

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. If 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).

### Suggested Daily 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 take a look 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 – 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
10:00 – 10:30	Break time – Have a snack and a break
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	Lunch
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 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!

# Monday

## Maths

### Task : Revising written numbers

**Warm up activity** – How many numbers ending in eight can you think of? (Children have 30 seconds to record them, anyway they want. Words or numerals.)

**Option 1:** children write numbers in words from zero to one hundred. They use the resource below to check and correct their own work.

**Option 2:** children focus on recognising numbers to numerals. Parents could write numbers and numerals on separate pieces of paper and children have to match them.

Digits	Teens	Tens
0 zero	11 eleven	10 ten
1 one	12 twelve	20 twenty
2 two	13 thirteen	30 thirty
3 three	14 fourteen	40 forty
4 four	15 fifteen	50 fifty
5 five	16 sixteen	60 sixty
6 six	17 seventeen	70 seventy
7 seven	18 eighteen	80 eighty
8 eight	19 nineteen	90 ninety
9 nine	100 hundred	

### Parent/Carer guidance:

Key vocabulary for children.

- Numerals -the name for the digit 8.
- Number - the name for the word 'eight'

Children in Y2 need to be able to read and write numbers to one hundred. You may not expect your child to write them all today! You could split this and ask them to write 20 a day. Or you could focus on a select few. I suggest a few here but you may choose to focus on other numbers that your child is misspelling.

- Eight. Eighteen. Twenty three. Eighty eight. Forty four.

Children may need to be shown how to use the above chart to check their work (for example when writing eight eight they need to check the eighty then check the eight) but they should then be able to check their work independently.

Note that option one focus is on writing and option 2 focus is on reading numbers. Both are required skills

by the end of Year 2. If using option 2 also encourage some writing of numbers.

## **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.

If you are still in a RWI phonics group then please keep watching the phonics videos on the school website, recorded by all your phonics teachers: <http://www.mra.mossbourne.org/home-learning/english/rwi-set-3/>

This week we will be looking at poetry!

Each day will focus on one of the ‘poetry pillars’ – leading to you writing your very own shape poem about any animal you choose.

**Starter:** Can you guess what this poem is about? It is a shape poem that uses alliteration and similes to help us guess what it could be talking about.

Softly, it falls silently from the sky.  
It is so silvery, small and sudden.  
Slowly you slip and slide as you sled  
your way through its silky secrets.

**Task: To use rhyme to describe an animal**

**Option 1:** Finish the lines of this poem using one of the words in the list below:

Tiger has **fur** with stripes that are \_\_\_\_\_,

Sharp pointy **claws**; orange fur on his \_\_\_\_\_.

His **teeth** are jagged, he loves to eat \_\_\_\_\_,

He has a long stripey **tail** and pads on his \_\_\_\_\_.

Monkey is **funny**, he swings from a \_\_\_\_\_,

His tail helps him **balance**, he’s funny as can \_\_\_\_\_.

With a long **curly** tail and fur on his \_\_\_\_\_,

He eats **nuts** and bananas for a \_\_\_\_\_.

Black, feet, be, back, snack, meat, tree, back

**Option 2:** Can you improve the poem above using your own rhyming words to describe the animals? Think about using words to rhyme with the ones in **bold** (you may need to change the rest of the sentence too for it to make sense!). **Extension:** Write out the poem above using your new rhyming words.

**Parent/Carer Guidance:** If your child is in the early stages of writing development they could say rhymes orally. Encourage your child to think of new words to rhyme instead of repeating the same ones to expand

their vocabulary.

## **PSHE**

### **Task: Yoga**

Staying healthy and well is extremely important in everyday life, especially in these times. Yoga is great because it supports your physical wellbeing at a time when you might not be playing outside as much as usual. It's also been shown to reduce stress and anxiety and increase your self confidence.

Choose one of the Cosmic Kids Yoga videos from the link below, and enjoy! Let me know which video you choose to do!

<https://www.youtube.com/user/CosmicKidsYoga/videos>

## **Tuesday**

## **Maths**

### **Task: Comparing written numbers.**

#### **Warm up activity.**

Play Hangman!

Ask your adult to choose a number. Children, you guess the letters.

As a prompt you could tell your child the number, they then need to remember how to spell it.

Alternatively, as a challenge, you could tell your child it is between X and X.

**Option 1:** Comparing written numbers to one hundred with no numerals.

Choose two numbers. Eg. Seventy one and sixteen. Use < or > between the numbers to say which is the greatest.

**Challenge:** parents say or write the numerals and children have to write the numbers before comparing.

**Option 2:** as above but use smaller numbers until your child is certain on the < and > symbols. Stick to numbers from zero to twenty. Move on when your child is confident.

Mr Walton's example:

Eighty four is greater than seventeen.

So I will use the > symbol:

84 > 17

Eighty four > seventeen

**Parent guidance:**

Even if doing this activity verbally (which is very achievable for the children) try to encourage the use of the < and > symbols (children could use their arms for this and say which number the crocodile is eating). Using the symbols will help cement the understanding of these symbols.

**Literacy**

**Task: To use alliteration to describe an animal.**

Poems always have to be read aloud so that you can 'hear' the sound that you have made. All poems should have 'rhythm' so that they read easily. The main effect for creating 'sounds' in your writing is 'alliteration'. *This is when you use the same sound at the start of words that are close to each other in a sentence:*

For example: Slowly, the sea slipped over the silky sand.

**Option 1:** Imagine you are at the zoo! There are plenty of animals here waiting to be described.

Come up with a short alliteration for the following animals, I've done the first couple for you to start you off:

Antelope: The **antelope ate an apple**.

Beaver: The **beautiful beaver**.

Crocodile: The c \_\_\_\_\_ crocodile.

Donkey: The donkey d \_\_\_\_\_ d \_\_\_\_\_.

Elephant: The elephant is e \_\_\_\_\_

Fox:

Gorilla:

Hippo:

**Option 2:** Can you think of an animal for every letter of the alphabet, and come up with a short alliteration phrase for it?



**Parent/Carer Guidance:** If your child is in the early stages of writing development they could say alliterations orally. You could practise simply coming up with words that begin with the same letter eg. a: ant, antelope, apple. If your child is confident with alliteration, encourage them to expand their sentences further. If they can't think of an animal beginning with a letter, encourage them research one using a book or the Internet instead of giving them an answer to increase their independence.

## Art

### **Task: Cubist Self Portrait**

The week before last, you had a go at drawing your own self-portrait. I've really enjoyed seeing a few of them in your learning journals!

This week, have a go at doing a cubist self-portrait in the style of Picasso. Watch this video to find out more about Picasso and to see some top tips on how to do your cubist self portrait:

<https://www.youtube.com/watch?v=PRT71Hx3v-k>



**Wednesday**

## **Maths**

**Task:** Understanding place value in written numbers.

**Warm up activity:** Place value song. [https://www.youtube.com/watch?v=21l3Jg5\\_MCg](https://www.youtube.com/watch?v=21l3Jg5_MCg)

**Option 1:** Play the place value game. Adult: "I'm thinking of a number, it has three tens"

Children write in words what number it could be.

Here it could be: thirty, thirty one, thirty two etc. It could also be one hundred and thirty. See the parent guidance for further prompts.

**Challenge:** You could make this harder by adding further constraints.

For example, "My number has three tens, is greater than thirty four and the ones are odd".

**Option 2:** Parents write the number. Children write the numerals. Children then identify the ones, tens and hundreds in that number.

For example,

Parent writes ninety nine.

Child draws 99

Parent asks "how many ones are there in 99, how many tens?"

### **Parent/Carer Guidance:**

When children are writing numbers above one hundred ensure they are not forgetting to use '*and*'.

One hundred *and* one.

One hundred *and* twenty three.

**Option 1** other suggested prompts.

- My number has 7 ones.
- My number is less than X
- My number has an odd or even amount of tens or ones or hundreds. (This could lead to discussion about why 87 is odd even though it has an even amount of tens).

If using option 2 mix it up a little and encourage your child to write some of the numbers. Here you may say 99 and encourage your child to write ninety nine.

## **Literacy**

**Task:** To use similes to describe an animal.

Poets create 'pictures' or 'images' in the reader's mind. Using similes can do this. A simile is when you say that one thing is like another. Another sort of simile uses 'as'.

**Option 1:** Choose the correct ending to these similes:

The boy ran as quick as a slug/fox.

The giant laughed as loud as a whisper/thunder.

The gem shines as brightly as the sun/cloud.

The man is as tall as a house/cat.

The baby is as quiet as a dog/mouse.

The skateboard whizzed like a rocket/snail.

**Option 2:** Write your own similes about animals. Here are some ideas to start you off:

eg. A giraffe is as tall as \_\_\_\_\_

The monkey's ears wiggle like a \_\_\_\_\_

**Parent/Carer Guidance:** If your child is in the early stages of writing development they could say the similes orally, although we would very much encourage writing practise (it does not need to be spelt correctly as long as it is phonetically plausible).

## **Science**

**Task:** To discover that all animals have babies that grow into adults and investigate more about one animal.

**Warm up activity:** match the baby animals to the adult animals on the below sheet. (No need to print. Children can just say this baby goes with this adult and point to the correct ones). Encourage children to use the correct terminology, the kitten goes with the cat.





**Activity:** Choose one animal and its baby.

I will choose the swan and its cygnet.

Think about that you might like to know about that animal and its offspring. This is what scientists do all the time. They consider something (an animal for example) and then ask scientific questions to discover more about it.

Write, record or just tell your adult what questions you have.

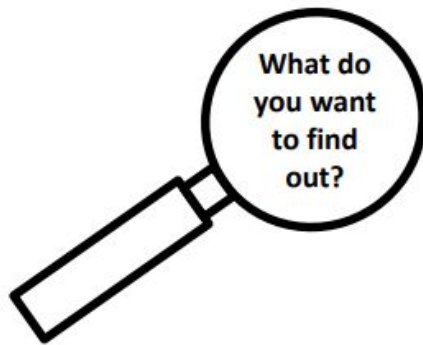
The resources below will help you to plan your question. They helped me.

My question is how do swans give birth? Now I am off to research my question using an internet search engine.

I might also ask how cygnets (baby swans) eat.

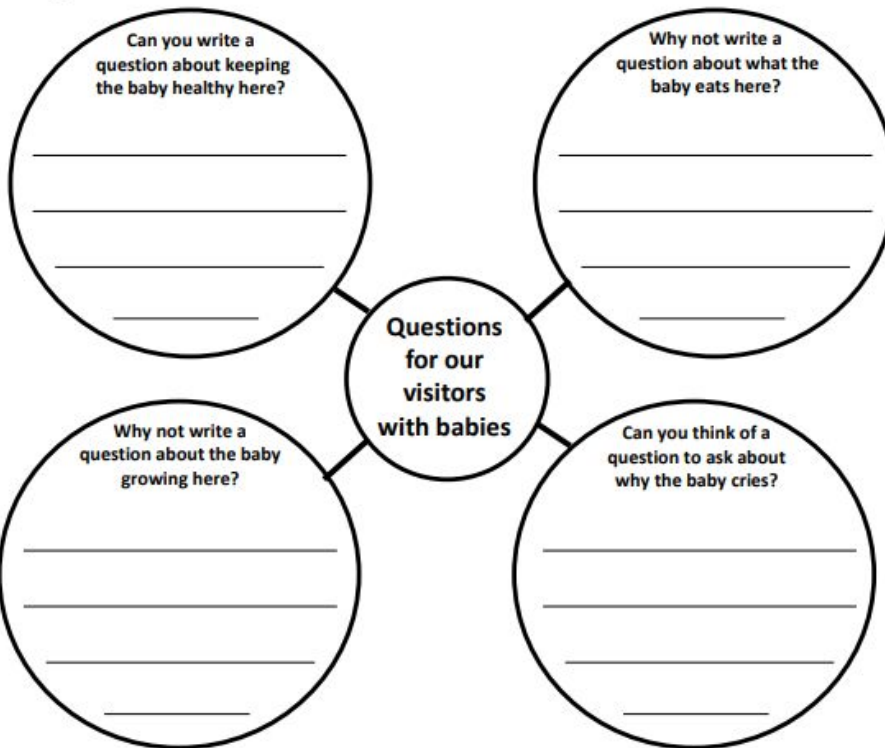
How many questions..and answers!... can you come up with?

# Question-aids



Scientists ask questions all the time! They write lots of questions, decide on the most important ones and then go in search of the answers.

The circles might help you think of questions.



## Parental guidance:

Warm up answers (and a reminder of the names of the babies if you are stuck!).

Rabbit - kitten

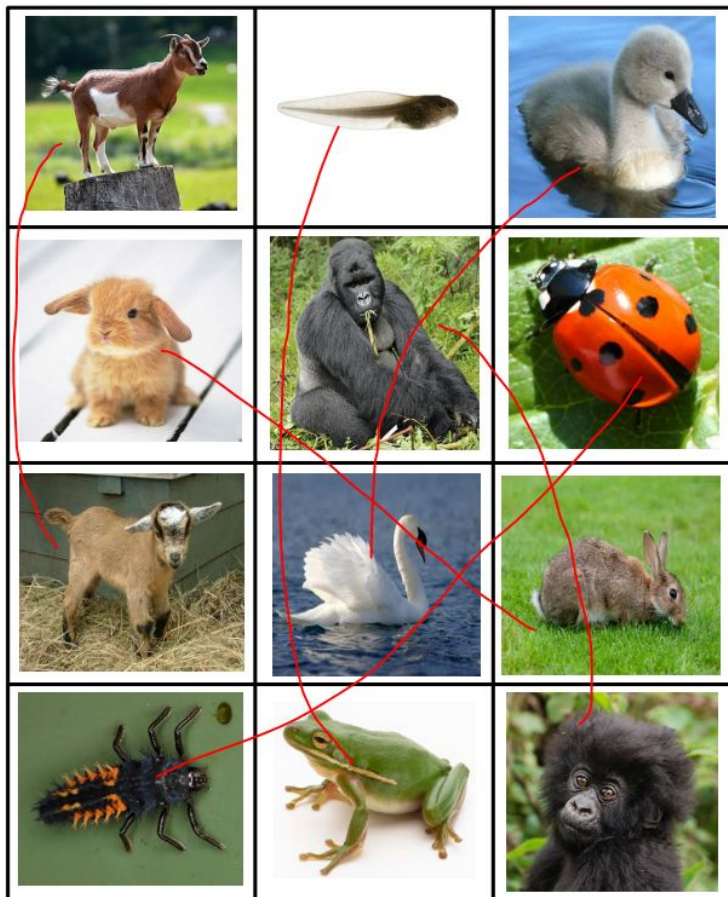
Frog - tadpole

Swan - cygnet

Gorilla - infant

Ladybird - larvae (plural) larva (singular)

Goat - kid



## Thursday

### Maths

**Task:** Applying number knowledge to word problems.

#### **Warm up activity**

Allow 60 seconds to record in words the numbers to the following numerals.

8  
18  
28  
38

After, you could ask if your child spotted a pattern? Were the numbers increasing or decreasing? What by? What might the next number be?

**Option 1:** Answer the following word problems.

2M have twenty eight students in school on Monday. 2R have twenty seven.

Question 1. Who has the most?

Question 2. How many more do they have?

Question 3. How many fewer does the other class have?

Question 4. What's the difference between the two classes?

Question 5. How many children are there altogether?

**Option 2:** Answer the following word problems.

Question 1. 2M had twenty glue sticks. They lost seven. How many do they have now?

Question 2. 2R has ten marbles. Mrs Tabona gives four away. How many do they have now?

Question 3. Mrs Wood has seventeen teachers. She finds three more. How many does she have now?

Question 4. Mr Nunn has 13 keyboards but he needs twenty for his lesson. How many more does he need to make twenty?

Question 5. Mr Walton has four toys at home. Mrs Rollin's gives him three and Mr Richmond gives him three. How many does Mr Walton have altogether now?

**Challenge:** Create your own word problems. Solve them. Check them.

**Parent/Carer Guidance:**

Option 1. Question 2-4 answers are the same. Prompt children to see that and explain that difference means difference of quantity.

Children may want to draw a bar model here to help them answer the question. It is also useful to see the difference in pictorial form. This link shows a bar model for comparison problems.

<https://www.youtube.com/watch?v=JJwkO9fDGug>

## **Literacy**

**Task: Write the similes, alliterations and rhymes for your animal.**

Choose an animal to write a poem about using rhyme, alliteration and similes. You don't need to do it as a shape today; you are planning your favourite rhymes, alliterations and similes from this week, or making new ones for your chosen animal. You can look at the examples for inspiration if you need it (but no copying)!

**Option 1:** Choose your animal and consider the sentences you will use. Use these questions to help prompt you:

1. What rhymes with the name of your animal, or any of the animal body parts?

Eg. The Blue **Whale** has an enormous **tail**.

2. What alliterations will you use?

Eg. **We** went for a **walk** by the **w**ater to see the **wonderful w**hales.

3. What similes will you use?

### Option 2:

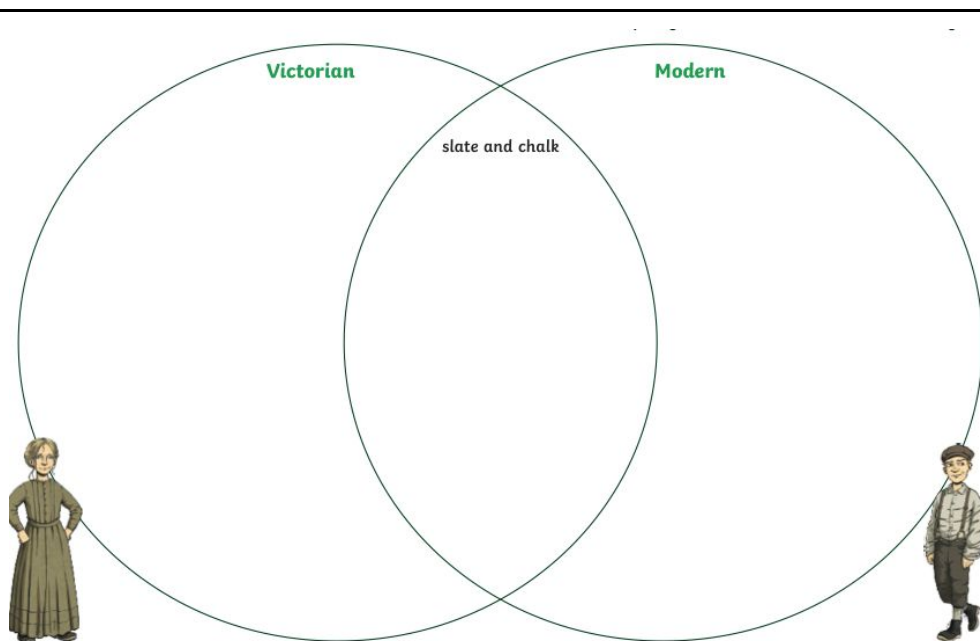
fox






















## History

## Be a time detective!





 dunce's hat	 interactive whiteboard	 class of more than forty	 behaviour chart
 slate and chalk	 pen and ink	 class of about thirty	 girls and boys separate
 group of tables	 playground games	 abacus	 writing on slates
 individual desk	 cane	 calculator	 pen and exercise book
 large chalkboard	 fun teachers	 strict teachers	

**Parental guidance:** You may need to support your child with some of the new vocabulary. Encourage children to have a guess at what a new word might mean eg 'abacus', and then look it up together.

## Friday

### Maths

#### Task: Maths Meeting

At school we have a maths meeting every morning. Using your time and calendar practise from this week, and 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...?'
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...*

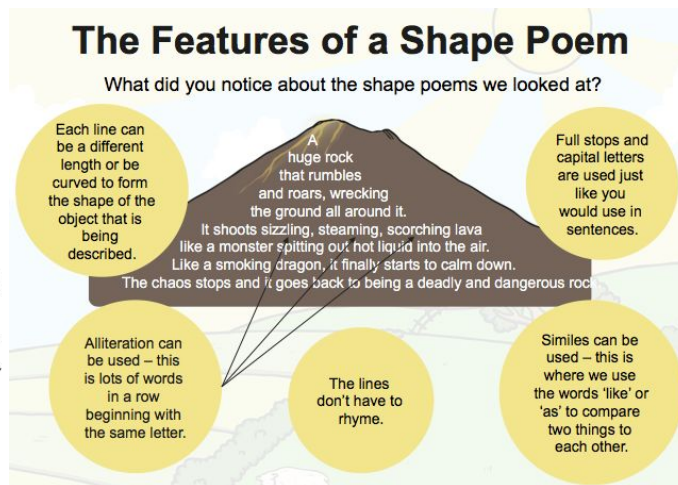
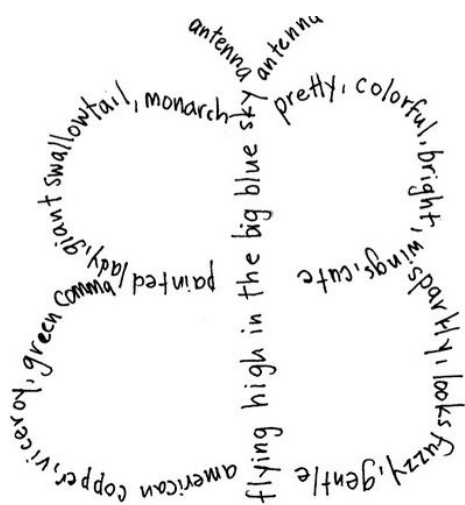
#### Parental guidance:

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 for inspiration!

## **Literacy**

**Task:** Draw your animal and write your poem out neatly around it! You can colour it in if you like, as long as we can still see your writing. Use the alliterations, similes and rhymes you decided upon yesterday.

I would love to see a photo of your finished poem, please upload it to your Google Classroom journal if possible.



**Parent/Carer Guidance:** Ensure your child uses capital letters and full stops accurately. Encourage your child to read aloud and edit their own work, including spellings.

## Geography

**Task:** To identify daily weather patterns.

It's cold and windy today (I am writing this on Monday the 11th) but the weekend was warm and sunny. The UK weather changes and you know that even in the summer it could rain tomorrow!

For your geography task this week I would like you to pay close attention to the weather and make a chart showing the changes that occur over the next week or longer.

Here is my very basic chart. You might want to add drawings to yours!

Sunny	Cloudy	Windy	Rainy	Foggy	Snowy

Feel free to change the weather you are noticing. Below is a temperature chart. You might choose to note the temperature taken at home or discovered on the Metoffice website each day.



**Challenge:** Can you find three places in the world that are hot today? Do you spot anything that they have in common?

**Parental Guidance:**

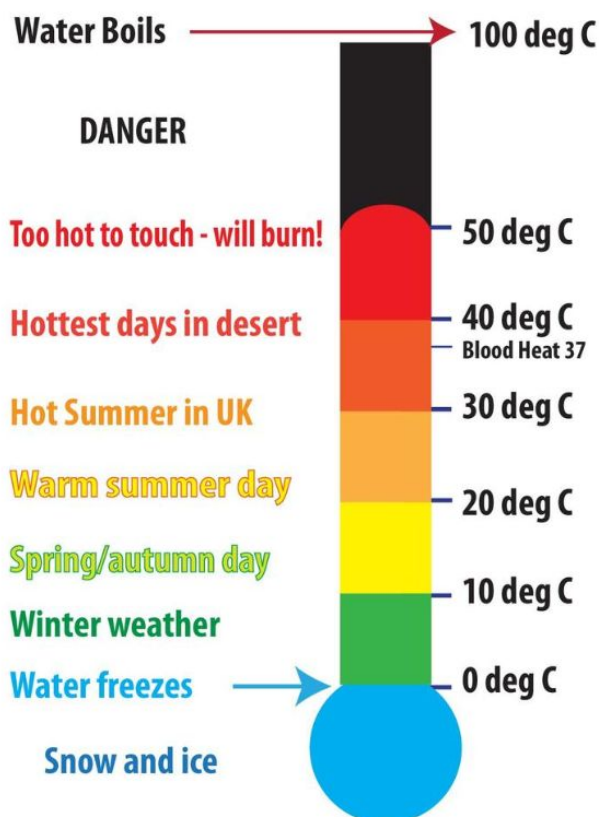
This task covers the curriculum of recognising daily weather patterns in the UK. Prompting children to find somewhere hot covers looking at hot countries across the globe. Children should also look at cold countries. This could be a further extension to the challenge.

This link <https://www.timeanddate.com/weather/brazil/rio-de-janeiro> is useful for checking temperatures in other countries today. Note that you could extend this by asking/learning capitals of other countries as you will need to narrow your search to a city in many cases.

The chances are they'll have picked countries near the equator for hot countries. This video link helps explain why countries near the equator are hotter <https://www.youtube.com/watch?v=cqKZYAmcReQ>

Once the chart builds up over time it will be possible to ask math related questions. For example, how many more days has it been sunny than rainy? How many fewer...? What's the difference...?

If your child's interest is piqued by the weather this link may be a suitable extension. I recommend you sit with them as they read this. Some of the words are not Y2 friendly and may need some explaining! <https://www.weatherwizkids.com/weather-temperature.htm>



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