

Phonics Recap

# Plurals 's' or 'ies'

But will I know which one  
to use?



# Adding 'ies'

When a word ends in a y with a consonant before it, we need to remove (drop) the y and add an -ies in its place.

cherry  
— . — .



cherries  
— . — —

puppy  
. . — .



puppies  
. . — —

# Adding 's'

When a word ends in a y with a vowel before it, we just add 's'.

We know the **vowels** are... a, e, i, o and u

donkey  
· · · · —

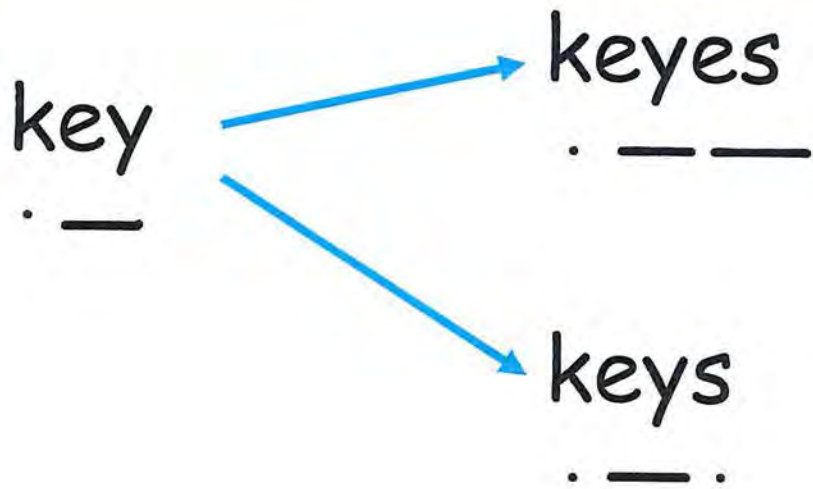


donkeys  
· · · · — ·

monkey  
· \* · · —



monkeys  
· \* · · — ·



Which spelling do you think is correct, how do you know?

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Which spelling do you think is correct, how do you know?

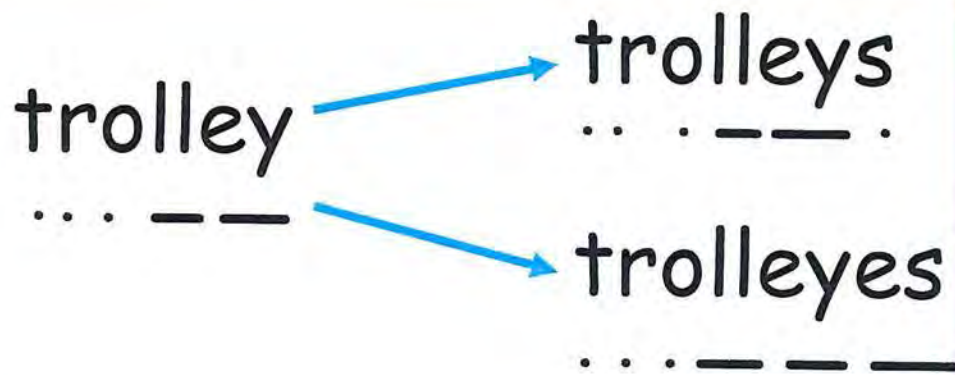
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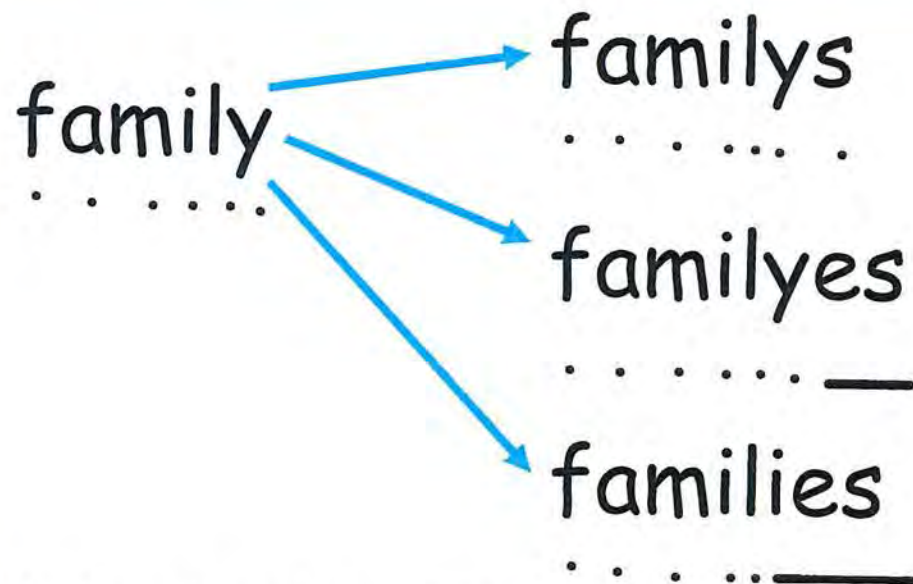
Which spelling do you think is correct, how do you know?

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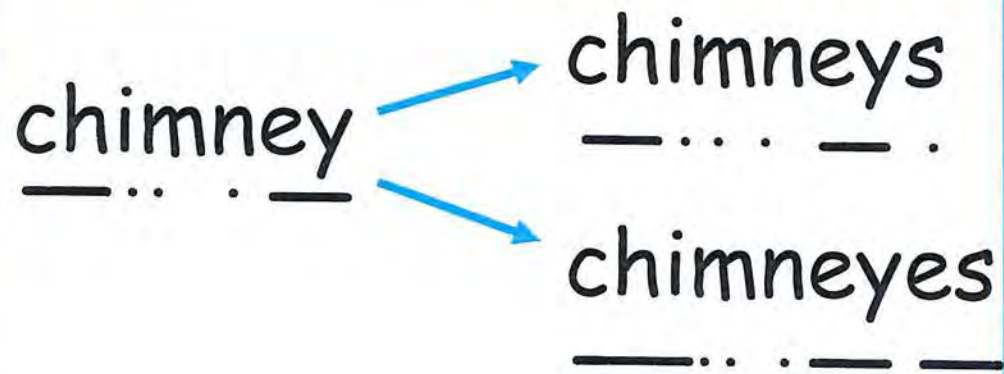
Which spelling do you think is correct, how do you know?

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Which spelling do you think is correct, how do you know?

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Which spelling do you think is correct, how do you know?

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Have a go at making each word plural. You will need all of your newly found knowledge to do so. You could have a look at things around your house, can you make them plural?

donkey  
.. .. \_

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holiday  
..... \_

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jockey  
.. \_ \_

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fly  
...

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journey  
.. ~ . \_

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hobby  
.. \_ .

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tray  
.. \_

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boy  
.. \_

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try  
...

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key  
.. \_

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berry  
.. \_ .

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factory  
... .. ~ .

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Phonics Recap

# The Others...

Very mysterious...





# The Others...

Some words do not follow the patterns that we know. We use them lots when we are speaking. To help us spell them, we listen carefully to the sounds within each word. Sometimes the words change slightly, and sometimes they change a lot!

Let's have a go at looking at some of these naughty nouns together. Remember, these words are still plural and represent more than one thing.

This Christmas, the **elves** have worked extremely hard to have the children's presents ready in time.

Now, when I read this sentence it doesn't sound quite right, this is because the word 'elf' is an irregular plural.

So..

elf → elves

This Christmas, the **elves** have worked extremely hard to have the children's presents ready in time.

How interesting! I know lots of words that don't apply to plural rules already!



# The Others...

Miss Wright picked up her toothbrush and brushed her **teeth**.

Is this sentence correct? If not why?

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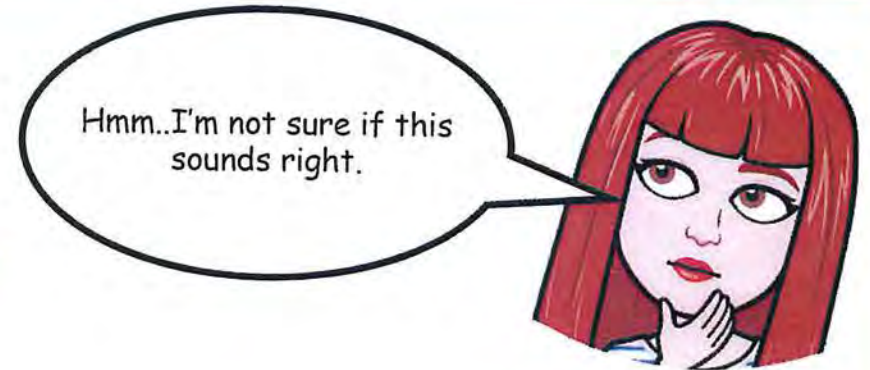
The fish tank was full of beautiful **fishes**.

Is this sentence correct? If not why?

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# The Others...

Miss Wright wiggled her **foots** in the warm, soft sand.

Is this sentence correct? If not why?

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In Autumn, all of the golden **leafs** fall from the trees onto the ground.

Is this sentence correct? If not why?

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# The Others...

When I looked out of the window, I saw lots of fluffy, white **sheeps**.

Is this sentence correct? If not why?

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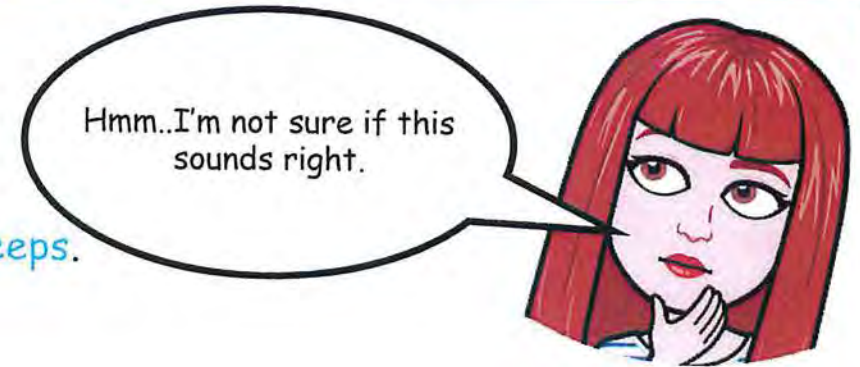
The bus is so busy, there are **childs** everywhere!

Is this sentence correct? If not why?

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# The Others...

There are lots of **persons** on their way to school today.

Is this sentence correct? If not why?

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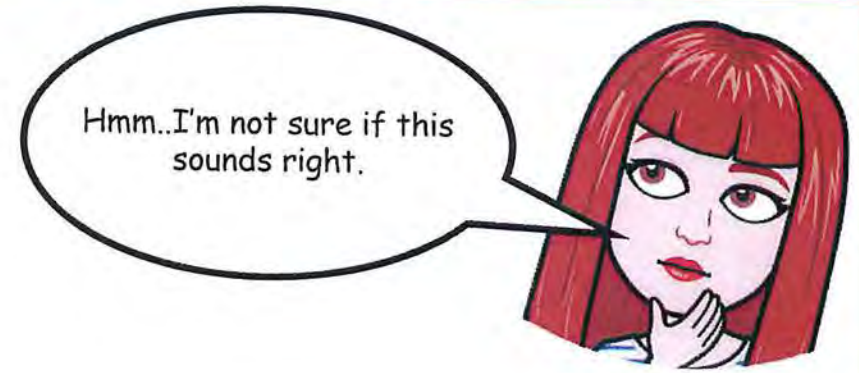
I went to the gym today, there were lots of **mans** and **womans** working hard to get fit.

Is this sentence correct? If not why?

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# The Others...

Can you find any naughty nouns in my story? I wonder if you can find them all!



Hmm..I'm not sure if this sounds right.

One autumn day, Miss Wright was walking through a beautiful forest when she spotted 2 mice. The mice were talking about a wolf with pointed, sharp teeth that had been seen lurking around the forest! The mice were terrified and they just didn't know what to do! Miss Wright thought and thought and thought about how she could help the terrified mice. Finally, she had an idea! "What if we distract the wolf with lots of fluffy sheep, so all of the animals in the forest can escape!". The mice thought that was a brilliant idea.

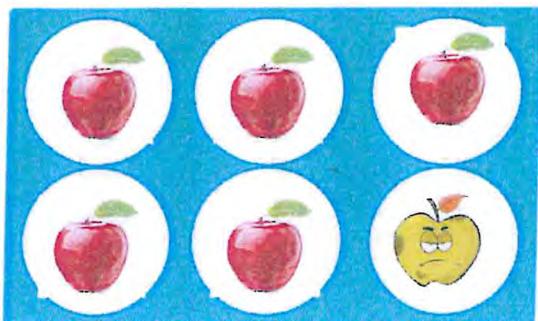
The next morning, Miss Wright and the mice hatched a plan! They made two sheep and placed them in a clearing, deep inside the forest. It was such a beautiful clearing because all of the golden leaves that had fallen from the trees.

Later that day, the nasty wolves found the sheep in the clearing and pounced! All of the animals in the forest ran as fast as they could into the fields for safety. Everyone cheered for Miss Wright and her amazing plan! All of the animals found a new home by a lovely river full of beautiful fishes!



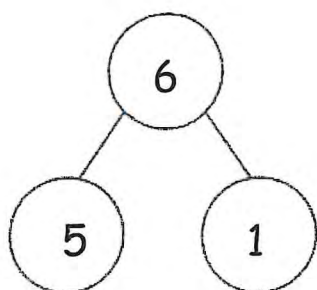
## Number Facts

So far in maths, we have been investigating numbers to 10 and within 10. For example, we know the ways to make not only 10, but also the ways that we can make 3, 6 and 8 etc. To do this, we looked at both the addition facts and the subtraction facts using a piece of numicon to support us.



This is our shopping basket, and we have space for 6 apples. When we got to the shop, we filled up the spaces with 6 apples, but we found out that some were in fact mouldy! We have 4 juicy red apples and 2 mouldy apples- this makes 6 altogether!

We can now use this information to make some number facts.



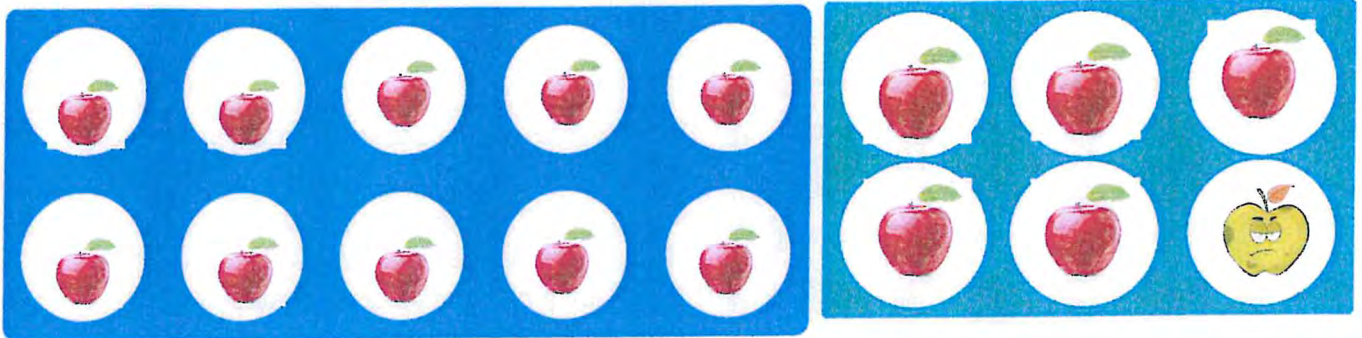
$5+1= 6$  (5 good apples add 1 bad apple makes 6 apples altogether)

$1+5= 6$ . (1 bad apple add 5 good apples makes 6 apples altogether)

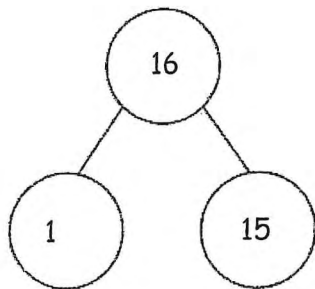
$6-5= 1$  (I have 6 apples altogether; I take away 5 good apples to eat and I have 1 bad apple left)

$6-1=5$  ( I have 6 apples altogether, I take away 1 bad apple to put in the bin and I now have 5 good apples left to eat)

Now I have this knowledge, I can use it to help me make numbers within 20!



Now, I have 16 apples altogether! I now have 14 good apples and 2 bad apples. Can you work out the 4 calculations we can do to show this? There should be 2 addition and 2 subtraction calculations.



$$+ =$$

$$+ =$$

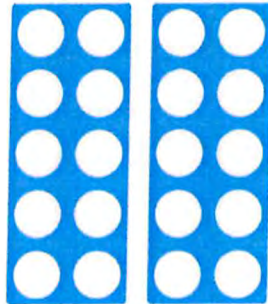
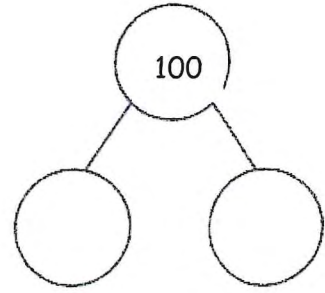
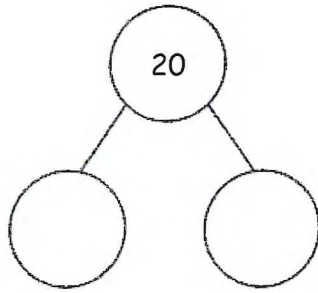
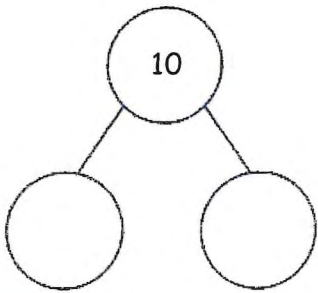
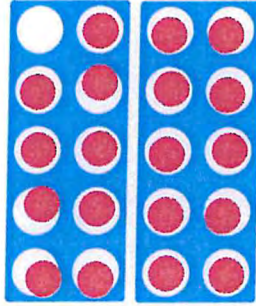
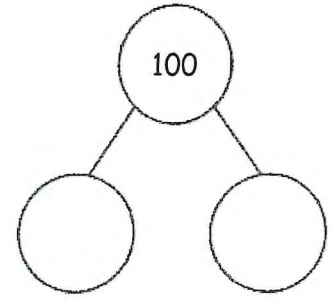
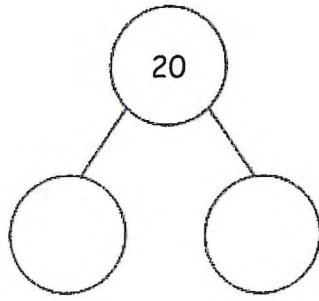
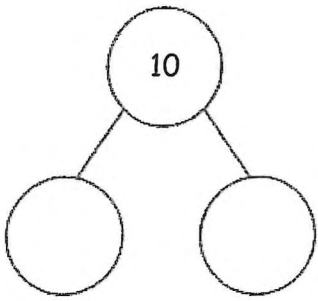
$$- =$$

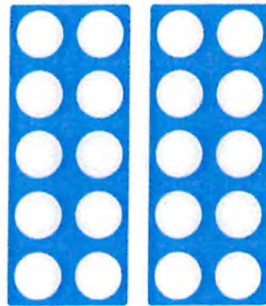
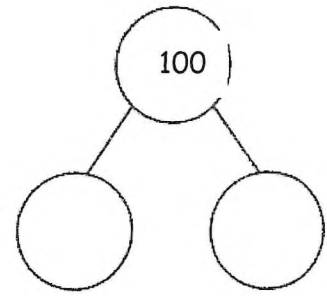
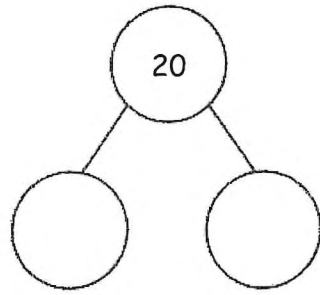
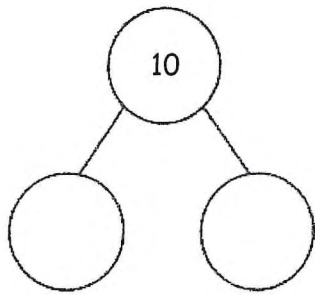
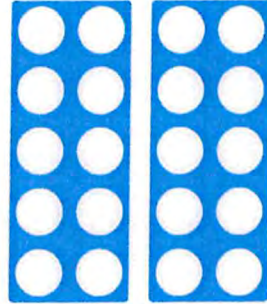
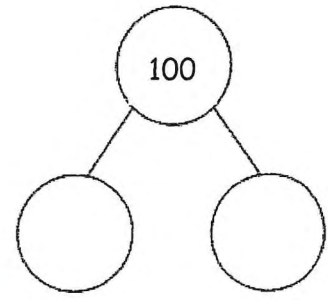
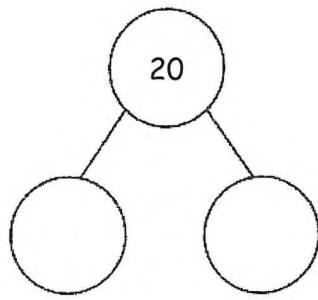
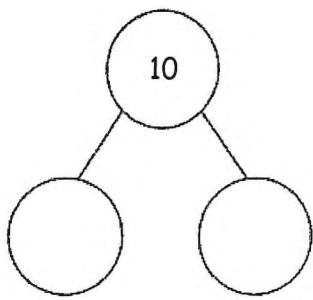
$$- =$$

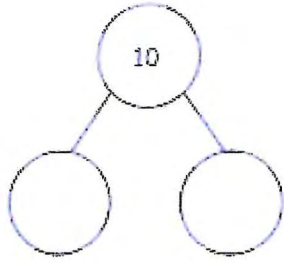
Have a go at the calculations below, using your number facts. Write down the two addition and two subtraction calculations for each part-whole model. Work through this systematically so that you can find all the ways to make 10, 20 and 100. You may want to use some practical resources to help you with this. This could be things that you find around the house such as lego, pebbles, gems, toy cars etc.

Level Up: In the green side of the page, you can now go back to your original calculations and work out ways to make 100.

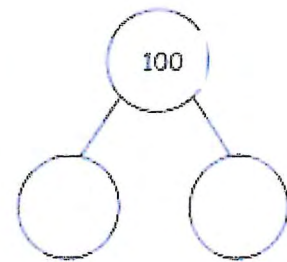
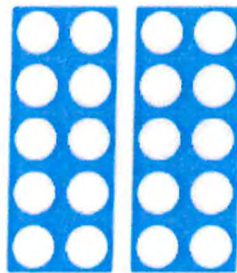
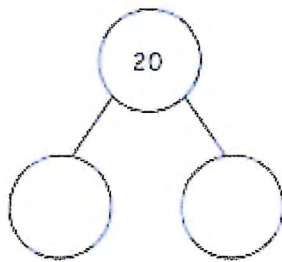
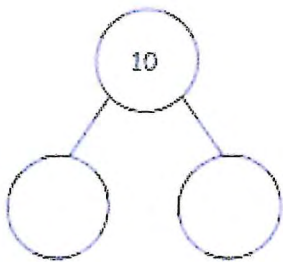
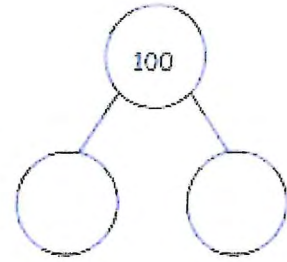
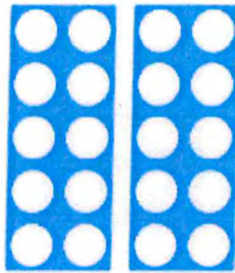
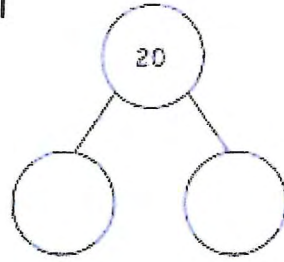


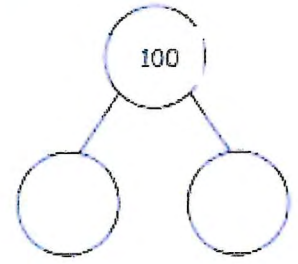
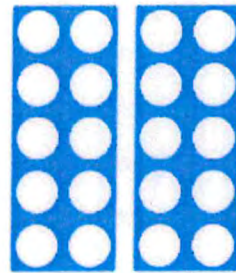
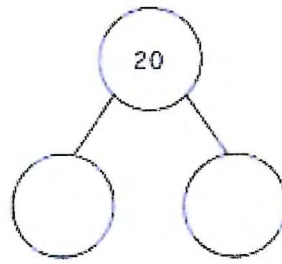
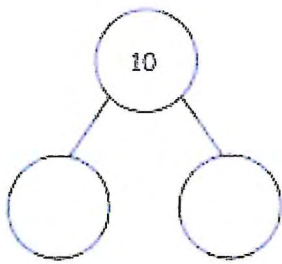
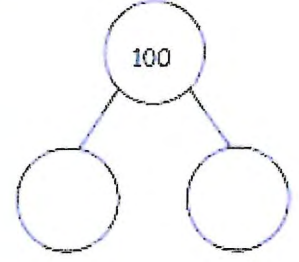
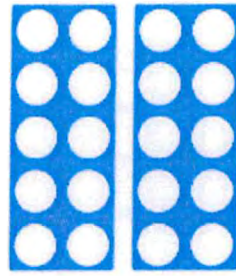
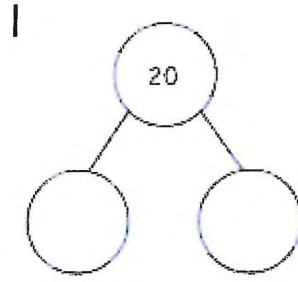
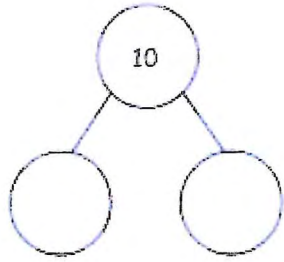




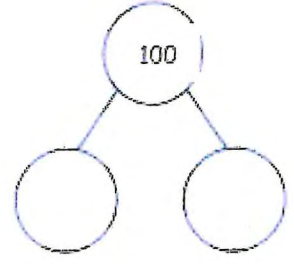
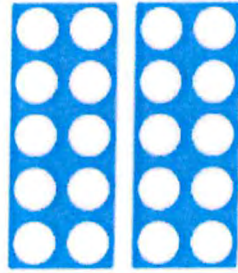
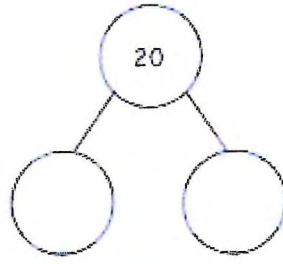
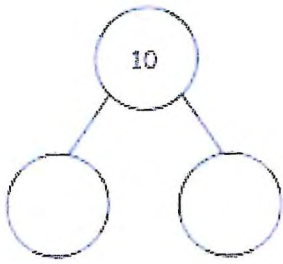
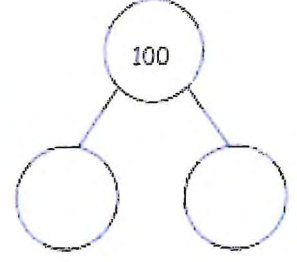
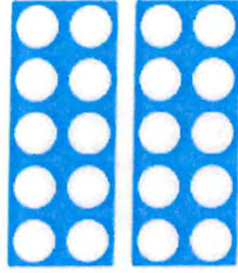
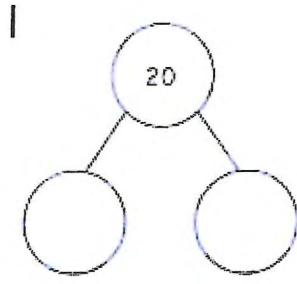
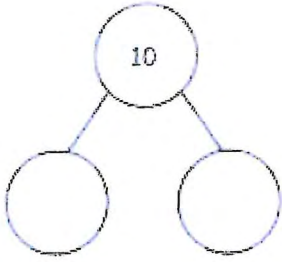


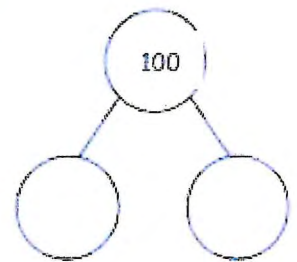
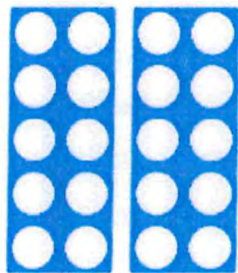
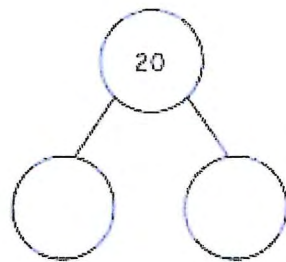
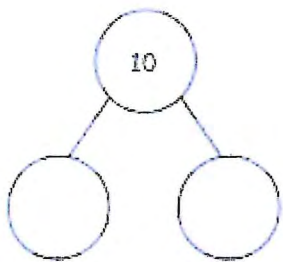
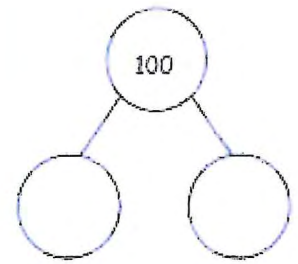
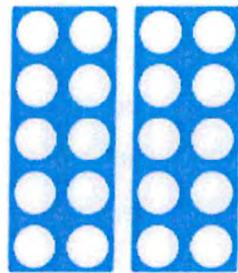
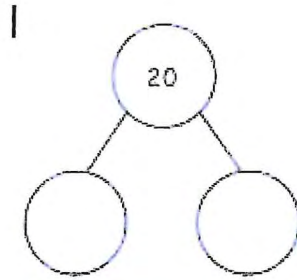
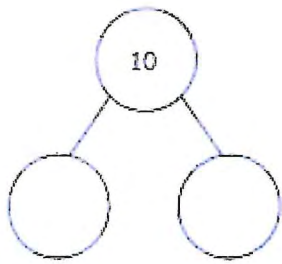
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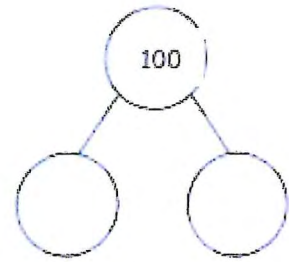
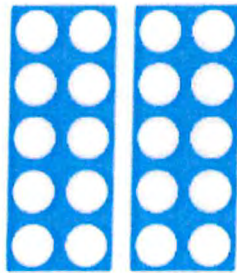
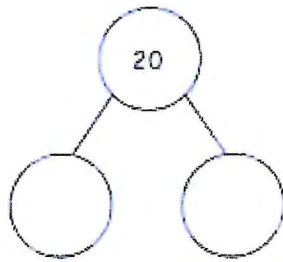
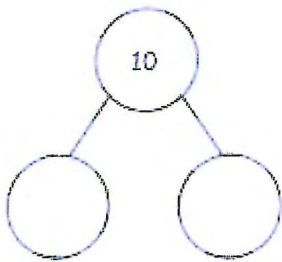
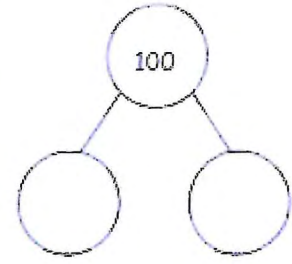
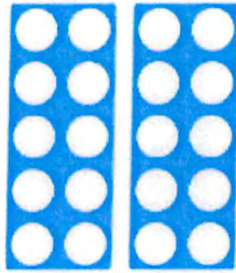
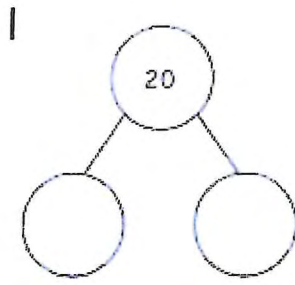
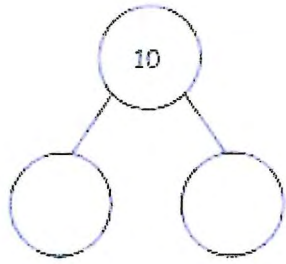




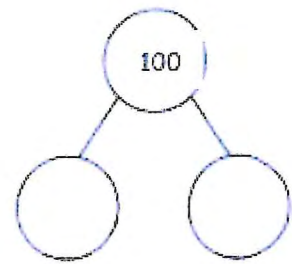
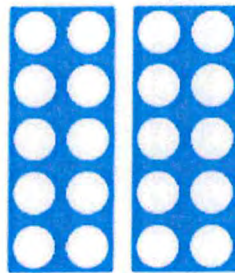
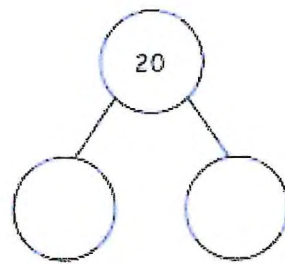
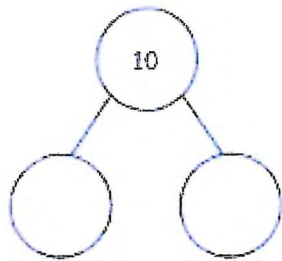
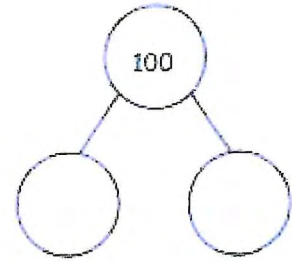
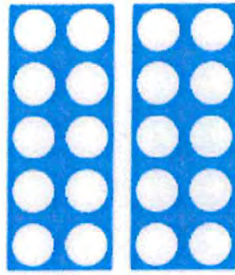
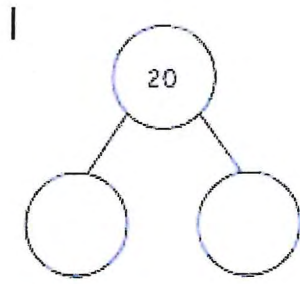
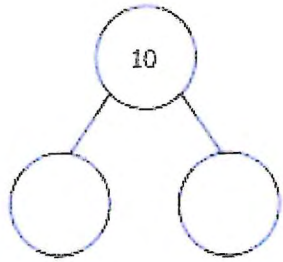


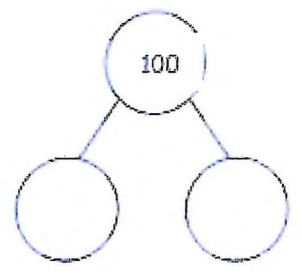
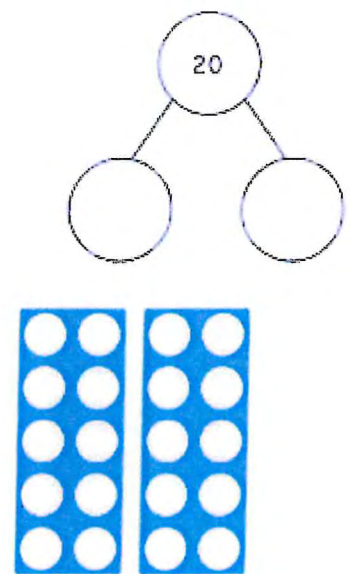
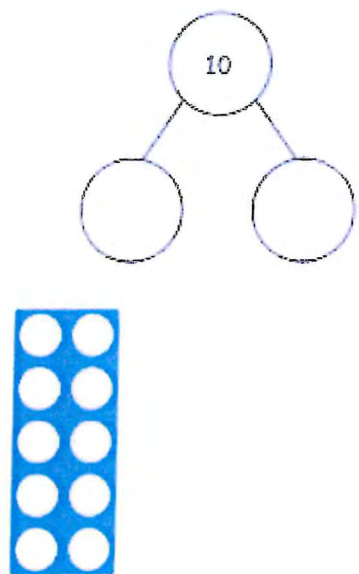
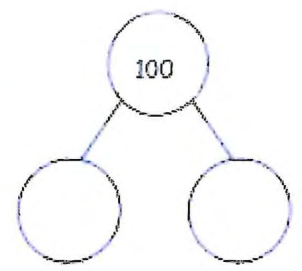
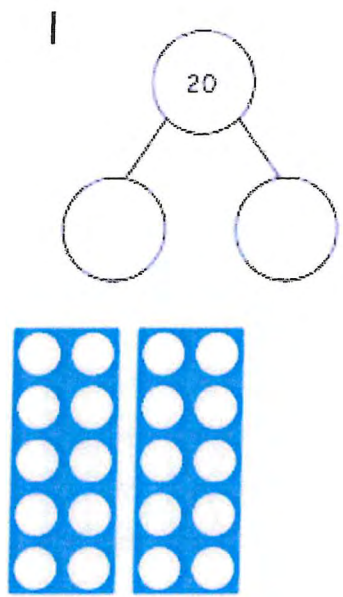
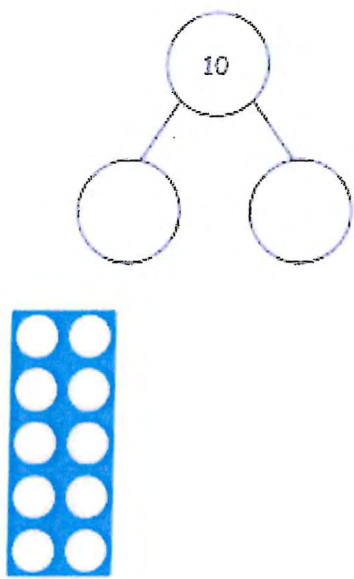


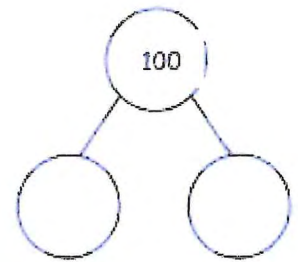
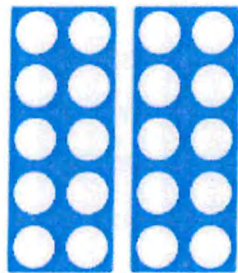
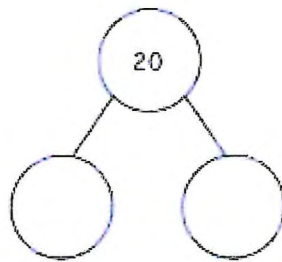
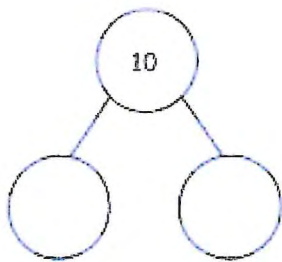
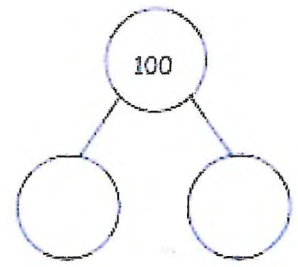
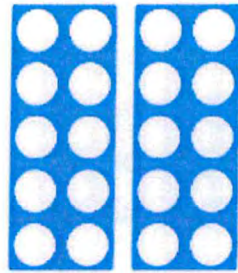
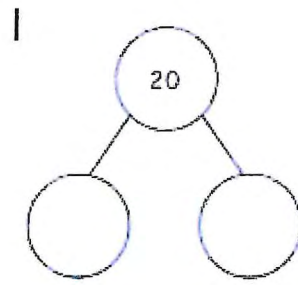
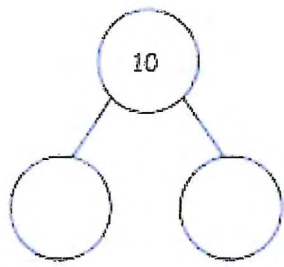




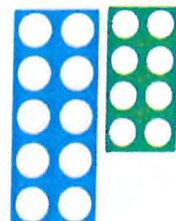
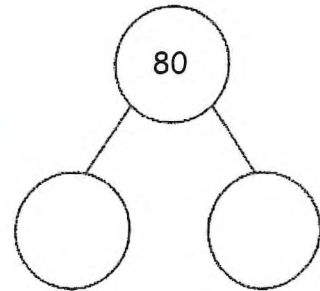
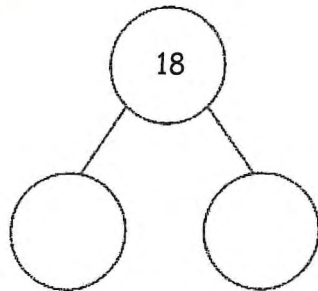
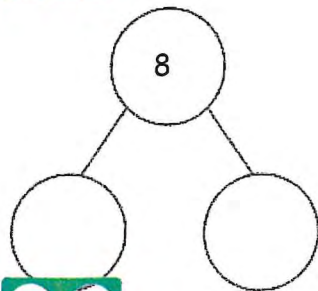
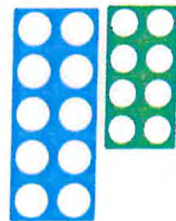
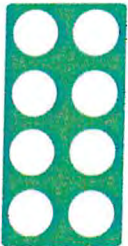
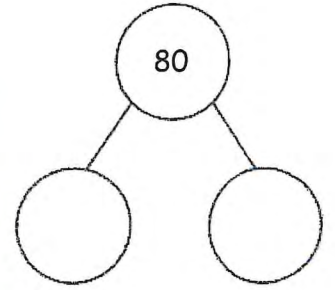
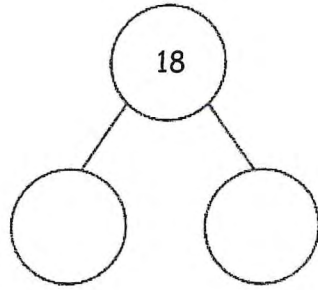
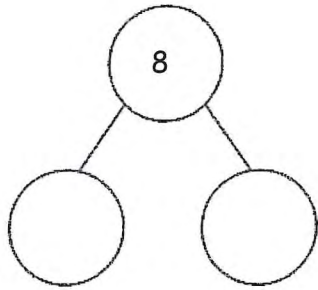
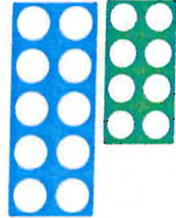
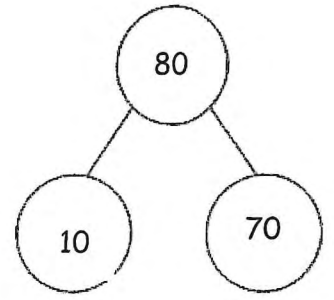
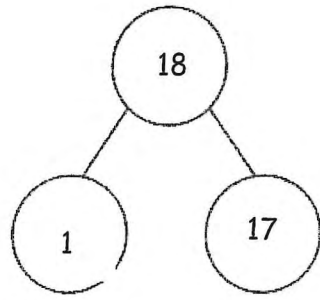
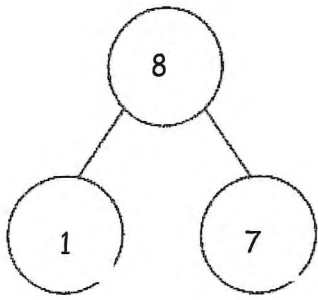


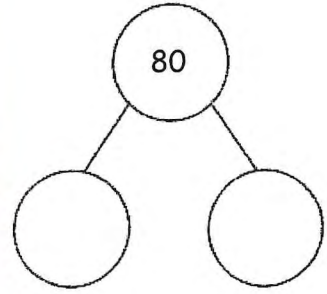
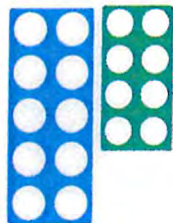
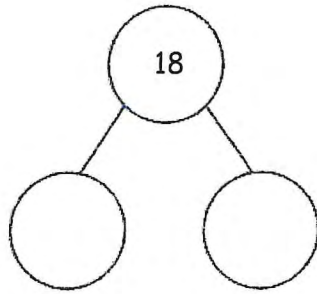
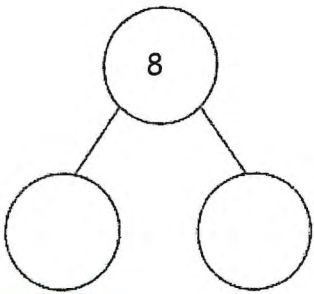
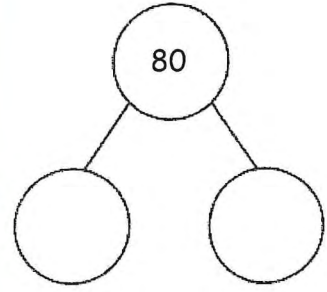
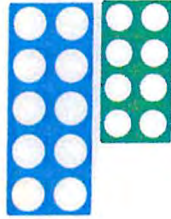
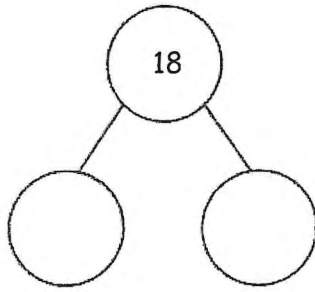
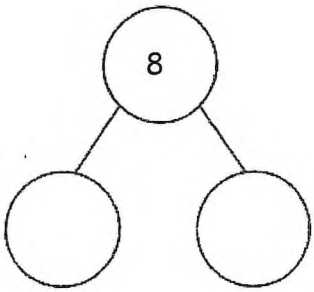
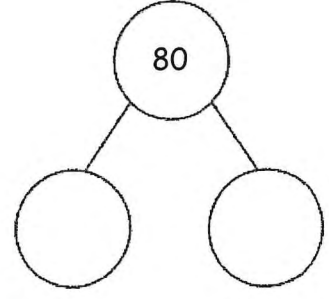
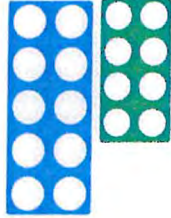
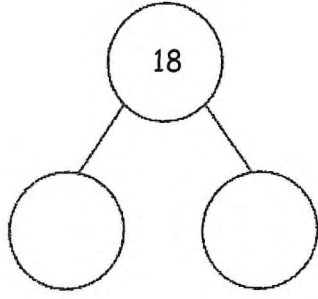
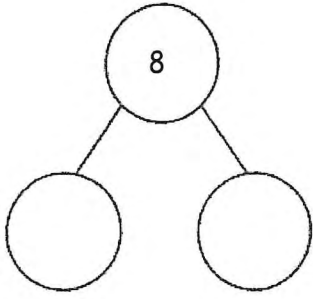


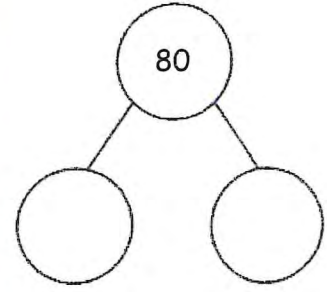
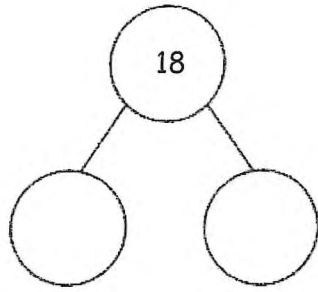
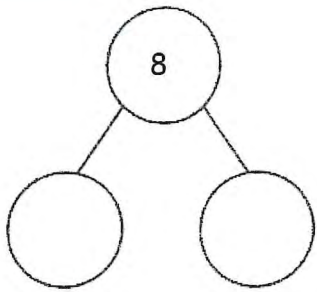
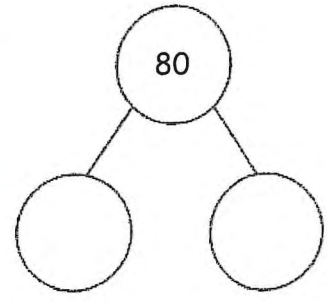
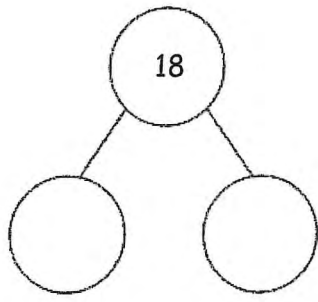
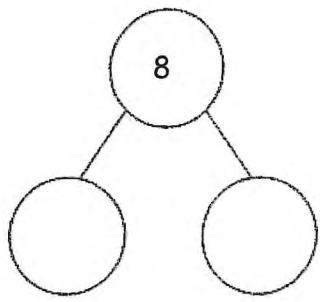














Watch the videos about the athletes below, think about...

- Which Olympic Games did they take part in?
- How many medals did they win? What colour?
- When did they win their very last medal? What colour was it?
- What sporting event did they take part in?

Use this information to put the athletes below in order, starting with the person that won their medals first. Cut each picture out carefully and add it to the timeline below. One has been done for you.



**Rebecca Adlington**

<https://www.youtube.com/watch?v=XIFVXuPH7h4>



**Steve Redgrave**

[https://www.youtube.com/watch?v=MVXP\\_Rgr-uI](https://www.youtube.com/watch?v=MVXP_Rgr-uI)



**Lizzie Yarnold**

<https://www.youtube.com/watch?v=lxif2PXG13I>



**Mo Farah**

[https://www.youtube.com/watch?v=c\\_KhRadTP5A](https://www.youtube.com/watch?v=c_KhRadTP5A)



**Linford Christie**

<https://www.youtube.com/watch?v=Vd2uMGa6YAs>

I can use my knowledge of talented athletes to put them in date order.



## My Timeline of Great British Athletes

1. Name: Linford Christie.



Medal Awarded: 1992

Barcelona. 1<sup>st</sup> place Gold.

Sport: Running – 100m.

3. Name: \_\_\_\_\_

Medal Awarded: \_\_\_\_\_

Sport: \_\_\_\_\_

5. Name: \_\_\_\_\_

Medal Awarded: \_\_\_\_\_

Sport: \_\_\_\_\_

2. Name: \_\_\_\_\_

Medal Awarded: \_\_\_\_\_

Sport: \_\_\_\_\_

4. Name: \_\_\_\_\_

Medal Awarded: \_\_\_\_\_

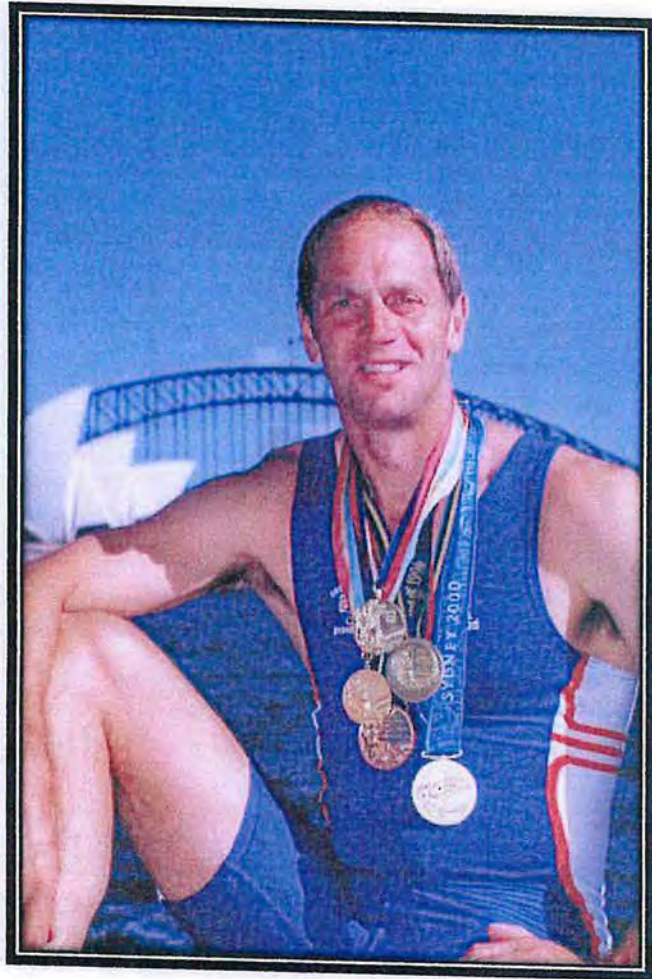
Sport: \_\_\_\_\_

An athlete I aspire to be like is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Steve Redgrave

Born: 23 March 1962

Age: 59 years old

Sport: Rowing

Town: Marlow

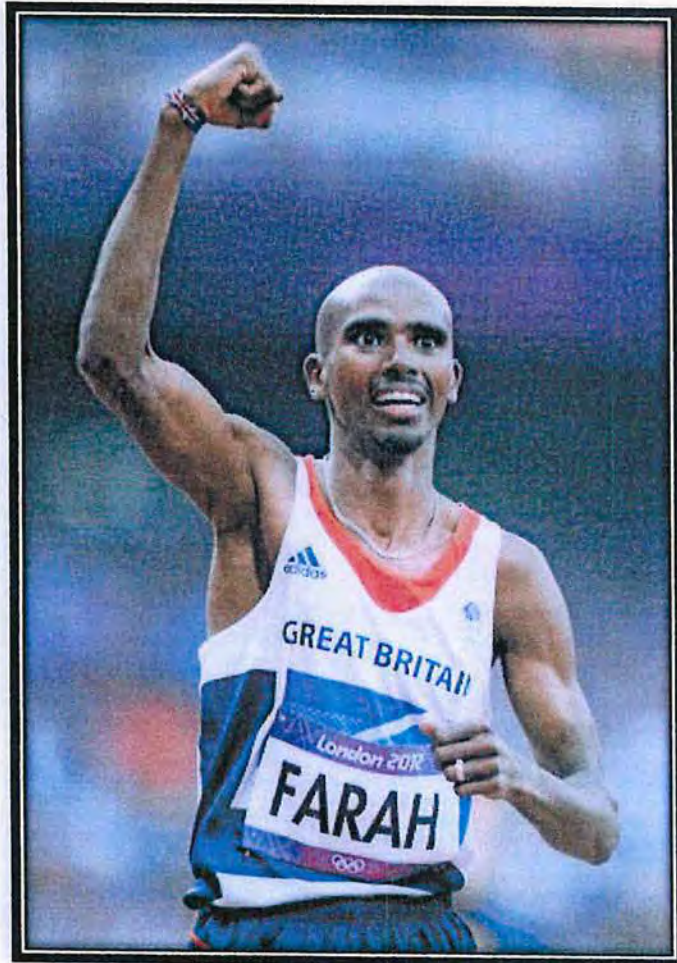
Country represented: Great Britain

Country:	Date:	Medals:
Sydney	2000	Gold
Atlanta	1996	Gold
Barcelona	1992	Gold
Seoul	1988	Gold
Seoul	1988	Bronze
Los Angeles	1984	Gold



**Did you know?**  
Steve Redgrave started rowing at the age of 16.





## Mo Farah

Born: 23 March 1983

Age: 38 years old

Sport: Athletics

Town: Mogadishu, Somalia

Country represented: Great Britain

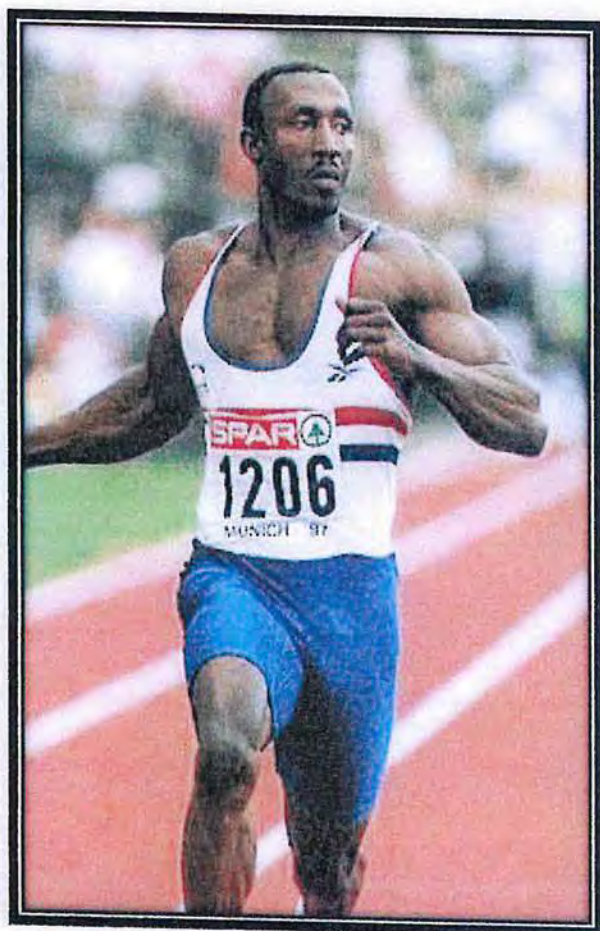
Country:	Date:	Distance:	Medals:
Rio	2016	Men's 5,000m	Gold
Rio	2016	Men's 10,000m	Gold
London	2012	Men's 10,000m	Gold
London	2012	Men's 5,000m	Gold
Beijing	2008	Men's 5,000m	No medal



**Did you know?**

Mo Farah lives in London and Portland, Oregon, United States.





## Linford Christie

Born: 2 February 1960

Age: 61 years old

Sport: Athletics

Town: St. Andrew Parish, Jamaica

Country represented: Great Britain

Country:	Date:	Distance:	Medals:
Atlanta	1996	Men's 100m	No medal
Atlanta	1996	Men's 200m	No medal
Barcelona	1992	Men's 4 x 100m Relay	No medal
Barcelona	1992	Men's 200m	No medal
Barcelona	1992	Men's 100m	Gold
Seoul	1988	Men's 100m	Silver
Seoul	1988	Men's 4 x 100m Relay	Silver
Seoul	1988	Men's 200m	No medal



# Rebecca Adlington



Born: 17 February 1989

Age: 32 years old

Sport: Swimming

Town: Mansfield

Country represented: Great Britain

Country:	Date:	Distance:	Medals:
London	2012	Women's 800m Freestyle	Bronze
London	2012	Women's 400m Freestyle	Bronze
Beijing	2008	Women's 400m Freestyle	Gold
Beijing	2008	Women's 800m Freestyle	Gold

Did you know?

Rebecca Adlington started to race at the age of 9!





## Lizzie Yarnold

Born: 31 October 1988

Age: 32 years old

Sport: Skeleton

Town: Sevenoaks

Country represented: Great Britain

Country:	Date:	Distance:	Medals:
PyeongChang	2018	Women's Skeleton	Gold
PyeongChang	2018	Women's Skeleton	Gold
Sochi	2014	Women's Skeleton	Gold
Sochi	2014	Women's Skeleton	Gold



**Did you know?**

Lizzie Yarnold's top speed was 90 mph!







# Plurals Recap

s, ies, es or irregular!

I wonder how many of  
these rules I can  
remember...



# Just add 's'

We know the most common way to make a singular noun plural is to add an 's'.

**Plural** - lots of something.

**Singular** - one person, place or thing.

**Noun** - naming word, a person, place or thing.

bottle  
· · \_ \_



bottles  
· · \_ \_ ·

iceberg  
∩ · \_ ·



icebergs  
∩ · \_ · ·

# Adding 'es'

We know that if a noun ends in -s, -ss, -sh, -ch, -x or -z we need to add 'es'.

bush  
• • —



bushes  
• • — —

fox  
• • •



foxes  
• • • —



# Adding 'ies'

We know that if a singular noun ends in a -y and has a consonant before it, we need to take away the -y and add 'ies'. If it has a vowel before it, we need to just add 's'.

**Consonant** - A consonant is a speech sound that is not a vowel (a, e, i, o, u).

cherry  
— . — .



cherries  
— . — —

puppy  
. . — .



puppies  
. . — —



# Adding 's'

When a word ends with a 'y' but has a vowel before it, we just add 's'

Remember, vowels are a, e, i, o and u.

donkey  
.....



donkeys  
.....

trolley  
.....



trolleys  
.....

# The others...

feet  
· — ·

mice  
· ☺

teeth  
· — —

wolves  
· \* . . —

sheep  
— — ·

fish  
· · —

children  
— . . . \* ·

Some words do not follow the patterns that we know. We use them lots when we are speaking. To help us spell them, we listen carefully to the sounds within each word. Sometimes the words change slightly, and sometimes they change a lot!

e.g. There are lots of **childs** on this bus!

There are lots of **children** on this bus!

# Your turn...

1. Choose the correct plural noun to fit in the spaces.

a) Milly took all the \_\_\_\_\_ out of the box and put them away.

**hat**

**hats**

**hates**

b) Tahir's \_\_\_\_\_ started falling out when he was six.

**tooth**

**tooths**

**teeth**

c) My grandpa loves to eat fresh \_\_\_\_\_.

**tomatos**

**tomatoes**

**tomaties**

d) Some people say that cats have nine \_\_\_\_\_.

**lives**

**lifes**

**lifi**





# Your turn...

2. Draw arrows to match these singular nouns to their plurals.

mouse

wife

foot

sheep

fungus

scissors

handcuff

baby

feet

mice

babies

fungi








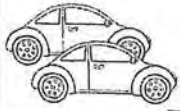





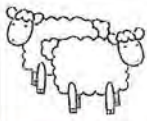
wives

handcuffs

sheep

scissors



Singular	→	Plural
 cup		 _____
 apple		 _____
 bee		 _____
 car		 _____
 butterfly		 _____
 mouse		 _____
 sheep		 _____

## Your turn...

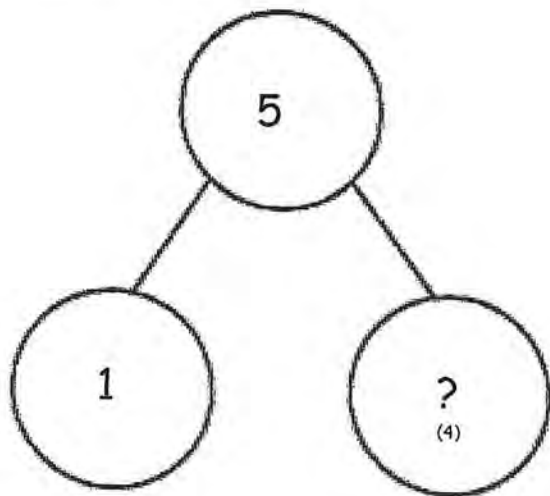
Have a go at writing the plural version of these singular nouns. You will need to use your knowledge of plurals to fill the gaps!

When you feel like you are ready to test your knowledge, have a go at the game linked below.

<https://www.phonicsplay.co.uk/resources/phase/6/pond-life-plurals> - plurals game

## Missing Number Bonds Challenge

Now that you have investigated your numbers to and within 10 and 20, see if you can solve these missing number problems. Think about using what you know from your addition and subtraction facts to help you. For example, in the first one, we know that  $5 - 1 = 4$  so when we think about what we need to add to 1 to make 5, we know that the missing number must be 4! You could also use a part-whole model to support you. Fill in what you know first, the answer, or the whole, is 5. We have been given 1 as a part and we need to find that other part.



## Missing Number Bonds Challenges

### Number Bonds Challenge 1

$1 + \square = 5$	$0 + 5 = \square$	$\square + 2 = 5$
$3 + \square = 6$	$2 + 4 = \square$	$\square + 3 = 6$
$4 + 1 = \square$	$1 + \square = 5$	$4 + \square = 6$
$\square + 0 = 6$	$5 + \square = 6$	$5 + \square = 5$
$2 + \square = 6$	$4 + \square = 6$	$2 + \square = 6$
$\square + 2 = 5$	$0 + 5 = \square$	$\square + 3 = 6$
$5 + 1 = \square$	$6 + \square = 6$	$1 + \square = 6$
$0 + \square = 6$	$\square + 4 = 6$	$6 + 0 = \square$
$\square + 3 = 6$	$5 + 1 = \square$	$\square + 1 = 5$
$2 + \square = 5$	$3 + \square = 5$	$3 + \square = 5$
$3 + \square = 5$	$4 + 1 = \square$	$\square + 1 = 6$
$1 + \square = 6$	$\square + 5 = 5$	$2 + 4 = \square$
$\square + 3 = 6$	$2 + \square = 6$	
$\square + 2 = 6$	$1 + \square = 6$	



## Missing Number Bonds Challenges

### Number Bonds Challenge 2

$4 + 5 = \square$	$1 + 6 = \square$	$\square + 6 = 8$
$3 + \square = 7$	$\square + 4 = 9$	$7 + \square = 8$
$\square + 1 = 8$	$2 + \square = 7$	$2 + 5 = \square$
$5 + \square = 8$	$3 + \square = 9$	$3 + \square = 9$
$\square + 2 = 9$	$0 + 7 = \square$	$7 + 2 = \square$
$1 + 8 = \square$	$6 + 3 = \square$	$\square + 8 = 9$
$0 + \square = 7$	$1 + \square = 8$	$0 + \square = 7$
$4 + \square = 8$	$5 + \square = 9$	$4 + \square = 9$
$\square + 5 = 7$	$\square + 0 = 9$	$6 + 2 = \square$
$\square + 0 = 9$	$3 + 6 = \square$	$3 + 4 = \square$
$4 + \square = 7$	$2 + \square = 7$	$9 + \square = 9$
$8 + \square = 8$	$6 + 1 = \square$	$5 + \square = 8$
$5 + 2 = \square$	$1 + \square = 9$	
$\square + 4 = 8$	$\square + 0 = 8$	

## Missing Number Bonds Challenges

### Number Bonds Challenge 3

$4 + 6 = \square$	$2 + 18 = \square$	$50 + 50 = \square$
$1 + \square = 20$	$\square + 30 = 100$	$80 + \square = 100$
$30 + \square = 100$	$14 + \square = 20$	$2 + \square = 10$
$5 + \square = 20$	$5 + 5 = \square$	$17 + 3 = \square$
$\square + 20 = 100$	$\square + 3 = 20$	$\square + 60 = 100$
$2 + 8 = \square$	$11 + \square = 20$	$\square + 0 = 100$
$13 + 7 = \square$	$90 + \square = 100$	$3 + \square = 10$
$10 + \square = 100$	$\square + 4 = 10$	$\square + 9 = 10$
$\square + 4 = 20$	$70 + \square = 100$	$70 + \square = 100$
$7 + \square = 20$	$1 + \square = 10$	$\square + 2 = 20$
$10 + \square = 20$	$\square + 6 = 20$	$5 + 15 = \square$
$1 + 9 = \square$	$0 + \square = 20$	$10 + \square = 10$
$8 + 2 = \square$	$2 + \square = 20$	
$\square + 50 = 100$	$\square + 3 = 10$	

Let's make our own...

# British Athlete Fact File

I love learning about athletes!





# British Athlete Fact File

This term, we have been focused on The Olympic Games and all of the talented athletes that take part every 4 years. Most recently, we have looked at Usain Bolt and have learnt lots of super facts about his talents, history and sporting victories!

Have a go at researching athletes from sports that you find the most interesting to make your own fact files. One has been done for you, but there are 3 plain ones for you to fill in.

Use your research skills to find out more information. You could use the internet and non-fiction books! If you need to refresh yourselves on how to use your research skills, watch Mr Heesom's video.

<https://www.youtube.com/watch?v=QAKH3I2omA4>



## British Athletes



**Name:** Dina Asher-Smith

**Date of birth:** 4<sup>th</sup> December 1995

**Age:** 25 years old

**Sport:** Athletics - Sprinter

**Country:** Great Britain

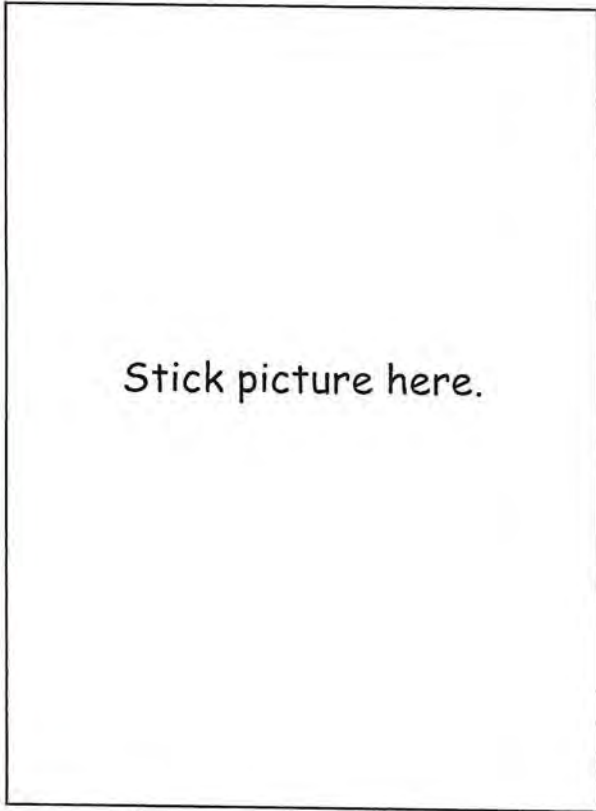
**Retired or not retired:** Not retired

**Medals won:** Rio 2016, 3<sup>rd</sup> place bronze.

### **3 WOW facts:**

- Dina is the fastest British woman recorded in history.
- She is one of the UK's most influential people of African/African Caribbean.
- Dina started breaking records at a young age, running a worlds best 39.16 seconds in 300m aged 13.

# British Athletes



Name:.....

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Date of birth:.....

Age: .....

Sport: .....

Country:.....

Retired or not retired:.....

Medals won:..... 3

WOW facts: .....

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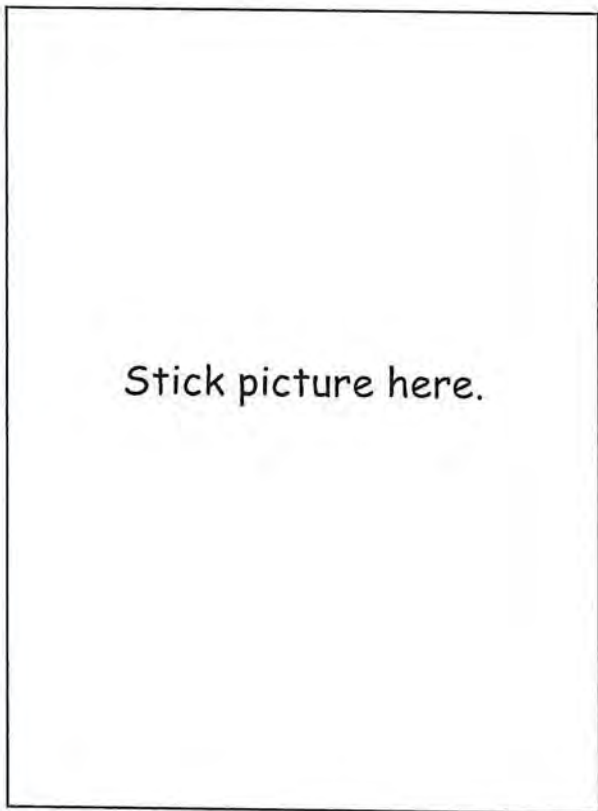
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# British Athletes



**Athlete's name:**.....

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**Date of birth:**.....

**Age:** .....

**Sport:** .....

**Country:**.....

**Retired or not retired:**.....

**Recent medals won:**.....

**3 WOW facts:** .....

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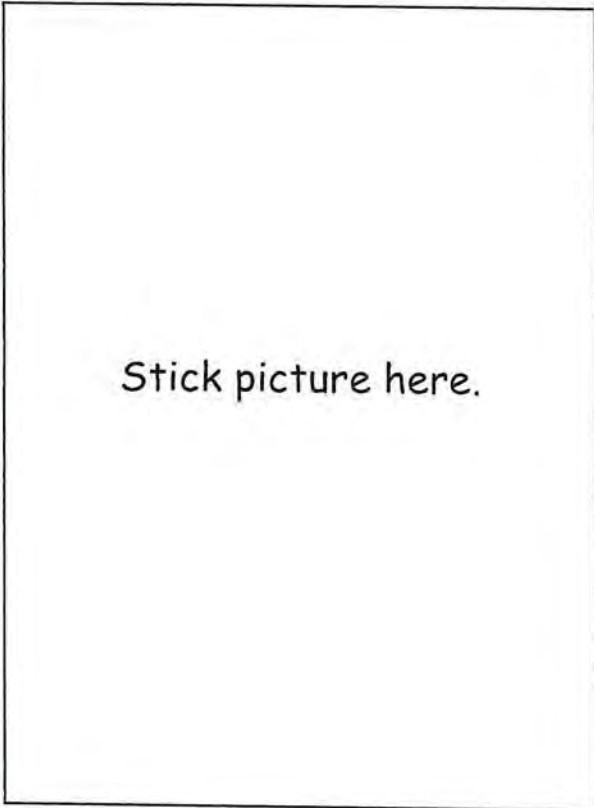
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# British Athletes



**Athlete's name:**.....

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**Date of birth:**.....

**Age:** .....

**Sport:** .....

**Country:**.....

**Retired or not retired:**.....

**Recent medals won:**.....

**3 WOW facts:** .....

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This week we have been focusing on plurals and the different suffixes you can add to the end of each noun, such as -s, -es and -ies. Your child will need to pick a set of spellings that they believe best suit them and their ability.

Year 2 Spellings - To be tested on 02/07/21

Set 1

Name \_\_\_\_\_

Today I got \_\_\_\_\_ out of \_\_\_\_\_

friends sh				
mice				
schools				
houses				
cakes				
slides				
cubes				
doors				



Year 2 Spellings - To be tested on 02/07/21

Set 2

Name \_\_\_\_\_

Today I got \_\_\_\_\_ out of \_\_\_\_\_

<u>ch</u> <u>e</u> <u>r</u> <u>r</u> <u>i</u> <u>e</u> <u>s</u>				
<u>p</u> <u>l</u> <u>a</u> <u>n</u> <u>t</u> <u>s</u>				
<u>f</u> <u>a</u> <u>m</u> <u>i</u> <u>l</u> <u>i</u> <u>e</u> <u>s</u>				
<u>c</u> <u>h</u> <u>i</u> <u>l</u> <u>d</u> <u>r</u> <u>e</u> <u>n</u>				
<u>p</u> <u>a</u> <u>r</u> <u>e</u> <u>n</u> <u>t</u> <u>s</u>				
<u>s</u> <u>c</u> <u>h</u> <u>o</u> <u>o</u> <u>l</u> <u>s</u>				
<u>c</u> <u>h</u> <u>u</u> <u>r</u> <u>c</u> <u>h</u> <u>e</u> <u>s</u>				
<u>b</u> <u>r</u> <u>u</u> <u>s</u> <u>h</u> <u>e</u> <u>s</u>				
<u>h</u> <u>o</u> <u>u</u> <u>s</u> <u>e</u> <u>s</u>				



Title

## How to make a cheese and cucumber sandwich

You will need:

Subheading

- 2 slices of wholemeal bread.
- A spoonful of butter
- A handful of grated cheese
- Cucumber
- A sharp knife
- A paper towel



Method:

Number orders

1. Firstly, take 2 slices of bread and lay them flat on your paper towel.
2. Then scrape some butter (roughly a teaspoonful) from the pot, using your knife.

Bossy verbs (imperative)

3. Next, spread the butter gently onto both pieces of bread. This is important because you might tear your bread!

Time adverbials

conjunction

4. Once you have done this, take a handful of grated cheese and carefully sprinkle it onto **one** of your slices of bread. Be sure to fully cover the whole slice in order to get the tastiest sandwich.

Adverb

5. After that, use your knife to **safely** chop 4 slices of cucumber and then place these on top of your cheese to finish off your delicious filling.
6. When you have finished, place the other slice of bread neatly on top of your filling and lightly press it down to ensure it is secure.
7. Then cut your sandwich diagonally to create 2 precise triangles. Repeat this in the other direction to create 4 triangles.
8. Finally, enjoy eating your scrumptious cheese and cucumber sandwich!

## How to make a cheese and cucumber sandwich

### You will need:

- 2 slices of bread.
- Butter
- Grated cheese
- Cucumber
- A sharp knife
- A paper towel



### Method:

1. Firstly, take 2 slices of bread and lay them flat on your paper towel.
2. Then scrape some butter from the pot, with your knife.
3. Next, spread the butter onto both pieces of bread. You need to be careful because you might tear your bread!
4. Once you have done this, sprinkle the grated cheese onto **one** of your slices of bread.
5. After that, chop 4 slices of cucumber and then place these on top of your cheese to finish off your yummy filling.
6. When you have finished, place the other slice of bread on top of the filling and press it down to make sure it's secure.
7. Then cut your sandwich in to 4 triangles.
8. Finally, enjoy eating your scrumptious cheese and cucumber sandwich!

## English

Last week in English, we began looking at a set of instructions of how to make a cheese and cucumber. We discovered how the instructions featured a title, subheadings, numbered instructions, time adverbials, imperative verbs and sometimes there were some adverbs!

Your challenge for English this week is to have a go at making your own set of instructions using these same features. You can be as creative as you want with this! You may decide to write instructions on how to play your favourite game, how to make a lego model, how to make your breakfast or another meal etc.

**Success criteria- We are looking for:**

Capital letters

A title

Full stops

Subheadings

Numbered instructions

Bossy verbs (imperative)

**To challenge yourself, you could consider using:**

Adverbs to describe how you would do the verb e.g. carefully

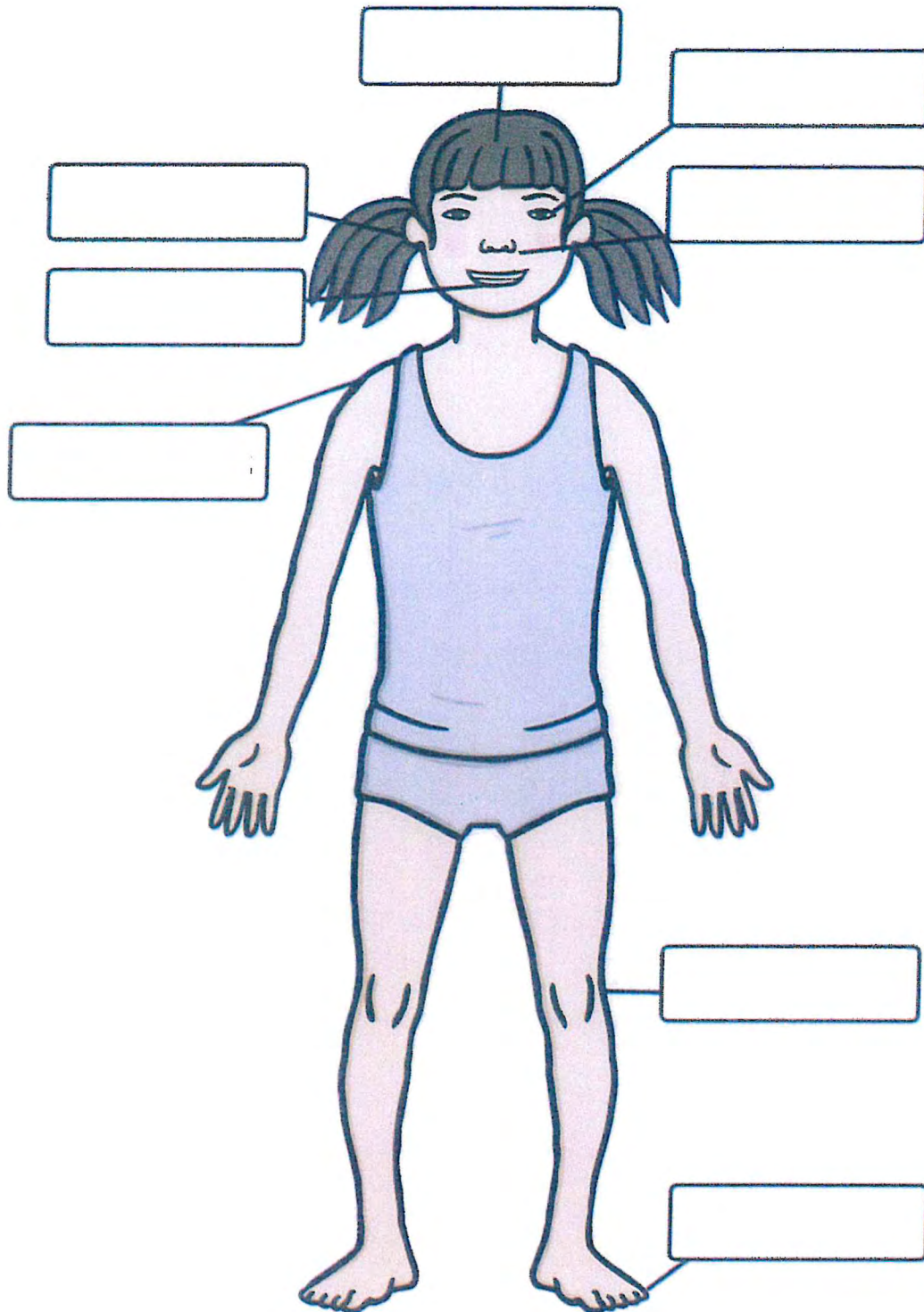
Conjunctions to join two parts of a sentence together e.g. because, if, so, when, and.

Question marks and exclamation marks

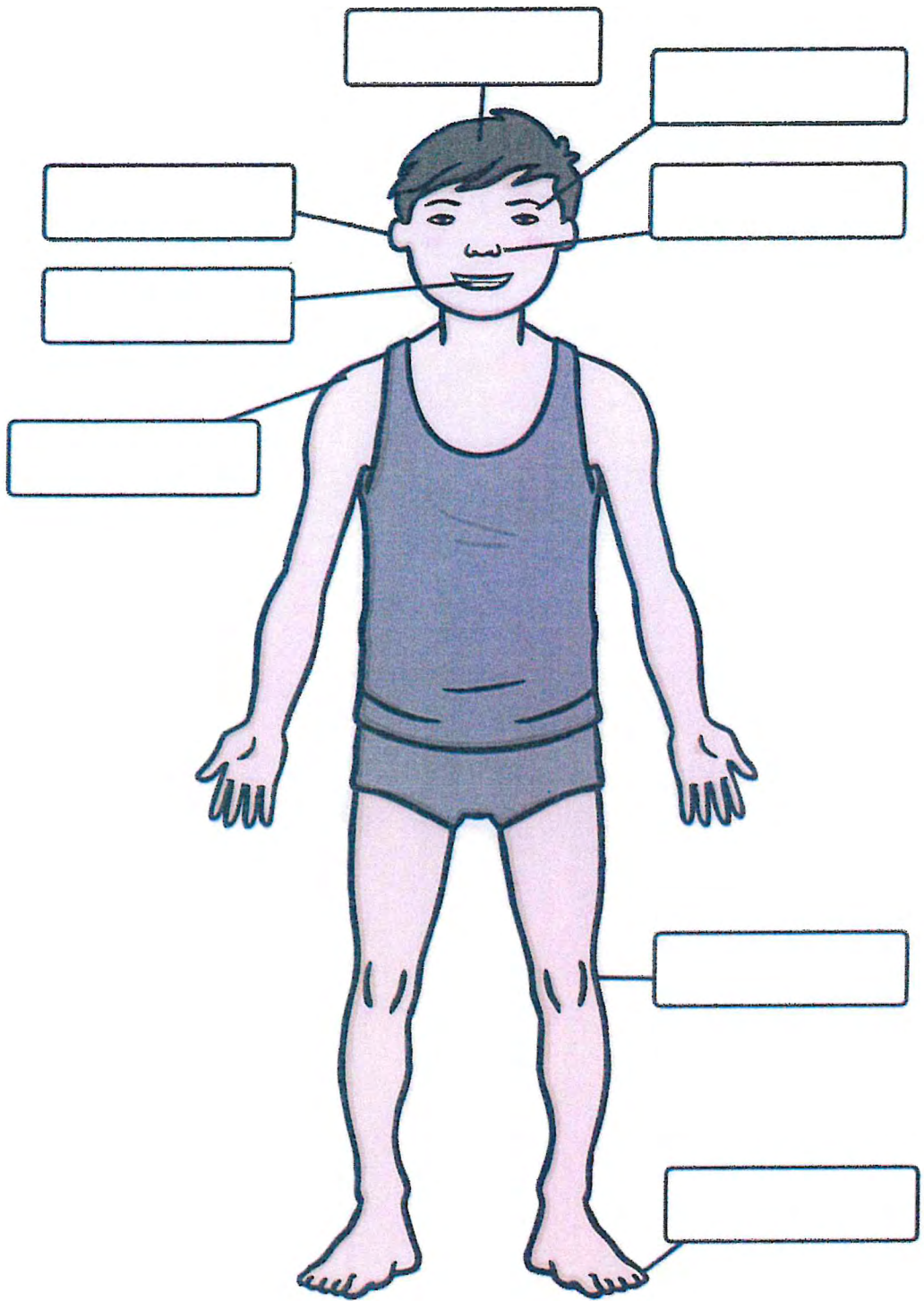
Time adverbials which tell you when to do something e.g. first, next, then, afterwards.  
These may also be short phrases.



Can you label the different parts of your body?







Can you label the different parts of your body?

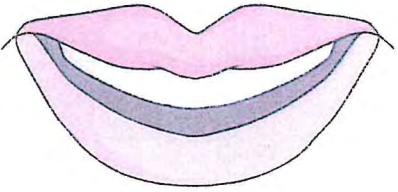


Now, watch this video all about your body and how it helps you and then think about all the different ways that you can use your body parts!

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-the-human-body/zf8jqp3>

	I can use my _____ to _____ _____ _____ _____ _____
	I can use my _____ to _____ _____ _____ _____ _____
	I can use my _____ to _____ _____ _____ _____ _____
	I can use my _____ to _____ _____ _____ _____ _____





I can use my \_\_\_\_\_ to

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I can use my \_\_\_\_\_ to

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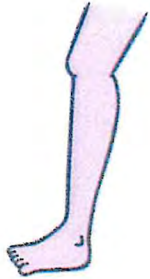
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I can use my \_\_\_\_\_ to

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Inside our bodies, we also have lots of things which help keep us alive, these are called organs.



Lungs



Heart



Kidneys



Stomach



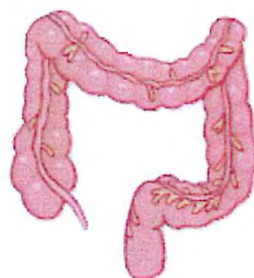
Small Intestine



Brain

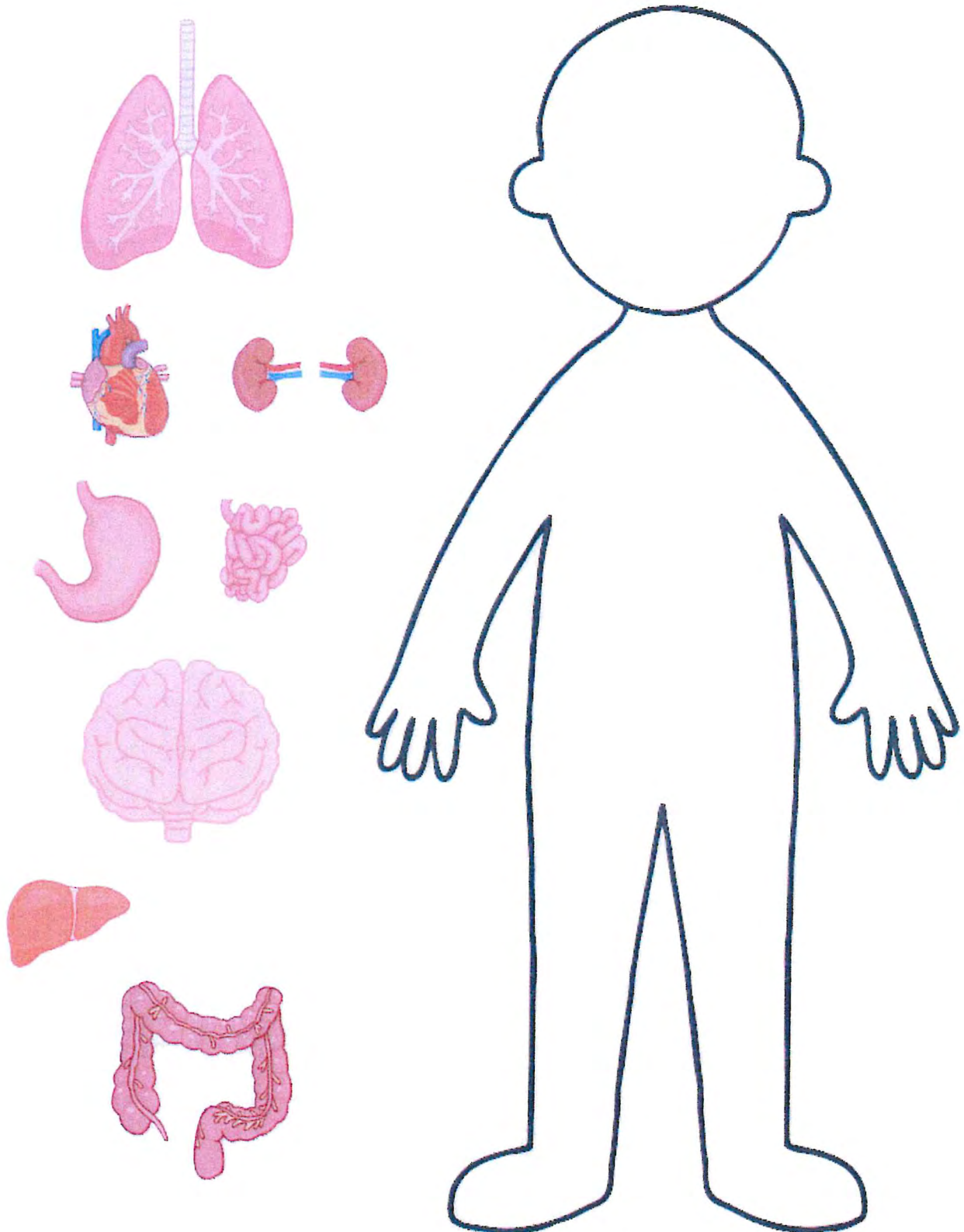


Liver



Large Intestine

Can you now use the video and the diagram to help you cut out and try and put these organs where they should be in our bodies?







My \_\_\_\_\_ help me to

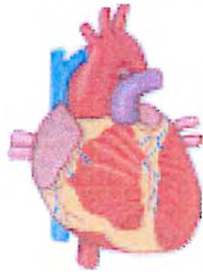
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My \_\_\_\_\_ help me to

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My \_\_\_\_\_ help me to

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My \_\_\_\_\_ help me to

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My \_\_\_\_\_ help me to

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My \_\_\_\_\_ help me to

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My \_\_\_\_\_ help me to

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**Complete these calculations using an empty numberline. Remember to always start from the larger number!**

$23 + 21 =$

---

$43 + 34 =$

---

$56 + 33 =$

---

$35 + 44 =$

---

$25 + 62 =$

---

$22 + 54 =$

---



**Complete these calculations using an empty numberline. Remember to always start from the larger number!**

$65 + 24 =$

---

$73 + 21 =$

---

$28 + 61 =$

---

$15 + 43 =$

---

$45 + 36 =$

---

$14 + 64 =$

---

**Complete these calculations using an empty numberline. Remember to always start from the larger number!**

**Complete these calculations using an empty numberline. Remember to always start from the larger number!**

$23 + 11 =$

---

$43 + 11 =$

---

$56 + 11 =$

---

$35 + 11 =$

---

$25 + 11 =$

---

$22 + 11 =$

---



**Complete these calculations using an empty numberline. Remember to always start from the larger number!**

$65 + 11 =$

---

$73 + 11 =$

---

$28 + 11 =$

---

$15 + 11 =$

---

$45 + 11 =$

---

$14 + 64 =$

---

**Complete these calculations using an empty numberline. Remember to always start from the larger number!**

## Year 2 subtraction – subtracting multiples of 10.

Children to show 2 methods to work it out, jottings and empty number lines. The first one is done for you!

$$54 - 20 = 34$$



$$67 - 40 =$$

$$95 - 40 =$$

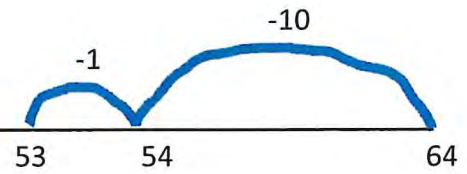
$$98 - 50 =$$

$$57 - 30 =$$

## Year 2 subtraction – subtracting 11.

Children to show 2 methods to work it out, jottings and empty number lines. The first one is done for you!

$$64 - 11 =$$



$$56 - 11 =$$

$$78 - 11 =$$

$$62 - 11 =$$

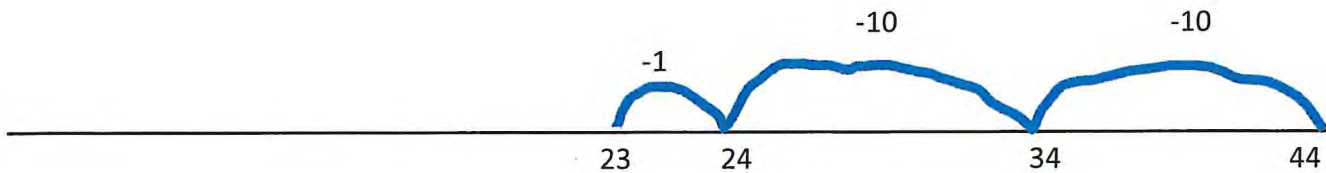
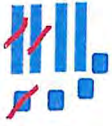
$$99 - 11 =$$



## Year 2 subtraction – subtracting 21.

Children to show 2 methods to work it out, jottings and empty number lines. The first one is done for you!

$$44 - 21 = 23$$



$$64 - 21 =$$

$$85 - 21 =$$

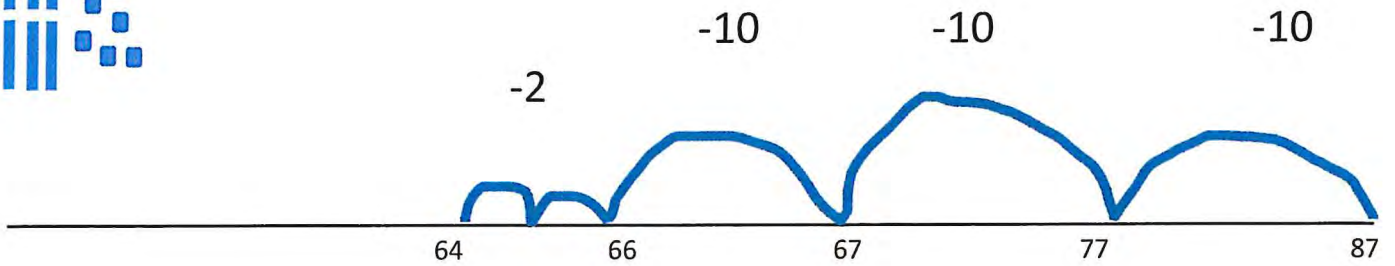
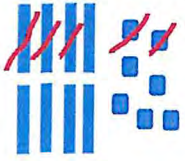
$$76 - 21 =$$

$$92 - 21 =$$

## Year 2 subtraction - Subtracting any 2-digit number

Children to show 2 methods to work it out, jottings and empty number lines. The first one is done for you!

$$87 - 32 =$$



$$75 - 23 =$$

$$68 - 45 =$$

$$59 - 36 =$$

$$99 - 64 =$$

$76 - 33 =$

$54 - 12 =$

$65 - 22 =$

$87 - 56 =$

$96 - 42 =$

$44 - 13 =$

## Art and PSHE

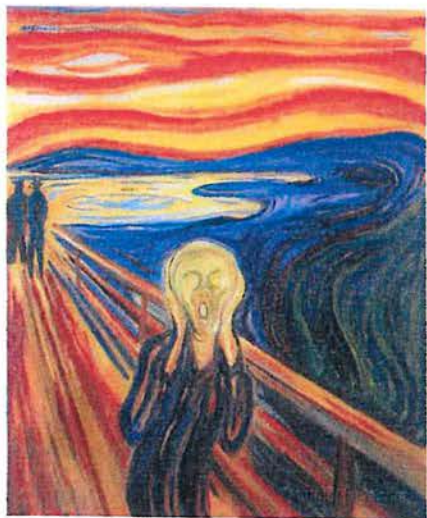
Artists often use their pieces of artwork to reflect their emotions. This will help them to decide what colours to use, what brush/ pencil strokes they might use and what the overall piece looks like. Some artists may choose to create pieces which are pictures of something, for example they might draw a person or paint a flower, whereas some artists may choose to express themselves through abstract art, which isn't an exact picture of something.

On the next page, explore the different pieces of art and decide how they make you **feel**. You might feel:

- Happy
- Loving
- Excited
- Sad
- Worried
- Angry
- Emotional
- Relaxed
- Calm
- Or many other feelings!









## Challenge

Have a go at creating your own piece of art that reflects how you are feeling today. Consider the colours you could use and how they make you feel and the types of lines you could use. You may wish to create a picture of something, or you might decide to produce an abstract piece. Use the resources that you have available at home. This could be pencils, crayons, paints or anything else! We look forward to seeing your wonderful art and deciding how that make us feel.

