**St Joseph’s Catholic Primary School Home Learning Pack**

**Class: Sycamore Year 2**

Please find the suggested timetable. This is just a suggestion and you need to find what works for you and your child as we understand that everyone learns differently. Just to be clear, we are not expecting everyone to do all of the activities and these are only suggestions. We understand that our circumstances are all very different at the moment and that lots of you will be trying to juggle ‘home school’ and your own work as well as caring for elderly neighbours and family. Please only do what you feel you can. We do not want to set anything that causes any worry so please do what you feel. There are some references to resources but they do not need to be printed and can be viewed online and the work can be completed or copied onto paper. Please contact us at [admin@stjo.uk](mailto:admin@stjo.uk) and in the subject name it… For (Your Child’s teachers name and Class) if you need any further support. For example; **For Miss Rowe, Sycamore Class.** This will help us to ensure your request is dealt with quickly.

Suggested Family Home Learning Timetable

This is a guide to help you establish a routine for your children – this is just a suggestion and you will need to adapt it to the needs of your family.

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| **Time** | **Activity** |
| Before 9.00 | Get up, washed, dressed, make beds and eat breakfast |
| 9.00 – 9.30 | PE with Joe or family walk |
| 9.30 – 9.45 | Drink and get ready for home learning |
| 9.45 – 10.30 | English – writing, spelling or grammar activity from your home learning pack |
| 10.30 – 11.00 | Break time - take a snack and drink outside if you can |
| 11.00 – 11.45 | Maths – choose an activity from your home learning pack |
| 11.45 – 12.30 | Creative time – draw, paint, sew, bake, do a job in the garden, stop-motion animation with lego / plasticine (the list is endless). Have a project that you can do a bit of everyday. |
| 12.30 – 1.15 | Lunch – help to make it AND clear up behind it! |
| 1.15 – 1.30 | Chores – do a job around the house e.g. put laundry away, tidy your room, vacuum or polish |
| 1.30 – 2.00 | Quiet time – shared or independent reading |
| 2.00 – 3.15 | Topic time – science / art / history / geography / music – choose a topic activity from the home learning pack |
| 3.00 – 3.15 | Break time – take a snack and drink outside if you can |
| 3.15 – 3.30 | Reading – enjoy a book together |

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| Maths |  | Activities | Resources |
| Day 1 | **Can I use different coins to make an amount?** | * Recap the value of the coins (£2, £1, 50p, 20p, 10p, 5p, 2p and 1p) Also make reference to the notes. (Show practical examples of these if you can)   (If your child needs more work on this just spend time becoming familiar with the coins)   * How many different ways can you make 50p using different coins?   Encourage your child to work systematically rather than just finding random ways. For example using the highest value coin and least amount of coins first:  50p  20p + 20p + 10p  20p + 20p + 5p + 5p  (They might have a different system which is great but the idea is that they have a process behind their thinking) | Money (play or real)  Writing/recording equipment |
| Day 2 | **Can I add together different coins?** | Recap value of coins.  Have a selection of coins out.  Use different coins and ask your child to add them together.    + = 70p  Use resource Day 2 – there are some more activities here, including making different amounts.  Try and make different amounts using the coins. | Day 2 Resource  Money play or real |
| Day 3 | **Can I add together small amounts?** | Set up a practical shop with items and prices. If you have a play till and other shop items then great, if not don’t worry just be creative. Perhaps find some tins out the cupboard and price them up.  Role play shop keeper and customer and work out the price. Add two amounts together. How could you pay for these? Can you use the least amount of coins? | Play or real money  Play till, play basket (if you have one)  Items for your shop. |
| Day 4 | **Can I find change?** | Look at the reminder sheets with how to work out the change.  We use a numberline and although it is subtraction we are counting on and finding the difference.  Discuss how this is find the difference and why this is an efficient strategy. The reminder sheet will help with this.  Use resource Day 3 to help you with this. | Resource Day 4 (Don’t worry that it says Day 3 on the top!)  Play or real coins |
| Day 5 | **Can I find change?** | Use your ‘set up shop’ from earlier in the week. Have items priced and choose an amount based on the items that you have in front of you.  You might want to start with change from £1 and then move onto £2 and then perhaps £2.50 or £3.75 and extend to £5 if you would like a challenge.  For an extra challenge – Add two amounts together and then work out the change. | Play or real money  Play till, play basket (if you have one)  Items for your shop.  Recording equipment to draw numberlines if needed. |

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| English |  | Activities | Resources |
| Day 1 | **Can I practise forming my letters?** | Sit with your child and ask them to write each letter of the alphabet. Watch closely HOW they write each letter. Are they starting and finishing the letter in the right way? Put a dot under the ones that need more practise. If you’re not sure please don’t worry – just lots of encouragement! There is a video on Sycamore Class Page Home Learning to help.  You can then choose a few letters at a time to practise. When practising how to form these letters, they don’t always have to be written with pencil. You could write them in the air, or with sand, or paint or just water and a paintbrush outside on the concrete. | Possible resources - Paintbrushes  Water  Paint  Sand |
| Day 2 | **Can I choose the correct homophone?** | Ask – What is a homophone? (Homophones are two or more words that sound the same but have different meanings and are spelt the same)  Create flashcards for these words – new, knew, no, know, night, knight, not, knot.  Decide on an image that will help you to remember these spellings and draw a small picture on the flashcard.  Practise writing them through our rainbow write and quick write. See how many you can write in a minute!  Then have a quiz – Read the spelling out in context as ask your child to write the correct homophone. They have to think about the correct one to choose and the spelling.  For example: I had a knot in my shoelace. | Card or paper to create flashcards |
| Day 3 | **Can I describe a dragon?** | Use resource Day 3.  Work through the activities.  Create your own dragon.  You may want to paint it or make it out of junk modelling materials. | Resource Day 3  Junk modelling materials |
| Day 4 | **Can I answer questions about a poem?** | Use resource Day 4.  Read the poem and follow the activities. | Resource Day 4 |
| Day 5 | **Can I write an acrostic poem?** | An acrostic poem is where each letter from a chosen word starts each line of the poem.  For example:  Delightful  Obedient  Greedy  Soft  It could just be one word or a whole line  For example:  Teaching us everyday  Educating us about the world  Always thinking how to make it fun  Creating songs and dances  Hearing her reading our favourite stories  Each day she makes us giggle  Remembering all the special times.  First choose your topic and then list all the things you think about for that topic. This will help you to construct your poem.  Create a poem.  You could draft it and then copy it up neat and take a photo of it and email it to admin so that I can see. | Pen and paper |

**Suggested Reading Activities**

**Reading Daily**

**Please enjoy a bedtime story together each night! Try to get them to make a prediction about what might happen next in the story.**

**Spellings**

Here are a list of this weekly spellings.

1. can’t
2. doesn’t
3. they’re
4. couldn’t
5. I’m
6. wasn’t

You could quiz them each week, like we do in class if you would like to.

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| Varied activities of Science, Music, Topic (History, Geography, Art) and R.E | | | |
|  |  | Activities | Resources |
| Day 1 | **Can I retell the story of the resurrection?**  R.E | Read the Easter story. John 20: 1-9. If you have a child’s Bible you can find it in there. There are also videos online which tell the story. Alternatively you can access the Wednesday word.  [www.wednesdayword.org](http://www.wednesdayword.org)  This tells the gospel in a very child-friendly way.  Create the tomb as part of an Easter Garden.  You can use anything around the house that you already have.  If you want to take a picture of it and send it to use and we will put some on the website.  Don’t worry if you haven’t got the access to an outdoor space, you can always make one out of paper. | Bible or access to the story on the internet  Resources to make Easter garden – plant pots, stones, twigs, straws, paper. |
| C:\Users\Emily Rowe\Google Drive\Year 2 2019\School Closure\image4.jpegC:\Users\Emily Rowe\Google Drive\Year 2 2019\School Closure\image1.jpeg  I created one too!  I created one too! | | | |
| Day 2 | **Can I go on a mini-beast hunt?**  Science | If you have a garden, go out into your garden and explore different habitats in your garden. Perhaps look under plant pots and lift up small stones and see what you find. Make a tally chart as you go along of the different bugs that you find.  Which is the most popular?  Which is the least popular?  Write three questions to enquire about your hunt.  Why were woodlice the least popular? (Scientists ask questions and try to use evidence and clues to work out answers)  If you don’t have a garden, don’t worry you can still do this. Perhaps incorporate it into your daily exercise? What bugs can you find? What birds can you find? You can change it depending on your space. | Pen and paper  Outside area |
| Day 3 | **Can I make a habitat?**  Science/DT | Go on another mini-beast hunt like yesterday but this time just observe the different habitats. Where have you found the mini-beasts?  Gardens are habitats. Other habitats could include forests, deserts, under the sea and many more.  Choose a habitat and make your own.  This website has some ideas.  <https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/KS1_Science_Yr_2_Autumn_2_Habitats_Session_3_Resource_1.pdf> | Hamilton Resource Pack |
| Day 4 | **Can I create a factfile about Mary Anning?**  TOPIC – History  Mary Anning | Introduce term: Significant Individual  What does this mean? Why might we call someone this?  Last term we were learning about Mary Anning.  Make a factfile about Mary Anning.  You can set your work out any way that you like but try to include these details.  Who was Mary Anning?  Why is she famous?  When was she born?  Where did she live?  You may want to include a picture of her.  These websites might help.  <https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zf6vb82>  <https://www.natgeokids.com/uk/discover/history/general-history/mary-anning-facts/> | Internet or books  Paper and a pencil |
| Day 5 | **Can I draw a portrait of Mary Anning?**  ART | Look carefully at some photos of Mary Anning.  Draw a portrait of Mary Anning.  Don’t forget everything that we have learnt.  Draw the oval first and divide the face into four to help you with the features. (remember, if you are just doing the head and shoulders then the head can take up most of your page)  Once you have drawn the features you might like to add some colour.  When you are finished, if you want to you can take a photograph of your portrait and I will create an Art Gallery on our Class Webpage. | Paper  Pencils  Colouring pencils  Crayons |