Tuesday 12th May

Physical activity

- It is important we continue to try to keep fit and healthy.
- Enjoy trying out some different fitness activities to keep you motivated.
- Of course you can continue with PE with Joe but here is something else to try if you fancy a change!
- https://www.bbc.co.uk/programmes/p01z02wp

TT Rock Stars

- Why not have a go online today ?
- You can also use the app if you have this already downloaded on your tablet
- Choose **Arena** and try compete against others!
- Choose Garage and earn yourself some credits.

Mental Maths (10-4-10) Questions

1. __ + 13 = 51
2. 41 – __ = 25
3. 31 - 7 =
4. 30 ÷ 3 =
5. 100 - ___ = 48
6. 62p + 37p =
7. 51 - 25 =
8. $\frac{1}{2}$ of 2 =
9. $\frac{3}{4}$ of 44 =
10. 4 x ___ = 40

Extension!

1. I'm thinking of a number. I add 13 to it. The answer is 30. What was my number?
2. Write the number 27 using words.
3. A pizza weighs 17g. A burger weighs 14g. What is the total weight?
4. I went to the shop with 25p, I found 35p in my pocket. How much did I have altogether?
5. I'm thinking of a number. I multiply it by 5 The answer is 35. What was my original number?

Mental Maths (10-4-10) Answers

1. **38** + 13 = 51
2. 41 – **16** = 25
3. 31 - 7 = **24**
4. 30 ÷ 3 = **10**
5. 100 - **52** = 48
6. 62p + 37p = **99p**
7. 51 - 25 = **26**
8. $\frac{1}{2}$ of 2 = **1**
9. $\frac{3}{4}$ of 44 = **33**
10. 4 x **10** = 40

Extension!

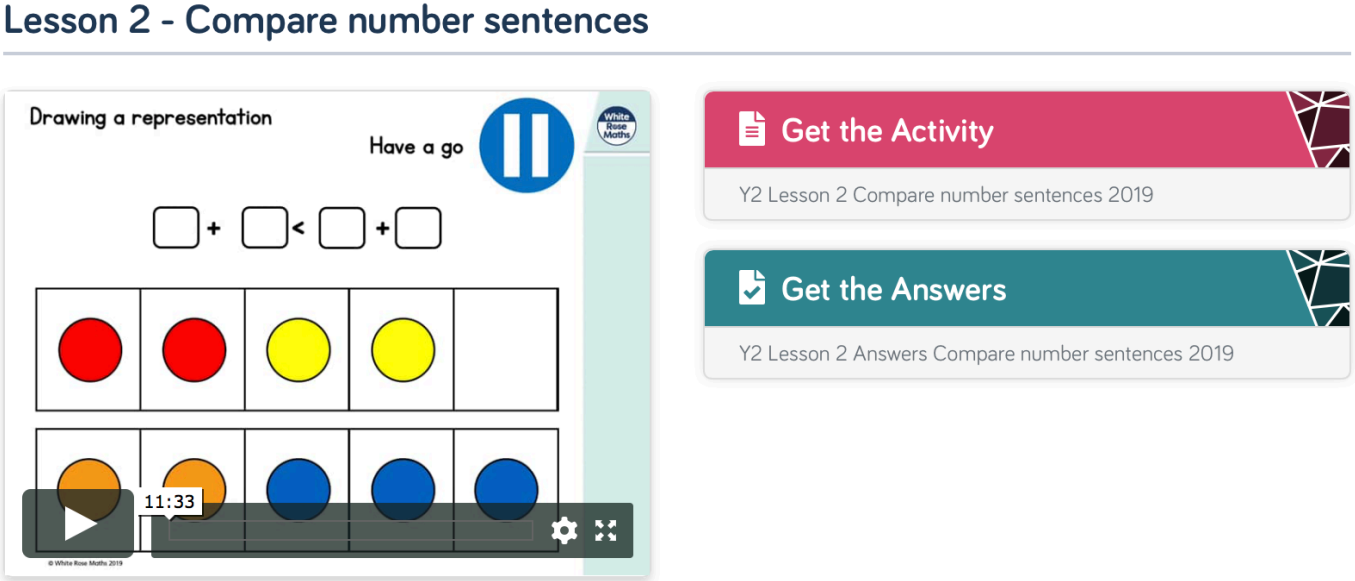
1. I'm thinking of a number. I add 13 to it. The answer is 30. What was my number? **= 17**
2. Write the number 27 using words. **= Twenty-seven**
3. A pizza weighs 17g. A burger weighs 14g. What is the total weight? **= 31g**
4. I went to the shop with 25p, I found 35p in my pocket. How much did I have altogether? **= 60p**
5. I'm thinking of a number. I multiply it by 5 The answer is 35. What was my original number? **= 7**

Maths Home Learning – White Rose

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

Use the link above to help your child to learn how to compare number sentences (Summer Term – Week 3 - lesson 2)

- First watch the video clip and then complete the activities when asked to do so.
- We have included a black and white copy of the worksheets for you to print at home if possible. Aim to have these ready before you watch each of the video clips.
- You can keep all your work in the folder we provided.



Maths focus – Compare number sentences

Yesterday we had a look at fact families, we will be looking to further develop our knowledge on number today by comparing number sentences.

In maths, to compare means to examine the differences to decide if it is greater than, smaller than or equal to another quantity.

For this task, you will need to use your greater than >, less than < and equals to = symbols to compare number sentences.

Today's questions (part 1)

Please refer to the online video or the support on the previous slides if needed ☺

Compare number sentences

1 Mo has 4 blue sweets and 3 pink sweets.

Rosie has 4 blue sweets and 5 pink sweets.

Who has more sweets? _____

Explain how you know.

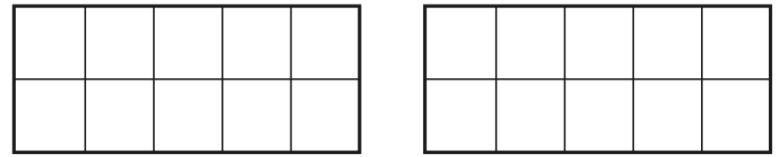
2 Colour the bar models to show that
3 + 6 = 8 + 1

Write one more calculation that gives the same answer.

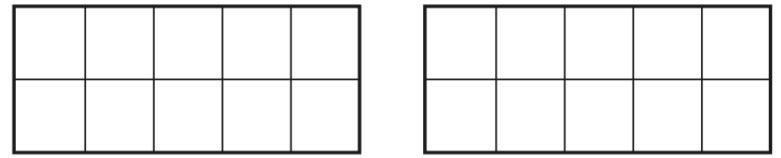
_____

Compare answers with a partner.

3 Draw counters to show 9 + 3



Draw counters to show 9 + 4



Write <, > or = to make the statement correct.

9 + 3 ◯ 9 + 4

4 Write <, > or = to make the statements correct.

a) 3 + 5 ◯ 3 + 9

b) 7 + 2 ◯ 4 + 2

c) 10 + 5 ◯ 9 + 6

Today's questions (part 2)

Please refer to the online video or the support on the previous slides if needed ☺

5 Cross out counters to show 9 – 3

Cross out counters to show 9 – 4

Write <, > or = to make the statement correct.

9 – 3 ◯ 9 – 4

6 Write <, > or = to make the statements correct.

a) 20 – 5 ◯ 20 – 6

b) 17 – 4 ◯ 13 – 4

c) 11 – 3 ◯ 12 – 4

7 Complete the additions.

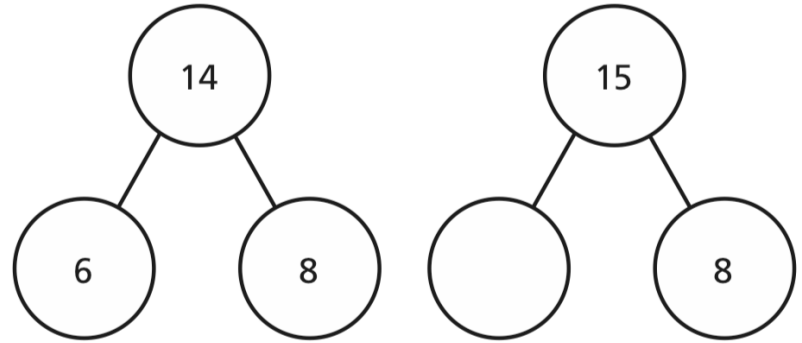
a) 4 + 1 = 3 + ☐

b) 14 + 1 = 13 + ☐

c) 9 + 11 = ☐ + 10

d) 10 + 9 = ☐ + 8 = 12 + ☐

8



Teddy knows what the missing number is without calculating.

Explain how Teddy knows this.

What is the missing number? ☐

Today's Answers (part 1)

☺

Compare number sentences

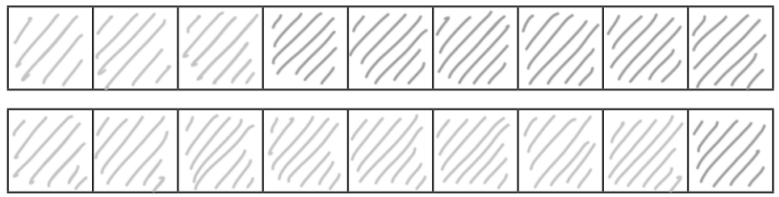
1 Mo has 4 blue sweets and 3 pink sweets.

Rosie has 4 blue sweets and 5 pink sweets.

Who has more sweets? Rosie

Explain how you know.

2 Colour the bar models to show that
3 + 6 = 8 + 1



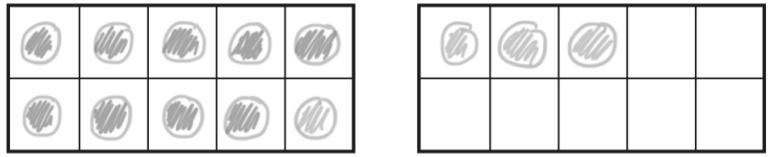
Write one more calculation that gives the same answer.

E.g. 2 + 7

Compare answers with a partner.

3 Draw counters to show 9 + 3

Draw counters to show 9 + 4



Write <, > or = to make the statement correct.

9 + 3 < 9 + 4

4 Write <, > or = to make the statements correct.

a) 3 + 5 < 3 + 9

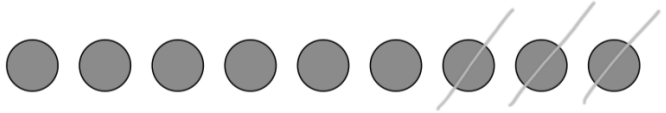
b) 7 + 2 > 4 + 2

c) 10 + 5 = 9 + 6

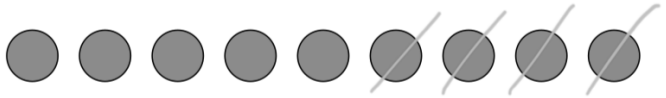
Today's Answers (part 2)

☺

5 Cross out counters to show 9 – 3



Cross out counters to show 9 – 4



Write <, > or = to make the statement correct.

9 – 3 (>) 9 – 4

6 Write <, > or = to make the statements correct.

a) 20 – 5 (>) 20 – 6

b) 17 – 4 (>) 13 – 4

c) 11 – 3 (=) 12 – 4

7 Complete the additions.

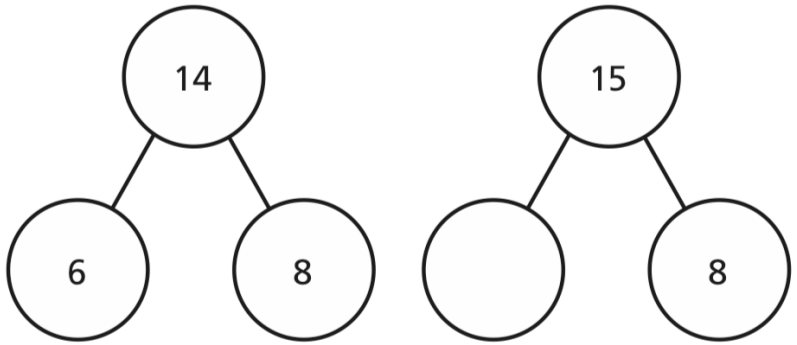
a) 4 + 1 = 3 + [2]

b) 14 + 1 = 13 + [2]

c) 9 + 11 = [10] + 10

d) 10 + 9 = [11] + 8 = 12 + [7]

8



Teddy knows what the missing number is without calculating.

Explain how Teddy knows this.

What is the missing number? [7]

Reading time

- Read your school reading book or a book from home for 20 minutes.
- Fun time extra! - why not make a mini book?

English - Lesson 2
Questions

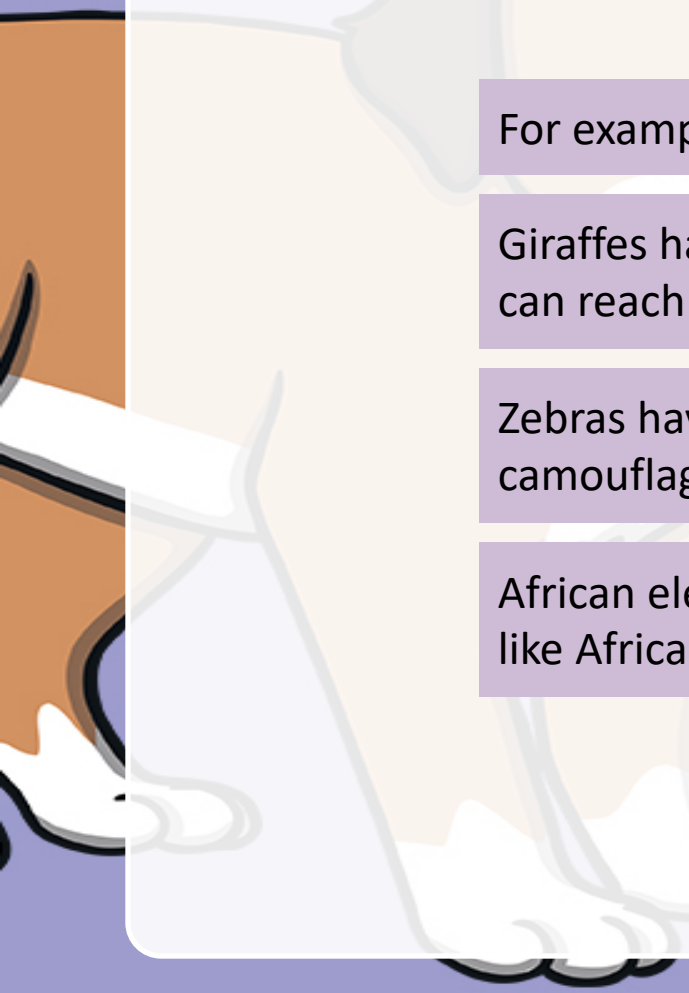
Today we are going to focus on Question sentences.

- **Revision -** a question is a type of sentence that is used when we ask for something - we could think of it as an 'asking sentence'
- Written questions are punctuated with a question mark ?
- Often, but not always questions begin with the following words Who, What, When, Where, Why, How

Task 1: look at the following statement sentences, can you turn them into questions?

(you will not need to print any slides)

Can you turn these statement sentences into question sentences by adding punctuation, rearranging words or adding new words?



For example: The lion is vicious.	**Is the lion vicious?**
Giraffes have long necks so that they can reach tall trees.	
Zebras have stripes to help them to camouflage.	
African elephants have ears shaped like Africa.	

Answers

For example: The lion is vicious.	**Is the lion vicious?**
Giraffes have long necks so that they can reach tall trees.	**Do giraffes have long necks so that they can reach tall trees?**
Zebras have stripes to help them to camouflage.	**Do zebras have stripes to help them camouflage?**
African elephants have ears shaped like Africa.	**Do African elephants have ears shaped like Africa?**

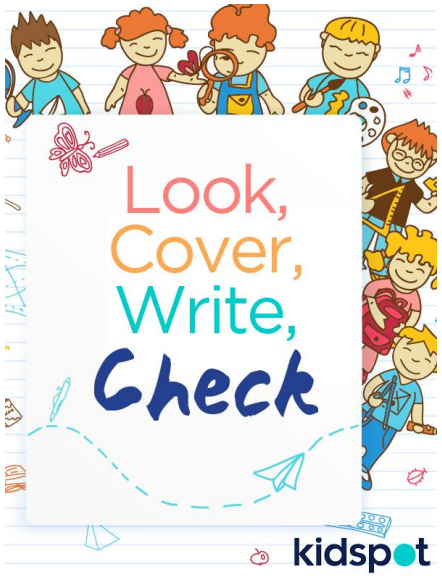
Challenge:

Can you think of a list of questions that you would ask if you were interviewing for a new teacher at your school?

Spellings

We have now gone through all of the Year 2 common exception words.

Continue to practise spelling these words until you know them off by heart!



New learning- we are now focusing on key spelling rules

/s/ sound spelled 'c' before 'e','i' and 'y'

A 'c' sounds like an 's' when it comes before the letters above.

New words to learn

*centre

*peace

*princess

*since

*juice

Barefoot

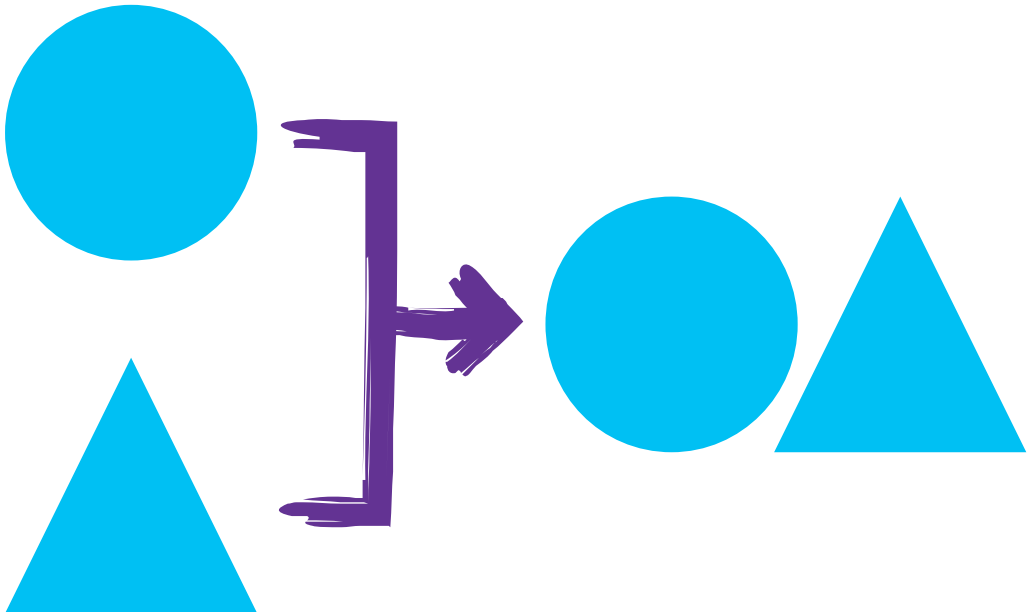
Recommended for
ages 5-7

ICT - Sharing Sweets
Understanding algorithms

BT

Computing at School

Today we will develop our understanding about…

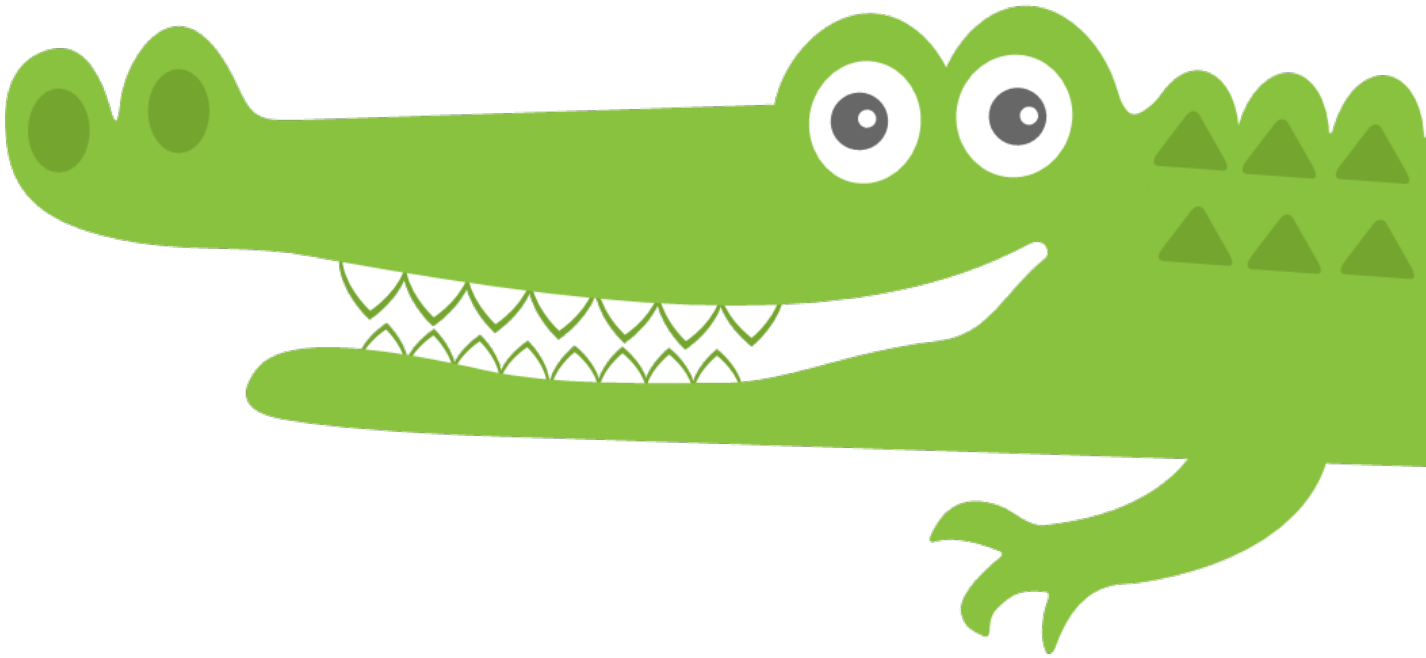


Algorithms!

- I can say what an algorithm is
- I can write an algorithm
- I can use an algorithm
- I can spot patterns in my algorithm

Reminder!

An algorithm is a list of instructions, or rules, that make something happen or work something out.



Task 1 – sharing sweets

Emelia and Charlie have been given an even number of sweets.

However, we have a problem! Emelia and Charlie do not know how to share!

Currently they follow their own algorithm (instructions) which looks something like this…

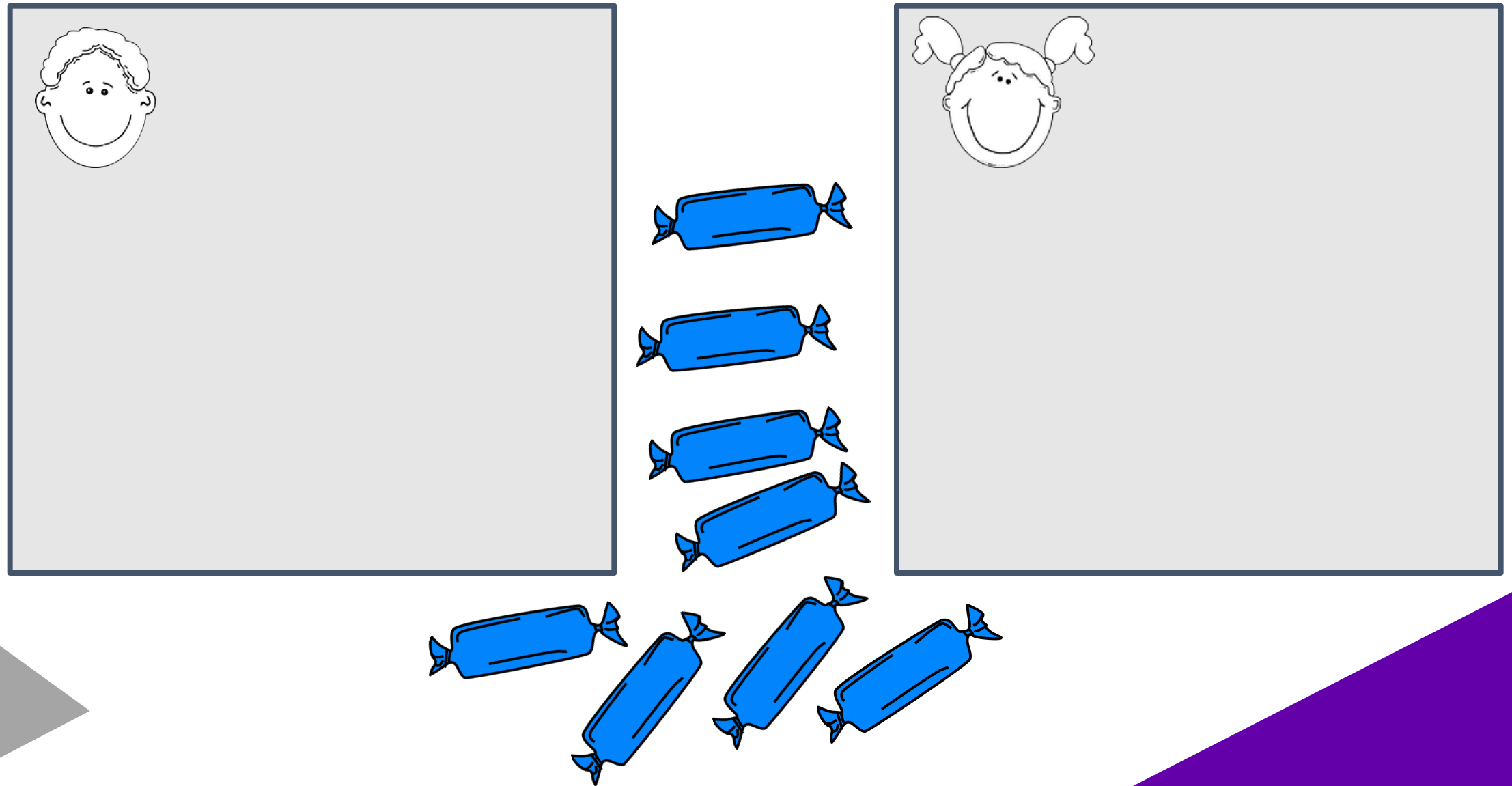
1. **Snatch as many as you can!**
2. **Run away!**
3. **Hide!**
4. **Eat them!**

Task (next slide): Is this fair? Could you create a fairer algorithm that Emelia and Charlie would have to follow to make sure that they get an equal amount of sweets?

You do not need to print these following ICT slides.

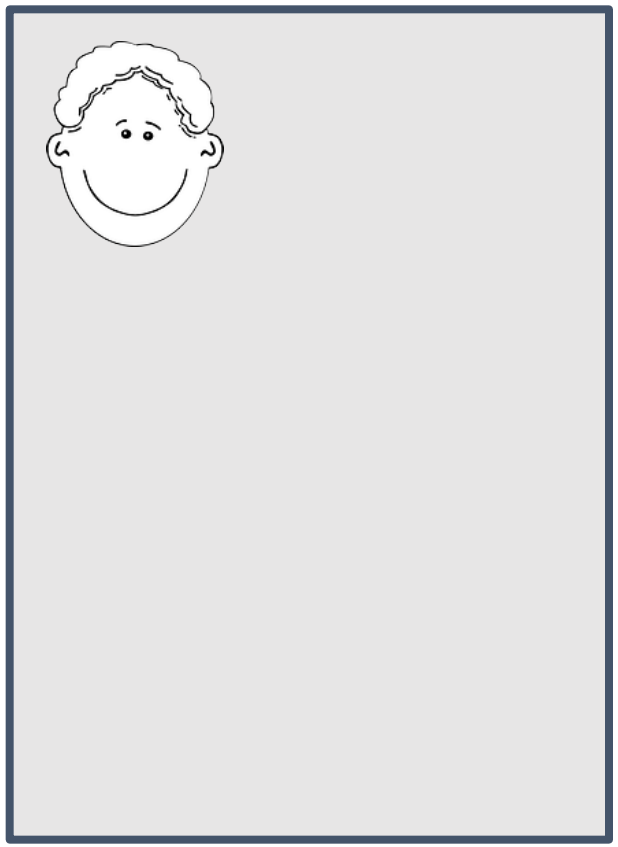
Task 1 – Sharing between 2

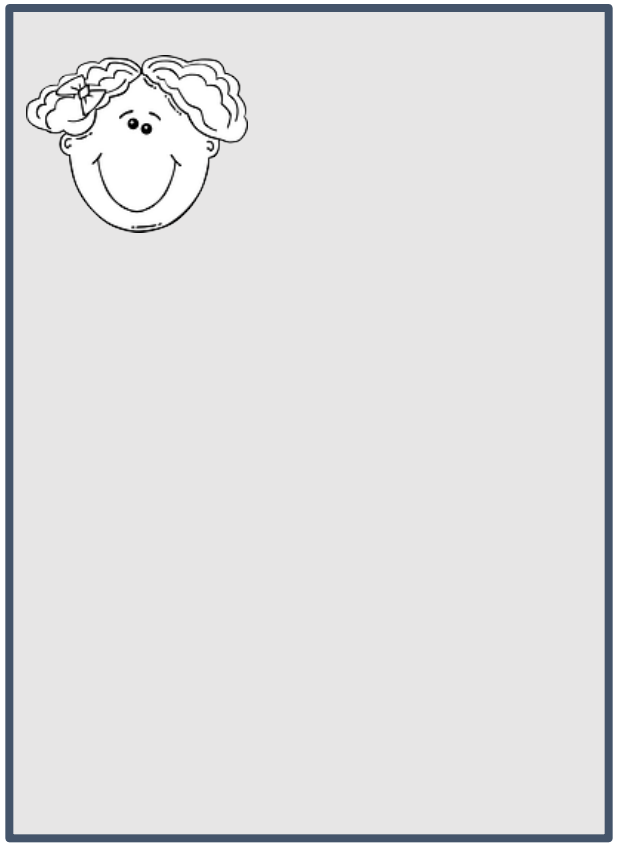
Emelia and Charlie have 8 sweets between them, create an algorithm that they must follow in order to have an equal amount of sweets each.

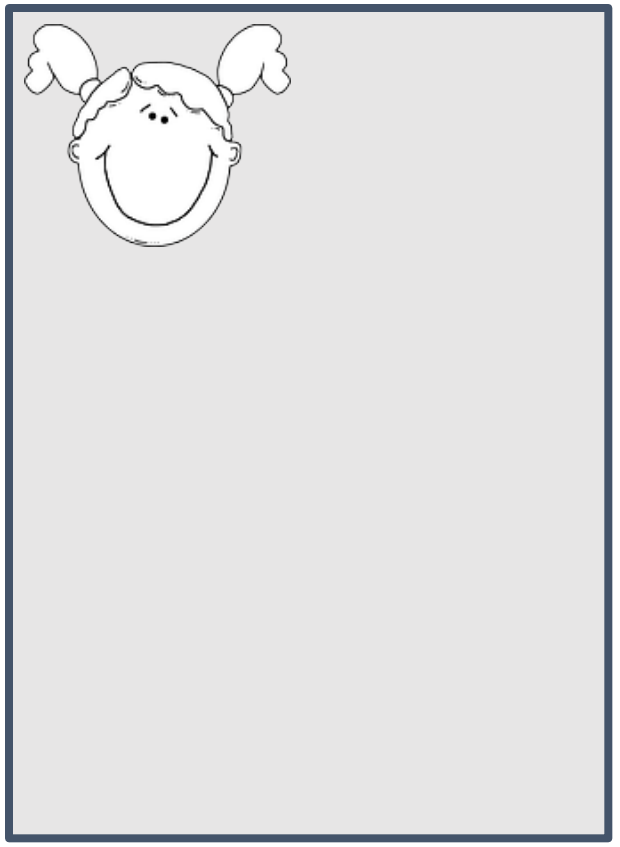


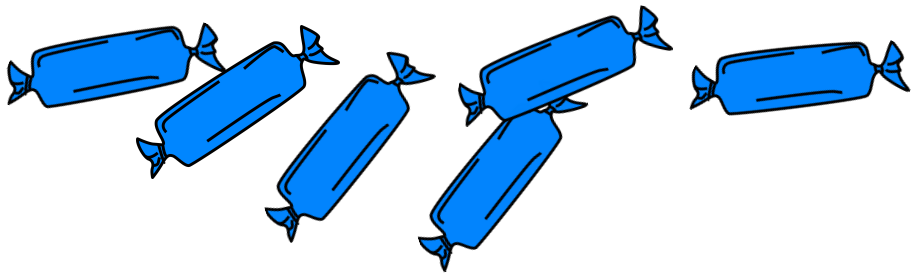
Task 2 – Sharing between 3

Emelia and Charlie now have 6 sweets between them, but they are now joined by Harry. Can you create a new algorithm for the three of them?



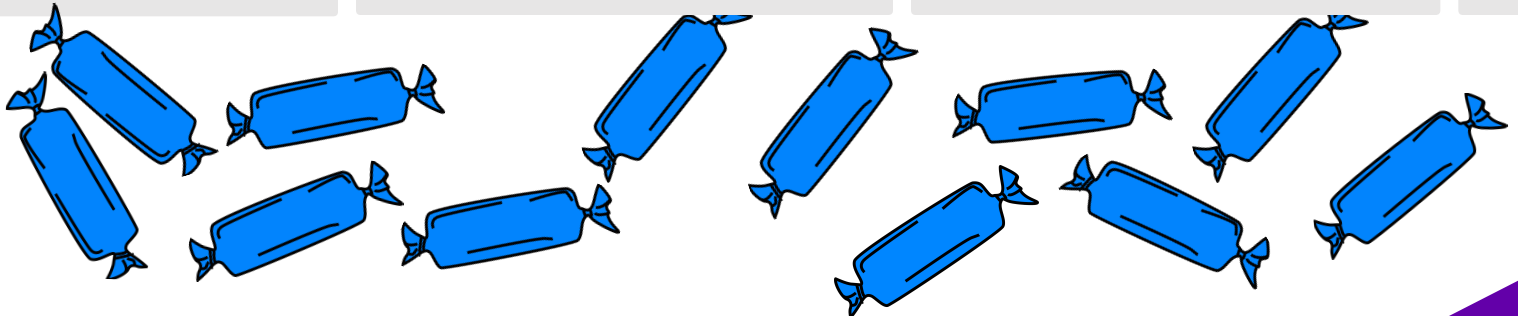






Extra task – Sharing between 4

Emelia, Charlie and Harry are joined by Hannah and she would like some sweets too! Can you create a new algorithm for the four of them ensuring they have an equal amount of sweets each? Possible answers on the next page.



Sharing between 2

one for Emelia,

one for Charlie,

repeat until none left,
eat the sweets!

$\frac{1}{2}$ each

Sharing between 3

one for Emelia,

one for Charlie,

one for Harry,

until none left,
eat the sweets!

$\frac{1}{3}$ each

Sharing between 4

one for Emelia,

one for Charlie,

one for Harry,

one for Hannah,

until none left,
eat the sweets!

$\frac{1}{4}$ each