


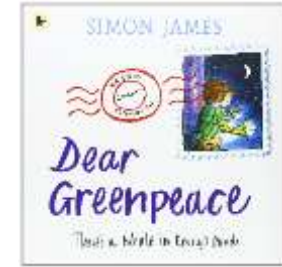


English			
<p>Online/Offline on TEAMS Reading Comprehension</p> <p>Watch the video of Dear Greenpeace and then answer the comprehension questions either on TEAMS or onto the attached sheet.</p>	<p>Online/Offline on TEAMS</p> <p>Look at the example, imagine you are the girl and then for each picture write some sentences including adjectives, conjunctions thinking about the feelings of the girl.</p>	<p>Online/Offline on TEAMS Diary Entry</p> <p>Imagine you are the girl and today you have found the whale in the pond. Written in past tense and in first person (I) write a diary entry of the girls thoughts and feelings. Read the example for ideas.</p>	<p>Online/Offline Story Story</p> <p>What happens when the girl and the whale meet – what adventures do they go on? What do they see? Who do they meet? Write a story of the girl and whale adventures.</p>
<p>Grammar or vocab Task or phonics: Homophones</p> <p>Words that sound the same but have different meanings and spellings.</p> <p>If you use the wrong word your writing will not make sense.</p> <p>Eg. The knight in shining armour rode his horse into battle. The night in shining armour rode his horse into battle.</p> <p>Which is the correct sentence?</p>	<p>Which is the correct sentence?</p> <p>Copy the sentences and tick the correct one.</p> <p>I put butter, sugar and flower in the bowl to make the cake. I put butter, sugar and flour in the bowl to make the cake. I get my hair cut at the hairdressers. I get my hare cut at the hairdressers.</p>	<p>there/their/they're</p> <p>There - related to a place eg over there Their is a possessive adjective - their boots. Whereas they're is a shortened way of saying they are using an apostrophe'.</p> <p>Write these sentences down and put the correct word in the space.</p> <p>We went _____ for our holidays. _____ going to the fair tonight. They put _____ coats on the pegs.</p>	
Maths			
<p>Online/Offline</p> <p>Task available using your child's individual teams' login</p> <p>Watch your teachers video which explains how to solve multiplication calculations using a number line. Complete the task to solve multiplication calculations and write the calculations represented by the number lines.</p>	<p>Online/Offline</p> <p>Use what you learnt about multiplication in lesson 1 to solve word problems. Show your workings by drawing a number line and showing your jumps. There is also a BEAST to try to beat if you want a challenge!</p>	<p>Online/Offline</p> <p>Use your multiplication skills to complete some calculations by filling in the missing numbers. Check carefully afterwards that the calculation is correct. There is also a BEAST to try to beat if you want a challenge! Are you brave enough!!</p>	<p>Online/Offline</p> <p>Use everything you have learnt about multiplication to solve some puzzles, fill in missing numbers and complete number patterns.</p>
<p>Recap Task: https://www.topmarks.co.uk/maths-games/hit-the-button Click on this link to practise Year 2 skills.</p>			
Flashback:			
<p>In the Spring Term we talked a lot about recycling things and looking after our world. Your challenge this week is to use an old newspaper that is going to be thrown away, or any other old paper that is rubbish and reuse it to make a piece of animal artwork. Choose one of your favourite animals and use the paper to make it. You might want to make your animal using all paper or just some paper and add detail with crayons, paint or felt tips. Be creative. Here are some ideas.</p>			
			
			
New Weekly learning project			
<p>Task available using your child's individual teams' login</p> <p style="text-align: center;">Geography - <u>Geography</u> <u>Comparing a seaside to a town looking human and physical features</u></p> <p><u>https://www.twinkl.co.uk/resource/t-tp-896-ks1-physical-and-human-geography-glossary-powerpoint</u></p> <p>Human features are those made by humans and which humans have changed or influenced. For example, a house, a lighthouse. Physical features are the natural features of the earth. For example, cliff, rocks. Your challenge is to look at both the seaside and town pictures and list the physical and human features you can see.</p>			
Well-being			
<p>Write a letter</p> <p>Write letters to other family members or draw them pictures to show that you're thinking of them. You could post them if you're able to, or show them over video call.</p>			

Activity 1 Reading Comprehension



1. What did Emily think she saw in her pond? Find and copy

2. What was it Emily is putting into the pond every day before school? Circle one

Salt

tomato sauce

water

3. Did Greenpeace agree that the whale is lost?

Explain your answer

4. What did Greenpeace say blue whales eat?

5. What did Greenpeace say Emily could do when she is older?

6. How did Emily know it was Arthur?

Activity 2

Year group: 2

W.b. 13/07/2020

Class emails: 2EB@suttonroad.org 2MB@suttonroad.org 2LS@suttonroad.org

Your challenge is you are going to imagine that you are the girl in the story. I want you to think about **how she might be feeling** in each of the pictures. For each picture you need to write down some interesting sentences in the first person (I) using **adjectives and conjunctions**.



For example, I looked out the window and couldn't believe my eyes! There splashing in the pond was a massive blue whale. I felt sad though because the whale seemed sad and was making noises like it was calling out for help.







Super adjectives!

adjectives are words which describe



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



bright
clear
distinct
drab
elegant
filthy
gleaming
grotesque
long
magnificent
muddy
precious
sparkling
spotless
strange
unsightly
unusual
valuable



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



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

Conjunctions

Use conjunctions in-between your ideas to link them together. Here are some examples:

and

- I like jelly and ice cream.
- We went on the slide and on the swings.
- My daddy has brown eyes and he wears glasses.

but

- I like chocolate but I don't like crisps.
- I've got two brothers but I haven't got any sisters.
- It's very cold today but James isn't wearing a coat.

or

- I want three or four children in each group please.
- You can have pasta or pizza for tea.
- I haven't got a dog or a cat.

so

- I was hungry so I ate my lunch quickly.
- Jemma's mummy was late so she had to wait at the office.
- You did really well so you can have a sticker!

because

- I'm wet because it's raining.
- They watched a boring film because they had nothing to do.
- Samed mustn't eat nuts because he's allergic to them.

when

- We get a sticker when we've worked hard.
- Ava was sad when her friend moved to a new school.
- You can play on your new tablet when it's home time.

if

- Come and play with me if you want to.
- Put your hand up if you want some help.
- I don't know if I'm going to Grandma's today.

that

- I know a game that you will like.
- We went to a park that had a boating pond.
- Have you got everything that you need?



Extra Challenge

Name:

Date:



The letters from Greenpeace gave Emily facts about whales. Can you list these whale facts?

Whale Facts



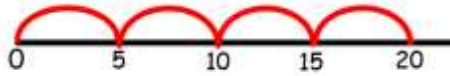




Maths Task 1

Draw a number line to help you work out these multiplication calculations. Remember to always start your number line with zero. Eg:

$4 \times 5 =$



$4 \times 5 = 20$

$7 \times 2 =$

$4 \times 3 =$

$6 \times 10 =$

$3 \times 6 =$

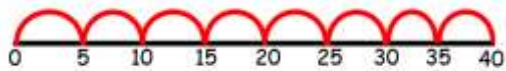
$8 \times 5 =$

$5 \times 4 =$

Can you write the multiplication calculations that these number lines are showing?



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



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



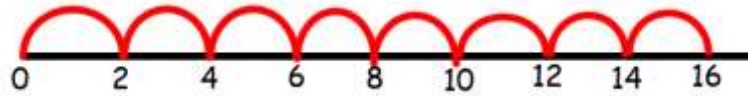
$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Maths Task 2

Read the word problems and highlight the important parts. Then write down the multiplication sum. Next, solve the problems by drawing a number line and showing your jumps. Finally write the answer next to your multiplication sum.

Eg: How many wheels would 8 motorbikes have?

$8 \times 2 = 16$



On a wet day, the teacher needs wellies for 11 children. How many wellies will the teacher need?

If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once?

A machine making sweets puts 10 in each packet. If the machine has produced 7 packs, how many sweets has it made altogether?

How many wheels would 8 tricycles have?

There are 6 flowers growing in the garden. There are 5 petals on each flower.

How many petals are there altogether?

Write the calculation you have used.

Pencils come in packs of 10. How many pencils will Talia have? Write the calculation you have used.

My mum ordered me 11 packs of pencils!

Maths Task 2 BEAST



On sports day, Jack runs 10 metres, 7 times.

Which of these calculations DO NOT describe this word problem?

$$10 + 7$$

$$7 \times 10$$

$$7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7$$

$$10 + 10 + 10 + 10 + 10 + 10 + 10$$

Task 3 Missing Numbers

Think about what you've learnt so far with multiplication. Use what you know to fill in the missing numbers to make these calculations correct.

$5 \times \underline{\hspace{2cm}} = 50$	$\underline{\hspace{2cm}} = 8 \times 2$
$6 \times \underline{\hspace{2cm}} = 12$	$\underline{\hspace{2cm}} \times 5 = 45$
$\underline{\hspace{2cm}} = 10 \times 2$	$\underline{\hspace{2cm}} = 12 \times 10$
$60 = 6 \times \underline{\hspace{2cm}}$	$7 \times \underline{\hspace{2cm}} = 14$

$15 = 5 \times \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} \times 10 = 80$
--	---

If you want a challenge, try the BEAST too.



Think about your times tables and the patterns they make. How do you know these multiplication calculations are INCORRECT just by quickly looking at the answers?

15 × 5 = 51

I know this is incorrect because _____

17 × 10 = 98

I know this is incorrect because _____

Maths Task 4

Use everything you have learnt about multiplication and addition to solve these four puzzles. Draw number lines to do your jumps if you need to.

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

3 × 5 _____ 5 + 5 + 5 + 5

2 × 2 _____ 2 + 2

How many different possibilities can you find?

×

 =

 ×

$10 \times 2 \text{ ______ } 5 + 5 + 5$

Fill in the missing numbers

10		30		50		
----	--	----	--	----	--	--

	5		15		25	30
--	---	--	----	--	----	----

2	4		8		12	
---	---	--	---	--	----	--

Think of a multiplication to complete:

$6 + 6 + 6 > \text{ ______ } \times \text{ ______ }$

Geography

Comparing a seaside to a town looking human and physical features

Human features are those made by humans and which humans have changed or influenced. For example, a house, a lighthouse.

Physical features are the natural features of the earth. For example, cliff, rocks.

