

Year 2 Home Learning

A child in KS1 should spend an average of between 10 - 20 minutes a day on their homework.

Reading

Regular reading of a school book from our Little Wandle scheme (at least 4 - 5 times per week). This should include sharing the book, discussing the content as well as listening to the developing fluency of your child. Please record all reading on Boom Reader.



Spelling

Spelling practice of High Frequency and Common Exception words. These will be tested at the end of each half term.



Number Facts

Practising of number facts: number bonds to 10, 20 and 100. 2x, 5x, 10x tables and related division facts plus counting in 3s, through a variety of games and/or online activities. These will be assessed every half term. Please see ideas below of how to practise them.



Optional additional homework

This will be related to subjects across curriculum areas will be given each term. See the grid below for this term's ideas.



Reading Question Stems

	Year 1	Year 2	Year 3
Vocabulary	<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means? • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story? 	<ul style="list-style-type: none"> • Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...? 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...?
Inference	<ul style="list-style-type: none"> • What do you think.....means? • Why do you think that? • How do you think. ...? • When do you think. ...? • Where do you think. ? • How does make you feel? • Why did happen? 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...? 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
Prediction	<ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next? 	<ul style="list-style-type: none"> • Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next? 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?

Explain	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why? 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why? 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
Retrieval	<ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know? 	<ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story? 	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
Sequence/Summarise	<ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story? 	<ul style="list-style-type: none"> • What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story? 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?

Year 1 & Year 2 Common Exception Words

Aa a after again any are ask	Cc child children Christmas class climb clothes cold come could	Ee even every everybody eye	Gg go gold grass great	Kk kind	Nn no	Pp parents pass past path people plant poor pretty prove	Ss said says school she should so some steak sugar sure	Vv
Bb bath be beautiful because behind both break busy by	Dd do door	Ff fast father find floor friend full	Hh half has he here his hold hour house	Ll last love	Oo of old once one only our	pull push put	Tt the there they to today told	Ww was water we were where who whole wild would
			Ii I improve is	Mm many me mind money most move Mr Mrs my		Qq	Yu you your	
						Rr		

Year 2 Common Exception Word List

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
because both class climb could every grass most parents pass plant should water <u>who</u> would	beautiful because busy Christmas could even fast hour improve last many money most only past people poor should sure water whole would	any beautiful break every great last many most people pretty should sure would	after again bath bath child children cold could father floor half hold hour old only parents people pretty should told water whole would	behind child could door eye find gold hold improve kind last mind move old path plant prove told wild	could old told eye prove should people only again sure great because money both <u>who</u> clothes everybody Mr Mrs steak sugar

Please note word lists have been organised to link with the Year 2 English writing units, although there are many that overlap.

First 100 High Frequency Words

100 High Frequency Words

the
and
a
to
said
in
he
I
of
it
was
you
they
on
she
is
for
at

his
but
that
with
all
we
can
are
up
had
my
her
what
there
out
this
have
went

be
like
some
so
not
then
were
go
little
as
no
mum
one
them









do
me
down
dad
big
when
it's
see
looked
very
look
don't
come
will

into
back
from
children
him
Mr
get
just
now
came
oh
about
got
their
people
your
put
could









house
old
too
by
day
made
time
I'm
if
help
Mrs
called
here
off
asked
saw
make
an



SPELLING MENU

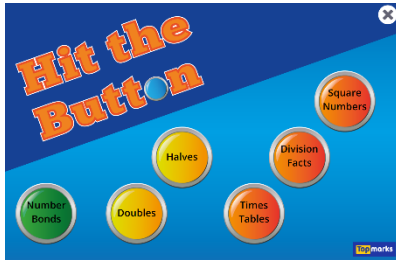
1. ABC Order  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	2. Word Parts <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar</p>	3. Other Handed <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	4. Vowel Spotlight <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
5. Use Technology <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	6. Pyramid Words <p>s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)</p>	7. "Ransom" Words <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	8. Rainbow Words <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
9. Scrambled Words <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	10. Silly Sentences <p>Write 3 or more sentences that use all your spelling words.</p> 	11. Prefixes and Suffixes <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p>	12. Word Search <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
13. Flashcards <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	14. Picture & a Story <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	15. Words without Vowels <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	16. Train Words <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop</p>
17. Write a Story, Poem or Song with Words <p>Write a story using all your spelling words. Underline the words you used.</p>	18. Bubble Letters <p>Write your spelling words out in bubble writing.</p> 	19. Words Within Words <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	20. Picture words <p>Draw a picture and hide your spelling words in the picture.</p>

SPELLING MENU

21. Question/Answers <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p> 	22. Riddles <p>Write a riddle for each of your words. Don't forget to answer them. e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p> 	23. Crossword Puzzle <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p> 	24. Rhyming Words <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again</p>
25. Homophones <p>Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're</p>	26. Writing Race <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p> 	27. Code Words <p>Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = a b = b c = c</p>	28. Word Classes <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p>
29. Synonyms <p>Find at least 2 synonyms for each of your spelling words.</p> 	30. Antonyms <p>Find an antonym (opposite) for each of your spelling words.</p> 	31. Joker <p>Write jokes containing each of your spelling words.</p> 	32. Backwards Words <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p>SDRAWKAB</p>
33. X Words <p>Write 2 words with one letter in common so that they cross over each other. e.g. b r cheese a d</p>	34. Acrostic Poem <p>Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun Sun shines brightly Up in the sky Nice and warm on my face</p>	35. Scrabble <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p> 	

Ideas to support the learning of Number Facts

Hit the Button online game



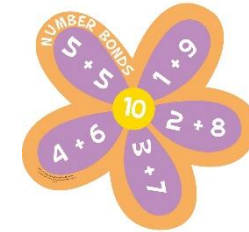
Learn a Number Bonds song from YouTube Kids



Play Number Bonds Bingo!



Find the patterns in number bonds and times tables



Practise on long and short car journeys



Write them down as quickly as you can!



BBC Bitesize Number Bonds



BBC - Numberblocks



Other good websites include:

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

Top Marks - <https://www.topmarks.co.uk/>

BBC Bitesize - <https://www.bbc.co.uk/bitesize>

Maths Train - <https://www.topmarks.co.uk/maths-games/mental-maths-train>

Spring Term Year 2 Homework Grid – Some fun learning activities you could try at home.

PE

Can you do 5 minutes of physical activity every day?

Can you think of a different activity every day for a week?



Art

This term we will be exploring mixing colours and creating textures using paint and collage. Can you create a painting and mixed media picture about the world around us.



History

‘Explorers throughout History’

Can you research what the word ‘explorer’ means and make a list of some explorers and what they are famous for exploring?



Science

Explore your home and see how many things are made from plastic? How many are made from metal and how many are made from wood?



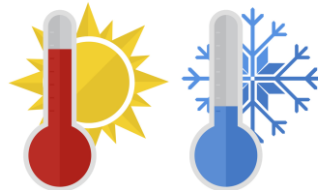
Dreams and Goals

Design a superhero character to help achieve goals. It may be ‘courage carrot’, ‘ambition apple’ or ‘resilient radish’



Geography

We are going to be looking at hot and cold countries. Why not get a head start and see if you can find countries that are always hot and countries that are always cold.



DT

Do you have toys with moving parts at home? Can you identify what mechanism is being used to make the toy move? Can you make your own moving toy?



Computing

Practise logging onto Purple Mash. Be creative and have fun exploring 2Sequence.

