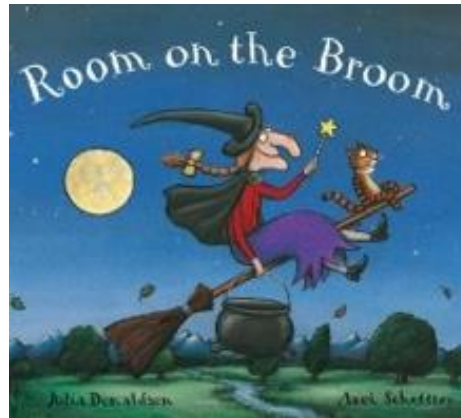


Year 2
Home Learning

The theme for this week is **'Room on the Broom'** by Julia Donaldson. Click [here](#) for the BBC version of the story or [here](#) to read the story online.



Each day we put a 'Word of the Day' on the grid below. See if you can:

- *Find the definition*
- *Use the word in a sentence*
- *Practise writing this word in your neatest handwriting.*
- *Think of any other words which have a similar meaning?*
- *Draw a picture that represents this word.*

Below is the grid for this week, structured into days and lessons. We have also included extra resources, further maths challenges and extra websites at the bottom. All work can be recorded in a way you choose and the challenges set are open to your own choice.

Day	Word	English	SPaG	Maths	Science / Topic	Creative	Physical
Monday	thundering	<p>Think about the different characters in the book. Can you create your own character to go on the broom? Draw and label your character.</p> <p><i>*Challenge: Can you create a rhyme about the character you have created?</i></p>	<p>What questions would you like to ask the witch throughout the story?</p> <p>Write down 3 questions.</p> <p>Remember to use a question mark.</p>	<p>Have a look at <u>Maths Resources</u> <u>Fallen Off the Broom</u> (below).</p> <p>You need to fit 100 animals on your broom.</p> <p>However, during the journey, some of the animals have fallen off.</p> <p>How many more animals do you need to add back onto the broom to make 100?</p> <p><i>*Challenge: Can you now create your own using two-digit numbers within 100 that are even. E.g. 22</i></p>	<p>Think about the witch's broom. If you were going to create your own broom, which materials would you use and why?</p> <p>Consider whether the material would be weatherproof.</p>	<p>Design a new broom that can carry the witch and all of her animal friends. Draw and label your design. Think about what each animal would need.</p> <p><i>*Challenge: Create a 3D model of your broomstick design.</i></p>	<p>Think about the different characters in the book: the witch, cat, dog, bird, frog and dragon. Create a 'frozen shape' for each animal. Think about what shape you would like to make with your body and with your arms and hands.</p> <p>What height would each animal shape be?</p> <p>Now find a way of moving from one 'frozen shape' to another to create a sequence.</p> <p>Movement ideas: Hopping, jumping, Walking, skipping, side stepping.</p>

<p style="text-align: center;">Tuesday</p>	<p style="text-align: center;">bounded</p>	<p>The witch was very kind to the animals by letting them on her broom. The animals want to thank her by writing her letter.</p> <p>Choose an animal and write a thank you letter to the witch.</p> <p>What might they want to say?</p> <p><i>*Challenge: After you have written your letter, check it and mark it yourself. Check you have capital letters, full stops, conjunctions and correct letter formation.</i></p>	<p>Can you complete the question?</p> <p>See SPaG resources Tuesday Question (below) for a larger version of the question.</p> <p><small>The sentences below have their punctuation marks covered.</small></p> <p>Which sentence is a question?</p> <p style="text-align: right;"><small>Tick one.</small></p> <p>I have finished my puzzle <input type="checkbox"/></p> <p>Find me a new puzzle <input type="checkbox"/></p> <p>Where is my puzzle <input type="checkbox"/></p> <p>What a tricky puzzle this is <input type="checkbox"/></p>	<p>Have a go at playing Place Value Basketball:</p> <p>https://www.topmarks.co.uk/learning-to-count/place-value-basketball</p> <p>Start with numbers to 29 and challenge yourself when you are ready.</p>	<p>This lesson will work alongside today's PE Lesson.</p> <p>Before you start your PE lesson can you make a note about:</p> <ul style="list-style-type: none"> -How your temperature feels: Are you hot, cold or normal? - How your heart rate is: Is it quick, slow or normal? -How your skin feels: Is it dry, sweaty or normal? -How thirsty you are: Do you need a drink right now, are you ok or are you not thirsty at all. -How your body feels: Is it full of energy, very tired or feeling normal. <p>After your PE lesson can you make the same notes and compare the difference. Think about why you are experiencing these differences.</p>	<p>Create a Father's Day card or a card for any special person in your life.</p> <p>Think about why they are special to you – you could write this inside your card.</p> <p>Click here for some ideas!</p>	<p>Joe Wickes PE lesson.</p> <p>Google 'Joe Wickes P.E.'. This should take you to his YouTube videos full of his daily P.E. lessons.</p> <p>Choose a day and have a go.</p>
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Wednesday	delicious	<p>“IGGETY, ZIGGETY, ZAGGETY, ZOOM!”</p> <p>This was the witches spell that she used to make a new broom.</p> <p>Can you write your own spell?</p> <p>What would happen after you say your spell?</p> <p><i>*Challenge: Can you now re-write the story including your own spell? You could also change the animals.</i></p>	<p>Find out what a compound word is.</p> <p>https://www.bbc.co.uk/bitesize/topics/zcgv39q/articles/z38t6fr</p> <p>Watch this video to find out.</p> <p>Have a go at the quizzes below the video.</p>	<p>Have a look at Maths Resources <u>Balancing the Broom</u> (below).</p> <p>Each animal is worth an amount.</p> <p>A frog = 2 A cat = 4 A bird = 6 A fish = 5 A bat = 7 A dog = 3 A fly = 1 A hamster = 8</p> <p>You need to place the animals onto the broom using your addition skills. The animals need to add together to make the same amount as the witch.</p> <p>For example: The witch = 8</p> <p>Which animals would you need to add to the broom to make 8? You can use the same animal or different. There are lots of different ways.</p>	<p>This lesson links with today’s creative lesson.</p> <p>Using the creature, you have created on SwitchZoo, can you provide some information about your creature.</p> <p>Are they a carnivore, herbivore or omnivore? Explain why.</p> <p>What habitat would they survive best in? Explain why.</p> <p>Can you suggest any animals they are similar to? Explain why.</p> <p><i>*Challenge: Can you create a lifecycle for them? Use your imagination and knowledge of other animal lifecycles for this.</i></p>	<p>Use <u>Switchzoo</u> to create a new creature (like the horrible beast) by combining other animals.</p> <p>What would you call this creature?</p>	<p>Throwing and catching challenge. (You will need 2 or more people; or a wall).</p> <p>Using a large soft ball (or whatever is available) stand about 4 meters apart. Throw the ball to each other and count how many times you can throw and catch it without dropping it.</p> <p>Make it easier: Use a bigger ball or move closer together.</p> <p>You could try: Rolling the ball along the floor instead of throwing.</p> <p>Make it more of a challenge: Move further away from each other.</p>
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Thursday	squelched	<p>The witch put different ingredients into her cauldron before she cast her spell.</p> <p>Can you write a list of ingredients for a recipe and some instructions on how to put them together?</p> <p><i>*Challenge: Can you use some different <u>time conjunctions</u> at the start of each instruction?</i></p> <p><u>Next, First, Finally, After that, Meanwhile, Soon.</u></p> <p>See <u>English Resources – Thursday Recipe Sheet</u> (below) for a template.</p>	<p>Recap from yesterday what a compound word is.</p> <p>Make a list/poster of all of the compound words you can think of. Make it bright and colourful.</p> <p>Ask your family to see if they can add any more to your list.</p> <p>Can you think of more than 10?</p> <p><i>*Challenge: Use your list/poster as on-going work. Add any new compound words you find. You might hear some in a film, conversation or find them in books you read.</i></p>	<p>Have a look at <u>Maths Resources Cauldron Making</u> (below).</p> <p>You can choose between:</p> <p style="text-align: center;"><u>10ml</u> or <u>100ml</u></p> <p>(Use your number bonds to 10 to help you with both).</p> <p>Each cauldron shows the measure of potion inside. How much ‘extra pinch of spice’ do you need to add to make it full to 10ml or 100ml? Colour in and write the value of the ‘extra pinch of spice’ measure.</p> <p><i>*Challenge: give yourself an amount of potion that is an <u>even</u> number: for example: 46 – how much ‘extra pinch of spice’ would you now need to make it up to 100ml? Use your number bonds to help you.</i></p>	<p>The environment and habitat that the witch picks up the animals from matches where the animal would naturally live.</p> <p>For example: The witch finds the frog in the pond.</p> <p>Can you think of a different animal that the witch could pick up and draw the setting for the story using the environment/ habitat you know they live in?</p> <p>For example: A penguin and Antarctica.</p>	<p>The witch is grateful to the animals for saving her life.</p> <p>Think of things that you are grateful for.</p> <p>How could you say ‘thank you’ for these?</p> <p>Can you write a list/draw pictures of the things you are grateful for?</p>	<p>Balance Challenge</p> <p>Your challenge today is to balance on different parts of your body and hold that shape for at least 3 seconds.</p> <p>Think of different ways of balancing on different parts of your body (1 foot, 2 feet, your tummy, back, hands and feet, etc.).</p> <p>What is your most interesting balance? Try to make sure your arms and legs are straight and your fingers/toes are extended/pointed.</p>
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Friday	grateful	<p>Now that you have learnt the story, can you retell it to your family? Use the Talk-4-Writing actions that you can remember and focus on your expression.</p> <p>Think about the voices of the characters and how the witch would sound different to the frog.</p>	<p>Which common exception words can you find in the story? See SPaG Resources <u>Year 2 Common Exception Words</u> (below) for a list of the words.</p> <p><i>*Challenge: Can you use them in sentences of your own?</i></p>	<p>Looking at Maths Resources <u>Friday Lesson</u> (below). Can you answer the questions? This week's number is: 93</p> <p><i>*Challenge: Can you pick your own number and do it again?</i></p>	<p>Go on a walk and note down all the animals you can see.</p> <p>How many animals did you see that you read about in the book?</p> <p><i>*Challenge: Can you write down which animal group the animals you spotted would belong to?</i></p>	<p>Draw or paint a picture of the witch on her broom with all of the other animals. Try and use appropriate colours and make it as interesting as possible.</p>	<p>Have a go at these videos. They are Yoga exercises based on Room on the Broom.</p> <p>https://www.youtube.com/watch?v=EBez1ZdBv9g (24 mins)</p> <p>https://www.youtube.com/watch?v=uYvAExtUUcY (2 mins)</p>
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SPaG Resources

Tuesday's Question

The sentences below have their punctuation marks covered.

Which sentence is a **question**?

Tick **one**.

I have finished my puzzle ■

Find me a new puzzle ■

Where is my puzzle ■

What a tricky puzzle this is ■

Year 2 Common Exception Words:

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

Maths Resources

Fallen off the Broom

Task: You need to fit **100** animals on your broom. However, during the journey, some of the animals have fallen off. How many more animals do you need to add back onto the broom to make **100**? Above the dog is the number of animals already on the broom. On the line above the witch, can you write the extra number of animals you need?

20



30



60



15



45



75



Balancing the Broom

Each animal is worth an amount. You need to place the animals onto the broom using your addition skills. The animals need to add together to make the same amount as the witch. Which animals would you need to add to the broom? You can use the same animal or different. There are lots of different ways. How many can you find for each question?

Frog = 2
Cat = 4
Bird = 6
Fish = 5
Bat = 7
Dog = 3
Fly = 1
Hamster = 8

For example: The Witch = 18



You could do:

$$\begin{aligned} \text{Frog} + \text{Frog} + \text{Fly} + \text{Fish} + \text{Bat} + \text{Fly} &= 18 \\ 2 + 2 + 1 + 5 + 7 + 1 &= 18 \end{aligned}$$

Or

$$\begin{aligned} \text{Bat} + \text{Bat} + \text{Cat} &= 18 \\ 7 + 7 + 4 &= 18 \end{aligned}$$

The Witch = 8



The Witch = 10



The Witch = 12



The Witch = 13



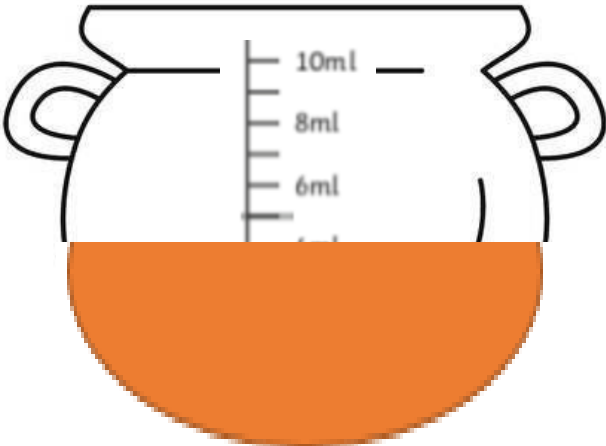
The Witch = 19



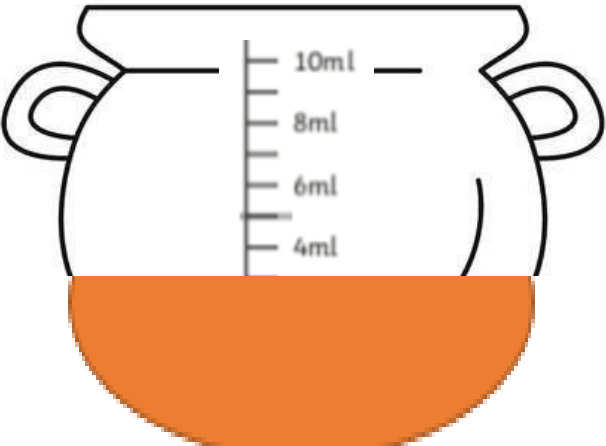
**Challenge: Have a go at making the witch an amount between 20 and 30. What animals would you need now?*

Cauldron Making 10ml

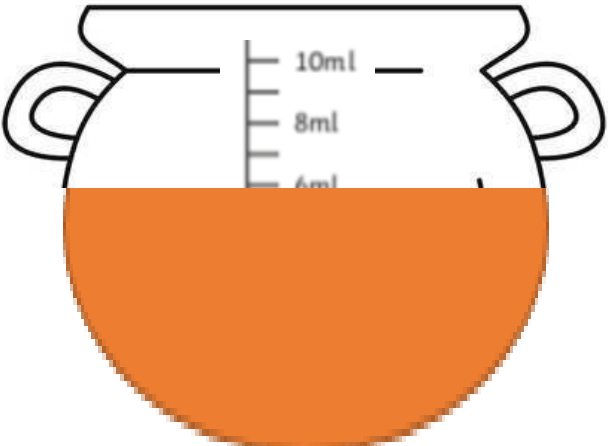
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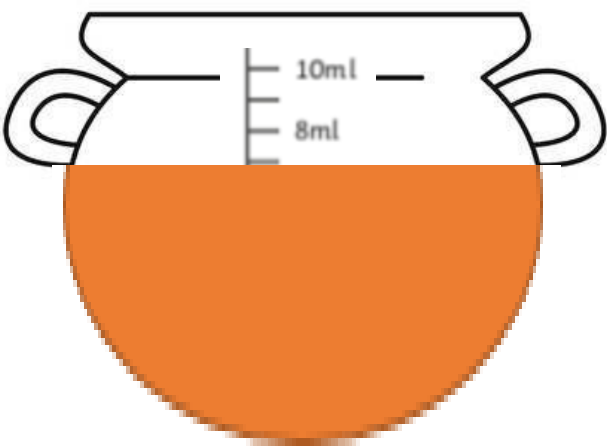
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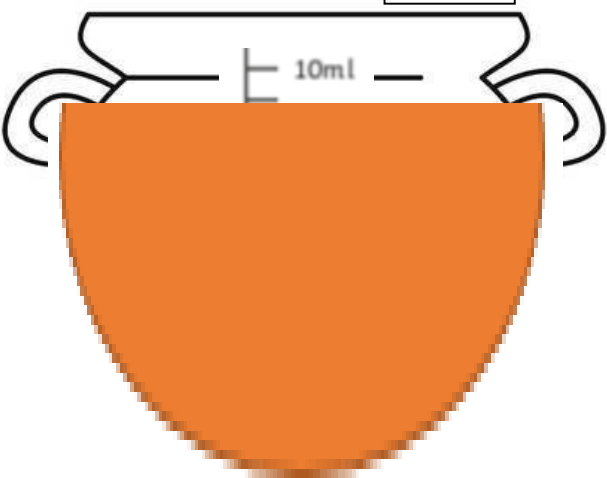
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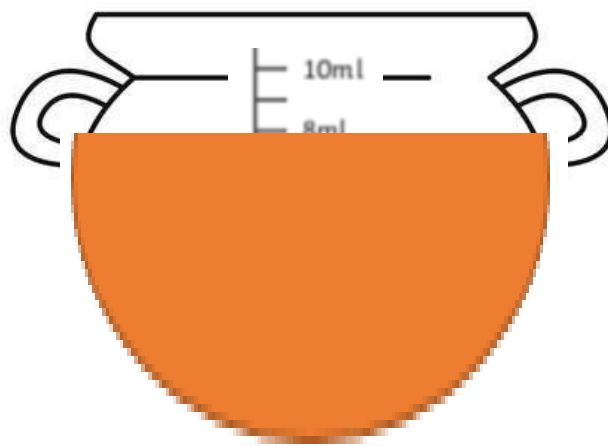
7 ml



9 ml

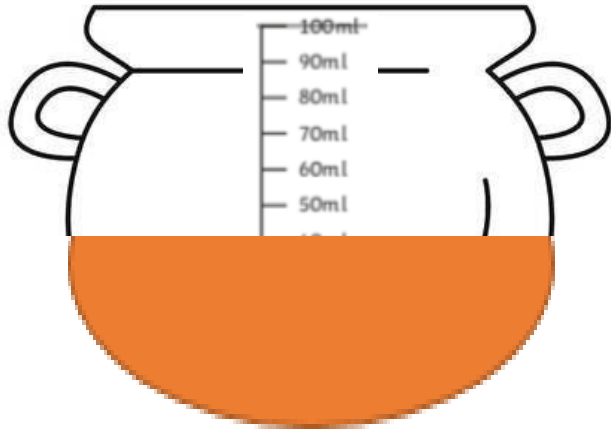


8 ml

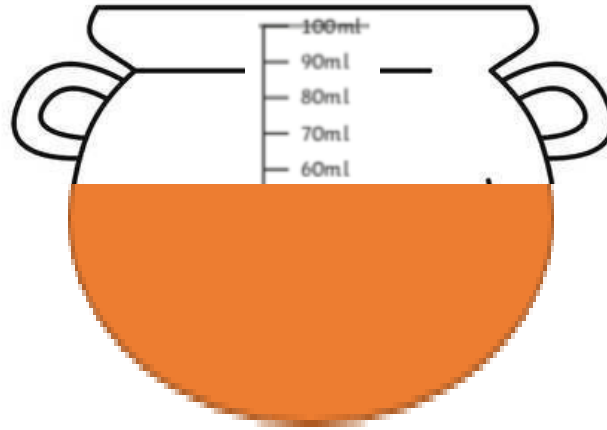


100ml

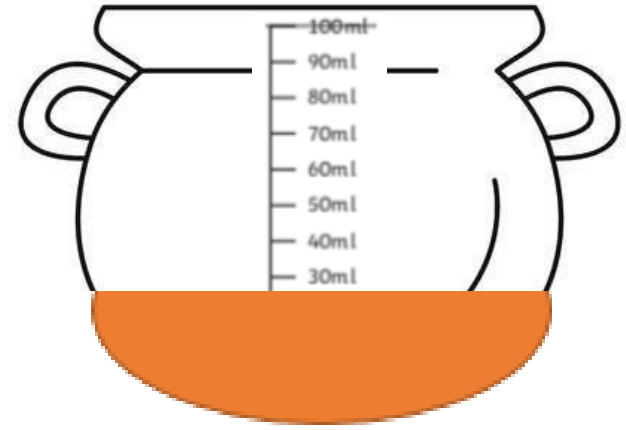
40ml



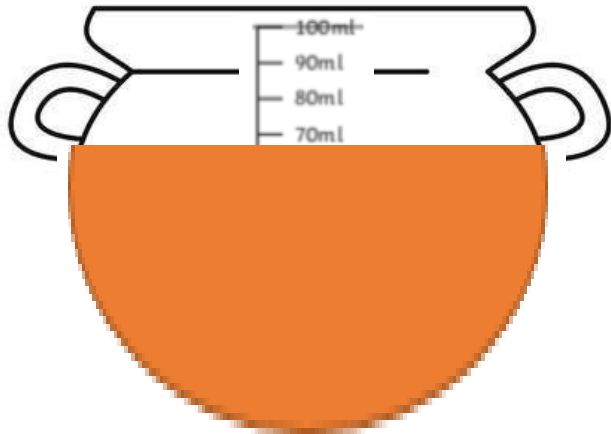
55ml



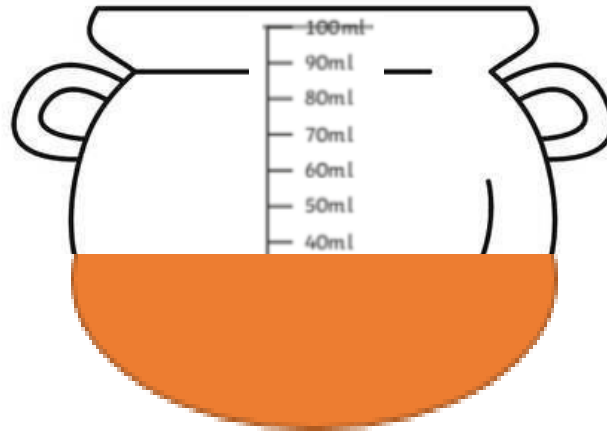
25ml



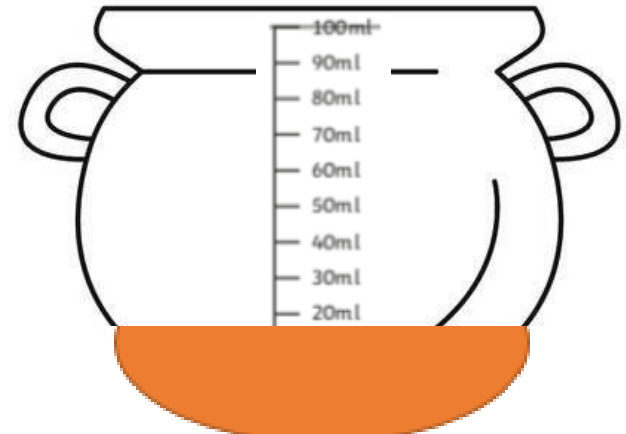
65ml



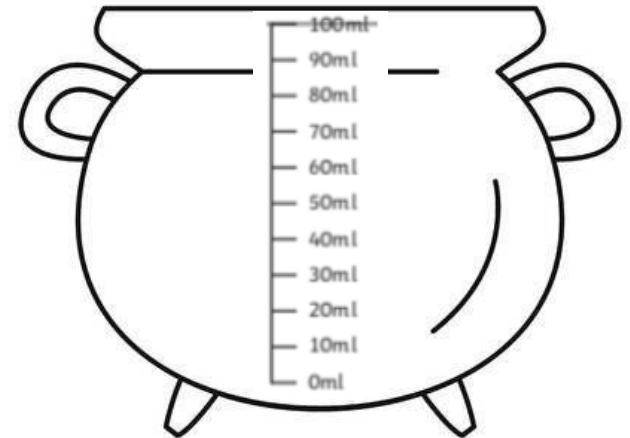
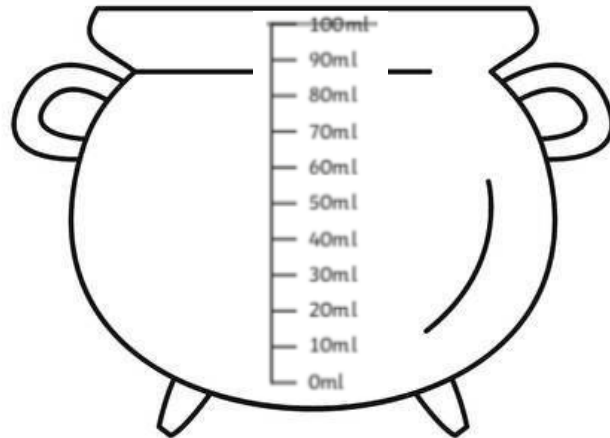
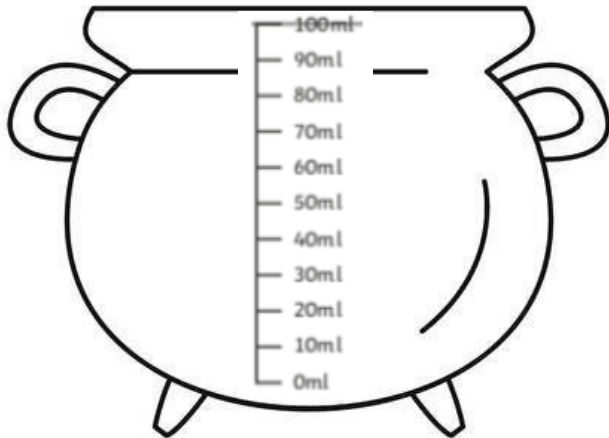
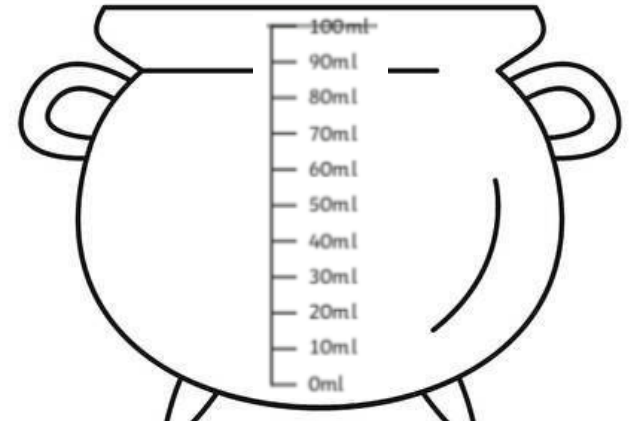
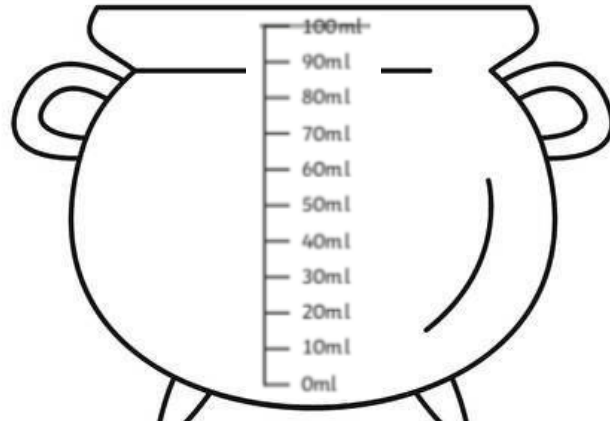
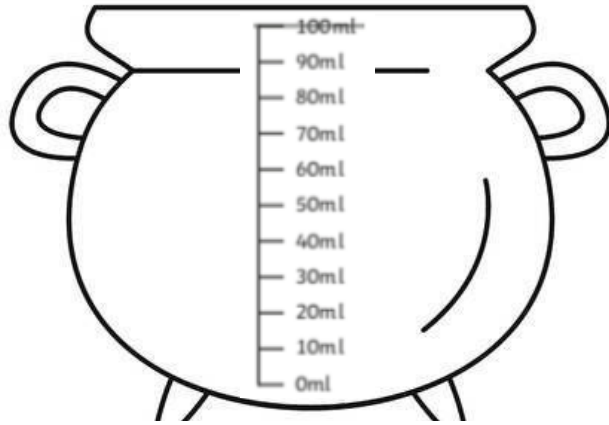
35ml



15ml



100ml Challenge Sheet

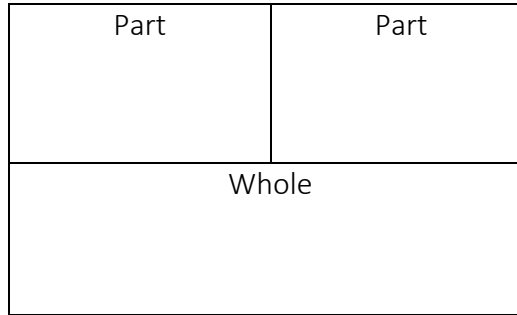


Friday Lesson

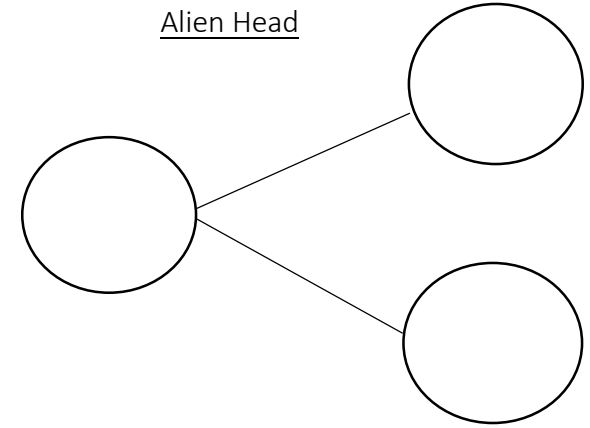
T	O

Can you show it in written form?

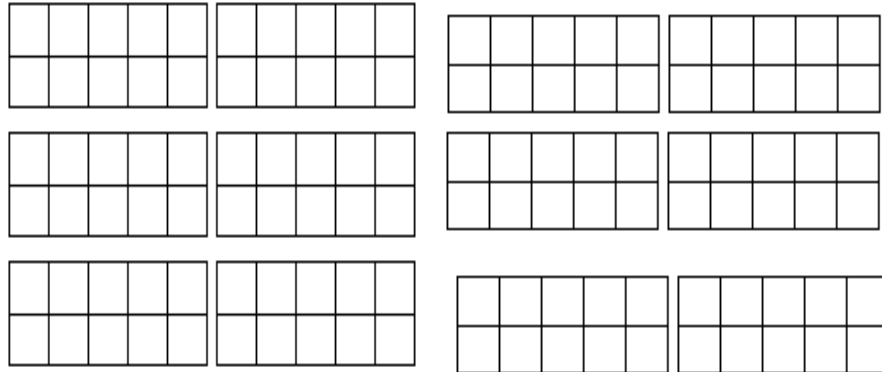
Bar Model



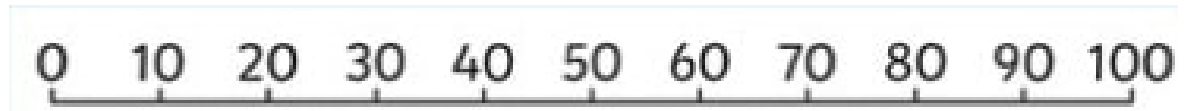
Alien Head



Ten Frames



Show it on a number line



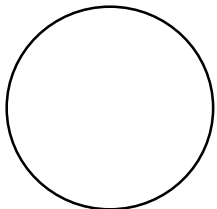
Number Order

Counting Forward...

Counting Backward...

One Less and One More

Less



More

Maths Challenges

Monday

Captain Conjecture says, 'When I count in tens from any number the units digit stays the same.'

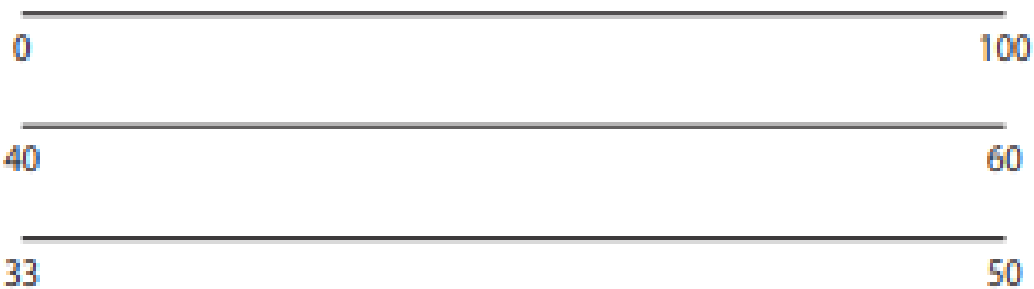
Do you agree?

Explain your reasoning.



Tuesday

Place 47 on each of these empty number lines.



Wednesday

Use < > and = signs to make these number sentences correct.

$3 \text{ tens } \square 30 \text{ ones}$

$2 \text{ tens } \square 9 \text{ ones}$

$4 \text{ tens } \square 33 \text{ ones}$

Thursday

Fill in the missing numbers and explain what you notice.

$23 + \square = 30$

$33 - \square = 30$

$43 + \square = 50$

$53 - 3 = \square$

Friday

If each peg on the coat hanger has a value of 10, find three ways to partition the pegs to make the number sentences complete.



$\square + \square = \square$

$\square + \square = \square$

$\square + \square = \square$

What is the total of each addition sentence?

Will the total always be the same?

Explain your reasoning.

Additional Websites

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

<https://www.thenational.academy/online-classroom/year-2#schedule>

<https://www.topmarks.co.uk/Search.aspx?Subject=16>