

Year 2 - Lesson 1

Task: Read the four haiku poems and see whether you can use the statements to work out the features of a haiku poem.

Success Criteria

Read the haiku poems.

Read a statement from the statement list. Is it true or false? Tick for true.

Copy all the statements with ticks in your best handwriting.

Vocabulary

poem, haiku, feature, syllable (beats in the word), lines, rhyme, verse,

*You moths must leave now;
I am turning out the light
and going to sleep.*

**A giant firefly:
that way, this way, that way, this -
and it passes by.**

*Mysterious bug,
in scarlet cape with black dots,
creeps upon a leaf.*

**Come, Mister Jack Frost,
Sprinkle all your icy dust.
Freeze the world again.**

Statements

1. A haiku is 3 lines long.
2. A haiku is written in the shape of the theme of the poem.
3. A haiku is made up of 25 syllables.
4. A haiku does not usually rhyme.
5. A haiku has 17 syllables, 5-7-5.
6. A haiku focuses on one theme and one single moment within it.
7. A haiku has lots of verses.
8. A haiku can have as many syllables per line as the poet chooses.
9. A haiku has many different themes within it
10. A haiku usually works with ordinary facts of daily life.

Year 2 Writing - Lesson 2

Task: Re-read the four haiku poems from lesson 1.

Today, have a go at writing your own haiku poem.

Try to use exciting language, alliteration and or onomatopoeia.

Success Criteria

Choose a theme - seasons or nature works well.

Choose one thing about your theme.

Write words that fit the 5-7-5 syllable pattern

Look back at your list of features from yesterday to help you.

e.g.

Winter

snowflake falling

Theme ideas list

- Animal
- Weather
- Tree
- Water
- Jungle

Vocabulary

poem, haiku, feature, syllable (beats per word), lines, rhyme, verse

Alliteration - two or more words next to each other that start with the same letter.

Onomatopoeia - sounds like the word it is describing (for example: pitter-patter, bang, crash)

Draw a picture to go with your haiku.

Year 2 - Spelling

Have a go at reading the Year 2 common exception words. Have a go at writing some of them.

Challenge: Put 3 of them into sentences.

Word	R	W	Word	R	W	Word	R	W
after			Eye			only		
again			Fast			parents		
any			Father			pass		
bath			Find			past		
beautiful			Floor			path		
because			Gold			people		
behind			Grass			plant		
both			Great			poor		
break			Half			pretty		
busy			Hold			prove		
child			Hour			should		
children			Improve			steak		
Christmas			Kind			sugar		
class			last			sure		
climb			many			told		
clothes			mind			water		
cold			money			who		
could			most			whole		
door			move			wild		
even			Mr			would		
every			Mrs					
everybody			old					

Year 2 - SPAG

Noun - person, place or thing

Verb - action word

Adjective / noun phrase - describing word / describes a noun

Adverb - describes a verb

Read the sentences below and then sort the words underlined into the correct boxes.

Slowly, the young boy climbed the wooden steps to the top of the tall, elegant tree. When he got to the top he cautiously crept into the mysterious treehouse and waited... suddenly the lightning flashed and the thunder rumbled. He froze. What should he do?

Nouns

Verbs

Adjectives / noun phrases

Adverbs

Year 2 - Reading

Read the text about A New Pet. Then answer the questions below.

Success Criteria

Read the text

Read the question

Circle the key words in the question.

Find one or more of the key words in the text.

Does it answer the question?

A New Pet

Tom was six. He lived in a flat with his Mum. The flat was on the top floor. It was very high up!

One day, Tom said to his Mum, "Mum, can I have a dog?"

But Mum shook her head and said, "No Tom, you can't have a dog. There are no dogs allowed in a flat."

Tom wanted to cry. Then he said, "Mum, can I have a cat?"

But Mum shook her head and said "No Tom, you can't have a cat. There are no cats allowed in a flat."

Now Tom did start to cry, "I want my own pet!" he shouted.

Mum patted Tom on the back and gave him a kiss, "Don't cry Tom, I will see what I can do."

The next day, when Tom got home from school, there was a small cage on the table. Tom was excited! He ran to look in the cage. In the cage was an orange hamster! Mum put the hamster in Tom's hands.

Tom smiled and said, "I will call it Rusty. Thank you, Mum!"

Questions

1. How old is Tom?

2. Where does Tom live?

3. What pets did Tom want?

4. How does Tom feel when Mum says "No?" How do you know this?

5. How does Mum try to make Tom feel better?

6. Why was Tom excited when he saw a cage on the table?

7. What was in the cage?

8. Why did Tom call his pet, 'Rusty'?

9. How do you know Tom is happy about his new pet?

Year 2 -Maths

Mental Maths

Practise the following

- Count up and back in 1s, 2s, 5s, 10s and 3s
- Number bonds to 10 (eg. $7 + 3$), 20 (e.g. $14 + 6$) and 100 (e.g. $80 + 20$)

Arithmetic

Answer as many questions in the table as you can. Use the method you are most confident with. Look carefully at the operation.

Addition	Subtraction	Multiplying	Division
$43 + 22 =$	$76 - 52 =$	$4 \times 2 =$	$30 \div 5 =$
$57 + 31 =$	$84 - 31 =$	$7 \times 5 =$	$18 \div 3 =$
$84 + 18 =$	$62 - 5 =$	$8 \times 10 =$	$50 \div 10 =$
$39 + 26 =$	$89 - 7 =$	$14 \times 5 =$	$66 \div 2 =$
$137 + 122 =$	$143 - 121 =$	$13 \times 10 =$	$42 \div 3 =$

Year 2 - Maths

Coins



Make the following amounts only using the coins above. You can use each coin more than once.

	
	
	
	

Now answer the following two questions.

Ajay has **20p** in 2p coins.

How many 2p coins does Ajay have?



coins

Look at these coins:



What is the largest amount you can make using **three** of these coins?

p