



## William Murdoch Primary School Home Learning Resource Week 8

### Year 2

#### Weekly Maths Tasks

##### **Day 1:**

Complete pages 20 & 21 in the CGP Maths Reasoning book.

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

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

##### **Day 2:**

Continue learning about money by playing this game. Identify the coins needed to make each amount. Complete both levels in the game (easy and hard).

<https://natwest.mymoneysense.com/students/students-5-8/coin-cruncher/>

##### **Day 3:**

Complete pages 32 & 33 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-**Summer Term – Week 2, Lesson 1- 'Compare lengths.'**

Children to complete the activity '**Compare lengths.'**

Then watch the video on White Rose Maths-**Summer Term – Week 2, Lesson 2- 'Order lengths.'**

Children to complete the activity '**Order lengths.'**

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

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

##### **Day 5:**

Go out in the garden and observe the different creatures/animals that can be seen. Count how many of each animal/creature you can find.

Make a tally chart to show the different animals/creatures you see. Then use the tally chart to produce a bar graph in your home

#### Weekly Reading Task

##### **Day 1:**

Let your child select a book from

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

If you've not done 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/book.

##### **Day 2:**

Using the 'KS1 English Comprehension – Targeted Question Book' booklet, your child should read the extract on page 20 and answer questions on page 21 (Sports).

##### **Day 3:**

Read the First News newspaper. Link can be found in the '*Additional learning resources parents may wish to use*' section. Allow your children to browse through the newspaper and see if there are any articles they would like to read. Your child may need help reading some of the text. The newspaper is a really good way of keeping up-to-date with current affairs and loads of fun things created in a child-friendly way.

##### **Day 4:**

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 5:**

Using the 'KS1 English SAT Buster – 10-Minute Tests for Reading' booklet, get your child to read the extract on page 27 and then answer the questions on pages 28 & 29. Try and see if your child can complete the test in 10 minutes. Do not

<p>learning book. E.g. ants- IIII=4      ladybirds- IIII II=7 butterflies=IIII= 5   magpie bird= III=3</p>	<p>worry if they don't and need extra time.</p>
Weekly SPaG/Spellings Task	Weekly Writing Task
<p><b>Day 1:</b> 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.</p> <p><b>Day 2:</b> Using the weekly spelling list, children to select six words and place them into a sentence. E.g. <i>I am going to dig the <u>treasure</u> in the garden.</i> Remember to use capital letters and full stops. Revise weekly spelling list.</p> <p><b>Day 3:</b> Play the 'Prefix and Suffix Game' <a href="https://www.funenglishgames.com/grammargames/prefixsuffix.html">https://www.funenglishgames.com/grammargames/prefixsuffix.html</a> Your child will need to place the correct prefix and suffix to the root words to make new words. Then remember to revise weekly spelling list.</p> <p><b>Day 4:</b> Using the KS1 SATS Buster SPAG booklet, your child is to complete pages 16 &amp; 17. Revise weekly spelling list.</p> <p><b>Day 5:</b> Revise weekly spelling list. Test your child on the weekly spelling list to see if they have learnt their spellings.</p>	<p><b>Day 1:</b> Listen to the programme Instruments Together <a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-instruments-together-5-all-instruments/z447qp3">https://www.bbc.co.uk/teach/school-radio/music-ks1-instruments-together-5-all-instruments/z447qp3</a> Your child is to make an A-Z list of musical vocabulary. This could include instruments, artists or musical verbs. If they can, get them to apply some of these into sentences.</p> <p><b>Day 2:</b> Ask your child to read a favourite story or to read Rumpelstiltskin <a href="https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&amp;query=&amp;type=book&amp;age_group=Age+6-7&amp;level=&amp;level_select=&amp;book_type=&amp;series=#">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&amp;query=&amp;type=book&amp;age_group=Age+6-7&amp;level=&amp;level_select=&amp;book_type=&amp;series=#</a> When reading, play some classical music. Talk to your child about how it made them feel. Mind map their feelings after this e.g. relaxed, calm. Your child can then create fact files about 2 or 3 musical instruments. This could include where they originate from, what they're made from, etc. Your child can include an illustration of the instrument and label the parts.</p> <p><b>Day 3:</b> Read along to the story Every Bunny Dance <a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/everybunny-dance/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/everybunny-dance/</a> Following this, ask your child to list all of the instruments and dances that appeared in the book. Can your child rewrite the events from Every Bunny Dance as a newspaper report? Remind them that newspapers retell people about what has happened and normally tell the reader the five W's (who, what, when, where and why). If this is too challenging, they could draw the events in a comic strip style using words such as 'first', then, and 'after that'.</p> <p><b>Day 4:</b> Practise a favourite rhyme or poem. Your child</p>

could learn the National Anthem for their country. Create actions and perform this to the family. Task your child with writing their own family song. What would they include in their family song? Would they talk about all their family members, or just as a collective? When ready, they can perform it- perhaps to a family member on Facetime (with adult supervision).

**Day 5:**

Listen to the story of a poor musician and a stray dog <https://safeyoutube.net/w/M5j6> . Stop the film at certain points, e.g. 5:11 or 5:43. Discuss together what the characters might be thinking. Can your child draw thought bubbles writing what they are thinking? What would they say to each other?

**Learning Project- to be completed throughout the week: Living & Non-living things**

**The project this week aims to provide opportunities for your child to learn more about living and non-living things. Learning may focus on different types of living creatures and things that are not living. It will look at the characteristics of living things and what makes it living compared to non-living.**

**List 10 things that are living and non-living**

In your purple home learning books, ask your child to split their page into half and label one side living and the other side non-living. Can your child name 10 living things and 10 non-living things? **Challenge:** Ask your child to write some sentences underneath their list stating what makes an object or thing living?

**Living and non-living**

Ask your child to have a go at playing this game. It asks questions and your child needs to select the correct answer. Some questions require two answers, so be sure you are reading what the question or statement is asking/saying.

<https://www.turacogames.com/games/living-non-living/>

**Have fun!**

**What is a life cycle?**

Watch this short clip explaining what a life cycle is. Then once you have watched the clip, can you put in the order the life cycle stages in the correct order? Can you answer the multiple questions at the end?

<https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zwn6mnb>

**The life cycle of plants**

Are plants living things? What do they need to grow? Watch this clip explaining the life cycle of the Dandelion. Look out for scientific language such as germination and what it means.

<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z2vdjxs>

### **The life cycle of a butterfly**

Watch this clip of the life cycle of a butterfly. What do you notice? What did you see? What did the animal need to survive? Did the animal look the same when it was born? What had changed?

<https://www.youtube.com/watch?v=kVm5k99PnBk>

### **What does MRS GREN stand for?**

When something is living it has 7 main characteristics. Can you remember what they are? Write in your purple books the answers. The first one has been done for you.

**M= movement**

R  
S  
G  
R  
E  
N

### **Life cycles**

Create a human life cycle poster starting from birth up until death. What stages do humans go through? Be as creative as you like, use magazines to cut out pictures of a baby or a grandparent, draw your own pictures and label each stage.

<https://www.twinkl.co.uk/resource/t-t-18160-stages-of-growth-sequencing-sheet>

Look at the life cycle of a chick, is it a living or non-living thing? Does it have similar stages in its life cycle like humans? What makes a chick's life cycle different?

Ask your child to research and draw the life cycle of another animal (something unusual) crocodiles, jelly fish, spiders, butterfly etc. Draw and write your findings in your purple home learning books.

### **Go on bug hunt in your garden:**

Have a look in your garden for an insects and creatures. What can you see? What creatures have you found? Where did you find them? Were they in damp living conditions? Were they climbing up the fence?

**Challenge:** What is the role of a bee? Why are bees important for the world? What would happen if we didn't have any bees? Can you design a poster to increase people's awareness of bees and how to save them?

<https://friendsoftheearth.uk/bees>

### **Compare a living thing to a non-living thing**

Ask your children to look at a living thing and a non-living thing, what differences or similarities do they have? What do you notice?

#### **For example:**

Living thing – A lion cub	Non-living thing - A lion teddy bear
A lion cub can roar. A lion cub can respire using its heart and lungs. A lion cub doesn't need batteries to work, it is a living thing.	A lion teddy can't roar. A lion teddy does not have a heart and lungs. Therefore, it can't respire.  A lion teddy may need batteries to work to move around and make sounds.

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Refer to MRS GREN to support you for this activity. Try and incorporate the scientific language that has been used and use this in your work.

**P.E: Yoga for Children**

<https://www.youtube.com/user/CosmicKidsYoga>

An opportunity for your child to wind down and help them with mindfulness (think positively and managing their feelings). There are numerous of videos available for your children to explore. Explore the different postures and remember to have plenty of fun!

**P.E: Wake up, shake up**

[https://www.youtube.com/watch?v=AKlid\\_e-loE](https://www.youtube.com/watch?v=AKlid_e-loE)

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

**Storytime with Mr Panichi**

During this period of lockdown, we know that some children have missed being in the classroom, learning new things, seeing their friends and hearing a good story. Therefore, Mr Panichi is doing daily readings of a book during this time so that your child can see a familiar face and tune into a good book. He will be reading 'The Wild Robot' by Peter Brown - a good page turner that leaves you wanting to hear/read more. The book focuses on a robot called Roz who is washed up on a deserted island. She has to figure out her purpose in life. The only other inhabitants on the island are the animals that live there and they are initially petrified of Roz. They soon however, come to change their minds towards her as she becomes a wonderful mother and friend through an unfortunate event. The book is primarily aimed at Key Stage 2 pupils but can be enjoyed by others. Videos will be made available daily (Monday-Friday) and will be found in the following section of the website:

<https://www.williammurdoch.bham.sch.uk/covid-19/story-time-with-mr-panichi> Let's carry on reading!

**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 newspaper:

[https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2020/05/FIRSTNEWS\\_728.pdf](https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2020/05/FIRSTNEWS_728.pdf)