

St Denys Primary School



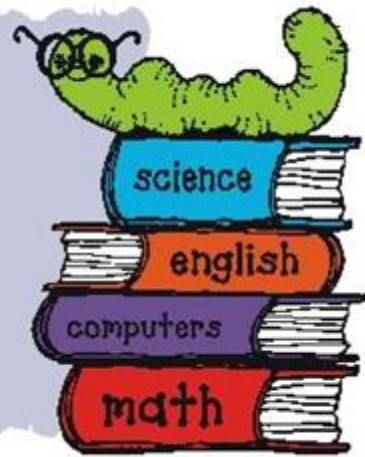
Y2 Home Learning

June 1st 2020



Year 2 - School Closure

Home Learning




Whilst we are not expecting you to replicate school at home, it will be important that you all try to do some learning each school day to keep your skills up.

Each school day you should try to:

- Practice your spellings words. You can use look, cover, write, check as well as having a go at using some of the words in sentences of your own.
- Read for 20 minutes. This could be a story book or a non-fiction book, some poems, a magazine or comic. Being online can count towards your reading each day!
- Spend an hour on different tasks. You can use the things in this booklet and you will also be able to come up with good ideas of activities by thinking about the types of learning we already do in school. Also have a look through our previous Home Learning booklets.

Y2 Common Exception Words

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	 money	poor	

our

our

our

our

our

only

only

only

only

only

Spellings	Write	Write	Cover and write	Cover and write
most				
only				
both				
old				
cold				
gold				
hold				
told				



Write the number that is **10 more** and **10 less** than the given number.

10 less	number	10 more
	82	
	64	
	17	
	54	
	81	
	26	
	70	
	31	
	56	
	11	
	89	
	67	
	53	
	71	

10 less	number	10 more
	32	
	45	
	24	
	42	
	13	
	65	
	49	
	90	
	33	
	52	
	74	
	61	
	28	
	85	

Read the story **‘There’s an Octopus Under my Bed!’** and answer the questions.

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.

When she came back the palace had gone. Her bedroom was tidy. Molly didn’t understand. “*It’s magic*” thought Molly.

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.

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...

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.

Questions.

1. Molly didn't understand. This means Molly was ... Tick **one** box.

angry. ☐

sad. ☐

happy. ☐

confused. ☐

2. What did Molly think was *magic*?

3. What was Molly doing on Tuesday?

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

Her race track had been... Tick **one** box.

eaten up. ☐

dropped. ☐

picked up. ☐

broken. ☐

5. Why was Molly always too busy to tidy up?

6. Where did Molly look for the octopus? Write down **one** place.

7. Then she had an idea... The word **idea** means... Tick **one** box.

a dream.

☐

a feeling.

☐

a thought.

☐

an adventure.

☐

8. Why did Molly rush to finish her tea?

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

Monday



garden



Tuesday



living room



Wednesday



bedroom




Choose a day from the story. Draw what Molly was doing on that day.



There are 12 months in a year. Can you order the months of the year?
Draw a line from each month to its place in the year. March is done for you!

1	2	3	4	April
5	6	7	8	July
9	10	11	12	June
March	February	December	September	October
November	May	January		



Ordering months of the year.

Some months are missing from this list. Write **all** the months in order adding those missing.

January February April June July September November December

Remember there should be 12!

What might happen in August? _____

What might the weather do in December? _____

What month is your birthday in? _____

Which month is before May? _____

Which month is after June? _____

Name a month that is in Spring. _____

An **ordinal number** is a number that tells the position of something in a list, such as 1st, 2nd, 3rd, 4th, 5th etc.

Ordinal numbers tell you what **order** the numbers go in.

Look at the images below. You have been given a total number of people and a certain number of people are **already inside**.

Work out the position of the underlined person.



There are **8** people altogether what is the position of the underlined person?



There are **7** people altogether what is the position of the underlined person?

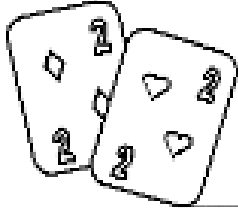


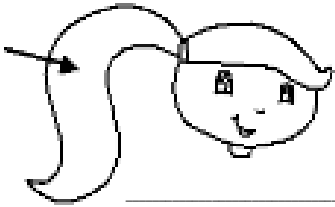
There are **10** people altogether what is the position of the underlined person?

Write the word for each picture. Every word will have the **air** trigraph.

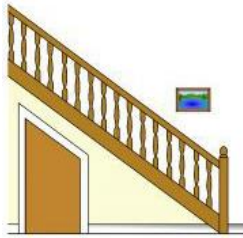










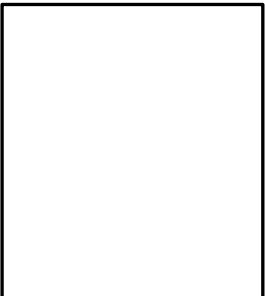


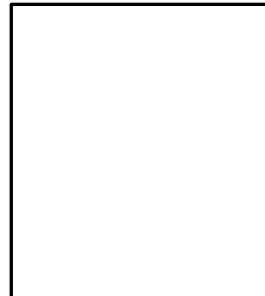




Can you think of two more words that have the **air** trigraph?

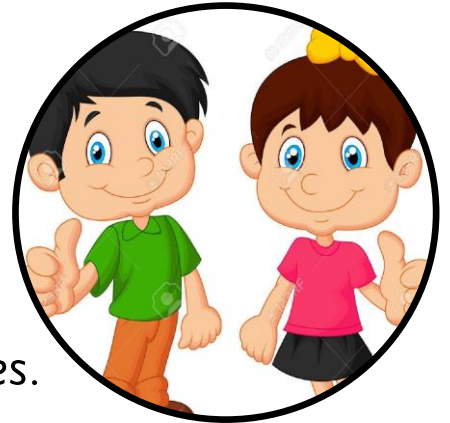
Draw a small picture and write the word.





There are ten statements below that all start with 'I can'. Think about all the things you **CAN** do. There are a few examples to help you get started.

- **I can** make other people smile.
- **I can** be what I want to be.
- **I can** be brave.
- **I can** see that I have lots of special qualities.



I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

I can _____

Keep this page safe and take some time to read them through. If you ever worry or start to doubt yourself please look back through these statements and remind yourself of all the amazing things you **CAN** do.

Greater than, less than or equal to?

- Cut out the dice at the back of the booklet and stick it together.
- Cut out the number cards and lay them face down on a table.
- Choose a number card and write it in the number box in the table.
- Roll the dice to get a $<$, $>$ or $=$ symbol.
- Write an addition calculation to complete the sentence.

The first one has been done to help you get started.

[illegible]

Read the problems carefully. Write the addition **or** subtraction number sentence and work them out using your chosen method.

Tamara scores 51 points at bowling
and Lewis scores 47 points.

What is their total score?



Joey is collecting milk bottle tops.
He has 36 red ones and 40 green ones.
How many has he collected altogether?



Steve had 29 gold coins.
He gave 12 to his little sister.
How many gold coins did he have left?



In my toy box I found 43 pieces of Knex. My mum found 37 more pieces in my bedroom?
How many Knex pieces did we find?



Milo the dog has a box of treats with 58 biscuits in. His owner gives him 25 during a week.
How many biscuits does Milo have left?



On her local daily walk Emily collected 97 fallen pine cones. She used 36 for craft activities.
How many pine cones does she have left now?



Animal alphabet.

If you have access to the internet sing and dance along with Naomi.

<https://www.bbc.co.uk/teach/supermovers/ks1-english-alphabet-with-naomi-wilkinson/zjy2sg>

Then use the alphabet sheet below and create uour own animal alphabet.



	A _____	
	B _____	
	C _____	
	D _____	
	E _____	
	F _____	
	G _____	
	H _____	
	I _____	
	J _____	
	K _____	
	L _____	
	M _____	
	N _____	
	O _____	
	P _____	
	Q _____	
	R _____	
	S _____	
	T _____	
	U _____	
	V _____	
	W _____	
	X _____	
	Y _____	
	Z _____	



Bird Survey.

What birds can you see from your window or in your garden?
Do you know what type of birds you can see? Which one do you think visits the most? Sit quietly and count the birds which visit.

What to do:

- Talk about the different birds you can see from your window or in your garden. Do you know what type of birds you often see?
- Look at the reference material and talk about birds common to your area. How can you recognise them? Explore the different colours and markings.
- Which one do you think visits your garden the most? How could you find out? *Carry out a survey.*
- Create a tally chart on a piece of paper with 4-6 named/drawn birds you are most likely to see.
- Sit quietly and count the birds which visit. Identify the type and draw a line for each to make a tally

What you need

Paper and a pencil

A garden bird identification poster/book or
Print a guide from the internet, such as:

<https://cdn.shopify.com/s/files/1/1538/3241/articles/garden-birds-identification.jpg?v=1517000716>



Extension

Talk about ways to encourage feathered visitors. Consider providing food or a bird bath:

<https://www.bbc.co.uk/cbbc/thingstodo/p00lx9r9>

Find out more about UK birds with:

<https://www.bbc.co.uk/cbeebies/loinin/garden-bird-spotting>

Questions to ask

What types of birds do we often see outside?

Do we know their names?

Can we recognise a blackbird, robin or pigeon?

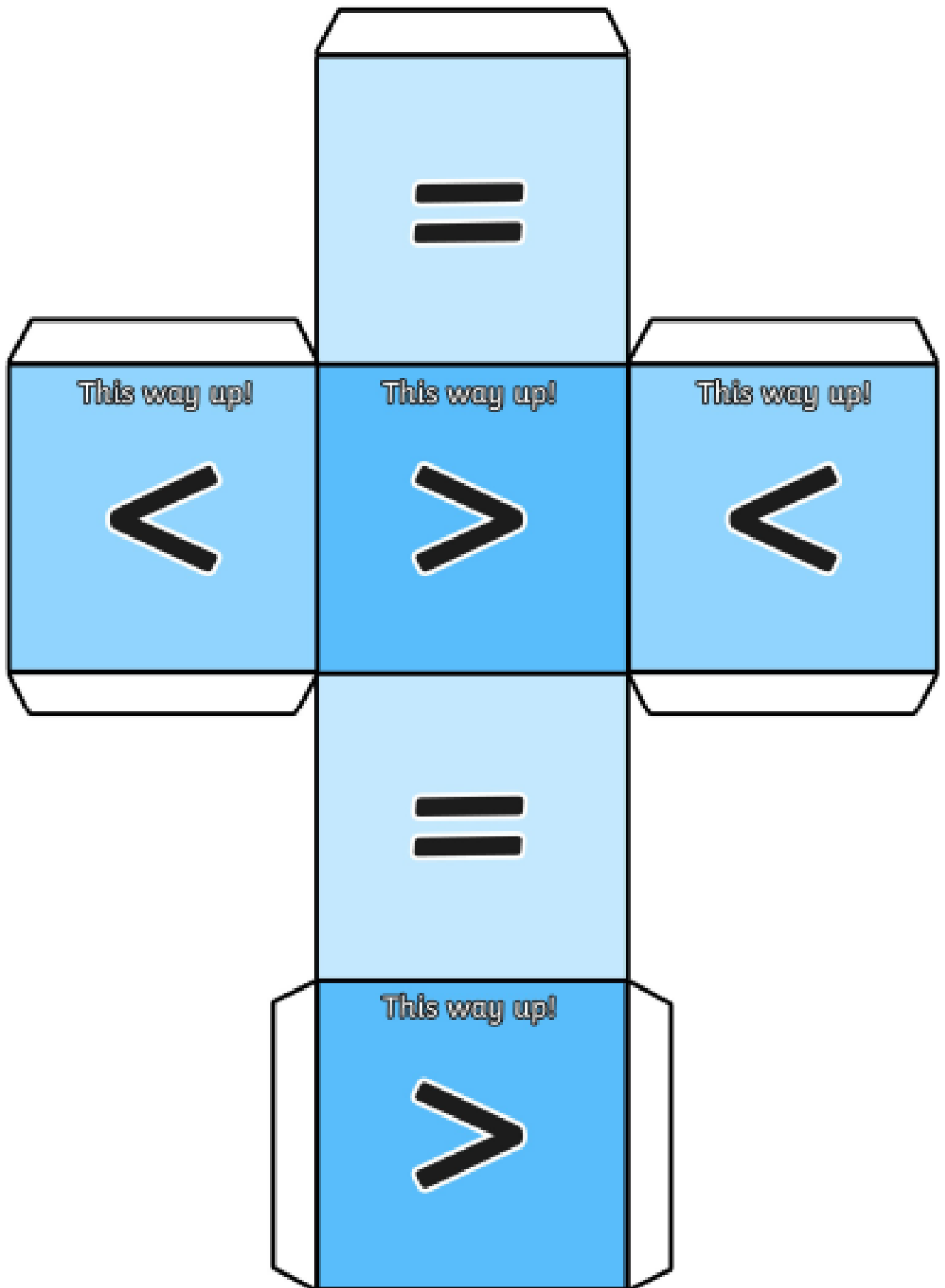
What type of bird visits us most? How could we find out?

When are we most likely to see birds?

How can we draw a tally? Can you count how many sparrows we saw?

Which type of bird was the most common?

Bird identification poster suggested above is on the Topic page on the website.



Number cards.

6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
32	32	33	34	35