



## Hello Year 2

Here is the learning for the week beginning Monday, 11<sup>th</sup> May.

This week, we have included all the activities in one document so you can download it as a PDF and have it on the screen without having to access the internet. We hope this will make it easier for you to find the information you need. We've added page numbers too. You will need to access the internet for some of the lessons though.

**You should not have to print out any activities unless you can and want to.**

Please read the following pages which hopefully will answer any questions you have. If anything is not clear, please get in touch.

Best wishes

Miss Rathbone and Ms Grant.



PS Don't forget to keep posting what you have done on Dojo.

## DAILY ACTIVITY CHECKLIST – Tick the box when you have completed the activity

We thought a daily organiser might be helpful for you to check off that you have completed your activities for the day. Try not to leave things out but for some subjects which aren't every day, you might like to swop around the days.

Area of Work	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English writing</b> (Y1) link on next page P3	Katie in London	Commit the story to memory	To use capital letters for proper nouns	To begin to write our story	To continue to write our story
<b>English writing</b> (Y2) – link on next page P3	The Firework Maker's Daughter: Make Inferences	The Firework Maker's Daughter: Make Inferences	To identify the key features of a character description	To identify and use expanded noun phrases	Write a character description: the white elephant
<b>English – reading</b>	Reading from <a href="#">Oxford Owl</a> or own reading book. Record in log book. <input type="checkbox"/>	Reading from <a href="#">Oxford Owl</a> or own reading book. Record in log book. <input type="checkbox"/>	Reading from <a href="#">Oxford Owl</a> or own reading book. Record in log book. <input type="checkbox"/>	Reading from <a href="#">Oxford Owl</a> or own reading book. Record in log book. <input type="checkbox"/>	Reading from <a href="#">Oxford Owl</a> or own reading book. Record in log book. <input type="checkbox"/>
<b>English – phonics</b>	<a href="#">Phonics Play</a> game from your Phase <input type="checkbox"/>	<a href="#">Phonics Play</a> game from your Phase <input type="checkbox"/>	<a href="#">Phonics Play</a> game from your Phase <input type="checkbox"/>	<a href="#">Phonics Play</a> game from your Phase <input type="checkbox"/>	<a href="#">Phonics Play</a> game from your Phase <input type="checkbox"/>
<b>English – spelling</b>	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>
<b>Extra spelling</b>	Spelling pattern – <b>present tense, double consonant at the end of the base word before adding ing</b>	Spelling pattern – <b>present tense, double consonant at the end of the base word before adding ing</b>	Spelling pattern – <b>present tense, double consonant at the end of the base word before adding ing</b>	Spelling pattern – <b>present tense, double consonant at the end of the base word before adding ing</b>	Spelling pattern – <b>present tense, double consonant at the end of the base word before adding ing</b>
<b>Maths</b>	Summer Term Week 2 Lesson 1 Compare Lengths <input type="checkbox"/> <a href="#">Daily Fluent in Five</a> <input type="checkbox"/> <a href="#">Daily times tables practise</a> <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Summer Term Week 2 Lesson 2 Order Lengths <input type="checkbox"/> <a href="#">Daily Fluent in Five</a> <input type="checkbox"/> <a href="#">Daily times tables practise</a> <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Summer Term Week 2 Lesson 3 Four Operations with Length <input type="checkbox"/> <a href="#">Daily Fluent in Five</a> <input type="checkbox"/> <a href="#">Daily times tables practise</a> <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Summer Term Week 2 Lesson 4 Problem Solving <input type="checkbox"/> <a href="#">Daily Fluent in Five</a> <input type="checkbox"/> <a href="#">Daily times tables practise</a> <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Summer Term Week 2 Lesson 5 Bitesize Challenge <input type="checkbox"/> <a href="#">Daily Fluent in Five</a> <input type="checkbox"/> <a href="#">Daily times tables practise</a> <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>
<b>PE</b>	<a href="#">Joe Wicks work out</a> or another activity <input type="checkbox"/>	<a href="#">Joe Wicks work out</a> or another activity <input type="checkbox"/>	<a href="#">Joe Wicks work out</a> or another activity <input type="checkbox"/>	<a href="#">Joe Wicks work out</a> or another activity <input type="checkbox"/>	<a href="#">Joe Wicks work out</a> or another activity <input type="checkbox"/>
<b>Science</b>	Which foods are part of a plant? <input type="checkbox"/>				Which part of a plant do these foods come from? <input type="checkbox"/>
<b>Other - See planner</b>	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>

## ENGLISH LESSONS FOR 2 Ash and 2 OAK for week commencing Monday, 11th May 2020.

To meet the differing needs of our children, we have included the lessons from both Year 1 and Year 2 this week. **Ask us if you are not sure** which one you should start on. If your child finds English tricky, they will gain more from working on the **blue lessons** as this lesson will focus on skills they need to develop and will be more accessible. They can move on to the Year 2 lessons (pink table) if they need more of a challenge.

Oak National Academy -click on the link below the day of the week for each lesson. These are **from Week 2** so you need to access them from Subject – Year 1- English – Lessons or by **clicking the link below**.

Y1				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Katie in London</b>	<b>Commit the story to memory</b>	<b>To use capital letters for proper nouns</b>	<b>To begin to write our story</b>	<b>To continue to write our story</b>
<a href="https://www.thenational.academy/year-1/english/katie-in-london-year-1-wk2-1">https://www.thenational.academy/year-1/english/katie-in-london-year-1-wk2-1</a>	<a href="https://www.thenational.academy/year-1/english/to-commit-a-story-to-memory-year-1-wk2-2">https://www.thenational.academy/year-1/english/to-commit-a-story-to-memory-year-1-wk2-2</a>	<a href="https://www.thenational.academy/year-1/english/to-use-capital-letters-for-proper-nouns-year-1-wk2-3">https://www.thenational.academy/year-1/english/to-use-capital-letters-for-proper-nouns-year-1-wk2-3</a>	<a href="https://www.thenational.academy/year-1/english/to-begin-to-write-our-story-year-1-wk2-4">https://www.thenational.academy/year-1/english/to-begin-to-write-our-story-year-1-wk2-4</a>	<a href="https://www.thenational.academy/year-1/english/to-continue-to-write-our-story-year-1-wk2-5">https://www.thenational.academy/year-1/english/to-continue-to-write-our-story-year-1-wk2-5</a>

Oak National Academy -click on the link below the day of the week for each lesson. These are from **Week 2** so you need to access them from Subject – Year 2- English – Lessons or by **clicking the link below**.

Y2				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>The Firework Maker's Daughter Make Inferences</b>	<b>The Firework Maker's Daughter Make Inferences</b>	<b>To identify the key features of a character description</b>	<b>To identify and use expanded noun phrases</b>	<b>To write a character description about the white elephant</b>
<a href="https://www.thenational.academy/year-2/english/the-firework-makers-daughter-to-make-inferences-year-2-wk2-1">https://www.thenational.academy/year-2/english/the-firework-makers-daughter-to-make-inferences-year-2-wk2-1</a>	<a href="https://www.thenational.academy/year-2/english/the-firework-makers-daughter-to-make-inferences-year-2-wk2-2">https://www.thenational.academy/year-2/english/the-firework-makers-daughter-to-make-inferences-year-2-wk2-2</a>	<a href="https://www.thenational.academy/year-2/english/to-identify-the-key-features-of-a-character-description-year-2-wk2-3">https://www.thenational.academy/year-2/english/to-identify-the-key-features-of-a-character-description-year-2-wk2-3</a>	<a href="https://www.thenational.academy/year-2/english/to-identify-and-use-expanded-noun-phrases-year-2-wk2-4">https://www.thenational.academy/year-2/english/to-identify-and-use-expanded-noun-phrases-year-2-wk2-4</a>	<a href="https://www.thenational.academy/year-2/english/to-write-a-character-description-about-the-white-elephant-year-2-wk2-5">https://www.thenational.academy/year-2/english/to-write-a-character-description-about-the-white-elephant-year-2-wk2-5</a>

**YEAR 2: 2 Oak and 2 Ash - Week 6 of Home Learning tasks**  
**ACTIVITY EXPLANATIONS and DETAILS Week commencing 11/5/20**

The following pages contain detailed information about what to do in each task. There are a lot of pages but we are hoping that they contain all the answers to any questions you might have. If not, please get in touch.

**Daily Written Task (in home learning book)**

Oak academy – details on page 3

**Daily phonics (online)**

We follow the RWI phonics scheme at school so your child will be very familiar with this way of learning. . Watch this film to explain more

<https://www.youtube.com/watch?v=sjlPILhk7bQ>

This line explains more: <https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>

**Phonics Games:**

Using the Phonics Play website [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (use the log-in details: User Name: **march20** Password: **home**).

Go to the Children's area. You will need to make sure that you choose the Phase that matches the colour story book that you are reading.

<b>Choose ...</b>	<b>If you are on ...</b>	<b>Your phonics teacher is ...</b>
Phase 1 or 2	Red Ditty books or Red story books	Ms Boulton or Mrs Chidley
Phase 2 or 3	Green or Purple story books	Mrs Lucas
Phase 3	Pink story books	Mrs Minton
Phase 4	Orange story books	Mrs Minton
Phase 5	Yellow story books	Ms Grant
Phase 6	Blue or Grey story books	Miss Rathbone or Mrs Lacey

There are lots of different games – choose a different one each day from your Phase.

**Daily spelling task (spelling log books) Adding ing plus common exception words.**

- Continue to learn to spell the Year 1 and 2 common exception words, as list of those words are in your diaries or in your home learning pack.
- Learn the spelling pattern: **present tense, double consonant at the end of the base word before adding ing** - clapping, dropping, humming, sitting, stopping, sobbing, beginning.

**Daily Reading Task (record this in your reading diary)**

Read each day, either a book from home or an ebook on Oxford Owl.

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

If you would like to listen to a book, there are free children's books from Audible. This is a lovely way to access books that children might find a little tricky to read themselves.

<https://stories.audible.com/start-listen>

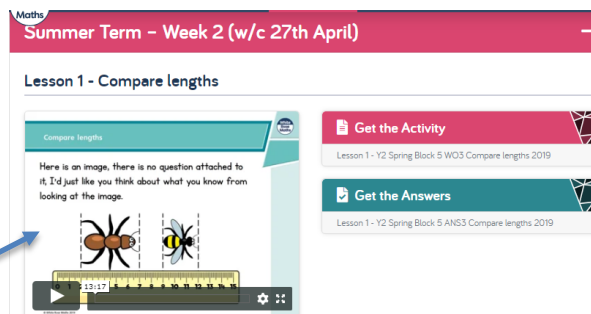
## Daily Maths Tasks (recorded in home learning book)

### How to access the on-line lessons:

Go onto this website: <https://whiterosemaths.com/homelearning/year-2/>

Click on **year 2 Summer Term week 2 w/c 27<sup>th</sup> April** – There are five lessons – one for each day. If your child is finding the year 2 work too tricky, try them with the year 1 work first. See below.

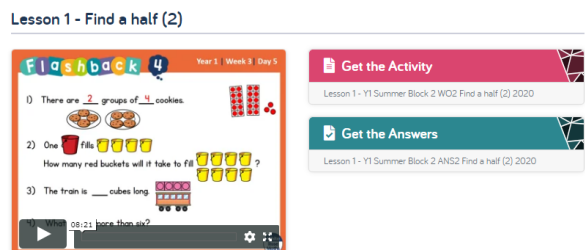
Every lesson comes with a short video teaching the unit, showing clearly and simply how the children can complete the activity successfully. **Make sure you watch this video first.** There's a picture of lesson 1 here so you know which one to follow.



Each lesson also includes their version of fluent in five as a daily starter and again there is a video supporting this. You should pause it, have a go at the questions in your blue book, then it goes over the answers in the video for you to mark. There is no need to print off the sheets. The answers can be written directly in blue books.

The videos will help the parents in supporting the children in their learning plus the answers are there too. We would suggest writing the answers in your blue book while you are looking at the worksheets on the screen. There is a separate file with the answers that you can look at after to mark your work.

Again, for children who are struggling with this, you should follow the **year 1 Summer Term week 2 lessons** if you feel that they have not grasped fractions or are finding the Year 2 lessons too challenging.



### Daily Times tables maths task:

Times tables and division facts: **(2s,5s,10s,3's)**. **If you follow this link** <https://www.topmarks.co.uk/maths-games/5-7-years/times-tables>, you will find a lot of different games to play (in addition to Hit the Button) to help with times tables.

If you can't access the internet, practise writing your tables in your blue book. Try the division facts too (so  $2 \times 2 = 4$        $4 \div 2 = 2$ ) and also write them in any order.

### Daily Number bonds task:


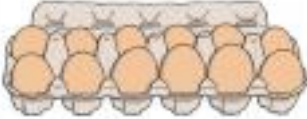


















On pages 26, 27 and 28 of this document, you will see your daily number bonds to 10, 20 and 100. Aim to answer as many questions a day as quickly as you can.

There is a **Daily 10**. If you choose Level 1, Addition, there are opportunities to practise number bonds – you need to write down your answers. You can choose how much time you have to answer and the answers are revealed at the end. Use this website for lots of other fluency activities too.

## Other Areas of the Curriculum

<p><b>Purple Mash:</b></p> <p><a href="https://www.purplemash.com/login/">https://www.purplemash.com/login/</a></p> <p>Log onto <b>Purple Mash</b> using your login from your home learning packs to access a range of different activities. There are lots of different activities on there for you to complete.</p>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Joe Wicks Daily workout Monday – Friday @9am - <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a></li> <li>• Go Noodle <a href="https://www.youtube.com/user/GoNoodleGames">https://www.youtube.com/user/GoNoodleGames</a></li> <li>• Cosmic Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></li> </ul>	<p><b>History:</b></p> <p>Learn about the life and achievements of Emmeline Pankhurst.</p> <p>Click on this link to learn about Emmeline Pankhurst <a href="https://www.bbc.co.uk/bitesize/articles/zmjpscw">https://www.bbc.co.uk/bitesize/articles/zmjpscw</a></p> <p>Can you write some different facts that you have learnt about her?</p> <p>There is even an online quiz for you to complete (Activity 3)</p>
<p><b>Science:</b></p> <p style="text-align: center;"><b><u>Plants that we eat.</u></b></p> <p>See pages 8 and 9 for this week's science.</p> <p><b>Use these websites to help</b></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zfjd7ty">https://www.bbc.co.uk/bitesize/clips/zfjd7ty</a></p> <p><a href="https://www.dkfindout.com/uk/animals-and-nature/plants/plants-as-food/">https://www.dkfindout.com/uk/animals-and-nature/plants/plants-as-food/</a></p>	<p><b>Handwriting:</b></p> <p>Use the sheet on page 9 to practise <b>cursive</b> (joined) handwriting and pages 10, 11, 12 and 13 for <b>non-cursive</b> (if your child struggles with handwriting).</p> <p><a href="#">Click here</a> for the <b>guide for parents</b> on how the formation is taught too.</p>	<p><b>Music:</b></p> <p>Learn about rhythm by clapping and using your body. All sorts of noises can be made from your own body.</p> <p>You will love trying out these different noises and rhythms. The whole family can join in! Why not send us a video of your music making fun?</p> <p>Click on this link to watch some videos and to see some different activities that you can complete <a href="https://www.bbc.co.uk/bitesize/articles/zjcwq3">https://www.bbc.co.uk/bitesize/articles/zjcwq3</a></p>
<p><b>Grammar Hammer:</b></p> <p>This is the same set of questions as last week for children to have a go at <b>on their own</b>.</p> <p>Stage 2 is on page 18 (answers on p19)</p> <p>Stage 1 is on page 20 (answers on p 21) .</p> <p><b>The answer sheets are also attached.</b></p>	<p><b>Design Technology: Food and Nutrition.</b></p> <p>Can you design and make your own healthy meal?</p> <p>Remember what you have learnt last week about a varied and balanced diet.</p> <p>You could even have a go at writing your own set of instructions on how to make it.</p>	<p><b>Comprehension:</b></p> <p>On pages 14, 15, 16 and 17 there are some 60 second read activities about healthy living.</p> <p>Ask your child to read the text, then they can have a go at answering the questions in blue books.</p> <p>Make sure your answers are in full sentences!</p>



**Science:**  
**Plants that we eat.**

**TASK 1:**  
 Have a look at the different foods in these pictures. Which foods are part of a plant?

**TASK 2:**  
 Which foods here contain parts of a plant in the food – here's a clue – break contains flour. Where do we get flour from?



sweet corn



rhubarb



peas



beetroot



orange



lettuce



cabbage



cauliflower



carrot



celery



broccoli



apple

# Science: Plants that we eat.

**Task 3:** Can you create your own table with the headers: roots, stems, leaves, flowers, fruits, seeds.

Roots	Stems	Leaves	Flowers	Fruits	Seeds

Can you sort these into the group that shows the part of the plant that they come from? Try drawing your own pictures. Can you add your own?



## Handwriting:

Continue to practise your letter formation, size of letters and capital letters. Your capital letters should reach the top of the line and lower case letters are half the size of capital letters. Sit them all on the line.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

This is non-cursive writing to practise. If your child struggles with hand-writing, they should be using a hand writing style that is not joined. There is a guide for parents available on the website which will help guide you to help your child with letter formation.



Nelson  
Handwriting

## Words to practise

a  
an  
as  
at



Nelson  
Handwriting

## Words to practise

if  
in  
is  
it



Nelson  
Handwriting

## Words to practise

of  
off  
on  
get



Nelson  
Handwriting

## Words to practise

can  
dad  
had  
back  
and



Nelson  
Handwriting

## Words to practise

big  
him  
his  
not  
got



Nelson  
Handwriting

## Words to practise

up  
mum  
but  
put  
the



Nelson  
Handwriting

## Words to practise

to  
I  
no  
go  
into



Nelson  
Handwriting

## Words to practise

will  
that  
this  
then



Nelson  
Handwriting

## Words to practise

them  
with  
see  
for



Nelson  
Handwriting

## Words to practise

now  
down  
look  
too



Nelson  
Handwriting

## Words to practise

he  
she  
we  
me  
be



Nelson  
Handwriting

## Words to practise

was  
you  
they  
all  
are



Nelson  
Handwriting

## Words to practise

my  
her  
went  
it's  
from  
children



Nelson  
Handwriting

## Words to practise

just  
help  
said  
have  
like



Nelson  
Handwriting

## Words to practise

so  
do  
some  
come  
were  
there



Nelson  
Handwriting

## Words to practise

little  
one  
when  
out  
what



# A Postcard from Mo Farah

2 Hello Dad,  
11 I'm writing to you from my running camp in  
19 Africa. We have been training hard and working  
29 up a real sweat. It is important that we work  
42 hard to keep fit so that we can be the best in  
50 the race; that includes making sure that we are  
58 eating healthy foods to keep our bodies strong.  
67 For breakfast today, I had a bowl of porridge  
78 with a banana on top. For lunch, I ate a jacket  
87 potato with beans and a salad. For my evening  
96 meal tonight, I'm going to be having chicken  
103 with pasta and vegetables. I love eating healthy  
114 food because it keeps me fit and lets me run for  
115 longer.



## Quick Questions

1. Match the name of the meal to what Mo ate for it.

Breakfast	chicken, pasta and vegetables
Lunch	porridge with a banana on top
Evening Meal	jacket potato with beans



2. Why does Mo want to be the best in the race?

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3. '*...it keeps me fit*' In this sentence, what does 'fit' mean?



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4. What else might Mo do to keep his body healthy?



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# Advice from a Dentist

10 It is very important to take good care of your  
19 teeth. Strong and healthy teeth will help you to  
29 chew and eat the right foods that will help you  
38 to grow big and strong. Healthy teeth help you  
42 to speak clearly, too.

52 After you eat, germs can stick to your teeth and  
59 make something called plaque. Plaque can cause  
70 holes to form in your teeth if it is not brushed  
77 away regularly. Plaque can also make your  
86 gums red and sore. If your gums are not  
95 healthy, your teeth may start to wobble or fall  
105 out. Make sure that you brush your teeth at least  
114 twice per day to keep your mouth clean and  
115 fresh.



# Quick Questions



1. What can plaque do to your teeth?

\_\_\_\_\_



2. Which two adjectives has the author used to describe how plaque can make your gums?

\_\_\_\_\_



3. What might you find difficult if your gums are not healthy?

\_\_\_\_\_



4. Number these sentences from 1 to 3 to show the order they appear in the text.

- Healthy teeth help you to speak clearly.
- Plaque can make your gums red and sore.
- Brush your teeth at least twice per day.

# Doctor's Orders

**11 Mum:** How did you go on at the doctors, Sammy? What  
**14** did they say?

**24 Sammy:** Well, it wasn't good news. The doctor says that  
**37** I need to get healthier or I will be poorly. I don't do  
**45** enough exercise and I'm not eating healthy food.

**56 Mum:** I thought you were quite healthy. You eat lots of  
**62** different things and you play outside.

**76 Sammy:** I know but it is not enough. I need to eat at least  
**85** five pieces of colourful, juicy fruit and tasty vegetables  
**96** every single day. I need to get at least thirty minutes  
**106** of tiring exercise every single day that makes my heart  
**112** beat faster and makes me sweaty.

**120 Mum:** Let's make more healthy choices together, Sammy.



# Quick Questions



1. What does Sammy say will happen if she doesn't become healthier?  
\_\_\_\_\_



2. Did Mum know that Sammy was unhealthy? How do you know?  
\_\_\_\_\_  
\_\_\_\_\_



3. What might Sammy and Mum do to get healthier?  
\_\_\_\_\_  
\_\_\_\_\_



4. Which two adjectives does the author use to describe fruit?  
\_\_\_\_\_



# Recipe for a Healthy Fruit Salad

## You will need:

- 3 • one juicy, red apple
- 7 • three plump strawberries
- 10 • a handful of grapes
- 14 • one ripe banana
- 17 • any other fruit that you enjoy eating
- 24 • one cup of fresh, sweet orange juice
- 31 • a large, plastic bowl
- 35 • a sharp knife for an adult to use
- 43 • a spoon

## What to do:

- 48 1) Before you start, make sure that you wash your hands.

- 68 2) With help from a grown-up, cut up your fruit into small pieces.
- 71
- 80 3) Put the little chunks of fruit into a bowl.
- 90 4) Pour the orange juice over the fruit until it is all covered.
- 92
- 98 5) Mix the fruit salad and enjoy!



## Quick Questions



1. Number these instructions from 1 to 3 to show the order they must happen in.

- Wash your hands.
- Eat the fruit salad.
- Put the fruit into a bowl.



2. Which two adjectives has the author used to describe the orange juice?

\_\_\_\_\_



3. Why does the author say to cut up the fruit 'with help from a grown-up'?

\_\_\_\_\_  
\_\_\_\_\_



4. How many strawberries do you need for the recipe?

\_\_\_\_\_

1 and 2. Fill in the boxes to show the words in full and their contracted form. Remember the <b>apostrophe</b> if needed.					
Words in full		1. Contraction		2. Words in full	
he is				they would	
3. Underline the correct word to use in this sentence.			4. Underline the correct word to use in this sentence.		
I need (sum /some ) pencils.			Have they got ( there / their ) coats?		
5. Underline the <b>suffix</b> that turns this <b>adjective</b> into an <b>adverb</b> .			6. Underline the <b>prefix</b> to give this word the opposite meaning.		
quiet	ment	ly	dis	un	kind
7. Underline the word with the correct spelling.			8. Underline the word with the correct spelling.		
simble	simbol	symbol	walk	wark	wolk

9. Write the <b>comparative</b> for the <b>adjective</b> below.		10. Write the <b>superlative</b> for the <b>adjective</b> below.			
rough		smooth			
11. Underline any letters which should be in <b>capitals</b> .		12. Underline any letters which should be in <b>capitals</b> .			
can i go to sarah's house?		london and paris are capital cities.			
13. Put the missing <b>commas</b> ( , ) in this sentence.					
I need to pack my goggles trunks towel and hairbrush.					
14. <b>Punctuate</b> the end of this sentence.			15. Underline the <b>type of sentence</b> it is.		
Put the boxes over there			statement	question	exclamation
			command		

16. Underline any <b>nouns</b> in this sentence.		17. Underline any <b>verbs</b> in this sentence.	
The boy turned on the computer.		The lady walked her dog.	
18. Underline any <b>adjectives</b> in this sentence.		19. Underline the <b>adjectives</b> in this <b>expanded noun phrase</b> .	
The lonely man sat on the bench.		the rusty, old bicycle	
20 and 21. Add a <b>suffix</b> to the <b>verb</b> to change it from <b>past</b> to <b>present tense</b> .			
I looked	I am look_____.	I shouted	I am shout_____.

22. Underline the word which will make this sentence correct.				
If I don't hurry, I	( is / was / will be )	late for school.		
23. Co-ordination: Underline the best connective to join these sentences.				
I gave her some sweets.	( and / or / but )	She didn't like them.		
24. Subordination: Underline the best connective to join these sentences.				
I am going to bed now.	( so that / if / because )	I'm not tired in the morning.		
25. Underline any words which can join with the word given to make a <b>compound word</b> .				
sun	hat	dog	cream	shine
<b>Total:</b>	Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)	



## Stage 2

## 'Grammar Hammer'

## Skill Check 6 ANSWER SHEET

1 and 2. Fill in the boxes to show the words in full and their contracted form. Remember the <b>apostrophe</b> if needed.					
Words in full		1. Contraction		2. Words in full	
he is				they would	
3. Underline the correct word to use in this sentence.			4. Underline the correct word to use in this sentence.		
I need ( <u>sum</u> / some ) pencils.			Have they got ( there / <u>their</u> ) coats?		
5. Underline the <b>suffix</b> that turns this <b>adjective</b> into an <b>adverb</b> .			6. Underline the <b>prefix</b> to give this word the opposite meaning.		
quiet	ment	ly	dis	un	kind
7. Underline the word with the correct spelling.			8. Underline the word with the correct spelling.		
simble	simbol	symbol	walk	wark	wolk
9. Write the <b>comparative</b> for the <b>adjective</b> below.			10. Write the <b>superlative</b> for the <b>adjective</b> below.		
rough				smooth	
11. Underline any letters which should be in <b>capitals</b> .			12. Underline any letters which should be in <b>capitals</b> .		
can i go to sarah's house?			london and paris are capital cities.		
13. Put the missing <b>commas</b> ( , ) in this sentence.					
I need to pack my goggles trunks towel and hairbrush.					
14. <b>Punctuate</b> the end of this sentence.			15. Underline the <b>type of sentence</b> it is.		
Put the boxes over there			statement	question	exclamation
16. Underline any <b>nouns</b> in this sentence.			17. Underline any <b>verbs</b> in this sentence.		
The boy turned on the computer.			The lady walked her dog.		
18. Underline any <b>adjectives</b> in this sentence.			19. Underline the <b>adjectives</b> in this <b>expanded noun phrase</b> .		
The lonely man sat on the bench.			the rusty, old bicycle		
20 and 21. Add a <b>suffix</b> to the <b>verb</b> to change it from <b>past</b> to <b>present tense</b> .					
I looked	I am look_____.	I shouted	I am shout_____.		
22. Underline the word which will make this sentence correct.					
If I don't hurry, I	( is / was / will be )	late for school.			
23. Co-ordination: Underline the best connective to join these sentences.					
I gave her some sweets.	( and / or / but )	She didn't like them.			
24. Subordination: Underline the best connective to join these sentences.					
I am going to bed now.	( so that / if / because )	I'm not tired in the morning.			
25. Underline any words which can join with the word given to make a <b>compound word</b> .					
sun	hat	dog	cream	shine	
<b>Total:</b>		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)	

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

1. Write in the missing day of the week.			
	Tuesday	Wednesday	Thursday
2. Underline the correct <b>word</b> to use in this <b>sentence</b> .		3. Underline the correct <b>word</b> to use in this <b>sentence</b> .	
I do not eat ( meet / meat ).		The boat was out at ( sea / see ).	
4. Write the <b>plural</b> of this <b>singular</b> noun.		5. Write the <b>plural</b> of this <b>singular</b> noun.	
one top	two _____	a rash	many _____
6. Underline the word which means the same as the word given in bold.			
<b>undone</b>	heavy	tall	open
7. Underline the correct word missing from this sentence.			
I love _____ pictures.	painter	painted	painting
8 and 9. Add 'er' or 'est' to complete the sentences.			
Mum's is slow.	Dad's is even slow_____.	Mine is slow_____ of all.	

10. Circle the word with the correct spelling.			11. Circle the word with the correct spelling.		
name	naym	naim	sleap	slepe	sleep
12. Circle the word with the correct spelling.			13. Circle the word with the correct spelling.		
sno	snoe	snow	bloo	blue	bloe

14. Underline the letter which does not belong to this 'letter family'.					
c	e	a	o	m	d

15. Underline the best connective to join these sentences.		
You can hold the baby.	( and / but )	Be very careful.
16. Underline the best connective to join these sentences.		
I put on my coat.	( and / but )	I went outside.
17 and 18. Put a <b>full stop</b> (.), <b>question mark</b> (?) or <b>exclamation mark</b> (!) to <b>punctuate</b> these sentences.		
How old are you	I am 6 years old	
19. Underline any <b>letters</b> which should be in <b>capitals</b> .	20. Underline any <b>letters</b> which should be in <b>capitals</b> .	
i am friends with paul and lily	when are you going to france?	

<b>Total:</b>		Red (0 - 7)	Yellow (8 - 15)	Green (16 - 20)
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# Stage 1

# 'Grammar Hammer' Skill Check 6 ANSWERS

1. (W1:3) Visual check on spelling the day in bold.			
<b>Monday</b>	Tuesday	Wednesday	Thursday
2-3. (W1:4, Sp 1:12, 1:16, 2:18, 3:19) When two vowels go out walking the first one does the talking, so 'ea' can make a long 'e' sound (read, stream, dream)			
I do not eat ( meet / <b>meat</b> ).		The boat was out at ( <b>sea</b> / see ).	
4. (W1:5, Sp 1:27) For most nouns (naming words): just add 's' to make the plural.		5. (W1:5, Sp 1:27) Nouns ending in a hiss sound 'sh': add 'es' for the plural to make an extra syllable and make it easier to say.	
one top	two <b>tops</b>	a rash	many <b>rashes</b>
6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
<b>undone</b>	heavy	tall	<b>open</b>
7. (W1:7, Sp 1:28) For most verbs (doing words): just add 'ing' for the present tense (am doing).			
I love _____ pictures.		painter	painting
8-9. (W1:7, Sp 1:29) The suffix 'er' forms the comparative (comparing 2 things). The suffix 'est' forms the superlative (comparing 3 or more things).			
Mum's is slow.	Dad's is even <b>slower</b> .	Mine is <b>slowest</b> of all.	

10. (W1:8, Sp 1:11, 1:17) Magic (or silent) 'e' makes the vowel 'a' say its name (long 'a' sound) e.g. mad-made, hat-hate.			11. (W1:8, Sp 1:12, 1:18) Double 'e' gives the long " sound (sleep, deep, keep)		
name	<b>naym</b>	naim	sleap	<b>slepe</b>	sleep
12. (W1:8, Sp 0:13, 1:14, 1:18, 1:21) 'ow' together at the end of a word make the long 'o' sound (grow, slow, throw)			13. (W1:8, Sp 1:15, 1:16) When two vowels go out walking the first one does the talking, so 'ue' can make the long 'u' sound (blue, true)		
sno	<b>snoe</b>	snow	bloo	<b>blue</b>	bloe

14. (W1:13) Letters formed in similar ways are called 'families'. There are 'long ladders' (down and off: i, j, l, t, u, y), 'one armed robots' (down and retrace up: b, h, k, m, n, p, r), 'curly caterpillars' (anti-clockwise curl: c, a, d, e, f, g, o, q, s) and 'zig zag' (v, w, x, z).					
c	e	a	o	<b>m</b>	d

15. (W1:20) Coordinating <b>conjunctions</b> join two independent (or equal) clauses or sentences to make a <b>compound</b> sentence.		
You can hold the baby	( and / <b>but</b> )	be very careful.
16. (W1:20) Coordinating <b>conjunctions</b> usually occurs mid-sentence.		
I put on my coat	( <b>and</b> / but )	I went outside.
17. (W1:21) A <b>question mark</b> is used at the end of a word, phrase or sentence that asks a question. It is used in place of the full stop.		18. (W1:21) A <b>full stop</b> is used at the end of a word, phrase or sentence to tell the reader to pause.
How old are you?		I am 6 years old.
19-20. (W1:21,22) A <b>capital letter</b> is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun) and the personal pronoun 'I' meaning 'me'.		
<b>I</b> am friends with <b>P</b> aul and <b>L</b> ily.		<b>W</b> hen are you going to <b>F</b> rance?

**DAILY FLUENT IN FIVE – WEEK 12 YEAR 2**  
**DAY 1**

1	$67 + 25 =$ <input type="text"/>	<input type="checkbox"/>
---	----------------------------------	--------------------------

3	$8 + 2 =$ <input type="text"/>	<input type="checkbox"/>
---	--------------------------------	--------------------------

2	$110 \div 10 =$ <input type="text"/>	<input type="checkbox"/>
---	--------------------------------------	--------------------------

**FLUENT IN FIVE – WEEK 12 YEAR 2**  
**DAY 2**

1	$37 + 44 =$ <input type="text"/>	<input type="checkbox"/>
---	----------------------------------	--------------------------

2	$\frac{1}{2}$ of 12 = <input type="text"/>	<input type="checkbox"/>
---	--	--------------------------

3	$20 \div 5 =$ <input type="text"/>	<input type="checkbox"/>
---	------------------------------------	--------------------------

**FLUENT IN FIVE – WEEK 12 YEAR 2**  
**DAY 3**

1	$35 \div 5 =$ <input type="text"/>	<input type="checkbox"/>
---	------------------------------------	--------------------------

3	$11 \times 2 =$ <input type="text"/>	<input type="checkbox"/>
---	--------------------------------------	--------------------------

2	$8 +$ <input type="text"/> $= 20$	<input type="checkbox"/>
---	-----------------------------------	--------------------------

**FLUENT IN FIVE – WEEK 12 YEAR 2**  
**DAY 4**

1	$44 -$ <input type="text"/> $= 11$	<input type="checkbox"/>
---	------------------------------------	--------------------------

2	$50 \div 5 =$ <input type="text"/>	<input type="checkbox"/>
---	------------------------------------	--------------------------

3	$34 + 22 =$ <input type="text"/>	<input type="checkbox"/>
---	----------------------------------	--------------------------



**FLUENT IN FIVE – WEEK 12 YEAR 2**  
**DAY 5**

1	$16 \div 2 =$ <input type="text"/>	<input type="checkbox"/>
---	------------------------------------	--------------------------

2	$6 + 9 + 4 =$ <input type="text"/>	<input type="checkbox"/>
---	------------------------------------	--------------------------

3	$56 + 38 =$ <input type="text"/>	<input type="checkbox"/>
---	----------------------------------	--------------------------

## FLUENT IN FIVE – WEEK 12 YEAR 2

### ANSWERS

Fluent in Five - Year 2

Week 12 - Day 1

#### Answer Sheet

1.  $67 + 25 = 92$
2.  $110 \div 10 = 11$
3.  $8 + 2 = 10$

Fluent in Five - Year 2

Week 12 - Day 2

#### Answer Sheet

1.  $37 + 44 = 81$
2.  $\frac{1}{2}$  of 12 = 6
3.  $20 \div 5 = 4$

Fluent in Five - Year 2

Week 12 - Day 3

#### Answer Sheet

1.  $35 \div 5 = 7$
2.  $8 + 12 = 20$
3.  $11 \times 2 = 22$

Fluent in Five - Year 2

Week 12 - Day 4

#### Answer Sheet

1.  $44 - 33 = 11$
2.  $50 \div 5 = 10$
3.  $34 + 22 = 56$

Fluent in Five - Year 2

Week 12 - Day 5

#### Answer Sheet

1.  $16 \div 2 = 8$
2.  $6 + 9 + 4 = 19$
3.  $56 + 38 = 94$

### DAILY NUMBER BONDS to 10

$\underline{\quad} + 0 = 10$ (1)	$1 + \underline{\quad} = 10$ (11)	$3 + \underline{\quad} = 10$ (21)
$0 + \underline{\quad} = 10$ (2)	$1 + \underline{\quad} = 10$ (12)	$6 + \underline{\quad} = 10$ (22)
$\underline{\quad} + 10 = 10$ (3)	$\underline{\quad} + 6 = 10$ (13)	$\underline{\quad} + 8 = 10$ (23)
$\underline{\quad} + 10 = 10$ (4)	$\underline{\quad} + 9 = 10$ (14)	$9 + \underline{\quad} = 10$ (24)
$\underline{\quad} + 1 = 10$ (5)	$10 + \underline{\quad} = 10$ (15)	$3 + \underline{\quad} = 10$ (25)
$4 + \underline{\quad} = 10$ (6)	$7 + \underline{\quad} = 10$ (16)	$\underline{\quad} + 5 = 10$ (26)
$5 + \underline{\quad} = 10$ (7)	$2 + \underline{\quad} = 10$ (17)	$\underline{\quad} + 9 = 10$ (27)
$\underline{\quad} + 3 = 10$ (8)	$7 + \underline{\quad} = 10$ (18)	$\underline{\quad} + 3 = 10$ (28)
$8 + \underline{\quad} = 10$ (9)	$\underline{\quad} + 1 = 10$ (19)	$\underline{\quad} + 5 = 10$ (29)
$\underline{\quad} + 0 = 10$ (10)	$\underline{\quad} + 9 = 10$ (20)	$9 + \underline{\quad} = 10$ (30)

## DAILY NUMBER BONDS to 20

$_____ + 6 = 20$

$_____ + 9 = 20$

$16 + _____ = 20$

$_____ + 14 = 20$

$8 + _____ = 20$

$10 + _____ = 20$

$_____ + 20 = 20$

$2 + _____ = 20$

$19 + _____ = 20$

$_____ + 3 = 20$

$_____ + 7 = 20$

$_____ + 19 = 20$

$_____ + 2 = 20$

$18 + _____ = 20$

$_____ + 5 = 20$

$4 + _____ = 20$

$3 + _____ = 20$

$17 + _____ = 20$

$_____ + 15 = 20$

$_____ + 13 = 20$

$7 + _____ = 20$

$13 + _____ = 20$

$_____ + 12 = 20$

$12 + _____ = 20$

$9 + _____ = 20$

$_____ + 17 = 20$

$_____ + 10 = 20$

$_____ + 16 = 20$

$20 + _____ = 20$

$1 + _____ = 20$

$_____ + 1 = 20$

$14 + _____ = 20$

$_____ + 8 = 20$

$6 + _____ = 20$

$_____ + 4 = 20$

$15 + _____ = 20$

$5 + _____ = 20$

$_____ + 18 = 20$

$_____ + 11 = 20$

$11 + _____ = 20$

$_____ + 6 = 20$

$_____ + 2 = 20$

$_____ + 20 = 20$

$_____ + 8 = 20$

$_____ + 9 = 20$

$_____ + 16 = 20$

$18 + _____ = 20$

$_____ + 7 = 20$

## DAILY NUMBER BONDS to 100

$49 + \underline{\quad} = 100$

$\underline{\quad} + 76 = 100$

$88 + \underline{\quad} = 100$

$\underline{\quad} + 57 = 100$

$\underline{\quad} + 63 = 100$

$\underline{\quad} + 23 = 100$

$34 + \underline{\quad} = 100$

$\underline{\quad} + 82 = 100$

$\underline{\quad} + 96 = 100$

$\underline{\quad} + 41 = 100$

$\underline{\quad} + 1 = 100$

$\underline{\quad} + 99 = 100$

$\underline{\quad} + 9 = 100$

$\underline{\quad} + 97 = 100$

$97 + \underline{\quad} = 100$

$81 + \underline{\quad} = 100$

$22 + \underline{\quad} = 100$

$28 + \underline{\quad} = 100$

$\underline{\quad} + 52 = 100$

$\underline{\quad} + 69 = 100$

$9 + \underline{\quad} = 100$

$\underline{\quad} + 78 = 100$

$23 + \underline{\quad} = 100$

$10 + \underline{\quad} = 100$

$\underline{\quad} + 67 = 100$

$43 + \underline{\quad} = 100$

$46 + \underline{\quad} = 100$

$12 + \underline{\quad} = 100$

$47 + \underline{\quad} = 100$

$70 + \underline{\quad} = 100$

$\underline{\quad} + 29 = 100$

$\underline{\quad} + 6 = 100$

$29 + \underline{\quad} = 100$

$85 + \underline{\quad} = 100$

$19 + \underline{\quad} = 100$

$\underline{\quad} + 13 = 100$

$\underline{\quad} + 66 = 100$

$7 + \underline{\quad} = 100$

$6 + \underline{\quad} = 100$

$74 + \underline{\quad} = 100$

$73 + \underline{\quad} = 100$

$\underline{\quad} + 27 = 100$

$4 + \underline{\quad} = 100$

$48 + \underline{\quad} = 100$

$90 + \underline{\quad} = 100$

$\underline{\quad} + 95 = 100$

$76 + \underline{\quad} = 100$

$\underline{\quad} + 32 = 100$