As recommended by gov.uk

Home Learning Pack

Year 2

Guidance and Answers

Week 4
11/05/2020

Classroom secrets ★

KIDS

This week's pack supports the activities from the <u>Week 4 timetable</u> on Classroom Secrets Kids.

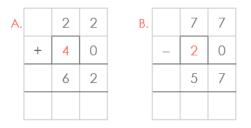## Monday

Maths – Add and Subtract 10s (page 2)

Remember, when adding or subtracting tens, the **ones** never change. '**Ones**' were known as units prior to the National Curriculum update in 2014.

Question 1 – In this question children are given two incomplete calculations – one is a column addition and the other is a column subtraction. Both the top 2-digit numbers and the answer to each calculation are also represented using **Base 10** equipment.

Base 10 equipment is a physical resource which represent numbers.

The rods represent 'tens' and are made up of 10 small cubes.

The small cubes represent 'ones'.

In calculation A, children should work out how many tens must be added to 2 tens to make 6 tens. In calculation B, children should work out how many tens must be subtracted from 7 tens to leave 5 tens.

Complete the calculations. The correct answers are:

A.

	2	2
+	4	0
	6	2

B.

	7	7
–	2	0
	5	7

Question 2 – In this question, children are given a scenario and three possible answers to choose from. There are two amounts of money (also shown in coins) to be added together. Children should look for a calculation that currently adds 3 tens and 4 tens together and the ones don't change.

Choose the correct calculation. The correct answer is C.

This week's pack supports the activities from the <u>Week 4 timetable</u> on Classroom Secrets Kids.
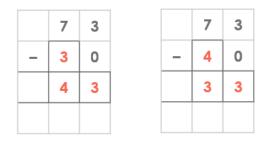
Monday

Maths – Add and Subtract 10s

Question 3 – In this question, children are given an amount of money (also shown in coins), some **digit cards** and two incomplete column subtraction grids. **Digit cards** refers to a physical resource which can be used to create numbers. The digits 0 to 9 are written on individual cards (or paper) and can be ordered to make different numbers.

3 **3** **4**

Children should choose one of the digit cards to use as the missing tens digit and then use the other two digit cards to show the answer to the subtraction. There are two possible answers. Some children may like to use images of the coins to help them work out the answers, by crossing out the appropriate number of 10p coins for each subtraction.

The correct answers are:

	7	3
–	3	0
	4	3

	7	3
–	4	0
	3	3

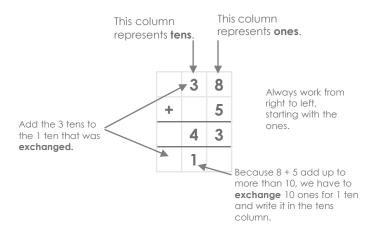### English – Labelling an image and writing sentences (page 3)

Children should use their phonic knowledge to label the images in the desert picture. They may also choose to label other objects they can see in the picture. Children are then asked to write a sentence or more about the picture. Children should use the image and words they have created to write sentences about the picture. The sentences could include **conjunctions** to link ideas together. **Conjunctions** are words like <u>when</u>, <u>if</u> and <u>because</u>. Including conjunctions in sentences expands the sentences by giving more detail or explanation. For example, The snake is on the sand <u>because</u> it is wriggling back to its home. Every sentence should also begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

This week's pack supports the activities from the <u>Week 4 timetable</u> on Classroom Secrets Kids.

Tuesday

Maths – Add 2-Digit Numbers (page 4)

All of the questions in this activity use the **formal written method** (also known as **column method**) to solve the calculations.

This column represents **tens**.

This column represents **ones**.

	3	8
+		5
	4	3
	1	

Add the 3 tens to the 1 ten that was **exchanged.**

Always work from right to left, starting with the ones.

Because 8 + 5 add up to more than 10, we have to **exchange** 10 ones for 1 ten and write it in the tens column.

Exchange is the term used to describe the **exchange** of 10 ones for 1 ten. This was previously known as 'carrying'.

Question 1 – In this question, three different column additions are given and children need to identify which one is correct by working out each addition using the column method shown above. The letters 'T' and 'O' stand for tens and ones.

The correct answer is C.

Question 2 – In this question, three different column additions and three different answers are given. Children need to match each column addition to one of the three answers. Children should work out each column addition using the method shown above.

The correct answers are: A. 82; B. 72; C. 92

This week's pack supports the activities from the <u>Week 4 timetable</u> on Classroom Secrets Kids.

Tuesday

Maths – Add 2-Digit Numbers

Question 3 – In this question, a statement is given involving the number of big and small birds that need to be fed by the zookeeper. Using the column addition method, children should work out the total number of birds and then decide if the statement is correct or not. They should then explain, using addition, how they reached their answer.

The correct answer is that Ana is incorrect. She has added the ones up correctly but she has forgotten to add the extra 10 in the tens column. There are 72 birds altogether, not 62.

		3	8
+		3	4
		7	2
		1	

English – Write instructions (page 5)

Children should write instructions about how to survive in a desert environment. They should think about what it might be like (e.g. hot, dusty etc) and what they might see. Children need to start their sentences with *first, next, then* and *last*. Children should use **subordinating conjunctions** to join sentences. A **subordinating conjunction** adds additional information to the main clause such as *because* or *although*. <u>For example, First check the ground because there may be animals hiding in the sand.</u>
Every sentence should begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.
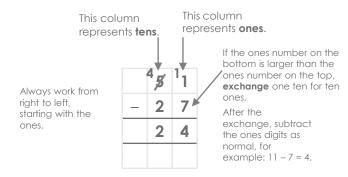
© Classroom Secrets Limited 2020

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** Group: Coronavirus Home Learning Support for Teachers and Parents

5

This week's pack supports the activities from the <u>Week 4 timetable</u> on Classroom Secrets Kids.

Wednesday

Maths – Subtract with 2-Digits (page 6)

Question 1 – This game involves a dice, a number square and **column subtraction**. **Column subtraction** is the formal written method for subtracting two 2-digit numbers.

This column represents **tens**.

This column represents **ones**.

Always work from right to left, starting with the ones.

If the ones number on the bottom is larger than the ones number on the top, **exchange** one ten for ten ones.

After the exchange, subtract the ones digits as normal, for example: 11 – 7 = 4.

	$^4\cancel{5}$	$^1 1$
–	2	7
	2	4

Exchange is the term used to describe the **exchange** of 1 ten for 10 ones. This was previously known as 'borrowing'.

Follow the instructions on page 6 to play the game and use the blank column method grids to complete each subtraction calculation.

Various routes possible, for example:

99	98	97	96	95	94	93	92	91	90
89	88	87	86	85	84	83	82	81	80
79	78	77	76	75	74	73	72	71	70
69	68	67	66	65	64	63	62	61	60
59	58	57	56	55	54	53	52	51	50
49	48	47	46	45	44	43	42	41	40
39	38	37	36	35	34	33	32	31	30
29	28	27	26	25	24	23	22	21	20
19	18	17	16	15	14	13	12	11	10
9	8	7	6	5	4	3	2	1	0

	9	9
–	1	6
	8	3

	$^7\cancel{8}$	$^1 3$
–	4	5
	3	8

	3	8
–	1	2
	2	6

	2	6
–	1	1
	1	5

	1	5
–	1	3
		2

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** Group: **Coronavirus Home Learning Support for Teachers and Parents**

© Classroom Secrets Limited 2020

6

This week's pack supports the activities from the <u>Week 4 timetable</u> on Classroom Secrets Kids.

Wednesday

English – Write a repeated refrain poem (page 7)

Children should write a **repeated refrain** poem about the desert. Every sentence should start with *'I can see…'* and children should use the word bank to help them. The poem could rhyme but isn't compulsory. Children should take care with their handwriting and letters should be formed correctly.

Visit kids.classroomsecrets.co.uk for online games to support learning.
Join our **f** **Group: Coronavirus Home Learning Support for Teachers and Parents**

© Classroom Secrets Limited 2020

7

This week's pack supports the activities from the <u>Week 4 timetable</u> on Classroom Secrets Kids.

Thursday

Maths – Bonds to 100 – Tens and Ones (page 8)

A **bond to 100** is two numbers that add up to 100, for example: 47 + 53 = 100.

Question 1 – In this question, children are given six different 2-digit numbers; represented by numerals, words or using **Base 10** equipment (see explanation in question 1, page 2). They need to match each number with one other number to make a total of 100. Children should use the **column method** to add two numbers together. If you're not sure about column method, please see the explanation on page 4.

The correct answers are: A and 1, B and 3, C and 2

Question 2 – In this question, children are given a statement about a number bond to 100 and they have to decide if it is correct or not. **Base 10** equipment is used to represent one of the numbers (see explanation in question 1, page 2). Children should add the two numbers together using the **column method**. If the total is 100 then the statement is correct, if the total is not 100 then the statement is incorrect.

The correct answer is: Daniel is correct.

Question 3 – In this question, there is a grid with six different 2-digit numbers in it. Some are represented by **Base 10** equipment again, so children should work out what these numbers are first and write them on the sheet. Children need to find two pairs of numbers that each add up to 100. Children should use the **column method** to add different combinations of numbers to find the two pairs that total 100.

The correct answers are: 25 and 75, 87 and 13

Question 4 – In this question, children are given a number sentence with one part missing. The first number is represented by **Base 10** equipment again, so children should work out what this number is first and write it on the sheet. They then have a choice of three numbers that could be added to the first number to make 100. Children should use the **column method** to add the first number to each of the three possible answers, until they find the one that makes a number bond to 100.

The correct answer is: 41

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** **Group: Coronavirus Home Learning Support for Teachers and Parents**

© Classroom Secrets Limited 2020

8

This week's pack supports the activities from the <u>Week 4 timetable</u> on Classroom Secrets Kids.

Thursday

Maths – Bonds to 100 – Tens and Ones

Question 5 – In this question, a character (Ahmed) is making a statement about a number bond to 100 and children need to work out if the statement is correct or not. Ahmed says, he has 64 represented using **Base 10** equipment. If you're not sure about Base 10 equipment, please see the explanation in question 1, page 2. Children should check whether Ahmed is correct about the 64 first. Then they should use **column subtraction** to take 64 away from 100 to find the missing number. If you're not sure about column subtraction, please see the explanation in question 1, page 6. Once they have found the missing number, children can decide if Ahmed's statement is correct or not.

The correct answer is: Ahmed is incorrect because 64 + 45 is not a bond to 100. He needs three tens and six ones to make a bond to 100 ➔ 64 + 36 = 100.

Question 6 – In this question, children are given four **digit cards**. **Digit cards** refers to a physical resource which can be used to create numbers. The digits 0 to 9 are written on individual cards (or paper) and can be ordered to make different numbers.

9	5	1	4

Children need to use these **digit cards** to make two pairs of 2-digit numbers that total 100. They should use **column addition** to find out if the two numbers they have made add up to 100. If you're not sure about **column addition**, please see the explanation on page 4. Children should try to use a systematic approach when swapping the digit cards around, for example: they could try 95 + 14, then 95 + 41, then 94 + 15, then 94 + 51 etc. They should also look for any number bonds to 10 to help them.

There are various possible correct answers, for example: 41 + 59; 51 + 49

Question 7 – In this question, a character (Russ) is giving clues to find two numbers that make a number bond to 100. In the first number, the tens and ones digits are the same, so this could be 11, 22, 33, 44, 55, 66 etc. Children should use **column subtraction** to take each of these numbers away from 100, in order to find the second number, which has more than 5 tens. If you're not sure about column subtraction, please see the explanation in question 1, page 6. Children have to find two possible answers.

The possible answers are: 11 and 89, 22 and 78, 33 and 67 or 44 and 56

This week's pack supports the activities from the Week 4 timetable on Classroom Secrets Kids.

Thursday

English – Using exclamation marks (page 9)

Children are encouraged to write warning labels about the animals pictured. They need to remember to use an exclamation mark to punctuate their sentences and can use the word bank to help them.

© Classroom Secrets Limited 2020

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our Group: **Coronavirus Home Learning Support for Teachers and Parents**

10

This week's pack supports the activities from the <u>Week 4 timetable</u> on Classroom Secrets Kids.

Friday

Maths – Fact Families and Number Facts (online)

Click on the link to watch the learning video clip online. This will give you ideas for practical activities that can be completed at home to help your child/children learn about fact families and number facts. Underneath the video, you will find information about similar resources to support children's learning at home.

https://www.youtube.com/watch?v=TmKcadq1V8w

English – Guided Reading – 'Desert Wildlife' (page 10 – 11)

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

The answers to the questions are given below.

1. Why are deserts dry places?
   They get very little rain.

2. How do some animals stay cool during the day?
   They hide under the ground.

3. How are meerkats adapted to their life in burrows?
   Their ears fold back to stop soil getting inside.

4. Where in the world are perenties found?
   They are found in Australia.

5. Why do you think that perenties live for such a long time?
   Nothing threatens it, once it is an adult.

6. List three predators that are described in the text.
   hawks, eagles, coyotes

7. Write one interesting fact about a kangaroo rat.
   They don't need to drink. They live in the USA.

8. What is special about information shown in a 'Did you know?' box?
   It gives extra information.