Mossbourne Riverside Academy

Home Learning YEAR 2

WE 10.04.20

These activities are suggestions and are not mandatory. For each task there is generally 2 options, both do not need to be completed, only choose a single task to complete, so 1 or 2. 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

Monday

MATHS

Task: Fractions – making equal parts.

This week we will revisit fractions.

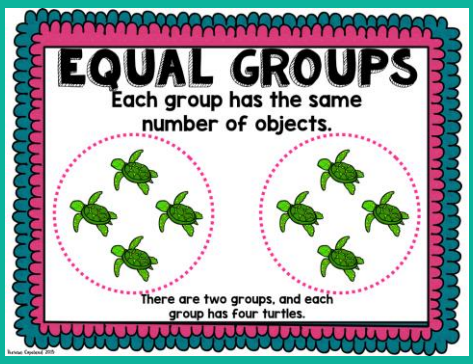
https://whiterosemaths.com/homelearning/year-2/

(Week 1 lesson 1)

This video re-introduces the concept of equal groups.

Option 1: Questions are provided on the right hand side of the page White Rose maths link (get activity link). The activity can be used to just discuss the questions, or you can write answers on a sheet of paper or type them.

Option 2: Ask your child to create equal groups using anything around the house. This can be groups of pasta, toys etc..!



Parent guidance:

The simplest way to make maths more accessible is to use concrete resources. Where required and where possible use whatever you can around the house to support the maths. For example, to show equal parts you could have 3 groups with 2 books in each.

The other side is the challenge. Encouraging your child to work things out mentally will often be challenge enough. You can also increase the value of the numbers used.

LITERACY

Reading: every day – choose a book to read to your grown-up, and choose a book for your them to read to you! Pay attention to the 'how' and 'why' questions that your grown up will ask you (see last week's home learning for comprehension questions to use with any story.)

Phonics: revisit your Set 3 phonics sounds -

Set 3 - https://www.youtube.com/watch?v=Q3jgDOgmkAg

Task: to familiarise yourself with a story

McFeeglebee's Pond by Carol Moore (can be found online using this link http://www.magickeys.com/books/mcfee/mpp1.html).

*Before reading, what do you think this story is going to be about?

The boy doesn't believe what other people say and thinks he is always right!

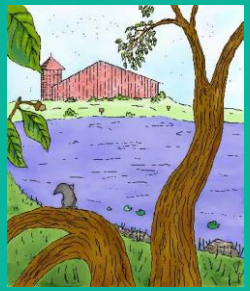
*Read the story out loud to an adult. Take your time and sound out any tricky words. Use the pictures to help you if you get stuck.

*Was your prediction correct?

Option 1: Retell the story as accurately as you can to an adult.

Option 2: Write down the story as accurately as you can in your own words. Eg.

The story began by a large pond next to a red barn. Then,….



Parent guidance:

The aim of this activity is to ensure that the children have understood the story, and can retell the story in chronological order.

TOPIC Science

Task: To perform a simple test.

I have taken four options from Twinkl as resources will vary across homes (see Appendix for the four ideas). Personally, I like the fun with density, and you can cross link mass back to last week's maths.

Parent guidance:

The skill here is performing the test but children can also be asked to make predictions about what might happen. You could extend the task to writing up the test. We have had some practice of this in school.

Use the following subheadings:

Hypothesis

I predict that X will happen when X

Equipment

Write or draw the list.

Method

A simple bullet point list of what was done. Children can be encouraged to use adverbs of time (First, next, last, finally, etc) to draw links with literacy.

Results

What happened.

Conclusion

Why it happened.

Tuesd

MATHS

Task: Fractions – recognising and finding half.

Your child should be able to recognise half and be ready for the challenge of finding half.

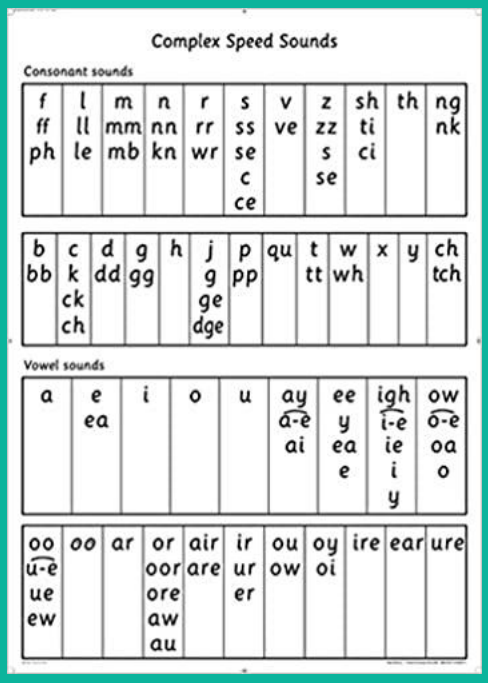
Break this down into two lessons if you feel your child needs longer on recognising half.

https://whiterosemaths.com/homelearning/year-2/ (Week 1 Lesson 2 and 3)

	a y	**Option 1:** As Monday the activities are to the right. Do not feel the need to print off the sheet itself. It is there to provide questions that you can discuss if recording answers is not possible. Give your child some objects (mentally rather than physically for more of a challenge) and ask if they can be shared into two equal groups. Some should be odd numbers (13 peas for example) and children should be encouraged to explain why they can or cannot be shared equally. **Option 2:** Give your child a set of objects (pasta, toys..) and ask your child to share them into two equal groups. If they are confident with this, give them some odd numbers and ask if they can be shared into equal groups. Then ask, what is a half of 12 etc..? ## Parent guidance: Children were taught initially to share items out equally -one for this group, one for that group – and may rely on this strategy. As they progress children will start to 'just know' that they can or cannot share X equally into two. Asking your child to check by relying on the sharing method is a useful strategy to encourage greater depth, not just for checking incorrect answers.
		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 (see last week's home learning for comprehension questions to use with any story.) **Phonics:** revisit your Set 3 phonics sounds - Set 3 - https://www.youtube.com/watch?v=Q3jgDOgmkAg ## Task: to identify words that rhyme **Option 1:** Identify all the rhyming words in the story. Eg. 1. Prove, remove **Option 2**: Can you extend any of the rhyming words into a string? Eg. Prove, remove, groove, move

Parent guidance:

Where words look different but use the same sounds (eg. Gr**oov**e, m**ove**), children may need to be reminded to focus on their phonic knowledge. Use the Set 3 phonics video or refer them to this complex speed sounds chart to help.



Complex Speed Sounds

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk

b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch

Vowel sounds

a	e ea	i	o	u	ay a-e ai	ee y ea e	igh i-e ie i y	ow o-e oa o	

oo u-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure

TOPIC History

Task: To learn about the lives of significant individuals in the past.

I thought given where we find ourselves, we'd look at Alexander Flemming as he discovered penicillin.

Children can watch this video https://www.bbc.co.uk/bitesize/clips/zd2qxnb

And read information from this link https://kids.britannica.com/kids/article/Alexander-Fleming/476259

Then record (write, type, voice note etc) facts about Alexander Flemming.

When, where was he born?

What did he discover, how?

Parent guidance:

The recording part of the activity has been kept simple but feel free to elaborate if you have the resources. Drawing posters, pictures or mind maps are other ways to present the information that has been learnt from the video and reading. Children could use apps such as Explain Everything or Book Creator also.

Wednesday

MATHS

Task: Fractions – Recognise a quarter.

https://whiterosemaths.com/homelearning/year-2/

Watch lesson 4 video.

Option 1: As Monday the activities are to the right. Do not feel the need to print off the sheet itself. It is there to provide questions that you can discuss if recording answers is not possible.

Option 2: Give your child a set of objects (pasta, toys..) and ask your child to share them into four equal groups. If they are confident with this, give them some odd numbers and ask if they can be shared into four equal groups. Then ask, what is a quarter of 12 etc..?

Parent guidance:

Remind children that all parts must be equal in fractions. You can demonstrate this with household objects. 8 cans of beans into 4 equal groups. Show that each group has an equal value.

If your child is showing a strong grasp with objects and shapes progress to numbers. For example, 2M has 20 ipads. 2R wants to borrow one quarter of them. Should 2M give 2R 6 ipads, 7ipads or 5 ipads?

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 (see last week's home learning for comprehension questions to use with any story.)

Phonics: revisit your Set 3 phonics sounds -

Set 3 - https://www.youtube.com/watch?v=Q3jgDOgmkAg

Task: to identify adjectives in the story.

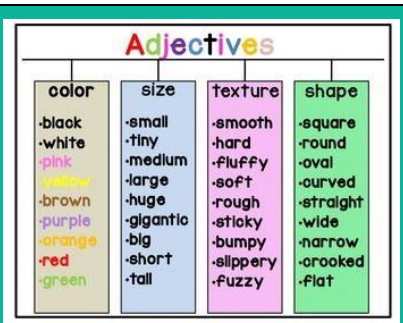
Option 1: Identify all the adjectives (describing words) in the story.

Eg. The red barn.

Option 2: Identify the adjectives in the story. Can you think of a different adjective for the one you found to make the sentence better?

Parent guidance

Children may need reminding that an adjective is a word that describes a noun.

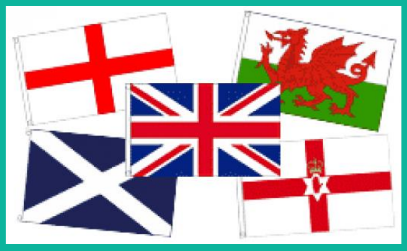


TOPIC - Geography

Task:

Alien visitors to the UK are confused and need your help! They need to report back on the countries, major cities, flags and languages of the UK to see if it might be a good intergalactic tourist location. Use maps, atlases and globes to show them these key aspects of the UK.

1. Find and mark on a map the UK (or you could draw your own map of the UK)
2. Label the surrounding seas and the four UK countries.
3. Label the capital cities and draw the flags for each country.



Thursday

MATHS

Task: Fractions – Find a Quarter

https://whiterosemaths.com/homelearning/year-2/

Lesson 5

As above with the activity to the right.

Option 1: Complete activity 5. Do not feel the need to print off the sheet itself. It is there to provide questions that you can discuss if recording answers is not possible.

If your child is ready for a challenge, give them a number and ask them to find a quarter of it mentally.

Ask what operation (addition, subtraction, division, multiplication) is used when finding a quarter. Can they figure out then any number that can be divided into quarters must be in the four times table. You could pose that as a challenge to prove/disprove.

Option 2: Continue recapping finding a quarter using practical objects. Give your child a set of objects (pasta, toys..) and ask your child to share them into four equal groups. If they are confident with this, give them some odd numbers and ask if they can be shared into four equal groups. Then ask, what is a quarter of 12 etc..?

Parent guidance:

If the activities are too tricky strip the activity back to using 4 objects and sharing them into 4 quarters. Build from there to 8 objects, using only even numbers.

Check each quarter is equal. Add them together to see that four quarters equals one whole.

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 (see last week's home learning for comprehension questions to use with any story.)

Phonics: revisit your Set 3 phonics sounds -

Set 3 - https://www.youtube.com/watch?v=Q3jgDOgmkAg

Task: to identify similes and metaphors in a story

Option 1: Write down/tell a grown up some similes for a shark. Eg. It's skin is as rough as sandpaper.

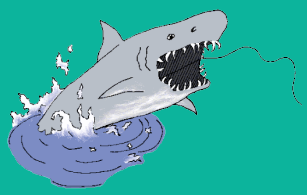
Option 2:

Identify any similes and metaphors in McFeeglebee's Pond! *Remember a simile is a comparison of something, and often has the words 'as' or 'like' in it. Here are some examples to start you off:

1. I'm going to doze like a lazy catfish in the summer.
2. A shark twenty feet long with a mouth like a barrel.

Challenge: What do they make you think of?

Eg. 1. It makes me think of a big cat falling asleep under a tree. It's very hot because it's summer.



Parent guidance:

Children may need reminding what the meaning of a simile or metaphor is, that it is a comparison of two things that may act or look like each other.

TOPIC - Art

Task:

Collect any recyclable materials and see if you and make a boat out of them! Test it to see if it will float in the sink. You could even add some weights to see how strong it is!

Parent guidance:

This is a great activity to do any time. Simply save all your little boxes, packaging and cartons to make a variety of creations.

Friday

MATHS

Task: Maths Quiz

Let's have a Special Fun Maths Quiz today!

Find the quiz here:

https://create.kahoot.it/details/special-fun-maths-quiz/a6e47cb1-bdc1-4592-9f6f-c09135945cc7

Parent guidance:

You can extend the quiz with extra questions based on your learning at home these first few weeks.

If there are any questions your child found tricky spend some time addressing them. If possible, use concrete resources (eg. Pasta, rice, lego) to support them.

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 (see last week's home learning for comprehension questions to use with any story.)

Phonics: revisit your Set 3 phonics sounds -

Set 3 - https://www.youtube.com/watch?v=Q3jgDOgmkAg

Task: to write the next chapter of the story

Option 1: Write the next part of the story using this sentence starter:

Eg. Georgie ran home and told his parents what had happened…

Option 2: Finish these sentence starters:

- Georgie ran home through the _____
- He told his parents _____
- His parents _____
- They all went back to _____
- They saw _____

Option 3: Draw a story map to show what happened in the next part of the story.

Parent guidance:

The children have all the skills they need to write the next part of the story. Remind them to use adjectives, similes and metaphors in their story. See if they can make any of their sentences rhyme! Remind your child to use capital letters and full stops, and their neatest, cursive handwriting.

TOPIC - PSHE

Task:

Find out as much as you can about the Easter Story. Use these two links to help you:

https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-easterperformance

https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h

1. Draw a story map of the Easter Story.
2. Why do people share Easter eggs?
3. Draw and decorate your own Easter egg!

Challenge	Useful Links
See the school website's 'Home Learning' section for extra work/videos and ideas: http://www.mra.mossbourne.org/home-learning/	Spelling Frame: some spelling activities for your child according to year group: https://spellingframe.co.uk/ Interactive activities covering a whole range of subjects: https://www.doorwayonline.org.uk/

Appendices...

MONDAY SCIENCE

Dissolving

Which solids dissolve in water?

You Will Need

- Water (hot and cold)
- Transparent Containers
- Substances to try and dissolve; sand, sugar, salt, coffee etc

Method

1. Add a teaspoon of whichever solid you are testing to a glass of cold water and a glass of hot water, stir and observe the difference.
2. Look to see if the solid dissolves in the hot water and cold water and if one is better than the other.
3. Can you design a chart to record your observation?

The Science Bit

Things like salt, sugar and coffee dissolve in water. They are soluble. They usually dissolve faster and better in hot water. Pepper and sand are insoluble, they will not dissolve even in hot water.

For Older Children

Everything is made of particles which are always moving. When a soluble solid (solute) is mixed with the right liquid (solvent), it forms a solution. This process is called dissolving.

Two things that affect the speed at which the solid dissolves are temperature and the size of the grains of the solid. Caster sugar which is made of fine particles will dissolve quickly, but bigger sugar particles will take longer.

Solids dissolve faster in hot water as in hot water the water molecules are moving faster, so bump into the solid more often which increases the rate of reaction.

Fireworks in a Glass

You Will Need

- Warm Water
- Oil
- A Tall Glass
- Food Colouring

This is a very cool, simple and fun experiment, and also completely safe, just don't drink the water!

Method

1. Fill the tall glass with warm water.
2. Pour a small amount of oil into another container and add a few drops of food colouring.
3. Give it a good stir, if it doesn't mix, add a bit of water.
4. Pour the food colouring and oil mixture into the warm water and watch the fireworks!

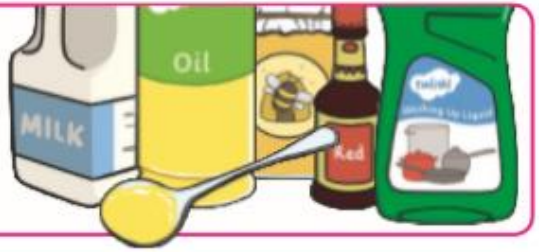
The Science Bit

Oil and water don't mix. Also oil is less dense than water (meaning there is less of it in the same volume) and therefore floats on top of water in a nice layer. The food colouring we used was water based and therefore does not mix with the oil, instead it sinks through the oil into the water below. Since the addition of the colouring makes the food colouring heavier than the water, it sinks to the bottom leaving trails (resembling fireworks) as some of the colour diffuses into the water.

Fun with Density

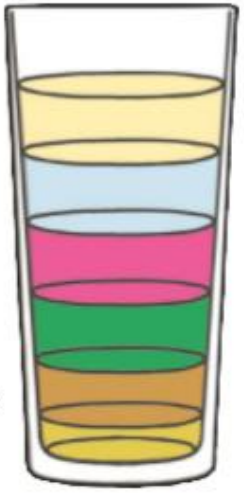
You Will Need

- Honey
- Milk
- Water
- A Glass
- Vegetable oil
- Food colourings
- Golden syrup
- Washing up liquid



Density is a really tough concept to grasp. We confuse ourselves by referring to our weight all the time when we really mean our **mass**. **Mass** is effectively 'how much stuff' is there. **Density** is how much mass is in a volume (or space).

One way to illustrate density is to pour different liquids (which have different densities) on top of each other. The liquids with the greatest density sink to the bottom.



Method

1. Measure out the same volume of each of the liquids. Colour the water and the milk if you wish.
2. Starting from the bottom, pour in the honey. Make sure it goes into the middle of the glass and that you don't get any honey on the sides.
3. Slowly pour the golden syrup on top, followed by the washing up liquid.
4. Then add the milk, followed by the water.
5. Finally top with vegetable oil and admire your rainbow glass!

The Science Bit

Each of the liquids have a different mass of molecules or different numbers of parts squashed into the same volume of liquid, this makes them have different densities and therefore one can sit on top of the other – the more dense a liquid is the heavier it is.

Do you think you could float small objects on each of the different levels? We'd love to see a photo if you can.

Lava Lamp

You Will Need

- Water
- Vegetable Oil
- A Clear Plastic Bottle or Jar
- Food Colouring
- Effervescent Tablets

Method

1. Fill the bottle or jar a quarter full with water.
2. Top up, almost to the top with the vegetable oil
3. They should separate into two layers, water at the bottom and oil sitting on top.
4. Add about 6-8 drops of food colouring once the oil and water separate.
5. The colour will mix with the water at the bottom.
6. Pop in half an effervescent tablets and watch the bubbles form. Add more effervescent tablets bit by bit to keep the bubbles rising and falling.

The Science Bit

Firstly water and oil will not mix – this is because we say that water is a polar molecule – its structure means that is has a positive charge one end and a negative charge the other. Water molecules stick together because the positive end of one water molecule is attracted to the negative end of another. Oil molecule structure is different – it is non polar, meaning that its charge is more evenly spread out, so the oil is not attracted to water – in fact we call it hydrophobic (water fearing) so it tries to get as far away from water as possible and will not mix. The reason that oil rests on top of the water rather than underneath is because it has a different density to water.

As the effervescent tablets is added (this is made of citric acid and sodium bicarbonate) it reacts with the water and form carbon dioxide gas and sodium citrate. It is the carbon dioxide bubbles that carry the coloured water to the top.