

Year 2 Week 9

Numeracy Home Learning



Mental Maths ideas:

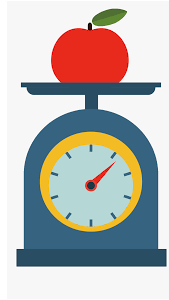
- Count on or back in tens or ones up to 100. Count on or back in 2's, 10s and 100s up to 1000 (Challenge).
- Practise telling the time - o' clock / half past / quarter past / quarter to (Challenge). Focus on one concept at a time until confident if you find this difficult (Support).
- Practise recalling all number bonds to 20. $17 + 3 =$, $20 + 0 =$, $1 + 19 =$, $15 + 5 =$ etc. (Challenge- number bonds to 30)
- Add near doubles and recall these e.g. $20 + 21 =$ (double 20 plus 1) $10 + 11 =$ (double 10 plus 1), Support.

Maths Activity Mats: The Maths activity mats support children to revise their previous learning and develop mental calculations. The mat is divided into sections with different questions and problems so that your child solves the calculations at their own pace. You can change the numbers/amounts in the questions to make them more challenging. If they find it tricky use smaller amounts.

Maths Problem Solving activity - Problem 6

Worksheet and answers are uploaded towards the end of this document.

Weight / Mass



Year 2 - This week we are learning to use standard units to measure weight/mass in kilograms or 10 gram weights.

Introduction

Before beginning the activities below please look at the Powerpoint presentations which will introduce the concept of weight. (This has been uploaded as a separate document on Google Classroom and the school website)

Also, watch these BBC Bitesize videos which explain weight in more detail.

Measurement of weight - see how scales are used to measure the weights of different animals.

<https://www.bbc.co.uk/bitesize/clips/z7w7tfr>

Reading different scales - Watch a demonstration of how different measuring equipment is used to measure different things.

<https://www.bbc.co.uk/bitesize/clips/z9kwmp3>

As follow on activities from these videos do lots of practical activities to reinforce what has been learned.

Main activity

This week we would like you to spend some time doing practical activities before moving on to the activity sheets (please complete both sheets, **support**- work with your child, **challenge**- work independently). Practical activities are vital to developing your child's understanding of **measuring weight**. The activity sheets should only be completed when your child has a solid understanding of this concept.

Maybe you have been doing some baking while you've all been at home over the past few weeks and are already familiar with using a weighing scales. Here are a few ideas for you here:

1. Look at the weight on food items in your kitchen - **grams and kilograms**. How much do they weigh?
2. Pick up the items and feel how heavy they are.
3. Compare the differences in weight between a variety of items.
4. Make a list of the different weights on a piece of paper.
5. If you haven't already had a go at baking something, have a go this week! Look carefully at the measurements on the front of the weighing scales. Look for kilograms and grams. Can you measure out some food correctly (with an adult)?
6. There are **1000grams in 1 kilogram**. Can you learn and remember this fact?

As a **challenge** try this website to test your weighing skills and take complete some additional weighing activities

<https://www.ictgames.com/mobilePage/mostlyPostie/index.html>

Challenge questions-

1. Which is heavier, one gram or one kilogram?
2. Estimate the weight of an object and check your answer.

Year 2 Maths Activity Mat

①

Section 1

Find the missing numbers:

$$15 + \square = 100$$

$$\square + 30 = 100$$

Section 4

Make 17p using the fewest number of coins.



Section 2

What's my number?

I have 2 digits.

My tens digit = $30 - 10$.

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



Section 3

I have 18 toy cars. I share them between my 2 friends. How many will they each have?



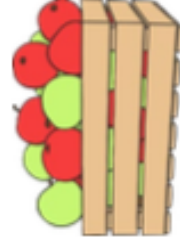
Section 5

What time is the clock showing?



Section 8

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



Section 6

Write these numbers in words:

13

25

11

Section 7

Write down 2 facts about triangles.

.....

.....

.....

.....

PROBLEM 6

Numbers 1 2 3

Level
2**Picnic panic**

Class 2W are having a picnic.
The children have brought sandwiches.

Jane has brought jam sandwiches.



Tom has brought tomato sandwiches.



Charlie has brought cheese sandwiches.



Sally has brought salad sandwiches.



- ★ The children share the sandwiches so that each child has the same amount of each sandwich. What do they each receive?

Carrie has brought cucumber sandwiches.



- ★ Jane doesn't like cucumber. How could the children share the sandwiches now? (Remember: do not give cucumber sandwiches to Jane!)



Problem solving challenge!

The brown parcel weighs twice as much as the blue parcel.

The green parcel weighs 2 kg more than 30 kg

The blue parcel weighs 12 kg less than the green parcel.

Draw an arrow to show where each parcel would be on the scale.



The green parcel weighs 32 kg

The blue parcel weighs 20 kg

The brown parcel weighs 40 kg

Cover the answers above!

Name : _____

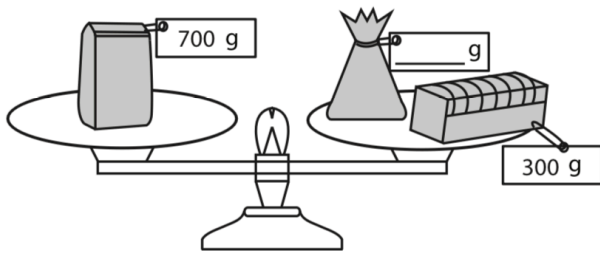
Score : _____

Balancing Scale - Metric Units

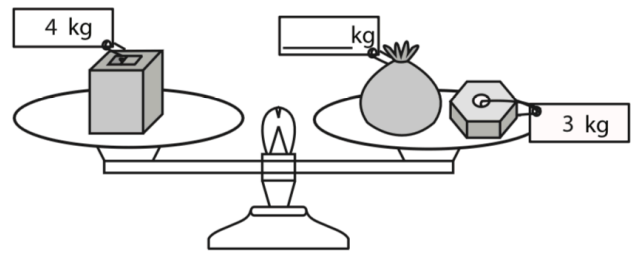
ES1

Calculate the unknown weight to balance each scale.

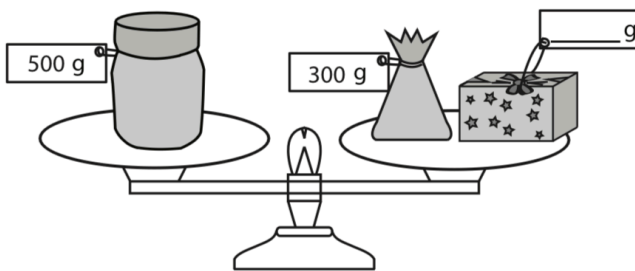
1)



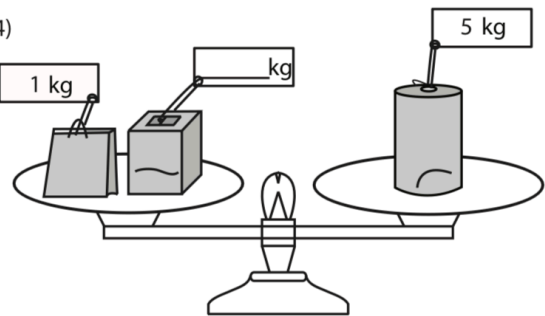
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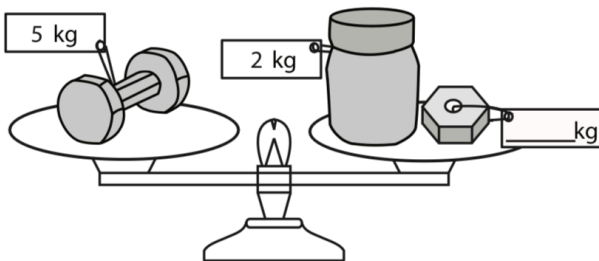
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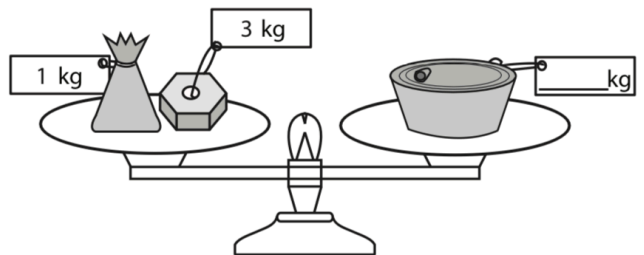
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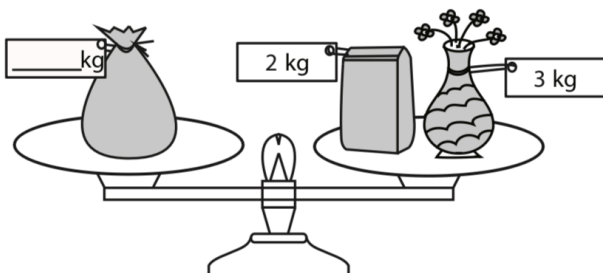
5)



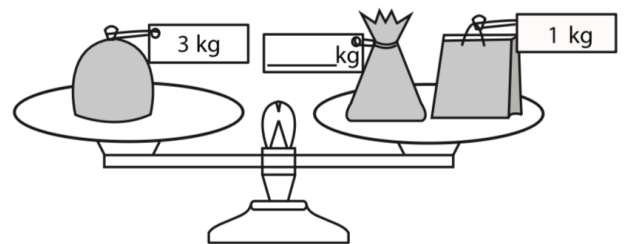
6)



7)



8)



Name : _____




Score : _____

Weight Estimation - Metric Units

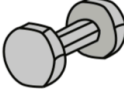


Sheet 1

Choose the object close to the given weight.




1) 3 kilograms

- 
- 
- 




2) 150 grams

- 
- 
- 




3) 100 grams

- 
- 
- 




4) 1 kilogram

- 
- 
- 




5) 1.5 kilograms

- 
- 
- 




6) 700 grams

- 
- 
- 

7) 5 grams

- 
- 
- 

8) 2 kilograms

- 
- 
- 

PROBLEM 6 *Picnic panic*

Give children paper shapes to match the sandwiches on the sheet. Discuss the fractions that each sandwich has been cut into. Children in groups of four could cut the paper shapes into the fractions shown, and then share them out. (Check that children understand that the tomato sandwiches have been cut into halves, and that the halves are the same even though they are facing in different directions.) The answer to the first question is:



For the second question, change the groups so that there are now five in each group and give out squares that could be cut into quarters as shown on the task card. Ask children to share the cucumber sandwiches out and find as many different ways as possible. How can they do it so that each child apart from Jane has a cucumber sandwich? Ask children to explain the different ways that they find.

Extension: Ask children to make their own type of sandwich and share it with their friends.

Year 2 Week 9 Literacy Home Learning



Literacy general reminder:

1. Please continue to practise **recognising** and **spelling** your high frequency words.
2. Please keep practising your handwriting and using punctuation correctly.
3. Practise your reading using the resources on the Oxford Owl website.
4. Practise recognising your **Phase 3** and **Phase 5** sounds and tricky words using the sound mats provided in the Week 6 Home learning pack. It is important that you practise these regularly to maintain what has been taught in school.

Literacy

Phonics- This week we would like you to complete your phonic activities outdoors. Please look at the **Phase 3**, Phase 4 or **Phase 5** challenge cards below for the activities. Maybe you could complete them with members of your family?

Written activity- Over the next two weeks we will be following a 'Talk for Writing' approach. This approach enables children to imitate orally the language they need for a particular topic, before reading and analysing it and then writing their own version.

The activities can be done alone. However, there are some parts that will be more enjoyable for your child if someone else at home can join in. The activities are based on the traditional tale 'The Elves and the Shoemaker'. An explanation of each activity is written above the worksheet.

As there are quite a few worksheets this week some can be completed orally. **Support-** read the questions to your child and ask them to answer them orally. **Challenge-** ask your child to read the questions and then answer them independently.

Phase 3 Phonics (Support)



Outdoor Phonics

Read the words below. How many of these things can you spot in your outdoor area today?

tree car road boots
roof bark rain coat



Outdoor Phonics

Make an obstacle course for your friends using hoops, cones and lots of other fun equipment. Hide some words along the course for them to read. How quickly can they complete the course?



Outdoor Phonics

Write some of the new sounds you have learnt in chalk on a wall outside. Throw a beanbag at the sounds. Which sound can you hit? Shout the sounds as you hit them.



Phase 4 Phonics



Outdoor Phonics

Use some of the following words to make a word hunt for your friends. Write the words onto pieces of paper to hide around the outdoor area. Can they find and read them all?

sweet train jump black
crunch spot toast hunt



Outdoor Phonics

Make an obstacle course for your friends to complete. Make sure you include the following labels at different points.

start jump spin stop stamp end



Outdoor Phonics

Read the captions below. How many of them can you see?

a brown shed
a damp drain
a big sandpit
a nest in a treetop
a green frog
a gust of wind



Phase 5 Phonics (Challenge)



Outdoor Phonics

Hide the following words around the outdoor area. Shout out one of the words and ask your friends to race to find it. Whoever finds it first is the winner.

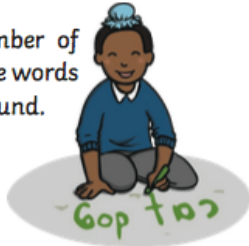
**crayon sound thirteen blue skirt
lawn phonics chewing tie launch**



Outdoor Phonics

Think of one of the new sounds you have been learning this week. Roll a large dice and see which number you get.

Using chalk, write that number of words on the ground. All of the words must contain your chosen sound.



Outdoor Phonics

Make a mud cake. Remember to add lots of different ingredients, including **two stones, one leaf and three sticks**. Make a recipe card for your mud cake so your friends know how to make it too.





The Elves and the Shoemaker

Year 2 workbook
by Emma Caulfield



Hi! We are helper elves called Clary, Pepper and Jas.
We are also famous! We once helped a shoemaker
and his wife; you might know our story.



Here's our story... You can listen to an audio version of the story here <https://soundcloud.com/talkforwriting/elves/s-ySTFOVAVMmH>. A link has also been uploaded on your Google Classroom.



The Elves and the Shoemaker

Once upon a very long time ago, there lived a kind-hearted shoemaker and his wife. Unfortunately, the couple had become so poor that at last they had nothing left but the leather to make one pair of shoes.

One night, after a supper of bread and jam, the shoemaker shuffled to his workshop with his head hung down and his shoulders hunched. As he cut out the shoes from the last piece of leather, his wife appeared, "Try not to worry. Everything will soon be all right. Leave that tonight. You can finish the shoes tomorrow," she said softly.

Little did they know but three little elves, Clary, Pepper and Jas, heard the shoemaker's wife. They felt sorry for the kind man and decided to help. Working through the night, they cut, sewed and decorated until they had made a beautiful pair of shoes!

In the morning, the shoemaker and his wife were amazed to see the delightful, little shoes on the workbench. "Where have

these come from? Who made them?" they wondered. Soon, a merchant saw the shoes in the shop window and bought them immediately. He was so impressed by the shoes that he gave the shoemaker enough money to buy leather for two pairs of shoes.

That night, too, the shoemaker cut out the shoes and left them on the workbench. Again, the three little elves returned.

Working through the night, they cut, sewed and decorated until they had made two beautiful pairs of shoes!

This continued for many more nights, until the shoemaker and his wife were no longer poor. One night, the couple decided that they wanted to know who was making the shoes so that they could thank them for their kindness. After a hearty supper, they laid out the leather, hid in the workshop and waited to see who their helpers were.

Clary, Pepper and Jas crept into the workshop and by the light of the moon, cut, sewed and decorated until they had made several beautiful pairs of shoes! "How lucky we are! We must return their kindness!" declared the shoemaker's wife.

"Their clothes are ragged and torn. Let's make them some new clothes," the shoemaker suggested.

So, all day, they cut, sewed and decorated until they had made three teeny hats, three perfectly miniature suits and three tiny pairs of charming shoes. That night they left them on the workbench for the generous elves.

By the light of the moon, Clary, Pepper and Jas danced a jig of happiness on the workbench. Dressed in their brand-new hats, suits and shoes they left the shoemaker's workshop, not ever to return.

The shoemaker and his wife lived happily ever after, never forgetting the three little elves who helped them in their time of need.

© Emma Caulfield

★ Share the story with someone at home.

★ Clary wants to know what you think about the story. Talk about it together and then see if you can fill in the boxes:

Have you heard this story before? Was it different this time? How?

Which part of the story was your favourite? Why?

Who was your favourite character? Why?

Was there something in the story that you didn't like? Which part and why?



★ Pepper is always asking questions! See if you can answer these:

1. What kind of person was the shoemaker?
2. Can you describe the three elves?
3. The shoemaker lives in a house with a workshop and a shop. Can you draw it?
4. At the beginning of the story, why was the shoemaker poor?

Words of the week- This week we would like you to complete the 'Jas's word game' worksheet.



Jas's word game

Jas really likes playing, especially with words. Can you help to sort out these words from the story? First, see if you can spot and highlight these words in the story, then match the word to the definition. The first one has been done for you.

kind-hearted	walked without lifting your feet properly
supper	a type of dance
shuffled	friendly, helpful, gives things
hunched	fills you up, filling
wondered	kind and caring
merchant	announced, said
workbench	a meal eaten in the evening
workshop	leant forwards with your shoulders up
hearty	a room or building where things are made
declared	thought about
generous	heavy, wooden table for working on
jig	a person who buys or sells things

★Clary, Pepper and Jas have been on lots of adventures. Can you write a postcard to Mr and Mrs Cobbler, telling them what the elves have been up to?

Dear Mr and Mrs Cobbler,

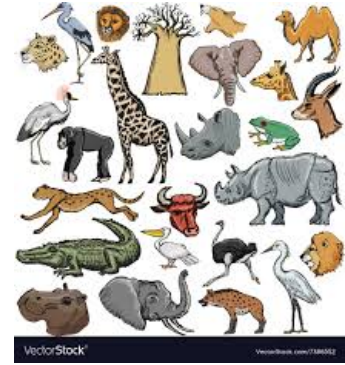
Love from Clary, Pepper and Jas xxx



Year 2 Week 9 Topic Home

Learning

We hope that you enjoyed learning about how different animals have adapted to their environments in our last home learning pack. Did you know that you can watch **live cameras** of animals in Kruger National Park South Africa?



Follow the link below then click on 'Live Cams' and select 'Orpen' or 'Satara' https://www.sanparks.org/webcams/yt_satara.php.

This week we would like you to start thinking about the **differences** between our locality and localities in other parts of the world. We would like you to **compare the temperature** in South Wales and Kruger Park in South Africa everyday (then check the live cameras and let us know what Animals you saw).

Use the table below to record the temperature for South Wales, South Africa and work out the difference by counting on from the highest number.

Use a thermometer to measure the temperatures in South Wales (or check BBC Weather if you don't) and check online for the temperature in Kruger Park South Africa by typing Kruger Park temperature today into Google.

Day	South Wales	South Africa	Difference
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Art

Making An African Mask

This week we would like you to have a go at making your own African mask using any materials you may have at home. A mask is a covering for the face or the head. In many [cultures](#), masks are an important part of traditional rituals. For thousands of years, [African](#) peoples have used masks in ceremonies. Every African mask is unique.

<https://www.bbc.co.uk/programmes/p0114c6w>

The clip examines the ways in which various types have particular spiritual, historical or traditional significance in African life according to their creators and places of origin. It also looks at African masks still used today.

Here are some great clips which will give you inspiration and offer ideas of how to make different types of African masks.

<https://www.youtube.com/watch?v=iLsp2sLexjI>

This clip from Youtube shows how to make a mask using cardboard.

<https://www.firstpalette.com/craft/african-paper-plate-mask.html>

Paper plate mask.

<http://www.ecokidsart.com/africanmaskcraft/>

Lots of different ideas!

Maybe you could take a photo of it when you've finished and send it to us on Google Classroom!

ICT

Some children received their Hwb login details this week ready to use Google Classroom. Please don't worry if you haven't received yours yet, you will receive it this week. Once all children have received their Hwb login details, work packs will only be available via Google Classroom and they will no longer be uploaded to the school website.

Hwb[®]



**Google for
Education**

If you have received your login details this week we would like you to login and post a message on the 'Stream' tab on Google Classroom. It is very important that you do this as it lets us know you have been able to log in to Hwb and access Google Classroom. For those of you who are receiving your Hwb email addresses this week, once received please could you also login and post a comment too.

≡ Miss Bees Year 2

Stream

Classwork

People

Marks



Please don't worry if you are stuck, this is new to all of us (teachers included) and we will all help each other. Please contact us via Twitter if you have any problems. Some accounts may ask for a 'class code'. Please message us if you require the class code and we can send it to you. Each class has an individual class code so please don't use the same code for an older/younger sibling.