



## Carleton Park Year 2: Home Learning Schedule

| W/C 22 <sup>nd</sup> June   | Monday   | Tuesday   | Wednesday   | Thursday   | Friday   |
|---|--|---|---|--|--|
| <p style="text-align: center;"><b>Maths</b></p> <p><i>Suggested timing: 45 mins per lesson</i></p>  | <p><b>Lesson 1: Related facts</b></p> <p><i>Watch the video on WRMH.</i> Click <a href="#">here</a>, then follow the instructions below to find the lesson:</p> <p><b>Summer term – Week 3 (w/c 4<sup>th</sup> May) → Lesson 3 Related Facts.</b></p> <p><i>Then, complete the activities for lesson 1 within this pack.</i></p> | <p><b>Lesson 2: Add two two-digit numbers (no carrying)</b></p> <p><i>Follow the online lesson from Oak Academy. The worksheet for the lesson can be found within this pack for Lesson 2.</i> Click <a href="#">here</a>.</p> | <p><b>Lesson 3: Adding tens (no carrying)</b></p> <p><i>Watch the video on BBC Bitesize. Then, complete the activity within this pack for Lesson 3.</i> Click <a href="#">here</a>.</p> | <p><b>Lesson 4: Add a two-digit and a one-digit number (with carrying)</b></p> <p><i>Watch the video on WRMH.</i> Click <a href="#">here</a>, then follow the instructions below to find the lesson:</p> <p><b>Summer term – Week 4 (w/c 11<sup>th</sup> May) → Lesson 2 Add 2-digit numbers.</b></p> <p><i>Then, complete the activities for Lesson 4 within this pack.</i></p> | <p><b>Lesson 5: Add two two-digit numbers (with carrying)</b></p> <p><i>Watch the video on WRMH.</i> Click <a href="#">here</a>, then follow the instructions below to find the lesson:</p> <p><b>Summer term – Week 4 (w/c 11<sup>th</sup> May) → Lesson 2 Add 2-digit numbers.</b></p> <p><i>Then, complete the activities within this pack for Lesson 5</i></p> |
| <p style="text-align: center;"><b>This week we will be focussing upon:</b></p> <p style="text-align: center;"><b>Addition</b></p> <p>We have produced a 'pre-teach' video to introduce this week's learning in maths. We recommend watching the video before commencing Lesson 1. Please click <a href="#">here</a> to view this.</p> |  |   |   |  |  |

**Remember to share your learning on Class Dojo!**

*Take a photo of your work and upload it to the Portfolio section for your teacher to see.*

|   |   |  |  |   |  |
|---|---|--|--|---|--|
| <p style="text-align: center;"><b>English</b></p> <p><i>Suggested timing: 45 mins per lesson</i></p>  | <p><b>Lesson 1: To retrieve information</b></p> <p>Learn how to retrieve key information from the text.</p> <p><i>Click <a href="#">here</a> and scroll down to the video of Antarctica. Then answer the questions provided below for Lesson 1.</i></p> | <p><b>Lesson 2: To retrieve information</b></p> <p>Continue to retrieve key information from the text. Read the paragraphs of information in Lesson 2 below and then answer the questions, which relate to the text.</p> | <p><b>Lesson 3: To identify the features of a setting</b></p> <p>Learn the key features of a setting description.</p> <p><i>Click <a href="#">here</a> to watch a video, which explains what a setting description is, then complete Lesson 3 below.</i></p> | <p><b>Lesson 4: To identify and use commas in a list</b></p> <p>Identify and use commas and the word 'and' to separate items in a list.</p> <p><i>Click <a href="#">here</a> to find a video explaining commas in a list and task sheets to support your learning (Lesson 4).</i></p> | <p><b>Lesson 5: To write a setting description</b></p> <p>Write a setting description of Antarctica.</p> <p><i>Click <a href="#">here</a> to watch a video of Antarctica and then create your own setting description.</i></p> |
| <p><b>This week our text type is a:</b></p> <p style="text-align: center;"><b>Setting Description</b></p> <p>We have produced a 'pre-teach' video to introduce this week's learning in English. We recommend watching the video before commencing Lesson 1. Please click <a href="#">here</a> to view this.</p> |   |  |  |   |  |

**This week's spellings are:** every - great - break - steak - pretty - beautiful - after - fast - last - past

**Having any problems with the tasks?**

*Feel free to pop any questions or issues onto our class Padlet [here](#)!*



**Starting on the 22<sup>nd</sup> June - every afternoon, Monday to Friday, at 2pm click [here](#) to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher.**



## English – Lesson 1

# This week's spellings

1. every
2. great
3. break
4. steak
5. pretty
6. beautiful
7. after
8. fast
9. last
10. past

## Retrieval: The Reporter



1. **Read** the question



2. **Find** the information in the text



3. **Record** the information



4. **Check** your answer



## English – Lesson 1

### Amazing Antarctica

#### Where Is Antarctica?



Antarctica is the area of land that is the furthest south in the world. It contains the South Pole. It is the coldest place on Earth.

#### Antarctic Animals

Lots of different animals live in Antarctica.



**Emperor penguins** are the biggest penguins in the world. They are only found in Antarctica. They keep themselves warm by huddling together in big groups.

**Fur seals** have thick fur to protect them from the cold. They also have a thick layer of fat under their skin to keep them warm.



**Orcas** are sometimes called 'killer whales' but they are actually a type of dolphin. They eat seals, penguins, squid, sharks and even whales.

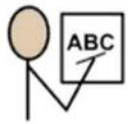
'Emperor Penguins' by Christopher Michal is licensed under CC BY 2.0

### Questions

1. Where is Antarctica? Tick one.
  - It is the furthest north.
  - It is the furthest south.
  - It is the furthest east.
2. Which of these animals live in Antarctica? Tick two.
  - emperor penguins
  - orcas
  - monkeys
3. How do emperor penguins keep themselves warm? Tick one.
  - They huddle together.
  - They eat warm meals.
  - They wear jumpers.
4. What do fur seals have a thick layer of under their skin? Tick one.
  - bones
  - blood
  - fat
5. What are orcas sometimes called? Tick one.
  - killer whales
  - funny whales
  - water whales



## English – Lesson 2



### This week's spellings

1. every
2. great
3. break
4. steak
5. pretty
6. beautiful
7. after
8. fast
9. last
10. past

### Retrieval: The Reporter



1. **Read** the question



2. **Find** the information in the text



3. **Record** the information



4. **Check** your answer



# English – Lesson 2

## Step 2 Developing Reading Skills



### The Amazing Arctic Fox

An Arctic fox is a mammal that is about the same size as a small dog. They live in most Arctic countries, such as Greenland, Iceland and Norway. Arctic foxes are really special animals because they have changed their bodies to help them to live in very cold places.

**Q1:** Write one word to complete this sentence.

The Arctic fox is about the same size as a small \_\_\_\_\_.

**Q2:** Which of these countries can the Arctic Fox be found in?

Tick **three**.

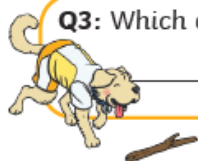
- England
- Norway
- Iceland
- Spain
- Scotland
- Greenland



The Arctic fox is a great hunter. They have a super sense of hearing and wide ears. These two things mean that an Arctic fox can work out exactly where their prey is – even if they are under the snow!

The Arctic fox likes to eat small rodents called lemmings and small birds. They will eat berries when they grow in spring and summer. Sometimes, if they cannot find food, the Arctic fox will follow a polar bear around and eat whatever they leave behind.

**Q3:** Which animal will the Arctic fox sometimes follow around?



**Q4:** Match the adjectives to what they describe in the text.



- great ●
- small ●
- wide ●
- super ●
- ears
- hunter
- hearing
- rodents

To help them to live in very cold places, the Arctic fox's body is covered in thick fur – even on the bottom of their feet! This keeps them warm all year round and helps them to walk on snow and ice.

The Arctic fox's fur is really special because it changes colour with the seasons. In winter, when there are no plants, their fur turns white to blend in with the snow. In the spring, when trees and plants begin to grow, their white fur falls out and their new fur is brown.



**Q5:** Why is it important for the Arctic fox's fur to change colour?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



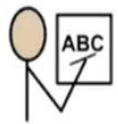
**Q6:** Number the facts below in the order that they appear in the text.

- The first one has been done for you.
- Their body is covered in thick fur.
  - The Arctic fox is a great hunter.
  - 1 An Arctic fox is a mammal.
  - They live in most Arctic countries.
  - Sometimes they will follow a polar bear around.





## English – Lesson 3



### This week's spellings

1. every
2. great
3. break
4. steak
5. pretty
6. beautiful
7. after
8. fast
9. last
10. past

### The Features of a Setting Description

,

1. Lists using commas



2. (Expanded) Noun Phrases



3. Adverbs



# English – Lesson 3

**Taking out 'and'**

Let's take our fruit bowl sentence and remove 'and'. Has this improved it?

The fruit bowl has oranges ~~and~~ bananas ~~and~~ pears ~~and~~ kiwis ~~and~~ apples in it.

The fruit bowl has oranges bananas pears kiwis apples in it.

We do need one 'and' in the sentence. Where should it go?

**A phrase is a group of words that work together:**  
my cute puppy

**A noun phrase is a group of words that have a noun as a key word:**  
The year two class

An expanded noun phrase has a determiner (a, an, the) adjective (describing word) and then a noun (a person place of thing.)

**Can you help me identify the features in this setting description?**

| Adverbs          |           | When?      | How often?   | Where?     | How much?  |
|------------------|-----------|------------|--------------|------------|------------|
| angrily          | merrily   | afterwards | always       | above      | almost     |
| anxiously        | nervously | again      | annually     | around     | completely |
| cautiously       | quickly   | before     | constantly   | away       | entirely   |
| cheerfully       | sadly     | beforehand | daily        | below      | little     |
| courageously     | safely    | early      | hourly       | down       | much       |
| crossly          | shyly     | late       | monthly      | downstairs | rather     |
| cruelly          | solemnly  | never      | never        | everywhere | totally    |
| defiantly        | weakly    | now        | occasionally | here       | very       |
| doubtfully       | well      | often      | often        | inside     |            |
| elegantly        | wildly    | now        | once         | outside    |            |
| enthusiastically |           | punctually | regularly    | there      |            |
| foolishly        |           | recently   | repeatedly   | up         |            |
| frantically      |           | soon       | sometimes    | upstairs   |            |
| gently           |           | then       | usually      | wherever   |            |
| gladly           |           | today      | yearly       |            |            |
| gracefully       |           | tomorrow   |              |            |            |
| happily          |           | yesterday  |              |            |            |
| hungrily         |           |            |              |            |            |
| inquisitively    |           |            |              |            |            |
| irritably        |           |            |              |            |            |
| joyously         |           |            |              |            |            |
| loudly           |           |            |              |            |            |
| madly            |           |            |              |            |            |

More useful adverbs...

|                |               |              |
|----------------|---------------|--------------|
| additionally   | appropriately | consequently |
| fittingly      | hence         | however      |
| insufficiently | suitably      | therefore    |

Icy and remote, the vast landscape stretched for miles; a series of different icy mountains could be seen all around. Loneliness seemed to engulf this place. Colourless and empty, there was a chilling atmosphere. Slowly, the sharp iceberg bobbed up and down in the blue water. In the icy air, the wind howled, the penguin squawked and a dusty coating of snow skated across the ice.

Calmly, the freezing water trickled around the large expanse of land. Sheets of ice formed from previously fallen snow. The ice took different forms; glaciers, ice shelves and icebergs. Above the Antarctic mountains, the sun shone brightly for 24 hours. Smouldering, golden, burning sun heated the ice during the long summer days. Penguins, sea birds, seals, fish, whales, squid and molluscs all lived in this cold habitat.



## English – Lesson 3 Answers

Icy and remote, the vast landscape stretched for miles; a series of different icy mountains could be seen all around. Loneliness seemed to engulf this place. Colourless and empty, there was a chilling atmosphere. **Slowly**, **the sharp iceberg** bobbed up and down in the blue water. In **the icy air**, **the wind howelled**, **the penguin squawked** and **a dusty coating** of snow skated across the ice.

**Calmly**, **the freezing water** trickled around **the large expanse of land**. Sheets of ice formed from previously fallen snow. The ice took different forms; **glaciers, ice shelves** and icebergs. **Above the Antarctic mountains**, the sun shone **brightly** for 24 hours. **Smouldering, golden**, burning sun heated the ice during **the long summer** days. **Penguins, sea birds, seals, fish, whales, squid** and molluscs all lived in this cold habitat.

**Commas for a list**

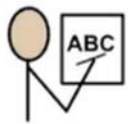
**(Expanded) Noun phrases**

**Adverbs**





## English – Lesson 4



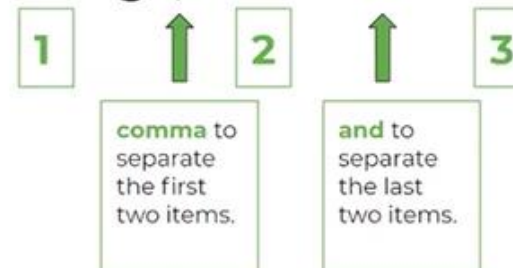
# This week's spellings

1. every
2. great
3. break
4. steak
5. pretty
6. beautiful
7. after
8. fast
9. last
10. past

### Commas in a list

When we write a list, we separate each item with a **comma** and we use **and** between the last two items.

She could see buildings, trees and roads.





## English – Lesson 4

### Identify



1. Circle the **commas** in the lists below
2. Underline each **and**

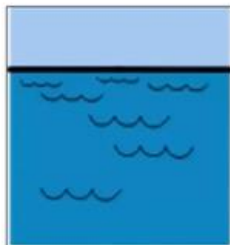
1. The man wore jeans, a shirt and some old trainers.
2. She ate a sandwich, some crisps and an apple.
3. She heard people talking, the wind blowing and birds tweeting.

### Practise



Write a list using a **comma** and **and** in the correct places.

Lila could see



### Practise

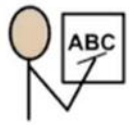


Add **commas** and **and** to the correct places in each of the following sentences.

1. Lila could see clouds  trees  a rushing river.
2. Lila could hear parrots screeching leaves rustling crocodiles snapping.
3. Lila could see sleepy snakes mighty tigers hardworking fisherman.



## English – Lesson 5



# This week's spellings

1. every
2. great
3. break
4. steak
5. pretty
6. beautiful
7. after
8. fast
9. last
10. past

### The Features of a Setting Description

, 1. Lists using commas



2. (Expanded) Noun Phrases



3. Adverbs



## Wow Words For Describing a Setting

**glorious**

unnerving   lively   spectacular

**regal**   silent   frightening

stately   **creepy**   tranquil

**calm**   majestic   **still**   magnificent   disgusting

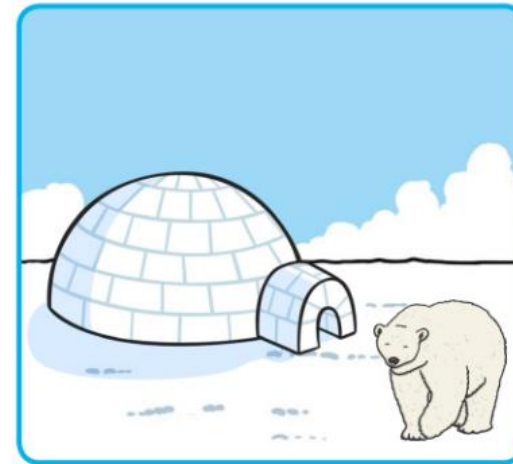
**noiseless**   sinister   **ugly**   unappealing

eerie   **breath-taking**   **peaceful**

spine-chilling   hideous   beautiful

**attractive**   awe-inspiring

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### Key Words

cold freezing snowy  
icy bright white lonely  
quiet beautiful dangerous  
chilly bitter remote  
breathtaking arctic

Can you write a paragraph about this setting?

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## Maths– Lesson 1

### Related facts



- 1 Use base 10 to show that  $3 + 5 = 8$  and  $30 + 50 = 80$

Draw your answer.

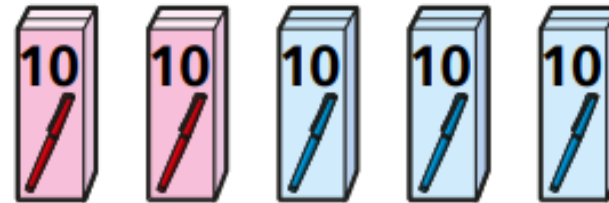
What is the same about your models?  
What is different?

- 2 a) Eva has 2 red pens and 3 blue pens.



How many pens does Eva have?

- b) Tommy has 20 red pens and 30 blue pens.



How many pens does Tommy have?

- 3 Fill in the missing numbers in the related facts.

a)  $1 + 2 = 3$

$10 + 20 =$

b)  $7 + 2 = 9$

$70 + 20 =$

c)  $4 + 6 =$

+ 60 = 100



## Maths– Lesson 1 continued

d)  $1 + 8 = \square$

$\square + 10 = 90$

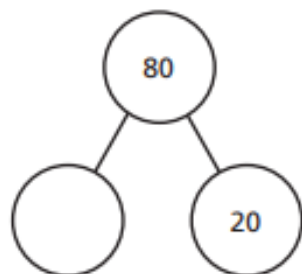
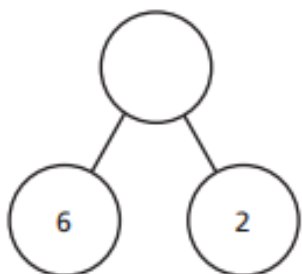
e)  $3 + 4 = \square$

$\square + \square = 70$

f)  $8 + \square = 8$

$\square + 80 = 80$

4 Complete the part-whole models.



5 Fill in the missing numbers in the related facts.

a)  $5 - 3 = 2$

$50 - 30 = \square$

b)  $7 - 1 = 6$

$70 - 10 = \square$

c)  $10 - 6 = \square$

$\square - 60 = 40$

6



If  $3 + 1 = 4$ ,  
then  $30 + 10 = 400$  because  
there are two zeros.

Do you agree with Dexter? \_\_\_\_\_

Explain your answer.

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## Maths - Lesson 2

### Independent Task

|           |           |
|-----------|-----------|
| $54 + 34$ | $71 + 36$ |
| $44 + 34$ | $71 + 35$ |
| $34 + 34$ | $71 + 34$ |

Remember, you can draw out Dienes, use the expanded method or try the column method to solve the equations

Do you notice any patterns in the numbers? Can you explain them?

|   | Tens | Ones |
|---|------|------|
|   |      |      |
|   |      |      |
| = |      |      |





# Maths – Lesson 3

### Lesson 3

Calculate the following:

1. 

|       |   |   |
|-------|---|---|
|       | 5 | 4 |
| +     | 3 | 0 |
| <hr/> |   |   |
|       |   |   |

 2. 

|       |   |   |
|-------|---|---|
|       | 6 | 3 |
| -     | 4 | 0 |
| <hr/> |   |   |
|       |   |   |

Calculate the number sentences using column method.

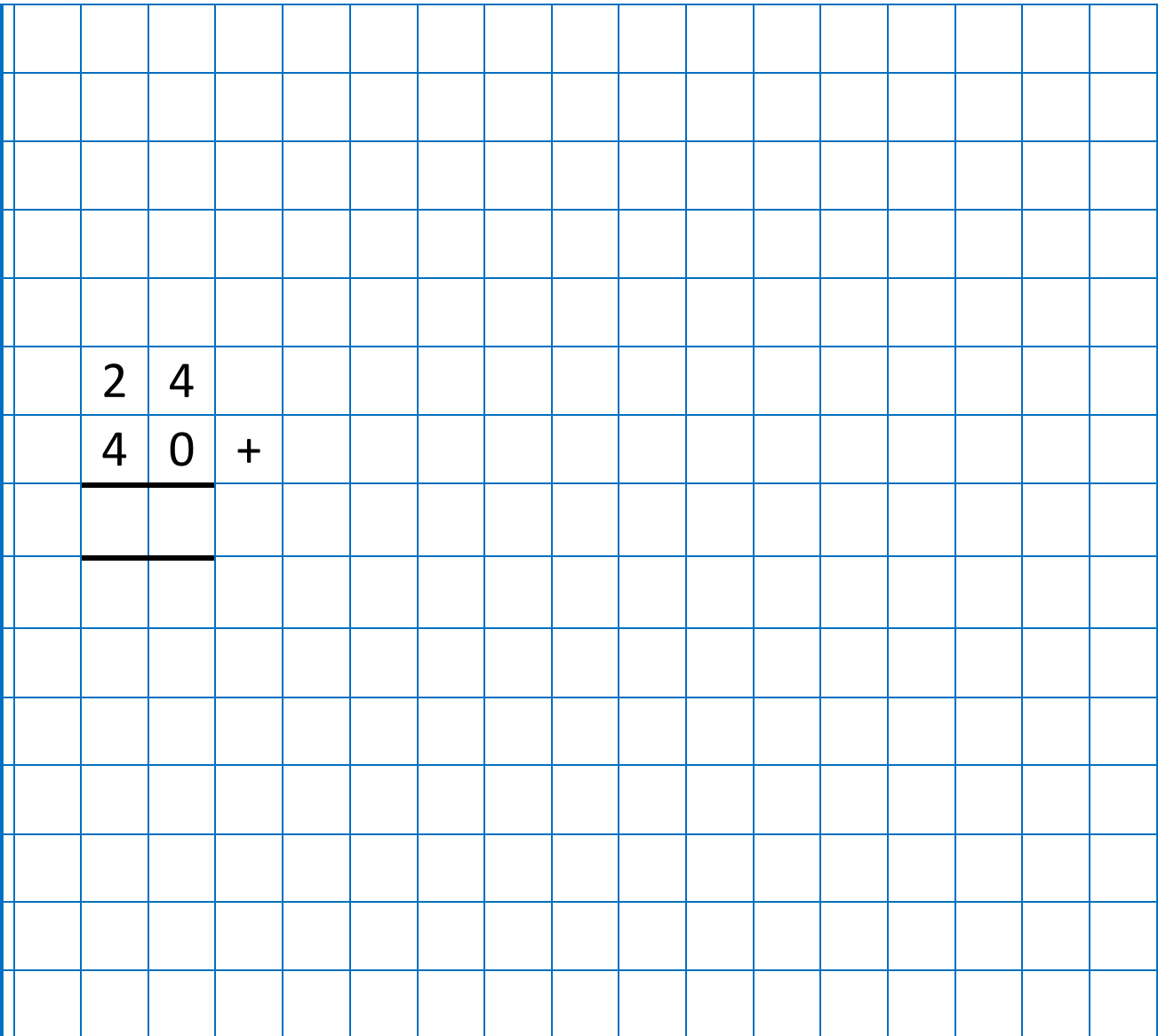
- 3.  $24 + 40 =$
- 4.  $14 + 20 =$
- 5.  $82 - 20 =$

6. Katie has a problem. This is her working out.

I have 24 sweets and I am given 30 more.

|       |   |   |
|-------|---|---|
|       | 2 | 4 |
| +     | 3 | 0 |
| <hr/> |   |   |
|       | 5 | 0 |

Is she correct? Explain why.



|  |   |   |
|--|---|---|
| 2                                      | 4 |   |
| 4                                      | 0 | + |
| <hr style="border: 1px solid black;"/> |   |   |
| <hr style="border: 1px solid black;"/> |   |   |





