

Hello Class 2!

We hope you are all keeping safe and have enjoyed your Easter holidays! Did you eat lots of chocolate? We sure have!

Here is your work for the week beginning 20/04/2020. There is a good selection for you to choose from. We hope you enjoy it. We are both home-schooling our own children/step children so we know how tough it is. Try to find a routine that suits you and make sure you're having fun with it and make the most of this time at home with your family.

Have any of you thought about keeping a diary? I'm sure this time will go into the history books and your view on it at the time would be very interesting for you to read back.

Please let us know how you are getting on and we'd love to see some of your work/projects – you can email us on [bethany.furness@wreningham.norfolk.sch.uk](mailto:bethany.furness@wreningham.norfolk.sch.uk)  
[caroline.davies@wreningham.norfolk.sch.uk](mailto:caroline.davies@wreningham.norfolk.sch.uk)

Keep doing lots of reading and practising your phonics alongside taking part in any of the work that follows.

Twinkl have lots of good free resources available at the moment so make sure to have a look on there for more ideas.

Keep safe and we look forwards to hearing from you soon.

Mrs Furness, Mrs Davies & Mrs Gant

## Project – Where you live

The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.

### Writing activities

- Ask your child to imagine they are standing opposite your house. What would they see? Write sentences using a variety of interesting adjectives.
- Write your address: Discuss with your child. Do they know who delivers the post? Share a letter with them and explore the envelope from the front and back. Can they see any numbers on the front or back of the envelope? What do they mean? Who is the letter addressed to? Ask your child to write their address on the envelope. Discuss the different parts of the address and postcode and any capital letters?
- Well known addresses: Discuss with your child any well-known addresses of book characters/famous people/ historical figures they may know? e.g. 10 Downing Street, The Post Office, Isle of Struay Katie Morag.
- Write a letter to the Queen or Prime Minister and post it.



Ask your child to look at where they live. What can they see outside the window in the front of their house? At the back of their house? What could they find near them? Find a map and see if they can find Norfolk/Norwich/Wrenningham. Can you find your house on google maps?

Do they know the name of their street? Can they create a street sign with their street name?

My address: Support your child to find out your address. Can they find the number on your door? Can they write the number in digits and words? Ask them to try writing the number using crayons and paint.

Can they write a postcard or letter to a teacher at school? They could tell their teacher about where they live and things about their local area.

My house: Discuss with your child what their house looks like inside and outside? How many bedrooms does it have? Who has the biggest bedroom? Who has the smallest? Ask them to look outside their window and see if they can spot a house different to their own. Can they draw their house? How many windows at the front? How many windows at the back? Do you have one door or two?

In a special bag - could you (with adult support) place things that make it your home? Why would you pick those items? Draw a picture of your street. Support your child to take a look at the street and buildings around where they live. Encourage them to think about the shape of the buildings.

Shape hunt: Take your child on a shape hunt around their house and garden. Look at the different shapes of the windows, doors, and houses. Can they name them? Are they 2D or 3D shapes? Ask them to create a picture of their house or street.

Name the shape: Place some 2D or 3D shapes into a bag and play the game 'Can you name the shape?' You will need a partner to play this game. One partner has a shape from the shape bag and they stand back to back. The partner with the shape describes it to their partner who has to try and draw it. How many do you know?

Compass: Make a compass. Do you know what the different compass points mean? Can you label the points?

Create a passport: create an individual passport to show your own information about where you live. Discuss the use of a Passport. What is a passport? What information does it contain? What does a passport allow you to do? Can you find a real life passport? Do you have one?

Flag: Below is the English flag. What do you think the flag represents? Can you design your own flag for your local area? What could you add? What would they mean to you?



Design a cottage - Compare how a cottage is different to your house. Can you make a model of your house and a cottage?

Create a song about 'Where you live' - Can you add your address in your song?

Can you find the UK on the map? Can you name the countries? Why do you think the Countries begin with a capital letter?

# Year 1 Maths

## Multiplication and division

- Day 1: Counting in 10's
- Ideas for teaching.

Ask children to make sets of 10 (can use any objects from around the house/garden- stones, leaves, sticks, lego pieces, bits of pasta (if you have any to spare!))

Count in 10's pointing to a set at a time so that they understand what they are doing when they are counting in 10's.

Find a 100 number square on the internet. Count in 10's pointing to the numbers as they say them.

*(there are some great splat games where the children can splat as they say the numbers or you can splat some before they count and they can work out the number behind the splat)*

Using the sets of 10 the children have made.....

Give them an amount (e.g 30 -3 sets of 10)

Ask them how many are in each set/pile/group.

How many groups?

How many altogether.

Rpt for different amounts.

Ask the children to do the same for you (they can be the teacher)

1 How many muffins are there altogether?

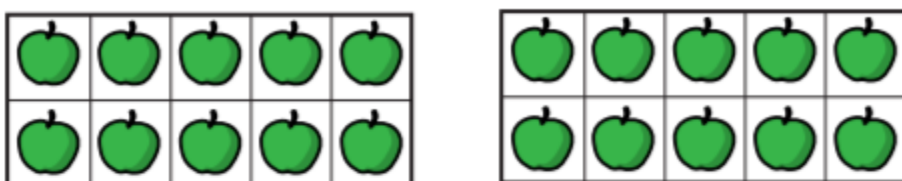


There are  muffins on each tray.

There are  trays.

There are  muffins altogether.

2 How many apples are there altogether?

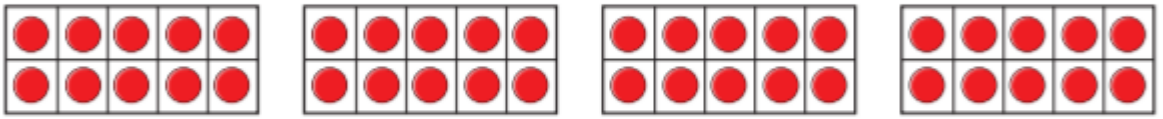


There are  apples on each ten frame.

There are  ten frames.

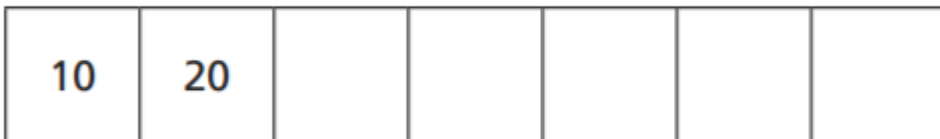
There are  apples altogether.

3 How many counters are there altogether?

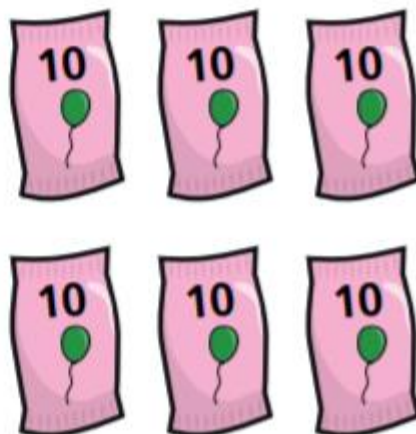


There are  counters altogether.

4 Complete the number tracks.



5 Tom has these balloons.



He needs 60 balloons for a party.

Does Tom have enough balloons?

How do you know?

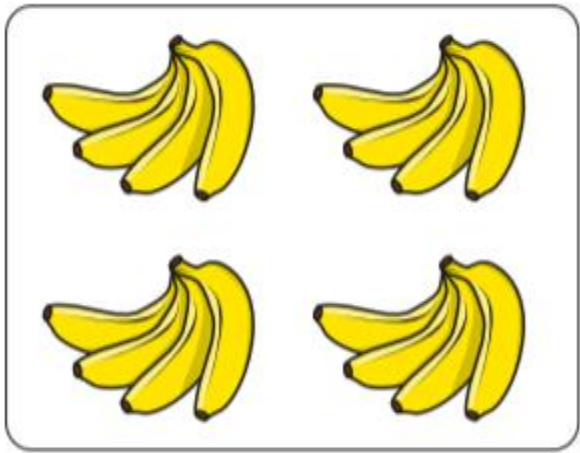
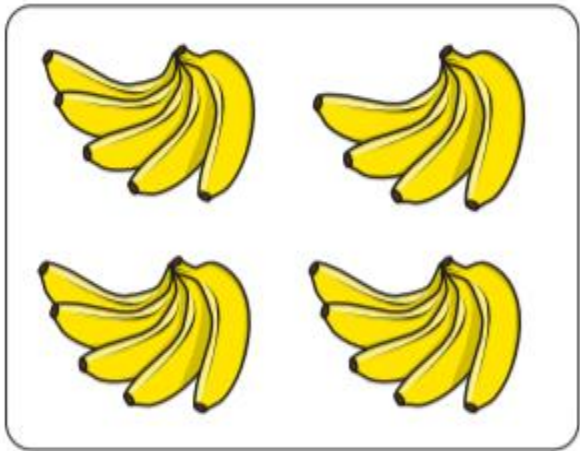
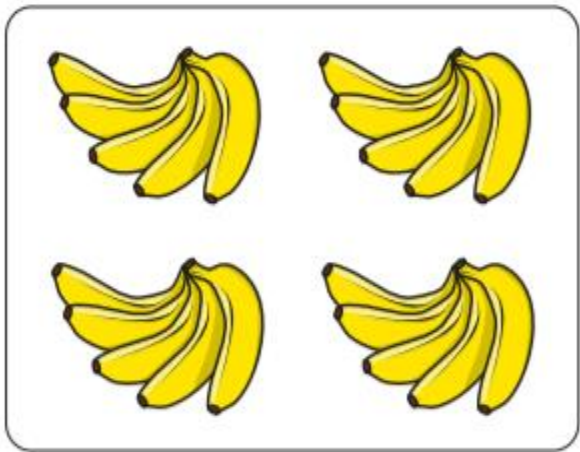
## Day 2 Making equal groups.

- Show the children some sets of objects (e.g 3 sets of 5 cars, 5 sets of 2 pegs etc)
- Ask the children how many sets are there? How many in each set? How many altogether?
- Rpt for a few different sets

There are lots of practical ways you can get your children making equal groups. Sharing out food, treats, toys, ingredients etc



1 Match the pictures to the labels.



equal groups

unequal groups

2 Complete the sentences.

a)



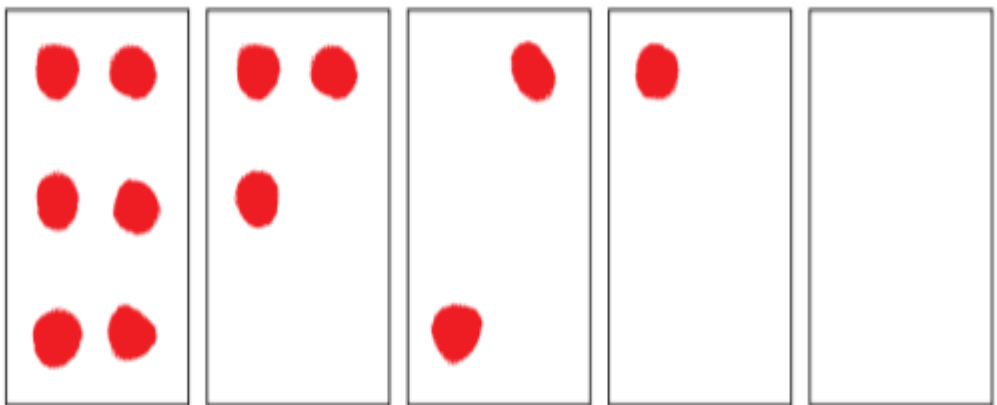
There are  equal groups of

b)

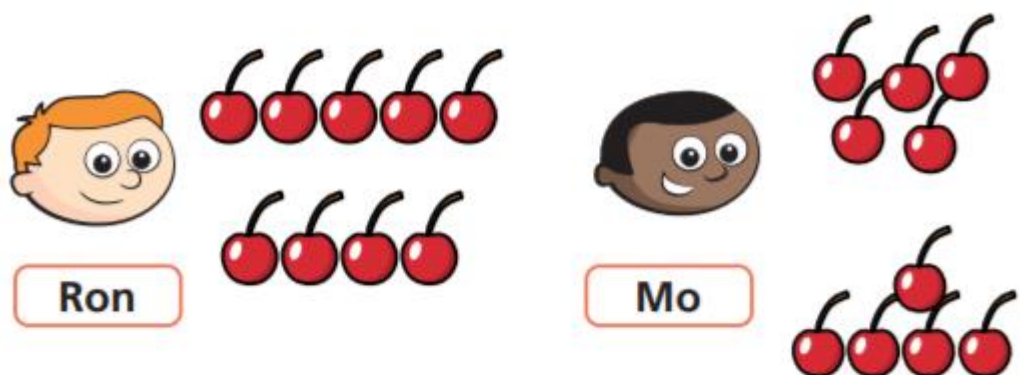


There are  equal groups of

3 Kim is drawing 5 equal groups of 6  
Finish Kim's drawing.



4 Ron and Mo have some cherries.



Who has made equal groups?

How do you know?

5 Use objects in your classroom to make these groups.

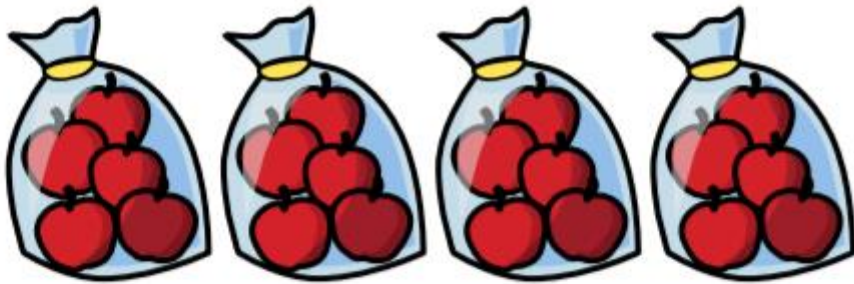
- 5 equal groups of 3
- 3 equal groups of 5
- 4 equal groups of 6
- 2 equal groups of 10

Talk about your answers.

# Day 3 Adding equal groups

- Using sets of equal objects-
- How many groups? How many in each group? How many altogether?
- Demonstrate adding the equal groups together

**I** Complete the sentences.



There are  apples in each bag.

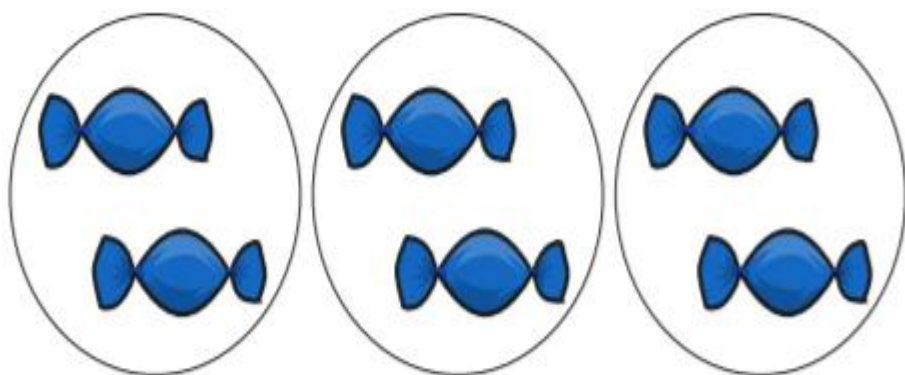
There are  bags.

There are  equal groups of

There are  apples altogether.

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

2 How many sweets are there?



$$\square + \square + \square = \square$$

There are  sweets.

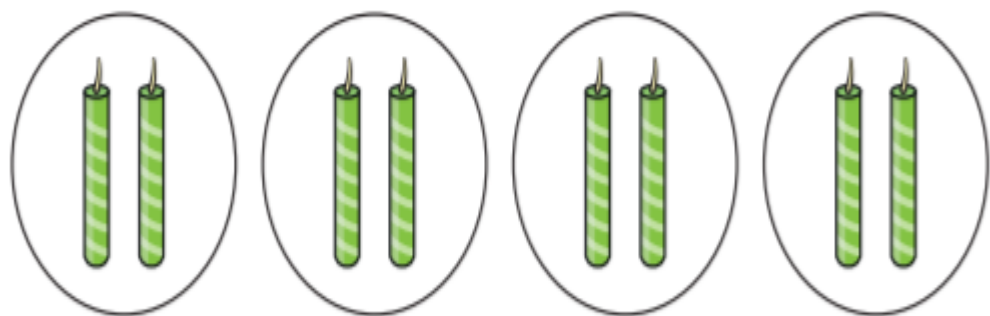
3 How many marbles are there?



$$\square + \square + \square = \square$$

There are  marbles.

- 4 How many candles are there?



$$\square + \square + \square + \square = \square$$

There are  candles.

- 5 Use counters to show the equal groups.

Complete the number sentences.

a)  $2 + 2 + 2 + 2 = \square$

b)  $5 + 5 + 5 + 5 + 5 = \square$

- 6 There are 7 equal groups of 5 counters.

How many counters are there altogether?

There are  counters altogether.

# Day 4 Making arrays

- Introduce children to the idea of rows and columns.
- Use sets of objects to make arrays
- E.g 10 Lego pieces arranged in 5 rows of 2.
- Talk about how many rows, how many columns?
- How many altogether.
- Children could use paints to print a given amount in arrays.
- Use coloured pens/pencils to draw arrays.  
Playdough to make arrays.



1 Circle each row of sweets.



How many rows are there?

There are  rows.

2 Circle each column of apples.

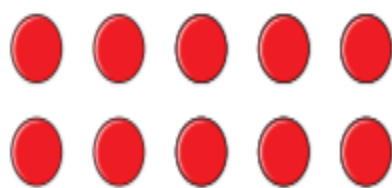


How many columns are there?

There are  columns.



**3** Make this array.



Complete the sentences.

a) There are  counters in each row.

There are  rows.

There are  counters altogether.

b) There are  counters in each column.

There are  columns.

There are  counters altogether.

Make your own array.

How many rows are there?

How many columns are there?

Day 5: Counting, number bonds, doubling, halving, counting in 2's, 10's and 5's.

Get children counting forwards and backwards from any number to numbers up to 100.

Make this practical- count objects for a purpose etc

Quiz children on doubling, halving and number bond facts.

There are lots of great interactive games online to get children using these skills.

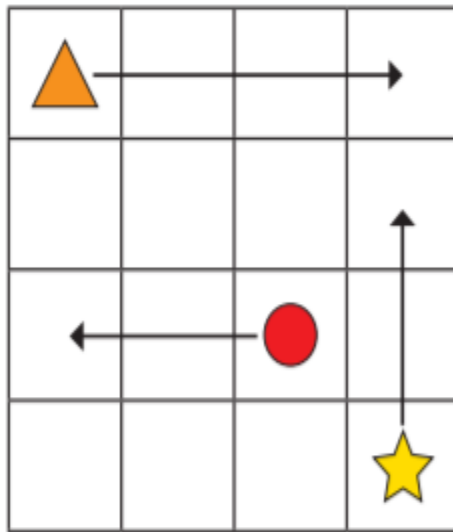
# Year 2 Maths

## Position and direction

- Day 1
- Make sure children are familiar with the vocab – forwards, backwards, up, down, left and right

Play some games where they have to move forward, backward, left, right, up and down to get to a given spot or retrieve an object.

- 1 The arrows show where the shapes are moving to on the grid.



Use the word bank to help you complete the sentence for each shape.

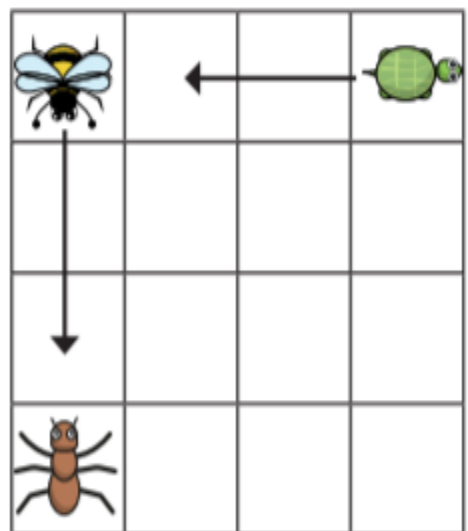
up

left

right

The \_\_\_\_\_ is moving  squares \_\_\_\_\_.

- 2 The arrows show where the animals are moving to on the grid.



a) Use the word bank to help you complete the sentence for each animal.

backwards




forwards

The \_\_\_\_\_ is moving  squares \_\_\_\_\_.

b) Draw an arrow to show the ant moving 3 squares to the right.

c) Does it matter which way the animals are facing?

3 Annie, Teddy and Amir are moving on a grid.

Teddy			cinema	school
Annie				
Amir			park	shop

a) Amir moves 2 squares forwards.

Where does Amir end up?

b) Annie moves 3 squares forwards and 2 squares left.

Where does she end up?

c) Teddy needs to get to the shop.

How could he get there?

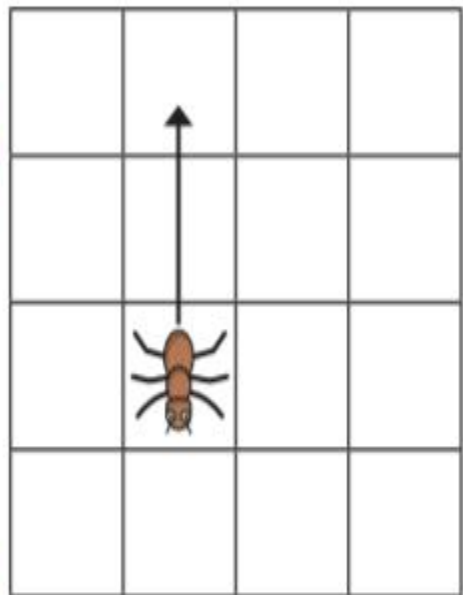
Whitney and Tommy are describing movement.



Whitney

The ant is moving  
2 squares up.

The ant is moving  
2 squares backwards.



Tommy

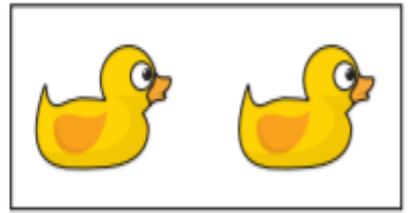
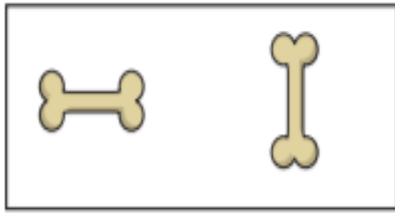
Who do you agree with?

Talk about it with a partner.

## Day 2 Describing turns

- Make sure children are familiar with vocab- turn, half turn, full turn, clockwise and anti clockwise.
- Demo some turns and ask children what type of then and then children can have a go at making turns.

1 Match the picture to the turn.



full turn

half turn

quarter turn

2 First, the arrow is pointing up.

Then, it turns half a turn.



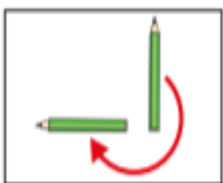
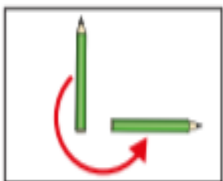
a) Draw to show what the arrow looks like now.

b) Complete the sentence.

Now, the arrow is pointing \_\_\_\_\_.



3 Match the picture to the turn.



quarter turn  
clockwise

quarter turn  
anticlockwise

three-quarter turn  
clockwise

three-quarter turn  
anticlockwise



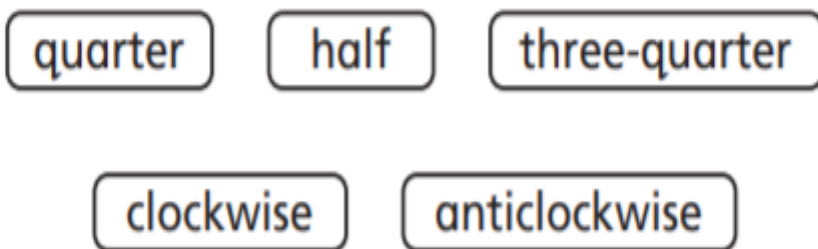
- 4 Draw to show what the triangle will look like after each turn.



- a) A quarter turn clockwise.  
b) A three-quarter turn anticlockwise.

What do you notice?

- 5 Choose words from the word bank to complete the sentence for each picture.



The \_\_\_\_\_ has turned a  
\_\_\_\_\_ turn \_\_\_\_\_.

- a) before after

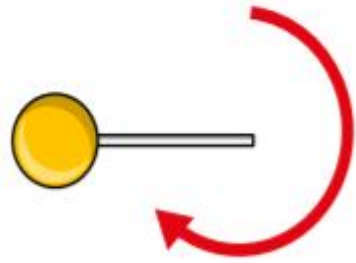


b)

before



after

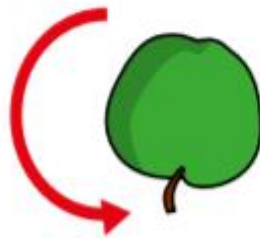


c)

before



after



6 A square has been turned.

before



after



Complete the sentence.

The square has turned a \_\_\_\_\_

turn \_\_\_\_\_.

Is there more than one answer?

# Day 3 Describing movement and turns

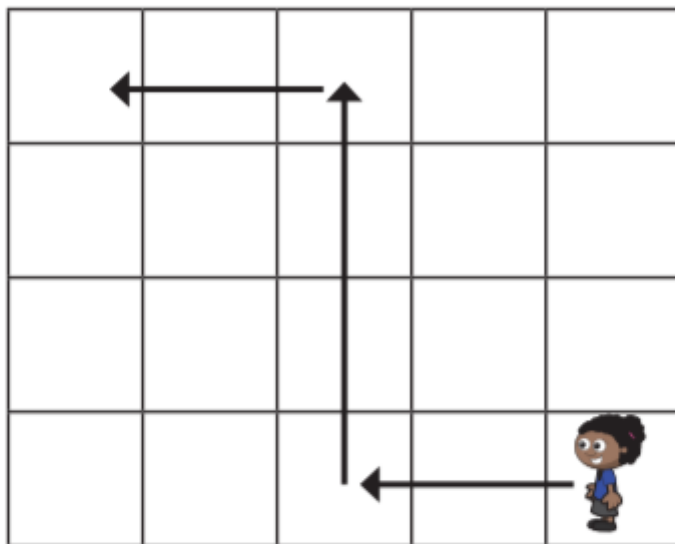
Hide objects around the garden/house.

Give children instructions involving forward, backwards, left, right, up, down, turns, half turn etc.

Children to follow instructions to find the objects.

Children can hide objects and give instructions for others to follow.

- 1 Whitney is moving around a grid.



Complete the sentences to describe Whitney's movement.

First, she walks  squares forwards.

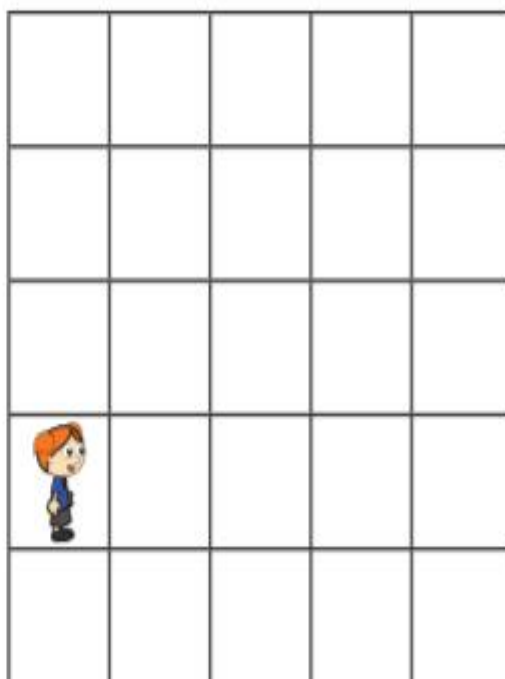
Then she turns \_\_\_\_\_ and walks  squares forwards.

Then she turns \_\_\_\_\_ and walks  squares forwards.

2 Alex is moving around a grid.

Draw arrows to show her movement.

- First, she walks 2 squares forwards.
- Then, she turns left and walks 3 squares forwards.



- Then she turns right and walks 2 squares forwards.

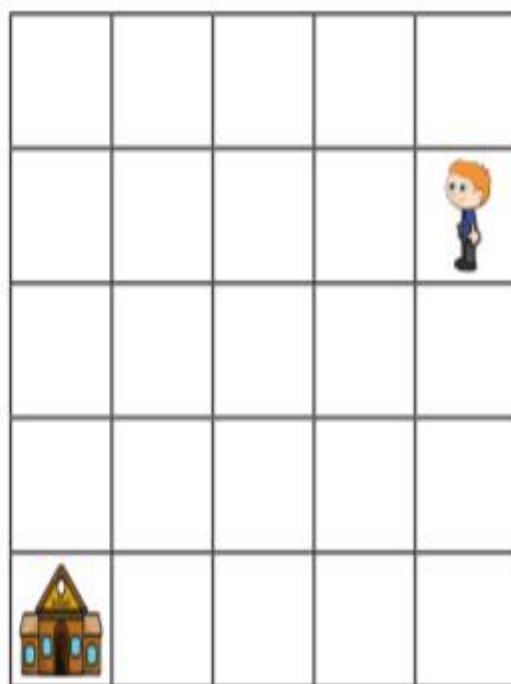
Could Alex have got there another way?

3 Ron is on his way to school.

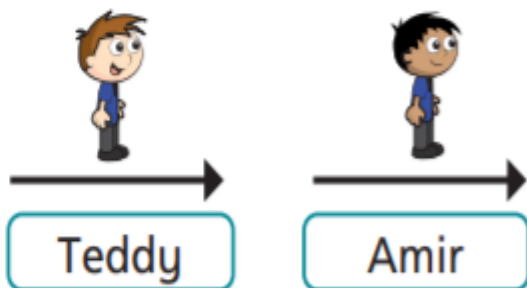
a) Draw arrows to show the path Ron could take to school.

b) Describe the path to a partner.

Did you choose the same path for Ron?



- 4 Teddy and Amir are both facing the same way.



- a) Teddy turns left.

Draw an arrow to show the way he is facing now.

- b) Amir turns a quarter turn anticlockwise.

Draw an arrow to show the way he is facing now.

What do you notice?

- 5 Rosie and Dexter are answering a question.

The sheep moves 2 squares forwards.  
Where is the sheep now?

sheep		

Rosie

I know where the sheep is now.



Dexter

It is impossible to answer this.



Who do you agree with?

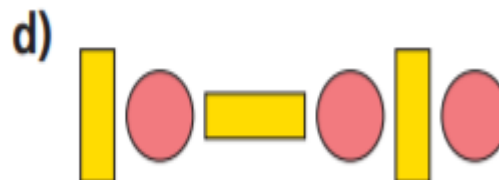
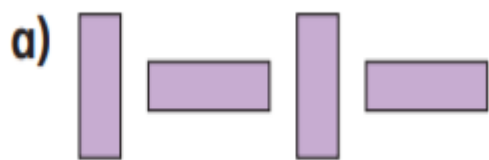
Talk about it with a partner.

# Day 4 Making patterns with shapes

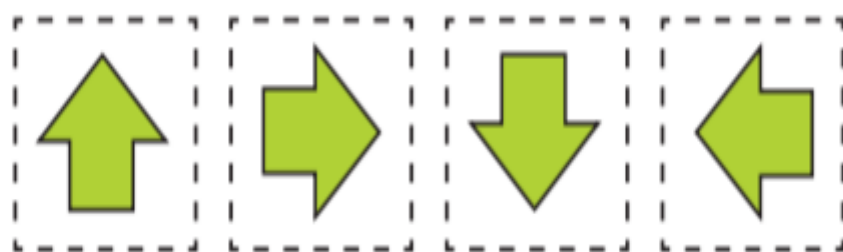
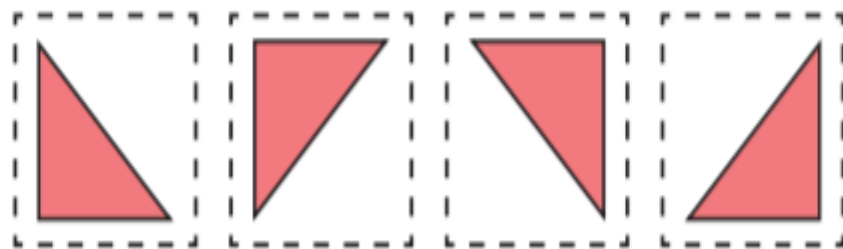
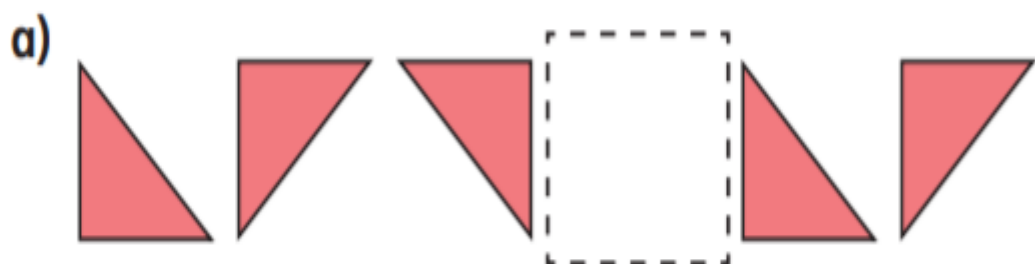
- Using objects from around the house/garden....
- Begin a pattern e.g red, yellow, blue, red, yellow, blue ....
- Ask the children to continue the pattern.
- Repeat using different objects and criteria
- E.g small big medium,
- Sock, spoon, pen, sock, spoon, pen etc
- Rpt but this time use the same object but in different positions
- Ask children to continue the pattern



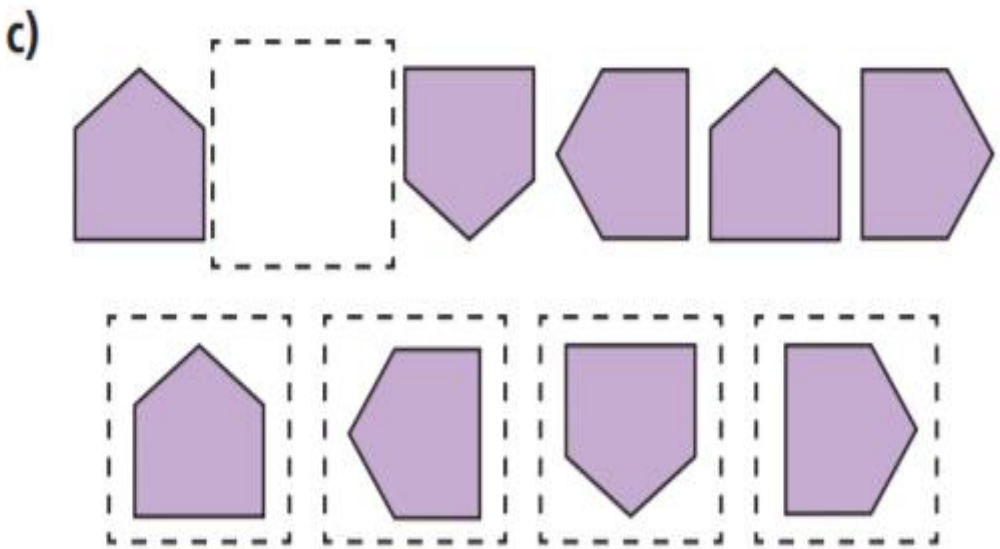
1 Draw the next two shapes in each pattern.



2 Tick the missing shape for each pattern.



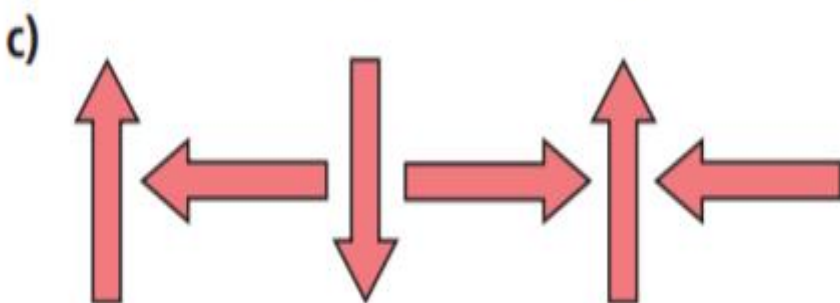
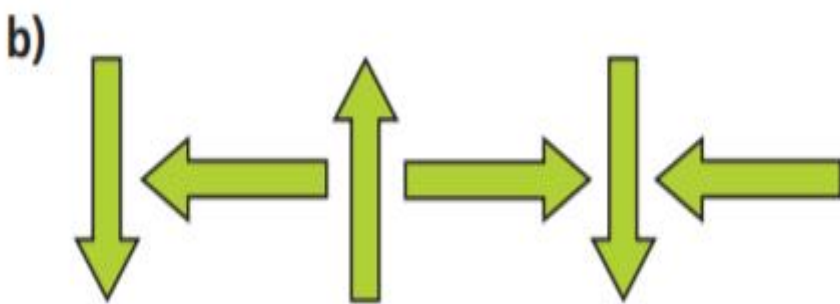




What is the turn in each pattern?

Talk about it with a partner.

3 Describe the turn in each pattern.





4 Tommy is describing a pattern.



The first shape is a triangle and it turns a quarter turn clockwise each time.



Draw the first five shapes in Tommy's pattern.

Compare answers with a partner.



5 Dora, Eva, Amir and Ron are describing a pattern.



Dora

The square does not turn at all each time.

The square turns a quarter turn each time.

Amir



The square turns a half turn each time.



Eva

The square turns a three-quarter turn each time.



Ron

Who do you agree with?

Talk about it with a partner.



## Day 5: counting, doubling, halving, times tables

- Get children counting from any number to 100/200

Quiz children on number facts- doubling, halving number bonds to 10/20/100

Quiz children on times tables – 2's, 10's 5's 3's and beyond if they are ready.

There are lots of games on the internet to get them using these skills

Hit the button, interactive maths games etc