

Week 7 - w/c 22.2.21 KS1 pack

Home Learning	
<p>This pack is an SEN pack (Key Stage 1 Level). It provides alternative activities if you are finding your year group pack a little bit tricky. There is a suggested length of time for each activity. Please feel free to spend more or less time on each activity to suit you and your child. In your pack there are all the resources you need for each day. We are available to contact should you have any questions on your class e-mail address or you can call the school office on 0116 2413444 where somebody will be able to help you.</p>	
Monday 22 nd February	
30 mins	<p style="text-align: center;">Get active / wake up shake up</p> <p>Teach a group yoga class. You can use some of the yoga cards to help you! Try making up and naming some yoga poses of your own. You could take a photo of the new moves you have created!</p>
10 mins	<p style="text-align: center;">Handwriting</p> <p>Find the handwriting sheet that starts with 'five' and complete in your neatest handwriting.</p>
40 mins	<p style="text-align: center;">Maths</p> <p>Arithmetic- Use your 2 times table to answer the questions on your worksheet WALT: Can I divide by 2? Watch the following video 'Divide by 2' and work through the questions. Pause the video and have a go. Now challenge yourself and have a go at the 'Divide by 2' worksheet. Use the pictures to help you. https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division</p>
Break	
20 mins	<p style="text-align: center;">Writing time</p> <p>Today we are reminding ourselves about noun phrases. Look at the BBC bitesize page here https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f Watch the video and do the activities, then watch this further video for another explanation. https://www.youtube.com/watch?v=irg70X-ltrA&list=PL49586F62799A527D&index=14&t=16s</p>
30 mins	<p style="text-align: center;">Literacy</p> <p>For the next two weeks we are going to be thinking about writing story openings. We are going to base this on a Russian folk story about a witch called Baba Yaga. Watch the video and make a story matrix (this is explained in the video). You will need your home learning book or some plain paper. https://tinyurl.com/y6ry982f</p>
Lunch	
15 mins	<p style="text-align: center;">Reading</p> <p>Today in Literacy you heard the Russian Folktale of Baba Yaga. Listen to a different more detailed version of this story here, https://tinyurl.com/yypfvzaw Which one do you prefer and why? Write 3 sentences in your book to explain which you prefer and why.</p>
15 mins	<p style="text-align: center;">Wellbeing</p> <p>This week you are going to be completing activities from a book called 'be happy'. This is a chance for you to recognise when you feel angry and the warning signs. Over the week, you will complete activities that help you manage any anger you may feel. Today, complete the sheet called 'I'm feeling kinda...'</p>
30 mins	<p style="text-align: center;">Non-Core (Art)</p> <p>Have fun making salt dough shapes. You can make anything you like and of course, have fun getting a bit messy! Find a recipe on how to make salt dough attached. There are some design ideas on the sheet too. When they have been baked and cooled, try painting them or using felt coloured pens to decorate.</p>
Break	
10 mins	<p style="text-align: center;">Gratefulness</p> <p>Get a jar or a tub and cut up lots of bit of paper. This could be white paper or coloured paper! Each day, you can write as many things as you can think of that make you feel happy, grateful or even just a lovely memory that you do not want to forget. At the end of the week, you're going to empty the jar and take a look at everything you've added.</p>
15 mins	<p style="text-align: center;">Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>



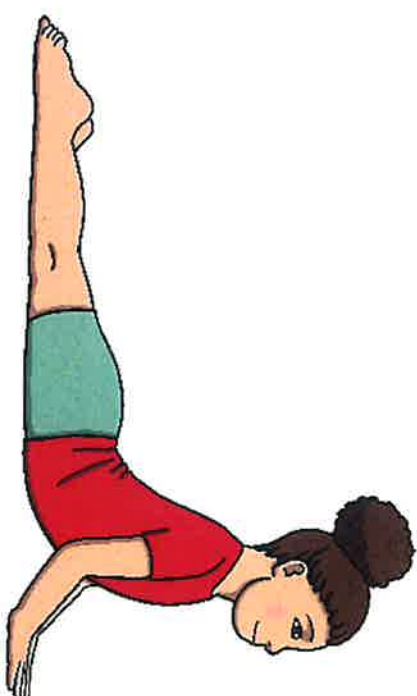
tree pose

twinkl.com



camel pose

twinkl.com



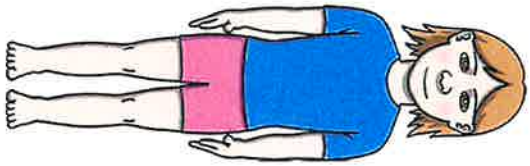
cobra pose

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lion pose

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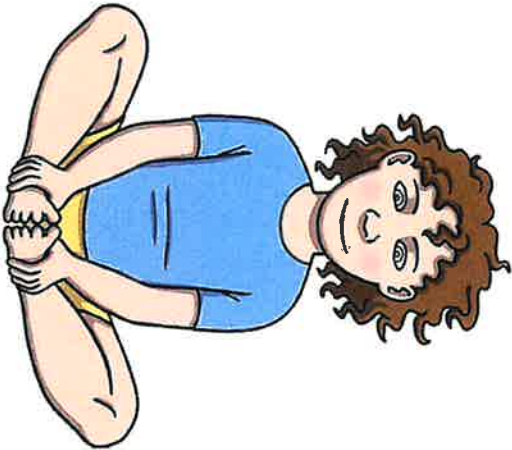
mountain pose

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flamingo pose

twinkl.com



butterfly pose

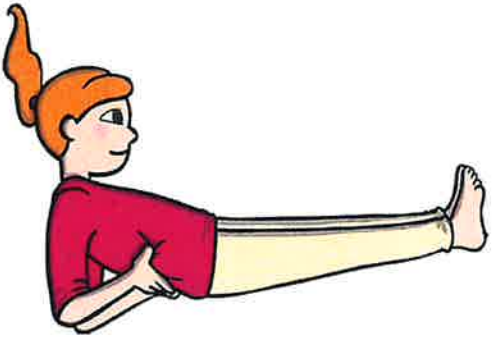
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elephant pose

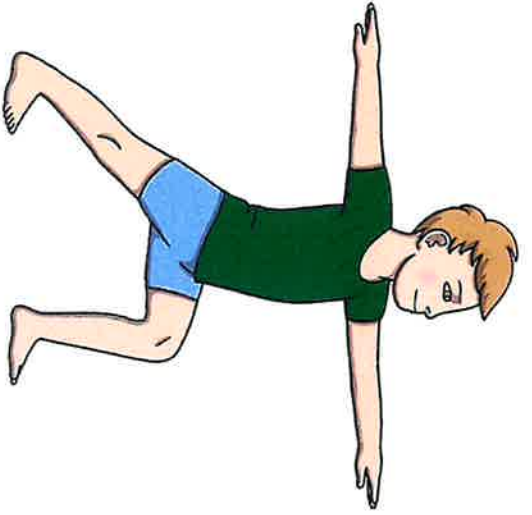
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shoulder stand pose



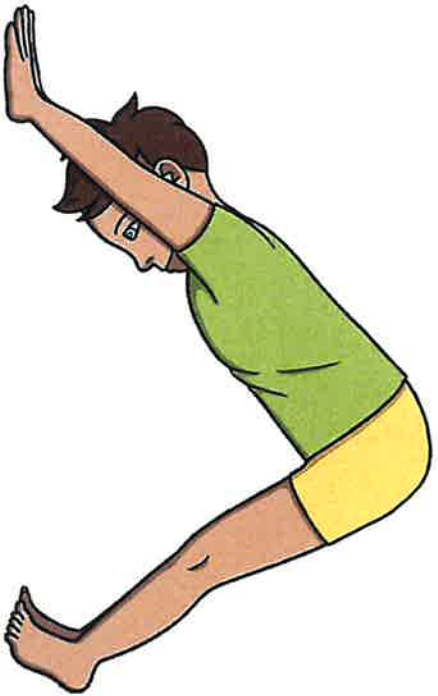
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warrior pose



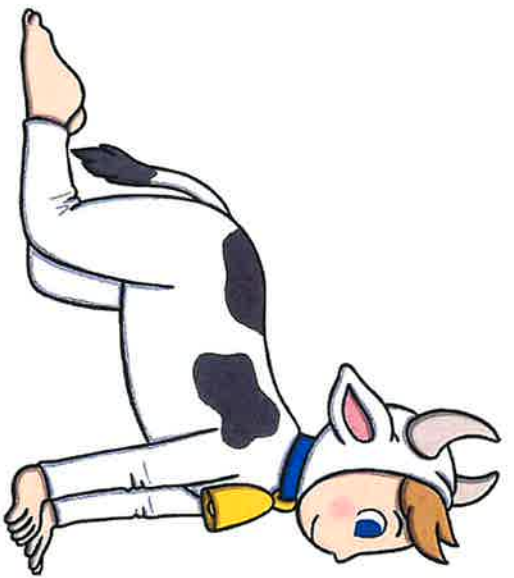
twinkl.com

downward facing dog pose



twinkl.com

cow pose



twinkl.com

The Sounds /igh/ and /oa/ Spelt 'i-e' and 'o-e'

Practise your weekly spelling words using cursive handwriting.

five

ride

like

time

slide

home

those

woke

hope

hole

2 Times Table

Questions:

a. $1 \times 2 =$ _____ b. $2 \times 2 =$ _____ c. $3 \times 2 =$ _____

d. $4 \times 2 =$ _____ e. $5 \times 2 =$ _____ f. $6 \times 2 =$ _____

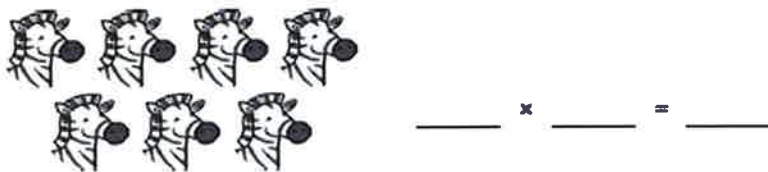
g. $7 \times 2 =$ _____ h. $8 \times 2 =$ _____ i. $9 \times 2 =$ _____

j. $10 \times 2 =$ _____ k. $11 \times 2 =$ _____ l. $12 \times 2 =$ _____

Count in 2s and colour in the grid:

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

How many ears are there?



Diving into Mastery - Diving

Adult Guidance with Question Prompts

Children use their ability to count in two, group and share equally to divide by two. They use the symbols \div and $=$ to write calculations. They may use concrete materials, drawings or number lines to help them.

How many shoes are there?

How many will go in each box/group?

How many boxes/groups are there?

How could we write this grouping as a calculation?

Which multiplication fact is linked to this division?

How many are in a pair?

Can you ring each pair of flip-flops?

How many flip-flops are there?

How many pairs have you made?

Which calculations can we write to represent the flip-flops?

Divide by 2



There are ____ shoes altogether.

We put 2 in each box.

There are ____ groups.

$$\begin{array}{r} _ \div _ = _ \\ _ \times _ = _ \end{array}$$

Ring each pair of flip-flops.



There are ____ flip-flops in total.

Each pair has ____ flip-flops.

There are ____ pairs of flip-flops.

$$\begin{array}{r} _ \div _ = _ \\ _ \times _ = _ \end{array}$$

Diving into Mastery - Deeper

Adult Guidance with Question Prompts

Children reason about division statements in words, representations and as calculations. They use the symbols $<$, $>$ and $=$ to compare division statements. They may use concrete materials, drawings or number lines to help them solve the division calculations.

What do the symbols $<$, $>$ and $=$ mean?

What does the \div symbol mean?

What do we need to do before we can decide whether the statements are true or false?

How will you solve the division calculation?

What could you use to help you?

Do you think this statement is true or false?

Divide by 2



Are these statements true or false? Explain why.

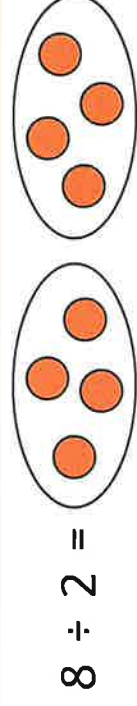
$$10 \div 2 > 8 \text{ divided by } 2$$

$$20 \text{ split up into groups of } 2 = 20 \div 2$$

$$12 \text{ shared between } 2 < 2 \div 2$$

$$24 \text{ divided by } 2 > 12 \div 2$$

$$10 \text{ shared between } 2 = 5 \div 2$$



Diving into Mastery - Deepest

Adult Guidance with Question Prompts

Children use their knowledge of division by sharing and grouping to solve word problems. They may use concrete materials, drawings or number lines to help them solve the problems.

How will you solve the problem?

What do you need to do?

Can you write a calculation using the division symbol?

What could you use to help you find the answer?

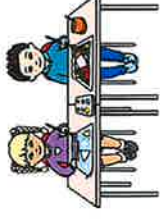
Can you write a problem like this?

Divide by 2



Solve these problems.

Two children sit at each table.
How many tables do I need for
20 children?



John has 18p in 2p coins. How
many 2p coins does he have?



I put 2 sausages on each plate.
I have 12 sausages. How many
plates do I need?



How many groups of 2 can I make with 14?

How many 2s are there in 16?

Make up some of your own problems like this for a friend to solve.

I'M FEELING KINDA...

How are you feeling? Whether you're angry, sad or full of joy, it's okay. All emotions are okay - which is a good thing as we have loads of them!

Grab a pen and draw the expression to fit the emotion or add the emotion to fit the expression.



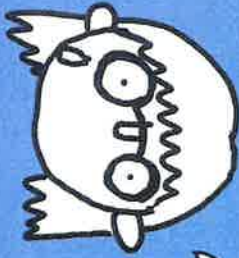
I'M FEELING
Happy
.....



I'M FEELING
.....



I'M FEELING
.....



I'M FEELING
Sad
.....



I'M FEELING
.....



I'M FEELING
.....



I'M FEELING
.....

- embarrassed
- shocked
- frustrated
- angry shy
- scared
- lonely tired
- anxious

Making Salt Dough

<https://www.bbcgoodfood.com/howto/guide/how-make-salt-dough-recipe>

Making salt dough is a really fun and easy activity for kids and the chances are you will have all of the ingredients in the cupboard ready to go on a rainy day. Children will love using their imaginations to create all sorts of exciting objects (although simple shapes do seem to work best) and hours of fun painting their creations, but do take care to remind little ones that the salt dough is not edible.

Makes 1 ball

Prep 10 minutes

Cook 3 hours

Ingredients

1 cupful of plain flour (about 250g)

half a cupful of table salt (about 125g)

half a cupful of water (about 125ml)

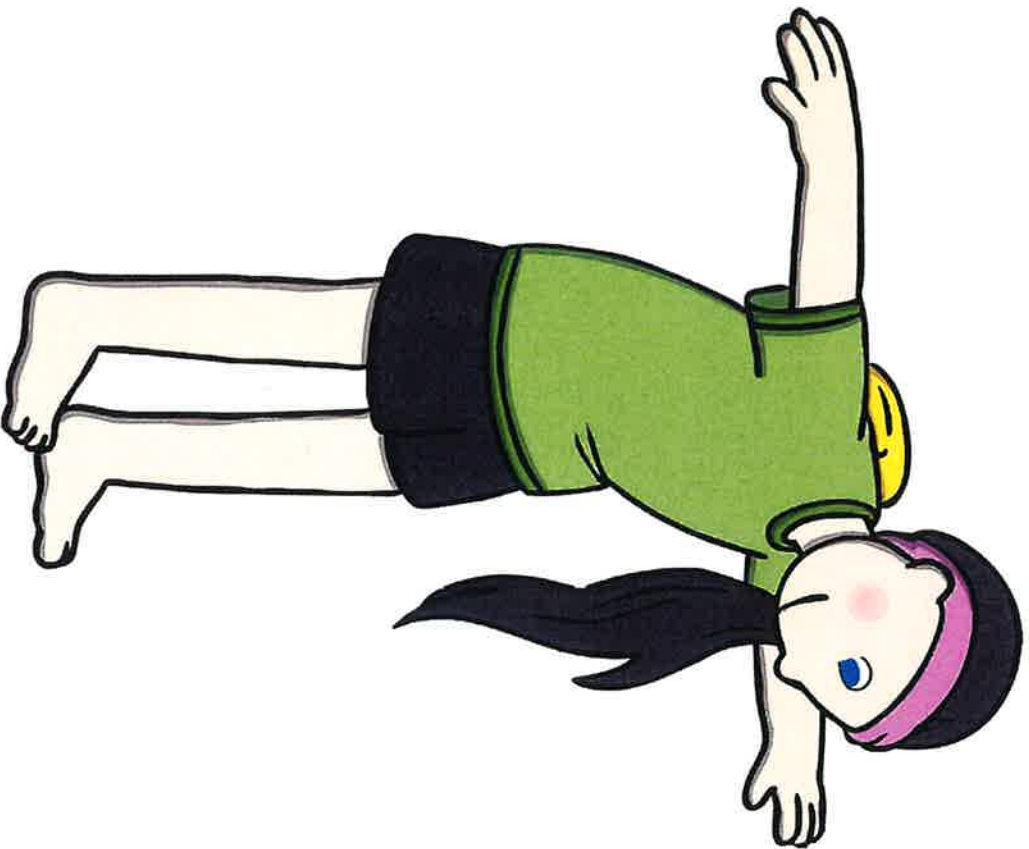
Method

1. Preheat the oven to its lowest setting and line a baking sheet with baking parchment.
2. Mix the flour and salt in a large bowl. Add the water and stir until it comes together into a ball.
3. Transfer the dough to a floured work surface and shape into your chosen model. You can roll it out and cut out shapes, numbers or letters using biscuit cutters, or make any kind of model you can think of. We made some fruit and veg shapes plus cupcakes for a teddy bear's picnic.
4. Put your finished items on the lined baking sheet and bake for 3 hrs or until solid.
5. Leave to cool and then paint.

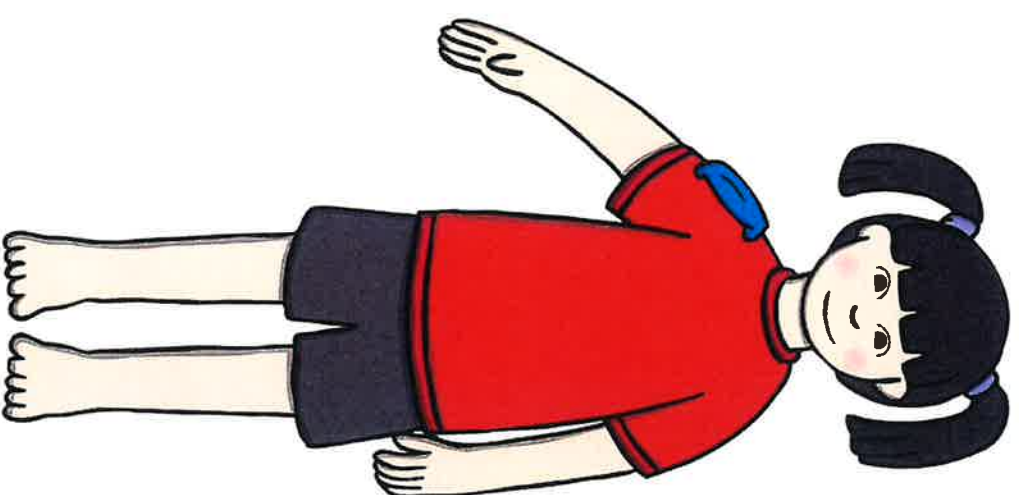


Tuesday 23 rd February	
30 mins	<p>Get active / wake up shake up</p> <p>Complete the bean bag activities. If you don't have a bean bag at home, you could balance a pillow or something else small on your head! Good luck!</p>
10 mins	<p>Handwriting</p> <p>Find the handwriting sheet that starts with 'June' and complete in your neatest handwriting.</p>
40 mins	<p>Maths</p> <p>Arithmetic- Use your 5 times table to answer the questions on your worksheet</p> <p>WALT: Can I divide by 5? Watch the following video 'Divide by 5' and work through the questions. Pause the video and have a go. Now challenge yourself and have a go at the 'Divide by 5' worksheet. Use the pictures to help you.</p> <p>https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division</p>
Break	
20 mins	<p>Writing Time</p> <p>Find the 'Expanded Noun Phrase Jigsaws' sheet in your pack. Complete each sentence. For each sentence you need to put an adjective, then a comma and then another adjective. So the middle piece of jigsaw will always have a comma in it.</p>
30 mins	<p>Literacy</p> <p>Today you are going to make a story map of the Baba Yaga story and begin to learn it off by heart. Click on the link for the video of the lesson.</p> <p>https://tinyurl.com/y2lvb4yu</p>
Lunch	
15 mins	<p>Reading</p> <p>Yesterday you watched another version of the Baba Yaga story. Today I would like you to draw your favourite character from the story. It can be from either version of the story. Write some words around the character to describe their personality. You might like to include a speech bubble. If you want to listen to the story again, click here.</p> <p>https://tinyurl.com/yypfvzaw</p>
15 mins	<p>Wellbeing</p> <p>This week you are going to be completing activities from a book called 'be happy'. This is a chance for you to recognise when you feel angry and the warning signs. Over the week, you will complete activities that help you manage any anger you may feel.</p> <p>Today, complete the sheet called 'feelings feelings'.</p>
30 mins	<p>Non-Core (Geography)</p> <p>Read the information sheet about the Lake district. Can you use this information along with your own research to answer the questions on your sheet? You may even want to create your own information leaflet with pictures.</p>
Break	
10 mins	<p>Gratefulness</p> <p>Get a jar or a tub and cut up lots of bit of paper. This could be white paper or coloured paper! Each day, you can write as many things as you can think of that make you feel happy, grateful or even just a lovely memory that you do not want to forget. At the end of the week, you're going to empty the jar and take a look at everything you've added.</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

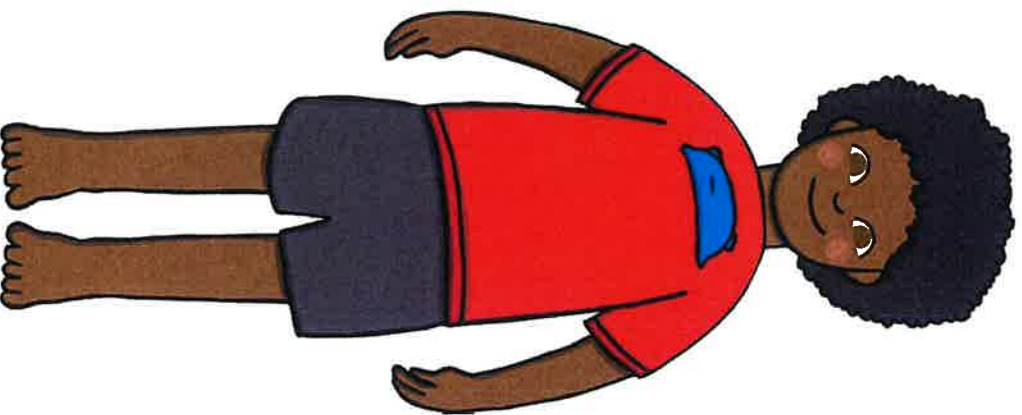
Balance the beanbag
on your back.



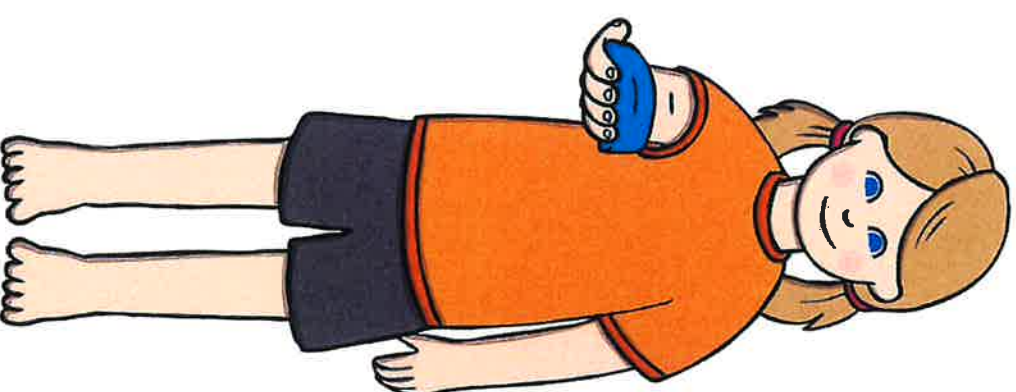
Balance the beanbag
on your shoulder.



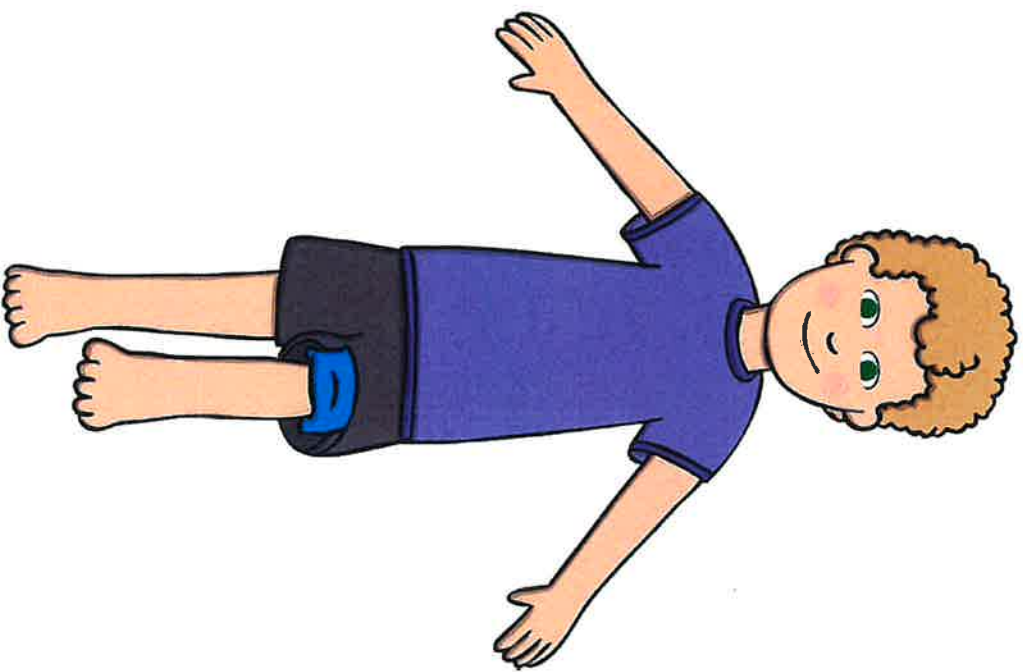
Balance the beanbag
on your chest.



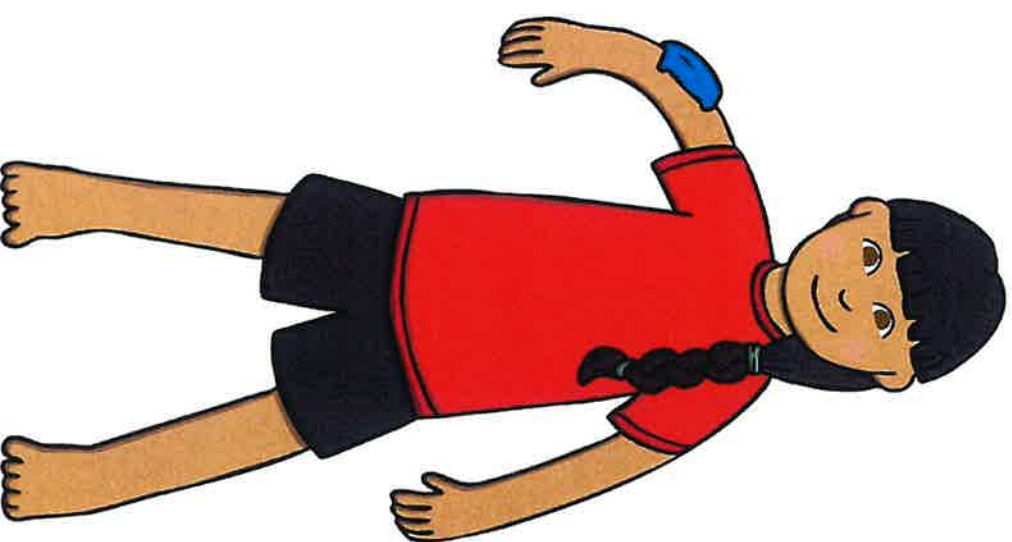
Balance the beanbag
on your hand.



Balance the beanbag
on your knee.



Balance the beanbag on
your elbow.



Balance the beanbag on
your foot.



Balance the beanbag on
your head.



The Sounds /oo/ and /yoo/ Spelt 'u-e'

Practise your weekly spelling words using cursive handwriting.

June

rule

rude

flute

use

tube

tune

huge

cute

cube

5 Times Table

Questions:

a. $2 \times 5 =$ _____

b. $3 \times 5 =$ _____

c. $4 \times 5 =$ _____

d. $5 \times 5 =$ _____

e. $6 \times 5 =$ _____

f. $7 \times 5 =$ _____

Count in 5s and colour in the grid:

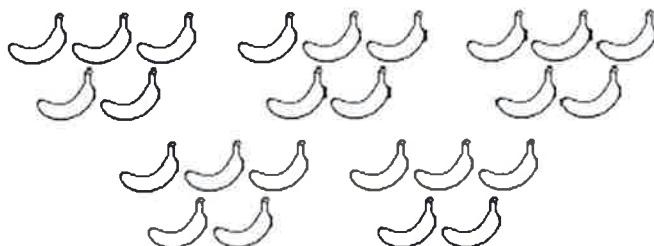
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is the easiest way to count the following groups?

How many of each?



_____ \times _____ = _____



_____ \times _____ = _____



_____ \times _____ = _____

Diving into Mastery - Diving

Adult Guidance with Question Prompts

Children practise different division strategies, including grouping and sharing. They make links between dividing by five and the five times table. They use the symbols \div and $=$ in calculations.

How many coins are there in total?

How many groups have you made?

How many are in each group?

How could we write it as a multiplication?

Is $15p = 3 \times 5p$ the same as $3 \times 5p = 15p$? Why?

What division calculation can you write?

What symbol will you use?

How can we share these marshmallows between the five bags?

Why do they need to be shared equally?

Can you write a division calculation?

What is the related multiplication fact from the five times table?

Divide by 5



Circle Alice's coins to make groups of 5.

The value of each group is ____p.

There are ____ groups.

$$15p = \underline{\quad} \times \underline{\quad}p$$

$$15p \div \underline{\quad} = \underline{\quad}p$$



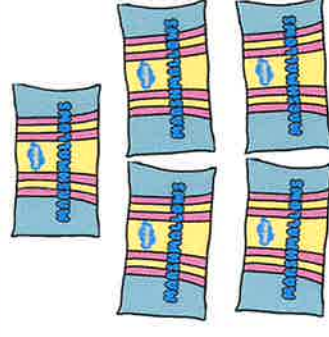
How many bags of sweets can Alice buy?

Aman buys 30

marshmallows. He shares them between 5 bags.

How many marshmallows will be in each bag?

Show how you know.



$$30 \div \underline{\quad} = \underline{\quad} \qquad 5 \times \underline{\quad} = \underline{\quad}$$

Diving into Mastery - Deeper

Adult Guidance with Question Prompts

Children consider the difference between sharing and grouping.
They write division calculations using the symbols \div and $=$.
They relate division to multiplication.

Is Aman sharing or grouping?

How do you know?

Could you represent what Aman has done in a drawing?

Can you use your five times table to help you work out how much each child will get?

Can you write a division calculation?

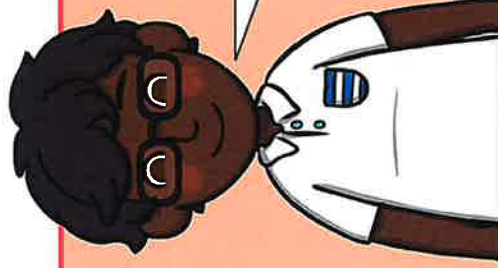
Is Jin sharing or grouping?

How do you know?

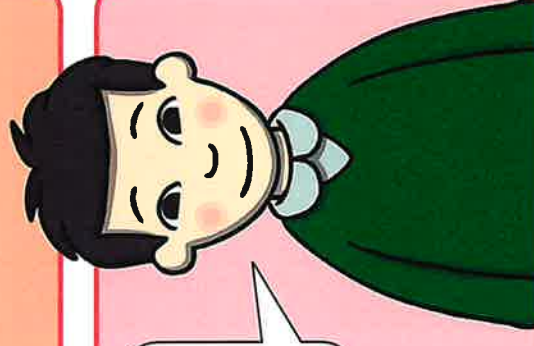
Can you use a number line to represent Jin's coins?

Can you write a division calculation?

Divide by 5



I have 50p that I am going to share between 5 friends. How much will each person get?



I have 50p, made up from 5p coins. How many 5p coins do I have?

Are these questions the same or different?

Explain your ideas.

Write a calculation for each one.

Diving into Mastery - Deepest Adult Guidance with Question Prompts

Children solve a problem by comparing division and multiplication statements. They use known facts about the five times table. Check children understand that the first number is a two-digit number with five ones. The missing number in the multiplication is a one-digit number. Encourage systematic working.

What does the = symbol mean?

What digit could we choose to go in the tens column first?

What digit would have to go in the multiplication calculation to make it equal to the division calculation?

Is there more than one possible answer?

What could we try next?

Why does it help to be systematic, following the pattern of the numbers?

Can we be sure we have found all the answers?

Could I write $55 \div 5 = 11$? Why not?

Divide by 5



Use the digits 1 to 9 to find different ways to complete this statement. You can use each digit more than once.

1 2 3 4 5 6

7 8 9

$$\square 5 \div 5 = \square$$

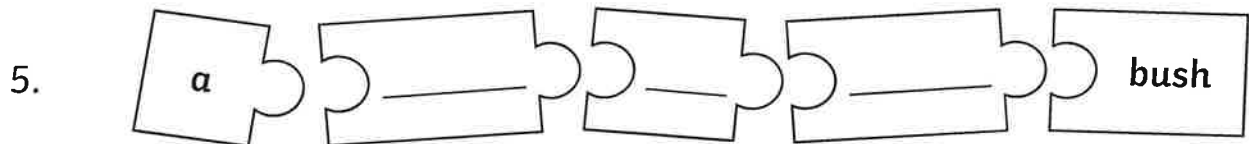
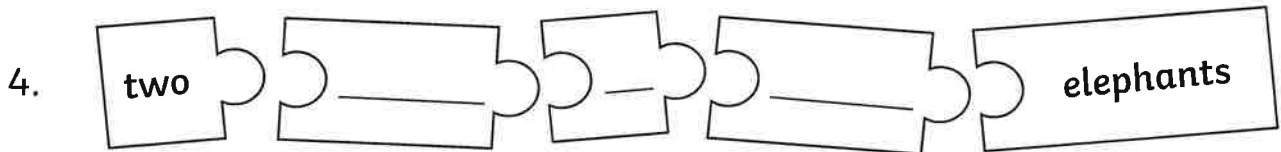
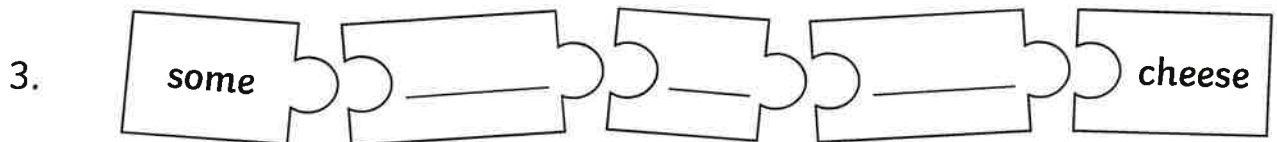
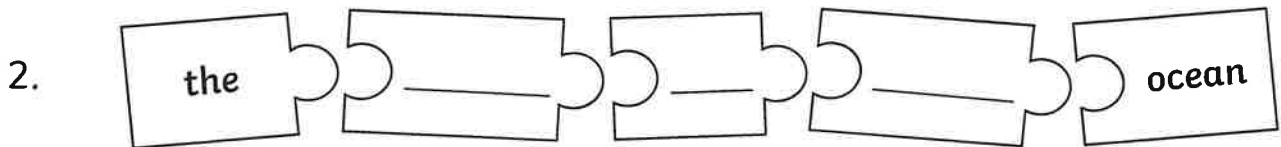
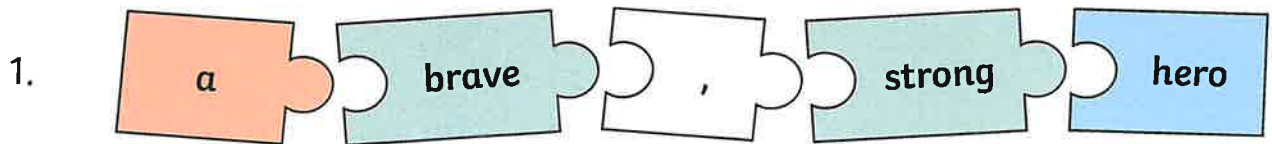


How many different ways can you find?

For each one, write the matching multiplication calculation.

Expanded Noun Phrase Jigsaws

Use your amazing writing skills to create expanded noun phrases using nouns and adjectives. Read the noun in each phrase and then add your own adjective choices (separated by a comma). The first one is done for you as an example.



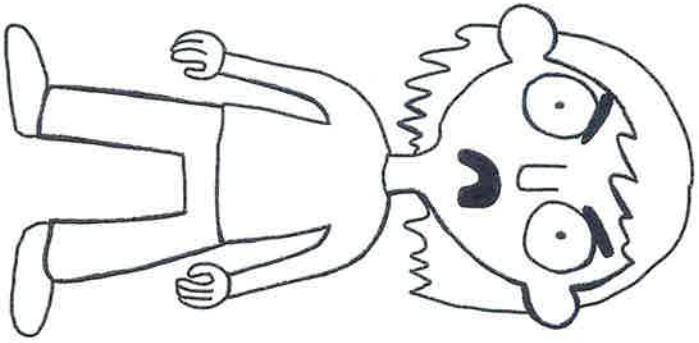
Challenge: Now take two of the expanded noun phrases that you have created and use them in sentences, e.g. A brave, strong hero defeated the beastly dragon.

1. _____

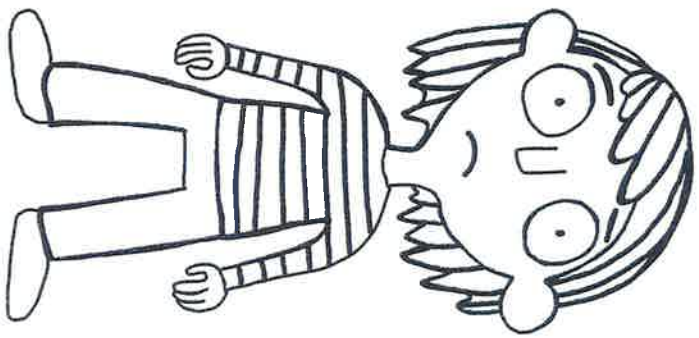
2. _____

FEELINGS FEELINGS

Sometimes your feelings
don't want to stay inside.
Sometimes they want to
JUMP AND BURST OUT.



Write where and how
you feel when
you're angry on
this dummy.



Write where and
how you feel
when you're sad
on this dummy.



What Is a National Park?

A National Park is a protected area because of wildlife, beautiful countryside or cultural heritage. The villages, towns and farms are also protected.

National Parks, such as the Lake District National Park, welcome visitors so that everyone can enjoy these areas of natural beauty.



Impacts of Tourism

Tourism has positive and negative aspects for National Parks, including the Lake District.

Good points

Tourists spend money which supports local shops and businesses.
The improved transport services for the tourists also benefit the locals.
Some of the money made from tourism can go back into conserving the National Park.
Jobs are created for local people.

Bad points

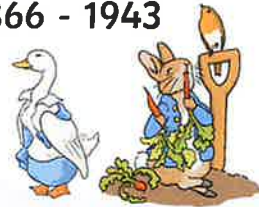
Increased litter and pollution can occur.
Traffic congestion is common at holiday time.
Footpath erosion is caused by high numbers of tourists
Work within the tourist industry is seasonal.

Every year, there are around 16 million visitors to the Lake District National Park

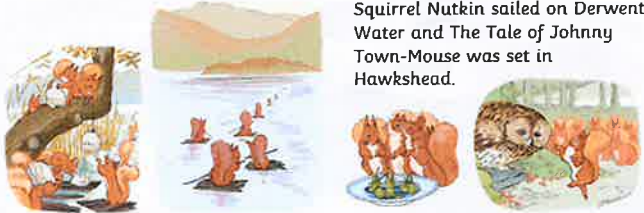
Beatrix Potter 1866 - 1943

Beatrix Potters spent some of her childhood holidays in the Lake District.

It was these trips which inspired her writing.



Squirrel Nutkin sailed on Derwent Water and The Tale of Johnny Town-Mouse was set in Hawkshead.



Beatrix Potter 1866 - 1943



With the money she made through her publications, she bought property in the area.

When Beatrix died, she left several farms, sheep and thousands of acres of land to the National Trust.



Climate Change

Our planet is warming up, leading to hotter and drier summers, more extreme weather and warmer winters.

The Lake District has recently faced some extreme weather.

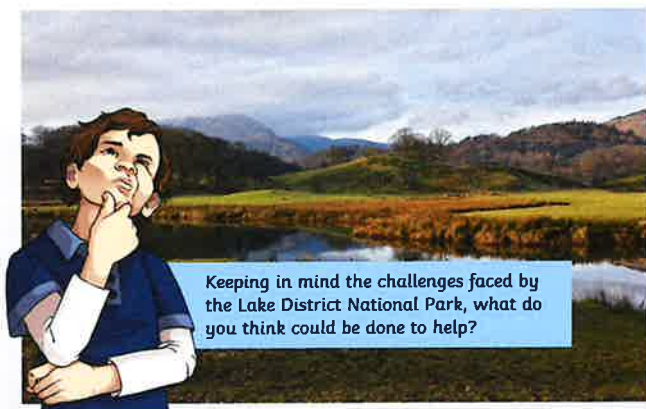


Climate Change

Further impacts include:

- damage to woodland during stormy weather, affecting woodland habitats;
- certain species of plants may not survive due to the changing weather;
- drying of peat (which keeps carbon in the soil), releasing carbon into the atmosphere;
- falling water levels in the lakes during the warmer months.

Solutions



Keeping in mind the challenges faced by the Lake District National Park, what do you think could be done to help?

The Lake District

Use this activity sheet to research information about the Lake District.

The highest mountain is _____

There are _____ lakes in the Lake District.

Find out about two famous people from the Lake District. Find out why they are famous.

1. _____ was from the Lake District and was famous for

2. _____ was from the Lake District and was famous for

The Lake District has _____ visitors a year.

Visitors are important to the Lake District but having a lot of visitors, called tourists, can cause problems for the area. Complete the table with reasons for and against having tourists in the Lake District.

Positive Aspects of Tourists Visiting the Lake District	Negative Aspects of Tourists Visiting the Lake District

Wednesday 24 th February	
30 mins	<p>Get active / wake up shake up</p> <p>Take a look at Joe Wicks 5 minute workouts. Have a go at as many as you can.</p>
10 mins	<p>Handwriting</p> <p>Find the handwriting sheet that starts with 'food' and complete in your neatest handwriting.</p>
40 mins	<p>Maths</p> <p>Arithmetic- Use your 10 times table to answer the questions on your worksheet WALT: Can I divide by 10? Watch the following video 'Divide by 10' and work through the questions. Pause the video and have a go. Now challenge yourself and have a go at the 'Divide by 10' worksheet. Use the pictures to help you. https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division</p>
Break	
20 mins	<p>Writing Time</p> <p>In your book, write an expanded noun phrase about each of these things.</p> <ol style="list-style-type: none"> 1. Rabbit 2. Car 3. Cake 4. Garden <p>Challenge: Using a coloured pencil and a ruler, underline the expanded noun phrase. For example: For my birthday, I had <u>a delicious chocolate cake.</u></p>
30 mins	<p>Literacy</p> <p>In today's lesson you are going to develop the character's feelings in the opening of the story. Click on the link for the video of the lesson. https://tinyurl.com/y2h3h5z6</p>
Lunch	
15 mins	<p>Reading</p> <p>Read 'The Pendle Witch' and answer the questions, you can write on the sheet or in your book.</p>
15 mins	<p>Wellbeing</p> <p>This week you are going to be completing activities from a book called 'be happy'. This is a chance for you to recognise when you feel angry and the warning signs. Over the week, you will complete activities that help you manage any anger you may feel. Today, complete the sheet called 'Rouges' gallery'.</p>
30 mins	<p>Science</p> <p>Today's experiment is called 'Paper Hovercrafts'. For 5 minutes, discuss what a hovercraft is and what you think is going to happen in Science today. Here is the experiment: https://www.sciencefun.org/kidszone/experiments/paper-hovercrafts/ Enjoy! NEXT WEEK IN SCIENCE: You will need a bag of skittles!</p>
Break	
10 mins	<p>Gratefulness</p> <p>Get a jar or a tub and cut up lots of bit of paper. This could be white paper or coloured paper! Each day, you can write as many things as you can think of that make you feel happy, grateful or even just a lovely memory that you do not want to forget. At the end of the week, you're going to empty the jar and take a look at everything you've added.</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

The vowel digraph 'oo'

Practise your weekly spelling words using cursive handwriting.

food

pool

moon

soon

zoo

book

took

foot

wood

good

10 Times Table

Questions:

a. $2 \times 10 =$ _____

b. $3 \times 10 =$ _____

c. $4 \times 10 =$ _____

d. $5 \times 10 =$ _____

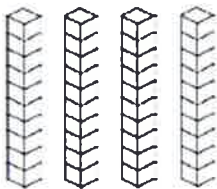
e. $6 \times 10 =$ _____

f. $7 \times 10 =$ _____

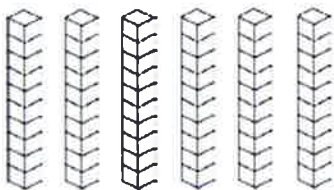
Count in 10s and colour in the grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

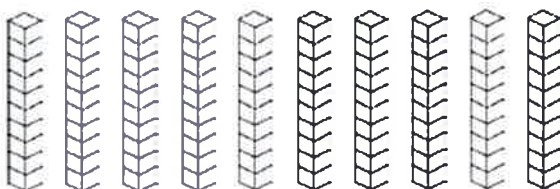
How many of each? There are 10 cubes in each stack.



_____ \times _____ = _____



_____ \times _____ = _____



_____ \times _____ = _____

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children use their knowledge of the ten times table and counting in tens to help them divide efficiently. They use sharing or grouping as appropriate. They write division calculations using the symbols \div and $=$.

How many cakes are in each row?

How many cakes are there in total?

Do you need to count in ones or is there a quicker way?

How many groups of 10 can you make?

What division calculation can we write?

How many tennis balls are there?

Can you circle them in groups so that all ten people will have an equal number of balls?

How many will each person get?

What is missing from each of these sentences?

Dividing by 10



Cupcakes come in boxes of 10.



How many boxes can be filled?

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

Share the tennis balls between 10 people.



Complete these sentences about the balls:

There are $\underline{\quad}$ people.

Each person gets $\underline{\quad}$ balls.

There are $\underline{\quad}$ tens in 30.

3 tens \div 1 ten = $\underline{\quad}$

$\underline{\quad} = 30 \div 10$

$\underline{\quad} \times \underline{\quad} = 30$

Diving into Mastery – Deeper Adult Guidance with Question Prompts

Children use reasoning skills to explain whether statements about multiplying and dividing by ten are true or false. They also use their knowledge of place value and the symbols =, < and >. Children can use drawings or concrete materials to help them make their decisions.

How will you find out if this statement is true or false?

Do you need to do a calculation?

Do you need to do more than one calculation to be sure?

Is this always true/false?

Can you use a drawing or equipment to help you decide?

What do the symbols < and > mean?

Dividing by 10



True or false? Explain your answers.

$$40 \div 10 = 40 \div 4$$

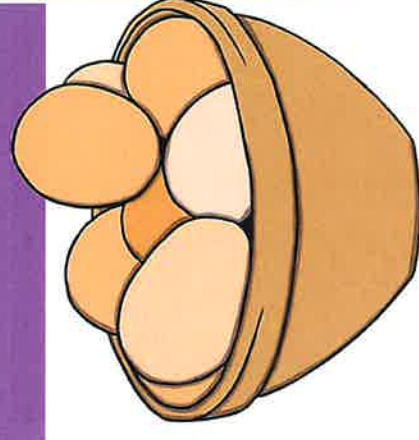
If you divide a number by 10, the answer is always odd.

$$90 \div 10 > 60 \div 10$$

If you divide 60 by 10, the answer is even.

To halve a number, you divide it by 10.

$$10 \div 10 < 100 \div 10$$



If there are 60 eggs and you group them into boxes of 10, there will be none left over.

Diving into Mastery - Deepest

Adult Guidance with Question Prompts

Children solve sharing and grouping division problems then write their own division stories to match given division calculations. They write calculations using the symbols \div and $=$. They use drawings or concrete materials to support their calculating.

Is this a sharing or grouping problem?

How do you know?

What's the difference?

Are the calculations written differently?

How many books/pencils are there in total?

How many groups have you made?

How many in each group?

What calculation can you write?

Can you make up your own division story?

Will it be a sharing story or a grouping story?

Can you draw a picture, an array or a bar model to represent your story?

Can you represent your calculation using equipment?

Which is more efficient: grouping or sharing? Why?

Dividing by 10



Mr Smith shares 30 books between 10 tables.

How many will be on each table?

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



Write or draw two of your own sharing stories to match these calculations:

$$60 \div 10 \qquad 20 \div 10$$

I want 80 pencils. How many packs do I need?



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



Write or draw two of your own grouping stories to match these calculations:

$$70 \div 10 \qquad 40 \div 10$$



The Pendle Witches

- 10 A long time ago, some people used to think that
17 witches existed if strange things happened. In
25 Lancaster, a lady called Alison was walking along
34 a path when she saw a shopkeeper called John
44 Law. She asked him if she could buy some pins
54 but she did not have much money. Pins were very
64 expensive and John did not want to give them to
73 her. As John carried on walking, he suddenly fell
82 over. People believed that Alison had put a spell
92 on John because she was upset that she could not
102 have the pins she wanted. This was not true and
111 Alison was not a witch – John was just poorly.

Quick Questions



1. Number these events from 1 to 3 to show the order they happened in.
- _____ John fell over.
_____ Alison asked John for some pins.
_____ John said no to Alison.



2. Which word in the text means that something costs a lot of money?



3. Why might people have thought that Alison was a witch?



4. Where did the events in the text happen?

ROGUES' GALLERY

How would 'anger' and 'sadness' look if they were cartoon characters? Use this space and your incredible imagination to bring these key emotions to life

Do they have teeth, fur, scales or feathers?

Are your characters monsters, droopy-eared dogs or crazy-looking plants?

What are your creatures called? You could name them Android and Sadro, or perhaps Gary and Kenneth. Once you've decided, be sure to introduce yourself.

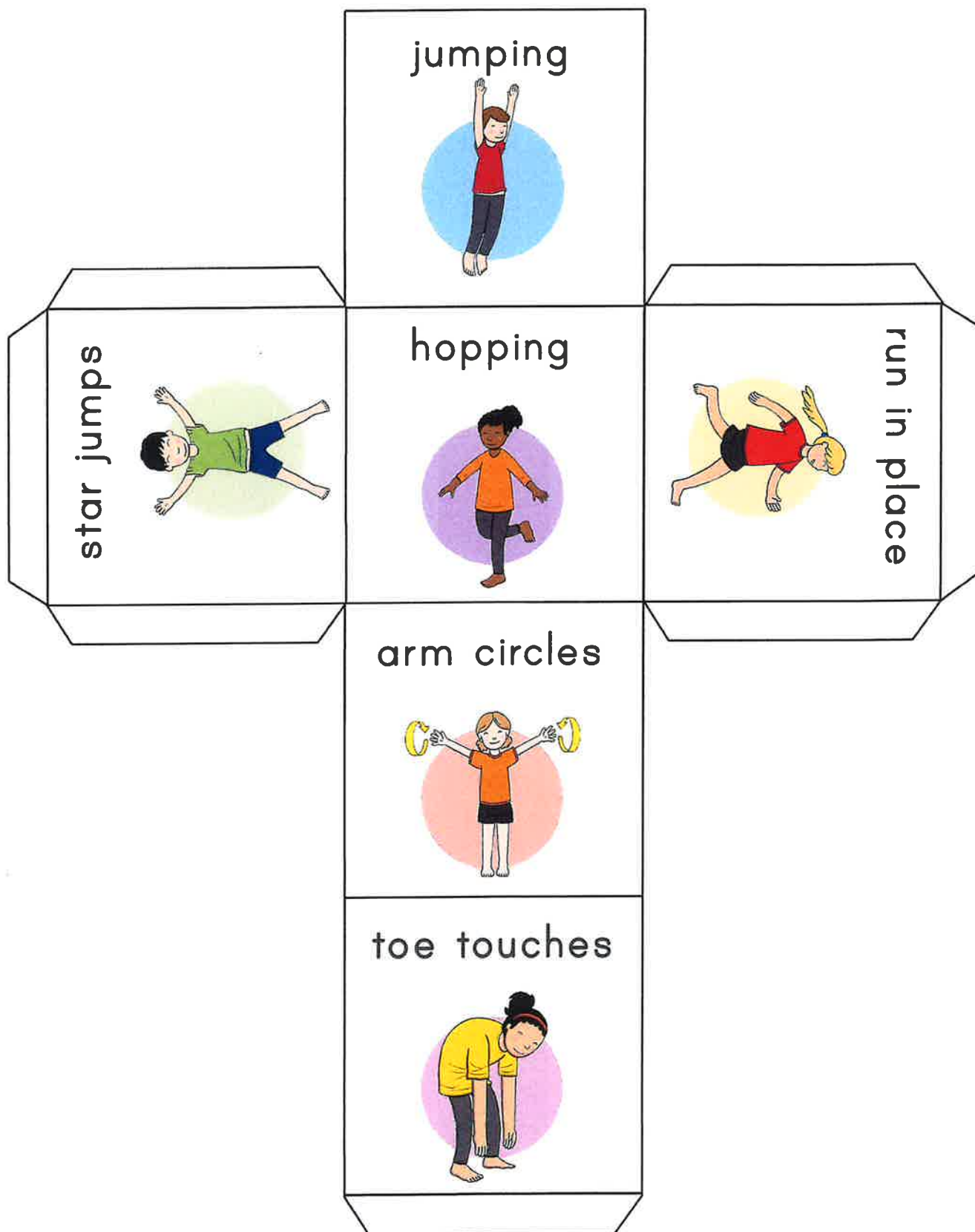
Do they have fur, teeth or scales? What colour are they?

What next? Try making your creation from modelling clay.

Thursday 25th February

30 mins	<p style="text-align: center;">Get active / wake up shake up</p> <p>Look at the dice in your pack. If you can print it, then please do. Cut it out and roll the dice to see which exercises you will be doing this morning. If you can't print it out, choose 3 activities to do from the dice.</p>
10 mins	<p style="text-align: center;">Handwriting</p> <p>Find the handwriting sheet that starts with 'blue' and complete in your neatest handwriting.</p>
40 mins	<p style="text-align: center;">Maths</p> <p>Arithmetic- Can you spot the odd and even numbers? Colour in the sheep on your worksheet in the correct colours</p> <p>WALT: Can I identify odd and even numbers? Watch the following video 'Odd and Even' and work through the questions. What do you notice about these numbers? Now challenge yourself and have a go at the 'Odd and Even' activity cards. Use the pictures to help you.</p> <p>https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division</p>
Break	
20 mins	<p style="text-align: center;">Writing Time</p> <p>For our Literacy lesson today, you will need to know about prepositions. They are the part of a sentence that tells you <i>where</i> something is. Have a look at this BBC bitesize page to find out more, watch the video and do the activity.</p> <p style="text-align: center;">https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd</p>
30 mins	<p style="text-align: center;">Literacy</p> <p>In today's lesson you will be working on using prepositional phrases of place to improve your writing. You practised this in Writing Time today! Click on the link for the lesson.</p> <p style="text-align: center;">https://tinyurl.com/y3qoqsvq</p>
Lunch	
15 mins	<p style="text-align: center;">Reading</p> <p>Find the 'How to make teachers disappear' sheet in your pack. Read it carefully and answer the questions.</p>
15 mins	<p style="text-align: center;">Wellbeing</p> <p>This week you are going to be completing activities from a book called 'be happy'. This is a chance for you to recognise when you feel angry and the warning signs. Over the week, you will complete activities that help you manage any anger you may feel.</p> <p style="text-align: center;">Today, complete the sheet called 'scribble-tastic'.</p>
30 mins	<p style="text-align: center;">PE</p> <p>Complete one (or more if you wish) of the 'Orienteering' ideas in your pack!</p>
Break	
10 mins	<p style="text-align: center;">Gratefulness</p> <p>Get a jar or a tub and cut up lots of bit of paper. This could be white paper or coloured paper! Each day, you can write as many things as you can think of that make you feel happy, grateful or even just a lovely memory that you do not want to forget. At the end of the week, you're going to empty the jar and take a look at everything you've added.</p>
15 mins	<p style="text-align: center;">Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

Gross Motor Roll and Exercise



The Sounds /oo/ and /yoo/ Spelt with 'ue' and 'ew'

Practise your weekly spelling words using cursive handwriting.

blue

clue

true

rescue

drew

new

few

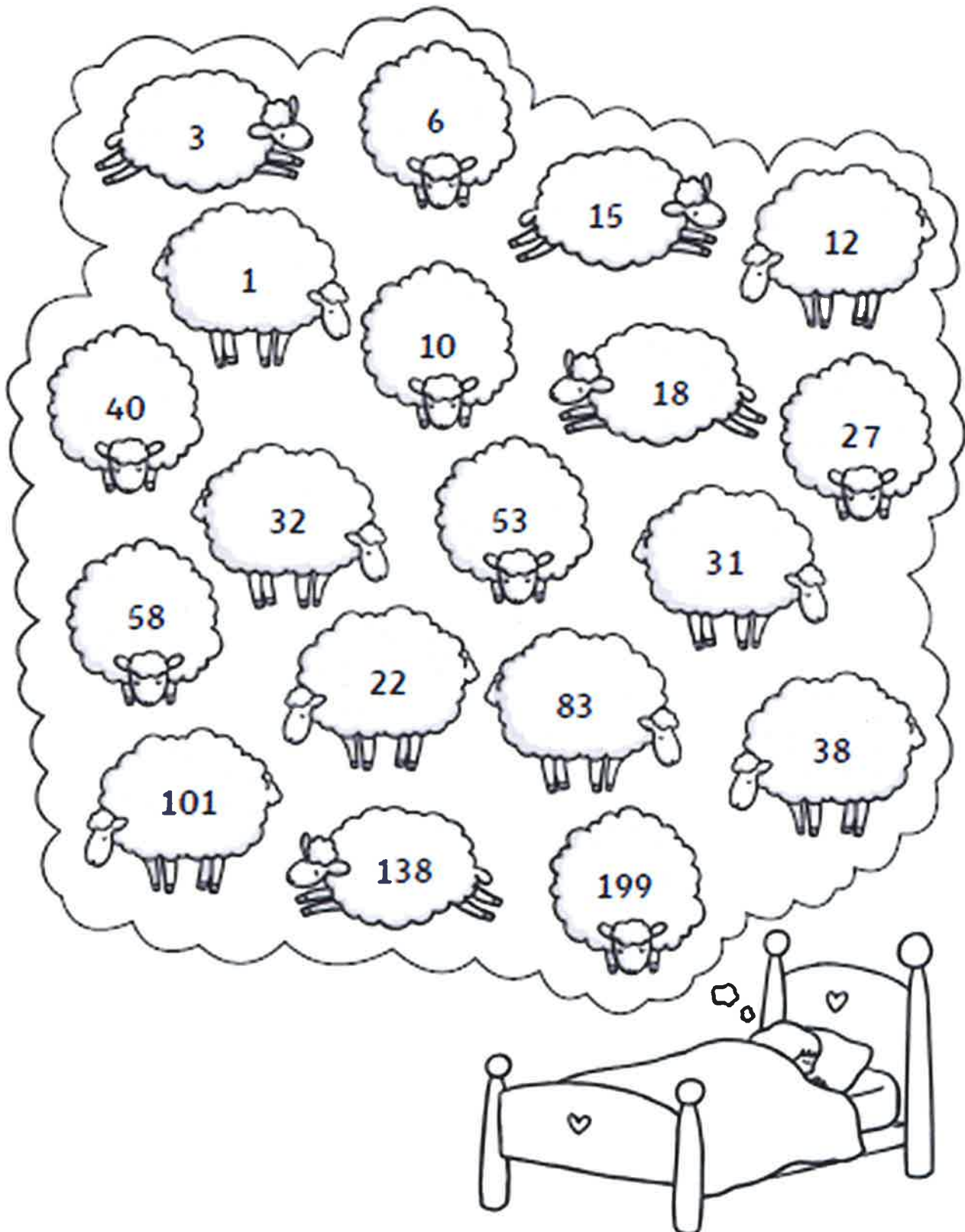
grew

flew

threw

Recognising Odd and Even Numbers

Look at the sheep being counted below - colour in the odd numbered sheep (ending in 1, 3, 5, 7 or 9) blue and the even numbered sheep (ending in 2, 4, 6, 8 or 0) red.



Diving into Mastery - Diving

Adult Guidance with Question Prompts

Children should know how to recognise odd and even numbers. They can use equipment and pictures to represent odd and even numbers in different ways.

Which numbers are written in digits?

Which numbers are written in words?

What other representations can you see?

How can we tell if a number is odd or even?

What digits do odd/even numbers have in the ones column?

Should I tick the 10p coin? Why?

Should I circle the playing card? Why not?

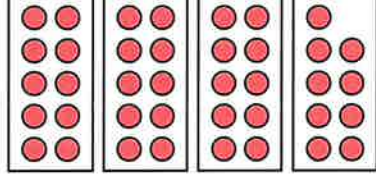
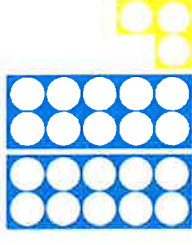
Odd and Even Numbers



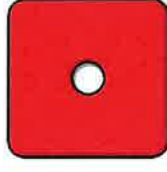
Circle the odd numbers and tick the even numbers.



one hundred



72

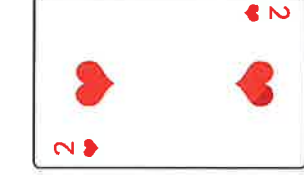


ten

55



47



six

Can you think of another number to add to each collection?

Diving into Mastery - Deeper

Adult Guidance with Question Prompts

It is common for children to forget it is only the ones digit they need to look at to decide if a number is odd or even. This activity provides an opportunity to discuss this and reinforce the learning. Use practical equipment, e.g. number shapes, counters or blocks, to prove that the number is odd.

Which digit do we need to look at to see if a number is odd or even?

Can you make this number using your equipment?

What is the ones digit in this number?

Is three odd or even?

So is 43 odd or even?

Is Sara correct? Explain why not.

Odd and Even Numbers



Is she right? Prove it using your equipment.

Choose a different number and ask a friend to find out if it is odd or even.

Diving into Mastery - Deepest

Adult Guidance with Question Prompts

Children investigate general statements linking odd and even numbers with multiplication. They provide examples to prove their answer.

What odd numbers could we choose to check what answer we get when we multiply odd by odd?

Encourage children to choose odd factors from the five times table, e.g. 5×1 or 5×3 . Alternatively, they could use odd factors from the one times table.

What even numbers could we use to investigate even \times even?
Children could choose from the two or ten times tables, e.g. 2×4 , 2×6 , 10×8 or 10×10 .

Can you tell me a calculation with one odd and one even number multiplied together?

Children could draw on any of the times tables they know as long as there is an odd factor and an even factor, e.g. 5×2 , 2×7 or 10×9 .

Is the answer odd or even?

Is that always the case?

Why do you think that is?

Odd and Even Numbers



Investigate what happens when you carry out these calculations using facts from the 2, 5 or 10 times tables.



Is each answer odd or even?

Is that always the case? Why?

Give 5 examples for each one.

How to Make Teachers Disappear

3 **You will need:**

- 9 • One tooth from a tiny frog
- 15 • Three hairs from a snake's eyebrow
- 21 • The tongue of a slimy worm
- 27 • Fluff from a bat's belly button
- 35 • Eight drops of blood from a witch's finger
- 41 • Twenty chicken's toenails wrapped in cobwebs



44 **What to do:**

- 52 First, get all of your ingredients together and
- 62 chop them into little pieces. Put them into a pot
- 72 and place it over a burning, hot fire. Stir them
- 80 together with a long, wooden spoon until the
- 88 mixture goes thick and sticky. Finally, pour some
- 100 into a glass and wait for it to cool. Give to your
- 103 teacher and wait...

Quick Questions



1. Number these instructions from 1 to 3 to show the order they must happen in.
_____ Pour the mixture into a glass.
_____ Chop up the ingredients into little pieces.
_____ Stir them together with a wooden spoon.



2. Which two adjectives has the author used which mean the same as 'small'?
-
-



3. Do you think that someone could get all of these ingredients? Why?
-
-



4. How many chicken's toenails do you need for the recipe?
-
-

THURS SCRIBBLE-TASTIC!

Feeling **SPIKEY**? Use this page to scribble your anger away.



Press as hard as you like -
without going through the paper.

FRI THE FEELINGS FORT

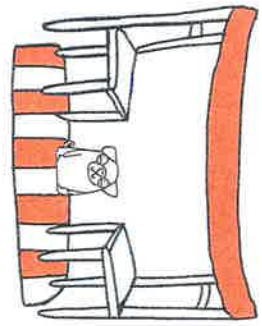
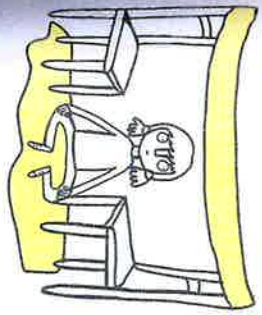
Why not make yourself a feelings fort
- a den where you can go if you
want some time by yourself?

You could use chairs, sheets,
cushions, or a space behind a desk

Use the space below to imagine what your perfect den would be like.



Being alone doesn't have to be lonely.
Sometimes if you're feeling angry or
sad it's good to have some space.





OBJECTIVES

- ★ UNDERSTAND HOW TO DRAW AND READ A MAP.
- ★ NAVIGATE AROUND AN AREA USING THE MAP.



INSTRUCTIONS

-  DRAW A MAP OF THE HOUSE AND OR GARDEN. ENSURE THE MAP IS AS CLEAR AS POSSIBLE.
-  HIDE 5 OBJECTS AROUND THE HOUSE OR GARDEN AND MARK THE LOCATION OF THE OBJECTS ON THE MAP.
-  CHILDREN MUST READ THE MAP AND LOCATE EACH OBJECT AS QUICKLY AS POSSIBLE.

CHANGE IT UP



TIME HOW QUICKLY IT TAKES TO FIND THE OBJECTS.



HIDE MORE OBJECTS TO INCREASE DIFFICULTY.

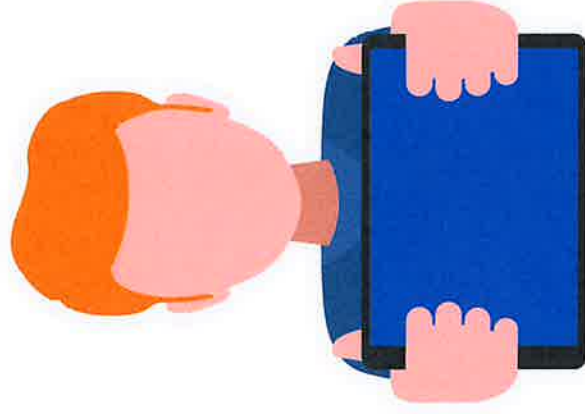


HIDE PIECES OF PAPER THAT REPRESENT LETTERS THAT SPELL OUT A WORD WHEN ALL OF THE LETTERS ARE FOUND.



OBJECTIVES

- ★ DEVELOP PROBLEM SOLVING SKILLS TO FIND OBJECTS.
- ★ TRY AND IDENTIFY PICTURES BY COLOURS AND SHAPES.



INSTRUCTIONS

- ✔ HIDE OBJECTS AROUND THE HOUSE OR GARDEN, TAKING PICTURES OF WHERE THEY ARE HIDDEN WITH A TABLET.
- ✔ ONCE HIDDEN THE CHILD MUST LOOK AT EACH PICTURE ON THE TABLET AND THEN FIND OUT WHERE OBJECTS MIGHT BE HIDDEN.
- ✔ GIVE CLUES TO LOCATIONS IF THE CHILD IS FINDING IT TOO DIFFICULT.

CHANGE IT UP



LET THE CHILD HIDE OBJECTS AND TAKE PICTURES, WITH SOMEONE ELSE TRYING TO FIND THEM.



TAKE MORE OBSCURE PICTURES TO INCREASE DIFFICULTY.



TAKE THE PICTURES ON A BLACK AND WHITE SETTING TO DISGUISE COLOURS.



OBJECTIVES

- ★ IMPROVE AGILITY, BALANCE AND COORDINATION.
- ★ UNDERSTAND WHAT IS INVOLVED IN AN ORIENTEERING OBSTACLE COURSE.

INSTRUCTIONS

- ✔ USE A GARDEN, WOODED AREA OR CLEAR ROOM INDOORS.
- ✔ SET UP AN OBSTACLE COURSE FOR THE CHILD TO CLIMB OVER, UNDER, AROUND AND THROUGH CERTAIN PLACES OR OBJECTS.
- ✔ ENSURE THE OBSTACLE COURSE IS SAFE AND YOU CAN SEE THE CHILD AT ALL TIMES.

ORIENTEERING OBSTACLE COURSE



CHANGE IT UP



LET THE CHILD CREATE THEIR OWN COURSE.



TIME THE CHILD TO SEE HOW QUICKLY THEY CAN COMPLETE IT.

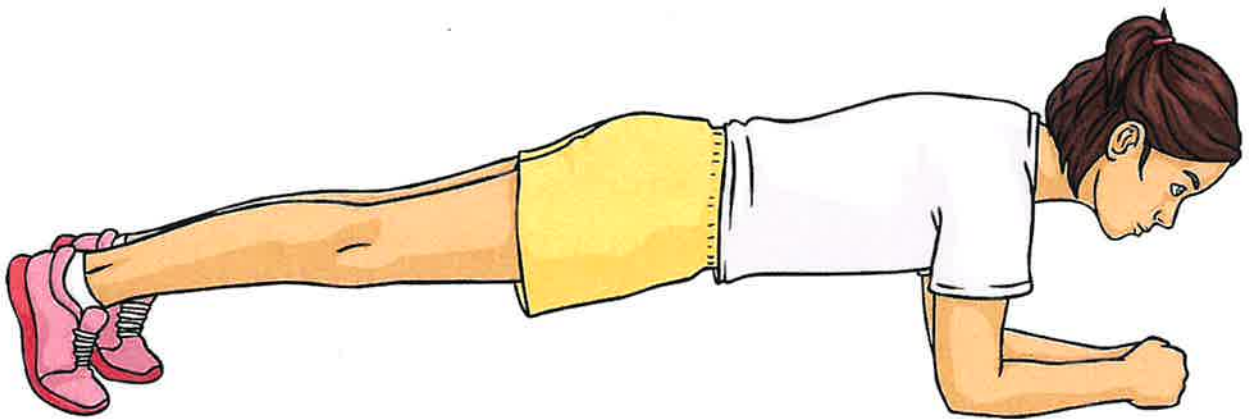


TAKE OUT CERTAIN PARTS OF THE COURSE IF PROVING DIFFICULT.

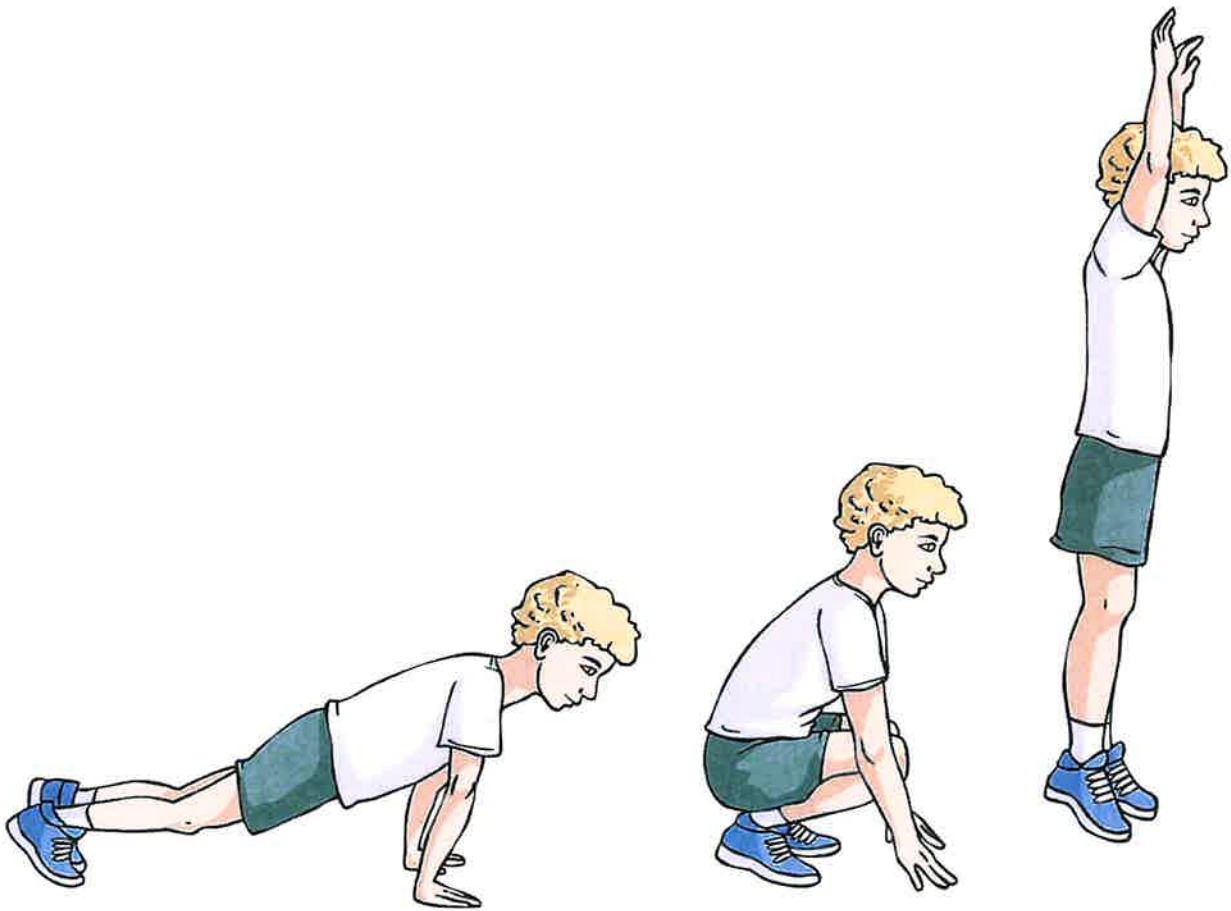
Friday 26th February

30 mins	<p>Get active / wake up shake up</p> <p>Complete the PE circuits. These can all be done in the house! Good luck!</p>
10 mins	<p>Handwriting</p> <p>Find the handwriting sheet that starts with 'now' and complete in your neatest handwriting.</p>
40 mins	<p>Maths</p> <p>Arithmetic- Can you use what you have learnt about multiplication and division to write statements for each picture on your worksheet? One has been done for you.</p> <p>WALT: Can I use multiplication and division?</p> <p>Can you answer the questions on your challenge cards using what you have learnt? There are some reasoning questions for you to have a go at too!</p>
Break	
20 mins	<p>Writing Time</p> <p>You have been doing some past tense spellings in your Literacy lessons. Have a look at this BBC Bitesize page to find out more about the past tense. Watch the video, play the game and take the quiz.</p> <p>https://www.bbc.co.uk/bitesize/topics/zrqqftr/articles/z3dbq82</p>
30 mins	<p>Literacy</p> <p>Today's lesson is about making inferences about how a character is feeling based on what they say and do. When you make inferences it is like being a detective and you have to look for the clues in the story. Watch the lesson and join in here.</p> <p>https://tinyurl.com/y5kq3k8s</p>
Lunch	
15 mins	<p>Reading</p> <p>Spend some time reading. You could read a story book, or a comic or even some recipes.</p>
15 mins	<p>Wellbeing</p> <p>Today is your final activity from a book called 'be happy'. This week you will have recognised when you feel angry and the warning signs. Hopefully you have found the activities useful. You can repeat some of these activities whenever you feel you need to!</p> <p>Today, complete the sheet called 'The feelings fort'.</p>
30 mins	<p>Computing</p> <p>Take a look at this website. There will be a video about computer bugs for you to watch:</p> <p>https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/ztqjq6f</p> <p>Once you have watched this, try to program the robot. Make sure there aren't any bugs so he doesn't do anything silly!</p> <p>https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zqnc4wx</p>
Break	
10 mins	<p>Gratefulness</p> <p>All week you have been adding memories, things you're grateful for and things that make you happy. Empty the jar and look through the things you added. This should make you feel happy and full of joy! Decorate your jar or tub, add the memories back in and keep it as a special keepsake. You might even want to keep adding to it!</p>
15 mins	<p>Storytime</p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

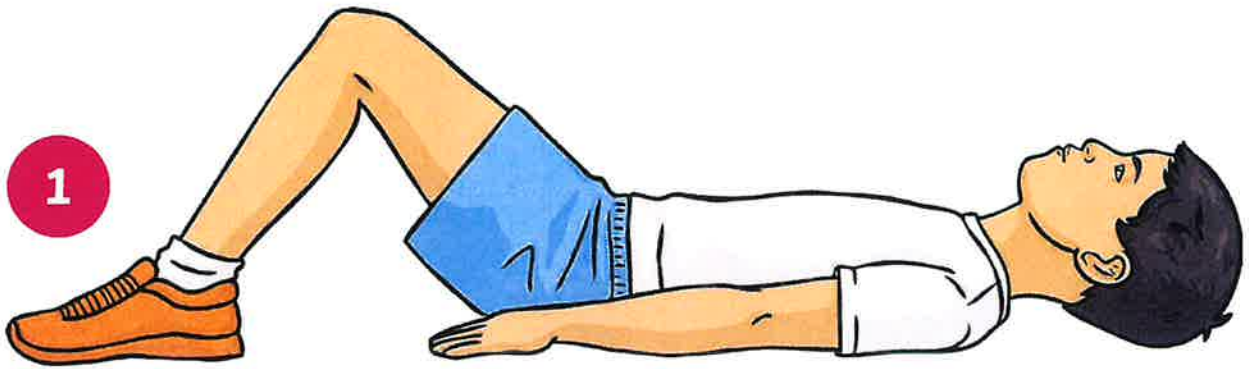
Plank



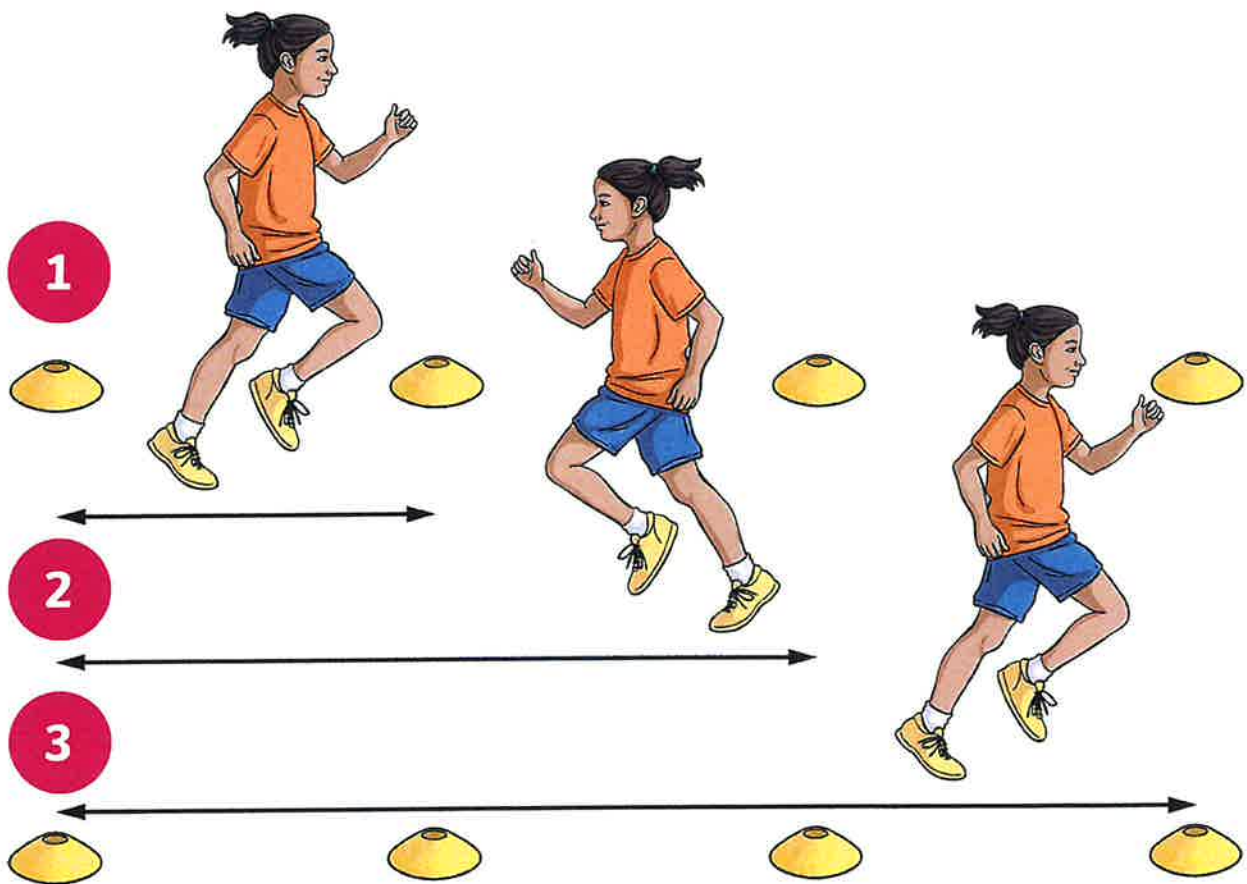
Burpees



Sit Ups

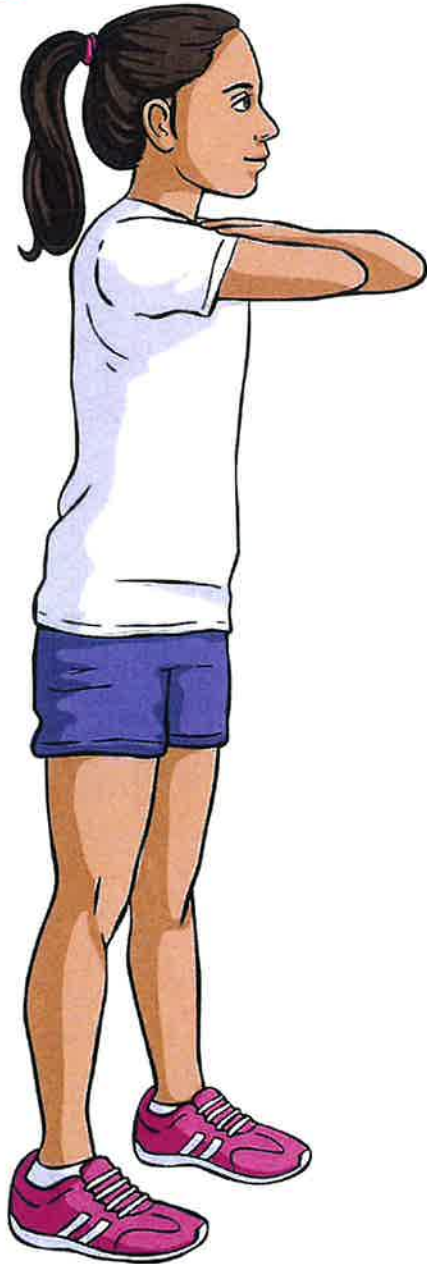


Shuttle Runs



Squats

1

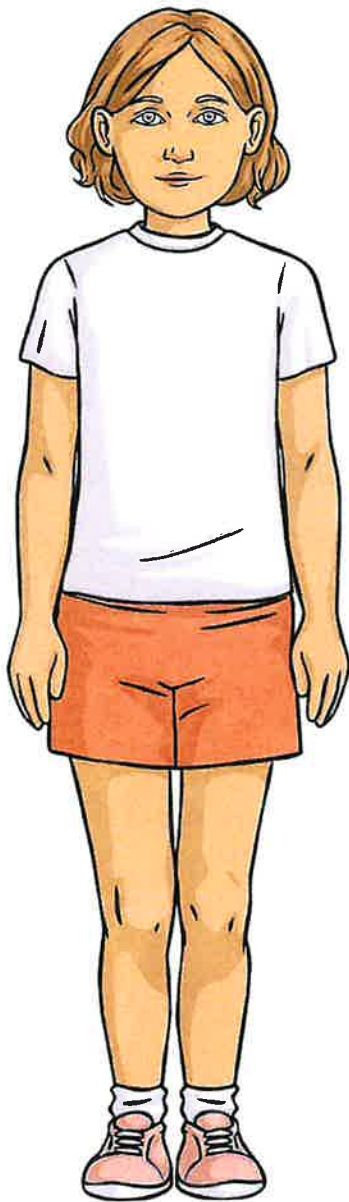


2

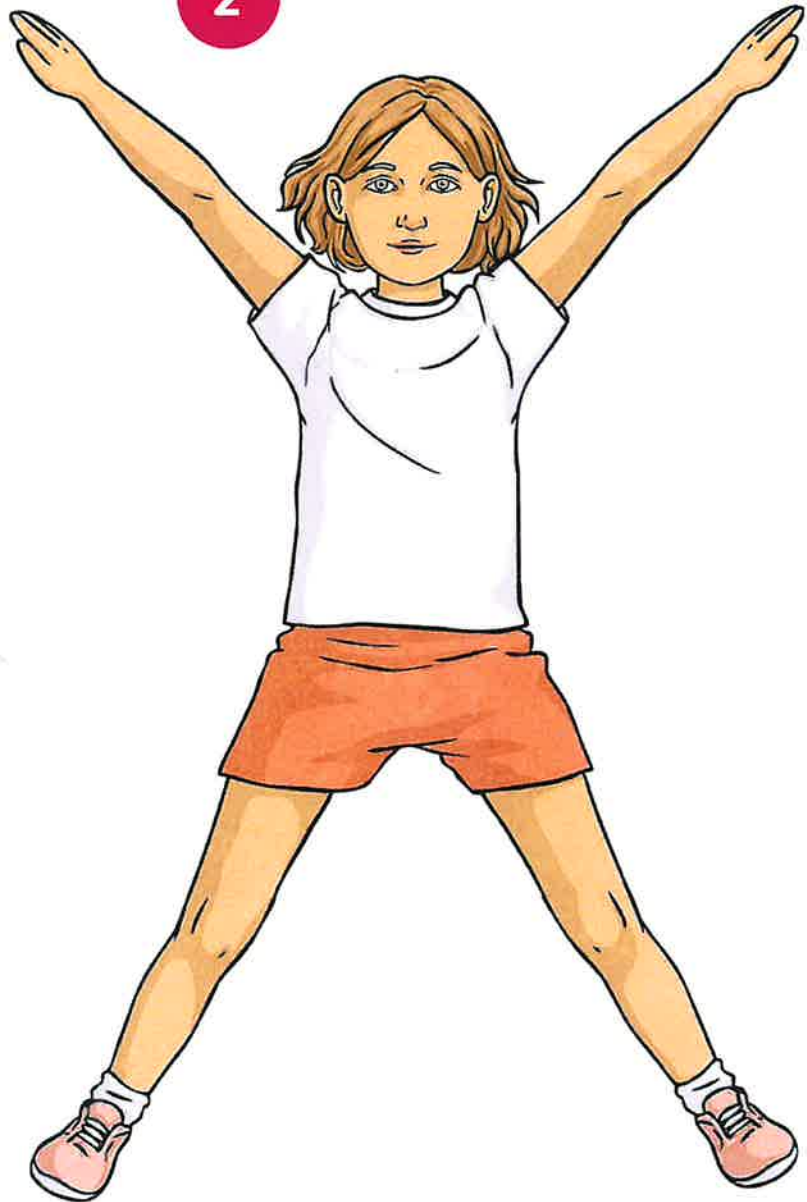


Star Jumps

1



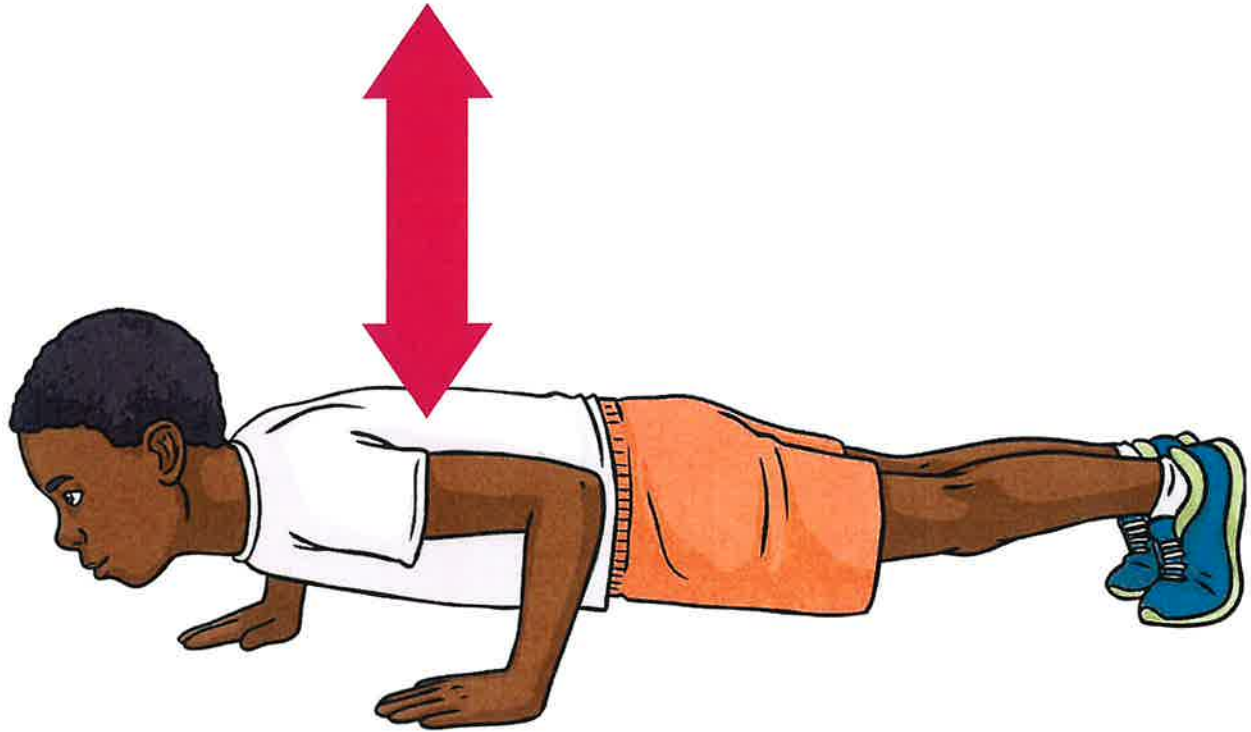
2



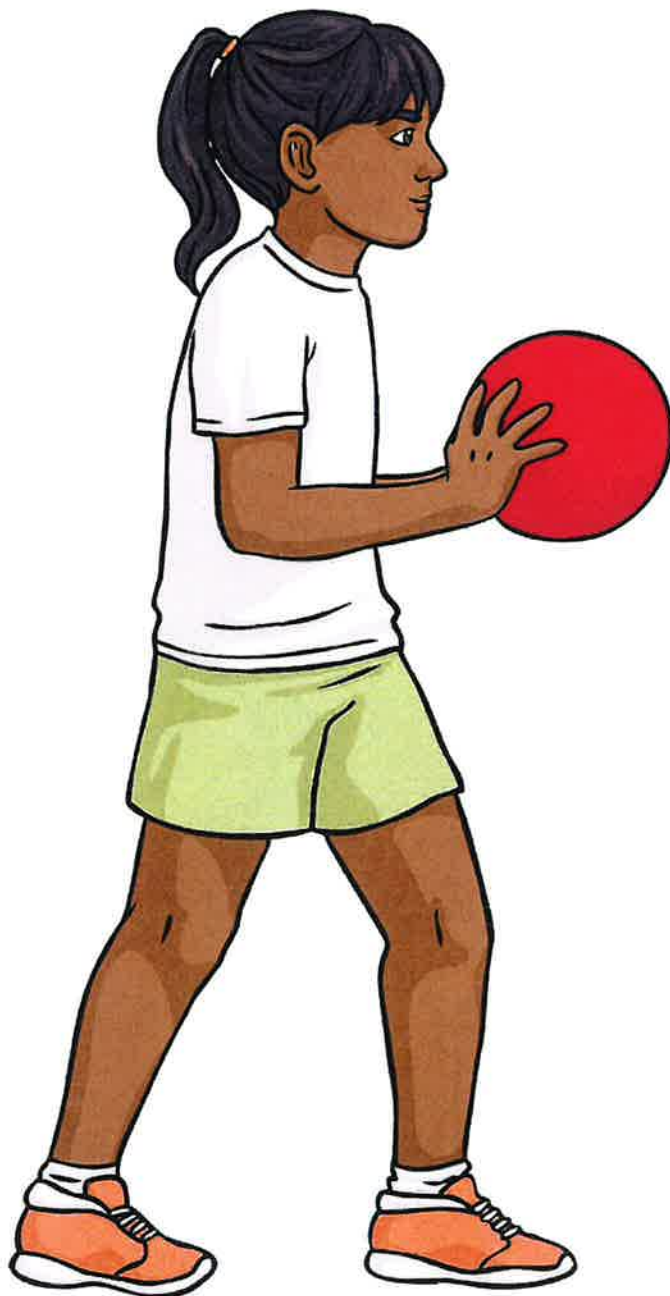
Lunges



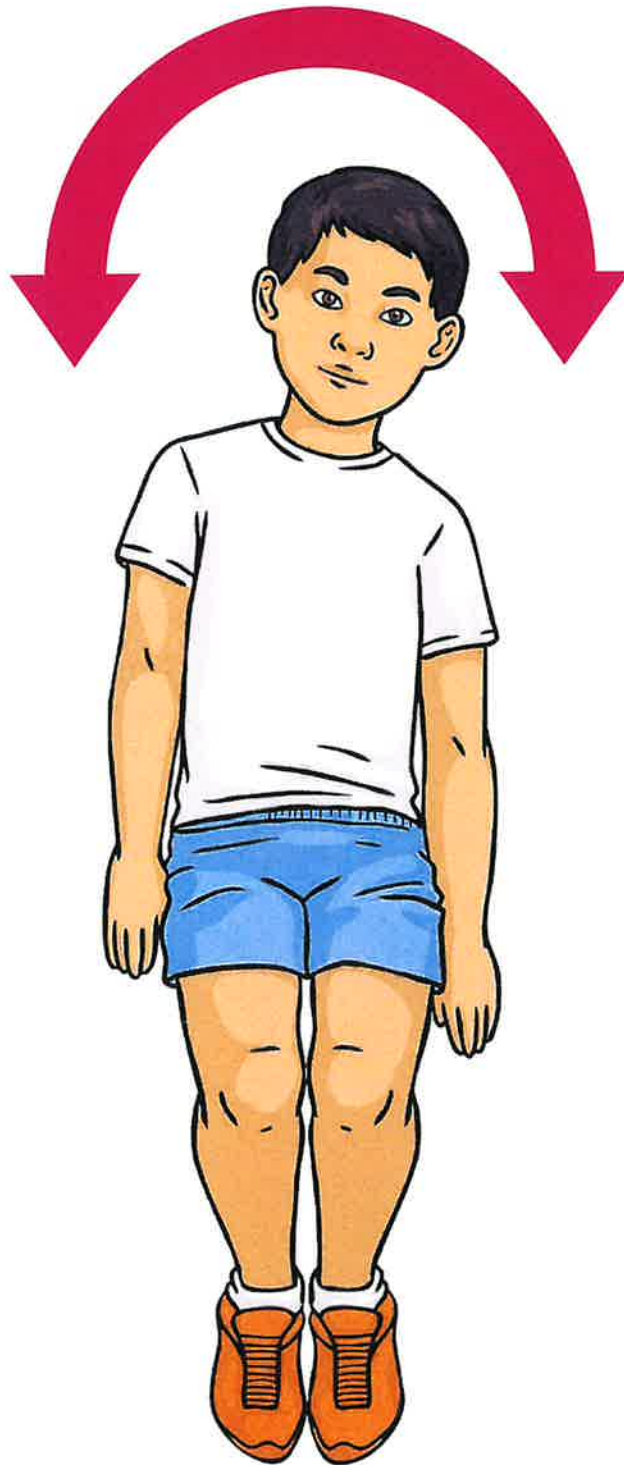
Press Ups



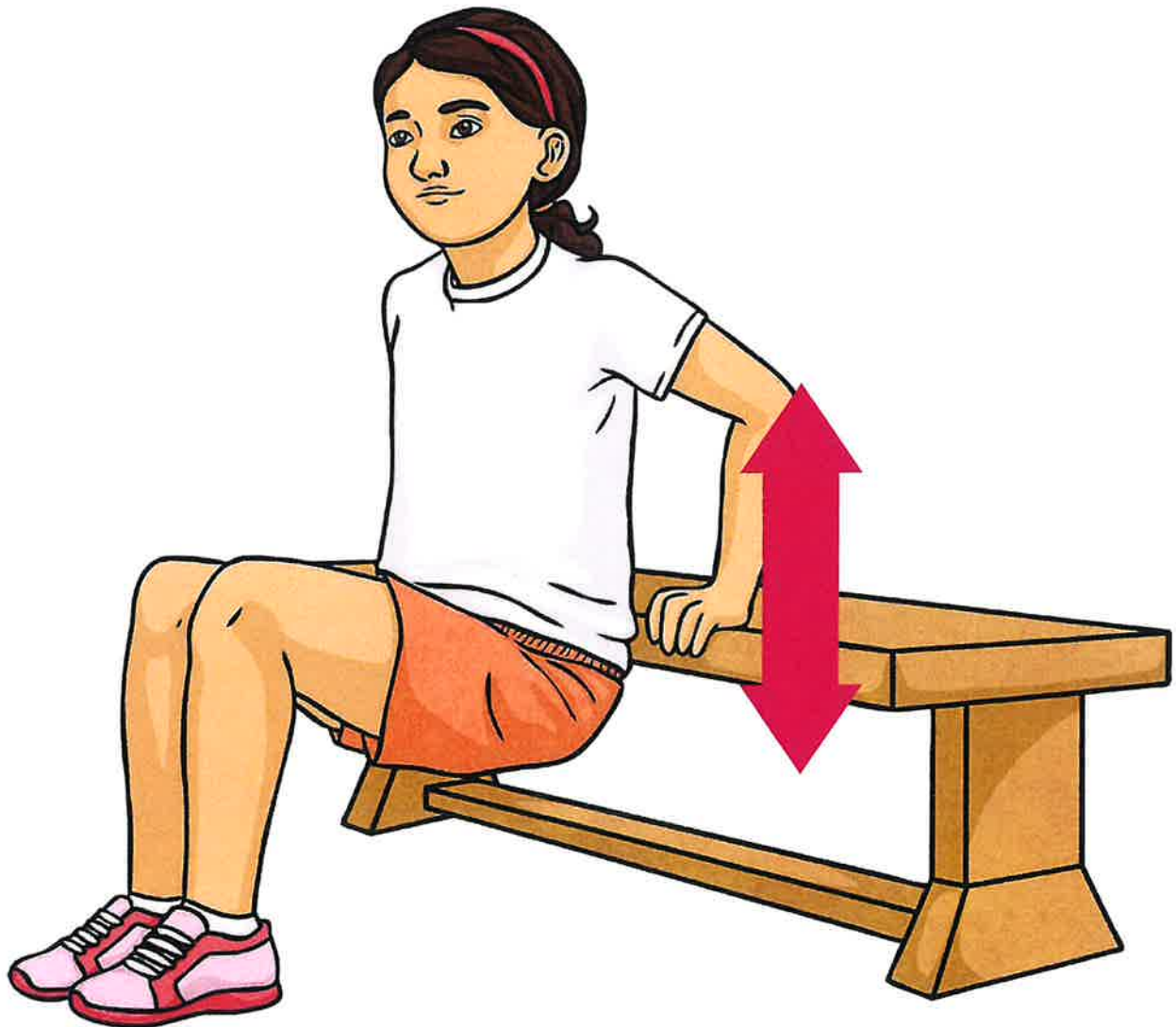
Wall Throws



Side Reaches

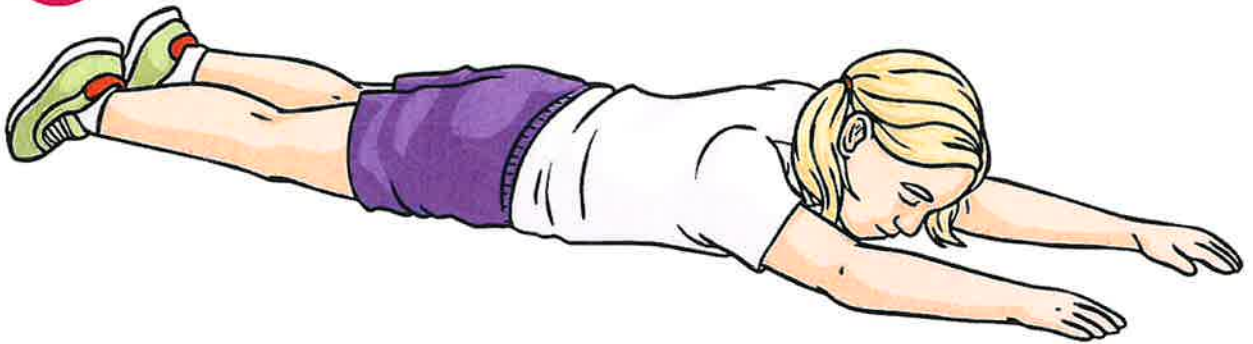


Tricep Dips

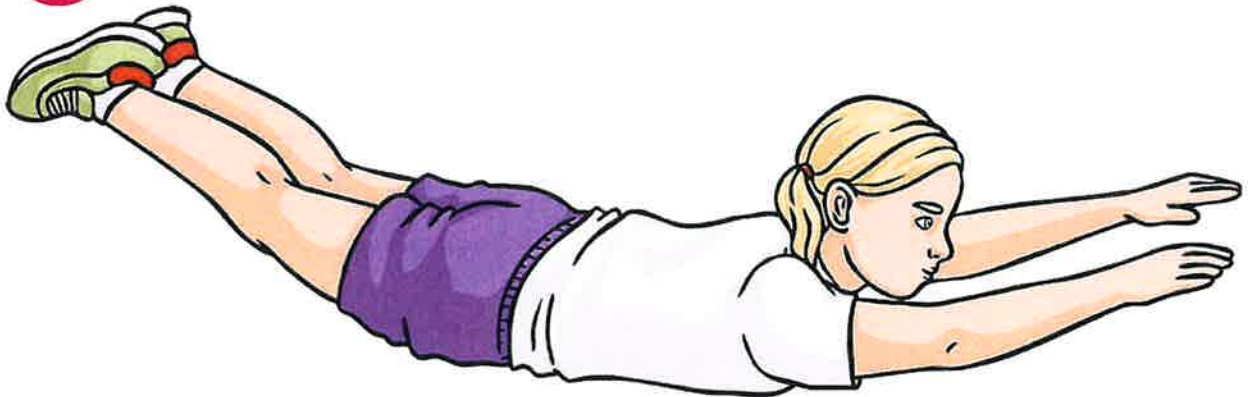


Seal Raises

1



2



Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

now

how

brown

down

town

out

about

mouth

sound

you

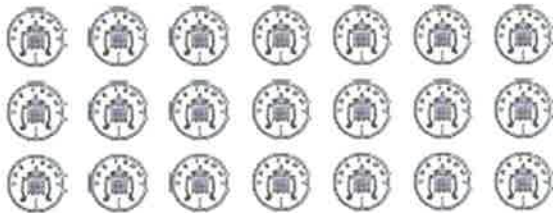
Writing Multiplication and Division Statements

Write two multiplication statements and two division statements to match each array. Using two different colours for grouping may help you keep your thinking clear.

e.g.



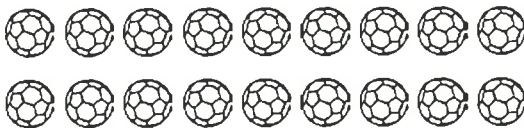
x	$2 \times 6 = 12$	$6 \times 2 = 12$
÷	$12 \div 2 = 6$	$12 \div 6 = 2$



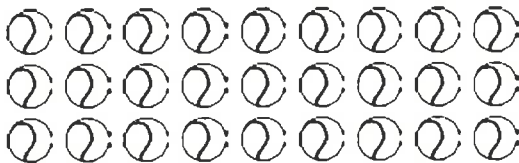
x		
÷		



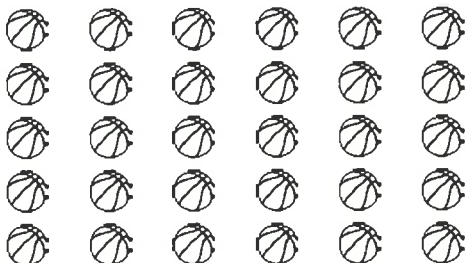
x		
÷		



x		
÷		

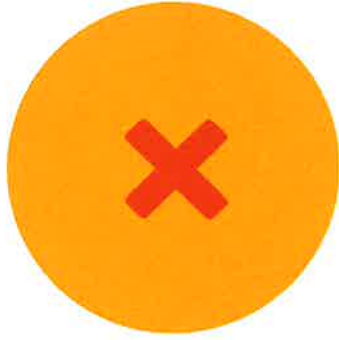


x		
÷		



x		
÷		

Multiplication and Division Challenge Cards



Multiplication and Division

1

How many multiplication and division sentences can you write using the numbers:

5

30

6

- Can you draw an array to match what you have written?
- Can you write a word problem for one of the sentences?

2

Multiplication and Division

Matilda says multiplication can be done in any order, but division cannot. Is she right?

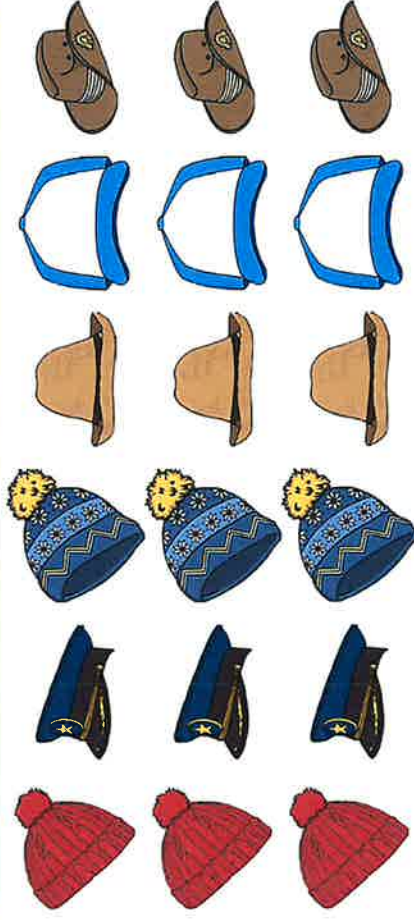
Can you give a reason for your answer, using number sentences or pictures?



Multiplication and Division

3

Can you write a multiplication and a division sentence for what you see here?



Can you write a multiplication and a division sentence for what you see here?



If $10 \times 5 = 50$
then $5 \div 10 = 50$

Do you agree?

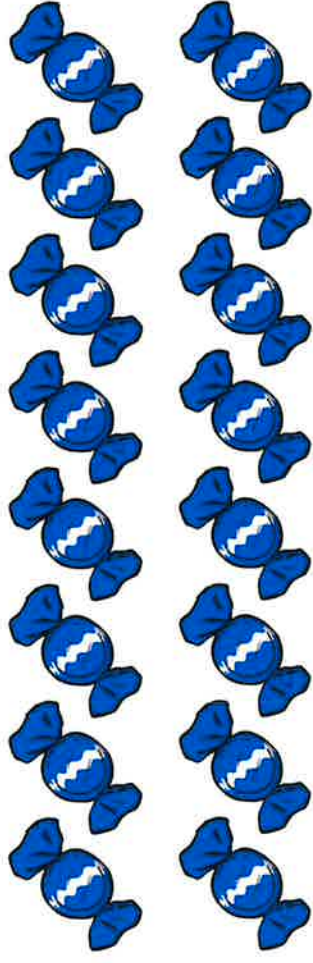
Give a reason for your answer.

Can you fill in the gap?

$$10 \times 2 = 5 \times \square$$

Can you write a similar sentence for a friend?

How many multiplication and division sentences can you write for this array?



Improving Your Reading with Inference Iggy: Uncle Toby's House



On and on they rode in the car until, after a while, they reached the small city of Pocono. A little later, they pulled up in front of Uncle Toby's house. It was a rambling, old mansion that once had looked very nice but now it was rather shabby and needed painting.

"Here is where Uncle Toby lives," said Daddy Martin. "Do you children remember it?"

"A little," admitted Ted. Neither he nor Janet had been there in years and Tommy had never visited Uncle Toby.

"I wonder if he's at home," went on Daddy Martin, as he got out of the car.

"There's someone on the porch," said Mrs Martin. "Oh, it's Mrs Watson, the housekeeper," she added. "But something seems to be the matter! I wonder what can have happened?"

As Mother Martin spoke, a strange, old lady came down off the broken porch and along the walk, hurrying out to meet the family at the front gate.

"Wait! Don't go in! Don't go in!" cried the strange, old lady, holding up her hand like a traffic policeman stopping a fast car. "Don't go in! They're having a terrible time!" As she spoke, odd sounds came out of the grim old house where Uncle Toby lived... very odd sounds.

1. Why was the strange, old lady holding up her hand? Tick **one**.

- to wave hello to the family
- to stop them from going further
- to give someone a high five
- to show how tall someone was

2. Give **two** facts from the text which imply that Uncle Toby's house was run down.

1. _____
2. _____

3. What do you think might have been happening inside Uncle Toby's house?

4. Put ticks in the table to show which sentences are true and which are false.
One has been done for you.

The text implies that...	True	False
Uncle Toby's house had looked nicer in the past.	✓	
It had been a long journey to Uncle Toby's house.		
The family had arrived at the city of Pocono quickly.		
Ted and Janet didn't remember Uncle Toby's house clearly.		
Something unusual was going on at Uncle Toby's house.		

