

# Year 2 Home Learning Spring 1 Week 5



Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

Home learning is planned to:

- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English	
Live explanations at 9.30am each day – See Parentmail	
<p><b>Monday</b> <a href="#">Explanation video</a></p>	<p><b>LAUNCH – Two Sides</b></p> <p><b>Listen and read along</b> to <i>Two Sides – part 1</i> by Polly Ho-Yen <a href="#">here</a>.</p> <p><b>Grammar</b> – conjunctions are used to join two clauses together to create longer, sentences that are more detailed. <a href="#">Watch this</a> to find out when and how we use coordinating conjunctions and subordinating conjunctions.</p> <p><b>Draw</b> a picture of a friend and <b>write</b> statement sentences about what they look like, what they enjoy doing and what they are good at doing. Use a range of conjunctions to make your sentences longer and more detailed. Use <a href="#">English resource 1</a> or <a href="#">English resource 2</a> for support.</p>
<p><b>Tuesday</b> <a href="#">Explanation video</a></p>	<p><b>PLAN– character descriptions</b></p> <p><b>Listen and read along</b> to <i>Two Sides – part 2</i> by Polly Ho-Yen <a href="#">here</a>.</p> <p>Today you will <b>plan</b> character descriptions of Lula and Lenka.</p> <p><b>Draw</b> Lula and Lenka at the top of your plans (see <a href="#">English resource 3</a>). Then <b>plan</b> your description in notes using the prompt questions to help you. You will need to <b>think</b> about what they look like, what they enjoy doing and what their personalities are like. <b>Listen</b> to <i>Two Sides</i> part 1 and 2 again if you need reminding. There is also a word bank for Lula and Lenka (<a href="#">English resource 4</a>) to support you.</p> <p>Try to include expanded noun phrases in your plan to add description details. <a href="#">Watch this</a> to remind yourself of what an expanded noun phrase is.</p>
<p><b>Wednesday</b> <a href="#">Explanation video</a></p>	<p><b>WRITE– character descriptions</b></p> <p><b>Listen and read along</b> to <i>Two Sides – part 3</i> by Polly Ho-Yen <a href="#">here</a>.</p> <p>Today you will write character descriptions for Lula and Lenka. Later this week, we create our own characters and start to write a story about their friendship.</p> <p><b>Re-read</b> your notes in your plan from yesterday.</p> <p><b>Write</b> your own character descriptions of Lula and Lenka, using your plan from yesterday to help you.</p> <p>Try to include a range of conjunctions to help you make your sentences longer and</p>

	<p>more detailed. <a href="#">Watch this</a> to remind yourself of how to use conjunctions.</p>
<p><b>Thursday</b> <b><u>Explanation</u></b> <b><u>video</u></b> </p>	<p><b>EXPLORE – character points of view</b></p> <p><b>Listen and read along</b> to <i>Two Sides – part 4</i> by Polly Ho-Yen <a href="#">here</a>.</p> <p>Today you will write a diary entry as either Lula or Lenka, following their big argument. Make sure you have listened to part 4 before you start.</p> <p><b>Look</b> at this example of a diary entry and spot the different features it includes (see <a href="#">English resource 5</a>)</p> <p><b>Think</b> about the argument between Lula and Lenka. How do you think each of them feel? What do you think each of them is thinking? <b>Write</b> down some feeling ideas.</p> <p><b>Write</b> a diary entry as one of the characters (Lula or Lenka) and describe what happened in the argument and how it has made you feel. See <a href="#">English resource 6</a> for some feeling words you could include.</p> <p>Try to use 'show me' feeling details as well as 'tell me' feeling details, e.g. <i>tears are rolling down my cheeks after today</i> (this shows me that she is crying rather than telling me she is crying).</p>
<p><b>Friday</b> <b><u>Explanation</u></b> <b><u>video</u></b> </p>	<p><b>PLAN – a story about two best friends</b></p> <p><b>Listen and read along</b> to <i>Two Sides – part 5</i> by Polly Ho-Yen <a href="#">here</a></p> <p>Today you will create your own characters and plan your own story about their friendship.</p> <p><b>Think</b> about what could go wrong in their friendship and cause an argument/ disagreement (see <a href="#">English resource 7</a> for some ideas).</p> <p><b>Plan</b> a story using <a href="#">English resource 8</a>. The story will have three main parts (1. An opening 2. A problem (and reaction) and 3. A resolution and ending). See <a href="#">English resource 9</a> for an example plan.</p> <p>Try to include apostrophes for contracted words (e.g. she <b>wasn't</b> ever on time) and to show possession (e.g. <b>Lula's</b> hair was long and black).</p> <p><a href="#">Watch this</a> to remind yourself of contractions and <a href="#">watch this</a> to remind yourself of the possessive apostrophe.</p>
<p><b>Words to learn</b></p>	<p>Practise reading and spelling these words.</p> <ul style="list-style-type: none"> <li>• other</li> <li>• brother</li> <li>• mother</li> <li>• another</li> <li>• nothing</li> </ul> <p>Use the <a href="#">spelling grid</a> to help you.</p>
<p><b>Spelling</b></p>	<p><a href="#">Click here</a> to watch this week's spelling lesson ('I' alternate endings)</p> <p><b>Spelling resources</b> – Try ** first then move to * if this is too challenging, or *** if you'd like more of a challenge.</p> <p><a href="#">*spelling resource 1</a></p>

[\\*\\*spelling resource 2](#)

[\\*\\*\\*spelling resource 3](#)

You can find additional Phonics and spelling resources by clicking on the following links (free resources):

<https://www.lettersandsounds.org.uk/for-home/year-1>

<https://www.phonicsplay.co.uk/resources>

## **Reading group links – please attend on your child’s usual reading day.**

<b>2B</b>	1.30pm	Link in Parent Mail
<b>2P</b>	1.30pm	Link in Parent Mail
<b>2W</b>	3.00pm	Link in Parent Mail
<b>2M</b>	3.00pm	Link in Parent Mail




### **Maths**



Live explanations at 11am each day – See Parentmail



**For Wednesday Lesson B:**

Live explanation at 1.30pm for 2M and 2W – See Parentmail

Live explanation at 3pm for 2B and 2P – See Parentmail

<b>Monday</b> <b><u>Explanation</u></b> <b><u>video</u></b> 	Textbook 2B, Chapter 9: Solving more word problems, Lesson 2: Solving word problems (part 2)
	<a href="#">Learn the strategy</a> : Year 2 subtraction & addition Learn the strategies: thinking about bar models <a href="#">Here</a> OR <a href="#">Here</a>
	Deepening: see <a href="#">maths resource 1</a> Support: see <a href="#">maths resource 2</a>
<b>Tuesday</b> <b><u>Explanation</u></b> <b><u>video</u></b>	Recap lesson (year 1): Textbook 1B, Chapter 17, Lesson 1 and 2: Recognising Coins and Recognising Notes
	Learn the strategies: For coins watch <a href="#">here</a> or <a href="#">here</a> For pounds and notes watch <a href="#">here</a> (from 4 minutes)
	Deepening: multiplication and division quiz (see <a href="#">maths resource 3</a> )
<b>Wednesday</b> <b>A</b> <b><u>Explanation</u></b> <b><u>video</u></b> 	Textbook 2B, Chapter 10: Money, Lesson 1: Writing Amounts of Money
	<a href="#">Watch the introduction</a> And <a href="#">Learn the strategy</a>
	Deepening: see <a href="#">maths resource 4</a>
<b>Wednesday</b> <b>B</b> <b><u>Explanation</u></b> <b><u>video</u></b> 	Textbook 2B, Chapter 10: Money, Lesson 2: Counting Money
	<a href="#">Learn the strategy</a>
	Consolidation: see <a href="#">maths resource 5</a> Deepening: see <a href="#">maths resource 6</a>

<b>Thursday</b> <a href="#">Explanation video</a> 	Textbook 2B, Chapter 10: Money, Lesson 3: Counting Money
	<a href="#">Learn the strategy</a>
	Consolidation: see <a href="#">maths resource 7</a> Deepening: see <a href="#">maths resource 8</a>
<b>Friday</b> <a href="#">Explanation video</a> 	Textbook 2B, Chapter 10: Money, Lesson 4: Counting Money
	<a href="#">Learn the strategy</a>
	Consolidation: see <a href="#">maths resource 9</a> Deepening: see <a href="#">maths resource 10</a>

<b>Curriculum</b> Live explanations at 1.30pm for 2M and 2W – See Parentmail Live explanations at 3pm for 2B and 2P – See Parentmail	
<b>Science</b> Monday <a href="#">Explanation video</a> 	<b>Whose job is it to help keep us healthy?</b> <ul style="list-style-type: none"> <li>• Watch and complete this lesson.</li> <li>• <a href="#">Whose job is it to keep us healthy?</a></li> <li>• You will need: a pencil and paper</li> </ul>
<b>Science</b> Tuesday <a href="#">Explanation video</a> 	<b>Basic needs of animals and humans</b> <ul style="list-style-type: none"> <li>• List 3 things we need to survive.</li> <li>• List 3 animals. What do they need to survive? Is it similar or different to what humans need?</li> <li>• Draw each of your animals and briefly explain how they survive. This could be through sentences or pictures.</li> </ul>
<b>History</b> Thursday <a href="#">Explanation video</a>	<b>What achievements deserve to be remembered?</b> <ul style="list-style-type: none"> <li>• We have looked at only three people from the Victorian Era who changed the world for the better, but many other people have done similar or greater things throughout history.</li> <li>• Make a poster celebrating the person you think we should remember most.</li> </ul>
<b>Curriculum</b> You can complete these independently over the week e.g. when you are not reading with your teacher	
<b>RE</b> <a href="#">Explanation video</a>	<b>What rules do Muslims follow?</b> <ul style="list-style-type: none"> <li>• Watch <a href="#">this video</a> about the 5 pillars of Islam.</li> <li>• Sort the 10 commandments and the 5 pillars into groups. Are there any that are similar?</li> <li>• Using <a href="#">RE resource 1</a> write your own 5 pillars.</li> </ul> Are there any links between Christian, Jewish and Muslim beliefs? Why do you think that is?
<b>PSCHE</b> <a href="#">Explanation video</a>	<b>How can we be good digital citizens?</b> <b>Think</b> - have you ever made a promise to your friends or family to be safe and responsible?

	<p><a href="#">Watch this video</a> about characters that promise to go to places safely <b>online</b>.</p> <p><b>Read</b> the questions in <a href="#">PSCHE resource 1</a>. Try to answer the questions on each scenario either on your own or with an adult at home.</p> <p><b>Write and draw</b> a pledge to show how to be a good digital citizen (<a href="#">PSCHE resource 2</a>). This pledge should include the rules you are going to follow next time you are online.</p>
<b>Art</b>	<p><b>Ruth Allen's continuous line drawings</b></p> <p><b>Watch</b> Ms Green on <a href="#">this video</a> to learn about continuous line drawings.</p> <p><b>Make</b> a continuous line drawing of your street, an imaginary street or a skyline.</p> <p><b>Deepening:</b> Practice making continuous line drawings of objects or people in your home.</p>
<b>Music</b>	<p><b>Rhythm Reading: Dotted crotchets, quaver and quaver rest</b></p> <p><b>Watch</b> this <a href="#">video</a>.</p> <p><b>Follow</b> the instructional rhythm .</p>
<b>PE</b>	<p><b>Warm up:</b> The Bean Game</p> <ul style="list-style-type: none"> <li>Do you remember the pose for string bean? Broad bean? Watch the video <a href="#">here</a> to play our game. Make sure you get your heart rate up by marching, skipping, hopping and running in between the bean poses.</li> </ul> <p><b>Physical Activity:</b> Arctic Yoga Adventure</p> <ul style="list-style-type: none"> <li>Do you know what the Arctic is? Let's imagine we visit there. Can we discover the many animals that live there and people too? I've never been to the Arctic so watch the video <a href="#">here</a> to see real photos of animals and things there.</li> <li>Now follow along on the video <a href="#">here</a> to go on an adventure in the Arctic. Remember we will hold yoga poses in the shapes of the things we discover.</li> <li>Look at the <a href="#">Arctic yoga cards below</a>. There are some new poses for us to do!</li> </ul> <p><b>Heart healthy:</b> Make sure you remember to go on a daily walk, take a cycle or scooter ride, put on some music and dance to the beat or make an obstacle course in your room. Keep active!</p>

## Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week.

<b>2B</b>	3.00pm	Link in Parent Mail
<b>2P</b>	3.00pm	Link in Parent Mail
<b>2W</b>	1.30pm	Link in Parent Mail
<b>2M</b>	1.30pm	Link in Parent Mail

# Resources

## English resources

### English resource 1

#### **WALT: use conjunctions**

Draw a picture of a friend below.

Coordinating conjunctions	Subordinating conjunctions
and	because
but	when
so	if
or	that



Write sentences describing your friend below. Use the different conjunctions to write longer and more detailed sentences to describe them.

Example: Amira has brown hair **and** blue eyes. Amira's favourite subject is maths **because** she enjoys challenging herself **so** she can improve.

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## English resource 2

### **WALT: use conjunctions (support)**

Fill in the blanks with a conjunction that makes sense. The colours are there to help you.

Coordinating conjunctions	Subordinating conjunctions
and	because
but	when
so	if
or	that

1. John \_\_\_\_\_ James enjoy playing football.
2. Do you prefer cats \_\_\_\_\_ dogs?
3. I would go outside \_\_\_\_\_ it's too cold.
4. It was a long journey \_\_\_\_\_ I'm really tired now.
5. I love reading \_\_\_\_\_ I can use my imagination.
6. My favourite colour is yellow \_\_\_\_\_ it reminds me of the sun.
7. \_\_\_\_\_ you make the right choices, your adults are impressed.
8. You can have a sweet \_\_\_\_\_ you try your best today.
9. She was so cross \_\_\_\_\_ she couldn't get to sleep.

Try and write your own sentences using some conjunctions.

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# English resource 3

## WALT: plan a description

Who are you writing for? (Audience)	Children who want to know about the characters	Why are you writing? (Purpose)	To describe the characters
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Title	<i>Two Sides: Lula and Lenka</i>
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Draw a picture of <b>Lula</b> :	Draw a picture of <b>Lenka</b> :
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### How they look?

What do they look like?	Lula:	Lenka:
What do they wear?		

### What they enjoy/ like?

What do they enjoy doing?	Lula:	Lenka:
What sports/ activities do they like?		
What are they good at doing?		



What is their personality like?		
What are they like (kind, caring, patient)?  What is their best quality?	Lula:	Lenka:

**Challenge:** can you use the detail grid (below) to help you add extra details?

Detail Grid	Thinking/feeling detail	Describing detail	Explain why detail?
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Lula and Lenka word banks –character description support



Lula - Two Sides

 <p>black hair</p>	 <p>plaits</p>	 <p>talk</p>
 <p>summer</p>	 <p>dogs</p>	 <p>messy</p>
 <p>green trees</p>	 <p>late</p>	 <p>friendly</p>
 <p>making friends</p>	 <p>happy</p>	 <p>rosy cheeks</p>



## Lenka - Two Sides



blonde hair



blue bows



quiet



caring



drawing



bare trees



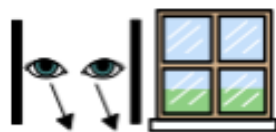
cats



on time



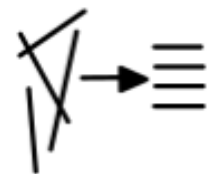
patient



gaze out of  
window



cold



tidy

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## English resource 5

### Diary writing example

#### Key:

Diary entry	Introduction	Time words
Feeling details	Thinking details	Conjunctions

Dear Diary,

What a terrible day it's been today! It started like any other day but it ended up being truly terrible **and** now I have tears rolling down my cheeks as I write this.

**First**, I woke up late (as usual!) and rushed as quickly as I could to my best friend's house. She was waiting patiently for me (as usual!) and **when** we got onto the bus we sat next to each other. It seemed like any other ordinary day. How wrong I was!

**Next** we were chatting about the monster games we played at break time the day before. In the game, we pretended to be secret monster agents on a mission in the school playground. **I loved it!** Lenka was looking out the window, probably thinking about what mission the monsters should go on today... at least that's what I thought she was thinking about. Out of nowhere she turned to me and asked for her pencil case. **DOH! I forgot to bring it back to her today. I was in a rush. I didn't mean to forget it.**

Suddenly, she flipped out and shouted at me. I can't really remember what she said **because I was so shocked**. Why was she getting so upset over a pencil case? **Overreaction alert!**

**Then** I felt bad **but** I did say sorry and then the more she went on about it the more I could feel my cheeks turning a rosy red.

**Finally**, as I am thinking about the mean words she said, I feel a lump build in my throat **and** I am clenching my fists to stop tears from spilling out of my eyes. How could she react like this and say all those mean things to me?

**I wonder if she'll apologise tomorrow and we can sort it out...** I hope so

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## English resource 6

### Feeling word bank – diary entry support

# Feeling word bank



sad



upset



angry



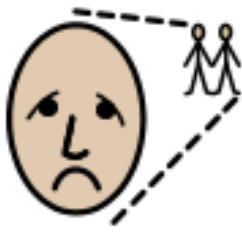
frustrated



confused



hurt



lonely



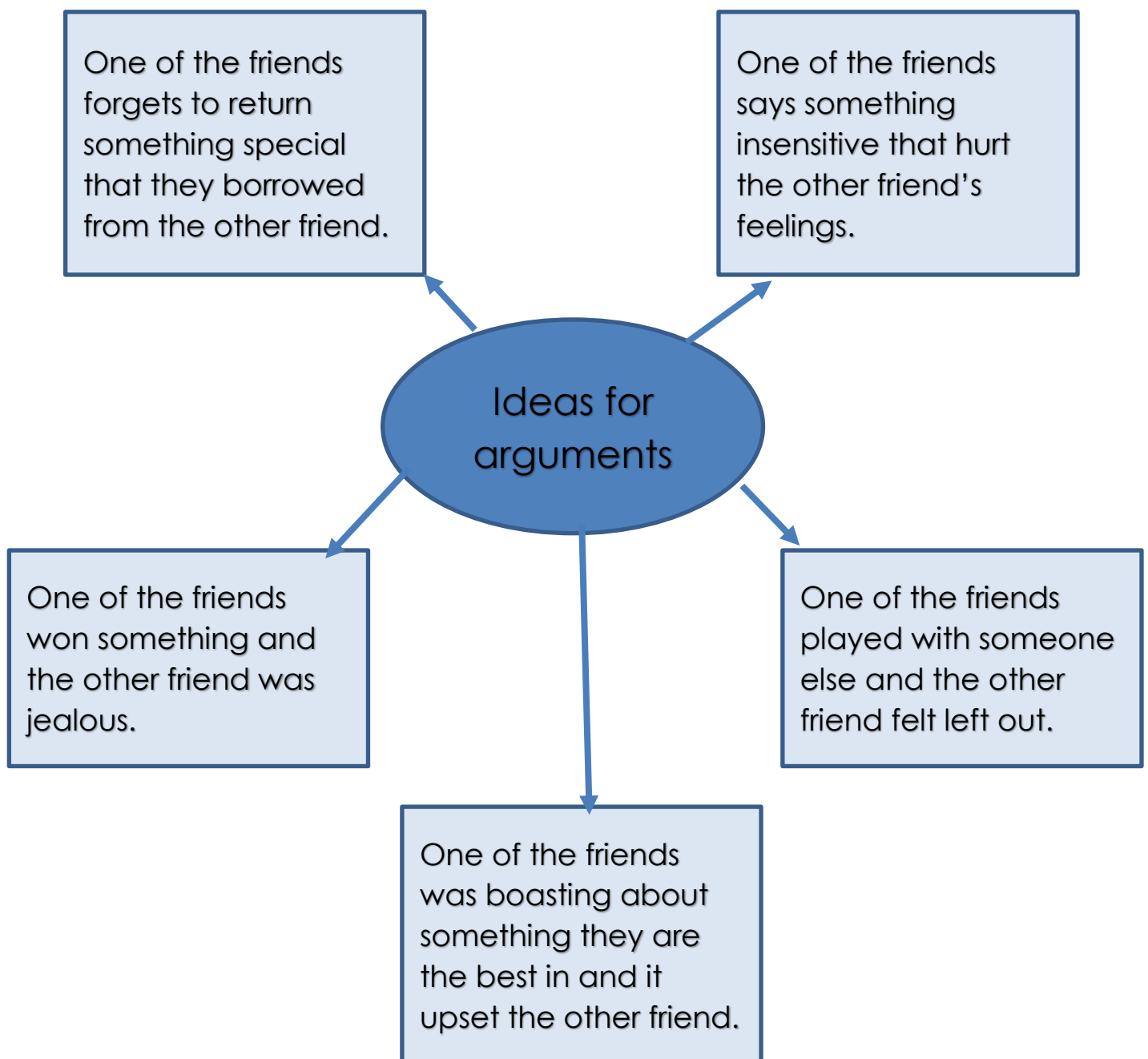
embarrassed



worried

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**Ideas for arguments the friends could have**



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# English resource 8

## WALT: plan a narrative

Who are you writing for? (Audience)	Children who enjoy stories about friendships	Why are you writing? (Purpose)	To entertain children with detailed descriptions and details
Title	Two Sides		

### The opening – characters and setting

Who are your 2 characters?	
What are they both like?	
What is their friendship like?	
What do they enjoy doing best?	
How are they different?	

### The problem (the argument)

What started the argument?	
How did they both feel?	
What did they both think?	
What did they do next?	

## The resolution and ending

How did they solve their argument?

Who helped them?

How did they feel when they made up?

What did they think at the end of the story?

Detail  
Grid

Thinking/feeling detail

Describing detail

Explain why detail?

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# English resource 9

## WALT: plan a narrative (model example)

Who are you writing for? (Audience)	Children who enjoy stories about friendship	Why are you writing? (Purpose)	To entertain children with detailed descriptions and details
Title	Two Sides		

### The opening – characters and setting

Who are your 2 characters?	Sam and Simon – both 7 years old
What are they both like?	Sam – blonde hair – blue eyes – wears a purple jumper – blue woolly hat – confident – loud Simon – brown hair – green eyes – wears black glasses – blue sweatshirt – thoughtful – quiet
What is their friendship like?	Best friends – known each other – whole lives – loved their two-by-two rhythm – played together every day
What do they enjoy doing best?	Sam – obsessed – football – loves maths, numbers – knows all times tables by heart – loud – competitive
How are they different?	Simon – amazing artist – loves reading – creative – top of the class at writing stories – helpful
	one day - everything went wrong...

### The problem (the argument)

What started the argument?	Times table quiz at school – early one Monday morning – Simon had been working hard – all weekend – Sam – thought – already knew them by heart
How did they both feel?	Simon – got full marks – top of the class – how proud he felt! Sam felt sulking - frustrated – confused – annoyed.
What did they both think?	Simon – thought – hard work paid off Sam – thought - how could Simon have beaten me?  At break time – Sam ignored Simon.
What did they do next?	In English – read their stories to the class – Simon read his– Sam sniggered – said boring.  Ignored each other – days and days

The resolution and ending	
How did they solve their argument?	Both boys sad – days went by – parents worried – why aren't they getting along? They thought.
Who helped them?	Simon – told his dad what happened – dad listened patiently – maybe he was jealous? Simon – full of disappointment – lonely – missed his friend
How did they feel when they made up?	Sam – told his mum what happened – tears rolled down his cheek – full of regret – sadness at his behaviour. The next day – Sam – “sorry”
What did they think at the end of the story?	Both boys – felt relief – happiness – friends again! Yay! Sam - thought – better get practicing those times tables for the next quiz... Both boys laughed!

Detail Grid	Thinking/feeling detail	Describing detail	Explain why detail?







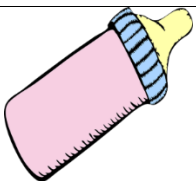

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## Spelling

### Spelling resource 1\*

**Read words with 'l' endings.\***

Match the pictures to the words.

	call
	apple
	pull
	bicycle
	camel
	bell
	bottle
	table

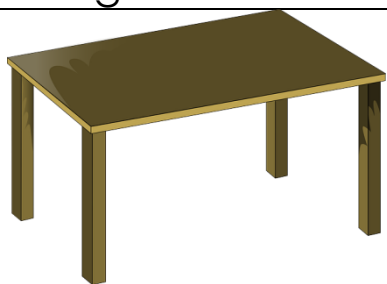
Now write sentences using these words.

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Spelling resource 2\*\*

**Use different spellings of the 'l' sound.\*\***

Which one looks right? Circle the correct spelling. Check your answer using an online dictionary.



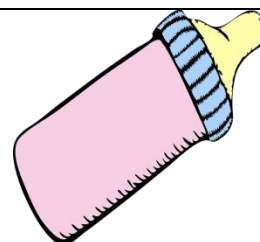
tabil tabel table



appil apple appal



call cawl cal



bottel bottle bottil



camle camel camal



bicycle bicycal bicycil



pull pule puwl



bele bell bel




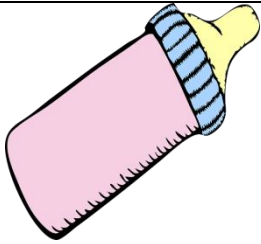




Now write sentences using these words.

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Spelling resource 3\*\*\*

Use different spellings of the 'i' sound \*\*\*

Try spelling the word with the different 'l' graphemes (le, el, il, ll, al). Which one looks right? Check your answer with an online dictionary.

Now write sentences using these words.

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### Spelling Grid

My spellings to practise:

Rainbow writing (write each letter in a different colour)

Pyramid Writing - practise writing each word like this: w

wo  
wor  
word  
words

Look, say, cover, write, check:

Maths

Maths resource 1

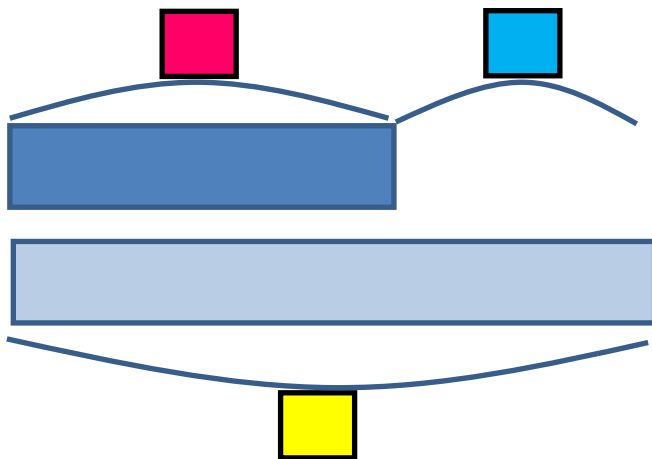


Consolidation: solve two-step word problems.

Ben sold 56 cupcakes.

He sold 37 fewer cupcakes than Amira sold.

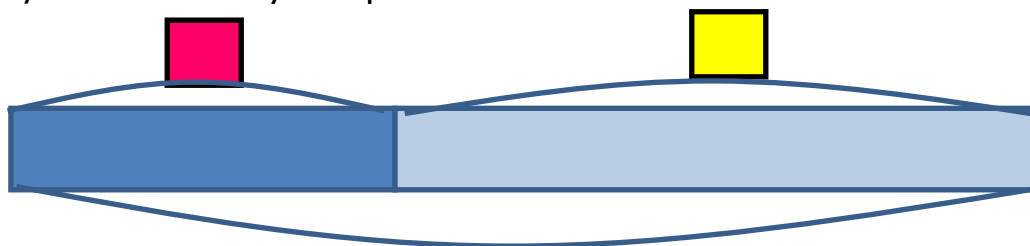
a) How many cupcakes did Amira sell?



$$\text{Red square} + \text{Blue square} = \text{Yellow square}$$

Amira sold  cupcakes.

b) How many cupcakes did Ben and Amira sell altogether?



$$\text{Red square} + \text{Yellow square} = \text{Green square}$$

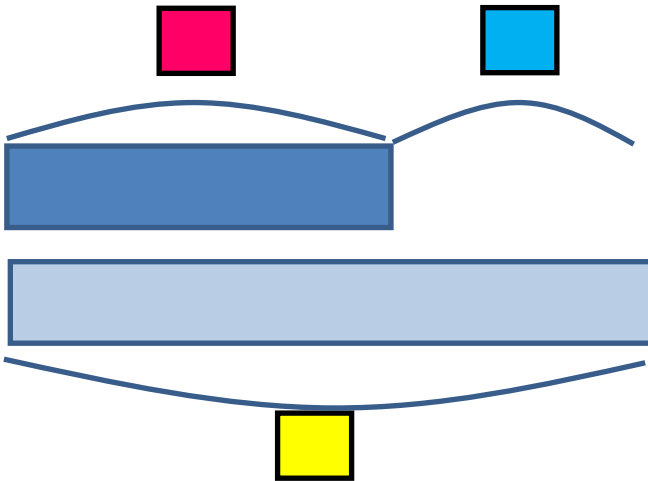
Ben and Amira sold  cupcakes altogether.

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Maths resource 2

Support: solve one-step word problems.

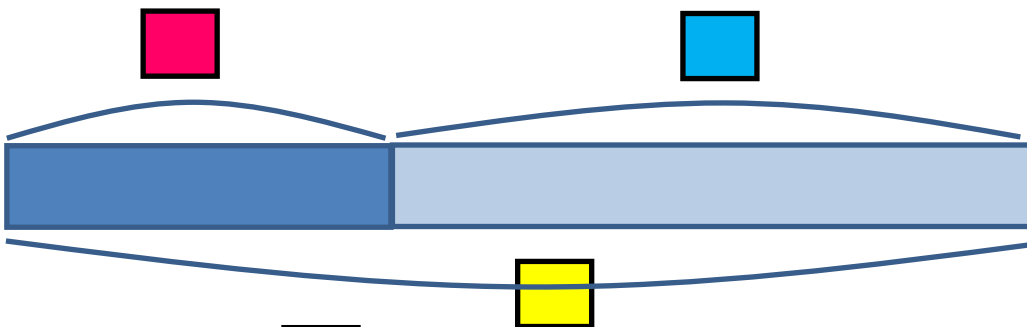
- 1) Amira sold 25 cupcakes. Ben sold 10 less cupcakes.  
How many cupcakes did Ben sell?



$$\text{Yellow square} - \text{Blue square} = \text{Red square}$$

Ben sold  cupcakes.

- 2) Year 2 had 22 children learning at school and 66 children learning at home.  
How many children were learning in Year 2 altogether?



$$\text{Red square} + \text{Blue square} = \text{Yellow square}$$

There were  children learning altogether.

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Maths resource 3

Deepening: use our multiplication and division facts for the 2, 5 and 10 times tables



$$\begin{aligned} 20 \div 2 &= \underline{\hspace{2cm}} \\ 10 \div 5 &= \underline{\hspace{2cm}} \\ 40 \div 10 &= \underline{\hspace{2cm}} \\ 2 \div 2 &= \underline{\hspace{2cm}} \\ 15 \div 5 &= \underline{\hspace{2cm}} \\ 80 \div 10 &= \underline{\hspace{2cm}} \\ 16 \div 2 &= \underline{\hspace{2cm}} \\ 5 \div 5 &= \underline{\hspace{2cm}} \\ 110 \div 10 &= \underline{\hspace{2cm}} \\ 18 \div 2 &= \underline{\hspace{2cm}} \\ 25 \div 5 &= \underline{\hspace{2cm}} \\ 60 \div 10 &= \underline{\hspace{2cm}} \\ 5 \times 2 &= \underline{\hspace{2cm}} \\ 10 \times 10 &= \underline{\hspace{2cm}} \\ 12 \times 5 &= \underline{\hspace{2cm}} \\ 8 \times 2 &= \underline{\hspace{2cm}} \\ 6 \times 5 &= \underline{\hspace{2cm}} \end{aligned}$$

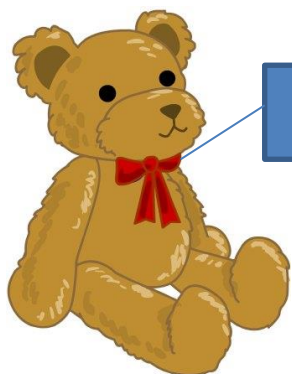
$$\begin{aligned} 1 \times 5 &= \underline{\hspace{2cm}} \\ 6 \times 10 &= \underline{\hspace{2cm}} \\ 11 \times 2 &= \underline{\hspace{2cm}} \\ 5 \times 5 &= \underline{\hspace{2cm}} \\ 9 \times 10 &= \underline{\hspace{2cm}} \\ 8 \times 2 &= \underline{\hspace{2cm}} \\ 3 \times 5 &= \underline{\hspace{2cm}} \\ 10 \times 2 &= \underline{\hspace{2cm}} \\ 7 \times 2 &= \underline{\hspace{2cm}} \\ 4 \times 5 &= \underline{\hspace{2cm}} \\ 0 \times 10 &= \underline{\hspace{2cm}} \\ 2 \times 10 &= \underline{\hspace{2cm}} \\ 5 \times 12 &= \underline{\hspace{2cm}} \\ 10 \times 7 &= \underline{\hspace{2cm}} \\ 2 \times 4 &= \underline{\hspace{2cm}} \\ 9 \times 5 &= \underline{\hspace{2cm}} \\ 10 \times 8 &= \underline{\hspace{2cm}} \end{aligned}$$

Deepening question: Would you rather have 3 bags with 5 sweets in each bag, or 2 bags with 10 sweets in each bag? Why? Explain your answer.

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Maths resource 4  
Deepening: count money.

How many ways could you pay for this teddy bear?



£20

Show all the ways you can think of using notes or coins or both!

Maths resource 5

Consolidation question: How much money is there in total?



Explain how you knew.

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Maths resource 6

Deepening: count money.

Would you rather have half of £20 or half of £22?

Explain your thinking in your answer.

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Maths resource 7

Consolidation: count money.

Show how you could make these amounts of money.

Make each amount in at least 2 ways (challenge: show each amount in more than 2 ways).

1) 25p

2) 74p

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Maths resource 8

Deepening: solve problems involving counting money.

Solve these problems by first drawing a bar model, writing the equation and giving a statement.

a) Lisa went to the shop. She bought an apple for 25p and a bag of sweets for 50p. How much did she spend altogether?

Draw:

Equation:

Statement:

b) Sarah went to the fair. She bought some candyfloss for £2, some sweets for £1, a goldfish for £3 and a burger for £1. How much did she pay altogether?

Draw:

Equation:

Statement:

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Maths resource 9

Consolidation: count money.

My friend says that purse B has more money inside because there are more coins in it. Is she correct? Explain why or why not.

**Purse A:**



**Purse B:**



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Deepening question: solve word problems involving counting money.

Solve these problems by first drawing a bar model, writing the equation and giving a statement.

- a) The Year 2 teachers went to the shops. Miss Peach bought some treats for 2P that cost £20 and 50p. Mr Bevan bought 2B some treats and spent £15 and 85p. How much did they spend on 2P and 2B altogether?

Draw:

Equation:

Statement:

- b) Miss Marwick spent £18 and 90p on 2M and Miss Williams spent £12 more than Miss Marwick. How much did Miss Williams spend?

Draw:

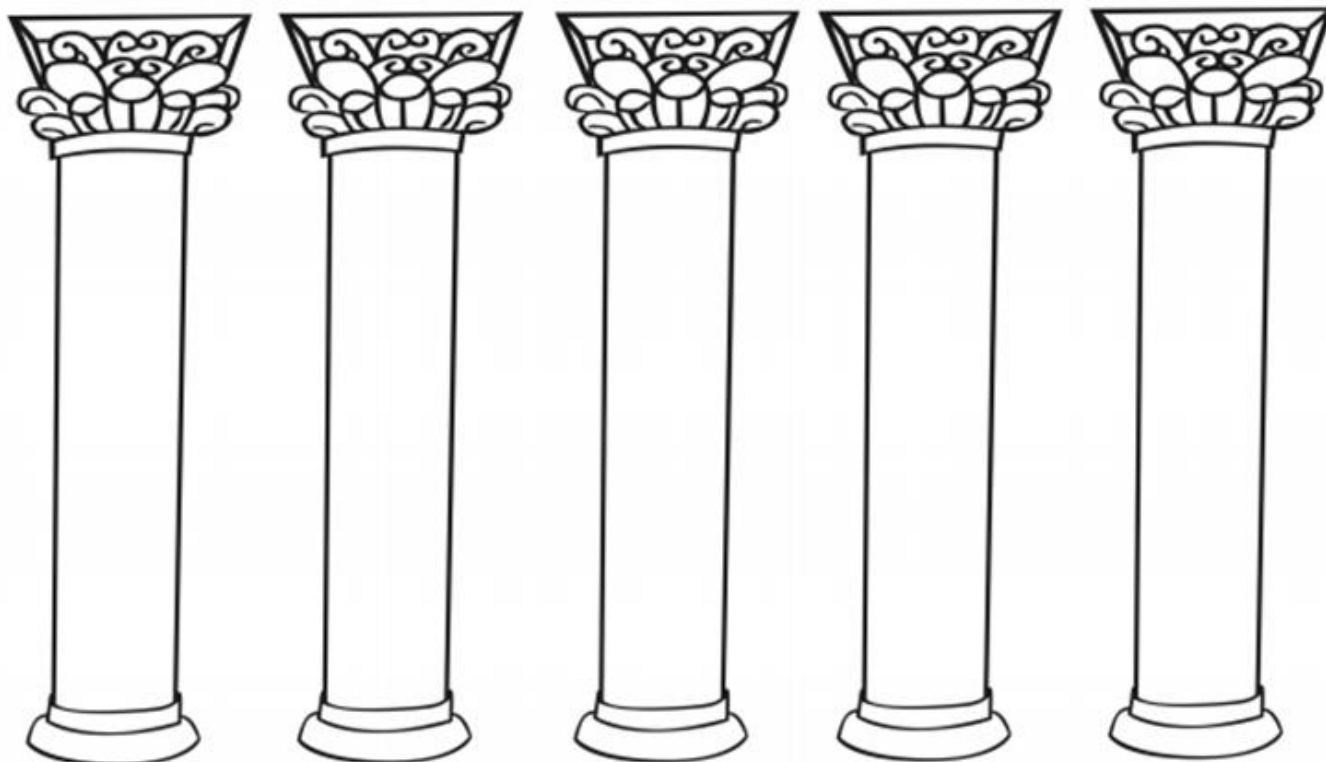
Equation:

Statement:

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RE

# RE resource 1



What I believe

Do everyday

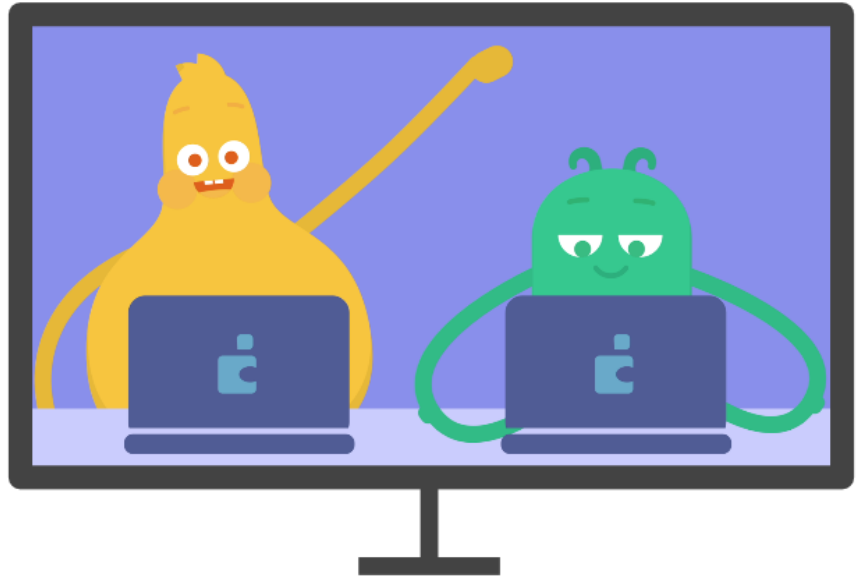
A kind act

A celebration

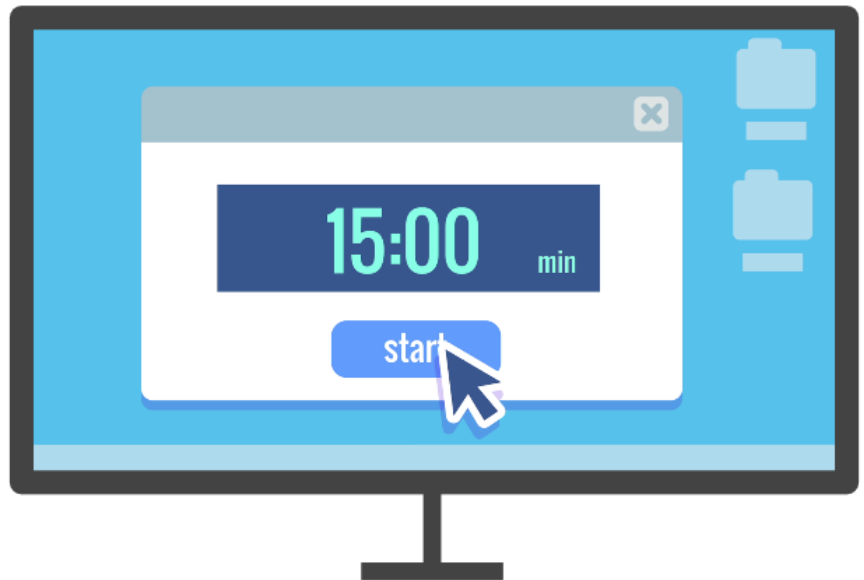
A special place to  
visit

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Why is it important to ask for permission before going online?

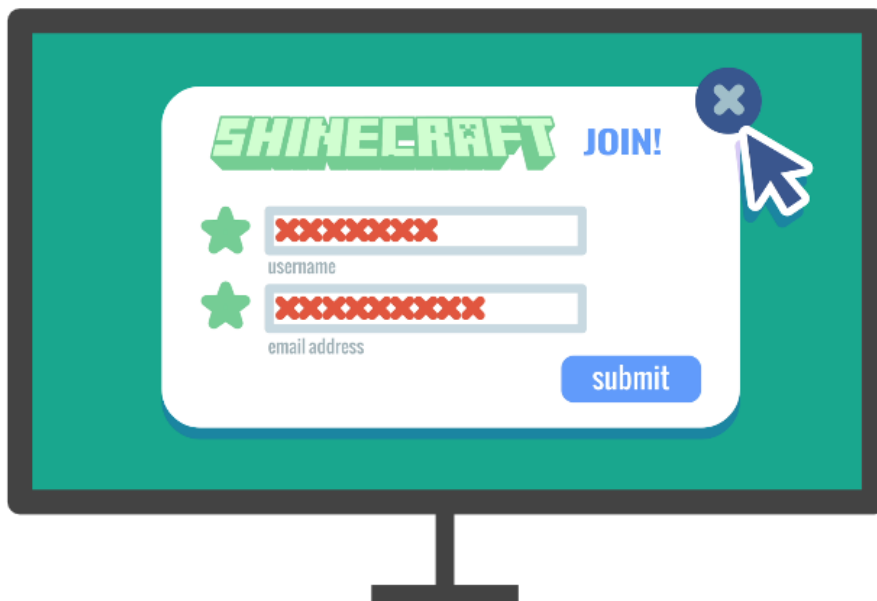


Why is it a good idea to set a time limit when using technology?





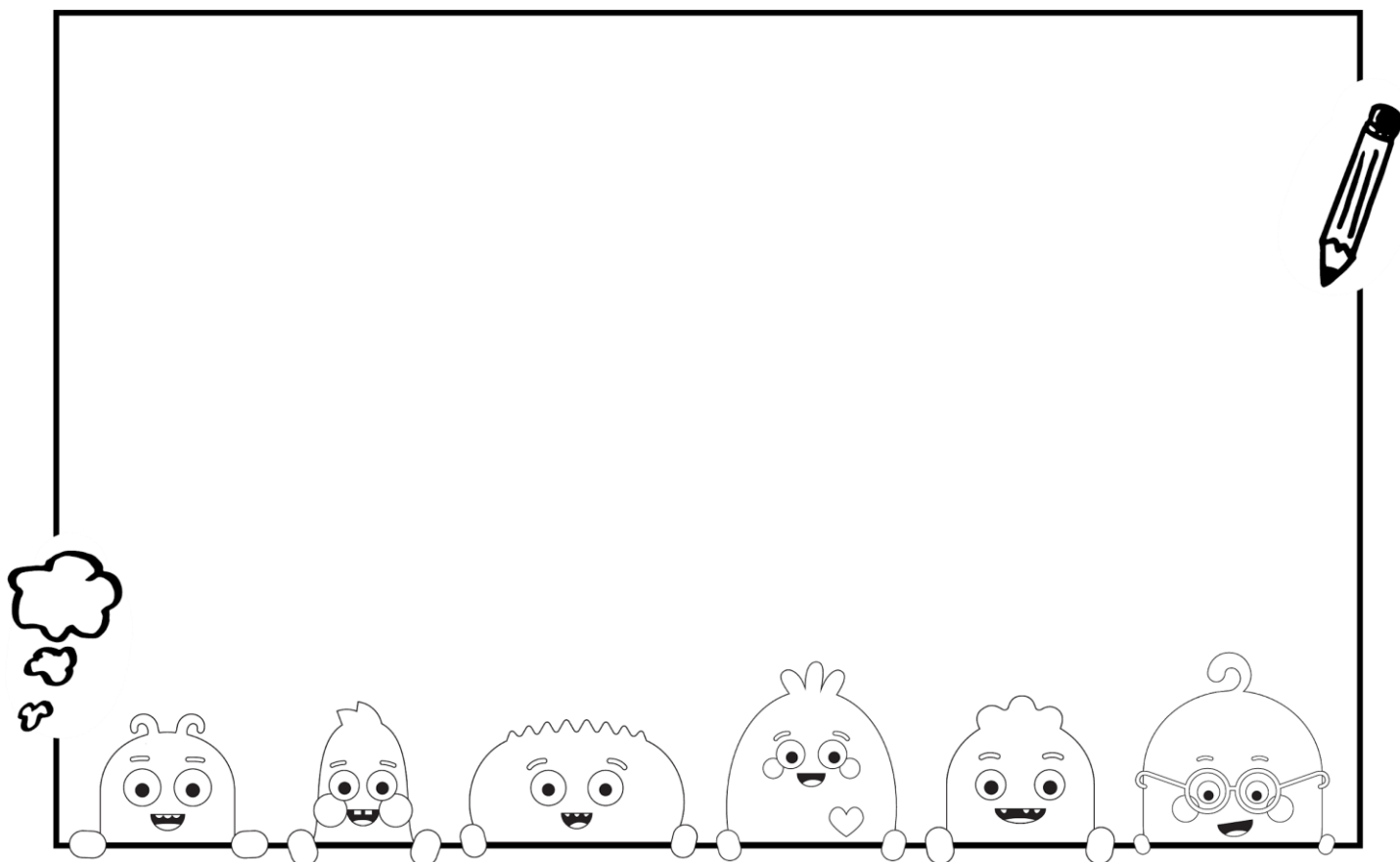
Why shouldn't you share your username and password with other people?



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## Pupil pledge

Draw a picture to show how you will be a good digital



citizen.

Explain what you will do to be a good digital citizen.

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# PE

## Week 5- Arctic yoga cards



Aeroplane pose



Boat pose



Arctic hare pose



Snow Goose pose



Iceberg pose



Whale pose



Arctic fox pose



Crescent moon pose



Walrus pose



Seal pup pose



Igloo pose



Relaxation pose



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