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# Home Learning Pack

## Year 2

Guidance and Answers

**Week 6**

01/06/2020



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This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Monday

### Maths – The 10 Times Table (page 2)

This step covers recalling the 10 times table, without hesitation. Children move on from adding together equal groups of 10, to using multiplication, for example  $10 + 10 + 10 = 30$  becomes  $10 \times 3 = 30$ .

**Question 1** – In this question, children are asked to use some **digit cards** to make a multiplication number sentence that equals 40. **Digit cards** refers to a physical resource which can be used to create numbers. The digits 0 to 9, or symbols  $+$ ,  $-$ ,  $\times$ ,  $\div$ , are written on individual cards (or paper) and can be arranged to make different number sentences.

$$\boxed{10} \quad \boxed{+} \quad \boxed{4} \quad \boxed{\times} \quad \boxed{=}$$

Children do not need to use all of the digit cards.

The correct answer is either:  $10 \times 4 = 40$  or  $4 \times 10 = 40$

**Question 2** – In this question, there are four different **representations** of multiplications by 10. A **representation** refers to a number or calculation that has been shown in different ways. This number may have been shown in numerals, words or using mathematical equipment such as Base 10 or objects. Children should work out what the corresponding number sentence would be for B and C first. Then they can decide which representation is the odd one out.

The correct answer is: **B which represents  $10 \times 6$ . A, C and D all represent  $10 \times 7$ .**

**Question 3** – In this question, two characters are playing a game with dice and multiplying the number they roll by 10. They have each made a statement about the game. Children should work out which character's statement is correct and explain why they think that. Dice have the numbers 1 to 6 on them. Children should use the 10 times table to multiply each number by 10 to see what answers they get. They can use these answers to help them decide which character's statement is correct and explain why.

The correct answer is: **Lucy is correct because the highest number on the dice is a 6 and  $6 \times 10 = 60$ . Richard is incorrect because there is no zero on a dice to make  $0 \times 10 = 0$ .**

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Monday

English – Labelling an image and writing sentences (page 3)

Children should use their phonic knowledge to label the items of pirate clothing. They may also choose to label other objects they can see in the picture. Children are then asked to write a sentence or more about the picture. Children should use the image and word bank they have created to write sentences about the picture. The sentences could include **conjunctions** to link ideas together. Conjunctions are words like when, if and because. Including conjunctions in sentences expands the sentences by giving more detail or explanation. For example, The pirate wears a patch because he lost his eye in a battle with a giant whale. Every sentence should also begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

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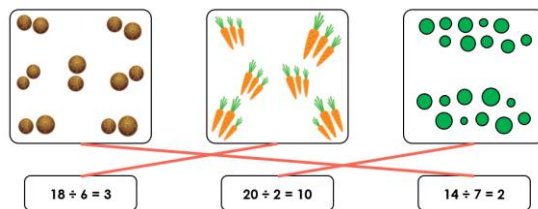
## Tuesday

### Maths – Make Equal Groups – Sharing (page 4)

This step is an introduction to division. Children can divide numbers by sharing that number of objects into equal groups and then counting how many are in each group, e.g.  $10 \div 5$  would be 10 objects shared into five equal groups, with 2 in each group, so the answer is 2. With the sharing method children will know at the beginning how many groups there will be, but not how many will be in each group.

**Question 1** – In this question there are three different representations of division **calculations**. A **calculation** is a way to determine an amount. It may involve addition, subtraction, multiplication or division. Children have to match each representation to its corresponding division number sentence. For each representation, children should first count how many objects there are in total, then count how many equal groups and then how many objects in each group. This should help them to identify which division calculation matches which representation.

The correct answer is:



**Question 2** – In this question, there are four different representations of numbers. If possible, children could use small objects like pieces of pasta, pegs or blocks to share each number into equal groups. They should count the total number in each representation and then share that number of objects into 4 groups. All the groups should have the same number of objects in them. The number that has unequal groups is the number that cannot be shared equally into 4 groups. If there are no objects available to be used for sharing, children should draw around groups of 4 in each representation.

The correct answer is: D There are 14 lemons in this representation. 14 shared into 4 groups would make 3 groups of 4 and 1 group of 2. These groups are not equal, so that means that 14 cannot be shared equally into 4 groups.

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Tuesday

### Maths – Make Equal Groups – Sharing continued

**Question 3** – In this question, two characters have each made a statement about sharing 16 into equal groups. Again, if possible, children should use 16 small objects to help them work out if Mia's statement is correct or not. Children should first try Isaac's method by sharing 16 objects into two groups and then sharing each of those groups again into two more groups (so they will end up with 4 groups). Then they should try Mia's method of sharing 16 objects into 4 equal groups to see if her groups have the same number of objects in them as Isaac's final 4 groups.

The correct answer is: **Mia is correct, because if you share 16 into two groups you will have 2 groups of 8. If you share those groups into two more groups you will have 4 groups of 4, the same as if you shared 16 into 4 groups.**

### English – Using Commands (page 5)

**Commands** are sentences that give an order or an instruction. We use an exclamation mark (!) to punctuate commands that are orders. We use a full stop for commands that are an instruction or polite request.

The activity involves recognising **commands** that are polite and **commands** that are orders, choosing the correct punctuation to complete a command and writing their own commands using verbs. The correct answers are shown below:

**Question 1** – This question involves identifying the polite **commands**.

**Walk quietly to your classroom** and **Please pick up all the rubbish** are **commands** because they are polite requests to complete an instruction.

**Question 2** – This question requires your child to add a full stop or an exclamation mark to complete the **command**. Your child first needs to decide if the **command** is a polite request or an order.



Mrs Ropov shouted,

Don't run!

Mrs Ropov shouted and has not used words such as please so she has given an order. An **exclamation mark** would be used at the end of her **command**.

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Tuesday continued

### English – Using Commands continued

**Question 3** – This question involves using the same words to write the **command** again but changing the **command** from an order to a polite instruction.

**Please stop shouting.** Using 'please' at the beginning of the command makes the **command** a polite instruction and a full stop would be used.

**Question 4** – This question requires your child to create three **commands** using the **verb**, push. A **verb** is an action word such as jump, skip, shout.

Various answers, for example:

|   |                     |
|---|---------------------|
| A | Don't push!         |
| B | Push the trolley!   |
| C | Push your chair in! |

The three examples above are all orders and use an exclamation mark. The **commands** could also be polite requests to complete an instruction such as; **Please push the door open.**

**Question 5** – This question requires your child to use the verbs on the worksheet and apply the skills they have learned to create their own **commands** as a pirate captain.

Various answers, for example:



Count all of the gold coins!  
Count the gold coins carefully.

Children need to show they can write **commands** using exclamation marks and full stops so two of their four **commands** must use an exclamation mark and two **commands** must use full stops.

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Wednesday

### Maths – Make Equal Groups – Grouping (page 6)

The aim of this activity is for children to practise making equal groups by grouping. Like Tuesday's activity, if possible, it would help children to use small objects like pieces of pasta, peg or blocks to put into groups to work out the answers. With the grouping method, children will know at the beginning how many objects will be in each group but not how many groups there will be.

**Question 1** – In this question children are asked to find equal groups for the numbers 24 and 40. If possible, children should use 24 and 40 small objects to put into equal groups. They have to use the same amount of fruit in each group for both apples and pears. For example, 24 pieces of pasta put into groups of 2 would make 12 groups. 40 pieces of pasta put into groups of 2 would make 20 groups. Allow children to explore different solutions to the problem before deciding on their final answers.

The correct answers are:

Each basket is put into equal groups of **4**.

There are **6** groups of **4** apples. There are **10** groups of **4** pears.

Each basket is put into equal groups of **8**.

There are **3** groups of **8** apples. There are **5** groups of **8** pears.

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Wednesday

### English – Adding the suffixes –ful and –less (page 7)

A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb. For example, the suffix –er changes the verb 'teach' to the noun 'teacher'.

A **root word** is a basic word that has not been changed by a **suffix**.

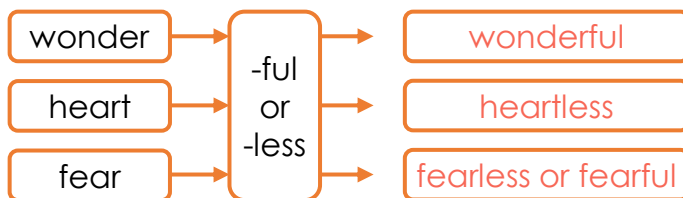
The activity involves recognising and using the **suffixes** –ful and –less. The correct answers are shown below:

**Question 1** – This question involves identifying the words that include the **suffix** –ful or less and underlining the words.

The deck is **spotless** and the captain said we had been very **helpful**.

Spotless and helpful should be underlined because they include the **suffix** –ful and –less.

**Question 2** – This question requires your child to add the correct **suffix** to the **root word** to create an **adjective**. Children may find it helpful to say the root word with the suffix –ful and –less to see if they are words they have heard before.



The **suffix** –full can be added to wonder or fear and the **suffix** –less can be added to heart and fear.

**Question 3** – This question requires your child to find the words that have common mistakes when adding **suffixes**.

plenty + ful = plentyful  
hate + ful = hatefull

plenty + ful should be spelled plentiful because if a **root word** ends in a 'y' and the letter before the 'y' is a consonant, the 'y' is changed to an 'i' before adding the suffix.  
hate + ful should be spelled hateful with one 'l'.

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Wednesday

English – Adding the suffixes **-ful** and **-less** continued

**Question 4** – This question requires your child to choose the correct **suffix** (see explanation on p.8) to add to the **root word** (see explanation on p.8) and use the newly formed word in a sentence.

mouth + ful = mouthful

Various answers, for example: Pirate Pete could hardly talk as he had a mouthful of food.

The **suffix** **-ful** can be added to the **root word** mouth to make the new noun mouthful and used in a sentence.

**Question 5** – This question involves your child using the words including the **suffix** **-ful** and **-less** to explain why the captain may be cross with his pirates.

Various answers, for example:



careless

He was angry with him because he had been careless when raising the mast.

Every sentence must begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Thursday

### Maths – Odd and Even Numbers

The aim of this activity is for children to practise recognising **odd** and **even numbers**.

An **odd number** is a number that cannot be divided equally by 2. The ones digit can be 1, 3, 5, 7 or 9. For example: 5, 31 and 103 are all odd numbers.

An **even number** is a number that can be divided equally by 2. The ones digit can be 0, 2, 4, 6 or 8. For example: 2, 24 and 108 are all even numbers.

**Question 1** – In this question children should look for all the numbers that end in either a 0, 2, 4, 6 or 8, as these are the **even** numbers.

The correct answers are: 18, 20, 24, 46

**Question 2** – In this question children have to decide if the numbers in the circles have been sorted correctly into **odd** and **even** numbers. In the circle for **odd** numbers, there should only be numbers that end in 1, 3, 5, 7 or 9. In the circle for **even** numbers, there should only be numbers that end in 0, 2, 4, 6, or 8.

The correct answer is: False; 32 should be in the even circle.

**Question 3** – In this question the children have to sort numbers themselves into **odd** or **even** boxes. Any numbers ending in 1, 3, 5, 7 or 9 should go in the box for **odd** numbers. Any numbers ending in 0, 2, 4, 6 or 8 should go in the box for **even** numbers.

The correct answers are: Odd – 25, 31, 39; Even – 28, 42, 44

**Question 4** – In this question children are shown six dice. They should count the total number of dots they can see on the dice and then decide if that number is **odd** or **even**.

The correct answer is: Even (12 dots on the dice)

**Question 5** – In this question children are asked to find three addition calculations that could be made by rolling two dice, but the answers must be an **odd** number between 4 and 10. If children are able to use actual dice to work this out it would help them. Dice have the numbers 1 to 6 on them. Children should try different combinations of adding two numbers between 1 and 6 that give an answer that is an odd number.

Various correct answers, for example: Any combinations totalling 5, 7 or 9, for example:  $1 + 4 = 5$ ,  $2 + 3 = 5$ ,  $1 + 6 = 7$ .

Continued ...

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Thursday

### Maths – Odd and Even Numbers continued

**Question 6** – In this question children are given six **digit cards** (please see explanation on p. 2) and a set of balance scales. Children have to use four of the **digit cards** to make two addition calculations that make the same answer so that the scales are balanced. The two **digit cards** used on the left hand side of the scales must be **odd** and the two **digit cards** used on the right hand side of the scales must be **even** (please see explanation of **odd** and **even** on p.10.) Children should first sort the six **digit cards** into **odd** and **even** numbers. Allow children to explore different solutions to the problem before deciding on their final answers.

The correct answers are:  $9 + 21 (30) = 14 + 16 (30)$  or  $21 + 9 (30) = 16 + 14 (30)$

**Question 7** – In this question two characters have 45 pens between them and have each made a statement about them. Children have to use their knowledge of **odd** and **even** numbers to decide whether the number 45 is **odd** or **even** and therefore which character's statement is correct.

The correct answer is: **Kamron is correct. 45 is an odd number because it cannot be divided equally by 2 and it ends with a 5, which is an odd number.**

### English – Using adjectives in sentences

**Adjectives** describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. **Nouns** are naming words. It is a person, animal, thing or place.

The activity involves recognising and using adjectives in sentences and writing exclamations for a pirate ship they've seen. An **exclamation** is a type of sentence used when the writer wants to convey emotion or excitement. In the primary curriculum, exclamations begin with the words how or what, and end with an exclamation mark. For example: What a beautiful day! The correct answers are shown on the next page:

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Thursday

### English – Using adjectives in sentences continued

**Question 1** – This question involves identifying the most appropriate **adjectives** to complete the sentence. It may be useful for the children to say the sentence aloud trying different **adjectives** in the blank spaces until they have orally created the sentence.

The clumsy pirate cut his finger on the sharp knife.

Clumsy means awkward in movement or handling things, so clumsy is the best word to describe the pirate. Sharp is the best **adjective** to describe the knife because it cut the pirate's finger and a blunt knife would not.

**Question 2** – This question requires your child to place a tick in the box underneath the one word that has a different meaning to the underlined **adjective**, huge.

| large | small | big | massive |
|-------|-------|-----|---------|
|       | ✓     |     |         |

Small is the **adjective** that has a different meaning to huge because it is the only **adjective** in the table that means the opposite.

**Question 3** – This question requires your child to move the words in order to create a sentence. It may be useful for your child to have the words on post-it-notes or paper so they can physically move the words to make the sentence.

The shiny gems shone in the old chest.

**Question 4** – This question requires your child to add **adjectives** to the sentence. Firstly, your child needs to identify the **nouns** in the sentence (sail and mast) and then create different **adjectives** to describe each **noun** before choosing the best ones to create a new sentence.

Various answers, for example: The white sail fluttered at the top of the tall mast.

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Thursday

English – Using adjectives in sentences continued

**Question 5** – This question requires your child to imagine they can see a pirate ship. Using **exclamation** sentences that include **adjectives** your child needs to create three different sentences for the image.



Various answers, for example:  
Look at the enormous pirate ship!

The **adjective** is used to describe the pirate ship and the **exclamation** sentence is used to convey the excitement over the size of the ship.

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Friday

### Maths – Multiplication and Division (online)

Click on the link to watch the learning video clip on multiplication and division. As the video progresses, it will give questions to answer. Pause the video and answer the questions. Underneath the video, you will find information about the questions and their answers and discussion points for your child/children to think about.

<https://classroomsecrets.co.uk/consolidation-of-steps-1-2-and-4-year-2-multiplication-and-division-learning-video-clip/>

### English – Using the suffix –ly

A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an **adverb** or a verb. For example: if the root word is friend, when we add the suffix '-ly' it becomes friendly.

A **root word** is basic word that has not been changed by a **suffix**.

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often the action was done. Some examples include slowly, yesterday, regularly.

The activity involves recognising and using the **suffixes** –ly. The correct answers are shown below:

**Question 1** – This question involves reading the speech in the speech bubble to understand how the plane landed. Then use the word bank to choose the best **adverb** to complete the sentence.

The plane landed smoothly and the passengers cheered and clapped.

Smoothly would be the best **adverb** to use to complete the sentence because the speech 'That landing wasn't too bad, after all!' indicates that the landing was smooth.

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Friday

### English – Using the suffix **-ly** continued

**Question 2** – This question involves reading both sentences and using the word bank to choose an **adverb** that would complete both sentences.

A. Max understood the instructions **perfectly** but he still looked really confused.

B. Fiz got full marks on the test as she had answered every question **perfectly**.

Perfectly is the only **adverb** that can be used in both sentences because the other **adverbs** do not make sense in the sentence.

**Question 3** – This question requires your child to identify the existing **adverb** (silently) in the sentence and change it to an alternative **adverb** that changes the action of the **verb**.

**Various answers, for example:** The mouse crept **quickly** to the cupboard because it wanted to find some cheese to eat.

A range of **adverbs** could be used to change the description of how the mouse crept to the cupboard.

**Question 4** – This question requires your child to read the sentence, identify the **adverb** and place an arrow where the **adverb** should be placed in the sentence.

The **excitedly** family laughed because they were going on holiday.

The **adverb**, excitedly, could go either before or after the **verb** laughed to describe how the family completed the **verb**.

Continued ...

This week's pack supports the activities from the [Week 6 timetable](#) on Classroom Secrets Kids.

## Friday continued

### English – Using the suffix **-ly** continued

**Question 5** – This question involves your child pretending to be a pirate captain and writing rules, including **adverbs**, he/she may give his/her crew.

Various answers, for example:



Fight bravely against other pirates.



Aim the cannon carefully at the other ship.



Quickly drop the anchor into the deep, blue sea.

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## Assembly Activity

### Celebration certificate

On the following page in this pack (page 18), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel:

<https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be>

# Home learning



# HERO!



\_\_\_\_\_ This certificate of brilliance goes to \_\_\_\_\_



\_\_\_\_\_ for being **TOTALLY AWESOME** at \_\_\_\_\_



Signed \_\_\_\_\_

Date \_\_\_\_\_

