



Message from Miss Tyler

Hi everyone, I hope you are all still well and you have been enjoying this lovely weather. I have been on many walks in the sunshine and even had a BBQ! Some children are back in school today and hopefully it won't be too long before we can all see each other. Take care, miss you all. Miss Tyler x

Celebrating your learning



Remember to send me any examples of work or pictures of fun activities to year2@lea-pri.herts.sch.uk so that we can celebrate your efforts and learning at home.

Remember to complete your reading daily and your basic maths skills practice.

Here are this week's tasks:

Maths

In maths this week I would like you to revisit multiplication and division. We will be thinking about how we can multiply and divide by using an array.

Writing

As we have all had to stay at home more, it has been reported that animals have been seen more in nature and they haven't been disturbed by humans.

1. Research an animal that interests you and write a fact file about them. Can you include different





Daily basic skills and online learning

Recommended daily activity and timings to support basic skills

Practise handwriting, using the LetterJoin information and login sent home to help you. 10 - 15 minutes daily.

- Practice your number skills by going on numbots using the logins that were sent home.
- Practice counting in 2, 5, 10. This week can you verbally say them to someone else. Challenge- can you say them forwards and backwards?
- Practice your 2, 3, 5 and 10 times table. This week choose one and write it in order e.g $2 \times 0 = 0$, $2 \times 1 = 2$, $2 \times 2 = 4$ etc.
Can you draw the array to go with each one?
- Practice your number bonds to 10, 20 and 100. How quick can you get at matching them? Draw cherry model to represent them.
- Continue to read books from school and ones that you enjoy. Also get adults to read books and stories to you. Try to read 15 minutes a day.
- Practice reading and spelling the 100 high frequency words.
<https://www.highfrequencywords.org/>
- Practice reading and spelling the Year 2 common exception words. These can be found on Twinkl. You can find flashcards, posters, tick sheets etc.
- Do some daily writing-You may want to keep a diary of the activities you do every day. You could also write a story of your own, create a comic strip for a story that you know well, or create some non-fiction fact-files for topics that interest you.

Do not forget to use our every time we write rules:

- Say it before you write it
- Use capital letters and full stops
- Use finger spaces
- Spell the 100 high frequency words correctly

Websites:

email address for queries about logins and to send examples:

year2@lea-pri.herts.sch.uk

- Reading Eggspress – in addition to your own reading for enjoyment, there are comprehensions, spelling games and books to read on here.
<https://readingeggspress.co.uk>
- Numbots- <https://play.numbots.com/#/intro>
- Education City – there will be a selection of tasks set for Maths and English, with Learn It sections to support some concepts if you need them. I have set some revision work and new learning in the homework section.
There are downloadable worksheets, too, to print out and try. There are lots of different games and activities on this site, so explore, learn and have fun! <https://ec1.educationcity.com>



Fitter Futures subscription – we have a short-term access to a fitness website aimed at schoolchildren. This has workouts you can do at home and mental health and well-being activities you can try.

<https://app.fitterfuture.com/student/auth/login>

- LetterJoin <https://www.letterjoin.co.uk/>
- Twinkl – parents can use this free from home for a month to support learning at home. A login offer code will be shared with your parents as soon as possible.
 - If using Twinkl, these activities look useful.

What's that Minibeast? Interactive Labelling Activity
This What's that Minibeast? Interactive Labelling Activity is a perfect way for KS1 pupils to learn the names of common garden minibeasts as part of their topic work.

Year 2 Forming Nouns Using Suffixes -er, -ness and -ment Warm-Up PowerPoint
A great way to revise and practise forming nouns by adding the suffixes -er, -ness and -ment.
Curriculum Aim: Year 2 Writing Transcription: Adding Suffixes

Telling the Time: A Time Telling Game
This game makes telling the time fun and challenging. KS1 children can choose from 'on the hour', 'half past', 'quarter past', or five minute increments to test themselves at any level.
Curriculum Aim: Telling the Time

Phonics Play – <https://new.phonicsplay.co.uk>

While schools are closed, you will be able to access all the phonics games and resources on this website. Use the following to log in:

Username: march20

Password: home

When you have logged on, click on 'Resources' and then phase3, 4, 5 or 6.

Polar Bear – Fascinating

10 Polar bears have a great sense of smell.
19 sniff out seals from almost 1km away.
24 they are under the ice.

32 A fully-grown adult polar bear weighs 350kg and measures 42 metres in length.

52 Polar bears need to hunt earlier in the day.
61 climate change, which is melting the ice, means their feeding season is shorter.
73 giving them less time to build up their fat reserves.
82 This is why polar bears are quickly becoming endangered species. Try to find out what you could do to help save the polar bears.

100 High Frequency Words Checklist

- | | | | | | |
|---------------------------------|-----------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> a | <input type="checkbox"/> children | <input type="checkbox"/> her | <input type="checkbox"/> look | <input type="checkbox"/> on | <input type="checkbox"/> there |
| <input type="checkbox"/> about | <input type="checkbox"/> come | <input type="checkbox"/> here | <input type="checkbox"/> looked | <input type="checkbox"/> one | <input type="checkbox"/> they |
| <input type="checkbox"/> all | <input type="checkbox"/> could | <input type="checkbox"/> him | <input type="checkbox"/> made | <input type="checkbox"/> out | <input type="checkbox"/> this |
| <input type="checkbox"/> an | <input type="checkbox"/> dad | <input type="checkbox"/> his | <input type="checkbox"/> make | <input type="checkbox"/> people | <input type="checkbox"/> time |
| <input type="checkbox"/> and | <input type="checkbox"/> day | <input type="checkbox"/> house | <input type="checkbox"/> me | <input type="checkbox"/> put | <input type="checkbox"/> to |
| <input type="checkbox"/> are | <input type="checkbox"/> do | <input type="checkbox"/> I | <input type="checkbox"/> Mr | <input type="checkbox"/> saw | <input type="checkbox"/> too |
| <input type="checkbox"/> as | <input type="checkbox"/> don't | <input type="checkbox"/> I'm | <input type="checkbox"/> Mrs | <input type="checkbox"/> said | <input type="checkbox"/> up |
| <input type="checkbox"/> asked | <input type="checkbox"/> down | <input type="checkbox"/> if | <input type="checkbox"/> mum | <input type="checkbox"/> same | <input type="checkbox"/> very |
| <input type="checkbox"/> at | <input type="checkbox"/> for | <input type="checkbox"/> in | <input type="checkbox"/> my | <input type="checkbox"/> see | <input type="checkbox"/> was |
| <input type="checkbox"/> back | <input type="checkbox"/> from | <input type="checkbox"/> into | <input type="checkbox"/> no | <input type="checkbox"/> she | <input type="checkbox"/> we |
| <input type="checkbox"/> be | <input type="checkbox"/> get | <input type="checkbox"/> is | <input type="checkbox"/> not | <input type="checkbox"/> so | <input type="checkbox"/> went |
| <input type="checkbox"/> big | <input type="checkbox"/> go | <input type="checkbox"/> it | <input type="checkbox"/> now | <input type="checkbox"/> some | <input type="checkbox"/> were |
| <input type="checkbox"/> but | <input type="checkbox"/> got | <input type="checkbox"/> it's | <input type="checkbox"/> of | <input type="checkbox"/> that | <input type="checkbox"/> what |
| <input type="checkbox"/> by | <input type="checkbox"/> had | <input type="checkbox"/> just | <input type="checkbox"/> off | <input type="checkbox"/> the | <input type="checkbox"/> when |
| <input type="checkbox"/> called | <input type="checkbox"/> have | <input type="checkbox"/> like | <input type="checkbox"/> oh | <input type="checkbox"/> their | <input type="checkbox"/> will |
| <input type="checkbox"/> came | <input type="checkbox"/> he | <input type="checkbox"/> little | <input type="checkbox"/> old | <input type="checkbox"/> them | <input type="checkbox"/> with |
| <input type="checkbox"/> can | <input type="checkbox"/> help | | | <input type="checkbox"/> then | <input type="checkbox"/> you |

