



26/04/23

# Year 2

## Remote Learning Pack

Dear Parents/Carers,

Due to the planned school closures over the next couple of weeks due to industrial action, this pack has been provided to support you with home learning and ensure that your child has access to a range of age-related activities, should you wish to use it. We have included many resources and ideas of how they can be used! It is also important for your child to have exercise and movement breaks as they would within the normal school day. So, embrace the day and do whatever is right for your child and individual family circumstances.

There is no expectation to complete the home learning and we recognise that many of you will be balancing your own work commitments along with supporting your child. Please use this pack in a way that suits you, your time schedule, and your child's development. Please do not feel under pressure to complete all the activities contained within this pack; we just wanted to provide you with a range of options to support your child's learning. There is probably about two weeks worth of learning contained within this pack!

You can also access SATs practice papers online should you wish to practice any test style questions:  
<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#key-stage-1-past-papers>

Should you wish to access any other remote learning, please refer to the government endorsed 'National Oak Academy':  
<https://classroom.thenational.academy/subjects-by-year>

Thank you for your continued support.

Mrs Longman & Mrs Flood

## Guided Reading: Activity 1 - 90 Word Fluency Challenge

Read the text 'A Pirate's Life For Me' and then answer the questions below. **Parent Guidance:** in age-appropriate books, a year 2 pupil should read words accurately and fluently without overt blending, at a rate of 90 words per minute. The first eight texts contain about 90 words; please keep re-visiting them to provide opportunities for your child to practice re-reading them to develop their fluency.

### A Pirate's Life For Me

Thursday 6<sup>th</sup> June 1708

Today has been a rough day at sea. The waves have been as tall as mountains and have been crashing onto the deck as loud as thunder. The harsh winds have torn down the Jolly Roger (our pirate flag) and have ripped the sails. The rigger has spent all afternoon repairing the damage and the cabin boys have been fixing the masts so that they will last the night.

The quartermaster told me today that our supplies are running low. We are very close to running out of food and we are starting to get scurvy because we have not had enough vitamins. We hope that our bad luck will change soon.

Over and out,

Captain Longworth



Questions:

1. What do you think might happen to the pirates next?

---

---

2. How is Captain Longworth feeling about being on the pirate ship? Give a reason.

---

---

---

3. What is the Jolly Roger?

---

---

4. Find and copy a word from the text which means the same as 'ripped'

---

5. Describe the weather conditions at sea using the text.

---

---

## Guided Reading: Activity 2 - 90 Word Fluency Challenge

**Read the text 'Female Pirates' and then answer the questions below.** **Parent Guidance:** in age-appropriate books, a year 2 pupil should read words accurately and fluently without overt blending, at a rate of 90 words per minute. The first eight texts contain about 90 words; please keep re-visiting them to provide opportunities for your child to practice re-reading them to develop their fluency.

### Female Pirates

Many years ago, woman were not allowed on ships as they were considered to bring bad luck and a stormy night of sailing. However, some women went against these rules and wanted to become pirates. Two famous female pirates were called Anne Bonny and Mary Read.

These two women dressed up as men and fought as pirates fiercely and fearlessly. In November 1720, the ship that Anne and Mary were on was captured by a pirate hunter called Captain Jonathan Barnet. These two women were the only people onboard who were brave enough to fight against the enemy although, sadly, they were outnumbered and did not win the battle.



#### Questions:

1. What was the name of the pirate hunter who captured the ship that Anne and Mary were on?

---

---

2. Why did Anne and Mary dress up as men?

---

---

---

3. What is the Jolly Roger?

---

---

4. Find and copy two adverbs to describe how Anne and Mary fought.

---

5. Why did Anne and Mary not win the battle?

---

---

## Guided Reading: Activity 3 - 90 Word Fluency Challenge

Read the text 'Stowaway Stefan' and then answer the questions below. **Parent Guidance:** in age-appropriate books, a year 2 pupil should read words accurately and fluently without overt blending, at a rate of 90 words per minute. The first eight texts contain about 90 words; please keep re-visiting them to provide opportunities for your child to practice re-reading them to develop their fluency.

### Stowaway Stefan

The weather was terrible. I needed somewhere to hide; anywhere would do. I crawled inside a wooden crate, filled with straw and potatoes. The shelter was much needed – I was soaked to the skin and beginning to shiver. The next thing I knew, the crate lifted into the air, swaying backwards and forwards like a child on a swing.

The box dropped to the ground with a thump and, as it did, the lid flew open. I plucked up the courage to peer over the edge of the box. I was in the bowels of a mighty pirate ship and an ugly face was looking back at me.



#### Questions:

1. What do you think might happen to Stefan next?

---

---

---

2. How might Stefan have been feeling at the start of the story? Give evidence from the text.

---

---

---

3. What was inside the crate that Stefan hid in?

---

---

4. '*I was soaked to the skin*' What does this phrase mean?

---

---

5. Where do you think the pirate ship is going?

---

---



## Guided Reading: Activity 4 - 90 Word Fluency Challenge

Read the text 'How to Make a Pirate Stew' and then answer the questions below. **Parent**

**Guidance:** in age-appropriate books, a year 2 pupil should read words accurately and fluently without overt blending, at a rate of 90 words per minute. The first eight texts contain about 90 words; please keep re-visiting them to provide opportunities for your child to practice re-reading them to develop their fluency.

### How To Make A Pirate Stew

On a misty, stormy morning, there is nothing better to warm your bones than a hearty bowl of pirate stew.

#### You will need:

- Fifteen shells from slimy sea snails
- A big jug of salty seawater
- One bunch of slippery seaweed
- Two shark's eyeballs
- The front tooth of an octopus
- A large, metal pot
- A grubby, wooden leg to stir it with.



#### Method:

1. First, throw all of the nasty supplies into the pot.
2. Next, place the pot onto a raging fire and leave it to bubble and boil for three and a half days. Stir it with a wooden leg to get rid of any lumps.
3. Finally, slop it into bowls and try your best not to be sea sick.

#### Questions:

1. What **two** adjectives has the author used to describe what a morning can be like?

---

2. Why do you think the author says '*try not to be seasick*' as an instruction?

---

---

---

3. How many shells from sea snails do you need for the recipe?

---

4. Why do you think all the supplies are just thrown into the pot and not measured?

---

---

Read the poem 'Yo, Ho, Ho!' and then answer the questions on the next page. Remember to re-read the text to find the answers you need.

Yo, Ho, Ho!

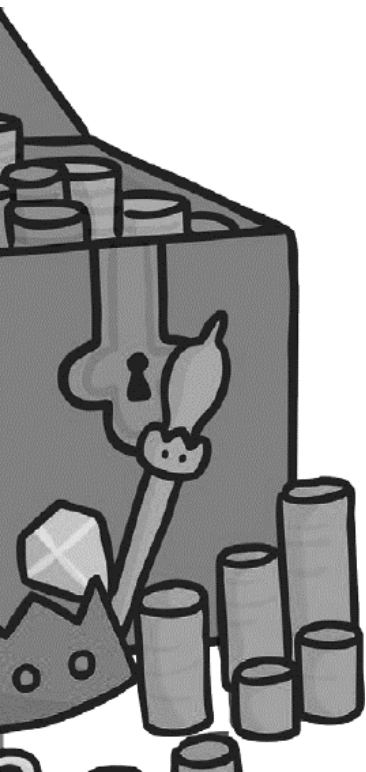
There once was a young boy called Fred,  
Who wore a strange hat on his head,  
Some people asked, "Why?"  
And out come a sigh,  
"Because I'm a pirate!" he said.

The young boy, whose last name was Barrett,  
Had hair that was bright like a carrot,  
Wore a patch on his eye,  
And a sword on his thigh,  
On his shoulder, there sat a green parrot.

He boarded a tall pirate ship.,  
And set off round the world on a trip,  
The pirates were scary,  
All stinky and hairy,  
Never using the sea for a dip!

They hunted all day for gold,  
In a treasure chest broken and old,  
But they got in a flap,  
When they read the wrong map,  
And found fish bones all covered in mould!

So, if you know Pirate Fred, best beware,  
With him you should always take care,  
You won't find it funny,  
When he steals all your money,  
As he's never quite learnt how to share!





1. What word in the poem rhymes with 'hairy'?

---

2. Why did the pirates '*get in a flap*'?

---

---

3. What do you think the words '*best beware*' mean?

---

---

4. Find and copy the words that describe Fred's hair.

---

5. Would you like to be a pirate on the same ship as Fred? Explain your answer.

---

---

---

---

6. What type of person do you think Pirate Fred is? Give reasons using the text.

---

---

---

7. How do you think Pirate Fred was feeling as he boarded the tall pirate ship?

---

---

---

8. Why do you think Pirate Fred let out a sigh when people asked him questions about his hat?

---

---

Read the text 'The Curse of the Black Shell' and then answer the questions. Remember to re-read the text to find the answers you need.

### The Curse of the Black Shell

The pirates had landed on the beach just after 12 o'clock. The weather was hot. They had not had fresh water to drink for days and food was running low. Captain Jones had ordered the pirates to begin digging up the sand. He was searching for a chest full of buried treasure.

1. What was the weather like on the beach?

---

2. What were the pirates looking for?

---

---

After hours of digging, Jack the cabin boy hit something hard with his spade. He scooped away the sand with his hands until he could see an old, wooden treasure chest. "Captain Jones, I've found it!" shouted Jack with joy. All of the pirates on the beach ran over and made a circle around Jack and the chest. "Open it, boy," shouted Captain Jones.

3. What did Jack the cabin boy use to dig with? (Give two answers)

---

4. Find and copy two words which describe the treasure chest.

---

Jack the cabin boy tugged and tugged until the lid finally came loose. As he began to open it, a cloud of glittering grey smoke came out of the box.



"What is that?" asked Captain Jones, covering his mouth and coughing. Jack leaned in for a closer look. As he got closer, he listened carefully and he could hear a quiet, evil laugh. "It's a curse!" cried Jack.

5. Was the lid easy to open? Explain how you know.

---

---

---

---

---

---

---

[illegible]

Read the text 'A Pirate in my Paddling Pool' and then answer the questions. Remember to re-read the text to find the answers you need.

### A Pirate in my Paddling Pool

"There's a what?" asked mum, thinking that she has misheard. After all, she had been very busy making dinner when Clare had burst into the kitchen. "A pirate, mum" urged Clare. "There's a pirate in my paddling pool." "A pirate?" questioned mum, still sure that Clare must have said something else.



"Yes, mum. A real-life pirate. He has a parrot on his shoulder and everything!" Clare shouted not quite sure what part of the story mum didn't understand. "Quick - come and have a look!" She grabbed mum's hand and led her through the back door, past the vegetable patch and all the way to the furthest corner of the back garden, where the sandbox and paddling pool sat next to the slide.

Sure enough, sitting in a soggy heap in the middle of the pool, was a pirate. A burly, wet pirate with a wooden leg, one eye covered with a patch and a colourful parrot sat on his shoulder. "Polly wants a cracker!" the pirate's feathered friend squawked as the pirate took off his shoe and poured out the water.

1. List three things the pirate had.

---

---

---

2. What was next to the paddling pool in the garden?

---

---

3. Why did mum think she must have misheard what Clare had said?

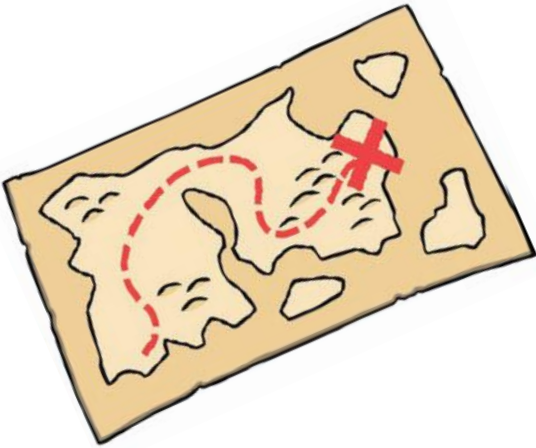
---

---

---



“Erm... hello there, sir... are you okay? How may we help you?” said mum nervously. “Aye, Aye, me hearty! I’m as splendid as a cod in the morning!” the pirate replied, grinning to reveal a mouth full of missing teeth! “It’s just... I’m not quite sure why there is a pirate sitting in my daughter’s paddling pool, that’s all,” replied mum. She was trying to be polite but she was starting to wonder if this was actually a dream.



The pirate tilted his head and a look of confusion spread across his face. “I don’t think he understands you, Mum” said Clare. “Let me Try” she stepped towards the paddling pool and bent down, as if talking to a child. “Ahoy, me hearty!” bellowed Clare, in her very best pirate voice. She had seen it done in films. “What’s a salty sea dog like ye doin’ in our ‘ere paddling pool?” she asked.

“Ahh, me land lubber!” the pirate replied. “I have me self a map. It leads to the finest treasure this land ‘as ever seen ... only, I seem to ‘ave gotten meself a bit... lost.”

1. Why did not the pirate not reply to Clare’s mum?

---

---

2. What did Clare do differently to get the pirate to respond?

---

---

3. *‘The pirate tilted his head and a look of confusion spread across his face.’*

Why do you think that the pirate was confused?

---

---

---

4. Why did the author say that mum spoke **nervously**?

---

---

---

Read the second part of the text 'A Pirate in my Paddling Pool' and then answer the questions. Remember to re-read the text to find the answers you need. You may wish to re-read the first part again before continuing the activity.

### A Pirate in my Paddling Pool

"Treasure?" said Clare, liking the sound of what she had heard. "Aye, me bonny lassie, treasure" It says 'ere that X marks the spot and somewhere around 'ere garden, lies the treasure of Davey Jones," said the pirate. "Who's Davy Jones?" asked Clare. The pirate's face dropped.



"Why, you're dafter than a sponge," uttered the pirate. "Davy Jones is only the most famous pirate that's ever sailed the Seven Seas," he explained, standing up in the paddling pool and swinging his sword left and right. Mum pulled Clare backwards, out of the way. "I say, I say," the pirate continued. 'There'll be some golden coins in it for you land lubbers if you help me to find my bounty," he said.

Clare looked at mum. She didn't need to say anything – her face said it all. She smiled at mum sweetly with a twinkle in her eye. "okay, okay, but we've only got fifteen minutes," agreed mum. Dinner will get cold.

1. Why do you think that Clare *'liked the sound of what she heard'*?

---

---

---

2. What do you think mum, Clare and the pirate will do next?

---

---

---

---

---

3. Who is Davy Jones?

---



Read the non-fiction text 'Pesky Pirates!' and then answer the questions on the next page. Remember to re-read the text to find the answers you need.

### Pesky Pirates!

#### Who are pirates?

A pirate is someone who attacks or robs ships. Pirates have been around for thousands of years. There was a 'Golden Age' of piracy a few hundred years ago, where more than 5000 pirates sailed the seas, looting ships in different parts of the world.



#### What did pirates steal?

Pirates are well known for stealing treasure, such as gold and silver. But in real life, pirates also stole many other things. They often took food, such as rice and fish, so that they didn't go hungry. They also stole things like candles, soaps, spices, cocoa, cotton, wood and cannons.

#### Famous Pirates

Edward Teach was the world's most feared pirate. He was known by the name 'Blackbeard' because of his thick black beard. He had a wooden peg leg. Mary Read and Anne Bonny were the most famous women pirates. They worked together to capture ships in Jamaica.



#### What did pirates eat and drink?

Pirates went to sea for a long time. Fresh food, such as meat and cheese, would go off very quickly. Spices and herbs were used to make rotten food taste better. Pirates also ate dried beans and hardtack biscuits (which were not very nice!).

Pirates drank beer rather than water because their water used to turn green! Rum was also a very popular pirate drink and would keep much longer than water. Grog was a mixture of water and rum.

#### Did you know?

- The skull and crossbones flag at the top of a pirate ship is called the Jolly Roger.
- It is believed that pirates wore eyepatches to help keep one eye focused to night vision for seeing below the deck.

1. How many pirates were there during the 'Golden Age' of piracy?

---

2. Name three things that real pirates used to steal.

---

---

---

3. Who was the world's most feared pirate?

---

4. Write the names of the two most famous women pirates and explain what they worked together to do.

---

---

---

---

5. What is grog?

---

---

6. What did pirates use spices and herbs for?

---

---

---

7. Why did pirates wear eyepatches?

---

---

---

8. What does 'looting' mean?

---

---

Read the non-fiction text 'Pirates!' and then answer the questions on the next page. Remember to re-read the text to find the answers you need.

## Pirates!

Pirates have been around since ancient times but most piracy happened during the 1600s and 1700s. This is called the Golden Age of Piracy,



### Pirate Ships

Pirate ships were often ships which had been captured during raids. Some pirate captains would start with a small ship and crew and would capture larger ships then persuade more crew members to join them. Although larger ships could hold more people, small ships could sail quicker and travel more easily into narrow or shallow waters.

### Pirate Clothing

Pirates of this time usually wore short, buttoned jackets, shirts and trousers or breeches (short trousers fastened just below the knee). Headscarves and bandanas were also common. The captain might have worn a tricorne hat.

### Pirates Today

Most people think pirates only existed long ago, but pirates do still exist today in places around the world. They don't dress like Blackbeard but have attacked many ships in the oceans.

### Famous Pirates of the Golden Age

Captain Blackbeard captured a ship, added 40 cannons and renamed it 'Queen Anne's Revenge'. He and his crew sailed the Atlantic and Caribbean Seas. People were very frightened of him.

John 'Jack' Rackham was an English pirate captain who is famous for the design of the Jolly Roger flag. He raided ships in the Bahamas and Cuba.

### Other Facts

- Pirates believed whistling on a ship could cause a storm.
- As far as we know, pirates never used treasure maps. This could have been an idea which was made up for pirate stories. Also, no famous pirate ever had a wooden peg leg or a hook for a hand.
- They had rules about behaviour on the ship and how stolen goods would be shared out.

1. How long have pirates been around?

---

2. How did pirates with small ships gain larger ships?

---

---

---

3. What is good about smaller pirate ships?

---

4. Write a fact about Captain Blackbeard and John 'Jack' Rackham.

---

---

---

---

5. Do pirates exist today? What is different about them?

---

---

6. Why might you not hear pirates whistling on their ships?

---

---

---

7. What are breeches?

---

---

---

8. Did all pirates use treasure maps?

---

---



# Extra Reading Ideas

We appreciate that the guided reading activities we have provided in this pack are generic and do not meet the personalised needs of all children. The text difficulty is variable and may be too difficult or easy for your child to read independently. Please do provide support if necessary. You could read the text to your child at bedtimes and then they could read them to you before answering the comprehension questions. These texts can be kept and re-read to support your child in becoming confident, fluent readers. The texts can also be used to identify phonemes (sounds); please encourage your child to add sound buttons to support their reading.

We have also shared some other ideas of activities that your child could do at home to support their reading development. Resources have been included on the next few pages to support with these activities. **Some of these activities might be the same as those that were contained in previous packs as they are templates, but they can be repeated with different books.**

- Book Review – When your child has read a book at home ask them to complete a book review.
- Design a new character – After reading a story, ask your child to create their own new character for that story. What would they look like? What would they behave like? Why did they choose to create this character? Could they develop their self as a book character? Would would they behave like?
- Design a new book front cover – What is your child's favourite book? Can they design and create a new book front cover?
- Read a story at home and then create a comic strip to demonstrate understanding of the book.
- Create a fact file! This could be about famous pirates from the past. Children can also investigate the seas and islands where pirates are active.
- Write a character description of your favourite character from a book you have read.
- Read the beginning of a story and write your own ending.
- Practise Reading the High-Frequency and Common Exception words that are linked to your child's book band (included on next few slides). These are the same as those that have previously been shared as they are statutory for children in year one and we want them to develop their automatic sight recognition of these words as this will support their reading fluency.
- Practise reading real and alien words using your phonics knowledge. You can recap the sounds by watching the videos provided by teachers. Encourage your child to add sound buttons to identify the graphemes and support them in decoding new and unfamiliar words.

Green Books

was	under
there	fell
were	end
one	best
them	stopped
every	park
don't	lived
from	horse
garden	rabbit
their	want
laughed	over
time	wanted
Mrs	eat
off	food
make	fox
let's	stop
place	door
girl	mouse
morning	next
first	that's
live	night
three	around

Orange Books

when	pulled
Mr	fly
just	water
people	how
could	or
old	didn't
called	everyone
much	our
told	two
great	I'll
room	began
last	other
because	right
before	sea
queen	these
each	something
air	may
better	found
eggs	soon
once	couldn't
miss	I've
white	why

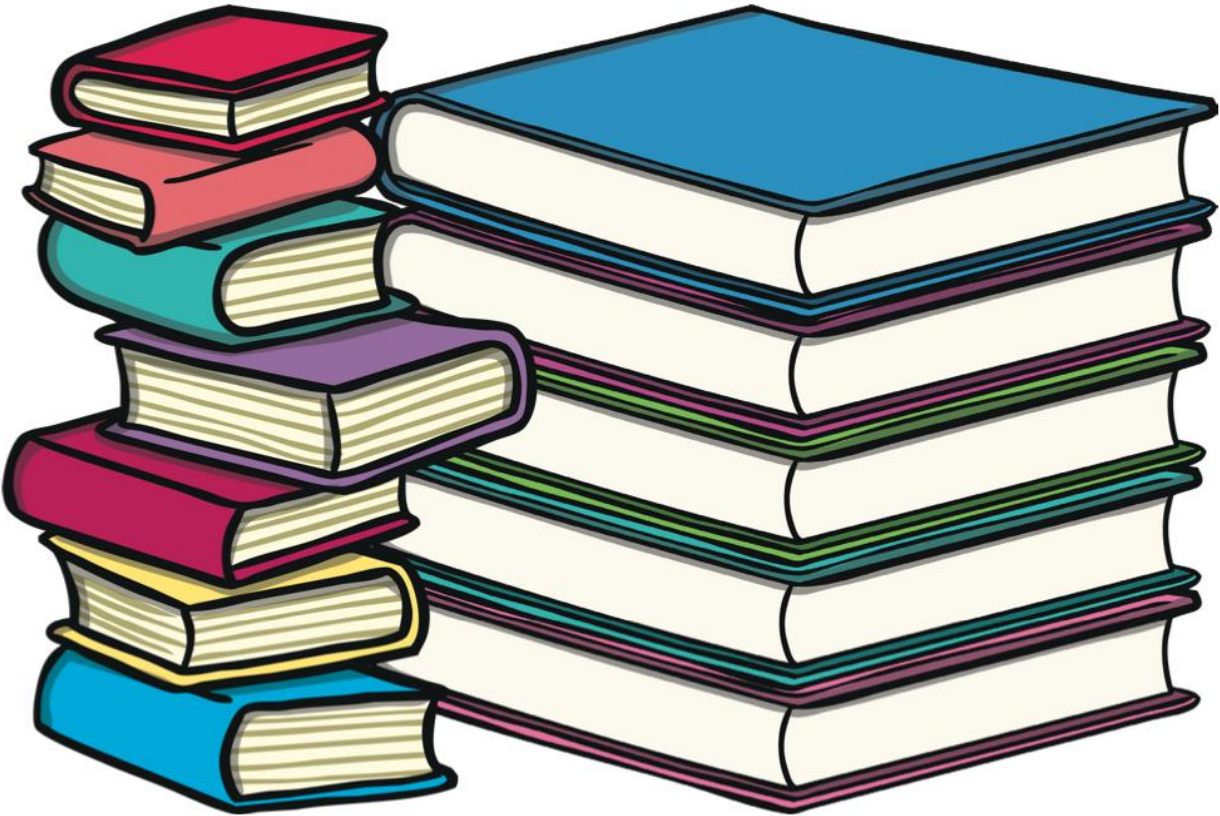
**Turquoise Books**

<i>it's</i>	<i>across</i>
<i>about</i>	<i>hard</i>
<i>asked</i>	<i>even</i>
<i>would</i>	<i>gran</i>
<i>took</i>	<i>eyes</i>
<i>know</i>	<i>grandad</i>
<i>things</i>	<i>than</i>
<i>more</i>	<i>king</i>
<i>through</i>	<i>only</i>
<i>been</i>	<i>many</i>
<i>gave</i>	<i>suddenly</i>
<i>never</i>	<i>head</i>
<i>small</i>	<i>must</i>
<i>think</i>	<i>well</i>
<i>work</i>	<i>magic</i>
<i>use</i>	<i>any</i>
<i>most</i>	<i>dark</i>
<i>grow</i>	<i>cold</i>
<i>coming</i>	<i>he's</i>
<i>kind</i>	<i>mind</i>
<i>class</i>	<i>busy</i>
<i>hold</i>	<i>past</i>

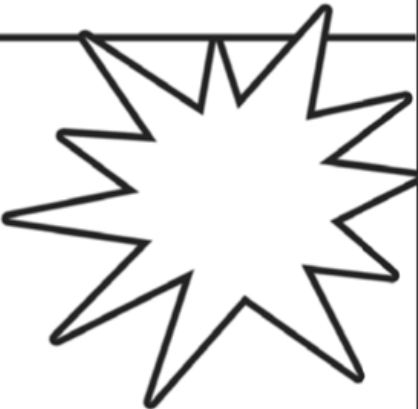


Purple Books

animals	giant
narrator	along
another	plants
clothes	dragon
different	we're
which	beautiful
there's	sure
really	child
behind	climb
both	wild
gold	hour
steak	pretty
path	bath
prove	improve
whole	half
sugar	Christmas
everybody	poor
should	pass
break	climbed
knocked	youngest
pride	during
knew	important



A series of horizontal lines for writing, consisting of 15 evenly spaced lines.



**WANTED!**

---

---

---

---

---

---

---

---

---

---

Title:

---

---

Author:

---

---

I would give it



stars

What the book was  
about:

---

---

A short recap of the plot:

---

---

---

---

---

---

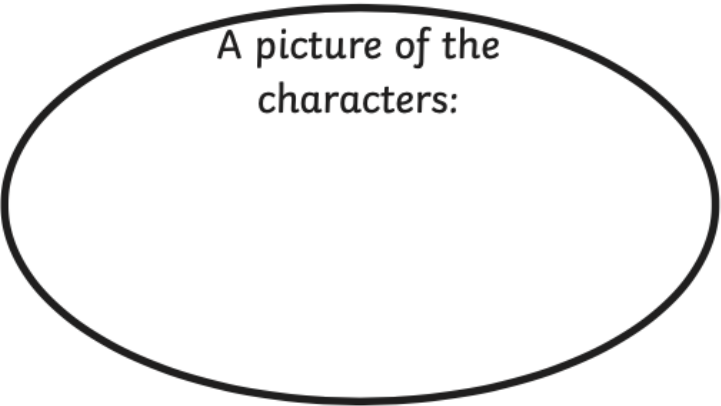
---

---

---

---

A picture of the  
characters:



The dilemma and how it was resolved:

---

---

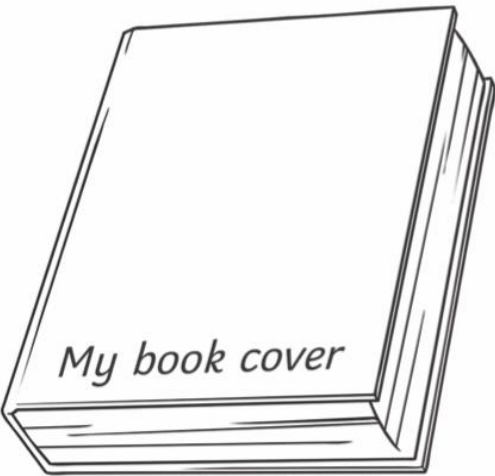
---

My favourite part of the book:

---

---

---



Plot

Event 1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Event 2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Event 3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Book Title** \_\_\_\_\_

**Author** \_\_\_\_\_

**Illustrator** \_\_\_\_\_

Genre (tick as many as apply to your book)

<input type="checkbox"/> fiction	<input type="checkbox"/> scary	<input type="checkbox"/> animal story
<input type="checkbox"/> non-fiction	<input type="checkbox"/> fairy tale	<input type="checkbox"/> biography
<input type="checkbox"/> fantasy	<input type="checkbox"/> adventure	<input type="checkbox"/> historical
<input type="checkbox"/> humour	<input type="checkbox"/> sports	<input type="checkbox"/> mystery
<input type="checkbox"/> other _____		

Setting

\_\_\_\_\_

\_\_\_\_\_

Picture of the setting

A large, empty circle intended for a drawing of the book's setting.

Character

A large, empty rectangle intended for a drawing of a character from the book.

Name \_\_\_\_\_

Personality \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Physical Appearance \_\_\_\_\_

\_\_\_\_\_


How I feel about this character and why: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cause and Effect of one of the events in the book

Cause	Effect
	

My Star Rating



Why I rated the book \_\_\_\_\_ stars

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This book made me feel \_\_\_\_\_ because \_\_\_\_\_

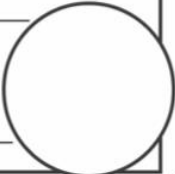
\_\_\_\_\_

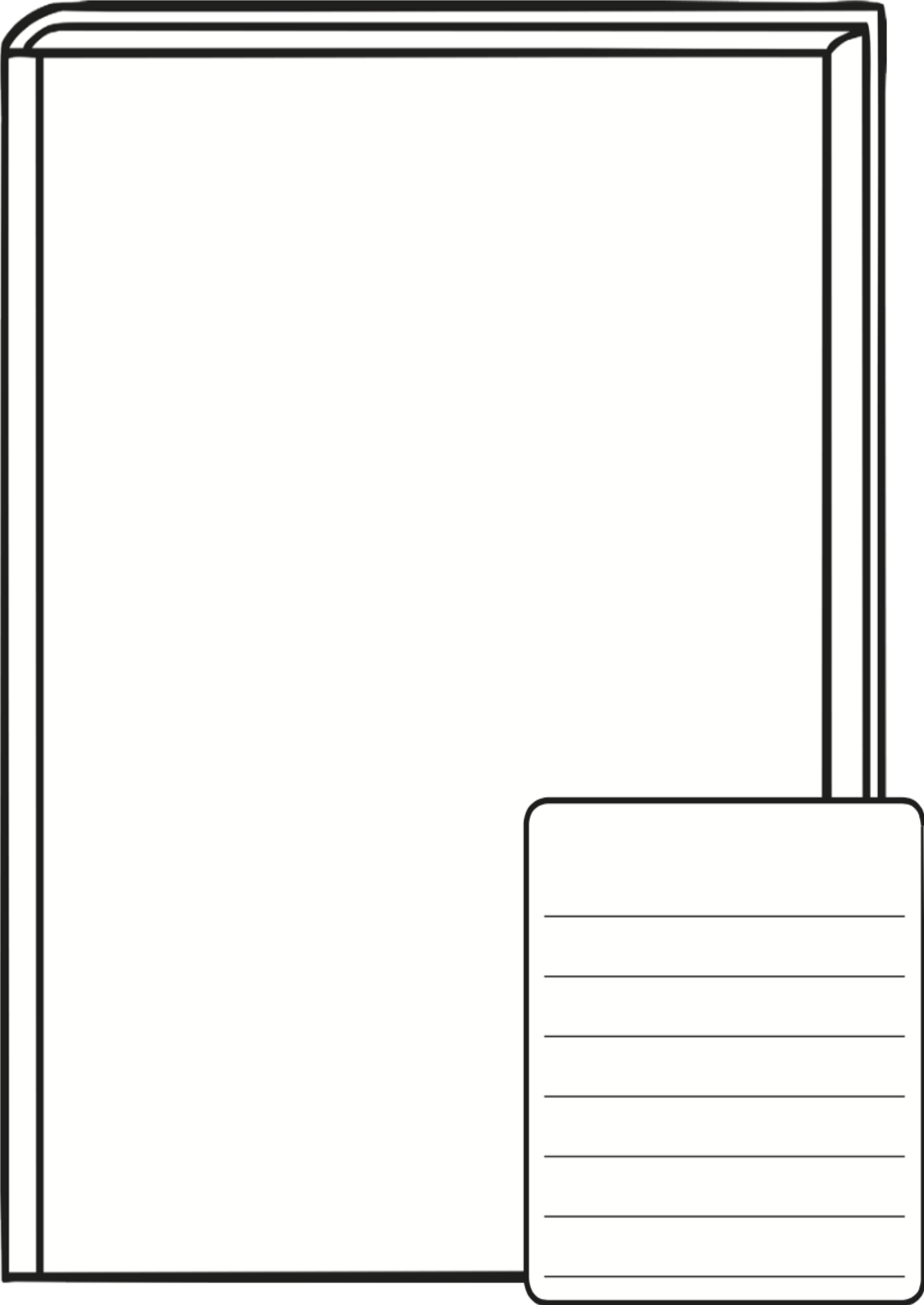
\_\_\_\_\_

\_\_\_\_\_

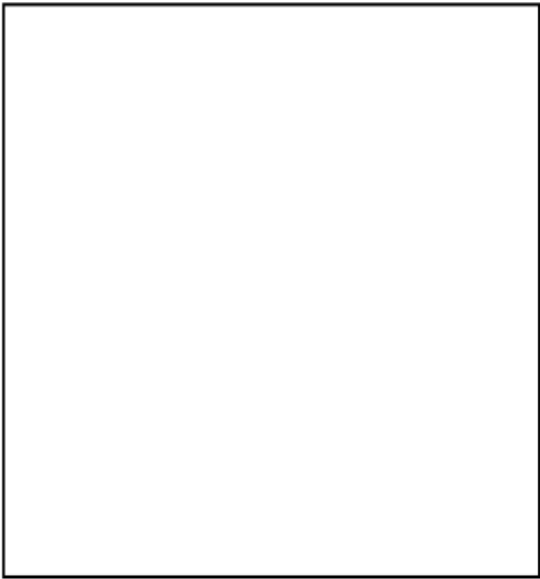
\_\_\_\_\_

draw how you felt!





**Guided Reading: Create A Book Character**



Name: \_\_\_\_\_

Handwriting practice lines consisting of 20 horizontal lines.





# Maths Activities

Again, we appreciate that these maths activities do not meet the personalised needs of all children. Therefore, please use them as you feel best. We also wanted to share some other ideas of activities that you could do with you child at home to continue to support their maths development.

- Counting games – starting at different numbers can children count on in steps of two, five and ten forwards and backwards.
- Recalling number bonds within 10 and related facts within 20. This will greatly support children's fluency and mental efficiency. E.g.

$$8 + 2 = 10 \text{ so } 12 + 8 = 20 \text{ and } 32 + 8 = 40$$

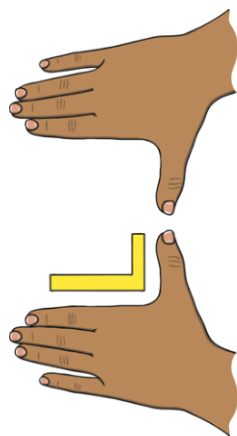
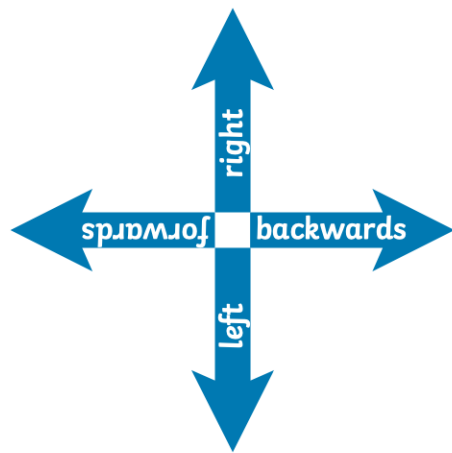
It is good practice to encourage children to use their bonds to mentally get them to the next multiple of 10 as this supports mental fluency when solving addition and subtraction problems.

- Practical money scenarios such as playing shops. Give children a bag of coins and write amounts. Can children make different amounts using different coins? Can they work out given change after spending amounts?
- Times tables – Children should learn their twos, threes, fives and ten times tables fluently and be able to use these facts to support with division calculations.
- Telling the time – Children should be able to read the time on the clock to the nearest 15-minute interval. Once children are confident with this, please begin to practise reading the time on a clock to the nearest five minutes (analogue clock).
- Fractions – Get creative with food! Can children find fractions of objects, numbers and amounts? Focus on quarters, halves and thirds.
- Cooking and Baking – Lots of measurement objectives can be covered during a cooking/baking activity. Encourage children to weigh out their own ingredients and read scales.
- Any opportunities to practise using all four operations (addition, subtraction, multiplication and division) within problems that occur at home are fantastic! This could be with buying food, sharing quantities, working out how much is left, and calculating pocket money for jobs etc. Try and give real life contexts such as arranging a party and buying food etc.

# Position and Direction

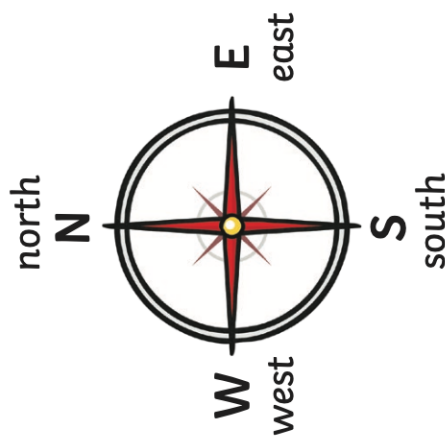
## Knowledge Organiser

### Describing Straight-Line Movement



### Left and Right

The hand that makes an L shape is the **left hand**.



### Key Vocabulary

forwards

backwards

left

right

north

south

east

west

quarter turn

half turn

three-quarter turn

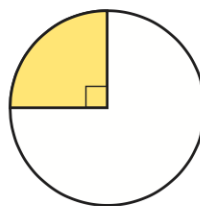
clockwise

anticlockwise

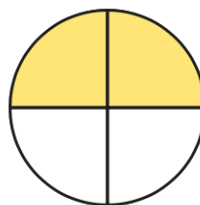
pattern

sequence

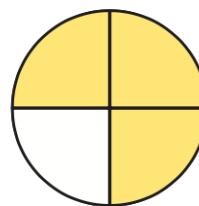
### Describing Turns



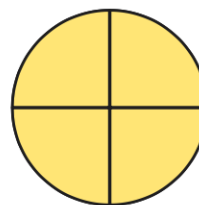
quarter turn



half turn

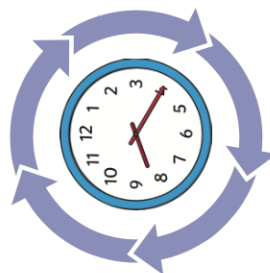


three-quarter turn



full turn

**clockwise**



**anticlockwise**



If the turn is in the same direction as the hands of a clock, it is **clockwise**.

If the turn is in the opposite direction to the hands of a clock, it is **anticlockwise**.

## Position and Direction: Describing Movement

1. Practise giving a family member directions to they can move around the house. Use positional language: forwards, backwards, left, right, behind, in front, etc. You need to be specific of how many steps they need to take or they will bump into obstacles.

- Direct a family member to the kitchen from the lounge.
- Direct a family member to the bedroom from the lounge.
- Direct a family member from one part of the garden to another.

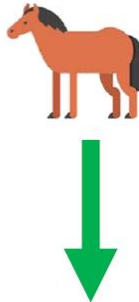
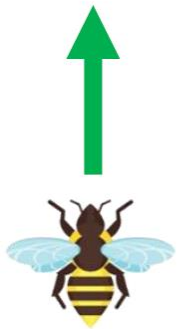
2. In which direction is the crab moving?



3. In which direction is the zebra moving?



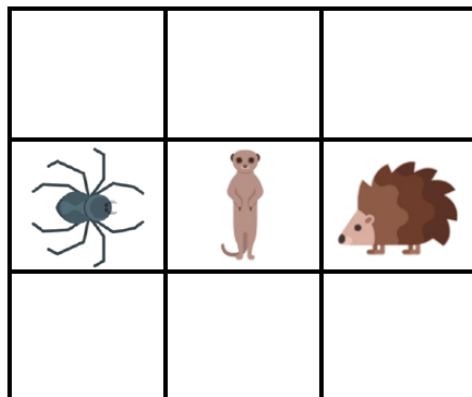
4. Circle the creature which is moving to the left.



Circle the creature which is moving forwards.



5. True or false? The hedgehog is to the right of the meerkat. You may find it helpful to stand as if you are the meerkat.

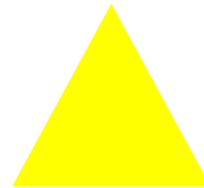


**Position and Direction: Describing Turns**

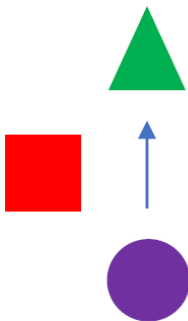
1. Draw what the shapes would look like after a half turn anti-clockwise. (You may wish to draw and cut out the shapes on a spare piece of paper so you can move them).



2. Draw what the shapes would look like after a quarter turn clockwise.

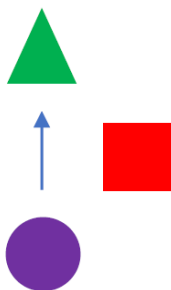


3. Which shape would the arrow be pointing at after a quarter turn anti-clockwise?



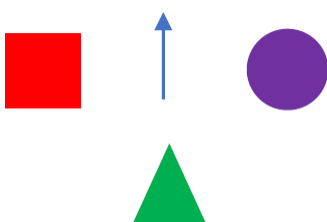
\_\_\_\_\_

4. Which shape would the arrow be pointing at after a half turn clockwise?



\_\_\_\_\_

5. Which shape would the arrow be pointing at after a half turn anti-clockwise?



\_\_\_\_\_

Position and Direction: Describing Turns

1. Describe how the triangle has moved.



The triangle has made a \_\_\_\_\_ turn.

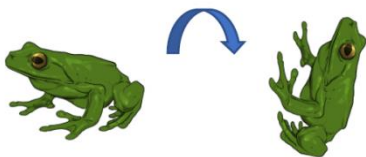
2. Describe how the triangle has moved.



The triangle has made a \_\_\_\_\_ turn.

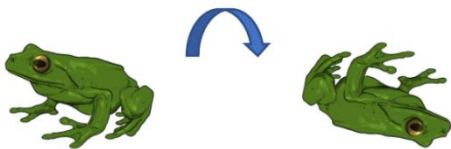
3. True or false?

The frog has made a quarter turn anti-clockwise.



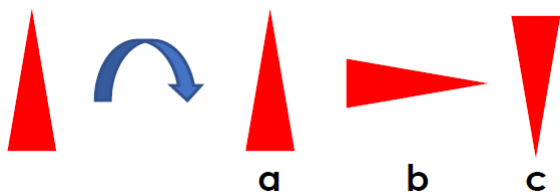
\_\_\_\_\_

4. The frog has made a whole turn clockwise.



\_\_\_\_\_

5. The triangle makes a whole turn clockwise. Which one is it now?



6. True or false? The shape could have made a three quarter turn to get to its new position.

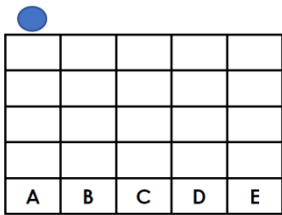
New position:



\_\_\_\_\_

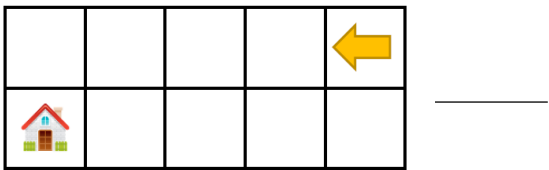
Position and Direction: Describing Movement and Turns

1. Fill in the blanks to reach the letter C.

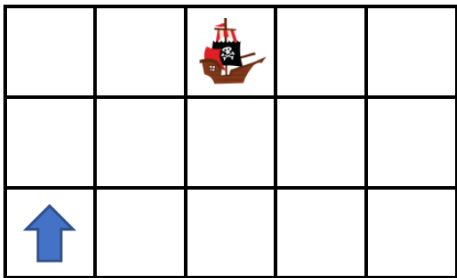


The counter moves down 4. Right \_\_\_\_.  
Down 1.

2. Move 4 steps forward. How many quarter turns **right** to face the house?



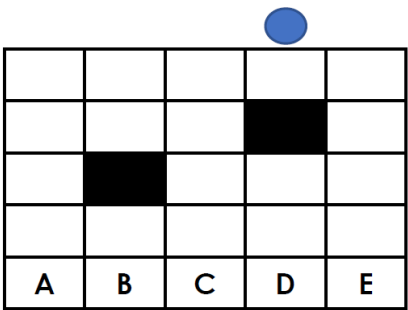
3. True or false? The pirate will be at the ship if she moves forward 2. Turns one quarter right. Moves forwards 2.



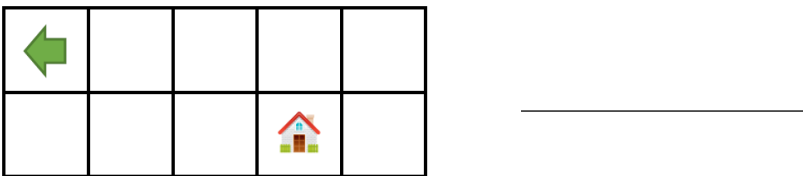
4. Fill in the blanks to reach the letter B.

The counter moves down 1. Left 1.

Down \_\_\_\_ times. Left 1. \_\_\_\_ 1.



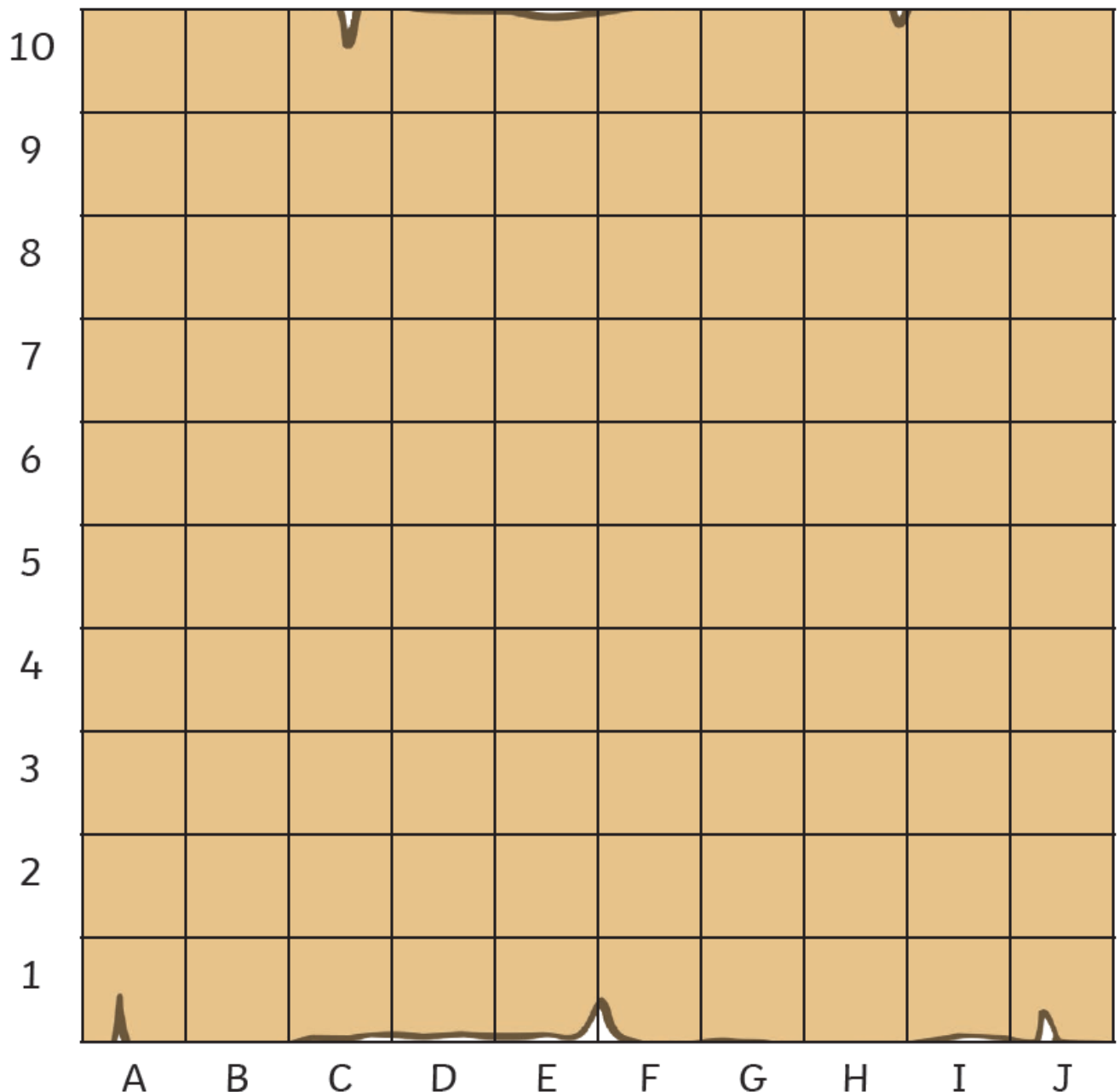
5. Move 3 steps back. How many quarter turns clockwise to face the house?



6. Draw your own treasure map and write directions to describe to the pirates the moves and turns they need to make to find the treasure. You can use the template on the next page.

# **Position and Direction: Blank Treasure Map**

Hide items on the map below and then write directions to instruct your pirate who starts in F1 how to get there.



Guidance:

- Ask a family member to test out your instructions.
- Remember to be specific on moves and turns.
- If an instruction is wrong; have another go.
- You could make it harder by putting dynamite squares that cant be stepped in on to your treasure map.

**Position and Direction: Following Directions**

The very messy pirate has left his stuff everywhere! Can you follow the directions and help him gather it all up? Start facing north from the dark blue square. Record what each direction leads you to.



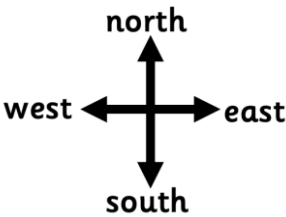
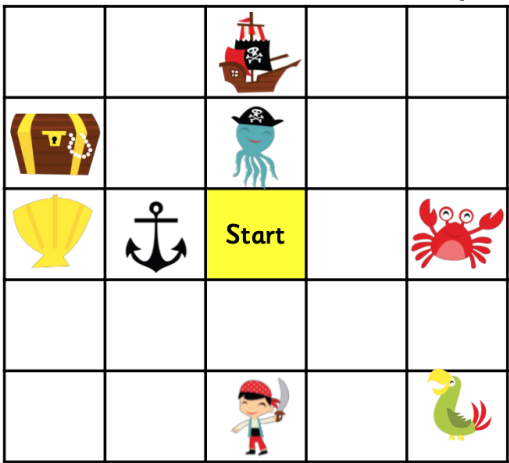
**Instructions:**

- 1. Forward 1, left 2 = \_\_\_\_\_
- 2. Right 2, forward 3 = \_\_\_\_\_
- 3. Forward 2, right 1, forward 2 = \_\_\_\_\_
- 4. Forward 3, left 1, back 2 = \_\_\_\_\_
- 5. Right 3, forward 1, left 2 = \_\_\_\_\_
- 6. Forward 1, right 3, back 1 = \_\_\_\_\_
- 7. Forward 2, right 3 = \_\_\_\_\_
- 8. Left 1, forward 3, left 1, forward 1 = \_\_\_\_\_
- 9. Forward 4 left 2, back 1, right 1 = \_\_\_\_\_

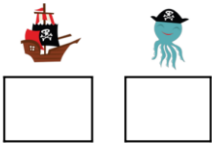


Position and Direction: Pirate Adventure

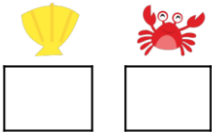
1. Follow the instructions. Which space have I landed on?



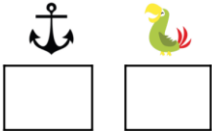
From start, move north 2 spaces.



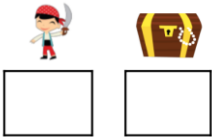
From start, move east 2 spaces.



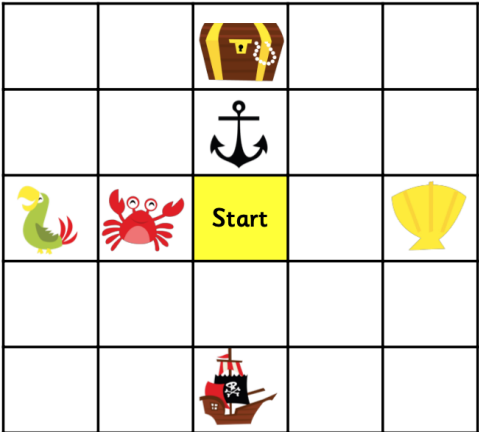
From start, move west 1 space.



From start, move south 2 spaces

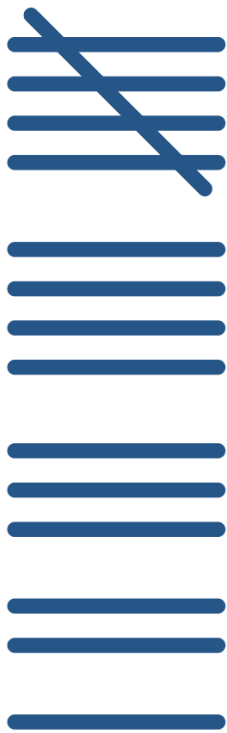
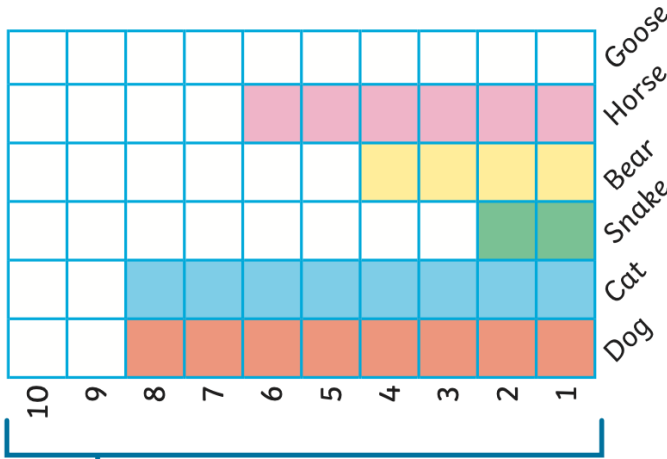



2. Write the instructions to land on the given space. The first one has been done for you!



From start, move north 2 spaces.



Statistics			Knowledge Organiser																	
Key Vocabulary		Tally Charts	Block Diagram																	
data	Tally marks look like this: 		<p>A block diagram represents data using blocks. One block represents one item.</p> <p>In this block diagram, the <b>y-axis</b>, which is vertical, shows the number of items.</p>  <p>In this block diagram, the <b>x-axis</b>, which is horizontal, shows the types of items.</p> <p>The blocks can go vertically or horizontally.</p>																	
interpret	The fifth mark goes across diagonally, like a gate.																			
key	A tally chart is one way of collecting data using tally marks.																			
tally chart	<table><thead><tr><th>Eye Colour</th><th>Tally</th><th>Total</th></tr></thead><tbody><tr><td>brown</td><td>    </td><td>6</td></tr><tr><td>blue</td><td>     </td><td>8</td></tr><tr><td>green</td><td>   </td><td>3</td></tr><tr><td>grey</td><td>    </td><td>4</td></tr><tr><td>hazel</td><td>     </td><td>5</td></tr></tbody></table>		Eye Colour	Tally	Total	brown		6	blue		8	green		3	grey		4	hazel		5
Eye Colour	Tally	Total																		
brown		6																		
blue		8																		
green		3																		
grey		4																		
hazel		5																		
pictogram																				
block diagram																				
table																				
total																				
compare																				
symbol																				
 visit <a href="https://www.twinkl.com">twinkl.com</a>																				

Statistics

Pictograms


Pictograms use pictures or symbols to represent data. Each picture or symbol can represent one item or more than one. The key shows what each symbol represents.


Favourite Colour



Statistics


Tally charts are used to record data. A line is drawn for each result and after 4 lines you close the gate. This enables us to see quickly that there is a group of 5 so that we do not need to count each one. Practise counting in fives.

1. Match the tally charts to their totals.

A. 

B. 

C. 


D. 

21


13


7

19

A. 

B. 

C. 

D. 

5

26

14





9

2. Complete the tally charts to match the totals.

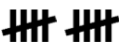



Meals	Tally	Total
Pie		24
Pizza		12
Curry		15
Wraps		6

Toys	Tally	Total
Doll		4
Car		23
Robot		11
Train		17

3. Complete the totals to match the tallies and order the fruits from most to least popular.








Fruit	Tally	Total
Apple		
Pear		
Plum		
Banana		

4. Complete the totals to match the tallies and order the sports from least to most popular.

Sports	Tally	Total
Football		
Tennis		
Rugby		
Hockey		




Pictograms

1. Use the tables to complete the pictograms.

Dog	
Cat	   
Fish	 
Rabbit	

Dog	10
Cat	12
Fish	4
Rabbit	7

 = 1 person

Salad	
Pizza	 
Pie	    
Fish	  

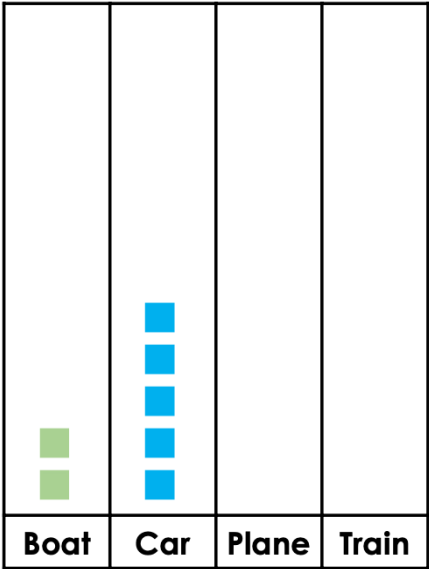
Salad	5
Pizza	6
Pie	13
Fish	8

 = 1 person

2. Complete the pictogram using the tally charts.

Travel	Tally
Boat	
Car	
Plane	
Train	

 = 1 person



3. Use the tally charts to complete the pictograms.

Goose	
Parrot	
Eagle	
Owl	

Goose	
Parrot	
Eagle	
Owl	

 = 1 person

Ford	
Kia	
Fiat	
Jeep	

Ford	
Kia	
Fiat	
Jeep	

 = 1 person

4. What is the most popular animal?





















\_\_\_\_\_








What is the least popular car make?


\_\_\_\_\_

Statistics: Pictograms























1. Mrs Longman wants to find out how many children use the school library. She collects some information. Complete the pictogram. Look carefully at the scale.

Children	Number of Library Books Borrowed
KS1 Boys	     
KS1 Girls	      
KS2 Boys	 
KS2 Girls	    

	Number of Library Books Borrowed
KS1 Boys	
KS1 Girls	
KS2 Boys	 
KS2 Girls	    

 = 5 books

2. Mrs Wheeler wants to find out Year 2's favourite fruits.






















Favourite Fruit	Number of Children
Banana	         
Apple	      
Grapes	  
Pear	 

Favourite Fruit	Number of Children
Banana	
Apple	
Grapes	
Pear	

 = 10 children

3. Look at the pictogram and answer the questions.

Library Books Borrowed

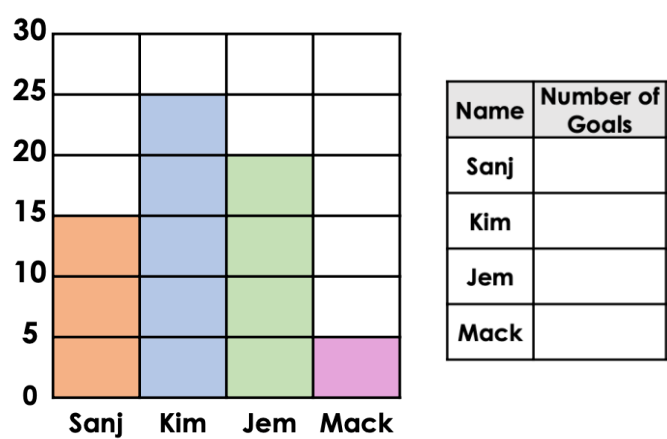
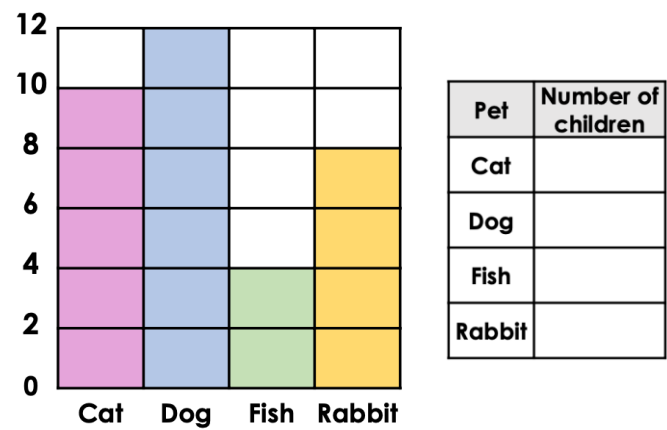
Monday	  
Tuesday	     
Wednesday	    
Thursday	       

 = 10

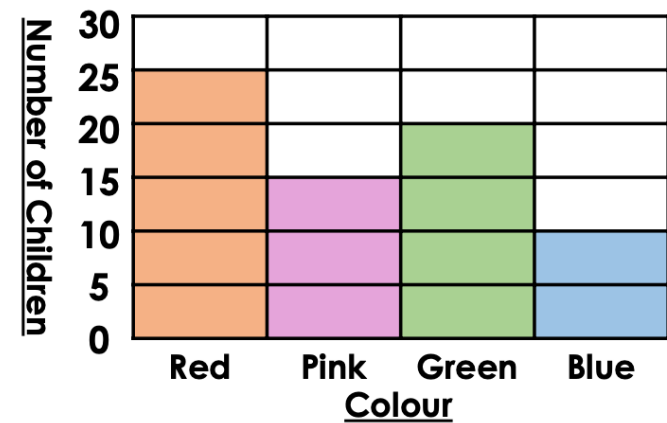
- How many books were borrowed from the Library on Monday? \_\_\_\_\_
- What was the most popular day for borrowing books? \_\_\_\_\_
- What was the quietest day for borrowing books? \_\_\_\_\_
- How many books were borrowed from the library on Tuesday? \_\_\_\_\_
- How many books were borrowed during the busiest day? \_\_\_\_\_
- How many books were borrowed in total on Monday and Tuesday? \_\_\_\_\_

Statistics: Bar Charts (Block Diagrams)

1. Complete the tables to match the block diagrams.



2. Use the block diagram to answer the questions below.

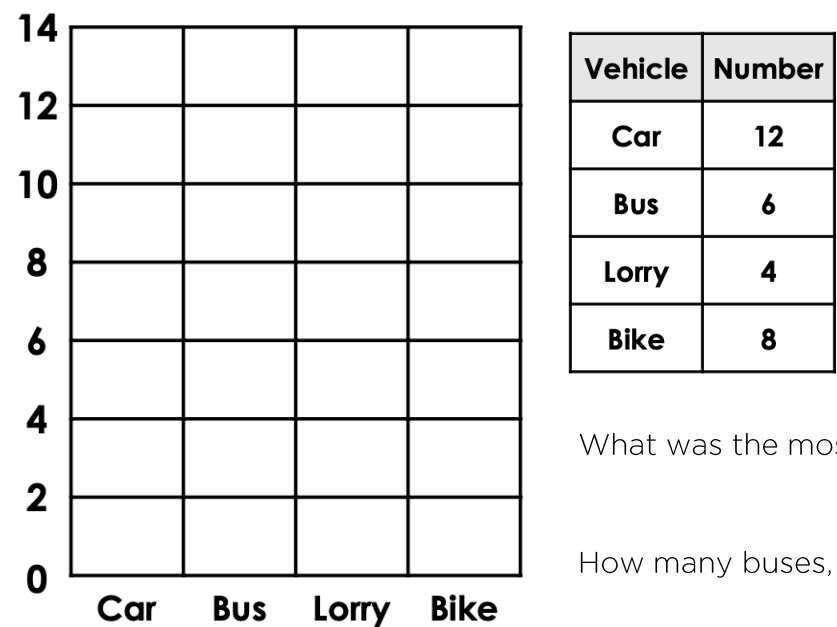


Which colour is the most popular?  
\_\_\_\_\_

How many fewer children like pink than green?  
\_\_\_\_\_

In total, how many children like pink and blue?  
\_\_\_\_\_

3. Complete the block diagram to represent the data shown in the table.



What was the most popular vehicle?  
\_\_\_\_\_

How many buses, cars and lorries in total?  
\_\_\_\_\_



# Writing Activities

Any writing that your child completes at home will continue to support their development in this area. We want to continue to develop their stamina in writing so please encourage them to write as much as possible. We have included some writing tasks but have also listed some ideas that would support you in 'getting your child writing' in fun, motivating and engaging contexts. It is important to link any writing tasks with your child's hobbies or interests. Please feel free to explore the ideas below and make them unique to your child's interests.

- After playing a game (computer or board game), write an instruction guide to explain to a friend or family member how to play.
- Bake some cookies! Can your child write a set of instructions to inform a friend how to make them.
- Write a review of a take-away, meal or desert you have eaten at home!
- Write a diary, shopping list, letter or greetings card.
- Create a 'how to stay healthy' guide for your pirate crew!
- Rewrite a section or whole story – you could change the setting, the main character or the ending.
- Practise handwriting and spellings of high frequency and common exception words for Year 2.
- Write a pirate poem.
- Design a treasure map and write clues to guide your crew so you can test their navigating skills!
- Write a pirate character description!
- Use the high frequency and common exception word lists and ask a grown up to dictate sentences that you can practise writing.
- Make an exciting vocabulary bank.
- Create a pirate fact file. Research the seas and islands where pirates were and are active.
- Write a pirate recruitment letter!



**Handwriting:** Practise writing common exception words in your best handwriting.

door

floor

poor

because

find

kind

mind

behind

child

children

wild

climb

**Challenge:** Write two sentences including some common exception words from above.

---

---

---

---

**Handwriting:** Practise writing common exception words in your best handwriting.

most

only

both

old

cold

gold

hold

told

every

everybody

even

great

**Challenge:** Write two sentences including some common exception words from above.

---

---

---

---

**Handwriting:** Practise writing common exception words in your best handwriting.

break

steak

pretty

beautiful

after

fast

last

past

father

class

grass

pass

**Challenge:** Write two sentences including some common exception words from above.

---

---

---

---

**Handwriting:** Practise writing common exception words in your best handwriting.

plant

path

bath

hour

move

prove

improve

sure

sugar

eye

could

should

**Challenge:** Write two sentences including some common exception words from above.

---

---

---

---

**Handwriting:** Practise writing common exception words in your best handwriting.

would

who

whole

any

many

clothes

busy

people

water

again

half

money

**Challenge:** Write two sentences including some common exception words from above.

---

---

---

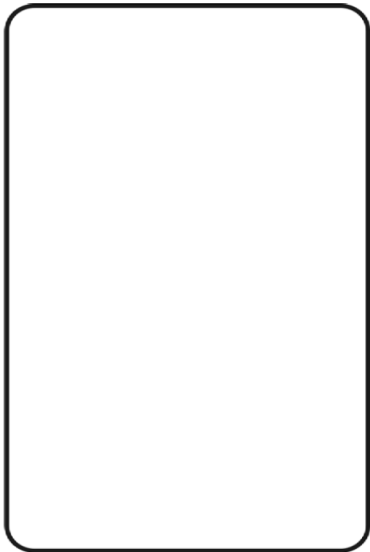
---

## Writing: Activity 6

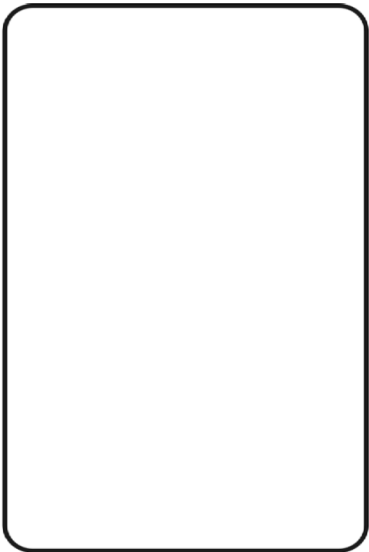
Composition: Write your own pirate story. This could be your own version of a pirate themed story you have read, or your own story.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

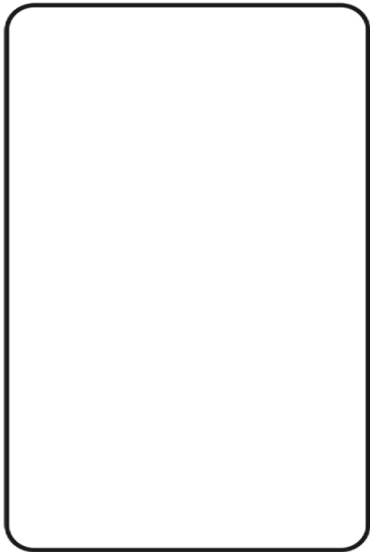
**Composition:** Create a comic strip pirate story. Write a sentence to go with each picture. Remember to think carefully about each sentence ensuring it begins with a capital letter and ends with a full stop. Use the reading comprehension sheets for ideas.



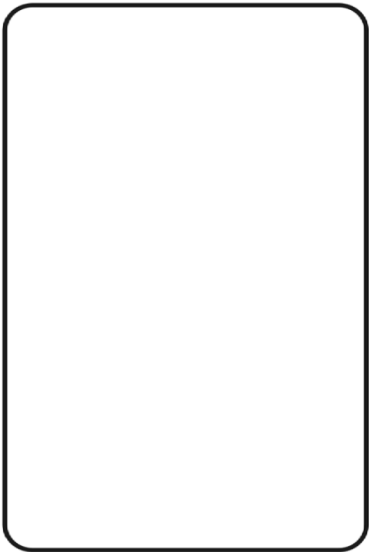
Four vertical lines for writing a sentence.



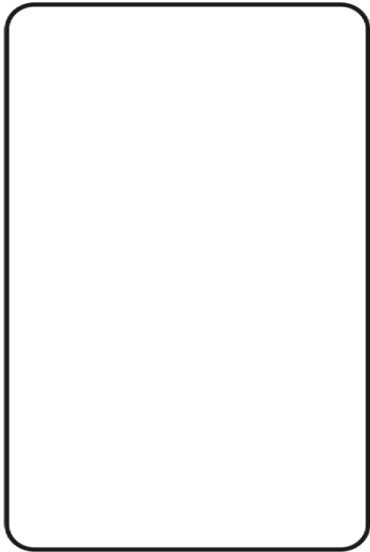
Four vertical lines for writing a sentence.



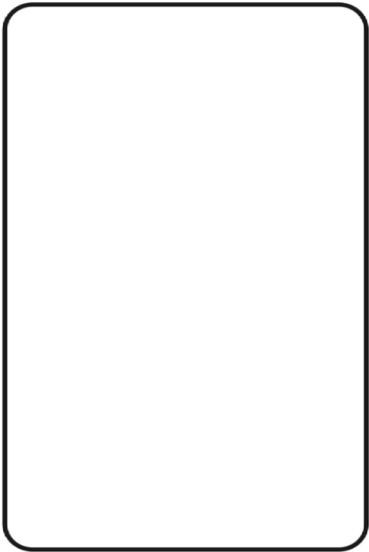
Four vertical lines for writing a sentence.



Four vertical lines for writing a sentence.



Four vertical lines for writing a sentence.



Four vertical lines for writing a sentence.

## Writing: Activity 8

**Composition:** Write a newspaper report about the events of a pirate who has been caught by the police. Remember to include the features of a newspaper such as headings and subheadings. Challenge yourself to include questions, exclamations and expanded noun phrases.

--

[illegible]



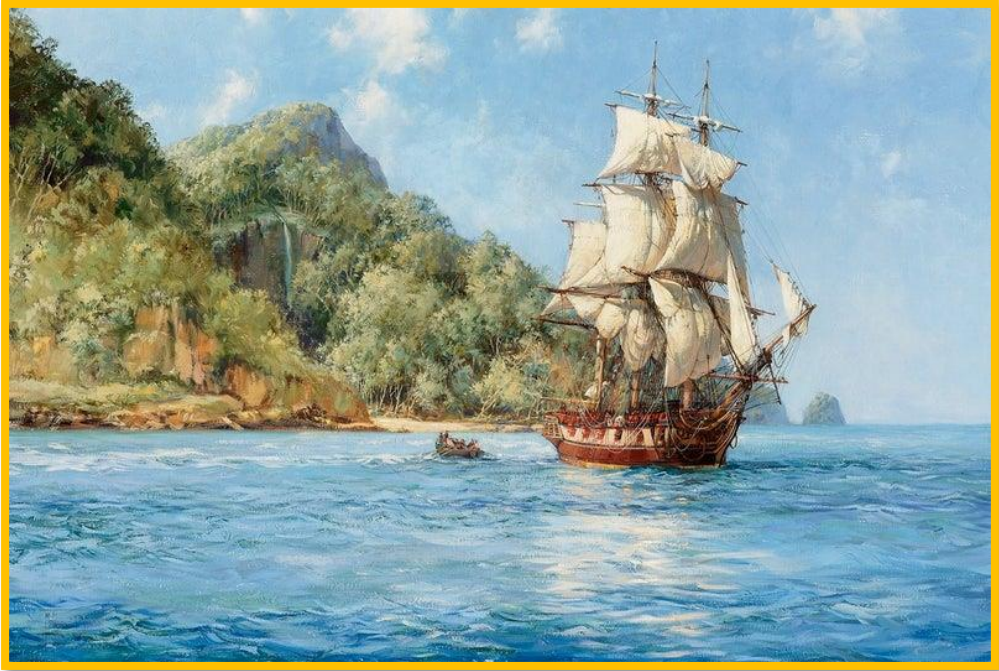
## Writing: Activity 9

**Composition:** Look at the picture. Write a story, a poem or just a description. Remember to use **adjectives** (blue words) to describe and **conjunctions** (pink words) to link your ideas. Check each sentence is accurately punctuated with a capital letter and full stop. **Challenge:** Can you include a question and exclamation?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Writing: Activity 10

**Composition:** Look at the picture. Write a story, a poem or just a description. Remember to use **adjectives** (blue words) to describe and **conjunctions** (pink words) to link your ideas. Check each sentence is accurately punctuated with a capital letter and full stop. **Challenge:** Can you include a question and exclamation?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Composition:** Look at the sentence below. They all include a prepositional sentence opener which tells the reader where something is, in relation to something else.

On the golden sand, was a washed up glass bottle.

Across the waves, floated a grand pirate ship.

In the distance, pirates waved their swords.

Write your own sentences using a prepositional sentence opener about the picture below. Remember to think about what is around, above and inside.



## Writing: Activity 12

**Composition:** Look at the sentence below. They all include an adverbial opener which adds detail to the verb in the main clause.

Quietly, the pirates crept towards the ship..

Angrily, the pirate threw his bag on the floor.

Fiercely, the pirates prepared for battle..

Write your own sentences using an adverbial sentence opener about the same picture. Try to think of a range of adverbs.





**Composition:** Write a message to put inside a bottle asking for help after being held hostage by terrifying pirates.

A piece of aged, yellowish-brown paper with a dark, irregular border suggesting torn edges. The paper is filled with horizontal lines for writing, starting from the top and ending near the bottom. The lines are evenly spaced and cover most of the central area of the paper.

**Composition:** Write a character description.

# Helmswoman



- |           |          |          |
|-----------|----------|----------|
| caring    | rude     | happy    |
| beautiful | friendly | proud    |
| angry     | ugly     | sly      |
| evil      | clever   | handsome |
| kind      | honest   | nasty    |
| gentle    | pretty   | wicked   |
| cross     | grumpy   | horrible |
| brave     | shy      | mean     |
| noble     | polite   | wise     |
| calm      | bold     | helpful  |
| scary     | smart    | furious  |
| cunning   | unkind   | jolly    |
| cruel     | charming |          |

Can you write a paragraph about this character?

---

---

---

---

---

---

---

---

---

---

**Composition:** Write a character description.

# Helmswoman



caring	rude	happy
beautiful	friendly	proud
angry	ugly	sly
evil	clever	handsome
kind	honest	nasty
gentle	pretty	wicked
cross	grumpy	horrible
brave	shy	mean
noble	polite	wise
calm	bold	helpful
scary	smart	furious
cunning	unkind	jolly
cruel	charming	

Can you write a paragraph about this character?

---

---

---

---

---

---

---

---

---

---

**Composition:** Write a recruitment letter to encourage people to join your crew!

A blank, aged, parchment-like sheet of paper with a dark, irregular border and horizontal ruling lines for writing. The paper has a light beige or tan color with some darker shading to give it a textured, aged appearance. The edges are irregular and torn, with some folds and creases visible. There are 20 horizontal ruling lines in the center of the page, providing a guide for writing. The overall shape is rectangular but with irregular, torn edges.



# 200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	work
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	would
been	different	fly	he's	lived	never	ran	stopped	trees	yes
before	dog	food	head	long	new	really	suddenly	two	
began	door	found	home	looking		red	sun	under	
best	dragon	fox	horse			right	take	us	
better	duck	friends	hot				tea	use	

# Year 2 Common Exception Words

after  
again  
any  
bath  
beautiful  
because  
behind  
both  
break  
busy  
child  
children  
Christmas

class  
climb  
clothes  
could  
cold  
door  
even  
every  
everybody  
eye  
fast  
father  
find

floor  
gold  
grass  
great  
half  
hold  
hour  
improve  
kind  
last  
many  
mind  
money

most  
move  
Mr  
Mrs  
old  
only  
parents  
pass  
past  
path  
people  
plant  
poor

pretty  
prove  
should  
steak  
sugar  
sure  
told  
water  
whole  
who  
wild  
would

Handwriting practice lines consisting of 25 horizontal lines.

Handwriting practice lines consisting of 20 horizontal lines.

Blank lined paper with horizontal ruling lines.

Blank lined paper with horizontal ruling lines.

Blank lined paper with horizontal ruling lines.