











YEAR 2 HOME LEARNING TIMETABLE

Timetable	Activities
 SPAG	Complete the SPAG (Spelling and Grammar) sheets
 Maths	Complete the Maths Tasks that Miss Cheng has set for you. Spend 15 minutes on <u>Doodle Maths</u> to complete the homework for this week.
 Break	Have a snack!
 English	Complete the English Tasks that Miss Cheng has set for you.
 Lunch	Eat your lunch!
 Special	<ul style="list-style-type: none"> • PSHE • Art • Science • Topic • Computing
 Break	Have a snack!
 PE	Try Go Noodle Family 
 Reflection	<p><u>Think, reflect and discuss:</u></p> <p>Every day: What was your favourite part of your day?</p> <p>Mon: Would you rather read fiction or non-fiction? Why?</p> <p>Tues: Would you rather be tall or short? Why?</p> <p>Wed: Would you rather eat an onion or a lemon? Why?</p> <p>Thurs: Would you rather swim with sharks or run with lions? Why?</p> <p>Fri: Would you rather lose your sight or lose your hearing? Why?</p>

Feedback:

If you would like feedback from Miss Cheng please send to:

year2@sjsp.islington.sch.uk

A maximum of three pieces, per week, per child, and that work is either scanned and emailed or sent as a screenshot with a brief explanation.

SPELLING - MONDAY

Common Exception Words

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

door
floor
poor
because

find
kind
mind
behind

child
children
wild
climb



Homophones 2 **SPAG - TUESDAY**

Circle the correct homophone beside each sentence.

1. For lunch I ate/eight a ham and cheese sandwich.
2. I received some male/mail in my letter box.
3. I put on a pair/pear of jeans and a green t-shirt.
4. I stubbed my big toe/tow on my desk at school.
5. I can see/sea a sail boat floating in the see/sea.
6. My dog's tail/tale was wagging really quickly.
7. My school uniform is blue/blew and yellow.
8. I was so hungry, I ate all my meat/meet and vegetables.
9. I would love to buy/by a soccer ball.
10. I bought my mother a pink flower/flour for Mother's Day.



Draw a picture for each of these homophones.

pear	one	ate
pair	won	eight

SPELLING - WEDNESDAY

For example: door



door
floor
poor
because

find
kind
mind
behind

child
children
wild
climb

Cut out letters from a magazine or newspaper and glue it to this page. Spell out your words.

SPAG - THURSDAY

15 Grand Final Day

tom had his soccer grand final today. his team thought it was unfare that the other team had older players. the team were unhapy when they lost



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.

16 Running Race

alex was about to run in the race when he heared sumone call out his name. His shoelace had come undone. he tied up his shoelace before the race started



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

Common Exception Words

HANDWRITING - FRIDAY

Practise your weekly spelling words using cursive handwriting.

door

floor

again

wild

children

climb

parents

most

only

both

WHAT'S MISSING?

$$4_2 = 7_1$$

$$15_5 = 3_7$$

$$7_5 = 10_2$$

$$10_4 = 8_2$$

$$3_2 = 4_2$$

$$10_2 = 19_1$$

Find the correct operation signs to balance the equations

Product Code: MA10138 - 01 - 19 Made in UK



WHAT'S MISSING?

a) 28, 33, 38, __, __ 53, __

b) 1, 4, 7, __, __, 16, __

Explain what is happening and find the missing numbers

Product Code: MA10139 - 12 - 18 Made in UK



Missing Number Problems

1. $9 = \underline{\quad} + 5$

11. $\underline{\quad} + 8 = 10$

2. $\underline{\quad} - 4 = 3$

12. $9 = 4 + \underline{\quad}$

3. $8 = 6 + \underline{\quad}$

13. $8 = \underline{\quad} + 7$

4. $3 + \underline{\quad} = 5$

14. $10 - \underline{\quad} = 6$

5. $\underline{\quad} - 3 = 6$

15. $\underline{\quad} + 6 = 9$

6. $7 - \underline{\quad} = 2$

16. $5 + \underline{\quad} = 10$

7. $7 = 10 - \underline{\quad}$

17. $2 = 6 - \underline{\quad}$

8. $7 - \underline{\quad} = 2$

18. $5 - \underline{\quad} = 2$

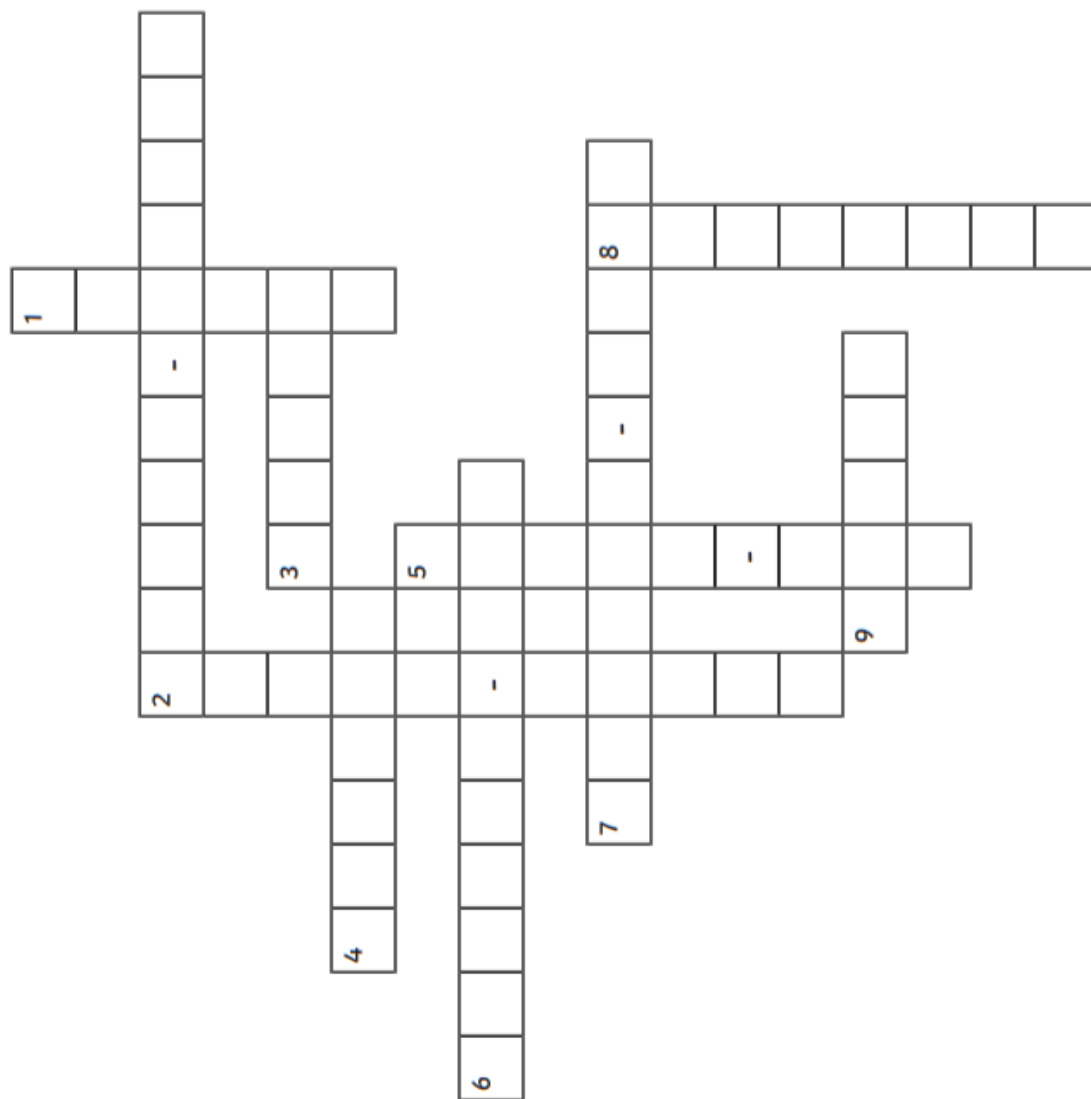
9. $\underline{\quad} + 3 = 9$

19. $\underline{\quad} - 2 = 5$

10. $9 - \underline{\quad} = 1$

20. $10 = 1 + \underline{\quad}$

Read and Write Numbers to 100 Place Value



Across

2. one more than 57
3. an odd number that is less than 7
4. I can make this number with 2 tens and another ten.
6. an even number between 35 and 37
7. one less than thirty
9. This number is two less than ten.

Down

1. a 2-digit number where both digits are the same
2. ten more than 37
5. a 2-digit number where both are the same
8. one more than eighteen

Wednesday

Number Facts Board Games

Aim

To be the first player to reach the 'Finish' line.

Players

2

Equipment

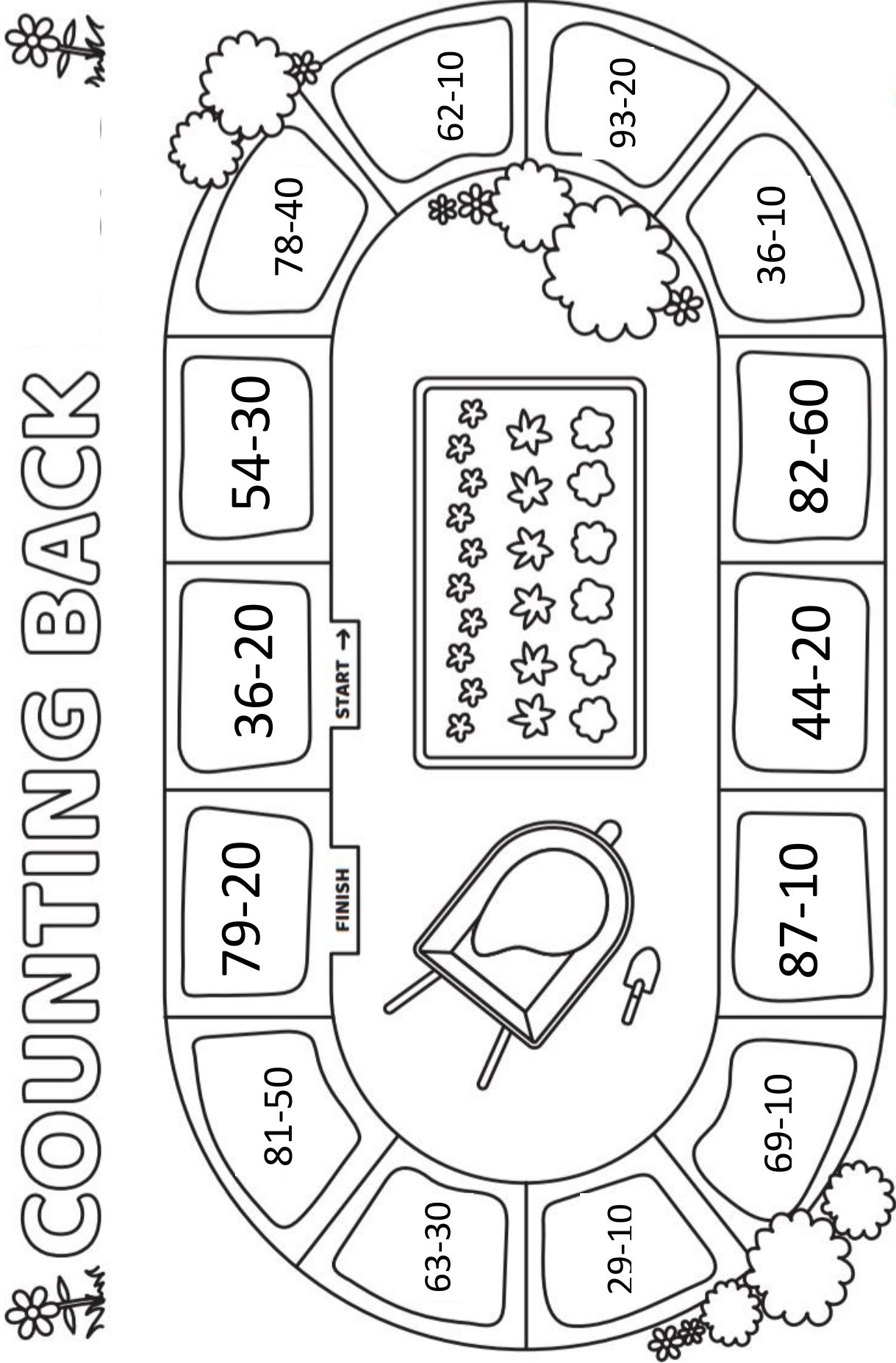
Game board

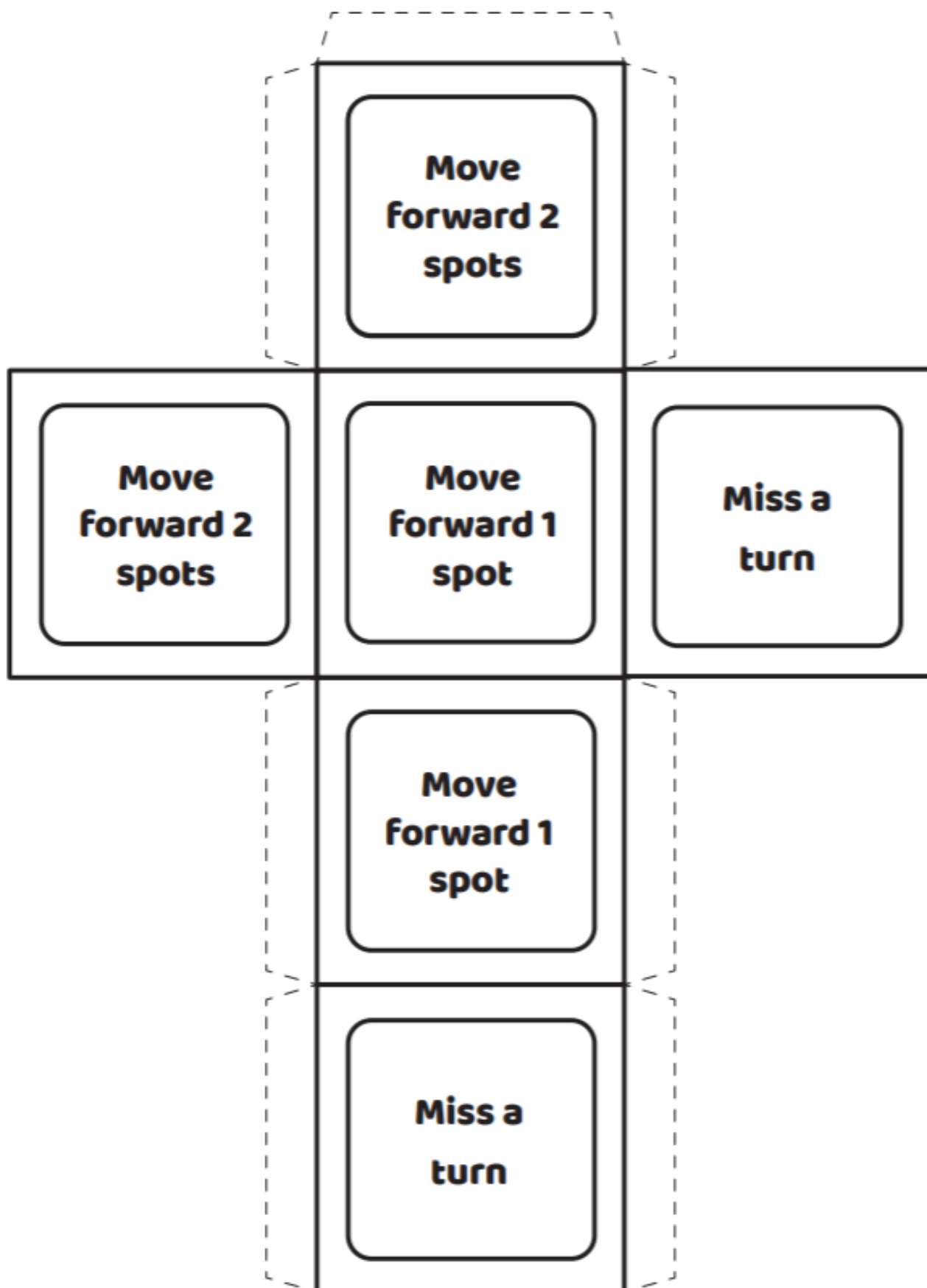
Dice

Counters

How to Play

1. Select a counter for each player. Place both counters on the 'Start' line.
2. Take turns to roll the dice and follow the direction given.
3. If you move forward, answer the number problem that your counter lands on.
4. For correct answers, keep your counter in the same place on the game board. For incorrect answers, move your counter back to your previous place on the game board.
5. Continue to take turns to roll the dice until the first player reaches the 'Finish' line.

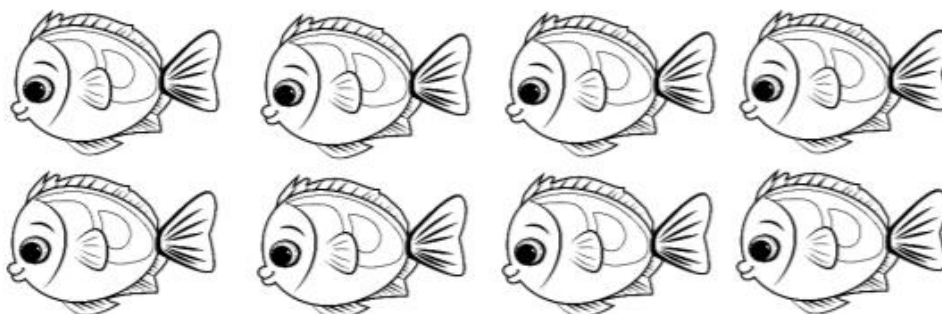
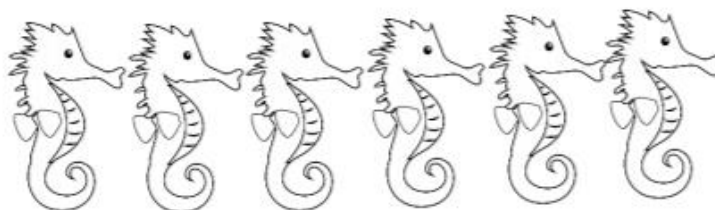
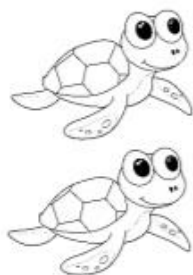




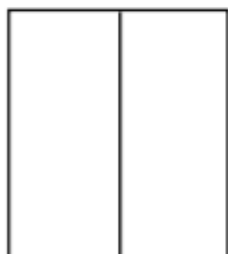
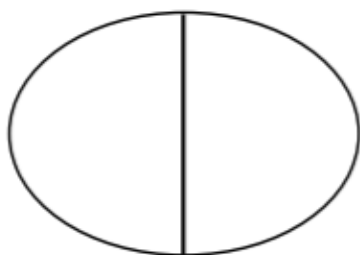
Blank Page

Halves 2

Colour in one half of each of the following groups of animals.

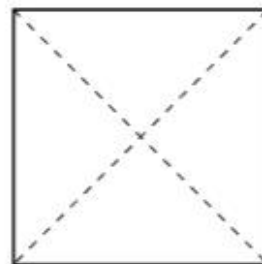
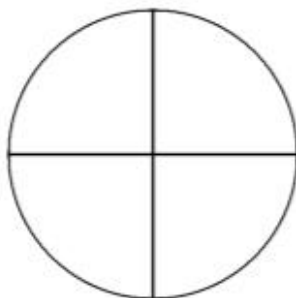
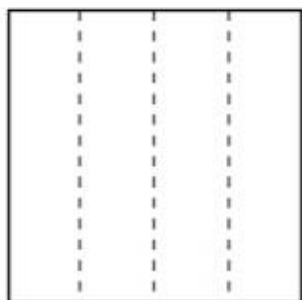


Circle the shapes that have been divided into two equal parts.

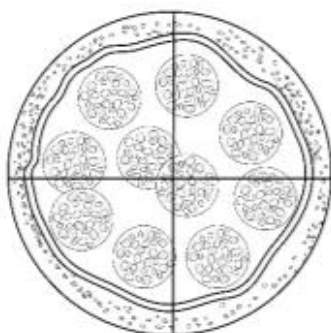


Quarters

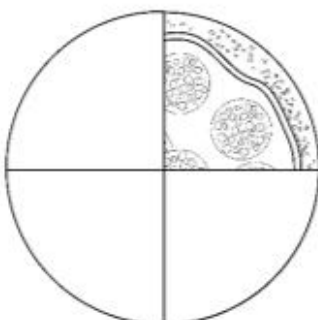
Colour in one quarter of each of the following shapes.



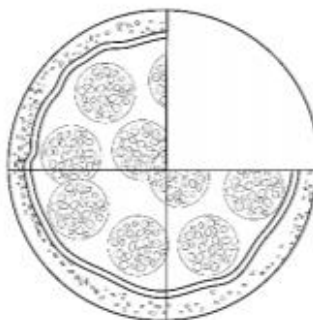
How many quarters of the pizza are left in each picture?



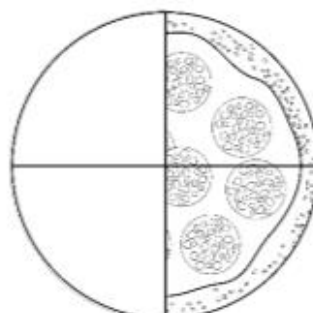
_____ quarters



_____ quarter



_____ quarters



_____ quarters

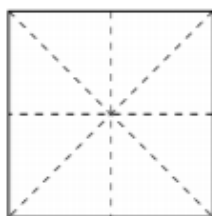
My mother was cutting up fruit for my brother, my sister, herself and me. She had one apple and one orange. To share the fruit equally, what could she do?

Eighths

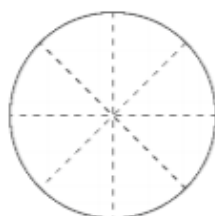
A chef cut a tomato into 8 equal parts. Colour in five eighths of the tomato.



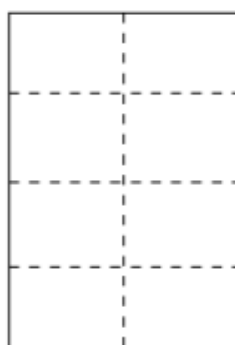
Colour in the fraction on each shape.



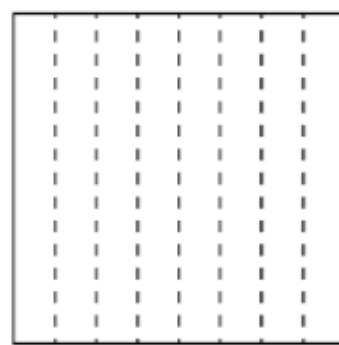
three eighths



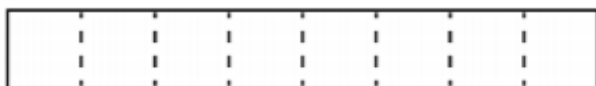
five eighths



seven eighths



six eighths



four eighths

At my birthday party, there were seven of my friends and me. We had two big cupcakes to share. Dad divided each cupcake into quarters. Do I have enough for everyone? Explain your answer.

Maths Activity Mat

Friday

Section 1

Tick the coins that add up to £1.34.



Section 3

Put these numbers together.

$$\begin{array}{|c|c|} \hline 90 & 4 \\ \hline \end{array} = \square$$

$$\begin{array}{|c|c|} \hline 80 & 2 \\ \hline \end{array} = \square$$

$$\begin{array}{|c|c|} \hline 40 & 3 \\ \hline \end{array} = \square$$

Section 6

$$\square + 9 = 13$$

$$17 - \square = 7$$

$$13 + \square = 20$$

Section 7

How many sides do these shapes have?

A triangle has sides.

A rectangle has sides.

Section 2

Lily has 62p.

She spends 10p.

How much money does she have left?

Section 4

What is 12 more than 30?

Section 5

Count back.

65, 60, 55, , ,

Section 8

Write a number statement for this sentence and work out the answer.

Sixty-nine subtract three equals

Section 1

$$92p - 21p = \square \quad 39p - 11p = \square$$

$$80p - 15p = \square$$

Section 5

A bus has 28 people on board.

11 people get off.

How many people are on the bus?



Section 7

Match up the equation with the answer.

$$29 - 12$$

26

$$34 - 8$$

17

$$41 - 9$$

32

Section 2

Continue the pattern.



Section 3

What comes next?

13, 15, 17, , ,

Section 6

2 less 2 more

$$\square \quad 48 \quad \square$$

2 less 2 more

$$\square \quad 31 \quad \square$$

Section 4

Use these signs < > to show the most or least amount.

£1.12 £1.05 £1.82 £1.28

£1.09 £9.01






Section 8

What unit would you use to measure the length of a football pitch? Put a circle around your answer.



cm m £ mm

YEAR 2 ENGLISH HOME LEARNING

<p>Monday</p> <p> English</p>	<p><u>Text: Choose your own book</u></p> <p>Task:</p> <ul style="list-style-type: none">• Draw a picture of your favourite character from the book you're reading.• Tell me a bit about the character from the book.
<p>Tuesday</p> <p> English</p>	<p><u>Text: The Things I Like</u></p> <p>Task: Answer comprehension questions</p>
<p>Wednesday</p> <p> English</p>	<p><u>Text: Little Cousin Clare</u></p> <p>Task: Answer comprehension questions</p>
<p>Thursday</p> <p> English</p>	<p><u>Text: Captain Moore</u></p> <p>Task: Answer comprehension questions</p>
<p>Friday</p> <p> English</p>	<p><u>Text: Tom Moore</u></p> <p>Task:</p> <ul style="list-style-type: none">•

Can you draw a picture of one of the main characters from your story?



What is their name?
What is their personality like?
Do you like this character?
Why/why not?

Picture of your main character

The Things I Like



My name is Sam.

I like to ride on my bike because I like to go very fast.

I like to swim in the sea. It feels very cold.

Sometimes, I like to run very fast. I love to feel the wind on my face.

I also like to read books and play games on my computer.

What about the food that I like? My favourite food is chicken and rice. I like to eat fruit and chocolate.

What do I like to drink? My favourite drink is apple juice and water.

What do you like to do?



tts

Now you have a go

The Things I Like



This is me!



tts



The Things I Like Questions



1. What is the name of this boy?
2. Why does he like to ride his bike?
3. How does the sea feel?
4. What does he like to eat?
5. What are Sam's favourite drinks?

Product Code: LI10015 - 11 - 17 Made in UK



1

2

3

4

5

Little Cousin Clare

When Bryn heard that his little cousin, Clare, was coming to visit, he was very excited. He lived on a farm, a long way from the nearest village, and he didn't have any brothers or sisters.



Practice questions

(a) What is the name of the boy who lived on the farm?

(b) How did he feel about his cousin visiting?

Tick **one**.

worried

☐

surprised

☐

happy

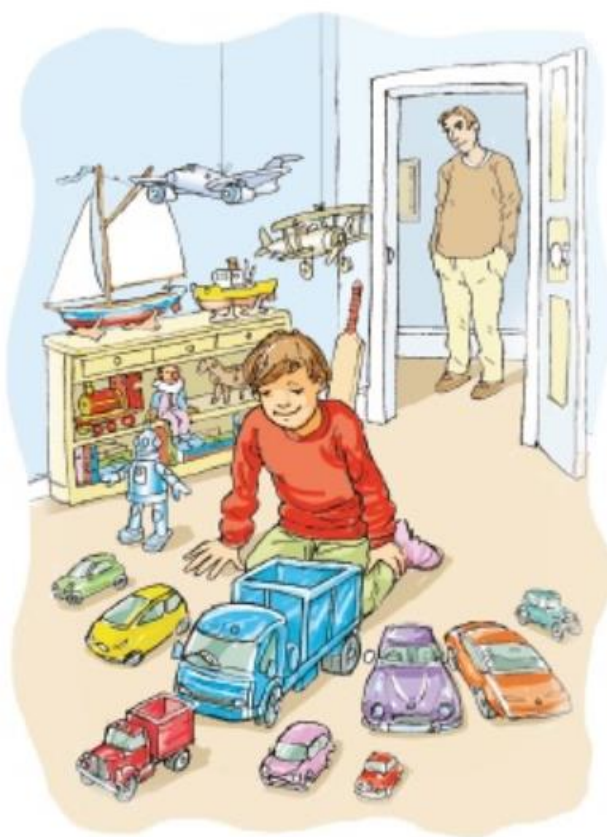
☐

angry

☐

Bryn got out all his trucks and cars and arranged them in a line. He decided Clare could choose first which to play with, although he couldn't help hoping it wouldn't be the big, blue one.

"I'm glad to see you're tidying up, Bryn," said Dad. "Your room looks much better now."



1 Why did Bryn get out his toys?

Tick **one**.

He was deciding which one to play with.

☐

He wanted to hide them from Clare.

☐

He wanted to tidy them away.

☐

He was getting them ready for Clare.

☐

2 What did Dad say *looks much better now*?

But Bryn hadn't finished. He started to sort out his books and put all the ones about animals together and all the ones about trucks together. He wondered if Clare would like different kinds of books, as she was a girl, but he couldn't imagine anyone not liking animals and trucks. After all, his mother was always driving big tractors on the farm.



3 Which **two** topics did Bryn sort his books into?

1. _____

2. _____

4 Who drives the tractor on the farm?

Tick **one**.

Bryn ☐

Bryn's dad ☐

Clare ☐

Bryn's mum ☐

Bryn was too excited to eat much breakfast the next day. He was waiting for



5 ...*tried to peep around her legs...*

What does this tell you about Bryn?

Tick **one**.

He did not want to see his cousin.

☐

He was angry about the visit.

☐

He was nervous about meeting Clare.

☐

He did not like his cousin Clare.

☐

6 Why was Bryn surprised when he met his cousin?

“Excuse me,” he said. “I just have to put some things away.”

“He’s been very tidy recently,” his mother told Aunt Jo. “He’s growing up so fast.”

As Bryn put away his trucks and his books, he didn’t really feel bad that Clare couldn’t play with them. It meant he had a little more time to have the big, blue truck all to himself. He would lend her his big, blue bear instead. After all, there’s nothing like a baby to make you feel much more grown-up than you’ve ever been before.



7 Why did Bryn put his toys away?

8 What did Bryn decide to give Clare to play with?

9 Think about the **whole story**.

Put ticks in the table to show which of these are **true** and which are **false**.

Sentence	True	False
Bryn liked to play with trucks.		
Bryn's mother worked on a farm.		
Bryn lived in a village.		

Captain Tom Moore

Captain Tom Moore is famous around the world because of all the money he has raised for the National Health Service (NHS).

Who Is Captain Tom Moore?

Captain Tom is an ex-soldier from Bedfordshire. He was born in Yorkshire and when he was younger, he was in the army and even fought in the Second World War.



Raising Money

Captain Tom decided to raise money for the NHS to say thank you to them. He spent some time in hospital a few years ago when he had a hip operation. He set himself the challenge of walking 100 laps around his garden before his 100th birthday on 30th April 2020.



Why Is He Famous?

Captain Tom set himself a target of £1000, but he reached this in one day. As word quickly spread about what he was doing, people around the world decided to donate money.

So far, he has raised over 27 million pounds!

Captain Tom, who walks with a walking frame, reached 100 laps two weeks before his 100th birthday. Soldiers formed a guard of honour for his last few laps.

Did You Know...?

Thousands of people have sent him birthday cards to say well done.

Captain Tom Moore Questions

1. Why did Captain Tom want to raise money for the NHS? Tick **one**.

- ☐ To say thank you
- ☐ To say happy birthday
- ☐ To say well done

2. What was Captain Tom's challenge? Tick **one**.

- ☐ To run 100 laps
- ☐ To read 100 books
- ☐ To walk 100 laps

3. Number the events to show the order in which they happened

- ☐ Captain Tom finished his 100 laps
- ☐ Captain Tom set himself a challenge
- ☐ Captain Tom's 100th birthday

4. What was Captain Tom's job?

5. How much money has Captain Tom raised?

Why do you think Captain Tom wanted to raise money for the NHS?

Why do you think Captain Tom's story has become famous around the world? Think of 2 reasons.

What could you do to help?











[illegible]

Captain Tom Moore

If you could be famous for anything.

What do you want to be famous for?

[illegible]

Time	Timetable	Activities
Monday 60 minutes	PSHE  Special	Complete mindfulness activity: Bucket Analogy https://www.childline.org.uk/toolbox/games/ Have a go at one of the games from the website. 
Tuesday 60 minutes	Art  Special	Complete mindfulness activity: Nature's beauty Drawing: Draw the things that make you smile. 
Wednesday 60 minutes	Science  Special	Raisin Experiment 1. Draw your experiment 2. Write down your prediction 3. Record your results 
Thursday 60 minutes	Topic  Special	History: Create your own personal timeline. Write down all the important events in your life. 
Friday 60 minutes	Computing  Special	Information Technology is all around you! Name all the examples of technology around you! 

Understanding

Child 3

Bucket analogy – Part 1

- ☆ Imagine your body is a bucket.
- ☆ When we get anxious or upset our stress hormones pour in and can spill over.
- ☆ If this happens we might cry or get angry.
- ☆ We need to think of the things that start to make us feel upset much earlier.
- ☆ Little things might add up or a few bigger things might fill your bucket.
- ☆ Think of worries that upset you, draw them in your bucket as water levels or pebbles. What fills up your bucket/body?



Understanding

Child 4

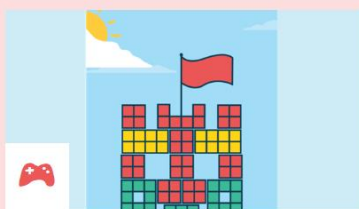
Bucket analogy – Part 2

- ☆ Look at your bucket and the things that worry you.
- ☆ Your Calming Cat coach will help you to think about different activities which might help you to let go of some of those tensions.
- ☆ Let it go
- ☆ Let it go



<https://www.childline.org.uk/toolbox/games/>

Choose one of these activities:



Tower of Confidence

Build a tower made up of all the great things about you!



Build Your Happy Place

Create your ideal room. Fill it with things that help you feel happy, calm and safe.

Skills

Coach 8

Nature's beauty

Preparation:

- Encourage the child to imagine a really blue sky – just see the colours in your mind. If the child can't do this show a picture of a deep blue sky and then tell them to close their eyes and see if they can make the same image in their head.
- Do the same for green grass, a yellow sun; orange spices.

Coaching aim:

- Teach the child the wonders of our colourful environment; encourage them to notice colours as they go out to play. What effect do they have on their mood and feelings within their bodies?
- We are helping them to look for signs within their natural environment which will give them a sense of comfort and warmth.
- Make the connection that our surroundings affect our mood; but also, our brain images can also affect them – try picturing a cloudy dark sky and then walking out into the bright sunshine of a new day. How does your mind respond?



Skills

Child 8

Nature's beauty

- ☆ Take a deep breath in and out.
- ☆ Imagine a bright blue sky; what feeling does this give you?
- ☆ How about being on green grass?
- ☆ Look at the colours. Can you make them brighter in your mind? – the brighter the bigger the sensation!
- ☆ What do you notice about how different colours make you feel?



Fun

Coach 2

Let's have FUN!

Preparation:

- Know that as stress hormones go up, our feel-good hormones come down. That's right, adrenaline and cortisol are designed to help us react; oxytocin is there to calm us and helps us to have fun! (and be socially engaged).
- This means if we are feeling worried we are likely to stop doing things that make us feel good.
- Children who live with feelings of anxiety often engage in fewer fun activities as the anxiety grows.

Coaching aim:

- Encourage as many fun and practical things as the child can do.
- Keep adding activities over time.
- Make time to engage in these activities.
- Check how they feel after they have engaged in the activity.



Fun

Child 2

Let's have FUN!

- ☆ Think about all the things that make you smile; things you enjoy.
- ☆ Draw/ write them out – we will keep adding to your list so that we have a very long list of things you can do.
- ☆ This will help the adults to arrange some fun for you.
- ☆ Let's have FUN!



A large rectangular area defined by a dashed green border, intended for a child to write their response. The box is empty and occupies most of the page below the header.

RAISIN EXPERIMENT



For the grown ups

This experiment is really easy to set up and will help children develop their understanding of floating and sinking, liquids and gases.

What you need

- A bottle or glass of clear fizzy drink (e.g. lemonade, tonic or soda water – freshly opened)
- A handful of raisins (4 or 5 will suffice)

What you do

This one couldn't be simpler: pour out a glass of fizzy drink and drop in the raisins.

Now watch the raisins dance!

What's happening?

The raisins are initially too heavy to float, so they sink into the drink. The drink itself contains carbon dioxide (CO₂) gas, which has been forced into the drink at high pressure. When a bottle is opened, some of this gas escapes immediately (you hear the whoosh as it rushes to escape) but the rest remains in the liquid for quite a while. You may notice that bubbles form on the sides of the container first.



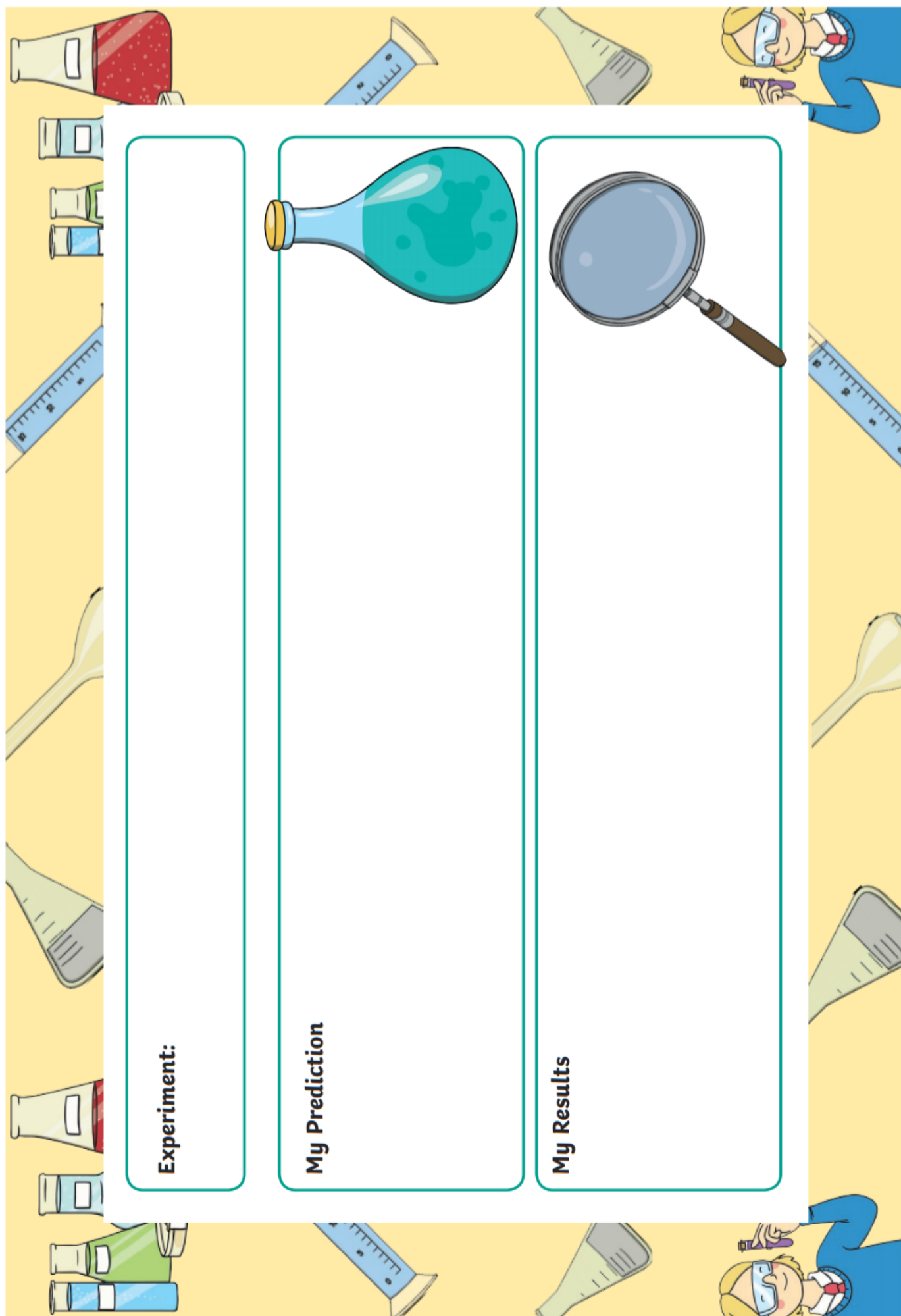
Tiny imperfections in the glass/plastic make ideal sites (known as 'nucleation sites') for bubbles of gas to form. Dropping anything else into the drink will provide more of these sites, so more bubbles are produced. Raisins have a pitted surface, which makes them ideal for the formation of gas bubbles. When the raisins reach the bottom, bubbles of CO₂ form and attach themselves to the raisins. These act like floats for the raisins and together they rise to the surface. Here, the gas bubbles burst into the air, leaving the raisins without their floats to sink again.

The process repeats and the raisins dance up and down! This will continue only whilst the drink is still fizzy – as more bubbles burst at the surface, fewer remain in the drink, until eventually it will become 'flat'.

Encourage your children to try other small food items to see which ones float, sink or dance. Broken pieces of spaghetti, numerous other pasta shapes, lentils, uncooked popcorn and some berries will also dance. Look at the surface of each item and try to predict which will work well.

Draw your experiment and label what happened!





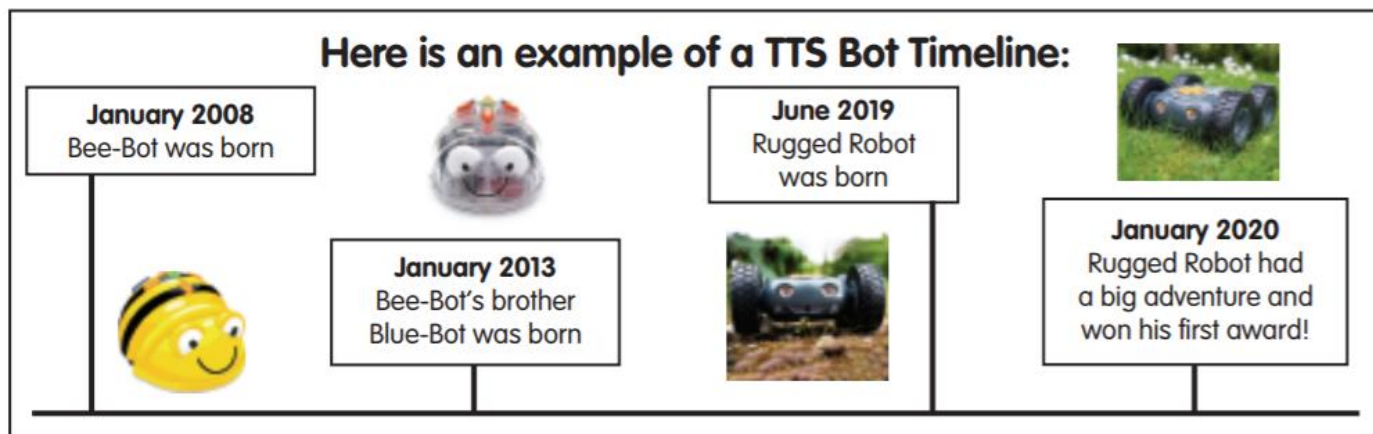
The worksheet features a yellow background decorated with various science-related illustrations, including beakers, flasks, test tubes, and a scientist wearing safety goggles. The central area is divided into three vertical sections, each with a rounded rectangular box for notes.

Experiment:

My Prediction

My Results

A timeline is a listing of events in **chronological order**. This means that the events are shown in the order that they happened.



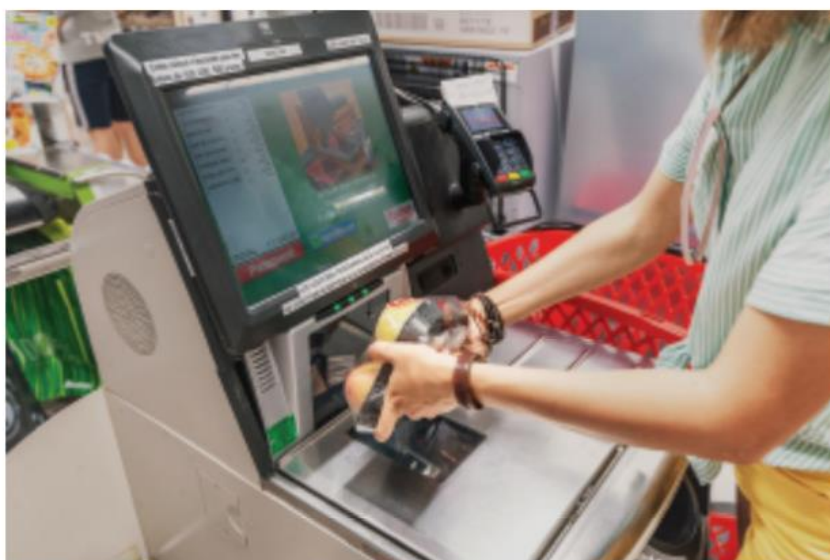
Think about your life and write a list of key events that have happened, for example when you were born, a special birthday, starting school.



- Draw a timeline showing the key events in your life.
- Draw pictures for each key event and remember to include the date.



Information technology is all around us in our everyday lives!



It's in our pockets....

It helps us pay for our food at the supermarket.

We take it on holiday to take photos and record our memories digitally...



What examples of information technology do you have in your house?



Draw and label some of the technology found in your home: