



Dear Parents and Carers of Year 2 Children

Please see below an outline of the Year 2 Home Learning Provision programme which is planned out for the weeks Monday 23rd March 2020 and Monday 30<sup>th</sup> March 2020.

Home Learning for Year 2 is a combination of daily and weekly tasks. These will be supplemented with additional material posted each week on the school website.

In order to make access to the learning activities more manageable, the school will post information on the Monday of each week by 10.00am leading up to the Easter holiday.

This information is to be found on the school's website: [www.chiltonfoliatprimary.org.uk](http://www.chiltonfoliatprimary.org.uk) under the main tab, Parent Information → Home School Learning → Fallow Class → Year Group and will be sent out via Parent Mail.

1. Phonics ~ 20mins
2. Reading comprehension task – 20 mins
3. Writing task ~ 40mins
4. Spelling ~ 20mins
5. Maths ~ 40mins
6. Project ~ 50mins
7. Shared reading ~ 10mins
8. Science – a weekly task
9. PE – bursts of fresh air and brain breaks

### Phonics

Phonics will follow the daily pattern of flashcards using letters and sounds grid, reading key words, word building using the grapheme of the day and writing dictated sentences.

Playing "Best guess" for alternative spelling choices of the same vowel sound and writing words and sentences to match. Take one sound at a time to investigate. Each sound will take about 1 week each to work through, with word writing, then DICTATED sentence writing. Taught vowel sounds and alternative spelling below:

a, ai, ay, a\_e, ey, ae, eigh  
ee, ea, ey, ie, e\_e, y  
i, igh, i\_e, ie, y  
o, oe, o\_e, ow, ough  
u, ue, u\_e, ew, oo ou  
ear, eer, ere  
ch, tch

### Reading Comprehension Task

Read a short text. Read the questions. Find the key information in the text. Write your answer fully.

### Writing task

The writing task will extend from phonics and taught punctuation and grammar. This will include :

- a plan for your writing
- note taking
- a picture to match
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- writing using the skills taught – checking spelling and punctuation (full stops, capital letters, question marks and exclamation marks), using interesting and exciting language including adjectives, adverbs and conjunctions (and, but, so, because etc.)

We have been reading "Meerkat Mail", in which the meerkat decides to leave home because he is fed up with his family and goes on an adventure. Choose a different type of animal to set out on an adventure of their own. Why do they want to leave home? What is annoying them in their family? What will they pack in their suitcase? Where will they go? Who will they meet?

Create a story map for your idea; make notes on each section to include key words you will use; write up each part remembering to use paragraphs to break up your story into sections - new paragraph for new scene or time.

This task will take about 4 sessions to complete to a written story stage. Then go back and check and improve your work by reading back. Add a picture for your reader to illustrate your story.

### Spelling/key words for reading

Words for reading and spelling. Work on the spellings you need to secure from the Year 1 and 2 lists. Children should use the look, cover, write, check method to learn spellings then practise using rainbow write, speed write, make a word search, use the words in sentences.

### Maths

Maths starters should include counting to then back from 100, counting beyond a hundred and back through a hundred, counting on in 10s from any number and spotting the effect. Also number bonds for 10, 20, 100 and all numbers within 10. Times tables reciting - 2s, 5s and 10s.

Overlearning areas of taught maths, use concrete equipment as needed (could be coins, cubes, buttons, a ruler or tape measure to aid counting.) The tasks set need to be worked through using written calculations as required, drawing own number lines to calculate addition and subtraction, using bar models. Using arrays (patterns) to calculate in multiplication and division.

Work through the TAF Maths booklets which includes all areas of Maths. One page per day. Specific additional tasks will be given for each day.

### Project (afternoon work)

Project work will involve elements of other areas of the curriculum, such as science, geography, art or RE. A project will be set to be completed over the week with specific areas of the curriculum that MUST be included as well as suggestions to extend the work.

We have been working on A Journey Into Africa all term.

The children should design their own zoo of African animals. Research the animals you choose.

Draw a picture of each animal in its best environment and label it.

Write an "information board" for each animal enclosure to tell the visitors to your zoo about the animals. What sort of environment will each animal need to be in? What will each animal need to eat? Is the animal on the endangered list? What are its threats?

Choose one of your favourites, making the animal from salt dough/playdough etc. and make its enclosure using an old box, painting or colouring it to match the environment it needs.

(Additional project tasks will be given each week.)

### PE (bursts of 20 minutes )

Get outside to do some exercise and get fresh air. The children have worked on balance and coordination skills, speed challenges for running, skipping – use the ropes they were given with their counters to build in an increasing achievement challenge for a 2 minute skip. Use balls to build



catching and throwing skills as well as kicking skills. Use on line exercise programmes based on wake and shake to music.

### Science (Ongoing, 50 minute session weekly)

Use the outdoors to do some seasonal Science – signs of Spring.

What changes are occurring in nature? What do you notice? Draw or paint a picture to match and write about what you find. Can you use scientific language to do with changes of temperature? Weather? Growth of plants and animals?

### Shared reading/Story time

It is vital that you read to your child every day and discuss the characters and ideas in the story or information book. Ask them to make predictions about the story or the book, the characters, describe the characters and their behaviour, the setting, the style of book – fiction or non-fiction, the layout and features. What do they like/dislike about the book? Children can respond by writing a short book review or drawing a favourite character and labelling their features and personality.

Children MUST also read daily, using e-books. These can be found on communications4all and on Oxford Reading Tree (ORT) websites (see below).

Children MUST date all work in full e.g. Monday 23rd March 2020. This helps with key spellings! The whole page in a book must be used before moving onto the next page.

### Website support

The following websites can support research or supplement the above learning and sometimes may even be part of a lesson: -

Nrich (maths)

bbcbitessize (all subjects)

[www.communication4all.co.uk](http://www.communication4all.co.uk) (e-books)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) (ORT e-books)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (phonics and grammar)

[www.topmarks.co.uk](http://www.topmarks.co.uk) (Maths)

[www.crikweb.co.uk](http://www.crikweb.co.uk) (Maths)

Numberblocks (CBBC or Youtube)

Alphablocks (CBBC or Youtube)

Andy's Adventures (CBBC or Youtube)

Other great activities include baking, garden games and hunts, junk modelling (a great way to use up those toilet rolls), board games, construction kits, putting on a puppet show or acting out a story.

Although work is completed at home, we will be expecting all written work to be handed in when the children return to school.

Kind Regards

Mrs Lara Jepson