

Home learning pack

Year 2

Week beginning: 22nd February – 26th February

Group 1

Week 7

Day	Core	Foundation
Monday 22 nd February	Reading Maths Writing Daily practice- 3 x table	Thematic Handwriting
Tuesday 23 rd February	Reading Maths Writing Daily practice- 3 x table	Science Spelling
Wednesday 24 th February	Reading Maths Writing Daily practice- 3 x table	PE PSHE Handwriting
Thursday 25 th February	Reading Maths Writing Daily practice- 3 x table	DT Spelling
Friday 26 th February	Reading Maths Writing Daily practice- 3 x table	Spanish Handwriting

Monday 22nd February

Today's tasks:	
Reading	Comparing stories
Maths	Making arrays
Writing	Drafting recipe text.
Thematic	Isambard Kingdom Brunel's greatest achievements.
Handwriting and daily drills	

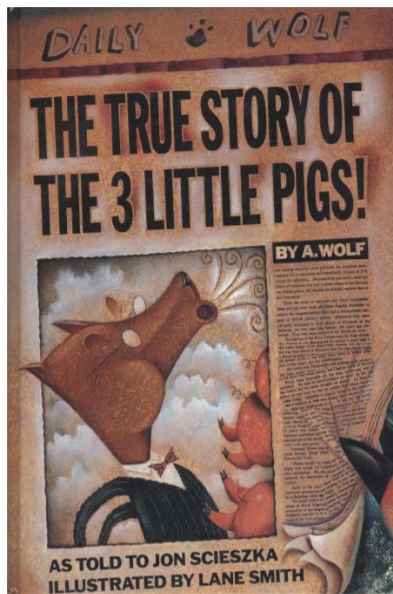
Monday 22nd February

Reading- comparing stories

Watch: The True Story of the Three Little Pigs

Follow the link or scan the QR code to access the story:

<https://www.youtube.com/watch?v=vB07RfntTvw>



Read the traditional tale of 'The Three Little Pigs'

Once upon a time, on a sunny day in early spring, there were three little pigs that set off to explore the world.

Now, even though these pigs were triplets, they each had different personalities. The first pig was very fast. The second pig was not too fast and not too slow. The third pig was very slow.

"Fair thee well, Mother," the pigs all chimed when it was time to go. "Good-bye children," their mother replied, waving to them as they travelled down the road.

Their first night on their own, the three little pigs fell asleep under the stars. From her porch back at home, mother was singing a lullaby - one she had sung many times before.

Piggies three, piggies three,
Have you listened well to me?
Can you hear me from afar
Wherever you are
Take your time, do things right,
And you'll sleep safe tonight.
Take your time, do things right,

And you'll sleep safe tonight.

The next morning, at the break of dawn, the three little pigs set off in search of the perfect spot to build their houses.

Very quickly, the first little pig found a pile of straw and said, "Ooh, straw! This will be perfect for me to build my house!" The third little pig said, "A house of straw? That's not very strong."

"It will be fine," said the first little pig. "It will be fast!"

So, the other two pigs said goodbye to the first pig and continued down the road in search of a spot to build their houses.

Not too long later, the second little pig found a pile of sticks. "Wow, sticks! I can use these sticks to build my house!"

"Sticks?" said the third little pig. "Sticks are stronger than straw, but still not strong enough for a house."

"That's ok," said the second little pig. "It won't be too fast or too slow to build a house of sticks." The third little pig shook his head, waved goodbye, and went along down the road by himself.

Just then, the third little pig came upon a pile of bricks.

"I will build a house that is nice and strong with these bricks, even though it may take a long time to build it," said the third little pig.

Each using their own building materials, the pigs worked hard all day and night to build their houses.

Of course the first little pig was finished in record time!

The second little pig took a little bit longer, but finished before it got dark outside. The third little pig was STILL working as night fell, but soon he was too tired to do any more building, so he lay down and fell asleep. Now word got around that there were three new pigs in town. And who do you suppose would want to visit these three little pigs?

That's right. The Big Bad Wolf!

The wolf showed up at the first pigs' house disguised as a building inspector. "It's the building inspector," said the Big Bad Wolf.

"B-b-b-building inspector?" said the first pig.

"Yes, let me in!" said the Big Bad Wolf

"Not by the hair on my chinny chin chin!" squealed the pig.

"Then I'll huff, and I'll puff, and I'll blow your house in!" growled the wolf.

And that's exactly what he did. He huffed and puffed and blew down the house of straw!

I guess you could say that the house of straw failed the building inspector's test.

The first little pig ran to the second little pig's house for safety, but just then the Big Bad Wolf appeared, again disguised as the building inspector.

"Little pig, little pig, let me in," said the Big Bad Wolf.

"Not by the hair of my chinny chin chin!" squealed the pig.

"Then I'll huff, and I'll puff, and I'll blow your house in!" roared the wolf.

And that's exactly what he did!

Down fell the house of sticks, failing the building inspector's test.

The first little pig and the second little pig ran as fast as they could to the third little pig's house for safety!

Now the third little pig worked very slowly building his house of bricks, which meant that his house was not finished when the "Building Inspector" arrived.

"I'll give you until tomorrow to finish this house," snarled the Big Bad Wolf.

"Tomorrow?" complained the third little pig. "I'll never be done by tomorrow!"

"Too bad," said the Big Bad Wolf, and off he stomped down the road.

"What shall I do?" cried the third little pig.

"I know," said the first little pig. "Let's work together to finish the house."

"Great idea!" agreed the other pigs.

To finish the house, the first little pig was quick with the bricks. The second little pig was steady with the

mortar and the third little pig did the careful clean up.

Before you knew it, the house was completed! "We did it!" shouted the three little pigs.

When the "Building Inspector" showed up later that day, the pigs were ready for him.

"Little pigs, little pigs, let me in!" said the Big Bad Wolf.

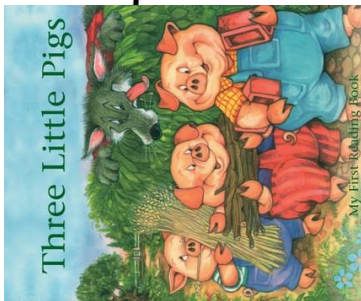
"Not by the hairs on our chinny chin chins," said the three pigs.

"Then I'll huff, and I'll puff, and I'll blow your house in!" shouted the Big Bad Wolf.

But the wolf couldn't blow down the house, because the three little pigs had worked together, each doing the best that they could to build the house of bricks.

This house PASSED the building inspector's test! The Big Bad Wolf knew he had been defeated, and never bothered the three little pigs again. And they all lived happily ever after!

Task: Compare the two versions of 'The Three Little Pigs' stories in the Venn diagram. Look for similarities and differences between these stories.



Monday 22nd February

Maths: Making arrays

Daily drills- Sing along to the 3 times table song.

<https://www.youtube.com/watch?v=V96lZWctZYA>



Complete the number tracks.

0	3			12			21		
---	---	--	--	----	--	--	----	--	--

30	27	24							
----	----	----	--	--	--	--	--	--	--

What is an array?

Follow the link below or scan the QR code to watch the teaching video:

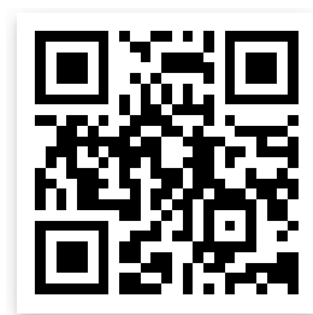
Make arrays: <https://vimeo.com/480212725>

Get ready starter

1) Count in 2s until you get to 20

2) Count in 5s until you get to 20

3) Can you count in 3s and get to 20?

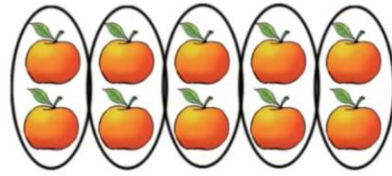


Please watch your teacher video on your class dojo page to support with today's lesson.

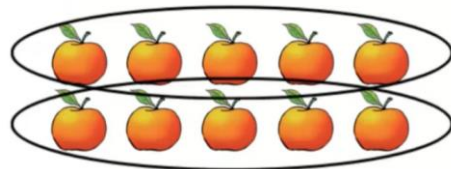
Today we will be working practically to make arrays.

What is an array?

Arrays are an arrangement of dots or pictures set out in columns and rows.



There are 5 columns. Each column has 2 apples.



There are 2 rows. Each row has 5 apples.

Examples:

Making lots of 2:

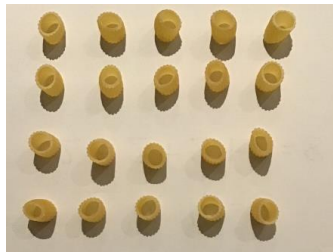


2 lots of 2 ($2 + 2 = 4$)



4 lots of 2 ($2 + 2 + 2 + 2 = 8$)

Making lots of 5:



4 lots of 5 ($5 + 5 + 5 + 5 = 20$)



3 lots of 5 ($5 + 5 + 5 = 15$)

Task: Using arrays solve the following problems:

1) 3 lots of 2 = ____

2) 6 lots of 2 = ____

3) 5 lots of 2 = ____

4) 2 lots of 5 = ____

5) 5 lots of 5 = ____

6) 6 lots of 5 = ____

7) 1 lot of 2 = ____

8) 0 lots of 5 = ____

9) 9 lots of 2

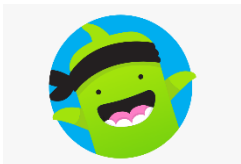
Extension:

Make 4 lots of 2. Then make 2 lots of 4. What do you notice?

I noticed that _____

Remember!

You can use buttons, beads, sweets or
pebbles to make your arrays- be creative
as you can!



Please send me a Dojo of your arrays when you have finished!

Monday 22nd February

Writing- draft an instruction text. (Monday and Tuesday)

Today you will be drafting your recipe on how to make a healthy wrap. You will need to look back at your notes from last week to help you bring all your ideas together.



Instruction checklist:

Title	
Introduction	
Sub-titles	
List of equipment	
List of ingredients	
Numbers for each step	
Imperative verb (Bossy verbs)	
Adverbs of time and manner	
Short and bossy commands	
Parenthesis or useful tips	

Adverbs of time

first
next
after
when
then
finally

Imperative verbs:

cut	add
make	put
use	wrap
fold	measure

Adverbs of manner:

slowly
carefully
thoroughly
quickly
gently

Monday 22nd February

Thematic- Isambard Kingdom Brunel's greatest achievements.

Review: Can you recall facts about Brunel?

Tick the appropriate answer:



1) Isambard Kingdom Brunel was a famous:

Artist ☐

Painter ☐

Engineer ☐

2) Brunel was born on:

9th April 1806 ☐

9th September 1806 ☐

9th November 1806 ☐

3) Where did Brunel study?

Oxford University ☐

Normandy University ☐

Cambridge University ☐

4) Brunel was born in:

England ☐

France ☐

Germany ☐

Look at these pictures below. What do they all have in common?

SS Great Britain steam ship



Great western Railway



Tunnel under the River Thames



Clifton Suspension Bridge



Paddington Station



Isambard Kingdom Brunel designed and engineered all of these structures. Around the world, Brunel is known as one of the greatest engineers of all time. His trains, ships, bridges and tunnels improved public transport and transformed modern engineering . We will now learn more about each of these inventions in today's lesson.

Research- Can you watch the following videos and write 7 facts in your work books?

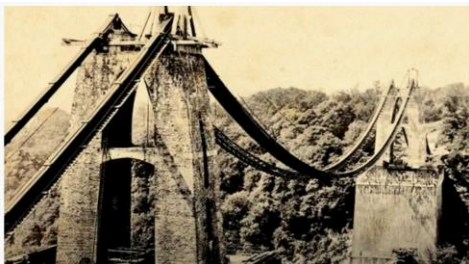
The SS Great Britain was the first iron steam ship built in 1843 in Bristol. At the time, it was the largest steam ship in the world, powered by an engine and driven by propeller rather than paddle wheel. Brunel's invention influenced the design of modern ships.

<https://www.youtube.com/watch?v=sJGpVAjLt-8>



The Clifton suspension bridge was opened in 1864 in Bristol, spanning 700 feet across the Avon River. The bridge was designed for pedestrian and horse drawn traffic, but the bridge was so well designed that it is now capable of carrying 4 million cars a year!

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



In 1838, Brunel began designing and constructing Paddington Station, as the main station for the Great Western Railway. Brunel wanted the station to be the "largest of its class". The first train departed on the 16th January 1854, and the station is still seen as a great success today.

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



Please send a photo of your facts to me on Dojo!

Monday 22nd February

Handwriting

Trace and copy the patterns. Say the sounds.

ook

ool

Finish the words, then copy them.

b



h

sch



p



You have finished all of today's tasks. Why not have a go at this optional extra?

Practice making bonds to 20 with this game: <https://www.topmarks.co.uk/maths-games/hit-the-button>

Tuesday 23rd February

Today's tasks:	
Reading	Prediction
Maths	Making arrays practically
Writing	Drafting instructions text – PLEASE continue to draft your recipe from Monday.
Science	Inheriting characteristics
Spelling and daily drills	

Reading



Look at the picture and answer the questions below. Write your answers into your workbook.

1. What is happening in this picture?
2. What is the boy doing? Why?
3. How is the man feeling?
4. Add speech bubbles to the image.
5. What do you think will happen next?

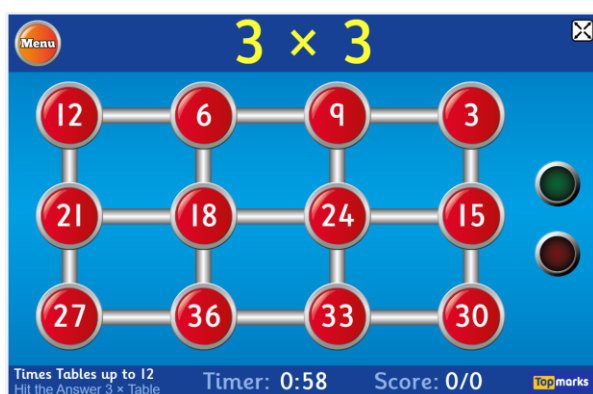
Tuesday 24th February

Maths: Making arrays

Daily drills- 3x table practice

Follow the link below or scan the QR code to play 'Hit the button'

<https://www.topmarks.co.uk/maths-games/hit-the-button/>



$$1 \times 3 = \underline{\quad}$$

$$2 \times 3 = \underline{\quad}$$

$$3 + 3 + 3 + 3 = \underline{\quad}$$

$$0 \times 3 = \underline{\quad}$$

$$3 \times \underline{\quad} = 6$$

$$3 + 3 = \underline{\quad}$$



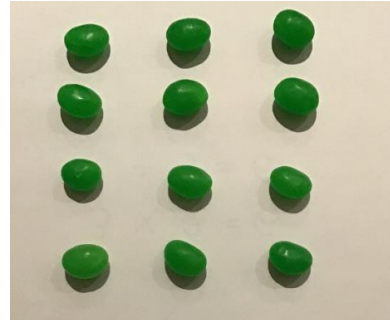
Please watch your teacher video on your class dojo page to support with today's lesson on arrays.

Look at the examples of arrays below.

Making lots of 3:



2 lots of 3 ($3 + 3 = 6$)

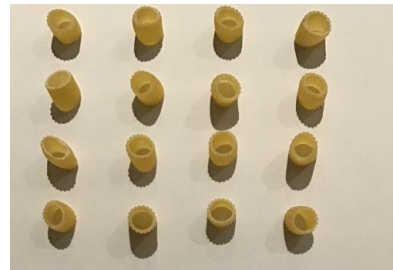


4 lots of 3 ($3 + 3 + 3 + 3 = 12$)

Making lots of 4:



2 lots of 4 ($4 + 4 = 8$)



4 lots of 4 ($4 + 4 + 4 + 4 = 16$)

Can you have a go at making these arrays?

1) 3 lots of 3 = ____

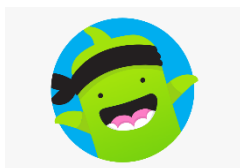
2) 5 lots of 3 = ____

3) 6 lots of 3 = ____

5) 3 lots of 4 = ____

5) 5 lots of 4 = ____

6) 6 lots of 4 = ____



Remember!

You can use buttons, beads, sweets or pebbles to make your arrays- be creative as you can!

Please send me a Dojo of your arrays when you have finished!

Tuesday 23rd February

Science – Inheriting characteristics

Review: List three changes that happen to humans in old age.

1) _____ 2) _____ 3) _____

Key vocabulary:



Gregor Mendel

Augustinian monk and botanist whose experiments when studying garden peas led to his eventual recognition as founder of the science of genetics.



similarities

Qualities that make one person or thing like another.



characteristics

Distinguishing traits or qualities of a breed of animal or plant.



generation

A group of people born and living during the same time.



resemblance

To look or be like someone or something.

Get ready starter: Look the pictures showing different families. Can you work out what 'inherit' means?



Inherit



Inherit means to pass down features from parents to children. These features can be physical or emotional.

"I have inherited my blue eyes from my mother".

Today we will be learning about how living things (humans, animals and plants) pass down characteristics to their offspring. Follow the link below or scan the QR code below to watch the video.

<https://www.bbc.co.uk/bitesize/topics/zvvhbrcw/articles/zp9f4qt>



- Inheritance in humans:

Often, children will resemble one or both their parents, and sometimes they may inherit characteristics from their grandparents too, like eye colour, hair colour and height. However, you will not inherit all characteristics from your parents; this is why you do not look identical to your parents. Characteristics such as, scars, hairstyles and ear piercings are personal to you.



- Inheritance in animals:

All species of animals will reproduce the same species in birth because their characteristics are passed down to their offspring. For example, all horses are born with four legs, but all spiders are born with eight legs. Similarly, if you cross two different breeds of dog, you get a dog with a combination of characteristics from both parents.







- Inheritance in plants:

Augustinian monk and botanist Gregor Mendel experimented with peas in his garden, to explore the science of inheritance. Later he experimented with other plants and found that when plants with purple flowers were fertilized, the offspring plant also grew purple flowers. His work is over 150 years old and from this, he became the founder of the 'science of genetics'.



For today's task, study the four dogs in the four boxes. Next, draw your idea of the puppy that would be born if they bred. Think about what characteristics they would inherit from both parents for example- colour, size, and height.

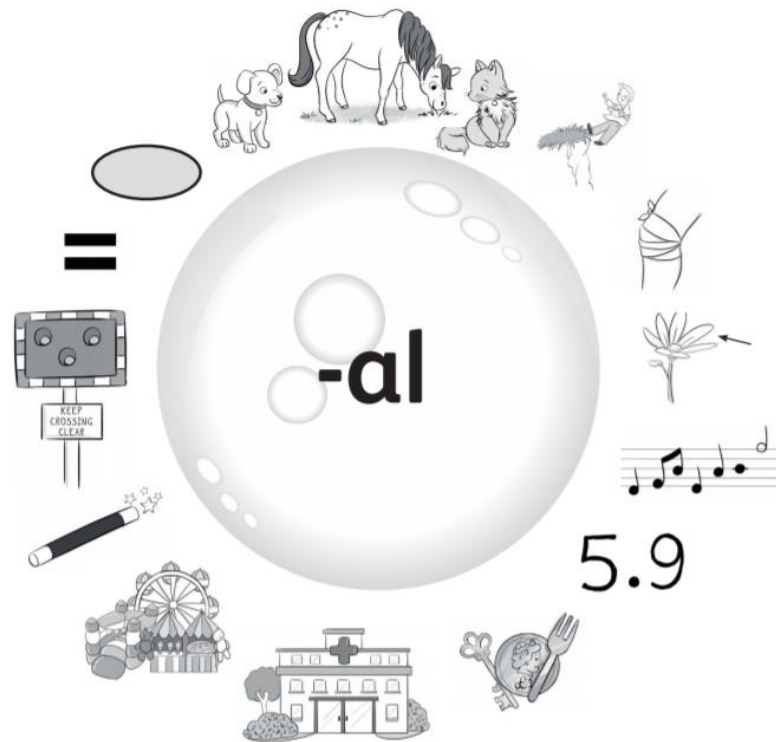
Dog A	Dog B	Dog C	Dog D
			
<div>Dog A + Dog B</div> <div></div>		<div>Dog C + Dog D</div> <div></div>	
<div></div>			

Tuesday 23rd February

Spelling 'al' word endings.

Not many nouns use the 'al' spelling, but many adjectives do. For example, pencil (noun) and magical (adjective).

Look at the pictures. Can you work out what 'al' word the picture shows?



Word list: animal, fatal, heal, petal, musical, decimal, metal, hospital, carnival, magical, signal, equal and oval.


Practise spelling these words in your workbook.

Congratulations!

You have finished today's home learning tasks. Why not have a go at this optional extra? Have a go at counting tens and ones with this BBC bitesize game

<https://www.bbc.co.uk/bitesize/topics/z8sfr82/articles/zw4g2nb>

Wednesday 24th February

Today's tasks:	
Reading	Vocabulary, retrieval and inference questions – non-fiction
Maths	Using arrays Maths quiz: arrays https://forms.gle/JbWcmx8guV2PPsGk6 
Writing	Editing instruction text-recipe
PE	Real PE- Static balance
PSHE	Being healthy
Handwriting and daily drills	

Reading: RVI questions

Lunchbox: The Story of Your Food

Do you take a lunchbox to school with you?
There are lots of different things you could
have in a lunchbox, such as sandwiches,
juice and fruit. Have you ever wondered
where your food and drink come from?



Vocabulary

Which words mean the same as *wondered*?

Tick **one**.

thought about

☐

stared at

☐

picked up

☐

eaten from

☐

Retrieval:

Find two things that you could find in your lunchbox. (Use the text)

_____ and _____

Inference:

Where do you think we get our fruit from for our lunch boxes?

Wednesday 24th February

Maths: Using arrays

Daily drills- 3x tables

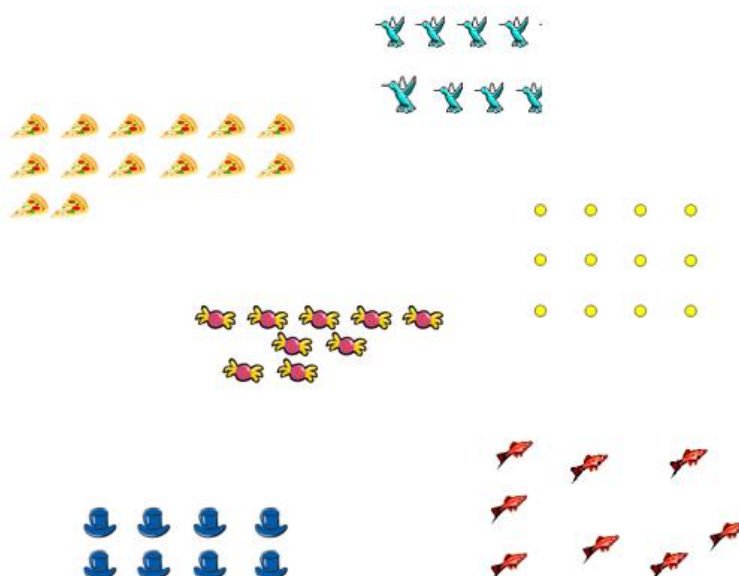
Follow the link or scan the QR code to watch the video.

<https://www.youtube.com/watch?v=V96lZWctZYA>

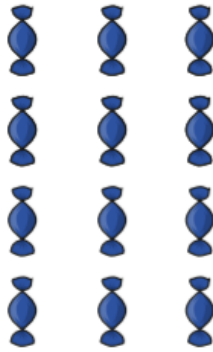


9		15		21
18		24		30

Starter: Circle the representations that show an array



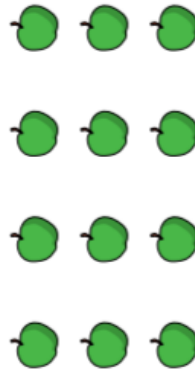
1 Circle each row of sweets.



How many rows are there?

There are rows.

2 Circle each column of apples.

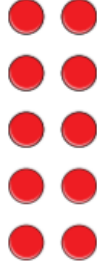


How many columns are there?

There are columns.



3 Make this array.



Complete the sentences.

a) There are counters in each row.

There are rows.

There are counters altogether.

b) There are counters in each column.

There are columns.

There are counters altogether.

Make your own array.

How many rows are there?

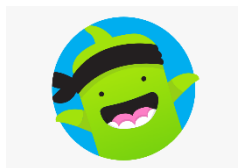
How many columns are there?

Amir and Whitney are making arrays.



Who has made a mistake? Explain why.

I think _____ has made a mistake because



Please send me a Dojo of your completed work on arrays when you have finished!

Wednesday 24th February

Writing- Editing



Please watch your teacher video on your class dojo page to support you with today's lesson.

You will be reviewing your drafted version of your recipe.

Edit starter:



Using a pen, edit the sentences and correct any errors:

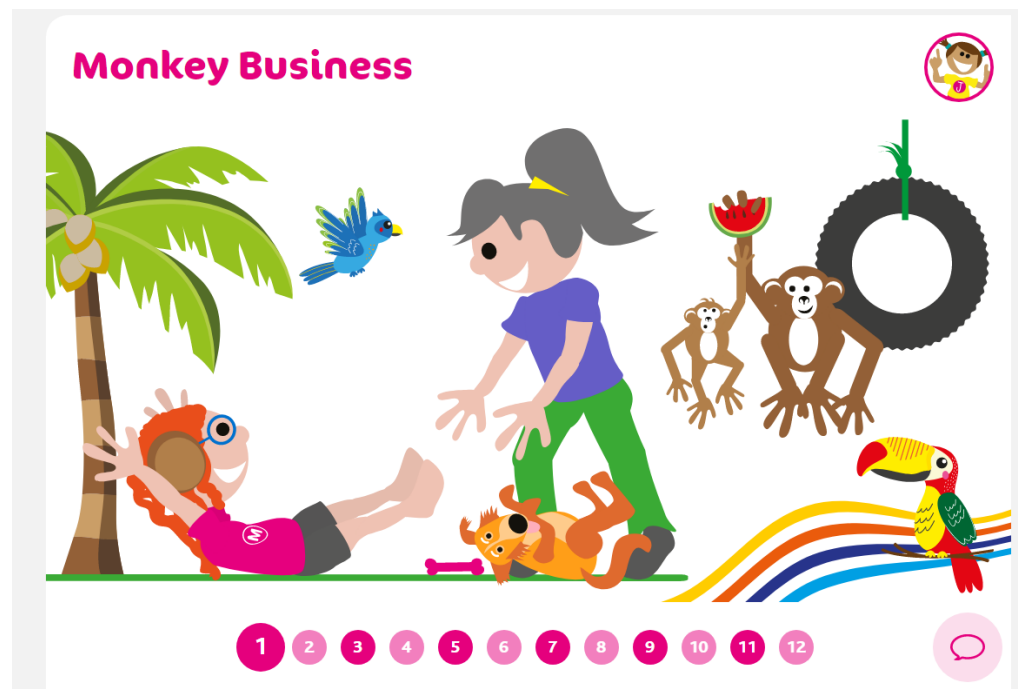
1. gather all of your ingredient and wash your hands
2. First, place you wrap onto the board
3. Next, spread the low fat cheese onto the wrap
4. Quickly chop the lettuce

Wednesday 24th February

PE – Real PE- Static balance

Follow the link below or scan the QR code to access today's lesson. You will need to login to your Real PE account with your username and password.

<https://real.jasmineactive.com/home/themes/jungle/story/monkey-business>

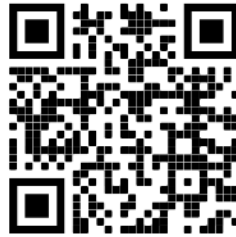


Wednesday 24th February

PSHE- Being healthy.

Listen to the song 'Happy' by Pharrell Williams.

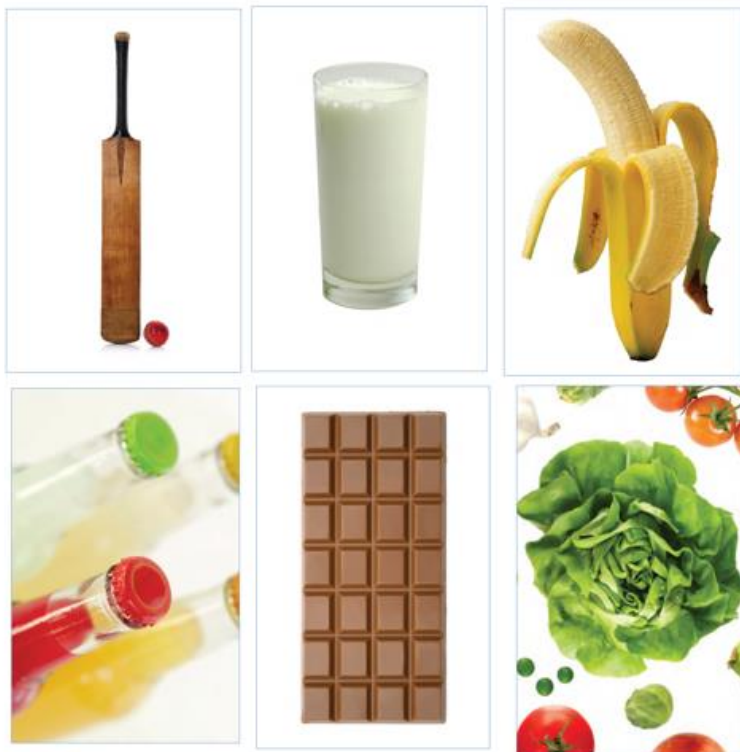
<https://www.youtube.com/watch?v=MOWDb2TBYDg/>



How did the song make you feel?



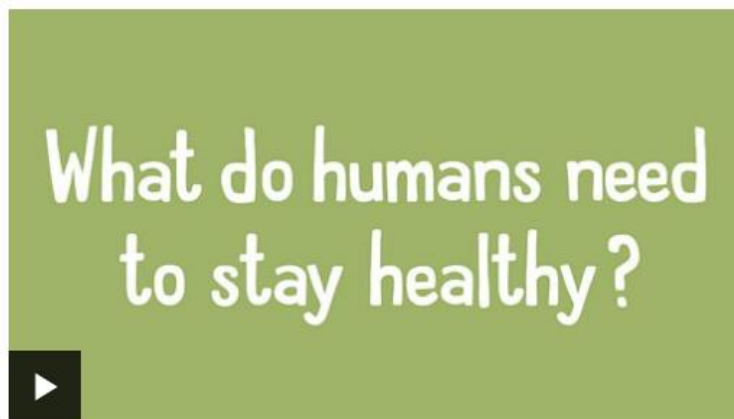
Now look at these pictures below. Which pictures are things that keep us healthy? Why do you think this?



What else can we stay healthy?

Follow the link below or scan the QR code to watch the clip.

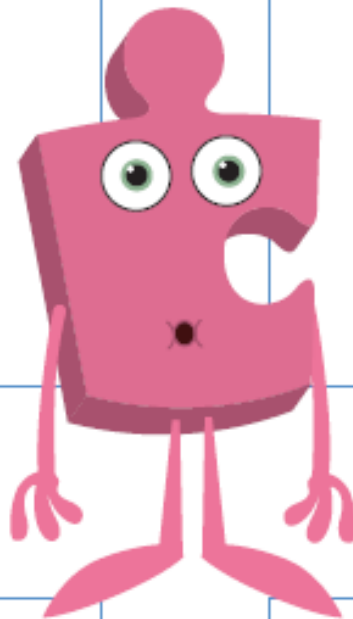
<https://www.bbc.co.uk/bitesize/topics/z9jyycdm/articles/zzvkd2p>



Jigsaw Jo is finding it difficult to stay healthy and is not very motivated.
Can you think of some ways to help Jo?

Jigsaw Jo doesn't feel like going to dance practice.
What could you suggest to help Jo?

Jigsaw Jo doesn't want to eat the apple in the lunchbox.
What could you suggest to help Jo?



Jigsaw Jo doesn't want to go to bed on time.
What could you suggest to help Jo?

Jigsaw Jo doesn't feel like washing his hands after going to the toilet.
What could you suggest to help Jo?

Wednesday 24th February

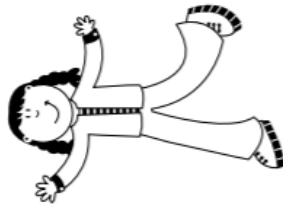
Handwriting

Trace and copy the patterns. Say the sound.

ir ur er

Finish the words, then copy them.

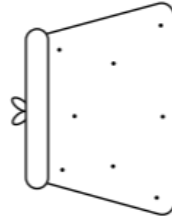
g l



broth

ch ch

p se



You have finished today's home learning tasks. Why not have a go at this optional extra?

Complete the staying healthy quiz-

<https://www.educationquizzes.com/ks1/science/staying-healthy-food-balanced-diet/>

Thursday 25th February

Today's tasks:	
Reading	Vocabulary, retrieval and inference questions – non-fiction
Maths	Using arrays
Writing	Editing instruction text-recipe
DT	Hidden sugars
Spelling and daily drills	

Reading comprehension: RVI questions

Bread

A farmer plants seeds in spring. By summer, they have grown into tall, waving wheat with fat, ripe grains at the tip of every stalk.

The farmer cuts the wheat with a giant machine called a combine harvester. Then the farmer sends the grains to a flour mill.

The miller grinds the grains of wheat into flour and then trucks take the flour to a bakery.



Vocabulary

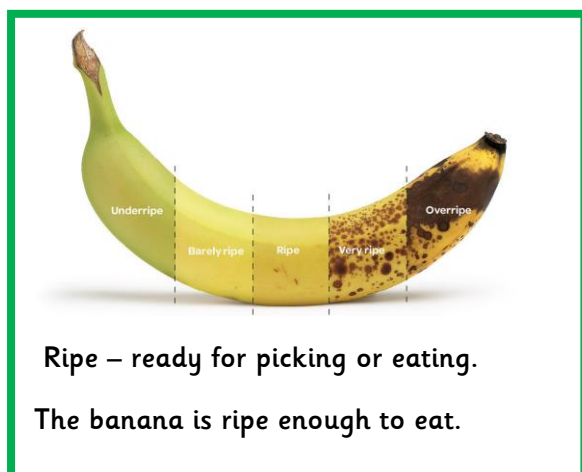
Grinds – to rub or crush something

We grind the wheat to make flour.



Bakery - A place where bread and cakes are made and sold





Answer the following questions in your exercise book.

Vocabulary

What are most likely to find at a bakery?

- a) Meat
- b) Bread rolls
- c) Sweets
- d) Muffins

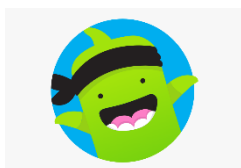
Why do you think this?

Retrieval

Where is the flour delivered?

Inference

How does the farmer know when to cut the wheat?



Please send me a Dojo of your answers when you have finished!

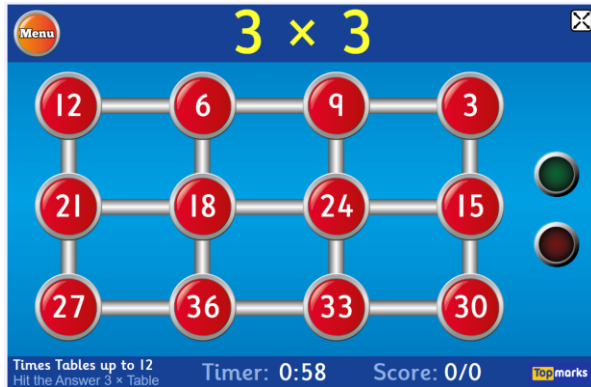
Thursday 24th February

Maths

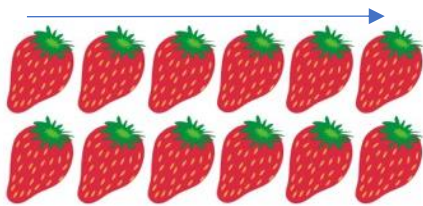
Daily drills- 3x table practice

Follow the link below or scan the QR code to play 'Hit the button'

<https://www.topmarks.co.uk/maths-games/hit-the-button/>



row



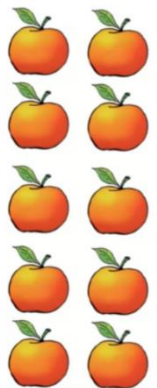
There are 6 strawberries in each row.

There are 2 rows.

$$\underline{6} + \underline{6} = 12$$

There are 12 strawberries altogether.

Complete these number sentences to describe the array.

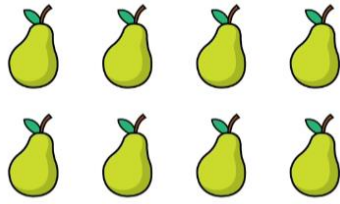


There are _____ oranges in each row.

There are _____ rows.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

There are _____ oranges altogether.

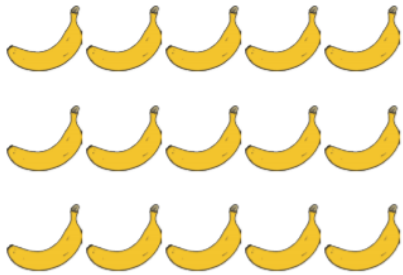


There are _____ pears in each row.

There are _____ rows.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

There are _____ pears altogether.



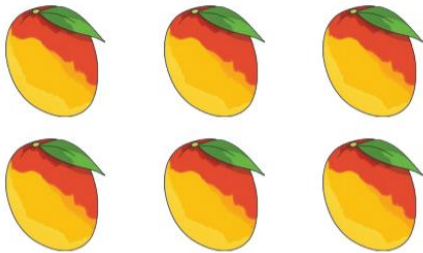
There are _____ bananas in each row.

There are _____ rows.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

There are _____ bananas altogether.

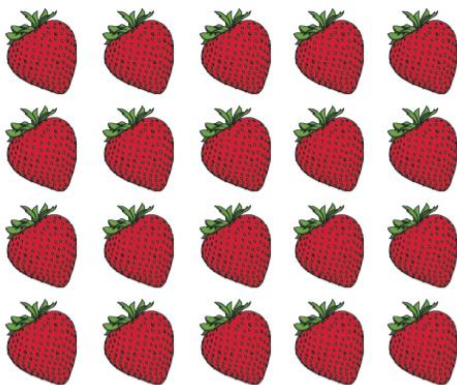
Now have a go at writing your own number sentences.



There are _____ mangoes in each row.

There are _____ rows.

There are _____ mangoes altogether.



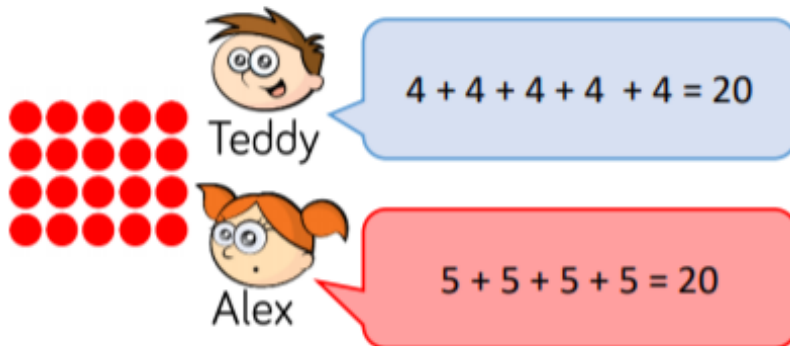
There are _____ strawberries in each row.

There are _____ rows.

There are _____ strawberries altogether.

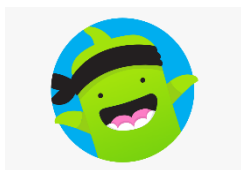
Reasoning

Teddy and Alex are writing number sentences to describe the array.



Who do you agree with? Explain why.

I agree with _____ because _____



Please send me a Dojo of your work when you have finished!

Thursday 24th February

Writing- Editing instruction text- recipe



Please watch your teacher video on your class dojo page to support you with today's lesson.

Today you will be reviewing your drafted version of your recipe.

Edit starter:



Using a pen, edit the list of ingredients by adding an adjective to describe each item.

Ingredients list

- Wrap
- Lettuce
- Tomato
- Cucumber
- Peppers

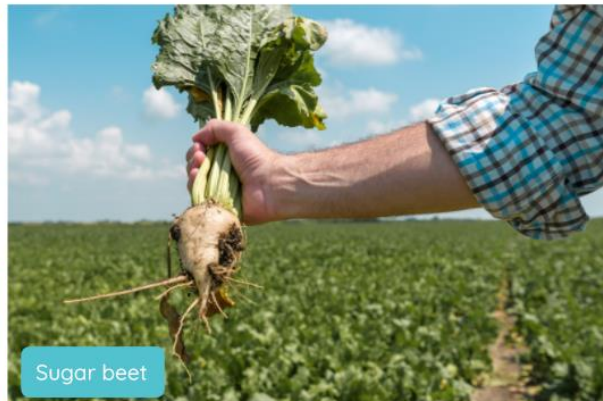
Thursday 24th February

Design Technology- Food (Lesson 2) Hidden sugars

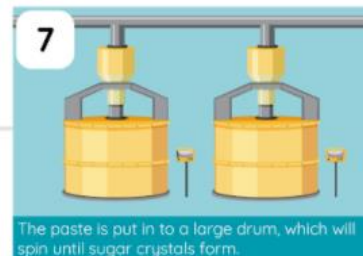
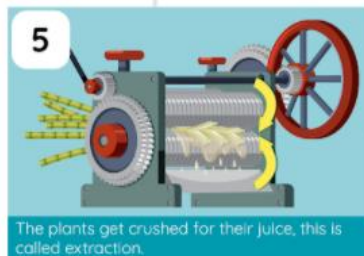
Review:

Where does sugar come from?

Sugar occurs naturally in many fruits and vegetables, but sugar cane and sugar beet plants are some of the main sources for harvesting and processing refined sugar.



Sugar cane plant processing



Processed sugar

When sugar has been processed into fine white granules, it is easy to add and mix into different recipes and drinks.

How many teaspoons of sugar do you think there is in a standard can of cola?



Standard can of cola

There are **ten teaspoons of sugar** in a standard can of cola!

To keep healthy you should only have a maximum of around five teaspoons of sugar a day.

Any more than this should be an occasional treat.



Follow the link below or scan the QR code to watch the video.

<https://www.bbc.co.uk/newsround/32035743>

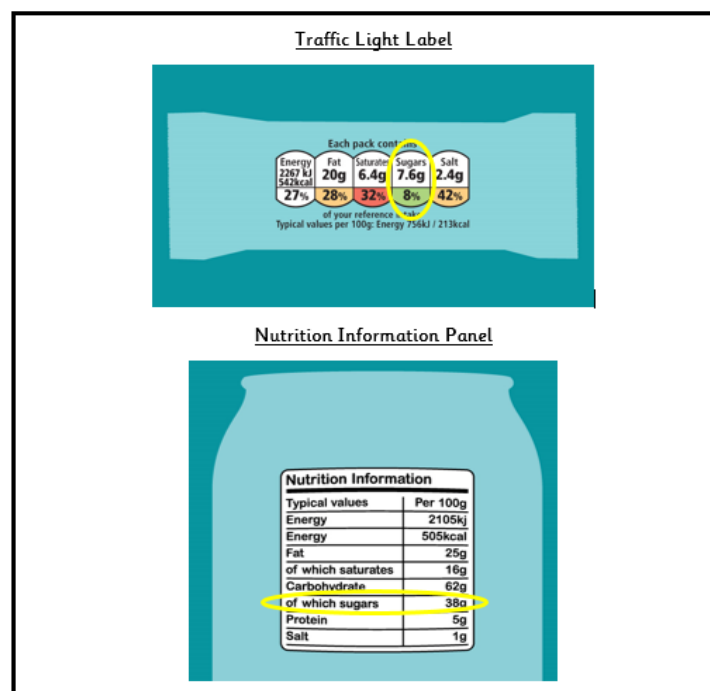


Task: Choose four different food and drink items in your home. Guess how much sugar is in each item. Write your predictions in the table.

Remember! – 1 teaspoon of sugar = 4grams

Item of food and drink	How much sugar do you think is in this item?	Actual amount of sugar:
	grams	grams
	grams	grams
	grams	grams
	grams	grams
	grams	grams

Now, look at the label on the packaging. You will need to look carefully at the amount of sugar in grams (g) shown on the label. Below are two examples of labels used on food and drink items.



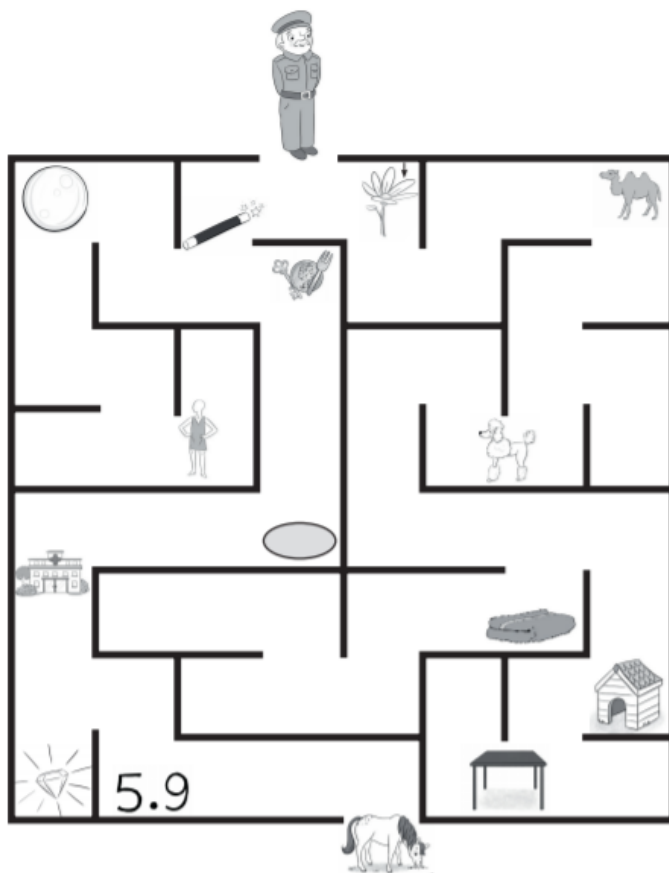
Reflect: Which items contained more sugar than your prediction? Which contained less? Do you think this food/drink is healthy or unhealthy?

Thursday 25th February

Spelling 'al' word endings

Can you help the general find his horse? The general's name ends in the 'al' spelling, and his horse is an animal- also ending with the 'al' spelling, so he only likes 'al' ending words. Take the general through the maze following only the 'al' ending words.

Can you help the general
find his horse?

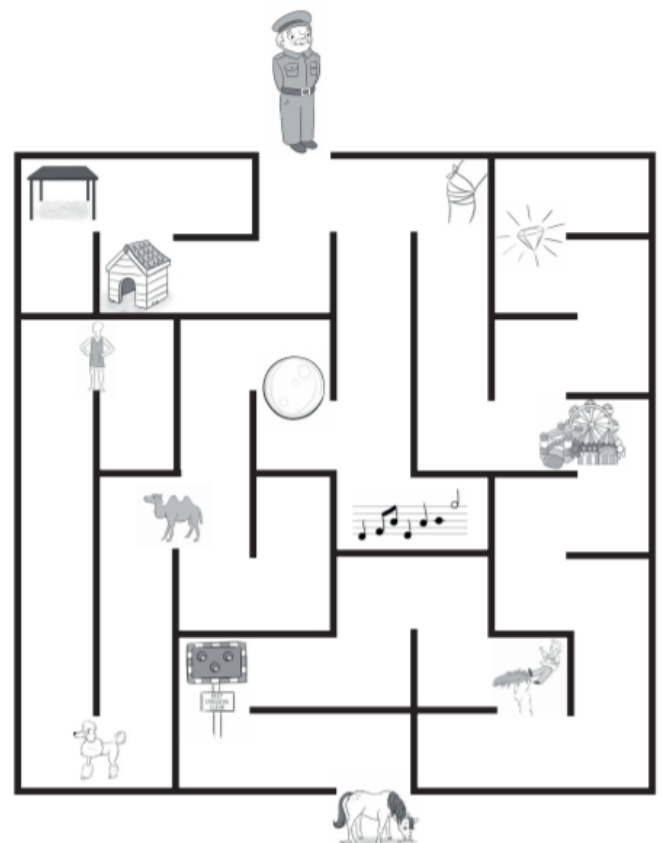


Congratulations!

You have finished today's home learning tasks. Why not have a go at this optional extra?

Practice your grammar spelling and punctuation with the Karate Cats game.

<https://www.bbc.co.uk/bitesize/topics/zd63xyc/articles/zdp4pg8>



Friday 26th February

Today's tasks:	
Reading	Vocabulary, retrieval and inference questions – non-fiction
Maths	Using arrays
Writing	Publish instruction texts: recipes
Spanish	Numbers 1-10
Handwriting and daily drills	

Reading comprehension

The baker mixes the flour with water, sugar and yeast, turns it into soft, squashy dough and bakes it in a very hot oven.

Out come fresh loaves of bread, ready to send to the shops.



Dough – a thick, moveable mixture of flour and liquid, used for baking into bread or pastry.

Vocabulary

Write **two** words that tell you what the dough feels like.

1. _____

2. _____

Retrieval:

What ingredient is added to the flour, sugar and yeast to make the dough sticky?

Inference:

How does the soft dough turn into loaves of bread?

Why are the loaves of bread sent to the shops?

Friday 26th February

Maths

Daily drills- Sing along to the 3 times table song.

<https://www.youtube.com/watch?v=V96lZWctZYA>



a) $4 \times 3 = \underline{\quad}$

b) $1 \times 3 = \underline{\quad}$

c) $6 \times 3 = \underline{\quad}$

d) $5 \times 3 = \underline{\quad}$

e) $2 \times 3 = \underline{\quad}$

f) $7 \times 3 = \underline{\quad}$

Maths:

White Rose: Using arrays

Click the link below or scan the QR code to watch the video.

<https://vimeo.com/490417143>

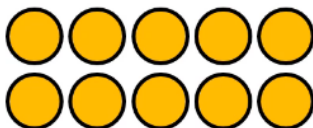


Get ready starter

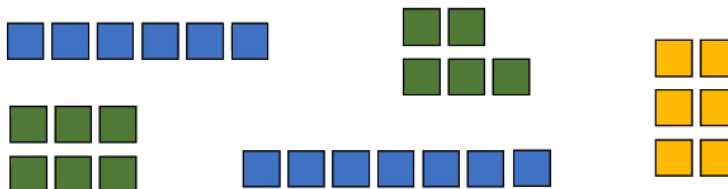
1) How many counters?



2) How many counters?



3) Which representations show 6?



Example: using array to multiply



Repeated addition: $3 + 3 = 6$ or $2 + 2 + 2 = 6$

Multiplication: $3 \times 2 = 6$ or $2 \times 3 = 6$

What do you notice about each answer?

There are 6 bananas altogether



Repeated addition: $7 + 7 = 14$ or $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$

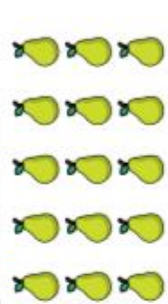
Multiplication: $7 \times 2 = 14$ or $2 \times 7 = 14$

What do you notice about each answer?

There are 14 bananas altogether.

Use arrays

1 How many pears are there?



<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>

There are pears.

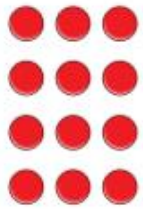
2 How many stars are there?



<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>

There are stars.

3 Write two additions and two multiplications for the array.



<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>

What do you notice?

4 Write two multiplications for this array.



<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>

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

$$7 \times 3 = \boxed{}$$



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.

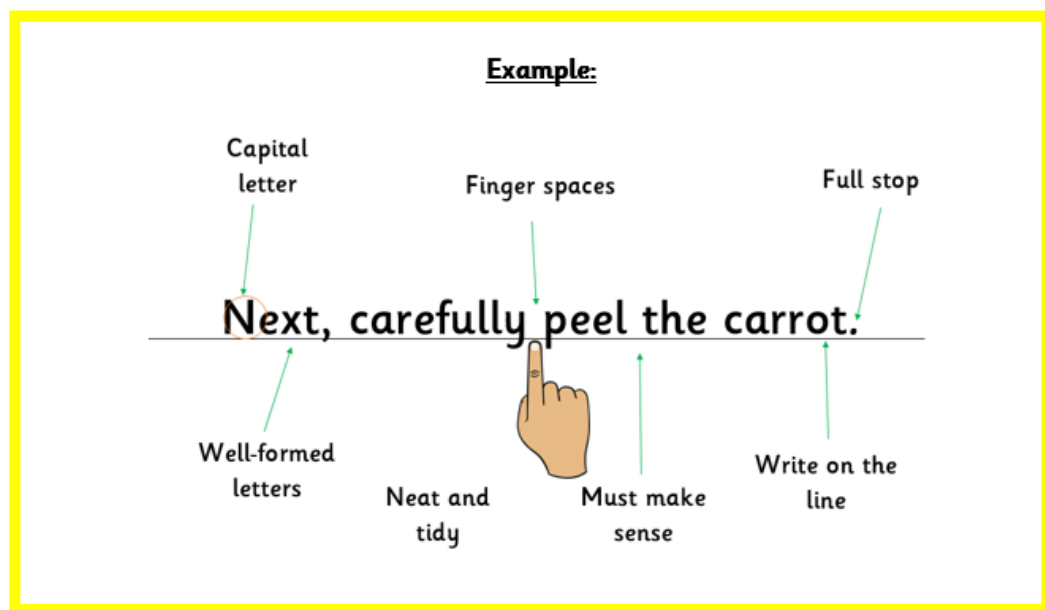
Friday 26th February

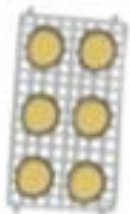
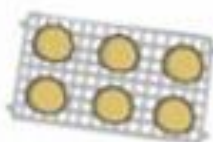
Writing- Publish instructions- recipe

Today you will be publishing your recipes on how to make a healthy wrap.

Publishing checklist:

I can use capital letters at the beginning of a sentence.	
I can use full stops at the end of my sentence.	
I can use finger spaces between each word.	
My handwriting is clear and legible.	
I can magpie spellings.	
I can include my edited work into my published recipe.	
I can read my work to check it makes sense.	





Friday 26th February

Spanish- Numbers 1-10

Follow the link below or scan the QR code to watch the video.

<https://www.youtube.com/watch?v=8ydJr1Is8xI>

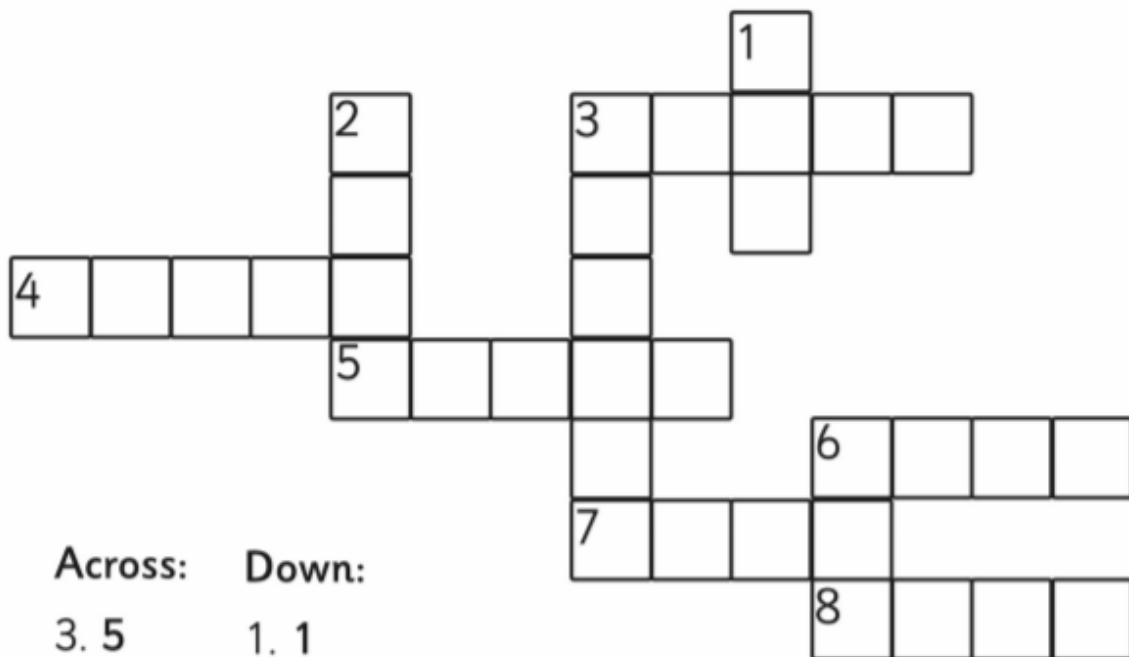


1	uno	
2	dos	
3	tres	
4	cuatro	
5	cinco	
6	seis	
7	siete	
8	ocho	
9	nueve	
10	diez	
Los números		<small>Spanish Number Chart Saint Paul Public Schools ELL Programs ©2006</small>

Fill in the table below and crack the crossword!

0	6
1	7
2	8
3	9
4	10
5	

	uno		seis		dos	
		tres				diez
cero			nueve			
	siete			cinco		
			siete		ocho	
cuatro						



Across: **Down:**

3. 5

1. 1

4. 9

2. 3

5. 7

3. 4

6. 10

6. 2

7. 8

8. 6

Trace and copy the patterns. Say the sounds.

or oor

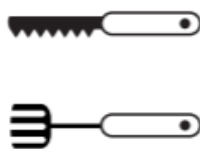
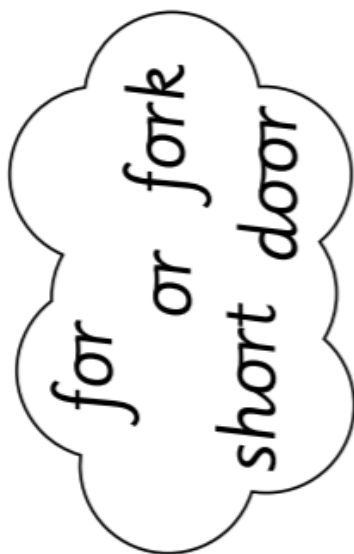
Choose the words, then write them.

“What’s tea?”

Knife and .

Please close the .

“A long one a one?”



Congratulations!

Congratulations! You did it! Well done for completing all your home learning tasks.

Why not have a go at making your own reading den?



MAKE A READING DEN

1. Clear some space, pull a few pieces of furniture together as supports and drape blankets or sheets across them, using objects to keep them in place
2. Add plenty of sofa cushions and pillows from your room to make a cosy den
3. Bring in your favourite books and a torch and snuggle down for some reading time!
4. Why not invite your toys to be the different characters in your story and practice reading aloud to them?

