

## Supporting your Year 2 child at home

Dear Year 2 parents / carers,

Thank you for coming to the Year 2 assessment meeting. We know many of you have expressed an interest in having some access to materials which can help your child make progress at home. To help you support your Year 2 child over the summer terms, particularly as they have a transition to a new key stage in September, we have prepared some tasks below that you can work on with your child if you have the time. There is no need to return these tasks to school, or to complete them in any particular order. Any support you give your child will help them make progress!

### Maths

#### **Arithmetic – addition and subtraction**

Write all the number bonds to 10, to 20, to 100.

e.g.  $0+10 = 10$ ,

$1 + 9 = 10$

$2 + 8 = 10$

If you know these, it's easy to work out  $20 + 80 = 100$ !

Solve these addition and subtraction calculations. Can you draw tens and ones to help you?

$$\begin{array}{l} 45 + 6 = \\ 32 + 4 = \\ 82 + 12 = \\ 12 + 73 = \end{array}$$

$$\begin{array}{l} 78 - 4 = \\ 56 - 36 = \\ 17 - 17 = \\ 99 - 42 = \end{array}$$



#### **Arithmetic – multiplication and division**

[Multiplication and division - Year 2 - P3 - Maths Collection - Home Learning with BBC Bitesize - BBC Bitesize](#)

$2 \times 2 =$	$4 \times 2 =$	$8 \times 5 =$	$3 \times 10 =$	$5 \times 6 =$	$12 \times 2 =$
$10 \times 4 =$	$2 \times 8 =$	$12 \times 10 =$	$5 \times 5 =$	$9 \times 2 =$	$3 \times 5 =$
$6 \times 10 =$	$7 \times 2 =$	$8 \times 10 =$	$5 \times 10 =$	$1 \times 2 =$	$9 \times 10 =$
$11 \times 2 =$	$6 \times 2 =$	$5 \times 1 =$	$0 \times 2 =$	$10 \times 2 =$	$11 \times 5 =$
$3 \times 2 =$	$5 \times 0 =$	$2 \times 4 =$	$5 \times 4 =$	$0 \times 10 =$	$7 \times 5 =$
$2 \times 1 =$	$6 \times 5 =$	$10 \times 9 =$	$2 \times 9 =$	$2 \times 7 =$	$5 \times 9 =$

Write two multiplication statements and two division statements to match each array. Using two different colours for grouping may help you keep your thinking clear.

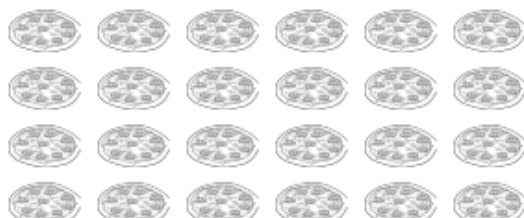
e.g.



x	$2 \times 6 = 12$	$6 \times 2 = 12$
÷	$12 \div 2 = 6$	$12 \div 6 = 2$



x		
÷		



x		
÷		

### Problem solving



Frances and Rishi were given a bag of lollies.

They shared them out evenly and had one left over.

Just as they had finished sharing them their friends Kishan, Hayley and Paul came along. They wanted some lollies too so the children shared them out again between all of them. This time they had two lollies left over.

How many lollies could there have been in the bag?

Use objects at home to support you. This could be pencils, toys or even pieces of pasta!

1. How many wheels would 11 motorbikes have?



\_\_\_\_\_

2. If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once?



\_\_\_\_\_

3. While playing a dice game, Robert managed to throw nine 5s in a row. How many did he score altogether?

11/11/2019

4. All four judges gave the dancer a score of 10. How many did she score altogether?



Page 10 of 10

5. 12 people came to the show and they each paid £5. How much were the ticket sales altogether?

Page 10 of 10

6. On a wet day, the teacher finds 32 wellies. How many children will be able to wear one on each foot?



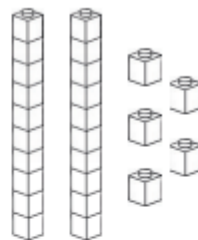
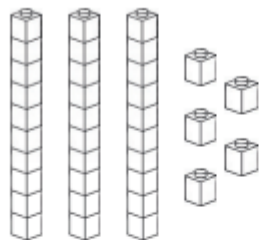
Page 10

2. I have 75p to spend at the shop. If I buy a magazine for 35p how much money do I have left?



Page 10 of 10

9. Holly makes a number. Harry also makes a number. When they add their numbers together they get 59. Do you agree? Explain your thinking.



Explain your thinking.

### Spelling

look and say	look, say and write	cover and write	check and write again
would			
who			
whole			
any			
should			

**Write your own sentences using:**

would who whole  
any should

I ate a  banana!

I  ring my mum.

needs to wash their hands?

I haven't got  left.

I  like to come to your party.

---

---

---

---

---

---

---

---

There are lots of words which children still need help to spell independently at this age. Learning their weekly spellings is a great way to introduce them to all the common spelling patterns. There are lots of other words that pupils in Year 2 need to be able to spell correctly. These are the common exception words below, which don't follow regular spelling rules. You could use an activity like the one above to learn 5 new words at a time.

## Year 1

the	his	go	ask
a	has	so	friend
do	I	by	school
to	you	my	put
today	your	here	push
of	they	there	pull
said	be	where	full
says	he	love	house
are	me	come	our
were	she	some	
was	we	one	
is	no	once	

## Year 2

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



### Vocabulary Questions with Victor

- 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...



### Retrieval Questions with Rex

- 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...



### Sequencing Questions with Suki

- 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?



### If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

## Year 2 Questions for Reading Bookmark

Cut out the shapes below and stick them back to back. Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will check that your child really understands what they are reading and could lead you into further conversations about the book.

Reading Bingo – a lovely idea to liven up reading sessions. How many can you tick off and what reward could be at the end? When you've tried them all, you could design your own reading bingo!

Read to a pet or stuffed animal.	Share your favourite part of a story with a friend or family member.	Read in bed.
Listen to a story read aloud.	Read a non-fiction book.	Read a poem.
Read a story that beginnings with the first letter of your name.	Redesign the front cover of the story you are reading.	Create a fort and read inside!

## Reading With Your Child

### Some questions to ask your child whilst reading together:

1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

# My Teacher Is from Outer Space



My teacher is from outer space,  
He has five funny eyes,  
He has a pink and purple face,  
And likes to nibble flies!

His hands are green and full of spots,  
His legs are long and thin,  
His hair grows out of flower pots,  
He eats things from our bin!

His favourite thing to do is fly,  
He hovers round the room,  
He marks our books up in the sky,  
While standing on a broom!

9. Tick two facts about the teacher from outer space. Tick **two**.

He has four funny eyes.

☐

He has a pink and purple face.

☐

His legs are like flower pots.

☐

His hands are green and spotty.

☐

.....

10. What is the teacher's favourite thing to do?

\_\_\_\_\_

.....

11. List **two** things that the teacher eats.

1. \_\_\_\_\_

2. \_\_\_\_\_





He loves to teach us all day long,  
We always laugh and play,  
He tells us jokes and sings a song,  
I wish that he could stay.

But all the grown-ups seem to think,  
He really has to go,  
Just because his face is pink,  
And has a purple glow.

It makes me sad, his job here's done,  
I'll miss his funny face,  
Our teacher that made learning fun,  
Who's returned to outer space.

12. How do you know the teacher enjoyed his job?

---

---

13. Why couldn't the teacher from outer space stay in school?

---

---

14. Which of these do you think the poet would be most likely to say after their teacher returned to outer space? Tick **one**.

I wish my teacher from outer space would come back.

☐

My teacher from outer space was really boring.

☐

I bet my new teacher will be just as good fun.

☐

I was scared of my teacher from outer space.

☐

# THUD!

## ASTRONAUT LANDS ON EARTH AFTER SIX MONTHS IN SPACE!

On June 16<sup>th</sup>, 2016, Tim Peake landed safely back on planet Earth. He had been living in space for half a year!

Tim Peake is an astronaut. He was the eighth person from Britain to go into space and he was really happy to be home. "It feels good to be back on Earth," he said.

Tim had been staying in a space station, 250 miles above Earth. He flew back



in a tiny spacecraft called a capsule, which landed in the desert with a 'thud'.

15. Why is the newspaper headline 'THUD'?

---

---

16. How long had Tim Peake spent in space?

---

---

17. **Find** and **copy** the name of the tiny spacecraft that Tim Peake flew back to Earth in.

---

---



Because there is no gravity in space, Tim felt very strange when he came out of the capsule. He felt dizzy and weak. He also needed cooling down because the capsule had got really hot on its journey from space.

Once he had landed, one of the first things that he said he noticed was the smell of Earth and its warm breeze.

Tim was still wearing his spacesuit when he phoned his wife, Rebecca!

"It's been a fantastic journey," he said.

"Thanks to everyone who helped!"



18. Put ticks in the table to show which sentences are **true** and which are **false**.

Sentence	True	False
Tim's capsule got very cold on its journey from space.		
Tim noticed the warm breeze and smells of Earth after he landed.		
Tim was grateful to everyone who helped him.		
When Tim landed, he felt ill.		

.....

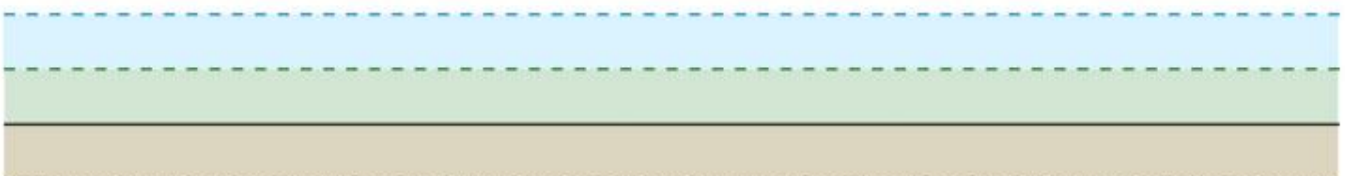
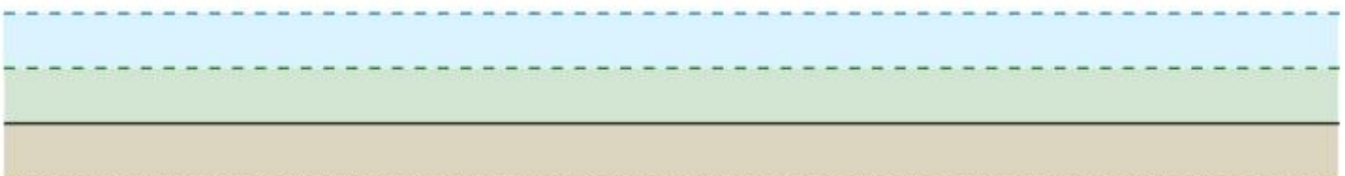
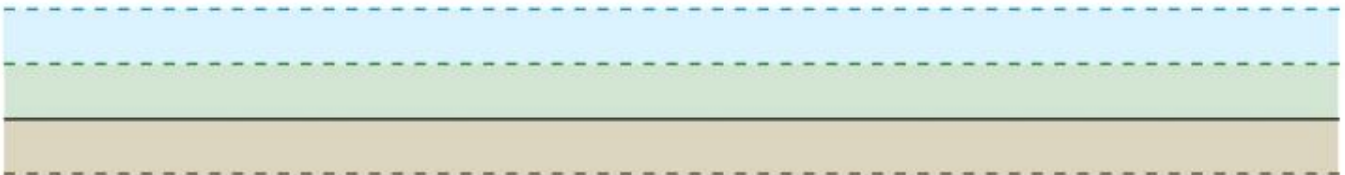
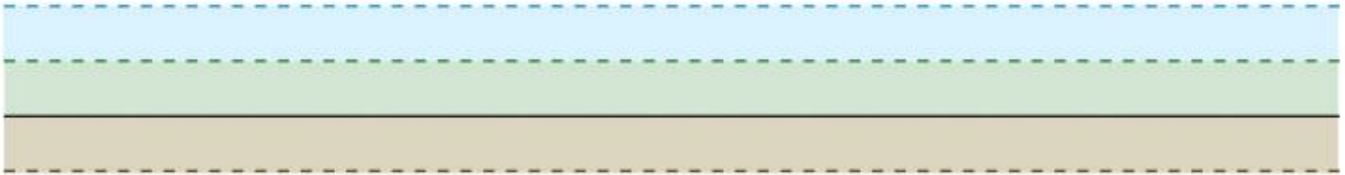
19. Why was Tim still wearing his spacesuit when he phoned his wife?

---

---

## Handwriting

Use the grass, sky and ground guidelines to help children get their tops and tails the right size to ensure letter consistency.



a b c d e f g h i j  
k l m n o p q r s t  
u v w x y z

a b c d e f g h i j  
k l m n o p q r s t  
u v w x y z

Join up the letters. Follow the arrows.

cc cc cc

mm mm mm

ww ww ww

oo oo oo

ee ee ee

ss ss ss

da da da

rr rr rr

vv vv vv

nn nn nn

vv vv vv





## Words to practise

out  
what  
don't  
old  
I'm  
by



## Words to practise

time  
house  
about  
your  
day  
made  
came



## Words to practise

make  
here  
saw  
very  
oh  
their  
people



## Words to practise

Mr  
Mrs  
looked  
called  
asked  
could

## **Writing**

We suggest getting a notebook in a design your child would love and encouraging them to write shopping lists, keep a diary, write a story, write facts about things they are interested in (e.g. dinosaurs, animals, gymnastics, football), write a letter to a relative or write funny jokes! Anything that encourages them to communicate their ideas is wonderful.

### **Ideas for writing**

Try writing about something new and exciting, even if it is a completely brand new idea! Could you make one of these ideas into your own mini-book?

<b>Which character from a book would you most like to meet and why?</b>	<b>What would you do if you woke up one morning to find yourself invisible?</b>	<b>What would be your ideal job when you grow up? Explain.</b>	<b>Describe someone who is a hero to you and explain why.</b>	<b>How old were you 5 years ago? Describe some things you can do now that you could not do then.</b>
<b>What if you were named principal for the week? What would you do?</b>	<b>Write a short biography of yourself.</b>	<b>Write directions for how to make a banana split.</b>	<b>What would you do if you could travel into the past?</b>	<b>Imagine you woke up and saw a dinosaur in your backyard. Write a story telling what you see and do.</b>