

Dear Parents / Carers,

I just wanted to say a big thank you to all of you who have sent work that your children have completed plus all of the photos of what the children have been getting up to, I am really proud of those children who have been keeping up with their home learning throughout these difficult circumstances, well done.

I have prepared a new plan for this week and attached some resources to this plan but I have also put some resources and worksheets on to Purple Mash. Any of you that are accessing the white rose maths as part of the home learning, will notice that they are no longer offering free worksheets. However there is a short video to remind the children of how to work out the answers then you can either use the activity sheets attached to my plan or click on BBC bitesize and follow the daily lessons there.

Please remember that this plan is meant as a guide and you should work with your children at their pace. This may mean that they do not complete all the tasks or you may decide to spend longer on one particular skill but that is absolutely fine as long as they understand what they are doing. As usual, please feel free to e-mail blue@beaupre.cambs.sch.uk if you have any questions.

Keep looking after yourselves and don't forget to carry on sending in the photos for the newsletter, they are greatly appreciated by everybody.

Miss Carpenter

Task	English - Reading	English - Writing	Maths
1	<p>Often when you are reading to the adults in school, you will be asked to predict what happens and explain why you think that. I have attached an activity that requires you to read the story and decide what happens next. I have split it up over the first three sessions this week but if you would like to do more tasks like this I have put some extra ones in the blue folder in purple mash.</p>	<p>This week we are going to continue looking at some of the grammar, punctuation and spelling skills that we need to use in our writing.</p> <p>Task 1 For this session we are looking at apostrophes. We already know that we can use an apostrophe to show contraction eg. I will – I'll But we can also use an apostrophe to show possession, when something belongs to someone/something.</p> <div data-bbox="651 539 1310 699" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The rabbit's ears twitched because he'd heard a noise in the bushes.</p> </div> <p>The apostrophe in rabbit's shows that the ears belong to the rabbit.</p> <p>The apostrophe in he'd shows where the letters are missing in the contraction.</p> <p>Remember, if the noun does not end in an 's' then when we add the apostrophe we also add the 's' Eg. Rabbit – rabbit's If the noun ends with an 's' you have a choice to either add the apostrophe and an 's' or just add the apostrophe (both methods are correct) Eg. Thomas – Thomas's or Thomas'</p> <p>Checkout BBC bitesize for an explanation https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs</p> <p>Have a look at the activity and see how you get on.</p>	<p>Maths brain warm-up: put one of every coin in order from the smallest to the greatest value. What do you notice about the colours? What do you notice about the shapes and sizes?</p> <p>This week we are going to be looking at measuring length and height and also mass.</p> <p>Remember the units of measurement that we can use for length and height are millimetres (mm), centimetres (cm) and metres (m). Generally we would use centimetres and metres.</p> <p>Task 1 Have a look at the activity sheet attached to this plan. You will see that we are measuring length so the ruler is horizontal. Usually when you measure something you start at zero on the ruler but you can still measure something if you start at a different number on the ruler, you just need to remember to count the cm not just read the numbers!! Have a go and see how you get on</p> <p>There are some activities for measuring on BBC bitesize if you would like to look at these as well.</p> <p>https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons</p>













Blue Class – Home Learning – w.b. 22nd June 2020





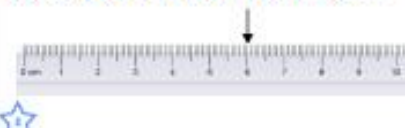









2	<p>Continue working on the reading and prediction activity questions 3 and 4</p>	<p>Task 2</p> <p>This task is all about understanding the difference between words having an 's' added to them because they are plural or because it shows possession. Remember in the last session we found out that if we add an apostrophe of possession then we add an 's' to the noun. But sometimes words have an 's' added to them to show that they are plural (there is more than one of something) e.g. I have a dog – I have three dogs (the 's' has been added when I am talking about more than one dog). But I could also say 'I cleaned my dog's feet. (here the 's' has been added with the apostrophe of possession because the feet belong to the dog). Have a go at the activity attached to this plan and see how you get on.</p>	<p>Maths brain warm up: Sasha buys a cupcake and she pays with 5 coins. How much could the cupcake cost? How many different combinations of coins can you find?</p> <p>Task 2</p> <p>For this session we are continuing with looking at measuring but this time we are finding out how high an object is, so your ruler will be vertical when you measure.</p>
3	<p>Finish working on the reading and prediction activity questions 5 and 6</p>	<p>Task 3</p> <p>Today is National writing day!</p> <p>This is about people writing for pleasure so you could write a story, a letter, a poem, a recipe, instructions</p> <p>In fact you can write anything you like. There is some information about National writing day on the literacy trust website (click on the link below) you don't need to register, just have a look at some of their ideas for what you could write.</p> <p>https://literacytrust.org.uk/about-us/national-writing-day-24-june-2020/</p> <p>Go on let your imagination run wild and write something amazing!</p>	<p>Maths brain warm up – using combinations of 2/5/10 how many different ways can you make a total of 35?</p> <p>Task 3</p> <p>This is all about using measurements in our calculations so don't forget to make sure you include the unit of measure in your answer.</p> <p>There are some activities for measuring on BBC bitesize if you would like to look at these as well.</p> <p>https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons</p>

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4	Task 4 Today I have linked the reading and writing tasks together because I have got some reading comprehension for you to have a go at. Read the text then answer the questions, remember you will find the answers in what you read. Don't forget that you may need to explain your answer not just write one word!!	Maths brain warm up: using combinations of 2/3/5/10 how many different ways can you make 46? Task 4 This session we are looking at mass. This is how we measure how much something weighs and the units of measurement that we use for mass are grams (g) and kilograms (kg). we are reading scales to find out the mass of an object. If you have some scales at home you could have a go at weighing objects for yourself. https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons	
5	Task 5 So after the previous session you should know exactly how to complete the reading comprehension, have a go at today's task and see how you get on.	Maths brain warm up: mental maths – see if you can work out the answer in your head and then explain to someone how you did it. $£1.52 + £3.27 =$ Task 5 We are looking at a maths challenge based on measuring, have a go and see how you get on.	

Maths task 1

Measure Length (cm)	Measure Length (cm)
<p>1a. How long are these objects in centimetres?</p> <p>A. </p> <p>B. </p>	<p>1b. How long are these objects in centimetres?</p> <p>A. </p> <p>B. </p>
<p>2a. How many centimetres is the arrow showing?</p> <p></p>	<p>2b. How many centimetres is the arrow showing?</p> <p></p>
<p>3a. True or false?</p> <p>This toy suitcase is 7cm long.</p> <p></p>	<p>3b. True or false?</p> <p>This toy ladder is 5cm long.</p> <p></p>
<p>4a. Match the measurement to the object.</p> <p> 5cm</p> <p> 2cm</p>	<p>4b. Match the measurement to the object.</p> <p> 4cm</p> <p> 8cm</p>

Measure Length (cm)	Measure Length (cm)
<p>5a. How long are these objects in centimetres?</p> <p>A. </p> <p>B. </p>	<p>5b. How long are these objects in centimetres?</p> <p>A. </p> <p>B. </p>
<p>6a. Sam draws a 3cm line. He starts at the arrow. What number will he finish at?</p> <p></p>	<p>6b. Alex draws a 5cm line. She starts at the arrow. What number will she finish at?</p> <p></p>
<p>7a. True or false?</p> <p>This flower is 5cm long.</p> <p></p>	<p>7b. True or false?</p> <p>This toy spade is 6cm long.</p> <p></p>
<p>8a. Match the measurement to the toy object.</p> <p>A.  7cm</p> <p>B.  8cm</p> <p>C.  5cm</p>	<p>8b. Match the measurement to the toy object.</p> <p>A.  3cm</p> <p>B.  6cm</p> <p>C.  5cm</p>

Measure Length (cm)

9a. How long are these toy objects in centimetres?



Measure Length (cm)

9b. How long are these objects in centimetres? Measure between the red line.



10a. Ben draws a 6cm line. He starts at the arrow. What number will he finish at?



10b. Macy draws a 8cm line. She starts at the arrow. What number will she finish at?



11a. True or false?

This rectangle is 8cm long.



11b. True or false?

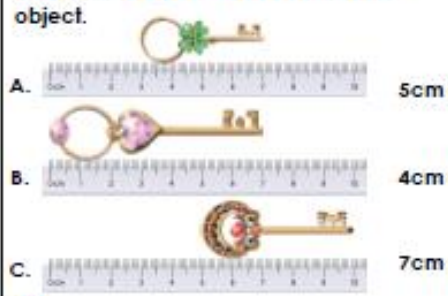
This rectangle is 9cm long.



12a. Match the measurement to the object.



12b. Match the measurement to the object.



Maths Task 2

How tall are these objects to the nearest cm?

(not to scale)



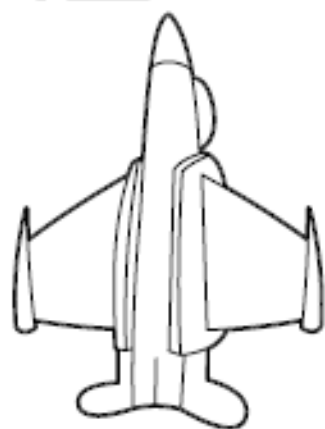
How tall are these objects to the nearest cm?

(not to scale)



Measure the height of the following objects.

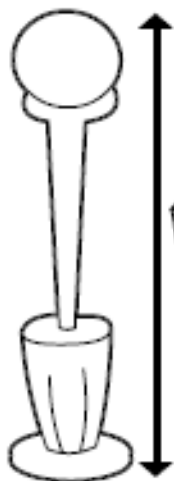
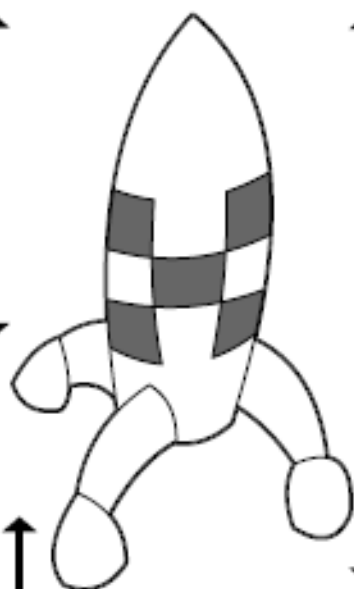
① _____ cm



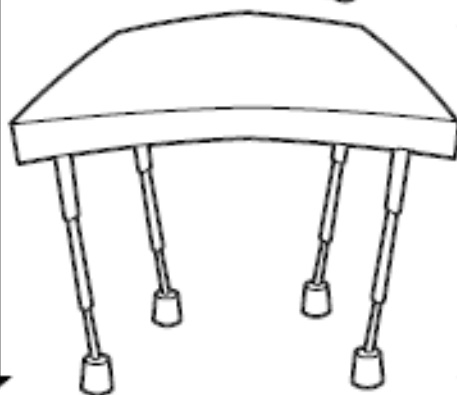
② _____ cm



③ _____ cm



④ _____ cm



⑤ _____ cm



⑥ _____ cm



In the space below, draw lines that are exactly these measurements.

- (a) 13cm
- (b) 14.5cm
- (c) 11cm
- (d) 12.5cm
- (e) 9cm

Maths Task 3

Four Operations with Lengths

1a. Ali has a tower that is 40cm long. Kate's tower is double the length of Ali's. Circle how long Kate's tower is.



20cm

80cm

70cm



Not to scale

VF

Four Operations with Lengths

1b. Kobie has a pencil that is 20cm long. Ty's pencil is half the size of Kobie's. Circle how long Ty's pencil is.



10cm

20cm

24cm



Not to scale

VF

Four Operations with Lengths

5a. Sam has a pencil that is 30cm long. Troy's pencil is 5 times shorter than Sam's. Circle how long Troy's pencil is.



6cm

25cm

10cm



Not to scale

VF

Four Operations with Lengths

5b. Rex has a tower that is 10cm long. Liz's tower is 2 times longer than Rex's. Circle how long Liz's tower is.



12cm

22cm

20cm



Not to scale

VF

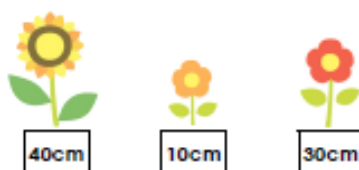
2a. True or false? The shortest animal is 15cm shorter than the tallest animal.



Not to scale

VF

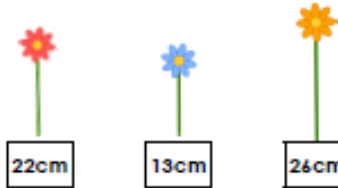
2b. True or false? The tallest flower is 30cm taller than the smallest flower.



Not to scale

VF

6a. True or false? The tallest flower is 12cm taller than the shortest flower.



Not to scale

VF

6b. True or false? The shortest bottle is 14cm shorter than the tallest bottle.



Not to scale

VF

3a. The bridge is 20m long.



If half of the bridge falls down, how long will the bridge be?



Not to scale

VF

3b. The rocket is 50m tall.



How tall would it be if it doubled in height?



Not to scale

VF

7a. The tree is 17m tall.



How tall will it be if it grows double in height?



Not to scale

VF

7b. The building is 21m tall.



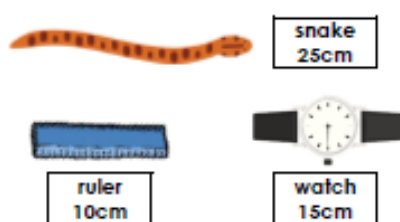
How tall would it be if it doubled in height?



Not to scale

VF

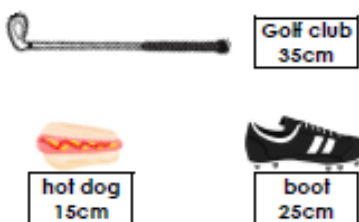
4a. Which two objects added together total 40cm?



Not to scale

VF

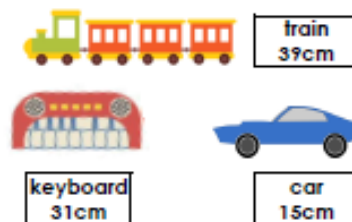
4b. Which two objects added together total 50cm?



Not to scale

VF

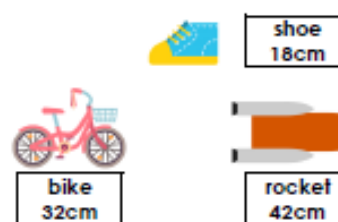
8a. Which two objects added together total 70cm?



Not to scale

VF

8b. Which two objects added together total 60cm?



Not to scale

VF

Four Operations with Lengths

9a. Ash has a tower that is 1m long. Daisy's tower is double in size. Circle how long Daisy's tower is.



200cm

50cm

100cm



Not to scale

VF

Four Operations with Lengths

9b. Paige has a boat that is 2m long. Hettie's is half the size of Paige's. Circle how long Hettie's boat is.



200cm

50cm

100cm



Not to scale

VF

10a. True or false? The tallest tree is 3m taller than the shortest tree.



500cm



300cm



6m



Not to scale

VF

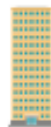
10b. True or false? The shortest building is 7m shorter than the tallest building.



10m



700cm



8m



Not to scale

VF

11a. The train is 4m long.



How long in centimetres will it be if it doubles in length?



Not to scale

VF

11b. The lorry is 200cm tall.



How tall in metres would it be if it doubled in height?



Not to scale

VF

12a. Which two objects added together total 7m?



rod
200cm



crocodile
300cm



dinosaur
4m



Not to scale

VF

12b. Which two objects added together total 900cm?



net
1m



boat
500cm



car
4m



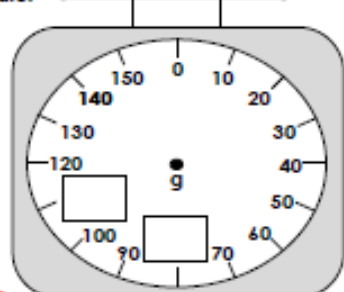
Not to scale

VF

Maths Task 4

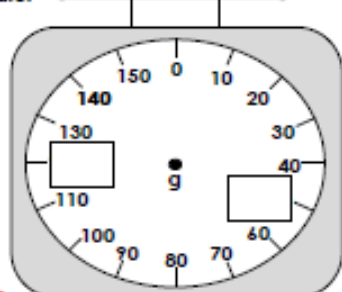
Measure Mass in Grams

1a. Complete the missing numbers on the scale.



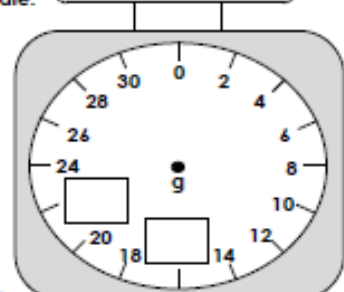
Measure Mass in Grams

1b. Complete the missing numbers on the scale.



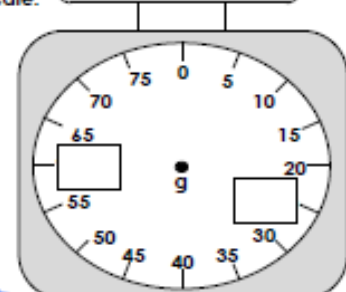
Measure Mass in Grams

4a. Complete the missing numbers on the scale.

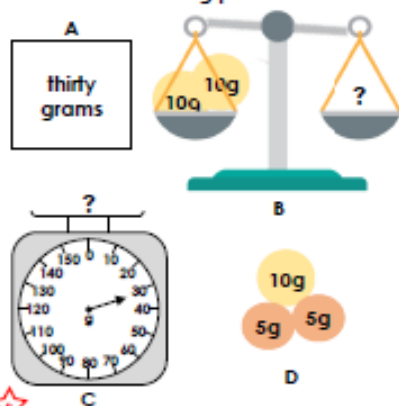


Measure Mass in Grams

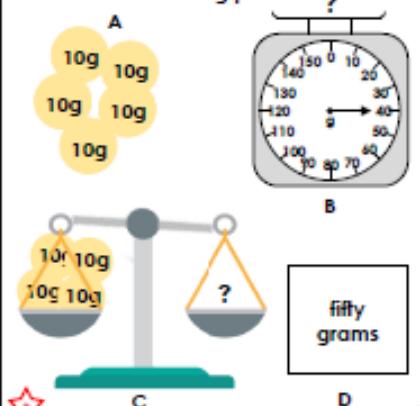
4b. Complete the missing numbers on the scale.



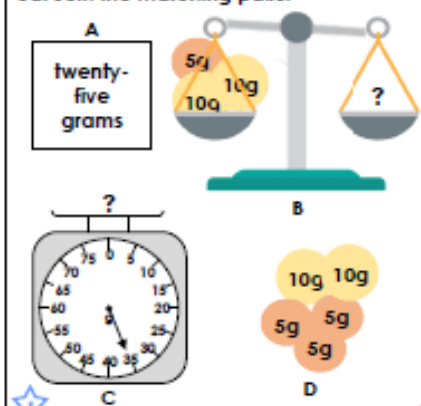
2a. Join the matching pairs.



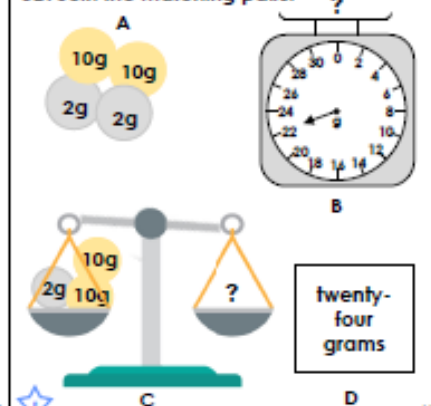
2b. Join the matching pairs.



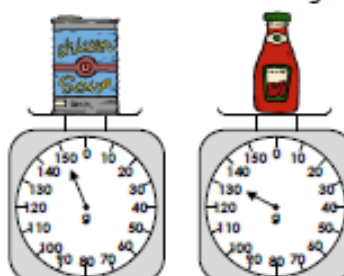
5a. Join the matching pairs.



5b. Join the matching pairs.



3a. How much do these items weigh?



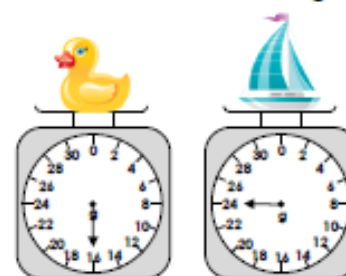
3b. How much do these items weigh?



6a. How much do these items weigh?

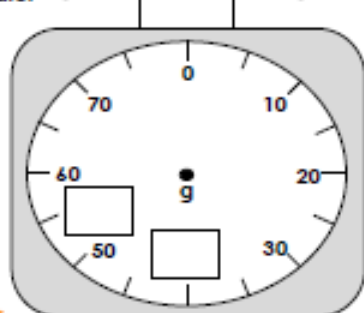


6b. How much do these items weigh?



Measure Mass in Grams

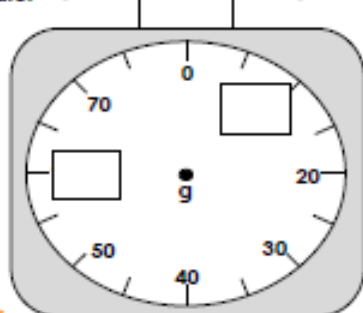
7a. Complete the missing numbers on the scale.



VF

Measure Mass in Grams

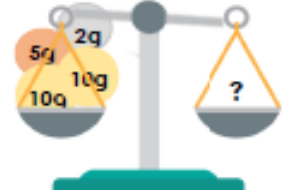
7b. Complete the missing numbers on the scale.



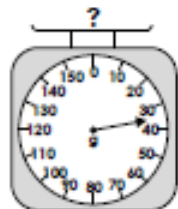
VF

8a. Find the matching pairs.

A
twenty-seven grams



B



C

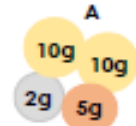


D



VF

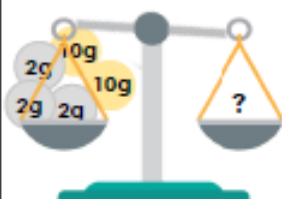
8b. Find the matching pairs.



A



B



C

twenty-six grams

D



VF

9a. How much do these items weigh?



VF

9b. How much do these items weigh?



VF

Maths Task 5

Reasoning and Problem Solving – Mass, Capacity and Temperature – Year 2

Smooth Operators

Josie and Jamal are running smoothie stalls at the school fayre. Josie is selling ice cold fruit smoothies and Jamal is selling healthy vegetable smoothies.

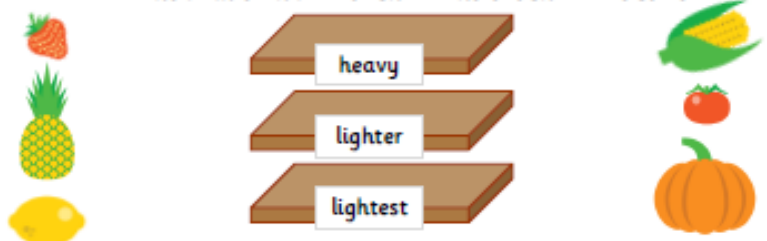


Time to set up their stalls. The children must decide which fruit or vegetable goes on each shelf. The top shelf holds the heavy food, the middle shelf holds the lighter food and the bottom shelf holds the lightest food.

Use the scales to help you decide which fruit goes on which shelf.



1. Draw a line from each food to show where it should be stored.



Josie and Jamal are planning their orders.

The cherries are lighter than the banana.

The onion weighs more than the banana.

2. Who is correct? Explain your answer.



Reasoning and Problem Solving – Mass, Capacity and Temperature – Year 2



The children are arguing about who should have the kilogram weights and who should have the grams. Oh dear!

Miss Frootie suggests they sort which items would use grams and which use kilograms.

3. Circle the items you would weigh in kg.

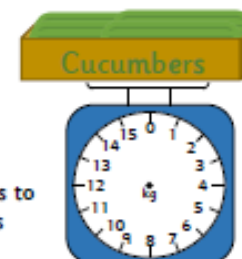


Jamal is weighing his ingredients.

The potatoes weigh 5kg more than 7kg. The carrot sack weighs half of the potatoes and the cucumbers are 2kg less than this.



4. Draw an arrow on the scales to show how much the cucumbers weigh.



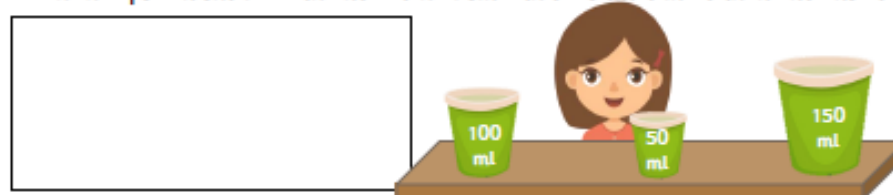
The cups for the smoothie stalls have arrived. Jamal and Josie are excited to see their designs in real life. Oh no! The box labels are all mixed up.

5. Draw a line to show which label each box should have.



Time to make the smoothies. Josie's recipe makes 150ml of smoothie.

6. Which cups can she fill with one batch of smoothie? Is there more than one answer?



Reasoning and Problem Solving – Mass, Capacity and Temperature – Year 2

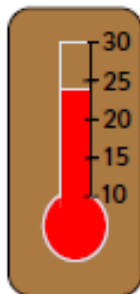
Jamal has made a few batches of smoothie before the stalls open and stored it in a large jug, ready for when the fayre opens.

The smoothie mix doesn't quite reach the number on the scales.

7. What is a good approximation of the volume of smoothie he has made?



The day of the fayre arrives, and the sun is shining. People are very thirsty so the stalls are busy!



Josie's iced smoothies are selling very fast. Miss Frootie comes past with her thermometer to make sure the food is safe to eat.

Here is Josie's thermometer, Jamal's is 5° higher.

8. How hot is it in Jamal's stall?





9. Does the thermometer give a clue why Josie's smoothies are selling faster? Explain your answer.





Josie and Jamal are so proud of themselves and their stalls won the fundraising prize!

Well done for helping out!



Writing Task 1

Introducing Possession	Introducing Possession
<p>1a. Circle all the apostrophes.</p> <div> <div>my dog's bed</div> <div>the pen of my dad</div> </div> <div> <div>my dad's pen</div> <div>the bed for my dog</div> </div> <div> <div>the pond for the duck</div> <div>the duck's pond</div> </div> <p>Match the phrases to the possessive form.</p> <p>☆</p>	<p>1b. Circle all the apostrophes.</p> <div> <div>the sink's taps</div> <div>the mast of the ship</div> </div> <div> <div>the cat's milk</div> <div>the taps on the sink</div> </div> <div> <div>the ship's mast</div> <div>the milk for the cat</div> </div> <p>Match the phrases to the possessive form.</p> <p>☆</p>
<p>2a. Tick the sentence that uses an apostrophe for possession correctly.</p> <div> <div>A. Toms' bed was soft.</div> <div>B. Tom's dog was soft.</div> </div> <p>☆</p>	<p>2b. Tick the sentence that uses an apostrophe for possession correctly.</p> <div> <div>A. Mum's ring was lost.</div> <div>B. Mums ring's were lost.</div> </div> <p>☆</p>
<p>3a. Rewrite the sentence using an apostrophe for possession.</p> <p>The pen that Jack has is red.</p> <p>☆</p>	<p>3b. Rewrite the sentence using an apostrophe for possession.</p> <p>The cup that mum has is green.</p> <p>☆</p>
<p>4a. Use the pictures to help you complete the sentences.</p> <div>   </div> <p>_____ pet is a cat.</p> <p>_____ pet is a dog.</p> <p>☆</p>	<p>4b. Use the pictures to help you complete the sentences.</p> <div>   </div> <p>_____ book is in her hand.</p> <p>_____ bag is in his hand.</p> <p>☆</p>

Introducing Possession	Introducing Possession
<p>5a. Circle all the apostrophes.</p> <div> <div>my friend's house</div> <div>the house's roof</div> </div> <div> <div>the roof's tiles</div> <div>the house of my friend</div> </div> <div> <div>the roof of the house</div> <div>the tiles on the roof</div> </div> <p>Match the phrases to the possessive form.</p> <p>☆</p>	<p>5b. Circle all the apostrophes.</p> <div> <div>the nest of the bird</div> <div>the den of a fox</div> </div> <div> <div>the fox's den</div> <div>the squirrel's nest</div> </div> <div> <div>The nest of a squirrel</div> <div>the bird's nest</div> </div> <p>Match the phrases to the possessive form.</p> <p>☆</p>
<p>6a. Tick the sentence that uses an apostrophe for possession correctly.</p> <div> <div>A. James's tea was ready.</div> <div>B. "It's too hot," James said.</div> </div> <p>☆</p>	<p>6b. Tick the sentence that uses an apostrophe for possession correctly.</p> <div> <div>A. Miles's cat was tired.</div> <div>B. She slept on Miles's knee.</div> </div> <p>☆</p>
<p>7a. Rewrite the sentence using an apostrophe for possession.</p> <p>The bag belonging to Grandma was heavy.</p> <p>☆</p>	<p>7b. Rewrite the sentence using an apostrophe for possession.</p> <p>The bike belonging to Marcus was broken.</p> <p>☆</p>
<p>8a. Use the pictures to help you complete the sentences.</p> <div>   </div> <p>_____ dress is striped.</p> <p>_____ glasses are round.</p> <p>☆</p>	<p>8b. Use the pictures to help you complete the sentences.</p> <div>   </div> <p>_____ shirt is striped.</p> <p>_____ shirt is not striped.</p> <p>☆</p>

Introducing Possession

9a. Circle all the apostrophes.

Is that book yours
or does it belong
to Lucas?

Put the toys that
belong to Thomas
back in the box
and tidy up!

Put Thomas's toys
back in the box
and tidy up!

Is that Lucas's
book or your
book?

Match the phrases to the possessive form.



VP

10a. Tick the sentence that uses an
apostrophe for possession correctly.

A. George's hair is curly but
Thoma's hair is straight.

☐

B. George's hair is black but
Thomas's hair is brown.

☐


VP

11a. Rewrite the sentence using an
apostrophe for possession.

Jennys dad is happy because she shared
her sweets with him.



VP

12a. Use the pictures to help you
complete the sentences.



Iris



Grace

_____ hair is straight but _____ hair is
curly.

_____ sleeves are longer than _____



VP

Introducing Possession

9b. Circle all the apostrophes.

"We'll go to the
house that
belongs to Gran,"
said Mum.

"We'll go to
Gran's house,"
said Mum.

Next door to us
lives the friend of
Mum.

Mum's friend lives
next door to us.

Match the phrases to the possessive form.



VP

10b. Tick the sentence that uses an
apostrophe for possession correctly.

A. A bus's wheels are bigger
than a car's wheels.

☐

B. A bus's wheels are bigger
than a cars wheels.

☐


VP

11b. Rewrite the sentence using an
apostrophe for possession.

Nicholass bedroom is messy so he has to
tidy it up.



VP

12b. Use the pictures to help you
complete the sentences.



Gemma



Elsie

_____ pet is a rabbit and _____ pet
is a tortoise.

_____ hair is longer than _____



VP

Writing Task 2

Plural or Possessive?

1a. Punctuate the sentence below by adding an apostrophe in the correct place.

The mans hat was lost.



Plural or Possessive?

1b. Punctuate the sentence below by adding an apostrophe in the correct places.

The ships mast was big.



2a. Choose some words from the word bank to write a sentence with a plural.

frogs	jump
pond	frog's



2b. Choose some words from the word bank to write a sentence with an apostrophe for possession.

pans	lid
pan's	hot



3a. Ben has written a sentence. He says it is correct. Do you agree?

The dog had cuts on his leg's.

Explain your answer.



3b. Tom has written a sentence. He says it is correct. Do you agree?

The cat's paws were wet.

Explain your answer.



Plural or Possessive?

4a. Punctuate the sentences below by adding apostrophes in the correct places.

The girls books are on her shelf.

One book is called, 'The Unicorns Birthday'.



Plural or Possessive?

4b. Punctuate the sentences below by adding apostrophes in the correct places.

The vet cut the rabbits claws.

The vets scissors needed to be very sharp.



5a. Choose some words from the word bank to write a sentence with a plural.

boys	park
football	boy's



5b. Choose some words from the word bank to write a sentence with an apostrophe for possession.

men's	shirts
mens	white



6a. Sam has written 2 sentences. He says they are correct. Do you agree?

The girl's played out together.

They played out until Lucys mum called her in for tea.

Explain your answer.



6b. Tess has written 2 sentences. She says they are correct. Do you agree?

The teacher's computer would not work.

She asked the children to read their books.

Explain your answer.



Plural or Possessive?

7a. Punctuate the sentences below by adding apostrophes in the correct places.

Mums bags were heavy because she had bought lots of vegetables.

Amys mum asked her to help unpack the bags because her arms hurt.



A

Plural or Possessive?

7b. Punctuate the sentences below by adding apostrophes in the correct places.

The childrens bedrooms are messy because there are toys on the floor.

Emilys bedroom is messier than Joshuas bedroom.



A

8a. Choose some words from the word bank to write a sentence with a plural.

girls	played
park	girl's
until	teatime



A

8b. Choose some words from the word bank to write a sentence with an apostrophe for possession.

fur	teddies
teddy's	missing
because	old



A

9a. Joe has written 2 sentences. He says both are correct. Do you agree?

"Clean your hamster's cage!" shouted George's mum.

George wanted more pets but his mum had said no.

Explain your answer.



B

9b. Elsie has written 2 sentences. She says both are correct. Do you agree?

The builder hammered nail's into the floor boards.

His hammers handle was broken because he dropped it.

Explain your answer.



B

Writing Task 3 – It is National writing day today. You choose what you want to write about

Writing Task 4 – This is part of the comprehension see the Reading/writing Task 4

Writing Task 5 – This is part of the comprehension see the Reading/writing Task 5

Reading Task 1



By the Brook

Activity Sheet



EducationCity

Name: _____ Class: _____

Read the text and circle the answers on the following questions.

- 1** It was the start of the summer holidays, and Phoebe couldn't wait to go on a long bike ride with her friends, Trudy and Jack. They set off down a footpath behind Phoebe's house. The path was stony and muddy, making it difficult to ride along. The further they went, the muddier the path got, and they started to slow down. "I don't think I can ride much further!" shouted Trudy to her friends.

What do you think they decided to do?

Wait for the
mud to dry up.

They had to stop
and get off their
bikes.

They rode faster.

- 2** Eventually, they had to stop and get off their bikes. "What should we do now?" asked Jack. "I know a different route," replied Phoebe. "I went this way with my Dad last week, and it's not so muddy." Phoebe swung her bike round, and headed off down another footpath that took them through fields and woods. The others followed her, pedalling as quickly as they could. Suddenly, Jack's tyre hit a large stone and his bike stopped, nearly throwing him over the handlebars.

What do you think happened next?

Phoebe fell off
her bike.

Jack's tyre had
a puncture.

They all carried
on cycling.

Reading Task 2

- 3** They all stopped and Jack got off his bike, and looked in dismay at his muddy, punctured tyre.
“This ride isn’t as much fun as I thought it would be,” muttered Jack.
“Ummm, I think it’s getting worse,” said Trudy looking round, as she realised they were being watched!

Who do you think was watching them?

A farmer was in the next field.

A horse was looking over a fence.

A herd of sheep.

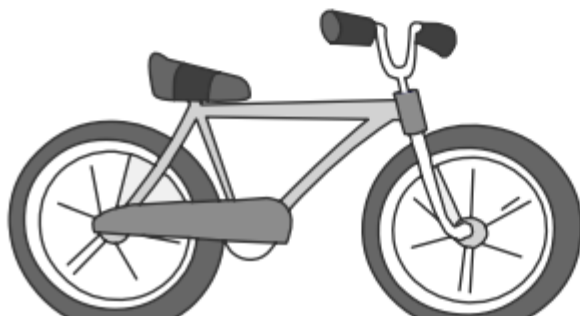
- 4** Cautiously, Phoebe and Jack turned round to see a herd of sheep surrounding them.
“What are we going to do now?” asked Jack with a slight tremble in his voice.
The sheep were gazing at the children with their small, black eyes. Their jaws were chewing silently on grass punctuated by some quiet bleating.

What do you think they decided to do?

Mend Jack’s puncture.

They shooed the sheep away.

They waited for the sheep to leave.



Reading Task 3



By the Brook
Activity Sheet



EducationCity

Name: _____ Class: _____

- 5** “We’ll shoo them off,” replied Phoebe bravely. “Then we can make a run for the gate. Jack you will have to push your bike.”

At the sound of their voices, the sheep began to back off, turning and trotting back across the field, away from the children. Panting and giggling nervously, the girls pedalled as fast as they could, with Jack pushing his bike behind them. They made it to the other side of the gate, and sat down on the grass, exhausted.

What do you think they decided to do next?

Push Jack’s bike home.

Carry on with their bike ride.

Jack mended his puncture.

- 6** “I can’t push my bike the whole way home,” said Jack. “I’ll have to mend the puncture first.”

Jack began working on his muddy bike. Luckily he had a puncture repair kit and pump on his bike, but when he was finished, he was very grubby. Wearily, the friends picked up their bikes, and headed off back home.

How do you think the friends felt?

disappointed

excited

worried



That's what Friends are for!

Angela the angelfish was gliding through the warm waters round the coral reef looking for her friend, Pearl the puffer fish. She was nowhere to be seen. She looked between the seaweed, in the coral and behind some rocks. She couldn't find her anywhere!

Angela was starting to get worried as she left the familiar area of the coral reef. Suddenly, in the distance she saw a dark shadow. What was it? Angela hoped it wasn't the scary fish that lived in the waters around their home. Fearfully, she swam towards the dark shape. As she got closer, she realised it was the wreck of an old fishing boat.

Angela swam slowly around the boat looking for her friend. She peered in through one of the port holes and there was Pearl.

"What are you doing?" asked Angela.

"I was exploring the area when I came across this wreck. I thought I would have a look inside and I saw this plastic bottle. I swam inside it but when I tried to swim back out, my tail got caught. I'm stuck!" wailed Pearl.

"Don't worry," replied Angela. "I'll sort you out!"

Angela started to nibble at the plastic. It took her a while, but eventually Pearl was able to wriggle out of the bottle.

"What a good friend you are!" cried Pearl. "I would have been stuck there forever if you hadn't come to find me!"

"That's what friends are for," smiled Angela.

The fish swam happily back to the safety of the coral reef.

The End

Blue Class – Home Learning – w.b. 22nd June 2020

1 What question might you ask before you read the story?

What was my favourite part of the story?

What is the title of this story?

Where was Pearl?

2 Where did Angela look for Pearl?

Between the seaweed, in the coral and behind some rocks.

Under the sand.

In the seagrass.

3 What was the dark shape?

The scary fish.

The wreck of an old fishing boat.

The coral reef.

4 What might you ask whilst you are reading the story?

What will happen next?

How will the story end?

What was the story about?

5 What did Angela think the dark shape was at first?

The scary fish.

Some seaweed.

Another coral reef.

6 How did Angela help get Pearl out of the plastic bottle?

She left her in the bottle.

She nibbled the plastic bottle.

She pulled Pearl out.

7 Why was Angela a good friend?

She swam with her.

She left Pearl in the plastic bottle.

She rescued Pearl from the plastic bottle.

8 What question might you ask after you have read the story?

I wonder what the story will be about?

What was the most exciting part of the story?

Where was Pearl?

Reading/writing task 5

Pythons

Snakes are a type of reptile which can be found all over the world. They can be dangerous and some are poisonous. Snakes come in all sizes. Some are so small they can fit on a coin, whereas others are longer than a bus. Pythons are a type of snake. There are over 26 different types of python.

Habitat

Pythons are very good at surviving in different places around the world. They are most often found in deserts, grasslands and rainforests. Pythons need to live in hot places because they don't have warm blood like mammals. This means they use the sun to warm them up. If they get too cold, their bodies don't work as well, making it difficult for them to survive. Because of this, they live in countries that are warm all year round. The rainforest is the perfect place for pythons as it is always warm but also because there are lots of places to hide and hunt. Pythons have very different coloured skin, which helps them to stay hidden and camouflaged. The colour and pattern of their skin matches the leaves, bark or forest floor so they blend in. This means that they are very difficult to spot.

Diet

Pythons are carnivores, which means they only eat meat. The bigger the python is, the bigger their prey will be. Some pythons have been known to catch antelope which are like deer. Pythons will wait until an animal is moving past and then they will dart out quickly and grab them. They then wrap them up tight and swallow them whole!

Pythons

Fun Facts

- Pythons can eat as little as five times a year, if their prey is big enough.
- Pythons are actually very good swimmers.



Photo courtesy of Peter Gorman Photography (2016) - greenland-ukraine-ukraine-ukraine-ukraine-ukraine

Pythons - Questions

1. What would a small snake be able to fit on to?

2. Name one place you might find a python?

3. What happens if a python gets too cold?

4. Why are rainforests a good place for pythons to live?

5. Why can pythons be difficult to spot?

6. How do pythons catch their prey?

7. If a python has a large meal, how many times a year do they need to eat?

8. Name three other animals you may find in a rainforest.

Maths Answers

Task 1

Varied Fluency Measure Length (cm)

Developing

- 1a. A. 9cm B. 5cm
2a. 2cm
3a. False, it is 8cm long.
4a. Calculator = 2cm, Book = 5cm

Expected

- 5a. A. 8cm B. 5cm
6a. 9cm
7a. False, it is 7cm long.
8a. A = 8cm, B = 5cm, C = 7cm

Greater Depth

- 9a. A. 9cm B. 5cm
10a. 7cm
11a. False, it is 7cm long.
12a. A = 5cm, B = 3cm, C = 7cm

Varied Fluency Measure Length (cm)

Developing

- 1b. A. 3cm B. 4cm
2b. 8cm
3b. True
4b. Aquarium = 8cm, Flag = 4cm

Expected

- 5b. A. 4cm B. 7cm
6b. 8cm
7b. True
8b. A = 5cm, B = 3cm, C = 6 cm

Greater Depth

- 9b. A. 6cm B. 8cm
10b. 10cm
11b. True
12b. A = 4cm, B = 7cm, C = 5cm

Task 2

Jam Jar – 11cm

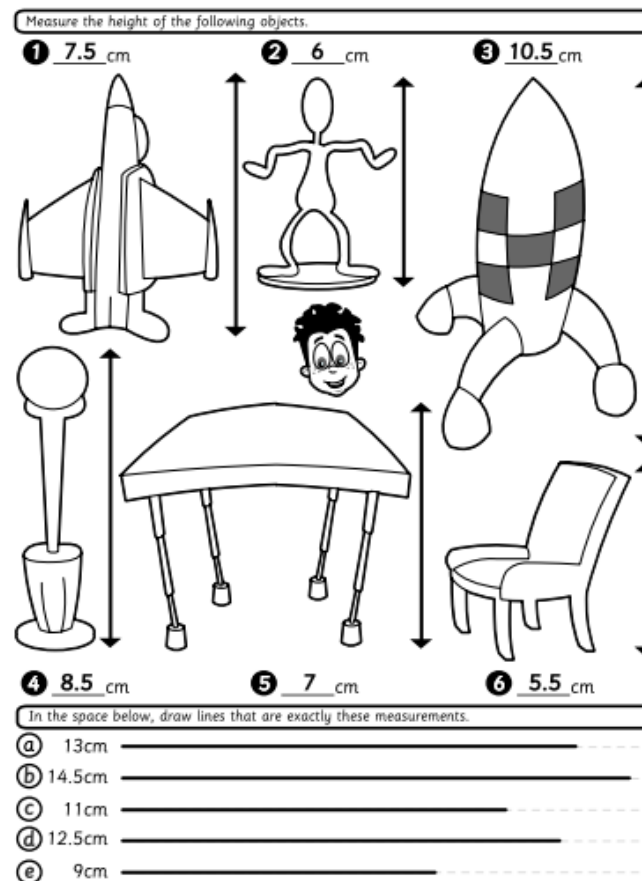
Book – 10cm

Phone – 8cm

Crown – 4cm

Cup – 5cm

Bucket – 6cm



Task 3

Task 4

Varied Fluency
Four Operations with Lengths

Developing

- 1a. 80cm
2a. True
3a. 10m
4a. Snake and Watch

Expected

- 5a. 6cm
6a. False. ($26 - 13 = 13$).
7a. 34m
8a. Train and Keyboard

Greater Depth

- 9a. 200cm
10a. True
11a. 800cm
12a. Dinosaur and Crocodile

Varied Fluency
Four Operations with Lengths

Developing

- 1b. 10cm
2b. True
3b. 100m
4b. Golf club and Hot dog

Expected

- 5b. 20cm
6b. True
7b. 42m
8b. Shoe and Rocket

Greater Depth

- 9b. 100cm
10b. False. $700m = 7m$. ($10m - 7m = 3m$).
11b. 4m
12b. Boat and Car

Varied Fluency
Measure Mass in Grams

Developing

- 1a. 80, 110
2a. A and C joined. B and D joined.
3a. Chicken Soup = 150g; Tomato Ketchup = 130g

Expected

- 4a. 16, 22
5a. A and B joined. C and D joined.
6a. Yoyo = 100g; bouncy ball = 75g

Greater Depth

- 7a. 40, 55
8a. A and B joined. C and D joined.
9a. Strawberries = 25g; banana = 60g

Varied Fluency
Measure Mass in Grams

Developing

- 1b. 50, 120
2b. A and D joined. B and C joined.
3b. Tuna = 60g, Baked Beans = 140g

Expected

- 4b. 25, 60
5b. A and D joined. B and C joined.
6b. Rubber duck = 16g; Yacht = 24g

Greater Depth

- 7b. 10, 60
8b. A and B joined. C and D joined.
9b. Carrot = 125g; blueberries = 31g

Task 5

Reasoning and Problem Solving – Mass, Capacity and Temperature – Year 2

1. heavy: pineapple, pumpkin
lighter: sweetcorn, lemon
lightest: strawberries, tomatoes

2. Jamal is correct. The onion plus the cucumber weigh 110 grams, while the banana and the cucumber weigh only 70 grams. As the cucumber's weight will be the same, the difference must be the banana and onion, so the onion must weigh more than the banana.

Josie is incorrect. She cannot know the weight of the cherries as she is comparing cherries and a banana, but the scales show cherries and banana and banana and cucumber. If the scales showed each of banana and cherries with one other item we could compare, but we haven't got those comparisons on scales.

3. Children should circle potatoes, pumpkin, watermelon

4. Arrow should point to 4kg.

5. Boxes labelled left to right should be medium, small, large.

6. There is more than one possible answer she could fill: 100ml plus 50ml or one 150ml cup.

7. 9 litres (or possible 9 and a half litres) is a good approximation.

8. Jamal's stall is 29° (you may decide to accept 30° as an approximation).

9. It is a hot day and Josie's smoothies are iced so they will help people feel cooler.

Writing Answers

Task 1

Varied Fluency Introducing Possession

Developing

1a. My dog's bed and the bed for my dog;
my dad's pen and the pen of my dad;
the pond for the duck and the duck's
pond. The apostrophes in dog's, dad's and
duck's should be circled.

2a. B

3a. Jack's pen is red.

4a. Jill's pet is a cat. Ben's pet is a dog.

Expected

5a. My friend's house and the house of my
friend; the roof's tiles and the tiles on the
roof; the roof of the house and the house's
roof. The apostrophes in friend's, roof's and
house's should be circled.

6a. A

7a. Grandma's bag was heavy.

8a. Amy's dress is striped. Bess's glasses
are round.

Greater Depth

9a. Put Thomas's toys back in the box and
tidy up! and Put the toys that belong to
Thomas back in the box and tidy up;
Is that book yours or does it belong to
Lucas? and Is that Lucas's book or your
book? The apostrophes in Thomas's and
Lucas's should be circled.

10a. B

11a. Jenny's dad is happy because she
shared her sweets with him.

12a. Iris's hair is straight but Grace's hair is
curly. Grace's sleeves are longer than
Iris's.

Varied Fluency Introducing Possession

Developing

1b. The sink's taps and the taps on the
sink; the cat's milk and the milk for the
cat; the ship's mast and the mast of the
ship. The apostrophes in sink's, cat's and
ship's should be circled.

2b. A

3b. Mum's cup is green.

4b. Jen's book is in her hand. Fred's bag is
in his hand.

Expected

5b. The nest of the bird and the bird's nest;
the fox's den and the den of the fox;
the nest of the squirrel and the squirrel's
nest. The apostrophes in fox's, squirrel's
and bird's should be circled

6b. A

7b. Marcus's bike was broken.

8b. Boris's shirt is striped. Danny's shirt is
not striped.

Greater Depth

9b. "We'll go to Gran's house," said Mum
and "We'll go to the house that belongs to
Gran," said Mum; Mum's friend lives next
door to us and Next door to us lives the
friend of Mum. The apostrophes in Mum's
and Gran's should be circled.

10b. A

11b. Nicholas's bedroom is messy so he
has to tidy it up.

12b. Elsie's pet is a rabbit and Gemma's
pet is a tortoise.
Gemma's hair is longer than Elsie's.

Task 2

Application and Reasoning Plural or Possessive?

Developing

1a. The man's hat was lost.

2a. Various answers, for example:

Frogs like to jump out of the pond.

3a. Ben is incorrect because an s is added
to leg to show there is more than one leg.
The leg does not have anything belonging
to it.

Expected

4a. The girl's books are on her shelf.

One book is called, 'The Unicorn's
Birthday'.

5a. Various answers, for example:

The boys went to the park to play football.

6a. Sam is incorrect because girls should
not have an apostrophe. The s is to show
there is more than one girl. An 's should be
added to Lucy to show mum belongs to
Lucy.

Greater Depth

7a. Mum's bags were heavy because she
had bought lots of vegetables.
Amy's mum asked her to help unpack the
bags because her arms hurt.

8a. Various answers, for example:

The girls played in the park until it was
teatime.

9a. Joe is correct because you need 's to
show the cage belongs to the hamster
and mum belongs to George. The s is
added to pets to show there is more than
one.

Application and Reasoning Plural or Possessive?

Developing

1b. The ship's mast was big.

2b. Various answers, for example:

The pan's lid was hot.

3b. Tom is correct because the 's shows
the paws belong to the cat.

Expected

4b. The vet cut the rabbit's claws.

The vet's scissors needed to be very sharp.

5b. Various answers, for example:

The men's shirts were white.

6b. Tess is correct because the 's shows
the computer belongs to the teacher. The
s on books shows there is more than one
book.

Greater Depth

7b. The children's bedrooms are messy
because there are toys on the floor.
Emily's bedroom is messier than Joshua's
bedroom.

8b. Various answers, for example:

The teddy's fur was missing because the it
was very old.

9b. Tess is incorrect because there should
only be an s added to nail to show there is
more than one nail.

There should be 's added to hammer to
show the handle belongs to the hammer.

Task 4

1 What question might you ask before you read the story?

What was my favourite part of the story?

What is the title of this story?

Where was Pearl?

2 Where did Angela look for Pearl?

Between the seaweed, in the coral and behind some rocks.

Under the sand.

In the seagrass.

3 What was the dark shape?

The scary fish.

The wreck of an old fishing boat.

The coral reef.

4 What might you ask whilst you are reading the story?

What will happen next?

How will the story end?

What was the story about?

5 What did Angela think the dark shape was at first?

The scary fish.

Some seaweed.

Another coral reef.

6 How did Angela help get Pearl out of the plastic bottle?

She left her in the bottle.

She nibbled the plastic bottle.

She pulled Pearl out.

7 Why was Angela a good friend?

She swam with her.

She left Pearl in the plastic bottle.

She rescued Pearl from the plastic bottle.

8 What question might you ask after you have read the story?

I wonder what the story will be about?

What was the most exciting part of the story?

Where was Pearl?

Task 5

Pythons

Answers

- What would a small snake be able to fit on to?
A small snake would be able to fit onto a coin.
- Name one place you might find a python?
Pythons can be found in deserts, grasslands or rainforests.
- What happens if a python gets too cold?
If a python gets too cold their bodies don't work as well, making it difficult to survive.
- Why are rainforests a good place for pythons to live?
Rainforests are a good place for pythons to live because there are lots of places for them to hide and they are warm.
- Why can pythons be difficult to spot?
Pythons have patterns on their skin which matches the leaves and bark so they are camouflaged.
- How do pythons catch their prey?
Pythons catch their prey by waiting for an animal to move past, darting out and grabbing it.
- If a python has a large meal, how many times a year do they need to eat?
Some pythons will only eat five times a year if they have had a very big meal.
- Name three other animals you may find in a rainforest.
Varied answers. May include monkeys, tigers, rhinos, leopards, parrots etc.

Reading Task 1/2/3 Answers



Name: _____ Class: _____

Read the text and circle the answers on the following questions.

- 1 It was the start of the summer holidays, and Phoebe couldn't wait to go on a long bike ride with her friends, Trudy and Jack. They set off down a footpath behind Phoebe's house. The path was stony and muddy, making it difficult to ride along. The further they went, the muddier the path got, and they started to slow down. "I don't think I can ride much further!" shouted Trudy to her friends.

What do you think they decided to do?

Wait for the mud to dry up.

They had to stop and get off their bikes.

They rode faster.

- 2 Eventually, they had to stop and get off their bikes. "What should we do now?" asked Jack. "I know a different route," replied Phoebe. "I went this way with my Dad last week, and it's not so muddy." Phoebe swung her bike round, and headed off down another footpath that took them through fields and woods. The others followed her, pedalling as quickly as they could. Suddenly, Jack's tyre hit a large stone and his bike stopped, nearly throwing him over the handlebars.

What do you think happened next?

Phoebe fell off her bike.

Jack's tyre had a puncture.

They all carried on cycling.



Name: _____ Class: _____

- 3 They all stopped and Jack got off his bike, and looked in dismay at his muddy, punctured tyre. "This ride isn't as much fun as I thought it would be," muttered Jack. "Ummm, I think it's getting worse," said Trudy looking round, as she realised they were being watched!

Who do you think was watching them?

A farmer was in the next field.

A horse was looking over a fence.

A herd of sheep.

- 4 Cautiously, Phoebe and Jack turned round to see a herd of sheep surrounding them. "What are we going to do now?" asked Jack with a slight tremble in his voice. The sheep were gazing at the children with their small, black eyes. Their jaws were chewing silently on grass punctuated by some quiet bleating.

What do you think they decided to do?

Mend Jack's puncture.

They shooed the sheep away.

They waited for the sheep to leave.



Name: _____ Class: _____

- 5** “We’ll shoo them off,” replied Phoebe bravely. “Then we can make a run for the gate. Jack you will have to push your bike.”

At the sound of their voices, the sheep began to back off, turning and trotting back across the field, away from the children. Panting and giggling nervously, the girls pedalled as fast as they could, with Jack pushing his bike behind them. They made it to the other side of the gate, and sat down on the grass, exhausted.

What do you think they decided to do next?

Push Jack’s bike
home.

Carry on with
their bike ride.

Jack mended his
puncture.

- 6** “I can’t push my bike the whole way home,” said Jack. “I’ll have to mend the puncture first.”

Jack began working on his muddy bike. Luckily he had a puncture repair kit and pump on his bike, but when he was finished, he was very grubby. Wearily, the friends picked up their bikes, and headed off back home.

How do you think the friends felt?

disappointed

excited

worried