

Tasks for this week for Hummingbirds/Toucans
Date 1/6/20 Our wonderful world – ‘Local Study’

Subject area	Activity	Location	Save or send in?	Done Yes /No
Maths	Purple Mash link – longer or shorter. Taller & shorter. Maths activity sheet summer 2 week 1 Length & Height slides (5 lessons) Weekly Skills checks Times table sheets	Purple Mash- 2 do In electronic folder In electronic folder In electronic folder In electronic folder	Save Send in Send in Send in	
Literacy	Spellings Suffix: ly,ness Handwriting – spellings sentences Anansi gives people stories – PPT Retell the story. Grammar – Suffixes with the wolf – 2do Spag - mat 1	In electronic folder In homework book. Purple Mash- 2 do In electronic folde	To do To do Save To do To do	
IT	Purple Mash 2do - Internet Safety.	Purple mash – 2 do	Save	
Science	Habitats - https://www.bbc.co.uk/bitesize/topics/zx882hv Animal habitats PPT. Life process activity sheet. BBC Bitesize	To do on paper	Save	
Theme or Humanities	Magic Mapping Lesson 1 - PPT	Purple mash 2do	Send in To Do	

Art	Sketch minibeast https://www.youtube.com/watch?v=w5hwwbG00sc https://www.youtube.com/watch?v=gUdO0zoRptg	On plan	Send in	
RE	Creation story Draw & label your 7 days of the creation story. https://www.youtube.com/watch?v=YalBsd56iTQ https://www.youtube.com/watch?v=jB_NbwcOLVo	On Plan	To do To do	
Music	https://www.thenational.academy/year-3/foundation/pulse-year-3-wk1-5#slide-2 Lesson 2	Website lesson	Save	
PE/active lives	1 sheets	In electronic folder	To do	
Reading	Books at home Comprehension	Purple mash – 2 do	To do	

Reading - Set on purple mash - 'Ned & the jungle Animals', Chapter 4. A chapter to read and questions set to answer online - work will be sent automatically to the teacher.

Reading

Please keep reading. There are lots of free online books and you have also been supplied with a couple from the reading scheme.

Have a read of other Anansi stories:

<https://www.youtube.com/watch?v=Sau3E2LEfcI>

<https://www.youtube.com/watch?v=eob6eU7hceI>

<https://www.youtube.com/watch?v=Ugi5KYfQO-0>

If you have ran out of reading materials please try

https://www.oxfordowl.co.uk/class_user/sign_in

Username - stgeorgestoucans

Password- Toucans

This will give you an electronic version of books children can read online for free.

IT

This week we are going to have a reminder about internet safety. The Internet is a great place for children to learn and have fun but it can also be a place with hidden dangers for the uninformed child and even adult. When using the Internet, always be wary of opening emails from someone you do not know or downloading applications or software as they might contain a virus.

<https://www.youtube.com/watch?v=X9Htg8V3eik>

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

Purple Mash 2dos on internet safety.

Science

This term's topic is on **Living Things and their Habitats**.

LO: To Identify different types of habitats

Is it alive? Go for a walk and identify Living, Dead and Never Alive to explore and compare the differences between things that are living, dead, and things that have

never been alive by thinking about life processes. Compare the differences between things that are living, dead and have never been alive.

Complete Life process activity sheet or draw and label in your books.

<https://www.bbc.co.uk/bitesize/topics/zx882hv>

Humanities/Theme - Local study.

Week 1 - Mapping it out. Lesson 1

The next set of lessons will help to develop key map skills. Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary in subsequent lessons.

Questions to think about: What is a map? What different types of map are there? Why do we use maps? When might we use a map? Key features common to all maps (title, colour, map symbols, compass rose/ direction, key or legend).

Have a go at sketching a simple map of the school/local area with basic symbols in a key. Remember a sketch map is a roughly drawn map showing basic details and information about an area. Using Google Maps will help you see the school area from a different view.

Art/DT

Week 1 - sketching minibeasts.

Choose one mini beast and sketch.

<https://www.youtube.com/watch?v=w5hwwb600sc>

<https://www.youtube.com/watch?v=gUdO0zoRptg>

RE- Creation.

Thank God for the Earth and its beauty.

All people have a responsibility to care for the world.

Genesis 1 is the Jewish and Christian story of creation. Listen to the creation story from the Bible:

<https://www.youtube.com/watch?v=YalBsd56iTQ>

https://www.youtube.com/watch?v=jB_NbwcOLVo

Listen to the Creation story again if you like and then work on the following: If you had to create the world what would your seven days look like?

Draw and label.

Music

On the website oak national Academy, we will be following some year 3 lessons. The second

<https://www.thenational.academy/year-3/foundation/pulse-year-3-wk1-5#slide-2>

PE

<https://www.jumpstartjonny.co.uk/free-stuff> For activities inside please look at this website. Also he is doing a daily video on you tube.

Joe wicks - You tube daily.

<https://www.nhs.uk/10-minute-shake-up/shake-ups> For activities children can do inside and outside to increase exercise. 2 electronic activity sheets are in the folder and will be renewed each week.

Summer 2 - Activities. Sheet on the Drive

Morning maths

Within the electronic folder there is a power point of this week's morning maths also there is a pdf version if you are needing to print this.

Summer 2 maths activity mat 1

(in the maths electronic folder) There are 3 different levels indicated by the number of stars at the bottom of the page. Please pick 1 star if in Mrs Mollets maths set. 2 stars if in Mrs Scorr's maths set and 3 stars if in Mrs Rivers' maths set.

Year 2 - Length.

Five lessons on slides. Follow the slides and work in your books or do some practical activities around the house measuring things. Draw and write measurements in your books.

Literacy.

Within Literacy we are trying to use the opportunity to get the children to practice and improve their basic writing. Each week the children will have their weekly spellings. To save on photocopying the handwriting element can be incorporated into the spelling sentences that the children write in their homework book weekly.

Please encourage the children to use punctuation Pete (a copy is in the electronic folder) which covers basic skills i.e full stops, capital letters, joining words, 2 adjective sentence, finger spaces, exclamation marks, question marks, commas in a list and apostrophes.

Summer 2 Spag activity mat 1

There are 3 different levels indicated by the number of stars at the bottom of the page. Please pick one to do.

Grammar task set on purple mash. Year 2. Word work. Suffixes with the wolf. Set as 2do.

This week's focus is on Traditional Tales from other cultures.

Have a read of 'Anansi gives people stories' PPT.

Read the story and have a go at retelling the story in your own words in your books

Comprehension

Planning for Summer 2 week 1

<u>Class</u>	<u>Day</u>	<u>Time</u>	<u>Meeting No.</u>	<u>Password</u>	<u>Focus</u>
<u>Toucans</u>	<u>TBC</u>	<u>TBC</u>	<u>751-7914-9705</u>	<u>toucans1</u>	<u>TBC</u>
<u>Hummin gbirds</u>	<u>Tuesday</u>	<u>11.30</u>	<u>253 364 3524</u>	<u>MrsSoor</u>	<u>Be ready for a game!</u>

We hope you have had a lovely week and are keeping safe. Our work is still ongoing with our theme - 'Our wonderful world' - Local Study (Toddington). We understand that many parents do not have a printer at home so we have tried our best to do a mixture of activities. Any maths sheets could be used from the screen with the children writing their answers in their book. Please could you send a weekly email to the year 2 address (year,2@toddstg.co.uk) to tell us how you are getting on. We have loved receiving videos and photos of the children. Please do not feel you have to photograph everything as you can keep it in the pack and we will see it when we are due back. However, it is lovely to see their work so whatever is manageable for you. Please feel free to send more than one email a week as we love to keep in contact with all the children. We are here to answer any questions or if you are having any struggles that we could help with please feel free to email. We are calling a selection of parents - if you feel you need a phone call please let us know and we will arrange that.

As before we are sending quite a bit of work each week. Some parents are wanting to keep their children busy while others cannot complete all their work. We are not expecting all work to be completed each week but what suits each family.

We have been sent a link from Ross that includes maths and spellings for any fans of football. <https://plprimarystars.com/for-families/play-game> take a look.

Maths

Within their packs are their weekly skills and times tables. Don't forget about logging onto TTRockstars tool

This week we are learning about **Measures.(Length)**

Purple mash activities will be set weekly for your child to access online.

2do - Measures: Longer or shorter. Tallest & shortest.

HOMEWORK

Name: _____ Date: _____

Dear Parent

Your child is learning how to change the meaning of words by adding a suffix. These words are changed by adding 'ly', or 'ness'. Please help by practising these words with your child. Thank you for your help.

- A **suffix** is a letter or letters added to the end of a word to make another word
- **Nouns** are 'naming' words (boy, dog, cup). **Adjectives** are describing words (hot, big, kind).
- **Adverbs** often tell when, where, why, or how something happens and often end in 'ly'.
- Discuss the meaning of the words and try to think of a sentence containing the word.

Let your child copy each word twice. Use the final column to correct any mistakes or to test each group of words.

<i>(list 2:29)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(copy again)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>Two syllable root words which have a consonant before a final 'y'.</i>		
<i>happy</i>			
<i>nasty</i>			
<i>crazy</i>			
<i>tidy</i>			
<i>cosy</i>			

Spelling tip:	<i>The 'y' changes to 'i' when adding the suffix 'ly'. It turns an adjective into an adverb.</i>		
<i>happily</i>			
<i>nastily</i>			
<i>crazily</i>			
<i>tidily</i>			
<i>cosily</i>			

Spelling tip:	<i>The 'y' changes to 'i' when adding the suffix 'ness'. It turns an adjective into a noun.</i>		
<i>happiness</i>			
<i>nastiness</i>			
<i>craziness</i>			
<i>tidiness</i>			
<i>cosiness</i>			

Anansi gives people stories

From a Ghanaian folktale

Illustrated by Wiehan de Jager



African
Storybook.org



Long, long ago, the Sky God, Nyame, kept all stories locked in a wooden box, high in the sky.

People down on earth had no stories to tell and they were very sad.

They asked Anansi, the clever Spider, to help them.

Anansi spun a long thread,
and climbed up his sticky
thread all the way to
heaven.

"Can I have the stories,
please?" he asked the Sky
God.

But Nyame laughed and
said, "Oh, these are very
expensive stories. You
wouldn't be able to pay for
them, little spider."





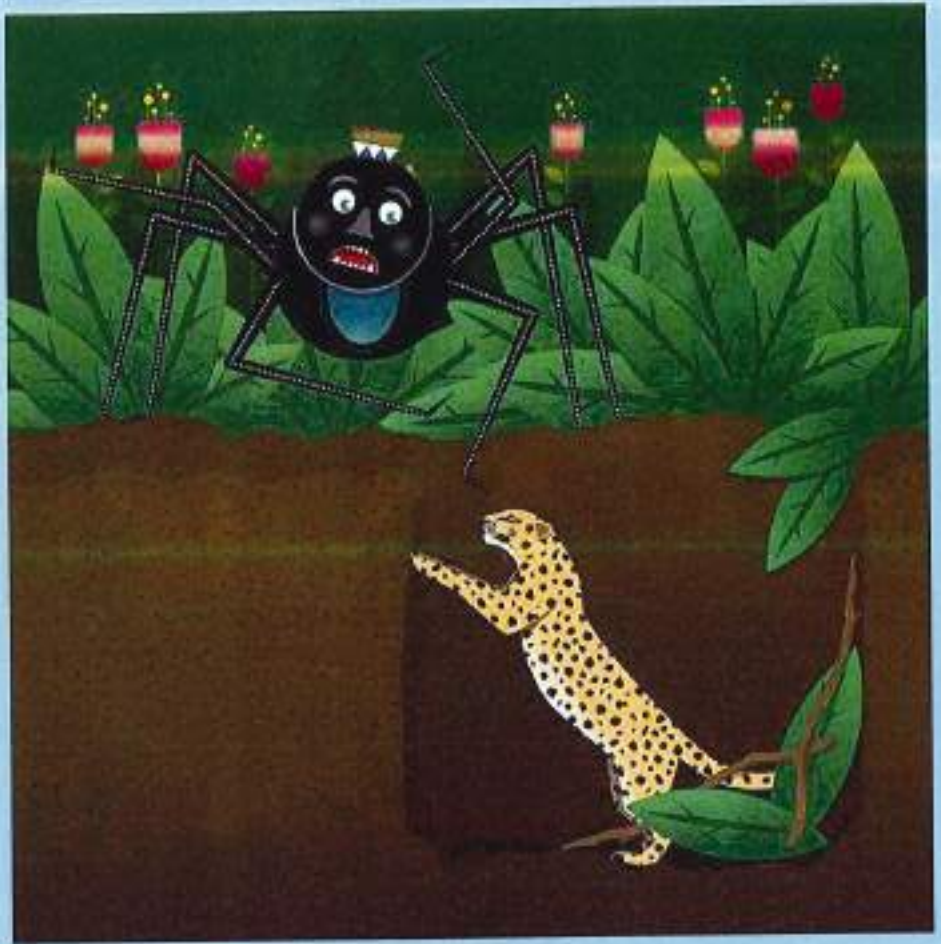
"How much do the stories cost?" asked Anansi.

"You'll have to bring me three rare and fierce animals", Nyame answered, "A leopard with sharp teeth like spears, a hornet that stings people, and a snake that swallows people whole."

Nyame laughed and laughed. He thought his stories were quite safe.

So Anansi climbed slowly down to the earth. How was he going to catch a leopard?

He dug a deep hole, covered it with branches and dirt so it was hidden, and went home for supper. In the morning, a leopard had fallen into Anansi's trap. It was furiously scratching at the side of the pit, but couldn't get out.





“Oh let me help you, my dear friend!” said Anansi. “Just lie down on these sticks and I’ll pull you out.”

Anansi wound his sticky web round the leopard and the sticks, and pulled him up to heaven to show the Sky God.

But Nyame just laughed and said, “Where are the other two?”

So Anansi went back down to earth. How was he going to catch the hornets?

He took a gourd full of water and went to the tree where the hornets lived. He poured some of the water onto the hornets' nest. Then he cut a leaf from a banana tree and held it over his head. He poured the rest of the water over himself.





Then he called out to the hornets, "Hey hornets! Come see! It is raining! Quick - get inside my gourd and it will keep all of you dry."

Hornets don't like to get wet, so they all flew into Anansi's gourd.

Then Anansi quickly spun a web across the opening so the hornets couldn't get out.

He carried them up to heaven and showed them to the Sky God.

But Nyame just said, "Where's the last one?"

He wasn't laughing so much anymore.





So Anansi went down to earth again.

"How on earth am I going to catch the snake that swallows people whole?" he asked his wife. She had a very good idea.

Together they found a good long thick branch and some strong vines.

When they got near the stream where the snake lived, they began to argue. "The branch is longer!" "No, it isn't!" "Yes it is!"

Soon the snake came out and asked what the argument was.

"I was arguing with my wife," said Anansi, "She says this stick is longer than you are. But I don't agree."

"Of course I'm longer than that stick!" said the snake. "I'm very long! I'm a huge snake! "Just put your stick next to me and measure!"





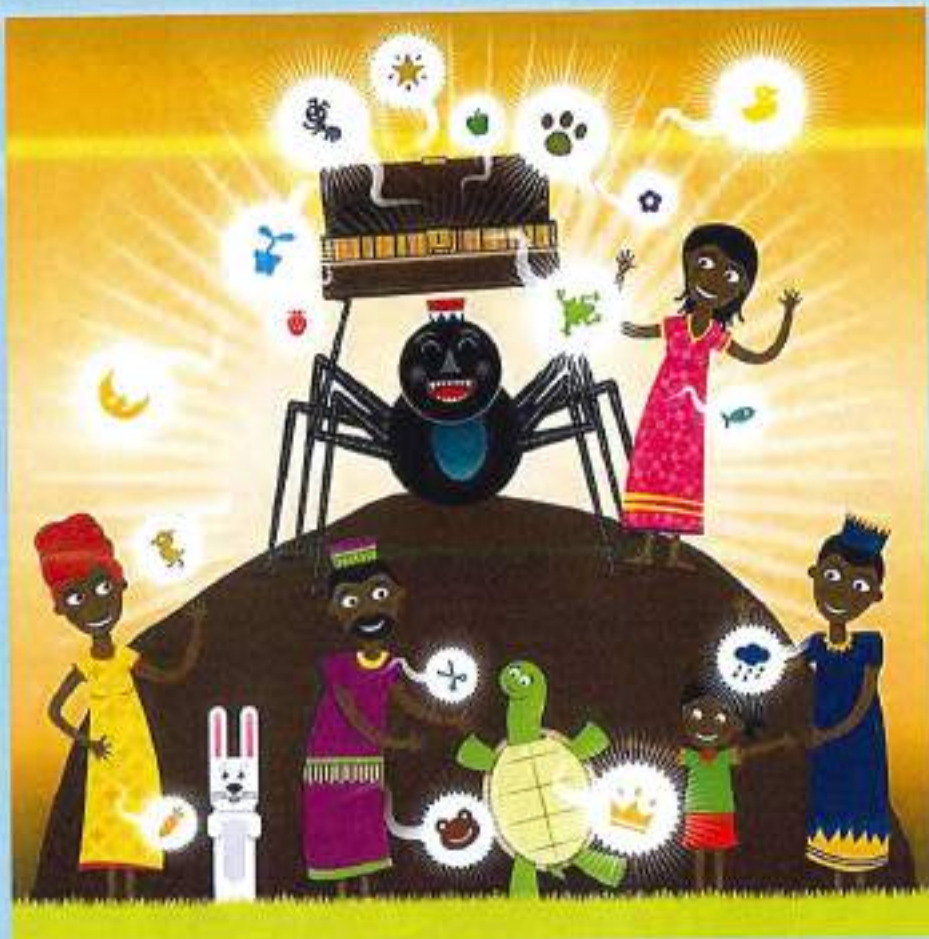
So Anansi did that.

"I'm going to tie you to the stick to keep you straight while I measure," he said to the snake.

When the snake was all tied up, Anansi pulled the snake up into the sky to show Nyame.

"I have done what you asked, Nyame," Anansi said. "Now you must give me the stories."

So the sky god gave Anansi the wooden box. He carried it down to earth, opened the lid, and out poured the stories, enough for everyone. And when the people started to tell the stories, they found that each story led to another and another, far too many to fit into a wooden box. Stories are for sharing, not for keeping in boxes.



Anansi gives people stories

Writer:
From a Ghanaian folktale

Illustrations:
Wiehan de Jager



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Year 2 Summer Term 2 SPaG Mat

1

Tick the command sentence.

- When is Sports Day?
 Ready, steady, go!



c
Underline the nouns in this sentence.

He drove his car slowly down the lane.



e
Write a statement sentence about this picture. Statements tell you something and end with a full stop.



d
Extend this sentence using the conjunction 'if'.

I will put on my coat...



b
Circle the correct homophone for each picture.



I
eye



I
eye

f
Oh no! Mr Whoops is getting in a muddle. Tick the sentence he should use.

- I was work on the computer before lunch?
 I was working on the computer before lunch.



Year 2 Summer Term 2 SPaG Mat Answers

1

Tick the command sentence.

When is Sports Day?

Ready, steady, go!



Underline the nouns in this sentence.

He drove his **car** slowly down the **lane**.



Write a statement sentence about this picture. Statements tell you something and end with a full stop.

Answers will vary.



Circle the correct homophone for each picture.



I

eye



I

eye

Extend this sentence using the conjunction 'if'.

I will put on my coat...

Answers will vary.

The rest of the sentence must include 'if' and make sense.



Oh no! Mr Whoops is getting in a muddle. Tick the sentence he should use.

I was work on the computer before lunch?

I was working on the computer before lunch.



a

Tick the command sentence.


- I love Sports Day.
- When is Sports Day?
- Ready, steady, go!



c


Underline the nouns in this sentence.

Their uncle drove his car slowly down the long, windy lane.




e

Write a statement sentence about this picture.




b


Circle the correct homophone for each picture.




I eye



I eye



flower flour




flower flour

d

Extend this sentence using the conjunction 'if'. Write the whole new sentence in full.


I will put on my coat...



f

Oh no! Mr Whoops is getting in a muddle. Tick the sentence he should use.

- I working on the computer before lunch yesterday.
- I worked on the computer before lunch yesterday.
- I work on the computer before lunch yesterday



Year 2 Summer Term 2 SPaG Mat Answers

1


a

Tick the command sentence.

I love Sports Day.

When is Sports Day?


Ready, steady, go!



c

Underline the nouns in this sentence.


Their uncle drove his car slowly down the long, windy lane.



e

Write a statement sentence about this picture.


Answers will vary.




b

Circle the correct homophone for each picture.


I eye




I eye



flower flour



flower flour




d

Extend this sentence using the conjunction 'if'. Write the whole new sentence in full.

I will put on my coat...

Answers will vary.

The extended sentence must include the starter words spelt correctly, use 'if' and make sense.




f

Oh no! Mr Whoops is getting in a muddle. Tick the sentence he should use.

I working on the computer before lunch yesterday.

I worked on the computer before lunch yesterday.

I work on the computer before lunch yesterday



Year 2 Summer Term 2 SPaG Mat

1

Tick the command sentence.

- I love Sports Day.
- When is Sports Day?
- What fantastic weather for Sports Day!
- Ready, steady, go!



a

Underline the nouns and circle the adverbs in this sentence.

Their uncle drove his car slowly down the long, windy lane.



c

Write a statement and a question sentence about this picture.



e

Circle the correct homophone for each picture.



I

eye



I

eye

Write the correct spellings:



d

Write your own extended sentence about this picture using the conjunction 'if'.



f

Oh no! Mr Whoops is getting in a muddle. Tick the sentence he should use.

- I won't be work on the computer before lunch.
- I w'ont be worked on the computer before lunch.
- I won't be working on the computer before lunch.
- I wont' be working on the computer before lunch.



Year 2 Summer Term 2 SpaG Mat Answers

1

Tick the command sentence.

I love Sports Day.

When is Sports Day?

What fantastic weather for Sports Day!

Ready, steady, go!



Underline the nouns and circle the adverbs in this sentence.

Their uncle drove his car slowly down the long, windy lane.



Circle the correct homophone for each picture.



I

eye



I

eye

Write the correct spellings:



flour



flower

Write a statement and a question sentence about this picture.

Answers will vary.



Write your own extended sentence about this picture using the conjunction 'if'.

Answers will vary.

The extended sentence must relate to the picture, include 'if' and make sense.



Oh no! Mr Whoops is getting in a muddle. Tick the sentence he should use.

I won't be work on the computer before lunch.

I w'ont be worked on the computer before lunch.

I won't be working on the computer before lunch.

I wont' be working on the computer before lunch.



Year 2 Maths Activity Mat

①

Section 1

Find the missing numbers:

$$15 + \square = 100$$

$$\square + 30 = 100$$

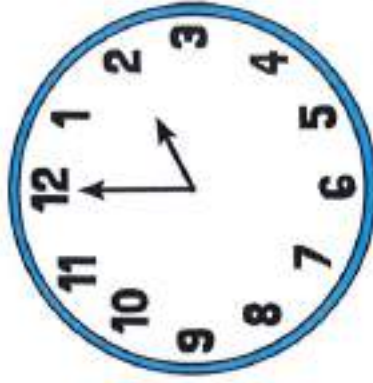
Section 4

Make 17p using the fewest number of coins.



Section 5

What time is the clock showing?



Section 7

Write down 2 facts about triangles.

.....

.....

.....

Section 2

What's my number?

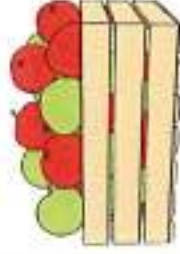
I have 2 digits.

My tens digit = $30 - 10$.

My ones digit is even, and is two less than 6.

Section 8

There are 24 apples in a box. Half are sold. How many are left?



Section 6

Write these numbers in words:

13

25

11

Section 3

I have 18 toy cars. I share them between my 2 friends.

How many will they each have?



Year 2 Maths Activity Mat: 1

Answers

Section 1

Find the missing numbers:

$$15 + \boxed{85} = 100$$

$$\boxed{70} + 30 = 100$$

Section 2

What's my number?

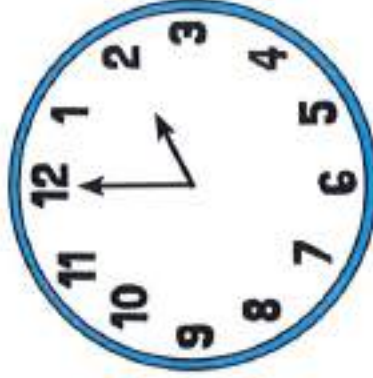
I have 2 digits.

My tens digit = $30 - 10$.

My ones digit is even, and is two less than 6.

Section 5

What time is the clock showing?



Section 7

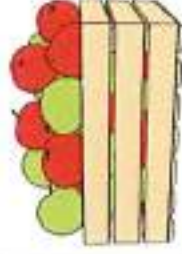
Write down 2 facts about triangles.

2 facts about triangles,

e.g. 3 sides and 3 corners

Section 8

There are 24 apples in a box. Half are sold. How many are left?



Section 4

Make 17p using the fewest number of coins.



Section 6

Write these numbers in words:

13

thirteen

25

twenty-five

11

Section 3

I have 18 toy cars. I share them between my 2 friends.

How many will they each have?



Year 2 Maths Activity Mat

①

Section 1

Find the missing numbers:

$$75 + \square = 100$$

$$\square + 33 = 100$$

Section 4

Make £3.15 using the fewest number of coins.



Section 2

What's my number?

I have 2 digits.

I am even.

My tens digit is half of 40.

My ones number is even and between 7 and 9.



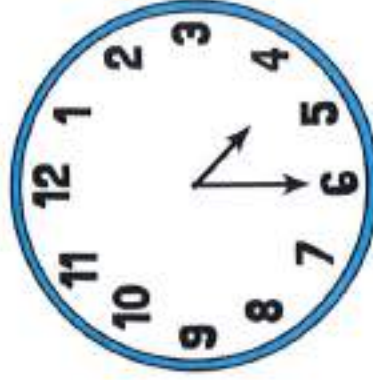
Section 3

I have 62 football cards and I share them equally between my 2 friends. How many will they each have?



Section 5

What time is the clock showing?



Section 7

Write down 2 facts about rectangles.

.....

.....

.....

Section 8

I have 28 socks. How many pairs will I have?



Section 6

Write these numbers as words:

441

203

117

.....

.....

.....

Year 2 Maths Activity Mat: 1

Answers

Section 1

Find the missing numbers:

$$75 + \boxed{25} = 100$$

$$\boxed{67} + 33 = 100$$

Section 2

What's my number?

I have 2 digits.

I am even.

My tens digit is half of 40.

My ones number is even and between 7 and 9.

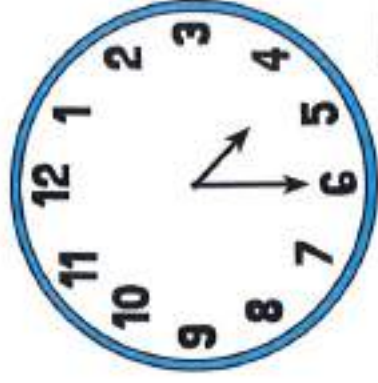
Section 3

Make £3.15 using the fewest number of coins.



Section 4

What time is the clock showing?



Section 5

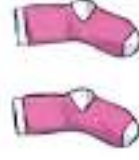
Write down 2 facts about rectangles.

E.g. 4 sides, Opposite sides are

equal, 4 corners, 4 right angles

Section 6

I have 28 socks. How many pairs will I have?



Section 7

Write these numbers as words:

441

203

117

Section 8

I have 62 football cards and I share them equally between my 2 friends. How many will they each have?



Year 2 Maths Activity Mat

①

Section 1

Find the missing numbers:

$$33 + 15 = 40 + \square$$

$$\square + 16 = 23 + 12$$

Section 4

Make £4.63 using the fewest number of coins.



Section 5

What time is the clock showing?



Section 7

What do squares and rectangles have in common? Write two facts.

.....

.....

.....

Section 2

What's my number?

I have 3 digits.

I am even.

My tens digit is half of 60.

My ones number is the same as 2 x 3.

My hundreds number is double 400.

?

Section 6

Write these numbers in words:

211

401

Now write these words in numbers:

Nine hundred and four =

Two hundred and twenty-two =

Section 8

Egg boxes hold 6 eggs. I have 18 eggs. How many boxes will I need?



Section 3

I have 19 conkers. I share them between my 2 friends. How many will they each have? How many will be left over?

Year 2 Maths Activity Mat: 1

Answers

Section 1

Find the missing numbers:

$$33 + 15 = 40 + \boxed{8}$$

$$\boxed{19} + 16 = 23 + 12$$

Section 2

What's my number?

I have 3 digits.

I am even.

My tens digit is half of 60.

My ones number is the same as 2 x 3.

My hundreds number is double 400.



Section 5

What time is the clock showing?



Section 7

What do squares and rectangles have in common? Write two facts.

Examples: 4 sides, Opposite sides

are equal, 4 corners, 4 right angles.

Section 6

Write these numbers in words:

211

Two hundred and eleven

401

Four hundred and one

Now write these words in numbers:

Nine hundred and four =

Two hundred and twenty-two =

Section 8

Egg boxes hold 6 eggs. I have 18 eggs. How many boxes will I need?



Section 4

Make £4.63 using the fewest number of coins.



Section 3

I have 19 conkers. I share them between my 2 friends.

How many will they each have? How many will be left over?

Place Value



How many flowers are there?
Write the answer in words.

Reveal
answer



Problem Solving

Alana caught 20 crabs at the beach. Henry caught $\frac{3}{4}$ as many as Alana.

How many crabs did Henry catch?

Reveal
answer

+ and -

$$65 + \square = 72$$

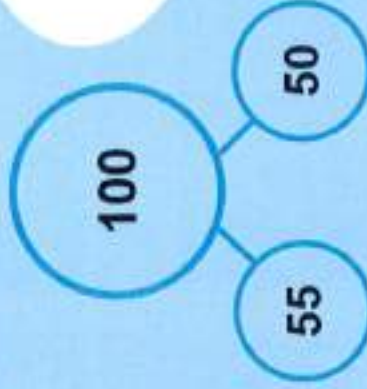
Reveal
answer

x and ÷

$$8 \times 5 = \square$$

Reveal
answer

Reasoning



Is my part-whole model correct?



Explain why.

Place Value

What is the value of the underlined digit?



Reveal answer

Problem Solving

How many vertices does a square-based pyramid have?



Reveal answer

+ and -

$$92 - 5 =$$

Reveal answer

x and ÷

$$7 \times 2 =$$

Reveal answer

Reasoning

If I count backwards in tens starting from 51, I will say the number 0.



Is Alana correct?

Explain why.

Place Value

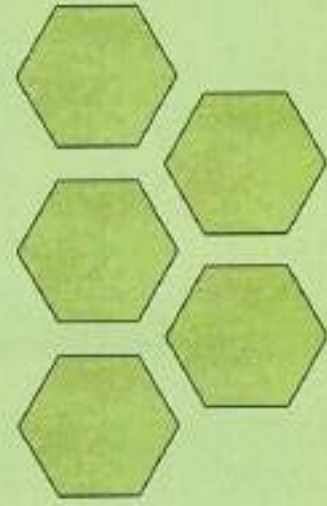
49 50 52

53 54 55 57

What numbers are hidden on the number line?

Reveal answer

Problem Solving



How many sides do five hexagons have?

Reveal answer

+ and -

$$43 + \square = 100$$

Reveal answer

x and ÷

$$11 \times 10 = \square$$

Reveal answer

Reasoning



The temperature of the water is 15°C.



Is Henry correct? Explain why.

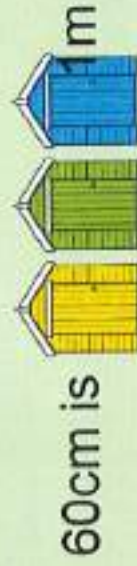
Place Value

Write the next three numbers in this sequence:



Problem Solving

Use either longer than or shorter than to complete this statement:



Reveal answer

+ and -

$$68 - 50 =$$

Reveal answer

x and ÷

$$60 \div 5 =$$

Reveal answer

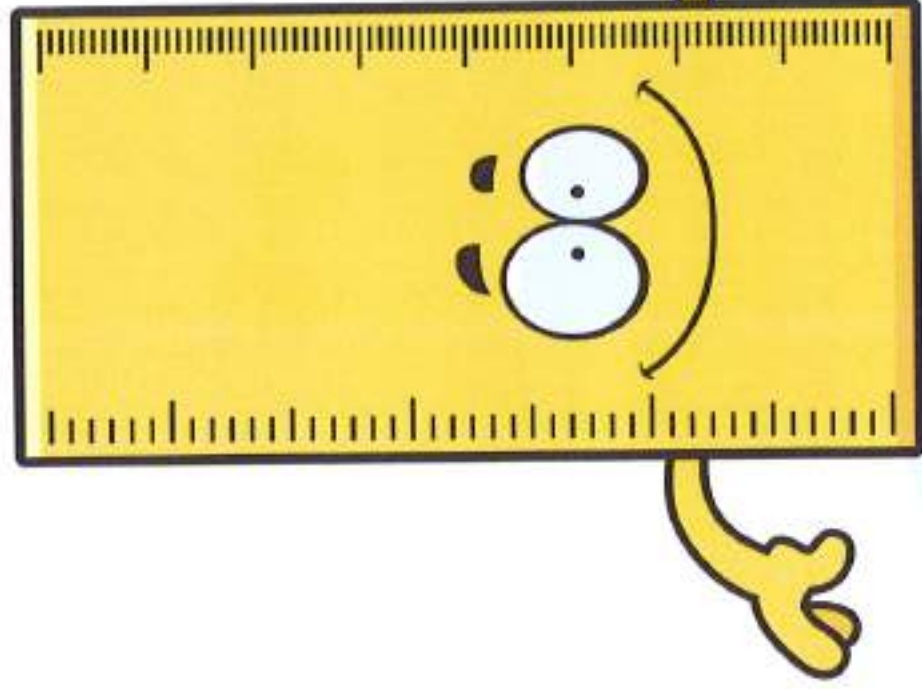
Reasoning

Is Alana correct? Explain why.

I have exactly £1.



LENGTH



Length is a type of measurement.

It tells us how long or wide something is.

We can also talk about length of time but that is a different kind of measurement.

LENGTH VOCABULARY

Long
Longer
Longest

Short
Shorter
Shortest

Wide
Wider
Widest

Narrow
Narrower
Narrowest

Thick
Thicker
Thickest

Thin
Thinner
Thinnest

Tall
Taller
Tallest

Convert

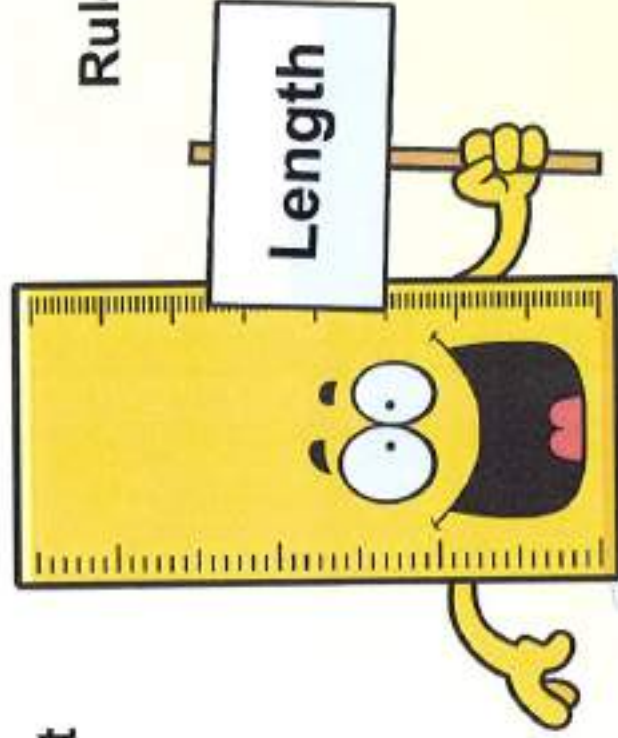
How many of these 'length' words do you know?

Deep
Deeper
Deepest

Shallow
Shallower
Shallowest

Measure Distance

Ruler Tape Measure



Metric Imperial
Millimetre Inch
Centimetre Foot
Metre Yard
Kilometre Mile

USING RULERS

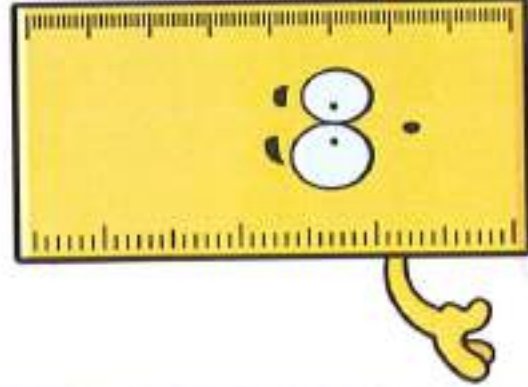
Rulers can help us to measure length.

How to measure using a ruler

- Check your ruler carefully. Are you measuring in centimetres or inches?
- Put one end of your object at the '0' on the ruler.
- Look at the other end of the object.
- Read the number that it is next to.
- This pencil is 6 centimetres long.



When you are measuring, remember to start measuring at the 0. Don't start at the end of the ruler.



METRIC UNITS

The metric measurements of length are:

- millimetres (mm),
- centimetres (cm),
- metres (m),
- kilometres (km).

• ← This line is one millimetre long.

1mm

← This line is one centimetre long.

1cm



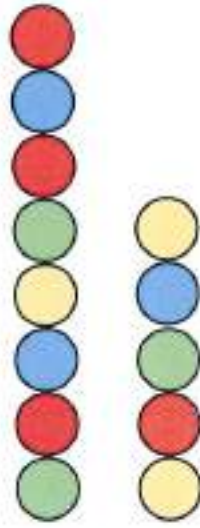
1m

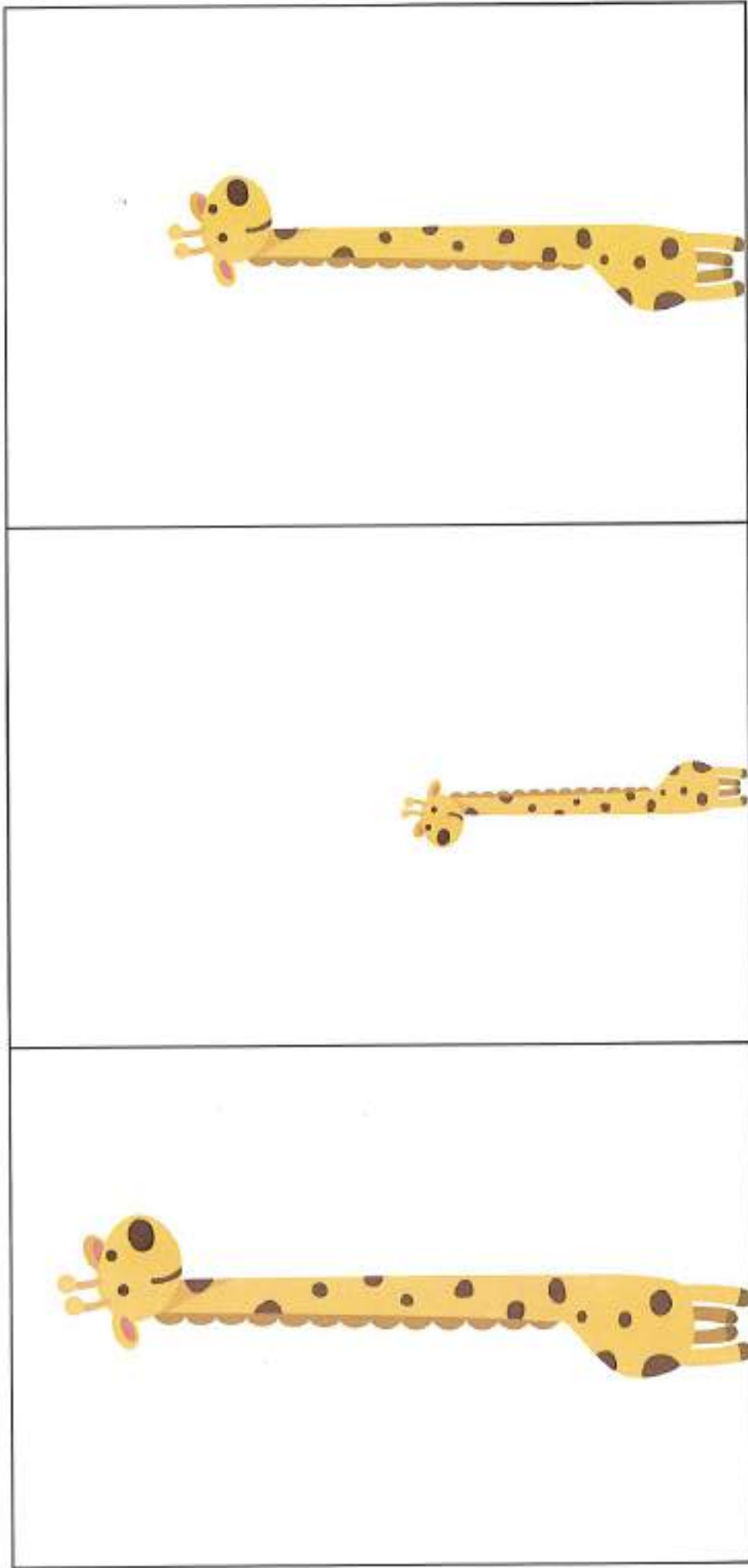


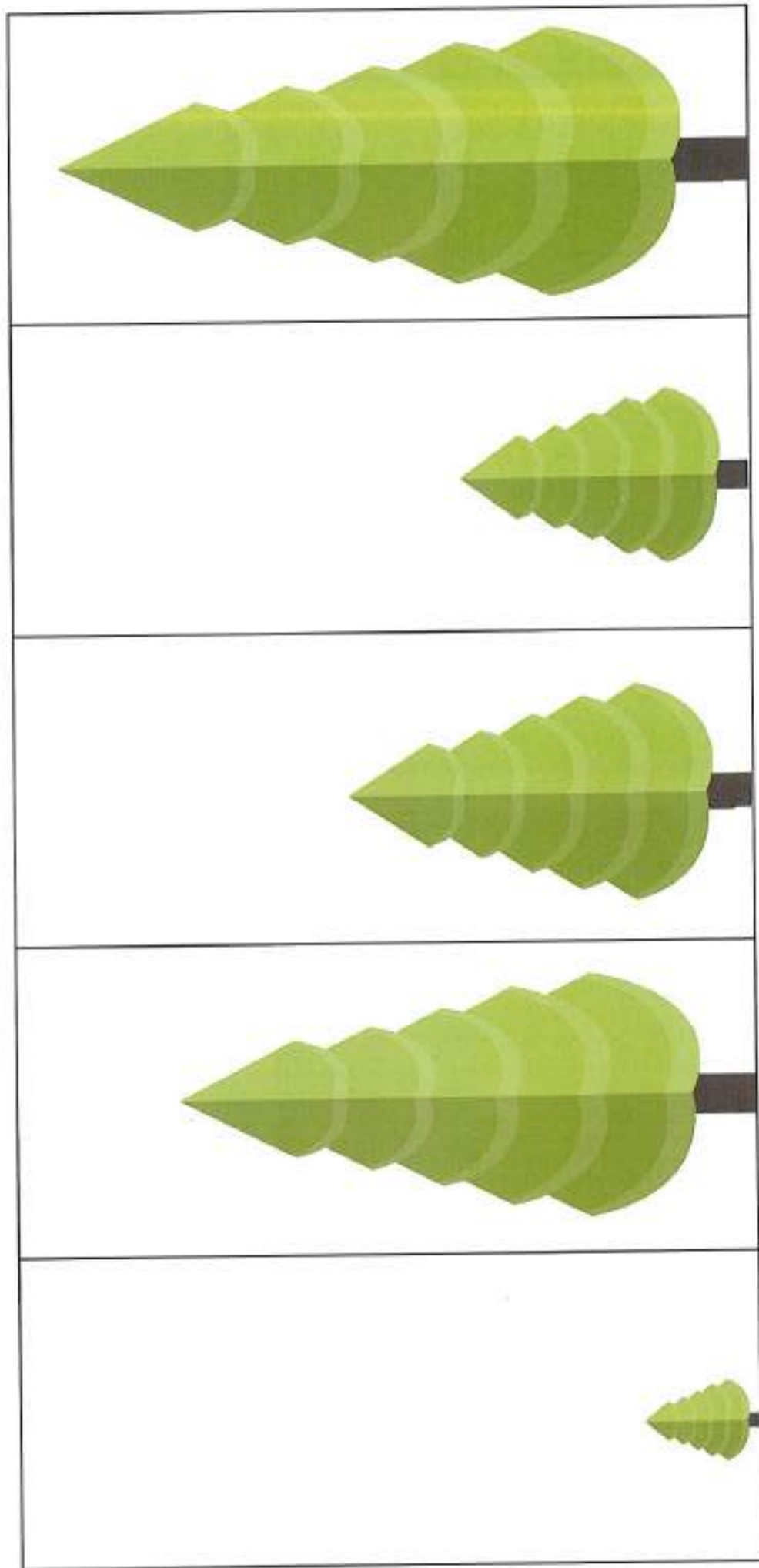
This road is about one kilometre long.

How many counters?

Can you find objects like these and measure them using counters or coins?

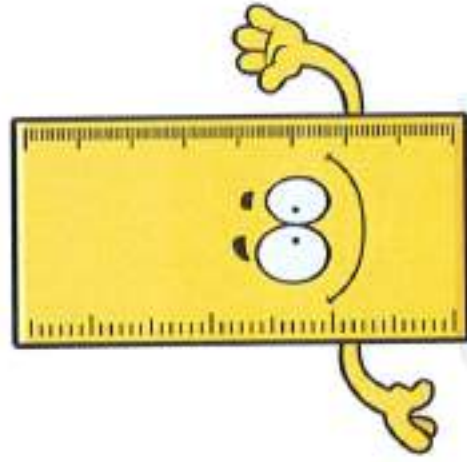






Measuring Lines

Can you measure these lines in centimetres?



1 

2 

3 

4 

5 

6 

7 



Sheep

75cm (0.75m)



Hyena

80cm (0.8m)



Giant Panda

90cm (0.9m)



Bald Eagle

1 02m

Identity Parade



Barry
the Bear

Sammy
the Squirrel

Ronnie
the Rabbit

Connie
the Cat

Who stole the zookeeper's lunch?

The feast thief is less than 140cm tall.

The picnic pilferer is between 80cm and 130cm tall.

Look at the pictures below.
Which dinosaur is taller?



A



B

1

Look at the pictures below.
Which caterpillar is longer?



A



B

2

Look at the lines below.
Which line is longer?



A



B

3

Look at the lines below.
Which line is longer?



A



B

4

Joseph's sunflower is 2.4m tall.
Emily's sunflower is double the
height of Joseph's.

How tall is Emily's sunflower?

41

David is 95cm tall. His sister
Kate is 14cm taller than him.
How tall is Kate?

Their brother Joe is 23cm taller
than Kate. How tall is he?

42

Riders of the **Dragon** roller coaster
must be at least 110cm tall.

Nathan is 95cm tall and
his sister Megan is 87cm tall.

How many centimetres does each
child need to grow to be able to
ride on the **Dragon**?

43

Orlagh is making a tower of
bricks. Each brick is 5cm tall.

If she starts with one brick on
Monday and doubles the height
of the tower each day, how tall
will the tower be on Friday?

44



10 millimetres
=
1 centimetre



100 centimetres
=
1 metre

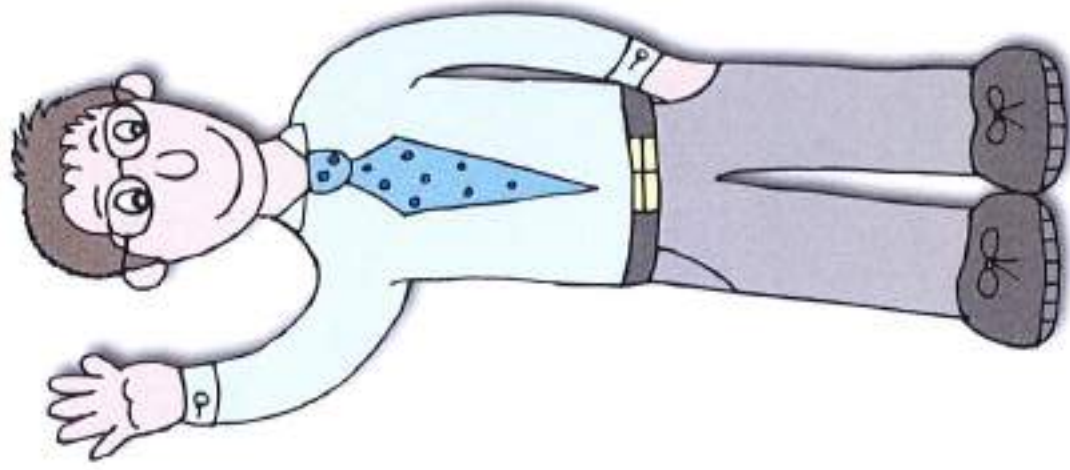


1000 metres
=
1 kilometre



12 inches
=
1 foot

Teaching PACKS

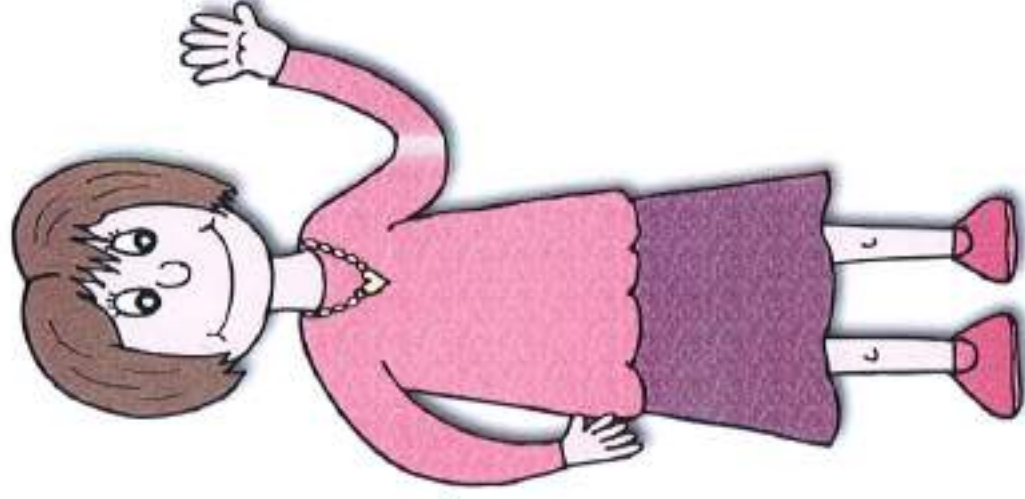


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Mark and Helen



Length & Height



Master *The Curriculum*

2

Fluency & Reasoning Teaching Slides

Measure Length - cm

2



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What do you know about these objects?



?

What do you notice about the side lengths?

What does this mean?

centimetre

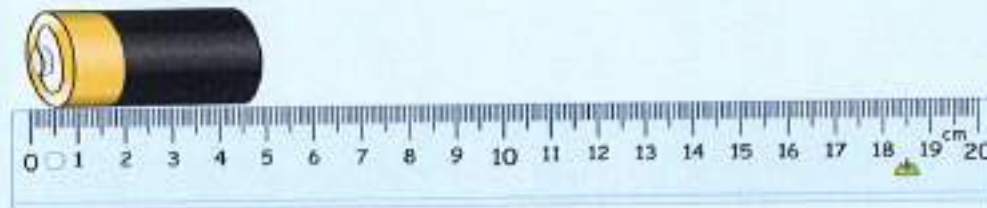
cm

?

Can you show how long a centimetre is?

How long are these objects to the nearest cm?

(not to scale)



How long are these objects to the nearest cm?

(not to scale)



How long are these objects to the nearest cm?

(not to scale)



How long are these objects to the nearest cm?

(not to scale)



Activity 2

Measure Length - cm

How tall are these objects to the nearest cm?

(not to scale)

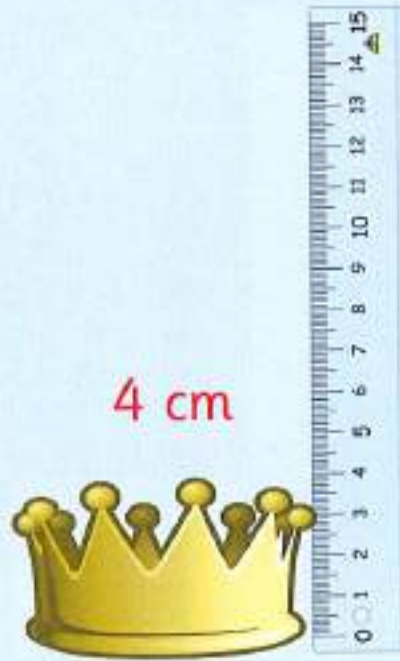


Activity 2

Measure Length - cm

How tall are these objects to the nearest cm?

(not to scale)

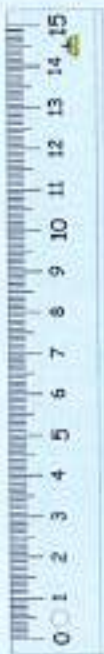


Activity 2

Measure Length - cm

How tall are these objects to the nearest cm?

(not to scale)



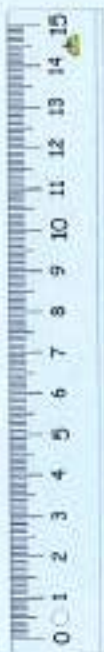
Activity 2

Measure Length - cm

How tall are these objects to the nearest cm?

(not to scale)

11 cm



8 cm



5 cm



Activity 3

Measure Length - cm

Find some objects to measure to the nearest centimetre.
Measure the length and height of your objects.



Now it's time to draw some lines using your ruler.

Remember to start from zero!

1. 6 cm long
2. 3 cm long
3. 9 cm long
4. 2cm long
5. 14cm long
6. Longer than 2 cm but shorter that 6 cm.
7. Longer than 5cm but shorter than 7cm.
8. Longer than 6 cm but shorter than 10 cm.

?

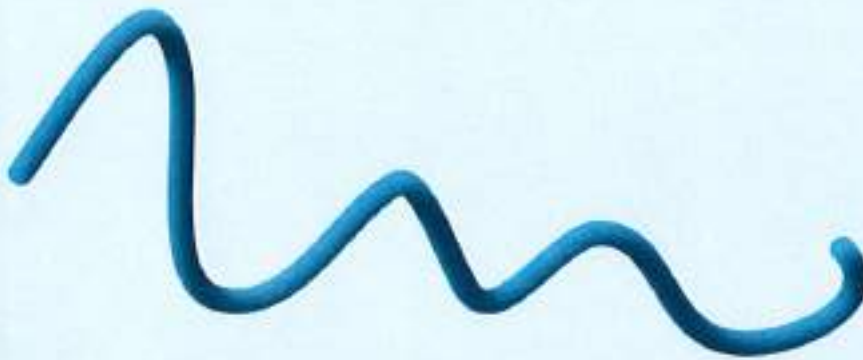
Where should you start from on your ruler?

How long is this piece of string?
How could you find out?



Does the length change if you change the orientation?

How long is this piece of string?
How could you find out?



The length will not change if you change the orientation so it will be easier to measure if you put it in a straight line.

Zach has used the ruler to measure the length of the car.



Zach says the car is 6 centimetres long.
Do you agree? Explain your answer.

Zach has used the ruler to measure the length of the car.



Zach is incorrect because he has not lined the car up with the 0 marker. If he had measured from 0 he would see that the car is 5cm long.

What is the length of...?

How can the numbers on the ruler help us?

How do you know you have drawn a line that is 5cm long?

How can you check?

Why is it important to start measuring from 0 on the ruler?

Measure Length - m

2



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What does this mean?

metre

m

Can you show how long a metre is?
Is it longer or shorter than a centimetre?

Look at the objects.
Discuss which ones you would measure in centimetres
and which ones you would measure in metres.



Look at the objects.

Discuss which ones you would measure in centimetres and which ones you would measure in metres.



m



cm



m



cm



m



cm



m



cm



cm



m



cm



Look at the objects.

Discuss which ones you would measure in centimetres and which ones you would measure in metres.

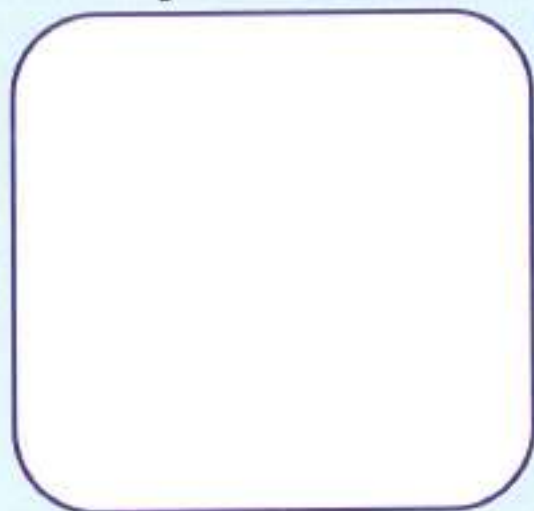


Look at the objects.
Discuss which ones you would measure in centimetres
and which ones you would measure in metres.

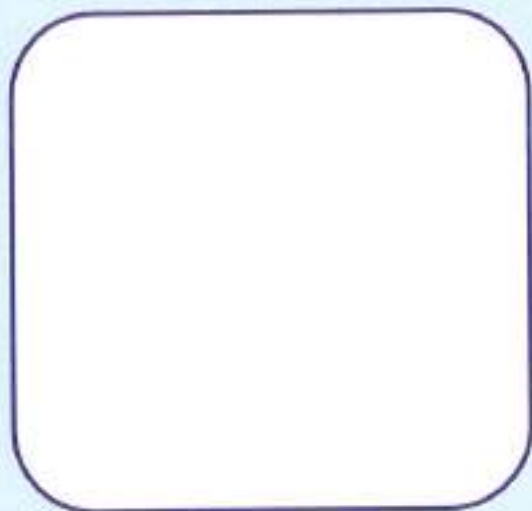


Use a metre stick to measure objects in your classroom and place them into the groups.

Longer than a metre



Shorter than a metre



Use a metre stick to measure objects in your classroom and place them into the groups.

Longer than a metre



Shorter than a metre



Use a metre stick to count up in 10 cm blocks.
What do you notice about 100 cm?



Use a metre stick to count up in 10 cm blocks.
What do you notice about 100 cm?



100 cm is equal to 1 metre.

Activity 4

Measure Length - m

Measure the length of the school hall.
Record the length in metres and centimetres, e.g. 5 metres and 3 centimetres.



Measure the length of the school hall.
Record the length in metres and centimetres, e.g. 5 metres and 3 centimetres.



Answers will depend on the measurement of
the school hall of each student.

Usain Bolt can run 100m in 8.58 seconds (just under 10 seconds).

How far do you think you can run in 10 seconds?
Do you think it will be more or less than 100m?

Measure how far you and your friends can run in 10 seconds. Record your answers in metres and centimetres.

Usain Bolt can run 100m in 8.58 seconds (just under 10 seconds).

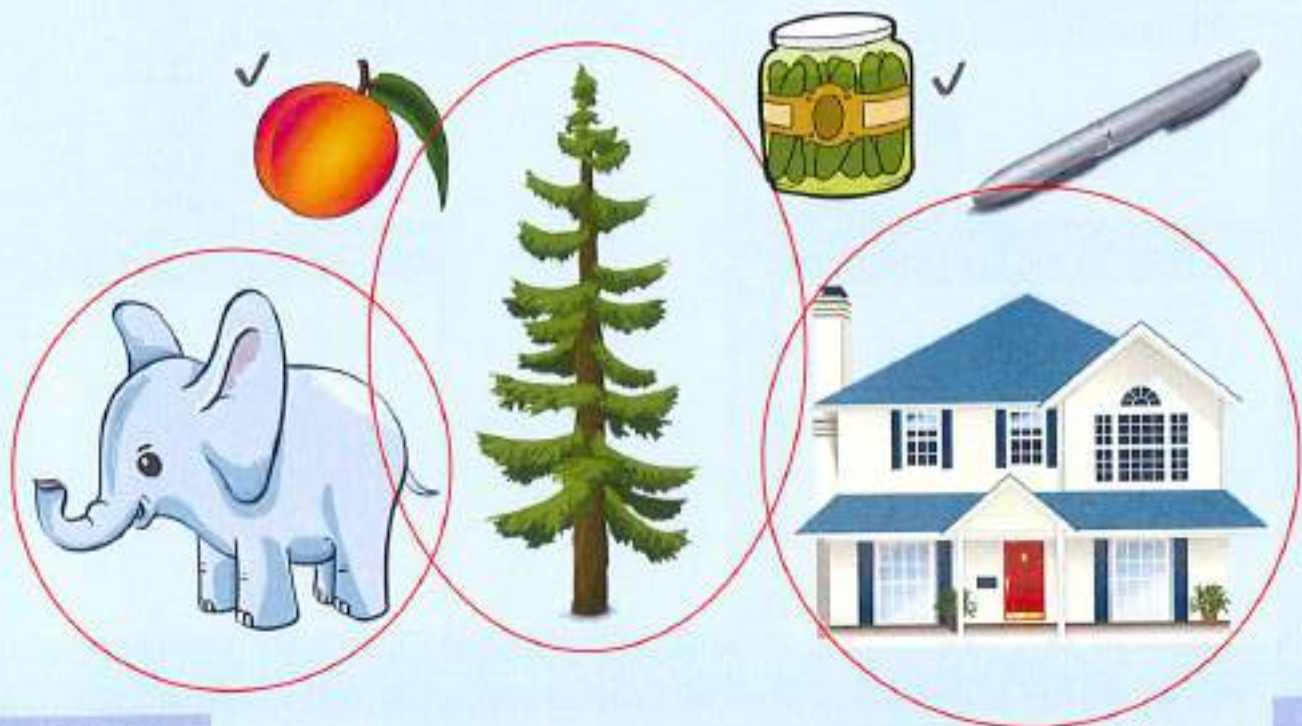
How far do you think you can run in 10 seconds?
Do you think it will be more or less than 100m?

Children will have a variety of answers.
They could measure using different equipment
including metre sticks and trundle wheels.

Circle the objects that you would measure in metres.
Tick the objects that you would measure in centimetres.



Circle the objects that you would measure in metres.
Tick the objects that you would measure in centimetres.



Tia has a metre stick.
She wants to measure the length of her classroom.



I can't measure the length of my classroom because my metre stick isn't long enough.

Explain to Tia how she could measure the length of her classroom.

Tia has a metre stick.
She wants to measure the length of her classroom.



I can't measure the length of my classroom because my metre stick isn't long enough.

Tia can measure the length of the classroom by putting a marker at the end of the metre stick and then starting again at that point, moving her metre stick as she measures.

When would it be appropriate to use metres?

Why is more efficient to use metres instead of centimetres for longer objects/distances?

What equipment would you use to measure longer objects/distances?

Comparing Length

2



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Compare the lengths.

Complete the sentence by using the words; longer than, shorter than, or the same as.

13 cm is _____ 31 cm.

forty m is _____ 14 m.

34 m is _____ thirty- four m.

100 cm is _____ ten cm.

56 centimetres is _____ 65 cm.

Compare the lengths.
Complete the sentence by using the words;
longer than, shorter than, or the same as.

13 cm is shorter than 31 cm.

forty m is longer than 14 m.

34 m is the same as thirty-four m.

100 cm is longer than ten cm.

56 centimetres is shorter than 65 cm.

Compare the lengths.

Complete the sentence by using the words; longer than, shorter than, or the same as.

15 cm is _____ 60 cm.

Sixty metres is _____ 60 m.

96 m is _____ 69 m.

80 cm is _____ 80 m..

Compare the lengths.

Complete the sentence by using the words; longer than, shorter than, or the same as.

15 cm is shorter than 60 cm.

Sixty metres is the same as 60 m.

96 m is longer than 69 m.

80 cm is shorter than 80 m.

Use $<$, $>$ or $=$ to complete the statements.

7 metres 17 metres

18 cm 18 m

32 cm 32 centimetres

Use $<$, $>$ or $=$ to complete the statements.

7 metres

$>$

17 metres

18 cm

$<$

18 m

32 cm

$=$

32 centimetres

Use $<$, $>$ or $=$ to complete the statements.

45 cm

45 m

43 m

34 m

12 centimetres

twelve cm

Use $<$, $>$ or $=$ to complete the statements

45 cm

 $<$

45 m

43 m

 $>$

34 m

12 centimetres

 $=$

twelve cm

Choose 2 objects from your classroom.
Estimate the length of each object. Then measure both
objects and compare the lengths using $<$, $>$ or $=$.

Try this again, but this time measuring your friend's height.

Compare the measurements using
<, > or =

$65\text{cm} + 10\text{ cm}$



$65\text{cm} - 10\text{ cm}$

$52\text{ m} + 6\text{ m}$



$52\text{ m} + 7\text{ m}$

$7\text{ cm} - 6\text{cm}$



$8\text{ cm} - 7\text{ cm}$

$90\text{ m} - 5\text{ m}$



$80\text{ m} + 5\text{ m}$

Compare the measurements using
<, > or =

$$65\text{cm} + 10\text{ cm}$$

75cm



$$65\text{cm} - 10\text{ cm}$$

55cm

$$52\text{ m} + 6\text{ m}$$

58 m



$$52\text{ m} + 7\text{ m}$$

59 m

$$7\text{ cm} - 6\text{cm}$$

1 cm



$$8\text{ cm} - 7\text{ cm}$$

1 cm

$$90\text{ m} - 5\text{ m}$$

85 m



$$80\text{ m} + 5\text{ m}$$

85 m

A red pencil is twice as long as a yellow pencil.



Using this, complete the statements using longer than, shorter than or equal to.

- 3 red pencils are _____ 2 yellow pencils.
2 red pencils are _____ 5 yellow pencils.
4 red pencils are _____ 8 yellow pencils.

A red pencil is twice as long as a yellow pencil.



Using this, complete the statements using longer than, shorter than or equal to.

3 red pencils are longer than 2 yellow pencils.
2 red pencils are shorter than 5 yellow pencils.
4 red pencils are equal to 8 yellow pencils.

Which is longer: 10 centimetres or 10 metres?

Which symbols can we use to compare lengths?

What is the difference between using taller than and longer than?

When would we use taller than instead of longer than?

Order Lengths

2

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Esin, Zach and Rosie have a piece of ribbon.

Esin



Zach



Rosie



Esin, Zach and Rosie have a piece of ribbon.



_____ has the longest ribbon.

_____ has the shortest ribbon.

_____ 's ribbon is shorter than _____ 's.

_____ 's ribbon is longer than _____ 's.

Esin, Zach and Rosie have a piece of ribbon.



Zach has the longest ribbon.

Esin has the shortest ribbon.

Esin's ribbon is shorter than Rosie/Zach's.

Zach's ribbon is longer than Rosie/Esin's.

Choose five objects in your classroom.
Measure them using a ruler.
Order the objects from longest to shortest.

Write at least three sentences to describe the objects using the words longer, longest, shorter and shortest.



Four children are measuring their heights. Leanna is taller than Rosie, but not as tall as Malachi. Zach is taller than Malachi.



Malachi



Zach



Leanna



Rosie

Write down their names in order of their heights, starting with the shortest.

Four children are measuring their heights. Leanna is taller than Rosie, but not as tall as Malachi. Zach is taller than Malachi.

From shortest to tallest:
Rosie, Leanna, Malachi, Zach

Measure the height of people in your class and measure the length of their shoes.



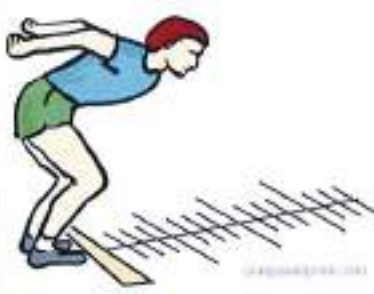

Tia


The taller you are, the longer your shoes are.

Is Tia correct?



ATHLETICS & GAMES

Whatever you do in the next few days, keep your **steps** up!

<p><u>Standing Broad Jump</u></p>  <p>twinkl.com</p>	<p>Find a soft surface to jump on like a carpet or grass.</p> <p>1. Jump from 2 feet and land on 2 feet.</p> <p>*make sure you land on your</p> 
<p>2. Let's go further!</p> <p>Start with your feet a little way apart, arms behind you and hips, knees and ankles bent (flexed).</p> <p>Look forward, swing your arms up and forward and jump as far as you can.</p>	
<p>3. Teach someone else in your house how to jump. Watch or video their jump. Try to make their jumping better. Always be positive "Your arms swing forward, now try to lift them higher" "Well done you are trying really hard to go further"</p>	
 <p>Standing triple Jump</p>	<p>Hop forward,,</p> <p>Step,</p> <p>Leap</p>

 <p style="text-align: center;">twinkl.com</p>	<p>to land on 2 feet</p> <p>https://www.youtube.com/watch?v=2yjRePOzYq4</p>
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Racket skills. If you haven't got a racket use any kind of bat or even your hand. A tennis ball would be best but any kind of ball will do.

<p>Hold your ball in one hand. Roll the ball forward, chase and pick up the ball. Always watch the ball carefully. Now roll the ball faster and try picking it up with your other hand.</p> <p>Ask someone to roll the ball to you. Watch and stop the ball. Ask them to roll fast and slow and to your left and right. (You will need fast feet!)</p>	 <p style="text-align: center;"><small>twinkl.com • 10122191</small></p>
<p>Repeat the rolling practices stopping the ball with a racket or bat.</p> <p>If you are on your own rebound the ball against a wall and stop the rebound.</p>	
<p>Now balance the ball on your racket / bat / hand. Walk around.</p> <p>Can you turn the racket over and still balance the ball? Can you bounce the ball on the racket?</p>	
<div style="display: flex; align-items: center;">  <p>Can you let the ball bounce on the floor and then bounce it on your racket.</p> <p style="text-align: center;">Hit your ball against a wall, let it bounce and hit again.</p> </div>	

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My Skills Circuit Summer 2 Create a skills circuit for your favourite activity.

Write down 5 skills needed in your activity. Practise them one after the other.

WARM - UP (lifting knees / jogging on the spot / arm circles / body twists / touching the floor)

	Description of exercise	Picture / sketch
1		
2		
3		
4		

5		
6	Cool Down	

HOMEWORK

Name: _____ Date: _____

Dear Parent

Your child is learning how to change the meaning of words by adding a suffix. These words are changed by adding 'y' or 'ness'. Please help by practising these words with your child. Thank you for your help.

- A **suffix** is a letter or letters added to the end of a word to make another word.
- **Nouns** are 'naming' words (boy, dog, cat). **Adjectives** are describing words (hot, big, kind).
- **Adverbs** often tell when, where, why, or how something happens and often end in 'ly'.
- Discuss the meaning of the words and try to think of a sentence containing the word.

Let your child copy each word twice. Use the final column to correct any mistakes or to test each group of words.

(list 2:29)	Practise 1 (copy into space)	Practise 2 (copy again)	Can spell word (check and correct)
Spelling tip:	Two syllable root words which have a consonant before a final 'y'.		
happy			
nasty			
crazy			
tidy			
cosy			

Spelling tip:	The 'y' changes to 'i' when adding the suffix 'ly'. It turns an adjective into an adverb.		
happily			
nastily			
crazily			
tidily			
cosily			

Spelling tip:	The 'y' changes to 'i' when adding the suffix 'ness'. It turns an adjective into a noun.		
happiness			
nastiness			
craziness			
tidiness			
cosiness			

My School - Sketch Map

Draw a sketch map of your school and the local area surrounding your school. Remember a sketch map is a rough drawing of the area from above with simple detail.

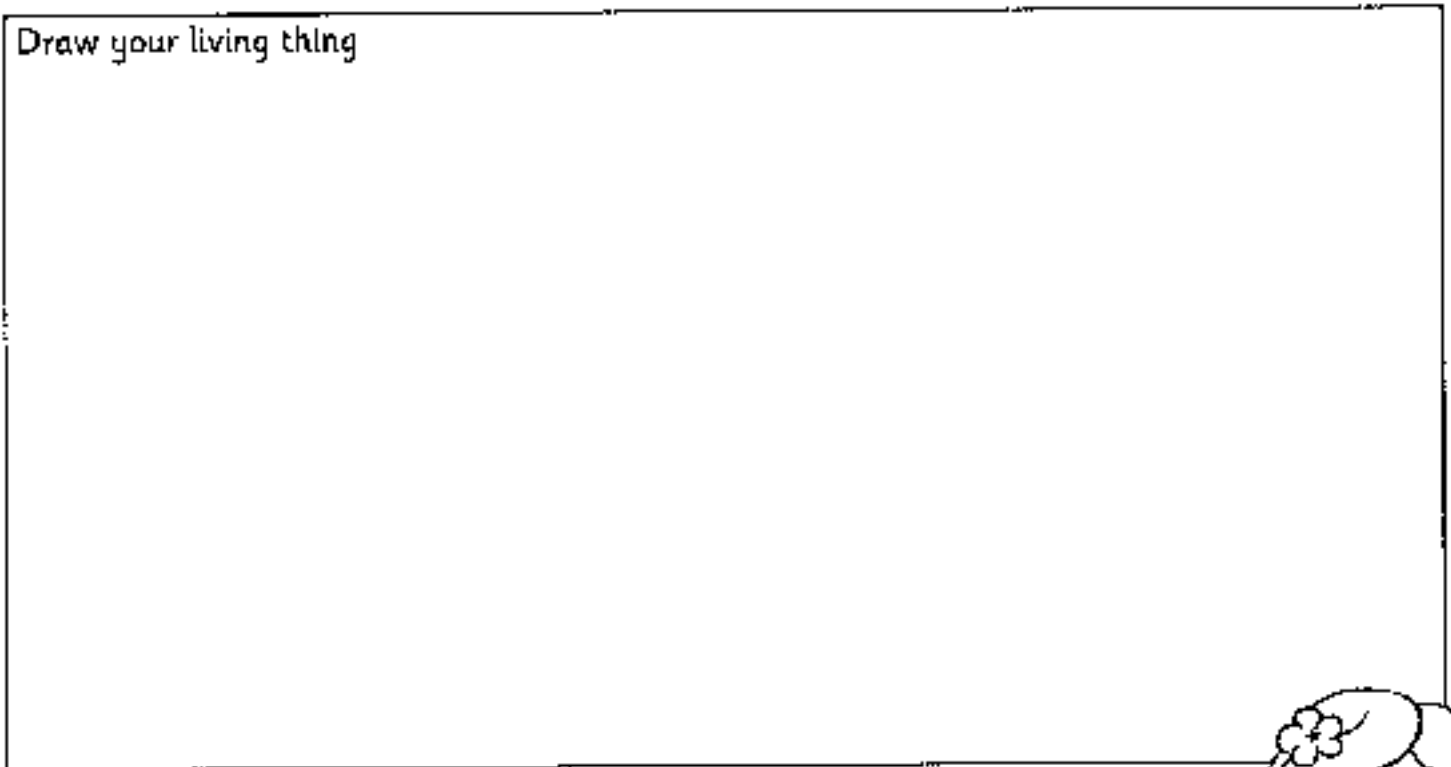
Challenge: Can you draw a route that you take from school to another place?



planit

Life Processes

Draw your living thing



Write a sentence to describe how your living thing does each of the 7 life processes.



Movement - moving:

Respiration - breathing:

Sensitivity - feeling:

Growth - growing:

Reproduction - making new life:

Excretion - getting rid of waste:

Nutrition - getting food:
