



North Downs Home Learning Projects and Activities

Year 2 - Week beginning 13/7/20

WOW! We did it. This will be our last Home Learning Letter for the term. Friday we will be sending home an end of term Letter with some suggestions of activities for things to do over the summer if you want to.

You have all done so well keeping up with the tasks we have set and continuing your learning at home. For our last week of learning we have set you some end of year challenges.

Good luck and see at our last Teams this week. Don't forget to bring along all your work you do!

Mrs Tubb and Mr Smith



Weekly Maths Tasks

(Aim to do 1 per day)

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>



You could also try the following activities:

1. Make a timetable for your day. How long do you spend having breakfast? How long do you spend brushing teeth, playing, learning, eating, helping, watching TV? Show all of this on a timetable for the day.
2. Think of 10 different things you want to achieve this week and put them onto a timetable. See if you can keep to the plan. Can you decorate your timetable to make it more inspiring?
3. Try these time questions.

Weekly Reading Tasks

(Aim to do 1 per day)

Our work this week is based on **Sam's Duck** by Michael Morpurgo

All the resources you need are attached in the 'English task for this week' PDF

Day 1. Reading

1. Story time

Go to

<https://youtu.be/ZDT8WUNMjOk>

Listen to the reading of Sam's Duck, written by Michael Morpurgo and illustrated by Keith Bowen. Stop when you get to, 'No quacking,' Sam whispered, 'Please!'

o Explain one thing you have really liked in the story so far.

o What do you think Sam will do with the duck?

2. Answering comprehension questions

Nethercott Farm is a real farm in Devon. It is run by a charity called Farms for City Children.

Draw hands on the clocks to show the times.



quarter past 3



quarter to 8

Explain how you know when to use 'past' and when to use 'to' when saying a time.



Jerry says the time is quarter past 6.



Explain why he is right or wrong.

When walking, Darcy notices a bus pass every 15 minutes. She starts walking at half past three and finishes walking at five o'clock. She sees the first bus at half past three. Write the times she will see the next buses.



Measurement questions

How much cola is there altogether?



There are litres of cola altogether.

Would you measure two large buckets full of water in litres or millilitres?

Explain your answer.

Lacie says she has 12 litres in total.



Explain why Lacie is or is not correct.

Using the jugs as many times as you like, how many ways can you make 34 litres?



Read all about Farms for City Children.

o Answer the Questions about the text.

Day 2 - Story time

Go back to

<https://youtu.be/ZDT8WUN>

[MjOk](#)

Listen to the rest of Sam's Duck, from, 'No quacking,' Sam whispered, 'Please!' to the end of the book.

o Who nearly revealed that Sam had the duck on board the coach?

o How do you think the duck would have felt at being smuggled home by Sam? Consider two different emotions it might have had.

2. Reading about characters

Think about the characters in the story. How many can you list?

o Name one character that is sympathetic (that you like and feel warmly about) and one that is unsympathetic.

o Is there a character you particularly like or dislike? Explain why.

Read the profiles of The Gardener and The Red-Faced

Day 3. Story time

Go back to

<https://youtu.be/ZDT8WUNM>

[jOk](#)

Listen again to the whole of Sam's Duck.

o Does Sam know how to look after a duck properly?

o Do you think that Sam's Grandad is right to say Sam should let the duck go?

2. Reading an information text

Read the information sheet on Farm Ducks and their care. Read it through twice and talk to a grown up about all the things you have to do.

- Do ducks sound easy or hard to look after?

5. Look on the school website at all the Year 1+2 KIFRS and check you have mastered the skills you need before going into Year 3. This will really help you when you start in Year 3 in September. Remember you can test yourself using lots of ICT games, using Education city, Purple Mash, Sumdog, TTRS and BBC bitesize and many more!

<https://www.northdowns.surrey.sch.uk/page/?title=Key+Instant+Recall+Fact&pid=454>

Day 4 Reading -

Go back to

<https://youtu.be/ZDT8WUNMjOk>

Listen again to the section of Sam's Duck that details how Sam smuggles Francis back to his home city after he rescues him from the red-faced man.

o Do you think Sam was lucky to get away with it? What sort of things might have given him away?

2. Baby animals

Read the text about Baby Farm Animals.

If you rescued an animal like Sam did, imagine which one it would be. Choose the baby farm animal you would rescue. Use Getting my Animal Home to make brief notes about how you would:

- o disguise or hide your animal on the journey
- o cover up any stinky smells it created
- o make up an excuse for any noises it made

Day 5 - Reading time

Read the short poem Four Ducks on a Pond by William Allingham.

In what ways is the poem like Sam's Duck?

The poet says, 'to remember with tears'. Do you think he means tears of joy or sadness?

What could make him so happy about what he saw?

What could make him so sad?

2. Comparing poems

Read Night Cat by Helen Dunmore, a poem about an animal - like Sam's duck - that goes away and leaves a person behind.

Answer the Questions about the poem.

Weekly Phonics/Spellings Tasks
(some of these can be repeated over the week)

Weekly Writing Tasks
(Aim to do 1 per day)

This week we are looking at homophones.

Homophones are words which sound the same but are spelt differently e.g. *here and hear*. Near homophones are similar sounding words with slightly different spellings e.g. *quite and quiet*.

Here are some homophones. Use a dictionary to look up the meaning if any words you don't know (or don't know which version means which):

there
their
they're
one
won
to
too
two
hear
here
quiet
quite

The spellings are not too hard. The trick is remembering which version has which meaning. Try to think of ways to remember the tricky ones, e.g. hear (you use your ear to hear sounds) has the word 'ear' in it.

What other homophones can you discover? This is something that you could do over a long period of time rather than spending one period of time.

- Try the Year 2 progress wordsearch. Can you then make up one of your own using our Year 2 spelling patterns we have learnt? Or the Common Exception words. Post on the blog for us to have a go!
- Don't forget to try this week's word wheel puzzle at the bottom of this letter.

Our work this week is based on *Sam's Duck* by Michael Morpurgo

Day 1 . Writing

Writing about your average day (you could link this with your maths work on time)

Read the text of *An Average Day* at Nethercott Farm.

o Say one way in which your average day is different to that on the farm, and one way in which it is quite similar.

o On *My Average Day*, set out a normal day for you in the same way.

o Mention at least four different things for each part of your day.

Day 2 - Writing a character profile

Using the profiles of the gardener and the red-faced man as models, write a profile of Sam.

- Don't forget: in your profile you need to focus on Sam's personality and how he behaves.

Day 3 - Writing instructions

Imagine you have brought a duck back to live at your house. Your Grandad (who lives far away) is not sure that you really know what to do to look after it. Write your Grandad a letter.

- Say what sort of duck you've got and what its name is.
- Explain all that you will do to take good care of it.
- Tell your Grandad not to worry.
- Sign off affectionately from you and your duck!

Day 4 - Writing a story

Write a short story about how you smuggled your baby animal home. Use the title *On The Day I Smuggled Home a Baby...*

Use all your ideas from Getting My Animal Home to help you.
Day 5 - BIG WRITE
Finish writing your story then spend time editing it. Remember to include all our usual must haves and particularly check your spellings.

Learning Project - to be done throughout the week: Recapping our school year
(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 activities this week are all linked with the topic recapping our whole school year.

MEMORIES



Memories

Over the last year, your child will have created many school memories that they will cherish forever. Capture these memories in a fun way by asking your child to create a 'Memory Jar'. Using coloured paper ask your child to draw or write down their favourite memories. They can use different colours to show different categories of memory e.g. blue for friendship, yellow for teachers, red for favourite lessons, green for school trips. Use a jam jar or a plastic bottle to collect their memories; they could even personalise their jar with decoration

ACHIEVEMENTS



Achievements

You have achieved so much over the course of the year and now it is time to reflect on what makes you proud. Think about your proudest academic achievements and your proudest achievements outside of the classroom too. Choose one and design and create an achievement medal. Do this by cutting a piece of cardboard into a circle or star shape, painting it gold or sticking shiny paper to it. Write the number one on the medal and add string or ribbon. Why not have a ceremony where you are presented with the medal? **Bring to a teams meeting.**

SAYING FAREWELL



Saying farewell: Ending the academic year is a time to say farewell to current teachers and sometimes to classmates too.

Think about the friendships you have made this year. Who is important to you and why? What are you going to miss most about your teacher/teachers? Draw around your hand on paper and then carefully cut it out. On the template, draw or write a goodbye message to a friend or teacher. On each finger, write the qualities that this special person has displayed over the year e.g. kindness, being helpful, etc.

INDIVIDUAL QUALITIES



Individual Qualities:

Think about what makes you special. What makes you different to other people? You could ask other family members to contribute to this too and record a list of your individual qualities together. Following this, record your individual qualities on a person template (see below). You may wish to do this by creating a collage using cut out pictures from magazines that represent your individual qualities. Alternatively, you could draw pictures to represent your qualities onto the template. Talk about the importance of being unique together.

GOAL SETTING



Goal Setting:

Read or listen to the story 'Giraffes Can't Dance' <https://safeyoutube.net/w/tUGG>

Think, and discuss if possible, about how Gerald the giraffe showed determination when trying to achieve his goals. What would you like to achieve next year, e.g. 'to improve my handwriting', 'count in tens' or 'show more kindness to others? Make a list. Choose 5 things from your list which you would like to achieve during your next school year. Create a vision board. This can be done by cutting out pictures that represent the goals, pasting onto card and decorating. You could add personal qualities to their vision board too.

Bring to the next teams meeting if possible.

MEMORIES	ACHIEVEMENTS	SAYING FAREWELL	INDIVIDUAL QUALITIES	GOAL SETTING

Word Wheel

Targets
 Good 10+
 Excellent 15+
 Outstanding 20+

Find as many words as possible using the letters in the wheel.
 Each word must use the hub letter and at least 2 others.
 Letters can be only used once. There's a 9 letter word.

YEAR 2
WORD-SEARCH 20
Progress Test

v	m	d	d	b	o	t	t	l	e	s
x	e	r	r	a	f	u	d	g	e	q
s	t	o	y	b	g	e	m	x	v	u
h	a	p	p	i	n	e	s	s	z	i
i	l	p	m	e	a	s	u	r	e	r
n	w	e	x	s	w	v	z	x	c	r
i	a	d	a	n	o	t	h	e	r	e
n	y	c	c	h	a	r	g	e	y	l
g	s	i	v	n	o	s	t	r	i	l
z	x	t	w	r	i	t	t	e	n	v
v	z	y	j	a	c	k	e	t	g	x

Can you find the following words in the grid?

always	gem
another	gnaw
babies	happiness
bottle	jacket
charge	measure
city	metal
crying	nostril
dropped	shining
dry	squirrel
fudge	written

Name: