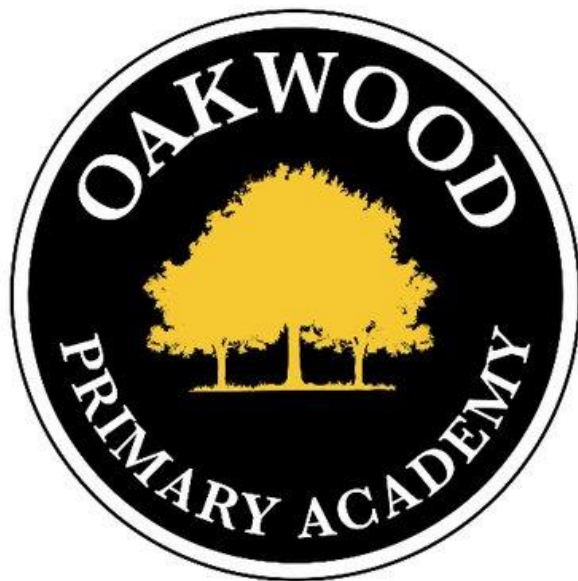


# **Oakwood Primary Academy**



## **Year 2**

# **Remote Learning Workbook**

Week Beginning

22nd February 2021

Name.....





*'Being Better Every Day'*

**Year 2 Remote Learning Overview - Week beginning: 22/2/21**

The videos referenced in this work booklet can be found by clicking on the Sway link that has been emailed to you. Learning can be recorded on the pages provided in this work pack. You can collect a work booklet from school by contacting the school office.

Photographs of learning or individual documents can be submitted throughout the week, by emailing Mrs Potter or Mrs Ellwood:

[year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)

Or by handing these in at school each **Monday**, should you wish to.

**Contents:**

- 'Weekly Welcome' from the Year 2 Team
- Weekly Timetable
- Reading Log
- Purple Mash 'To Do's'
- Learning and links for this week
- News
- Quiz

## Weekly Welcome

Monday 22nd February until Friday 26<sup>th</sup> February 2021

Hello Year 2,

Welcome to a new week of learning. We miss you very much at school and hope that you are safe at home.

In this pack, you will find all the instructions you need to ensure that you can learn at home. We will be learning about the same topics in school and can't wait to hear all about what you've learnt!

We are expecting you to send an email with pictures of the work you have done or a few sentences telling us what you have learnt each day. It may be a good idea to choose your favourite piece of work from either English or Maths to send in daily! We'll share some of your photographs next week!

For this week, Mrs Ellwood will be in school teaching, while Mrs Potter will be available to support with the remote learning you are doing at home. So, please email us with any questions, queries and with your work, so we can keep in contact as much as possible.

We'll be announcing a 'Star of the Week' on Friday, so make sure we see your fantastic learning!

Have a great week, enjoy all of the learning and we look forward to seeing you when it is safe to do so.

Mrs Potter and Mrs Ellwood

[tpotter@AuroraAcademies.org](mailto:tpotter@AuroraAcademies.org)

[cellwood@AuroraAcademies.org](mailto:cellwood@AuroraAcademies.org)

[year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)

## Our News Page

Let's see what Year 2 have been up to across the past week, at home and in school!



### Our Learning Timetable for this week

	English	Maths	Wider Curriculum / Other activities
Monday	Comprehension	Addition 1 digit numbers	Topic: History  Identifying a significant person in history
Tuesday	Similes	Addition 1 digit number and a 2 digit number	Purple Mash
Wednesday	Story map and descriptive words for a star	Adding a 2 digit number to a 2 digit number	P.E. <a href="https://youtu.be/ISX9DSK4uEk">https://youtu.be/ISX9DSK4uEk</a>
Thursday	Missing poster and what a star could be used for	Number puzzles	Music
Friday	Writing a new story	Number puzzles	R.E. Identifying the four seasons

### Reading Log

Don't forget to complete your reading log. Send in a photo or video of some of the reading you have done this week.

Date	Title / Name of Book	Pages	Comments

NSPCC link

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>



WORRIED?  
We're here to  
Listen

**Call Childline on 0800 1111  
or visit [childline.org.uk/kids](https://childline.org.uk/kids)**

Whatever your worry,  
you can talk to us. It's free,  
you don't have to tell us  
your name, and you can  
chat about anything.

**childline**  
ONLINE, ON THE PHONE, ANYTIME

Childline is a service provided by the NSPCC, 100 Brook Hill, London, SE10 0JH. Registered charity.  
England and Wales 238415, Scotland SC037717, Incorporated by Emily Weaver, 200021189.

# Year 2 Remote Learning

## Monday 22nd February

Click on or copy the email link below to send in your completed work.

[year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)

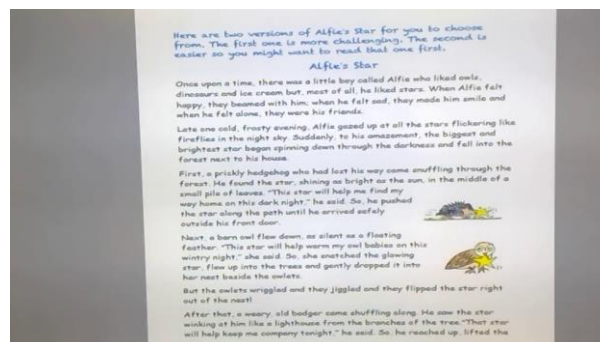
This maybe a picture, video or saved work.

### Remote Learning Superstars

Check out the Remote Learning Superstars display. Please email in your fantastic learning so we can enjoy it and celebrate it. You can use the link below to send in videos, photos, scans and snips. [year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)



### English Monday



Read or listen to the story. There is a slightly easier version to learn which might help you when you come to write your story. Then see if you can answer the questions on the comprehension.



Here are two versions of Alfie's Star for you to choose from. The first one is more challenging. The second is easier so you might want to read that one first.

### Alfie's Star

Once upon a time, there was a little boy called Alfie who liked owls, dinosaurs and ice cream but, most of all, he liked stars. When Alfie felt happy, they beamed with him; when he felt sad, they made him smile and when he felt alone, they were his friends.

Late one cold, frosty evening, Alfie gazed up at all the stars flickering like fireflies in the night sky. Suddenly, to his amazement, the biggest and brightest star began spinning down through the darkness and fell into the forest next to his house.

First, a prickly hedgehog who had lost his way came snuffling through the forest. He found the star, shining as bright as the sun, in the middle of a small pile of leaves. "This star will help me find my way home on this dark night," he said. So, he pushed the star along the path until he arrived safely outside his front door.



Next, a barn owl flew down, as silent as a floating feather. "This star will help warm my owl babies on this wintry night," she said. So, she snatched the glowing star, flew up into the trees and gently dropped it into her nest beside the owlets.



But the owlets wriggled and they jiggled and they flipped the star right out of the nest!

After that, a weary, old badger came shuffling along. He saw the star winking at him like a lighthouse from the branches of the tree. "That star will help keep me company tonight," he said. So, he reached up, lifted the



star down and carefully carried it back to his sett.  
Once inside, he placed the star on his rocking chair,  
made a mug of cocoa and settled down by the fire to  
read a bedtime story.



Soon, badger fell asleep dreaming of sunny Spring days  
when he would play with his friends again. As his dreams became wishes,  
the star rose up, swept out of the window and streaked into the sky.

Finally, the next night, when Alfie searched for the biggest and brightest  
star, he found it once again dazzling like a huge diamond overhead. Alfie  
smiled contentedly and, although he couldn't be sure, it seemed the star  
was smiling back.

*The end!*

---

*If you want to try to learn the story, here is a simpler  
version of the same story.*

Once upon a time, there was a little boy called Alfie who loved stars.

Late one cold, frosty evening, Alfie gazed up into the night sky. Suddenly, to  
his amazement, the biggest and brightest star tumbled down into the forest  
next to his house.

First, a prickly hedgehog came snuffling along and found the star. It was  
shining like the sun in the middle of some leaves. "This  
star will help me find my way home on this dark night,"  
he said. So, he pushed and he pushed and he pushed  
the star until he arrived safely outside his front door.



At that moment, a barn owl flew silently down like a  
white feather and snatched the star. "This star will help  
warm my owl babies on this wintry night," she said. She flew  
up into the tree and dropped the star into her nest where it  
glowed beside the owlets.



But the owlets wriggled and jiggled and flipped the star  
right out of the nest!

star down and carefully carried it back to his sett.  
Once inside, he placed the star on his rocking chair,  
made a mug of cocoa and settled down by the fire to  
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Finally, the next night, when Alfie searched for the biggest and brightest  
star, he found it once again dazzling like a huge diamond overhead. Alfie  
smiled contentedly and, although he couldn't be sure, it seemed the star  
was smiling back.

*The end!*

# Alfie's Star

Answer some questions about the story Alfie's Star

1. Name \*

Enter your answer

2. Tell me why you think Alfie likes owls, dinosaurs and ice-cream?

Enter your answer

3. Tell me three things that you like...

Enter your answer

4. How do you think he felt when he saw the star fall down into the forest?

Enter your answer

5. Tell me, why do you think the star tumbled out of the sky?

Enter your answer

6. Who found the star? Could any other animals have found the star?

Enter your answer

7. How did the star help each animal ?

Enter your answer

8. Why does this story happen at night time?

Enter your answer

9. How do you think the owl babies and their mum felt when they realised the star had fallen out of the nest?

Enter your answer

10. Why do you think the star went back into the sky?

Enter your answer

## Phonics Monday

Red and Orange group your sound is ou See sway for link

Red and Orange group your spelling is ou See sway for link

Yellow group - Your phonic sounds are oo/u\_e/ew See sway for link

Grey Group - You are matching verbs to nouns


**Unit 8**

## Matching verbs with nouns

A sentence must make sense.  
The **verb** must match the **noun**.

**X** The dog eat his dinner.  
The **noun** and the **verb** do not match.

**✓** The dog eats his dinner.  
The **noun** and the **verb** do match.




### Getting started

Choose a verb from the box to complete each sentence.

roars    bark    hiss    moo    trumpets    neigh

1. Cows \_\_\_\_\_.
2. Dogs \_\_\_\_\_.
3. Horses \_\_\_\_\_.
4. A lion \_\_\_\_\_.
5. Snakes \_\_\_\_\_.
6. An elephant \_\_\_\_\_.



## Reading

Oxford Owl have a lot of ebooks that you can read for free. Follow the link below and find a great book. [https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=&level=&level\\_select=&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=#)

## Maths Monday

This week in maths we are going to concentrate on addition. We will be adding 1 digit to 1 digit numbers e.g.  $4+7+6=$ , adding 1 digit numbers to 2 digit numbers e.g.  $45+3=$  and adding 2 digit numbers to 2 digit numbers e.g.  $34+35=$ . Now when adding 1 digit numbers to 1 digit numbers there are a couple of methods that might help you with the calculation. You might look for numberbonds. Numberbonds make a total. For example  $9+1=10$  is a numberbond to 10.  $14+6=20$  is a numberbond to 20. Watch the following video to learn more.

<https://classroom.thenationalacademy/lessons/using-number-bonds-within-20-for-addition-cgw3cd>

Another method which might help you with the sum is looking for doubles. Doubles are repeats of the same number. e.g.  $4+4=8$

### Learning Reminders

Add 5 single-digit numbers, using number facts to help.

$$6 + 5 + 3 + 5 + 4 = \square$$

Wow! That's a long number sentence! We could just add the numbers one at a time, but changing the order would make it easier.

How can we change the order to make it easier? Are there any **number facts** that can help?

$$5 + 5 + 6 + 4 + 3 = \square$$

Now we can **add the pairs that make 10...**

...and use **place value** to add 10, 10 and 3...

$$10 + 10 + 3 = 23$$



### Learning Reminders

Add 5 single-digit numbers, using number facts to help.

$$8 + 3 + 8 + 7 + 5 = \square$$

Let's try this one.  
How can we change the  
order to make it easier?  
Are there any **number  
facts** that can help?



Let's move the numbers  
around and see how see  
how it helps.

Did you spot **double 8**?

And the **pair that  
makes 10**?

$$8 + 8 + 7 + 3 + 5 = \square$$

We can use **place value** to add  
**16 + 10**, then **count on 5**.

$$16 + 10 + 5 = 31$$

Choose a sheet you are comfortable with. Children the mild and hot are like our Do's and the Investigation is like our Think. If you get stuck check out 'A Bit Stuck' sheet.

## Practice Sheet Mild

### Adding using number facts

Can you spot any pairs to 10 or doubles that will help you add the numbers?

Add these numbers	Pairs to 10	Doubles	Other facts	Answer
1, 9, 3	$9 + 1 = 10$			$10 + 3 = 13$
3, 7, 4				
4, 5, 4				
6, 2, 6				
2, 5, 8				
5, 4, 9, 4, 1	$9 + 1 = 10$	$4 + 4 = 8$		$10 + 8 + 5 = 23$
3, 6, 7, 6, 3				
9, 2, 4, 8, 6				
7, 5, 7, 4, 5				
9, 3, 4, 3, 5				
8, 4, 2, 4, 1				

## Practice Sheet Hot

### Adding using number facts

Can you spot any pairs to 10 or doubles or other facts that will help you add the numbers?

Add these numbers	Pairs to 10	Doubles	Other facts	Answer
5, 4, 9, 4, 1	$9 + 1 = 10$	$4 + 4 = 8$		$10 + 8 + 5 = 23$
3, 6, 7, 6, 3				
9, 2, 4, 8, 6				
7, 5, 7, 4, 5				
9, 3, 4, 3, 5				
8, 4, 2, 4, 1				
6, 2, 3, 6, 9, 7				
4, 3, 8, 3, 6, 8				
9, 4, 5, 2, 1, 3				
4, 7, 4, 8, 9, 3,				
2, 3, 5, 9, 4, 2				
9, 1, 4, 5, 6, 9				

#### Challenge

Can you find any other ways to add your sets of numbers? Which way is the easiest? Which is the hardest?

A Bit Stuck?  
Spot the 10

$$8 + 3 + 2 = \square$$

$$3 + 2 + 7 = \square$$

$$4 + 5 + 5 = \square$$

$$1 + 2 + 8 = \square$$

$$6 + 4 + 5 = \square$$

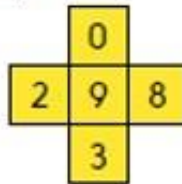
$$4 + 9 + 6 = \square$$

$$1 + 7 + 9 = \square$$

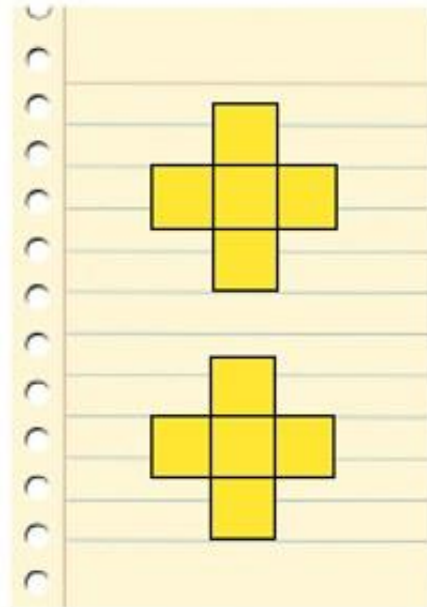
$$7 + 3 + 8 = \square$$

### Investigation Cross Additions

1. Find the total of all five numbers in this cross. Can you see a pair to 10 which will help you to find the total more easily?



2. Use any five digit cards from 0 to 9 to make your own cross and find the total. Think about the easiest way to add them.
3. What is the smallest total that you can find? And the biggest total?
4. Now for the real challenge!  
Use all the digit cards 0 to 9, once each to make two crosses so that one cross has a total which is 1 more than the other.  
  
Can you find a different way to make two crosses with one total 1 more than the other?



## Topic Monday: Movers and Shakers

This topic teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.



## Dawson's model

Dawson's model is a set of five statements that help historians to decide if a person is historically significant.

A person is historically significant if their actions match most of these statements.

**Statement 1:** They made big changes in their lifetime.

**Statement 2:** They made a lot of people's lives better or worse.

**Statement 3:** They changed the way people think.

**Statement 4:** Their ideas are still used today.

**Statement 5:** They were a very good or a very bad role model.

Use the statements in Dawson's model to decide if someone is historically significant. Now pick someone you think is famous and made a difference to the world and fill in the sheet using the Dawson statements.

## Neil Armstrong

**Lived** 1930–2012

**Nationality** American

Nobody had travelled into space when Neil Armstrong was a young boy. People started to explore space in the 1950s. Neil Armstrong worked hard for many years to become an astronaut.

In 1969, he became the first person to walk on the Moon. He and another astronaut called Buzz Aldrin left a flag on the Moon and took many photographs. They also brought rocks back to Earth to study. Neil Armstrong showed that it was possible to walk on the Moon. He changed people's ideas about the Moon and space travel.



### Dawson's model checklist

	yes	no
They made big changes in their lifetime.	<input type="checkbox"/>	<input type="checkbox"/>
They made a lot of people's lives better or worse.	<input type="checkbox"/>	<input type="checkbox"/>
They changed the way people think.	<input type="checkbox"/>	<input type="checkbox"/>
Their ideas are still used today.	<input type="checkbox"/>	<input type="checkbox"/>
They were a very good or a very bad role model.	<input type="checkbox"/>	<input type="checkbox"/>

## Vincent van Gogh

**Lived** 1853–1890

**Nationality** Dutch

Vincent van Gogh painted more than 2100 artworks in one decade, but he was seen as a failure when he was alive. Nobody wanted to buy his paintings. People realised after he had died that he was a great painter.

Vincent van Gogh used bold colours, powerful brushstrokes and curving lines to bring his landscapes, still life paintings and portraits to life. Many painters copied his style and used his work for inspiration. His paintings are still very popular today. They are displayed all around the world and sell for lots of money.



### Dawson's model checklist

	yes	no
They made big changes in their lifetime.	<input type="checkbox"/>	<input type="checkbox"/>
They made a lot of people's lives better or worse.	<input type="checkbox"/>	<input type="checkbox"/>
They changed the way people think.	<input type="checkbox"/>	<input type="checkbox"/>
Their ideas are still used today.	<input type="checkbox"/>	<input type="checkbox"/>
They were a very good or a very bad role model.	<input type="checkbox"/>	<input type="checkbox"/>

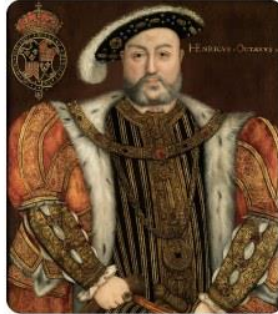


## Henry VIII

**Lived** 1491–1547

**Nationality** English

The Pope in Rome was the head of the Roman Catholic Church. The Roman Catholic Church was very powerful when Henry VIII first became the King of England. He had to ask for the Pope's permission to do certain things. In 1527, he wanted to divorce his first wife but the Pope said no. He was very angry and decided that England should leave the Roman Catholic Church so that the Pope couldn't tell him what to do.



Henry VIII became head of a new church called the Church of England. He closed all of the Roman Catholic monasteries in England and punished anyone who was a Roman Catholic. His actions changed the beliefs of people in England 500 years ago. Queen Elizabeth II is the head of the Church of England today.

### Dawson's model checklist

	yes	no
They made big changes in their lifetime.	<input type="checkbox"/>	<input type="checkbox"/>
They made a lot of people's lives better or worse.	<input type="checkbox"/>	<input type="checkbox"/>
They changed the way people think.	<input type="checkbox"/>	<input type="checkbox"/>
Their ideas are still used today.	<input type="checkbox"/>	<input type="checkbox"/>
They were a very good or a very bad role model.	<input type="checkbox"/>	<input type="checkbox"/>

## Christopher Columbus

**Lived** 1451–1499

**Nationality** Italian

People in Europe did not know about the Americas when Christopher Columbus was a young man. He found the Americas when he sailed west from Europe in 1492. He went back to Europe and told everyone about the Americas and the new things he had seen.



People from Europe started to travel to the Americas and many chose to live there. Christopher Columbus changed people's understanding of the geography of the world. He inspired many people to explore the world during the next three centuries.

### Dawson's model checklist

	yes	no
They made big changes in their lifetime.	<input type="checkbox"/>	<input type="checkbox"/>
They made a lot of people's lives better or worse.	<input type="checkbox"/>	<input type="checkbox"/>
They changed the way people think.	<input type="checkbox"/>	<input type="checkbox"/>
Their ideas are still used today.	<input type="checkbox"/>	<input type="checkbox"/>
They were a very good or a very bad role model.	<input type="checkbox"/>	<input type="checkbox"/>



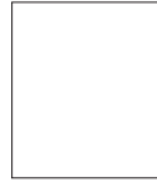
## Significant person

Name: \_\_\_\_\_

Lived: \_\_\_\_\_

Nationality: \_\_\_\_\_

Place of birth: \_\_\_\_\_



What big changes did they make in their lifetime?

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---

How did they make lots of people's lives better or worse?

---

---

---

How did they change the way people think?

---

---

---



How are their ideas still used today?

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What did they do that made them a very good or very bad role model?

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You have got to the end of the day. Well done! You have worked really hard we hope you have enjoyed it and tried your best. We would love to see some of your work. Maybe you could take a photo of your favourite piece of Maths or English and your mum or dad could email it to us at. [year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)

# Year 2 Remote Learning

## Tuesday 23rd February

Click on or copy the email link below to send in your completed work.

[year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)

This maybe a picture, video or saved work.

### English Tuesday

Today we are going to look at similes. Follow the link below to watch a video on similes.

<https://www.bbc.co.uk/bitesize/topics/zmfc7ty/articles/zrrhpg8>

Know: What is a simile?		
Simile	What is being compared?	
The policeman was as brave as a lion.	Policeman	Lion
The lights shone like stars.	Lights	
The teacher was as busy as a bee.		Bee
The plane flew like an eagle.		
The drink was as cold ____ ice.	Drink	Ice
The lights shone ____ the stars.	Lights	Stars
A simile is used to _____ two things using the words ' _____ ' or ' _____ '.		

These are some examples of similes can you fill in the blanks?  
Today's activity is writing similes about stars.



## ★ Star similes

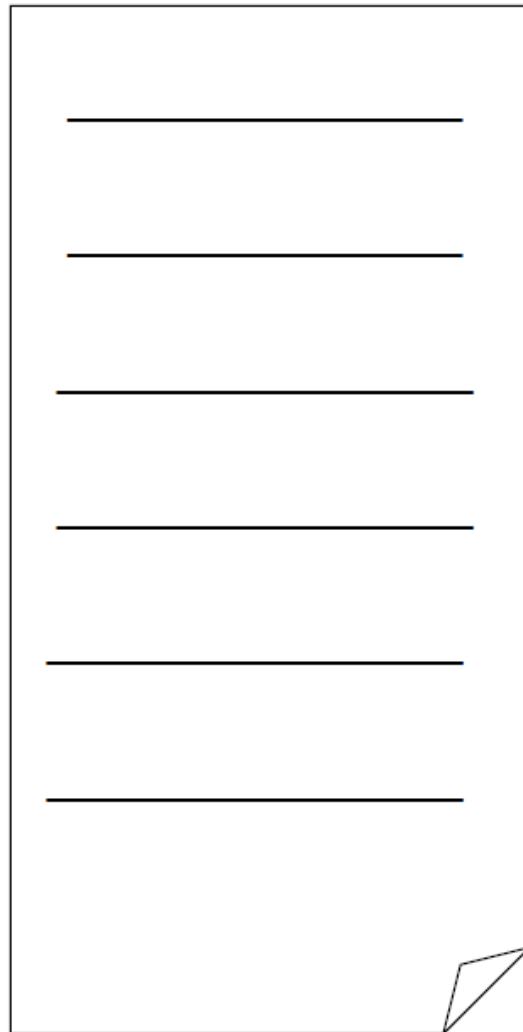
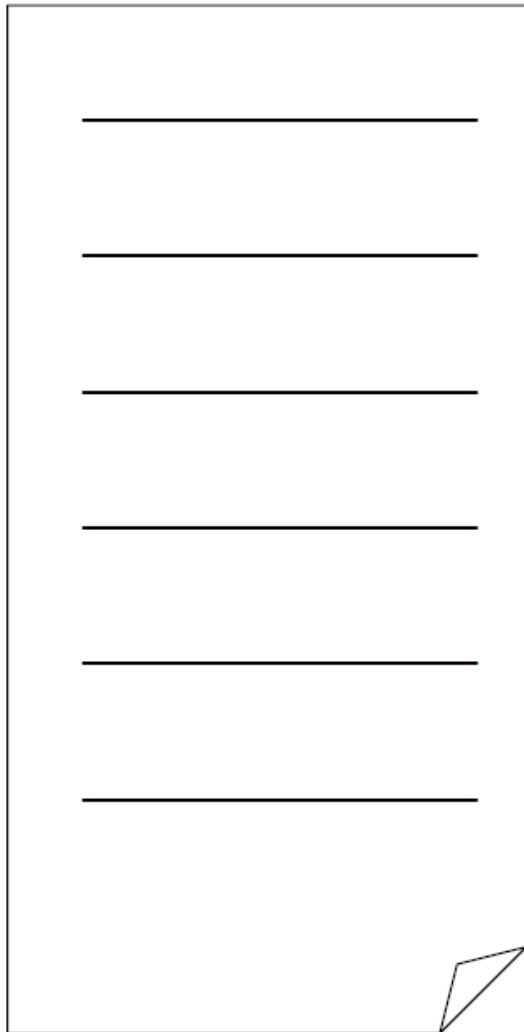
Similes are comparisons using *like* or *as* to help describe what things look like. Here are two similes from the story that describe the star. Find some more and then make up some of your own. Write them down in a list.

Stars flicker *like* fireflies.

Stars are *like* silver rainbows.

Stars shine *as* bright *as* the sun.

Stars are *as* shiny *as* diamonds.



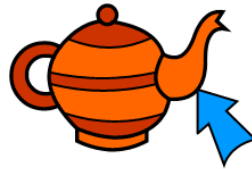
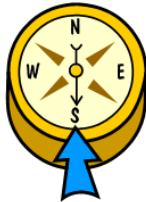
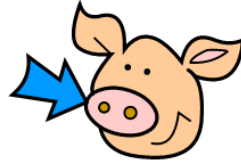
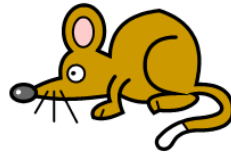
*I know your examples will be great, but I've included a few to give you the idea. The white star was as bright as a new penny. The stars in the night sky twinkle like fairy lights.*

## Phonics Tuesday

Red and orange groups your sound is ou

Yellow group - Your sounds are oo/u\_e/ew

Grey group - You are continuing to match verbs to nouns.



1 - Red and orange groups - Can you write the  
ou words for the pictures. bl \_ \_ \_ m \_ \_ \_  
p \_ \_ \_ sn \_ \_ s \_ \_ \_  
sp \_ \_ \_



## Now try these

In each sentence the underlined verb is wrong.  
Write each sentence correctly.

1. The bell are ringing.
2. There are an apple in my bag.
3. Every day I walks to school.
4. The clock tick loudly.
5. Aeroplanes lands on the runway.
6. I draws with a pencil.
7. Birds is singing in the tree.
8. The children is running.



Grey Group

## Reading

Oxford Owl have a lot of ebooks that you can read for free,  
Follow the link and start reading a great book.

[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=&level=&level\\_select=&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=#)

## Maths Tuesday

These are part, part, whole sums.

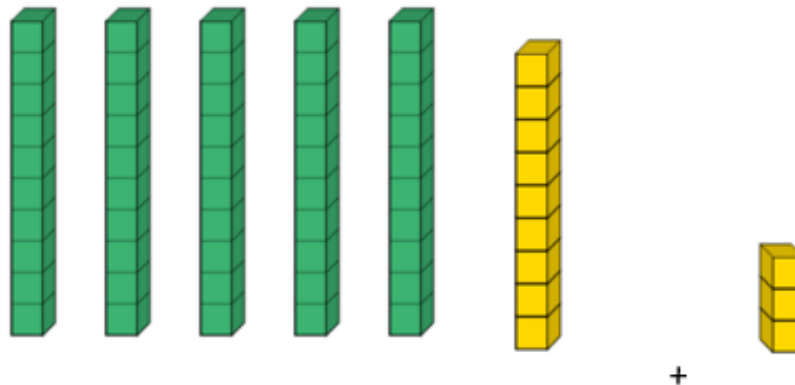
What would you add to 17 to make 20?

What would you add to 15 to make 20?

Pairs to 20														
<table border="1"><tr><td colspan="2">20</td></tr><tr><td>17</td><td>?</td></tr></table>	20		17	?	<table border="1"><tr><td colspan="2">20</td></tr><tr><td>15</td><td>?</td></tr></table>	20		15	?	<table border="1"><tr><td colspan="2">20</td></tr><tr><td>19</td><td>?</td></tr></table>	20		19	?
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18	?													
20														
11	?													
20														
12	?													
<table border="1"><tr><td colspan="2">20</td></tr><tr><td>16</td><td>?</td></tr></table>	20		16	?	<table border="1"><tr><td colspan="2">20</td></tr><tr><td>13</td><td>?</td></tr></table>	20		13	?	<table border="1"><tr><td colspan="2">20</td></tr><tr><td>14</td><td>?</td></tr></table>	20		14	?
20														
16	?													
20														
13	?													
20														
14	?													



You could use base 10 and draw the sum  
e.g.  $59+3$  T



You could also put the bigger number in your head and count on.

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

So  $56+8=$

Start at 56 put your finger or a spider on this number and then count on 8

57, 58, 59, 60, 61, 62, 63, **64**



For the addition sums below there are a couple of methods that might help you. You could draw base 10, or you could count on from the biggest number. e.g.  $56+8$  start at 56 then count on 8 more

You could use base 10 and draw the sum  
e.g.  $59+3$

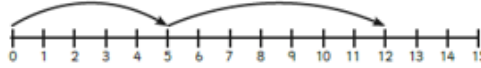


$$\begin{array}{r} \text{T.} \quad \text{O} \\ ||||| \quad \times \times \times \times \times \times \times \times \times \times \quad + \quad \text{T.} \quad \text{O} \\ \quad \quad \times \times \times \times \times \quad \quad \quad \times \times \times \\ = 50 + 12 = 62 \end{array}$$

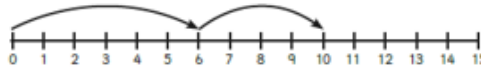
## Addition to 20 on a Number Line - Sheet 2

For these questions, can you work out which sums are being shown on the number lines?  
The first one has been done for you.

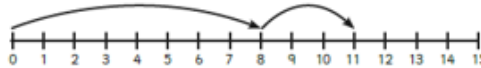
1.  $5 + 7 = 12$



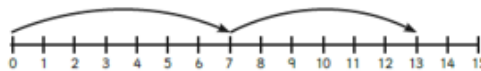
2.  $\square + \square = \square$



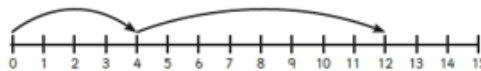
3.  $\square + \square = \square$



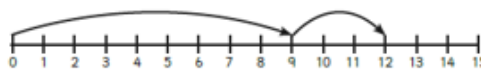
4.  $\square + \square = \square$



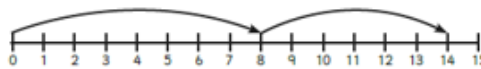
5.  $\square + \square = \square$



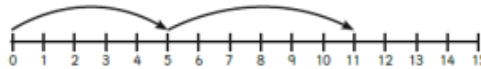
6.  $\square + \square = \square$



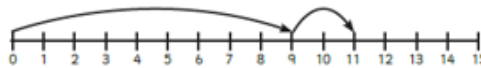
7.  $\square + \square = \square$



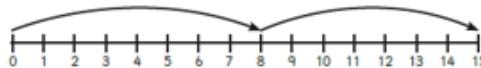
8.  $\square + \square = \square$



9.  $\square + \square = \square$



10.  $\square + \square = \square$



Use the numberline to write the addition sums so the first sum is a jump of 5 and then another jump of 7  $5+7=$

**Adding 2 Digit Numbers and Ones Crossing 10 Worksheet 1**

1. $5 + 6 =$ _____ $15 + 6 =$ _____ $45 + 6 =$ _____ $65 + 6 =$ _____	2. $8 + 3 =$ _____ $18 + 3 =$ _____ $38 + 3 =$ _____ $78 + 3 =$ _____
3. $6 + 8 =$ _____ $16 + 8 =$ _____ $46 + 8 =$ _____ $96 + 8 =$ _____	4. $7 + 5 =$ _____ $17 + 5 =$ _____ $67 + 5 =$ _____ $87 + 5 =$ _____
5. $5 + 9 =$ _____ $15 + 9 =$ _____ $55 + 9 =$ _____ $85 + 9 =$ _____	6. $6 + 7 =$ _____ $16 + 7 =$ _____ $46 + 7 =$ _____ $76 + 7 =$ _____
7. $9 + 3 =$ _____ $19 + 3 =$ _____ $59 + 3 =$ _____ $99 + 3 =$ _____	8. $4 + 9 =$ _____ $14 + 9 =$ _____ $54 + 9 =$ _____ $74 + 9 =$ _____
9. $7 + 8 =$ _____ $17 + 8 =$ _____ $57 + 8 =$ _____ $97 + 8 =$ _____	10. $5 + 8 =$ _____ $15 + 8 =$ _____ $65 + 8 =$ _____ $85 + 8 =$ _____

### Adding 2 Digit Numbers and Ones Crossing 10 Worksheet 2

1. $5 + 4 =$ _____ $15 + 4 =$ _____ $35 + 4 =$ _____ $75 + 4 =$ _____	2. $8 + 6 =$ _____ $18 + 6 =$ _____ $28 + 6 =$ _____ $68 + 6 =$ _____
3. $2 + 8 =$ _____ $12 + 8 =$ _____ $52 + 8 =$ _____ $92 + 8 =$ _____	4. $7 + 6 =$ _____ $17 + 6 =$ _____ $47 + 6 =$ _____ $67 + 6 =$ _____
5. $5 + 2 =$ _____ $15 + 2 =$ _____ $25 + 2 =$ _____ $65 + 2 =$ _____	6. $9 + 7 =$ _____ $19 + 7 =$ _____ $39 + 7 =$ _____ $99 + 7 =$ _____
7. $7 + 3 =$ _____ $17 + 3 =$ _____ $47 + 3 =$ _____ $67 + 3 =$ _____	8. $4 + 8 =$ _____ $14 + 8 =$ _____ $44 + 8 =$ _____ $64 + 8 =$ _____
9. $9 + 8 =$ _____ $19 + 8 =$ _____ $49 + 8 =$ _____ $79 + 8 =$ _____	10. $1 + 8 =$ _____ $11 + 8 =$ _____ $61 + 8 =$ _____ $71 + 8 =$ _____

## Computing Tuesday

Check out your purple mash account there are some addition activities as well as other space activities for you to do.

## Storytime

Follow the link to hear Julia Donaldson reading her own stories.  
<https://www.facebook.com/ScholasticUK/videos/475468370285275/>

You have got to the end of the day. Well done! You have worked really hard we hope you have enjoyed it and tried your best. We would love to see some of your work. Maybe you could take a photo of your favourite piece of Maths or English and your mum or dad could email it to us at. [year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)



# Year 2 Remote Learning Wednesday

## 24th February

*Click on or copy the email link below to send in your completed work.*

[year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)

*This maybe a picture, video or saved work.*

### English Wednesday

*We are going to think about our story today. Can you fill in the story map about what happens when in the original story. We are then going to think about what stars look like and what they do.*

## ★Our story-mountain planner

Think about the five parts to the story.  
In the blank squares below, draw the main events that happen before and after the owl appears and snatches the star. To help you, I've written in the words on the story mountain that introduce each stage of the story.

Next,

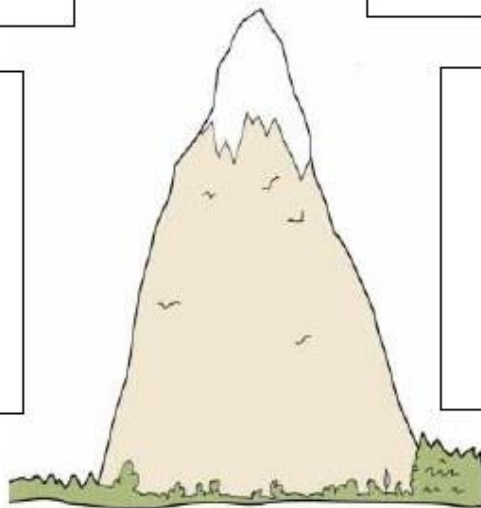


First, ...

After that, ...

Once upon a time, ...

Finally, ...



Think about what stars do and add your ideas to the list in the star below.

*What do they do?*

glisten  
shine

Then, think about all the places that you might find stars.

*Where you might see stars.*

the top of a  
Christmas tree

Finally, combine your idea to make different sentences. See how many you can create and choose your favourites to write below.

A bright star shines at the top of a Christmas tree.

★ \_\_\_\_\_

★ \_\_\_\_\_

★ \_\_\_\_\_

★ \_\_\_\_\_

★ \_\_\_\_\_

★ \_\_\_\_\_

★ \_\_\_\_\_

## Phonics Wednesday

Red and orange groups your sound is ou. Yellow group your sounds are oo/u\_e/ew Grey group - you are writing sentences and practising your punctuation.

Name:

---

### 'ou' words

shout

count

house

cloud

proud

found

1. I live in a \_\_\_\_\_.

2. I lost my doll but later on I  
\_\_\_\_\_ it again.

3. We do not \_\_\_\_\_ at  
school.

4. When I see a dark \_\_\_\_\_  
in the sky I know it is going to rain.

5. We can \_\_\_\_\_ in 1's, 2's  
and 10's.

Can you fill in the ou words?

6. My teacher is always  
\_\_\_\_\_ of me when I try  
my best.



Can you think of the opposite of these  
words?

1. Whisper \_\_\_\_\_

2. Lost \_\_\_\_\_

3. Sweet \_\_\_\_\_

4. In \_\_\_\_\_

5. North \_\_\_\_\_



What am I?

1. I am a part of your body. You use  
me for talking, eating and



cube	blue	blew	scoop
tissue	brute	slew	June
boot	glue	excuse	dew
accrue	prune	threw	true
food	argue	spoon	queue
proof	flute	new	clue
brew	huge	knew	root
scoop	conclude	balloon	fortune
curfew	rescue	mildew	volume
nephew	statue	gloom	review
toot	hoot	avenue	refuse

oo/u\_e/ew Can you write 10 sentences using these words?

Grey group practise your sentences.

## Practise your punctuation

.,'?!“”

**Match the beginning and ending of each sentence.  
Write the complete sentences.  
Remember to punctuate each sentence correctly.**

1. a rocket is	a new pair of trainers
2. the monster	get out of bed
3. in the morning i	made of metal
4. my cat	ride a bike
5. i can	scares me
6. i need	chases birds

## Reading

Oxford Owl have a lot of ebooks that you can read for free, Follow the link and start reading a great book.

[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=&level=&level\\_select=&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=#)

## Maths Wednesday

Today we are going to add a 2 digit number to another 2 digit number. To gain your confidence the first sheets are about adding 11 to another number.

### Learning Reminders

Adding 11 to a 2-digit number.

1-100 number grid

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

Instead of adding 10 we are going to add 11. 1 more than 10!

Let's start by adding 10. What is 53 add 10?

But we haven't finished yet! We need to add 1 more.

Fly!

$53 + 11 = 64$

### Learning Reminders

Adding 11 to a 2-digit number.

1-100 number grid

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

This time let's try adding 11 to 30.

What is 30 add 10?

We are at the end of the row so what should we do to add 1 more?

We need to move Fly to the beginning of the next row!

$30 + 11 = 41$

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



Cut me out to help you count

### A Bit Stuck? More spider counting

Work in pairs

Things you will need:

- Spider's counting strips
- A pencil



What to do:

- Choose one of Spider's counting strips.
- Write the missing numbers.
- Fill in as many strips as you can.



2
12
22
32
42
62
72
82



**S-t-r-e-t-c-h:**

Use Spider on the grid to work out the answers to these additions.

$$25 + 10 = \square \quad 53 + 10 = \square$$









### A Bit Stuck? More spider counting

3	9	6	10		
13	19	16	20	14	11
23	29	26	30	24	21
33	39	36	40	34	31
43	49	46		44	41
53		56	60	54	51
63	69		70		61
73	79		80	74	
	89	86		84	81
		96	100	94	91

## Practice Sheet Mild

### Part A

Sally has some cakes to sell on the cake stall but she has been told to increase the price of each cake by 11p. Can you help her change her signs?

<div>23p</div> <div></div> <div></div>	<div>30p</div> <div></div> <div></div>	<div>45p</div> <div></div> <div></div>	<div>42p</div> <div></div> <div></div>
<div>20p</div> <div></div> <div></div>	<div>26p</div> <div></div> <div></div>	<div>60p</div> <div></div> <div></div>	<div>67p</div> <div></div> <div></div>

### Think

Complete each sentence.

$$42 + 11 = \square$$

$$\square + 11 = 86$$

$$66 + \square = 77$$

Add 11 to each number:

83      24      18      46

True or false?

- Adding 11 to a 2-digit number with both digits the same (like 22 or 33) always gives another 2-digit number with both digits the same.
- Adding 10 to a number where the first digit is 1 less than the second digit (like 12 or 23) always gives an answer with 2 digits the same.

*If you want to challenge yourself try adding a 2 digit numbers with another 2 digit number. Follow the link below to watch a video that might help you.*

<https://classroom.thenational.academy/lessons/adding-two-2-digit-numbers-crvk6d?activity=video&step=2&view=1>

### Learning Reminders

Add pairs of 2-digit numbers by partitioning or counting on.

**31 + 46**

How would you work out the answer to this addition?

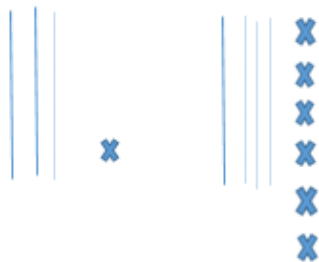
We could use place value cards, **partitioning** each number, adding the 10s and 1s, then **re-combining**.

Or we can use **counting on**. Start with the largest number and count on the 10s then 1s. We can draw an empty **number line** to help.

*You could also use base 10*

*So 31+46*

T O + T O 30+40=70



$$1+6=7$$

$$70+7=77$$

## Practice Sheet Mild

### Adding two 2-digit numbers

Add the following 2-digit numbers either using partitioning OR counting on in 10s then 1s.

1.  $54 + 23$

2.  $45 + 44$

3.  $31 + 57$

4.  $36 + 46$

5.  $52 + 37$

6.  $31 + 42$

7.  $38 + 54$

8.  $47 + 35$

9.  $66 + 23$

10.  $45 + 35$

#### Challenge

Write the same number in both boxes to make the sum correct.

$$\square + \square = 68$$

*This is like our Do's*



**Practice Sheet Hot**  
**More adding two 2-digit numbers**

Add the following 2-digit numbers either using partitioning OR counting on in 10s then 1s.

1.  $43 + 39$

2.  $68 + 25$

3.  $32 + 58$

4.  $47 + 47$

5.  $39 + 61$

6.  $31 + 42$

7.  $46 + 35$

8.  $33 + 54$

9.  $67 + 33$

10.  $47 + 32$

11.  $36 + 56$

12.  $66 + 23$

13.  $68 + 33$

14.  $45 + 35$

15.  $44 + 58$

**Challenge**

Find three different pairs of numbers that total 91.

Think

### Investigation Diagonal hundreds

1. Copy this grid.

Ones digit is less than 5	Ones digit is more than 5

2. Write a two-digit number in each space. Each number should be less than 40.
3. In the left column, the ones digit must be less than 5.
4. In the right column, the ones digit must be more than 5.
5. Add the numbers in the top left and bottom right corners (the diagonal).
6. Add the numbers in the bottom left and top right corners (the other diagonal).
7. Add your two answers.  
YOU ARE TRYING TO GET A TOTAL OF EXACTLY 100!
8. Start again, and try another pair of numbers in the first column and another pair in the second column.
9. How close to 100 is your total now?

Ones digit is less than 5	Ones digit is more than 5
32	28
21	18

Discuss how you can bring your total closer to 100.

10. Try with different start numbers in your square.  
Can you get a total of 100?  
Can you get a total of 100 in more than one way?

P.E. Wednesday

Get your parents to join in with Cosmic Yoga.  
<https://youtu.be/ISX9DSK4uEk>

Or you can follow Joe Wicks and his daily workout on Mondays, Wednesdays and Fridays at 9.00 or follow the link  
<https://www.youtube.com/watch?v=hnOtrnh80hs>

## Storytime

Follow the link to hear Julia Donaldson reading her own books.  
<https://www.facebook.com/ScholasticUK/videos/412335730045277/>

You have got to the middle of the week. Well done! You have worked really hard we hope you have enjoyed it and tried your best. We would love to see some of your work. Maybe you could take a photo of your favourite piece of Maths or English and your mum or dad could email it to us.  
[year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)

# Year 2 Remote Learning Thursday 25th February

Click on or copy the email link below to send in your completed work.

[year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)

This maybe a picture, video or saved work.

## English Thursday

In the story a star goes missing. Today we are going to do a poster about a missing star and write what you might use a missing star for. I've filled in a missing poster to give you the idea.

<b>MISSING!</b> Have you seen this star ?	
	
<b>Last seen:</b>	On a cold, dark, eerie night high in the sky with his friends.
<b>Description:</b>	It is shiny, and bright as a new penny. It is pointy with 5 arms like a starfish.
<b>Reward:</b>	The Earth and the moon
<b>Contact:</b>	Orion House next to field Or call my mum 099987654 321

## ★One of our stars is missing!

In our story, the biggest and brightest star fell from the sky. Can you design a missing poster to help find it. You will need to describe the missing star using adjectives and similes so people know what it looks like.

**MISSING!**  
Have you seen this star ?

Last seen:

Description:

Reward:

Contact:

Now you need to think how the star can be used. I've given you a couple of examples.

### ★ How to use a star!

In the story, the animals used the star for light, warmth and company. Imagine you found a star. How many different ways can you think of to use it? Draw or write down your ideas.



I would use my star as a magic wand.

I would use my star as a ...

*fairy dust sprinkler.*

I would use my star as a ...

*Minecraft torch to light my way.*

I would use my star as a ...

I would use my star as a ...

I would use my star as a ...

Decide which ideas you like best and use them to plan your story.



## ★ How to use a star!

In the story, the animals used the star for light, warmth and company. Imagine you found a star. How many different ways can you think of to use it? Draw or write down your ideas.



I would use my star as a magic wand.

I would use my star as a ...

I would use my star as a ...

I would use my star as a ...

I would use my star as a ...

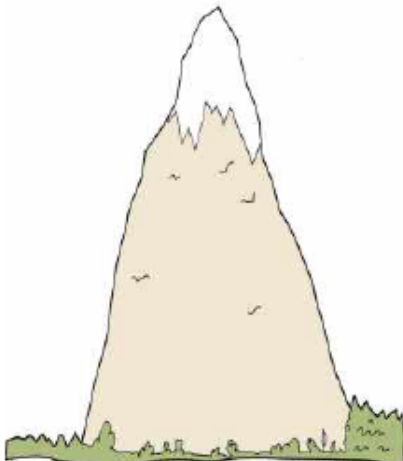
I would use my star as a ...

Decide which ideas you like best and use them to plan your story.

Now we can bring all the bits together that we have been focussing on this week and write a plan for a new story.

## Now use the story mountain to plan your story

Use my five-part story planner to help you write your own story. First decide on your main character (it could be you!). Then choose 3 animals that will find the star and decide what they will do with it. Draw your animals in the stars below and decide how to begin each section and how you will end your story.

<p>1<sup>st</sup> animal and what they did with the star First, ... —</p>	<p>2<sup>nd</sup> animal and what they did with the star Next, ...</p>	<p>3<sup>rd</sup> animal and what they did with the star After that, ...</p>
<p>Once upon a time, ... Put your main character's name here: —</p>		<p>Finally, ...</p>

On a separate piece of paper, write your story. You can use ideas and phrases from my story to help you plus all your ideas about stars. Don't forget to draw pictures to illustrate your story. Then read your story to someone in your family.


## Phonics Thursday

Red and Orange groups your sound is ou.

'ou' read and spell (1)	
Name:	Date:

Read, add sound buttons then write and check.

Read and add sound buttons	Write & Check (1)	Write & Check (2)
out		
about		
house		
round		
shout		
mouse		
cloud		
mouth		
sound		
pound		

	mouse in the house	ou
--	--------------------	----

Find each of the 'ou' words in the grid below.

w	o	u	b	v	m	h	d	k	a	p	g
g	a	a	n	o	u	t	s	y	b	o	w
l	y	g	h	o	u	s	e	n	o	u	r
s	h	o	u	t	f	c	l	k	u	v	o
n	s	t	v	u	c	z	i	i	t	t	u
o	o	z	k	b	l	m	o	u	t	h	n
u	u	x	o	r	o	a	f	z	p	n	d
n	n	m	u	h	u	e	h	w	k	d	l
m	d	o	k	w	d	l	p	o	u	n	d
a	s	q	m	o	u	s	e	k	u	q	l

Can you put some of these words into sentences?  
Write them on the back of the sheet.

LO: To read and spell words containing the 'ou' grapheme.



Yellow group your sounds are oo/u\_e/ew

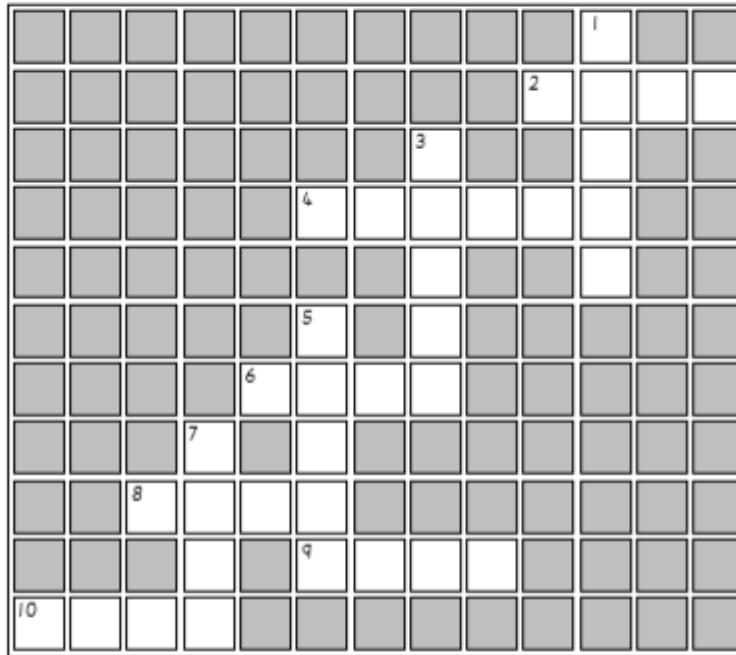


## Long Vowel Crosswords

Name: \_\_\_\_\_

Date: \_\_\_\_\_

u-e



### ACROSS

2. A 3D shape with 6 square faces.
4. The buttons that make your TV louder or quieter.
6. The month after May.
8. Very big.
9. Not polite.
10. A cross between a donkey and a horse.

### DOWN

1. Mounds of sand.
3. A musical instrument on which you blow over a hole.
5. Used to draw straight lines or measure things.
7. Toothpaste comes in one of these.

I can solve the clues to work out the 'u-e' words.



Grey group you are matching verbs and nouns.

## Verbs and Nouns

1. Circle the **verbs** (action words – what are they doing?)

2. Underline the **nouns** (name of something).

jumping	mouse	eating	hat	sing
banana	screamed	boat	smiles	cake
buy	foot	books	cook	pasta

2. Circle the **verb** in each sentence:

I jumped over the fence.

She is reading a book.

“What is that?” he shouted.

3. Circle the **nouns** in each sentence:

The cat sat on the mat.

The children built a sandcastle at the beach.

4. Write a sentence about a dog.

Circle verb. Underline the noun.



## Reading

Oxford Owl have a lot of ebooks that you can read for free, Follow the link and start reading a great book.

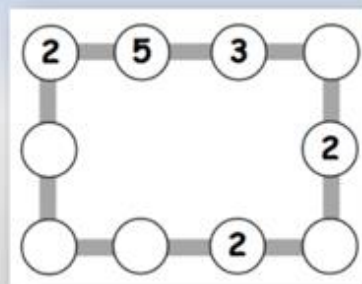
[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=&level=&level\\_select=&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=#)

## Maths Thursday

Today we are going to do number puzzles using addition. You need to add the numbers in a line to make a total. All the lines need to add up to that total. e.g. On the example below all the numbers need to add up to 16.

### Learning Reminders

Use number facts and logic to solve number puzzles.



Each line in this puzzle adds up to 16. Our task is to work out the missing numbers.

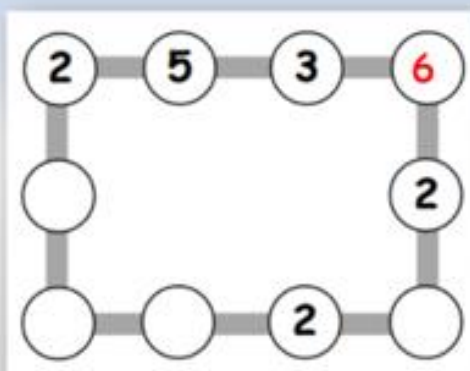
Where might be a good place to start?



The top line only has one missing number, so let's start there.

$2 + 5 + 3 + \square = 16$   
 $10 + \square = 16$   
So the missing number is 6.

Use number facts and logic to solve number puzzles.

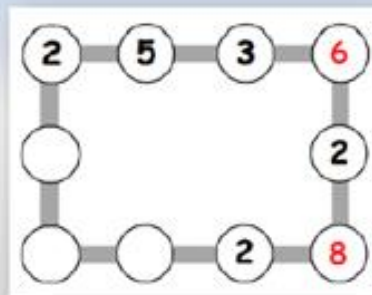


The right line only has one missing number, so let's complete that next.

$6 + 2 + \square = 16$   
 $8 + \square = 16$   
So the missing number is 8.

## Learning Reminders

Use number facts and logic to solve number puzzles.

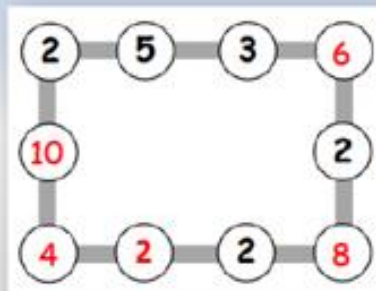


What should we do next?

What numbers could go in the bottom line?

$8 + 2 + \square + \square = 16$   
 $10 + \square + \square = 16$   
So the two numbers need to add up to 6. Let's try 4 and 2.

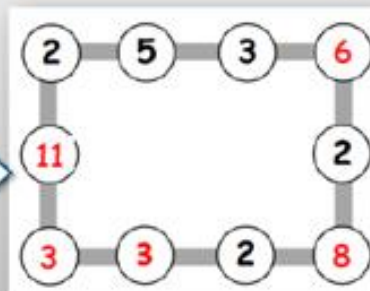
Use number facts and logic to solve number puzzles.



So what's the only missing number now? 10

This puzzle has more than one solution, as other pairs to 6 could have worked on the bottom line.

This solution works too!  
You might be able to think of others.



## Tips and Tricks

If this is still unclear, have a look at the bit stuck page.



## A Bit Stuck? Cross counters

### Things you will need:

- 5 small plates or similar, counters (you could use coins, pieces of pasta etc.)

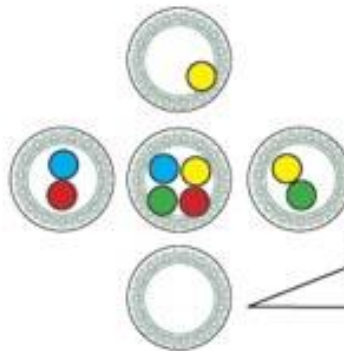


### What to do:

- Arrange 5 small plates in a 'cross'.
- You are going to arrange 12 counters on the plates, BUT each line of plates 'across' and 'down' must have 8 counters.

Here is one way. Can you find another way?  
Write the additions for each line.

across:
$2 + 4 + 2 = 8$
down:
$1 + 4 + 3 = 8$



How many counters  
need to go on  
this plate?

- Experiment with different ways to arrange the counters to solve the puzzle.
- Write the additions for each line to check.

You could try 3 in the middle and 3 at the top.  
What would need to be at the bottom?  
Now, what pairs of numbers could go in the horizontal line?  
We could try 1 and 4...

- Did you find any combinations where there were 0 counters on one or more plates?

### S-t-r-e-t-c-h:

Now try using 15 counters with a total of 10 in each line.

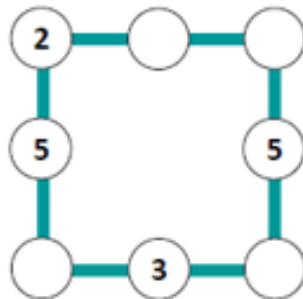
HINT: if you get stuck, try putting 5 counters on the middle plate.

Can you fill in the gaps?

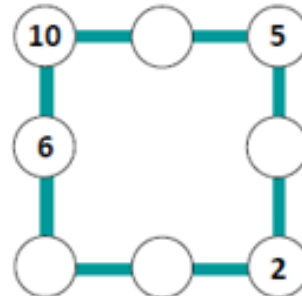
## Practice Sheet Mild

### Number puzzles

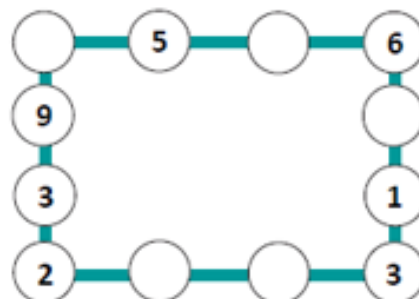
1. Make each line add up to 10.



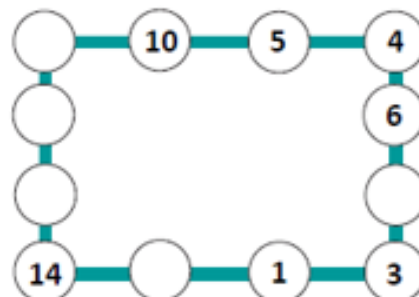
2. Make each line add up to 20.



3. Make each line add up to 15.



4. Make each line add up to 20.



### Practice Sheet Hot

#### Challenge

Now can you draw your own rectangle where the total on every side is 20?

## Music Thursday

Choose your favourite warm up from this half-term (just one is fine... but if you want to do more that's ok!)

- Wake up shake up warm up song  
<https://www.youtube.com/watch?v=1gUbdNbu6ak>
- Make your own pitch shapes and copy with your voice  
<https://creatability.withgoogle.com/sound-canvas/>
- Follow the rollercoaster with your voice  
<https://www.youtube.com/watch?v=sQipyndKP1w>
- Imagine you have some really chewy toffee in your mouth. Chew it and move it around your mouth, really exercising all of the muscles in your mouth. Do it in front of a mirror if you like and see what strange faces you can pull while chewing that toffee.
- Join in with the body percussion beats  
<https://www.youtube.com/watch?v=sW2DY1OpgrI>  
<https://www.youtube.com/watch?v=QOh1P1ZcTaU>

## Main activities

### 1. Perform "Hands in the air" song

We have spent lots of time learning this song over recent weeks. Now is your chance to perform this song

Follow these steps...GET READY

- First time- hum along to the track to make sure your voice is all warmed up for your performance
- Now, join in... practise any parts you are unsure of so that you feel really confident
- Have a final practice, making sure you sing out loudly and clearly. Feel free to add actions if you like.

PERFORM IT

Choose one of these options... some people prefer to perform live, others prefer to record their performance first.

- Perform the song to members of your household

- Ask an adult to make a video of you performing the song and send it to a family member/ close friend who you haven't seen for a while.
- With an adult's help, have a video call with a family/ close friend who you haven't seen for a while and perform your song for them
- If you find it hard to sing it on your own, teach the song to someone else in your family and perform it together.

Link to song

<https://www.bbc.co.uk/games/embed/bring-the-noise?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fteach%2Fbring-the-noise%2Feyfs-ks1-music-play-it-bring-the-noise%2Fz4sq92p>

Select **Play button** (triangle), select **Feel the beat**, select song **Hands in the air**. Press **play** and sing along

## 2. Explore another song

We looked at just one song from the BBC "Play it" website.

Explore what other songs are available

<https://www.bbc.co.uk/games/embed/bring-the-noise?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fteach%2Fbring-the-noise%2Feyfs-ks1-music-play-it-bring-the-noise%2Fz4sq92p>

Choose one of these songs and explore the three different activities

**Keep the beat**   **Listen and Layer**   **Make some noise**

## EXTRA CHALLENGE:

Here is another performer singing our "Hands in the air" song.

<https://www.bbc.co.uk/teach/bring-the-noise/gregory-porter-hands-inthe-air/zvwsxyc>

## Questions

Can you spot one thing that is the same as the other performance? Can you spot something that is different?

## Storytime

Follow the link to hear Julia Donaldson reading her own books.  
<https://www.facebook.com/ScholasticUK/videos/1544375225953583/>

You have nearly got to the end of the week. Well done! You have worked really hard we hope you have enjoyed it and tried your best. We would love to see some of your work. Maybe you could take a photo of your favourite piece of Maths or English and your mum or dad could email it to us.

[year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)

# Year 2 Remote Learning Friday 26th February

Click on or copy the email link below to send in your completed work.

[year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)

This maybe a picture, video or saved work.

## English Friday

Today we are going to bring all the elements together, the similes, the descriptive words for the star, what you can use star's for and we are going to write a new version of Alfie's Story. Mine is called Orion's story. All the bits I have changed are highlighted in bold. In your story you need to include adjectives to describe the animals, and similes to describe the star.

## Orion's Story

Once upon a time, there was a little boy called **Orion** who liked **football, minecraft and chocolate** but, most of all, he liked stars. When Orion felt happy, they **shined** with him; when he felt sad, they made him smile and when he felt alone, they were his friends.

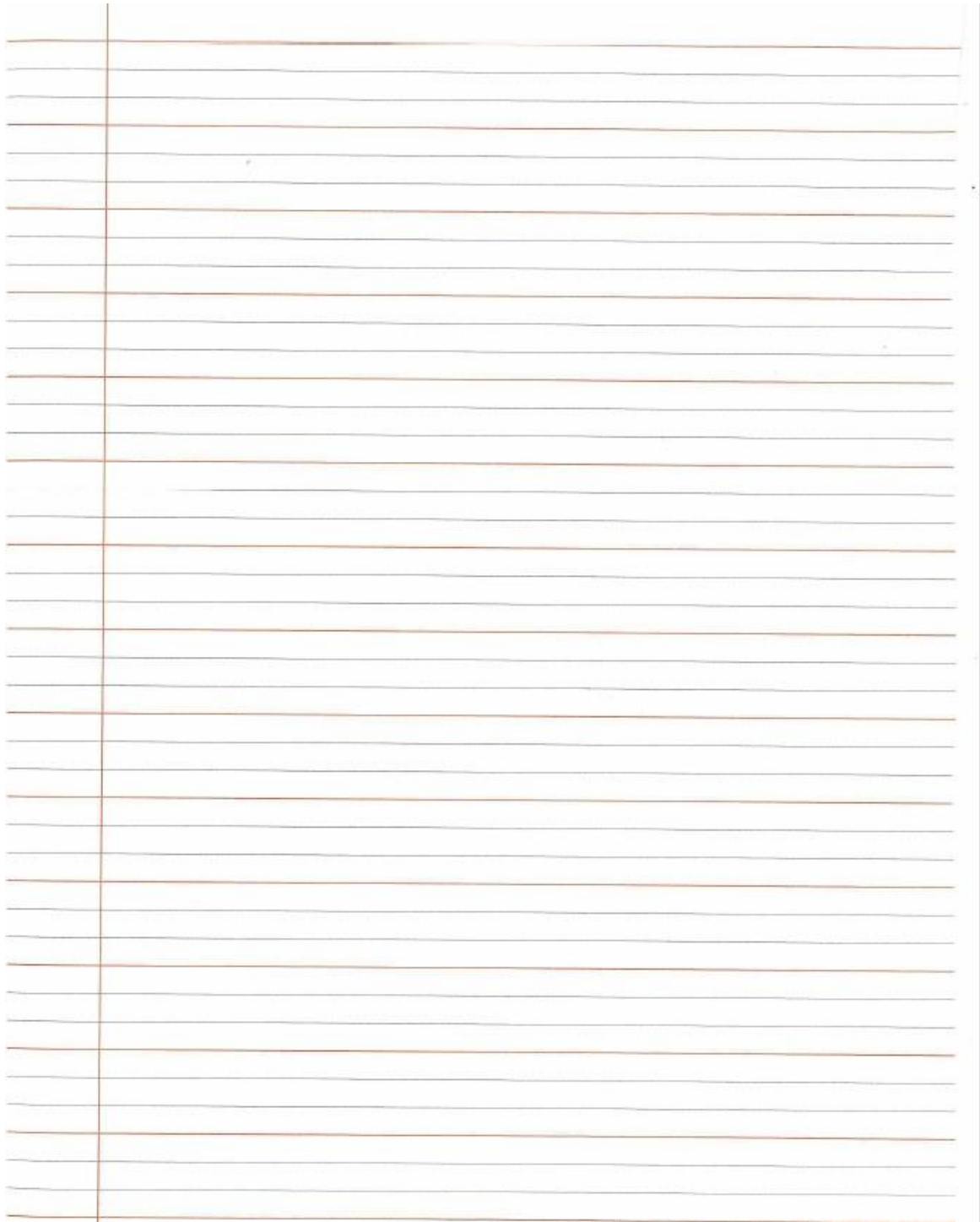
Late one cold, frosty evening, **Orion** gazed up at all the stars **twinkling like a shiny diamonds** in the night sky. Suddenly, to his amazement, the biggest and brightest star began spinning down through the **cold, frosty night** and fell into the **field** next to his house. "That star will help keep me company tonight," he said.

First, a **sleek fox** who had lost his way came snuffling through the **field**. He found the star, **pulsating like a pumping heart**, in the middle of a small pile of leaves. "This star will help me find my way home on this dark night," he said. So, he pushed the star along the path until he arrived safely outside his front door. Next, a **bat flapped** down, as **silently as a ballet dancer**. "This star will help warm my **bat** babies on this wintry night," she said. So, she snatched the glowing star, flew up into the **caves**

and gently dropped it into her **roost** beside the **pups**. But the **pups** wriggled and they jiggled and they flipped the star right out of the **roost**! After that, a **spikey, ball of a hedgehog** came shuffling along. He saw the star winking at him like a **Christmas light** from the branches of the tree. "That star will help keep me company tonight," he said. So, he reached up, lifted the star down and carefully carried it back to his **hole**. Once inside, he placed the star on his rocking chair, made a mug of cocoa and settled down by the fire to read a bedtime story. Soon, **hedgehog** fell asleep dreaming of sunny Spring days when he would play with his friends again. As his dreams became wishes, the star rose up, swept out of the window and streaked into the sky. Finally, the next night, when **Orion** searched for the biggest and brightest star, he found it once again dazzling like a huge diamond overhead. **Orion** smiled contentedly and, although he couldn't be sure, it seemed the star was smiling back.

I've attached some pwp paper or just do it in your book. If you don't have a book you can pick one up from the front office.





## Phonics Friday

Red and orange groups - Follow the link below to play an ou game.

<https://games.galacticphonics.com/othervowels/ou/interactive/ouspell/ouspellt.htm>

Yellow group - Follow the link below to play a u\_e game.

<https://games.galacticphonics.com/longvowels/u-e/interactive/uespell/uespellt.htm>

Grey group - Follow the link to play a verb game.

<https://www.sheppardsoftware.com/grammar/games/verbs/>

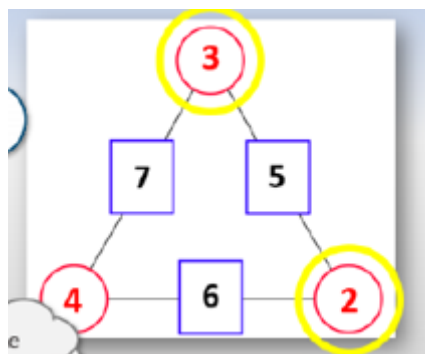
## Reading

Oxford Owl have a lot of ebooks that you can read for free. Follow the link and start reading a great book.

[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=&level=&level\\_select=&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=#)

## Maths Friday

These maths puzzles are different from yesterday - Today the mystery number in 2 circles adds up to the number in the square.

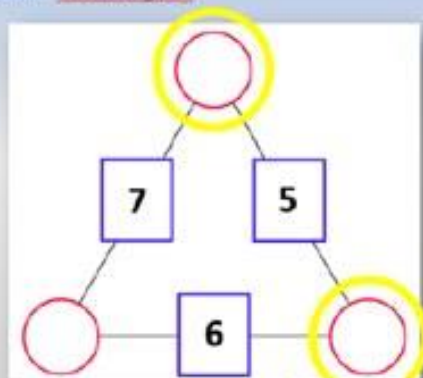


Can you see in this example the totals are 5, 7 and 6 Then we have put in numbers that make that total. So  $3+2=5$ ,  $3+4=7$ , and  $4+2=6$ .

Have a look below at the learning reminders.

## Learning Reminders

Use number facts to solve 'arithmagons'.



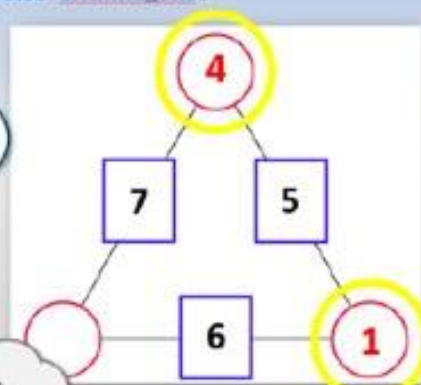
The mystery numbers in 2 circles add up to the number in the square between them.

So what could the numbers in highlighted circles be? The two numbers must add up to 5.



Use number facts to solve 'arithmagons'.

Let's try 4 and 1.



So what could the other mystery number be?

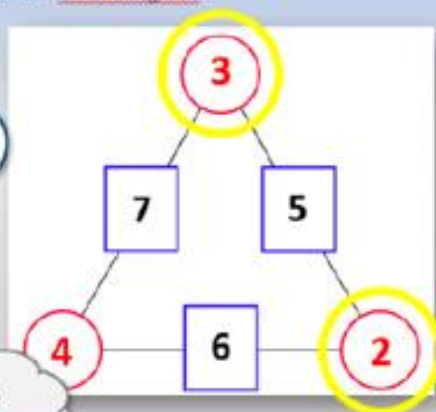
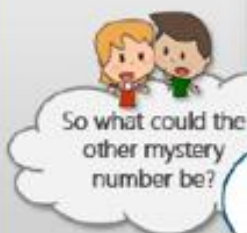
Ah, there is a problem! We need 5 to add to 1 make 6, but we need 3 to add to 4 to make 7!

So we need to change our first two numbers. It doesn't matter that our first guess was 'wrong', this is all part of the problem-solving process that mathematicians go through!

## Learning Reminders

Use number facts to solve 'arithmagons'.

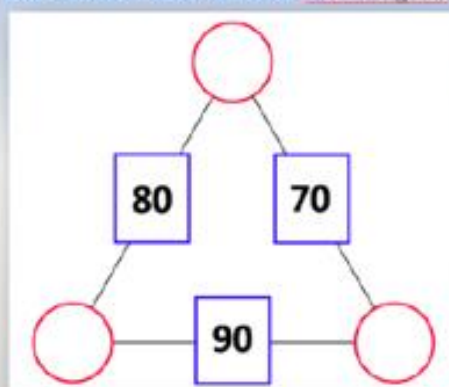
Let's try 3 and 2.



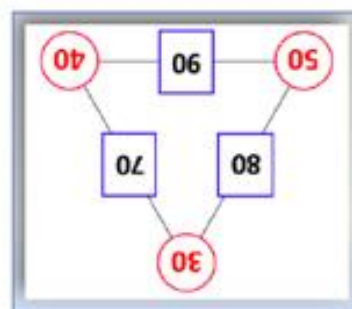
4 because  $3 + 4 = 7$ , and  $2 + 4 = 6$ .  
4 works on both sides of the triangle.

So this second try worked.  
We are being real problem solvers today!

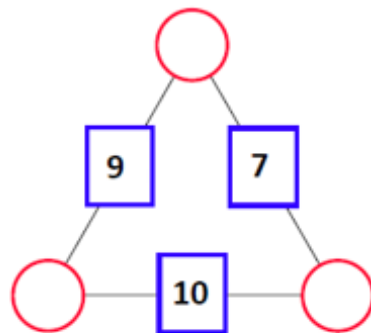
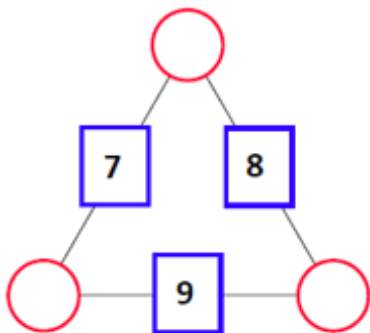
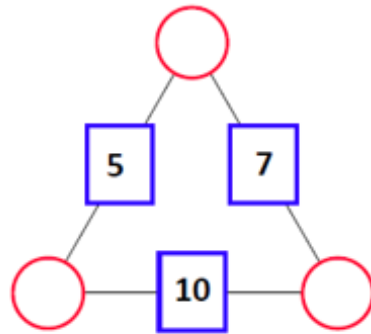
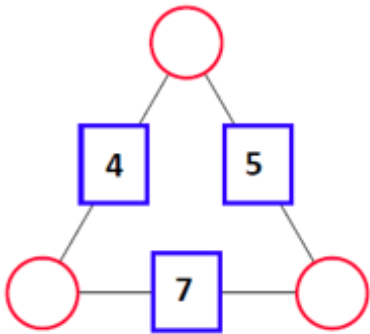
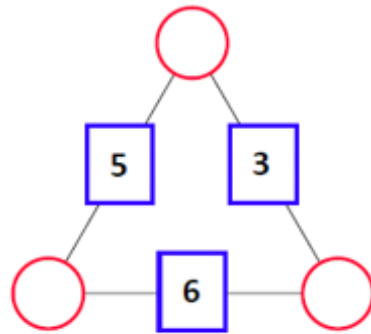
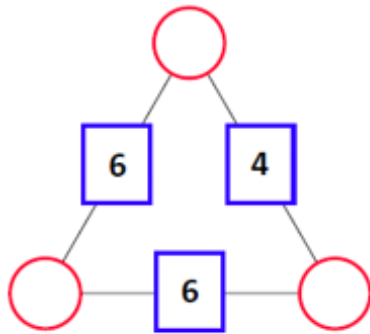
Use number facts to solve 'arithmagons'.



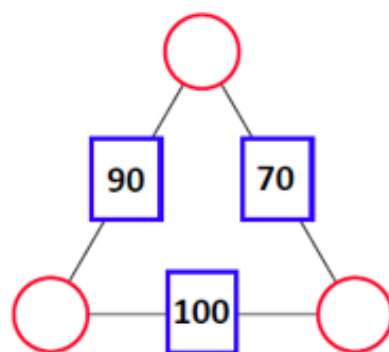
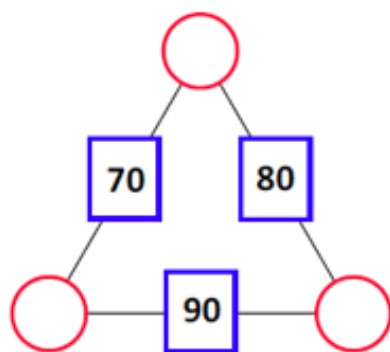
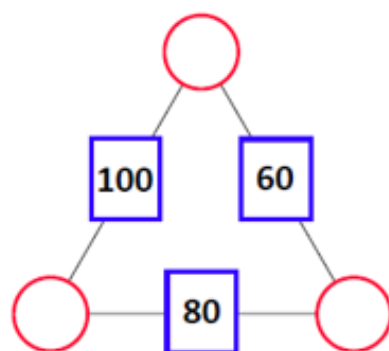
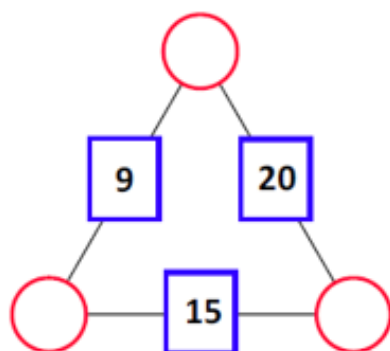
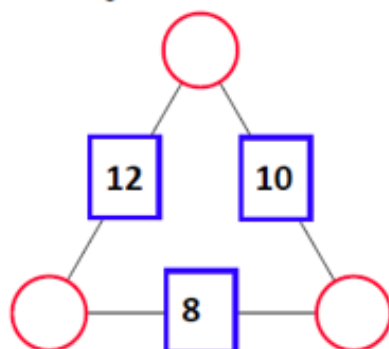
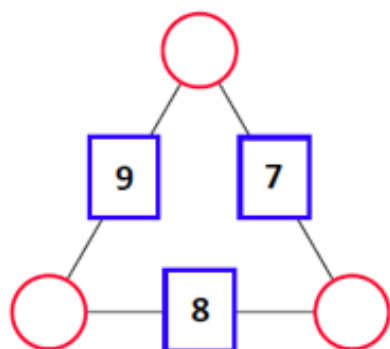
Now have a go at this one.  
The mystery numbers are all multiples of 10.



Practice Sheet Mild  
Solve these arithmagons



**Practice Sheet Hot**  
Solve these arithmagons



A Bit Stuck?  
Testing triangle

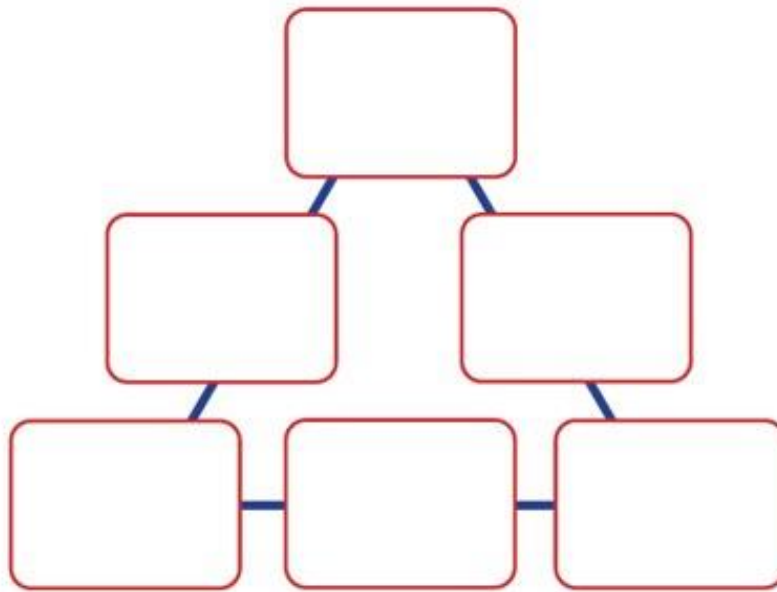
Things you will need:  
• 1-6 number cards



What to do:

Your challenge is to arrange the six number cards in a triangle so that the total of each side is 10.

It will need some trial and improving!



HINT:

Think about where to put 6.  
It needs to ONLY affect one row.  
Then it needs small numbers either side.

A Bit Stuck?  
Testing triangle



1	2	3
4	5	6



Think

### Check your understanding:

#### Questions

Write the missing numbers:

$6 + 8 + \square = 20$

$7 + \square + 4 = 18$

$\square + 45 + 25 = 100$

Write three possible pairs of missing numbers:

---

100		
60	?	?

---

Write three possible pairs of missing numbers:

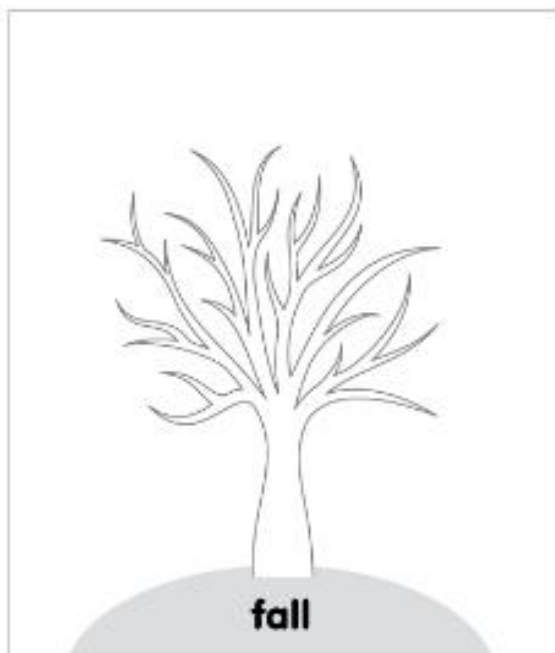
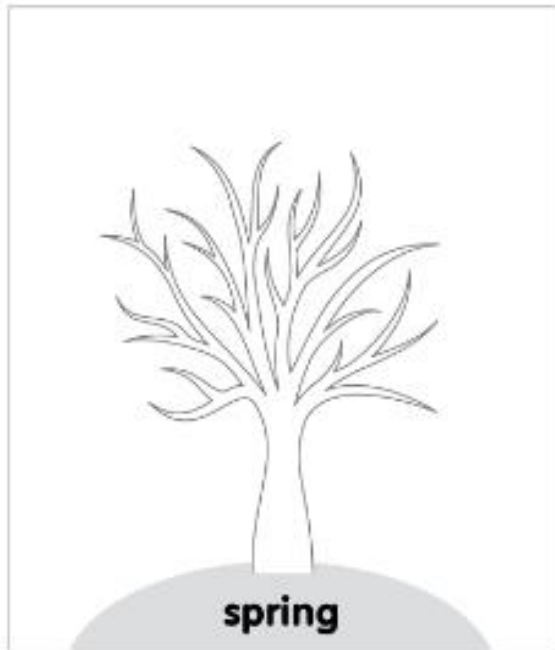
80		
30	?	?

## Religious Education

We will be studying Christianity particularly Easter. Our Key Question Is it true that Jesus came back to life again? Today we are going to looking at the different seasons. We are nearly coming out of Winter (at the end of February) and we are about to enter Spring. At this time we think about new life. The tree often starts to show new life at this time of the year. We would like you to show the tree through different seasons. Follow the links below to watch some time lapse videos to give you some ideas.

<https://www.bing.com/videos/search?q=four+seasons+time+lapse+videos&docid=607988480083625019&mid=A1114D10801B004A180DA1114D10801B004A180D&view=detail&FORM=VIRE>

## Make A Tree - Four Seasons



2 - We call Fall Autumn.



## Storytime

*Follow the link below to hear Julia Donaldson reading her own stories.*

<https://www.facebook.com/ScholasticUK/videos/228589068636042/>

# Friday Fun

This is a bit of fun for the children to show us what they have learned this week. I know it's tricky and tempting to help but if you could let them have a go on their that would be great.

...

\* Required

1. Name \*

Enter your answer

2. What was the name of the child in the new version of the story? \*  
(1 Point)

Enter your answer

3. What animals had the star in the changed version of the story? There are three of them. \*  
(3 Points)

Enter your answer

4. In maths what is  $43+23=$  \*  
(1 Point)

☐ 66

☐ 56

☐ 67

---

5. Can you find any numberbonds to 10 in these addition sentences \*  
(1 Point)

- ☐  $2+7+8=$
- ☐ Yes
- ☐ No
- ☐ Maybe

6. What are the adjectives in this sentence? The fluffy, ginger, soft cat sat on the orange mat. \*  
(1 Point)

Enter your answer

7. Can you name a famous person from our Topic: Movers and Shakers who made a difference to the world? \*  
(1 Point)

Enter your answer

8. Can you name the four seasons? \*  
(4 Points)

Enter your answer

9. What is Neil Armstrong famous for? \*  
(1 Point)

- ☐ First man on the moon
- ☐ First man to sail around the world
- ☐ First man to fly an areoplane

---

10. How would you rate this weeks learning. 5 is high 1 is low. \*



You have got to the end of the week. Well done! You have worked really hard we hope you have enjoyed it and tried your best. We would love to see some of your work. Maybe you could take a photo of your favourite piece of Maths or English and your mum or dad could email it to us. [year2opa@auroraacademies.org](mailto:year2opa@auroraacademies.org)  
Have a great weekend from Mrs Potter and Mrs Ellwood.