# Maths, English & Project Tasks - Y2
(Set 8, Monday 15th - Friday 19th June 2020)

<table>
<thead>
<tr>
<th>Day</th>
<th>Maths</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Between 30 and 40:</strong></td>
<td>Creative Writing:</td>
</tr>
<tr>
<td></td>
<td>Using 2 of these digit cards at a time, how many different ways can</td>
<td>The storm had been raging for hours and the waves battered on the</td>
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<tr>
<td></td>
<td>you make a 2-digit number that is between 30 and 40? List all of the</td>
<td>lighthouse walls. A group of men huddled in one of the cylindrical</td>
</tr>
<tr>
<td></td>
<td>possibilities.</td>
<td>shaped rooms, flinching every time a wave rocked the lighthouse.</td>
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<tr>
<td></td>
<td></td>
<td>Their hearts were in their mouths with every devastating blow. They</td>
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<tr>
<td></td>
<td></td>
<td>half expected the walls to come tumbling down at any moment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They turned their heads and listened to the sound of the storm. What</td>
</tr>
<tr>
<td></td>
<td></td>
<td>they heard was truly terrifying...</td>
</tr>
<tr>
<td></td>
<td>Challenge: How many different ways can you make a 2-digit number</td>
<td>Continue this passage by writing a short story of what happens next.</td>
</tr>
<tr>
<td></td>
<td>between 40 and 50?</td>
<td>Remember to include exciting adjectives in your writing.</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>Challenge: Include a description of what could be happening to their</td>
</tr>
<tr>
<td></td>
<td></td>
<td>bodies e.g. what happens to your heart when you are scared? What</td>
</tr>
<tr>
<td></td>
<td></td>
<td>happens to your skin?</td>
</tr>
</tbody>
</table>

|      | **Birthday Presents:**                                               | Sentence of Three:                                                      |
|      | This is Lucy and she is seven years old today. She has seven        | A sentence of three has a good impact on the reader. There is always a   |
|      | presents for her birthday.                                            | comma to separate the first and second adjectives. For example:         |
| Tuesday|                                                                     | The queen was *bony, hairy* and *badly* dressed.                        |
|      | Each year she has been given the same number of presents as her     | Your Turn:                                                              |
|      | age. How many presents has she had since she was born? Use jottings  | Complete these sentences by using a sentence of three and putting a     |
|      | or draw pictures to help you work this out.                         | comma in the correct place.                                            |
|      | Challenge: How many presents will she have received by her eighth   | - The queen was...                                                     |
|      | birthday?                                                            | - The dragon was...                                                    |
|      |                                                                      | - The candle was...                                                    |
|      |                                                                      | - The room was full of...                                               |
|      |                                                                      | - In the distance he could see...                                      |
### Wednesday

**Times Table Grid Problems:**

Practise counting in 2s, 5s and 10s. How quickly can you count from 0 up to 10x the number? Can you count backwards in 2s, 5s and 10s?

Complete the attached times tables grid. *If you struggle with any of the times table facts, remember that you can draw jottings to help you work it out.*

*For example:*

<table>
<thead>
<tr>
<th>3 x 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

**Comprehension:**

Complete the attached reading comprehension sheet.

**Challenge:** Choose your favourite words or phrases in the text. Tell an adult why they are your favourite.

### Thursday

**Shape:**

Using objects you have in your home or natural resources found outside, can you make different 2D shapes? You could collect pebbles, stones, twigs or leaves outside.

Try to make the shapes in the table below. Think carefully about the properties of each of these shapes.

<table>
<thead>
<tr>
<th>circle</th>
<th>pentagon</th>
<th>square</th>
</tr>
</thead>
<tbody>
<tr>
<td>hexagon</td>
<td>oblong</td>
<td>triangle</td>
</tr>
</tbody>
</table>

**Challenge:** Can you make a 3D shape using similar materials?

*For example:*

![3D shape]

**Suffixes:**

Recap: a suffix is a group of letters added to the end of a word to change the words meaning. If the suffix starts with a consonant letter, it is usually added straight on without changing the root word.

*For example: enjoyment, sadness, careful*

Watch out! There is an exception to this rule! To add -ment to the word ‘argue’, you must remove the ‘e’ before adding the suffix.

argue = argument

**Suffixes with more than one syllable:**

If a word has more than one syllable and ends in a **y** then you must change the **y** to an **i** and then add the suffix.

*For example: happy = happiness*

**Your Task:**

Practise spelling the words below. You can practise them in your book with your choice of writing e.g. rainbow words, dot-to-dot or backwards. Alternatively you can go outside and write them into sand, with chalk on the ground or by making them with natural resources.

<table>
<thead>
<tr>
<th>sadness</th>
<th>careful</th>
<th>cheerful</th>
</tr>
</thead>
<tbody>
<tr>
<td>playful</td>
<td>enjoyment</td>
<td>argument</td>
</tr>
<tr>
<td>happiness</td>
<td>merriment</td>
<td>plentiful</td>
</tr>
</tbody>
</table>

**Challenge:** complete the attached suffixes word search.
### Straw Squares Challenge:

There are 12 straws in this pattern of 5 squares.

![Straw Pattern](image)

Take 20 straws, toothpicks, pencils or even sticks that you can find outside (try to find ones that are the same length). Arrange them to make as many squares that you can. How many squares did you make?

Challenge: Try this again with 30. How many squares can you make?

### Creative Writing:

#### Task One:

Using the attached vocabulary cards and target board (or make your own one), choose the words that you think would describe this character the best and place these into the centre of the target board. Choose at least 2 for the outer circles too.

#### Extension:

Add your own vocabulary to the target board.

#### Task Two:

Write a short description about this character, using the words you chose to be most relevant. Describe what he looks like and his personality. You could also think about:

- Who is he?
- What kind of character is he?
- Do you think he is rich or poor? Why?
- What do you think his job is?
- Where is he? Why do you think he is there?
Project Task - afternoon work

Amazing Plants

This week, you must choose an activity from the two options below.

Option One:

Research an ‘amazing’ plant of your choice and present your findings as a non-chronological report. There are so many amazing plants to look at! For example, cacti, Venus flytrap, parachute flower (*Ceropegia*), Aloe vera or sensitive plant (*Mimosa pudica*).

Start by making a ‘mind map’ and write down key facts, noting the spelling of new vocabulary. Use books or a safe search engine on the internet ([https://www.researchify.co.uk](https://www.researchify.co.uk) or [https://www.kiddle.co](https://www.kiddle.co)) for your research.

Include information about:
- The plant’s appearance
- Where the plant is commonly found
- Key characteristics, including flowers, fruit and seeds
- Features of the plant that are similar or different to other plants

Use your ‘mind map’ to help you to write a non-chronological report about your flower or plant. This should include:
- An exciting title (it could be bold, bubble writing or with WordArt).
- An introduction to tell the reader what your report is about
- Different sections
- Sub-heading for each section
- Key facts
- Pictures with captions

**Note:** Think carefully about which pieces of information need to be grouped together in your report.

**Remember:**
- Use capital letters and full stops
- Add an apostrophe to show possession e.g. the plant’s flowers
- Use ‘if’, ‘when’, ‘that’ and ‘because’ to make your sentences longer
**Option Two:**

Imagine that you have just discovered a completely new weird and wonderful plant or flower. Your task is to create some art work to show what your plant looks like and then write a non-chronological report about it.

Think about: What colour, shape or texture are its petals and leaves? Does it have a perfume? Is any part of it safe to eat? Where does it grow? What is it called?

Start by creating a piece of art work to show what your plant looks like. You could draw, paint or even make a 3D model of your plant. Add some labels to your art work to describe the different features of your plant.

Use the picture, your imagination and the labels on your work to help you to write a non-chronological report about your flower or plant. This should include:

- An exciting title (it could be bold, bubble writing or with WordArt).
- An introduction to tell the reader what your report is about
- Different sections
- Sub-heading for each section
- Key facts
- Pictures with captions

**Note:** Think carefully about which pieces of information need to be grouped together in your report.

Remember:

- Use capital letters and full stops
- Add an apostrophe to show possession e.g. the plant’s flowers
- Use ‘if’, ‘when’, ‘that’ and ‘because’ to make your sentences longer
Phonics and Tricky Words

Phase 2 Sound Mat

Phase 3 Sound Mat

I
no
go
to
the

he
she
we
me
be
was
you
all
are
her
they
my
said
have
like
so
do
some
come
little
one
were
out
what
when
there

oh
Mr
Mrs
people
called
looked
could
asked
their
Maths Task: Wednesday

Times Table Grid Problems
Choose from option 1, 2 or 3 (easy to hard) and fill in the missing gaps on the grid. You could always try all 3!

Example:

<table>
<thead>
<tr>
<th>x</th>
<th>3</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>

2 x 3 = 6  
2 x 6 = 12  
and so on…

Your Turn:

Option 1:

<table>
<thead>
<tr>
<th>x</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Option 2:

<table>
<thead>
<tr>
<th>x</th>
<th>4</th>
<th>7</th>
<th>2</th>
<th>9</th>
<th>3</th>
<th>5</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<td>5</td>
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<td></td>
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<td>10</td>
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</tbody>
</table>

Option 3:

<table>
<thead>
<tr>
<th>x</th>
<th>4</th>
<th>7</th>
<th>2</th>
<th>9</th>
<th>3</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
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<td>10</td>
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</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

2 x 3 = 6  
2 x 6 = 12  
and so on…
From *Jake the Good Bad Dog* by Annette and Nick Butterworth

Jake was a bad dog. He knew he was. Sometimes he tried to be good but it was no use.

He loved to chase the ducks in the park. He would sneak up behind them when they were dozing. Then he would bark loudly and watch, as they rushed for the safety of the lake, complaining noisily.

Jake couldn’t resist the smell of the dirty washing. Whenever it was being sorted out, he just had to play with it. Then he would leave it lying all over the house.

He had to roll in the sheep’s droppings on the common. He liked the smell. Besides, he needed to smell like a sheep if he was going to creep up on them and round them up.

Then there was food. Or more particularly, chocolate. No chocolate was safe if Jake could reach it. Once he ate fourteen chocolate cream eggs, one after the other. He was sorry afterwards, especially as they made him ill, but he just couldn’t resist them.

He couldn’t help being bad.
Write the answers to these questions.

1. “He would sneak up behind them when they were dozing.”
   Choose one word the author could have used to keep the meaning of the sentence the same instead of:
   “sneak” _______________    “dozing” _______________

2. “Then he would bark loudly and watch, as they rushed for the safety of the lake, complaining noisily.”
   Find and copy one word in this sentence that tells us that the ducks were not happy.
   ________________

3. The ducks “rushed for the safety of the lake”. Explain why the lake was safe.
   ________________
   ________________

4. Why does the text say that Jake “needed to smell like a sheep”? Tick one.
   - So people thought he was a sheep. □
   - So he could be a bad dog. □
   - So the sheep did not realise he was a dog. □
   - So he could bark at them. □

5. Do you think Jake wanted to be bad? Circle your answer.
   Yes / No
   Explain your answer.
   __________________________
   __________________________
English Task: Thursday

The Suffixes
-ment, -ness and -ful

enjoyment, playful, merriment, plentiful
sadness, plainness, happiness, cheerful
careful, argument
<table>
<thead>
<tr>
<th>kind</th>
<th>intelligent</th>
<th>dull</th>
<th>proud</th>
<th>shy</th>
<th>aggressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>suspicious</td>
<td>leader</td>
<td>relaxed</td>
<td>generous</td>
<td>angry</td>
</tr>
<tr>
<td>confident</td>
<td>persuasive</td>
<td>poor</td>
<td>determined</td>
<td>tired</td>
<td>wealthy</td>
</tr>
</tbody>
</table>