



Hello Year 2

Here is the learning for the week beginning **Monday, 15th 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)	Listen to a poem	Identifying rhyming words	Identify onomatopoeia	Plan a poem	Write a poem
English writing (Y2)	Retrieve information	Retrieve information	Syllables	Features of a Haiku	Write a Haiku
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 – ly – creating adverbs – describing verbs	Spelling pattern adding suffixes – ly – creating adverbs – describing verbs	Spelling pattern adding suffixes – ly – creating adverbs – describing verbs	Spelling pattern adding suffixes – ly – creating adverbs – describing verbs	Spelling pattern adding suffixes – ly – creating adverbs – describing verbs
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 6 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 6 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 6 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 6 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 6 Lesson 5 – Maths Challenge <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	Create your own timeline of how humans grow <input type="checkbox"/>				Create a booklet of the different life stages. <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, 15th 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 6** so you need to access them from Subject – Year 1- English – Lessons or by **clicking the link below**.

Y1 Information Text: Poetry

Monday	Tuesday	Wednesday	Thursday	Friday
Listen to a poem	Rhyming words	Onomatopoeia	Plan a poem	Write a poem
https://classroom.thenational.academy/lessons/to-listen-to-a-poem	https://classroom.thenational.academy/lessons/to-identify-rhyming-words	https://classroom.thenational.academy/lessons/to-identify-onomatopoeia	https://classroom.thenational.academy/lessons/to-plan-our-poem	https://classroom.thenational.academy/lessons/to-write-our-poem

Oak National Academy -click on the link below the day of the week for each lesson. These are from **Week 6** (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/Poetry

Monday	Tuesday	Wednesday	Thursday	Friday
Retrieve information	Retrieve information	Identify syllables	To identify the key features of a haiku	Write a haiku
https://classroom.thenational.academy/lessons/the-firework-makers-daughter-to-retrieve-information-202c7a	https://classroom.thenational.academy/lessons/the-firework-makers-daughter-to-retrieve-information-3a40c4	https://classroom.thenational.academy/lessons/to-identify-syllables	https://classroom.thenational.academy/lessons/to-identify-the-key-features-of-a-haiku	https://classroom.thenational.academy/lessons/to-write-a-haiku

YEAR 2: 2 Oak and 2 Ash – Week 9 of Home Learning tasks
ACTIVITY EXPLANATIONS and DETAILS Week commencing 15/6/20

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 and see the letter at the end of this document from Miss Houchin (our Phonics lead) to help you further.

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

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

T

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 (Adding suffixes – ly – 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: bravely, loudly, sweetly, sadly, slowly, quickly, suddenly.

 **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.

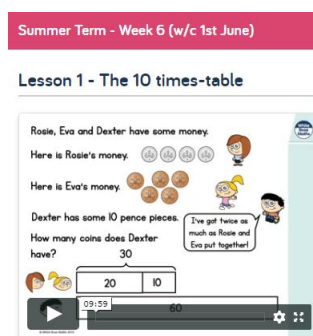
<https://stories.audible.com/start-listen>

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 6 w/c 1st June](#) – 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 6 lessons](#) if you feel that they have not grasped fractions or are finding the Year 2 lessons too challenging.

Daily Times tables maths task:

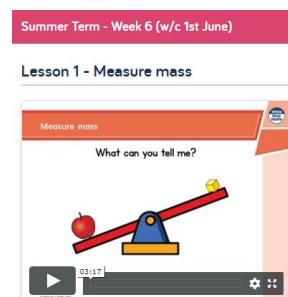
Times tables and division facts: (2s,5s,10s,3's). If you follow this link <https://www.topmarks.co.uk/maths-games/5-7-years/times-tables>, you will find a lot of different games to play (in addition to Hit the Button) to help with times tables.

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>Learn about the artist Jane Perkins</p> <p>To make a self portrait using natural or recycled materials.</p> <p>Click the HERE to access the lesson</p>
<p>Science:</p> <p>Use the powerpoint (linked on the school website) to learn about how humans grow.</p> <p>Look at page 7 of this document for more information about the activities.</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>Comprehension:</p> <p>On pages 13, 14 and 15 there are some 60 second read poetry 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>
<p>Grammar Hammer Independent:</p> <p>This is skills check 8 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>History:</p> <p>Learn about the life, actions and achievements of Mohandas Gandhi.</p> <p>Use the link below to access the video https://www.bbc.co.uk/bitesize/articles/z777xyc</p> <p>Then complete activity 1 on the website. Can you put the key events of Gandhi's life in the correct order?</p>	<p>Create your own card for a special male carer</p> <p>Here are some ideas below:</p> 

Lesson 1: Use the powerpoint ([CLICK HERE](#)) to learn about the different life stages. Draw your own timeline of how humans grow.



Lesson 2: Revisit the [powerpoint](#) on the school website to learn about the different life stages. Create your own booklet – Have a page for each life stage: baby, toddler, child, elderly, adult, teenager. For each page of your mini book, draw a picture of each person at that life stage. Then match the labels below to each life stage.

Labels

- Learning lots of skills.
- Baby teeth falling out.
- Feet and body growing.
- Getting bigger, stronger and smarter.

- Likes to try things on their own.
- Eats a lot as they are growing very fast.
- Might be moody or have spots.
- New hormones to help them grow and change.

- Born helpless.
- Can only drink milk.
- Must be kept clean and warm.
- Likes to be cuddled and held.

- Not as strong as they were.
- Joints and muscles might ache.
- Grey or white hair.
- Soft skin and wrinkles.

- Fully grown.
- Can take care of themselves.
- Might start a family of their own.
- Need to exercise and eat well.

- Starting to walk and talk.
- Wobbly on their feet.
- Starting to try different food.
- Needs lots of love and care.

Handwriting:

Continue to practise your letter formation, size of letters and capital letters. Your capital letters should reach the top of the line and lowercase 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

The Most Heroic Hero

9 One day, all the superheroes were arguing about who
21 was the most heroic. "I am the best hero because I can
34 fly as fast as a plane," boasted Zoom Boy. "No, I am the
44 best because I can lift ten double decker busses," scoffed
53 Muscle Man. Every superhero wanted to say why they
56 were the best.

66 Every superhero that is, except for Green Girl. The others
76 all laughed at Green Girl behind her back. Just what
81 **was** her super power anyway?

88 "I'm sure that the best superhero could
93 easily defeat the dangerous Captain
98 Zeeborg," said Green Girl quietly.
103 She suggested that whoever defeated
109 Zeeborg would be proven the most
116 heroic. Trembling, but too proud to say
121 no, the superheroes all agreed.



Quick Questions



1. Why does Zoom Boy think he is the best superhero?



2. Why is the word 'was' written in bold?



3. How do you think the superheroes feel about Captain Zeeborg?



4. What do you think Green Girl's super power will turn out to be?

The Fearless Four

- 7 Her powers are known throughout the land,
13 She can create a snowy swirl,
19 She freezes the sunniest villain's heart,
25 Her name is Blue Ice Girl!
- 34 His breath is as hot as the scorching sun,
40 His hair is one big flame,
48 He saves the day with his sizzling ways,
53 Fire Boy is his name!
- 61 She appears like a bolt from the night,
68 And some say that she is frightening,
76 But she'll rescue you with an electric flash,
81 She's known as Lady Lightning!
- 89 You might not know that he is there,
95 But he always has a plan,
100 Being invisible is his game,
104 He is Transparent Man!



Quick Questions



1. Which superhero has breath 'as hot as the scorching sun'?



2. Think of another word or phrase that the poet could have used in this line: 'His breath is as hot as...'



3. Why might you not know that Transparent Man is there?



4. What kind of emergency might you call one of the Ferocious Four to help you with?

Superheroes and Comic Books

10 Comics are made up of lots of pictures. The pictures
18 are drawn inside frames (also known as panels),
28 and tell a story. Story text or speech bubbles also
36 help the reader to understand what is happening.

43 Superhero comics first became popular in the
49 1930s. The first superheroes were Superman,
55 Batman, Captain America and Wonder Woman.
62 Much later superheroes like Spider-Man, the
71 Fantastic Four, the Hulk, X-Men and Iron Man
79 were created. Some of these superheroes still have
85 adventures in comic books today. Amazingly,
95 many of them now even have their own films or
97 television series.



Quick Questions



1. What helps the reader to understand what is happening in the pictures?



2. Why has the author started the final sentence of the text with 'amazingly'?



3. Why do you think superheroes became a popular subject for comic books?



4. Can you order when these things happened by putting numbers 1-4?

_____ Some superheroes got their own films or TV series.

_____ Superman appeared in a comic.

_____ Superhero comics become popular.

_____ Spider-Man appeared in a comic.

1. Put in the apostrophe to show possession.			2. Write the contracted form. Remember the apostrophe .		
The old m a n s beard was very long.			we are		
3. Underline the correct word to use in this sentence.			4. Underline the correct word to use in this sentence.		
Do you know (wear / where) Mum is?			There are (no / know) chairs left.		
5. Underline the suffix that turns this adjective into a noun .			6. Underline the prefix to give this word the opposite meaning.		
shy	ful	ness	dis	un	told
7. Underline the word with the correct spelling.			8. Underline the word with the correct spelling.		
puddel	puddle	puddol	bottul	bottel	bottle

9. Write the comparative for the adjective below.		10. Write the superlative for the adjective below.			
new		weak			
11. Underline any letters which should be in capitals .		12. Underline any letters which should be in capitals .			
sam and i go swimming on mondays.		my teacher is called mr mack.			
13. Put the missing commas (,) in this sentence.					
I have got an apple some grapes two sandwiches and a drink in my lunchbox.					
14. Punctuate the end of this sentence.			15. Underline the type of sentence it is.		
Put the crayons over there			statement	question	exclamation command

16. Underline any nouns in this sentence.		17. Underline any verbs in this sentence.	
The baby started to cry.		The car crashed into the tree.	
18. Underline any adjectives in this sentence.		19. Underline the adjectives in this expanded noun phrase .	
The old, rusty door creaked open.		the old, frail lady	
20 and 21. Write the past tense of these verbs .			
watch		growl	

22. Underline the word which will make this sentence correct.		
Last week, Sally	(is / was / will be)	off school with a cold.
23. Co-ordination: Underline the best connective to join these sentences.		
I like to eat sweets.	(and / or / but)	I'm not allowed them often.
24. Subordination: Underline the best connective to join these sentences.		
I watered the plant.	(so that / if / because)	The soil looked very dry.
25. Underline any words which can join with the word given to make a compound word .		
hair	desk	style dresser clip

Total:	Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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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 old man's beard was very long.		we are		we're	
3-4. (W2:2,5. Sp 2:17-20) Homophones are words that sound the same but have different meanings and different spellings.					
Do you know (wear/ <u>where</u>) Mum is?			There are (<u>no</u> / know) chairs left.		
5-6. (W2:6,22,24. Sp 2:27,28) The suffix 'ness' does not change the meaning of the root word. It turns an adjective into a noun (sad-sadness).The prefixes 'un' and 'dis' mean 'not' or 'opposite'. When added to a word, they give it the opposite meaning (Sp 1:30)					
shy	ful	<u>ness</u>	dis	<u>un</u>	told
7. (W2:7, Sp 2:4) In words with a short vowel sound, the consonant between the vowel and the 'le' is often doubled.			8. (W2:7, Sp 2:4) In words with a short vowel sound, the consonant between the vowel and the 'le' is often doubled.		
puddel	<u>puddle</u>	puddol	bottul	bottel	<u>bottle</u>
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.					
new	<u>newer</u>		weak	<u>weakest</u>	
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.					
Sam and I go swimming on Mondays.			My teacher is called Mr Mack.		
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.					
I have got an apple, some grapes, two sandwiches and a drink in my lunch box.					
14. (W2:17) A full stop is used at the end of a word, phrase or sentence. A command is an order or request which uses a full stop unless you want it to be stressed (Go away! Shut up!)			15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark.		
Put the crayons over there.			statement	question	exclamation 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>baby</u> started to cry.			The car <u>crashed</u> into the tree.		
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)		
The <u>old, rusty</u> door creaked open.			the <u>old, frail</u> lady		
20-21. (W2:7,20,24. Sp 1:28, 2:22) Verbs can be written in past, present or future tense.					
watch	<u>watched</u>		growl	<u>growled</u>	
22. (W2:20) A fronted adverbial which sets an action in the past (yesterday, last week) means the verb must be in the past tense.					
Last week, Sally	(is / <u>was</u> / will be)		off school with a cold.		
23. (W2:21) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence. The conjunction usually occurs mid-sentence.					
I like to eat sweets	(and / or / <u>but</u>)		I'm not allowed them often.		
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 watered the plant	(so that / if / <u>because</u>)		the soil looked very dry.		
25. (W2:24) A compound word is a word made up of two smaller words (horse + shoe = horseshoe).					
hair	desk	<u>style</u>	<u>dresser</u>	<u>clip</u>	

1. Write in the missing day of the week.			
Saturday		Monday	Tuesday
2. Underline the correct word to use in this sentence .		3. Underline the correct word to use in this sentence .	
That's not (fair / fare).		Close the (gait / gate) behind you.	
4. Write the plural of this singular noun.		5. Write the plural of this singular noun.	
one plate	two _____.	one dish	three _____.
6. Underline the word which means the same as the word given in bold.			
unload	remove	build	stare
7. Underline the correct word missing from this sentence.			
The paint_____ did lovely pictures.	painter	painted	painting
8 and 9. Add 'er' or 'est' to complete the sentences.			
Yours is warm	Mine is even warm_____.	Ben's is warm_____ of all.	

11. Circle the word with the correct spelling.			12. Circle the word with the correct spelling.		
pai	pey	pay	feeld	field	feyld
13. Circle the word with the correct spelling.			14. Circle the word with the correct spelling.		
my	mi	miy	tyme	tiym	time

14. Underline the letter which does not belong to this 'letter family'.					
x	r	m	n	b	h

15. Underline the best connective to join these sentences.		
She took her bucket.	(and / but)	She took her spade.
16. Underline the best connective to join these sentences.		
It was hot.	(and / but)	She kept her jumper on.
17 and 18. Put a full stop (.), question mark (?) or exclamation mark (!) to punctuate these sentences.		
Look out	When is your birthday	
19. Underline any letters which should be in capitals .	20. Underline any letters which should be in capitals .	
we do art on tuesday and friday.	ben and molly came to my house.	

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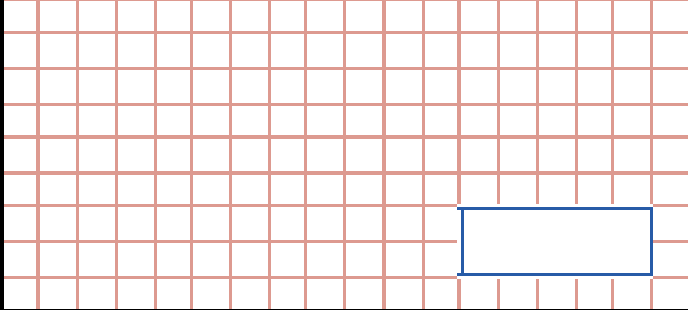

1. (W1:3) Visual check on spelling the day in bold.			
Saturday	Sunday	Monday	Tuesday
2-3. (W1:4, Sp 1:11, 1:26, 2:17) When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound. Magic (or silent) 'e' also makes the vowel 'a' say its name (long vowel sound) e.g. mad/made.			
That's not (fair / fare).		Close the (gait / gate) behind you.	
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 plate	two plates	one dish	three dishes
6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
unload	remove	build	stare
7. (W1:7, Sp 1:28) Adding 'er' to a verb can turn it into a noun e.g. cook-cooker, walk-walker, sprint-sprinter.			
The _____ did lovely pictures.	painter	painting	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).			
Yours is warm.	Mine is even warmer.	Ben's is warmest of all.	

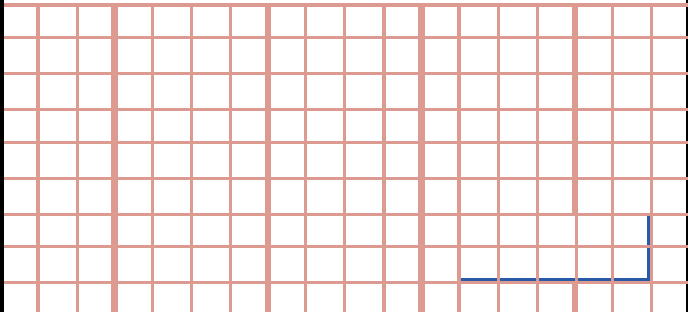

10. (W1:8, Sp 1:11, 1:18) 'y' can act as a vowel, making the 'a' say its name (long 'a' sound) e.g. play, stay, away			11. (W1:8, Sp 1:19) 'ie' can make the long 'ee' sound e.g. field, thief, but can also make a long 'I' sound (e.g. tie, pie)		
pai	pey	pay	feeld	field	feyld
12. (W1:8, Sp 1:19) A final 'y' can make the long 'I' sound (e.g. fly, try) but can also make an 'ee' sound (e.g. baby, lady).			13. (W1:8, Sp 1:17) Magic (or silent) 'e' makes the vowel say its name 'I' (e.g. fin-fine, din-dine).		
my	mi	miy	tyme	tiym	time

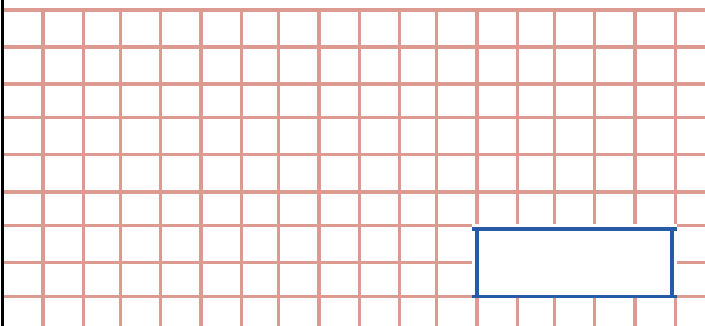

14. (W1:13) Letters formed in similar ways are called 'families'. There are 'long ladders' (down and off: i, j, l, t, u, y), 'one armed robots' (down and retrace up: b, h, k, m, n, p, r), 'curly caterpillars' (anti-clockwise curl: c, a, d, e, f, g, o, q, s) and 'zig zag' (v, w, x, z).					
x	r	m	n	b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

15. (W1:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence.		
She took her bucket	(and / but)	she took her spade.
16. (W1:20) Coordinating conjunctions usually occurs mid-sentence.		
It was hot	(and / but)	she kept her jumper 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.
Look out!		When is your birthday?
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'.		
We do art on Tuesday and Friday.		Ben and Molly came to my house.

DAILY FLUENT IN FIVE – WEEK 16
YEAR 2
DAY 1

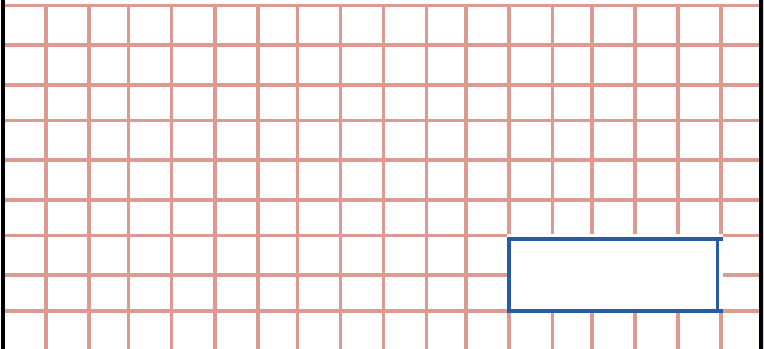
1	$\frac{1}{2}$ of 20 = 	
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2	$47 + 38 =$ 	
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3	$8 \times 5 =$ 	
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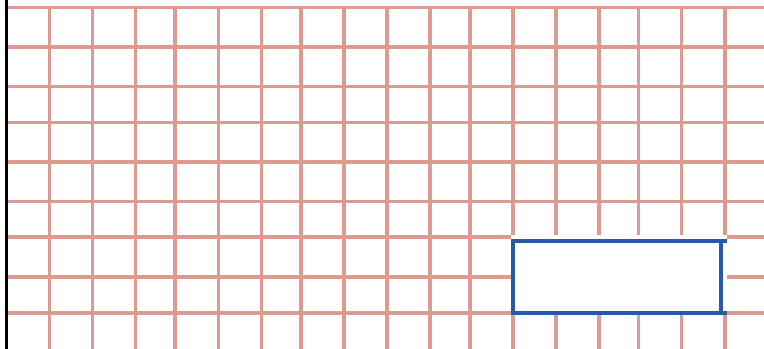
FLUENT IN FIVE – WEEK 16 YEAR 2
DAY 2

1 $50 - 20 =$



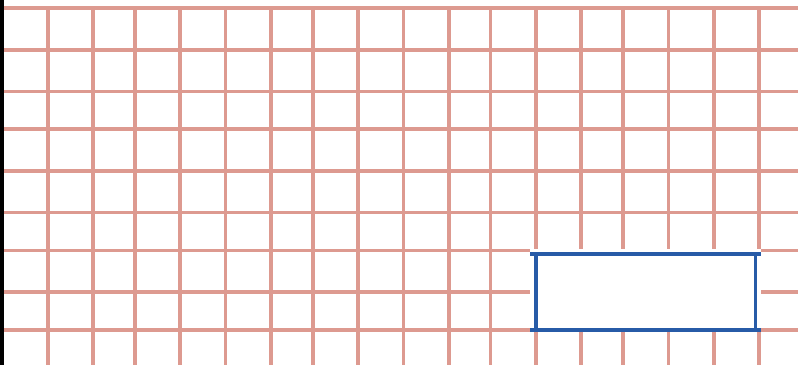
A grid for problem 1 with a blue box for the answer and a small square for a mark.

2 $\frac{3}{4}$ of 20 =



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

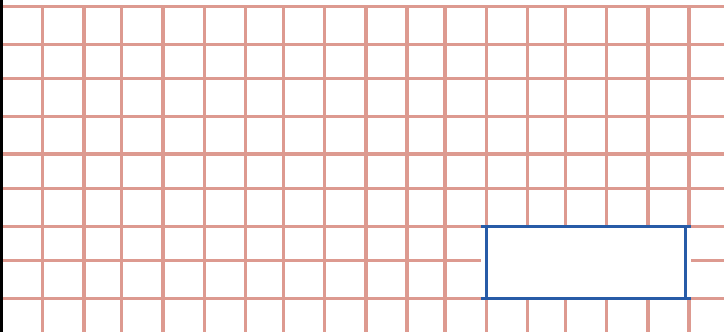
3 $8 + 7 =$



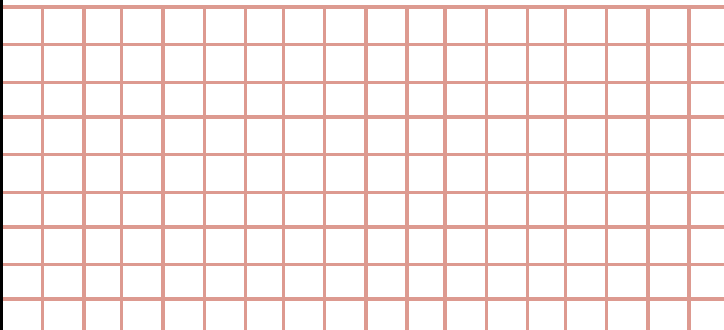
A grid for problem 3 with a blue box for the answer and a small square for a mark.

FLUENT IN FIVE – WEEK 16 YEAR 2
DAY 3

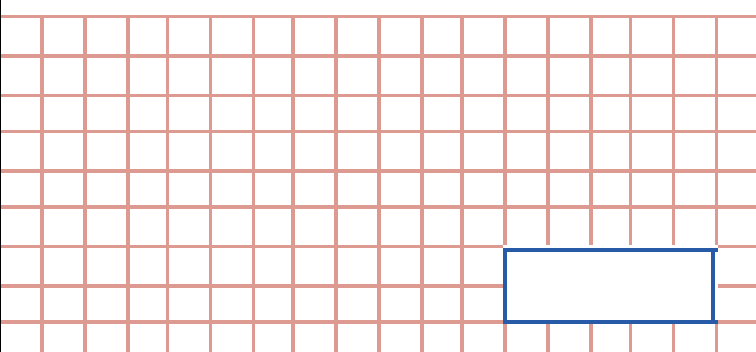
1 $88 - 22 =$



2 $80 + \square = 95$



3 $\frac{3}{4}$ of 16 =



FLUENT IN FIVE – WEEK 16 YEAR 2
DAY 4

1	$30 + 40 =$	<input type="text"/>

2	$45 \div 5 =$	<input type="text"/>

3	$\frac{2}{4}$ of 12 =	<input type="text"/>

FLUENT IN FIVE – WEEK 16 YEAR 2
DAY 5

1 $88 + 2 =$

2 $\frac{1}{4}$ of 40 =

3 $8 \times 10 =$

DAILY NUMBER BONDS to 10

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

DAILY NUMBER BONDS to 20

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

DAILY NUMBER BONDS to 100

$\underline{\quad} + 32 = 100$ (1)	$61 + \underline{\quad} = 100$ (11)	$36 + \underline{\quad} = 100$ (21)
$77 + \underline{\quad} = 100$ (2)	$\underline{\quad} + 45 = 100$ (12)	$\underline{\quad} + 69 = 100$ (22)
$71 + \underline{\quad} = 100$ (3)	$53 + \underline{\quad} = 100$ (13)	$\underline{\quad} + 54 = 100$ (23)
$\underline{\quad} + 21 = 100$ (4)	$\underline{\quad} + 40 = 100$ (14)	$\underline{\quad} + 69 = 100$ (24)
$48 + \underline{\quad} = 100$ (5)	$43 + \underline{\quad} = 100$ (15)	$59 + \underline{\quad} = 100$ (25)
$\underline{\quad} + 76 = 100$ (6)	$10 + \underline{\quad} = 100$ (16)	$95 + \underline{\quad} = 100$ (26)
$\underline{\quad} + 73 = 100$ (7)	$76 + \underline{\quad} = 100$ (17)	$65 + \underline{\quad} = 100$ (27)
$95 + \underline{\quad} = 100$ (8)	$85 + \underline{\quad} = 100$ (18)	$53 + \underline{\quad} = 100$ (28)
$\underline{\quad} + 14 = 100$ (9)	$\underline{\quad} + 18 = 100$ (19)	$\underline{\quad} + 68 = 100$ (29)
$23 + \underline{\quad} = 100$ (10)	$\underline{\quad} + 17 = 100$ (20)	$\underline{\quad} + 15 = 100$ (30)