



## Year 2 – Two-Week Home-Learning Pack – Spring Term WEEK 3 and 4



Dear Year 2 Parents/Carers

Thank you for emailing some examples of the home-learning work that your child has been completing. Please find attached the next two-week block of learning activities. After speaking to parents/carers this week, we have continued to include the links to the Oak Academy sessions for English and Maths; in addition to this, we have included an less-directed alternative English task that does not require a device, as well as some links to alternative Maths sessions. Please be assured that there is no expectation to complete every activity in this home learning pack – treat it as a menu from which you can choose from; continue to do what works for your household, with the aim for children to be practising some English, Maths and Reading skills every day, along with other foundation skills across the week.



As per the newsletter from Mr Gildea, **marked in red on this pack are the pieces of work we would like you to email in to us for feedback.** We will endeavour to reply as soon as possible with praise and feedback for their work.

### **READING**

As reading is a priority for our pupils, we have included a special lockdown page for the Inter-Galactic Reading Challenge which is attached below. In addition to this, continue to fill in your Intergalactic Reading Booklet, and aim for your child to read for at least 15 minutes per day. Remember that the Oxford Owl website has free eBooks. Register for a free account on this website: <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> . We have also included some links to online videos of books that can be listened to and enjoyed. Finally, attached are a few Reading Comprehensions which will support you and your child with different types of questions when reading.

If you have any questions, queries or concerns, please do not hesitate to email: [year2@northheathprimary.co.uk](mailto:year2@northheathprimary.co.uk)

Kind regards,  
Miss Head and Mrs Hope

### **Daily and Additional Learning platforms**

- **Read** for at least 15 minutes per day
- Sing the **Y1 (Stage 2) and Y2 (Stage 3) Song of Sounds song** – ask your child to teach you the actions. You Tube search: *Stage 2/3 Song of Sounds*
- Spend 15minutes per day on **Sumdog. A West Sussex Sumdog Competition begins at 8am on Friday 22 January, and will run until 8pm on 28 January.** Let's get North Heath to Number 1!

### **Skills to Practise Regularly**

Here are some key skills that would benefit from being practised on a regular basis.

- Telling the time to quarter-to and quarter-past intervals
- Counting backwards from 100 and/or other numbers like 60...
- Counting in 2s, 5s and 10s
- Being read to so that new vocabulary can be explained, and then be challenged to use the new words in conversation
- Spelling the Y1/2 Common Exception Words correctly when writing

**WEEK 3 AND 4**

**ENGLISH**



**Oak National Academy**  
– the online classroom



**Information: All about Tigers**

Each day, watch the lesson video and follow the instructions to complete the tasks.

When you come to write your information page, you can include extra facts that you know. Also, don't forget to use conjunctions, e.g. *and, so, but, when, if, that, because*



Email us your favourite piece of writing from this unit.

**Alternative English tasks:**

(a flexible/less directed task not requiring a device):

**Information: All about...**

Choose one of these Australian animals to find out about:  
Wombat, Emu, Platypus, Koala or Kangaroo

- What does your animal look like?
- What does your animal eat?
- Find out about their young
- Where does your animal live?



Write a fact page and illustrate it as carefully as you did your Arctic Animal writing last term. You can email us your published Australian Animal writing.

**MATHS**



**Oak National Academy**  
– the online classroom

Select a lesson each day to watch the lesson video, and complete the independent tasks. The video teacher and lesson quiz will provide instant answers for the maths.

**Fractions (10 lessons)**

<https://classroom.thenational.academy/units/fractions-43cf>

If your child is struggling with the content of the above lessons, please do not worry. Home-learning is very different to working at school where they have an abundance of resources, and adult and peer support. The following link is to the Year 1 lessons on Fractions which would be equally beneficial to complete.

<https://classroom.thenational.academy/units/fractions-da2b> (5 lessons)



Please email us a comment about how your child has got on with the maths learning each week; you could also email us a photo of their favourite piece of maths work if you wish.

**Alternative Maths Links**

- **White Rose – Y1 or Y2:** A Kindle version of the White Rose workbooks can be downloaded for free on Amazon.  
<https://whiterosemaths.com/homelearning/>
- **BBC Bitesize Daily Sessions – Y1 or Y2:** Twinkl are offering free resources to go alongside the BBC Bitesize sessions  
<https://www.bbc.co.uk/bitesize/this-terms-topics>

## WEEK 3 WIDER CURRICULUM



- choose one piece of work to email to us.

### Reading – Online Story-Time

Australian Dreamtime Tales (on **YouTube**)

What are the lessons that you can learn from these Dreamtime Tales?

### Rainbow Bird

<https://www.youtube.com/watch?v=VzjPQCguepo>

### Tiddalick

<https://www.youtube.com/watch?v=0y3Ta5xcKV4&safe=true>

### Why Frogs Can Only Croak

[https://www.youtube.com/watch?v=KeD\\_PIUUyfe&safe=true](https://www.youtube.com/watch?v=KeD_PIUUyfe&safe=true)

### Phonics focus – ge/dge/g (j)

#### Y2 (Stage 3) Song of Sounds

<https://www.youtube.com/watch?v=sZvvix2bx98>

Practise your phonic patterns on the game:

#### Look, Cover, Write, Check

*Typing these spelling words will help you recognise the spellings patters. Don't worry, you don't need to be able to spell all of these words from memory!*

ICT Games → English Games → 'Look, Cover, Write, Check' → Year 2 → Patterns

Select the focus spelling patterns ge/dge/g  
<https://www.ictgames.com/mobilePage/lcwc/index.html>

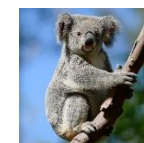
### Geography / Art



Choose an Australian animal and find out about its habitat. Create a Lego scene of your animal's habitat.

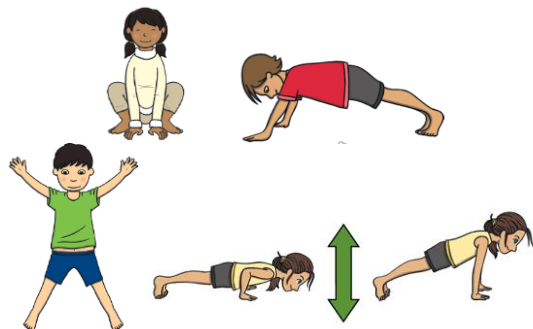
Think about including:

- Vegetation
- Landmarks
- Food / Drink sources



### PE – Circuit Training

Attached are some circuit training cards. Start the day with these exercises. Record your results and see if you can improve your score **by the end of the two weeks.**



The Nation's PE Teacher, Joe Wicks, is also leading PE sessions on Mondays, Wednesdays and Fridays.

### WEEK 3: Science - Human life stages

Miss Sowton and Mrs Bolton would like you to think about the human life stages.

Have a little look at the following videos to help you with your activity.

#### How we change as we grow older

<https://www.bbc.co.uk/bitesize/clips/zt7w2hv>

#### Looking after baby humans and animals

<https://www.bbc.co.uk/programmes/p0119d64>



### Computing – Online Safety

Watch the video about keeping safe online.



[https://www.youtube.com/watch?v=Yt0us203\\_Jk](https://www.youtube.com/watch?v=Yt0us203_Jk)  
After watching the video, with an adult talk about these questions:

- How did Jessie feel when she watched the *Funny Tummy* video?
- How did her feelings change when she watched the *Happy Croccy* video?
- How did she get help to feel better?

→ Attached are the words to the song; illustrate the page with pictures to match the lyrics.

→ Using the helping hand sheet, identify 4 trusted adults.

## WEEK 4 WIDER CURRICULUM



- choose one piece of work to email to us.

### Reading – Online Story-Time

#### **CBeebies Bedtime Stories:**

- Joe Wicks: *Love Monster and The Perfect Present*
- Joanna Page: *Leaf*
- Tom Hardy: *Under the Same Sky*



### Phonics focus – le/el/ai (l)

#### **Sing the Y2 (Stage 3) Song of Sounds**

<https://www.youtube.com/watch?v=sZvvix2bx98>

Practise your phonic patterns on the game:

#### **Look, Cover, Write, Check**

*Typing these spelling words will help you recognise the spellings patters. Don't worry, you don't need to be able to spell all of these words from memory!*

ICT Games → English Games → 'Look, Cover, Write, Check' → Year 2 → Patterns

Select the focus spelling patterns le/el/ai

<https://www.ictgames.com/mobilePage/lcwc/index.html>

### Geography / Topic

As part of our Australian Topic, find out about an Australian location. Choose from:

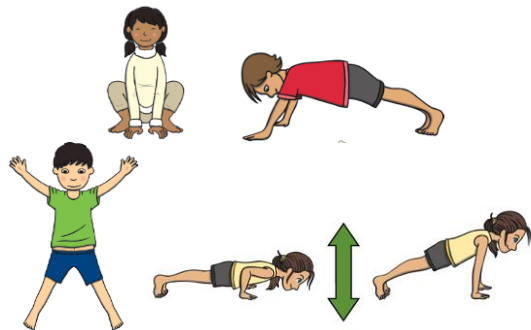
- Sydney Opera House
- Uluru
- The Great Barrier Reef
- Bondi Beach
- Melbourne Cricket Ground
- The Twelve Apostles

Fill in the attached fact file.



### PE – Circuit Training

Attached are some circuit training cards. Start the day with these exercises. Record your results and see if you can improve your score **by the end of the two weeks.**



The Nation's PE Teacher, Joe Wicks, is also leading PE sessions on Mondays, Wednesdays and Fridays.

### WEEK 4: Science – Animal Babies

Learn about which animals give birth to live young, and which animals lay eggs. Read the fact page attached and complete the activity sheet.

Do you want to find out more about animals and their young? Why not watch these videos.

#### **Do baby animals look like their parents?**

<https://www.bbc.co.uk/bitesize/clips/z8x76sg>

#### **All About Animals for Children -**

[https://www.youtube.com/watch?v=kACaok7DRIM&feature=emb\\_logo](https://www.youtube.com/watch?v=kACaok7DRIM&feature=emb_logo)



### Art

Last Lockdown, Mr Warren kindly taught a YouTube Art lesson for North Heath. The outcome was African sunset with elephant silhouettes. Here is the link:

<https://www.youtube.com/watch?v=bp4sfv6IgKc&feature=youtu.be>

Miss Head had a go at creating an Australian version – can you use the kangaroo silhouettes to create your own Australian outback painting.





## LOCKDOWN INTERGALACTIC READING CHALLENGE

### The Sun



Choose your favourite book from the ones you have read during this home-learning block and fill in the sheet below.

Send us a photo of this page so that we can let you know what Year 2 are reading!

Remember to keep filling in your INTERGALACTIC Reading Challenge booklet too – send us a photo when you complete a planet and we will *zoom* your astronaut to the next planet on the class display!

**My Favourite Character:**

**My Favourite Book during this Two-Week Block**

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**I enjoyed it because:**

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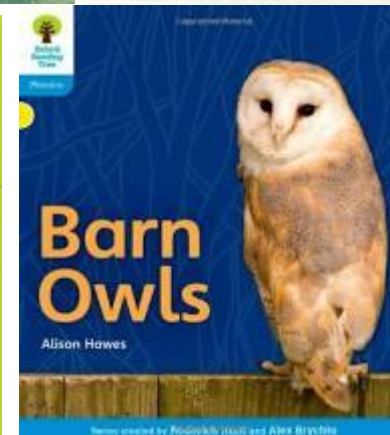
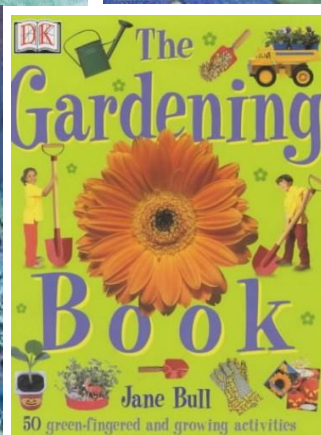
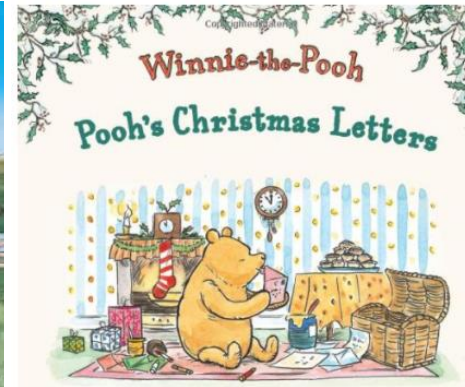
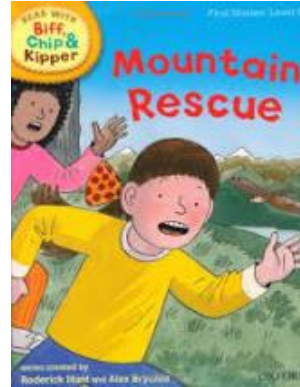
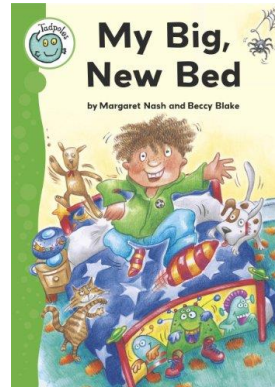
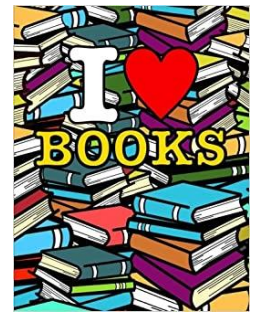
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**Here's a picture of the front cover:**



## LOCKDOWN Reading Recommendations

Here are some books that children in Elder and Silver Birch have enjoyed reading at home recently:



We look forward to receiving your recommendations through the special Intergalactic 'Sun' Reading Challenge page.

## How the Kangaroos Got Their Tails

A long, long time ago, two kangaroos lived in the country now known as Australia. The large, brown kangaroo was from the plains and the smaller, grey kangaroo was from the hills. One day, the grey kangaroo really wanted to eat some wild bush honey, so he followed a swarm of bees to their hive in the hole of a rock. The grey kangaroo reached inside and pulled out a handful of gooey honey. It was delicious and now the big, brown kangaroo also wanted some for himself. The grey kangaroo told him to reach his arm right into the back of the hole to get the tastiest honey. The brown kangaroo did this but all he pulled out was a handful of spiders. He had been tricked!



## Quick Questions



1. How do you think the grey kangaroo was feeling when he followed the bees?

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2. Which was the largest kangaroo?

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3. Find and copy the word that means the same as the adjective 'sticky'.

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4. Number these facts from 1 to 3 to show the order they appear in the text.

- The brown kangaroo pulled out a handful of spiders.
- The grey kangaroo followed the bees.
- The grey kangaroo ate some wild bush honey.

# Firey Dragon Jelly

Did you know that dragons love to eat jelly?

## You Will Need:

- two packets of red jelly;
- hot water;
- nine hot chillies;
- hot sauce.



## Method:

1. Break up the cubes of jelly and place them into a bowl.
2. Add hot water to the jelly cubes.
3. Quickly, mix until the liquid is smooth.
4. Chop up the chillies into small pieces.
5. Mix the chillies into the jelly liquid.
6. Carefully, pour the jelly liquid into a mould.
7. Pop the mixture into the fridge to set.
8. To serve, pour hot sauce over the top of the jelly.

**Do not make this jelly for your party. It is only a tasty snack for dragons!**

# Quick Questions



1. How many hot chillies do you need to add to the jelly?

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2. Why is the word 'carefully' used when pouring the jelly liquid?

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3. Why do you think that dragons like chillies and hot sauce with their jelly?

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4. Using 20 words or fewer, sum up why you should not make this jelly for your party.

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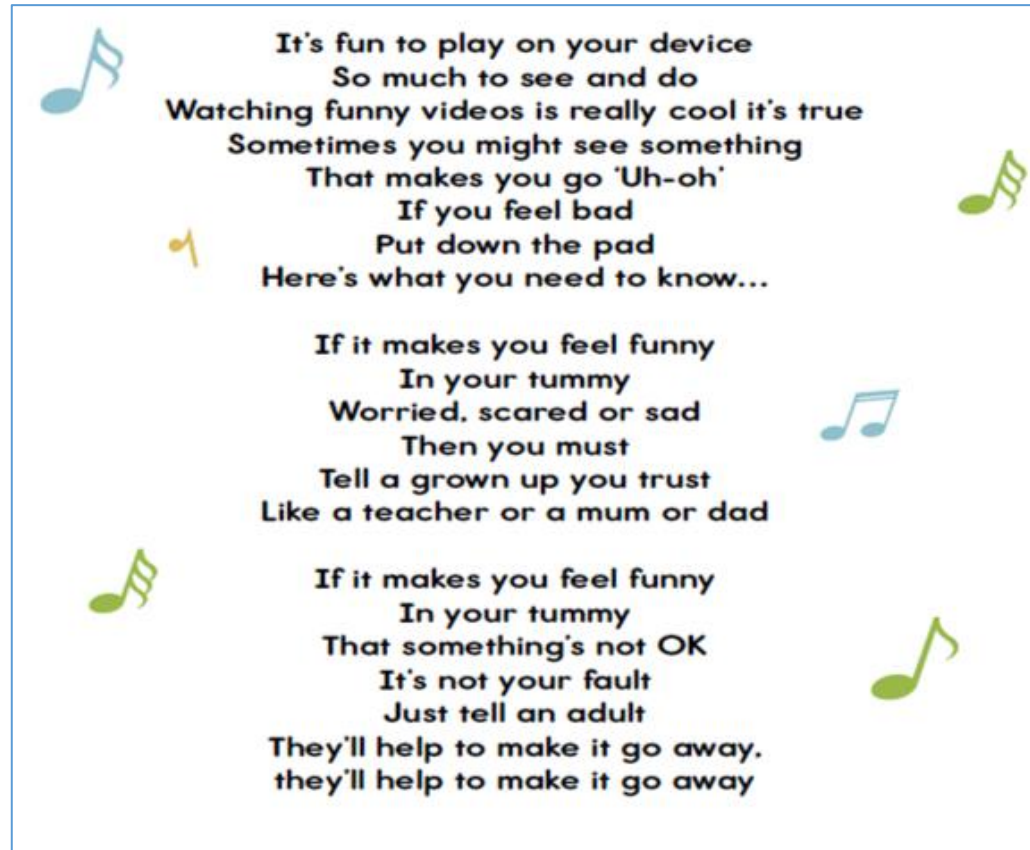
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### WEEK 3: Computing – Online Safety

Task: Illustrate the border with pictures to match the lyrics.



It's fun to play on your device  
So much to see and do  
Watching funny videos is really cool it's true  
Sometimes you might see something  
That makes you go 'Uh-oh'  
If you feel bad  
Put down the pad  
Here's what you need to know...

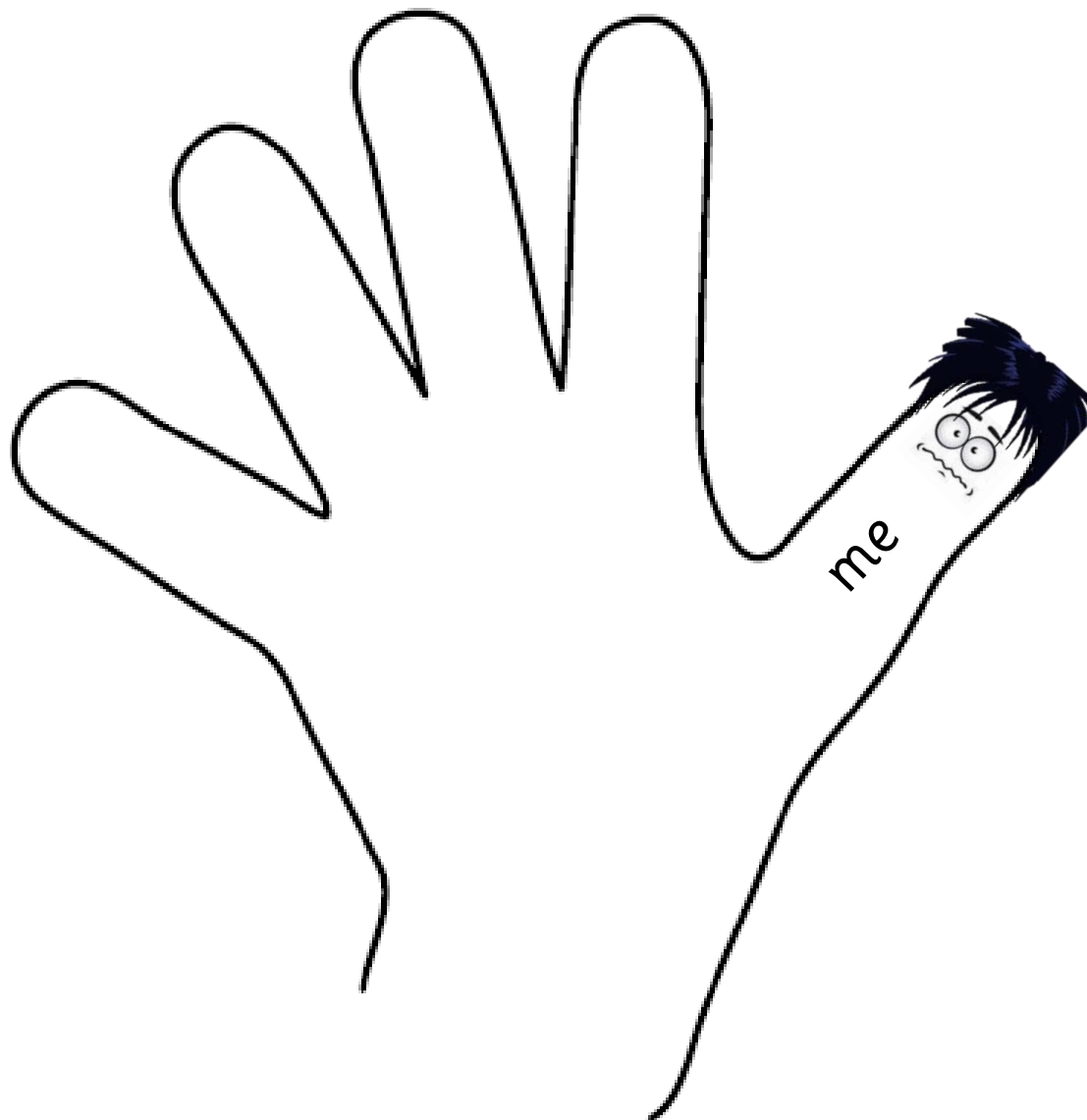
If it makes you feel funny  
In your tummy  
Worried, scared or sad  
Then you must  
Tell a grown up you trust  
Like a teacher or a mum or dad

If it makes you feel funny  
In your tummy  
That something's not OK  
It's not your fault  
Just tell an adult  
They'll help to make it go away,  
they'll help to make it go away

The box contains several musical notes: a blue note in the top left, a yellow note in the middle left, a green note in the top right, a blue note in the middle right, a green note in the bottom left, and a green note in the bottom right.

**WEEK 3: Computing – Online Safety**

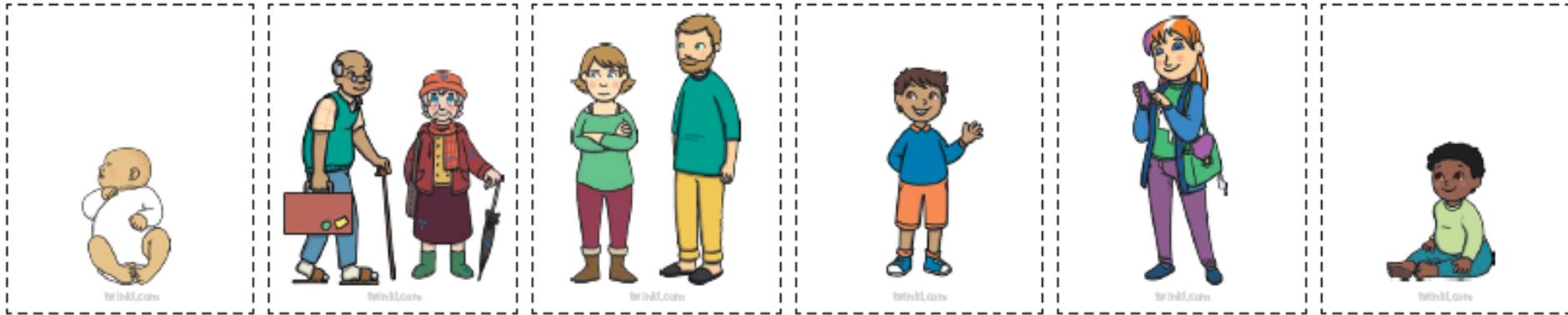
'Help Hand' Task: Think of four trusted adults that you might speak to if you feel worried about something you have seen online. Write their names on the fingers. Try to include adults at home and at school.



### WEEK 3: Science - Human life stages

This week we're thinking about the different stages of our life as humans.

Cut out the pictures below and glue them vertically down the left side of your page in **age order**, with the youngest at the top.



Next to each picture, write a subheading to say which stage it is.

Use this wordbank:

*elderly*

*toddler*

*child*

*adult*

*teenager*

*baby*

Then write 2 or 3 sentences to describe what happens at that age.

- What can they do?
- What are they like?
- How do their appearance or abilities change?

Thinking about people you know at the particular age will help you with this!

**WEEK 3 and 4: PE - Circuit Training**

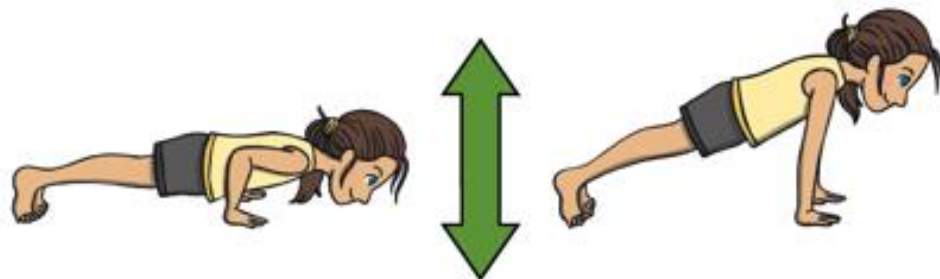
**Plank**

Time yourself and see how long you can hold your body in the plank position. You can put your knees on the floor to make the move easier.



**Press-Ups**

How many press-ups can you do in 1 minute / 60 seconds? You can put your knees on the floor to make the move easier.



**Burpees**

How many burpees can you do in 1-minute / 60 seconds? Stand with your feet shoulder width apart, bend from the knees and place both palms on the floor. Jump your feet back so that you are in the plank position. Bring your feet back under your hips and jump up!



**Bunny Jumps**

Choose a space in your house where you can travel from one end of a room to the other. How many laps of your room can you do in half a minute / 30 seconds?





## Dilly and the Three Monsters

Once upon a time, there lived a small boy called Dilly. One day, Dilly went for a walk in the mountains and found a cave made from chocolate. He knocked on the wall but nobody answered so he went inside. At the table, there were three bowls of hot soup. Dilly tasted the soup from the large bowl. "This soup is too thick!" he cried. He tasted the soup from the medium bowl. "This soup is too lumpy!" he moaned. Then, he tasted the soup from the small bowl. This soup was just right so he ate it all up. As he was eating, the three monsters came home. Dilly was so surprised that he jumped over the table and ran all the way home.

## Quick Questions



1. What did Dilly find in the mountains?

\_\_\_\_\_



2. Why do you think that Dilly ran all the way home after meeting the monsters?

\_\_\_\_\_

\_\_\_\_\_



3. Find and copy **two** words from the text that the author has used instead of 'said'.

\_\_\_\_\_



4. Number these lines from 1 to 3 to show the order that they appear in the text.

This soup was just right.

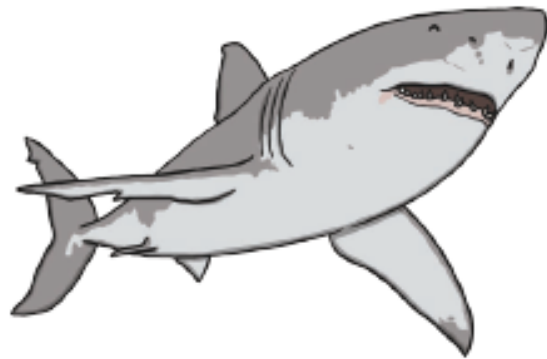
This soup is too thick.

This soup is too lumpy.

# The Great White Shark

Great white sharks are the top of the ocean's food chain. They are the biggest fish on our planet which eat other fish and animals. They are known to live between thirty and one hundred years old and can be found in all of the world's oceans, but they are mostly found in cool water close to the coast.

Even though they are mostly grey, they get their name from their white underbelly. The great white shark has been known to grow up to six metres long and have up to three hundred sharp teeth, in seven rows. Their amazing sense of smell allows them to hunt for prey, such as seals, rays and small whales from miles away.



## Quick Questions



1. Why do you think that the great white shark is at the top of the ocean's food chain?

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2. Where are most great white sharks found?

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3. Find and copy the adjective that the author uses to describe the shark's sense of smell.

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4. Number these facts from 1 to 3 to show the order they appear in the text.

- They live between thirty and one hundred years.
- They can grow up to six metres long.
- They have up to three hundred teeth.

# AUSTRALIAN LOCATION FACT FILE

Location: \_\_\_\_\_ What is it? (beach, statue, mountain, religious site etc.): \_\_\_\_\_

Put a cross or shade on the map where your place can be found.



Why might people want to visit this place?

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How is it similar or different to a place in the U.K?

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Other interesting information:

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## WEEK 4: Science – Animal Babies

Many animals give birth to live babies but others lay eggs, which their young hatch from later. Do you know which animals have live young and which lay eggs?

This information should help you to complete the activity sheet below.

These animals are mammals. They grow inside their mother's tummy.

When they are born, they look quite like their parents, only much smaller!



Mother birds lay eggs. They sit on them to keep them warm, until the eggs are ready to hatch.

Baby birds are tiny, blind and weak when they hatch. Their parents keep them safe and bring them food.



Most amphibians lay eggs in the water. These eggs are called spawn.

When they hatch, the tiny tadpoles live in the water.



Most reptiles are born from eggs, though some are not.

Reptile hatchlings look like their parents.





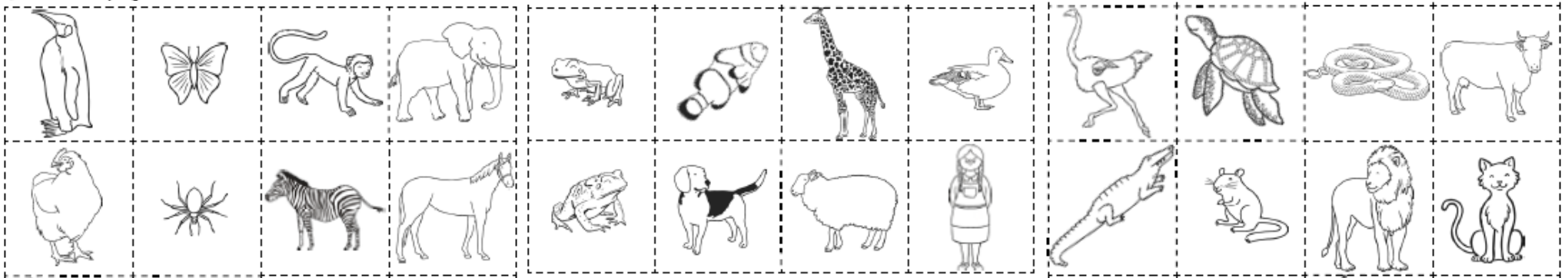
Science - Animal Babies Activity sheet:

Carefully cut and stick (or draw) the pictures in the correct group. Label the animals with their names.

These animals hatch from an egg.

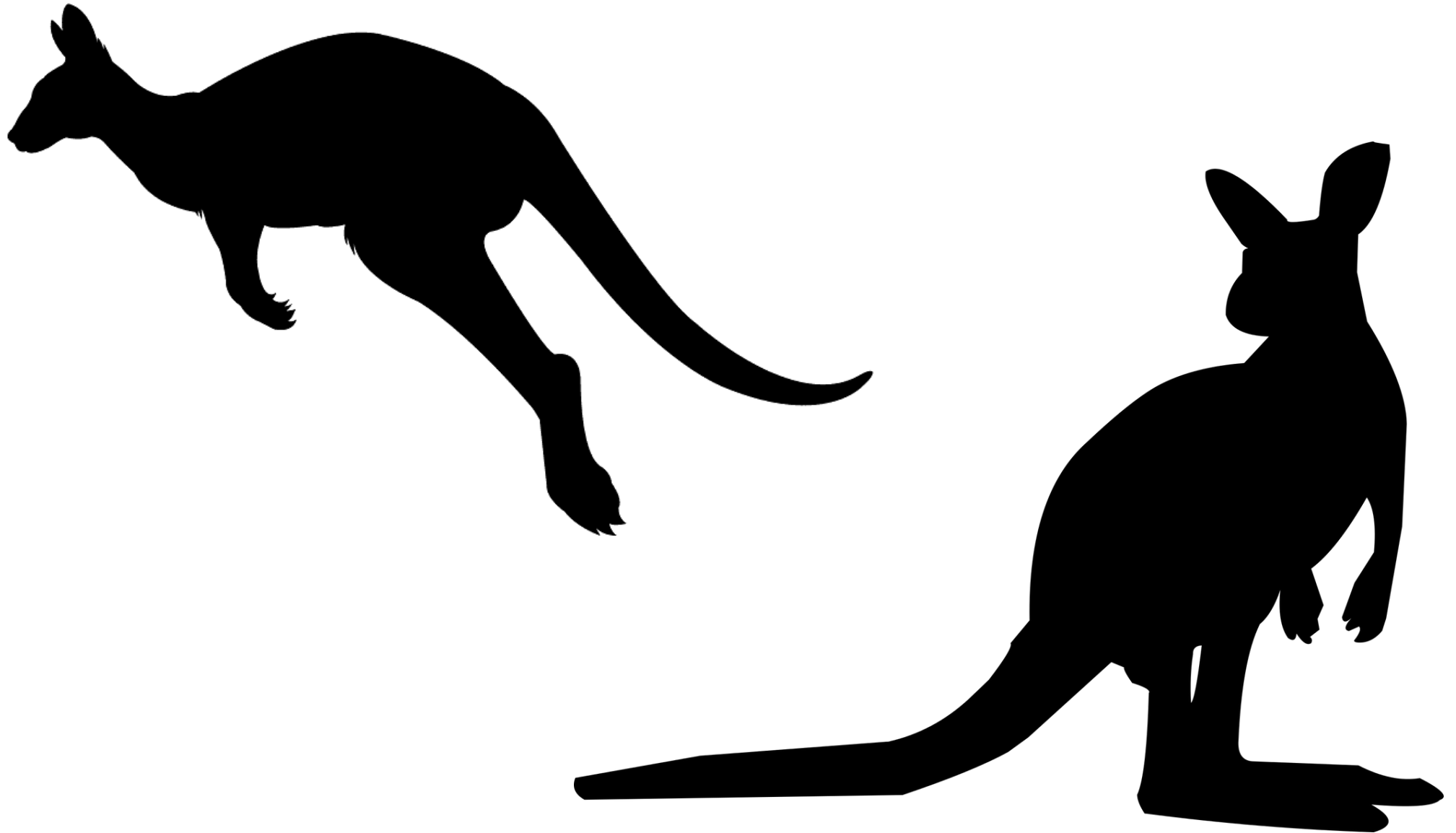


These animals grow inside their mothers and are born.



**WEEK 4: Art**

Use these silhouettes as templates for your Australian Outback sunset painting.



Here is Miss Head's Australian Outback sunset painting:



# Doubling Space Race

How fast can you double?

Double the numbers on the track and write the answers as you go.
























Use a timer to see how long it takes you to finish the race!



The race track consists of several segments with numbers and empty boxes for answers. The numbers are: 6, 2, 9, 14, 12, 1, 3, 11, 15, 10, 14, 17, 5, 19, 20, 18, 7, 13, 4, 8, 16.



# MATHS GAME

Start		Miss a turn			End
					
					
					
Miss a turn					Miss a turn
		Miss a turn			
				Miss a turn	

## Telling the Time Board Game

### What time is it?

Roll a dice, move the number of spaces shown and read aloud the time shown on the clock. The first player to complete the board wins!

## Reading Comprehension ANSWERS

### How the Kangaroo Got Their Tails

## Answers



1. How do you think the grey kangaroo was feeling when he followed the bees?

**Accept any sensible answer linked to the text, e.g. Hopeful that he would find some honey.**



2. Which was the largest kangaroo?  
**the (large) brown kangaroo**



3. Find and copy the word that means the same as the adjective 'sticky'.

**goocy**



4. Number these facts from 1 to 3 to show the order they appear in the text.

**3** The brown kangaroo pulled out a handful of spiders.

**1** The grey kangaroo followed the bees.

**2** The grey kangaroo ate some wild bush honey.

### Firey Dragon Jelly

## Answers



1. How many hot chillies do you need to add to the jelly?

**You need to add nine hot chillies to the jelly.**



2. Why is the word 'carefully' used when pouring the jelly liquid?

**The word carefully is used when pouring the jelly liquid to remind the reader to take care and to not spill the hot liquid.**



3. Why do you think that dragons like chillies and hot sauce with their jelly?

**Accept any sensible answer linked to the text, such as: I think that dragons like chillies and hot sauce because some dragons breathe fire and the chillies make the jelly hot and fiery.**



4. Using 20 words or fewer, sum up why you should not make this jelly for your party.

**Accept any reasonable summary using 20 words or fewer, such as: This jelly is not suitable for your party because the chillies and hot sauce will make it too spicy.**

## Reading Comprehension ANSWERS

### Dilly and the Three Monsters

## Answers



1. What did Dilly find in the mountains?

**Dilly found a cave in the mountains.**



2. Why do you think that Dilly ran all the way home after meeting the monsters?

**Accept any sensible answer linked to the text, such as: I think that Dilly ran all the way home because he was afraid of the monsters.**



3. Find and copy **two** words from the text that the author has used instead of 'said'.

**cried, moaned**



4. Number these lines from 1 to 3 to show the order that they appear in the text.

This soup was just right. **3**

This soup is too thick. **1**

This soup is too lumpy. **2**

### The Great White Shark

## Answers



1. Why do you think that the great white shark is at the top of the ocean's food chain?

**Accept any sensible answer linked to the text or existing knowledge, e.g. I think that they are at the top of the food chain because they are too big to be eaten by anything else.**



2. Where are most great white sharks found?  
**(in cool water) close to the coast**



3. Find and copy the adjective that the author uses to describe the shark's sense of smell.  
**amazing**



4. Number these facts from 1 to 3 to show the order they appear in the text.

- 1** They live between thirty and one hundred years.
- 2** They can grow up to six metres long.
- 3** They have up to three hundred teeth.