

# Year 2



# PACK

## **WEEK 3 MATHS**

### 1. Fill in the blanks.

   **34**   

- The value of the digit 3 is \_\_\_\_\_.
- The value of the digit 4 is \_\_\_\_\_.
- The digit 3 is in the \_\_\_\_\_ place.
- The digit 4 is in the \_\_\_\_\_ place.

### 2. Compare the numbers.

   **19**          **25**          **63**          **49**   

- \_\_\_\_\_ is the smallest.
- \_\_\_\_\_ is the greatest.
- Arrange the numbers from smallest to greatest.

\_\_\_\_\_   
smallest

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_   
greatest

### 3. Fill in the Blanks

a.   21   =        tens        ones

  21   =        +       

b.   13   =        tens        ones

  13   =        +       

c.   99   =        tens        ones

  99   =        +       

### 4. Complete the number patterns.

a.        , 30 , 25 , 20 ,        , 10 , 5

b.        ,        , 50 , 60 , 70 , 80 , 90

c. 47 , 44 ,        , 38 ,        , 32 , 29

d. 5 ,        , 9 , 11 , 13 ,        , 17

e. 55 , 50 ,        , 40 , 35 , 30 ,

## Day 2: Addition and Subtraction

1. Complete the addition and subtraction below.  
The first two have been done as renaming examples.

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## 2. Solve the following calculations.

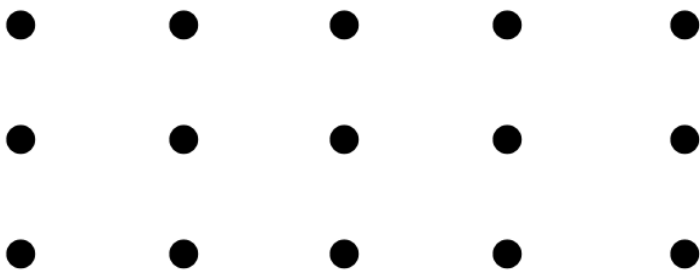
a. $31 + 27 = \underline{\quad}$	b. $56 - 26 = \underline{\quad}$
• $11 + 7 + 5 = \underline{\quad}$	d. $60 - 48 = \underline{\quad}$
• $35 + 30 = \underline{\quad}$	f. $16 - 10 - 1 = \underline{\quad}$
• $19 + \underline{\quad} = 37$	h. $63 - \underline{\quad} = 27$
• 3 tens + 13 ones = <u>    </u> tens <u>    </u> ones	
j. 7 tens + 6 ones - 16 ones = <u>    </u> tens <u>    </u> ones	

## Day 3. Multiply and Divide

1. Write multiplication and division equations for each picture.

a.

a)



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

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

2. Draw an array or a Bar model below to solve the following multiplication and division calculations.

$6 \times 6 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$
$5 \times 10 = \underline{\quad}$	$60 \div 10 = \underline{\quad}$
$7 \times 2 = \underline{\quad}$	$45 \div 5 = \underline{\quad}$



**3. Solve the word problems below**

a. There are 6 cakes.

Sam puts 3 candles on each cake.

How many candles are there altogether?

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

There are \_\_\_ candles altogether.



b. There are 4 bottles.

Holly puts 5 marbles in each bottle.

How many marbles are there altogether?

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

There are \_\_\_ marbles altogether.

- c. 6 pupils receive 3 chocolates each from their teacher.  
How many chocolates do they have in all?

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

They have \_\_\_\_ chocolates in all.

- d. Amira buys a few bunches of bananas.  
There are 5 bananas in each bunch. There are 25  
bananas in all.  
How many bunches of bananas does she buy?

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

She buys \_\_\_\_ bunches of bananas.

- e. There are 10 wheels on all the bicycles found in the  
shed.  
How many bicycles are there?

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

There are \_\_\_\_ bicycles.



f. 5 eggs are needed to bake a cake.

How many cakes can be baked using 50 eggs?

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

\_\_\_\_\_ cakes can be baked using 50 eggs.

### Day 4: Fractions

#### 1. Mind Workout



Emma has a piece of ribbon.

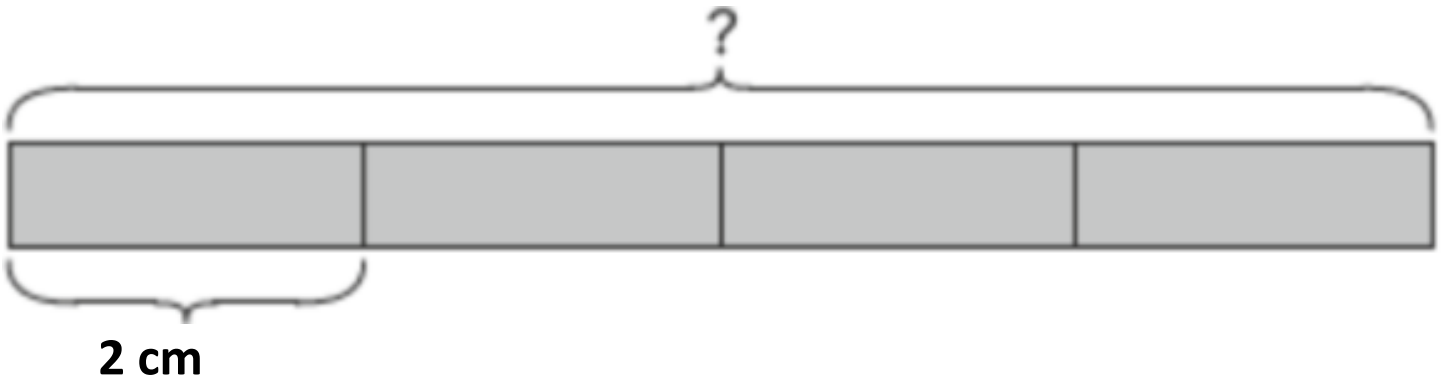
She cuts it into 4 equal parts.

1 of the ribbon measures **2 cm**.

**4**

How long is the ribbon before Emma cuts it?

\_\_\_\_\_



2. Make your own fractions using this fun app.  
<https://apps.mathlearningcenter.org/fractions/>

## Day 5: Activity

### Measuring Chocolate in centimeters

# Chocolate Bar Measuring

Use a ruler to measure the length of each chocolate bar to the nearest centimetre (cm).



# Chocolate Bar Measuring

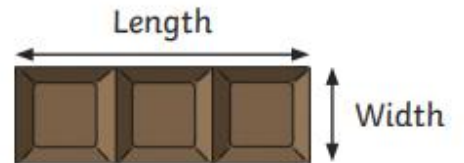
Use a ruler to measure the length and width of each chocolate bar to the nearest centimetre (cm).

A.



Length \_\_\_\_\_ cm

Width \_\_\_\_\_ cm



B.



Length \_\_\_\_\_ cm

Width \_\_\_\_\_ cm

C.



Length \_\_\_\_\_ cm

Width \_\_\_\_\_ cm

D.



Length \_\_\_\_\_ cm

Width \_\_\_\_\_ cm

E.



Length \_\_\_\_\_ cm

Width \_\_\_\_\_ cm

## Challenge

Tamil says that chocolate bar B is half the length of bar E. Is he correct? Explain how you know.

# **WEEK 4**

# **MATHS**

## Day 1: Place Value

---

### 1. Fill in the blanks.

27

- The value of the digit 2 is \_\_\_\_\_.
  - The value of the digit 7 is \_\_\_\_\_.
  - The digit 5 is in the \_\_\_\_\_ place.
  - The digit 7 is in the \_\_\_\_\_ place.
- 

### 2. Compare the numbers.

28      79      14      82

- \_\_\_\_\_ is the smallest.
- \_\_\_\_\_ is the greatest.
- Arrange the numbers from smallest to greatest.

\_\_\_\_\_ smallest

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ greatest

---

### 3. Fill in the Blanks

a. 44 = \_\_\_\_\_ tens \_\_\_\_\_ ones

44 = \_\_\_\_\_ + \_\_\_\_\_

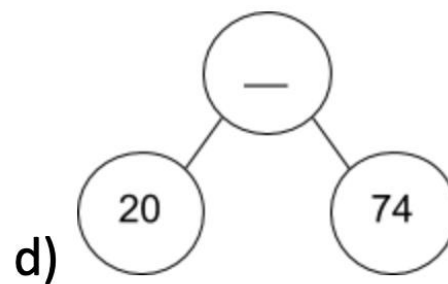
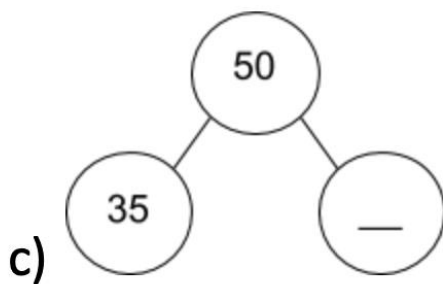
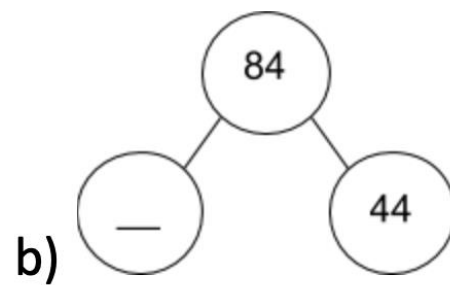
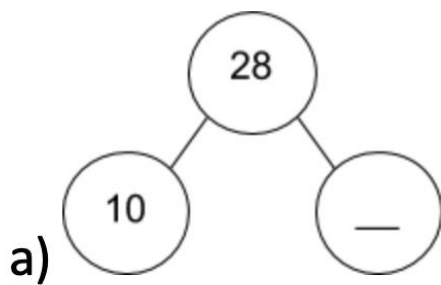
b. 71 = \_\_\_\_\_ tens \_\_\_\_\_ ones

71 = \_\_\_\_\_ + \_\_\_\_\_

c. 16 = \_\_\_\_\_ tens \_\_\_\_\_ ones

16 = \_\_\_\_\_ + \_\_\_\_\_

### 4. Complete the number bonds.





**5. Complete the number patterns.**

- a. \_\_\_\_\_ , 12 , 16 , 20 , \_\_\_\_\_ , 28 , 32
- b. \_\_\_\_\_ , \_\_\_\_\_ , 100 , 95 , 90 , 85 , 80
- c. 40 , 60 , \_\_\_\_\_ , 100 , \_\_\_\_\_ , 140 , 160
- d. 0 , \_\_\_\_\_ , -10 , -15 , -20 , \_\_\_\_\_ , -30
- e. 18 , 21 , \_\_\_\_\_ , 27 , 30 , 33 , \_\_\_\_\_

## Day 2: Addition and Subtraction

1. Complete the addition and subtraction below.  
The first two have been done as renaming examples.

<p>a.      tens   ones       <b>1</b>       3    5</p> <p>•      5    6</p> <hr/> <p>      <b>9</b>  <b>1</b></p> <hr/>	<p>b.      tens   ones       <b>5</b>       <del>6</del> <b>13</b></p> <p>•      3    5</p> <hr/> <p>      <b>2</b>  <b>8</b></p> <hr/>
<p>c.      tens   ones       6    6</p> <p>•      3    7</p> <hr/> <hr/>	<p>d.      tens   ones       8    9</p> <p>•      6    7</p> <hr/> <hr/>
<p>e.      tens   ones       7    6</p> <p>•      2    6</p> <hr/> <hr/>	<p>f.      tens   ones       5    7</p> <p>•      2    9</p> <hr/> <hr/>
<p>g.      tens   ones       6    9</p> <p>•      7    7</p> <hr/> <hr/>	<p>h.      tens   ones       8    0</p> <p>•      5    5</p> <hr/> <hr/>

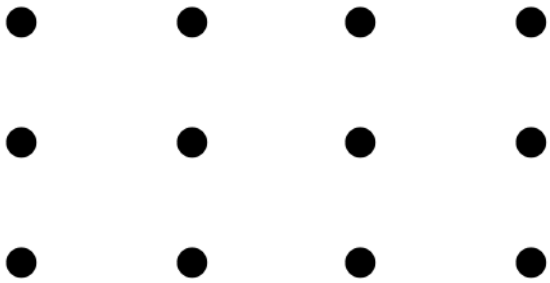
## 2. Solve the following calculations.

a) $25 + 25 = \underline{\quad}$	b) $70 - 40 = \underline{\quad}$
c) $8 + 16 + 30 = \underline{\quad}$	d) $85 - 37 = \underline{\quad}$
e) $56 + 28 = \underline{\quad}$	f) $90 - 40 - 25 = \underline{\quad}$
g) $21 + \underline{\quad} = 48$	h) $38 - \underline{\quad} = 16$
4 tens + 15 ones = <u>    </u> tens <u>    </u> ones	
8 tens + 5 ones - 25 ones = <u>    </u> tens <u>    </u> ones	

## Day 3. Multiply and Divide

1. Write multiplication and division equations for each picture.

a.



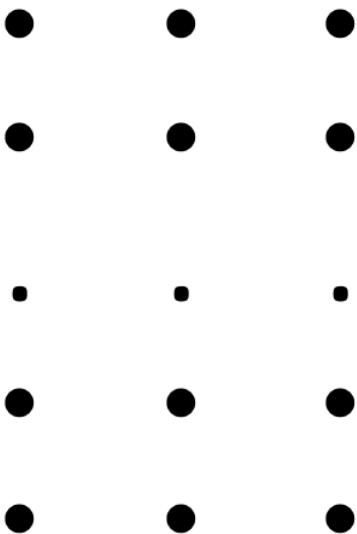
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

b)



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

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

2. Draw an array or a Bar model below to solve the following multiplication and division calculations.

$6 \times 2 = \underline{\quad}$	$20 \div 5 = \underline{\quad}$
$3 \times 7 = \underline{\quad}$	$18 \div 3 = \underline{\quad}$
$10 \times 2 = \underline{\quad}$	$16 \div 4 = \underline{\quad}$



3. Solve the word problems below

a. There are 20 cakes.

Sam puts 5 candles on each cake.

How many candles are there altogether?

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

There are      candles altogether.



b. There are 8 bottles.

Holly puts 4 marbles in each bottle.

How many marbles are there altogether?

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

There are \_\_\_\_ marbles altogether.

- c. 20 pupils receive 4 chocolates each from their teacher.  
How many chocolates do they have in all?

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

They have \_\_\_\_ chocolates in all.

- d. Amira buys a few bunches of bananas.  
There are 6 bananas in each bunch. There are 48  
bananas in all.  
How many bunches of bananas does she buy?

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

She buys \_\_\_\_ bunches of bananas.

- e. There are 56 wheels on all the bicycles found in the  
shed.  
How many bicycles are there?

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

There are \_\_\_\_ bicycles.

f. 5 eggs are needed to bake a cake.

How many cakes can be baked using 40 eggs?

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

\_\_\_\_\_ cakes can be baked using 40 eggs.

## Day 4: Money

1. Write below each set of coins how many you would need to make £1



You would need \_\_\_\_\_ 50p coins to make £1.



You would need \_\_\_\_\_ 20p coins to make £1.



You would need \_\_\_\_\_ 10p coins to make £1.

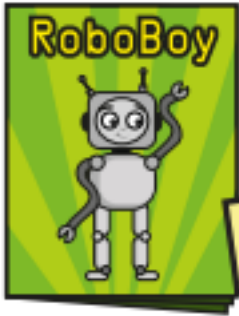


You would need \_\_\_\_\_ £2 coins to make £10.



2)

Write the price of each item in pence.



£1 and 24p

\_\_\_\_p



£2 and 24p

\_\_\_\_p



£6 and 45p

\_\_\_\_p

- 
- 3) a) 274p = £\_\_\_ and \_\_\_p  
b) 336p = £\_\_\_ and \_\_\_p  
c) 474p = £\_\_\_ and \_\_\_p  
d) 592p = £\_\_\_ and \_\_\_p  
e) 127p = £\_\_\_ and \_\_\_p  
f) 762p = £\_\_\_ and \_\_\_p  
g) 472p = £\_\_\_ and \_\_\_p  
h) 505p = £\_\_\_ and \_\_\_p

4)

Annie has some coins.



a. How much money does Annie have?

£\_\_\_ and \_\_\_p

b. What is 10p more?

£\_\_\_ and \_\_\_p

c. What is 10p less?



**WEEK 3**  
**ENGLISH**

## DAILY:

Make sure you have some quiet time for daily reading.

<https://www.storylineonline.net/books/tale-of-two-beasts/>

### Day 1 Activity: Instructions

What is your perfect day? Design a poster that includes everything you will need for your recipe on how to have your perfect day. **Mr C will explain here:** <https://vimeo.com/401987529>

*E.g. a dollop of laughter, a sprinkle of fun, 2 friendly cuddles, 3 delicious meals, hilarious chats with a friend, etc.*

See plan example below.

Support:

#### Day 1 support

Use the word bank and template to help you.

The word bank is presented in two rows within a rounded rectangular border. The first row contains eight icons with labels: two people hugging (friendship), two children playing with a ball (play), a laughing face with 'HA HA' (laughter), a person lying down (rest), a plate of food with a fork and knife (meals), a head with a red arrow and a thought bubble (learning), a laughing face with stars (fun), and a smiling face (happiness). The second row contains eight icons with labels: a hand pinching (pinch), a sieve sprinkling (sprinkle), two spoons (teaspoon), a slice of cake (slice), a circle divided into four (piece), another slice of cake (slice), a stack of papers (pile), and a spoonful of powder (spoonful).

Day 1 & 3 Writing:  
Example of planning recipe 'you will need list'



**Complete this activity on the next page - Remember to label your favourite things**

**DAILY:**

Make sure you have some quiet time for daily reading.

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/hairy-maclary/>

**Day 2 Activity: Reading/Book Review**

Make sure you have some quiet time for daily reading of your own book. You can login to oxford owl with the following login for more books:

**Username: cranford12 Password: Cranford**

After reading your book, complete a book review by answering the questions below in full sentences:

**Book Title:**

**Author:**

**Fiction or Non-fiction:**

**Rating out of 5:**

**Plot:**

- What is the book about?
- What happens in the text?
- Are there any plot twists?

**Characters:**

- Who are the main characters?
- Who was your favourite character? Why?

**Your Opinion:**

- Did you like the book?
- What was your favourite part? Why?

**Recommend:** Would you recommend this book to a friend? Why or why not?



**DAILY:**

Make sure you have some quiet time for daily reading.

<https://www.storylineonline.net/books/library-lion/>

**Day 3 Activity: Spelling Practice**

Look at the Y2 common exception word list below. Choose 10 spellings to practise from this list and practise in the best way for you. See strategies below. You can ask someone at home to test you.

Year 2 - Common Exception Words

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

## Spelling Strategies

<p><b>Pyramid Writing</b></p> 	<p><b>Rainbow writing</b></p> <p>Write the word over and over again using different colours.</p> 	<p><b>Create a mnemonic</b></p> 
<p><b>Sound Buttons</b></p>  <p><b>**Note, this may not work for words you cannot 'sound out'</b></p>	<p><b>Underline the tricky part</b></p> <p>se<u>para</u>te</p> <p>lib<u>ra</u>ry</p> <p>na<u>ugh</u>ty</p>	<p><b>Look, Say, Cover, Write, Check</b></p> <p><b>Look</b> at the word <b>Say</b> it out loud <b>Cover</b> it up <b>Write</b> it <b>Check</b> whether it is spelt correctly</p>

Write **10 sentences** using the spelling words that you practiced without looking at the list. Underline the spelling word used in the sentence.

For example: The flowers in my garden are beautiful.

Write your sentences below and once you have completed them, check back at the list to see if you have spelt the words correctly. If not, use the spelling strategies to practice them a bit more.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**DAILY:**

Make sure you have some quiet time for daily reading.

<https://www.storylineonline.net/books/sylvester-magic-pebble/>

**Day 4 Activity: Reading Comprehension**

# The Great Fire of London

On Sunday 2<sup>nd</sup> September, 1666, a fire began in a bakery on Pudding Lane, in London. The baker had forgotten to put out the fire he had used to bake his bread.



**Did You Know...?**

In 1666, the buildings in London were all made of wood and built very close together, which meant the fire could spread easily.

The fire soon started to spread to other buildings. On Sunday evening, buildings were pulled down to try and stop the fire spreading. There were no firefighters in 1666, so people had to try to put the fire out themselves, using leather buckets and water from the River Thames. This didn't work very well. Soon, people began to run from the fire, taking their families and belongings onto boats on the river.

The fire carried on spreading on Monday and Tuesday. Luckily, on Wednesday, the wind stopped and the people were able to fight the fire with water.

The fire destroyed large parts of London, which had to be rebuilt. The new buildings were made out of brick.



**Did You Know...?**

Even after the Great Fire of London, a fire service was not formed until 1866.

## Layer 1 Questions

1. Where did the Great Fire of London begin?
2. On what date did the fire begin?
3. What did the baker forget to do?
4. What did the people use to fight the fire?
5. Where did some people take their families and their belongings?
6. Give two reasons why the fire spread easily.
7. What were the new buildings made of?

## **Layer 1 answers:**

1. Where did the Great Fire of London begin? **The fire began in a bakery on Pudding Lane, in London.**
2. On what date did the fire begin? **The fire began on Sunday 2nd September, 1666.**
3. What did the baker forget to do? **The baker forgot to put out the fire he had used to bake the bread.**
4. What did the people use to fight the fire? **People used leather buckets and water from the River Thames to try to fight the fire.**
5. Where did some people take their families and their belongings? **People took their families and belongings onto boats on the river.**
6. Give two reasons why the fire spread easily. **The fire spread so easily because the buildings in London were all made of wood and built very close together.**
7. What were the new buildings made of? **The new buildings were made out of brick.**

# The Great Fire of London

In the early hours of Sunday 2<sup>nd</sup> September, 1666, a fire started in the bakery on Pudding Lane. Thomas Farriner, the baker, had forgotten to put out the fire he had made to bake the bread. The fire got out of control and before long, the bakery was alight. The fire then quickly spread to nearby buildings.

The buildings in London at that time were made of wood and were built very close together, which meant the fire could spread easily from one building to the next.



## Did You Know...?

Even after the Great Fire of London, a national fire service was not formed until 1866.

There were no firefighters in 1666, so the people in the city had to fight the fire themselves. They used leather buckets filled with water from the River Thames, but this didn't work very well. On Sunday evening, they started pulling down houses to stop the fire spreading as the wind was strong and it was helping to spread the fire. Soon, people were running from the fire, taking their belongings onto boats on the river.

On Tuesday, the fire destroyed St Paul's Cathedral.

Luckily, on Wednesday, the wind wasn't as strong and this helped to slow the fire down. The people were able to fight it with buckets of water to stop the flames spreading. Soon after, the fire was finally put out.

Much of London had been destroyed by the fire and had to be rebuilt. The new buildings were made of brick and were built further apart to try to stop any future fire from spreading so far.

### Layer 2 Questions:

1. When did the Great Fire of London begin?
2. Where did the fire start?
3. What was the name of the baker?
4. Why did the people of the city have to fight the fire?
5. Why did the fire spread so easily? Give two reasons.
6. On what day did the fire destroy St Paul's Cathedral?
7. What were the new buildings made from? Why?
8. When was the first fire service started?
9. How do you think the people of London felt when the city was on fire?

### Layer 2 Answers:

1. When did the Great Fire of London begin? **The fire began on Sunday 2nd September, 1666.**
2. Where did the fire start? **The fire started in a baker's shop on Pudding Lane.**
3. What was the name of the baker? **The baker's name was Thomas Farriner.**
4. Why did the people of the city have to fight the fire? **The people of the city had to fight the fire because there were no firefighters in 1666.**
5. Why did the fire spread so easily? **Give two reasons. The fire spread easily because the buildings in London at that time were made of wood and were built very close together.**
6. On what day did the fire destroy St Paul's Cathedral? **St Paul's Cathedral was destroyed on Tuesday.**
7. What were the new buildings made from? Why? **The new buildings were made from brick to try to stop any future fire from spreading so far.**
8. When was the first fire service started? **The first fire services were started after the Great Fire of London, in 1866.**
9. How do you think the people of London felt when the city was on fire?

## DAILY:

Make sure you have some quiet time for daily reading.

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/>

## Day 5 - Grammar

### Statements, questions and commands.

Statement - I like ice cream.

Question - What's your favourite ice cream?

Exclamation - What delicious ice cream this is!

Are the following, questions, statements or commands? Add a **question mark,full stop or exclamation mark** to show:

1. Do you like cake
2. Look out
3. Dad is mowing the lawn
4. Sarah went to school
5. Be careful
6. Would you like to go for a walk
7. I'm so excited
8. This is the best present ever
9. What an amazing party that was
10. Dad is cooking dinner tonight

**WEEK 4**  
**ENGLISH**



## DAILY:

Make sure you have some quiet time for daily reading.

This is one of my favourite books!

<https://www.storylineonline.net/books/wilfrid-gordon-mcdonald-partridge/>

## Day 1 Activity: Instructions

Write your instructions for your perfect day.

- 1) Write a title and introduction.
- 2) Write a 'you will need' list. Remember to include quantities (how much).
- 3) Number and write each instruction.

Remember to give commands (put, pour, stir, etc.) and 'how' details (adverbs e.g. carefully).

See recipe example below:

### How to make worm soup

Do you want to make a disgusting worm soup to make your enemy vomit? Follow my instructions and you will know exactly what to do... they won't know what hit them!

You will need:

- 10 fresh earth worms (the wigglier the better)
- 200ml bat's blood (fresh is best)
- 1 spoonful of slugs slime
- 5 medium scoops dung (the smellier the better)

Serves 3-4.

1. Place the stinky dung into a large mixing bowl. Make sure you wear gloves to keep the dirt off your hands and hold your noses.
2. Mix in the green slug slime and stir carefully. The mixture should be sloppy like porridge.
3. Gradually stir in the bat's blood. Pour in a small amount at a time and mix it well.
4. Pour the mixture into a pan and bring to the boil. Use a low heat to make sure you don't burn the bottom.
5. Chop the earth worms into small chunks and sprinkle them into the pan. Make sure you use a sharp knife and a cutting board to keep the worms chewy.
6. When the mixture is boiled, carefully add the worms and serve immediately. Be careful! The soup will be very hot.
7. Serve in a soup bowl and sprinkle with salt and pepper.

For enemies, it is best served cold.

Layer 2 Support:

Day 2 support

Use the word bank, template and sentence starters to help you.



friendship



play



laughter



rest



meals



learning



fun



happiness



pinch



sprinkle



teaspoon



slice



piece



slice



pile



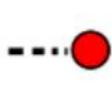
spoonful



carefully



quickly



slowly



gently

## How to have the perfect day

Do you want to know how to \_\_\_\_\_  
Follow my instructions and you will \_\_\_\_\_

You will need:

- 
- 
- 
- 

Serves \_\_\_\_\_

1. Place \_\_\_\_\_

Make sure you \_\_\_\_\_

2. Mix in \_\_\_\_\_

It should \_\_\_\_\_

3. Stir in \_\_\_\_\_

Use a \_\_\_\_\_

4. Put in \_\_\_\_\_

Be sure to \_\_\_\_\_

You will have your \_\_\_\_\_

**Complete this activity on the next page - Remember to label your favourite things**



**DAILY:**

Make sure you have some quiet time for daily reading.

<https://www.storylineonline.net/books/a-bad-case-of-stripes/>

**Day 2 Activity: Reading/Book Review**

Make sure you have some quiet time for daily reading of your own book. You can login to oxford owl with the following login for more books:

**Username: cranford12 Password: Cranford**

After reading your book, complete a book review by answering the questions below in full sentences:

**Book Title:**

**Author:**

**Fiction or Non-fiction:**

**Rating out of 5:**

**Plot:**

- What is the book about?
- What happens in the text?
- Are there any plot twists?

**Characters:**

- Who are the main characters?
- Who was your favourite character? Why?

**Your Opinion:**

- Did you like the book?
- What was your favourite part? Why?

**Recommend:** Would you recommend this book to a friend? Why or why not?

**DAILY:**

Make sure you have some quiet time for daily reading.

<https://www.storylineonline.net/books/snappy-the-alligator/>

**Day 3 Activity: Spelling Practice**

Look at the Y2 common exception word list below. Choose 10 spellings to practise from this list and practise in the best way for you. See strategies below. You can ask someone at home to test you.

Year 2 - Common Exception Words

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

## Spelling Strategies

<p><b>Pyramid Writing</b></p> 	<p><b>Rainbow writing</b></p> <p>Write the word over and over again using different colours.</p> 	<p><b>Create a mnemonic</b></p> 
<p><b>Sound Buttons</b></p>  <p><b>**Note, this may not work for words you cannot 'sound out'</b></p>	<p><b>Underline the tricky part</b></p> <p>se<u>para</u>te</p> <p>lib<u>ra</u>ry</p> <p>na<u>ugh</u>ty</p>	<p><b>Look, Say, Cover, Write, Check</b></p> <p><b>Look</b> at the word <b>Say</b> it out loud <b>Cover</b> it up <b>Write</b> it <b>Check</b> whether it is spelt correctly</p>

Write **10 sentences** using the spelling words that you practiced without looking at the list. Underline the spelling word used in the sentence.

For example: The flowers in my garden are beautiful.

Write your sentences below and once you have completed them, check back at the list to see if you have spelt the words correctly. If not, use the spelling strategies to practice them a bit more.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**DAILY:**

Make sure you have some quiet time for daily reading.

<https://www.storylineonline.net/books/me-and-my-cat/>

**Day 4 Activity: Reading Comprehension**

**Layer 1 text:**

# Amazing Antarctica

## Where Is Antarctica?



Antarctica is the area of land that is the furthest south in the world. It contains the South Pole. It is the coldest place on Earth.

## Antarctic Animals

Lots of different animals live in Antarctica.



**Emperor penguins** are the biggest penguins in the world. They are only found in Antarctica. They keep themselves warm by huddling together in big groups.

**Fur seals** have thick fur to protect them from the cold. They also have a thick layer of fat under their skin to keep them warm.



**Orcas** are sometimes called 'killer whales' but they are actually a type of dolphin. They eat seals, penguins, squid, sharks and even whales.



## Layer 1 Questions

1. Where is Antarctica? Highlight one.

- a. It is furthest north.
- b. It is furthest south.
- c. It is furthest east.

2) Which of these animals live in Antarctica? Highlight two.

- a. Emperor penguins.
- b. Orcas.
- c. Monkeys.

3) How do emperor penguins keep themselves warm? Highlight one

- a. They huddle together.
- b. They eat warm meals.
- c. They wear jumpers.

4) What do fur seals have a thicker layer of under their skin? Highlight one

- a. Bones.
- b. Blood.
- c. Fat.

5) What are orcas sometimes called? Highlight one

- a. Killer whales.
- b. Funny whales.
- c. Water whales.

# Answers

1. Where is Antarctica? Tick **one**.

- It is the furthest north.
- It is the furthest south.**
- It is the furthest east.

2. Which of these animals live in Antarctica? Tick **two**.

- emperor penguins**
- orcas**
- monkeys

3. How do emperor penguins keep themselves warm? Tick **one**.

- They huddle together.**
- They eat warm meals.
- They wear jumpers.

4. What do fur seals have a thick layer of under their skin? Tick **one**.

- bones
- blood
- fat**

5. What are orcas sometimes called? Tick **one**.

- killer whales**
- funny whales
- water whales

# Amazing Antarctica

## Where Is Antarctica?



Antarctica is a continent (a large solid area of land). It is the furthest south in the world. It is surrounded by the Southern Ocean.

Antarctica is about 50 times the size of the UK.

## Antarctic Animals

Lots of different animals live in Antarctica. They have all developed special features to help them to survive in very cold temperatures.



**Emperor penguins** are the largest penguins in the world. Emperor penguins have special fat layers in their feet to keep them from freezing. They also have strong claws to help them grip the ice.

**Fur seals** have thick fur to protect them from the cold. They also have a thick layer of fat, called blubber, under their skin to keep them warm.



**Orcas** have a large heart which helps to pump lots of warm blood around their body. They also have a thick layer of blubber under their skin to keep them warm.

## What Is It Like in Antarctica?

Antarctica is the coldest place on Earth and almost the whole continent is always covered in ice. Because of the extremely cold temperatures, no people live in Antarctica permanently. There are also parts where no rain ever falls.

## Layer 2 Questions:

1. What is a continent? Highlight one

- a. A large country
- b. A large solid area of land
- c. A place covered in ice

2. How big is Antarctica? Highlight one.

- a. 50 times the size of the UK
- b. 50 times the size of USA
- c. 2 times the size of the UK

3. Why have the animals in Antarctica developed special features?

4. Match the sentences. One has been done for you.

**Lots of different animals**

There are also parts where

Emperor penguins are the largest

penguins in Antarctica

live in Antarctica

**no rain falls ever**

# Answers

1. What is a continent? Tick one.

- a large country
- a large solid area of land**
- a place covered in ice

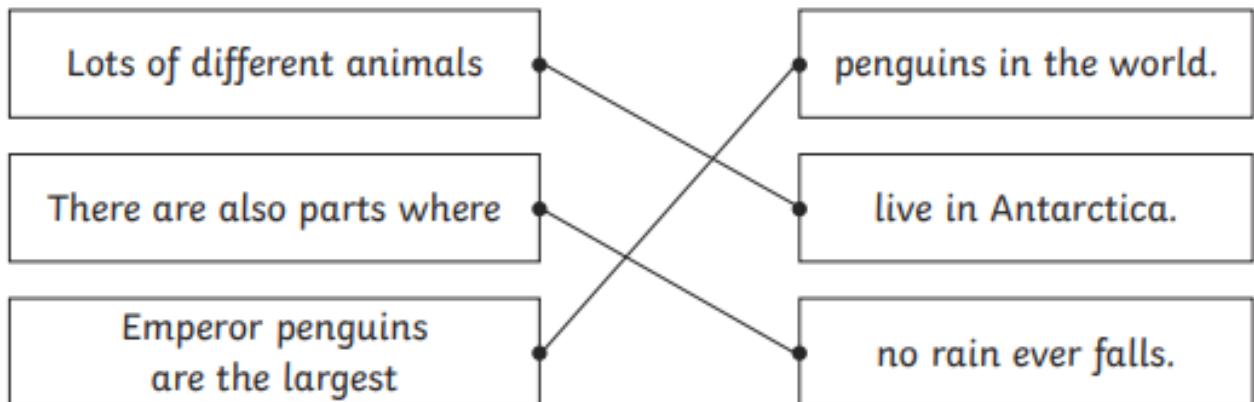
2. How big is Antarctica? Tick one.

- 50 times the size of the UK**
- 50 times the size of the USA
- 2 times the size of the UK

3. Why have the animals in Antarctica developed special features?

**To help them to survive in very cold temperatures.**

4. Draw a line to match up the boxes to complete the sentences.



5. Complete this sentence.

Antarctica is the **coldest** place on Earth.

sunniest

warmest

**coldest**

**DAILY:**

Make sure you have some quiet time for daily reading.  
<https://www.storylineonline.net/books/the-empty-pot/>

**Day 5 - Grammar**

**Correct the Sentence Punctuation and amend on here in a colour of your choice.**

1. my brother's dog is called tess
2. on sunday she went to the park
3. the titanic sank in 1912
4. toby and mark are going to spain in march
5. martha took her children to the zoo yesterday
6. when i go to the shop, i will get some crisps
7. sameera and i are going to town on friday
8. did you sell buns at the fair
9. my mum has a cat he is called tom
10. have you got a dress for the prom

**Or write the correct sentence underneath by adding in capital letters, full stops and question marks.**

## **ANSWERS:**

### **Correct the Sentence Punctuation Answers**

#### **Question Answer**

- 1. my brother's dog is called tess    My brother's dog is called Tess.**
- 2. on sunday she went to the park    On Sunday she went to the park.**
- 3. the titanic sank in 1912    The Titanic sank in 1912.**
- 4. toby and mark are going to spain in march    Toby and Mark are going to Spain in March.**
- 5. martha took her children to the zoo yesterday    Martha took her children to the zoo yesterday.**
- 6. when i go to the shop i will get some crisps    When I go to the shop I will get some crisps.**
- 7. sameera and i are going to town on friday    Sameera and I are going to town on Friday.**
- 8. did you sell buns at the fair    Did you sell buns at the fair?**
- 9. my mum has a cat he is called tom    My mum has a cat. He is called Tom.**
- 10. have you got a dress for the prom    Have you got a dress for the prom?**

# WEEK 3

# PHONICS



goat      begging      ghastly      guilt      bug  
bigger      Ghana      guide      drug      digger  
gherkin      guest      girl      giggle      ghost

<b>gg</b>	<b>g</b>	<b>gh</b>	<b>gu</b>

Listen for any words with the /g/ sound and underline them

## Gabe and the Girl

Gabe and the girl had gum. They had gum by the gate until time to go. Then a gust of wind blew a golf ball into the cage by Gabe. Gabe saw the golf ball plunge into the cage. He did not want to get hit by the golf ball. Gabe and the girl will dance a funny gig by the gate too. It was good to have gum and dance a gig by the gate. Gabe and the girl will chew gum by the gate again. It was a great time!

### Independent Sound Short Sheet /f/

before      coffee      cough      cuff      defend      effortenough  
fact      fig      flag      fun      gift      graph      infant      laughoff

Phillip  
tough

phone

photo

rough

stiff

suffer

<b>f</b>	<b>ff</b>	<b>gh</b>	<b>ph</b>

**Listen for any words with the /f/ sound and underline them**

Frankie the dolphin was the fastest fish in the sea. She was always the first to cross the finish line when the fish had

paces. She was also a very fit fish. She could lift fifty shells with one flipper and balance five rocks on her fin! She won a lot of prizes.

Frankie's best friend was Fred the flounder. Fred was not the fastest fish. One day, Fred was feeling very fed up. "I'll never be first," said Fred with a sniff. "I always fail and it's just not fair!"

Sophie the puffer fish heard Fred say this, and wanted to help him feel better. She came up with a plan...

First, she talked to the staff at Fred's school. "Fred isn't fast but he's very good at phonics," said his teacher, Miss Cliff. "He can read all the letters in the alphabet!"

Then she spoke to Fred's family. "Fred might not be fast, but he's so helpful and thoughtful," said Fred's father. "He helps his brothers and sisters find things they have lost. He even helps to look behind the sofa!"

Finally, Sophie talked to Frankie. "Fred doesn't need to be fast to be a fab friend," said Frankie. "We always have so much fun. Sometimes he makes me laugh until I'm out of puff!"

Sophie and Frankie made Fred a gold trophy out of sand. On the trophy it said:

First For being the best at phonics and the alphabet! For being a helpful and thoughtful family member! For being the most fun friend!

When they gave Fred the trophy he felt chuffed! "I didn't know you could be first at all that stuff," he said.

The plan was a triumph and Fred finally believed that he was a fantastic fish, just like his friend.

Independent Sound Short Sheet /j/

badge	gem	hinge	jam	bulge	fridge	genie
Jem	smudge	Jack	giant	large	garage	
nudge	gentle	jolly	hedge	germ		

<b>j</b>	<b>g</b>	<b>ge</b>	<b>dge</b>

**Listen for any words with the /j/ sound and underline them**

**The Jets**

Jem was a jolly jet. He went high up in the air, even when it was as cold as a fridge. He had green wings, a black tail with a giant badge and large, golden hinges with grease smudges. He could fly as high as a genie without a lamp and it was fun. He did large jumps and tricks. He went fast along the floor, always being careful so as not to hit the hedges and then just took off into the air.

Jack was a jet too. He had pink wings with gems spread across them and a tail as red as jam. He wished he could have a large, shiny badge too so he gave Jem a nudge and asked to fly with him. So Jem flew out of the garage and went to join Jack up high. Together, they just went higher than ever.

# WEEK 4

# PHONICS

## Independent Sound Short Sheet /h/

happy whole hundred whose  
help whom horse hill hurt who wholesome



<b>h</b>	<b>wh</b>

**Listen for any words with the /h/ sound and underline them**

It was with a heavy heart that I heard that Harry had been taken into hospital. I was not wholly surprised, as he has a history of health problems. I am hoping that perhaps he will be fit for visitors tomorrow and that whoever is in charge of his care can tell us what might happen next. I am wholehearted in my gratitude to all those caring for him.



cat book pack anchor accuse comb look  
back chaos soccer cut kite check hiccup  
chemist account can cake sack chorus

<b>c</b>	<b>k</b>	<b>ck</b>	<b>ch</b>	<b>cc</b>

**Listen for any words with the /k/ sound and underline them**

My kitten is very cute. She is keen to catch socks and will quickly take them. Last week, I took her on a picnic. She kept rubbing her head and neck against my leg, because she was cold. I took her to school too! All my friends wanted to talk to her and stroke her.



animal summer climb autumn commonmotor  
simmer tomb condemn time grimy  
comma crumb solemn dumb

<b>m</b>	<b>mm</b>	<b>mb</b>	<b>mn</b>

**Listen for any words with the /m/ sound and underline them**

At the crack of dawn, on Christmas morning, I jumped quickly out of bed. I checked the clock, then shot down the hall like a rocket. A lovely toy kitchen was waiting for me. It had a little kettle, a toaster and lots of pots and pans. Santa is so kind. Even Tricky the dog got a gift, a new kennel!



**WEEK 3**  
**SCIENCE**

Hello Year 2, this week for Science we would like you to investigate the life cycle of a plant. We would like you to create a poster that shows the life cycle of a sunflower (or if you would like an extra challenge, a plant of your choice!) See an example below for the layout, but you can do yours differently if you choose to. Be sure to use the words in the word bank below too:

**Seeds, sunflower, germinate, grow, seedling, stem, flower, blossom**

We look forward to hearing about and seeing your research Scientists!

## Life Cycle of a Sunflower





**WEEK 4**  
**SCIENCE**

Hello Year 2, this week for Science we would like you to investigate plants we eat. Check out the Tesco Farm to Fork video first before beginning your task. When the first video about potatoes ends, more videos from the Tesco Eat Happy Project playlist will load to teach you about a variety of fruit and vegetables and how we get them from farm to fork!

<https://www.youtube.com/watch?v=Ck8yotfM9PI>

Farmers grow the plants that we eat. Draw the plants that you would like to grow on your farm. Plants need 3 things to help them grow. Write a sentence to explain what the plants on your farm will need to grow well. You can complete this activity either on the attached worksheet, or you can do it on a scrap piece of paper.

We look forward to hearing about and seeing your research Scientists!

Farmers grow the plants that we eat. Draw the plants that you would like to grow on your farm.

Plants need 3 things to help them grow.

Write a sentence to explain what the plants on your farm will need to grow well.

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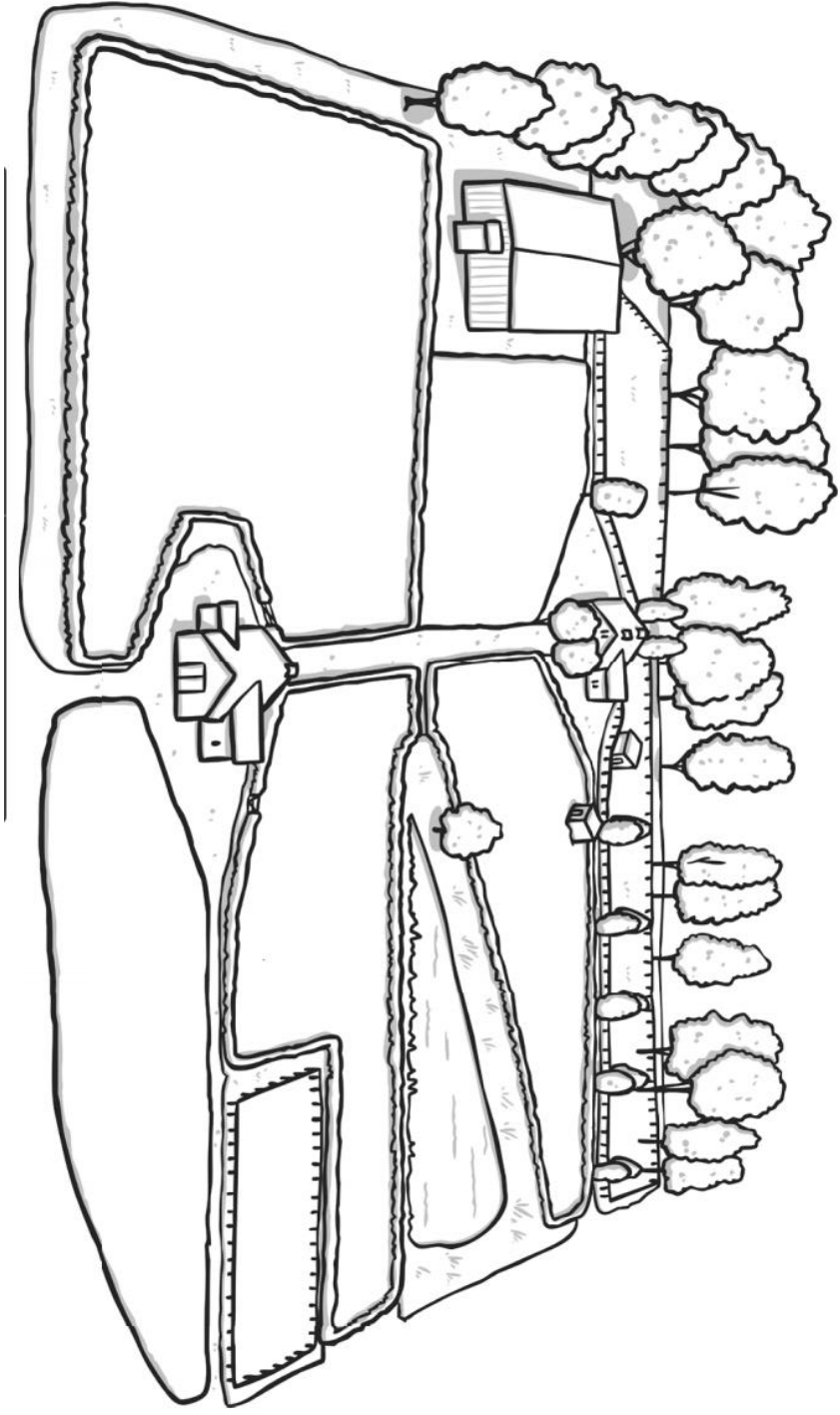
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# **WEEK 3 ART**

Hello Year 2, hope you are continuing to be safe and well.

Hope you're ready for yet another great art activity for you to complete! We are going to be learning about another great artist called Piet Mondrian. He was an abstract artist that liked to use colours, lines and shape to express how he was feeling. Please look at the attached presentation for more information on the artist.

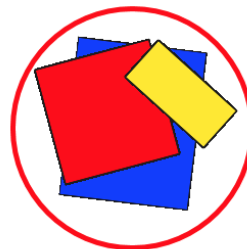
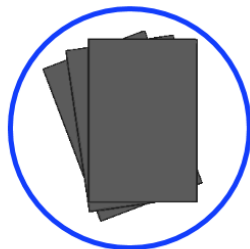
Your job is to create a collage, just like Mondrian! Take a look at the instructions to find out how to do this at home. Don't forget to display this piece next to your Paul Klee and Jackson Pollock artwork on your window!

Happy arting! ☐

## Make a Mondrian Collage



You will need...



1. Choose some squares and rectangles in primary colours.
2. Arrange your shapes on the card until you get a picture that you like.
3. Be sure to leave spaces between the shapes to make some black lines on your finished picture.
4. Carefully stick your shapes down with glue.

# Abstract Artist Fact Sheet

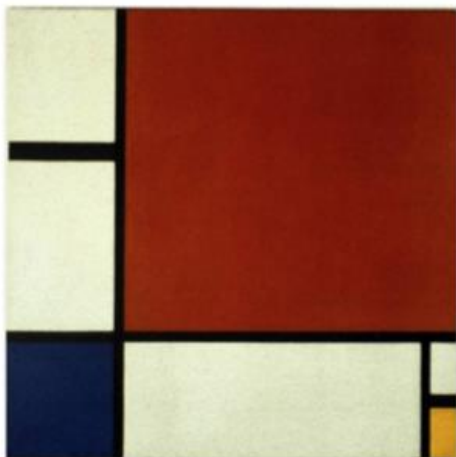
**Piet Mondrian**  
1872 - 1944



Piet Mondrian was born in Amersfoort in the Netherlands, in 1872. His father and uncle were both artists so he was introduced to art at a very young age.

In 1892, Piet began working as a teacher at the Amsterdam Academy of Fine Art. He practised painting in his spare time. His first works were landscape paintings of the Dutch countryside. These paintings were 'representational', which means it is easy to see what the painting is about.

Over time Mondrian began painting in a style known as 'cubism'. In cubism artists represent their subject through combinations of geometric shapes. This allows them to show lots of different viewpoints at the same time. But Mondrian wanted his paintings to be even more abstract. Abstract art doesn't show pictures of things but uses colours, lines and shapes to express how the artist is feeling.



Eventually Mondrian developed a style all of his own. He called it 'neo-plasticism'. He got rid of everything that he thought was not 'essential' and limited his work to what he termed 'the basic forms of beauty'. He painted using simple lines and rectangles in white, black, and the primary colours. Mondrian made many paintings in this style.

Piet Mondrian died of pneumonia in New York City in 1944. His distinctive style has continued to grow in fame since his death.

Work: *Composition No. III*, 1921-1925

# **WEEK 4 ART**

Hello Year 2, hope you are continuing to be safe and well.

Hope you're ready for yet another great art activity for you to complete! We are going to be learning about another great artist called Mark Rothko. Mark Rothko was a painter who loved mixing colours. Your task is to create a colour field painting!

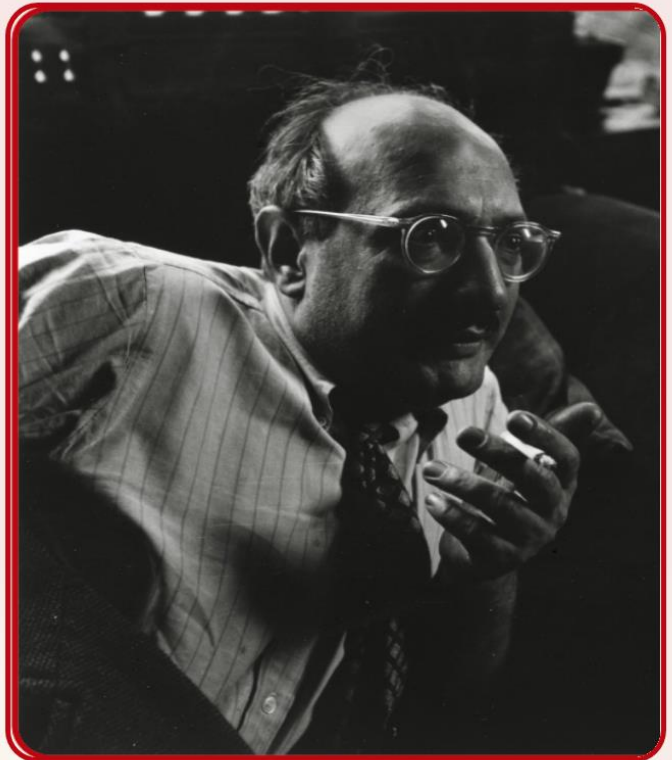
Happy arting! ☐

## All About Mark Rothko

(1903 - 1970)  
Russian

Rothko was born in Russia in 1903 and moved to America when he was 10. Like Piet Mondrian his first paintings were of things he could see, like buildings, people and landscapes.

Later, he decided that using colour was the best way to show how he was feeling. He used carefully mixed colours painted in simple blocks and lines on very big canvases. This kind of painting was called 'Colour Field'.





# Looking at Abstract Art: Mark Rothko Photopack



What do you see when you look at this painting?

How has the painting been made?

What kind of colours does Rothko use?

How would you describe these colours?

What shapes can you see?

What kind of lines can you see?

How do you think Rothko was feeling when he painted this?

How does the painting make you feel?

Do you like it? Why?

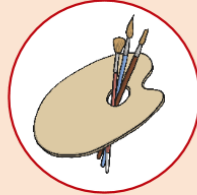
# Colour Field Painting



You will need...



A3 card



2 paint palettes



Water



Brushes in  
different sizes

1. Look at the colours you mixed earlier.  
Think about which ones you like and how they make you feel.
2. Choose a few of your favourite colours to use in your painting.  
Think about how you will use them. Which colours will you paint in big blocks? Which colours will you paint in thin lines?
3. Now you are ready to start painting.  
Don't overlap the colours too much or they will all run together.
4. Try not to leave any white space on the page.

**What a good Colour Field painting looks like...**

