






English	Work to complete.
Tiger 	<p>This week in English, I want you to write letters. It has been a while since we have seen each other so I want you to take the opportunity to write a letter to someone in your class (Year Two). It can be an adult or a peer, it is your choice.</p>
Rabbit 	<p>English will be on certain days this week. Please email us a picture of the letter each time you write so we can Tweet them or post on Facebook for that particular person to see.</p> <p>Hopefully everyone will get a letter but don't worry if you don't get one yourself.</p> <p>Schedule for the week is below:</p>
Dog 	<p>Monday - 1st letter Tuesday - no English (unless you want to finish off a letter from the day before or do a new one)</p>
Cat 	<p>Wednesday - 2nd letter Thursday - no English (unless you want to finish off a letter from the day before or do a new one)</p>
Cat 	<p>Friday - 3rd letter</p>

Handwriting	Work to complete.
Joining Group - Mrs Kilner	Nelson Handwriting Workbook 5. Unit 9 'sl'. Complete pages 18 and 19 in your workbook.
Letter Formation Group - Miss Struggles	Nelson Handwriting Blue Level. Unit 9 'j' and 'k'. Complete the pages in your workbook.

SPaG

Work to complete.

Tiger



Complete the problems/questions in your red book.

Use the verbs in the box to fill in the sentences below so that they make sense.

ate	chased	watched	stopped	got	
ran	read	rode	jump	rained	climbed
flooded	flew	missed	disappeared		

Rabbit



Dog



- The dog _____ the cat.
- Rana _____ for the bus but she _____ it anyway.
- Kuba _____ a chocolate ice cream.
- I _____ a scary film and it made me _____!
- The lift _____ and a lot of people _____ out on the fifth floor.
- Kareena _____ her book and then _____ her bike.
- It _____ so much last night that the garden was _____.
- It was very late by the time Jack _____ into bed.
- The bird _____ high in the sky and soon _____ from sight.

Phonics

Work to complete

Only the children that have the 'Phoneme sound mat' sheet in their home learning pack.

Dog



Say the sounds in each phase as we do in phonics 'qu' as in queen.

1. Trace over 'oe'.



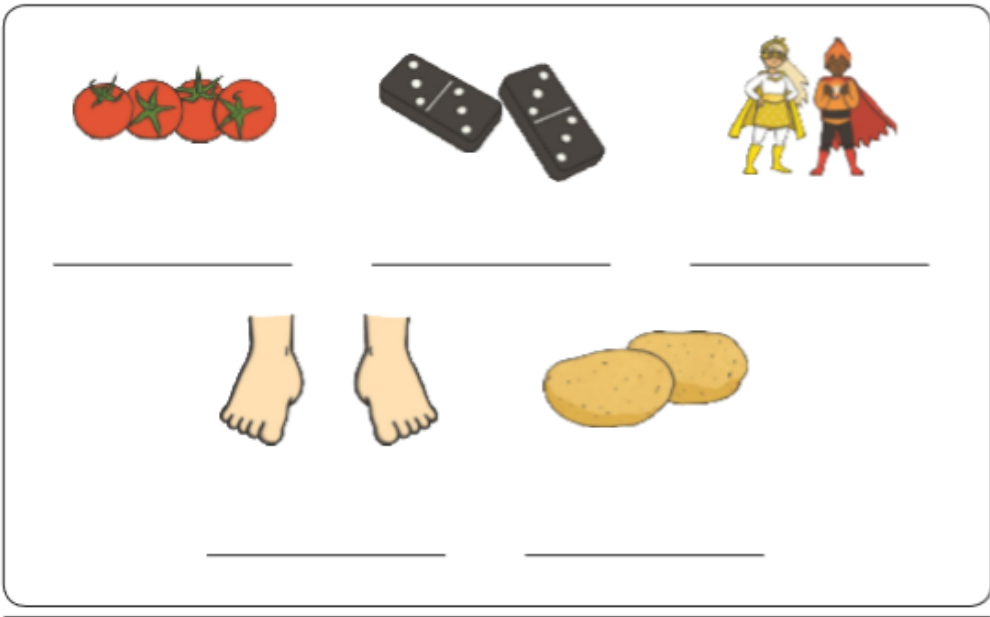
2. Just add 'oe'.


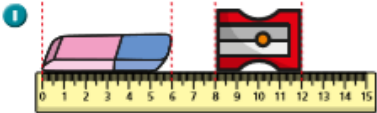

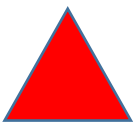


Cat



3. Write the correct 'oe' words under the pictures.



<h1>Maths</h1>	<h2>Work to complete</h2>																
<p>Problem of the day Circles, Squares, Triangles and Rectangles</p>	<p>Complete the problem of the day. Show your workings in your red book.</p> <div style="text-align: center;"> </div>																
<p>Circles</p> 	<p>Complete the questions in your red/blue book.</p> <div style="display: flex;"> <div style="flex: 1;"> <p>Compare lengths</p>  <p>1. Choose a word to complete the sentences. shorter longer</p> <p>The rubber is _____ than the sharpener. The sharpener is _____ than the rubber.</p> <p>2. Write <, > or = to compare the statements.</p> <p>a) 9 cm ○ 23 cm b) fifty metres ○ 50 m c) one metre ○ 1 cm</p> </div> <div style="flex: 1;"> <p>3. Write digits in the boxes to make the statements correct.</p> <p>a) <input type="text"/> cm < 41 cm b) 14 m < <input type="text"/> m c) 14 cm > <input type="text"/> cm d) 12 m < <input type="text"/> m < 20 m</p> <p>Is there more than one answer for each?</p> <p>4. Would you measure each one using centimetres or metres? Tick your answer.</p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">centimetres</th> <th style="text-align: center;">metres</th> </tr> </thead> <tbody> <tr> <td>a) the height of a baby</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b) the length of a pencil</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>c) the height of a school</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>d) the height of your teacher</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p>What else would you measure in metres?</p> </div> </div>			centimetres	metres	a) the height of a baby	<input type="checkbox"/>	<input type="checkbox"/>	b) the length of a pencil	<input type="checkbox"/>	<input type="checkbox"/>	c) the height of a school	<input type="checkbox"/>	<input type="checkbox"/>	d) the height of your teacher	<input type="checkbox"/>	<input type="checkbox"/>
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d) the height of your teacher	<input type="checkbox"/>	<input type="checkbox"/>															
<p>Squares</p> 	<p>Maths Blast Calculations:</p> <p>51 + 15 = 119 - 10 = 5 × 13 = 100 ÷ 2 = 3/4 of 24 = 22 + ? = 44 21 - ? = 8 ? - 7 = 64</p>																
<p>Triangles</p> 																	

5 Write $<$, $>$ or $=$ to compare the statements.

a) $39 \text{ cm} + 9 \text{ cm}$ 47 cm

b) $22 \text{ m} - 6 \text{ m}$ $0 \text{ m} + 15 \text{ m}$

c) $4 \text{ cm} + 13 \text{ cm}$ $20 \text{ m} - 3 \text{ m}$

6

$5 \text{ m} = 5 \text{ cm}$

a) Why is the statement wrong?
Talk about it with a partner

b) Write $<$ or $>$ to correct the mistake.

5 m 5 cm

7 One large cube is three times as long as one small cube.



One small cube is 5 cm long.

a) How long are 2 small cubes?

cm

b) How long are 10 small cubes?

cm

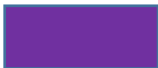
c) How long is 1 large cube?

cm

d) How long are 2 large cubes?

cm

Rectangles



Complete the questions in your red/blue book.

Find a half (2)

1 a) Circle half of the pencils.



b) Complete the sentence.

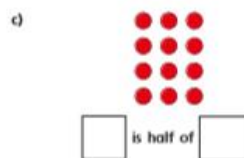
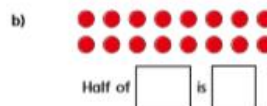
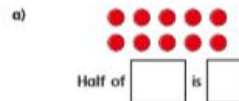
Half of 6 is

2 Colour half of each group.



Did you do it the same way as your partner?

3 How many counters are there in each group?
Find half of each group.



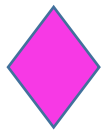
4 Complete the sentence.

7 is half of

Maths Blast Calculations:

- $21 + 15 =$
- $19 - 10 =$
- $5 \times 10 =$
- $10 \div 2 =$
- $\frac{3}{4}$ of $24 =$

Diamonds



Complete the questions in your red/blue book.

Find a half (2)



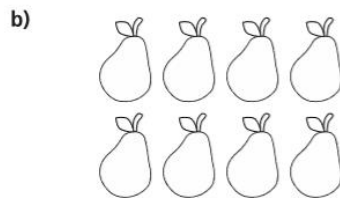
1 a) Circle half of the pencils.



b) Complete the sentence.

Half of 6 is

2 Colour half of each group.



Did you do it the same way as your partner?



Maths Blast
Calculations:

$1 + 5 =$

$19 - 10 =$

$5 \times 5 =$

$10 \div 2 =$

Guided Reading	Work to complete.
Group 1	Go onto your Reading Eggs - about 30 minutes. 
Group 2	
Group 3	

Group 4

Read the following text with your adult. Discuss the vocabulary.

How to Look After a Dinosaur Egg

If you have found a dinosaur egg, you need to act quickly and carefully. If you don't, you might end up with an angry baby dinosaur on your hands.

First, you need to find out which kind of dinosaur you will be raising. Different dinosaurs eat different things so make sure that you buy the correct kind of food for your new friend.

Next, put the egg somewhere warm. Wrap it in blankets and keep it under a warm lightbulb at all times so that the baby does not get cold.

Keep your eyes open... your new friend is on its way.



Answer the questions below.



1. Number these commands from 1 to 3 to show the order they appear in the text.

- Keep your eyes open.
- Find out which type of dinosaur it is.
- Put the egg somewhere warm.



2. Find and copy two ways that you can keep the egg warm.

- 1) _____
- 2) _____

Group 5

Read the following text with your adult. Discuss the vocabulary.

Terrific T-Rex


The T-Rex was one of the largest and most powerful meat-eating dinosaurs that has ever lived on our planet. Standing up to a huge six metres tall and at up to twelve metres long, the T-Rex moved quickly with its strong and powerful thighs. Their powerful jaws meant that they could eat their prey in one bite. The T-Rex had quite a large brain and this helped it to hunt better. The T-Rex lived in the forests and river valleys of North America before becoming extinct around sixty-five millions years ago but nobody can agree for sure why all dinosaurs suddenly became extinct at this time.



Answer the 'Rex Retriever' question below.



1. How tall can a T-Rex grow?

Topic	What to do?
All Y2 children	 <p data-bbox="437 555 651 589">Special Activity</p> <p data-bbox="432 645 1453 757">In these uncertain times, I want you to make a memory box this week in your topic learning. This memory box is for you to look back on this period and remember what it was like and what you did.</p> <p data-bbox="432 801 1437 880">Design the box, put in objects to remind you of this time and then either keep it safe in your wardrobe or if you have a garden, bury it.</p> <p data-bbox="432 925 810 958">The week could go like this:</p> <p data-bbox="432 1010 1002 1043">Monday - Find a box. Plan your design.</p> <p data-bbox="432 1055 1217 1088">Tuesday - Decorate your box according to your plan.</p> <p data-bbox="432 1099 1445 1178">Wednesday/Thursday - Start to put together items for your box - writing, objects, sentimental items etc.</p> <p data-bbox="432 1189 1437 1267">Friday - Take photos of your time capsule and put it in your chosen place.</p> <p data-bbox="432 1323 1342 1357">Don't forget to send us photos so we can see how you get on.</p>