



Tamworth Public School

Year 2

**Learning from
Home Booklet**

Framework for teaching (non-digital) – Stage 1 sample

This is a sample that could be used to inform your own framework, using the [available K-6 template](#).

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Have a go at tying up your shoes.	Can you help make dinner tonight?	Have you cleaned your teeth in the morning and night?	Could you help bring in the clothes?	Are you able to help fold the clothes?
Morning	<p>English</p> <p>Read your sight words aloud. Write your sight words on paper.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> What was this 	<p>English</p> <p>Practise your spelling words by writing a sentence for each one.</p> <p>Choose a fictional book to read aloud with a parent/carer. Before reading the book, talk about what you think is going to happen by looking at the pictures?</p> <ul style="list-style-type: none"> What do you think will happen at the end of the story? What do you think 	<p>English</p> <p>Practise writing your spelling words in alphabetical order.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> What was this 	<p>English</p> <p>Play bingo using your spelling words.</p> <p>Play 'go fish' using your sight words.</p> <p>Choose a fictional book to read aloud with a parent/carer.</p> <ul style="list-style-type: none"> Read it aloud together. Does it have a good beginning and ending? Are the 	<p>English</p> <p>Play fly swat with your sight words. An adult says a word, you find the word and splat it with your hand.</p> <p>Time how long it takes to write out five spelling words. Try again. See if you can beat your first time.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Read it aloud together.</p>

Monday					
Tuesday					
	<p>book about?</p> <ul style="list-style-type: none"> What are three facts you have learnt from reading it? <p>Writing – what did you do on the weekend? Try and include who, when, where, why, what.</p> <p>Write a narrative using this starter:</p> <p>“What on earth are you doing up there?” mum exclaimed.</p>	<p>is going to happen next in the story based on what you already know?</p> <p>Writing – What can you see out your window or door? Use adjectives (describing words) when you write what you can see.</p>			
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>Get some counters (or sultanas or M&Ms or Tiny Teddies or similar)</p> <p>Take a handful of counters (or sultanas or M&Ms or Tiny Teddies or similar) and, without looking, estimate how many you have in your</p>	<p>Mathematics</p> <p>Go on a shape hunt around your home! Can you find three of each shape in a different location? You need to find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3 octagons. Draw the</p>	<p>Mathematics</p> <p>Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which container will hold the most rice (or pasta, dried beans, or water)? Order your containers from the</p>	<p>Mathematics</p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found in your maths book. Ask someone to help you describe your favourite pattern.</p> <p>Use a pencil, pen, a</p>	<p>Mathematics</p> <p>Play a game with a partner</p> <p>Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and jokers. An ace equals 1.</p>

Monday

Tuesday

Wednesday

Thursday

Friday

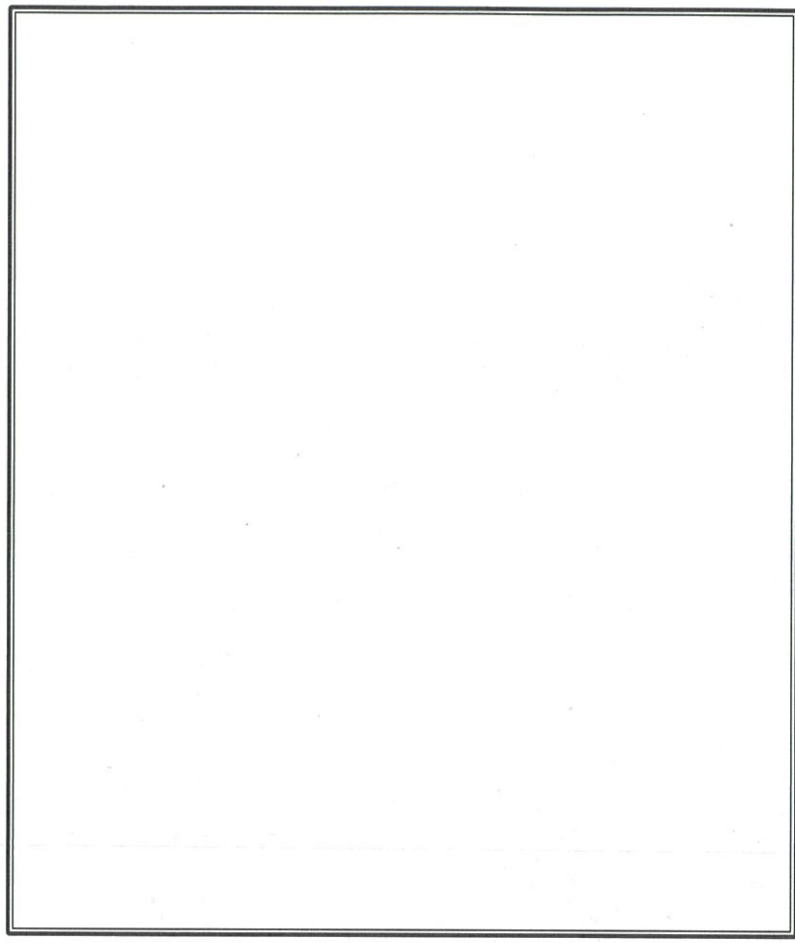
Monday					
Tuesday					
	hand. Write your estimates in your maths book. Organise your counters. Draw your counter arrangement in your maths book. Ask a partner to work out how many you have by looking and thinking (without counting). Ask questions like: What helps you know how many there are without having to count? Are there more or less counters than you estimated? How many more or less?	different shapes you found in your maths book. You can make shapes using toothpicks, paddle pop sticks or sticks. Glue them into your book!	most to the least. Draw the containers in order in your maths book. Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate. Order the containers from the one that holds the most to the one that holds the least. Draw your observations in your maths book. Was your estimate correct?	block or paddle pop sticks to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order in your maths book.	Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile. Take it in turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found in your notebook. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner.
Break	Break	Break	Break	Break	Break
Afternoon	Geography What is the weather like today? Describe it to a family member. Predict what you think	Science and technology Set up two plastic cups with the same number of ice cubes and place them in different places	Creative arts Make a musical instrument. Think about the variety of instruments you could create using a wide	History Technology has changed a lot over time. Talk to your parents/grandparents	Mathematics Ask each member of your family what their favourite colour is. Show their answers in a

Monday	Tuesday	Wednesday	Thursday	Friday
<p>the weather will be like tomorrow. Tell your family member.</p> <p>Observe the weather for the rest of the week. By drawing or writing about the weather each day. Make your own weather chart for the week.</p> <p>What activities could you do in the weather today?</p> <p>What clothes would you need to wear?</p> <p>What indoor and outdoor activities could you do in different types of weather? Draw the types of things you could do.</p>	<p>to see what happens. Tell a family member your prediction (what you think will happen).</p> <p>What can you see (observe) happening? How long do the ice cubes take to change? Why do you think this change happened?</p> <p>Perform another investigation. Try to stop the ice cubes changing by covering them with something such as a cloth or book.</p> <p>Write a report of your investigation. Include labelled diagrams to record your observations.</p>	<p>variety of materials. Try to choose recycled materials to create your instrument.</p> <p>Think about ways in which you could put your instrument to use in an ensemble or class composition. Consider creating something with the people in your home.</p> <p>Create a composition using only the materials you have created and perhaps some furniture or other things in your house they have unique sounds. Let your imagination go wild. Record your piece of music to share with the class or play your composition to your family.</p>	<p>about what the technology was like when they were children. Identify similarities and differences between the old and the new technology.</p> <p>Creative arts</p> <p>Create a role play or improvisation to show the differences between when your parents or grandparents were children – a then and now. Firstly, plan what your role-play or improvisation might look like. Will you have costumes, a set or a script? What form will it take? For example, it might be an interview or a silent movie.</p> <p>Why not ask your family to have roles in your play? Perform this with them or for your family.</p>	<p>picture graph.</p> <p>Make a paper airplane. Measure how many steps the plane flies. Try a new design to see if you can beat that distance.</p>



ANIMAL RESEARCH TASK

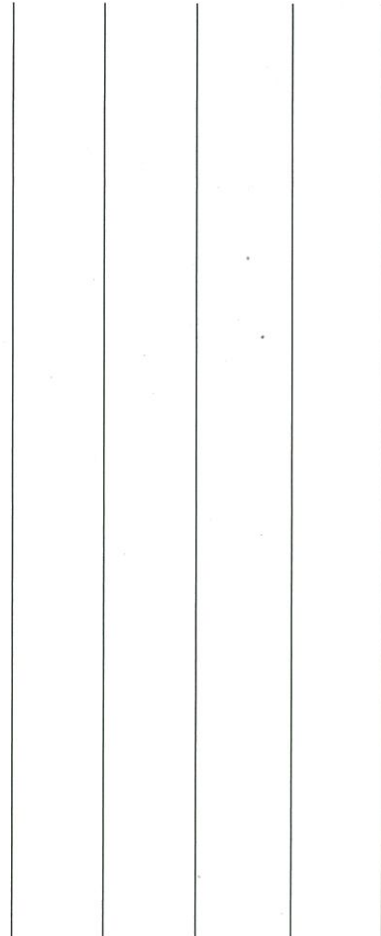
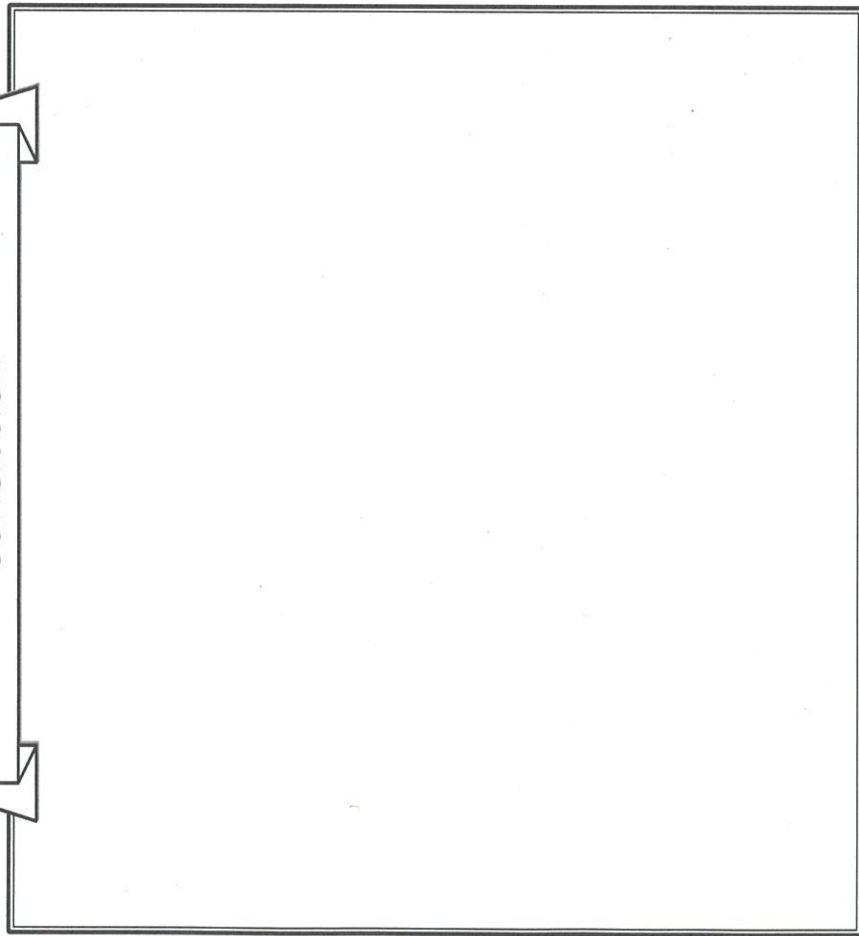
Facts About _____



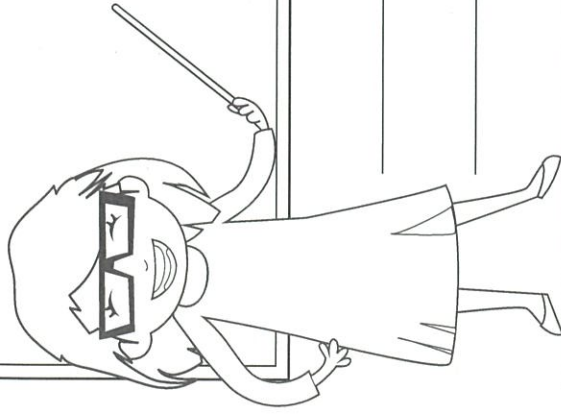
By _____

Date _____

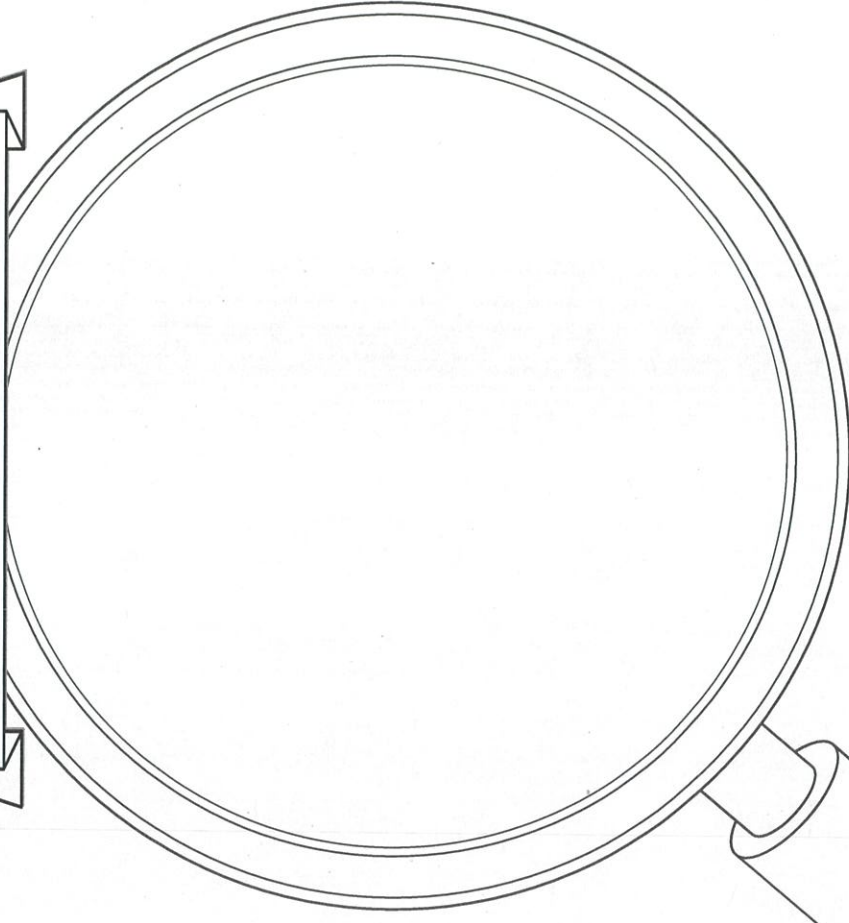
Conclusion

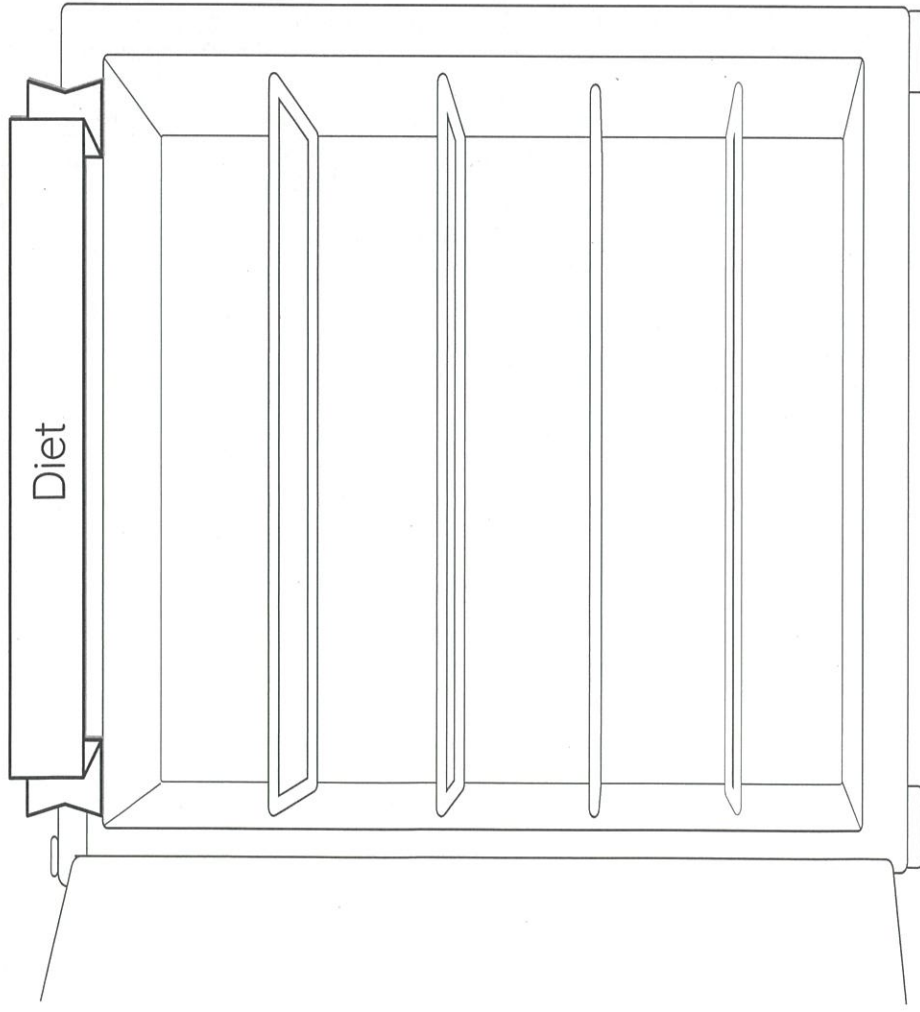


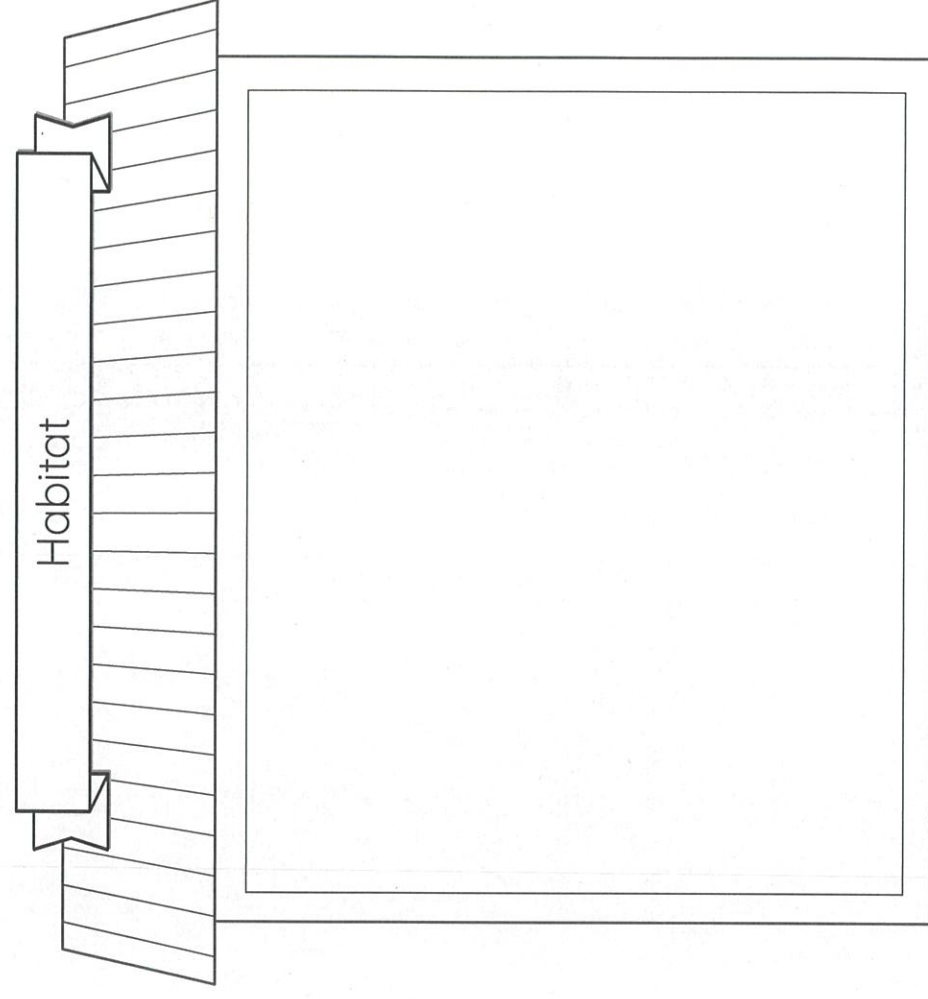
General Classification



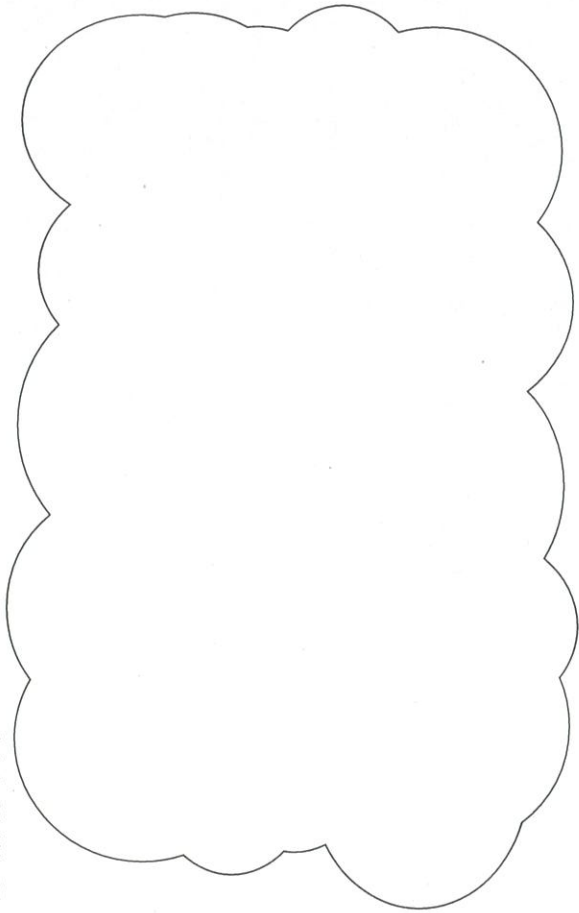
Interesting Facts



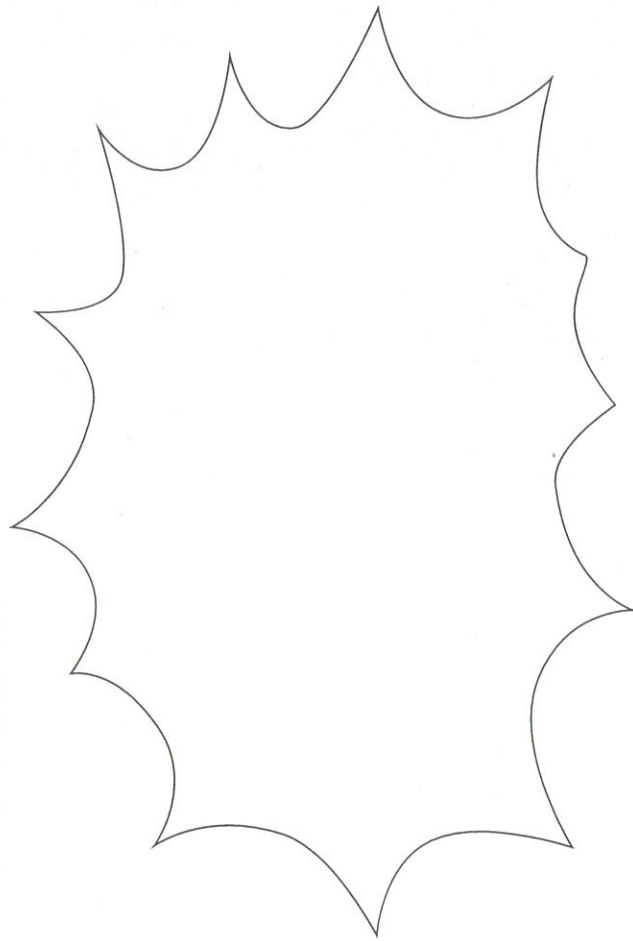




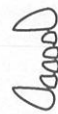
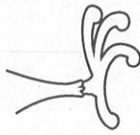
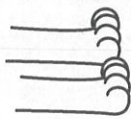
Is like ...



Is different to ...



Characteristics



Twelve horizontal lines for writing characteristics.

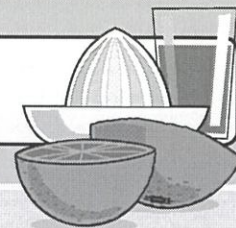
Unit 9



o a

orange

watch



List Words

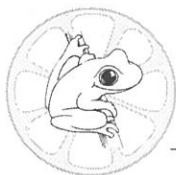
rock	cost	was	body
stop	cross	wash	across
frog	gone	want	often
spot	long	what	pocket
drop	along	clock	holiday

Letters

Words

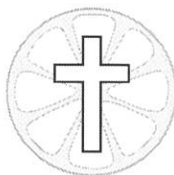
1 **Underline** the letter or letters for in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Colour** the orange **orange** if you hear in the picture name. **Write** a stroke on the line for each sound in the picture name. The first one is done for you.

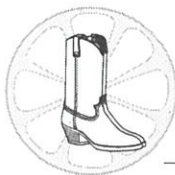


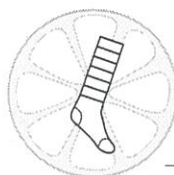
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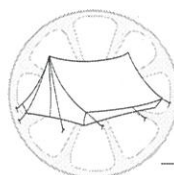














3 **Write** words that rhyme.

stop

rock

cross


song

4 **Match** the beginnings and endings to make words. **Write** the words on the lines.

dr	og	_____
sp	op	_____
fr	ot	_____

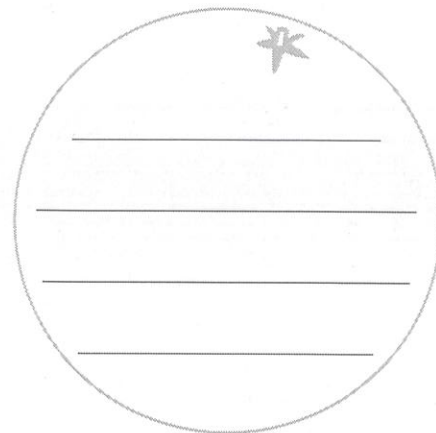
cr	ong	_____
th	ock	_____
cl	oss	_____

st	ost	_____
c	ong	_____
str	omp	_____

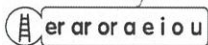
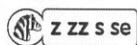
- 5 Circle the words with **a** for . Write these words on the orange.

✚ We often write **a** for  when it comes after .

was what mash watch
has that wash catch



- 6 Rewrite these words adding **es**. Read the words you have written. Circle the words with .

✚ We usually add **es** to words ending with **s, z, x, ch** or **sh** to represent  , for example *buses, fizzes, boxes, beaches, wishes*.

cross _____

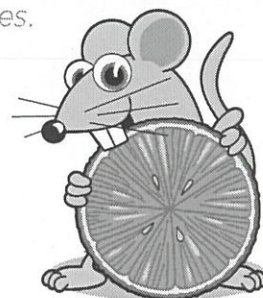
fizz _____

watch _____

wash _____

fox _____

box _____



- 7 Finish the words by writing the letter for . Use **o** or **a**. Write one of these words for each picture.

w__s

g__ne

c__st

al__ng

cl__ck

dr__p

w__sh

w__nt

cr__ss

b__dy



- 8 Read the words in the boxes. Write the best word for each picture.

hot
hotter
hottest



long
longer
longest



Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

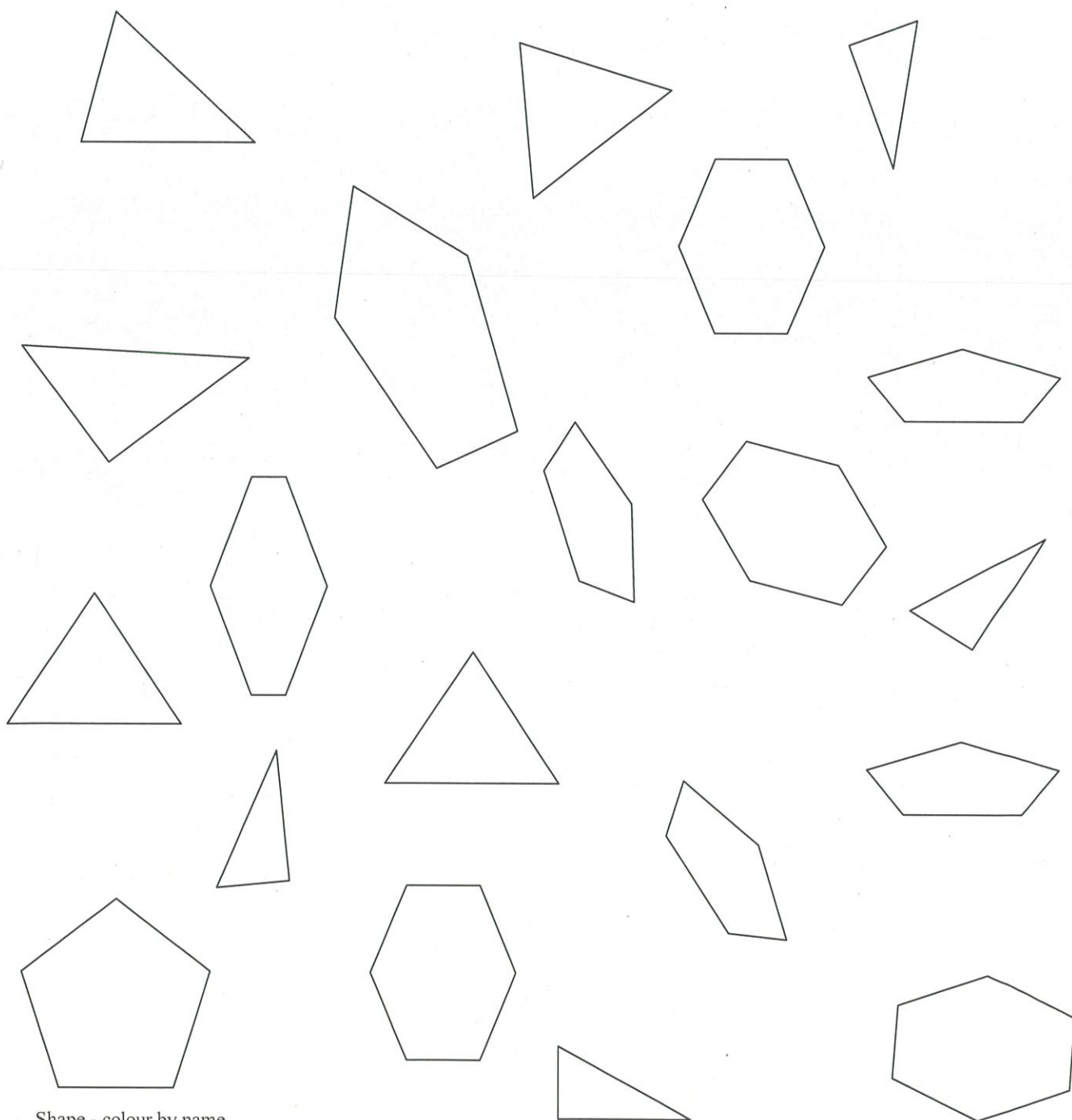
<p>Syllable Sort</p> <p>Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out</p> <p>For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words</p> <p>On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective</p> <p>Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary</p> <p>Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels</p> <p>Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration</p> <p>Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart</p> <p>Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time</p> <p>Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out</p> <p>Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search</p> <p>Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero</p> <p>Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo</p> <p>Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words</p> <p>Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker</p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

Name _____ Date _____

A pentagon is any shape with **5** sides. Look carefully and colour the pentagons red.

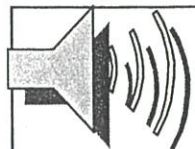
A hexagon is any shape with **6** sides. Look carefully and colour the hexagons blue.

Colour the triangles yellow – they have **3** sides!



Shape - colour by name





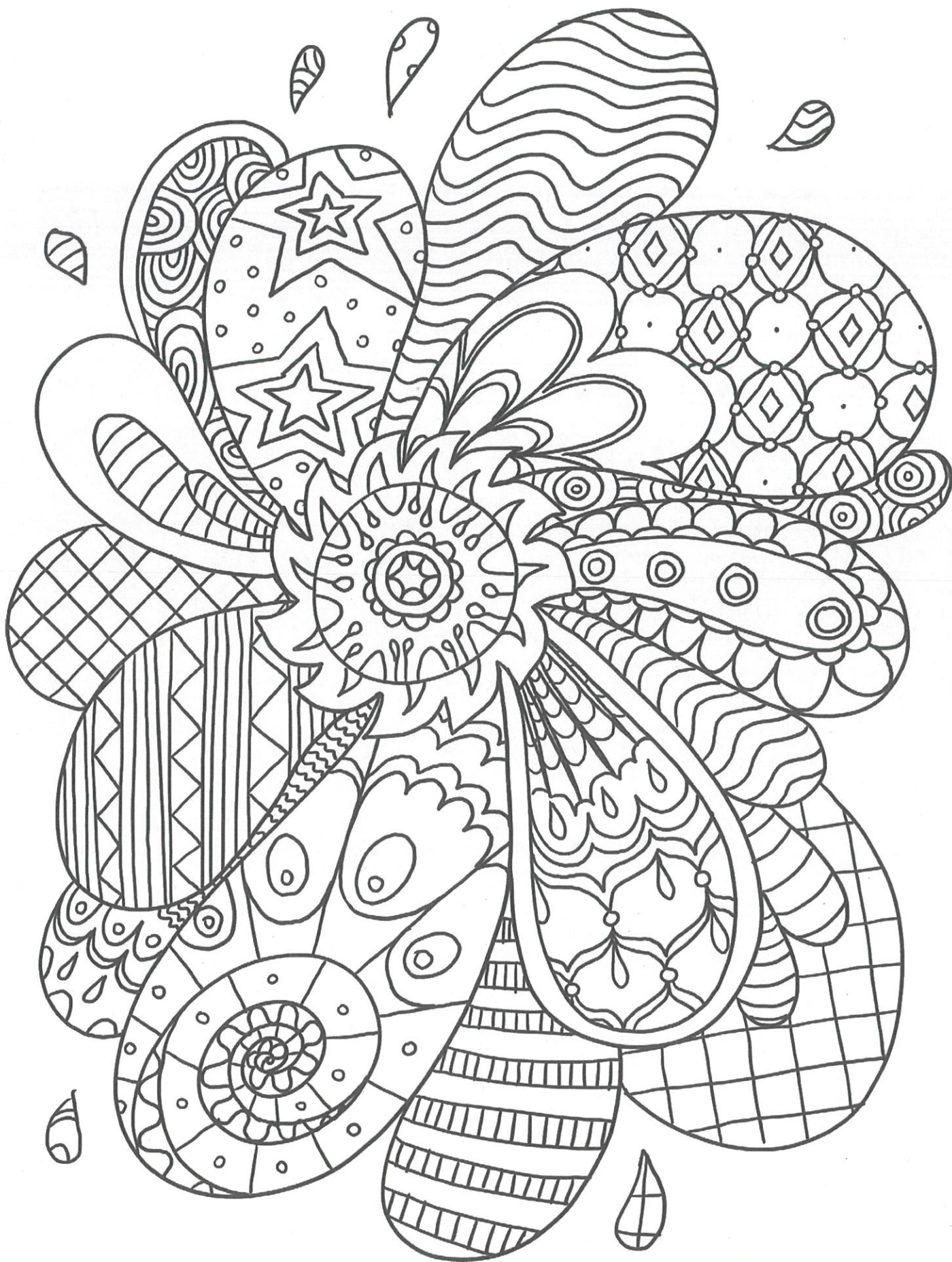
Use the words in the box to complete this cloze passage.

talk	door	a	the	would
waiter's	watching	is	background	are

Some things we see and hear on a movie are not what they seem.

Imagine you are _____ a movie. There is a scene in _____ crowded restaurant. The main characters are talking, and in the _____ you can hear the other people murmuring. There _____ a clinking of glasses. Then there is a squeak as a waiter opens the _____ to the kitchen. You can hear the _____ footsteps.

If you had been there when the scene was shot, you _____ be very surprised. The only sounds you would hear _____ the voices of the main characters. The people in the background are just pretending to _____. The other sounds like the footsteps, the clinking glasses and _____ squeaking door were all added in later.





Blast off!

Use the words in the box to complete this cloze passage.

far	cannot	job	bit	the
rocket	now	and	is	falls

The countdown starts. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, blast off!

The spaceship shudders. The sound _____
deafening. The astronaut is pushed back into the seat as
the giant _____ takes off. She is feeling very
excited and a just a little _____ scared.

Soon the booster rocket drops away and
_____ back towards Earth. It has done its
_____ getting the spaceship this far.

The spaceship is _____ in orbit. It is quiet
inside the spaceship, with just a low hum of
_____ computers and the air-conditioning
unit. Earth is far, _____ below. The astronaut
sees clouds, mountains _____ oceans, but
she is so far away that she _____ make out
any towns or roads.

Unit 10



g gg

girl

egg



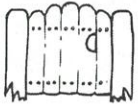
List Words

go	glad	green	again
ago	game	grow	begin
goes	gave	good	wiggle
going	gate	bigger	begged
gone	give	biggest	begging

Letters Words

1 **Underline** the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Colour** the picture if you hear  in the picture name.
Write a stroke on the line for each sound in the picture name.



3 **Write gl or gr** to finish the words. **Finish** the sentences below with some of these words. **Cross** out each word as you use it.

__ad	__ab	__ow	__ow	__een	__ove	
__ass	__ass	__uff	__ue	__ide	__ade	__itter

My grandpa has a very _____ voice.

I use _____ to stick _____ on my cards.







The geese were lying on the _____.

I'd love to _____ in the sky like a bird.

Greg had to _____ his _____ before it fell over.

I am _____ I found my _____.

4 Rewrite these words adding **ing** to each one. Finish the sentences below with these words.

✚ When  comes straight after letters **a, e, i, o, u** for , , , , , we usually write **gg** before we add **ing**, for example *wag – wagging*.

beg _____ jog _____ hug _____

Little children love _____ cuddly, soft toys.

My dog is very good at _____ for food.

Each day Dad and I go _____ in the park.

5 Write **go, goes, going or gone** to finish the sentences.

We _____ to the library on Mondays.

Our teacher _____ with us.

Next week we are _____ on a picnic.

We should have _____ last week but it rained.



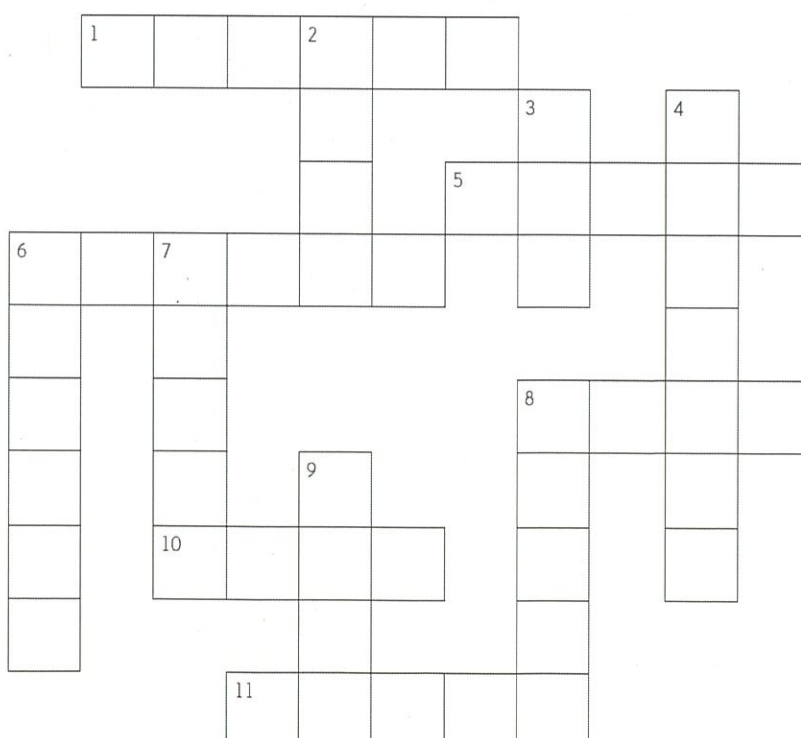
6 Write List Words to match the Crossword clues.

Across

1. rhymes with *giggle*
5. Do it once more.
6. big, _____, biggest
8. rhymes with *hose*
10. happy
11. start

Down

2. We play this.
3. long, long _____
4. big, bigger, _____
6. rhymes with *pegged*
7. I am _____ to school.
8. colour of grass
9. opening in a fence



Capital letters are used in the following places:

- at the start of every sentence
- the first letter of a proper noun and the title of a special person
- the title of a book, play, film, song
- headings
- the word 'I'

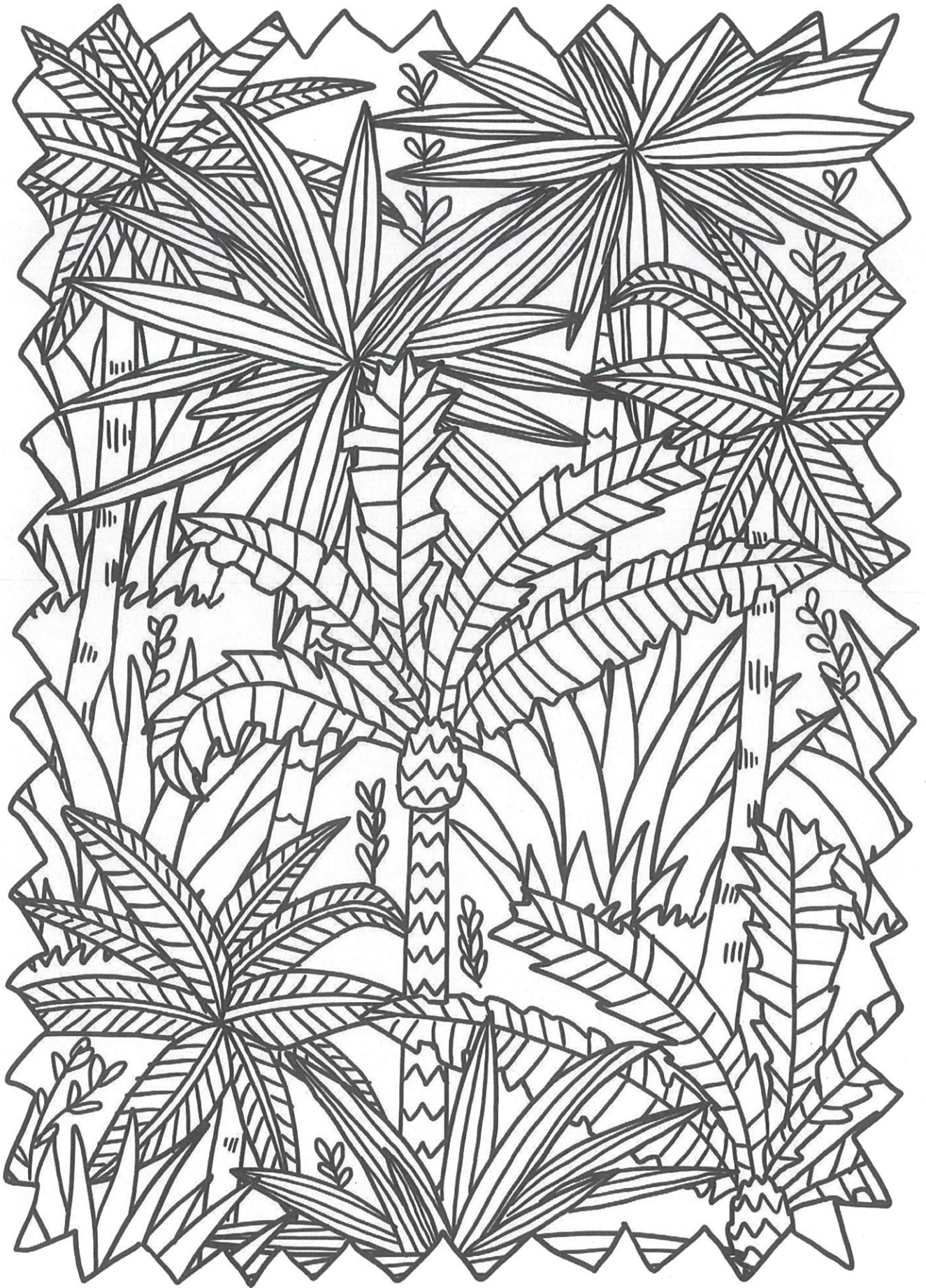
Capital letters

Circle the words that should begin with capital letters.

1. i live in melbourne.
2. my favourite book is possum magic.
3. we sang advance australia fair at the anzac day service.
4. when does the next train leave for alice springs?
5. mr taylor's new car is a holden commodore.
6. on tuesday we will visit uncle peter.
7. i usually have vegemite and cheese on my sandwich.
8. liam, rachel, kim, brett and i go to little athletics every friday afternoon.
9. the darling river is the longest river in australia.
10. mum reads the sydney morning herald every morning at breakfast.

Rewrite this passage using capital letters where needed.

next december we are going to fly to hong kong for the christmas holidays. we will fly aboard a qantas jumbo jet. on the way home we will s visit jakarta, the capital of indonesia.



MONDAY

1. Will a  and a  stack together?

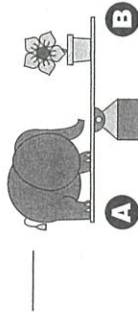
Yes ☐
No ☐

2. Write the numeral eleven.

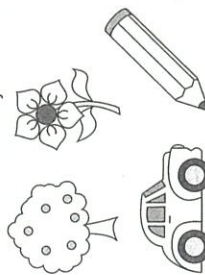


3. ____ o'clock

4. Will the seesaw hit A or B?



5. Sort into 2 groups. Colour the large objects green and the small objects red.



6. 2, 4, ____, 8, 10

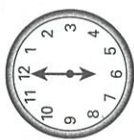
7. $5 + 3 =$ ____

8. $8 - 3 =$ ____

9. $5 + 4 =$ ____

10. $9 - 4 =$ ____

TUESDAY



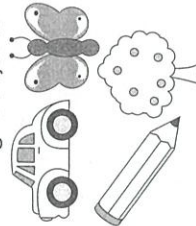
1. ____ o'clock
2. Write the numeral thirteen.

3. Circle the shapes with 4 corners.



4. What month is it?

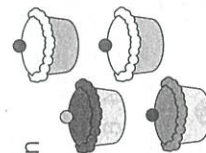
5. Sort into 2 groups. Colour the heavy objects blue and the light objects red.



6. $3 + 5 =$ ____

7. $8 - 5 =$ ____

8. Share these cakes between two of your friends. How many each?



9. $3 + 6 =$ ____

10. $9 - 3 =$ ____

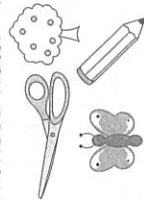
WEDNESDAY

1. How many of the smaller triangles are there?



2. What month is your birthday?

3. Sort into 2 groups. Objects that: need water—blue; don't need water—red.

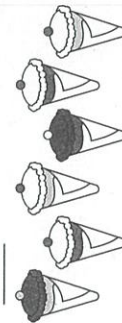


4. Write the numeral sixteen.

5. $6 + 2 =$ ____

6. $8 - 2 =$ ____

7. Share these ice-creams between you and your teacher. How many each?



8. $5 + 3 =$ ____

9. $9 - 6 =$ ____



10. ____ o'clock
or ____ .00

THURSDAY

1. How many dots are there in the squares?



2. Write the numeral seventeen.

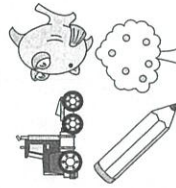


3. ____ o'clock

or ____ .00

4. In which month does Christmas fall?

5. Sort into 2 groups. Colour the living objects green and the non-living objects red.



6. $2 + 6 =$ ____

7. $8 - 3 =$ ____

8. Share these hats between you and a friend. How many each?

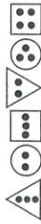


9. $4 + 5 =$ ____

10. $9 - 5 =$ ____

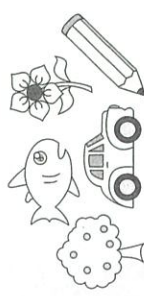
FRIDAY

1. How many dots are there in the circles?



2. How many of this book will cover your side of the desk?

3. Sort into 2 groups. Colour things found in your class green and things not found in your class red.



4. ____ o'clock

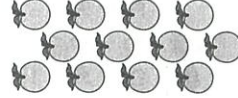
or ____ .00

5. Write the numeral eighteen.

6. $4 + 4 =$ ____

7. $8 - 4 =$ ____

8. Share these apples between you and your friend. How many each?

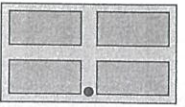


9. $8 + 1 =$ ____

10. $9 - 1 =$ ____

MONDAY

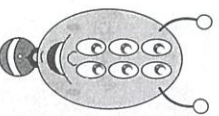
- Will this door open out to the left or right?
Left ☐
Right ☐
- How many days a week do you go to school?



- _____ o'clock
or _____:00
- 6 + 4 = _____
- 10 - 4 = _____



- How many pairs of sunglasses will I.C. Monster need?



- If Little Teddy had 6 lollies and you had 4 lollies, how many lollies altogether?

- Circle lots of 3.

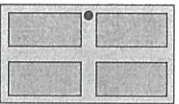


- 2 + 2 + 1 = _____
- How many letters below?

AUCUONOTU

TUESDAY

- _____ o'clock
or _____:00
- 3 + 7 = _____
- Will this door open out to the left or right?
Left ☐
Right ☐
- How many days in a week?



- If Little Teddy had 4 cups of tea and Big Teddy had 6, how many altogether?

- What is the chance of you smiling today?
Likely ☐
Unlikely ☐

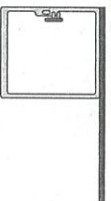
- Circle lots of 2.



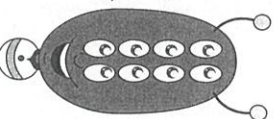
- 1 + 2 + 1 = _____
- 5c + 5c = _____

WEDNESDAY

- This sliding door will open if you slide it to the: right? ☐
left? ☐
- What is next month?



- 7 + 3 = _____
- 10 - 3 = _____
- How many pairs of sunglasses will I.R. Monster need?



- If Little Teddy had 10 pots of honey and dropped three, how many would he have left?



- 9 + 1 = _____
- 1 + 2 + 2 = _____
- 10c = 5c + _____c
- _____ o'clock
or _____:00



THURSDAY

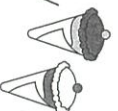
- This sliding door will open to the: right? ☐
left? ☐
- What month follows January?



- _____ o'clock
or _____:00
- 5 + 5 = _____
- 10 - 5 = _____



- If Little Teddy had 5 ice-creams yesterday and 5 ice-creams today, how many did he eat altogether over two days?



- 2, 4, 6, 8, _____
- What chance is there of you not getting any work done today?
Likely ☐
Unlikely ☐
- 3 + 2 + 1 = _____
- 4 + 4 + 2 = _____



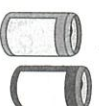
FRIDAY

- Circle which shape will fit into the box evenly.
☐ A ☐ B ☐ C ☐
- What month is after February (January or March)?

- 8 + 2 = _____
- 10 - 8 = _____
- _____ o'clock
or _____:00
- 11 + 9 = _____



- Little Teddy had 8 cans of soft drink today and 2 cans yesterday. How many did he have over the past two days?

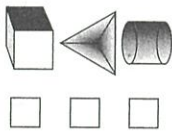


- What is the chance of getting an ice-cream today?
Likely ☐ Unlikely ☐
- 2 + 3 + 2 = _____
- Share these five cent coins between 2 children. How many coins each?



MONDAY

1. Tick which shape can roll.



2. What date is New Year's Eve?

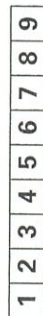


3. Tick the longest line.



4. $3 + 2 =$

5. Colour every second square.



6. How many are not coloured?

7. How many are coloured?

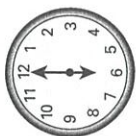


8. How many more to make 4 fish?

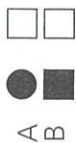
9. $3 - 2 =$

TUESDAY

1. 10 o'clock



2. Tick which shape will fit into a box without leaving gaps.



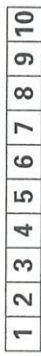
3. Write the date of your birthday.

4. Tick the shortest line.



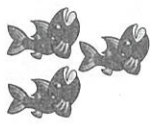
5. $2 + 3 =$

6. Colour every third square.



7. How many are coloured?

8. How many are not?

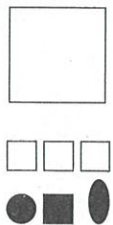


9. How many more to make 5 fish?

10. $5 - 3 =$

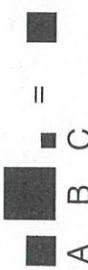
WEDNESDAY

1. Tick which shape will fit into the box without gaps.



2. What was last month?

3. Circle which square below is the same as the one on the right.



4. How many more to make 4 fish?



5. $6 - 3 =$

6. Write the numeral six.

7. Circle lots of three.



8. Colour three.

9. How many are not coloured?



10. 10 o'clock

THURSDAY

1. Draw a circle. Use the dots to help you.



2. 10 o'clock



3. What year is it?

4. Circle which triangle is the same size as this.



5. $1 + 4 =$

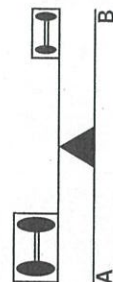
6. How many more to make 8?



7. $8 - 3 =$

8. Write the numeral seven.

9. Will this seesaw hit A or B?



10. $5 + 0 =$

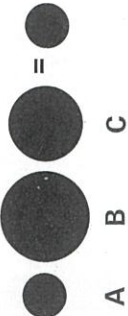
FRIDAY

1. Draw a triangle in the square.



2. What year was last year?

3. Circle which circle below is the same as the one on the right.



4. $0 + 5 =$

5. 10 o'clock



6. How many more to make 9?



7. $9 - 3 =$

8. Write the numeral ten.

9. Circle lots of 3.



10. What is tomorrow?

MONDAY

1. Circle the shapes with corners.



2. $4 - 2 = \underline{\quad}$



3. $\underline{\quad}$ o'clock



4. Tick the longest ruler.



5. Write the numeral eight.



6. Little teddy had 7 lollies and ate 4. How many left?



7. $7 - 4 = \underline{\quad}$

8. How many more to make 6 fish?



9. 2, 4, 6, 8, $\underline{\quad}$

10. Circle lots of 3.



TUESDAY

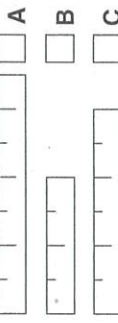
1. $\underline{\quad}$ o'clock



2. Circle the shape with 3 corners.



3. Tick the shortest ruler.



4. $6 + 0 = \underline{\quad}$

5. Write the numeral ten.



6. Little Teddy had 7 lollies and ate 3. How many left?



7. $7 - 3 = \underline{\quad}$

8. How many more to make 8?



9. 2, 4, 6, 8, 10, $\underline{\quad}$

10. Circle lots of 3.

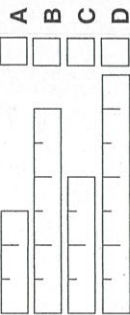


WEDNESDAY

1. Circle the shapes with 4 corners.



2. Tick the longest ruler.



3. $5 + 1 = \underline{\quad}$

4. Write the numeral twelve.



5. Little Teddy had 7 lollies and ate 2. How many left?



6. $7 - 2 = \underline{\quad}$

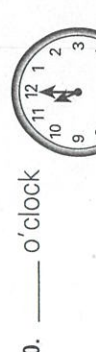


7. How many more to make 9?



8. 2, 4, 6, 8, 10, 12, $\underline{\quad}$

9. Circle lots of 3.



10. $\underline{\quad}$ o'clock



THURSDAY

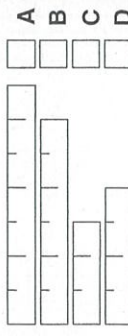
1. Circle the shape without corners.



2. $2 + 4 = \underline{\quad}$



3. $\underline{\quad}$ o'clock



4. Tick the shortest ruler.



5. Write the numeral fourteen.



6. Little Teddy had 7 lollies and ate 5. How many left?



7. $7 - 5 = \underline{\quad}$

8. How many more to make 10?



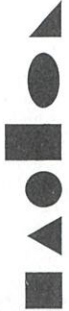
9. 2, 4, 6, 8, 10, 12, 14, $\underline{\quad}$

10. Circle lots of 3.



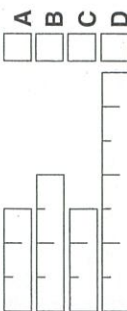
FRIDAY

1. Circle the shape with one or two corners.



2. Did you find any? $\underline{\quad}$

3. Tick which rulers are the same.



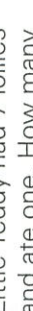
4. $1 + 5 = \underline{\quad}$

5. Write the numeral fifteen.



6. $\underline{\quad}$ o'clock

7. Little Teddy had 7 lollies and ate one. How many left?



8. $7 - 1 = \underline{\quad}$

9. How many more to make 7?



10. 2, 4, 6, 8, 10, 12, 14, 16, $\underline{\quad}$

- Circle lots of 3.







Procedure



Features of a procedure

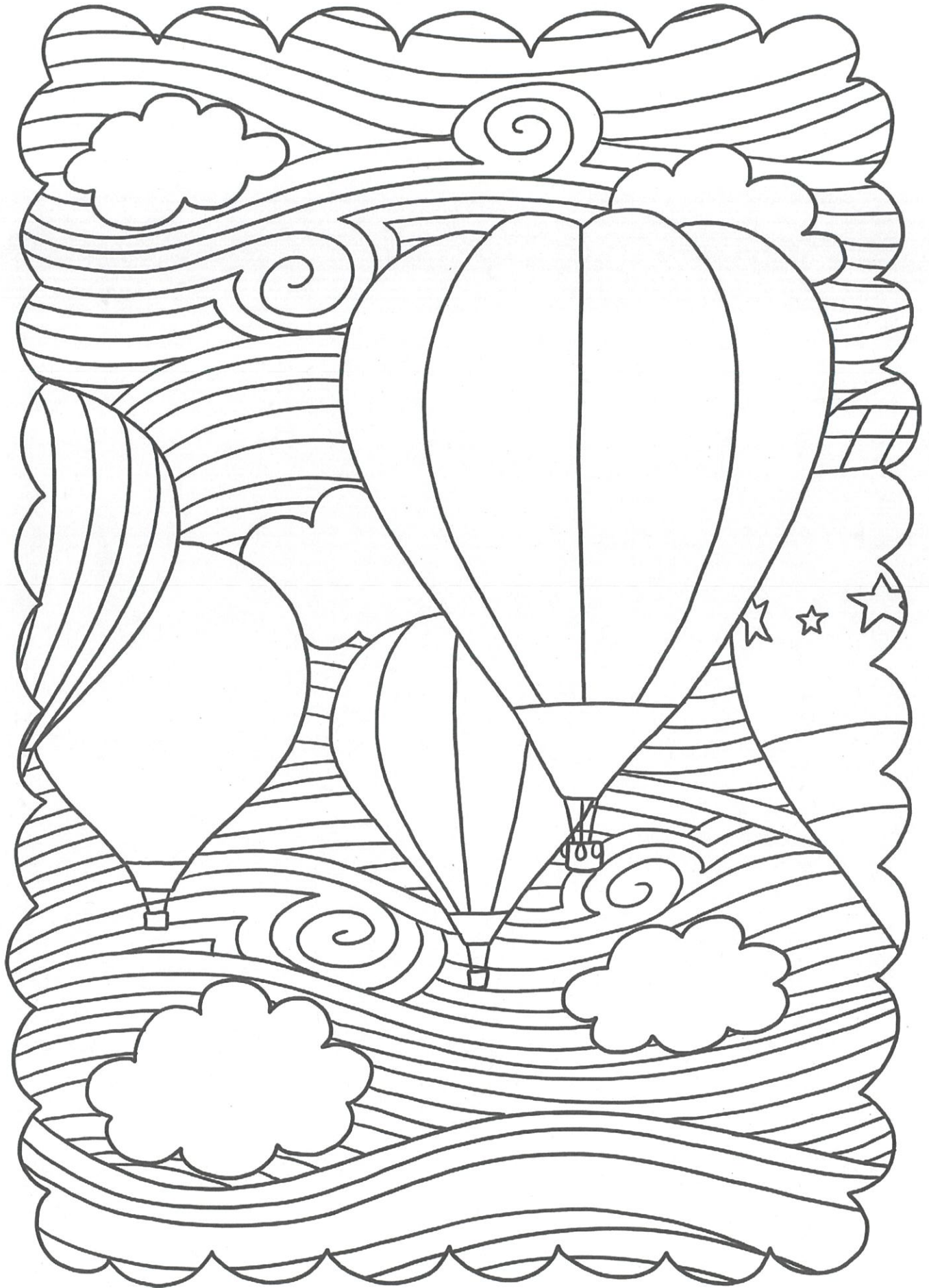
Possible topics

Write and edit a procedure on a separate piece of paper. Publish it in this box.

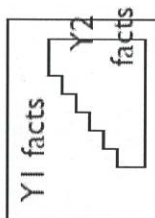
Maths Grid (Y2)

Practise your number facts, play a maths game and choose one other thing to work on each day. The video links are there to help you understand the activities.

<p>Number facts</p> <p>Choose 5 addition facts from the grid on the next page to practise each day. Spend 10 minutes each day practising your number bonds, doubling & halving and times tables.</p> <p>Link to a website for practising: https://www.topmarks.co.uk/maths-games/hit-the-button</p>	<p>Place value</p> <p>Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten). Have a go at using them to make different 2-digit numbers. Use plates to make your own part-whole models. Once you are confident, have a go at drawing out your tens and ones as pictures. (Link to video in next box)</p>
<p>Maths Games</p> <p>Choose a maths game to play each day.</p> <p>Have a go at inventing your own maths game.</p> <p>Link to a blog on maths games: https://matr.org/blog/fun-maths-games-activities-for-kids/</p>	<p>Place value (continued)</p> <p>Link to place value video: https://www.youtube.com/watch?v=vBIZal-8Kr4&list=PLWIJ2KbiNEypIZvdo0-OU48R3KSq3ywhV&index</p>
<p>Number bonds to 10</p> <p>Practise your number bonds to 10 by playing the Total of 10 and the 'Make 10' pyramid card game.</p> <p>Link to the 'Total of 10' card game: https://www.youtube.com/watch?v=SD028NO-ZGc&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index=5&t</p> <p>Link to the 'Make 10 Pyramid' card game: https://www.youtube.com/watch?v=3IFFRWkMWGk&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index</p> <p>Can you make up your own game to practise number bonds to 10?</p>	<p>10 more and 10 less</p> <p>Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten).</p> <p>Make your own tens and ones baseboard and practise adding and subtracting 10 from your number.</p> <p>Link to video on adding 10: https://www.youtube.com/watch?v=gqUtj9rkYCU&list=UUob4tkfOSXy6yav9Y54SKIQ&index</p> <p>Link to video on subtracting 10: https://www.youtube.com/watch?v=ZWuOUv5mC9s&list=UUob4tkfOSXy6yav9Y54SKIQ&index</p>
<p>Place value</p> <p>Play the 'Guess my Number' place value game. Make 2 sets of 2-digit</p> <p>Link to 'Guess my Number' video: https://www.youtube.com/watch?v=wzvQ5R-AOBk&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index</p>	<p>Addition</p> <p>Practise adding numbers together by playing games with dice. Have a go at playing 'Pig' and 'Skunk' and then try and think of your own game</p> <p>Link to dice game 'Pig': https://www.youtube.com/watch?v=foj6uioT_HU&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index</p> <p>Link to dice game 'Skunk': https://www.youtube.com/watch?v=-SWReEQOvr4&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index</p>



<p>Column addition of 2-digit numbers</p> <p>Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten).</p> <p>Use them to have a go at adding 2 2-digit numbers and to understand what happens when your 2 digits add to 10 or more.</p> <p>Link to column addition of 2-digit numbers video: https://www.youtube.com/watch?v=hHM25Nx4vhg&list=PLWIJ2KbiNEyq1iZ36fRe-xTJ4NNZsmYz9&index</p>	<p>Fractions of amounts</p> <p>Find some things you can use to share out, to practise finding fractions of amounts. E.g. raisins, grapes, sweets etc....</p> <p>Share them out between 2 teddies to find $\frac{1}{2}$ and then between 4 teddies to find $\frac{1}{4}$ of them. Draw a bar model split into 2 to find halves and into 4 to find quarters.</p> <p>Link to video on fractions of amounts: https://www.youtube.com/watch?v=PgrF1TYXP6Y&t</p>
<p>Column subtraction of 2-digit number</p> <p>Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten).</p> <p>Use them to have a go at subtracting 2 2-digit numbers and to understand what happens when your 2 digits add to 10 or more.</p> <p>Link to column subtraction of 2-digit numbers video: https://www.youtube.com/watch?v=pADFYrGdyVE&list=PLWIJ2KbiNEyq1iZ36fRe-xTJ4NNZsmYz9&index</p>	<p>Time (o'clock, half past, quarter past and quarter to)</p> <p>Why don't you make your own clock and have a go at telling the time to o'clock and half past using just the hour hand. Once you are confident with that, have a go at telling the time to quarter past and quarter to.</p> <p>Once you have tried it using just the hour hand, bring in the minute hand too.</p> <p>Link to video on time (o'clock and half past): https://www.youtube.com/watch?v=V32tRIEQ2AA&t</p> <p>Link to video on quarter past and quarter to: https://www.youtube.com/watch?v=86RbCwhdJSS&t</p>
<p>Division as grouping and sharing</p> <p>Find things around the house you can use to practise division as sharing and division of grouping. You could use raisins, grapes, lego bricks etc...</p> <p>Link to video on division as grouping and sharing: https://www.youtube.com/watch?v=bdqIPNNhuI</p>	<p>2D and 3D Shapes</p> <p>How many 2D and 3D shapes can you name? Go round your house/garden and make a list of all the circles, squares, rectangles and triangle shapes you can see. Can you find any other 2D shapes? Then go round looking for 3D shapes (cubes, cuboids, cylinders and spheres). Can you find any others?</p>
<p>Equivalent fractions</p> <p>Find different things you can use to prove that a half is equal to 2 quarters. Cut a pizza/cake, share raisins, grapes, lego out into halves and quarters.</p> <p>Link to video on fractions equal to a half: https://www.youtube.com/watch?v=ieT9k537jP4&list=PLWIJ2KbiNEyq1iZ36fRe-xTJ4NNZsmYz9&index</p>	<p>Money</p> <p>Ask your parents for some money. Can you identify all the coins?</p> <p>Can you make 50p? Can you find a different way to make 50p, using different coins?</p> <p>Try this for different amounts.</p>



Bridging/
compensating

Near doubles

Adding 10

Doubles

Bonds to 10

Adding 0

Adding 1

Adding 2

+	0	1	2	3	4	5	6	7	8	9	10
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10

8