

Year 2

Home Learning

W/B

8.2.21

Please send any completed work to your class teachers' email addresses below. Alternatively you can return the home learning packs to the school office.

Miss Sawkins: ssawkins@oakwood.essex.sch.uk

Miss Fox: nfox@oakwood.essex.sch.uk

Mrs Westow: twestow@oakwood.essex.sch.uk

Miss Bell: ibell@oakwood.essex.sch.uk

Useful Website:

www.phonicsplay.co.uk username: jan21 password:
home

English Pack

W/B

8.2.21

On the River

- 11 An owl and a cat set sail in a boat down
- 13 the river.
- 22 They sat on a rock to look for fish.
- 26 The sun was hot.
- 37 The cat had a rod and the owl sang a song.
- 46 The cat had lots of fish to reel in.
- 54 The cat had six big fish for dinner.



Read Together Quick Questions



1. Which of these 'ee' words is in the text?
Tick one.

reel
 leek
 feel



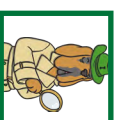
2. Where does the story start? Tick one.

in a boat
 on the rocks
 at dinner



3. How many fish does the cat catch? Tick one.

ten
 six
 sixteen



4. How do you think the cat feels about eating six big fish for dinner?
- _____

MONDAY- Encourage your child to read this independently. Remind them to sound out words when they get stuck. When they are trying to answer the questions ask your child to underline the answers in the story.

Once upon a time, there lived Three Little Pigs. One day, they made their own houses. The first little pig made a house of straw, the second little pig made a house of sticks and the third little pig made a house of bricks.

The next day, the Big Bad Wolf went to the first house. "Little pig, little pig, let me come in," he snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the first little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the Big Bad Wolf. He blew the house down and the first little pig ran to the second house.

The Big Bad Wolf went to the second house. "Little pig, little pig, let me come in," he snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the second little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the Big Bad Wolf. He blew the house down and the two little pigs ran to the third house.

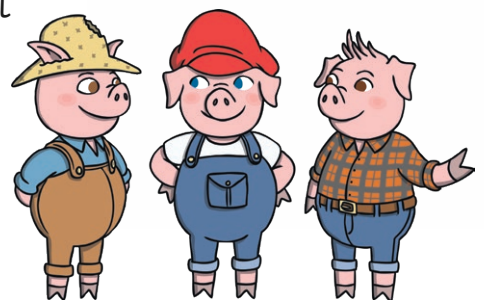
The Big Bad Wolf went to the third house. "Little pig, little pig, let me come in," he snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the third little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the Big Bad Wolf. He huffed and he puffed, but he could not blow it down! So he climbed down the chimney and landed in a big pot of stew. SPLASH! He jumped out and ran away. He never came back again.







The Three Little Pigs lived happily ever after in the house made of bricks.

The end.



Questions


1. What material did the first little pig build his house out of? Tick **one**.
 - bricks
 - straw
 - sticks
2. What did the Big Bad Wolf do to the houses made of straw and sticks? Tick **one**.
 - climbed down the chimney
 - blow the houses down
 - fall in a stew pot
3. What did the Big Bad Wolf climb down in the third house? Tick **one**.
 - a tunnel
 - a chimney
 - a post
4. What did the Big Bad Wolf land in after climbing down the chimney? Tick **one**.
 - a cup of tea
 - a bowl of peas
 - a big pot of stew
5. At the end of the story, what did the Big Bad Wolf do? Tick **one**.
 - He blew the brick house down.
 - He jumped out the stew pot and ran away.
 - He bought the Three Little Pigs a present to say sorry.

<u>WILF</u>			
story writing	TUES	WED	THURS
Capital letters 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full stops 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finger spaces 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neat handwriting 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does it make sense? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use conjunctions (because, and, or, but, if, when)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Story language (One day, Once upon a time, Suddenly)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjectives 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adverbs (quickly, slowly, loudly)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


TUESDAY- THURSDAY

Please use this WILF (What I am Looking For) checklist to mark your story writing each day,

How to Write a Good Story



Characters
Who are the characters in your story?



Setting
Where is your story set? Is it in a forest, a town, in the park or somewhere else?


Opening

Introduce the characters and the location of the story.




Build-Up

Begin to write about what is happening at the start of your story. Don't forget to use the characters you introduced at the beginning of your story.



Problem

Write about a problem that is happening in your story. What is it that has gone wrong?



Solution

Write about how the problem will be fixed. Think about how the characters might work together to solve whatever has gone wrong.

Ending

Bring everything in the story to an end and make sure the problem has been fixed.



TUESDAY- Write the beginning part of the story. Write up to the part in the story where all of the pigs have built their house but the wolf has not come along yet! Mark your capital letters, full stops and adjectives in green. Remember to use your sounds for words you get stuck on. Use the WILF (What I Am Looking For) checklist to mark your work

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WEDNESDAY- Write the problem part of the story. Write the part of the story where the wolf blows down the first 2 houses. Mark your capital letters, full stops and adjectives in green. Remember to use your sounds for words you get stuck on. Use the WILF (What I Am Looking For) checklist to mark your work.

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THURSDAY- Write the solution and ending of the story. Write the part of the story where the pigs trick the wolf and he climbs down the chimney. Mark your capital letters, full stops and adjectives in green. Remember to use your sounds for words you get stuck on. Use the WILF (What I Am Looking For) checklist to mark your work.

The writing template consists of 12 horizontal lines for text. On the left side, from top to bottom, are: a house, a pig in yellow overalls, a pig in purple overalls, a pig in green overalls, a house, a wolf blowing a fan of air, a pig in yellow overalls, a pig in purple overalls, a pig in green overalls, a house, a pig in green overalls, and a pig in yellow overalls. On the right side, from top to bottom, are: a pig in purple overalls, a pig in yellow overalls, a wolf blowing a fan of air, a house, a pig in green overalls, a pig in purple overalls, a pig in yellow overalls, a pig in purple overalls, a pig in yellow overalls, a pig in purple overalls, a house, a pig in green overalls, and a pig in purple overalls. At the bottom right, there is a small watermark that reads "twinkl.co.uk".

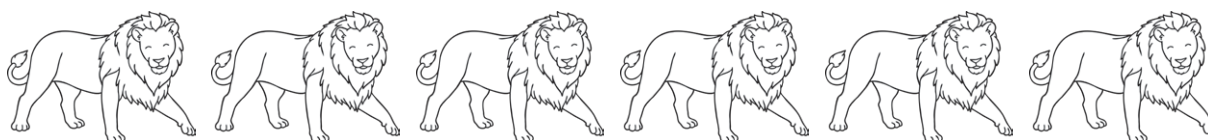
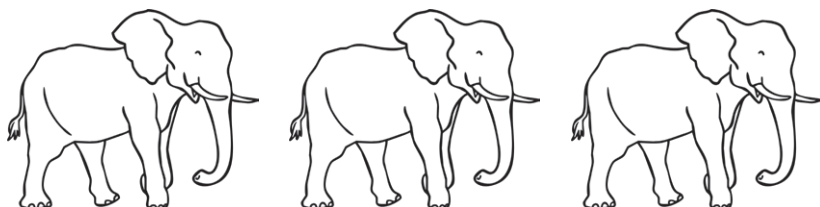
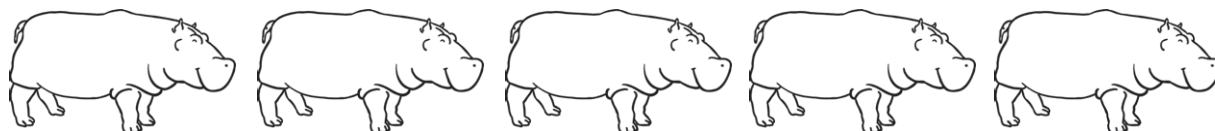
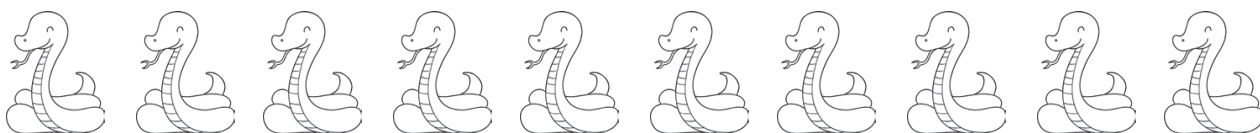
Maths Pack

WB 8.2.21

Monday

A tally represents the total quantity of something. Tally marks are always drawn in groups of 5. Sometimes we explain it as the 5th tally making a 'gate' across the others. Have a go at counting the animals and drawing the tally to represent the total amount, you can use the box below to help you.

1	2	3	4
5 	6 	7 	8
9 	10 	11 	12



A tally chart is used for counting and comparing numbers from multiple parts of data. It is a quick way to collect data because drawing lines is easier than writing words. The tally marks are always drawn in groups of 5 to make it easier to count. Have a go at the questions below, remembering to draw your tally marks in groups of 5.



1 Draw tally marks to represent each number.

- a) 5
- b) 10
- c) 4
- d) 16

2 There are some socks on a washing line.

The socks are spotty, stripy or plain.



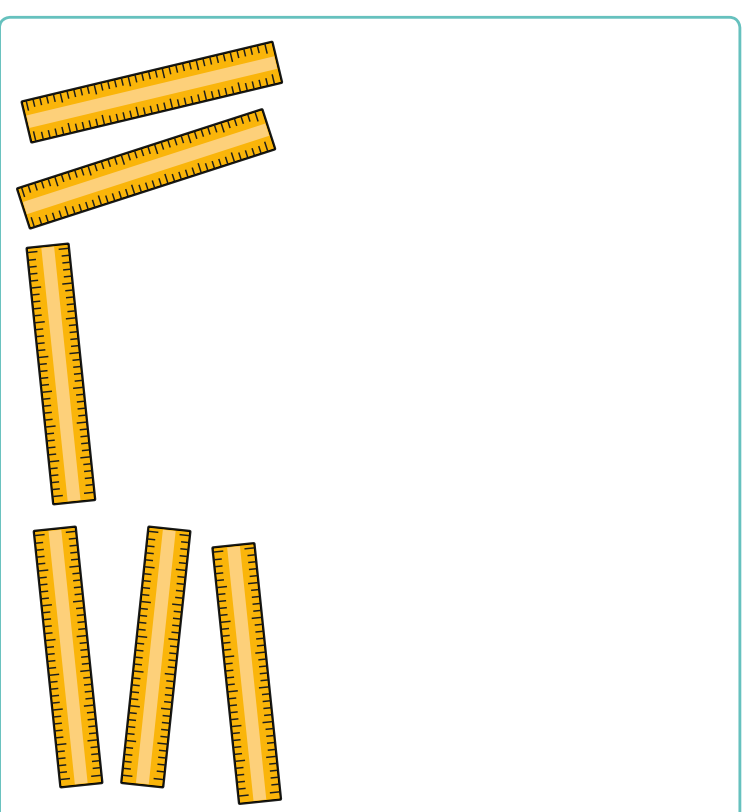
Complete the tally chart.

Sock	Tally
spotty	
stripy	
plain	

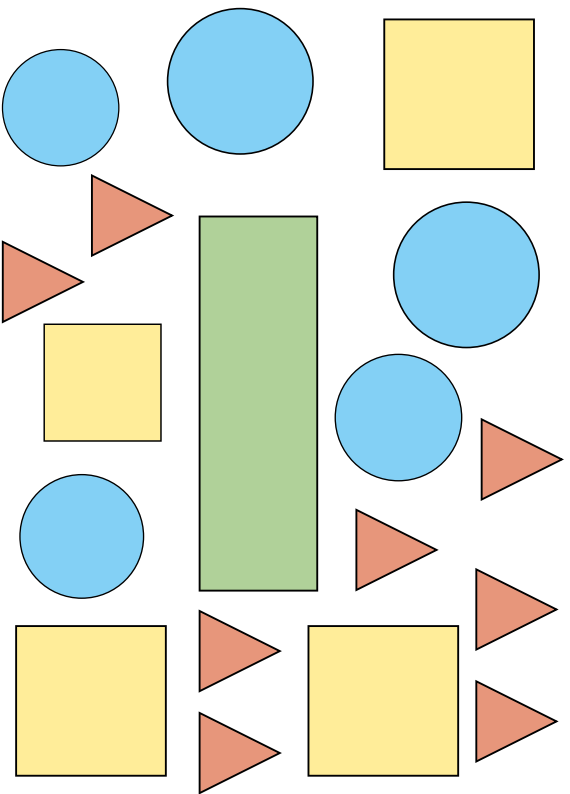
3 Class 2 tally the number of pencils, rubbers and rulers they have.

Item	Tally
pencils	IIII
rubbers	IIII IIII
rulers	IIII I

Draw the items. The rulers have been drawn for you.



4 Here are some shapes.



a) Complete the tally chart to show how many of each shape there are.

Shape	Tally	Total

b) How did you do the tallying?
Compare with a partner.

5 Whitney, Teddy and Jack tally how many jumps they can do in a minute.

Jumps	Tally	Total
Whitney	HH I	
Teddy	IIIIIIII	
Jack	IIII	

a)

Whitney



My total is 11

Do you agree with Whitney? _____
Explain your reasons.

b) How could Teddy's tallying be improved?

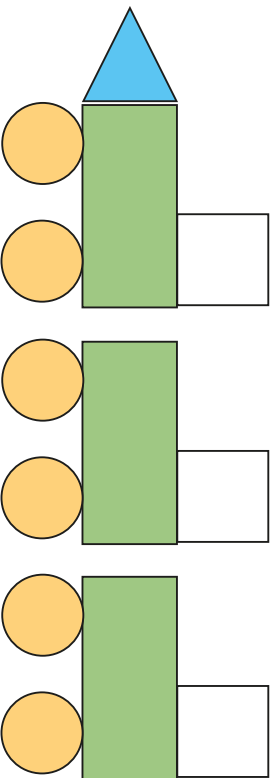
6 Make a tally chart for a topic of your choice.

Compare answers with a partner.



A pictogram uses pictures to represent data in a chart or graph. It is always important to check the key to find out what each picture represents because sometimes it can be worth more than one! A key will sometimes show you what picture needs to be used as well. Have a go at making your own pictograms below.

1 Some children make a picture using shapes.



a) Complete the pictogram to show how many of each shape they have used.

Shape	
Square	
Rectangle	
Circle	
Triangle	

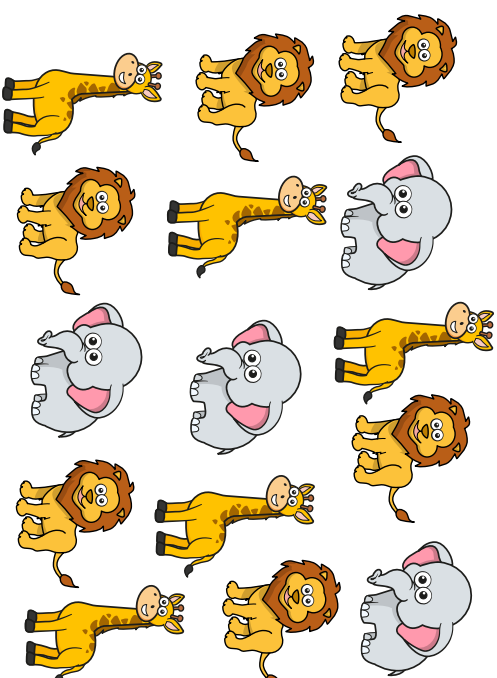
Key
X = 1 shape

b) What do you notice about the number of squares and the number of rectangles?



2 There are some animals in a zoo.

a) Complete the pictogram to show how many of each animal there are.



Animal	
Lion	
Elephant	
Giraffe	

Key
○ = 1 animal

b) How did you complete the pictogram? Compare with a partner.



- 3** Pencils, rubbers and rulers have been mixed up in a tub.

The tally chart shows how many of each item there are.

Item	Tally
pencils	IIII
rubbers	IIII IIII
rulers	IIII I

- a) Use the tally chart to complete the pictogram.

Item	
Pencils	
Rubbers	
Rulers	

Key
 = 1 item

- b) Mo draws a pictogram for the same items. Here is his pictogram.

Item	
Pencils	
Rubbers	
Rulers	

What mistakes has Mo made?

How could his pictogram be improved?



- 4** There are some flowers in a garden.

- There are 4 sunflowers.
- There is 1 less daffodil than there are sunflowers.
- There are twice as many daisies as daffodils.
- There is the same number of tulips as daffodils.

- a) Complete the pictogram.

Flower	
Sunflowers	
Daffodils	
Daisies	
Tulips	

Key
 = 1 flower

- b) How many flowers are in the garden in total?

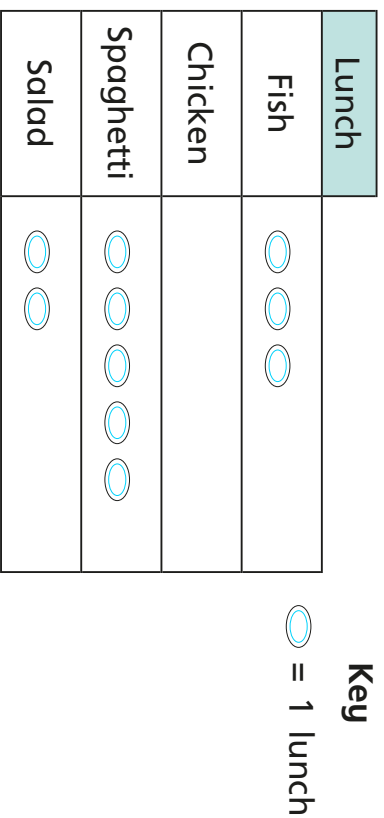
Challenge:

Make your own pictogram about items of your choosing but this time each picture is worth 2 items. What do you think you will need to do to the picture to represent 1 item? Hint: you won't draw the whole picture!



After you have collected your data it is then possible to answer questions about it. This is known as interpreting data. The main questions you will be asked when interpreting data is "What is the most/least popular...?" "How many people liked...?" Harder questions are "How many more people liked ... than ...?" This type of question requires you to find the difference between the two numbers by either subtracting or counting on. You can use the pictures in the pictogram to help you work out the difference. Have a go at the questions below.

1 The pictogram shows what some teachers had for school lunch.



a) Which lunch did the most teachers have?
Tick your answer.

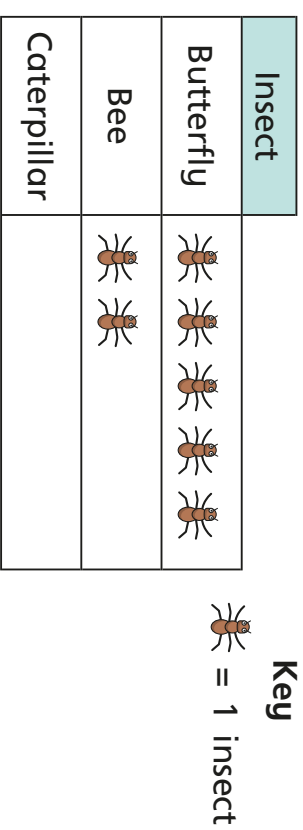
fish chicken spaghetti salad

b) Which lunch did the least teachers have?
Tick your answer.

fish chicken spaghetti salad

c) How many teachers had chicken?

2 The pictogram shows how many insects Class 2 saw on a bug hunt.



a) Complete the sentences.

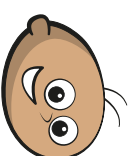
Class 2 saw butterflies.

Class 2 saw bees.

Class 2 saw caterpillars.

Altogether Class 2 saw insects.

b)

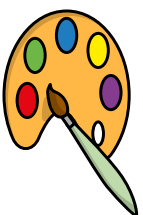


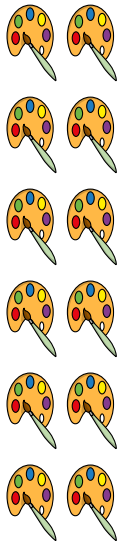


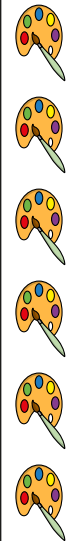
Last summer I saw a bee hive. I do not think I could draw a pictogram to show all the bees.

Do you agree with Tommy?

- 3** Class 1 were asked to choose their favourite colour out of yellow, green, blue and purple.

The pictogram shows the results.



Colour	
Yellow	
Green	
Blue	
Purple	

Key
 = 1 child

- a) How many children chose yellow?
- b) How many children chose green?
- c) How many more children chose purple than blue?

How did you work this out?

- 4** Eva's friends vote for their favourite fruit. She draws a pictogram and says it shows:

- the same votes for apple and pear
- melon got the fewest votes
- plum got the most votes
- grape got only 1 vote
- grape got fewer votes than pear.

- a) Draw a possible pictogram so that Eva's statements are true.

Grape	Melon	Apple	Plum	Pear





- b) Draw a key for the pictogram.

= 1 vote



Friday

Use what you have learnt this week about tally charts and pictograms to complete the charts and answer the questions. Remember to use the key when creating the pictograms so you know what picture to draw and what each picture is worth. It might help to cross out each flower as you count it so you don't make a mistake.

Key:			
Rose	Poppy	Buttercup	Sunflower
			



Flower Tally and Pictogram

Flowers				
	Roses	Sunflowers	Buttercups	Poppies
Tally				
Total				

Number Of Flowers				
	Roses	Sunflowers	Buttercups	Poppies

Use the graph to show how many of each flower.

Key:



2 flowers



1 flower

Flower Tally and Graph

Use your pictogram to answer these questions.

1. How many roses are there? _____

2. How many sunflowers are there? _____

3. How many buttercups are there? _____

4. How many poppies are there? _____

5. How many more buttercups than roses? _____

6. How many less sunflowers than poppies? _____

7. How many flowers altogether? _____

8. Can you think of any more interesting questions that can be asked about your pictogram?

Phonics Pack

W/B

8.2.21

Spelling Patterns:

dge and ge

saying /j/

edge change

hedge large

badge orange

bridge challenge

Common Exception Words

prince princess



Phonics

Week Beginning 8th February

Please work through the worksheets Monday-Thursday. The worksheets are based on the spellings on this page.

On Friday test your child to see how many of these spellings they can get right!



Writing dge Sentences

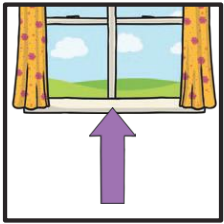
Focus Words Check!

Fill in the missing letters.

pri__c__

p__in__es__

Use the picture clues to help fill in the missing words in each sentence.



A bird landed on the window_____.



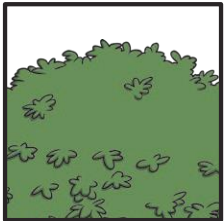
We use the_____to cross the river.



A_____wears a wig.



I got a_____at school for doing well.



There was a_____around the field.

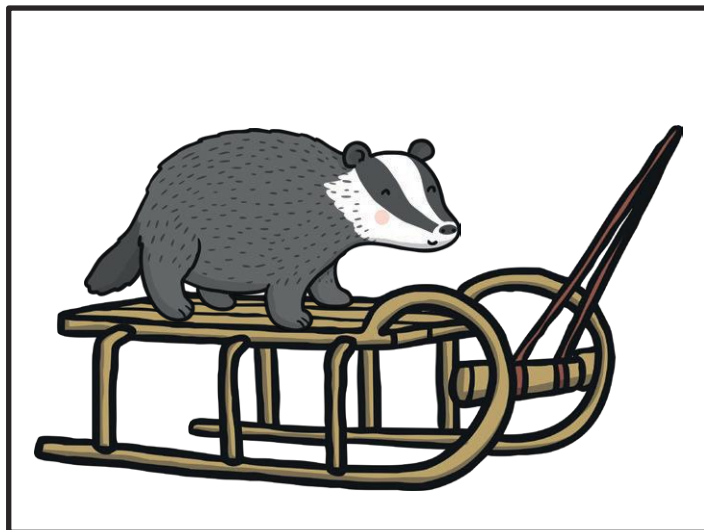


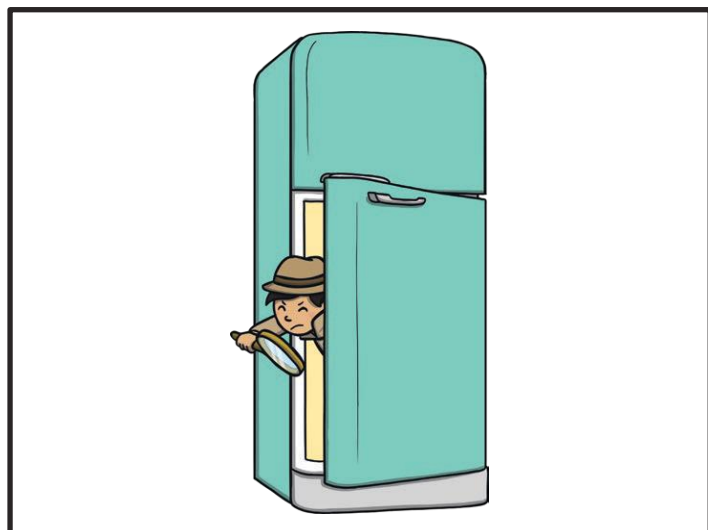
The ducks stood on the_____of the pond.

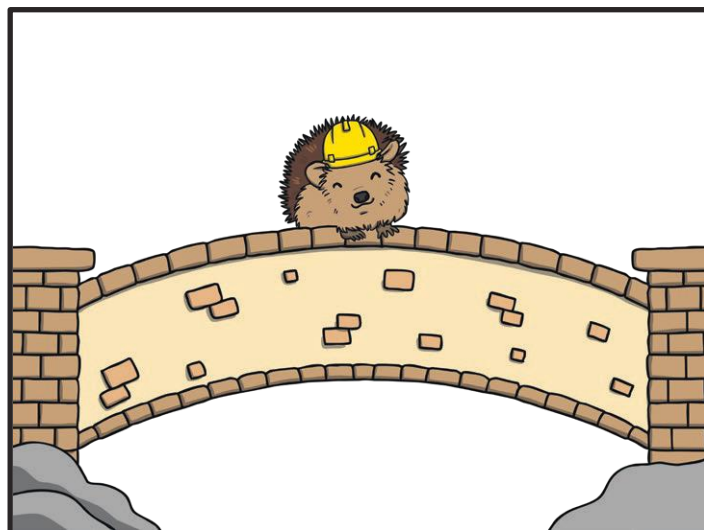
Challenge

Can you write a sentence about each picture using **dge** saying /j/ words?











The Troll's Challenge

The troll has left another puzzle for you to solve.

Find the correct word to complete each sentence with the correct /j/ spelling. Write the correct spelling in the sentence and circle the correct letter clue.

The troll asked for an _____ flower.

orandge	s	orange	e	orangj	t
---------	---	--------	---	--------	---

Lily heard a _____ noise.

stranj	u	strandge	b	strange	c
--------	---	----------	---	---------	---

The troll had caused so much _____.

damage	a	damadge	d	damaj	j
--------	---	---------	---	-------	---

There is a _____ in the forest.

hedgehog	h	hegehog	y	hejhog	q
----------	---	---------	---	--------	---

The troll had to _____ through the mud.

truj	w	trudge	g	truge	l
------	---	--------	---	-------	---

Prince Ash was wearing a lovely red _____.

dgeacket	f	geacket	p	jacket	n
----------	---	---------	---	--------	---

Can you unscramble the letters to work out the troll's password?

The troll's password is _____.

Challenge

Can you write a tricky challenge for a friend using words with the /j/ sound?

WEDNESDAY- Troll Mosaic

Read the words below.

Use the key to colour in the squares to reveal the hidden picture.

green:

words containing **ge**

brown:

words containing **j**

orange:

words containing **dge**

	jump						jet	
	jive	trudge	lodge	wedge	nudge	ridge	jacket	
	dodge	sledge	bridge	ledge	budge	hedge	badge	
fudge	hinge	plunge	large	jelly	merge	forge	gorge	sludge
fridge	range	jersey	change	jar	strange	just	bulge	trudge
challenge	arrange	exchange	revenge	jolly	orange	plunge	merge	gorge
lodge	orange	range	large	jog	merge	large	bulge	wedge
	strange	change	orange	challenge	revenge	plunge	exchange	
	range	forge	jogging	joy	jar	strange	bulge	
		gorge	change	large	arrange	hinge		

THURSDAY- Check and Change



Focus Words Check!

Fill in the missing letters:

__dge, he___e, b__dge, b____dge, ch__nge, lar_ __, o__a__ge, cha_ __eng__,
pr_n____, _____ri__ce__ __

Check Gabi's sentences. Has she used the correct spellings for words with the /j/ sound? Has she used a capital letter at the start of every name? If you spot a mistake, circle it and write your correction above the word.

Sam, gabi and lily had to help Princ ash. They found a note on the brige. The troll gave them a challenj. They had to get a lardge, oranj, flower and exchangde it for Prinse ash and his baj. The troll said that only a prinsess could succeed in the challengde. The flower was at the edge of the forest. The troll went back to his brij.

PSHE Pack

WB 8.2.21

Bad Choices = Unhappy, Unhealthy and Unsafe



This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

Choices Statements

Choosing to say please and thank you.

Choosing to tidy your room.

Choosing to kick a ball at someone.

Choosing to help someone who has fallen over.

Choosing to leave someone out of the game.

Choosing to eat some fruit for a snack.

Choosing to wear a helmet when riding your bike.

Choosing to scribble on your friend's work.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

Choosing to wander off at the park.

Choosing to help wash the car.

Choosing to take a bath or shower.

Choosing to leave all the vegetables on your plate.

Choosing to take a friend's pencil without asking.

Choosing to push in the line for lunch.

Choosing to hand in a lost purse you find.

Choosing to make fun of someone at school.

Sophie's Storybook

Tuesday - read the short story and answer the questions. Today the focus will be on resilience. Someone who shows resilience is someone who doesn't give up when they find something hard.

Please look at the picture and then answer the questions.



The teacher asks Sophie to read out loud at the front of the class. Sophie struggles to read the story.



The teacher asks Sophie if she wants to practise her reading. Sophie says yes. The next time Sophie stands in front of the class, she can read the story.

1. How do you think Sophie feels when the teacher asks her to read the first time?

2. Why do you think she feels like this?

3. What does Sophie do to help her feel better when she reads aloud?

4. Does Sophie show resilience? Resilience is when someone doesn't achieve what they want the first time but tries again.

5. How does she show resilience?

6. How do you think she feels when she is asked to read aloud the second time, after she has been practising?

Wednesday

Create an Emotions Tool Kit



Think carefully about all the different things you can do when you are cross, worried or sad.

How can you cope with these sorts of difficult emotions?

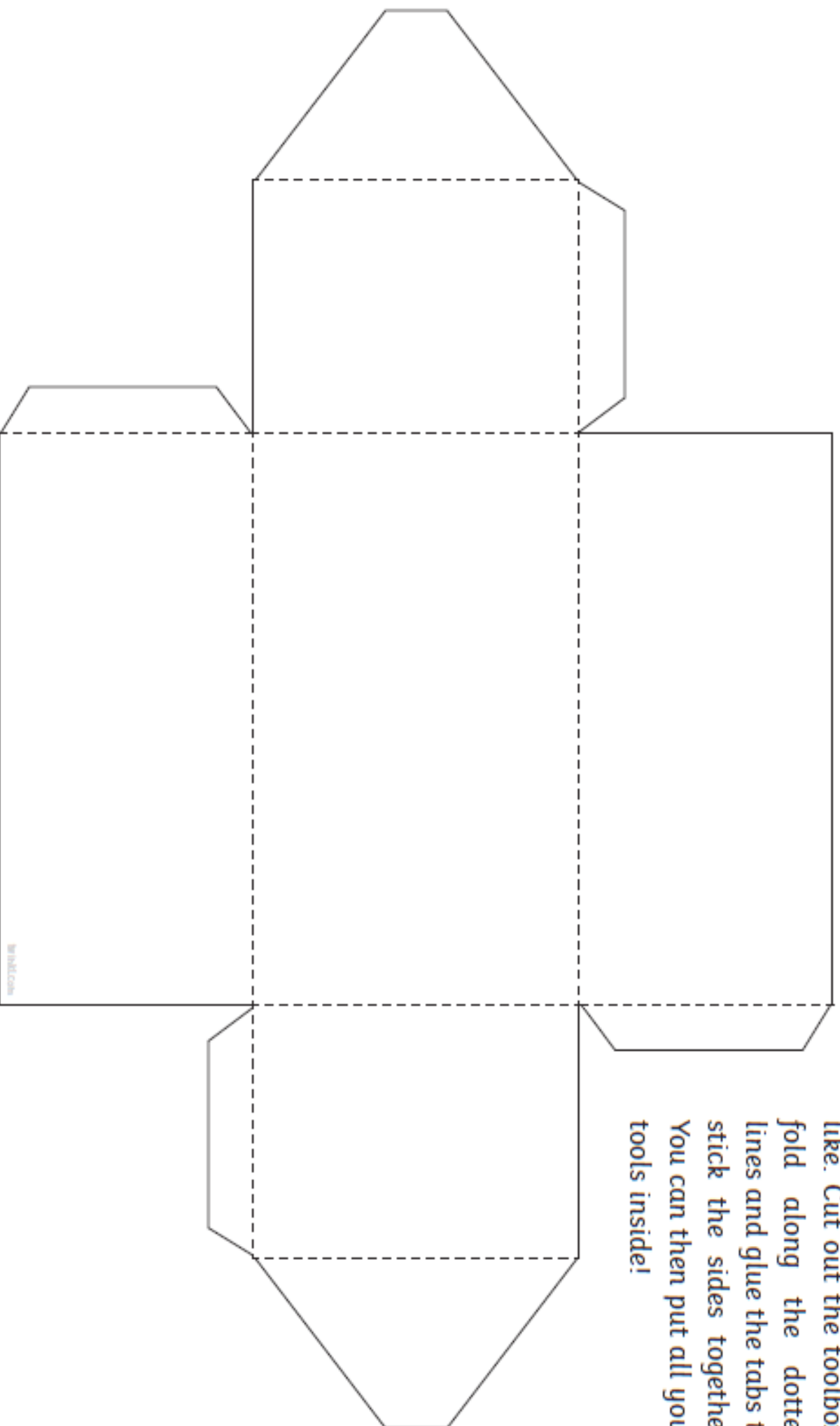
What can you do that might make you feel better?

Today, you are going to create an Emotions Tool Kit – a box with tools inside. Each tool will have a special job to do. They will each contain a suggestion of something you can do to help deal with difficult emotions such as sadness and anger.



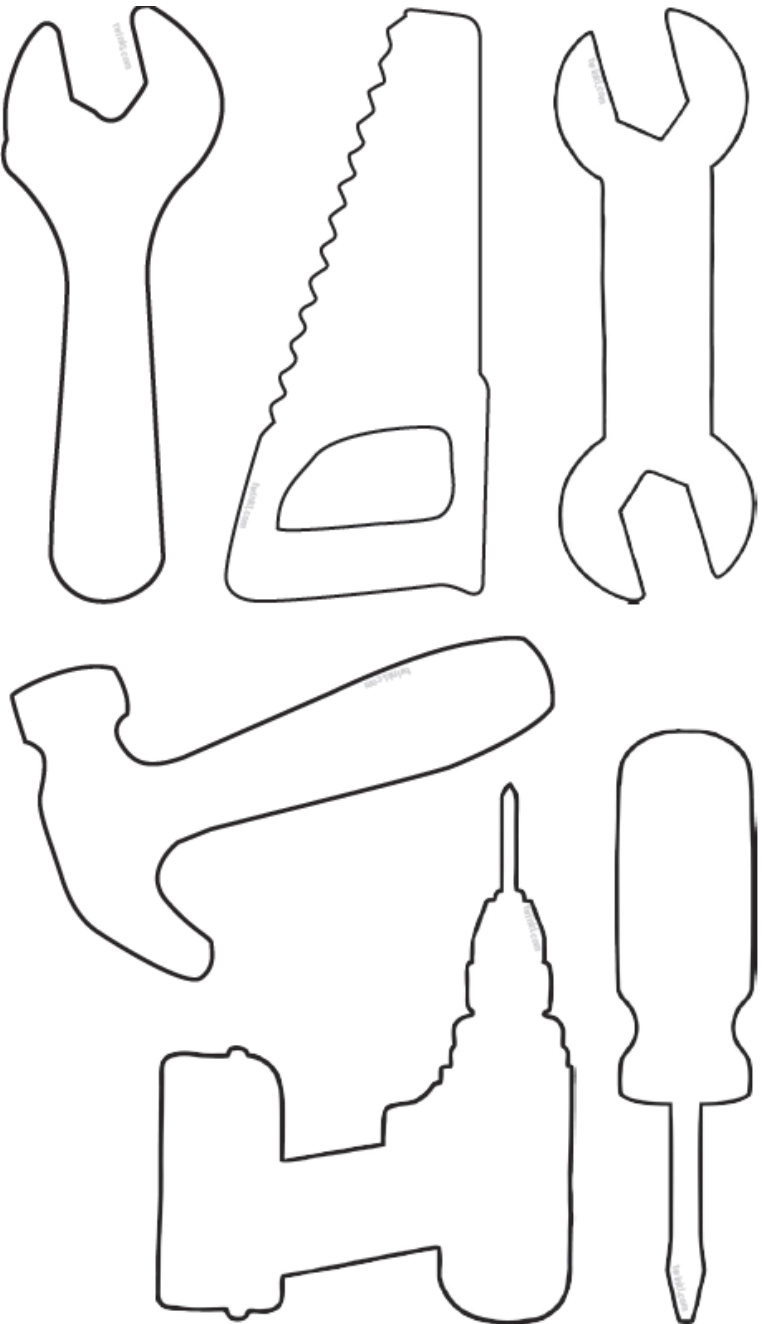
Let It Out

Decorate your Emotions Tool Box however you like. Cut out the toolbox, fold along the dotted lines and glue the tabs to stick the sides together. You can then put all your tools inside!



Wednesday

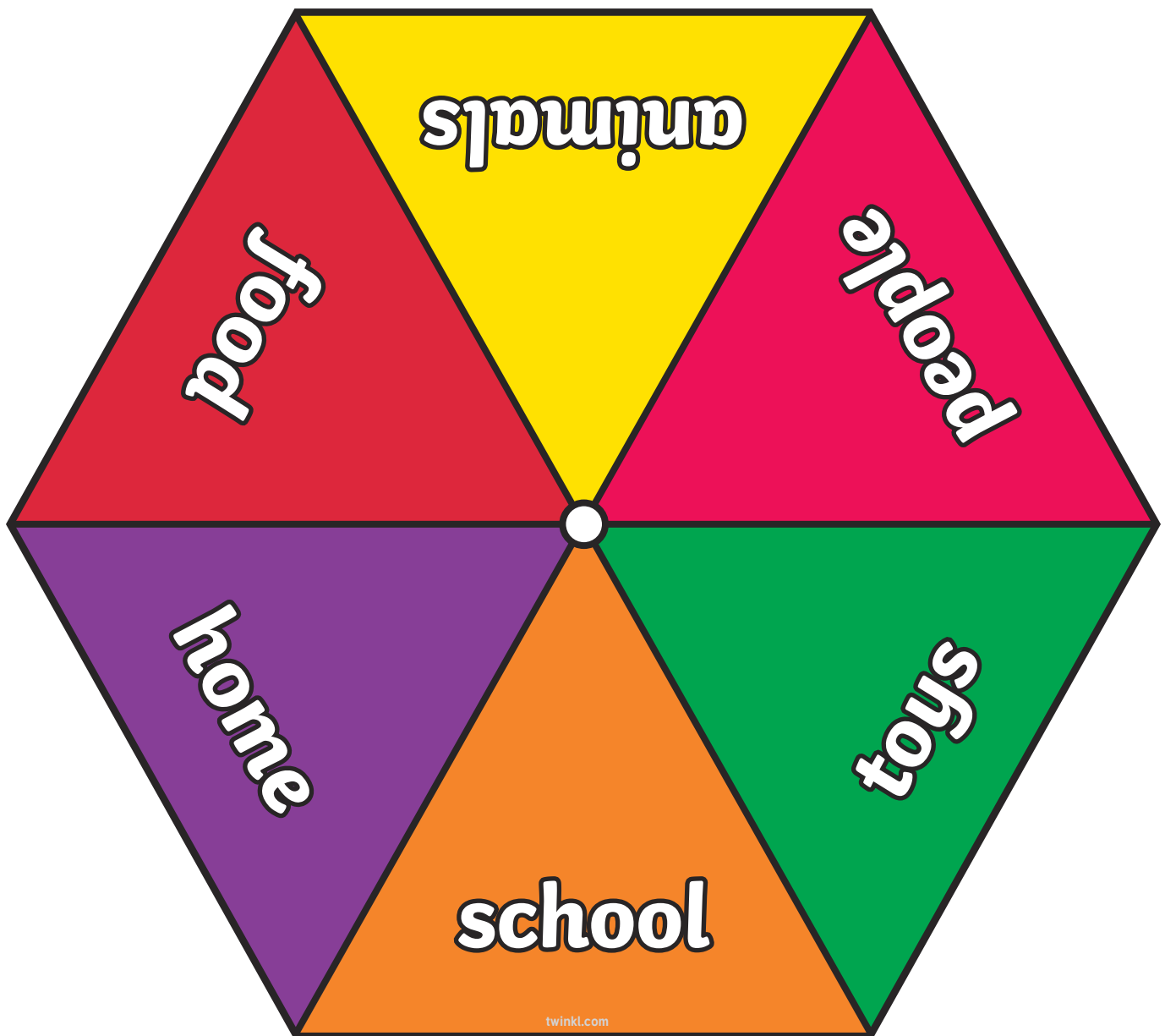
Let It Out



This resource is distributed with the permission of the National Association of Public Schools of Florida.

Be Thankful

Carefully cut out the spinner on this sheet. Place the paper clip at the centre of the spinner and place the pencil through the paper clip on the middle of the spinner. Holding the pencil steady, flick the paper clip. If the paper clip stops on home, tell your partner something that you are thankful for at home, or if you land on people, tell your partner a person you are thankful to have in your life. Take turns with your partner and have as many goes as you have time for.



This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

Friday

A Mindful Activity



Today, you are going to practise being mindful.

You will need to try to clear your mind and only focus on the colouring activity you are going to do.

You do not need to look at or talk to anyone else.

You will have some relaxing music on to help you to focus on your activity.




If a thought tries to pop into your head, politely tell it to go away (in your mind, not out loud).

Friday

Mindful Pin Wheel

Carefully colour the pinwheel below, then cut it out. With an adult to help, attach the pinwheel to a wooden stick, then gently blow to watch it turn. Focus on it spinning and look carefully at the colours and patterns.

You will need:

- pinwheel template;
- scissors;
- colouring pens or pencils;
- drawing pin;
- wooden dowel (approximately 30cm long);  A lollypop stick or straw should also work
- sticky tack.

What to do:

- Colour in the pinwheel template on both sides.
- Cut out the pinwheel template along the dotted lines.
- Fold the small circles at the ends of the sails in to meet the small circle at the centre of the pinwheel.
- Carefully push the drawing pin through all the small circles at the centre.
- Place the dowel behind the pinwheel and push the drawing pin into the dowel to secure the pinwheel to its handle. Don't push the drawing pin in too tightly, or the pinwheel won't spin.
- Check the back of the dowel to ensure the sharp end of the drawing pin is not sticking out. Place some sticky tack over it if it is.

Now test your pinwheel outside on a windy day!

Friday

