Year 2 Learning Grid (January)

Day 1	Day 2	Day 3	Day 4	Day 5
Read with an adult for 10-20 minutes. **Split Digraphs** Copy each sentence out and underline the words with split digraphs. 1. The girl rode her bike down the lane. 2. The snake with orange and blue stripes likes to hide under a stone. 3. Near the lake, the sun started to shine on the pine cones. 4. The cheeky dog escaped with his bone by running down the slide and into a small hole. 5. We made huge bridges using paper to make tubes and cubes. 6. Grace likes to play nice tunes on her flute outside. Draw a picture for each sentence.	**Read with an adult for 10-20 minutes.** **Adjectives – words that describe nouns (objects, people, places)** They describe the colours, feelings, sizes, textures, noises, etc. Write down as many adjectives that you think of to describe the children, flowers, toys, weather and feelings in this picture. Use your adjectives now to write 8 sentences describing different parts of the picture.	**Read with an adult for 10-20 minutes.** Mrs. Downing has written a poem about the park using lots of adjectives - Energetic Children Noisy children Racing children Excited children Giggling children Playing on Slippy slides Dizzy roundabouts Bouncy seats Speedy swings Tall frames Dark tunnels Windy tubes Spidery ropes Having FUN! Can you write your own list poem about a day at the park?	**Read with an adult for 10-20 minutes.** Imagine you are one of the children in the picture. Write a story about your day at the park using as many as your adjectives from yesterday. Did something exciting happen? Was there an unusual character that appeared? Could there have been an emergency? Who came to help? Check your story – -is written using your best handwriting and has finger spaces -has got full sentences using capital letters at the start and ending with full stops, ? or ! -has used lots of your adjectives. -makes sense	**Read with an adult for 10-20 minutes.** **Common exception Words** Read each of these words to an adult. kind find mind behind wild child climb because every again Use each words in a sentence – remember to take care with punctuation and spelling.

Maths	Maths	Maths	Maths	Maths
Start at 0 and count in steps of 10 to 120.	Start at 120 and count back in steps of 10 to 0.	Start at 0 and count in steps of 2 to 30.	Start at 30 and count back in steps of 2 to 0.	Copy each sequence and fill in the missing numbers:

Maths (Column 1)

Start at 0 and count in steps of 10 to 120.

Complete these questions:

7 x 10 =	2 x 10 =
10 x 10 =	5 x 10 =
8 x 10 =	12 x 10 =
7 x 10 =	11 x 10 =
4 x 10 =	6 x 10 =
9 x 10 =	3 x 10 =

Take away 1 from each answer – do you see a pattern?

Now subtract 3 from each answer – is there a similar pattern?

Maths (Column 2)

Start at 120 and count back in steps of 10 to 0.

Complete these questions:

8 x 10 =	10 x 10 =
6 x 10 =	4 x 10 =
1 x 10 =	11 x 10 =
2 x 10 =	7 x 10 =
5 x 10 =	3 x 10 =
12 x 10 =	9 x 10 =

Draw the ten sticks needed to make each answer. How many groups of 10 does each answer make?

3 x 10 = 30 ||| 3 groups of 10
(e.g. how many 10 sticks)

Maths (Column 3)

Start at 0 and count in steps of 2 to 30.

Complete these questions:

7 x 2 =	2 x 2 =
1 x 2 =	11 x 2 =
4 x 2 =	6 x 2 =
9 x 2 =	3 x 2 =
10 x 2 =	5 x 2 =
8 x 2 =	12 x 2 =

Choose 5 answers. Use the part whole method to find different ways to make each answer.

Maths (Column 4)
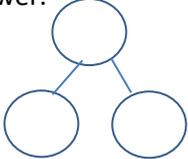
Start at 30 and count back in steps of 2 to 0.

Complete these questions:

9 x 2 =	1 x 2 =
10 x 2 =	5 x 2 =
7 x 2 =	2 x 2 =
11 x 2 =	8 x 2 =
12 x 2 =	4 x 2 =
6 x 2 =	3 x 2 =

Choose 5 answers that are more than 11.
1. Add 7 to each number
2. Subtract 5 from each number
3. Add 2 tens to each number.

Maths (Column 5)

Copy each sequence and fill in the missing numbers:

10, 20, 30, ____, ____, ____

8, 10, 12, ____, ____, ____

40, 50, 60, ____, ____, ____

12, 14, 16, ____, ____, ____

70, 80 ____, ____, ____ 120

6, ____, ____, ____, 14

____, ____, ____, 18, 20, 22

90, 80, 70, ____, ____, ____

24, 22, 20, ____, ____, ____

16, ____, 12, ____, 8, _____

70, ____, 50, ____, 30, _____

24, ____, 20, ____, 16, _____

D.T.	PE	Languages	Science	Geography
Design a bridge. Draw and label your design. Underneath, write why the bridge is needed, what materials it will be made from and how you will make it strong and stable.	Put on your favourite song – create your own dance moves or routine to the song. Teach someone else in your house the moves.	https://www.youtube.com/watch?v=0fm11XFw8uY Watch the video using the link to learn greetings in Mandarin.	For 3 of the animals in the PSHE box: - find out where the animal's habitat is. - Write down how the habitat helps the animal to survive.	Find out which continent each country is on. Write down the name of the capital city for each country as well. Canada Norway Nepal Egypt Fiji Brazil

Year 2 Learning Grid (January)

PE	PSHE and science	RE	Music and Art	History
How many star jumps can you do in 30 seconds? What about tuck jumps? Hops? Squats? Sit ups? Ask someone to time you – repeat the jumps each day. Can you improve your score each day?	 Celebrating Differences Compare the animals in the pictures. Write down things that are similar between pairs and things that are different. e.g. zebras and bees are both herbivores but zebras don't have wings.	What does it mean to belong in Christianity? Belonging means being part of something. You are part of your family, to our school, of your year group, of your class, your friendship group. What other groups do you belong to? How does it feel to belong to these different groups? Draw a picture of one of the groups you belong to and write some of the words to describe what it is like belonging to that group.	Music and Art Listen to your favourite song. Can you tap out the pulse while it is playing? What instruments can you hear? What are the voices like? (one or many? High or low?) What is the pattern of verses and chorus? Paul Klee and other artists often use music to inspire their artwork. Draw or paint a picture to show what this song makes you feel or imagine.	Historians often find unusual objects that make them ask questions. **Look at this object. What questions does it make you want to ask?** **Write down 6 questions about the object**.