



Learning Project WEEK 3 - Viewpoints

Age Range: Year 2

Weekly Maths Tasks (Aim to do 1 per day)

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

$$43 - 24 =$$

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

$$43 - 24 =$$



2. Next, partition the second number into tens and ones.

$$43 - 24 =$$

↙ ↘

20 4

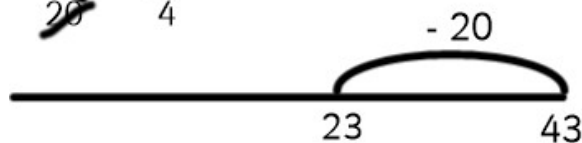


3. First, jump your tens. Remember you are subtracting so you are jumping backwards because your number is getting smaller. $43 - 20$

$$43 - 24 =$$

↙ ↘

20 4



4. Then, jump the ones. $23 - 4 =$

Weekly Reading Tasks (Aim to do 1 per day)

- Reading a variety of books at home. Your child could share a book everyday. This can be reading a book aloud everyday or sharing a book with an adult.
- Listen to the traditional story '[Jack and the Beanstalk](#)'. Can you re-tell the story using talk for writing. (Tips on this are linked on last week's home learning project.)
- Find a set of instructions for planting a seed or a bean. Read the instructions out aloud. Can you follow the instructions and plant a seed? Remember to keep watering it! What does a plant need to survive? Do the instructions tell you?
- Read a non-fiction book. Can you answer questions about it using the question stems in your reading diary?
- Read an article from a newspaper or magazine to an adult. What is the key information you can find from it?

Using the text 'Animal Stories' in your pack:

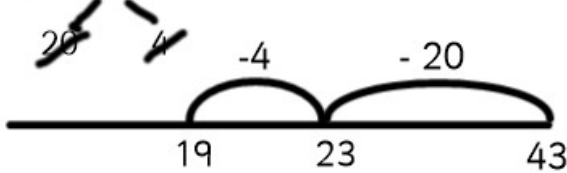
Re-read through the story 'A Flea in Your Ear'.

Recap:

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

This week we are going to focus on the vocabulary in the text – just like we do in reading lessons on a Tuesday.

$$43 - 24 = 19$$



$$57 - 34 =$$

$$82 - 22 =$$

$$67 - 35 =$$

$$54 - 36 =$$

$$43 - 26 =$$

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 ttockstars](#).
- Practise counting in 2s, 5s and 10s. This [game](#) could support this.
- Look in different rooms and go on a number hunt. How many items can you find that have numbers on them? What is the largest number you can find? What is the smallest number you can find?
- Practise making shapes on this online [geoboard](#). Once you have made the shape from one view, can you make it from another? How do you know it is still the same shape?
- Choose a number between 0 - 50. Make a poster showing how many different ways can you represent this number? Think about concrete resources we use in school to help you such as, base 10, numicon, counter ect.

Vocabulary means the words that are the text.

When we think about the words in the text, we think about why the author might have chosen them and what impact they have on the reader.

Choose 2 words in the text that you think are interesting and would like to find out more about. Can you find out what these words mean by using a dictionary or reading around the words? Can you use these words in a sentence?

Now find the following words in the text- you can underline or highlight them:

SAUNTERING – What does this word mean? What words could you use instead of it? Can you act out the word? Can you saunter to your bedroom? Can you use this word in a sentence? Why has the author chosen this word?

AGONY – What does this word mean? What words could you use instead of it? Can you act out being in agony? Can you use this word in a sentence? Why has the author chosen this word? Why might the author have said it's agony instead of it's painful?

SUSPICIOUSLY - What does this word mean? What words could you use instead of it? Can you act out being suspicious? Can you use this word in a sentence? What might you be suspicious of? Can you think of a time in your life when you have been suspicious? Why has the author chosen this word?

GALLOPED– What does this word mean? What words could you use instead of it? Can you act out the word? Can you gallop to your bathroom? Can you use this word in a sentence? Why has the author chosen this word?

ASTONISHED- What does this word mean? What words could you use instead of it? Can you act out being astonished? Can you use this word in a sentence? Why has the author chosen this word? Why might the author have used astonished instead of surprised?

Throughout the week keep recapping these words and try to build them into family life and conversations when you can.

Creative reading task:

Draw your favourite part of the story. You could use speech bubbles if it's a section where characters are talking. We'd love for you to

	send some of these drawing into school!
Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p>Daily phonics/spelling - your child can practice their sounds and blend words that contain new sounds. Interactive games found on the links below.</p> <ul style="list-style-type: none"> ● Phonics play ● Top Marks ● Spelling ● Spell the months in the year ● Spell and read Year 2 common exception words - attached at the bottom and also at the front of your white reading diaries. ● Spelling City 	<ul style="list-style-type: none"> ● Draw a picture of your house and label it. Could you add some adjectives before the nouns on your labels to turn the label into an expanded noun phrase? For example: door might become strong, red door. ● Write sentences using adjectives to describe a room in your house. How can you make this writing exciting? Describe the room without writing which room it is and see if your family can guess which room you are describing. You could even include a question in your writing. ● Hide and seek: Write a set of instructions on how to find something in your bedroom. Think about the imperative verbs (grab, watch, walk), adverbs of time (first, next, then) and adverbs of manner (gently, slowly, quickly, heavily) you could include to help somebody find the object. ● Diary: Keep a diary of things that happen outside one of the windows in your house. Write down sentences about it. Think about all of the features of good writing we have learned in school to help make this writing exciting to read. Can you include subordinate conjunctions (when, if, so, that, because) and coordinating conjunctions (and, but, or, yet, so). ● Draw a map of one of the rooms in your house. What symbols could you have? Where will you place items on the map?

Learning Project - to be done throughout the week: View point

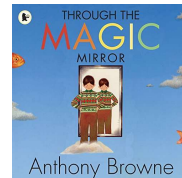
The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

Using your senses: Ask your child to pick a window in the house. Ask them to stand there for a few minutes and take a look at what they can see and write or draw them down. Now ask them to try this activity again but this time ask them what they can hear? Write or draw these down.

Ask your child to help find a piece of material in the house and then blindfold them. What can they see? Which sense do they use now? Ask them to now cover their ears and look outside the window. What do they hear?

A 'feely bag' - find six objects, such as a hairbrush, a tube of toothpaste, a packet of biscuits, an ice cream scoop, a packet of tissues and a wooden spoon. You will also need something to act as a blindfold. Imagine what it would be like if you could never see because you were blind and you had to learn to rely on your other senses instead. Play with a partner and see who guesses most of the objects.

Find a mirror in the house: What can they see? Imagine if they were able to walk into the mirror. What do they think you would see? Listen to the story '[Through the Magic Mirror](#)' by Anthony Browne. Look at the illustrations in the book and discuss what is different. Can they create a story similar to 'Through the Mirror'? Draw a story map first and plan their story. Using their story map, create their story and remember to think about your illustrations.



Find a place in the house. Look around what they can see. Sketch what they can see. What is on the left hand side of them? What is the right hand side of them? Does it change if they sit in another part of the house? Make a list of all the things and compare.

Read the stories: Goldilocks and the Three Bears, Jack and the Beanstalk and Cinderella. The characters will be going to see Judge Jenny. Can they persuade Judge Jenny to see the story from their point of view. Watch these [links](#) to help Judge Jenny to decide. Now it's their turn... read the stories Little Red Riding Hood, Three Little Pigs and Gingerbread Man (all of these are stories we have already looked at in school lots). Imagine they are going to be one of the characters from the story and an adult is going to be Judge Jenny. What would they say to Judge Jenny? How could they persuade her? Can they write a persuasive argument? It might be a good chance to practise some question sentences.

School Uniform: Tell your child that they will be presenting to the School Council about the school uniform. Do they think it is a good idea to wear a uniform or are they against wearing a uniform? Can they write down why they think they should have a uniform and then write down why they shouldn't? Design a new uniform. What would they wear? Would it be the same for girls and boys? What would they say to the school council? How would they campaign? Would they have badges, posters, events and banners to help their debate? We can't wait to see the designs you come up with, don't forget to send your work to us on twitter @canonburrows, pop it on our year group [padlet](#) on the website or email it to admin@canonburrows.co.uk.



Could you design a new school logo? Ask your child to think about the current school logo now. What does it represent? What could they add or change? Is there something that represents their school or area recently that people would recognise? Look at the shape of the logo. Would they keep it the same or change it?

Additional learning resources parents may wish to engage with

Picture News – Each week, Picture News choose a news story, provide an image and a thought-provoking question to encourage children to engage with current affairs and think deeply. Please see the attached document on our year group home learning page titled 'Learning from Home Ideas' which will be uploaded each week. A good opportunity to think about and include our school Christian Values in responses to the learning ideas and questions.

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.

Year 2 common exception words:

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

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