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We hope you are enjoying completing the home learning tasks that we are setting for you. It has been lovely to see some of you tweeting your work on Twitter. Don’t forget to tag us, so we see your tweet!

<https://twitter.com/DevonshireInf>

@Devonshireinf @MrFlemingDevInf @devOrangeClass

@devcreamclass @MsSandhuDevInf

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**ENGLISH**

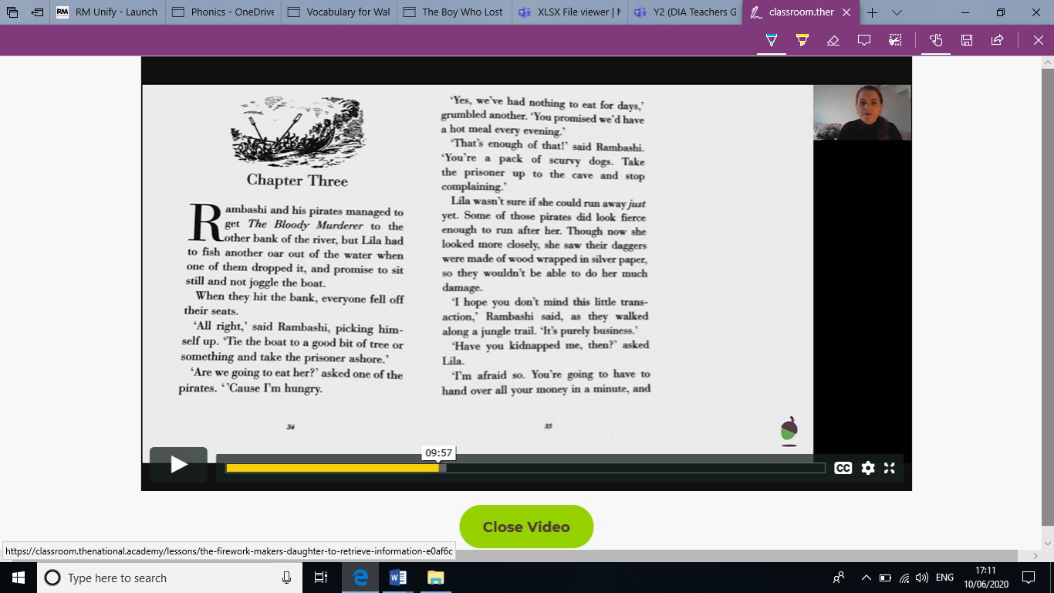
The week of lessons will continue with the story called ‘The Firemaker’s Daughter’

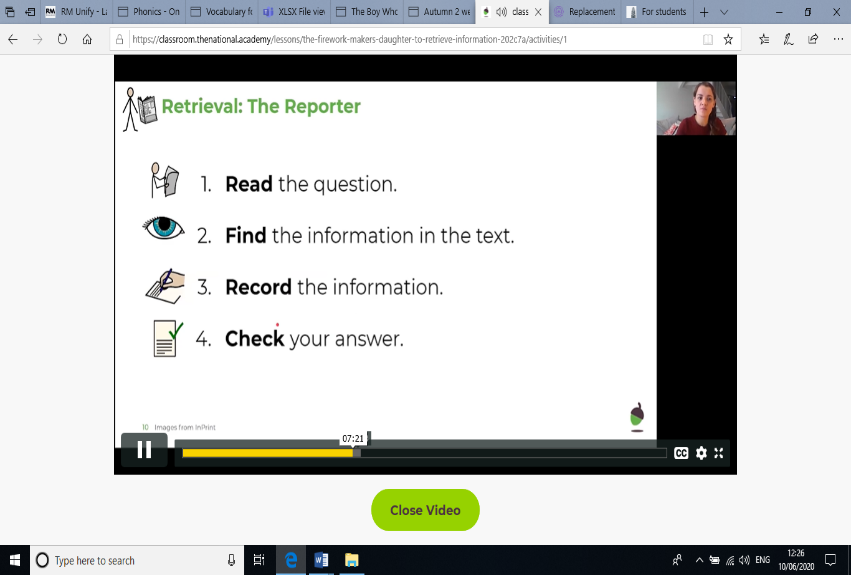
Please follow this link:

<https://classroom.thenational.academy/lessons/the-firework-makers-daughter-to-retrieve-information-e0af6c/activities/1>

Work through the video. The first part is spellings. You can practise the spellings like we do normally.

Then continue. Pause the video when answering questions or reading the text.





Remember the CC button on the video gives you subtitles!

Work through the questions slowly, pausing when you need to read or write your answer.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | | 3 | | 4 | | 5 | |
| look, say and cover | write and check   | | write and check   | | write and check   | | write and check   | |
| **look and**  **say** | Improve |  |  |  |  |  |  |  |  |
| Sure |  |  |  |  |  |  |  |  |
| Sugar |  |  |  |  |  |  |  |  |
| **cover** | Eye |  |  |  |  |  |  |  |  |
| Could |  |  |  |  |  |  |  |  |
| Should |  |  |  |  |  |  |  |  |
| **write** | Again |  |  |  |  |  |  |  |  |
| Who |  |  |  |  |  |  |  |  |
| Whole |  |  |  |  |  |  |  |  |
| **check** | Any |  |  |  |  |  |  |  |  |

**Maths –**

Choosing an efficient strategy for a problem

|  |  |  |
| --- | --- | --- |
| Type of problem | Concrete pictorial to support  Does your child understand why their strategy works? | Efficient strategy |
| 2 digit + or - one digit | Number line | Put the number in your head and count forwards or backwards |
| 2 digit + or – ten | 100 sq | Count in 10s from any number forwards or backwards |
| 2 digit + or – two digit | Tens and ones equipment or jottings.  Exchange how to with jottings.  Video? | Add/subtract the tens add/subtract the ones  Combine the tens and ones.  Exchange when necessary |
| 3 one digits + or – | Regrouping ones.  Choosing the largest number. | Continuing to count on or back |
|  |  |  |

Each day cover a strategy and include a plenary style task about when to use it.

**Column method preparation**

Exchanging for regrouping.

Create a word problem for each method as extension challenge.   
It was 29degrees outside on weds but it got 4 degrees warmer on Friday. What was the temperature?

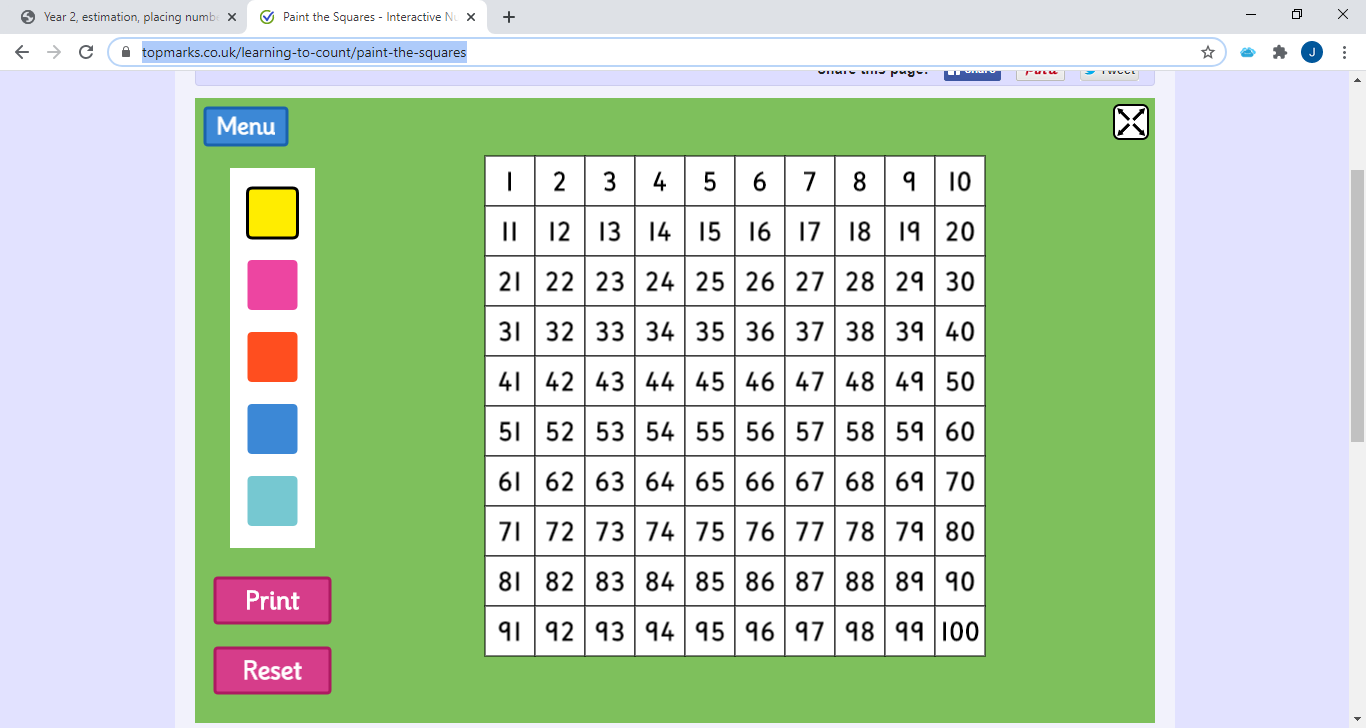
**Maths – choosing an efficient strategy for addition and subtraction.**

This week we’ll be covering the strategies taught this year for + and -, and x and ÷. The focus is to be able to solve them in a way that doesn’t use up lots of time.

Today we’ll be thinking about all of the words for addition and subtraction so we’ll need to remember important vocab like

|  |  |
| --- | --- |
| Addition | Subtraction |
| Total  Sum  Add  increase  Altogether  Together  … and some more. | Minus  Subtract take away  Less  reduced the difference between how many **more than**…/**less than** |

|  |  |
| --- | --- |
| How to play | example |
| Count on AND back from any number.  Choose a number to start from.  Roll a die or [generate a random number](https://www.google.com/search?q=number+generator&rlz=1C1GCEA_enGB893GB893&oq=number+generator&aqs=chrome..69i57j0l6j69i60.2824j0j7&sourceid=chrome&ie=UTF-8) between 1 and 10. Player 1 counts on from the start number Player 2 counts back from the start number.  Players then record their number sentences.  Then swap over who is counting on or back. | **25**  6  **25** 26 27 28 29 30 31  so *25 + 6 = 31*  **25** 24 23 22 21 20 19  so *25 – 6 = 19* |

[](https://www.topmarks.co.uk/learning-to-count/paint-the-squares)

This will help you with your counting on and back strategies.

**Record your calculations from the game below.**

|  |  |
| --- | --- |
| Player 1 | Player 2 |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

This strategy isn’t the only way to solve + or – but it is great for when there isn’t much to add or subtract.

Remember that you can swap around the parts that you are adding to make counting on easier.

Can you **circle** and **solve** the calculations that would suit using the **count on or back** in your head?

**26 – 7 =**

**21 + 43 =**

**52 – 6 =**

**32 + 30 =**

**58 – 40 =**

**6 + 52 =**

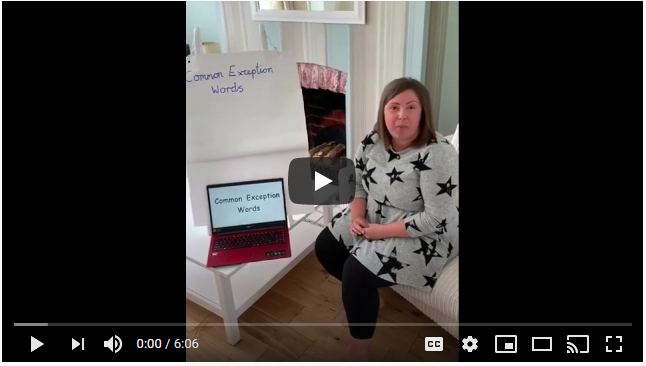
**45 – 3 =**

**26 + 7 =**

**3 + 45 =**

**Phonics**

|  |
| --- |
| Day 1 – This week we will be practising spelling our **Common Exception Words**. There will be a different set each day.  Please watch the following video to help you:  <https://www.youtube.com/watch?v=kfNzqZ6b-2E>  Complete the activity below. |
| Practise spelling these words. |
| What does each word mean?  Can you spot the vowels?  Which letters are consonants? |
| Read your reading book.  Ask the questions in the front or the back of the book.  Ask simple questions – Who are the characters in the book?  How would you describe the characters?  What happened first? Next? At the end? Were there any parts that made you feel a certain way?  Why?  Does this book remind you of any other stories you know?  How would you change the ending? |



**Alphablocks is a great website to support with phonics and with how to pronounce the sounds**

[**https://www.bbc.co.uk/cbeebies/shows/alphablocks**](https://www.bbc.co.uk/cbeebies/shows/alphablocks)

**Phonics Play has a range of phonics resources and games**

[**www.phonicsplay.co.uk**](http://www.phonicsplay.co.uk/)

**Spelling frame has lots of games to practice Year 1 and 2 sounds and common exception words.**

[**https://spellingframe.co.uk/**](https://spellingframe.co.uk/)

**Education City has games and activities for phonics, some may be set or you can choose your own. After an activity you can print your own certificate too.**

[**www.educationcity.com**](http://www.educationcity.com/)

**Topic –** Day 1

End of Year 2 QUIZ

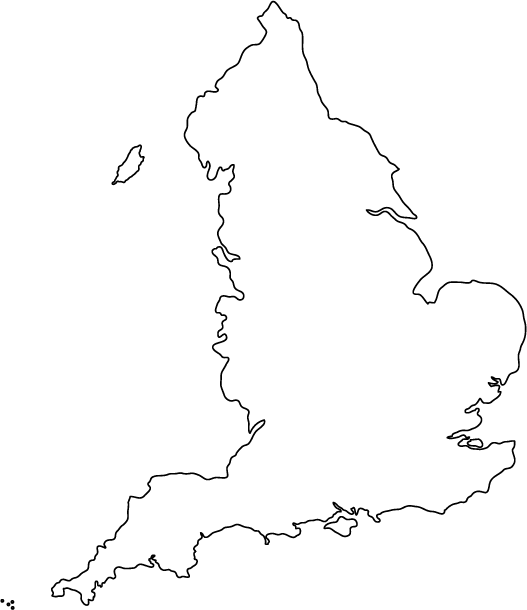
Day 1 Geography there are 11 questions. The answers follow after plus 2 follow up activities.

1. Use the picture clues to name the 4 capital cities of the United Kingdom

A.





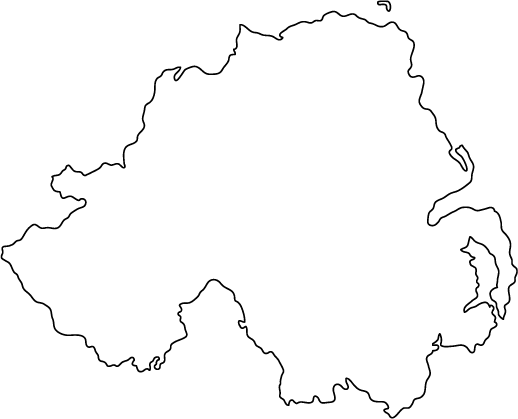
B.



C. 

D.





2. Can you name the 5 oceans of the world?

A - - - - -, A - - - - - - -, I - - - - -, P- - - - - - and S - - - - - - - oceans

3. Can you name the 7 continents of the world?

A - - - , A - - - - - , N- - - - A - - - - - -, S - - - - A - - - - - -, A - - - - - - - - -, E - - - - -, and A- - - - - - - -.

4. On which continent do you find these animals? Can you name them?







5. On which continent do you find these animals? Can you name them?





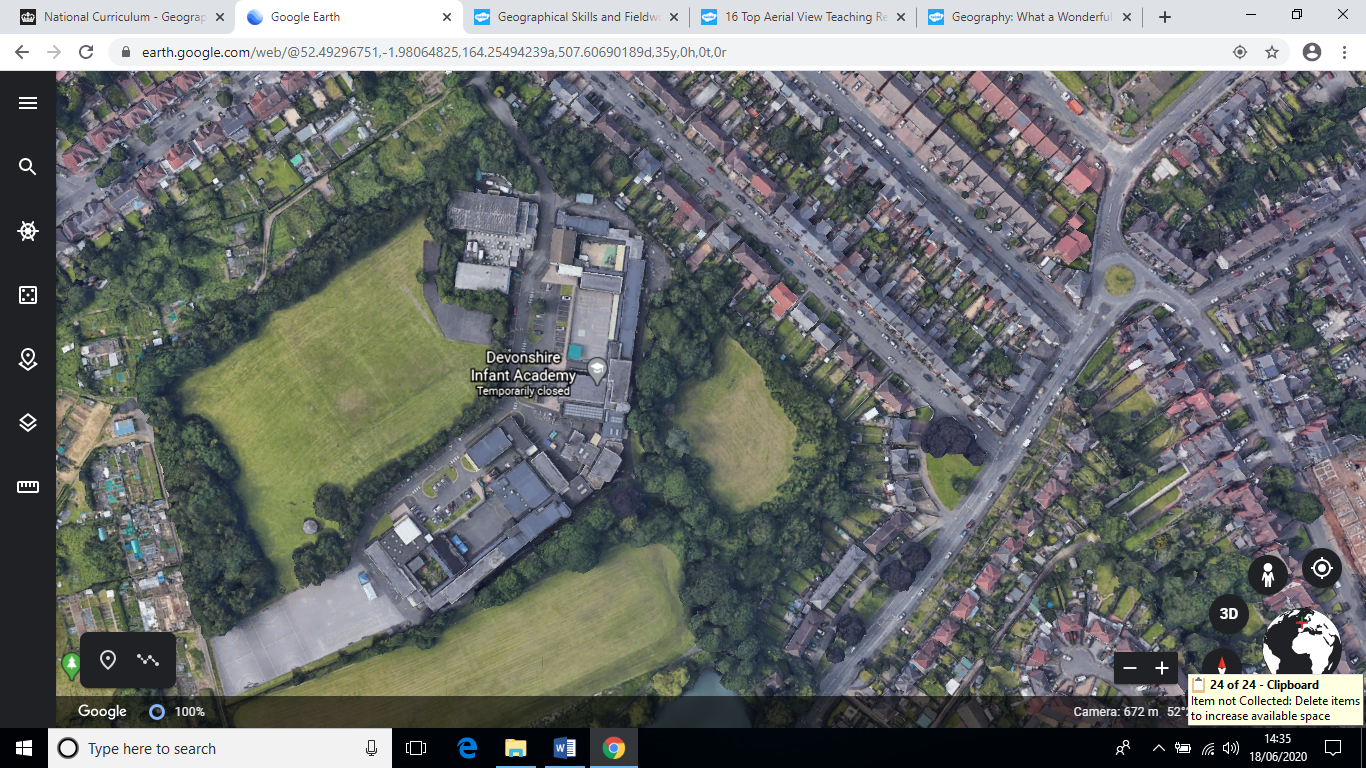


6. On which continent do you find these animals? Can you name them ?





7. Do you recognise this aerial photograph? What special place is it?



8. Can you name this river from the aerial photograph?



9. Do you know what these OS (Ordinance Survey) map symbols represent?

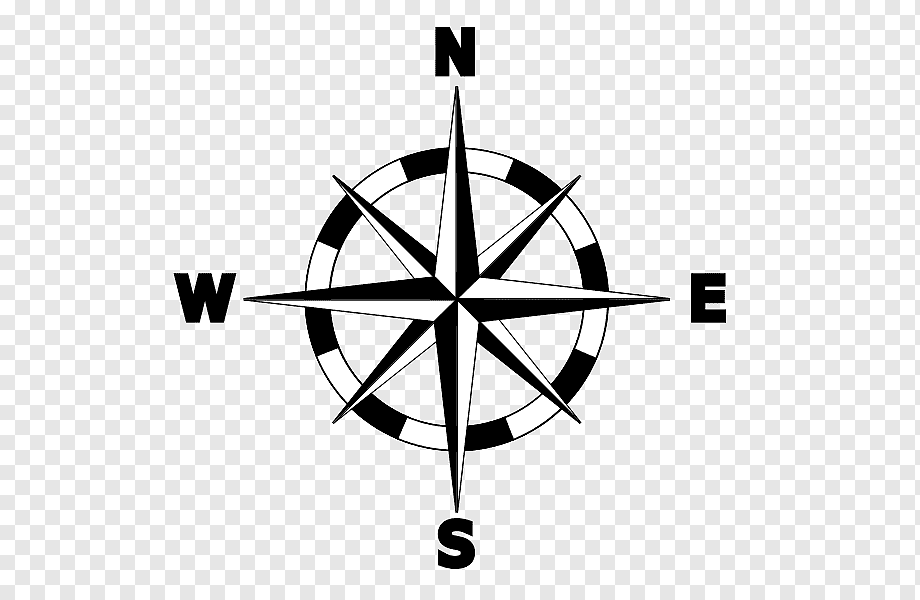




10. Do you know your compass directions?

You are in the Western Hills in what direction is Gull Rock?





11. Here is a picture of Galton Bridge Heritage centre next to the canal. Are canals a **physical** or **human** feature?



**ANSWERS**

1A **Edinburgh capital city of Scotland**

Pictures: Edinburgh castle, Scottish flag and map outline of Scotland

1B **London capital city of England**

Pictures: Big Ben and Houses of Parliament, English flag and map outline of England

1C **Cardiff capital city of Wales**

Pictures : Cardiff Castle, welsh flag, map outline of Wales

1D **Belfast capital city of Northern Ireland**

Pictures: Belfast Castle. Giant’s Causeway Northern Ireland, map online of Northern Ireland

2. **Arctic**, **Atlantic**, **Indian,** **Pacific** and **Southern** oceans

3. **Asia, Africa, North America, South America, Antarctica, Europe, and Australia.**

4.**Artic – walrus, Artic fox, Artic wolf**

**5. Asia- Asian elephant, panda, Indian tiger, snow leopard**

**6.Africa – lion, cheetah, hyena**

**7. Devonshire Infant School**

**8. River Thames London England**

**9. Car park, cycle trail, museum**

**10. North**

**11 Human - canals were built in the 19th century.** Why **were canals built**? **Canals were built** as a way of transporting goods around the country. Before **canals were built**, moving goods around was difficult as there **were** no engines. Items such as coal and food had to be moved by horse and cart.

**Follow up activities**

* **Explore the world with Google Earth**
* **Follow link to find out more about maps:**
* **Ordinance Survey Map sills**

<https://www.ordnancesurvey.co.uk/mapzone/map-skills/map-symbols>