



North Downs Home Learning Projects and Activities

Year 2 - 24th April 2020

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p>We will be continuing to work through the White Rose Maths resources during the week. This week we have lessons on measuring/ordering length and some problem solving later in the week.</p> <p>https://whiterosemaths.com/homelearning/year-2/</p> <p>You could also try the following activities:</p> <ul style="list-style-type: none">• Play on the Bar Chart game- just before school stopped we had been learning about data handling, so see what you can remember!• Look through your bookshelf, your colouring pencil drawer or anything that has lots of different colours in it. Choose five colours and make a bar chart showing how many things of each colour there are.• Work through activities on Education City or TT Rockstars	<ul style="list-style-type: none">• Continue reading a variety of books at home. Keep a reading diary of the books read and maybe post a suggestion on the Year 2 blog. To log on, go to Purple mash, click on sharing then shared blog then our viewpoints sign. Check it out!• Read the traditional story, 'Goldilocks and the three bears' with an adult.• Read 20 Year 2 common exception words. How long does it take you? Can you beat your time by the end of the week?• Act out the story of Goldilocks and the Three Bears using member of your family or your toys. Use different voices for the characters and even dress up if you would like to.• Create a bookmark with decorated with pictures and descriptions of characters from traditional tales
Weekly Phonics/Spellings Tasks (some of these can be repeated over the week)	Weekly Writing Tasks (Aim to do 1 per day)
<p>This week's spelling pattern is the 'ee' word ending spelled with the letters 'ey', as in monkey. In addition to this we also have any, many, pentagon and hexagon.</p> <p>Try the following activities to help learn this:</p> <ul style="list-style-type: none">• Find five words that use the spelling rule and write them down. Remember to look at the word, cover it up, write it down and then check to see if it is right.• Write down these five word onto post-it notes or small pieces of paper. Then ask an adult, brother or sister to put these around the house (maybe just one room, or upstairs/downstairs). They can then read a word to you and you need to search for the correct note that shows that word.• Practise writing down pentagon and hexagon. Also add the number of sides and vertices they have (a bit of extra	<ul style="list-style-type: none">• Think of and write 5 interesting adjectives to describe both the porridge and the beds (the porridge is hot, but can you think of more interesting adjectives)• Write sentences using your noun phrases to describe Goldilocks eating the porridge or laying down on the beds; don't forget conjunctions to extend you sentences and add detail. Try to write three sentences for each, but remember you can use more than one adjective in each sentence.• Write a paragraph about what the bears thought when they saw someone had been in their house (are they scared, angry, upset?) Draw a picture if you want to.• Write a set of questions you would ask Goldilocks about her experience of going into the bear's house (e.g. why?, how did she feel when..?).• Complete this week's SPAG MAT.

maths!). Could you also do this for the other 2D shapes?

- Last week we did days of the week. You can continue to learn these, or move onto the months of the year - try the first six months to start with.

Remember to use capital letters and full stops, conjunctions to extend sentences, expanded noun phrases to add exciting details, write as neatly as you can and try to spell your common exception words correctly.

Learning Project - to be done throughout the week: Viewpoints

(These are things to do through the week...aim for two or more if you can, and feel free to choose from last week's activities if there are any you did not do)

Our 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.

Read the stories: Goldilocks and the Three Bears, Jack and the Beanstalk and Cinderella. The characters will be going to see Judge Jenny. Can they persuade Judge Jenny to see the story from their point of view. Watch these [links](#) to help Judge Jenny to decide (choose the videos for just one story. Now it's their turn... choose one of the other stories and Imagine they are going to be one of the characters from the story and an adult is going to be Judge Jenny. What would they say to Judge Jenny? How could they persuade her?

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? 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 they campaign? Would they have badges, posters, events and banners to help their debate.

Could you design a new school logo? Ask your child to think about their current logo now. What does it represent ? What could they add or change? Is there something that represents their school or area recently that people would recognise? Look at the shape of the logo. Would they keep it the same or change it?

Design a personal coat of arms shield for the family: Find out what a coat of arm shield means. Ask them to begin to think about their design. What could they draw? What does it mean to them ? Ask them to think about the colours and shapes. Maybe if they have some cardboard around the house they could make a shield to give to a family member.

Create a booklet all about the family: At the moment we can't see our families like we normally would, so let's make a booklet about them. Can they name the people in their family and write sentences about them? Who are they? What do they call them? What do they like or dislike? Why are they special to them? Maybe they could get a photograph or draw a family member before they write about them. They can just choose a few family members, it does not have to be the whole family tree!