



For each Maths and Literacy task there are generally 2 options. Please choose the option you feel is most suitable for your child and their stage of development. Where there is a worksheet provided – if you do not have access to a printer, please ask your child to copy out the worksheet onto any type of scrap paper (envelopes, old cards, cereal boxes etc).

Home Learning Timetable

Time	Activity
07:30 – 08:30	Get dressed – Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	"Walk to school" – use this time to exercise or <u>take a look</u> at the MRA website and select the work you will be completing for the day
9:00 – 9:30	P.E - complete a P.E activity, eg. Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!
09:30 – 10:00	Literacy - <u>Take a look</u> at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
10:00 – 10:30	<i>Break time – Have a snack and a break</i>
10:30 – 11:30	Maths activity – Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
11:30-12:00	Quiet reading time – choose a story to read to yourself quietly or watch a story on YouTube.
12:00 – 13:00	<i>Lunch</i>
13:00 – 13:30	Free time/playtime
13:30 – 14:15	Topic/Spanish activity – Homework provided by teacher
14:15 – 15:00	Creative activity – visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model
15:00 – 15:30	Home time exercise activity - P.E - complete a P.E activity, eg. Watching Joe Wicks or Cosmic Yoga on <u>Youtube</u> , playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!

H o m e	M o n d a y	Last week, you started to have a look at capacity in maths, using millilitres (ml) as a measure. The beginning of this week will build on this capacity learning and then move on to temperature. You'll end each week by doing your own maths meeting! <u>MATHS</u> Task: Capacity Every container has a certain capacity. Capacity is how much liquid it can hold altogether. Volume is how much liquid is actually in the container if it is not full. A capacity of one litre is normally written as 1l on the side of containers. 1. Can you find any containers/bottles in your house that have a capacity of one litre? 2. Can you measure 1l in a measuring jug?
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3. Can you think of any other containers that might have a capacity of 1l?

Use your 1l capacity container to help you:

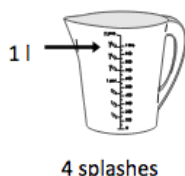
Option 1 - find 6-10 containers of different sizes eg, a mug, a bottle of milk, a tube of toothpaste, a glue stick (they do not need to be full containers). Sort the containers into groups of 'more than 1l', '1l' and 'less than 1l'.

Option 2 – Complete option 1, then sort the containers in order of smallest to greatest capacity.

Challenge: Can you work out what the capacity of a splash is using the picture?



Splish, splash, splosh



Parental guidance:

The aim here is for children to identify and estimate which containers are approximately 1l in capacity. The containers do not need to be full. If the containers are not full/completely empty, remind children to focus on the whole container for this exercise, not the amount that is in the container (volume). There may be some confusion where the container is not a 'standard' 1L carton eg. If the container is short and wide but it still has a capacity of 1L.

LITERACY

Reading: every day –choose a book to read to your grown up, and choose a book for your grown up to read to you! Pay attention to the 'how' and 'why' questions that your grown up will ask you from your list of comprehension questions to use with any story.

By the end of the week in Literacy, you'll have written your own set of instructions.

Task: To discuss a set of instructions

Ask your child to pick a favourite chore, task or activity. For example, cleaning their room, setting up a board game or turning on the PS4 and playing Minecraft.

Today is about verbalising the actions and instructions. Ask your child to think carefully about each step and then share the steps with an adult, sibling or a toy.

If shared with a sibling or adult can they follow the instructions strictly and arrive at the desired outcome?

If not, what steps does your child need to change?

Do they need to change the positional language (see last week's learning)?

Do they need to be clearer about when to do each step? (Adverbs of time will be useful here. First, next, last and finally).

Option 1: talk through instructions with verbal prompts to be clearer or to use adverbs of time.

Option 2: talk through instructions with visual prompts. You could list in bullet point *First, *Next, *Then *After * Finally

Parental guidance:

Talk before writing is very useful for children as it helps to organise their ideas. Even if this talk is to a teddy bear it will still be useful. Children could record their ideas as a voice note for use tomorrow if that would help them.

SCIENCE

Task: **Light refraction experiment**

You will need:

- a clear water bottle filled with water (glass or plastic although plastic will work better)
- a small piece of paper/post-it note
- a pen/felt-tip

1) Draw two arrows on the post-it note. One arrow should point left; one arrow should point right. Stick the note to a wall.

2) Place the bottle in front of the post-it note so you can see it through the bottle. Now, gradually move the water-filled bottle left and right in front of the post-it note.

3) What happens to the arrows when you are looking through the bottle?

4) Move the bottle back to the original position. Do the arrows return to their original directions?

Explanation/extension: This amazing trick happens because of **refraction**. Light bends when it passes through things like water and plastic. As light travels through the water and plastic, the light rays cross over each other and cause the picture to look reversed. Now you could draw some other images and see what happens to them!

Parental guidance:

Don't be afraid of introducing children to scientific terms such as refraction. Experiment with different simple images once you've explored the arrows.

T u e s d a y

MATHS Task: Volume

Every container has a certain **capacity**. Capacity is how much liquid it **can** hold altogether. **Volume** is how much liquid is actually in the container if it is not full.

Use a measuring jug to find out:

- 1) How many milliliters are in one litre?
- 2) What is half of one litre?
- 3) What is one quarter of one litre?

Option 1: Look at the following volumes (you can measure them out if that is helpful). Now order them from smallest volume, to the greatest volume.

- 1) 600ml
- 2) 1litre (1000ml)
- 3) 200ml
- 4) 400ml
- 5) 500ml

Option 2: Use your number bonds to help you double the following volumes – check carefully whether the measure is in milliliters (ml) or litre (l)! You could measure out the amounts to double them if that is helpful.

- 1) 500ml
- 2) 100ml
- 3) 1l
- 4) 80ml
- 5) 50ml
- 6) 20ml
- 7) 300ml
- 8) 4l

Challenge: Damian bought 10 LT of drink at the supermarket. He bought some fruit juice and some soft drinks. The drinks come in 1LT and 2LT bottles. How much of each drink might he have bought? Give me all the possibilities.

Parental guidance:

Encourage children to use their number bonds to double wherever this is possible. Eg. I know that double 9 is 18. Therefore, double 90ml must be 180ml.

LITERACY

Task: Draw your set of instructions

Children should use their talk from yesterday to inform their drawing of the instructions today.

Option 1: children draw their stages and include a key word or two which they will use tomorrow when recording instructions.

Option 2: children use their voice note from yesterday and draw their stages. You could use the visual prompts from yesterday to encourage children to draw the stages in the correct order.

Parental guidance:

The drawing will also help to cement ideas but encourage the use of talk (even just out loud to themselves) to further support their ideas.

HISTORY

Task: Find out about the past

What objects from the past have you kept because they have special meaning to you? What has been passed down in your family?

An heirloom is an item passed down through generations of family members. It could be a toy from your parents' childhood, a quilt from your grandmother, your grandpa's army uniform, or a really old photograph of your great-grandparents.

Task: Do an **heirloom hunt** and look for old things around your house. Talk to your parents to see what heirlooms are hiding. You might be surprised by how old some of the items are that you find, and the stories behind them!

Parental guidance:

The aim here is to encourage children to figure out clues about the past from the objects. Looking at old objects should arouse their curiosity and help them to hone their historical enquiry skills (asking questions about the past, where objects come from, using the past tense).

Wednesday

MATHS Task: Temperature

We measure how hot or cold something is using temperature.

Temperature refers to how hot or cold something or someone is.

- A thermometer is a tool used for measuring temperature.
- Degree Celsius is a unit of measure for measuring temperature and it is written as °C.

The higher the temperature, the hotter it is, and the lower the temperature, the colder it is; for example, water boils at 100 °C and water freezes at 0 °C.

What do you think might happen to the numbers on the thermometer if we were to:

- bring it outside?
- put it inside our jumper?
- put it in the fridge?

Time to test your theories!

Option 1 - Choose 3 places in your home/outside your home to take the temperature eg. beside a sunny window or inside the fridge. Now compare them! Which one was the coldest? Which one was the warmest?

Option 2 – Choose 5 places in your home/outside your home to take the temperature eg. Beside a sunny window, inside the fridge. Accurately record the temperatures. What was the lowest temperature you recorded and where was it? What was the highest temperature you recorded and where was it? Can you put the temperatures in order of warmest to coldest?

Parental guidance:

You may have a digital thermometer or a traditional mercury/red line scaled thermometer. Do not go out and buy one with scales; make do with what you have! You can even just do estimates with your hands if there are no thermometers in the house. If using a thermometer with a scale to read, children might need reminding of how to read a scale accurately. If using a digital thermometer, perhaps show children a picture of a thermometer with a scale so they are exposed to these types as well.

LITERACY

Task: To use adverbs of manner

An adverb of manner tells how something is done. For example, I ran quickly. The adverb quickly tells you how I ran.

Appendix A has a list of adverbs of manner. For children to gain an understanding that adverb's of manner explain how something is done (and to further their vocabulary) you can play a simple game. Modify the below as you see fit.

Ask your child to walk to the door.

Then explain you will add adverbs of manner.

Ask them to walk to the door slowly.

What is the adverb of manner? Have the recognised that it tells them how to do something?

Repeat with other adverbs of manner and other tasks.

Option 1. Children look at yesterday's drawing and decide what adverbs of manner they can add to their drawings. What adverb of manner describes how they would carry out an action?

Option 2. Continue to practise the adverbs of manner verbally and acting them out as above.

Parental guidance:

Here are a few adverbs of manner most likely to be relevant for instructions to get you started. Carefully, gently, slowly, firmly, evenly, sensibly. The appendix A list other adverbs of manner.

GEOGRAPHY

Task: To name and locate the 4 countries and capital cities of the UK.

Children in Year 2 are expected to be able to name and locate the 4 countries and capital cities of the UK.

You could do this electronically by looking at a map of the world and zooming in on the UK or by using an atlas.

The link below provides 3 useful activities to rehearse the capitals. You can select the activity on the right side of the page.

- Labelled diagram
- Anagram
- Hangman

<https://wordwall.net/resource/506240/geography/tlc-can-i-label-capital-cities-uk>

Parental guidance:

You could ask the following questions to provide challenge to your child.

Where is the United Kingdom in the world/in relation to Europe?

What seas surround the UK?

What are the flags, other national emblems and languages?

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MATHS Task: Temperature

Have you ever had your temperature taken? Who took it and why did they take it? What did they use to take your temperature?

The body's temperature should be around 37°C.

For today's maths task you will need 5 glasses/cups/mugs of water of different temperatures (not boiling!) For example, one could have ice in, the others filled with different ratios of cold/warm water.

Option 1 – Measure each water glass accurately and order them from coldest to warmest.

Option 2 – Measure each water glass accurately. Now leave the cups where they are to stand for 1 hour and measure them again. What did you notice? Why do you think this happened?

Challenge:

Can you think of something or somewhere that might be 20 °C, 50 °C, 200 °C?

Parental guidance:

You may have a digital thermometer or a traditional mercury/red line scaled thermometer. Do not go out and buy one with scales; make do with what you have! You can even just do estimates with your hands if there are no thermometers in the house. If using a thermometer with a scale to read, children might need reminding of how to read a scale accurately. If using a digital thermometer, perhaps show children a picture of a thermometer with a scale so they are exposed to these types as well.

LITERACY

Task: Record (write) your set of instructions

Today children get to pull together their work from the week so far and record their instructions.

They can write their instructions but if there is limited paper available recording them on Word, cardboard or as a voice note will also be beneficial.

Option 1: Use the drawings, adverbs of time and adverbs of manner to record their instructions independently.

Option 2: As above but with the start of sentences recorded by an adult.

For example,

Adult writes

	'First, _____ Next, _____ Then, _____ After, _____ Finally, _____ And children finish the sentence. <u>Parental guidance:</u> Adapt the above as required. You may add extra adverbs of time or decrease them. To provide challenge follow your child's instructions to the letter. Are you able to complete the task? Chances are no if you follow it exactly. What have they missed? We use the computer programming terms 'algorithm' to compare to instructions as algorithm is an instruction for a computer. And 'debug' to explain what we do when the instructions don't work. Challenge your child to 'debug' their 'algorithm'. <u>ART</u> <u>Task: Junk modelling</u> If like us, you seem to have even more junk at home than usual, this task will provide a creative use for it all. Resources such as scissors and tape may be scarce but children will be extremely imaginative and turn junk into all sorts of things with whatever resources they have. Children could choose to build a model of anything they want to or if they are unsure of ideas give them the challenge of creating a vehicle. Email in pictures of your models and we'll see if Mr Melville can add them to the school's website. <u>Parental guidance:</u> This is an excellent task for children to complete independently. I recommend offering as little help as possible. Encourage children to overcome problems through their own hard work and praise their efforts in doing so.
F r I	<u>MATHS Task: Maths Meeting</u> At school we have a maths meeting every morning. Using objects you have at home, try to recreate your own maths meeting. You could perform this maths meeting to a sibling, parent or even your toys! Here are some top tips for your maths meeting: 1. Always use My Turn Your Turn when giving your audience the answer. You say the answer with your hand pointing to your chest, then point your hand at the audience for them to repeat the answer. 2. Always give your audience a question for each sentence. Question starters may include: 'What is...?' 'How many...?' 'Can you...?'

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3. Don't forget to include the songs:

We're going to the maths meeting....

Days of the week...

We are number bonds...

It's all about the money...

Fractions....

Zero the hero...

Finish the pattern....

I want to be a circle...

Secret number...

Parental guidance:

The children are very familiar with a maths meeting and what it should look like. They should be able to access this task independently once it has been explained. Miss Rollin has done a home maths meeting which is available on our website.

LITERACY

Task: Finish recording your instructions and then edit them.

Depending on progress and how the instructions were recorded choose from one of the below options.

Option 1: finish and edit written work. Children should be encouraged to self-edit after a piece has been completed. They know what to look for – full stops, capitals – and will pick up on some of their own spelling mistakes. They can have the Year 2 common exception words to hand (sent home in first home learning pack) to assist.

Option 2: Revise verbally adverbs of time and adverbs of manner.

For example, give them short instructions to follow and ask your child to give short instructions (with adverbs of time and manner) for others to follow.

First, take the plate to the kitchen slowly.

Then, carefully place the plate on the side.

Can they identify the adverbs of time and manner in your instructions?

Parental guidance:

Allow children the opportunity to self-edit before you review their work. This independence is beneficial to their learning as they will learn from correcting their own mistakes. At school we refer to this as 'purple pencil' marking.

PSHE

Task: Worries & Wishes

In school we encouraged children to write their worries and wishes down and post them in a box. We would then anonymously read some of them as a class and problem solve.

The children enjoyed this and it provides an outlet for worries (and some outlandish wishes!). Children could write or record voice notes.

Parent guidance:

It can help children and adults to talk about problems. If some children do not want to share their worries and wishes, encourage them to record them for themselves.

Verbalising/writing a problem down can help to reduce the anxiety around it and to consider solutions to it independently.

Appendices

Appendix 1

Adverbs of Manner

Positive Manner	Negative Manner	Positive /Negative Manner
Beautifully	Angrily	Accidentally
Boldly	Anxiously	Busily
Bravely	Awkwardly	Daringly
Calmly	Badly	Deliberately
Carefully	Blindly	Exactly
Cautiously	Carelessly	Fast
Cheerfully	Cruelly	Fiercely
Joyously	Foolishly	Hard
Eagerly	Frantically	Hurriedly
Gladly	Greedily	Inquisitively
Easily	Hastily	Loosely
Elegantly	Hungrily	Mysteriously
Equally	Inadequately	Rarely
Faithfully	Irritably	Really
Frankly	Lazily	Regularly
Honestly	Loudly	
	Noisily	Reluctantly
	Madly	Repeatedly
	Nervously	Rightfully
	Painfully	Sharply
	Poorly	Sleepily
	Recklessly	Slowly
	Roughly	So
	Rudely	Speedily
	Sadly	Suddenly
	Selfishly	Swiftly
	Shyly	Unexpectedly
	Stupidly	Tightly
	Suspiciously	Solemnly
	Violently	Seriously
	Tensely	

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Appendix 2

Division Word Problems.

1. Dave has 20 bananas and shares them between 4 friends. How many does each friend get?
2. Jezza wants to put his apples into bags of 6. He has 24 apples. How many bags does he need?
3. Naz has 30 blueberries and wants to make sure his 6 children get an equal amount each. How many should each child get?
4. Jess picked 18 flowers and wants to have 3 in each vase. How many vases will she need?

5. Sarah has 60 chocolate eggs left over from Easter. How many ways can you find for her to them into equal groups?

Extra Activities

Useful Links

See the maths challenge in **Appendix B** – some division word problems. These can be worked out mentally or by using objects from around the house.

Please see the Useful Links section or the school's website for more activities. These will be regularly updated on a weekly basis. Enjoy!

Don't forget you can also test your child's spelling, punctuation, grammar and comprehension skills using past SATS papers.

Children should be able to read and answer the questions independently. They can answer the questions orally, no need to print out the papers!

1) The Spelling, Grammar and Punctuation paper can be accessed here:

<https://drive.google.com/file/d/0B5k818UOfg8TLV4SjFjZkxZOWc/view>

2) The Reading Comprehension Paper can be found here:

<https://drive.google.com/file/d/0B5k818UOfg8TbVZ1cDNjWHFyckU/view>

The Reading Comprehension Paper is divided into 3 separate stories. Do one at a time.

<https://www.bbc.co.uk/bitesize/>