

# Year 2

## Learning Grid for week beginning: 6.7.20

All of our activities have been designed to try to avoid the need for printing of any kind, although of course you can print if you want to. Remember, you should always check with an adult before using the internet and remember to tell an adult if you see something that makes you feel uncomfortable. There's further guidance from the NSPCC [here](#).

Maths		English		Theme	Physical	Social
Arithmetic	Further tasks	Reading	Writing (including spelling, punctuation & grammar)			
<p>Arithmetic: keep building your fluency in mathematics by spending 20 minutes maximum on the tasks set. Remember, you can copy the equations on to some scrap paper and draw the tens and ones before you answer each one.</p> <p style="text-align: center;">The focus for this week is: <b>Adding</b></p> <p>Arithmetic 1 – Adding 2 digit numbers- drawn method</p> <p>Arithmetic 2 – Adding and noticing patterns.</p> <p>Arithmetic 3 – Adding to a 10.</p> <p>Arithmetic 4- Mixed addition.</p> <p>Arithmetic 5 – Arithmetic game- play with a member of your household.</p>	<p><b>Bar Charts</b></p> <p><b>Activity One:</b> Have a look at Bar Chart 1 in your packs. What can you tell me about it? Write as many sentences as you can think of to help you. There are some stem sentences to help you.</p> <p><b>Activity Two:</b> Have a look at the steps to success in your pack for drawing a bar chart. Then have a look at the bar chart Mrs Perrow drew. What's wrong with the chart? Using squared paper if you can, draw the bar chart again, following the steps to success.</p> <p><b>Activity Three:</b> <b>computing link</b> Think about what data you'd like to collect. You could think about favourite sport, colour, food or what pets people have. Email 9 of your friends from Year 2 (could be Panthers or Penguins) and ask them to answer your question. Record this data in a table then make it into a bar chart, using the steps to success to help you.</p>	<p>Aim to read for 25 minutes every day, with an adult when you can. For quizzes: <a href="https://ukhosted56.relearn.co.uk/1894764/">https://ukhosted56.relearn.co.uk/1894764/</a></p> <p>Link to check whether there's a quiz – <a href="#">click here</a></p> <p>Ebooks links:</p> <p>MyOn – <a href="#">click here</a> Collins – <a href="#">click here</a> Oxford – <a href="#">click here</a> Storyline – <a href="#">click here</a> Open Library Children's section- <a href="#">click here</a> Amazon Free ebooks- <a href="#">click here</a> Barnes and Noble – <a href="#">click here</a></p> <p><b>Reading task:</b> Have a go at the questions <a href="#">here</a>. Read the text very carefully before answering the questions, and remember you can check back. You can check the answers here too.</p>	<p><b>Grammar activity</b> Read through the model text on The River Unicorn. Pick out the adjectives used and check you know their meaning. See if you can think of other adjectives you could use to replace these. Then, complete the similes in your pack.</p> <p><b>Model Text</b> Create your own text map for the model text, The River Unicorn.</p> <p><b>Writing:</b> Create your own unicorn and label it with nouns, adjectives and verbs. Then, create a boxing p of your own non-chronological report about the unicorn. Don't forget to give it a name! There is a template for your boxing up in your pack.</p>	<p><b>Computing – maths link</b> Think about what data you'd like to collect. You could think about favourite sport, colour, food or what pets people have. Email 9 of your friends from Year 2 (could be Panthers or Penguins) and ask them to answer your question.</p> <p><b>Spanish-</b> Los Colores. Watch this <a href="#">video</a> of the colours. Repeat the colours as the video plays. Then, have a go at colouring in the rainbow in your pack. If you can't print it, you could draw your own picture and label the colours you use.</p> <p><b>Art-</b> leaf printing. Go outside and collect different leaves and twigs. Use these for printing. Children could either paint onto the leaf and press it onto the paper (we found that rolling pins were good at this!), or they can place the leaf on the paper then paint around and over it, to get it as a "negative". Have a look in your pack at these examples to give you an idea what you could create.</p> <p><b>Music-</b> play with your household . Think about the different ways you can use your body as a percussion instrument. Come up with your own simple rhythm, made up of either two (clap, stomp) or four parts (e.g. clap, clap, click, click). Go around the group demonstrating your rhythms. It's okay if two or more people have the same thing, but we do want some variations! To start with, choose 2 people to do their rhythm simultaneously. Get everyone else counting 1,2,3,4 as they do their rhythm to keep them in time. Slowly add more people until everyone is doing their rhythm.</p>	 <p>Keep logging your family's activity <a href="#">here!</a></p> <p><b>Nine minute exercise:</b> watch the video <a href="#">here</a> and complete the activities. See if you can copy the characters exactly.</p> <p>Penguin Positivity –Cosmic Kids yoga -this is quite a long video (50 minutes) so it might be worth breaking it up over a couple of days-<a href="#">here</a>.</p> <p>Have a go at some of these Chance to Shine activities <a href="#">Creative Cricketer- here</a> <a href="#">Ferocious Fielder - here</a> <a href="#">Skilful Scorer- here</a></p>	<p><b>Three stars-</b> think about three (or more!) things that you have learnt or improved over the course of lockdown. This could be a whole new skill, or your confidence in doing something. Email your list to your teacher.</p> <p><b>A wish-</b> think about the one thing you've missed most while you've been in lockdown. Maybe you've missed going to the park, or seeing your friends or grandparents. With your grown up's help, make a plan to ensure that once lockdown is over, you can do the thing you've wished you could do throughout lockdown.</p> <p><b>Social art-</b> draw a simple picture and describe to your partner how to draw it. More instructions in your pack.</p>



# Arithmetic 1

**Adding 2-digit numbers using the drawn method.**

a)  $53 + 19 =$

b)  $25 + 63 =$

c)  $27 + 34 =$

d)  $16 + 25 =$

e)  $46 + 18 =$

f)  $88 + 11 =$

g)  $32 + 40 =$

h)  $49 + 35 =$

i)  $16 + 73 =$

j)  $56 + 27 =$

k)  $63 + 57 =$

l)  $16 + 54 =$

m)  $46 + 29 =$

n)  $64 + 32 =$

o)  $73 + 22 =$

p)  $42 + 19 =$

q)  $18 + 23 =$

r)  $51 + 29 =$

s)  $58 + 33 =$

t)  $47 + 13 =$



# Arithmetic 2

## Adding and noticing patterns

a)  $53 + 9 =$

b)  $53 + 19 =$

c)  $53 + 29 =$

d)  $53 + 39 =$

e)  $53 + 49 =$

The pattern here is...

f)  $19 + 50 =$

g)  $19 + 55 =$

h)  $19 + 60 =$

i)  $19 + 65 =$

j)  $19 + 70 =$

The pattern here is...

k)  $57 + 42 =$

l)  $57 + 32 =$

m)  $57 + 22 =$

n)  $57 + 12 =$

o)  $57 + 2 =$

The pattern here is...

p)  $13 + 13 =$

q)  $14 + 14 =$

r)  $15 + 15 =$

s)  $16 + 16 =$

t)  $17 + 17 =$

The pattern here is...



# Arithmetic 3

## Adding to a 10

Hint: Get to the next ten first by adding ones, then add on extra tens until you get to the answer

a)  $53 + \underline{\quad} = 60$

k)  $53 + \underline{\quad} = 70$

b)  $\underline{\quad} + 19 = 20$

l)  $\underline{\quad} + 19 = 40$

c)  $\underline{\quad\quad} + 21 = 30$

m)  $\underline{\quad\quad} + 21 = 50$

d)  $36 + \underline{\quad\quad} = 40$

n)  $36 + \underline{\quad\quad} = 80$

e)  $68 + \underline{\quad\quad} = 70$

o)  $68 + \underline{\quad\quad} = 90$

f)  $\underline{\quad\quad\quad} + 26 = 50$

p)  $\underline{\quad\quad\quad} + 26 = 70$

g)  $52 + \underline{\quad\quad} = 80$

q)  $52 + \underline{\quad\quad} = 60$

h)  $\underline{\quad} + 74 = 90$

r)  $\underline{\quad} + 74 = 100$

i)  $15 + \underline{\quad} = 40$

s)  $15 + \underline{\quad} = 100$

j)  $\underline{\quad\quad} + 37 = 90$

t)  $33 + \underline{\quad} = 100$



# Arithmetic 4

## Mixed addition

a)  $16 + 73 =$

b)  $53 + \underline{\quad} = 60$

c)  $76 + 20 =$

d)  $99 + 2 =$

e)  $64 + 24 =$

f)  $52 + 12 =$

g)  $38 + 30 =$

h)  $100 = \underline{\quad} + 50$

i)  $\underline{\quad} + 74 = 90$

j)  $29 + 5 =$

k)  $53 + 5 =$

l)  $26 + 19 =$

m)  $26 + 39 =$

n)  $36 + 39 =$

o)  $46 + 39 =$

p)  $\underline{\quad} + 26 = 70$

q)  $52 + \underline{\quad} = 60$

r)  $33 + \underline{\quad} = 100$

s)  $22 + 18 =$

t)  $58 + 17 =$



# Arithmetic 5

## Arithmetic game

Play this game with one or more people you live with and see who wins!

Find a partner and a 1 – 6 dice, or even a 0 – 9 dice if you have one. You could use the dice in [Dice and Spinners](#).

Each of you draw a set of four boxes like this:

Player 1				Player 2			

Or you can download and print off this [scoring sheet](#).

### Game 1

Take turns to roll the dice and decide which of your four boxes to fill. Do this four times each until all your boxes are full. Read the four digits as a whole number.

**Whoever has the larger four-digit number wins.**

There are two possible scoring systems:

- A point for a win. The first person to reach 10 wins the game
- Work out the difference between the two four-digit numbers after each round.  
The winner keeps this score. First to 10000 wins.

If you can't find a dice, there is an online dice [here](#)!



# Arithmetic Answers

Remember to use these only once you have completed the questions for yourself – a good idea might be to get an adult to help you check your answers and to help with anywhere you went wrong!

## Arithmetic 1

- |                    |                   |
|--------------------|-------------------|
| a. $53 + 19 = 72$  | l. $16 + 54 = 70$ |
| b. $25 + 63 = 88$  | m. $46 + 29 = 75$ |
| c. $27 + 34 = 61$  | n. $64 + 32 = 96$ |
| d. $16 + 25 = 41$  | o. $73 + 22 = 95$ |
| e. $46 + 18 = 64$  | p. $42 + 19 = 61$ |
| f. $88 + 11 = 99$  | q. $18 + 23 = 41$ |
| g. $32 + 40 = 72$  | r. $51 + 29 = 80$ |
| h. $49 + 35 = 84$  | s. $58 + 33 = 91$ |
| i. $16 + 73 = 89$  | t. $47 + 13 = 60$ |
| j. $56 + 27 = 83$  |                   |
| k. $63 + 37 = 100$ |                   |

## Arithmetic 2

- |   |                   |
|---|-------------------|
| a. $53 + 9 = 62$  | m. $57 + 22 = 79$ |
| b. $53 + 19 = 72$   | n. $57 + 12 = 69$ |
| c. $53 + 29 = 82$   | o. $57 + 2 = 59$  |
| d. $53 + 39 = 92$   |                   |
| e. $53 + 49 = 102$  |                   |
| The pattern here is I'm adding 10 more in each question, so my answer is ten more too.                          |                   |
| f. $19 + 50 = 69$   | p. $13 + 13 = 26$ |
| g. $19 + 55 = 74$   | q. $14 + 14 = 28$ |
| h. $19 + 60 = 79$   | r. $15 + 15 = 30$ |
| i. $19 + 65 = 84$   | s. $16 + 16 = 32$ |
| j. $19 + 70 = 89$   | t. $17 + 17 = 34$ |
| The pattern here is I am doubling each time OR I am adding 2 more in each question, so my answer is 2 more too. |                   |
| The pattern here is I'm adding 5 more in each question, so my answer is 5 more too.                             |                   |
| k. $57 + 42 = 99$   |                   |
| l. $57 + 32 = 89$   |                   |

## Arithmetic 3

- |                   |                    |
|-------------------|--------------------|
| a. $53 + 7 = 60$  | l. $21 + 19 = 40$  |
| b. $1 + 19 = 20$  | m. $29 + 21 = 50$  |
| c. $9 + 21 = 30$  | n. $36 + 44 = 80$  |
| d. $36 + 4 = 40$  | o. $68 + 22 = 90$  |
| e. $68 + 2 = 70$  | p. $44 + 26 = 70$  |
| f. $24 + 26 = 50$ | q. $52 + 8 = 60$   |
| g. $52 + 28 = 80$ | r. $26 + 74 = 100$ |
| h. $16 + 74 = 90$ | s. $15 + 85 = 100$ |
| i. $15 + 25 = 40$ | t. $33 + 67 = 100$ |
| j. $53 + 37 = 90$ |                    |
| k. $53 + 17 = 70$ |                    |

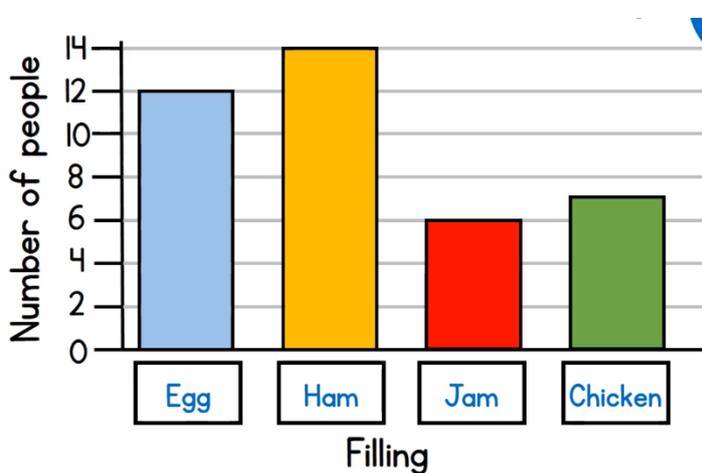
## Arithmetic 4

- |                    |                    |
|--------------------|--------------------|
| a. $16 + 73 = 89$  | l. $26 + 19 = 45$  |
| b. $53 + 7 = 60$   | m. $26 + 39 = 55$  |
| c. $76 + 20 = 96$  | n. $36 + 39 = 65$  |
| d. $99 + 2 = 101$  | o. $46 + 39 = 79$  |
| e. $64 + 24 = 88$  | p. $44 + 26 = 70$  |
| f. $52 + 12 = 64$  | q. $52 + 8 = 60$   |
| g. $38 + 30 = 68$  | r. $33 + 67 = 100$ |
| h. $100 = 50 + 50$ | s. $22 + 18 = 40$  |
| i. $16 + 74 = 90$  | t. $58 + 17 = 75$  |
| j. $29 + 5 = 34$   |                    |
| k. $53 + 5 = 58$   |                    |



# Maths Activities

**Activity One:** Have a look at this bar chart. What can you tell me about it? Write as many sentences as you can think of to help you. There are some stem sentences to help you.



What could the title of this bar chart be?

The most popular choice of filling was

\_\_\_\_\_. \_\_\_\_\_ people chose it.

12 people chose \_\_\_\_\_.

Jam was chosen by \_\_\_\_\_ people.

Chicken was chosen by \_\_\_\_\_ people.

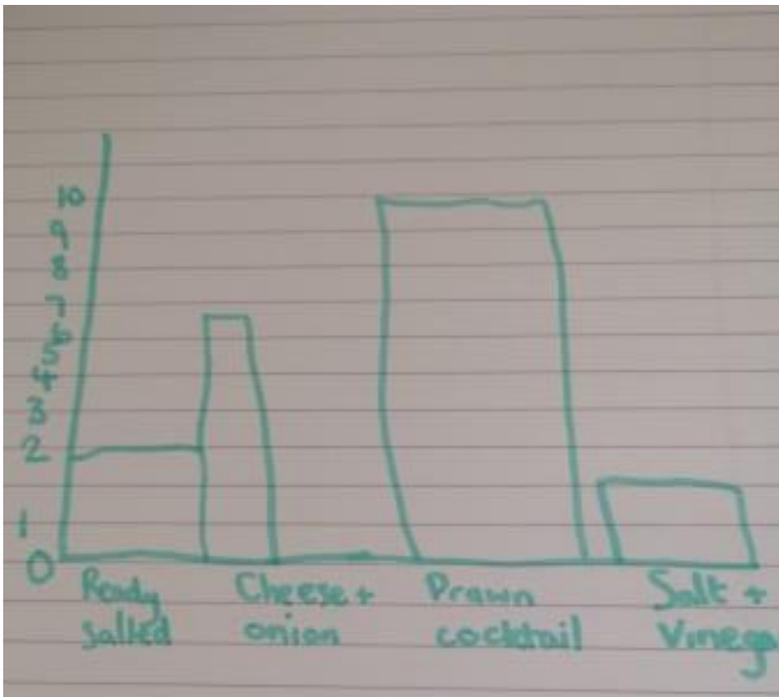
In total, \_\_\_\_\_ people said what their favourite fillings are.

\_\_\_\_\_ people chose chicken or jam.

The least popular choice was \_\_\_\_\_. Only \_\_\_\_\_ people chose it.

Can you come up with any other sentences?

**Activity Two:** Have a look at the steps to success in your pack for drawing a bar chart. Then have a look at the bar chart Mrs Perrow drew. What's wrong with the chart? Using squared paper if you can (see next sheet), draw the bar chart again, following the steps to success.



1. It must have a title. It should tell me straight away what it shows.

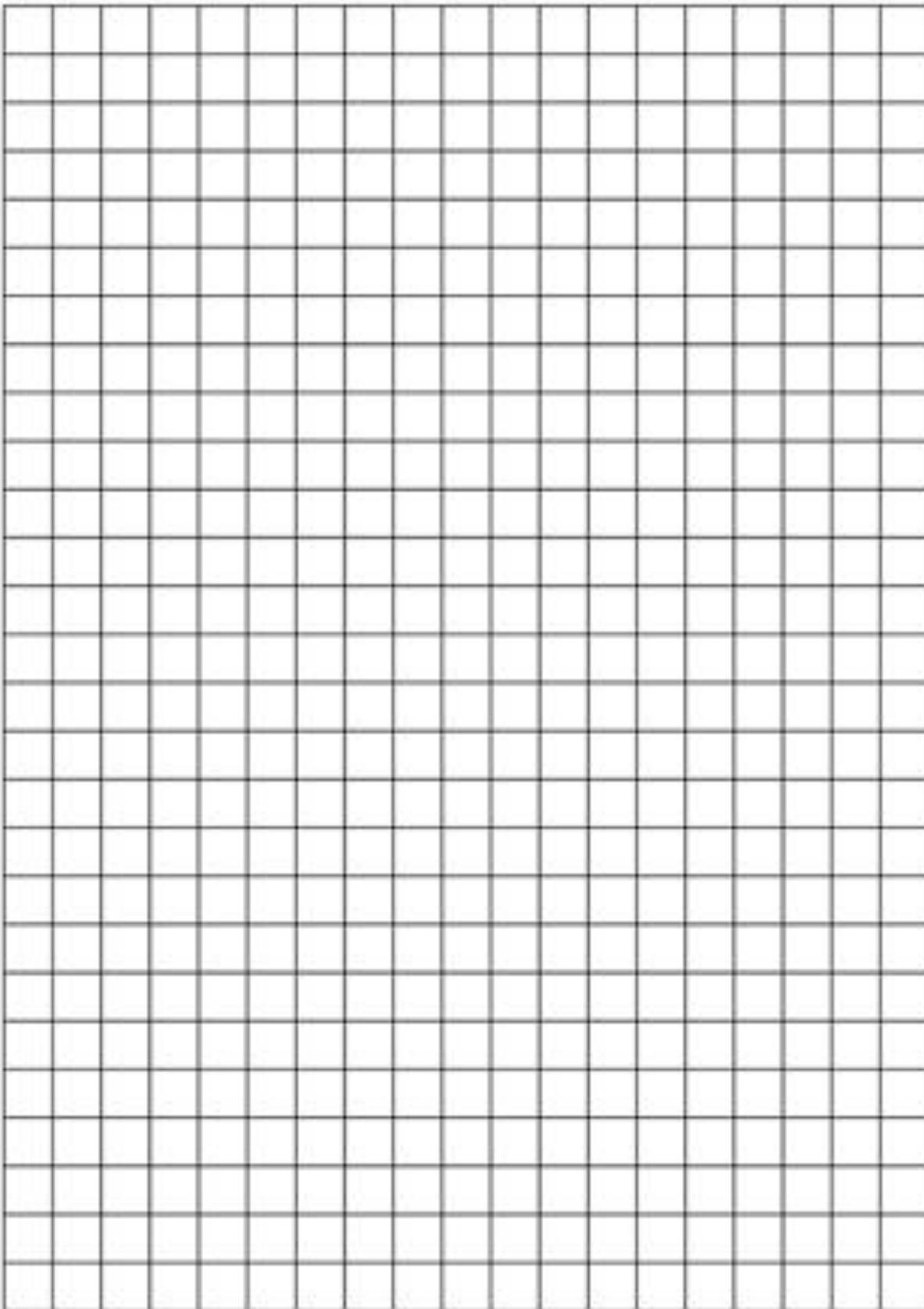
2. It must have axes (the straight lines along the side and the bottom) drawn with a ruler and a pencil.

3. The axes must be labelled. The vertical axis will normally be "Number of people" and the horizontal axis will be the choices you gave them.

4. The vertical axis must have numbers on it.

These should be spaced about regularly so there aren't different sized gaps, and should be written on the line between boxes, not in the boxes. The biggest number from your data should be the highest number.

5. Bars should all be the same width (1 or 2 squares) with a 1 square gap in between. They must be drawn with rulers.



**Activity three:** Think about what data you'd like to collect. You could think about favourite sport, colour, food or what pets people have. Email 9 of your friends from Year 2 (could be Panthers or Penguins) and ask them to answer your question. Record this data in a table then make it into a bar chart, using the steps to success to help you.



# Writing tasks

## The River Unicorn (*Fluvis unicornis*)

The River Unicorn is a shy, solitary creature that has been seen only three times in the wild.

It has a sandy-brown coat, a mane like sea foam, and a transparent horn that seems to ripple and flow when the light catches it.

The River Unicorn is the same size as a Shetland pony.

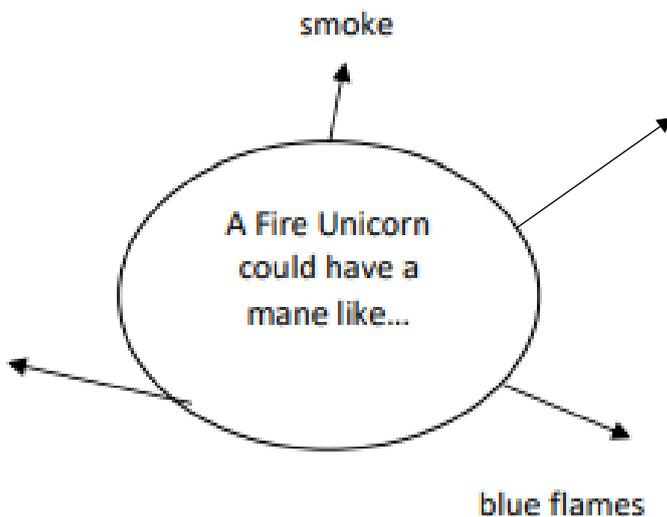
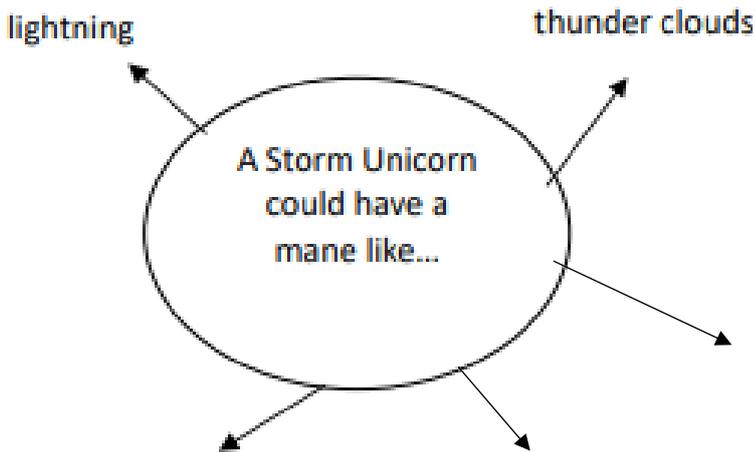
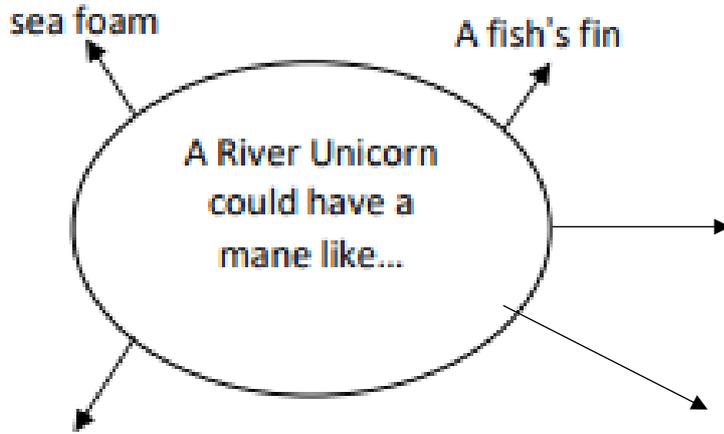
Unsurprisingly, most River Unicorns live along the **banks** of rivers. But you might be surprised to learn that these animals are **reluctant** swimmers. **Occasionally**, they have been spotted sleeping in dens under the roots of ancient willow trees. It is thought that the power of the water and the willow flows through the River Unicorn and enhances its magic.

Much has been written about the River Unicorn's magic. Typically, the River Unicorn's power lies in its horn. When ground into powder and mixed with the correct ingredients, the horn can heal almost all human ailments. In addition to this, legends tell us that one drop of the unicorn's blood can make a human immortal.

Another interesting feature of the River Unicorn is its ability to disappear instantly. Just like water, it can slip through your fingers and seem to be everywhere, and nowhere, at the same time. Therefore, it is often viewed as the most extraordinary of all the unicorn species.

## Grammar activity

Read through the model text on The River Unicorn. Pick out the adjectives used and check you know their meaning. See if you can think of other adjectives you could use to replace these. Then, complete the similes.



**Boxing up**

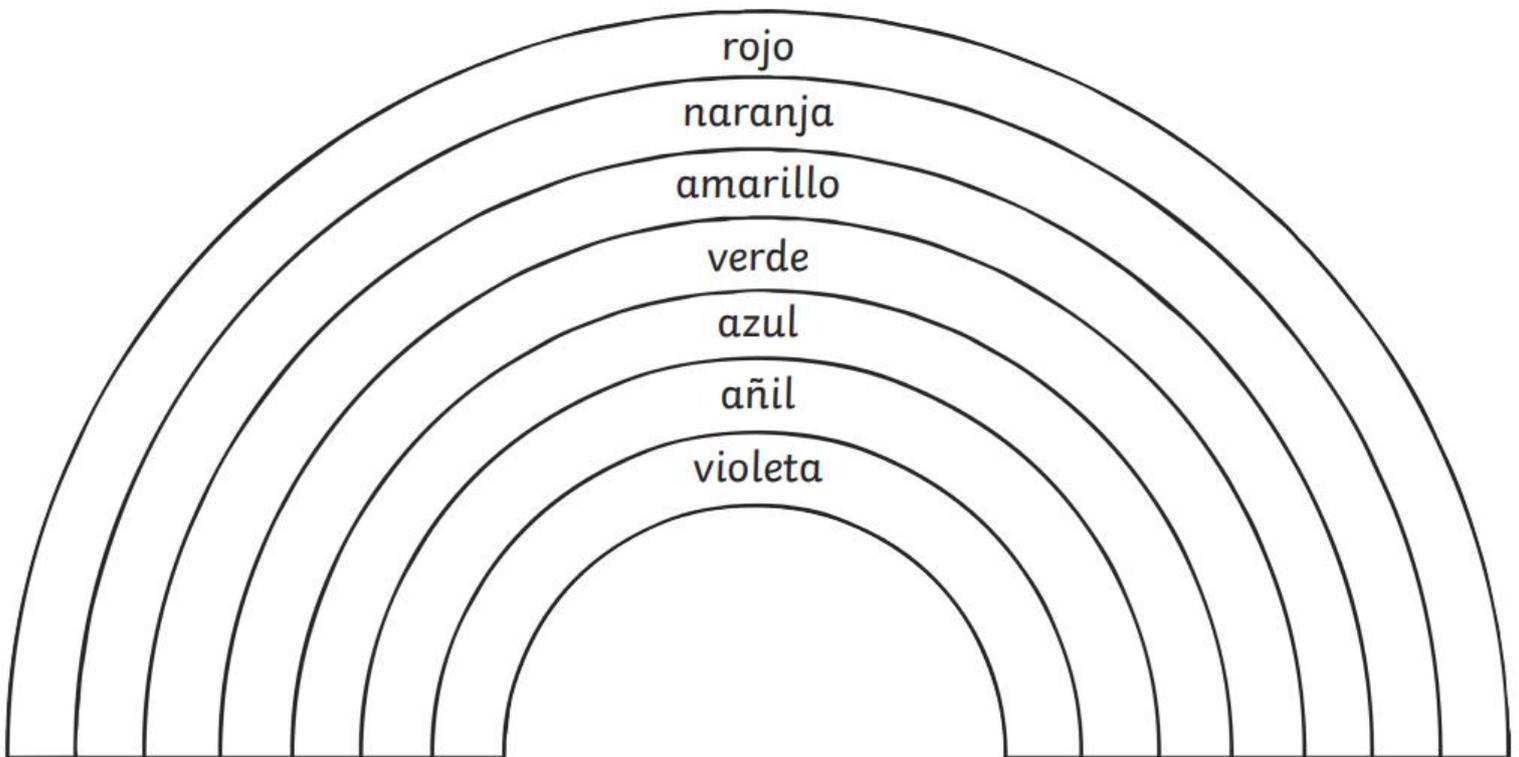
Title:		
B	Introduction	
M	What they look like	
	What they eat	
	Your choice of facts	
E	Conclusion	



# Theme Tasks

**Spanish**

## El arcoíris



## Art



Here is an example of what your work could look like.



# Physical Tasks



**TRAVEL  
TOKYO**



The Tokyo 2020 Games may not be happening this year but we can still get active.

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Get Ready! Our school is getting active with Team GB and Paralympics GB by joining the Travel to Tokyo challenge. We want you to travel the distance to Tokyo by getting active as a family. There are weekly school prizes to be won too!

**FIND OUT MORE** – [here](#)

**LOG ACTIVITY** – [here](#)

**KEEP TRACK OF PROGRESS** – [here](#)

We will be encouraging the entire school community to travel the distance to Tokyo by getting active.

We have turned each year into a **Travel to Tokyo team** (EYFS Team, Year 1 Team, Year 2, Year 3, Year 4, Year 5 and Year 6). All the physical activity your family does at home will count towards their journey to Tokyo. All they need to do is record their activity on our easy-to use **Log Activity page**. Which team can travel the furthest?

There are lots of ideas for getting active on the **Travel to Tokyo website**. You don't need lots of equipment or space – playing in the garden or having a dance off to your favourite song – if it gets their heart pumping, it all counts!



# Social Tasks

## Social art

Split into pairs, and give each pair a pen and 2 pieces of paper or you could draw on the back of one piece of A4. Each pair should sit so they cannot see their partners work. Everyone should draw a simple picture, keeping it a secret from their partner.

Each pair should choose one person to be the first communicator — the other will be the artist. Once they've had a go, pairs will swap roles, so everyone will get a chance to be the communicator and the artist. The artist should get their other (blank) sheet of paper, and their pen.

The communicator should describe the picture they drew in small chunks. They can't say what they've drawn; they should only describe how to draw it. For example, the communicator can't say 'draw a window' but they could say 'draw a square, and then put a cross in the middle of it'. The artist should follow the communicator's instructions, and draw a copy of the communicator's picture. The artist can ask up to three questions, to check that they have understood the communicator's instructions.

Once the artist has finished following the communicator's instructions, they should swap roles and play again. Once the pairs have completed both drawings, they should compare the original drawings to the artists' copies. How similar are the pictures? There is more guidance [here](#).