
Group 2 Work Pack

6th July – 10th July (week 6)

Suggested timetable (week 4):

Day	Core	Foundation
Monday	Reading Writing Maths	Thematic
Tuesday	Reading Writing Maths	Science
Wednesday	Reading Writing Maths	PE
Thursday	Reading Writing Maths	Music
Friday	Reading Writing Maths	Spanish

This timetable is flexible. Some days will be more productive than others. We ask that you do the core subjects (reading, writing, maths) daily, and then balance the foundation subjects as suits you. You may find that doing all of the days work in one go works best (remember to take a short break, though) or splitting it into morning and afternoon suits you better.

If you are unable to complete everything then do not worry. Do your best and that will be good enough.

Remember the assembly on routines – try to start at the same time every day, in a quiet place if possible. Have a clear plan for the day.

There will be some QR codes (barcodes) that you will be able to scan. These will take you to a website with further information or activities on. Any scanning app, eg Barcode Scanner, on a mobile device or tablet will enable you to do this.

Monday 6th July

Reading: Take a moment to look at the picture. Write down any questions you have, then answer the questions below.



Questions

- This picture is called 'Take a Break'. Who is taking a break?
- What do you think they are taking a break from?
- What is the dog doing? How do you know?
- Who do the animals belong to?
- Which character/creature is the odd one out? Explain your choice.

Writing

Diary entry –Your task for the next two weeks is to write a diary entry about a young archaeologist’s adventure to the pyramids in Egypt. By the end of this week, you will have planned your diary and then be ready to draft and edit the following week.

Task 1

What do you already know about diaries? Discuss with an adult or write notes in your exercise book.

A diary entry is a form of **recount** in which the writer explains what has happened to them.

Here's a **checklist** of the key features to use when you write a diary entry.

- Start with 'Dear Diary'.
- **Describe** the places where the events happened.
- Write in the **past tense**.
- Use **pronouns** like I, my and me to show that the events happened to you.
- Talk about how you were **feeling** or what you were **thinking** when each event happened.

Watch the video by following the link below or scanning the QR code to find out more about diaries.

<https://www.bbc.co.uk/teach/class-clips-video/d-is-for-diary/zvkrkmn>



Task 2

Read the diary entry below and then listen to Miss O’Brien reading it (I will post the video on Class Story).

Dear Diary,

I had the best day EVER today. I woke up this morning, the sun was shining through the curtains and I could smell breakfast cooking downstairs. I jumped out of my bed, threw on my school clothes and skipped down to the kitchen.

A delicious breakfast of pancakes with syrup was waiting for me on the table and I gobbled it down as quick as a flash. I grabbed my school bag, shouted “Bye!” to my mum and dashed out of the door to school.

When I arrived at school, my teacher handed my homework back to me and a huge grin spread across her face. Guess what? I got 20 out of

20! I couldn't believe it! We had my best lessons in the morning (Literacy and Geography).

Before I knew it, it was lunchtime. The menu today was my favourite: Spaghetti Bolognese followed by Chocolate pudding - yum! The afternoon flew by, and we ended the school day with a really fun game of Dodgeball, and we all cheered when my team won (of course).

After school, I came home and was met with the most amazing surprise; my mum told me that we were going out to the cinema and to Pizza Hut for dinner. We had a fantastic time!

I'm sitting on my bed writing this, remembering all the fun things that happened today. I hope tomorrow is just as good!

Ahmed

Task 3

What features you can spot in the diary? Write them down on this sheet or in your exercise book to create a toolkit. (One has been done for you.) After you've written them down, watch the video of Miss O'Brien identifying the features. Were there any features that you didn't notice? If so, add them to your work as this will help you when writing your own diary.

Diary Toolkit – Use the sheet below to support you by matching the colours to reveal the feature and example.

First person
pronouns.



Verbs

Range of punctuation

Written in first person

Adverbs

Emotive language

Past tense

Adverbs of time

Simile

Adjectives

Rhetorical question

Colloquial language

Guess what?

Delicious, golden, amazing

- I had the best day today.
- Remembering all the fun things that happened today.

I gobbled it down as fast as lightening.

Quickly, extremely

I, my

Finally,
Before, After

Dear diary,
gobbled,
grabbed, bye,

cheered, Jumped,
skipped, arrived

,! " ?

We had a fantastic time.
I had the best day today.
I love to learn.

Maths




Starter: Arithmetic practice

a	15	+	<input type="text"/>	=	20
b	19	+	<input type="text"/>	=	20
c	<input type="text"/>	+	12	=	20
d	14	+	<input type="text"/>	=	20
e	16	+	<input type="text"/>	=	20
f	13	+	<input type="text"/>	=	20
g	<input type="text"/>	+	17	=	20

Follow the link or scan the QR code: <https://whiterosemaths.com/homelearning/year-2/>




What do you see?

a)  Have a go  

$4 + 4 = 8$
 $2 \times 4 = 8$

There are 2 equal groups with 4 in each group.

b)  + + =
 x =

The video player shows a play button, a progress bar at 07:26, and a title: "There are 2 equal groups with 4 fish in each group."

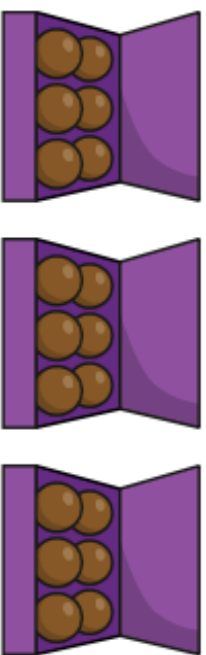
Go to Week 5 Lesson 1 – multiplication sentences using x symbol- and watch the video

After you've watched the video, complete the activities on the following page. If you require further support, message me on Dojo and I'll help you.

Multiplication sentences using the x symbol

1 Complete the sentences.

a)

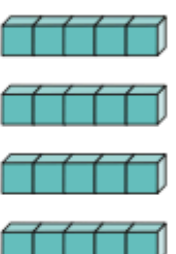


There are equal groups with in each group.

$$\square + \square + \square = 18$$

$$\square \times \square = 18$$

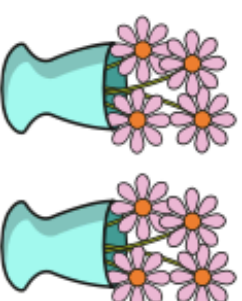
b)



There are equal groups with in each group.

$$\square + \square + \square + \square = 20$$
$$\square \times \square = 20$$

c)



There are equal groups with in each group.

$$\square + \square = 8$$

$$\square \times \square = 8$$

- 2 Complete the table.

The first one has been done for you.

Addition	Multiplication
$2 + 2 + 2 + 2$	4×2
$5 + 5 + 5$	
$3 + 3 + 3 + 3 + 3$	
	2×10

- 3 Complete the pattern.

$$5 \times 2 = 5 + 5 = \square$$

$$5 \times 3 = 5 + 5 + 5 = \square$$

$$5 \times 4 = 5 + 5 + 5 + 5 = \square$$

$$5 \times 5 = \underline{\hspace{2cm}} = \square$$

What comes next?

- 4 The total is 16

What could the addition and multiplication be?

- 5 Use counters to help you complete the number sentences.

a) $3 \times \square = 12$

b) $\square \times 4 = 8$

c) $2 \times \square = 10$



Thematic

Retrieval: Where is Brazil located?

Name 3 other rainforests and name the country that they are from.

Question: Why are the rainforests so important?

Read the information below.

Species.

A **species** is a class of plants or animals whose members have the same main characteristics and are able to breed with each other.

Pandas are an endangered species.

There are several thousand species of trees here.

There are more than **260** different types of monkeys. They are separated into two major categories: New World and Old World. The New World monkeys live in the Americas, while Old World monkeys live in Asia and Africa.



Medicine

Medicine is a substance that you drink or swallow in order to cure an illness.

Twenty five percent of our prescription **medicine** comes from 10% of the known **rainforest** plants.



Opium poppy - morphine, codeine)

Morphine is one of the many opiates that come from the opium poppy.

River Amazon

The Amazon



The Amazon River is the second longest river in the world and has the largest capacity. The river is six miles wide at its widest point.

The river's source is formed by melting glaciers found high in the mountains of Peru. It then flows through Brazil, Ecuador, Bolivia, Colombia, Peru and Venezuela before flowing into the Atlantic Ocean. The Amazon flows through the largest rainforest in the world (some say it is the longest).



Did you know?

The Amazon was named by a Spanish explorer who told stories of a tribe of female warriors who lived by the river.

AMAZON

- **Name:** The Amazon.
- **Length:** At 6,516 kilometres (4,048 miles) long it's the second longest river in the world. However, because it is also really wide and has many, many tributaries it actually transfers the largest volume of water of any river on Earth!
- **Source:** The most distant source is found in the mountains of Peru. It is fed by melting glaciers.
- **Mouth:** The mouth or mouths of the river are found on the East coast of Brazil where the Amazon flows into the Atlantic Ocean.
- **Location:** The river flows through Peru and Brazil, but its tributaries (smaller rivers that merge into it) drain vast areas of Venezuela, Colombia, Ecuador and Bolivia too.



The Amazon runs through the rainforest

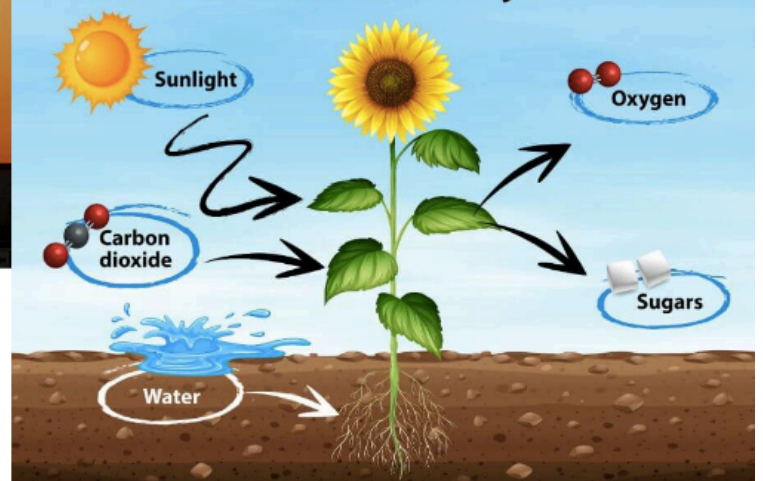
[View fullscreen](#)

Carbon dioxide

Carbon dioxide is a gas. It is produced by animals and people breathing out, and by chemical reactions.



Process of Photosynthesis



Lungs

Your **lungs** are the two organs inside your chest which fill with air when you breathe in.



Click the link or scan the QR codes to find out more about the importance of the rainforests.

<https://www.bbc.com/future/article/20130226-amazon-lungs-of-the-planet>



<https://www.oddizzi.com/teachers/explore-the-world/physical-features/ecosystems/rainforests/rainforest-layers/forest-floor/>



<https://www.bbc.co.uk/news/av/science-environment-48917148/climate-change-how-important-is-the-rainforest-in-limiting-global-warming>



Complete the sheet below and share your answers as to why the rainforests is so important.



Rainforests provide food and medicine



Instructions: Use the pages within Oddizzi to complete the boxes below.

oddizzi.com | Physical Features - Ecosystems - Rainforests - Food and Medicine

3 reasons why we owe so much to the rainforest plants:

1	2	3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2 foods I didn't know came from the rainforest:

1	2
_____	_____

1 question I have:

1

Tuesday 7th July

Reading

Read the text below about a famous lady called Amy Johnson:

Amy Johnson



Amy Johnson was born in Hull in 1903. She began to take flying lessons when she was 25, and went on to become the first woman ever to fly alone from Britain to Australia. Amy flew to Australia in a Gipsy Moth plane, which she named Jason. During the Second World War, Amy helped the Royal Air Force by flying planes around the country. In 2016, giant sculptures of brightly coloured moths were hung on the walls of buildings around Hull to celebrate Amy's life.

Answer the following questions:

1. What is a moth?
2. What does the word 'sculpture' mean?
3. Find a word in the text that means the same as 'huge'.
4. What city was Amy Johnson born in?
5. How old was Amy when she started learning to fly?

Writing

Recap -What features must we include in a diary entry? Discuss with an adult or write your thoughts in your exercise book.

Task 1

Today, you will be looking at a variety of diary entries so that you become familiar with how they are written. Some are better than others. When you read them, look to see if they include the features we discussed yesterday. Then complete the table to say what was good, bad and interesting about each diary.

Read each diary and make notes around each one. Look at the example for support.

Addresses the diary directly ¹	Written in first person ²	Rhetorical questions ³	Includes opinions as well as facts ⁴	Uses informal and chatty language ⁵
Describes author's thoughts and feelings ⁶	Inverted commas for direct speech ⁷	Events are described only from the author's perspective ⁸	Author explains the reasons for their actions ⁹	Adverbials of time ¹⁰

21st February

Dearest Diary¹,

Oh my² goodness! I've never been so frightened in all of my life!⁶ Yesterday¹⁰, I² was actually eaten by a wolf – that's right⁵, eaten – and I² lived to tell the tale. Can you¹ believe it?³ Me², Red! Or 'Little Red', as everyone seems to want to say. Hmph.⁵

It all started when Mother sent me² on yet another one of her errands. Don't get me wrong,⁵ I do love to visit Granny⁶, but is it really necessary to take baskets of food all of the time?³ She couldn't get through this basket full of cupcakes even if she was having daily dinner parties with the whole village!⁴ And I do wish that mother wouldn't pester me so⁶: "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?"⁷

Pester, pester, pester.⁵

Anyway⁵, off I² skipped in the beautiful sunshine, down the path to the lane and through the forest, waving to the old woodcutter as I went.⁸ It was such a lovely day⁴; animals were scampering around on the ground and birds were chirping in the

Includes date of the diary

Events organised into paragraphs

Written in chronological order

Written in past tense

Friday May 5th

We've finally got one! My mum has been trying to persuade my dad for ages to get a dog and he has always thought of a hundred reasons why we shouldn't get one. I think my mum had almost given up. Well today after we had all got home and were having a snack, there was a knock at the door. I opened it and there was a big box on the door step. I was a bit worried at first because there was no

> one there but mum and dad came towards the door too and dad was at the back telling me to open it. So then I opened the box and there inside, looking quite confused and shy was a gorgeous black puppy with a red bow around her neck!

} I picked her up and brought her into the house. Our house is quite small and not really set up for dogs! There are lots of ornaments everywhere. She scurried around our living room knocking a few things over and then we gave her some

> food. I felt so happy because I haven't got any brothers and sisters and I have wanted to get a dog for a long time. We decided to call her 'Surprise'.

Dear Diary,

Today was a beautiful, bright and sunny day so I decided to build a boat! I needed to get some long, hard wood so I travelled to the forest to collect a huge pile.

After I had gathered some wood, I began to nail the pieces together using my flint hammer and dinosaur teeth for nails. It took 2 hours to build, but once it was finished I was very proud of myself. Was it going to float?

After some time, I began to get hungry so I decided to go fishing on my brand new log boat. Heaving the boat, I pushed it down towards the lake and into the water. Fortunately, the boat floated and so I jumped in! Slowly, I rowed out into the middle of the lake and then threw my fishing rod (made from a stick) into the deep, fresh water. Suddenly, my rod pulled me forward so I began to lift the fish into the boat. It was really tricky to catch the fish because it was so wriggly and heavy! Eventually, I caught the fish and sailed back to land. The fish was golden and very slippery!

In the afternoon, I decided to have a nap because I was so tired from fishing! At that moment, a huge brown bear came charging through the woods like thunder.

Some hunters from my tribe ran away but I stood my ground and began to throw spears at the growling, snarling bear! How was I going to get away! The spears didn't work so I grabbed my hand made bow and arrow and started shooting at it. Whimpering, the bear tumbled to the ground. YES! We had defeated it!

As the sun set in the sky, my belly began to grumble. What was I going to eat? I skipped back to my family's hut and asked my Mum for something to eat whilst my baby sister lay on her fur skin mat. She was cooking some raw, mammoth meat on the fire and it smelt delicious. We were running out of wood so I went outside to look for some. Fortunately, I had some left over from my boat! Once the mammoth was cooked, I began to eat it. Unfortunately, it tasted disgusting, however it filled me up!

I wonder what will happen tomorrow...

Tuesday 12th September 2017

Dear Diary,

I had the most disastrous day EVER today! You won't believe what happened to me. I woke up all positive and sharp, the sun was shining off my nib and I could smell fresh paper in the air. The day had started so well until...

Crash! Duncan's dog Spike hit the shelf with such a force that I tumbled down onto the cold, hard floor. Before I knew it, I was in spikes mouth shaking from side to side like a chewy dog toy. Could life be any worse? I had to ask! Have you ever been eaten and then spat out? Well that's what happened to me and let me tell you, it's disgusting. I barely recognise my tanned self.

I should be seeing the world; colouring chocolate in Africa, shading in the stumps of the Amazon or colouring the brown bears of Canada.

Green crayon is off dyeing the pitch at Old Trafford, Yellow crayon is traveling around Egypt and where am I? I am stuck here with that horrid mutt spike!

I would rather be snapped in two then spend another second in the jaws of that beast. All I want is some peace and quiet, sat on my shelf next to my best friends glue and ruler. I wonder what tomorrow will bring. It can't be as bad as today was, right?

Not so Tanned crayon

Now complete the table by writing your thoughts about each recount. Send a picture over Dojo so that I can share it with others on Class Story.



I What was interesting about each diary?			
M Minus –what features did the diary not include?			
P Plus – what did you like about the diary? New puppy		Stone Age	Tan Crayon

Maths

Check your answers from yesterday's learning (the answers were uploaded onto Dojo yesterday).

How did you do?

Starter:

Arithmetic practice

a	$20 - 15 =$	<input type="text"/>
b	$20 - 19 =$	<input type="text"/>
c	$20 - 16 =$	<input type="text"/>
d	$20 - 12 =$	<input type="text"/>
e	$20 - 18 =$	<input type="text"/>
f	$20 - 11 =$	<input type="text"/>
g	$20 - 17 =$	<input type="text"/>

Follow the link or scan the QR code: <https://whiterosemaths.com/homelearning/year-2/>

Lesson 2 - Use arrays



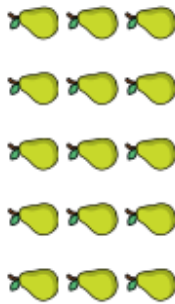
Go to Week 5 Lesson 2 – Use arrays- and watch the video

After you've watched the video, complete the activities on the following page. If you require further support, message me on Dojo and I'll help you.



Use arrays

1 How many pears are there?



+ =
 + =
 × =
 × =

There are pears.

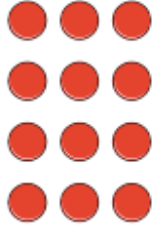
2 How many stars are there?



+ =
 + =
 × =
 × =

There are stars.


3 Write two additions and two multiplications for the array.



+ =
 + =
 × =
 × =

What do you notice?

4 Write two multiplications for this array.



× =
 × =

- 5 Draw an array to show 7×3
Complete the number sentence.



$$7 \times 3 = \square$$

Is there more than one way to draw the array?



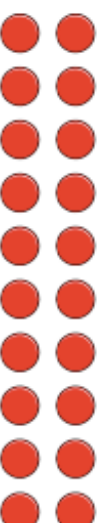
- 6 Draw three different arrays to show 12



- 7 Draw dots to show each multiplication in two ways.
The first one has been done for you.

Multiplication	Array 1	Array 2
3×8		
2×5		
4×9		
6×1		

- 8 Can you see the multiplications 5×4 and 4×5 in the array?



Talk about it with a partner.

Science

Watch **the video**: <https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/z28dpbk> (or scan QR code)



Read the below information:

Seed dispersal

Plants **disperse** their seeds in lots of different ways. Some seeds are **transported** by the wind and are shaped to float, glide or spin through the air.

Plants growing near a river may use the flowing water to transport their seeds.

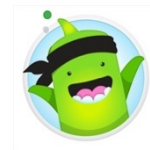
Some seed pods are designed to **explode** and throw the seeds a good distance from the parent plant.

Many plants also use animals to **carry** their seeds. This type of seed may have handy hooks which attach to an animal's fur. Alternatively, the plants might make tasty fruit to enclose the seeds, which **attract** animals to eat them.

How do plants spread their seeds?

Complete the quiz. How did you do?

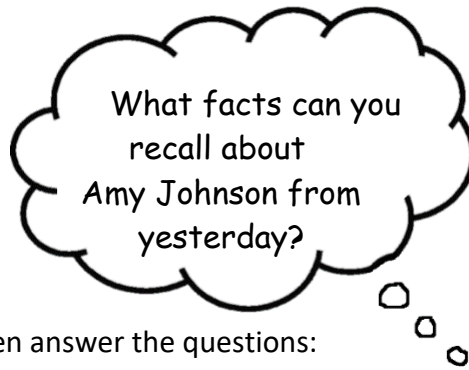
(You can complete this online if you follow the above QR code.)



Wednesday 8th July


Reading

Reading



Read through the text again and then answer the questions:

Amy Johnson



Amy Johnson was born in Hull in 1903. She began to take flying lessons when she was 25, and went on to become the first woman ever to fly alone from Britain to Australia. Amy flew to Australia in a Gipsy Moth plane, which she named Jason. During the Second World War, Amy helped the Royal Air Force by flying planes around the country. In 2016, giant sculptures of brightly coloured moths were hung on the walls of buildings around Hull to celebrate Amy's life.

Answer the following questions:

1. Which war did Amy help in?
2. What was Amy Johnson's main achievement in life?
3. Why were moths chosen to celebrate Amy's life?
4. Is this text fiction or non-fiction? How can you tell?
5. Amy Johnson was known as a brave, adventurous woman. Why do you think this is?

You may like to watch the clip about Amy Johnson or research more about her life.

<https://www.youtube.com/watch?v=RsNAiKRvtrU>

Writing:

Verbs and Past tense – This week we have been looking at the features of a diary entry. One of the features that we have discussed is past tense. Today we will be looking at this in more depth.

What are past, present and future tense? Watch the video to find out!

<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z3dbg82>



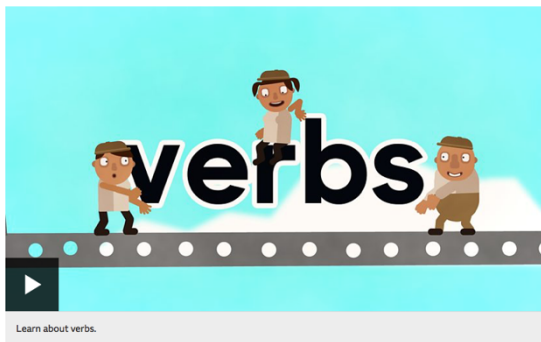
Follow the link or scan the QR code to revise verbs.

<https://www.bbc.co.uk/bitesize/articles/zh4thbk>



Learn

Watch this short clip to revise what **verbs** are and how they can be used.



When you are writing, the verbs you use show if the events have already happened, are happening now or will happen in the future.

- The **past tense** is used for things that have already happened. Past tense verbs often end in **-ed** but not always.

For example: *I **walked** to the shop.*

- The **present tense** is used when something is happening now or when something happens regularly.

For example: *I **am walking** to the shop.*

- The **future tense** is used to talk about things that haven't happened yet.

For example: *I **will walk** to the shop.*

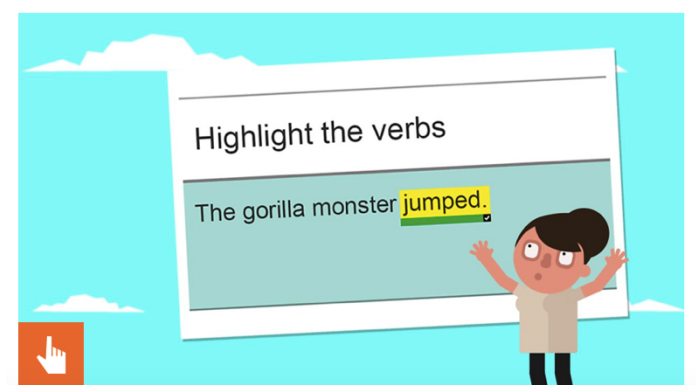
Practise

Activity 1

Check how well you understood the videos with these **two** short activities.

1. Highlight all the **verbs** in the sentences.

Remember: Verbs can be a word used to describe an action, state or occurrence.



Maths

Check your answers from yesterday's learning (the answers were uploaded onto Dojo yesterday).

How did you do?


Starter:

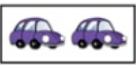
a	8	x	4	=	<input type="text"/>
b	9	x	4	=	<input type="text"/>
c	10	x	4	=	<input type="text"/>
d	7	x	4	=	<input type="text"/>
e	4	x	4	=	<input type="text"/>
f	12	x	4	=	<input type="text"/>
g	11	x	4	=	<input type="text"/>


Follow the link or scan the QR code: <https://whiterosemaths.com/homelearning/year-2/>


Lesson 3 - The 2 times-table


What multiplication is represented by each image?


a)  x =

b)  x =

c)  x =

d)  x =

Have a go 



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Go to Week 5 Lesson 3 – The 2 times table- and watch the video

After you've watched the video, complete the activities on the following page. If you require further support, message me on Dojo and I'll help you.

The 2 times-table

- 1 Write a fact from the 2 times-table to match the picture.

a)



$$\square \times \square = \square$$

b)



$$\square \times \square = \square$$

c)



$$\square \times \square = \square$$

- 2 a) Complete the number line.



- b) Which times-table does the number line show?

Tick your answer.

1 times-table 2 times-table

3 times-table

How do you know?

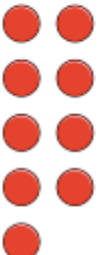
- 3 Complete the array and times-table fact so that they match.

a)



$$2 \times 2 = \square$$

b)



$$2 \times 5 = \square$$

c)



$$2 \times \square = 8$$

4 Complete the number sentences.

a) $3 \times 2 = \square$ f) $\square = 12 \times 2$

b) $\square = 9 \times 2$ g) $2 \times \square = 2$

c) $2 \times 5 = \square$ h) $2 \times 0 = \square$

d) $2 \times \square = 4$ i) $14 = 2 \times \square$

e) $12 = \square \times 2$ j) $\square \times 2 = 22$

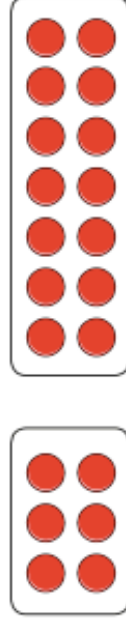
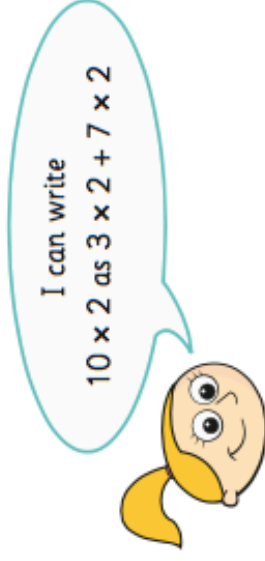
5 Teddy has £8

Rosie has twice as much money as Teddy.

How much money does Rosie have?

Rosie has £

6 Eva is writing 10×2 in different ways.



Find three more ways that you can write 10×2

Use counters to help you.

<input type="text"/>	\times	<input type="text"/>	$+$	<input type="text"/>	\times	<input type="text"/>
<input type="text"/>	\times	<input type="text"/>	$+$	<input type="text"/>	\times	<input type="text"/>
<input type="text"/>	\times	<input type="text"/>	$+$	<input type="text"/>	\times	<input type="text"/>

Compare answers with a partner.



PE

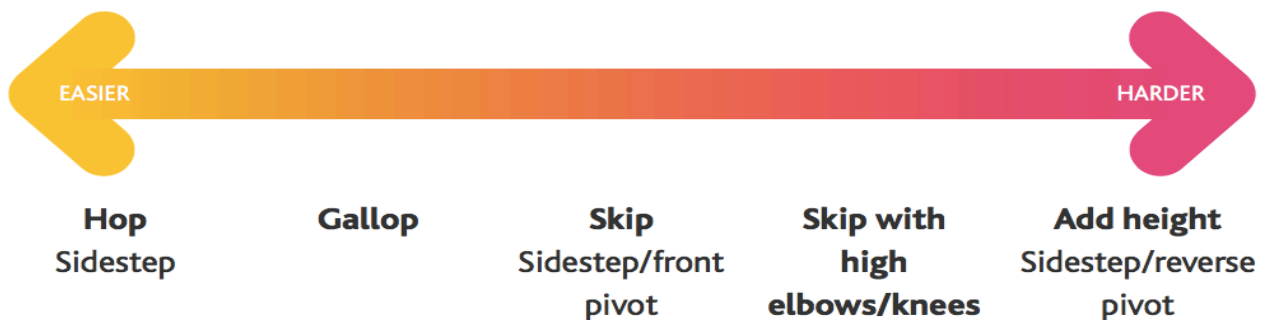
Scan the code or follow the link to access jumping and landing challenge. Use the colour tabs at the bottom to change the difficulty of the challenge and share pictures on ClassDojo of you completing it at home. <https://home.jasmineactive.com/pe/year/3/unit/2/lesson/2/funs/jumping-and-landing>



Email: parent@northfield-2.com

Password: Northfield

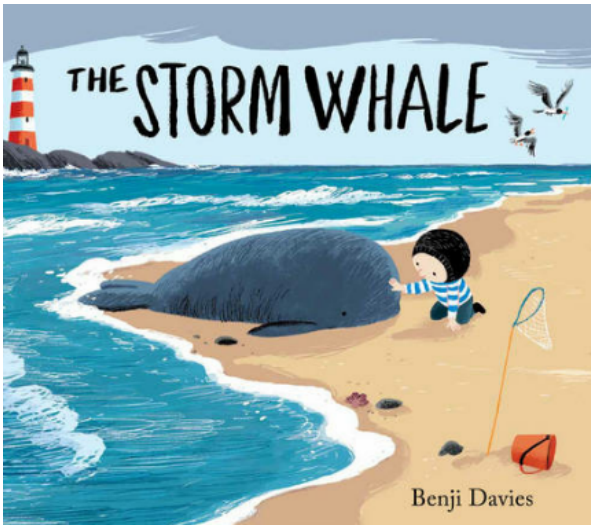
Use the ideas below to make the activity more or less challenging depending on how you're finding it:



Once you've tried these, try other footwork patterns such as hop scotch or zig zags.

Thursday 9th July

Reading – T Look at the front cover of this book, write down or share any questions you may like to ask.



<https://www.youtube.com/watch?v=UVaYThmaUMc> Listen to the story, 'The Storm Whale' by Benji Davies. Use the link provided or scan the QR code.

Answer the following questions:

1. Who did Noi live with?
2. What job did Noi's Dad do?
3. Why did Noi want to go out the morning after the storm?
4. What had washed up on the sand after the storm?
5. List 3 adjectives to describe the whale.

Writing

Personal pronouns – This week we have been looking at the features of a diary entry. One of the features that we have discussed is pronouns. Today we will be looking at this in more depth.

What are pronouns? Watch the video to find out!

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrwx>

Complete the pronoun activities by scanning the QR code or clicking the link.



Highlight the pronouns

She ran towards the castle.

A cartoon knight in a grey helmet and brown tunic stands to the right of the card, holding a spear. The word 'She' is highlighted with a yellow and green background. A hand cursor icon is in the bottom left corner.

Highlight the words that could be replaced with pronouns.

George heard the roar of a dragon.

Two cartoon knights in grey helmets and brown tunics stand to the right of the card, holding spears. The word 'George' is highlighted with a yellow and green background. A hand cursor icon is in the bottom left corner.



What is a pronoun? Quiz

Test your knowledge of pronouns with this quiz.

[Play](#)

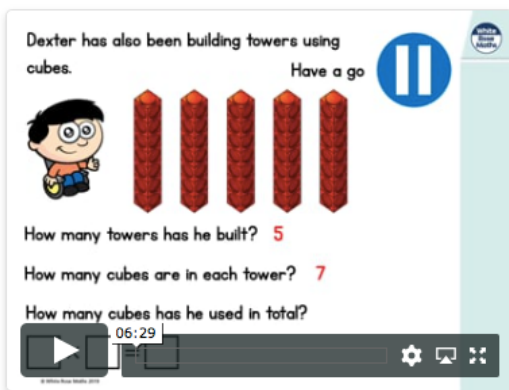
Maths

Arithmetic starter:

a	14	÷	2	=	<input type="text"/>
b	8	÷	2	=	<input type="text"/>
c	16	÷	2	=	<input type="text"/>
d	6	÷	2	=	<input type="text"/>
e	12	÷	2	=	<input type="text"/>
f	10	÷	2	=	<input type="text"/>
g	18	÷	2	=	<input type="text"/>

Follow the link or scan the QR code: <https://whiterosemaths.com/homelearning/year-2/>

Lesson 4 - The 5 times-table



Dexter has also been building towers using cubes. Have a go

How many towers has he built? **5**

How many cubes are in each tower? **7**

How many cubes has he used in total?

06:29



Go to Week 5 Lesson 4 – The 5 times- and watch the video

After you've watched the video, complete the activities on the following page. If you require further support, message me on Dojo and I'll help you.

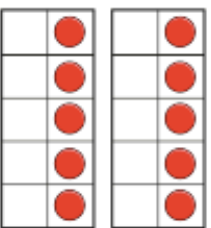
Answer the questions on the following two pages. Remember, if you require further support, message me on Dojo.

The 5 times-table

1 a) Match the picture to the times-table fact.



3×5



2×5

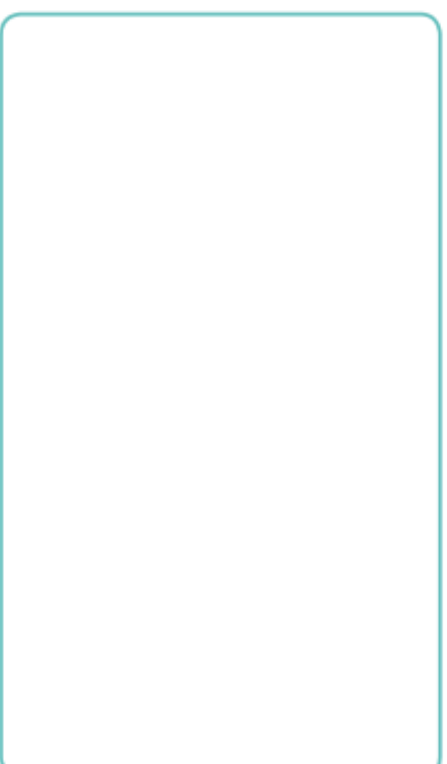


1×5



5×5

b) Draw a picture to show 4×5



2 a) Complete the number line.



b) Which times-table does the number line show?

Tick your answer.

1 times-table 2 times-table

5 times-table

How do you know?

3 Complete the number sentences.

a) $5 \times 5 =$ f) $= 11 \times 5$

b) $= 9 \times 5$ g) $5 \times$ $= 5$

c) $5 \times 6 =$ h) $5 \times 0 =$

d) $5 \times$ $= 40$ i) $10 = 5 \times$

e) $35 =$ $\times 5$ j) $\times 5 = 60$

4 How much money does Ron have?



Complete the multiplication.

\times $=$

Ron has p.

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

7×5 5×8

6×5 $4 \times 5 + 2 \times 5$

2×5 $3 \times 5 - 1 \times 5$

12×2 2×12

6 A sandwich costs £2 and a box of crayons costs £5



Jack buys 5 sandwiches and 3 boxes of crayons.

How much does he spend in total?

Jack spends £

Music – What are melody and pitch?



Follow the link or scan the QR code to access music.

<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zp99cj6>

Melody and pitch make songs memorable

Melody is the **tune**. It's the part of the music that you often find yourself singing along with.

Pitch is how **high or low a note sounds**. A melody is made up of high and low pitched notes played one after the other. Catchy melodies often repeat the same series of notes over and over.



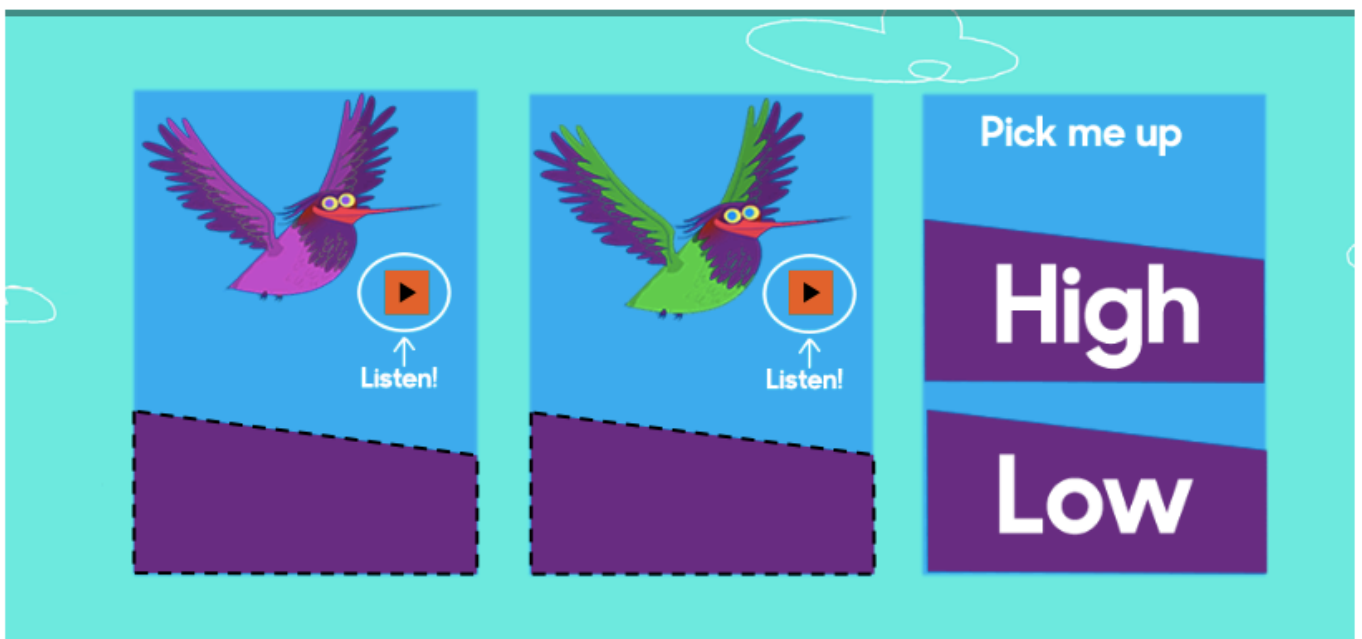
Melody is the tune. Pitch is how high or low the sound is.



Answer the following questions in your book:

1. What is the difference between melody and pitch?
2. Answer the quiz. You can complete it online by scanning the above QR code.

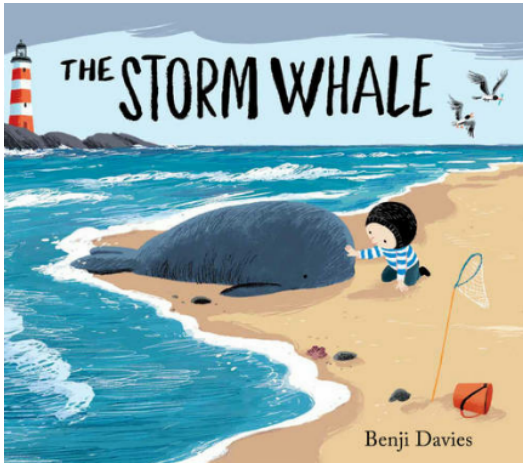
▶ Listen to the two notes and label them as high or low pitched.



The image shows an interactive quiz interface. On the left, there are two panels, each featuring a colorful bird (one purple, one green) flying. Below each bird is a play button icon and the word "Listen!". Below these panels are two dashed boxes for labeling. To the right, there is a legend with a blue box containing "Pick me up" and "High", and a purple box containing "Low".

Friday 10th July

Reading – Listen to the story 'The Storm Whale' again by using the link provided or scanning the QR code.



<https://www.youtube.com/watch?v=UVaYThmaUMc>

Answer the following questions:

1. How do you think Noi felt when he spotted the whale on the sand?
2. Why isn't it good for a whale to be out of the water?
3. How did Noi care for the whale?
4. Was Dad cross when he found out about the whale? How do you know?
5. Why did they have to return the whale to the sea?

Extra activity:

You may like to sequence the story pictures and use them to retell the story in your own words.

Sequence the pictures in the correct order of the story and retell the story in your own words.

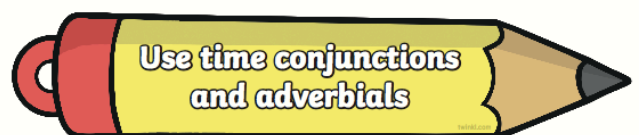
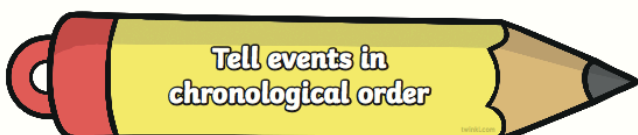
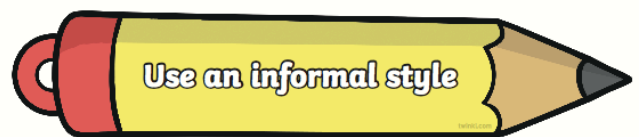
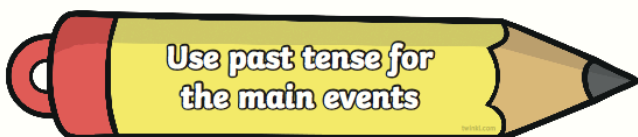
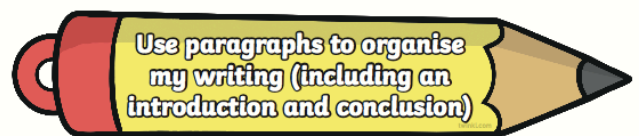
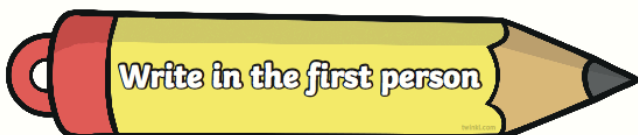
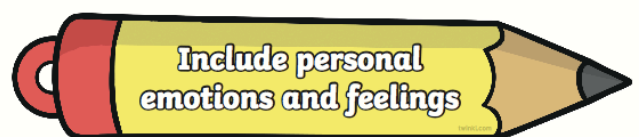
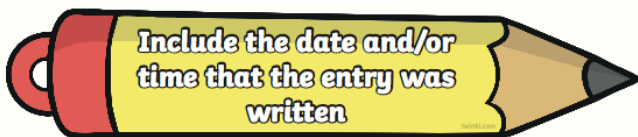
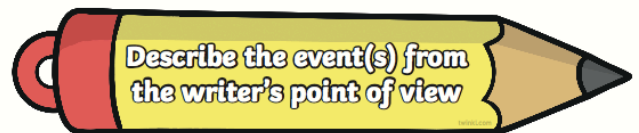


Writing



Watch the video of Tadeo Jones and his adventure in the pyramids by clicking the link or scanning the QR code. Then, using the planning sheet below begin planning your diary entry of Tadeo Jones's adventures in the pyramids.

<https://www.literacyshed.com/the-egyptian-pyramids.html>



Introduction

Who?	What?
Where?	When?

Main Event

First Person	More Detail (in chronological order)	Feelings
Past Tense		Time Conjunctions and Adverbials

Conclusion

Share your plan with me on dojo if you would like to.



Maths

This week you have been learning about multiplication.

Recap

Complete the maths quiz to test your knowledge. Follow the link or QR code to access the quiz. Remember, complete it independently. I will post a video addressing any misconceptions on Monday.

<https://forms.gle/CPNVGsRQJydmxfBo8>



Spanish



Y3 Spanish (week 6)

LOS COLORES[®]

Follow the link or scan the QR code to learn the colours in Spanish.

<https://www.youtube.com/watch?v=9gyGENGd9pY>



Further practice – click on the colour, listen and repeat.

<https://www.thinglink.com/scene/1101294229591687170>



Match the word to the correct colour:

verde



gris



rojo



rosado



marrón



azul



naranja



negro



amarillo



blanco



morado



Well done for all of your hard work this week. I am extremely proud of you all. Have a lovely weekend 😊

