Using the KS1 SATS Buster SPAG booklet, your child is to complete pages 9 & 10. Revise weekly spelling list.

Day 4:

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.

Day 5:

Test your child on the weekly spelling list to see if they have learnt their spellings. Revise weekly spelling list.

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

[page/?view=image&query=&type=book&age_group=Age+6-7&level=&level_select=&book_type=Non-fiction&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+6-7&level=&level_select=&book_type=Non-fiction&series=#)

They should make an A-Z Animal list. Can they think of an animal for each letter of the alphabet?

Day 2:

Using the texts from yesterday, can your child find adjectives to describe the animal? They are then to draw a picture of their favourite animal and label it. Your child should then write sentences about the animal using expanded noun phrases. E.g. The lion is a huge, mighty creature that likes to live in the savanna.

Day 3:

Create a fact file about their favourite animal. Research with your child an animal of their choice and explore the vocabulary required to describe them. Discuss what different resources could be used depending on what is available e.g. paint, pencils, collage. Get them to explain and write down why they like that animal so much.

Day 4:

Allow your child to design their own board game. Discuss games that children like to play and ideas that they can take from these to create their own. Talk about the layout and features of the game. What will it look like? Get them to explain how to play the game.

Day 5:

Ask your child to explain the rules again of how to play the game they designed yesterday. Now ask them to write instructions to explain how to play. Talk about the layout and features of instructions. Remember, instructions use imperative verbs (bossy verbs) e.g. get, cut, make.

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 key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

Find out about:

What are mammals?

What are amphibians?

What are birds?

What are fish?

What are reptiles?

What are minibeasts?

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

In your purple home learning books, ask your child to draw an animal for each category and write what makes them a mammal, an amphibian, bird, fish, reptile and minibeast.

For example:



A dolphin is a mammal because they are warm blooded animals and they breathe air through their lungs, unlike fish they have gills. They give birth to live young however, reptiles, amphibians and fish lay eggs for their offspring to hatch.

What is your favourite animal?

Ask your child to write some clues to describe their favourite animal. They can research their favourite animal to help them write their clues. Can they write 7 clues in their purple home learning books then read them to their audience and see who can guess the animal. Ask your child to use effective adjectives when describing their favourite animal.

For example:

- This animal has beautiful soft fur.
- The soft fur can be white, brown or black.
- It can have ruby red, hazel or dark blue eyes.
- Their babies are called kittens.
- It has a small bushy tail.
- They are very good jumpers.
- They can live in dark tunnels called warrens.

Can you guess the animal? It is a rabbit!

Nocturnal animals - What do they think this word means?

<https://www.bbc.co.uk/bitesize/clips/zsshfg8>

Ask your child to watch this short clip and discuss the animals they saw. Have they seen these animals? How could they describe them? **Can they answer these questions?**

- What do owls like to eat?
- What are baby owls called?
- What other animals come out at night?
- Where else do you think bats can be found?
- Why do you think hedgehogs have spines on their back?
- Why do you think it is safer for a badger to come out during the night?
- Can you name **three different nocturnal animals** that weren't in the clip?

Play <https://ictgames.com/mobilePage/nocturnal/index.html> to support your knowledge and understanding on a few nocturnal animals. Nocturnal animals are more active at night than during the day. These animals sleep during the day, often in a burrow or den. They have special adaptations that help them survive in the dark. Over millions of years, these animals have developed traits that help them survive in the darkness. Nocturnal animals may have larger ears to hear better, bigger eyes to see better and body parts that glow in the night. Ask your child to create a fun fact file on a **different nocturnal animal**.

For example:

Name: Skunks

Introduction: Skunks are small, furry animals with black and white stripes.

Family: Skunks usually give birth in May; the female can have up to four to seven kits. Baby skunks are called kits. When born, skunk kits are blind, deaf, and covered in a soft layer of fur. About three weeks after birth, their eyes open. The kits are weaned about two months after birth, but generally stay with their mother until they are ready to mate, at about one year of age.

Diet: Skunks are omnivorous, eating both plant and animal material and changing their diets as the seasons change. They eat insects, larvae, earthworms, grubs, rodents, lizards, salamanders, frogs, snakes, birds, moles, and eggs. They also commonly eat berries, roots, leaves, grasses, fungi and nuts.

Habitat: Skunks live in forest edges, woodlands, grasslands and deserts. They typically make their homes in abandoned burrows, but will also live in abandoned buildings, under large rocks and in hollow logs.

Special feature: Skunks release an unpleasant spray from their bottoms to warn off other predators. The scent is not very nice and very often bears, wolves and foxes will leave them alone.

Art: Creating a nocturnal animal or nocturnal animal art

Create your own big-eyed nocturnal [animal art](#). Here are a few examples of creating nocturnal animals, you can use different materials around the house and different resources.

For example: creating a hedgehog:

Your child could use a foam egg and cut it in half, paint in brown, use a black pen and draw a semi-circle at the narrow end of the egg and add some facial features. Think about what materials you could use to create a nose. Then add some spines (spikes on the hedgehogs back) you could use little sticks or cut toothpicks in half and stick them on the hedgehogs back.

Create a nocturnal animal art: Draw/paint a night scene with some nocturnal animals in the picture. Be as creative as you like. Ask your child to use different resources to support the texture of different animals. Could you use cotton wool for an owl? Remember it is a night-time scene therefore, the sky should not be bright, and it needs to be dark for animals to freely roam around.

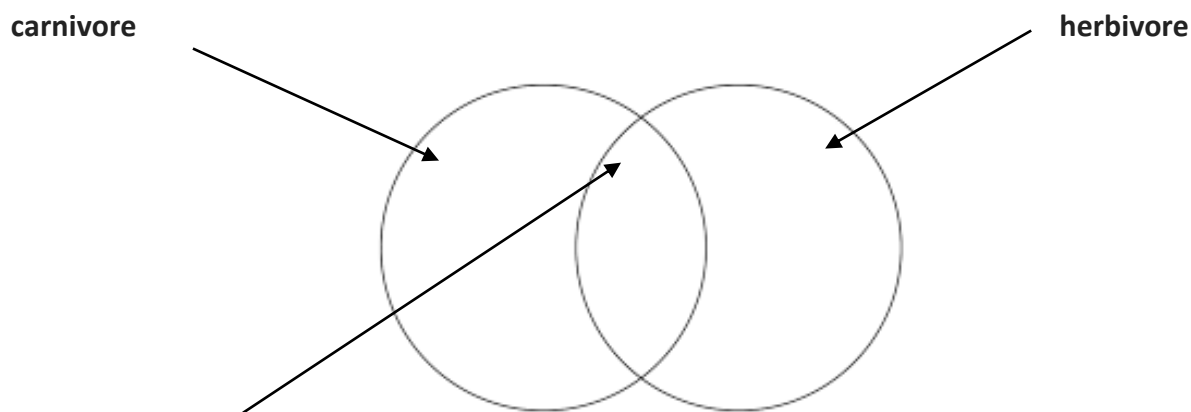
Animal grouping:

Get your child to group animals into two columns. Identifying animals that can fly and cannot fly. What do animals eat? Scientists group animals into three different groups according to what animals eat. These groups are carnivores, herbivores and omnivores. **Carnivores** eat other animals, **herbivores** eat plant material including fruit, leaves, vegetables, **and omnivores** eat a mixture of meat and plant material. (*Animals that eat other animals are called carnivores. Animals that eat plants are called herbivores. Animals that eat both plants and other animals are called omnivores*)

Sorting Cards

Create a Venn diagram:

Ask your child to draw two circles and label them. <https://www.twinkl.co.uk/resource/t-sc-054-omnivore-carnivore-or-herbivore-venn-diagram-sorting-worksheet>



The middle section needs to be labelled **omnivores** as that is for animals that eat both meat and plants. Can they write the name of the animals that can be placed in each section? Can humans be placed on the Venn diagram? If so, where?

P.E: <https://www.bbc.co.uk/bitesize/clips/zw79wmn>

Ask your child to watch this clip on how animals move. Do the animals move slowly? Do they crawl? Do they have wings? If they do, what part of your body could you use to act out the wing motion?

Play some music: Ask your child to move like a snail, snake, tiger, a flamingo and a giraffe (you can select your own animals). Can they think of the body parts that they would need to use to move like the animal? How does a crab and seahorse move? Is it the same way? How does a tiger move when hunting their prey? Is a sloth slower than a snail? How can you move like a sloth?

P.E with Joe Wicks:

<https://www.youtube.com/watch?v=uqLNxJe4L2I&list=PLyCLOPd4VxBszBLWgWMpt9kb5sKDXNX6M> There are 8, 8 minute workouts on here with the lovely Joe. He does daily workouts at 9am every day on his YouTube channel. This is a wonderful way to maintain a healthy mind and body.

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/>

Year 2 BBC Bitesize website: <https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-lessons/1>

The BBC has launched its daily lessons service through the Bitesize website. This website can be used if you would like additional lessons/activities to do with your children. There are three new lessons every weekday with videos, activities and more.

First News:

https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2020/04/FIRSTNEWS_723.pdf