

Year 2 Home Learning – 01/06/2020

We hope that last week you enjoyed exploring the new style whole school approach to learning with your child. The children in school have enjoyed the variety of activities on offer. We will have the same timetable for the children at school each week, just the content of the learning will change, so feel free to continue using this at home too. We would like to continue to offer you some ideas for maths and spelling that will help the children with their learning at home. We understand this time is really tricky but keeping some learning in place at home will help children with the transition when they return to school. The activities outlined below are appropriate for Year 2 and are the type of activities the children will be experiencing at school. We will alter the activities slightly each week but if you find a particular activity works well for your child then definitely use it again and return to previous activities as much as you like. We hope they are helpful.

Mrs Dayman-Johns and Mrs Llewellyn ☺

<u>Timetabled Subject</u>	<u>Activities to use at home</u>
<p><u>Phonics/Spelling – 30 mins</u> This week's spellings are words ending with 'il': pencil fossil nostril pupil April gerbil lentil evil anvil basil</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 each word as a word ladder – b ba bas basi basil ☆ write each spelling in bubble writing. ☆ use water and a paintbrush and paint the words outside on a fence or a patio. If doing inside then you could paint using water on paper (it will get wet and messy though!) ☆ Make a word search with your spellings hidden inside. ☆ For an extra challenge put the spellings into sentences too.
<p><u>Maths – 30 mins</u> Order and Timings are a guidance. (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"> ☆ Clap as you count ☆ Hopscotch (you could draw a grid out with numbers or just imagine a grid), each time you jump count the number. ☆ Count in a funny voice <p>Number bonds (Pairs of numbers) to make 10, 20 or 100 – 10 mins</p> <ul style="list-style-type: none"> ☆ Dice pairs – roll a die, what number pair goes with the number on the dice to make your total? ☆ Number bond countdown – Say the number bond pairs aloud in sequence, i.e. $0+20=20$, $1+19=20$, $2+18=20$. You could do this with a partner and alternate them. ☆ Number bonds between 10 and 20 game - https://www.mathplayground.com/number_bonds_20.html <p>Times Tables – 2, 3, 5 or 10 and corresponding division facts– 15 mins</p> <ul style="list-style-type: none"> ☆ Call and respond – Parent gives a times table calculation and child responds with answer. ☆ Speed tables – Write down your times tables as quickly as you can. ☆ Bingo – Make a bingo card with answers on, parent calls out a calculation and if you have the answer you cross that number out. ☆ Game to identify multiples of times tables - https://www.topmarks.co.uk/times-tables/coconut-multiples ☆ TTrockstars - https://trockstars.com/