

# Hello Year 2

Here is the learning for the final week beginning **Monday, 13<sup>th</sup> July.**

We would both like to say a massive thank you for all of your support with home learning. We understand it hasn't been easy at times. The children have worked so hard this year, especially in these strange times.

We hope you have a lovely summer break and we would like to wish you all the best in Year 3.

**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
<b>English</b>	This week we are going to try out the BBC bitesize lessons available either online or on your television using the red button. Also they are available on iplayer. Full details are available on the next page.				
<b>English – reading</b>	Reading from <a href="#">Oxford Owl</a> or own reading book. Record in log book. <input type="checkbox"/>	Reading from <a href="#">Oxford Owl</a> or own reading book. Record in log book. <input type="checkbox"/>	Reading from <a href="#">Oxford Owl</a> or own reading book. Record in log book. <input type="checkbox"/>	Reading from <a href="#">Oxford Owl</a> or own reading book. Record in log book. <input type="checkbox"/>	Reading from <a href="#">Oxford Owl</a> or own reading book. Record in log book. <input type="checkbox"/>
<b>English – phonics</b>	<a href="#">Phonics Play</a> game from your Phase <input type="checkbox"/>	<a href="#">Phonics Play</a> game from your Phase <input type="checkbox"/>	<a href="#">Phonics Play</a> game from your Phase <input type="checkbox"/>	<a href="#">Phonics Play</a> game from your Phase <input type="checkbox"/>	<a href="#">Phonics Play</a> game from your Phase <input type="checkbox"/>
<b>English – spelling</b>	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>
<b>Extra spelling</b>	Adding suffixes – es – plurals	Adding suffixes – es – plurals	Adding suffixes – es – plurals	Adding suffixes – es – plurals	Adding suffixes – es – plurals
<b>Maths</b> You will need to download the worksheets from the website but they don't need to be printed off.	Lesson 1 – Litres Daily Fluent in Five <input type="checkbox"/> <a href="#">Daily times tables practise</a> <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Lesson 2 – Temperature <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> <a href="#">Daily times tables practise</a> <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Lesson 3 – o'clock and half past <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> <a href="#">Daily times tables practise</a> <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Lesson 4 – Quarter to and past <input type="checkbox"/> Fluent in Five <input type="checkbox"/> <a href="#">Daily times tables practise</a> <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>	Lesson 5: Friday Maths Challenge <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> <a href="#">Daily times tables practise</a> <input type="checkbox"/> Number bonds to <u>10</u> , <u>20</u> or <u>100</u> <input type="checkbox"/>
<b>PE</b>	<a href="#">Joe Wicks work out</a> or another activity <input type="checkbox"/>	<a href="#">Joe Wicks work out</a> or another activity <input type="checkbox"/>	<a href="#">Joe Wicks work out</a> or another activity <input type="checkbox"/>	<a href="#">Joe Wicks work out</a> or another activity <input type="checkbox"/>	<a href="#">Joe Wicks work out</a> or another activity <input type="checkbox"/>
<b>Science</b>	Experiment <input type="checkbox"/>				Write about what you found out <input type="checkbox"/>
<b>Other - See planner</b>	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>

**ENGLISH Week Commencing Monday, 13<sup>th</sup> July 2020.**

Click the link here <https://www.bbc.co.uk/bitesize/dailylessons> and follow the daily lessons available. We will follow the schedule from 13<sup>th</sup> July so if you should click on the lesson for the actual day it is. From Monday to Friday, you'll be able to watch Bitesize Daily on BBC Red Button from 9am to 11am, and again on BBC iPlayer.

**YEAR 1 SCHEDULE:**

Year 1/ P2 online lessons		Bitesize Daily lessons		
Monday 13 July - Friday 17 July				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b> What is a story?	<b>English</b> Characters in stories	<b>English</b> What is a setting?	<b>English</b> Planning and writing a story	<b>English</b> Reading lesson: TBC

**YEAR 2 SCHEDULE:**

Year 2/ P3 online lessons		Bitesize Daily lessons		
Monday 13 July - Friday 17 July				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b> What is a story?	<b>English</b> Characters in stories	<b>English</b> What is a setting?	<b>English</b> Planning and writing a story	<b>English</b> Reading lesson: TBC

**YEAR 2: 2 Oak and 2 Ash – Week 10 of Home Learning tasks**  
**ACTIVITY EXPLANATIONS and DETAILS Week commencing 13/7/20**

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)

Bitesize tasks – information on page 3.

### Daily phonics (online)

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

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

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

### Phonics Games:

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

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

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

- 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.
- Other spellings – flies, bunnies, fairies, babies, puppies, spies, berries.

### 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/>

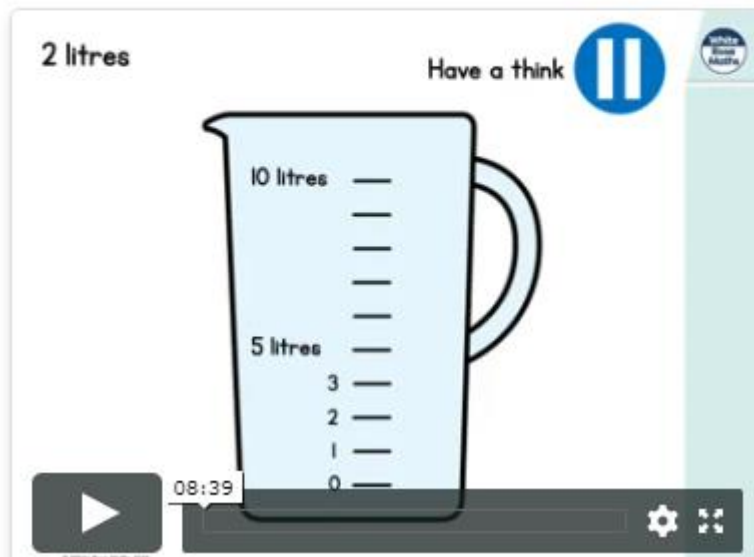
If you would like to listen to a book, there are free children's books from Audible. This is a lovely way to access books that children might find a little tricky to read themselves.

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

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

Go onto the **White Rose website** <https://whiterosemaths.com/homelearning/year-2/> and follow Week 11 (w/c 6th July)

### Lesson 1 - Litres



If the Year 2 maths is a bit tricky, have a look at the Year 1 maths work. The worksheets are on the school website and the links to the videos to go with the lessons are also on the school website – (labelled Y1 Video Links).

If you have already completed this then there are some different maths lessons to complete on the **Bitesize website** <https://www.bbc.co.uk/bitesize/dailylessons>  
The worksheets for the maths activities are on the school website.

## Other Areas of the Curriculum

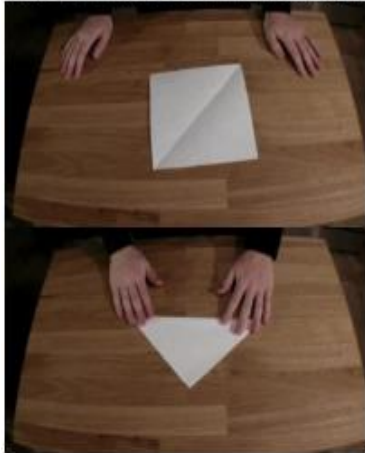
<p><b>Purple Mash:</b></p> <p><a href="https://www.purplemash.com/login/">https://www.purplemash.com/login/</a></p> <p>Log onto <b>Purple Mash</b> using your login from your home learning packs to access a range of different activities. There are lots of different activities on there for you to complete.</p>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Joe Wicks Daily workout Monday – Friday @9am - <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a></li> <li>• Go Noodle <a href="https://www.youtube.com/user/GoNoodleGames">https://www.youtube.com/user/GoNoodleGames</a></li> <li>• Cosmic Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></li> </ul>	<p><b>Art:</b></p> <p>This week we will be creating our own sculptures using reusable materials from our homes! Our inspiration will be from a British artist called Michelle Reader, who is known for her unique sculptures made out of reusable materials. Our sculptures can be made from rubber gloves to plastic bottles!</p> <p><a href="https://classroom.thenational.academy/lessons/to-create-a-sculpture-focused-on-reusable-materials">https://classroom.thenational.academy/lessons/to-create-a-sculpture-focused-on-reusable-materials</a></p>
<p><b>Science:</b></p> <p>Complete the experiment to see which the best material is to make your paper hovercraft out of.</p> <p><b>Complete the activities on page 7.</b></p>	<p><b>Handwriting:</b></p> <p>Use the sheet on page 8 to practise <b>cursive</b> (joined) handwriting and pages 9,10, 11 and 12 for <b>non-cursive</b> (if your child struggles with handwriting).</p> <p><a href="#">Click here</a> for the <b>guide for parents</b> on how the formation is taught too.</p>	<p><b>Comprehension:</b></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><b>Grammar Hammer</b></p> <p>This is skills check 10 this week, this week it is the chance for the children to complete the activities <b>independently</b>.</p> <p>Stage 2 is on page 16 (answers on p17) Stage 1 is on page 18 (answers on p 19).</p>	<p>Write about one of your favourite memories of being in Year 2. It might be one of your favourite lessons or one of your favourite trips.</p>	<p><b>PSHE:</b></p> <p>This lesson is all about making kindness count and how you can be kind at home.</p> <p>Watch the lesson here: <a href="https://classroom.thenational.academy/lessons/make-kindness-count-09e907">https://classroom.thenational.academy/lessons/make-kindness-count-09e907</a></p>

## Science



Use this website to learn how to create your own paper hovercraft <https://www.sciencefun.org/kidszone/experiments/paper-hovercrafts/>

Start by folding the square in half corner to corner to make a triangle.



Fold that triangle in half corner to corner to form a smaller triangle.



3. Unfold the previous fold to get the larger triangle. Fold the edges of the triangle into the newly-made crease to form a kite shape.



4. Fold the inside edges of the kite shape toward the outside edges as shown.



5. Turn the paper upside down and blow gently into the open end. Your hovercrafts should zoom away!



## 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



1. Put in the <b>apostrophe</b> to show possession.			2. Write the contracted form. Remember the <b>apostrophe</b> .		
The girls pencil case was lost.			there is		
3. Underline the correct word to use in this sentence.			4. Underline the correct word to use in this sentence.		
The ship sailed on the ( see / sea ).			Billy would like to come ( to / too / two ).		
5. Underline the <b>suffix</b> that turns this <b>noun</b> into an <b>adjective</b> .			6. Underline the <b>prefix</b> to give this word the opposite meaning.		
sad	ness	ful	un	dis	prove
7. Underline the word with the correct spelling.			8. Underline the word with the correct spelling.		
fri	friy	fry	smile	smyl	smyul

9. Write the <b>comparative</b> for the <b>adjective</b> below.		10. Write the <b>superlative</b> for the <b>adjective</b> below.			
late		nice			
11. Underline any letters which should be in <b>capitals</b> .		12. Underline any letters which should be in <b>capitals</b> .			
mr jones and miss price teach art.		we go to bob's on monday and friday.			
13. Put the missing <b>commas</b> ( , ) in this sentence.					
We have skipping ropes balls hoops and beanbags on the playground.					
14. <b>Punctuate</b> the end of this sentence.			15. Underline the <b>type of sentence</b> it is.		
Would you like a turn			statement	question	exclamation command

16. Underline any <b>nouns</b> in this sentence.		17. Underline any <b>verbs</b> in this sentence.	
The flowers in my garden are yellow.		The bird flew up to the trees.	
18. Underline any <b>adjectives</b> in this sentence.		19. Underline the <b>adjectives</b> in this <b>expanded noun phrase</b> .	
I climbed into my warm, cosy bed.		the long, sharp knife	
20 and 21. Add a <b>suffix</b> to the <b>verb</b> to change it from the <b>past</b> to the <b>present tense</b> .			
I climbed	I am climb_____	I coloured	I am colour_____

22. Underline the word which will make this sentence correct.				
When I get home, Dad	( is / was / will be )	making my tea..		
23. Co-ordination: Underline the best connective to join these sentences.				
Keep the door shut.	( and / or / but )	The dog will get out.		
24. Subordination: Underline the best connective to join these sentences.				
He shared his sweets.	( so that / if / because )	His friend was hungry.		
25. Underline any words which can join with the word given to make a <b>compound word</b> .				
green	grocer	house	fly	box

<b>Total:</b>		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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1-2. (W2:4,17,24. Sp 2:7-9) The <b>apostrophe</b> 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 girl's pencil case was lost.		there is		there's	
3-4. (W2:2,5. Sp 2:17-20) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.					
The ship sailed on the ( see / <u>sea</u> ).			Billy would like to come ( to / <u>too</u> / two ).		
5-6. (W2:6,22,24. Sp 2:27,28) The <b>suffix</b> 'ness' does not change the meaning of the root word. It turns an adjective into a noun (sad-sadness). The <b>prefixes</b> 'un' and 'dis' mean 'not' or 'opposite'. When added to a word, they give it the opposite meaning (Sp 1:30)					
sad	ness	ful	un	dis	prove
7. (W2:7 Sp 1:19) A final 'y' can make a long 'eye' sound			8. (W2:7 Sp 1:13) Magic 'e' makes the vowel 'i' say its name.		
fri	friy	<u>fry</u>	<u>smile</u>	smyl	smyul
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.					
late	later		nice	nicest	
11-12. (W2:17) A <b>capital letter</b> is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun), the personal pronoun 'I' meaning 'me' and for the names of places and the days of the week.					
Mr Jones and Miss Price teach art.			We go to Bob's on Monday and Friday.		
13. (W2:17,24) A <b>comma</b> 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.					
We have skipping ropes, balls, hoops and beanbags on the playground.					
14. (W2:17) A <b>question mark</b> is used at the end of a word, phrase or sentence to be read as a question. It is used in place of a full stop.			15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark.		
Would you like a turn?		statement	question	exclamation	command
16-17. (W2:24) A <b>noun</b> is a naming word. It names of a person, place or thing. A <b>verb</b> is a doing word. It is an action or a thing you do.					
The <u>flowers</u> in my <u>garden</u> are yellow.			The bird <u>flew</u> up to the trees.		
18. (W2:24) An <b>adjective</b> is a describing word. It describes a noun (small, pretty, fast, broken)			19. (W2:19,24) A <b>phrase</b> has no verb and does not make sense alone. A <b>noun phrase</b> is a noun with any modifier ( the dog; some tiny blue beads)		
I climbed into my <u>warm, cosy</u> bed.			the <u>long, sharp</u> knife		
20-21. (W2:7,20,24. Sp 1:28, 2:22) Verbs can be written in past, present or future tense.					
I climbed	I am climbing.		I coloured	I am colouring.	
22. (W2:20) A <b>fronted adverbial</b> which sets an action in the future (tomorrow, next week) means the verb must be in the future tense.					
When I get home, Dad	( is / was / <u>will be</u> )		making my tea.		
23. (W2:21) <b>Coordinating conjunctions</b> join two independent (or equal) clauses or sentences to make a <b>compound</b> sentence. The conjunction usually occurs mid-sentence.					
Keep the door shut	( and / <u>or</u> / but )		the dog will get out.		
24. (W2:21) <b>Subordinating conjunctions</b> join a main clause (independent) to a subordinate (dependent) clause to make a <b>complex</b> sentence. The conjunction comes at the beginning of the subordinate clause.					
He shared his sweets	( so that / if / <u>because</u> )		his friend was hungry.		
25. (W2:24) A <b>compound word</b> is a word made up of two smaller words (horse + shoe = horseshoe).					
green	<u>grocer</u>	<u>house</u>	<u>fly</u>	box	

1. Write in the missing day of the week.			
Wednesday	Thursday	Friday	
2. Underline the correct <b>word</b> to use in this <b>sentence</b> .		3. Underline the correct <b>word</b> to use in this <b>sentence</b> .	
The ship set ( sail / sale ).		Bob walked down the ( lain / lane ).	
4. Write the <b>plural</b> of this <b>singular</b> noun.		5. Write the <b>plural</b> of this <b>singular</b> noun.	
one chair	two _____	one crash	two _____
6. Underline the word which means the same as the word given in bold.			
<b>untrue</b>	empty	sad	false
7. Underline the correct word missing from this sentence.			
I _____ the road carefully.	crosser	crossed	crossing
8 and 9. Add 'er' or 'est' to complete the sentences.			
I am young	Dan is even young _____.	Betty is young _____ of all.	

10. Circle the word with the correct spelling.			11. Circle the word with the correct spelling.		
stay	stai	stey	cheyf	cheef	chief
12. Circle the word with the correct spelling.			13. Circle the word with the correct spelling.		
fli	fly	fliy	smiyl	smyl	smile

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

15. Underline the best connective to join these sentences.		
The cat saw the bird.	( and / but )	The cat chased it.
16. Underline the best connective to join these sentences.		
The cat chased the bird.	( and / but )	The bird flew away.
17 and 18. Put a <b>full stop</b> (.), <b>question mark</b> (?) or <b>exclamation mark</b> (!) to <b>punctuate</b> these <b>sentences</b> .		
I went to the park	Where is my coat	
19. Underline any <b>letters</b> which should be in <b>capitals</b> .		20. Underline any <b>letters</b> which should be in <b>capitals</b> .
we go to paris on wednesday.	can i go with james and sally?	

<b>Total:</b>		Red (0 - 7)	Yellow (8 - 15)	Green (16 - 20)
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1. (W1:3) Visual check on spelling the day in bold.			
Wednesday	Thursday	Friday	<b>Saturday</b>
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.			
The ship set ( <u>sail</u> / sale).		Bob walked down the ( lain / <u>lane</u> ).	
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 chair	two chairs <u> </u>	one crash	two crashes <u>es</u>
6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
<b>untrue</b>	empty	sad	<b><u>false</u></b>
7. (W1:7, Sp 1:28) For most verbs (doing words): just add 'ed' for the past tense (have done).			
I _____ the road carefully.	crosser	<b><u>crossed</u></b>	crossing
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).			
I am young.	Dan is even young_____.	Betty is young_____ 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)		
<b><u>stay</u></b>	stai	stey	cheyf	cheef	<b><u>chief</u></b>
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).		
fli	<b><u>fly</u></b>	fliy	smiyl	smyl	<b><u>smile</u></b>

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).				
m	n	<b><u>s</u></b>	h	r

15. (W1:20) Coordinating <b>conjunctions</b> join two independent (or equal) clauses or sentences to make a <b>compound</b> sentence.		
The cat saw the bird	( <b><u>and</u></b> / but )	the cat chased it.
16. (W1:20) Coordinating <b>conjunctions</b> usually occurs mid-sentence.		
The cat chased the bird	( and / <b><u>but</u></b> )	the bird flew away.
17. (W1:21) A <b>full stop</b> is used at the end of a word, phrase or sentence to tell the reader to pause.		18. (W1:21) A <b>question mark</b> is used at the end of a word, phrase or sentence that asks a question. It is used in place of the full stop.
I went to the park.		Where is my coat?
19-20. (W1:21,22) A <b>capital letter</b> is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun) and the personal pronoun 'I' meaning 'me'.		
<b>We</b> go to <b>P</b> aris on <b>W</b> ednesday.		<b>C</b> an <b>I</b> go with <b>J</b> ames and <b>S</b> ally?

# DAILY FLUENT IN FIVE

## DAY 1

1	$44 + 39 =$ <input data-bbox="643 434 807 506" type="text"/>	<input data-bbox="1123 757 1187 819" type="checkbox"/>
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2	$\frac{1}{2}$ of 12 = <input data-bbox="651 947 815 1019" type="text"/>	<input data-bbox="1128 1272 1192 1335" type="checkbox"/>
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3	$3 \times 5 =$ <input data-bbox="616 1469 798 1541" type="text"/>	<input data-bbox="1168 1823 1232 1886" type="checkbox"/>
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FLUENT IN FIVE –  
DAY 2

1	$\frac{1}{4}$ of 24 = <input data-bbox="643 360 815 434" type="text"/>	<input data-bbox="1145 703 1209 763" type="checkbox"/>
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2	$16 \div 4 =$ <input data-bbox="620 891 793 965" type="text"/>	<input data-bbox="1145 1234 1209 1294" type="checkbox"/>
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3	$16 + 4 =$ <input data-bbox="614 1344 786 1417" type="text"/>	<input data-bbox="1145 1686 1209 1747" type="checkbox"/>
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FLUENT IN FIVE –  
DAY 3

1	$29 + 33 =$ <input data-bbox="619 277 804 356" type="text"/>	<input data-bbox="1171 636 1243 703" type="checkbox"/>
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2	$16 +$ <input data-bbox="512 853 699 931" type="text"/> $= 20$	<input data-bbox="1171 1211 1243 1279" type="checkbox"/>
---	--	--

3	$\frac{1}{4}$ of 20 = <input data-bbox="608 1368 790 1447" type="text"/>	<input data-bbox="1171 1731 1243 1798" type="checkbox"/>
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FLUENT IN FIVE –  
DAY 4

1	$30 - \square = 10$	<input data-bbox="1187 725 1251 792" type="checkbox"/>
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2	$10 \div 5 = \square$	<input data-bbox="1187 1323 1251 1391" type="checkbox"/>
---	-----------------------	--

3	$4 \times 5 = \square$	<input data-bbox="1176 1859 1240 1926" type="checkbox"/>
---	------------------------	--

FLUENT IN FIVE  
DAY 5

1	$16 + 6 =$ <input data-bbox="584 360 772 443" type="text"/>	<input data-bbox="1166 734 1241 808" type="checkbox"/>
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2	$2 \times 10 =$ <input data-bbox="576 958 764 1041" type="text"/>	<input data-bbox="1171 1335 1246 1408" type="checkbox"/>
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3	$85 - 26 =$ <input data-bbox="587 1518 812 1610" type="text"/>	<input data-bbox="1251 1946 1337 2029" type="checkbox"/>
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## 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)