



**Fairfields**  
PRIMARY SCHOOL

Year 2

Home learning

w/c 15.06.20

Dear Parents,

We have made a weekly pack that coincides with the learning that the key worker children will be doing in school for Year 3. Our theme this week is **plants**. We have included a suggested timetable of daily tasks including the **Zoom lessons** for maths and English Wednesday - Friday next week.

**Monday**

English/ SpaG - Practise spelling homophones

Maths - Practise times tables

PSHE - What makes you an amazing person?

Science - Set up your plant investigation

- Parts of a plant

**Tuesday**

English - Gather adjectives about the 4 seasons picture ready for our zoom lessons

Maths - Arithmetic practise

Science - Update your plant diary and find out what 4 things plants need for survival

**Wednesday**

**English** - Zoom lesson (Summer picture)

**Maths** - Multiplication

Science - Update your plant diary and discover the lifecycle of a plant

**Thursday**

**English** - Zoom lesson (Autumn picture)

**Maths** - Division method

Spelling - choose 6-10 words from either the Year 2 or Year 3 spelling list. Practise using 'Look, cover, write, check' and put words into sentences.

Science - Update your plant diary and investigate how coloured water moves through celery

**Friday**

**English** - Zoom lesson (Winter picture)

**Maths** - Multiplication and division word problems

Handwriting - Copy the life cycle of a plant poem in your neatest handwriting

Science - Update your plant diary and create a plant model

**English - Description writing**

We will be using the following picture in our zoom English lessons.



## Maths

This week we are revising the multiplication and division methods as well as our times table recall.

### Monday - Times tables

- By the end of Year 2, children should know their 2, 5 and 10 times tables. You could challenge yourself to learn the 3 times tables too.

$2 \times 2 =$	$4 \times 2 =$	$8 \times 5 =$	$3 \times 10 =$	$5 \times 6 =$	$12 \times 2 =$
$10 \times 4 =$	$2 \times 8 =$	$12 \times 10 =$	$5 \times 5 =$	$9 \times 2 =$	$3 \times 5 =$
$6 \times 10 =$	$7 \times 2 =$	$8 \times 10 =$	$5 \times 10 =$	$1 \times 2 =$	$9 \times 10 =$
$11 \times 2 =$	$6 \times 2 =$	$5 \times 1 =$	$0 \times 2 =$	$10 \times 2 =$	$11 \times 5 =$
$3 \times 2 =$	$5 \times 0 =$	$2 \times 4 =$	$5 \times 4 =$	$0 \times 10 =$	$7 \times 5 =$
$2 \times 1 =$	$6 \times 5 =$	$10 \times 9 =$	$2 \times 9 =$	$2 \times 7 =$	$5 \times 9 =$
$5 \times 3 =$	$5 \times 2 =$	$10 \times 12 =$	$2 \times 10 =$	$10 \times 11 =$	$4 \times 5 =$
$10 \times 1 =$	$5 \times 8 =$	$5 \times 7 =$	$2 \times 11 =$	$5 \times 11 =$	$8 \times 2 =$
$9 \times 5 =$	$2 \times 6 =$	$1 \times 5 =$	$1 \times 10 =$	$2 \times 3 =$	$2 \times 12 =$
$10 \times 5 =$	$4 \times 10 =$	$10 \times 0 =$	$2 \times 5 =$	$10 \times 7 =$	$12 \times 5 =$
$11 \times 10 =$	$10 \times 6 =$	$5 \times 12 =$	$10 \times 10 =$	$10 \times 3 =$	$10 \times 8 =$
$7 \times 10 =$	$12 \times 10 =$	$2 \times 3 =$	$12 \times 5 =$	$10 \times 12 =$	$4 \times 10 =$
$5 \times 5 =$	$9 \times 2 =$	$3 \times 5 =$	$10 \times 10 =$	$5 \times 0 =$	$10 \times 1 =$
$2 \times 8 =$	$7 \times 2 =$	$5 \times 6 =$	$6 \times 3 =$	$12 \times 10 =$	$1 \times 5 =$

Tuesday - Arithmetic

**Section 1**

Find the missing numbers:

$$25 + \boxed{\phantom{00}} = 100$$

$$\boxed{\phantom{00}} + 52 = 100$$

**Section 3**

I have 42 sweets and I share them between my 2 friends. How many will they each have?



**Section 2**

What's my number?



I have 2 digits.

I am even.

My tens digit is half of 16.

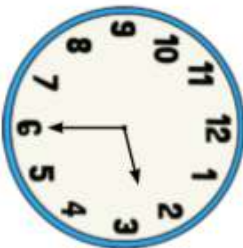
My ones digit is between 3 and 6.

**Section 4**

Make £2.30 using the fewest number of coins.

**Section 5**

What time is the clock showing?



**Section 6**

Write these numbers in words:

251

310

446

.....

.....

.....

**Section 7**

Write down 2 facts about triangles.

.....

.....

**Section 8**

I have 12 shoes. I want to put each pair into its own box. How many boxes will I need?



### Wednesday - Multiplication calculations

Join in with Wednesday's Zoom lesson and then solve these calculations independently using a number line:

$$7 \times 5 =$$

$$6 \times 2 =$$

$$9 \times 2 =$$

$$5 \times 3 =$$

$$11 \times 10 =$$

$$8 \times 5 =$$

$$7 \times 3 =$$

### Thursday - Division calculations

Join in with Thursday's Zoom lesson and then solve these calculations independently using a number line:

$$35 \div 5 =$$

$$90 \div 10 =$$

$$24 \div 3 =$$

$$45 \div 5 =$$

$$22 \div 2 =$$

$$120 \div 10 =$$

$$24 \div 2 =$$

**Friday - Word Problems** (to complete after Friday's Zoom lesson)

Lottie has 16 sweets and shares them between 2 friends. How many sweets do they each get?

The milkman has 45 milk bottles. If he delivers 5 bottles to each house. How many houses will he deliver to?

There are 100 books in total and they are packed in boxes of 10. How many boxes are there?

12 people came to the show and they paid £5 each. How much were the ticket sales altogether?

While playing a dice game, Robert managed to throw nine lots of 5 in a row. How many did he score altogether?

All four judges gave the dancer a score of 10. How many did she score altogether?



## Reading

Please read out loud to an adult every day. Below are possible questions to discuss about your book.

### Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



### Inference Questions with Iggy

- What do you think... means?  
Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



### Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



### Prediction Questions with Pip

- Where do you think... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end?  
What makes you say that?
- Who do you think has done it?
- What might... say about that?



### Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story?  
How is it resolved?
- Can you retell the story to me in 20 words or less?



### If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?



## Handwriting

Copy out this poem in your neatest handwriting. Remember to start each line with a capital letter and use some letter joins. <https://www.twinkl.co.uk/resource/t2-e-2535-life-cycle-of-a-plant-handwriting-poem>

# The Life Cycle of a Flower

When explaining how plants grow,

There are things you need to know.

In the beginning all you need,

Is a simple, unsuspecting seed.

Giving the plant the ideal condition,

To germinate must be your mission.

Water, light and soil to sow,

Will help your little plant to grow.

Within no time, you will see a shoot,

Followed by a searching root.

The root will anchor to the ground,

The sprout reaches and light is found.

The plant grows taller; grows a stem,

Growing thicker and thicker, again and again.



Leaves appear as if overnight,  
Spreading out to catch the light.

Once fully grown, a flower is spotted,  
With seeds inside and petals dotted.

Flowers pink and blue and red,  
Now have seeds they need to spread.

Blown by the wind; carried by a bird,  
Caught on fur; it can seem absurd.

But when you are fixed into the ground,  
These are the ways to spread around.

No matter how, no matter when,  
The cycle will now start again.


Once in the soil, the seed is in,  
The cycle of life will now begin.



## Spelling

Year 2 spellings - <https://www.twinkl.co.uk/resource/t-l-5157-new-year-2-common-exception-words>

### Year 2 Common Exception Words

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

Year 3 spellings - <https://www.twinkl.co.uk/resource/t2-e-3099-statutory-spellings-word-mat-years-3-and-4-word-mat>

### Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

## SPaG

Watch the video to find out about homophones and then complete the worksheet below. Can you fill the sentences with the correct word and then write your own sentences using they're, there and their?

<https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/zc84cw>

# Homophones Practice: They're, There and Their

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?
4. Put the book over \_\_\_\_\_ on the shelf.
5. \_\_\_\_\_ bus was running late.
6. The cold wind made \_\_\_\_\_ teeth chatter.
7. Could they be in \_\_\_\_\_?
8. Blue Smarties are the best, \_\_\_\_\_ my favourites.
9. Ava and Lucas put \_\_\_\_\_ hands up at the same time.
10. Are you sure \_\_\_\_\_ not real?
11. The new teacher got \_\_\_\_\_ books in a muddle.
12. I went \_\_\_\_\_ last summer too!
13. Is \_\_\_\_\_ a doctor anywhere near?

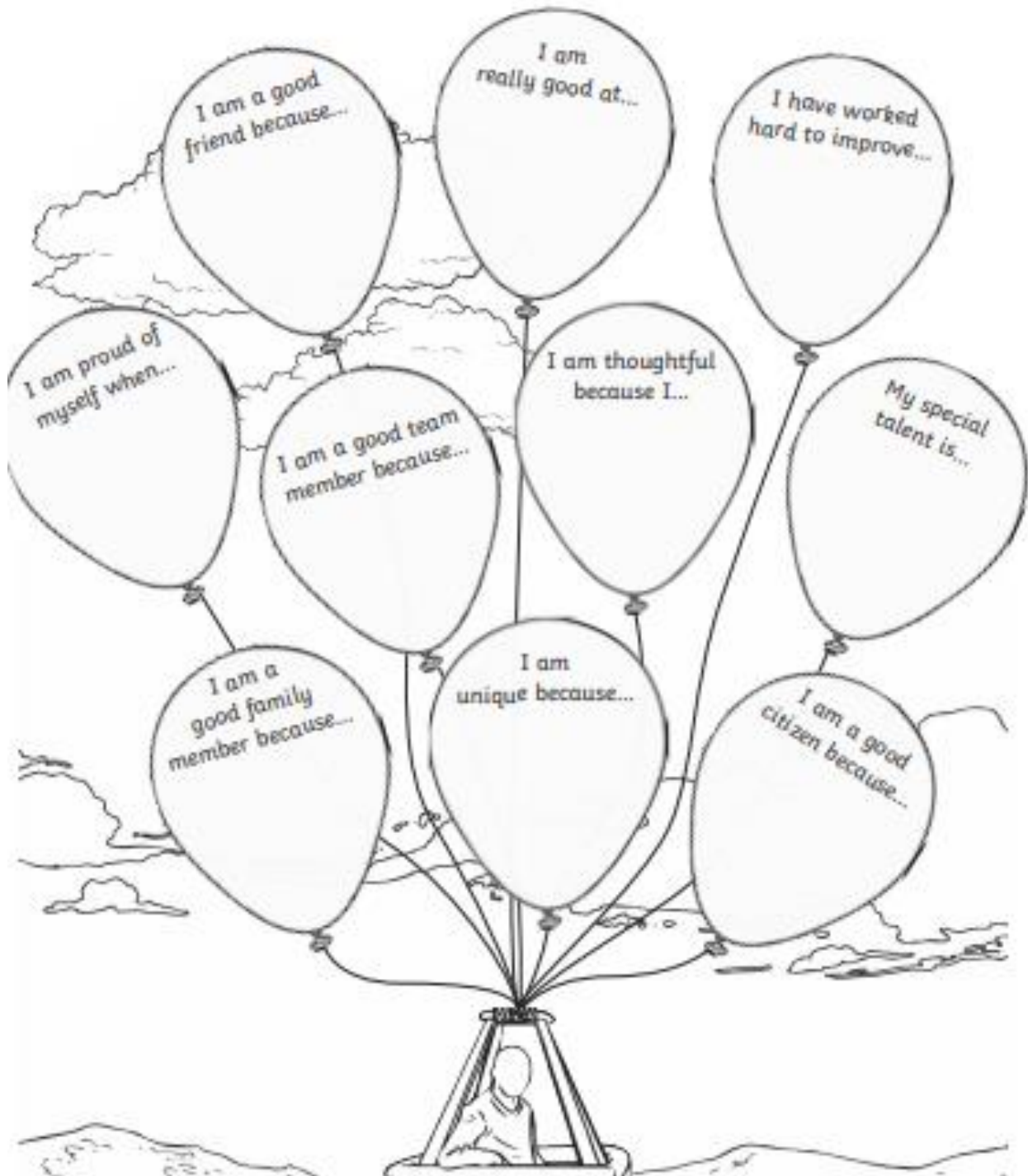


PE/ PSHE

- Go Noodle or Joe Wicks- get up and move every morning!
- What makes you an amazing person?

## I Am an Amazing Person!

Read and finish the sentences in the balloons below.



## Science/ Topic

- **Parts of a plant** - Use the video to help you find out about the parts of a plant and their functions. You can draw or paint a picture of a plant and label the parts with a description or you could even make a flip book!  
<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk>  
<https://www.youtube.com/watch?v=yr6uyQnMc48> (how to make a flip book)
- **What plants need for survival** - Use the video to help you find out about what plants need for survival. You can draw a picture and write sentences to describe what plants need and why.  
<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd>
- **Life cycle of a plant** - Use the video to help you find out about the lifecycle of a plant. You could draw a picture or create a diagram to describe the different stages a plant goes through in its life.  
<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z2vdjxs>
- **Plant model** - You can use a variety of resources (paper, paints, string etc) to create a model of a plant and label its different parts. Look at the pictures below to help you.



- **Plant investigation** - Can you plant seeds in cups and investigate which conditions help a plant grow the best? Observe the changes that happen throughout the week and record these in your own plant diary, drawing pictures and writing sentences to describe what is happening in each cup.  
**Cup 1** - Without water  
**Cup 2** - Without sunlight  
**Cup 3** - Without warmth  
**Cup 4** - With water, warmth and sunlight

# My Plant Diary



Name: \_\_\_\_\_

WB 15.06.20



## **A plant without light**

What the plant looks like now:	What I predict the plant will look like without light:
--------------------------------	--

## **A plant without warmth**

What the plant looks like now:	What I predict the plant will look like without warmth:
--------------------------------	---

## **A plant without water**

What the plant looks like now:	What I predict the plant will look like without water:
--------------------------------	--

# Day 1

Plant without light	Plant without water
Plant without warmth	Plant with water, light and warmth

---

---

---

---

---

---

# Day 2

Plant without light	Plant without water
Plant without warmth	Plant with water, light and warmth

---

---

---

---

---

---

# Day 3

Plant without light	Plant without water
Plant without warmth	Plant with water, light and warmth

---

---

---

---

---

# Day 4

Plant without light	Plant without water
Plant without warmth	Plant with water, light and warmth

---

---

---

---

---

---

# Day 5

Plant without light	Plant without water
Plant without warmth	Plant with water, light and warmth

---

---

---

---

---

---