



Home Learning Pack – Year 2 – W/B Monday 15th 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 19th June at 1.40pm for pupils in Year 2 – Cardiff and Friday 19th June at 1pm for pupils in Year 2 –Canberra.**

We are now moving onto a new theme called 'I'm Alive!' – this theme focuses on mini-beasts and living creatures. Although we may not cover all of this, this is what we would be learning if we were at school:

In Science:

- Where we can find living things
- How living things move
- How living things grow and change
- What all living things need
- How living things stay healthy

In Geography:

- About places where plants and animals live
- About different places where we can live
- About animals that are endangered

In Art:

- How to draw movement in animals and people
- How to create a still life picture

In Physical Education:

- About the different ways we can move
- How to put on a 'lively' performance

In International:

- How we look after the young and the old
- How we look after the world's people, plants and animals

Please continue to send any queries directly to head@deanshanger.northants-ecl.gov.uk or if urgent to grussell@deanshanger.northants.sch.uk.

We have compiled a list of tasks for you to complete as part of your home learning this week.

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 15th June:

Lesson 1 – Count sides and vertices on a 2D shape

Lesson 2 – Count faces, edges and vertices on 3D shapes

Lesson 3 – Sorting 2D and 3D shapes

Lesson 4 – Patterns with 2D and 3D shapes

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

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 newspaper report.

The newspaper report can be about anything of your child or children's choice. If your child or children would like some inspiration for the newspaper report, watch the following story,

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

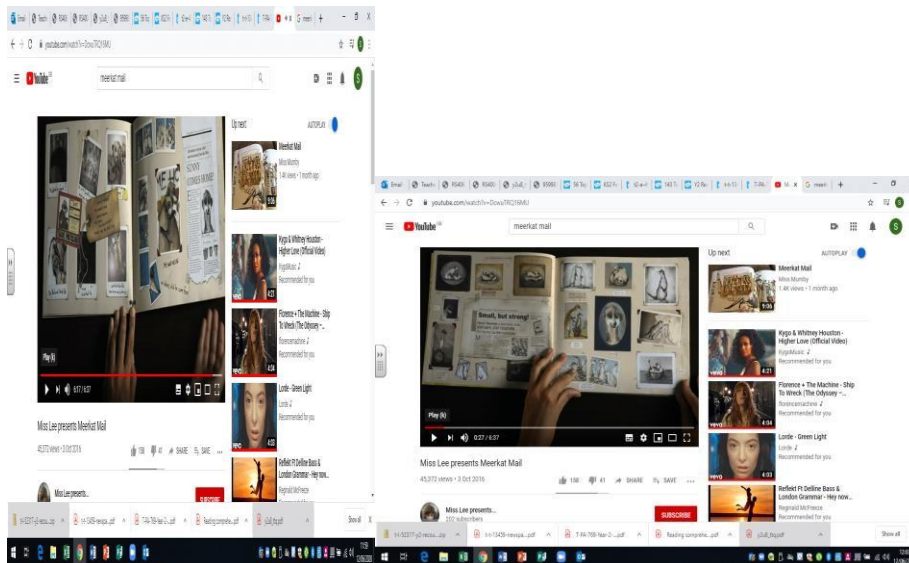
Once they have watched the video, they can write a newspaper report about the character in the story and his amazing adventure.

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

A newspaper report needs to include the following features:

- Title
- Subheading
- Picture
- Third person
- An introductory paragraph explaining to the reader: who, what, where, why, when and how.
- Information about the main event in chronological order.

The following pictures are examples, from the book, 'Meerkat Mail', of the layout of a newspaper report.



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.

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.

SPag.com

- KS1 SATs Grammar Test (C)
- Paper version (supporting document) – Year 2 English Grammar and Punctuation Test 3.

Reading comprehension

The Reading Comprehension activity this week is 'What the ladybird heard by Julia Donaldson'. (Supporting document).

Science – topic introduction

Make miniature gardens or terrariums (i.e. glass or plastic containers for plants) with the children.

You will need a plastic or glass jar (this could be recycled), a handful of stones, potting compost, decorative ornaments and small indoor plants such as spider plants.

The following website provides a useful starting point: reekoscience.com/science-experiments/miscellaneous/how-to-create-terrarium-vivarium-self-sustainable-bottle-garden – Reeko's science website explains how to make a bottle garden.

Research local garden centres online so that your child can choose their own plants and help you to buy the stones and potting compost (obviously we must encourage you to do this during your general grocery shop).

They could try to identify and name the common plants they see. They should read the information tags on the plants to find out which ones are best suited for the conditions in their terrarium, i.e. small plants that don't take up a lot of space.

Are deciduous or evergreen plants more appropriate for an indoor environment? If the children are not familiar with these terms you will have an opportunity to come back to them later in the unit.

Encourage the children to take responsibility for looking after their gardens. Ask them, what do our gardens need in order to grow? Spend some time talking about this and establish that in order to grow, plants need the following things: light, water and food.

Remind them it's their job to:

Look after their garden the best they can. You could explore the idea of 'looking after' the garden in the way they might look after a pet – does anyone remember Tamagotchis?

Siblings could take turns to water the garden (warn them not to overwater!) and observe and record how much the plants grow. Take digital photographs, too, to provide a visual record.

Science task

Give your child a sheet of paper divided into four columns. The first column is headed 'Alive', the second column 'Never Alive', the third column 'Was Alive' and the final column 'Not Sure'.

Take the children on a short walk around the village. Ask them to write or draw on their paper the things they see that fit under each of the four headings. For example, they might draw a bird as 'Alive', a stone as 'Never Alive', a log as 'Was Alive', but a seed as 'Not Sure'.

Back at home, discuss the children's findings. Can they explain their choices? What does 'Alive', 'Never Alive' and 'Was Alive' mean?

Tell your child there are seven characteristics (or 'signs') of life. Write them on the down:

- Feeding
- Moving
- Growing
- Reproducing
- Breathing
- Responding
- Removing waste

Explain what each process means and talk about examples from your walk. Ask the children to look again at the table they completed on their walk and allow them to make changes to their initial choices. Can they move any of the things listed in the 'Not Sure' column to the one of the other columns? Discuss the things your child placed in the 'Not Sure' column, e.g. the seed. Ask them, how can we find out if this seed is alive? If we plant it in soil and it grows, is it alive? Try it and see!

PSHE

1. Discuss 'endangered species'. What are they? How can we protect them?

In every country across the world, species of animals and plants are endangered. The greatest threat to wild animals comes from people destroying their natural habitats by building farms and urban developments, polluting and over-exploiting resources, introducing non-indigenous species and unsustainable harvesting. Conservationists suggest there are currently around 35,000 animal species that need protection. Every year the International Union for Conservation of Nature (IUCN) produces a Red List of animals, plants and fungi that are threatened in the wild – and the lists gets longer each year. Part of the problem is that recognising the threat to some animals can become a political or economic argument between governments and conservation groups. For protection policies to work, our first challenge is to get all parties to reach an agreement.

2. Discuss the word 'camouflage'. What does it mean? What things are camouflage? Why are things camouflage?

Camouflage is one way in which animals adapt to their particular habitat. For both predators and prey, it provides a useful disguise. Many animals use camouflage to hide within their surroundings or to trick other animals into thinking they are more dangerous than they really are. Arctic foxes change their brown fur to white in the winter months. Chameleons change their skin colour to hide from prey and to signal their mood. Insects are grand masters of camouflage: leaf insects can look just like real leaves, moths can disappear against the bark of a tree, and stick insects can become indistinguishable from twigs. Camouflage is an important weapon in the animal's armoury.

RE

Re-cap the word 'trinity'. What does it mean and represent?

Play a game of linking up three words with a 4th word that connects them all. Write these words out on pieces of card first and hide them around a room. In teams they should try and collect as many complete sets as possible. Here are some example sets:

Composer – Musician – Instrument = Music

Sap – Branch – Leaves = Tree

Electricity – Filament – Bulb = Light

Tyre – Hub – Spokes = Bike Wheel

Water – Ice – Steam = H₂O

Body – Mind – Spirit = Human Being

Caterpillar – Egg – Cocoon = Butterfly

Envelope – Stamp – Writing paper = Letter

Page – Cover – Binding = Book
Hand – Pen – Ink = Writing
Faith – Hope – Love = Virtues

Art

Show the children examples of paintings from the following themes, for example:

1. Paintings from nature or a landscape with animals, e.g. 36 Views of Mount Fuji by Katsushika Hokusai, The Forest Fire by Piero di Cosima; Monarch of the Glen by Sir Edwin Landseer
2. Paintings with lively people, e.g. Two Dancers Entering the Stage by Edgar Degas; Swimming Race by Alex Colville; Olympic Torch Bearer by Bill Hall
3. A 'still life', e.g. Still Life with Oranges by Henri Matisse; Still Life with Apples by Paul Cézanne; Autumn Branch by Sergei Ivanovich Osipov

Discuss the following: Which picture do you like best? Why is that? Which pictures have living things in them? How has the artist tried to show us that things are living? What special techniques has the artist used to show life and movement?

Computing

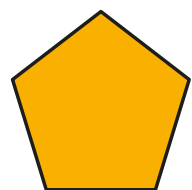
This week in computing, we would like your child or children to complete the following activities on Purple Mash:

- Turtle in 2Code
- Mixed Keys in 2Type

Count sides on 2D shapes

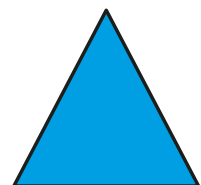
1 Complete the sentences to describe the shapes.

a)



A pentagon has sides.

b)



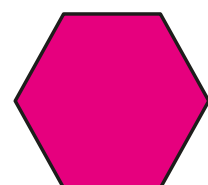
A triangle has sides.

c)



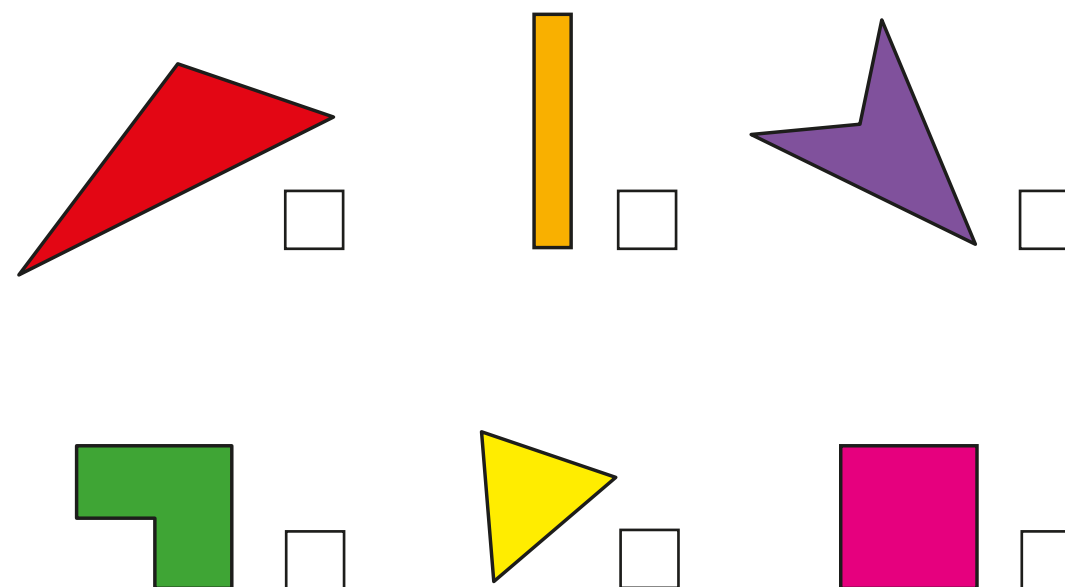
A has sides.

d)



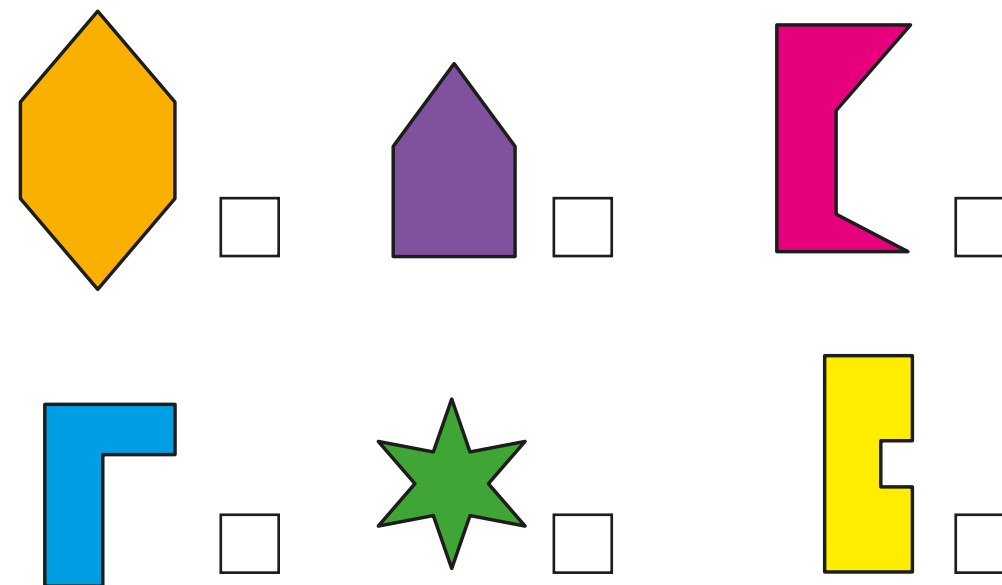
A has sides.

2 Tick the 4-sided shapes.




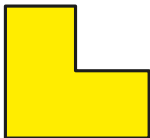
Did your partner tick the same shapes?

3 Tick the 6-sided shapes.



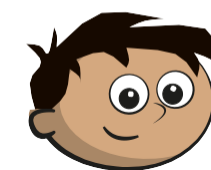
Compare answers with a partner.

4 Complete the table.

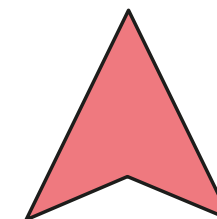
Name	Shape	Number of sides
		
		3
pentagon		
		6
square		
		8
		



5



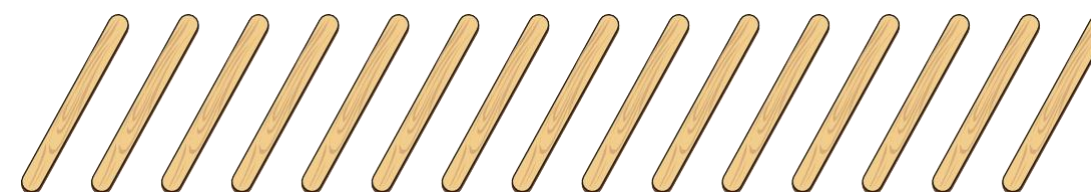
This shape is a triangle.



Is Amir correct? _____

How do you know?

6 Use 15 lolly sticks to make three shapes.



Draw your shapes.

Did your partner make the same shapes?

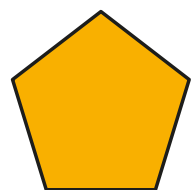
What happens if you use more or fewer lolly sticks?



Count vertices on 2D shapes

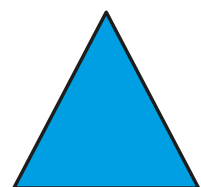
1 Complete the sentences to describe the shapes.

a)



A pentagon has vertices.

b)



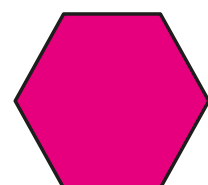
A triangle has vertices.

c)



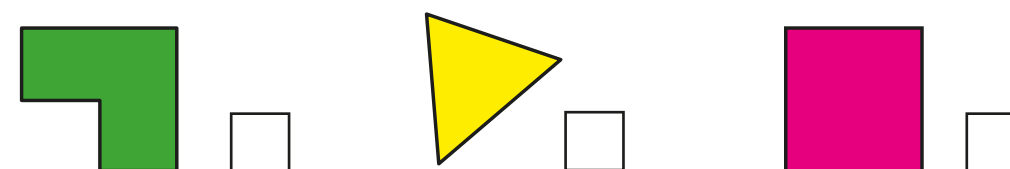
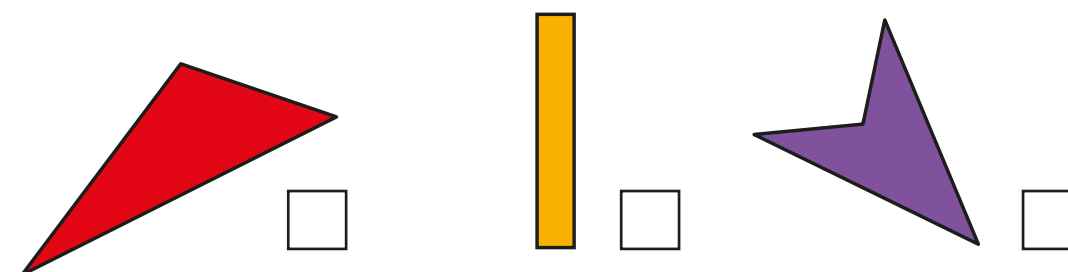
A has vertices.

d)



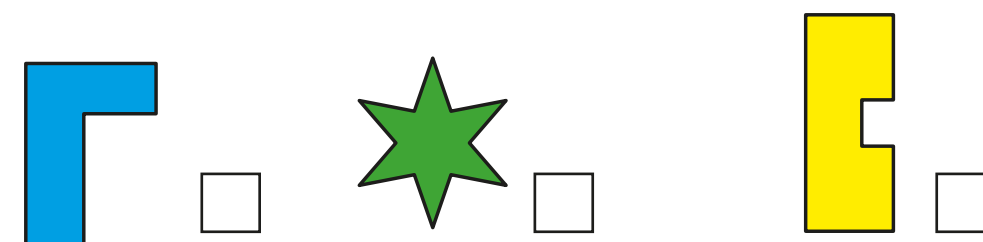
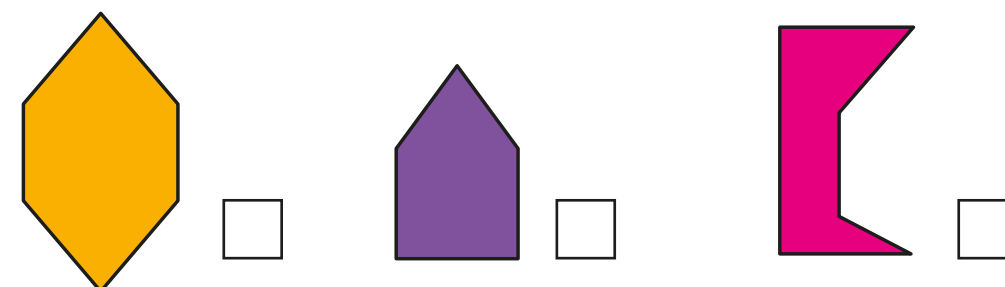
A has vertices.

2 Tick the shapes with 4 vertices.





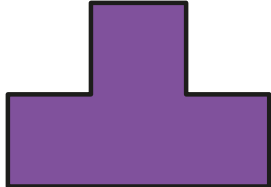

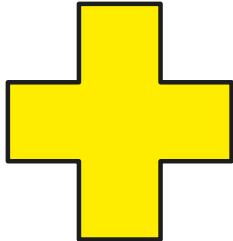

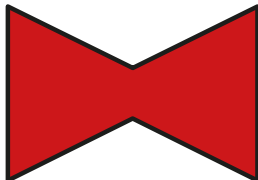

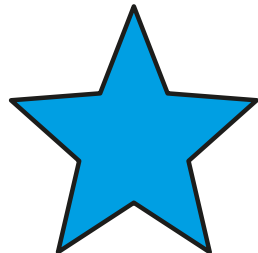
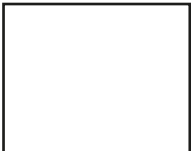
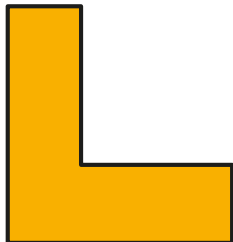

Compare answers with a partner.

3 Tick the shapes with 6 vertices.



Talk to a partner about your answers.

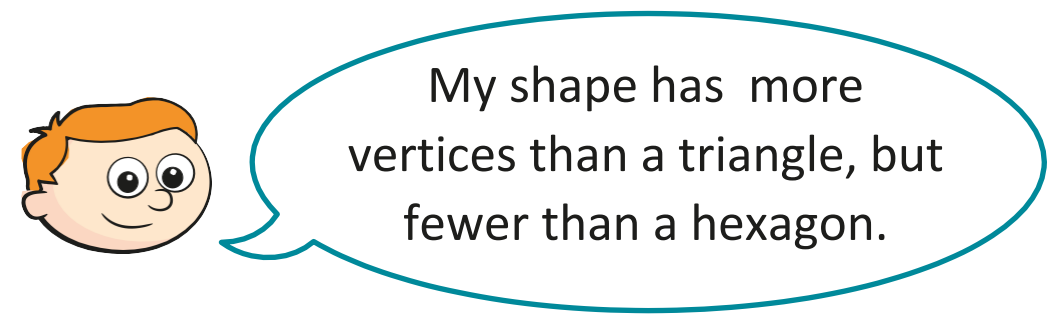
4 How many vertices does each shape have?

- a)  
- b)  
- c)  
- d)  
- e)  
- f)  

How did you count the vertices?



5



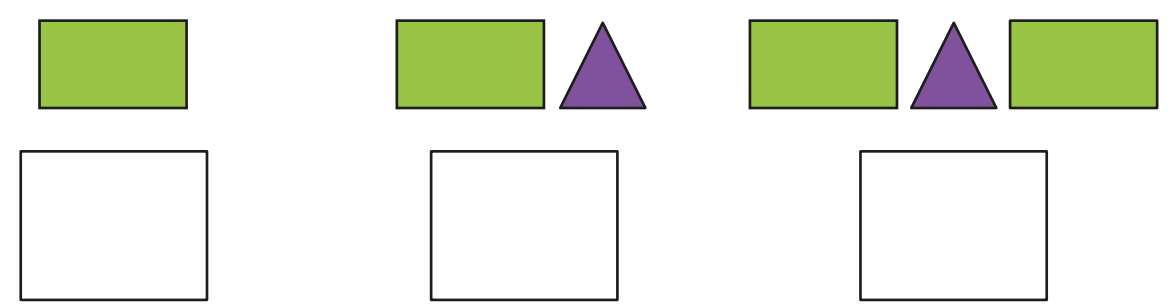
What shape could Ron have? _____

Compare answers with a partner.

6

Rosie is making a pattern out of shapes.

a) How many vertices are in each term of her pattern?



b) What do you notice?

c) How many vertices will the next term have?



d) Create your own pattern with shapes.

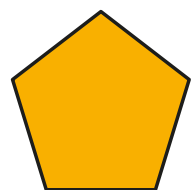
Count the number of vertices in each term.



Count sides on 2D shapes

1 Complete the sentences to describe the shapes.

a)

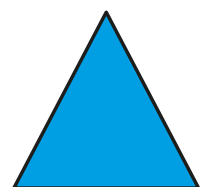


A pentagon has

5

sides.

b)



A triangle has

3

sides.

c)

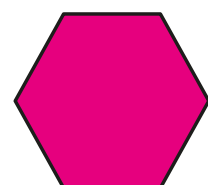


A square has

4

sides.

d)

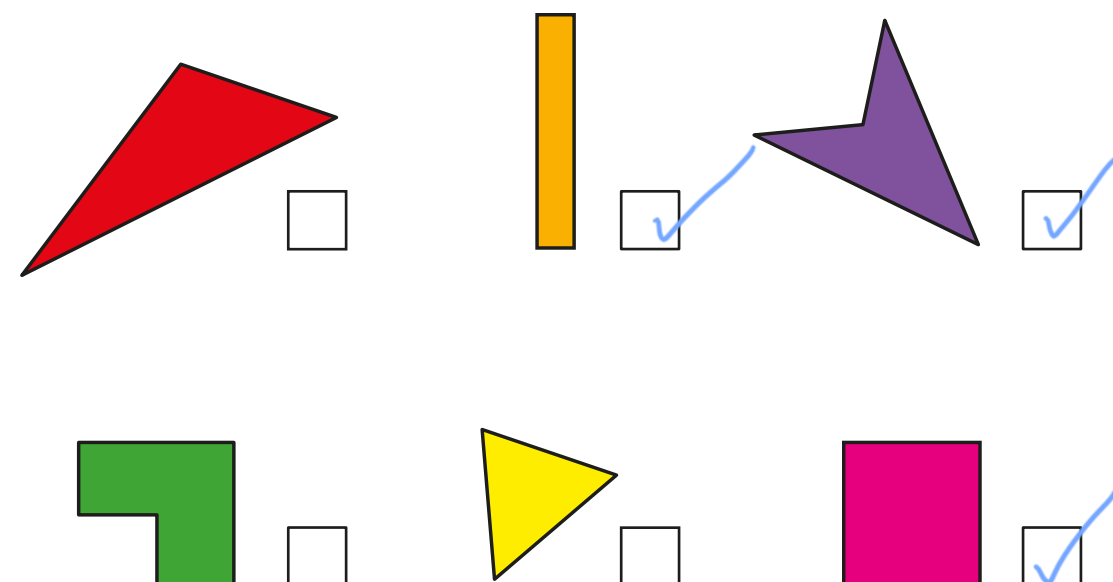


A hexagon has

6

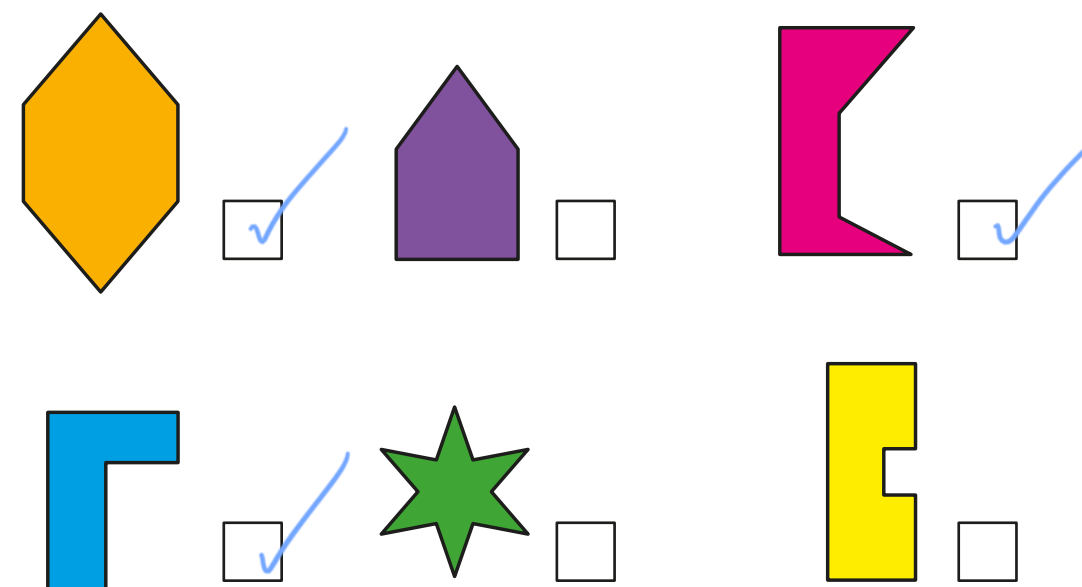
sides.

2 Tick the 4-sided shapes.









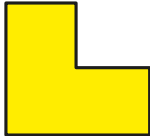
Did your partner tick the same shapes?

3 Tick the 6-sided shapes.



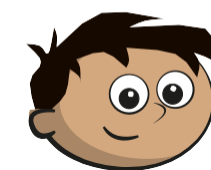
Compare answers with a partner.

4 Complete the table.

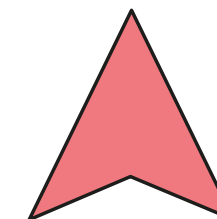
Name	Shape	Number of sides
rectangle		4
triangle		3
pentagon		5
hexagon		6
square		4
octagon		8
hexagon		6



5



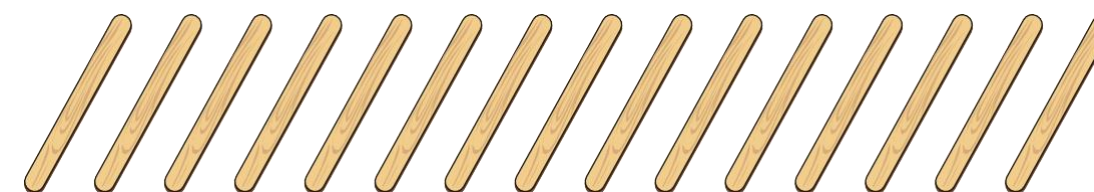
This shape is a triangle.



Is Amir correct? No

How do you know?

6 Use 15 lolly sticks to make three shapes.



Draw your shapes.

e.g.



Did your partner make the same shapes?

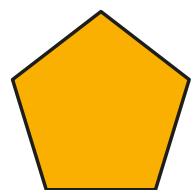
What happens if you use more or fewer lolly sticks?



Count vertices on 2D shapes

1 Complete the sentences to describe the shapes.

a)

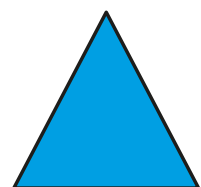


A pentagon has

5

vertices.

b)



A triangle has

3

vertices.

c)

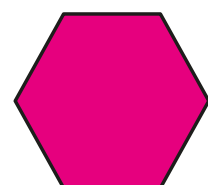


A square has

4

vertices.

d)

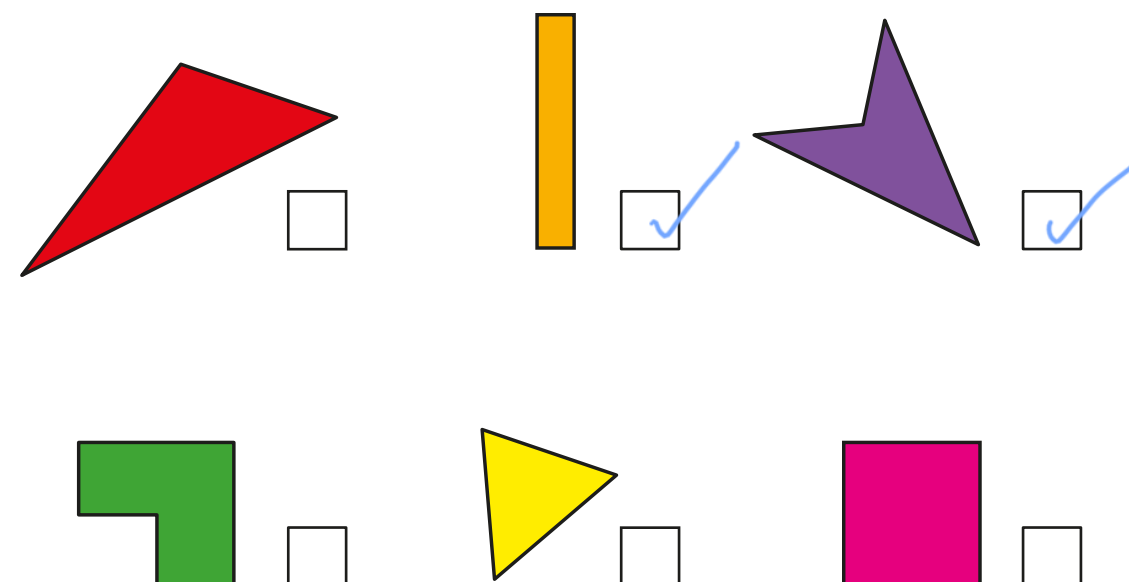


A hexagon has

6

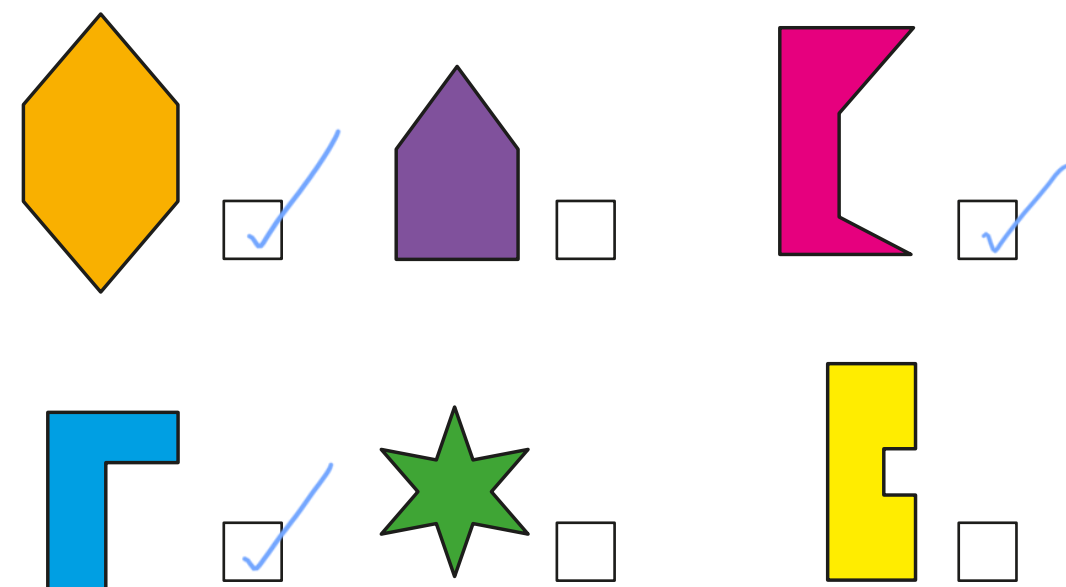
vertices.

2 Tick the shapes with 4 vertices.




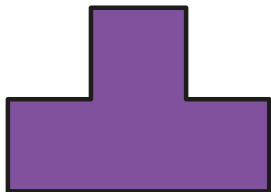
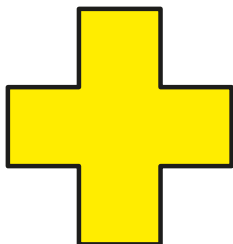
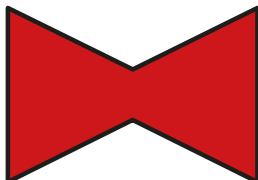
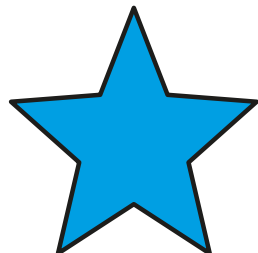
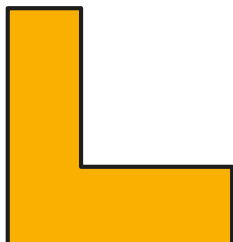
Compare answers with a partner.

3 Tick the shapes with 6 vertices.



Talk to a partner about your answers.

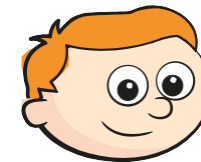
4 How many vertices does each shape have?

- a)  5
- b)  8
- c)  12
- d)  6
- e)  10
- f)  6

How did you count the vertices?



5



My shape has more vertices than a triangle, but fewer than a hexagon.

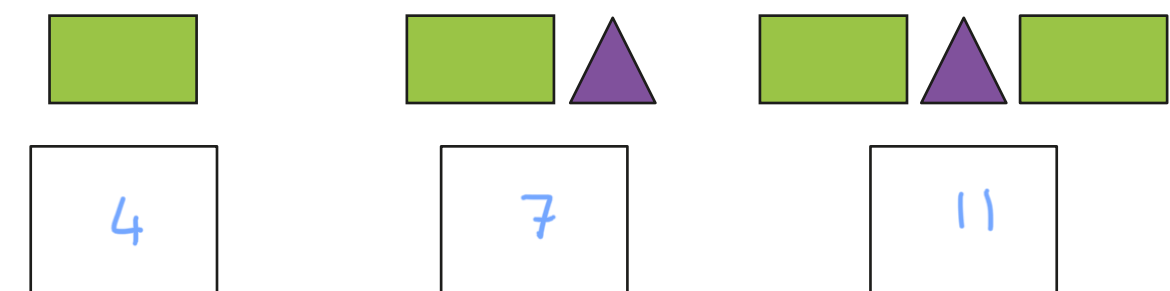
What shape could Ron have? e.g. square

Compare answers with a partner.

6

Rosie is making a pattern out of shapes.

a) How many vertices are in each term of her pattern?



b) What do you notice?

c) How many vertices will the next term have?

14

d) Create your own pattern with shapes.

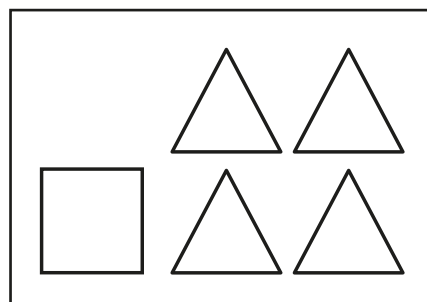
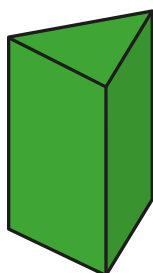
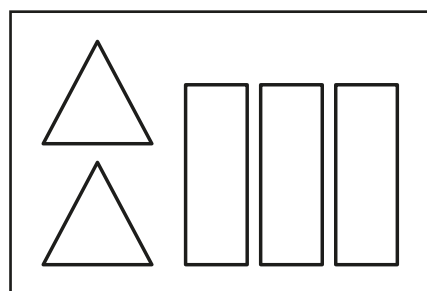
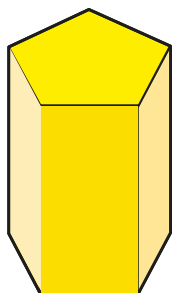
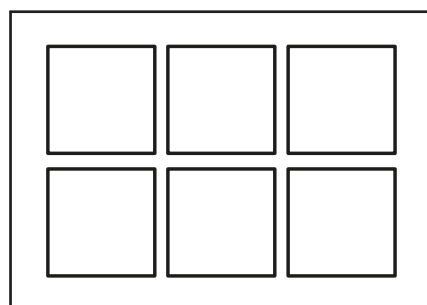
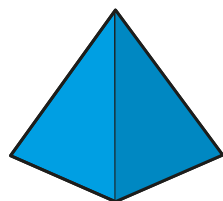
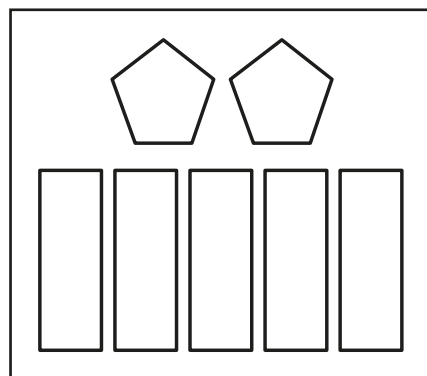
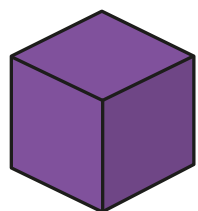
Count the number of vertices in each term.




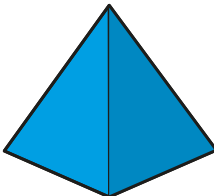
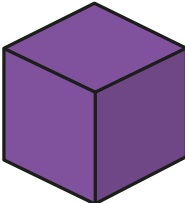
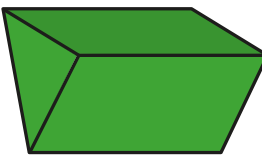
Count faces on 3D shapes



1 Match the shapes to the faces.



2 Complete the table.

Shape	Name	Number of faces
		
		
		
		

3

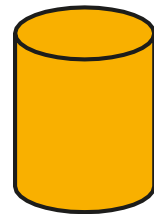


My shape has
one curved surface.

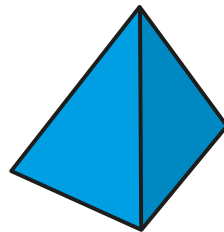
What shape is Jack describing? _____

4 Match the description to the shape.

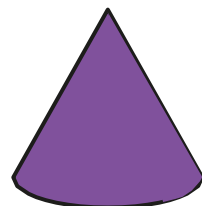
1 circular face and
1 curved surface



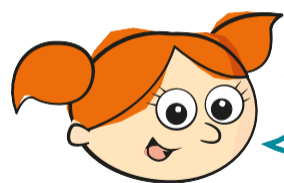
2 circular faces and
1 curved surface



4 triangular faces



5

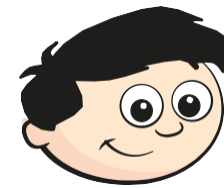


A cube is the
only 3D shape with
6 faces.

Alex has made a mistake.

Name another 3D shape that has 6 faces.

6 Dexter has 5 of the same 3D shapes.



In total, my
shapes have 10
circular faces.

What shapes has Dexter got?

Dexter has got 5 _____

7 Dora wants to put a sticker on each face of
some cubes.

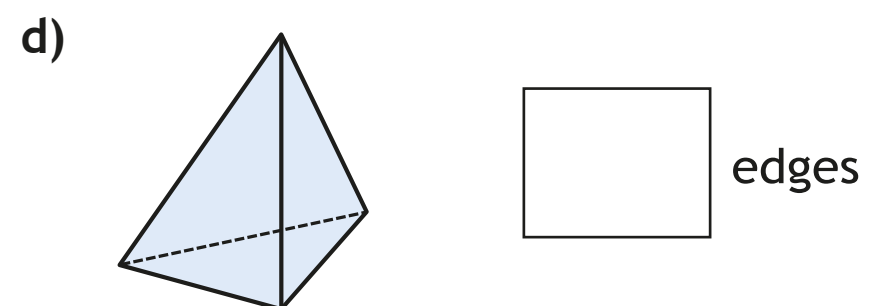
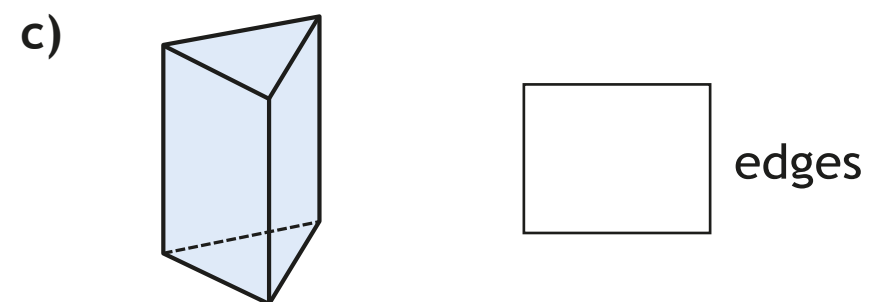
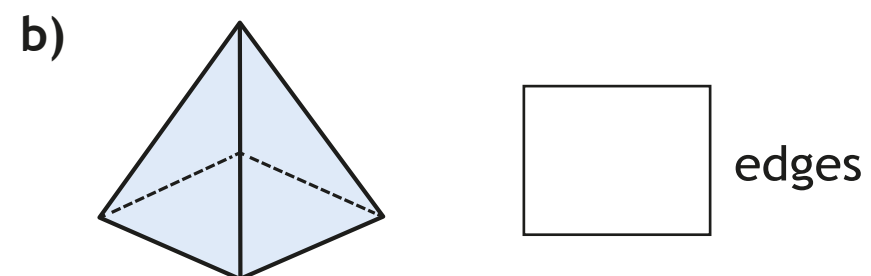
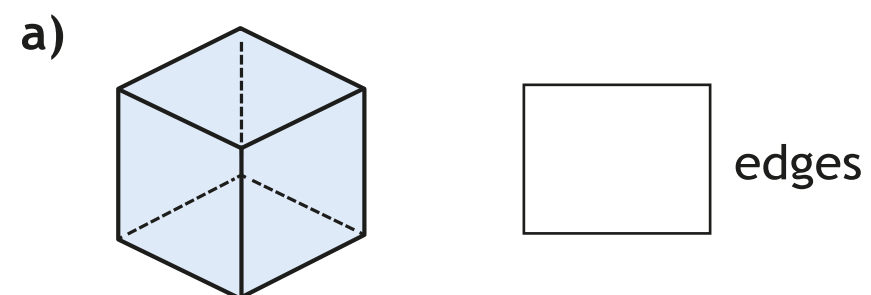
She has 60 stickers.

How many cubes can she cover in stickers?


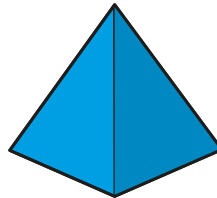
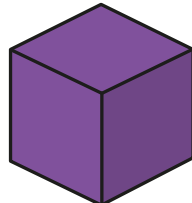
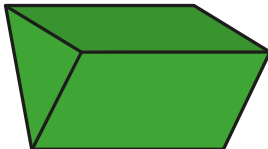
Dora can cover cubes in stickers.

Count edges on 3D shapes

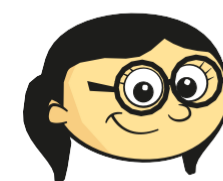
1 How many edges does each shape have?



2 Complete the table.

Shape	Name	Number of edges	Number of faces
			
			
			
			

3



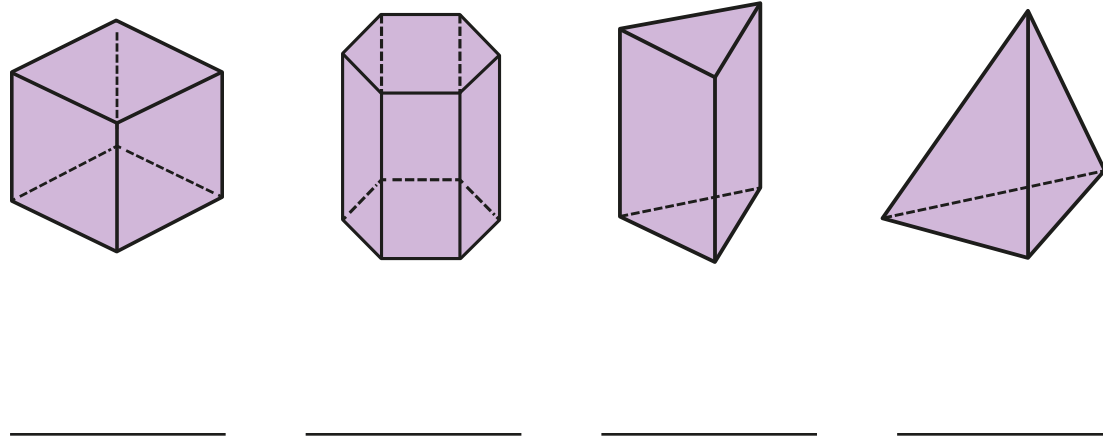
3D shapes always have more edges than faces.

Do you agree? _____

Why?



4 Use the clues to label the shape with the correct letter.

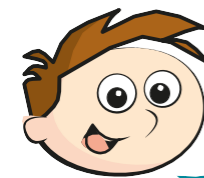


- Shape A has an odd number of edges.
- Shape B has the most edges.
- Shape C has the same number of edges as a cube has faces.
- The edges of shape D are all the same length.

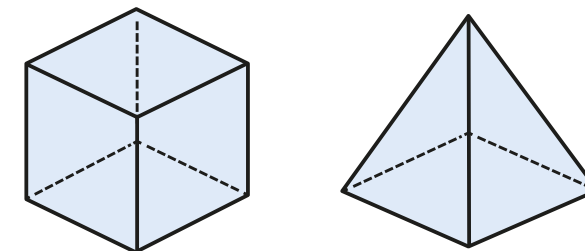
5 Write the name of two 3D shapes that have the same number of edges.

_____ and _____

6

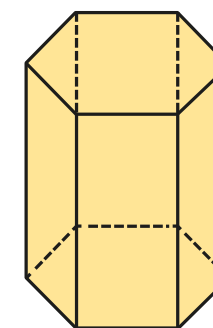


A cube has 6 faces and 12 edges, so a square-based pyramid must have 5 faces and 10 edges. The number of edges is always double the number of faces.



Do you agree with Teddy? _____
Why?

7 This hexagonal prism has 18 edges.



How many edges do you think a pentagonal prism has?

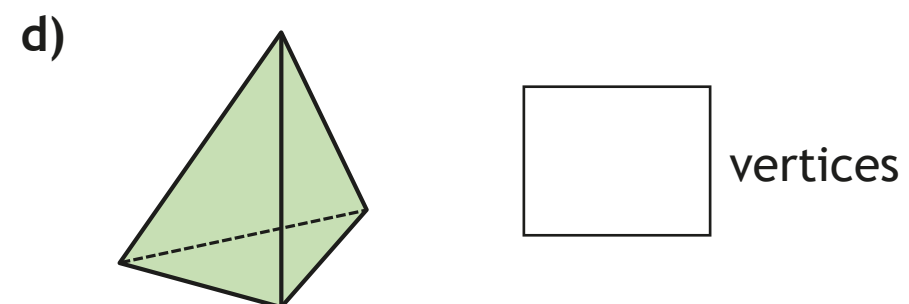
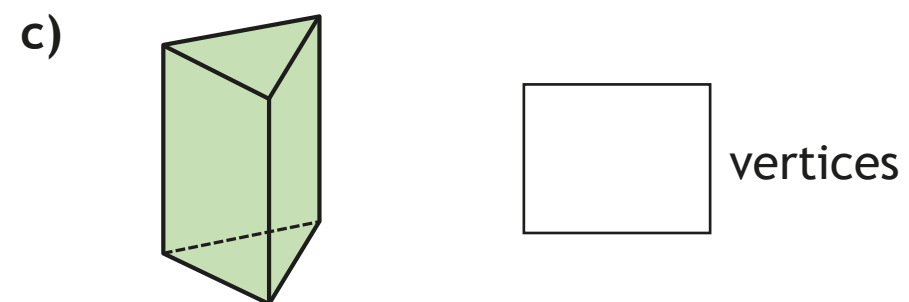
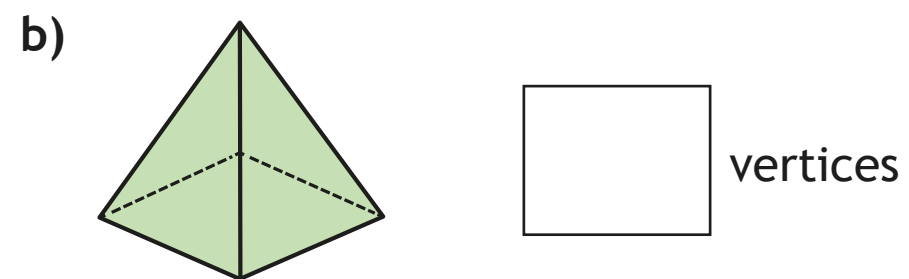
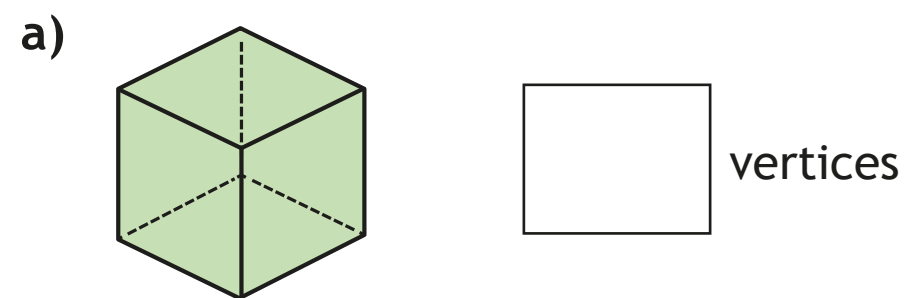


Why do you think this?


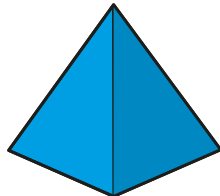
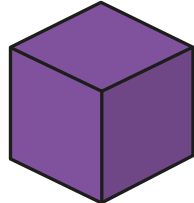



Count vertices on 3D shapes

1 How many vertices does each shape have?



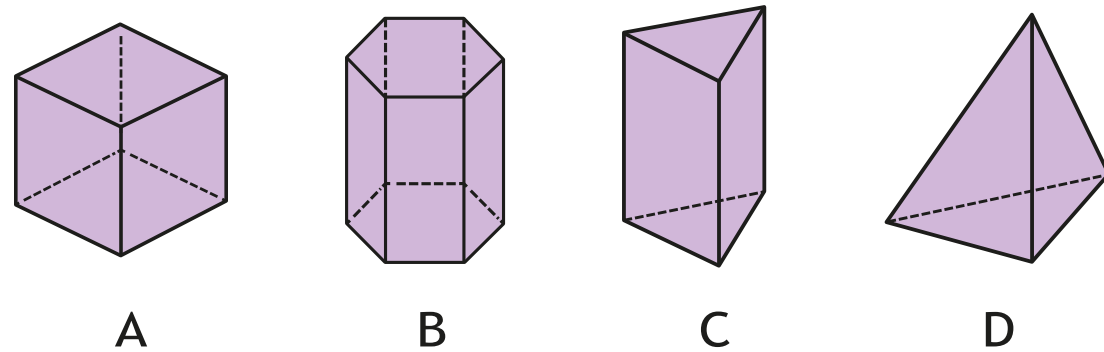
2 Complete the table.

Shape	Name	Number of vertices
		
		
		
		

Write the name of a different 3D shape with no vertices.

- 3 Write the shapes in order of the number of vertices.

Start with the shape that has the fewest vertices.



fewest

most

- 4 Complete the sentences.

more

fewer

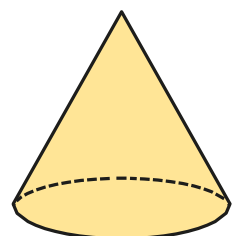
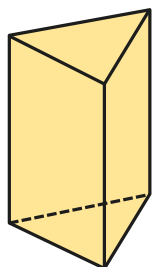
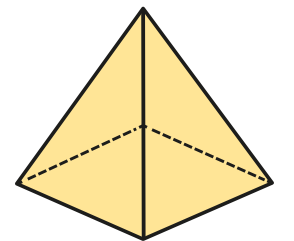
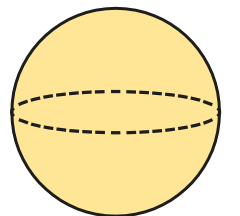
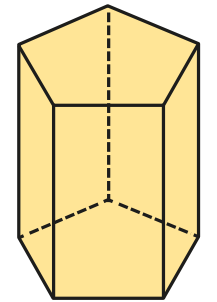
- a) A cube has _____ vertices than a sphere.
- b) A sphere has _____ vertices than a cone.
- c) A triangular prism has _____ vertices than a cuboid.

- 5 Match each shape to the correct label.

< 5 vertices

= 5 vertices

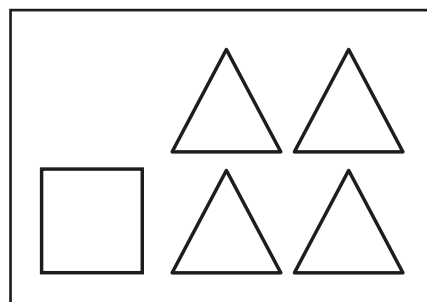
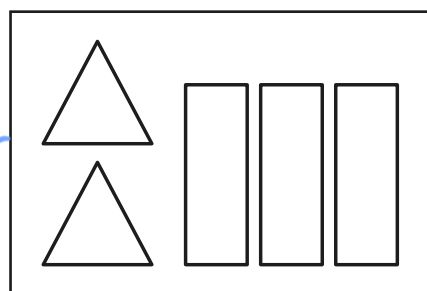
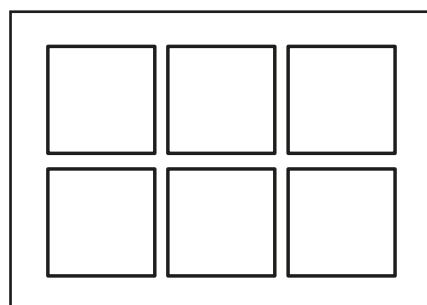
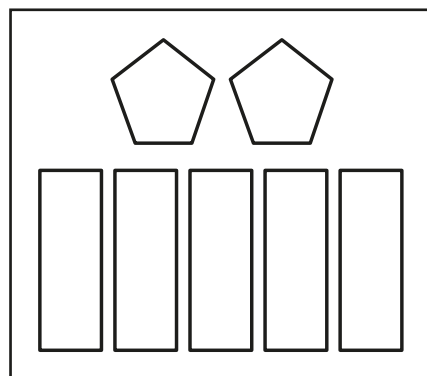
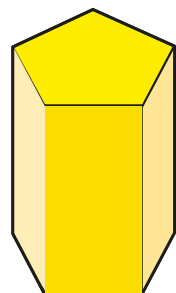
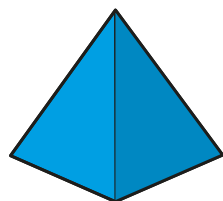
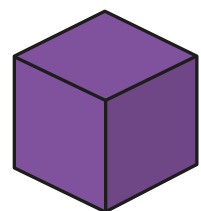
> 5 vertices




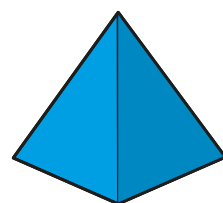
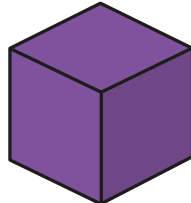
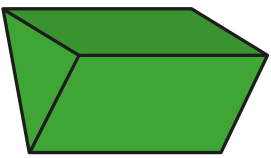
Count faces on 3D shapes



1 Match the shapes to the faces.



2 Complete the table.

Shape	Name	Number of faces
	Cuboid	6
	pyramid	5
	Cube	6
	triangular prism	5

3



My shape has one curved surface.

What shape is Jack describing?

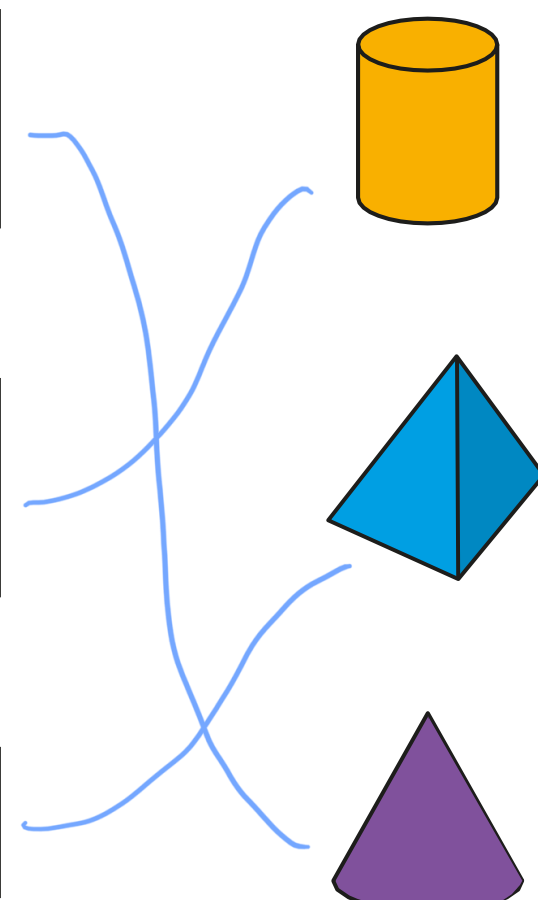
e.g. cylinder

4 Match the description to the shape.

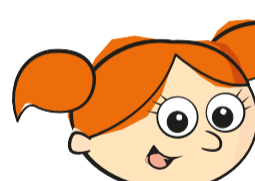
1 circular face and
1 curved surface

2 circular faces and
1 curved surface

4 triangular faces



5



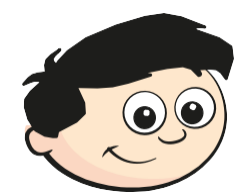
A cube is the
only 3D shape with
6 faces.

Alex has made a mistake.

Name another 3D shape that has 6 faces.

cuboid

6 Dexter has 5 of the same 3D shapes.



In total, my
shapes have 10
circular faces.

What shapes has Dexter got?

Dexter has got 5 cylinders

7 Dora wants to put a sticker on each face of some cubes.

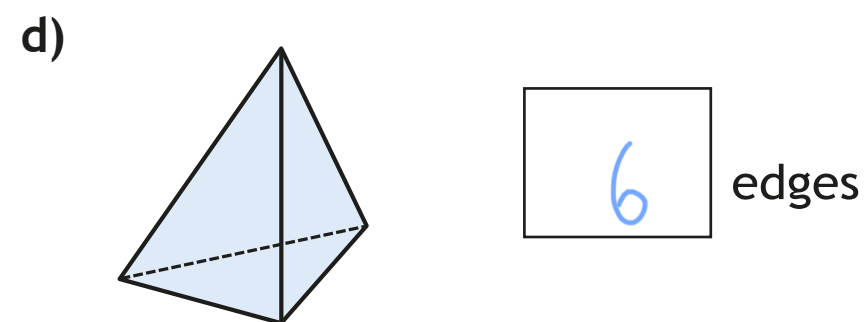
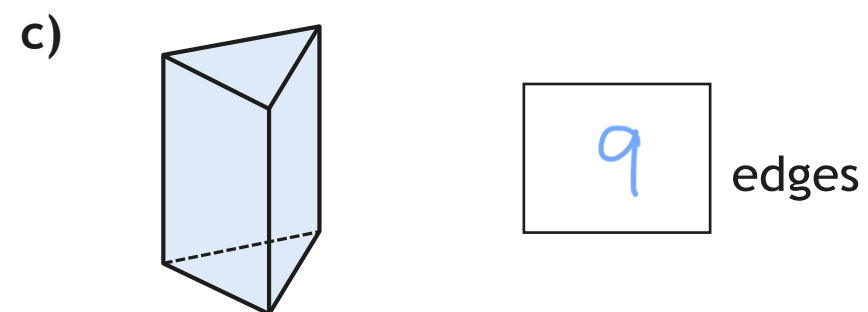
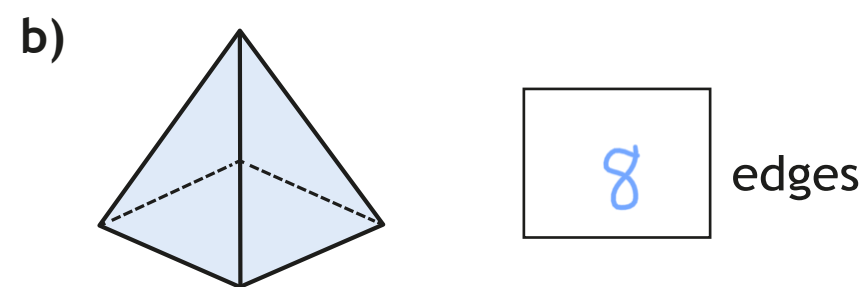
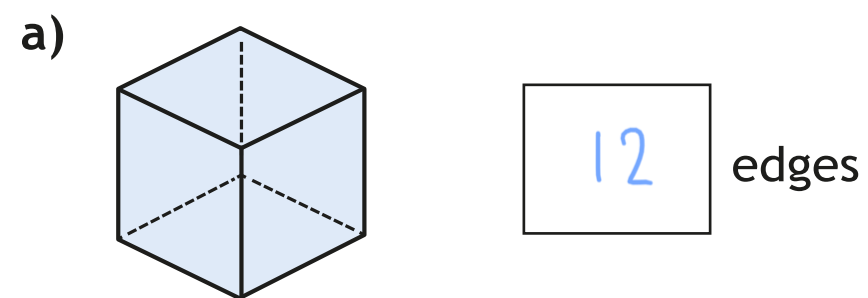
She has 60 stickers.

How many cubes can she cover in stickers?


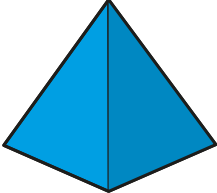
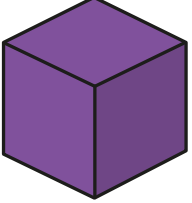
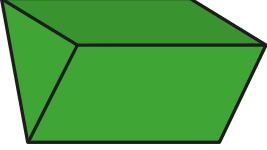
Dora can cover 10 cubes in stickers.

Count edges on 3D shapes

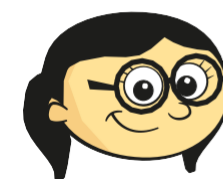
1 How many edges does each shape have?



2 Complete the table.

Shape	Name	Number of edges	Number of faces
	cuboid	12	6
	pyramid	8	4
	cube	12	6
	triangular prism	9	5

3

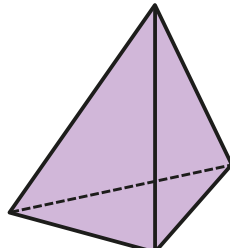
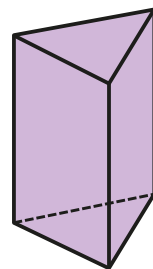
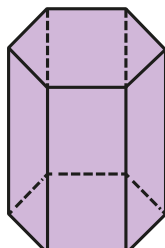
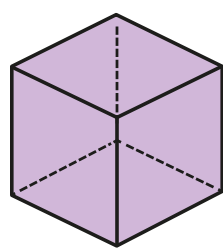


3D shapes always have more edges than faces.

Do you agree? NO
Why?



4 Use the clues to label the shape with the correct letter.



D

B

A

C

- Shape A has an odd number of edges.
- Shape B has the most edges.
- Shape C has the same number of edges as a cube has faces.
- The edges of shape D are all the same length.

5 Write the name of two 3D shapes that have the same number of edges.

e.g

cube

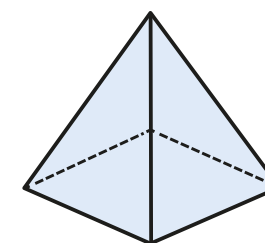
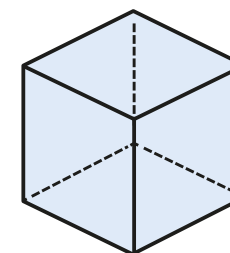
and

cuboid

6



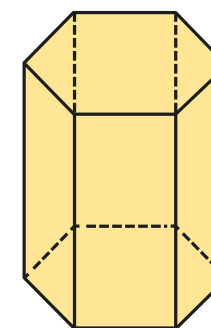
A cube has 6 faces and 12 edges, so a square-based pyramid must have 5 faces and 10 edges. The number of edges is always double the number of faces.



Do you agree with Teddy? No
Why?

7

This hexagonal prism has 18 edges.



How many edges do you think a pentagonal prism has?

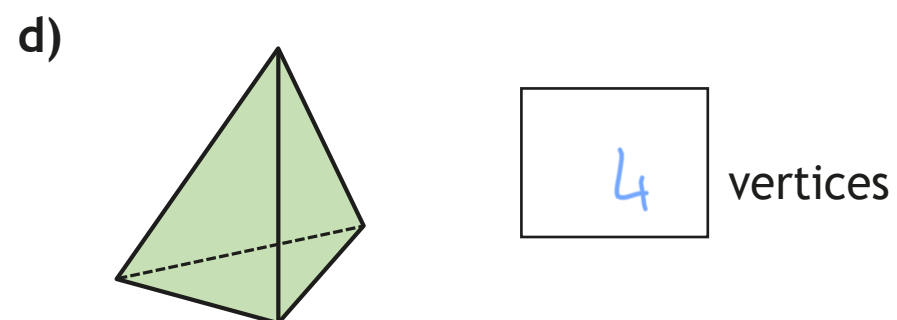
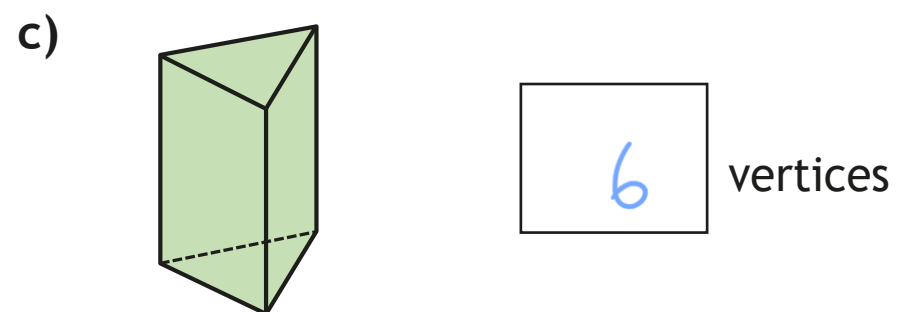
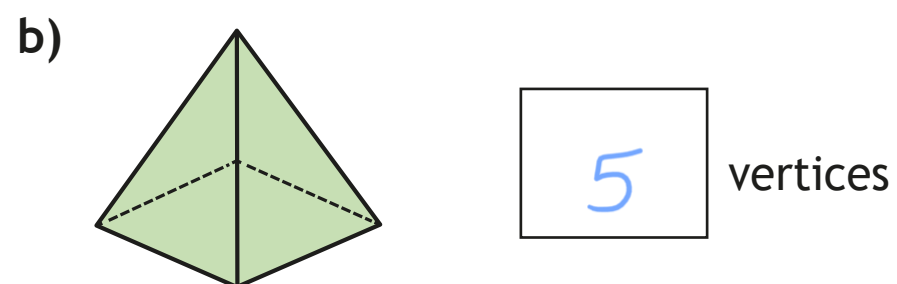
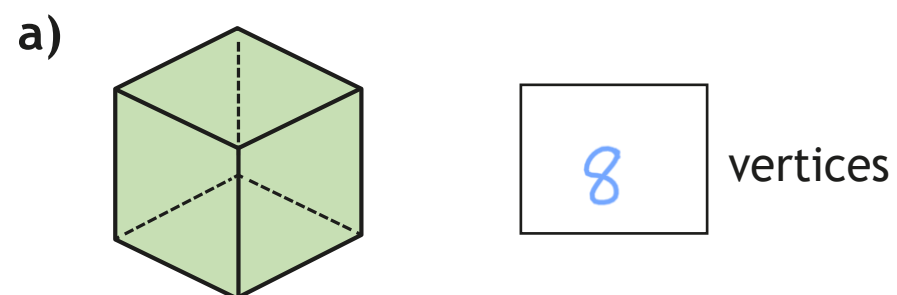
15

Why do you think this?


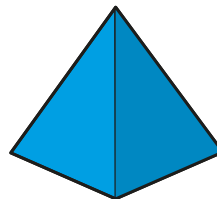
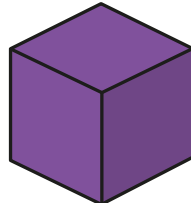
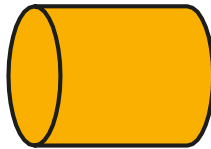


Count vertices on 3D shapes

1 How many vertices does each shape have?



2 Complete the table.

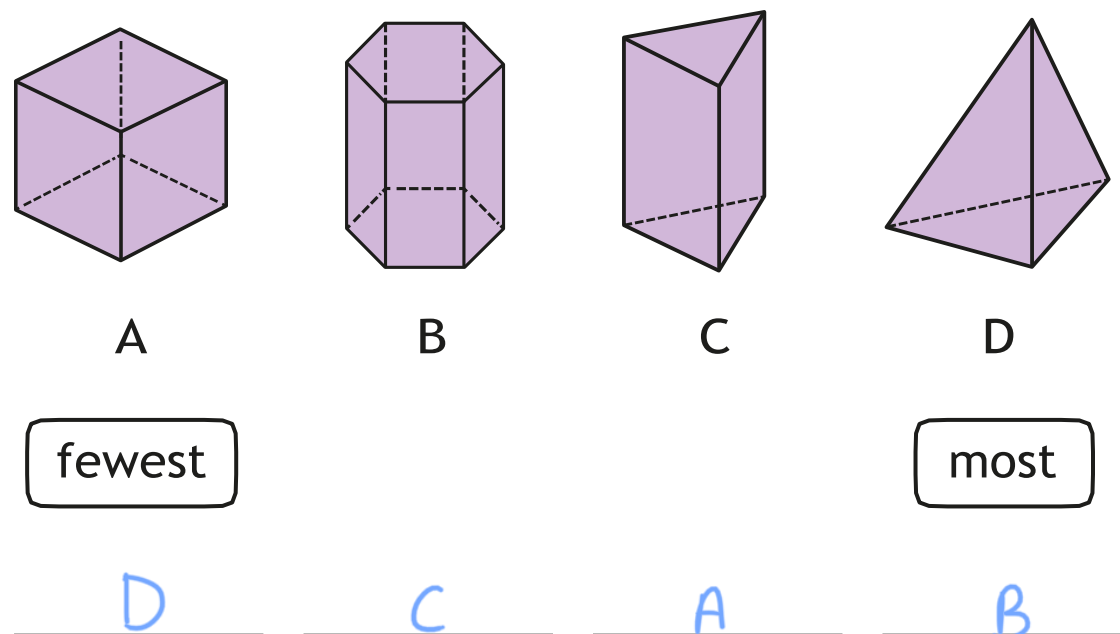
Shape	Name	Number of vertices
	cuboid	8
	pyramid	5
	cube	8
	cylinder	0

Write the name of a different 3D shape with no vertices.

sphere

- 3 Write the shapes in order of the number of vertices.

Start with the shape that has the fewest vertices.



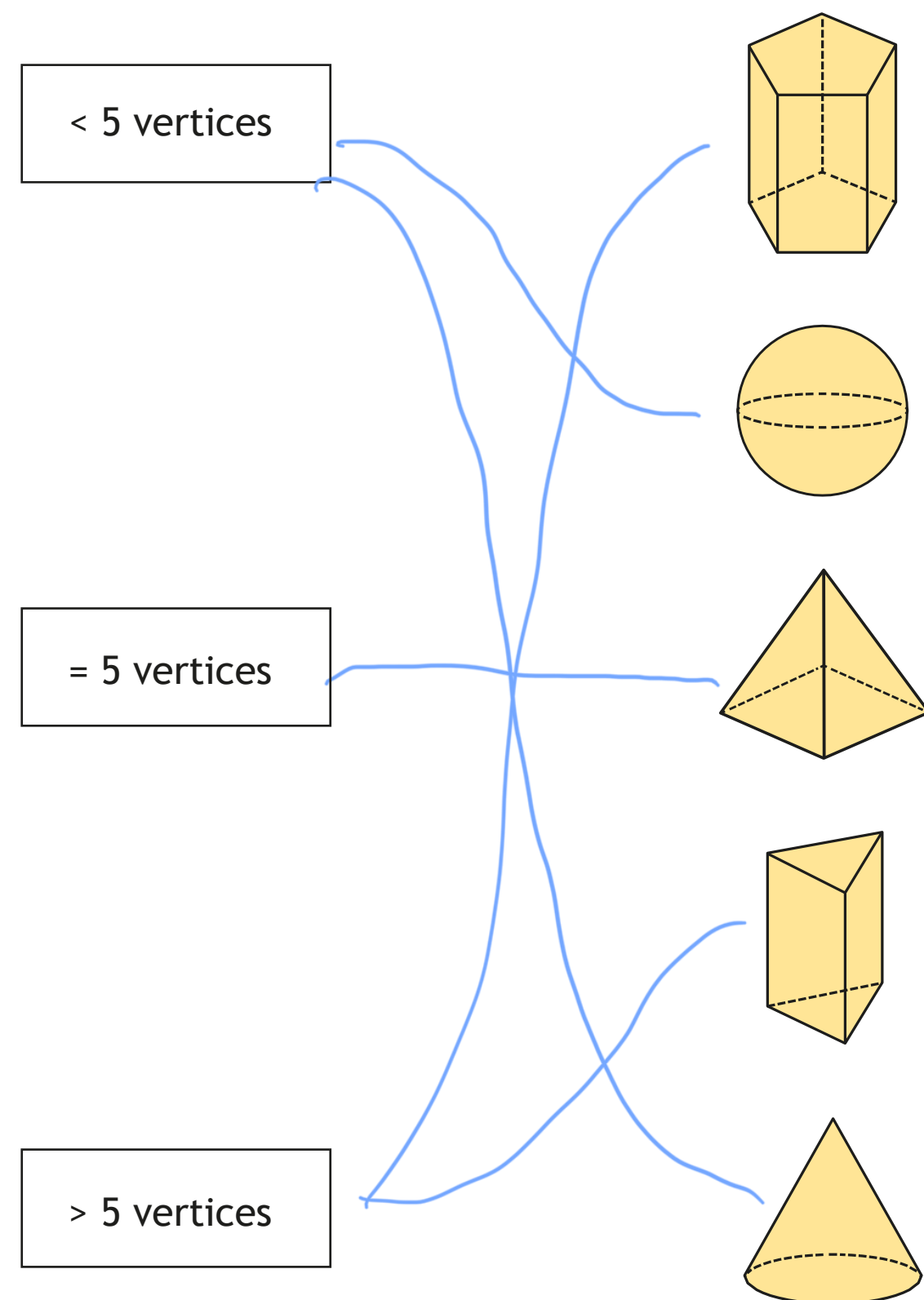
- 4 Complete the sentences.

more

fewer

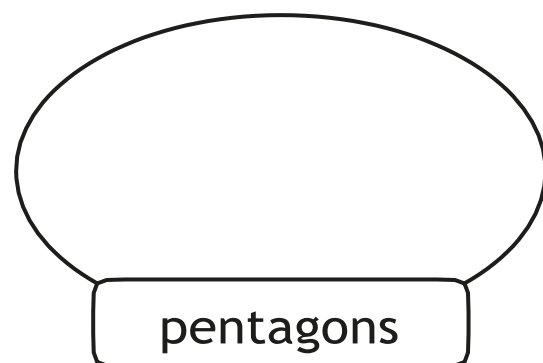
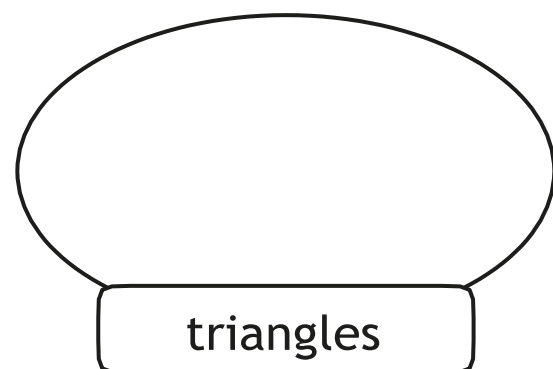
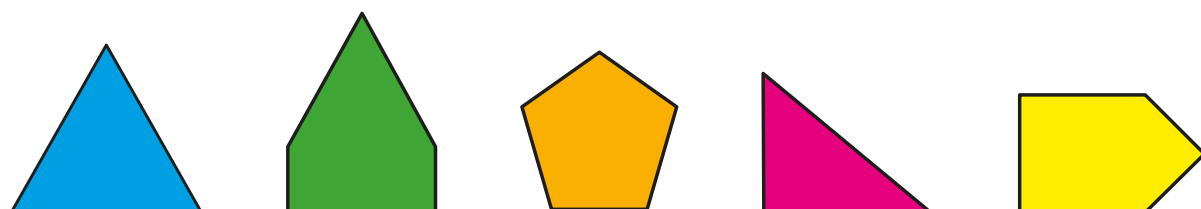
- a) A cube has more vertices than a sphere.
- b) A sphere has fewer vertices than a cone.
- c) A triangular prism has fewer vertices than a cuboid.

- 5 Match each shape to the correct label.

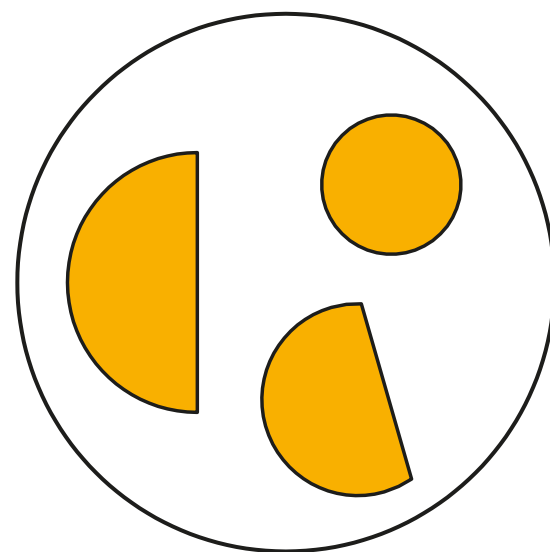
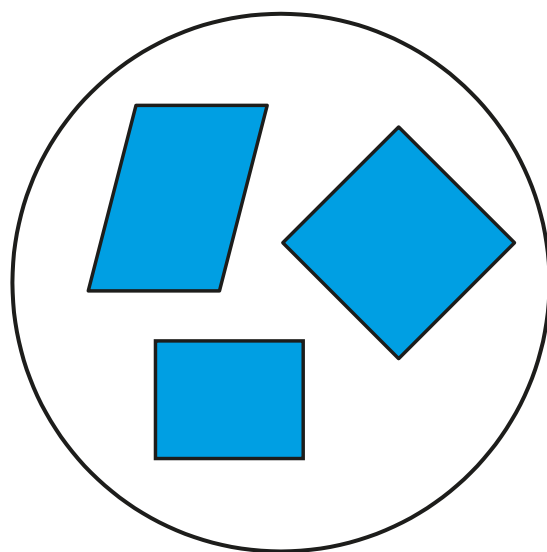


Sort 2D shapes

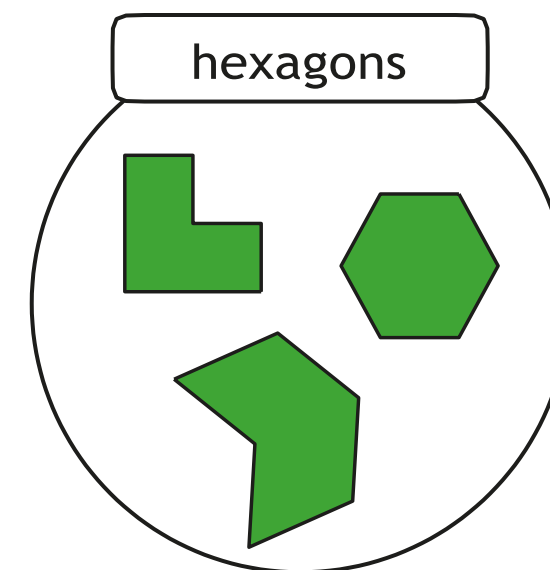
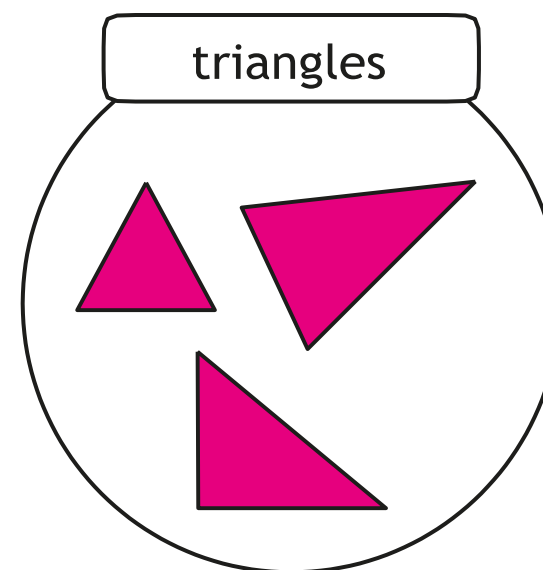
1 Draw lines to sort the shapes into groups.



2 How have the shapes been sorted?



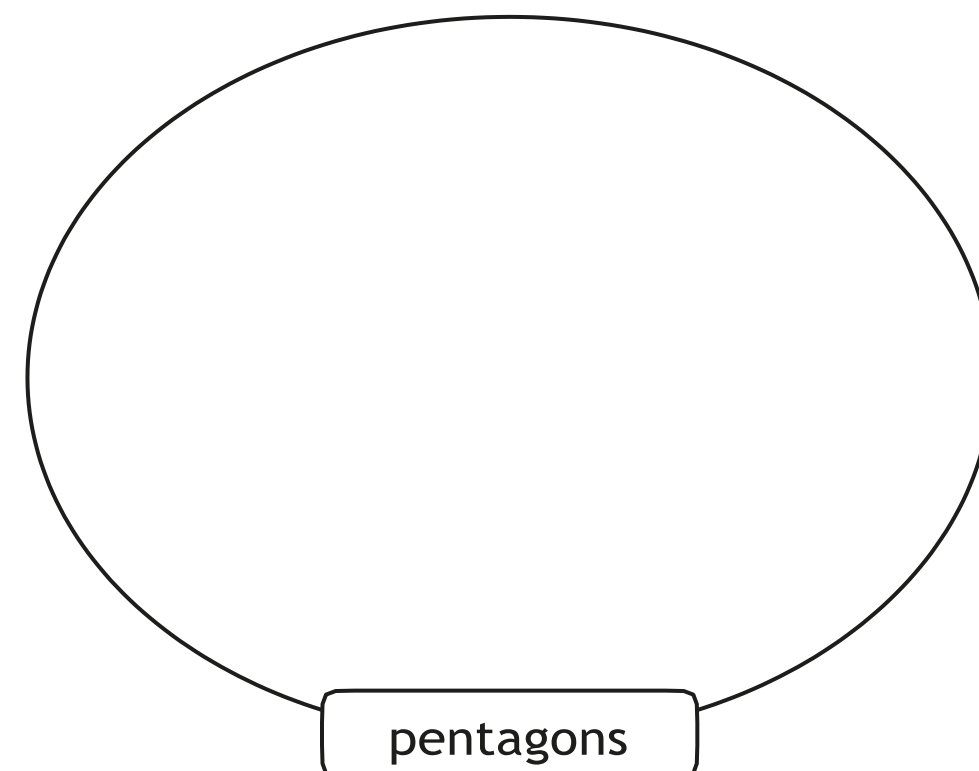
3 Eva sorts some shapes.



a) Is Eva correct? _____

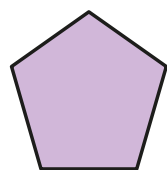
How do you know?

b) Draw a group of three different pentagons.

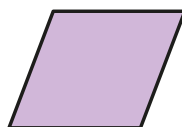


- 4 a) Sort the shapes in order of the number of sides.

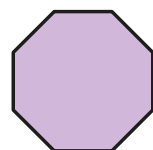
Start with the shape that has the fewest sides.



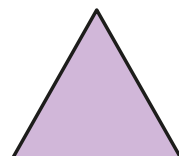
A



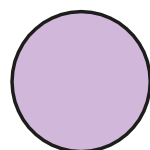
B



C



D



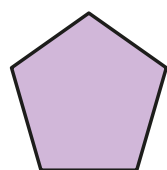
E

fewest

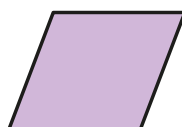
most

- b) Sort the shapes in order of the number of vertices.

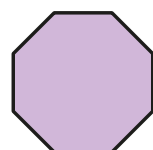
Start with the shape that has the fewest vertices.



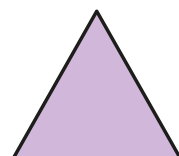
A



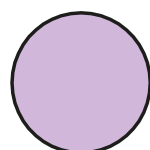
B



C



D



E

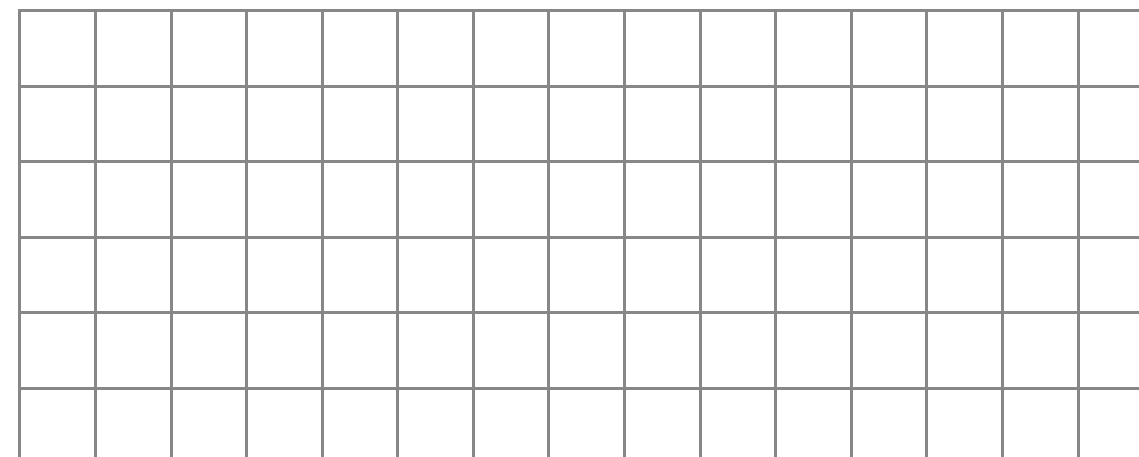
fewest

most

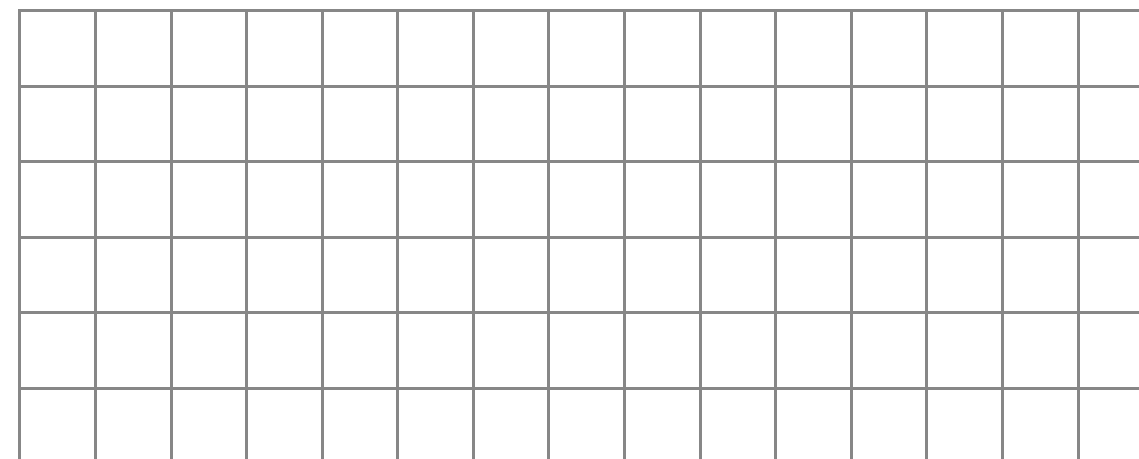
- c) What do you notice about your answers to part a) and part b)?

- 5 Draw three different shapes in each group.

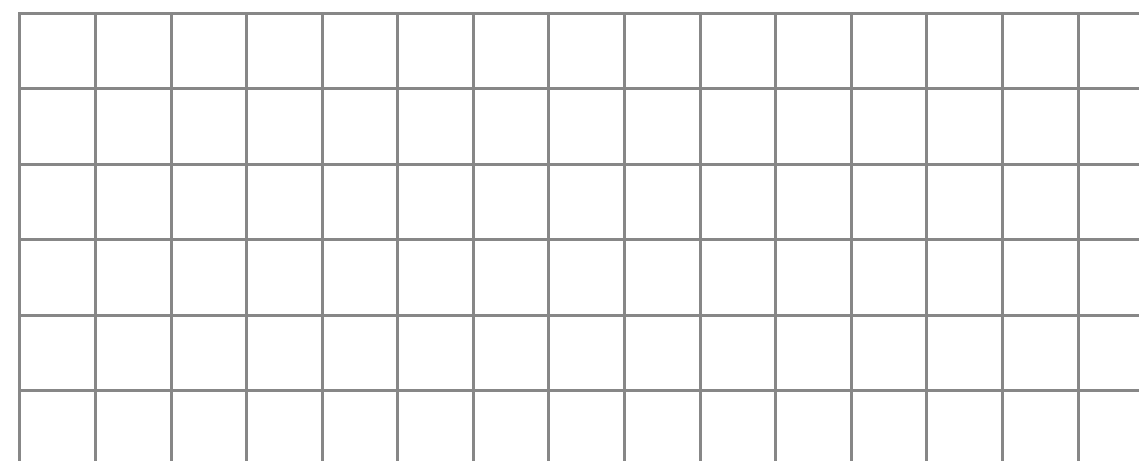
shapes with 4 sides



shapes with an odd number of vertices



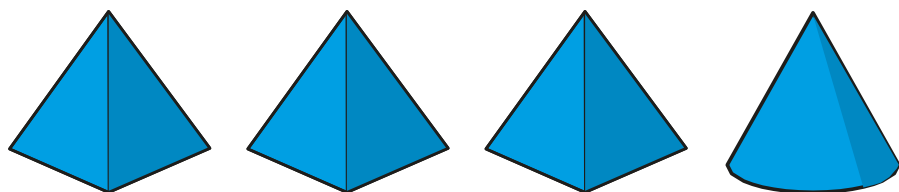
shapes with an even number of sides



Sort 3D shapes

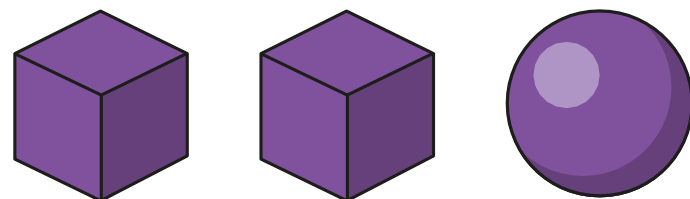
1 Circle the odd one out in each group and complete the sentences.

a)



The odd one out is a _____.

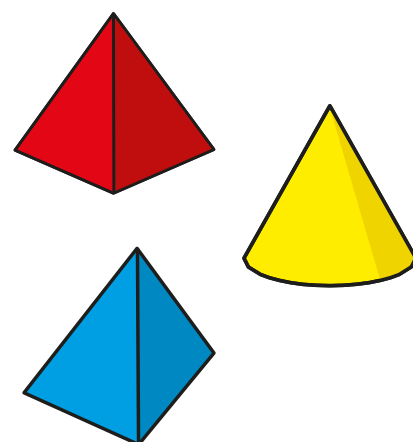
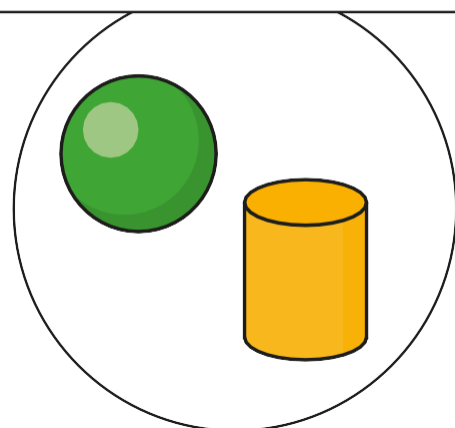
b)



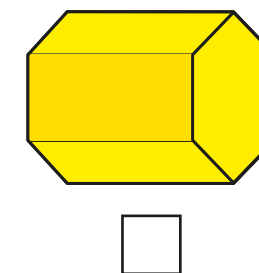
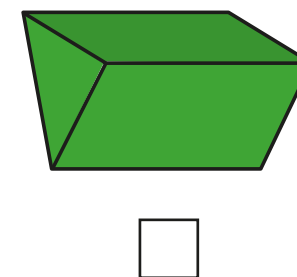
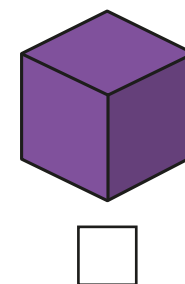
The odd one out is a _____.

2 Tick the shape that could go in the group.

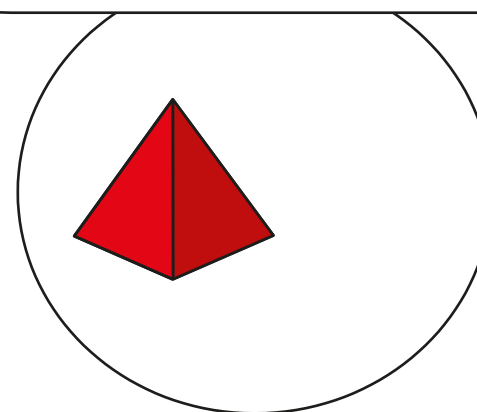
has a curved surface



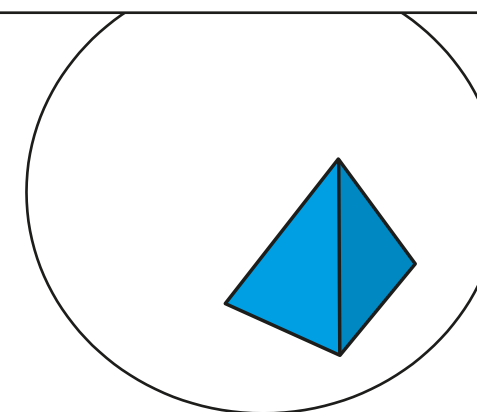
3 Tick the shape that could go in both groups.



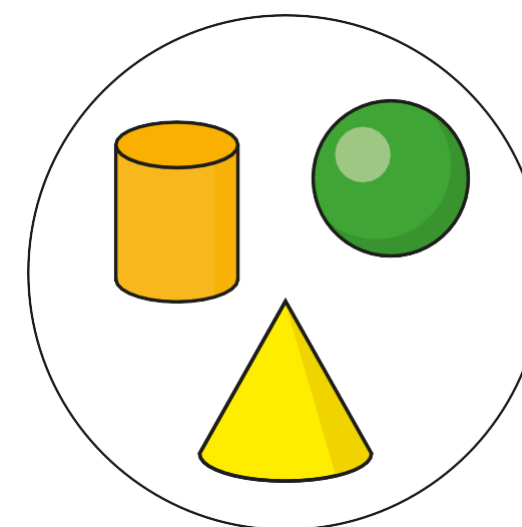
odd number of faces



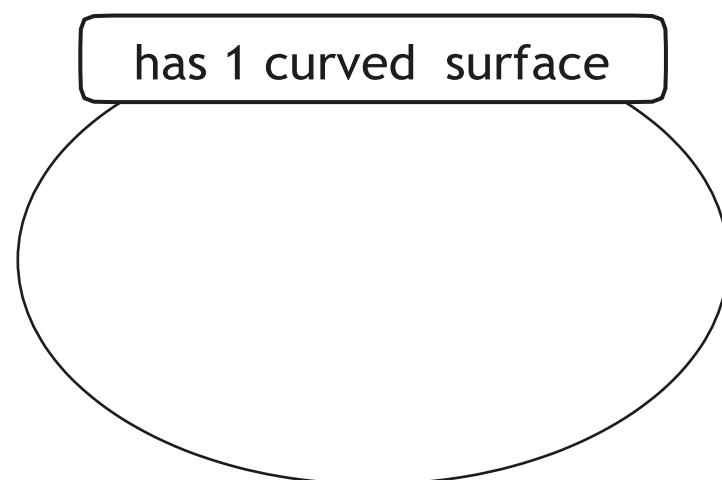
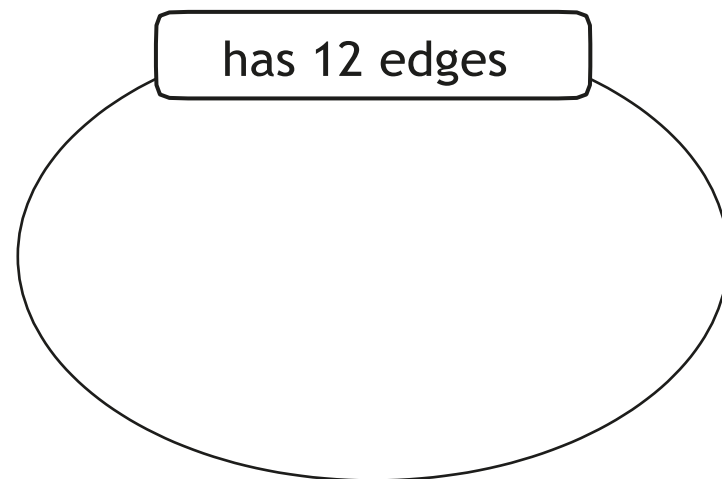
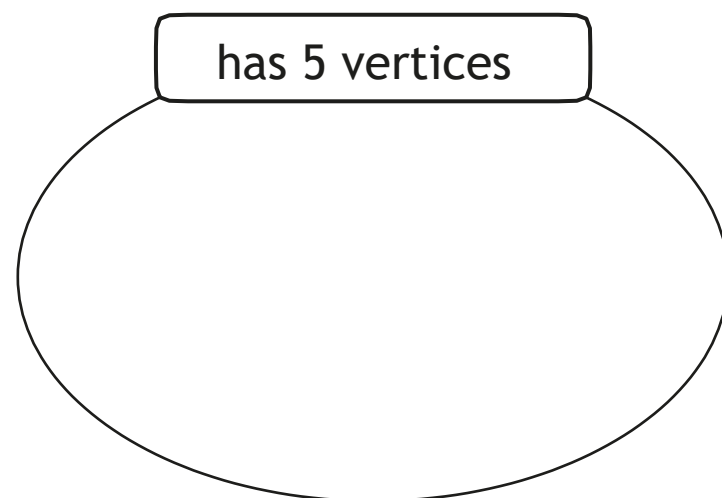
even number of vertices



4 How have the shapes been grouped?



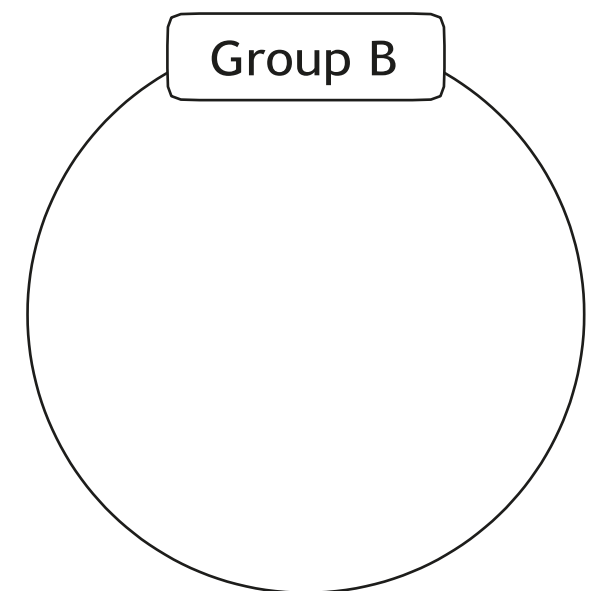
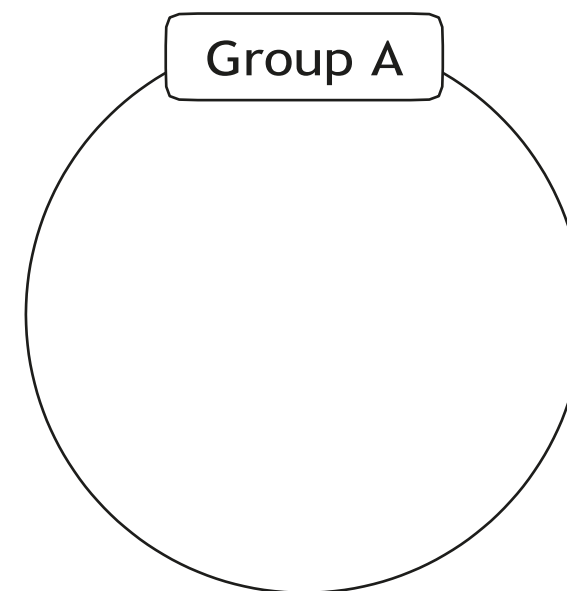
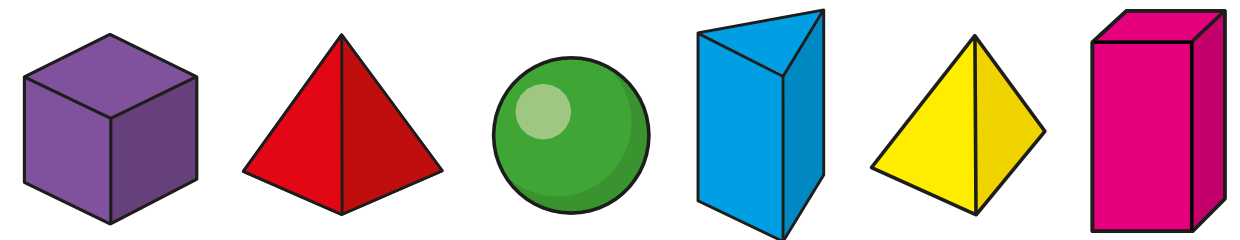
- 5 Write the name of a 3D shape that could go in each group.



Can you think of any other shapes to go in each group?



- 6 a) Draw lines to sort the shapes into two groups.



- b) Give each of your groups a label.

Group A: _____

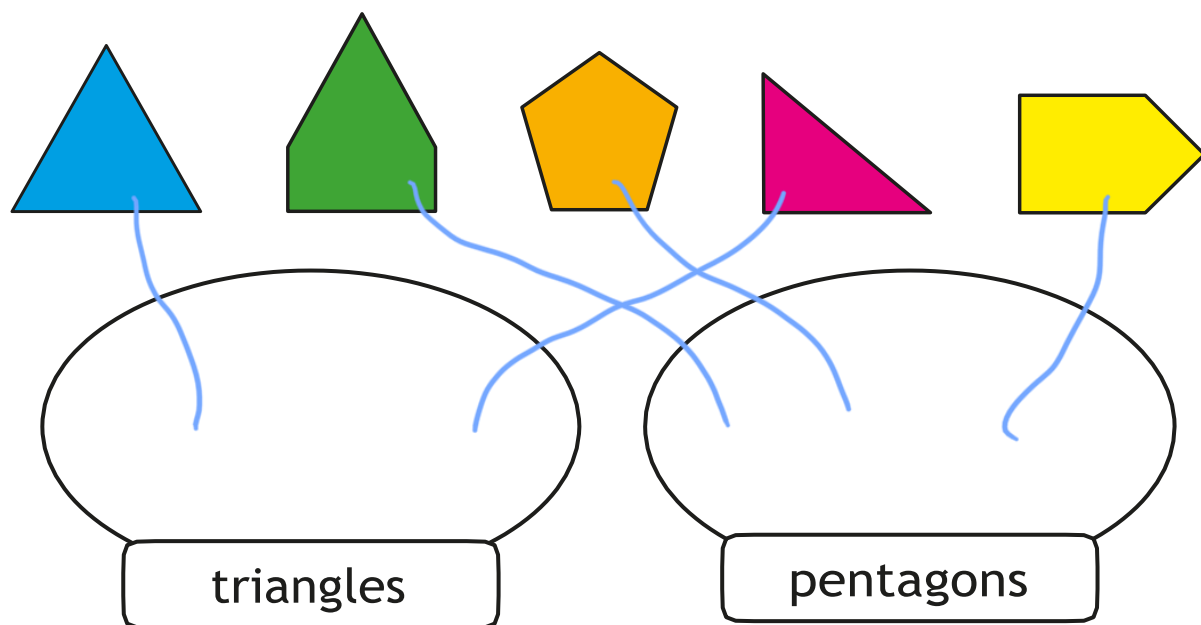
Group B: _____

Compare answers with a partner.

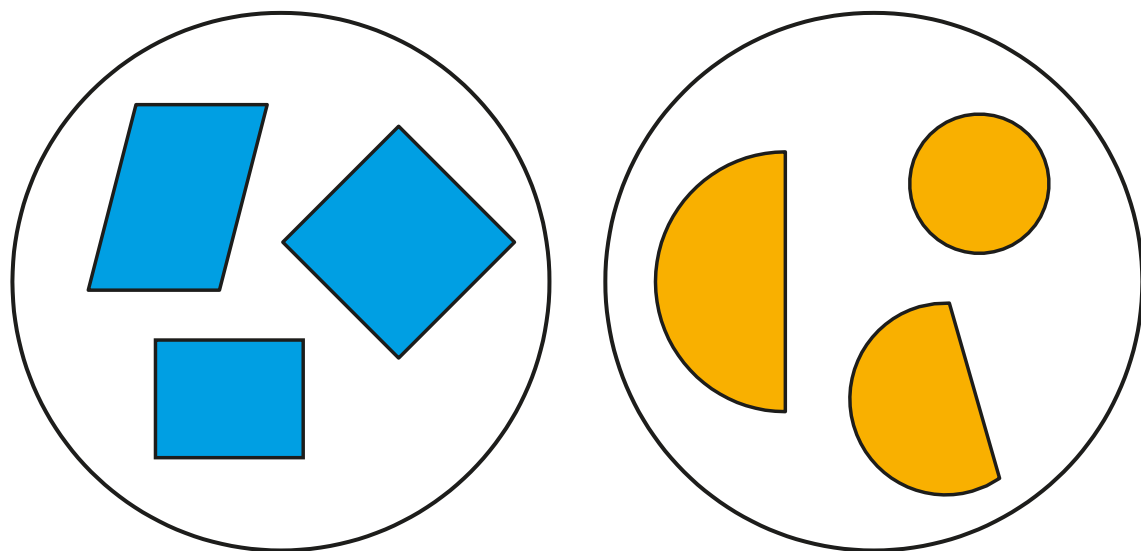


Sort 2D shapes

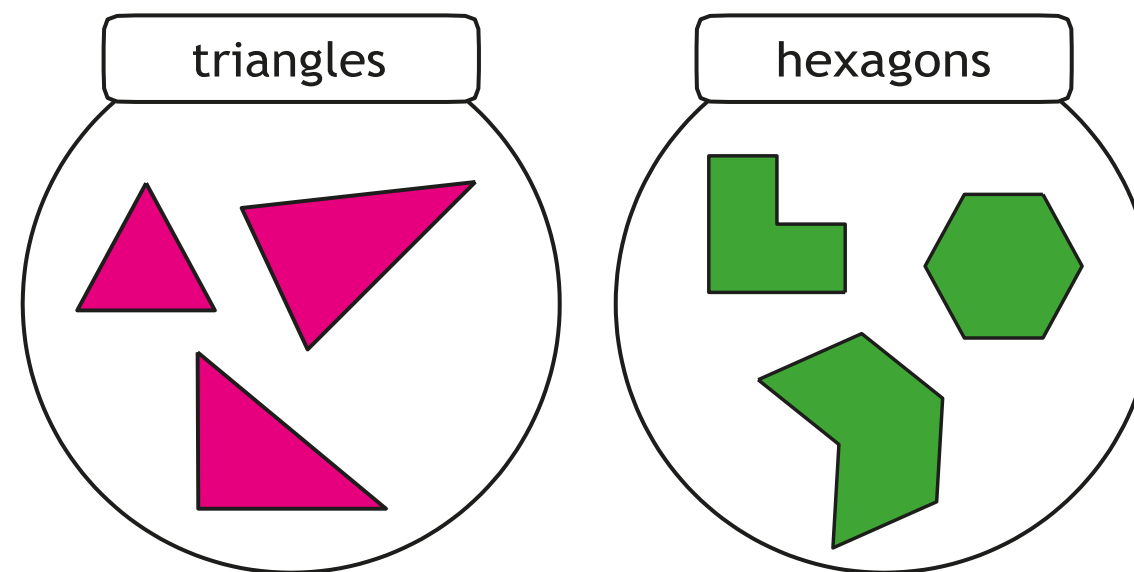
1 Draw lines to sort the shapes into groups.



2 How have the shapes been sorted?



3 Eva sorts some shapes.

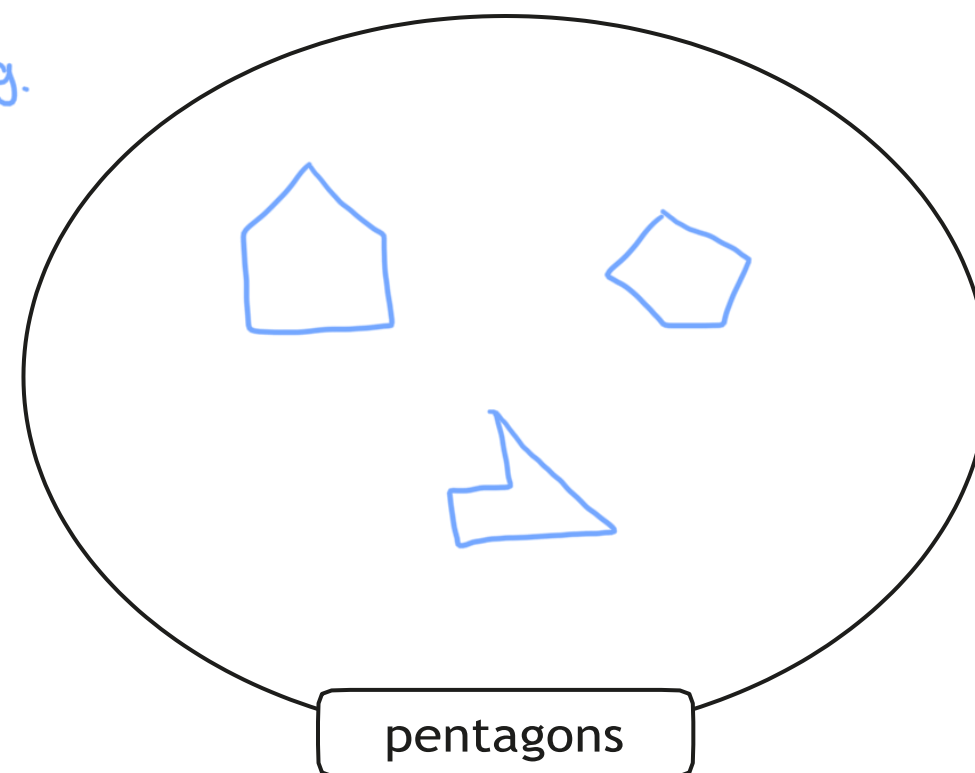


a) Is Eva correct? Yes

How do you know?

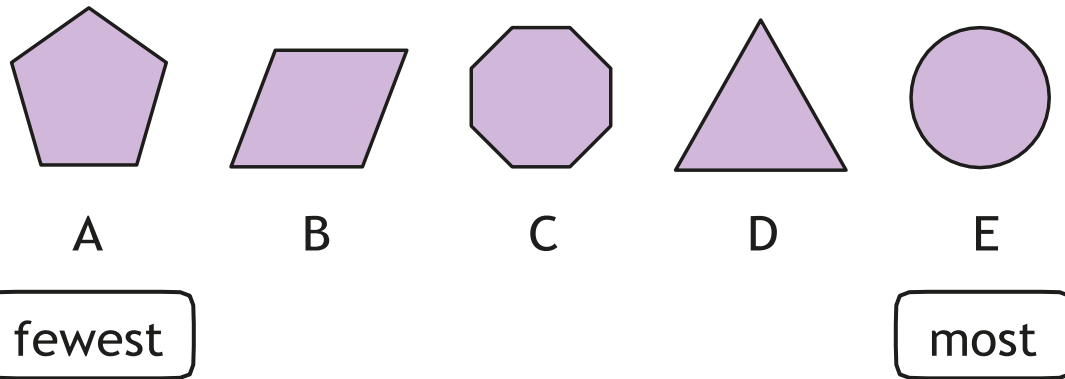
b) Draw a group of three different pentagons.

e.g.



- 4 a) Sort the shapes in order of the number of sides.

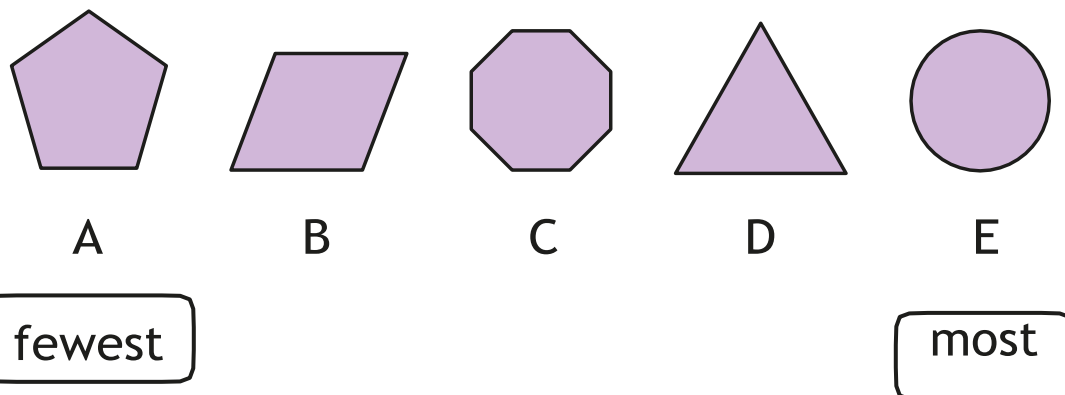
Start with the shape that has the fewest sides.



E D B A C

- b) Sort the shapes in order of the number of vertices.

Start with the shape that has the fewest vertices.

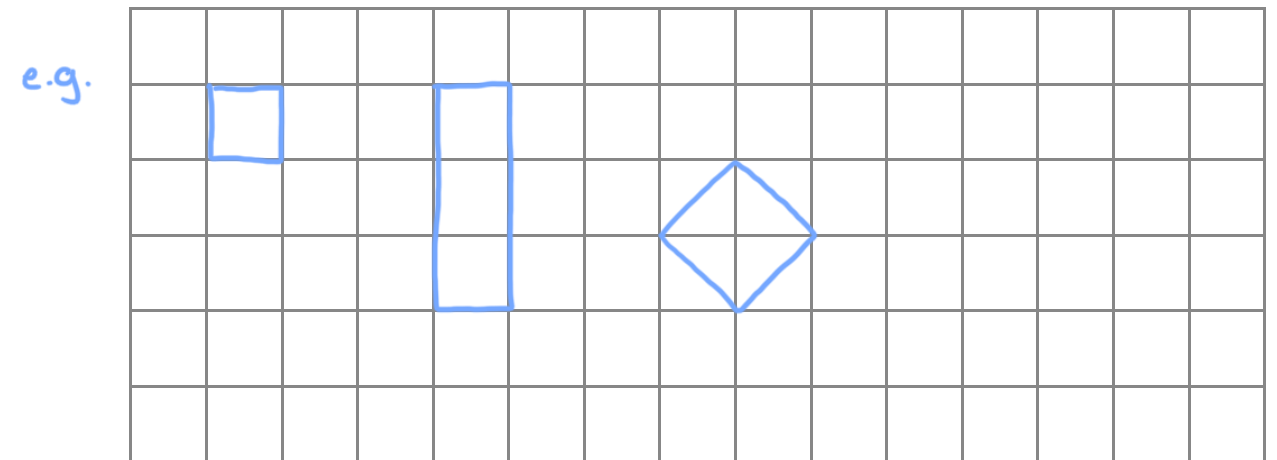


E D B A C

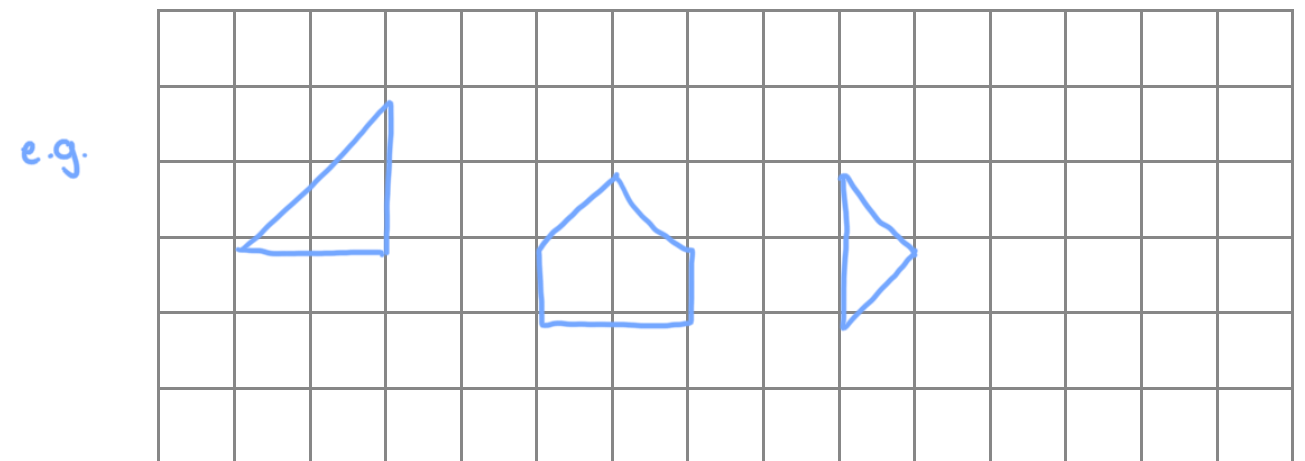
- c) What do you notice about your answers to part a) and part b)?

- 5 Draw three different shapes in each group.

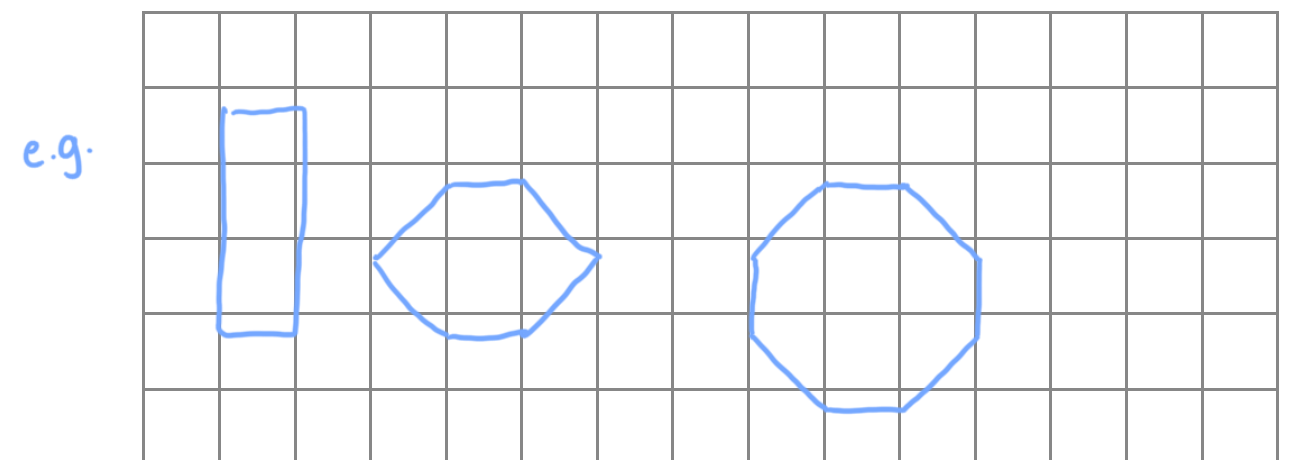
shapes with 4 sides



shapes with an odd number of vertices

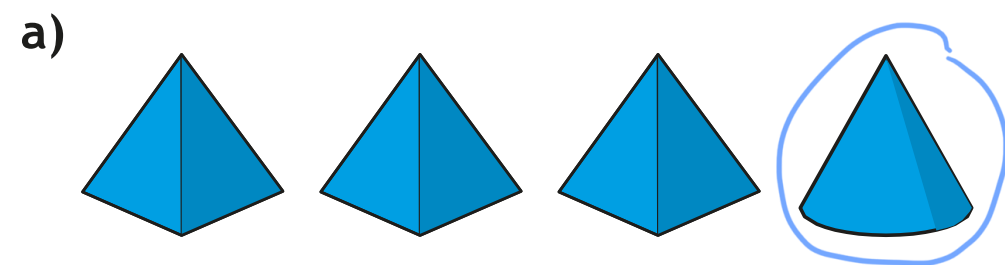


shapes with an even number of sides

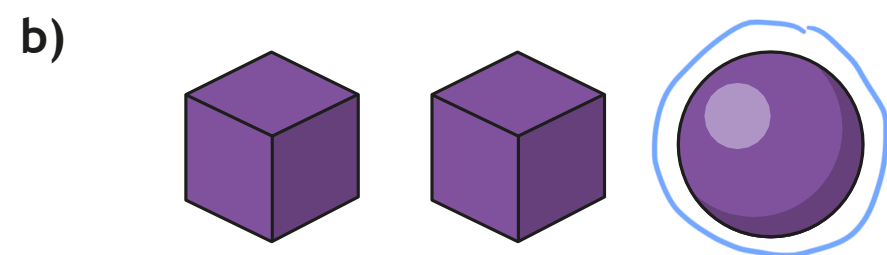


Sort 3D shapes

1 Circle the odd one out in each group and complete the sentences.



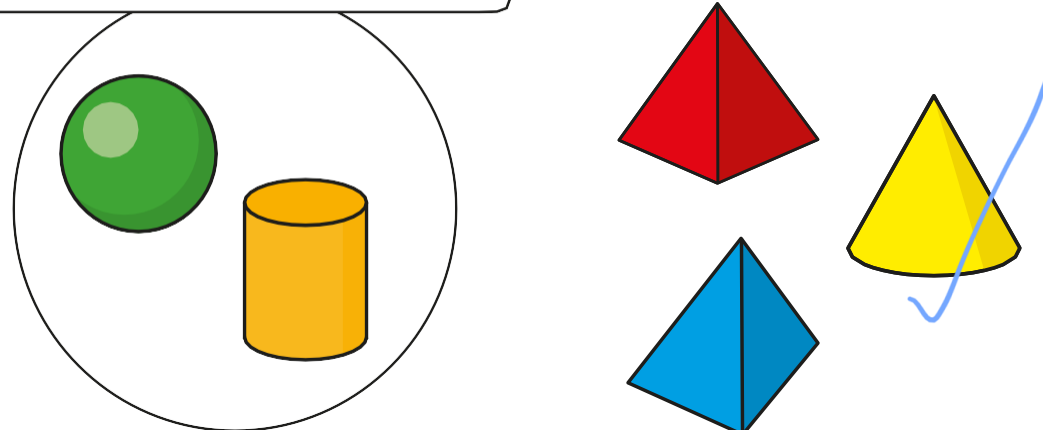
The odd one out is a cone.



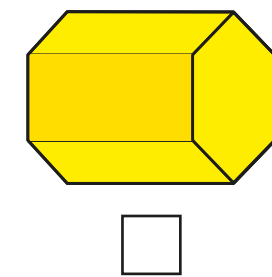
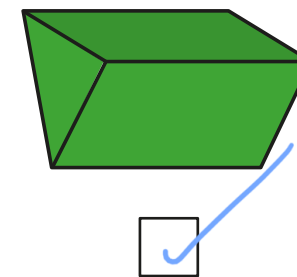
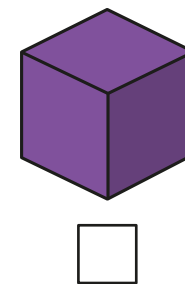
The odd one out is a sphere.

2 Tick the shape that could go in the group.

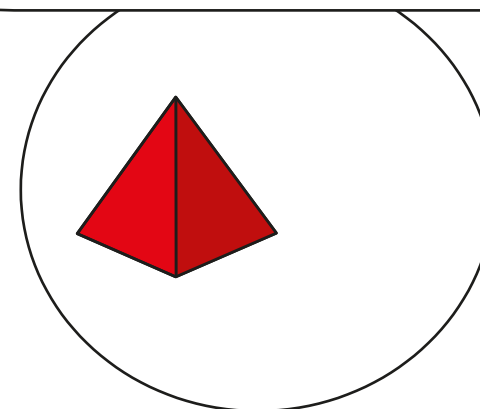
has a curved surface



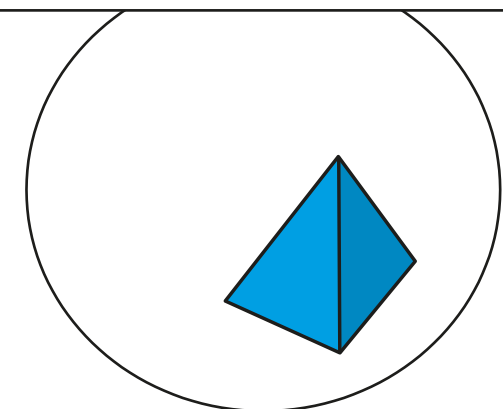
3 Tick the shape that could go in both groups.



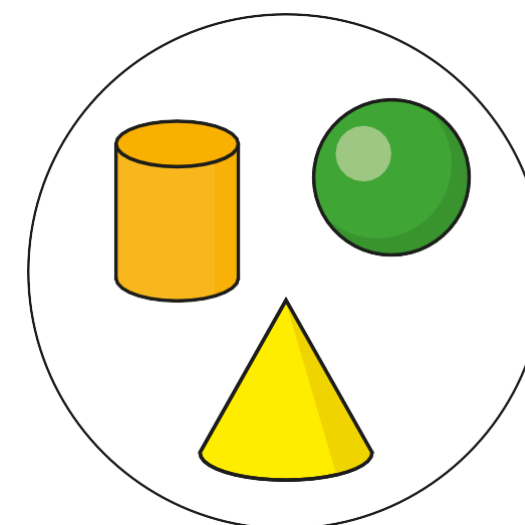
odd number of faces



even number of vertices

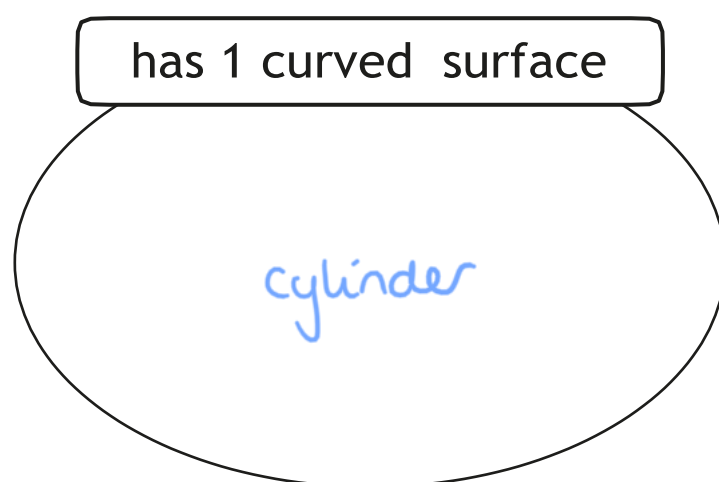
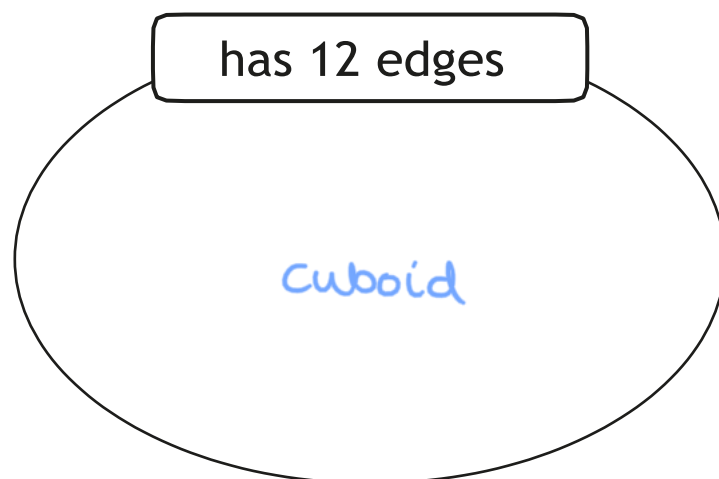
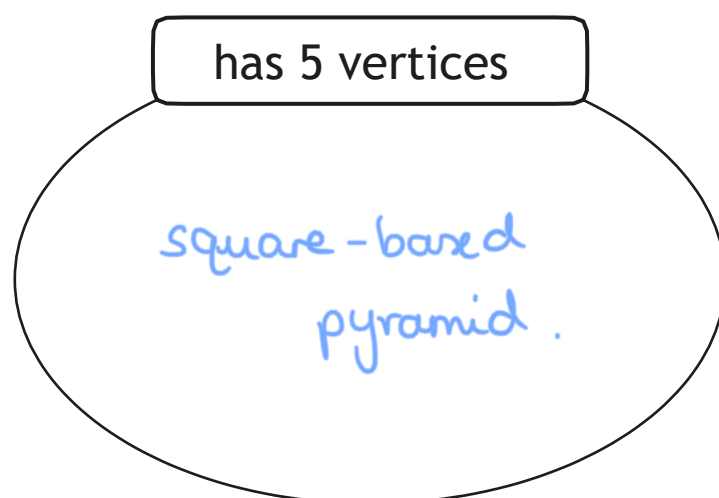


4 How have the shapes been grouped?



- 5 Write the name of a 3D shape that could go in each group.

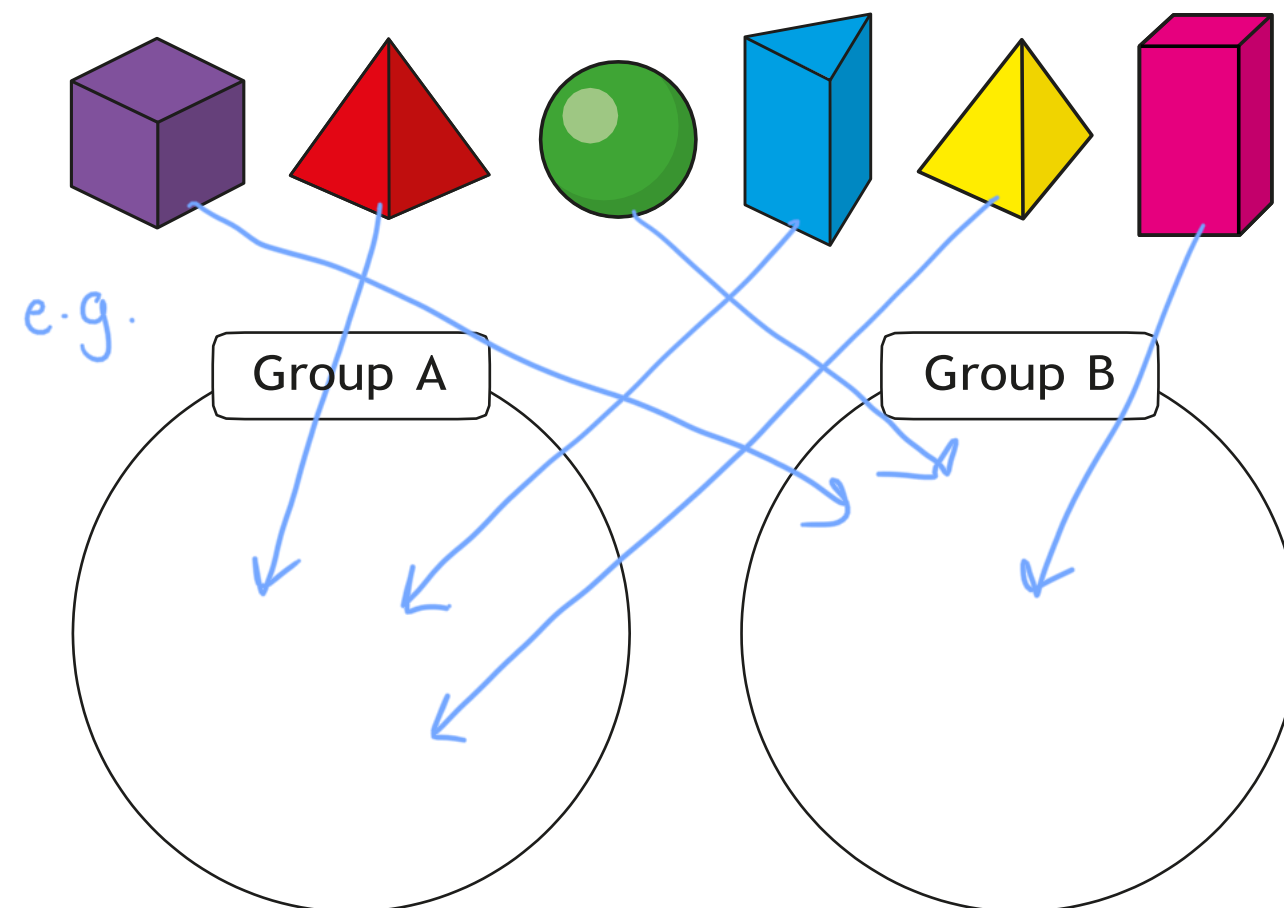
e.g.



Can you think of any other shapes to go in each group?



- 6 a) Draw lines to sort the shapes into two groups.



- b) Give each of your groups a label.

Group A: Has at least one triangular face

Group B: Has no triangular faces

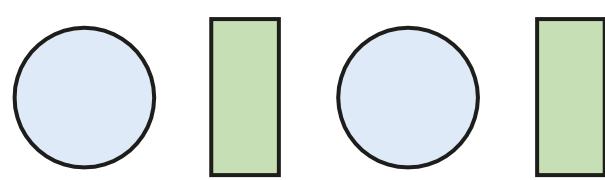
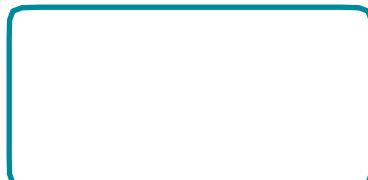
Compare answers with a partner.





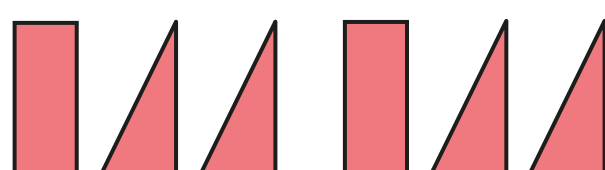
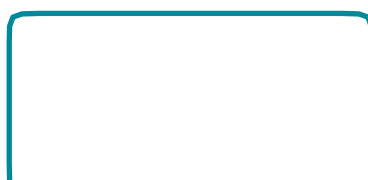
Make patterns with 2D shapes



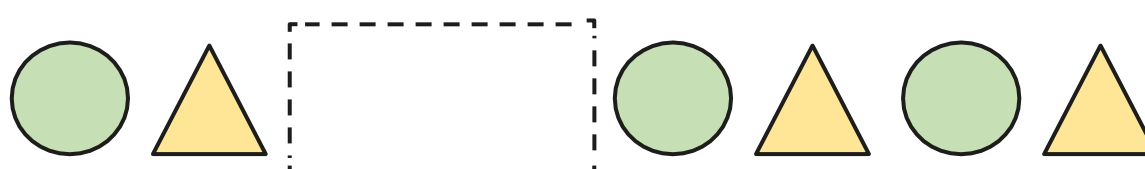
1 Draw the next two shapes in each pattern.

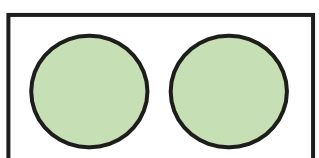
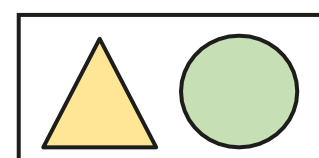
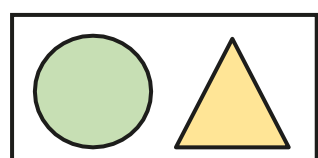
a)  


b)  

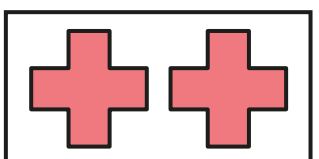
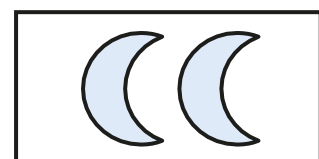
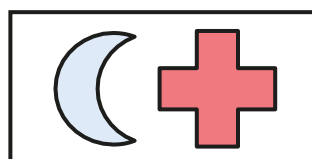
c)  

2 Tick the shapes that fit in each pattern.

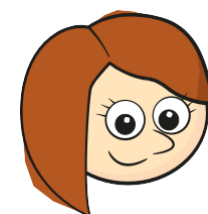
a) 

b) 

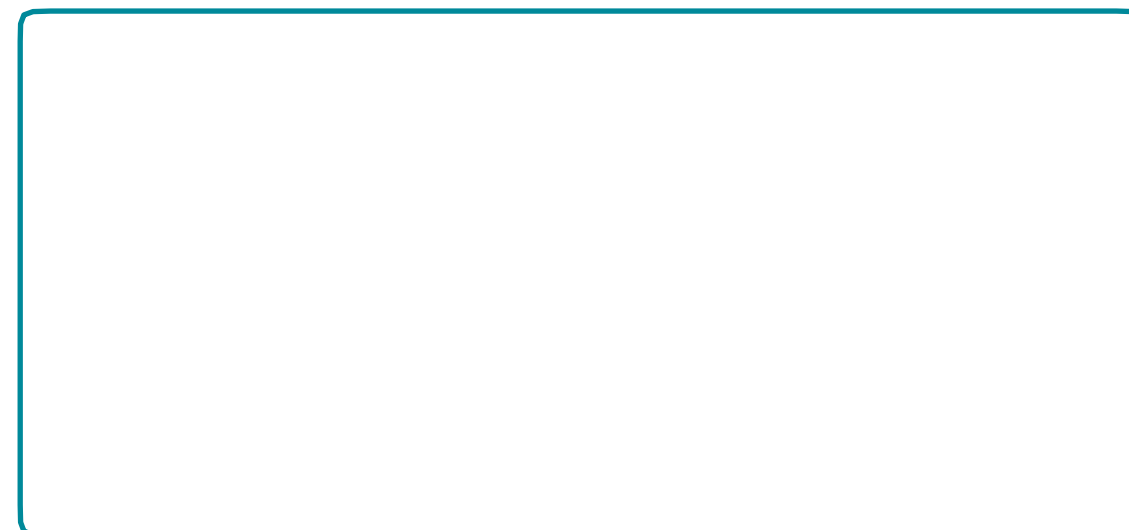
  

3



My pattern goes:
circle, triangle, square,
then it repeats.

a) Draw the first 9 shapes in Rosie's pattern.



b) What is the name of the 10th shape in the pattern?

c) What is the name of the shape to the right of the 5th shape?



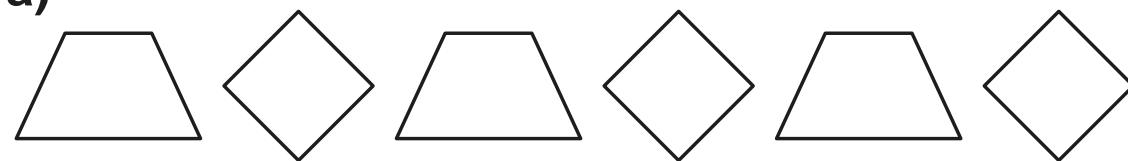
- 4 Mo makes a pattern using 4 rectangles, 4 triangles and 4 circles.

What could Mo's pattern be?

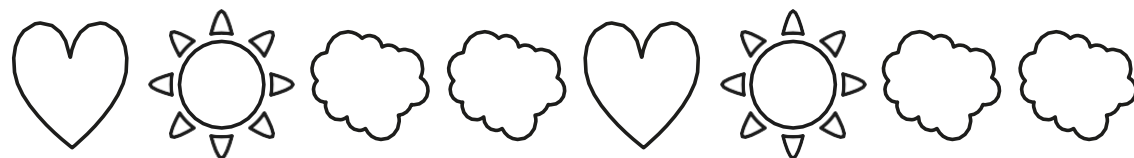
Draw two different possibilities.

- 5 Draw the 10th shape for each pattern.

a)



b)



- 6 Write your own repeating pattern of shapes.

For example: circle, rectangle, rectangle, circle, rectangle, rectangle ...

Swap with a partner and draw each other's patterns.

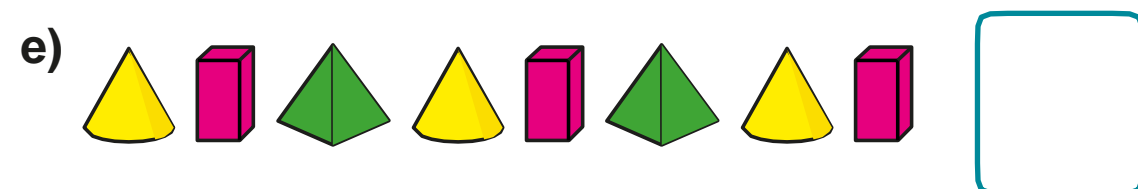
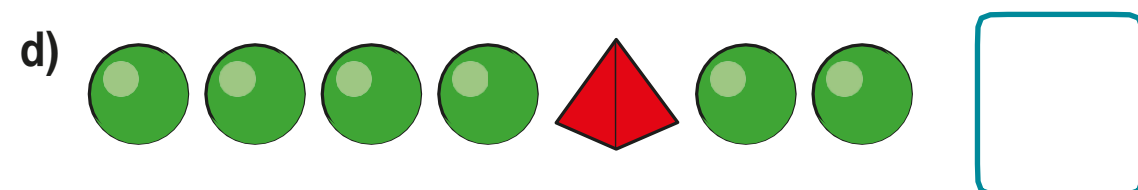
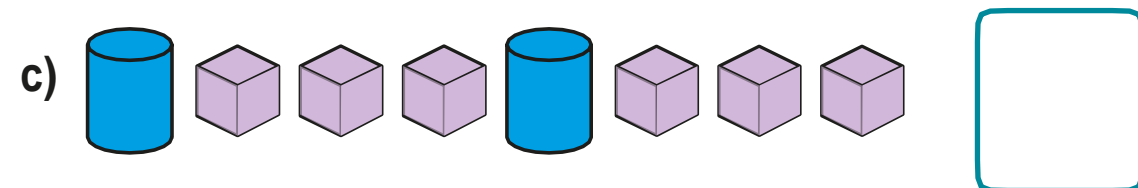
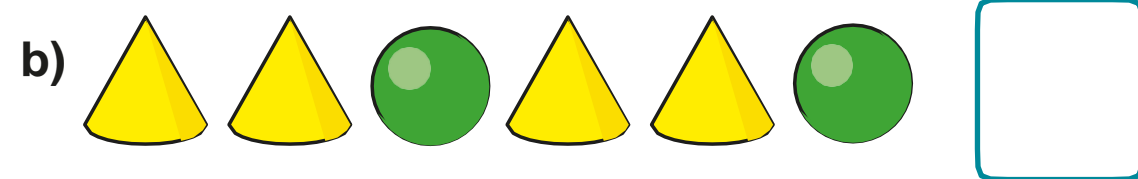
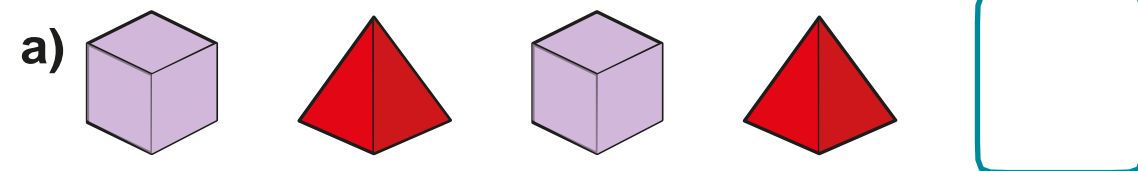
- 7 Draw a shape in each box to make a repeating pattern.

You may want to practise on a whiteboard.

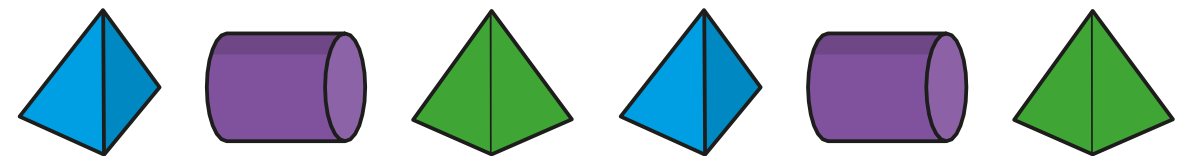
Make patterns with 3D shapes



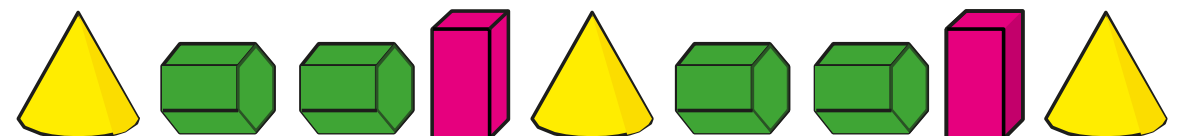
1 Draw the next shape in each pattern.



2 What is the name of the 3rd shape in the pattern?



3 Here is a pattern made with 3D shapes.



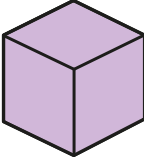
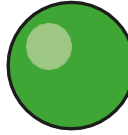
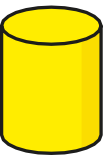
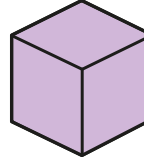
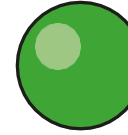
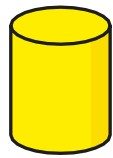
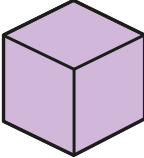
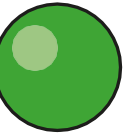
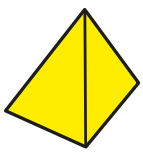
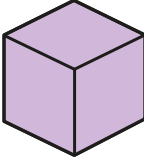
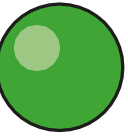
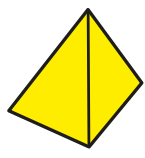
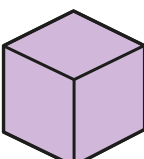
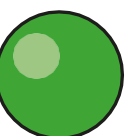

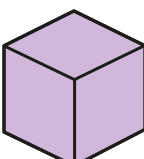
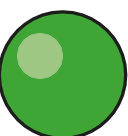
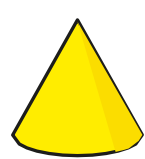
a) Write the name of the 4th shape in the pattern.

b) What would the 13th shape in the pattern be?

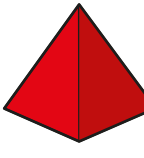
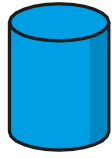
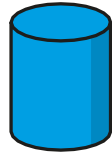
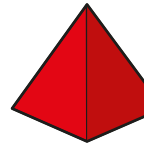


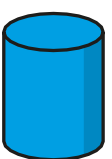
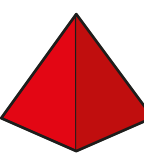
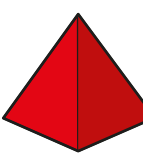
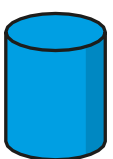
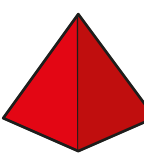
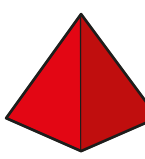
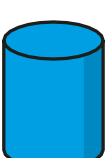


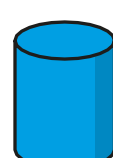




4 Tick the row that shows the pattern.

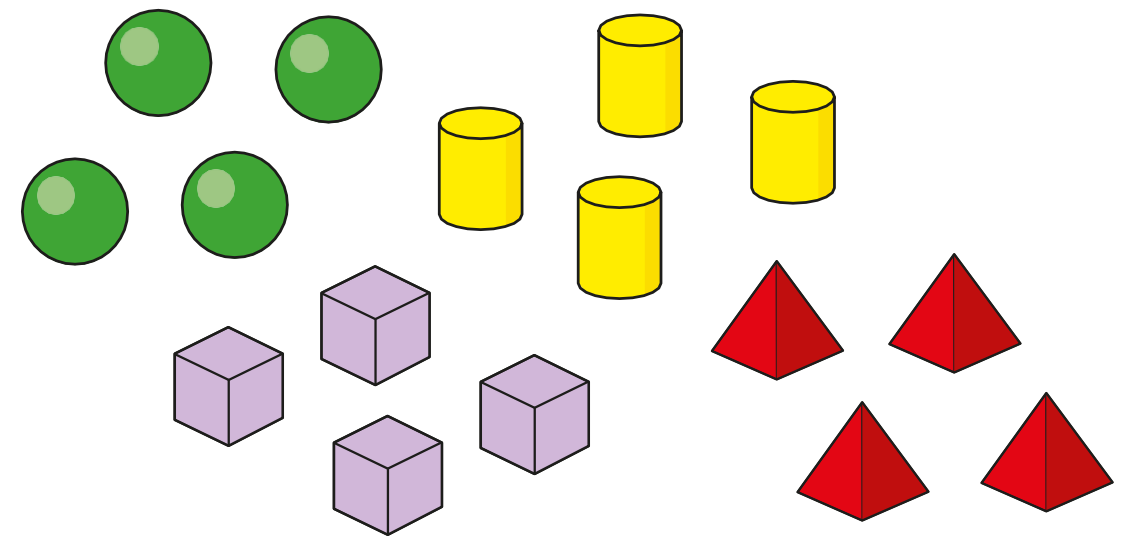
a) cube, sphere, cone, cube, sphere, cone

						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>

b) cylinder, pyramid, pyramid, cylinder, pyramid, pyramid

						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>

5 Eva is making a pattern using these shapes.



a) What pattern could Eva make?

b) Can you arrange Eva's shapes to make a symmetrical pattern?

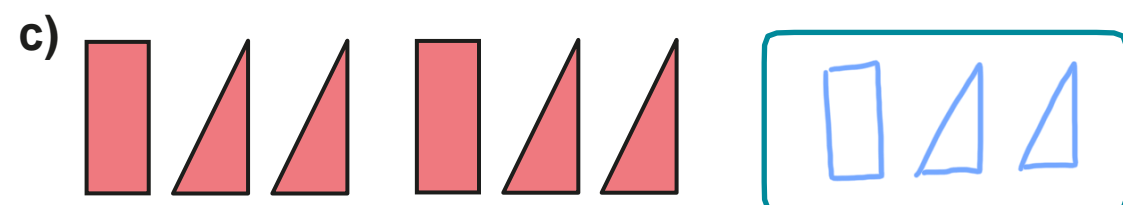
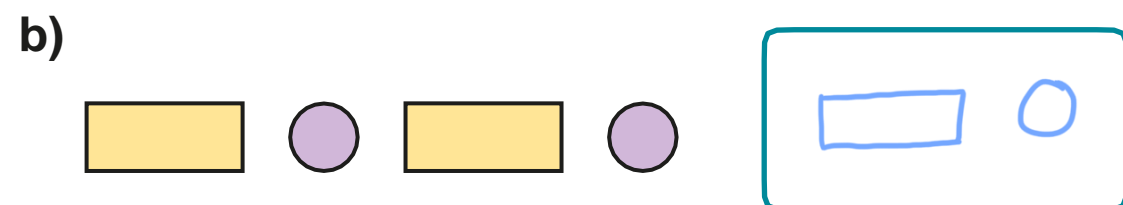
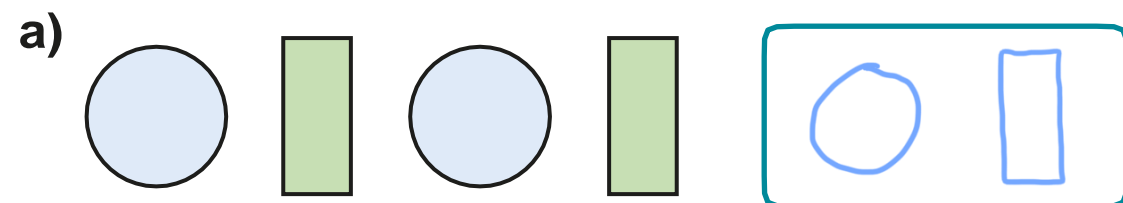
c) Compare answers with a partner.



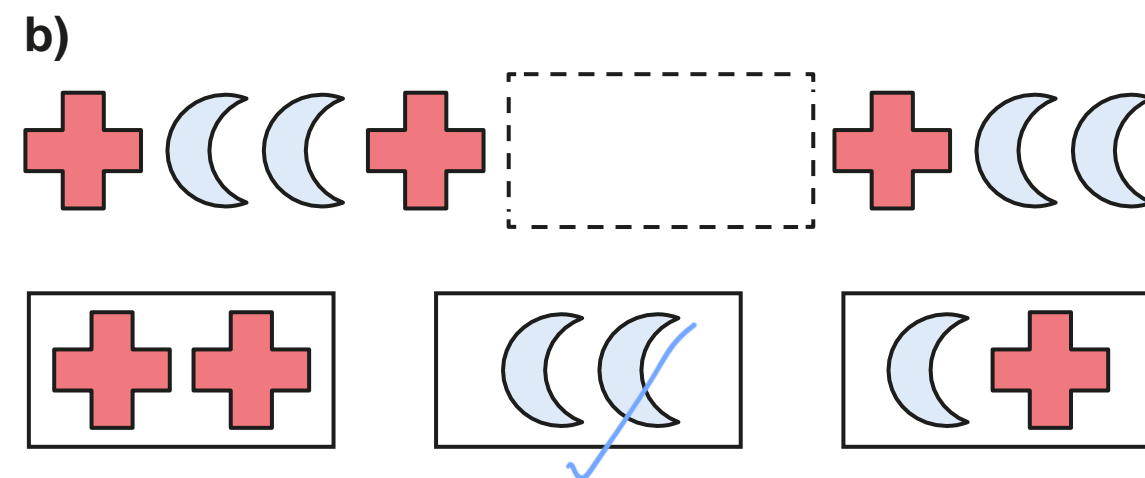
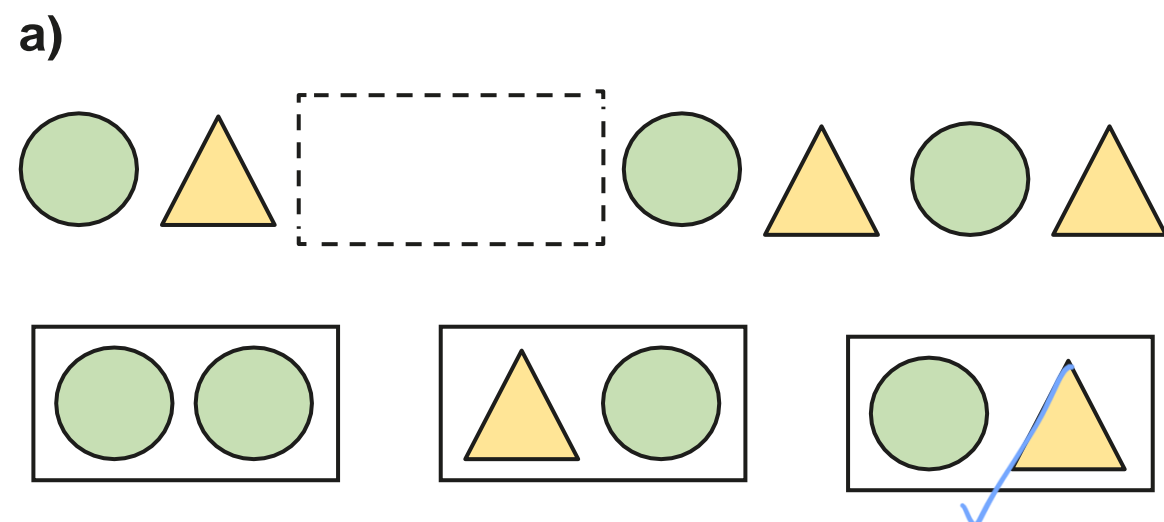
Make patterns with 2D shapes



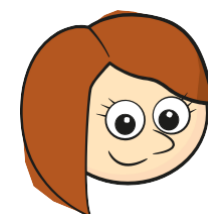
1 Draw the next two shapes in each pattern.



2 Tick the shapes that fit in each pattern.



3



My pattern goes:
circle, triangle, square,
then it repeats.

a) Draw the first 9 shapes in Rosie's pattern.



b) What is the name of the 10th shape in the pattern?

circle

c) What is the name of the shape to the right of the 5th shape?

square

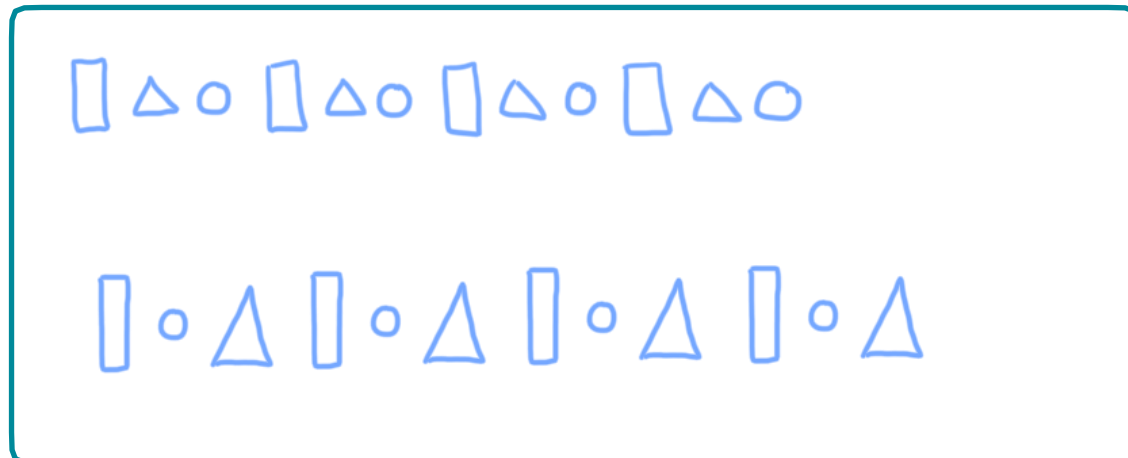


- 4 Mo makes a pattern using 4 rectangles, 4 triangles and 4 circles.

What could Mo's pattern be?

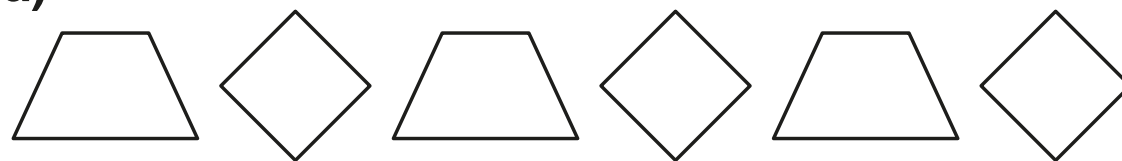
Draw two different possibilities.

e.g.

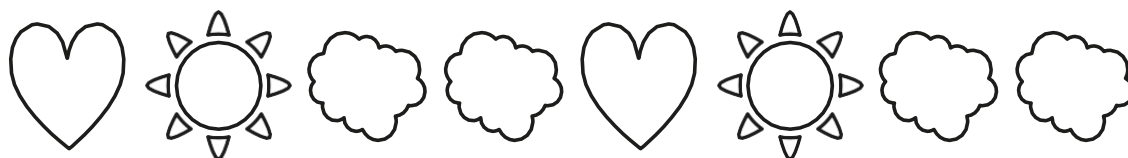


- 5 Draw the 10th shape for each pattern.

a)



b)



- 6 Write your own repeating pattern of shapes.

For example: circle, rectangle, rectangle, circle, rectangle, rectangle ...

Various answers.

Swap with a partner and draw each other's patterns.

- 7 Draw a shape in each box to make a repeating pattern.

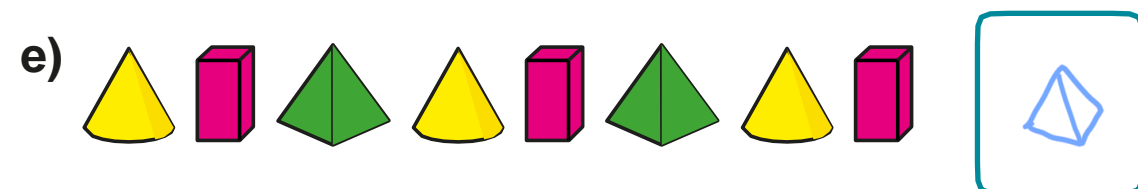
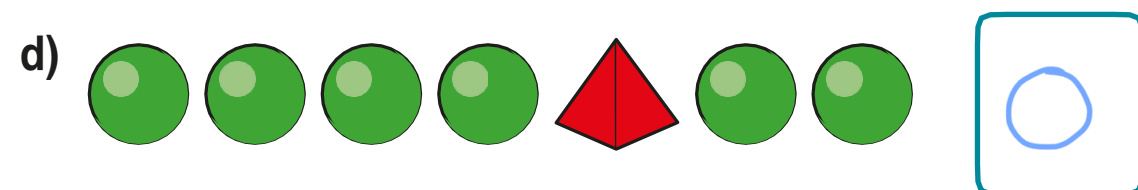
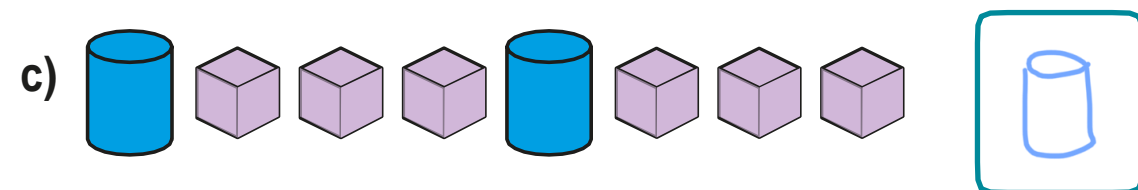
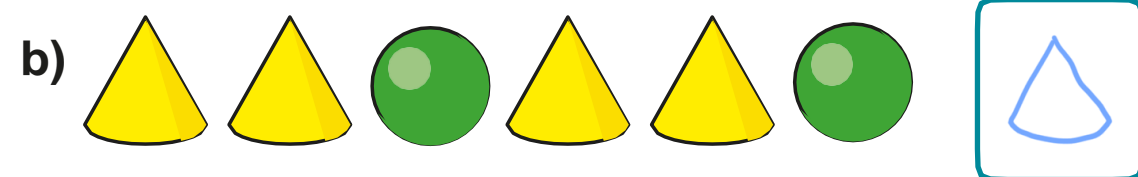
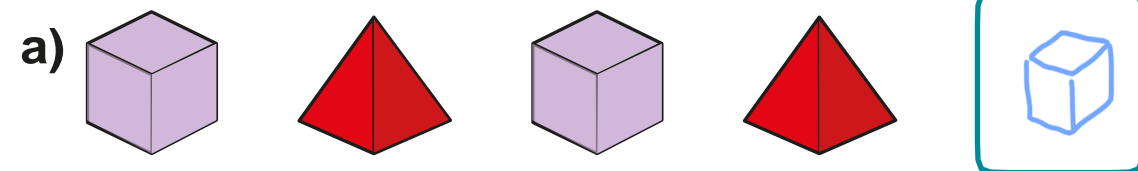
You may want to practise on a whiteboard.

e.g.

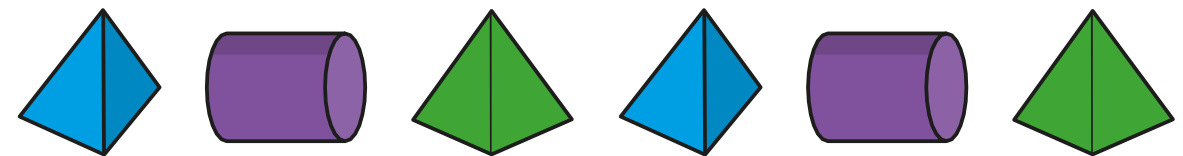
Make patterns with 3D shapes



1 Draw the next shape in each pattern.

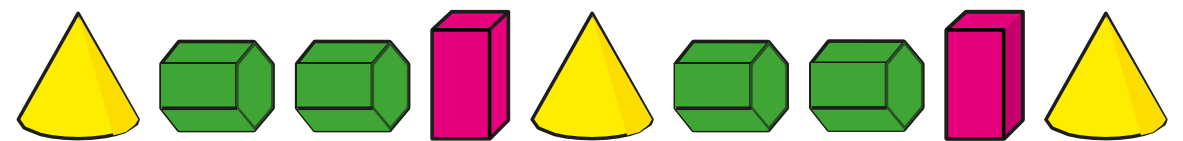


2 What is the name of the 3rd shape in the pattern?



pyramid

3 Here is a pattern made with 3D shapes.



a) Write the name of the 4th shape in the pattern.

cuboid

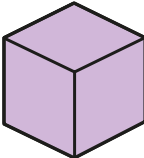
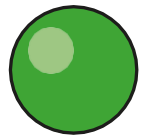
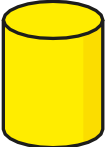
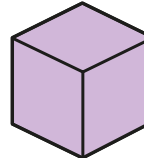
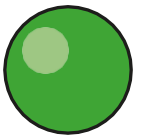
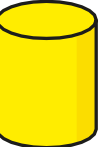
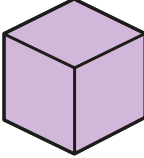
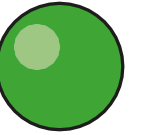
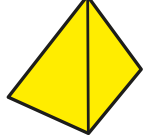
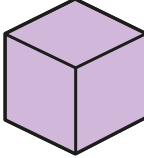
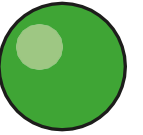
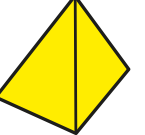
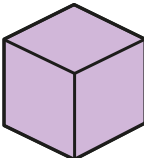
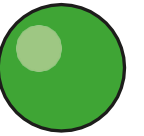

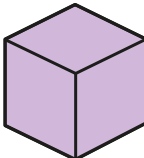
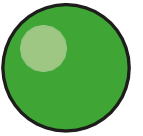

b) What would the 13th shape in the pattern be?

cone

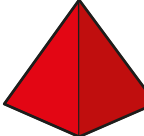
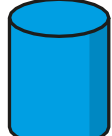
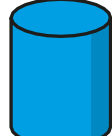
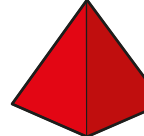


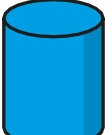
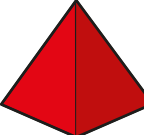
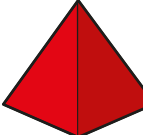
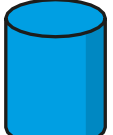
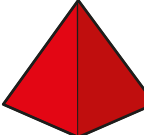
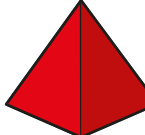
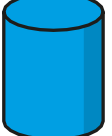


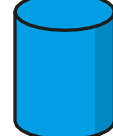




4 Tick the row that shows the pattern.

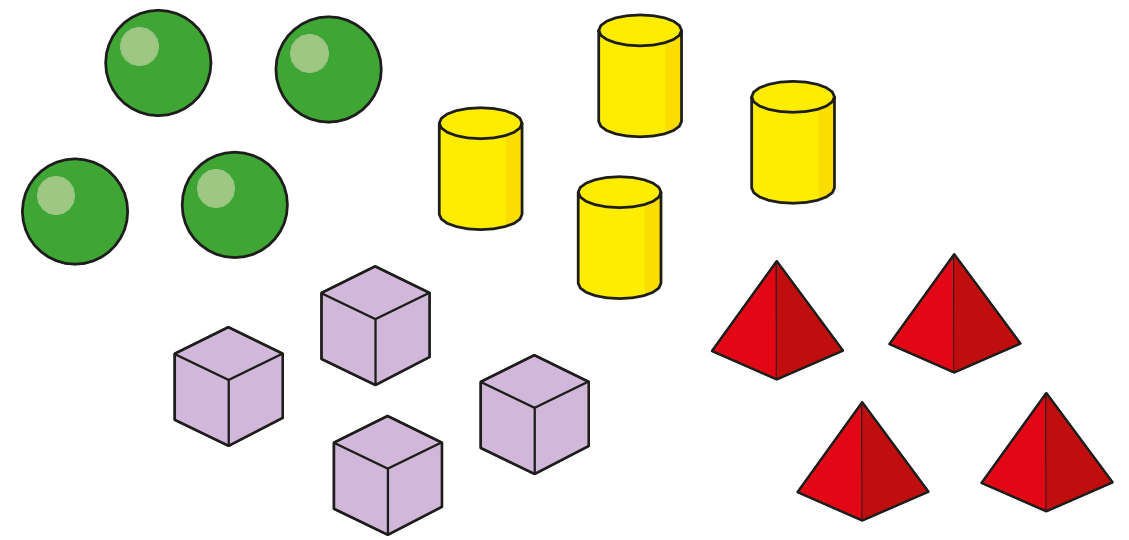
a) cube, sphere, cone, cube, sphere, cone

						<input type="checkbox"/>
						<input type="checkbox"/>
						<input checked="" type="checkbox"/>

b) cylinder, pyramid, pyramid, cylinder, pyramid, pyramid

						<input type="checkbox"/>
						<input checked="" type="checkbox"/>
						<input type="checkbox"/>

5 Eva is making a pattern using these shapes.



various answers.

a) What pattern could Eva make?

b) Can you arrange Eva's shapes to make a symmetrical pattern?

c) Compare answers with a partner.



Name: _____

Class: _____

Date: _____

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

hen _____

cluck _____

hog _____

☐

1 mark

2. “a dainty dog”

The word “*dainty*” is closest in meaning to (tick one):

big ☐dirty ☐delicate ☐strong ☐☐

1 mark

3. How many cats lived on the farm?

☐

1 mark

4. Find and copy two words that describe the cow.

☐

1 mark

5. How was the ladybird different from all of the other animals?

☐

1 mark

6. Explain why the farm was a noisy place.

☐

1 mark

What the Ladybird Heard by Julia Donaldson

Once upon a farm lived a fat red hen,
A duck on a pond and a goose in a pen,
A woolly sheep, a hairy hog,
A handsome horse and a dainty dog,
A cat that miaowed and a cat that purred,
A fine prize cow ... and a ladybird.

The cow said, "MOO!"
And the hen said, "CLUCK"
"HISS!" said the goose
and "QUACK!" said the duck.
"NEIGH!" said the horse.
"OINK!" said the hog.
"BAA!" said the sheep
and "WOOF!" said the dog.
One cat miaowed while the other car purred.

But the ladybird said never a word.



Book Review

Book Title: _____

Who would you recommend the book to? Why?

Author: _____

Fiction or Non-Fiction: _____

What is the book about?

Illustration

Rating:



What ages and interests is this book suitable for? Why?

Name:

Date:

10
total marks

Year 2 English Grammar and Punctuation Test 3

1. Write the words I witt os one word, using on apostrophe.

_____ go to the shops soon.

1 mark

2. Underline the expanded noun phrose in the sentence below.

Zoqon tool his forge, Jriendlq dog Jor o wolf.

1 mark

3. Tich the correct word to complete the sentence below.

Timmy wore his shorts_____it wcs hot outside.

Tick one.

so

☐

that

☐

because

☐☐

1 mark

total for
this page

4. Tick the sentence that is correct.

Tick one.

Lilly saw her friend in the pool and wave.

☐

Lilly saw her friend in the pool and waved.

☐

Lilly sees her friend in the pool and wave.

☐

Lilly sees her friend in the pool and waved.

☐

1 mark

5. Read the sentences below.

How to wash your hands

Turn on the tap.

Wet your hands.

Rub soap on your hands.

Rub your hands together.

Rinse the soap away.

Turn off the tap.

Dry your hands.

1 mark

Tick the word that best describes these sentences.

statements

☐

questions

☐

commands

☐

exclamations

☐

total for
this page

6. Tick the correct word to complete the sentence below.

We are having jelly_____ice-cream at my party.

Tick the correct boxes.

	<input type="checkbox"/>
and	<input type="checkbox"/>
but	<input type="checkbox"/>

1 mark

7. Punctuate the sentence correctly below with a full-stop and exclamation mark.

"Look out!" shouted Chloe to her sister

1 mark

8. Which type of word is highest in the sentence below?

Ben climbed the highest mountain in the world.

a verb	<input type="checkbox"/>
an adjective	<input type="checkbox"/>
a noun	<input type="checkbox"/>
an adverb	<input type="checkbox"/>

1 mark

total for
this page

9. Tich one box to show where o commo shou(d go in the sentence be(ow.

Som used red b(ue end green point to point his modeL

↑

↑

↑

1 mark

10. Underline the verbs in the sentence below.

It was raining heavily when Jessika was walking home.

1 mark

•END OF TEST••

total for
this page

1	Z'I go to the shops soon.	1 mark	6	tt	<input type="checkbox"/>	1 mark
				end	<input checked="" type="checkbox"/>	
				but	<input type="checkbox"/>	
2	Zayan took his <u>large, /riertdfy dog</u> for a walk.	1 mark	7	"Look out}" shouted Chloe to her sister_		1 mark
3	SO	<input type="checkbox"/> 1 mark		a verb	<input type="checkbox"/>	1 mark
	OF	<input type="checkbox"/>		on adjective	<input checked="" type="checkbox"/>	
	that	<input type="checkbox"/>		Q FtOUft	<input type="checkbox"/>	
	because	<input checked="" type="checkbox"/>		on odverb	<input type="checkbox"/>	
4	Lilly sow her friend in the pool end wove.	<input type="checkbox"/> 1 mark	9	Tick placed in the box after the word red.		1 mark
	Lifts sow her Jriend in the pool end woved.	<input checked="" type="checkbox"/>				
	Lilly sees her friend in the pool end wove.	<input type="checkbox"/>				
	Lilly sees her friend the pool end woved.	<input type="checkbox"/>				
5	statements	<input type="checkbox"/> 1 mark	10	It <u>was ruining</u> heovi(q when Jessiho <u>wcs wetting</u> home		1 mark
	C[UOStiOM	<input type="checkbox"/>				
	commends	<input checked="" type="checkbox"/>				
	exclamations	<input type="checkbox"/>				

White Rose Maths

Home Learning Video Links



Year 2

Summer Term Week 8 (w/c 15th June)

Lesson 1

Count sides and vertices on 2D shapes <https://vimeo.com/428007654>

Lesson 2

Count faces, edges and vertices on 3D shapes <https://vimeo.com/428007789>

Lesson 3

Sorting 2D and 3D shapes <https://vimeo.com/428007909>

Lesson 4

Patterns with 2D and 3D shapes <https://vimeo.com/428007983>