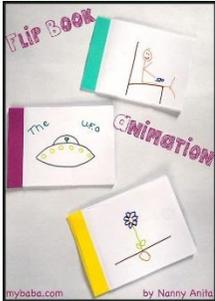




Daily home reading with an adult, of at least 10 minutes, is proven to have an impact on children's development and attainment within school. Please also continue to use Spelling Shed and Maths Shed.

Week	Home Learning	This week's spellings/times tables	Parent/student comment	Peer comment	Teacher comment
<b>Set: 7/1/22</b> <b>Due: 12/1/22</b>	<p><b>Maths</b> – In Year 2, children need to learn how to tell the time to the nearest 15 minutes (o'clock, quarter past, half past, quarter to). Start learning about how to tell the time at home. <i>If you already know how to tell the time to the nearest 15 minutes, challenge yourself to tell the time to the nearest 5 minutes.</i> You could use a clock or watch at home or make your own clock using a paper plate. There are lots of online games too: <a href="https://www.topmarks.co.uk/time/teaching-clock">https://www.topmarks.co.uk/time/teaching-clock</a> (Top Marks have lots of fun, interactive maths games!)</p> <p><b>English</b> – In English it is important that we expand our vocabulary! Create a list of words that have the suffixes –ness, -less and –ful. (A suffix is simply some letters added to the end of a word, for example 'happy' changes to 'happiness'). <i>Challenge: Use some of the words in your list to write sentences.</i></p>	<p><b>Spellings:</b>  cry, fly, dry, try, reply, July, shy, spy, sky, why  <i>(Spelling rule – long vowel 'i' spelled with y at the end of words.)</i></p> <p><b>Times tables:</b>  Practise your 2, 5 and 10 times tables.</p>			
<b>Set: 14/1/22</b> <b>Due: 19/1/22</b>	<p><b>English</b> – Write a day in the life of...YOU! What is an ordinary day like for you? Write about all the things you do on a normal day. Think about what time you do things, where you go, what you do and eat etc. Remember to think carefully about each sentence to ensure it makes sense, and don't forget those <b>capital letters</b> and <b>full stops</b>! <i>Challenge: Can you included expanded noun phrases (e.g. the <u>cute</u>, <u>fluffy</u> kitten) to help with your descriptions and add some adverbs (i.e. quickly, slowly, carefully etc.) too?</i></p> <p><b>Geography</b> – We will be learning all about maps. Create a map of your bedroom, garden or any room in your house. Make sure you include everything and draw it with a bird's eye view (that means from above!). <i>Challenge: When might people use maps and what would they use maps for? Can you find and print a map that shows where you live?</i></p>	<p><b>Spellings:</b>  flies, tries, replies, cries, copies, babies, carries, spies, supplies, lorries  <i>(Spelling rule – Adding -es to nouns and verbs ending in 'y')</i></p> <p><b>Times tables:</b>  Practise your 2, 5 and 10 times tables.</p>			
<b>Set: 21/1/22</b> <b>Due: 26/1/22</b>	<p><b>English</b> – Read a simple story with your adult. Can you recall the story and put the events in the correct order? Get your adult to write down the main events on pieces of paper and shuffle them up. Can you put them into the right order again? <i>Challenge: Can you create a story map</i></p>	<p><b>Spellings:</b>  copied, replied, spied, fried, applied, relied, identified,</p>			

	<p><i>of the story you have read, making sure that all the events are sequenced correctly?</i></p> <p><b>Art</b> – In Art, we will be creating flip books. Have a go at making one of these at home. Simply create a small book and draw moving pictures on the edge of each page – see picture below! Have fun! <i>Challenge: Can you make a flip book that shows someone bouncing a ball?</i></p> 	<p>multiplied, magnified, supplied (Spelling rule – adding ‘ed’ to words ending in ‘y’. The ‘y’ is changes to an ‘i’.)</p> <p><b>Times tables:</b> Practise your 2, 5 and 10 times tables.</p>			
<p><b>Set: 28/1/22</b> <b>Due: 2/2/22</b></p>	<p><b>English</b> – Create your own book. Make up your own story, write the text and illustrate it. It could be an adventure story, a fairy tale, a spooky story or even a comic! Get creative and have fun! <i>Challenge: Try to include different sentence starters in your stories. Can you include fronted adverbials (One day..., In the morning..., At sunset... etc.)?</i></p> <p><b>Science</b> – In Science we have been learning about materials! Can you answer these questions? Carry out your own experiments to help you answer them if you wish! When writing your answers, try to think about the ‘properties’ of each material. <i>Why can’t you have a chocolate teapot?</i> <i>Why do we not make raincoats out of paper?</i> <i>Why do we use glass for windows and not wood or metal or cardboard?</i></p> <p><i>Challenge: Research an inventor of a new material. Perhaps you could learn about John McAdam, John Dunlop or Charles Macintosh?</i></p>	<p><b>Spellings:</b> happier, happiest, angriest, angrier, drier, driest, tidier, tidiest, funnier, funniest (Spelling rule –adding -er to words ending in y. The y is changed to an i.)</p> <p><b>Times tables:</b> Practise your 2, 5 and 10 times tables.</p>			
<p><b>Set: 4/2/22</b> <b>Due: 9/2/22</b></p>	<p><b>History</b> – Create a poster about everything you’ve learned this half-term in History. We have been learning about Queen Victoria and the Victorian era and how it changed Britain. Make it eye-catching! <i>Challenge: Can you include a timeline of Queen Victoria’s life as part of your poster?</i></p> <p><b>Maths</b> – Practise counting in 3s. Use songs to help you: <a href="https://www.youtube.com/watch?v=9XzfQUXqiYY&amp;app=desktop">https://www.youtube.com/watch?v=9XzfQUXqiYY&amp;app=desktop</a></p>	<p><b>Spellings:</b> hiking, shining, surprising, joking, hoping, smiling, loving, writing, coming, caring (Spelling rule – adding -ing to words ending in ‘e’ with a consonant before it)</p>			

	<p>Ask your adult to write out numbers counting in 3s with some of them missing. Can you fill in the missing numbers? <i>Challenge: Once you have mastered counting in 3s, use this to help learn your 3 times tables. Can your adults test you? How quickly can you answer?</i></p>	<p><b>Times tables:</b> Practise your 2, 5 and 10 times tables.</p>			
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