

Thursday 30th April

# PE Time with Joe

- Click on the link below to complete today's PE activity. We will do this every day this week
- You will need some space in your living room or bedroom.
- It's good for your body to get your heart racing but make sure you have a drink of water close by to keep yourself hydrated.
- [https://www.youtube.com/watch?v=4wzoy\\_J3I\\_c](https://www.youtube.com/watch?v=4wzoy_J3I_c)

# TT Rock Stars time!

- Complete the next page in your TT Rock Stars booklet.
- Set yourself a timer for 3 minutes and see how many you can get correct in that time.
- If you finish before the 3 minutes is up, remember to write down your finish time.
- Keep a track of your times to see how much you've improved

# Mental Maths (10-4-10)

## Questions

1.  $\underline{\quad} + 8 = 16$

2.  $22 - 7 =$

3.  $61 + \underline{\quad} = 76$

4.  $6 \times 3 =$

5.  $44 - 6 =$

6.  $12 \div 6 =$

7.  $3 + \underline{\quad} = 19$

8.  $33 + 37 =$

9.  $\frac{1}{4}$  of 32 =

10.  $\frac{1}{3}$  of 3 =

Extension!

Question 1

Write an odd number between 3 and 10.

Question 2

Which are the even numbers?

24, 9, 8, 31, 20

Question 3

Write two numbers that are in the 5 times table that are less than 20

Question 4

Write in words the number 61.

Question 5

Which is more 109p or 190p?

# Mental Maths (10-4-10)

## Answers

1. 8 + 8 = 16

2. 22 - 7 = 15

3. 61 + 15 = 76

4. 6 x 3 = 18

5. 44 - 6 = 38

6. 12 ÷ 6 = 2

7. 3 + 16 = 19

8. 33 + 37 = 70

9.  $\frac{1}{4}$  of 32 = 8

10.  $\frac{1}{3}$  of 3 = 1

Extension!

Question 1

Write an odd number between 3 and 10.

5, 7, 9

Question 2

Which are the even numbers?

24, 9, 8, 31, 20

Question 3

Write two numbers that are in the 5 times table that are less than 20

5, 10, or 15

Question 4

Write in words the number 61.

Sixty-one

Question 5

Which is more 109p or 190p?

# Maths Home Learning - White Rose

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

Use the link above to help your child to learn how to measure length in metres (m) (Summer term WK1 - lesson 4)

- 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.

## Lesson 4 - Measure length (m)

Flashback 4 Year 2 | Week 3 | Day 4

1) What is  $\frac{3}{4}$  of 16? 12

2) What fraction is shaded?  $\frac{4}{4}$

3) How many edges does the next shape have?

4) Work out the missing number.

100 07:28 37

The video player interface shows a 'Flashback 4' title bar with 'Year 2 | Week 3 | Day 4' on the right. Below the title bar are four math problems. Problem 1 asks for  $\frac{3}{4}$  of 16, with the answer '12' shown. Problem 2 asks for the fraction of a shaded 2x2 grid, with the answer  $\frac{4}{4}$  shown. Problem 3 shows a sequence of 3D shapes (cubes and cuboids) and asks for the number of edges of the next shape. Problem 4 shows a number line with a missing number. At the bottom, there is a video player control bar with a play button, a progress bar showing 07:28, and a volume icon.

Get the Activity

Lesson 4 - Y2 Spring Block 5 WO2 Measure length (m) 2019

Get the Answers

Lesson 4 - Y2 Spring Block 5 ANS2 Measure length (m) 2019

# Maths focus - Measurement

## Measuring length (m)

Yesterday we moved onto our new topic in maths, that being measurement. We learnt how to use a ruler to accurately measure lines and draw our own.

- Today we look at another measurement. This time we move on from centimetres (cm) to metres (m). There are 100cm in 1m meaning that a metre is a larger form of measurement compared to a centimetre.
- We use a ruler to measure in centimetres; however, a metre would be too big for a ruler, so we use something called a metre stick (a very big ruler 😊). It works in a similar way to a ruler and it enables us to tell how long a certain object or person is.

## Measure length (m)

### Today's questions (part 1)

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

- 1** Look around your classroom.  
Choose 10 objects.
- Estimate which objects are longer than 1 metre and which are shorter than 1 metre.
  - Draw each object in the correct part of the table.

Longer than 1 metre	Shorter than 1 metre

- Use a metre ruler to measure your objects.  
Did you put them in the correct column?
- Which object is closest to 1 metre long?

2



Dexter



Ron

I am 1 metre and 8 centimetres tall.

You can write this as 1 m and 8 cm.

Do you agree with Ron? \_\_\_\_\_

Talk about it with a partner.

Complete the sentences.

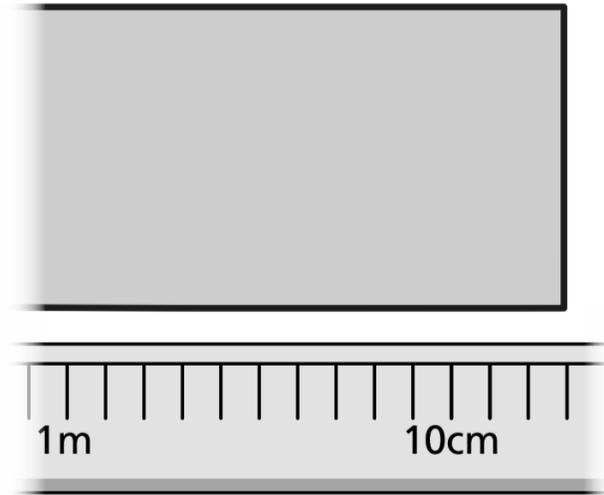
- Dexter is 1 \_\_\_\_ and 8 \_\_\_\_ tall.
- Dani is 1 metre and 21 centimetres tall.  
Dani is  m and  cm tall.
- Scott is 1 metre and 11 centimetres tall.  
Scott is  and  tall.

Today's questions (part 2)

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

- 3 Class 2 are measuring poster paper for an art lesson.

Nijah puts the paper next to a 2-metre stick.



How long is the poster paper?

m and  cm

- 4 Measure the longest side of your classroom and complete the sentence.

My classroom is  and  long.

5



Daddy Bear is 2 metres tall.

Baby Bear is half as tall as Daddy Bear.

- a) How tall is Baby Bear?

m

- b) Mummy Bear is taller than Baby Bear, but shorter than Daddy Bear.

How tall could Mummy Bear be?

Mummy Bear could be  and

tall.

Compare answers with a partner.<sup>9</sup>



# Measure length (m)

2

- 1** Look around your classroom.  
Choose 10 objects.
- Estimate which objects are longer than 1 metre and which are shorter than 1 metre.
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Longer than 1 metre	Shorter than 1 metre

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\_\_\_\_\_



Today's  
Answers  
(part 1)



Dexter



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You can write this as 1 m and 8 cm.

Do you agree with Ron? yes

Talk about it with a partner.

Complete the sentences.

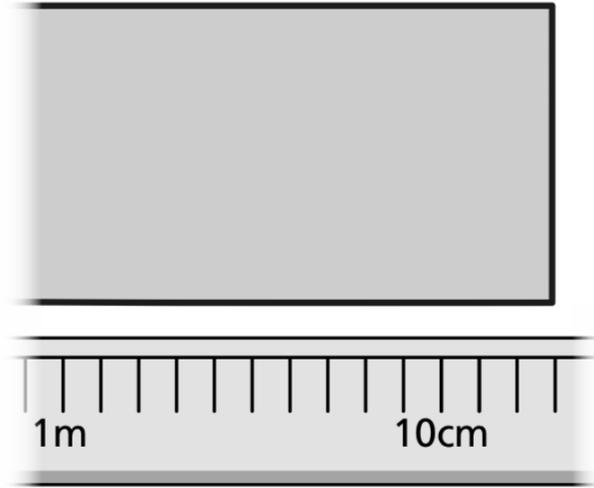
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## Today's Answers (part 2)



- 3 Class 2 are measuring poster paper for an art lesson.

Nijah puts the paper next to a 2-metre stick.



How long is the poster paper?

m and  cm

- 4 Measure the longest side of your classroom and complete the sentence.

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Baby Bear is half as tall as Daddy Bear.

- a) How tall is Baby Bear?

m

- b) Mummy Bear is taller than Baby Bear, but shorter than Daddy Bear.

How tall could Mummy Bear be?

e.g. Mummy Bear could be  and

tall.

Compare answers with a partner.<sup>11</sup>



## English lesson 4- revising the possessive apostrophe

Today we are going to revise  
possessive apostrophes to show  
singular possession in nouns.



This is an apostrophe

Don't worry if  
these words still  
seem confusing  
they will be  
explained in the  
lesson!

## Starter activity

A possession is something that belongs to you.



Think of all of your possessions and rank them in order from 1-10 in order of how important they are to you.

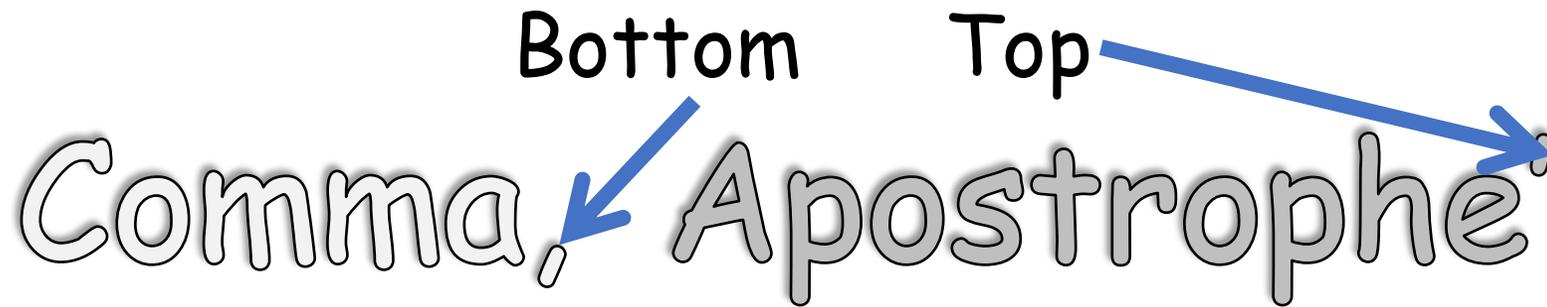
**Number 1 is for the most important**

Remember that word "possession" it will come in handy in the lesson

An apostrophe is a type of punctuation that looks like a comma but is placed at the top of a letter, not at the bottom.

Bottom      Top

Comma,      Apostrophe'

A diagram illustrating the difference between a comma and an apostrophe. The word "Comma," is shown with a blue arrow pointing from the word "Bottom" above it to the comma mark at the bottom of the word. The word "Apostrophe'" is shown with a blue arrow pointing from the word "Top" above it to the apostrophe mark at the top of the word.

A **possessive apostrophe** is the punctuation marks that shows that something belongs to someone or something.

Fred's bike

(the bike that belongs to Fred)

Ellie's car

(the car that belongs to Ellie)

There is always a letter **s** after the apostrophe

## Task One - Apostrophe activity

Think of something that belongs to you, it could be from your top 10 list.

Write it down showing how it belongs to you using a possessive apostrophe.

For example

Tim's hat

Ruby's dog

A **possessive apostrophe** doesn't just work for people's names, it also works for any noun.

The school's desk

(the desk that belongs to the school)

The car's wheels

(the wheels that belongs to that car)

Can you write down an example using a noun that isn't a person or used above? (car or school)

A **possessive apostrophe** also works when the name of the noun ends in an s already.

There are 2 ways and both are considered acceptable in the English language.

James' bike

(put the apostrophe after the s)

James's bike

(add an **apostrophe** and an **s** after the noun)

This is as long as the first noun is singular, meaning one thing: not plural.

Recap: Do you understand that...

1. A **singular noun** means one thing
2. Possessive apostrophe is used to show how a **singular noun** has something.
3. At the end of the singular noun add an apostrophe and an s to show who it belongs to.

Singular noun,  
there is only  
one Tim.  
Singular means single.

**For example:**

Tim's coat

Apostrophe

The coat  
belongs to  
Tim

## Task 2: check your understanding of the possessive apostrophe

Are these possessive apostrophes with singular nouns used correctly?

1. Jills car.
2. The policeman's car.
3. The bikes' wheel.
4. Johns' dog.
5. Boys' coat.
6. Boy's coat.

# How many did you get right?

1. Jill's car
2. The policeman's car
3. The bike's wheel
4. John's dog
5. Boy's coat
6. Boy's coat

Possessive apostrophes are  
easy to use.

Just ask yourself who does the  
item belong to and is the first  
noun singular?

Try the following task to check your understanding

Choose the sentence with the correct apostrophe.



Maisy has been set some homework. She has to choose which sentence has correctly used an apostrophe for possession with a singular noun. However, she isn't sure which one it is! Please help her by reading each sentence carefully and then place a tick by the correct one.

1.  Sarah's bike tyres had a puncture.  
 Sarahs bike tyre's have a puncture.
  
2.  The dragons' claws were very sharp.  
 The dragon's claws were very sharp.
  
3.  The boys marble's fell out of his pocket.  
 The boy's marbles fell out of his pocket.

Continued on the next slide...

4.  The monkey's banana was yellow.

The monkeys' banana was yellow.

5.  The pirate's guns were on his belt.

The pirates' guns were on his belt.

6.  Rebeccas' chocolate bar' were a present for being good.

Rebecca's chocolate bar was a present for being good.

## Challenge activity

# Be the Teacher!

Correct the apostrophe mistakes



Professor Punctuation has lots of homework to mark but he doesn't have enough time to complete it all. Please be the teacher by helping him to mark the work. You must cross out the incorrect apostrophes and insert apostrophes for possession. You could use a coloured pen like a teacher when you are marking the work.

The farmers' turnip had grown to a huge 'size! He needed help so' he called for all his friend's. The farmers' friend's all made a line behind him. His' wife held on to the farmers' belt. A boy placed his han'ds around the wifes' waist. Then a girl placed her hands on the boys' yellow T-shirt. Behind the girl, the dogs 'tail swung with excitement as he helped too. Finally, the cats claw's held on to the dogs tail. They all pulled and tugged the farmers turnip. Eventually the huge turnip popped out of the ground. The farmers' smile grew as' he said thank you to all his helpers'.

# Check your answers

1. Sarah's bike tyres have a puncture.
2. The dragon's claws were very sharp.
3. The boy's marbles fell out of his pocket.
4. The monkey's banana was yellow.
5. The pirate's guns were on his belt.
6. Rebecca's chocolate bar was a present for being good.

Challenge  
activity -  
Check your  
answers!

## Be the Teacher!

The farmer's turnip had grown to a huge size! He needed help so he called for all his friends. The farmer's friends all made a line behind him. His wife held on to the farmer's belt. A boy placed his hands around the wife's waist. Then a girl placed her hands on the boy's yellow T-shirt. Behind the girl, the dog's tail swung with excitement as he helped too. Finally, the cat's claws held on to the dog's tail. They all pulled and tugged the farmer's turnip. Eventually the huge turnip popped out of the ground. The farmer's smile grew as he said thank you to all his helpers.

Correctly placed apostrophes have been circled. All other apostrophes should have been crossed out by the children.

# Reading time

Read your school reading book or a book from home for 20 minutes.

- Enjoy escaping on the new adventures with the different characters or learn something new if you have chosen to read a non-fiction book .
- Have a go at creating a book review. You can use the template we provided in your home learning folder if you need any ideas with layout.

## Spend some time learning your spellings.

You could:

- \* Write the word out 5 times.
- \* Use Look, Cover, Write, Check
- \* Get a grown-up/older sibling to test you verbally.
- \* Write each word in fancy letters and colour them in like rainbow words.
- \* Write out each spelling into a sentence.

## Today's words are:

- ✓ water
- ✓ who
- ✓ whole
- ✓ wild
- ✓ would

# Topic

If you completed the Easter holiday task on researching Motte and Bailey castles and Keep and Bailey castles....what can you remember about these types of castles? The next slide will be a reminder if you are stuck! Use the picture clues to help you.

\*If you didn't have time to do this activity during your Easter break, don't worry you can complete it today.

\*If you managed to research Motte and Bailey castles and Keep and Bailey Castles you are ready to move on.

## 'Motte and Bailey' castles and 'Keep and Bailey' castles- no need to do this work if you had a go in the Easter holidays

- Research 'Motte and Bailey' castles and 'Keep and Bailey' castles
- Background information to help with this work.....
- The Normans built wooden castles first because they were quick to build. They were called Motte and Bailey castles
- When the Normans felt the rebelling had stopped, they started building castles made of stone. These were called Keep and Bailey castles
- Can you explain the differences between the 2 castles?



## TOPIC: Task 2 if you are ready to move on....

- Castles were built by the Normans to protect them from a siege.
- Can you find out what the word siege means?
- In last week's D.T work you were asked to plan a castle to include a moat, drawbridge and portcullis
- Today we would like you to find out more about these 3 types of defensive features
- Can you write a description explaining what a moat, drawbridge and portcullis was used for? Think about how each one would help to protect the people who lived in the castle.