



Year 2 Initial Learning at Home

Reading

Each day, ask your child to read a story, aloud to you if possible (you can always use your trolley book from school, a book you have at home or log on to Oxford Owl), and ask them questions about what the characters do and why, and, at different points, ask them to predict what might happen next. Have a discussion with your child about how the author has made them feel about the characters and their actions.

Other ideas to support reading are....

- You could also ask your child to write an alternative ending to the story.
- You could ask your child to design a new front cover for a book.
- Your child could follow a set of instructions for making something, a recipe, a Lego model or how to play a new game.

If your child would like an extra challenge, have a go at this reading comprehension.

How to Build a Snowman

10 First, find a patch of snow and begin to gather
20 it into a ball. Make sure you squeeze the snow
28 together so that it is tightly stuck together.

38 Next, roll the ball you have made around on the
49 floor so that more snow sticks to it and it gets
59 bigger and bigger. Do the same again to make a
69 head and put it on top of the snowman's body.

77 After that, find two sticks for arms, a
84 carrot for a nose and some stones
89 to make the snowman's eyes
94 and mouth. Don't forget to
99 dress your snowman in a
102 hat and scarf.



Quick Questions



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

_____ Find two sticks for arms.

_____ Squeeze the snow together.

_____ Dress your snowman in a hat and scarf.



2. Why is it important to make sure that the snow sticks together tightly?



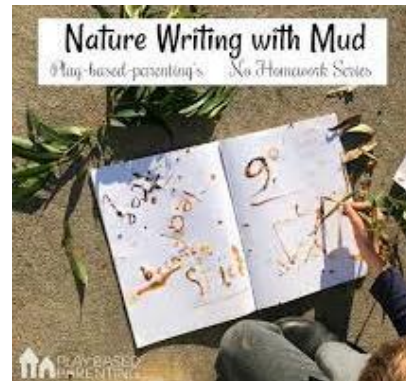
3. What are the stones needed for?



4. What do you predict will happen to the snowman as the weather gets warmer?

Writing and Spelling

Each day, using the list of common exception words already sent home before Christmas (this was highlighted with your child's target words), ask your child to practise the words they find tricky. They could use rainbow writing, pyramid writing or silly sentences. Here are some extra ideas for outdoor spelling adventures.



One day, ask your child to write a story about anything that inspires them. This could be a re-telling of a story they have read, a story inspired by a film they have seen or their favourite fictional character.

On the next day, ask your child to write about a day they remember. This could be a holiday, day out or a special family event (maybe Christmas). When they are writing, they need to practise writing sentences that make sense, and sentences that have a capital letter and the right end stop (full stop, question mark or exclamation mark).

On the last day, could you ask your child to tell you what an expanded noun phrase is?



They could write expanded noun phrases to describe this picture.

Here are some hints and tips.....

An expanded noun phrase uses 2 adjectives (describing words) to describe a noun (object). A comma must be used to separate the 2 adjectives.

At school, we colour code **adjectives in pink** and **nouns in orange**.

For example,

Miss Vince has **long, brown** hair.

Mathematics

By Year 2, children should know the **pairs of numbers** that make each of the numbers up to and including twenty (e.g. $7 + 6 = 13$, $8 + 5 = 13$, $9 + 4 = 13$ etc.) and it would be very helpful if you could practise these each day. You could play number bond bingo, snap with the number pairs to 20 or even online maths games.

We would also like you to challenge your child to **count forwards** from 0 in 2s, 5s or 10s, and **count backwards** from 100 in 2s, 5s and 10s – daily if possible.

To support their mental maths knowledge:

Hit the Button is an interactive website to support children's multiplication and division facts.

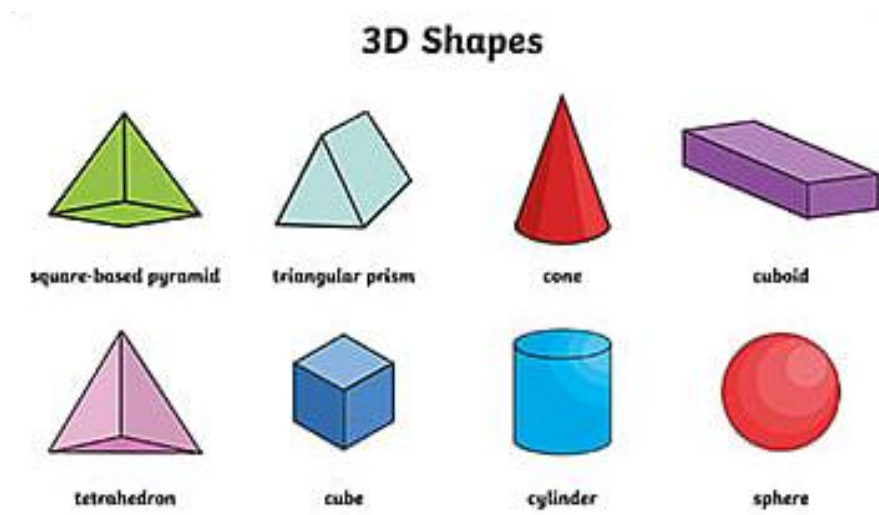
<https://www.topmarks.co.uk/maths-games/hit-the-button>

Your child would also benefit from practising **partitioning numbers into tens and ones**. The below game will help them to build numbers. You could give your child a number to make, ask your child to make a number or ask them to partition the number into tens and ones.

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



One day, your child could also go on a **shape** hunt around the house looking for 2D shapes like circles, squares, triangles and oblongs (rectangles) as well as 3D shapes such as cubes, cuboids, pyramids, cones and cylinders.



On the next day, it would be great if your child could do some **measuring**. This could be lengths of objects, weights of household items or even the weights of ingredients for a recipe.

Theme project for this week

Let's make it!



DT:

In the DT curriculum pupils need to use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They need to select from and use a range of tools and equipment to perform practical tasks. This activity is therefore all about knowing the safety aspects involved in this.

How to do it

Step 1:

This activity is all about designing and making a safety poster for use in the kitchen. It is important that children know the safety aspects when they are cooking within this space of the home or school.

Completing the activity:

First research the safety aspects needed to work in the kitchen. These could be around the different equipment used, such as the cooker and kitchen utensils and around the general workspace, such as ensuring the floor isn't slippery etc. Children could write a simple list of areas to help them before completing the poster.

Posters need to be bright and interesting so that they make people look at them. Consider the following when completing this activity:

Think about having the main objects drawn first with labels around them.

Ensure that the main design is drafted using pencil and then fill in using bright colours.

Label the key safety aspects around the objects.

Give the poster a slogan. That is a striking phrase that people can remember. This will make the poster stand out from all the others.

Consider drawing a border around the poster to make it more interesting.

Use some key words with the pictures so that people can remember what to do and the rules to follow.

Step 2:

This activity is all making something tasty to eat that is based on foods that are in season. This means foods that are usually grown naturally at this time of year. It is important that children also think about the healthy content of food to ensure that the food gives them the energy and vitamins to stay healthy within a balanced diet.

This activity is a good opportunity to make something tasty and healthy. This can be a sweet or savoury dish or one foodstuff with ingredients that the child like to eat.

Different ideas:

- Decide on the type of food that you would like to make. A current meal or a type of food that is already enjoyed could also be adapted.
- Use books, magazines, or the internet to get some extra ideas.
- Talk about what makes meals healthy and how different foodstuffs can give us a balanced diet.
- Check that the ingredients are available or that someone can go shopping to buy them.
- Write down a shopping list of the ingredients that will be needed.
- Ensure that the child can be supervised when cooking and preparing, particularly if it involves using heat or cutting up the ingredients.
- Once the food has been created, someone in the home could taste it and give their opinion on what was great about it and how it could be improved in the future.
- The food could also be photographed with a recipe card as a reminder of how to make it.
- Remember to evaluate what was good about it and what might need to be altered in the future, both with the ingredients and the process.

Useful websites and resources:

www.bbcgoodfood.com

www.kids-cooking-activities.com