



**Learning Project WEEK 2 –What do you know about the area you live in?**

**Age Range: Year 2**

**Weekly Maths Tasks (Aim to do 1 per day)**

**Weekly Reading Tasks (Aim to do 1 per day)**

- Can you add a 2-digit number to a 2-digit number by drawing a number line? Answer the following questions using the method below.

$$37 + 24 =$$

1. Draw a line using a ruler and place the biggest number at the start of the number line.

$$37 + 24 =$$

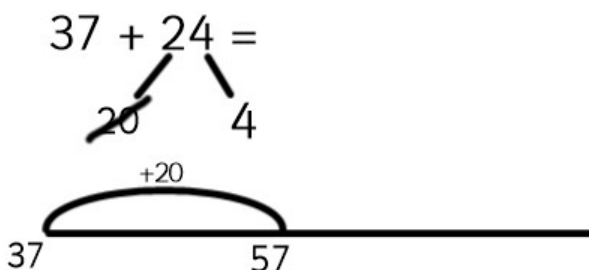


2. Then, partition the second number. Remember partitioning is splitting your number up so that you can jump it easier.

$$\begin{array}{r}
 37 + 24 = \\
 \swarrow \quad \searrow \\
 20 \quad \quad 4
 \end{array}$$



3. Jump the tens first.  $37 + 20 = 57$ .



4. Then add the ones.  $57 + 4 = 61$

- Reading a variety of books at home. Your child could share a book every day. This can be reading a book aloud every day or sharing a book with an adult. [Storytime](#) is a really good way to access books that you don't have at home.

- Use the question stems in your reading diary to answer questions about a familiar story.

- After reading a story, practise orally re-telling it using actions. Watch this video of Pie Corbett demonstrating talk for writing. This is a good way to help children understand how their reading skills feed into their writing skills.

<https://www.youtube.com/watch?v=av1ZyVH2Qpw>

- Watch [Newsround](#) and find out what is happening in the world. What did you find out? Is there anything you need help understanding?

**Using the text 'Animal Stories' in your pack:**

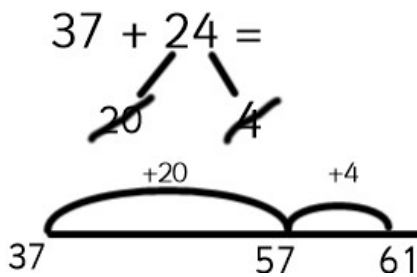
Re-read through the story 'A Flea in Your Ear'.

Who are the main characters in the story?  
Where is the story set?

This week all of the questions we will be working on are retrieval questions.

This means that all of the answers to the questions will be in the text.

We need to skim and scan to find them (just like we do in reading on a Monday). Make



$46 + 32 =$

$29 + 24 =$

$52 + 46 =$

$37 + 25 =$

$34 + 64 =$

Keep practising this each day this week with a variation of questions. Can you do it each day with less help from an adult?

- Working on [Numbots](#) - your child will have an individual login to access this. Your child also has access [to ttrackstars](#).
- Play on [The Mental Maths Train Game](#) - practise adding and subtracting.
- Recognise the place value for numbers up to 99 in this [place value basketball game](#).
- Create a card game that is based around making number pairs to twenty that can then be played as a family.
- Identify shapes and finish the patterns in this online [game](#). Can any of these shapes be found around the house? How many of each shape can be found?
- Write the numbers 20 - 50 in words and digits

sure you don't abandon the text- you should be re-reading it lots.

Once you have found them, feel free to underline them in the text before you write your answers down in a full sentence.

1. Who watches the chickens whilst the dog goes to the pond?
2. Why did the dog go to the pond?
3. What was the fox carrying when he came out of his den at the end of the story?
4. Find and copy 3 words the fox uses to describe ducks.
5. What would the dog give to get rid of his flees?
6. Find and copy 1 word the author uses to describe the night.
7. At the beginning of the story, what did the dog hear in the nearby woods?
8. Find and copy 1 word the author uses to describe the dog.

#### **Creative reading task:**

Draw an outline of the fox and the dog. On the inside of the fox and the dog write words that describe their personalities. On the outside of the fox and the dog write words that describe what they look like.

#### **Evaluative question:**

What lesson might the fox have learnt by the end of this story?

**Weekly Phonics/Spellings Tasks (Aim to do 1 per day)**

**Weekly Writing Tasks (Aim to do 1 per day)**

Daily phonics/spelling - your child practice their sounds and blend words that contain new sounds. Interactive games found on the links below.

- [Phonics play](#)
- [Top Marks](#)
- [Spelling](#)
- Spell the days of the week
- Spell months of the year
- Spell common exception words (these are linked at the bottom of Year 2s home learning page and listed in reading diaries). It might be a good idea to focus on 6 of these a week.
- [Spelling City](#)

- Ask your child to imagine that they live in the opposite house. What would they see? Write sentences using a variety of suffixes – ing, er, est, ed and adjectives. Can children use any conjunctions? (and, or, but, yet, so, because, when, if, that)
- Write your address: Discuss with your child. Do they know who delivers the post? Share a letter with them and explore the envelope from the front and back. Can they see any numbers on the front or back of the envelope? What do they mean? Who is the letter addressed to? Ask your child to write their address on the envelope. Discuss the postcode and any capital letters?
- Well known addresses: Discuss with your child any well-known addresses of book characters/famous people/historical figures they may know? e.g. 10 Downing Street, The Post Office, Isle of Struay Katie Morag. This [Powerpoint](#) may help.
- Write a letter to the Queen and tell her about the area you live in. Post your letter. Make it persuasive so that she wants to come and visit you.

### Learning Project - to be done throughout the week: Where do you live?

**The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.**

#### **To develop knowledge of the location of significant places:**

Ask your child to look at where they live. What can they see outside the window in the front of their house? At the back of their house? What could they find near them? Find a map and see if they can find Manchester. Do they know the name of their street? Can they create a street sign with their street name?

**My address:** Support your child to find out your address. Can they find the number on your door? Can they write the number in digits and words? Ask them to try writing the number using crayons and paint. Can they write a postcard or letter to a teacher at school? They could tell their teacher about where they live and things about their local area.

**My house:** Discuss with your child what their house looks like inside and outside? How many bedrooms does it have? Who has the biggest bedroom? Who has the smallest? Ask them to look outside their window and see if they can spot a house different to their own. Can they draw their house? How many windows at the front? How many windows at the back? Do you have one door or two? In a special bag - could you (with adult support) place things that make it your home? Why would you pick those items?

**Draw a picture of your street.** Support your child to take a look at the street and buildings around where they live. Encourage them to think about the shape of the buildings.

**Shape hunt:** Take your child on a shape hunt around their house and garden. Look at the different shapes of the windows, doors, and houses. Can they name them? Are they 2D or 3D shapes? Ask them to create a picture of their house or street.

**Name the shape:** Place some 2D or 3D shapes into a bag and play the game 'Can you name the shape?' You will need a partner to play this game. One partner has a **shape** from the shape bag and they stand back to back. The partner with the **shape** describes it to their partner who has to try to draw it. How many do you know?

3D Shapes - vertices, edges, faces.

2D Shapes - corners, sides, lines of symmetry.



**Find your house on 'Google maps'.**

Search for your house on the street? Can you find Manchester, Manchester Cricket Ground, Manchester Central Library, Manchester Cathedral?

**Compass:** Make a compass. Do you know what the different compass points mean? Can you label the points?



**Create a passport:** Create an individual passport to show your own information about where you live. Discuss the use of a Passport. What is a passport? What information does it contain? What does a passport allow you to do? Can you find a real life passport? Do you have one?

**Flag:** Below is the Manchester flag. What do you think the flag represents? Can you design your own flag for your local area? What could you add? What would they mean to you?



**Design a cottage -** Compare how a cottage is different to your house. Can you make a model of your house and a cottage?

**Create a song about 'Where you live' -** Can you add your address in your song? You could record your song and send it to us to watch on our twitter page @canonburrows or email it to us at [admin@canonburrows.co.uk](mailto:admin@canonburrows.co.uk).

**Can you find the UK on the map?** Can you name the countries? Why do you think the Countries begin with a capital letter? This [song](#) may help.

### Additional learning resources parents may wish to engage with

**Classroom Secrets Learning Packs** - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

**Twinkl** - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

