



Home Learning Pack
 Year: 2
 Week: 18th May 2020

Weekly Reading Tasks	Weekly Maths Tasks
<p>Log on to Twinkl and choose one of the many nocturnal animal reading comprehensions for Year 2. There is one which is about general nocturnal animals which is a good start. Others include hedgehogs, owls and foxes.</p> <p>If you can access Twinkl there are some great 60 second read exercises on there too. There's even an Animals and Living things pack - they cover lots of reading skills.</p> <p>Make some of your own phonics sound cards – I've attached a list of the sounds from Phase 3 – 5 which we've covered. Play a game with them – Splat the sound, the 'uh' box, group them in different ways, practise saying them (without the 'uh') or just write a list of words which include each sound. How many can you find?</p> <p>Find 6 words in your reading book which you don't understand and find out what they mean. Write the definitions down and make your own dictionary by putting them in alphabetical order. You can ask an adult, research on-line or use a dictionary.</p>	<p>This week's focus is divisions. Complete some easy division sums using your 2, 3, 5 and 10 times tables. Share out pieces of pasta or buttons equally between some paper plates to get used to sharing. Don't use big numbers. $120 \div 10$, $60 \div 5$, $36 \div 3$ and $24 \div 2$ is large enough.</p> <p>Relate these divisions to fractions of numbers. For example $\div 2$ is just halving a number, finding a third is just counting in 3s, a fifth of a number is just counting in 5s. Can you see the links? Again just stick to the times tables numbers.</p> <p>Choose and write the name of a 3D shape of your choice. List how many edges, vertices and faces it has. Try to make that 3D shape – there are flat 'nets' on line which will give you a template.</p> <p>Practise giving and following directions. In Year 2 we look at clockwise and anti-clockwise, left and right, whole turns, half turns and quarter turns, right angle turns and introduce the compass point N,S,E,W.</p>
Weekly Spelling Tasks	Weekly Writing Tasks
<p>Practise the weekly spelling list for Year 2 via Spelling Shed – adding -tion endings</p> <p>Take a piece of writing that you have done over the last few weeks and check the spellings. An adult or older sibling can 'mark' it and then correct those which were incorrect.</p> <p>Test yourself spelling the days of the week and the months of the year again. Can you remember how to spell them?</p>	<p>Research a nocturnal animal of your choosing and write a full fact file about it – remember to include what it looks like, what it eats, where it lives and some fun facts and information.</p> <p>Design a leaflet explaining to potential pet owners what each animal will need. Interview a pet owner to discuss the responsibilities involved with looking after an animal. How often do they need to find their pet? Who helps clean? What does their pet eat?</p> <p>Write a letter to me or an email – I MISS YOU ALL! ldjanderson@mcschools.org.uk</p>

Learning project for this week: **Nocturnal Animals**

The project this week aims to provide opportunities for you to learn more about key animals you are interested in especially nocturnal animals. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising /sorting animals etc

Find out about: What are mammals?, What are amphibians? What are birds? What are fish? What are reptiles? What are minibeasts? <https://www.bbc.co.uk/bitesize/topics/z6882hv>

Create a mask: Using different materials around the house, create a mask of your favourite nocturnal animal. Think about the colours and shape. Can you add different textures to your mask? Where does your animal live?

Animal grouping: With an adult group animals into two columns. Identifying animals that can fly and cannot fly. What do animals eat? Scientists group animals into three different groups according to what animals eat. These groups are carnivores, herbivores and omnivores. Carnivores eat other animals, herbivores eat plant material including fruit, leaves, vegetables, omnivores eat a mixture of meat and plant material. (Animals that eat other animals are called carnivores. Animals that eat plants are called herbivores. Animals that eat both plants and other animals are called omnivores)
<https://www.twinkl.co.uk/resource/t-t-19730-animal-groups-sorting-cards-photos>

Needs of an animal. Can all animals be kept as a pet? Think about a particular animal and find out if that animal could be a pet. Draw pictures of different animals. Sort the animals into two groups; suitable for a pet and not suitable for a pet. Can you find other ways to sort the animals? e.g. number of legs, fur or feathers etc. Explain why you sorted the animals in a particular way.

Nocturnal animals - What do you think this word means? <https://www.bbc.co.uk/bitesize/clips/zsshfg8>
Watch and discuss the animals you saw. Have you seen these animals? How could you describe them?

Adaptations - Look at how they have adapted to survive in the darkness. Nocturnal animals may have larger ears to hear better, bigger eyes to see better and body parts that glow in the night. Create your own big-eyed nocturnal animal art.

Play '**Guess the Nocturnal Animals**'. Write the name of an animal on a post-it note and place it on someone's forehead. They have to guess the animal by asking yes/no questions such as... Are they more active at night than during the day? Do these animals sleep in a burrow? or a den? Does it have special adaptations that help them survive in the dark? Then, of course, swap over.

Dream catchers: Dream catchers can be made from a paper plate. Just cut out the centre circle and you have a circular frame to work with. Attach a 'web' of strings to the back and then collect leaves, flowers and feathers on your exercise or walk to decorate it. Sweet dreams!

Extra resources:

Twinkl - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

Letters and Sounds

Phase 3

j	v	w	x	y	z, zz	qu	ch
sh							
th	ng	ai	ee	igh	oa	oo	ar
or	ur	ow	oi	ear	air	ure	er

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			

Common alternatives

i find	o cold	c cent	g giant	u but/put southern accent			ey they
ow blow	ie field	ea bread	er her	a what	y by very	ch school chef	ou shoulder could you
/ch/ picture	/j/ fudge	/m/ lamb	/n/ gnat knit	/r/ wrap	/s/ house	/z/ please	/u/ some
ear cheer severe	ar half father	air there pear care	or all four caught	ur learn work	oo could full	/sh/ special caption sugar chef	/zh/ vision beige usual