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Home Learning Pack Year 2

Guidance and Answers

Autumn 2



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Monday

Using Commas in a List (page 2)

A **comma** is a type of punctuation indicating a pause between parts of a sentence or separating items in a list. For example: The cat, dog, mouse and rat ran down the street. We don't put a **comma** before the word 'and' in a list.

The activity involves recognising and using **commas** in a list. The correct answers are shown below:

Question 1 – This question involves circling the **commas** in each sentence.

Max's best friends are Liam, Joe, Maisy and Connie. Lexi's favourite subjects are maths, music, Art and PE.

Question 2 – This question requires the child to read both sentences and tick one. Children may find it helpful to circle the **commas** to see if they placed correctly in the sentence.

A. Dan saw monkeys, lions, zebras and tigers at the zoo.



B. Dan saw, monkeys, lions, zebras and tigers at the zoo.



The **commas** are used correctly in the list of animals in sentence A because the commas start after the first animal in the list.

Question 3 – This question requires the child to check if the **commas** have been placed correctly in the list of family members. Your child will need to recognise that before the last word in a list of words 'and' should be used instead of a **comma**.

Joe is correct because 'and' should go after 'grandma', not a comma. The correct sentence is: Mia liked to visit her nan, granddad, grandma and uncle.

Week 1 Monday

Using Commas in a List – continued (page 2)

Question 4 – This question involves your child using the words in the word bank and **commas** to complete the sentence, including a list of foods.

My favourite foods are **strawberries, chocolate, chicken and pizza.**

or

My favourite foods are **chocolate, strawberries, chicken and pizza.**

The phrase 'and pizza' will be the final item in the sentence because it includes 'and' before the last item in the list.

Question 5 – This question requires the child to think of items an astronaut may need for a trip to space and what they might see. Your child may find it easier to write the items down first, before creating the sentences using the list and commas.

Various answers, for example:

The astronaut picked up his moon boots, helmet, a telescope and gloves. She saw rockets, shooting stars, craters and aliens on her trip to the moon.

Week 1 Tuesday

Using Adjectives in Sentences (page 3)

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. **Nouns** are naming words. It is a person, animal, thing or place.

The activity involves recognising and using adjectives in sentences and writing exclamations for a pirate ship they've seen. An **exclamation** is a type of sentence used when the writer wants to convey emotion or excitement. In the primary curriculum, exclamations begin with the words how or what, and end with an exclamation mark. For example: What a beautiful day!

Question 1 – This question involves identifying the most appropriate **adjectives** to complete the sentence. It may be useful for children to say the sentence aloud trying different **adjectives** in the blank spaces until they have orally created the sentence.

The clumsy pirate cut his finger on the sharp knife.

Clumsy means awkward in movement or handling things, so clumsy is the best word to describe the pirate. Sharp is the best **adjective** to describe the knife because it cut the pirate's finger and a blunt knife would not.

Question 2 – This question requires your child to place a tick in the box underneath the one word that has a different meaning to the underlined **adjective**, huge.

large	small	big	massive
	✓		

Small is the **adjective** that has a different meaning to huge because it is the only **adjective** in the table that means the opposite.

Question 3 – This question requires your child to move the words in order to create a sentence. It may be useful for your child to have the words on post-it-notes or paper so they can physically move the words to make the sentence.

The shiny gems shone in the old chest.

Question 4 – This question requires your child to add **adjectives** to the sentence. Firstly, your child needs to identify the **nouns** in the sentence (sail and mast) and then create different **adjectives** to describe each **noun** before choosing the best ones to create a new sentence.

Various answers, for example: The white sail fluttered at the top of the tall mast.

Week 1 Tuesday

Using Adjectives in Sentences – continued (page 3)

Question 5 – This question requires your child to imagine they can see a pirate ship. Using **exclamation** sentences that include **adjectives**, your child needs to create three different sentences for the image.



Various answers, for example:
What an enormous pirate ship that is!

The **adjective** is used to describe the pirate ship and the **exclamation** sentence is used to convey the excitement over the size of the ship.

Week 1 Wednesday

Using Adjectives in Sentences (page 3)

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. E.g. a **tall** girl.

The activity involves identifying and using appropriate **adjectives** in sentences. The correct answers are shown below:

Question 1 – This question involves your child rearranging the words in the word bank to create a sentence. They need to place the adjectives in front of the most appropriate nouns.

The old lady went to the busy shop.

Question 2 – This question involves your child identifying the most appropriate **adjectives** in the word bank and using them to complete the sentence. To help them, they may want to read the different adjectives in the sentence.

The naughty puppy ate my new slippers.

Question 3 – This question requires your child to underline the **adjective** that have been used correctly in the sentence. They need to identify the **adjectives** and decide whether they have been used appropriately in the sentence.

'Hungry' and 'small' should be underlined.

Question 4 – This question asks your child to circle the **adjective** which has a different meaning to **adjective** underlined in the sentence. They need to think carefully about the meaning of each word given.

Slow should be circled.

Question 5 – This question asks your child to add **adjectives** into the sentence before each noun. They will first have to identify the two nouns, bird and cat.

Various answers, for example: The pretty bird flew away from the hungry cat.

Question 6 – For this question, your child needs to use two of the adjectives in the word bank to write a sentence.

Various answers, for example: The fast car drove down the bumpy road.

Week 1 Wednesday

Using Adjectives in Sentences – continued (page 3)

Question 7 – This question involves your child reading the sentence carefully to identify whether or not the adjectives that have been used are appropriate and explain their reasoning. Their reasoning may vary.

False. Various answers, for example: A tired horse would relax, not gallop around a big field.

Week 1 Thursday

Double Adjectives with Commas (page 5)

The aim of this activity is for children to practise using double adjectives and to punctuate them correctly with a comma between the adjectives. **Adjectives** describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

Question 1 – Children should look for two adjectives, one after the other, in the sentence and put a comma between them.

A. The hot, dry weather is making me very thirsty; B. I really enjoy brushing my long, shiny hair.

Question 2 – In this true or false question, children should read the sentence and look for two adjectives together, with a comma between them. If the comma is missing, or if it has been placed somewhere else in the sentence, then it has not been used correctly.

False because 'walk' and 'in' are not adjectives, so they don't need a comma between them. The comma should be between 'steep' and 'tall'.

Question 3 – In this question, children can see two versions of the same sentence. They should decide which character's sentence has correctly used double adjectives with a comma between them.

Marie is correct because she has correctly placed a comma between her double adjectives (short, black).

Week 1 Friday

Adjectives after the Noun (page 6)

The aim of this activity is for children to recognise when and how to add two adjectives after the noun in a sentence.

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. **Nouns** are naming words. It is a person, animal, thing or place. A **verb** is a doing/action word such as jump, skip, shout.

Question 1 – For this question, children should read each sentence and find the noun in each one. Children will identify whether a statement about the position of adjectives in a sentence is correct.

The correct answer is: **False. Sentence C has the adjectives (brown/warm) before the nouns.**

Question 2 – In this question, children should try each of the given verbs in the sentence to see which one makes sense.

The correct answer is: **is**

Question 3 – Children should write the verb 'are' after the noun 'bikes' and think of two other adjectives that they could use to describe the bikes in order to finish the sentence. If their complete sentence makes sense, they can then decide whether Ron's statement is correct.

Ron is correct because the noun 'bikes' is plural, so the verb 'are' agrees with the subject. For example: Their red and black bikes are fast and shiny.

Week 2 Monday

Recognising 'because' and 'that' (page 7)

The aim of this activity is for children to recognise when and how to use the conjunctions 'because' and 'that'.

A **conjunction** is a word used to join two clauses. There are different kinds of conjunction such as for time (e.g. **after**), place (e.g. **where**) and cause (e.g. **because**).

Question 1 – For this question, your child need to decided whether all of the sentences have been joined together correctly. They will need to read each sentence in turn, to find out if they are all correctly joined.

The correct answer is: **False. A. correct, B. incorrect, C. incorrect, D. correct**

Question 2 – In this question, you child needs to write three complete sentences using the different parts provided to them. Each part must be used once. To do this they will need to match the sentence to a **conjunction** and final to the correct cause.

The correct answers are:

A: Ice cream hurts his front teeth because it is cold.

B: I do not like eating spicy food because it make my eyes sting.

C: Thelma is happy now that her singing exam is over.

Question 3 – Your child should decide whether Elliot has used the **conjunction** in his sentence correctly. They need to read the sentence carefully and use their knowledge of **conjunctions** to help explain their answer.

No, Elliot has not used the conjunction 'that' correctly. Elliot needs to use the conjunction 'because' as it links the main clause to the reason why his dad was too hot

Week 2 Tuesday

Using 'because', 'that', 'when' and 'if' (page 8)

The aim of this activity is for children to use the conjunctions 'because', 'that', 'when' and 'if' correctly within sentences.

A **conjunction** is a word used to join two clauses. There are different kinds of conjunction such as for time (e.g. **after**), place (e.g. **where**) and cause (e.g. **because**).

Question 1 – For this question, your child needs to circle the sentences that have used **conjunctions** correctly. To do this, it will help them to read each sentence aloud to help them hear if the sentence is correct.

The correct answer is: **A and B have used conjunctions correctly.**

Question 2 – In this question, your child needs to use the **conjunction** word bank provided to complete the sentences. They may also use the **conjunctions** more than once. It may help your child to reading the different **conjunctions** in the sentences to help them hear which **conjunction** is most suitable.

The correct answers are:

A. 'Damon enjoyed playing with his sister when she let him win' or 'Damon enjoyed playing with his sister because she let him win.'

B. 'Can I play outside with my friends when I eat all my food?' or 'Can I play outside with my friends if I eat all my food?'

C. Ella slept with her teddy because it was a present from her mum.

Question 3 – Your child needs to identify whose sentence correctly uses the **conjunction** 'that'. To help them, they need to read each sentence carefully. Once they have identified the correct sentence, they then need to suggest which **conjunction** would fit best in the incorrect sentence.

Rebecca's sentence is correct. She has used the conjunction 'that' correctly. Marcel's sentence could use the conjunction 'because': I ate all the oranges at snack time because I like them.

Week 2 Wednesday

Using Questions (page 9)

The aim of this activity is for children to use questions. A **question opener** is a word or phrase typically used to start a question, such as who, what, when or where.

Question 1 – Children should read the answers that are given in the speech bubbles and then read the three questions given for each speech bubble. They can then decide which question would receive the answer given in the speech bubble.

The correct answers are **C** and **A**.

Question 2 – In this question, children are given two partial questions in speech bubbles and two word banks containing different words that could start each question. Children should read each partial question and the possible **question openers** to decide which opener would make sense at the start of each question.

The correct answers are **Do you want to go swimming?**; **Could you pass a pencil to me please?**

Question 3 – In this question, children can see two characters (Omar and Jess) who are having a conversation. Omar has asked Jess a question and children can see the answer that Jess gave. They must write a question that Omar could have asked Jess, in order to get that response. Children must remember to use a question mark at the end of their question. As there are multiple answers to this question, we have given some possible options below.

Would you like to play outside?

Would you like to play outside Jess?

Would you like to play outside with me?

Week 2 Thursday

Using Commands (page 10)

Commands are sentences that give an order or an instruction. We use an exclamation mark (!) to punctuate commands that are orders. We use a full stop for commands that are an instruction or polite request.

The activity involves recognising **commands** that are polite and **commands** that are orders, choosing the correct punctuation to complete a command and writing their own commands using verbs. The correct answers are shown below:

Question 1 – This question involves using the same words to write the **command** again but changing the **command** from an order to a polite instruction.

Please stop shouting. Using 'please' at the beginning of the command makes the **command** a polite instruction and a full stop would be used.

Question 2 – This question requires your child to add a full stop or an exclamation mark to complete the **command**. Your child first needs to decide if the **command** is a polite request or an order.



Mrs Ropov shouted,

Don't run!

Mrs Ropov shouted and has not used words such as please so she has given an order. An **exclamation mark** would be used at the end of her **command**.

Question 3 – This question requires your child to use the verbs on the worksheet and apply the skills they have learned to create their own **commands** as a pirate captain.

Various answers, for example:



Count all of the gold coins!
Count the gold coins carefully.

Children need to show they can write **commands** using exclamation marks and full stops so two of their four **commands** must use an exclamation mark and two **commands** must use full stops.

Week 2 Friday

Using Commands (page 11)

Commands are sentences that give an order or an instruction. We use an exclamation mark (!) to punctuate commands that are orders. We use a full stop for commands that are an instruction or polite request.

The activity involves recognising **commands** that are polite and **commands** that are orders, choosing the correct punctuation to complete a command and writing their own commands using verbs. The correct answers are shown below:

Question 1 – This question involves identifying the polite **commands**.

Walk quietly to your classroom and *Please pick up all the rubbish* are **commands** because they are polite requests to complete an instruction.

Question 2 – This question requires your child to identify the words that could be used to start a command. The correct answers are: *fetch*, *mix* and *fold*.

add a full stop or an exclamation mark to complete the **command**. Your child first needs to decide if the **command** is a polite request or an order.

Mrs Ropov shouted and has not used words such as please so she has given an order. An **exclamation mark** would be used at the end of her **command**.

Question 3 – This question requires your child to choose the correct word to complete a **command**. They should try each word and decide which one makes sense. The correct answer is: *Stand*.

Question 4 – This question requires your child to read the sentence and add an exclamation mark to the command. *Get in line!*

Question 5 – In this question, your child is required to change the punctuation in the sentence. The correct answer is: *Get down before you hurt yourself!*

Question 6 – Your child is asked to think of three different commands using a given verb, and decide on the punctuation to be used. There are various possible answers, including: *'Push me!'*; *'Push that button please.'*; *'Don't push it!'*

Question 7 – In this question, your child is asked to read the words in the speech bubble and decide whether they form a polite request. The correct answer is: *Josie is incorrect because she has written a direct order. If she wanted to write a polite request she could have written: Please get out of the way.*

Additional Resources

Guided Reading – Fictional Neil Armstrong Competition (pages 12 - 13)

Children should read the text about a fictional competition and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the text first and discuss what it is about and what is happening and then answer the questions.

The answers to the questions are given below.

1. What date did Neil Armstrong take the first steps on the moon?

21st July 1969

2. What might the space party be like?

Various answers, for example: It might be great fun.

3. What did Neil Armstrong say when he took his first step on the moon?

"That's one small step for man, one giant leap for mankind."

4. How do you enter the competition?

You have to answer the question on the slip and post it to the address given or email it to competitions@thespacemuseum.org

5. Why is the event on the 21st July?

It is the anniversary of the moon walk.

6. What is the answer to the competition question?

B. Buzz Aldrin

7. Where is The Space Museum?

Moonlight Way, London

Additional Resources

Guided Reading – All about Maui (pages 14 - 15)

Children should read the poem and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning.

The answers to the questions are give below.

1. What type of god is Maui?

A demigod

2. Where is Maui from?

Polynesia

3. Who is Maui's mum?

Taranga

4. How many brothers does Maui have?

Maui has four brothers.

5. What type of text is this?

Mythical poem

6. How do you know?

It is written in rhyming couplets and tells the story of Maui, a demigod.

Additional Resources

Guided Reading – Coastal Holidays (pages 16- 17)

Children should read the holiday poster and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the poster first and discuss what it is about and the different features, and then answer the questions.

The answers to the questions are given below.

1. What is a coast?

The part of land that meets the sea.

2. Which coastal holiday would you most like to go on?

This question requires a personal response because it asks for an opinion on whether they would prefer the holiday to Blackpool or Cornwall. An example answer could be, I would like to go to Cornwall because I'd like to visit the lighthouse.

3. What does UK stand for?

United Kingdom

4. Which holiday is the cheapest deal?

Blackpool, because it is £60 per person.

5. Have you ever been to the coast before? If so, what was it like? If not, what do you think it would be like?

This question requires a personal response that depends on whether children have been to the coast before. If they have, they should give an answer based on their experience, such as, When I went to Blackpool, it rained all day but we still played on the beach. If they have not been to the coast, their answer should be an opinion (for example: I think it will be sunny at the seaside and I will be able to paddle in the sea).

6. Why do you think the brochure has pictures?

Various answers can be given (anything along the following lines is acceptable): It shows people what the places look like. It makes people want to go.

7. What is the slogan for Coastal Holidays?

It's time for a holiday on the coast, where the land meets the sea.

8. Why do you think the writer has used short sentences in small boxes instead of writing lots of text?

Children may have various suggestions, such as the boxes making it easier and more interesting to read.

Additional Resources

Guided Reading – Pirate Adventure (pages 18 – 19)

Children should read the story and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the text first and discuss what it is about and what is happening and then answer the questions.

The answers to the questions are given below.

1. Where do Pete and Polly explore?
The Seven Seas
2. What is the name of Pirate Pete's ship?
The Jolly Roger
3. What did Pete say when he woke up?
Pete said "Good morning, Polly!"
4. Where does Pete sleep?
In a hammock in his cabin.
5. How do you think Pete felt when he couldn't find Polly?
Pete was worried when he couldn't find Polly.
6. List three sounds that Pirate Pete heard.
A clank, a rattle and a clatter.
7. Where did Pirate Pete find Polly?
He found her in the treasure chest.
8. What game was Polly playing?
Hide and seek.

Assembly Activity

Celebration certificate

On the following page in this pack (page 22), we have included a 'Home Learning Hero' certificate for you to award. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel:

<https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be>

Home learning



HERO!

This certificate of brilliance goes to _____

..... for being **TOTALLY AWESOME** at

Signed _____

Date _____

