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Home Learning Pack

Year 2

Guidance and Answers

Week 10
29/06/2020

Classroom secrets

KIDS

This week's pack supports the <u>Week 10 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Measure Mass in Grams (page 2)

Mass is the quantity of matter in an object. In everyday life, **mass** is often called weight, but **mass** and weight are not the same. The weight of an object changes according to gravity, but the **mass** stays the same. A brick would be weightless in space, even though it still has the same **mass** as on earth.

With all of these questions it is important that children look carefully at the dial on each set of scales as they are different. Some of the scales measure in intervals of 2s, 5s or 10s. Children may also need to be reminded that g is the abbreviation for grams. Grams are the smallest unit of measurement we use when measuring mass.

Question 1 – Children must match each item to the correct scale according to its **mass**.

The correct answers are A. apple, B. raspberry, C. potato.

Question 2 – In this question, children must draw the pointer on the dial of each set of scales according to the given **mass** for each item. Accuracy is important and it may help children if they have a ruler or any straight edge to draw the pointer.

Pointers should be drawn to 75g, 12g, and 140g (as shown below).
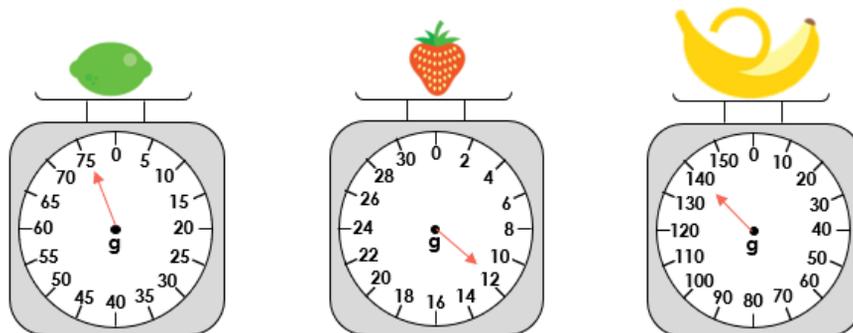
Question 3 – Children must first work out the **mass** of the pear, which is twice the **mass** of the strawberry. The strawberry has a **mass** of 15g, so 2 x 15g = 30g. Children then have to find three possible ways of making 30g using the 2g, 5g and 10g weights. They can use each weight more than once. As there are multiple answers to this question, some possible combinations are given below.

10g + 5g + 5g + 5g + 5g
10g + 10g + 10g
10g + 10g + 5g + 5g

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Monday

English – Using Questions (page 3)

The aim of this activity is for children to use questions. A **question opener** is a word or phrase typically used to start a question, such as who, what, when or where.

Question 1 – Children should read the answers that are given in the speech bubbles and then read the three questions given for each speech bubble. They can then decide which question would receive the answer given in the speech bubble.

The correct answers are C and A.

Question 2 – In this question, children are given two partial questions in speech bubbles and two word banks containing different words that could start each question. Children should read each partial question and the possible **question openers** to decide which opener would make sense at the start of each question.

The correct answers are <u>Do</u> you want to go swimming?; <u>Could</u> you pass a pencil to me please?

Question 3 – In this question, children can see two characters (Omar and Jess) who are having a conversation. Omar has asked Jess a question and children can see the answer that Jess gave. They must write a question that Omar could have asked Jess, in order to get that response. Children must remember to use a question mark at the end of their question. As there are multiple answers to this question, we have given some possible options below.

Would you like to play outside?
Would you like to play outside Jess?
Would you like to play outside with me?

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Tuesday

Maths – Measure Mass (kg) (page 4)

If you would like a reminder of what the term **mass** means, please see page 2.

With all of these questions it is important that children look carefully at the dial on each set of scales as they are different. Some of the scales measure in intervals of 1s, 2s, 5s or 10s. Children may also need to be reminded that kg is the abbreviation for kilograms and that kilograms are a bigger unit of measurement than grams.

Question 1 – Children should look carefully at the dial on each set of scales to see which number the pointer is pointing to. They must also remember that they are working in kilograms, not grams, and then they can match each set of scales to its correct measurement.

The correct answers are A. 2kg; B. 7kg.

Question 2 – In this question, children can see two sets of scales and they have to decide if a given statement for each set is correct or not. Again, they should look carefully at the dial on the scales to find the **mass** of each animal. On the second set of scales the pointer is pointing to an unnumbered line, so children have to work out if the measurements on the dial are going up in 1s, 2s, 5s or 10s and then they will be able to find what the **mass** of the panda is.

The correct answers are: A. Correct; B. Incorrect

Question 3 – In this question, children are shown three sets of scales and they must read the **mass** of each pumpkin from the dials on the scales in order to order the pumpkins from heaviest to lightest. The dials on all three scales are going up by the same amount. For scales A and B, the pointer is not pointing to a numbered line, so children will have to work out what the **mass** of those pumpkins is first. It may help children to write down the **mass** of each pumpkin to help them decide how to order them from heaviest to lightest.

The correct answers are: A. 1st; B. 3rd; C. 2nd

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Tuesday

English – Creative Writing Challenge – Counting Poem (page 5)

For this creative writing challenge, children are given the start of a counting poem about minibeasts. They should read the poem carefully and they may like to discuss the meaning of any words they are not familiar with. It would also help them to discuss what the counting sequence is, how each minibeast is described (adjectives) and what each minibeast is doing (verbs).

Children should then discuss how they could finish the counting poem. The counting must continue up to ten and they can choose any minibeasts they like. Each minibeast must have an adjective to describe it and a verb to show what it is doing. The poem does not need to rhyme. A word bank is given at the bottom of the page to help them.

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Wednesday

Maths – Compare Capacity (page 6)

> < = are comparison symbols used to represent more than (>), less than (<) and equal to (=).

Capacity refers to how much a container can hold when it is full.

The **volume** of a container can be described using full, nearly full, half full, nearly empty and empty. These terms refer to the amount of space that is taken up within the container.

Question 1 – In this question, children can see two sets of jugs and they must use the comparison symbols (< > =) to compare how much water is in each set.

The correct answers are A. <; B. >

Question 2 – Children are shown three containers and what their **capacity** is (i.e. how many cups of water it would take to fill each one). They then have to use this information to order the containers from the smallest **capacity** to the largest **capacity**. The comparison symbols are already given.

The correct answer is B < C < A.

Question 3 – In this question there are two characters (Sam and Aisha) each making a statement about the total volume of their glasses (a reminder on volume is given at the top of this page). In order to decide which character's statement is correct, children should look at how much water is in the glasses. Once they have decided this, they should also write a short explanation of their answer.

The correct answer is that Aisha is correct. Although Sam has more glasses, each glass is nearly empty.

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Wednesday

English – Using Simple Contractions (page 7)

The aim of this activity is for children to use simple contractions to join two words together. It is important that children learn to use an apostrophe correctly when contracting words.

A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example, 'you are' becomes 'you're'.

Question 1 – This question asks children to contract the underlined word(s) in the given sentence. It may help children to say the sentence aloud with the contractions, before trying to write them. Sometimes one letter is omitted and replaced with an apostrophe, sometimes it is more than one letter. It is important that the apostrophe is used in the correct place, i.e. where the letter(s) have been omitted.

The correct answers are is not = isn't; cannot = can't; it is = it's.

Question 2 – In this question, children are given four pairs of words to contract and then use in a sentence. They should start by writing the contracted form of each pair of words, remembering to use the apostrophe where a letter(s) have been omitted. Children can then read each of the four partial sentences given and decide which contraction makes sense in the blank space in each of them.

The correct answer is A. we're (we are); B. there's (there is); C. you've (you have); D. shouldn't (should not).

Question 3 – Children have a short piece of writing to read and then correct the mistakes that have been made with contractions. They should look for contractions where the apostrophe is missing or has been used in the wrong place. Children should write the correct form of the contraction above each mistake. The correct version is shown below.

It was pouring with rain, so we <u>couldn't</u> go outside to play. I <u>wasn't</u> very happy about this, but there was nothing I could do about it. I wanted to play a board game instead, but Harry <u>didn't</u> like that idea.

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Thursday

Maths – Millilitres (page 8)

Millilitres are the smallest unit of measurement we use when measuring **capacity**.

If children would like a reminder of what **capacity** is, they should see page 6.

Question 1 – In this question, children can see a container that has 30ml of water in it. In order to work out how much water will be left in the container after 15ml has been poured out, children can use the scale on the side of the container to help them. They can see that the numbers on the scale are in intervals of 5. If they start with their pencil/pen on 30ml and count to 15 in 5s, whilst moving their pencil/pen down the scale one interval each time they say a number, they will end on the number of millilitres that will be left.

The correct answer is 15ml.

Question 2 – Children have been told that the **capacity** of each cup is 25ml and there are two cups. They can use their knowledge of addition, multiplication or doubling to find the total capacity of the two cups. Once they know how many millilitres the capacity of the two cups is, they can draw a line on the jug to show this.

The correct answer is 50ml.

Question 3 – This question is a two-step problem. First children should work out how much water and glue Sam needs in total by adding 35 and 45. The second step is to work out how much more glue Sam needs to add to what is already in the container. They should subtract the amount of slime already in the container from the total amount of water and glue needed.

The correct answer is that Sam is incorrect. He has already added the correct amount to make 80ml in total, so he does not need to add any more.

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Thursday

English – The Alphabet (page 9)

The aim of this activity is for children to put words in alphabetical order. It may help children to write the whole alphabet down before they start this work.

Question 1 – This question gives children a letter in a box and a group of other letters from the alphabet. They must decide which of the letters in the group come before the letter in the box in the alphabet.

The correct answers are d, e, p.

Question 2 – In this question children are given five different words and they must decide which word would come last if they were to put them in alphabetical order. It may help children to underline the first letter of each word and then put those first letters into alphabetical order, then they will be able to see which word would come last.

The correct answer is would.

Question 3 – Children can see six words that are already in alphabetical order and a statement that a character (Evie) has made about where a seventh word should go in that list. The word 'kick' starts with the letter 'k', so children should decide where 'k' would fit in that list using their knowledge of alphabetical order. It may help them to underline the first letter of all six words. They will then be able to decide if Evie's statement is correct or not and explain their answer.

The correct answer is that Evie is incorrect, because the letter 'k' comes after 'i' and before 'n'. 'Kick' should go after 'into' and before 'now'.

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Friday

Maths – Weighing (online)

Click on the link below to watch a short video showing a practical way of helping Year 2 children to learn about weighing.

https://www.youtube.com/watch?v=GVOKtd57l7s&list=PLrrPYDDGPV7e9hjL8l1Fm0CK5B0MCN-O3&index=6&t

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Friday

English – Reading Comprehension – Weather of the World (page 10 - 11)

Children should read the information and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the text first and discuss what it is about, before attempting to answer the questions.

The answers to the questions are given below.

1. What is the date on Monday?
9th January

2. What will the temperature be when it rains in Sydney?
21°C

3. What sort of clothes would you wear on Monday and Tuesday in Sydney?
Clothes for warm weather such as shorts, t-shirts, sandals or dresses.

4. What sort of clothes would you wear for the weather in Nuuk, Greenland?
Warm clothing such as hats, gloves, scarves, coats and boots.

5. Which city has the most changes in the type of weather during the week?
Sydney because it is sunny, cloudy and rainy.

6. What is a 'barbie'?
A barbeque.

7. What season do you think it is in Sydney, Australia?
Summer.

8. What does 'predict' mean?
A good guess at what might happen.

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Assembly Activity

Celebration certificate

On the following page in this pack (page 13), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be
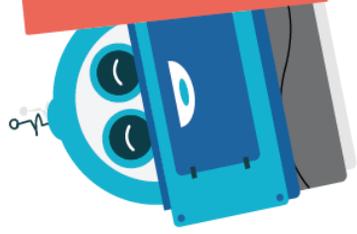
Home learning HERO!

This certificate of brilliance goes to

for being TOTALLY AWESOME at

Signed

Date