

Year 2 Home Learning Pack

week commencing 11/01/2021

We hope you had a lovely weekend and are ready for our next learning pack. We hope you are able to send in lots of pictures of your learning for us this week.

There are some reference materials and answers at the end of the pack to help if you need them.

You can use your Home Learning books or blank paper for these activities, don't feel you have to print out the pack. If you are not able to print, don't worry, just copy questions into your books and write the answers alongside.

- English - we have included a variety of spelling, grammar, reading and writing activities for you.
- Maths - this week we will be continuing with multiplication and would like you to continue to learn the KIRF's
- We have also updated activities for the other subjects: science, topic, art, computing, RE, etc.

Why not start a daily journal? You could record going your thoughts and feelings, what you have been doing, etc. You will be able to look back on this one day when people ask what it was like when the schools all closed.

Take care of yourselves and stay safe.

Mrs Hall, Miss Reynolds, Miss Williams and Mr Warne



English Reading

Fantastic Mr Fox

Monday Read chapter one of Fantastic Mr Fox on the next page. You could always ask an adult to help you read it if you get stuck.

Choose one of the following activities:

1. Draw a picture of one, two or all of the farmers. Annotate your pictures with words to describe each of them (use the text to help you).
2. Write a character profile of each of the farmers using the text to help you. The text says they are nasty men. Describe how they are nasty. Is it their looks or personalities?

If you struggle, there are pictures of the farmers to help you in the English reference materials at the end of the pack.

Tuesday Choose one of the characters from chapter one, it could be Farmer Boggis, Bunce or Bean. Write a setting description of their farm. What sort of house do they live in? Do they have a barn or fields? What are they like?

Wednesday Read chapter 2 of the story (on following pages). Imagine you are Mrs Fox. Write a note to Mr Fox before he goes out to get dinner. What advice would you give him?

Thursday Dictionary and Thesaurus work. In the pages after the two chapters of the story, there are some tricky words. Some words you will need to look up in a dictionary, write the meaning, then put the words into a sentence (help in using a dictionary can be found at the end of the pack). For the other words, look up the synonyms (other words) you could use instead. *There is help on using a dictionary at the end of the pack*

Friday At the end of chapter 2, Farmer Bean says he has a plan to catch Mr Fox. How would you catch Mr Fox to stop him stealing your chickens? You could draw a diagram of what you would do and write an explanation of why you think your plan would work.

English Reading

Fantastic Mr Fox by Roald Dahl

Chapter One - The Three Farmers

Down in the valley there were three farms. The owners of these farms had done well. They were rich men. They were also nasty men. All three of them were about as nasty and mean as any men you could meet. Their names were Farmer Boggis, Farmer Bunce and Farmer Bean.

Boggis was a chicken farmer. He kept thousands of chickens. He was enormously fat. This was because he ate three boiled chickens smothered with dumplings every day for breakfast, lunch and supper.

Bunce was a duck-and-geese farmer. He kept thousands of ducks and geese. He was a kind of pot-bellied dwarf. He was so short his chin would have been underwater in the shallow end of any swimming pool in the world. His food was doughnuts and goose-livers. He mashed the livers into a disgusting paste and then stuffed the paste into the doughnuts. This diet gave him a tummy-ache and a beastly temper.

Bean was a turkey-and-apple farmer. He kept thousands of turkeys in an orchard full of apple trees. He never ate any food at all. Instead, he drank gallons of strong cider which he made from the apples in his orchard. He was as thin as a pencil and the cleverest of them all.

'Boggis and Bunce and Bean. One fat, one short, one lean. These horrible crooks so different in looks were none the less equally mean.' That is what the children round about used to sing when they saw them.

English Reading

Fantastic Mr Fox

Chapter Two - Mr Fox

On a hill above the valley there was a wood. In the wood there was a huge tree. Under the tree there was a hole. In the hole lived Mr Fox and Mrs Fox and their four small Foxes. Every evening as soon as it got dark, Mr Fox would say to Mrs Fox, 'Well, my darlings, what shall it be this time? A plump chicken from Boggis? A duck or a goose from Bunce? Or a nice turkey from Bean?' And when Mrs Fox had told him what she wanted, Mr Fox would creep down into the valley in the darkness of the night and help himself. Boggis and Bunce and Bean knew very well what was going on, and it made them wild with rage. They were not men who liked to give anything away. Less still did they like anything to be stolen from them.

So every night each of them would take his shotgun and hide in a dark place somewhere on his own farm, hoping to catch the robber, but Mr Fox was too clever for them. He always approached a farm with the wind blowing in his face, and this meant that if any man were lurking in the shadows ahead, the wind would carry the smell of that man to Mr Fox's nose from far away. Thus, if Mr Boggis was hiding behind his Chicken House Number One, Mr Fox would smell him out from fifty yards off and quickly change direction, heading for Chicken House Number Four at the other end of the farm.

'Dang and blast that lousy beast!' cried Boggis.

'I'd like to rip his guts out!' said Bunce.

'He must be killed!' cried Bean.

'But how?' said Boggis. 'How on earth can we catch the blighter?'

Bean picked his nose delicately with a long finger. 'I have a plan,' he said.

English Reading

Dictionary and Thesaurus Work

Dictionary Words

Choose either set A or B (or both if you would like) look these words up, write the meaning and use the word in a sentence. There is some help on using a dictionary at the end of the pack.

Set A

- Valley
- smother
- approach
- orchard
- lean

Set B

- Plump
- Dark
- Robber
- Creep
- less

Synonyms

Synonyms are words with the same or similar meaning:

Words such as happy, cheerful and merry.

Words such as sad, miserable and heartbroken.

Find synonyms for these words

- rich
- nasty
- clever
- kind
- dark

How many did you find for each word?

Spellings

Spellings will follow the RWI lessons that we do daily in school. This term's groups are listed below. You may find that some groups have changed from the previous term. On the following pages are the spellings for each group.



Miss Lowe Miss Hatwell	Mr Warne	Miss Reynolds	Miss Williams	Mrs Hall
Jayden David	Dolly Charlie Kieran Buddy Harrison Alphie J	Rocco Darcie Ollie Ernest Danny Boey Mollie-J Autumn Teddy Reggie Summer Paige Amelia Tommy Aurora	Mason Tilley Skye E-B Riley Connie Harry Will Sophia Ivy-Rae Logan Alfie S Daisy-May	Jess Brihanna Josh Lola Millie-Mae Jessie Evie Skye D Frankie Chase Grace Megan Kallie Alexa Molly Livvy

English Spelling

Miss Lowe and Miss Hatwell's group

Please practice reading these words.



van

got

shed

mud

yuk

Red Words

Ask children to practise reading the word.



the



chop

up

dish

mix

top

this

yum

Ask children to say the syllables and then read the whole word.

sa|lad

Red Words

Ask children to practise reading the words.



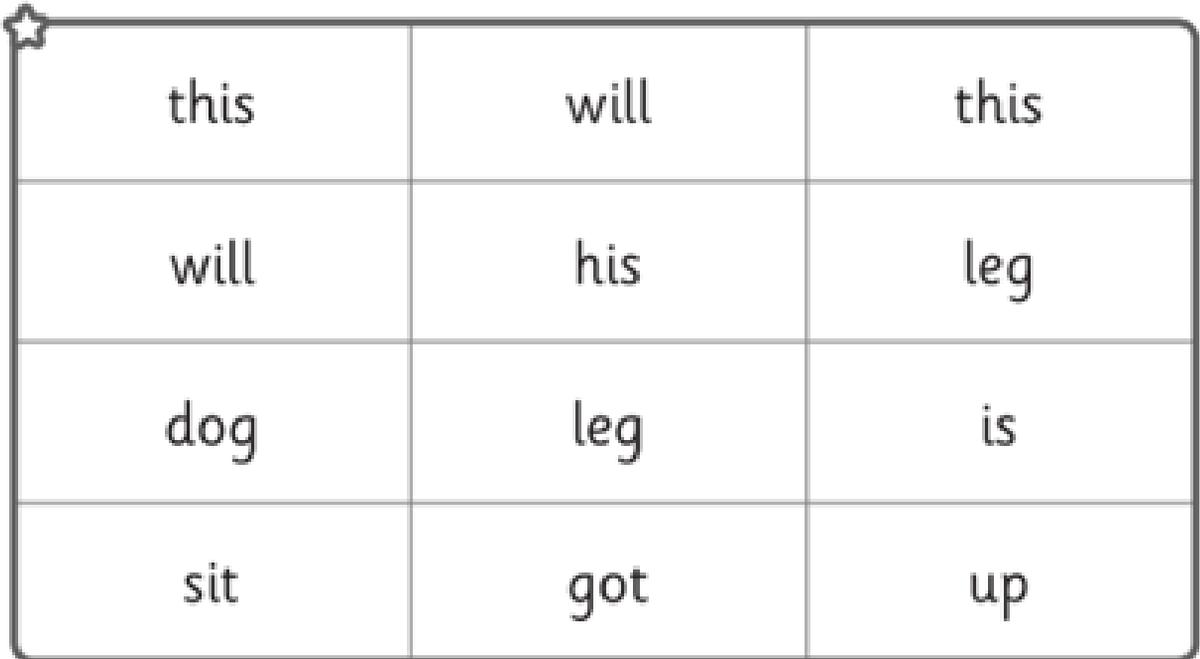
I

put

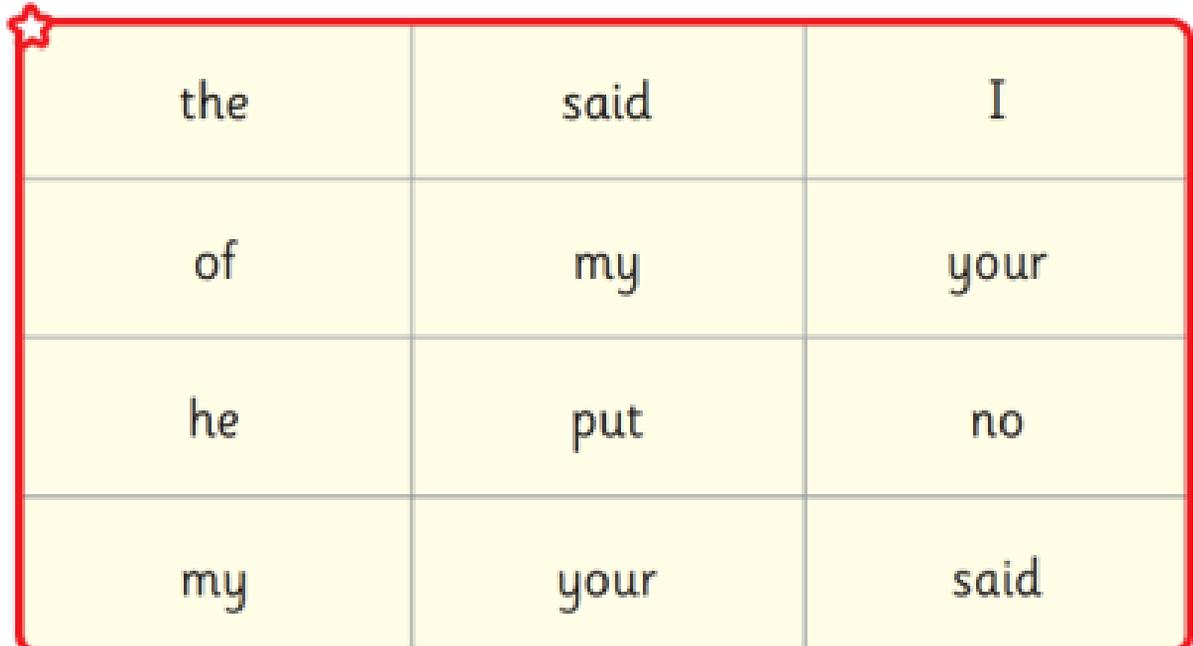
English Spelling

Mr Warne's Group

Please practice reading and spelling these words.



this	will	this
will	his	leg
dog	leg	is
sit	got	up



the	said	I
of	my	your
he	put	no
my	your	said

English Spelling

Miss Reynolds's Group

Please practice reading and spelling these words.

tree	teeth	fox	frog
think	from	sleep	cat
just	then	dog	green
fish	catch	and	think

what	to	me	be
want	my	they	said
are	some	I've	we
he	she	her	all

English Spelling

Miss Williams' Group

Please practice reading and spelling these words.



still	much	cannot	tomorrow
much	sweet	rest	cannot
long	too	have	shop
swimming	tomorrow	back	milk
must	from	bag	lunch



watch(es)	was	to	all
said	want	you	are
of	school	her	they
some	call	what	are
want	said	your	saw

English Spelling

Mrs Hall's Group

Please practice reading and spelling these words.



straight	everything	face	afraid
complained	magic	these	take
round	first	having	always
instead	straight	everything	face
afraid	long	complained	magic



buy	bought	do	some
to	of	said	you
bought	some	what	father
mother	son	here	come
could	should	through	any

English Handwriting

Practise your weekly spelling words using cursive handwriting.

he

up

no

from

day

I

had

mum

children

made

English Handwriting

Practise your weekly spelling words using cursive handwriting.

of

my

one

him

time

it

her

them

Mr

I'm

English Handwriting

Practise your weekly spelling words using cursive handwriting.

was

what

do

get

if

you

there

me

just

help

English

Punctuation and Grammar

On the pages below are some grammar sheet for you to identify the correct use of capital letters. They range from easy to hard. Choose one or all. It's up to you.

Easier

1a. Circle the word which must always begin with a capital letter.

Alfred

Woof

Dog

1b. Circle the word which must always begin with a capital letter.

He

She

Simon

2a. Underline the word that needs a capital letter.

the dog was friendly

2a. Underline the word that needs a capital letter.

My dog is called ted.



VF



VF

3a. Re-write the sentence with the one capital letter needed.

mike wanted to go out.

3b. Re-write the sentence with the one capital letter needed.

sand is found at the beach

4a. Circle the sentence which does not use capital letters correctly.

A

Today, we went to the Cinema.

4b. Circle the sentence which does not use capital letters correctly.

A

We all went to Spain.

B

We all had to paint.

B

I had A good time at the party.

English

Punctuation and Grammar **Harder**

Capital Letters

5a. Circle the word which must always begin with a capital letter.

He

She

I

They

5b. Circle the word which must always begin with a capital letter.

Book

Author

Writer

Mr

6a. Underline the two words that need a capital letter.

i went to scotland for the weekend

6b. Underline the two words that need a capital letter.

strawberries are most ripe in june



VF



VF

7a. Re-write the sentence with the two capital letters needed.

she always played out on a monday

7b. Re-write the sentence with the two capital letters needed.

i am going to my friend sue's house

8a. Circle the sentence which does not use capital letters correctly.

A
Montego Bay is in Jamaica.

B
Today Is a sunny day.

C
It usually snows in winter.

8b. Circle the sentence which does not use capital letters correctly.

A
We have fun in the holidays.

B
I am very happy when i play.

C
I will learn to swim today.

English

Punctuation and Grammar **Hardest**

Capital Letters

9a. Circle the words which must always begin with a capital letter.

Spring

June

Monday

Seasons



VF

Capital Letters

9b. Circle the words which must always begin with a capital letter.

My

I'm

Uncle

David



VF

10a. Underline the words that need a capital letter.

please pass me my book as
i'm going on holiday on
monday.

10b. Underline the words that need a capital letter.

july and august are in the
summer holidays, people
usually visit the beach.

11a. Re-write the sentence with the correct capital letters.

harry, zara and bilal met when
they started school at winifred
primary.

11b. Re-write the sentence with the correct capital letters.

i live on a street called ashburn
road, in a town called harrington



VF



VF

12a. Circle the sentence or sentences which do not use capital letters correctly.

A
I went to my Aunty's house.

B
Olivia, Fred and their new friend
played in the sea.

C
I'm going to see my new cat and
I'm going to call him sam.

12b. Circle the sentence or sentences which do not use capital letters correctly.

A
On monday, It was too hot to
run.

B
Savile park road is in the middle
of the town.

C
On Friday and Saturday, we go
to the park to walk the dog.



VF



VF

English

This week you are going to create poem.

Monday-Use nouns, adjectives, verbs and adverbs to describe snow.

Tuesday Create your own picture or smaller picture of a snow poem.

Wednesday Use a support framework to plan your own snow poem.

Thursday Write out your snow poem.

Then revise and edit checking that your;

- spelling** is correct- you could use a dictionary
- handwriting** letters are formed and placed on the line correctly.
- punctuation** you have used punctuation correctly so that your sentences make sense.

Friday Create a winter poem of your own.

Remember, when writing you could always add;

- similes using like and as. *Her hair was as smooth as silk.*
- Alliteration *Fearless Fred leapt to his feet furiously.*
- Powerful verbs *galloped , sighed, leapt, shivered, glared*
- Noun phrases *Slowly, the small, round, sliver ball opened*

Monday 11th January

LI: Can I describe snow using adjectives, verbs and adverbs?

Here is part one of the task

Make a list of:

5 adjectives to describe snow; (*white, fluffy, crisp*)

4 adverbs to describe how you move through snow;

(*ly words -slowly, carefully*)

3 phrases to describe how you feel when you see snow;

2 great things about a snowy day;

1 thing you dislike about snow.

PART 2

Now choose one of the pictures below and write sentences using your own adjectives, verbs and adverbs to describe snow.



Tuesday 12th January

We're going to look at a winter poem.

Read the poem below twice.

What picture does it create in your mind?

What words or phrases would you use to describe it?

Task

Either:

- sketch the whole picture it creates in your mind
- or create small pictures to go with each line of the poem.

Now describe your picture/s using adjectives, verbs, adverbs and noun phrases.

Falling Snow

See the pretty snowflakes
Falling from the sky;
On the wall and housetops
Soft and thick they lie.
On the window ledges,
On the branches bare;
Now how fast they gather,
Filling all the air.
Look into the garden,
Where the grass was green;
Covered by the snowflakes,
Not a blade is seen.
Now the bare black bushes
All look soft and white,
Every twig is laden,
What a pretty sight!



Wednesday 13th January

Today you are going to plan ideas for a snow poem of our own.

1. You are going to use a framework to help you. We have put an example on the next slide.
2. Choose a setting.
3. Now think about all the nouns you can find in the setting.
4. Now think about how you can describe all the nouns using adjectives, verbs and adverbs.

I have chosen a garden for my snow poem. I am going to choose nouns that you find in the garden and then write ideas to describe them using adjectives, verbs, adverbs and noun phrases. Remember these are notes.

Nouns		Adjectives, verbs, adverbs
Tree	S N	Branches sagging, heavily laden, snowy fingers stretching Long icicles dangling
Grass	O W	Like a white carpet. Soft Fluffy Crunchy
Shed		Iced as thickly as the Christmas cake frosting.

Thursday 14th January

You are now going to use all of our ideas from this week alongside the framework, to create a snow poem of your own.

adjective



noun



verb



adverb



Patterned snowflakes fall gently.

Branches sagging, heavy with snow.

Twigs stretch snowy fingers to the sky.

Grass covered like a soft, fluffy blanket.

Remember you want to create an image in someone's mind.

Friday 15th January

Now it is your turn.

Create your own winter poem using the ideas and framework you have learnt this week.

Your poem could be about:

Wrapping up warm

Rain

Cold frosty days

Having fun on snow days

Sledging

Remember to create an image in someone's mind. Do this by using your adjectives, verbs and adverbs.

Maths

This week, we will be continuing our learning about multiplication.

Visit the following website:

<https://whiterosemaths.com/homelearning/year-2/>

Start by selecting **current** week or week 13

Here you will find a week's worth of video clips about multiplication. Please work through one video and the relevant activity each day - these need to be completed in the correct order.

There are math's sheets on the following slides for each day increasing in difficulty. Choose the one you would like to do each day or why not challenge yourself!

Overview of week 1

2 11/01/2021	Monday	Use arrays
	Tuesday	Make doubles
	Wednesday	2 times-table
	Thursday	5 times-table
	Friday	10 times-table

KIRF's

Once you have completed your fractions work, please work on the revision activities for multiplication. These can be found on the following pages.

Mental Maths

There are some mental maths questions for you on the following pages too. Have a go, write your answers but explain how you worked them out too.



Year 2 KIRF's Term 3



I know the multiplication and division facts for the 2 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$2 \times 1 = 2$	$2 \div 2 = 1$
$2 \times 2 = 4$	$4 \div 2 = 2$
$2 \times 3 = 6$	$6 \div 2 = 3$
$2 \times 4 = 8$	$8 \div 2 = 4$
$2 \times 5 = 10$	$10 \div 2 = 5$
$2 \times 6 = 12$	$12 \div 2 = 6$
$2 \times 7 = 14$	$14 \div 2 = 7$
$2 \times 8 = 16$	$16 \div 2 = 8$
$2 \times 9 = 18$	$18 \div 2 = 9$
$2 \times 10 = 20$	$20 \div 2 = 10$
$2 \times 11 = 22$	$22 \div 2 = 11$
$2 \times 12 = 24$	$24 \div 2 = 12$

Key Vocabulary

What is 2 **multiplied by** 7?

What is 2 **times** 9?

What is 12 **divided by** 2?

They should be able to answer these questions in any order, including missing number questions e.g. $2 \times \bigcirc = 8$ or $\bigcirc \div 2 = 6$.

Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

- Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.
- Use what you already know – If your child knows that $2 \times 5 = 10$, they can use this fact to work out that $2 \times 6 = 12$.
- Test the Parent – Your child can make up their own tricky division questions for you e.g. What is 18 divided by 2? They need to be able to multiply to create these questions.
- Use memory tricks – For those hard-to-remember facts, www.multiplication.com has some strange picture stories to help children remember.

Mental Maths

Warm up your brain!

There are six eggs in a box.
How many eggs are there in
two boxes ?

How about 3 boxes?...

How about 4 boxes?



A dozen eggs means 12 eggs.
What is half a dozen?

What is 2 dozen?...

How many eggs are 3 dozen?



Mental Maths

Warm up your brain!

How many toes are there on a pair of feet?

What about 2 pairs?...



What about 3 pairs?

A spider has 8 legs. How many legs do 2 spiders have in total?

What about 3 spiders?...



What about 4 spiders?

Mosaic Maths Challenge

Romans liked mosaics - can you discover the hidden picture in this grid?

Challenge 1 Sheet Multiplication Mosaic

- Solve the questions in the squares below. Colour in the squares with the colours based on your answer. What picture will you make?
- Purple:** 30, 60, 50, 70, 80, 90
Blue: 8, 14, 12, 18, 20, 22
Green: 2, 4, 24, 28, 36, 44, 48
Yellow: 16, 32, 40, 42, 72

$1 \times 3 =$	$3 \times 3 =$	$3 \times 10 =$	$7 \times 2 =$	$3 \times 4 =$	$4 \times 5 =$	$5 \times 12 =$	$5 \times 5 =$
$1 \times 0 =$	$10 \times 3 =$	$2 \times 4 =$	$2 \times 8 =$	$8 \times 4 =$	$2 \times 8 =$	$7 \times 2 =$	$7 \times 10 =$
$3 \times 5 =$	$8 \times 10 =$	$2 \times 11 =$	$4 \times 4 =$	$8 \times 10 =$	$8 \times 5 =$	$4 \times 2 =$	$12 \times 5 =$
$6 \times 1 =$	$6 \times 10 =$	$2 \times 6 =$	$9 \times 8 =$	$0 \times 2 =$	$5 \times 8 =$	$9 \times 2 =$	$9 \times 10 =$
$5 \times 5 =$	$12 \times 10 =$	$10 \times 5 =$	$11 \times 2 =$	$6 \times 2 =$	$5 \times 4 =$	$10 \times 6 =$	$7 \times 3 =$
$5 \times 0 =$	$3 \times 7 =$	$11 \times 3 =$	$11 \times 10 =$	$1 \times 4 =$	$5 \times 3 =$	$3 \times 1 =$	$11 \times 3 =$
$1 \times 2 =$	$6 \times 4 =$	$5 \times 3 =$	$7 \times 11 =$	$3 \times 8 =$	$3 \times 3 =$	$0 \times 1 =$	$3 \times 0 =$
$10 \times 11 =$	$7 \times 4 =$	$4 \times 11 =$	$2 \times 12 =$	$4 \times 6 =$	$3 \times 11 =$	$3 \times 7 =$	$10 \times 12 =$
$3 \times 0 =$	$4 \times 0 =$	$3 \times 11 =$	$4 \times 12 =$	$4 \times 1 =$	$11 \times 10 =$	$4 \times 7 =$	$2 \times 1 =$
$3 \times 3 =$	$8 \times 0 =$	$3 \times 5 =$	$7 \times 3 =$	$4 \times 6 =$	$11 \times 4 =$	$12 \times 4 =$	$2 \times 0 =$

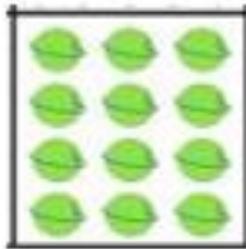
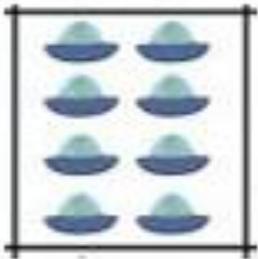
Monday Maths - Multiplication

Easier

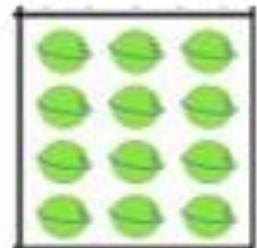
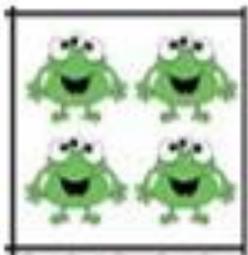
Find and tick $2 \times 5 = 5 \times 2$



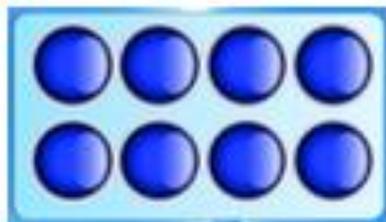
Find and tick $2 \times 4 = 4 \times 2$



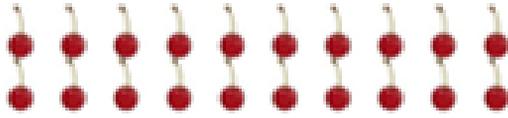
Find and tick $3 \times 2 = 2 \times 3$



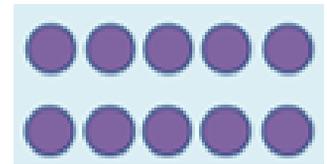
Complete the number sentences to describe the arrays.



Monday Maths - Multiplication



$$2 \times 10 = \underline{\quad} \times \underline{\quad}$$



$$5 \times 2 = \underline{\quad} \times \underline{\quad}$$

Use **6 cubes**, how many arrays can you create?

Once you have created your array complete:

$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$



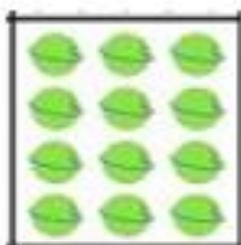
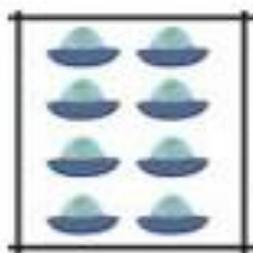
Maths - Multiplication

Harder

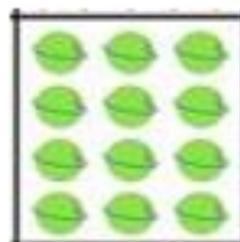
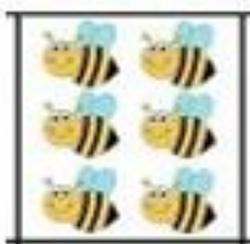
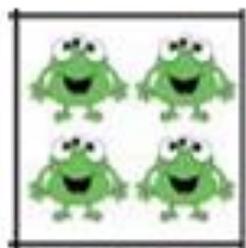
Find and tick $2 \times 5 = 5 \times 2$



Find and tick $2 \times 4 = 4 \times 2$



Find and tick $3 \times 4 = 4 \times 3$



Complete the number sentences to describe the arrays.

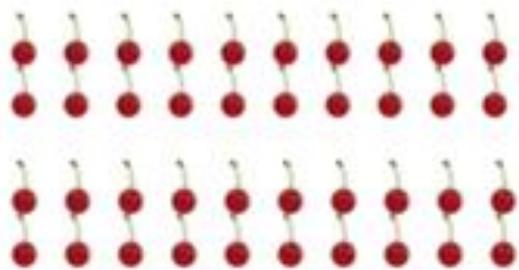


$$5 \times 3 = \underline{\quad} \times \underline{\quad}$$



$$2 \times 6 = \underline{\quad} \times \underline{\quad}$$

Maths - Multiplication



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$

Draw an array to show:

$$3 \times 5 = 5 \times 3$$

$$2 \text{ lots of } 10 = 10 \text{ lots of } 2$$

Use **12 cubes**, how many arrays can you create?

Once you have created your array complete:

$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$

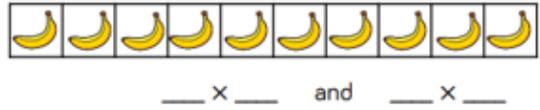
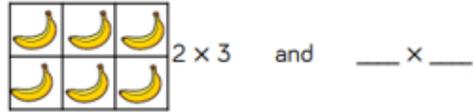
Maths - Multiplication

Monday - Using Arrays

On the image, find 2×5 and 5×2



Complete the number sentences to describe the arrays



Draw an array to show:

$$4 \times 5 = 5 \times 4$$

$$3 \text{ lots of } 10 = 10 \text{ lots of } 3$$

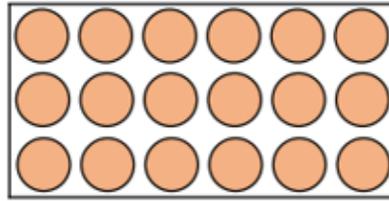
Problem solving questions

With 12 cubes, how many different arrays can you create?

Once you have created your array complete:

$$__ \times __ = __ \times __$$

Find different ways to solve six lots of three.



Part of this array is hidden.



The total is less than 16

What could the array be?



Tuesday Maths - Multiplication
worksheets start easy and get harder
decide where you want to dip in.

double	4	is	
4	+	4	=

double	2	is	
2	+	2	=

double	3	is	
3	+	3	=

double	6	is	
6	+	6	=

⊕

double	7	is	
7	+	7	=

□

Maths - Multiplication Word Problems

Can I double numbers to find and find corresponding halves?

Example

6	$\xrightarrow{\text{double}}$	12	$\xrightarrow{\text{half}}$	6
---	-------------------------------	----	-----------------------------	---

10	$\xrightarrow{\text{double}}$		$\xrightarrow{\text{half}}$	
----	-------------------------------	--	-----------------------------	--

5	$\xrightarrow{\text{double}}$		$\xrightarrow{\text{half}}$	
---	-------------------------------	--	-----------------------------	--

13	$\xrightarrow{\text{double}}$		$\xrightarrow{\text{half}}$	
----	-------------------------------	--	-----------------------------	--

15	$\xrightarrow{\text{double}}$		$\xrightarrow{\text{half}}$	
----	-------------------------------	--	-----------------------------	--

8	$\xrightarrow{\text{double}}$		$\xrightarrow{\text{half}}$	
---	-------------------------------	--	-----------------------------	--

17	$\xrightarrow{\text{double}}$		$\xrightarrow{\text{half}}$	
----	-------------------------------	--	-----------------------------	--

12	$\xrightarrow{\text{double}}$		$\xrightarrow{\text{half}}$	
----	-------------------------------	--	-----------------------------	--

16	$\xrightarrow{\text{double}}$		$\xrightarrow{\text{half}}$	
----	-------------------------------	--	-----------------------------	--

20	$\xrightarrow{\text{double}}$		$\xrightarrow{\text{half}}$	
----	-------------------------------	--	-----------------------------	--

What is half of 32?

What is double 14?

Maths - Multiplication

Can I double all numbers to 20 using resources?

double 18 $18 + 18$	double 17 $17 + 17$	double 3 $3 + 3$
double 5 $5 + 5$	double 6 $6 + 6$	double 7 $7 + 7$
double 8 $8 + 8$	double 9 $9 + 9$	double 10 $10 + 10$
double 11 $11 + 11$	double 12 $12 + 12$	double 13 $13 + 13$
double 14 $14 + 14$	double 15 $15 + 15$	double 16 $16 + 16$
double 19 $19 + 19$	double 20 $20 + 20$	double 2 $2 + 2$

Maths - Multiplication

Tuesday - Doubles

Circle the representations which have been doubled:

Take a number piece and double it. Complete the sentence.

 Double ___ is ___ Double ___ is ___

Complete and continue the table.

Build	Represent	Add	Double
		$1 + 1 = 2$	Double 1 is 2
		$2 + 2 = \underline{\quad}$	Double 2 is $\underline{\quad}$
		$3 + 3 = \underline{\quad}$	Double 3 is $\underline{\quad}$
		$\underline{\quad} + \underline{\quad} = \underline{\quad}$	Double 4 is $\underline{\quad}$

Problem solving questions

Louise doubles her donuts. The picture shows what she had after she doubled her donuts.



Whitney

Louise started with 4 and ended with 8 donuts.

Eva

Louise started with 8 and ended with 16 donuts.

Mo

Louise started with 2 and ended with 4 donuts.

Who do you agree with? Explain why.

Complete the table by doubling each number.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

What patterns do you notice?



Wednesday Maths - Multiplication

Count in 2s to calculate how many eyes there are.



There are ____ eyes in total.

$$___ \times ___ = ___$$



There are ____ eyes in total.

$$___ \times ___ = ___$$



There are ____ eyes in total.

$$___ \times ___ = ___$$



There are ____ eyes in total.

$$___ \times ___ = ___$$

Complete the number track.

2	4		8		10
4	6	8			14
	8	10	12	14	

There are **6 wheels**, how many bikes are there? ____ bikes ____ \times ____ = ____



There are **8 wheels**, how many bikes are there? ____ bikes ____ \times ____ = ____



There are **10 wheels**, how many bikes are there? ____ bikes ____ \times ____ = ____



Maths - Multiplication

Count in 2s to calculate how many eyes there are.



There are ____ eyes in total.

$$___ \times ___ = ___$$



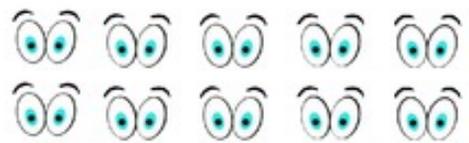
There are ____ eyes in total.

$$___ \times ___ = ___$$



There are ____ eyes in total.

$$___ \times ___ = ___$$



There are ____ eyes in total.

$$___ \times ___ = ___$$

Complete the number track.

2	4		8		10
14	16	18			24
	38	40	42	44	

Fill in the missing boxes.

$3 \times ___ = 6$

$___ \times 2 = 20$

$7 \times 2 = ___$

Maths - Multiplication

Problem solving questions

Fill in the blanks.

$$3 \times \underline{\quad} = 6$$

$$\underline{\quad} \times 2 = 20$$

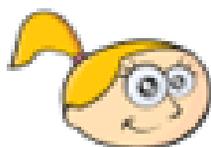
$$\underline{\quad} = 8 \times 2$$

Tommy says that $10 \times 2 = 22$

Is he correct?

Explain how you know.

Eva says,

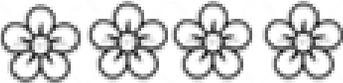


Every number in the
2 times-table is even.

Is she correct? Explain your answer.

Thursday Maths - Multiplication

Write the calculations as repeated addition or a multiplication calculation.

How many petals altogether? ____  _____	How many petals altogether? ____  _____
How many petals altogether? ____  _____	How many petals altogether? ____  _____

Write the calculations as repeated addition or a multiplication calculation.

There are 5 fingers. How many hands? ____  _____	There are 10 fingers. How many hands? ____  _____
There are 15 fingers. How many hands? ____  _____	There are 20 fingers. How many hands? ____  _____

Use $<$, $>$ or $=$ to make the statements correct.

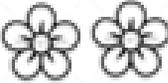
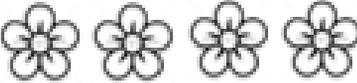
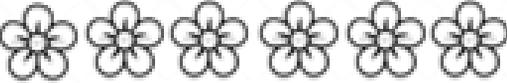
$2 \times 5 \quad \underline{\quad} \quad 2 \times 5$

$3 \times 2 \quad \underline{\quad} \quad 4 \times 5$

$3 \times 10 \quad \underline{\quad} \quad 3 \times 5$

Maths - Multiplication

Write the calculations as repeated addition or a multiplication calculation.

How many petals altogether? ____  _____	How many petals altogether? ____  _____
How many petals altogether? ____  _____	How many petals altogether? ____  _____

Write the calculations as repeated addition or a multiplication calculation.

There are 15 fingers. How many hands? ____ _____	There are 20 fingers. How many hands? ____ _____
There are 35 fingers. How many hands? ____ _____	There are 30 fingers. How many hands? ____ _____

Use $<$, $>$ or $=$ to make the statements correct.

2×5 ____ 2×5

3×2 ____ 4×5

10×5 ____ 5×5

Maths - Multiplication

Match the picture to the calculation.



$$20 = 4 \times 5$$



$$5 \times 5 = 25$$



$$2 \times 5 = 10$$



Write a calculation for the picture that is left over.

Maths - Multiplication

Problem solving questions

Use $<$, $>$ or $=$ to make the statements correct.

$$2 \times 5 \quad \bigcirc \quad 5 \times 2$$

$$3 \times 2 \quad \bigcirc \quad 4 \times 5$$

$$10 \times 5 \quad \bigcirc \quad 5 \times 5$$

Is Mo correct?



Every number in the 5 times table is odd.

Explain your answer.

Tubes of tennis balls come in packs of 2 and 5

Whitney has 22 tubes of balls.

How many of each pack could she have?

How many ways can you do it?



Tommy and Rosie have both drawn bar models to show 7×5



What's the same and what is different about their bar models?

Draw your own bar model to represent 4×5

Friday Maths - Multiplication

How many crayons are there altogether?

There are ____ crayons altogether.



$$\text{---} \times 10 = \text{---}$$

There are ____ crayons altogether.



$$\text{---} \times 10 = \text{---}$$

There are ____ crayons altogether.



$$\text{---} \times 10 = \text{---}$$

There are ____ crayons altogether.



$$\text{---} \times 10 = \text{---}$$

There are ____ crayons altogether.



$$\text{---} \times 10 = \text{---}$$

Maths - Multiplication

Other Subjects

Subject	Work at home ideas
Science	<u>We are continuing with our topic of animals including humans.</u> Sort the animals into groups, explain how you sorted them then identify the characteristics of each.
Topic	<i>Florence Nightingale.</i> Can you identify why Florence Nightingales work was so important? You need to compare pictures of Scutari hospital when Florence first arrived and to how the hospital looked after.
PE	Using equipment found around your house have a go at the right way wrong way race track.
Art / DT	Create your own artwork using light and dark shading.
Computing	There are 2 e-Safety activities this week on the following pages.
Music	Create your own African orchestra using made up instruments found at home.
RE	This term we are learning about the Gospel. This week's activities are on the pages that follow.
PSHE	<u>Personal, social, health, education</u> This week's topic is about moods and attitudes. http://vid.ly//1k2j6y Follow the instruction sheet at the end of the pack. Once you have finished the activity design a poster to show what you have learnt.

Science

Can you sort these animals into groups?



Science

Which groups have you sorted them into?

We have a spine, a group of bones that go all the way from our bottoms to our heads. Some animals do not have a spine, these are called invertebrates.

Tick which characteristics the different types of animals have

	Scales	Wings	Feathers	Fur/hair	Spine	Breathe underwater	Cold-blooded
Birds							
Fish							
Reptiles							
Mammals							
Amphibians							
Invertebrates							

Do you have any pets? Which category do they belong in?

Look at your groups of animals again, do you need to make any changes?

The animals should have been sorted into 6 groups: birds, fish, reptiles (snakes, crocodiles and lizards), mammals (animals and humans), amphibians (frogs and toads) and invertebrates (insects). |

Music

For this music lesson you will need an object that you can make sounds with, it can be a musical instrument or a saucepan and wooden spoon.

Can you make the sound of these animals?



Elephant



Lion



Chimpanzee

What is a sound? - It is a vibration through the air.

Can you change the tempo (speed, slower or faster) and dynamics (volume, louder or quieter) of your animal sounds?

Using your instrument or object can you find out if you can make only one sound from it or different sounds by using different parts of the object? When you can make different sounds from the object, this is called the timbre.

Can you make sounds with your object that sound like the different animals? How do you need to play it to make each sound? Can you describe the way you play it using the terminology tempo and dynamics?

Art

Last term we focused on using tone, pattern, shading, line and colour create our piece of art.

Choose an object in your house to draw using your different pencil techniques? Could you use a variety of different line types and tone?



Right Way Wrong Way: The Race

Home Physical Education

Can you play fairly and encourage each other?

How to play:

- Layout objects; teddy bears, cones or toys across the space. Make sure half are facing the right way up and half are facing upside down.
- Player 1 is going to try and turn all the objects up the right way and player 2 is going to try and turn all the objects upside down.
- Play for 60 seconds. At the end of the game the player who has the most objects facing 'their' way is the winner.



Can you keep trying even if you find it challenging?

Top Tips

On your toes!

Moving on the balls of your feet, and bending your knees will help you move quicker to each object!

Let's Reflect

Were you able to move on the balls of your feet to be quick?

If you did not win, what could you do differently next time?

Right Way Wrong Way

Home Physical Education

Can you play fairly and encourage each other?

How to play:

- Layout objects; teddy bears, cones or toys across the space making sure they are all upside down.
- On 'go' how long does it take to turn all the objects the right way up?
- What could you do to get quicker and beat your time?
- Play against an opponent. Who can turn all the objects around the quickest?



Can you keep trying even if someone else is quicker than you?

Top Tips

On your toes!

Moving on the balls of your feet, and bending your knees will help you move quicker to each object!

Let's Reflect

Were you able to move on the balls of your feet to be quick?

Did you have a plan for which order you would turn the objects over?

Computing - eSafety

Week 2



Activity 1: Alfie's videos

- If needed, watch Episode 1: Block Him Right Good, Alfie again with your child at www.thinkuknow.co.uk/8_10/watch/.
- Look at Resource Sheet 1: Alfie's profile. Alfie has taken some important steps to make sure that he is safe when he is making videos and posting them online.
- Ask your child to write down four steps Alfie has taken, either on the Resource Sheet or on paper.
- Once completed, discuss your child's answers and identify any missed steps.
 - ✓ 1. profile picture is an avatar, not an actual photo
 - ✓ 2. username does not feature his name.
 - ✓ 3. Privacy set to friends only.
 - ✓ 4. Wears clothes that are not school uniform or private, like pyjamas.]

Activity 2: Being kind online

- Ask your child what they remember about Episode 1 of Play Like Share.
- Ask your child:
 - ✓ Who wrote a mean comment about Alfie? [the Popcorn Wizards]
 - ✓ Who 'liked' the comment? [Sam]
 - ✓ Why wasn't this a kind thing to do? [It might upset Alfie. Sam is meant to be Alfie's friend]
- Explain when we write or post something online, we must always think about how we might make other people feel.
- What positive words could Ellie, Alfie and Sam use to describe each other?
- Using Resource Sheet 2: Being kind online, ask your child to write as many positive words and phrases as they can think of next to each character, using any clues in the video to help. Alternatively, your child can draw pictures of each character and add positive words to describe them.

About Thinkuknow

Thinkuknow is the online safety education programme from the National Crime Agency. Once a fortnight, On Tuesdays, we will produce an activity sheet to help you support your child while schools are partially closed.

You'll find lots of support and advice for parents and carers on keeping your child safe online at: <https://www.thinkuknow.co.uk/parents/>

Feel free to share your poster on Click CEOP's Facebook page as mentioned above (please follow their rules). But, your teachers would love to see your

Computing - eSafety

Week 2



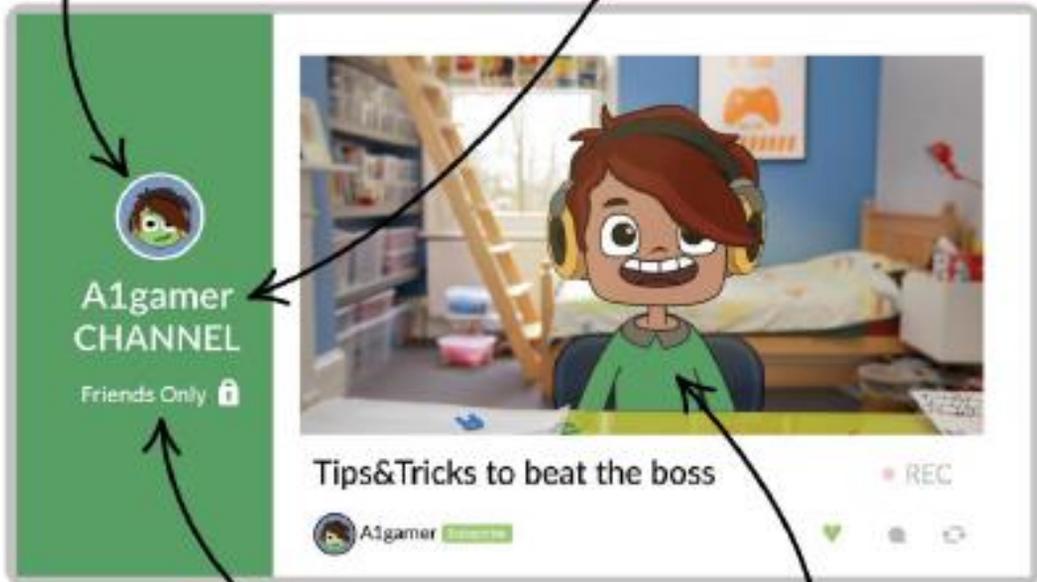
Online safety at home
SIMPLE 15 MINUTE ACTIVITIES TO DO WITH YOUR CHILD

Resource sheet 1: Alfie's profile

Label the picture to show what steps Alfie has taken. Write your answers in each box.

Alfies profile picture:

Alfies username:



Privacy settings:

Clothes Alfie wears:

Computing - eSafety

Week 2



Resource sheet 2: Being kind online

What positive words could Ellie, Alfie and Sam use to describe each other?



RE - Gospels

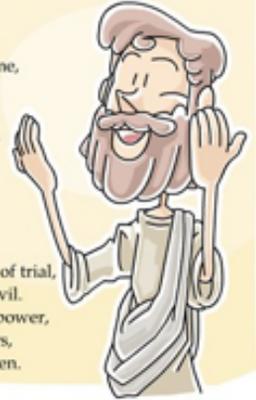
Week 2

Week 2 - Learning question: How is God like a Father?

Think: The Lord's prayer opens with 'Our Father in Heaven'
Why do you think Christians call God father?

Lord's Prayer

Our Father in heaven,
Hallowed be your name,
Your kingdom come,
Your will be done,
On earth as in heaven.
Give us today our
daily bread.
Forgive us our sins
as we forgive those
who sin against us.
Save us from the time of trial,
And deliver us from evil.
For the kingdom, the power,
and the glory are yours,
Now and forever. Amen.



 Read the second half of the passage from the Bible we read last week. It was a message spoken by Jesus and can be found in the New Testament of the Bible.

Luke 11:11-13

¹¹ If your children ask for a fish, which of you would give them a snake instead? ¹² Or, if your children ask for an egg, would you give them a scorpion? ¹³ Even though you are bad, you know how to give good things to your children. How much more your heavenly Father will give the Holy Spirit to those who ask him!"



- What is the message Jesus is sharing with those listening?
- How did Jesus want the parents listening to treat their children?
- What do you think this passage teaches Christians about God?



Christians believe that God acts like a loving father to all his children, giving them what they need not what they want.

The Bible tells Christians that they should ask God for what they need. They should ASK, KNOCK and SEEK God for help.

Christians believe that God loves each human so gives them gifts to enjoy.

PSHE

Personal, Social, Health Education

We are using the Big Ideas from ClassDojo to reinforce our PSHE learning.

This week's topic is about moods and attitudes.

We're watching a video series about moods and attitudes! Watch it at <http://vid.ly//1k2j6y> and discuss these questions with your child.

1. Share a good moment and a bad mood moment from today. What feelings words can you use to help you describe them? (parents and children should both share!)
2. Why do you think your mood changed throughout the day?
3. Do you think it's possible to change your mood? Let's brainstorm some ways!

NB When you click the link, it will download a video which you then need to click to play.

Topic
Florence Nightingale.

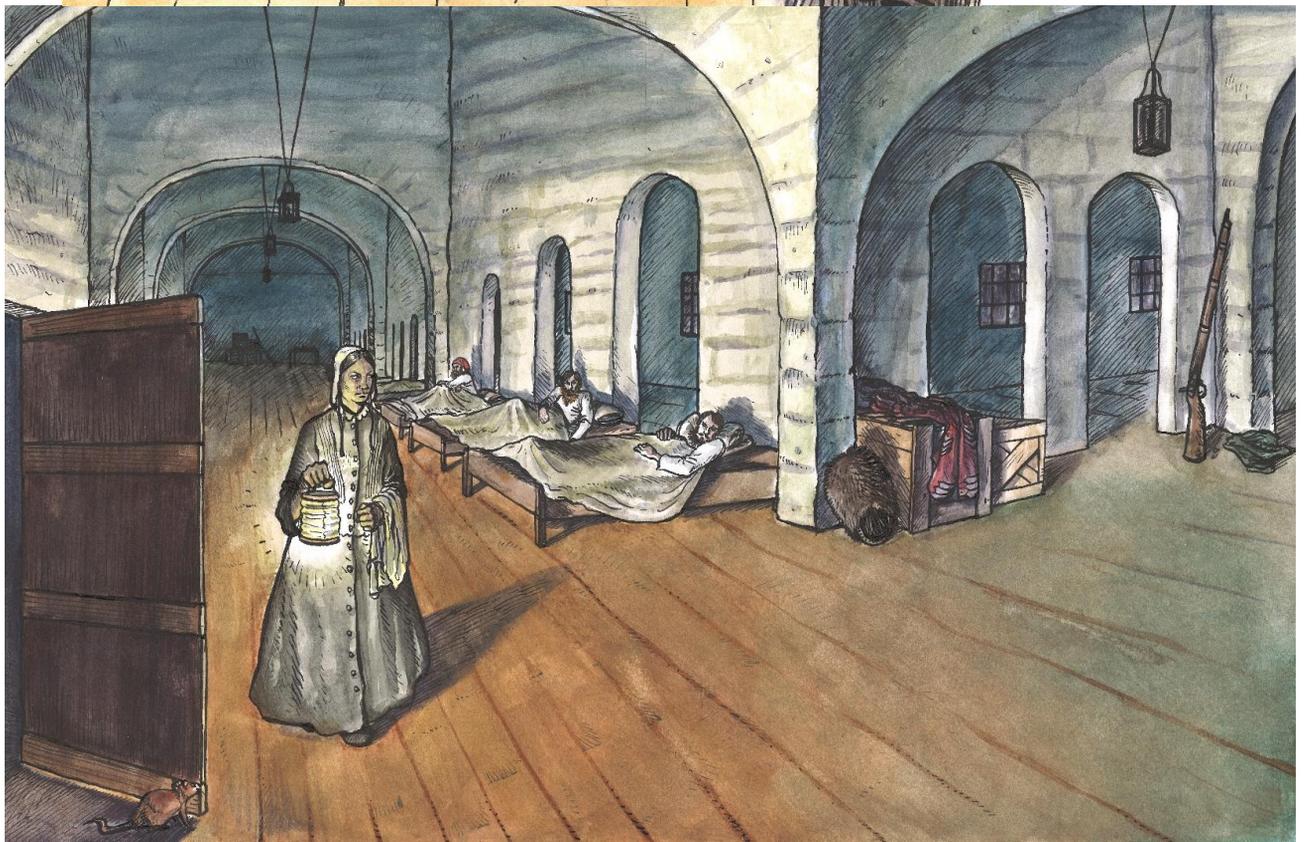
For this week's topic you need to be a picture detective.

Can you identify why Florence Nightingales work was so important?

Look at the two pictures on the next slide of the hospital in Scutari.

The top one was painted when she first arrived and the picture on the bottom was painted after she had been there a little while.

What are the important differences in the pictures. How did that help the injured and sick.





What I noticed

How this helped the injured and sick.

English Reference Materials

Using a dictionary
to check the
meaning of words.

Use alphabetical order to find the word.
Start with the first letter of the word.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

You may need
to look for the
capital letter.

Remember, some
letters can look
different in different
fonts, like: l I, g g and
k k

English Reference Materials

Using alphabetical order
to find the word.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

When two words start with
the same letter, you order
them by the second letter,
and so on.

daisy and donkey

This means that, when you
look up a word, you find the
section with the first letter
and then work through the
words by order of the next
letter.

There is a step-by-step guide
on the next page...

English Reference Materials

Using alphabetical order
to find the word.

Your turn: How would
you find the word *cleft* in
a dictionary?

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

1. Find the section with
words beginning with c.

2. Pass through the words that
have a as the second letter, like
canoe and *carnivore*. The 2nd
letter of *cleft* is l, so start
looking towards the middle of the
section.

3. If you get to words
starting with *co*, *cr* or *cu*
then you've gone too far...

English

Farmers Bunce, Boggis and Bean

