



# Home Learning – Week commencing 15.06.20

Year 2

Dear Parents. Tapestry is now live: <https://tapestryjournal.com/> Please login and view the teachers' videos on the 'Memos' tab and share any learning or activities on the 'Observations' tab. Thank you! We seek to provide daily, meaningful learning activities that parents can provide some level of support with. We hope children will be encouraged to maintain their learning through the activities below as much as possible. Please can all recorded work be completed in the blank exercise book that has been sent home, apart from where the task dictates otherwise. Please use this area of our website for useful information: <http://bathwickstmary.org/home-learning-resources-2/> Please feel free to adapt or change the activity for your child if appropriate. Thank you for your on-going support. Mr. Purkiss

Have a great week Year 2! Watch out for my Tapestry video at the beginning of the week to talk through this week's Maths home learning. If you are struggling with any areas of the home learning, please let me know and I will happily help you via Tapestry. 😊 Have a wonderful week! Miss Walker

	English	Maths	Topic
<b>Mon 15<sup>th</sup></b>	<p>This week in English we are going to explore a book called 'Flotsam' by David Wiesner. The word Flotsam means any floating thing that has been washed ashore.</p> <p>This is a bit of a strange book as it has no pictures! Use this link to watch a video of the book: <a href="https://www.youtube.com/watch?v=3MTKWnxzqvM&amp;safe=true">https://www.youtube.com/watch?v=3MTKWnxzqvM&amp;safe=true</a> then have a closer look at the images of the book that I have shared on Tapestry. Discuss with a family member what you think is happening in each picture.</p>	<p>This week in maths we are going to be focusing on money. Today we are going to use coins to make totals.</p> <p style="text-align: center;">Welcome to my shop!</p> <div style="text-align: center;">  </div> <p>These are the items in my shop:</p> <div style="text-align: center;">  </div> <p>What coins could you use to pay for each item <b>exactly</b>? Write down the coins you could use in your exercise book. How many different combinations of coins can you use to pay for the items? Set it out in your book like this: 25p = 20p + 5p 25p = 10p + 10p + 5p</p> <p><b>Challenge question:</b></p> <ul style="list-style-type: none"> <li>Which items can be paid with exactly three coins?</li> <li>What coins could you use to pay for these items exactly?</li> </ul> <div style="text-align: center;">  </div>	<p><b>Art</b></p> <p>You have two options for Art today. Either re-create one of the pictures from the Flotsam book that I have uploaded to Tapestry, using pencils/paint/colouring pencils etc.</p> <div style="text-align: center;">  </div> <p><b>OR</b></p> <p>Create your own Flotsam style picture!</p>
<b>Tues 16<sup>th</sup></b>	<p>Choose one of the Flotsam pictures I have uploaded to Tapestry. For your chosen picture, complete the</p>	<p>Today in maths I would like you to <b>create your own shop!</b></p> <div style="text-align: center;">  </div>	<p><b>Computing</b></p> <p>Today in Computing we are going to be sorting technology according to its uses.</p>

	<p>'Observe, Infer, Wonder' worksheet on <a href="#">page 5</a>. Either print the sheet and write on it or copy the sentence starters into your exercise book and finish the sentences.</p>	<p>Choose some items in your house and label them with different prices. Now practise 'buying' these items with different coins. <b>You must pay for the exact amount!</b> Are there different ways that you can pay for each item? How many different ways can you find?</p> <p>Use real coins if you have them at home. If you don't, don't worry – you can just write down what coins you would use to pay for each item.</p> <p>Choose your level of challenge by the prices that you choose for your shop items.</p> <p>Keep your 'shop items' safe for tomorrow's maths lesson!</p>	<p>What is technology? What is modern technology? What examples of technology can you think of?</p> <p>Have a look at the pictures showing examples of technology below on <a href="#">page 6</a> and sort them into 'for fun', 'to help us do things' and 'to find things out'.</p> <p>Now go on a 'technology hunt' around your house (you can extend your technology hunt by going on a walk and looking for examples of technology outside your house too). What pieces of technology can you spot? What is the purpose of each piece of technology you see – is it for fun, to help us do things or to find things out? Record your findings in a table with these three headings.</p>
<p><b>Wed 17<sup>th</sup></b></p>	<p>Have a look at the flotsam items below on <a href="#">page 7</a>. Who do you think these items belonged to? Why? Where do you think they have come from? How have they ended up on a beach?</p> <p>Choose five of these items and write this sentence in your exercise book, completing it for each of the five items.</p> <p>I think ___ belonged to ___ because ___.</p>	<p>For the rest of the week in Maths, we are going to focus on calculating <b>change</b>. Can you remember what the word 'change' means when we are talking about money?</p> <p>Get your 'shop items' from yesterday or choose some new items for your shop. Make sure each item has a label with a price. I suggest pricing the items under £1 to start with.</p> <p>You will need a family member to help you with this maths lesson. Ask a family member to be the 'customer'. You are going to be the 'shopkeeper'. Ask your family member (the customer) to choose an item from your shop and 'pay' with a suitable coin (e.g. 20p, 50p or £1). Can you work out the change that you need to give them? Remember, when we are working out the change we need to calculate how much we have left. So we need to do a subtraction number sentence.</p> <p><b>For example:</b> I buy a teddy costing 20p.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="border: 1px solid black; padding: 2px 10px;">20p</div> </div> <p>I pay with a 50p coin.</p>	<p><b>Geography</b></p> <p>Today we are going to compare sea sides in the past and the present. Can you remember from term 1 how many countries there are in the UK? What are they called? Can you find them on a map of the UK? What are their capital cities?</p> <p>Using the link you can watch a live webcam of what's happening at the seaside location St.Ives. <a href="https://www.aspects-holidays.co.uk/st-ives-webcam">https://www.aspects-holidays.co.uk/st-ives-webcam</a> (to ensure we always stay safe when working online, as this is a live web cam, please make sure an adult stays with you whilst you look at this).</p> <p>Using what you have seen in the webcam and in the images of seaside resorts on <a href="#">page 8</a>, discuss the answers to these questions with a grown up:</p> <ul style="list-style-type: none"> <li>• What is the weather like at seaside locations?</li> <li>• What jobs do people do here?</li> <li>• What activities can people do for leisure here?</li> <li>• Where might people be going in this picture?</li> </ul> <p>Now look at the images on <a href="#">page 9</a> of a seaside location in the past. Why are these photos in black and white? What differences do you notice in the pictures from what our seaside</p>



So I had 50p. I spent 20p. How much change should I get? (How much do I have **left**?) So my number sentence is  $50p - 20p = 30p$ .

With each subtraction calculation, try to work out the answer using the column method that we learnt a few weeks ago in maths. (There is an example of how to lay this out in your maths book on my Tapestry post for maths this week). If you find the column method too tricky, just work out the answer by drawing the dimes.

Like yesterday, use real coins if you have them at home, but don't worry if you don't – just write down what coins you would use to give the change. You may wish to present this in your book as a table like this:

Price of item	Coin used to pay	Change

Now repeat with other items!

**Challenge question:**  
Are there different combinations of coins you could use to give the customer their change?

locations look like today?

Some answers:

- Some beaches were divided for men and women.
- Sunbathing wasn't in fashion back then, so the Victorians would go to the beach fully clothed – they did 'Sea bathing' instead.
- Beaches were a lot cleaner back then as there weren't as many packaged foods and snacks.

Victorian seaside holidays were very different back then. Most Victorians would go to a British seaside such as Blackpool – why do you think this is? (Answer: Flying to another country wasn't an option).

These videos that may give you a better idea of what a Victorian seaside holiday was like:

<https://www.youtube.com/watch?v=o7eMiAGO5k>

[https://www.youtube.com/watch?v=1N6peInd\\_pI](https://www.youtube.com/watch?v=1N6peInd_pI) (Watch the first 4 minutes of this video)

How does a Victorian seaside holiday compare to a seaside holiday today?

Using a ruler, draw a table in your book with the headings Now (present) and Then (past). Can you sort the images on **page 10** into your table?

**Thur 18<sup>th</sup>**

Choose one of the children featured in the book 'Flotsam' (use the photos of the book that I have uploaded to Tapestry). Write a paragraph to explain who they are and why they are on the beach. You may wish to draw a picture to go with your writing.

Don't forget joined up handwriting!

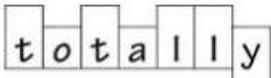
Have a go at the money word problems below on **pages 11 and 12**.

**Challenge:**  
Can you make up your own word problems involving change and then solve them?

**Science:**

We are going to continue learning about microhabitats in science this week. Today I would like you to design a bug hotel! Incorporate many different microhabitats to attract a variety of guests to your hotel. Some minibeasts like cool, damp conditions and some prefer the sun, so your bug hotel will need to be located to incorporate both conditions. Can you make some predictions about what each microhabitat (room in your bug hotel) will attract? How might different weather conditions and seasons change their features? Design and label your bug hotel on paper, then (if you can) create your bug hotel in real life! I'd love to see a photo of it on Tapestry!

			<p>What will your Bug Hotel be called? This one is 'Bug-ingham Palace!'</p> 
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<p><b>Fri 19<sup>th</sup></b></p>	<p>Look at <b>spelling rule 11</b> from the website below to practise adding 'es' to nouns and verbs ending in -y. <a href="https://spellingframe.co.uk/spelling-rule/2/Year-2">https://spellingframe.co.uk/spelling-rule/2/Year-2</a></p> <p>You may like to practise your spellings in this way (below) by drawing around the word to show a shape. Looking closely at the shape of the word may help you remember the spellings.</p> 	<p>Have a go at the change questions below on <b>pages 13-15</b>. Just like the home learning booklet you took home from school, these questions have a little star in the bottom left corner, which shows the level of challenge. I suggest starting with the red star and moving onto the next set if you feel like you can.</p>	<p><b>P.E.</b></p> <p>We are going to do some balancing today in P.E. Look at the shape of some different creatures or items from under the sea. Can you create a balance with your body in this shape? Are you stretching your body as much as you can? Are you holding the balance still?</p> <p>In Maths last week, we learnt about sequences of shapes. I wonder if you can link three (or more!) balances together to make up a shape sequence with your body!</p> <p>Like this (balancing in the shape of an anchor, a rock balance and a shell).</p>  <p>You may even want to make up a routine of different balances and add it to music!</p>
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**Daily activities and practice:**

<p><b>Daily reading:</b> Please record this in your reading record. As well as reading to a grown up in your house, you could also ask a grown up to read a more challenging book to you to expand your vocabulary.</p>	<p><b>Daily spelling / phonics practice:</b> Look at <b>spelling rule 11</b> from the website below to practise adding 'es' to nouns and verbs ending in -y. <a href="https://spellingframe.co.uk/spelling-rule/2/Year-2">https://spellingframe.co.uk/spelling-rule/2/Year-2</a> Have a go at playing some of the games then try the quiz.</p>	<p><b>Daily Times tables / mental maths:</b> Practise your 2, 3, 5 and 10 times tables on 'Hit The Button' <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> Make sure you know the inverse operation for each (divide).</p>	<p>Be active and get <b>fresh air and exercise?</b> (In line with any Government advice).</p> <p>Daily at 9am, <b>Joe Wicks</b> is going to be your P.E. teacher while you can't be at school! Hit the link below to have a daily live P.E. lesson. <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ?safe=true">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ?safe=tr ue</a></p>
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**Weekly Extension Project / Challenge Activity**

Create your own 'Under The Sea' themed quiz! You can use the facts you already know about the oceans and sea creatures, or you may wish to do some research on a computer or in books to discover some more facts to make up your quiz questions. I suggest having 5-10 questions in your quiz but this is up to you.

Can you test a friend or family member (in person or via a video call)? Your family members may like to create one too and you could all test each other on how much you know about life under the sea. You could even create a sea creature themed 'prize' for the winner!

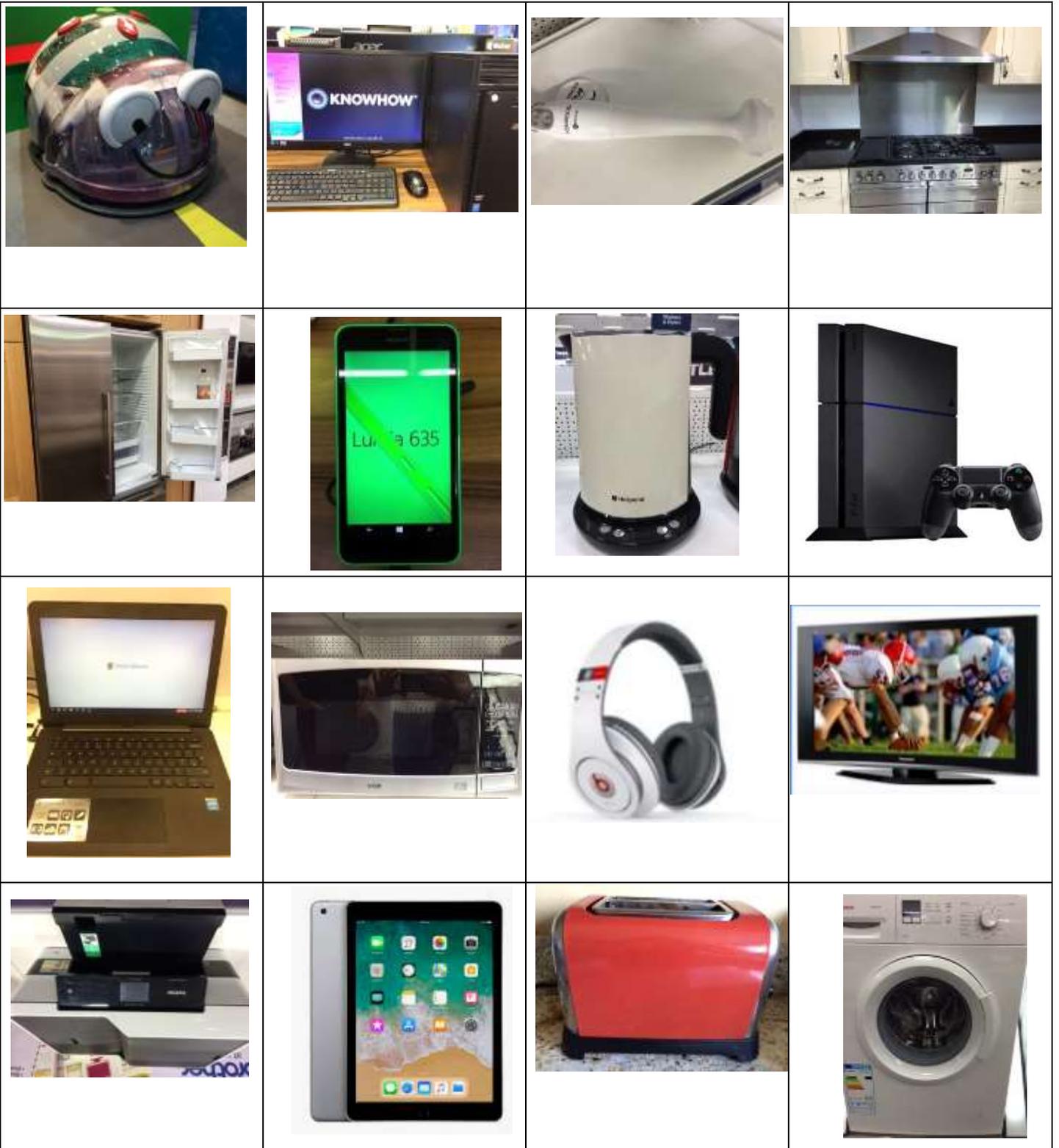
Watch out for a Tapestry video at the end of the week where I will share my under the sea quiz with you!

## Observe, infer, wonder worksheet – Tuesday English

Choose an image from the book 'Flotsam' and complete the table.	
<b>Observe</b> What can you see in the picture?	<ul style="list-style-type: none"><li>● I can see...</li><li>● I can see...</li><li>● I can see...</li><li>● I can see...</li></ul>
<b>Infer</b> What do you think is happening in the picture?	<ul style="list-style-type: none"><li>● I think...</li><li>● I think...</li><li>● I think...</li><li>● I think...</li></ul>
<b>Wonder</b> What thoughts or questions do you have when you look at this picture?	<ul style="list-style-type: none"><li>● I wonder...</li><li>● I wonder...</li><li>● I wonder...</li><li>● I wonder...</li></ul>

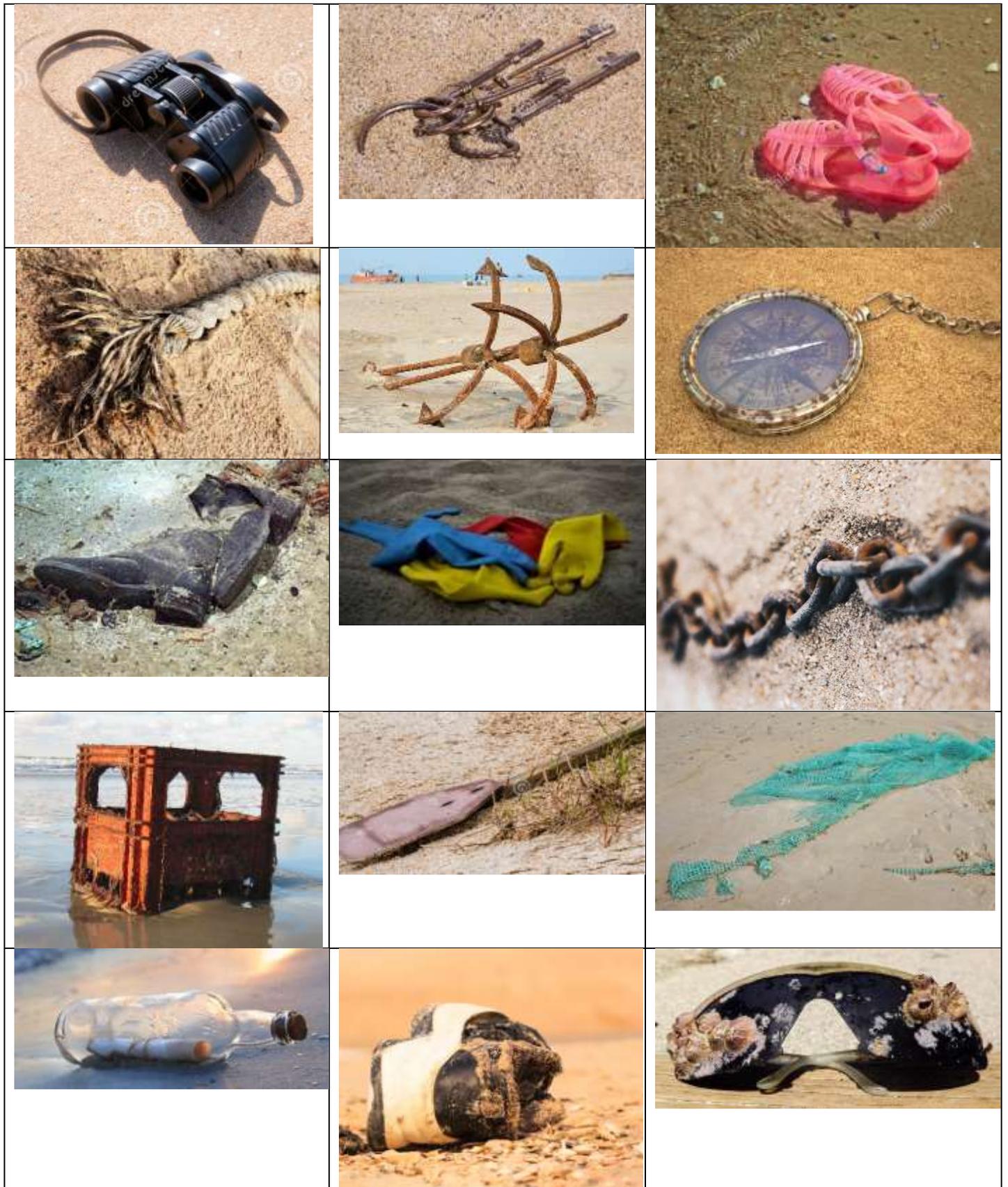
## Examples of Technology – Tuesday Computing

Here are some examples of modern technology. Do we use them 'for fun', 'to help us do things' or 'to find things out'?



Can you think of any other examples of modern technology that we use for fun, to help us do things, or to find things out?

### Flotsam items – Wednesday English



Images of seaside resorts – Wednesday Geography

- What is the weather like?
- What jobs do people do here?
- What activities can people do for leisure here?
- Where might people be going in this picture?



Images of  
seaside

a  
location

## in the past – Wednesday Geography

- Why are these photos in black and white?
- What differences do you notice in the pictures from what our seaside locations look like today?



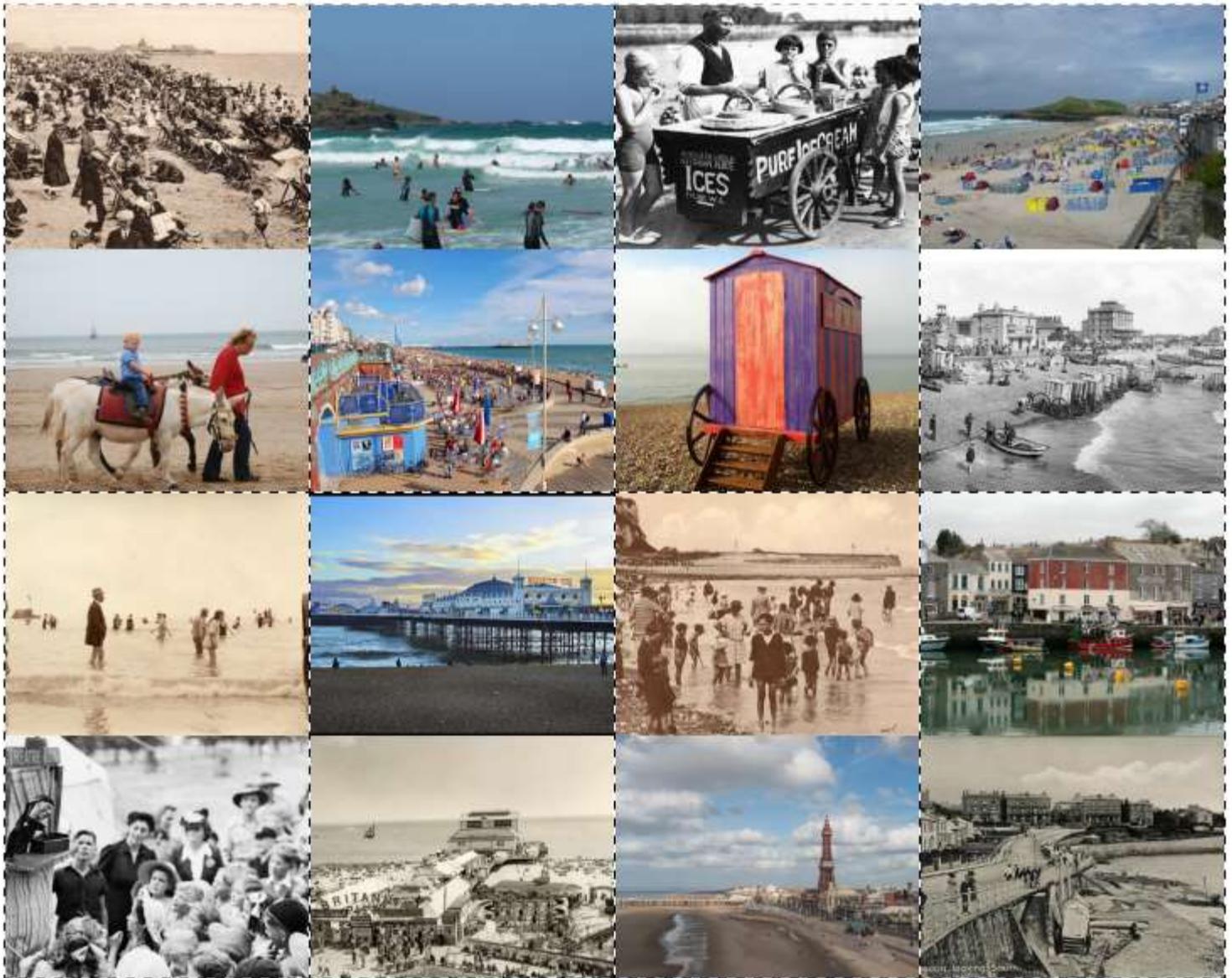
English Beach, 1850's



Victorians at the Beach

## Now and then seaside sorting – Wednesday Geography

Draw a table in your book with the headings **Now (present)** and **Then (past)**. Can you sort these images into your table? (If you don't have a printer at home, just go through each photograph with a family member and discuss whether you think each picture is of the seaside in the past or present. How do you know?)



## Money word problems – Thursday Maths

3. Jack has



Gary has



Maisie has



Annie has



- How much do the boys have **altogether**?
- How much do the girls have **altogether**?
- How much **more** do the boys have than the girls?

4. Ian has



Harry **too** has some money.

Altogether they have **76p**. How much does Harry have?

5. Yari has



Bud has



They put their money together.

Do they have enough money to buy a Jazz magazine costing **95p**?

6. Frank has a one pound coin.

He buys a drink costing **67p**.

- How much change will he get?
- List the coins he could get in his change.



7. Alice bought some pencils costing **40p**. She gave the shopkeeper a **£1** coin.



- a How much change did she get?
- b List the coins she could have been given as her change.

8. Bobby spent **68p** on juice and handed over a **£1** coin.



- a How much change did he get?
- b List the coins he might have received in change.

9. Each child below gave a **£1** coin to pay for their items.

Write down their change **and** the coins they could have received :-

a Dylan



**70p**

b Ellie



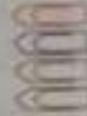
**35p**

c Max



**85p**

d Sal



**5p**

10.



This was Dee's change from a **£1** coin.

How much had Dee spent?

- 11. a Ari got **80p** change from his **£1** coin. How much had Ari spent?
- b Seth got **55p** change from a **£1** coin. How much had he spent?
- c May got **87p** change from a **£1** coin. How much had she spent?

## Change questions – Friday Maths

1a. George has the coins below.



He spends 30p.  
Tick the correct change.



VF

1b. Lynn has the coins below.



She spends 20p.  
Tick the correct change.



VF

4a. Ally has 80p and is given the coins below as change.



Which item did Ally buy?



50p



40p



VF

4b. Nathan has 70p and is given the coins below as change.



Which item did Avery buy?



30p



40p



VF

2a. Ethan has the coins below to go shopping.



I have spent 40p.



The shopkeeper gives Ethan his change.

What coins could he have?



PS

2b. Thea has the coin below to go shopping.



I have spent 50p.



The shopkeeper gives Thea her change.

What coins could she have?



PS

4a. Lauren is given £1 to buy milk. She is allowed to spend the change. What can she buy?

 70p	 22p
	 38p
	 28p



PS

4b. Karl is given 80p to buy butter. He is allowed to spend the change. What can he buy?

 40p	 39p
	 46p
	 31p



PS

5a. Hamil has the coins below to go shopping.

 I have spent 47p.



The shopkeeper gives Hamil his change.

What coins could he have?



PS

5b. Niamh has the coins below to go shopping.

 I have spent 39p.



The shopkeeper gives Niamh her change.

What coins could she have?



PS

6a. Simon has £1. He buys some sweets that cost 69p.



 I need 41p change.



Is Simon correct? Explain your answer.



PS

6b. Pippa has 70p. She buys some cupcakes that cost 47p.



 I need 25p change.



Is Pippa correct? Explain your answer.



PS

5a. Seth has the coins below.



He spends 23p.  
Tick the correct change.



VF

5b. Claire has the coins below.

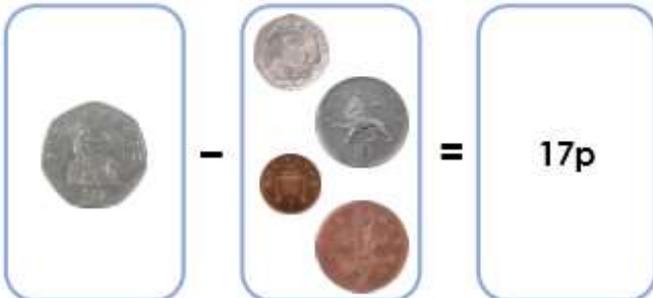


She spends 19p.  
Tick the correct change.



VF

6a. True or false?



VF

6b. True or false?



VF

**Challenge questions:**

9a. Aidan has £1. He buys some crayons that costs the amount shown below.



I need forty-two pence change.

Is Aidan correct? Explain your answer.



R

9b. Ellie has 93p. She buys a book that costs the amount shown below.



I need twenty-six pence change.

Is Ellie correct? Explain your answer.



R