



Dear Parents/Carers

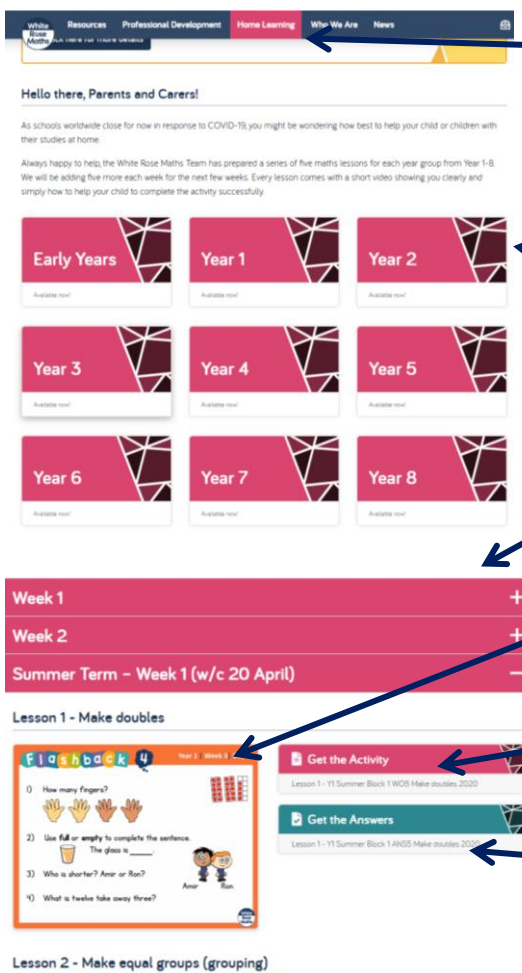
We hope your child is accessing their home learning. It was lovely to speak to some of you over the phone and to know that you are all safe and well. Please find a letter about free daily phonics sessions in the home learning section. Continue to e-mail work and please do get in touch if you need any advice or support.

Panda@tottenham.enfield.sch.uk

[Bear@tottenham.enfield.sch.uk](mailto: Bear@tottenham.enfield.sch.uk)

Koala@tottenham.enfield.sch.uk

Year 2 Team



1. Click on the home learning tab.
2. Select the year group.
3. Select the week.
4. Watch the video.
5. Complete the task.
6. Check the answers.

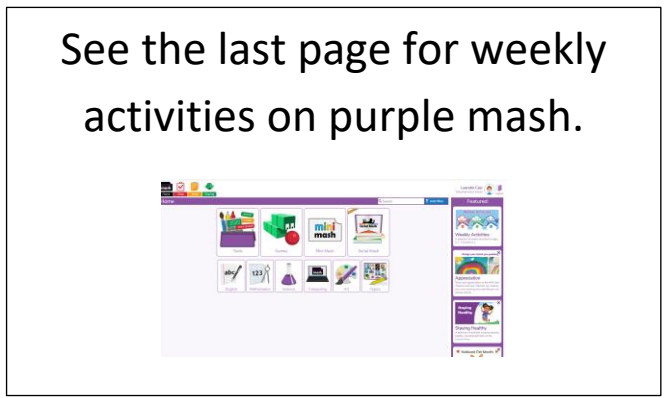
White Rose maths is an online free resource for you to use. There are daily maths activities available for your children to complete at home. Please use the following link and follow the instructions.

<https://whiterosemaths.com/homelearning/>

Reminder: Twinkl resources are free.
<https://www.twinkl.co.uk/offer> Code: **UKTWINKLEHELPS**

Espresso <https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-espresso>

Username: student1403 password: tottenham01





Year 2 Core Task Weekly Overview- WB: 11.05.20

Differentiation Codes
 B-Beginning- Easier Tasks
 WT-Working Towards- Some level of challenge.
 S- Secure-Challenging Tasks

Please support your child with completing the following core tasks every week. Where appropriate tasks will be differentiated.
 If you do not have a printer then please record on a blank paper.

Core Task 1

Core Task 2

Core Task 3

English
Remember to read every day.
<https://connect.collins.co.uk/school/TOTTENHA1/Student/>


Write an alternative version of Katie in London. e.g. Petya in London.



<https://www.youtube.com/watch?v=lmrNxvC9b>
 b4
 Click the link to listen to the story.

Edit story writing- revisions and additions.
 You now need to read through your writing and make correction with spelling and grammar using your checklist and think of ways to improve it.

Have a practise with the sentences first.
 Spot Mr Whoops' Mistakes.



Spellings- Practise every day and then test on Friday.


Common exception words
 who whole any many
Key Words
 thought, through, friends

Phonics Alternative spellings for oa (ow-oe-o_e-o)
 window rowing doe woe spoke stone
 echo hero

Polysyllabic words
 handstand, springboard pondweed

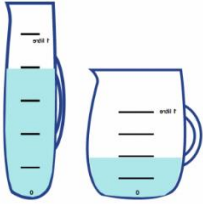
Maths

Problem solving-Time



Solve the problems, remember to read them carefully and use a clock to help you

Measure – Capacity problem solving.



Complete daily lessons on white Rose Maths.
<https://whiterosemaths.com/homelearning/>




Foundation Subjects


History/Art- Make a Great Fire of London Pop up house.
<https://www.twinkl.co.uk/resource/t-t-7007-the-great-fire-of-london-information-powerpoint>



Science- Identify seeds and discuss similarities and differences.
<https://www.twinkl.co.uk/resource/t-t-10000079-seeds-and-plants-matching-cards>



R.E: What Siddhartha saw made him feel sad.
 Reflect on some of the things they see that make them happy or sad.



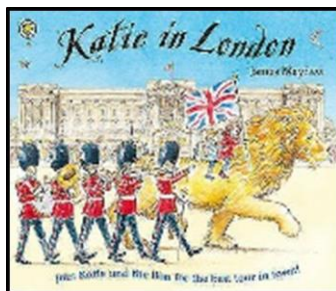
English Core Task 1 - Write an alternative version of Katie in London e.g. Petya in London.

<https://www.youtube.com/watch?v=lmrNxvC9bb4>

Listen to the story first.

Change the character Katie and replace her with a new character. You could put yourself in the story e.g. 'Leo in London'.

Think back to when you wrote the non-chronological report about 'London Landmarks' and write your own story about visiting those places or you could include other story settings such as the North Pole or desert.



You may want to plan the story first. See the planning sheet on the next page or create your own story map on plain paper.

Use the checklist to keep track of what you need to include in your story.

Twinkl has lots of word mats you could use.

Checklist

Tick if you have included the following

<i>new vocabulary</i>	
<i>Punctuation (capital letters, full stops, commas, apostrophes, exclamation mark, question mark)</i>	
<i>adjectives</i>	
<i>adverbs</i>	
<i>conjunctions (and, or, so, but because, if that when)</i>	
<i>expanded noun phrases</i>	
<i>suffix words e.g. full, less, ing,</i>	
<i>different sentence openers</i>	

Spot Mr Whoops' Mistakes



Mr Whoops is a little bit clumsy...OK, OK, he's a lot clumsy! Even though he's really trying hard with his writing, he's still accidentally misspelt some words. Can you spot his mistakes?

Highlight them in the passage of text. Could you then correct the words at the bottom of the sheet and create a list for Mr. Whoops to practise?

Activity 1:

B

i wish it could bee Christmas every single day. I luv getting op really early to see what Santa has put in mi stocking. I usually git money and clothes from my aunty and uncle, which is sow kinde of them. We usually have a house ful of people and we all help cook steak, vegetables and potatoes. I think it's th best day ever!



Activity 2:

WT/S

After schul, Msr Jones from down the road takes em and my frend to the park. I love to clime really high on the climbing frames with the other childrun. Once, a cheld didn't howld on like you shud so eh fell from the very top and all the way to the flur! His farthr had to take him to the doctors and sed he wasn't allowed to play outside for a howl week until his injured arm had healed.

Activity 3:

Th weather wus so beutifull tудay that my clas were allowed to stay outside for ower art lesson. We sat on the gras and looked at preety, colourful flowers. I had a plante that looked like it was made from gowld because the sun was shining on it. There were lots of wilde flowers in our school forest. I hope we do a lesson like that agen soon.

Now that you've had a practise have a look at your stories and correct any mistakes using the checklist. Think of ways to make your writing even better.

Once done why not publish your story by copying it out in your best handwriting or typing it.

Add some illustrations to you story.

English Core Task 3- Spellings- Phonics- Grammar (suffix **ful/less**)

Practise your spellings every day and then test on Friday. Did you get them all right?

Remember to practise your spellings everyday- **Read- Hide- Write- Check**

Common exception words

who whole any many

Key Words

thought, through, friends

Phonics- Alternative spellings for oa

oa (ow-oe-o_e-o)

window rowing doe woe spoke stone echo hero

Polysyllabic Words

handstand, springboard pondweed

Polysyllabic Words- Polysyllabic words are **words** which have two or more syllables, for example: children/melting.

Suffix full-less

Watch the video and have a look at the PowerPoint first and then complete the task on the next page.

https://www.google.com/search?q=adding+suffix+ful+less&rlz=1C1GGRV_enGB867GB867&oq=adding+suffix+ful+less&aqs=chrome..69i57j0l4j69i61j69i60.5124j1j8&sourceid=chrome&ie=UTF-8#kpvalbx=eZKyXqPxDoiR8gLul4qQBg38

<https://www.twinkl.co.uk/resource/t-l-53659-year-2-forming-adjectives-using-suffixes-ful-and-less-warm-up-powerpoint>



Adding -ful or -less

B

I can add the suffixes -ful and -less to words to make adjectives.

I can add the suffixes -ful and -less to words ending in y.



1. Add **-ful** to these words to make an adjective.

Word	Adjective
help	help_____
thought	thought_____
force	force_____
mercy	merci_____

2. Add **-less** to these words to make an adjective.

Word	Adjective
care	care_____
thought	thought_____
pain	pain_____
penny	penni_____

3. Choose the correct adjective to complete these sentences.

The injection was _____.

(painful / painless)

My mum always thinks about other people. She is very _____.

(thoughtful / thoughtless)

I helped dad to wash the car. He said I was very _____.

(helpful / helpless)



Adding -ful or -less

WT/S

I can add the suffixes -ful and -less to words to make adjectives.

I can add the suffixes -ful and -less to words ending in y.



1. Add **-ful** to these words to make an adjective.

Word	Adjective
help	
thought	
force	
mercy	

2. Add **-less** to these words to make an adjective.

Word	Adjective
care	
thought	
pain	
penny	

3. Choose the correct adjective to complete these sentences.

The injection was _____.

My mum always thinks about other people. She is very _____.

I helped dad to wash the car. He said I was very _____.

Maths Core Task 1 Time problem solving. Choose 1 set of problems to complete. Use a clock to help you, if you don't have one you could make one.

1. I start swimming at 5 o'clock and swim for 1 hour. What time do I finish?

B

2. I go to a party at 4 o'clock. The party lasts for 2 hours, what time does it end?

3. Our maths lesson starts at 9 o'clock and lasts for 1 and a half hours. What time does it end?

4. A football match starts at 6 o'clock. They play for 1 and a half hours, what time does the game end?

5. I go shopping at 12 o'clock. I shop for 2 and a half hours, what time do I finish?

6. I start reading my book at 7 o'clock. I read for half an hour, what time do I finish reading?

7. Playtime starts at half past 10. It lasts for half an hour, what time does it end?

8. I catch my train at 5 o'clock. My journey takes 3 hours, what time will I arrive?

1. I start swimming at 5 o'clock and swim for 3 hours. What time do I finish?

WT

2. I go to a party at 4 o'clock. The party lasts for 2 and a half hours, what time does it end?

3. Our maths lesson starts at 9 o'clock and lasts for 1 and a half hours. What time does it end?

4. A football match starts at 6 o'clock. They play for 1 and a half hours, what time does the game end?

5. I go shopping at half past 12. I shop for 2 and a half hours, what time do I finish?

6. I start reading my book at 7 o'clock. I read for half an hour, what time do I finish reading?

7. Playtime starts at half past 10. It lasts for half an hour, what time does it end?

8. I catch my train at 5 o'clock. My journey takes 3 and a quarter hours, what time will I arrive?

1. I start swimming at 5 o'clock and swim for 2 and a half hours. What time do I finish?
2. I go to a party at 4 o'clock. The party lasts for 2 and a quarter hours, what time does it end?
3. Our maths lesson starts at 9.15 and lasts for 1 and a half hours. What time does it end?
4. A football match starts at 6 o'clock. They play for an hour and three quarters, what time does the game end?
5. I go shopping at 12.45. I shop for 2 and a half hours, what time do I finish?
6. I finished reading my book at 7 o'clock. I read for half an hour, what time did I start reading?
7. Playtime starts at 10 minutes to 10. It lasts for half an hour, what time does it end?
8. I got to school at 8 o'clock. My journey took 45 minutes, what time did I leave my house?

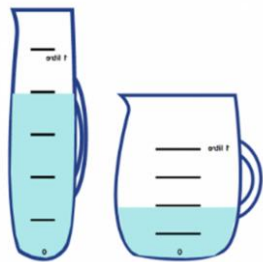
- | | |
|---|--|
| <p>1. Sonia has a dentist appointment at 3:20pm. She finishes 45 minutes later and goes back to work.
What time does Sonia go back to work?</p> | <p>2. Bob goes for a walk and leaves home at 11:35am. He stays out for 1 hour and 35 minutes.
What time does Bob go home?</p> |
| <p>3. Iqbal watches a football match. Kickoff is at 12:30. The match lasts 95 minutes.
When does the football match finish?</p> | <p>4. At 10:55, Amelia bakes cakes for a charity event. She bakes for a total of 2 hours and 45 minutes.
What time does Amelia finish baking?</p> |
| <p>5. Steven and Ali run the marathon. They start at 2:15pm and finish after 3 hours and 50 minutes.
When do they finish running the marathon?</p> | <p>6. Katie goes shopping at midday. She spends 2 hours and 25 minutes shopping, then a further 35 minutes for lunch.
What time does Katie go home?</p> |
| <p>7. Alesia sits her maths exam at 8:45am. It lasts 90 minutes.
At what time does Alesia finish her exam?</p> | <p>8. Kevin catches the train at 7:35am and gets to Leeds after 115 minutes.
When does Kevin reach Leeds?</p> |

Before completing the problems click on the links.

<https://www.bbc.co.uk/bitesize/topics/zt9k7ty/articles/zp8crdm>

<https://www.bbc.co.uk/teach/super movers/ks1-maths-capacity-volume/zj8njhv>

<https://www.youtube.com/watch?v=HL3O2I2IFGs>



<https://www.youtube.com/watch?v=GFTlete-nMM>

If you have a measuring jug at home practise filling it with water and reading the scale.

Compare Capacity

B

1. Fill in the missing $<$, $>$ or $=$ to make the statements correct.

A.



B.



2. Order the containers from smallest to greatest capacity.



A



B



C



3. Alfie and Lucy are comparing the total capacities of their bottles.



Alfie

My container has a greater capacity.



Lucy

My container has a greater capacity.

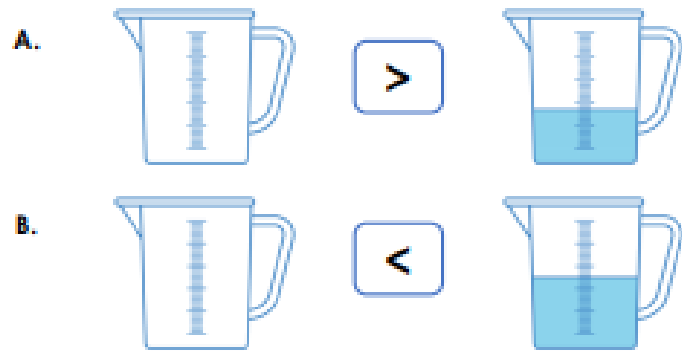


Who is correct? Explain your answer.

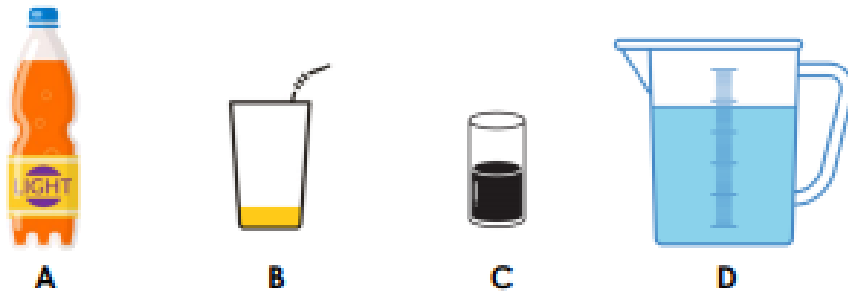
Compare Capacity

WT

4. Draw lines to show the volume in each empty container to make the statements correct.



5. Order the containers from smallest to greatest capacity. Now order the containers from greatest to smallest volume.



6. Sam and Aisha are comparing the total capacity and volume of their bottles.



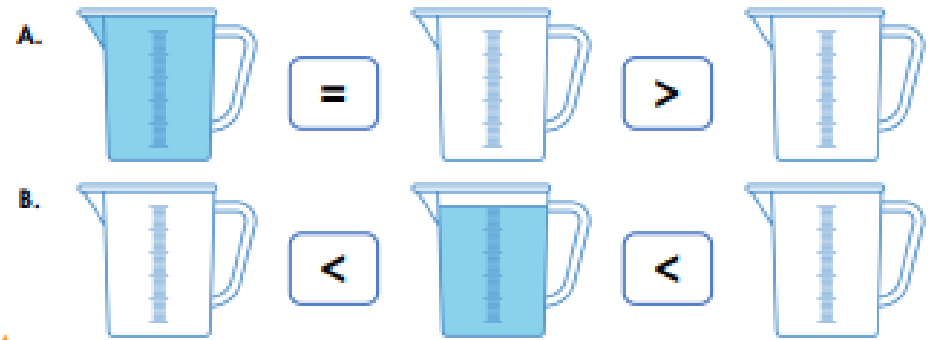
Who is correct? Explain your answer.



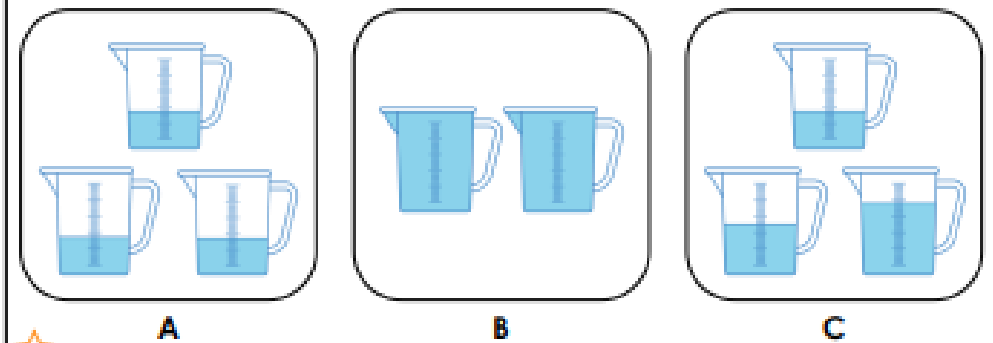
Compare Capacity

S

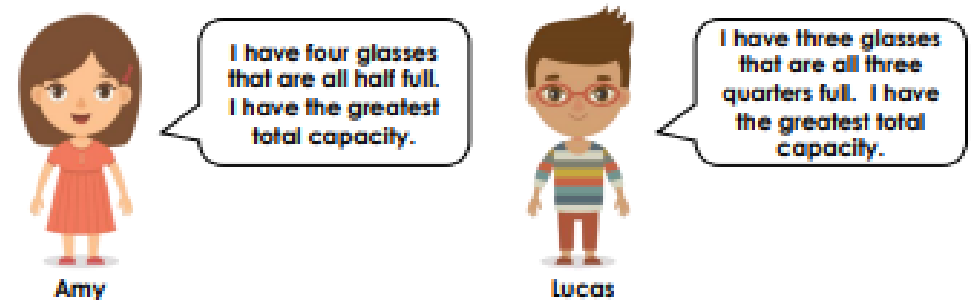
7. Draw lines to show the volume in each empty container to make the statements correct.



8. Order the containers from smallest to greatest capacity. Now order the containers from greatest to smallest volume.



9. Amy and Lucas are comparing the capacity of their identical glasses.



Who is correct? Explain your answer.



Make a Great Fire of London pop up house.

You can use the template on the next page or make one out of recyclable materials such as cereal/tissue boxes.



Great Fire of London Pop Up House Instructions

You Will Need:

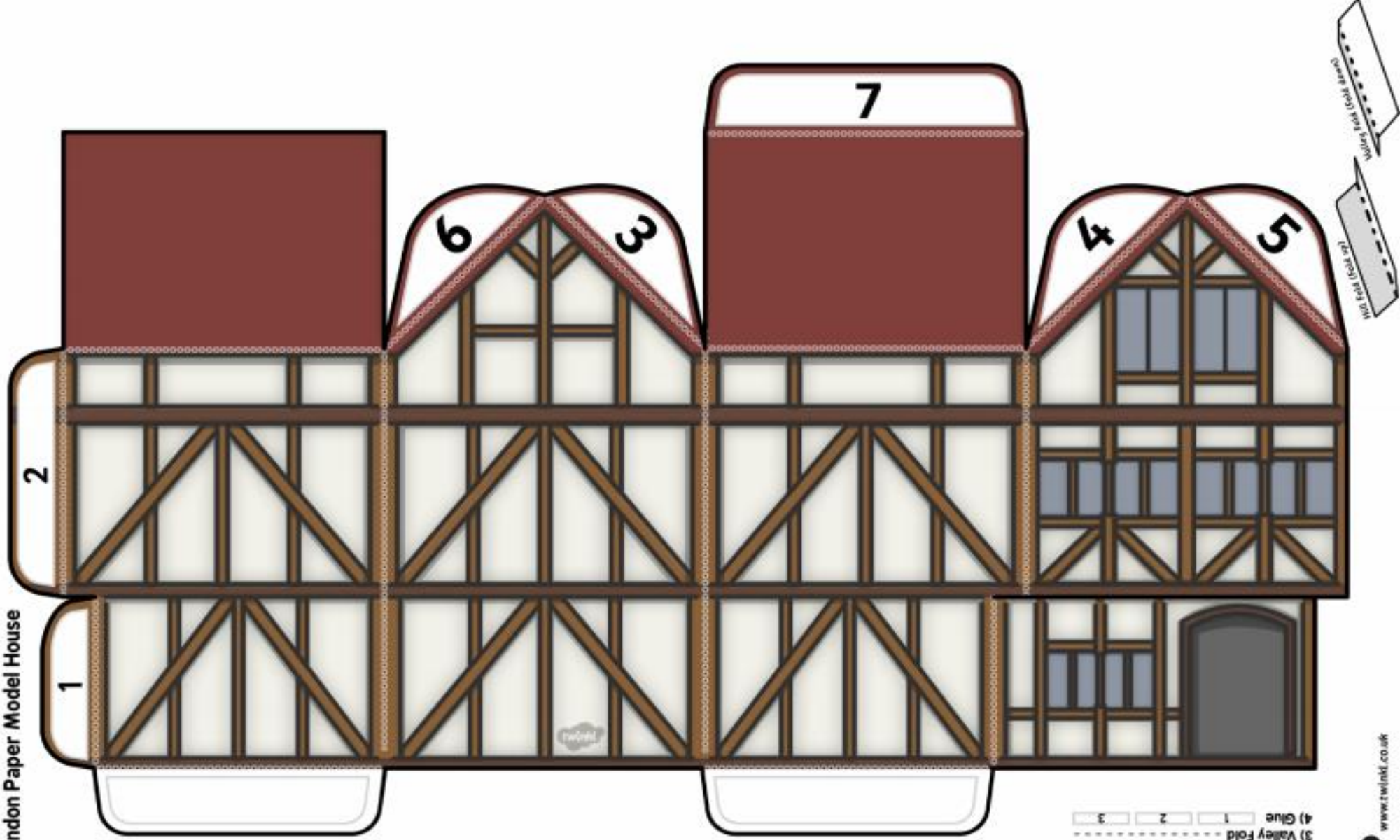
- Great Fire of London Pop Up House Template
- Scissors
- Glue



1. Carefully cut out the template, making sure to cut along all of the thick black lines, including the one that runs across the front of the building, above the door. This will separate the two floors.
2. Fold each dotted line in a hill fold or valley fold according to the key. Be careful – the front of the building has two different fold lines for the upstairs and downstairs.
3. Next, fold the house round, add some glue to tab 1, and stick it to the undecorated side of the wall (near the door).
4. Add some glue to tab 2 and glue to the corresponding wall. – The first floor should protrude from the front.
5. After that, add some glue to tabs 3 and 4 and stick the roof down.
6. Repeat this step on the other side of the roof with tabs 5 and 6.
7. After that, glue tab 7 and stick to the underside of the top section of roof.
8. The two blank tabs at the bottom of your house can be used to stick your house down wherever you like.

Your Tudor house is now ready for display!

Fire of London Paper Model House



- 1) Cut
- 2) Hill Fold
- 3) Valley Fold
- 4) Glue



Plants and Growth



flower



leaves



water



roots



bean



seeds



sun



watering
can



grow



pollen



rain



leaf



vegetables



stem



soil



fruit

Match the label to the image of the seed. Answers are on the next page.

<https://www.twinkl.co.uk/resource/t-t-10000079-seeds-and-plants-matching-cards>



Calendula	Coriander	Cornseed
Grape	Mustard	Poppy
Pumpkin	Sunflower	

Compare the seeds by talking about the similarities and differences.

If you planted these seeds what do you think the plant would look like. Do some research and find out.

Have a look at some seeds you have at home and think about the plant they will grow into.
Plant 2 different types of seeds and watch them grow.



Think about what a plant needs to grow.

Calendular



Coriander



Cornseed



Grape



Mustard



Poppy



Pumpkin



Sunflower

Buddha and the Injured Swan



The Buddha was a well-known religious teacher who lived many years ago in India. His real name was Prince Siddhartha and he grew up in a magnificent palace. He was always kind to animals from an early



One sunny day, as a young Prince Siddhartha watched a flock of beautiful wild swans flying past, he saw one fall from the sky.



Siddhartha rushed over to the fallen bird to discover it had been shot as there was an arrow sticking out of its body. Siddhartha carefully removed the arrow and bathed the wound, gently stroking the swan.



Suddenly, Siddhartha's cousin, Devadatta came running over. He was carrying a bow. "That swan is mine. I shot it and will kill it." "No, Devadatta," replied Siddhartha, "I have saved the life of the swan, and will look after it until it can fly again."



As the boys could not agree, they went back to the wise people in the palace. A wise old man spoke, "Siddhartha will take care of the swan, for it is better to save a life than to take it away."



So Siddhartha nursed the swan back to health, and then when it was ready to fly again, the flock of swans returned and the recovered swan flew away with them. Siddhartha was delighted when the swan flew away, but his cousin, Devadatta, became angry and hate grew in his heart.

Read the story of Buddha and the Injured Swan.

Think of and draw 2 things that make you feel sad and 2 things that make you feel happy.

Talk to an adult and explain why.



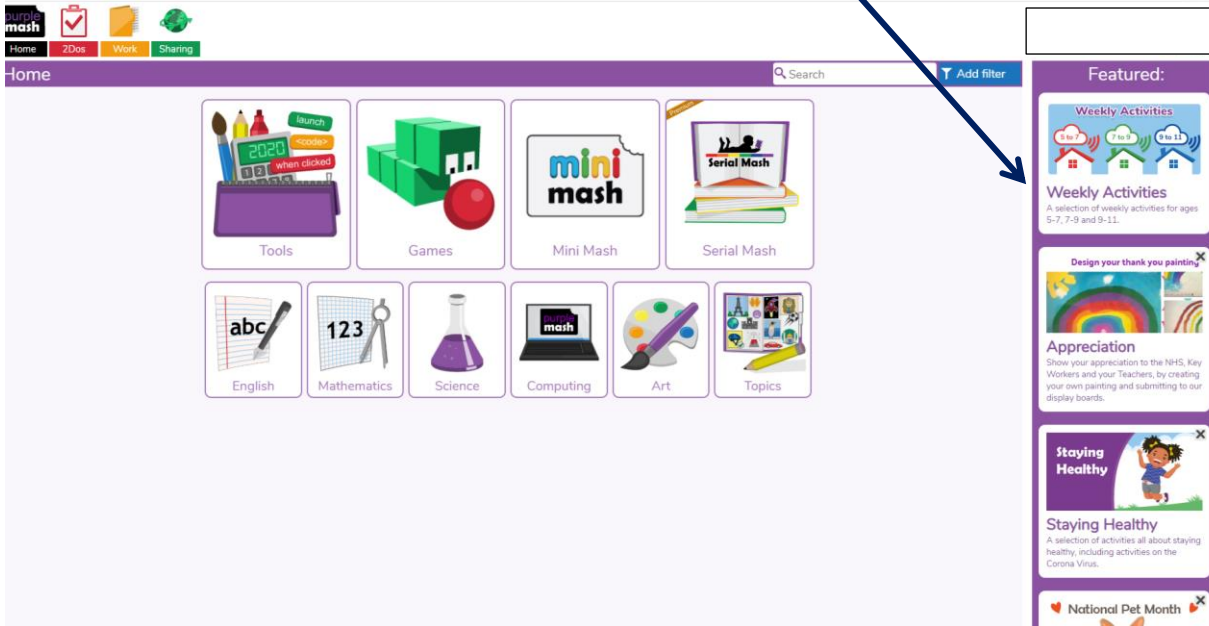


Purple Mash now have weekly activities for you to complete.

Log in to your account.

Go to 'Home' and click on 'Weekly Activities' in the Featured Section.

Then click on the correct age band.



BE SMART ONLINE

S SAFE Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.

M MEET Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on www.thinkuknow.co.uk

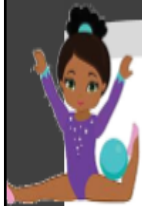
A ACCEPTING Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.

R RELIABLE You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.

T TELL Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline - 0800 11 11 or www.childline.org.uk

BE SMART WITH A HEART
Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.

WWW.CHILDNET.COM



#stayhomestayactive

#PEatHome1

EXPLORE



Find the biggest space you have in your house or garden.

Can you use your body to make as many shapes as possible? Count how many different shapes you can come up with.

Bright ideas:

Can you make the following shapes with your body?

- 'P' shape
- 'E' shape
- '@' shape
- 'H' shape
- 'O' shape
- M Shape



Can you make another E shape? What have you spelt out?

What other letters of the alphabet can you make?

Try to make your shapes look as neat as possible. Think about straight lines and curves.

PRACTICE

Decide which of your shapes you are able to perform the best.

Choose 4 letter shapes to make a word and think about how you can link them together.

Could you travel, turn or jump between each of the shapes?

You have started to create a gymnastics SEQUENCE. This is when you link two or more skills or movements together.



Mathematics: Sequencing

Now you have put your gymnastics in order, you are going to do the same with Mathematics!

You will need Post It notes, paper or card.

Write the days of the week on to separate pieces of paper and get one of your family to hide them around the house. Find the days as quickly and safely as you can, once you have them all, put them in the correct sequence.

Can you do the same with the months of the year
ten 2 digit numbers

DEVELOP



Can you add two balances to make the sequence more difficult?

When you balance, you try to stay in control of your body whilst trying to make it look as neat as possible. You may do this whilst taking parts of your body off the ground, such as a foot or a hand.

Practice your two balances and try to hold them for at least 3 seconds. Add your two balances to your sequence and practice moving smoothly between shapes and not wobbling.

Can you perform your sequence for someone in your family? Have a clear start and ending. Get them to count and describe each shape and balance which you perform.



Parent's Tip!

Gymnastics is all about aesthetics - how each movement or skill looks and feels. Try to help your child understand the difference between 'just doing' a shape or balance and performing a shape or balance to make it look and feel as good as possible.