



Owls Class (Year 2) Home- Learning- Summer 2-
Week 3



Maths

Monday: Counting
in 3's and
problem- solving

Starter:

- Practise your 3 times tables.
- You could use this video to help you <https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-3-timestable/z6sw382>

Please remember to ask for an adult's permission before using.

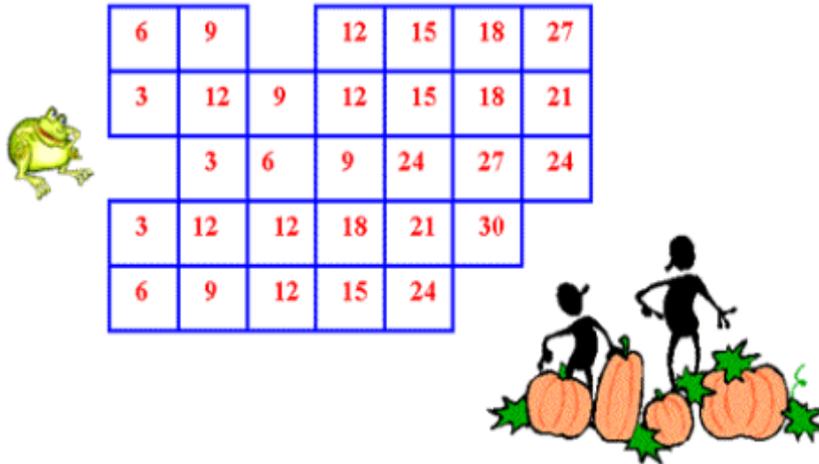
The grid is a 10x10 table with numbers 1 to 100. The numbers 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99 are highlighted in blue. The grid is surrounded by a green border with superhero-themed decorations: a pink starburst with 'POW!', a yellow starburst with 'ZAPI', and a green cloud with 'BOOM!'. There are also illustrations of a girl and a boy in superhero costumes.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Main activity 1:

Find the squares that Froggie skips onto to get to the pumpkin patch.

She starts on 3 and finishes on 30, but she lands only on a square that has a number 3 more than the square she skips from.



A grid of numbers arranged in a path. The numbers are: Row 1: 6, 9, (gap), 12, 15, 18, 27; Row 2: 3, 12, 9, 12, 15, 18, 21; Row 3: (gap), 3, 6, 9, 24, 27, 24; Row 4: 3, 12, 12, 18, 21, 30; Row 5: 6, 9, 12, 15, 24. To the left is a green frog. To the right is a pumpkin patch with two silhouettes of people.

Is there more than one way that Froggie can get to the pumpkins?

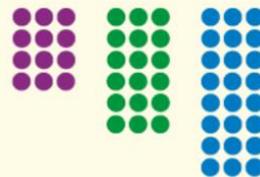
Main Activity 2:

abacus Mastery Checkpoint

Have you mastered counting in 3s?

- a) Write the missing number in each sentence. The pictures will help you with some of them.

$$6 \times 3 = \square \quad \square \times 3 = 12 \quad 8 \times 3 = \square$$
$$\square \times 3 = 15 \quad 9 \times 3 = \square \quad \square \times 3 = 18$$



- b) Write the next five numbers in this sequence.

15 18 21



Champions' Challenge

1. Multiply the bottom two numbers to give the top number. Write the missing numbers.

$$\begin{array}{c} 12 \\ \diagdown \quad \diagup \\ 3 \times 4 \end{array}$$

$$\begin{array}{c} 21 \\ \diagdown \quad \diagup \\ 3 \times \square \end{array}$$

$$\begin{array}{c} \square \\ \diagdown \quad \diagup \\ 3 \times 8 \end{array}$$

$$\begin{array}{c} 36 \\ \diagdown \quad \diagup \\ \square \times 12 \end{array}$$

2. Tom counts back in 3s from 39. He stops at 0. How many numbers does he say?



Tuesday: Multiplying using arrays

This lesson will involve going on to the internet to watch some animations to help with learning all about arrays.

Some adult support will be needed to help with reading and understanding of arrays.

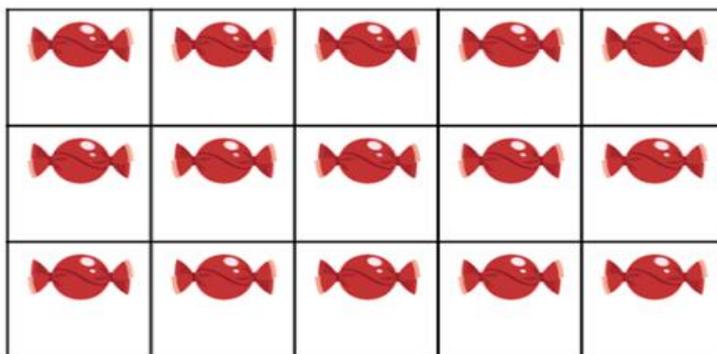
Watch this animation from <https://www.bbc.co.uk/bitesize/articles/zrf8jyv> Fin and Snoot count Meebs by putting them into equal rows and columns.



Fin and Snoot count meebys by putting them into equal rows and using multiplication.

Example

Here is an array to show a multiplication fact:



- There are **3** rows of sweets and **5** sweets in each **row**.
- There are **5** columns of sweets and **3** sweets in each **column**.

This array shows the multiplication statements **3×5** and **5×3** .

The array has **15** apples in total. This tells us that **3×5** and **5×3** are both equal to **15**.

$3 \times 5 = 15$ and **$5 \times 3 = 15$**

Your turn:



- Can you see 6 lots of 2?
- Can you see 2 lots of 6?
- How many footballs are there in the array?

What number sentences would you write for the football array?

Can you think how you might show 3×7 using an array?

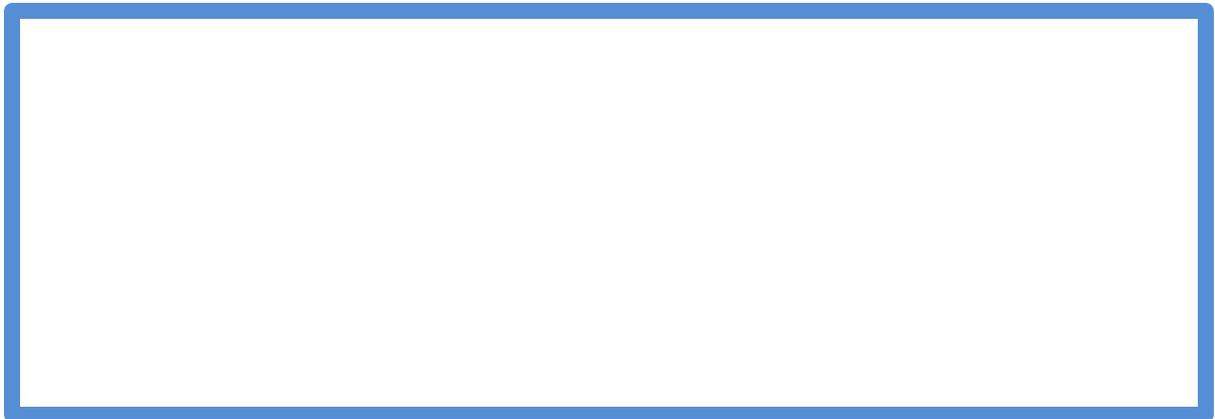
Using the same link as above go down to this animation:

Now let's recap with this video from [KS1 Maths](#). Can you think how you might show 3×7 using an array?



Next activity:

1. Can you draw an array to show 3×4 ?



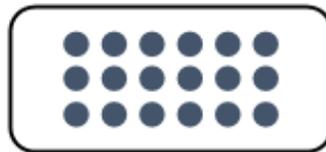
1. Match the arrays to the correct number sentence.

6×3



3×6

2×4



1×5

5×1



4×2

2. Which array shows 3 lots of 5 and 5 lots of 3?

A.



B.



C.



3. Asha is describing an array to her friend.



My array has 18 counters.

What multiplications might Asha be solving? Give 3 examples.

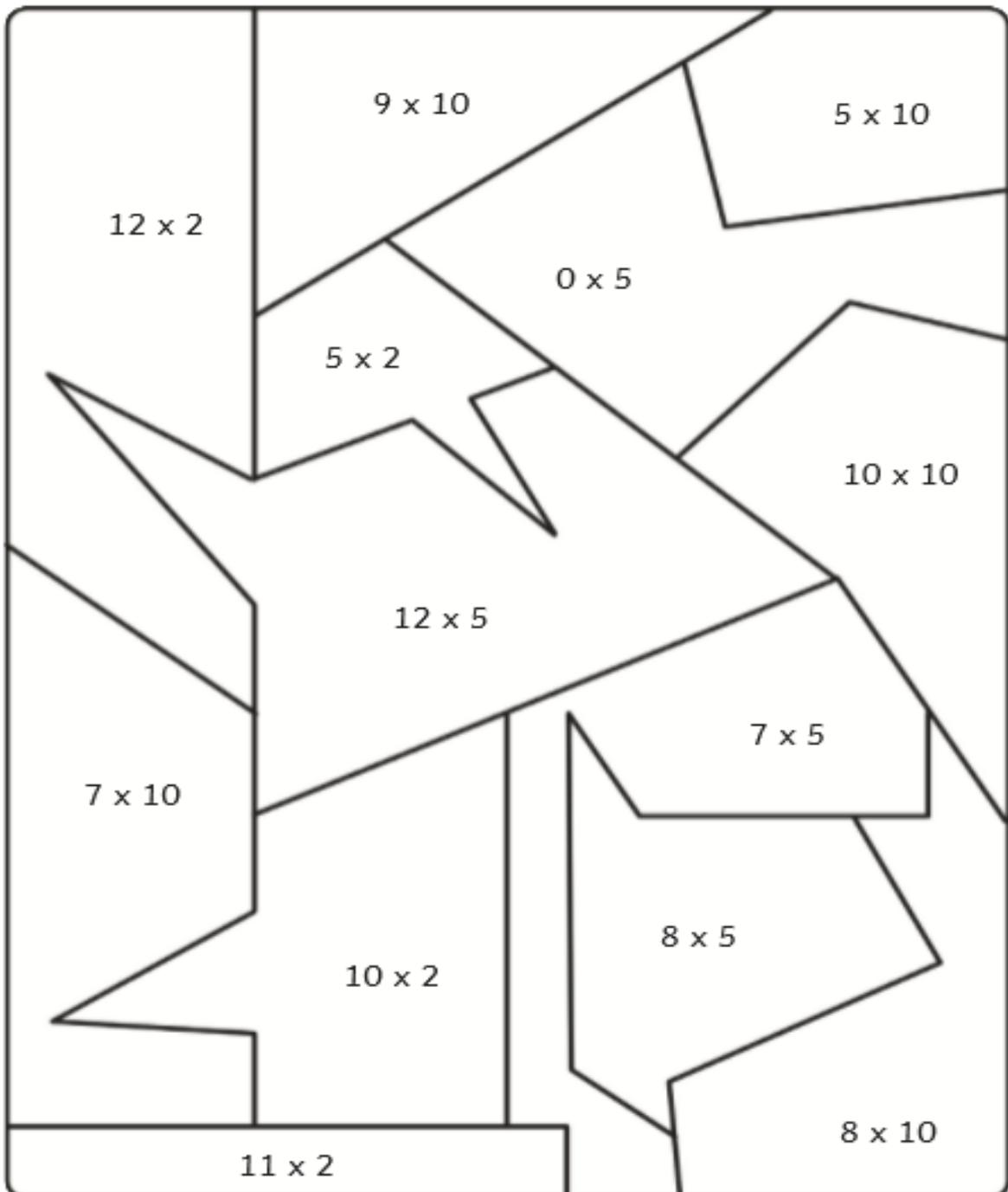
Wednesday: Multiplication problems and using arrays.

Starter:

Colour by 2's, 5's and 10's

Do the multiplication calculation and colour the shape in the correct colour.

0-10 11-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100

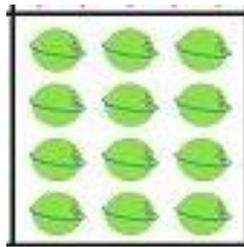


Main activity:

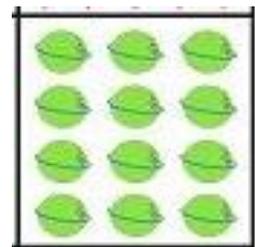
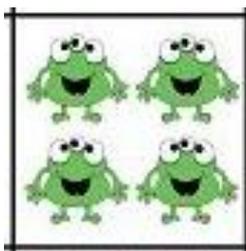
1. Find and tick $2 \times 5 =$ or $5 \times 2 =$
2. What is the answer to both?



3. Find and tick $2 \times 4 =$ or $4 \times 2 =$
4. What is the answer to both?



5. Find and tick $3 \times 4 =$ or $4 \times 3 =$
6. What is the answer to both?



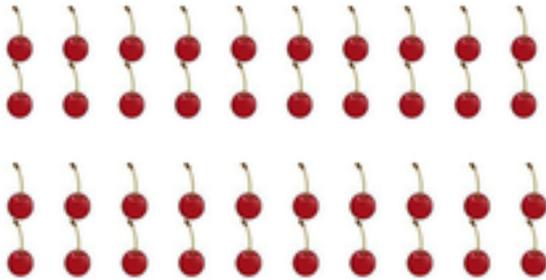
Complete the number sentences to describe the arrays.



$$5 \times 3 = \underline{\quad} \times \underline{\quad}$$



$$2 \times 6 = \underline{\quad} \times \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$

Draw an array to show:

$3 \times 5 =$ or $5 \times 3 =$

2 lots of 10 or 10 lots of 2

Maths Extension: Use **12 objects around the house**, how many arrays can you create?

Could you take some pictures and draw them in the box below.



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$

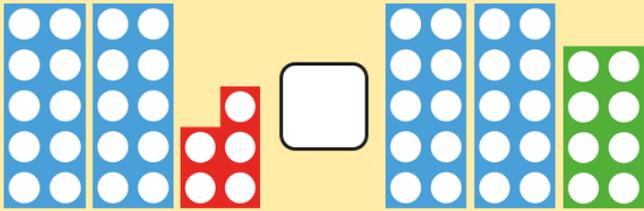
$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad}$$

Thursday: Multiplication problem- solving

Maths Starter:

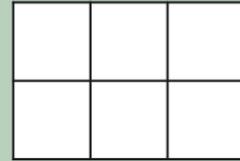
Place Value



Compare these numbers using the < or > signs.

Answer

Problem Solving



How many parts of this shape need colouring in to show $\frac{1}{2}$?

Answer

+ and -

$$65 - 8 = \square$$

Answer

× and ÷

$$6 \times 5 = \square$$

Answer

Reasoning



These coins total 51p.

Is Alison correct?
Explain why.



Main Activity:

A flower has 5 petals.
How many petals has 3 flowers got? ____



____ x ____ = ____

A flower has 5 petals.
How many petals has 5 flowers got? ____

____ x ____ = ____

There are 7 days in one week.
How many days are there in 2 weeks? ____



____ x ____ = ____

There are 7 days in one week.
How many days are there in 3 weeks? ____

____ x ____ = ____

There are 8 sweets in a packet.
How many sweets will be in 2 packets? ____



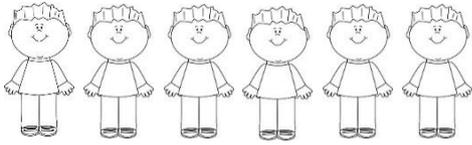
There are 8 sweets in a packet.
How many sweets will be in 3 packets? ____

There are 4 packets of crayons and 10 in each pack.
How many crayons altogether? ____



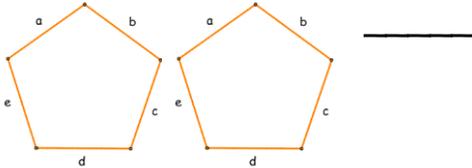
There are 6 packets of crayons and 10 in each pack.
How many crayons altogether? ____

One boy has 2 legs.
How many legs will 6 boys have?



One boy has 2 legs.
How many legs will 8 boys have?

A pentagon has 5 sides.
How many will 2 pentagons have?



A pentagon has 5 sides.
How many will 10 pentagons have?

Maths Extension:

Which has **more**?

4 bags of sweets with 5 in each or **3 bags of sweets with 10 in each?**

Draw your reasoning and write multiplication calculations.

Friday: Word problems with arrays

Math Starter:

You may need an adult to help you read the questions.

Place Value

16, 18, 20, ...

What are the next 3 numbers in this sequence?

Answers

Problem Solving






|||

How many more lambs did Henry see on his walk than daisies?

Answer

+ and -

$20 + \square = 100$

Answer

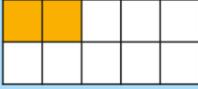
× and ÷

$7 \times 5 = \square$

Answer

Reasoning

I need to colour in 3 more parts to make $\frac{1}{2}$.




Is Henry correct? Explain why.

Main Activity 1

Draw a line from each context to the matching array. Write a context for the array you have left over.






<p>I have 22 sweets. I give 2 to each person in the class. How many people are in the class?</p>
<p>I give each of my dogs 5 bones. I have 3 dogs. How many bones do I need to buy?</p>
<p>I use 2 eggs in each of my cakes and bake 6 cakes. How many eggs do I need altogether?</p>
<p>I can see some houses. Each house has 2 chimneys and I count 24 chimneys. How many houses are there?</p>

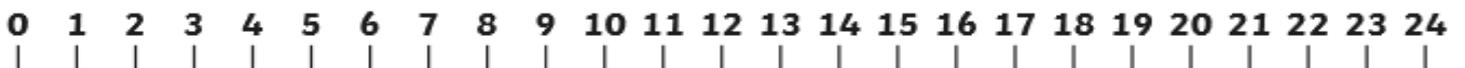
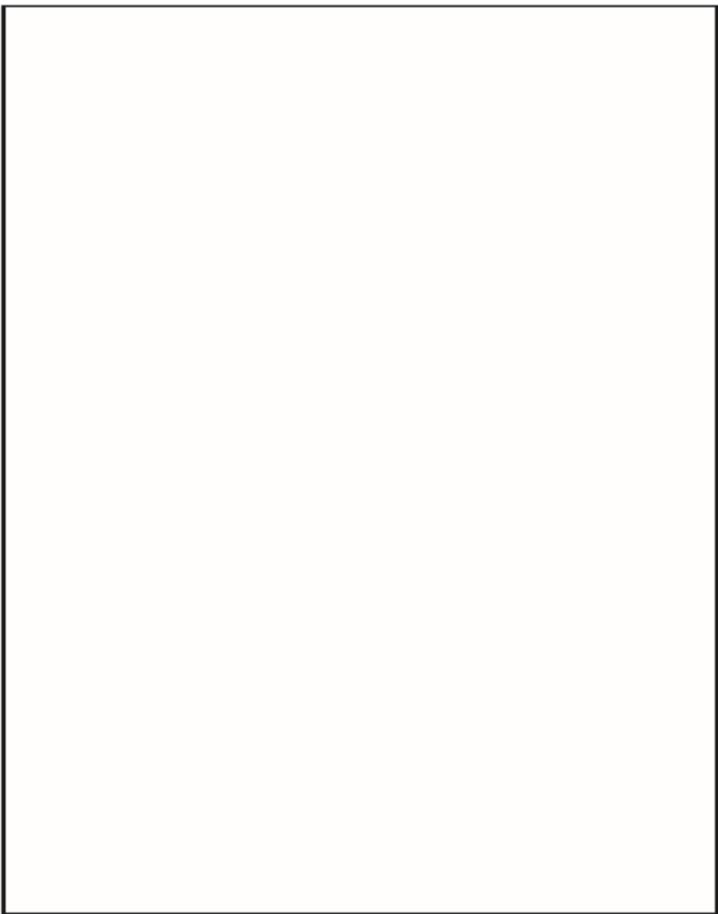
Main Activity 2:

Make an array with counters or draw one (using the squares to help you) and a picture to help you work out the answer to this puzzle.

Remember to make your picture really simple!

Draw jumps on the number line to match what you have done.

? Filip has 20 stickers. He sticks 5 on each page of his book. How many pages does he fill? _____



English

Monday: Using a question mark, exclamation mark or a full stop accurately.

Fill in the box with a question mark, exclamation mark or full stop in the box to finish off the sentence correctly.

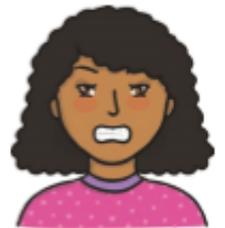
a) "Watch out_" cried Elly, "Are you ok_"

b) What time is it



c) I'm so angry



d) This is the best present ever



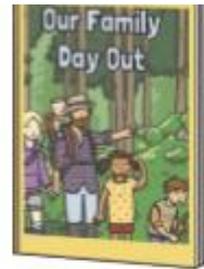
e) Dad is cooking dinner tonight



f) Jack walked over to Lucas_
"How are you_" asked Jack.

g) The teacher was reading an interesting book



h) Would you like to watch a movie



i) Congratulations on winning the cup



j) Everyone was walking towards the big tent. "Roll up, roll up," yelled the Ringmaster.



k) Katie was wearing her favourite dress



l) What is your favourite flavour of ice cream



Optional Extension Activity

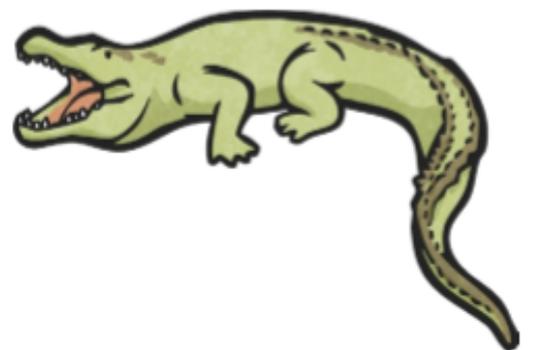
2. Now write your own question for this picture.



3. Now write your own sentence for this picture.



4. Now use an exclamation mark in your sentence for this picture.



Tuesday and Wednesday: This activity may take two days to gather ideas, plan the letter and write the letter neatly.

Starter:

With your family, discuss the book Flat Stanley.

- ✚ What can you remember about the plot in the story?
- ✚ Who are the characters?
- ✚ What happens to the characters?
- ✚ What is your favourite part of the story?
- ✚ How could the story be improved?

If you would like to, you could listen to the story again with your family's permission. Using this link https://www.youtube.com/watch?v=OkO_qyas7a0

For the next two lessons, we will be focussing on the very first part of the story.



Activity: I would like you to write a letter to Doctor Dan from Mrs Lambchop. You need to pretend to be Mrs Lambchop and you are writing a letter before they all go to the doctors. This will help Doctor Dan know exactly what has happened to Stanley before he sees him.

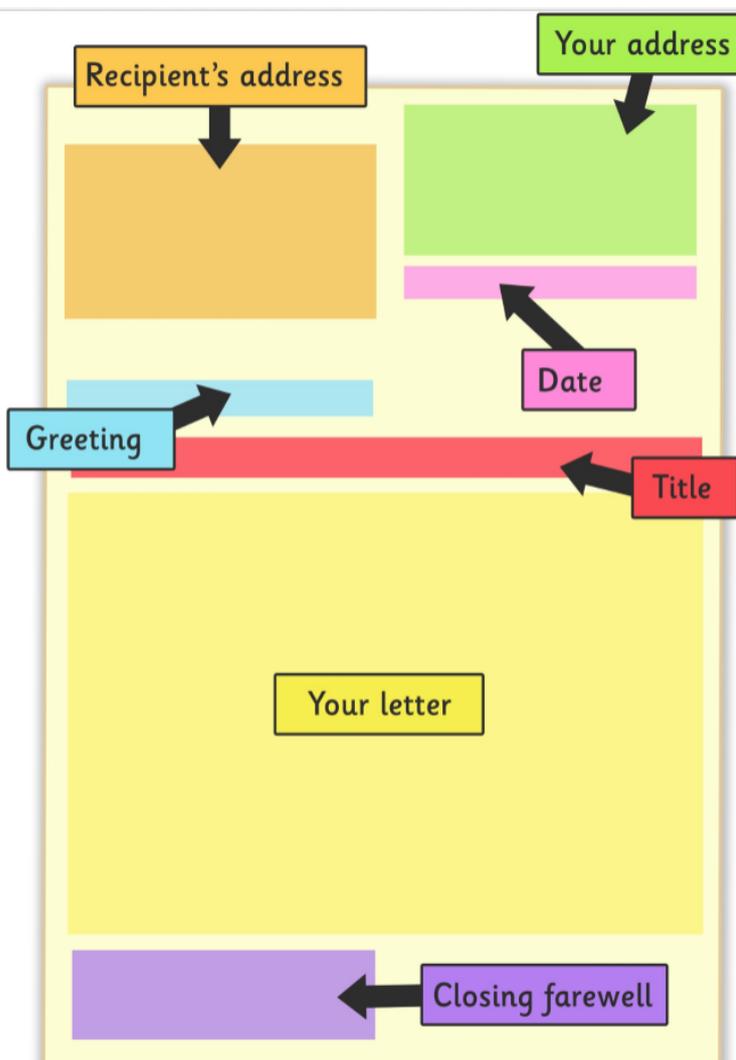
I would like you to include:

- ✚ What has happened to Stanley?
- ✚ How it happened to Stanley?
- ✚ How Stanley and his family were feeling?
- ✚ And how you would like the doctor to help Stanley.



The best thing to do is talk through your ideas with your family first and plan what you want to write. When you are happy; then you can start writing.

The information below will help you organise your letter to the doctor. You can make up the addresses, as this is from a fictional book.



Beginning your letter

When you are writing to a specific person and you know their name, the polite way to address them is using Mr, Mrs or Ms and their surname:

Dear Mr Smith,

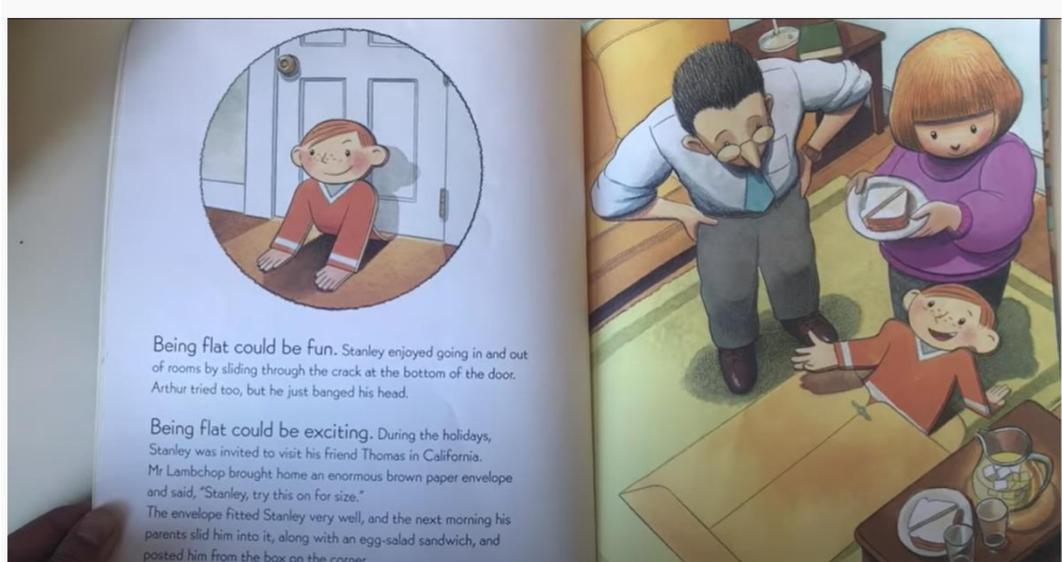
Closing your letter

When you begin your letter in this way, sign the letter using:

*Yours sincerely,
[Your Full Name]*



Thursday:



Being flat could be fun. Stanley enjoyed going in and out of rooms by sliding through the crack at the bottom of the door. Arthur tried too, but he just banged his head.

Being flat could be exciting. During the holidays, Stanley was invited to visit his friend Thomas in California. Mr Lambchop brought home an enormous brown paper envelope and said, "Stanley, try this on for size." The envelope fitted Stanley very well, and the next morning his parents slid him into it, along with an egg-salad sandwich, and posted him from the box on the corner.

Look at the picture above, as you can see Stanley is still flat, even after his doctor's appointment. Can you make a list of the positives and negatives of Stanley being flat? Use your imagination, maybe Stanley could have a lot of fun! Like he did when he was posted to California.

Please write in full sentences using the correct punctuation- use Monday's lesson to help you.

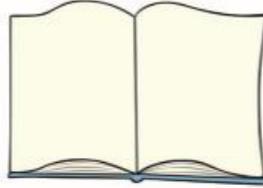
<u>Positives of Stanley being flat</u>	<u>Negatives of Stanley being flat</u>

Friday:

Starter Activity:



Word Challenge



List synonyms

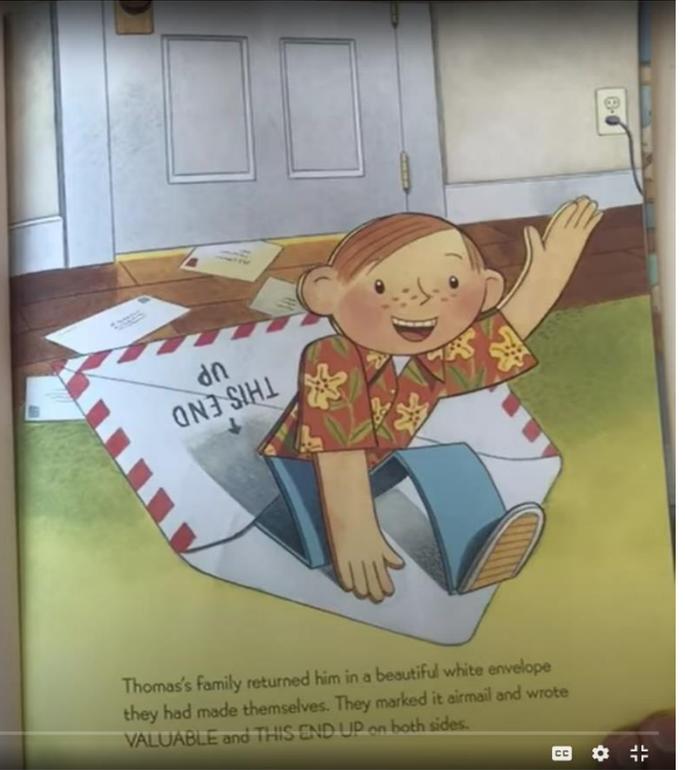
Words that have a similar meaning.

Definition

Today's word is...

Valuable

Write it in a sentence



Thomas's family returned him in a beautiful white envelope they had made themselves. They marked it airmail and wrote VALUABLE and THIS END UP on both sides.

Discussion time:

Thomas' family returned Stanley in a beautiful white envelope they had made themselves. They marked it airmail and wrote 'VALUABLE' on the envelope.

- ✚ Why do you think they put valuable on the envelope?
- ✚ Can you tell your family what is valuable to you and why?

Main Activity:

Stanley is unbelievably valuable to his friends and family. Today, I would like you to think and write about the most valuable thing to you and why?

You can write about this in lots of different ways, below are some examples. However, this is completely up to you and how you want to present something that is so special to you. You may also want to draw a picture to go with it, to make it even more special.

- ✚ On a postcard
- ✚ In a letter
- ✚ In a diary entry

Owls Class (Year 2) Home- Learning- Summer 2- Week 3- Foundation Subjects

Foundation Subjects- One lesson per day (in any order)

Lesson 1- Science and Music

Learn even more about bones; through learning this song. It would be great if you could sing along and even perform this song to a family member or friend.

https://www.youtube.com/watch?v=2gerXkG_8ME

Well they're holding up our body
and they're crucial to our moving
protecting inner organs
When we're dancin' and we're groovin'



After you have learnt the song, I would like you to create a poster or leaflet including all the new facts you have learnt about bones.

Have fun, it is a very catchy song!

Lesson 2- PE

Space Adventure
Home Physical Education

How to play:

- Select some music that makes you think of space, astronauts and aliens.
- Create an action that represents the following movements.
- **1:** Taking off in a space ship.
- **2:** Landing a spaceship on a planet.
- **3:** Exploring your new plant.
- **4:** Making an exciting discovery.
- Add your 4 movements to create a sequence. Perform your sequence to someone else. What do they think?

Can you try quicker and slower music? Which is harder?

Can you be creative and try different movements to represent each stage of the journey?

Top Tips

Use big movements!
Imagine you are an astronaut!
What would they wear? How would they move? Make your movements big and clear.
This is your adventure so be creative!

Let's Reflect

Did you remain in character through all of the movements?

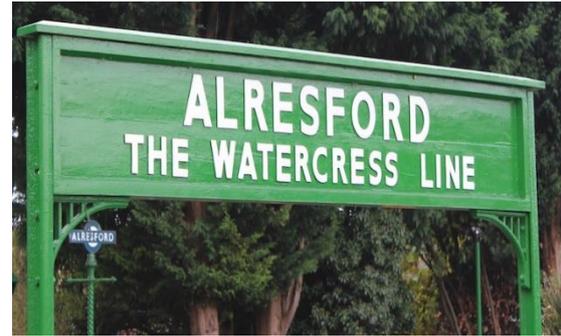
Why did you choose the moves that you did?

A cartoon illustration of a person wearing a red tank top, black shorts, and a white space helmet with a red visor. They have their arms raised in the air, suggesting a celebratory or excited pose. The person is standing in the center of the PE lesson graphic.

Lesson 3- Topic

The Watercress line, Alresford

For this week's topic lesson, I want you to think about how the Watercress line in Alresford has impacted the local community in the past and what impact it has now on the community.



How did the Watercress line impact the local community in the past?	How does the Watercress line impact the local community today?

Lesson 4- Art

Optional as you will need equipment and adults support

Want to make some marbled paper?



INSPIRATION



Gerhard Richter

Abstract Painting (726) 1990

Tate

© Gerhard Richter

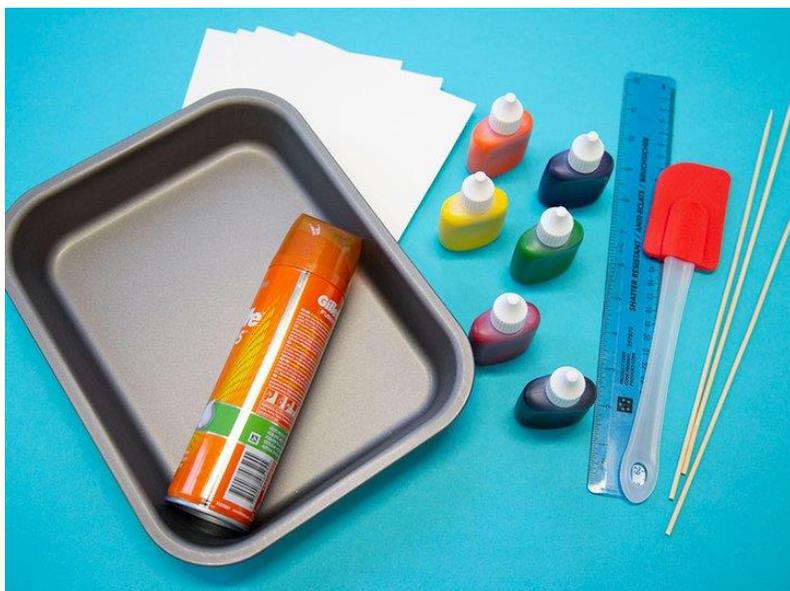
German artist Gerhard Richter is well-known for his abstract works. In these paintings, he scraped paint across the canvas. Underneath this top layer of paint, Richter sometimes paints a detailed composition, which sometimes peeks through.

In this activity, we will scrape the foam off the paper to reveal our artwork!

LET'S GET STARTED!

You will need:

- Shaving foam
- A baking tray or dish
- Cocktail sticks or wooden skewers
- Washable inks, paint, or food dye
- White paper
- A spatula
- A plastic ruler



1. *Fill your tray with foam*



2. *Smooth the foam with a spatula*



3. *Drop ink onto the foam*

4. *Swirl the inks together using a stick*





6. Place paper on top of the foam. Push it down with your fingers. Leave for 1 min.



7. Slowly peel back the paper



8. Scrape off the foam!

YOUR MARBLED PAPER!



THINGS TO DO WITH YOUR MARBLED PAPER ...



You could make some bunting...



or a decoration to hang up!

Lesson 5- RE

What Do These Special Places Have in Common?

Look at some photographs of some special places.
What do these special places have in common?



What do these special places have in common?

These photos all show places of worship.



What do you know already about what happens in a place of worship?

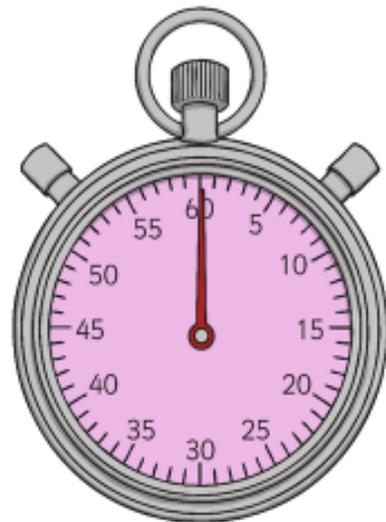
Can you think of other things that might happen in a building where people gather to worship?

What Qualities Might a Place of Worship Have?



Think about places of worship and how they are special to people.

You have two minutes to list the qualities that places of worship might have. Jot down your ideas and discuss with your family.



What Are My Best Qualities?

Each one of us is different.

You are a very special, unique person with many special, positive qualities.

Can you list as many of these as you can below?

There are a few examples to get you started. If you are struggling, ask the adult you are with. Try your best to do this on your own though.

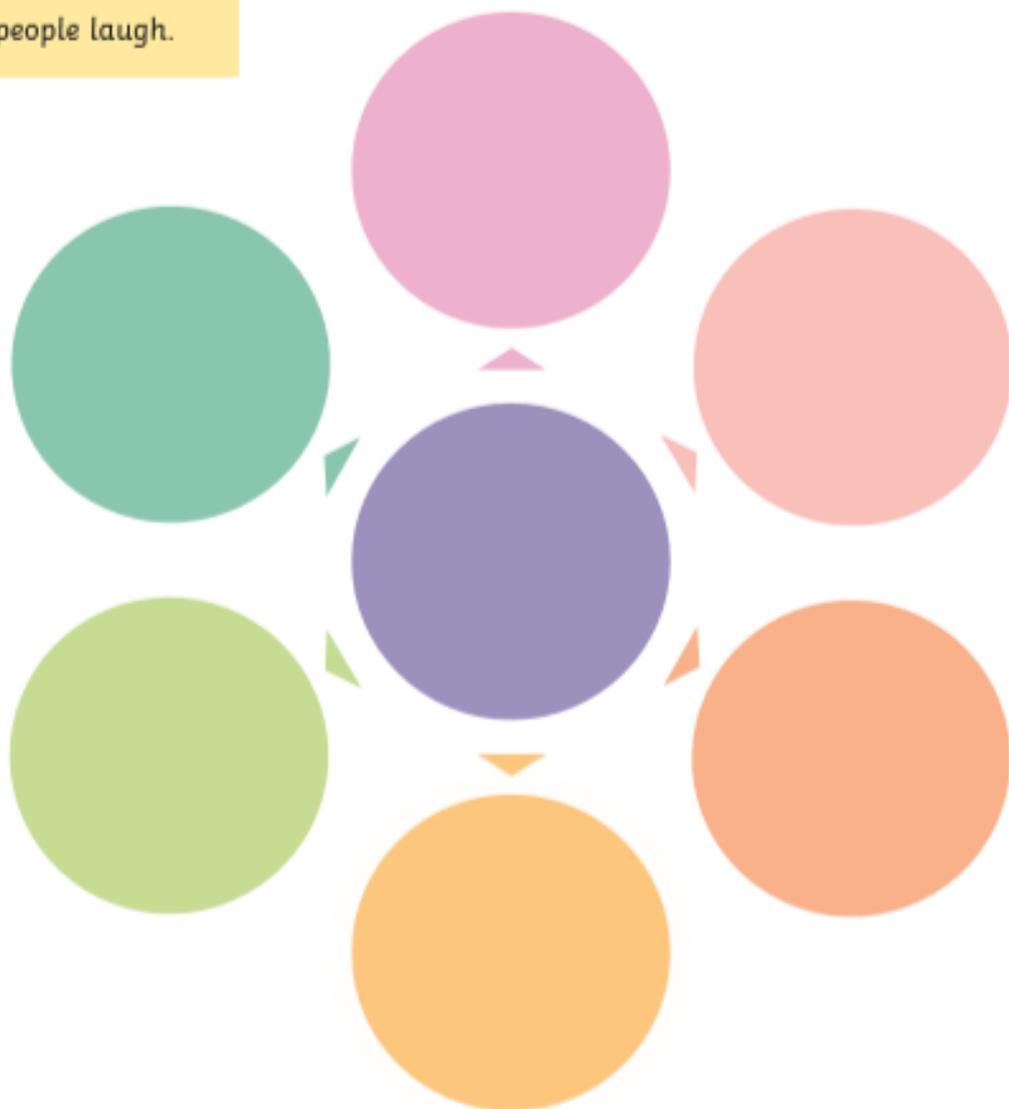
Write all those wonderful qualities down and be proud of who you are!

Examples:

I am honest.

I am brave.

I make people laugh.



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 do not 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>