

Year 2 Home Learning Pack

week commencing 25/01/2021

We're back for another week of learning. We hope you had a lovely weekend. Here's your next home learning pack bursting with activities for you to work through. We look forward to seeing all your lovely learning this week.

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 - once again we have included a variety of spelling, grammar, reading and writing activities for you.
- Maths - we will continue with our learning on division.
- Please send in pictures of your work so we can support you.
- We have also updated activities for the other subjects: science, topic, computing, RE, art, etc.

Remember to keep your daily journal going with 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.

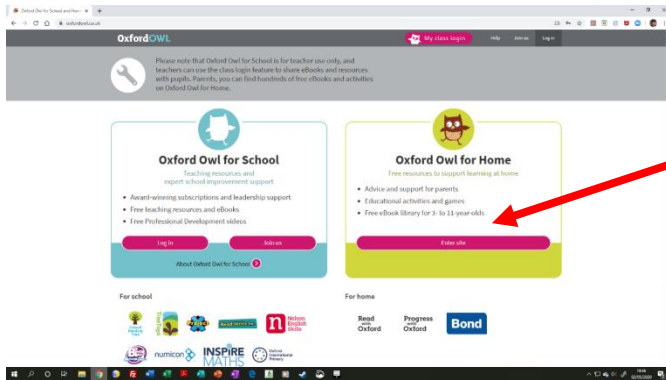
Take care of yourselves and stay safe.

Mrs Hall, Miss Reynolds, Miss Williams and Mr Warne



Reading Oxford Owl for Home

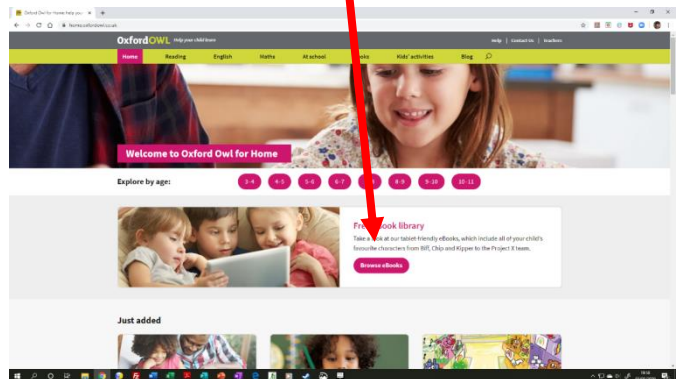
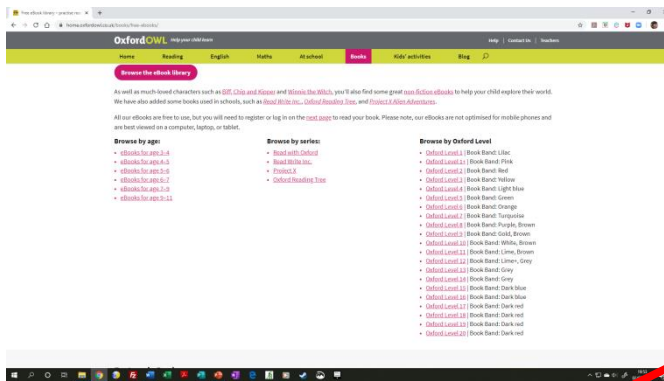
Parents and carers can access a large library of **free** eBooks for use by children at home via Oxford Owls. See details below for how to sign up.



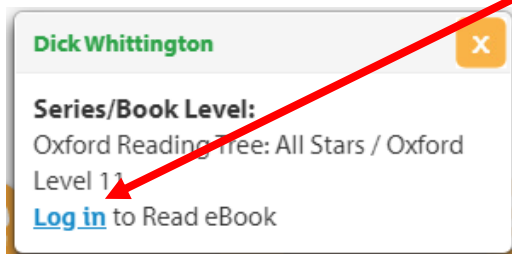
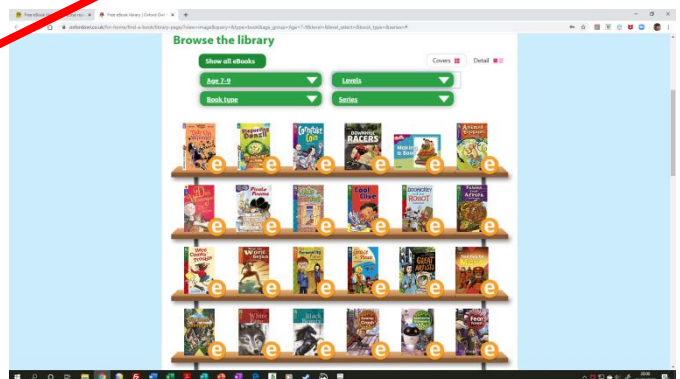
Visit www.oxfordowl.co.uk and click **Enter Site in Oxford Owl for Home**.

Next, click **Browse eBooks** under **Free eBook Library**.

On the next page you can browse by age group, series, or reading scheme colours. Select an option.



When you click on a book in the bookshelf, it will bring up a log in option - click this.



Welcome to Oxford Owl

Username

Email address

Password

Password

Problems logging in?

Not registered yet? Join us!

Log in

When you click on a book on the shelf, it will bring up a log in option - click this. At the bottom, select **Not registered yet? Join us!**

Step: 1

About you

I am: Teacher ☐ Parent ☒

First name*

Last name*

Your email address*

Confirm email address*

Your password

At least 6 characters, including at least one lowercase letter, one uppercase letter and no spaces

Confirm password*

Confirm password*

Register for an account, click on the activation email and next time you select a book, log in and read!

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

Miss Lowe's and Miss Hatwell's group
Please practice reading these words.

Ditty 2 On top



Story Green Words

Ask children to read the words first in Fred Talk and then say the word.



fox

top

cat

hen

bug

Ask children to read the root first and then the whole word with the suffix.

get → gets

Red Words

Ask children to practise reading the words.



of

the

7

Read Write Inc. Phonics © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl.

Ditty 3 A wet cat



Story Green Words

Ask children to read the words first in Fred Talk and then say the word.



bed

mat

bath

wet

Red Words

Ask children to practise reading the word.



the

Mr Warne's group

Please practice reading and spelling these words.

Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

Stitch witch spell frog wing pot
rat ping cast slug moth whisk wand

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

cob|web

Speedy Green Words

the rows, down the columns and in and out of order clearly and quickly.

bad	then	six
then	mix	leg
mix	cat	it
up	in	will

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

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

Miss Reynolds' group

Please practice reading and spelling these words.



Dizzy Duck Crow cheep pond row
bank splash twig tow

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

duck|ling will|ow can|not

Ask children to read the root first and then the whole word with the suffix.

follow → followed stay → stayed

cheep → cheeped



yellow

know

show

jump

slow

yellow

know

show

jump

sat

swim

stay

tree

then

help

throw



said

he

me

you

to

do

what

no

the

your

her

she

all

I've

are

go

Miss Williams' group

Please practice reading and spelling these words.



test fresh crisp cloth felt like lead

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

curr|ants butt|ons craft|y dust|y o|ven* ging|er|bread*

Ask children to read the root first and then the whole word with the suffix.

finish → finished wink → winked pull → pulled

sniff → sniffed lift → lifted stick → sticky gasp → gasped

grin → grinned lick → licked

** Challenge Words*



pushed	head	bread	spread
bottom	bread	head	catch
singing	kitchen	last	think
left	next	jumped	began
rest	help	running	thanks



to	was	her	said
you	you	of	was
they	their	was	want
some	small	all	are
were	do	school	what

Miss Hall's group

Please practice reading and spelling these words.



view shore phew crew threw newt deck stew eye*

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

Tues|day Stew|art news|paper a|muse life|boat wet|suit*

Ask children to read the root first and then the whole word with the suffix.

dune → dunes bob → bobbed listen → listening

confuse → confused rescue → rescued brew → brewed

unscrew → unscrewed gentle → gently



knew

forget

blue

boat

white

rules

safe

mean

first

listening

little

when

good

started

catch

time

really

red

out

looked



great

brother

above

where

could

was

what

here

someone

through

another

there

school

water

of

were

to

all

one

want

English - Reading

Fantastic Mr Fox

Monday Read chapter 4 of Fantastic Mr Fox on the following pages. Roald Dahl uses the words:

Tenderly

Finest

Stump

Sharply

Quivering

steeply

Find out what these words mean. Which words could Roald Dahl have used instead?

Tuesday Read chapter 4 again. In this chapter the Fox family have to dig for their lives, a frightening experience for the children. Use the pictures of two of the Fox family children (on the following pages) and fill in their thought and speech bubbles. What might they be thinking at this terrible time? What might they say to their parents?

Wednesday As the family escape from the farmers' shovels, the book says '*they all sat down, panting for breath*'. For now the foxes are safe. Make up a song to celebrate their escape from the farmers.

Thursday Read the extract from Fantastic Mr Fox on the following pages and add in adjectives and adverbs.

Friday There are different types of comprehension - one which requires your careful reading and following instructions and another with easier and harder sets of questions based around the Zoo Vet. Choose the one you want to do, or have a go at all. The answers to the Zoo Vet comprehension follow the questions.

English - Reading

Fantastic Mr Fox Chapter 4

Chapter 4 The Terrible Shovels

Down the hole, Mrs Fox was tenderly licking the stump of Mr Fox's tail to stop the bleeding. 'It was the finest tail for miles around,' she said between licks. 'It hurts,' said Mr Fox.

'I know it does, sweetheart. But it'll soon get better.'

'And it will soon grow again, Dad,' said one of the Small Foxes.

'It will never grow again,' said Mr Fox. 'I shall be tailless for the rest of my life.' He looked very glum.

There was no food for the foxes that night, and soon the children dozed off. Then Mrs Fox dozed off. But Mr Fox couldn't sleep because of the pain in the stump of his tail. 'Well,' he thought, 'I suppose I'm lucky to be alive at all. And now they've found our hole, we're going to have to move out as soon as possible. We'll never get any peace if we . . . What was that?' He turned his head sharply and listened. The noise he heard now was the most frightening noise a fox can ever hear - the scrape-scrape-scraping of shovels digging into the soil.

'Wake up!' he shouted. 'They're digging us out!'

Mrs Fox was wide awake in one second. She sat up, quivering all over. 'Are you sure that's it?' she whispered.

'I'm positive! Listen!'

'They'll kill my children!' cried Mrs Fox.

'Never!' said Mr Fox.

'But darling, they will!' sobbed Mrs Fox. 'You know they will!'

Scrunch, scrunch, scrunch went the shovels above their heads.

Small stones and bits of earth began falling from the roof of the tunnel.

'How will they kill us, Mummy?' asked one of the Small Foxes. His round black eyes were huge with fright. 'Will there be dogs?' he said.

Mrs Fox began to cry. She gathered her four children close to her and held them tight.

English - Reading

Fantastic Mr Fox Chapter 4 continued

Suddenly there was an especially loud crunch above their heads and the sharp end of a shovel came right through the ceiling. The sight of this awful thing seemed to have an electric effect upon Mr Fox. He jumped up and shouted, 'I've got it! Come on! There's not a moment to lose! Why didn't I think of it before!'

'Think of what, Dad?'

'A fox can dig quicker than a man!' shouted Mr Fox, beginning to dig. 'Nobody in the world can dig as quick as a fox!' The soil began to fly out furiously behind Mr Fox as he started to dig for dear life with his front feet. Mrs Fox ran forward to help him. So did the four children.

'Go downwards!' ordered Mr Fox. 'We've got to go deep! As deep as we possibly can!'

The tunnel began to grow longer and longer. It sloped steeply downward. Deeper and deeper below the surface of the ground it went. The mother and the father and all four of the children were digging together. Their front legs were moving so fast you couldn't see them. And gradually the scrunching and scraping of the shovels became fainter and fainter.

After about an hour, Mr Fox stopped digging. 'Hold it!' he said. They all stopped. They turned and looked back up the long tunnel they had just dug. All was quiet. 'Phew!' said Mr Fox. 'I think we've done it! They'll never get as deep as this. Well done, everyone!'

They all sat down, panting for breath. And Mrs Fox said to her children, 'I should like you to know that if it wasn't for your father we should all be dead by now. Your father is a fantastic fox.'

Mr Fox looked at his wife and she smiled. He loved her more than ever when she said things like that.

English - Reading Monday

These are words Roald Dahl uses in chapter 4.

Find out what these words mean. Which other words could Roald Dahl have used instead?

Tenderly

Finest

Stump

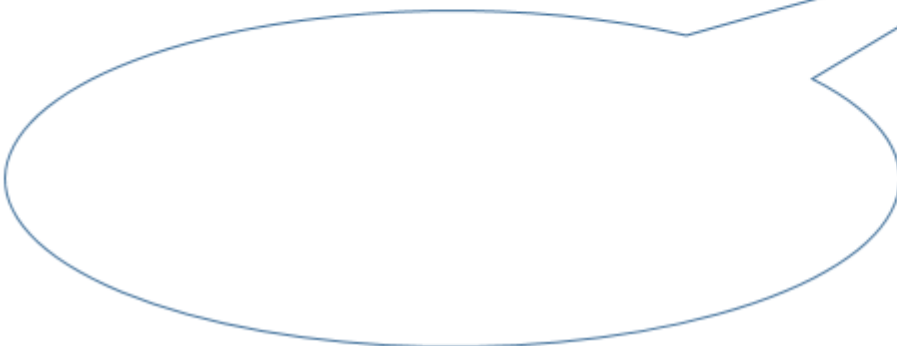
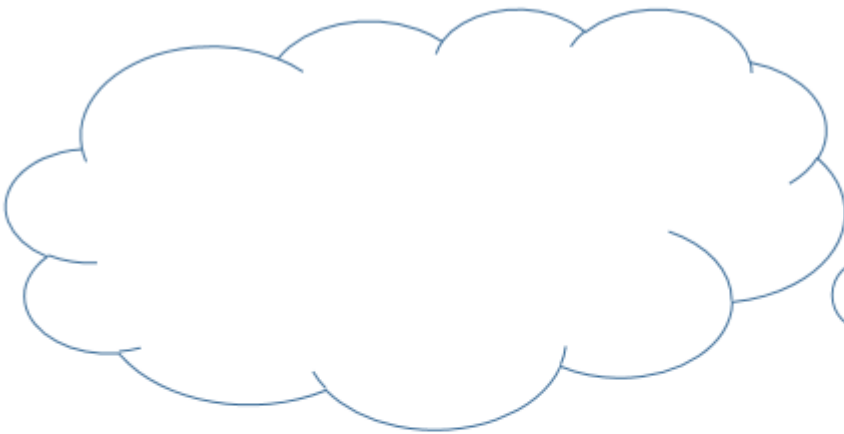
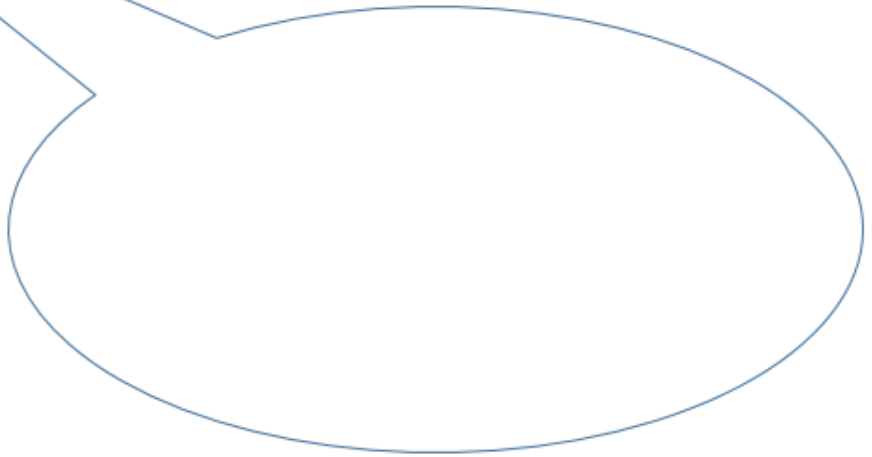
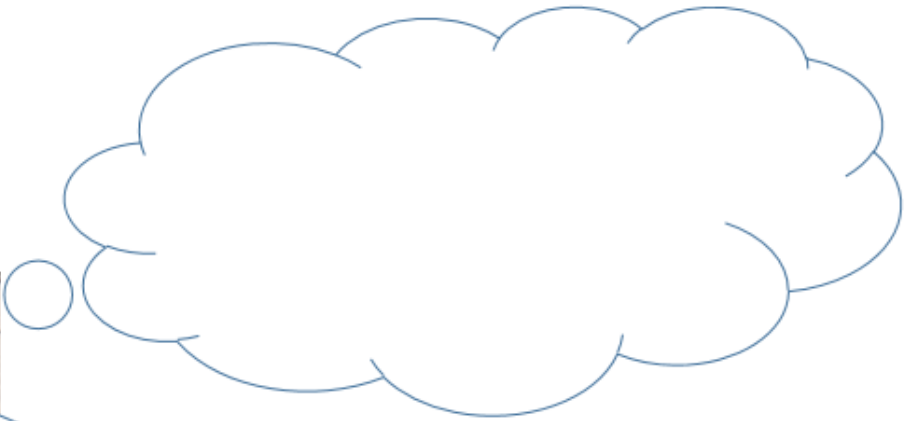
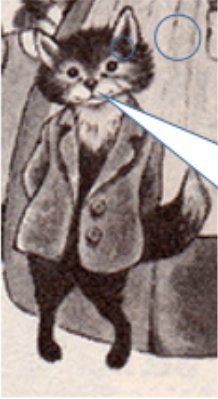
Sharply

Quivering

steeply

English - Reading Tuesday

Fantastic Mr Fox



Reading Thursday

There was no food for the foxes that night, and soon the children dozed off. Then Mrs Fox dozed off. But Mr Fox couldn't sleep because of the pain in the stump of his tail. 'Well,' he thought, 'I suppose I'm lucky to be alive at all. And now they've found our hole, we're going to have to move out as soon as possible. We'll never get any peace if we . . . What was that?' He turned his head sharply and listened. The noise he heard now was the most frightening noise a fox can ever hear - the scrape-scrape-scrapping of shovels digging into the soil.

This is an extract from Fantastic Mr Fox chapter 4

Find places in the text where you could add:

4 adjectives (describing words)

2 adverbs (describes the action word-verb)

Reading Comprehension

1

Read the sentence and colour the picture.



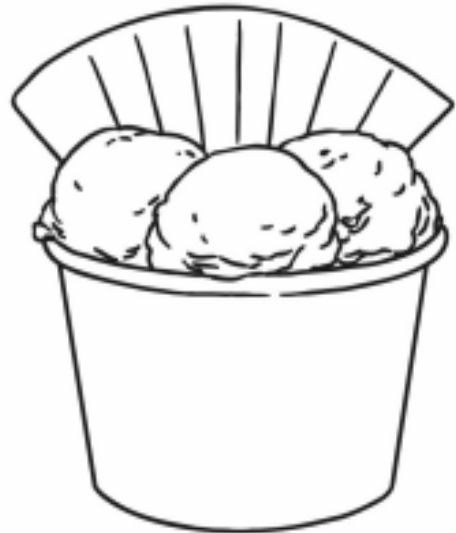
The first and last scoops of ice cream are red and the middle is brown.



The wafer is brown, the tub is green and the ice cream is strawberry.



The first and last scoops of ice cream are chocolate and the middle is vanilla.



The ice cream is strawberry, the wafer is chocolate and the tub is blue.

Reading Comprehension

The Zoo Vet

On Monday, George the giraffe visited the vet. He had a sore throat. The vet gave George some medicine and a scarf to wrap around his neck.

Thanks to the vet, the patient soon began to feel much better.



On Tuesday, Fatima the flamingo visited the vet. She had a broken wing. The vet bandaged Fatima's wing and put it into a sling.

Thanks to the vet, the patient soon began to feel much better.



On Wednesday, Cam the chameleon visited the vet. He had a temperature. The vet put a cool flannel on Cam's head and gave him plenty of water to drink.

Thanks to the vet, the patient soon began to feel much better.



Reading Comprehension cont.

The Zoo Vet

On Thursday, Eric the elephant visited the vet. He had a cold. The vet gave Eric a big hankie and a hot-water bottle.

Thanks to the vet, the patient soon began to feel much better.



On Friday, Tori the tiger visited the vet. She had a thorn stuck in her paw. The vet pulled the thorn out of Tori's paw and wrapped it in a bandage.

Thanks to the vet, the patient soon began to feel much better.

Oh no! On Saturday, it was the vet who was feeling poorly!

On Sunday, he put some cream on his spots and got plenty of rest...



Reading Comprehension cont.

...and soon began to feel much better!



Questions

1. What job does the main character have in the story? Tick **one**.

- ☐ He is a teacher.
- ☐ He is a taxi driver.
- ☐ He is a vet.

2. Which animals appear in the story? Tick **two**.

- ☐ an elephant
- ☐ a giraffe
- ☐ a polar bear

3. What does the zoo vet do to help Fatima the flamingo? Tick **one**.

- ☐ He gives her some medicine.
- ☐ He builds her a new home.
- ☐ He puts her wing in a sling.

4. What did the vet give to Cam the chameleon? Tick **one**.

- ☐ plenty of milk
- ☐ plenty of juice
- ☐ plenty of water

5. What happens on Saturday and Sunday in the story? Tick **one**.

- ☐ The zoo vet has a party.
- ☐ The zoo vet is poorly.
- ☐ The zoo vet goes to the cinema.

The Zoo Vet Answers Easier Questions

The Zoo Vet

Answers

1. What job does the main character have in the story? Tick **one**.

- ☐ He is a teacher.
- ☐ He is a taxi driver.
- ☒ **He is a vet.**

2. Which animals appear in the story? Tick **two**.

- ☒ **an elephant**
- ☒ **a giraffe**
- ☐ a polar bear

3. What does the zoo vet do to help Fatima the flamingo? Tick **one**.

- ☐ He gives her some medicine.
- ☐ He builds her a new home.
- ☒ **He puts her wing in a sling.**

4. What did the vet give to Cam the chameleon? Tick **one**.

- ☐ plenty of milk
- ☐ plenty of juice
- ☒ **plenty of water**

5. What happens on Saturday and Sunday in the story? Tick **one**.

- ☐ The zoo vet has a party.
- ☒ **The zoo vet is poorly.**
- ☐ The zoo vet goes to the cinema.

The Zoo Vet Questions **Harder**

The Zoo Vet

Questions

1. Where does the vet work? Tick **one**.

- ☐ a farm
- ☐ a park
- ☐ a zoo


2. Who does the vet help first? Tick **one**.

- ☐ George the giraffe
- ☐ Eric the elephant
- ☐ Cam the chameleon

3. How does the vet help Tori the tiger? Name **one** thing.

4. Draw a line to match the animals to the day they visited the vet. The first one has been done for you.

Tori the tiger	•	Tuesday
Fatima the flamingo	•	Monday
Cam the chameleon	•	Wednesday
George the giraffe	•	Friday
Eric the elephant	•	Thursday



5. Complete this sentence.

On Saturday, it was the _____ who was feeling poorly!

nurse

animals

vet

The Zoo Vet Answers Harder Questions

The Zoo Vet

Answers

1. Where does the vet work? Tick **one**.

- ☐ a farm
- ☐ a park
- ☒ a zoo

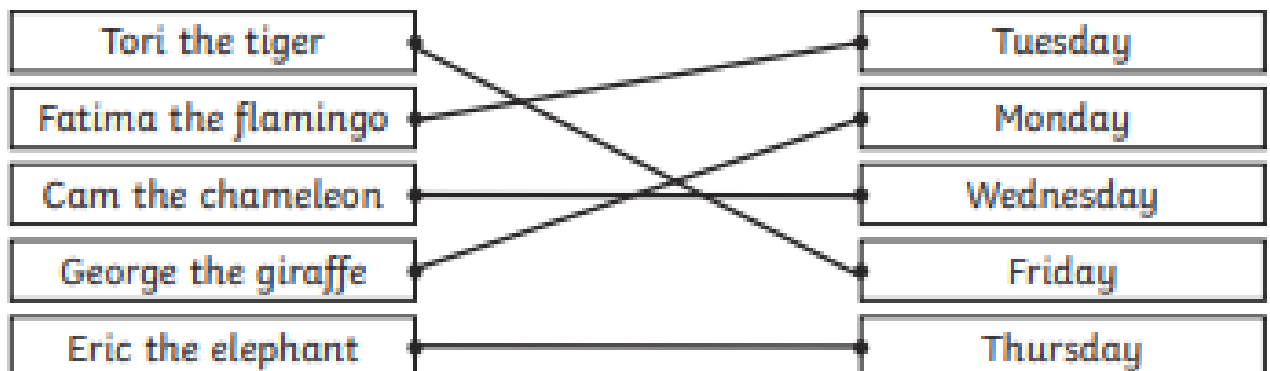
2. Who does the vet help **first**? Tick **one**.

- ☒ **George the giraffe**
- ☐ Eric the elephant
- ☐ Cam the chameleon

3. How does the vet help Tori the tiger? Name **one** thing.

Accept either 'He pulls the thorn out of Tori's paw' or 'He wraps her paw in a bandage'.

4. Draw a line to match the animals to the day they visited the vet. The first one has been done for you.



5. Complete this sentence.

On Saturday, it was the vet who was feeling poorly!

nurse

animals

vet

Practise your weekly spelling words using cursive handwriting.

for

be

it's

got

asked

at

like

see

their

saw

Practise your weekly spelling words using cursive handwriting.

his

some

looked

people

make

but

so

very

your

an

English

Punctuation and Grammar

1. Add two **full stops** in the correct places below.

Paz watches the game with his dad Tim and Noor
join them

1 mark

CHALLENGE: *Why are capital letters used for Paz, Tim and Noor?*

3. Circle the **adjective** in the sentence below.

The tortoise was faster than the hare .

1 mark

CHALLENGE: *Improve this sentence by adding an extended noun phrase.*

Punctuation and Grammar

Which sentence uses an **exclamation mark** correctly?

Tick **one**.

Shall we go into town!

☐

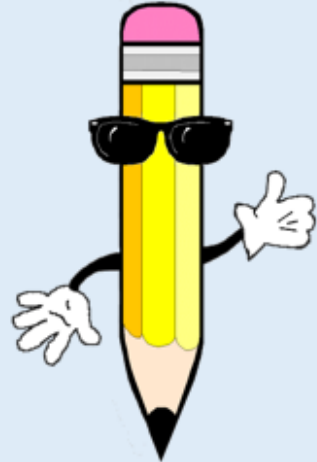
What an incredible story that was!

☐

Where are you going now!

☐

How did that happen!

☐

Remember: a question sentence must end with a **question mark**.

Add a **full stop** or a **question mark** to complete each sentence below.

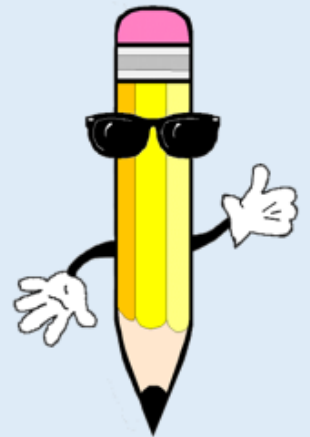
Would you like something to drink

☐

I can see some birds in the garden

☐

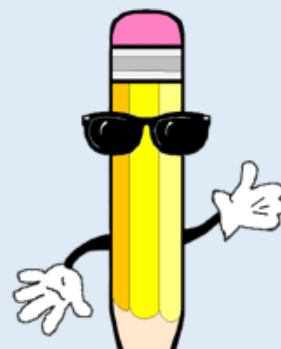
Has anyone got a pen I can borrow

☐

Remember: a question sentence must end with a **question mark**.

Add one **question mark** and one **full stop** in the correct places below.

Do you want to go to the park Sarah is already there



English

This week, we are going to continue with our model text, 'The Magic Finger'. We will begin to create our own version of the text.

Monday Describe your own setting for the The magic Finger. Think about a different setting where the story could take place and describe it.

Tuesday and Wednesday Remind yourself of the story and make changes to fit your setting, the rest you keep the same. You can draw pictures and write some key words.

Thursday Write your own version of the story one part at a time. Just the beginning section today. Mrs Hall will model this in her support videos.

Friday Continue writing your own version. Working on the build up today.

English

Model Text based on an adapted story from Roald Dahl's "The Magic Finger"

The farm next to ours is owned by Mr and Mrs Gregg. The Gregg's have two children and the whole family loved to go shooting. Every Saturday morning, they would go off in to the dark, cold woods searching for animals. I can't stand hunting! It makes me so angry. One Saturday, I saw them coming out of the woods happily carrying a young deer. I was so cross I started shouting at them. The boys laughed and made faces at me and Mr Gregg told me to go home and mind my own business. I warned Mr Gregg to stop or I would put the magic finger on them. Mr Gregg just laughed. Well, that did it! I saw red! I put the magic finger on them! I even put it on Mrs Gregg who wasn't there. I said I would not do it again but now the magic finger was on the Gregg family so I ran home and waited for something to happen.

The next afternoon, the Gregg's were out hunting ducks but no matter how hard they tried, they could not hit them. Instead, the ducks turned around and flew straight towards them, chasing them home. The Gregg's raced inside, slightly scared about the strange ducks who stayed hovering over their house.

When the morning came, the Gregg family were shocked to discover they turned into ducks! They had wings instead of arms and they had all shrunk. They were worried about being ducks at first but decided to test out their wings by flying around. Whilst flying, Mr Gregg pointed and said "Who is that in our garden?" There were four large ducks with arms walking towards their front door. They opened it and went inside. The Gregg family were so upset. Sadly, the Greggs knew that they could not go home and had to live by the lake or in a tree where they had to build their own nest. Luckily, Mr Gregg was very good at building nests. He collected lots of branches (both big and small), muddy brown leaves and soft feathers from William's wings and made the nest in a fork of branches in a tall tree. They searched everywhere looking for food but went to bed hungry. The Gregg family tried to sleep that night but there was a terrible storm and the family were scared that the nest was going to blow down.

English

In the morning, they looked down from their nest and saw four large ducks walking towards them carrying guns. 'Oh no!' They screamed. "What are we going to do?". "Please, don't shoot us." Philip screamed.

"Why not?" said the ducks.

The Gregg family all said that they promised not to shoot animals any more.

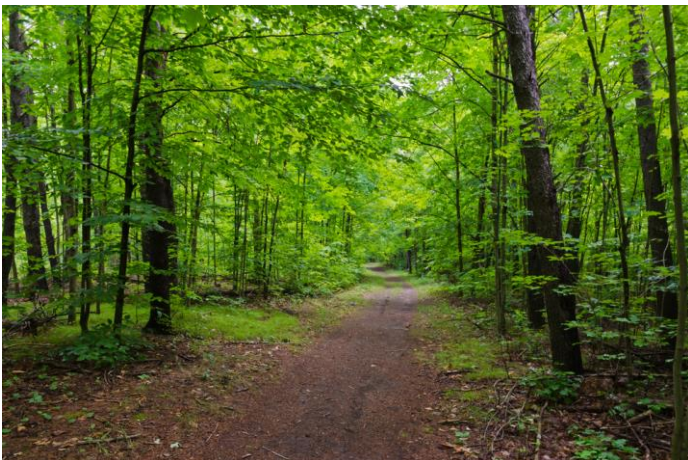
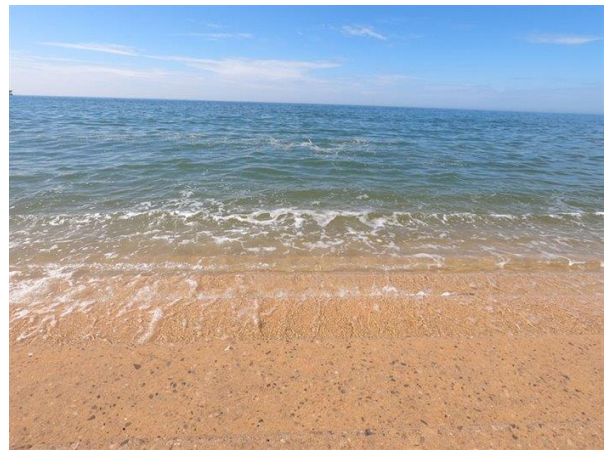
Suddenly, everything went black and misty. When it finally cleared, the family were back on the ground and they were back to normal size with arms instead of wings. Flying over head of them were four large ducks. At that point, I came running over to see what was going on. In one corner, Mr Gregg was smashing up all the guns. In the other corner, Mrs Gregg was putting flowers on large mounds of soil and in the middle of the yard stood Philip and William with a large sack of bird food surrounded by ducks, doves, pigeons, robins and lots of other birds.

Monday's English

Today we are going to choose a different setting to the model text and describe it.

There are some ideas of setting below, remember the characters need to be able to hunt. What can you see? What can you hear? What can you feel?

Don't forget to use all your wonderful adjectives to make beautiful expanded sentences and try to add some similes.



Tuesday and Wednesday's English

Use the grid below to create your own version for your new setting. This will take two days.

Story part	Original	Your version
Beginning	Mr and Mrs Gregg and their two children live on the farm next door. They like hunting. I don't like hunting, it makes me angry.	
Build up	I told them to stop but they laughed at me. I put the magic finger on them. They could not hit the ducks next time they went shooting and the ducks chased them.	
Problem	The Greggs turned into ducks and went outside to fly. Ducks with arms went into their house and the Greggs had to build a nest to sleep. The ducks took guns to shoot the Greggs.	
Solution	The Gregg family were scared so they promised to not shoot animals anymore. Everything went black and misty and when it cleared the family had arms again. Four large ducks flew overhead.	
Ending	I went to see what was happening, Mr Gregg was smashing up the guns, Mrs Gregg was putting flowers in the garden and the children were feeding the birds.	

Thursday's English

Today you are going to write the beginning of your story.

Use your drawings and key words to write sentences about the beginning of the story in your setting.

Remember to use capital letters and full stops. We are looking forward to reading your stories with your beautiful handwriting.

Friday's English

Today you are going to write the build up of your story.

Use your drawings and key words to write sentences about the build up of the story in your setting.

Remember to use capital letters and full stops. We are looking forward to reading your stories with your beautiful handwriting.

Maths

This week we are continuing our work on multiplication and division as well as looking at odds and evens.

Visit the WR website: <https://whiterosemaths.com/homelearning/year-2/>
On these pages you will find all the video clips you need about odds and evens and times tables. Please work through one video and relevant questions each day.

4 25/01/2021	Monday	Divide by 2	MD-2
	Tuesday	Odd and even numbers	MD-1
	Wednesday	Divide by 5	MD-2
	Thursday	Divide by 10	MD-2
	Friday	Mini-assessment	

If you are finding the year 2 work too difficult, please return to home learning page and select Year 1. Whilst we are trying to close all the gaps. There is still learning that the children missed last year due to lockdown Having a look at the previous years curriculum might be helpful.

Times Tables Rock Stars

I am hoping that by the end of this week I will have been able to give a log in to everyone. Once I have it would be good if the children could log in and play games for about 20 minutes per day.

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.

Maths

Times Tables Rock Stars / PiXL

<https://ttrockstars.com/>



Log in to Times Tables Rock stars and play games to practise your tables.

What out for challenges from the teachers!

PIXL

The PIXL Times Table App is a fun and dynamic alternative to Times Table Rock stars, helping you to learn and increase your times table fluency.

The PIXL Unlock Vocabulary App focuses on language for life and learning. Through the use of a range of exciting games, this app helps children to build a better understanding of key vocabulary both general and subject specific.

PiXL apps are available to download free from either the App Store or Play Store.



Mental Maths

Warm up your brain!

There are 16 ducks and 5 swans on a lake. How many birds are there altogether?



5 ducks leave.
How many now?...



4 more ducks leave and 2 new swans arrive. How many now?

Georgia cuts 12cm off a piece of ribbon. It is now 88cm long. What did it measure at the start?

She then cuts it in half.
What does each half measure?...



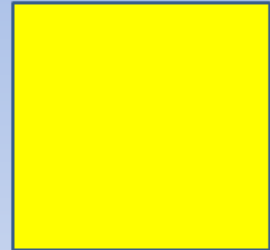
She wants a piece that is 35cm long.
What must she trim off to get this?

Mental Maths

Warm up your brain!

How many corners do 2 squares have?

How many corners do 2 squares and 2 triangles have?...

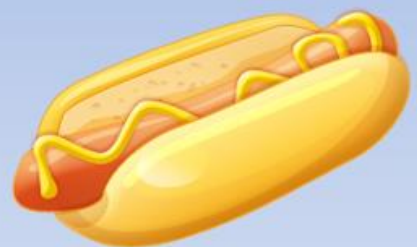


How about 3 squares and 3 triangles?



Each hot dog has 2 sausages. How many sausages will I need for 7 hot dogs?

How many hot dogs can I make with 20 sausages?...



If each person eats 1 hot dog, how many sausages will I need to feed 9 people?

Maths - Monday

Complete the stem sentences.



I have ___ cubes altogether.

There are ___ in each group.

There are ___ groups.

$$\square \div \square = \square$$

$$\square \times \square = \square$$

Group the socks into pairs.



$$\square \div \square = \square$$

$$\square \times \square = \square$$

Complete the number sentences.

I have ___ socks altogether.

There are ___ socks in each group.

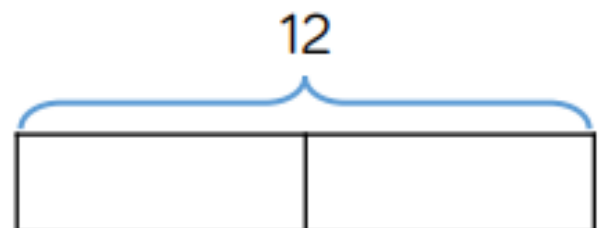
There are ___ groups.

Mo and Tommy have 12 sweets between them. They share them equally. How many sweets does each child get?

There are ___ sweets altogether.

There are ___ groups.

There are ___ in each group.



Complete the bar model and write a calculation to match.

Maths – Monday

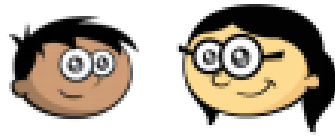
Reasoning and Problem Solving

- 1a. I have 24p.
I divide it equally between 2 friends.
How much will they get each?
- 1b. I have 24p in 2p coins.
How many 2p coins do I have?
- 1c. Consider the two questions above.
What is the same and what is different?
2. Tommy and Annie have some counters.
- Tommy shares his counters into 2 equal groups.
He has 15 in each group.
- Annie groups her counters in twos.
She has 19 groups.
- Who has more counters and by how many?
How did you work it out?

Maths – Monday

Reasoning and Problem Solving

3. Ron has shared some grapes equally between two friends.



Ron's friends

Each friend receives fewer than 50 grapes.

Complete the sentences to describe the number of grapes Ron started with.

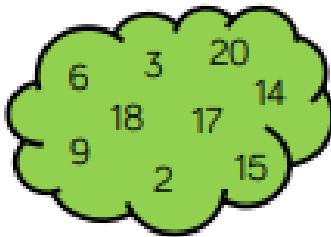
He must have started with...

He could have started with...

He can't have started with...

Maths - Tuesday

1. Use counters to make each number and share them into two equal groups. How does this help you decide whether a number is odd or even? Show this in the table.



odd	even

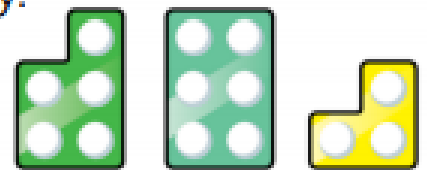
Can you see any patterns?

2. Look at the Numicon carefully. Count the holes.



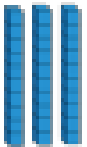




Which number pieces are odd? Explain why.

Find or draw other odd and even pieces.

What do you notice?



3. Spot the mistakes:

odd		even	
nine		 10	
6		eight	
3		25	

Can you make your own odd and even sets?

1. True or false?

12 is an odd number.

Prove your answer using equipment from home, picture representations (drawing your answer) or by writing the number sentence.

2. Tommy says that when he adds two odd numbers together, his total will be even.

Is he correct?
Convince me.



What else can you find out?

Prove your answer using equipment from home, picture representations (drawing your answer) or by writing the number sentences.

3. Whitney says,

I have added two one-digit numbers. My answer divides into 2 equal groups.



What could Whitney's numbers be?

Is this the only possible answer?

Which numbers would not be possible?

Explain your answers.

Maths - Wednesday

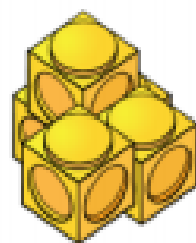
1. Take 30 cubes.

How many towers of 5 can you make?

You can make ___ towers of 5

___ towers of 5 is the same as 30

30 is the same as ___ towers of 5



2. 40 pencils are shared between 5 children.



$$\square \div \square = \square$$

How many pencils does each child get?

I have ___ pencils altogether.

I need to make ___ groups.

There are ___ pencils in each group.

- 3.

Group the 1p coins into 5s.



How many 5p coins do we



need to make the same amount of money?

Draw coins and complete the missing information.

- ___ lots of 5p = 20 one pence coins
- ___ lots of 5p = 20p
- 20p = ___ \times 5p
- 20p \div 5 = ___

Maths - Wednesday Reasoning and Problem Solving.

1. A party bag contains 5 sweets.
A jar contains 5 party bags.



Ron has 75 sweets.

How many party bags will he need?

How many jars will he need?

2. Use the number cards to make
multiplication and division sentences.

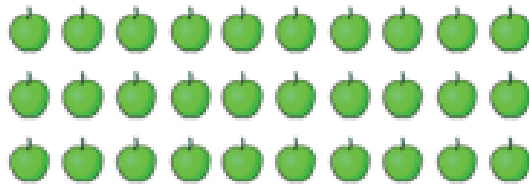
How many can you make?



Maths - Thursday.

1. Apples can be sold in packs of 10

How many packs can be made below?



$$\square \div \square = \square$$

When 30 apples are sold in packs of 10, ___ packs of apples can be made.

Can you show this in a bar model?

--	--	--

Label and explain what each part represents.

2. I have 70p in my pocket made up of 10p coins. How many coins do I have? Draw a picture to prove your answer. 

3. Fill in the missing numbers.

- $70 \div 10 = \underline{\quad}$
- $6 \text{ tens} \div 1 \text{ ten} = \underline{\quad}$
- $5 = \underline{\quad} \div 10$
- There are $\underline{\quad}$ tens in 40

Maths - Thursday Reasoning and Problem Solving.

1. Mrs Owen has some sweets.

She shares them equally between 10 tables.

How many sweets could each table have?

Find as many ways as you can.

What do you notice about your answers?

2. **True or false?**

Dividing by 10 is the same as dividing by 5 then dividing by 2

To answer this question you may want to use equipment or drawings to support your learning.

- 3.

Cakes are sold in boxes of 10
Jack and Alex are trying to pack these cakes into boxes.



Jack says,



There are 5 groups of 10



Alex says,



Maths - Thursday Reasoning and Problem Solving.

3.

Cakes are sold in boxes of 10
Jack and Alex are trying to pack these
cakes into boxes.



Jack says,



There are 5
groups of 10



Alex says,



There are 6
groups of 10



Who is correct? Explain how you know.

Friday - Math's

Solve the multiplications to find the hidden picture.

2, 5 = blue 60 = black 70, 80 = green

30, 40, 50 = gold 10, 15, 20 = red

		1 x 10	3 x 5	10 x 2					
	2 x 5	10 x 1			5 x 2				
	3 x 10	5 x 10	6 x 10		5 x 3				
	10 x 4	10 x 3			2 x 10				
	5 x 10	10 x 6	4 x 5	2 x 5	3 x 5	2 x 10			
			1 x 10	10 x 2	2 x 5	5 x 4			
		5 x 3	4 x 5	1 x 10	7 x 10	10 x 8	2 x 10		
		10 x 2	3 x 5	8 x 10	10 x 8	10 x 7	2 x 1		
		5 x 2	10 x 1	10 x 7	7 x 10	8 x 10	1 x 5	1 x 2	

Friday - Math's

Solve the divisions to find the hidden picture.

Solve the calculations to reveal the hidden picture. Each answer has a special colour.

- 2, 3 = green

6, 7 = brown
- 4, 5 = blue

8, 9, 10 = yellow

								$16 \div 2$	$20 \div 2$
		$6 \div 2$	$20 \div 10$	$4 \div 2$				$50 \div 5$	$80 \div 10$
	$10 \div 5$	$15 \div 5$	$12 \div 2$	$30 \div 10$	$10 \div 5$				
	$4 \div 2$		$35 \div 5$		$6 \div 2$				
			$30 \div 5$						
			$70 \div 10$						
		$100 \div 10$	$14 \div 2$	$80 \div 10$	$18 \div 2$	$20 \div 2$	$50 \div 5$		
$50 \div 10$	$90 \div 10$	$16 \div 2$	$50 \div 5$	$18 \div 2$	$90 \div 10$	$80 \div 10$	$100 \div 10$	$16 \div 2$	$40 \div 10$
$20 \div 5$	$20 \div 5$	$40 \div 10$	$50 \div 10$	$40 \div 10$	$50 \div 10$	$10 \div 2$	$40 \div 10$	$20 \div 5$	$50 \div 10$

Other Subjects

Subject	Work at home ideas
Science	Two weeks ago you cleverly sorted and classified animals into amphibians, reptiles, mammals, birds, fish and invertebrates. This week we want you to sort them again according to what they eat.
Topic	<u>The Lady of the Lamp</u> Florence Nightingale was famously remembered for carrying her lamp. This week we would like you to make one. All the instructions are on the following pages.
PE	In the box and obstacle course. Also, keep an eye out for some added challenges, including a beat the teacher competition.
Art/DT	This week we are looking at different techniques you can use to help you create texture in your art work.
ICT	This week we are coding our own game. Try out the game programming activity and share your game with us.
Music	Today we are learning about call and response music from Africa. Ask someone in your family to do some actions and you copy them. Now you do some actions and ask your family member to copy you.
RE	This term we are learning about Gospel. This week we are looking at Christian prayer.
PSHE	<u>Personal, social, health, education</u> This week's topic is the third in the series of moods and attitudes. Follow the instruction sheet at the end of the pack.

Science

L.I. Can I classify animals based on what they eat?

How did you sort these animals last time?



Now you are going to sort these animals into their groups again.

We can sort animals based on what they eat

Watch the short video.

<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q>

Now you are going to sort these animals into their groups based on what they eat.

All the sheets are on the following pages.

Science



Science

Omnivores

Eat animals and plants



Carnivores

Eat only animals



Herbivores

Eat plants



Music

Today we are learning about call and response music from Africa. Ask someone in your family to do some actions and you copy them. Now you do some actions and ask your family member to copy you.

|

Use this rhyme from last week to copy from each other:

Stamp, stamp, stamp, trumpet!

Call and response it when you copy someone who is singing, or finishing the rhyme.

One person says stamp, stamp, stamp and the other person says trumpet.

Play this song and copy her singing with the other children.

www.youtube.com/watch?v=XuOCaOFumNs

This is the translation and the actions:

- Hands on your head x2
- Hands on your shoulders x2
- Hands on your waist x2
- Hands on your knees x2
- Hands on your ankles x2
- Hands on your ankles
- Hey!

Topic

Florence Nightingale



She is known as the 'Lady of the Lamp' because she carried a **lamp** with her when she checked on her **patients** in the night.



Today we are going to recreate our own version of Florence Nightingale's lamp. Instructions follow on the next pages.

Topic

Florence Nightingale

KS1 Florence Nightingale - instructions for making a fanoos (Turkish lamp)

Resources needed:

- Rectangle of paper approximately 13cm by 20cm
- Strip of paper approximately 3cm by 20cm
- Orange tissue paper (or orange-coloured paper) approximately 15cm by 15cm
- Pair of scissors
- Sticky tape



Instructions:

1. Take the rectangle of paper and fold it in half lengthways.



2. Using scissors, cut small slits from the folded edge of the paper. It's important that you **don't** cut all the way across.



Topic

Florence Nightingale

3. Fold the paper round so the short sides meet, and use the sticky tape to stick the top and bottom together.



4. Take the strip of paper and use the sticky tape to attach it to each side of the lamp to make a handle.



5. Loosely scrunch the orange tissue paper.



6. Insert the tissue paper through the bottom of the lamp until it sits in the middle.



Now you have made a lamp like Florence Nightingale's!

Obstacle Course PE Home Learning

Can you keep trying to challenge yourself, getting quicker as you complete the course?

Time to Learn:

- Using objects such as tins, pillows and teddy bears, can you create your own obstacle course?
- Place the tins in a line so you have to swerve through them. Layout teddy bears so that you have to jump over them or use pillows as stepping stones.
- How long does it take you to complete the course? Can you complete the course faster than someone else?

Challenge yourself!
Start with a shorter course and extend it as you get faster!

Time yourself against someone!
Have five goes each. Who will be the quickest?

Race against other family members!
Who is the quickest in your family?

Top Tips

Use your space

- Spread the course out in your garden or somewhere indoors with more space.

Let's Reflect

What was the hardest course you created?
Can you explain why?

How did you feel when you beat your fastest time?

<https://www.youtube.com/watch?v=QiYpwcEM6r4>



In the Box PE Home Learning



Can you keep trying your best even if you miss?

Time to Learn:

- Lay out three boxes in a row.
- Players must throw three steps back from the first box.
- If you throw an object into the nearest box you score one point, if you throw it in the middle box you score two points, if you throw it into the end box you score three points.
- Each player has three throws.
- The player with the most points at the end of the game is the winner.



Start with the boxes closer to you. Move the boxes further away when you feel more confident.



Playing on your own or against a partner. How many points can you score in two minutes?



Play with a partner and set yourself a target score to reach. Can you work together to beat your score?

Top Tips

Throwing Underarm

- Step forwards with one foot, releasing the ball from low to high using your opposite hand.



Let's Reflect

How did you change your technique for the different distances?

How did you stay motivated to keep trying?

<https://www.youtube.com/watch?v=dIijhwCBTdA&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=9&t=0s>

Art

Can you create different types of line (hatching, cross hatching, scumbling, stippling, back and forth) using different drawing materials e.g. pencil, colouring pencil, pen, felt tips, paint, chalk, charcoal.



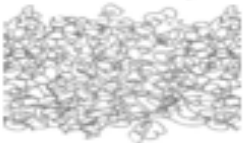
stippling



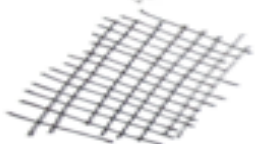
back and forth



hatching



scumbling



cross-hatching

Have a go at drawing your own pictures that include one or more of these lines.

Computing

Coding a Game

Let's make a game

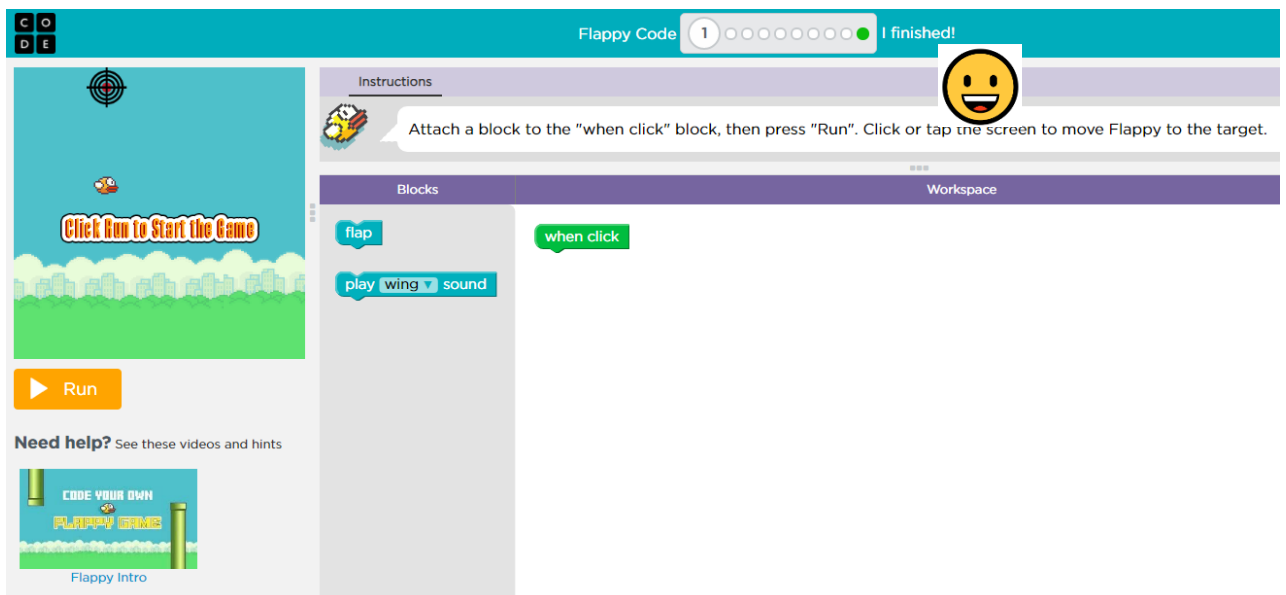
In this week's coding challenge, we are going to try to create our own version of the game, Flappy Bird.



Click this link to start coding your game:

<https://studio.code.org/flappy/1>

Can you make it through all the levels learning how to code the game and finish by creating your own version? Why not share it with your teacher via your portfolio - take screenshots or photos as you go to show your programming skills, your certificate and share them with your teacher. You can even share a link to your game so we can try it out - we can't wait!



RE - Gospel

Lesson 4 – I wonder why Christians might pray



Think: Why do Christians pray?



Dear God, thank you that you
made us all to be friends.
Help me to be a good friend
to others.
Amen

Dear God, help me to be kind to
others and forgive them, even when
they hurt me.
Make me into the kind of person
who is good at forgiving.
Amen

Thank you God for all the beauty
of the Earth, especially when the
sun shines as it goes down.
Amen

Dear God, we pray for the people
of South Sudan, who don't have
enough to eat. Please send rain
to make their crops grow, and
give us generous hearts to help
however we can.
Amen

Dear God, I never mean to tell lies,
but sometimes one just slips out.
I'm sorry I haven't been honest.
Please forgive me, and help me to
tell the truth next time.
Amen

Thank you God for such
a great day!

RE - Gospel

Dear God, I pray for nurses
and doctors.

I pray for everyone who
is poorly today.

Thank you that our bodies
are good at getting better.

Please help those who are
poorly to be well soon.

Amen

Make me strong when I feel weak.
Give me courage when I feel scared.

Keep close when I feel alone.

Amen

Which prayer might a Christian pray if:

- They had a great day.
- They feel afraid.
- Someone they love is ill.
- They're looking for a friend.
- They are watching a lovely sunset.
- Someone has been unkind to them.
- They've done something they are sorry about.
- They saw a TV story about people being hungry in a faraway place.

Write: I wonder what prayer would you pray?

PSHE

Personal, Social, Health Education

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

We're watching a video series about positive thinking!

Watch it at <https://vid.ly/3n8h7p>, and discuss these questions with your child.

1. "What if...?" can be a powerful phrase. How can you use it to help you replace a bad story?
2. Share about a time you've used positive thinking to get rid of a bad story you told yourself.
3. What positive story can you tell yourself about the rest of your day right now?