Year 2 Mental Maths

Name: _____   Date: _____

1.		9.	_____ and _____
2.	17, 26, 11, 32, 54	10.	
3.		11.	_____ + 11 = 21
4.		12.	
5.	34p 43p	13.	_____ + 10 = 35
6.	 20 30	14.	_____ cubes
7.	_____ strides	15.	_____ p
8.			

Year 2 Mental Maths (Block 1)

Listen carefully to each question. I will read each question twice before you write your answer.

1. Write an odd number between 25 and 30. (27,29)
2. Put a ring around the even numbers. (26, 32, 54)
3. Write a multiple of 2 greater than 14.
4. Write in words/figures the number 27. (twenty seven)
5. Which is more 34p or 43p? Put a tick next to the correct answer. (43p)
6. What number is half way between 20 and 30? (25)
7. The hall is between 40 and 50 strides long. How long could it be? (41-49 strides)
8. 16 subract 9 (7)
9. Which 2 numbers could have a sum of 10?
10. Double 8 (16)

11. I'm thinking of a number. I add 11 to it. The answer is 21. What was my number? (10)
12. Write the number 19 as a word. (nineteen)
13. Fill in the missing number. (25)
14. A box weighs 25 cubes. A can weighs 10 cubes. What is the total weight of both? (35 cubes)
15. I went to the shop with 8p. I found 20p in my pocket. How much did I have altogether? (28p)

Test 1

Real-life Maths

Mary went into a shop at 10:30.
She came out at 10:45.

How long was she in the shop for?

Year 2

Real-life Maths

James walked from 9:45 until 10:15.

How many minutes did he walk for?

Year 2

Real-life Maths

I think of a number then double it.
The answer is 12.

What was my number?

Year 2

Real-life Maths

There are 15 packets of sweets.
5 children share them equally.
How many packets of sweets does each child get?

Year 2

Real-life Maths

Two people have 6 sausage rolls each.
How many sausage rolls are there altogether?
One person gives 3 of them to the other person.
How many does each person have now?

Year 2

Real-life Maths

There are 36 marbles to play with.
Haden takes 11 and Martin takes 4.

How many marbles are left?

Year 2

Real-life Maths

I think of a number, then halve it.

The answer is 9.

What was my number?

Year 2

Real-life Maths

There are 16 plums.
8 children share them equally.

How many plums does each child get?

Year 2

Real-life Maths

Two people have 8 cakes each.
How many cakes have they altogether?

One person gives two cakes to the other person.
How many cakes does each person have now?

Year 2

Real-life Maths

7 people are on the bus.
8 more get on and 3 get off.

How many people are on the bus now?

Year 2

Real-life Maths

There are 25 beanbags.
Kim takes 11 and Amit takes 9.

How many beanbags are left?

Year 2

Real-life Maths

There are 2 red buttons and 4 blue buttons on a card of buttons.

How many buttons are there on 10 cards?

Year 2

Maths Challenge Cards

Are you a maths whizz?

I'm thinking of a number.
If I halve it I get 6.

⭐ What number was I thinking of?

⭐ How do you know? What calculation did you do?

⭐ Can you think of a number and halve it?

Year 2

Maths Challenge Cards

Are you a maths whizz ?

Copy the table.

⭐Shade more squares so that 1/2 of the shape is shaded.

⭐How many squares are shaded now?

⭐Shade more squares so that 3/4 of the shape is shaded.

Year 2

Maths Challenge Cards

Are you a maths whizz ?

⭐ What are four fives?

5 x

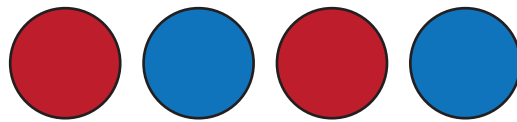⭐ Write out the numbers in the five times table from 0 - 50.

⭐ What do you notice?

Year 2

Maths Challenge Cards

Are you a maths whizz ?

⭐What colour would the 6th bead in the sequence be?

⭐What colour would the 20th bead in the sequence be?

⭐True or False? The 31st bead would be blue.

⭐How do you know?

Year 2

Maths Challenge Cards

Are you a maths whizz ?

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A car has 4 wheels.

⭐How many wheels would 3 cars have?

⭐How many wheels would 5 cars have?

A motor bike has 2 wheels.

⭐True or False? 2 cars have the same number of wheels as 4 motor bikes.

⭐How do you know?

Year 2

1) Read Hamam's Story and complete the sheet below.

Hamam's Story

Hamam at the Kara Tepe refugee camp.
Photo: ActionAid

Hamam is 10-years-old and is from Iraq. His hometown has been severely damaged by war. This war has lasted several years and it's no longer safe for the people who live there, especially for children.

Hamam's family, including his one-year-old baby sister, managed to escape Iraq. But they then had to face a long, hazardous boat voyage.

Hamam said: **"I was really scared going into the boat. It was our first time ever going onto the sea. The boat was filling up with water."**

Worried and afraid, cold and tired, Hamam's mother offered to take them back home. They were faced with a choice to either return to a country at war or to take this perilous boat journey.

Hamam remained brave: neither the sea nor his fear could change his mind.

"My mum tried to comfort me. She said: 'Don't be scared, we will go back. But I said: 'No, mum, I don't want us to go back'."

Hamam and his family made it across safely and are now staying in Kara Tepe refugee camp on the Greek island of Lesvos. Hamam's mother, Hanaa, spoke about how relieved she is to see her son enjoying life again:

Hamam and other Iraqi children at the Kara Tepe refugee camp.
Photo: George Makkas/Panos Pictures/ActionAid

"In Iraq, even when the children play, they play at war because their childhood is filled with nothing but war", she says.

Happily, Hamam and his family are now safe. He is enjoying playing with other children his age and is ready to start a new life with his family.

What do we know about Hamam's story?

People/characters	Setting

Three main events

1.

2.

3.

Problems	Resolution

2) A day in the life of a refugee

Imagine you are a refugee and have to leave your home and travel to another country. Write a diary entry to show what has happened and how you are feeling.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

_____

3) Spring Has Sprung

Complete the activities below.

Spring Has Sprung

Read the poem **Spring Has Sprung** and answer the questions.

Lambs are playing in the fields
and birds chirp in the trees.

New flowers bursting from the ground
are loved by honeybees.

Spring has finally sprung, at last,
and fruit hangs on the vine.

Happy springtime to you now
– have a brilliant time!

---

1. Draw three lines to show what the animals and plants are doing in this poem.

fruit	•	•	play in the fields
birds	•	•	hangs on the vine
lambs	•	•	chirp in the trees

2. Can you find and copy **two** adjectives used in the poem?

_____

_____

3. Number these things from 1-4 to show the order they first appear in the poem.

☐ birds   ☐ honeybees

☐ flowers   ☐ lambs

4. How do you think the poet feels about spring coming? Which words in the poem make you think this?

_____

_____

5. What do you think the next verse of the poem might be about?

_____

_____

4) Spring Grammar

Spellings

Suffix-eggs!

Draw lines to match the root words to the correct suffixes. Write the new words you have made underneath. The first one has been done for you.

-less   ill   -ment   amaze

-ment   quick   -ness   care

-ly   harm   -ful   punish

amazement, _____ _____ _____

Write some sentences using the words you have made.

_____ _____

_____ _____

---

5)

Spring Past and Spring Present

Complete the table below. Change the spring sentences from past tense to present tense or from present tense to past tense. Make sure you change the verb and check that the sentence makes sense. The first one has been done for you.

Last spring… (Past Tense)		This spring… (Present Tense)
…the flowers grew quickly.	⇧	…the flowers **grow** quickly.
…Daisy put up her umbrella.	⇩	…I walk in the sunshine.
…it was unusually cold.	⇧	
	⇩	…I feed the lambs.
…the clouds raced across the sky.	⇧	
	⇩	…Sahad picks a bunch of daffodils.
	⇧	

Can you write your own spring past and spring present sentences?

Last spring, _____

This spring, _____

Practise your spellings and ask an adult to test you at the end of the week. These words are homophones. They have the same sound but different spellings and meanings. Write each word in a sentence so that you know the spelling and the meaning. Good luck.

here		hear
one		won
quite		quiet
to	too	two
there	their	they're

6) Read, read, read! Please continue to read lots at home. Read a range of books and get adults to ask you questions about what you have read so that you can show your understanding.

Science Home Learning Week 1

1) Shadow puppets

Make your own puppets and create shadows with them. Investigate what happens when you move a torch closer to the puppets and further away from the puppets. Experiment holding the torch at different angles. Do the shadows get longer or shorter? Draw and write and about what you have found out.
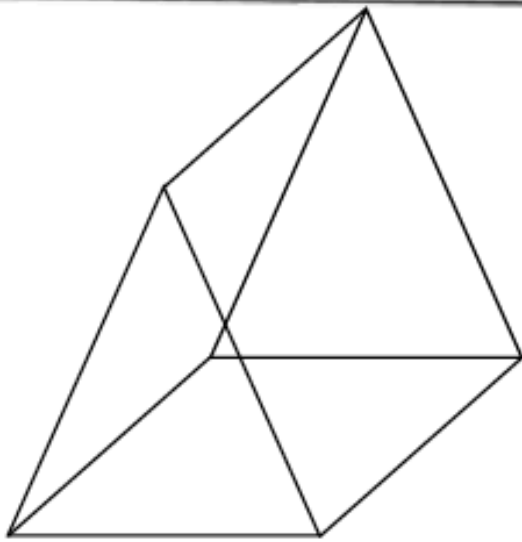

2) Light Rays

We have learnt that light travels in straight lines. Draw a diagram to show how light rays travel from the sun and how shadows are created when the light rays are blocked. Write captions to explain your diagram.
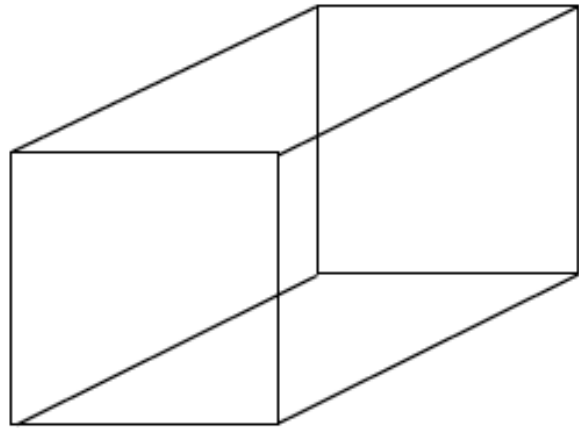

DT Home Learning Week 1
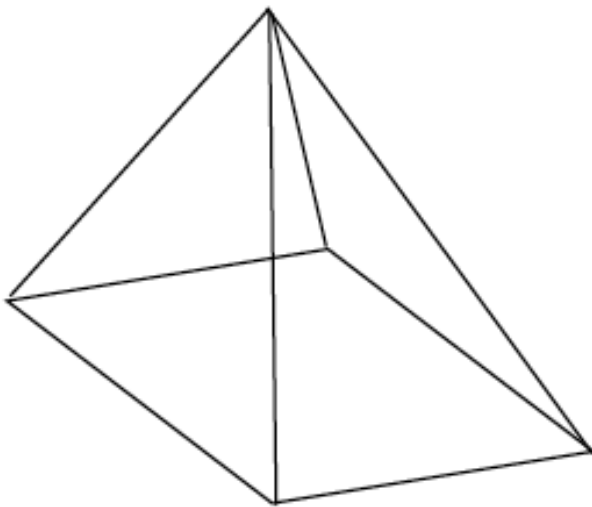
1) Strong structures

Have a go at making some of these 3D structures. You could use pipe cleaners, straws, card, paper, wire etc.
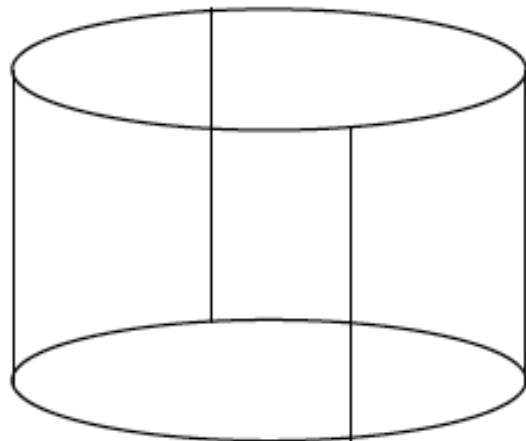
Triangular Prism

Cuboid

Pyramid

Cylinder

Which of these do you think is strongest?

How could you reinforce these structures to make them sturdier?

1) Complete the task below before you look at the next page.

Your task:

Draw a picture of one of these people:

- footballer
- ballet dancer
- swimmer
- gymnast
- runner

Around the outside of your picture, write some words that describe the person you have drawn (e.g. strong, fit, flexible etc.)

Think about the task you completed. Did you stereotype any of these people?

A **stereotype** is an idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be untrue or only partly true. **Stereotyping** people is a type of prejudice because what is on the outside is a small part of who a person is.

Lots of us are in the habit of stereotyping but it is something we can work on to do less! Have a look at the images below. Do any of them surprise you? Discuss with a partner what stereotypes exist and how we can challenge them.

<u>Art Home Learning Week 1</u>
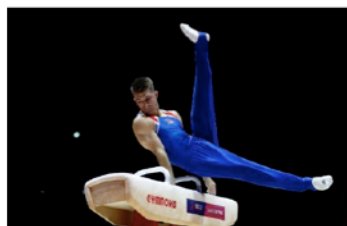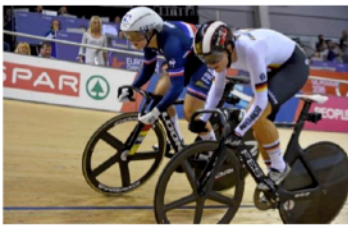
1) Read the powerpoint about Maurits Escher. Do your own research to find out about Maurits Escher and his artwork. Perhaps print or copy some of his art and write about why you like it or dislike it. Write about what tessellation is.

RE

Think back to the stories from The Bible that we have learnt about this term.
First, Jesus feeding the five-thousand people with two fish and five loaves of bread and then the story of Jesus turning water into wine at the wedding.

1. Are you able to act out one of the stories? You can use teddies, dolls, and family members to help you!

2. Both of these stories talk about the theme of sharing. Why do you think sharing is important? How can we share more in our everyday lives?

Feeding the five-thousand, Luke 9:10-17

Late in the afternoon the Twelve came to him and said, "Send the crowd away so they can go to the surrounding villages and countryside and find food and lodging, because we are in a remote place here." **13** He replied, "You give them something to eat."They answered, "We have only five loaves of bread and two fish—unless we go and buy food for all this crowd." **14** (About five thousand men were there.) But he said to his disciples, "Have them sit down in groups of about fifty each." **15** The disciples did so, and everyone sat down. **16** Taking the five loaves and the two fish and looking up to heaven, he gave thanks and broke them. Then he gave them to the disciples to distribute to the people. **17** They all ate and were satisfied, and the disciples picked up twelve basketfuls of broken pieces that were left over.

Turning water into wine, John 2:1-11

On the third day a wedding took place at Cana in Galilee. Jesus' mother was there, **2** and Jesus and his disciples had also been invited to the wedding. **3** When the wine was gone, Jesus' mother said to him, "They have no more wine." **4** "Woman,why do you involve me?" Jesus replied. "My hour has not yet come." **5** His mother said to the servants, "Do whatever he tells you." **6** Nearby stood six stone water jars, the kind used by the Jews for ceremonial washing, each holding from twenty to thirty gallons. **7** Jesus said to the servants, "Fill the jars with water"; so they filled them to the brim. **8** Then he told them, "Now draw some out and take it to the master of the banquet."They did so, **9** and the master of the banquet tasted the water that had been turned into wine. He did not realize where it had come from, though the servants who had drawn the water knew. Then he called the bridegroom aside **10** and said, "Everyone brings out the choice wine first and then the cheaper wine after the guests have had too much to drink; but you have saved the best till now." **11** What Jesus did here in Cana of Galilee was the first of the signs through which he revealed his glory; and his disciples believed in him.