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Home Learning Pack

Year 2

Guidance and Answers

Week 5
18/05/2020

Classroom secrets KIDS

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This week's pack supports the activities from the Week 5 timetable on Classroom Secrets Kids.

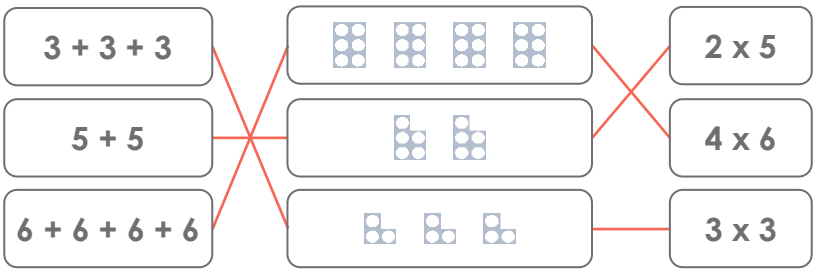
Monday

Maths – The Multiplication Symbol (page 2)

This step is about finding the link between repeated addition and multiplication. Children move on from adding together equal groups, to using multiplication, for example 2 + 2 + 2 + 2 + 2 = 10 becomes 2 x 5 = 10.

Question 1 – In this question, children are given repeated additions, images and multiplications. Children must match the each repeated addition to the correct image, and then to the correct multiplication.

The final answer is as follows:



Question 2 – Children are asked to identify the odd one out. To do this, they must find the calculation for each representation and find which one gives a different answer. A is a repeated addition → 3 + 3 + 3 + 3 + 3 + 3 = 18; B shows 6 lots of 3 number pieces which is 18 in total; C is 6 pairs of socks which his 12 socks in total and D is 6 x 3 = 18.

C is the odd one out because the total is 12.

Question 3 – This question gives 10 **digit cards** (refers to a resource which can be used to create numbers. The digits 0 to 9 are written on individual cards and can be ordered to make different numbers). Children are asked to creat 3 repeated additions and 3 multiplications. They will need to use each card more than once.

There are various answers to this question. Some examples are: 3 + 3 + 3 + 3 = 12 and 4 x 3 = 12; 2 + 2 + 2 + 2 = 8 and 2 x 4 = 8; 6 + 6 = 12 and 6 x 2 = 12.

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Monday

English – Labelling an image and writing sentences (page 3)

Children should use their phonic knowledge to label the images in the pirate picture. They may also choose to label other objects that they can see. Children will then write a sentence or more about the pirate scene. Children should use the image and words they have written to help construct their sentences.

The sentences could include **conjunctions** to link ideas together. Conjunctions are words like when, if and because. Including conjunctions in sentences expands the sentences by giving more detail or explanation. For example, The pirate has a flag on his ship because he wants everyone else to know that he is a fierce pirate.

Every sentence should also begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

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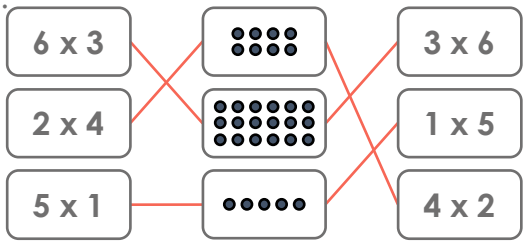
Tuesday

Maths – Use Arrays (page 4)

An **array** is a visual representation of a multiplication, usually using counters arranged in rows and columns. For example  shows 3 x 2 (3 groups of 2) or 2 x 3 (2 groups of 3).

Question 1 – Children are asked to match each **array** in the central column to the **commutative** calculations on either side. **Commutative** calculations have the same answer no matter what order the numbers are in. For example, 2 x 6 = 12 and 6 x 2 = 12.

The answer will be as follows:



Question 2 – In this question there are 3 **arrays** that have been created with fruit. Children must decide which **array** represents 3 lots of 5 and 5 lots of 3 by counting the number of columns and rows in each array. A. represents 2 lots of 4 and 4 lots of 2; B. represents 3 lots of 5 and 5 lots of 3; C. represents 3 lots of 4 and 4 lots of 3.

B is the correct answer.

Question 3 – This question gives a description of an **array**. Children are asked to identify what **array** is being described. There are 18 counters in total. Children could use physical counters or draw counters to create **arrays** before deciding on their answer.

There are various answers to this question, accept any multiplications that have a total of 18. Some examples are: 3 x 6, 6 x 3, 2 x 9

English – Write instructions (page 5)

Children should write instructions about how to make a pirate's treasure map. They should think about what equipment they would need (e.g. paper, scissors etc) and what features they should include (e.g. lake, palm tree, swamp etc). Children need to open their sentences with *first, next, then, after that* and *finally*.

Children should use **coordinating conjunctions** to join sentences. A coordinating conjunction is used to link words, phrases or clauses of equal importance. Coordinating conjunctions include *and*, *but*, *or*, *nor*, *yet*, *for* and *so*. Every sentence should begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

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Wednesday

Maths – The 2 Times Table (page 6)

Question 1 – There are six number pieces. Each number piece is worth two. This represents six lots of two. Children must use this information to complete the **calculation.** (A **calculation** is a way to determine an amount. In this instance it is using multiplication).

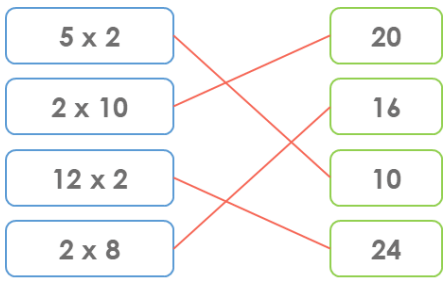
There are six number pieces so 6 x 2 = 12.

Question 2 – A **bar model** shows how numbers can be split into different parts, by splitting them into bars or boxes. In this question, Jacob has used a bar model to solve 9 x 2. Children must determine if the total 19 is correct. They can do this by counting each part in 2s.

Jacob is incorrect; 9 x 2 = 18

Question 3 – This question gives 4 multiplications and 4 answers. Children must match each multiplication to its correct answer.

The multiplications should be matched as follows:



Question 4 – In this question, children must fill in the missing numbers on the **bar model** and the **number track** (a **number track** is a representation to show the order of numbers when counting). A. should be solved by counting each part in 2s. B. can be solved by counting in 2s and noticing which numbers follow 8 and 12.

A. the total is 14; B. the missing numbers are 10 and 14.

Question 5 – Ruby has used a **bar model** to represent her problem. She knows there are 2 balls in each box and she has 11 boxes altogether. Children are asked to explain if Ruby has found the correct answer.

Ruby is correct because 11 x 2 = 22.

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Wednesday

Maths – The 2 Times Table (page 6)

Question 6 – This question gives 2 word problems that need to be solved. Children will need to find the total number of sweets each person has to find the answer. Leyla has 2 packets of 9 sweets. 9 x 2 = 18 so she has 18 sweets. Noel has 12 packets of 2 sweets. 12 x 2 = 24 so he has 24 sweets.

Noel has the most sweets.

Question 7 – Children must use the **digit cards** (see definition on page 2) to create two possible multiplications. It may help children to write the digit cards on paper for them to move around before deciding their final answers. They need to find 2 numbers that can be multiplied by 2 with an answer that can be created using the digit cards.

The two possible answer are: 8 x 2 = 16, 7 x 2 = 14

English – Make a poster (page 7)

Children should design and make a 'Wanted!' poster to help the captain recruit new pirates for his crew. They can use the word bank to help them. The poster should be eye-catching, so children could use colouring pencils to make it colourful and think about the layout carefully (e.g. big main heading WANTED!).

Children should include **adjectives** (describing words) in their sentences to describe the skills and qualities a pirate needs (e.g. brave, not afraid of heights to climb the rigging to the sails, good at scrubbing the decks). Children should take care with their handwriting and letters should be formed correctly.

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Thursday

Maths – The 5 Times Table (page 8)

Question 1 – Children are given 3 sets of images and 3 incomplete multiplications. Children must solve the multiplications and match them to the correct image. Each individual image represents groups of 5 to encourage children to count in 5s to find the answer.

The images should be matched to the following multiplications: A. 5 x 5 = 25; B. 8 x 5 = 40; C. 5 x 7 = 35

Question 2 – This question gives 4 incomplete **calculations** (see definition on page 4). Children must use the given **digit cards** (see definition on page 2) to complete the calculations. Each digit card can be used more than once.

The missing numbers are: A. 10; B. 5 and 0; C. 2; D. 5

Question 3 – This is a reasoning question that requires children to explain their answer. The question explains that Sarah has a machine that multiplies numbers by 5 but she thinks the machine is broken. Children need to check each number that is inputted into the machine has been multiplied by 5 correctly to identify if they agree with Sarah.

Sarah is correct because some of the answers are wrong. 5 x 5 = 25 not 55; 10 x 5 = 50 not 20.

English – Write a pirate's diary entries for a week (page 9)

Children should pretend that they are a pirate and write a diary entry for each day of the week. They can use the word bank to help them. A diary entry should be written in the first person, using words like *I, me, my* etc and all **verbs** (doing words) should be in the past tense because the events have already happened, (e.g. sailed.)

Remember to write the days of the week in the correct order. Children should take care with their handwriting and letters should be formed correctly.

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Friday

Maths – Recognise Equal Groups (online)

Click on the link to watch the learning video clip on recognising equal groups. As the video progresses, it will provide questions to answer. Pause the video and answer each question. Underneath the video, you will find further information on the questions and their answers. https://classroomsecrets.co.uk/free-recognise-equal-groups-year-2-multiplication-and-division-learning-video-clip/

English – Guided Reading – Pirate Adventure (page 10 – 11)

Children should read the information text and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the text first and discuss what it is about and what is happening and then answer the questions.

The answers to the questions are given below.

1. Where do Pete and Polly explore?
   The Seven Seas

2. What is the name of Pirate Pete's ship?
   The Jolly Roger

3. What did Pete say when he woke up?
   Pete said "Good morning, Polly!".

4. Where does Pete sleep?
   In a hammock in his cabin.

5. How do you think Pete felt when he couldn't find Polly?
   Pete was worried when he couldn't find Polly.

6. List three sounds that Pirate Pete heard.
   A clank, a rattle and a clatter.

7. Where did Pirate Pete find Polly?
   He found her in the treasure chest.

8. What game was Polly playing?
   Hide and seek.