

1

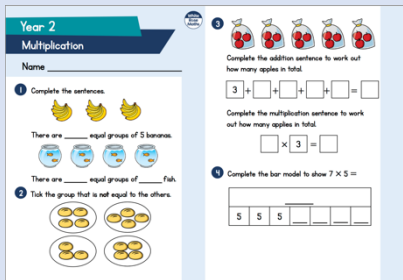
Repeated addition and multiplication

Repeated addition is adding equal groups together. Multiplication is a form of repeated addition. It simplifies equations to help work them out more quickly.

Watch the BBC bitesize lesson below.

<https://www.bbc.co.uk/bitesize/articles/zhchscw>

Then complete the worksheet.



Challenge:

Can you see any examples of repeated addition and multiplication in your home?

For example; If one chairs has 4 legs, and you have 4 chairs, how would you write that as an addition problem? How would you write it as a multiplication problem?

2

Capacity

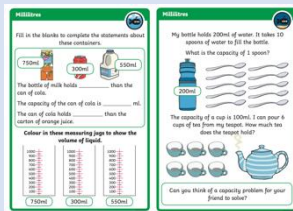
Watch the Espresso video about capacity.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item852484/grade1/module849225/index.html?source=search-all-KS1-all-all&source-keywords=capacity

You probably want to pick a nice day to do this maths so you can do it outside.... Or at bath time. You will need to collect any containers, cups, bottles etc. You will also need a sink (or bathful) of water

Have a play, test the capacity of each container. Can you test how many ml (milliliters) you can pour into the containers? Put the containers in order from largest to smallest capacity.

Now see how you get on with these problems.



3

Addition

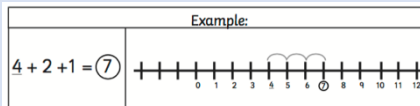
Adding three one-digit numbers

Watch the Espresso video below:

https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item742355/grade1/module736870/index.html

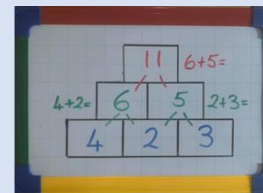
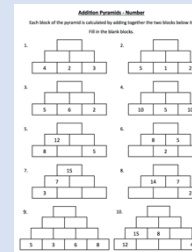
Complete the worksheet. Don't forget to use the number lines (see the example below.)

| Adding Three Single Digit Numbers Using a Number Line |
|---|
| 3 + 4 + 3 = |
| 8 + 5 + 1 = |
| 6 + 3 + 4 = |
| 2 + 7 + 5 = |
| 9 + 6 + 2 = |
| 5 + 4 + 8 = |
| 2 + 3 + 9 = |
| 6 + 2 + 4 = |
| 5 + 7 + 1 = |
| 8 + 4 + 3 = |



Challenge:

Try the addition pyramids. I have done the first one for you showing the calculations at each level, You don't need to show each of these, just the answers.



4

Right Angles (square corners)

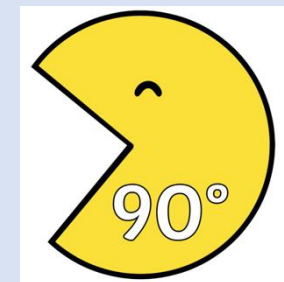
A right angle is where 2 lines meet and they measure a 90-degree angle

Cut out the attached **Right Angle Catcher** carefully.

Look around your house or garden, and when you see a corner, hold you right angle catcher carefully to the corner to see if it is a right angle.

Have a look around and see how many right angles you can find.

Make a list of all the places where you find right angle.



A

History 1
Significant individual in history



Watch this film documentary about Amelia Earhart on Espresso. There are real life film clips of Amelia which are amazing to see.

https://central.espresso.co.uk/espresso/primary_uk/subject/news/video/item1060868/grade2/index.html?source=search-all-all-all&source-keywords=amelia%20earhart

Look at the sheet below. I have added a selection of important events in Amelia's life, along with the year in which they happened. They are a bit mixed up though. Could you cut them out and lay them out on a time line in the correct order.

There are lots of different ways of laying out a timeline, so I will leave that up to you. Once you are happy that you have them all in the right order, you could stick them in your books or on a piece of paper.

| | | |
|--|---|--|
| 1922 Sets record for highest flying, at 14,000 feet (4,267 metres). | 1936 Purdue University gives Amelia money to buy a Lockheed Electro 10E aeroplane. | 1931 Marries book publisher George Putnam. |
| 1937 Sets off to fly around the world. Disappears July 2 1937. | 1897 Born July 24 in Atchison, Kansas, USA. | 1926 Works at a children's centre in Boston, USE. |
| 1921 Learns to fly from pilot Neta Snook. Buys her first aeroplane. | 1916 Graduates from High School. | 1933 Invited to meet American President, Franklin Roosevelt at the White House. |
| 1932 Flies across the Atlantic Ocean alone, landing in Ireland. | 1918 Works as a Red Cross Nurse. | 1930 Sets record for fastest flying, at 181 miles an hour. |

B

History 2
Significant individual in history

Look carefully at the pictures of the items below from Amelia Earhart's time. Amelia would have been very familiar with each of these items.

Guess the mystery object;

- What is it called?
- What is it?
- What do you do with it?

No Idea? That's ok... be creative;

- What could you do with it?
- What would you name it?



Email your answers or guesses to me at:

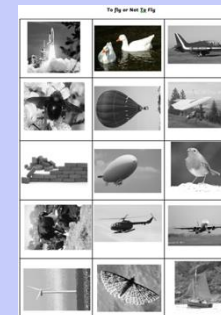
class2@bradworthy.devon.sch.uk

I will email the correct answers back to you. Have fun!

C

Science
Activity 1

We are going to think about objects that can fly and those that can't fly. Have a look at the pictures on the sheet. Cut them out and sort into things that can fly or things that can't fly. You could stick them into your books or on a separate piece of paper.



Activity 2

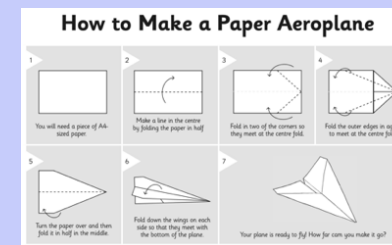
We are going to make and fly a paper aeroplane. There are 2 designs.

- You could either watch the film clip below and follow these instructions. You could pause the film as you go.

<https://www.stem.org.uk/resources/elibrary/resource/31161/can-it-fly>

OR

- Follow these written instructions for a paper aeroplane. Carefully read the instructions below. Follow each step in turn.



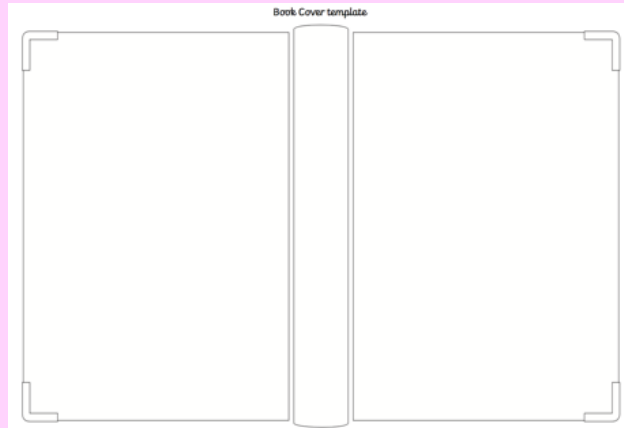
If you decide to make both paper aeroplanes, test them out to see which one travels further, faster or in a straighter line.

Reading

Keep reading as much as you can; whatever you can. You could try the following activity.

Book Blurb and Book Cover

Choose a book that you really enjoy reading. This could be fiction or non-fiction, but it needs to be a book you know really well. Write a new 'blurb' for this book. [Remember blurb is the information on the back cover, or sometime inside, of a book.] Make the book sound as exciting as you can! You could design a whole new book cover. The title, author, and illustrator should go on the front cover, and the blurb on the back. You could use the template below to design a whole new cover. Think carefully about which is the front and which is the back cover.



Spelling

Weekly Spellings

As well as practicing the weekly spellings on EdShed, you could try some of these strategies to help you to learn them.

Strategies for Learning Spellings

Parents in year 2, the types of spellings and spelling patterns that children are expected to know continue to increase. As well as 'basic' common exception words, words that don't follow the usual rules but are used regularly, there is a whole series of spelling patterns and rules for children to learn. Teachers often find that getting children to learn spellings is one thing, but then getting them to use them in their everyday writing is another. All the more reason why children should practice their spellings in different ways and then be given the chance to use them in their writing. In addition, when a new spelling rule has been taught, children need to learn how to apply that rule to all words, not just a list they have been given to learn at home. If you wish to boost your child's spelling ability even further, encourage them to read, as exposure to lots of words will lead to a better understanding of spelling.

Here are some ideas for different ways to learn your spellings at home. Try one or two different ones each week and see which ones work best for you.

| | | |
|--|---|---|
| Create with Colour Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red. | Capital Idea Write your words three times, each in capital letters. | Learn Your ABC Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on. |
| spelling spelling | SPELLING SPELLING SPELLING | my words spelling spelling words my |
| Keep Copying Write your words out three times each, use different colours if you want to. | Make the Headlines Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list. | Build a Pyramid Make a pyramid using the letters in your words. |
| spelling spelling spelling | W wo wor word words | Take a Test Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word. |
| | Picture This Include each of your words in a funny picture that makes you think of the word. | Build a Sentence Write each of your words in a sentence. See if you can build your sentences into a story. |
| | | One day a huge spelling monster came to my town and ate all the words! |

Year 2 Spellings

By the end of year 2, children are expected to be able to read and spell most of the words on the **100 High Frequency Words** list and the **Year 1 and 2 Common Exception Words** List. You could practice these using the strategies above, but more importantly check that you are spelling them correctly in your independent writing.

100 High Frequency Words

| | | | | | |
|----------|-------|--------|--------|--------|------|
| a | come | him | looked | on | this |
| about | could | his | made | one | time |
| all | dad | house | make | out | to |
| an | day | I | me | people | too |
| and | do | I'm | Mr | put | up |
| are | don't | if | Mrs | said | very |
| as | down | in | mum | saw | was |
| asked | for | into | my | see | we |
| at | from | is | no | she | went |
| back | get | it | not | so | were |
| be | go | it's | now | some | what |
| big | got | just | of | that | when |
| but | had | like | off | the | will |
| by | have | little | oh | their | with |
| called | he | look | old | them | you |
| came | help | | | then | your |
| can | her | | | there | |
| children | here | | | they | |

Year 1 and 2 Common Exception Words

| Year 1 | | | Year 2 | | | |
|--------|--------|-------|-----------|-----------|---------|--------|
| a | love | the | after | could | kind | poor |
| are | me | there | again | door | last | pretty |
| ask | my | they | any | even | many | prove |
| be | no | to | bath | every | mind | should |
| by | of | today | beautiful | everybody | money | steak |
| come | once | was | because | eye | most | sugar |
| do | one | we | behind | fast | move | sure |
| friend | our | were | both | father | Mr | told |
| full | pull | where | break | find | Mrs | water |
| go | push | you | busy | floor | old | who |
| has | put | | child | gold | only | whole |
| he | said | | children | grass | parents | wild |
| here | says | | Christmas | great | pass | would |
| his | school | | class | half | past | |
| house | she | | climb | hold | path | |
| I | so | | clothes | hour | people | |
| is | some | | cold | improve | plant | |

Amelia Earhart (Session 1)

Amelia Earhart was a brave adventurer who took on some incredible flying machine challenges in her life.

She was born in America in 1897 and was a very determined little girl. She loved watching the birds rise above her when she played in the trees in her garden. She was encouraged to wear bloomers as a girl, which at that time, the other girls in her neighbourhood were not allowed to do. This made it easier for her to explore around her.

As she grew up, she was extremely interested in women who worked in jobs that men usually did, and she wanted to be like them. She was a very adventurous woman and decided that she wanted to learn how to fly.



Amelia Earhart (Session 2)

Amelia Earhart had her first plane ride in 1920 and was only 23 when she had her first flying lesson. Her first plane was bright yellow, and she called it, 'The Canary'.

In 1922, she was the first woman to fly to the highest altitude and she got her pilot's licence in 1923.

In 1928, she flew across the Atlantic with 2 male pilots and in 1932 she flew solo across it.

In 1937, she decided to attempt to fly around the world! It was a 29,000 miles journey. However, the weather was so bad that communication failed, and she and her co-pilot simply vanished as they tried to land.


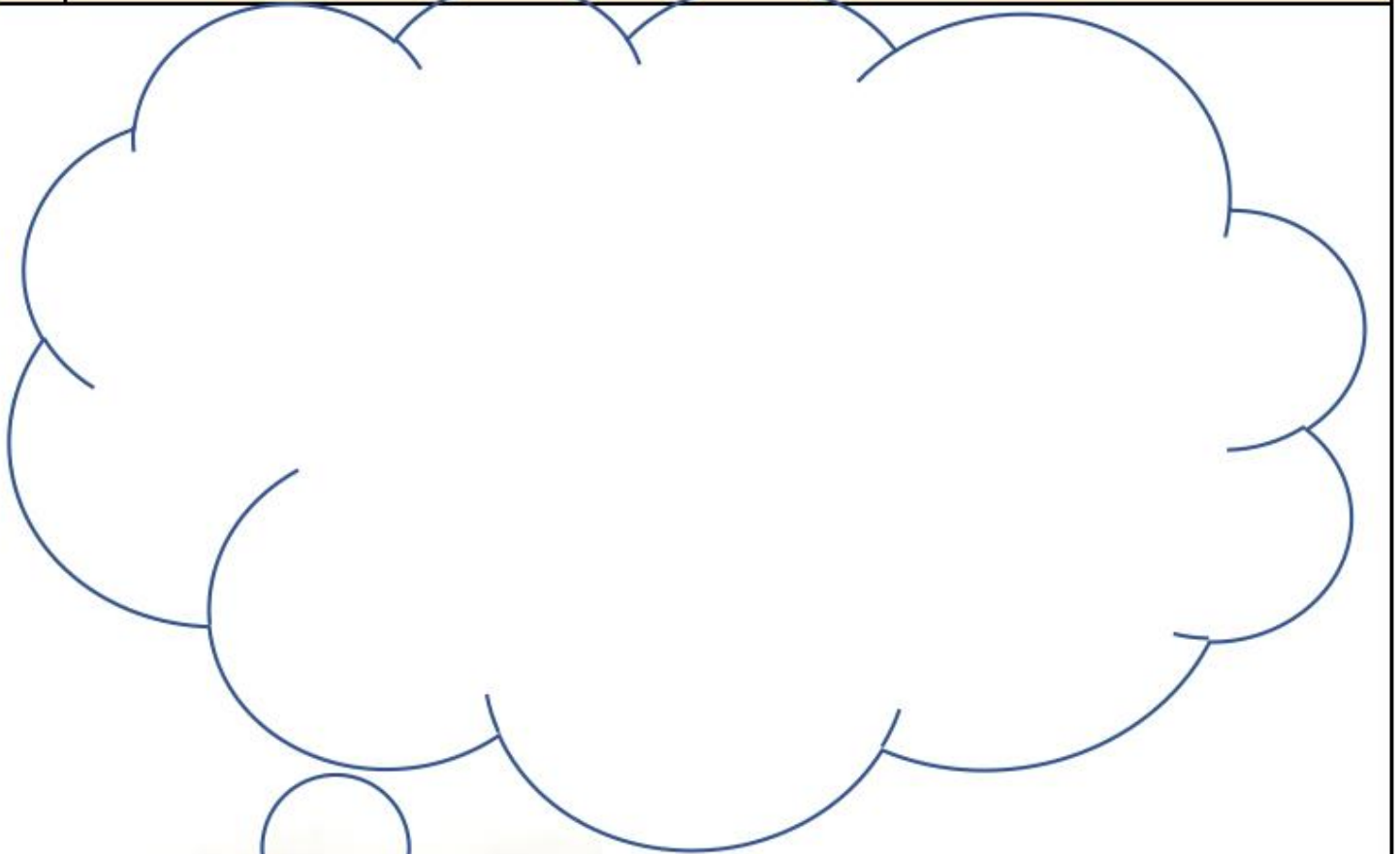
A lighthouse was built in her memory on the Howland Island in the Pacific, where she was trying to land. She is still a huge inspiration to many women.



Amelia Earhart (Non-Fiction) - comprehension 2

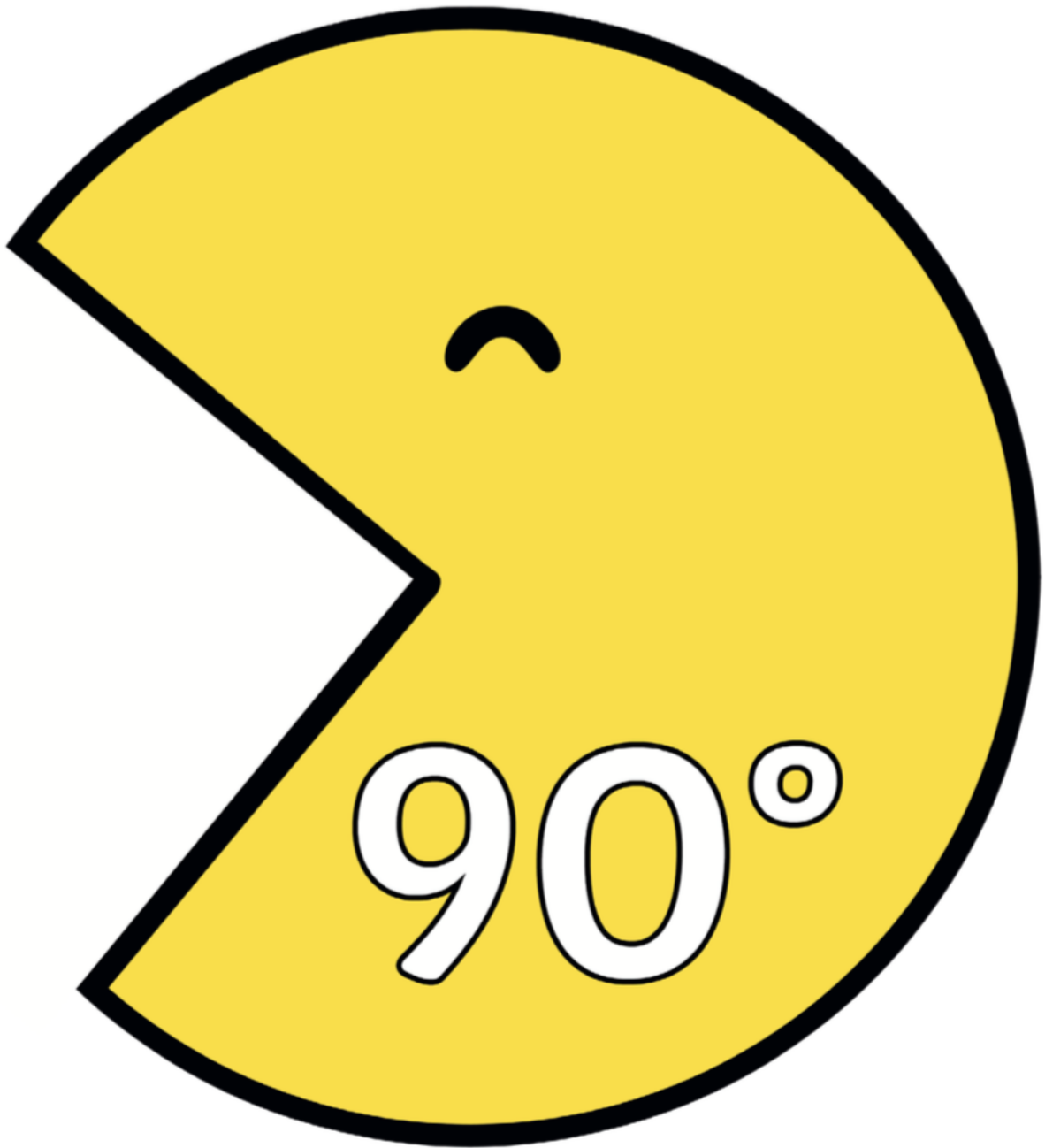
1. Draw three things that Amelia Earhart may have put into her bag to take on her plane journey around the world. Draw and label them and say why she would want to take them.

2. Write down what you think Amelia Earhart was thinking as she took her first solo flight across the Atlantic Ocean.



Right Angle Catcher

(cut out carefully to use)



Name _____

1 Complete the sentences.

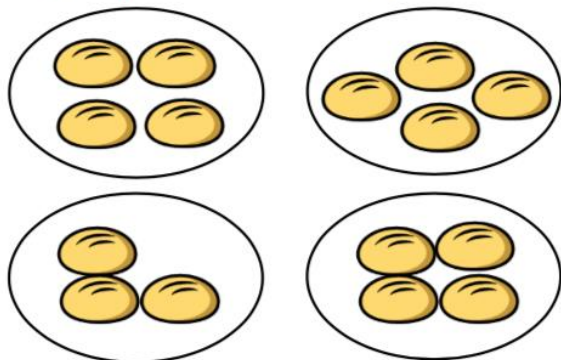


There are _____ equal groups of 5 bananas.

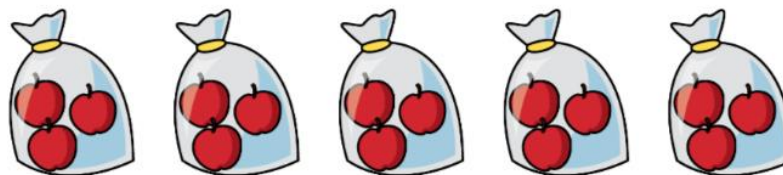


There are _____ equal groups of _____ fish.

2 Tick the group that is not equal to the others.



3



Complete the addition sentence to work out how many apples in total.

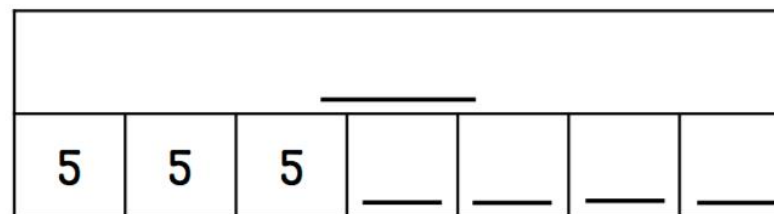
$$\boxed{3} + \boxed{} + \boxed{} + \boxed{} + \boxed{} = \boxed{}$$

Complete the multiplication sentence to work out how many apples in total.

$$\boxed{} \times \boxed{3} = \boxed{}$$

4


Complete the bar model to show $7 \times 5 =$




Millilitres




Fill in the blanks to complete the statements about these containers.



750ml



300ml



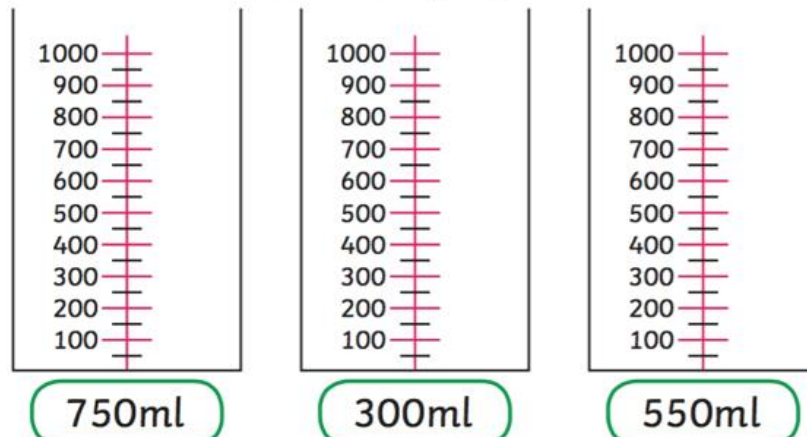
550ml

The bottle of milk holds _____ than the can of cola.

The capacity of the can of cola is _____ ml.

The can of cola holds _____ than the carton of orange juice.

Colour in these measuring jugs to show the volume of liquid.



Millilitres



My bottle holds 200ml of water. It takes 10 spoons of water to fill the bottle.

What is the capacity of 1 spoon?

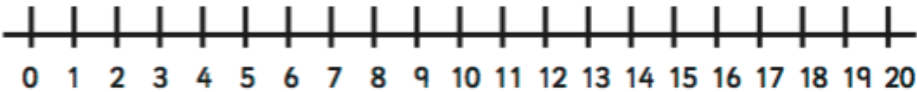
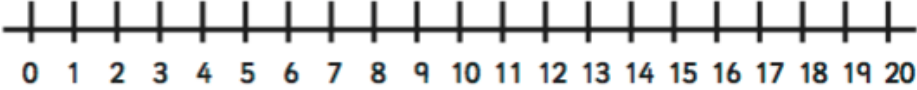
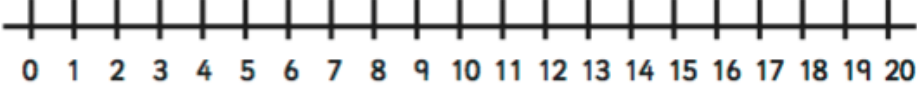
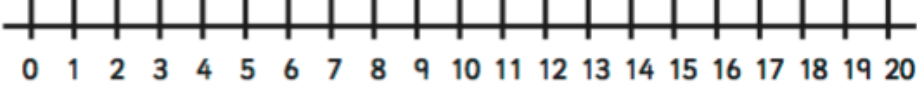
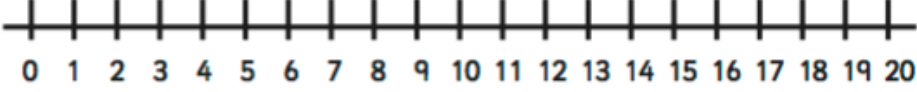
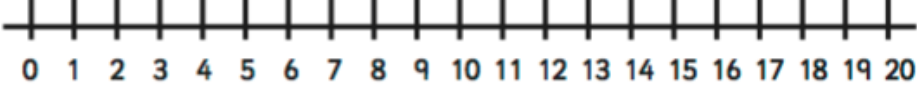
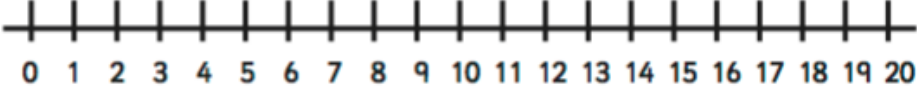
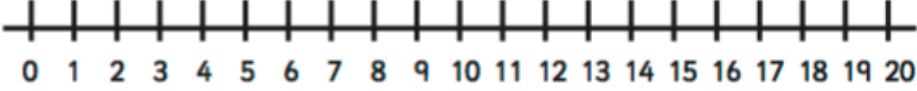
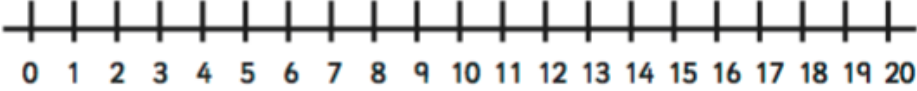
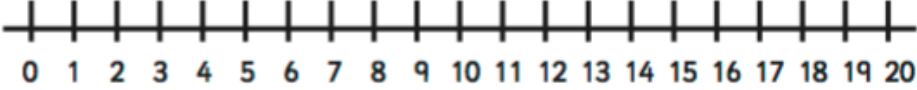


The capacity of a cup is 100ml. I can pour 6 cups of tea from my teapot. How much tea does the teapot hold?



Can you think of a capacity problem for your friend to solve?

Adding Three Single Digit Numbers Using a Number Line

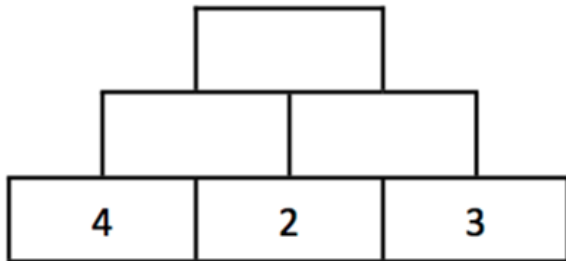
| | |
|---------------|--|
| $3 + 4 + 3 =$ |  |
| $8 + 5 + 1 =$ |  |
| $6 + 3 + 4 =$ |  |
| $2 + 7 + 5 =$ |  |
| $9 + 6 + 2 =$ |  |
| $5 + 4 + 8 =$ |  |
| $2 + 3 + 9 =$ |  |
| $6 + 2 + 4 =$ |  |
| $5 + 7 + 1 =$ |  |
| $8 + 4 + 3 =$ |  |

Addition Pyramids - Number

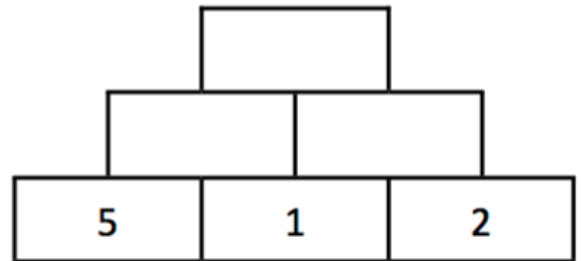
Each block of the pyramid is calculated by adding together the two blocks below it.

Fill in the blank blocks.

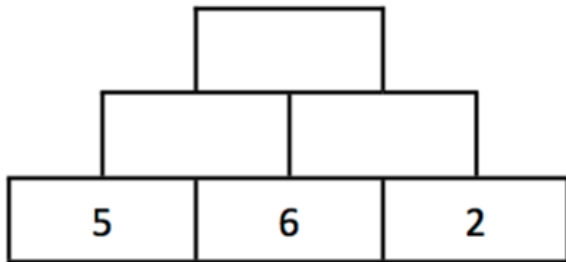
1.



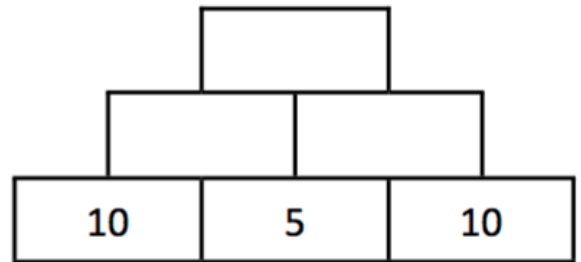
2.



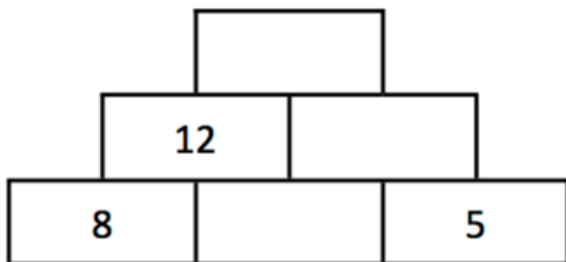
3.



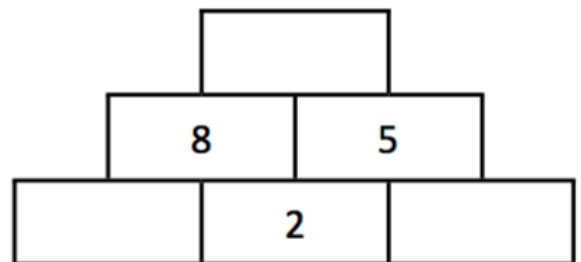
4.



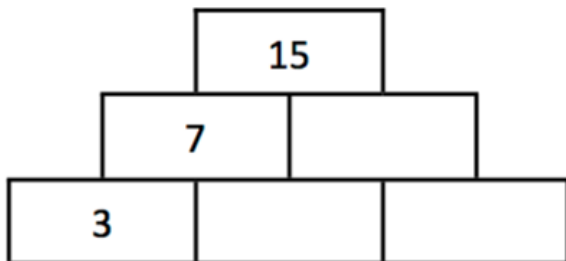
5.



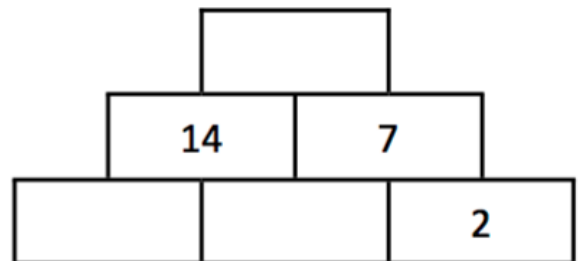
6.



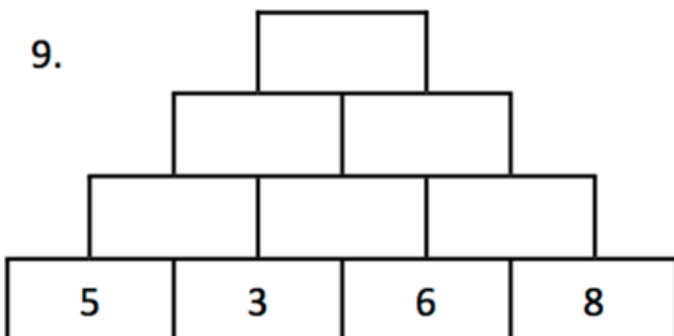
7.



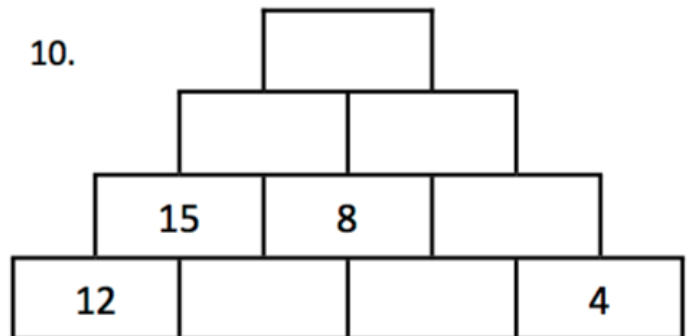
8.



9.

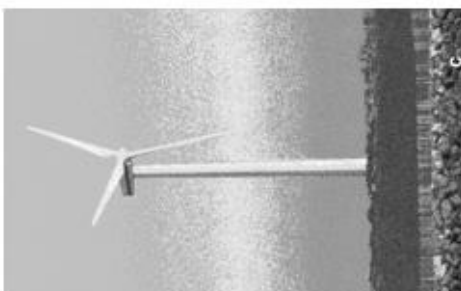


10.



To fly or Not To Fly

Science (Activity 1)



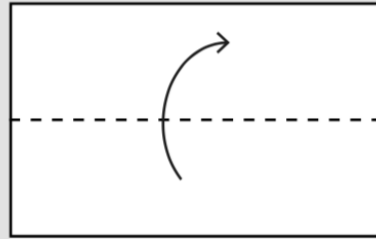
How to Make a Paper Aeroplane

1



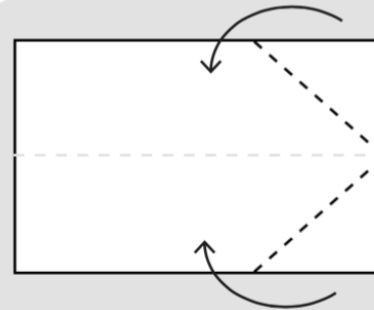
You will need a piece of A4-sized paper.

2



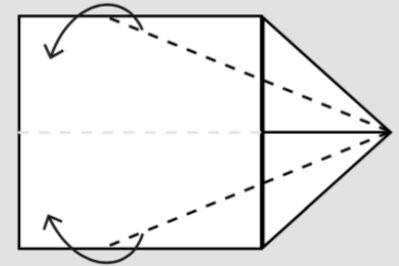
Make a line in the centre by folding the paper in half

3



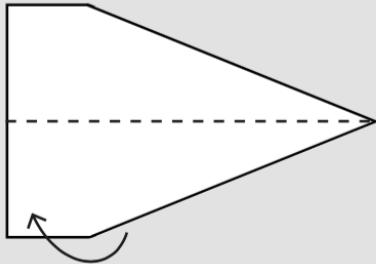
Fold in two of the corners so they meet at the centre fold.

4



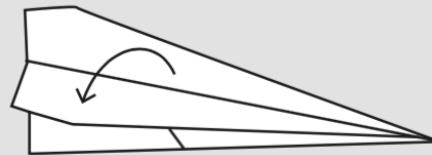
Fold the outer edges in again to meet at the centre fold.

5



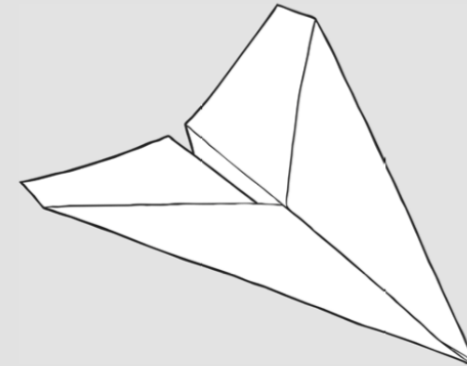
Turn the paper over and then fold it in half in the middle.

6



Fold down the wings on each side so that they meet with the bottom of the plane.

7



Your plane is ready to fly! How far can you make it go?

Timeline – Amelia Earhart
























| | | |
|---|--|---|
| <p>1922 Sets record for highest flying, at 14,000 feet (4,267 metres).</p> | <p>1936 Purdue University gives Amelia money to buy a Lockheed Electra 10E aeroplane.</p> | <p>1931 Marries book publisher George Putnam.</p> |
| <p>1937 Sets off to fly around the world. Disappears July 2 1937.</p> | <p>1897 Born July 24 in Atchison, Kansas, USA.</p> | <p>1926 Works at a children's centre in Boston, USE.</p> |
| <p>1921 Learns to fly from pilot Neta Snook. Buys her first aeroplane.</p> | <p>1916 Graduates from High School.</p> | <p>1933 Invited to meet American President, Franklin Roosevelt at the White House.</p> |
| <p>1932 Flies across the Atlantic Ocean alone, landing in Ireland,</p> | <p>1918 Works as a Red Cross Nurse.</p> | <p>1930 Sets record for fastest flying, at 181 miles an hour.</p> |





Compass Directions

| | | | | | | |
|---|--|---|--|--|--|--|
| | | bakery  | | | mosque  | |
| church  | | park  | | hospital  | | |
| | taxi rank  | | postbox  | | | cafe  |
| fire station  | | toy shop  | | airport  | | |
| | school  | | vet  | | pool  | |
| theme park  | | police station  | | | | beach  |
| bus stop  | | dentist  |  | | supermarket  | |

Compass directions: the town

1. From the start, go north 4 squares. Where are you now?
2. Go east 3 squares. Where are you now?
3. Go south 3 squares. Where are you now?
4. Go west 6 squares. Where are you now?
5. Go east 2 squares. Where are you now?
6. Start at the school. How do you get to the taxi rank?
7. Give directions from the dentist to the toy shop.



