

**Year 2 (Blake Class)**  
**Home Learning – Term 3**

**Spellings:**

Please see the list of weekly spellings attached, which will serve as the foundation for your child's learning. Each week, children will be expected to learn the designated words at home. They will be applying these spellings throughout the week.

To support your child, we encourage you to engage with them in their spelling practice, perhaps by creating fun games or quizzes to reinforce their learning. Regular revision will greatly assist in embedding these spellings into their long-term memory.

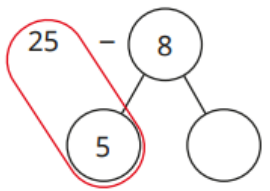
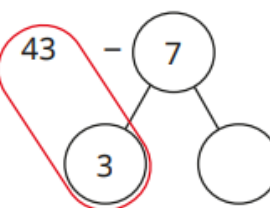
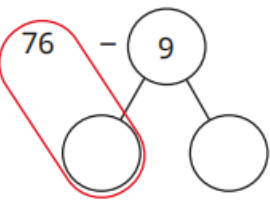
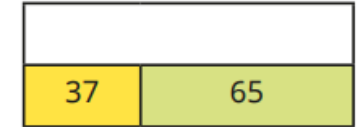
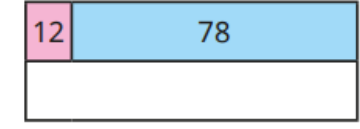
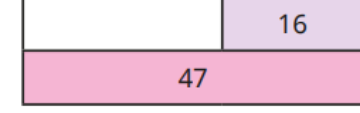
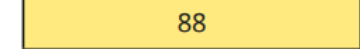


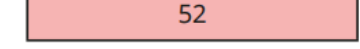
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
any beautiful break great every	can't didn't doesn't don't hasn't	I'm you're he's she's they're	angrily boldly grumpily happily kindly	beautiful careful helpful joyful wonderful	action addition emotion fiction subtraction

**Reading:**

In year 2, we expect that children read 3 times a week this will be recorded in their yellow reading records.

**Maths:**

Please ensure your child engages with the spelling activities provided for home learning. Additionally, see a set of arithmetic questions to practice with your child each week. Thank you for your support with this.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Shape</b> Can you go on a shape hunt? What 2D and 3D shapes can you find around your house?</p>	<p><b>Related facts</b>  <math>5 + 5 = \underline{\quad}</math>  <math>50 + 50 = \underline{\quad}</math>  <math>2 + 6 = \underline{\quad}</math>  <math>20 + 60 = \underline{\quad}</math>  <math>7 - 3 = \underline{\quad}</math>  <math>70 - 30 = \underline{\quad}</math></p> <p>Can you complete the related facts? What do you notice?</p>	<p><b>Adding to a 10</b>  <math>10 + 3 = \underline{\quad}</math>  <math>40 + 5 = \underline{\quad}</math>  <math>\underline{\quad} = 50 + 8</math>  <math>60 + 7 = \underline{\quad}</math>  <math>\underline{\quad} = 90 + 1</math>  <math>6 + 10 = \underline{\quad}</math></p> <p>Can you complete the additions?</p>	<p><b>Subtracting across 10</b></p> <p><math>25 - 8</math></p>  <p><math>20 - \underline{\quad} = \underline{\quad}</math></p> <p><math>43 - 7</math></p>  <p><math>\underline{\quad} - \underline{\quad} = \underline{\quad}</math></p> <p><math>76 - 9</math></p>  <p><math>\underline{\quad} - \underline{\quad} = \underline{\quad}</math></p> <p>Use bonds to 10 to complete the subtractions. The first one has been started for you</p>	<p><b>Adding and subtracting 10s</b>  <math>20 + 10</math>  <math>20 + 20</math>  <math>20 + 30</math>  <math>20 + 40</math>  <math>43 - 10</math>  <math>43 - 20</math>  <math>43 - 30</math>  <math>43 - 40</math></p> <p>What do you notice?</p>	<p><b>Adding and Subtracting 2-digit numbers</b></p>        <p>Can you work out the missing parts?</p>

**Star Curriculum Challenge:**

This term we are learning about The Great Fire of London.

Can you design and make a house that might of burnt down during The Great Fire of London.

What junk modelling could you use to make the house? What colours could you use to represent the fire?

