

YEAR 2 PLANNING THURSDAY 26TH MARCH 2020

Good morning everyone! Well done for logging onto ActiveLearn- remember that you need to complete the games though, not just open them! Thank you to those of you who are continuing to send work to me- I look at all of your photos to see what you have been doing. **To make it easier for Miss Michelle, please put your name and class in the email subject or at the top of the email.**

Fun Photos

If you would like to share the wonderful activities that you are doing at home on the Calpe Facebook page too, send us your pictures! It can be of you completing worksheets but also Art projects, Science experiments, exercise or yoga videos or even fun games that you are doing with your family.

I know that some of you might find the activities tricky or you might not be able to access all of the things that you need, but please don't worry. Just try your best to do the activities that you can do. If you are stuck, move on to the next activity until you can ask an adult for help. Remember that you can email to ask any questions or to ask for ideas of something else you can do. Enjoy the day and don't worry if you can only complete some of the activities- they are there to help you, not to make you or your mum and dad stressed!

Phonics/ spellings

Please complete your phonics sheet from yesterday if you haven't already. You can practise your words or these words below in your handwriting book. You should have been practising your spellings from your spelling list, and if possible, please ask an adult to test you on them today.

/ou/ sounds

/ou/

ow

town flowers
owl brown
frown eyebrows

ou

hound ground
house mouth
mouse out
outside pound

Which of these words can you find in the picture?

/ou/ can also be spelled like this: **ough** plough

Reading

Well done to those of you who have opened the books from Bug club on Active Learn. **Please make sure that you answer all of the questions so that you can get your next book!**



Click here for the questions.

Maths

Aim: To Revise 2, 5 and 10 times-tables and introduce 3 and 4 times tables

Keep practising saying your Times tables out loud. Yesterday a couple more players logged on to Times Table Rock Stars- we need your help to earn points and win the competition! **Please can everybody log in today and play.** Your password is in your folder, but if you have any problems, please email and ask.

<https://play.ttrockstars.com/> make sure you choose STUDENT log in

Please complete **pages 54 and 55** in your Abacus book. I accidentally posted the wrong pictures on Monday, so if you haven't completed **pages 52 and 53**, please do this today- all of the pages are based on times tables!

If you would like an extra challenge, please have a look at the Mastery challenge on Active Learn.

Multiplication with holes

$\square \times 4 = \square$

$\square \times 2 = \square$

$\square \times 4 = \square$

$\square \times 5 = \square$

$\square \times 3 = \square$

$\square \times 5 = \square$

Fill in the missing numbers.

ACTION Use your fingers to count on in 2s, 3s, 4s, and 5s.

THINK You have 24 monster eggs. How many boxes of 6 eggs? What other sizes of box will hold them all?

Multiplying by 5

$4 \times 5 = \square$

$3 \times 5 = \square$

$6 \times 5 = \square$

$\square \times 5 = \square$

$\square \times 5 = \square$

Complete each multiplication to show the total in each set of jam tarts.

ACTION Use your fingers to count in 5s.

THINK Make a pile of 5p coins. Label it with its total amount. Say the multiplication. Repeat with a different pile.

5s and 2s

<input type="text"/> × 5 = 15		<input type="text"/> × 2 = 4
<input type="text"/> × 5 = 30		<input type="text"/> × 2 = 10
<input type="text"/> × 5 = 25		<input type="text"/> × 2 = 18
<input type="text"/> × 5 = 5		<input type="text"/> × 2 = 14
<input type="text"/> × 5 = 45		<input type="text"/> × 2 = 20
<input type="text"/> × 5 = 0		<input type="text"/> × 2 = 8
<input type="text"/> × 5 = 35		<input type="text"/> × 2 = 16
<input type="text"/> × 5 = 50		<input type="text"/> × 2 = 6
<input type="text"/> × 5 = 20		<input type="text"/> × 2 = 0
<input type="text"/> × 5 = 40		<input type="text"/> × 2 = 12

Write the missing numbers.

ACTION Use your fingers to count on.

THINK Pick a number to put through a 2s, 5s or 10s multiplication machine. Tell your partner the output number. Can they work out which machine it was?

55

Multiplying by 2, 5 and 10

 $5 \times 2 = \square$	 $\triangle \times 10 = \square$	 $\square \times 5 = \square$
 $5 \times 5 = \square$	 $\square \times 2 = \square$	 $\square \times 2 = \square$
 $7 \times 10 = \square$	 $\nabla \times 5 = \square$	 $\diamond \times 2 = \square$

Complete a multiplication for the number of legs in each group of monsters.

ACTION Use your fingers to count on in 2s, 5s and 10s.

THINK Draw your own monster picture for 6×2 .

53

Literacy Aim: to use the suffixes **-ful** and **-less**

In lessons, we have talked about using the suffixes **-ful** and **-less** to help us turn nouns or verbs into adjectives. Please complete the activity sheet today. You still have the list below to help you.

Suffixes -ment, -ful, -less, -ness and ly

A suffix is an 'ending' used at the end of a root word to turn it into another word. Sometimes, the root word has to be changed before a suffix is added.

Adding -ment can change a verb into a noun.

Adding -ful or -less can change verbs or nouns into adjectives.

Adding -ness can change an adjective into a noun.

Adding -ly can change an adjective into an adverb.



-ment		-ful/-less		
verb refresh enjoy pay disappoint employ manage govern punish treat agree	noun refreshment enjoyment payment disappointment employment management government punishment treatment agreement	verb or noun use care thought mind doubt hope fear help colour	adjective -ful useful careful thoughtful mindful doubtful hopeful fearful helpful colourful	adjective -less useless careless thoughtless mindless doubtless hopeless fearless helpless colourless
-ness		-ly		
adjective happy bright gloomy ill sad black ugly polite silly late	noun happiness brightness gloominess illness sadness blackness ugliness politeness silliness lateness	adjective graceful proud bad quick lazy angry light gentle hopeless narrow	adverb gracefully proudly badly quickly lazily angrily lightly gently hopelessly narrowly	

Remember if the word ends in 'y', swap this for 'i' before you add the suffix.



Adding -ful or -less

I can add the suffixes -ful and -less to words to make adjectives.

I can add the suffixes -ful and -less to words ending in y.



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

Word	Adjective
help	
thought	
force	
mercy	

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

Word	Adjective
care	
thought	
pain	
penny	

3. Choose the correct adjective to complete these sentences.

The injection was _____.

My mum always thinks about other people. She is very _____.

I helped dad to wash the car. He said I was very _____.

Science

Today I would like you to try this experiment. It is different to the ones we had planned, but I think you will like it. You might need an adult to help you with the cutting, but you will be able to do the observing and counting and recording by yourself.

Read '**Finding Seeds**' and collect some fruits, vegetables or flowers that you have at home:

1. Look at them carefully and write their names.
2. Think about whether the seed is inside or whether you can see them on the outside.
3. Carefully cut open the vegetable, fruit or flower and look at the size of the seed- you can measure it and draw it if you like.
4. Count how many seeds there are and record the number on the table below.

Finding Seeds

- 1 Where do seeds come from?
- 2 Where have you noticed seeds in everyday life?



- 3 Point to any seeds in the picture.

Looking for seeds

You will need: some flowers, fruits and vegetables, a knife

- 1 Ask an adult to help you to cut open some flowers, fruits and vegetables to find out if there are any seeds inside.
- 2 create a way to record your findings.

- 4a Which flower, fruit or vegetable had the most seeds?
- 4b Which had the largest seed?

Recording results

Name of the fruit, flower or vegetable	Seed inside? (Yes or no)	Size of seed/s	Number of seeds

Challenge of the day: get into your garden, if you can, to enjoy the sunshine

Here is an idea of something you might like to do, inspired by Andy Goldsworthy's natural artwork:



You could use leaves, stones, petals, feathers, twigs or anything else that you can find in your garden to make your piece of art! If you can't get into the garden, you can use this time to do some artwork of your choice inside!