

Bowes Primary School



Home Learning Pack

Dear Parents

- We have provided several tasks that will support your child's learning during the current school closure.
- Many of the tasks are based on what the children would have been studying in class.
- Work can be recorded in your child's Home Learning book where appropriate.
- As teachers will not be able to oversee or feedback on this work, any support you can provide will be helpful.

Year group: 2	
Curriculum area	Tasks
Reading	<ul style="list-style-type: none"> • Answer the reading comprehension about 'Silly Billy' by Anthony Browne (Pages 10 &11) • Children should read for 20 minutes a day and enjoy a book with an adult. Attached are questions you could use to discuss the book they are reading (Page 7) • Complete the phonics tasks for this week's sound: ay / a-e / ai (Pages 5 &6)
Writing	<p><u>Genre: Fiction – Anthony Browne author study: Silly Billy</u> https://www.youtube.com/watch?v=Qe7cnuLL_xk</p> <p><u>Lesson 1: Statements</u> Watch the YouTube video of the story. Discuss what the book is about (worries and how to overcome them). Explain we are now going to write some statements. Now look at a picture from the story (e.g. the boy in the bed). Fill out some speech bubbles about how the boy is feeling (e.g. I'm feeling sad, I'm worried, I'm confused etc...). Use conjunctions. See attached document; Lesson 1 statements (Pages 8 & 9)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Statements are the most common type of sentence. They tell the reader a fact or idea about a single topic. They must always end in punctuation, usually a full stop.</p> <p>Conjunctions are joining words that link together parts of a sentence (e.g. and, but, or)</p> </div> <p><u>Lesson 2: Reading Comprehension</u> Silly Billy reading comprehension (Pages 10 &11) Read the text and questions carefully. Underline key words/answers in the text carefully. Underline key words/answers in the text where appropriate before answering the questions.</p> <p><u>Lesson 3: Suffixes</u> Display and discuss the following: Brave → bravely. The noun (brave) becomes an adjective (bravely) when the -ly suffix is added. Sad → sadness. The adjective (sad) becomes a noun (sadness) when the -ness suffix is added. Help → helpful. the verb (help) becomes an adjective (helpful) when the -ful suffix is added. Write sentences using these suffixes. See attached document: Lesson 3 Suffixes (Page 12)</p> <p><u>Lesson 4: Features of a diary</u> Look at and discuss the attached document: Lesson 4 Features of a diary (Pages 13 &14) Identify and highlight the features of a diary using the attached document: Lesson 4 Diary entry for marking the features.</p> <p><u>Lesson 5: Writing a diary entry</u> Write a diary entry about when you were worried. Use attached document: Lesson 5 Diary Success Criteria (Page 15)</p> <p><u>Spelling</u> Learn the attached spellings (Page 16) Put each word into a sentence</p>

Maths

Day 1: Use pictures to add three numbers. See the example at the top of each activity **See attached document: Day 1 (Page 17)**

Day 2: Use partitioning to then solve addition using an empty number line. **See attached document: Day 2 (Page 18)**

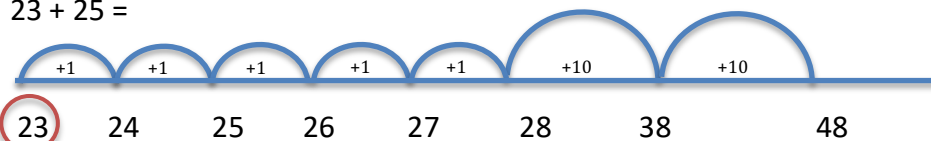
Day 3: Solve addition word problems. **See attached document: Day 3 (Page 19)**

Day 4: complete the addition investigation. **See attached document: Day 4 (Page 20)**

Continue to practise adding and subtracting a 2-digit number from a 2-digit number using an empty number line.

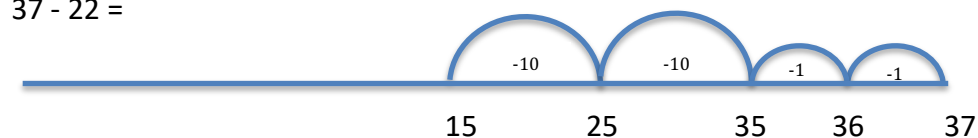
Addition

$$23 + 25 =$$



Subtraction

$$37 - 22 =$$



Continue to practise your times tables on a daily basis

<https://www.topmarks.co.uk/maths-games/mental-maths-train>

Have a go at completing 10 mental maths challenges each day.

<https://www.topmarks.co.uk/maths-games/daily10>

Try these maths games!

<https://www.topmarks.co.uk/maths-games/5-7-years/counting>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://uk.ixl.com/math/year-2>

Topic based project based on research

Learning Quest – Broomfield House and Grounds.

We will be exploring the history of Broomfield House and grounds. We can do this at home by:

- Asking questions (Task 1 – Summer Term 1, Week 1)
- **Using photos from the past to help us answer these questions (Task 1 & 2 – Summer Term 1, Week 2)**
- Reflecting on our own and our family's experiences of the past (postcard of memories provided in Week 1)
- Comparing Broomfield Park at the turn of the century to the present day.
- Placing significant events on a timeline.
- Each week we will be exploring a different enquiry question. Complete task attached.

See attachment below for this week's task (Pages 21-25)

Phonics Activity – ay / a-e / ai

Fill your key with a different colour for real words and nonsense words, then colour the correct boxes below.

Real Words









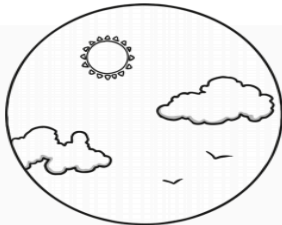


Nonsense Words



play	phay	paint	faint
yain	grapes	mountain	made
raining	stray	shade	dade

Find and write the ay / ai words.

 <div> <div>p</div> <div></div> </div>	 <div> <div></div> <div>l</div> <div></div> </div>	 <div> <div>r</div> <div></div> <div></div> </div>
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Sid the Snail

Sid was fed up with being just a snail and decided he wanted to try something new. One day during the month of May he decided to become a weather reporter. He crawled outside leaving a slimy trail behind him. At first it was warm and sunny and he liked being outdoors, but soon the grey clouds came and it began to rain. Just then it started to hail and Sid had to quickly hide inside his shell, where he felt safe. He didn't want to be a weather reporter anymore!

The next day Sid decided he would like to become a postman and deliver people's mail. "I can do this," he thought to himself, it looked easy. He set off carrying a bag full of letters and cards, he slithered along paths and pavements, he even avoided falling down all of the drains. Even though he was slow he was really enjoying himself, reading names and addresses on the front of letters and cards, but suddenly he crawled over a nail which was lying on the ground and was left in a lot of pain. Sid decided he didn't want to be a postman again! What a shame!

Next he decided to become a sailor and made his way down to the bay. He found a pale green boat and climbed inside. When he was out at sea he saw an enormous whale who created a gigantic wave with one almighty great swish of his tail. Sid was covered in water when the wave splashed over his boat. "Time to go," thought Sid.

So Sid went home and decided although he'd had a busy time, he would be most happy just being a garden snail.



Reading Questions

Front Cover:

- What kind of book do you think this is? (Fiction/non-fiction) How do you know?
- Look at the title and the front cover. Can you predict what this book is going to be about?

Blurb:

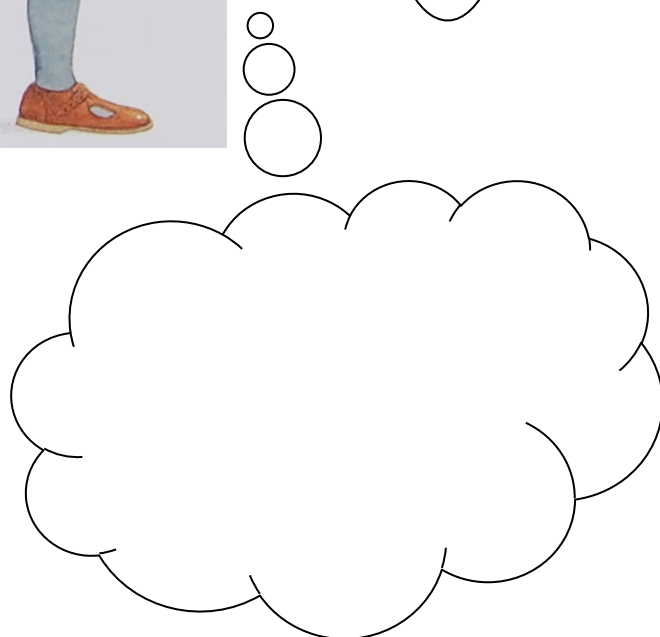
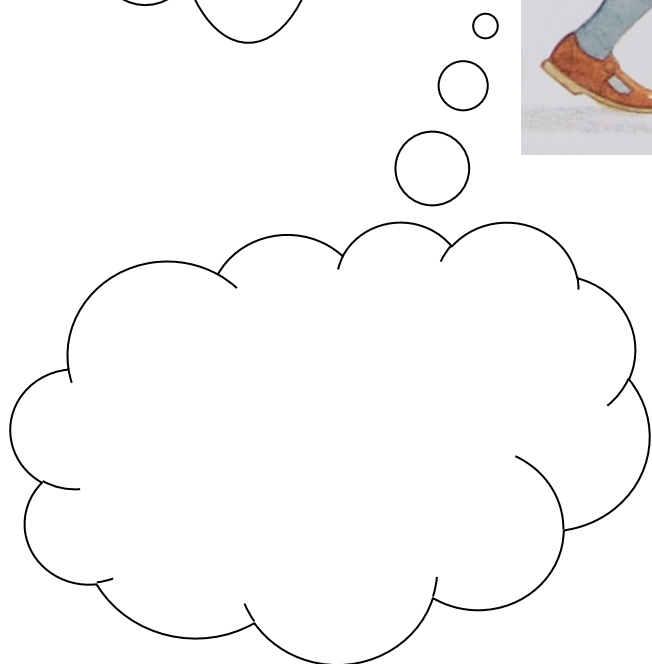
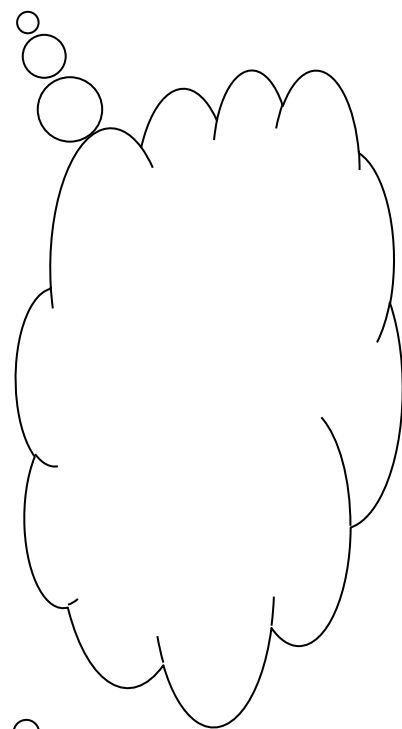
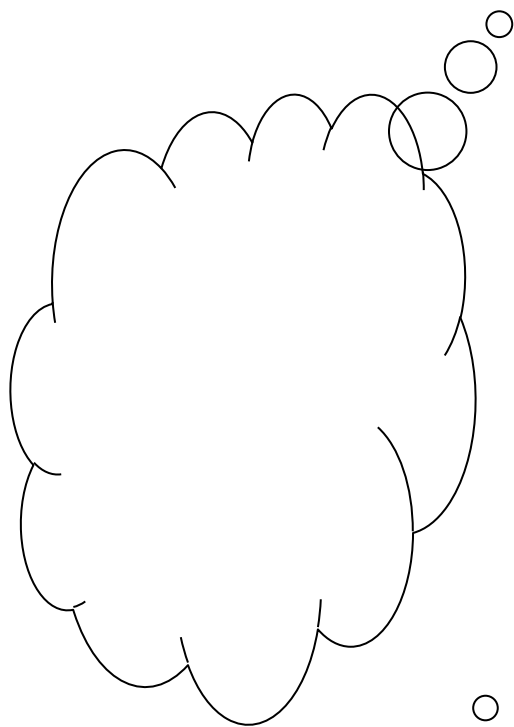
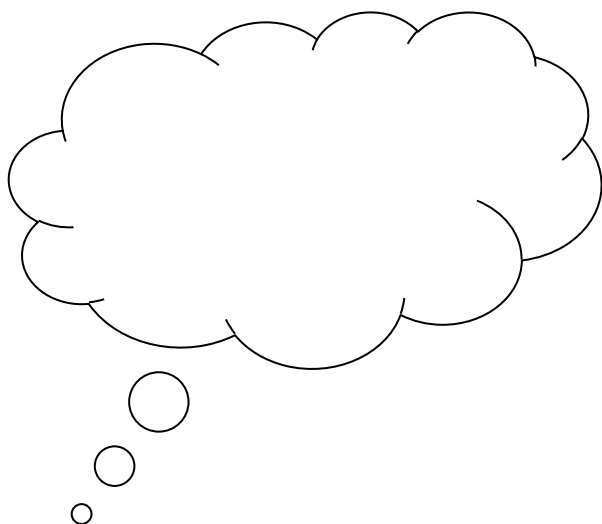
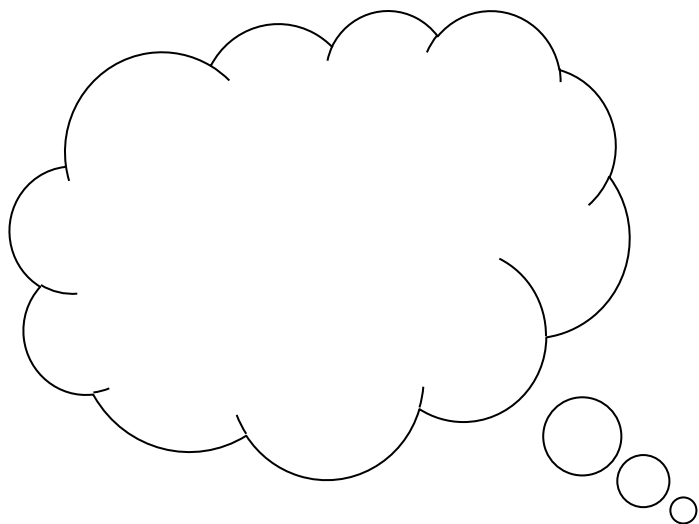
- From looking at the blurb and picture on the back, do you know some of the characters that will appear in the story?
- Does the blurb help you predict what might happen?

Text:

- Where is the story set?
- What does the word _____ mean? Can you put it into a sentence?
- How do you feel about this happening?
- What do you think will happen next in the story? Explain why you think this.
- Why did _____ do this?
- Why did _____ happen?
- Tell me something you liked/disliked about the book.

Writing – Day 1

I can write statements.



Word Bank:

worried afraid scared frightened
fearful anxious terrified nervous
troubled unsettled fretful jumpy

Challenge:

Tick to show whether each sentence is a statement, exclamation, command or question.

Sentence	Statement	Exclamation	Command	Question
Why was Billy scared?				
What a worried boy he is!				
He was afraid that a giant bird would carry him away.				
Stop worrying!				

Explain:

What is a statement?

Writing – Day 2

I can answer questions about a text

Billy used to be a bit of a worrier. He worried about many things...

Billy worried about hats and he worried about shoes. Billy worried about clouds, and rain. Billy even worried about giant birds. His dad tried to help. "Don't worry, lad," he said. "None of those things could happen. It's just your imagination."

His mum tried too. "Don't worry, love," she said. "We won't let anything hurt you."

1. What are 3 things Billy worried about?

2. Can you think of another word for giant?

But still Billy worried. One night he had to stay with his grandma. But Billy couldn't sleep. He was too worried. He always worried about staying at other people's houses. Billy felt a bit silly, but at last he got up and went to tell his grandma.

3. Who did Billy go to stay with?

4. Why couldn't Billy sleep?

5. How does Billy feel about being worried?

"Well fancy that, love," she said. "You're not silly. When I was your age I used to worry like that. I've got just the thing for you." She went into her room and came out holding something. "These are worry dolls," she explained. "Just tell each of them one of your worries and put them under your pillow. They'll do all the worrying for you while you sleep."

6. What did Grandma give Billy?

Billy told all his worries to the worry dolls. He slept like a log. The next morning Billy went home. That night he again told all his worries to the dolls. He slept like a stone. The next night Billy slept well, and the night after that.

7. The author says that Billy 'slept like a log'. What does this mean?

8. Why do you think the worry dolls help Billy sleep?

But the night after that Billy started to worry. He couldn't stop thinking about the dolls – all those worries he'd given them... They must be so worried. It didn't seem fair. The next day Billy had an idea. He spent all day working at the kitchen table. It was difficult work and at first, he made lot of mistakes and had to start again many times.

9. Can you find the word in the text that means challenging?

10. Can you think of two words that mean worried?

But finally, Billy produced something very special...some worry dolls for the worry dolls! That night EVERYONE slept well. Billy – and all the worry dolls. And, after that, Billy didn't worry very much at all. And neither did his friends...Billy made worry dolls for ALL of them.

Order the following events in the story (1 – 4)

Grandma gives Billy worry dolls.	
Billy makes worry dolls for his friends.	
Billy can't sleep because he is worried.	
Billy tells the dolls his worries and sleeps like a log.	

Writing – day 3

I can use suffixes in my writing

Write a sentence for each picture using the -ly, -ness and -ful suffixes.



Word Bank:

peacefully

sadness

thoughtful

silently

fearful

bravely

wonderfully

helpful

quickly

Explain:

What is a suffix AND what does it do to a word?

Colloquial Language

You should try to use chatty/informal language.

Chronological order

Your diary should be in time order, using adverbials.

Self-reflection

Try to include your thoughts, feelings, opinions and hopes (inside speech marks).



Follow a "Diary Style"

Start each entry with a date and "Dear Diary".

First person

Remember to use personal pronouns (in particular: I/We)

Detailed descriptions

Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.

HOW TO

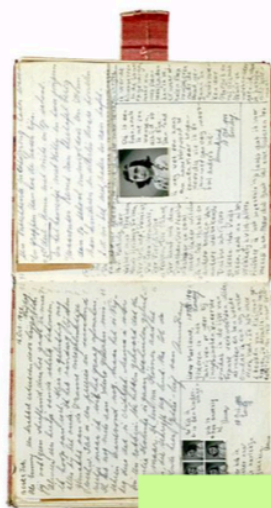
WRITE A:

DIARY

Past Tense

A diary is about what has already happened.

A BOY NEEDS A DOG, FRANK!



Write in your home learning book all the features of a diary

30th April 2020

Dear diary,

Today has been amazing! I spent it with my friend Lena.

First, we decided to go to the park. The path was uneven so we strolled carefully down the hill to reach the park.

When we got there we went on the rusty swings. We swung so high in the bright blue sky, I was filled with happiness.

Next, we skipped over to the enormous see-saw. It was wonderful!

Finally, we jumped up on the monkey bars. I climbed as high as a skyscraper and then jumped back down to earth.

We had such a great day, I can't wait to go again.

Helen

Writing –Day 5

Use your home learning book to write a diary entry

Remember to include:

- features of a diary
- suffixes
- a range of conjunctions
- statements





cover



write



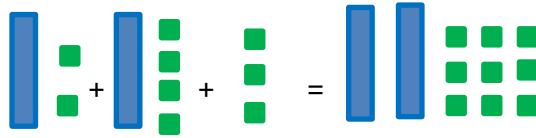
check

Beginning complex consonant patterns 'thr-', 'shr-', 'squ-'	Monday	Tuesday	Wednesday	Thursday
throw				
thread				
three				
shred				
shrink				
shriek				
square				
squint				
squash				
squeal				

Maths – Day 1

Example:

$$12 + 14 + 3 = 29$$



Remember:



1. $15 + 11 + 6 =$

2. $16 + 13 + 10 =$

3. $20 + 10 + 13 =$

4. $15 + 5 + 25 =$

5. $11 + 22 + 20 =$

6. $7 + 13 + 28 =$

Maths – Day 2

Example:

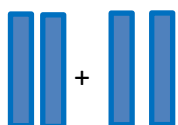
$$23 + 20 + 5 =$$

Partition these numbers into tens and ones.

$$5 + 0 + 3 = 8$$



$$20 + 20 = 40$$



Once you have done this, add your tens and ones using an empty number line.



$$40 + 8 = 28$$

There are three ones in 23, no ones in 20 and 5 ones in 5.

There are two tens in 23, two tens in 20 and no tens in 5.

1. $21 + 24 + 7 =$

2. $33 + 14 + 11 =$

3. $35 + 10 + 23 =$

4. $40 + 15 + 25 =$

5. $42 + 32 + 16 =$

6. $61 + 15 + 26 =$

Maths - Day 3

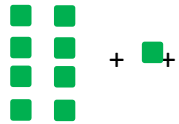
Remember to underline the key words and numbers.

Example:

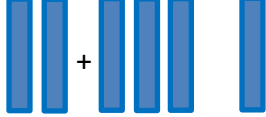
Tanya had 28 daffodil bulbs, 31 lily bulbs and 10 ginger bulbs. How many bulbs did she have altogether?

$$28 + 31 + 10 =$$

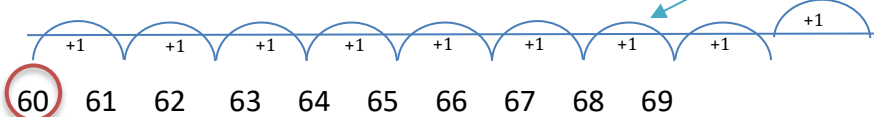
$$8 + 1 + 0 = 9$$



$$20 + 30 + 10 = 60$$



$$60 + 9 =$$



Tanya had 69 bulbs altogether.

Partition the numbers and then draw tens and ones to solve the addition.

Use an empty number line.

1. Gary went on a minibeast hunt. He saw 23 slugs, 21 ants and 12 woodlice. How many minibeasts did he see altogether?
2. The reptile pet shop had 14 snakes, 30 geckos and 26 tortoises. How many reptiles did the pet shop have altogether?
3. Yan went to the shop. He bought a banana for 40p, a bag of crisps for 34p and an apple for 20p. How much money did he spend altogether?
4. Warren collected 25 shells on the beach, Lucy collected 23 pebbles and Sita collected 34 shells. How many shells and pebbles did they collect in total?
5. Eric went on a walk. He saw 37 daises, 26 bluebells and 35 tulips. How many plants did he see altogether?

Maths – Day 4

Cross additions

Children find totals of 5 numbers less than 10 to give different totals.

Skills practised:

- Adding five single-digit numbers using number facts including pairs to 10, to help.

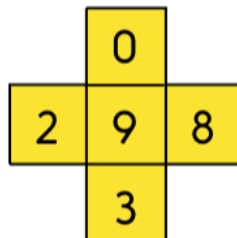
Conjecture: *It is possible to find two sets of five numbers less than 10 such that one total is one more than the other. Each number from 0 to 9 must only be used once.*

What to do:

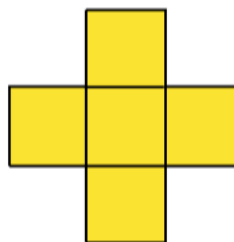
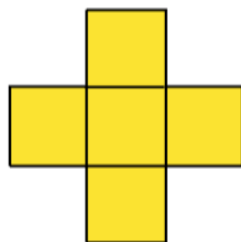
Children work individually or in pairs.

You will need sets of 0 to 9 digit cards.

1. Find the total of all five numbers in this cross. Can you see a pair to 10 which will help you to find the total more easily?



2. Use any five digit cards from 0 to 9 to make your own cross and find the total. Think about the easiest way to add them.
3. What is the smallest total that you can find? And the biggest total?
4. Now for the real challenge! Use all the digit cards 0 to 9, once each to make two crosses so that one cross has a total which is 1 more than the other.



HINT: When you have made two crosses, look at their totals and think how you might swap numbers between them to make their totals closer together.

Now can you find a different way to make two crosses with one total 1 more than the other?

Learning Quest – **The History of Broomfield House and grounds.**

We will be exploring the history of Broomfield House and grounds.

Key words/phrases we will use:

A long time ago, recently,
when my parents/carers were children,
years, decades, centuries

Look these words up in a dictionary if you are not sure what they mean:

decade, recently, century/centuries

In Week 2 we shall be answering the following enquiry questions:

What did Broomfield House look like?

How do we know what Broomfield House looked like?

Useful resources:

<https://www.youtube.com/watch?v=-Sz3l4L-uno>

<https://www.youtube.com/watch?v=lGsEDvzg7xY>

<https://www.friendsofbroomfieldpark.org/about>

<https://www.eyerevolution.co.uk/tours/broomfield-park/> (take a tour of Broomfield Park while at home)

<https://enfieldsociety.org.uk/2018/11/26/broomfield-house/>.

Please note this website was added in Week 2 and has some lovely photos and interesting information.

In line with the government lockdown we do not advise that you visit the park unless it is for your one session of daily exercise. If you choose to do so, please adhere to social distancing rules.

Task 1 & 2 are below.

Enquiry Question 1: What did Broomfield House look like?

Create a fact file or poster describing what Broomfield House looked like.

If you choose to create a fact file, you must consider the following features:

- Heading
- Subheadings
- Dates
- Photo of Broomfield House and written description

If you are creating a poster then you must make sure it has a detailed description of Broomfield House alongside a photo.

Enquiry Question 2: How do we know what Broomfield House looked like?

Think about the sources you used to find your information for your poster or fact file. Examples could be photos, drawings and personal accounts.

An example of a personal account is Samuel Pepys Diary that gave us information about the Great Fire of London.

List your sources below and what you found out from them. Look at the example in the first row to help you.

Resources	What I found out?
Photo of the outside of Broomfield House.	This showed me what the outside looked like before the fire.

Give a brief description of what you did and how you found out what Broomfield House looked like. For example; 'I used the internet and found a website with old photos...'

Challenge

Think back to our Learning Quest 'The Great Fire of London'

Can you list some of the sources we used to find out about the fire in 1666?

Did you use the same sources to find out about the Great Fire of London? If not, why not?

Pictures of Broomfield House



