Home Learning Pack

Year 2

Guidance and Answers

Week 9
22/06/2020

Classroom secrets KIDS

This week's pack supports the <u>Week 9 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Measure Length cm (page 2)

Children may need to be reminded that cm is the abbreviation for centimetres.

Question 1 – Children have to work out the length of each toy by looking at each ruler. The end of the train is aligned to the 2cm mark on the ruler and the front of the train is aligned to the 9cm mark. Children could use the ruler as a number track and count on from 2 to 9 to work out the length. They repeat this for B to work out the length of the torch.

The correct answers are: A. 7cm; B. 8cm

Question 2 – In this question, children should position their pencil/pen exactly on the 6cm mark. They then draw a straight line of 3cm by counting on in ones each time their line goes past a whole cm mark. When they have drawn the 3cm line, they should look at the ruler to see which whole cm mark the line ends on.

The line would finish on 9cm.

Question 3 – Children must work out the length of the pencil to find out which character's statement is correct. The end of the pencil is aligned to the 2cm mark on the ruler and the tip of the pencil is aligned to the 8cm mark. Children could use the ruler as a number track and count on from 2 to 8 to work out the length.

Mike is correct. He has noticed that the object is measured from 2cm and not 0cm.

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This week's pack supports the <u>Week 9 timetable</u> on Classroom Secrets Kids.

Monday

English – Compound Nouns (page 3)

The aim of this activity is for children to use two nouns to make one compound noun. **Nouns** are naming words. It is a person, animal, thing or place. A **compound noun** is a word created by using two **nouns**. For example: the **nouns** rain and bow create the **compound noun** rainbow.

Question 1 – Children should match the four **nouns** in the left-hand column to one of four different **nouns** in the right-hand column to make **compound nouns**. The **compound nouns** should be written as a list on the right-hand side of the page.

The correct answers are: sunflower, greenhouse, lipstick and baseball

Question 2 – In this question, children are given six nouns to use as the start of **compound nouns**. For each starter **noun**, children should think of a second **noun** that would go with it to make a **compound noun**.

Various answers, for example: sand + castle = sandcastle; air + port = airport; hand + shake = handshake; fire + place = fireplace; lady + bird = ladybird; rain + bow = rainbow

Question 3 – A sentence is given that has mistakes in it relating to **compound nouns**. Children should underline the mistakes in the sentence given and write the correct underneath.

I am travelling to the <u>air port</u> at the <u>week end</u>.
I am travelling to the airport at the weekend.

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Tuesday

Maths – Compare Lengths (page 4)

> < = are comparison symbols used to represent more than (>), less than (<) and equal to (=).

Question 1 – Children must identify the incorrect statements. For this question, children might need to be reminded that m (metres) are longer than cm (centimetres). Children should look carefully at which units of measurement have been used in each case in order to compare

The incorrect statements are: 12m < 12cm; 21cm > 21m; five metres = 5cm; 45m = 45cm

Question 2 – This question explains that Dot is shorter than Simon and that Simon is 95cm tall. Children should find a measurement that is less than 95cm.

Dot's height could be 85cm.

Question 3 – Children are given cards displaying measurements and comparison symbols. They should look carefully at the units of measurement used on the cards and remember that metres are longer than centimetres. It may help children to cut out the cards and physically arrange them into a comparison statement first.

Various answers, for example: 40cm > 35cm; 40cm < 40m; 40m > 40cm

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Tuesday

English – Adding '–ment', '–er' and '–ness' (page 5)

The aim of this activity is for children to add the **suffixes** '–ment', '–er' and '–ness' to **root words** and to know when letters need adding or changing at the end of the **root word**. A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. A **root word** is a basic word that has not been changed by a **prefix** or a **suffix**.

Question 1 – Children must create new words that are made by adding each **suffix** to the **root word**. They may need to be reminded that if the **root word** ends with the letter 'y' and there is a consonant before the 'y', the 'y' has to be changed to the letter 'i', before adding the **suffix**.

The correct answers are: A. punishment; B. healthier, C. greedier, D. disappointment

Question 2 – A table shows five different **root words**. Children will decide which **suffix**(es) can be added to each **root word** to make a new word and tick the corresponding box(es) in the table. Children should be reminded that some **root words** can have more than one **suffix** added to them.

The correct answers are:

	word	–ment	–er	–ness
A.	enjoy	✓		
B.	friendly		✓	✓
C.	improve	✓	✓	
D.	gloomy		✓	✓
E.	agree	✓		

Question 3 – This question presents a piece of completed work on adding suffixes. Children are looking to see if the suffixes have been added correctly or not to the root words. They may need to be reminded that if a root word ends in the letter 'y' and there is a vowel in front of the 'y', we do not change the 'y' to the letter 'i', for example: play - player. Also, if the root word ends in a consonant and the vowel before it makes a short vowel sound, they should double the consonant before adding the suffix, for example: mad - madder.

The correct answers are: A. enjoyment; C. sadder

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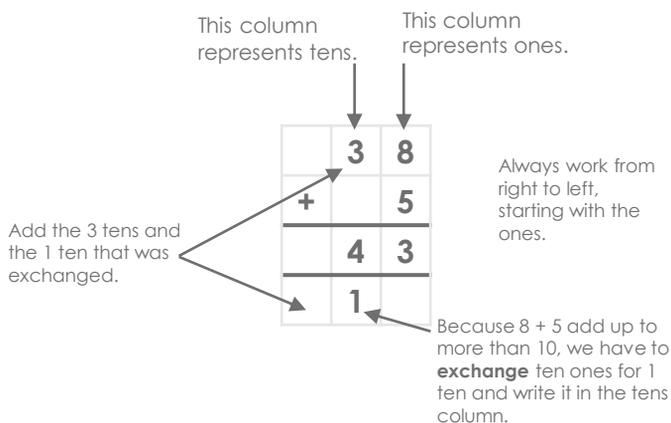
Wednesday

Maths – Four Operations with Lengths (page 6)

The four operations used in these questions are addition, subtraction, multiplication and division.

Question 1 – This question shows two pieces of ribbon (the images are not to scale). The longer piece of ribbon is 30cm long and the shorter one is five times shorter. To work this out, children need to divide 30 by 5. If they know the five times table, they can work out which number makes 30 when it is multiplied by 5. They could also draw five circles on paper and share 30 dots between them, or use 30 small objects and share them between 5 groups to find the answer.

Troy's ribbon is 6cm long.

Question 2 – Children can see three objects in this question, each with a measurement underneath (the images are not to scale). They are asked to find which two items make a total of 70cm when their lengths are added together. Children should add the measurements of two objects at a time to see if the total is 70. These additions can be done using the column or formal written method, as follows:

This column represents tens.

This column represents ones.

	3	8
+		5
	4	3
	1	

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

Add the 3 tens and the 1 ten that was exchanged.

Because 8 + 5 add up to more than 10, we have to **exchange** ten 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 which was previously known as 'carrying'.

The train and keyboard give a total length of 70cm → 39cm + 31cm = 70cm

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Wednesday

Maths – Four Operations with Lengths

Question 3 – The first part of the question is to work out how tall the second tower of cubes is. They know that the first tower is 18 cubes tall and the second tower is half the size of the first tower, so children should divide 18 by 2.

The second part is to work out how many cubes will be left. Children should add the number of cubes in both towers (18 + 9) and then take their answer away from 30, which is the number of cubes Niko started with.

$18 \div 2 = 9$ → The second tower is 9cm tall; $9 + 18 = 27$, $30 - 27 = 3$ → There are 3 cubes left.

English – Creative Writing Challenge – Forest Sports Day (page 7)

For this creative writing challenge, children are given the start of a story about some animals having a sports day in a forest. They should read the story carefully and they may like to discuss the meaning of any words they are not familiar with. It would also help them to discuss who the characters in the story are, what they are like and what has happened in the story so far.

Children should then discuss how they think the story will end. A word bank is given at the bottom of the page to help them. Children must make sure that all their sentences start with a capital letter and end with a full stop. They could also make their writing more interesting by using adjectives for description and conjunctions (and, so, if, but, because) to extend their sentences.

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Thursday

Maths – Compare Mass (page 8)

Mass is the quantity of matter in an object. In everyday life, **mass** is often called weight, but **mass** and weight are not the same. The weight of an object changes according to gravity, but the **mass** stays the same. A brick would be weightless in space, even though it still has the same **mass** on earth.

Question 1 – This question presents a balance scale. Children may need to be reminded that the object on the side of the scale that is lower is the heavier object. They should read each comparison statement carefully and the look at the image to decide if it is true.

B and C should be ticked.

Question 2 – Children will see that the balance scale shows that one apple has the same **mass** as two oranges. They should use this information to help them order the cards. It may help children to cut out the cards and physically order them before they record their answer.

The correct answer is: B, A, C, D

Question 3 – In this question, there are two balance scales which are comparing the **mass** of three different fruits. They must use these images to help them work out whether the statement about true and explain their answer. The first balance scale shows that strawberries are heavier than cherries. The second balance scale shows that the apples are heavier than the strawberries.

Billy is incorrect. The strawberries are heavier than the cherries, but the apples are heavier than the strawberries. The apples are the heaviest.

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Thursday

English – Adding '–er' for Comparative Adjectives (page 9)

The aim of this activity is for children to add the **suffix** '–er' to words and to understand how these words can compare things. Please see page 5 if you would like a reminder of the meanings for the terms **root word** and **suffix**.

Question 1 – This question presents variety of different **root words**. Children must add the **suffix** '–er'. They may need to be reminded of the following:
- if the root word ends with the letter 'y' and it has a consonant before it, the 'y' has to be changed to the letter 'i' before the suffix can be added.
- if the root word ends with the letter 'e', we only need to add the letter 'r'.
- if the root word ends with a consonant and the letter before it makes a short vowel sound, the consonant must be doubled before we can add the suffix.

The correct answers are: wilder, nicer, quieter, shinier, drier, fatter, wider, wetter

Question 2 – Children will identify the comparative words in twos sentences. They should look for words that have the suffix '–er'.

A. The dog was <u>heavier</u> and <u>older</u> than the cat, but the cat could run <u>farther</u> than the dog; B. Jaz was <u>happier</u> than ever. It was her birthday so she was awake <u>earlier</u> than usual.

Question 3 – Children are given a choice of three adjectives. They should choose one of them, add the **suffix** '–er' to it and use the new word in a sentence. Children should remember that their sentence needs to about a comparison.

Various answers, for example: I arrived <u>later</u> than usual because I slept in.

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This week's pack supports the <u>Week 9 timetable</u> on Classroom Secrets Kids.

Friday

Maths – Measure Length (cm) (online)

Click on the link below to watch a video showing a practical way of helping Year 2 children to learn about measuring length in centimetres.
https://www.youtube.com/watch?v=kwPt1KekCqE

English – Guided Reading – The UEFA Champions League (page 10 - 11)

Children should read the information and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the text first and discuss what it is about before attempting to answer the questions.

The answers to the questions are given below.

1. Who organises the Champions League?
UEFA

2. When was the Champions League formed?
1955

3. Why do you think the logo is called the starball?
The ball is covered in stars.

4. Why do you think the games are held in the biggest stadiums?
Because lots of people go to watch them.

5. What is another word for competition?
tournament/game/match

6. Why do some people watch the match on their television?
They might not be able to go to the stadium to watch the game.

7. Have you ever seen a football game on television or at a stadium? Did you enjoy it?
The answer to this question will be a personal response. An example of a correct answer is: Yes. I watch it on television and it is very exciting.

8. Who won the European Cup last year?
Liverpool

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Assembly Activity

Celebration certificate

On the following page in this pack (page 13), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be
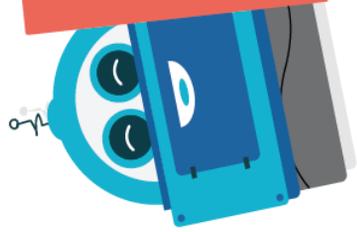
Home learning HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Signed

Date