



Owls Class (Year 2) Home- Learning- Summer 2-
Week 4



Maths

Monday: Comparing Mass

Maths Starter:

Counting on in 100s


Complete the following sequences:

- a) 100 200 300 _____ 500 _____
- b) 700 600 _____ 400 _____ 200
- c) _____ 900 1000 1100 _____ 1300
- d) 1100 _____ _____ 800 700 600
- e) 900 _____ 1100 1200 _____ 1400
- f) _____ 1400 1300 _____ 1100 1000
- g) 800 900 _____ 1100 _____ 1300
- h) 1900 _____ _____ 2200 2300 2400
- i) _____ _____ 3100 3200 3300 3400
- j) 5200 5100 _____ _____ 4800 4700

Complete the grid below, counting in 10's and 100's:

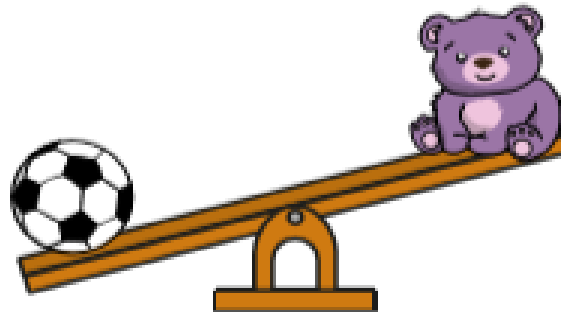
| | | | | | | | | | | | | | | | |
|-----|-----|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 10 | 20 | 30 | | | | | | | | | | | | | |
| 100 | 200 | 300 | | | | | | | | | | | | | |

What do you notice?

| | |
|---|---|
|  | Challenge: Count in 100's as far as you can. What number do you get to? |
|---|---|

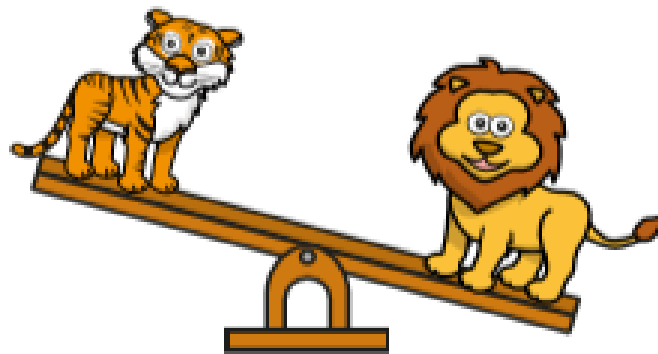
1 Use the words heavier or lighter to complete the sentences.

a)



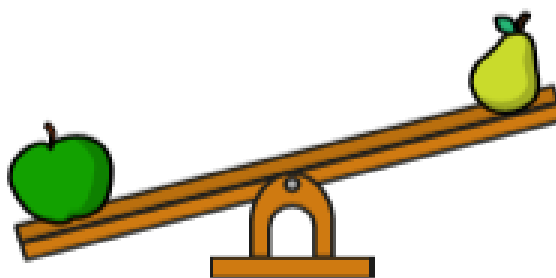
The ball is _____ than the teddy.

b)



The tiger is _____ than the lion.

c)



The pear is _____ than the apple.

The apple is _____ than the pear.

2 Tick the heavier object on each scale.

a)

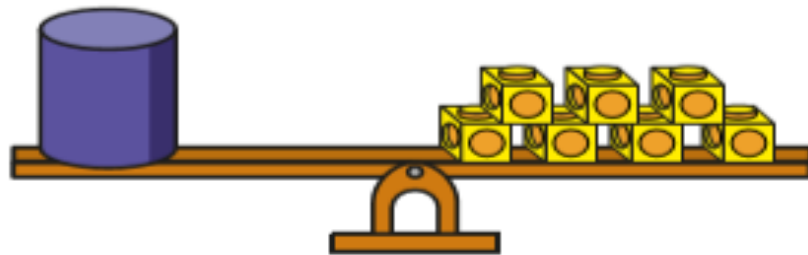


b)



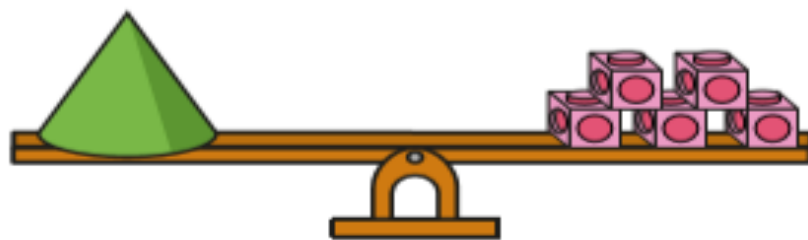
3 What is the mass of each object?

a)



cubes

b)



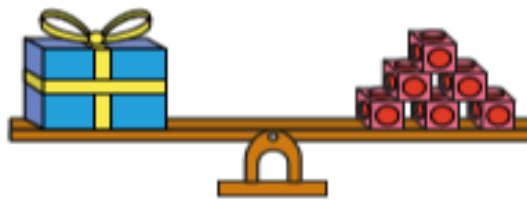
cubes

c) Which object is heavier?

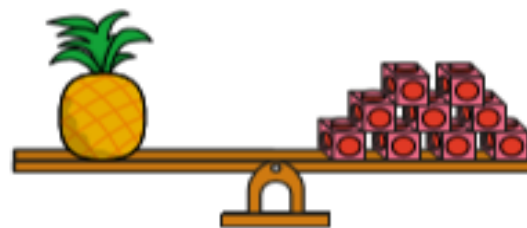
4 Which object is heavier?

Tick your answer.

a)



b)



5 Kim puts two objects on the scales.

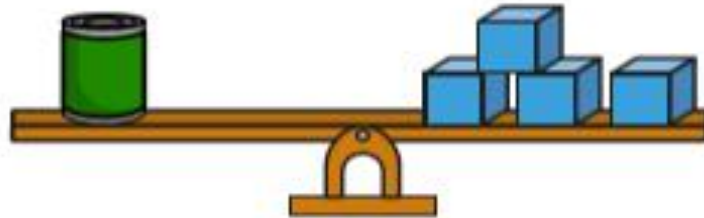


The cube is lighter,
because it is smaller.

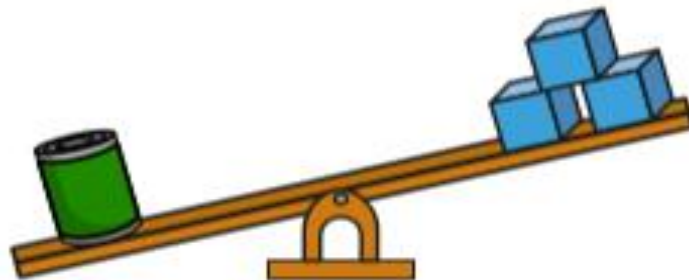
What mistake has Kim made?

Monday Extension:

- 6 Dora balances a tin with blocks.



- a) Complete the sentence.
1 tin has the same mass as blocks.
- b) Explain why these scales do not balance.

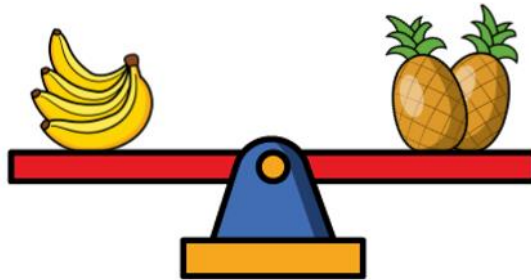


- 7 Which blocks are lighter?
Tick your answer.



Talk about your answer with a partner.

4 bananas > 2 pineapples



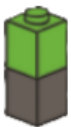
Tuesday: Measure Mass in grams (g)

Maths Starter:

Section 1

Count back in 2s from this number:

14, , , , , ,



Section 2

Complete the addition number sentence below to work out the total number of cookies.



+ =

Section 3

$2 \times 2 =$

$2 \times 4 =$

Section 4

Use the < or > signs to compare these numbers:

10 15

3 8

Section 5

How many ones in these numbers?

12 ones

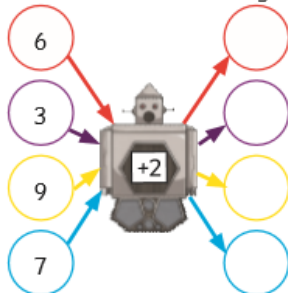
8 ones

23 ones

16 ones

Section 6

Work these out mentally:



Section 7

What fraction of the pizza has been coloured in?



Section 8

What time is it?



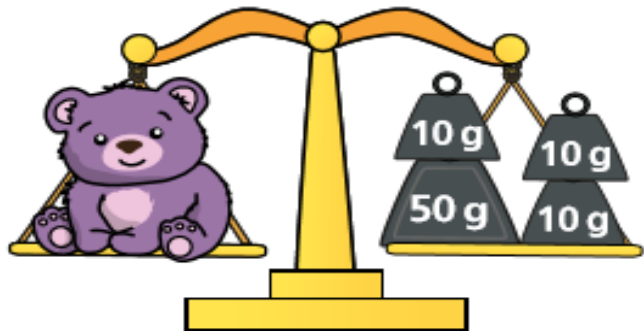
1 What is the mass of each object?

a)



The pencil has a mass of g.

b)



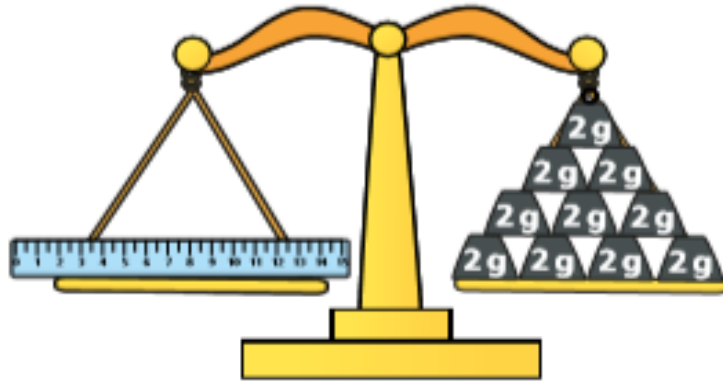
The teddy has a mass of g.

c)



The apple has a mass of g.

2 How many grams does the ruler weigh?

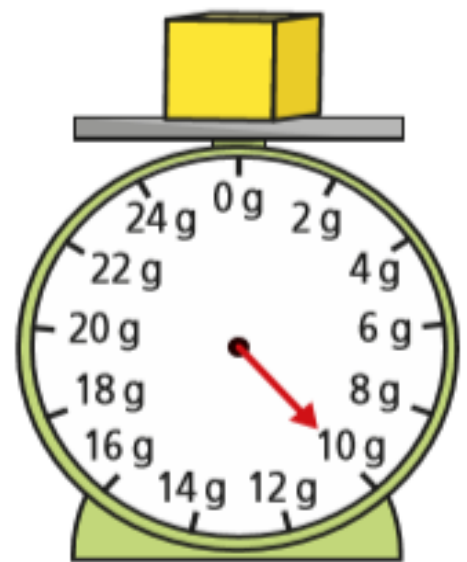
 g

3 What is the mass of each 3D shape?

a)

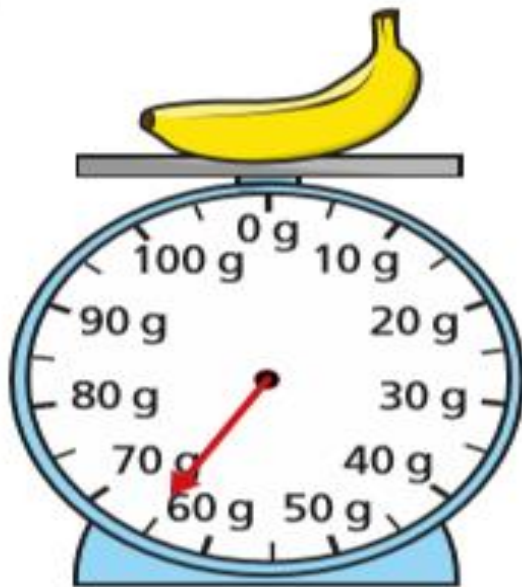
 g

b)

 g

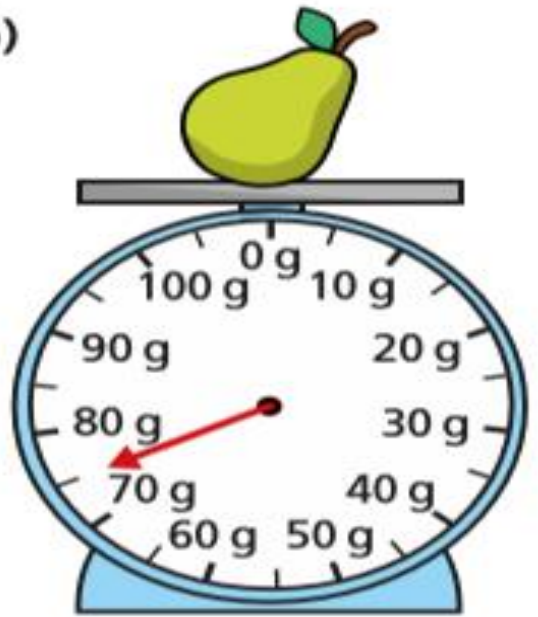
4 What is the mass of each piece of fruit?

a)



g

b)

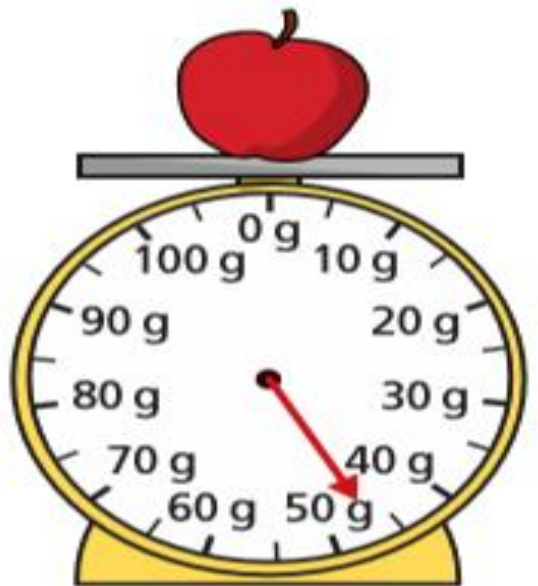


g

c) Which piece of fruit is heavier? _____

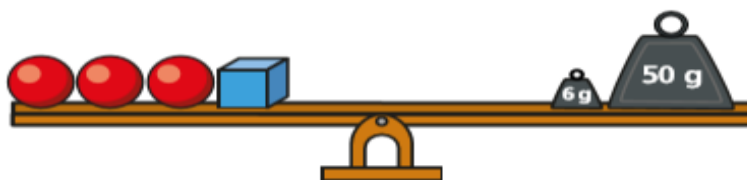
5 Estimate the mass of the apple.


g





Tuesday- Extension

6 Work out the mass of each 3D shape.



 = g

 = g

 = g

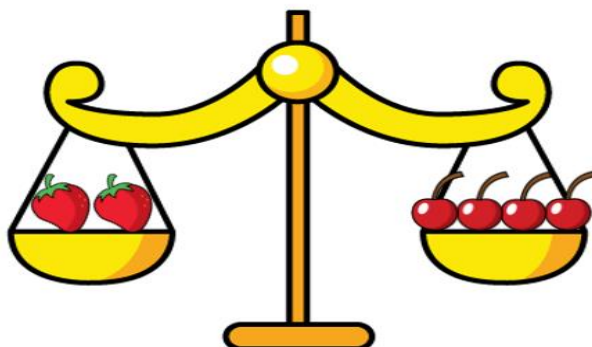
How did you work them out? Talk to a partner.

True or False ?

Measure mass



If one strawberry weighs 20 g that means one cherry weighs 10 g.



Wednesday: Measure mass in Kilograms (kg)

Maths Starter:

Login to Times Tables Rockstars- I wonder if you can beat your score and get higher on the league table!



1 What is the mass of each object?

a)



The case has a mass of kg.

b)



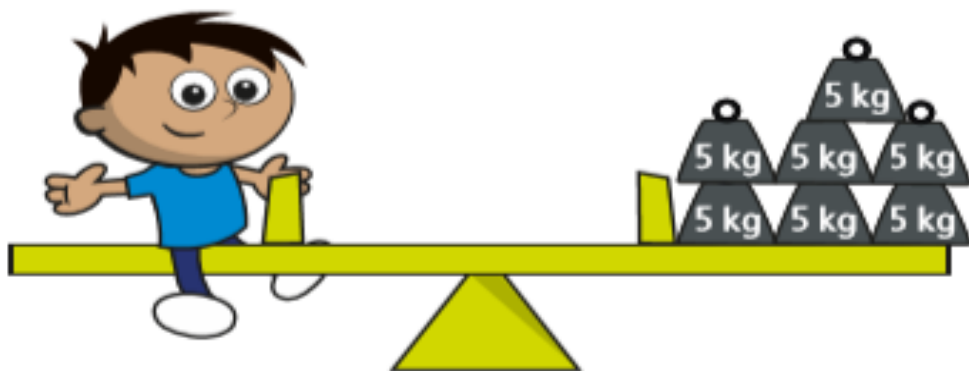
The robot has a mass of kg.

c)



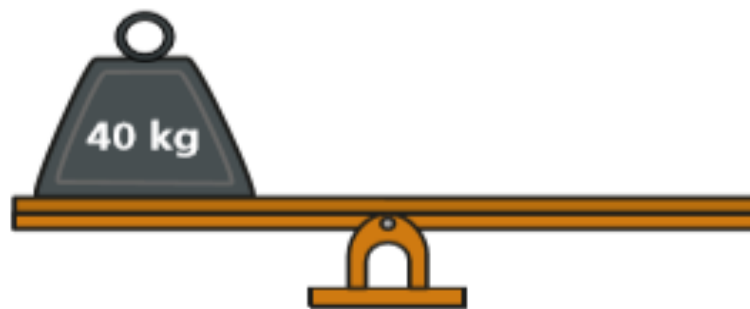
The box of flour has a mass of kg.

2 How many kilograms does Amir weigh?



kg

3



a) Circle the weights that will balance the scale.



b) Find another way. Circle the weights.



4 What is the mass of each object?

a)



kg

b)



kg

5 a) Mo weighs his dog in January and June.



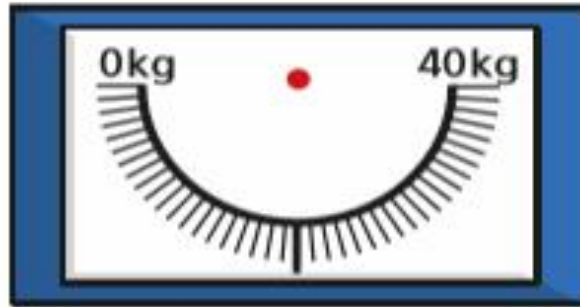
How much heavier is the dog in June?

kg

Wednesday Extension:

- b) By December, the dog's weight has increased by another 10 kg.

Draw an arrow to show the weight of the dog in December.

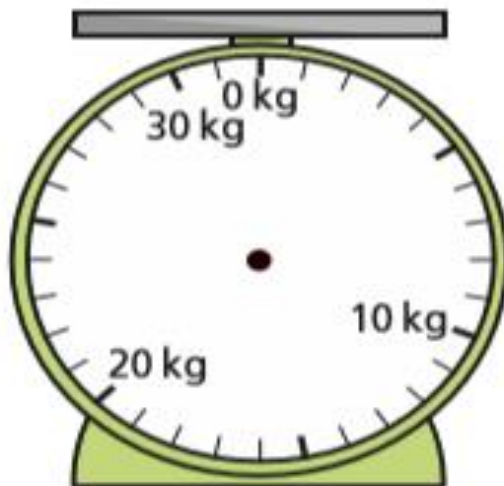


By December, Mo's dog weighs

kg.

- 6** Mark the mass on each scale.

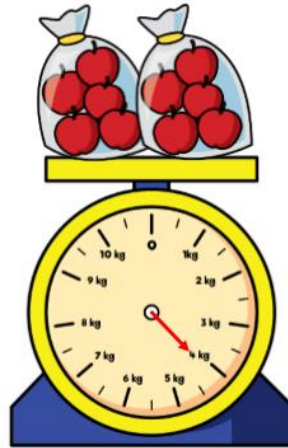
a) 15 kg



b) 27 kg



A bag of apples weighs 4 kg.



Thursday: Measure in Millilitres (ml)

Maths Starter:

Section 1

Count back in 5s from this number:

40, , , , , ,



Section 2

Complete the addition number sentence below to work out the total number of oranges.



$$\square + \square = \square$$

Section 3

$$5 \times 2 = \square$$

$$5 \times 5 = \square$$

Section 4

Use the < or > signs to compare these numbers:

17 27

28 29

Section 5

How many ones in these numbers?

39 ones

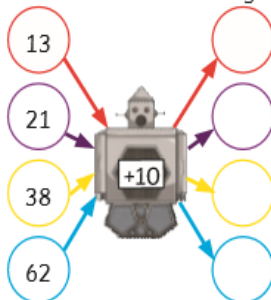
93 ones

51 ones

15 ones

Section 6

Work these out mentally:



Section 7

What fraction of the apple pie has not been eaten?



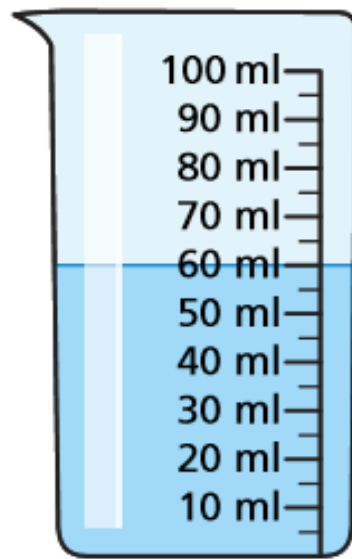
Section 8

What time is it?



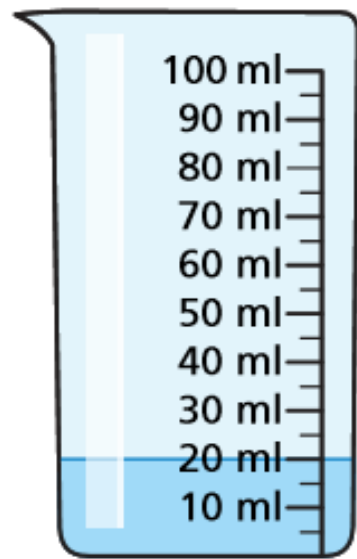
1 How much water is there in each beaker?

a)



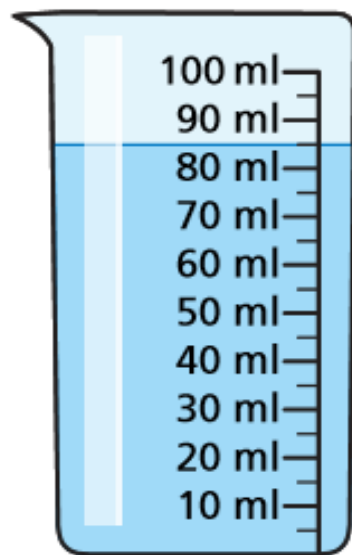
ml

c)



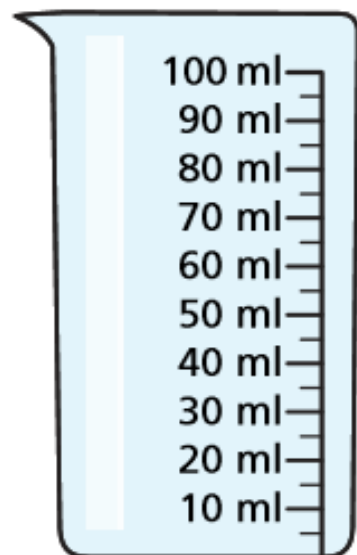
ml

b)



ml

d)



ml

- 2 Jack pours 12 ml of water into a measuring container.



Draw a line to show where the water reaches.

- 3 A teaspoon holds 5 ml.
A tablespoon holds 15 ml.



5 ml



15 ml

Work out the total capacity of the spoons.



ml



ml



ml

- 4 A recipe includes 45 ml of lemon juice.



Dora

I can measure this using a teaspoon.



teaspoon 5 ml



tablespoon 15 ml

- a) How many teaspoons is 45 ml?

- b) Find another way of measuring 45 ml.
Circle your answer.

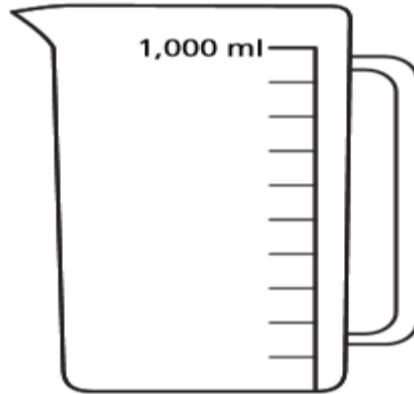


- 5 How can you work out the capacity of an egg cup?
Talk about it with a partner.



Thursday: Extension

- 6 Draw a line on the jug to show where 500 ml of juice would reach.



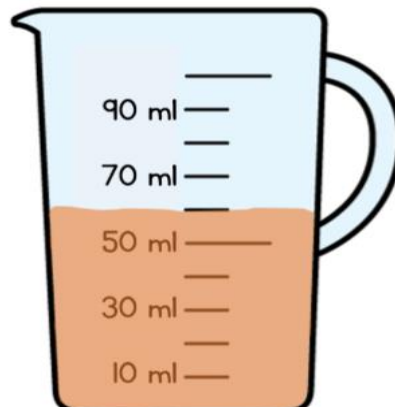
- 7 Mo opens a can of drink. He pours it all into a measuring jug.



Draw a line to show where the drink will reach.

True or False ?

There is 60 ml of juice in the container.



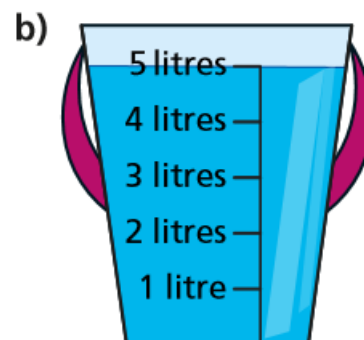
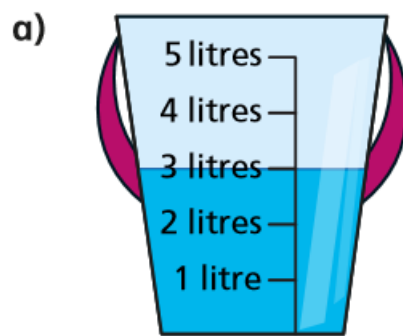
Friday: Measure in litres (I)

Maths starter:

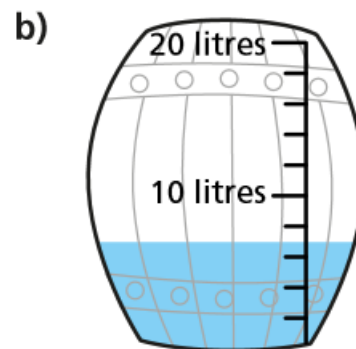
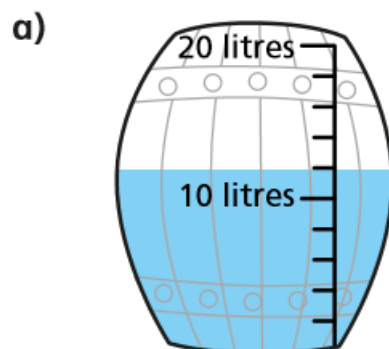
<https://www.splashlearn.com/time-games>- go onto this website with an adult's permission and play the time games. Tell time to quarter hours, would be a good game to play but it is your choice.



1 How much water is in each bucket?



2 Each of these barrels holds 20 l.
How much water is in each barrel?

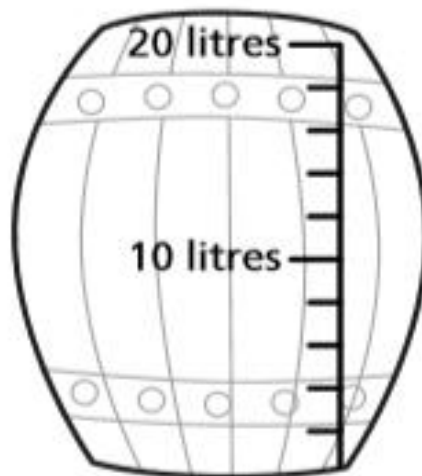


- 3 Tommy has 3 full buckets of water.



Each bucket contains 5 l of water.

Tommy pours all the water into the barrel.



Show where the water will reach in the barrel.

- 4 Milk is sold in 5 l and 2 l cartons.
How much milk is there altogether?

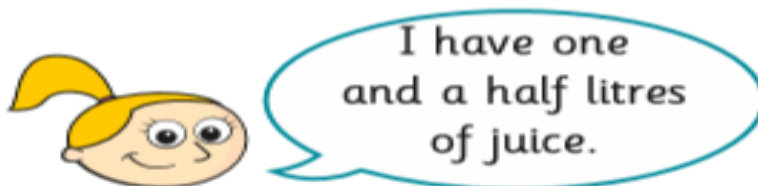




5 Tick the cartons to show 36 l of milk.



6 Eva fills a measuring jug with juice. The jug holds 2 l when full.



Do you agree with Eva? _____
Explain your answer.

Friday Extension:

- 7 Kim puts 30 l of water into an empty fish tank.



Kim pours another 30 l into the same tank.
Draw a line on the tank to show where you think the water will come to now.

- 8 How would you measure the capacity of each object?

Tick litres or millilitres.

| Object | Litres | Millilitres |
|---------------|--------|-------------|
| bath | | |
| mug | | |
| spoon | | |
| teapot | | |
| swimming pool | | |

Talk about your answers.

True or False?



You would measure how much liquid is in the can in litres.



Optional Practical DT and Maths lesson- Need adults support.

Ask your child to help you make flapjacks. Ask them if they can help you to weigh out the ingredients for a flapjack recipe where the amounts are multiples of 100 g. Explain that grams are often used to weigh food. Count in steps of 100 g along the scale.

Children weigh other food items using 100 g weight in balances, recording the results in a table below. After each item discuss whether children think the next item will be heavier and how many 100 g weights might balance it.

Flapjack recipe

Flapjacks

Ingredients

200 g butter
200 g Demerara sugar
5 tablespoons golden syrup
400 g oats



Method

1. Melt the butter, sugar and syrup in a saucepan.
2. Add the oats and mix together.
3. Spoon the mixture into a 20 cm baking tray.
4. Bake in a medium oven for 15–20 minutes.



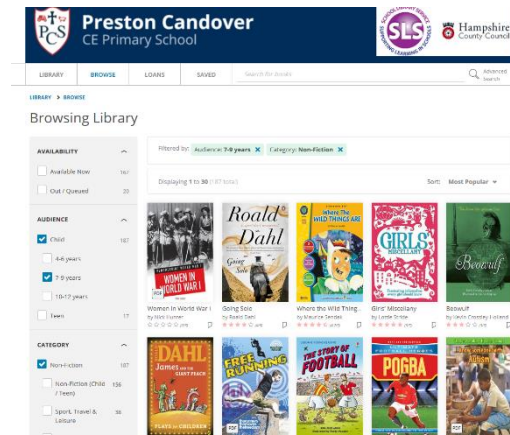
Food weights

| Food | Weight |
|------|--------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

English

Monday:

Today I would like you to log on to the SLS platform (with the help of an adult). Choose an e- book you would like to read at the right level for you. Please read this book with an adult. When you have finished reading all or part of the book, can you write a book review using the template below.



My Book Review

Title: _____

Author: _____

Did you like the book?

Rate the book by colouring in the stars.



What was your favourite part?

Draw your favourite scene from the book.

Tuesday

An adult's help will be needed for this lesson. Firstly find the animation through following this link.-

<https://vimeo.com/23805703>



Then follow instructions below, ask the questions below at the correct time to the video. Your child can either discuss the answers with you verbally or they can write their answers down.

Once in a Lifetime

Before watching the film discuss the title 'Once in a Lifetime.'
Asking what does it mean? What type of things happen once in a lifetime?

Show the opening scene. Image of the airship in the sky.

What colour is the sky?

What mood or feeling does this give us?

Can we describe the clouds?

What is strange about this ship?

Pause the film after 12 seconds when the man has his hand on his face.

What happened?

What do we call the object that fell off his boat?

How is the man feeling?

Can we describe someone who is sad, only describing their actions?

Pause the film as the man looks through his telescope.

What do you think was making that noise?

What is he looking through?

How do we spell telescope?

Pause as the turtle flies over his head

How is the man feeling?

What words can we think of to describe the turtle?

Pause at 58 seconds as the man lassoes the turtle.

Ask the children to think about parts of a turtle.

Which parts of a turtle can we name? Discuss that these are nouns.

Think of two adjectives for each of these nouns. E.g. huge, round eye

Pause the film at 1min 8 secs – when the turtle is towing the ship.

How do you think the man is feeling now?

Where do you think the turtle is taking the man?

Pause the film just after the rope snaps.

How is the man feeling now? .

What will happen next?

Watch the film until the end

Where do you think the turtle will take him?

What type of story do you think this is?

If you were telling the story which creature might you choose instead of a turtle? Why?

What might the sky explorer experience while standing on the deck of his boat in the sky?

| See | Hear | Smell | Touch | Taste |
|-----|------|-------|-------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Please make sure you add adjectives and similes to your writing.

Wednesday and Thursday:

Over the next two days, I would like you to plan, write and edit a setting description explaining what the sky explorer can see, hear, smell, touch and taste when he is high in the sky.

The checklist below might help you.

I would really love to see that you have included at least one simile in your writing.

Setting Description Checklist

Did I...

Child

| | |
|--|--------------------------|
| say what can be seen? | <input type="checkbox"/> |
| say what can be heard? | <input type="checkbox"/> |
| include details about the weather? | <input type="checkbox"/> |
| include details about the time of day? | <input type="checkbox"/> |
| use adjectives (describing words) to describe each noun? | <input type="checkbox"/> |

When you have finished planning, writing, and editing, I have provided you with some special paper to write your best copy up in neat.

I have given you two pieces of paper just in case or you can design your own paper and draw your own pictures and borders.

I cannot wait to read your very own setting descriptions when we are back in school!

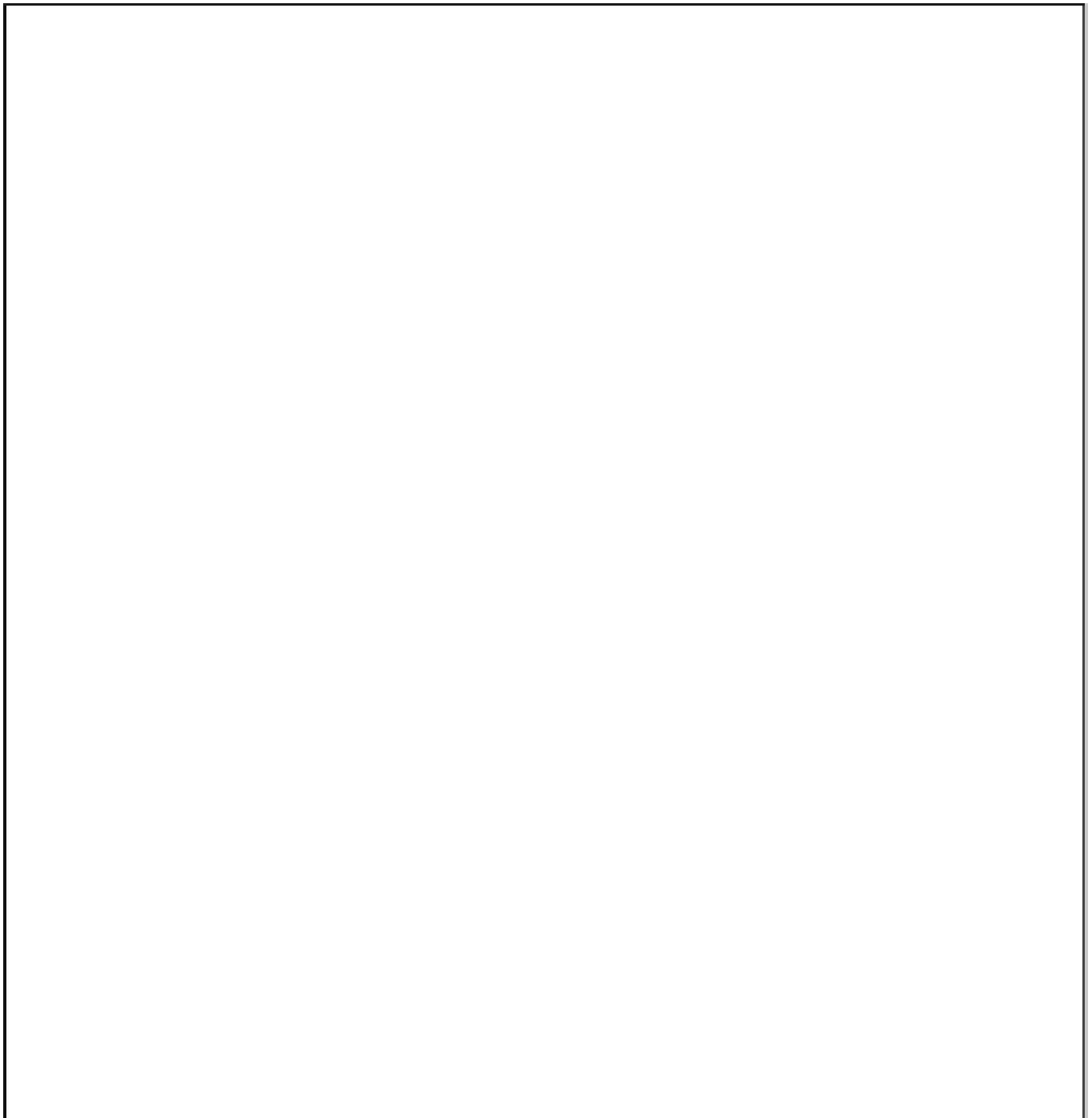




Friday:

Front Cover

Imagine that the clip you watched was part of a story book. Create a front cover for the book to show what the book is about.

A large, empty rectangular box with a thin black border, intended for a student to draw a front cover for a story book. The box is centered on the page and occupies most of the lower half of the worksheet.

Choice of English Activities for Friday:



This is the end of the video.... What do you think could happen next...?

1. Write a story telling us what happens next. Use your imagination but please include the sky explorer and the turtles.
2. Create a comic strip of pictures and writing explaining what happens next to the sky explorer and the turtles- use the format or you can create your own.
3. Create a poem about the animation. It would be amazing if you could make your poem rhyme.

Once in a Lifetime



Create a comic strip of the story

The Literacy Shed © 2020

Foundation Subjects- choose one lesson per day (in any order)

Lesson 1- Science

Activity 1:

Firstly, I would like you to watch the video clip below (with permission from an adult). If you would like to, you could take some notes on the video of facts you find interesting, you may need to use these later.



<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-do-muscles-and-bones-work/zfgtscw>

Activity 2:

I would like you to now create a poster, leaflet, or presentation (either handwritten or on the computer).

I would like this piece of learning to include a list of animals with an exoskeleton (a skeleton on the outside of their bodies) and a list of other animals that have their skeletons on the inside of their body. It would be great to add some pictures of these animals on to your learning.



Extension:

Can you write the advantages and disadvantages of having your skeleton on the outside of your body?

Lesson 2-Topic

The Watercress Line stations names are in a muddle!

Can you unscramble the letters in the station names and put them on the right station signs? You can look at our *Learning on the Line* web page if you need help.

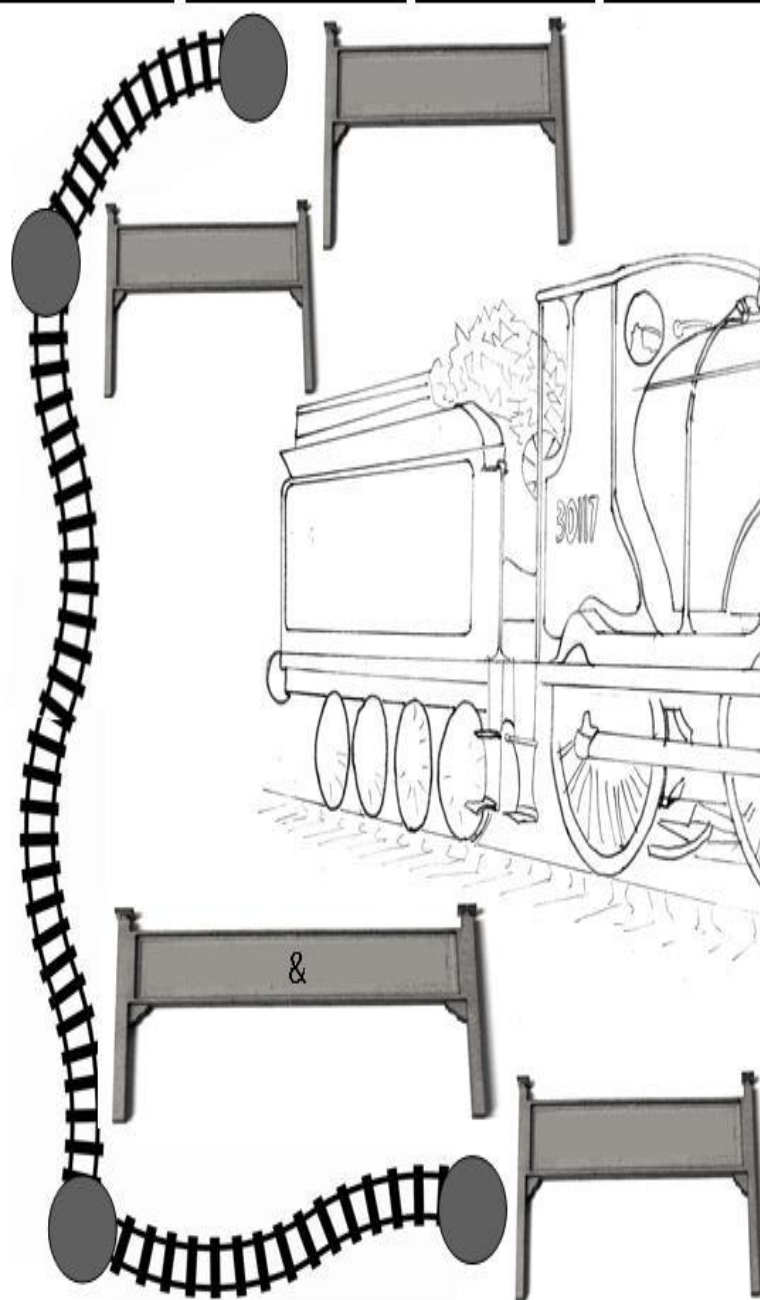
LO ANT

MURK SO FAR

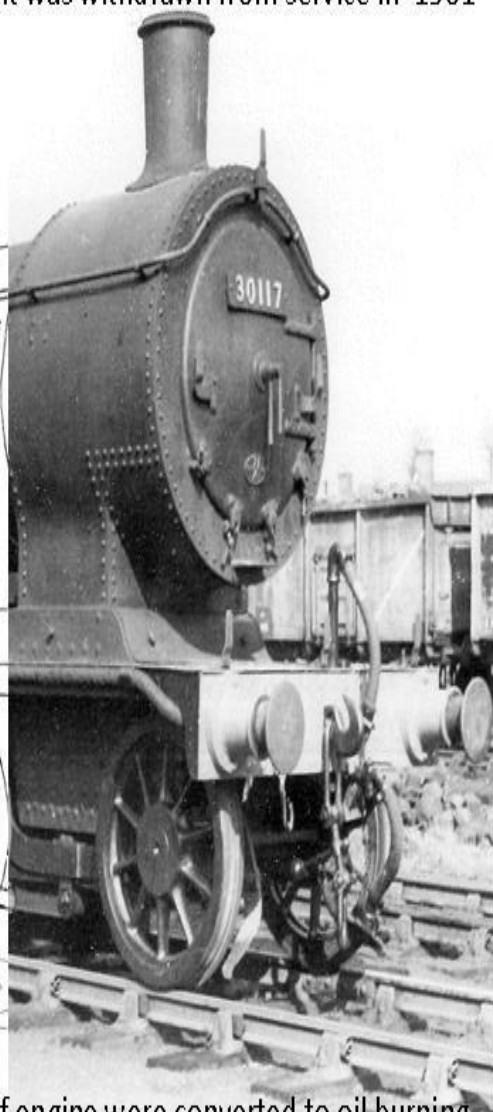
LOP RYE

SAFER LORD

MEET ADDS



Locomotive 30117 was built in 1899 for the London and South Coast Railway. It was withdrawn from service in 1961



Puzzler Question

Some of this type of engine were converted to oil burning in 1947 can you think why that might have been? For more about this engine visit the Learning on the Line page at

<https://www.watercressline.co.uk/article.php/1360/activity-sheet-no-1>

Lesson 3-Music

Listen to <https://www.youtube.com/watch?v=CJTTmSYIcyU>

Sing along and dance using the beat of the music to help you.



Answer these questions, it is up to you if you write your thoughts down or discuss them with your family.

Question 1:

Do you like the song? If you do, tell us why? If you don't, tell us why?

Question 2:

What instruments can you hear?

Question 3:

What is the style of this music?

Save the Treasure

Home Physical Education

Can you play by the rules and if you touch the floor start again?

How to play:

- Agree a starting point. Spread treasure across the floor. Use toys and socks as treasure.
- Using two objects can you move without touching the floor, picking up the treasure and returning it to your starting point.
- If you touch the floor you must drop the treasure and start again.
- Create a scoring system so that shoe = 1 point and socks = 2 points. How many points can you score?



Can you keep trying to think of the best ways to use the objects to move?

Top Tips

Do not carry too much treasure in one go!

If you carry too much treasure then you risk falling and losing your treasure.

Let's Reflect

What tactic did you use for collecting treasure?

How did you use your two objects to move around safely and efficiently?

Things to keep safe

Write 3 things you would keep safe in a treasure chest



1

2

3

Write 3 things you would keep safe on your computer

1

2

3



Computing

Please log on to Purple Mash to see the 2do's set for the week (Please do at least one 2do- Make sure you press the 'hand in' button so that I am able to give you feedback). Also, remember to log onto My Maths weekly and practise

times tables on Times tables Rockstars

Just to let you know that I have planned a lot of activities but please don't feel pressured to do them all. Do what is right for you and your family. I would rather you have too much than too little but it doesn't mean you have to complete everything or you can save it for when you feel like doing something to keep you occupied. Please get outside in the fresh air if you can, in a safe way and be helpful to your family. Remember you can use the National Oak Academy lessons if you wish to, using this website:

<https://www.thenational.academy/online-classroom/schedule>