

Year 2 – Work at Home

Day 3		Parental/carer signature/comment:
Reading 15 mins	Spend 15 minutes reading your book with your adult and answering comprehension questions. Example questions are in your child's reading journal.	
Reading/writing 1 hour	<p>Get your child to complete the comprehension paper. We always call this a 'quiz' or a 'show what you know'.</p> <p>Ask them to complete this in a quiet place, free from distractions. There is no set time for completing this paper but we suggest no more than 45 minutes.</p> <p>Then go through the questions together. Have they understood the questions? Did they check carefully in the text? Is there a type of question they found more challenging?</p> <p>If you aren't able to print it out then your child could look at it on the screen and talk you through their answers. Alternatively, on plain paper they could write out their answers.</p>	

<p>Maths fluency card</p> <p>10 mins</p>	<p>Practise your child's fluency maths sheets, both the addition and subtraction sides.</p> <p>Challenge your child to see how many addition questions they can get correct in 2 minutes.</p> <p>Challenge your child to see how many subtraction challenges they can get correct in 2 minutes.</p> <p>Have they improved?</p>	<p>Additions score (how many right in 2 minutes):</p> <p>_____</p> <p>Subtractions score (how many right in 2 minutes):</p> <p>_____</p>
<p>Maths</p> <p>40 mins</p>	<p>Capacity: National Curriculum Target: choose and use appropriate standard units to estimate and measure capacity (litres / ml)</p> <p>Children working at the expected Year 2 national standard will be able to read scales in divisions of ones, twos, fives and tens</p> <p>Children working at greater depth level for a Year 2 at the national standard will be able to read scales where not all numbers on the scale are given and estimate points in-between.</p>	

	<p>Using a measuring jug point out the different intervals that are labelled and not labelled.</p> <p>1) Can they work out the volume of liquid when it is on a numbered interval?</p> <p>2) Can they work out the volume when it's on an interval that is not numbered. They may need to use trial and error here to work out what the intervals are going up in.</p> <p>3) Complete pages 1 and 2 of the capacity sheet.</p>	
<p>Maths</p> <p>15 mins</p>	<p>Watching Numberblocks videos on iPlayer. We recommend series 3 for Year 2.</p>	
<p>Maths</p> <p>10 mins</p>	<p>2 children should know 2, 3, 5 and 10 multiplication and division facts. Play 'Hit the Button' to practise this on topmarks.co.uk</p>	
<p>Spellings</p> <p>15 mins</p>	<p>Get your child to: Look, say, cover, write 10 words they don't yet know on their highlighted spellings cards or 'common exception cards'.</p>	

	Challenge: Can they write them in a sentence?	
Spellings – new spelling rule 15 mins	Practise rule and write out your new spellings If they are confident with this new rule, use the spelling sheet handed out for home learning on 13.03.20. Pick a rule that your child has already been taught and revise this.	
Personal Development 1 hour	<p>We want the children to celebrate who they are and what makes them special.</p> <p>Ask them to think about a friend. Can they think of three things that are similar between them? Can they think about three things that are different between them?</p> <p>Choose a character from a book or television programme that they enjoy, Can they compare themselves to a character and find similarities and differences?</p> <p>Ask them if they agree with this statement – life would be better if we were all the same.</p> <p>Can they explain why they agree or disagree?</p> <p>Explain that having differences is what makes us special and different. Ask them to draw a poster to show what makes them, them. It can</p>	

	include all the things they love and lots of things that are special about them.	
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