St Catherine of Siena Home Learning Tasks w/c 08.06.2020 and 15.06.2020 Year group: 2

| | Focus | Ideas | Achieved? |
|---|---|---|---|
| English | **Room on the broom** | **Spellings: poor, find, behind, climb, cold, both, gold, every, told, wild.**<br><br>Our final Julia Donaldson book based set of activities for 'Room on the Broom' https://www.bbc.co.uk/programmes/p0102qfj<br>• Design a new and improved broom for the witch and her friends. Draw a picture or diagram of it and label its features using adjectives.<br>• Create a potion that the witch can use to make the new broom. What ingredients would be needed to make it? Write a recipe for your potion. What punctuation do we need to use in a list?<br>• Create a magic spell for the witch to say as she mixes the potion for the new broom. Will you use real or nonsense words?<br>• A terrible beast protects the witch from the dragon at the end of the story. Who is this terrible beast and how does it save the witch? Was it really a "terrible beast" or can you create a new beastly one? Try and use expanded noun phrases to describe.<br>• Where should the witch and her friends travel next on the broom? What would their next adventure be? What about it and maybe draw a picture of what they do and when they end up!<br>• Make a list of all the rhyming words you hear in the story, can you think of other rhyming words or improve the ones from the book? | |
| Maths | 2D shapes and symmetry | Recall as many 2D shapes as you can. Can you name more than someone else in your house. Remember their properties- how many sides or corners do they have? Which 3D shapes do you see them on? Can you do a shape hunt in your house or outside? Many common 2D shapes can be cut in half... what do you notice? If they are the same on both side this is called a line of symmetry. Draw some common 2D shapes such as squares, circles, rectangles and find out how many lines of symmetry they have. Which 2D shapes has the most lines of symmetry? Have a go at the questions that have been sent in a separate document called "symmetry". Where else can you see symmetry? In nature? On animals?<br><br>IXL: N7 has some questions relating to symmetry. | |
| Science | What plants need to survive | Find out what all plants need to survive and grow. What would happen if it did not have one of these things? Are there any plants that don't need these things to survive... maybe in Antarctica or the Desert? Create a poster, video or PowerPoint about what plants need to survive and grow. Challenge: Plant the same set of seeds in pots and place them in different conditions (in the fridge/ in the dark/ in the heat) and see what happens to them. Do they all grow the same? Do any of them not grow, why? What are the ideal conditions for plants and flowers to live? If you have different plants in your house or your garden/ local environment do they all need the same things? What about those pesky weeds you see growing... how do they survive and thrive in all conditions? | |

***Maths morning starters:***

## Year 2 Autumn Term 1 revisit – from Learning Sequence 2LS6


What is this number?

Where would it go on this number line?


CHALLENGE: Change the end number on the stick to a different number (between 50 and 100) and now mark on where the mystery number would go.
What do you notice?

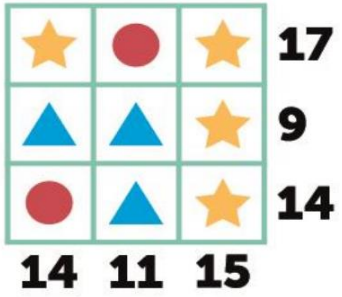
## Year 2 Autumn Term 2 revisit – from Learning Sequence 2LS10

Activities for exploring ideas at greater depth

Work out the value of  .

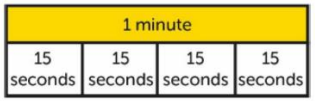
CHALLENGE: Is it possible to know whether the star is an odd or even number without working out the value?

Explain your thinking.




## Year 2 Spring Term 1 revisit – from Learning Sequence 2LS20





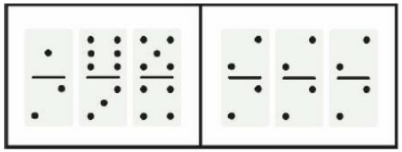

Which bar models are correct?

Can you draw any more bar models to show 1 minute?

CHALLENGE:
Can you draw similar bar models to show 1 hour?

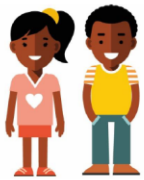
## Year 2 Spring Term 2 revisit – from Learning Sequence 2LS25

The total number of dots on one set of dominoes could be found using multiplication.
Which set? Explain your choice.




CHALLENGE:
Can you draw an array to show how multiplication could be used to find the total number of dots?

## Y2 Maths Everywhere – Collection Patterns



On a walk or in the garden, ask children to collect objects that they can used to make a pattern.
All members of the family can do the same.

- Make some repeating patterns.
- Describe the patterns: "My pattern goes stick, pebble, cone, stick, pebble, cone…"
- Talk about the repeating part and how many times it repeats. For example: "There are four lots of stick, pebble, cone."
- Compare this with other patterns made.

Challenge children to make different repeating patterns and describe them.

## Y2 Maths Everywhere – Meal Times

Ask children to help you serve food (which isn't hot).
Cut the cake into …equal pieces.
How did you know that everyone has the same amount?

If I cut these two apples into quarters, how many pieces will I have?
How many people could have half an apple?

Ask child(ren) to pour the drink into three/four glasses so that everyone has the same amount.
Talk about thirds/quarters of all of the drink.
We each have a third/quarter of the drink.
Four quarters/three thirds is all of the drink.
Here is one third of all of the drink. How much was all of the drink?

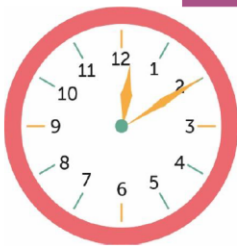
## Y2 Maths Everywhere – Time

1. Use a stopwatch and timer on a phone to set challenges. For example, Jump when you think the stopwatch has reached e.g. 10 seconds/30 seconds/1 minute.

2. I'll set the timer for 2 minutes – how many…
- Star jumps can you do
- Times can you write your name etc.

3. Regularly count around the clock in fives – five past, ten past, 15 minutes past, twenty past until half past and then 25 to, 20 to, 15 minutes to etc. until you reach the hour.

4. Ask children to predict the time. Check the clock.
How close were you?
What time will it be in five minutes?
What time was it five minutes ago?




Herts for Learning

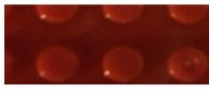
#ESSENTIALmaths

## Y2 Maths Everywhere – Array hunt

An array is an arrangement of objects into equal rows.
This array shows two rows of three ice-lollies.

3 + 3 = 6

Here are some mystery arrays. Can your child work out what the array is of?



Go on an array hunt around your home and allow your child to take photos of some arrays such as egg boxes, muffin trays, chocolate boxes or tiles in the bathroom.

Talk about how many rows there are and how many in each row.
How many altogether?

## Y2 Maths Everywhere – Buying snacks

Provide children with a tray or purse with some coins.
Whenever they want a snack or drink, ask them to pay using one of the coins.

Make a price list with your child for favourite snacks and drinks.
Let them decide which snacks they should pay more for and ask them to record this.


Ask questions such as:
- Which coins are you going to pay with?
- Why did you choose those coins?
- Is there another way you could have paid me using different coins?
- What change will you get if you give me 50p or £1?

## Y2 Maths Everywhere – Buckets of coins

Fill a bucket up with water and place an object like a pebble at the bottom of it.
Provide children with all coins except £1 and £2 coins.
Challenge them to use eight coins and see if they can drop them one at a time into the bucket and hit the pebble.


Ask questions such as:
- If we added up all of the coins that hit the pebble how much would that be?
- If one more coin had hit/not hit the pebble, how much would that be?
- If we take out all of the coins that hit the pebble, how many coins are there left and how much money is that altogether?

Repeat but with only 2ps or 5ps or 10ps.
Help them count in twos, fives or tens to find out how much money hit the pebble/didn't hit the pebble.