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Home Learning Pack Year 2

Guidance and Answers

Week 1

20/04/2020

Classroom
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KIDS



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This week's pack includes:

Maths

- Add and Subtract 1s (page 2)
- Count in 2s, 5s and 10s (page 3)
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English

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- Using 'because', 'that', 'when' and 'if' (page 7)
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Extra support for parents:

Vocabulary Definitions

All the activities are designed to be accessed independently, but if you need to support your child there is a full list of definitions for vocabulary found within this pack on the next page.

Video Tutorials from Qualified Teachers

For further support and guidance try our video tutorials for your year group by clicking [this link](#).

More Home Learning Packs

Weekly learning packs are now in production. Sign up to our mailing list to find out when they're ready by clicking [here](#).

Other resources:

- Go to <https://kids.classroomsecrets.co.uk/> for video tutorials by qualified teachers to support the maths in this pack as well as interactive games your child can play
- Access resources for all areas of Year 2 learning including activities just like the ones in this pack for just £4.83 for a full month on www.classroomsecrets.co.uk

Check out our daily timetable for Year 2 home learning activities on kids.classroomsecrets.co.uk >> Home Learning Timetable.

Maths Vocabulary:

A **sequence** is a series of numbers or images that follow a set pattern. For example, a sequence of numbers may increase by 2 each time.

Place value counters refer to a physical resource which can be used to represent numbers. They are usually in different colours and have different numbers written on them to represent 'ones', 'tens', 'hundreds' etc. They can also represent decimal numbers.

Base 10 equipment refers to a physical resource which can be used to represent numbers. The small cubes represent 'ones'; the rods represent 'tens' and are made up of 10 small cubes; the squares represent 'hundreds' and are made up of 10 rods; the large cubes represent 'thousands' and are made up of 10 squares.

A **representation** refers to a number that has been shown in different ways. This number may have been shown in numerals, words or using mathematical equipment such as Base 10 or place value counters.

'**ones**' were known as units prior to the National Curriculum update in 2014.

A **part-whole model** is a concept to show how numbers can be split into different parts. They can be used to represent numbers, as well as a wide variety of calculations. The concept follows the structure $\text{part} + \text{part} = \text{whole}$, but this may change depending on how many parts there are.

English Vocabulary:

A **conjunction** is a word used to join two clauses. There are different kinds of conjunction such as for time (e.g. **after**), place (e.g. **where**) and cause (e.g. **because**).

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are **main clauses** and **subordinate clauses**.

A **complete sentence** begins with a capital letter, has a main clause (see definition below) and finishes with a full stop, question or exclamation mark. A complete sentence expresses an idea or thought, always contains a verb and must include the correct punctuation. A complete sentence should always make sense on its own.

A **main clause** contains a subject and a verb. A main clause needs to make complete sense on its own. A main clause can also be a simple sentence such as '**I read books.**'

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. E.g. a **tall** girl.

Nouns are naming words. A noun is usually a person, animal, thing or place.

A **verb** is an action word such as **jump, skip, shout**.

A **command** is a type of sentence which gives an instruction. It includes an imperative (or bossy) verb which is often at the beginning of the sentence. For example: **Tidy** up your toys.

Add and Subtract 1s (page 2)

1. Tina, Billy, Dave and Wendy are collecting stickers. Use the clues and digit cards below to work out how many each person could have.



Tina



Billy



Dave

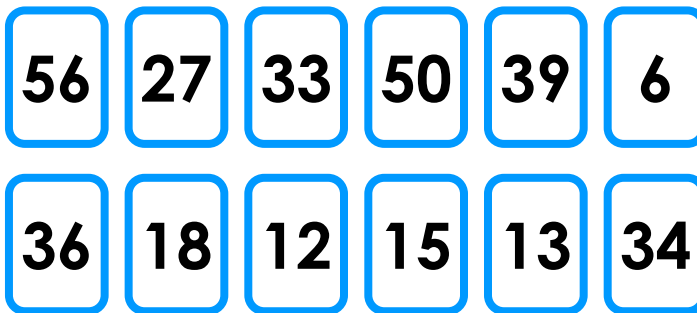


Wendy

The difference between Tina and Wendy is 6.

Dave has one more than Wendy.

Billy has one more and one more again than Dave.



Tina



Billy



Dave



Wendy

Answer 1

6

15

13

12

Answer 2

18

15

13

12

Answer 3

27

36

34

33

Answer 4

39

36

34

33




Count in 2s, 5s and 10s (page 3)

1. **C**
2. **A. 20**
3. **Jed is counting forwards in 2s.**

10 More and 10 Less (page 4)

1. **56**
2. **55**
3. **A. 58, B. 46, C. 55, D. 91**
4. **46, 56, 66**
5. **Solomon is not correct. 10 more than 52 is 62.**
6. **Jacob is not correct. 10 less than 52 is 42. The sequence should be: 52, 42, 32, 22, 12.**

7.

 Kerry	My number is 10 more than 76.	86
 Tom	My number is 10 less than 22.	12
 Alice	My number is 10 more than 57.	67

Tens and Ones (page 5)

1. **A and C**
2. **A and 3; B and 1; C and 2**
3. **Rex is correct because he has 4 tens and 4 tens & 2 ones; Selina has 5 tens and 4 tens & 2 ones, which makes 92.**

Recognising 'because' and 'that' (page 6)

Expected

4. False. A. correct, B. incorrect, C. incorrect, D. correct
5. A: Ice cream hurts his front teeth because it is cold.
B: I do not like eating spicy food because it make my eyes sting.
C: Thelma is happy now that her singing exam is over.
6. No, Elliot has not used the conjunction 'that' correctly. Elliot needs to use the conjunction 'because' as it links the main clause to the reason why his dad was too hot.

Using 'because', 'that', 'when' and 'if' (page 7)

1. A and B have used conjunctions correctly.
2. A. 'Damon enjoyed playing with his sister when she let him win' or 'Damon enjoyed playing with his sister because she let him win.'
B. 'Can I play outside with my friends when I eat all my food?' or 'Can I play outside with my friends if I eat all my food?'
C. Ella slept with her teddy because it was a present from her mum.
3. Rebecca's sentence is correct. She has used the conjunction 'that' correctly. Marcel's sentence could use the conjunction 'because': I ate all the oranges at snack time because I like them.

Using Adjectives in Sentences (page 8)

1. The old lady went to the busy shop.
2. The clumsy man cut his finger on the sharp knife.
3. 'Hungry' and 'small' should be underlined.
4. slow
5. Various answers, for example: The pretty bird flew away from the hungry cat.
6. Various answers, for example: The fast car drove down the bumpy road.
7. False. Various answers, for example: A tired horse would relax, not gallop around a big field.

Using Commands (page 9)

1. Walk quietly to your classroom please.
Please pick up all the rubbish.
2. fetch, mix, fold
3. Stand
4. Exclamation mark: Don't run!
5. The command should be rewritten as a direct command, for example: Get down before you hurt yourself!
6. Various answers, for example:
'Push me!'; 'Push that button please.'; 'Don't push it!'
7. Josie is incorrect because she has written a direct order. If she wanted to write a polite request she could have written: Please get out of the way.