



Year 2 Home Learning

20/04/20



Here is your Home Learning Timetable for today and an example of a daily timetable you may wish to follow. This document will give you hints and tips on how to deliver the material and exactly what they should be doing. The weekly slides are 'child friendly' and will guide them through the day in more simple language.

Feel free to change or personalise the material. Explain anything they don't understand in your own words and remind them it's OK to get stuff wrong; that's when we learn!

Please do as much or as little as you can. This is such an unusual and stressful time for many so our priority should always be the well-being of ourselves and the ones we care about.

Suggested daily timetable

9am – Morning meditation
9:05 – 9:35- Reading
9:45 – 10:00 Grammar and punctuation
10:00 – 10:30 – Writing
10:30 – 11:00 – Break and exercise
11:00 – 11:15 – Spelling/handwriting
11:15 – 11:45 - Maths
11:45 – 12:00 – Story time
12:00 – 1:30 – Lunch break.
1:30 – 2:00 – PE (use Joe Wick on YouTube if you aren't already!)
2:00 – 2: 45 – Curriculum.

Relaxation 5 minutes	Click on the link on the slide or type this in. https://www.youtube.com/watch?v=ZBnPlqQFPKs Remember: This is important for our learning. With a clear mind we can concentrate more easily! Tip for parents – If your child feels silly doing this or doesn't want to, join in with them!
Reading 30 minutes	Children to read or support them to read this short story: Today I saw a monster who lived in a cave hidden in the rocks by the beach. I was walking my dog Bobby, throwing stones for him along the beach when I noticed the monster. He had shaggy brown fur and a long striped tail. I glimpsed three horns on his head shaped like little arrows. His nose was flat, like a pigs snout and every now and then he made little sniffle noises which made me laugh. He turned around when he heard me giggling, waved at me and ran into the dark cave. I am going back tomorrow to see if I can see him! After they can answer these questions, these can be verbal answers or they could be written down or typed. Children could even draw their responses. Suggested answers are in italics. Who might the person be telling the story? <i>An older child or adult as they are walking by themselves on the beach.</i> Why was the person on the beach? <i>They were walking their dog, Bobby.</i>

	<p>What did the monster's tail look like? <i>'A long striped tail'</i></p> <p>What made the person laugh? <i>The monster made little sniffle noises, which made the person laugh.</i></p> <p>What does the word glimpsed mean? Can you think of another word similar to this word? <i>Children may not know what this word means and that is okay, you can explain to them. Glimpsed means to see something or sneak a peak of something. Another word might be – see, spied, notice, spot, detect.</i></p> <p>What do you think will happen next? <i>This is based on opinion but needs to be realistic. For example: I think the person will come back tomorrow and try to see or speak to the monster.</i></p> <p>Remember you can log onto 'Bugclub' and have the children read one of their stories. Then answer the questions about it. Tip – Read the story twice, out loud. The first time they can concentrate on the sounds and new words. Make sure that the second time they read the story, they read it as they would 'say' it (using a conversational tone).</p>
<p>Grammar and punctuation 10 minutes</p>	<p>Have your child copy this sentence: The big, blue monster roared loudly.</p> <ul style="list-style-type: none"> - Circle the noun in red. - Circle the verb in blue. - Circle the adjective in green. - Circle the adverb in yellow. <p>Feel free to give them hints and examples of these types of words.</p>
<p>Writing 30 minutes</p>	<p>Have your child describe this monster.</p> <p>They could include:</p> <ul style="list-style-type: none"> - Its name. - How big it is. - Where it lives. - What it eats. - What it looks like. - How it is feeling and why.  <p>Tip – Don't stop there! What other details can you include? Can you use expanded noun phrases. Be inventive! Can you draw a picture of it too?</p> <p>Challenge – Include an exclamation sentence (remember these start with 'what' or 'how', like: 'What a big house that is!').</p> <p><i>In year 2, when we write, we always include:</i></p> <ul style="list-style-type: none"> - Capital letters and full stops. - Neat handwriting. - Great spelling (it's OK to ask an adult!) - Conjunctions (only one for each sentence).

	<p><i>There are 4 triangles, 4 circles, 1 oval, 1 semi circle, 3 rectangles and 2 squares. So the most used shapes are triangles and circles.</i></p> <p>What is the least used shape?</p> <p><i>Ovals and semi-circles as they have only been used once.</i></p> <p>How many vertices can you spot for the whole monster?</p> <p><i>Vertices are the 'corners' of shapes. So if there are 4 triangles, (3 + 3 + 3 + 3) and 1 semi-circle (2) and 3 rectangles (4 + 4 + 4) and 2 squares (4 + 4) then there are 34 vertices altogether. Circles have no vertices.</i></p> <p>Can you make a monster out of shapes and answer the questions above for your shape?</p>
<p>Youtube story</p>	<p>https://www.youtube.com/watch?v=Zf8H6V3J9xY (Or read your own instead!)</p>
<p>PE with Joe Wicks 30 minutes</p>	<p>https://www.youtube.com/user/thebodycoach1 Find today's episode and clear a space so your child can really get into it. Join in with them if they're feeling self-conscious!</p>
<p>Curriculum 45 minutes</p>	<p>For this task, children will have made their own worry monster. Worry monsters are friendly monsters that nibble up worries and make them go away!</p> <p>Part 1 of this task is to design and label a plan of their worry monster. Design criteria: the monster must be able to be placed in my bedroom, it must be able to take or listen to my worries (a hole or slot perhaps).</p> <p>Get children to consider these questions: What materials will I need to make it? What colours will I need and why have I chosen these colours? What shape could my monster be and why? How big or small will my monster be? How can I make my worry monster appealing to me? Will it be my favourite colour, funny looking or covered in my favourite things?</p> <p>Get children to draw or sketch out their worry monster on a piece of paper and label the parts of their worry monster considering the questions above. Some pictures below are just ideas!</p> <div data-bbox="491 1547 1161 1778" data-label="Image"> </div>