



Victoria Dock Primary School Home Learning Plan



Year 2

Week Commencing 28th September

As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional instructions are given to help support your child. All completed work should be returned to school when your child returns. It will then be looked at by school staff following a quarantine period.

Year 2 Maths – Online Learning		
Place Value		
Lesson	Video Link	Worksheet
Lesson 10 Use a place value chart	https://vimeo.com/456121930	https://resources.whiterosemaths.com/wp-content/uploads/2019/07/Y2-Autumn-Block-1-WO5-Use-a-place-value-chart-2019.pdf
Lesson 11 Compare objects	https://vimeo.com/456122161	https://resources.whiterosemaths.com/wp-content/uploads/2019/07/Y2-Autumn-Block-1-WO6-Compare-objects-2019.pdf
Lesson 12 Compare numbers	https://vimeo.com/457680528	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y2-Autumn-Block-1-WO7-Compare-numbers-2019.pdf

Writing

This week in class we will be writing riddles focusing on the correct use of capital letters and full stops as well as learning to use noun phrases in our work.

Here's a quick guide to writing a riddle:

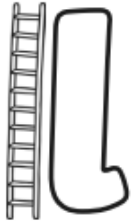
1. Choose your answer (we are writing about sweets)
2. Write down all of the adjectives you can think of to describe your chosen sweet or object.
3. Use a thesaurus or <https://www.thesaurus.com/> to come up with some synonyms to help make your writing more interesting.
4. Try describing your sweet/object. What do you see? What do you hear? What do you smell? How does it feel? What do you like about it?
5. When you have written your riddle read it to another person. Can they guess what it is?
6. Check you have used capital letters and full stops correctly.

<https://www.poetry4kids.com/news/writing-riddles/>

Handwriting

A big focus in Year 2 is our handwriting. Can you practise the following letters, focusing on the correct formation?

Ladder Letters and Words



l l l l l l l

lid

lab

lot



i i i i i i i

if

is

ill

Reading/Phonics

This week in phonics we will be using the sounds we have learnt to write different words. Please follow the link to word time reading lessons.

Word time reading 1.1- <https://schools.ruthmiskin.com/training/view/b2EqwmYj/22QYi8mD>

Word time reading 1.2 (1)- <https://schools.ruthmiskin.com/training/view/gZ9iWxjB/8mhNOo11>

For your reading task this week we would like you to read the following extract. Answer the questions provided below.

Homes and houses

The homes of Great Britain and Northern Ireland come in many shapes and sizes.

Houses, flats, cottages, blocks, terraces and estates can all be called home – but as they were built at different times, with different influences and from different materials, they don't all look the same. Which type of building do you live in?



cottage/bwthyn
A typical country home, sometimes thatched, originally built for farm workers, labourers or fishermen.



detached
A stand-alone building on two storeys or more. They often have a private garden and are designed for a single family.



mews house
A converted stable or coach-house for horses, usually found in a city or town.



tower block
Lots of flats stacked in a tall tower, often found in cities. Usually built in the 1950s and after, to replace housing damaged in World War II.



semi-detached
Two houses joined together by one wall, this style of house was popular from the 1900s onwards.



bungalow
A single-storey building, with no stairs. First built in England in the late 1800s, bungalows were popular in seaside resorts.



colony houses
Homes built in Edinburgh between 1850 and 1910, in which one flat is stacked on top of another, with side-by-side front doors and gardens.



two-up two-down
A small house, usually terraced, with two rooms downstairs and two upstairs. Often built by companies to house workers just after the Industrial Revolution.

eco home

A new home that has been built to be as sustainable as possible – often with solar power, a turf roof or partly underground.



housing estate

A planned group of houses or flats, built together at the same time.

castle

Usually built to defend an area from raised ground, but can be entirely ornamental (built to show off).

cottage flats

Similar to colony houses, but more common in Glasgow.

bothy

A basic cottage for workers or gardeners on a large country estate, or a temporary shelter for stranded mountaineers.

Georgian terrace

A row of houses built in the Georgian era (1714–1830), a time when kings George I, George II, George III and George IV were on the throne. The houses are joined together and all look the same – very symmetrical and stately.

Victorian terrace

Another joined row, this time built during Queen Victoria's reign (1837–1901). The houses are usually in red brick, but could be grand or small and homely, with patterns and pointy bits.

almshouse

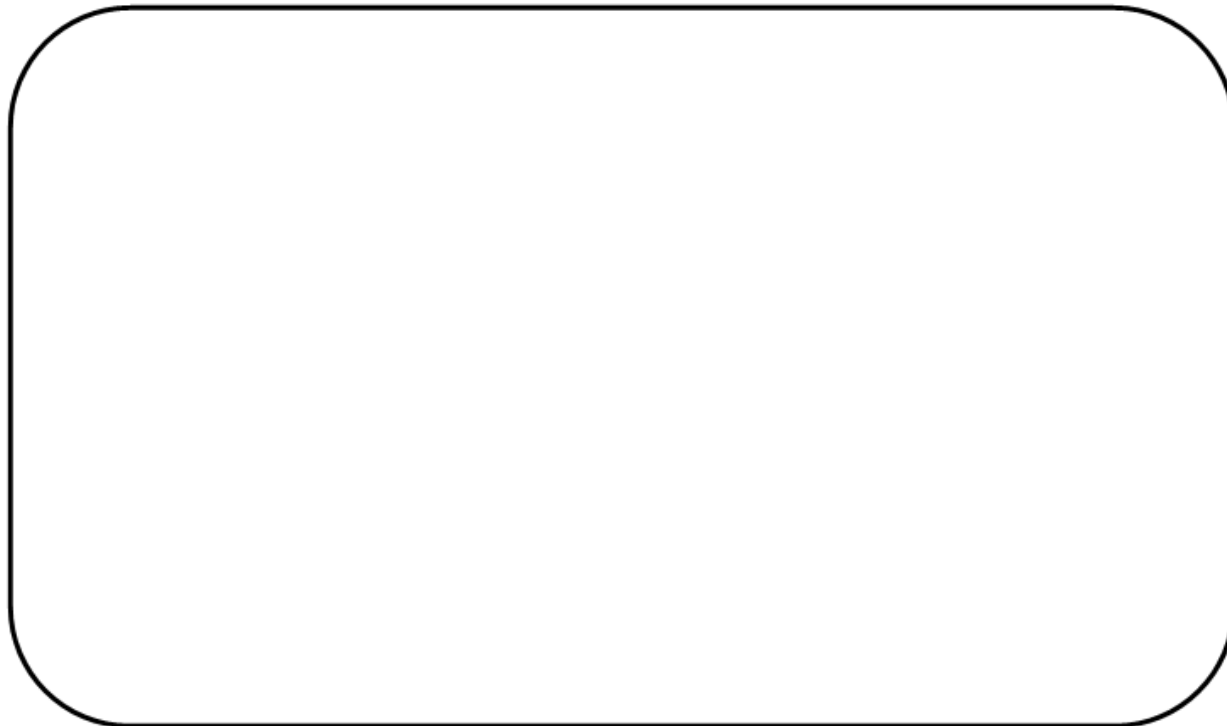
A row of small terraced houses or apartments. Originally built by the Christian church for charitable housing, most are now run by local councils (the word "alms" means charitable giving).

Tuesday 29th September

Reading Task: Homes and Houses

Task: Read all of the information about homes and houses from 'The Big Book of the UK' then complete the task below.

1. Detached houses are designed for who?
2. Colony houses were built in Scotland but in which city?
3. Which house type is popular with seaside resorts?
4. Castles were built to defend an area or to be ornamental but what does ornamental mean?
5. What house type do you live in? Draw a picture below and write a little description.

A large, empty rounded rectangular box with a black border, intended for a student to draw a picture and write a description for question 5.

Other Subjects

Design and Technology – in DT this week we are exploring the world of sweets and designing our own.

Do some research about different sweets perhaps ask your parents about the sweets they used to eat when they were young.

Now using playdough make your own sweet – draw what you have made and think about the colours and flavours you would include in new sweet. Write a sentence or two describing your new sweet.

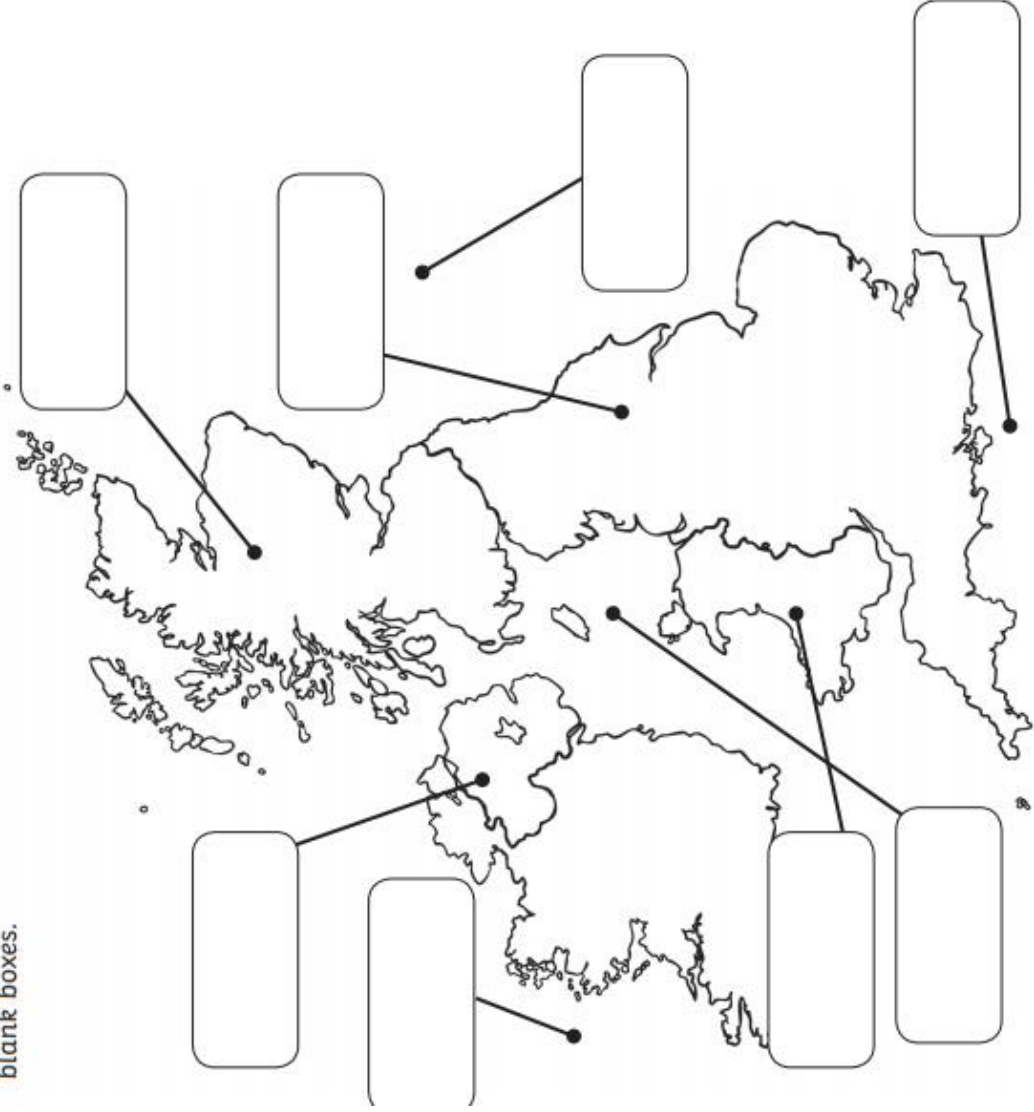
Geography – this week we will continue to learn about the UK and the countries within it. We will be locating the different seas and oceans that surround our island. As part of this you can watch the following video and complete the quiz at the end. You can also use the sheet provided to label the countries and oceans/seas.

<https://classroom.thenational.academy/lessons/what-is-the-united-kingdom-71k32c>

United Kingdom



Look at the map of the United Kingdom below. Label the different countries and bodies of water in the blank boxes.



Use the names of the countries and bodies of water below to help you.

- England Scotland Wales Northern Ireland Irish Sea
North Sea Atlantic Ocean English Channel

Art – in art this week we are exploring clay and making patterns to create our own fish. With whatever you have around the house, make a fish with its own dazzling pattern made to look like scales. When you return to school, bring it in and we will add it to our fish gallery.

Jigsaw- Complete the sheet attached.

Task 1- Cut out the pictures and put them in the correct column.

Task 2- Complete the table writing rewards for positive behaviours and consequences for negative behaviours.

** If you are unable to access resources and would prefer a paper copy of these instructions please contact the school office.

Friday 2nd October

NCO: Listen to other people and contribute own ideas about rewards and consequences.

Help make our class a safe and fair place.

- I can listen to other people and contribute my own ideas about rewards and consequences.
- I can help make my class a safe and happy place.

Task 1– Sort the pictures into positive and negative behaviours.

Positive behaviours	Negative behaviours

Task 2– Write some rewards for positive behaviours and consequences for negative behaviours.

Rewards for positive behaviours	Consequences for negative behaviours

