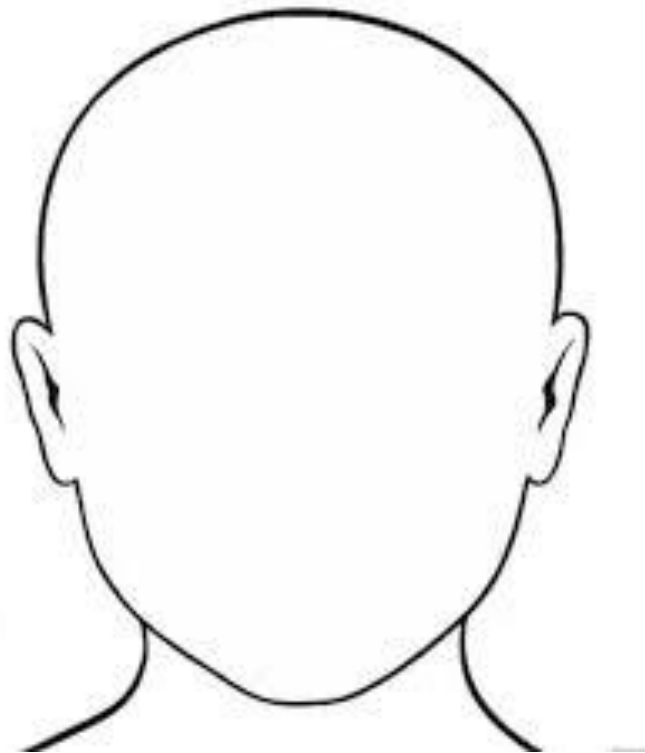


My learning booklet



Name: _____

Hello Year 2.

We hope you are all well and staying safe.

There are lots of activities in this booklet for you to have a go at while you are at home. Try your best and have fun.

Don't forget you can go on Purple Mash and Times Table Rock stars too. There are lots of different activities for you. Why not challenge us too! If you have forgotten your log in then ask your grown up to email us and we will send you your log in details.

ighthenhillclass5@ighthenhill.lancs.sch.uk (Mrs Wilkinson)

ighthenhillclass6@ighthenhill.lancs.sch.uk (Miss Marney)

Mrs Wilkinson is also putting lots of fun things to do on the website every week.

Why not have a look

- <https://www.ighthenhill.lancs.sch.uk>
- Go to key information
- Click on curriculum
- Select home learning

If you make any of the fun things on there, send a picture of yourself with your creation to Mrs Wilkinson at ighthenhillclass5@ighthenhill.lancs.sch.uk and she will put your pictures on the website!

We really hope that we can see you all again soon but until then stay safe everyone.

Mrs Wilkinson and Miss Marney



Can you make it through the multiple maze? Start on the shapes. From the diamond you will need to COUNT ON in multiples of three and from the circle you will need to COUNT BACK in multiples of three.

$$3 \times 10 = 30$$

$$30 \div 10 = 3$$

28	21	3	10	5	14	19	9	20	2	15	14	22	25	24	22	12	19	9	18	17	10	30	14	23	8		30	28
5	4	19	30	6	32	27	30	3	8	17	10	16	30	29	26	11	10	13	14	8	9	2	11	7	12	25	27	26
4	30	23	17	31	21	24	13	6	9	5	2	9	11	27	3	18	20	6	25	27	30	3	23	25	7	21	24	20
16	31	3	11	25	18	1	19	14	12	15	11	13	18	25	17	3	12	5	22	24	25	6	9	19	13	18	16	6
2	26	7	22	19	15	16	15	17	3	18	21	20	9	10	4	17	31	17	19	21	23	8	12	13	9	15	12	4
19	23	6	32	14	12	9	2	31	9	11	24	27	16	17	18	2	15	20	15	18	16	11	15	17	3	11	9	30
10	11	2	12	22	13	6	4	11	7	14	4	30	26	12	15	2	8	11	12	16	19	21	18	28	22	8	6	2
14	7	16	22	13	4	3	28	23	20	2	18						16	10	9	13	22	24	26	14	31	28	3	15
11	9	12	15	5	8	30	27	8	18	17	14						13	11	6	3	25	27	2	16	28	27	30	29
8	6	4	18	23	24	9	24	29	5	1	2						15	7	26	30	26	30	3	5	21	24	15	16
	3	12	21	8	31	20	21	25	13	22	9						2	8	22	27	8	21	6	10	18	29	26	15
7	8	25	24	27	30	19	18	15	10	8	10						3	6	10	24	22	11	9	12	15	25	4	2
26	12	13	1	5	3	7	14	12	19	4	20	32	19	10	9	2	4	9	25	21	13	10	14	10	11	14	10	8
31	2	17	19	14	6	10	5	9	10	26	13	12	17	26	23	20	15	12	23	18	15	12	3	22	20	7	4	18
13	6	11	15	12	9	10	18	6	3	30	1	3	18	27	24	21	18	10	13	17	7	9	19	11	8	2	17	3
11	29	5	18	31	5	10	11	8	2	27	22	16	7	30	7	2	19	4	14	22	31	6	7	10	19	17	3	9
12	16	19	21	26	32	6	9	12	16	24	13	22	15	3	6	9	12	1	24	27	30	3	14	15	23	19	25	27
20	17	23	24	27	30	3	13	15	18	21	5	4	2	10	21	16	15	18	21	22	17	7	21	29	14	20	13	22
32	11	14	23	18	2	16	21	17	4	33	7	19	7	15	11	4	17	22	19	6	11	10	22	27	30	10	11	14

Can you make it through the multiple maze? Start on the shapes. From the diamond you will need to
COUNT ON in multiples of three and from the circle you will need to COUNT BACK in multiples of three.

$$3 \times 12 = 36$$

$$36 \div 12 = 3$$

30	23	15	4	5		3	7	15	11	10	14	23	13	12	14	2	16	18	11	22	29	25	20	5	11	29	33	31	30	17	16	1							
12	8	15	5	8	9	6	8	31	17	19	5	26	2	18	26	11	31	25	19	14	16	17	32	4	3	6	9	12	15	18	11	35							
24	9	2	22	10	12	14	20	27	30	33	29	24	3	19	22	18	21	24	27	10	23	13	7	35	36	35	7	2	10	21	12	34							
1	18	5	15	34	15	18	21	24	2	36	11	10	14	22	31	15	19	22	30	11	32	18	10	29	33	34	31	30	27	24	4	22							
17	22	29	31	9	10	17	28	23	16	3	6	8	19	6	9	12	23	34	36	16	8	5	25	27	30	31	32	33	31	23	2	25							
6	35	17	19	20	16	23	31	22	19	17	9	18	5	3	10	13	25	11	3	6	9	13	22	24	17	35	29	36	35	20	11	31							
19	22	8	14	5	23	22	24	21	18	15	12	20	13	36	33	30	27	10	4	5	12	15	18	21	19	22	6	3	8	13	17	19							
20	28	32	13	2	35	29	27	22	11	16	32	34	19	31	11	16	24	20	15	10	20	31	25	23	20	17	9	10	11	20	15	10							
10	1	6	7	19	22	26	30	33	36	29	22	10	8											14	17	1	11	26	17	16	5	12	15	18	21	5	20		
25	20	33	27	6	8	9	18	13	3	25	14	7	25											16	8	4	10	19	7	2	11	14	19	22	24	20	5		
35	30	9	24	2	29	14	20	22	6	9	12	1	35											15	2	12	16	18	15	12	9	10	11	25	27	29	17		
22	14	2	34	17	19	4	31	32	26	32	15	14	35											9	6	8	19	21	5	17	6	3	36	33	30	31	4		
18	19	11	21	10	3	9	25	26	3	23	18	21	22	16	9	14	29	31	34	36	32	30	23	19	20	17	26	35	21	25	32	23							
8	19	13	2	20	21	18	15	12	14	8	29	24	25	7	18	21	24	27	30	33	7	33	32	15	18	21	24	11	7	17	19	31							
17	6	3	36	28	24	19	22	9	17	14	2	27	18	13	15	16	22	20	31	35	14	36	23	12	25	22	27	7	5	16	2	28							
23	9	8	33	30	27	11	10	6	3	36	33	30	32	25	20	12	33	23	24	19	9	4	3	6	9	29	33	30	32	19	20	10	20						
21	12	4	12	25	34	4	5	18	5	26	12	14	19	20	6	9	29	19	23	14	3	7	8	11	10	31	36	10	18	14	25	17	13						
14	15	16	20	17	8	19	20	17	29	30	33	36	3	6	9	29	19	23	14	3	7	10	5	13	17	25	10	19	12	2	14	11	3	6	9	12	15	23	25
33	18	21	22	33	36	3	6	9	11	27	28	32	14	7	10	5	13	17	25	10	19	12	2	14	11	3	6	9	12	15	23	25							
13	19	24	27	30	32	21	13	12	14	24	25	7	14	22	25	10	11	9	17	11	34	25	16	6	15	19	7	19	14	18	11	4							
7	8	6	14	29	23	7	14	15	18	21	20	4	20	30	16	1	22	29	9	15	13	23	7	8	10	34	36	33	20	21	19	2							
2	22	10	1	11	35	17	2	5	19	20	10	5	2	19	3	14	2	31	6	7	11	22	33	5	19	35		30	27	24	25	28							

Can you make it through the multiple maze? Start on the shapes. From the diamond you will need to COUNT ON in multiples of two (up to 40!) and from the circle you will need to COUNT BACK in multiples of two (from 40!). Good luck!

32	47	6	5	3		5	35	39	41	4	24	52	24	55	24	64	78	3	32	47	6	62	24	71	75	3	29	60	73	77	64	13										
10	67	15	14	4	2	7	21	62	7	75	83	13	5	43	49	25	27	29	10	67	15	9	11	21	41	17	73	81	1	32	13	11										
4	3	18	8	6	9	15	15	23	21	7	9	67	2	21	24	26	28	31	4	3	18	8	10	12	14	16	63	21	6	64	14	9										
67	75	11	10	11	13	17	56	4	13	45	29	43	60	20	22	27	30	33	67	75	11	6	9	11	15	18	23	25	29	32	47	6										
83	5	21	12	14	16	60	73	77	64	13	12	14	16	18	25	33	32	35	83	5	21	4	2	1	21	20	22	24	26	10	67	15										
31	29	27	25	23	18	81	1	32	13	11	10	11	15	21	23	31	34	36	31	29	27	5	40	39	2	17	19	25	28	4	3	18										
82	28	26	24	22	20	21	6	64	14	9	8	9	6	24	64	30	29	38	39	6	35	39	38	36	34	37	41	33	30	67	75	11										
3	30	33	31	23	19	23	24	35	40	4	6	7	64	5	4	27	41	40	45	53	31	55	33	35	32	56	35	34	32	83	5	21										
33	32	34	35	63	29	30	32	34	1	2	3	5	32											20	63	2	56	27	28	30	33	14	36									
47	35	36	31	67	27	28	29	36	38	40	39	63	11											37	9	35	39	21	26	5	55	53	38	40	2	4	5					
85	39	38	40	33	25	26	27	35	39	41	4	24	52											9	42	21	62	19	24	64	2	72	39	39	11	6	16					
64	33	3	2	1	23	24	12	21	62	7	75	83	13											13	21	15	23	10	22	20	18	16	17	1	10	8	17					
64	74	44	4	15	21	22	20	15	23	21	7	9	67											16	5	39	29	11	33	17	15	14	15	3	12	41	42					
20	21	16	6	7	19	17	18	16	14	12	10	11	31											2	3	5	19	63	33	44	28	30	32	33	44	9	12	51	16	14	5	12
11	12	10	8	19	13	46	81	60	41	7	8	18	44											4	6	11	17	21	22	24	26	3	34	35	45	7	10	11	18	9	6	44
15	14	41	19	23	21	27	37	83	5	4	6	60	41											3	8	10	15	18	20	41	61	35	36	38	40	43	8	14	20	22	24	23
17	16	18	20	22	11	53	39	38	40	2	5	15	14	13	9	12	14	16	23	11	17	37	39	44	2	4	6	7	2	4	26	25										
61	15	80	2	24	26	27	31	36	35	1	3	64	78	47	10	11	17	19	21	20	63	2	56	3	18	5	13	47	35	30	28	82										
60	5	64	25	27	28	30	32	34	37	39	15	37	8	77	32	13	13	15	9	37	9	35	39	41	4	24	52	53	34	32	23	21										
6	35	53	2	33	31	29	27	35	39	35	39	41	4	24	52	43	21	9	42	9	42	21	62	7	75	83	13	26	36	9	6	24										
43	5	1	17	19	11	9	3	43	12	21	62	7	75	83	13	29	21	13	21	13	21	15	23	21	7	9	67	41	38	42	35	66										
15	3	35	15	23	15	5	9	29	16	15	23	21	7	9	67	17	43	5	1	17	1	12	46	6	25	26	39		40	11	56	36										

Can you make it through the multiple maze? Start on the shapes. From the diamond you will need to COUNT ON in multiples of two and from the circle you will need to COUNT BACK in multiples of two.

$$2 \times 10 = 20$$

$$20 \div 10 = 2$$

3	7	31	9	23	11	5	3	1	7	19	11	5	14	3	7	31	23	9	23	11	5	3	1	15	17	🟡	3	11															
11	21	5	4	22	20	2	4	6	5	14	3	7	31	4	6	8	9	13	18	20	2	4	19	7	9	20	19	5															
13	11	17	5	7	18	13	11	8	13	5	11	21	5	2	21	10	12	14	16	17	22	6	11	9	14	18	11	5															
7	13	10	12	14	16	17	5	10	11	9	13	11	17	20	11	23	11	17	11	5	14	8	10	12	14	16	13	13															
5	7	8	11	5	13	3	7	12	13	15	17	5	11	18	16	14	12	10	13	13	5	11	5	14	3	7	5	11															
1	9	6	4	2	19	4	22	14	3	23	11	17	13	11	21	5	4	8	5	11	9	29	13	5	11	21	1	17															
13	15	17	5	20	11	5	14	16	21	31	13	25	3	13	11	17	5	6	4	2	13	5	11	9	13	11	7	19															
2	23	11	17	18	16	14	7	18	20	2	4											17	7	19	20	18	16	5	11	21	5	11	5										
13	11	13	11	5	19	12	11	29	13	5	11																					13	15	17	5	17	14	12	10	8	15	3	7
15	3	21	7	11	22	10	5	3	7	31	13																					2	23	11	17	15	7	5	19	6	17	11	21
🔹	2	4	6	9	14	8	6	4	2	11	21																					11	5	14	3	7	31	13	23	4	2	13	11
21	7	5	8	15	5	11	21	5	20	13	11											29	13	5	11	21	5	11	31	41	20	17	5										
3	11	13	10	12	9	13	11	17	18	16	13	5	22	35	8	9	5	11	9	13	11	17	17	14	16	18	11	17															
19	5	22	11	14	13	6	8	10	17	14	9	5	13	12	10	17	1	17	15	9	15	7	11	12	7	19	4	22															
11	5	14	17	16	5	4	9	12	3	12	10	13	5	14	13	15	19	10	12	14	16	9	8	10	9	11	5	14															
13	13	5	19	18	20	2	15	14	11	13	8	11	9	16	25	4	6	8	15	13	18	5	6	17	5	13	13	5															
5	11	9	14	3	7	31	23	16	13	5	6	17	13	18	20	2	3	1	17	19	20	2	4	11	17	5	11	9															
1	17	13	5	11	21	5	11	18	20	2	4	5	9	11	1	7	19	7	9	13	11	17	3	14	3	1	17	13															
7	19	7	9	13	11	17	3	11	9	14	3	7	31	23	17	3	11	9	14	3	12	9	13	11	2	23	11	17															

Can you make it through the multiple maze? Start on the shapes. From the diamond you will need to COUNT ON in multiples of five and from the circle you will need to COUNT BACK in multiples of five.

$$5 \times 10 = 50$$

$$50 \div 10 = 5$$

8	17	51	56	2	33	5	18	24	38	40	45	50	7	13	34	11	29	21	17	12	11	9	56	8	4		50	31															
13	23	47	43	12	19	12	20	25	30	35	41	5	14	49	56	8	24	34	54	16	17	28	14	45	31	16	45	24															
34	42	33	22	7	5	10	15	27	28	32	43	10	15	20	28	41	34	11	29	21	28	35	3	33	30	35	40	44															
47	53	9	41	45	50	7	14	34	29	6	25	11	14	25	17	9	56	8	24	34	43	12	8	23	25	17	49	9															
57	56	10	41	40	44	8	49	44	18	17	27	44	8	30	35	40	6	28	52	15	33	19	26	21	20	15	16	18															
50	18	19	36	35	55	5	50	45	40	38	18	42	34	14	34	45	12	22	24	44	12	47	32	16	24	10	13	11															
49	10	49	33	30	61	10	11	46	35	12	7	16	33	7	46	50	49	47	32	18	6	5	10	15	17	5	50	54															
23	15	23	26	25	20	15	14	33	30	28	32																57	56	10	41	7	50	39	20	8	6	45	37					
7	13	34	11	29	21	17	12	20	25	22	54																50	18	19	36	40	45	47	25	30	35	40	47					
14	49	56	8	24	34	54	16	15	16	11	34																49	10	49	33	35	28	14	24	32	46	9	39					
	5	6	28	52	15	50	5	10	45	23	1																23	15	23	26	30	25	20	21	7	6	17	15					
14	10	12	22	24	44	45	19	42	51	37	8																19	11	41	12	2	17	15	10	5	50	56	17					
16	15	20	25	29	38	40	23	41	56	33	6																5	18	2	27	11	43	45	50	5	9	13	18	11	4	45	40	42
2	18	22	30	20	17	35	30	25	26	12	15																10	29	14	36	54	41	40	43	10	17	4	22	21	17	38	35	36
8	42	40	35	34	32	33	19	20	19	18	20																31	40	45	50	56	33	35	37	15	20	25	18	55	19	25	30	29
19	44	45	1	49	16	21	18	15	10	11	25	30	35	38	5	28	25	30	31	16	23	30	32	14	15	20	39	7															
23	43	50	5	10	15	20	23	42	5	4	14	29	36	11	10	15	20	26	28	12	33	35	47	5	10	19	42	35															
32	39	12	7	16	4	25	28	45	50	44	34	2	56	19	12	11	24	7	18	22	43	40	45	50	46	2	16	11															
5	17	28	31	22	36	30	35	40	44	43	8	37	44	12	46	27	62	13	49	46	17	26	43	52	19	43	9	29															

Can you make it through the multiple maze? Start on the shapes. From the diamond you will need to
COUNT ON in multiples of ten and from the circle you will need to COUNT BACK in multiples of ten.

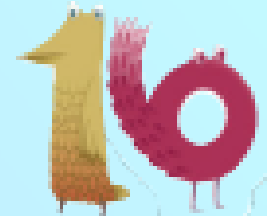
$$10 \times 10 = 100$$

$$100 \div 10 = 10$$

30	25	66	15	5	99	95	15	22	25	65	25	80	15	5	40	50	60	66	55	40	33	88	85	90	100		75	30									
20	11	30	65	77	90	100	10	20	35	55	99	95	10	20	30	55	70	75	77	15	22	66	75	80	85	44	50	35									
90	60	33	60	70	80	88	5	30	40	50	75	90	100	85	33	88	80	88	15	5	25	45	77	70	77	45	55	50									
88	55	35	50	75	22	15	35	33	45	60	70	80	85	70	65	95	90	100	10	20	22	44	66	60	50	40	35	33									
55	45	44	40	30	20	10	25	88	95	66	75	20	30	15	66	55	45	99	15	30	35	66	10	66	35	30	33	22									
80	88	45	55	5	95	100	90	80	88	15	55	95	90	80	70	60	50	40	5	40	50	60	55	85	10	20	22	66									
15	65	11	22	44	33	55	66	70	75	25	44	99	100	85	65	66	80	30	35	45	44	70	80	90	100	5	25	85									
44	77	10	70	35	30	40	50	60	90	35	80															95	20	22	99	95	75	88	99	15	99	88	10
35	45	5	75	22	20	22	55	66	45	95	45															35	10	100	90	99	25	15	80	85	75	65	40
5	15	25	44	15	10	100	85	88	10	5	15															15	5	99	80	22	20	10	100	44	25	44	65
	10	35	80	5	85	90	80	65	55	44	10	20	66	75	70	77	30	25	90	88	33	20	80														
30	20	25	75	65	50	75	70	60	50	40	35	25	22	45	60	50	40	15	80	70	60	50	40	15	80	70	60	50	35								
40	45	75	77	66	55	15	88	65	55	30	20	10	15	35	10	5	44	45	55	66	44	55	95	65	75	45	40	55									
50	60	70	20	25	11	25	77	85	99	33	25	11	75	30	99	22	35	44	65	45	10	11	90	30	25	20	30	45									
90	30	80	60	5	15	65	70	80	90	15	22	55	95	11	10	20	30	40	44	90	33	22	85	5	55	10	22	5									
33	25	90	100	10	45	50	60	88	100	10	20	25	85	90	100	65	15	60	65	35	30	40	50	60	15	100	65	80									
10	50	34	40	20	30	40	44	40	85	15	30	33	70	80	95	40	35	70	80	50	20	55	90	70	80	90	95	55									
40	65	25	75	25	44	90	65	44	88	80	40	50	60	55	40	66	30	65	90	100	10	45	95	65	88	99	85	10									
35	30	20	45	33	45	95	60	44	77	70	95	45	30	35	30	45	5	85	20	50	30	15	88	66	85	95	75	80									



Can you find the numbers in the grid below?



o	n	e	y	w	t	t	s	e	c	n	v	b	e	t	c	n
l	i	r	f	o	u	r	w	i	e	j	y	h	i	w	f	i
n	n	v	f	j	y	r	t	e	x	r	y	g	g	e	g	n
e	e	s	e	v	e	n	t	e	e	n	k	l	h	l	e	e
y	f	n	w	g	y	f	e	e	i	g	h	t	t	v	t	t
t	g	x	e	d	i	t	y	s	j	r	j	h	e	e	q	e
n	j	e	q	f	n	u	g	e	c	w	y	i	e	d	w	e
e	h	o	e	i	e	o	m	v	z	q	i	r	n	s	y	n
w	w	h	t	v	t	h	r	e	e	a	f	t	v	c	u	c
t	d	r	e	e	u	p	n	n	z	e	l	e	v	e	n	a
h	f	f	h	w	u	p	s	i	x	t	e	e	n	v	p	s
e	e	r	y	r	f	o	u	r	t	e	e	n	n	c	s	d

one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

Practice Sheet Hot

Making amounts using multiple coins

Look at the amounts below. Can you draw the coins for each one? You must always use 3 or more coins.

50p
75p
99p
86p
£1.35
£1.57
£1.68

Challenge

Ben has six coins in his pocket. Three are silver and three are copper. Can you suggest five different possible amounts of money he might have?

A Bit Stuck? Coin counting on

Play in pairs

Things you will need:

- A pot of 1p, 2p, 5p and 10p coins (two of each)



What to do:

- Take two coins out of the pot.
- Put the coin with the bigger number on it first.
Count on the number on the other coin.
Write the sum.
- Put the coins back.
Pick two more coins. Find the total.
Write the sum.
- Write as many different sums as you can.

$5p + 2p = 7p$
$10p + 2p =$

Questions

Amit makes £1.15 in three different ways using different coins.

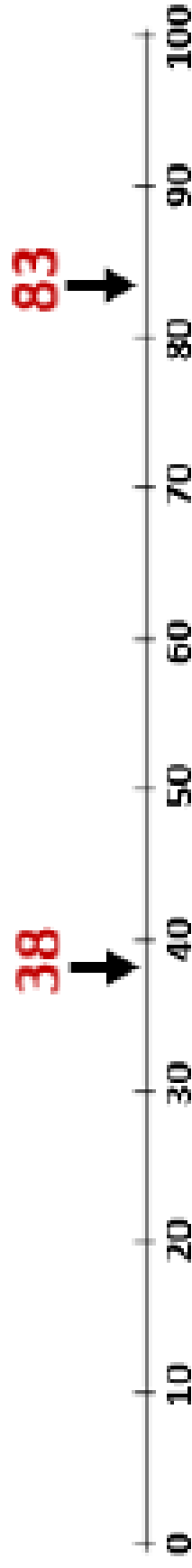
He never uses any 'copper' coins.

Suggest three ways.

One uses 5 coins – can you find it?

Learning Reminders

Compare numbers using the symbols $<$ and $>$.



What 2-digit numbers
can we make with
these cards?

8

3

Which number
is bigger?

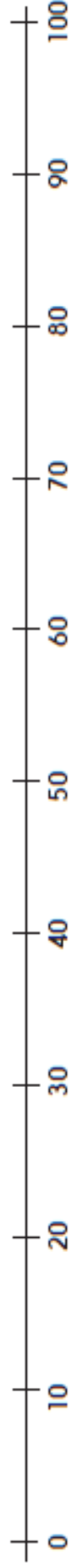
$$38 < 83$$

$$83 > 38$$

Write an
inequality to
show this, using
 $<$ or $>$.

Practice Sheet Hot

Finding inequalities



Mark each number on the landmark line. Suggest a number greater than each number and a number that is less.

Suggest some more of your own for the last four rows.

Number to mark on beaded line	My number is greater than >	My number is less than <	Number lies between these multiples of 10:
62	$65 > 62$	$52 < 62$	60 and 70
57			
14			
81			
45			
26			
73			
39			
98			
	$\square > 76$	$\square < 83$	
			110 and 120

Challenge

Try to create a loop using alternate < and > signs so that the start and finish numbers are the same, e.g.

$$23 < 32 > 21 < 23$$

Draw a line. Mark the ends 0 and 100. Draw marks for 59, 71, 19 and 91.

Write numbers to make these sentences true.

$$\square < 35$$

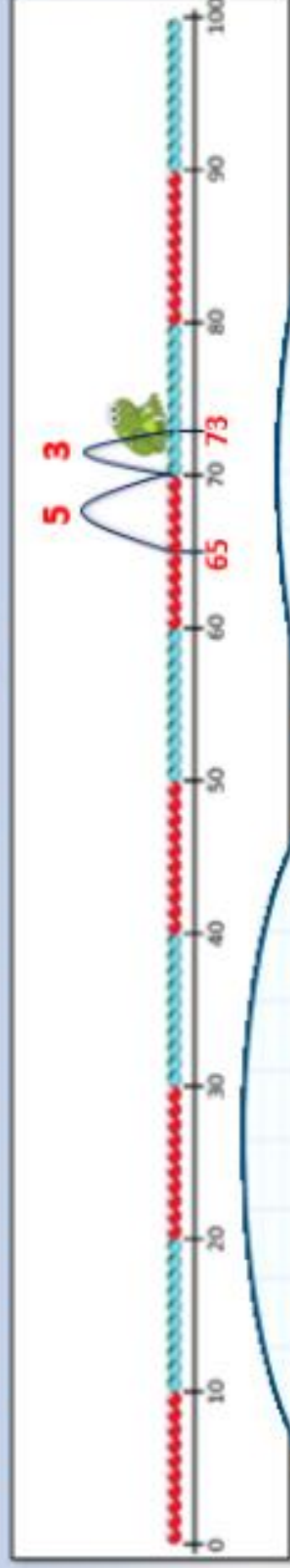
$$73 < \square$$

$$13 < \square < 17$$

How many numbers are less than 40 and more than 31?

Learning Reminders

Use Frog on a beaded line to subtract (counting up).



Now let's try $73 - 65$.

First mark **73** and **65** on the line.

Frog starts at 65, he always starts at the **smaller number**.

First he hops up to the **next 10**. How far has he hopped?

Then Frog hops up to **73**. How far has he hopped this time?

How far has he hopped altogether? What subtraction number sentence can we write?

$$73 - 65 = 8$$

73 subtract 65 is **8**.

Practice Sheet Mild

Subtracting 2-digit numbers by counting up

Use Frog (counting up) to solve the following subtractions:

$$33 - 28$$



$$22 - 15$$



$$61 - 55$$



$$54 - 47$$



$$42 - 38$$



$$75 - 69$$



Arithmetic

How many
will you get
right in 30
minutes?

Can you beat your previous score?

Mental arithmetic I

1) _____ + 9 = 13

2) $17 - 6 =$ _____

3) $76 + 10 =$ _____

4) $15 - 7 =$ _____

5) $22 +$ _____ $+ 2 = 26$

6) $43 - 4 =$ _____

7) $5 + 3 =$ _____

8) $62 + 9 =$ _____

9) $9 + 3 + 4 =$ _____

10) $25 + 17 =$ _____

11) $59 - 30 =$ _____

12) $70 - 50 =$ _____

13) $10 \times 6 =$ _____

14) $7 \times 2 =$ _____

15) $4 \times 3 =$ _____

16) $18 \div 2 =$ _____

17) _____ $\div 5 = 8$

18) $\frac{1}{4}$ of 24 = _____

19) $52 + 29 =$ _____

20) $94 - 62 =$ _____

21) $\frac{1}{2}$ of 16 = _____

22) $60 -$ _____ $= 23$

23) $46 + 35 =$ _____

24) $\frac{1}{4}$ of 16 = _____

25) $\frac{3}{4}$ of 28 = _____

Mental arithmetic 2

1) $6 + 7 =$ _____

2) $15 - 5 =$ _____

3) $52 - 10 =$ _____

4) _____ $- 9 = 5$

5) $35 + 5 + 5 =$ _____

6) _____ $- 6 = 51$

7) $4 + 7 =$ _____

8) $46 + 8 =$ _____

9) $6 + 9 + 2 =$ _____

10) $32 + 17 =$ _____

11) $48 - 20 =$ _____

12) $80 - 60 =$ _____

13) $4 \times 10 =$ _____

14) $2 \times 3 =$ _____

15) $6 \times 3 =$ _____

16) $16 \div 2 =$ _____

17) $45 \div 5 =$ _____

18) $\frac{1}{2}$ of 16 = _____

19) $78 + 21 =$ _____

20) $76 - 34 =$ _____

21) $\frac{1}{2}$ of 32 = _____

22) $95 - 24 =$ _____

23) $67 + 23 =$ _____

24) $\frac{1}{4}$ of 24 = _____

25) $\frac{3}{4}$ of 28 = _____

Mental arithmetic 3

1) $8 + 8 = \underline{\hspace{2cm}}$

2) $18 - 6 = \underline{\hspace{2cm}}$

3) $59 + 10 = \underline{\hspace{2cm}}$

4) $19 - 7 = \underline{\hspace{2cm}}$

5) $24 + 3 + 3 = \underline{\hspace{2cm}}$

6) $89 - 7 = \underline{\hspace{2cm}}$

7) $\underline{\hspace{2cm}} + 6 = 9$

8) $57 + 4 = \underline{\hspace{2cm}}$

9) $2 + 7 + 6 = \underline{\hspace{2cm}}$

10) $16 + 33 = \underline{\hspace{2cm}}$

11) $87 - 40 = \underline{\hspace{2cm}}$

12) $80 - 40 = \underline{\hspace{2cm}}$

13) $10 \times 3 = \underline{\hspace{2cm}}$

14) $6 \times 2 = \underline{\hspace{2cm}}$

15) $4 \times 4 = \underline{\hspace{2cm}}$

16) $\underline{\hspace{2cm}} \div 2 = 10$

17) $35 \div 5 = \underline{\hspace{2cm}}$

18) $\frac{1}{4} \text{ of } 20 = \underline{\hspace{2cm}}$

19) $42 + \underline{\hspace{2cm}} = 95$

20) $52 - 41 = \underline{\hspace{2cm}}$

21) $\frac{1}{2} \text{ of } 28 = \underline{\hspace{2cm}}$

22) $80 - 43 = \underline{\hspace{2cm}}$

23) $53 + 37 = \underline{\hspace{2cm}}$

24) $\frac{1}{3} \text{ of } 24 = \underline{\hspace{2cm}}$

25) $\frac{3}{4} \text{ of } 36 = \underline{\hspace{2cm}}$

My Book Review

Title of the book: _____

Author: _____

My Star Rating:



Can you write a book review about the last book you read?

Don't forget to give it a star rating out of five!



This book was about: _____

I liked/didn't like this book because: _____

This book review was written by: _____

Use all the skills you know to help you describe what you can see.

Think about:

- Capital letters
- Full stops
- Commas in a list
- Adjectives (Describing words)
- Verbs (doing words)
- Expanded noun phrases (the yellow, glorious sun.) (Adjective comma adjective noun)
- Speech (What might the people be talking about)
- Where things are in the picture (Next to, behind, under)
- Time adverbials (After that, then, next, finally)
- Conjunctions (because, and, so)

Describe the Scene!



elephant

zebra

crocodile

polar bear

sealion

dolphin

penguin

monkey

parrot



Year 2 Word List - Children are taught these spelling rules in Year 2. Examples of words containing these rules are listed under each rule. Children should be able to read the words more accurately than they can spell them. These words are non-statutory.

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y			The /s/ sound spelt c before e, i and y		The /r/ sound spelt wr at the beginning of words
'dge' (end of words) badge edge bridge dodge fudge hedge	'ge' (end of words) age huge change charge bulge village	'g' (before e, i, y) gem giant magic giraffe energy	'j' (before a, o, u) jacket jar jog join adjust	'c' (before e, i, y) race ice cell city fancy	'wr' write written wrote wrong wrap wrist
The /n/ sound spelt kn and (less often) gn at the beginning of words		The /l/ or /əʃ/ sound spelt -le at the end of words	The /l/ or /əʃ/ sound spelt -el at the end of words	The /l/ or /əʃ/ sound spelt -al at the end of words	Words ending -il
'kn' knock know knee	'gn' gnat gnaw	'-le' table apple bottle little middle	'-el' camel tunnel squirrel travel towel tinsel	'-al' metal pedal capital hospital animal	'-il' pencil fossil nostril

Year 2 Word List - Children are taught these spelling rules in Year 2. Examples of words containing these rules are listed under each rule. Children should be able to read the words more accurately than they can spell them. These words are non-statutory.

The /aɪ/ sound spelt -y at the end of words	Adding -es to nouns and verbs ending in -y	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it		Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	
cry fly dry try reply July	fly = flies try = tries reply = replies copy = copies baby = babies carry = carries	copy = copied / copier / copying happy = happier / happiest cry = cried / crying reply = replied / replying		hike = hiking / hiked / hiker nice = nicer / nicest shine = shiny	
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter		The /ɔ:/ sound spelt a before l and ll	The /ʌ/ sound spelt o	The /i:/ sound spelt -ey	The /ɒ/ sound spelt a after w and qu
pat = patting / patted hum = humming / hummed drop = dropping / dropped sad = sadder / saddest fat = fatter / fattest run = runner / runny		all ball call walk talk always	other mother brother nothing Monday	key donkey monkey chimney valley	want watch wander quantity squash

Year 2 Word List - Children are taught these spelling rules in Year 2. Examples of words containing these rules are listed under each rule. Children should be able to read the words more accurately than they can spell them. These words are non-statutory.

The /ɜ:/ sound spelt or after w	The /ɔ:/ sound spelt ar after w	The /ʊ/ sound spelt s	The suffixes –ment, –ness, –ful, –less and –ly		Contractions
word work worm world worth	war warm towards	television treasure usual	enjoyment sadness careful playful hopeless plainness badly	merriment happiness plentiful penniless happily	can't didn't hasn't couldn't it's I'll
The possessive apostrophe (singular nouns)	Words ending in -tion	Homophones and near-homophones			
Megan's Ravi's the girl's the child's the man's	station fiction motion national section selection	there / their / they're here / hear quiet / quite sea / see bare / bear one / won	sun / son to / too / two be / bee blue / blew night / knight		

Year 2 Word List - Children are taught to read and spell these words in Year 2. Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.

Common exception words					
door floor poor because find kind mind behind child children wild	climb most only both old cold gold hold told every everybody	even great break steak pretty beautiful after fast last past father	class grass pass plant path bath hour move prove improve sure	sugar eye could should would who whole any many clothes busy	people water again half money Mr Mrs parents Christmas

Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat.

Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

In Pie Corbett we all told the story of The Three Little Pig.

- 1) Use the pictures below to tell the story to a grown up or someone in your house. Use your best story teller voice.
- 2) Write the story using as many interesting adjectives as you can.

Can you use these pictures of characters and important objects to retell the fairy tale of **The Three Little Pigs**?







Use all the skills you know to help you describe what you can see.

Think about:

- Capital letters
- Full stops
- Commas in a list
- Adjectives (Describing words)
- Verbs (doing words)
- Expanded noun phrases (the yellow, glorious sun.) (Adjective comma adjective noun)
- Speech (What might the people be talking about)
- Where things are in the picture (Next to, behind, under)
- Time adverbials (After that, then, next, finally)
- Conjunctions (because, and, so)

Describe the Scene!



seaside

ice cream

splashing

waves

deckchair

swimming

rubber ring

sandcastle

surfing





Alphabetical Order Puzzle!



Can you work out the joke and its punchline?

Use what you know about the order of the letters in the alphabet to work out which letter each number represents!

e.g. A = 1, B = 2, C = 3, and so on!

23	8	9	3	8		9	19	
----	---	---	---	---	--	---	----	--

20	8	5						
----	---	---	--	--	--	--	--	--

12	1	26	9	5	19	20		
----	---	----	---	---	----	----	--	--

12	5	20	20	5	18		9	14
----	---	----	----	---	----	--	---	----

20	8	5						
----	---	---	--	--	--	--	--	--

1	12	16	8	1	2	5	20	?
---	----	----	---	---	---	---	----	---

5	.		9	20		9	19	
---	---	--	---	----	--	---	----	--

1	12	23	1	25	19		9	14
---	----	----	---	----	----	--	---	----

2	5	4	!					
---	---	---	---	--	--	--	--	--

The Things I Like



My name is Sam.

I like to ride on my bike because I like to go very fast.

I like to swim in the sea. It feels very cold.

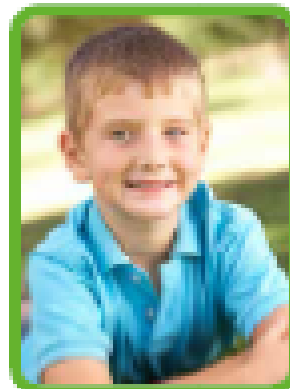
Sometimes, I like to run very fast. I love to feel the wind on my face.

I also like to read books and play games on my computer.

What about the food that I like? My favourite food is chicken and rice. I like to eat fruit and chocolate.

What do I like to drink? My favourite drink is apple juice and water.

What do you like to do?



product code: ut00013 - 11 - 12 made in uk

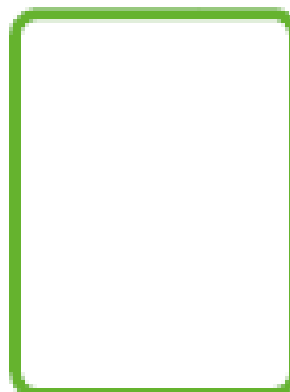
oto

Now you have a go

The Things I Like



This is me!



oto

Tricky Words

Information for Grown Ups

Tricky words do not follow the usual phonic patterns so cannot be sounded out but need to be learned by sight.

If possible, read a version of 'The Three Billy Goats Gruff' together. Tell children that Tricky Troll is the troll from this story. He is very grumpy and likes nothing better than to trick children by giving them words that are difficult to read and spell!

Play the Tricky Word dice game for 2 players

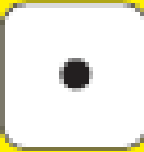
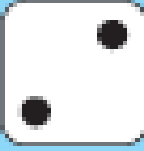
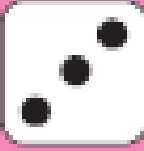
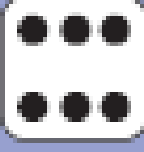
You will need:

- A dice and counters (of 2 different colours)

How to play

- One at a time, each player roles the dice and chooses one of the words under that number.
- If they read and/or spell the word correctly, they may place a counter over it.
- If there are no words left under the number thrown, miss a go.
- The player with the most counters at the end is the winner.



					
I	no	go	the	to	into
he	she	we	me	be	you
are	her	was	all	they	my
said	have	like	so	do	some
come	little	one	were	there	what
when	out	Mrs	people	asked	could

Timmy the Tooth

I'm Timmy the Tooth
I'm shiny and white
I like you to brush me
Both morning and night
I'm very important
When you need to eat
I'm so good at biting
Potatoes and meat

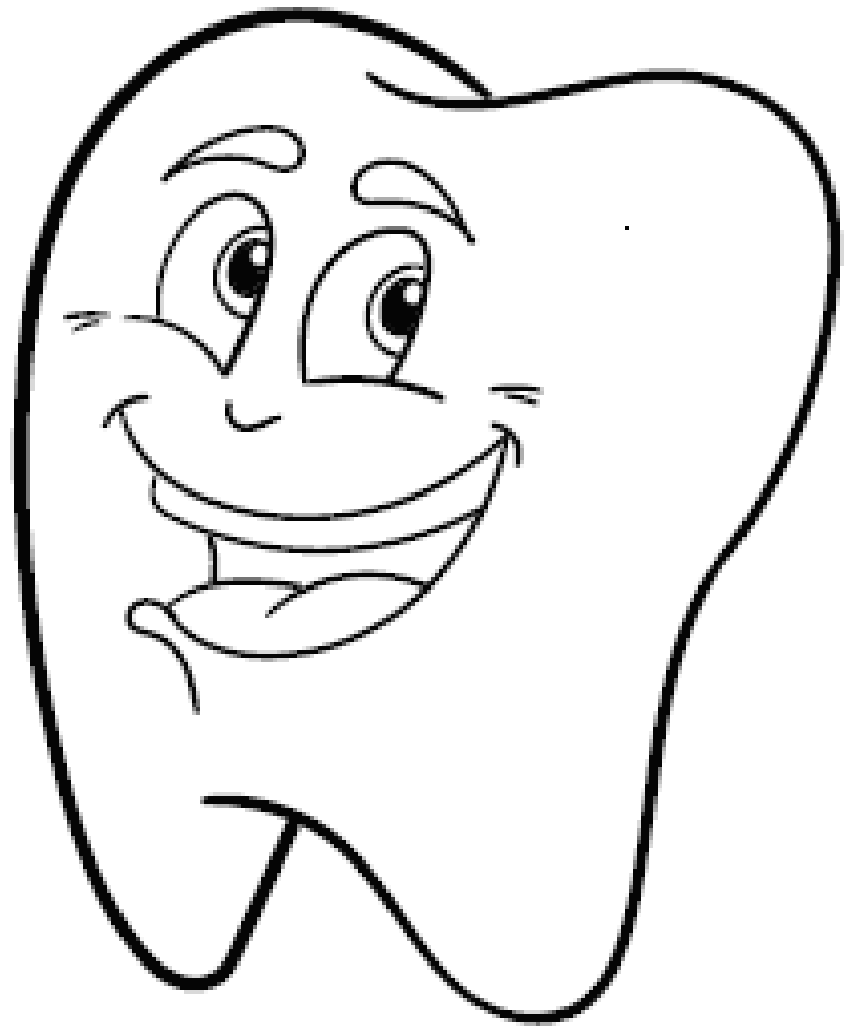
When you eat an apple
I'll help you to chew
And when food is hard
Then I know what to do

But I have a weakness
For when you have treats
Like sugary snacks
And packets of sweets

The sugar attacks me
It causes decay
Holes start appearing
And I wear away

Sugar is hard on me
Makes me go bad
If you eat a lot of it
I will feel sad

Please limit your sugar
A little's enough
Then I can be healthy
And stay good and tough



Read the poem *Timmy the Tooth*. Can you read it out loud? Can you learn the first verse (or even more) off by heart?

Now try these questions!

1. What is the name of the tooth?
2. Why do you think the author chose that name? Can you think of another name that would have had the same effect?
3. How many verses does this poem have?
4. Find the word 'chew' in the 3rd verse. Which word rhymes with it in the poem? Can you think of any other words to rhyme with 'chew'?
5. What is the poem trying to persuade you to do? Does it work?

1.....

2.....

3.....

4.....

5.....



Acrostic Poetry

Acrostic poems are fun! The first letter in each line spells out a word. They do not have to rhyme, but the words should be carefully chosen for the best effect.

ALIEN

Awesome aliens have
Landed on Earth
Incredible but true
Everyone is flabbergasted
No one can see them but you!



SPACE

Starry
Perfect
Amazing
Constellations surrounding
Earth



Now try writing your own poems and add pictures too!

ALIEN

A _____

L _____

I _____

E _____

N _____



SPACE

S _____

P _____

A _____

C _____

E _____



If you love learning about space, the following websites are out of this world!

<https://spaceplace.nasa.gov/menu/play/> or

<http://www.spacekids.co.uk/learn/>

Practical Ideas



Draw your own comic strip.



Classroom secrets

Include the use of capital letters, full stops and correct punctuation for the speech bubbles.

123

Create a place value chart using different types of pasta.



T	O

Represent a 2-digit number.

Classroom secrets

Draw a place value chart. Encourage children to put pieces of pasta in each column to create a 2-digit number. Children to explain how they have made the number.



Pick a book title. Play charades.



Can your family guess the book?

Classroom secrets

When children are playing, remind them about the books you read together or at school. Take it in turns to act out the title without speaking.

I am lucky because...



I can...



I am...



I have...

Tongue Twisters

Red lorry, yellow lorry

Tongue Twisters

Peter Piper picked a
peck of pickled
peppers

Tongue Twisters

Freshly fried flying fish

Tongue Twisters

Black bug's blood

Tongue Twisters

Greek grapes, Greek
grapes, Greek grapes

Tongue Twisters

Crisp crusts crackle
and crunch

Tongue Twisters

Sailing Boats



ACTIVITY 1 | SAILING BOAT

KS1/2



STEM Learning Objectives:



Science:

Explore resistance in water by making and testing a boat.



Technology:

Use a range of tools, equipment, materials and components.



Engineering:

Understand the forces acting on a sailing boat.



Maths:

Measuring and marking out.

WHAT YOU NEED:

Materials:

- Polystyrene foam pizza disc
- A4 coloured card
- Plastic milk bottle lid
- Wooden skewer
- Decorations



Tools:

- Low melt glue gun
- Ruler
- Felt tip pens
- Large scissors
- Lump of poster tack
- Pencil
- Hole punch
- Water tray

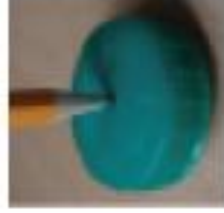


Can you spot any hazards? How can you reduce the risks?

WHAT YOU DO:

1. Use the felt tip and ruler to draw a boat shape on your pizza disc. Make it as long as the disc and quite wide to help prevent the boat capsizing. Cut out the boat base.
2. Place the poster tack on the table and press a bottle lid onto it with the open side downwards. Press down with the pencil to make a small hole in the middle. Don't make the hole too big as it needs to be a tight fit on the skewer.
3. Take out the poster tack and glue the lid down towards the front of the boat base. Push the pointed end of the skewer down through the hole in the lid and into the base.
4. Cut the sheet of coloured card so that it is shorter than the skewer, and trim it to your preferred shape. You can decorate it with a felt tip pen. Punch a hole in the middle of the top and bottom, then slide the sail onto the skewer.

5. Place the boat in the water tray and blow into the sail to make it move across the water. You can customise your boat by adding a sailor, flag, decorations etc. You could try to help it move faster, for example by changing the shape of the base to make it more streamlined.



STEM Explanation:

Gravity acts downwards on the boat, pulling it down onto the water.

The boat base is made from polystyrene foam pizza disc; this contains lots of little air pockets, making it buoyant so that it doesn't sink.

When you blow into the sail the boat moves across the water.

The resistance of the water (drag) slows the boat down.

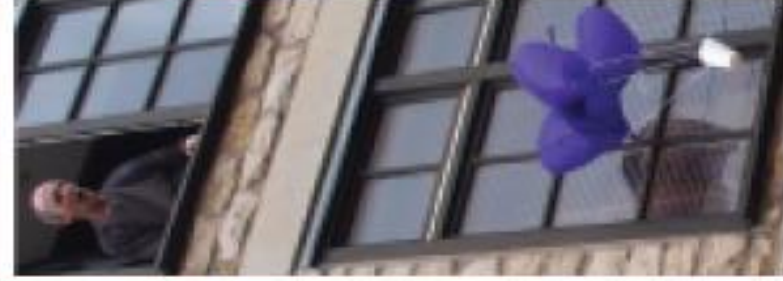
If you make the boat more streamlined (e.g. by making the front pointed and rounding off the corners) this reduces the drag so the boat can go faster.

Egg Parachutes



ACTIVITY 5 | EGG PARACHUTE

KS1/2



STEM Learning Objectives:



Science:

Explore falling objects and the effects of air resistance.



Technology:

Engage in an iterative process of designing and making.



Engineering:

Design, make, test and improve a product.



Maths:

Measure time; compare duration of events.

Can you spot any hazards? How can you reduce the risks?

WHAT YOU NEED:

Materials:

- Large piece of thin material, e.g. broken umbrella with the spokes removed, bin bag, part of an old lightweight raincoat
- Plenty of packaging material, e.g. bubble wrap, packaging foam, cotton wool, egg box, yogurt pot, foam cup
- Thin string
- A hard boiled egg
- A raw egg



Tools:

- Scissors
- Transparent sticky tape
- Stopwatch



WHAT YOU DO:

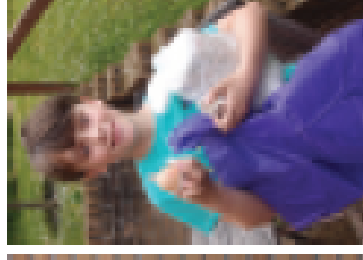
The aim is to construct a parachute to allow an egg to be dropped out of an upstairs window onto a hard surface without it breaking. Here are some suggestions:

1. Tie four or more strings near the corners or edges of the piece of thin material so that it will act as a parachute.
2. Use the hard boiled egg initially. Package it well, particularly underneath, to cushion the impact when it lands.
3. Attach the other end of the strings to the egg package or basket without getting the strings tangled up!

Ask an adult to hold the parachute by the middle, with the egg package hanging down, drop it out of an upstairs window onto hard ground (e.g. concrete). Time the descent of the egg and then check whether it has broken.

Modify and improve your design as required; for example you could make a larger parachute to slow the egg down more (time the descent to see if this has increased). You could change the number of strings or re-position them to improve your parachute, and/or use more packaging underneath the egg.

Once you are happy with your design, place the raw egg in the package instead of the hard boiled egg. Once it has descended, check whether the raw egg has broken.



STEM Explanation:

The egg and parachute are pulled downwards by gravity.

As they move down the air pushes against them.

The parachute is relatively large; the air resistance gives rise to an upward pull, slowing down the descent of the egg.

The egg must be packaged well to absorb and cushion the impact when it hits the ground.

To prevent the egg from breaking, you can try increasing the air resistance, cushioning the egg better, or both.

Bee-Bot at the Zoo

Bee-Bot is having a lovely day at the Zoo! It is so hot that he has had to stop for an ice cream! But Oh-no! Bee-Bot has lost his map of the Zoo! Can you help him find his way around the animals? Start every activity at the ice cream van and draw the arrows in sequence to build your algorithm.



Visit the Lions

Visit the Pandas

Visit the Tigers and then the Meerkats

Visit the Polar bears and then the Penguins

[illegible]



Games

Take turns

Share

Have fun

Snakes and Ladders

2, 3, 4 and 5 Times Tables

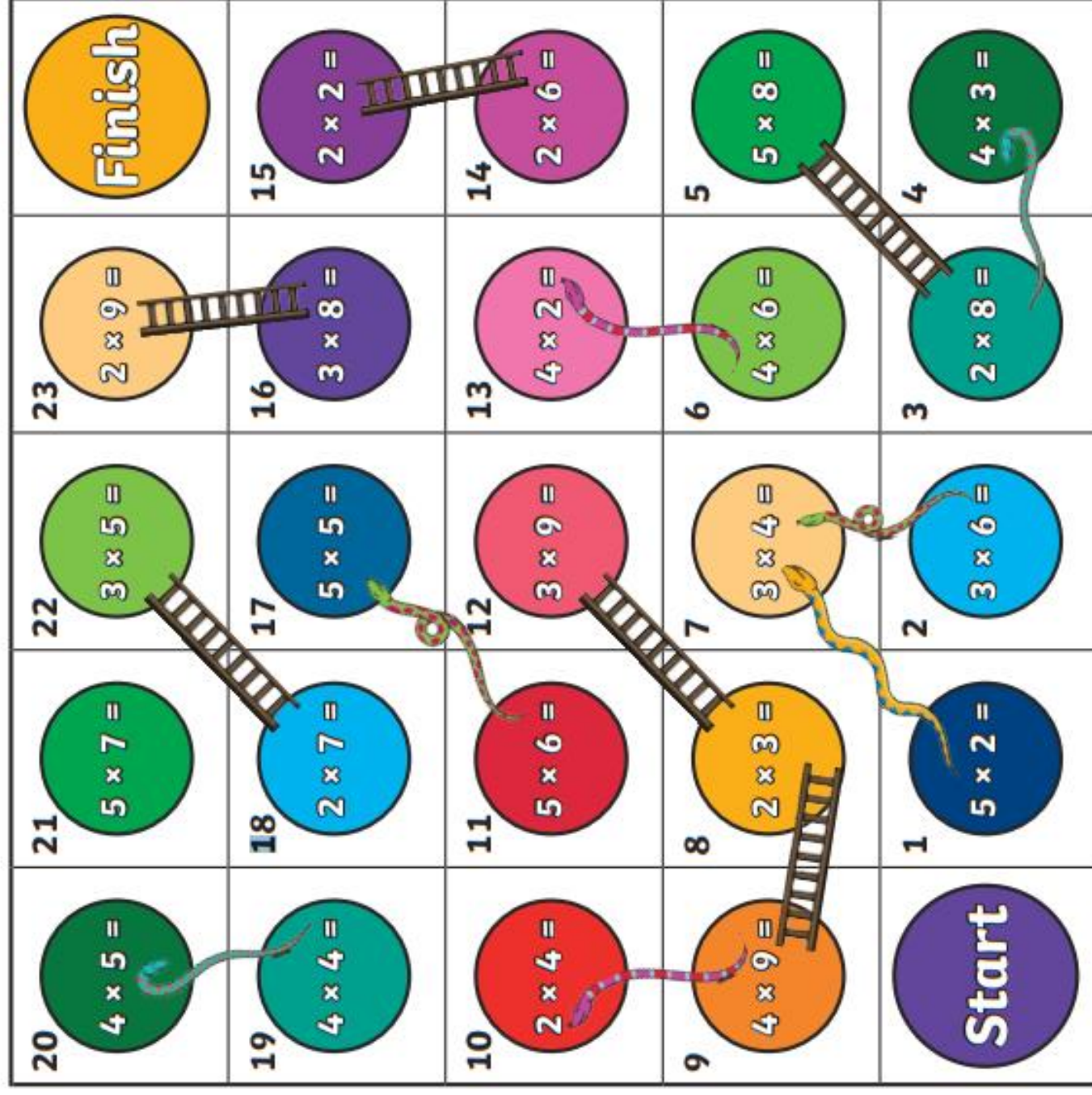
You will need:

- the Snakes and Ladders Board Game;
- a dice;
- a counter per player.



How to play:

1. Players take it in turns to roll the dice. The player with the highest number goes first, the player with the second highest goes second and so on.
2. When it's their turn, players move the counter the number of spaces shown on the dice and answer the calculation they land on.
3. If the answer given to the calculation is correct, play continues as usual:
 - landing on a snake's head - the player's counter slides down;
 - landing at the bottom of a ladder - the player's counter climbs up.
4. If the answer given to the calculation is incorrect, the player misses a go.
5. The first player to reach the finish is the winner!



START

**TAKE
2
LEGOS**

**TAKE
2
LEGOS**

**LOSE
1
LEGO**

**TAKE
2
LEGOS**

**TAKE
3
LEGOS**

**LOSE
1
LEGO**

**TAKE
3
LEGOS**

**LOSE
2
LEGOS**

**TAKE
3
LEGOS**

**TAKE
2
LEGOS**

**LOSE
1
LEGO**

**LOSE
2
LEGOS**

**LOSE
2
LEGOS**

**TAKE
2
LEGOS**

**TAKE
3
LEGOS**

**TAKE
1
LEGO**

**LOSE
YOUR
TURN**

**TAKE
4
LEGOS**

**TAKE
1
LEGO**

**TAKE
2
LEGOS**

**GO
BACK
3**

**LOSE
2
LEGOS**

**TAKE
4
LEGOS**

**TAKE
3
LEGOS**

**LOSE
1
LEGO**

**TAKE
2
LEGOS**

**LOSE
1
LEGO**

**TAKE
2
LEGOS**

**TAKE
3
LEGOS**

FINISH

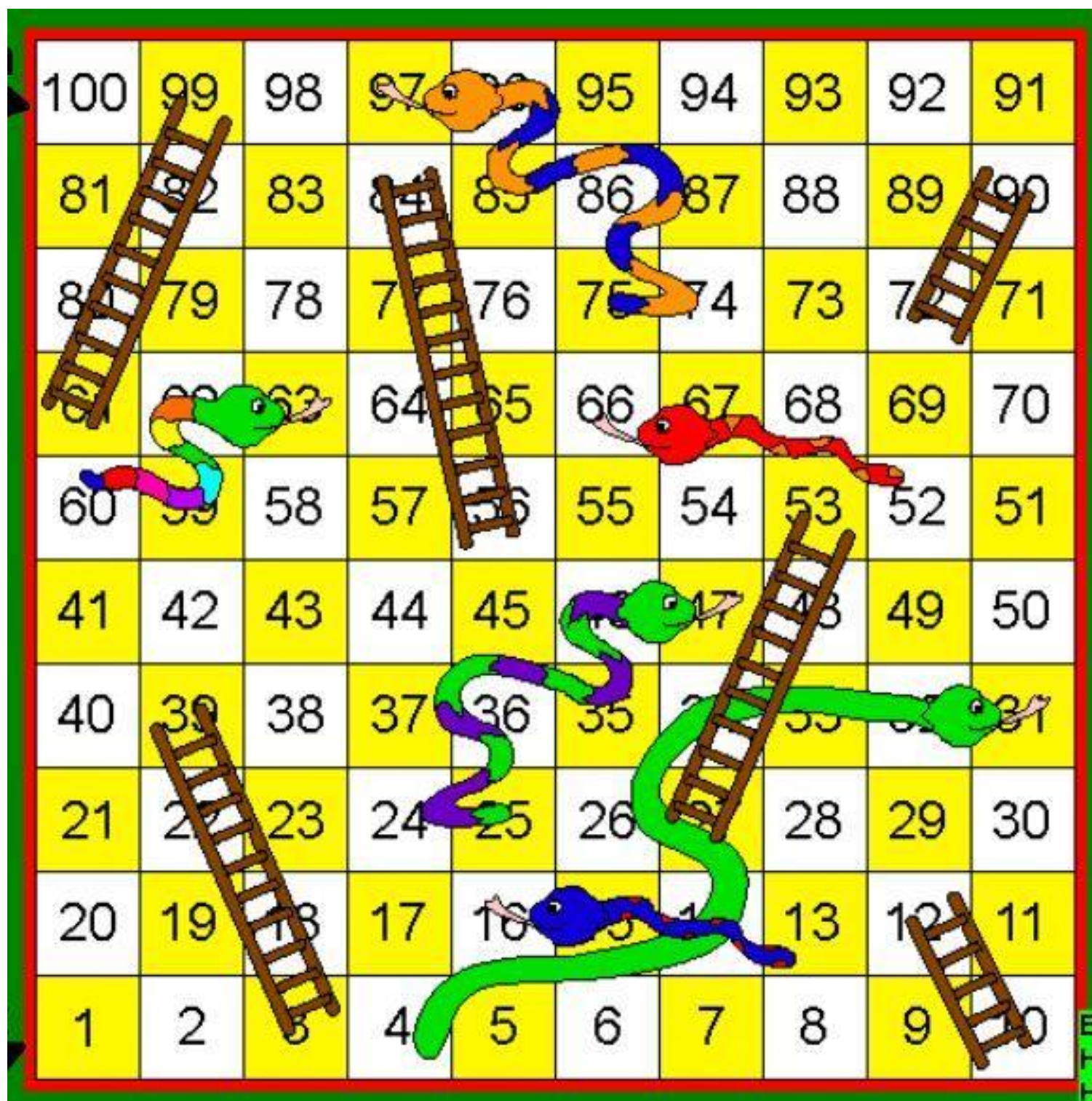
**TAKE
3
LEGOS**

**TAKE
2
LEGOS**

**LOSE
1
LEGO**

**TAKE
1
LEGO**

**LOSE
1
LEGO**



SAY A WORD OR STEP BACK 3

RECEIVE A GIFT DICE 2X

A a

START

A a

B b



D d

C c



E e

F f

SAY A WORD

FINISH

Z z



H h

Y y



X x

W w

O o

P p



Q q

R r

N n



M m

L l



I i

J j

K k

S s

T t

V v



U u



BIRTHDAY