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Hampton Vale Primary Academy

Curiosity Confidence Courage Constancy

YEAR 2 HOMEWORK Pack 14

These are your additional weekly learning tasks that should be completed at least 3 times a week:

L.O.L:

- ☐ ☐ ☐ Practise your common exception words - reading and spelling them
- ☐ ☐ ☐ Spelling - practice your spellings and complete a mini test. Don't forget about Spelling Shed!
- ☐ ☐ ☐ Reading - read your book at home to an adult/family member and discuss your reading.
- ☐ ☐ ☐ Times tables- keep practising these as you will need to know all to facts up to 12x12 by the end of Year 4. Don't forget about TTRockstars.

Maths:

- ☐ ☐ ☐ Practice your times tables orally, in written form or using TT Rockstars

Spelling Shed

Times Tables Rock Stars

BBC Bitesize

250 free eBooks (now tablet friendly)

Oxford Reading Tree

Topmarks

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

Online Classroom

As part of our home learning offer, we are encouraging all of our children to engage in the National Oak Academy home learning website.
https://classroom.thenational.academy/

This website has daily video lessons, with additional quizzes and worksheets to apply the learning.

PLEASE ACCESS - YEAR 2 - WEEK 11 (6th July):

https://classroom.thenational.academy/schedule-by-year/year-2

We expect children at home to complete a daily maths, english and PSHE/foundation subject lesson alongside their weekly tasks (from the first page).

If you are unable to access this website, the learning has been included in this home learning pack and can be completed without the lessons.

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

L.O.L - Monday's lesson - To retrieve information

Additional video available on:

https://classroom.thenational.academy/lessons/to-retrieve-information-8d2f92

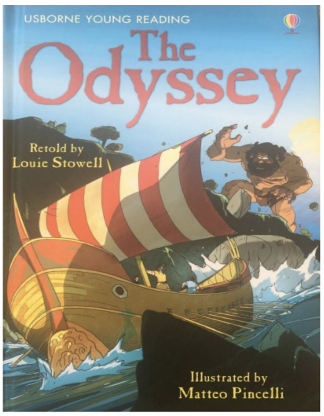
The title of this book is 'The Odyssey - Retold by Louie Stowell'.

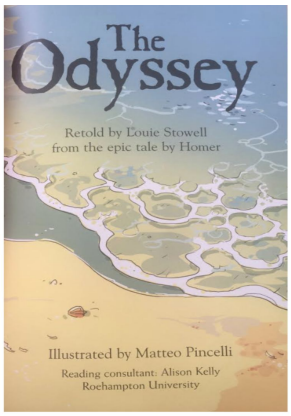
The Odyssey is retold by Louie Stowell from the epic tale by Homer.

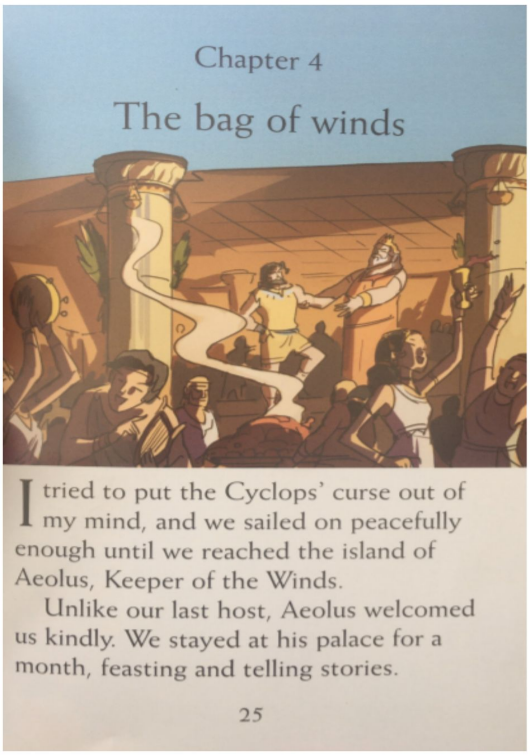
The book is illustrated by Matteo Pincelli.

The reading consultant is Alison Kelly.

I am reading the book aloud with permission from Usborne.







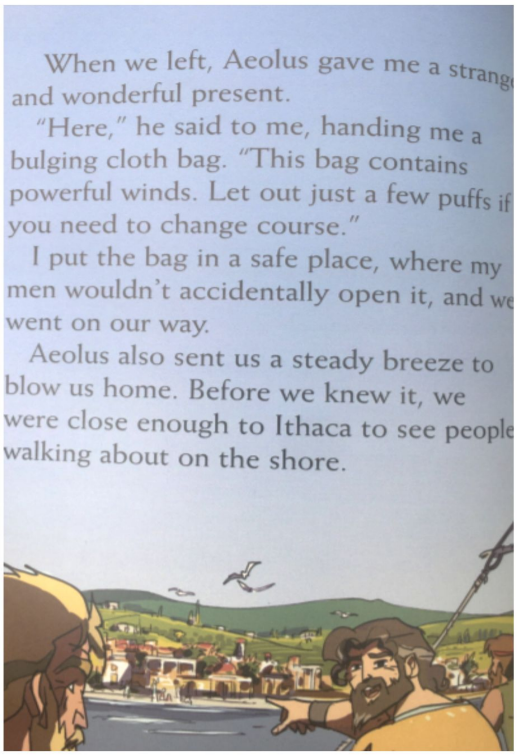
Chapter 4

The bag of winds

I tried to put the Cyclops' curse out of my mind, and we sailed on peacefully enough until we reached the island of Aeolus, Keeper of the Winds.

Unlike our last host, Aeolus welcomed us kindly. We stayed at his palace for a month, feasting and telling stories.

25



When we left, Aeolus gave me a strang and wonderful present.

"Here," he said to me, handing me a bulging cloth bag. "This bag contains powerful winds. Let out just a few puffs if you need to change course."

I put the bag in a safe place, where my men wouldn't accidentally open it, and we went on our way.

Aeolus also sent us a steady breeze to blow us home. Before we knew it, we were close enough to Ithaca to see people walking about on the shore.

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L.O.L - Monday's lesson - To retrieve information

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By now, I was so exhausted that I couldn't keep my eyes open, and I took a nap. I dreamed of Penelope, my wife, and Telemachus, my son, who must be almost a man now.

As I slept, some of my men pulled out the bag full of winds. They must have thought it contained treasure, because they opened it.

A mighty hurricane whipped up around us. I woke with a start and realized that my men had released all the winds at once.

27

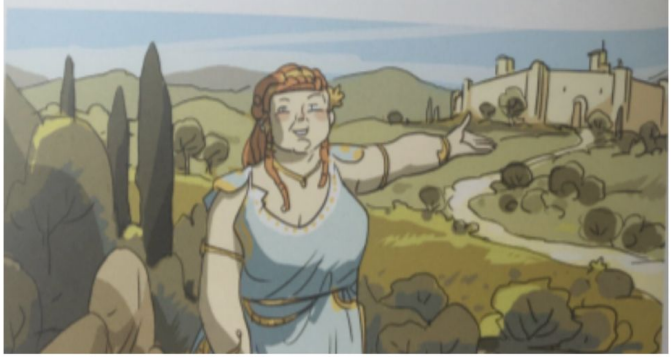
We were blown back and back and back the way we had come... all the way back to Aeolus. This time, he wouldn't help us.

"The gods seem against you," he said. "I can't do anything more."

So, we set sail yet again, only this time, without the winds of Aeolus, our ships seemed to crawl through the water.

After a while, we came to an island and landed to stock up on food and water.

I spotted a girl walking along the road, and I called out to her. She told us to go and see her mother and father, the king and queen of the Laestrygones, in their palace on the hill.



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"They'd be delighted to have you for supper," she said, with a smile that I didn't like all that much.

When we met the king and queen, we found out *why* they'd be so delighted – they were cannibals!

We ran for our lives, but not all of us escaped. The Laestrygones army chased us all the way to the shore and hurled rocks at us, smashing almost all of our ships and killing many of my men.

29

1) For how long did Odysseus and his men stay on the isle of Aeolus? **(Page 25)**

Write

2) Why did Odysseus' men open the bag of wind? **(Page 27)**

Write

3) Read **page 29.** How did many of Odysseus' men die? Tick **two** reasons.

They were killed by the army.	
They are eaten by cannibals.	
Their ships were smashed.	
They were poisoned by the supper.	

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Monday's lesson - To apply knowledge of our multiplication tables

Additional video available on:

https://classroom.thenational.academy/lessons/to-apply-knowledge-of-our-multiplication-tables

New Learning

What division facts can you write using the same numbers?

3 12 4

12 ÷ 3

12 ÷ 4

Talk Task

Choose a set of cards from the coloured cards.

Draw an array using the numbers on the cards.

3	4	12
9	36	4
20	4	5

Challenge:

Write the multiplication and division equations that match your cards.

☐ × ☐ = ☐ ☐ ÷ ☐ = ☐

☐ × ☐ = ☐ ☐ ÷ ☐ = ☐

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Monday's lesson - To apply knowledge of our multiplication tables

Additional video available on:

https://classroom.thenational.academy/lessons/to-apply-knowledge-of-our-multiplication-tables

Independent Task

What multiplication and division equations can you write using the numbers given?

Remember:
use an array to help you!

8 3 24

☐ × ☐ = ☐ ☐ ÷ ☐ = ☐

☐ × ☐ = ☐ ☐ ÷ ☐ = ☐

4 24 6

☐ × ☐ = ☐ ☐ ÷ ☐ = ☐

☐ × ☐ = ☐ ☐ ÷ ☐ = ☐

18 3 6

☐ × ☐ = ☐ ☐ ÷ ☐ = ☐

☐ × ☐ = ☐ ☐ ÷ ☐ = ☐

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YEAR 2 HOMEWORK

Maths - Monday's lesson

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

PSHE - Monday's lesson - Eat well; Live well

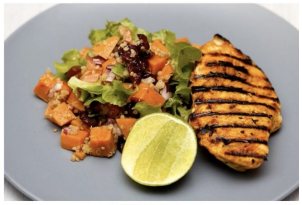
Additional video available on:

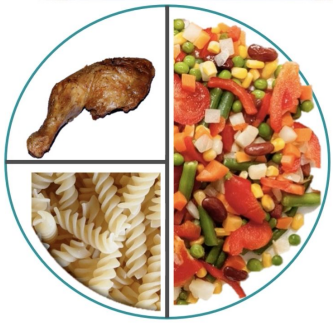
https://classroom.thenational.academy/lessons/eat-well-live-well-8f5dd2

How do you make a healthy plate of food?

You need to begin by controlling your portion sizes.

- ✔ Half of your plate should be filled with fruit or vegetables.
- ✔ A quarter of your plate should be filled with whole grains such as wheat, pasta or rice.
- ✔ A quarter of a plate with protein like fish, chicken or beef.





4

Images from Pixabay

How many healthy foods have you eaten?

broccoli	oats	carrot
avocado	cucumber	yoghurt
fish	banana	cauliflower
egg	kidney beans	almonds

(1 point)	(2 point)	(3 point)	(4 point)

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OAK NATIONAL ACADEMY

PSHE - Monday's lesson - Eat well; Live well

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Success Criteria

Task: Make your own healthy snack

Design	Make	Taste
• Think of healthy ingredients. • Design a snack.	• Assemble the ingredients. • Presentation is key.	• Taste and share your healthy snack with your family.

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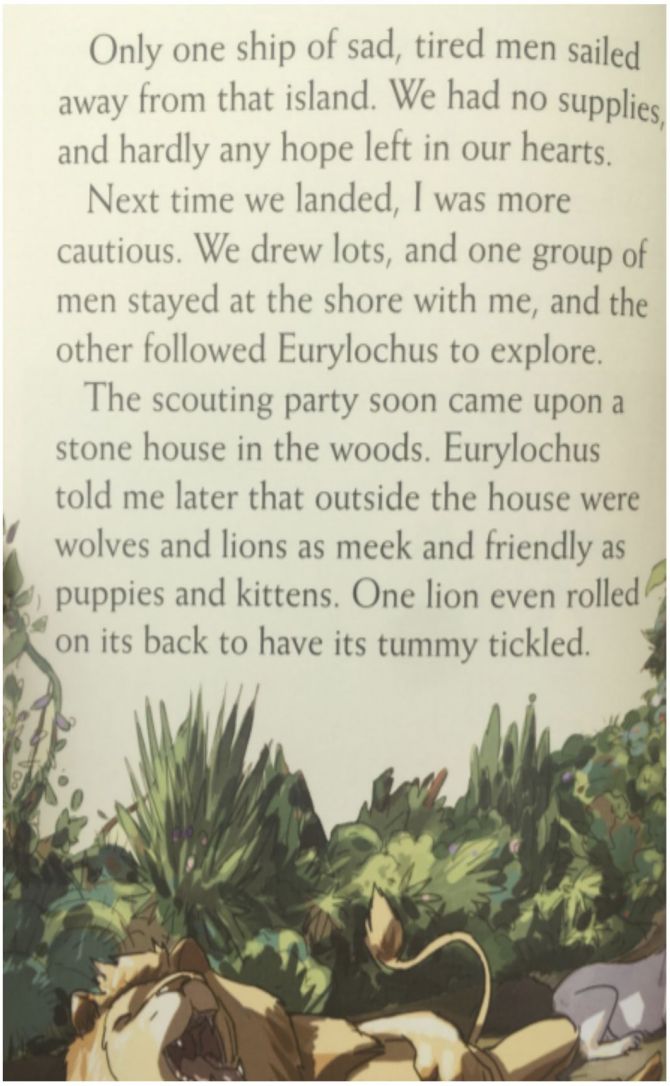
YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

L.O.L -Tuesday's lesson - To retrieve information

Additional video available on:

https://classroom.thenational.academy/lessons/to-retrieve-information-ca89a9



Only one ship of sad, tired men sailed away from that island. We had no supplies, and hardly any hope left in our hearts.

Next time we landed, I was more cautious. We drew lots, and one group of men stayed at the shore with me, and the other followed Eurylochus to explore.

The scouting party soon came upon a stone house in the woods. Eurylochus told me later that outside the house were wolves and lions as meek and friendly as puppies and kittens. One lion even rolled on its back to have its tummy tickled.

Then, they heard a woman singing. At the sound of their footsteps, she came to the door and beckoned. "Come, strangers. You look tired. Let me offer you refreshments."

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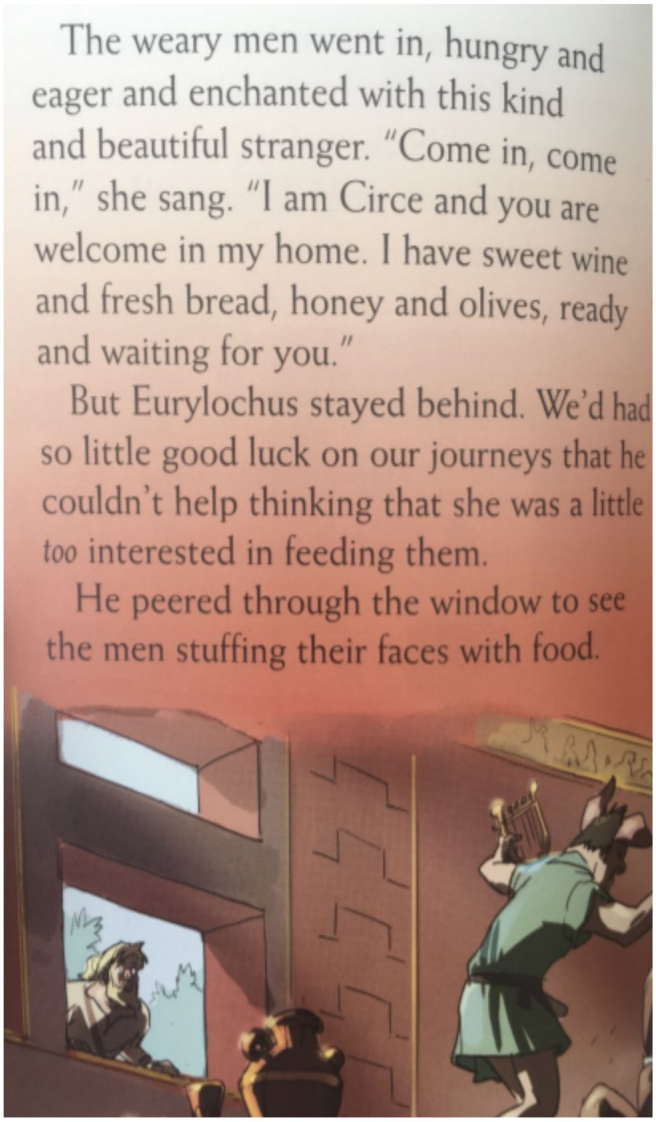
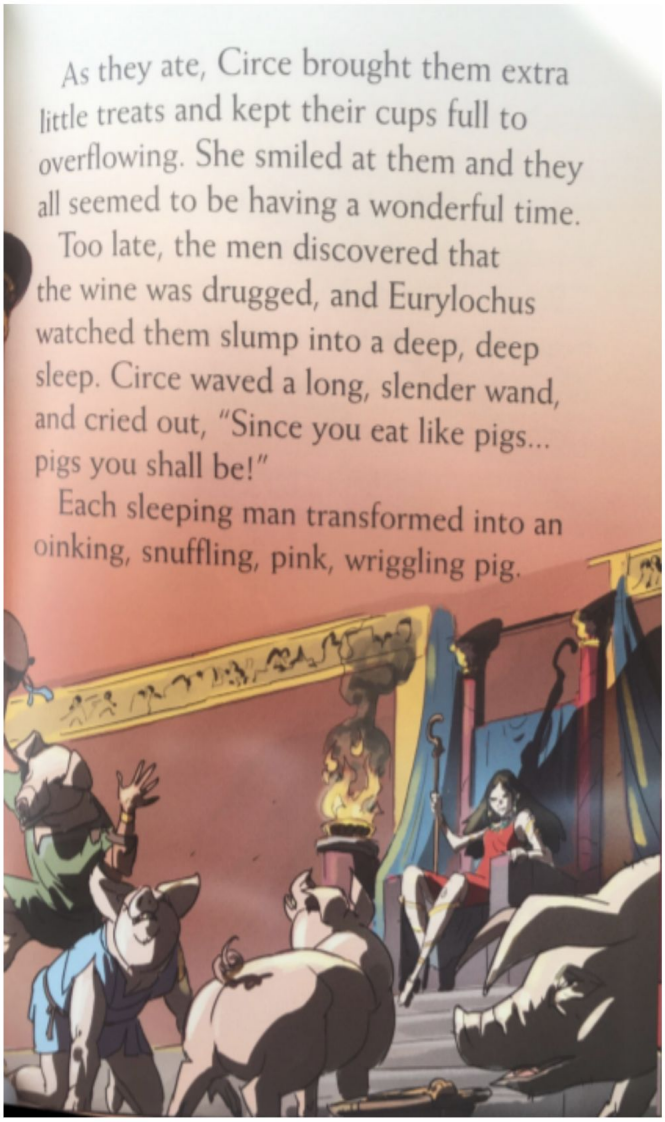


The weary men went in, hungry and eager and enchanted with this kind and beautiful stranger. "Come in, come in," she sang. "I am Circe and you are welcome in my home. I have sweet wine and fresh bread, honey and olives, ready and waiting for you."

But Eurylochus stayed behind. We'd had so little good luck on our journeys that he couldn't help thinking that she was a little *too* interested in feeding them.

He peered through the window to see the men stuffing their faces with food.



As they ate, Circe brought them extra little treats and kept their cups full to overflowing. She smiled at them and they all seemed to be having a wonderful time.

Too late, the men discovered that the wine was drugged, and Eurylochus watched them slump into a deep, deep sleep. Circe waved a long, slender wand, and cried out, "Since you eat like pigs... pigs you shall be!"

Each sleeping man transformed into an oinking, snuffling, pink, wriggling pig.

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OAK NATIONAL ACADEMY

L.O.L -Tuesday's lesson - To retrieve information

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Eurylochus ran all the way back to the beach and told me what he'd seen.

Telling him not to let the rest of the men out of his sight, I set off along the path in the direction of the house.

Before I'd gone half the distance, a beautiful young man in winged sandals flew down from the sky and handed me a small sprig of magic herbs.

"I am the god Hermes," he said. "Here, eat this herb. It will protect you from Circe's magic."

Before I could reply, he flew away again.

I swallowed the herbs and went on my way. At the house, I saw the tame wolves and kindly lions and wondered if they, too, had once been men.

Circe welcomed me inside, offering me food and wine. I ate and drank, just as my men had done – but I knew I was safe, thanks to Hermes.

Circe waved her wand, chuckling to herself, no doubt very pleased that she'd found another gullible idiot... but nothing happened. "Why aren't you changing?" she pouted.

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OAK NATIONAL ACADEMY

L.O.L -Tuesday's lesson - To retrieve information

Additional video available on:

https://classroom.thenational.academy/lessons/to-retrieve-information-ca89a9

1) Order the events from **pages 30 - 34** by numbering them 1-5.

Eurylochus peered through the window to see the men stuffing their faces with food.	
One group of men stayed with Odysseus and the other group of men went with Eurylochus to explore.	
The men turned into pigs.	
A woman was singing at the door and beckoned the men inside.	
Hermes gave Odysseus a small sprig of magic herbs to protect him.	

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Tuesday's lesson - To recognise the inverse relationship between multiplication and division

Additional video available on:

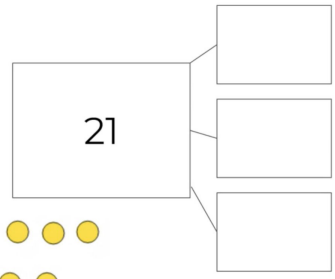
https://classroom.thenational.academy/lessons/to-recognise-the-inverse-relationship-between-multiplication-and-divisio

New Learning

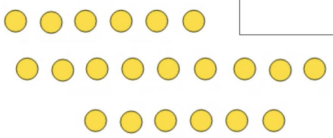
How can we find the missing number?

$3 \times \square = 21$

Part- Whole model



Counters:



$21 \div 3 =$

Talk Task

Draw an array to represent the following problems.

I multiplied a number by 3 and my answer was 12. What was my number?
I divided a number by 4 and my answer was 3. What was my number?

Say it out loud:

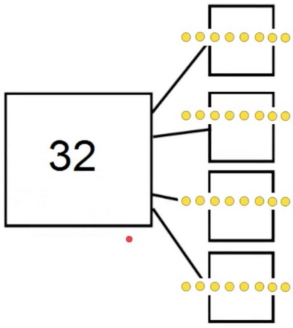
I will make an array of ___ with ____ in each part.

The whole is ____.

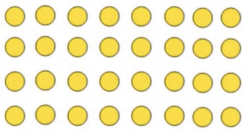
Develop Learning

I multiplied a number by 4 and my answer was 32. What was my number?

Part - Whole model



Array



$\square \times 4 = 32$

$32 \div 4 = \square$

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YEAR 2 HOMEWORK

Maths - Tuesday's lesson - Additional task

Independent Task

Using arrays or part-whole models, answer the following questions!

I multiplied a number by 3 and my answer was 18. What was my number? ☐

3 x ☐ = 18

18 ÷ 3 = ☐

I multiplied a number by 3 and my answer was 21. What was my number? ☐

3 x ☐ = 21

21 ÷ 3 = ☐

I multiplied a number by 3 and my answer was 24. What was my number? ☐

3 x ☐ = 24

24 ÷ 3 = ☐

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YEAR 2 HOMEWORK

Maths - Tuesday's lesson - Additional task

Independent Task

Using arrays or part-whole models, answer the following questions!

I divided a number by 4 and my answer was 7. What was my number? ☐

☐ ÷ 4 = 7

7 x 4 = ☐

I divided a number by 4 and my answer was 6. What was my number? ☐

☐ ÷ 4 = 6

6 x 4 = ☐

I divided a number by 4 and my answer was 5. What was my number? ☐

☐ ÷ 4 = 5

5 x 4 = ☐

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OAK NATIONAL ACADEMY

Spanish - Tuesday's lesson - To be able to describe Pets in Spanish

Additional video available on:

https://classroom.thenational.academy/lessons/to-be-able-to-describe-family-members-in-spanish-42745b

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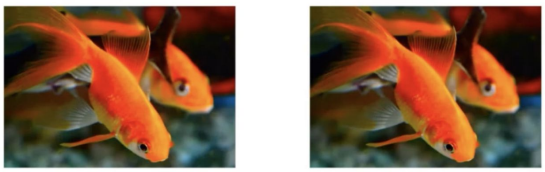
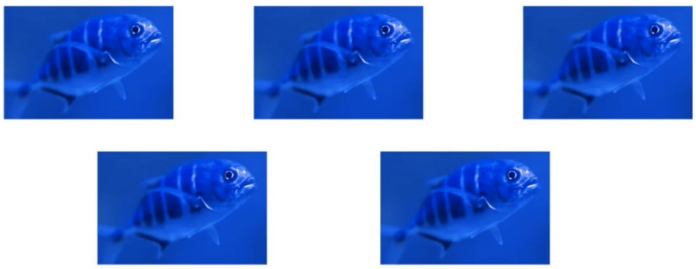
In the first gap fill in the correct number of animals in Spanish. In the second gap write the animals colour. Use the page before to help you.

Tengo _____ gatos _____.

Tengo _____ conejos _____.

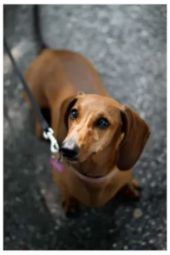


Tengo _____ peces _____.



Tengo _____ peces _____.

Tengo _____ pájaros _____.



Tengo _____ perro _____.

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OAK NATIONAL ACADEMY

L.O.L -Wednesday's lesson - To identify and use fronted adverbials

Additional video available on:

https://classroom.thenational.academy/lessons/to-identify-and-use-fronted-adverbials-c4b840

An **adverb** is a word that describes a **verb.**

It tells us **where/when/how** something happens.

He sat down **quietly**.

Next, she poured the water into the bowl.

A **fronted adverbial** is an **adverb** placed at the start of the sentence.

Earlier today, I ate my breakfast.

Panting heavily, I ran to the station.

In the distance, she waited patiently.

Adverbial of **time**

Adverbial of **manner**

Adverbial of **place**

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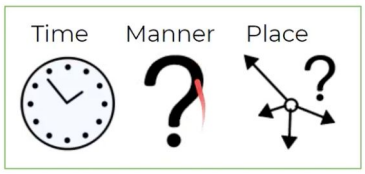
Identify



After a while, she went back home.

Carefully, she poured the milk.

Somewhere near here, the girl is playing football.

Last year, he joined a new school.

As quietly as a mouse, she crept up the stairs.

North of here, you'll find a small town.

Time	Manner	Place

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OAK NATIONAL ACADEMY

L.O.L -Wednesday's lesson - To identify and use fronted adverbials

Additional video available on:

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Time	Manner	Place
In the morning,	Silently,	Back at the house,
After a while,	As quick as a flash,	Nearby,
Just then,	Without a sound,	Far away,
Last month,	Without warning,	Wherever they went,
Yesterday,	As fast as she/he could,	Somewhere near here,
As soon as she could,		

Can you choose a **fronted adverbial** to add to the beginning of each sentence? You can use the options on your worksheet.

_____, he left the room.

_____, they played together.

_____, we celebrated her birthday.

Can you write a sentence starting with a **fronted adverbial** about this picture?

Image from Unsplash Photographer: Andrea Leopardi

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Curiosity Confidence Courage Constancy

YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Wednesday's lesson - To identify multiples of 2, 3, 4, 5 and 10

Additional video available on:

https://classroom.thenational.academy/lessons/to-identify-multiples-of-2-3-4-5-and-10

New Learning

Multiple- the result when you multiply a number by another number

What multiples appear in the two, five and the ten times table?

Multiples of 2:

2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

Multiples of 5:

5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

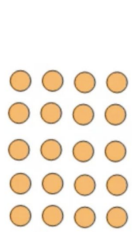
Multiples of 10:

10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120

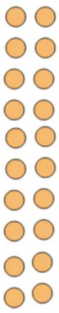
New Learning

Is 20 a multiple of any other number?
Is 20 a multiple of six? Why or why not?

Let's have a closer look at the number 20!

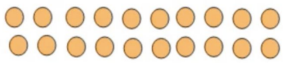


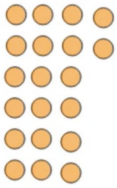
4 x 5 = 20



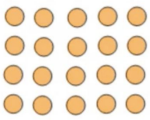
10 x 2 = 20

2 x 10 = 20





20 is not a multiple of 6



5 x 4 = 20

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Hampton Vale Primary Academy

Curiosity Confidence Courage Constancy

YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Wednesday's lesson - To identify multiples of 2, 3, 4, 5 and 10

Additional video available on:

https://classroom.thenational.academy/lessons/to-identify-multiples-of-2-3-4-5-and-10

Talk Task

Select a number and create an array for that number.

Explore whether the number is a multiple of 2, 3, 4, 5 or 10.

Is the number a multiple of more than one number?

21	15
27	13

Say it out loud:

__ is a multiple of __.
__ is not a multiple of __.
__ is the product of __ and __.
__ is also the product of __ and __.

Independent Task

Select a number and create an array for that number.

Explore whether the number is a multiple of 2, 3, 4, 5, or 10. Write down your findings using the number sentence examples below.

16	24
18	30

☐ is a multiple of ☐.

☐ is not a multiple of ☐.

☐ is a product of ☐ and ☐.

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Curiosity Confidence Courage Constancy

YEAR 2 HOMEWORK

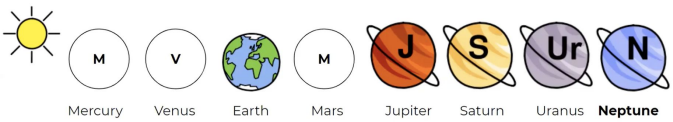
OAK NATIONAL ACADEMY

Science- Wednesday's lesson - When and how was space discovered?

Additional video available on:

https://classroom.thenational.academy/lessons/when-and-how-was-space-discovered

The planets in the solar system



Use the events on the next page to create a timeline of space discovery.

2015

1942

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

Science- Wednesday's lesson - When and how was space discovered?

Additional video available on:

https://classroom.thenational.academy/lessons/when-and-how-was-space-discovered

1942

The first rocket, called the V2, is launched.

1957

Laika the dog is sent to space.

Sputnik, the first satellite, is sent to space.

1961

1st

Yuri Gagarin is the first man in space.

1947

Fruit flies are sent to space.

1990

The Hubble telescope is launched int

1949

Albert the monkey is sent to space.

1998

The International Space Station is launched into orbit.

2001

Dennis Tito is the first space tourist.

1973

M

A Russian probe is sent to Mars.

1991

1st

Helen Sharman is the first British astronaut in space.

2015

1st

Tim Peake is the first British ESA Astronaut to visit the International Space Station.

2004

1st The first private space flights are available.

1963

1st

Valentina Tereshkova is the first woman in space.

1992

1st

Mae Jemison is the first African American woman in space.

1969

Neil Armstrong and Buzz Aldrin land on the moon.

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

L.O.L -Thursday's lesson - To map a reccount

Additional video available on:

https://classroom.thenational.academy/lessons/to-map-a-recount/activities/1

The features of a recount

1. First person

I, my, we, our

2. Fronted adverbials (time, manner, place)

3. Past tense

Verbs in the past tense

Watch a film and recount the events in order. Start each box with a fronted adverbial. Draw pictures to map out the events and key vocabulary for writing up tomorrow

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

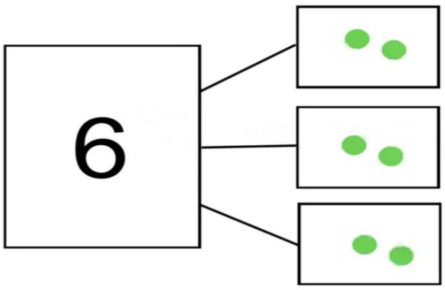
Maths - Thursday's lesson - To apply knowledge of the 2 times table

Additional video available on:

https://classroom.thenational.academy/lessons/to-apply-knowledge-of-the-2-times-table/activities/2

New Learning

$3 \times 2 = 6$



What would happen if we doubled the amount in each part?

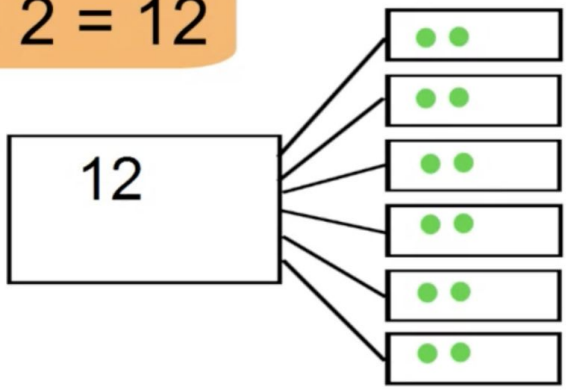
How many will there be in each part and what would the new value of the whole be?

What will the new multiplication equation be?

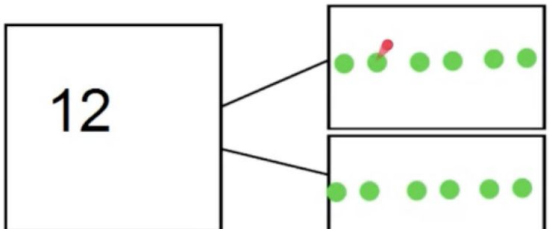
Develop Learning

$6 \times 2 = 12$

We can make 6 parts, each with a value of 2:



Or we can make 2 parts, each with a value of 6:



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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Thursday's lesson - To apply knowledge of the 2 times table

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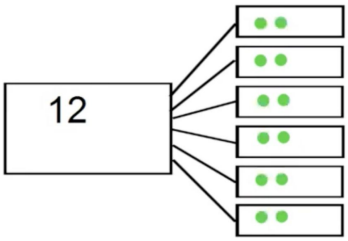
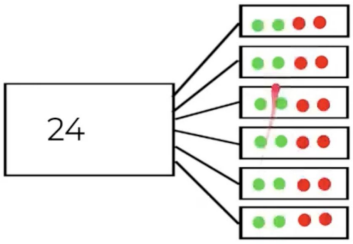
Develop Learning

Lets compare the equations
6 x 2 = 12 and 6 x 4 = 24 together!



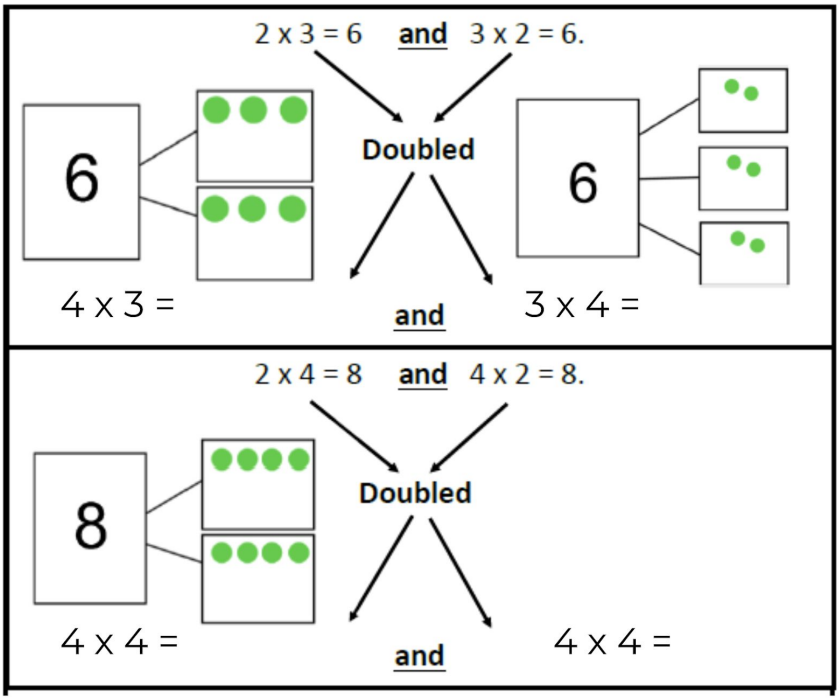


Independent Task

Represent each equation using part- whole models and drawing on counters.

Then **double** the '**two**' in each one.

Record it on the **part whole model** and adjust the whole.



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YEAR 2 HOMEWORK

Maths - Thursday's lesson - Additional task

1. 2 × 3 = ◯

2. 7 × ◯ = 35

13. 12 × 5 = ◯

14. 7 × ◯ = 70

3. 16 = 8 × ◯

4. 4 × 5 = ◯

5. 3 × 10 = ◯

6. ◯ = 11 × 5

7. 7 × 3 = ◯

15. 12 = ◯ × 3

16. 11 × 10 = ◯

17. 5 × 3 = ◯

18. 30 = ◯ × 3

19. 10 × 2 = ◯

8. 8 × ◯ = 80

9. ◯ = 7 × 5

10. 36 = ◯ × 3

11. ◯ × 2 = 18

12. 0 × 5 = ◯

20. 8 × ◯ = 40

21. 7 × ◯ = 14

22. 18 = ◯ × 3

23. 45 = ◯ × 5

24. 8 × 2 = ◯

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Curiosity Confidence Courage Constancy

YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

PSHE - Thursday's lesson - How are cities and villages different to live in?

Additional video available on:

https://classroom.thenational.academy/lessons/how-are-cities-and-villages-different-to-live-in

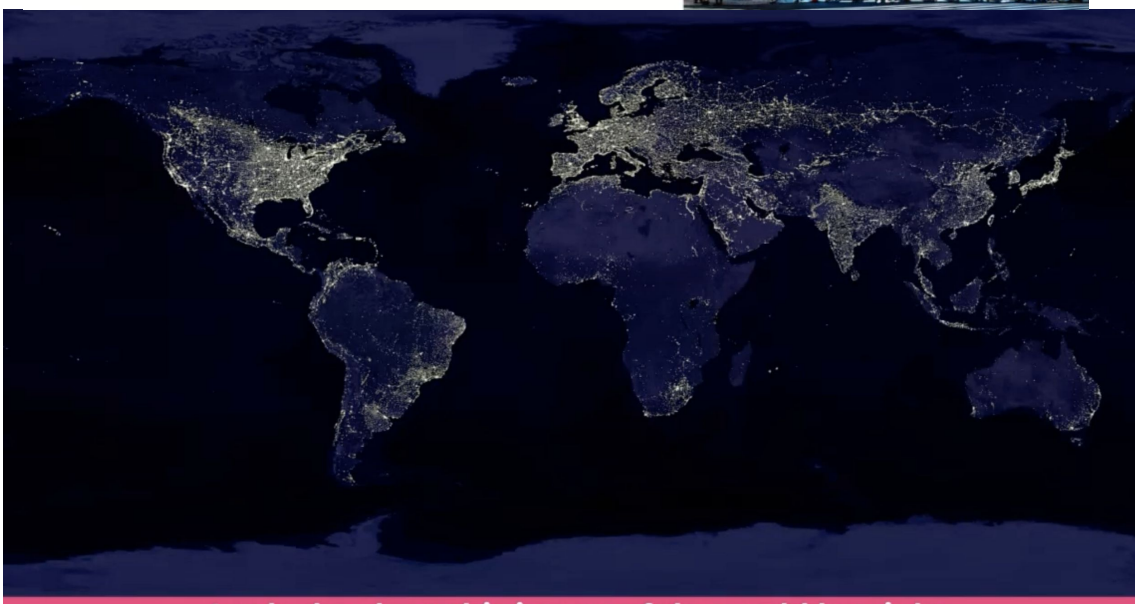
How cities are changing

Many cities around the world are growing rapidly.

Lots of people move to them as there is lots of work and services.

Families within cities are also growing, adding to the population further.

When a city has a population of over 10 million people, it is normally known as a megacity.



Look closely at this image of the world by night.
Can you spot the biggest cities?

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

PSHE - Thursday's lesson - How are cities and villages different to live in?

Additional video available on:

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Lyra and Abdullah

"We have always lived in the city and we love it. We can walk to our school and there are lots of different shops and restaurants close by. Our Mum works in the centre of town and it takes her 15 minutes to get to work by bus.

It is so noisy in the city, there are always lots of people around! There is always something to do, like going to museums or cinema, but it does feel quite crowded. There are lots of cars too, which can make the air polluted.

Look at this photo, and make a list of things that you would ask a child who lives here.

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

PSHE - Thursday's lesson - How are cities and villages different to live in?

Additional video available on:

https://classroom.thenational.academy/lessons/how-are-cities-and-villages-different-to-live-in

Sam and Rinedi

We love living in our village. There is so much space and we can see wildlife and beautiful trees and flowers from our house. We know lots of the people that we see out and about. It is quiet and peaceful here.

We have to be dropped off to school and only go shopping once a week because it is half an hour away in the car. We can't easily see some of our friends because they live in another village.

Look at the photo, and make a list of things that you would ask a child who lives here

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

L.O.L -Friday's lesson - To write a non-chronological text

Additional video available on:

https://classroom.thenational.academy/lessons/to-write-a-non-chronological-text

The features of a recount

1. First person

I, my, we, our

2. Fronted adverbials (time, manner, place)

3. Past tense

Verbs in the past tense

Create your recount using the information on your plan that you created yesterday. It should include the correct features as shown on this sheet.

Time	Manner	Place
In the morning,	Silently,	Back at the house,
After a while,	As quick as a flash,	Nearby,
Just then,	Without a sound,	Far away,
Last month,	Without warning,	Wherever they went,
Yesterday,	As fast as she/he could,	Somewhere near here,
As soon as she could,		

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YEAR 2 HOMEWORK

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

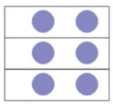
Maths - Friday's lesson - To create bar models for multiplication & division (MM L11)

Additional video available on:

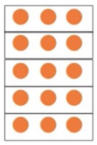
https://classroom.thenational.academy/lessons/to-create-bar-models-for-multiplication-and-division-mm-l11

New Learning

What equations can you write for this array?



What equations can you write for this array?

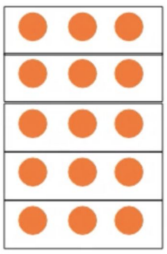


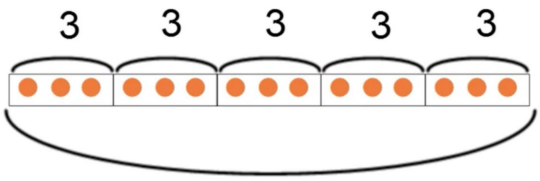
New Learning

How many parts are there?
What is the value of each part/what is each part worth?
What is the whole?

We are going to alter this array to create a bar model...

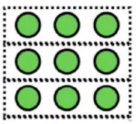
The equation is:
5 x 3 = 15





15

There are 3 bags of sweets with 3 sweets in each bag.
How many sweets are there altogether?



Challenge:
Can you label the bar model with the whole and the parts?

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Curiosity Confidence Courage Constancy

YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Friday's lesson - To create bar models for multiplication & division (MM L11)

Additional video available on:

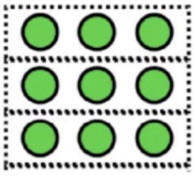
https://classroom.thenational.academy/lessons/to-create-bar-models-for-multiplication-and-division-mm-l11

Talk Task

Using the arrays below, can you make them into bar models and work out the answer to the equations?
Remember, you can use your counters to help you!

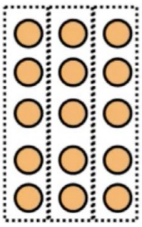
There are 3 bags of sweets with 3 sweets in each bag.

How many sweets are there altogether?



There are 3 school bags with 5 books in each one.

How many books are there altogether?



Challenge:
Can you label the bar model with the whole and the parts?

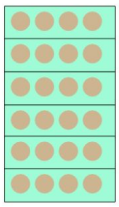
Independent Task

Create a bar model before solving the problem.

Remember, you can use the arrays to help you draw your bar models!

Nigel is baking and needs 4 eggs to bake a cake.

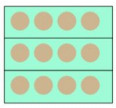
How many eggs will he need to bake 6 cakes?



What equation does the bar model represent?

There are 3 bags of apples with 4 apples in each bag.

How many apples are there altogether?



What equation does the bar model represent?

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Friday's lesson - To create bar models for multiplication & division (MM L11)

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YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

PSHE - Friday's lesson - To explore the technique of blending.

Additional video available on:

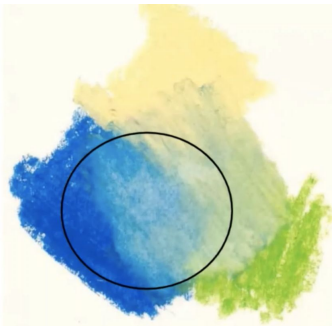
https://classroom.thenational.academy/lessons/to-explore-the-technique-of-blending-f66dc4

Frank Bowling

An artist known for his unique use of dripping, spilling and pouring techniques.

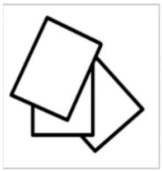
- Won award for his services to art

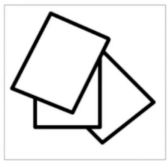
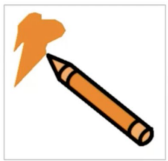
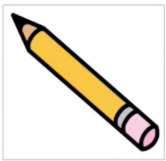
What is blending?



What is pouring?

In this lesson you will need:

Paper	Paint	Paintbrushes	Container with water	Pencil
				

Paper	Colouring pencils	Pencil
		

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Curiosity Confidence Courage Constancy

YEAR 2 HOMEWORK

OAK NATIONAL ACADEMY

<u>PSHE - Friday's lesson - To explore the technique of blending.</u>

Additional video available on:

https://classroom.thenational.academy/lessons/to-explore-the-technique-of-blending-f66dc4

Instructions for painting

1. Gather your materials
2. Choose some colours - warm or cool?
3. Draw some shapes
4. Pour some paint on paper
5. Move your paper around to blend
6. Let it dry, use dripping technique

Instructions for colouring pencils

1. Gather your materials
2. Choose some colours - warm or cool?
3. Draw some shapes
4. Colour in different parts of the paper
5. Move your paper around to blend
6. Colour on top of other colours
7. Show off your artwork!

Tate Modern

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YEAR 2 HOMEWORK

Weekly spellings:

Spelling rule:

1. mouth
2. around
3. sprout
4. sound
5. ouch
6. spout
7. hound
8. trout
9. found
10. proud

Spelling Shed

Practise your weekly spellings on Spelling Shed. Can you get 100% on expert?

Rainbow Write

First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a **DIFFERENT** color crayon. Trace neatly and you will see a rainbow!

Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

Show your picture to someone and see if they can find your hidden words!

Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erehw

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YEAR 2 HOMEWORK

Year 2 common exception words:

Year 2

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

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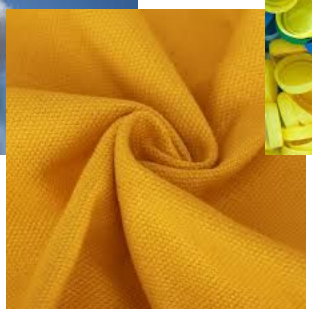
YEAR 2 HOMEWORK

Additional learning:

Materials



Objects are made out of different materials because their properties are most suited for the job the object does.

Watch this video to understand a bit more:
https://bbc.in/3iboiUV

Now look in your house. Find 5 different objects and decide what material it is. Why has that material been used? Think about the properties of the material. Use the table on the next page to help you.

PHASE 2

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YEAR 2 HOMEWORK

Additional learning:

Object	Material	Properties

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YEAR 2 HOMEWORK

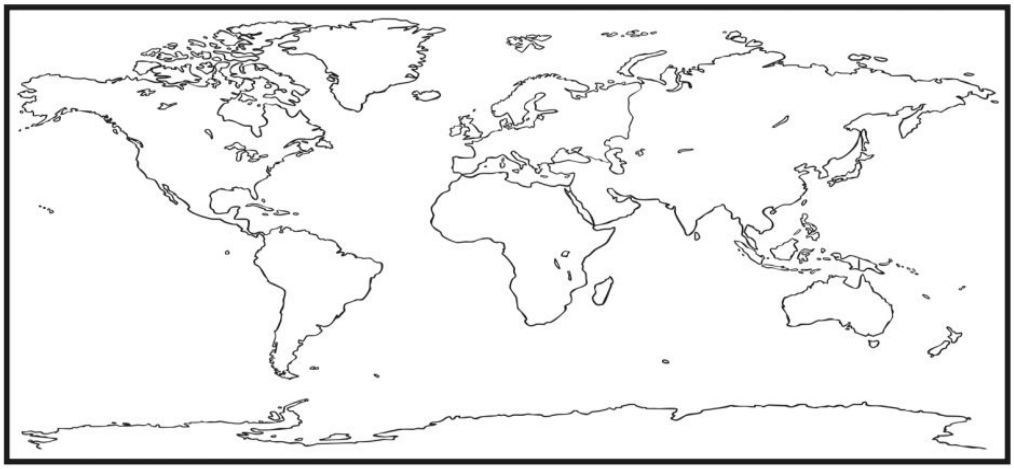
Additional learning:

Continents of the World

Task 1: Colour each continent in a different colour.

Task 2: Write the name of each continent on the right place on the map.

Task 3: Answer the following questions. Remember to write full sentences.



a) How many continents are there?

_____

b) Write the names of the continents in alphabetical order.

_____

c) Name the largest continent.

_____

d) Name the smallest continent.

_____

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YEAR 2 HOMEWORK

Additional learning:

Tribes

Some tribes in North America painted their faces to show which tribe they belonged to, to show their individuality or to scare others. What would your design look like for your tribe? Draw it here!

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YEAR 2 END OF YEAR EXPECTATIONS

This page provides information for parents and carers about the end of year expectations for Year Three children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

Reading

Working at the expected standard
The pupil can: • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.* In age-appropriate[1] books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words[2] • sound out most unfamiliar words accurately, without undue hesitation. In a book that they can already read fluently, the pupil can: • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read.

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YEAR 2 END OF YEAR EXPECTATIONS

Writing

Working at the expected standard
The pupil can, after discussion with the teacher: • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.

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YEAR 2 END OF YEAR EXPECTATIONS

Maths

Working at the expected standard
The pupil can: • read scales* in divisions of ones, twos, fives and tens • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus • add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17) • recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14) • recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary • identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole • use different coins to make the same amount • read the time on a clock to the nearest 15 minutes • name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.