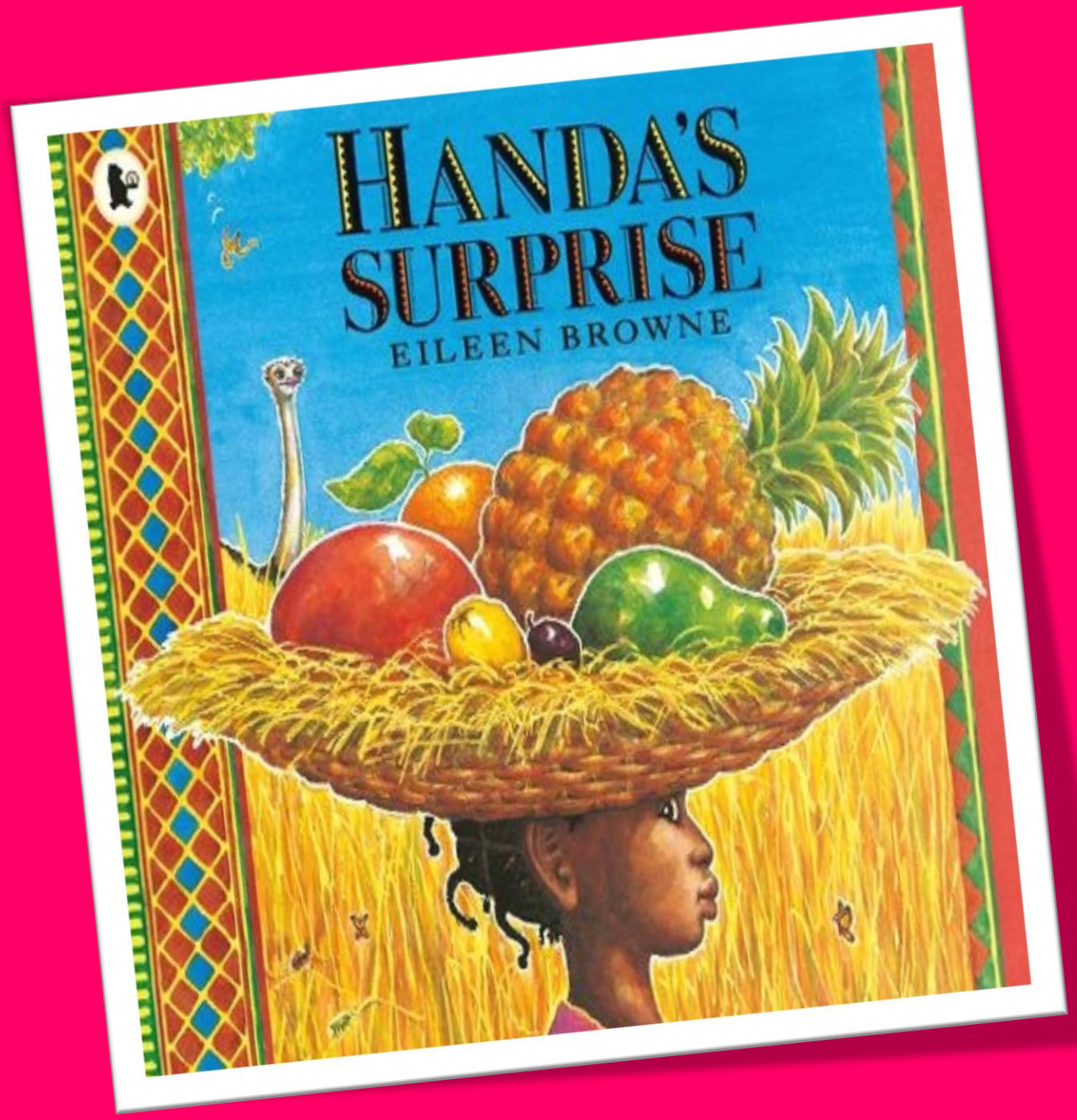
Hi year 2,

Well done on completing last week's work. Have you looked out of that same window again? Has anything changed? Have you seen any seeds dispersing on your walks?

We have created some more work especially for you! Each day you have some English, Maths and another topic to do. There is some more geography this week and we have included another song to help you remember the 7 different continents.
As always, keep your work together as we can't wait to look at it all!

Keep safe and see you soon!
Mrs McGuinness and Mr Pedwell



This week's story

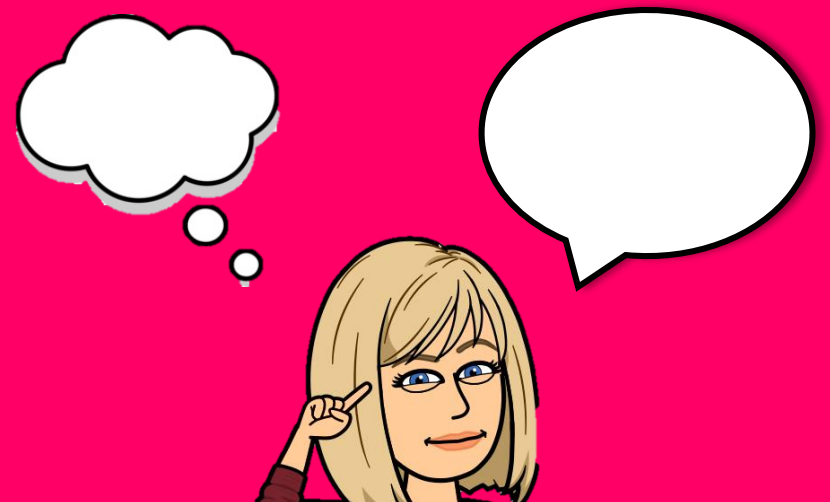
Please enjoy the story first

https://www.youtube.com/watch?v=ocnRQi89nK8

All of these activities can be done on paper.
There is no need to print anything off.

Day 1: English

Pick 6 different event from the story and create a comic book strip style retell of the story. You can explain what is happening and also include thought bubbles and speech bubbles for the characters.

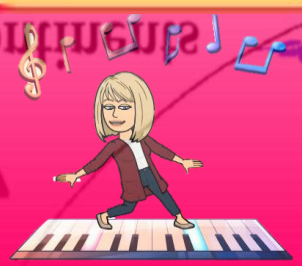


Day 1: Geography

We live in a *city* called **Birmingham**.
We live in a *country* called **England**.
England is part of the **United Kingdom**.
The United Kingdom is part of the *continent* **Europe**.
Europe is **one of 7 continents** that make up the world.

The world is split into 7 continents. Each continent has lots of countries within in.

Asia
Afria
North America
South America
Antarctica
Europe
Australia



Listen to this song and see if it helps you remember the continents.

https://www.youtube.com/watch?v=K6DSMZ8b3LE

All plants need the right conditions to grow in which means the fruit that we eat comes from all over the world!! Hot countries can grow more fruit than cold countries

Day 1: Geography

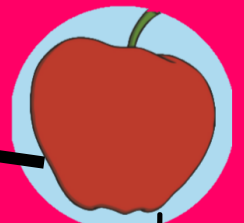
squash

strawberry

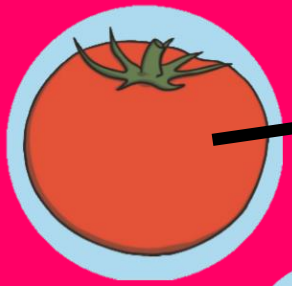
grapes

cucumber

avocado

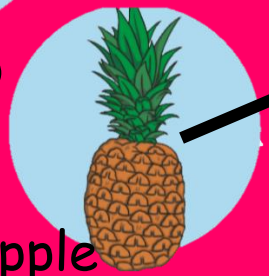


apple



tomato

mango



pineapple

banana

watermelon

1. What are the names of the 7 continents?

2. What is the largest continent?

3. What is the smallest continent?

4. What is the coldest continent?

5. On which continent does fruit **not** grow? Why do you think this is?

6. Which continent would you like to visit? Why?

Day 1: Maths

This week we are going to learn about **inverse**.

Inverse means opposite. We can use inverse to find missing numbers.

Like this...

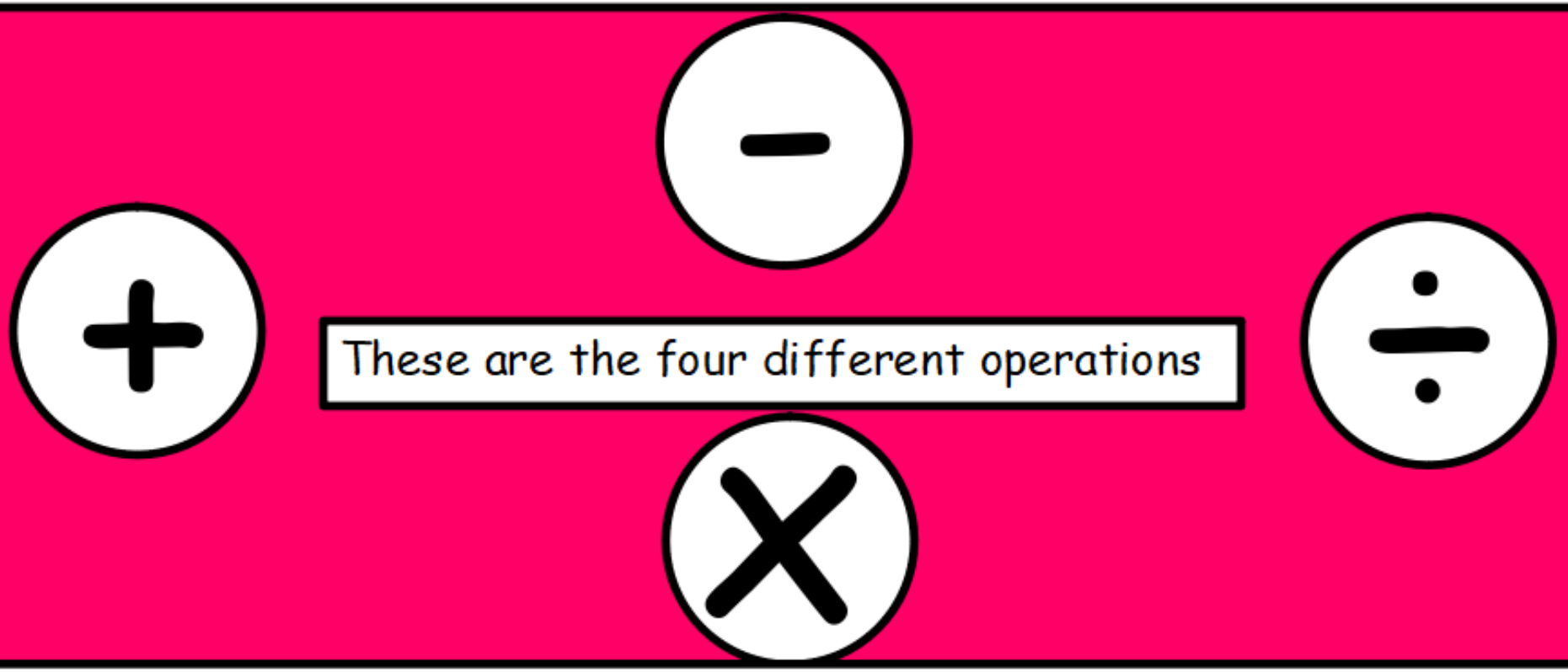
□ - 2 = 10

or

□ x 5 = 20

missing number

But before we can use inverse to help we need to know what the inverse (opposite) of different operations is.



These are the four different operations

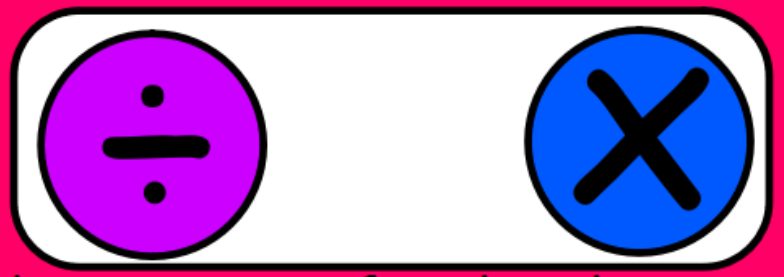
Do you know which operation is the opposite of each other?

Do you know which operation is the opposite of each other?

add is the inverse of take away

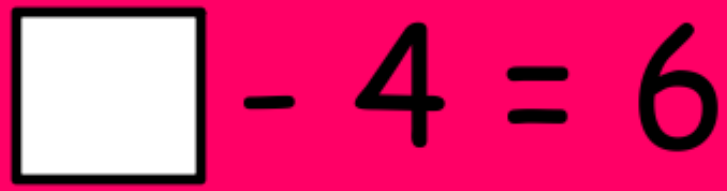
and take away is the inverse of add

Mulitiplication is the inverse of divide



and divide is the inverse of mulitiplication

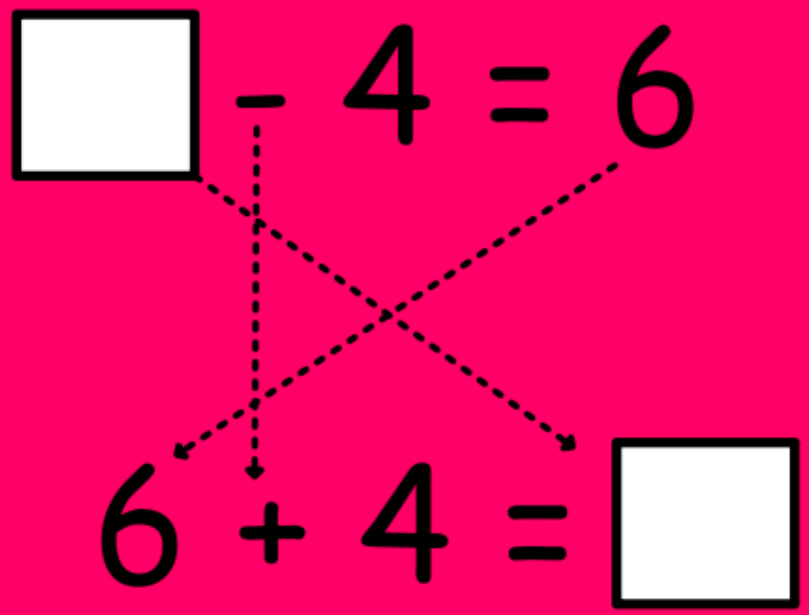
Today we are going to look at finding missing numbers for take away questions.



Because it is a take away question we need to do the inverse of take away, can you remember what it is?

The inverse of take away is add.

Now we know we need to make an add question, the next thing we need to do is write the question out backwards.



6 is now at the start and the missing number is now at the end.

The 4 stays in the middle of our question.

Now we have done the inverse we have an add question.

The add question is much easier

$6 + 4 = \square$

$\square - 4 = 6$

6 add 4 is 10. So our missing number is **10**. We can put our missing number in both questions.

$6 + 4 = 10$

$10 - 4 = 6$

We can use inverse to check our answers.

Does 10 - 4 = 6?

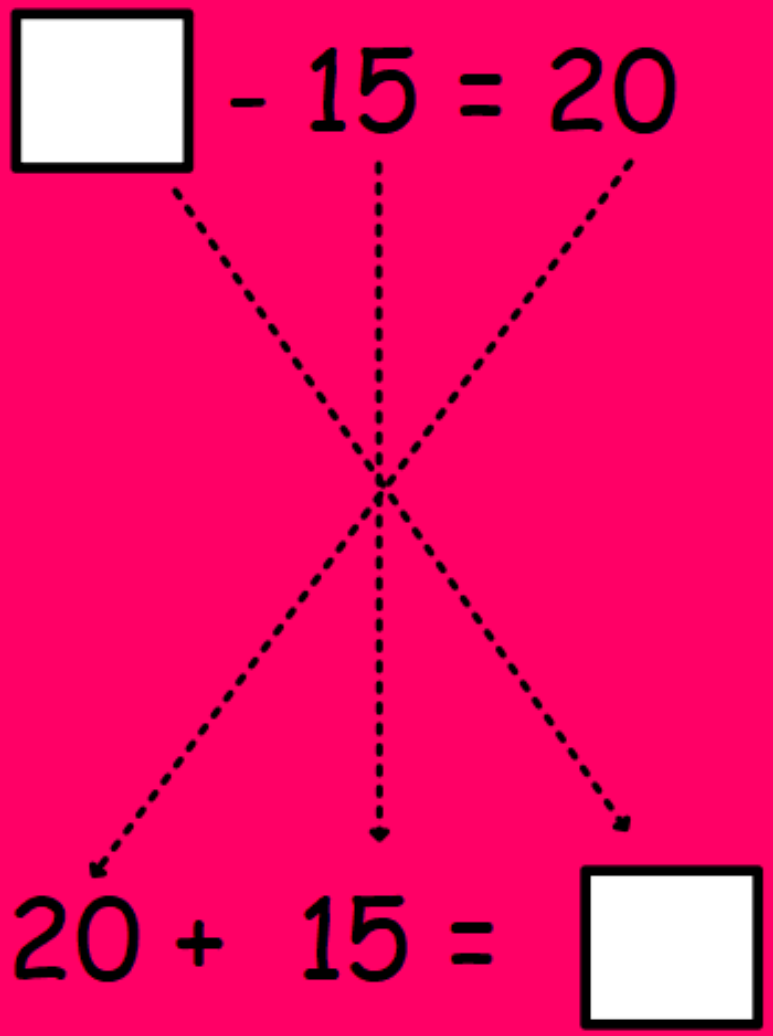
Let's try one more together

$\square - 15 = 20$

The question is a take away question so we need to find the inverse (opposite) of take away.

Can you remember what it is?

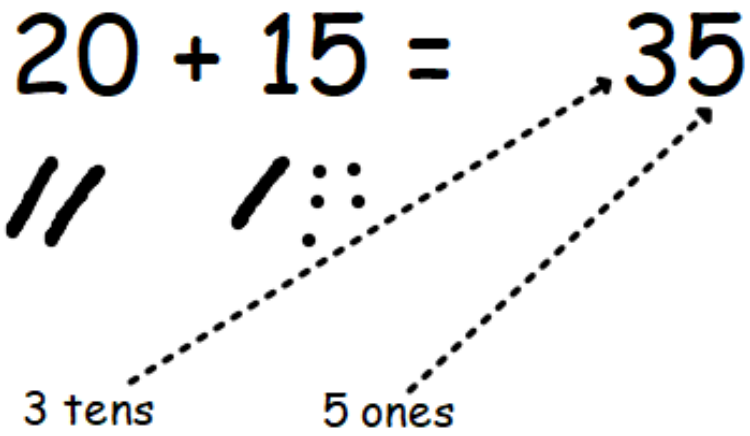
The inverse of take away is add



We need to write this take away question as an add question. Do you remember how to do that? We have write it backwards. So the 20 that was at the end is now at the start. The missing number that was at the start is now at the end. The 15 stays in the middle of our question.

Now we have a much easier add question

20 + 15 = ☐



☐ - 15 = 20

Now we have a much easier add question

20 + 15 = 35

20 + 15 = 35

Now we know our missing number is 35 we can put it into our number sentence.

35 - 15 = 20

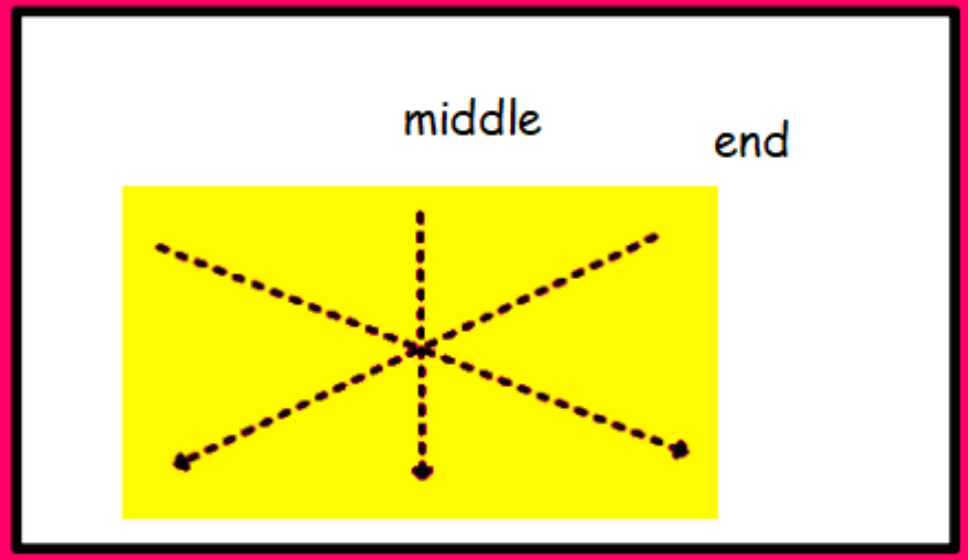
Use the inverse of take away to find the missing numbers

□ - 10 = 20

□ - 9 = 11

□ - 20 = 40

You can use this model to help remember what goes where



Day 2: English

Eileen Brown, the author of Handa's surprise, uses her sense to describe the fruit.
Read these descriptions and decided which sense she has used.





soft yellow banana

sweet smelling guava

juicy round orange

ripe red mango

spiky-leaved pineapple

creamy-green avocado

tangy purple passion fruit

Answers on the next page…

soft yellow banana

ripe red mango

sweet smelling guava

You can't hear fruit!

juicy round orange

spiky-leaved pineapple

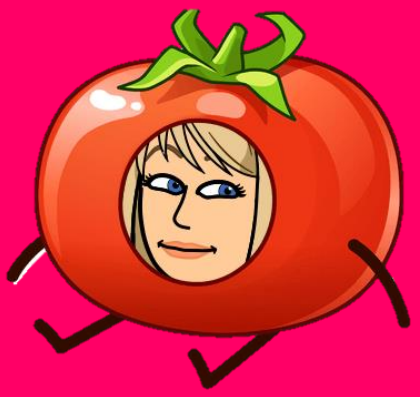
creamy-green avocado

tangy purple passion fruit

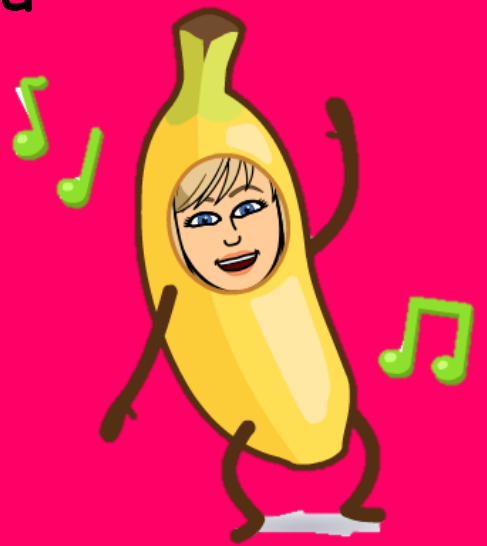
Can you write your own descriptions of some of your favourite fruit **and** vegetables?
Remember to use exciting adjectives and chose a different sense for each description.

When you have finished, read them to a grown-up and ***ask: What sense have I used to describe this fruit/vegetable?***

Day 2: P.E.



Keeping active and exercising is important for humans to stay healthy.
Dancing and singing is also a great way to make you feel happier!



I bet you know the Hokey Cokey… try the fruit and veggie hokey pokey – skip to 1 minute 13 seconds in this video.

If you have any red, green, orange, purple, green, brown or white fruit and vegetables, get them now and lay them in front of you.

https://www.youtube.com/watch?v=0YxD2tsvCWQ

Day 2: Maths

Yesterday we found about inverse. Can you remember which operations were the inverse of each other?

−

\+

These are the four different operations

÷

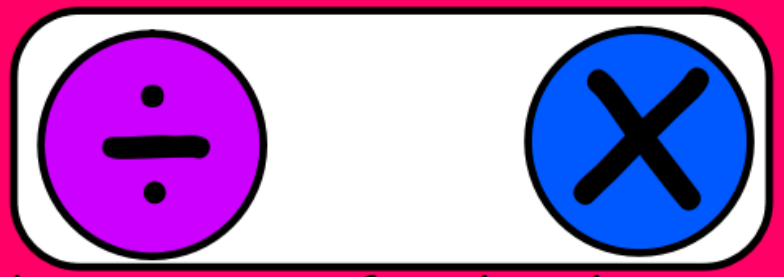
×

Do you know which operation is the opposite of each other?

add is the inverse of take away

and take away is the inverse of add

Mulitiplication is the inverse of divide



and divide is the inverse of mulitiplication

Today we are going to look at the inverse of addition

The inverse (opposite) of adding is taking away.

Again, we can use this to find missing numbers and check our work.

Have a look at this missing number add question

$\square + 5 = 10$

We know that the inverse of add is take away

□ + 5 = 10

We also know that we have to re-write the question backwards.

10 - 5 = □

So the missing number that was at the start is now at the end.

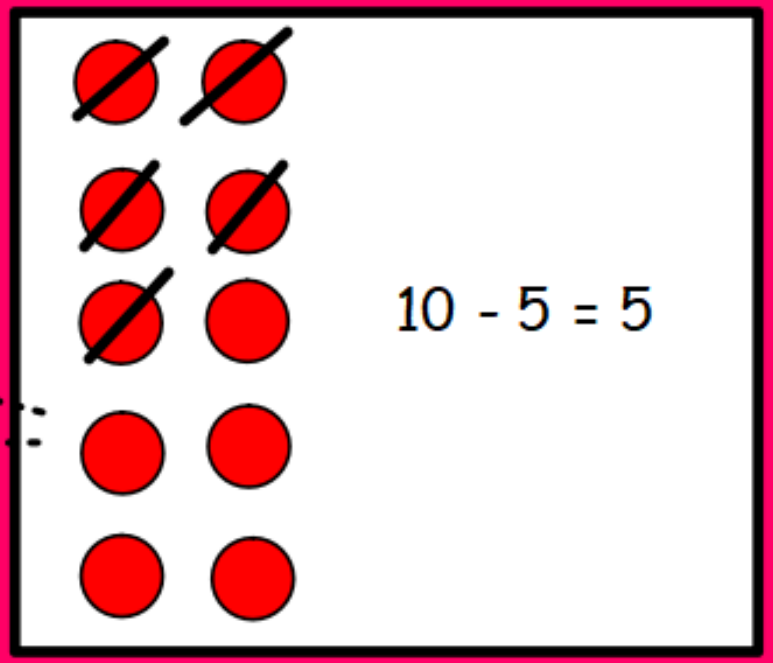
And the 10 that was at the end is now at the start.

So our new question is 10 - 5 = □

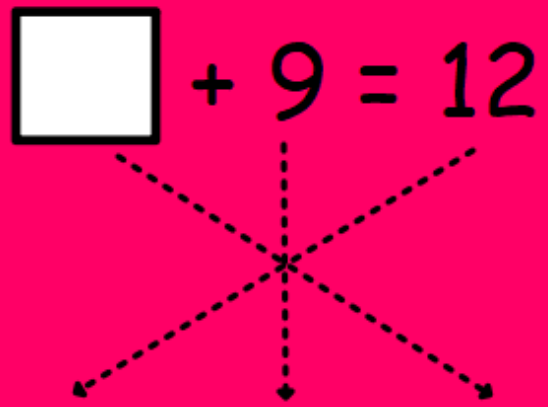
We know that 10 - 5 = 5 so our missing number in both questions is 5

5 + 5 = 10

10 - 5 = 5

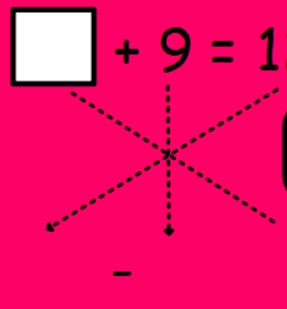


Let's try one more together

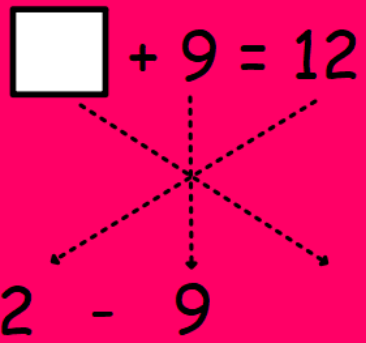


We can use this diagram to remember where things go when we write the inverse question

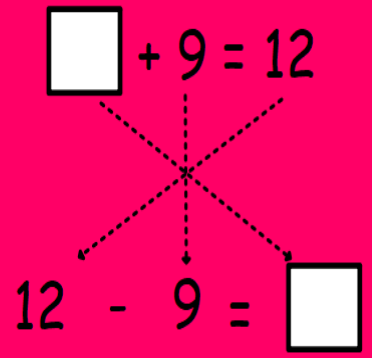
We know the inverse of add is take away so we can put that in first.



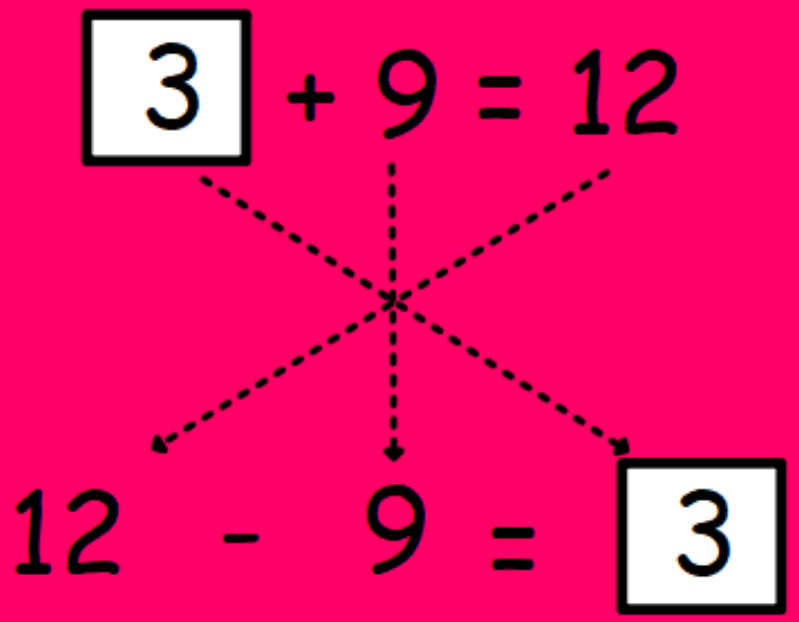
Now write the numbers in their new positions



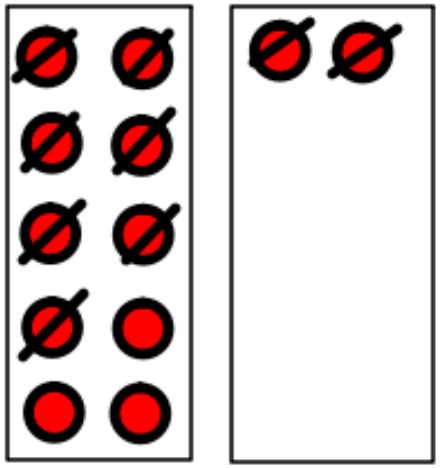
And the missing number will now be at the end



We can use a tens frame to answer the question



Let's have a go at the new take away question



12 - 9 = 3

Now we know the missing number is 3 we can put it in

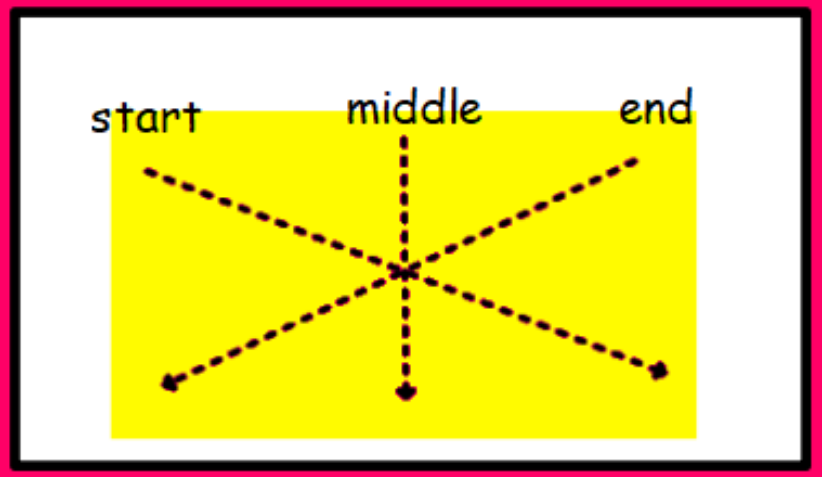
Use the inverse of addition to find the missing numbers

□ + 14 = 30

□ + 11 = 20

□ + 5 = 13

You can use this model to help remember what goes where



Day 3: English

Today, we are going to look at and study a poem.

Poetry is written to express meaning and feeling. Sometimes they rhyme, sometimes they don't. The language and structure of a poem is carefully thought about.

The poem is called "I'm an apple"

I'm an apple by Clive Riche

I'm a red apple
Eat me
Chew me and chomp me
Sweetly.
Pick me and peel me,
But buy me, don't steal me,
For I am a red apple,
Eat me.

I'm a green apple
Bake me
into hot pies and sweet puddings
Make me.
Cut me and core me,
But please don't ignore me.
For I am a green apple,
Bake me.

I'm a gold apple
Leave me
Don't pluck me and please don't be
Greedy
You've eaten too much,
So don't snatch and don't touch,
Let me stay in the sunlight,
Leave me

I'm a red apple
Eat me
Chew me and chomp me
Sweetly.
Pick me and peel me,
But buy me, don't steal me,
For I am a red apple,
Eat me.

I'm a green apple
Bake me
into hot pies and sweet puddings
Make me.
Cut me and core me,
But please don't ignore me.
For I am a green apple,
Bake me.

I'm a gold apple
Leave me
Don't pluck me and please don't be
Greedy
You've eaten too much,
So don't snatch and don't touch,
Let me stay in the sunlight,
Leave me

1. Which 2 verbs are used to describe the eating of a red apple?

2. Can you eat green apples straight from the trees according to this poem? Why/why not?

3. Why do you think gold apples want to be left alone?

4. Find a word in the text that means '***take with force***'

5. Which 2 puddings can you make with apples according to the text?

Day 3: Art

Giuseppe Arcimboldo is an Italian artist who is known for creating portraits made entirely from fruits, vegetables, flowers, fish and books.

Which fruit and vegetables can you see?

Can you use some fruits and vegetables to make a head?
Then, have a go at drawing what you have made.
If you don't have any fruit at home, don't worry, just draw a head made up of different fruits and vegetables!

Day 3: Maths

So far we have looked at the inverse for addition and take away.

Today we are going to look at the inverse of multiplication $\times$

Can you remember what it is?

Divide is the inverse of multiplication and we can use this to find missing numbers for multiplication questions?

$\square \times 5 = 20$

Let's try one together

□ × 5 = 20

We know that for inverse have to re-write the question backwards.

20 ÷ 5 = □

So the missing number that was at the start is now at the end.

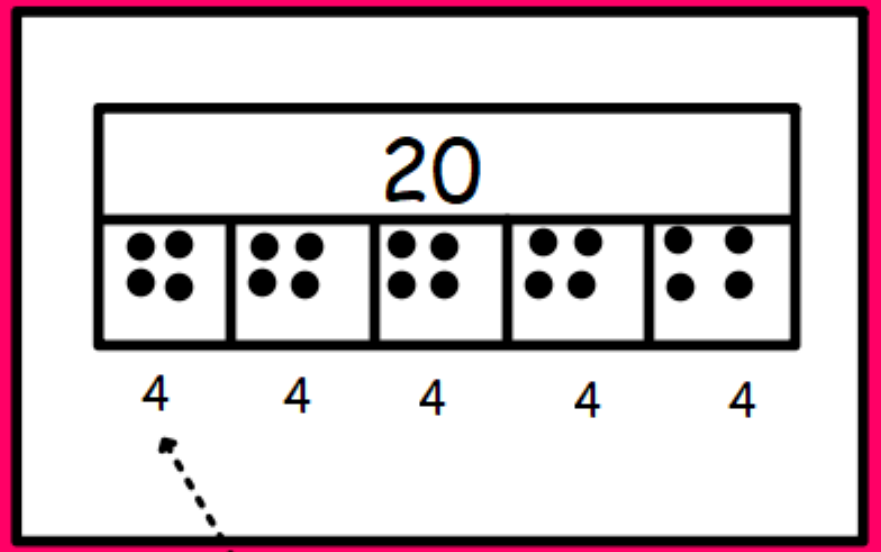
And the 20 that was at the end is now at the start.

So our new question is 20 ÷ 5 = □

Let's have a go at working out 20 ÷ 5 =

□ × 5 = 20

20 ÷ 5 = □

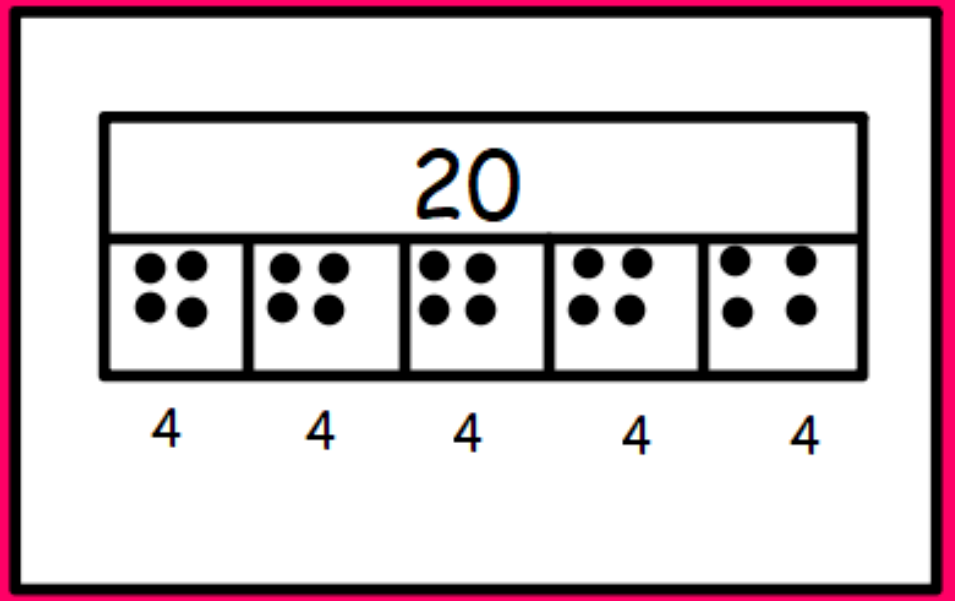


When we share 20 into 5 our answer is 4

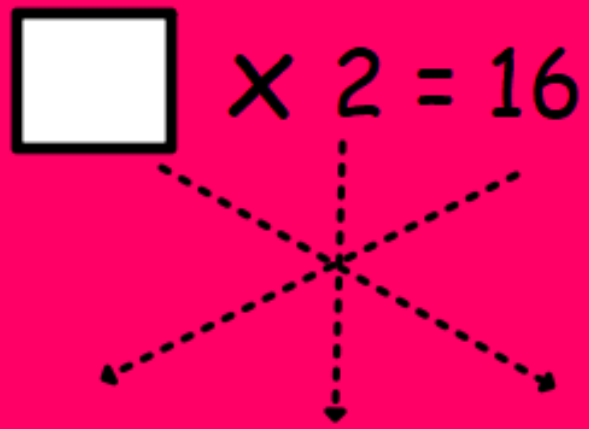
Now we can put in our missing number

$\boxed{4} \times 5 = 20$

$20 \div 5 = \boxed{4}$



Let's try one more together



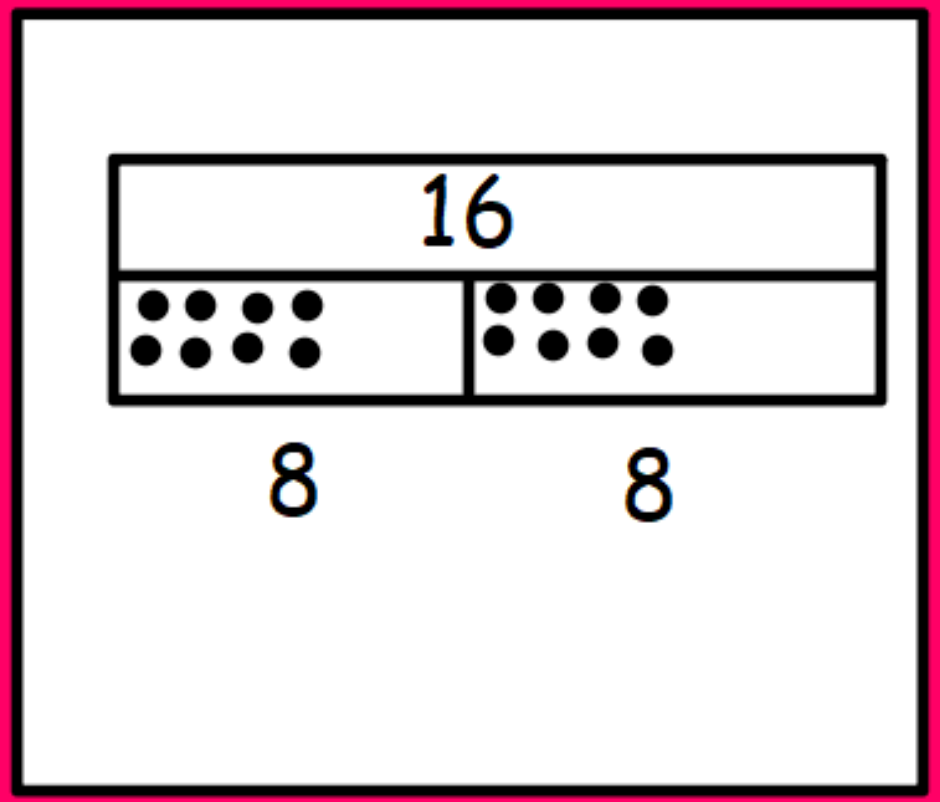
Can you remember the inverse?

You can use the diagram to help you

Work out the new divide question

□ × 2 = 16

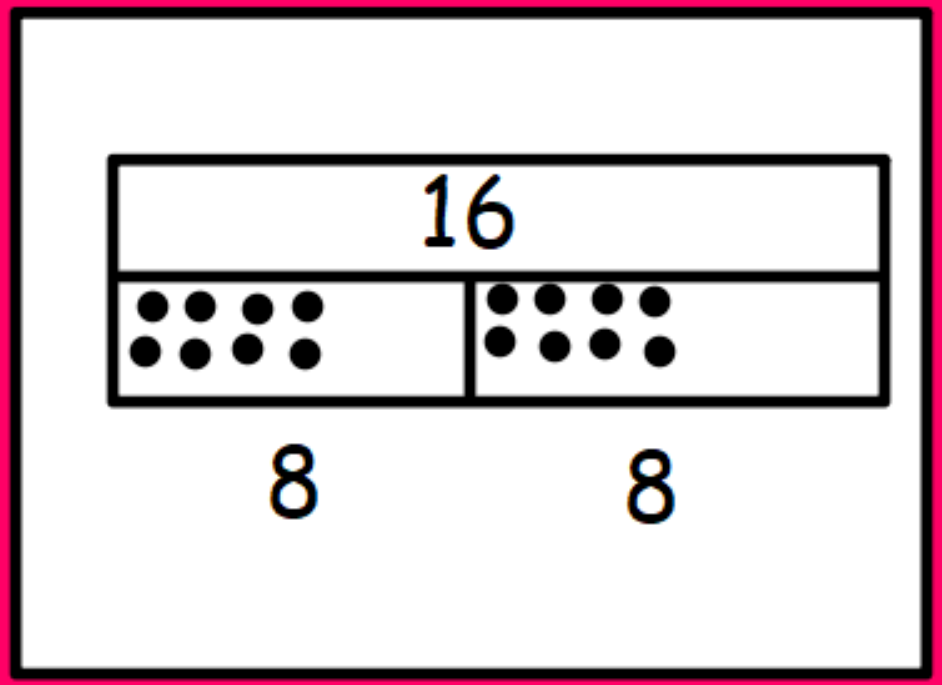
16 ÷ 2 = □



Our answer to 16 ÷ 2 is 8. So we can now fill in our missing nuimber

8 × 2 = 16

16 ÷ 2 = 8



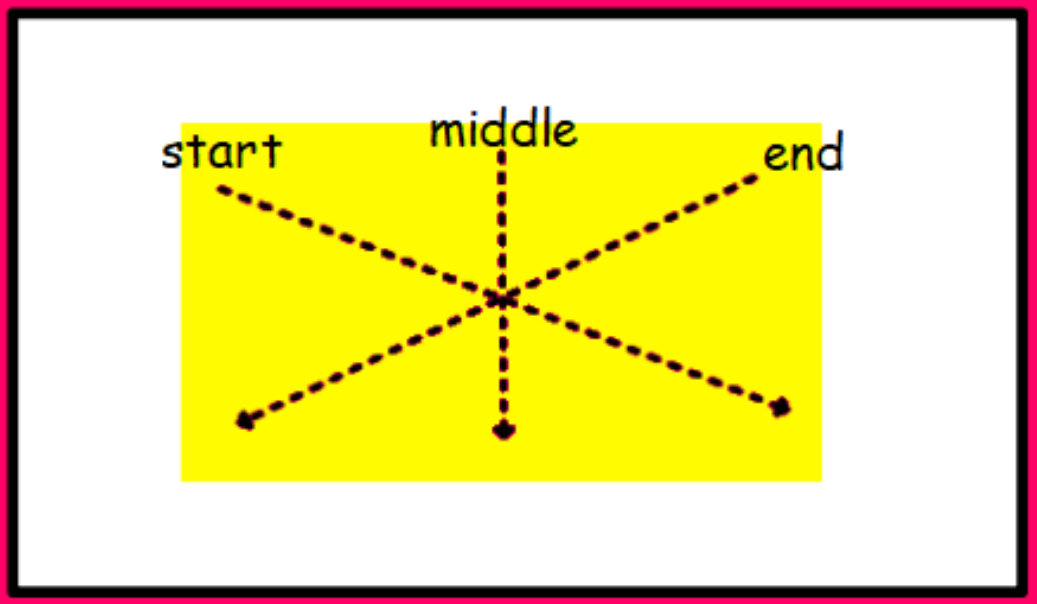
Use the inverse of multiplication to find the missing numbers

□ x 5 = 30

□ x 10 = 20

□ x 2 = 14

You can use this model to help remember what goes where



Day 4: English

Choose 3 different fruit and vegetables that you could use in your poem.

For each fruit or vegetable:

- Description
- Which verbs describe the noise it makes?
- How do you prepare it?
- How do you cook it?

Have a look at mine on the next page…

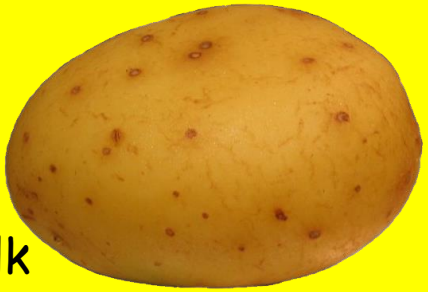
Day 4: English

For each fruit or vegetable:

- Description
- Which verbs describe the noise it makes?
- How do you prepare it?
- How do you cook it?

Shiny, juice chilli pepper with a green stem.
Noise: Crunch and chomp.
Prepare it: Chop and deseed
Cook: gently fry, eat as sticks or bake

Brown muddy potato with a speckly skin.
Noise: squelch
Prepare: boil or bake
Cook: mash together with creamy butter and milk



Long yellow banana with a peel off skin.
Noise: snap and nibble
Prepare: peel and chop
Cook: banana split with ice cream or banana sandwich with butter

Day 4: Science

For humans to be healthy, they must eat a varied diet!

TASK 1


1


2

3

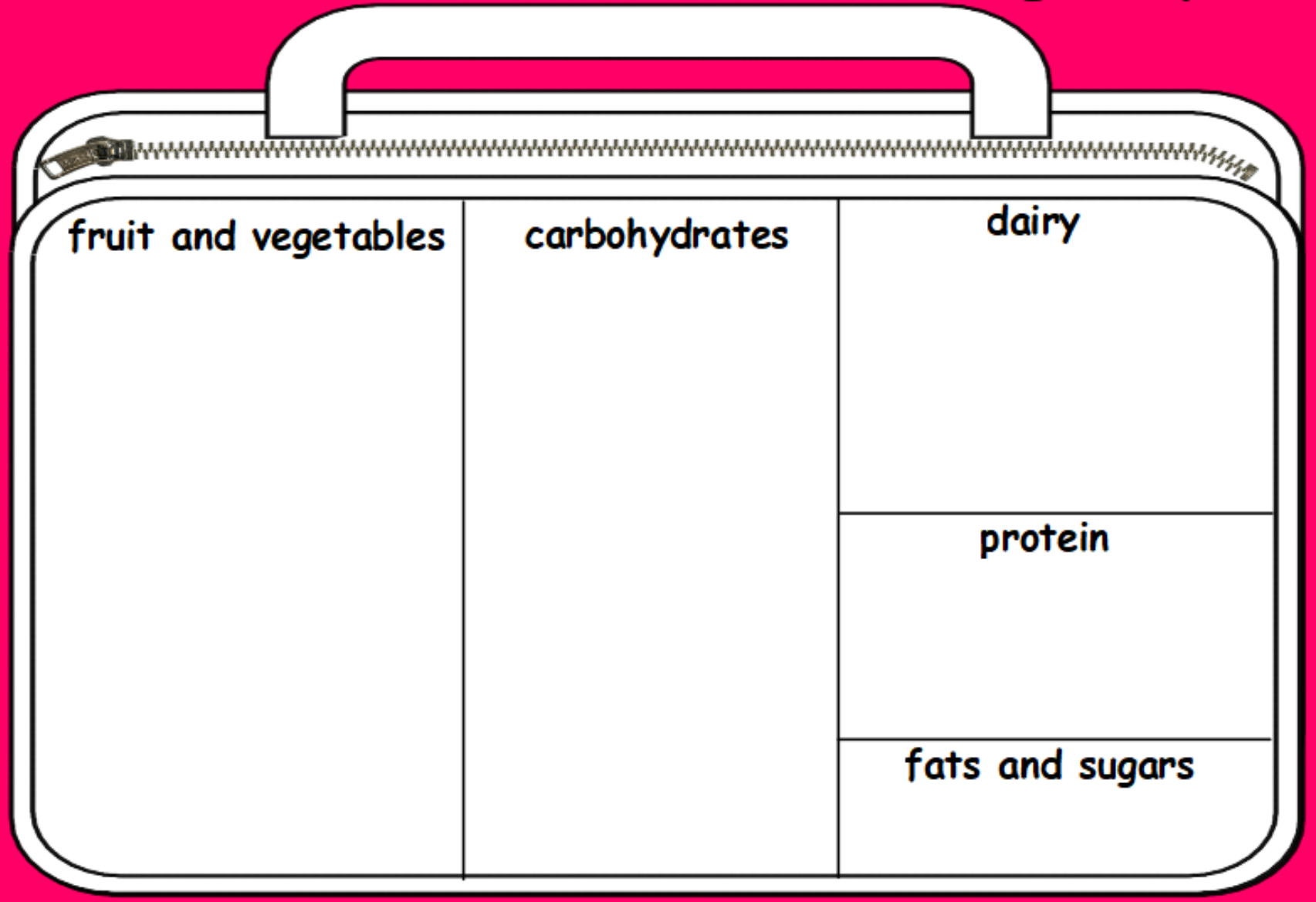
Which of these lunchboxes are healthy? Which are unhealthy?


4

5


6

Food is classified into 5 groups.



The larger the section, the more of these types of food you should eat.

Topic

TASK 2

Sort these foods into their food groups.
Draw a lunchbox and then draw or write the different foods.

fruit and vegetables	carbohydrates	dairy
		protein
		fats and sugars

Answers on the next page...

fruit and vegetables







carbohydrates




dairy


protein


fats and sugars


Day 4: Maths

Yesterday we looked at the inverse for multiplication which was divide.

Today we are going to look at the inverse for division ÷

Can you remember what it is?

Multiplication is the inverse of division and we can use this to find missing numbers for divide questions.

$\square \div 5 = 4$

Let's try one together

□ ÷ 5 = 4

We know that for inverse have to re-write the question backwards.

So the missing number that was at the start is now at the end.

4 x 5 = □

And the 4 that was at the end is now at the start.

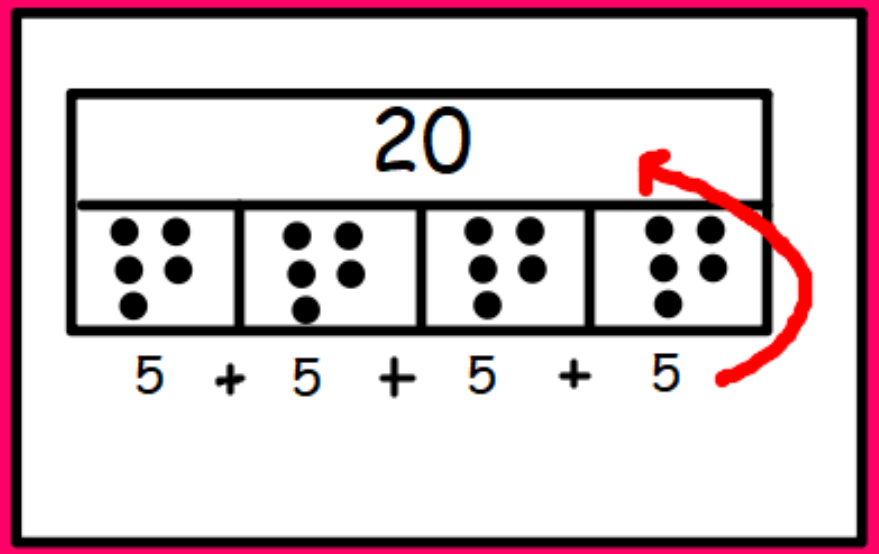
The middle number stays in the middle

So our new question is 4 x 5 = □

Let's have a go at working out 4 x 5 =

$4 \times 5 =$ ☐

(4 lots of 5)

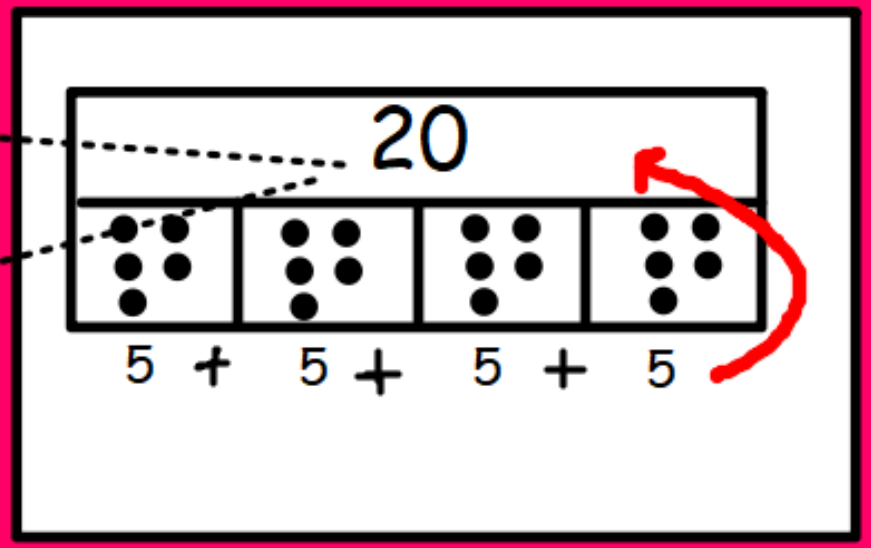


When we make 4 lots of 5 and add them together we get the answer 20

Now we know our missing number is **20** we can put it in both questions.

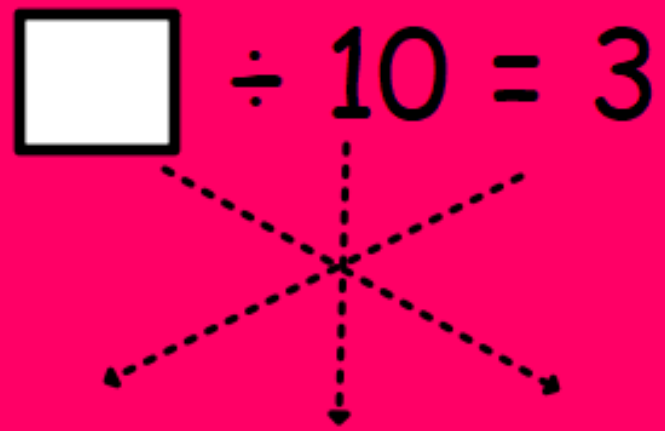
20 ÷ 5 = 4

4 × 5 = 20



Let's try one more together on the next page

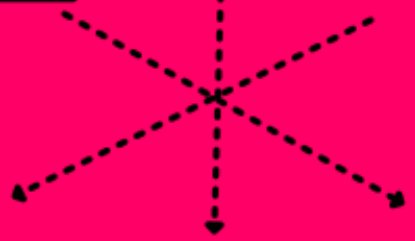
Let's try one more together



Can you remember the inverse?

Let's try one more together

□ ÷ 10 = 3



3 x 10 = □

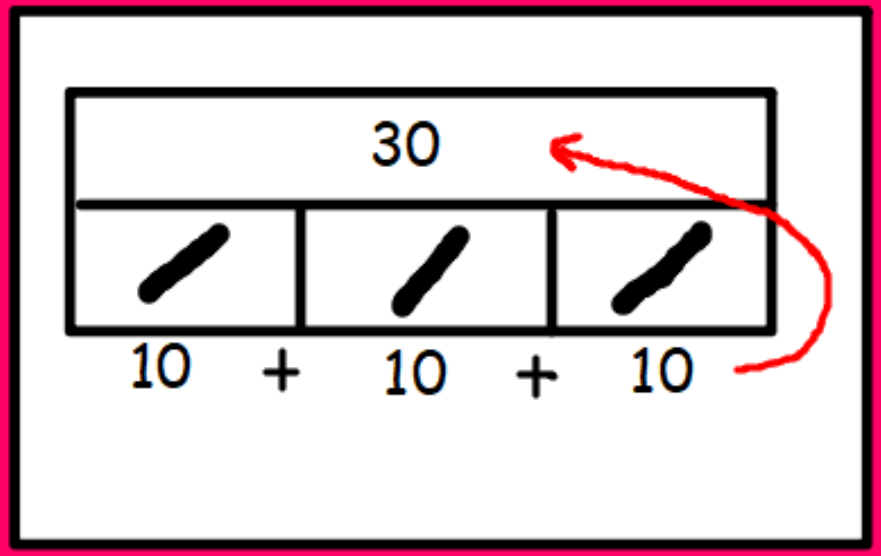
You can use the diagram to help you

The inverse of ÷ is x so we will swap the multiplication sign for a divide

Let's work out the answer to our new question

$3 \times 10 = \square$

(3 lots of 10)

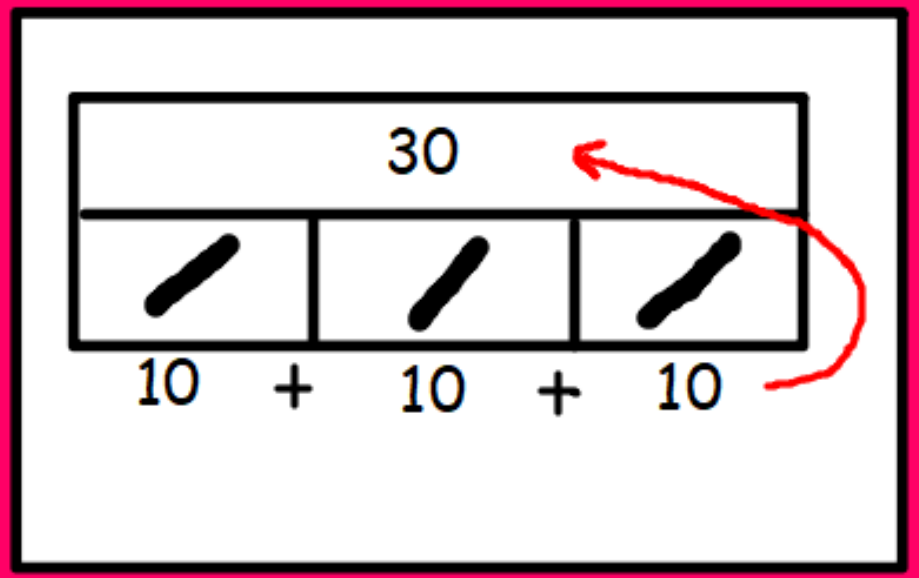


When we make 3 lots of 10 and add them together we get the answer 30

Now we know our missing number is **30** we can put it in both questions.

30 ÷ 10 = 3

3 x 10 = 30



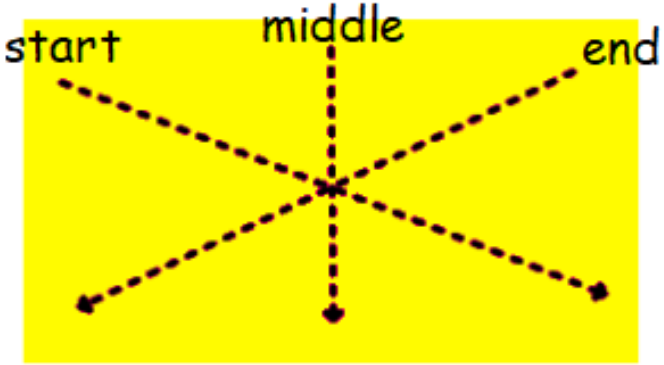
Use the inverse of division to find the missing numbers

□ ÷ 2 = 9

□ ÷ 5 = 6

□ ÷ 10 = 5

You can use this model to help remember what goes where



Day 5: English

TASK

Write a poem about the 3 different fruits and vegetables you planned yesterday.

You can use this writing frame if you want to:

I'm a _____ (Name of fruit/veg)
Eat me
_____ me and _____ me
??????ly. (Adverb (ends in ly))
_____ me and _____ me,
But _____ me, don't _____ me,
For I am a _____, (Name of fruit/veg)
Eat me.

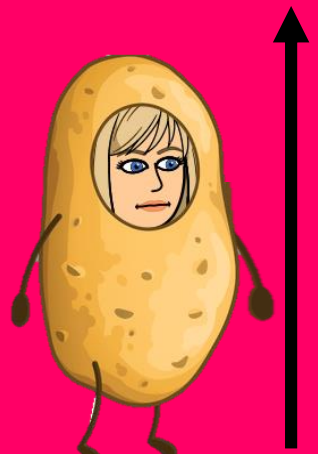
How to cook or prepare

CHALLENGE

Can you make it rhyme?

Have a look at mine on the next page...

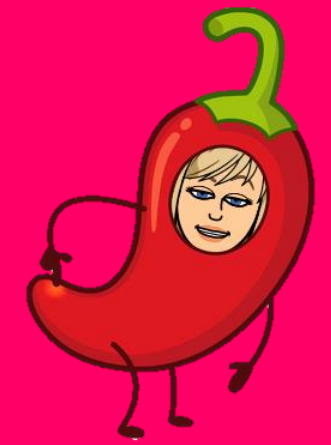
I am a brown potato,
Eat me
Boil me and mash me creamily.
Peel me and chop me,
and then cook me
For I am a potato
Eat me.



Using writing frame

I am a long, yellow banana,
Eat me
Peel me and nibble me Carefully.
Enjoy me for breakfast, dinner or lunch,
If I am ripe enough I'll snap not crunch!
For I am a banana
Eat me.

I am a juicy, shiny red pepper with seeds,
Eat my raw for a snack of speed,
You can roast me or fry me,
but please don't forget,
To remove my seeds else it will really make you sweat!



Day 5: PSHE

Handa planned a surprise for her friend Akeyo. Even though her surprise didn't go exactly as she had planned, Akeyo still loved the thought behind Handa's idea and luckily, she loved tangerines!

Handa's surprise did not cost a lot of money.
Who could you surprise?
Plan it now!
Maybe you could draw a picture or do a job in the house?

Who would you surprise?

Why do they deserve or need a surprise?

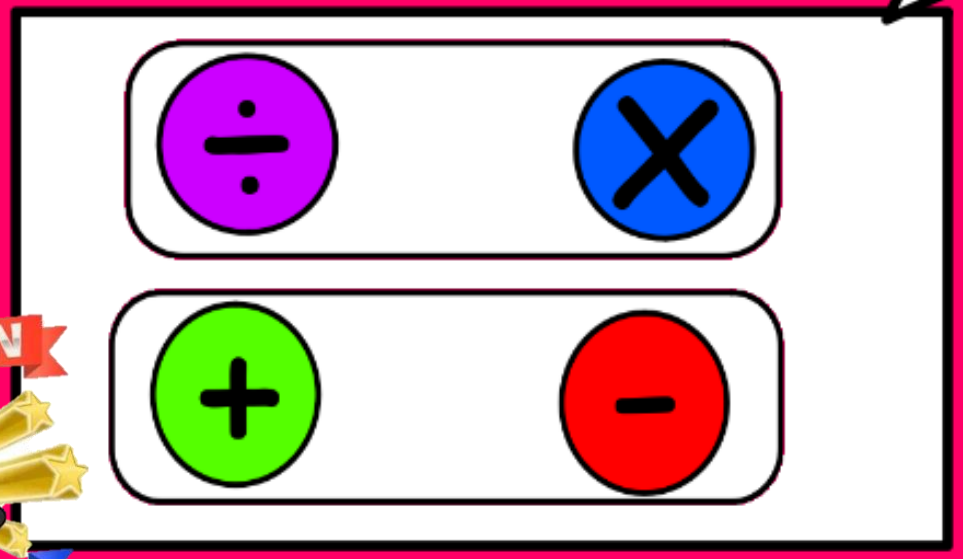
What would you do for them?

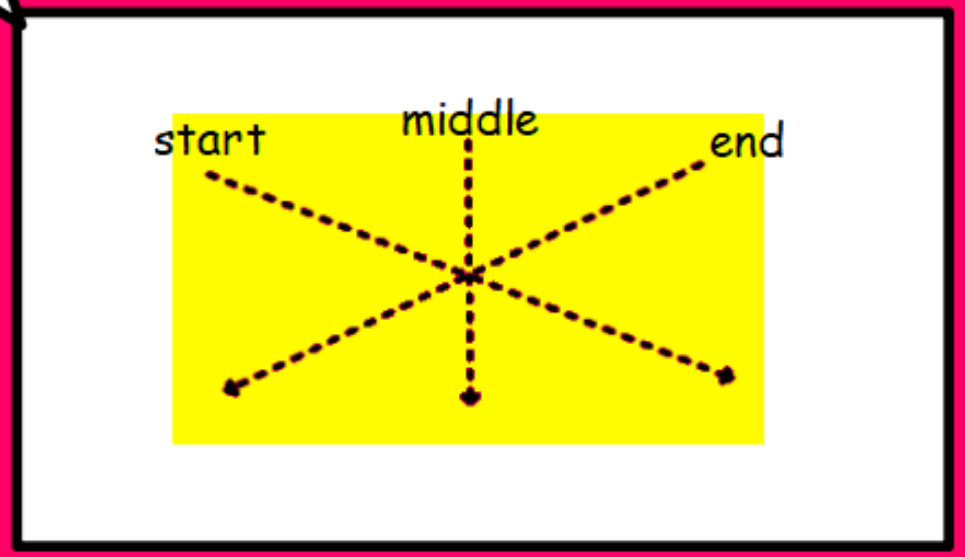
How do you think they would react?

Day 5: Maths

Today you are going to work out some missing numbers by using inverse

These two diagrams will help you to remember what to do





Find the missing numbers

□ x 3 = 15

□ ÷ 5 = 5

□ ÷ 10 = 2

□ x 2 = 6

□ + 8 = 12

□ - 12 = 25

□ - 6 = 10

□ + 40 = 100

Well done for completing this week's work on "Handa's Surprise."

In year 2, you need to know the 7 continents so keep listening to the song and ask your grown-up to test you!

When we call you, we will be asking you about the work you have done.

Next week we will be looking at another new story.
We hope to see you really soon!

Stay safe!

From *Mrs McGuinness and Mr Pedwell*