

Remote learning Grid – Week 2 Term 3 - Stage 1, Year 2

This grid covers both online and offline options. Activities that are highlighted **yellow** will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to the teacher at the end of each week via the front office. **Optional activities are highlighted in green.**

		Monday	Tuesday	Wednesday	Thursday	Friday
		English				
M o r n i n g		<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar</p> <ul style="list-style-type: none"> Complete the Grammar activity assigned on Seesaw (Activity 2) or in your Home Pack. Using a paint brush and some water write your phonemes out on a brick wall or on the driveway. Write 10 ou/ow words in water. <p>Shared and Guided Reading:</p> <p>Predicting: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <ol style="list-style-type: none"> Complete predicting activity (Activity 3) <p>Writing: Creative Writing Task - (Activity 4) Monster Writing Plan and Description Writing.</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar</p> <ul style="list-style-type: none"> Complete the Grammar activity assigned on Seesaw (Activity 2) or in your Home Pack. Dot paint 10 spelling words with a Q-tip or cotton bud. <p>Shared and Guided Reading: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <ol style="list-style-type: none"> Complete a 'Response to reading'. <p>Guided Reading</p> <ul style="list-style-type: none"> Read a guided reading book on WUSHKA. <p>Writing: Creative Writing Task - (Activity 4) Complete a creative writing plan for your monster story.</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar</p> <ul style="list-style-type: none"> Complete the phonics/ spelling activity assigned on Seesaw (Activity 2) or in your Home Pack. Spell your words aloud and clap each phoneme. (record and post on Seesaw). <p>Shared and Guided Reading: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <ol style="list-style-type: none"> Complete the story map for Beekle <p>Guided Reading</p> <ul style="list-style-type: none"> Read a guided reading book on WUSHKA. <p>Writing: Creative Writing Task - (Activity 4) Use your creative writing plan from yesterday.</p>	<p>Attendance (Seesaw)- Please answer the attendance question. Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar</p> <ul style="list-style-type: none"> Complete the phonics/ spelling activity assigned on Seesaw (Activity 2) or in your Home Pack. Play naughts and crosses with your spelling words – each player chooses a word to use in the place of the 'x' or 'o' as you play. Choose a new word for each game. <p>Shared and Guided Reading: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <ol style="list-style-type: none"> Vocabulary- Complete the word glossary sheet on a word from Beekle. <p>Guided Reading</p> <ul style="list-style-type: none"> Read a guided reading book on WUSHKA. <p>Writing: Creative Writing Task - (Activity 4) Publishing your creative writing.</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar</p> <ul style="list-style-type: none"> Complete the phonics/ spelling activity assigned on Seesaw (Activity 2) or in your Home Pack. Spell each word aloud as you jump on the trampoline- one letter per bounce. <p>Shared and Guided Reading: Create and describe your own imaginary friend. Why is he/she important to you? MAYbe you could make a model.</p> <p>Guided Reading</p> <ul style="list-style-type: none"> Record yourself reading and send it to your teacher. <p>Writing: Free writing_ Write about anything you like!</p>
	Choose 1 activity from the Wellbeing Grid					
Break						
Mathematics						
M i d d e		<p>Silent reading (20min)</p> <p>Number Complete 'A number of the day' activity (Activity 5).</p> <ul style="list-style-type: none"> Practice your skip counting by 3's <p>Measurement and Geometry (Activity 6)</p> <ul style="list-style-type: none"> Complete the assigned activity on Seesaw or in 	<p>Silent Reading (20min)</p> <p>Number Complete 'A problem of the day' activity (Activity 5).</p> <ul style="list-style-type: none"> Practice your skip counting by 10's off the decade <p>Patterns (Activity 6)</p> <p>Mathletics: Login to Mathletics and</p>	<p>Silent Reading(20min)</p> <p>Number Complete 'A number of the day' activity (Activity 5).</p> <ul style="list-style-type: none"> Practice your skip counting by 3's <p>Patterns(Activity 6) Complete the assigned activity on Seesaw or in your Home Pack. (Activity 6)</p>	<p>Silent Reading (20min)</p> <p>Number Complete 'A problem of the day' activity (Activity 5).</p> <ul style="list-style-type: none"> Practice your skip counting by 3's. <p>Measurement and Geometry (Activity 6)</p> <ul style="list-style-type: none"> Complete positional language activity on Seesaw (Activity 6) 	<p>Silent Reading(20min)</p> <p>Number Complete 'A number of the day' activity (Activity 5).</p> <ul style="list-style-type: none"> Practice your skip counting by 10's on and off the decade. 2,12,22,32,42,52 <p>Mathletics: Login to Mathletics and complete the assigned activity.</p>

	your Home Pack. (Activity 6) Login to Mathletics and complete the assigned activity. <ul style="list-style-type: none"> Length 	complete the assigned activity. <ul style="list-style-type: none"> Length 	Mathletics: Login to Mathletics and complete the assigned activity. <ul style="list-style-type: none"> Patterns 	Mathletics: Login to Mathletics and complete the assigned activity. <ul style="list-style-type: none"> Patterns 	<ul style="list-style-type: none"> Ordinal numbers
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Choose 1 activity from the Wellbeing Grid

Break

A f t e r n o n	<p style="text-align: center;">Monday Library</p> <p>Complete the Seesaw activity (Week 2 Monday: Library).</p> <p>Offline - Use the template from the home package (Week 2 Monday: Library).</p>	<p style="text-align: center;">History</p> <p>Complete the assigned History task on Seesaw (Week 2 Tuesday: History).</p> <p>Offline - Complete the home package activity (Week 2 Tuesday: History).</p>	<p style="text-align: center;">Sport</p> <p>Complete the assigned sport task on Seesaw (Week 2 Wednesday: Sport).</p> <p>Offline - Complete the home package activity (Week 2 Wednesday: Sport).</p>	<p style="text-align: center;">History</p> <p>Complete the assigned History task on Seesaw (Week 2 Thursday: History).</p> <p>Offline - Complete the home package activity (Week 2 Thursday: History).</p>	<p style="text-align: center;">Road Safety</p> <p>Complete the assigned Road Safety task on Seesaw (Week 2 Friday).</p> <p>Offline - Complete the home package activity (Week 2 Friday).</p>
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Weekly wellbeing challenge for students

Your aim is to complete one activity per day

Physical wellbeing	Emotional wellbeing	Social wellbeing	Cognitive wellbeing	Spiritual wellbeing
Design and complete a body weight circuit (of at least 10 activities) to participate in at home *Bonus 10 points if you get your family to do it with you*	Turn off all devices for at least 5 hours (after school!)	Call, Skype or FaceTime a friend and talk about anything BUT Covid-19	Complete a mindfulness guided meditation. You can access these on Smiling Mind.	Participate in a yoga, Pilates or meditation session. There are some available on YouTube or you create your own.
Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out)	Participate in a self-care activity e.g. going to bed early, painting, deep breathing, watching the sunset or having a bath.	Do something for a family member e.g. cook a meal, tidy part of the house, offer to mow the lawn/ get the washing off the line/ wash your pet)	Learn a new skill such as juggling, cooking, breakdancing, knitting or playing recorder	Spend at least 30 minutes outside connecting with nature
Participate in a virtual workout for at least 30 minutes. Some examples are Just Dance, Wii sports and YouTube fitness videos.	Complete a journal activity for the day or compile a list of things you are grateful for	Connect with someone who you have not spoken with in more than 1 month via google hangout or FaceTime	Complete a log book of your moods over the next week	Go on a nature walk, plant some seeds, listen to some birdsong or do some weeding...
Take your pet, teddy bear or sibling for a walk	Watch your favourite show/movie; then write down how it made you feel	Play a board game with your family members	Read a book/listen to a podcast or listen to your favourite artist	Think about someone you admire - what values do you share?
Create your own game to play with your family members. Be creative with your objects e.g. wrap up some socks to make a ball.	Tidy your room / desk	Write a thank you note to someone and post it/email it	Complete a jigsaw puzzle, Sudoku or crossword puzzle	Write a weekly list of affirmations(e.g. I am capable of making it through this storm)

Attendance Question

Please complete this slide between 9-9:30am everyday

Monday 19th July

How are you today?

Write your response here

Where are they going?



Why do you think that?

Answer

Silly Sentences! Nouns, Verbs, and Adjectives

Nouns: A person, place, or thing

Examples: doctor, school, shoe

Verbs: A doing word

Examples: run, sing, eat, play, jumping, swimming

Adjective: A word that describes a noun

Examples: soft, flat, tall, smelly

Learning Intention:

We are learning to use adjectives, nouns, and verbs to create sentences.

Success Criteria:

-I can write sentences using adjectives.

-I can write sentences using nouns.

-I can write sentences using verbs.

-I can start my sentence with a capital letter and end with a full stop.

Instruction: Create silly sentences using nouns, verbs, and adjectives

The _____ (adjective) _____ (noun) was _____ (verb).

The _____ (noun) can _____ (verb) _____ (adjective).

Adjectives	Nouns	Verbs
fluffy	school	running
smelly	car	jumping
big	house	laughing
tasty	hot dog	singing
pretty	plant	eating

1) _____

2) _____

3) _____

4) _____

5) _____

Student Instructions

Week 2, Monday (Activity 3)

Shared Reading Activity instructions:

1. Choose a picture book at home
2. DO NOT READ THE BOOK FIRST!
3. Complete the worksheets below
4. Now read the story
5. Go back to the worksheets.

Learning Intention:

We are learning to use reading strategies to help us comprehend new texts.

Success Criteria:

I can understand the meaning of the word predict

I can make predictions about a text using the information of the cover

I can use prediction to help me understand what the story is about.

Work Sheet 1

Today we are going to focus on the comprehension strategy of 'Predicting'.

Good readers use a range of strategies when they are reading to help them understand the story.

Predicting

Readers use clues from the text and their own experiences to make predictions about what might happen before, during and after reading.

I think...

Predicting means:
What you think or to make a guess using the information you have.

We can predict the weather using different types of clouds in the sky

What kind of weather does a Cirrus cloud predict?



Write your answer here



Making Predictions

A good reader makes predictions as they read.

A prediction is an educated guess about what may happen in the story based on pictures or text.

Before Reading

Make predictions using the title and illustrations in the book.

"Based on the title and pictures, I think..."



During Reading

Pause to think about what you think will happen next in the story.

"I think _____ because..."



After Reading

Was your prediction correct?

"Yes!"

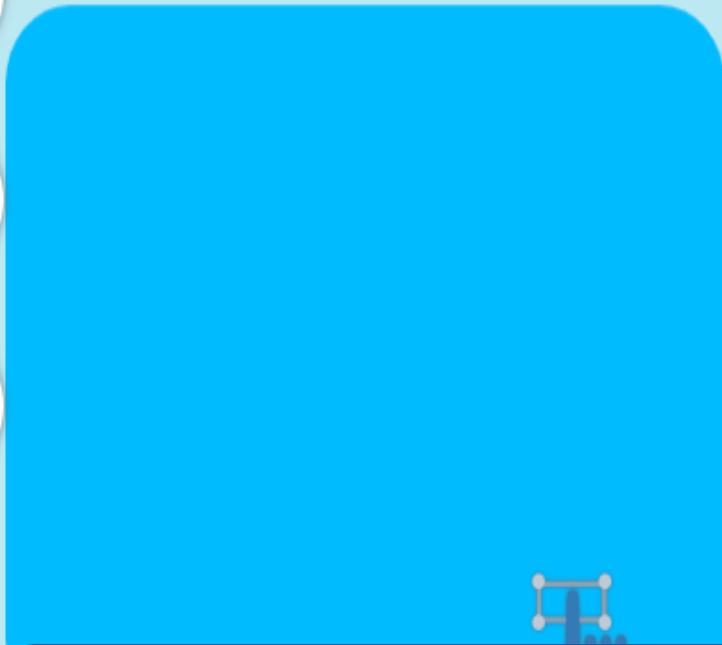
"No, but this is what happened..."

This is how good readers use prediction to help them understand the story

So before reading the story I want you to answer the first question on the next slide.

Before listening to the book make predictions using the words and pictures.

What do you think this book is about?



Why do you think that?



**Now you can read your book
Were you right?**

Monday – Week 2 - Activity 4

Creative Writing Task: Part 1

Imaginative Narrative Monster Writing

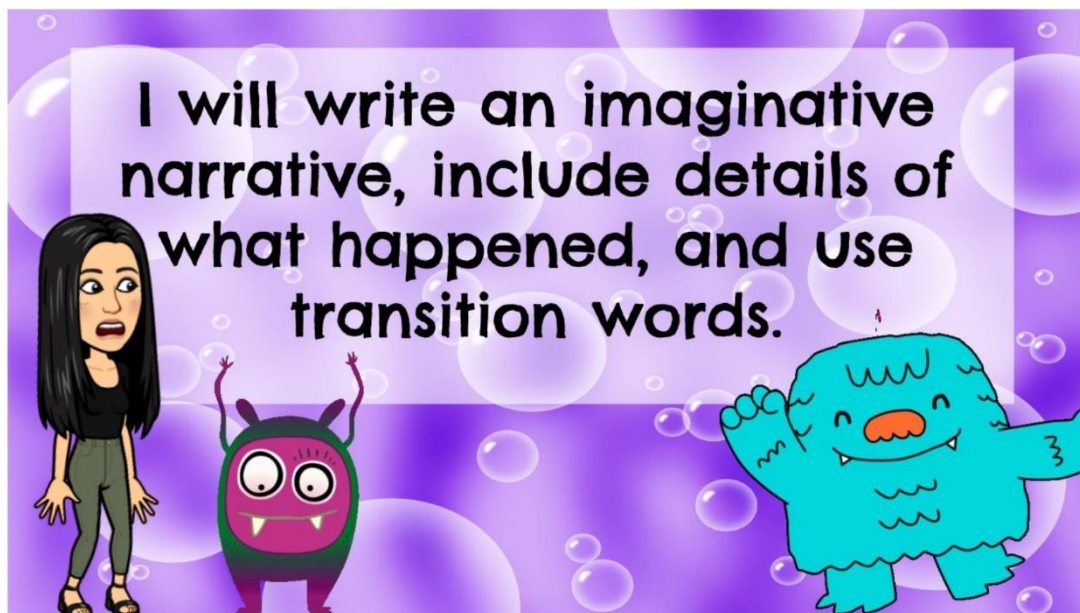
Learning Intention

We are learning to write Creatively

Success Criteria

- I can use adjectives to describe my monster.
- I can use an adjective plan to organise my creative writing ideas.
- I can use the adjectives in my plan to write creative sentences about my monster.

When you have completed your 'Adjective Plan' use the information from the plan to write a description of your monster. When you finish writing the description, simply take a photo of your amazing work and submit it on SeeSaw so your teacher can see the great work that you have done! You will be completing the second part of this task tomorrow. There are 4 parts in total for this activity over this week.





Step 1 – Listen to these stories using the following links to give you some inspiration -

How to Catch a Monster

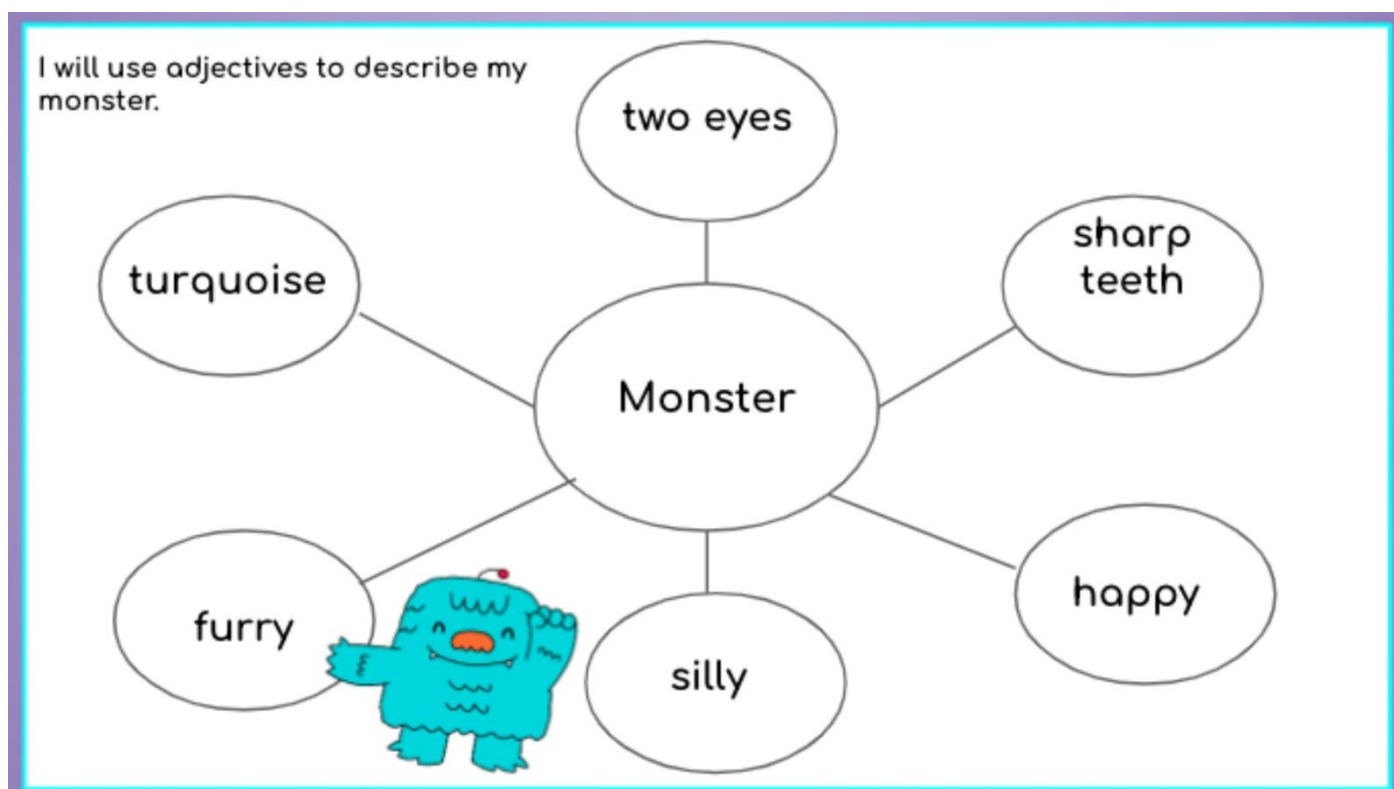
<https://youtu.be/DIoN6XS0Yig>

Love Monster

<https://youtu.be/Zbujzeh2EuQ>

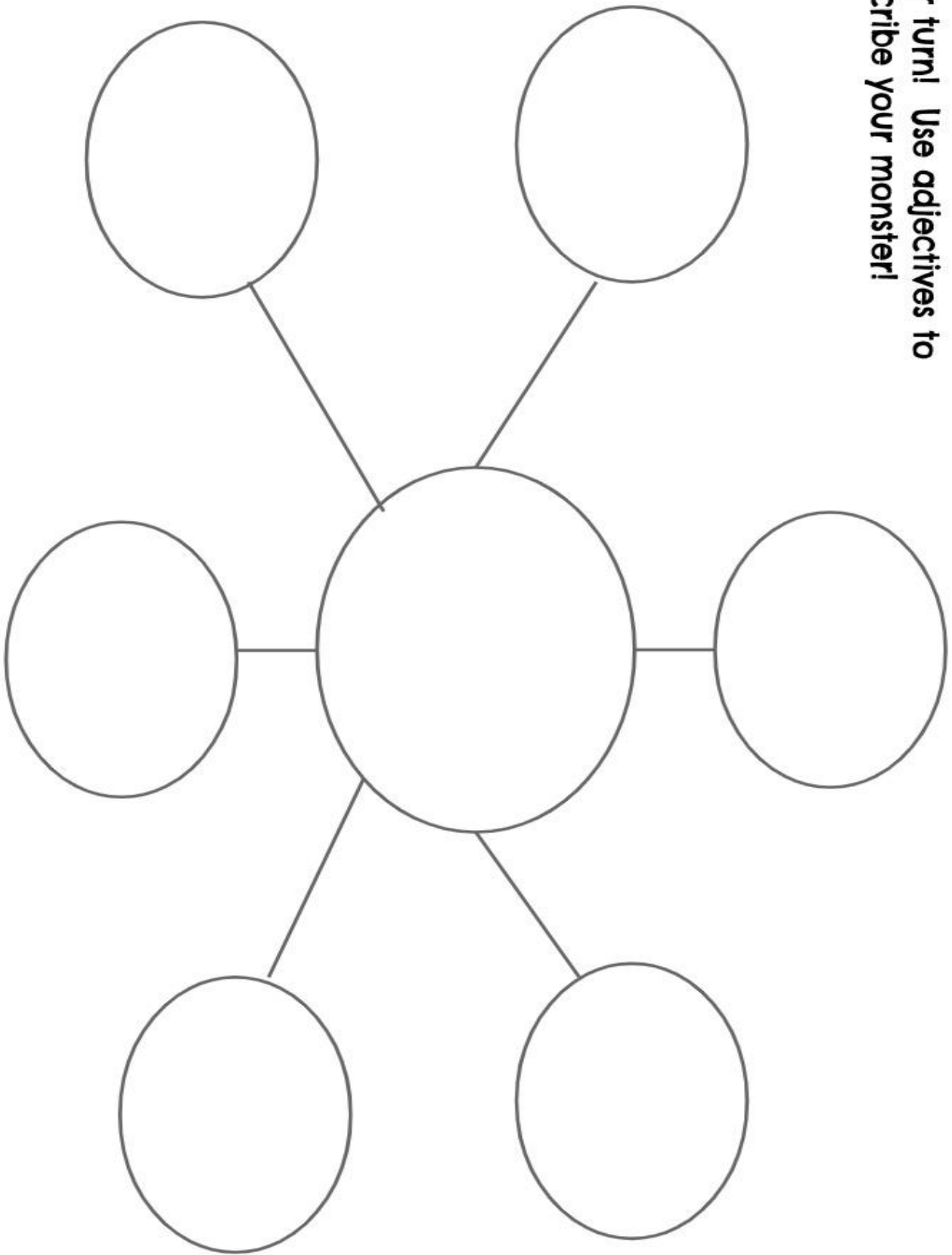
Love Monster and the Scary Something

<https://youtu.be/xPe8W89mflI>



Adjective Plan

Your turn! Use adjectives to describe your monster!



Number of the day

Learning Intention:

We are learning to represent numbers in different ways.

Success Criteria:

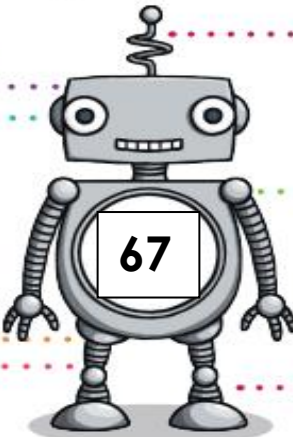
I can partition 2-digit numbers to make new numbers

I can make and break 2-digit numbers

I can represent a 2-digit number in lots of different ways.

Year 2 Number of the Day Maths Fluency

Today's Number Is...



spell it: _____

draw it: _____

odd / even

less:
2 less is: _____
10 less is: _____

more:
2 more is: _____
10 more is: _____

today's number >
today's number <

$\frac{1}{2}$? _____
 $\frac{1}{4}$? _____

tens | ones

Is it in these times tables?
 $2 \times$ $5 \times$ $10 \times$

Where is it? Draw an arrow on the number line:

0 10 20 30 40 50 60 70 80 90 100

partition it: (e.g. $24 = 20 + 4$)

number sentence: _____

anything special?

Measurement and Geometry

Length

Learning Intention:

We are learning to measure, record and estimate lengths using informal units, centimetres and metres.

Success Criteria:

I can record lengths by referring to the number and type of unit used

I can record lengths and distances to the nearest centimetre

I can record lengths and distances to the nearest centimetre

Activity Instruction:

1. Find objects in your house that are equal to or the same length as the things listed below.
2. Practice using a ruler to measure these objects and write the the length in the worksheet below.
3. Complete the worksheet on the next page.



Using a ruler:

If you are using a ruler to measure in centimetres make sure you line the object up correctly.

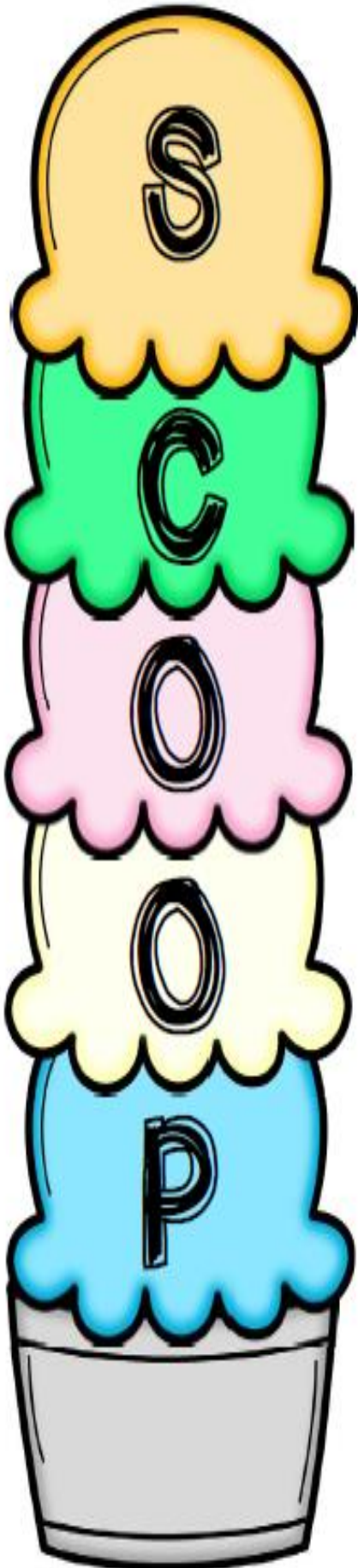
The tip of the object needs to line up with the 0cm so you get an accurate (exact) measurement.

Worksheet

Objects to measure	Measure using a ten cent coin	Measure using a fork	Measure using a tooth brush	Measure using a ruler
A gum leaf				
A hat				
The dog or cat				
Dad's shoes				
The toaster				
A family photo				
A banana				
The driveway				
Your brother or sister				
A book				
The remote				
The light switch				

Week 2 Monday: Library

What's the SCOOP? Retelling Template



Setting: When and where did your story take place?

Characters: Name the characters in your story.

Oh No! (The problem): What is the **PROBLEM** in the story? Is the character/s faced with a challenge?

Order of events: Retell the story in order.

Problem solved: How is the problem solved or fixed?

Attendance Question

Please complete this slide between 9-9.30am everyday

Tuesday 20th July

What is your
favourite
Colour?

Write your response here

Where are they going?



Why do you think that?

Answer

Adverbs

A word that describes a verb.

How? When? Where? To what extent?

Learning Intention:

We are learning to use adverbs to describe a verb.

Success Criteria:

-I can sort adverbs by the way they describe a verb.

-I can identify the adverbs in a sentence.

Sort the adverbs by the way they describe the verb.

Never, quickly, faraway, tonight, here, now, abruptly, partly, there, often, seldom, back later, carefully, lazily, upstairs, sometimes, rarely, nearby, already, above, seriously

when	where	how

Highlight the adverb and circle the verb in each sentence.

1. James ran down the track quickly.
2. Cole went out today to buy a new book at the bookstore.
3. Kathy looked for shells yesterday afternoon.
4. Nora makes her bed every morning.
5. The game is starting now.
6. They quietly read in the classroom.
7. Bella carefully mixed the ingredients to make a cake.
8. Eli already finished his homework.
9. I accidentally spilled my drink on the floor.
10. The cat lazily slept on the couch.

Week 2 Tuesday: Shared Reading (Activity 3)

We are learning to use our comprehension strategies to respond to text.

- I can identify who the story is about
- I can identify where the story took place
- I understand what the story is about
- I can identify the hidden message in the story

Shared Reading Activity Instructions:

- Read or watch a picture book of your choice
- Complete the 'response to reading' activity

Response to Reading	
Who?	Where?
What?	
Hidden Message	

Tuesday – Week 2 - Activity 4

Creative Writing Task: Part 2

Learning Intention

We are learning to write Creatively

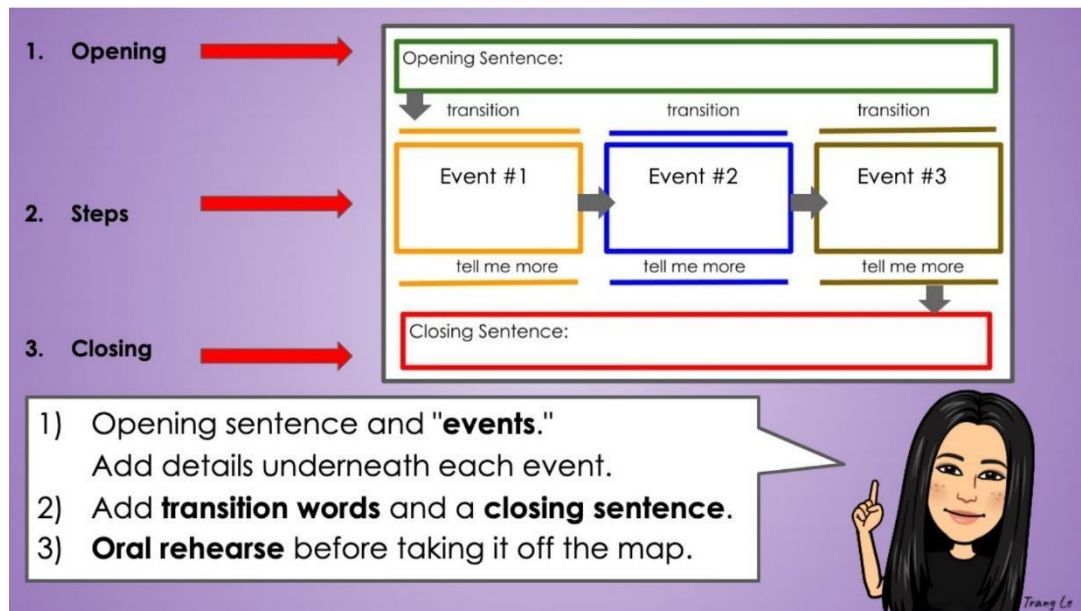
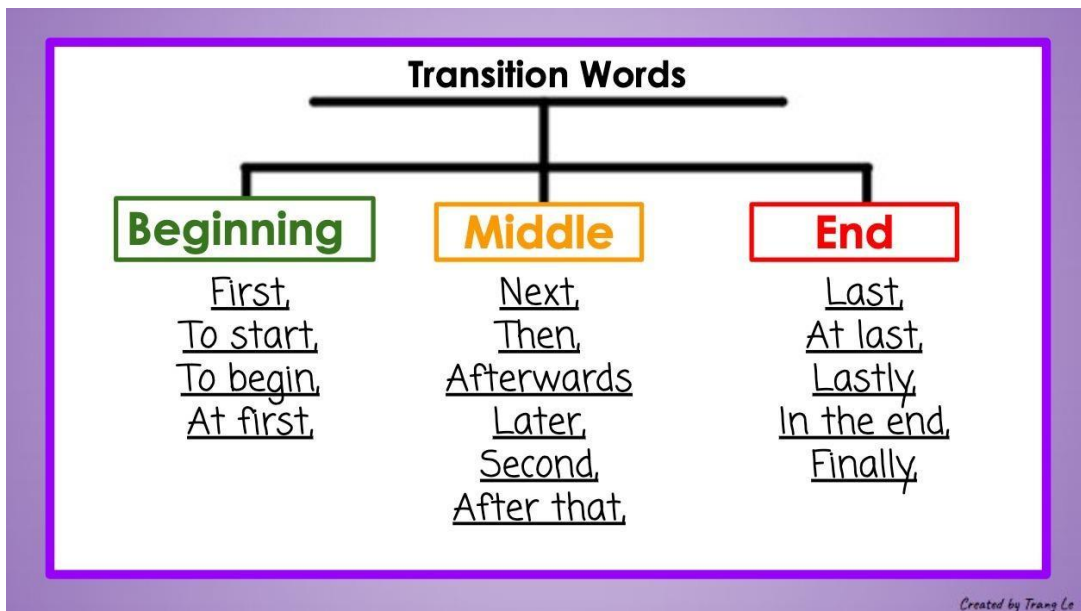
Success Criteria

- I can use a writing plan to organise my creative writing ideas.
- I can use dot points to list my creative writing ideas.

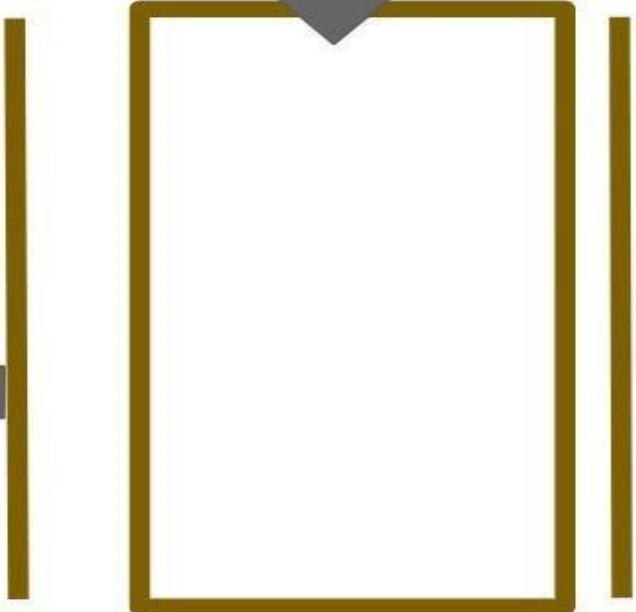
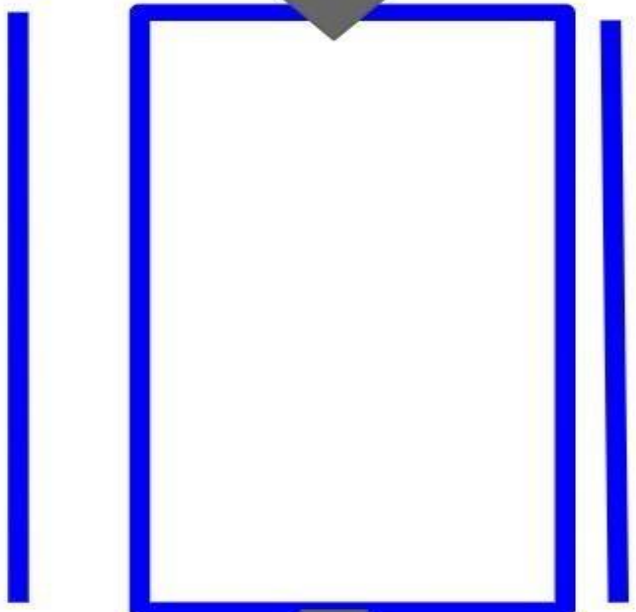
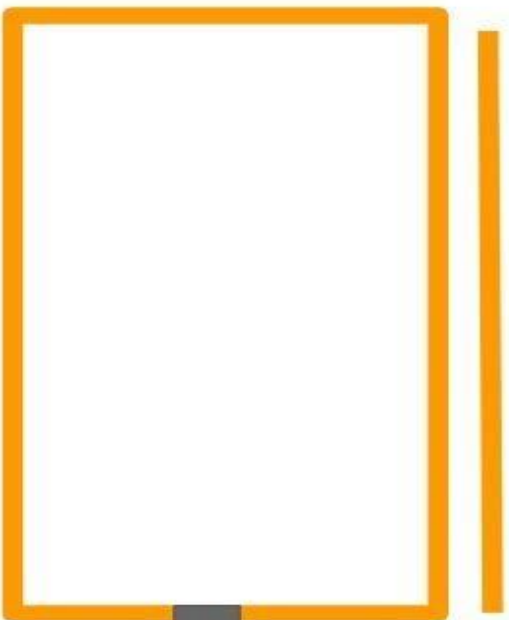
You need to create a writing plan for a story about the monster that you created in yesterday's creative writing task.

When you have completed your Writing Plan below, simply take a photo of your amazing work and submit it on SeeSaw so your teacher can see the next step in this writing process. You will be completing the third part of this task tomorrow. This part will involve you writing the whole story.

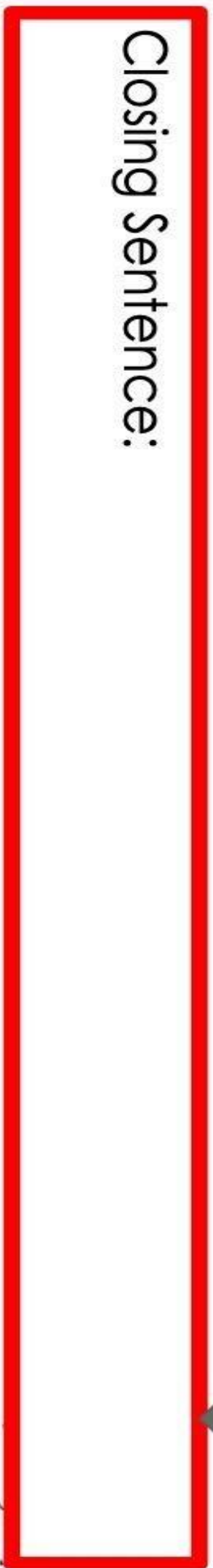
Remember: A plan lists our ideas using dot points. Leave the detailed sentences for tomorrow's writing.



Opening Sentence:



Closing Sentence:



Problem of the Day

Learning intention:

We are learning to solve problems using a variety of strategies.

Success Criteria:

I can identify what operation to use

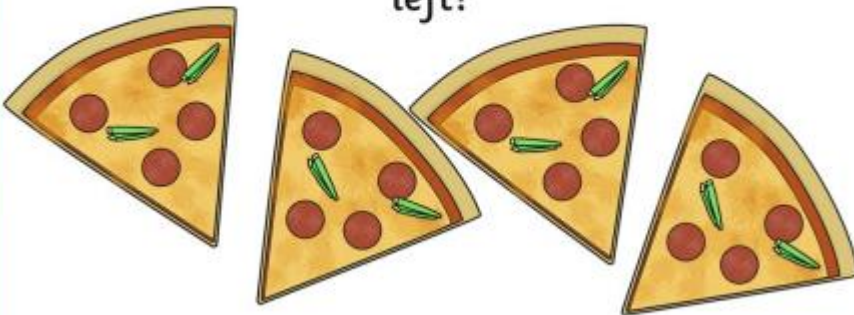
I can represent my working out in lots of different ways

I can use mental strategies flexibly

How do I solve word problems?

1. Read the question
2. What operation is it asking you to do? +-x
And how do you know?
3. Write the number sentence- $23+15=$
4. What strategy are you going to use?
5. Write the answer

If you have 67 slices of pizza and 15 slices are eaten, how many slices would you have left?



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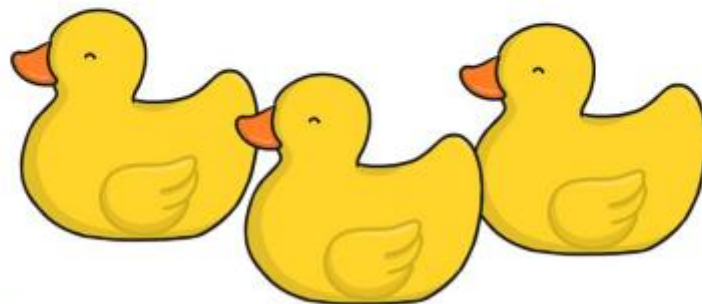
An example:

1. I read the question.
2. Subtraction- they start with the bigger and ask how many are left. 'Left' means you need to take-away.
3. $67-15$
4. I'm going to use jump strategy.
I will jump back 10 to 57, then jump back 5 to 52.
5. Answer is: 52

How do I solve word problems?

1. Read the question
2. What operation is it asking you to do? $+$ - x
And how do you know?
3. Write the number sentence- $23+15=$
4. What strategy are you going to use?
5. Write the answer

If you have 72 rubber ducks and are given another 17, how many rubber ducks would you have?



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How do I solve word problems?

- 1.
- 2.
- 3.
- 4.
- 5.

Patterns

Learning intention:

We are learning to identify and continue patterns of any size.

Success criteria:

I can identify and continue a pattern of numbers

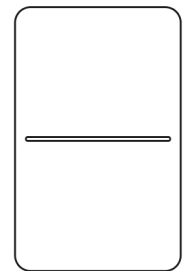
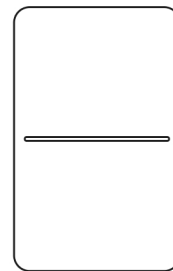
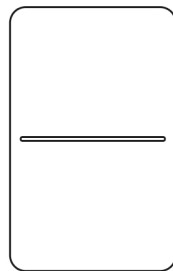
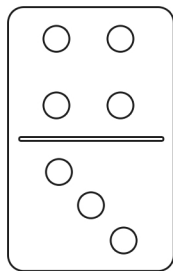
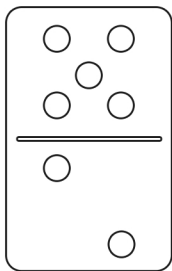
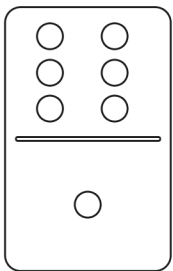
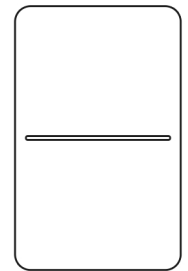
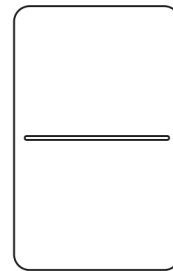
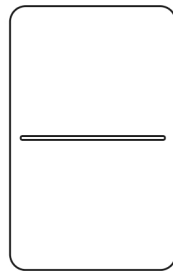
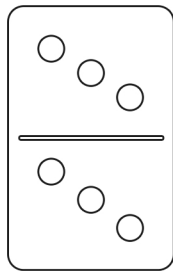
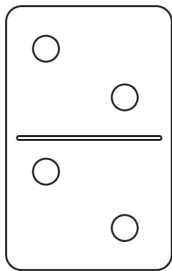
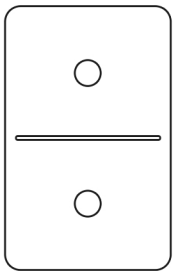
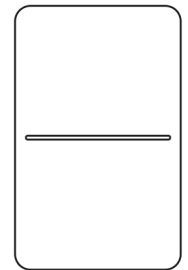
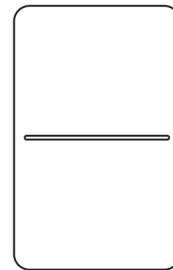
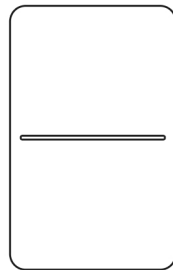
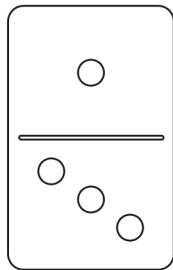
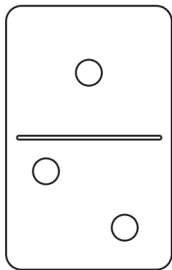
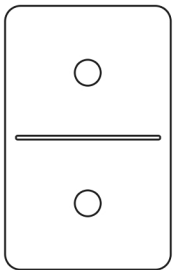
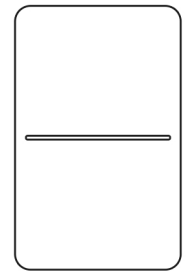
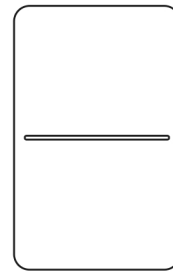
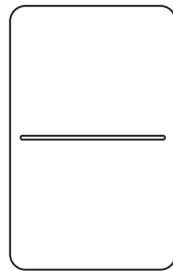
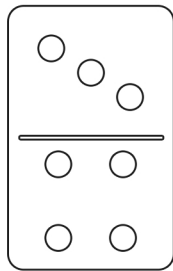
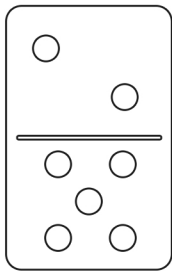
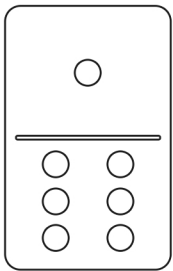
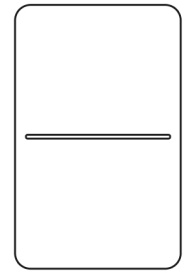
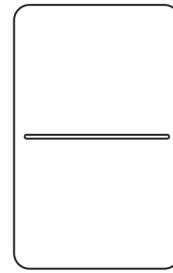
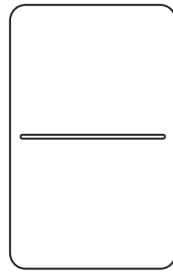
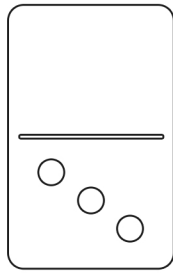
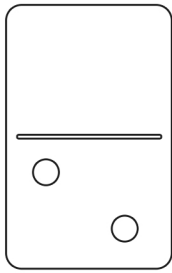
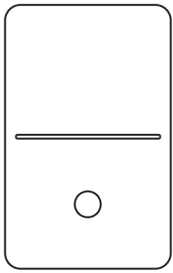
I can find missing numbers in number sentences involving one operation of addition or subtraction

Activity Instructions

1. Complete the worksheet on the next page.

Domino Patterns

Can you find the next dominoes in these patterns?



Week 2 Tuesday: History

We are learning about life in the past

- I can choose an older person to interview
- I can think of some questions about the past
- I can record my questions and the answers from the person I interviews

Instructions:

1. Choose somebody older than you that you would like to interview. This may be a parent or grandparent.
2. Think of 2-5 questions about the past and write them in the question boxes. You can use the ideas below to help you.
3. Interview the person and record their responses in the answer boxes.

Draw the person that you are interviewing

Name: _____

Here are some question ideas:

What games did you play with your friends when you were little?

What was your school like?

What did you do at home to keep entertained?

What was your house like?

What did you pack in your lunch box?

Write your questions below. Write the answers that the person you are interviewing gives you.

Question 1	
Answer	

Question 2	
Answer	
Question 3	
Answer	
Question 4	
Answer	
Question 5	
Answer	

Attendance Question

Please complete this slide between 9- 9.30am everyday

Wednesday 21st July

When is
your
birthday?

Write your response here

Where are they going?



Why do you think that?

Answer



Apostrophe

An apostrophe is used to show possession.



The dog belongs to the girl.
He is the girl's dog.

The pencil belongs to the teacher = The teacher's pencil.

A purple lunchbox belongs to the girl = The girl's purple lunchbox.

The book belongs to Marcus = Marcus's book.

Learning Intention:

We are learning to use apostrophes to show possession.

Success Criteria:

-I understand where to place the apostrophe in words to show possession.

Add an 's to the correct location in each sentence to show ownership.

- 1) Kim friend is coming over today.
- 2) Jamon pencil fell on the floor.
- 3) Can you hand me Sherri coat?
- 4) The teacher coffee cup was black.
- 5) Did you see Brandon dog at the park?

Write a sentence about each picture using an 's to show ownership.







Shared Reading Activity instructions:

1. Read the same story as on Monday.
2. Complete the work sheet (on the next page)




Learning Intention:

We are learning to use reading strategies to help us comprehend new texts.

Success Criteria:

I can identify the problem and solution in narrative text.

I can use comprehension strategies to help me when I'm reading.

Name: _____		Date: _____	
 Story Map E 			
Title		Problem	
Author			
Illustrator		Solution	
Setting			

Name: _____

Activity 3

Date: _____

Wednesday

Story Map E



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Title

Author

Illustrator

Setting

Problem

Solution

Wednesday – Week 2 - Activity 4

Creative Writing Task: Part 3

It's time to use your planning sheets from yesterday's writing task to write a creative 'monster' story.

Learning Intention

We are learning to write creatively

Success Criteria

- I can use my writing plan ideas to write creative sentences in my story.
- I can use more advanced vocabulary to make my writing more interesting.
- I can use correct punctuation in my writing - capital letters, full stops, commas, exclamation marks, speech marks etc
- I can edit my writing looking for spelling and grammatical errors.

Your teacher is looking for –

Capital Letters	<input type="checkbox"/>	Adverbs	<input type="checkbox"/>
Full Stops	<input type="checkbox"/>	Punctuation – ! ? , “ ”	<input type="checkbox"/>
Adjectives	<input type="checkbox"/>	Wow Words (advanced vocabulary)	<input type="checkbox"/>

Check off the grey boxes above to make sure you have used these in your writing

All writers can improve their drafts by **revising** and **editing**.

Revising means changing our drafts to make our writing clearer and more interesting.

Editing means to correct errors in spelling, capitalization, punctuation, and grammar.



Transition Words

Beginning

First
To start
To begin
At first

Middle

Next
Then
Afterwards
Later
Second
After that

End

Last
At last
Lastly
In the end
Finally

Number of the day

Learning Intention:

We are learning to represent numbers in different ways.

Success Criteria:

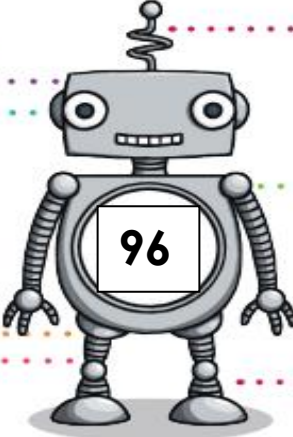
I can partition 2-digit numbers to make new numbers

I can make and break 2-digit numbers

I can represent a 2-digit number in lots of different ways.

Year 2 Number of the Day Maths Fluency

Today's Number Is...



spell it: _____

draw it: _____

odd / even

today's number >

today's number <

$\frac{1}{2}$? _____

$\frac{1}{4}$? _____

less:

2 less is: _____

10 less is: _____

more:

2 more is: _____

10 more is: _____

tens | ones

Is it in these times tables?

$2 \times$ $5 \times$ $10 \times$

Where is it? Draw an arrow on the number line:

0 10 20 30 40 50 60 70 80 90 100

partition it: (e.g. $24 = 20 + 4$)

number sentence:

anything special?

Patterns

Learning intention:

We are learning to identify and continue patterns of any size.

Success criteria:

I can identify and continue a pattern of numbers

I can find missing numbers in number sentences involving one operation of addition or subtraction

Activity Instructions

1. Complete the worksheet on the next page.

Guess My Number Puzzle

2-digit Numbers



Can you follow the clues and discover the secret numbers on the hundreds chart?

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

Clues

1. I am less than 50.
2. If you skip count by 5s from 0 you will say me.
3. I have a 5 in the one's column.
4. I am more than the first 2-digit number you see.
5. I have a 2 in the tens column.

The secret number is

1. I am more than 20 and less than 70.
2. If you skip count by 2s from 21 you will say me.
3. I have a 9 in the ones column.
4. If you add 10 to 39 you will find me.
5. I have a 4 in the tens column.

The secret number is

1. I am less than 30.
2. If you skip count by 2s starting at 14 you will not say me.
3. If you skip count backwards by 2 starting at 14 you will say me.
4. I am less than the first 2-digit number you can see.
5. I am less than 9 and more than 7.

The secret number is

1. I am more than 19 and less than 63.
2. If you skip count by 10s starting at 19 you will say me.
3. If you added two to my number I would have a 4 in the ten's column.
4. I am 10 less than secret number #2.

The secret number is

Guess My Number Puzzle

3-digit Numbers



Can you follow the clues and discover the secret numbers on the hundreds chart?

851	852	853	854	855	856	857	858	859	860
861	862	863	864	865	866	867	868	869	870
871	872	873	874	875	876	877	878	879	880
881	882	883	884	885	886	887	888	889	890
891	892	893	894	895	896	897	898	899	900
901	902	903	904	905	906	907	908	909	910
911	912	913	914	915	916	917	918	919	920
921	922	923	924	925	926	927	928	929	930
931	932	933	934	935	936	937	938	939	940
941	942	943	944	945	946	947	948	949	950

Clues

1. I have an 8 in the hundreds column.
2. If you skip count by 3s from 862 you will say me.
3. The numbers in the hundreds and tens columns are the same.
4. I am an odd number between 880 and 890.
5. I have a 3 in the ones column.

The secret number is

1. I am an even number.
2. I am more than 900 and less than 940.
3. If you skip count backwards by 5 from 940 you will say me.
4. I have a 0 in my number somewhere.
5. If you subtract 5 from 910 you will find me.

The secret number is

1. I am a number with a 0 in the ones column.
2. I am more than 880 and less than 940.
3. If you added three to my number I would have a 3 in the ones column.
4. I have an 8 in the hundreds column and a 9 in the tens column.

The secret number is

1. I am an odd number between 900 and 950.
2. If you skip count by 5s from 900 you will say me.
3. The difference between my ones and tens columns is 2.
4. I am more than 930 and less than 940.

The secret number is

Week 2 Wednesday: Sport

We are learning to throw and catch

- I can throw and catch a ball
- I can complete different challenges while I throw and catch

Instructions:

Read the challenges below and try to do some at home. Highlight or tick the challenges that you try.

Catching Challenges

Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin and catch - throw the ball in the air and try to spin on the spot before catching the ball.
- Drop and catch - drop the ball from shoulder height and try to catch it before it hits the ground.

Mega Challenges

- Throw and catch while running on the spot.
- Creative challenge - move in any way you can while throwing and catching the ball.

Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



Equipment

Ball, soft toy, pair of rolled up socks.

Attendance Question

Please complete this slide between 9-9:30am everyday

Thursday 22nd July

When is
your
birthday?

Write your response here

Where are they going?



Answer

A large, empty pink rounded rectangle intended for the student to write their answer.

Week 2, Thursday (Activity 2)

Dressing up a Sentence!

Learning Intention:

We are learning to dress up simple sentences.

Success Criteria:

- I can use adjectives to describe a noun
- I can use an adverb to describe a verb
- I can add more information to expand my sentence
- I can use the correct punctuation.

Dressing Up a Sentence

Write the original sentence: **The boy climbed the tree.**

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence: _____

Shared Reading Activity instructions:

1. Read the same story as on Monday.
2. Chose an interesting or unfamiliar word from the story and write it in the circle in the middle of the worksheet. (on the next page)

Learning Intention:


We are learning to use reading strategies to help us comprehend new texts.

Success Criteria:


I can use the story to help find the meaning of new words.

I can use comprehension strategies to help me when I'm reading.

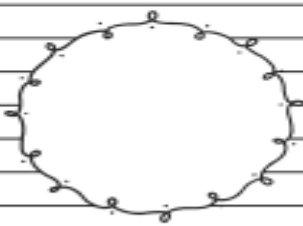
Name: _____ Date: _____



Word Glossary



Choose a word from your book. Write your word in the circle and write about what you know about the word.



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Name: _____ Date: _____



Word Glossary



Choose a word from your book. Write your word in the circle and write about what you know about the word.

Thursday – Week 2 - Activity 4

Creative Writing Task: Part 4 (FINAL)

Today you will be publishing the piece of writing that you completed and editing yesterday.

Learning Intentions

We are learning to write creatively

Success Criteria

- I can publish my creative writing using neat handwriting or by typing it up.
- I can add illustrations to my story.
- I can make a cover for my story which includes the title, author and illustrator.

How to PUBLISH – It is time now for you to add your finishing touches. You need to rewrite your story using your neatest handwriting or you can even type it up. You can add illustrations, make a cover and even make it eye catching by using bright and colourful borders. Once this is completed, submit it on SeeSaw for your teacher to read and mark!

When you finish Publishing your work try this for some fun!

Youtube has a 'How to Draw' channel which is lots of fun. Simply enter 'How to draw a monster' and give it a go.



Problem of the Day

Learning intention:

We are learning to solve problems using a variety of strategies.

Success Criteria:

I can identify what operation to use

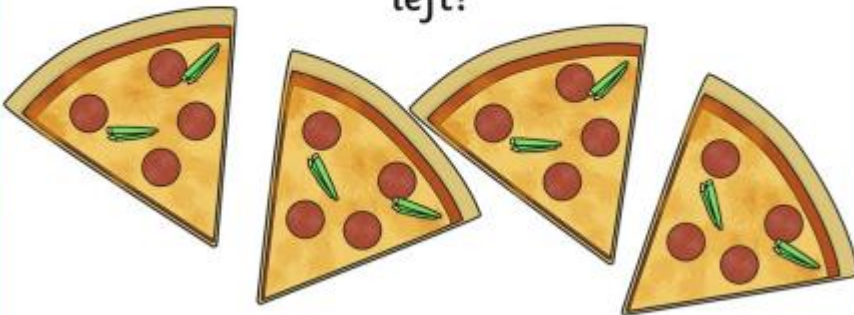
I can represent my working out in lots of different ways

I can use mental strategies flexibly

How do I solve word problems?

1. Read the question
2. What operation is it asking you to do? +-x
And how do you know?
3. Write the number sentence- $23+15=$
4. What strategy are you going to use?
5. Write the answer

If you have 67 slices of pizza and 15 slices are eaten, how many slices would you have left?



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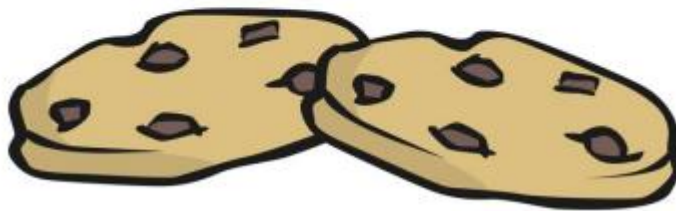
An example:

1. I read the question.
2. Subtraction- they start with the bigger and ask how many are left. 'Left' means you need to take-away.
3. $67-15$
4. I'm going to use jump strategy.
I will jump back 10 to 57, then jump back 5 to 52.
5. Answer is: 52

How do I solve word problems?

1. Read the question
2. What operation is it asking you to do? $+$ or $-$
And how do you know?
3. Write the number sentence- $23+15=$
4. What strategy are you going to use?
5. Write the answer

If you bake 50 cookies and then bake another 45, how many cookies would you have baked?



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How do I solve word problems?

- 1.
- 2.
- 3.
- 4.
- 5.

Measurement and Geometry

Length- How many steps?

Learning Intention:

We are learning to measure, record and estimate lengths using informal units, centimetres and metres.

Success Criteria:

I can record lengths by referring to the number and type of unit used

I can record lengths and distances to the nearest centimetre

I can record lengths and distances to the nearest centimetre

Activity Instruction:

1. Go for a walk and count your steps.
2. Complete the worksheet on the next page.

How many steps?

Location	Number of steps
Walk to the letter box and back	
Walk to your bedroom and back	
Walk around the block and back	
Walk to the bathroom and back	
Walk to the end of your driveway and back	
Walk to the café and back	
Walk to the corner of your street and back	
Total number of steps	

How many steps can you do in one day?

Week 2 Thursday: History

We are learning about families in the past

- I can think of some good things about having a big family
- I can think of some tricky things about having a big family

Instructions:

1. Think about some good things about having a big family. Write them in the 'good things' column of the table.
2. Think about some tricky things about having a big family. Write them in the 'tricky things' column of the table.

These are some family pictures from the past. Families in the past were often much larger than the present.



What would it be like to live in a big family with lots of brothers and sisters? Some of you do have lots of brothers and sisters and others don't. Think about the things that would be fun and the things that you think might be annoying.

Good Things	Tricky Things

Attendance Question

Please complete this slide between 9-9:30am everyday

Friday 23rd July

**What colour
is a
blueberry?**

Write your response here

Editing Passage!

Learning Intention:

We are learning to proofread and edit text to find spelling and punctuation mistakes.

Success Criteria:

- I can read the text aloud to see if it sounds correct when spoken.
- I can use a bright pen when proofreading.
- I can find all the spelling and punctuation mistakes in a text.

Find all the mistakes in the text:

1 New House

my family mooved house last week. we now live at number 6 North Street. Mum and Dad painted our new door red and put a pot plant at our front stepps



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

2 Joe's Pets

joe has three petts – a lizard
named spikey, a dog named fluffy
and a fish namd goldie



Find 2 spelling mistakes.
Add 4 capital letters and 1 full stop.



3 Mary's Birthday Party

jane and i went to a birfday party
on Saturday. It was held at Splash
Waterpark. we all bought an ice
creme



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.



4

King Kong and Fred the Frog

king Kong has a pet frogg. The name of his frog is Fred. king Kong and Fred live in a castle calld Ruby Castle



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.



5

A Day at the Beach

my famliy were going to the beach. mum asked me to pack my bag the night befor. i packed a towel, sunscreen, a ball and a bottle of water



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.



Number of the day

Learning Intention:

We are learning to represent numbers in different ways.

Success Criteria:

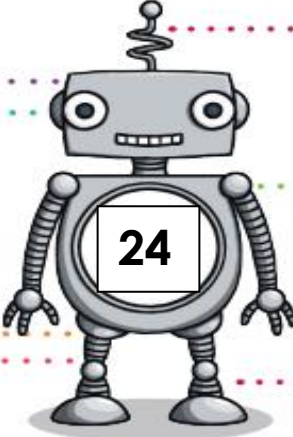
I can partition 2-digit numbers to make new numbers

I can make and break 2-digit numbers

I can represent a 2-digit number in lots of different ways.

Year 2 Number of the Day Maths Fluency

Today's Number Is...



spell it: _____

draw it: _____

odd / even

today's number >

today's number <

$\frac{1}{2}$? _____

$\frac{1}{4}$? _____

less:
2 less is: _____
10 less is: _____

more:
2 more is: _____
10 more is: _____

tens | ones

Is it in these times tables?
 $2 \times$ $5 \times$ $10 \times$

Where is it? Draw an arrow on the number line:

0 10 20 30 40 50 60 70 80 90 100

partition it: (e.g. $24 = 20 + 4$)

number sentence:

anything special?

Place Value

Colouring 100s Chart- Mystery Picture 1

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

Place Value Colouring 100s Chart

Dark Pink	Pink	Grey
2 tens 3 ones 25 ones 33 to 35 ones 4 tens 3 ones 5 tens 3 ones 63 to 65	1 tens 3 to 17 ones	2 tens 2 ones 3 tens 2 ones 44 to 46 ones 5 tens 4 to 57 ones 6 tens 6 ones 6 tens 7 ones 7 tens 6 ones 77 ones 9 tens 6 ones 9 tens 7 ones
Black	Brown	Dark Grey
2 tens 4 ones	8 tens 1 ones to 9 tens	7 tens 4 ones 7 tens 5 ones

Week 2 Friday: Road Safety

We are learning to keep safe near roads

- I can recognise how using different items can be unsafe near roads
- I can write about how different items may distract you near roads

Instructions

1. Look at the pictures in the table below and think about how they might distract you near a road.
2. Write about how each object might be unsafe when near or crossing the road.

If you have access to a device, you may want to watch this video to help you think of some ideas: https://www.youtube.com/watch?v=w82pwP35_BA

