

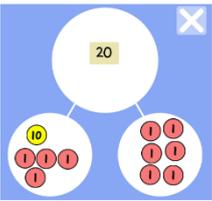
Year 2 Home Learning – 06/07/2020

It was so lovely to see some of the children on our Zoom chats last week – we really enjoyed seeing them and hearing about what they have been getting up to at home. Remember to check your email for details of this week's meeting. Please continue to send us photos and messages from the children (and yourselves) about all of the wonderful things you have been doing and please don't hesitate to contact us on our Year 2 email if you have any questions at all - year2stjohns@educ.somerset.gov.uk.

Here are the activity ideas for this week but remember you can use any previous activities as much as you like.

We hope this continues to be helpful.

Mrs Dayman-Johns and Mrs Llewellyn ☺

<u>Timetabled Subject</u>	<u>Activities to use at home</u>
<p><u>Phonics/Spelling</u> – 30 mins</p> <p>This week's spellings are 'ed' endings – changing y to i:</p> <p>copied replied spied fried applied relied identified multiplied magnified supplied</p>	<p>We focus on learning spelling patterns in Year 2 (as well as common exception words). Weekly spellings are added to Spelling Shed but it will help children to recall them better if they learn them in different ways, so <u>as well as spelling shed</u> please practise them in other ways too. Here are some ideas:</p> <ul style="list-style-type: none"> ☆ Write your spelling words in dotted letters – e.g. abcde ☆ Use magnetic letters, alphabet blocks, letter flashcards, scrabble pieces etc. to spell your words (you could always make your own letter cards if you don't have anything at home that you can already use). ☆ https://www.youtube.com/watch?v=9aaXE9tWbD4 – Watch this video about the rule for changing the 'y' to an 'i' before adding ed (and other suffixes). Challenge: Can you change your spellings back to the base word? E.g. copied – copy. ☆ https://www.spellingtraining.com/index.html?&lzwzyq&lzwzyvl&wqzyq&wqzyvl&tjaqzyq&tjaqzyvl&rthzyq&rthzyvl&uejzyq&uejzyvl – Follow the link and play games with the words in this week's spelling list. ☆ Look up the meaning of each word in a dictionary (book version or online) and discuss these meanings. Can you put each spelling into a sentence? (You could say the sentence aloud, it doesn't have to be written).
<p><u>Maths – 30 mins</u></p> <p>Order and Timings are a guidance.</p> <p>(Choose which numbers to focus on based on your child.)</p> 	<p>Practise counting forwards and backwards each day in 1s, 2s, 3s, 5s or 10s (alternate throughout the week) – 5 mins</p> <ul style="list-style-type: none"> ☆ Give your child a number and ask them to count on from that number. ☆ Count in the voice of ... a monster, a snake, a dinosaur. ☆ Do squats as you count – how high can you count before you have to stop? <p>Number bonds (Pairs of numbers) to make 10, 20 or 100 – 10 mins</p> <ul style="list-style-type: none"> ☆ Make a grid outside using sticks or chalk. Write a number in each square, then find natural items to put in each square – the amount of items will depend on your numbers bonds, e.g. In a square containing the number 17, your child would need to put 3 objects (17 + 3 = Number bonds to 20). ☆ On a piece of card choose a number to write on one side and write its number bond partner on the other side. Hold the card up between two players, what number should your partner see? E.g. If I can see 70, you should see 30 (Number bonds to 100). ☆ (See left) Can you make your own Part-Part-Whole Models for your number bonds? Put your total in the top circle and your two partner numbers in the bottom circles - https://www.ictgames.com/mobilePage/partPartWhole/index.html <p>Times Tables – 2, 3, 5 or 10 and corresponding division facts– 15 mins</p> <ul style="list-style-type: none"> ☆ Listen to Percy Parker songs on You Tube, here is the 5 time table song - https://www.youtube.com/watch?v=K-EG7BigDEA ☆ Active maths - Have all of the times table calculations written on pieces of paper at one end of the room or garden and all of the answers written at the other end. Pick a calculation, run to find the answer and put the two together, repeat. ☆ https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication ☆ TTrockstars - https://trockstars.com/