

Year 2

Home Learning

W/C 18.05.20

Hello Year 2,

*We hope you and your families are continuing to be safe and well.

*We hope you enjoyed VE day, celebrating this special day at home with your families.

*This week your home learning is in the same format, as last time, with daily tasks.

*Remember, all we ask, is that you try to do the best you can, when you can. Keep going. You're all doing amazing!

*You will **not** need to print all the slides so please check each day before you begin.

*You can still work on these daily tasks in any order and answers will be on the next slides so you can mark your work when you have finished, but no cheating!

*Try to work neatly and just as hard as you would at school.

*We hope you enjoy doing these activities and that you have another great week.

Mrs Rhodes & Mr Hudson.



Sharing the Love of Reading: 5-7-year olds



1. Can I list what my family enjoys reading?

2. Can I read something new online?

3. Can I draw a setting from a book?

4. Can I make a special Reading Den?

5. Can I recommend a book in my window?

6. Can I...

7. Can I read with a relative online or phone?

8. Can I...

9. Can I make my own mini book?

10. Can my family and I name 10 book characters?

11. Can I find a new joke to tell?

12. Can I retell a story with props?

13. Can I read a leaflet, instructions or a recipe?

14. Can I learn a poem by heart?

RfP

We know how hard you are all working on your reading so why not have a go at some of these reading challenges this week?



Let's get active!

If you are happy you can continue to follow PE with Joe, like last week, or maybe you would like to try something different?

If you want to try something different... This will help with this week's spelling work!



<https://www.bbc.co.uk/teach/supermovers/ks1-english-silent-letters-with-marlon-wallen/zmkpwtv>

TT Rock Stars time!

Complete another page in your TT Rock Stars booklet.

Why not try something different to learn your times tables?

Archery Arithmetic - Multiplication

Choose which times tables to practise. Answer questions as quickly as possible and you will get more time to aim your arrow. Play on your own or against a partner.

Check it out here:

<https://mathsframe.co.uk/en/resources/resource/399/Archery-Arithmetic-Multiplication>

If the link does not work, search Google for 'Archery Arithmetic'

Mental Maths (10-4-10)

Questions

1. $\underline{\quad} + 13 = 41$
2. $31 - \underline{\quad} = 24$
3. $39 - 12 =$
4. $20 \div 4 =$
5. $100 - \underline{\quad} = 61$
6. $34p + 61p =$
7. $52 - 15 =$
8. $\frac{1}{2}$ of $60 =$
9. $\frac{3}{4}$ of $80 =$
10. $2 \times \underline{\quad} = 22$

Extension!

1. I'm thinking of a number. I take away 11 from it. The answer is 31. What was my number?
2. A box is 25cm long. A can is 12cm long. What is the total length?
3. I'm thinking of a number. I multiply it by 2. The answer is 20. What was my original number?
4. Write the number 33 using words.
5. If I share 24 sweets between two people, how many sweets do they have each?

Mental Maths (10-4-10)

Answers

1. 28 + 13 = 41
2. 31 - 7 = 24
3. 39 - 12 = 27
4. 20 ÷ 4 = 5
5. 100 - 39 = 61
6. 34p + 61p = 95p
7. 52 - 15 = 37
8. $\frac{1}{2}$ of 60 = 30
9. $\frac{3}{4}$ of 80 = 60
10. 2 × 11 = 22

Extension!

1. I'm thinking of a number. I take away 11 from it. The answer is 31. What was my number? = 42
2. A box is 25cm long. A can is 12cm long. What is the total length? = 37cm
3. I'm thinking of a number. I multiply it by 2. The answer is 20. What was my original number? = 10
4. Write the number 33 using words. = Thirty-three
5. If I share 24 sweets between two people, how many sweets do they have each? = 12

Maths Home Learning - White Rose

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

Use the link above to help your child to learn about adding and subtracting tens (Summer Term - Week 4 - lesson 1)

- First watch the video clip and then complete the activities when asked to do so.
- White Rose have now changed how they release their home learning resources. It is now only available to those with a subscription. But do not worry! Here for Year 2 we have subscribed for the benefit of you!
- You can still access the learning videos on the White Rose website provided and we will also continue to provide the activity sheets for you too. 😊

Summer Term - Week 4 (w/c 11th May)

Lesson 1 - Adding and Subtracting Tens

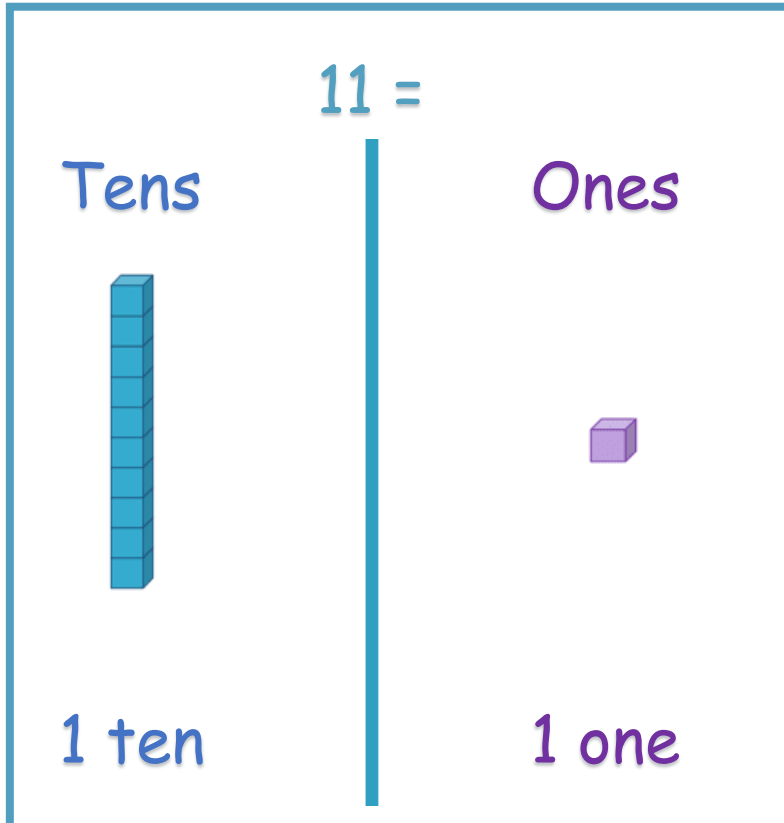
How many blocks? Have a go

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

31 + 10 = 41

Looking for the worksheets? Contact your child's school to check if they have a subscription to our worksheets. Alternatively, [read more here](#) or get some extra practice from [BBC Bitesize](#).

Maths focus - Add and subtract 10s



To begin this week, we will be looking to build on our number knowledge that we looked at last week.

Today, our focus is adding and subtracting 10s. In order for us to understand this, we need to take our minds back to when we worked on place value. When we add or take away tens it is the tens column that we initially focus on.

If we are adding one 10, the tens column increases by one, but the ones column would stay the same.

e.g. $24 + 10 = 34$

If we are subtracting 10, the tens column decreases by one, but the ones column would stay the same.

e.g. $24 - 10 = 14$

Today's
questions
(part 1)

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

- 1 a) Eva has some marbles.



How many marbles does Eva have?

Eva has marbles.

She buys 3 more boxes of marbles.

How many marbles does she have now?

- b) Teddy has some marbles.



How many marbles does Teddy have?

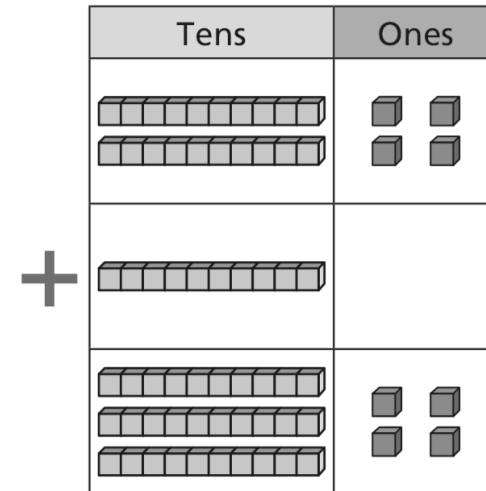
Teddy has marbles.

He gives 5 boxes of marbles to his friend.

How many marbles does he have now?

- 2 What calculation is represented?

Complete the number sentence.



$$\square + \square = \square$$

- 3 Use base 10 to complete the calculations.

a) $24 + 20 = \square$

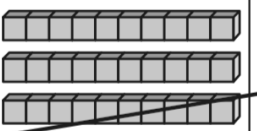
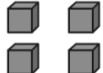
b) $17 + 50 = \square$

c) $40 + 16 = \square$

Today's questions (part 2)

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

- 4 What calculation is represented?
Complete the number sentence.

Tens	Ones
	

$$\square - \square = \square$$

- 5 Use base 10 to complete the calculations.

a) $34 - 20 = \square$

b) $57 - 20 = \square$

c) $46 - 40 = \square$

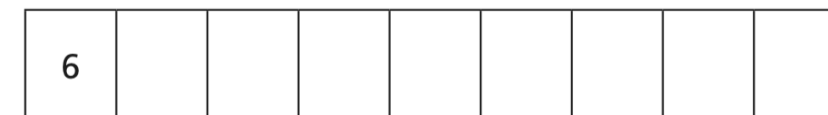
- 6 Huan has 6 stickers.



He gets 10 new stickers every day for 8 days.

How many stickers will Huan have after 8 days?

Use the number track to help you.





Huan will have stickers.



- 7  = 30  = 10  = 40

Complete the calculations.

a)  +  =

b)  -  =

c)  -  =

Today's
Answers
(part 1)



- 1 a) Eva has some marbles.



How many marbles does Eva have?

Eva has marbles.

She buys 3 more boxes of marbles.

How many marbles does she have now?

- b) Teddy has some marbles.



How many marbles does Teddy have?

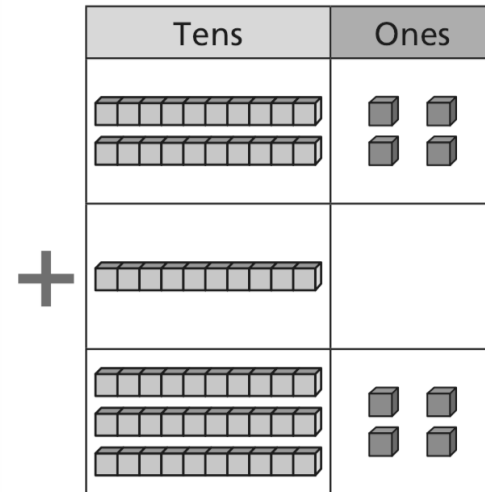
Teddy has marbles.

He gives 5 boxes of marbles to his friend.

How many marbles does he have now?

- 2 What calculation is represented?

Complete the number sentence.



+ =

- 3 Use base 10 to complete the calculations.

a) $24 + 20 =$

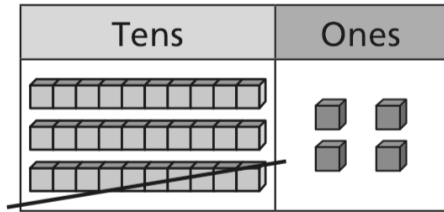
b) $17 + 50 =$

c) $40 + 16 =$

Today's Answers (part 2)



- 4 What calculation is represented?
Complete the number sentence.



$$\boxed{34} - \boxed{10} = \boxed{24}$$

- 5 Use base 10 to complete the calculations.

a) $34 - 20 = \boxed{14}$

b) $57 - 20 = \boxed{37}$

c) $46 - 40 = \boxed{6}$

- 6 Huan has 6 stickers.



He gets 10 new stickers every day for 8 days.

How many stickers will Huan have after 8 days?

Use the number track to help you.



Huan will have $\boxed{86}$ stickers.

- 7 = 30 = 10 = 40

Complete the calculations.

a) + = $\boxed{70}$

b) - = $\boxed{20}$

c) - = $\boxed{10}$



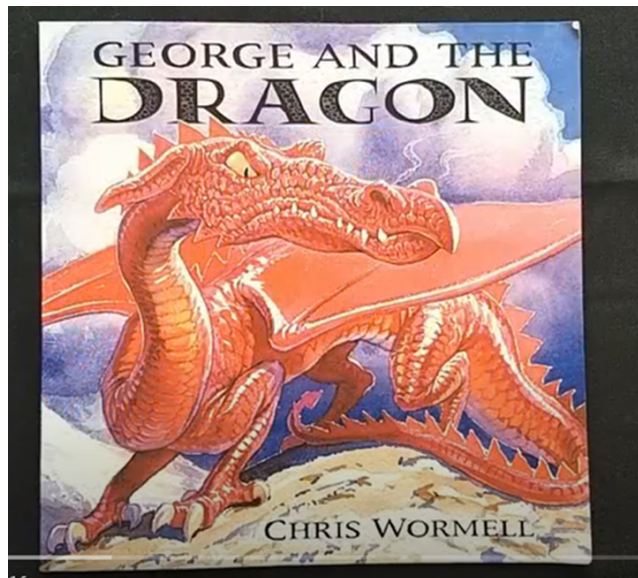
English - Lesson One

W.A.L.T: read and respond to a story

Today you are going to be reading the story 'George and the Dragon' by Chris Wormell. Then you will be asked to answer questions about what you have read.

Read the story on the next slides.

If you are unsure of any words, please ask a grown up to help you. Remember to also find out what words mean, if you are unsure.



George and the Dragon by Chris Wormell

Far, far away in the high, high mountains in a deep, deep valley in a dark, dark cave...there lived a mighty dragon. He could fly higher than the clouds and faster than all the birds. He could burn down a forest with a blast of his fiery breath. He could smash a wall with a flick of his mighty tail. He could brush away an army with a sweep of his monstrous wing.



He could burn down a forest with a blast of his fiery breath.

There was nothing so fierce and so terrible as the mighty dragon...but he had a secret. A big secret, well, actually, a very small secret... he was terrified of mice! Which was a pity, because that very day a mouse moved into the cave next door. His name was George.



Now, George didn't much care for the cave next door. It was cold, dark and draughty. The previous owner had been a bat, so the fixtures and furnishings were most inconvenient!

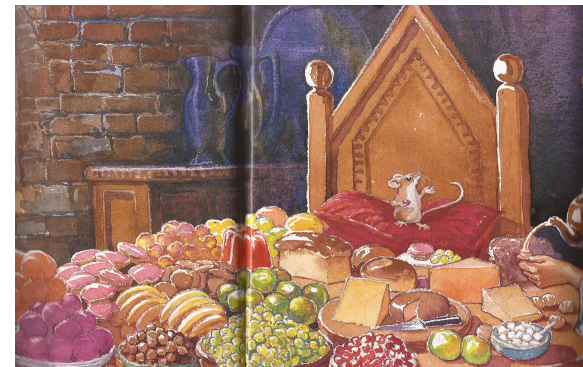
The nearest cheese shop was miles and miles away. George was feeling rather miserable and to make matters worse...he had no sugar for his tea! George decided he would pop next door to see if he could borrow some.

'I say, you couldn't loan me a couple of lumps of sugar, could you?' asked George.

'AAAAAAAAAAAAAGH!' screamed the dragon and he flew away.

'Oh, no tea then!' groaned George.

However, George did get his tea after all, with two lumps of sugar and cheese too! He had nuts, berries, biscuits, crackers, sandwiches, jelly, ice cream and fairy cakes with pink icing and ... a cosy, little hole in the castle wall.



Questions about the story

- 1) Where did the dragon live?
- 2) What adjective is used to describe the dragon?
- 3) What was the dragon's tiny secret?
- 4) Who moved into the cave next door to the dragon?
- 5) Who lived in the cave before George?
- 6) Why was the furniture in George's new cave most inconvenient?
- 7) Why was George feeling miserable?
- 8) Why do you think the dragon flew away?
- 9) Why did George end up having lots of delicious food?
- 10) Where did George live at the end of the story?
- 11) What do you think happened to the dragon at the end of the story?

Answers

- 1) **Where did the dragon live?** The dragon lived far, far away in the high, high mountains in a deep, deep valley in a dark, dark cave.
- 2) **What adjective is used to describe the dragon?** Mighty.
- 3) **What was the dragon's tiny secret?** The dragon was terrified of mice.
- 4) **Who moved into the cave next door to the dragon?** A mouse called George.
- 5) **Who lived in the cave before George?** A bat lived in the cave before George.
- 6) **Why was the furniture in George's new cave most inconvenient?** Because all the fixtures and fittings were on the ceiling!
- 7) **Why was George feeling miserable?** Because the nearest cheese shop was miles away and he had no sugar for his tea.
- 8) **Why do you think the dragon flew away?** The dragon flew away because he was terrified of a mouse called George.
- 9) **Why did George end up having lots of delicious food?** Because George met the princess who lived in the castle and she invited him in for tea.
- 10) **Where did George live at the end of the story?** George lived in a cosy, little hole in the castle wall.
- 11) **What do you think happened to the dragon at the end of the story?** I think..... (various answers are possible)

PSHE: Our Special People



Home Learning: Looking after each other



We are learning about the special people in our lives and how we care for each other

We will be able to:

- ✓ identify people who are special to us (our own special people)
- ✓ explain what makes them special and why they are important to us
- ✓ describe how our special people care for us
- ✓ recognise how we can show we care for people special to us

What's our starting point?

Draw and write

Think about your friends, family and those close to you.

Draw or write about the different ways that friends, family and those close to you show they care for you and each other.

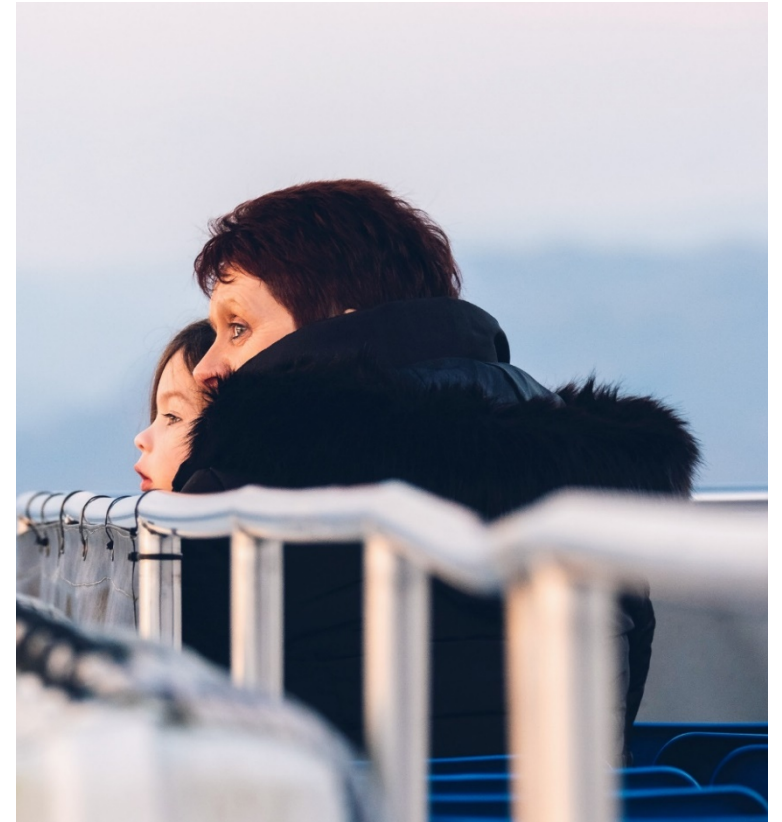


Suri and Gran

Suri is thinking about her special people. She is writing about Gran.

Suri thinks Gran is a really special person. Gran always wears big earrings and she loves red lipstick. Gran says it makes her feel bright and happy.

When Suri is at school, Gran picks her up. Last summer they went to the park all the time. Suri loved the roundabout when Gran swung her round so fast! Suri also liked it when Gran used to come over to babysit, because Gran always told the funniest bedtime stories.

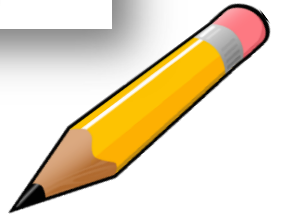
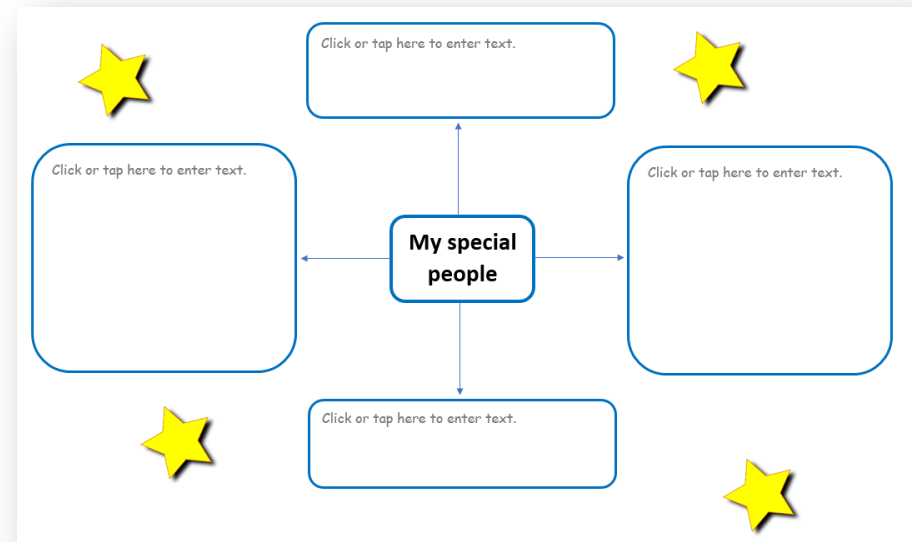


Your special people

Think about people who are special to you. It might include your friends, people in your family or someone else that you are close to.



Use the resource on the following slide (or a piece of paper) and make a **spider-gram** of your special people.



Resource 1 — Special people spider-gram

