

Year 2

The ability to retain and recall information is central to improving memory, knowledge and learning. Here is a suggested list of activities to complete with your child at home to support the recall and retention of knowledge and skills and develop their knowledge on the wider curriculum.

	Practical activities (no internet required);	Links for online learning;
Writing	<p><u>Extended Story</u></p> <ul style="list-style-type: none"> Create a storyboard to retell your favourite story. Write a character description of one of the characters from your story. Include 2A sentences to add description (2 adjectives) about his/her appearance and use examples from the story to describe his/her personality. Write a diary entry as one of the characters in the story. Include some sentences using the conjunctions because, or, but and so. Write a setting description from the story. Use all your senses to describe the setting (smell, touch, taste, hear and feel). Describe the main characters feelings at different parts of the story (the beginning, the middle and the end). Write a non-chronological report (information text) about an animal or place from your story. Include subheadings, photographs, did you know questions and facts. Write a post card from one of your characters to a friend or family member. Include feelings, events and questions. Extend the story and write what you think could happen next. Where will the characters go next and what will they do? <ul style="list-style-type: none"> Plan your story first by drawing pictures and making notes. Think about the characters, setting, beginning, middle, dilemma and end of the story. Use your planning sheet to write the beginning of your story. Introduce and describe the characters and the setting. Continue to write the middle of the story and describe the dilemma. Complete your story by writing an ending. Finally, read your work to a family member and edit and improve. <p><u>Instructions</u></p> <ul style="list-style-type: none"> Follow a set of instructions to make something e.g. a cake, a craft activity. Create your own instructions using only pictures to explain how to do something. Write a set of instructions about how to make your favourite food. Include a title, a what you need list, a method, numbers, bossy verbs (e.g. Put, slice, throw, catch) and time connectives (e.g. first, then, next, finally). Test out your instructions exactly how you have written them. Do they need editing? Have you remembered every instruction? <p><u>SPaG</u></p> <ul style="list-style-type: none"> Create some sentences using an exclamation mark. (!) Can you use the exclamation mark for sentences beginning with 'what' or 'how'. Remember, don't ask a question. E.g. What a beautiful day! How exciting it was! Use speech marks to write down a conversation between you and somebody else. Remember the speech marks go around what is being said. E.g. "What a goal!" said Tom. List alternative words to use instead of using 'said' all the time in speech sentences. E.g. shouted, replied, questioned. Can you use these in some sentences? Think of a list of words that need a capital letter and those that don't. Can you put the words that need capital letters into sentences? E.g. <u>On Sunday</u> I went to church with my friend <u>Sally</u>. 	<p>https://www.youtube.com/watch?time_continue=277&v=cRAAQ8EWzig&feature=emb_logo</p> <p>https://www.youtube.com/watch?time_continue=2&v=tz-KhGlycY4&feature=emb_logo</p> <p>https://kids.britannica.com/kids/article/South-Pole/601322</p> <p>http://sciencekids.co.nz/sciencefacts/earth/antarctica.html</p> <p>https://www.dkfindout.com/uk/animals-and-nature/habitats-and-ecosystems/antarctic-habitat/#!</p> <p>https://www.bbccc.co.uk/teach/supermovers/ks1-english-collection/zjsghbk</p>
Reading	<ul style="list-style-type: none"> Author Study - Create a fact file about the author Oliver Jeffers or another author you like. Write about his life and about the books he has written. Explore a book cover - Who is the Author? Who is the illustrator? What is the title of the book? What do you think the book is about and how do you know? Make a prediction about what will happen in the story. Read one of your favourite books. Can you write a list of all the nouns, verbs and adjectives that are used? Remember: Adjectives are describing words, verbs are action words and nouns are objects, things, names and places. E.g. Adjective: beautiful, long, orange, slimy Verb: jumped, danced, ran, caught Noun: chair, table, Hannah, Paris, ball Read for 20 minutes each day. Use a dictionary (or a search engine) to find the meaning of unfamiliar words - make a vocabulary bank. 	<p>https://kids.kiddle.co/Oliver_Jeffers</p> <p>https://www.teachyourmonstertoread.com/</p>
Phonics	<ul style="list-style-type: none"> Miss Livesey's group: Phase 3 -ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er and revisit all phase 2 and 3 sounds. Mrs Lloyd's group: Phase 5 (ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, e_e, i_e, o_e, u_e) and revisit all phase 2 and 3 sounds. Miss Scarlett's group: Revisit phase Phase 5 sounds Miss Derbyshire's group: Revisit Phase 5 and use phonics play to learn Phase 6 Practice reading and spelling Phase 2/3/4/5 tricky words. How many words can you write with the suffixes; ment, ness, ful, less, ly. Practice reading and spelling Year 1 and 2 common exception words. 	<p>https://www.phonicsplay.co.uk/freeindex.htm</p> <p>http://www.letters-and-sounds.com/</p> <p>https://www.youtube.com/watch?v=s7LjGDcXqcS-</p>

Maths	<p><u>Fractions</u></p> <ul style="list-style-type: none"> Find halves/quarters/thirds of shapes/objects/amounts of objects around the house <p><u>Measurement (length and height)</u></p> <ul style="list-style-type: none"> Can you measure objects around your house with a ruler in cm? Can you measure ingredients to make a cake? <p><u>Geometry: Position and direction</u></p> <ul style="list-style-type: none"> Get a gameboard (chess/checkers/snakes and ladders) and describe the movement of the counter Select an object or shape from home - turn the shape and describe the turn Learn the meaning of the words clockwise and anticlockwise <p><u>Time</u></p> <ul style="list-style-type: none"> Create a clock using paper plates or card. https://www.youtube.com/watch?v=WV23V3gcSDk Which hand is the minute hand? Which hand is the hour hand? Can you tell the O'clock times and half past times using the top marks game following the link? https://www.sheppardsoftware.com/mathgames/earlymath/on_time_game1.htm Learn O Clock, Half Past, Quarter Past and Quarter To Learn the time to five minutes (5 past, 10 past etc) and how this looks on a clock. <p><u>Representing numbers</u></p> <ul style="list-style-type: none"> Use objects around your home to represent two-digit numbers. You could use spaghetti to represent tens and pasta shells to represent ones. E.g. for 52 you would have 5 pieces of spaghetti (5 tens) and 2 pasta shells (2 ones). <p><u>Counting</u></p> <ul style="list-style-type: none"> Count in multiples of 2, 3, 5 and 10. Continue to learn you 2, 3, 5 and 10 times tables. 	<p>https://whiterosemaths.com/homelearning/year-2/ https://www.youtube.com/watch?v=kEq7ZuYYCFE</p> <p>https://www.youtube.com/watch?v=XfLjhLiR-mA</p> <p>https://www.youtube.com/watch?v=NzsV9QbiJuY</p> <p>https://www.youtube.com/watch?v=g6tJAy_7AL4</p> <p>https://www.topmarks.co.uk/maths-games/5-7-years/shapes</p> <p>https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</p>
Science	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> Make a poster to explain what a habitat is and show different examples of habitats around the world. Draw and label different habitats and include what plants and animals live there e.g. Antarctic, forest, sea, jungle. Draw a camel and label different parts of the camel's body that help it to adapt to its habitat. <ul style="list-style-type: none"> A camel has long eye lashes to keep the sand out of its eyes. Draw a cactus and label it to explain how it is adapted to its habitat. <ul style="list-style-type: none"> A cactus store water in its thick stem because they grow in hot dry places. Go on a bug hunt in your garden and make a graph to show what bugs you find. Make a bug hotel in your garden using recycled materials. 	<p>http://www.skyanimals.com/browse_habitat.cgi http://www.primaryhomeworkhelp.co.uk/adaptations/camels.htm</p> <p>https://kids.kiddle.co/Cactuses</p> <p>https://schoolgardening-rhs.org.uk/Resources/Activity/Make-a-simple-bug-or-ladybird-home</p> <p>https://www.rspb.org.uk/get-involved/activities/give-nature-a-home-in-your-garden/garden-activities/build-a-bug-hotel/</p>
Computing	<p>Use Purple Mash to create a picture book. Create a poster about how to stay safe online.</p>	<p>https://www.purplemash.com/sch/tongemoor</p> <p>https://www.thinkuknow.co.uk/4-7/6-7-year-olds/</p>
History	<p><u>People Who Help us</u></p> <ul style="list-style-type: none"> Make a poster/mind map to show all the people that help us. Be creative! Research and create a fact file about Florence Nightingale. Who was she? What did he do? Why is she famous? Write a letter to someone who helps you. This could be someone at home, doctors and nurses or your teacher. Think about why they help you and why you are thankful for this. Compare hospitals from the past and today. What problems did Florence Nightingale have that we don't have now? Write a post card as if you were Florence Nightingale. What was it like being a nurse back then? How do you feel? Why do you need to help? How are you making people better? 	<p>https://www.youtube.com/watch?v=jONLz7vaMnU</p> <p>https://www.bbc.co.uk/bit-size/topics/zns9nrd/articles/znsct39</p>
Geography	<p><u>Beside the Seaside</u></p> <ul style="list-style-type: none"> Draw a map of the United Kingdom and label with the four countries and surrounding seas. With your family, answer the following questions: <ul style="list-style-type: none"> Where is the coast? What is a beach? What can be found at the seaside? What habitats are there at the seaside? What is the weather like at the seaside? Which seaside is nearest to Bolton? Draw a picture of the seaside and label all the different habitats that can be found there. List all the human and physical features you can see at the seaside. 	<p>https://www.theschoolrun.com/homework-help/coastal-habitats</p> <p>https://www.bbc.co.uk/bit-size/topics/zx882hv/articles/zy38wmn</p> <p>https://www.bbc.co.uk/bit-size/topics/zx882hv/articles/zsfdkd2p</p> <p>https://www.topmarks.co.uk/Search.aspx?q=seaside</p>

Art	<u>Painting</u> <ul style="list-style-type: none"> Paint a picture of Florence Nightingale. Paint a picture of what you can see from one of your windows. Choose different times of the day to observe how it changes. 	https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39
DT	<u>Textiles - Weaving</u> <ul style="list-style-type: none"> Create a cardboard loom Use your cardboard loom to create a weaved bookmark. Weave a rainbow bracelet and give it to someone to make them smile. 	https://www.teachingideas.co.uk/dt/weaving-with-lolly-sticks https://happyhologigans.co/cardboard-loom-weaving-activity-for-kids/
RE	<u>Ramadan and Eid-ul-Fitr</u> <ul style="list-style-type: none"> Who celebrates Ramadan and what is it? Write a diary entry of a Muslims days during Ramadan. How do Muslims prepare for and celebrate Eid-ul-Fitr? Create a mind map about Eid-ul-Fitr including facts, words and pictures. Use your mind map to explain Eid-ul-Fitr to your family. Design and make an Eid-ul-Fitr card. 	http://primaryhomeworkhelp.co.uk/religion/muslimfestivals.htm https://www.bbc.co.uk/newsround/36713429
PE	<u>Athletics</u> <ul style="list-style-type: none"> Design your own family athletics activity including running, jumping and obstacles. <u>Outdoors</u> <ul style="list-style-type: none"> Enjoy using your outside area to be active. 	<ul style="list-style-type: none"> https://imoves.com/ - parents, teachers and children can sign up on this website for a 14 day free trial. It contains lots of workouts, dances and energy blasts. https://www.youtube.com/user/CosmicKidsYoga - Yoga channel for children. https://www.youtube.com/user/thebodycoach1 - Joe Wicks body coach channel for adults and children with workouts.
Music	<u>Chanting</u> <ul style="list-style-type: none"> Learn a famous chant e.g. We're Going on a Bear Hunt, The Grand Old Duke of York Try adding a beat to this chant What do you notice about the rhythm? <u>Tempo</u> <ul style="list-style-type: none"> What is tempo? (fast/slow) Find a piece of music that has a fast tempo. Find a piece that has a slow tempo. Define accelerando (getting faster) and diminuendo (getting slower) Find a piece of music that has accelerando/diminuendo. <u>Layers</u> <ul style="list-style-type: none"> Define texture Create a piece of music with two or more layers 	https://www.youtube.com/watch?v=OgyI6ykDwds https://www.youtube.com/watch?v=TWWNFB8grkw
MFL	<u>Alphabet and spelling</u> <ul style="list-style-type: none"> Learn the French alphabet a-z (learn the song in the link to help) Spell the names of everybody in your house Spell a word that begins with each letter of the alphabet Play word association (spell the words in French) <ul style="list-style-type: none"> Download the duolingo app for free French lessons 	https://www.youtube.com/watch?v=5xuZxGirWQI https://www.youtube.com/watch?v=_LYy3P2okyw
PSHE	<u>Taking Part</u> <ul style="list-style-type: none"> Why do we have rules? Think of some of the rules we have at school. Create a poster to help others know some of our school rules. Think about what right behaviour is and what wrong behaviour is. Can you list yours answers? Create a poster on how you can show good manners. Think about how you talk to people or how you eat your food. Write a letter/jot down some reasons/have a debate with someone about whether you should have to clean and tidy your home or whether it should be someone else's job to do that. Think about how you can make someone else feel appreciated. Can you help with some jobs around the house e.g. hoovering, washing the dishes, tidying your bedroom? 	https://www.bbc.co.uk/bitesize/topics/zxccwmn/resources/1 https://www.bbc.co.uk/bitesize/subjects/zmpfb9q