



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

Maths

Monday: Counting in 2s, 5s, 10s and 3s

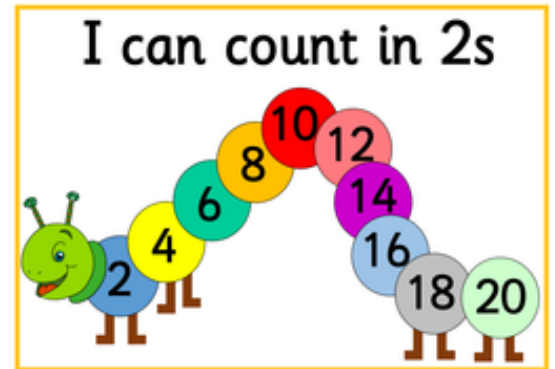
Counting in 2s.

Fill in the missing numbers:

✚ 2, 4, 6, \_\_\_\_, \_\_\_\_, \_\_\_\_, 14, 16, 18

✚ 6, 8, 10, \_\_\_\_, \_\_\_\_, \_\_\_\_, 18, 20, 22

✚ \_\_\_\_, \_\_\_\_, 6, 8, 10, \_\_\_\_, \_\_\_\_,



Counting in 5s.

Fill in the missing numbers.

✚ 5, 10, 15, \_\_\_\_, \_\_\_\_, \_\_\_\_, 35, 40, 45

✚ 5, 10, \_\_\_\_, \_\_\_\_, \_\_\_\_, 30, 35, 40

✚ \_\_\_\_, \_\_\_\_, 25, 30, 35, \_\_\_\_, \_\_\_\_,



### Counting in 10s. 10

Fill in the missing numbers.

✚ 10, 20, 30, \_\_\_\_, \_\_\_\_, \_\_\_\_, 70, 80, 90

✚ \_\_\_\_, \_\_\_\_, 30, 40, 50, \_\_\_\_, \_\_\_\_

✚ \_\_\_\_, \_\_\_\_, \_\_\_\_ 40, 50, 60, \_\_\_\_

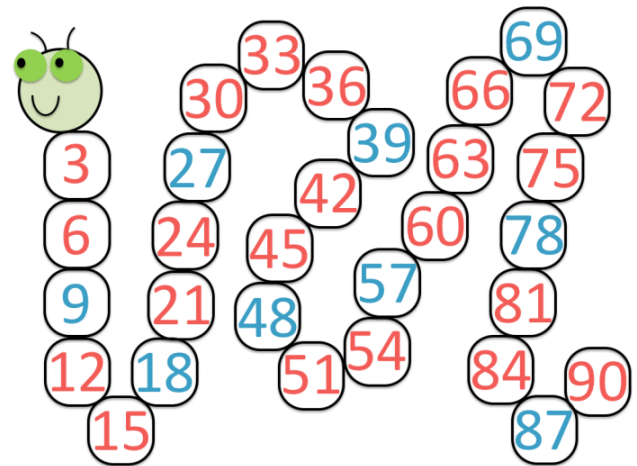
### Counting in 3s.

Fill in the missing numbers:

✚ 3, 6, 9, \_\_\_\_, \_\_\_\_, \_\_\_\_, 21, 24, 27

✚ \_\_\_\_, 6, 9, 12, \_\_\_\_, \_\_\_\_, 21, 24, 27

✚ 3, 6, \_\_\_\_, 12, 15, 18, \_\_\_\_, \_\_\_\_

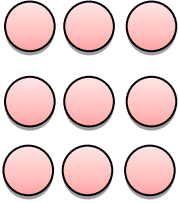
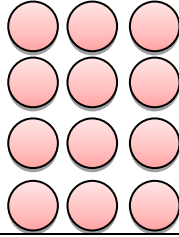
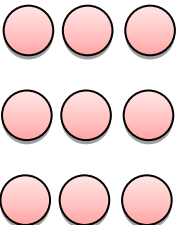
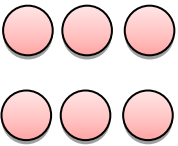

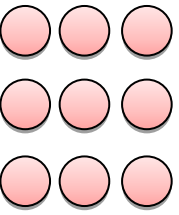
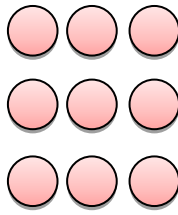
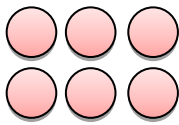


A fun and active way to learn your 3 times table, please make sure you have an adults permission before watching.

<https://www.bbc.co.uk/teach/super movers/ks2-maths-the-3-times-table/z6sw382>

Tuesday- Counting in 3's and word problems

Counting in 3's, write down the value of each box.

Count in 3's and fill in the missing number.

3	6	9		15	18		24	27	
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	6	9	12		18			27	
--	---	---	----	--	----	--	--	----	--

### Counting in 3s



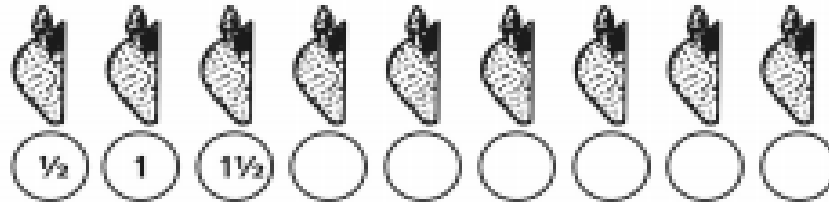
- Where will Jamal the kangaroo land after 5 jumps?
- Where will Jamal land after 6 jumps?
- Where will Jamal land after 3 jumps?
- Where will Jamal land after 10 jumps?
- Where will Jamal land after 7 jumps?
- Where will Jamal land after 8 jumps?
- What is the 4th number in the 3s count?
- What is the 9th number in the 3s count?
- If we count in 3s, starting at 3, which of the following numbers would we say: 21, 23, 25? Write five other numbers bigger than 30 that we would say when counting in 3s.



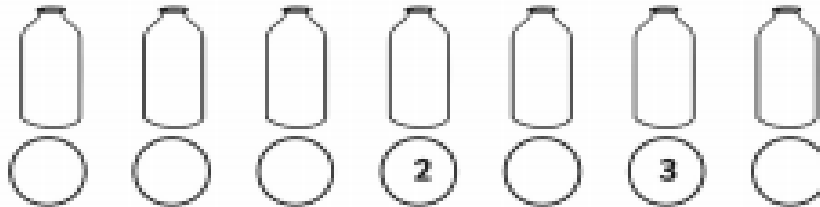
Wednesday: Counting in halves (fractions)

# Counting in Halves

1. How many strawberries are there altogether? Can you count them in halves and fill in the missing numbers?



2. Each bottle has  $\frac{1}{2}$  pint of milk in it. How many pints of milk are there altogether? Can you count them in halves and fill in the missing numbers?



3. I have 10 donuts. I have cut them all in half and eat 6 halves. Can you cross out the donuts I eat and count back to show how many are left each time?



4. Rebecca Rabbit can hop  $\frac{1}{2}$  metre each time she hops. She takes 11 hops. How far has she travelled?



# Counting in Halves

5. Monty the milkman loves to drink milk! He only has time to drink  $\frac{1}{2}$  a glass at a time and has an 8 litre bottle.

Show how much is left in the bottle each time he has a glass.

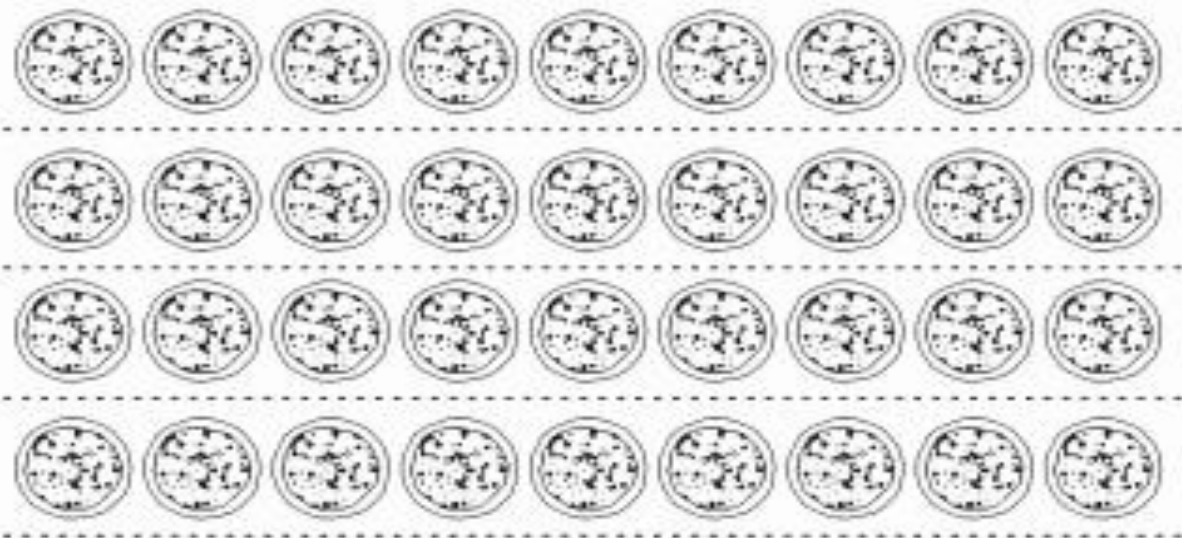


6. Colin Caterpillar is rushing back to his leaf. He can only crawl  $\frac{1}{2}$  cm at a time and is 4  $\frac{1}{2}$  cm from his leaf. Can you count him back to safety?



6. I buy 9 pizzas. I cut some in half. I have an even number of whole pizzas. How might I have cut them up?

Can you find all the different ways? How do you know you have found all the possibilities?

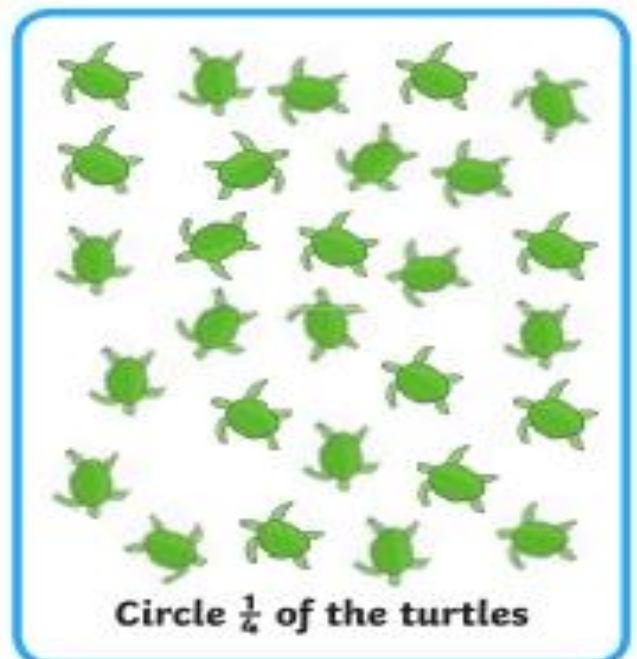
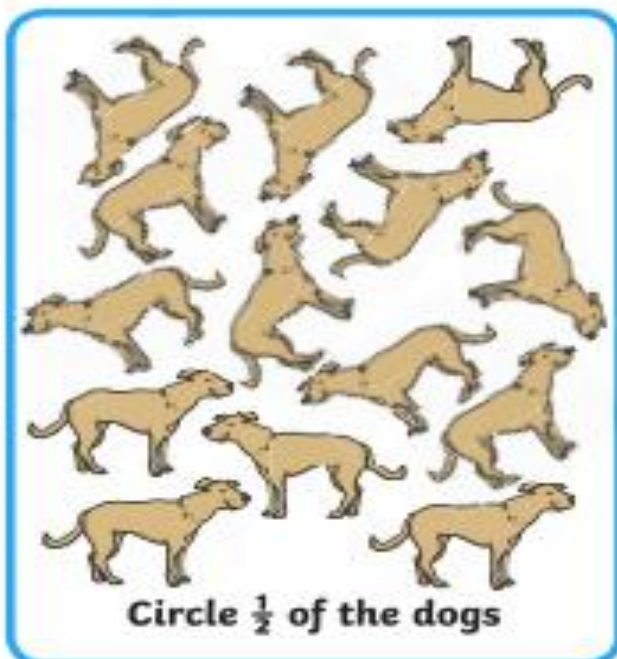
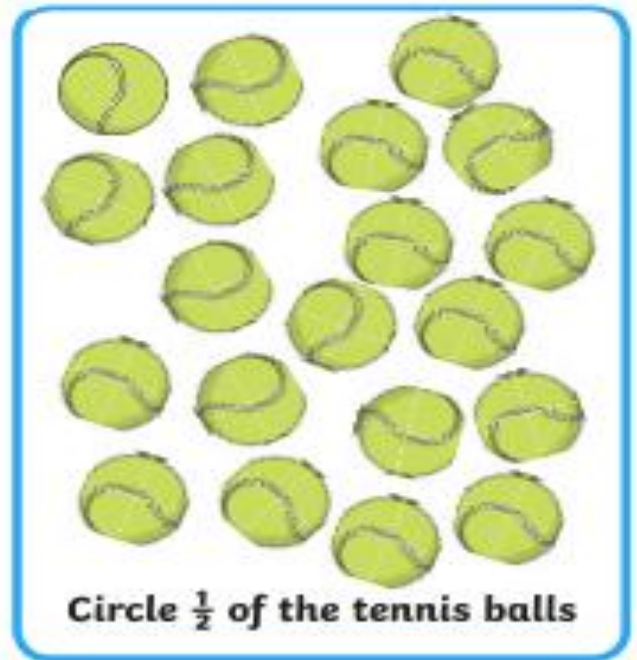
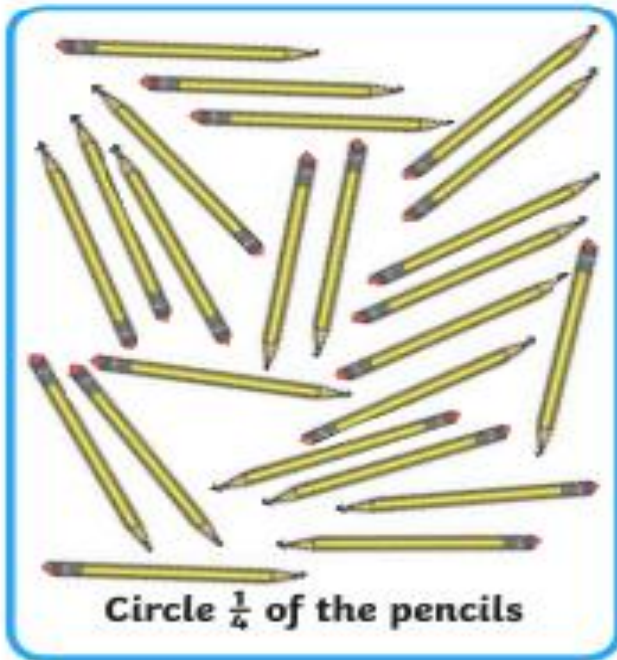


Thursday: finding halves and quarters of an amount

If you are finding  $\frac{1}{2}$  of an amount, share the objects equally between two people.

If you are finding  $\frac{1}{4}$  of an amount, share the objects equally between four people.

## Finding Half and Quarter



## Finding Half and Quarter



Circle  $\frac{1}{4}$  of the caps



Circle  $\frac{1}{2}$  of the bottles



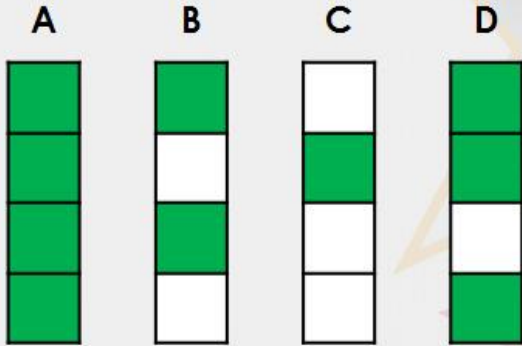
Circle  $\frac{1}{2}$  of the beetles



Circle  $\frac{1}{2}$  of the shoes

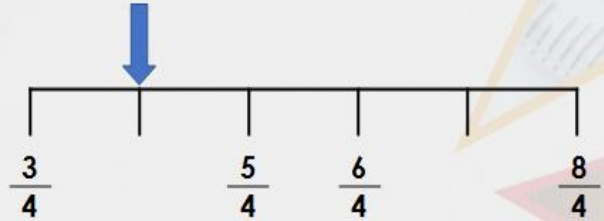
Friday: Fraction problems.

Put these fractions in order from smallest to largest.



True or false?

The fraction indicated by the arrow will be  $\frac{3}{4}$ .



Circle the image that will come next in the sequence.

1.



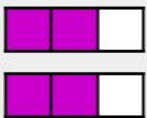
2.



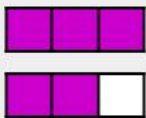
3.



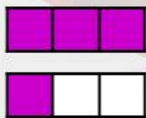
A.



B.



C.



Which fractions complete the sequence?



A

Seven thirds and ten thirds

B

Seven thirds and nine thirds

What is happening in this sequence?

$$\frac{2}{3}$$

$$\frac{3}{3}$$

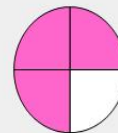
$$\frac{4}{3}$$

Finish the sequence by shading the image and completing the missing fractions.



4

□



3

4



□

□



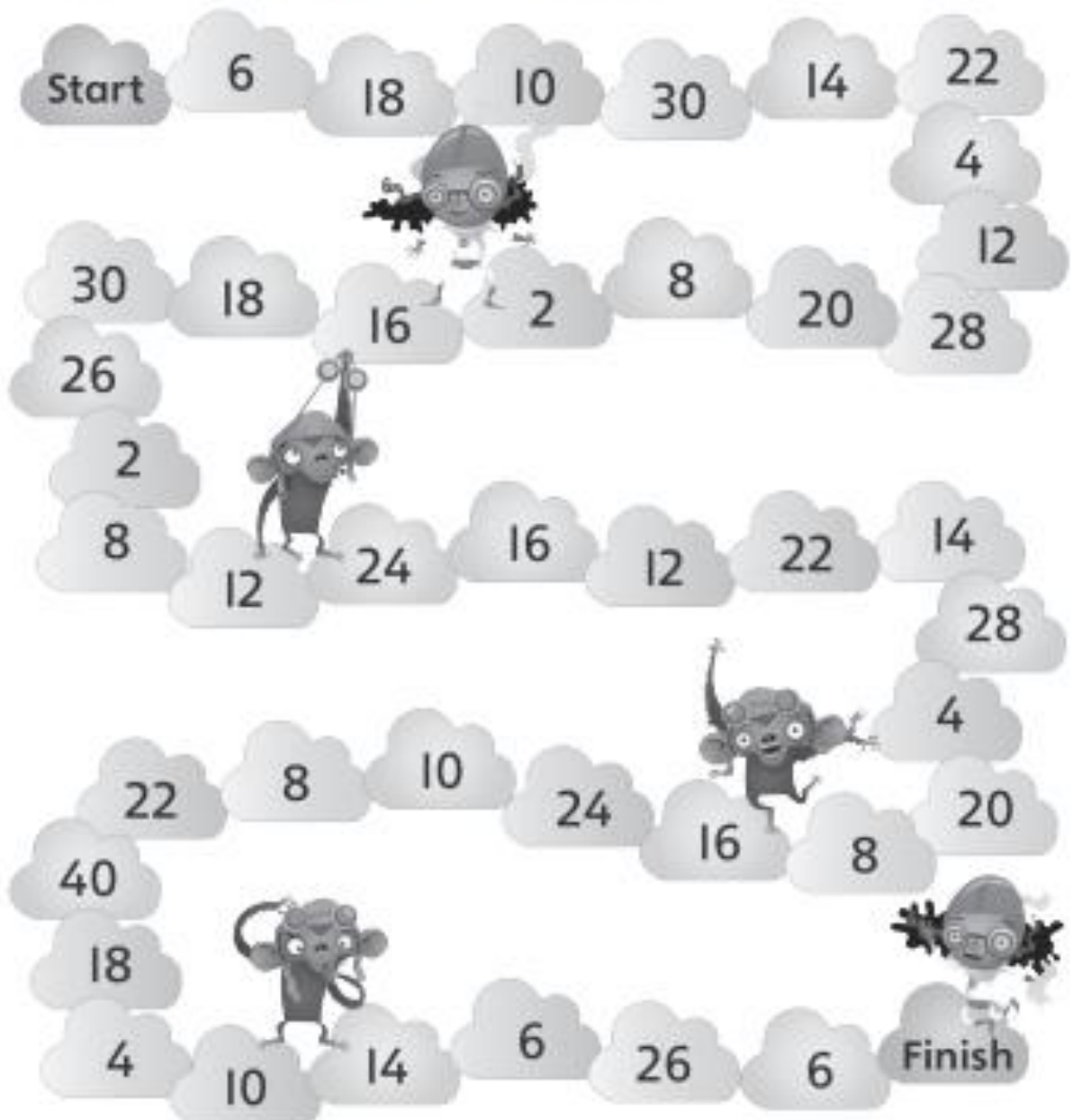
For a bit of Maths fun!

## Halving game

*A game for 2–4 players*

*You will need: a 1–6 dice, counters*

- Take turns to roll a 1–6 dice and move forward that many spaces.
- Halve the number you land on. If correct, leave your counter there. If wrong, move it back to your last position.
- The winner is the first to reach the finish.



## English

### Welcome to your new class book- Flat Stanley by J Brown

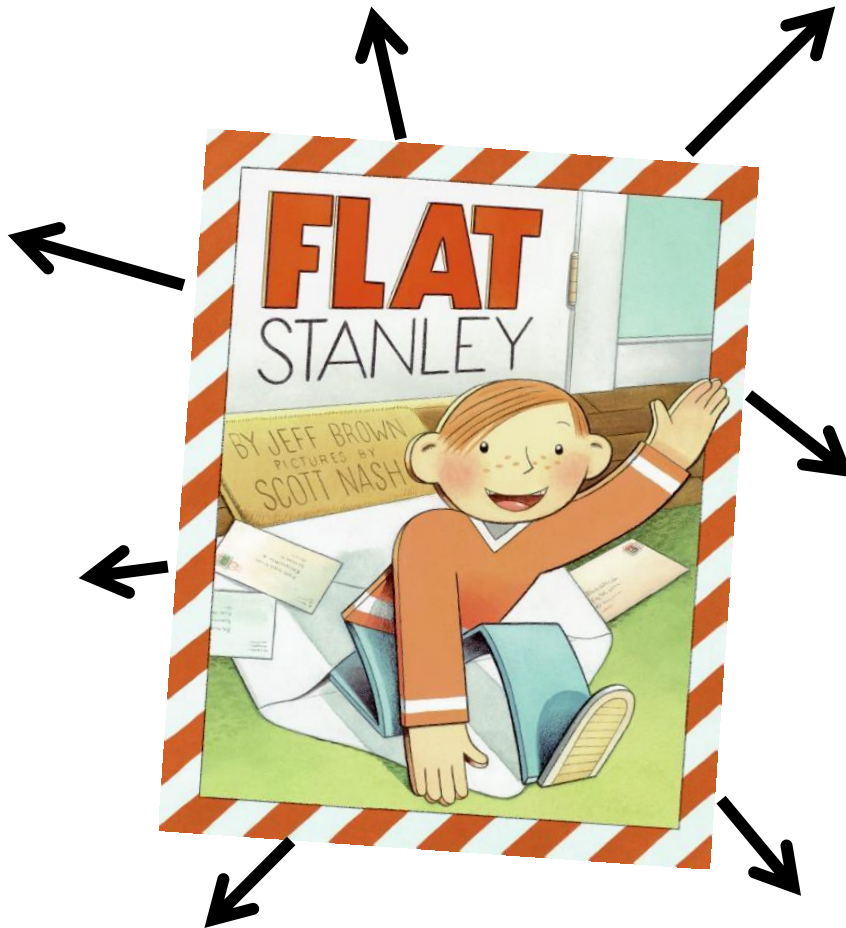
Monday: I can predict what happens in a book.

STOP - Please don't read the book yet, if you have it 😊

First, create a mind map of predictions about what's inside the book.

You could make predictions about characters, settings or events.

Please use evidence from the front cover and focus on using conjunctions:  
because, so, therefore to explain your predictions.



## Tuesday-To re-tell the story of Flat Stanley.



[https://www.youtube.com/watch?v=OkO\\_qyas7a0](https://www.youtube.com/watch?v=OkO_qyas7a0) - press this link or copy and paste in to the navigation bar (with an adult's permission)

### Activity 1:

If you are lucky enough to have the book please read with an adult. If not, with permission from your family, please watch the video link above to listen to the story of Flat Stanley by Jeff Brown and read along with the teacher reading.

If you would like to, you could mute the video and pause after each page, so you can read on your own and to an adult. Record in your reading records and choose a learning tool to write, so you are one more step closer towards achieving your story wings.

### Activity 2:

Make a cardboard Flat Stanley using the resource below and use him to re-tell the story orally.

Story- telling extension activities (optional) - This can be extended in various ways: creating a puppet show, making a short film, talking to a relative over the phone, video- calling a relative (with permission), and the list is endless! This is completely up to you and your family; enjoy re- telling the story to all your family.

Cut out and use as a template for children to make their own cardboard Flat Stanley. Please feel free to give Stanley some colour!



Wednesday- To use similes accurately in my writing.

## Smashing Similes

← Activity 1

Put a circle around the correct word.

1. The boy ran as quick as a slug/fox.
2. The coins shone as brightly as the sun/watch.
3. Jessie swam as smoothly as a sheep/fish.
4. The giant laughed as loud as whispers/thunder.
5. The bells tinkled like giants/fairies laughing.
6. The man was as tall as a cat/house.
7. The baby was as quiet as a mouse/dog.

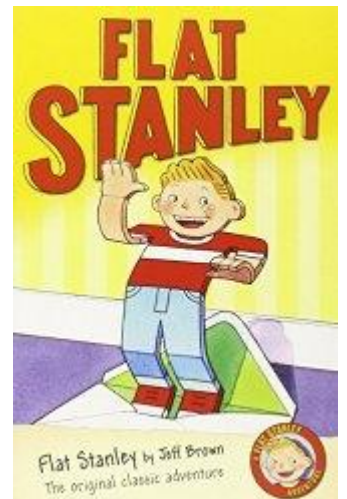
### Activity 2

See how many similes you can think of to describe and compare different things.

1. The boy ran \_\_\_\_\_ like \_\_\_\_\_.
2. The coins shone \_\_\_\_\_ as \_\_\_\_\_.
3. Jessie swam \_\_\_\_\_ like \_\_\_\_\_.
4. The giant laughed as loud as \_\_\_\_\_.
5. The bells tinkled \_\_\_\_\_.
6. The man was as tall as \_\_\_\_\_.
7. The police sirens wailed like \_\_\_\_\_.

### Activity 3 - Stanley is 'as flat as a pancake'.

Can you think of anymore similes to describe Stanley? Try and write at least five new sentences. Write in your neatest handwriting and use the best vocabulary you can.



Thursday and Friday- To plan and write a character description- Flat Stanley

For the next two lessons, I would like you to write a character description all about Flat Stanley. I have given you two days, to give you enough time to plan all your ideas, write, edit, improve then write up neatly on the Flat Stanley paper below.

It would be really great to see you include similes to show off what you have learnt this week!

The checklist might help you plan some ideas and you can tick the box if you have included it in your writing. I cannot wait to read these soon!

## Character Description Checklist

### Did I...

Child

describe the character's appearance?

describe the character's background/past?

describe the character's actions, thoughts and feelings?

describe the character's personality?

describe how the character speaks?

describe how the character moves?









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

### Lesson 1 - Big Question:

Our big question this term is: 'Is change always a good thing?'

What do you think?

Please have a discussion with your family, what do they think? Do they have the same or different opinion to you?



Record some of your first ideas and we will come back to this throughout our topic.

### Lesson 2-Topic

Your new topic this term is a local study all about the watercress line in Alresford, which is really exciting and hopefully you have visited it before or seen it from a distance on your visits to Alresford.

For the first activity for this topic, I would like you to find out from: family, friends, books, the internet, etc what the Watercress line was used for and how it has changed over time. I would like you to present this information as a poster or a leaflet. You can choose to create this on the computer (with permission) or handwritten.



## Lesson 3-Music



<https://www.thenational.academy/year-3/foundation/pulse-year-3-wk1-5#slide-2> - Please follow this link to your Music lesson for this week- I really enjoyed the teacher playing the violin, I hope you do too. This lesson is suitable for both Year 2 and Year 3.

## Lesson 4- PE- Dance

### Animal Moves

### Home Physical Education

Can you be creative and become lots of different animal characters?

**How to play:**

- Choose some music that reminds you of animal.
- Become an animal character. Can someone watching guess which animal you are?
- Can you create movements where you pretend you are moving over things or under things in your animal's habitat?
- With a partner, what happens when the two animals meet? Can you create a movement to show what happens?

Can you keep trying to improve your animal character?

**Top Tips**

**Get into character**

How would your animal move?  
What things would be in their natural habitat? Are they big and scary or small and sweet?

**Let's Reflect**

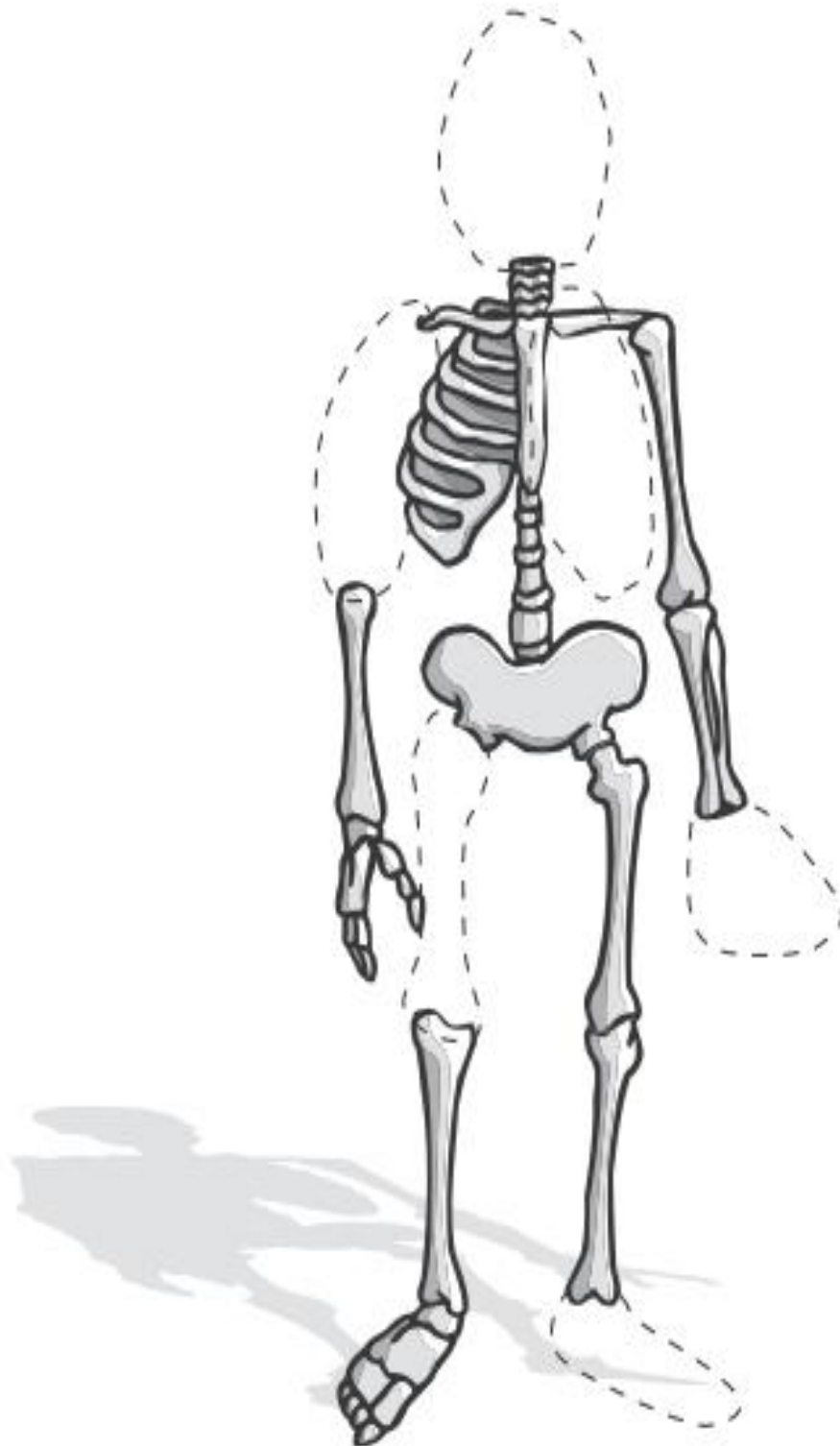
Did you move staying in character as your animal?

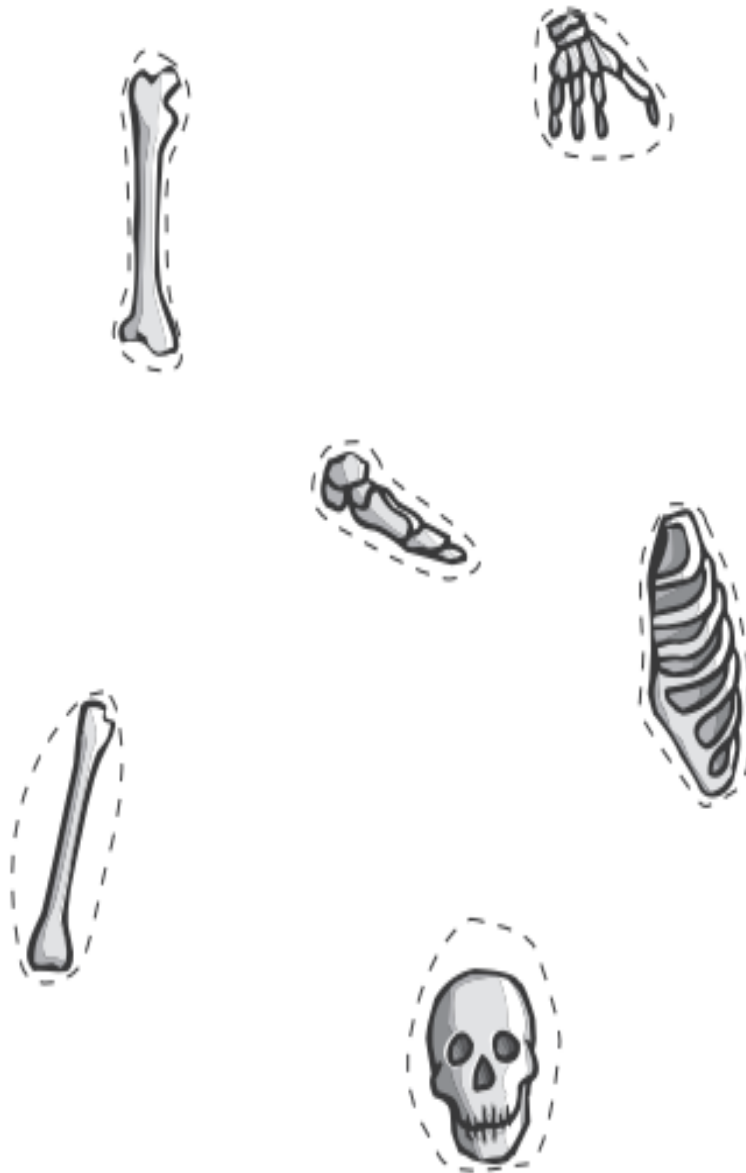
Could you imagine your animal moving through forests or water, over hills or under logs?

## Lesson 5- Science

### Mr. Bones Puzzle

Instructions: Poor Mr. Bones has lost some of his bones and needs your help to put all of his bones back in the right spots. Cut out the missing bones, and then take a look at Mr. Bones' skeleton to figure out where each missing piece belongs. Then glue his bones back in place. Mr. Bones thanks you for your help!



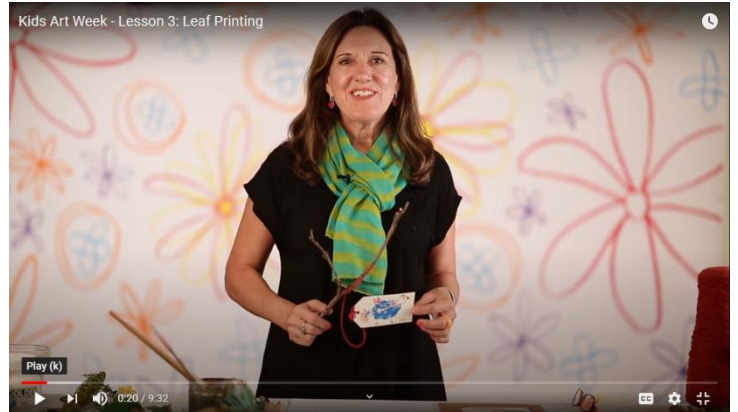


**Extension Science Activity:**

Bones are hard, but you still need to protect them! One good way to take care of your bones is to wear: a helmet, wrist pads, and knee pads when you ride a bike, skateboard, scooter and many more. Have someone take a picture of you wearing your helmet and pads (or draw one). Use your picture to make a safety poster to hang in your home and school to remind your friends to protect their bones while playing.

### Optional Art lesson:

This lesson is optional, as it requires going for a walk to collect natural resources and you will need art equipment for this lesson. This is an extremely fun printing lesson, please follow link below:



[https://www.youtube.com/watch?v=Fdq2I\\_aZGVY](https://www.youtube.com/watch?v=Fdq2I_aZGVY)

### 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.

### Optional PSHE lesson

Here are some instructions to play the Healthy eating and living board game (which is below). This game is for a bit of fun and to help us remember how to keep our bodies healthy.

## **Instructions**

Roll the die and move your game piece that number of squares. Read the statement in the space and move forwards or backwards as directed.

This game can be for 2-4 players. The first player to get to the end wins!

# Healthy Eating and Living

Start

You danced to a song today!  
Move forward two spaces.

Uh oh! You ate too many crisps.  
Go back two spaces.

You've had your '5 a day' today!  
Move forward two spaces.

Oh no! You played on the computer all day with no exercise.  
Go back two spaces.



Oh no!  
You ate too many sweets.  
Go back two spaces.

You went swimming today!  
Move forward two spaces.

You ate too many chips!  
Go back two spaces.

You drank all of your water today!  
Move forward two spaces.



You played football in the park!  
Move forward two spaces.

You forgot to brush your teeth.  
Go back two spaces.

You played a running game at playtime!  
Move forward two spaces.



Finish!

Oh no! You ate too many sweets.  
Go back three spaces.

You ate too many chips!  
Go back two spaces.

Uh oh! You ate too many crisps.  
Go back two spaces.

You drank all of your water today!  
Move forward two spaces.

You forgot to wash your hands before lunch.  
Go back two spaces.

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>