TIMETABLE Class 2 Week 18/05/20

Hello Class 2, how are you all? I really hope that you and your families are keeping well during this difficult time. Below is the timetable of work for this week. There is no PE on this week's timetable, but it's still really important to keep moving. Remember that Joe Wicks has a live PE session every morning that you could do https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ Plus Cosmic Yoga is great https://www.youtube.com/user/CosmicKidsYoga and will help you to feel calm too. Mrs McD has also set up a pentathlon challenge at home, details below. Take care of yourselves, keep smiling and stay safe, Mrs N.

	Maths (Approx 45 mins)	Literacy (Approx 45 mins)	Other (Approx 45 mins)	Ongoing (Approx 45 mins)
Day 1	White Rose Maths again this week. Again, we're a week behind so we are following plans for Summer Term Week 4 May 11th. https://whiterosemaths.com/homelearning/year-2/ Watch the videos and the accompanying work for each lesson is at the bottom of the timetable. Lesson 1 – Add and Subtract 10s	We're continuing with the Night ZooKeeper this week. Before watching the third video on the link think about the following questions – 1. Think about your favourite story. Are there any problems in it that the main characters face? 2. What problems have you come up against in your life recently? Could these be included in a story? 3. Can you think of examples of problems that characters may face within adventure stories? Now watch the video (A problem to address) https://www.literacyshed.com/nightzoo.html Now write the answers to these questions – 1.What problem did Tom Rivers face in the video? 2. What problem did the Penguin Professor face in the video? 3. When should you introduce the problem in a story? At the beginning, in the middle, or at the end? 4.Think of a story you have read or a movie you have seen recently, what problems did the character face?	**Art** Design a Coat of Arms for your family. Coats of Arms date back to the early medieval period. In the Twelfth Century helmets and other armour were making it hard to tell friends from enemies when in battle. So, coats of arms were painted onto shields to show which family / side the soldiers were on or from. Coats of arms represent the family. What colours would you use to represent your family? Pictures were also put onto coats of arms. You may want to use these or some of your own pictures.	**Daily Reading** Read the information about 'Crazy cacti' below and answer the questions. You could talk through the answers with your grown up or write the answers in your book. **Daily Spelling** Back to those common exception words this week! Choose 10 more Year 2 common exception words to learn this week. **Daily Maths** Enjoy the 3 X table song https://www.youtube.com/watch?v=9XzfQUXqiYY Join in and see if it helps you learn your 3 X table.
	White Rose maths. We're a week behind so we are following plans for Summer Term Week 4 May 11th.	We are going to think about problems that your character could face. Think back to the character that you created last week. Write a passage that starts by telling the reader what	**Geography** Last week we started to think about where castles are built. Today we are going to think about the features of a	**Daily Reading** Choose one of your own books to read and enjoy. **Daily Spelling**

Coat of arms colour table:

Colour	Meaning
Yellow or Gold	Generosity
White Or Silver	Peace and Sincerity
Black	Constancy (loyal)
Blue	Loyalty and truthfulness
Red	Warrior, Strong
Green	Hope and Joy
Purple	Royal Majesty, Justice

Coat of arms pictures table:

Bear	Protectiveness
Dog	Loyal
Double Eagle/Eagle	Leader and Decisiveness
Dragon	Defender of treasure
Fox	Clever
Lion	Courage
Snake	Ambition
Unicorn	Extreme courage

Day 2	https://whiterosemaths.com/homelearning/year-2/ Watch the videos and the accompanying work for each lesson is at the bottom of the timetable. Lesson 2 – Add 2 digit numbers	life is like on a normal day for your magical character. What do they do when they wake up? Where do they go? Who do they meet? Do they have any hobbies or a job? Next, I want you to write about a day in the life of your character where everything goes wrong! If they were having the worst day of their life, what would happen?	castle. Can you carry out some research and write a sentence to explain what each of these features are in a castle. It'd be great if you could also draw a picture of the feature. Drawbridge, moat, tower, portcullis arrow slits and battlements **DT** Create your own castle out of some cardboard boxes from your recycling. Which features will your castle have?	Write out your 10 common exception words in bubble writing, colour and decorate them. **Daily Maths** Enjoy the 3 X table song https://www.youtube.com/watch?v=dzVyBQ5uTbo See if you can join in and fill in the gaps.
Day 3	White Rose maths. We're a week behind so we are following plans for Summer Term Week 4 May 11th. https://whiterosemaths.com/homelearning/year-2/ Watch the videos and the accompanying work for each lesson is at the bottom of the timetable. Lesson 3 – Subtract 2 digit numbers	Think about these questions - 1.Think about a problem you have faced in your life. How did you solve this problem? 2. How could a Night Zookeeper solve the problem of being surrounded by evil monsters? 3. Think about a film you watched recently. How did the main characters solve a problem that they had? Now watch the 4th video on the page (solving the problem) https://www.literacyshed.com/nightzoo.html Now write the answers to these questions – 1.What solutions did you spot in the video? 2. When should you write about the solution in a story? At the beginning, in the middle, or at the end? Why? Now I want you to have a go at planning your own Night Zookeeper story. Plan the following – Characters Setting Main Problem Small Problem and Solution Main Problem Solution and Ending -	**Science** Incredible, edible plants! Plants do lots of wonderful things for us, they look pretty, produce oxygen for us to breathe and many of them are edible too! Can you keep a record of any plants you eat throughout the next week and also write down which part of the plant you are eating? For example, are you eating the root of the plant or another part of the plant? **RE** Stories from The Bible. Look at the attached powerpoint ' David and Goliath' What do you think Jesus was trying to teach when he told this story? In the story David had to trust God and be really brave. Can you write definitions to explain what the words 'brave' and 'trust' mean? Now write about a time when you had to be brave.	**Daily Reading** Read the information below on how to make a 'superfood smoothie' and answer the questions. You could talk through the answers with your grown up or write the answers in your book. **Daily Spelling** Write your 10 common exception words into sentences. **Daily Maths** Enjoy the 3 X table song https://www.youtube.com/watch?v=KL_bi0te0go You should be experts by now!

Day 4	White Rose maths. We're a week behind so we are following plans for Summer Term Week 4 May 11th. https://whiterosemaths.com /homelearning/year-2/ Watch the videos and the accompanying work for each lesson is at the bottom of the timetable. Lesson 4 – Bonds to 100	So, yesterday you planned your story today you're going to start writing your story (you have time to finish it tomorrow). Look back at all your work over the past 2 weeks. Look at your character description and setting and include them in your story. Think about the work earlier this week that you wrote about the character having a good and bad day, try and use those ideas in your story.	**Music** Last week you thought about lots of instruments. Today I want you to think about percussion instruments. We're going to look at the BBC Daily Music Lesson from 1st May and try and find out more about percussion and rhythm. https://www.bbc.co.uk/bitesize /articles/zjcwqp3 Watch the video and have a go at the activities on the link. **History** A Motte and Baily castle was the first type of castle to be built in England. Can you remember who built the first castles in England and when this was? Look at the attached powerpoint about the first type of castles built in England. Now write a few sentences to explain what a motte is and what a bailey is. Can you also draw and label your own motte and bailey castle?	**Daily Reading** Practice reading out loud. Choose a part of a book and read it out loud clearly, fluently and with expression. **Daily Spelling** Write out your ten words in alphabetical order. **Daily Maths** Listen to this song https://www.youtube.com /watch?v=B6SwXRycVBo Can you think of any other rhymes that could go with the 3 X table?
	This week, day 5 activities are shorter to allow time for you to catch up with any learning you may have missed or need time to catch up with from the week.			
Day 5	White Rose maths. We're a week behind so we are following plans for Summer Term Week 4 May 11th. https://whiterosemaths.com /homelearning/year-2/ Have a go at the Friday Maths Challenge, good luck. As an extension you could also use column addition and subtraction to calculate – 34 + 57 = 76 – 42 =	Today I want you to finish writing your story. Once it's finished, read through your story and edit your work. Use a dictionary to check spellings, maybe add some additional adjectives and remember to check all your punctuation.	**PSHE** Think about all of the personal qualities you have. For example you might be kind, honest, thoughtful, trustworthy, determined. Write them down. Now think about a quality you'd like to improve on, maybe you want to become more confident, braver or persevere more. Think about how you could do this, make up a little rhyme to remember	**Daily Reading** Read the story you have written about the Night Zookeeper to one of your soft toys. If they enjoy it you could also read it to a grown up. Maybe you could phone up a grandparent and read it to them! **Daily Spelling** Ask someone to text you on your ten words. **Daily Maths**

29 + 16 =	59 – 25 =		about this quality which you could say to yourself when you need it.	Ask your grown up to test you on your 3 X table.
42 + 35 =	84 – 30 =		**News**	
56 + 28 =	95 – 41 =		Go onto espresso and watch the KS1	
63 + 22 =	62 – 14 =		newsbites and complete the	
76 + 19 =	58 – 27 =		newsbites quiz.	
84 + 36 =	43 – 27 =			

Other ideas to keep you busy –

- Go for a walk or bike ride with your family
- Make a fort
- Make an obstacle course and time yourself completing it
- Create a 'When I grow up poster' draw what you want to do and write about it
- Make a time capsule of lockdown 2020, collect newspaper clippings and write your memories down to put in there, maybe add a 2020 coin into it
- Plan and write a menu for your lunch
- Look back through all the weekly timetable plans since the start of lockdown and see if you have completed everything on there

Crazy Cacti!

The cactus is a plant that grows where the soil is rocky and dry. They can do this because they have special roots that act like a sponge. The cactus can store lots of water in the body of the plant (stem) and save it for later.

The main root of the cactus is called the taproot. It is longer and stronger than the main root of other plants. It grows deep down into the ground to find water for the cactus, while the smaller roots near the surface soak up any rainwater that falls.

The outside of a cactus can feel waxy. This waxy layer helps the cactus to keep water inside when the weather is hot.

Quick Questions

1. Give one word which describes the soil where a cactus can grow.

   _____

2. What is the main root of a cactus called? Tick **one**.

   plug root ☐   sink root ☐

   deep root ☐   taproot ☐

3. Why do you think that the cactus's main root is longer and stronger than the main root of other plants?

   _____
   _____

4. Predict what the cactus would do if did not have access to water for a long time.

   _____

Superfood Smoothie

Plants are full of the things that keep us strong and healthy. Treat yourself to a tasty smoothie that is packed full of goodness.

You will need:
- 2 cups of spinach;
- 1 banana (fresh or frozen);
- 1 cup of mango;
- 3 dates (without the seeds);
- 2 tablespoons of nuts or seeds;
- 2 cups of water;
- a blender;
- a cup.

Method

1. First, ask an adult to help you to chop up the banana and mango.
2. Next, add the banana, mango, spinach, dates and the nuts or seeds into the blender.
3. Pour the water over the mixture.
4. Ask an adult to turn on the blender. Watch as these powerful plants turn into a thick, green liquid.
5. Pour your smoothie carefully into a cup and enjoy!

Quick Questions

1. Find and copy **two** words that describe the liquid made by plants.

   _____   _____

2. Which of these do you need two cups of? Tick **one**.

   spinach ☐   banana ☐

   mango ☐   nuts ☐

3. Why might the method tell you to 'ask an adult' in the first step?

   _____
   _____

4. Number these steps from 1-4 to show the order that they happen in the method. The first one has been done for you.

   ☐ Add the ingredients into the blender.
   ☐ Turn on the blender.
   1 Cut up the banana and mango.
   ☐ Pour the smoothie into a cup.

White Rose Lesson 1 – Add and Subtract 10s

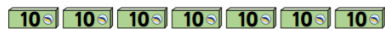**Add and subtract 10s**

1 a) Eva has some marbles.

[10] [10] [10] [10]

How many marbles does Eva have?

Eva has [ ] marbles.

She buys 3 more boxes of marbles.
How many marbles does she
have now? [ ]

b) Teddy has some marbles.

[10] [10] [10] [10] [10] [10] [10]

How many marbles does Teddy have?

Teddy has [ ] marbles.

He gives 5 boxes of marbles to his friend.
How many marbles does he
have now? [ ]

2 What calculation is represented?

Complete the number sentence.

Tens	Ones

	T	O
	2	4
+	1	0
	3	4

+

[ ] + [ ] = [ ]

3 Use base 10 to complete the calculations.

a) 24 + 20 = [ ]

b) 17 + 50 = [ ]

c) 40 + 16 = [ ]

4 What calculation is represented?

Complete the number sentence.

Tens	Ones

	T	O
	3	4
−	1	0
	2	4

[ ] − [ ] = [ ]

5 Use base 10 to complete the calculations.

a) 34 − 20 = [ ]

b) 57 − 20 = [ ]

c) 46 − 40 = [ ]

6 Huan has 6 stickers.

He gets 10 new stickers every day for 8 days.

How many stickers will Huan have after 8 days?

Use the number track to help you.

6								

Huan will have [ ] stickers.

7 ★ = 30   ☽ = 10   ☀ = 40

Complete the calculations.

a) ★ + ☀ = [ ]

b) ★ − ☽ = [ ]

c) ☀ − ★ = [ ]

Lesson 2 – Add 2-digit numbers

1 Count the ones and complete the sentences.

a)

[ ] ones = [ ] ten

b)

[ ] ones = [ ] ten and [ ] ones

c)

[ ] ones = [ ] ten and [ ] ones

2 Complete the additions.

Tens	Ones

+
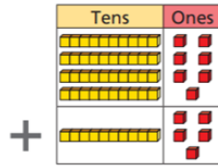
[ ] ones + [ ] ones = [ ] ones

[ ] ones = [ ] ten + [ ] ones

[ ] tens + [ ] tens = [ ] tens

[ ] + [ ] = [ ]

3 Use base 10 to complete the additions.

a) 7 + 4 = [ ]   f) 37 + 14 = [ ]

b) 10 + 30 = [ ]   g) 22 + 19 = [ ]

c) 17 + 34 = [ ]   h) 48 + 19 = [ ]

d) 19 + 21 = [ ]   i) 33 + 29 = [ ]

e) 18 + 64 = [ ]   j) 39 + 47 = [ ]

4 Write the addition.

	T	O
	4	6
+	1	5
	6	1
		1

[ ] + [ ] = [ ]
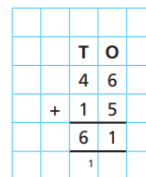
What does the little 1 represent?

5 Complete the additions.

a)

	T	O
	5	7
+	1	5

c)

	T	O
	1	7
+	7	3

b)

	T	O
	1	8
+	1	9

d)

	T	O
	6	3
+	1	9
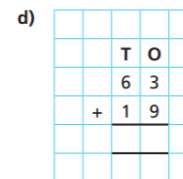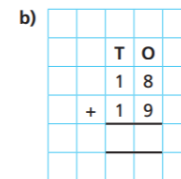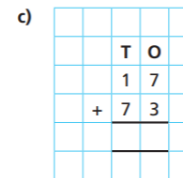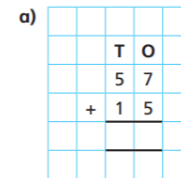
6 Fill in the missing digits to complete the number sentence.

_9 + _3 = 62

Compare answers with a partner.

How many different answers can you find?

White Rose Lesson 3 – Subtract 2 digit numbers

Subtract 2-digit numbers (2)

1 a) What number is represented?

☐

Subtract 12
What number is left? ☐

☐ − 12 = ☐

b) What number is represented?

☐

Subtract 12
What number is left? ☐

☐ − 12 = ☐

c) What is the same about part a) and part b)?
What is different?

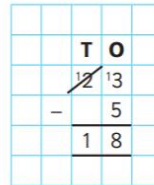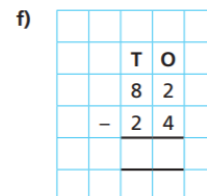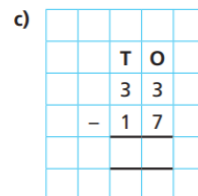**2** Use base 10 to complete the subtractions.

a) 23 − 6 = ☐

d) 45 − 26 = ☐

b) 33 − 7 = ☐

e) 63 − 35 = ☐

c) 33 − 17 = ☐

f) 82 − 24 = ☐

3 Tommy is working out 23 − 5

T	O
1̶2̶	¹3
−	5
1	8

Use Tommy's method to complete the subtractions.

a)

T	O
2	3
−	6

d)

T	O
4	5
− 2	6

b)

T	O
3	3
−	7

e)

T	O
6	3
− 3	5

c)

T	O
3	3
− 1	7

f)

T	O
8	2
− 2	4
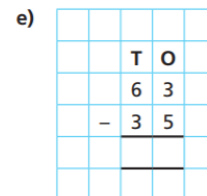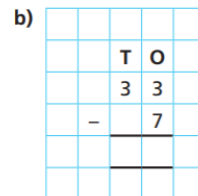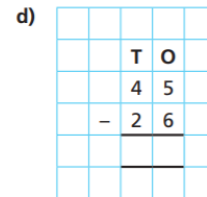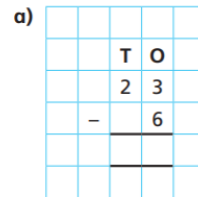
4 Dexter has 33 bricks.

Rosie has 19 bricks.
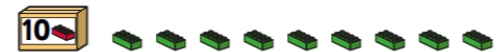
a) How many bricks do Dexter and Rosie have altogether? ☐

b) How many more bricks does Dexter have than Rosie?

☐

White Rose Lesson 4 – Bonds to 100

Bonds to 100 (tens and ones)
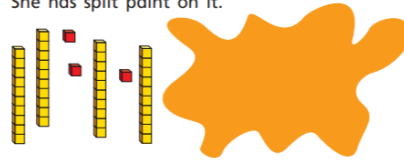
1. Here is a hundred square.
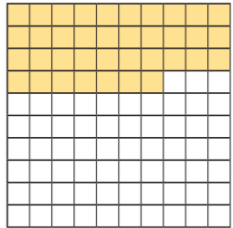
How many squares are shaded? ☐

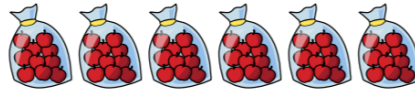How many squares are not shaded? ☐

☐ + ☐ = 100

2. Eva has made 100 using base 10
She has spilt paint on it.
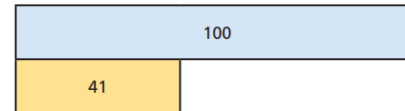

Draw the missing pieces of base 10

3. Mrs Harris has these apples for Sports Day.

She needs 100 apples.

How many more apples does Mrs Harris need? ☐

4. Complete the bar model.

100	
41	

5. Complete the calculations.

a) 40 + ☐ = 100   e) 100 − 50 = ☐

b) ☐ + 70 = 100   f) 100 − 37 = ☐

c) 100 = ☐ + 72   g) ☐ = 100 − 22

d) 100 = 28 + ☐   h) 8 = 100 − ☐

6. A coat costs £100
Mr Farmer has £58
How much more money does Mr Farmer need to buy the coat?

☐

7. Whitney is working out 38 + ☐ = 100

The missing number is 72 because I need 2 more ones and 7 more tens.
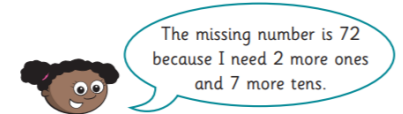
Do you agree with Whitney? _____
Explain your answer

_____

_____

Talk about it with a partner.

Mrs McDonagh's Home Pentathlon Challenge!

I haven't attached the printed scale for the vertical jump as it seemed unnecessary printing. Instead, use a tape measure.

SIMPLE to set up and take part in all the modified and well known Sportshall events

MINIMAL equipment required

EASY to score and record results - share progress with friends/family across the UK

IMPORTANT

We encourage everyone in the household to take part in the Home Pentathlon (where possible) but all activity must take place under adult supervision, ensuring;

- All surfaces are clear, dry and free from debris.
- Sufficient space is cleared around all activity – ensure there are no obstacles around activity.

VIEW INSTRUCTION VIDEOS

20 x 5m Shuttle Run

Set up a distance of 5m marked at either end using cones or an alternative mark (pegs, tape, tins etc…) to create the running lane.

Each participant runs the 5m distance a total of 20 times to complete 100m. A handheld stopwatch or smart phone stopwatch can be used to record the time

PLEASE USE A FLAT / DRY SURFACE

The participant should start from a standing position in line with "0" on the tape measure and jump as far as possible landing on two feet.
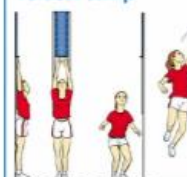
The participant must start on two feet and land on two feet. You are not required to hold the landing but if you fall back or step back the jump should not be recorded – have another go!

PLEASE USE A FLAT / DRY SURFACE

Standing Long Jump

#HomePentathlon

Vertical Jump

The participant stands with their back and heels touching the wall. Both arms should be stretched upwards and legs straight. The printed scale provided should be stuck on the wall and a mark made where the top of the fingers reach when fully stretched.

Turn side on, move 20cm away from the wall, jump and touch the scale at the highest point. Record the number reached and calculate the difference between stretched height and jumped height.

If you do not have access to a printer you can use a long ruler or tape measure to measure the difference between the finger tips when stretched up and the jump height achieved.

Speed Bounce

The participant should cross the wedge (or substitute for wedge) as many times as possible within 20 seconds.

Speed Bounce is a two-footed jump – feet should leave the mat or floor simultaneously and land on the mat or floor simultaneously.

All you need is a stopwatch or phone and a soft item – kitchen roll or rolled up towels are examples of what can be used as an alternative wedge.

Target Throw

The participant stands behind a line and throws three items into the target placed at 3m. The target is then moved to 5m and the process is repeated.

4 points if the item lands in the target. 2 points if the item bounces out of the target or if the item touches the floor before the target

Tennis Balls, Rolled up socks or small soft toys can be used. A washing basket, paper bin, cardboard box or dog basket are example target items.