

### Suggested Home Learning Activities for Year 2 (Term 4)

	Numeracy	Other Activities	Spellings
Wk 1 20 – 24 Feb 2017	<u>Fractions</u> Fold shapes into equal parts. Use fraction names to describe one of the equal parts. Cut a cake or pizza into halves, quarters, thirds.	Look at the moon on a clear night. What does it remind you of? Write some descriptive sentences eg. The moon is like a big silver balloon floating in the sky. Find a book where the author uses language in an interesting way. Find 3 examples, then copy them out and explain why you like them.	(soft) c eg cell, race
Wk 2 27 Feb – 3 Mar	<u>Fractions</u> Use the sweets in a packet to find half and quarter and three quarters of a number.	Read Poems/stories/information books about Night time  Identify nouns, adjectives, verbs and adverbs in sentences.	_____ dge _____ ge eg hedge / huge
Wk 3 6 – 10 March 2017	<u>Halving and Doubling</u> Practice doubling each number between 1 and 10. Once this is easy try doubling higher numbers including multiples of 10 Halve all even numbers between 0 and 20. Increase to higher numbers Play the “Doubles” game with a member of the family. Roll two dice and add the numbers together. Double the answer and record your score. First player to reach 100 is the winner.	Find examples of compound sentences in a story book (A compound sentence is a sentence with 2 parts joined together with a “joining word” eg. It was raining SO we stayed inside. The cat ran across the road BECAUSE it saw a mouse. I knocked on the door BUT no one answered. Make up three quiz questions about the story “The Owl who was afraid of the Dark”. Write a note to your friend telling him/her a bit about the story. Explain why you think he/she should read it.	_____ y / _____ies  eg cry / cries
Wk 4 13 – 17 March 2017	I’m thinking of a number. If I halve it my answer is 9. What number was I thinking of? Explain how you know. Ask a member of your family to give you some more problems like this. Two identical books cost £12. How much does one book cost? Write a number sentence to show what you did. There are 30 children in a class. Half of them are girls. How many boys are there? Miss Parry has 32 stickers. She gives half to the children in Year 2. How many stickers does she have left? Make up your own halving or doubling problems.	Make a cake or some biscuits. Talk about how the mixture changes after it is heated. Make some jelly. Talk about how the liquid jelly changes when it is cooled. Find other things that change when they are heated/cooled. Which changes are reversible (change back). Which are not?  On Friday 17 <sup>th</sup> March we are having sponsored “Bed Push” to support those who are sick or disabled. Please try to collect as much sponsor money as you can.	“Contractions” eg can’t – can not don’t – do not won’t – will not isn’t – is not hasn’t – has not
Wk 5 20 – 24 March	<u>Multiplication</u> Practice the 2x, 5x and 10x tables. <u>Division</u> Solve some division problems. Eg. I have 10 sweets. I share them between 5 children. How many sweets each? Can you spot the connection between multiplication and division?	Read some non-fiction texts where the information is organised into headings. Try and write a non-fiction report of your own. Use headings to organise your writing (eg. The Seasons – Spring, Summer, Autumn, Winter)	_____ le  eg candle
Wk 6 27 – 31 Mar	$5 \times 2 = 10$ , $10 \div 2 = 5$	Try to read a “Jill Murphy” book. Bring it to school if you can.	kn_____ eg know
Wk 7 3 Apr – 7Apr	Use a centimetre ruler to measure and draw lines. Find out which units of measure are used for measuring weight (grams/kilograms), length/height (metres/centimetres), capacity (litres/millilitres)	Read the Holy week and Easter stories in your Bible (Maundy Thursday/ Good Friday/ Easter Sunday). During the holidays try to visit St Francis’ Church and look for signs of Easter (Easter Candle, Easter garden etc) <b>Parents: Please let Miss Parry know if you are available to help with the KS1 Holy Week Workshop on Tuesday 4<sup>th</sup> April at 9.15am or to walk to St Francis Church for Stations of the Cross on Wednesday 5<sup>th</sup> April at 10.45am. Thanks.</b>	_____y  eg sunny, honey, funny

Year 2 Term 4 2016/2017

The table below lists the skills, knowledge and understanding which we are developing for each subject during Term 4. Please come and see me if you have any queries or questions regarding your child's learning this term.

<p>Maths</p>	<ul style="list-style-type: none"> <li>• I can recognise, name and write simple fractions (halves, quarters, thirds).</li> <li>• I can find one half, one quarter, two quarters, three quarters and one third of a quantity, set of objects, shape or length.</li> <li>• I can recognise the equivalence of simple fractions eg two quarters equals one half</li> <li>• I can recognise sharing and grouping as division.</li> <li>• I can use the symbols + - x and ÷ to record and interpret number sentences.</li> <li>• I am beginning to understand the connection between division and multiplication.</li> <li>• I can solve problems involving multiplication or division.</li> <li>• I can show that the multiplication of two numbers can be done in any order but division of one number by another cannot.</li> <li>• I can understand and use the inverse relationship between addition and subtraction to check calculations and solving missing number problems.</li> </ul>
<p>Writing  Punctuation and Grammar</p>	<p><u>Term 4</u></p> <ul style="list-style-type: none"> <li>• I can recognise nouns, verbs, adjectives and adverbs.</li> <li>• I can write my own structured poem.</li> <li>• I can read an extended story and look at links between events.</li> <li>• I can write character descriptions.</li> <li>• I can re-enact events in the story.</li> <li>• I can plan and write stories with a logical sequence of events.</li> <li>• I can write simple, compound and complex sentences.</li> <li>• I can read and compare non-chronological reports.</li> <li>• I can recognise common characteristics of a non-fiction report.</li> <li>• I can plan and write a non chronological report identifying a general theme and using subheadings, key details and information.</li> </ul> <p><u>Term 4/5</u></p> <ul style="list-style-type: none"> <li>• I can read books by Jill Murphy then express opinions and compare similarities and differences.</li> <li>• I can ask and answer questions about author and characters.</li> <li>• I can use expanded noun phrases to add description.</li> <li>• I can write stories about familiar characters in a different setting.</li> <li>• I can recognise and write different types of sentences (statement, question, exclamation and command).</li> <li>• Through role play and discussion, I can explore what it means to persuade or be persuaded.</li> <li>• I can write a persuasive piece of text.</li> </ul>
<p>RE</p>	<p><u>Topic 1 Lent</u> Children will learn</p> <ul style="list-style-type: none"> <li>• That Lent starts on Ash Wednesday and lasts for 40 days.</li> <li>• That Lent is a time when we think about forgiveness.</li> <li>• That Jesus taught different things about forgiveness.</li> <li>• The parables of the lost sheep and the unforgiving servant and explore their meanings.</li> </ul> <p><u>Topic 2 Holy Week</u> Children will learn</p> <ul style="list-style-type: none"> <li>• The events of the Last Supper</li> <li>• That Jesus washed his disciple's feet to show how we should love others.</li> <li>• That we remember the death and resurrection of Jesus.</li> <li>• That the Stations of the Cross tell the story of what happened to Jesus before he died, and help us to understand how we can follow him.</li> </ul>

Science	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name range of everyday materials (eg wood, plastic, glass, metal, water and rock)</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Explore materials making observations and simple comparisons.</li> <li>• Describe ways of making materials or objects change.</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, paper and cardboard for particular uses.</li> <li>• Know that objects made from some materials can be altered by squashing, bending, twisting and stretching.</li> <li>• Know that materials often change when they are heated</li> <li>• Understand that some changes are reversible and some are permanent.</li> <li>• Make something out of clay</li> <li>• Work scientifically by performing simple tests to explore questions.</li> <li>• Learn about a famous Scientist.</li> </ul>
PHSE	Who's afraid? (The nature of fear)
PE	Dance
Computing	<ul style="list-style-type: none"> <li>• Can give instructions to a friend (using forward, backward and turn) and physically follow their instructions to move in a shape.</li> <li>• Can program a robot or software to do a particular task.</li> <li>• Can understand that devices or on screen turtles are controlled by sequences of instructions or actions.</li> <li>• Can use programming software to make objects move.</li> <li>• Can look at a friend's program and tell you what will happen</li> <li>• Can watch a program execute, spot where it goes wrong then debug it.</li> </ul>