

Planning for Summer 2 week 4

<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>Guess the snack.</u> <u>Could everyone</u> <u>bring their</u> <u>favourite snack.</u>
<u>Hummingbirds</u>	<u>Tuesday</u>	<u>11.30</u>	<u>259 262 1450</u>	<u>MrsSoor</u>	<u>Common</u> <u>Exception</u> <u>Words Bingo!</u>

We hope you are all keeping well and would like to thank you and your children for the super work they have continued doing at home. It is lovely to see their work, but also to see photos of the other things they have been doing at home. 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 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.

All 2Do tasks on Purple Mash have been given a start and end date (22/06/20 - 28/06/20), 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.

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 apologise that those of you with a Mac are unable to access the powerpoints, but the links are just as good.

If your Child is attending school they will be completing the daily lessons, if you are home schooling your child, pick one literacy and numeracy activity to complete.

There are a number of links added to the Home pack this week, so the paper activity may not be necessary for Maths.

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 Tally & Data Tables

Summer 2 maths activity mat 4

(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 - Handling Data.

<https://www.bbc.co.uk/bitesize/clips/z4nyr82>
<https://www.bbc.co.uk/bitesize/clips/zjbcd2p>
<https://www.bbc.co.uk/bitesize/clips/zg4d2hv>

If your Child is attending school they will be completing the daily lessons, if you are home schooling your child, follow the links above and complete one activity in the Maths folder.

Have a go at making your own Pictogram with a tally chart. Think of some questions that will help to interpret the results.

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 4

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. **Grammar - Jim takes out the rubbish. Set as 2do.**

This week's focus is about **creating a funny minibeast poem** following my steps. If you are homeschooling and do not wish to follow the steps given you may create your own funny minibeast poem.

I will give you an example but please do not copy mine.

Plan it out in steps before you copy it out neatly.

Step 1

Make a list of creepy-crawlies (about 12-14 will work well for a verse).

Step 2

Spi-ders, bee-tles

Ants and butterflies

Step 3

Add some *-ing* words. What are these creatures doing? There is only one rule: no words can be repeated.

Spiders climbing

Beetles creeping

Ants crawling

Butterflies flying

Step 4

Add a chorus; something simple that is repeated after every four lines - e.g.

Creepies here, crawlies there

Creepy-crawlies everywhere

Step 5

Next, you have the chance to be funny. What is your favourite food? Add this to your first line

- e.g.:

Spiders climbing on my pizza

Next, think of a body part. Where are the beetles creeping?

Beetles creeping up my nose

For line 3, think about clothes. With ants there's only one answer:

Ants crawling in my pants

Now, think of somewhere around the house for line 4:

Butterflies flying in my bed

Put them together:

Spiders climbing in my pizza

Beetles creeping up my nose

Ants crawling in my pants

Butterflies flying in my bed

Creepies here, crawlies there

Creepy-crawlies everywhere ...

Step 6

Or try a more descriptive option. List some -ly words and add them to your poem:

Spiders climbing creepily

Beetles creeping slowly

Ants crawling quickly

Butterflies flying gracefully

Step 7

Add numbers, colours, descriptions:

Ten black hairy spiders climbing creepily

Nine purple shiny beetles creeping slowly

Eight red tiny ants crawling quickly

Seven yellow spotty butterflies flying gracefully

Step 8

Now, where are these going? Eg:

Ten black hairy spiders climbing creepily up the wall at midnight.

And finally, Step 9

Reverse the order and have Climbing spiders, etc. Then reverse the order again, eg: Creepily climbing spiders. Mix them up:

Spiders creepily climbing

Hairy spiders creepily climbing...

Black hairy spiders creepily climbing...

Ten black hairy spiders creepily climbing

Chop and change words and repeat some phrases:

Hairy spiders, hairy spiders

Ten black hairy spiders...

Comprehension

Reading - Set on purple mash

Sky Scrapping Flowers - Chapter 2. A chapter to read and questions set to answer online - work will be sent automatically to the teacher.

Reading

Remember the Readathon if you haven't already sent - 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. **You may enjoy the following link about minibeasts.**

<https://www.st-thomas.derbyshire.sch.uk/week-4-mad-about-minibeasts/>

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 4: Life cycle of a butterfly.

<https://www.youtube.com/watch?v=O1S8WzwLPIM>

Write and draw the life cycle of a butterfly. You can use the sheet or work in your books.

Purple Mash 2do Create an information leaflet.

Humanities/Theme - Local study.

<https://www.bbc.co.uk/bitesize/articles/z42pnrd>

Follow the link and complete the activities and games.

2DO - UK Countries.

Art/DT

Week 4 - Continue making your minibeast. Remember to take your time and take a photograph of your completed minibeast.

RE

Aboriginal creation story. Read the story and have a go at drawing the picture on slide 7 of the PPT.

Alternatively watch <https://www.youtube.com/watch?v=c1jHA6QWAhY> and draw the Rainbow Snake using dots.

Music - Play It! Get started experimenting with music.

Get started with Play It! and explore the different elements that make up a song, play or clap along with the music and make then listen back to your own version of songs

<https://www.bbc.co.uk/teach/bring-the-noise/eyfs-ks1-music-play-it-bring-the-noise/z4sq92p>

PE

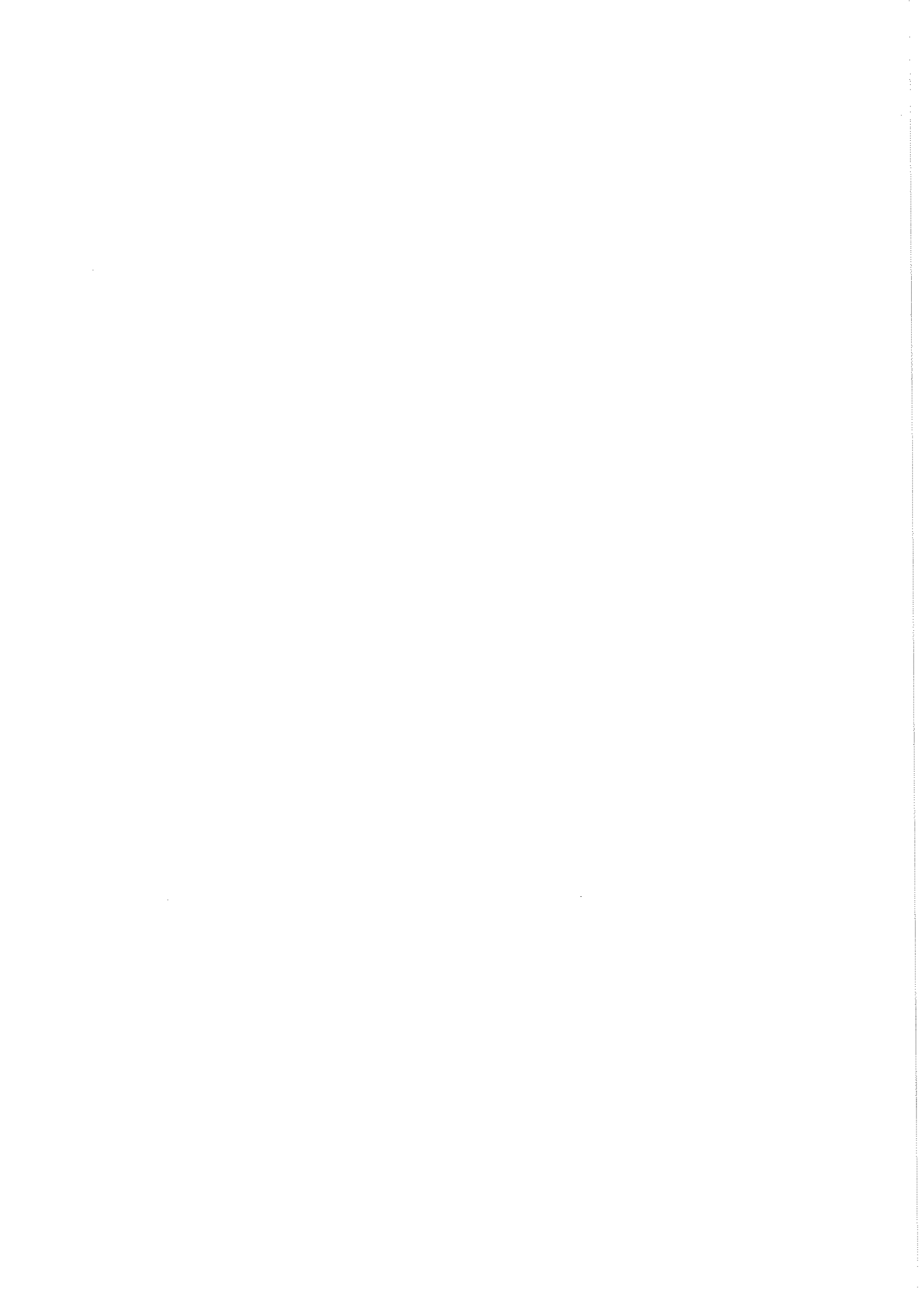
<https://www.jumpstartjonny.co.uk/free-stuff> For activities inside

Joe wicks - You tube Monday, Wednesday & Saturday. There is also a sheet in the pack or you could continue with previous sheets. **Keep Active!**

Tasks for this week for Hummingbirds & Toucans

Date 22/6/20 Our wonderful world - 'Local Study'

Subject area	Activity	Location	Save or send in?	Done Yes /No
Maths	Morning Maths – WK4 Maths activity mat - 4 Data Handling Weekly Skills checks Times table sheets	In electronic folder In electronic folder In electronic folder In electronic folder In electronic folder	Send in Send in Send in Send in Send in	
Literacy	Spellings Spag activity mat - 4 Write a poem. Grammar – basic grammar.	In electronic folder In electronic folder In a homework book. Purple Mash- 2 do	Send in Send in send in To do	
IT	Coding		Save	
Science	Habitats Life cycle of a butterfly. https://www.youtube.com/watch?v=O1S8WzwLPIM	To do on paper	Send in	
Theme or Humanities	https://www.bbc.co.uk/bitesize/articles/z42pnrd	on line	To do	
Art	Continue making your minibeast.	On plan	Photograph	
RE	Aboriginal creation story. https://www.youtube.com/watch?v=c1jHA6QWAhY	On Plan	Send in	
Music	Play It! Get started experimenting with music. https://www.bbc.co.uk/teach/bring-the-noise/eyfs-ks1-music-play-it-bring-the-noise/z4sq92p	On line	To do	
PE/active lives	1 sheets	In electronic folder	To do	
Reading	Books at home Comprehension	Purple mash – 2 do	To do	
Outside if you can	See PE Using the non-screen activity sheet sent out in pack.	Electronic folder In paper folder	To do To do	





Year 2 Maths Activity Mat

Section 1

Along a road, there are 20 street lamps. 11 of them are not working. How many lamps are working?

Section 2

Put these numbers in order, smallest to largest:

82 28 18 48 89

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

smallest largest

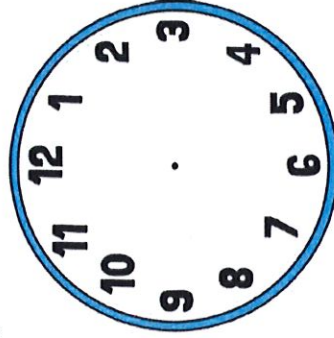
Section 3

This table shows the number of girls and boys who have red or black cars in one class. Find the totals.

Car colour	Girls	Boys	Total
Red	12	3	
Black	9	8	

Section 4

Draw the hands on the clock to show this time: 3:00



Section 6

I have a pound coin.

I buy a lolly for 25p.

How much change will I be given?

Which coins could I be given in change?

Section 7

Write a number sentence which has the same answer as:

$24 - 4 =$

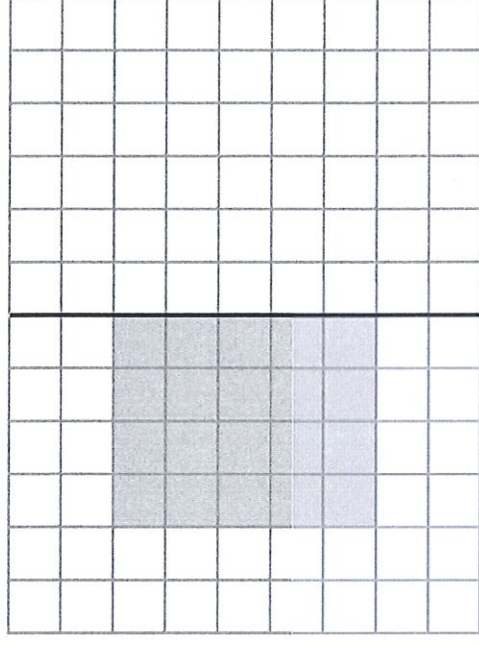
$12 + 7 =$

Section 5

What 2D shape is at both ends of a cylinder?

Section 8

Draw the reflection of the shape.



Year 2 Maths Activity Mat: 4

Answers

Section 1

Along a road, there are 20 street lamps. 11 of them are not working. How many lamps are working?

9

Section 2

Put these numbers in order, smallest to largest:

82 28 18 48 89

18	28	48	82	89
----	----	----	----	----

smallest largest

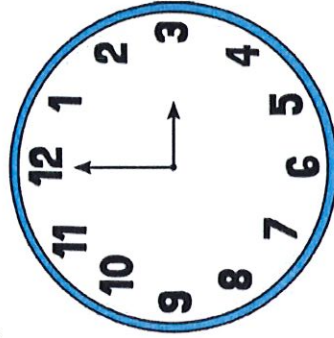
Section 3

This table shows the number of girls and boys who have red or black cars in one class. Find the totals.

Car colour	Girls	Boys	Total
Red	12	3	15
Black	9	8	17

Section 4

Draw the hands on the clock to show this time: 3:00



Section 6

I have a pound coin.

I buy a lolly for 25p.

How much change will I be given?

Which coins could I be given in change?

75p. Accept any coins making a total of 75p

Section 7

Write a number sentence which has the same answer as:

$24 - 4 =$

E.g. $10 + 10 = 20$

$12 + 7 =$

E.g. $15 + 4 = 19$

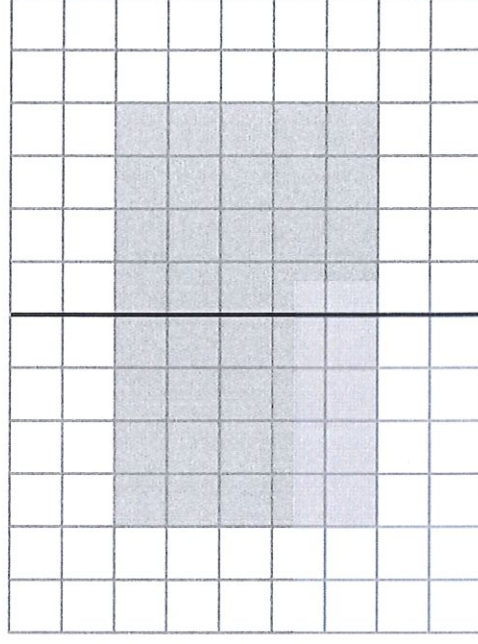
Section 5

What 2D shape is at both ends of a cylinder?

circle

Section 8

Draw the reflection of the shape.



Year 2 Maths Activity Mat

4

Section 1

Along a road, there are 28 street lamps. $\frac{1}{2}$ are not working. How many are not working?

Section 2

Put these numbers in order, smallest to largest:

33 13 23 34 53 73

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

smallest largest

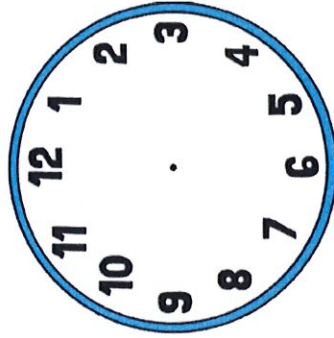
Section 3

This table shows the number of girls and boys who have red, black or white cars, in Class 2A. Show the numbers as a tally.

Car colour	Girls	Boys	Tally
Red	4	10	
Black	8	6	
White	7	3	

Section 4

Draw the hands on the clock to show this time: Quarter to 4



Section 6

Lollies cost 20p each.

I have £1.60

How many lollies could I buy?



Section 7

Fill in the missing numbers:

$7 \times 2 = 10 +$

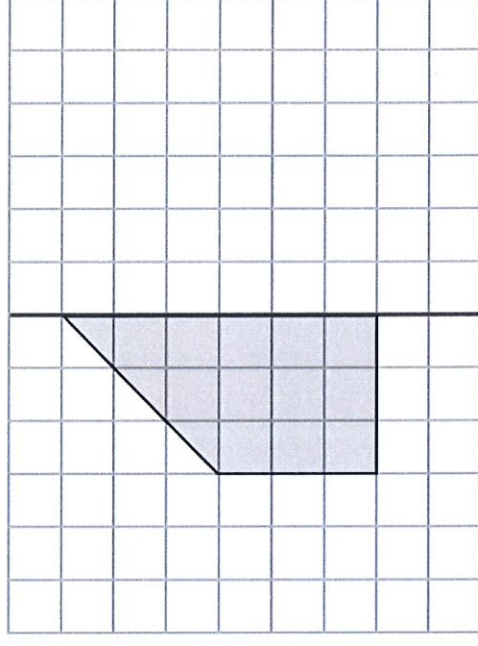
$45 \div 5 = 20 -$

Section 5

What 2D shape is at both ends of a cuboid?

Section 8

Draw the reflection of the shape.



Section 1

Along a road, there are 28 street lamps. $\frac{1}{2}$ are not working. How many are not working?

14

Section 2

Put these numbers in order, smallest to largest:

33 13 23 34 53 73

13	23	33	34	53	73
----	----	----	----	----	----

smallest largest

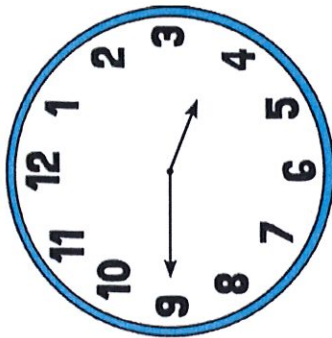
Section 3

This table shows the number of girls and boys who have red, black or white cars, in Class 2A. Show the numbers as a tally.

Car colour	Girls	Tally	Boys	Tally
Red	4	IIII	10	IIII II
Black	8	IIII II	6	IIII I
White	7	IIII II	3	III

Section 4

Draw the hands on the clock to show this time: Quarter to 4



Section 6

Lollies cost 20p each.

I have £1.60

How many lollies could I buy?



8

Section 7

Fill in the missing numbers:

$$7 \times 2 = 10 + \boxed{4}$$

$$45 \div 5 = 20 - \boxed{11}$$

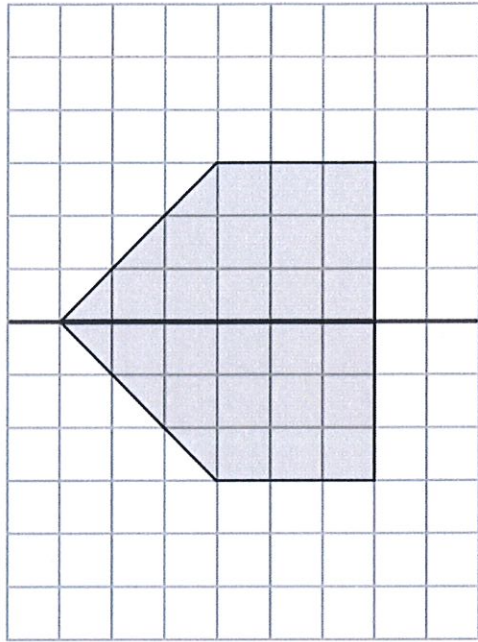
Section 5

What 2D shape is at both ends of a cuboid?

rectangle

Section 8

Draw the reflection of the shape.



Year 2 Maths Activity Mat

4

Section 1

Along a road, there are 32 street lamps.
One quarter of them are not working.
How many lamps are working?

Section 2

Put these numbers in order, smallest to largest:

201 312 223 103 112

--	--	--	--	--

smallest

largest

Section 4

Harry has a football match at 2.30pm. It will take 30 minutes to get there. It is now 2.15pm. Can he get to the match on time? Explain your answer.

.....

.....

Section 6

I have £2.30.

A Fizzbomb costs 25p.

How many can I buy? Will I have any change?



Section 5

Draw a triangular prism. What 2D shape is at both of the ends?

Section 7

Fill in the missing numbers:

$8 \div 4 = 18 -$

$5 \times 8 = 35 +$

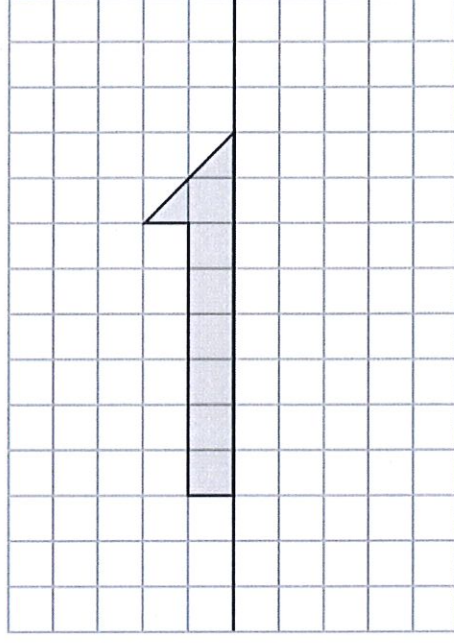
Section 3

This table shows how many girls and boys have which coloured cars. Show this information in a pictogram on a separate piece of paper.

Car colour	Girls	Boys
Red	10	6
Black	8	7
White	3	5
Other	2	4

Section 8

Draw the reflection of the shape.



Year 2 Maths Activity Mat: 4

Answers

Section 1

Along a road, there are 32 street lamps. One quarter of them are not working. How many lamps are working?

8

Section 2

Put these numbers in order, smallest to largest:

201 312 223 103 112

103	112	201	223	312
-----	-----	-----	-----	-----

smallest largest

Section 4

Harry has a football match at 2.30pm. It will take 30 minutes to get there. It is now 2.15pm. Can he get to the match on time? Explain your answer.

No he will be 15 minutes late

Section 6

I have £2.30.

A Fizzbomb costs 25p.

How many can I buy? Will I have any change?



9 with 5p change

Section 5

Draw a triangular prism. What 2D shape is at both of the ends?



triangle

Section 7

Fill in the missing numbers:

$$8 \div 4 = 18 -$$

16

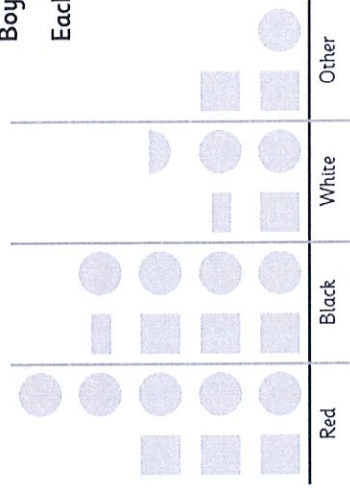
$$5 \times 8 = 35 +$$

5

Section 3

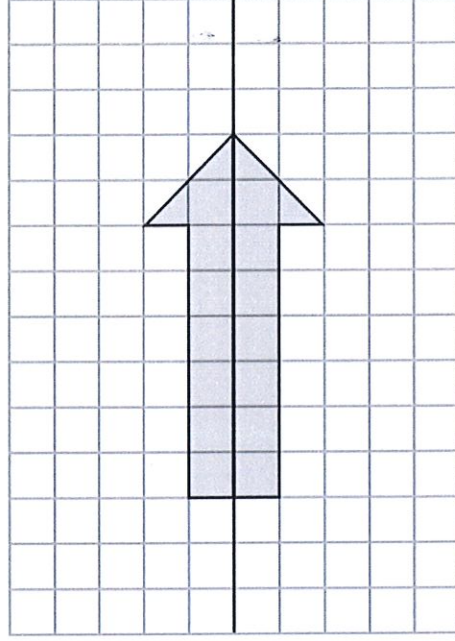
Example:

Girls = 
Boys = 
Each shape = 2



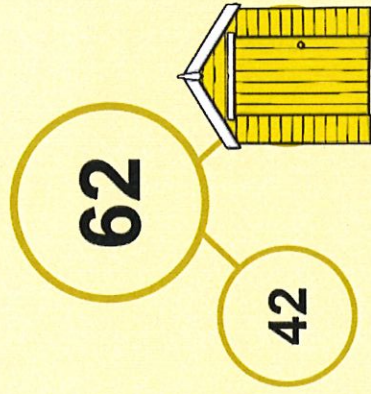
Section 8

Draw the reflection of the shape.



Place Value

Complete this part-whole model.



Problem Solving

Which item is likely to be 30cm tall?



Reveal answer

+ and -

Reveal answer

$$73 + \square = 81$$

x and ÷

Reveal answer

$$3 \times 10 = \square$$

Reasoning

A quarter turn clockwise is the same as a three-quarter turn anticlockwise.

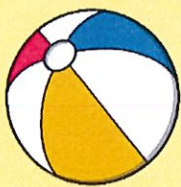


Is Henry correct?

Explain why.

Place Value

What number is shown on the number line?



60

80



Reveal answer

Problem Solving

Which picture shows the same crab rotated a half turn clockwise?



B



C



A



Reveal answer

+ and -

Reveal answer

$$71 - 8 =$$



x and ÷

Reveal answer

$$4 \times 5 =$$



Reasoning



I need 10p more to buy an 80p ice cream.

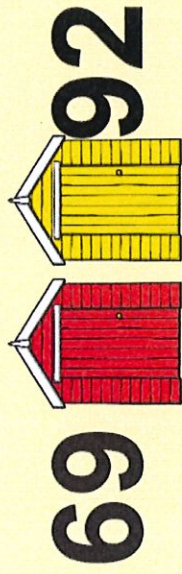


Is Alison correct?

Explain why.

Place Value

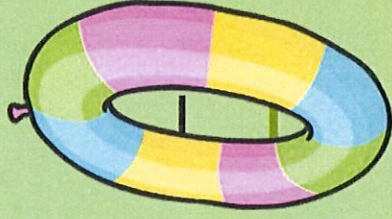
Use either > or < to complete this statement:



Reveal answer

Problem Solving

There are 10 boys in Henry's class. 5 of them paddled in the sea. What fraction of the boys paddled in the sea?



Reveal answer

+ and -

Reveal answer

$$69 + \square = 100$$

x and ÷

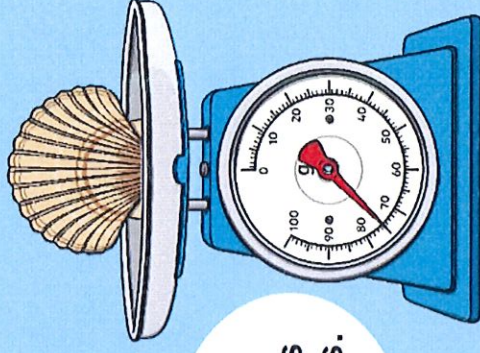
Reveal answer

$$6 \times 2 = \square$$

Reasoning

Is Harry correct?

Explain why.



The shell has a mass of 29 grams.



Place Value

2	2	2	2	2	3	3	3	3	3
5	6	7	8	8	9	9	0	0	1

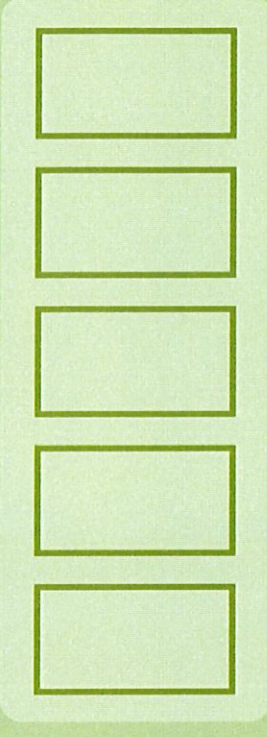
3	3	3	3	3	3	3	3	3	3
2	3	4	5	6	6	1	1	8	8

What numbers are hidden on the number line?

Reveal answer

Problem Solving

How many sides do five rectangles have?



Reveal answer

+ and -

$$55 - 50 =$$

Reveal answer

x and ÷

$$90 \div 10 =$$

Reveal answer

Reasoning

I have built 12 sandcastles. 3 have blue flags – that's one quarter of the sandcastles.

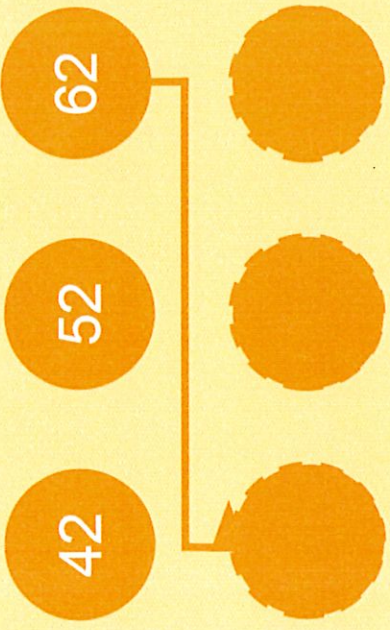


Is Alison correct?

Explain why.

Place Value

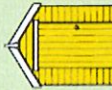
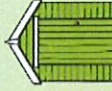

Write the next three numbers in this sequence:



Reveal answer

Problem Solving

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

56 grams is    65 grams.

Reveal answer

+ and -

$$6 + 9 + 2 =$$

Reveal answer

x and ÷

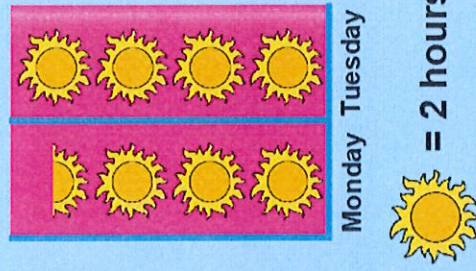
$$20 \div 10 =$$

Reveal answer

Reasoning





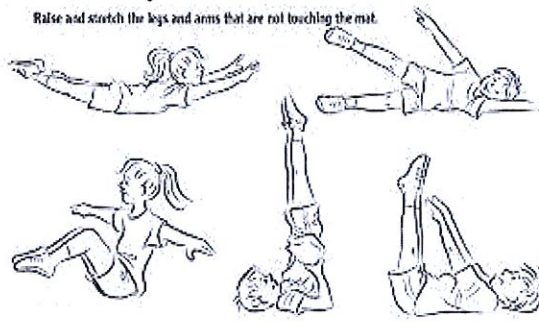


Is Henry correct? Explain why.

The pictogram shows that it was sunny for 5 hours on Monday.



Copy Cat









Grab someone else in your house to play. Stand on a sport or marking, facing each other or stand either side of a line.

<p>Actions One person is the leader. Make a shape and the other person copies. Now change to another shape and your partner copies you. <i>Jump, turn, balance, roll</i> and use your whole body! Work at different levels too; on <i>the floor, medium and high</i>.</p>	
<p>Guess the sport Perform an action from a sport. When your partner guesses they can perform actions from that sport too.</p>	
<p>Make a sequence Choose your 6 favourite positions. Can you <u>remember</u> them all?</p> <p>Show them to your partner and see if they are able to repeat them.</p>	
<p>Balance on points</p> <p>Make a sequence. Take the weight on 4/3/2/1 parts. For example:</p> <ul style="list-style-type: none"> • Use four parts – two hands and two feet • Use three parts – two hands and one foot • Use two parts – one knee and one elbow • Use one part – one foot 	<p>Balance on patches</p> <p>Raise and stretch the legs and arms that are not touching the mat.</p> 
 <p>Play this game during Face time, Whats App video call, Insta, Snap, Teams or Zoom.</p>	

Gone Potty!

Agility and Coordination

Equipment: a number of empty flower pots / plastic bowls / plastic beakers. 'Treasures', Lego pieces.

<p><u>Valleys and mountains.</u> Spread all the pots out. Turn ½ upside down. You choose mountains or valleys. Against a partner both race to turn the pots the right way up for you (either valets or mountains. If you're on your own race against time to turn all the pots the opposite way up.</p>	
<p><u>Hide and seek.</u> Ask someone to spread the pots out (all over the house / garden) hiding a treasure ideally a piece of Lego. Be the first to collect all your treasures.</p>	
<p><u>Hide and build.</u> Ask someone to spread the pots out (all over the house / garden) hiding a piece of Lego under some pots Be the first to collect all your treasures.</p>	
<p><u>Potty dribble.</u> Set your pots out in a line with a space between each. Run in between or slalom through the cones. Race against the clock H – put the cones closer together with a treasure on top – don't knock any treasure!</p>	
<p> <u>Dribble</u> a ball through the cones. Use your feet or hands to dribble a large ball. Try dribbling a ball using a hockey stick or a racket.</p>	
<p> <u>Trust!</u> Ask someone to close their eyes. Do they trust you to guide them through the cones?</p>	


Gone Potty!





Make up your own games using plastic pots!


Life Cycle of a Butterfly Writing Activity


Write a sentence about each part of the life cycle of a butterfly.
Use the boxes at the top to help you.


eggs 


caterpillar 


butterfly 

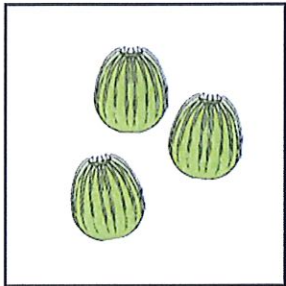
leaf 

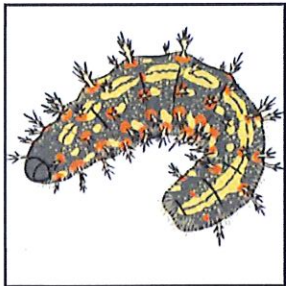
chrysalis 

 sound it out

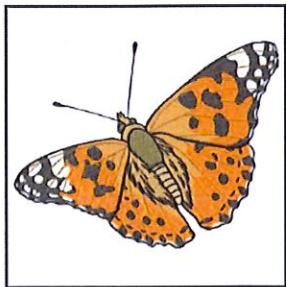
 finger spaces

 full stop













Life Cycle of a Butterfly Writing Activity


Write about the life cycle of a butterfly by looking at the picture.
Use the boxes at the top to help you.


eggs 


butterfly 


caterpillar 

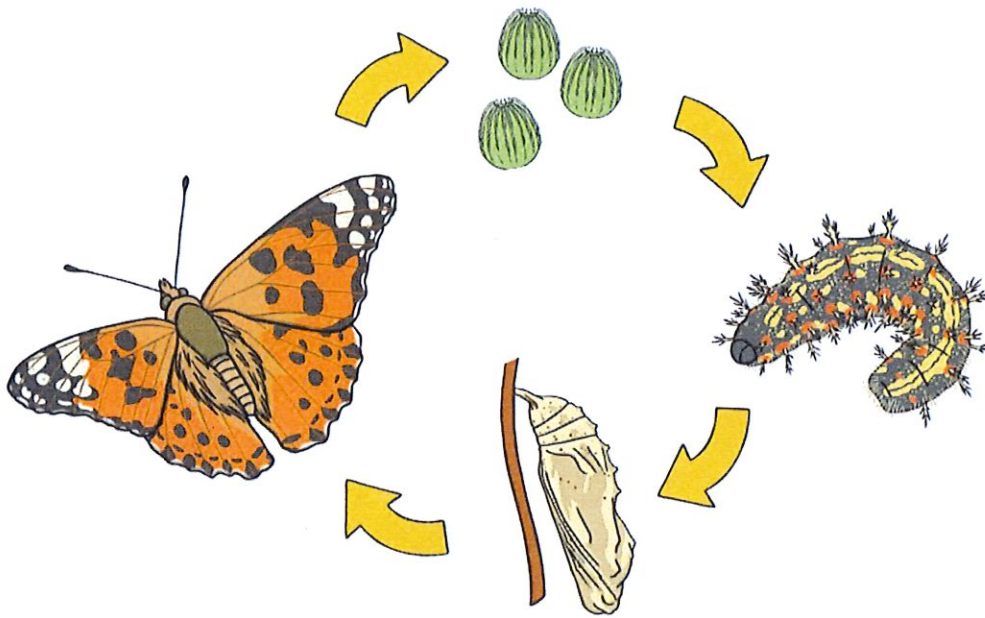
chrysalis 

leaf 

 sound it out

 finger spaces

 full stop



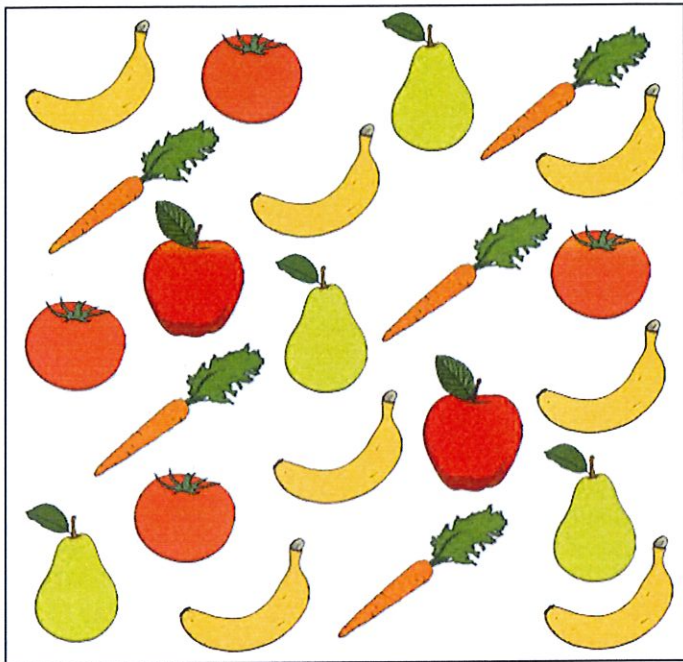
Counting Fruit






Adult Information: Children in year 2 are taught how to collect and sort data into pictograms (which show data as a series of pictures), bar charts (showing data as solid coloured blocks) and tally charts or tables (which show data by number or by using a simple tally mark). They are also taught to use the data they have organised, to ask and answer questions, either by counting individual groups, comparing categories, or adding up two or more categories. Support your child by encouraging them to be methodical, to count each item carefully and to fill in graphs, charts and tables with care.

When using pictograms, children will also be taught how to represent more than one item of data, using just one picture. For example, if one picture represents two items, half a picture will represent one item. When marking the numbered scales on block graphs, children will be taught how to include amounts which do not fall exactly on one of the numbers marked on the scale. For example, showing '5' on a scale marked in 2s would mean drawing the top of the block half way between the 4 and the 6.

Counting Fruit

It is the end of the week and these are the fruits and vegetables left over from snack time at school. Create a tally chart to show what is left.



Tally Chart		
	Tally	Total
		
		
		
		
		

Now put your data into a pictogram. Draw the fruits into the boxes.

A pictogram showing _____

banana	carrot	tomato	apple	pear

Questions

Answer these questions using your tally chart and pictogram:

1. How many bananas were left?

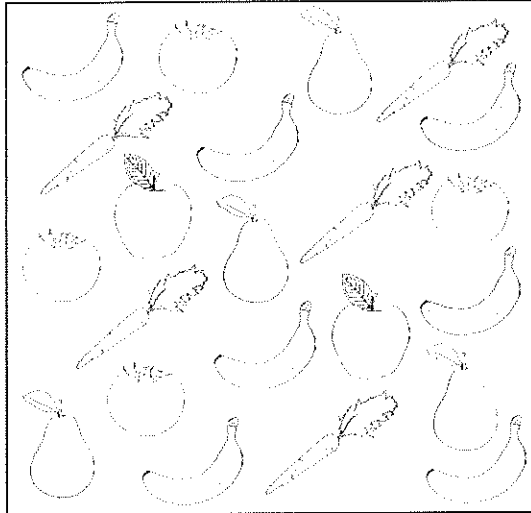
2. How many pears were left?






3. How many tomatoes and carrots were left altogether?

4. Which fruit had the fewest number of pieces left?
























5. How many fruits and vegetables were left altogether?

Answers



Tally Chart		
	Tally	Total
		7
		5
		4
		2
		4

A pictogram showing **the fruit left over at the end of the week.**

				
				
				
				
				
				
				
banana	carrot	tomato	apple	pear

- How many bananas were left?
7
- How many pears were left?
4
- How many tomatoes and carrots were left altogether?
9
- Which fruit had the least number of pieces left?
apples
- How many fruits and vegetables were left altogether?
22

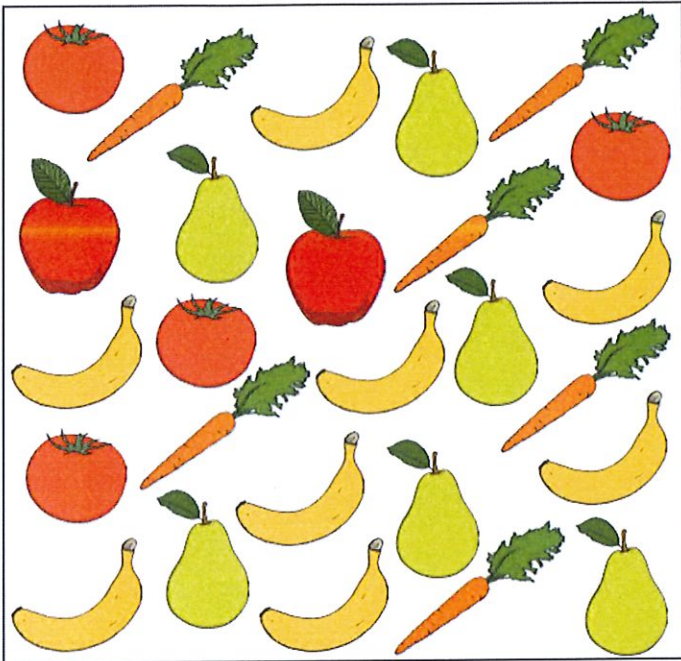
Counting Fruit






Adult Information: Children in year 2 are taught how to collect and sort data into pictograms (which show data as a series of pictures), bar charts (showing data as solid coloured blocks) and tally charts or tables (which show data by number or by using a simple tally mark). They are also taught to use the data they have organised, to ask and answer questions, either by counting individual groups, comparing categories, or adding up two or more categories. Support your child by encouraging them to be methodical, to count each item carefully and to fill in graphs, charts and tables with care.

When using pictograms, children will also be taught how to represent more than one item of data, using just one picture. For example, if one picture represents two items, half a picture will represent one item. When marking the numbered scales on block graphs, children will be taught how to include amounts which do not fall exactly on one of the numbers marked on the scale. For example, showing '5' on a scale marked in 2s would mean drawing the top of the block half way between the 4 and the 6.

Counting Fruit

It is the end of the week and these are the fruits and vegetables left over from snack time at school. Create a tally chart to show what is left.



Tally Chart		
	Tally	Total
		
		
		
		
		

Now put your data into a pictogram. Draw the fruits into the boxes.
In your pictogram, one picture should represent 2 pieces of fruit.

A pictogram showing _____

banana	carrot	tomato	apple	pear

Questions

Answer these questions using your tally chart and pictogram:

1. How many bananas were left?

2. How many pears were left?

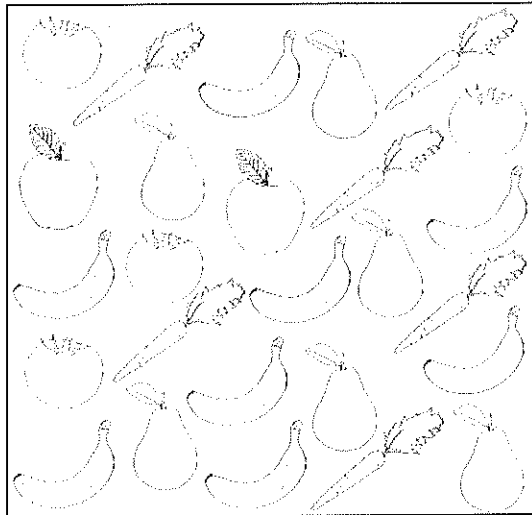
3. How many tomatoes and carrots were left altogether?






4. Which fruit had the fewest number of pieces left?

5. How many more bananas were there than apples?



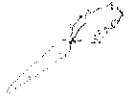










6. How many fruits and vegetables were left altogether?

Answers



Tally Chart		
	Tally	Total
		8
		6
		4
		2
		6

A pictogram showing **the fruit left over at the end of the week.**

				
				
				
				
banana	carrot	tomato	apple	pear

- How many bananas were left?
8
- How many pears were left?
6
- How many tomatoes and carrots were left altogether?
10
- Which fruit had the least number of pieces left?
apples
- How many more bananas were there than apples?
6
- How many fruits and vegetables were left altogether?
26

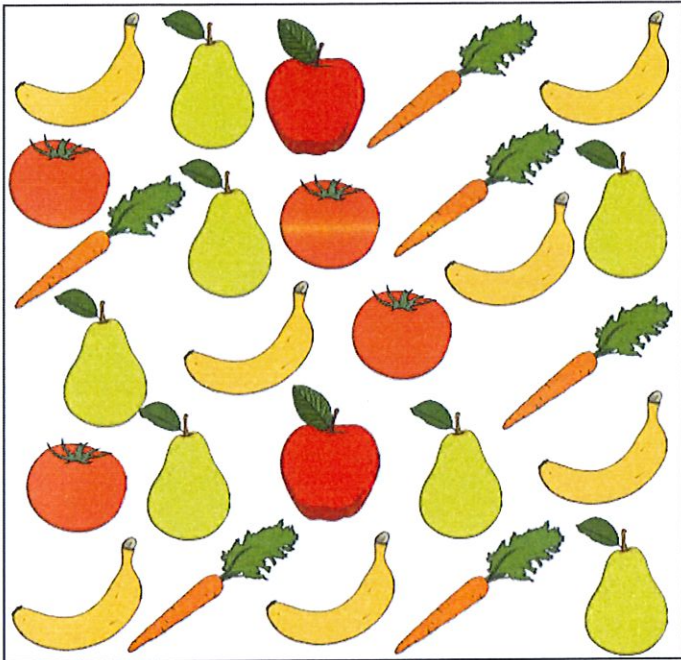
Counting Fruit






Adult Information: Children in year 2 are taught how to collect and sort data into pictograms (which show data as a series of pictures), bar charts (showing data as solid coloured blocks) and tally charts or tables (which show data by number or by using a simple tally mark). They are also taught to use the data they have organised, to ask and answer questions, either by counting individual groups, comparing categories, or adding up two or more categories. Support your child by encouraging them to be methodical, to count each item carefully and to fill in graphs, charts and tables with care.

When using pictograms, children will also be taught how to represent more than one item of data, using just one picture. For example, if one picture represents two items, half a picture will represent one item. When marking the numbered scales on block graphs, children will be taught how to include amounts which do not fall exactly on one of the numbers marked on the scale. For example, showing '5' on a scale marked in 2s would mean drawing the top of the block half way between the 4 and the 6.

Counting Fruit

It is the end of the week and these are the fruits and vegetables left over from snack time at school. Create a tally chart to show what is left.



Tally Chart		
	Tally	Total
		
		
		
		
		

Now put your data into a pictogram. Draw the fruits into the boxes.
In your pictogram, one picture should represent 2 pieces of fruit.

A pictogram showing _____

banana	carrot	tomato	apple	pear

Questions

Answer these questions using your tally chart and pictogram:

1. How many bananas were left?

2. How many pears were left?

3. How many tomatoes and carrots were left altogether?

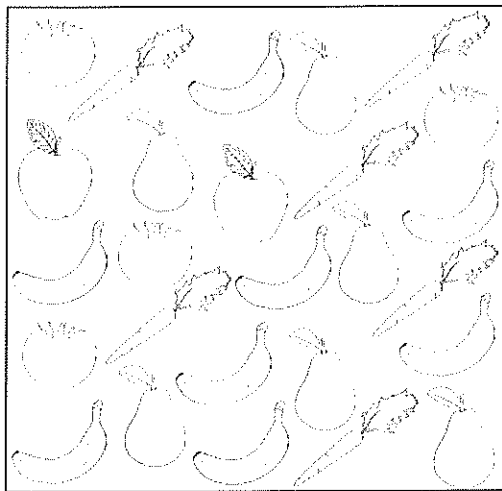
4. Which fruit had the fewest number of pieces left?


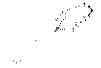



5. How many more carrots were there than apples?

6. How many fruits and vegetables were left altogether?







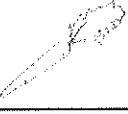



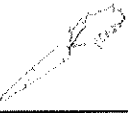



7. Which fruit do you think was the most popular that week? (Think carefully about this one!)

Answers



Tally Chart		
	Tally	Total
		7
		6
		4
		2
		7

A pictogram showing **the fruit left over at the end of the week.**

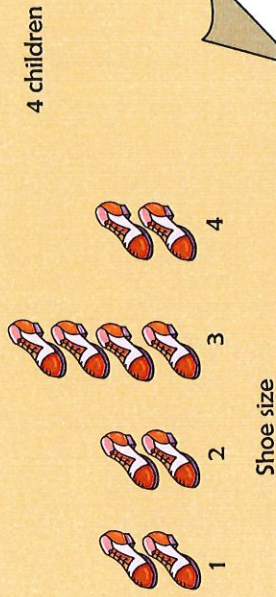
				
				
				
				
banana	carrot	tomato	apple	pear

- How many bananas were left?
7
- How many pears were left?
7
- How many tomatoes and carrots were left altogether?
10
- Which fruit had the least number of pieces left?
apples
- How many more carrots than apples were there?
4 more
- How many fruits and vegetables were left altogether?
26
- Which fruit do you think was the most popular that week? (Think carefully about this one!)
Apples, because they had the least number left over.

Pictograms

Choose a symbol and decide what it will represent.
 Make a key.
 Write the names of the data choices.
 Label the axis.
 Record the data by carefully drawing the correct number of symbols.
 Give the diagram a title: A pictogram to show...

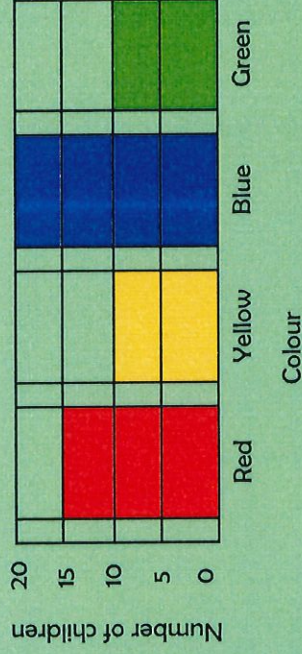
A pictogram to show children's shoe sizes



Bar charts

Choose a scale and write the numbers on the lines. Start with 0.
 Write the names of the data choices.
 Label the axes.
 Record the data by carefully colouring the correct bar length.
 Give the diagram a title: A bar chart to show...

A bar chart to show children's favourite colours



Carroll diagrams

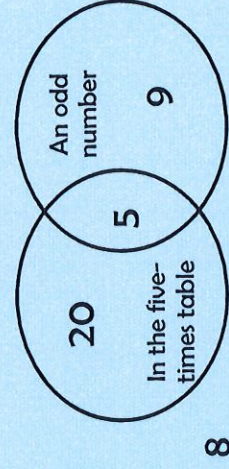
Label each column and row.
 Record the data in the correct box.

	Is a regular shape	Is not a regular shape
Has a line of symmetry		
Does not have a line of symmetry		

Data Handling Diagrams

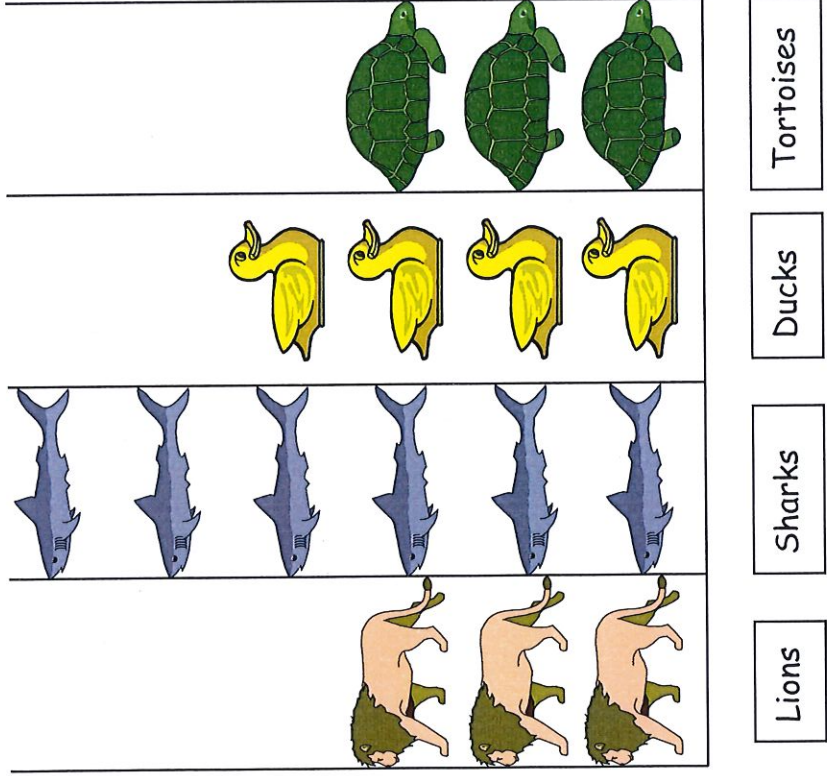
Venn diagrams

Label each circle.
 Record the data in the correct circle. If it doesn't fit anywhere, record it on the outside.



WALT: Read data from pictograms.

In the zoo they have four different types of animal, lions, sharks, ducks and tortoises. The pictogram shows how many they have of each animal. See if you can answer the questions using the data on the pictogram.

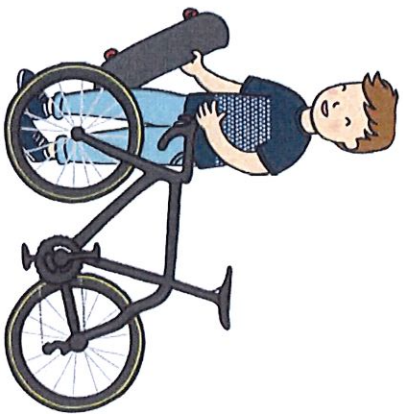


1. How many ducks are there?
2. How many sharks are there?
3. How many animals live in the zoo altogether?
4. The zoo has 3 lions, what else do they have 3 of?
5. How many more sharks do they have than lions?
6. How many tortoises and ducks do they have altogether?
7. The zoo gets two more tortoises, how many does it have now?

Year 2 Summer Term 2 SPaG Mat

Circle the conjunction in this sentence.

He liked to skateboard or cycle to work every day.

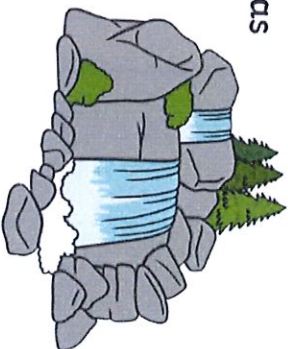


Write these two words as one word, using an apostrophe.

he is

Underline the compound word in this sentence.

The waterfall was very pretty.



Practise writing these year 2 common exception word spellings.

last _____

past _____

move _____

bath _____

hold _____

Which year 2 common exception word has Mr Whoops been juggling with?

h

w

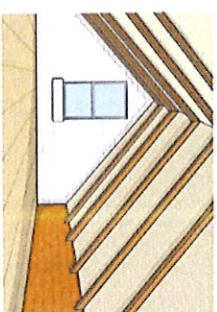
o



Improve this sentence by creating an expanded noun phrase.

Selma went up to the _____

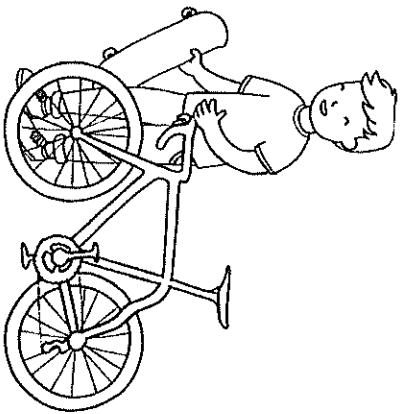
_____ attic.



Year 2 Summer Term 2 SPaG Mat Answers

Circle the conjunction in this sentence.

He liked to skateboard **or** cycle to work every day.



a

Write these two words as one word, using an apostrophe.

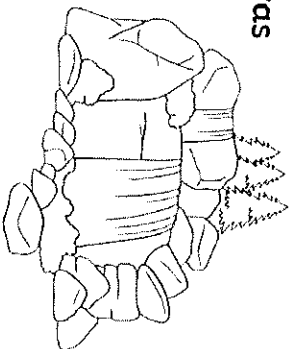
he is

he's

b

Underline the compound word in this sentence.

The waterfall was very pretty.



c

Practise writing these year 2 common exception word spellings.

last last last last last last last last

past past past past past past past past

move move move move move move move move

bath bath bath bath bath bath bath bath

hold hold hold hold hold hold hold hold

Optional – follow your school's handwriting policy.

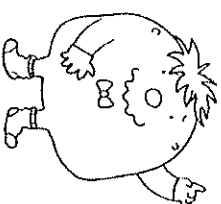
d

Which year 2 common exception word has Mr Whoops been juggling with?

h

w

o

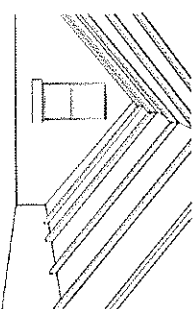


who

e

Improve this sentence by creating an expanded noun phrase.

Answers will vary.



f

Year 2 Summer Term 2 SPaG Mat

a Circle the conjunction in each of these sentences.

He liked to skateboard or cycle to work every day.

The crab loved the pier but the seagulls always tried to peck him there!



b Write each of these sets of words as one word, using an apostrophe.

he is _____

we are _____

c Underline the compound word in each of these sentences.

The waterfall was very pretty.

He got some new sunglasses.



d Practise writing these year 2 common exception word spellings.

sure _____

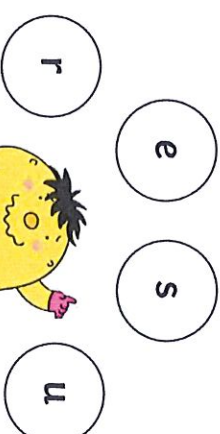
sugar _____

who _____

whole _____

again _____

e Which year 2 common exception word has Mr Whoops been juggling with?



f Improve these sentences by creating an expanded noun phrase for each one.

Selma went up to the _____ attic.

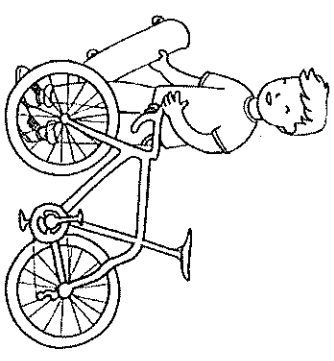
He loved the picture of the _____ elephants.

Year 2 Summer Term 2 SPaG Mat Answers

a Circle the conjunction in each of these sentences.

He liked to skateboard **or** cycle to work every day.

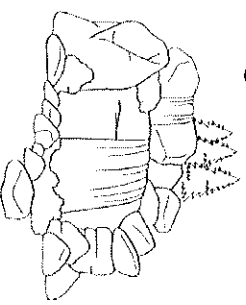
The crab loved the pier **but** the seagulls always tried to peck him there!



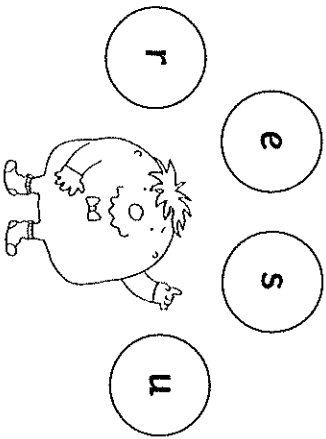
c Underline the compound word in each of these sentences.

The waterfall was very pretty.

He got some new sunglasses.



e Which year 2 common exception word has Mr Whoops been juggling with?



sure

b Write each of these sets of words as one word, using an apostrophe.

he is he's
we are we're

d Practise writing these year 2 common exception word spellings.

sure sure sure sure sure sure
sugar sugar sugar sugar
who who who who who who
whole whole whole whole
again again again again
Optional – follow your school's handwriting policy.

f Improve these sentences by creating an expanded noun phrase for each one.
Answers will vary.

a Circle the conjunction in each of these sentences.

He liked to skateboard or cycle to work every day.

The crab loved the pier but the seagulls always tried to peck him there!

They sat outside talking and they forgot about the time.



b Write each of these sets of words as one word, using an apostrophe.

he is _____

we are _____

could not _____

c Underline the compound word in each of these sentences.

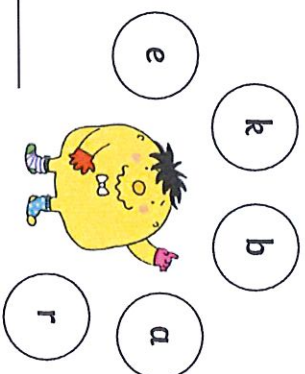
The waterfall was very pretty.

He got some new sunglasses.

Mei faded into the background and into the night.



e Which year 2 common exception word has Mr Whoops been juggling with?



d Practise writing these year 2 common exception word spellings.

everybody _____ wander _____

beautiful _____ quantity _____

because _____

f Improve these sentences by creating an expanded noun phrase for each one.

Selma went up to the _____ attic.

He loved the picture of the _____ elephants.

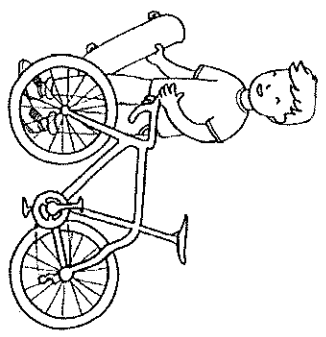
Their grandma said the _____ present was the best.

Circle the conjunction in each of these sentences.

He liked to skateboard **or** cycle to work every day.

The crab loved the pier **but** the seagulls always tried to peck him there!

They sat outside talking **and** they forgot about the time.



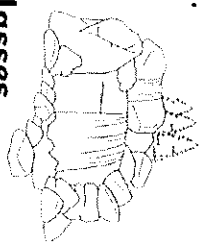
a

Underline the compound word in each of these sentences.

The waterfall was very pretty.

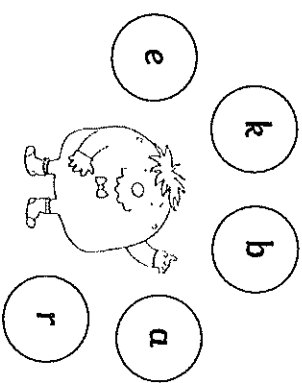
He got some new sunglasses.

Mei faded into the background and into the night.



c

Which year 2 common exception word has Mr Whoops been juggling with?



break

e

Practise writing these year 2 common exception word spellings.

everybody everybody everybody wander wander wander wander
 beautiful beautiful beautiful quantity quantity quantity quantity
 because because because because Optional - follow your school's handwriting policy.

d

Improve these sentences by creating an expanded noun phrase for each one.

Answers will vary.

f

Write each of these sets of words as one word, using an apostrophe.

he is he's
 we are we're
 could not couldn't

b