



Year 2 Home Learning

23/04/20

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=a1dgkivX9-A 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 text:

The Two-Headed Monster

A two-headed monster
broke into my house.
He ate every button
on Jennifer's blouse.

He tasted a table
and chewed on a bed.
He swallowed the hat
on my grandfather's head.

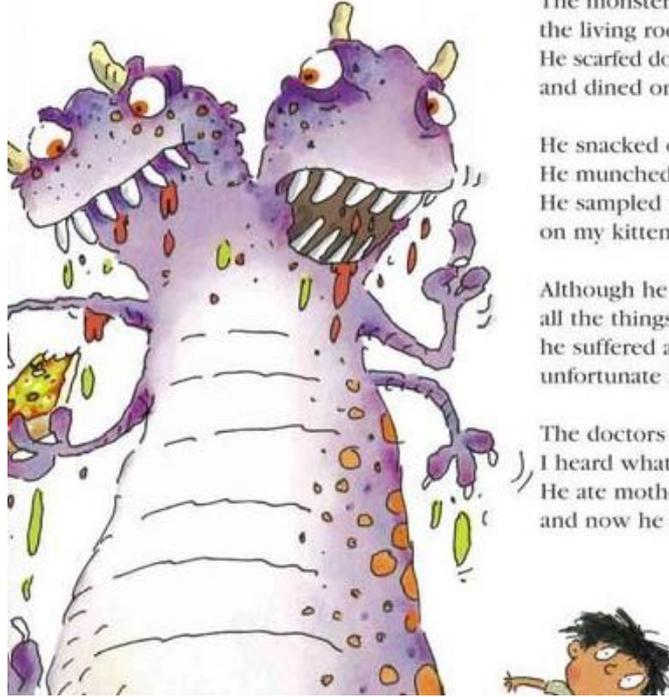
The monster ingested
the living room floor.
He scarfed down a painting
and dined on a door.

He snacked on the sofa.
He munched on the mats.
He sampled the fur
on my kittens and cats.

Although he enjoyed
all the things that he ate,
he suffered a tragic,
unfortunate fate.

The doctors confirmed it.
I heard what they said.
He ate mother's cooking,
and now he is dead.

Darren Sardelli



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.

What is a blouse? Can you think of a synonym?

A blouse is a girls shirt. Another word could be, shirt, top, t-shirt.

What did the monster 'taste' and 'chew'?

It tasted the tale and chewed on the bed.

How might the grandfather have felt when the monster ate his hat?

He may have been surprised, upset, angry or confused because he did not want to lose his hat or did not expect it to be taken by a monster.

What does ingested mean?

Ingested means 'take into the body' so he has eaten or drank something.

Can you find all the verbs (doing words) used to describe the monster eating? Are there any you have not used in your writing before?

Ingested, swallowed, chewed, dined, munched, snacked, sampled, tasted.

Why is the monster dead from eating the mothers cooking?

	<p><i>Maybe because the boy thinks the mum is not very good at cooking or because mum will be really angry and kill the monster for eating her cooking.</i></p> <p>What do you notice about this poem? <i>It is a rhyming poem.</i></p> <p>Did you like or dislike the poem? Explain your answer. <i>This is an opinion based question. Children will need to use the word because to give a reason why they liked or disliked the poem.</i></p> <p>Remember you can log onto ‘Bugclub’ and have the children read one of their stories. Then answer the questions about it.</p> <p>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>Out of the following words, which ones are nouns? Write them down.</p> <p>Blue, monster, alien, scary, slimy, flew, spaceship, cave, and, biggest, flying, tentacles.</p> <p>Challenge: What are the other types of word?</p>
<p>Writing 30 minutes</p>	<p>Yesterday they started a story about a monster.</p> <p>Get your child to read back what they wrote yesterday. Does it make sense?</p> <p>Using their plan, finish their story off.</p> <p>Remind them to use:</p> <ul style="list-style-type: none"> • Capital letters and full stops. • Great handwriting. • Brilliant spelling. • One conjunction in each sentence (like and, or, because, that, when, so). • Expanded noun phrases (like ‘the angry, purple alien). • Perfect punctuation. <p>Tip: If your child has finished this task already, show them this video and ask them to write it into a story.</p> <p>https://www.youtube.com/watch?v=i62zvnPLlrw</p> 

Spelling and
Handwriting
15 minutes

Rule: When **es** is added to the end of a word ending in **y**, change the **y** to an **i** before adding the **es**.

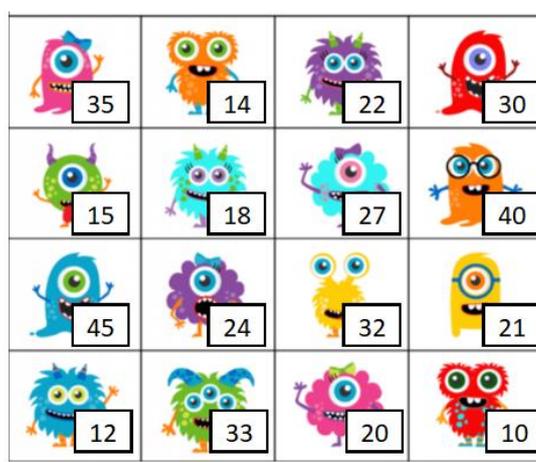
Practice spelling and your handwriting at once! Copy each of these words 5 times in perfect handwriting:

lies
tries
cities
duties
supplies

Challenge: Can you use each one in a sentence?

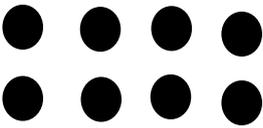
Maths
30 minutes

See if your child can match the multiplication questions to the monster answers. Work out the answers to the multiplications below and find the monster that matches that answer. You may want to time yourself and see how quickly you can work the answers out. (There is a support sheet with times tables on if needed below)



Multiplications to match to the monsters:

- | | |
|-----------------|-----------------|
| $2 \times 5 =$ | $7 \times 3 =$ |
| $9 \times 5 =$ | $2 \times 6 =$ |
| $2 \times 12 =$ | $11 \times 3 =$ |
| $4 \times 5 =$ | $8 \times 4 =$ |
| $7 \times 5 =$ | $3 \times 5 =$ |
| $10 \times 3 =$ | $2 \times 7 =$ |
| $11 \times 2 =$ | $8 \times 5 =$ |
| $3 \times 9 =$ | $6 \times 3 =$ |

	<p>Challenge: If you fancy a challenge see if you can find another multiplication equation for the same monster answer, for example you can make the answer 20 using lots of multiplication equations such as $4 \times 5 = 20$, $2 \times 10 = 20$, $10 \times 2 = 20$. Or $3 \times 4 = 12$ and $2 \times 6 = 12$.</p> <p>Tip: Remind them how to draw an 'array' to help them. This is where you draw our rows and columns of dots for a multiplication question, like this:</p> <div style="text-align: center;">  </div> <p style="text-align: center;">$2 \times 4 = 8$</p>
Youtube story	<p>https://www.youtube.com/watch?v=Daeb8s0u6ow (Or read your own instead!)</p>
PE with Joe Wicks 30 minutes	<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>
Curriculum 45 minutes	<div style="text-align: center;">  </div> <p>Part 4: Today the children will write to their worry monsters again. This could just be a diary entry if they have no worries. It could be a new worry from the one they had yesterday. Or, it could be a solution to how they overcame their worry from the previous day. It could be all three!</p> <p>Example :</p> <p><i>Dear Worry Monster,</i></p> <p><i>Today I woke up and ate my cornflakes. I am worried about my writing because I find it hard. I think a good idea is to practice my writing so it gets better, then it wouldn't be so hard anymore. I am trying very hard to be helpful at home. This helps me keep my mind off my worries. Exercise also helps.</i></p> <p><i>Thanks for eating my worries,</i></p> <p><i>Timmy</i></p>

Tip: Obviously we don't want this to make them feel like they *should* be worried. We want to present it as a possible outlet for any anxiety they might have. If they've got none then great! A diary entry is fine.

Tip: Don't worry so much about their writing or sentence structure as you would in the actual writing session. This should be more of an expression than a composition.

After they have done this they could write an evaluation of their worry monsters. Get them to answer these questions in sentences:

Does your worry monster fit in your bedroom?

*Does your worry monster have a way of listening to your problems?
(Like a slot or a hole)*

Did your materials work well to make your monster?

What do you think went well?

What could you improve?

I have attached an evaluation sheet below too.

The Two-Headed Monster

A two-headed monster
broke into my house.
He ate every button
on Jennifer's blouse.

Darren Sandelli

www.laughalotpoetry.com

He tasted a table
and chewed on a bed.
He swallowed the hat
on my grandfather's head.

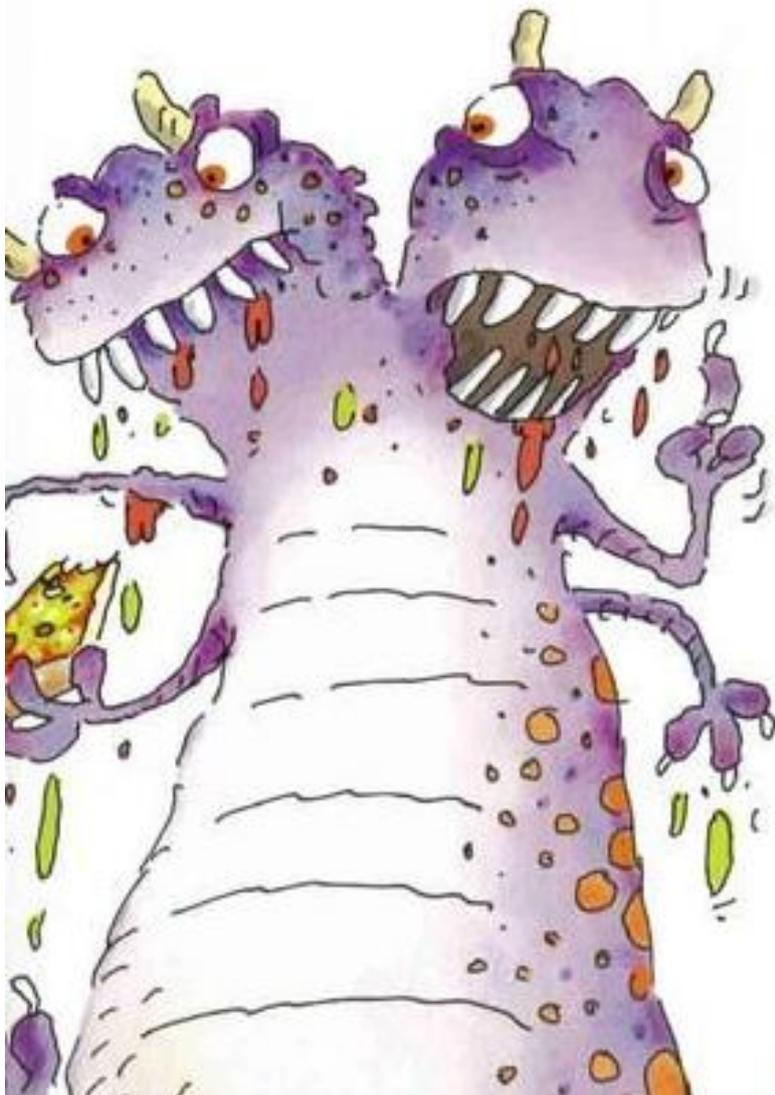
The monster ingested
the living room floor.
He scarfed down a painting
and dined on a door.

He snacked on the sofa.
He munched on the mats.
He sampled the fur
on my kittens and cats.

Although he enjoyed
all the things that he ate,
he suffered a tragic,
unfortunate fate.

The doctors confirmed it.
I heard what they said.
He ate mother's cooking,
and now he is dead.

Darren Sandelli



My Evaluation of my Worry Monster:



Does your worry monster fit in your bedroom?

Does your worry monster have a way of listening to your worries? (a hole, or slot perhaps)

Did the materials used work well in creating your worry monster?

What do you think went well?

What could you improve?

2 Times Table

$$\begin{aligned}1 \times 2 &= 2 \\2 \times 2 &= 4 \\3 \times 2 &= 6 \\4 \times 2 &= 8 \\5 \times 2 &= 10 \\6 \times 2 &= 12 \\7 \times 2 &= 14 \\8 \times 2 &= 16 \\9 \times 2 &= 18 \\10 \times 2 &= 20 \\11 \times 2 &= 22 \\12 \times 2 &= 24\end{aligned}$$

©2015 Pearson Education, Inc.

3 Times Table

$$\begin{aligned}1 \times 3 &= 3 \\2 \times 3 &= 6 \\3 \times 3 &= 9 \\4 \times 3 &= 12 \\5 \times 3 &= 15 \\6 \times 3 &= 18 \\7 \times 3 &= 21 \\8 \times 3 &= 24 \\9 \times 3 &= 27 \\10 \times 3 &= 30 \\11 \times 3 &= 33 \\12 \times 3 &= 36\end{aligned}$$

©2015 Pearson Education, Inc.

4 Times Table

$$\begin{aligned}1 \times 4 &= 4 \\2 \times 4 &= 8 \\3 \times 4 &= 12 \\4 \times 4 &= 16 \\5 \times 4 &= 20 \\6 \times 4 &= 24 \\7 \times 4 &= 28 \\8 \times 4 &= 32 \\9 \times 4 &= 36 \\10 \times 4 &= 40 \\11 \times 4 &= 44 \\12 \times 4 &= 48\end{aligned}$$

©2015 Pearson Education, Inc.

5 Times Table

$$\begin{aligned}1 \times 5 &= 5 \\2 \times 5 &= 10 \\3 \times 5 &= 15 \\4 \times 5 &= 20 \\5 \times 5 &= 25 \\6 \times 5 &= 30 \\7 \times 5 &= 35 \\8 \times 5 &= 40 \\9 \times 5 &= 45 \\10 \times 5 &= 50 \\11 \times 5 &= 55 \\12 \times 5 &= 60\end{aligned}$$

©2015 Pearson Education, Inc.

10 Times Table

$$\begin{aligned}1 \times 10 &= 10 \\2 \times 10 &= 20 \\3 \times 10 &= 30 \\4 \times 10 &= 40 \\5 \times 10 &= 50 \\6 \times 10 &= 60 \\7 \times 10 &= 70 \\8 \times 10 &= 80 \\9 \times 10 &= 90 \\10 \times 10 &= 100 \\11 \times 10 &= 110 \\12 \times 10 &= 120\end{aligned}$$

©2015 Pearson Education, Inc.