

Year 2 Home Learning

Time frame: week beginning: 11.1.21

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work we have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



Year 2 Timetable

Zoom	
Registration 9:30am – 9:35am	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained
Maths 9:35am – 9:55am	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further.
English 11:30am – 11:55am	<ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further.
Curriculum and Phonics When you have completed Maths and English	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise.
Afternoon Registration 2SB: 1:30pm – 1:45pm 2G: 2:10pm – 2:25pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day.

Maths

Monday

Today we are consolidating our understanding of place value and subtraction. You will not need your Maths No Problem books for this. Follow these instructions:

Learn the strategy: Year 2 subtraction & addition

<https://www.bellevillewix.org.uk/our-learning/calculation-videos>

Or:

<https://www.belleville-school.org.uk/our-learning/calculation-videos>

Complete the lesson:

<https://classroom.thenational.academy/lessons/subtracting-2-digit-numbers-regrouping-60v34r>

Independent task: See [Maths Resource 1](#).

Support: If you find the first worksheet a bit tricky, see [Maths Resource 2](#).







Deepening: See [Maths Resource 3](#).

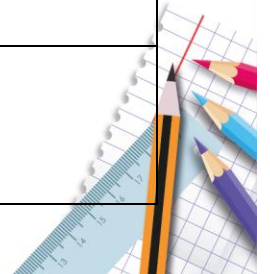
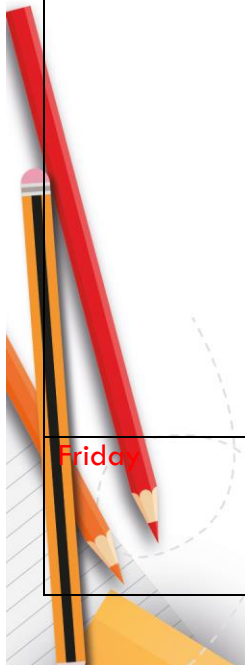
Tuesday

Lesson 4: Comparing Masses of Two Objects

To compare the mass of two different objects accurately.

Textbook 2A Chapter 6 Lesson 4 Pages 147-150

	<p>Workbook 2A Chapter 6 Worksheet 4 Pages 187-190</p> <p>Learn the strategy: (from 2 minutes and 37 seconds)</p> <p>https://classroom.thenational.academy/lessons/applying-addition-and-subtraction-of-measurements-6hh66t?step=2&activity=video</p>
	<p>Support: Complete only these questions in the workbook:</p> <p>Question 1: a, b, c, d</p> <p>Question 2: a, b, c, d</p>
	<p> Deepening: See Maths Resource 4</p>
Wednesday	<p>Lesson 6: Solving Word Problems</p> <p>To solve word problems in the context of mass.</p> <p>Textbook 2A Chapter 6 Lesson 6 Pages 154-156</p> <p>Workbook 2A Chapter 6 Worksheet 6 Pages 201-204</p> <p>Learn the strategy:</p> <p>Year 2 subtraction & addition</p> <p>https://www.bellevillewix.org.uk/our-learning/calculation-videos</p> <p>Or:</p> <p>https://www.belleville-school.org.uk/our-learning/calculation-videos</p>
	<p>Support: Try these word problems instead. See Maths Resource 5.</p>
	<p> Deepening: See Maths Resource 6.</p>
Thursday (1)	<p>Today we are consolidating our understanding of multiplication and division. You will not need your Maths No Problem books for this. Follow these instructions:</p> <p>Learn the strategies here:</p> <p>https://classroom.thenational.academy/lessons/solving-multiplication-and-division-problems-69h66d</p>
	<p>Independent task: See Maths Resource 7. Also see extra times tables practice.</p>
	<p>Support: See Maths Resource 8.</p>
	<p> Deepening: See Maths Resource 9.</p>
Thursday (2)	<p>Lesson 7: Solving More Word Problems</p> <p>To solve word problems involving mass.</p> <p>Textbook 2A Chapter 6 Lesson 7 Pages 157-159</p> <p>Workbook 2A Chapter 6 Worksheet 7 Pages 205-207</p>
	<p>Learn the strategies here:</p> <p>Use the bar model and calculation strategy:</p> <p>Multiplication for word problems:</p> <p>https://vimeo.com/429687722/c00aac2b3</p> <p>Division for word problems:</p> <p>https://vimeo.com/429688299/d55426bad3</p>
	<p>Support: Complete only questions 1, 3, 4 and 6. Draw the groups of 2, 5 or 10 to help you! See Maths Resource 10 to support you in the worksheet today and also use Maths Resource 8 to help you again.</p>
	<p> Deepening: See Maths Resource 11.</p>
Friday	<p>Chapter 7: Temperature</p> <p>Lesson 1: Reading Temperature</p> <p>To accurately read temperature in Celsius.</p> <p>Textbook 2A Chapter 7 Lesson 1 Pages 162-165</p> <p>Workbook 2A Chapter 7 Worksheet 1 Pages 215-219</p>



Support: **Learn the strategy:**

<https://classroom.thenational.academy/lessons/reading-the-temperature-in-degrees-celsius-chk68d?step=1&activity=video>



Deepening: See [Maths Resource 12](#)

Writing

Monday

This week, our English focus is about recipes. Recipes are a set of instructions. Our recipes are going to be based on Roald Dahl's 'Revolting Recipes' – so they might be a bit different to the ones your adult uses at home...!

Recipes are a series of instructions, so we need to think about the key features of instruction writing. Here are some things to remember:

1. Write in the present tense (something happening right now)
2. Use imperative verbs (when you are telling someone what action to do – these are sometimes called bossy verbs!)
3. Use time words to help the person following the instructions
4. Make sure your descriptions are clear

We are going to think about imperative verbs and commands today. Let's watch this [video](#).

Let's play a game. You can play it with an adult or by yourself. Give a command and make sure you use an imperative verb in it. Here are some examples: **Jog** on the spot. **Jump** five times. **Rub** your tummy.

Now let's have a think of some imperative verbs that you might need if you were cooking something. Use the words below if you are struggling to think of any.




Independent Task 1: Look at [English Resource 1](#). Can you read the recipe and highlight the bossy verbs?

Independent Task 2: Can you write three commands that all begin with an imperative word to do with cooking? See if you can add in some extra detail to tell your teacher how to complete the task. These are called adverbs.

Here are some examples: **Stir** the cake mix slowly. **Use** the sharp knife carefully.

Support: Independent Task 2: Using [English Resource 2](#), can you unscramble the commands so that they make sense?

 **Deepening:** When you have finished the first two tasks, see if you can think of a missing imperative verb that would make the commands make sense.

_____ the mixture using a spoon.

_____ the broccoli with a knife.

_____ the dish into the oven.

_____ the juice into the glass.

Tuesday

PLEASE NOTE: FROM TODAY, YOU WILL NEED TO SAVE ALL OF YOUR WORK AS WE WILL BE USING IT ALL ON FRIDAY.

Today we are going to think about describing some of the foods that we are going to use in our recipes. Remember that these recipes are meant to be revolting so our descriptions won't be the usual kind!

Have a look at these ingredients for a revolting recipe.

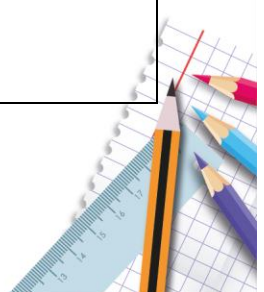


Ingredients you might need:

- Snozzcumpers
- Mouse droppings
- Frobscottle
- Goose-liver
- Fizzwinkles
- Slobbages
- Peach juice
- Pishlets
- Worms
- Hornets' toes
- Anything scrumdiddlyumptious

What real foods do you think these might actually be describing?

Have a look at these pictures of some foods. What revolting description can we give to each of these foods? Try to use the noun phrase structure of **adjective, adjective, noun**. Try thinking of something revolting to represent the food items for the noun!





Here are some ideas:

- Slimy, pale worms
- Rough, brown rabbit droppings
- Red, bleeding mouse hearts
- Sloppy, goopy vomit

Independent Task


To begin with, write a subheading at the top of your page to say 'Ingredients'. Then, with your adult's permission, find **five** items of food in your house. Draw a picture of the food and then write a revolting description for them. Just like last week, these are noun phrases. Try to use two adjectives to describe your noun (the food item!).

Support: Use the template below to help you write your noun phrases.

Adjective	Adjective	Noun
slimy	wiggly	worms

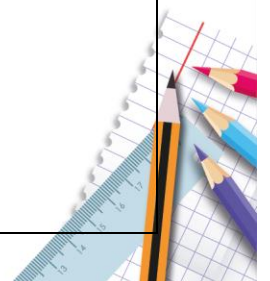
If you are finding it tricky to think of some adjectives for your noun descriptions, try using some of these:

Wiggly, juicy, scaly, tiny, huge, bumpy, lumpy, dark, slimy, colourful, wet, dry, wobbly, crusty

 **Deepening:** When you have written your revolting noun phrases, try adding in some quantities for each food item.

Here are some ideas that you could use:

- Ten big scoops of...
- A tiny handful of...
- A pinch of...
- Six pieces of...



Wednesday

PLEASE NOTE: AS YESTERDAY YOU WILL NEED TO SAVE ALL OF YOUR WORK AS WE WILL BE USING IT ALL ON FRIDAY.

Today, we're going to think about making a list of the tools we are going to need to make our recipe.

Have a look at these objects. Can you sort them into two groups: objects that you would expect to see in a kitchen to help you to make a recipe and objects that you wouldn't?



Look at the list of ingredients that you made yesterday. What objects do you think might be useful for you when you are using those ingredients?

Let's have a look at the first page of a recipe. This one isn't revolting but it gives us a list of the tools that the chef will need to make the meal. What do you notice about the list? How has it been written?

Fairy Cakes

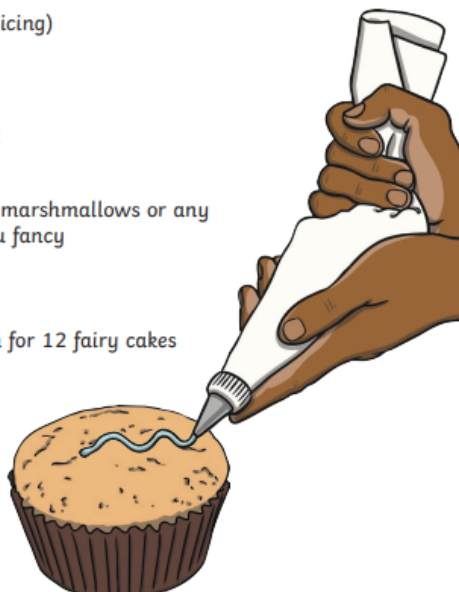


Ingredients

- 100g caster sugar
- 100g softened butter (for cakes)
- 200g softened butter (for icing)
- 100g self-raising flour
- 2 eggs
- 1 teaspoon vanilla extract
- 200g icing sugar
- Food colouring, sprinkles, marshmallows or any other decorations that you fancy

Equipment

- Oven
- Fairy cake tray with room for 12 fairy cakes
- 12 fairy cake cases
- Large mixing bowl
- Small mixing bowl
- Wooden spoon
- Fork
- Icing bag



Independent Task: You need to write a subheading to explain what the list is for, just like we did yesterday. Today, our subheading is 'Equipment'.


Choose at least five things that you will use when you make a recipe using your ingredients. Think

carefully about what you will actually need. For example, if you need something to be cut up, then you will need a knife and chopping board. If one of your ingredients is a liquid, then you might need a measuring jug. Don't forget to include a bowl or plate for you to make your recipe on!

CHALLENGE: Can you make sure to include an adjective for each of your pieces of equipment? A wooden spoon, a small measuring jug.

Support: Think of three things that you will need for your recipes. Use these prompts to help you.

- 1) What are you going to put your ingredients in or on?
- 2) What are you going to use to put your ingredients into things?
- 3) An extra item that you think will be useful for your revolting ingredients!

 **Deepening:** After you have written your list, can you write down what you will use each piece of equipment to do in sentences beneath the list?

Here are some examples: *I will use the knife to slice up my blood red rabbit hearts. I will use the measuring jug to pour in my slimy, gloopy vomit mixture.*

Thursday

PLEASE NOTE: AS YESTERDAY YOU WILL NEED TO SAVE ALL OF YOUR WORK AS WE WILL BE USING IT ALL ON FRIDAY.

Today, we are going to begin to write up our recipes. Look over your list of ingredients and equipment. We are going to write a set of commands to tell the reader of your recipe what to do with them.

Let's have a look at these recipes.

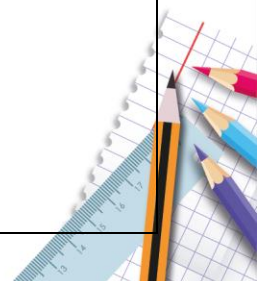
How to make worm soup

Do you want to make a disgusting worm soup to make your enemy vomit? Follow my instructions and you will know exactly what to do.

You will need:

- 10 fresh earth worms
- 200ml bat's blood
- 1 tbsp slug slime
- 5 medium scoops dung

1. Place the dung into a large mixing bowl. Make sure you wear gloves to keep the dirt off of your hands.
2. Mix in the slug slime and stir. The mixture should be sloppy like porridge.
3. Gradually stir in the bat's blood. Pour in a small amount at a time and mix it well.
4. Pour the mixture into a pan and bring to the boil. Use a low heat to make sure you don't burn the bottom.
5. Chop the earth worms into small chunks and sprinkle them into the pan. Make sure you use a sharp knife and a cutting board to keep the worms chewy.
6. When the mixture is boiled, carefully add the worms and serve immediately. Be careful! The soup will be very hot.
7. Serve in a soup bowl and sprinkle with salt and pepper.



SNOZZCUMBERS
FROM 'THE BFG'

SERVES 8

YOU WILL NEED:

*vegetable peeler
apple corer (round type)
paint-brush*

*2 large cucumbers
4oz (100g) tinned tuna
1-2 tomatoes, deseeded and
chopped
3 cocktail gherkins, finely
chopped
3 tbsp (45ml) mayonnaise
1 tsp (15ml) poppy seeds
salt and pepper*

COATING:

*a little extra mayonnaise
savory popcorn
extra poppy seeds*

- 1 Peel the cucumbers then, with the point of the vegetable peeler, cut grooves along the length of each cucumber.
- 2 With the pointed end of the vegetable peeler, at random, very carefully scoop little pits into the cucumber.
- 3 Cut off the ends of the cucumbers, about 1 1/2 inch (4 cm) and hollow out the seeds.
- 4 Hollow out the seeds from the body of the cucumber using corer, approaching from both ends, but keeping 2 inch (5 cm) of the centre seed core to act as plugs later.
- 5 Stand cucumber in a tall glass and allow the excess liquids to drain (about 30 minutes).
- 6 Thoroughly drain the tuna, mix in the chopped tomatoes, gherkins, mayonnaise and poppy seeds. Season to taste.
- 7 With a teaspoon fill the cucumber, packing the tuna mixture down with a teaspoon handle.

Can you see how detailed the instructions are? The author of these recipes have been really clear so that the chef can follow them carefully. Let's watch this video to see why it's important to have clear instructions.

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

Here are my 'Ingredients' and 'Equipment' lists:

Ingredients:

- 1) Slimy, pale worms
- 2) Rough, brown rabbit droppings
- 3) Red, bleeding mouse hearts
- 4) Sloppy, goopy vomit

Equipment



- 1) A large bowl
- 2) A wooden spoon
- 3) A sharp knife
- 4) A small measuring jug

What pieces of equipment will I need to use for the ingredients? Would I use a large bowl to mix up my sloppy, gloopy vomit?

Independent Task: Try to make a 5 – 7 step set of instructions to go alongside your ingredients and equipment. It will help if you number them so that people know what order to complete the instructions! Make sure you are clear in your instructions so that you don't end up with a big mess! Remember to use imperatives to make your commands, just like we did at the start of the week.

Support: You might want to use these sentence templates to make your recipe.

- 1) Use a _____ to cut up your _____.
- 2) Scoop your _____ into a _____.
- 3) Mix up your ingredients using a _____.

	 Deepening: Make sure that you have included an adverb for all of your commands. For example: <ul style="list-style-type: none"> • Mix up all of your ingredients slowly. • Carefully use the knife to slice... • Gently pour your mixture...
Friday	<p>To finish off today, we are going to put all of the parts of our recipe together.</p> <p>Independent Task 1: You might want to use the template listed under English Resource 3, or create your own snazzy and colourful template to present your Ingredients list, your Equipment list and your commands.</p> <p>Independent Task 2: Here's the fun part...Can you now make your recipe and upload a photo of it onto Seesaw for your teacher to see? Are you brave enough to eat it? Perhaps you can send us a video!</p>
	 Deepening: When you have finished writing out your lists and instructions, can you decorate your recipe with colours and perhaps an illustration of your final product?

Reading

Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.

Grammar, Spelling and Phonics

Here is the link to this week's Phonics activities. See [phonics resources](#).

<https://vimeo.com/496917816/4c10237010>

Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Your spellings to learn are:

sixty

seventy

eighty

ninety

hundred

See [Spelling Resource 1](#).

Other Curriculum Subjects

Monday

Science Lesson 1

Why is exercise so important?

- Watch and complete this lesson.
- [Why is exercise so important?](#)

You will need: pencil, paper and an adult to supervise your exercise.

Tuesday

History

How did Joseph Bazalgette change the lives of Londoners?

- Have a look at the sources (the pictures and writing from the time) in [History Resource 1](#). What problem did London have?
- Have a look at the sources (the pictures and writing from the time) in [History](#)

	<p>Resource 2. How did Bazalgette fix the problem? Create a poster explaining how Joseph Bazalgette changed London.</p>
Wednesday	<p>Science Lesson 2 What is a healthy diet?</p> <ul style="list-style-type: none"> • Watch and complete this lesson. • What is a healthy diet? <p>You will need: pencil and paper See Science Resource 1 for support.</p>
Thursday	<p>Your teacher will post the link to the music recorded lesson in the week to seesaw.</p> <p>Your teacher will post the link to the PE recorded lesson in the week to seesaw.</p>
Friday	<p>R.E. Lesson 1 + 2</p> <p>1) Why do we have rules in life?</p> <ul style="list-style-type: none"> • Why do you think we have rules in school? What are some of the rules? • Where else are there rules that we have to follow? Some people and some religious communities also have rules that are like instructions to help them live their lives. • What would happen if we didn't have any rules to follow? Write a sentence <p>Deepening: Explain what you think the differences between rules and values might be.</p> <p>2) What happens if we don't follow the rules?</p> <ul style="list-style-type: none"> • Everyone in this country from the Queen to small children all have to follow the law- a set of rules to keep everyone safe and happy. • Watch this video • See R.E. Resource 1. Sort the cards into 'rules' or 'laws' and give a reason why. • Write a letter to Tom to explain what the difference between a rule and a law is. <p>Deepening: Are there any laws that you think every country should have? Do you think it is ever ok to break the law?</p>

Miss Bevin and Miss Gordon



Resources

Maths Resource 1 – Independent task Monday

$$\begin{array}{r} 1) \quad 34 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 52 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 34 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 43 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 32 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 33 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 44 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 51 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 50 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 63 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 41 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 75 \\ - 58 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 41 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 52 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 50 \\ - 34 \\ \hline \end{array}$$

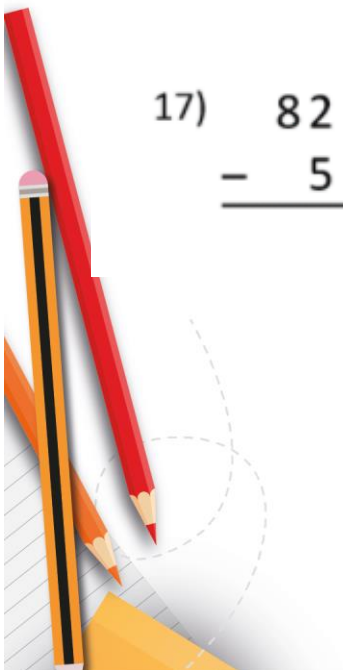
$$\begin{array}{r} 16) \quad 64 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 82 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 45 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 61 \\ - 43 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 80 \\ - 64 \\ \hline \end{array}$$



Maths Resource 2 – Support Monday

$$\begin{array}{r} 1) \quad 34 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 52 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 58 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 97 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 48 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 29 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 49 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 76 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 57 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 87 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 87 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 85 \\ - 54 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 65 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 76 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 64 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 94 \\ - 72 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 69 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 39 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 75 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 85 \\ - 74 \\ \hline \end{array}$$



Maths Resource 3 – Deepening Monday

Solve these subtraction word problems which require renaming. Please show your working out using the column method.

- 1) Theresa and Alan went for trick or treat on Halloween. Theresa collected 42 candies in all. She gave away 23 to Alan. How many candies does Theresa have now?

- 2) Hannah baked a batch of 74 chocolate chip cookies. She sold 48 of them to a neighbour. How many cookies were left over?

- 3) Scott has a collection of 63 toy cars. He gives 25 toy cars to his little brother. How many does he have left?

- 4) Miss Bevin has 84 counters in her classroom. She gives 46 counters to Miss Gordon to use. How many counters does Miss Bevin have left?

Maths Resource 4 – Deepening Tuesday

Choose objects in your house to complete the sentences.

The mass of the _____ < the mass of the _____.

The mass of the _____ > the mass of the _____.

The mass of the _____ = the mass of the _____.



Maths Resource 5 – Support Wednesday

- 1) The cat's mass is 8kg. The dog is 4kg heavier than the cat. How heavy is the dog?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



- 2) The mass of an empty suitcase is 7kg. If 9kg of clothes are put inside the suitcase, what is the total mass of the suitcase full of clothes?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



- 3) The mass of Elliott's school bag is 11kg. Lulu's school bag is 5kg lighter than Elliott's. How heavy is Lulu's school bag?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



- 4) Ruby's mother has 18 grams of sugar. She uses 9 grams in her cup of tea. How much sugar does she have left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



- 5) At a farm, Ravi picks 3kg of strawberries. Holly picks 5kg of strawberries and Emma picks 9kg of strawberries. What is the total mass of the strawberries the 3 children have picked?

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



Maths Resource 6 – Deepening Wednesday

Remember to:

1. Draw a bar model
2. Write the equation and solve it.
3. Write a statement to answer the question.

A bowl has a mass of 38g. I put a bunch of bananas into the bowl that has a mass of 53g.

a) What is the mass of the bowl of bananas?

My sister then ate one banana that had a mass of 12g.

b) What is the new mass of the bowl of bananas?

2. It is my friend's birthday! One of her presents (the blue box) has a mass of 3kg. Another present (the red box) is 6kg heavier than the blue present. What is the total mass of the presents?



Maths Resource 7 – Independent Task Thursday (1)

Write 2 multiplication and 2 division statements to match each picture. Remember that together these make a family of multiplication and division facts. Here is an example:

e.g.



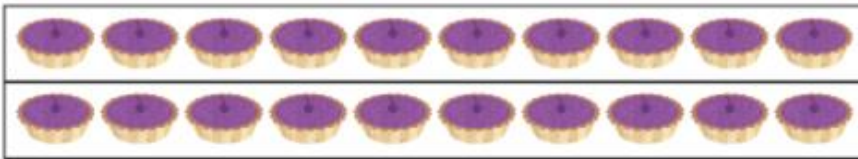
x	$2 \times 6 = 12$	$6 \times 2 = 12$
÷	$12 \div 2 = 6$	$12 \div 6 = 2$

1)



x		
÷		

2)



x		
÷		

3)



x		
÷		

4)



x		
÷		



Extra times tables practice:

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

$2 \times 5 = \underline{\hspace{2cm}}$

$3 \times 5 = \underline{\hspace{2cm}}$

$5 \times 5 = \underline{\hspace{2cm}}$

$5 \times 7 = \underline{\hspace{2cm}}$

$5 \times 12 = \underline{\hspace{2cm}}$

$8 \times 5 = \underline{\hspace{2cm}}$

$9 \times 5 = \underline{\hspace{2cm}}$

$10 \times 2 = \underline{\hspace{2cm}}$

$2 \times 5 = \underline{\hspace{2cm}}$

$3 \times 2 = \underline{\hspace{2cm}}$

$1 \times 2 = \underline{\hspace{2cm}}$

$2 \times 7 = \underline{\hspace{2cm}}$

$6 \times 2 = \underline{\hspace{2cm}}$

$2 \times 8 = \underline{\hspace{2cm}}$

$2 \times 4 = \underline{\hspace{2cm}}$

$5 \div 5 = \underline{\hspace{2cm}}$

$30 \div 5 = \underline{\hspace{2cm}}$

$55 \div 5 = \underline{\hspace{2cm}}$

$25 \div 5 = \underline{\hspace{2cm}}$

$45 \div 5 = \underline{\hspace{2cm}}$

$40 \div 5 = \underline{\hspace{2cm}}$

$15 \div 5 = \underline{\hspace{2cm}}$

$10 \div 5 = \underline{\hspace{2cm}}$

$2 \div 2 = \underline{\hspace{2cm}}$

$12 \div 2 = \underline{\hspace{2cm}}$

$22 \div 2 = \underline{\hspace{2cm}}$

$10 \div 2 = \underline{\hspace{2cm}}$

$18 \div 2 = \underline{\hspace{2cm}}$

$16 \div 2 = \underline{\hspace{2cm}}$

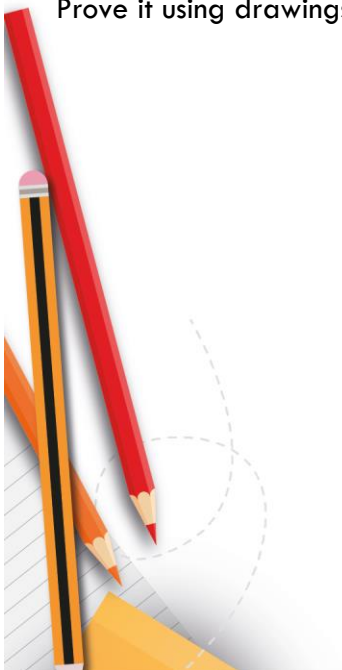
$6 \div 2 = \underline{\hspace{2cm}}$

$4 \div 2 = \underline{\hspace{2cm}}$


Maths Resource 9 – Deepening Thursday (1)

Is $12 \div 2$ equal to $2 \div 12$?

Prove it using drawings and write an explanation.



Maths Resource 8 – Support for Thursday (1)



My Times Tables

2 times table				5 times table				10 times table						
0	x	2	=	0	0	x	5	=	0	0	x	10	=	0
1	x	2	=	2	1	x	5	=	5	1	x	10	=	10
2	x	2	=	4	2	x	5	=	10	2	x	10	=	20
3	x	2	=	6	3	x	5	=	15	3	x	10	=	30
4	x	2	=	8	4	x	5	=	20	4	x	10	=	40
5	x	2	=	10	5	x	5	=	25	5	x	10	=	50
6	x	2	=	12	6	x	5	=	30	6	x	10	=	60
7	x	2	=	14	7	x	5	=	35	7	x	10	=	70
8	x	2	=	16	8	x	5	=	40	8	x	10	=	80
9	x	2	=	18	9	x	5	=	45	9	x	10	=	90
10	x	2	=	20	10	x	5	=	50	10	x	10	=	100
11	x	2	=	22	11	x	5	=	55	11	x	10	=	110
12	x	2	=	24	12	x	5	=	60	12	x	10	=	120

www.constructionhell.co.uk

Maths Resource 10 – Support for Thursday (2)

Q1: $8 \times 10 = \underline{\quad}$

Q3: $10 \times 2 = \underline{\quad}$

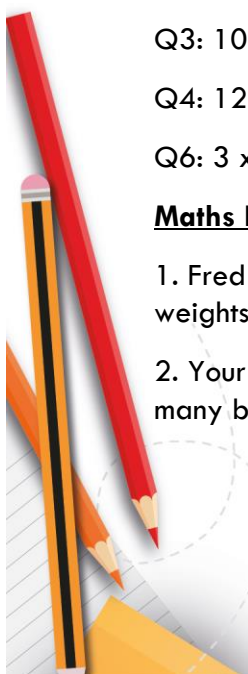
Q4: $12 \times 2 = \underline{\quad}$

Q6: $3 \times 5 = \underline{\quad}$

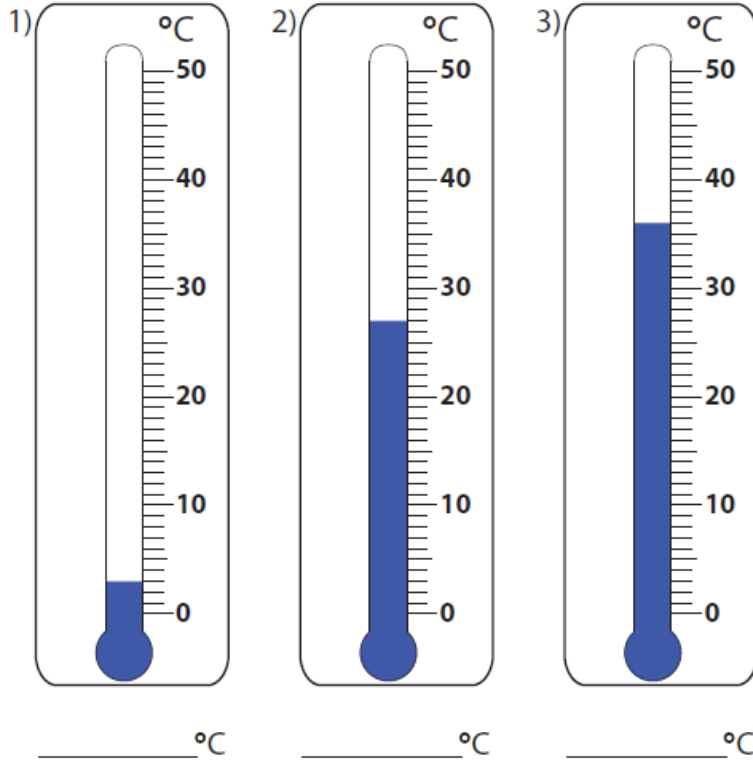
Maths Resource 11 – Deepening for Thursday (2)

1. Fred has eight 1kg weights. He shares them equally between the 7 tables in 2SB. How many weights does each table get?

2. Your friend has seventeen 20g weights. She puts 5 weights in each box to put them away. How many boxes does she need?



Maths Resource 12 – Deepening for Friday



What can you say about the three temperatures shown on the thermometers? Write statements about the thermometers using $<$, $>$ and $=$.

- 1) _____
- 2) _____
- 3) _____



English Resource 1

How to make Noodle Soup

Serves 4

Do you want to make a delicious noodle soup? Follow these instructions to make the best noodle soup ever!

You will need

- A handful of noodles
- A kettle full of boiling water
- A cup full of mushrooms
- A pint of chicken stock
- A tin of sweetcorn

Equipment:

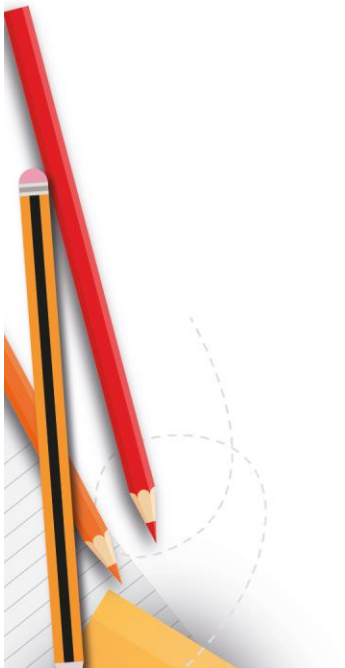
- A small saucepan
- A large saucepan
- A colander
- Knife
- Chopping board

1. Put the noodles in the small saucepan and carefully add the boiling water until all the noodles are covered.
2. Gently boil the noodles for ten minutes and make sure that they are soft. If they are not soft, cook them for five more minutes.
3. While the noodles are cooking, take the mushrooms and chop them into small slices using the knife. Make sure you use a chopping board so that you don't cut the kitchen worktop.
4. Place the mushrooms into the large saucepan with the tin of sweetcorn and the pint of chicken stock.
5. Pour the noodles into the colander to get rid of the water. Be careful not to pour water on yourself because this can be very dangerous.
6. Gently put the noodles into the large saucepan with the stock mixture and bring to the boil.
7. When ready, use a ladle to pour noodle soup into 4 bowls and serve with crusty bread.
8. Enjoy your delicious soup!

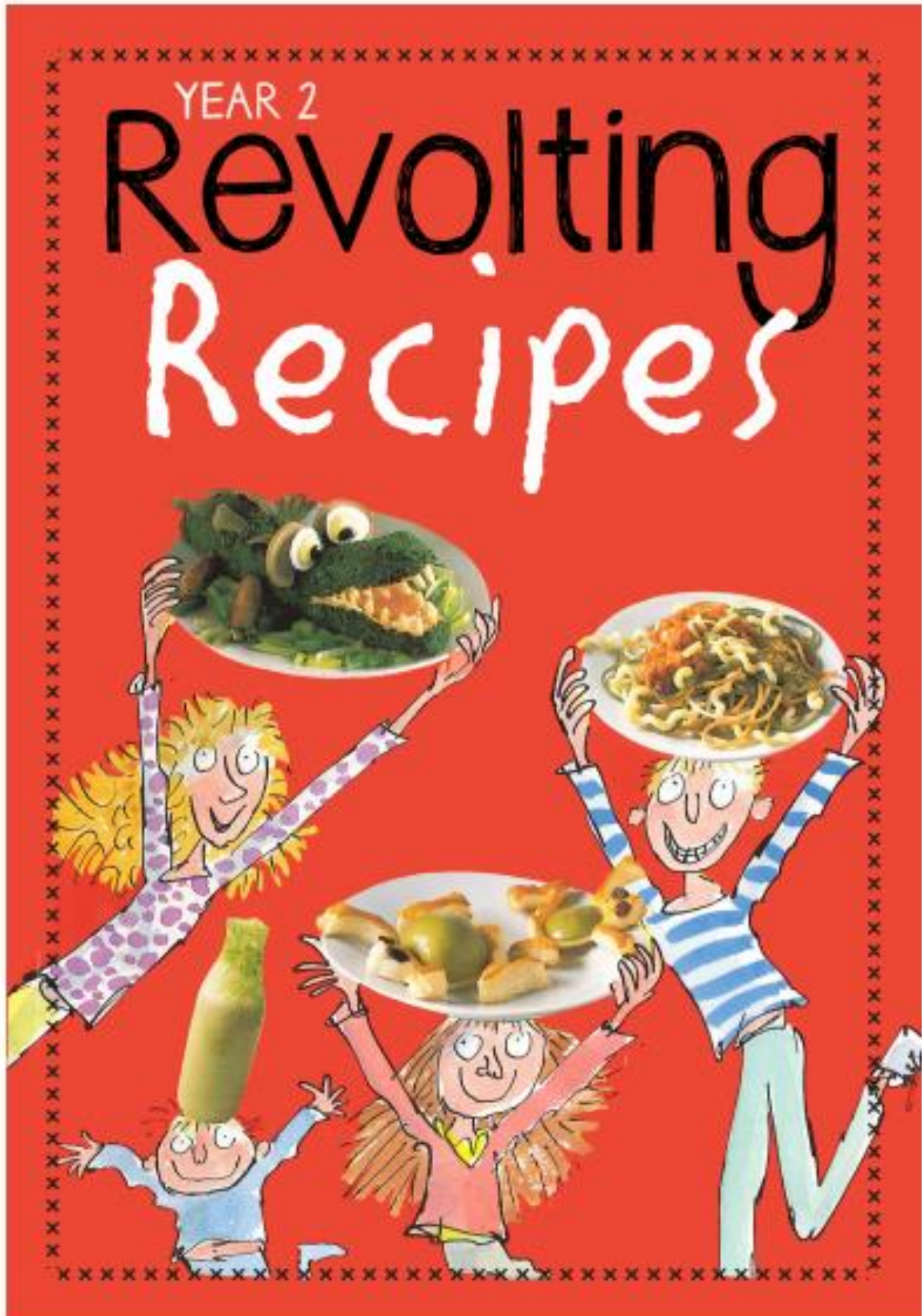


English Resource 2

Stir	a spoon.	with	the mixture
using	Chop	a knife.	the carrot
a ladle.	with	the liquid	Scoop
Put	on	a plate.	the food

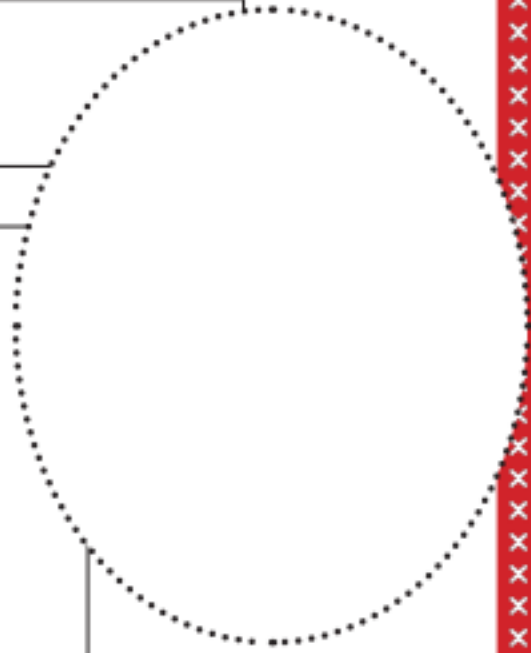


English Resource 3



Title:

You will need:







Year 2 Revolting Recipes



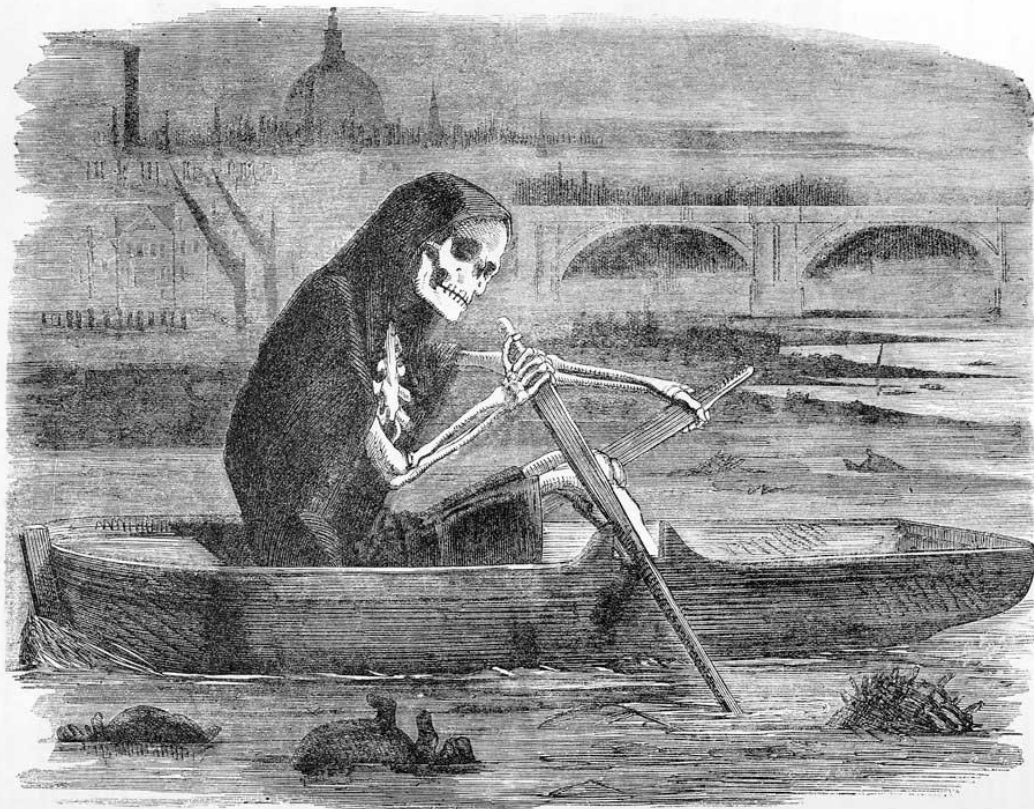
History Resource 1

The Summer of 1858, the Great Stink of London



Filthy river, filthy river,
Foul from London to the Nore,
What are you but one vast gutter?
One tremendous common shore?





THE "SILENT HIGHWAY" - MAN.
"Your MONEY or your LIFE!"



THE LONDON BATHING SEASON.



“He who drinks a glass of London water has literally in his stomach more creatures than there are men, women and children on the face of the globe.” **Sydney Smith**

“This noble river has become a terrible pool stinking of horror” **Benjamin Disraeli**

“The intense heat and stink had driven the MPs from those parts of Parliament which overlook the river. A few brave members, who wanted to investigate the problem, went into the library, but they were instantly forced to run away, each man with a handkerchief to his nose!” **The Times newspaper**

“We live in muck and filth. We aint got no privies, no dust bins, no water splies and no drain or suer in the whole place. If we fall ill, nothing can help us.” **Letter from the Poor of London sent to The Times.**

(ain't – haven't / privies – toilets / splies – supplies / suer – sewer)

“Near the bridges the toilet waste of London rolled up in clouds so thick that they could be seen at the surface of the river... the whole river was a real sewer” **Michael Faraday**, writing after seeing the Thames.

1) What do you think the problem was?

2) Why were people falling ill in London?



History Resource 2

The Great Stink of 1858 caused Parliament to vote for someone to fix the problem. They chose the engineer, Joseph Bazalgette. Who designed a new sewer system for London; have a look at the sources below to see what kind of work happened.



Work began on the system in 1859, and took twenty years to complete. Bazalgette's building work cost around £3 million at Victorian prices (about £400 million today!).

They designed and built **82 miles** of new tunnels, and used **318 million bricks** to do it. The price of bricks rose, and the workers were paid 6 shillings a day (about £50).

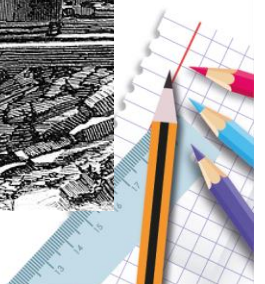
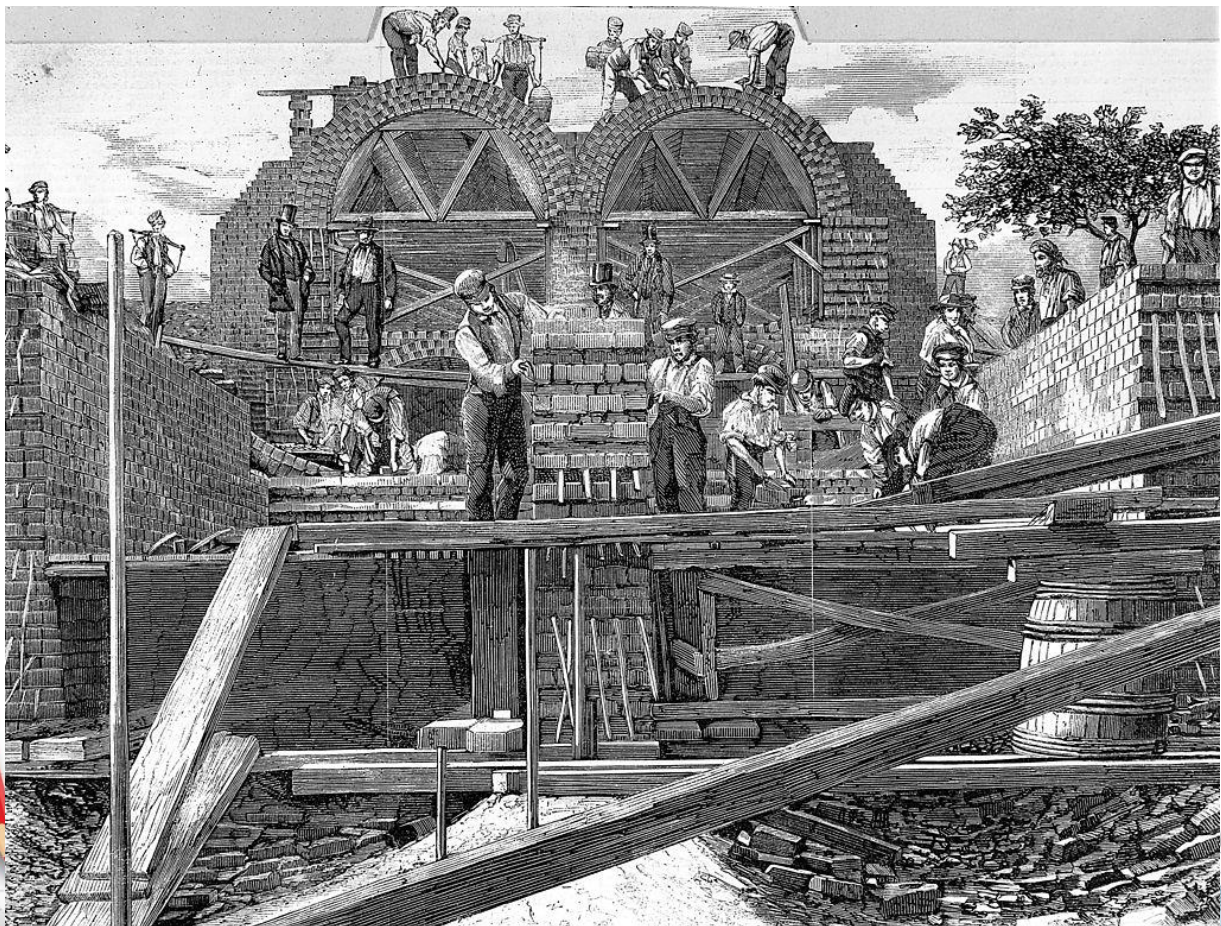
In 1866 the system had already worked – no-one in London fell ill from cholera that year except in parts that weren't connected to the sewers yet.

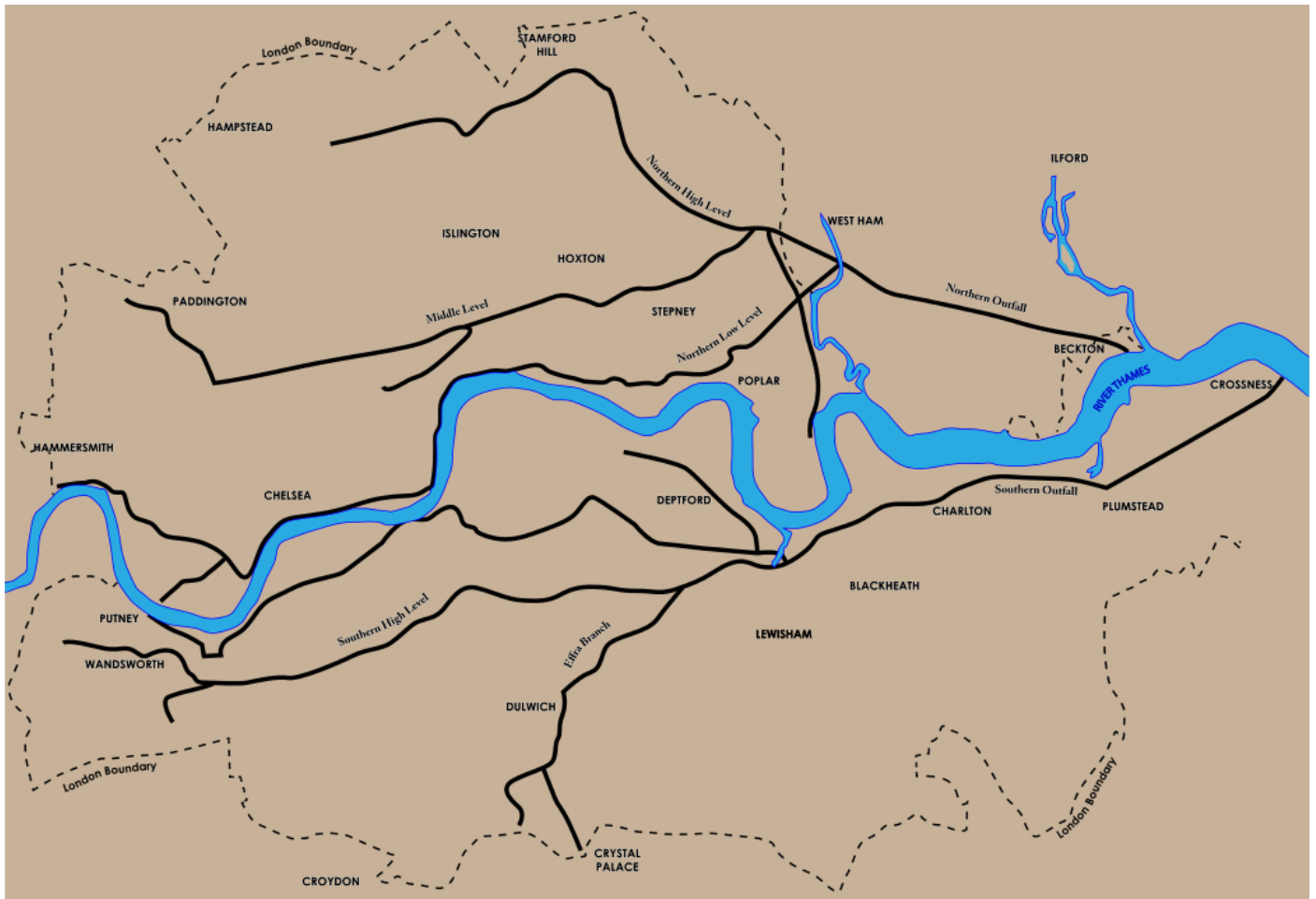
Bazalgette did not do all the work himself, but helped design and checked all of the plans himself. He also visited every connection between the old drains and his new sewers to check that no waste was escaping. He also found time to design lots of other Thames projects, including Battersea Bridge, Albert Bridge, Putney Bridge, and early plans for the Blackwall Tunnel



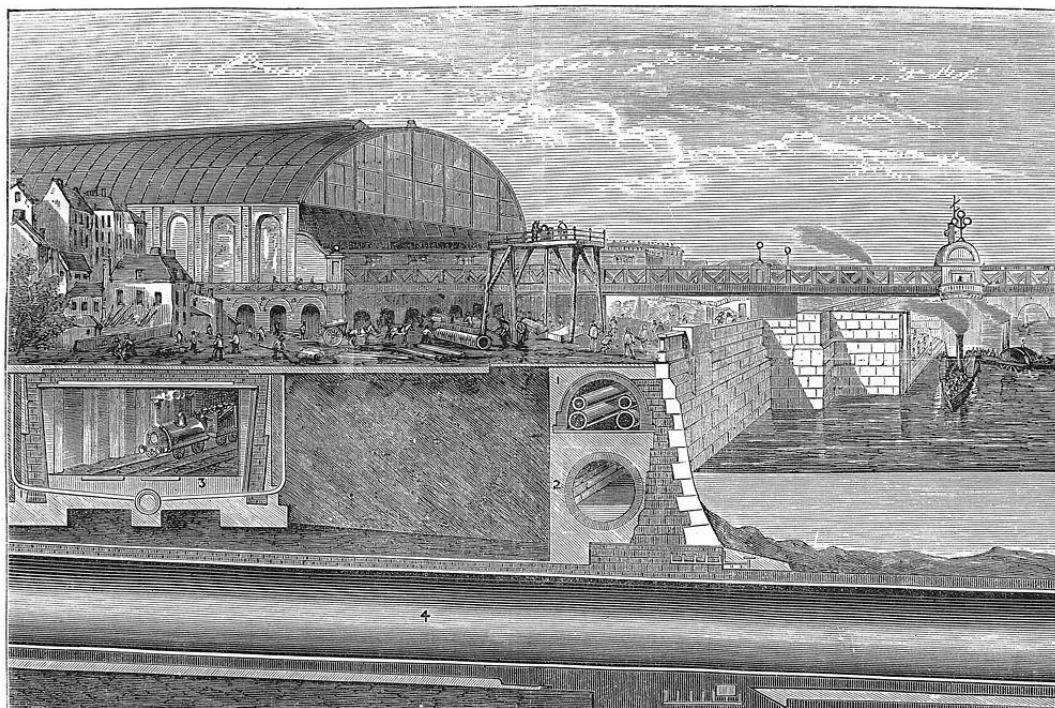
Workmen and engineers at one of Bazalgette's new pumping stations





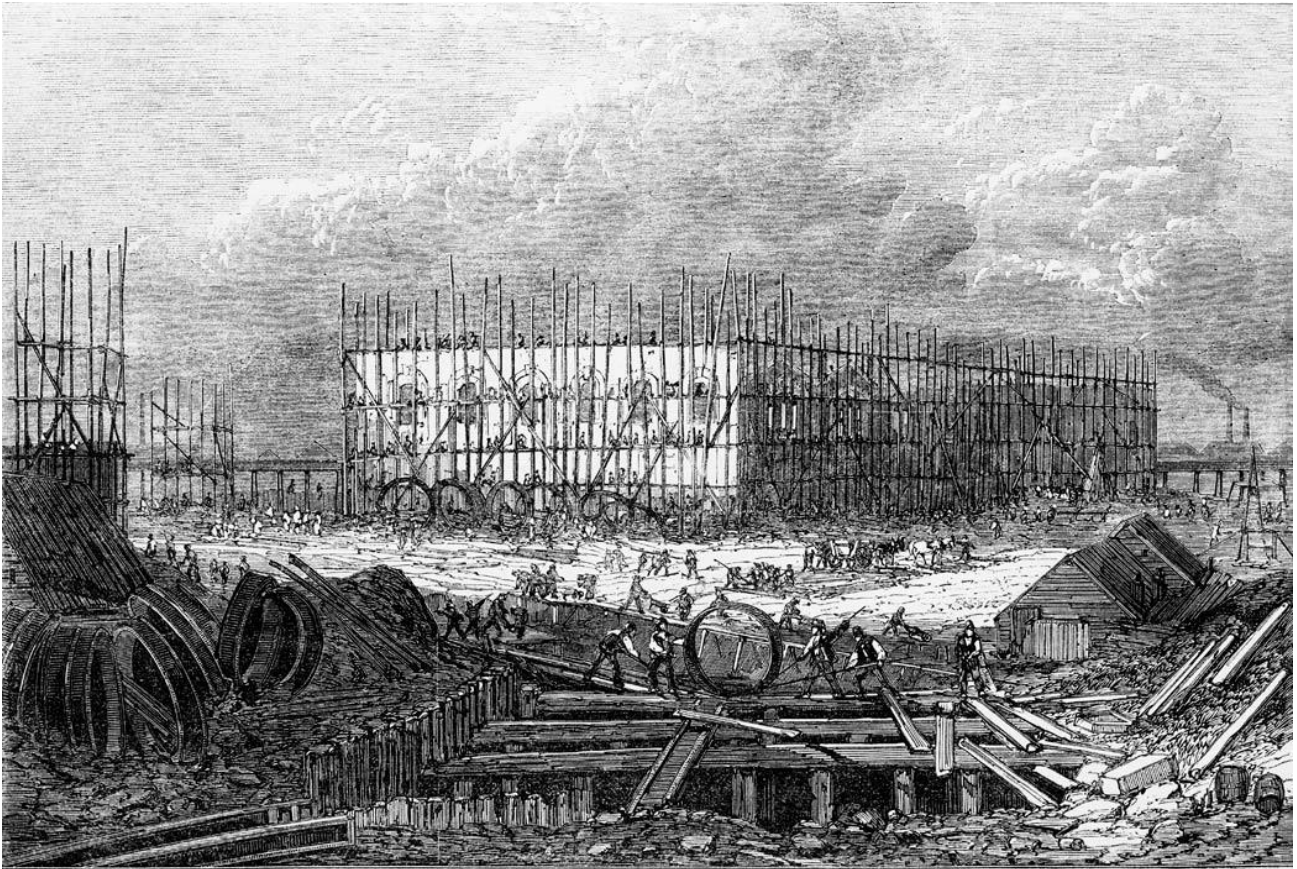


Map of Bazalgette's sewer pipe system.

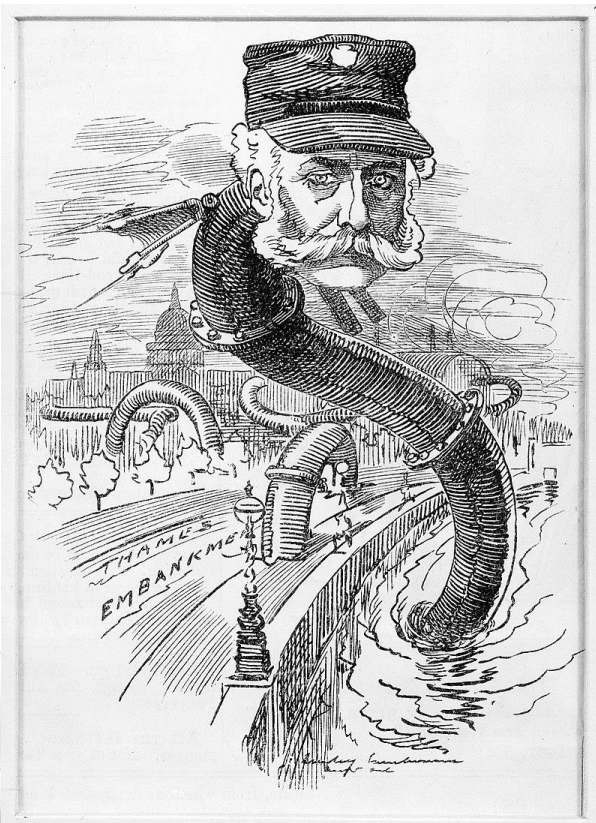


SECTION OF THE THAMES EMBANKMENT, 1867.

Showing (1) The Subway. (2) The Low-Level Sewer. (3) The Metropolitan District Railway. (4) The Pneumatic Railway.



METROPOLITAN MAIN DRAINAGE: PRESENT STATE OF THE ABBEY MILLS PUMPING STATION, WEST HAM.



A funny newspaper picture showing Bazalgette as the “sewer pipe snake”!

Bazalgette also made a very important decision. He calculated how much pipework each person in London would need, and then said “Well, we’re only going to do this once and there’s always the unforeseen” – and doubled the size of the pipes to make sure more people could live in London without the problem happening again.

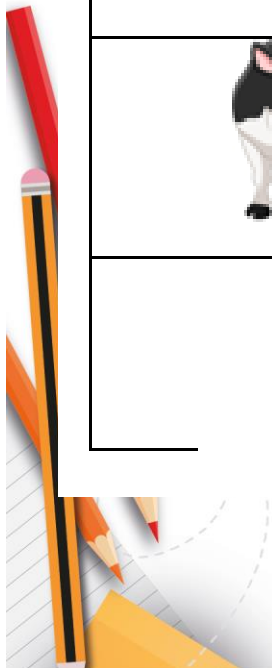
Bazalgette’s sewer system is still used today – only recently have new plans been needed to stop the bigger population of London swamping the Thames with poo again!

Phonics Resources

Date: _____ **L.O. To use the ar/al grapheme**

Can you spell the word correctly next to the picture? Try putting it into a sentence if you finish quickly!



Resource 2

Date: _____ LO: use contractions

Sort these words.

don't	it'll	hasn't	didn't
can't	he'll	she'll	won't

do

not

did

not

it

will

she

will

he

will

will

not

can

not

has

not

Use the contracted words in sentences below.



Spelling Resource

Spelling Grid

My spellings to practise:

sixty

seventy

eighty

ninety

hundred

Pyramid Writing:

Rainbow writing:





Home Learning

Look, say, cover, write, check:

sixty		
seventy		
eighty		
ninety		
hundred		

Write the word in a sentence:



Science Resource 1 – support

Fruit and Vegetables



Carbohydrates



R.E. Resource 1

<p>A child ripped a book in the classroom.</p>	<p>A person broke into a house.</p>	<p>A person stole a car.</p>
<p>A child ran in the corridor.</p>	<p>A child called out loudly in assembly without being asked.</p>	<p>A person stole money from the store.</p>
<p>A child used the iPad at home when her parent told her she wasn't allowed.</p>	<p>A person stole a bag of sweets from the store.</p>	<p>A child took a bag of sweets from the cupboard at home without asking a parent.</p>

