



YEAR 2

HOME LEARNING PACK

Week One: 18th May to 22nd May

Week Two: 1st June to 5th June

Mrs Garrard, Mrs Rayner and Mrs Wells,

Note:

ENGLISH – READING/ WRITING/ SPELLING

MATHS – Problem Solving and Efficient Methods, Telling the Time &  
TIMES TABLES

## Suggested Timetable



Please note that the timetable outlined below is just a suggestion for how you could structure your day. Nobody knows your child better than you and you may have other things you wish to factor in to make it work for all of your household.

Time	Learning Focus	Notes
9am – 9.30am	Reading	This can be independently or aloud. Use Bug Club on ActiveLearn, Vooks or Oxford Owl online <a href="https://new.phonicsplay.co.uk/">https://new.phonicsplay.co.uk/</a> Bug Club <a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a>
9.30am – 10.15am	Maths	Power Maths Please use the link: <a href="http://go.pardot.com/webmail/749453/104246311/1a02b09473868523262b6d77184a6fc6493dab762f6a02c50f32c9cbadb317f2">http://go.pardot.com/webmail/749453/104246311/1a02b09473868523262b6d77184a6fc6493dab762f6a02c50f32c9cbadb317f2</a> If the link doesn't work when you click on it, please copy and paste it into the search bar. <b>Please begin with Unit 11.</b> The pages in red are the Challenge pages, these are an extra if your child would like to do more. There will also be weekly Mymaths activities online. This can include 5 - 10 minutes on TT Rockstars Please message the teachers on Class Dojo if you have lost your login details
10.15am – 10.45am	Break	Have a healthy snack and chill!
10.45am – 11.30am	English inc handwriting and spellings	Talk for Writing booklet <a href="https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y2-Unit.pdf">https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y2-Unit.pdf</a>
11.30am – 1pm	Lunch, daily walk	
1.15pm – 2pm	Learning Project  <b>Healthy Living</b>	These activities are available on our school website: <a href="https://www.claydonprimary.net/Year-2/">https://www.claydonprimary.net/Year-2/</a> The Healthy Living Learning Project is uploaded on the website as a separate document. We are following the same format as last time in which the whole school has the same theme with a variety of tasks and activities to choose from. We feel that under the current circumstances healthy living has never been so important and you will see there is quite a lot to do. As it is such a broad theme with lots of wonderful activities to carry out we have made it into a <b>four week project</b> . As before there is no pressure to do all the activities - pick and choose the ones the children find interesting, engaging and fun....with a little bit of challenge thrown in. We look forward to seeing all your work, photos, videos etc which you can share with us on Class Dojo.

English – Week 1

You will need to download the booklet:

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y2-Unit.pdf>

	Learning Focus	Activity	Useful Links and Activities
Lesson 1	Reading and writing. Use the prediction reading gem.	<p>Read the myth of Pandora’s box in the booklet- just pages 4-5 today. Use your imagination and words from the story and draw Pandora’s book</p>  <p><b>The Myth of Pandora's Box</b></p> <p>Are you nosy? Do you like secrets? Have you ever done something that you've been warned not to, just to find out a secret? All through time there have been stories about people being told not to open doors, cupboards, gates and all sorts of other things, and in many of the stories the people just didn't listen. One person who</p>	<p>Read other stories about magic on Oxford Owl: <a href="https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection?utf8=%E2%9C%93&amp;query=&amp;age_group=age+6-7&amp;series=&amp;level=&amp;book_type=&amp;view_style=image#">https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection?utf8=%E2%9C%93&amp;query=&amp;age_group=age+6-7&amp;series=&amp;level=&amp;book_type=&amp;view_style=image#</a> or listen to a story on Vooks <a href="https://www.vooks.com/">https://www.vooks.com/</a></p>
Lesson 2	Reading with pace and expression Identify the meanings of words.	<p>Read the story from the beginning again with more pace and expression. Answer questions on page 6-7</p> <p><i>* Continue reading the story here</i></p> <p>One day, when she was sure that Epimetheus was not among the gods, Pandora searched for the key to open the box. "I know it's here somewhere," she murmured to herself as she opened cupboards and drawers. There it was, high on a shelf in their bedroom with shining handles. Pandora slid the key into the lock and turned it.</p> <p><i>* Let's stop reading for a moment and think about what could be in the box. Draw or write your ideas below.</i></p> <div data-bbox="491 1406 730 1473" style="border: 1px solid black; height: 30px; width: 150px;"></div> <p><i>* The story continues here ...</i></p> <p>She took a deep breath, closed her eyes and slowly, with trembling hands, opened the lid of the box, imagining what could be inside: rubies as red as the blazing sunset, jewel encrusted gowns, piles of gold coins. But there were no coins or jewellery, no gems or pearls, for all at once every red and green, every sadness and misery flew out. Like a swarm of insects, they fled the house and infected the earth with heartache and sorrow.</p> <p>Pandora slammed the lid shut and turned the key. "What have I done?" she asked, holding her head in her hands. Sometime later, Pandora noticed a fluttering sound coming from the box, as if something was trapped inside. Terrified, she pressed her ear to the box. "Let me out!" a small voice pleaded gently. "I mean you no harm."</p> <p>Once again, with shaking hands, Pandora unlocked the box and opened the lid. A beautiful butterfly of light fluttered out of the box, for although Pandora had released pain and suffering into the world, she had also allowed hope to follow them.</p> <p><i>* Now draw the evil that came out of the box. Your magical teaching box has already drawn one idea for you:</i></p>  <p><i>* Finally, share the story with someone at home. Talk and then write:</i></p>	<p>Listen to storytellers online: <a href="https://www.theschoolrun.com/sites/theschoolrun.com/files/article_images/story_flowchart.png">https://www.theschoolrun.com/sites/theschoolrun.com/files/article_images/story_flowchart.png</a></p>

		Are there any other words which you don't understand the meaning of in the story? Look them up in a dictionary.																																												
Lesson 3	Sequence a story	Draw a story map and tell someone the story using your own actions?  What did you like about the story?																																												
Lesson 4	Reading comprehension	<p>Read the story again. Complete pages 8 &amp; 9</p> <p><b>* Read this first, then sketch Zeus and label the features listed – a stick drawing will be fine!</b></p> <p>Zeus was a sky god who controlled thunder and lightning. He was a strong, striking man with a muscular body and long, curly hair. He had a short beard and carried his trusty thunderbolt at all times. He was also king of the gods and would sit on his golden throne at the top of Mount Olympus.</p> <p><b>* Can you answer these questions about the story in complete sentences? (Don't forget to read the story again to help you.)</b></p> <ul style="list-style-type: none"> <li>How did Pandora change the world forever?</li> <li>When is the story set?</li> <li>Who was in charge of the Ancient Greeks?</li> <li>What kind of character was Pandora?</li> <li>Who was Prometheus?</li> <li>What is the evil that comes out of the box compared to?</li> <li>Why do you think hope is a butterfly in the story?</li> <li>Do you like the ending of the story? Explain your answer.</li> </ul>	<p>Can you write some more questions about the story?</p> <p>Practise writing your answers in your very best handwriting. Make sure they start with a capital letter and full stop.</p>																																											
Lesson 5	Order words into alphabetical order	<p><b>* Apollo was the Greek god of knowledge. He has found these words in the story and wants to know if you can sort them out.</b></p> <p><b>* First put these words into alphabetical order:</b></p> <table border="0"> <tr> <td>powerful</td> <td>rubies</td> <td>sobbed</td> </tr> <tr> <td>condition</td> <td>gown</td> <td>pleaded</td> </tr> <tr> <td>curiosity</td> <td>spite</td> <td>released</td> </tr> <tr> <td>unbearable</td> <td>flad</td> <td>hope</td> </tr> <tr> <td>trembling</td> <td>infested</td> <td></td> </tr> </table> <p><b>* Now match the word to its meaning in the story – the first one has been done for you.</b></p> <table border="0"> <tr> <td>powerful</td> <td>shaking slightly</td> </tr> <tr> <td>condition</td> <td>dress</td> </tr> <tr> <td>curiosity</td> <td>something that must happen</td> </tr> <tr> <td>unbearable</td> <td>large numbers causing damage</td> </tr> <tr> <td>trembling</td> <td>crucity, upsetting</td> </tr> <tr> <td>rubies</td> <td><b>strong and confident</b></td> </tr> <tr> <td>gown</td> <td>cried</td> </tr> <tr> <td>spite</td> <td>sobbed in a begging way</td> </tr> <tr> <td>flad</td> <td>unpleasant, painful</td> </tr> <tr> <td>infested</td> <td>set free</td> </tr> <tr> <td>sobbed</td> <td>escaped from, ran away</td> </tr> <tr> <td>pleaded</td> <td>a feeling that things will go well</td> </tr> <tr> <td>released</td> <td>wanting to know about something</td> </tr> <tr> <td>hope</td> <td>red precious stones</td> </tr> </table> <p><b>condition</b> curiosity</p> <p>Complete pages 10 &amp; 11</p>	powerful	rubies	sobbed	condition	gown	pleaded	curiosity	spite	released	unbearable	flad	hope	trembling	infested		powerful	shaking slightly	condition	dress	curiosity	something that must happen	unbearable	large numbers causing damage	trembling	crucity, upsetting	rubies	<b>strong and confident</b>	gown	cried	spite	sobbed in a begging way	flad	unpleasant, painful	infested	set free	sobbed	escaped from, ran away	pleaded	a feeling that things will go well	released	wanting to know about something	hope	red precious stones	<p>Try this other alphabetical ordering game: <a href="https://www.roythzebra.com/reading-games/alphabetical-order-1.html">https://www.roythzebra.com/reading-games/alphabetical-order-1.html</a></p>
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## Extension Tasks and Additional Activities

**Spelling:** Practise spelling of Year 2 spellings and perhaps begin to learn year 3 and 4 words. Use [ictgames.co.uk](http://ictgames.co.uk)

**Handwriting:** <https://home.oxfordowl.co.uk/english/primary-handwriting/handwriting-year-2-age-6-7/>

**Spellings-** <https://www.ictgames.com/mobilePage/lcwc/index.html>

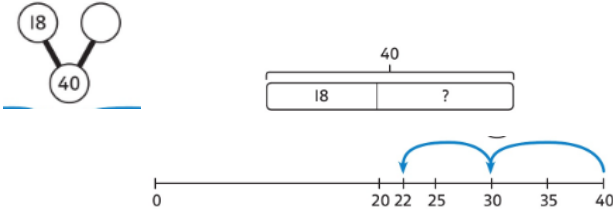

**BBC BITESIZE-** <https://www.bbc.co.uk/bitesize/articles/zmp2mfr>

**PIE CORBETT:** This week's main task (see above)

**OAK NATIONAL ACADEMY:** <https://www.thenational.academy/online-classroom/year-2/english#subjects>

# Maths

<http://go.pardot.com/webmail/749453/104246311/1a02b09473868523262b6d77184a6fc6493dab762f6a02c50f32c9cbedb317f2>

	Learning Focus Power Maths C Unit 12	Activity	Useful Links and Activities
Lesson 1	Problem Solving and efficient methods	<p>Pages 48,49,50,51 These pages are about missing numbers and they teach the different methods you can use to solve the problem.</p>  <p>It might be useful to start with some smaller numbers to remind your child of how to work out missing numbers. Replace the numbers in the first problem on P48 with a single digit. eg <math>£5 = £2 + ?</math> Can they see how they could use this answer to help them solve the problems in the book?</p> <p><b>If they want a challenge, see if they can extend the pattern on P51 (the challenge) or make up their own.</b></p>	<p>Please note Pages in red are the Challenge activity if you child wants to do this</p> <p>MyMaths</p>
Lesson 2	Problem Solving and efficient methods	<p>Pages 52,53,54, 55 These pages encourage your child to work mentally and use known number facts to work out harder calculations.</p>  <p>It could be fun to create your own problem solving questions based on your own family!</p>	<p>Please note Pages in red are the Challenge activity if you child wants to do this</p> <p>MyMaths</p>
Lesson 3	Problem Solving and efficient methods	<p>Pages 56, 57, 58, 59 These pages continue to encourage your child to develop mental maths skills. It focuses on how to add or subtract numbers mentally where the ones digit is a 9 e.g 9,19,29. It shows how to</p>	<p>Please note Pages in red are the Challenge activity if you</p>

		<p>round that number up to the next 10's number then adjust it by 1. A 100 square would be a useful aid in this.</p> <table border="1" data-bbox="427 280 849 696"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table> <p>To reinforce this concept, give lots of mental practice. e.g <math>25 + 9 =</math> Encourage your child to first tell you what they are going to do. "I am going to add 10 then subtract 1." <math>36 - 9</math> "I am going to subtract 10 then add on 1."</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	<p>child wants to do this</p> <p>MyMaths</p>
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Lesson 4	Problem Solving and efficient methods	<p>Pages 60,61,62, 63</p> <p>These pages teach your child how to choose the most efficient way to subtract. They should see that it is quicker to use subtraction if there is a big difference between the 2 numbers (<math>56 - 12 =</math>) or the counting on method if there is not such a big difference (<math>56 - 47 =</math>)</p> <div data-bbox="405 1279 676 1559"> <p>5</p> <p>▲ = 81      ● = 72 ■ = 8      ★ = 48</p> <p>▲ - ● = □ ★ - ■ = □ ▲ - ■ = □ ● - □ = ★</p> </div> <p>Watch out for this last one! Look where the missing number is!</p>	<p>Please note Pages in red are the Challenge activity if you child wants to do this</p> <p>MyMaths</p>																																																																																																				
Lesson 5	Problem Solving and efficient methods	<p>Pages 64, 65, 66, 67</p> <p>These pages focus on using addition and subtraction to solve problems. These pages are quite tricky. If your child finds them too challenging, simplify it. Maybe set up your own little shop and focus on adding 2 prices together or working out change by subtracting or counting on (as in lesson 4).</p>	<p>Please note Pages in red are the Challenge activity if you child wants to do this</p> <p>MyMaths</p>																																																																																																				

**Power Maths link**

<http://go.pardot.com/webmail/749453/104246311/1a02b09473868523262b6d77184a6fc6493dab762f6a02c50f32c9cbadb317f2>

Practise maths 'life' skills such as telling, measuring, money.

Play counting games/board games/cards


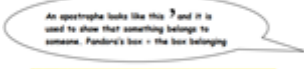




<https://www.ictgames.com/>

Ict Games has lots of fun games for children to do as an extension/if they want to do some more. Each activity shows you which Year group it is suitable for

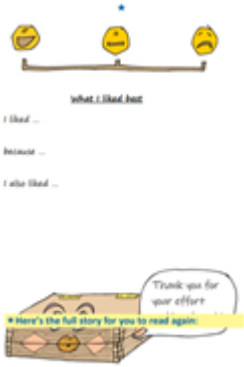
## English – Week 2

Continue to use the Talk for Writing Elves and the Shoemaker booklet as above

	Learning Focus	Activity	Useful Links and Activities
Lesson 1	To write sentences using a capital letter and a full stop.  To use apostrophes correctly.	Complete pages Look at your words from last week. Write each word in a new sentence. Remember to start with a capital letter and a full stop.	Practise using different types of punctuation:  <a href="https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar03">https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar03</a>

		<p>★ Well done! Now that you have matched the words to their meanings. Take each word and put it into a new sentence. (Don't forget to start with a capital letter and finish with a full stop.)</p> <p>Example: Pandora's <u>curiosity</u> became unbearable.</p> <p>✍ Emma's <u>curiosity</u> got her into trouble.</p> <p>Pandora's <u>curiosity</u> became <u>unbearable</u>.</p> <p>✍</p> <p>Slowly, with <u>trembling</u> hands, she opened the box.</p> <p>✍</p> <p>Like a swarm of insects they <u>fled</u> the house.</p> <p>✍</p> <p>"What have I done?" she <u>abbed</u>.</p> <p>✍</p> <p>"Let me out," a small voice <u>pleaded</u>.</p> <p>✍</p>   <p>★ Read these examples and then write down your own examples. Don't forget the apostrophe!</p> <table border="1" data-bbox="845 537 1085 604"> <thead> <tr> <th></th> <th>Whose is it?</th> </tr> </thead> <tbody> <tr> <td>the dog's ball</td> <td>The ball belonging to the dog</td> </tr> <tr> <td>the man's hat</td> <td>The hat belonging to the man</td> </tr> <tr> <td>the car's wheel</td> <td>The wheel belonging to the car</td> </tr> </tbody> </table>		Whose is it?	the dog's ball	The ball belonging to the dog	the man's hat	The hat belonging to the man	the car's wheel	The wheel belonging to the car	
	Whose is it?										
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the man's hat	The hat belonging to the man										
the car's wheel	The wheel belonging to the car										
Lesson 2	Read poetry	<p>Complete pages 14-15</p> <p>★ Apollo was also a Greek god of poetry. Let's do some poetry activities together! Start by sharing this poem with someone at home.</p> <p><b>The Magic Box</b></p> <p>I will put in the box the south of a silk net on a summer night, fire from the nostrils of a Chinese dragon, the tip of a tongue touching a tooth.</p> <p>I will put in the box a musician with a rambling belly a tip of the Sloop <i>Arcturion</i> from Lake Lucerne, a leaping spark from an electric fish.</p> <p>I will put in the box three waltzes written in Gujarati, the last joke of an ancient wit, and the first smile of a baby.</p> <p>I will put in the box a fifth season and a black sun, a cowboy on a bronstufuk and a witch on a white horse.</p> <p>My box is fashioned from ice and gold and steel, with stars on the lid and secrets in the corners. Its hinges are the feet joints of dinosaurs.</p> <p>I shall surf in my box on the great high-rising breakers of the wild Atlantic, then wash ashore on a yellow beach the colour of the sun.</p> <p>by Kit Wright</p> <p>If you have a computer, you can listen to Kit reading his poem by putting this address into the internet: <a href="https://www.bbc.co.uk/bitesize/clips/kitwright">https://www.bbc.co.uk/bitesize/clips/kitwright</a></p> <p>★ Talk about the poem and then write your ideas here:</p>  	<p><a href="https://www.bbc.co.uk/bitesize/clips/zkpmhyc">https://www.bbc.co.uk/bitesize/clips/zkpmhyc</a></p> <p>Listen to the poem</p>								
Lesson 3	Get creative	<p>Complete page 16. Make a Magic Box</p> <p><b>Make a Magic Box</b></p> <p>★ It's time to get creative! Can you make a magic box?</p> <p>You can:</p> <ul style="list-style-type: none"> <li>➤ Find a shoe box or small box and decorate it OR</li> <li>➤ Draw a box and decorate it.</li> </ul> <p>Think about:</p> <ul style="list-style-type: none"> <li>• How you can make it magical? Perhaps it has eyes. Maybe it looks like a dragon or a witch's cottage.</li> <li>• What is the theme? Perhaps it is magical creatures or places. Try to decorate it so that it fits your theme.</li> <li>• Is the lid attached to the box or does it lift off completely? How are you going to decorate it?</li> </ul> <p>Write the instructions on how you made it. What materials did you use? Use the time connectives: First, Next, Then, After that, Finally</p>	 								
Lesson 4	To write a list and create a poem	<p>Complete page 17 &amp; 18</p> <p>This box is magic, which means you can put anything you like in it.</p> <p>★ Start by writing a list of your favourite things, people or places. (Ask someone to help you with ideas.)</p> <p>My eight favourite things, people or places are:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol> <p>Write a Magic Box Poem - Part 2</p> <p>★ Now, using Kit Wright's starter line, 'I will put in the box,' organise your nine ideas into three verses.</p> <p>I will put in the box</p> <p>I will put in the box</p> <p>I will put in the box</p> <p>My box is fashioned from ice and gold and steel, with stars on the lid and secrets in the corners. Its hinges are the feet joints of dinosaurs.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>• What is your box made of? Kit Wright's is made of ice and gold and steel.</li> <li>• What is on or in your box? Kit Wright's has stars on the lid and secrets in the corners.</li> <li>• What else can you add? Kit Wright has added that its hinges are the feet joints of dinosaurs.</li> </ul> <p>Use your imagination. You can choose anything you like!</p> <p>★ Write the first verse of your magic box poem here.</p> <p>My box is fashioned from</p> <p>with</p> <p>its</p> <p>★ Apollo, god of knowledge, wants to know how you think you got on with this work.</p> <p>★ Draw a circle around one of the faces:</p>									



Lesson 5	To write a review & a story	<p>Complete page 19</p> 	
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## Extension Tasks and Additional Activities

**Spelling:** Practise spelling of Year 2 spellings and perhaps begin to learn year 3 and 4 words. Use [ictgames.co.uk](http://ictgames.co.uk)

**Handwriting:** <https://home.oxfordowl.co.uk/english/primary-handwriting/handwriting-year-2-age-6-7/>

**Spellings-** <https://www.ictgames.com/mobilePage/lcwc/index.html>



**BBC BITESIZE-** <https://www.bbc.co.uk/bitesize/articles/zmp2mfr>


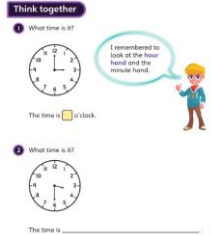
**PIE CORBETT:** This week's main task (see above)

**OAK NATIONAL ACADEMY:** <https://www.thenational.academy/online-classroom/year-2/english#subjects>

## Maths – Week 2

	Learning Focus	Activity	Useful Links and Activities
Lesson 1	Unit 12 Problem Solving and efficient methods	<p>Pages 68, 69, 70, <b>71</b></p> <p>These pages focus on multiplying and dividing to solve problems. It is showing that multiplication is the same as repeated addition eg <math>6 \times 2</math> is the same as <math>2+2+2+2+2</math>.</p> <p>Begin with a warm up of their 2x, 5x and 10x tables.</p>	<p><a href="https://www.topmarks.co.uk/number-facts/numb">https://www.topmarks.co.uk/number-facts/numb</a></p>

		<p>Relate multiplication to division e.g if I know that <math>3 \times 5 = 15</math> then I know that <math>15 \div 5 = 3</math></p>  <p>3 Shay and Amy buy these items.</p> <p>Hint: Count the boxes first then add on the ones. Ask your child to write the calculation they need to do (<math>60 \div 2 =</math>)</p>	<p><a href="#">er-fact-families</a></p> <p>This is a good site for seeing the relationship between <math>\times</math> and <math>\div</math></p> <p>MyMaths</p>
Lesson 2	Problem Solving and efficient methods	<p>P72,73,74,75</p> <p>These pages continue with problem solving using all four operations. (adding, subtraction, multiplication and division).</p> 	MyMaths
Lesson 3	Problem Solving and efficient methods	<p>P76,77</p> <p>This is an end of unit check. See how well your child could do this. Encourage them to have a go on their own first but then help them with anything they find challenging.</p>	MyMaths
Lesson 4	Unit 13 Time	<p>P78</p> <ul style="list-style-type: none"> <li>● Spend some time reading the vocabulary and check your child understands all the words. Try asking them putting each word into a sentence to show they understand the meaning. eg the duration of the TV show was 20 minutes.</li> <li>● Practise counting in 5's from 0 both forwards and backwards.</li> </ul> <p>Make a clock to help with the next few lessons.</p>	<p>MyMaths</p> <p>Show us your clocks on class dojo!</p>

		<p>You will need a paper plate, split pin and a felt pen. Have fun creating a design!</p>  <p>DIY Sun &amp; Moon Clocks</p>	
Lesson 5	Unit 13. Time	<p>Telling and writing the time to the hour and half hour. P80, 81, 82 , 83</p>  <p style="color: red;">Use your homemade clock to find these times.</p>	<p>MyMaths</p> <p><a href="https://www.ictgames.com/mobilePage/hickoryDickory/">https://www.ictgames.com/mobilePage/hickoryDickory/</a></p> <p>Choose the appropriate level for your child.</p>

<http://go.pardot.com/webmail/749453/104246311/1a02b09473868523262b6d77184a6fc6493dab762f6a02c50f32c9cbdb317f2>

Practise maths 'life' skills such as time-telling, measuring, money

<https://www.ictgames.com/>

Ict Games has lots of fun games for children to do as an extension/if they want to do some more. Each activity shows you which Year group it is suitable for Learning Project