

Our Lady of Peace Catholic Primary and Nursery School



Year 2

Term: Pentecost 2

Homework Booklet

Year 2 Notices

Please ensure that your child brings in their reading books and reading records each day. We try to read with as many children as we can, but may not always get around to everyone every day! Please record the reading you do with your child in the reading record book. This will help us to know if the books need changing or not. We will not change a book if it has not been read or is unfinished.

Library Days – Please make sure your child brings their black school bag on this day

Year 2 St Teresa: Friday

Year 2 St Mary Magdalene: Friday

P.E Days – Please make sure your child comes to school wearing their school PE kit on these days.

Year 2 St Teresa: Monday and Friday

Year 2 St Mary-Magdalene: Monday and Thursday

In this booklet you will find six weeks' worth of spellings. You need to learn these spellings carefully by using the look, say, cover and write method. You then have some space at the bottom of the page to put each of your spelling words into a sentence.

The first spelling test will be on Friday 14th June



Login to your 'Times Tables Rock Stars' account to practise your times tables!



BRAIN BUILDERS

Your project for this half-term is...

To create tourist guide for a local attraction

In Geography this half term we will be learning about the local tourist attractions and the coast of the UK.

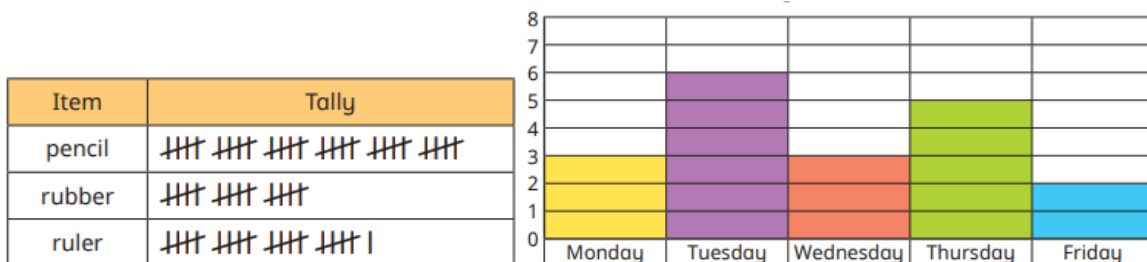
We would like you to create a tourist guide for a local attraction, you can make it as one page in your Brain Builder books or you can create a little booklet style guide. Please use books, the internet, or any knowledge from family members to help you make an exciting and informative project about a local tourist attraction.

Due in Tuesday 16th July

Maths for Pentecost Term 2

Statistics

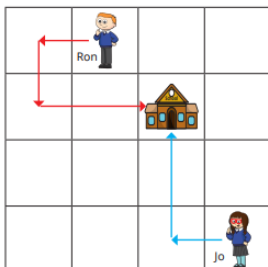
Children are introduced to tally charts as methods of recording data. They will also look at tables, some of which use tally charts to record but others just have totals. They will then use this information from tally charts and tables to create block diagrams and pictograms. They build pictograms using concrete apparatus such as counters or cubes then move to drawing their own pictures. Moving from concrete to pictorial, children build block diagrams using cubes and then move to drawing and interpreting block diagrams. They will then look to interpret the pictograms, such as totals, which is the most popular, etc.



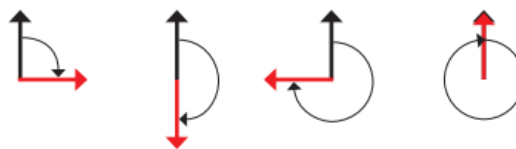
Position and direction

Children will build on the language taught in year 1, such as left, right, in front and behind. They will then use this understanding of position to describe movement, initially by themselves following instructions before creating their own set, moving from one area to another (using direction and number of squares). Children learn about quarter, half, three-quarter and full turns, as well as using clockwise and anticlockwise, linking to fractions and time to help consolidate. They will then combine movement and turns to create and explain clear instructions. Finally they will move onto patterns involving turns, and will be able to identify what the next shapes in the pattern are and what direction they face

Ron and Jo are walking to school.



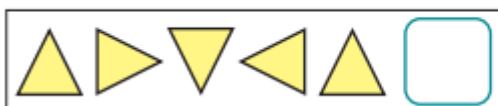
The pictures show a quarter turn, a half turn, a three-quarter turn and a full turn.



How is this similar to fractions?

How is this similar to time?

Choose the missing shapes.



Log-in to your 'My Maths' account each week and complete the activity listed in the table below.

We all know that learning time tables is an essential part of your child's mathematical education. Children who have mastered their tables gain a solid foundation in mathematics that will help them throughout their progression within the subject. Many children are able to recite in order their timetables, but to truly know the answer to any times table question independently is a skill that takes a lot of hard work. The national expectation is that every child will be able to answer any times table question mentally within a five second period.

Expectation:

By the end of Year 2 children should know the 2, 5 and 10 times table (knowing the 3 times tables is encouraged).

Please practice these each week with you child.

Children need to know that multiplying is commutative.

3×2 is the same as 2×3

They need to be also be able to solve the calculation when the answer at the beginning, as well as solve missing number problems, e.g.

$$? = 3 \times 10$$

$$24 = ? \times 3$$

For division it is about grouping and sharing. It is also important that children know that the largest number goes before the division sign (rather than just saying on the left, as the answer may be there).

$$12 \div 3 = 4 \quad \text{or} \quad 6 = 18 \div 3$$

2's		5's	
$0 \times 2 = 0$	$0 \div 2 = 0$	$0 \times 5 = 0$	$0 \div 5 = 0$
$1 \times 2 = 2$	$2 \div 2 = 1$	$1 \times 5 = 5$	$5 \div 5 = 1$
$2 \times 2 = 4$	$4 \div 2 = 2$	$2 \times 5 = 10$	$10 \div 5 = 2$
$3 \times 2 = 6$	$6 \div 2 = 3$	$3 \times 5 = 15$	$15 \div 5 = 3$
$4 \times 2 = 8$	$8 \div 2 = 4$	$4 \times 5 = 20$	$20 \div 5 = 4$
$5 \times 2 = 10$	$10 \div 2 = 5$	$5 \times 5 = 25$	$25 \div 5 = 5$
$6 \times 2 = 12$	$12 \div 2 = 6$	$6 \times 5 = 30$	$30 \div 5 = 6$
$7 \times 2 = 14$	$14 \div 2 = 7$	$7 \times 5 = 35$	$35 \div 5 = 7$
$8 \times 2 = 16$	$16 \div 2 = 8$	$8 \times 5 = 40$	$40 \div 5 = 8$
$9 \times 2 = 18$	$18 \div 2 = 9$	$9 \times 5 = 45$	$45 \div 5 = 9$
$10 \times 2 = 20$	$20 \div 2 = 10$	$10 \times 5 = 50$	$50 \div 5 = 10$
$11 \times 2 = 22$	$22 \div 2 = 11$	$11 \times 5 = 55$	$55 \div 5 = 11$
$12 \times 2 = 24$	$24 \div 2 = 12$	$12 \times 5 = 60$	$60 \div 5 = 12$
10's		3's	
$0 \times 10 = 0$	$0 \div 10 = 0$	$0 \times 3 = 0$	$0 \div 3 = 0$
$1 \times 10 = 10$	$10 \div 10 = 1$	$1 \times 3 = 3$	$3 \div 3 = 1$
$2 \times 10 = 20$	$20 \div 10 = 2$	$2 \times 3 = 6$	$6 \div 3 = 2$
$3 \times 10 = 30$	$30 \div 10 = 3$	$3 \times 3 = 9$	$9 \div 3 = 3$
$4 \times 10 = 40$	$40 \div 10 = 4$	$4 \times 3 = 12$	$12 \div 3 = 4$
$5 \times 10 = 50$	$50 \div 10 = 5$	$5 \times 3 = 15$	$15 \div 3 = 5$
$6 \times 10 = 60$	$60 \div 10 = 6$	$6 \times 3 = 18$	$18 \div 3 = 6$
$7 \times 10 = 70$	$70 \div 10 = 7$	$7 \times 3 = 21$	$21 \div 3 = 7$
$8 \times 10 = 80$	$80 \div 10 = 8$	$8 \times 3 = 24$	$24 \div 3 = 8$
$9 \times 10 = 90$	$90 \div 10 = 9$	$9 \times 3 = 27$	$27 \div 3 = 9$
$10 \times 10 = 100$	$100 \div 10 = 10$	$10 \times 3 = 30$	$30 \div 3 = 10$
$11 \times 10 = 110$	$110 \div 10 = 11$	$11 \times 3 = 33$	$33 \div 3 = 11$
$12 \times 10 = 120$	$120 \div 10 = 12$	$12 \times 3 = 36$	$36 \div 3 = 12$

Spellings

Week 1

Spelling practice: Look, say, cover, write, check

Look	Say	Cover	Write	Check	Write	Check
example			<i>example</i>	✘	<i>example</i>	✓
be						
bee						
quiet						
quite						
bear						
bare						
one						
won						
sun						
son						

Sentence practice: Now use your spellings in a sentence.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

Spellings

Week 2

Spelling practice: Look, say, cover, write, check

Look	Say	Cover	Write	Check	Write	Check
example			<i>example</i>	✘	<i>example</i>	✓
night						
knight						
which						
witch						
when						
went						
because						
whole						
hole						
people						

Sentence practice: Now use your spellings in a sentence.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Spellings

Week 3

Spelling practice: Look, say, cover, write, check

Look	Say	Cover	Write	Check	Write	Check
example			<i>example</i>	✘	<i>example</i>	✓
January						
February						
March						
April						
May						
June						
July						
August						
September						
October						

Sentence practice: Now use your spellings in a sentence.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Spellings

Week 4

Spelling practice: Look, say, cover, write, check

Look	Say	Cover	Write	Check	Write	Check
example			<i>example</i>	x	<i>example</i>	✓
November						
December						
harmful						
hurtful						
joyful						
painful						
careless						
useless						
unless						
lifeless						

Sentence practice: Now use your spellings in a sentence.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Spellings

Week 5

Spelling practice: Look, say, cover, write, check

Look	Say	Cover	Write	Check	Write	Check
example			<i>example</i>	x	<i>example</i>	✓
plentiful						
penniless						
happily						
badly						
sadly						
shyly						
softly						
slowly						
warmly						
wisely						

Sentence practice: Now use your spellings in a sentence.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Spellings

Week 6

Spelling practice: Look, say, cover, write, check

Look	Say	Cover	Write	Check	Write	Check
example			<i>example</i>	✘	<i>example</i>	✓
who						
why						
what						
how						
where						
when						
noun						
adjective						
adverb						
verb						

Sentence practice: Now use your spellings in a sentence.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____