



Hello Year 2 and welcome back to home-learning.

What an amazing week weather wise! We hope that you were able to get out and about a little bit and enjoy the sunshine and a rest from school work! Have you seen lots of busy insects pollinating all our flowers, fruits and vegetables?

Here is the learning for the week beginning **Monday, 1st June.**

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
English writing (Y1)	The Tiger Who Came To Tea – listening and answering.	The Tiger Who Came to Tea – commit a story to memory	Questions	The Tiger Who Came to Tea – writing our own story	The Tiger Who Came to Tea – ending our own story
English writing (Y2)	Firework Maker's Daughter: Find the meaning of words	Firework Maker's Daughter: Make inferences	To identify and use different sentence types	To identify the key features of a recount.	Write a recount
English – reading	Reading from Oxford Owl or own reading book. Record in log book. <input type="checkbox"/>	Reading from Oxford Owl or own reading book. Record in log book. <input type="checkbox"/>	Reading from Oxford Owl or own reading book. Record in log book. <input type="checkbox"/>	Reading from Oxford Owl or own reading book. Record in log book. <input type="checkbox"/>	Reading from Oxford Owl or own reading book. Record in log book. <input type="checkbox"/>
English – phonics	Phonics Play game from your Phase <input type="checkbox"/>	Phonics Play game from your Phase <input type="checkbox"/>	Phonics Play game from your Phase <input type="checkbox"/>	Phonics Play game from your Phase <input type="checkbox"/>	Phonics Play game from your Phase <input type="checkbox"/>
English – spelling	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"/>
Extra spelling	Spelling pattern – adding suffixes – er – comparison – more. Drop the e and add er.	Spelling pattern – adding suffixes – er – comparison – more. Drop the e and add er.	Spelling pattern – adding suffixes – er – comparison – more. Drop the e and add er.	Spelling pattern – adding suffixes – er – comparison – more. Drop the e and add er.	Spelling pattern – adding suffixes – er – comparison – more. Drop the e and add er.
Maths <small>You will need to download the worksheets from the website but they don't need to be printed off.</small>	Summer Term Week 4 Lesson 1 <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to 10 , 20 or 100 <input type="checkbox"/>	Summer Term Week 4 Lesson 2 <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to 10 , 20 or 100 <input type="checkbox"/>	Summer Term Week 4 Lesson 3 <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to 10 , 20 or 100 <input type="checkbox"/>	Summer Term Week 4 Lesson 4 <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to 10 , 20 or 100 <input type="checkbox"/>	Summer Term Week 4 Lesson 5 <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to 10 , 20 or 100 <input type="checkbox"/>
PE	Joe Wicks work out or another activity <input type="checkbox"/>	Joe Wicks work out or another activity <input type="checkbox"/>	Joe Wicks work out or another activity <input type="checkbox"/>	Joe Wicks work out or another activity <input type="checkbox"/>	Joe Wicks work out or another activity <input type="checkbox"/>
Science	Learn about the different animal groups – Quiz <input type="checkbox"/>				Learn about the different animal groups – Activity <input type="checkbox"/>
Other - See planner	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, 1st June 2020.

To meet the differing needs of our children, we have continued to include the lessons from both Year 1 and Year 2. **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 4** so you need to access them from Subject – Year 1- English – Lessons or by **clicking the link below**.

Y1 The Tiger Who Came to Tea				
Monday	Tuesday	Wednesday	Thursday	Friday
Listening and answering questions	Commit a story to memory	How to identify and write a question	Writing a story: start	Writing a story: end
https://www.thenational.academy/year-1/english/the-tiger-who-came-to-tea-year-1-wk4-1	https://www.thenational.academy/year-1/english/to-commit-a-story-to-memory-year-1-wk4-2	https://www.thenational.academy/year-1/english/to-understand-how-to-identify-and-write-questions-year-1-wk4-3	https://www.thenational.academy/year-1/english/to-start-to-write-our-story-year-1-wk4-4	https://www.thenational.academy/year-1/english/to-write-the-end-of-our-story-year-1-wk4-5

Oak National Academy -click on the link below the day of the week for each lesson. These are from **Week 4** (we are two weeks behind) so you need to access them from Subject – Year 2- English – Lessons or by **clicking the link below**.

Y2: The Firework Maker's Daughter <i>continued</i> /-				
Monday	Tuesday	Wednesday	Thursday	Friday
Find the meaning of words	Make Inferences	To identify and use different sentence types	To identify the key features of a recount	Write a recount
https://www.thenational.academy/year-2/english/the-firework-makers-daughter-to-find-the-meaning-of-words-year-2-wk4-1	https://www.thenational.academy/year-2/english/the-firework-makers-daughter-to-make-inferences-year-2-wk4-2	https://www.thenational.academy/year-2/english/to-identify-and-use-different-sentence-types-year-2-wk4-3	https://www.thenational.academy/year-2/english/to-identify-the-key-features-of-a-recount-year-2-wk4-4	https://www.thenational.academy/year-2/english/to-write-a-recount-year-2-wk4-5

YEAR 2: 2 Oak and 2 Ash - Week 8 of Home Learning tasks
ACTIVITY EXPLANATIONS and DETAILS Week commencing 1/6/20

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 (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.

Choose ...	If you are on ...	Your phonics teacher is ...
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 suffixes – er – (turn a verb into a noun) plus common exception words.

- Continue to learn to spell the Year 1 and 2 common exception words, a list of those words are in your diaries or in your home learning pack.
- Learn the spelling pattern: Double the consonant and add – er. runner, winner, cutter, skipper, swimmer, beginner, drummer.

 SPELLING HELPER: If you have forgotten what a suffix is, [click here](#).
If you struggle to remember the difference between vowels and consonants, [click here](#).

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>

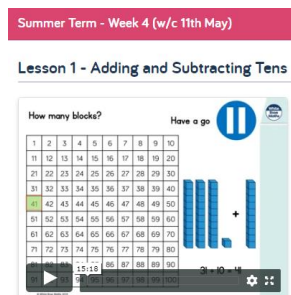
NEW IN: There's also a new JK Rowling story free on-line called "The Ickabog" – you might like to share it together (suitable for ages 7 – 9). [Click here.](#)

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 4 w/c 11th May** – 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.

The sheets are uploaded to the website separately this week. 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 4 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 25,26,27 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>Purple Mash:</p> <p>https://www.purplemash.com/login/</p> <p>Log onto Purple Mash 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>PE:</p> <ul style="list-style-type: none"> • Joe Wicks Daily workout Monday – Friday @9am - https://www.youtube.com/user/thebodycoach1 • Go Noodle https://www.youtube.com/user/GoNoodleGames • Cosmic Yoga https://www.youtube.com/user/CosmicKidsYoga 	<p>Art</p> <p>Follow the link to the Oak Academy lesson: https://www.thenational.academy/year-2/foundation/to-investigate-the-colours-year-2-wk1-5</p>
<p>Science:</p> <p>Learn about how animals are classified (sorted) into different groups.</p> <p>https://www.bbc.co.uk/bitesize/articles/z4svgwx</p> <p>There are two activities for you to complete on page 7</p>	<p>Handwriting:</p> <p>Use the sheet on page 8 to practise cursive (joined) handwriting and pages 9,10, 11 and 12 for non-cursive (if your child struggles with handwriting).</p> <p>Click here for the guide for parents on how the formation is taught too.</p>	<p>History:</p> <p>Who was Rosa Parkes?</p> <p>Learn about the life and achievements of Rosa Parks.</p> <p>https://www.bbc.co.uk/bitesize/articles/zdw26v4</p> <p>Can you write some facts about Rosa Parkes? What is she known for?</p>
<p>Grammar Hammer: Independent</p> <p>This is skills check 7 this week, this week it is the chance for the children to complete the activities independently.</p> <p>Stage 2 is on page 16 (answers on p17) Stage 1 is on page 18 (answers on p 19) .</p> <p>The answer sheets are also attached.</p>	<p>Design Technology:</p> <p>Learn the basics of designing and modelling.</p> <p>There are two activities for you to complete follow the link to find out more.</p> <p>https://www.bbc.co.uk/bitesize/articles/z43hnrđ</p>	<p>Comprehension:</p> <p>On pages 13, 14 and 15 there are some 60 second read activities. 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>

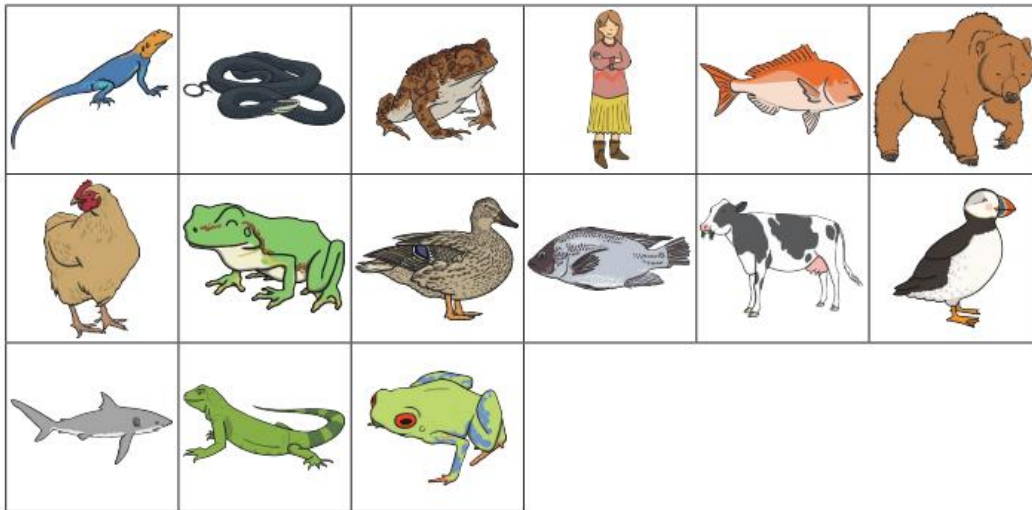
Task 1: What are mammals? Quiz

Do you know all about mammals? Take this quiz and find out!

<https://www.bbc.co.uk/bitesize/articles/z4svgwx>

Task 2: Sorting animals – you can complete this in your home learning book, by either drawing or writing the names of the animals in each group. You do not need to print this off.

Sort these animals into the correct sets. Are they mammals, reptiles, amphibians, fish or birds?



Can you sort these into the different animal groups: fish, reptiles, birds, amphibians and mammals?

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. Although these letters are large, you should now be trying to make sure that they fit within the lines of your blue books. KEEP IT SMALL!

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

Turning Milk into Cheese

10 Cheese is made using milk. The milk of goats and
20 pigs can be made into cheese but most cheeses that
29 you would buy at your local supermarket are made
32 from cow's milk.

42 At the cheese factory, the milk is warmed in large
51 pots before a substance called rennet is added. This
60 makes the cheese go lumpy and slowly makes it
62 turn solid.

70 After that, other ingredients are added that change
82 the colour and taste of the cheese. It is often left to
92 age before being packaged up to be sold in shops.



Quick Questions



1. What is added to the cheese to make it go solid?



2. Which adjective has the author used to describe the pots that the milk is warmed in?



3. Why are other ingredients added to the cheese?



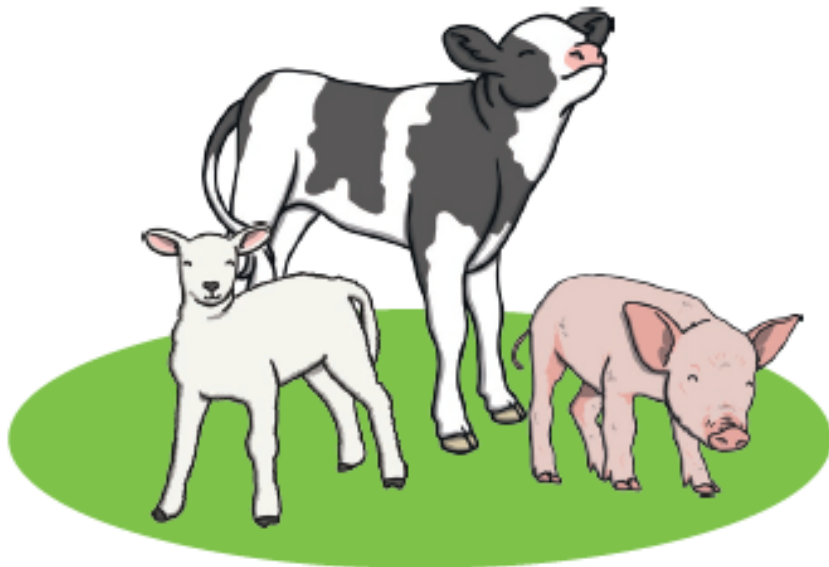
4. Why do supermarkets stock so many different kinds of cheese?

Farmyard Babies

13 A female pig is called a sow and they can have up to
23 25 babies in one litter! Their babies are called piglets.

33 Cows give birth to live young called calves. A calf
44 feeds off its mother's milk for the first eight to ten
55 weeks of its life so that it stays healthy and strong.

66 A lamb is the name of a baby sheep. The mother
76 sheep is called a ewe. The farmer will normally bring
88 the ewe into a barn to give birth. They can have up
99 to four babies at a time but usually they only have
102 one or two.



Quick Questions



1. Why do you think the author uses an exclamation mark at the end of the first sentence?



2. What are baby cows called?



3. Why do you think that the farmer brings the ewe inside the barn to give birth?



4. Why do baby cows drink their mother's milk for eight to ten weeks after they are born?

The Little Red Hen

10 One day, the Little Red Hen found some grains of
19 wheat on the ground. "Who will help me plant
25 these grains of wheat?" she asked.

36 "Not I," replied the cat, the dog and the horse. They
48 were all far too lazy and busy to offer their help. So
58 the Little Red Hen planted the grains all by herself.

68 When the wheat had grown, the Little Red Hen asked
78 her friends, "Who will help me cut down the crops?"

84 "Not I," cried her so-called friends.

96 "Then I will do it," said the Little Red Hen. So the
107 little red hen cut the wheat all by herself and put
117 her haul into sacks, ready to take to the miller.



Quick Questions



1. Where did the Little Red Hen find the wheat grains?



2. Which adjective has the author used to describe the Little Red Hen's friends when they wouldn't help her?



3. How do you think the Little Red Hen felt when her friends wouldn't help her?



4. What do you think happened next?

1. Put in the apostrophe to show possession.			2. Write the contracted form. Remember the apostrophe .		
The <i>c a t s</i> claws are sharp.			they have		
3. Underline the correct word to use in this sentence.			4. Underline the correct word to use in this sentence.		
I can (<i>right / write</i>) neatly.			Put them over (<i>their / there</i>).		
5. Underline the suffix that turns this noun into an adjective .			6. Underline the prefix to give this word the opposite meaning.		
tune	<i>ful</i>	<i>ness</i>	<i>dis</i>	<i>un</i>	fair
7. Underline the word with the correct spelling.			8. Underline the word with the correct spelling.		
<i>tork</i>	<i>talk</i>	<i>torc</i>	<i>duty</i>	<i>dutee</i>	<i>juty</i>
9. Write the comparative for the adjective below.			10. Write the superlative for the adjective below.		
<i>young</i>			<i>kind</i>		
11. Underline any letters which should be in capitals .			12. Underline any letters which should be in capitals .		
<i>molly and jo came on thursday.</i>			<i>i live on meadow road.</i>		
13. Put the missing commas (,) in this sentence.					
My favourite fruits are apples pears strawberries and grapes.					
14. Punctuate the end of this sentence.			15. Underline the type of sentence it is.		
Get down			<i>statement</i>	<i>question</i>	<i>exclamation</i> <i>command</i>
16. Underline any nouns in this sentence.			17. Underline any verbs in this sentence.		
The hamster ate the seeds.			Mary climbed the ladder.		
18. Underline any adjectives in this sentence.			19. Underline the adjectives in this expanded noun phrase .		
It was a cold, damp day.			my old, blue coat		
20 and 21. Write the past tense of these verbs .					
<i>sail</i>			<i>bark</i>		
22. Underline the word which will make this sentence correct.					
Next week, we	(<i>is / was / will be</i>)		going on holiday.		
23. Co-ordination: Underline the best connective to join these sentences.					
Put some sun cream on.	(<i>and / or / but</i>)		You will get sunburnt.		
24. Subordination: Underline the best connective to join these sentences.					
I only wear my coat.	(<i>so that / if / because</i>)		It is really cold.		
25. Underline any words which can join with the word given to make a compound word .					
life	<i>time</i>	<i>boat</i>	<i>tent</i>	<i>guard</i>	
Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)	

1-2. (W2:4,17,24. Sp 2:7-9) The apostrophe represents missing letters and not the joining of two words (I have / I've). It can also be used to show possession (the voice belonging to the man – the man's voice) In either case, it must be placed precisely.					
The cat's claws are sharp.		they have		<u>they've</u>	
3-4. (W2:2,5. Sp 2:17-20) Homophones are words that sound the same but have different meanings and different spellings.					
I can (right / <u>write</u>) neatly.			Put them over (their / <u>there</u>).		
5-6. (W2:6,22,24. Sp 2:27,28) The suffix 'ful' means 'full' or 'full of' (but with only one 'l') It changes a noun into an adjective. The prefixes 'un' and 'dis' mean 'not' or 'opposite'. When added to a word, they give it the opposite meaning (Sp 1:30)					
tune	<u>ful</u>	ness	dis	<u>un</u>	fair
7. (W2:7, Sp 2:13) The 'or' before 'l' is usually spelt with an 'a'.			8. (W2: 7, Sp 2:11) Long vowel sounds ending in 'y'.		
tork	<u>talk</u>	torc	<u>duty</u>	dutee	juty
9-10. (W2:7. Sp 1:29, 2:21,25) A comparative compares two things. For most one syllable adjectives just add 'er' to make the comparative. A superlative compares three or more things. For most one syllable adjectives just add 'est' to make the superlative.					
young	younger		kind	kindest	
11-12. (W2:17) A capital letter 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), the personal pronoun 'I' meaning 'me' and for the names of places and the days of the week.					
Molly and Jo came on Thursday.			I live on Meadow Road		
13. (W2:17,24) A comma is used to separate items in a list. It is not used before the last item which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.					
My favourite fruits are apples, pears, strawberries and grapes.					
14. (W2:17) An exclamation is usually an abrupt or excited cry or shout. It requires an exclamation mark to let the reader know to emphasise it.			15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark.		
Get down!			statement	question	<u>exclamation</u> command
16-17. (W2:24) A noun is a naming word. It names of a person, place or thing. A verb is a doing word. It is an action or a thing you do.					
The <u>hamster</u> ate the <u>seeds</u> .			Mary <u>climbed</u> the ladder.		
18. (W2:24) An adjective is a describing word. It describes a noun (small, pretty, fast, broken)			19. (W2:19, 24) A phrase has no verb and does not make sense alone. A noun phrase is a noun with any modifier (the dog; some tiny blue beads)		
It was a <u>cold, damp</u> day.			my <u>old, blue</u> coat		
20-21. (W2:7,20,24. Sp 1:28, 2:22) Verbs can be written in past, present or future tense.					
sail	sailed		bark	barked	
22. (W2:20) A fronted adverbial which sets an action in the future (tomorrow, next week) means the verb must be in the future tense.					
Next week, we	(is / was / <u>will be</u>)		going on holiday.		
23. (W2:21) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence. The conjunction usually occurs mid-sentence.					
Put some sun cream on	(and / <u>or</u> / but)		you will get sunburnt.		
24. (W2:21) Subordinating conjunctions join a main clause (independent) to a subordinate (dependent) clause to make a complex sentence. The conjunction comes at the beginning of the subordinate clause.					
I only wear my coat	(so that / <u>if</u> / because)		it is really cold.		
25. (W2:24) A compound word is a word made up of two smaller words (horse + shoe = horseshoe).					
life	<u>time</u>	<u>boat</u>	tent	<u>guard</u>	

1. Write in the missing day of the week.				
Saturday	Sunday	Monday		
2. Underline the correct word to use in this sentence .		3. Underline the correct word to use in this sentence .		
We went to the (fare / fair).		Please don't (stair / stare) at me.		
4. Write the plural of this singular noun.		5. Write the plural of this singular noun.		
one cup	two _____	one splash	three _____	
6. Underline the word which means the same as the word given in bold.				
unsafe	clean	short	dangerous	
7. Underline the correct word missing from this sentence.				
Ben put the soup on the _____.		cooker	cooked	cooking
8 and 9. Add 'er' or 'est' to complete the sentences.				
Fred's is tall.	Bill's is even tall _____.	Dan's is tall _____ of all.		

10. Circle the word with the correct spelling.			11. Circle the word with the correct spelling.		
made	mayd	meyd	sweit	sweyt	sweet
12. Circle the word with the correct spelling.			13. Circle the word with the correct spelling.		
gro	groa	grow	troo	true	trew

14. Underline the number which does not belong to this 'letter family'.				
c	e	u	f	s

15. Underline the best connective to join these sentences.		
He got in his car.	(and / but)	He drove away.
16. Underline the best connective to join these sentences.		
She put on her coat.	(and / but)	She didn't put her hat on.
17 and 18. Put a full stop (.), question mark (?) or exclamation mark (!) to punctuate these sentences.		
Sit down	When are we having tea	
19. Underline any letters which should be in capitals .		20. Underline any letters which should be in capitals .
it is tuesday.		i play with adam and laura.

Total:		Red (0 - 7)	Yellow (8 - 15)	Green (16 - 20)
---------------	--	-------------	-----------------	-----------------

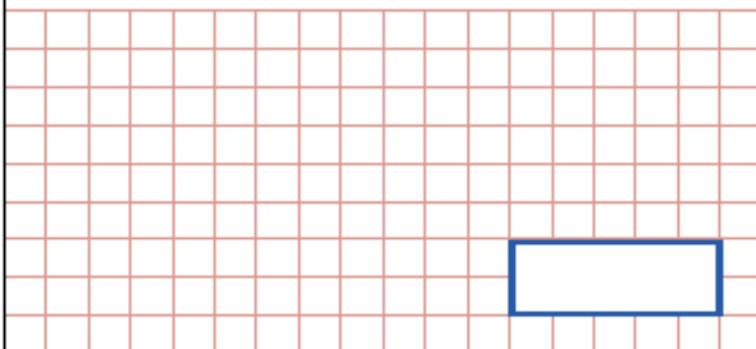
1. (W1:3) Visual check on spelling the day in bold.			
Saturday	Sunday	Monday	Tuesday
2-3. (W1:4, Sp 1:11, 1:26, 2:17) When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound. Magic (or silent) 'e' also makes the vowel 'a' say its name (long vowel sound) e.g. mad/made.			
We went to the (fare / fair).		Please don't (stair / stare) at me.	
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 cup	two cup<u>s</u>	one splash	three spl<u>ashes</u>
6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
unsafe	clean	short	<u>dangerous</u>
7. (W1:7, Sp 1:28) Adding 'er' to a verb can turn it into a noun (object) e.g. cook-cooker, walk-walker, sprint-sprinter			
Ben put the soup on the _____.		<u>cooker</u>	cooked cooking
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).			
Fred's is tall.	Bill's is even <u>taller</u> .	Dan's is <u>tallest</u> 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)		
<u>made</u>	<u>mayd</u>	meyd	sweit	sweyt	<u>sweet</u>
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)		
gro	groa	grow	troo	true	trew

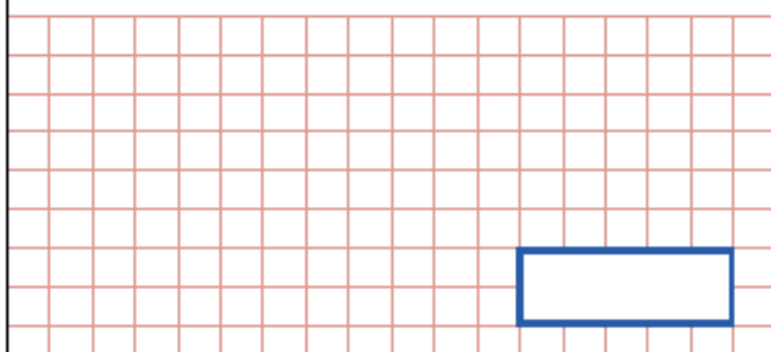
14. (W1:13) Letters formed in similar ways are called 'families'. There are 'long ladders' (down and off: i, j, l, t, u, y), 'one armed robots' (down and retrace up: b, h, k, m, n, p, r), 'curly caterpillars' (anti-clockwise curl: c, a, d, e, f, g, o, q, s) and 'zig zag' (v, w, x, z).				
c	e	<u>u</u>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

15. (W1:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence.		
He got in his car	(<u>and</u> / but)	he drove away.
16. (W1:20) Coordinating conjunctions usually occurs mid-sentence.		
She put on her coat	(and / <u>but</u>)	she didn't put her hat on.
17. (W1:21) An exclamation mark is used at the end of a word, phrase or sentence to show strong feelings, surprise or high volume.		18. (W1:21) A question mark is used at the end of a word, phrase or sentence that asks a question. It is used in place of the full stop.
Sit down!		When are we having tea?
19-20. (W1:21,22) A capital letter 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'.		
It is Tuesday.		I play with Adam and Laura.

DAILY FLUENT IN FIVE – WEEK 14
YEAR 2
DAY 1

1	$57 + 29 =$	<input type="text"/>	<input type="checkbox"/>
			

2	$\frac{1}{4}$ of 8 =	<input type="text"/>	<input type="checkbox"/>
			

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

FLUENT IN FIVE – WEEK 14 YEAR 2
DAY 2

1 $\frac{3}{4}$ of 12 =

A grid for problem 1 with a blue box for the answer and a small square for marking.

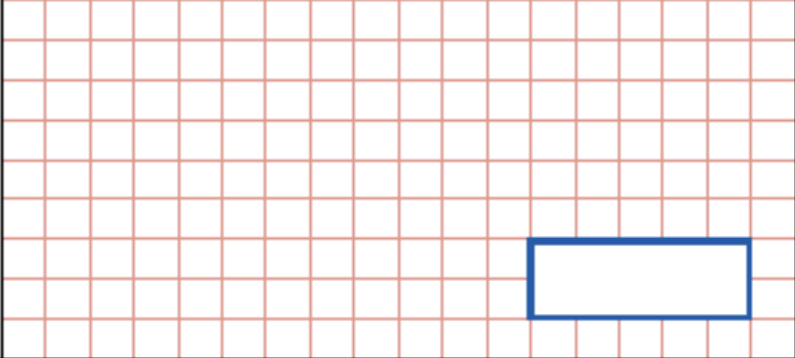

2 $\frac{1}{2}$ of 20 =


A grid for problem 2 with a blue box for the answer and a small square for marking.

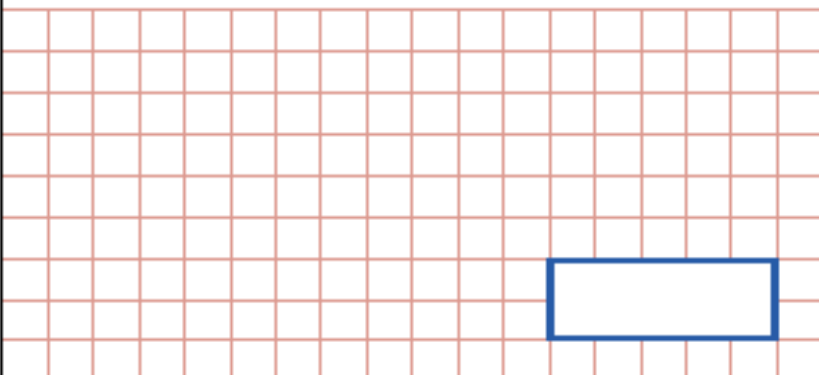

3 $9 + 3 =$

A grid for problem 3 with a blue box for the answer and a small square for marking.

FLUENT IN FIVE – WEEK 14 YEAR 2
DAY 3

1	$8 \times 2 =$ 	 <input data-bbox="1204 660 1276 728" type="text"/>
---	--	--

	$20 - \square = 12$ 	<input data-bbox="1204 1265 1276 1332" type="text"/>
--	--	--

3	$\frac{3}{4}$ of 8 = 	 <input data-bbox="1212 2004 1284 2072" type="text"/>
---	--	--

FLUENT IN FIVE – WEEK 14 YEAR 2
DAY 4

1 $9 + \square = 19$

2 $8 \times 10 =$

3 $\frac{3}{4}$ of 20 =

FLUENT IN FIVE – WEEK 14 YEAR 2
DAY 5

1 $25 \div 5 =$

A grid for problem 1 with a blue box for the answer and a small square for the mark.

2 $\frac{3}{4}$ of 40 =

A grid for problem 2 with a blue box for the answer and a small square for the mark.

3 $42 - 23 =$

A grid for problem 3 with a blue box for the answer and a small square for the mark.

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

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

DAILY NUMBER BONDS to 100

$11 + \underline{\quad} = 100$ (1)	$\underline{\quad} + 34 = 100$ (11)	$11 + \underline{\quad} = 100$ (21)
$72 + \underline{\quad} = 100$ (2)	$\underline{\quad} + 71 = 100$ (12)	$\underline{\quad} + 89 = 100$ (22)
$67 + \underline{\quad} = 100$ (3)	$59 + \underline{\quad} = 100$ (13)	$78 + \underline{\quad} = 100$ (23)
$\underline{\quad} + 75 = 100$ (4)	$56 + \underline{\quad} = 100$ (14)	$27 + \underline{\quad} = 100$ (24)
$\underline{\quad} + 37 = 100$ (5)	$\underline{\quad} + 16 = 100$ (15)	$0 + \underline{\quad} = 100$ (25)
$87 + \underline{\quad} = 100$ (6)	$\underline{\quad} + 36 = 100$ (16)	$35 + \underline{\quad} = 100$ (26)
$41 + \underline{\quad} = 100$ (7)	$62 + \underline{\quad} = 100$ (17)	$54 + \underline{\quad} = 100$ (27)
$43 + \underline{\quad} = 100$ (8)	$46 + \underline{\quad} = 100$ (18)	$14 + \underline{\quad} = 100$ (28)
$\underline{\quad} + 78 = 100$ (9)	$45 + \underline{\quad} = 100$ (19)	$\underline{\quad} + 4 = 100$ (29)
$91 + \underline{\quad} = 100$ (10)	$\underline{\quad} + 33 = 100$ (20)	$49 + \underline{\quad} = 100$ (30)