HOME LEARNING

YEAR 2

10/06/20

Morning Message

Good morning Year 2,

Hope you all had a restful night and are ready to enjoy today's learning. We hope you completed your Mathletics tasks yesterday, but if not try today.

Here's another riddle to get you brains working:
What is always in front of you but can't be seen?
The answer will be revealed tomorrow so get your thinking caps on.

Wishing Violet a very happy birthday for today!

We hope you have a lovely day everyone.
Mr Duker, Ms Bastick and Mr Kai

Picture of the Week

Writing

LO: To write the main advert.

Keep on writing underneath your title and introduction. Write 4 or 5 more sections for your advert, each with a heading (look at the example below). You might write about:
- how much it costs and where you can buy product
- describe its fabulous appearance
- any special offers e.g 2 for 1 or money off vouchers
- how your gadget works.

Remember: try and think of interesting headings for each section. Include lots of descriptive, appealing vocabulary and attractive pictures

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Mmmmmmmmmm! Magnificent Milkshake

Feeling hot and sweaty on a boiling summer's day? Want an ice-cold, refreshing milkshake but don't want to go to the shops? You need Maurice the Milkshake Man in your life! A robot that makes milkshake and delivers them to wherever you are lying in the house!

Voice commands

Simply tell Maurice what flavour of milkshake you would like. He will make it and bring it to straight to you!

Special offer!

Enter this code online and you will receive 10% off the price. It's already cheap at £200.

MILKYSHAKY

Dazzling design

Fabulous, fantastic, futuristic robot with sleek silver finish. Caterpillar tracks that allow Maurice to travel around your house

Choose from a mouth-watering variety of flavours:

- Kinder Bueno

- strawberry shortcake

- banoffe

- mint Aero

- Oreo

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother in a village near a forest. One day, Little Red Riding Hood went to visit her grandmother. She took a basket of food with her. Her mother warned her before she left, "Remember not to talk to any strangers."

On her way, Little Red Riding Hood met a wolf. "Hello," said the wolf. "Where are you going?"

"I'm going to visit my grandmother who lives in the forest," explained Little Red Riding Hood. She continued on her way.

The wolf ran to her grandmother's house. He went inside and locked Granny in the wardrobe! He put on her nightgown and got into her bed.

A little later, Little Red Riding Hood arrived at Granny's house. She knocked on the door, then went inside. Little Red Riding Hood went over to her grandmother's bed.

"Oh Granny, what big ears you have," she said.

"All the better to hear you with," answered the wolf.

"Oh Granny, what big eyes you have," said Little Red Riding Hood.

"All the better to see you with," replied the wolf.

"Oh Granny, what big teeth you have," gasped Little Red Riding Hood.

"All the better to eat you with!" replied the wolf.

"Help!" shouted Little Red Riding Hood, as she realised that it was in fact a wolf in her grandmother's bed. She ran out of the house.

A woodcutter was nearby. He heard Little Red Riding Hood scream and ran to the house. The woodcutter hit the wolf over the head and let Granny out of the wardrobe. The wolf ran away and Little Red Riding Hood never saw him again.

Questions about Little Red Riding Hood

Answer the questions below in full sentences.

1. Name all four characters in the story.

_____

_____

2. Where was Little Red Riding Hood trying to go? What did she take with her?

_____

_____

3. What stopped Little Red Riding Hood on her way?

_____

_____

4. How do you think Granny felt when the wolf arrived at her house? Why?

_____

_____

5. How did the wolf try to make himself look like Granny?

_____

_____

6. Why did the wolf dress up as Granny?

_____

7. What did Little Red Riding Hood notice was different about Granny in bed?

_____

_____

8. Describe the wolf using three adjectives.

_____

9. How did the woodcutter know to come to the house?

_____

10. What do you think was the moral (message) of the story?

_____

_____

Continue reading your own book afterwards. Remember to read out to an adult.

Phonics focus this week: suffix - y

The following clip might help:

https://www.youtube.com/watch?v=CIvBP3k0V-s

Maths

Problem solving and efficient methods (Lesson 7)

Mental addition and subtraction 1!

In this lesson, children will use what they know to calculate unknown quantities. Children will apply methods and strategies that they have learned in previous lessons.

Key vocabulary: part, whole, part-whole, add, addition, more than, subtract, subtraction, difference, change, take away, less than, divide, division, share, multiply, multiplication, lots of, altogether, groups of, total, sum, total cost, representation, bar model, efficient

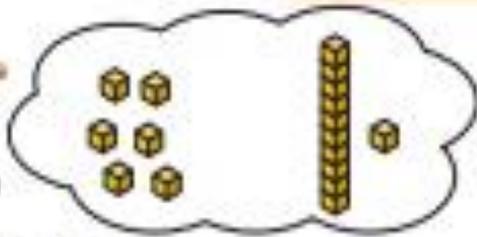# Share

a)

I will use column addition.

I do not need to use column addition. I can **calculate mentally**!

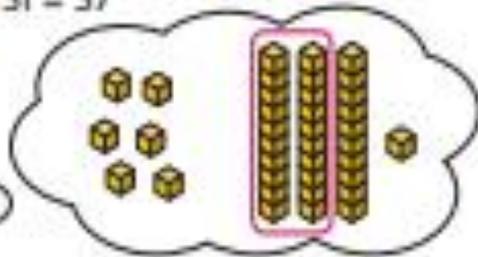Add the 1s.

6 + 1 = 7 so

6 + 11 = 17

Tim's brother is 17 years old.

b) 6 + 31 = 37

31 is 20 more than 11, so just add 20 to Tim's brother's age.
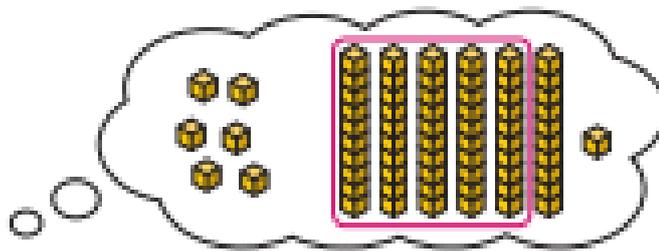
17 + 20 = 37

Tim's mum is 37 years old.

I can see that 6 + a 2-digit number ending in 1 will always be a 2-digit number ending in 7.

Think together

1 How old is Tim's grandma?

$6 + 6I = \square$

Tim's grandma is $\square$ years old.

What pattern can you see?

2 Tim's mum is 37 years old.

Tim's grandpa is 40 years older than Tim's mum.

How old is Tim's grandpa?

$\square + \square = \square$

Show how you found this out in two different ways.

3

CHALLENGE

There are different ways I can work out calculations in my head.

Look at these calculations.

Which ones can you do in your head?

$25 + 4 = \boxed{}$ $25 - 4 = \boxed{}$

$42 + 30 = \boxed{}$ $42 - 30 = \boxed{}$

$36 + 7 = \boxed{}$ $36 - 7 = \boxed{}$

$28 + 12 = \boxed{}$ $38 - 18 = \boxed{}$

Explain to your teacher how you did them mentally.

I will draw what is going on in my mind.

→ Practice book 2C p38

Now complete pages 38-40 in your power maths 2C books.

Tuesday and Thursday: Go on the Mathletics website to complete the tasks that have been set. https://www.mathletics.com/uk/

Weekly Spellings

Revise spelling words which end in **– y** over the week to be tested on them on Friday.

(See word list below)

Make sure you put the words in sentences so you understand the meaning.

1. funny
2. bony
3. furry
4. nutty
5. sunny
6. smelly
7. lucky
8. fussy
9. crispy
10. noisy
11. pointy
12. smelly
13. cheeky
14. windy
15. stony
16. greasy
17. watery
18. juicy
19. beauty
20. smoky

Foundation Subjects Work (for the week)

Physical Features of St Lucia

This week's task on purple mash is to create a poster about the physical features in St Lucia. Physical features are the earth's natural features such as mountains, rivers, deserts and oceans. Research what physical features you would find in St Lucia. Write a paragraph about some physical features. Here are some you could use or feel free to choose your own.

Gros Piton

Marigot Bay

Sulphur Springs (Soufriere)

Cul De Sac River

Diary

Write a diary of what work and activities you did today. Remember to include your emotions and opinions.