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Home Learning Pack

Year 2

Guidance and Answers

Week 3
04/05/2020

Classroom secrets★ KIDS

This week's pack supports the activities from the <u>Week 3 timetable</u> on Classroom Secrets Kids.
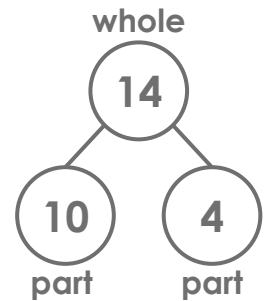
Monday

Maths – Fact Families (page 2)

Fact families are a group of calculations that are created using the same three numbers (for example, 2 + 5 = 7; 5 + 2 = 7; 7 – 2 = 5; 7 – 5 = 2).

Question 1
This question shows a **part-whole model** representing a child's pets. A **part-whole model** is a concept to show how numbers can be split into different parts. They can be used to represent numbers, as well as a wide variety of calculations. The concept follows the structure part + part = whole, but this may change depending on how many parts there are. Here, children are asked to write two addition and two subtraction calculations to show how many pets there are using the **fact family** shown in the **part-whole model**.

whole

14

10
part

4
part

The correct calculations are: 4 + 10 = 14, 10 + 4 = 14, 14 – 4 = 10, 14 – 10 = 4

Question 2
This question shows a completed **bar model. Bar models** show how numbers can be split into different parts, by presenting them in bars or boxes as shown in the example below.

17	
12	5

Bar models can be used to solve a wide variety of calculations as they show the relationship between the whole and the parts. Children must use the numbers shown on the **bar model** to complete two addition and two subtraction calculations to form a **fact family** (if you're unsure about fact families, a definition can be found at the top of the page!)

Complete the four calculations using the bar model. The correct missing numbers are:

12 + 5 = 17   5 + 12 = 17

17 – 5 = 12   17 – 12 = 5

This week's pack supports the activities from the <u>Week 3 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Fact Families

Question 3

This question shows four incomplete calculations, a blank **part-whole model** and four **digit cards**. **Digit card** refers to a physical resource which can be used to create numbers or calculations. The digits 0 to 9 are written on individual cards and can be placed in different combinations to make different numbers. Children choose two of the four **digit cards** shown to complete the calculations. They should start by finding which two of the digit cards add up to 16 and then fill in the **part-whole model** using the same three numbers from the calculations. If you are unsure about **part-whole models**, turn to page 2 for guidance.
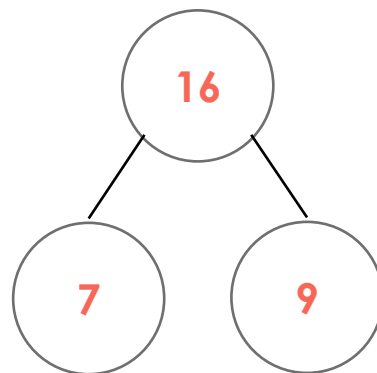
Complete the calculations and part-whole model. The correct answers are:

$$7 + 9 = 16$$
$$9 + 7 = 16$$
$$16 - 7 = 9$$
$$16 - 9 = 7$$

English – Labelling an image and writing sentences (page 3)

Children should use their phonic knowledge to label the images in the beach picture. They may also choose to label other objects that they can see in the image. Children should then use the image and word bank they have created to help them to put together sentences describing the picture. The sentences could include **conjunctions** to link ideas together. **Conjunctions** are words like <u>when</u>, <u>if</u> and <u>because</u>. Including conjunctions in sentences expands sentences by adding more detail or explanations (for example, The children are laughing <u>because</u> they are having fun. Every sentence should begin with a capital letter to show the start of the sentence and end with a full stop to show that the sentence is finished.

This week's pack supports the activities from the <u>Week 3 timetable</u> on Classroom Secrets Kids.

Tuesday

Maths – Compare Number Sentences (page 4)

A **number sentence** is an arrangement of numbers and symbols, such as 45 + 8 = 53 or 89 – 12 = 77. A **number sentence** is sometimes referred to as a sum, but this term should only be used when talking about addition (for example, the sum of 4 and 5 is 9).

Question 1
This question shows eight loop cards. Each card has one addition calculation and one subtraction calculation written on it. Some children might find it helpful to cut out each card before starting so that they can move them into different positions. Children should work out the answer to each calculation and write the answer on the cards. Then arrange the cards so that calculations with the same value/answer are next to each other to form a loop. For example, 6 – 2 would be placed next to 7 – 3 because both number sentences give a total of 4.

The correct answers are:

12 + 3 / 16 – 3	13 + 2	6 – 2	7 – 3	4 + 5	3 + 6 / 11 – 4
15 – 2 / 10 + 7	9 + 8	5 – 4	6 – 5	4 + 4	10 – 3 / 3 + 5

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Tuesday

English – Write a postcard (page 5)

This activity encourages children to write a postcard to a friend or relative, using the sentence starters to help them. They could draw on their experiences over the last few weeks to write sentences about how they have been feeling, who they have been with or what they have been learning. Children should also include a list of things that they have been doing and they need to remember to use a **comma** in their writing! A **comma** is used to mark the end of one item in the list and the start of the next item. Before the last item in the list, the comma is removed and replaced with 'and'. For example, <u>Today I played outside, painted a picture, went for a walk and ate chocolate</u>. Every sentence should begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished. After they have completed the activity, children might like to cut out their postcard and draw a picture on the other side of the paper.

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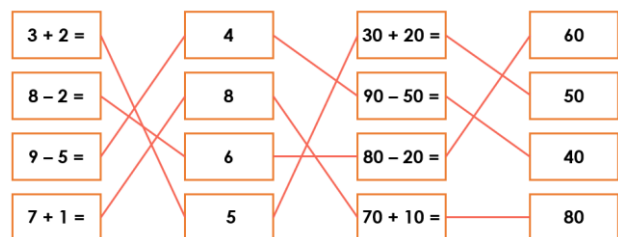
Wednesday

Maths – Related Facts (page 6)

We can use **related facts** to help us quickly find the answer to calculations. For example, if we know that 2 + 5 = 7, we can use this to help us find the answer to 20 + 50.

Question 1

This question shows a set of **related facts**. Here, the children choose a starting calculation on the left-hand side and connect it to its answer. They then connect the first answer to the related calculation and its answer on the right-hand side.

The correct answers are:

Question 2

This question shows two sets of calculations using addition and subtraction. Children should work out the answers to all the column A calculations first. They can then use these answers to help them work out the answers to the calculations in column B. For example, 3 + 4 = 7, so 30 + 40 must make a total of 70 because both numbers have been multiplied by 10.

Complete the answers for Set A and Set B. The correct answers are: Set A: 7, 3, 8, 4, 2; Set B: 70, 30, 80, 40, 20

Question 3

In this question there are two sweets. One sweet costs 60p and the other costs 30p. Children should work out which related fact could help them find the total cost and explain why.

The way in which children write their answers may vary, so we have provided an example answer: I know that 6 + 3 = 9, so the sweets will cost 90p. This is because each of the numbers in my calculation has been multiplied by 10 (60 + 30), so my answer must also be ten times greater.

This week's pack supports the activities from the <u>Week 3 timetable</u> on Classroom Secrets Kids.

Wednesday

English – Write a shape poem (page 7)

Children should write a **shape poem** about a lighthouse using the word bank to help them. A **shape poem** is shaped like the object it describes and it does not have to rhyme. Mostly words that begin with a '**long ladder letter'** have been chosen for the word bank to give children the opportunity to practise their handwriting of these particular letters. '**Long ladder letters'** are letters that are formed with a straight downwards movement when starting to write like l, i, t, u, j and y.

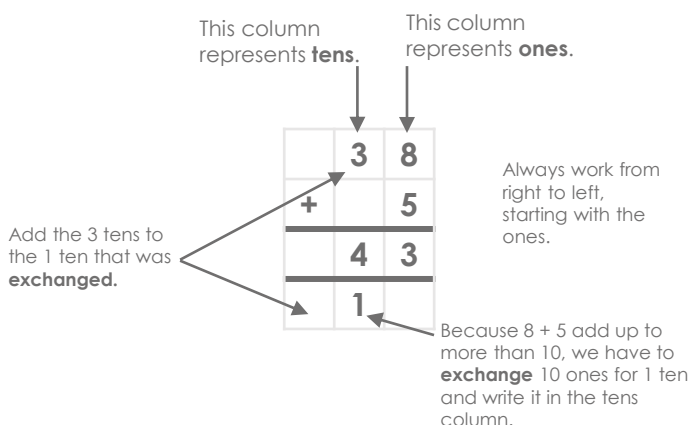**This week's pack supports the activities from the <u>Week 3 timetable</u> on Classroom Secrets Kids.**

Thursday

Maths – Add 2-Digit and 1-Digit Numbers (page 8)

A 2-digit number is a number that has both tens and ones in it, for example, 11, 29 or 47. A 1-digit number only has ones in it, such as 2, 5 or 8.

Question 1

This question shows two sets of **place value counters** representing a 2-digit and a 1-digit number. **Place value counters** are a physical resource which represent numbers. They are usually in different colours and have different numbers written on them to represent 'ones', 'tens', 'hundreds' and so on. Children use the **column method** to add these numbers together. Please see the diagram below on how to use **column method**.

This column represents **tens**.

This column represents **ones**.

$$\begin{array}{cc} 3 & 8 \\ + & 5 \\ \hline 4 & 3 \\ 1 & \end{array}$$

Always work from right to left, starting with the ones.

Add the 3 tens to the 1 ten that was **exchanged.**

Because 8 + 5 add up to more than 10, we have to **exchange** 10 ones for 1 ten and write it in the tens column.

Exchange is the term used to describe the **exchange** of 10 ones for 1 ten This was previously known as 'carrying'.

Complete the column method addition. The correct answer is 31.

Question 2

This question again shows two sets of **place value counters re**presenting a 2-digit and a 1-digit number. Children can either work this out mentally by 'putting' the 2-digit number in their heads and then counting on, or they can use the **column method**. If you need help with place value counters or the column method, take a look at the explanations in the questions above!

The correct answer is: Ahmed finishes on 49.

This week's pack supports the activities from the <u>Week 3 timetable</u> on Classroom Secrets Kids.

Thursday

Maths – Add 2-Digit and 1-Digit Numbers
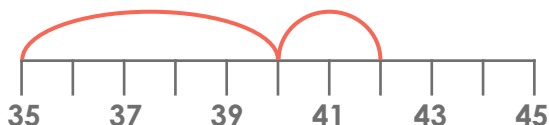
Question 3
In this question, children must decide if a statement about adding a 2-digit and a 1-digit number is correct. The questions shows a **number line** used to complete the calculation. A **number line** is a horizontal, straight line which has numbers placed at equal points. Most number lines begin at 0, but this is not always the case. Here children should check the workings out on the **number line** to decide if the statement is correct or not.

The correct answer is: Yes, Joseph is correct.

Question 4
In this question, children are given an addition calculation to solve. A **number line** is also given to help children work out the answer. This **number line** only has alternate numbers marked on it. Children should count the appropriate number of 'jumps' along the **number line** and, if they finish on an unmarked line, work out the what the missing number is to find the total. If you need help with **number lines**, take a look at the explanation above!

Use the number line to work out the answer. The correct answer is: 35 + 7 = 42.

35   37   39   41   43   45

Question 5
In this question, children are given an incomplete calculation and must find three possible answers. Using the information from the clue, children should use the three **column method** grids provided to add the same 2-digit number to three different 1-digit numbers. This will provide three different possibilities! If you are not sure about **column method**, please see page 8 for a reminder.

Complete the three column method grids. The three possible answers are: 69 + 2 = 71; 69 + 3 = 72; 69 + 4 = 73

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Thursday

Maths – Add 2-Digit and 1-Digit Numbers

Question 6

In this question, children are asked to check an addition calculation to see if it is correct and then explain how they know. The calculation is shown using numerals and **place value counters**. Children can work out the answer mentally by 'putting' the 2-digit number in their head and counting on, or they could use a **number line** or use the **column method**. If you're not sure about **column method**, **number lines** or **place value counters**, take a look at the previous two pages for a reminder!

The correct answer is Kyle is correct because 7 + 7 = 14 and 14 + 30 = 44. Children may explain how they reached this answer differently, so explanations may vary.

Question 7

In this question children are asked to check three addition calculations using a blank **number line** to decide which calculation is incorrect. The number line provided is blank because the starting number for each calculation is different. Children should put the 2-digit number at the start of the **number line** and then count the appropriate number of 'jumps' along the line to find the answer. If you need more help with **number lines**, take a look at the previous page.

The 'X' should be next to A because 9 + 36 = 45, not 44.

English – Writing questions (page 9)

Children should think of questions to ask about the picture and write them down. Their questions should begin with a **question word** and end with a **question mark**. **Question words** introduce a question and let us know that a response is required. Some examples of question words are why, where, who, how and what. A **question mark** replaces the full stop at the end of the sentence (e.g. why are the children having fun?) A word bank has also been provided to help children put their questions together.

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Friday

Maths – Addition and Subtraction (online)

Click on the link to watch the learning video clip online. As the video progresses, it will give questions for children to answer. Pause the video and answer the questions. Underneath the video, you will find information about the questions and their answers.

https://classroomsecrets.co.uk/free-fact-families-year-2-addition-and-subtraction-learning-video-clip/

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Friday

English – Guided Reading – Coastal Holidays (page 10 - 11)

Children should read the holiday poster and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the poster first and discuss what it is about and the different features, and then answer the questions.

The answers to the questions are given below.

1. What is a coast?
    The part of land that meets the sea.

2. Which coastal holiday would you most like to go on?
    This question requires a personal response because it asks for an opinion on whether they would prefer the holiday to Blackpool or Cornwall. An example answer could be, I would like to go to Cornwall because I'd like to visit the lighthouse.

3. What does UK stand for?
    United Kingdom

4. Which holiday is the cheapest deal?
    Blackpool, because it is £60 per person.

5. Have you ever been to the coast before? If so, what was it like? If not, what do you think it would be like?
    This question requires a personal response that depends on whether children have been to the coast before. If they have, they should give an answer based on their experience, such as, When I went to Blackpool, it rained all day but we still played on the beach. If they have not been to the coast, their answer should be an opinion (for example: I think it will be sunny at the seaside and I will be able to paddle in the sea).

6. Why do you think the brochure has pictures?
    Various answers can be given (anything along the following lines is acceptable): It shows people what the places look like. It makes people want to go.

7. What is the slogan for Coastal Holidays?
    It's time for a holiday on the coast, where the land meets the sea.

8. 8. Why do you think the writer has used short sentences in small boxes instead of writing lots of text?
    Children may have various suggestions, such as the boxes making it easier and more interesting to read.

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