Week 2 – Home Learning

Welcome to the year 2 home learning pack.

If you have any questions or need any help then please email your teacher. We would also love to see pictures of you completing your home learning. You can get in touch with us at:

gabriellasteelejones@partingtoncentralacademy.co.uk

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Week 2 - Home Learning

Please note that no work needs returning to school for marking. You can send photographs of evidence to show us the work you have done but this does not need to be for each piece of work!

Monday - Spellings

These spellings patterns are the next set of patters that we will focus on over the next few weeks.

Spelling patterns:

- -il e.g. pencil
- -y e.g. cry
- Adding -es to verbs and nouns ending in -y e.g. cries and babies
- Adding -ed and ing to words ending in -y e.g. married and marrying

Monday - Spellings

Read the first word, then copy it carefully twice. Then cover up your words and write it again another two times without looking. If you get it wrong, practice writing it 3 times. Repeat for the other words.

Spellings	Write	Write	Cover and Write	Cover and Write
pencil				
evil				
cry				
why				
cries				
babies				
relies				
cold				

Total /8

Monday - Guided Reading
1A - Vocabulary Session

This week we are going to read a text called "My Mum's growing down". What type of text do you think you will be reading? (Ie) Fiction/Non-fiction?

Skim and Scan Challenge

See if you can find these words in the text. Once you have found the words, highlight/underline them or write them in your book or on paper. If you finish see if you can think about what they might mean. Are there any other words you are unsure of?

Strange condition,   fake,   dangling,

banister,   misbehaves,   flamingo,

wrinkly eyes,   ballgown,   chaos, permanent,

tache

My Mum's Growing Down

*T*here's something I must tell you since my
    teacher will not listen,
I wonder if you've heard of my mother's
    s-t-r-a-n-g-e condition,
It is a bit unusual; I can't *fake* to be proud,
I'm sure your mum's a grown up,
But . . .

My mum's growing DOWN!

She says 'I've worked so hard for years and
    I deserve a rest!'
As she scribbles with crayons and pours
    custard down her dress,
She's dangling from the banister with her
    head upside-down!
Does your mum do this?
Help!

My mum's growing DOWN!

Mum's as old as a T. Rex but she never acts
    her age,
And I can't take her anywhere as she always
    misbehaves!
She looks like a flamingo, a sparkle disco
    clown
Is your mum growing up?
Because . . .

My mum's growing DOWN!

She eats chocolate cake for breakfast, drinks
    milkshakes instead of tea,
She draws on the walls with lipstick and
    blames the mess on me!
She cries her wrinkly eyes out if she can't
    wear her ballgown!
The house is crazy chaos!
Since

My mum's growing DOWN!

She seeks out the vegetables I've hidden in
   her mash
Then with **PERMANENT** marker, she
   gives herself a 'tache
'Let's pretend I'm a *dad* today when we go
   into town!'
Not another day of this . . .
Please . . .

My mum's growing DOWN!

She says, 'I've taken care of you for years,
   now *you* take care of *me*!
Make me a jelly-pie sandwich please, then
   lullaby me to sleep.'
I just wish she'd do the dishes instead of
   '*chilling out*'
Whilst your mum's making dinner . . .
Guess what . . .

My mum's growing DOWN!

She likes to play mermaids in the bath, bake
   cookies up from scratch
And she stomps in the supermarket like a
   spoiled brat
If I don't buy *that cereal* she throws herself
   on the ground
And I'm supposed to be the kid!
But OH NO . . .

My mum's growing DOWN!

Mum says 'Life's too short for boring-ness,
   it's time we had some **FUN**!'
As she sprays me in the face with her brand
   new water gun
She's forgotten the word 'quiet' so her voice is
   BOOMING loud . . .
And I just want some '*me*' time
AS IF . . .

My mum's growing DOWN!

She shoves baked beans up her nose, blows
   bubbles in her juice
'That looks like POO!' she screams
   as you eat your chocolate mousse
She lies on her back and sees rainbows in
   the clouds
Whilst your mum is a *proper* mum

My mum's growing DOWN!

Now there's glitter in the toothpaste,
   bunny ears on her head
A gross collection of bogies wiped
   underneath her bed
She's learning to play the trumpet;
   she carries a hula-hoop around
Can you see what I'm dealing with here?

My mum's growing DOWN!

I apologise to passers-by, this is just what
   Mum's like
As she rides behind on a skateboard tied to
   the backseat of my bike
And if a *normal* mum makes you *normal*
   then I guess I'm out of luck
Because all of Mum's growing down is
   making **me grow up!**

But '*a little touch of playfulness is what will
   keep you young*'
So I wouldn't switch this naughty parent for
   another one,
Even though she's so annoying and stands
   out from the crowd
There's never a dull day when . . .

My mum's growing DOWN!

Monday – Guided Reading

IA – Vocabulary Session

Discuss these words that are highlighted in yellow. Have a guess and write down what you think the word might mean.

If you are unsure, then see if you can discuss them your grown up.

What type of text is this? ....

Find the meanings:

- I wonder if you've heard of my mother's s-t-r-a-n-g-e condition

....

....

- I can't fake to be proud

....

....

- She's dangling from the banister

....

....

- I can't take her anywhere as she always misbehaves

....

....

- She gives herself a 'tache

....

....

Monday – English

LO: To use the present tense.

Copy and paste the website link into internet browser to access.

Lesson 4

Write all work into your workbook or on a piece of paper.

https://classroom.thenational.academy/lessons/to-use-the-present-tense-ccvkar

In this lesson we are going to think about where our witch lives and what they like to do. We will then write sentences about our witch in the present tense.
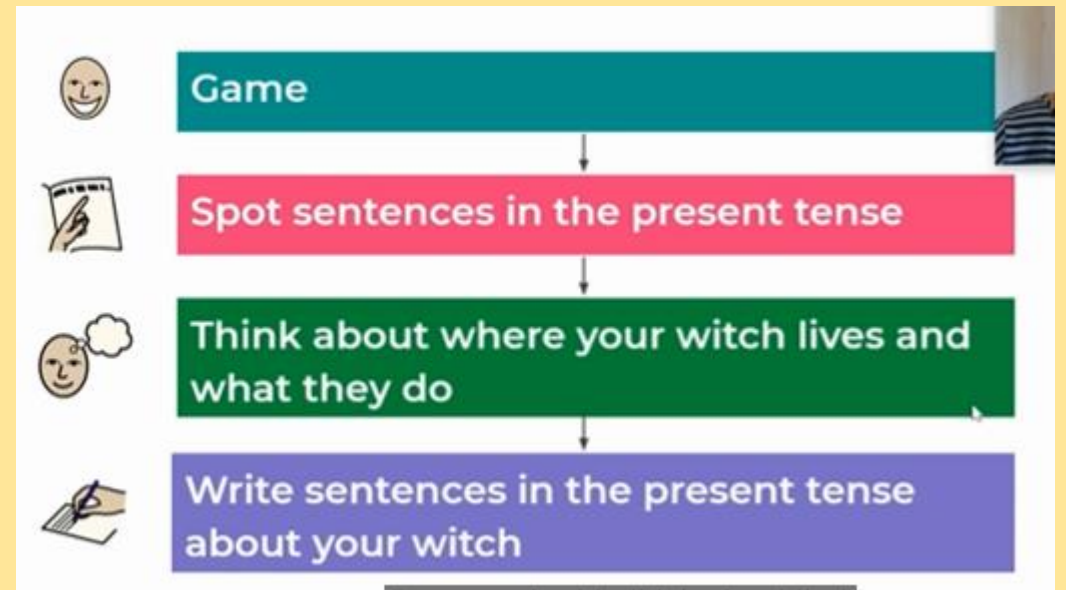
Monday – Maths

L– To know your number bonds.

Warm up

Complete these double facts

1) 2 + 2 = ☐

2) 3 + 3 = ☐

3) 5 + 5 = ☐

4) 6 + 6 = ☐

Click on the link below
to access the learning
for today.

https://whiterosemaths.com/homelearning/year-2/week-5/

Know your bonds

KNOW YOUR BONDS

08:06

Monday – Maths
L- To know your number bonds

1 Use the diagrams to complete the bonds to 5

☐ + ☐ = 5

☐ + ☐ = 5
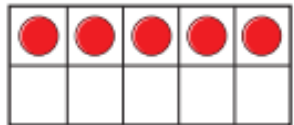
☐ + ☐ = 5

2 Take 6 counters. Draw them on a ten frame.

Make and write the bonds to 6

3 a) Shade all the bonds to 4

3 + 1	1 + 3	5 + 2
0 + 4	2 + 2	4 + 1

b) Shade all the bonds to 7

2 + 4	5 + 2	4 + 3
0 + 7	3 + 3	3 + 4
1 + 6	2 + 7	6 + 1

4 Who has 8 apples?

I have 7 red apples and 2 green apples.

Kim

I have 6 red apples and 2 green apples.

Ron

5 Here are some cards showing number bonds.

2 + 8	3 + 6	5 + 5	7 + 2

3 + 7	4 + 5	8 + 1	6 + 4

a) Sort the cards into the table.

Bonds to 9	Bonds to 10

b) Write some more bonds to 9 and 10 in the table.

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Monday - Maths
L- To know your number bonds

6 Complete the bonds.

a) ☐ + 5 = 8

f) ☐ + 1 = 10

b) 3 + ☐ = 3

g) 5 + ☐ = 7

c) 8 + ☐ = 10

h) ☐ + 4 = 8

d) 3 + ☐ = 5

i) ☐ + 5 = 9

e) ☐ + 2 = 8

j) 4 + ☐ = 6

7 Work out the value of each shape.

⭐ + ⭐ = 10
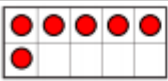
❤️ + ❤️ = 6

⭐ + ❤️ = 🔺

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Monday – Maths
L– To know your number bonds

Question	Answer
1	4 + 1 = 5 3 + 2 = 5 5 + 0 = 5
2	 0 + 6 = 6 1 + 5 = 6 2 + 4 = 6 3 + 3 = 6 4 + 2 = 6 5 + 1 = 6 6 + 0 = 6
3	a) 3 + 1, 1 + 3, 5 + 2 / 0 + 4, 2 + 2, 4 + 1 b) 2 + 4, 5 + 2, 4 + 3 / 0 + 7, 3 + 3, 3 + 4 / 1 + 6, 2 + 7, 6 + 1
4	Ron
5	a) **Bonds to 9:** 3+6, 7+2, 4+5, 8+1 **Bonds to 10:** 2+8, 5+5, 3+7, 6+4 b) more bonds to 9 and 10 in table

Question	Answer
6	a) **3** + 5 = 8 b) 3 + **0** = 3 c) 8 + **2** = 10 d) 3 + **2** = 5 e) **6** + 2 = 8 f) **9** + 1 = 10 g) 5 + **2** = 7 h) **4** + 4 = 8 i) **4** + 5 = 9 j) 4 + **2** = 6
7	⭐ = 5 ❤️ = 3 🔺 = 8

Ask an adult to help you mark your work. How did you do?

Check your corrections with an adult.

Can you work out where you went wrong together?

If you had a wobble access this link to further support your learning

https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zd4b382

Monday – PSHE

We are learning about making decisions

We will be able to:

- ✓ recognise situations which involve a decision.

- ✓ identify some decisions a person could make and who could help them.

- ✓ describe how some decisions we make can be influenced by other people.

Monday – PSHE

What's our starting point?

Draw and write

- Draw or write about a decision you have had to make about something, e.g. what to have for breakfast, what to wear today.

- Draw or write about anything that influenced your decision.

Monday – PSHE

We all have to make decisions

Here are some other decisions for you to make.

Look at the choices;

Now write a reason for some of your decisions, e.g. because I prefer dogs, because it would be fun, because I don't like the other option

If you could have a snack, **would you rather…**

An Apple ☐   Or   An Orange ☐

If you could have a new pet, **would you rather…**

A dog? ☐   Or   A cat? ☐

If you could have a day out, **would you rather…**

Go to the zoo? ☐   Or   Go ice skating? ☐

If you could stay up late, **would you rather…**

Read a book? ☐   Or   Watch a cartoon? ☐

If you could have something sweet, **would you rather…**

Ice cream ☐   Or   Sweets ☐

Which do you prefer doing,

Chatting on the phone ☐   Or   Listening to music ☐

Monday – PSHE

Who can help us make decisions?

Draw or write all the people you can think of who can help us make decisions in each of the columns below.

At home	At school	Who else might be able to help?

If there was no-one was around to help you with your decision, what else might help?

Monday – PE

Copy and paste the website link into internet browser to access.

Lesson 4

https://youtu.be/c9lm8Y7koqE

Tuesday – Spellings

Put the words in sets.

pupil dries parties hurried reply hurry marrying great carried gerbil copying every berries even replying stencil worried shy

I'm collecting **il** words.

I'm collecting **y** words.

I'm collecting **ies** words.

I'm collecting **ied** words.

I'm collecting **ing** words.

I'm collecting **common exception** words.

Tuesday – English

LO: to find key information in the text: The Ice witch.

Copy and paste the website link into internet browser to access.

In this lesson we are going to read about the Ice Witch together and find key information.

Lesson 5

Write all work into your workbook or on a piece of paper.

https://classroom.thenational.academy/lessons/to-find-key-information-in-the-text-the-ice-witch-crrp4c

Tuesday – Guided Reading

🔊

Click here to listen to Tuesday's instructions

My Mum's Growing Down

There's something I must tell you since my
teacher will not listen,
I wonder if you've heard of my mother's
s-t-r-a-n-g-e condition,
It is a bit unusual; I can't *fake* to be proud,
I'm sure your mum's a grown up,
But . . .

My mum's growing DOWN!

She says 'I've worked so hard for years and
I deserve a rest!'
As she scribbles with crayons and pours
custard down her dress,
She's dangling from the banister with her
head upside-down!
Does your mum do this?
Help!

My mum's growing DOWN!

| 1 |

Mum's as old as a T. Rex but she never acts
   her age,
And I can't take her anywhere as she always
   misbehaves!
She looks like a flamingo, a sparkle disco
   clown
Is your mum growing up?
Because . . .

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She eats chocolate cake for breakfast, drinks
   milkshakes instead of tea,
She draws on the walls with lipstick and
   blames the mess on me!
She cries her wrinkly eyes out if she can't
   wear her ballgown!
The house is crazy chaos!
Since

My mum's growing DOWN!

2

She seeks out the vegetables I've hidden in
   her mash
Then with **PERMANENT** marker, she
   gives herself a 'tache
'Let's pretend I'm a *dad* today when we go
   into town!'
Not another day of this . . .
Please . . .

My mum's growing DOWN!

She says, 'I've taken care of you for years,
   now *you* take care of *me*!
Make me a jelly-pie sandwich please, then
   lullaby me to sleep.'
I just wish she'd do the dishes instead of
   '*chilling out*'
Whilst your mum's making dinner . . .
Guess what . . .

My mum's growing DOWN!

3

She likes to play mermaids in the bath, bake
   cookies up from scratch
And she stomps in the supermarket like a
   spoiled brat
If I don't buy *that cereal* she throws herself
   on the ground
And I'm supposed to be the kid!
But OH NO . . .

My mum's growing DOWN!

Mum says 'Life's too short for boring-ness,
   it's time we had some **FUN**!'
As she sprays me in the face with her brand
   new water gun
She's forgotten the word 'quiet' so her voice is
   BOOMING loud . . .
And I just want some '*me*' time
AS IF . . .

My mum's growing DOWN!

4

She shoves baked beans up her nose, blows
   bubbles in her juice
'That looks like POO!' she screams
   as you eat your chocolate mousse
She lies on her back and sees rainbows in
   the clouds
Whilst your mum is a *proper* mum

My mum's growing DOWN!

Now there's glitter in the toothpaste,
   bunny ears on her head
A gross collection of bogies wiped
   underneath her bed
She's learning to play the trumpet;
   she carries a hula-hoop around
Can you see what I'm dealing with here?

My mum's growing DOWN!

5

I apologise to passers-by, this is just what
   Mum's like
As she rides behind on a skateboard tied to
   the backseat of my bike
And if a *normal* mum makes you *normal*
   then I guess I'm out of luck
Because all of Mum's growing down is
   making **me grow up!**

But '*a little touch of playfulness is what will*
   keep you young'
So I wouldn't switch this naughty parent for
   another one,
Even though she's so annoying and stands
   out from the crowd
There's never a dull day when . . .

My mum's growing DOWN!

6

If you finish:

Practise answering these questions. Use your fast fingers to find the answers. Practise saying the answers in full sentences.

1. What word on page 2 means the same as being naughty?
2. Find and copy *two* words from page 2 that show that the house is in total disorder.
3. What happens after Mum drinks milkshakes instead of tea on page 2?
4. Which of these events happens first? *She plays mermaids in the bath or she seeks out the vegetables?*

Tuesday - Maths
L- To use related facts.

Warm up

Complete these number bonds to 10

1) 10 = ☐ + 8

2)
10	
4	
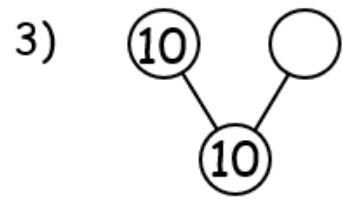
3)
(10) (◯)
(10)

Click on the link below
to access the learning
for today.

https://whiterosemaths.com/homelearning/year-2/week-5/

Related facts

RELATED FACTS

06:23
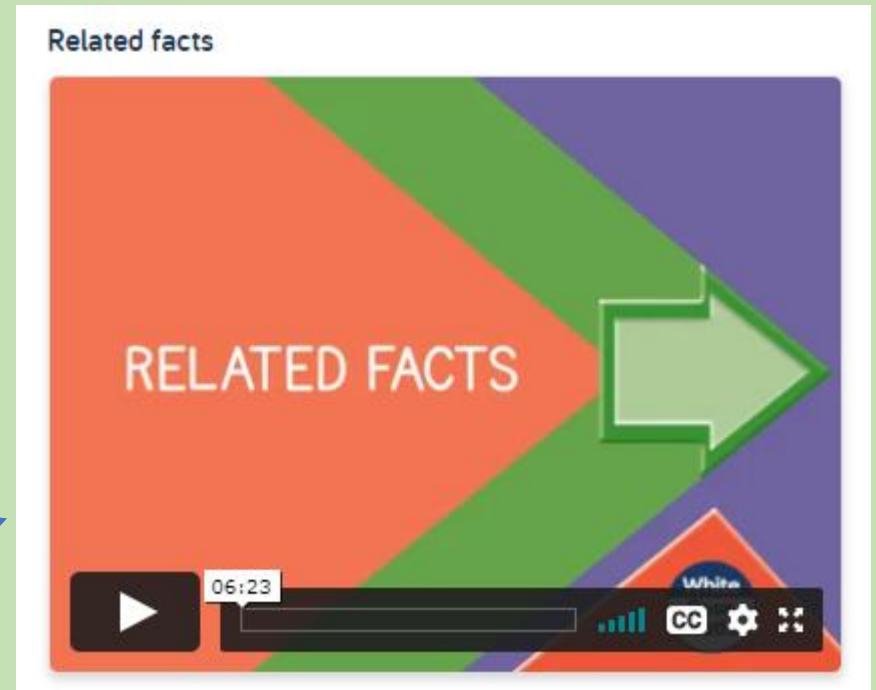
Tuesday – Maths
L- To use related facts.

Related facts

1. Use base 10 to show that 3 + 5 = 8 and 30 + 50 = 80

Draw your answer.

What is the same about your models?
What is different?

2. a) Eva has 2 red pens and 3 blue pens.

How many pens does Eva have? ☐

b) Tommy has 20 red pens and 30 blue pens.

| 10 | 10 | 10 | 10 | 10 |
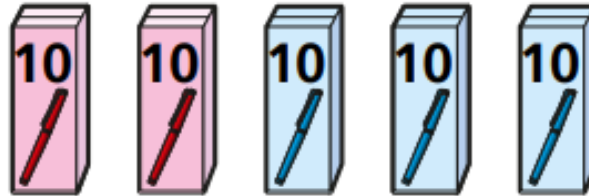
How many pens does Tommy have? ☐

3. Fill in the missing numbers in the related facts.

a) 1 + 2 = 3

10 + 20 = ☐

b) 7 + 2 = 9

70 + 20 = ☐

c) 4 + 6 = ☐

☐ + 60 = 100

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After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Tuesday – Maths

L- To use related facts

d) 1 + 8 = ☐

☐ + 10 = 90

e) 3 + 4 = ☐

☐ + ☐ = 70

f) 8 + ☐ = 8

☐ + 80 = 80

4 Complete the part-whole models.

☐
├── 6
└── 2

80
├── ☐
└── 20
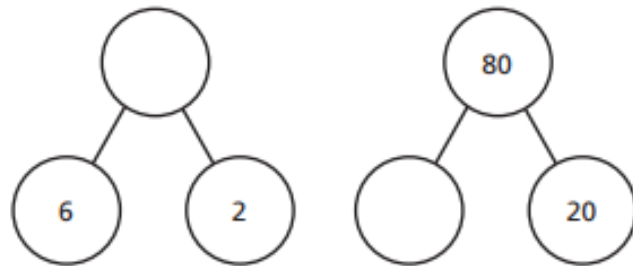
5 Fill in the missing numbers in the related facts.

a) 5 – 3 = 2

50 – 30 = ☐

b) 7 – 1 = 6

70 – 10 = ☐

c) 10 – 6 = ☐

☐ – 60 = 40

6

If 3 + 1 = 4, then 30 + 10 = 400 because there are two zeros.
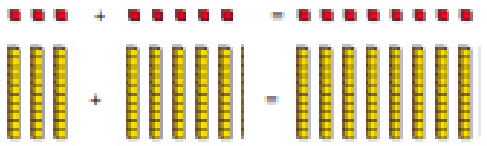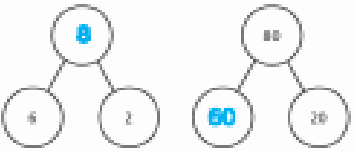
Do you agree with Dexter? _____

Explain your answer.

_____

_____

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Tuesday – Maths
L– To use related facts

Question	Answer
1	Both models have 3 and 5 making 8, but the first model uses ones and the second model uses tens.
2	a) 5 b) 50
3	a) $1 + 2 = 3$ $10 + 20 = 30$ b) $7 + 2 = 9$ $70 + 20 = 90$ c) $4 + 6 = 10$ $40 + 60 = 100$ d) $1 + 8 = 9$ $80 + 10 = 90$ e) $3 + 4 = 7$ $30 + 40 = 70$ f) $8 + 0 = 8$ $0 + 80 = 80$
4	
5	a) $5 - 3 = 2$ $50 - 30 = 20$ b) $7 - 1 = 6$ $70 - 10 = 60$ c) $10 - 6 = 4$ $100 - 60 = 40$
6	No. $30 + 10$ is 3 tens + 1 ten = 4 tens, so $30 + 10 = 40$

Ask an adult to help you mark your work. How did you do?

Check your corrections with an adult.

Can you work out where you went wrong together?

Tuesday – DT
The rubber band car challenge!

WHAT MATERIALS TO USE

You can use cardboard, plastic, wood, or anything else that works well and you can get at home.

Try looking in your recycling box.

SOME IDEAS ARE:

- **WHEELS:** bottle tops, cardboard circles, or even old cds
- **AXLES:** chopsticks, straws, pencils, cocktail sticks
- **CHASSIS:** plastic bottle, lollypop sticks, pencils, cardboard (a toilet roll tube will do, although this may need reinforcing)
- **RUBBER BAND:** you can also use loom bands connected together
- **TAB ON THE REAR AXLE:** the example below uses cardboard reinforced with tape, but a stronger one might be made using a small nail or screw
- Attaching the parts together can be achieved with a glue gun ideally, but if you don't have one, tape will do

Tuesday – DT
The rubber band car challenge!

ENGINEERING CHALLENGES

How to attach the axles to the chassis so they are free to move

One good way is to put the axle through a tube (a straw, or make one from newspaper) which is attached to the chassis.

Spinning wheels without moving forward

A common problem once you've built your car is that the wheels spin without moving the car forward. This happens when the wheels don't grip the surface well enough, in other words, there is not enough friction between the wheel and the floor. There are several ways to increase the friction force.

- We can increase the downwards force of the car. The downwards force is weight and is due to gravity and the mass of the car. We can't change the strength of gravity (unless we go to another planet) but we can increase the mass of the car. Try adding some bluetac or playdough to the wheels. Although a heavier car will not move as far from the same force (remember F=ma), so we need to balance this against the need for more friction. These kinds of considerations are typical of engineering.

- Alternatively, we can change the smoothness of either the wheel, or the surface. The simplest way is to run your car along carpet which leads to much more friction than a smooth floor. You could also investigate reducing the smoothness of your wheels. In real cars, tyres have tread, which is a pattern of grooves in the rubber, reducing the smoothness, increasing the friction between them and the road.

Tuesday – DT
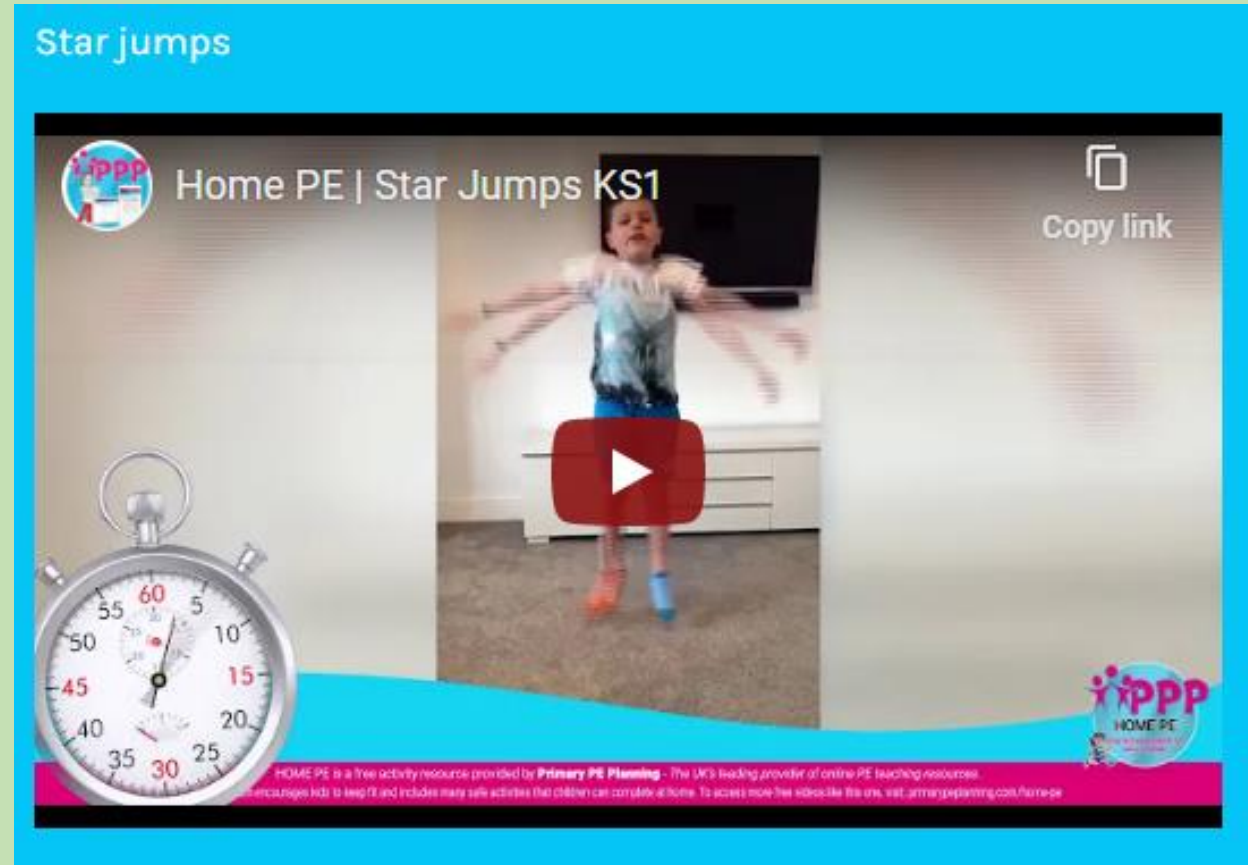## The rubber band car challenge!

A BASIC EXAMPLE

Axle

Made of a pencil, slipped through a tube made of newspaper which is taped to the chassis

Rubber band

looped around the chassis at one end and a tab on the axle at the other, which holds it in place

Wheel

A cardboard disc with a hole made with a pencil

Tab

This needs to be strong enough to not bend when the rubber band is under tension

Chassis

Made of cardboard, reinforced with two pencils

Once let go, the car should race forward

Rotate the axle, stretching and winding the band around it

Tuesday – PE

Copy and paste the website link into internet browser to access.

Lesson 5

https://youtu.be/eJauZLtMfeU

Star jumps

Home PE | Star Jumps KS1

Copy link

Wednesday- Spellings

Read the first word, then copy it carefully twice. Then cover up your words and write it again another two times without looking. If you get it wrong, practice writing it 3 times. Repeat for the other words.

Spelling patterns -y, -ed, -ing and common exception words.

Spellings	Write	Write	Cover and Write	Cover and Write
hurry				
hurried				
hurrying				
marry				
married				
marrying				
relied				
gold				

Total /8

Wednesday –Guided Reading

1B- Identify/explain key features of texts.

1B – Linked activity onto paper.

Modelled Question –

1. On Page 1, what does Mum pour down her dress?

Retrieve

1b
Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information

Read Question.

Identify main words in question (Who? What? Where? Why? How?)

Find the part of the text the question relates to.

Re-read that part of the text.

Think of the answer in your head.

Answer the question.

Check you have answered question.

1B- Identify/explain key features of texts.

1B – Linked activity onto paper.

1. Which 2 things does Mum ask for on page 3?
2. What does Mum like to do in the bath? pg. 4
3. On page 5, where does Mum like to shove baked beans? Tick **one**

Her mouth		Her nose	
Her hands		Her ears	

4. What does Mum like to ride on page 6?
5. Think about the **whole poem**. Put ticks in the table to show which of these are **true** and which are **false**.

	True	False
Mum seeks out the vegetables hidden in the mash.		
She bakes bread from scratch		
Her voice is booming loud.		
Mum is learning to play the piano		

Wednesday – English

LO: to box up for purpose.

Copy and paste the website link into internet browser to access.

Lesson 6

Write all work into your workbook or on a piece of paper.

https://classroom.thenational.academy/lessons/to-box-up-for-purpose-64vk6r

In this lesson we are going to plan our information text about our very own witch by boxing up our information.

- ABC Spelling
- Interview you about your witch
- Box up information text
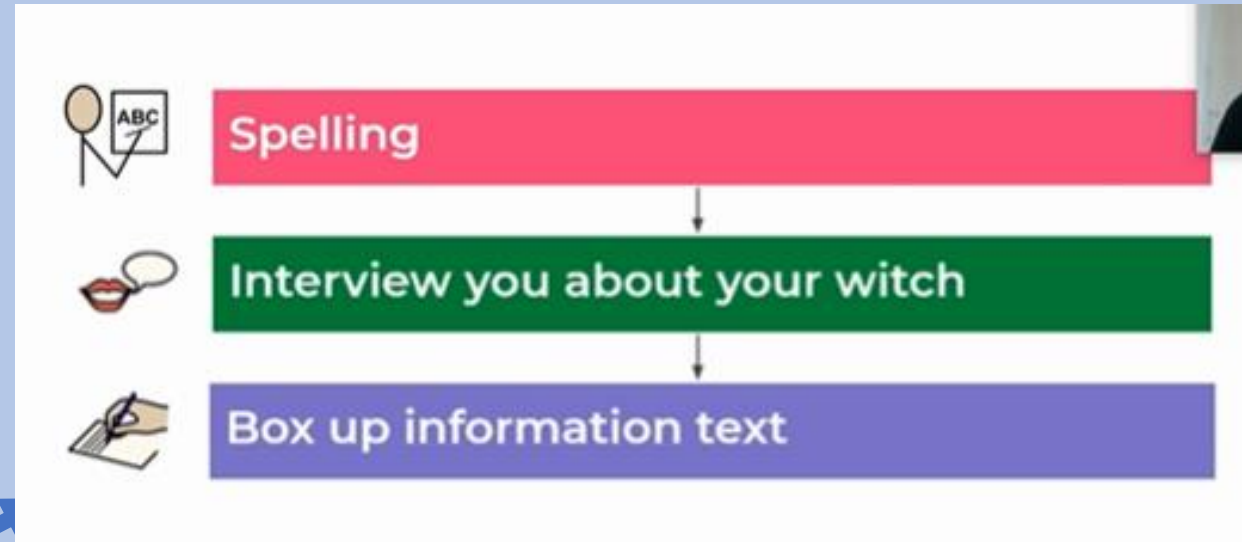
Wednesday - Maths
L- To use bonds to 100 (tens).

Warm up

1) $\square + 2 = 4$

2) $20 + 20 = \square$

3) $4 + \square = 8$

4) $\square + 40 = 80$

Click on the link below to access the learning for today.

Autumn Week 6 - Number: Addition & Subtraction | White Rose Maths

Bonds to 100 (tens)

BONDS TO 100 (TENS)

07:24
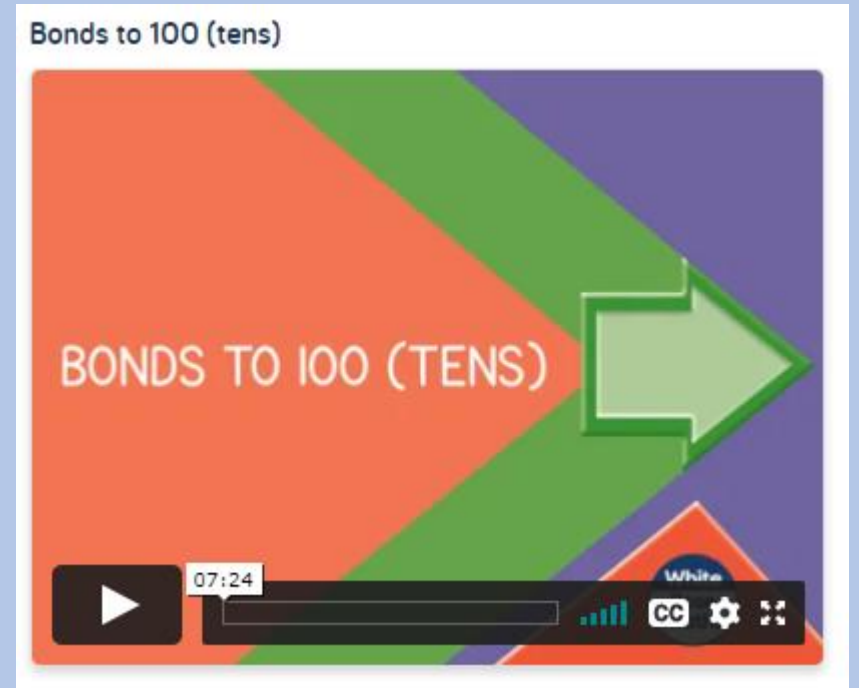
Wednesday – Maths
L– To use bonds to 100 (tens).

Bonds to 100 (tens)

1 a) What calculation is represented?

☐ + ☐ = ☐
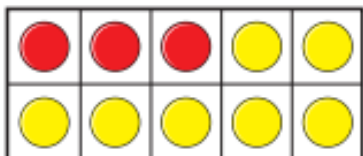
b) What calculation is represented?

☐ + ☐ = ☐

What is the same about part a) and part b)?

What is different?

2 a) Write six different number bonds to 10

☐ + ☐ = 10

☐ + ☐ = 10

☐ + ☐ = 10

☐ + ☐ = 10

☐ + ☐ = 10

☐ + ☐ = 10

Compare answers with a partner to make sure you have them all.

b) Write six different number bonds to 100
Use your answer to part a) and related facts to help you.

☐ + ☐ = 100

☐ + ☐ = 100

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After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Wednesday - Maths

L- To use bonds to 100 (tens).

☐ + ☐ = 100

☐ + ☐ = 100

☐ + ☐ = 100

☐ + ☐ = 100

3 Fill in the missing numbers.

a) 3 + 5 = ☐   30 + 50 = ☐

   3_ + 5_ = 80   80 = _0 + 3_

b) 7 + 2 = ☐   70 + 20 = ☐

   7_ + 2_ = 90   90 = _0 + 7_

c) 2 + 2 = ☐   20 + 20 = ☐

   2_ + 2_ = 40   40 = _0 + 2_

d) 6 + 0 = ☐   60 + 0 = ☐

   6_ + ☐ = 60   60 = ☐ + 6_

4 Fill in the missing numbers.

100 = 100 – 0

90 = 100 – 10

80 = 100 – ☐

☐ = 100 – ☐

☐ = ☐ – ☐

☐ = ☐ – ☐

Can you continue this pattern?

Talk to a partner.

Write a similar pattern starting with 50 = 50 – 0

_____   _____

_____   _____

_____   _____

How many patterns can you find that start with different numbers?

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After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Wednesday – Maths

L– To use bonds to 100 (tens).

Question	Answer
1	a) 3 + 7 = 10 b) 30 + 70 = 100 Both parts have 3 red counters and 7 yellow counters, but in part a) each counter is a one counter and in part b) each counter is a tens counter.
2	a) 0 + 10 = 10 1 + 9 = 10 2 + 8 = 10 3 + 7 = 10 4 + 6 = 10 5 + 5 = 10 Children may have the same number bonds but with the numbers the other way round, e.g. 4 + 6 and 6 + 4 b) 0 + 100 = 100 10 + 90 = 100 20 + 80 = 100 30 + 70 = 100 40 + 60 = 100 50 + 50 = 100
3	a) 3 + 5 = **8** 30 + 50 = **80** 30 + 50 = 80 80 = **50** + 30 b) 7 + 2 = **9** 70 + 20 = **90** 70 + 20 = 90 90 = **20** + 70 c) 2 + 2 = **4** 20 + 20 = **40** 20 + 20 = 40 40 = **20** + 20 d) 6 + 0 = **6** 60 + 0 = **60** 60 + 0 = 60 60 = **0** + 60
4	100 = 100 – 0 90 = 100 – 10 80 = 100 – **20** **70 = 100 – 30** **60 = 100 – 40** **50 = 100 – 50** continuation of pattern: 40 = 100 – 60 30 = 100 – 70 20 = 100 – 80 10 = 100 – 90 0 = 100 – 100 pattern starting with 50: 50 = 50 – 0 40 = 50 – 10 30 = 50 – 20 20 = 50 – 30 10 = 50 – 40 0 = 50 – 50 There are a total of 10 different patterns, starting with 10, 20, 30, ... 100

Ask an adult to help you mark your work. How did you do?

Check your corrections with an adult.

Can you work out where you went wrong together?

If you had a wobble access this link to further support your learning

Teaching Number Bonds to 100 for Year 2 - YouTube

Wednesday - Science

L- To understand what a habitat is.

In this lesson, we will learn what a habitat is and look at examples of habitats. We will also build simple food chains of organisms that live in woodland, pond and savannah habitats.

Copy and paste the website link into internet browser to access.

Lesson 2

Write all work into your workbook or on a piece of paper.
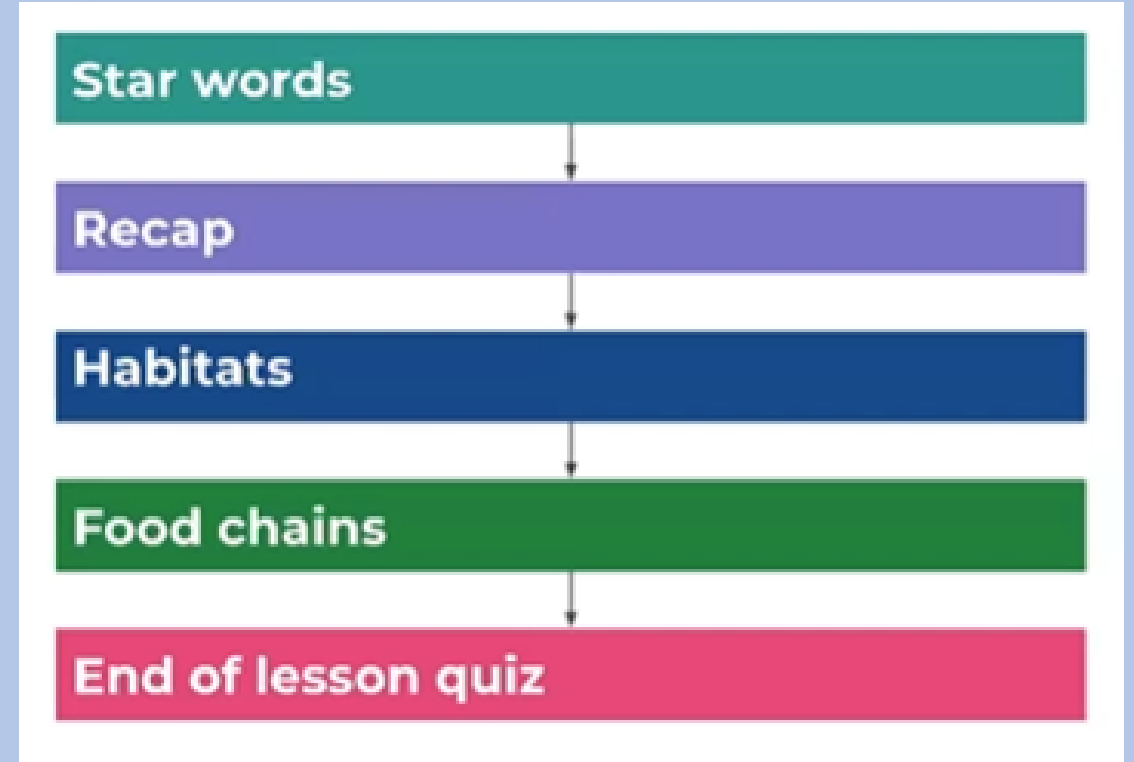
Star words

Recap

Habitats

Food chains

End of lesson quiz

https://classroom.thenational.academy/lessons/what-is-a-habitat-cmupat

Wednesday – Science

L- to understand what a habitat is.

M_____

R_____

S_____

N_____

E_____

R_____

G_____

✍️ A **habitat** is the natural _____ of an _____.

✍️ Which habitat does each organism belong to?

Woodland:	
Pond:	
Savannah:	

Wednesday - Science

L- to understand what a habitat is.

Can you draw the food chain for this habitat?

Woodland

Can you draw the food chain for this habitat?

Savannah
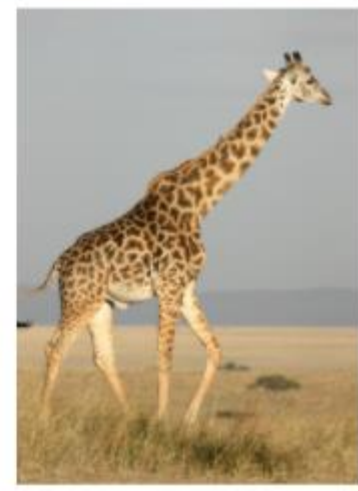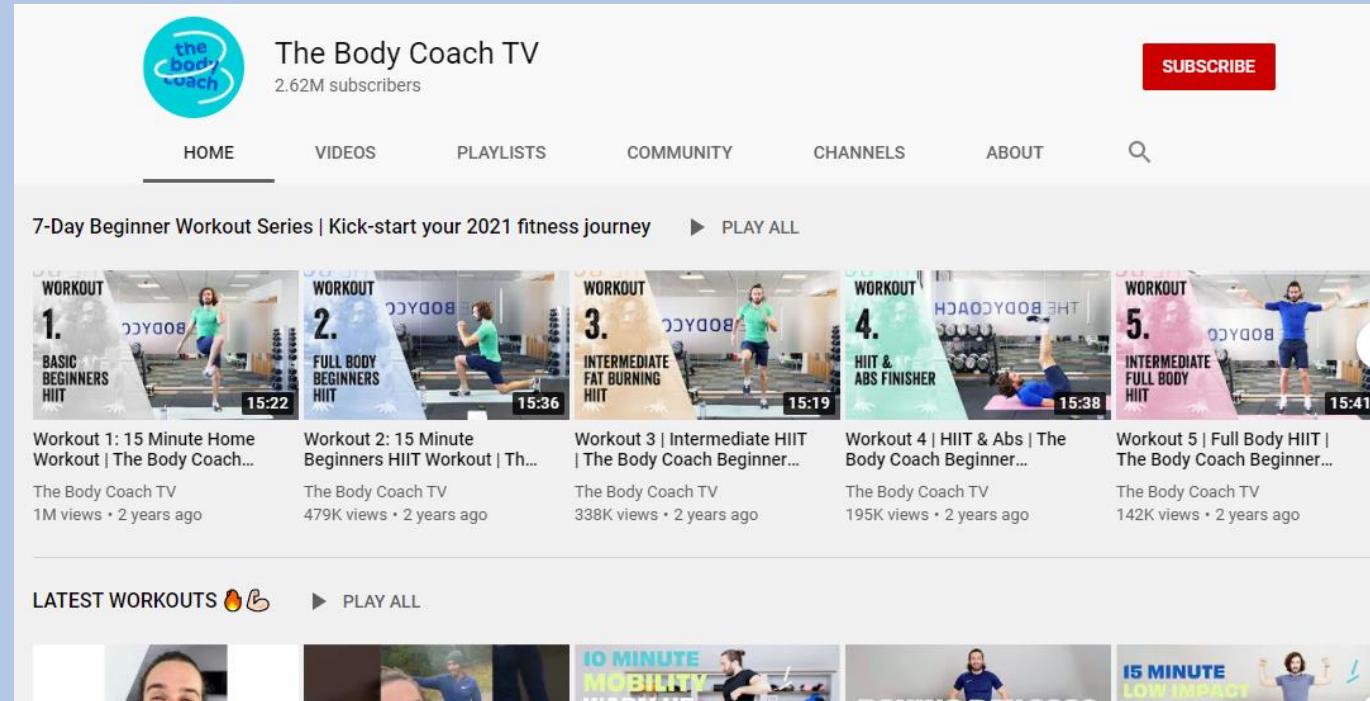
Images from Pixabay.

Wednesday – PE

Copy and paste the website link into internet browser to access.

Lesson 6

The Body Coach TV - YouTube

Joe wicks is back!! Click on the link to select a video to use for today's PE lesson.

Thursday - Spellings

Write your words using two coloured pencils. Write the consonants in one colour, and the vowels in the other.

section

why pencil carried gerbil
pupil bully tried copy
study fossil nostril fly

Thursday –Guided Reading

ID- Inference

ID Linked activity into Guided Reading Books Purple Pen to mark together

Modelled Question – (Parent models the process of how to answer the question using the ladder to success)

1. Why do you think the poet called this poem "My Mum is growing down?"

Read Question.

Identify the question type (when, why etc.)

Find the part of the text that the question refers to.

Think about what this means (work out the answer).

Find part of the text to explain why you think this.

Answer the question.

Check you have answered question.

Infer

1d
Make inferences from the text

ID- Inference

ID – Linked activity into Guided Reading Book – Purple Pen to mark answers

1. On page 1, why do you think Mum says that she deserves a rest?
2. Why are the words FUN and BOOMING are written in capital letters on page 4?
3. Can you explain why the child apologises to passers-by on page 6?
4. Why do you think that the child wouldn't switch this naughty parent for another one?

Thursday – English

Copy and paste the website link into internet browser to access.

Lesson 7

Write all work into your workbook or on a piece of paper.

In this lesson we will read all about the Desert Witch and identify features of an information text to help us with our own writing.

https://classroom.thenational.academy/lessons/to-identify-features-of-an-information-text-c5gkec
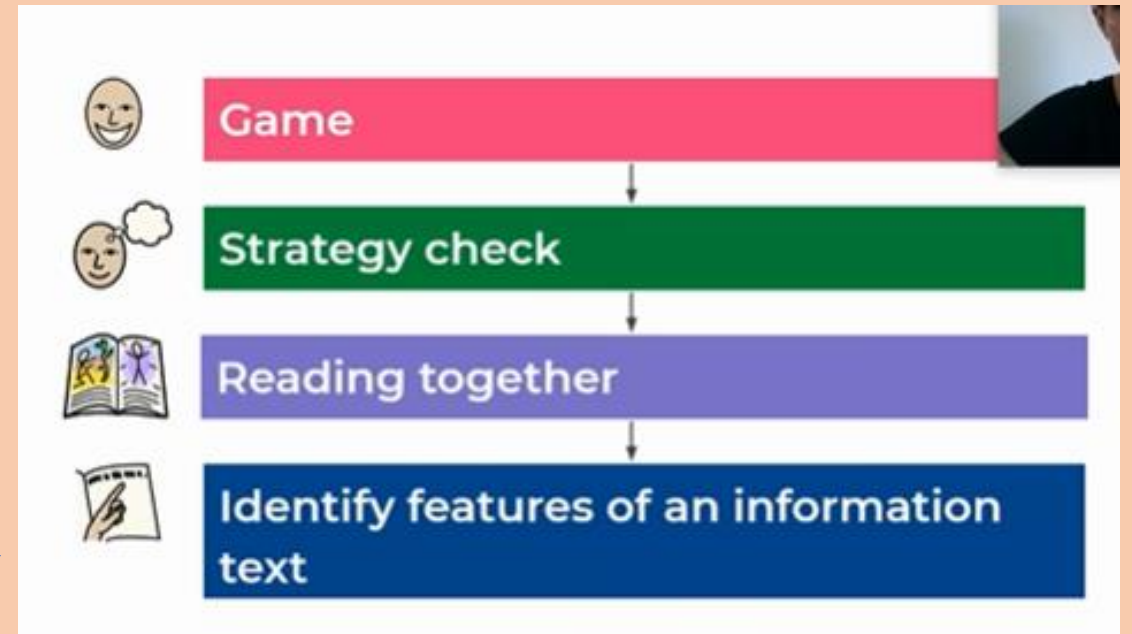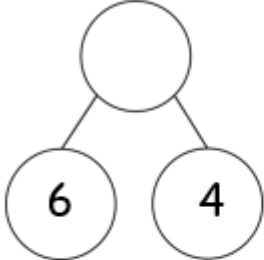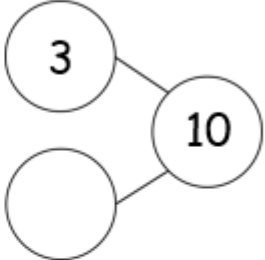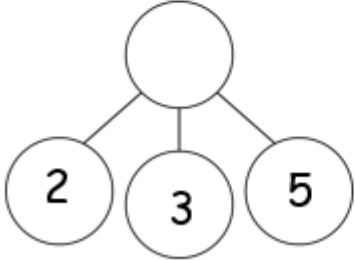
Thursday - Maths
L- To add and subtract 1s.

Warm up

Complete the part-whole models

1)

( )
/ \
(6) (4)

2)

(3)
\
(10)
/
( )

3)

( )
/ | \
(2) (3) (5)

4)

(3) ( ) (1)
\ | /
(8)

Click on the link below
to access the learning
for today.

Autumn Week 6 - Number: Addition & Subtraction | White
Rose Maths

Add and subtract 1s

ADD AND
SUBTRACT ONES

09:42
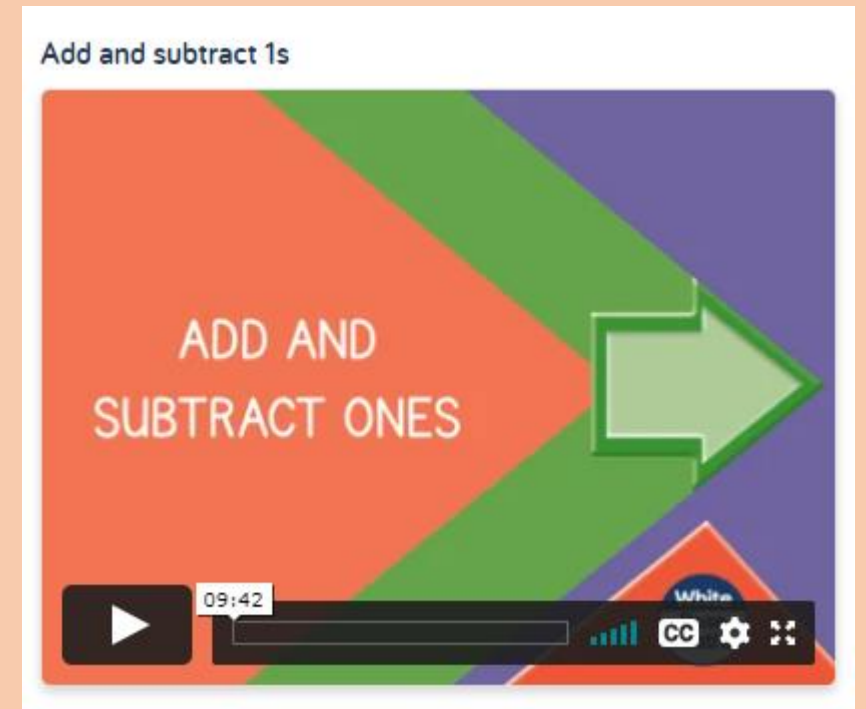
Thursday – Maths
L- To add and subtract 1s.

Add and subtract 1s

1 a) Jack has 6 cookies.

Annie gives him one more cookie.
How many cookies does he have now?

Jack has ☐ cookies now.

b) Amir has 4 cookies.

He eats one of his cookies.
How many cookies does he have now?

Amir has ☐ cookies now.

2 Complete the number tracks.

a)

| 21 | | 23 | | | | | |

b)

| 47 | | 45 | | | | | |

c)

| | | | | 5 | | | | 10 |

3 a) Filip has made a number using base 10
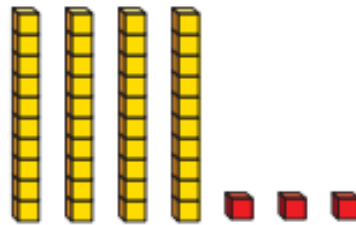
What number has Filip made? ☐

b) Rosie also makes a number using base 10
Rosie's number is one more than Filip's number.

What is Rosie's number? ☐

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Thursday – Maths
L– To add and subtract 1s.

c) Ron's number is 2 more than Filip's number.

What is Ron's number? ☐

d) Dora's number is 1 less than Filip's number.

What is Dora's number? ☐

4 Complete the calculations.

a) 14 + 1 = ☐

e) 19 – 1 = ☐

b) 22 + 1 = ☐

f) 33 + ☐ = 34

c) 54 + 1 = ☐

g) 18 = 19 – ☐

d) ☐ = 1 + 61

h) ☐ = 89 – 1

5 Complete the calculations.

a) 14 + 2 = ☐

e) 19 – 2 = ☐

b) 22 + 3 = ☐

f) 33 + ☐ = 35

c) 54 + 4 = ☐

g) 12 = 19 – ☐

d) ☐ = 5 + 61

h) ☐ = 89 – 3

6 Are the number sentences true or false?

a) 17 + 1 = 1 + 17 _____

b) 17 – 1 = 1 – 17 _____

Talk about your answers with a partner.

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Question	Answer
1	a) Jack has **7** cookies now. b) Amir has **3** cookies now.
2	a) 21 **22** 23 **24 25 26 27 28** b) 47 **46** 45 **44 43 42 41 40** c) **1 2 3 4** 5 **6 7 8 9** 10
3	a) 43 b) 44 c) 45 d) 42
4	a) 15 b) 23 c) 55 d) 62 e) 18 f) 1 g) 1 h) 88
5	a) 16 b) 25 c) 58 d) 66 e) 17 f) 2 g) 7 h) 86
6	a) true b) false When two numbers are added together, the order of the numbers does not matter. When one number is subtracted from another number, the order of the numbers does matter.

Ask an adult to help you mark your work. How did you do?

Check your corrections with an adult.

Can you work out where you went wrong together?

If you had a wobble access this link to further support your learning

Adding and subtracting within 10 - Year 2 - P3 - Maths - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize

Thursday – Geography

L- To be able to understand what a settlement is.

In this lesson we will be learning all about what a settlement is. We will learn about the key differences between villages, towns and cities, and how cities are growing in size and population.

Copy and paste the website link into internet browser to access.

Lesson 2

https://classroom.thenational.academy/lessons/what-is-a-settlement-74t3ed

Thursday - PE

Copy and paste the
website link into
internet browser to
access.

Lesson 7

https://www.youtube.com/watch?v=-TGEdzRzSbw

Friday - Spellings

In your books create a spelling scribble and fill in these words using your spelling patterns:

pencil, hurrying, why, married, cold, berries, gold marry, stencil, berries.

Friday - Guided Reading

Children have the opportunity to read for pleasure.

Or listen to a reading of Flat Stanley

Flat Stanley (Flat Stanley) - YouTube
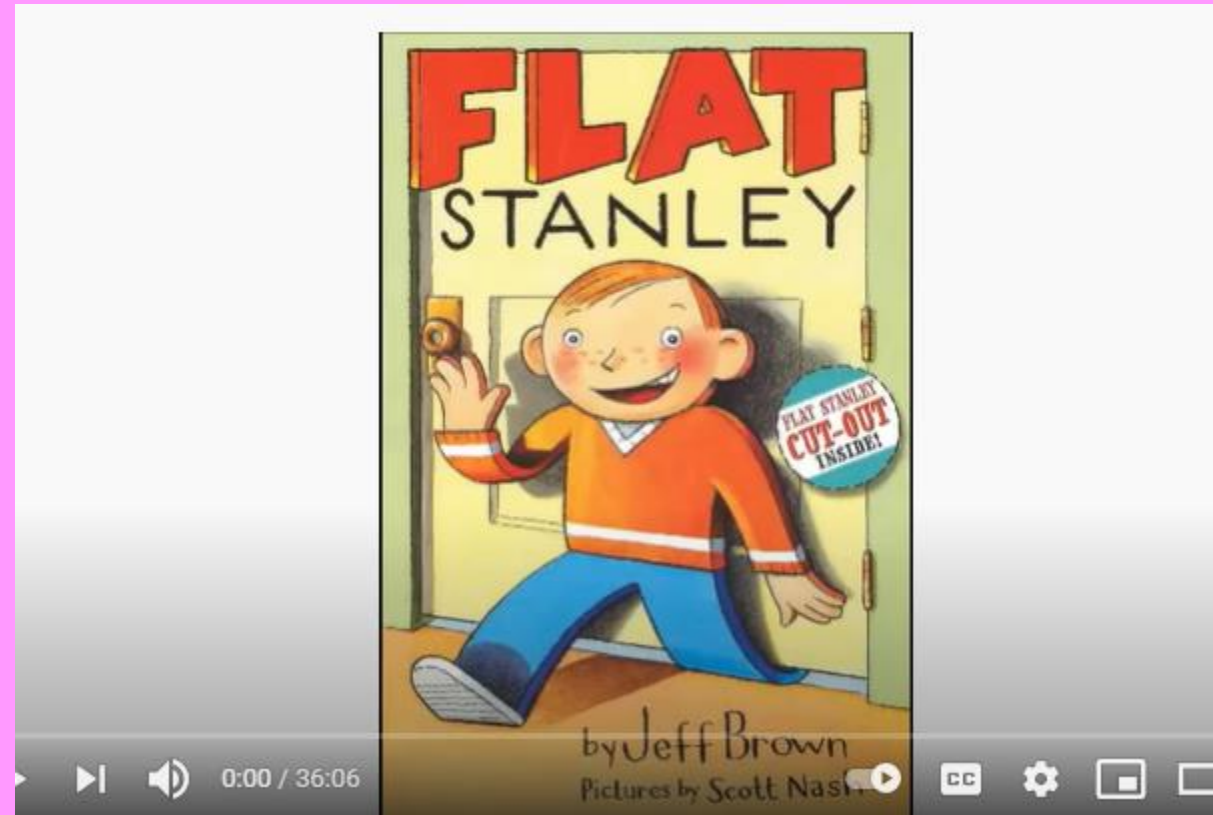
Friday – English

LO: To write an information text.

Copy and paste the website link into internet browser to access.

Lesson 8

Write all work into your workbook or on a piece of paper.

https://classroom.thenational.academy/lessons/to-write-an-information-text-part-2-64vp6t

In this lesson we will write about where our witch lives and what their home is like.

- Game
- Think about your witch's habitat
- Talk through your 'Habitat' section with your box plan
- Write your 'Habitat' section
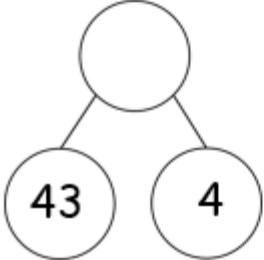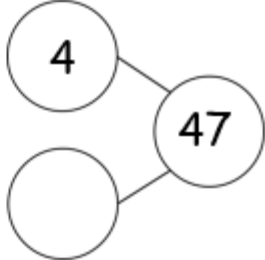
Friday - Maths
L- To find 10 more and 10 less.

Warm up

Complete the part-whole models

1)

43   4

2)

4

47

3)

55	
52	

4)

39	
	30

Click on the link below
to access the learning
for today.

[Autumn Week 6 - Number: Addition & Subtraction | White Rose Maths](#)

Ten more ten less

10 MORE AND 10 LESS

09:25

Friday – Maths

L– To find 10 more and 10 less.

10 more and 10 less

White Rose Maths

1. a) Dani has some balloons.

How many balloons does Dani have?

Dani has [ ] balloons.

She buys one more bag of balloons.

How many balloons does Dani have now? [ ]

b) Mo has some balloons.

How many balloons does Mo have? [ ]

He gives one bag of balloons to his friend.

How many balloons does Mo have now? [ ]

2. Complete the tables.

a)

10 less	Number	10 more
	21	

b)

10 less	Number	10 more

c)

10 less	Number	10 more

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After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Friday – Maths
L– To find 10 more and 10 less.

3

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

a) Circle the number 15

   Colour in red the number that is 10 more than 15

   Colour in blue the number that is 10 less than 15

b) Circle the number 43

   Colour in red the number that is 10 more than 43

   Colour in blue the number that is 10 less than 43

c) Circle the number 70

   Colour in red the number that is 10 more than 70

   Colour in blue the number that is 10 less than 70

What do you notice about your answers?

4 Complete the sentences.

a) 10 more than 13 is ☐

b) 10 less than 81 is ☐

c) 10 more than ☐ is 60

d) 10 less than ☐ is 87

5 Is the statement true or false?

   When finding 10 more or 10 less, the ones column doesn't change.

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Friday – Maths
L– To find 10 more and 10 less.

Question	Answer
1	a) Dani has **40** balloons. 50 b) 70 60
2	a) 10 less: 11 Number: 21 10 more: 31 b) 10 less: 25 Number: 35 10 more: 45 c) 10 less: 21 Number: 31 10 more: 41
3	 Each set of numbers is in a column.
4	a) 10 more than 13 is **23** b) 10 less than 81 is **71** c) 10 more than **50** is 60 d) 10 less than **97** is 87
5	true

Ask an adult to help you mark your work. How did you do?

Check your corrections with an adult.

Can you work out where you went wrong together?

If you had a wobble access this link to further support your learning

[10 More 10 Less - Addition and Subtraction Video for Kids - YouTube](#)

Friday - PSHE

We are learning about keeping teeth healthy

We will be able to:

- ✓ identify food and drink with different sugar content

- ✓ describe how to clean teeth properly

- ✓ recognise who can help with keeping teeth healthy

Friday - PSHE

What's our starting point?

Draw and write

- **Draw** a person's face with healthy teeth

Then:

- **Draw or write** who can help to keep their teeth healthy
- **Draw or write** what could harm their teeth

Friday - PSHE

This is Jamal, he has nearly ALL of his adult teeth!

Jamal needs help with keeping his teeth healthy. First, he needs to work out which food and drink to choose....

Friday - PSHE

Food and drink

Jamal needs to know which food and drink is higher in sugar and which is lower....

Help Jamal decide by writing **Higher** or **Lower** on each card.

Chocolate	Sweets	Fizzy drinks	Fruit juice
Sweet cereal	Ice cream	Jam	Water
Potato	Crackers	Strawberries	Apples
Cucumber	Bananas	Plain yoghurt	Cheese

Friday - PSHE

Teeth brushing

Can you help Jamal with brushing his teeth? Draw a picture in each box.
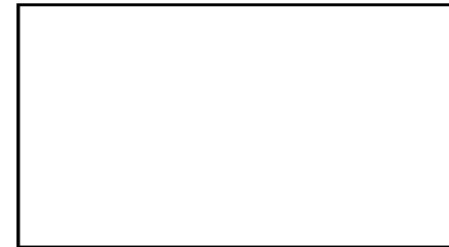
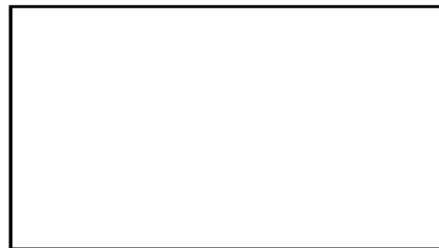1.Use a small amount of toothpaste

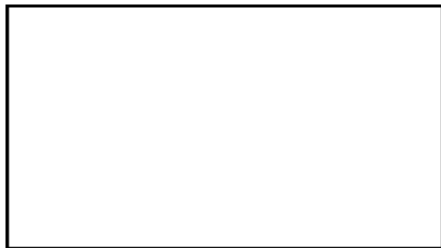2.Tilt the brush up to the gum

3. Brush in circles and flick

6. Spit out toothpaste after brushing

5. Brush on the inside of teeth

4. Brush on the outside of teeth

Friday – PE

Copy and paste the website link into internet browser to access.

Lesson 8

https://www.youtube.com/watch?v=I9sciRMnE1c