



# Kingsland CE Primary School



## Summer Home Learning Y2

Parents will be rightly concerned about the time that the children were not in school during the lockdown period. The work that the teachers have set over the lockdown period has been critical in ensuring that the children have been able to continue their learning at home. It has been wonderful to see and hear about how the children have embraced this home learning work during the difficult circumstances. Please be assured that if the children have fully engaged with this home learning work, they will be in an excellent position to resume their learning after the summer holidays. The home learning work will remain on the school website over the summer holidays (<https://www.kingslandceprimary.com/curriculum/>), so we would encourage all children and parents to engage fully with the work set so the children are in the best possible position for the upcoming academic year.

In addition to this, we are keen to encourage ALL children to return to school having certain basic knowledge and understanding fully embedded in their long-term memory. We suggest that, if ALL children return to school with this learning firmly embedded, the teachers will be able to rapidly build upon this on their return, ensuring that any learning that has been missed during lockdown is minimised.

The [Oak National Academy](https://www.nationalacademy.org/) can still be accessed throughout the summer holidays, and beyond.

We would like, therefore, to suggest that children return to school being **fully fluent** with the following knowledge:

### Maths – KIRFS (Key Instant Recall Facts)

The full KIRFs document can be found on the school website [here](#)

The children should be fluent in:

Kingsland CE Primary School Progression of KIRFs and Place Value						
Y	Counting and Place Value	Multiplication Tables	Number Bonds	Doubling and Halving	Addition and Subtraction	Measures
	<p>Counting is essential in developing a deep understanding of the number system, number line and place value of numbers.</p> <p>Children need lots of practice at crossing boundaries, understanding the value of each digit in the place value columns.</p> <p>Children should become fluent in counting from any given number, in steps of any size.</p> <p>Children should be as fluent counting backwards as they are counting forwards.</p> <p>Counting links into understanding about number sequences.</p> <p>Children should become proficient in visualising a number line when counting.</p>	<p>Having a good knowledge and understanding of multiplication tables will allow the children easier access to written methods, multiplication, division, fractions, decimals, percentages, ratio and proportion</p> <p>There are different stages to learning multiplication tables:</p> <ul style="list-style-type: none"> <li>Counting up</li> <li>Counting back</li> <li>Chanting</li> <li>Recalling multiplication facts</li> <li>Recalling division facts</li> <li>Recalling <math>\times 10</math> greater and <math>\times 10</math> smaller facts</li> <li>Recalling <math>\times 100</math> greater and <math>\times 100</math> smaller facts</li> <li>Extending into negative numbers</li> <li>Recalling related fraction facts</li> <li>Writing number sentences in different ways</li> <li>Understanding balancing number sentences</li> </ul>	<p>A good understanding of number bonds will allow the children to use this knowledge when solving problems.</p> <p>Children who are unable to rely on these key facts will ultimately be doing harder maths.</p> <p>Using number bonds in context is essential:</p> <ul style="list-style-type: none"> <li>Money</li> <li>Measures</li> </ul> <p>Links should be made to how basic number bonds to 10 can be used with other number bonds.</p> <p>Children should have a deep understanding of the power of the = sign, having experience of number sentences being written in many different ways, particularly with balancing calculations e.g.</p> <ul style="list-style-type: none"> <li><math>6 + 4 = 10</math></li> <li><math>10 = 6 + 4</math></li> <li><math>10 - 6 = 4</math></li> <li><math>4 = 10 - 6</math></li> <li><math>4 + 6 = 7 + 3</math></li> </ul> <p>Links should be made to addition and subtraction facts within number bonds.</p>	<p>It is essential that children understand the opposite relationship of doubling and halving.</p> <p>Children should become proficient in partitioning, and partitioning in different ways, in order to double and halve successfully e.g.</p> <ul style="list-style-type: none"> <li><math>75 = 70 + 5</math></li> <li><math>75 = 60 + 15</math></li> </ul> <p>Children should develop a deep understanding of how simple doubling and halving can be used to double and halve larger numbers, comprehending the links and relationships e.g.</p> <ul style="list-style-type: none"> <li>Double <math>6 = 12</math></li> <li>Double <math>60 = 120</math></li> </ul>	<p>Children should become flexible when adding and subtracting mentally, using a range of different strategies:</p> <ul style="list-style-type: none"> <li>Counting on</li> <li>Counting back</li> <li>Visualising a number line</li> <li>Use of fingers and other representations</li> <li>Partitioning</li> <li>Finding and using number bonds to aid easier calculations</li> </ul> <p>Children should have a deep understanding of:</p> <ul style="list-style-type: none"> <li>the = sign in balancing equations</li> <li>the &lt; and &gt; signs</li> <li>missing number calculations</li> </ul> <p>... and should regularly use and recognise these types of number sentences.</p>	<p>In order for the children to be able to apply knowledge and understanding of different measures, they need to rapidly recall key measures facts.</p>
2	<p>Count in 10s from any given number, forwards and backwards</p> <p>Count in 2s from any given number, forwards and backwards, crossing boundaries</p> <p>Count in steps of 2, 3 and 5 from 0, forwards and backwards</p> <p>Understand the value of T &amp; U</p>	<p><math>\times 2</math></p> <p><math>\times 5</math></p> <p>Children recognise odd and even numbers</p>	<p>Know all number bonds to 20</p> <p>Find patterns in number bonds to 20</p> <p>Link number bonds to 20 to number bonds to 10</p> <p>Understand the = sign in balancing equations</p> <p>Use and understand &lt; and &gt; signs</p> <p>Understand missing number calculations</p>	<p>Know the doubles of all numbers to 20</p> <p>Know the halves of all numbers to 20</p>	<p>Add multiples of 10 including crossing significant boundaries</p> <p>Subtract multiples of 10 including crossing significant boundaries</p> <p>Know all addition facts for multiples of 10 to 100</p> <p>Know all subtraction facts for multiples of 10 to 100</p>	<p>Know how many p in a £</p> <p>Know the number of minutes in an hour</p> <p>Know the number of hours in a day</p>

In particular, children should be able to rapidly recall the following times tables and related division facts:  $\times 10$ ,  $\times 2$ ,  $\times 5$ ,  $\times 3$  (and then could start learning  $\times 4$  and  $\times 8$ ).

Resources to support these targets include:

- KS1 test materials [here](#)
- KIRFs: <http://www.conkermaths.org/cmweb.nsf/pages/kirfs.html>
- Topmarks - <https://www.topmarks.co.uk/maths-games/5-7-years/>
- **Education City** focusing on the Y2 objectives to ensure a solid foundation on which to build upon in Y3 <https://www.educationcity.com/>
- Times Tables Rock Stars: <https://trockstars.com/>
- **BBC Bitesize** learning (Y2 maths): <https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>




















## Phonics

The children should be fluent in the following sounds:

### Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

### Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Different ways to spell the sounds.

### Vowel sounds

a	e ea	i	o	u	ay ā-e ai	ee y ea e	igh ī-e ie i y	ow ō-e oa o
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oo ū-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure
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Resources to support these targets include:

- Education City <https://www.educationcity.com/>
- Phonics Bloom – a range of phonics games <https://www.phonicsbloom.com/>

### Reading

Children should read to an adult every day.

An adult should read to the children every day.

Recommended reading books can be found [here](#)

Here is a useful website [www.oxfordowl.com](http://www.oxfordowl.com)

### Spelling

As well as the word lists below, here is a good resource for spelling:

<https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>

## Year 2 Common Exception Words for Reading and Spelling

door	father
floor	class
poor	grass
because	pass
find	plant
kind	path
mind	bath
behind	hour
child	move
children	prove
wild	improve
climb	sure
most	sugar
only	eye
both	could
old	should
cold	would
gold	who
hold	whole
told	any
every	many
everybody	clothes
even	busy
great	people
break	water
steak	again
pretty	half
beautiful	money
after	Mr
fast	Mrs
last	parents
past	Christmas

## Spellings and Writing

Children should practise writing and spelling these words:

### 100 High Frequency and Common Exception Words

a  
about  
all  
an  
and  
are  
as  
asked  
at  
back  
bath  
be  
beautiful  
behind  
big  
both  
break  
busy  
but  
by  
called  
came  
can  
child  
children  
Christmas  
class  
climb  
come  
could  
dad  
day  
do  
don't  
down  
even

everybody  
father  
find  
floor  
for  
from  
get  
go  
gold  
got  
grass  
had  
half  
have  
he  
help  
her  
here  
him  
his  
hold  
hour  
house  
I  
I'm  
if  
improve  
in  
into  
is  
it  
it's  
just  
kind  
like  
little  
look

looked  
made  
make  
me  
mind  
money  
move  
Mr  
Mrs  
mum  
my  
no  
not  
now  
of  
off  
old  
old  
on  
on  
one  
only  
out  
parents  
pass  
past  
people  
plant  
poor  
pretty  
prove  
put  
said  
saw  
see  
she  
should

so  
some  
steak  
sugar  
sure  
that  
the  
their  
them  
then  
there  
they  
this  
time  
to  
too  
up  
very  
was  
we  
went  
were  
what  
when  
whole  
wild  
will  
with  
you  
your

# 200 High Frequency Words

across  
after  
again  
air  
along  
am  
animals  
another  
any  
around  
away  
baby  
bad  
bear  
because  
bed  
been  
before  
began  
best  
better  
birds  
boat  
book  
box  
boy  
can't  
car  
cat  
clothes  
cold  
coming  
couldn't  
cried  
dark  
did  
didn't  
different  
dog  
door

dragon  
duck  
each  
eat  
eggs  
end  
even  
ever  
every  
everyone  
eyes  
fast  
feet  
fell  
find  
first  
fish  
floppy  
fly  
food  
found  
fox  
friends  
fun  
garden  
gave  
giant  
girl  
going  
gone  
good  
gran  
grandad  
great  
green  
grow  
hard  
has  
hat  
he's

head  
home  
horse  
hot  
how  
I'll  
I've  
inside  
its  
jumped  
keep  
key  
king  
know  
last  
laughed  
let  
let's  
liked  
live  
lived  
long  
looking  
looks  
lots  
magic  
man  
many  
may  
miss  
more  
morning  
most  
mother  
mouse  
much  
must  
narrator  
need  
never

new  
next  
night  
once  
only  
or  
other  
our  
over  
park  
place  
plants  
play  
please  
pulled  
queen  
rabbit  
ran  
really  
red  
right  
river  
room  
round  
run  
sat  
say  
school  
sea  
shouted  
sleep  
small  
snow  
something  
soon  
still  
stop  
stopped  
suddenly  
sun

take  
tea  
tell  
than  
that's  
there's  
these  
thing  
things  
think  
thought  
three  
through  
told  
took  
top  
town  
tree  
trees  
two  
under  
us  
use  
want  
wanted  
water  
way  
we're  
well  
where  
which  
white  
who  
why  
wind  
window  
wish  
work  
would  
yes