



Home Learning Pack – Year 2 – W/B Monday 22nd June, 2020

Dear Year 2 parents and carers,

Thank you so much for your hard work with the learning packs this week.

Please also be advised there are two Zoom meetings that have been organised for this week – **Friday 27th June at 1.40pm for pupils in Year 2 – Cardiff and Friday 27th June at 1pm for pupils in Year 2 – Canberra.**

We are continuing with our theme called 'I'm Alive!' – this theme focuses on mini-beasts and living creatures. This is quite a Science heavy theme, so please feel free to contact us if you need support with any of these activities.

Maths

Please continue to access 'Times Table Rockstars' and 'NumBots'. Your log in details for both these websites should be the same.

If you cannot access TTRockstars, the link below should help you with paper-based multiplication:

<https://www.twinkl.co.uk/resource/t2-m-1706-year-3-beat-the-clock-editable-times-tables-grid>

Should you have any trouble accessing any document please do not hesitate to get in contact with grussell@deanshanger.northants.sch.uk

We can now access learning through Maths – White Rose available at <https://whiterosemaths.com/homelearning/year-2/>. Should you need to access these documents, the log-in details are:

Username: Parent Password:

DeanshangerP1!

Lessons for the week beginning 22nd June:

Lesson 1 – Measure length (cm)

Lesson 2 – Compare lengths

Lesson 3 – Four operations with length

Lesson 4 – Compare mass

Lesson 5 – Friday Maths challenge (to be updated on the website)

Please be advised we have put a few extra Maths sheets in the pack this week. This is as per advice given by the White Rose Learning Hub. You do not need to tackle all tasks in this pack - the sessions above are the ones advised by the White Rose Learning Hub.

These learning tasks have been affixed at the bottom of this document. If you would like paper copies of these documents please make contact with us so that we can prepare sufficient copies and place them outside the front gate.

Please also be advised, the answers and videos are available directly from the website. Should you need anything emailed over to you or need any support with accessing anything, send an email to grussell@deanshanger.northants.sch.uk.

Should you need any further work, please check on the BBC Bitesize website as there is a new lesson uploaded daily (please be advised however these aren't always in line with our learning journey):

<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>

English

This week in English, we would like your child or children to write a postcard.

The content of the postcard can be about anything of your child or children's choice. It can be fictional or real, written from memory about a previous holiday that they have been on. Your child or children can watch the following story, MeerKat mail' to get inspiration for writing a postcard.

<https://www.youtube.com/watch?v=DcwuTRQ16MU>

There is a postcard template provided as a supporting document should your child or children wish to use it.

A postcard needs to include the following features:

- Dear
- First person
- Stamp
- From
- Address
- Fiction or non-fiction writing about a holiday.

Creative writing

The following link provides daily tasks for writing and grammar with images for inspiration:

<https://www.pobble365.com/>

Select an image that interests your child or children. Then complete activities about the picture that appear below, such as, 'Perfect picture', 'Story starter', 'Question time', 'Sick sentences' or 'Sentence starter'. Your child or children can then write a story about that picture. The pictures and/or daily tasks can be printed out, if you need to print them off. This activity can be written on paper, filmed, typed into a word document or said aloud to an adult or sibling.

SPag.com

- KS1 SATs Grammar Test (D)
- Paper version (supporting document) – Year 2 English Grammar and Punctuation Test 4.

Reading comprehension

The Reading Comprehension activity this week is 'Little Miss Muffet'. (Supporting document).

Book review

This week we would like your child or children to write a book review of any book that they have read recently. The supporting document is a template of a book review that your child or children can use if they wish. The book review can be of a fiction or non-fiction book.

Science task 1

Choose a selection of animals, show the children how to sort the animals they have chosen into groups based on different criteria (for e.g., carnivores, omnivores, herbivores).

They could sort them according to the following:

How many legs they have – group animals that have no legs, six legs, more than six legs.

How they move – group animals that y, swim, crawl, hop, etc.

The children could draw the animals in different groups, e.g. in the group with six legs they might draw a bee, fly, ladybird and beetle; in the group with more than six legs they might draw a centipede, millipede, spider, etc.

Older/more able children can record the movement of the animals they observe in various ways, e.g. through video recordings, computer animations, drawings and written descriptions.

For each animal they observe, the children should record which parts of the animal's body move. Whether the animal changes shape when it moves. If any parts move when the animal is not moving, e.g. feelers, eyes? Can the children imitate the movement of different animals?

Science task 2

All living things grow. Begin this task by reading the traditional story 'The Enormous Turnip' or by showing the class a stop-motion video to illustrate the growth of a plant. See <https://www.youtube.com/watch?v=AGMpVrkm99I>

The following websites provide a useful starting point:

[youtube.com/watch?v=UQ_QqtXoyQw](https://www.youtube.com/watch?v=UQ_QqtXoyQw) – YouTube has a time-lapse video of a dandelion flower turning into a dandelion clock.

[youtube.com/watch?v=lmIFXIXQQ_E&feature=related](https://www.youtube.com/watch?v=lmIFXIXQQ_E&feature=related) – YouTube has a time-lapse video of birch trees growing, shedding their leaves then resting during the different seasons in one year.

[youtube.com/watch?v=G2RuVxdr0mA](https://www.youtube.com/watch?v=G2RuVxdr0mA) – YouTube has this time-lapse video showing the germination of a climbing bean.

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the 'safety' tab which brings up the 'Safety mode' information. Under this section, select the 'on' option, then click 'save')

Help the children to investigate how things change as they grow, e.g. seeds grow into plants, caterpillars grow into butterflies and children grow to become adults.

Do living things carry on growing, like the enormous turnip? Will you stop growing when you are an adult? Adults might not get any taller but their hair and nails will continue to grow. Their skin will grow and repair itself.

Ask them, are you growing now? How do you know that you're growing? (They're getting bigger/taller each year. They are out-growing their clothes, etc.)

Discuss if the plants in your miniature gardens have started to grow yet? How can you tell? Help the children to measure and record their plants' growth at intervals using tape measures, 'before' and 'after' photographs, by counting the leaves, etc.

What do the plants need to live and grow? Now compare plants to humans and other animals. What are their basic needs for survival and growth? Are they the same? Water, food, air... is there anything else? Light.

Ask the children to record the growth and change of their classroom plants at regular intervals by drawing, writing, taking photographs and recording the height of the plants.

Observe and record other examples of growth, e.g. in the plants in the school grounds or the children's hair and nails! Perhaps you and your family could record your heights?

PSHE

How are the young and the old looked after in the UK?

Discuss child care, family life and care for the elderly in the UK. What are your collective experiences?

Use prompt questions such as:

Who looks after children when they are young?

What vaccinations are given to children?

What age are children when they start school?

What sort of work do parents do?

When do elderly people stop work?

Who cares for the elderly members of the family?

Where do our elderly people live?

RE

Main Activities

The Nicene Creed

Students read the Nicene Creed from the [‘The Trinity – Nicene Creed’](#) sheet. Using this, they complete the [‘The Trinity Activity Sheet’](#) to show the characteristics and roles of the three persons of the Trinity.

The Nicene Creed

We believe in one God,
the Father, the Almighty,
maker of heaven and earth,
of all that is, seen and unseen.

We believe in one Lord, Jesus Christ,
the only Son of God,
eternally begotten of the Father,
God from God, Light from Light,
true God from true God,
begotten, not made,
of one Being with the Father.
Through him all things were made.

For us and for our salvation
he came down from heaven:
by the power of the Holy Spirit
he became incarnate from the Virgin Mary,
and was made man.

For our sake he was crucified under
Pontius Pilate;

he suffered death and was buried.

On the third day he rose again
in accordance with the Scriptures;

he ascended into heaven
and is seated at the right hand of the Father.

He will come again in glory to judge the living
and the dead,
and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver
of life,

who proceeds from the Father and the Son.

With the Father and the Son he is worshiped
and glorified.

He has spoken through the Prophets.

We believe in one holy catholic and
apostolic Church.

We acknowledge one baptism for the forgiveness
of sins.

We look for the resurrection of the dead,
and the life of the world to come.

Amen.

The Trinity

The Father	The Son	The Holy Spirit

Music

Can the children select appropriate music (or create their own music) to reflect the movement of different animals they chose in Science task 1? Which instrument best suggests the hopping movement of a frog or the sliding movement of a snail? Can the children imitate the movement of different animals through dance and drama?

Listen to 'The Carnival of the Animals' by Camille Saint-Saëns available at <https://www.youtube.com/watch?v=1L993HNAa8M>

Discuss the sounds of the instruments they can hear and the animals they represent.

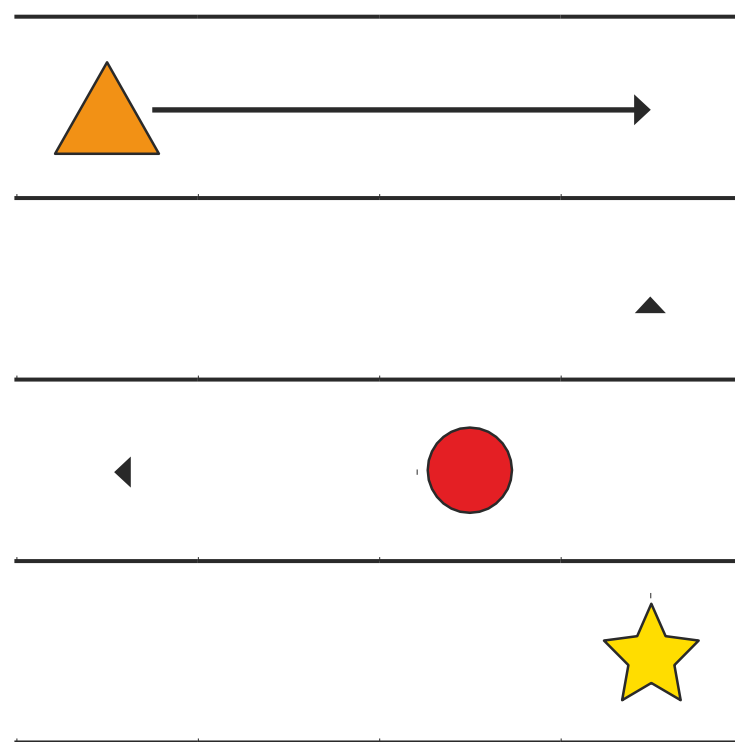
Computing

This week in computing, we would like your child or children to complete the following activities on Purple Mash:

- Haunted scene in 2Code
- Left little finger in 2Type

Describing movement

- 1 The arrows show where the shapes are moving to on the grid.



Use the word bank to help you complete the sentences.

up

left

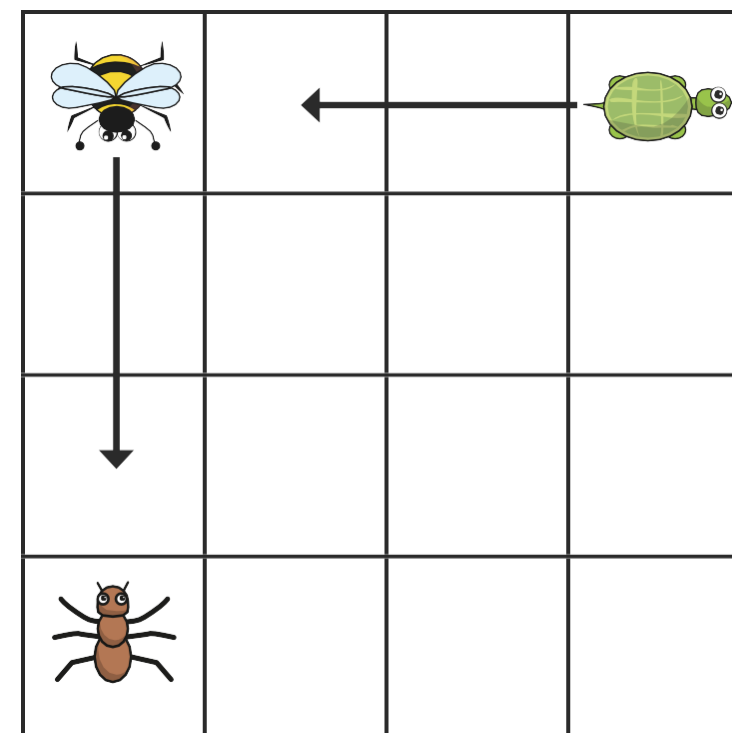
right

The triangle is moving squares _____.

The star is moving squares _____.

The circle is

- 2 The arrows show where the animals are moving to on the grid.



- a) Use the word bank to help you complete the sentences.

backwards

forwards

The bee is moving squares _____.

The tortoise is moving squares _____.

- b) Draw an arrow to show the ant moving 3 squares to the right.

moving






squares_____.



c) Does it matter which way the animals are facing?

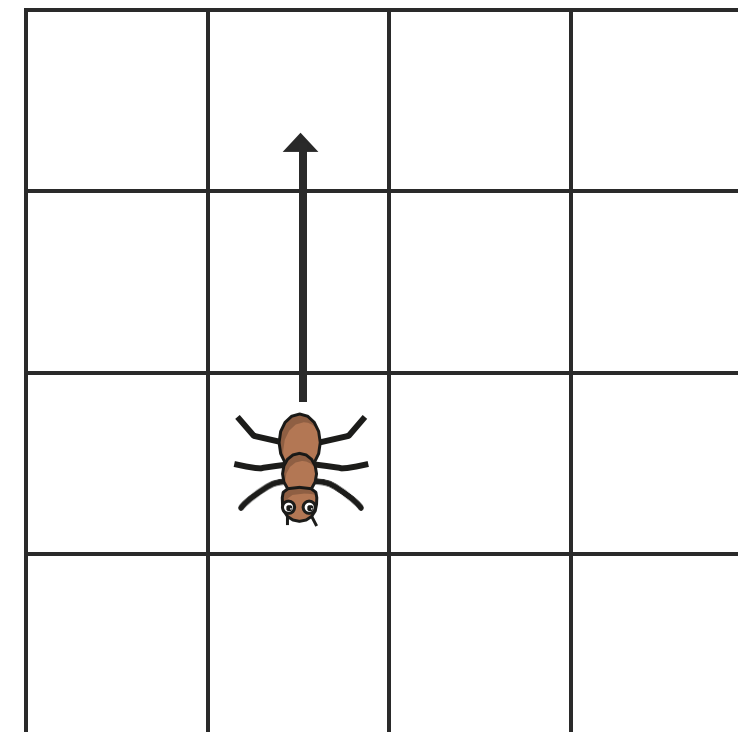
3 Annie, Teddy and Amir are moving on a grid.

 Teddy		cinema	school
 Annie			
 Amir		park	shop

- Draw an arrow to show Amir moving 2 squares forwards.
Where does Amir end up? _____
- Draw arrows to show Annie moving 3 squares forwards and 2 squares left.
Where does she end up? _____
- Teddy needs to get to the shop.
How could he get there?



4 Whitney and Tommy are describing movement.



Whitney

The ant is moving 2 squares up.

The ant is moving 2 squares backwards.



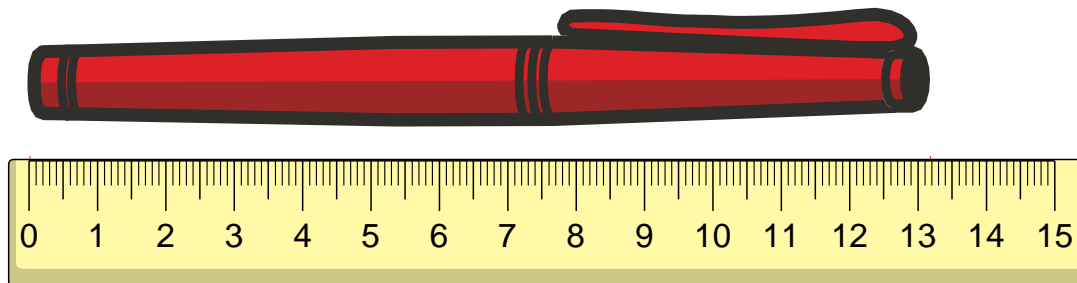
Tommy

Who do you agree with? _____
Talk about it with a partner.



Measure length (cm)

1 How long is the pen to the nearest centimetre?



The pen is cm long.

2 How tall is the doll to the nearest centimetre?



cm

3 Use a ruler to draw the lines.

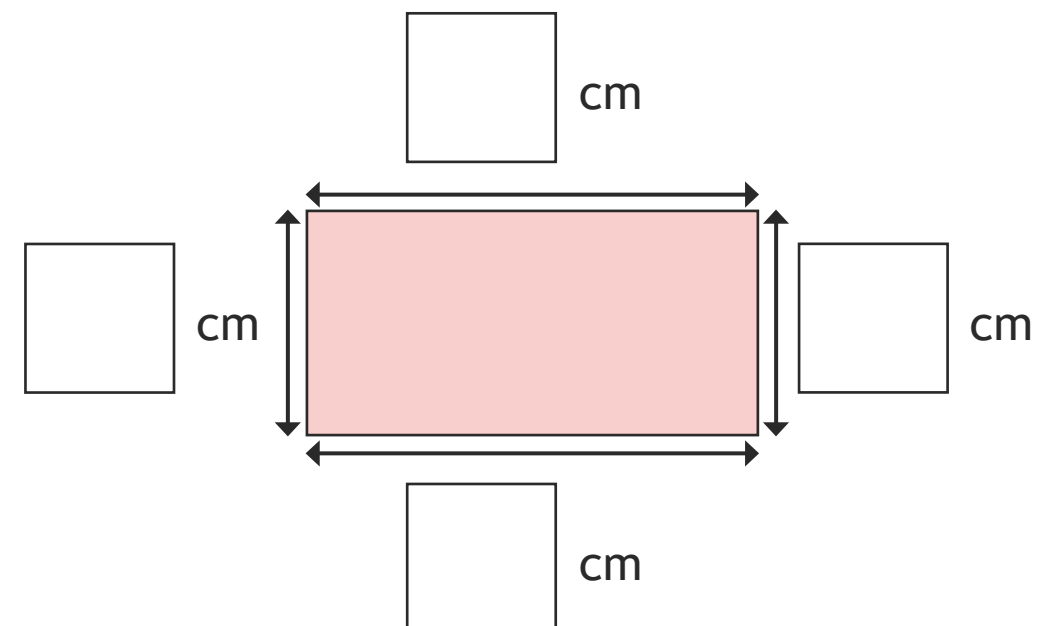
a) 12 cm long

b) 7 cm long

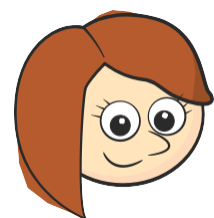
c) 8 cm long

4 How long is each side to the nearest centimetre?

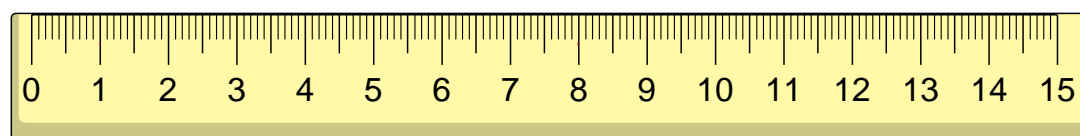
Measure and label the rectangle.



- 5 Rosie measures the length of a tube of sweets.



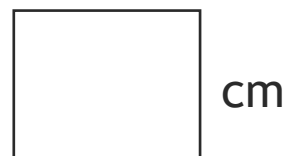
The tube is 8 cm long.



- a) Do you agree with Rosie? _____

Talk about it with a partner.

- b) How long is the tube to the nearest centimetre?

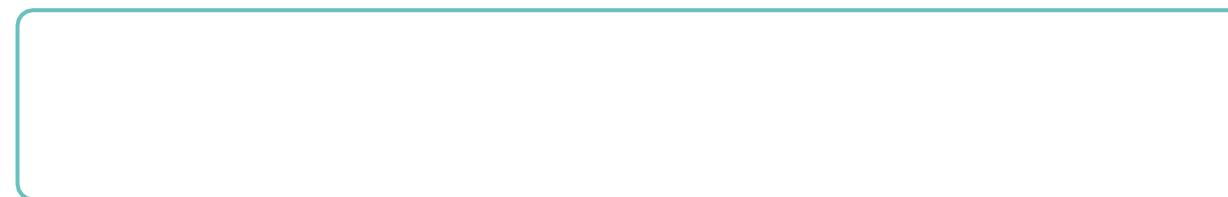


- 6 You cannot use a ruler to measure the line.



Why not? How could you measure it?

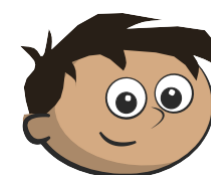
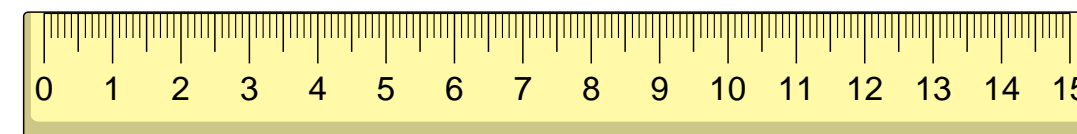
- 7 a) Draw a line that is between 6 cm and 9 cm long.



- b) How long is your line to the nearest centimetre?



- 8 Amir has a 15 cm ruler.



I cannot measure anything that is longer than 15 cm.

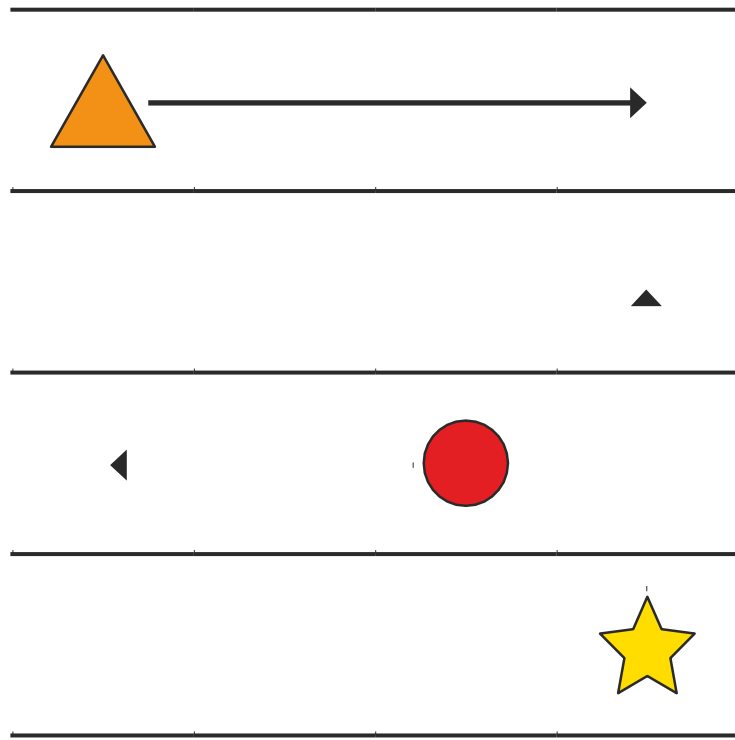
Is Amir correct? _____

How could he measure an object longer than 15 cm?

Talk to a partner.

Describing movement

- 1 The arrows show where the shapes are moving to on the grid.



Use the word bank to help you complete the sentences.

up

left

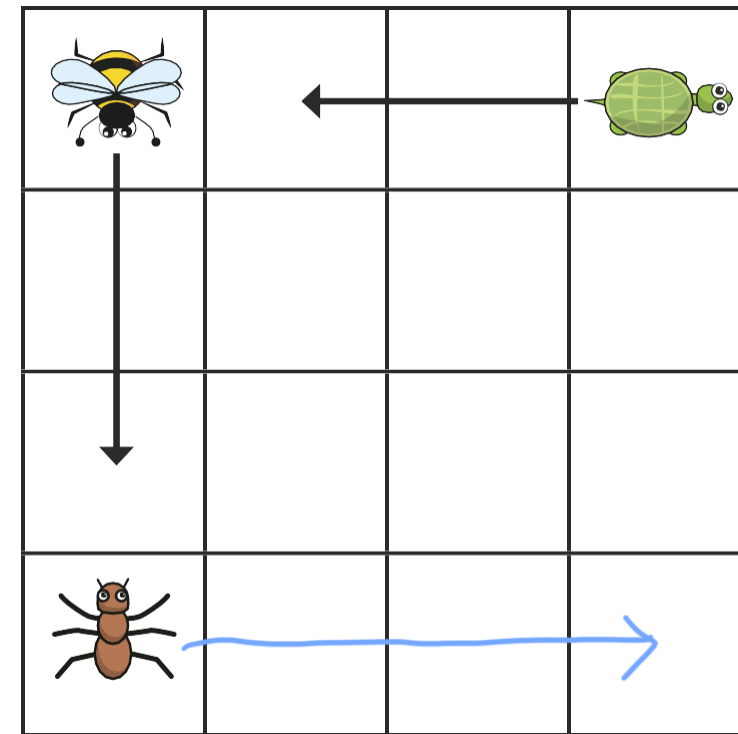
right

The triangle is moving 3 squares right.

The star is moving 2 squares up.

2 The circle is moving left.

- 2 The arrows show where the animals are moving to on the grid.



- a) Use the word bank to help you complete the sentences.

backwards

forwards

The bee is moving 2 squares forwards.

The tortoise is moving 2 squares backwards.

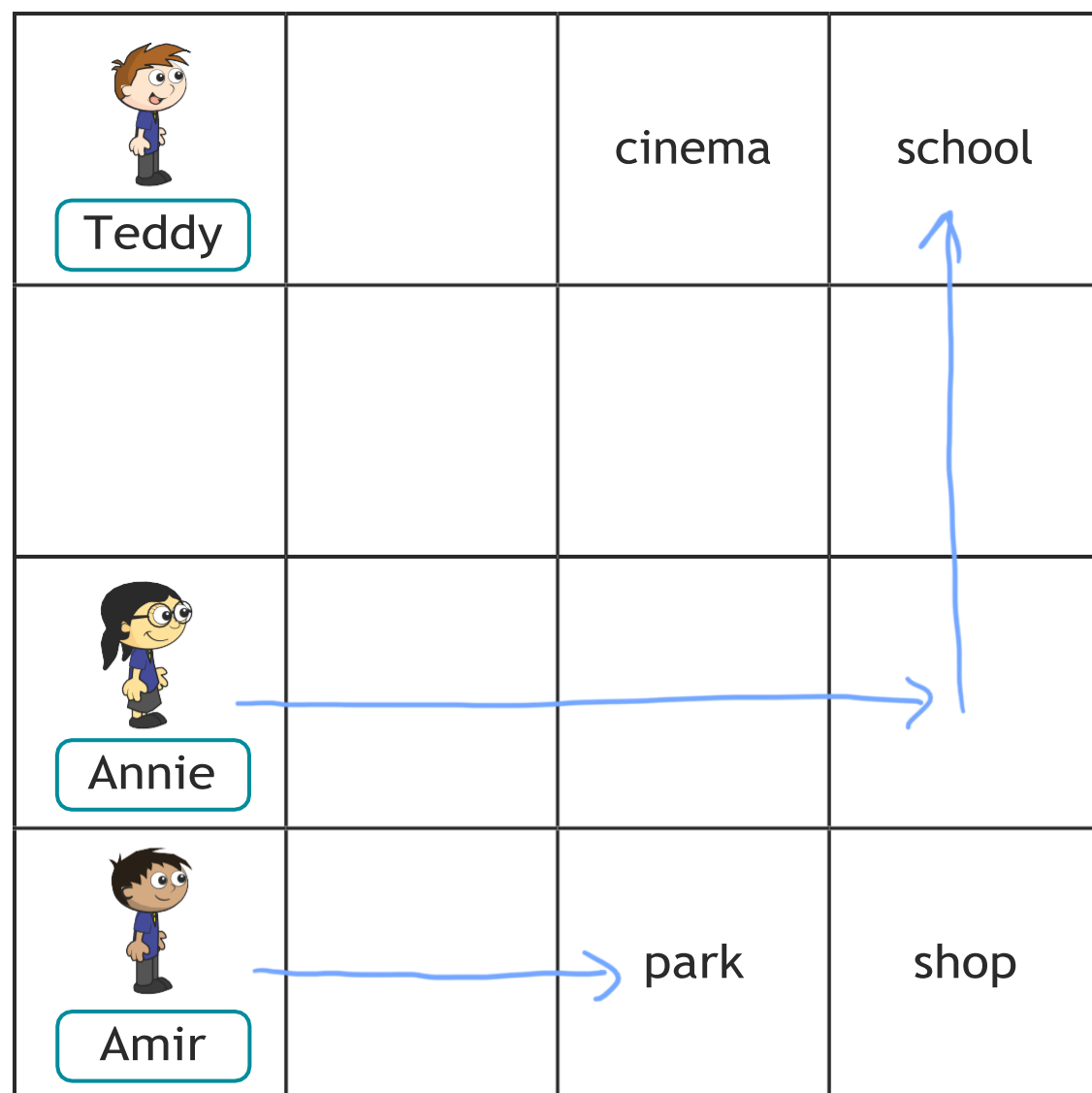
- b) Draw an arrow to show the ant moving 3 squares to the right.



squares_____.

c) Does it matter which way the animals are facing?

3 Annie, Teddy and Amir are moving on a grid.



- a) Draw an arrow to show Amir moving 2 squares forwards.

Where does Amir end up?

park

- b) Draw arrows to show Annie moving 3 squares forwards and 2 squares left.

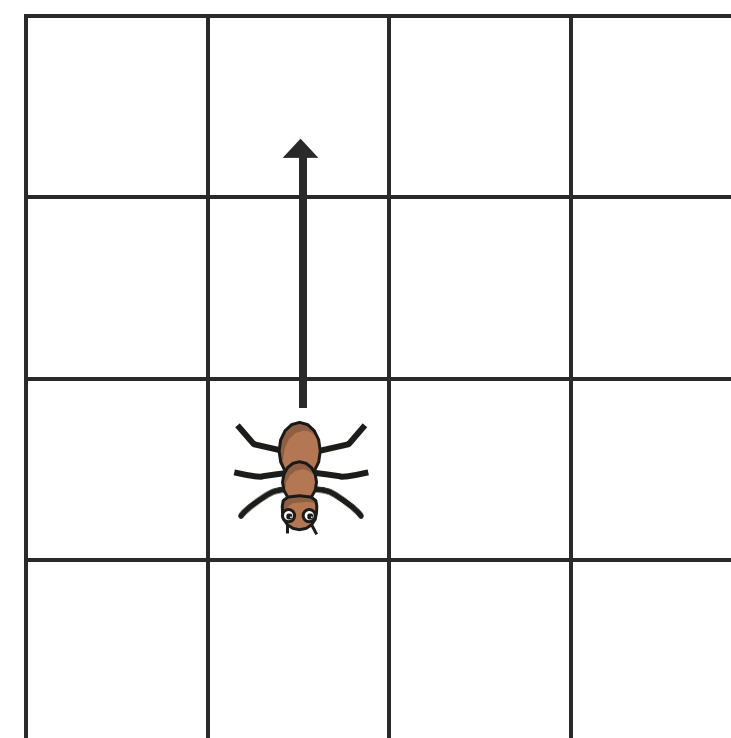
school

Where does she end up?

- c) Teddy needs to get to the shop.



4 Whitney and Tommy are describing movement.



Whitney

The ant is moving 2 squares up.

The ant is moving 2 squares backwards.



Tommy

Tommy

How could he get there?

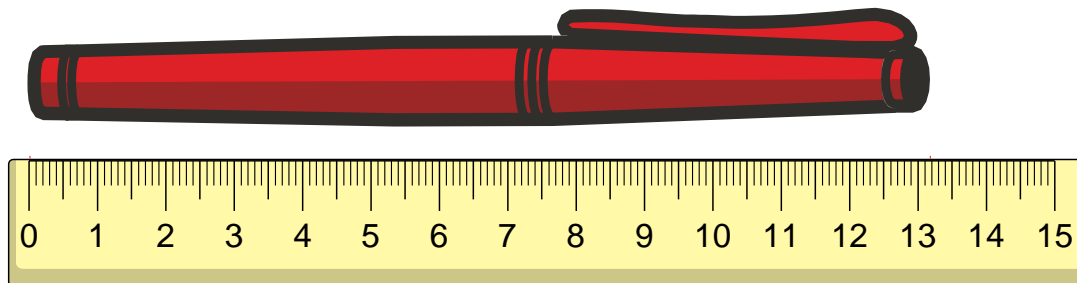


Who do you agree with?

Talk about it with a partner.

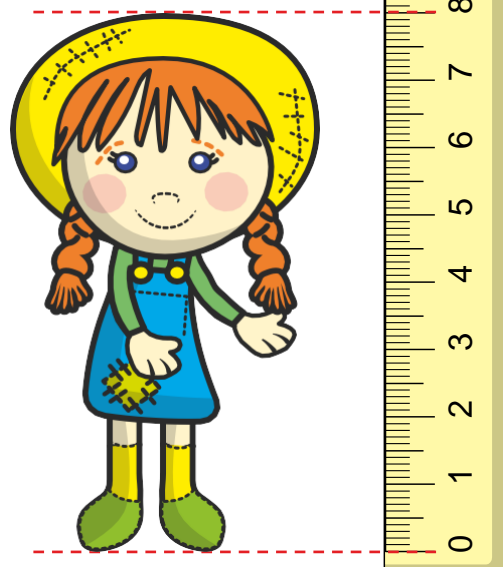
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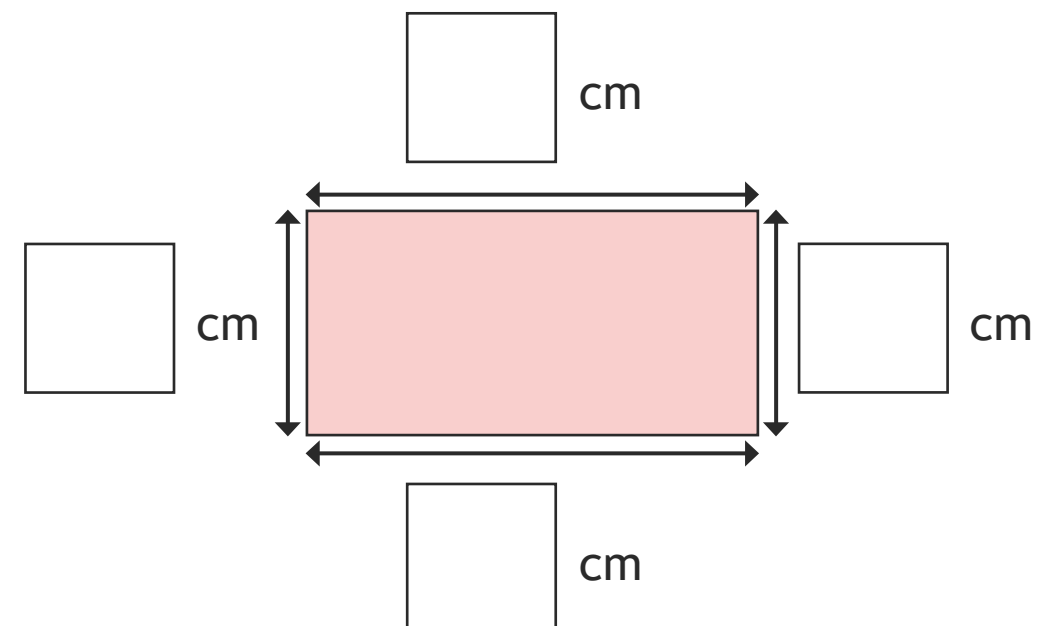
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b) 7 cm long

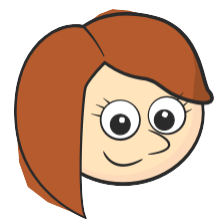
c) 8 cm long

4 How long is each side to the nearest centimetre?

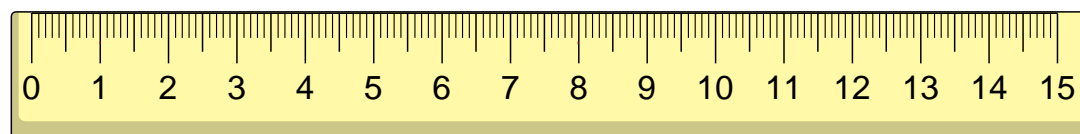
Measure and label the rectangle.



- 5 Rosie measures the length of a tube of sweets.



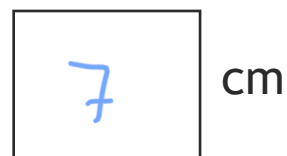
The tube is 8 cm long.



- a) Do you agree with Rosie? No

Talk about it with a partner.

- b) How long is the tube to the nearest centimetre?

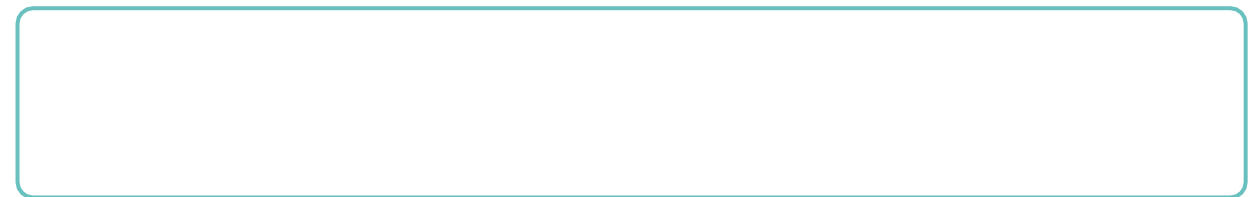


- 6 You cannot use a ruler to measure the line.



Why not? How could you measure it?

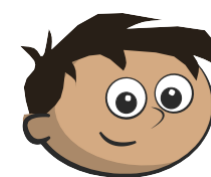
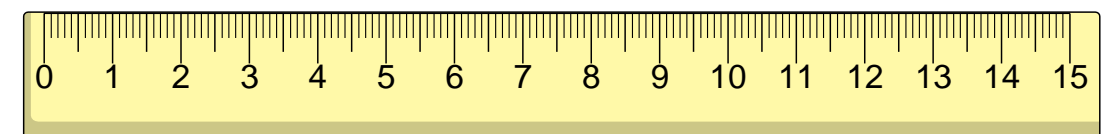
- 7 a) Draw a line that is between 6 cm and 9 cm long.



- b) How long is your line to the nearest centimetre?



- 8 Amir has a 15 cm ruler.



I cannot measure anything that is longer than 15 cm.

Is Amir correct? No

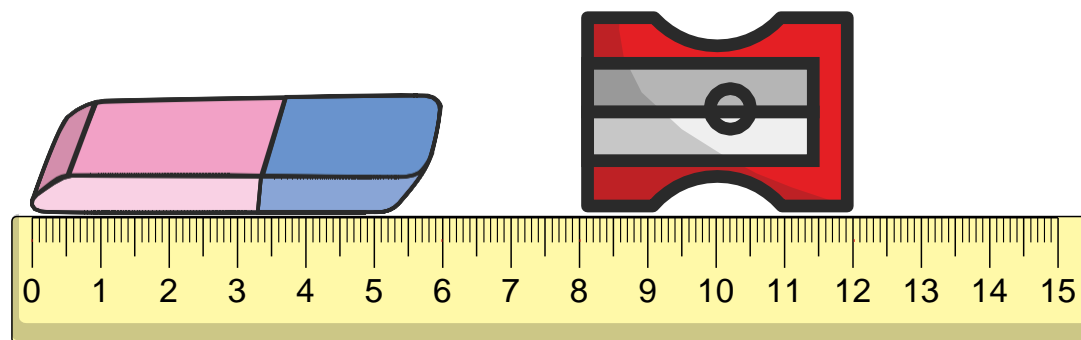
How could he measure an object longer than 15 cm?

Talk to a partner.



Compare lengths

1



Choose a word to complete the sentences.

shorter

longer

The rubber is _____ than the sharpener.

The sharpener is _____ than the rubber.

2 Write $<$, $>$ or $=$ to compare the statements.

a) 9 cm 23 cm

b) fifty metres 50 m

c) one metre 1 cm

3 Write digits in the boxes to make the statements correct.

a) cm $<$ 41 cm

b) 14 m $<$ m

c) 14 cm $>$ cm

d) 12 m $<$ m $<$ 20 m

Is there more than one answer for each?

4

Would you measure each one using centimetres or metres?

Tick your answer.

centimetres metres

a) the height of a baby ☐ ☐

b) the length of a pencil ☐ ☐

c) the height of a school ☐ ☐

d) the height of your teacher ☐ ☐

What else would you measure in metres?

5 Write $<$, $>$ or $=$ to compare the statements.

a) $39 \text{ cm} + 9 \text{ cm}$ 47 cm

b) $22 \text{ m} - 6 \text{ m}$ $0 \text{ m} + 15 \text{ m}$

c) $4 \text{ cm} + 13 \text{ cm}$ $20 \text{ m} - 3 \text{ m}$

6

$5 \text{ m} = 5 \text{ cm}$

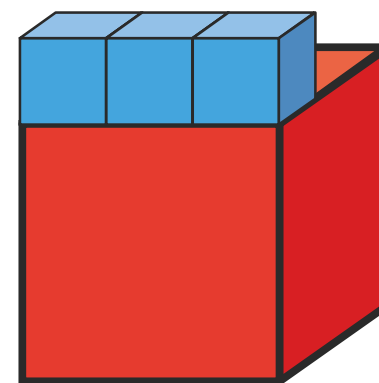
a) Why is the statement wrong?

Talk about it with a partner

b) Write $<$ or $>$ to correct the mistake.

5 m 5 cm

7 One large cube is three times as long as one small cube.



One small cube is 5 cm long.

a) How long are 2 small cubes?

 cm

b) How long are 10 small cubes?

 cm

c) How long is 1 large cube?

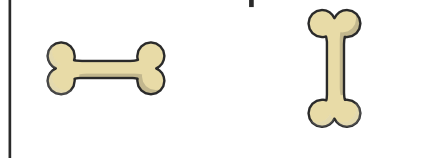
 cm

d) How long are 2 large cubes?

 cm

Describing turns

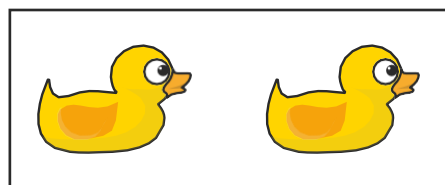
1 Match the picture to the turn.



full turn



half turn



quarter turn

2 First, the arrow is pointing up.
Then, it turns half a turn.



a) Draw to show what the arrow looks like now.

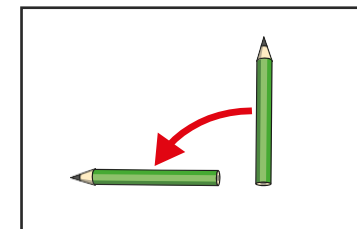


b) Complete the sentence.

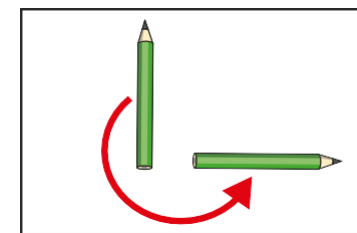
Now, the arrow is pointing_____.

Match the picture to the turn.

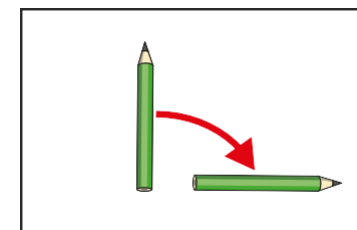
3



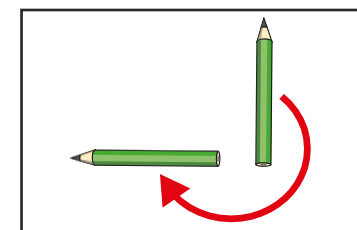
quarter turn
clockwise



quarter turn
anticlockwise



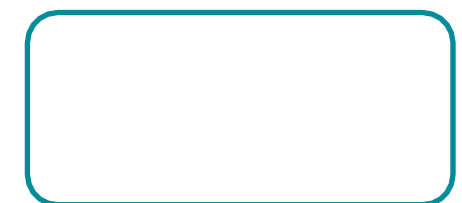
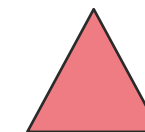
three-quarter turn
clockwise



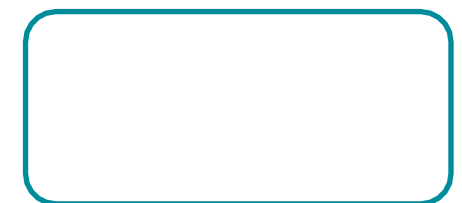
three-quarter turn
anticlockwise

4 Draw to show what the triangle will look like
after each turn.

a) A quarter turn clockwise.



b) A three-quarter turn anticlockwise.



What do you notice?

5 Choose words from the word bank to complete the sentences.

quarter

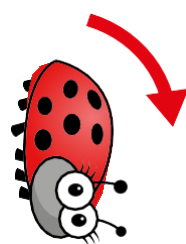
half

three-quarter

clockwise

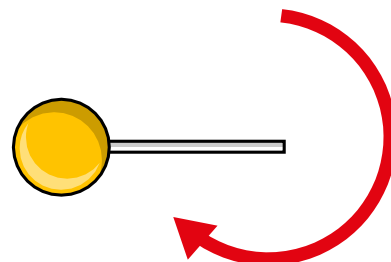
anticlockwise

a) before after



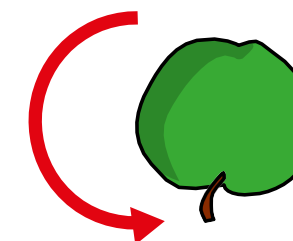
The ladybird has turned a _____
turn _____.

b) before after



The lollipop has turned a _____
turn _____.

c) before after



The apple has turned a _____
turn _____.

6 A square has been turned.

before



after



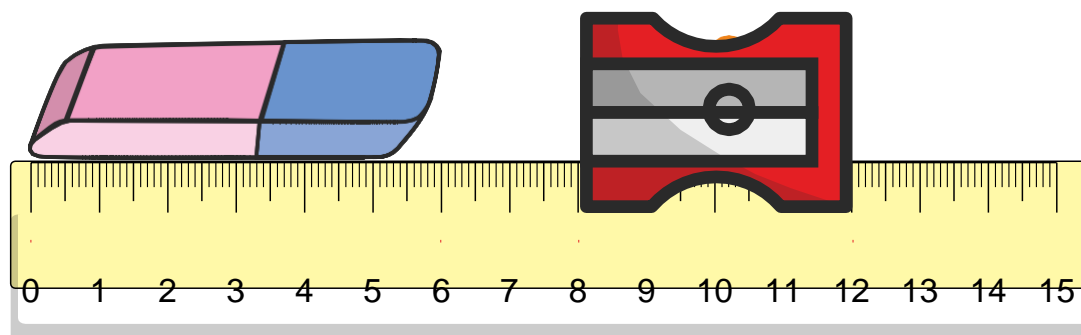
Complete the sentence.

The square has turned a _____
turn _____.

Is there more than one answer?

Compare lengths

1 Write $<$, $>$ or $=$ to compare the statements.



Complete the sentences.

shorter

longer

The rubber is _____ than the sharpener.

The sharpener is _____ than the rubber.

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b) the length of a pencil ☐ ☐

c) the height of a school ☐ ☐

d) the height of your teacher ☐ ☐

What else would you measure in metres?

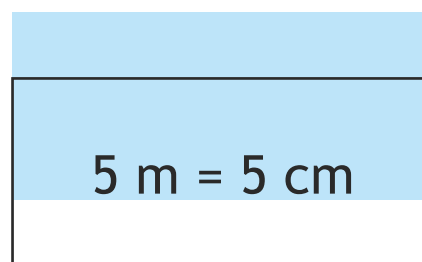
5 Write $<$, $>$ or $=$ to compare the statements.

a) $39 \text{ cm} + 9 \text{ cm}$ $>$ 47 cm

b) $22 \text{ m} - 6 \text{ m}$ $>$ $0 \text{ m} + 15 \text{ m}$

c) $4 \text{ cm} + 13 \text{ cm}$ $<$ $20 \text{ m} - 3 \text{ m}$

6



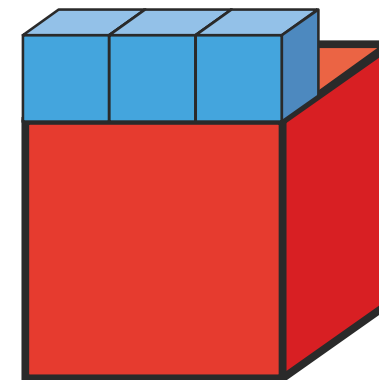
a) Why is the statement wrong?

Talk about it with a partner

b) Write $<$ or $>$ to correct the mistake.

5 m $>$ 5 cm

6 One large cube is three times as long as one small cube.



One small cube is 5 cm long.

a) How long are 2 small cubes?

10 cm

b) How long are 10 small cubes?

50 cm

c) How long is 1 large cube?

15 cm

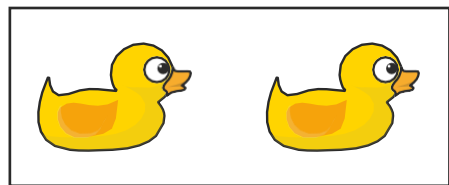
d) How long are 2 large cubes?

30 cm



Describing turns

1 Match the picture to the turn.



full turn

half turn

quarter turn

2 First, the arrow is pointing up.
Then, it turns half a turn.



a) Draw to show what the arrow looks like now.



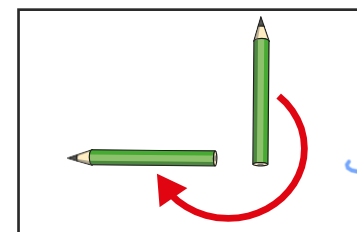
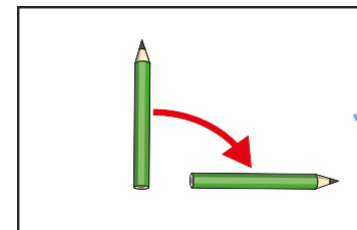
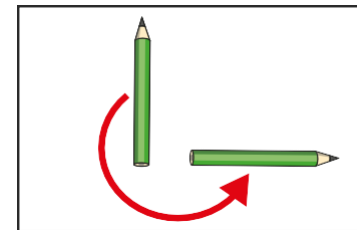
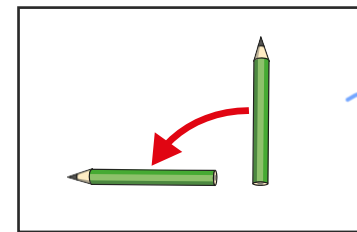
b) Complete the sentence.

down

Now, the arrow is pointing_____.

Match the picture to the turn.

3



quarter turn
clockwise

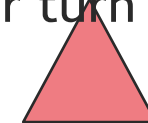
quarter turn
anticlockwise

three-quarter turn
clockwise

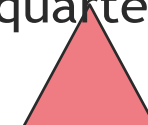
three-quarter turn
anticlockwise

Draw to show what the triangle will look like after each turn.

a) A quarter turn clockwise.



b) A three-quarter turn anticlockwise.



What do you notice?



5 Choose words from the word bank to complete the sentences.

quarter

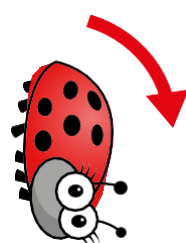
half

three-quarter

clockwise

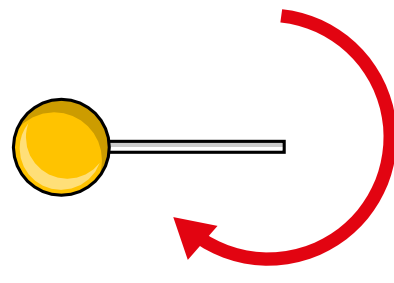
anticlockwise

a) before after



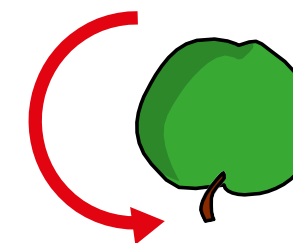
The ladybird has turned a quarter
turn clockwise.

b) before after



The lollipop has turned a three-quarter
turn clockwise.

c) before after



The apple has turned a half
turn anti-clockwise.

6 A square has been turned.

before



after



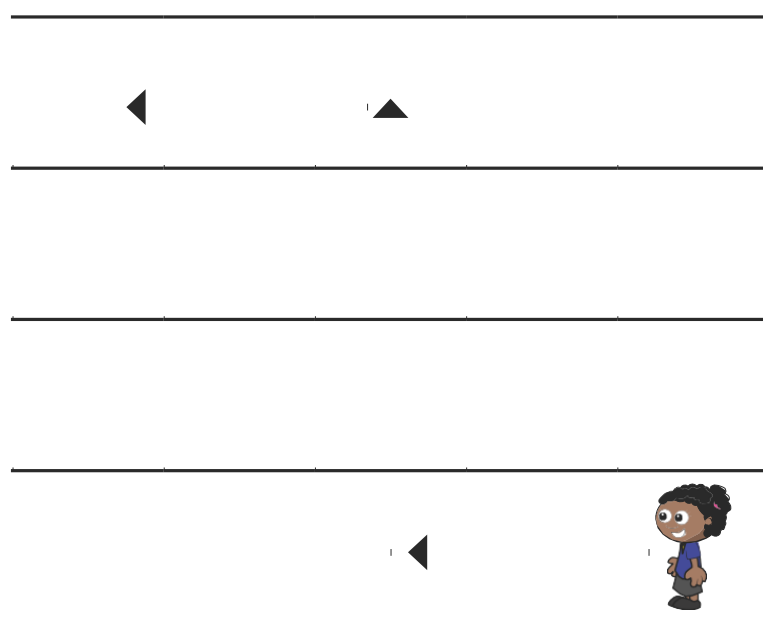
Complete the sentence. various answers

The square has turned a _____
turn _____.

Is there more than one answer?

Describing movement and turns

1 Whitney is moving around a grid.



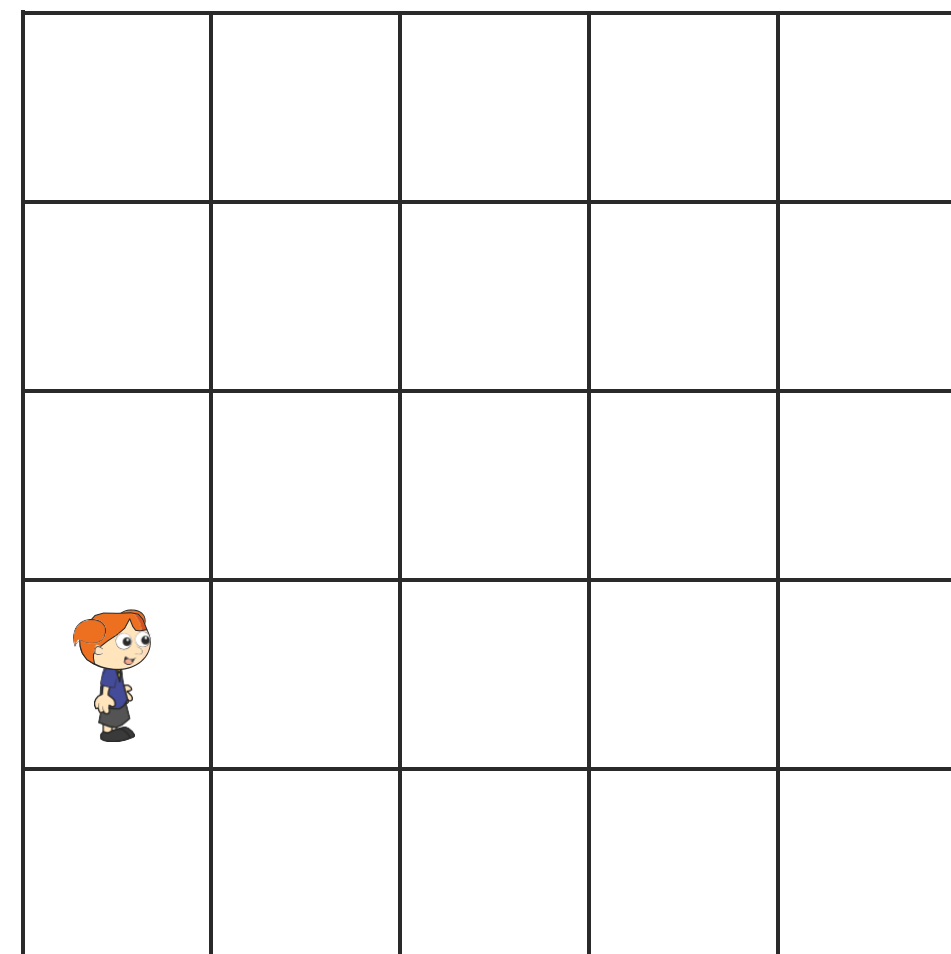
Complete the sentences to describe Whitney's movement.

First, she walks squares forwards.

Then she turns _____ and walks squares forwards.

Then she turns _____ and walks squares forwards.

2 Alex is moving around a grid.



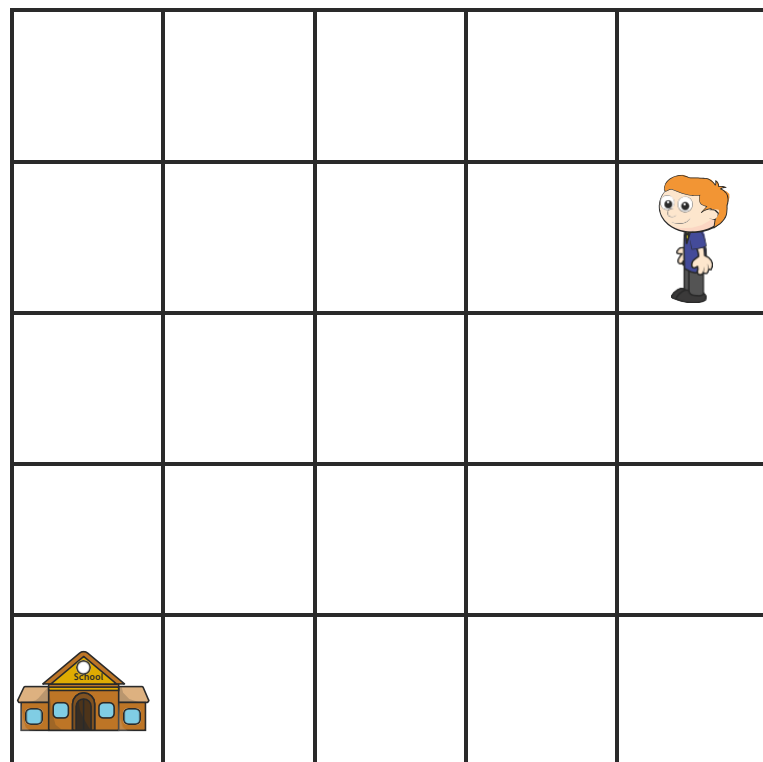
Draw arrows to show her movement.

- First, she walks 2 squares forwards.
- Then, she turns left and walks 3 squares forwards.
- Then she turns right and walks 2 squares forwards.

Could Alex have got there another way?

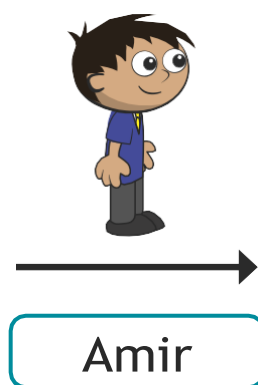
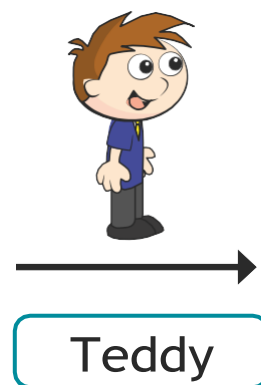


3 Ron is on his way to school.

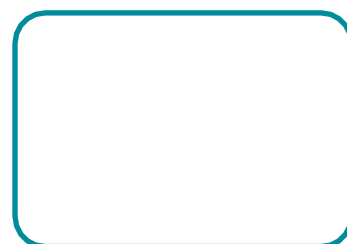


- Draw arrows to show the path Ron could take to school.
- Describe the path to a partner.
Did you choose the same path for Ron?

4 Teddy and Amir are both facing the same way.

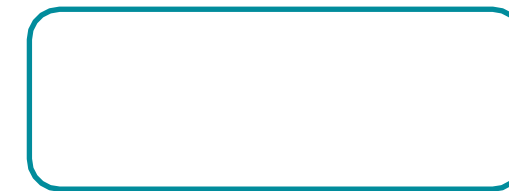


- Teddy turns left.
Draw an arrow to show the way he is facing now.



b) Amir turns a quarter turn anticlockwise.

Draw an arrow to show the way he is facing now.



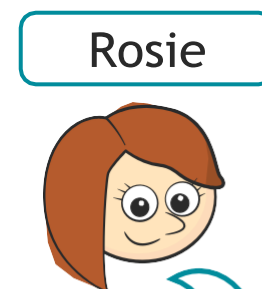
What do you notice?

5 Rosie and Dexter are answering a question.

The sheep moves 2 squares forwards.

Where is the sheep now?

sheep		



I know where the sheep is now.

It is impossible to answer this.

Who do you agree with?

Talk about it with a partner.

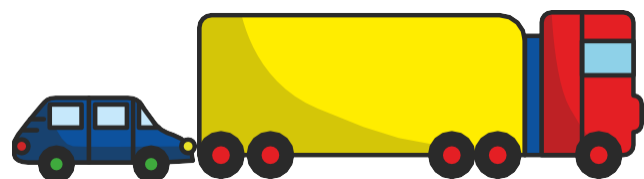
Four operations with lengths

- 1 Eva has a toy car and a toy truck.
The toy car is 12 cm long.
The toy truck is 7 cm longer than the toy car.

a) How long is the toy truck?

cm

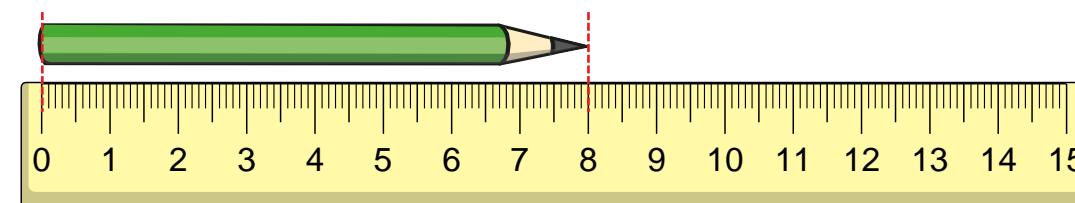
b) What is the total length of both toys together?



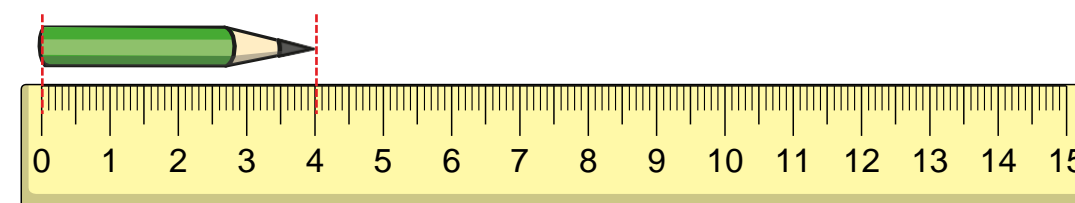
cm

- 2 Mo measures his pencil at the start of Year 2, halfway through Year 2 and at the end of Year 2

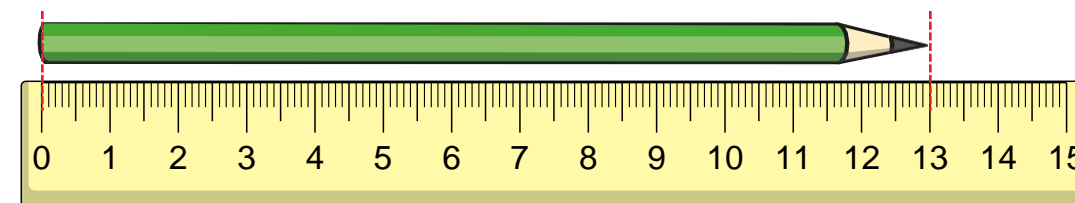
A



B



C



a) Which picture (A, B or C) shows the pencil at the start of Year 2?

Picture _____

How do you know?

b) What is the difference between the longest and shortest length?

cm

- 3 Jack, Teddy and Aisha buy cards for Dora's birthday.



- Teddy's card is 12 cm high.
- Jack's card is half the height of Teddy's card.
- Aisha's card is 3 cm taller than Teddy's card.

a) What is the height of Jack's card?

 cm

b) What is the height of Aisha's card?

 cm

c) What is the difference in height between Jack's card and Aisha's card?

 cm


- 4 Kim is 87 cm tall and Huan is 78 cm tall.

Kim is taller than Brett.

Huan is shorter than Brett.

Circle all the heights that Brett could be.

80 cm 87 cm 78 cm 86 cm

- 5 The Year 2 classroom is 13 m long.

The Year 3 classroom is 8 m longer than the Year 2 classroom.

a) How long is the Year 3 classroom?

 m

b) The Year 4 classroom is 3 m shorter than the Year 2 and Year 3 classrooms together.

How long is the Year 4 classroom?

 m


Describing movement and turns

1 Whitney is moving around a grid.



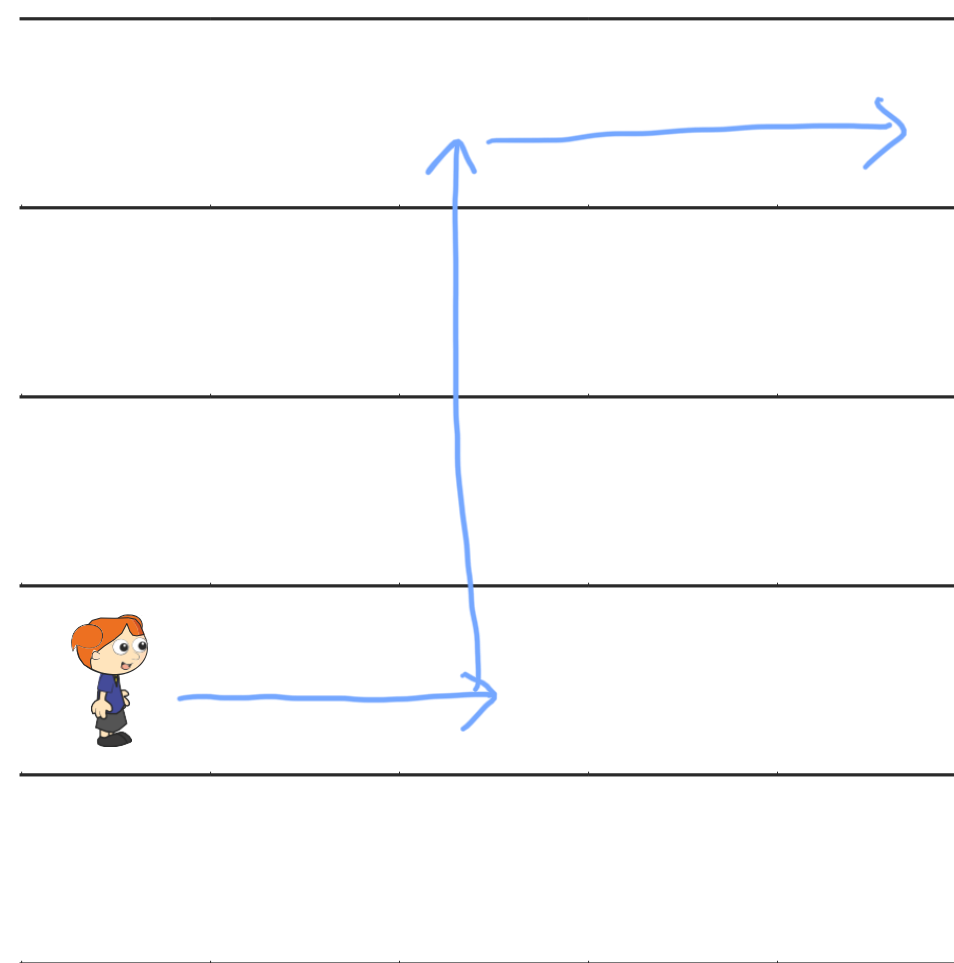
Complete the sentences to describe Whitney's movement.

First, she walks 2 squares forwards.

Then she turns right and walks 3 squares forwards.

Then she turns left and walks 2 squares forwards.

2 Alex is moving around a grid.



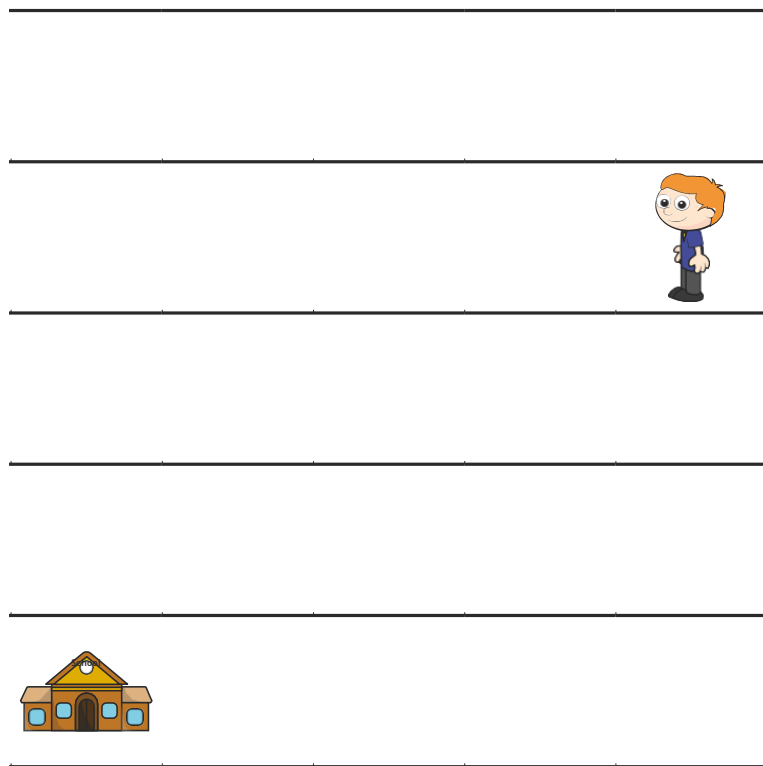
Draw arrows to show her movement.

- First, she walks 2 squares forwards.
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- Then she turns right and walks 2 squares forwards.

Could Alex have got there another way?

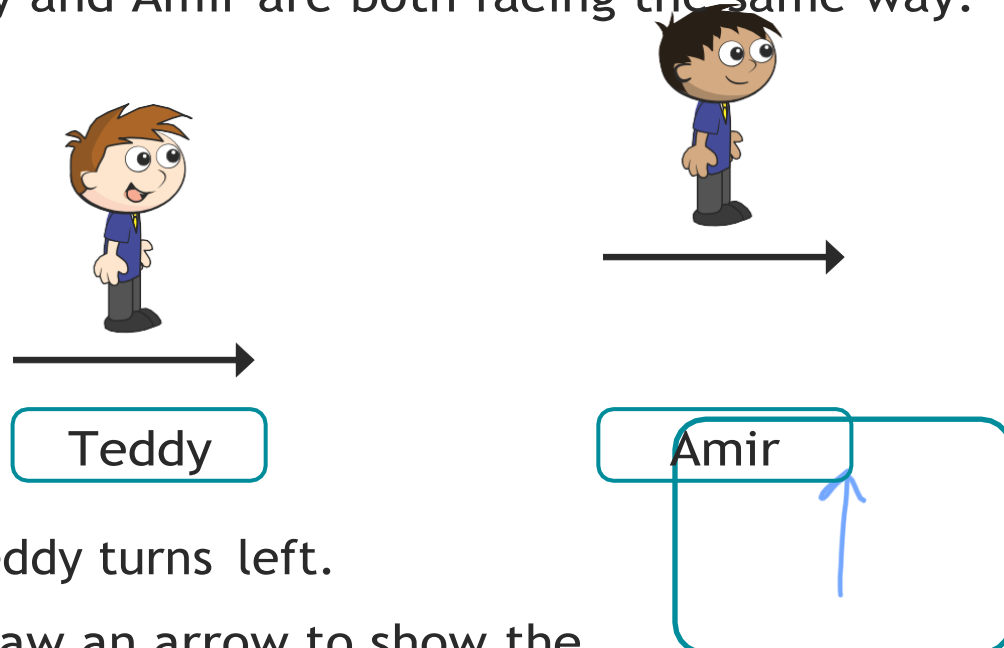


3 Ron is on his way to school. *various answers*



- a) Draw arrows to show the path Ron could take to school.
- b) Describe the route to a partner.
Did you choose the same route for Ron?

4 Teddy and Amir are both facing the same way.



- a) Teddy turns left.
Draw an arrow to show the

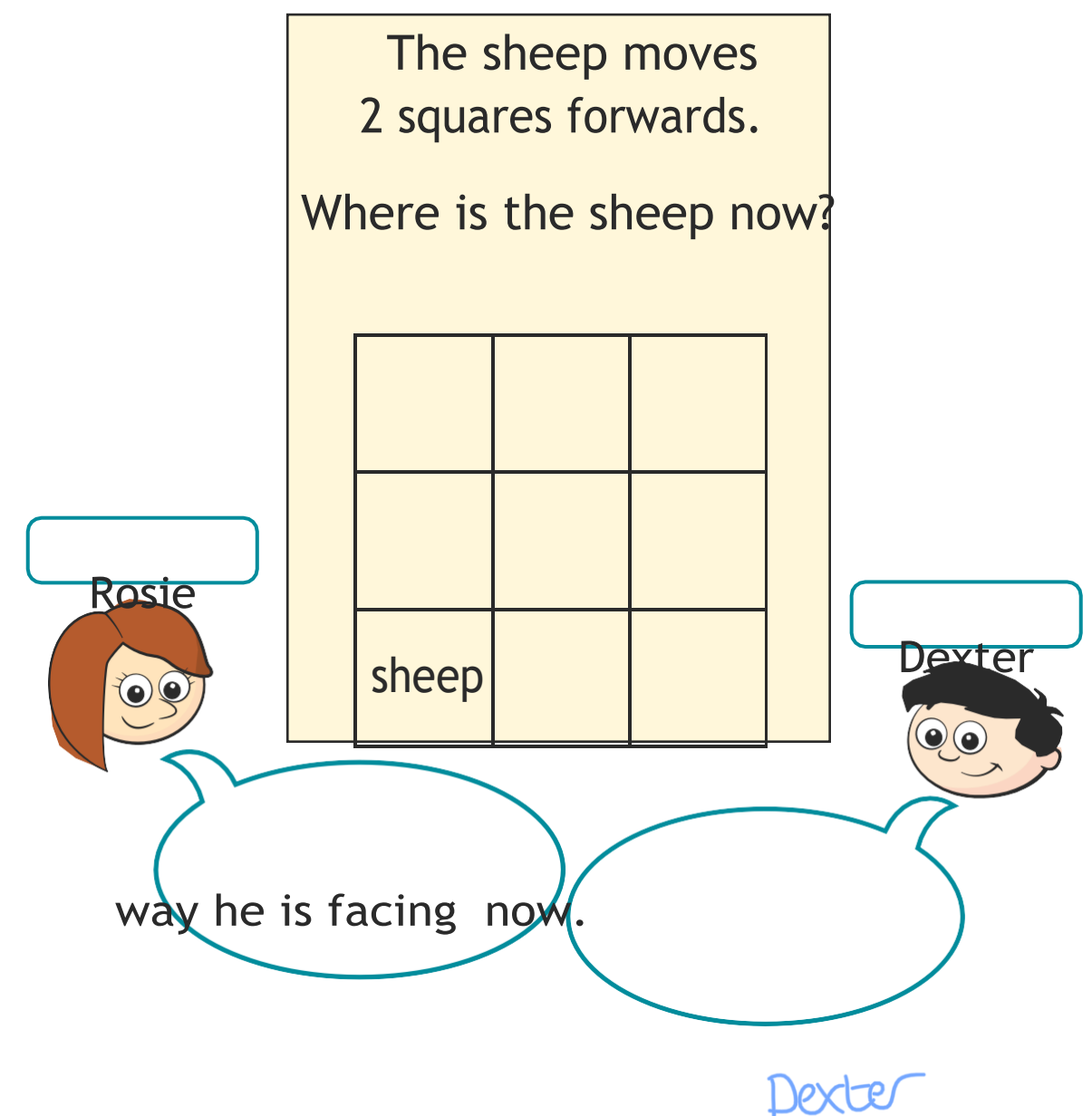
b) Amir turns a quarter turn anticlockwise.

Draw an arrow to show the way he is facing now.



What do you notice?

5 Rosie and Dexter are answering a question.



I know where
the sheep is now. It is impossible
to
answ
er
this.

Who do you agree with? _

Talk about it with a partner.

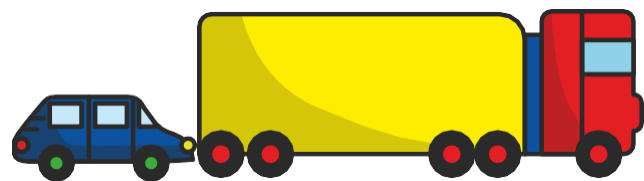
Four operations with lengths

- 1 Eva has a toy car and a toy truck.
The toy car is 12 cm long.
The toy truck is 7 cm longer than the toy car.

a) How long is the toy truck?

19 cm

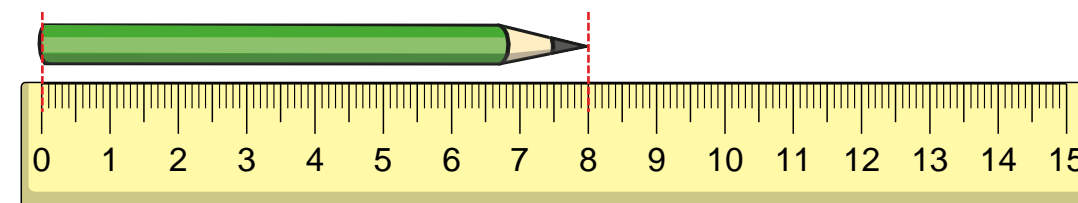
b) What is the total length of both toys together?



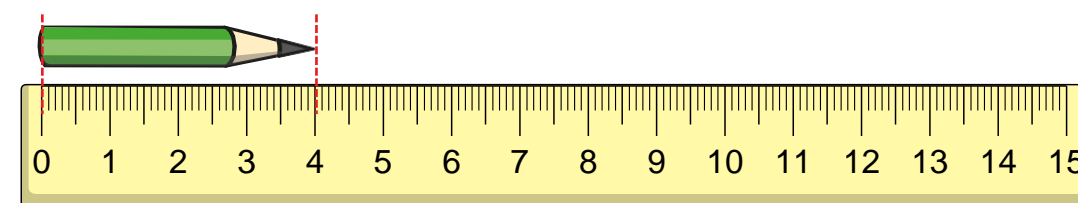
31 cm

- 2 Mo measures his pencil at the start of Year 2, halfway through Year 2 and at the end of Year 2

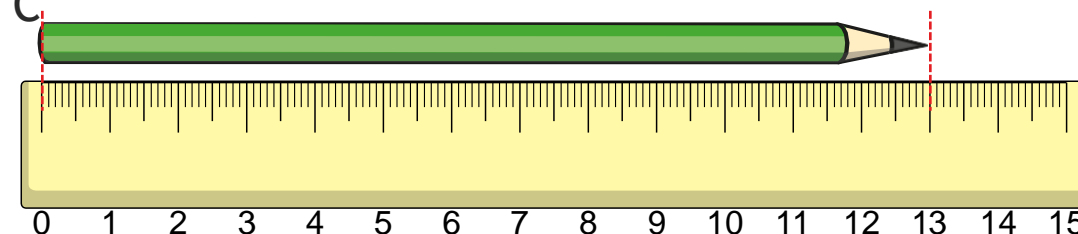
A



B



C



a) Which picture (A, B or C) shows the pencil at the start of Year 2?

Picture C

How do you know?

b) What is the difference between the longest and shortest length?

9

cm

- 3 Jack, Teddy and Aisha buy cards for Dora's birthday.



- Teddy's card is 12 cm high.
- Jack's card is half the height of Teddy's card.
- Aisha's card is 3 cm taller than Teddy's card.

a) What is the height of Jack's card?

6 cm

b) What is the height of Aisha's card?

15 cm

c) What is the difference in height between Jack's card and Aisha's card?

9 cm

- 4 Kim is 87 cm tall and Huan is 78 cm tall.
Kim is taller than Brett.

Huan is shorter than Brett.

Circle all the heights that Brett could be.

80 cm 87 cm 78 cm 86 cm

- 5 The Year 2 classroom is 13 m long.
The Year 3 classroom is 8 m longer than the Year 2 classroom.

a) How long is the Year 3 classroom?

21 m

b) The Year 4 classroom is 3 m shorter than the Year 2 and Year 3 classrooms together.
How long is the Year 4 classroom?

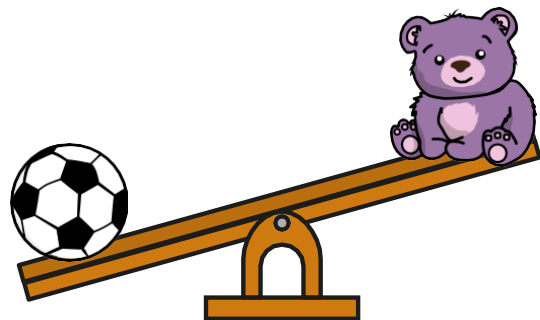
31 m



Compare mass

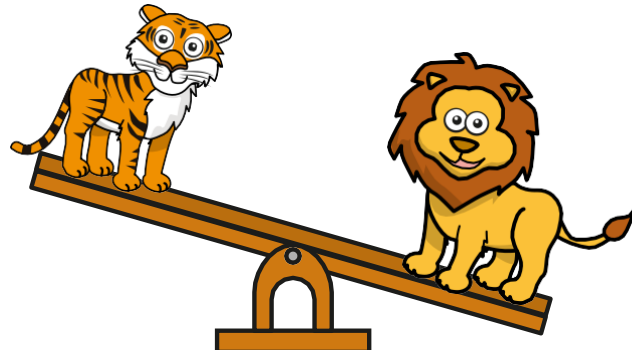
1 Use the words **heavier** or **lighter** to complete the sentences.

a)



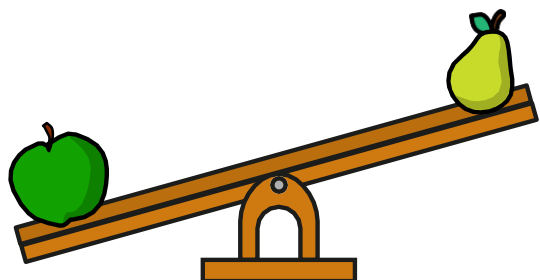
The ball is _____ than the teddy.

b)



The tiger is _____ than the lion.

c)

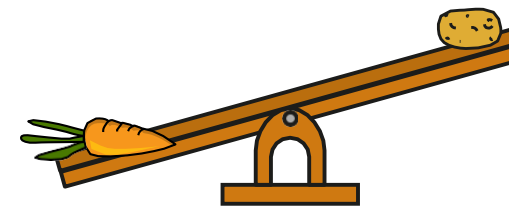


The pear is _____ than the apple.

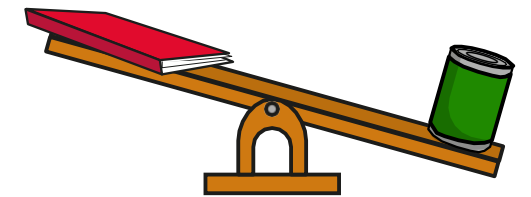
The apple is _____ than the pear.

2 Tick the heavier object on each scale.

a)

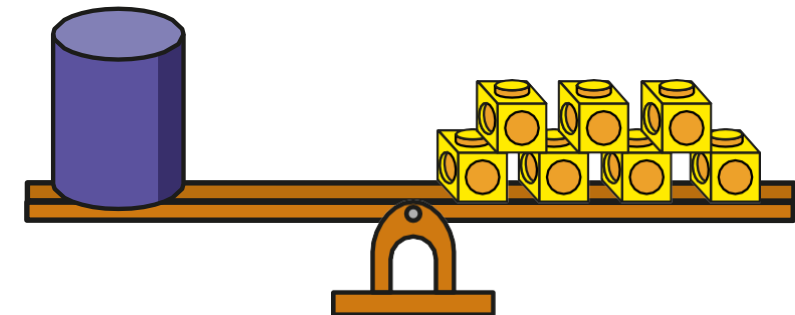


b)



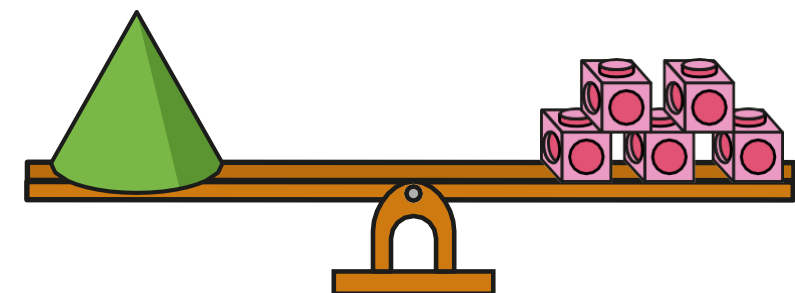
3 What is the mass of each object?

a)



cubes

b)



cubes

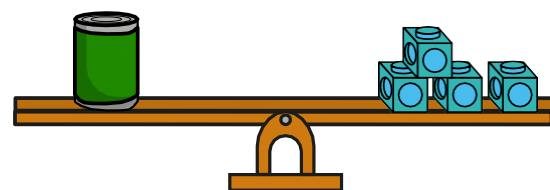
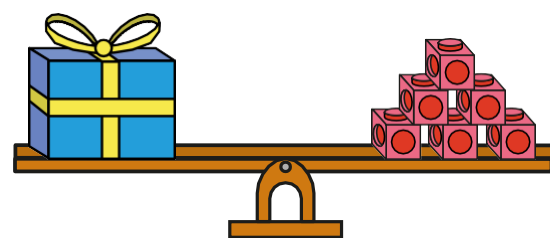
c) Which object is heavier? _____



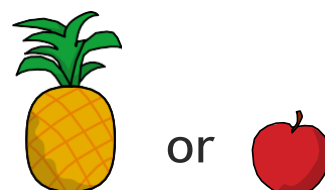
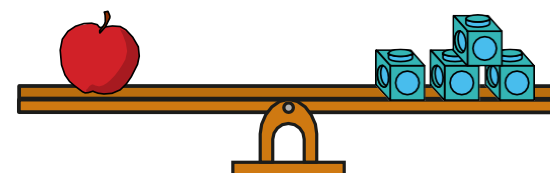
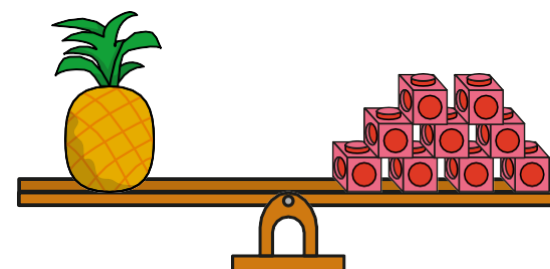
4 Which object is heavier?

Tick your answer.

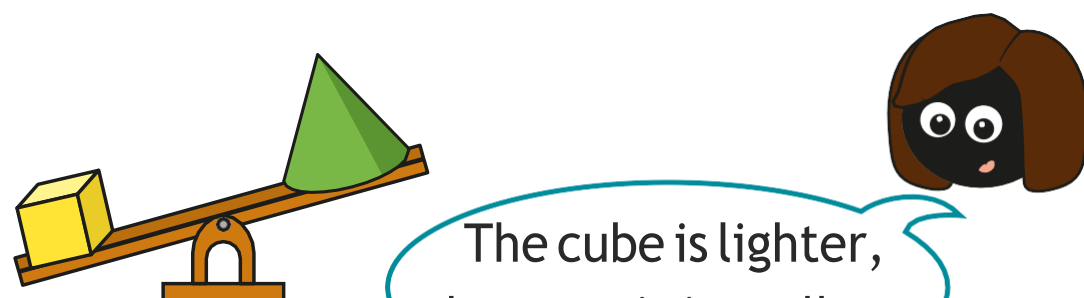
a)



b)



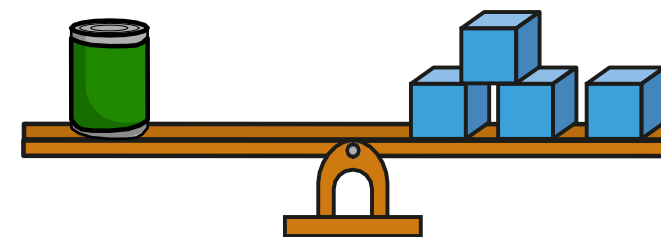
5 Kim puts two objects on the scales.



The cube is lighter,
because it is smaller.

What mistake has Kim made?

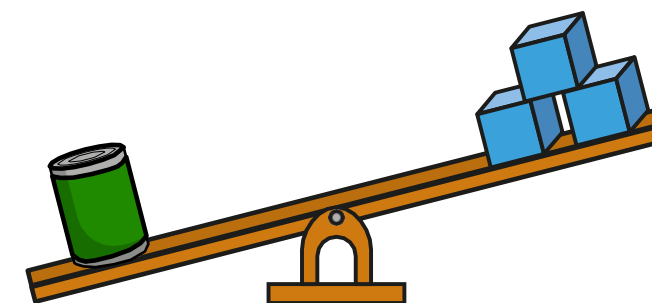
6 Dora balances a tin with blocks.



a) Complete the sentence.

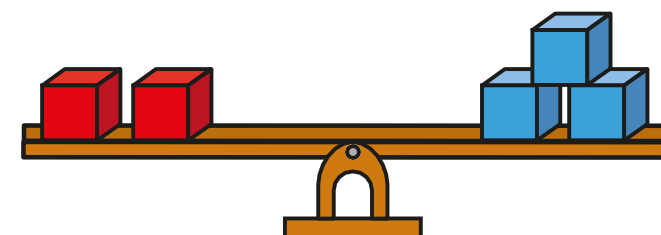
1 tin has the same mass as blocks.

b) Explain why these scales do not balance.



7 Which blocks are lighter?

Tick your answer.

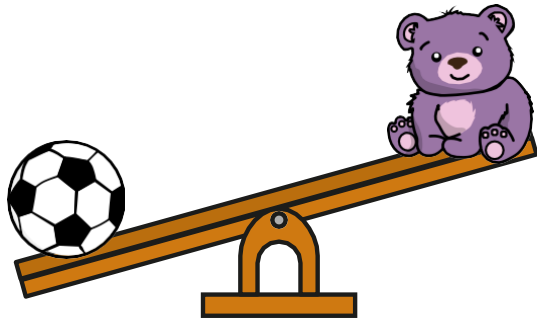


Talk about your answer with a partner.

Compare mass

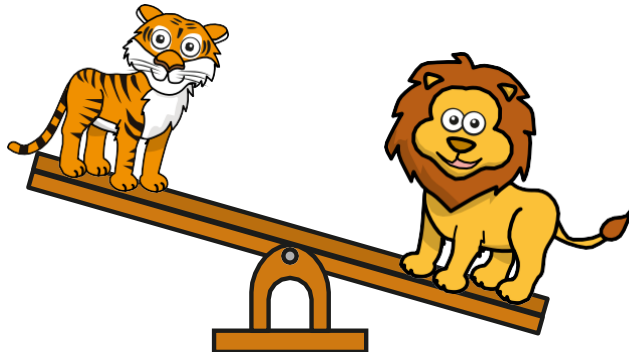
1 Use the words **heavier** or **lighter** to complete the sentences.

a)



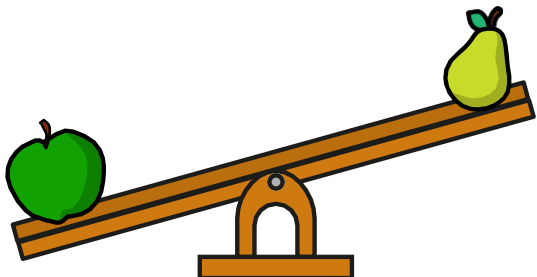
The ball is _____ than the teddy.

b)



The tiger is _____ than the lion.

c)

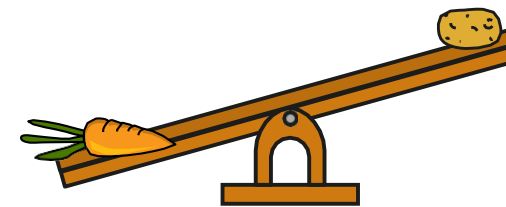


The pear is _____ than the apple.

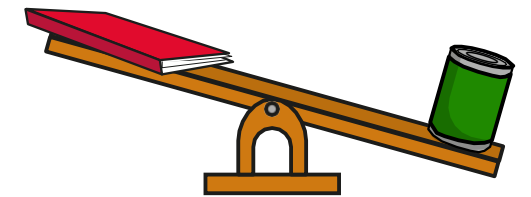
The apple is _____ than the pear.

2 Tick the heaviest object on each scale.

a)

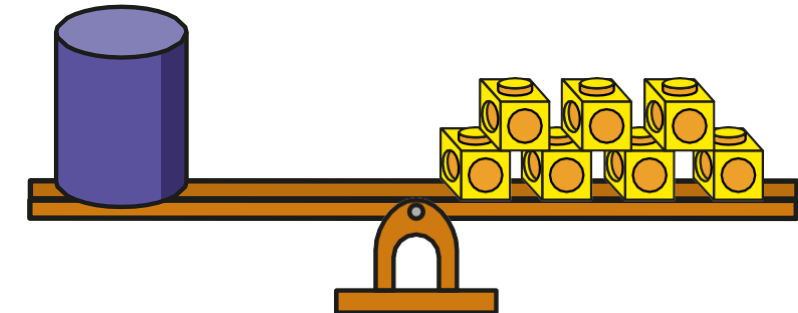


b)



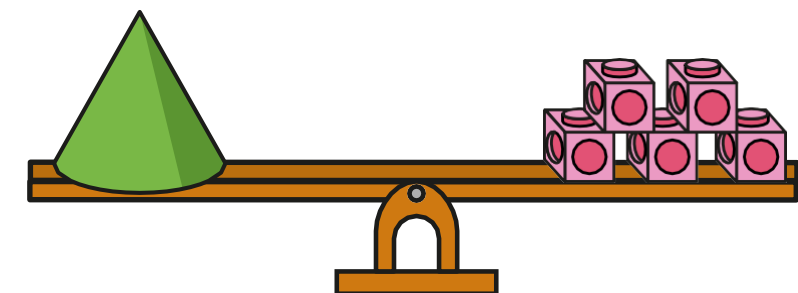
3 What is the mass of each object?

a)



cubes

b)

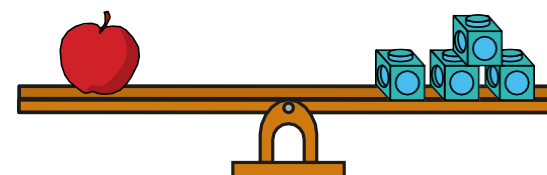
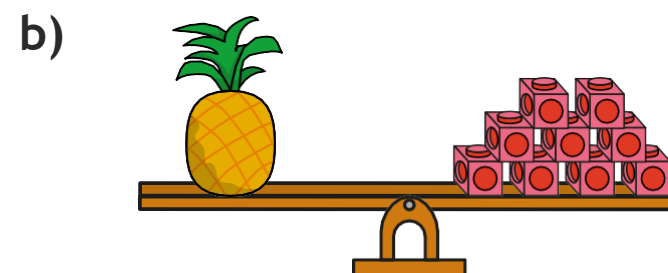
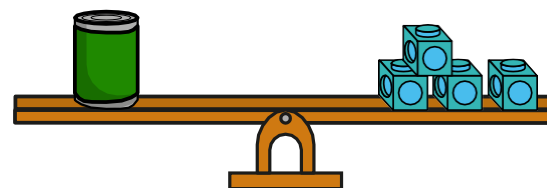
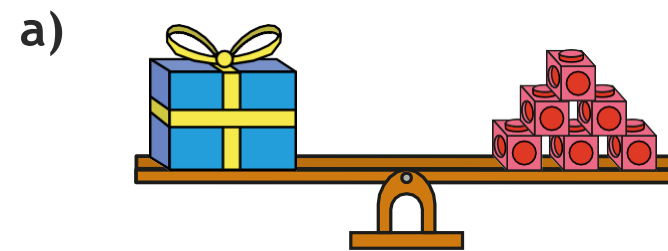


cubes

c) Which object is heavier? _____



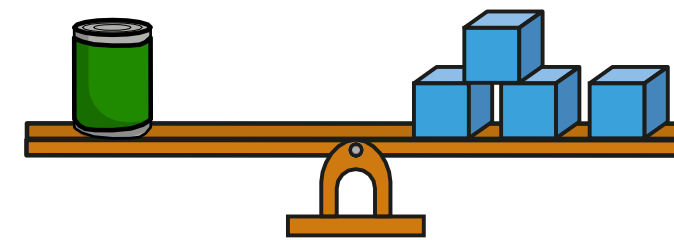
4 Which object is heavier?
Tick your answer.



5 Kim puts two objects on the scales.

The cube is lighter,
because it is smaller.

Dora balances a tin with blocks.



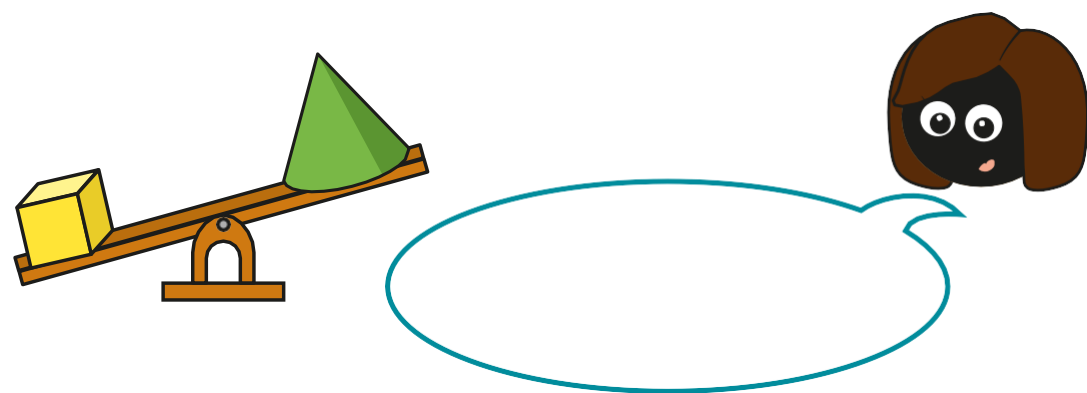
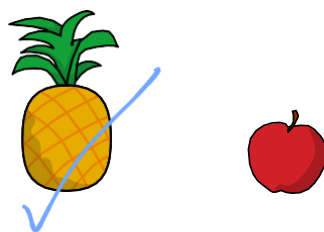
a) Complete the sentence.
1 tin has the same mass as blocks.

b) Explain why these scales do not balance.

Which blocks are lighter?
Tick your answer.

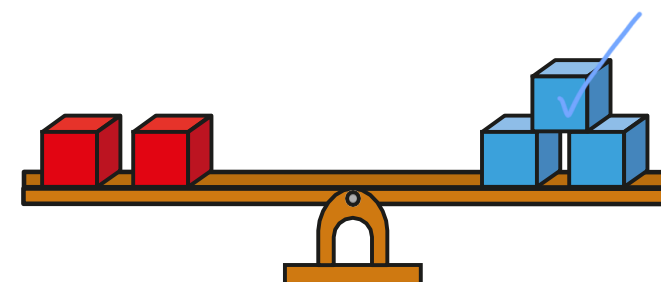
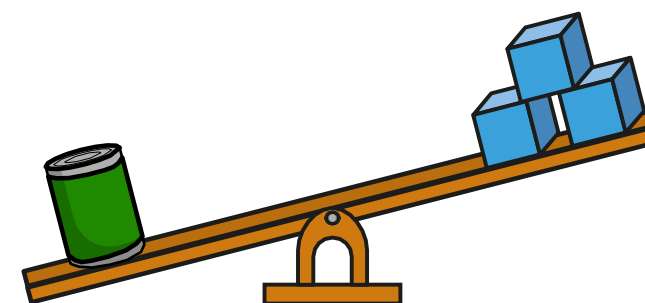
Talk about your answer with a partner.

What mistake has Kim made?



6

4



[illegible]

Name: _____

Class: _____

Date: _____

1. Write the words from the first poem that rhyme with:

Muffet _____

beside her _____

curds and whey _____

☐

1 mark

2. In poem 2, why isn't the girl called Miss Muffet? Choose the best answer.

Someone got bored.

☐

Muffet doesn't rhyme with bucket.

☐

You can't eat ice-cream when you are sitting on a tuffet.

☐☐

1 mark

3. Which animal comes to talk to Miss Tucket in poem 2?

☐

1 mark

4. In the last poem, do you think Miss Muffet will do what the tiger tells her to do? Say why.

☐

1 mark

5. Choose the best last line for this poem.

Little Miss Tucket

Sat on a bucket

Drinking some chocolate milkshake.

Along came a tiger

Who sat down beside her

And said, "Would you like strawberry instead?" ☐And said, "Would you like a cream cake?" ☐ Andsaid, "Can I eat you for my dinner?" ☐☐

1 mark

6. Match the girls with what they were eating.

Miss Tucket

chapattis and chips

Miss Mabel

ice cream

Miss Muffet

strawberry jelly

☐

1 mark

Little Miss Muffet - Anon

Little Miss Muffet
Sat on a tuffet
Eating some curds and whey.
Along came a spider
Who sat down beside her
And frightened Miss Muffet away.



Little Miss Tucket
Sat on a bucket
Eating some chocolate ice-cream.
Along came a tiger
Who sat down beside her
And said, "Give me some or I'll scream."



Little Miss Mabel
Sat on a table
Eating chapattis and chips.
Along came a spider
Who sat down beside her
And gave her a kiss on the lips.




Little Miss Muffet
Sat on a tuffet
Eating some strawberry jelly.
Along came a tiger
Who lay down beside her
And said, "Rub some of that on my belly."



QUESTION	Answer	CD/Mark	USEFUL strategies
1. Write the words from the first poem that rhyme with: Muffet beside her curds and whey	<ul style="list-style-type: none"> • tuffet • spider • away 	1c 1 mark	<p><i>Question focus: identify the order of ideas.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question slowly and carefully • think about where in a poem to look for rhyming words • carefully read the poem again, listening out for rhyming words. <p>All three words must be correct for the mark to be given.</p>
2. In poem 2, why isn't the girl called Miss Muffet? Choose the best answer. <input type="checkbox"/> Someone got bored. <input type="checkbox"/> Muffet doesn't rhyme with bucket. <input type="checkbox"/> You can't eat ice-cream when you are sitting on a tuffet.	Muffet doesn't rhyme with bucket.	1c 1 mark	<p><i>Question focus: identify the order of ideas.</i></p> <p>Tell the children:</p> <ul style="list-style-type: none"> • to read the question slowly and carefully • the question tells them to read poem 2, so that's the one to read • to read the options in the question • to select the best reason.
3. Which animal comes to talk to Miss Tucket in poem 2?	A tiger.	1b 1 mark	<p><i>Question focus: identify information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question slowly and carefully • read the second poem • consider the information given and write the answer.
4. In the last poem, do you think Miss Muffet will do what the tiger tells her to do? Say why.	<p>Accept any answer that makes reference to the context of this version.</p> <ul style="list-style-type: none"> • Yes - because otherwise it might eat her. • No - because it would be a waste of jelly. 	1e 1 mark	<p><i>Question focus: predict what might happen.</i></p> <p>Tell the children:</p> <ul style="list-style-type: none"> • to read the question slowly and carefully • this is a "do you think?" question - that means the answer won't be in the poem: they have to use information in the poem to inform their opinions • to read the poem carefully, thinking about what the tiger wants.

Teaching text: Little Miss Muffet

Cracking the QUESTIONS

QUESTION	Answer	CD/Mark	USEFUL strategies										
<p>5. Choose the best last line for this poem.</p> <p>Little Miss Tucket Sat on a bucket Drinking some chocolate milkshake. Along came a tiger Who sat down beside her</p> <p><input type="checkbox"/> And said, “Would you like strawberry instead?”</p> <p><input type="checkbox"/> And said, “Would you like a cream cake?”</p> <p><input type="checkbox"/> And said, “Can I eat you for my dinner?”</p>	<p>And said, “Would you like a cream cake?”</p>	<p>1c</p> <p>1 mark</p>	<p><i>Question focus: identify the order of ideas.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none">• read the question slowly and carefully• read the poem in the question carefully• look at the other poems to see which lines rhyme. Underline the rhymes• choose the line that has the best rhyme.										
<p>6. Draw lines to show what the girls were eating.</p> <table><tr><td>Miss Tucket</td><td>chapattis and chips</td></tr><tr><td>Miss Mabel</td><td>ice cream</td></tr><tr><td>Miss Muffet</td><td>strawberry jelly</td></tr></table>	Miss Tucket	chapattis and chips	Miss Mabel	ice cream	Miss Muffet	strawberry jelly	<table><tr><td>Miss Tucket</td><td>chapattis and chips</td></tr><tr><td>Miss Mabel</td><td>ice cream</td></tr></table> 	Miss Tucket	chapattis and chips	Miss Mabel	ice cream	<p>1b</p> <p>1 mark</p>	<p><i>Question focus: identify information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none">• read the question slowly and carefully, thinking about what they have to do• think about where in each poem it tells you what the girls were eating (line 3)• find out what the girls were eating, one at a time• look for the poem about the first girl mentioned. Find out her food and join the boxes• repeat for the other girls.
Miss Tucket	chapattis and chips												
Miss Mabel	ice cream												
Miss Muffet	strawberry jelly												
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Already covered This content?

We're aware that some of you will have already covered this content earlier in the lockdown period. If this is the case, here are your alternative lessons for Summer Week 9

Topic	Video	Premium Subscriber? Get the worksheet!
Describing movement	Link will be added by 19 th June	Summer Block 1 Describing movement
Describing Turns	Link will be added by 19 th June	Summer Block 1 Describing Turns
Describing movement and Turns	Link will be added by 19 th June	Summer Block 1 Describing movement and Turns
Align with BBC progression	Align with BBC progression	Align with BBC progression