



**Home Learning**  
**Theme: Discovering Animals**  
**Week Beginning – Monday 11<sup>th</sup> January 2021**

**Class- Discoverers**

**Weekly Maths Tasks**

**Whiterose Maths – Multiplication and Division**

<https://whiterosemaths.com/homelearning/year-2/>

<b>Monday</b>	Watch <i>multiplication with x symbol</i> video	Do the <i>multiplication with x symbol</i> sheet
<b>Tuesday</b>	Watch <i>multiplication with pictures</i> video	Grocery challenge! (on supporting documents pdf.)
<b>Wednesday</b>	Watch <i>arrays</i> video	Complete the <i>arrays</i> sheet
<b>Thursday</b>	Watch <i>doubles</i> video	Complete vocabulary and talk tasks (on pdf.)
<b>Friday</b>	Use objects to double 4, 12, 15 and 22  Use objects to halve 12, 16, 30 and 35	Play the jungle doubles race game (pdf) or write a magical story where everything gets doubled with a doubling spell! Make sure you include some super double drawings.

**You could also access these websites to play games and explore maths learning:**

<https://www.topmarks.co.uk/math-games/hit-the-button>

<https://www.ictgames.com/mobilePage/archeryDoubles/index.html>

<https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

**As often as you like...**

**Practise your times- table facts with [Timestable Rockstars](#)**

**Explore [Mathletics](#) assigned tasks or play section.**



**Weekly English Tasks**

**Please read every day**, discuss your reading and record in your reading record.

**Please complete a spelling or phonics task daily:**

- Learn the alternative spelling choices igh, ie, i-e, y, l  
<https://www.spellzone.com/unit07/page13.cfm>
- Practise applying the spelling choices above in the table (pdf.)
- Practise your CEW tricky words that cannot be sounded out on <https://www.ictgames.com/littleBirdSpelling/>
- Learn about past tense and adding -ed or -ing as a suffix to a verb (chat, chatted, chatting) with this Bitesize lesson. <https://www.bbc.co.uk/bitesize/articles/zp74vwx>
- Proof a piece of writing you have done this week.

**We are learning about non-fiction** and studying the key text *Reptiles*, as well as other animal topic books that give us information about animals:

**Monday**

Talk about the layout of the pages in our Reptiles key text, compared to other books. What parts make up the page? Use the report that you wrote last week and lay it out in the same way as the Reptiles pages. You will need to draw a large picture, with a caption, and then copy out your writing. You could even improve your writing as you do it!

**Tuesday**

Look at an image or two from the text *Reptiles* and create expanded noun phrases (e.g. the hard, pattern shell.) Watch [this video](#) about why commas are used to list. Can you write some phrases to describe the animals that use commas too?

**Wednesday**

Finish off the sentence starters (on support pdf) with extra information. Try and make them as interesting and descriptive as possible.

**Thursday**

Make a list of different topics you might like to read about, or write about in a non-fiction book.

Choose one topic idea and do some research. Collect ideas, a word bank, facts and information, ready for writing a report tomorrow.

**Friday**

Watch a video (with help from your grown up) about your chosen topic or talk to someone who knows lots about it. Create a new report about your chosen topic using the layout you practiced Monday. Are there any other parts you want to include? Like a Wow box, Did you know? box or fact file?

**Weekly Science Task**

We are learning about animals and classification.

**Key Question: What helps us identify different animal types?**

This week, can you please watch these short videos ([marvellous mammals](#), [characteristics of insects](#), [remarkable reptiles](#) and [amazing amphibians](#).)

Then talk through the different animal slides (on support pdf) using the format: **I see, I think, I wonder.**

Please also consider what animal groups or types you think you might see out of your window at home, and complete the *animal observation sheet*. Remember to look really carefully, like a scientist, to get as much information as you can about animals near your house.

Research extra: Explore [this section of Bitesize](#).

**Spotlight On...**

**Art and Design:** Think about the textures of different animal skin.

Can you replicate this in some art work? You could use waxy crayons and paint for snake skin or even find textiles for animal fur. You can then use your art to make a model or animal texture headband. We would love to see them!

**Life curriculum:** Building from the emotion emoji task last week, can you discuss what it is like when you feel different emotions and create a picture or write a sentence for each emotion (see support pdf for emotions and sentence starters.)

**Music:** Enjoy *Hakuna Matata* from *The Lion King* again, responding through movement, dance or with body percussion or drumming!

**PE:** Animal yoga. Try out some animal yoga poses (support pdf.) Can you make an animal yoga sequence?

