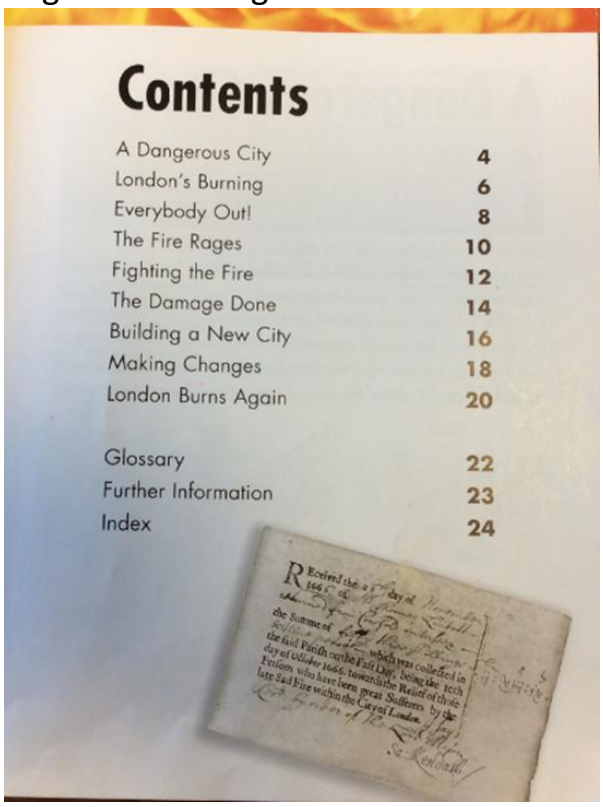
Hyde Park Infant School Home Learning – Year 2 – Week 2 - 18th January 2021

English – Reading



Contents

Monday

The Damage Done! Pages 14 - 15

Use the contents page to find out what pages 14 - 15 will be about. Ask children to read the pages together with paired reading and remember words they do not know the meaning of. Q. Why do you think different books report different numbers of dead? Q. Why do you think people saved their piano? Q. What do you think your family would save?

Several words are in the glossary but have not been made bold. There are no words in the glossary but ask children to identify words they are unsure of.

Ask children to answer the day's comprehension questions.

Tuesday

Building a New City! Pages 16 - 17

Use the contents page to find out what pages 14 - 15 will be about. Ask children to read the pages together with paired reading and remember words they do not know the meaning of. Q. Why did the King's dreams not come true? Q. Why did it take so long to rebuild London?

Several words are in the glossary but have not been made bold. Architect, tradesmen

Ask children to answer the day's comprehension questions.

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Wednesday

The Great Fire of London by Liz Gogerly Pages 18 & 19

Teacher read the pages while children follow. Stop regularly for children to read and sound out words with phonics. Q. Why do you think Pepys had nightmares? Q. Why would horse drawn fire engines be useful? Glossary words: storey, hand squirt. Children complete their comprehension questions.

Thursday

Pages 19 & 20

Teacher read. Q. What does 'no stranger to fire' mean? Q. Find a word on Pp. 20 that means the same as ruined (destroyed). Children complete the comprehension questions.

Friday

London's Burning!
A Fictional Story

Sally woke up and found her bedroom was full of smoke. Her mother ran in.

"Get up Sally, we have to go!" Her mother went back into the house. Sally opened the window. People were screaming in the streets and throwing their things into carts.

"Hey, what's happening?" Sally shouted.

"Fire!" someone shouted back. "Coming from Pudding Lane! Get out now!" Sally got changed as quickly as she could and went downstairs.

She saw her parents and sister putting things into a handcart. People were trying to put out the fire with leather buckets full of water. The fire jumped from one building to the next.

"The houses are so close together and made of wood!" Sally said. People had dropped candlesticks and burnt pots and pans in the streets.

The grocer's boy saw Sally and said, "Some people are going to St Paul's Cathedral to stay safe. It won't burn because it is made of stone, not wood."

Sally and her family carried on walking. They arrived at Moorfields. There were no buildings to burn. They were safe.

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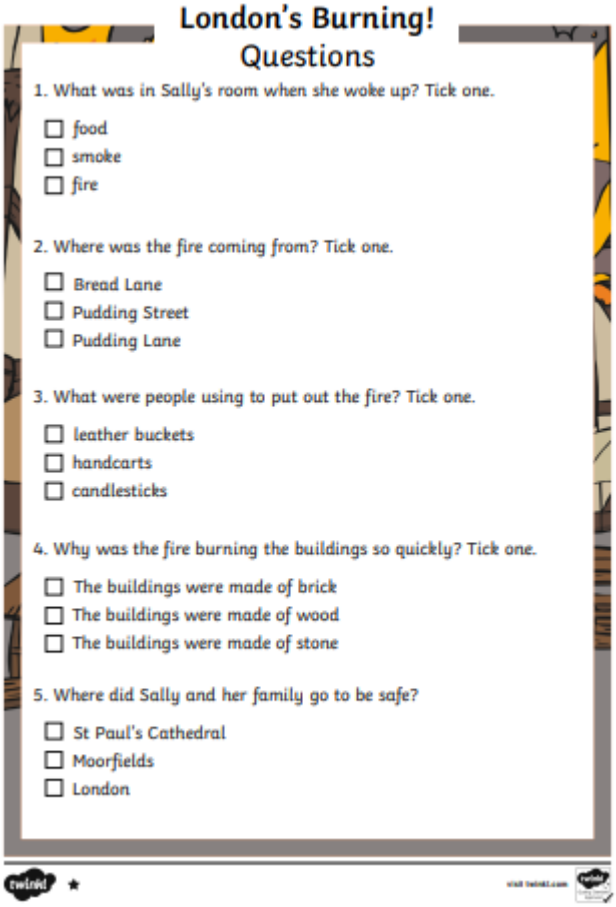

London's Burning!
Questions

1. What was in Sally's room when she woke up? Tick one.
- ☐ food
- ☐ smoke
- ☐ fire

2. Where was the fire coming from? Tick one.
- ☐ Bread Lane
- ☐ Pudding Street
- ☐ Pudding Lane

3. What were people using to put out the fire? Tick one.
- ☐ leather buckets
- ☐ handcarts
- ☐ candlesticks

4. Why was the fire burning the buildings so quickly? Tick one.
- ☐ The buildings were made of brick
- ☐ The buildings were made of wood
- ☐ The buildings were made of stone

5. Where did Sally and her family go to be safe?
- ☐ St Paul's Cathedral
- ☐ Moorfields
- ☐ London

English – Writing and CEW

Monday

CEW: path

Refer to the PowerPoint. What is a conjunction. Revise coordinating conjunctions. Progress to subordinating conjunctions. Explain that a subordinate conjunction links 2 clauses which are parts of a sentence. The second clause does not usually make sense on its own. Look at the sentences and discuss the 2 parts of the sentence needing each other to make sense. Children finish the second part of the sentences (the pictures may help with ideas) on mini white boards or in jotters. For children who can progress further give them a subordinate conjunction and ask them to devise a 2-part sentence using it.

Tuesday

CEW: bath

Read some fact-files about Samuel Pepys

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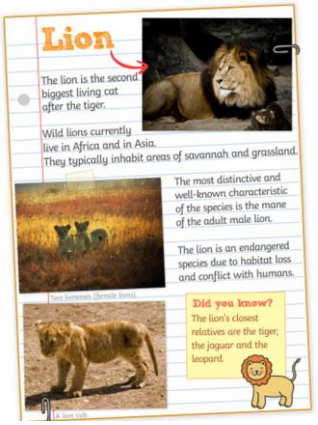
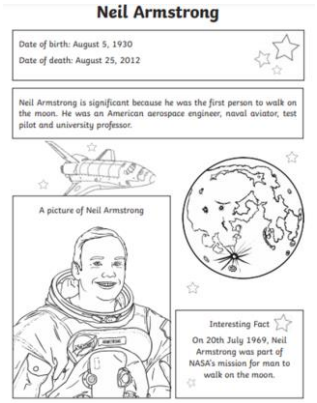
Explain that we are going to write a fact-file about Samuel Pepys this week. What can the children remember about him from their research last week? What did they find interesting? Explain that a fact file is a short piece of writing explaining the most important things about a subject. Share the fact files and ask children to read them with a partner. Then orally ask the children to answer questions and underline their answers on their sheet.





Samuel Pepys
A famous diarist.

Samuel Pepys was born on 23rd February 1633 in London. He was the fifth child of eleven. His father was a tailor. He was very clever and studied at Cambridge University.

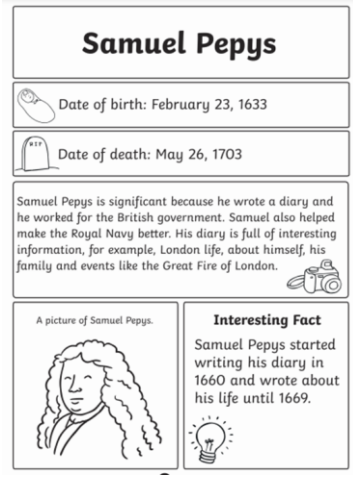
He started to write his famous diary when he was 27 years old.

During the Great Fire Samuel Pepys was angry because so many people fled and didn't try to help put out the fire. Pepys famously buried his best cheese and wine in a box in his garden.

He visited King Charles II and told him what he should do. "Pull down the buildings," he said. "Then there shall be gaps which will stop the fire from spreading."

His diary tells us a lot of information about what happened during the fire and is one of the ways that we can learn about what happened in the past.

He started to become blind and stopped writing his diary when he was 36. He died on May 26th 1703 at the age of 70.



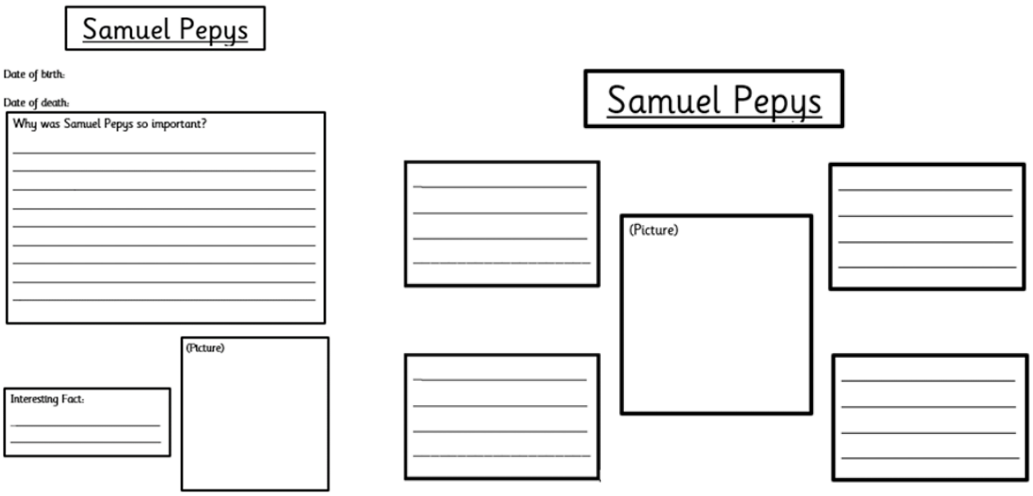
Wednesday

CEW: after

In today's lesson the children will plan their fact-file. They need to decide on the most important facts about Samuel Pepys and the facts people would be most interested to read about.

Fact-files about a person include DOB and DOD (death) so it would be wise to include these. Then the children are going to explain why we remember Samuel Pepys. Ask them to decide on the most important reasons we remember Pepys and make notes so they will remember their ideas in tomorrow's lesson.

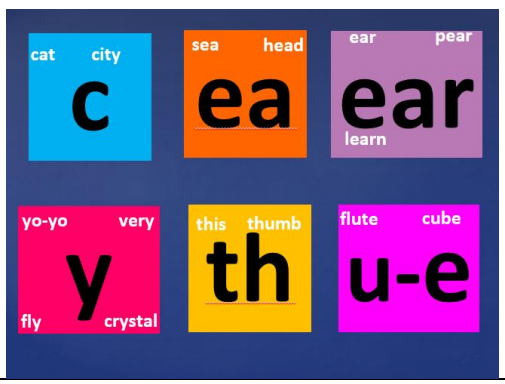
Finally, the children can make a note of the most interesting thing they learnt about Pepys.



Thursday
CEW: plant
Write Samuel Pepys Fact-file. Say each sentence out loud to ensure it has correct grammar, then write it on the fact file. Check punctuation and spelling.

Friday
CEW: beautiful
Rewrite Samuel Pepys Fact-file. Look at yesterday's fact file. How can it be improved? Check to make sure it makes sense. Are the full stops in the correct place? Check capital letters. Check spellings. Children redraft the fact file in best their writing.

Phonics – Daily
Show your child the sounds below and ask them to tell you each sound with the word (above the sound) and the action.



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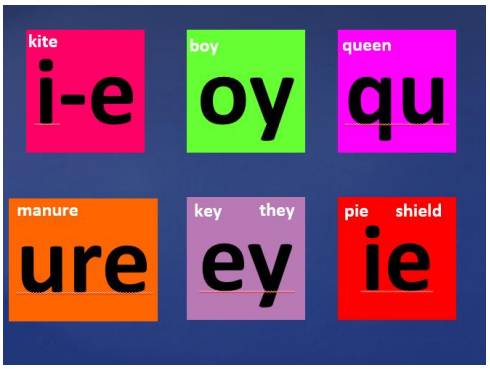
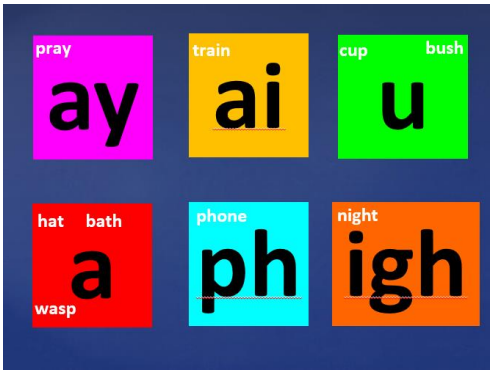
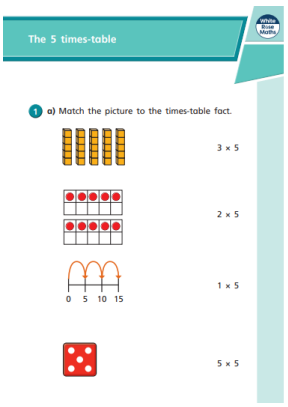




Daily Phonics lessons are posted on Microsoft Teams. This can be downloaded as an App on any device (including Xbox and Play Station) or can be accessed online by googling Microsoft Teams.

Maths

Monday – Practice counting in fives – how far can you go? Follow the link to learning about the five times table https://vimeo.com/490421314. Follow video and complete worksheet/questions below (https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-4-WO8-The-5-times-table-2019.pdf). After completing this learning, follow this link to a five times table video. Can you join in? https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-5-times-table/zhbm47h


The 5 times-table

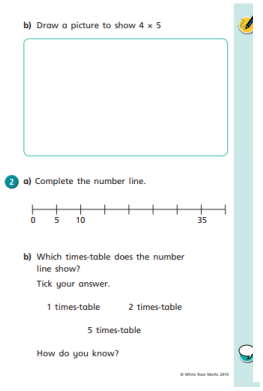
1 a) Match the picture to the times-table fact.

3 × 5

2 × 5

1 × 5

5 × 5


b) Draw a picture to show 4 × 5

2 a) Complete the number line.

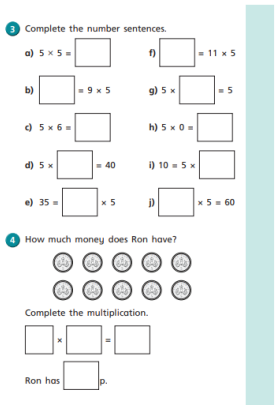
0 5 10 35

b) Which times-table does the number line show?
Tick your answer.

1 times-table 2 times-table

5 times-table

How do you know?


3 Complete the number sentences.

a) 5 × 5 = ☐

b) ☐ = 9 × 5

c) 5 × 6 = ☐

d) 5 × ☐ = 40

e) 35 = ☐ × 5

f) ☐ = 11 × 5

g) 5 × ☐ = 5

h) 5 × 0 = ☐

i) 10 = 5 × ☐

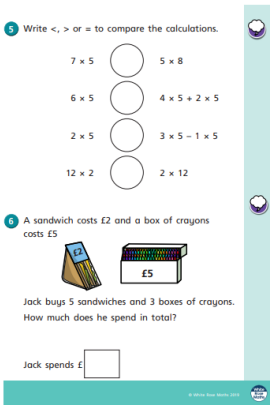
j) ☐ × 5 = 60

4 How much money does Ron have?

Complete the multiplication.

☐ × ☐ = ☐

Ron has ☐p.


5 Write <, > or = to compare the calculations.

7 × 5 ○ 5 × 8

6 × 5 ○ 4 × 5 + 2 × 5

2 × 5 ○ 3 × 5 − 1 × 5

12 × 2 ○ 2 × 12

6 A sandwich costs £2 and a box of crayons costs £5

£2 £5

Jack buys 5 sandwiches and 3 boxes of crayons.
How much does he spend in total?

Jack spends £☐

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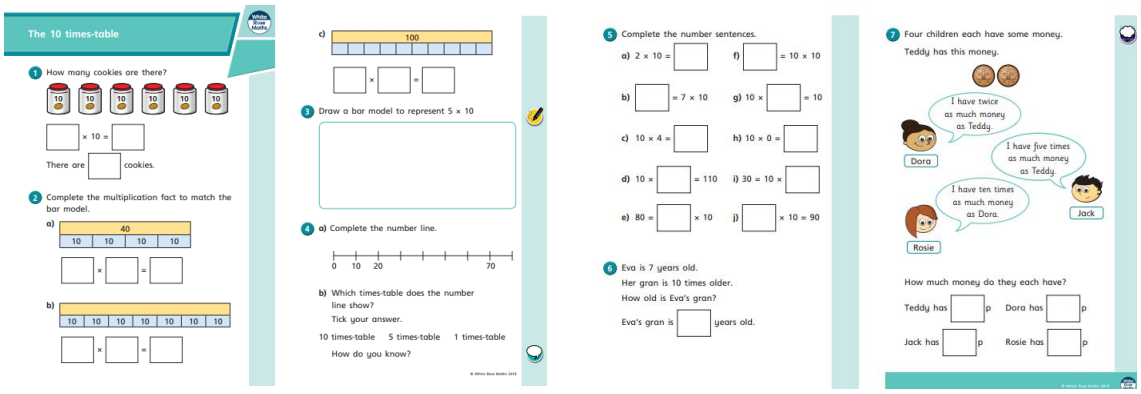
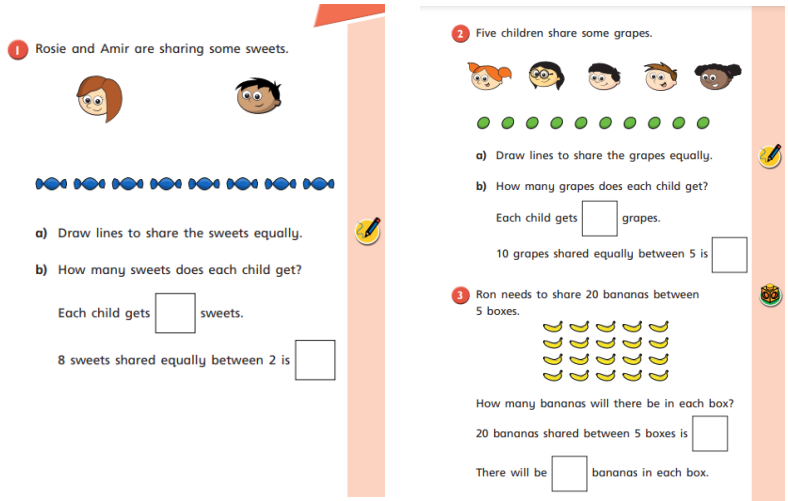
Tuesday – Practice counting in 10s – how far can you go? Follow the link to the learning about the ten times table - https://vimeo.com/490421912. Follow video and complete worksheet/questions below (https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-4-WO9-The-10-times-table-2019.pdf). After completing this learning, follow the link to a ten times table video. Can you join in? https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-10-times-table-with-webster-the-spider/zm32cqt



Wednesday – Follow the link to learning about making equal groups and sharing - https://vimeo.com/492603273 . Follow the video and complete the worksheet/questions below (https://resources.whiterosemaths.com/wp-content/uploads/2020/02/Y1-Summer-Block-1-WO7-Make-equal-groups-sharing-2020.pdf).



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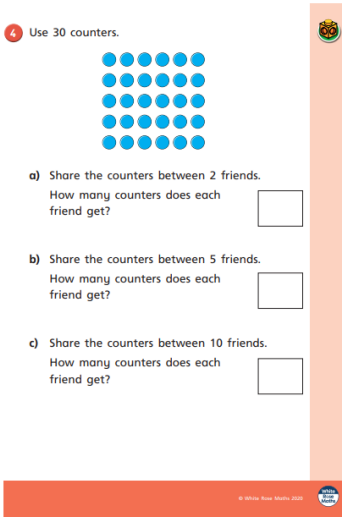


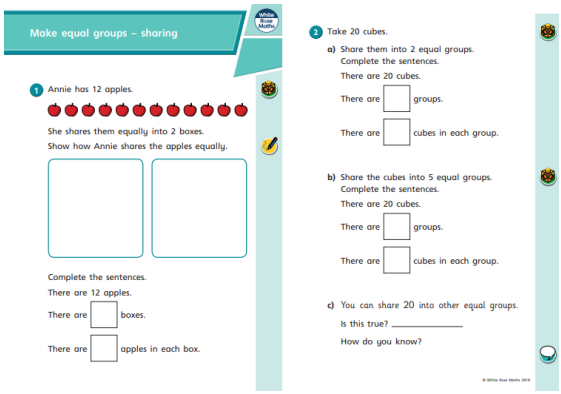
4 Use 30 counters.

a) Share the counters between 2 friends.
How many counters does each friend get?

b) Share the counters between 5 friends.
How many counters does each friend get?

c) Share the counters between 10 friends.
How many counters does each friend get?

Thursday – Follow the link to learning about sharing and equal groups - https://vimeo.com/492603633 . Follow video and complete worksheet/questions below (https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y2-Spring-Block-1-WO1-Make-equal-groups-sharing-2019.pdf).



Make equal groups – sharing

1 Annie has 12 apples.

She shares them equally into 2 boxes.
Show how Annie shares the apples equally.

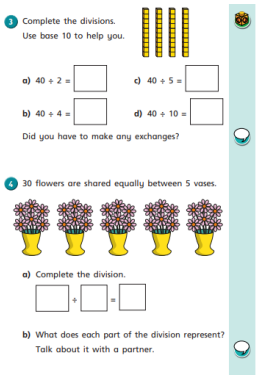
Complete the sentences.
There are 12 apples.
There are ___ boxes.
There are ___ apples in each box.

2 Take 20 cubes.

a) Share them into 2 equal groups.
Complete the sentences.
There are 20 cubes.
There are ___ groups.
There are ___ cubes in each group.

b) Share the cubes into 5 equal groups.
Complete the sentences.
There are 20 cubes.
There are ___ groups.
There are ___ cubes in each group.

c) You can share 20 into other equal groups.
Is this true? _____
How do you know?



3 Complete the divisions.
Use base 10 to help you.

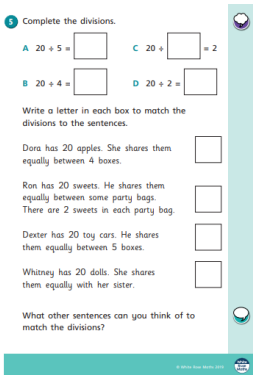
a) 40 ÷ 2 = ___
b) 40 ÷ 4 = ___
c) 40 ÷ 5 = ___
d) 40 ÷ 10 = ___

Did you have to make any exchanges?

4 30 flowers are shared equally between 5 vases.

a) Complete the division.
___ ÷ ___ = ___

b) What does each part of the division represent?
Talk about it with a partner.



5 Complete the divisions.

A 20 ÷ 5 = ___
B 20 ÷ 4 = ___
C 20 ÷ ___ = 2
D 20 ÷ 2 = ___

Write a letter in each box to match the divisions to the sentences.

Dora has 20 apples. She shares them equally between 4 boxes. ___

Ron has 20 sweets. He shares them equally between some party bags. There are 2 sweets in each party bag. ___

Dexter has 20 toy cars. He shares them equally between 5 boxes. ___

Whitney has 20 dolls. She shares them equally with her sister. ___

What other sentences can you think of to match the divisions?

Friday – Follow the link to learning about grouping equal groups - https://vimeo.com/492603899 . Follow video and complete questions/worksheet below (https://resources.whiterosemaths.com/wp-content/uploads/2020/02/Y1-Summer-Block-1-WO6-Make-equal-groups-grouping-2020.pdf).

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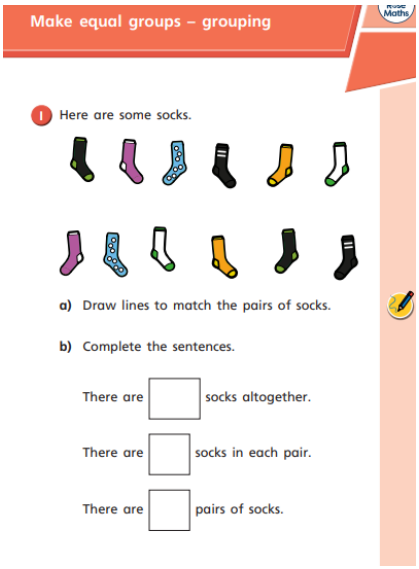


Make equal groups – grouping

1 Here are some socks.

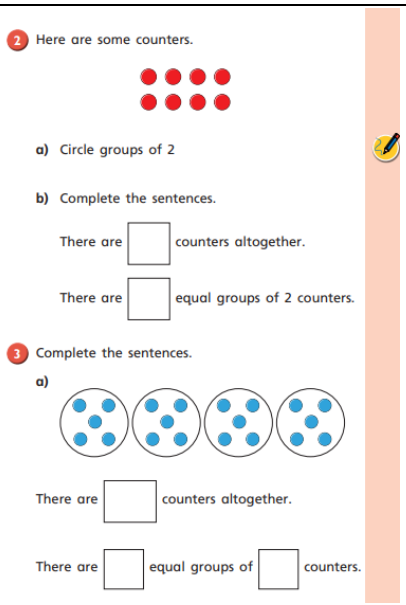
a) Draw lines to match the pairs of socks.

b) Complete the sentences.

There are ☐ socks altogether.

There are ☐ socks in each pair.

There are ☐ pairs of socks.



2 Here are some counters.

a) Circle groups of 2

b) Complete the sentences.

There are ☐ counters altogether.

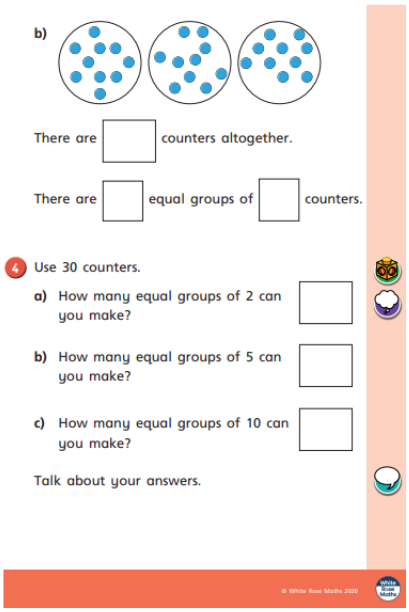
There are ☐ equal groups of 2 counters.

3 Complete the sentences.

a)

There are ☐ counters altogether.

There are ☐ equal groups of ☐ counters.



b)

There are ☐ counters altogether.

There are ☐ equal groups of ☐ counters.

4 Use 30 counters.

a) How many equal groups of 2 can you make? ☐

b) How many equal groups of 5 can you make? ☐

c) How many equal groups of 10 can you make? ☐

Talk about your answers.

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Science – Monday

Learning About the Human Body.

Today we are learning about different parts of the body:
what we can see on the outside, like our head, arms, legs and so on;
What is inside our bodies that we cannot see, like bones, muscles and organs.
This video from BBC Bitesize is a good introduction for how our bodies work: https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhbr82

Talk with your child- how many parts of the body can they name? What special job do parts of the body do, like the skeleton or the muscles? Do they know any amazing facts about the human body?

Today's task- can your child draw a picture of a human body and label some of the features? Feel free to do the inside or the out, or both!

Some templates are available on Teams and can be found online if the drawing is a bit tricky.
For an extra challenge- can your child write a Statement to describe what the skeleton or another part of the body does for us?

DT Week! - Tuesday

It's Design & Technology Week! Designing and building a model Fire Engine!
Have a think- what are the features of a Fire Engine? What *makes* a Fire Engine a Fire Engine and not, say, a lorry?

Here are some videos to help show you!

https://www.youtube.com/watch?v=HLGpjXwbPh4 **Skip to 10 mins:37 to see DSFS's Aerial Ladder Platform... if you have a head for heights!**

https://www.youtube.com/watch?v=QQwzzj_u_GQ **Skip to 5 mins:10 for a very detailed tour of Swindon Fire Station's main Fire Engine.**

Today's design tasks:

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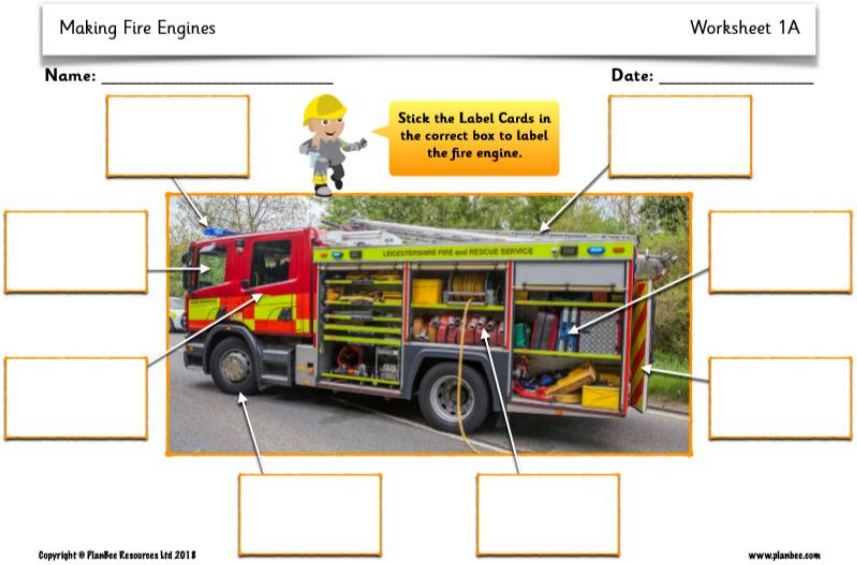
1. **Draw and label a picture of a Fire Engine, or you can add labels to the picture below.**
2. **Start designing! Complete the table or draw up your own to explain what features your Fire Engine will have and how you will make it. Think carefully about what materials you will use- wheels out of fluff? Ladders out of mud? Probably not!**

window door windscreen wing mirrors wheel siren
lights flashing fire hose ladder equipment shelves



My Fire Engine will have: Draw or describe a feature	How could I make it? Draw or describe what you will do to make it.
Wheels	
Ladder	
Turntable	
Hoses	

Now, assemble your materials and let's get building!

DT Week – Wednesday

Today's task is to build your Fire Engine- videos for today and tomorrow show Mr Horne's own attempts to build a Fire Engine.

Having done a bit of Design, the focus today turns to the technology of moving parts, spinning wheels in particular.

We need to make axles so that our Fire Engine wheels can spin – did you know that there are two types of axle?
In one type the wheels are fixed and the whole axle spins and in the other type the axle is fixed and each wheel is free to spin.

Can your child find axles of both sorts on their toys by performing this simple experiment:
Find a toy with pairs of wheels- turn it upside down and spin just one of the wheels with your finger: if the other wheel turns then the toy has a Fixed-Wheel Axle; if the other wheel does not turn then the toy has a Fixed Axle with Free Wheels.
Which axles are most common on your toys? Which axle will you use on your Fire Engine.

Happy building!

DT Week – Thursday

Keep on building! In today's video, Mr Horne looks at adding some more detail, including a rotating turntable. What will *you* add to your Fire Engine? 😊

DT Week – Friday

After all that building we now need to evaluate our design- to reflect on what went well and what you might do differently next time.

Task today is to complete the table below, or write up in another way, to evaluate your work- I can't wait to see your Engines!

What went well when I built my fire engine:

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