

Home Learning Pack

Year 2

Name: _____

Colour the box when you have completed the challenge!

LIFE SKILLS BINGO

Make a sandwich	Bake some cakes	Make your bed	Lay the table for dinner	Practice wrapping up gifts in paper
Help with the washing up/ stack the dishwasher	Clear the table	Get dressed independently	Tidy a cupboard/drawer	Price comparison searching for groceries online
Peel vegetables	Help with the dusting	Help pull the weeds in the garden	Vacuuming	Learn how to tie shoelaces
Tidy up your toys	Help to feed your pets	Help to wash the car	Fold the laundry	

GENERAL LEARNING SKILLS BINGO

Create and fly a kite	Make a paper boat	Write a letter / email to a relative	Hide something and make a treasure map	Record sounds and ask others to guess what they are
Make a puppet from your favourite book	Create a board game	Learn a poem/song off by heart	Create a shop where you buy/get change	Create a detailed self-portrait using a mirror



Home Learning Menu

Choose a minimum of three learning challenges to complete.
Each activity has been created to develop and improve important skills and reinforce learning at school.

Maths

Copy these number sentences and work out each of the fractions of all of these numbers.

What is $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of 12?

What is $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of 24?

What is $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of 36?

Reading Club challenge

Read every day/night!

Art

Choose one of the interesting characters from a Roald Dahl book and draw/paint/create it using your own choice of paper, paint, pencils, crayons, charcoal, pastels or felt tip pens.

Science Investigation

Carry out the Science Investigation on the following page 😊

Roald Dahl Book Review

Choose a Roald Dahl book. It might be your own or one online. Write a short book review...what is the book about?, Is it funny or sad? Do you like it? Why?

Science / Gardening

Try and grow a plant (fruit/vegetable/flower/herb) in your home or garden. Take photographs to show what the seed or cutting looked like at the beginning and at the end.

Roald Dahl story

Choose a character from a Roald Dahl story such as Matilda or Charlie and write a short story involving them. Maybe you will also be in the story? Where will the story be set? Will it have a happy or sad or funny ending?

Physical Challenge

Use the home learning pages and join in with 'wake up shake up' or 'PE with Joe'

Maths

Carry out the Maths Investigation on the back of this page, either cut it out or copy the circles and squares onto a blank piece of paper and colour in.

Blubber Glove Experiment

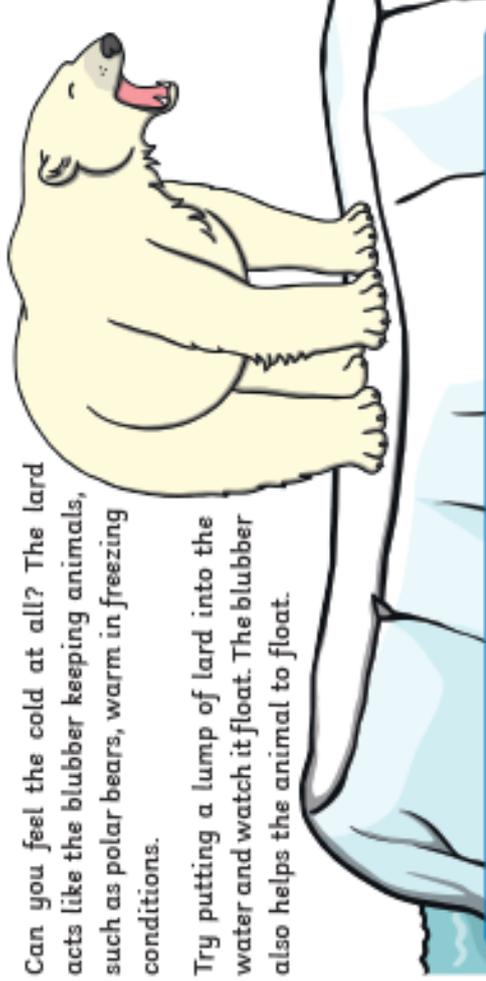
You will need:

- A bowl full of ice
- A pack of lard
- Two small plastic bags
- A stopwatch

1. Place your hand into the bowl of ice. Time how long you manage to keep it in there before the cold becomes too much.
2. Put the lard into one of the plastic bags.
3. Place your hand into the other plastic bag.
4. Place your hand, which should be inside one of the plastic bags, into the bag of lard and move it around so that your hand is in the middle of the lard.
5. Now, place this hand into the ice and time how long you can keep it in there. Don't let the water get into the bag!

Can you feel the cold at all? The lard acts like the blubber keeping animals, such as polar bears, warm in freezing conditions.

Try putting a lump of lard into the water and watch it float. The blubber also helps the animal to float.

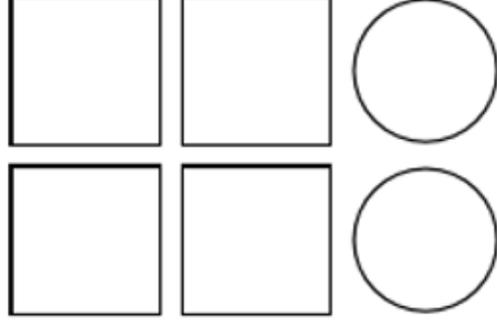


Take care when using plastic bags, as they can be dangerous.

Maths Investigation

Coloured shapes

What colour is each shape?
Write it on the shape.



Clues

- ◆ Red is not next to grey.
- ◆ Blue is between white and grey.
- ◆ Green is not a square.
- ◆ Blue is on the right of pink.



Ideas for home learning activities



Using and Applying Mathematics

- Use buttons, shells, toys etc. to make up number problems e.g. how many shells will I have if I add 3 shells and 2 shells? Or how many shells will I have if I start with 5 and take 2 away? Ask your child to talk about what they are doing. Encourage them to use mathematical language.
- Play shops and use real money, pay and give change.
- Create patterns with shapes and ask your child to describe them.
- Create number patterns with magnetic numbers, can your child explain what the pattern is and perhaps continue the pattern.

Counting and Understanding Numbers

- Exploit opportunities for counting around the house - when putting jigsaws away count the pieces; count how many pieces of fruit there are in the fruit bowl etc. Encourage your child to estimate first and then check by counting.
- Cut cakes, sandwiches and fruit into halves and quarters.

Calculating

- Exploit opportunities for adding and taking away in the home e.g. laying the table, 'how many more knives do we need if nanny and granddad come to dinner?'
- Use a pack of playing cards to find pairs of cards that total 10. Write down the relevant number sentences. How many different ways are there of making 10, 11, 12...20? Can more cards be used?
- Count pairs of socks (counting in twos), count fingers and toes (counting in fives), count fingers on both hands and toes on both feet for a group of people (counting in tens).
- Sort socks, gloves, shoes etc. into pairs. Share buttons, shells, sweets etc. into equal groups of 2, 5 and 10.

Measuring

- Estimate and measure distances in standard measures like centimetres. Estimate how many apples weigh the same as a bag of flour. Weigh accurately. Estimate how many cups of water would fill a bowl. Test.
- Write the names of the days of the week and the months of the year on cards and ask your child to arrange them in order.
- Link the days to things that mean something to your child e.g. swimming, gym club and the months to special family events like birthdays.
- Refer to the clock throughout the day. What time is it now? We have to leave in 15 minutes, what time will it be then?
- Go to the shop (if safe to do so) and pay with real money – let your child gather the right amount of money. If you need change, how much change will you need?

Shape

- Look for and identify different shapes around the house and in the environment if safe to do so. Ask how they know it is a triangle or a square or a cube etc. Make up shape games. How quickly can they find 5 triangles in a particular room?

Statistics

- Make up a simple shopping list. Ask questions about it.
- Invite your child to ask people what their favourite fruit is and use stickers, draw pictures or plastic fruit to display the results.

Mathematics Websites that will support your child's learning in Year Two

This list includes many games that are appropriate for children in Year Two who are working at all abilities. It is important to let your child lead you in knowing which games and activities are too easy and therefore limited in supporting and stretching their learning, as well as too difficult which will possibly damage their confidence and self-esteem.

When searching for mathematics activities etc., use the following vocabulary to ensure you find appropriate content – ks1, key stage one, year two, interactive (when you want online interactive games), numeracy, maths, mathematics, worksheets, activities or games.

https://uk.ixl.com/math/year-2	This site includes activities to support every Year Two objective. Without registering you can only use it for a short period of time, but it is helpful in understanding the expectations for Year Two and is also very comprehensive.
http://www.topmarks.co.uk/maths-games/5-7-years	These three sites include a variety of games that cover different mathematical concepts and are appropriate for all ability levels.
http://www.ictgames.com/resources.html	
http://www.crickweb.co.uk/ks1numeracy.html	
http://mathszone.co.uk/	A site that includes links to games on other sites.
http://www.sparklebox.co.uk/maths	This site includes free downloadable resources.
http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml	This site includes videos and activities from the BBC.

At the time of writing all these websites were running smoothly and were appropriate for Year Two children.

In line with our E-Safety rules and guidance, we would always advise parental support and guidance when accessing the internet.

Writing ideas and activities

You could cut them up and stick on paper.

Riddle

Write a riddle of an animal and see if your family can guess what you are.

You could even write a riddle about someone in your family.

Alphabet adjectives

Can you write the alphabet a...z and think of an adjective that begins with each letter,
e.g. **a – angry, b – beautiful.**

Letter

Write a letter to a friend or family member.

Synonyms

How many words can you make that mean the same as **said**?
e.g. whispered, shouted

What about **big** or **little**?

Boggle

How many words can you make using these letters?

a e s t h m n i g r

e.g. ring shirt hit

Boggle

How many words can you make using these letters?

b d o u n r s g t e

e.g. gate bed sound

Rhyming words

Write lists of rhyming words.
How many words can you write in one minute?

e.g. cat, hat, bat, flat.....

Spelling

Practise the common exception words that came home in your Year Two Home Learning pack.

Arithmetic practice

It would be beneficial for your child if they practised simple arithmetic daily.

Calculation	Types of numbers	Examples		
Addition	Add 2-digit numbers where the total equals less than 100.	$23 + 45 =$	$59 + 34 =$	$12 + 10 + 15 =$
Subtraction	Subtract 2-digit numbers less than 100.	$50 - 20 =$	$65 - 22 =$	$94 - 68 =$
Multiplication	Multiply two numbers less than 12, where one of the numbers is 0, 1, 2, 3, 5 or 10.	$8 \times 0 =$	$12 \times 5 =$	$2 \times 7 =$
Division	Divide two numbers where the divisor is either 0, 1, 2, 3, 5 or 10. The answer should not include remainders.	$20 \div 5 =$	$60 \div 10 =$	$24 \div 2 =$

Answer these questions over a few days and then ask an adult write out new number sentences for you to complete:

$32 + 15 =$	$48 + 23 =$	$64 + 8 =$	$20 + 75 =$	$19 + 79 =$
$42 + 49 =$	$51 + 39 =$	$74 + 11 =$	$8 + 9 + 7 =$	$10 + 10 + 7 =$
$70 - 25 =$	$40 - 32 =$	$87 - 7 =$	$51 - 24 =$	$45 - 28 =$
$11 \times 5 =$	$8 \times 5 =$	$6 \times 5 =$	$4 \times 5 =$	$10 \times 5 =$
$3 \times 10 =$	$4 \times 10 =$	$6 \times 10 =$	$7 \times 10 =$	$8 \times 10 =$
$48 + 48 =$	$48 - 28 =$	$31 - 20 =$	$68 - 40 =$	$87 - 29 =$
$18 \div 3 =$	$21 \div 3 =$	$24 \div 3 =$	$20 \div 5 =$	$40 \div 5 =$
$20 \div 2 =$	$18 \div 2 =$	$40 \div 2 =$	$60 \div 2 =$	$8 \div 2 =$
$48 - 25 =$	$19 - 15 =$	$38 - 27 =$	$84 - 38 =$	$56 - 27 =$

This is the first part of a previous KS1 reading assessment.



There's an Octopus Under my Bed!

Molly didn't like tidying up.

On Monday, Molly was playing in her room when her mother said, "Molly, tidy up!"

But she was too busy being a princess. Then Molly went for tea, and she still hadn't tidied up.



Practice questions

a When did the story start?

Tick **one**.

Monday

Wednesday

Tuesday

Thursday

b Where was Molly playing?

When she came back, the palace had gone. Her bedroom was tidy. Molly didn't understand. "It's magic," thought Molly.



1 Molly didn't understand.

This means Molly was...

Tick **one**.

angry.

sad.

happy.

confused.



1 mark

2 What did Molly think was magic?



1 mark

On Tuesday, Molly was racing in the garden when her mother said, "Molly, tidy up!"

But she was too busy hopping around her race track. Then Molly went for tea, and she still hadn't tidied up.

When she came back, her race track had disappeared. "Something with a lot of arms is tidying up," thought Molly.



3 What was Molly doing on Tuesday?



1 mark

4 Molly thought that something with many arms had been in the garden.

Why?

Her race track had been...

Tick **one**.

eaten up.

dropped.

picked up.

broken.



1 mark

On Wednesday, Molly was building a monster when her mother said, "Molly, tidy up!" But Molly was too busy having fun. Then Molly went for tea, and she still hadn't tidied up.

When Molly came back, the living room was tidy. "Who's tidying up? I'd like to meet them. Maybe it's an octopus..." she thought.

Molly looked everywhere: under her bed, inside the top drawer and even down the toilet!

But Molly couldn't find Octopus anywhere. Then she had an idea...



5 Why was Molly always too busy to tidy up?



1 mark

6 Where did Molly look for the octopus?

Write down **one** place.



1 mark

7 Then she had an idea...

The word *idea* means...

Tick **one**.

a dream.

a feeling.

a thought.

an adventure.



1 mark

On Thursday, when her mother said, "Molly, tidy up!", Molly carried on dancing, making a massive mess of her bedroom.

And when Molly went for tea, she ate it super fast and raced back to her bedroom.

Molly imagined Octopus would be very busy today because she'd left a huge mess.

But she had a surprise... there wasn't an octopus: it was her mother!

So on Friday, when her mother said, "Molly, tidy up!", she did.



8

Why did Molly rush to finish her tea?

Tick **one**.

She wanted to carry on playing.

She wanted to tidy her room.

She wanted to see the octopus.

She wanted to carry on dancing.



1 mark

9

Draw **three** lines to show where Molly was playing on each day.

Monday



garden



Tuesday



living room



Wednesday



bedroom



1 mark

I'm Riding on a Giant

I'm riding on a giant.
I'm way up in the sky.
Looking down on everyone
From higher up than high.



I'm holding on to giant's ears
As we stride along the street
Shouting down at people.
"Hey! Mind my giant's feet!"

We're ducking down through doorways.
We're walking over walls.
I'm safe as houses way up here.
My giant never falls.



Practice questions

c What does the child say they are riding on?

Tick **one**.

a cloud

a giant

a horse

a train

d Who is the child looking down on?

10 What is the child holding on to?

1 mark

11 As we stride along the street

Which word means the same as *stride*?

Tick **one**.

crawl

march

dance

climb

1 mark

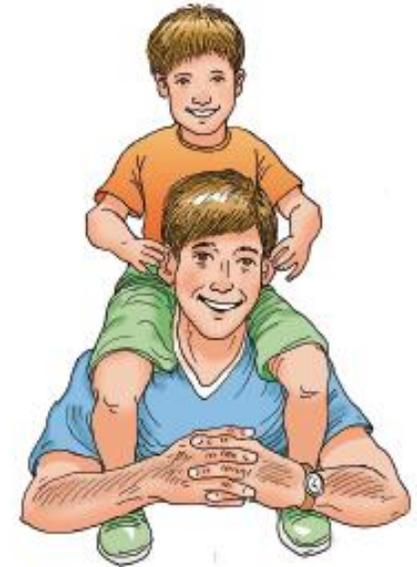
People down below us
Simply stop and stare.
Then when they see our shadow,
Oh wow! They get a scare.
I'm taller than the tree-tops.
I'm high enough to fly.
Another centimetre and I'd
Bump into the sky.



12 What happens when people see the shadow?



I've been riding on my giant,
Oh! What a day I've had.
I'm not afraid of giants,
'Cause this one is my dad.



13 Why did the child describe their father as a giant?



14 Which of these do you think the child is likely to say at the end of the outing?

Tick **one**.

That was fun, Mum. Can you do it all over again?

That was so scary. I never want to do it again!

That was really boring, Dad.

That was great, Dad. Let's do it again!



Year 2 Spring 1 Maths Activity Mat 1

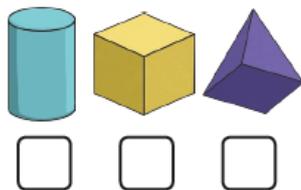
Section 1

Make the lowest three-digit number you can with the cards. You can only use each digit once.

4	9	1	3
<input type="text"/>			

Section 2

Which 3D shape has five faces? Tick the correct shape.



Section 3

$39 - 17 = \square$

$34 - 17 = \square$

$58 - 28 = \square$

Section 4

41 people are watching a film. Eight people leave before the end. How many people watch the film until the end?



Section 5

Write three different ways of making 9p using 1p, 2p and 5p coins.

<input type="text"/>
<input type="text"/>
<input type="text"/>

Section 6

What are the next three numbers?

21, 25, 29, , ,



Section 7

If $152 = 100 + 50 + 2$, then $135 =$

Section 8

Draw a line that is 3cm longer than the line.



Year 2 Spring 1 Maths Activity Mat 2

Section 1

three days before

Wednesday

three days after

Section 2

Circle the tens in these numbers.

158

74

182

Section 3

Continue the pattern.



Section 4

$35 - 15 = \square + \square$

$21 - 7 = \square + \square$

Section 5

Complete this sentence.

A _____

B _____

Line A is cm shorter than line B.

Section 6

What is the total?



Section 7

Name a 3D shape that has a circle as one of its faces.



Section 8

Insert a number to make these calculations correct.

$77 < \square$

$46 > \square$

Year 2 Spring 1 Maths Activity Mat 3

Section 1

$23 + 21 = \square - \square$

$26 + 15 = \square - \square$

Section 2

Draw two lines of symmetry on the square.



Section 3

Continue the pattern.



Section 4

Circle the ones in the following numbers.

243

189

84

Section 5

What unit of measurement would you use to measure the height of the house?



- km m
 mm £

Section 6

two months before

June

two months after

Section 7

£2 and
25p = £2 + + 20p

£5 and
60p = + 50p + 10p

£1 and
71p = £1 + 50p + 20p +

Section 8

Match the answer with the correct calculation.

37 - 12

 41

50 - 14

 36

17 + 24

 25

Year 2 Spring 1 Maths Activity Mat 4

Section 1

Fill in the missing numbers.

, 26, 29, ,



Section 2

Alex has £1. Pencils cost 20p each. How many can she buy?



Section 3

What number is nine less than 34?

Section 4

$16 + \square = 32$

$38 - \square = 23$

$26 + \square = 48$

Section 5

Three triangles would have how many corners?

Section 6

Tick the cuboids.



-

Section 7

Carry on the sequence.

110, 100, 90, , ,



Section 8

If $42 = 40 + 2$, then $57 =$

Use these sound mats to help you write stories / information in your exercise book!

twinkl twinkl.co.uk **My Sound Families**

My **c** sound family

c k ck ch

My **ch** sound family

ch tch

My **f** sound family

f ph ff

My **f** sound family

f dge g

My **m** sound family

m mb

My **n** sound family

n kn gn

My **ng** sound family

ng n (k)

My **r** sound family

r r r

My **s** sound family

s ss sc c ce

My **sh** sound family

sh ch ti ss s ci

My **r** sound family

r re

My **w** sound family

w wh

My **e** sound family

e ea

My **i** sound family

i y

My **o** sound family

o a (w)

My **u** sound family

u o

twinkl twinkl.co.uk **My Sound Families**

My **ai** sound family

ai ay a_e a ey ei igh eigh

My **ee** sound family

ee ea y e le ey e_e

My **igh** sound family

igh y le l_e i

My **oa** sound family

oa ow o_e oe o

My **(y)oo** sound family

u_e ew

My **oo** sound family

oo ue ew u_e ou u

My **ou** sound family

ou u oul (d)

My **or** sound family

or aw au al oor ore our augh

My **ar** sound family

ar a al

My **er** sound family

er ir ur ear ot (w)

My **ear** sound family

ear ere eer

My **air** sound family

air are ear

My **oi** sound family

oi oy

My **ou** sound family

ou ow

My **iz** sound family

iz iz

100 High Frequency Words

a b c	c d e f g h	h i j k l	l m n o	o p q r s t	t u v w x y z
a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr.	saw	too
as	don't	I'm	Mrs.	said	up
asked	down	if	mum	same	very
at	for	in	my	see	was
back	from	into	no	she	we
be	get	is	not	so	went
big	go	it	now	some	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

Common Exception Words

Year 1

ask
 come
 do
 friend
 full
 has
 here
 love
 once
 our
 pull
 push
 says
 school
 today
 where
 your

after
 again
 any
 bath
 beautiful
 because
 behind
 break
 busy
 child
 class
 clothes
 cold
 door
 even
 every
 everybody
 eye
 fast
 father
 find
 floor
 gold
 grass

Year 2

great
 half
 hold
 hour
 improve
 kind
 last
 many
 mind
 money
 most
 move
 only
 parents
 pass
 past
 path
 people
 plant
 poor
 pretty
 prove
 should
 steak
 sugar
 sure
 told
 water
 who
 whole
 wild
 would