



Home Learning Pack

Year 2

Hello Year 2. Here is your weekly timetable for your new work pack. It is filled each week with exciting activities (*feel free to adapt*). You should try and complete these activities all by yourself – but if you are really struggling then ask an adult for help!

	9:00 - 9:30	9:30 - 10:00	10:00-10:15	10:15 - 10:30	10:30-11:00	11:00- 11:30	11:30 - 12:00	12:00 - 12:30	Afternoon
Monday	Maths 	Reading time 	Spelling Practice 	Snacktime! 	SPAG activity 	Breaktime! 	English 	Lunchtime! 	Independent time
Tuesday	Maths 	Reading time 	Spelling Practice 	Snacktime! 	SPAG activity 	Breaktime! 	English 	Lunchtime! 	Independent time
Wednesday	Maths 	Reading time 	Spelling Practice 	Snacktime! 	SPAG activity 	Breaktime! 	English 	Lunchtime! 	Science
Thursday	Maths 	Reading time 	Spelling Practice 	Snacktime! 	SPAG activity 	Breaktime! 	English 	Lunchtime! 	Spelling test!
Friday	Maths 	Reading time 	Spelling Practice 	Snacktime! 	SPAG activity 	Breaktime! 	English 	Lunchtime! 	Independent time

We will be sending spellings for your child – can you please test them on a Thursday and email a photo to your class teacher so we can see how they are getting on.

Writing task 1

Proof reading sentences

Can you spot the mistakes in these sentences?
On a piece of paper, rewrite these sentences correctly, including any missing punctuation and capital letters.

Think about punctuation...



Apostrophes
For
contractions.



**Question
marks**
Whenever a
question is
asked.



Commas
Found in lists
of three or
more.



Full stops
At the end of
sentences.



1. sarah wanted to go to the sweet shop to buy a bag of gummy worms
2. this chocolate bar isnt very sweet.
3. One chocolate bar has marshmallows caramel and biscuits in.
4. Whats the name of that sweet?
5. Suzies parents worked in a sweet factory They always came home with a bag of sweets for suzie to gobble up.

Writing task 2

Using adjectives

Imagine if you were
lived in a world
made of sweets!



Using the word mat and ideas below, on a piece of paper write 4 sentences to describe what you would see in your sweet world.

Remember to think about where you might be looking - **up in the sky, in the trees, on the grass.**

Here is an example:

In the sky are clouds are made of sticky, sweet candy floss.

Word mat

chewy fizzy
sweet soft yummy
sticky melting
tasty gooey
delicious

Ideas

Candy floss clouds
Lollypop trees
Chocolate river
Marshmallow roads
Gummy worms
Strawberry lace snakes



Writing task 3

Sentence types

Mr Wonka needs your help!
He has created a new chocolate bar and needs help persuading people to buy it.

On a piece of paper, can you write three sentences which would help persuade someone to buy this chocolate bar?

You must include:

- 1 question sentence
- 1 statement sentence
- 1 exclamation sentence

We need to choose the piece of punctuation that comes at the end of our sentence carefully.



Full stops can come at the end of statements and commands.

I live in Nottingham. Listen to me carefully.



Question marks come at the end of all questions.

Did you know that elephants are mammals? What is your name?

Exclamation marks come at the end of exclamation sentences.



What big feet you have!

They can also come at the end of a statement or a command to show strong feelings.

I absolutely love that game! Go away now!

Here is an example of three sentences:

Question sentence - Do you want to taste the yummiest chocolate ever created?

Statement sentence - It will change your life.

Exclamation sentence - What a delicious treat!

Writing task 4

Story map

Here is a picture of a candy land scene...



Use this picture to plan a short story on a story map.

If you are struggling, here are some ideas you could use:

Three children get transported to candy land and have to find a way home - How do they get home?

Three children wake up in a magical land made of candy - what do they do?

Three children solve a mystery in candy land - all the gummy bears have disappeared, where have they all gone?

There is a template of a story map on the next page (You do not need to print this off, you can use your own paper and draw your own if this is easier).

Introduction

- Describe the setting - what does the candy land look like? *E.g. lollypop trees, chocolate river, marshmallow roads...*
- Introduce the characters

Event

How do the children get to the candy land? What do they see when they get there?
E.g. The children find a secret portal.

Problem

What happens in the candy land? What goes wrong? *E.g. All the gummy bears have gone missing.*

Solution

How does the problem get fixed? *E.g. The children find the gummy bears in a castle and set them free.*

Writing task 5

Retelling a story

Read the story of Hansel and Gretel below.

Parents, if your child is struggling to read it is ok to read with them or to read for them.

Hansel and Gretel lived alone in a little cottage in the woods. One day they decided to go berry picking deep in the woods. They put on their warm coats, grabbed a little basket and skipped out of the cottage. After wandering for a while, they suddenly stopped.

"Oh no! We're lost!" cried Hansel.

"How will we ever get home? I am too tired to keep walking now." Said Gretel.

The children found a safe place to rest inside a small cave. Before long, both Hansel and Gretel had fallen asleep!

When they woke in the morning, there was a white dove fluttering away! "Let's follow it," said Hansel. "Things can't get any worse." Almost at once, the children saw a wonderful cottage made from crunchy gingerbread and gooey, delicious sweeties. Their mouths watered, and soon they were nibbling tasty chunks of wall and windowsill. They hadn't stopped to think if anyone lived in the yummy cottage.

Suddenly, a sugar-sweet voice said, "Come in my dears and warm yourselves." An old lady stood by the door, and the children forgot to be frightened. In they skipped, and BANG went the door. They were trapped inside a witch's house! "Got you!" she cackled, locking Hansel inside an iron cage. "You will grow plump and juicy."

The witch fed Hansel and Gretel to fatten them up so she could eat them. One evening the witch fired up her oven and began preparing for her feast. Hansel and Gretel knew they were going to be the evil witch's dinner. They needed to find a way to escape but how?

The ending is missing!

Can you write your own ending to this story?

What happens to Hansel and Gretel? Do they escape? If so how?

Don't forget to include detail and adjectives.

Reading task 1 - Vocabulary

Parents, if your child is struggling to read it is ok to read with them or to read for them. Then try to get the children to have a go on their own before you do reading tasks together.

"Where's Mother?" Meg and Bobby Blossom demanded the moment they opened the front door. It was the first question they always asked when they came home from school. Twaddles, their little brother, looked up at them serenely from the sofa cushion on which he sat cross-legged on the floor at the bottom of the stairs.

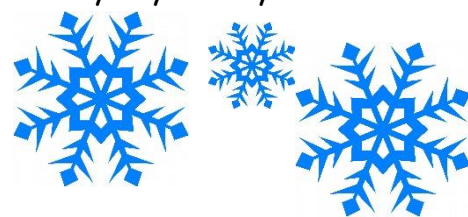
"Mother and Aunt Polly went into town," he informed his brother and sister. "They're going to bring us something nice. They promised."

Meg pulled off her hat and unbuttoned her coat. "I'm starving," she announced. "It's awfully cold out. What are you doing anyway, Twaddles?"

"Sliding down the banisters," answered Twaddles calmly. "See, we spread down sofa cushions so that we wouldn't hurt ourselves. It's Dot's turn now. Hi, Dot!" he ended in a shout.

"Here I come - look out!" With a swish of a pink, spotty skirt, a small, plump girl came flying down the banister to land luckily on a red, satin sofa cushion.

Twaddles, who had been pressing his short nose against the glass in the door panel, hoping to see his mother coming with the promised gift, suddenly started to jump up and down. That was Twaddles' way of expressing delight. "It's snowing!" he cried. "Little fine snowflakes, the kind that Daddy says always last. Oh, I hope it snows all night."



1. What does the word starving mean?

2. *Looked up at them serenely from the sofa cushion*

Was Twaddle...

- a) Very angry
- b) Calm and peaceful
- c) Really excited

3. Can you find **two** words which the author uses to describe Dot's

Reading task 2 – Retrieval

Retrieval is an important reading skill. It teaches children to find key information and details in a text and extract them.

"Let's go home through the village, so that we can look into the toy shop," suggested Thomas, who ran up to join his best friend Reddy.

"All right," agreed Reddy, "and I'll show you what I want for Christmas." They started down the street.

"It might snow tonight," said Thomas. "Don't you wish it would snow lots? Then we could have a snowball fight."

"It's the best fun I know of, next to swimming in the creek," was the answer.

"Here we are," he cried a few minutes later and both boys stopped in front of a small shop window with a wonderful display of Christmas toys.

"Do you see those skates hanging up by that sled? That's the kind I want," pointed out Reddy. "You screw them right into the heels of your shoes and they won't ever come off."

"They're nice," agreed Thomas, "but look at that engine and train. It goes right through the tunnel and up over the bridge. I wonder how fast it can run."



1. Where do the boys like to swim?

2. What are 2 toys the children want for Christmas?

3. Why does Thomas want it to snow?

Reading task 3 - Inference

Inference helps us to figure out what the author wants you to think. We have to hunt for clues in the text to find the answer.

On and on they rode in the car until, after a while, they reached the small city of Pocono. A little later, they pulled up in front of Uncle Toby's house. It was a rambling, old mansion that once had looked very nice but now it was rather shabby and needed painting.

"Here is where Uncle Toby lives," said Daddy Martin. "Do you children remember it?"

"A little," admitted Ted. Neither he nor Janet had been there in years and Tommy had never visited Uncle Toby.

"I wonder if he's at home," went on Daddy Martin, as he got out of the car.

"There's someone on the porch," said Mrs Martin. "Oh, it's Mrs Watson, the housekeeper," she added. "But something seems to be the matter! I wonder what can have happened?"

As Mother Martin spoke, a strange, old lady came down off the broken porch and along the walk, hurrying out to meet the family at the front gate.

"Wait! Don't go in! Don't go in!" cried the strange, old lady, holding up her hand like a traffic policeman stopping a fast car. "Don't go in! They're having a terrible time!" As she spoke, odd sounds came out of the grim old house where Uncle Toby lived... very odd sounds.

1. Why do you think the strange old lady is holding up her hand?

2. Can you find two facts from the text which suggest Uncle Toby's house was run down?

Reading task 4 - Ordering

Ordering events helps children to recall what they have read and the order in which they happened.

Mr Brown, who was the father of Bunny Brown and Sue, was in the boat business in the seaside village of Bellemere. Mr Brown rented fishing, sailing and motor boats to those who wanted them. He had his office on the dock, which was built out into Sandport Bay.

"Oh, Mother! Do you think daddy will let us go to grandpa's farm?" asked Bunny, as he and his sister Sue walked along the street. They were on their way to their father's office, after getting a letter from Grandpa Brown.

"Please ask him to let us go," begged Sue.

"Yes, I think he will," said Mrs Brown.

The children clapped their hands with joy. Once, some years before, they had gone to their grandfather's farm in the country and they remembered what fun they had had. Now they were older, and they were sure they would have many more good times.

"Well, well!" cried Daddy Brown, as he saw his wife and the two children come into his office on the dock. "What brings you all down here? Do you want some fish or is Bunny looking for another big lobster claw?"



1. Who was the first character we meet in this text?

2. What is the first fact we find out in this text?

3. Can you sum up what is happening in this text?

Reading task 5 – Prediction

Predicting encourages children to think ahead and ask questions. It enables them to understand a story better and make connections with what they are reading and interact with the text better.

"Mamma, how much longer will the train take?" asked Nina.

"Are you getting tired?" asked Nina's brother, Bert. "If you are I'll sit next to the window and watch the trees go by. Maybe that's made you tired," he added.

"No, I'm not tired of the scenery," answered Nina, "but you can sit next to the window, Bert, if you like."

"Thanks!" he exclaimed as he scrambled over to the place his sister gave up.

"Are you tired, dear?" asked Mrs Bryan. "If you would like to sit with me and put your head in my lap, papa can go to another seat and—"

"Oh, no, mamma, I'm not as tired as that," Nina laughed. "I was just wondering how soon we'd be home."

"I'd rather be back at the seashore," said Bert, without looking away from the window.



"Yes, the seashore was nice," murmured Nina, as she leaned her head back on the cushioned seat, "but I'm glad to be going home again." Nina's eyes started to close.

1. Which of the following do you think is most likely to happen next?

1	Bert will ask to move.
2	Nina and Bert will play a game.
3	Mrs Bryan will leave her seat.
4	Nina will fall asleep.

2. Do you think the Bryan family will go back to the seashore one day? Why?

3. What would you do if you were on a long train journey?

SPAG - Punctuation

Activity 1

Choosing the correct punctuation...

We need to choose the piece of punctuation that comes at the end of our sentence carefully.



Full stops can come at the end of statements and commands.

I live in Nottingham.

Listen to me carefully.



Question marks come at the end of all questions.

Did you know that elephants are mammals? What is your name?



Exclamation marks come at the end of exclamation sentences.

What big feet you have!

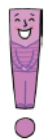
They can also come at the end of a statement or a command to show strong feelings.

I absolutely love that game!

Go away now!

Can you write out these sentences and choose the correct punctuation to place at the end?

Do you like cake	?
Dad is mowing the lawn	
Mix the butter and the eggs	
What a beautiful day it is	
Would you like to play with me	
The bird was singing in the tree	
I really love chocolate	
Sam likes to play football	
Be kind to your brother	
Did you know that I am 7	
Pterodactyls could fly	
How nice of you to ask	



Now have a go at writing your own sentences using the different pieces of punctuation.

SPAG - Punctuation















Activity 2

Apostrophes for contractions...

Contractions are short words made by putting two words together. The apostrophe is put where the missing letter would be if the words were written in full. *do not* → *don't* *he is* → *he's*

Can you match the contraction to the correct pair of words?

You can write these down on a piece of paper...

	he'd		I will
	can't		should not
	I'll		he would
	shouldn't		cannot
	haven't		they have
	they've		she would
	she'd		have not

Now have a go at writing the contraction for the following...

I will	would have
they have	does not
he is	it is
you are	we are

SPAG - Grammar

Activity 3

Adverbs...

Adverbs tell us more about the verb in sentence. They often end with the suffix *ly*

Adverbs: *cautiously sadly sweetly bravely happily*

On a piece of paper, can you write these sentences out, adding an adverb to make them more interesting?
The first one has been done for you.

- a) The fox ran along the street.

The fox ran quickly up the street

- b) The snail climbed up the wall.

- c) Jack pushed past Zac in the line.

- d) Holly gave her friend a sweet.

Word Bank

slowly

rudely

quickly

kindly

Write a sentence about each of the pictures below. Try to use a different adverb for each one.



SPAG - Grammar

Activity 4

Suffixes...

We can add the suffixes *ful* and *less* to words to make adjectives.

play → *playful* *hope* → *hopeless*

1. Add **-ful** to these words to make an adjective.

Word
help
thought
force
mercy

2. Add **-less** to these words to make an adjective.

Word
care
thought
pain
penny

Can you write out the sentences below and complete them by choosing the correct adjective from the word bank?

1. The injection was.....
2. My mum always thinks about other people. She is very.....
3. I helped my dad wash his car. He said I was very.....

Painful/painless

Thoughtful/thoughtless

Helpful/helpless

Now think of your own sentences using these words and tell a family member...

SPAG - Grammar

Activity 5

Conjunctions...

Conjunctions are joining words that can link sentences together. Today we will look at: **so and but**

*It was raining. I put on my wellies →
It was raining so I put on my wellies.*

1. Can you write out the following sentence by removing the conjunction and making two separate sentences? You may want to read the sentence out to a family member.

Ali wanted to drive to work but he could not find his car keys.

2. Mr Smith asked his class to share a sentence using a conjunction.



Who is wrong, Ella or Oscar?

Can you explain to a family member whose sentence is incorrect and how you know?

3. Using the words below can you create a sentence by adding a conjunction?

hug

friend

gave

was

I

she

sad

my

Spellings

You should receive a text to say which group your child is in for spellings.

Can you read and learn to spell these words?

You will have a spelling test each week.

Please send a picture of your spelling test to your teacher.

Group 1 - Year 1	Group 2 - Year 2	Group 3
was	Mr	promise
our	Mrs	early
his	half	question
has	every	thought
I	great	remember

Maths

Solving number problems!

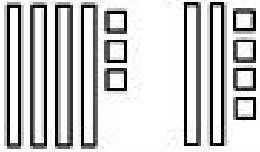
You can use the methods below to help you solve each of the number problems. **REMEMBER** do not just guess. You can use a piece of paper and pencil to draw it out pictorially.

Addition

Vocab- add, tens and ones

1. Draw Tens and Ones pictorially. Add the ones first then the Tens.

$$43 + 24 = 67$$



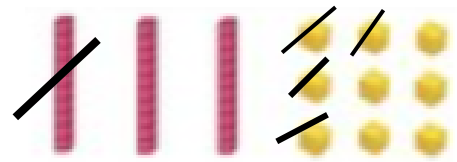
2. Draw a number line, starting with the biggest number on the left. Then jump the number of times you are adding.



Subtraction

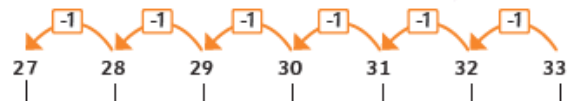
Vocab- subtract, take away, tens and ones

1. Draw the biggest number in Tens and Ones. Then subtract and cross out the ones first then subtract and cross out the Tens. Finally count what is left and write your answer.

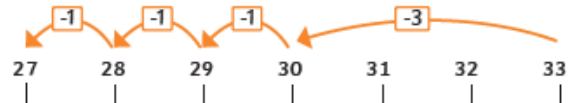


TO

$$39 - 14 = 25$$



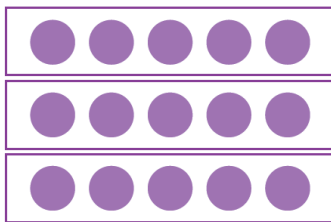
$$33 - 6 = 27$$



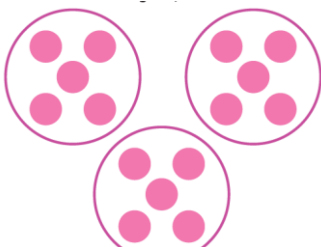
2. Draw a number line. When subtracting, you start from the right and count back in 1's individually or count back to the nearest 10 and then carry on counting back in 1's.

Multiplication

Vocab- Multiply, lots of, times, equal groups, repeated addition



An array is made up of rows and columns with an equal amount in each row.
 $3 \times 5 = 15$



You can draw equal groups making sure they have an equal amount in each.

$$3 \times 5 = 15$$

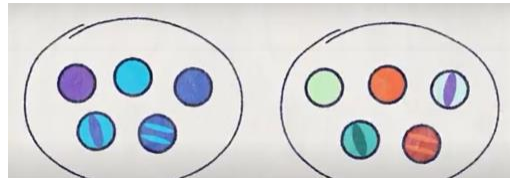
The repeated addition sum is $5 + 5 + 5 = 15$

Division

Vocab- divide, equal groups, share

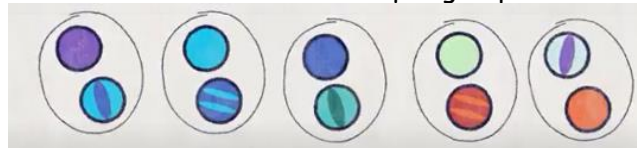
Division by sharing

Divide objects by sharing into equal groups.
10 shared into 2 equal groups equals 5 in each.
 $10 \div 2 = 5$



Division by grouping

Grouping looks at how many equal groups there are in a number. For example, $10 \div 2$. How many groups of 2 there are in 10? There are 5 equal groups of 2 in 10.





Resilience does not give up,
however tough things get

Lesson 1

Adding 2 two- digit numbers

Get a piece of paper and pencil and try to solve these sums!

Bronze (you can draw these out like the example to help you)

$31 + 38 =$

$41 + 26 =$

$32 + 25 =$

$54 + 44 =$

Tens	Ones
	.

5	9

$21 + 38 = 59$

Silver (Draw these out on a piece of paper using tens and ones or you can work out mentally)

$51 + 38 =$

$31 + 28 =$

$72 + 25 =$

$54 + 45 =$

$61 + 17 =$

Gold

Here are three digit cards.



Place the digit cards in the number sentence.

How many different totals can you find?

$\square\square + \square =$

What is the smallest total?

What is the largest total?

On a piece of paper, investigate how many different totals you can find.

What is the smallest total?

What is the largest total?



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Lesson 2

Subtracting 2 two- digit numbers

Get a piece of paper and pencil and try to solve these calculations!

Bronze (You can use the tens frame to support with your drawing if needed)

$24 - 13 =$

Tens	Ones

Tens	Ones

$27 - 12 = 15$

Remember you only draw out the biggest number.

$36 - 24 =$

Tens	Ones

$58 - 12 =$

Tens	Ones

$39 - 17 =$

Tens	Ones

Silver

$46 - 23 =$

$58 - 26 =$

$59 - 17 =$

$39 - 19 =$

Gold

Can you explain to a family member if this statement is always true, sometimes true or never true? How do you know?

Always, sometimes true or never true.

even - odd = odd

Odd numbers end in- 1,3,5,7,9

Even numbers end in- 2,4,6,8,0

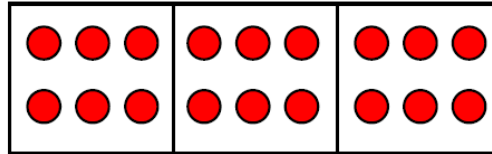


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Lesson 3

Multiplication (2s, 5s and 10s)

Warm up: Count in 2s, 5s and 10s forward and backwards.



$$6 + 6 + 6 = 18$$

$$3 \times 6 = 18$$

Bronze On a piece of paper, draw the correct visual representation for each sum like the example above.

$$2 \times 10$$

$$5 \times 5$$

$$4 \times 2$$

$$6 \times 10$$

Silver (Draw these out on a piece of paper using equal groups or you can work these out mentally in your head)

$$5 \times 10 =$$

$$8 \times 5 =$$

$$11 \times 2 =$$

$$6 \times 10 =$$

$$5 \times 3 =$$

Gold (On a piece of paper, can you write an example of your own?)

Addition	Multiplication	Story
10 + 10 + 10	3 x 10	Miss Perkins has 3 lots of cookies with 10 raisins on each.



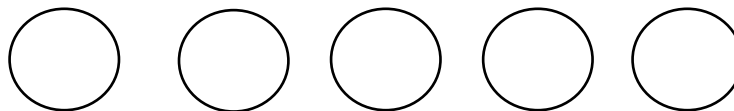
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Lesson 4

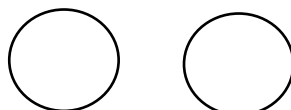
Division

Bronze (On a piece of paper, use the equal groups provided to share the number equally)

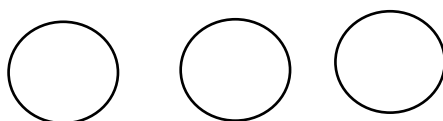
$25 \div 5 =$



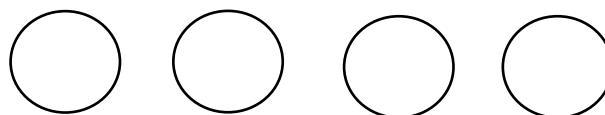
$10 \div 2 =$



$30 \div 3 =$



$12 \div 4 =$



Silver (You can use your times tables or you can share the numbers out by drawing equal groups on a piece of paper)

$35 \div 5 =$

$24 \div 2 =$

$40 \div 10 =$

$14 \div 2 =$

Gold

You have 30 counters.



How many different ways can you put them into equal groups?

Write down all the possible ways.



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however tough things get

Lesson 5

Problem solving and Reasoning

Bronze

On a piece of paper, match the calculation to the correct answer.

$24 + 25 =$	50
$10 \times 5 =$	49
$34 - 12 =$	58
$47 + 11 =$	12

Silver

Which calculation has the total of 8? Work out all the calculations on a piece of paper to find which has the sum of 8.

- $10 \times 8 =$
- $28 - 4 =$
- $32 \div 4 =$
- $12 + 8 =$

Gold

Use $<$, $>$ or $=$ to make the statements correct.

3×5	<input type="radio"/>	$5 + 5 + 5 + 5$
2×2	<input type="radio"/>	$2 + 2$
10×2	<input type="radio"/>	$5 + 5 + 5$

Write these out on a piece of paper, work out the answer on the left and then the right and then compare using $<$ $>$ and $=$.

Platinum

Read each question and pick out key information, then you can draw it out on a piece of paper. You have to think what operation you need to use and then use the help sheet to guide you.

Q1) There are 30 children in Squirrels class. Miss Thompson splits them into 2 groups. How many children are in each group?

Q2) Miss Mundy-Gill has 65p to spend at the shops. She only spends 45p. How much does she have left?

Q3) Joel has 65 stickers and Tina gives him 10 more. Miss Perkins then gives him another 4. How many stickers does Joel have in total?

Number bonds and times tables

Get a piece of paper and pencil ready!

You don't need to print these sheets off.

Have a family member test you using the number bonds tables.

How many can you get?

Number Bonds to Up to Ten										Name						
9+0		1+5		10+0		9+1		5+2		6+4		1+4		0+2		8+2
3+2		2+8		1+1		6+3		2+6		5+4		2+2		0+4		3+6
2+4		4+5		5+5		1+2		6+1		7+3		3+0		0+5		
5+3		3+7		2+3		0+7		1+6		7+3		4+0		0+8		
1+8		3+5		4+4		4+2		3+4		1+7		1+0		0+9		
0+3		4+3		7+0		1+3		0+10		1+9		5+0		8+1		
3+1		6+2		0+6		2+0		0+0		7+2		6+0		2+7		
7+1		4+6		4+1		3+3		7+2		8+0		0+1		5+1		

Number Bonds Bridging Ten										Name					
10+2		10+10		4+9		9+6		8+4		9+2		6+9			
3+8		6+7		2+9		9+8		10+5		7+8		6+5			
9+3		8+3		9+10		10+1		8+9		3+9		10+3			
6+6		7+9		5+10		8+8		10+7		4+8		2+10			
7+5		8+10		4+10		1+10		10+6		9+4		6+8			
5+9		3+10		5+8		5+7		8+6		6+10		8+7			
7+7		10+4		7+4		9+9		4+7		10+9		9+5			
8+5		10+8		5+6		7+10		7+6		9+7					



Bronze times table test

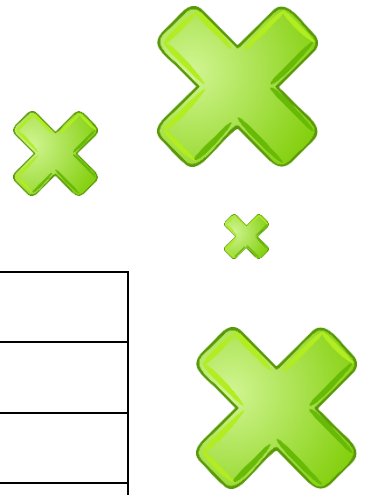
You don't need to print these sheets off.

Have a family member test you on your times tables.
How quickly can you finish the table?

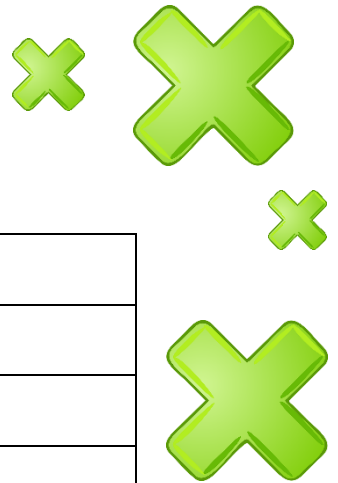
$1 \times 1 =$	$5 \times 3 =$	$5 \times 9 =$	$2 \times 7 =$
$2 \times 5 =$	$10 \times 1 =$	$2 \times 8 =$	$1 \times 4 =$
$2 \times 10 =$	$10 \times 6 =$	$10 \times 5 =$	$5 \times 4 =$
$5 \times 8 =$	$1 \times 6 =$	$2 \times 1 =$	$10 \times 2 =$
$10 \times 3 =$	$5 \times 10 =$	$10 \times 10 =$	$1 \times 9 =$
$1 \times 7 =$	$2 \times 2 =$	$5 \times 1 =$	$10 \times 7 =$
$2 \times 6 =$	$1 \times 10 =$	$1 \times 2 =$	$5 \times 5 =$
$10 \times 9 =$	$2 \times 9 =$	$1 \times 8 =$	$2 \times 3 =$
$5 \times 2 =$	$5 \times 6 =$	$10 \times 8 =$	$10 \times 4 =$
$1 \times 3 =$	$2 \times 4 =$	$5 \times 7 =$	$1 \times 5 =$

If you are not as confident completing the mixed times tables then you can practise each of these tests first...

2 x	
$2 \times 2 =$	$1 \times 2 =$
$3 \times 2 =$	$4 \times 2 =$
$5 \times 2 =$	$6 \times 2 =$
$8 \times 2 =$	$12 \times 2 =$
$6 \times 2 =$	$11 \times 2 =$
$10 \times 2 =$	$9 \times 2 =$
$18 \div 2 =$	$14 \div 2 =$
$2 \div 0 =$	$2 \times 2 =$
$2 \div 1 =$	$6 \div 2 =$
$4 \div 2 =$	$16 \div 2 =$
$12 \div 2 =$	$22 \div 2 =$
$24 \div 2 =$	$20 \div 2 =$
Total = /24	Time=



5 x	
2 x 5 =	1 x 5 =
3 x 5 =	4 x 5 =
5 x 5 =	6 x 5 =
8 x 5 =	12 x 5 =
7 x 5 =	11 x 5 =
50 ÷ 5 =	9 x 5 =
45 ÷ 5 =	35 ÷ 5 =
5 ÷ 5 =	10 ÷ 5 =
5 ÷ 1 =	15 ÷ 5 =
20 ÷ 5 =	40 ÷ 5 =
30 ÷ 5 =	55 ÷ 5 =
60 ÷ 5 =	50 x 5 =
Total = /24	Time=

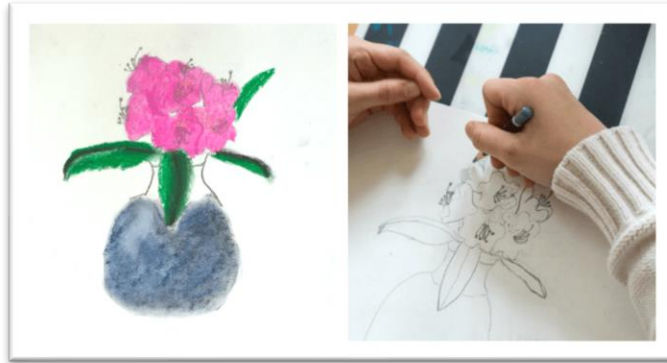


10 x	
2 x 10=	1 x 10 =
3 x 10 =	4 x 10 =
5 x 10=	6 x 10 =
8 x 10 =	12 x 10 =
7 x 10 =	11 x 10 =
10 x 10=	9 x 10=
90 ÷ 10 =	70 ÷ 10 =
10 ÷ 0 =	20 ÷ 10 =
10 ÷ 1 =	30 ÷ 10=
40 ÷ 10 =	80 ÷ 10=
60 ÷ 10 =	110 ÷ 10=
120 ÷ 10=	100 ÷ 10=
Total = /24	Time=

Art

Can you do an observational drawing of flowers/ plants / trees in your garden or at the park?

Here are some examples...



Take your time to add detail. Look for the different patterns on the leaves or petals. Are the leaves all the same shade of green?

You could watch Miss Miranda showing you how to do an observational drawing of a flower before you start.

<https://www.youtube.com/watch?v=p8oTvT6LN5w>

Science

Ice Cube experiments



Challenge 1 -

Put some ice cubes in different places around your house to see where they melt the fastest. Ask an adult to help you find a plate to put the ice cubes on.

Try taking photos of the ice shapes to record changes over time.

How does the ice feel when it is frozen?

How does it feel when it is melting?

Do you think you can turn the melted ice back into ice cubes? How?



Challenge 2 -

Have a range of materials to wrap around your ice cubes e.g. foil, paper, cling film, fabric, newspaper, plastic etc.

Which materials could you put around ice cubes to stop them melting?

Which material do you think will be best? Why?

Test them out. What did you find out?



Challenge 3-

Picking Up an Ice Cube

Science Experiment

Ice cubes are a great thing to add to your drink on a sunny day. Using only a length of thread, can you pick up the ice cube?

You will need:

- ice cube
- thread
- salt
- glass of water



Method:

1. Try different ways of picking up the ice cube using only the thread. You might try tying it around the cube, making a loop or some other way.
2. Now put the ice cube in the glass of water.
3. Lay the thread on top of the ice cubes with the ends hanging over the side of the glass.
4. Sprinkle salt on top of the ice cube and thread. Leave it for a few minutes.
5. Take both ends of the thread and pick them up.
6. Lift up the ends of the thread and hold them up high. See what happens to the ice cube.

The science:

Saltwater freezes at a lower temperature than normal water (this is why the sea doesn't freeze over). The salt melts some of the ice so the thread goes slightly inside the ice cube. The water over the thread freezes again slightly (because the air by the cube is cold), trapping the thread inside the cube. So when you lift the thread, the cube comes with it.



On Thursday 25th June, we will be celebrating RSE day! RSE Day began in Nottingham in 2018 as a celebration of positive Relationships and Sex Education happening in the City. The day provides an opportunity for schools, communities and families to explore and discuss healthy relationships, growing up, wellbeing, respect and resilience.

The theme for this year's RSE day is 'Books I Love about Love!'. It would be great if children from all year groups could share pictures of their day, including activities they have completed, or books they have shared.

Year Group	Suggested Activities
Foundation (Nursery and Reception)	Can you talk about what love is? Finish the phrase 'Love is...' and think about what love means to you. You could draw a picture, write in chalk or just have a conversation with your family. How do you show love? Can you think about the different ways you might show love? It could be being kind to someone, sharing your toys with someone or even giving your favourite toy a hug!
Key Stage 1 (Year 1 and 2)	Can you write about something you love about yourself? This could be a picture or some writing. What do you love? Can you tell us all about something you love? This could be anything you like - it could be a person, an activity or even your favourite food!
Lower Key Stage 2 (Year 3 and 4)	Can you learn some new phrases all about love in different languages? Phrases such as, 'I miss you', 'I love you' or 'you are my friend'. Every family is unique! Can you create a piece of work about your family? It could be some artwork or some writing that will share your unique family with your class. We love to learn all about different faiths and cultures!
Upper Key Stage 2 (Year 5 and 6)	Can you create a poem all about love? Here is some inspiration for writing poems: https://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&id=15430&_ga=2.198351084.25594343.1589527977-8121761.1557181715%20 Could you create some support materials for the younger children in school to help them in the new school year? This could be a message or something to display to help the children returning to school feel safe and loved.

ChalleNge Nottingham are also commissioning artists to deliver virtual workshops throughout the day around relationship qualities: trust, respect, communication, cooperation and resilience. Information on how to access these will be posted on our Facebook page on RSE Day. More information and ideas for parents and carers to make the most of RSE Day can be found here: https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/10%20ideas%20for%20RSE%20Day%202020%20-%20parents%20%26%20carers_O.pdf

To prepare for the new statutory changes from September 2020, we are in the process of updating our RSE policy; information on how you can access this and provide feedback will be sent out shortly. Thank-you for your continued support, we hope you have a wonderful day celebrating RSE Day! Don't forget to send some photos to your class email address ☺

READ ON NOTTINGHAM



Nottingham
City Council

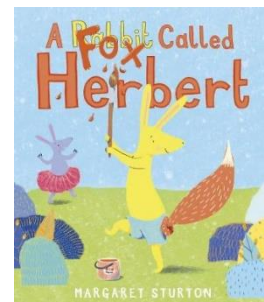
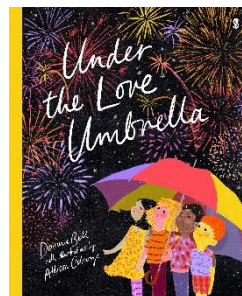
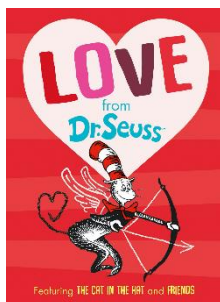
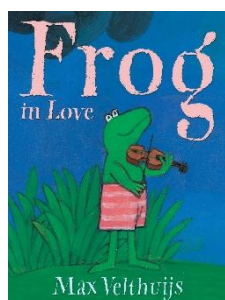


To celebrate RSE Day on Thursday 25 June 2020, Read On Nottingham, together with Nottingham City Libraries, has created special book lists featuring books we love about love! Why not use the websites below to discover a new book?

If you don't need a recommendation and already have a book you love about love, find somewhere comfy to relax and someone you love to share it with!

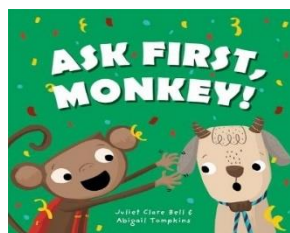
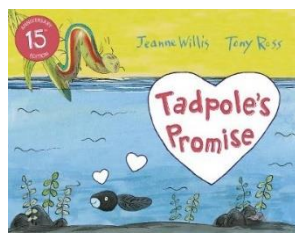
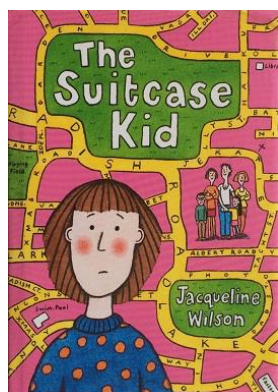


25th June 2020



Each link has recommendations for books about love, trust, resilience, respect, communication and co-operation.

Age	Website
Birth to 4	https://cdn.literacytrust.org.uk/media/documents/RSE_Day_2020_book_list_ages_0-4.pdf
Ages 5 - 7	https://cdn.literacytrust.org.uk/media/documents/RSE_Day_2020_book_list_ages_5-7.pdf
Ages 7 - 11	https://cdn.literacytrust.org.uk/media/documents/RSE_Day_2020_book_list_ages_7-11.pdf





Global Day June 26th 2020



At Heathfield Primary and Nursery School we enjoy learning about the world we live in and learning from the different cultures of the world. This is something that we do all the time. However, Global day is an extra special time for us to celebrate and explore the art, history, geography, values and beliefs of people from different cultural backgrounds. Over the past few years we have also been learning about **UNESCO**.



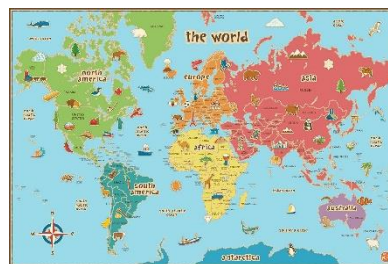
UNESCO works all over the world to help protect special and important places, called **World Heritage Sites**.

UNESCO World Heritage Sites might be a building, a river, part of the ocean, a forest, ruins of an ancient building or even a waterfall.

We would still like to celebrate Global Day this year and here are some of the things that we can all get involved with.

First of all, choose a UNESCO World Heritage site that you would like to learn about. One is enough but you can do as many as you like. This website will help you.

whc.unesco.org/en/list/



Make some bunting and decorate it using world flags. You could also learn some words in different languages and write them on the bunting.

Make a 3D model or create a piece of art about your UNESCO World Heritage site.

Create a fact file of your chosen UNESCO World Heritage site and include some facts about the country where your chosen site is located.

Make a travel guide.

Do some international cookery.



Finally, please take lots of pictures and share them using the school twitter account.