

Tasks for this week for Hummingbirds/Toucans

Date 15/6/20 Our wonderful world – 'Local Study'

Subject area	Activity	Location	Save or send in?	Done Yes /No
Maths	Morning Maths - WK3 Maths activity mat - 3 Capacity Weekly Skills checks Times table sheets Odd & even numbers counting in 2s 3s 5s	In electronic folder In electronic folder Oakwood Academy In electronic folder In electronic folder set as a 2do set as a 2do	Send in Send in Online Send in Send in save save	
Literacy	Spellings Spag activity mat - 3 Write a poem. Grammar -Apostrophes	In electronic folder In electronic folder In books set as a 2do	send in send in send in save	
IT	Coding		Save	
Science	Habitats Identifying minibeasts	To do on paper or in books	send in	
Theme or Humanities	Magical Mapping. Symbols & Atlases Lesson 3	To do on paper or in books	send in	
Art	Make a mini beast	On plan	Send in a photograph.	
RE	Why are trees important on Earth?	Write letter on paper or in books	send in	
Music	Feel the beat sheet	On plan	To do	
PE/active lives	https://www.youtube.com/watch?list=R D7zySLpeEUcM&v=IgUbdNbu6ak	In electronic folder	To do	
Reading	Comprehension. Sky Scrapping Flowers. Chapter 1.	Purple mash – 2 do	Save	
Father's Day Activities	https://www.youtube.com/watch?v=ZykNYCVYkBW https://www.youtube.com/watch?v=ZykNYCVYkBW	You tube links	To do	

	ch?v=07LISbwhusA https://www.youtube.com/watch?v=BSW_n1ZtY54 https://www.youtube.com/watch?v=UhdmjAIo44			
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Planning for Summer 2 week 3

<u>Class</u>	<u>Day</u>	<u>Time</u>	<u>Meeting No.</u>	<u>Password</u>	<u>Focus</u>
<u>Toucans</u>	<u>Monday</u>	<u>12.00</u>	<u>751-7914-9705</u>	<u>toucans1</u>	<u>Be ready for a game of BINGO!!</u> <u>Have a piece of paper/whiteboard ready.</u>
<u>Hummingbirds</u>	<u>Tuesday</u>	<u>11.30</u>	<u>259 262 1450</u>	<u>MrsSoor</u>	<u>Be ready for a game of BINGO!!</u> <u>Have a piece of paper/whiteboard ready</u>

We hope you have had a lovely weekend 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.

Maths

Within their packs are their weekly skills and times tables. Don't forget about logging onto TT Rockstars too!

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.

Purple Mash 2do 2Race odd & even number to 100.

Summer 2 maths activity mat 3

(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 Mallet's maths set. 2 stars if in Mrs Soor's maths set and 3 stars if in Mrs Rivers' maths set.

Year 2 - Capacity.

<https://www.youtube.com/watch?v=zF3JSnEq7tU>

On the website Oak National Academy we will be following 5 lessons on Capacity and Volume.

1. <https://www.thenational.academy/year-2/maths/to-be-able-to-read-the-temperature-on-a-thermometer-year-2-wk6-1>
2. <https://www.thenational.academy/year-2/maths/to-estimate-and-measure-in-litres-year-2-wk6-2>
3. <https://www.thenational.academy/year-2/maths/to-solve-word-problems-that-involve-litres-year-2-wk6-3>
4. <https://www.thenational.academy/year-2/maths/to-compare-mililitres-and-litres-using-fractions-year-2-wk6-4>
5. <https://www.thenational.academy/year-2/maths/to-use-mililitres-year-2-wk6-5>

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 fullstops, capital letters, joining words, 2 adjective sentence, finger spaces, exclamation marks, question marks, commas in a list and apostrophes.

Summer 2 Spag activity mat 3

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. Apostrophes. Set as 2do.

This week's focus is learning about **Poetry**.

<https://www.youtube.com/watch?v=1qmSVz28PKM>

https://www.youtube.com/watch?v=4jF_2WCZl1M

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

https://www.youtube.com/watch?v=DB_8jw3VJJs (Useful for the poems, not the references the lady is making).

<https://www.youtube.com/watch?v=IjiCtF-nzP8>

Have a go at writing your own Seed and Minibeast Poem in your books.

Comprehension

Reading - Set on purple mash

Sky Scrapping Flowers - Chapter 1. A chapter to read and questions set to answer online - work will be sent automatically to the teacher.

Reading

Remember the Readathon - We are looking forward to listening to your stories.

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

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 - _Coding - Log in details are in the pack in a folder named ICT

Science

This terms topic is on Living Things and their Habitats.

Week 3: Identifying minibeasts and their habitats.

Look for mini beasts, choose 2. Draw, label and describe where they live. You can use the sheet or use your books. Use the words in the word bank.

Humanities/Theme - Local study.

Week 3 - Identifying map symbols and using an atlas.

Task: Atlas skills

Purple Mash 2do UK cities.

Art/DT

Week 3 - Collect resources to make your mini beast. Remember you have two weeks to make it so if you need to let the paint or paper Mache dry you have next week to decorate. We look forward to seeing your mini beasts. Think about the size of your mini beast (minibeast are tiny and mini means small) and what you will need. Eg. junk modelling, paper, glue, pipe cleaners, colours, paint....

RE

How should we treat the Earth?

Certain festivals celebrate the importance of the Earth, such as Harvest (Christianity) or Tu B'shevat (Judaism).

Think about why trees are important and why trees are an important symbol. (eg planting a tree at Tu B'Shevat -the avenue of the righteous gentiles in Jerusalem, planting yew trees in graveyards) or the tree of life, shown on baptismal fonts).

Did you know that some Jewish families in Israel plant a tree when a child is born, with the branches used to decorate the **chuppa** (wedding canopy) when they get married, imagine a person for whom a tree was planted when he/she was born. Think of three important times in the person's life

Read the folk story **The people who hugged trees.**

The people who hugged trees

In long-ago India, when warrior princes ruled the land, there lived a girl who loved the trees.
Her name was Amrita.

Amrita lived in a poor village of mud houses, on the edge of the great desert. Just outside the village grew a forest.

Every day Amrita ran to the forest, her long braid dancing behind her. When she found her favourite tree, she threw her arms around it. "Tree," she cried, "you are so tall and your leaves are so green! How could we live without you?" For Amrita knew that the trees shaded her from the hot desert sun. The trees guarded her from the howling desert sandstorms. And where the trees grew, there was precious water to drink. Before she left the forest, Amrita kissed her special tree. Then she whispered, "Tree, if you are ever in trouble, I will protect you."

The tree whispered back with a rustle of its leave

One day just before the monsoon rains, a giant sandstorm whirled in from the desert. In minutes the sky turned dark as night. Lightning cracked the sky and wind whipped the trees as Amrita dashed for her house. From inside, she could hear the sand battering against the shutters. After the storm ended, there was sand everywhere - in Amrita's clothes, in her hair and even in her food.

But she was safe and so was her village, because the trees had stood guard against the worst of the storm.

As Amrita grew, so did her love for trees. Soon she had her own children, and she took them to the forest with her.

"These are your brothers and sisters," she told them. "They shade us from the hot desert sun. They guard us from the terrible sandstorms. They show us where to find water to drink," she explained. Then Amrita taught her children to hug the trees as she did.

Each day when she left the forest, Amrita fetched water from the village well. She carried the water in a large clay pot, balanced on top of her head

One morning by the well, Amrita spotted a troop of men armed with heavy axes. They were headed toward the forest. "Cut down every tree you can find," she heard the chief axeman say.

"The Maharajah needs plenty of wood to build his new fortress."

The Maharajah was a powerful prince who ruled over many villages. His word was law. Amrita was afraid "The tree-cutters will destroy our forest," she thought. "Then we will have no shade from the sun or protection from the sandstorms. We will have no way to find water in the desert!"

Amrita ran to the forest and hid. From her hiding place, she could hear the whack of the axes cutting into her beloved trees.

Suddenly Amrita saw the chief axe man swing his blade toward her special tree.

"Do not cut down these trees!" she cried and jumped in front of her tree. "Stand back!" thundered the axe man. "Please, leave my tree," Amrita begged. "Chop me instead." She hugged the tree with all her strength. The axeman shoved her away and swung his blade.

He could see only the tree he had been ordered to cut. Again and again the axe man chopped until Amrita's tree crashed to the ground. Amrita knelt down, her eyes filled with tears. Her arms tenderly grasped the tree's dying branches

When news of Amrita's tree reached the village, men, women and children came running to the forest. One after another they jumped in front of the trees and hugged them. Wherever the tree-cutters tried to chop, the villagers stood in their way.

"The Maharajah will hear of this!" threatened the chief axe man.

But the people would not give in.

The Maharajah was furious when the axe men returned empty handed. "Where is the wood I sent you to chop?" he stormed.

"Your Highness, we tried to cut down the trees for your fortress," answered the chief axe man.

"But wherever we went, the village hugged the trees to stop us."

The Maharajah sliced the air with his battle sword. "These tree-huggers will pay for disobeying me!" He mounted his fastest horse and rode out for the forest. Behind him came many soldiers, riding long-legged camels and elephants with jewelled tusks.

The Maharajah found the people gathered by the village well.

"Who has dared to defy my order?" he demands. Amrita hesitated a moment, then she stepped forward.

"Oh Great Prince, we could not let the axemen destroy our forest," she said. "These trees shade us from the baking desert sun. They protect us from the sandstorms that would kill our crops and bury our village. They show us where to find precious water to drink."

"Without these trees I cannot build a strong fortress!" the Maharajah insisted.

"Without these trees we cannot survive," Amrita replied.

The Maharajah glared at her.

"Cut them down!" he shouted.

The villagers raced to the forest as the soldiers flashed their swords. Step by step the soldiers drew closer, as the sand swirled around their feet and the leaves shivered on the trees. Just when the soldiers reached the trees the wind roared in from the desert, driving the sand so hard they could barely see.

The soldiers ran from the storm, shielding themselves behind the trees. Amrita clutched her special tree and the villagers hid their faces as thunder shook the forest. The storm was worse than any the people had ever known. Finally, when the wind was silent, they came slowly out of the forest.

Amrita brushed the sand from her clothes and looked around. Broken tree limbs were scattered everywhere. Grain from the crops in the field littered the ground.

Around the village well drifts of sand were piled high, and Amrita saw that only the trees had stopped the desert from destroying the well and the rest of the village. Just beyond the well the Maharajah stood and stared at the forest. He thought for a long time, then he spoke to the villagers.

"You have shown great courage and wisdom to protect your trees. From this day on your trees will not be cut," the Maharajah declared.

"Your forest will always remain a green place in the desert."

The people rejoiced when they heard the Maharajah's words. They sang and danced long into the night and lit up the sky with fireworks.

In the forest, the children strung flowers and bright coloured paper through the branches of the trees.

And where Amrita's tree had fallen, they marked a special place so they would never forget the tree's great sacrifice.

Many years have passed since that day, but some people say Amrita still comes to the forest to hug the trees.

"Trees," she whispers, "you are so tall and your leaves are so green! How could we live without you?"

For Amrita knows that the trees shade the people from the hot desert sun.

The trees guard the people from the howling desert sandstorms.

And where the trees grow there is water, and it is a good place for the people to live.

Think about the following:

How do you know the Maharajah does not understand the true value of the forest?

What does this folktale tell us about the environment?

Why do you think this story is important to us today?

We should learn from this that we need to care for the world and there are stories that help us understand how we live and behave.

Task: Mrs Spencer needs more space on the school field so she has arranged to chop some of the trees down. Can you write a letter to Mrs Spence explaining the importance of the tree and why she should not have them chopped down?

Music - Feel the Beat Sheet in the pack.

PE

<https://www.youtube.com/watch?list=RD7zySLpeEUcM&v=1gUbdNbu6ak>.

Keep Active!

Father's Day - 21st June 2020.

Sunday is Father's Day: let's remember to celebrate the special men in our lives and thank them for all they do for us!

We have included some of Father's Day activities if you would like to have a go. Click on the link and have a go. Have Fun!

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

<https://www.youtube.com/watch?v=O7LISbwhusA>

https://www.youtube.com/watch?v=BSW_n1ZtY54

<https://www.youtube.com/watch?v=UhDmjlAIo44>

Maths w/c 15th June 2020

Measures - Capacity and Volume

This week you will be learning about Capacity and Volume

You will be estimating volume (l/ml); Measuring capacity & Volume; Comparing capacity & volume; Comparing and ordering; recording the results using $>$, $<$ and $=$

We will be using the on-line teaching website **Oak National Academy** we will be following 5 lessons on **Capacity and Volume**.

Monday

L.O. To be able to read the temperature on a thermometer.

<https://www.thenational.academy/year-2/maths/to-be-able-to-read-the-temperature-on-a-thermometer-year-2-wk6-1>

Tuesday

L.O. To estimate and measure in litres.

<https://www.thenational.academy/year-2/maths/to-estimate-and-measure-in-litres-year-2-wk6-2>

Wednesday

L.O. To solve word problems that involve litres.

<https://www.thenational.academy/year-2/maths/to-solve-word-problems-that-involve-litres-year-2-wk6-3>

Thursday

L.O. To compare millilitres and litres using fractions.

<https://www.thenational.academy/year-2/maths/to-compare-mililitres-and-litres-using-fractions-year-2-wk6-4>

Friday

L.O. To use millilitres.

<https://www.thenational.academy/year-2/maths/to-use-mililitres-year-2-wk6-5>

Literacy w/c 15th June 2020

Poetry. Week 3

Everything you need for Literacy this week is included in the Literacy folder in the pack.

The Focus this week is:

LO: To listen to, discuss and express views about a wide range of poetry.

To recognise simple recurring literary language in poetry.

To discuss and clarify the meaning of words.

To build up a repertoire of poems by heart.

<https://www.youtube.com/watch?v=1qmSVz28PKM>

https://www.youtube.com/watch?v=4jF_2WCZl1M

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

https://www.youtube.com/watch?v=DB_8jw3VJJJs (Useful for the poems, not the references the lady is making).

<https://www.youtube.com/watch?v=IjiCtF-nzP8>

Monday.

Read anthology of seed poems

What do we notice about the poems?

Which do we like most? Why?

Which do we like least? Why?

Select favourite poem- practise for performance (record)

Class evaluate 2 stars and a wish

All- Build up repertoire of poems learnt by heart

Most- Listen to a variety of poems and give an opinion

Some- Explain what they notice about the poems

Tuesday.

Read minibeast poems

What do we notice about the poems?

Which do we like most? Why?

Which do we like least? Why?

Select favourite poem- practise for performance (record)

Class evaluate 2 stars and a wish

All- Build up repertoire of poems learnt by heart

Most- Listen to a variety of poems and give an opinion

Some- Explain what they notice about the poems

Wednesday.

Using favourite poem from Monday/ Tuesday

What makes good performance poetry?

How can we improve our performances?

Use voice/ action etc. Practise and improve performance (record)

Class evaluate 2 stars and a wish

All- Perform a poem

Most- Improve on performance

Some- Explain strategies to improve performance

Thursday

To collect suitable words and phrases in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons.

To write poems based on personal or imagined experience, linked to poems read.

Children write a seed poem.

Friday

To collect suitable words and phrases in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons.

To write poems based on personal or imagined experience, linked to poems read.

Children write a minibeast poem.

Year 2 Summer Term – 15th June 2020

As more of you are returning to work, and as a consequence there are more children of keyworkers attending school on selected days, we have amended the learning pack to reflect this. To enable progression of learning for all pupils, at home and in school, the **Maths and Literacy** has been planned as daily learning. This means that **if your child is learning at home some days and in school on others their learning can continue. It is therefore important that you follow the daily learning plan.** All other learning areas are unaffected by these changes.

If you require a printed version of this week's pack, you are able to collect one from the school office. If you require one and are unable to collect it yourself, please let the school office know and we can arrange for it to be delivered by the Toddington COVID-19 help group.

Please remind children to write the date and title at the beginning of a piece of written work, in the same way as they would in school.

All 2Do tasks on Purple Mash have been given a start and end date (15/06/20 – 21/06/20), children will not be able to access them until the start date and they will need to be completed on, or before the end date.

Please send in work as you complete it so that we can see how you are getting on. If you have any queries or questions please contact us on the email – year.2@toddstg.co.uk, and we will try and help.

ZOOM MEETINGS

We really enjoyed seeing those children who managed to access the meetings on Monday, and Tuesday. We look forward to seeing all the children again. For this week's meeting (details below),

Toucans meeting at 12.00 a.m. on Monday

Meeting ID: [751-7914-9705](#)

Password: [toucans1](#)

Hummingbirds meeting at 11.30 a.m. on Tuesday

Meeting ID: [259 262 1450](#)

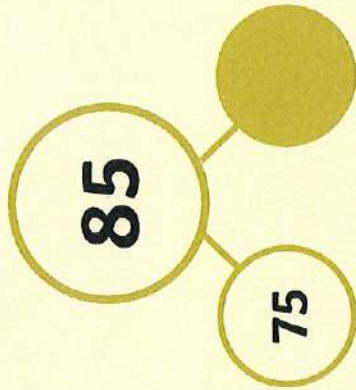
Password: [MrsSoor](#)

We would like to thank you for your continued support with the Home Learning.

Year 2 Team

Place Value

Complete this part-whole model.



Problem Solving

Which item is likely to be shorter than 10cm?



Reveal answer

+ and -

$$48 + \square = 55$$

Reveal answer

x and ÷

$$3 \times 2 = \square$$

Reveal answer

Reasoning

A half turn clockwise is the same as a half turn anticlockwise.

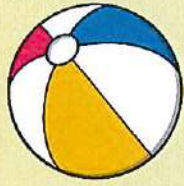
Is Henry correct?

Explain why.



Place Value

What number is shown on the number line?



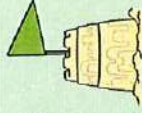
60

80

Reveal answer

Problem Solving

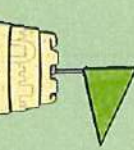
Which picture shows the same sandcastle rotated through a three-quarter turn clockwise.



A



B



C

Reveal answer

+ and -

Reveal answer

$$63 - 9 =$$

x and ÷

Reveal answer

$$9 \times 5 =$$

Reasoning



I don't have enough money to buy a 90p ticket at the fairground.



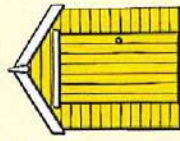
Is Alison correct?

Explain why.

Place Value

Use either $>$ or $<$ to complete this statement:

36



63

[Reveal answer](#)

Problem Solving

There are 30 children in Henry's class. $\frac{1}{10}$ of them did not go on the school trip to the zoo.



How many did not go?

[Reveal answer](#) $+$ and $-$ [Reveal answer](#)

$$92 + \square = 100$$

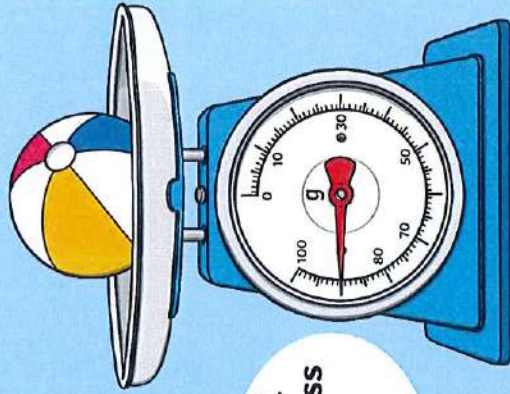
 \times and \div [Reveal answer](#)

$$6 \times 5 = \square$$

Reasoning

Is Henry correct?

Explain why.



The ball has a mass of 95 grams.



Place Value

44 45 46 47 48 49 51 52

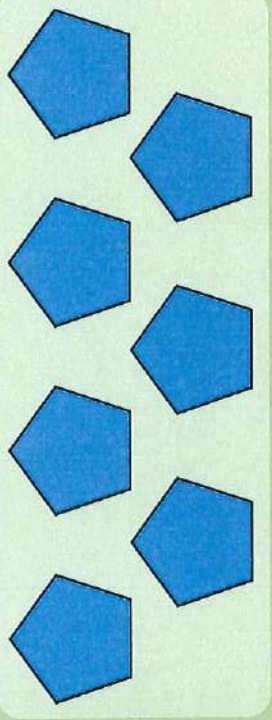
53 54 55 56 57 58 60

What numbers are hidden on the number line?

Reveal answer

Problem Solving

How many sides do seven pentagons have?



Reveal answer

+ and -

$$69 - 40 =$$

Reveal answer

x and ÷

$$50 \div 10 =$$

Reveal answer

Reasoning

There are 25 children in my class. 10 of them are going swimming. That's less than half.

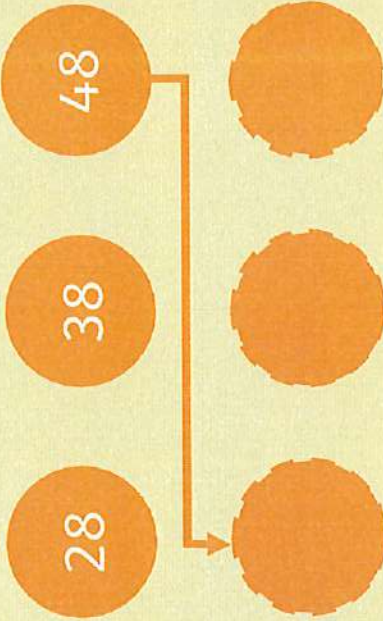


Is Alison correct?

Explain why.

Place Value


Write the next three numbers in this sequence:



Reveal answer

Problem Solving

Use either **heavier than** or **lighter than** to complete this statement:

80 grams is  100 grams.

Reveal answer

+ and -

$$8 + 6 + 9 =$$

Reveal answer

× and ÷

$$25 \div 5 =$$

Reveal answer

Reasoning

Spring	19
Summer	12
Autumn	6
Winter	5

Is Henry correct?

Explain why.

Twice as many people prefer summer to winter.



Year 2 Maths Activity Mat

③

Section 1

$6 \times 2 = \square \div 2 = 8$

$3 \times 5 = \square \div 2 = 5$

Use these numbers to fill the boxes:

4, 8, 2

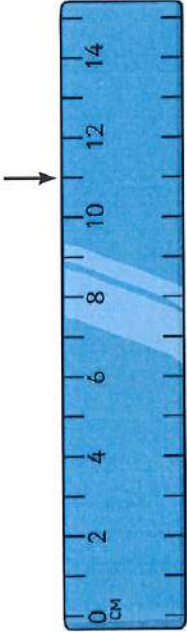
$\square \div \square = \square$

Section 2

I am a number. If you add 2 to me, then double the answer, you get 20. What am I?

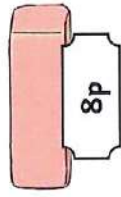
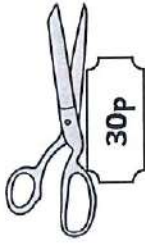
Section 3

What number would the arrow be pointing to?



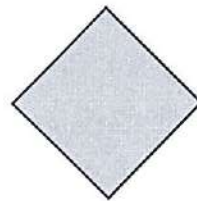
Section 4

Lucy wanted to buy some scissors and a rubber. How much would it cost her?



Section 5

Draw a line of symmetry.



Section 6

Sort the words that mean + or -

+	-
---	---

times

take away

minus

subtract

add

altogether

sum of

less than

Section 7

Ed has been counting his marbles. He has put them into piles of 10. He has 9 piles. How many marbles does he have?



Section 8

There are 9 crayons in a red box and 16 in a blue box. Which box has more crayons. How many more?



Year 2 Maths Activity Mat: 3

Answers

Section 1

$6 \times 2 =$ $\div 2 = 8$

$3 \times 5 =$ $\div 2 = 5$

Use these numbers to fill the boxes:
4, 8, 2

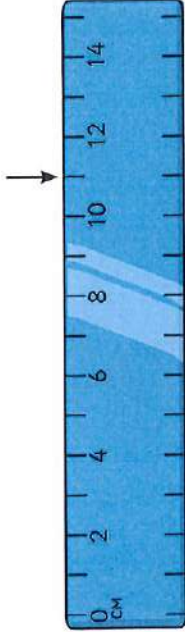
\div =

Section 2

I am a number. If you add 2 to me, then double the answer, you get 20. What am I?

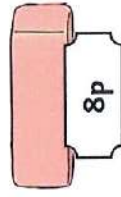
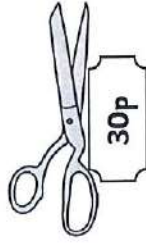
Section 3

What number would the arrow be pointing to?



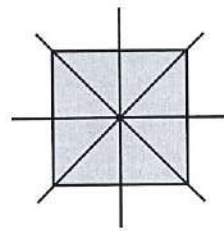
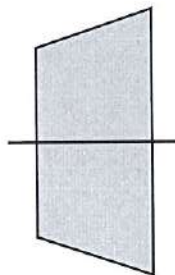
Section 4

Lucy wanted to buy some scissors and a rubber. How much would it cost her?



Section 5

Draw a line of symmetry.



Section 6

Sort the words that mean + or -

+	-
add	less than
altogether	subtract
sum of	takeaway
	minus

times

take away

subtract

add

minus

altogether

Section 7

Ed has been counting his marbles. He has put them into piles of 10. He has 9 piles. How many marbles does he have?



Section 8

There are 9 crayons in a red box and 16 in a blue box. Which box has more crayons. How many more?



Year 2 Maths Activity Mat

3

Section 1

$5 \times 6 =$ $\div 5 = 4$

$8 \times 2 =$ $\div 6 = 3$

Use these numbers to fill the boxes:

5, 15, 3

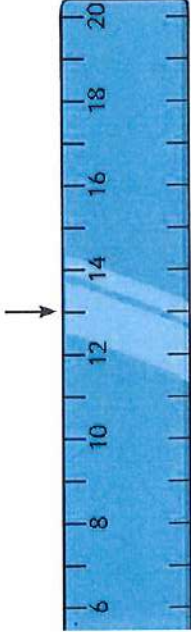
\div =

Section 2

I am a number. If you double me and add 3, the answer you get is 27. What am I?

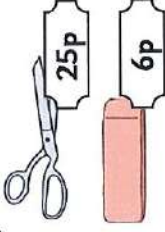
Section 3

What number would the arrow be pointing to?



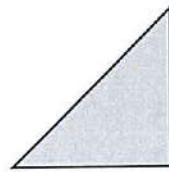
Section 4

Lucy wanted to buy some scissors and a rubber. How much would it cost her? How much change would she get from £1?



Section 5

Draw a line of symmetry for each shape.



Section 6

Sort the words that mean \times or \div

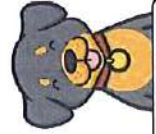
\times	\div
----------	--------

lots of
equal groups of

divide
times
share
product
multiply
repeated addition

Section 7

Jasper the dog has 5 claws on each paw. How many claws will he have in total?



Section 8

A pirate found some treasure. He found 100 gold coins and had to share them between himself and 19 other pirates. How many gold coins would they each get?

Year 2 Maths Activity Mat: 3

Answers

Section 1

$5 \times 6 = 30$

$20 \div 5 = 4$

$8 \times 2 = 16$

$18 \div 6 = 3$

Answer:

$15 \div 5 = 3$

$15 \div 3 = 5$

or

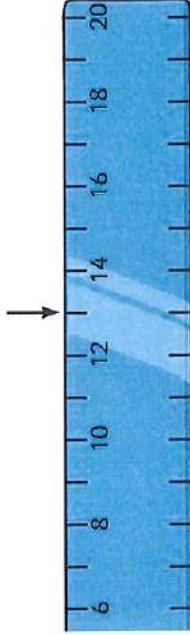
Section 2

I am a number. If you double me and add 3, the answer you get is 27. What am I?

12

Section 3

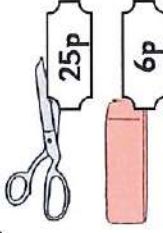
What number would the arrow be pointing to?



13

Section 4

Lucy wanted to buy some scissors and a rubber. How much would it cost her? How much change would she get from £1?



31p

69p change

Section 6

Sort the words that mean \times or \div

\times	\div
repeated addition	divide
multiply	share
times	equal groups of
lots of	

divide

times

lots of

share

multiply

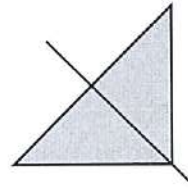
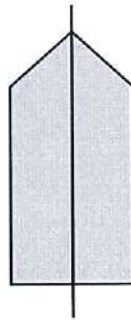
product

equal groups of

repeated addition

Section 5

Draw a line of symmetry for each shape.



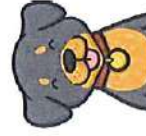
Section 8

A pirate found some treasure. He found 100 gold coins and had to share them between himself and 19 other pirates. How many gold coins would they each get?

5 gold coins

Section 7

Jasper the dog has 5 claws on each paw. How many claws will he have in total?



20

Year 2 Maths Activity Mat

③

Section 1

$$7 \times 5 = \square \div 2 = 12$$

$$10 \times 4 = \square \div 3 = 7$$

Choose 3 numbers to fill the boxes:

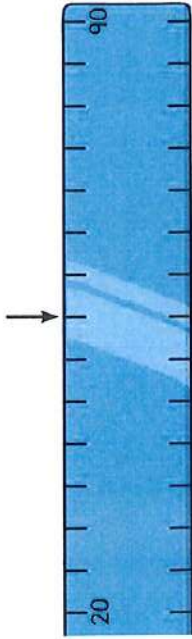
$$\square \div \square = \square$$

Section 2

I am a number.
I multiply myself by 10.
I add 6.
The answer I get is 76.
What am I?

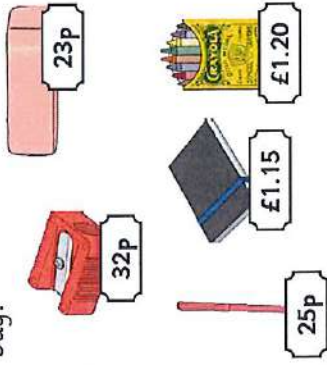
Section 3

What number would the arrow be pointing to?



Section 4

Jai went to the shop with £2.50. Which items could she buy?



.....
.....

Section 5

Draw two different 2D shapes.
Then draw the lines of symmetry on the shapes.

Section 6

Write down as many words as you can that mean x and ÷.

.....
.....
.....
.....
.....

Section 7

On an aeroplane, people sit in rows of 7. How many people could sit in 4 rows?



Section 8

On one side of a road, there are 15 houses. On the other side, there are 16. How many houses are in the street? What strategy did you use to work this out? Is there a more effective way?

Year 2 Maths Activity Mat: 3

Answers

Section 1

$$7 \times 5 = \boxed{35}$$

$$\boxed{24} \div 2 = 12$$

$$10 \times 4 = \boxed{40}$$

$$\boxed{21} \div 3 = 7$$

Choose 3 numbers to fill the boxes:

example:

$$\boxed{20} \div \boxed{5} = \boxed{4}$$

Section 2

I am a number.

I multiply myself by 10.

I add 6.

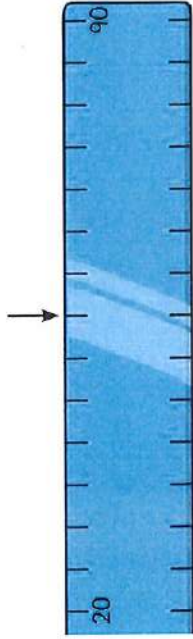
The answer I get is 76.

What am I?

7

Section 3

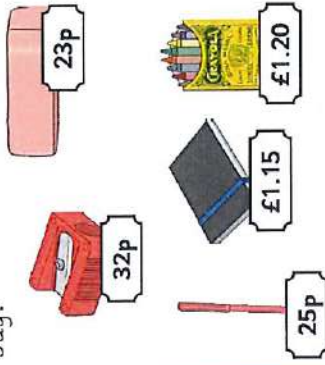
What number would the arrow be pointing to?



55

Section 4

Jai went to the shop with £2.50. Which items could she buy?



Any combination e.g.
notebook and crayons

Section 7

On an aeroplane, people sit in rows of 7. How many people could sit in 4 rows?



28

Section 6

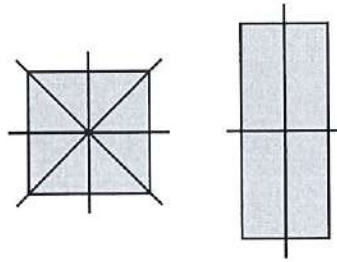
Write down as many words as you can that mean x and ÷.

E.g. Times, multiply,
repeated addition,
divide, share, equal,
groups of,

Section 5

Draw two different 2D shapes. Then draw the lines of symmetry on the shapes.

E.g.



Section 8

On one side of a road, there are 15 houses. On the other side, there are 16. How many houses are in the street? What strategy did you use to work this out? Is there a more effective way?

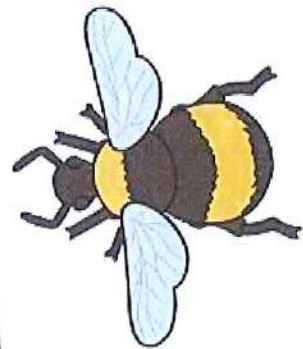
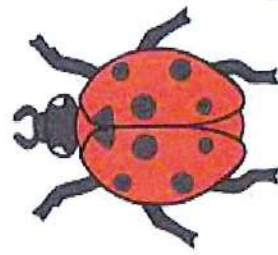
31
Own method of working out.



Science

Living Things and Their Habitats

Microhabitats



twinkl

Aim

- I can identify animals in their habitats.
- I can use information I have gathered to answer a question.

Success Criteria

- I can find microhabitats.
- I can identify and name the minibeast I find there.
- I can record information about minibeast in a table.
- I can present my results in a pictogram.
- I can use my findings to compare 2 microhabitats.

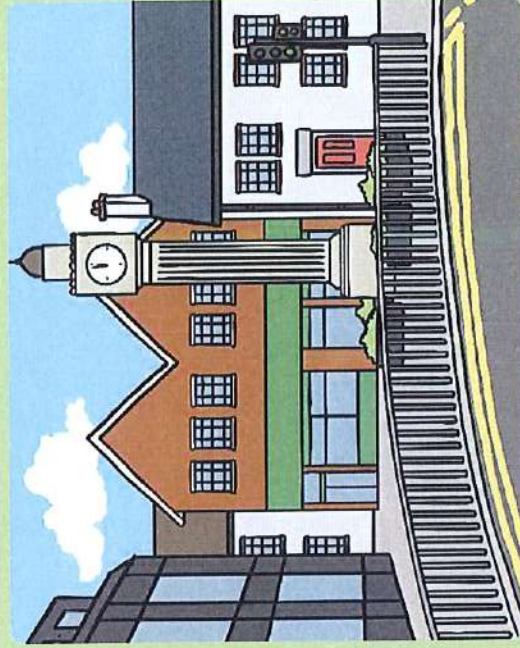
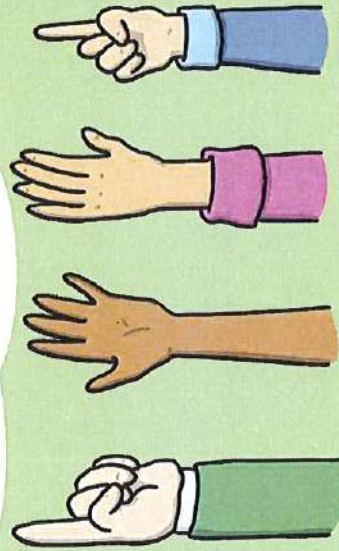
Microhabitats and Minibeasts

We have been learning about the different habitats where living things make their homes.

Some of these habitats are very big, like a woodland. Some habitats are very small; we call these microhabitats.

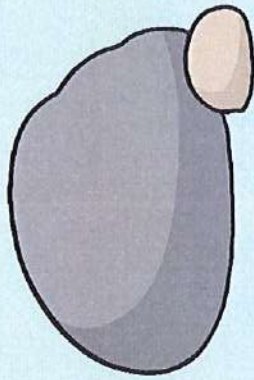
A large habitat contains many microhabitats. A microhabitat can be as small as a fallen branch or the space under a stone.

What microhabitats did we find in our local habitat?

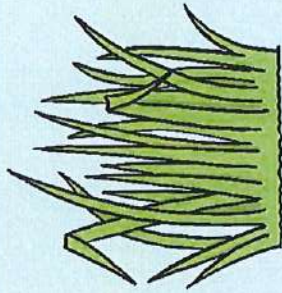


Microhabitats and Minibeasts

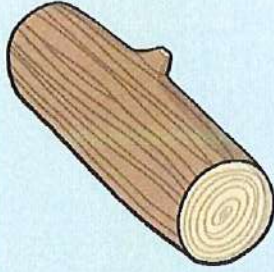
Here are some different microhabitats you might have found in the local environment.



Under stones and rocks.



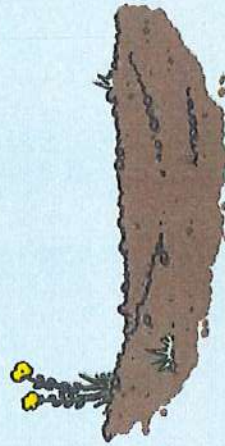
In short grass.



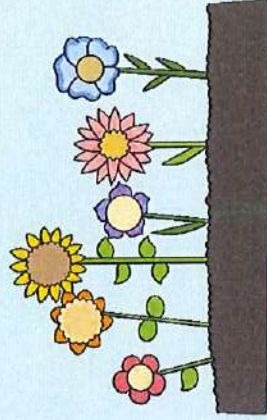
Inside rotting wood.



Under fallen leaves.



In and on the soil.

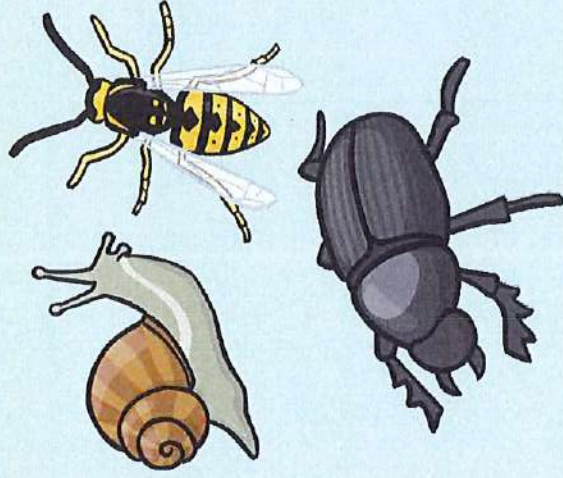


In tall grass and flowers.

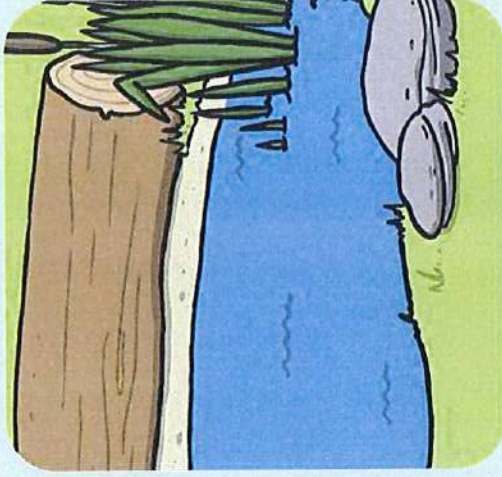
Microhabitats and Minibeasts

A minibeast is a small creature like an insect, a worm or a spider.

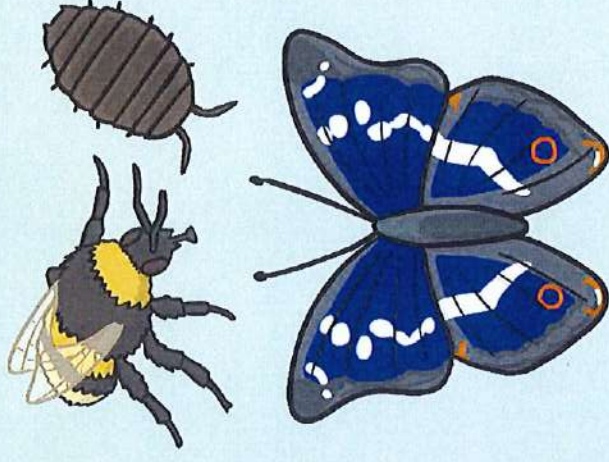
Many different minibeasts live in many different microhabitats.



They are suited to live in that microhabitat as they can find the food, water and shelter they need.

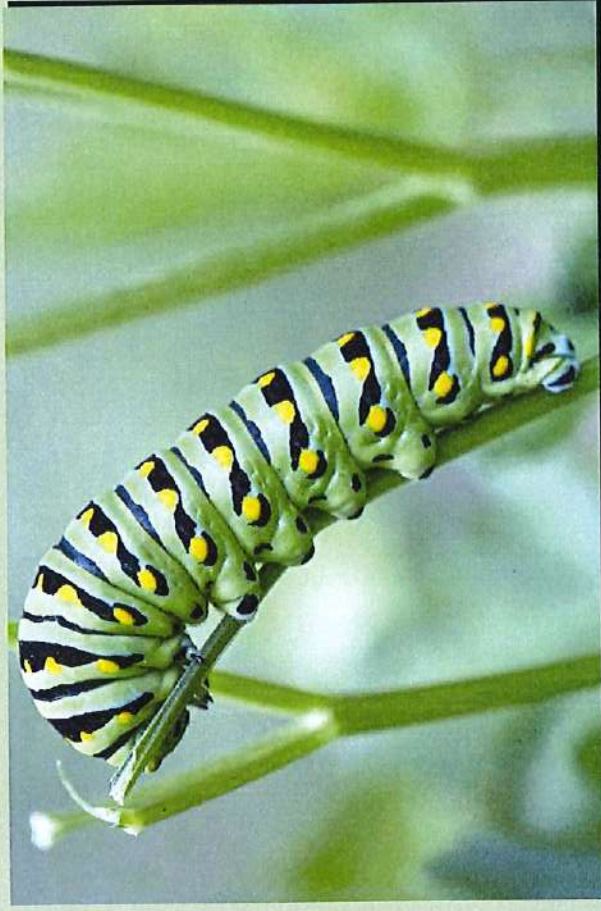


Minibeasts help to keep the microhabitat healthy.



Microhabitats and Minibeasts

Caterpillar



Caterpillars like to live on top of and underneath leaves.

This is so they can use their camouflage and blend into the leaf.

This helps to protect them so that they are not easily seen by predators.

Photo courtesy of Lee Huk (pflckr.com) - granted under creative commons license - attribution

Microhabitats and Minibeasts

Ants

Ants mostly live underground in big families.

There are lots of insects to eat underground.

Ants don't have ears. Ants hear by feeling vibrations in the ground through their feet.



Photo courtesy of Bob Peterson (@flickr.com) - granted under creative commons license. attribution

Microhabitats and Minibeasts

Worms



Worms like to live anywhere there is soil.

They like to eat dead leaf matter and they need the soil to be moist.

Worms help to keep soil healthy by digging tunnels that let air and water in.

Microhabitats and Minibeasts

Spider



Spiders can live in just about any habitat.

When the weather gets colder they have to find shelter.

Their body colours help them to blend in and they build webs to catch insects to eat.

Microhabitats and Minibeasts

Ladybirds



Photo courtesy of quisnovis (flickr.com) - granted under creative commons license. attribution

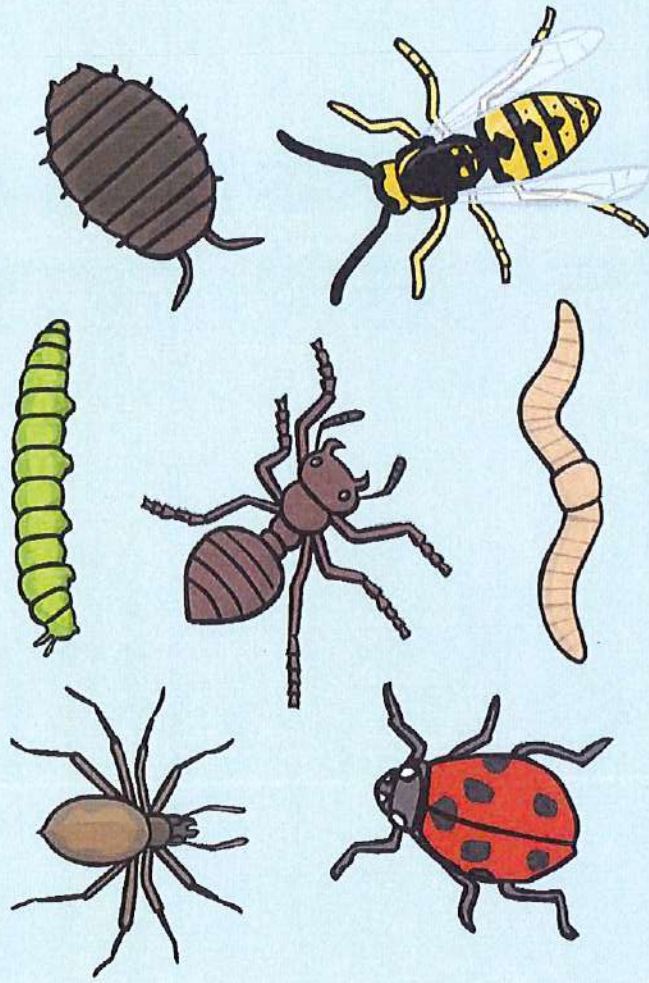
During the summer ladybirds like to live in shrubs, branches and flowers.

When the weather gets cold they hide in tree stumps, under rocks and under leaves.

Ladybirds huddle together to keep warm and hibernate until spring.

Microhabitats and Minibeasts

Did you see any of these minibeasts in the local habitat?



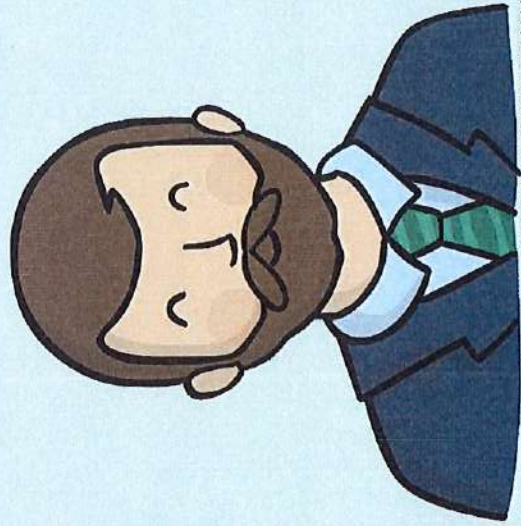
What other minibeasts can you think of?





Microhabitats Enquiry

How could we answer this question?



Do all minibeasts like living in the same microhabitats?

Microhabitats Enquiry

We are going to try to answer the question by finding microhabitats in the local environment and counting the different minibeasts we find there.



Do all minibeasts like living in the same microhabitats?

Microhabitats Enquiry



We are going back to the habitat that we studied in the last lesson.
Look at the map you made.

Can you see any
microhabitats?

Local Habitat Map

Draw a map of the local habitat.

Draw the trees and plants, and any animal homes that you find.



What kind of habitat is it?

urban

Draw and label any animals you see.



rat



cat



slug



Microhabitats Enquiry - Location

I can identify animals in their habitats.

Find 2 different microhabitats. Give them a name, draw them and write a sentence to say what the habitat is like, using the word bank to help you.

- 1.
- 2.

Word Bank: dry dusty rocky damp muddy woody leafy hard soft springy light dark big small

Year 2 Summer Term 2 SPaG Mat

3

a
Underline the adverb in this sentence.

They clearly read their stories out loud to each other.



c
Tick the exclamation sentence.

- Did you watch the match?
- How lovely it was to see you play tennis!



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

- We camped outside on the beach last weekend.
- We camping outside on the beach last weekend."



d
Circle the correct homophone for each picture.



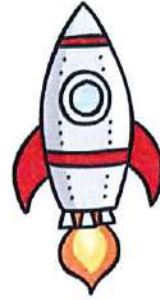
their
there



their
there

b
Extend this sentence using the conjunction 'that'.

They found a great rocket...



f
Write a command sentence about this picture. Commands tell you to do something.

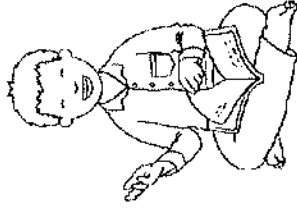


Year 2 Summer Term 2 SPaG Mat Answers

3

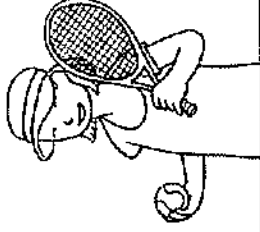
a
Underline the adverb in this sentence.

They clearly read their stories out loud to each other.



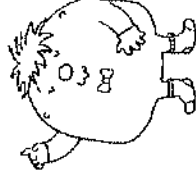
c
Tick the exclamation sentence.

- Did you watch the match?
- How lovely it was to see you play tennis!



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

- We camped outside on the beach last weekend.
- We camping outside on the beach last weekend."

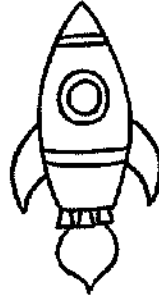


b
Extend this sentence using the conjunction 'that'.

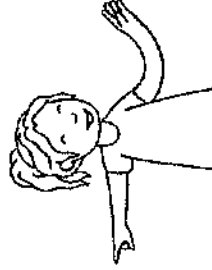
They found a great rocket...

Answers will vary.

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



d
Circle the correct homophone for each picture.



their

there



their

there

f
Write a command sentence about this picture. Commands tell you to do something.

Answers will vary.



a

c

e

f

Year 2 Summer Term 2 SPaG Mat

3

a
Underline the adverbs in this sentence.

The children clearly and carefully read their stories out loud to each other.



c
Tick the exclamation sentence.

- Did you watch the match?
- How lovely it was to see you play tennis!
- Throw me another ball!



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

- We camped outside on the beach last weekend.
- We camp outside on the beach last weekend?
- We camping outside on the beach last weekend.



d
Circle the correct homophone for each picture.



their
there
they're



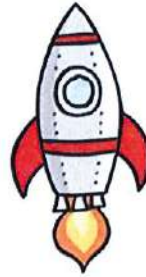
their
there
they're



their
there
they're

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

They found a great rocket...



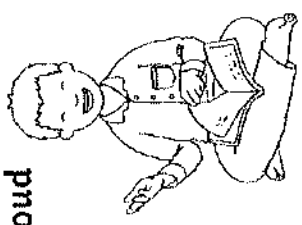
f
Write a command sentence about this picture.



a

Underline the adverbs in this sentence.

The children clearly and carefully read their stories out loud to each other.



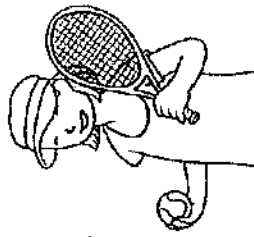
c

Tick the exclamation sentence.

Did you watch the match?

How lovely it was to see you play tennis!

Throw me another ball!




e

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

We camped outside on the beach last weekend.

We camp outside on the beach last weekend?

We camping outside on the beach last weekend.

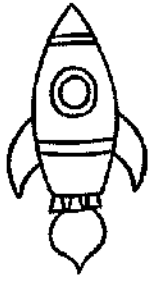


b

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

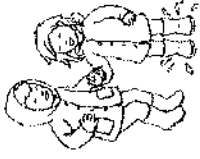
They found a great rocket...


Answers will vary. The extended sentence must include the starter words spelt correctly, use 'that' and make sense.




d

Circle the correct homophone for each picture.

 their there they're


 their there they're

 their there they're

f

Write a command sentence about this picture.


Answers will vary.



a

Underline the nouns and circle the adverbs in this sentence.

The children clearly and carefully read their stories out loud to each other.



c

Tick the exclamation sentence.

Did you watch the match?

Throw me another ball!

How lovely it was to see you play tennis!

I want to play tennis.



e

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

We've camped outside on the beach every weekend!

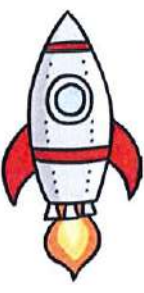
Weev camp outside on the beach every weekend?

Weve' camping outside on the beach every weekend,

We've camping outside on the beach every weekend!


b

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




d


Match the pictures to the correct homophone spelling.



their




there



they're

f

Write a command and a statement sentence about this picture.



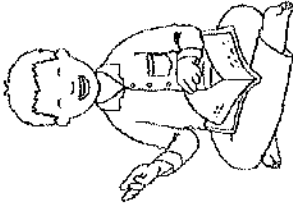
Year 2 Summer Term 2 SPaG Mat Answers

3

a

Underline the nouns and circle the adverbs in this sentence.

The children clearly and carefully read their stories out loud to each other.



c


Tick the exclamation sentence.

Did you watch the match?

Throw me another ball!

How lovely it was to see you play tennis!

I want to play tennis.



e

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

We've camped outside on the beach every weekend!

Weev camp outside on the beach every weekend?

Weve' camping outside on the beach every weekend,

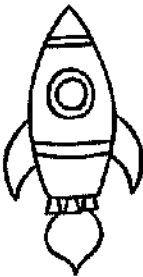
We've camping outside on the beach every weekend!

b

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

Answers will vary.

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




d

Match the pictures to the correct homophone spelling.

their

there


they're



f

Write a command and a statement sentence about this picture.

Answers will vary.



HOMEWORK

Name: _____ Date: _____

Dear Parent,

Your child is learning how letters can make different sounds. These words have the letter 'o' which makes a sound like a short 'u' (as in 'mud'). Please help by practising these words with your child.

- Point out how the sound is made and the rule.
- Discuss the meaning of the words and try to think of a sentence containing the word.

Let your child copy each word twice, then see if they can write it without copying. Use the final column to correct any mistakes or to test each group of words. Thank you for your help.

<i>(list 2:15)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(copy again)</i>	Practise 3 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>The letter 'o' can make the short 'u' sound. Often before a 'v', 'n' or 'th'.</i>			
<i>love</i>				
<i>glove</i>				
<i>oven</i>				
<i>cover</i>				
<i>above</i>				

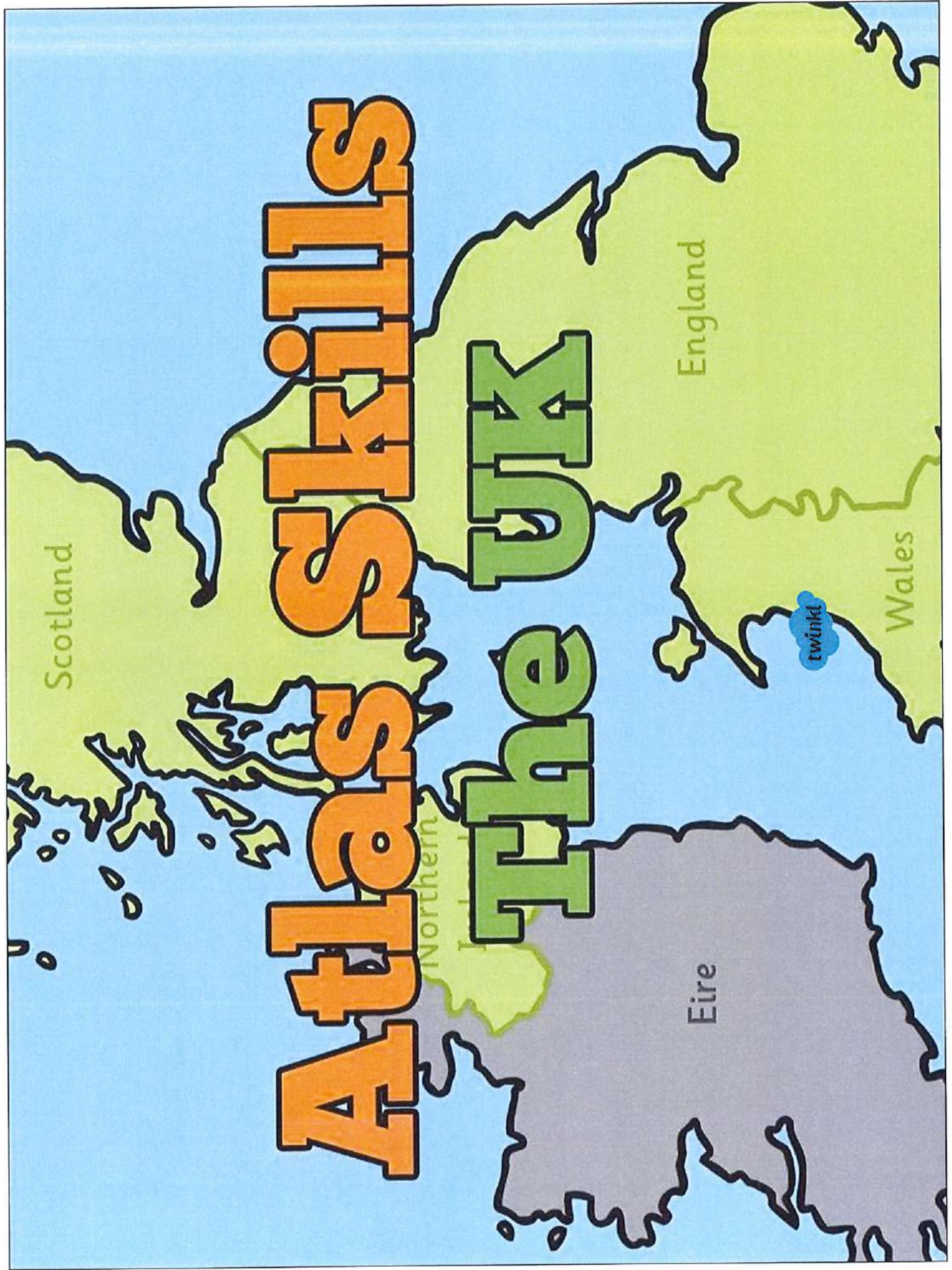
Spelling tip:	<i>The letter 'o' can make the short 'u' sound. Often before a 'v', 'n' or 'th'.</i>			
<i>done</i>				
<i>honey</i>				
<i>money</i>				
<i>wonder</i>				
<i>Monday</i>				

Spelling tip:	<i>The letter 'o' can make the short 'u' sound. Often before a 'v', 'n' or 'th'.</i>			
<i>month</i>				
<i>other</i>				
<i>brother</i>				
<i>mother</i>				
<i>another</i>				



Geography

Magical Mapping



Scotland

Atlas Skills

The UK

England

Wales

Eire

twinkl



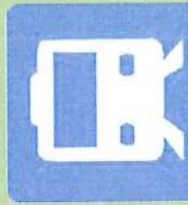
Aim

- I can identify map symbols.
- I can use an atlas to find places in the UK.

Success Criteria

- I can name four map symbols which are used on maps.
- I can say why map symbols are used.
- I can use an index in an atlas to find countries and places in the UK.
- I can explain to my partner how to use an atlas.

Key Words



map symbols



atlas



index

page numbers

contents



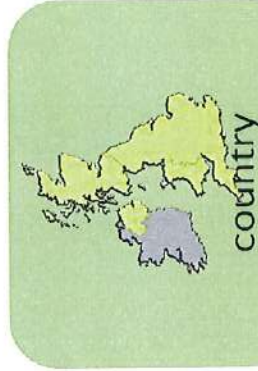
key

physical

human



continent



country



capital city

How Do We Use an Atlas?



An atlas is a collection of maps of the Earth. An atlas shows maps of continents, countries and features such as oceans, rivers, mountains and lakes.

Let's look at contents.

The contents page shows us a list of all the maps in the atlas and the page number they can be found.

Let's look at index.

The index page lists all of the countries, cities and towns which can be found in the atlas. Beside the listings, there is usually a page reference and sometimes a 'letter' which describes what kind of feature such as: r = river, c = city, m = mountain.

London c. England 29

Name of feature

Type of feature
c = city (see key)

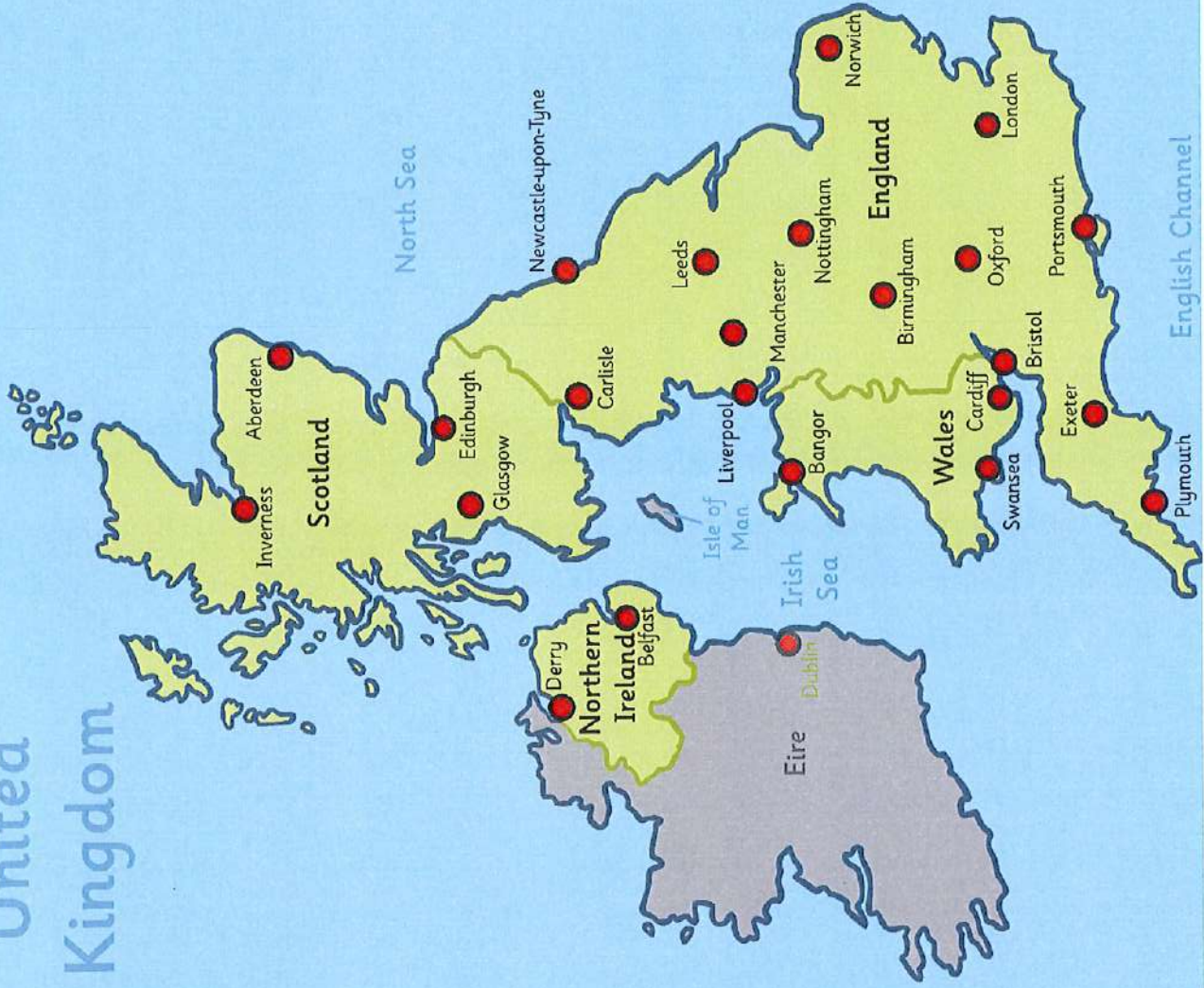
Country it is
located in

Page number of
atlas

Wales

Scotland

United Kingdom



[Click to go back](#)

Finding Places



Work in pairs to find these places using your atlas. Use the index carefully, write down the page number, then find the country, place or feature.

- London
- Sheffield
- River Severn
- Cardiff
- Belfast
- Dundee
- Mount Snowden
- Lake Windermere
- Grampian Mountains



Wales

Atlas Scavenger Hunt



Remember to:

- Turn to the Index page
- Use alphabetical order to find the place or feature
- Write down the page number
- Turn to the correct page
- Find the place or feature

Atlas Scavenger Hunt

Use an atlas to find the places and features below:

Place	Page Number	Found it! ✓
England		
Scotland		
Wales		
Northern Ireland		
London		
Belfast		
Newcastle		
Dundee		
Sheffield		
River Thames		
Isle of Wight		
English Channel		

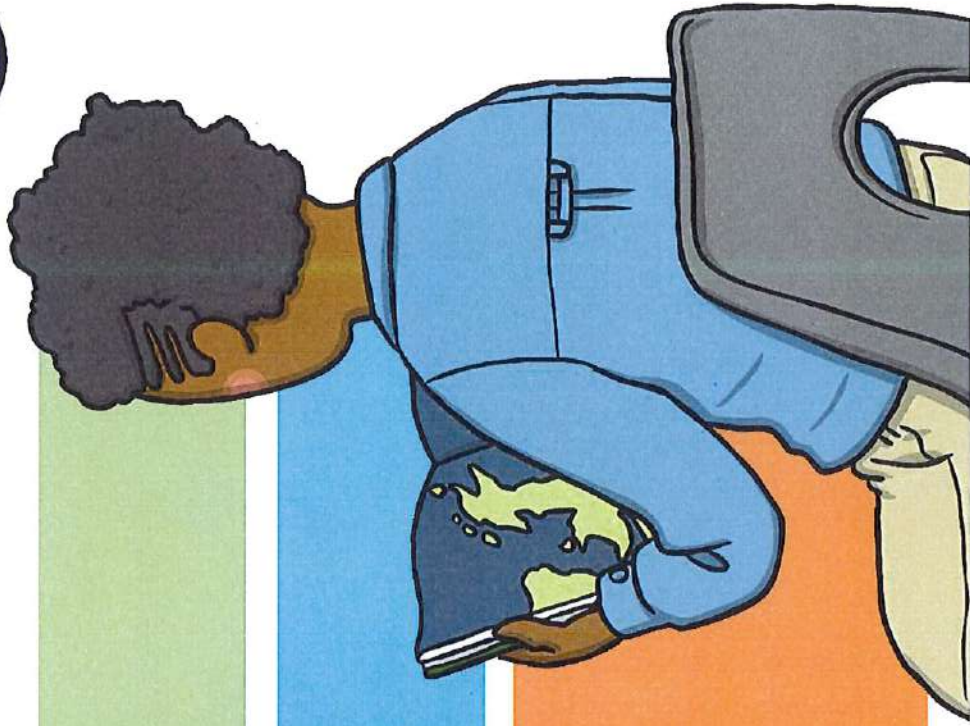
Spot It!



On your marks to see how quickly you can
find places in your atlas!

Ready, Steady.....

GO





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Scotland

Wales