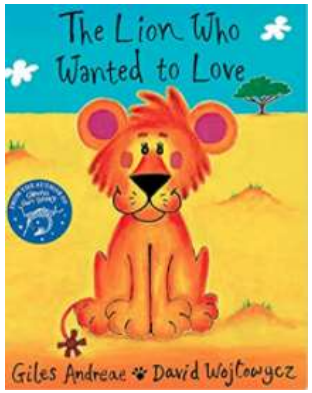
Home Learning	W/C: Monday 8th June 2020	Year: 2

Hey everyone!

We thought that you might enjoy attempting some tongue twisters this week. I'm sure you'll be more successful that we were but either way, we hope you have lots of fun and that it gets you and your family laughing!
https://learnenglishkids.britishcouncil.org/tongue-twisters

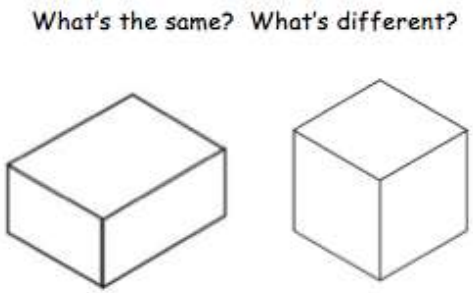
If you fancy earning yourselves some teampoints for when you return to school, remember to complete your weekly MyMaths homework and to practise your times tables and division facts using Times Tables Rockstars! We will be providing feedback so keep checking your MyMaths ☺

Take care and have fun,
Miss Glynn and Miss Frith

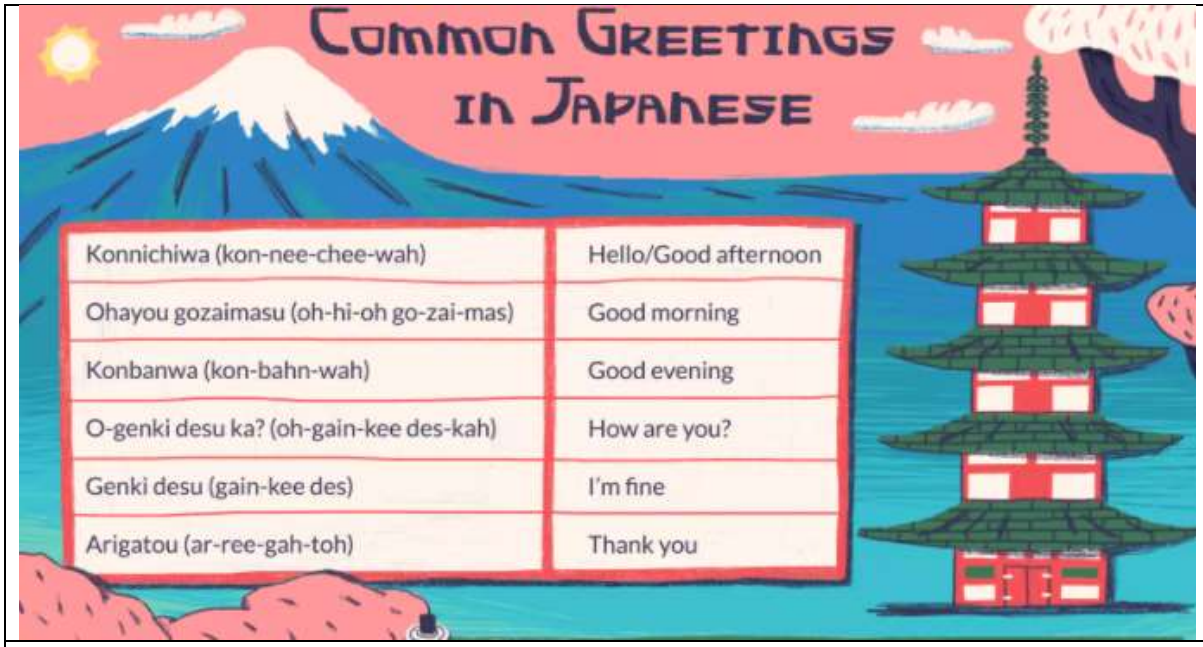
	English	Maths
Monday	LI: To answer questions about a text. 1. Listen to the story carefully. 2. Read the questions slowly. 3. Go back to the text to find your answers if you need to. 4. Check your answers. Watch and read a story called 'The Lion Who Wanted to Love' by Giles Andreae: https://www.youtube.com/watch?v=o3hU_aR71M0 Open comprehension questions document (attached) and have a go at answering some of the questions.  	LI: To understand that multiplication and division are the inverse of each other. 1. Multiplication: largest number at the end (after the equals sign). 2. Division: largest number at the start (first number) Think back to last week's learning on the inverse when adding and subtracting. In the same way that addition and subtraction are inverses (opposites) of each other, so are multiplication and subtraction! Look at the number sentence **5x3=15** (5 lots of/groups of 3 is 15) What number sentences could we do check that this is correct? **15÷3=5** or… **15÷5=3** Look at the number sentence **8x2=16**. What number sentences could we do check that this is correct? **Main Activity** Use the three numbers listed in each number family triangle (sheet attached) in each group to write down 4 multiplication and division number sentences. e.g. using the numbers **4, 5 and 20** we could make: **4x5=20** **20÷5=4** **5x4=20** **20÷4=5**

Tuesday	LI: To identify the key events of a story. 1. Think back to the story. 2. Put the events in order 3. Use time words and adjectives. Recap the main events of the story from yesterday. Put the events in order either by drawing them, having a go at role-play or recalling them in detail to a family member. You could even try recording yourself retelling the story on a device if you're feeling confident!	LI: solve unfamiliar problems that involve more than one step. 1. **Starter:** Choose some videos to watch to recap multiplication and division: https://www.bbc.co.uk/bitesize/topics/zqbg87h Recap addition and subtraction by drawing your base 10 or by drawing the partitioning lines like we do in lessons to help you solve the following. Remember to exchange/swap a ten stick for ten ones if you are crossing the barrier. 52+24= 76-33= 48+34= 63-25= When we are solving problems, we sometimes need to use two number sentences to help us get to the answer e.g. Miss Frith eats 2 chocolate chip cookies. Each cookie has 10 milk chocolate chips and 6 white chocolate chips. How many chocolate chips did she eat altogether? (10+6=16 and 16+16=32). **Main Activity:** Complete 2-step problem sheet (attached). ***Challenge:*** Which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?

Wednesday	LI: To ask questions. 1. Think about what you want to ask Leo. 2. Start with a question word. 3. Tall letters and short letters. 4. End with a question mark.	LI: To make deductions outside known multiplication facts. 1. x2: ends in an even number 2. x5: ends in a '0' or '5' 3. x10: ends in a '0' **Starter:** Play a game of Hit the Button (times tables and division facts) in the 2, 5, 10 and 3

	Imagine that you are going to meet Leo at an award ceremony for his bravery. Write down a few questions that you might want to ask him. Remember to use the success criteria in blue above to make sure that your handwriting is neat and that your punctuation is accurate.	times tables to practise. https://www.topmarks.co.uk/maths-games/hit-the-button Look at the success criteria in blue and remind yourselves of the fact that when we multiply by 2, the answer is always an even number (ends in: 0, 2, 4, 6, 8). When we multiply by 5, the answer always ends in a '0' or a '5' and when we multiply by 10, the answer always ends in a '0'. **Main Activity:** Look at the attached multiplication deductions sheet and decide what the correct answer should be. You don't need to actually work out the answer but will need to use your knowledge of the multiplication rules to help you (success criteria in blue).
Thursday	LI: To plan a diary entry. 1. Put the events in order. 2. Include exciting adjectives. 3. Use adverbs. 4. Use Time words. Draw either a story map or a story mountain (like we do before the Extended Write) to put all of the events in order. Colour in the pictures and add some interesting adjectives on your plan to describe the animals, their feelings, their movements and their appearance. Include some adverbs (-ly suffix) to describe how something was said or done e.g. quickly, sternly, boldly, suddenly, kindly, bravely etc). You could even add in a couple your own events to make the story slightly different e.g. Leo rescues a monkey who is caught up in the vines.	LI: To describe the similarities and differences between 2D and 3D shapes, using their properties. 1. Name the shape 2. 2D or 3D? 3. How many edges? 4. How many vertices/corners? 5. How many faces? (3D shapes only) **Starter:** Colour in the different shapes on sheet attached to remind yourselves of the names of different 2D and 3D shapes.  Remember that a ***prism*** is a 3D shape with the same shaped face at either end e.g. a cylinder has a circular face at either end. A ***pyramid*** is a 3D shape where the edges come together to make a point (Apex)

		Play game: https://mathsframe.co.uk/en/resources/resource/115/sorting_3d_shapes_on_a_venn_diagram# (untick dodecahedron and octahedron button)
Friday	LI: To write a diary entry. 1. Use your plan from yesterday. 2. Accurate punctuation (A . , ! ? ‘) 3. Sound out each word carefully and remember your spelling rules 4. Tall letters and short letters (join up if you can) 5. 1 conjunction in a sentence 6. Think, Say, Write, Check Pretend that you are Leo the Lion living in the African heartland. You’ve been on some heroic adventures and can’t wait to share these with your friends and family. Write a diary entry, describing all of the brave and courageous acts of kindness that you’ve done today. Who have you helped? How did you feel? How has your mum’s feelings changed? Try to include the senses (What could you see, hear and smell). Have fun writing this and get creative!	LI: To apply our Maths learning in different ways. 1. Read the question carefully. 2. Think about everything we have learnt so far. 3. Show your working out (make sure it’s neat and clear) 4. Check your answers in a different coloured pen/pencil Everything that we have learnt so far in Maths this year is to help us in our every day lives when we are problem solving! Have a go at using your Maths knowledge to help you solve some problems on the attached quiz. ***Start from question 6*** and ask your grown up to check your answers together. Remember, it isn’t a ‘test’ as such, it’s just a way of helping you practise lots of different skills and concepts that you’ve been learning this year. It doesn’t all have to be done in one go so you could always choose a few each day ☺
Enrichment Tasks		
Modern Foreign Languages LI: To learn the basic greetings in Japan. Watch: https://www.youtube.com/watch?v=uU5lkWqcdm0 Have a go at greeting your family members in different ways.		



Art and Design

LI: To use a range of materials creatively to make a product.

You might already have an image conjured up in your head when someone mentions Japan. This may include cherry blossom season, skyscrapers of Tokyo or even Mount Fuji. Do you also think of women in Japanese kimonos holding an umbrella or a fan? The folding Japanese fan is very important in the culture of the Japanese society. Even though a fan is conventionally meant to provide a cool breeze during hot weather, these fans can also be seen to be associated with some traditional dance forms and other cultural aspects of Japan. It is one of the best souvenirs that you can bring from Japan as they are beautiful and practical. A folding fan is called a “sensu” or “o-gi”, while the non-folding type of fan is called an “uchiwa”. Both of these fans have Japanese calligraphy writing or beautiful patterns decorating them.

Japan is full of cherry blossom grees and they are a sign of Spring in Japan. Lots of Japanese art features these beautiful trees, including fans.


Have a go at creating your own Japanese cherry blossom fan but using origami to fold up a piece of paper and then designing your fan. Try using different media and techniques to create the cherry blossom e.g. using cotton buds or your finger to dab paint onto the tree to create the blossom.

Easy Bake Chocolate Mug Cake!

Treat yourself to a delicious, chocolatey mug cake after a day full of learning ☺
Here is the link to create an easy cake of dreams:

https://www.bbcgoodfood.com/recipes/microwave-mug-cake

MyMaths