



Year Two – Home Learning Grid

Reading	<p style="text-align: center;">Use your phonics grids and keep reminding yourself of all sounds in all phonics phases – See attached Choose a sound and make some lists of the words which include these sounds Keep practising reading and spelling the word on the common exception list – See attached</p> <p style="text-align: center;">Reading as many different types of texts as you can! Reading EVERY DAY will really support your learning. Keep a list of everything that you read e.g. newspaper, cereal box, story, text on the internet e.g. oxford owl Ask a grown up to read a story or part of a text to you.</p> <p style="text-align: center;">Look out for any of the following types of words in any text that you read: suffixes (ful, ness, less, ment)/homophones/contractions (possession: eg girl's and omission: eg they'll)</p>				
Writing	<p>Choose an animal and draw a picture of it.</p> <p>Surround this picture with descriptive words and phrases. You may wish to research your animal in a book or online to help you e.g. where does it live? What does it look like (it's as big as.... etc).</p> <p>Write a poem, story or riddle about your animal. <i>Think carefully about what your writing needs to include – story structure, different sentence starters, punctuation, vocabulary, handwriting</i></p>	<p>From the Year 2-word bank (see Website) choose 10 or more of these – Write clues for someone else to guess your word. – Create a wordsearch using some of the words</p> <p>Choose a favourite book and write a short review about why you like it (or why you don't like it).</p>	<p>Find a paragraph in one of your books. Re-write this in either the past tense or the present tense.</p> <p>Invent a mythical creature that could live at the North Pole and draw or write about it.</p>	<p>Write a letter to your teacher about your dreams for the future. What would you like to achieve in the future? Do you have a job that you would really love to be able to do, is there a place that you would love to visit or an experience you would like to have? Would you like to have a pet? Why?</p>	<p>Cut a picture out of a magazine or from the internet of a location. Write a persuasive piece of text about why it would be good to go here? Be as creative as you like. Think about the structure of your writing and the words that you use that would persuade or encourage people to visit.</p>



Maths	<p>This is our school telephone number: 02083993341</p> <p>How many different two digit numbers can you make using the numerals in our telephone number? Put them in a sequence starting with the smallest number first.</p> <p>Add and subtract some of these two digit numbers from each other and show your working out in pictures or jottings e.g. $31 - 14 = ?$, $28 + 13 = ?$ Remember to exchange one ten for ten ones!</p>	<p>Have a look a receipt or in a catalogue online for a selection of items that are less than £2 e.g. a box of eggs, a newspaper. Using coins only, find different ways to make this amount. What is the least amount of coins needed to buy each of these items? Can you sequence these items, not by their price, but in how many coins you need as a minimum to buy them? Try it with other amounts. Show your working out by drawing a purse and the coins inside, or you may wish to photograph the different amounts.</p>	<p>Draw clock faces to show the time during the day that you did different things e.g. woke up, brushed teeth, played a game, read a book, ate lunch etc</p> <p>Choose 2 of these activities and work out how much time passed in between.</p> <p>Create your own time word problems. E.g. If you put a cake in the oven at 2 o'clock and it takes 45 minutes to bake, what time will you need to take it out of the over?</p>	<p>With an adult's help, cut up apples into halves and then quarters. Can you cut up the quarters to make eighths?</p> <p>Share out items between different numbers of people. e.g. count out 16 sultanas and share them between 4 people but remember, you have to be fair so make sure everyone has the same! Can you share 15 equally between 4 people? Why not?</p> <p>Show your working out. How can you easily work out $\frac{1}{4}$ of a larger number like 40?</p>	<p>See Triangle Investigation below. Record your findings in either photographs or drawings.</p>
Science	<p>Choose an animal.</p> <p>Find out about their habitat and what they eat. Design a habitat for them that will meet their basic needs – think about access to food, water, shelter requirements, protection from predators etc.</p> <p>This could be a picture, art and craft (model making).</p> <p>Label your design.</p>	<p>Sit in one of the rooms in your home. Look around you. How many different materials can you see? Make a list of them. For each of these materials record at least 5 other things that are often made from this material.</p> <p>Try and explain why this is a good material for these items. e.g. glass: windows – because glass is transparent and waterproof etc.</p>	<p>Can you see a plant or tree from a window in your home? Draw a picture of this, labelling its different parts. Does this tree or plant have a seed? Find out what it looks like by looking in a book or online.</p> <p>Label your picture with the name of your plant or tree and any interesting facts that you can find out about it.</p>	<p>Help with some cooking at home with a grown up. Observe what happened to the ingredients at each stage. Do the ingredients look the same as they did at the beginning of the task? What has changed/happened? Can you think of any words to describe this change? Remember our popcorn experiment...</p> <p>Draw or write about this.</p>	<p>Using your knowledge of a balanced and healthy diet can you create a food plan for the week. Make sure you include items from each of the groups. Design one for an athlete considering what types of foods they will need and why. See if there are any similarities or differences that you can spot between yours and the athlete's.</p>
TOPIC	<p>Homophones – create images which show the difference in meaning between homophones (words that sound the same but have different meanings e.g. night/knight, blew/blue, one/won)</p> <p>You may wish to draw these, use clip art or cut out images from magazines</p>		<p>Design an outfit in the style of one of the 1960s fashions. Label the material that each item could be made from.</p> <p>Design a flower power Mini car or camper van.</p>		<p>Invent a new game which could be played in a PE lesson. Your game must have between 2-4 players, can involve any typical PE equipment (e.g. bean bags, hoops, quoits, balls, benches) and must provide an opportunity for your heart rate to increase to keep you fit. Record your game in any way you would like e.g. draw it, write instructions, give a description, use photographs etc.</p>



	<p>Build a local landmark out of the most creative resources which you can find, e.g. lego, construction kits, cereal packets, craft materials, online resources etc. Take a photo of it to stick in your book. (Here are a few ideas: Surbiton station, fallen telephone boxes in Kingston, Hampton Court Palace, Kingston Bridge, London Eye)</p>	<p>Online Safety – Can you help produce a poster to put up around school to teach children about how to stay safe online. This could be produced either on the computer/electronic device or on paper. Make sure that it is eye catching and presents key messages clearly.</p>	<p>'Stylish Sixties Fashion' Research the different fashion trends that appeared throughout the sixties. Can you identify any key fashion designer/individuals (<i>Twiggy, Mary Quant, Mods and Rockers</i>) Who helped set new trends and inspire new key fashions? Record this either through a poster or a short fact file. Feel free to make it as colourful and engaging as you can.</p>
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Top tips for families

- Try and create learning opportunities that are fun and engaging.
- Have lots of breaks. Many children will lose focus after about half an hour depending on the activity and environment.
 - If an activity doesn't seem to be 'working', then do something else. You can always try again on a different day.
- Ask your child to be the teacher! They will love teaching you what they know and this will really reinforce their knowledge, skills and confidence.
 - Lots of daily activities include multiple learning opportunities. Children often learn best when they don't 'know' they are learning!

Website links

Sundog – please see password in Reading Record

BBC Bitesize: <https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

<https://www.ictgames.com/mobilePage/writingRepeater/> (this is a great site to help with handwriting practice)

<https://nrich.maths.org> (great for maths challenges that will get everyone thinking 'outside of the box'!)

<https://www.educationcity.com/> (this is a paid for site, but you can access a free trial)

http://www.ictgames.com/arrowCards_revised_v4.html (for revision of place value)

<https://www.topmarks.co.uk/> (a great selection of online interactive learning games)

<https://www.oxfordowl.co.uk/> (lots of free e-books on this site and Maths and English games)

<http://resources.hwb.wales.gov.uk/VTC/20050224/English/Keystage1/Writing/tradit/introduct/default.htm> (reading and writing activity about fairy tales)

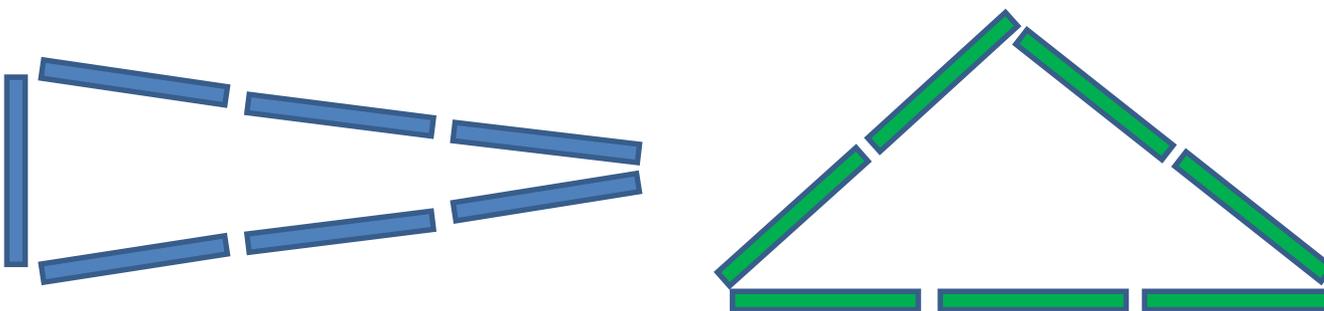
- <http://www.pobble365.com/>. A new image is provided every day - useful for generating discussion, verbal story telling or writing your own sentences.
- <https://www.bbc.co.uk/bitesize/levels/z3g4d2p>. A variety of online activities linked to different KS1 subject areas
- <https://www.bbc.co.uk/programmes/articles/5RMpbn1X8tMkMQgw0GRhz8L/early-years-foundation-stage-eyfs>. A variety of rhymes and stories for children to listen to
- <https://www.childrensuniversity.manchester.ac.uk/>. Lots of activities to support learning at home
- <https://www.gonoodle.com/>. A downloadable app with a range of songs and movements to keep children physically active at home
- Search for 'Joe Wicks 5 Minute Move Kids' - the Body Coach has recorded 5 minute fitness videos for primary aged children to keep them moving!
- <https://www.puzzles-to-print.com/crossword-puzzles-for-kids/>. Printable puzzles available at a variety of levels and themes



Triangle Investigation

Find seven sticks that are all the same length – you could use lolly sticks, chopsticks, straws, pens or even thin strips of paper.

Explore how many different triangles you can make using all seven sticks.



Now try using nine sticks – can you make any more triangles using all nine?



What about using eleven sticks? Do you notice a pattern? Could you predict how many triangles you can make with thirteen sticks?



Ask a range of questions with different colours to help support your child to comprehend the text as fully as possible.

READING COMPREHENSION QUESTIONS

Fiction Texts

Where does the story take place?

What did the character look like?

Who are the key characters in the book?

What kinds of people are in the story?

When did the story take place?

Where did the character live?

What happened in the story?

Explain something that happened at a specific point in the story?

If you were going to interview this character/author, what questions would you ask?

Which is your favourite part? Why?

Who would you like to meet most in the story? Why?

What do you think would happen next if the story carried on past the ending in the book?

Who was the storyteller? How do you know?

Predict what you think is going to happen next. Why do you think this?

Is this a place you could visit? Why/why not?

How is the main character feeling at the start/middle/end of the story?

Why do they feel that way?

Does this surprise you?

Were you surprised by the ending? Is it what you expected? Why/why not?

What is the main event of the story? Why do you think this?

How has the text been organised?

Why do you think authors use short sentences?



How did you think it would end/should have ended?
Has the author used an unusual layout in the text? If so, describe it and say why you think they did this?
Has the author used a variety of sentence structures?
Has the author put certain words in bold or italic? Why have they done this?
Why did the author choose this title?
Can you find some examples of effective description? What makes them effective?
Can you find examples of powerful adjectives? What do they tell you about a character or setting?
Can you find examples of powerful verbs? What do they tell you about a character, their actions or the setting?
Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text?
Which part of the story best describes the setting?
Can you find examples of powerful adverbs? What do they tell you about a character, their actions or the setting?
Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?
Can you think of another story that has a similar theme eg good over evil, weak over strong, wise over foolish?
What makes this a successful story? What evidence do you have to justify your opinion?
What was the most exciting part of the story? Explain your answer as fully as you can.
What was the least exciting part of the story? Explain your answer as fully as you can.



Why did the author choose this setting?
How could the story be improved or changed for the better?
What genre is this story? How do you know?
When the author writes in short sentences, what does this tell you?
Do you know another story, which deals with the same issues eg social, cultural, moral issues?
How would you have felt in the same situation?
How would you feel if you were treated in the same way as the main character?
Have you read any other stories that have similar characters to this one? If so, which story was it and what happened?

READING COMPREHENSION QUESTIONS

Non-Fiction Texts

What is the text about?

Who is the author of the text?

Can you find examples of different features of this text type?

Where would you look to find out what a technical word means?

What is the title of the text?

What kind of things would you expect to see in this book?

Find something that interests you from the text. Explain why you chose that particular part.

What is on the cover of the book? What does this tell you about the content inside?

Which parts of the book could help you find the information you need?

When would you use the index page in the book?

When might someone use this book? Why?

Do you think the author of the book is an 'expert' about the topic of the book? Why/why not?

When would you use the contents page in the book?

What sort of person do you think would use this book?

Can you suggest ideas for other sections or chapters to go into the book?

What kind of a text is this? How do you know?

What is the purpose of the pictures?

What are the subheadings for?

Why have some of the words been written in italics?

Can you find examples of words which tell you the order of something?

How does the layout help the reader?

Why have some of the words been written in bold?

Can you find an example of a page you think has an interesting layout? Why did you choose it?



Why does this book contain technical vocabulary?
Why do we need a glossary in a text?
Find an example of a technical word. Read the sentence it's in. What do you think it means based on how it's used in the sentence?
Are there any examples of persuasive language?
Why has the writer written this text?
Why did the writer choose to present the information in the way they did?
What makes this text successful?
Can you think of another text that is similar to this one? What are the similarities and differences between them?
Have you found any of the illustrations, diagrams or pictures useful? Why/why not? Try to explain fully?
How could the information be presented better?
Are there any features that it hasn't got? Why do you think it doesn't have them?



Overview of Letters and Sounds

Below is a chart showing the order that children will be taught the sounds

Phase 1	<ul style="list-style-type: none"> • Listening to and for sounds. • Rhythm and rhyme • Alliteration
Phase 2	<ul style="list-style-type: none"> • Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss • Tricky words: the, to, go, no,
Phase 3	<ul style="list-style-type: none"> • Sounds taught: 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 • Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	<ul style="list-style-type: none"> • Recap all previous sounds. • Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her • Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr
Phase 5	<ul style="list-style-type: none"> • Learn new phoneme zh • Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e • Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. • Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. • Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh
Phase 6	<ul style="list-style-type: none"> • Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es • Understand the rules for adding ing, ed, er, est, ful, ly, y • Investigate how adding suffixes and prefixes changes words • Introduce the past tense

Glossary.

Phoneme- the smallest unit of speech-sounds which make up a word.

Grapheme- the written representation of sounds.

Tricky word- word which cant be sounded out

Keywords- high frequency words

vc word- vowel consonant word (it, as)

cvc word- word made up of a consonant, vowel, consonant (cat, dog)

Initial sound- first sound in word



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

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	