

YEAR 2 PLANNING FRIDAY 27TH 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

If you enjoyed making your own crossword last week, you can make another one based on your phonics sounds from this week's lessons. You will find the link on Active Learn called '**Easy crossword maker**' or you can click on this link.

https://www.abcya.com/games/crossword_puzzle_maker

/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!** I have re- allocated any books that have questions outstanding because you can't get the next book until the questions have been answered. I hope this helps.



Click here for the questions.

Maths

Aim: To Begin to write divisions as multiplications with missing numbers and also to use the ÷ sign







Keep practising saying your Times tables out loud. We are slowly getting more players and at the moment Year 2 is in the lead for Calpe School! **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 56 and 57** in your Abacus book.

If you would like an extra challenge, please have a look at the Mastery challenge on Active Learn. You also have the usual homework sheet in your folder.

Dividing











 $12 \div 4 = 3$	 $\square \div 3 = \square$
 $\square \div 2 = \square$	 $\square \div 5 = \square$
 $\square \div 3 = \square$	 $\square \div 4 = \square$

Draw loops to group the ducks to match the division. Complete the divisions.

ACTION Use cubes to represent the ducks. Put them in groups to match the divisions.

THINK Investigate ways of grouping each set of ducks.

Multiplying and dividing

 $\square \times 4 = 12$	 $12 \div 4 = \square$
 $\square \times 5 = \square$	 $\square \div 5 = \square$
 $\square \times \square = \square$	 $\square \div 2 = \square$
 $\square \times \square = \square$	 $\square \div 3 = \square$
 $\square \times \square = \square$	 $\square \div 5 = \square$

Complete a multiplication and a division for each set of pegs.

ACTION Make towers of cubes and count them in 2s, 3s, 4s, or 5s to help.

THINK Write some divisions with an answer of 4.

Literacy Aim: to revise the meaning of words with suffixes -ful, -less, -est, -ing, -ly, -er, -er

Today, I would like you to use what you have learnt so far about suffixes. Look carefully at the suffixes that we have covered at school and at home over the last two weeks. In the boxes, please try to think of 3 words containing the suffix that you know. Try to do this without looking at the word lists, but if you are stuck, you can use them to help you.

There is also a game for you to play too if you would like to. This will help you to practise adding -ing!


Word mat 1

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	

 www.twinkl.co.uk

Word mat 2

Suffixes -ing, -ed, -er, and -est

-ing

beg	begging
hit	hitting
nod	nodding
put	putting
come	coming
hope	hoping
joke	joking
fake	faking
slide	sliding
hide	hiding
take	taking
tune	tuning
swim	swimming
drive	driving
dive	diving

-ed

chat	chatted
clap	clapped
bully	bullied
bury	buried
dry	dried
empty	emptied
envy	envied
hop	hopped
knit	knitted
bake	baked
close	closed
dance	danced
tap	tapped
wrap	wrapped

-er

angry	angrier
bumpy	bumpier
nice	nicer
pale	paler
wise	wiser
early	earlier
foggy	foggier
furry	furrier
rude	rudier
hairy	hairier
crazy	crazier
late	later
dirty	dirtier
ripe	riper

-est

big	biggest
fit	fittest
glum	glummiest
hot	hottest
pretty	prettiest
nice	nicest
wide	widest
crazy	craziest
early	earliest
easy	easiest
fluffy	fluffiest
friendly	friendliest
noisy	noisiest
scary	scariest
tiny	tiniest

Activity sheet

Suffixes

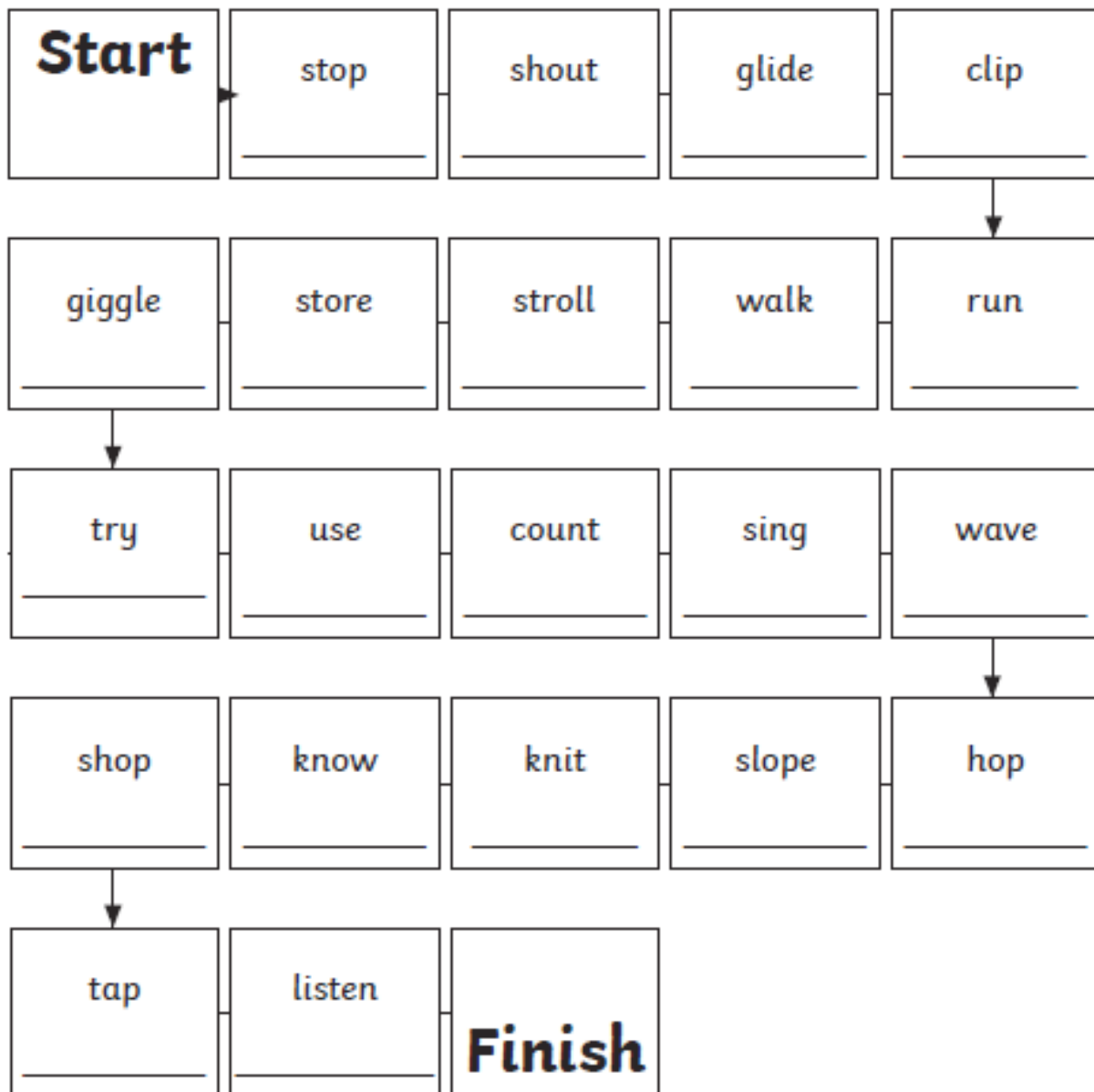
Suffixes go at the end of words. This changes the meaning of the word.

suffix	meaning	example	Write down 3 more examples of words with this suffix
ful	full of	joyful	
est	most	tall <u>est</u>	
ing	doing now	cycl <u>ing</u>	
less	without	fear <u>less</u>	
ly	how something was done	quick <u>ly</u>	
er	more (adjective)	tall <u>er</u>	
er	someone's job	teach <u>er</u>	

The '-ing' Suffix Game 1

Instructions:

Use counters and a dice to play this fun '-ing' suffix game. Each player rolls the dice and moves their counter along the board. Each time a player lands on a word, they must write down the new form of that word using the '-ing' suffix. Be careful, as sometimes the new '-ing' suffix might need you to take away the 'e' at the end of the word, or it might need an extra consonant. Good luck!



Science

If you haven't planted your spare broad bean (it should be in your book bag in the small zip-pocket), you can use it for today's activity. If you have already planted it, you could try to use another soft seed that you might have left over from yesterday's experiment.

1. Use the sheet below (or you can use your Botanist Journal) to **draw what you think** it will look like on the inside.
2. You will need to put the bean into some water to soften it for a few hours, possibly overnight.
3. When it is soft enough, you will be able to rub off the seed coat with your fingers.
4. Ask an adult to help you cut it open. Try to use the line on the bean as a guide of where to cut.
5. Now draw what it actually looks like on the inside.



Cut here

Plant growth

Draw what you think the inside of the bean seed will look like.

What I think the inside of the bean will look like:	What the inside of the bean looks like:

Challenge of the day/ weekend: make something using things you already have in your house

You can use empty bottles and boxes to do some junk modelling or you could bake something (with an adult's permission and help if they can) or you could make something using art and craft materials.

Enjoy and have a good weekend!

Miss Emma