

Hello Year 2



Here is the learning for the week beginning **Monday, 22nd June.**

We are delighted that we have been able to welcome some of you back into school but will of course continue to support those who are still learning at home. We will be following much of the same work within school that you are learning at home and hopefully keeping in touch with you. It would be lovely to set up an online video chat – we will explore this and perhaps be able to put you in touch with one another. Keep looking at Dojo as we will post a date and time if we are able to organise

this.

About the learning:

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 Y1	Pippety Skycap: A tale of mischief – Talk for Writing pack				
English Y2	The Elves and The Shoemaker: Talk for Writing pack				
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 – ment – turning a verb into a noun – ness – turning an adjective into a noun.	Spelling pattern adding suffixes – ment – turning a verb into a noun – ness – turning an adjective into a noun.	Spelling pattern adding suffixes – ment – turning a verb into a noun – ness – turning an adjective into a noun.	Spelling pattern adding suffixes – ment – turning a verb into a noun – ness – turning an adjective into a noun.	Spelling pattern adding suffixes – ment – turning a verb into a noun – ness – turning an adjective into a noun.
Maths You will need to download the worksheets from the website but they don't need to be printed off.	Lesson 1 - Find the total <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Lesson 2 – Find the difference <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Lesson 3 – Find change <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Lesson 4 – Two-step problems <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Lesson 5 - Maths Challenge on BBC Bitesize <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <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 basic needs of animals and humans <input type="checkbox"/>				Design a pet home that will meet the needs of your pet <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 22nd June 2020.

This week, we are using the resources from Pie Corbett and Talk for Writing. They are PDF documents which can be read on screen (or printed if you require). However, if you prefer to continue with the Oak National Academy, it will be following Week 7 resources.

Y1 Pippety Skycap – a tale of mischief

Monday	Tuesday	Wednesday	Thursday	Friday
Reading and sharing the story	Vocabulary meaning and designing a poster	Reading Writing a fact file	Poetry – Pixie’s Pocket	Treasure hunt writing
Talking about the story and recording responses (pages 5 – 8)	Soft, sharp and shiny word work pages 9 and 10. Poster design on page 11.	Writing a list and a fact file (pages 13 and 14)	Answering questions about the poem (page 15 – 16) Writing your own poem (pages 17 – 18)	Using time openers to order sentences. (pages 19 – 20) Extra activities – pages 21 - 30

Y2: The Elves and the Shoemaker

Monday	Tuesday	Wednesday	Thursday	Friday
Reading and sharing the story	Vocabulary meaning and word classes	Writing a postcard Writing a story	Instruction writing	Writing a riddle
Answering the questions on page 6, 7 and 8	Jas' word game on page 9 and word classes on page 10 Extra activity: design some new clothes (hats, suits and shoes) page 11	Read the postcard on page 12 and write a response to Mr and Mrs Cobbler (page 13) Extra: Write a story about some elves that help people (see page 14)	Recalling our work on materials from our first term and writing instructions (page 15 and 16)	Reading and writing a puzzle riddle (pages 17 and 18)

YEAR 2: 2 Oak and 2 Ash – Week 9 of Home Learning tasks
ACTIVITY EXPLANATIONS and DETAILS Week commencing 22/6/20

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=sjIPILhk7bQ>

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 (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: just add – ment to the base word enjoyment, movement, excitement. just add – ness to the base word sadness, darkness, kindness.

 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)

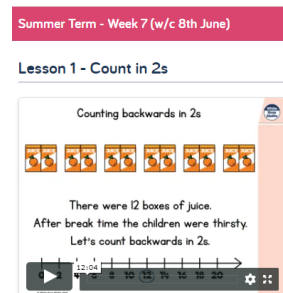
There is a link on the school website to a maths plan for this week which contains links for videos for each lesson. This weeks maths is linked to money and it is important that children are able to recognise coins before starting the worksheets. There are four worksheets to complete that are on the school website. **There is no need to print off the sheets. The answers can be written directly in blue books.**

For children who are struggling with this, you should follow the [year 1 Summer Term week 7 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 you 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 you 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>To make an insect using natural or recycled materials.</p> <p>Click the link below to access the lesson https://classroom.thenational.academy/lessons/to-make-insects-using-natural-materials-94e160/</p>
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<p>Science:</p> <p>Use the powerpoint (linked on the school website) to learn about the basic needs of animals and humans.</p> <p>Complete the activities 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>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>
<p>Grammar Hammer supported</p> <p>This is skills check 8 this week, this week it is the chance for the children to complete the activities with support</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 Elizabeth Fry.</p> <p>https://www.bbc.co.uk/bitesize/articles/znt3c7h</p>	<p>PSHE:</p> <p>Playing together but apart</p> <p>https://classroom.thenational.academy/lessons/playing-together-but-apart-4e7276/</p>

Basic Needs

Cut out the labels at the bottom and stick them into the right categories on the page.

mammals, reptiles and birds



Food

Air

Water

fish and other sea creatures



Food

Air

Water



Science | Year 2 | Animals (Including Humans) | Basic Needs | Lesson 3

Eats meat, plants or both.



Gets water by drinking, from food or through skin.



Gets water by drinking or from food.



Eats meat, plants or both.



Breathes water through gills.



Breathes air into lungs.



Science

Lesson 1: Use the lesson presentation (on the school website) to find out about the basic needs for animals and humans.

There is an example of an activity to complete. Can you sort the labels at the bottom and stick them in the right categories?

Mammals, reptiles, and birds – food, air, and water.
Fish and other creatures – food, air, and water.

Lesson 2: Use the lesson presentation (on the school website) to learn about caring for animals. Can you draw a picture of a pet home and label the key parts? Make sure the home provides food, shelter, and a space to play, rest and exercise. You can do this for a pet you have at home or research a different pet that you would like to look after.

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



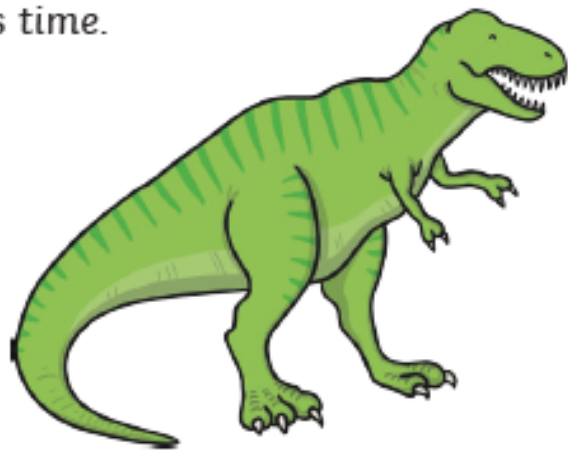
Nelson
Handwriting

Words to practise

little
one
when
out
what

Terrific T-Rex

9 The T-Rex was one of the largest and most powerful
16 meat-eating dinosaurs that has ever lived on our
26 planet. Standing up to a huge six metres tall and
36 at up to twelve metres long, the T-Rex moved
44 quickly with its strong and powerful thighs.
51 Their powerful jaws meant that they could eat
61 their prey in one bite. The T-Rex had quite a large
71 brain and this helped it to hunt better. The T-Rex
80 lived in the forests and river valleys of North
87 America before becoming extinct around sixty-
95 five millions years ago but nobody can agree for
103 sure why all dinosaurs suddenly became extinct
108 at this time.



Quick Questions



1. How tall can a T-Rex grow?



2. Why might a larger brain help a T-Rex to hunt better?



3. Find and copy two adjectives to describe a T-Rex's thighs.



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

- The T-Rex is a meat-eating dinosaur.
- The T-Rex lived in North American forests.
- Dinosaurs suddenly became extinct.

How to Look After a Dinosaur Egg

- 11** If you have found a dinosaur egg, you need to act
19 quickly and carefully. If you don't, you might
28 end up with an angry baby dinosaur on your
29 hands.
- 39** First, you need to find out which kind of dinosaur
46 you will be raising. Different dinosaurs eat
55 different things so make sure that you buy the
63 correct kind of food for your new friend.
- 72** Next, put the egg somewhere warm. Wrap it in
81 blankets and keep it under a warm lightbulb at
91 all times so that the baby does not get cold.
- 101** Keep your eyes open... your new friend is on its
102 way.



Quick Questions



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

- Keep your eyes open.
- Find out which type of dinosaur it is.
- Put the egg somewhere warm.



2. Find and copy two ways that you can keep the egg warm.

1) _____

2) _____



3. Why might the baby dinosaur be angry if you are not careful?



4. Find and copy two adverbs used in the text to describe how you must act when you have found a dinosaur egg.

Hide and Seek

10 I didn't mean to bring a dinosaur home and I
21 didn't mean to keep him under my bed; it sort of
30 just happened. I couldn't leave him in the garden
41 and Mum would have seen him if I'd put him in
51 the bath tub... but now I've got a dinosaur under
62 my bed and I don't quite know what to do with
71 him. He's very friendly. He doesn't smell too bad
80 either. Mum might just think I've left my dirty
90 socks on the floor. I hope she doesn't go looking
101 for them... I'm not sure what she'll do if she looks
113 under the bed but I am sure that I don't want to
119 be at home when she does...



Quick Questions



1. Where is the dinosaur being kept?



2. Why doesn't the boy want to be home if
mum looks under the bed?



3. What do you think might happen next?



4. Find and copy two adjectives from
the text.

1 and 2. Put in the apostrophe to show possession.					
has not				wasn't	
3. Underline the correct word to use in this sentence.			4. Underline the correct word to use in this sentence.		
Where have you (bean / been)?			I have got (for / four) cats.		
5. Underline the suffix that turns this adjective into an noun .			6. Underline the prefix to give this word the opposite meaning.		
cold	less	ness	dis	un	certain
7. Underline the word with the correct spelling.			8. Underline the word with the correct spelling.		
dri	driy	dry	cute	cyoot	cyute

9. Write the comparative for the adjective below.		10. Write the superlative for the adjective below.			
brave				wise	
11. Underline any letters which should be in capitals .		12. Underline any letters which should be in capitals .			
can sam and i come to your party?		i live near hillbank street.			
13. Put the missing commas (,) in this sentence.					
I have a dog two cats a hamster and seven fish.					
14. Punctuate the end of this sentence.			15. Underline the type of sentence it is.		
Stop it			statement	question	exclamation command

16. Underline any nouns in this sentence.		17. Underline any verbs in this sentence.	
The box was full of clothes.		The clown tumbled round the stage.	
18. Underline any adjectives in this sentence.		19. Underline the adjectives in this expanded noun phrase .	
The new, expensive computer arrived.		my pretty, orange fish	
20 and 21. Write the past tense of these verbs .			
wave		smile	

22. Underline the word which will make this sentence correct.		
Next Tuesday, David	(is / was / will be)	having his party.
23. Co-ordination: Underline the best connective to join these sentences.		
The pond is full of fish.	(and / or / but)	The pond is full of frogs.
24. Subordination: Underline the best connective to join these sentences.		
He turned on the television.	(so that / if / because)	He could watch the film.
25. Underline any words which can join with the word given to make a compound word .		
fire	place	work tank fighter

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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Stage 2

'Grammar Hammer'

Skill Check 9 ANSWER SHEET

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.					
has not	<u>hasn't</u>	<u>was not</u>	wasn't		
3-4. (W2:2,5. Sp 2:17-20) Homophones are words that sound the same but have different meanings and different spellings.					
Where have you (bean / <u>been</u>)?			I have got (for / <u>four</u>) cats.		
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)					
cold	less	<u>ness</u>	dis	<u>un</u>	certain
7. (W2:7, Sp 2:10) 'y' is the most common way of making the 'eye' sound at the end of the word..			8. (W2: 7, Sp 1:15) Magic 'e' makes the vowel 'u' say its name.		
dri	driy	<u>dry</u>	<u>cute</u>	cyoot	cyute
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.					
brave	braver		wise	wisest	
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.					
Can Sam and I come to your party?			I live near Hillbank Street .		
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 a dog, two cats, a hamster and seven fish.					
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.		
Stop it!			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>box</u> was full of <u>clothes</u> .			The clown <u>tumbled</u> round the stage.		
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>new, expensive</u> computer arrived.			my <u>pretty, orange</u> fish		
20-21. (W2:7,20,24. Sp 2:22) Verbs can be written in past, present or future tense.					
wave	waved		smile	smiled	
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 Tuesday, David	(is / was / <u>will be</u>)		having his party.		
23. (W2:21) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence. The conjunction usually occurs mid-sentence.					
The pond is full of fish	(<u>and</u> / or / but)		the pond is full of frogs.		
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.					
He turned on the television	(<u>so that</u> / if / because)		he could watch the film.		
25. (W2:24) A compound word is a word made up of two smaller words (horse + shoe = horseshoe).					
fire	<u>place</u>	<u>work</u>	tank	<u>fighter</u>	

1. Write in the missing day of the week.			
Friday		Sunday	Monday
2. Underline the correct word to use in this sentence .		3. Underline the correct word to use in this sentence .	
Get a piece of (<u>plane</u> / plain) paper.		The nest is in the (reads / <u>reeds</u>).	
4. Write the plural of this singular noun.		5. Write the plural of this singular noun.	
one cake	two _____	one brush	two _____
6. Underline the word which means the same as the word given in bold.			
uneven	smooth	rough	long
7. Underline the correct word missing from this sentence.			
The walk _____ opened the gate.	walker	walked	walking
8 and 9. Add 'er' or 'est' to complete the sentences.			
Nan is old.	Grandad is even old _____.	Grandpa is old _____ of all.	

10. Circle the word with the correct spelling.			11. Circle the word with the correct spelling.		
awai	away	away	theef	thief	theaf
12. Circle the word with the correct spelling.			13. Circle the word with the correct spelling.		
cri	criyc	cry	shine	shiyn	shyn

14. Underline the number which does not belong to this 'letter family'.			
i	z	l	j

15. Underline the best connective to join these sentences.		
Ken likes to play games.	(and / but)	He likes to read books.
16. Underline the best connective to join these sentences.		
She took a piece of cake.	(and / but)	She didn't eat it.
17 and 18. Put a full stop (.), question mark (?) or exclamation mark (!) to punctuate these sentences .		
Wait	Who said that	
19. Underline any letters which should be in capitals .		20. Underline any letters which should be in capitals .
when am i going to wales?	i had tea with amy and john.	

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.			
Friday	Saturday	Sunday	Monday
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.			
Get a piece of (plane / plain) paper.		The nest is in the (reads / reeds).	
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 cake	two cakes	one brush	two brushes
6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
uneven	smooth	rough	long
7. (W1:7, Sp 1:28) Adding the suffix 'er' to a verb can turn it into a noun (object) e.g. cook-cooker, walk-walker,			
The _____ opened the gate.		walker	walked walking
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).			
Nan is old.	Grandad is even old_____.	Grandpa is old_____ 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)		
awai	away	away	theef	thief	theaf
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).		
cri	criy	cry	shine	shiyn	shyn

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).			
i	z	l	j

15. (W1:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence.		
Ken likes to play games	(and / but)	he likes to read books.
16. (W1:20) Coordinating conjunctions usually occurs mid-sentence.		
She took a piece of cake	(and / but)	she didn't eat it.
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.
Wait!		Who said that?
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'.		
When am I going to Wales?	I had tea with Amy and John.	

DAILY FLUENT IN FIVE – WEEK 17
YEAR 2
DAY 1

1	$66 - 22 =$	
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2	$46 + 45 =$	
---	-------------	--

3	$9 \times 10 =$	
---	-----------------	--

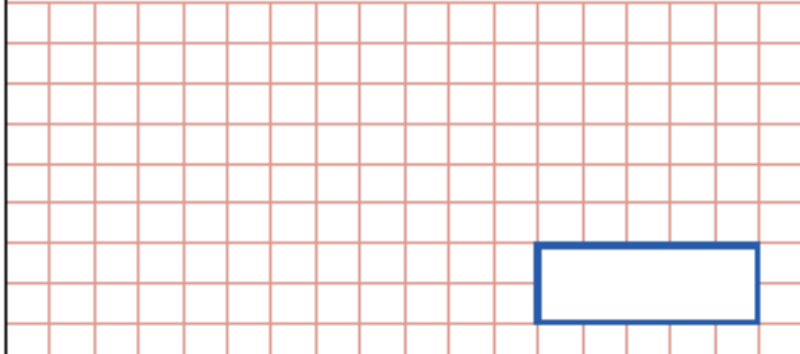

FLUENT IN FIVE – WEEK 17 YEAR 2
DAY 2



1	$77 - 25 =$	<input type="text"/>



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

3	$37 + 27 =$	<input type="text"/>

FLUENT IN FIVE – WEEK 17 YEAR 2
DAY 3

1	$44 - 12 =$ 	
---	---	---

2	$70 + \boxed{} = 99$ 	
---	--	---

3	$\frac{1}{4}$ of 40 = 	
---	---	---

FLUENT IN FIVE – WEEK 17 YEAR 2
DAY 4

1	$4 + 7 + 6 =$	
<input type="text"/>		<input type="text"/>

2	$22 \div 2 =$	
<input type="text"/>		<input type="text"/>

3	$\frac{1}{4}$ of 16 =	
<input type="text"/>		<input type="text"/>

FLUENT IN FIVE – WEEK 17 YEAR 2
DAY 5

1	$50 + 22 =$	<input type="text"/>	<input type="text"/>

2	$\frac{3}{4}$ of 20 =	<input type="text"/>	<input type="text"/>

3	$22 + 39 =$	<input type="text"/>	<input type="text"/>

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)