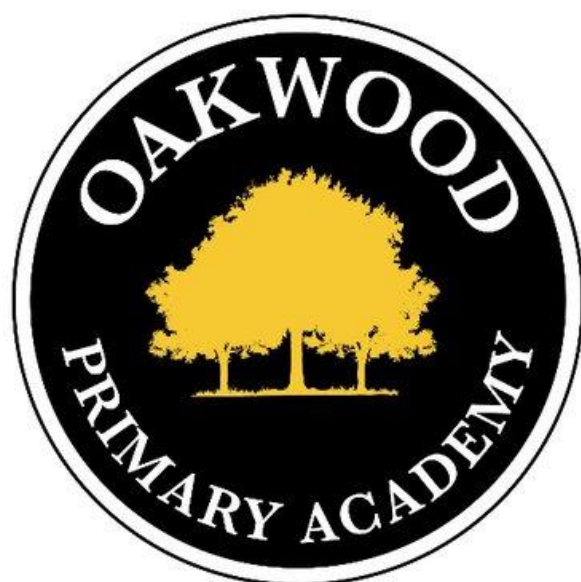


Oakwood Primary Academy



Year 2

Remote Learning Workbook

Week Beginning
8th February 2021

Name.....



Being Better Every Day'

Year 2 Remote Learning Overview - Week beginning: 8/2/21

All learning can be completed on paper or in the booklet.
There is no expectation or need to print out any of these
learning activities below.

Photographs of learning or individual documents can be
submitted by emailing
Mrs Ellwood or Mrs Potter:

CEllwood@AuroraAcademies.org

or

TPotter@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
- English learning and links for this week
- Maths Learning and links for this week
- Wider Curriculum Learning and links for the week
- Purple Mash 'To Do's
- Other links and activities

Weekly Welcome

Monday 8th – Friday 12th 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 this week. It may be a good idea to choose your favourite piece of work from the week to send in! We'll share some of your photographs next week!

For this week, Mrs Potter will be in school teaching, while Mrs Ellwood 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 Ellwood and Mrs Potter

CEllwood@AuroraAcademies.org

TPotter@AuroraAcademies.org

Our Learning Timetable for This Week

	<u>English</u>	<u>Phonics</u>	<u>Maths</u>	<u>Wider Curriculum</u>
Mon	Read the story of Jack and the beanstalk. Write a description of Jack.	Grey group Verbs Red and Orange group 'ir' sound Yellow group 'oa, o-e, ow sound	Subtraction	Topic Mystery bags
Tue	Write a postcard.	Grey group Verbs Red and Orange group 'ir' sound Yellow group 'oa, o-e, ow sound	Subtraction	ICT
Wed	Write the beginning of a story.	Grey group Verbs Red and Orange group 'ir' sound Yellow group 'oa, o-e, ow sound	Subtraction Missing numbers	PE
Thur	Finish the story	Grey group Verbs Red and Orange group 'ir' sound Yellow group 'oa, o-e, ow sound	Subtraction Missing numbers	Music
Fri	Friday quiz	Grey group Verbs Red and Orange group 'ir' sound Yellow group 'oa, o-e, ow sound	Subtraction Word problems	Science Ice cube experiment

You will need 3 ice cubes (or something similar see Friday science) for Friday, so you may want to make these at the beginning of the week.

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.

[illegible]

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://www.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, 144SPCC 2020. Registered charity.
England and Wales 218401. Scotland SC037717. Incorporated by Emily Newman. 3500110 BB

This week we will be reading the story of Jack and the bean stalk and doing activities based on the story. You may already know the story and have the book at home. If you prefer to read your own book that's fine there may be slight differences in the story but that won't matter.



Monday
English

Jack and the Beanstalk.

Once, not twice, but once upon a time there lived a poor widow who had a son called Jack. One day she told Jack to sell their cow, Daisy, at the market.

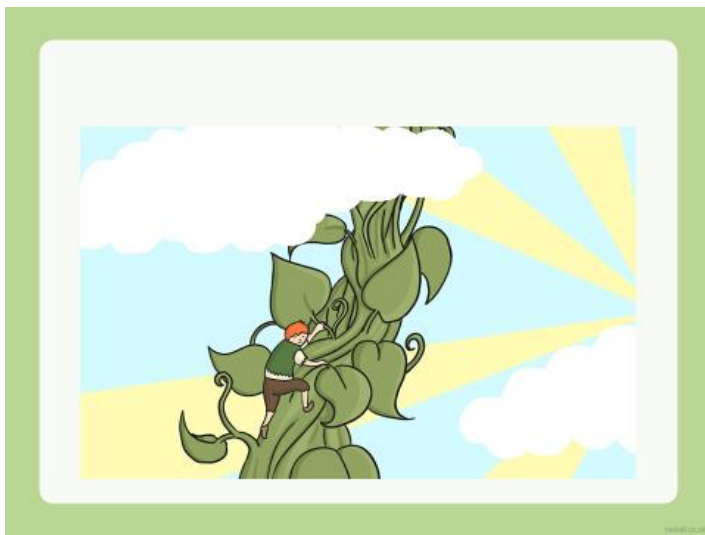


So Jack walked and he walked and he walked until he met a little old man. 'If you sell me your cow, I'll give you not one, not two but three magic beans,' said the old man.



But when Jack got back home, his mother was furious and she threw those beans right out of the window. Early next morning, Jack woke up to find that the

beans had grown into beanstalks, higher than the clouds. So, he climbed and he climbed and he climbed till at last he reached the sky.



There he found a road and at the end of the road was a giant's castle.

Inside was the giant's wife, ugly as a troll's doll. 'Quick, hide in the oven. My husband is coming!' she whispered, opening the greasy oven door.

Sure enough, along came the giant with three bags of gold, thumping, thumping, thumping.

'What's that I smell?' he roared.

'Fee-fi-fo-fum, I smell the blood of an Englishman.

Be he alive or be he dead,

I'll grind his bones to make my bread!'



Luckily, the giant fell asleep, snoring like thunder.

Hoping the giant would not catch him, Jack grabbed the gold, climbed down the beanstalk and escaped.

Oh, his mother was mightily pleased.

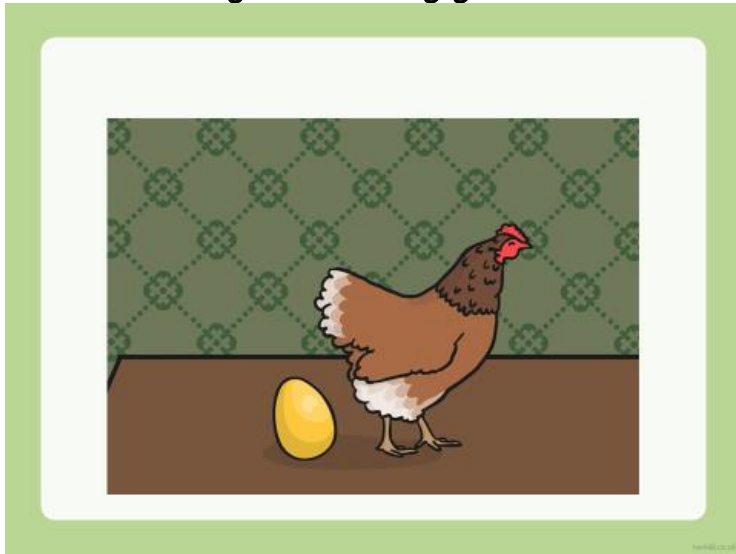
But in the end, the gold ran out so Jack climbed and he climbed and he climbed till at last he reached the giant's castle.

Inside was the giant's wife, ugly as a troll's doll.

'Quick, hide in the oven. My husband is coming!'

she whispered, opening the greasy oven door.

Sure enough, along came the giant with his hen that laid golden eggs.



Thumping, thumping, thumping. 'What's that I smell?' he roared.

'Fee-fi-fo-fum, I smell the blood of an Englishman.
Be he alive or be he dead,
I'll grind his bones to make my bread!'

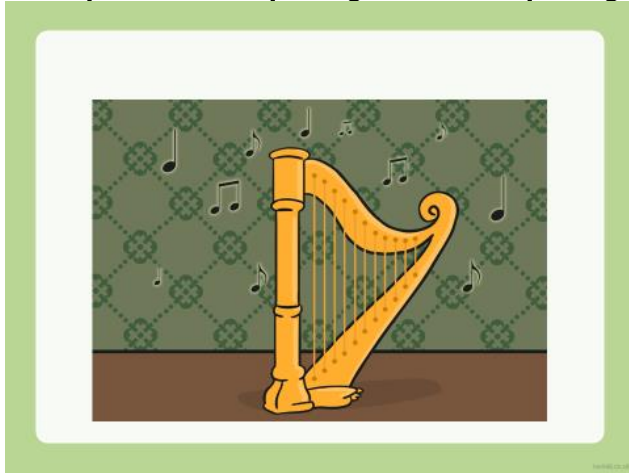
Luckily, the giant fell asleep, snoring like thunder.
Hoping the giant would not catch him, Jack
grabbed the hen, climbed down the beanstalk and
escaped.

Oh, his mother was mightily pleased.

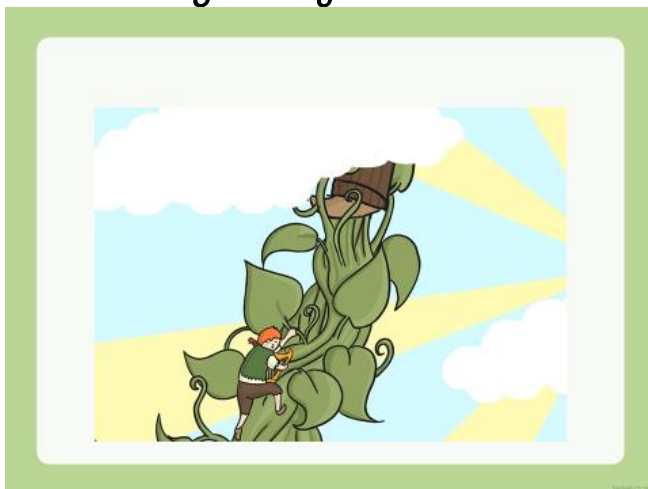
But in the end, Jack was not content so he climbed
and he climbed and he climbed till at last he
reached the giant's castle.

Inside was the giant's wife, ugly as a troll's doll.
'Quick, hide in the oven. My husband is coming!'
she whispered, opening the greasy oven door.

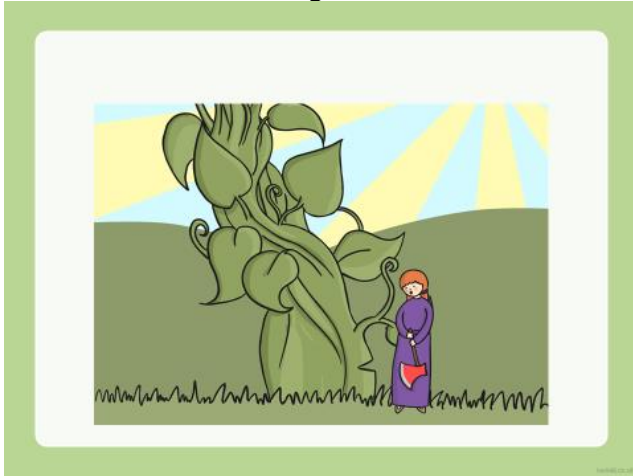
Sure enough, along came the giant with his golden harp, thumping, thumping, thumping.



‘What’s that I smell?’ he roared.
‘Fee-fi-fo-fum, I smell the blood of an Englishman.
Be he alive or be he dead,
I’ll grind his bones to make my bread!’
Luckily, the giant fell asleep, snoring like thunder.
Hoping the giant would not catch him, Jack
grabbed the golden harp and began to run. But the
harp called out, ‘Master! Master!’
Jack got to the beanstalk and began to climb down
but the giant followed him.



As soon as Jack reached the bottom, he called out.
'Mother, bring me an axe!'



As soon as he had the axe in his hands, Jack chopped the beanstalk not once, not twice but three times.

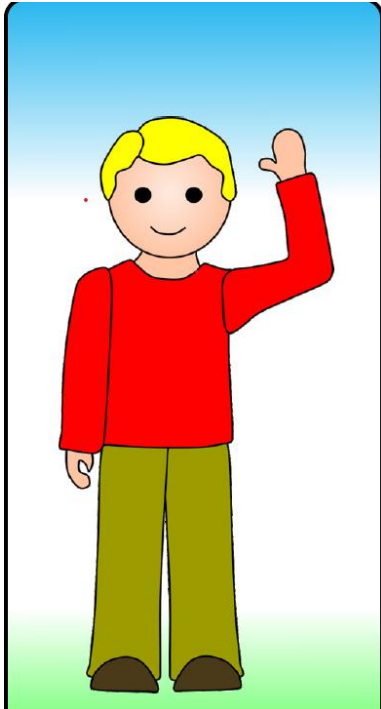
The giant felt the stalk shake and quiver till he began to topple down, down, down to the earth... and the beanstalk came toppling after!



So the giant broke his crown and Jack – why, he married a princess and they all lived happily ever after.

Or so they say!

Retelling c Pie Corbett 2010



This is Jack, circle the words that describe Jack. Then write a description of Jack using some of the words you have circled.

happy friendly clever
caring angry beautiful
rude handsome evil
helpful smart moody
honest ugly kind
wicked nasty scary
cross shy mean pretty
horrible sly polite
grumpy calm furious
unkind fierce bold

LO I can use adjectives to describe a character.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Monday Phonics

Red and Orange group 'ir' phonic sound

<https://schools.ruthmiskin.com/training/view/BN7Yvvee/3Z5p7tQE>

Red and Orange group 'ir' spelling

<https://schools.ruthmiskin.com/training/view/evibBCVp/3lgIINDQ>

Yellow group <https://schools.ruthmiskin.com/training/view/lt4KQxli/UjpfqPpn>


Grey group

Unit
5

Verbs

Doing words are called verbs.

The tiger **hides** in the bushes.





Verbs tell us what someone or something is **doing**.


Getting started


Write a sentence for each picture.
Use the verbs from the box to say what is happening.
The first one has been done to help you.


eating jumping flying sleeping crying reading


1.

The boy is reading.

2.


3.


4.


5.


6.


12

Monday Maths

Learning Reminders

Subtract 10s from 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

We know that Spider moves down the grid to add 10s.

Which way does Spider move to subtract 10s?



$$48 - 20 =$$

Learning Reminders

Subtract 10s from 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

Spider is on 48 but we want to subtract 20. She moves up the grid in 10s.

$$48 - 20 = 28$$

Learning Reminders

Subtract 10s from 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

Now Spider is going to subtract 30. She moves three 10s up the grid. Where will she land?

?

$$46 - 30 = 16$$

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

$$46 - 32 = 14$$

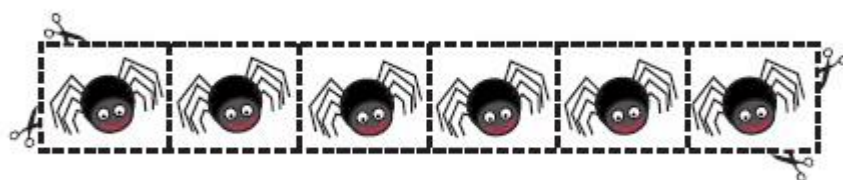
If you are subtracting 10s and ones then spider moves up for the tens.

32 has 3 tens

Then to subtract the ones count backwards along the number square.

32 has 2 ones

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



Pick the sheet that is best for you. Don't forget to challenge yourself.

Taking Away

LO I can subtract using a 100 square

Name _____

$4 - 2 = \square$

$6 - 0 = \square$

$8 - 4 = \square$

$7 - 4 = \square$

$6 - 3 = \square$

$13 - 2 = \square$

$15 - 5 = \square$

$19 - 1 = \square$

$10 - 7 = \square$

$18 - 3 = \square$

$17 - 5 = \square$

$12 - 8 = \square$

$19 - 7 = \square$

$16 - 3 = \square$

$16 - 10 = \square$

$18 - 0 = \square$

$15 - 2 = \square$

$20 - 4 = \square$

Taking Away

Name _____

LO I can use a 100 square and count back in tens and then in ones.

$28 - 16 = \square$

$56 - 32 = \square$

$87 - 64 = \square$

$37 - 13 = \square$

$76 - 30 = \square$

$69 - 52 = \square$

$49 - 26 = \square$

$69 - 48 = \square$

$84 - 70 = \square$

$58 - 31 = \square$

$85 - 55 = \square$

$97 - 56 = \square$

$64 - 42 = \square$

$73 - 31 = \square$

$100 - 60 = \square$

$65 - 23 = \square$

$77 - 66 = \square$

$100 - 80 = \square$

L.O. I can take a 2-digit number from a 2-digit number.

$41-12=$

$26-13=$

$35-15=$

$42-38=$

$24-12=$

$49-38=$

$50-41=$

$46-26=$

$19-11=$

$25-10=$

$41-27=$

$35-15=$

$33-31=$

$40-10=$

$50-25=$

$43-39=$

$20-12=$

$16-13=$

$26-18=$

$44-20=$

$18-12=$

$16-13=$

$25-15=$

$32-28=$

$24-17=$

$47-38=$

$50-45=$

$31-26=$

$19-14=$

$23-14=$

$44-29=$

$35-20=$

$43-37=$

$40-30=$

$50-31=$

$33-29=$

$26-13=$

$48-42=$

$29-22=$

$34-23=$

Monday Topic



Mystery bags.

Can you guess what is in the bag just by feeling it?

You will need some bags that are not see through.

Unusual objects to put inside each bag.

Paper, book or printed sheet to write on and a pencil.

Ask someone in your family to put an object in each bag. Don't look.

Put your hand in the bag and touch what is inside. Describe what you feel then try and guess what it is.

What does it feel like?	Object	Right guess	Wrong guess	What helped you guess? What made it difficult?

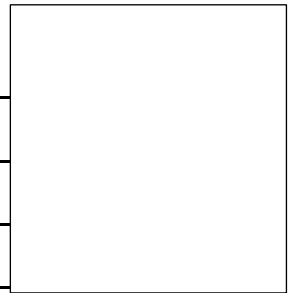
Tuesday English

Now that Jack and his mum are rich they can have a holiday. Where would Jack and his mum go? What would they do when they got there?

Design and write a post card from Jack to his Nan letting her know what a great time they are having and what they are doing.

Back of the post card where you write.

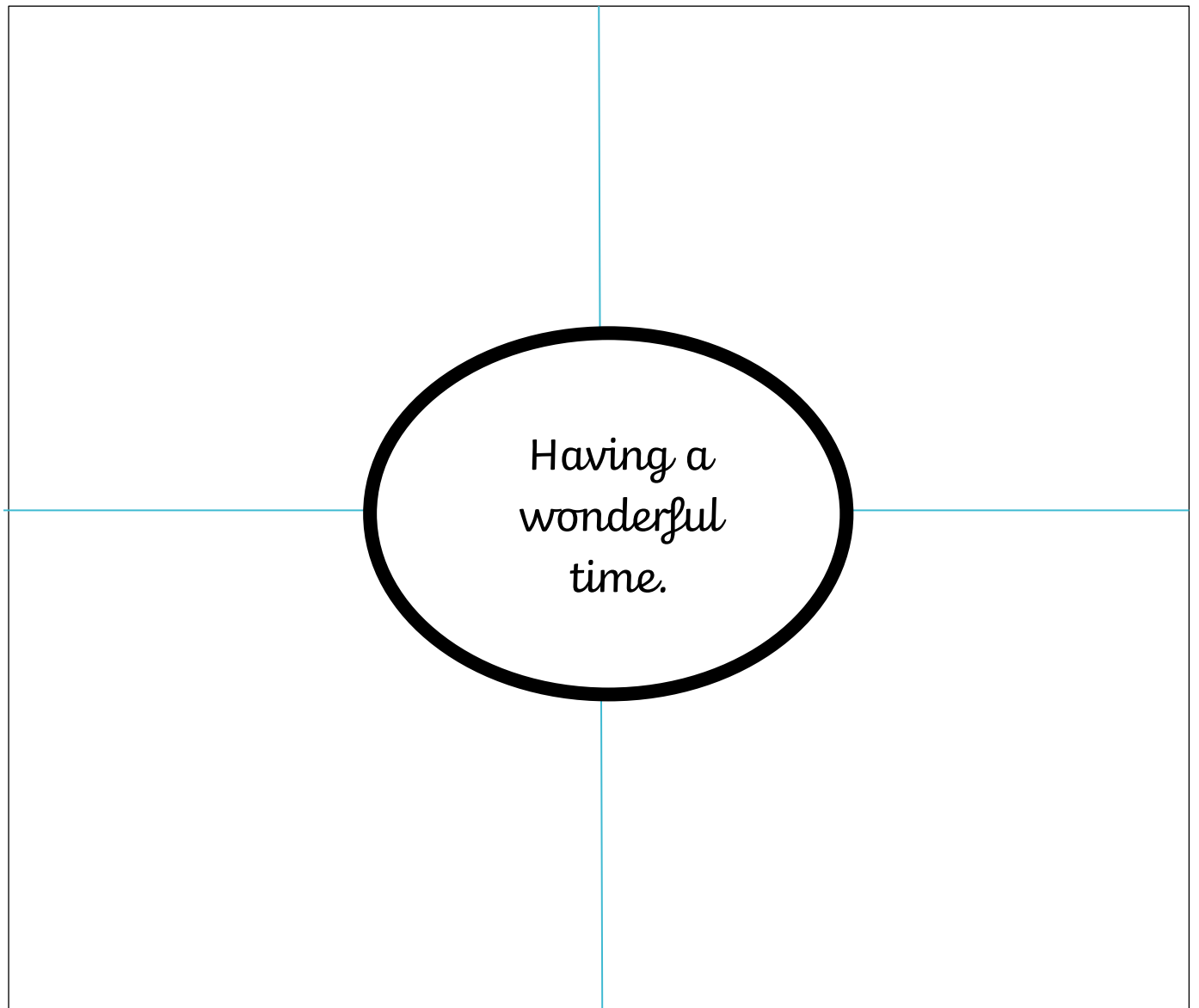
Dear Nan



Back of the post card where you write.

love from Jack

Front of the postcard draw the places Jack visited with his mum

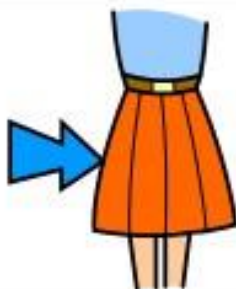


Tuesday Phonics

Red and Orange group

ir

LO I can spell words using 'ir'



Yellow group

Oa/ow/o e

Spell the words:



Read the words and write a sentence for each:

Shadow dozing coach below

Grey group copy the sentences in to your book.

Now try these

Match the nouns with the verbs to say how the animals move.

The first one has been done to help you.

1. Fish swim.

Nouns

1. Fish
2. Birds
3. Snakes
4. Snails
5. Mice
6. Elephants
7. Horses
8. Lions

Verbs

- slither.
- scamper.
- gallop.
- swim.
- prowl.
- slide.
- fly.
- lumber.



Practise your punctuation

., ' ? ! " "

1. Write these sentences correctly.

- a) the frog splashed in the pond
- b) you cut paper with scissors
- c) karen and raza watched television
- d) gary plays his guitar well
- e) mrs green walked to the shops
- f) mr burton hums while he peels the potatoes

2. Now underline the verbs in each sentence.



Tuesday Maths

Using the 100 square like you did yesterday complete the following calculations. Remember to pick the one best for you.

LO I can take away a one digit number from a two digit number.

1) $15 - 4 =$

2) $20 - 9 =$

3) $19 - 7 =$

4) $20 - 5 =$

5) $18 - 4 =$

6) $17 - 6 =$

7) $18 - 7 =$

8) $12 - 5 =$

9) $19 - 9 =$

10) $12 - 7 =$

11) $17 - 9 =$

12) $14 - 5 =$

L.O. I can take a 2-digit number from a 2-digit number.

$18-11=$

$26-18=$

$25-15=$

$32-28=$

$24-17=$

$47-38=$

$50-45=$

$81-76=$

$69-54=$

$23-14=$

$44-29=$

$75-20=$

$43-37=$

$80-30=$

$50-31=$

$93-89=$

$26-13=$

$88-72=$

$29-22=$

$64-53=$

$41-12=$

$56-43=$

$35-15=$

$62-38=$

$24-12=$

$49-38=$

$50-41=$

$46-26=$

$39-11=$

$25-10=$

$71-67=$

$35-15=$

$83-61=$

$100-10=$

$50-25=$

$43-39=$

$20-12=$

$76-63=$

$26-18=$

$94-70=$

L.O. I can take a 2-digit number from a 3-digit number.

$118-11=$

$226-15=$

$125-15=$

$432-21=$

$329-17=$

$149-38=$

$359-45=$

$288-76=$

$669-54=$

$125-14=$

$244-21=$

$775-20=$

$949-37=$

$380-30=$

$955-31=$

$393-81=$

$226-13=$

$588-72=$

$129-22=$

$364-53=$

$541-12=$

$456-43=$

$835-15=$

$469-38=$

$124-12=$

$339-38=$

$450-41=$

$846-26=$

$639-11=$

$225-10=$

$379-67=$

$135-15=$

$683-61=$

$100-10=$

$750-25=$

$243-32=$

$325-12=$

$716-63=$

$426-18=$

$994-77=$

Extension -

1. $145-97=$

2. $123-34=$

3. $456-399=$

Tuesday Computing

Purple Mash 'to dos'

Wednesday English

Let's use our imagination. What kind of adventure would Jack have if the world at the top of the beanstalk was different? Who would he meet? Would he still be rich?



What sort of creatures would live there?



Would they be friendly?



Would they chase him down the beanstalk?



Is it a magic land?



Amazing Adjectives!

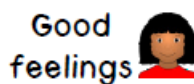
adjectives are words which describe



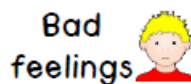
adorable
adventurous
aggressive
annoying
beautiful
clumsy
confident
considerate
excitable
grumpy
handsome
helpful
important
obnoxious
odd
talented
thoughtless
timid
ugly



beautiful
bright
colourful
dark
distinct
dull
fancy
filthy
gleaming
gorgeous
light
long
magnificent
old-fashioned
plain
precious
shiny
sparkling
strange
ugly



brave
calm
cheerful
comfortable
courageous
determined
eager
elated
encouraged
energetic
enthusiastic
excited
fantastic
fine
healthy
joyful
pleasant
pleased
relieved
silly



angry
annoyed
anxious
ashamed
awful
bewildered
bored
clumsy
confused
defeated
defiant
depressed
disgusted
disturbed
dizzy
embarrassed
envious
frightened
hungry
lonely



big
colossal
enormous
gigantic
great
huge
immense
large
little
long
mammoth
massive
mini
minuscule
puny
short
tall
teeny
tiny



ancient
brief
early
fast
late
modern
old
quick
rapid
short
slow
swift
young

Write your own story of Jack and the beanstalk.

Continue the story and use some of the adjectives from the list above. What did Jack see and hear? Was he happy or scared? What adventures did he have in the new land?

Jack climbed and climbed until he reached the clouds at the top of the beanstalk. As he climbed further his head went up above the clouds and he saw...

LO I can use adjectives in my story.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Wednesday phonics

Red and Orange group

WALT: write words containing

ix digraph



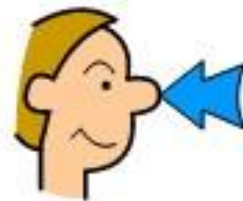




Yellow group

LO I can spell words using 'oa/ow/o-e'







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 _____.



Wednesday Maths

Today we are finding the missing number.

$$60 - ? = 40$$

We know the number of objects is 60

We know the answer, what's left is 40.

To find the missing number take the answer 40 away from the number of objects 60

The missing number is 20

Remember to use your hundred square.

Spider moves up the columns to take away 10s and backwards along the rows to take away ones.

Practice Sheet Mild
Subtracting tens

What number is missing in these calculations?

For example:

$$30 - 7 = 20$$

$$7 + 10 = 30 - (10) = 20$$

1. $50 - 7 = 30$

$$50 - \square = 30$$

2. $60 - 7 = 50$

$$60 - \square = 50$$

3. $80 - 7 = 60$

$$80 - \square = 60$$

4. $40 - 7 = 20$

$$40 - \square = 20$$

5. $60 - 7 = 30$

$$60 - \square = 30$$

6. $70 - 7 = 40$

$$70 - \square = 40$$

7. $53 - 7 = 33$

$$53 - \square = 33$$

8. $65 - 7 = 35$

$$65 - \square = 35$$

Practice Sheet Hot Subtracting tens

What number is missing in these calculations?

For example, $65 - 7 = 48$
 $7 + 20 = 65$ so $65 - 20 = 45$.

1. $67 - 7 = 57$

$$67 - \square = 57$$

2. $55 - 7 = 35$

$$55 - \square = 35$$

3. $92 - 7 = 72$

$$92 - \square = 72$$

4. $89 - 7 = 49$

$$89 - \square = 49$$

5. $38 - 7 = 18$

$$38 - \square = 18$$

6. $99 - 7 = 59$

$$99 - \square = 59$$

7. $81 - 7 = 31$

$$81 - \square = 31$$

8. $77 - 7 = 27$

$$77 - \square = 27$$

LO I can identify the missing number in each of these subtractions.

$60 - \square = 40$

$160 - \square = 70$

$70 - \square = 10$

$130 - \square = 50$

$90 - \square = 20$

$150 - \square = 110$

$100 - \square = 70$

$170 - \square = 100$

$50 - \square = 0$

$150 - \square = 80$

$120 - \square = 90$

$180 - \square = 90$

$140 - \square = 80$

$160 - \square = 140$

$90 - \square = 40$

$150 - \square = 70$

$130 - \square = 100$

$190 - \square = 120$

Taking Away

Name _____

Find the missing number in each subtraction.

$$12 - \square = 5$$

$$24 - \square = 18$$

$$14 - \square = 10$$

$$22 - \square = 14$$

$$13 - \square = 8$$

$$20 - \square = 9$$

$$17 - \square = 11$$

$$25 - \square = 16$$

$$16 - \square = 6$$

$$23 - \square = 21$$

$$15 - \square = 0$$

$$22 - \square = 15$$

$$20 - \square = 12$$

$$26 - \square = 14$$

$$19 - \square = 19$$

$$28 - \square = 23$$

$$21 - \square = 18$$

$$30 - \square = 10$$

Wednesday PE

P.E. Wednesday

Get your parents to join in with Cosmic Yoga.

https://www.youtube.com/watch?v=j_3weVPH0-U

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>

Thursday English

Now that Jack has found the new world at the top of the beanstalk. What adventure did he have and how did it end?

LO I can use adjectives in my story. -

Now check your writing. Have you used capital letters and full stops? Have you used some of the adjectives from the list above?





Thursday Phonics

Red and Orange group

Words and Pictures
Name: _____
Date: _____

ir 
dirty shirts

Can you complete the missing sounds for each 'ir' word?

		
_____	_____	_____
		
_____	_____	_____

Complete the handwriting line then complete and read each word.

ir ir ir

f _ _	s t _ _	th _ _ d
t w _ _ l	th _ _ t y	th _ _ s t y
b _ _ th d ay	s qu _ _ t	s qu _ _ m
s _ _	wh _ _ l	s w _ _ l

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



Yellow group

LO I can spell the words:

oa/ow/o-e



Read the words and write sentences:

Road

toast

foam

Grey group

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.



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 |

Thursday Maths

When the missing number is at the beginning of the number sentence like this

$$? - 12 = 19$$

add the other 2 numbers together to find the missing number like this

$$12 + 19 = 31 \text{ so the missing number is } 31$$

The answer

$$31 - 12 = 19$$

Try these and remember to pick the right one for you and use your number square.

When the missing number is at the beginning of the number sentences. Add the last 2 numbers to find the missing number.

$$10 - \underline{8} = 2$$

$$\square - 5 = 7$$

$$\square - 2 = 12$$

$$\square - 8 = 5$$

$$\square - 6 = 12$$

$$\square - 9 = 4$$

$$\square - 3 = 12$$

$$\square - 5 = 15$$

$$\square - 9 = 12$$

$$\square - 3 = 15$$

$$\square - 4 = 12$$

$$\square - 6 = 15$$

$$\square - \underline{4} = 6$$

$$\square - 2 = 9$$

$$\square - \underline{3} = 7$$

$$\square - 1 = 3$$

$$\square - \underline{9} = 1$$

$$\square - 0 = 14$$

LO I can find the missing number.

$$\square - 7 = 14$$

$$\square - 3 = 23$$

$$\square - 5 = 18$$

$$\square - 8 = 24$$

$$\square - 9 = 20$$

$$\square - 12 = 27$$

$$\square - 9 = 16$$

$$\square - 17 = 23$$

$$\square - 7 = 12$$

$$\square - 12 = 21$$

$$\square - 3 = 16$$

$$\square - 8 = 20$$

$$\square - 5 = 19$$

$$\square - 18 = 21$$

$$\square - 2 = 14$$

$$\square - 16 = 27$$

LO I can identify the missing number in each of these additions.

$$32 - \square = 24$$

$$59 - \square = 46$$

$$28 - \square = 17$$

$$66 - \square = 45$$

$$\square - 35 = 11$$

$$\square - 8 = 63$$

$$\square - 32 = 14$$

$$64 - \square = 57$$

$$50 - \square = 25$$

$$70 - \square = 54$$

$$39 - \square = 23$$

$$\square - 18 = 38$$

$$\square - 16 = 50$$

$$\square - 20 = 44$$

$$59 - \square = 33$$

$$91 - \square = 75$$

$$\square - 12 = 52$$

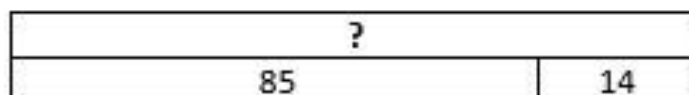
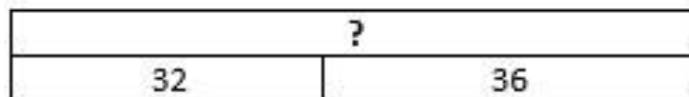
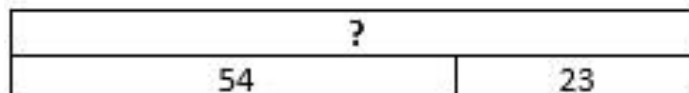
$$84 - \square = 52$$

This one is a challenge

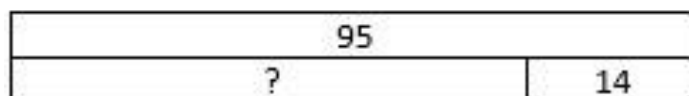
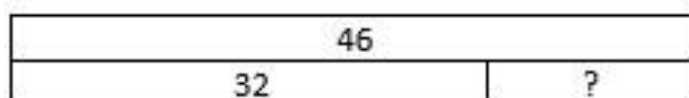
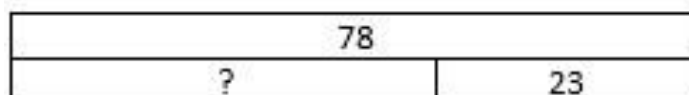
Addition and Subtraction Unit 2

Problem solving and reasoning questions

Write the missing number in each bar diagram.



Write the missing number in each bar diagram.



Thursday Music

Year 2 Home learning

Warm-ups

Can you remember this fun warm up from last week to get your body moving?

<https://www.youtube.com/watch?v=1gUbdNbu6ak>

Follow this web link to make your own pitch journeys- travelling up and down like a roller coaster... or anyway you like. Use the programme to move the pitch up and down, then try to copy the sounds you make with your voice. Try some interesting shapes and pitch patterns.

<https://creatability.withgoogle.com/sound-canvas/> (this is easiest on a touchscreen like a tablet but you can use a computer with touchpad or mouse... it's just a bit harder for the children to control)

Main activities

Sing "Hands in the air" song you should be really familiar with this song by now... so this week practise really sing out loudly and clearly.

- Make sure your words are clear- open your mouth to let the sounds out... your mouth has to work much harder when you're singing- really exaggerate the mouth shape for each word.
- When you sing try to match the pitch of your voice to the pitch you hear being sung... can you go up when the song goes up and down when it goes down?
- Can you sing the song by heart now? (That means from memory without reading the words)... check the order of the verses... and also check you remember "nananana" and "lalalala"

<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

EXTRA CHALLENGE: If you found all that easy... can you clap along while you sing too?

Join the band we have spent quite a lot of time learning about the instruments in an orchestra. Today we are going to look at instruments that are commonly found in a band Listen to this short video and make a list below (or on a scrap of paper) of the instruments that are playing.

<https://www.bbc.co.uk/teach/bring-the-noise/primary-music/yolanda-brown-meet-the-band/zmj4y9q>

Question: Which instrument was your favourite and why?

Layers of sounds

Although some music is just for one instrument, most pieces of music are played by several instruments all playing together. Each instrument has a different role to play and the sounds are layered together to create the overall effect. Follow this link to find an activity linked to our song "Hands in the air" where you can explore how the layers of sounds are built up.

<https://www.bbc.co.uk/games/embed/bring-the-noise?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2F>

[teach%2Fbringthe-noise%2Feyfs-ks1-music-play-it-bring-the-noise%2Fz4sq92p](#)

- Select Play button (triangle), select Layer it, select song Hands in the air
- There are four buttons for the four layers- voices, electric guitar, bass guitar and drums. By pressing these buttons, each instrument can be turned on and off Try these things out using "Layer it"
- Listen to the whole piece with all of the instruments playing Can you hear each instrument? ☐ `Electric guitar ☐ Bass guitar ☐ Voices ☐ Drums Which instruments are easiest to hear? Which instruments are more in the background?
- Now listen to each instrument play on its own, by turning off the other instrument buttons how does it sound? Does it play all of the way through the song? What do you think is the job of that instrument? How would you describe the sound when it plays on its own?
- How does it sound if you combine perhaps two of the instruments? If you only had two people to play in your band, which two instruments would you choose?
- Now that you have explored the different layers of sounds, start/ stop different instruments as the music plays. Try to make a contrast between sections with all of the instruments playing, and sections with just one or two of the instruments.

Tip: it will probably sound best if you make changes to the layers at the end of one line/ chorus/ section ready for the beginning of the

Friday English

Friday quiz

What did Jack steal from the giant?

What did Jack do to stop the Giant catching him?

When the giant could smell Jack what did he say?

What was the easiest thing to guess in the mystery bags and why?

Which way do you move the spider on 100 square when you subtract 10s?

? - 6 = 17 what do you have to do to work out the answer?

9 - ? = 6 what do you have to do to work out the answer?


'Jack grabbed the gold' which word is the verb?

'Higher than the clouds' and 'Snoring like thunder' are both similes. Can you write another simile?

Friday Phonics

Red and Orange group

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

	dirty shirts	ir
---	--------------	----

Read, add sound buttons then write and check.

Read and add sound buttons	Write & Check (1)	Write & Check (2)
first		
girl		
bird		
birthday		
thirty		
dirty		
stir		
third		
skirt		
shirt		

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

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

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 'ir' grapheme.



Yellow group

LO I can spell words with 'oa/ow/o-e'



Unit
9

More sentences

Often the second part of a sentence tells us more about the first part.

Tom is going to play football
when he gets home from school.



The word **when** tells us the **time** Tom is going to play football.

Jacob can't go and play football
because he has to tidy his room.



The word **because** tells us the **reason** Jacob can't play football.



Getting started

Join these sentences with *when* or *because*.

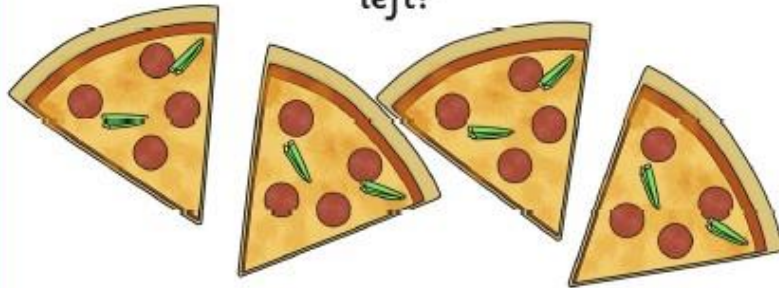
The first one has been done to help you.

1. I went to the shop _____ Mum needed some milk.
I went to the shop *because* Mum needed some milk.
2. Tom put on his coat _____ he was cold.
3. The teacher asked for quiet _____ the lesson started.
4. Megan knocked on Nina's door _____ she was ready.
5. Ali practised hard _____ he wanted to pass his piano exam.

Friday Maths

<p>I have 10 bananas the monkey comes and eats 5 of them, how many do I have left.</p> 	
<p>There are 15 sweets in the bag, my friend takes out 8 sweets from the bag. How many are there left?</p>	
<p>I go to the cinema. There are 20 people in the cinema. 4 of them decide to leave. How many people are there left in the cinema.</p>	
<p>There are 22 cakes for the winter fayre, my friend Tamsin takes 12 cakes, and how many do I have left?</p>	
<p>There are 15 children in the class, 5 children are snowmen in the Christmas play, and how many children in the class are not snowmen?</p> 	
<p>There are 31 children in year 2. 26 children are in 2h. How many are there in the other class?</p>	
<p>There are 25 chocolates in the Christmas calendar, 16 have already been eaten, and how many are left over?</p>	
<p>There are 26 children in the class, there are 14 boys, how many children are girls.</p>	

If you have 67 slices of pizza and 15 slices are eaten, how many slices would you have left?



twinkl.co.uk

If you have 100 flowers and give 34 of them away, how many would you have left?



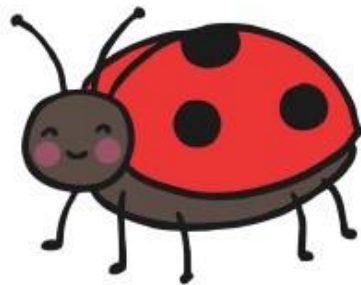
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If you invite 53 people to a party and 24 of them say they can't come, how many people will be at the party?



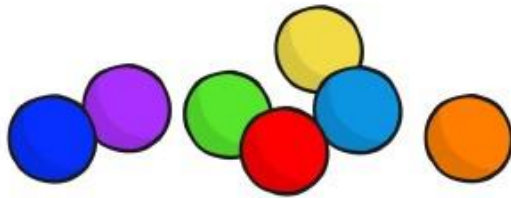
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If you count 85 ladybirds in your garden
and 21 fly away, how many ladybirds
would be left?



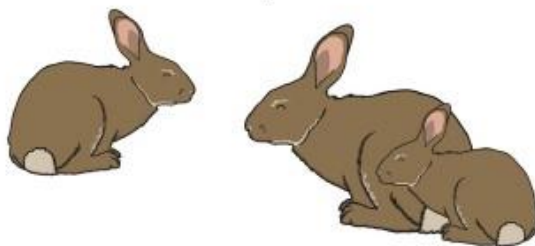
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If you have 57 gobstoppers and eat 18 of
them, how many would you have left?



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If you count 67 rabbits in a field and 52 of
them hop away, how many rabbits would be
left?



twinkl.co.uk

Friday Science

We are going to do a science experiment to see how long we can keep an ice cube frozen.

If you don't have an ice cube tray then freeze some water in containers that are the same size. You can also use 3 small plastic bags and tie up the tops make sure there is the same amount of water in each to make it a fair test.

You will need

3 ice cubes or containers or bags (see above)

3 different materials to wrap them in e.g. drawing paper, foil, bubble wrap, toilet paper, fabric etc.

A tray or plate to put them on so that when they start to melt they don't make any mess.

What you have to do.

- 1 make sure your ice is properly frozen.
- 2 get 3 different materials think about which ones will help keep your ice cube frozen the longest.
- 3 Take one ice cube out of the freezer and wrap it in the material. You might have to tie string around it or use an elastic band to hold the material around the ice cube. Return it to the freezer and do the same with the second ice cube. Wrapping it in different material. Then do the last ice cube.
- 4 put the 3 wrapped ice cubes on the tray or plate.
- 5 Decide where to put your ice cubes, keep them together.
- 6 Check on them regularly to see which one stays frozen the longest.

What did you find out?

<i>What materials did you use?</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<i>Where did you put your ice cubes?</i>	<hr/> <hr/> <hr/> <hr/>
<i>What happened?</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<i>Can you explain your results?</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>





