



HILL WEST *Primary*

FOUR OAKS

Home Learning Pack

Year 2

Week Beginning: wb 18.1.2021



Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

Phonics English Hubs

Online phonics lessons for the Letters and Sounds phonics programme.

<https://www.wandleenglishhub.org.uk/lettersandsounds>

World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%3D%3D>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Beanstalk

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and

spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs
<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggs

Key Question Week 3: How would you travel on the surface of the moon?
Key Text for Linked Learning: The Story of Neil Armstrong (A biography)
Linked Learning: DT, English and History
This week the children will continue their journey into Space! In Design Technology, the children will be exploring mechanisms and movement so that they can create a buggy, which can travel on the moon. Following on from last week, the children will be focusing on assembling wheels and axels to create functioning wheels for their space buggy. They will begin to junk model their space buggy. In English, children will continue to explore the text type- biographies- focussing on a different feature each day. They will be looking at writing in the third person and the past tense, writing events in chronological order and linking dates to them. In History, the children will be revisiting their knowledge of timelines and relate this back to the first landing of the Moon.
Maths: This week in maths, children will continue to focus on addition and subtraction looking at adding 5, 1-digit numbers looking out for number facts to help and sort additions into how they need to be worked out. They will then sort subtractions according to how they can be worked out.
Science: This week children will be investigating the materials needed to build a successful space buggy, thinking about the properties of the materials needed and what they will need to do in order to be purposeful.
History: see above
Geography: <i>The children will revisit the four countries of the UK and their capital cities.</i>
Computing: The children will begin to create their own document on 'paint' to produce their piece of artwork and save their work.
Music: <i>The children will begin to incorporate their own body percussion/untuned instruments to accompany the song 'I wanna be in a band'.</i>
Art: <i>To begin to use a range of tools in a computer program to reproduce a style of art such as line, shape and colour.</i>
Design Technology: see above
PDW/RE: Children will understand how to keep safe when using the internet.
P.E: Using their enhanced travel and positioning skills children will take part in small matches (no tackling) where children have to score goals by manoeuvring around a defender or passing to their team effectively.

Here is a list of the Year 2 spellings, which the children are expected to learn off by heart by the end of Year 2. They are stuck into the homework books but just in case you need a new copy.

Y2 Half Term 1	Y2 Half Term 2	Y2 Half Term 3	Y2 Half Term 4	Y2 Half Term 5	Y2 Half Term 6
after	again	any	bath	because	beautiful
behind	both	break	busy	child	sugar
class	Christmas	climb	clothes	children	plant
door	cold	even	every	eye	father
find	gold	grass	everybody	money	hour
floor	hold	great	half	most	improve
kind	old	many	move	only	prove
mind	told	pass	should	fast	Mr/ Mrs
poor	water	steak	could	past	parents
sure	whole	wild	would	last	people
more	while	who	good	pretty	path

We are evolving as online teachers all the time and as such we have tweaked the learning packs for this week. We are trying to make them as easy to navigate as possible. We have organised them by day instead of by subject. Please let us know if this is any easier to use.

We are really enjoying seeing you all each day and you will notice that we are all taking turns to go into school to teach and teach online. So each week we are swapping! Hope you are all keeping safe and well.

Love your Year 2 team

x

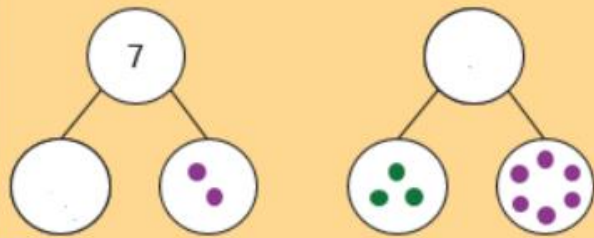
Monday 11th January

Maths:

18.11.21

Retrieval

Complete the part-whole models.



Identify the number that is **not even**.
Explain how you know.

6 9 0 8
2 10 4

There are 2 robins and 4 blackbirds in the garden.
How many birds are there altogether?



Write a calculation to help solve this problem.

There are 8 insects altogether.
3 are butterflies.

How many are caterpillars?



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

Create a line of numbers. Here's how:

1. Start with 1 then 2. Now add these two numbers to get the next number in your line.

	1	2	3	5

2. Now add the last number to the number before it to get the next number.

3. Add the last number to the number before it to get the next number.

4. Keep going like this until your answer is over 100.

5. Draw a circle around the even numbers. Discuss what you notice.

6. Start again. Make a new line of numbers in the same way but this time, start with 1 and 3.

	1	3	4	7

7. Keep going until your answer is over 100.

8. Draw a circle round the even numbers. Discuss what you notice.

9. Create at least 5 lines of numbers. Try starting with 1 and 4. Try starting with two even numbers, for example 2 and 4. What happens if you start with 2 and 3?

10. When you have at least five lines, write what you notice about the patterns of even and odd numbers in your lines.

Challenge

Create a new line of numbers starting with 1 and 11. Look at the pattern in the ones digits and compare it with the first line you created.

Adding 2-digit numbers

Sheet 1

Work out the answers to these calculations using the landmarked line. Show your jottings.

$35 + 22$

$35 + 32$

$53 + 35$

$53 + 45$

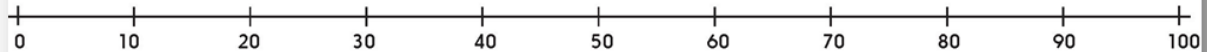
$46 + 33$

$71 + 27$

$44 + 25$

$63 + 36$

$76 + 25$



Solve these additions, exchanging ten ones for one ten.



$6 \text{ tens and } 7 \text{ ones} + 2 \text{ tens and } 8 \text{ ones} = \underline{\hspace{2cm}}$

	3	7
+	2	5
+		



Compare the two bar models.
What do you notice?

Harris has 36 football cards. Anaya has 18.
How many do they have altogether?

Fatima and Ben are solving this calculation:

$56 + 39$

Work out the answer and explain your method to a friend.

I counted on from 56, counting on first in tens and then in ones.



I added all the tens together and all the ones together. Then, I put the tens and ones back together.

Which do you think is the best method? Why?

Do you think you could have improved the method that you used to work out the question? How?

Literacy:

Monday 18th January 2021

Handwriting

Capital: A

break letters: b, p, g, q

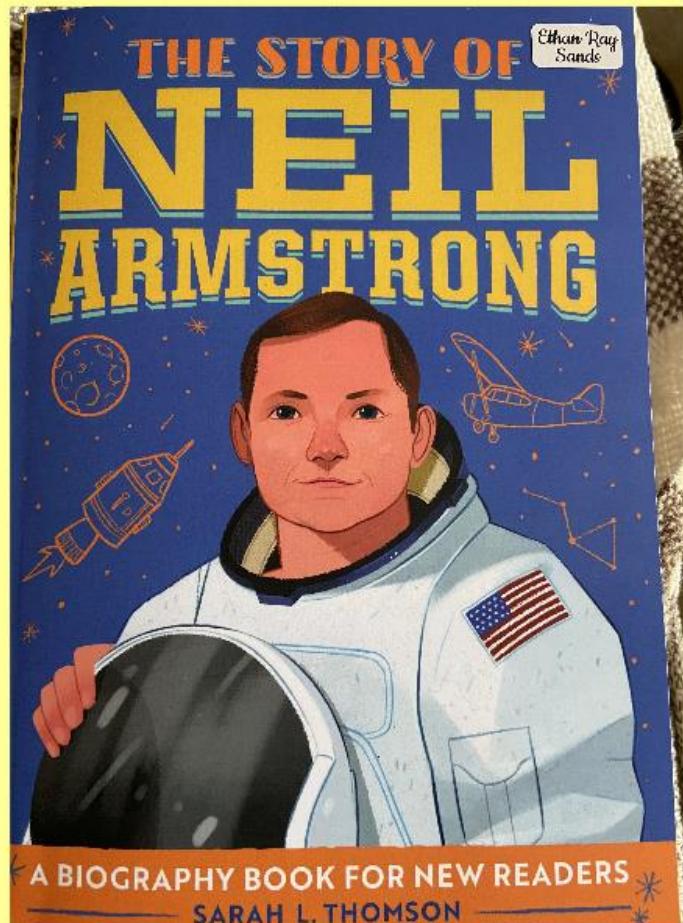
Spelling and Grammar

Cross out the e and add the following endings

	ing	ed	er
hike e	hiking	hiked	hiker
shine			
hope			
take			
write			
make			
like			
ride			

What Genre
do you think this
book is?

Do you think this
is fiction
or non fiction?



Features of a Biography

Purpose:

to give an account of someone's life.



Tense:

- written in the past tense
- Closing statements may use present/future tense

Structure:

Opens with an **attention grabbing** introduction that summarises the main events of the person's life and makes the audience want to read on.

Key events are written in **chronological order**.

Early life, family, home and influences help the audience to understand the person.

Use relevant images and captions for interest.

Concludes with what they are doing now, or how they are/will be remembered.

Include:

- information about their personality
- specific facts about achievements, influences and significant people

Include:

- their feelings about different points and events in their life
- quotes from the person themselves, or other key people

Include:

- third person pronouns, such as:
he, she, they, himself, herself, it, their, them

Include:

- adverbials, such as:
accordingly
consequently
therefore
hence

Include:

- ellipses, repetition, and time conjunctions to link sentences and paragraphs, such as:
then, after that, this, firstly, whenever



CHAPTER 1

A LEGEND IS BORN

Meet Neil Armstrong

A boy who'd been born on an Ohio farm dreamed of floating above the earth. Night after night, he would hold his breath and rise slowly into the air. Houses and trees and cars grew small beneath him. The boy's name was Neil Armstrong.

Humans have always longed to fly. In 1903, brothers Wilbur and Orville Wright built the first powered airplane. A dream of flight had come true.

People kept dreaming. They dreamed of flying higher than an airplane and leaving Earth behind. In 1969, that dream came true as well. Neil Armstrong left his spacecraft and climbed down a ladder onto the surface of the moon. With one step, he became the first human being to walk on another world . . . and one of the most famous **astronauts** of all time.

1



If you look up at the moon tonight, remember the first astronaut who walked on it. How did the boy who dreamed of floating through the sky get to the moon? Let's explore how Neil Armstrong made it there!

2

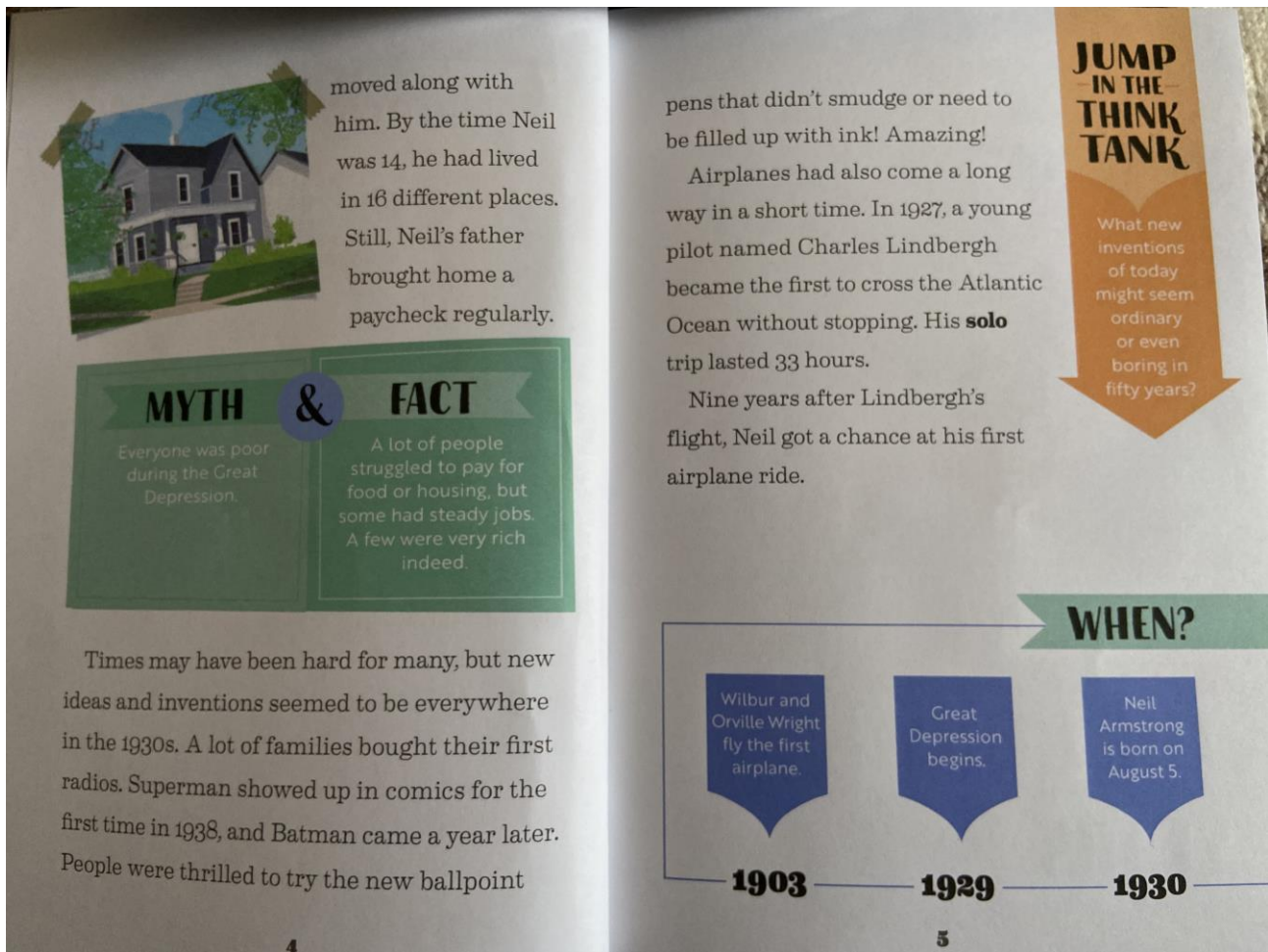


Neil's America

Neil Armstrong's grandparents lived on a farm near the small town of Wapakoneta, Ohio. Neil was born there on August 5, 1930. It was a difficult time in the United States, a time called the **Great Depression**. Up to a quarter of the people in the country could not find work.

Neil's family was lucky because his father had a steady job. To stay in that job, though, he had to move from town to town. His family

3



Third person

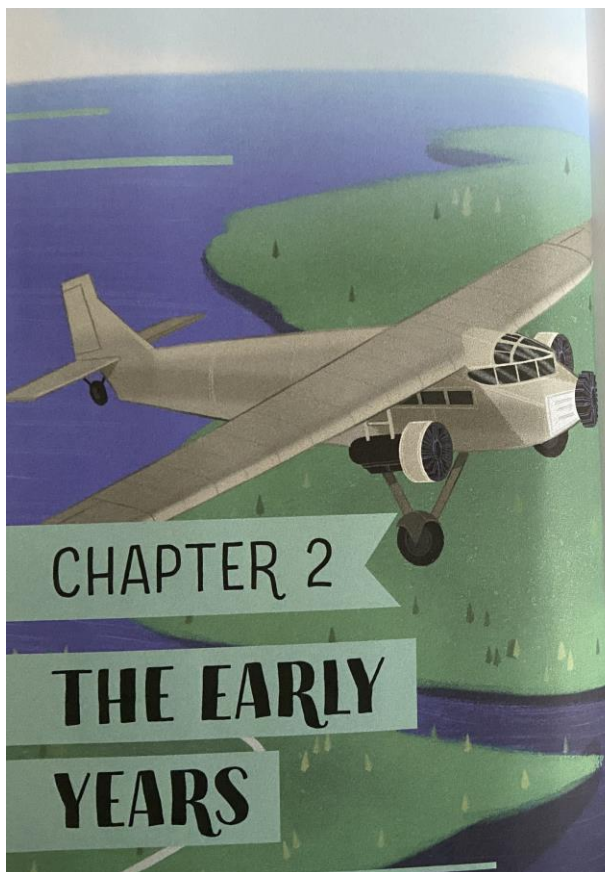
* Third person noun: Boy, man, lady, girl

Write a sentence with a noun.
Underline the noun

*Third person pronoun: he, she, they, himself, herself, it, their, them

Write a sentence with a pronoun.
Underline the pronoun

Now go back to the previous three pages and highlight any nouns or pronouns showing this is written in the third person.



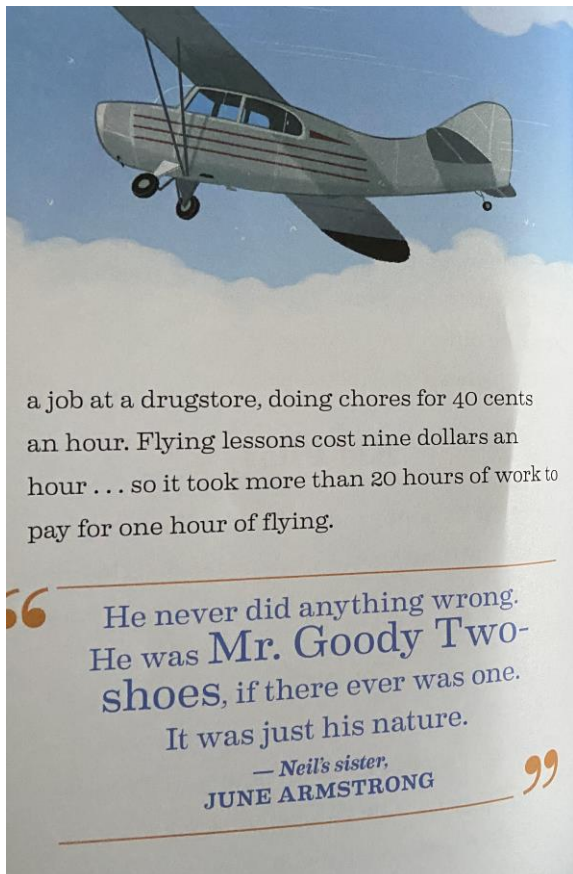
Growing Up in Ohio

It was 1936, and Neil's family was living in Warren, Ohio. Neil was five or six years old. He and his father drove past an **airfield** where a pilot was offering rides. Neil's father decided to give flying a try.

Inside the plane were 12 passengers who sat in chairs woven out of wicker. Everything rattled and shook during takeoff. Neil's father was scared. But Neil? He was thrilled. He'd loved planes ever since he got his first toy airplane as a toddler.

When he was a bit older, he discovered model planes. Slowly, Neil pieced together tiny aircraft from wood and tissue paper. He had a little sister, June, born in 1933 when Neil was nearly two. A brother, Dean, came along in 1935. Sometimes Neil would let June or Dean fly one of his planes out a window. But he kept most of his models,

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a job at a drugstore, doing chores for 40 cents an hour. Flying lessons cost nine dollars an hour . . . so it took more than 20 hours of work to pay for one hour of flying.

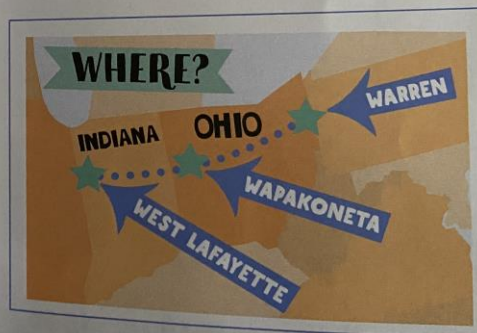
“He never did anything wrong. He was **Mr. Goody Two-shoes**, if there ever was one. It was just his nature.

— Neil's sister,
JUNE ARMSTRONG”

Because Neil was too young to drive, he'd bike or hitchhike out to the airfield. That's where he would climb into an Aeronca Champ for his lessons. On his 16th birthday, August 5, 1946, Neil got his pilot's license. He was thrilled, but a little disappointed, too. He longed to make a record-breaking flight—to be the first to cross an ocean, to fly at the speed of sound, to do *something*.

JUMP IN THE THINK TANK

Would you like to set a record? What can you imagine doing that no one else has ever done?



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One year later, Neil left for college at Purdue University in Indiana. He was 17, and his dream had not changed. He still wanted to design airplanes. The first step was to study **engineering**. College was expensive, but Neil won a **scholarship**, an award that would pay for his education if he spent three years in the Navy.

WHEN?

1946

Neil Armstrong - Early life

This image shows a single sheet of white paper with horizontal 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.

Science:

Monday 18th January 2021

Science

Objectives

Explore the textures and properties of different materials by printing with a selection of items. Make a large collective piece of art showing the variety of materials used by the class.

Science Objectives

- i) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- ii) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Working Scientifically

- 1. Ask simple questions and recognise that they can be answered in different ways.
- 2. Observe closely, using simple equipment.
- 3. Perform simple tests.
- 4. Identify and classify.
- 5. Use observations and ideas to suggest answers to questions.
- 6. Gather and record data to help in answering questions.

Look at the following website:

<https://www.goodto.com/family/things-to-do/how-to-make-a-vegetable-printing-picture-114500>

List any natural and manmade materials you are aware of:

Activities

- 1. Understand the difference between natural and manmade objects and sort into groups.
- 2. Describe the textures and appearance of the different items.
- 3. Explore the texture and various properties (absorbency, flexibility) by using them to print with paint.

Investigation - exploring

Explore the texture and various properties (absorbency, flexibility) by using them to print with paint onto squares of cloth or card.

Vocabulary

Material, properties, absorbency, waterproof, strong

Man made

Natural materials

Task

Cut a design in to a potato



Find a variety of materials to print on to



Dip your potato in paint and print your image on each material



Wait for your creations to dry



Look to see which materials have absorbed the paint



Decide which was the best materials for printing

The best material for printing was _____ because

19.11.21
Retrieval

Complete the calculation to match the hands.



$$\square + \square = \square$$

Draw the number shape missing from the sequence.
Explain how you worked it out.



Solve the problem.
I have 3 flowers.
I pick 5 more.
How many do I have now?



Solve the problem.
There were 10 bulbs
flashing on the Christmas
tree. 5 stopped working.
How many are still flashing?



Subtracting 2-digit numbers

Sheet 1

Use a 1-100 grid and Spider and Fly to solve these calculations.

Record your calculations as number sentences.

1. Subtract 22 from:

48, 75, 66, 58, 89, 77 and 86.

2. Subtract 24 from:

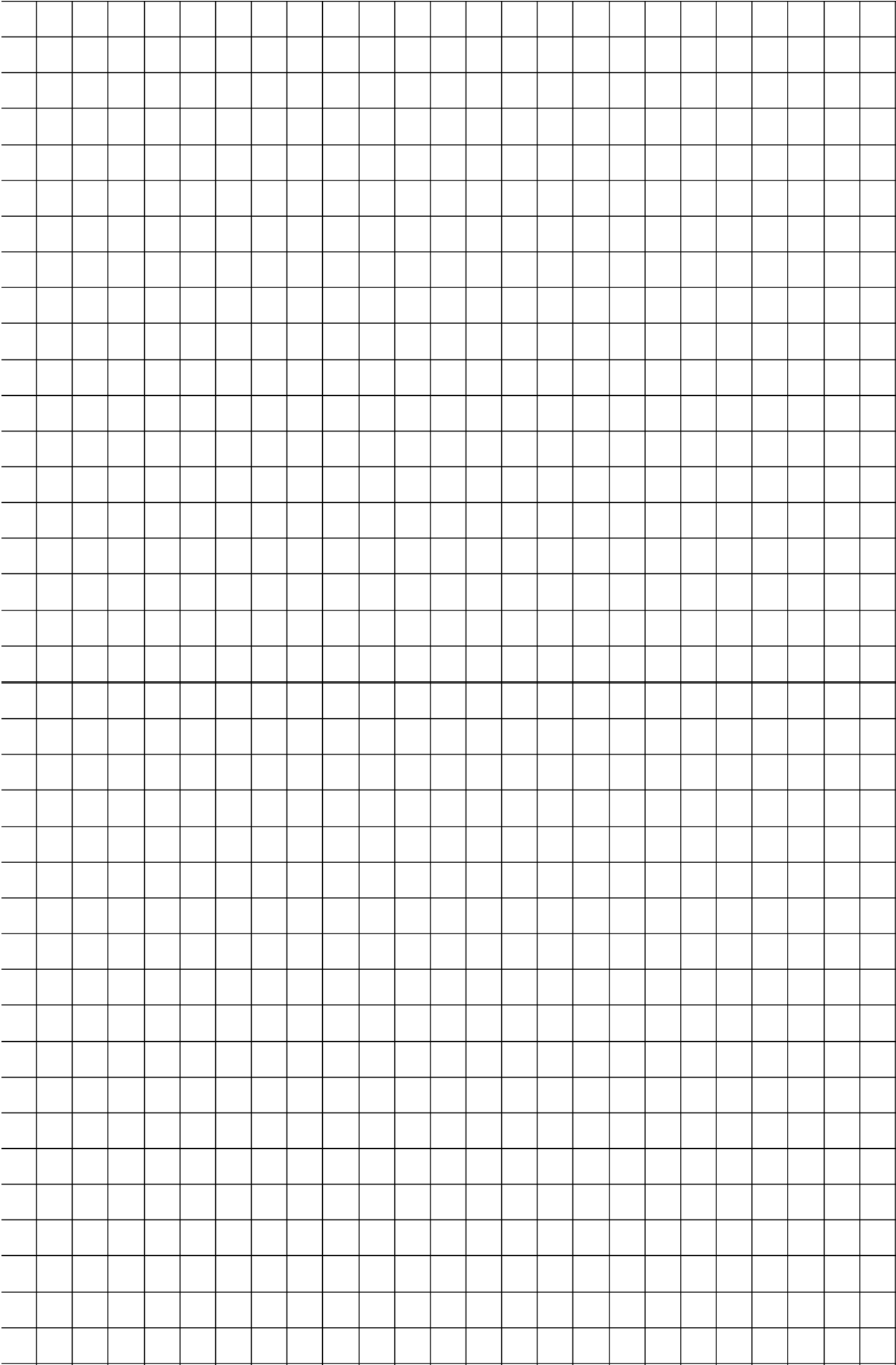
48, 75, 66, 58, 89, 77 and 86.

3. Subtract 35 from:

48, 75, 66, 58, 89, 77 and 86.

4. Subtract 46 from:

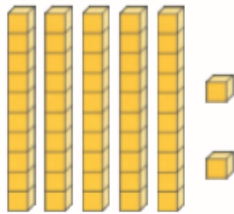
48, 79, 66, 58, 89, 77 and 86.



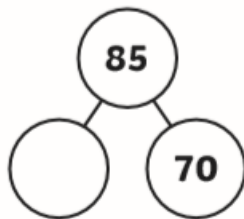
Challenge

Pick another number to subtract from the numbers in question 4 then solve them.

Use base ten blocks to subtract 18 from 52.



$$85 - 28$$



Find all the possible missing numbers to make this correct.

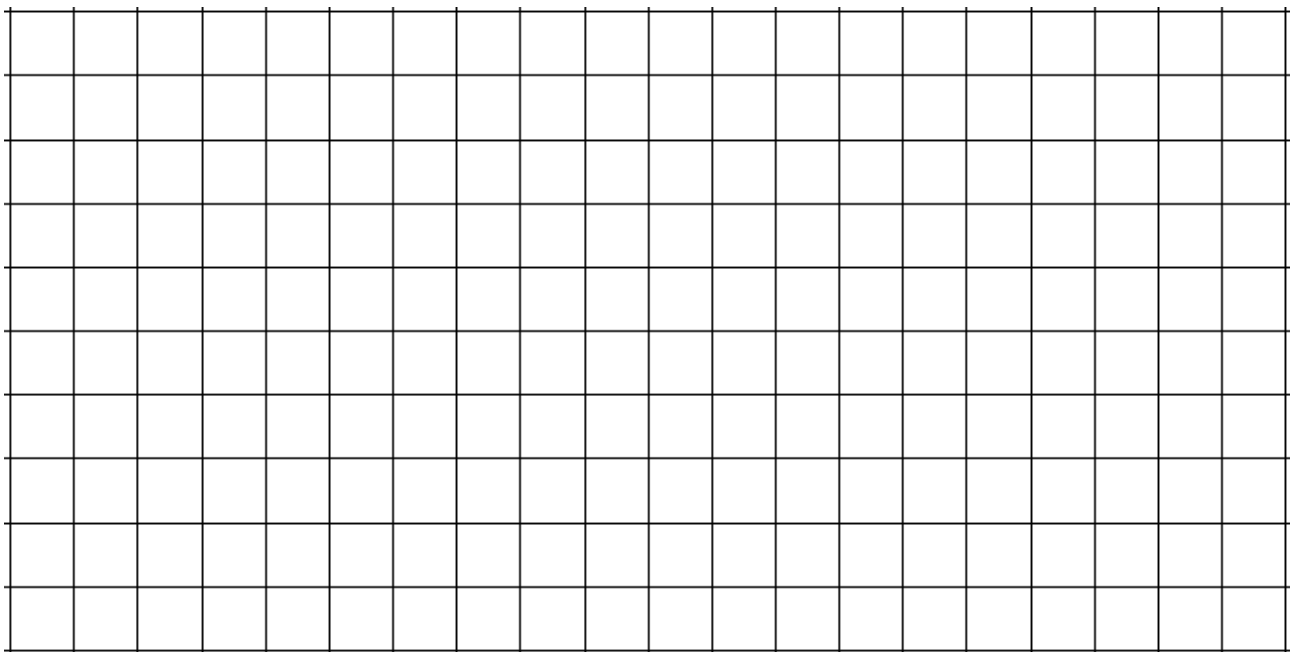
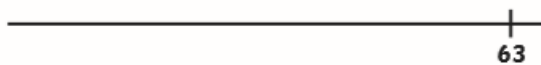
$$41 - 2\boxed{} = 1\boxed{}$$

Represent the numbers with base ten blocks to find the solutions.

How many different calculations can you make?

	8	4
-	3	7

Use a number line to calculate 63 minus 26.



Literacy:

Tuesday 19th January 2021

Handwriting

Capital: B
break letters: y, j, z

Spelling and Grammar

Cross out the e and write the following word with 'er' and 'est'

nice	^{er} nicer	^{est} nicest
late		
ripe		
rude		
brave		
hike		
ride		
write		

Reading

The Navy Years

In 1949, after two years at Purdue University, Neil traveled by train to Pensacola, Florida. He would return to college later to finish his engineering studies. For now he was a **midshipman**, an officer in training in the Navy.

At first, Neil found himself in a classroom, studying the basics. He learned how he was supposed to polish his shoes, who to salute, and how to signal in **Morse code**, a simple code that uses a combination of long and short signals to replace letters of the alphabet.

Before long, Neil was back in the pilot's seat. He flew a North American SNJ, a faster and more powerful plane than anything he'd flown before. He enjoyed the training, even though it was tough. There was no room for mistakes in the Navy.

To complete basic flight training, Neil had to show that he could land on a giant ship called an



aircraft carrier. The runway on a ship is short, and any error could be dangerous. If a pilot were to come in a little too high, too low, too fast, or too slow, he would have to circle around and try again.

Not Neil. He landed on the carrier just right. He'd passed basic training. Now he moved on to advanced training and a new plane, the F8F-1 Bearcat.

In all, Neil's training took a year. Once it was over, he was a **naval aviator**, and he had the badge to prove it—a set of gold wings pinned onto his uniform.



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WHERE?



Fighting for Our Country

In 1950, the year Neil earned his aviator's wings, war broke out halfway around the world. The country of Korea had been split in half after World War II. The **USSR**, or Union of **Soviet Socialist Republics**, supported the government of the northern half. The United States backed the government in the South.

When soldiers from North Korea invaded the South, the United States decided to help the South fight back. At 20 years old, Neil became part of a group of pilots called **Squadron VF-51**, flying a Grumman F9F-2B fighter jet. His squadron's job was to make it difficult for the North Korean army to get the supplies it needed. On his seventh mission, Neil's plane hit a cable, slicing off about six feet of the right wing. Neil managed to keep the plane in the air, but he knew that he might lose control at any minute. There was no way he could land. His only choice was to bail out. But he was over enemy territory.

“ If I got a little too slow . . . I was going to lose control of the airplane. ”

Piloting his plane with care, Neil kept it in the air and managed to get back over safe ground. Then his **ejection seat** sent him flying. His

17

16

JUMP IN THE THINK TANK

What do you think helps someone stay calm in the face of danger?

parachute opened as his damaged plane crashed, and he landed in one piece. His cool head and courage had kept him alive.

In all, Neil flew 78 missions during the Korean War. He returned home in 1952 with an Air Medal for his first 20 combat missions, two Gold Stars, the Korean Service Medal, the Syngman Rhee Medal, and a United Nations Service Medal.

WHEN?

1949	1950	1951	1952
Neil begins flight training for the Navy.	Neil finishes flight training. The Korean War breaks out.	Neil is forced to bail out of his airplane.	Neil returns home from the war.

Past tense

Tense:

- written in the past tense
- Closing statements may use present/future tense

Write two sentences in the past tense.

Now go back to the previous three pages and highlight sentences written in the past tense.

Time to Soar

Neil went back to Purdue University to continue studying engineering. He met someone who caught his attention—a young woman named Janet Shearon. Neil was 22 and Janet was 18. Neil was quiet and calm. Janet was outgoing and talkative. But their differences did not keep them apart. Neil graduated from college in 1955, and he and Janet got married the next year.

Neil was now an engineer as well as a pilot, and he found a job that let him use both skills. He became a test pilot, helping design and fly brand-new aircraft. It was just what he'd wanted to do when he was a boy carefully creating his models.

In the 1940s and '50s, planes were becoming faster and more powerful than ever. Some could fly faster than the speed of sound, more than 700 miles per hour. Others could carry nearly



200 passengers. Scientists all over the world were hard at work trying to figure out if it might be possible to build aircraft that would do more than soar from place to place on Earth. Could they actually send human beings into space?

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JUMP IN THE THINK TANK

Today, scientists and engineers are trying to figure out if humans can reach Mars. Do you think we will?

In 1958, the US government created the National Aeronautics and Space Administration—**NASA**. NASA's job was to find out if space exploration was possible and how it could be done. Could they build rockets powerful enough to escape Earth's **gravity**? Could they keep living things alive where there was no air to breathe and no gravity to depend on?

Test pilots like Neil were helping find the answers as they pushed their planes to the very edge of space.

California Bound

Neil and Janet moved to California so that Neil could work at Edwards Air Force Base, where the most advanced aircraft were being built. There, in October of 1955, Neil flew faster than the speed of sound in a F-100A jet.



Neil worked for seven years at Edwards, flying more than 900 flights in planes like the North American F-100 Super Sabre, the McDonnell F-101 Voodoo, and the Lockheed F-104 Starfighter. He made seven flights in an experimental plane called the North American X-15, designed to reach the edge of Earth's **atmosphere**.

To fly the X-15, Neil put on a **pressure suit** like the one he would later wear as an astronaut. The suit would protect him as the air around

23

22

Using information you have already found out from today or before. Write down 5 – 10 facts about Neil Armstrongs when he was a pilot and becoming an astronaut. Use capitals letters at the start of your sentence and for Neil's name. Use a full stop at the end of your sentences.

Neil the Pilot and the Astronaut

History

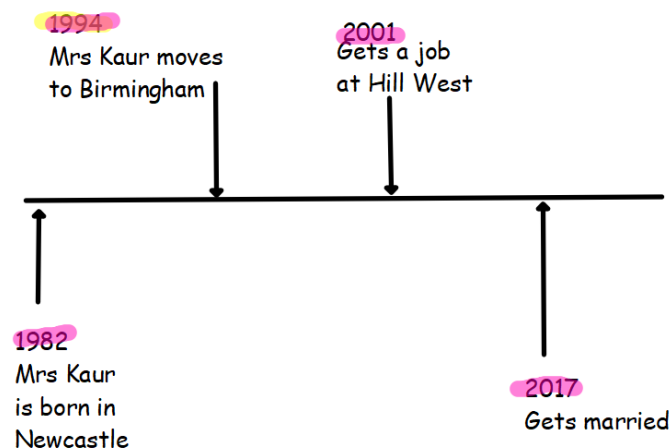
Timeline

What is a time line?

When would we use a time line?

Time lines are used in history to tell you the order that events happened.

They will start from the earliest date and go all the way to present day.




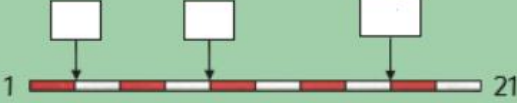


What do you notice about the dates?

2012 Neil dies	1968 Launch of Apollo 8 and 9.	1979 Neil leaves his teaching Job.	1962 Karen dies, Neil applies to the astronaut program.	1957 Eric Alan Armstrong is born.	1950 Neil finishes flight training. The Korean War starts.
1946 Neil earns his pilot's licence.	1959 Karen Anne Armstrong is born.	1967 Neil is chosen for the Apollo mission.	1971 Neil becomes a Professor at the university of Cincinnati.	1955 Neil starts work at Edwards Air Force Base.	1945 World War 2 ends.
1966 Launch of Gemini V111	1969 Launch of Apollo 9 and 10. Apollo 11 launches July16th.	1956 Neil and Janet get married.	1958 NASA is Founded.	1949 Neil begins flight training for the Navy.	1952 Neil returns home from war.

Put these dates and facts in chronological order in this table.

Wednesday 13th January

Maths:

20.11.21	
Retrieval	
<div><p>Complete the stem sentences to match the picture.</p><p>There are <input type="text"/> cars. <input type="text"/> are red and <input type="text"/> are blue. <input type="text"/> is the whole. <input type="text"/> is a part and <input type="text"/> is a part.</p></div>	<div><p>If you use this counting stick to count in odd numbers, what numbers do the arrows point to?</p></div>
<div><p>There are 7 snowmen – 5 with a hat and 2 without a hat. Write two subtraction calculations to match this story</p><div><input type="text"/> <input type="text"/></div></div>	<div><p>There are 9 balloons. 8 pop! How many are left?</p><div><input type="text"/></div></div>

Subtracting 2-digit numbers Sheet 1

Complete the following subtractions:

$56 - 33$

$97 - 25$

$98 - 45$

$56 - 43$

$97 - 35$

$86 - 53$

$68 - 34$

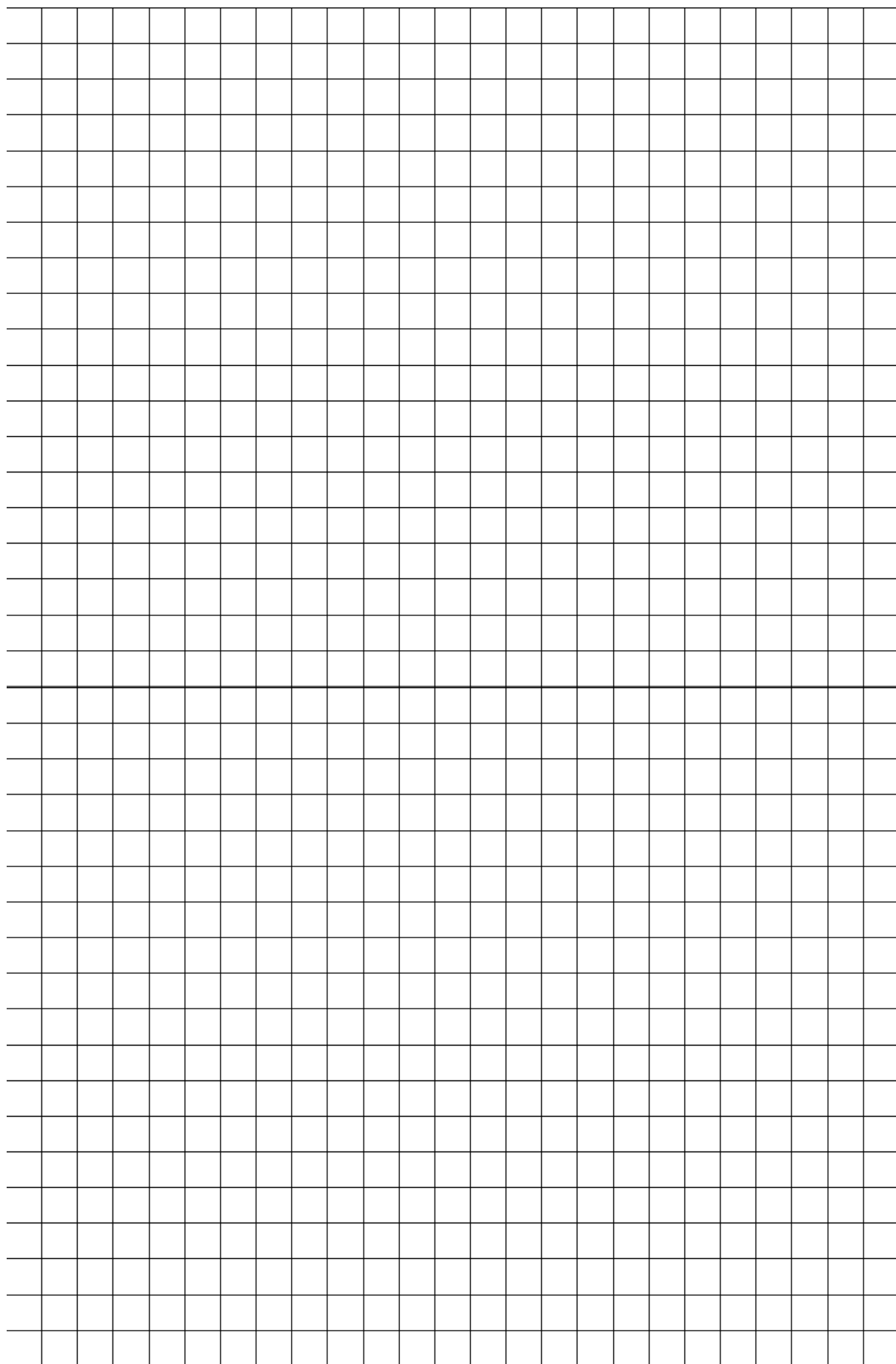
$79 - 26$

$60 - 34$

$68 - 44$

$79 - 36$

Record your jottings on beaded or landmarked lines.



Challenge

Write 4 of your own subtraction calculations where the answers are less than 30.

Rosie is calculating $16 - 7$



Which of these methods is most helpful?
Why?

$$\begin{array}{r} 16 - 7 \\ \swarrow \searrow \\ 8 \quad 8 \end{array}$$

$$\begin{array}{r} 16 - 7 \\ \swarrow \searrow \\ 3 \quad 4 \end{array}$$

$$\begin{array}{r} 16 - 7 \\ \swarrow \searrow \\ 6 \quad 1 \end{array}$$

$$\begin{array}{r} 16 - 7 \\ \swarrow \searrow \\ 10 \quad 6 \end{array}$$

Could you find a way to partition 16 to help you subtract 7?

Teddy works out $15 - 6$

This is Teddy's working out:



$$15 - 5 = 10 - 1 = 9$$

Why is Teddy's working out wrong?

Use $<$, $>$ or $=$ to make the statements correct.



I can do this without working out any answers.

$$17 - 5 \quad \bigcirc \quad 12 - 5$$

$$14 - 4 \quad \bigcirc \quad 18 - 8$$

$$11 - 7 \quad \bigcirc \quad 11 - 4$$

Is Whitney correct? Explain how you know.

[illegible]

- Watercolour paint or thinned poster paint
- Paint brushes
- Pieces of card
- Wax crayons
- Oil pastels, or a stick of fabric wax
- Squares of fabric
- Vaseline
- Tin foil

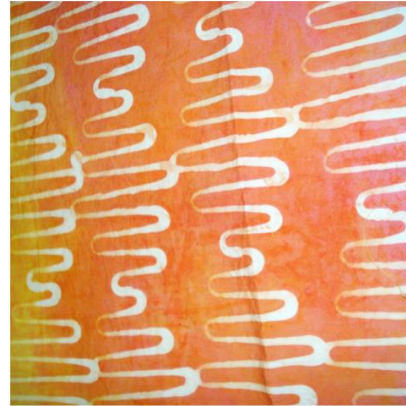
Create images using wax resist



You could draw a flower with a white wax crayon or candle.

Cover it with thin paint or watercolour.

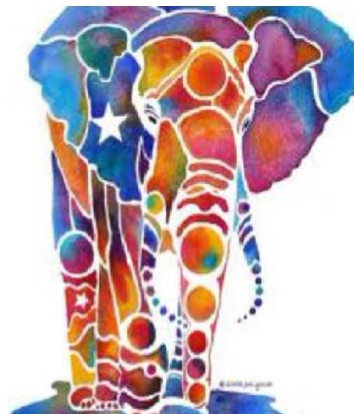
Watch the wax resist the paint!



Why not make wiggly lines or another sort of pattern with the wax?



Can you make your wax resist picture out of thin, little lines?



Why don't you find a picture you really like, pop it under your paper and trace it with a wax crayon?

Then colour it in with paint. The wax will resist the liquid!

Design a poster to explain why it is better to recycle rather than through items away.







Thursday 14th January

Maths:

21.11.21

Retrieval

1 What is the total? <input type="text"/> Identify the value of the parts? <input type="text"/> 	2 Guess the number. I am an odd number that is greater than 7 but less than 11? What am I? <input type="text"/> 
3 Which calculation matches the picture  $3 + 2 = 6$ <input type="text"/> $2 + 3 = 4$ $3 + 3 = 6$	4 The frog starts on 2 and jumps on 6 more places. What number will it land on? Write a calculation to match the story. <input type="text"/> 

Subtracting 2-digit numbers

Sheet 2

Complete the following calculations using your 1-100 grid and Spider and Fly:

$$58 - 36$$

$$99 - 38$$

$$66 - 45$$

$$77 - 46$$

$$87 - 34$$

$$59 - 37$$

$$78 - 47$$

$$80 - 55$$

Challenge

Make up 2 more subtractions where the answer will be less than 20.

Problem solving and reasoning questions

Write the missing number in each bar diagram.

?	
54	23

?	
32	36

?	
85	14

Write the missing number in each bar diagram.

78	
?	23

46	
32	?

95	
?	14

Literacy:

Handwriting

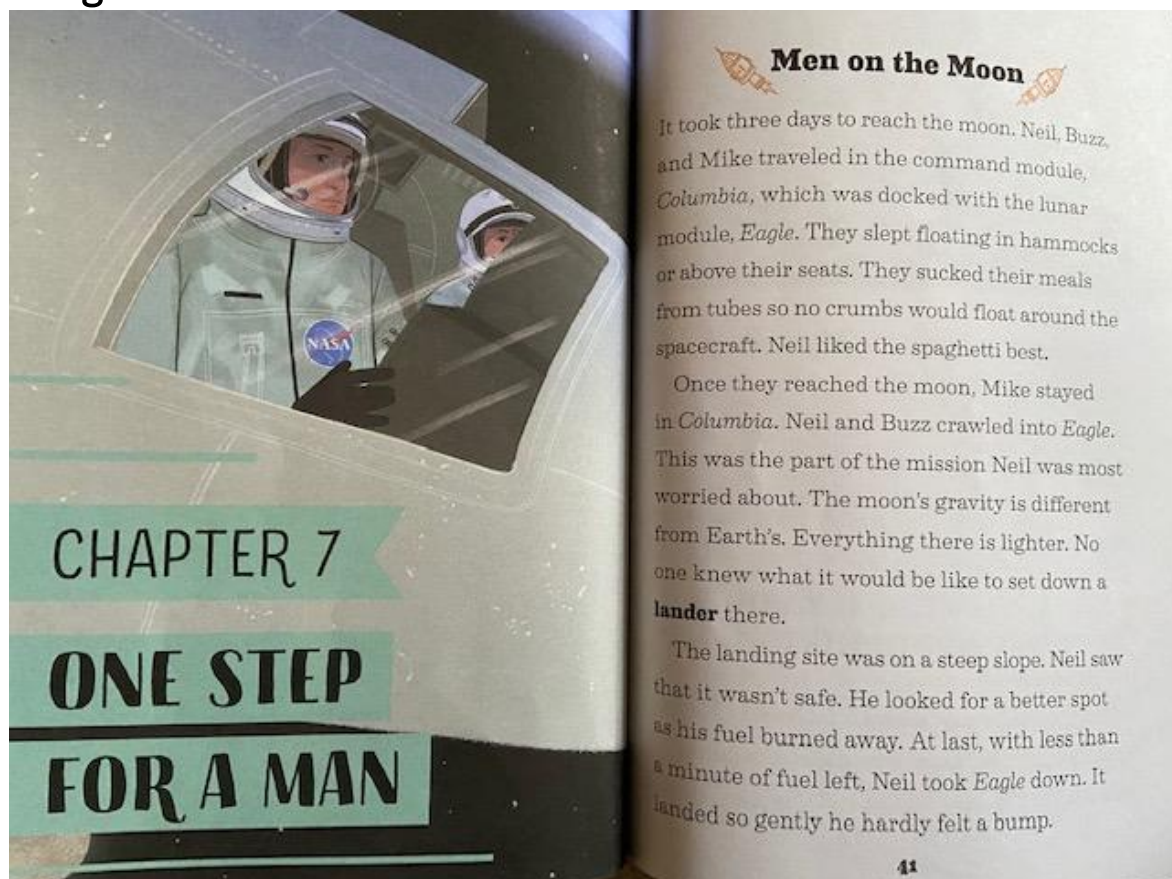
Capital: D
join: um

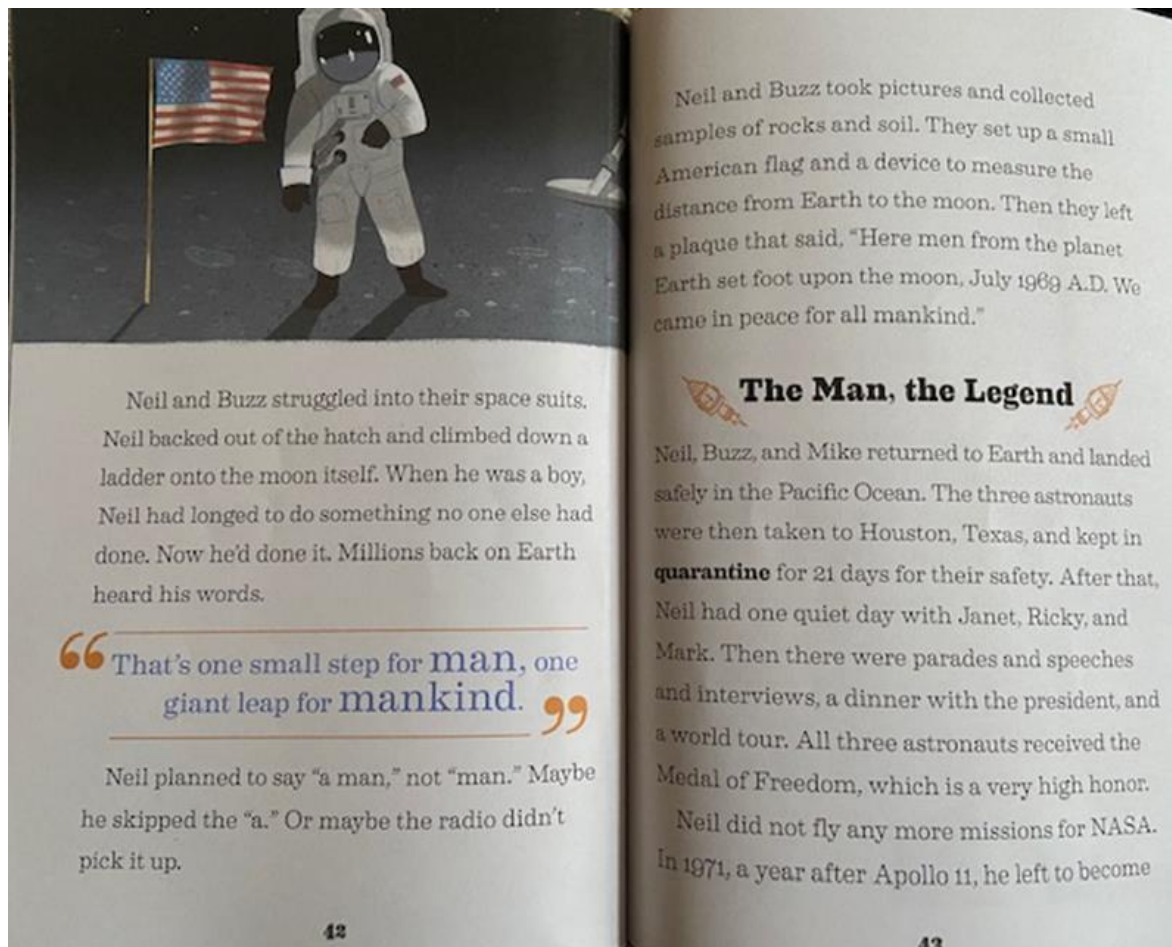
Spelling and Grammar

Separate these polysyllabic words, then write how many syllables

Armstrong	→	Arm- strong	2
Astronaut	→	As - tro - naut	3
Spaceship	→		
Apollo	→		
Rocket	→		
Landing	→		
surface	→		
Engineer	→		
Mission	→		

Reading:





PDW

Thursday 21st January 2021

Keeping safe online

What does online mean?

When would you be online?

What do you use to get online?



Are we safe online?

How do you stay safe online?

What information should you not share online?

Watch the video:



<https://www.youtube.com/watch?v=-nMUbHuffO8>

List the things that the children did correct and the things they did wrong.

correct	wrong

Create a poster about keeping yourself safe online

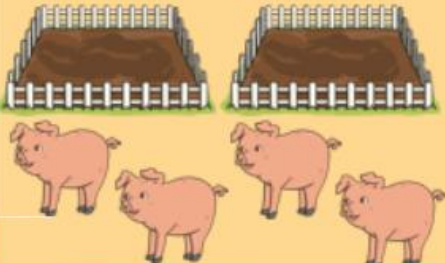








Friday 15th January

Maths:

22.11.21

Retrieval

<p>1</p> <p>The farmer has 4 pigs. There are 2 fields. How many pigs could there be in each field? Find all possibilities.</p>  <div style="border: 1px solid black; width: 100px; height: 100px; margin-top: 10px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px; margin-top: 5px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px; margin-top: 5px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px; margin-top: 5px;"></div>	<p>2</p> <p>There are 10 marbles altogether. 8 are in my hand. How many are in the bag?</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 10px;"></div> 
<p>3</p> <p>True or false? $6 - 1 = 5$ matches this picture. Explain your answer.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>First</p>  </div> <div style="text-align: center;"> <p>Then</p>  </div> <div style="text-align: center;"> <p>Now</p>  </div> </div> <div style="border: 1px solid black; width: 350px; height: 30px; margin-top: 10px;"></div>	<p>4</p> <p>Create a story about apples to match this calculation.</p> <p>$4 + 4 = 8$</p> <div style="border: 1px solid black; width: 230px; height: 70px; margin: 10px 0;"></div> <div style="display: flex; justify-content: space-around;">  </div> <div style="display: flex; justify-content: space-around;">  </div>

Fractional colours

Sheet 2

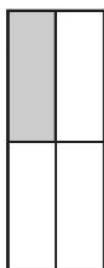
Are these shapes correctly divided into halves, quarters or thirds?


Colour in $\frac{1}{2}$ s red.

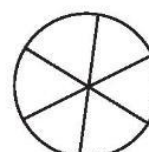
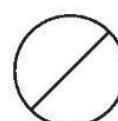
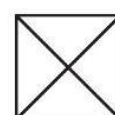
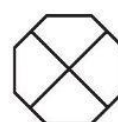
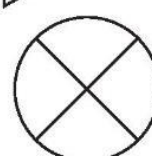
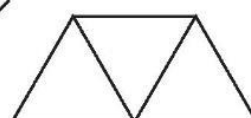
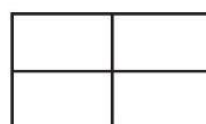
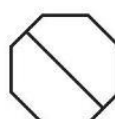
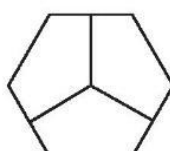
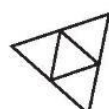
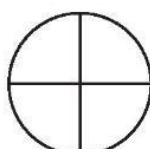
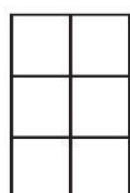
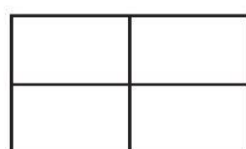
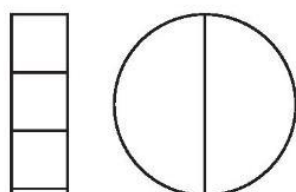
Colour in $\frac{1}{4}$ s grey.

Colour in $\frac{1}{3}$ s blue.

e.g. 

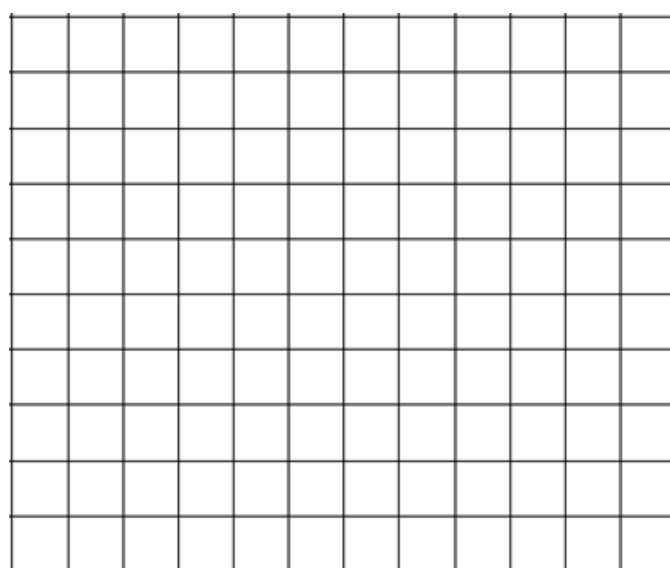
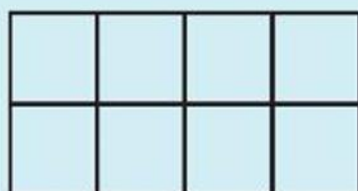
e.g. 

e.g. 

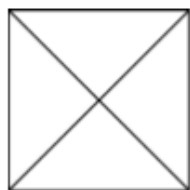


Challenge

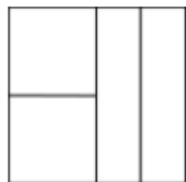
How many ways can you find to colour this shape in half?



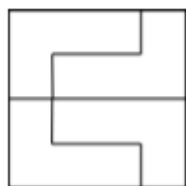
Teddy



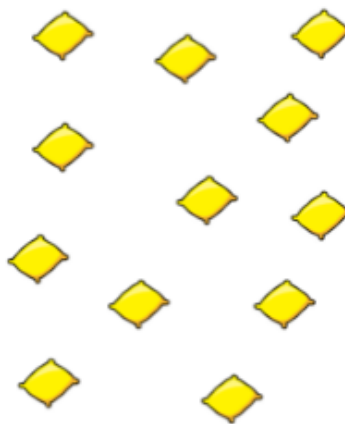
Alex



Mo



How many different ways can you put these beanbags into equal groups?

[illegible]

Literacy:

Handwriting

Capital: E
join: ig

Spelling and Grammar

Dictation

Your teacher will read to sentences to you
so that you can write them down as she reads
them.

Headings and subheadings

What is a heading?

What is a subheading?

What is the difference between the two?

Headings and subheadings

This is how your biography will be set out next week.

Heading: Neil Armstrong Biography

Paragraph one

Subheading: Early life

Paragraph 2:

Subheading: The Pilot and the Astronaut

Paragraph 3:

Subheading: To the moon

Paragraph 3:

Subheading: One step for man

In readiness for you writing your biography next week and to check your subject knowledge...

We we would like to answer a multiple choice quiz, your teacher will send you a link

Design technology:

Friday 22nd January 2021

D.T.

Its time to
build your
moon buggy!

Start with the
wheels, axels
and chassis



There are some examples on the next page



Once you have made your Moon buggy, please tweet us a picture



PE

On Tuesday and Thursday afternoon the children in Year 2 do their PE sessions. This half term our topic is invasion games, with a focus on football.

We would like you to get your warm coats on and get outside for some fresh air to have a go at dribbling. Keeping control of the ball when traveling forwards and then moving on to making a turn whilst keeping the ball under control.

We would also like you to practise your passing skills. Remember to use the inside of your foot to kick the ball, stop it with the sole of your foot and keep your ball under control at all times.

Have fun!

ICT

Create an image of Space using software you have on your computer, you can download a paint programme on a phone or an iPad.

