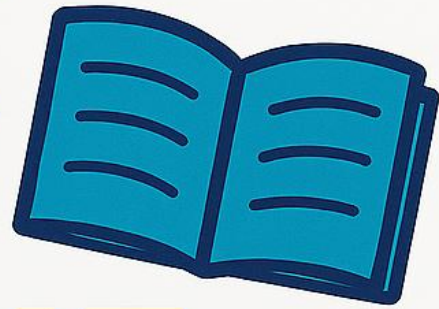




Much Hadham



HOME LEARNING RECORD



Autumn Term

Year 2

Name:

Year 2 Home Learning

When children have the opportunity to practice certain skills at home, it can make a huge impact on their day to day learning in school. Please do support your child with their home learning as much as possible as it does make a difference.

A child in Year 2 should spend an average of between 10-20 minutes a day on their homework. We have included a recording table for each week in this planner. **Please initial the box to show when your child has either read, practised their spellings or their maths focus each week.**

Autumn <u>1</u> : Week 1		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

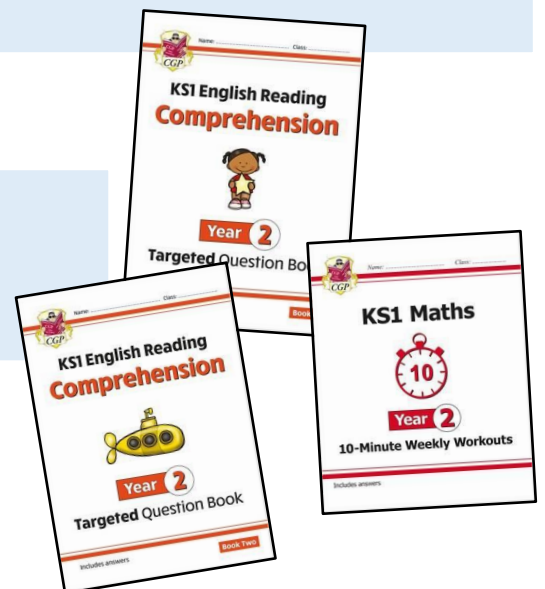
Additional Support with Home Learning

Every year group has suggested optional workbooks, that will support your child with their learning at home. These can be purchased through the Arbor app for delivery to school. **Buying through school will entitle you to a discounted price.**

Suggested workbooks are:

CGP Year 2 Maths - 10 Minute Weekly Workouts.

CGP Year 2 Targeted Reading Comprehension - Book 1 and 2



What weekly home learning could look like ...

Reading	At least 5 <u>times per week</u> for 10-15 minutes, to include: • 4 x reading to a grown-up. There are questions to check comprehension on pages 4 and 5. • 1 x CPG Targeted Reading Comprehension 
Spelling & Handwriting	At least 3 <u>times per week</u> for 10 minutes, to include: • 2 x practise of spellings whilst also focusing on handwriting; using the provided handwriting sheets. • 1 x practise of half-termly statutory spellings using any of the spelling menu strategies on page 7 
Maths	At least 3 <u>times per week</u> for 10 minutes, to include: • 2 x practise of number facts using ideas on page 9 including: - Read and write numbers to at least 100 in numerals and in words. - Practise number bonds to 10, 20 and 100. - Revise counting in 2s, 5s and 10s. • 1 x CGP Maths - 10 Minute Weekly Workout 

In case of loss or damage, this 'Home Learning Record' will also be emailed out to parents and carers. Alternatively, additional copies can be purchased from school for £1.

Questions to ask your child whilst reading.

Year 2 – Reading Questions by Skill Type	
	Which two...? List... Match... Underline / highlight... Choose... Give one reason... Find a description of... Can you tell us about your favourite book / part of the book? Explain why you like it. Draw four lines to match (statement). Why did...? What did...? Where did...? When did...? Choose one of the multiple-choice options to complete the sentence. Who are the characters? Who is telling the story? Who did...? Who (drives)...? Where are/do...? Where is the story set? What happened...? What did / do / does / are...? Does this story remind you of any others? Have you read any other stories that have similar... to this one? What did the story remind you of? Are there similar themes? (naughty characters, castles, good characters) Can you explain what has happened? Do you think this book is trying to give the reader a message? What is it? Are these statements True or False? Can you explain what has been read to you? What are the... for? Match the sub-heading to the section. Where would you find information about...
	Predict from the cover/ title/ blurb. What has made you think that? What is happening now? What happened before this? What might happen next? Use evidence from the text to support Is it similar to any other stories you have read? What will happen next based on what happened in the story you know? Do you think...will happen? Explain reasons. Can you predict what the character might do next (based on action/dialogue/appearance)? What details tell us about the opening? How might the character behave here? What might they do next? Can you predict the events of the story based on the setting described in the opening? Can you predict how characters might behave from what they say and do and from their appearance? Is ___ similar to any other characters you know of? How would they have acted? What would they have done next? Act out what might happen next.
	Find and copy two words which tell you how the character...? Find and copy one word that shows the character is upset/angry/happy etc (Statement)... This means that... Tick one box. What makes character feel...? Tick one event. It was difficult to... Find and copy one word that tells you this. Circle two words in the text that tell you... Select a word that shows... Which word / phrase... What do the words (quote from text) mean? What does (quote from text) tell you about the character / setting? What does the word ___ tell you about...?

	What are the repeated phrases in this story/ text? Why is it repeated? Can you think of another word for ___? Which word on this page means the same as...? What does... mean in this sentence? Which keyword(s) tell you about the character and/or setting?
	How does the story start? Which words are used? Can you find the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) Find the words which move time on in the story. Which are the words which make this sound like a fairy story? What is your favourite word in the story, the poem, the information? How does the author make the text funny/sad/scary/exciting? Find the words which make this seem (e.g.scary).
	Find the labels, title, subheadings, diagram, contents page, information on... How has the author helped us to be able to read this book? (structure and lay-out) What are the ___ for? How do the sub-headings make the text easier to read? Match the sub-heading to the section. Where would you find information about...? Why is the word ___ in bold print / italics? Read the information on... Tick 3 facts that are true about... Practise using alphabet to use index and glossary. Read information texts structured in different ways. Apply retrieval questions about the information.
	How did (character) feel when...? What did (character) describe as...? Why did...? Look at page... Why was (character) sad/happy/laughing? How can you tell? How do we know...? Why is... important? (Quote) What does this tell us about how the character is feeling? (Quote) What else in the text tell us...? What suggests that...? Give two things. How does the story show that (character) was clever/ angry/ happy? Which words in this story make it funny?
	Think about the whole story... Can you retell the story? Sequence pictures from the story. Retell the events in one sentence per picture. Can you tell the main events from the story in ___ sentences / words? What happened first? Which event happened first? What happens next? What were the main events? Discuss their importance. What is the main event in the story? Can you order the main events? Number the event in order. What are the key points in this information text? What is this paragraph of information telling us? Sum up in one sentence. Highlight the text every time you see the word _____. Ranking activities.



Autumn 1 Spellings: Test - Week Commencing 12 10 2026

w/c 07 09 26	w/c 14 09 26	w/c 21 09 26	w/c 28 09 26	w/c 05 10 26
are	come	house	once	said
ask	friend	my	our	there
by	here	of	most	should
because	class	could	pass	water
both	climb	grass	plant	would

Autumn 2 Spellings: Test – Week Commencing 07 12 2026

w/c 02 11 26	w/c 09 11 26	w/c 16 11 26	w/c 23 11 26	w/c 30 11 26
where	were	some	improve	past
because	water	Christmas	last	people
could	would	even	many	poor
most	beautiful	fast	money	sure
should	busy	hour	only	whole

Year 1 Common Exception Words

Year 2 Common Exception Words

Ideas to practise your spellings

Rainbow Words

Write your words out and make each letter a different colour. Or create a rainbow by writing the words out repeatedly but in a different colour each time.

[illegible]

Writing Race



Set a timer for 2 minutes and see how many times you can write a chosen word correctly in that time.

Word Pyramids

r
re
rem
reme
remem
rememb
remember
remember

Write out each spelling as a word pyramid. Start with the first letter and then add a new letter onto each row.

Word Shapes

Write out each spelling and draw a box around each letter to show the height or tails on a letter.



Colour patterns

Write out each word with the consonants in one colour and the vowels in another.

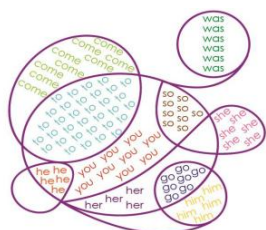
government
parliament
dictionary

Mnemonics

Make a mnemonic
to help you
remember the
spelling for a word
or just the tricky
part of it.



Word Squiggle



Draw a continuous loopy pattern and fill each section with your spelling words. You could use different colours if you like.

Spelling Graffiti

Use colour and shape to produce fun and creative ways of writing your spellings out.



Maths to focus on in Year 2

Read and write numbers to at least 100 in numerals and in words.

1 one	11 eleven	21 twenty-one	31 thirty-one	41 forty-one
2 two	12 twelve	22 twenty-two	32 thirty-two	42 forty-two
3 three	13 thirteen	23 twenty-three	33 thirty-three	43 forty-three
4 four	14 fourteen	24 twenty-four	34 thirty-four	44 forty-four
5 five	15 fifteen	25 twenty-five	35 thirty-five	45 forty-five
6 six	16 sixteen	26 twenty-six	36 thirty-six	46 forty-six
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven	47 forty-seven
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight	48 forty-eight
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine	49 forty-nine
10 ten	20 twenty	30 thirty	40 forty	50 fifty

51 fifty-one	61 sixty-one	71 seventy-one	81 eighty-one	91 ninety-one
52 fifty-two	62 sixty-two	72 seventy-two	82 eighty-two	92 ninety-two
53 fifty-three	63 sixty-three	73 seventy-three	83 eighty-three	93 ninety-three
54 fifty-four	64 sixty-four	74 seventy-four	84 eighty-four	94 ninety-four
55 fifty-five	65 sixty-five	75 seventy-five	85 eighty-five	95 ninety-five
56 fifty-six	66 sixty-six	76 seventy-six	86 eighty-six	96 ninety-six
57 fifty-seven	67 sixty-seven	77 seventy-seven	87 eighty-seven	97 ninety-seven
58 fifty-eight	68 sixty-eight	78 seventy-eight	88 eighty-eight	98 ninety-eight
59 fifty-nine	69 sixty-nine	79 seventy-nine	89 eighty-nine	99 ninety-nine
60 sixty	70 seventy	80 eighty	90 ninety	100 one-hundred

Number bonds to 10, 20 and 100.

Number bonds practice should include addition and subtraction sentences e.g.

$3 + ? = 10$ and $10 - 3 = ?$ or $13 + ? = 20$ and $20 - ? = 13$

Number bonds to 100 should start with tens e.g. $40 + ? = 100$.

Once these are secure, you could start on all numbers e.g. $52 + ? = 100$.

Note: Please note that these are much trickier and should only be tried once the other number bonds are secure.

Revise counting in 2s, 5s and 10s forwards and backwards.

Learning these fluently is an important step before our times table focus in the Spring term.

Skip Counting by 5s to 100

5	10	15	20	25	30	35	40	45	50
55	60	65	70	75	80	85	90	95	100

Skip Counting by 2s to 100

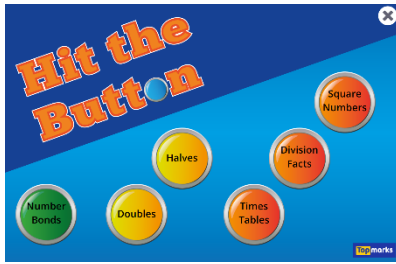
2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40
42	44	46	48	50	52	54	56	58	60
62	64	66	68	70	72	74	76	78	80
82	84	86	88	90	92	94	96	98	100

Skip Counting by 10s to 100

10	20	30	40	50	60	70	80	90	100
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Ideas to practise number facts

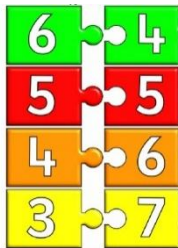
Hit the Button number bonds game



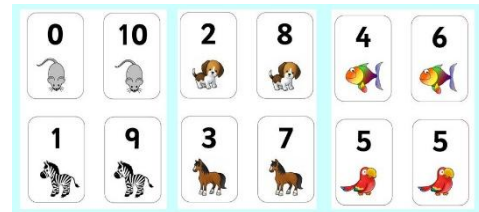
Learn a number bonds song from YouTube Kids



Make some flash cards with a number on one side and its 'bond' on the other



Play a matching card game, where you need to match a number to its bond.



Match numbers to their spelling using Word Wall:
<https://wordwall.net/resource/6067425/matching-numbers-and-words-1-100>



Write your facts down as quickly as you can in 2 minutes!



Use your Purple Mash account to play number bond games.

<https://www.purplemash.com/login/#/portal/standrewssg10/child>



Other good websites include:

Top Marks -

<https://www.topmarks.co.uk/>

BBC Bitesize -

<https://www.bbc.co.uk/bitesize>

Math is Fun -

<https://www.mathsisfun.com/>

Maths Frame -

<https://mathsframe.co.uk/>

Autumn 1 : Week 1		Week commencing: 31/8/26					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 1 : Week 2		Week commencing: 6/9/26					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 1 : Week 3			Week commencing: 14/9/26				
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 1 : Week 4			Week commencing: 21/9/26				
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 1 : Week 5		Week commencing: 28/9/26					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 1 : Week 6		Week commencing: 5/10/26					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 1 : Week 7		Week commencing: 12/10/26					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 1 : Week 8		Week commencing: 19/10/26					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 2 : Week 1			Week commencing: 2/11/26				
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 2 : Week 2			Week commencing: 9/11/26				
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 2: Week 3			Week commencing: 16/11/26				
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 2 : Week 4			Week commencing: 23/11/26				
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 2 : Week 5		Week commencing: 30/11/26					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 3 : Week 6		Week commencing: 7/12/26					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 2 : Week 7		Week commencing: 14/12/26					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 2 : Week 8		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Spelling Test: Autumn 1

Spelling Test: Autumn 2	

Times tables Autumn

10 Times Tables	5 Times Tables	2 Times Tables
$1 \times 10 =$	$1 \times 5 =$	$1 \times 2 =$
$2 \times 10 =$	$2 \times 5 =$	$2 \times 2 =$
$3 \times 10 =$	$3 \times 5 =$	$3 \times 2 =$
$4 \times 10 =$	$4 \times 5 =$	$4 \times 2 =$
$5 \times 10 =$	$5 \times 5 =$	$5 \times 2 =$
$6 \times 10 =$	$6 \times 5 =$	$6 \times 2 =$
$7 \times 10 =$	$7 \times 5 =$	$7 \times 2 =$
$8 \times 10 =$	$8 \times 5 =$	$8 \times 2 =$
$9 \times 10 =$	$9 \times 5 =$	$9 \times 2 =$
$10 \times 10 =$	$10 \times 5 =$	$10 \times 2 =$
$11 \times 10 =$	$11 \times 5 =$	$11 \times 2 =$
$12 \times 10 =$	$12 \times 5 =$	$12 \times 2 =$

Division Facts Test: Autumn

Times tables Test: Autumn 2

10 Times Tables	5 Times Tables	2 Times Tables
$1 \times 10 =$	$1 \times 5 =$	$1 \times 2 =$
$2 \times 10 =$	$2 \times 5 =$	$2 \times 2 =$
$3 \times 10 =$	$3 \times 5 =$	$3 \times 2 =$
$4 \times 10 =$	$4 \times 5 =$	$4 \times 2 =$
$5 \times 10 =$	$5 \times 5 =$	$5 \times 2 =$
$6 \times 10 =$	$6 \times 5 =$	$6 \times 2 =$
$7 \times 10 =$	$7 \times 5 =$	$7 \times 2 =$
$8 \times 10 =$	$8 \times 5 =$	$8 \times 2 =$
$9 \times 10 =$	$9 \times 5 =$	$9 \times 2 =$
$10 \times 10 =$	$10 \times 5 =$	$10 \times 2 =$
$11 \times 10 =$	$11 \times 5 =$	$11 \times 2 =$
$12 \times 10 =$	$12 \times 2 =$	$12 \times 2 =$

Division Facts Test: Autumn 2