

Year 2 Home Learning Booklet

This is me

Name:

Diary

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Monday

Tuesday

Wednesday

Thursday

Friday

Starter Test

G Grammar

P Punctuation

S Spelling

S 1. Fill in the missing letters to complete the names of the days of the week.

a) Mo _ _ _ y

b) T _ _ _ _ ay

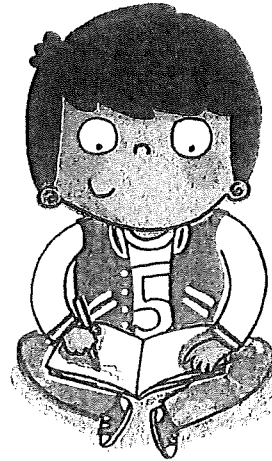
c) _ ednes _ _ y

d) Th _ _ _ d _ y

e) F _ i _ a _

f) _ at _ _ d _ y

g) Su _ _ ay



7 marks

2. Fill in the missing letters in each set.

a)

j	k	l				p	q
---	---	---	--	--	--	---	---

b)

c	d	e				i	j	k
---	---	---	--	--	--	---	---	---

c)

i	j					o	p	q
---	---	--	--	--	--	---	---	---

d)

r	s	t				x	y	z
---	---	---	--	--	--	---	---	---

e)

t	u	v				z
---	---	---	--	--	--	---

5 marks

6 3. Add the prefix **un-** to these words.

Example: happy → unhappy

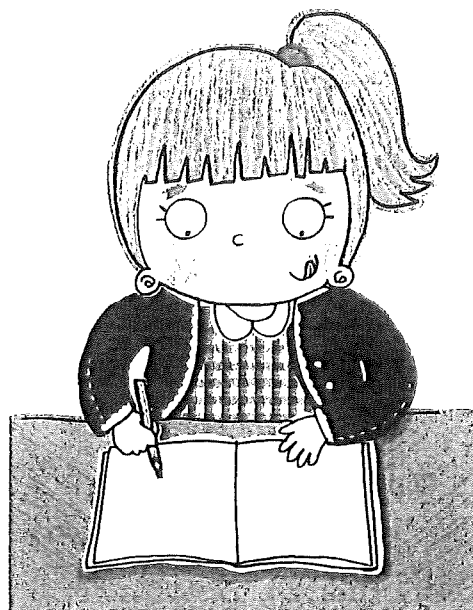
- a) done → _____
- b) cooked → _____
- c) fair → _____
- d) tied → _____



4 marks

4. Copy these capital letters neatly in your best handwriting.

- a) ABCD _____
- b) EFGH _____
- c) IJKL _____
- d) MNOP _____
- e) QRST _____
- f) UVW _____
- g) XYZ _____



7 marks

Starter Test

G Grammar

P Punctuation

S Spelling

P 5. Rewrite the sentences adding capital letters and full stops.

a) the lady sat on the chair

b) the horse jumped over the fence

c) the hedgehog slept in the leaves

d) the bath filled with bubbles

4 marks

6. These words need capital letters. Write the capital letters above the letters that need changing to correct the words.

Example: ^Mmary

a) london

b) tuesday

c) sue

d) rajan

e) rome

f) saturday

6 marks

P 7. Add the missing exclamation marks.

a) It's cold__

b) That's nasty__

c) How rude__



d) How awful__

e) That's so smelly__

8. Add the missing question marks.

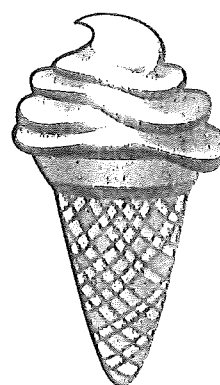
a) What's the time__

b) Can I come__

c) What's your name__

d) Do you like ice cream__

e) What's that sound__



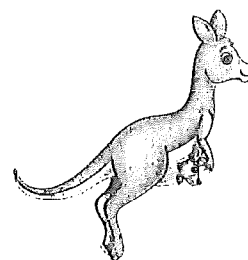
9. Break these words into their syllables.

Example: hedgehog → hedge / hog

a) rabbit → _ _ / _ _ _ _

b) tortoise → _ _ _ / _ _ _ _ _

c) kangaroo → _ _ _ / _ _ / _ _ _



5 marks

5 marks

Starter Test

G Grammar

P Punctuation

S Spelling

d) lion → _ _ _ / _ _ _

e) tiger → _ _ _ / _ _ _ _

5 marks

10. Circle the word in each pair which has a **-tch** sound.

a) page

pitch

b) patch

panda

c) home

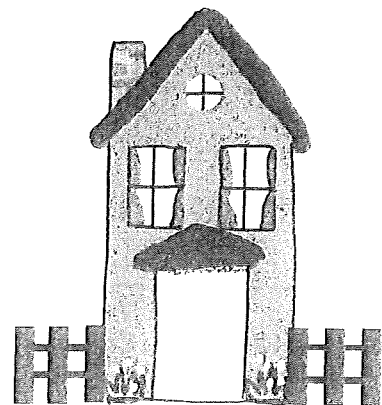
hutch

d) fade

fetch

e) kitchen

kennel



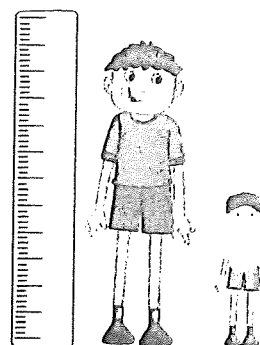
5 marks

G 11. Add the suffix **-er** to these words.

a) catch → _____

b) pitch → _____

- c) sharp → _____
- d) small → _____
- e) tall → _____



5 marks

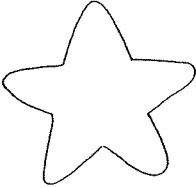
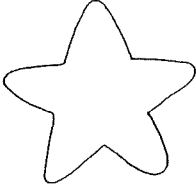
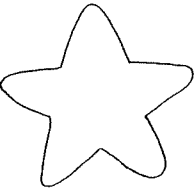
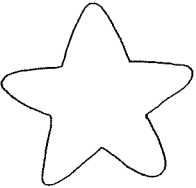
12. Add the suffix **-est** to these words.

- a) cold → _____
- b) straight → _____
- c) loud → _____
- d) bright → _____



4 marks

13. The sound /v/ at the end of a word always has an **e** after it. Finish these words by adding the letters in the stars.


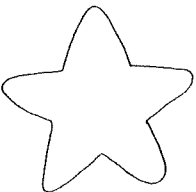
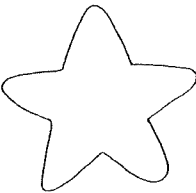

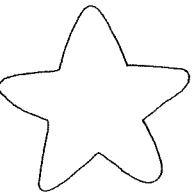
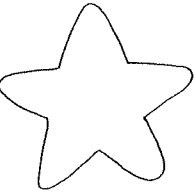

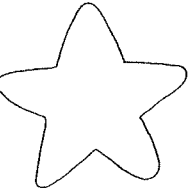
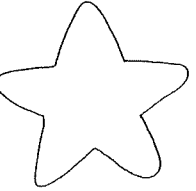
- a) ha  
- b) lo  

Starter Test

G Grammar

P Punctuation

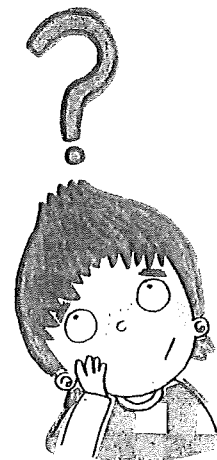
S Spelling

c)			
d)			
e)			


5 marks

S 14. Fill in the **ff** to complete the words.

- a) flu _ _
- b) sta _ _
- c) stu _ _
- d) cu _ _
- e) blu _ _




5 marks

S 15. Fill in the missing **ss** on the circles to complete the words.

- a) fu
- b) me
- c) pre

d) cre

e) stre

16. Fill in the missing **zz** to complete the words.

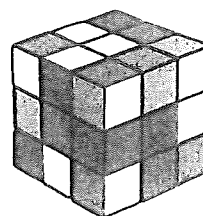
a) fu _ _

b) bu _ _

c) mu _ _le

d) nu _ _le

e) pu _ _le



5 marks

17. Join the two words together to make a new word.

a) butter + flies = _____

b) rattle + snake = _____

c) him + self = _____

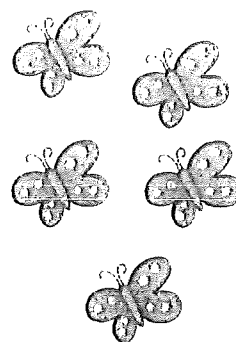
d) grass + hopper = _____

e) basket + ball = _____

f) fire + works = _____

g) air + port = _____

h) skate + board = _____



5 marks

8 marks

Marks...../90

Timmy the Tooth

Timmy the Tooth

I'm Timmy the Tooth
I'm shiny and white
I like you to brush me
Both morning and night
I'm very important
When you need to eat
I'm so good at biting
Potatoes and meat

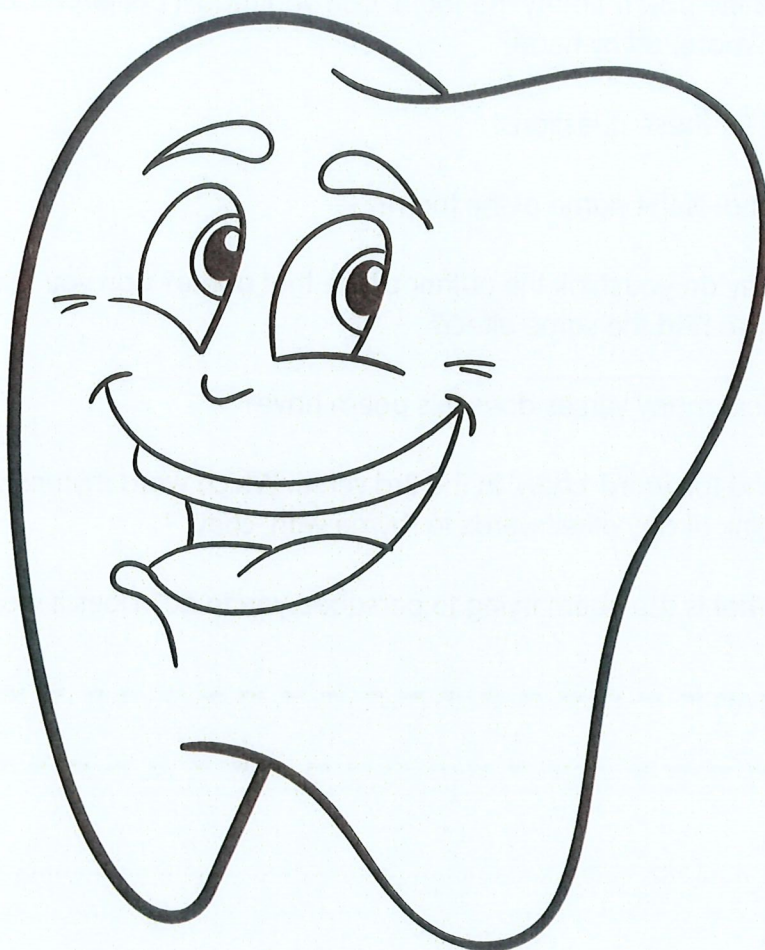
When you eat an apple
I'll help you to chew
And when food is hard
Then I know what to do

But I have a weakness
For when you have treats
Like sugary snacks
And packets of sweets

The sugar attacks me
It causes decay
Holes start appearing
And I wear away

Sugar is hard on me
Makes me go bad
If you eat a lot of it
I will feel sad

Please limit your sugar
A little's enough
Then I can be healthy
And stay good and tough



Read the poem Timmy the Tooth. Can you read it out loud? Can you learn the first verse (or even more) off by heart?

Now try these questions!

1. What is the name of the tooth?
2. Why do you think the author chose that name? Can you think of another name that would have had the same effect?
3. How many verses does this poem have?
4. Find the word 'chew' in the 3rd verse. Which word rhymes with it in the poem? Can you think of any other words to rhyme with 'chew'?
5. What is the poem trying to persuade you to do? Does it work?

1.....

2.....

3.....

4.....

5.....



Acrostic Poetry

Acrostic poems are fun! The first letter in each line spells out a word. They do not have to rhyme, but the words should be carefully chosen for the best effect.

ALIEN

Awesome aliens have
Landed on Earth
Incredible but true
Everyone is flabbergasted
No one can see them but you!



SPACE

Starry
Perfect
Amazing
Constellations surrounding
Earth



Now try writing your own poems and add pictures too!

ALIEN

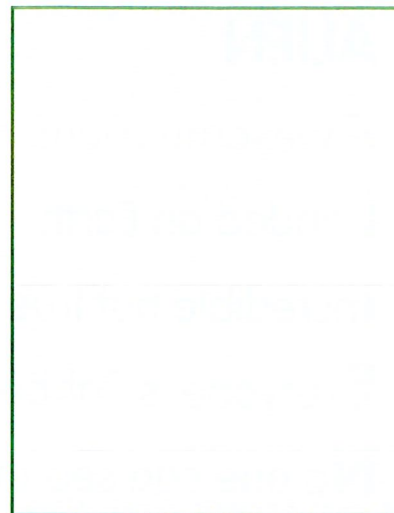
A

L

I

E

N



SPACE

S

P

A

C

E



If you love learning about space, the following websites are out of this world!

<https://spaceplace.nasa.gov/menu/play/> or

<http://www.spacekids.co.uk/learn/>

Starter Test

PS Problem-solving questions

1. Fill in the missing numbers. Check which way each set counts and the steps it counts in.

a)

3		5	6				10		12
---	--	---	---	--	--	--	----	--	----

b)

20		18		16			13		11
----	--	----	--	----	--	--	----	--	----

c)

2		6	8	10	12				
---	--	---	---	----	----	--	--	--	--

3 marks

2. Put these numbers in order from lowest to highest.

a)

31	12	16	87	6
----	----	----	----	---

--	--	--	--	--

lowest highest

b)

15	2	60	30	0
----	---	----	----	---

--	--	--	--	--

lowest highest

c)

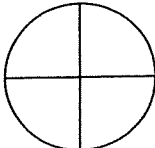
14	100	23	99	15
----	-----	----	----	----

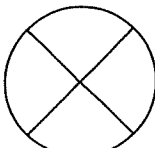
--	--	--	--	--


lowest highest

3 marks

3. Colour half of each shape.

a) 

b) 

c) 

3 marks

4. Write these numbers as words.

a) 3 _____ b) 10 _____ c) 20 _____

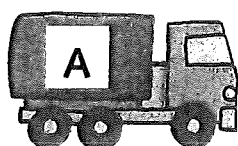
3 marks

PS 5. Write the numbers.

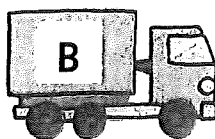
a) Seven _____ b) Twelve _____ c) Nine _____

3 marks

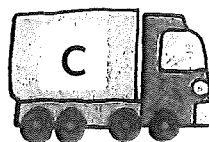
6. These toy trucks are different lengths.



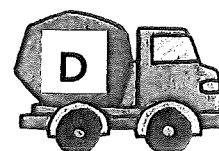
5cm



8cm



10cm



3cm

a) Which truck is the **shortest**? _____

b) Which truck is the **longest**? _____

c) Is truck D **longer** or **shorter** than A? _____

d) Put the trucks in order from shortest to longest.

--	--	--	--

shortest

longest

e) If all of the trucks were put in a line, what would this measure in cm? _____ cm

5 marks

7. What would 1 more and 1 less of these numbers be?

a)

	← 1 less	15	1 more →	
--	----------	----	----------	--

b)

	← 1 less	20	1 more →	
--	----------	----	----------	--

c)

	← 1 less	45	1 more →	
--	----------	----	----------	--

3 marks

Starter Test

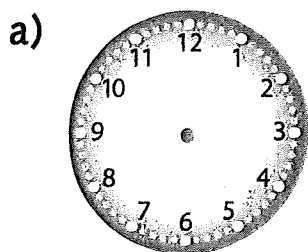
PS Problem-solving questions

8. Write 5 less and 5 more than the numbers shown.

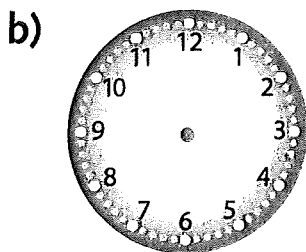
a)		← 5 less	50	→ 5 more	
b)		← 5 less	35	→ 5 more	
c)		← 5 less	20	→ 5 more	

3 marks

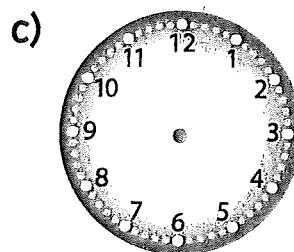
9. Draw the hands on the clocks to show the following times.



3 o'clock



Half past 4












6 o'clock

3 marks

10. Write an addition number sentence and a subtraction number sentence for each set of numbers.

Example: 2 3 5 $2 + 3 = 5$ $3 + 2 = 5$ $5 - 3 = 2$

a)				_____ + _____ = _____	_____ - _____ = _____
b)				_____ + _____ = _____	_____ - _____ = _____
c)				_____ + _____ = _____	_____ - _____ = _____

3 marks

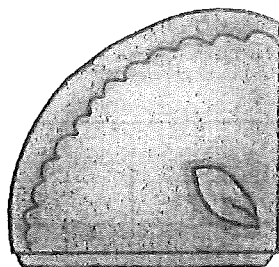
11. Count the racing cars.



- a) How many cars would be double this number? _____ cars
- b) How many cars would half the amount be? _____ cars

2 marks

PS 12. This is a piece of a round pie.



a) What fraction of the pie can you see? Tick your answer.

$\frac{1}{4}$ ☐

$\frac{1}{2}$ ☐

$\frac{3}{4}$ ☐

b) How much of the pie has been eaten? Tick your answer.

$\frac{1}{4}$ ☐

$\frac{1}{2}$ ☐

$\frac{3}{4}$ ☐

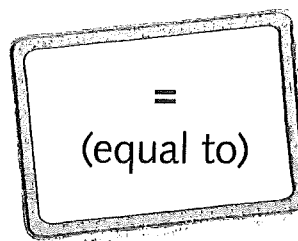
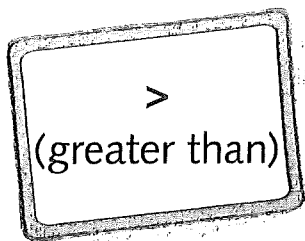
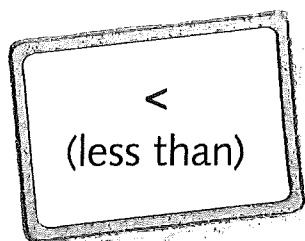
2 marks

13. Complete this number line counting in 5s.

	5		15	20				40		50
--	---	--	----	----	--	--	--	----	--	----

1 mark

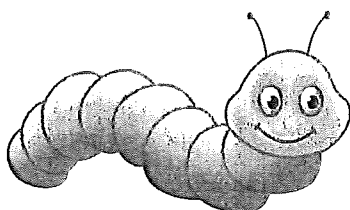
14. Use the symbols to compare the numbers.



Example: $23 < 45$ $76 > 53$ $81 = 81$

a) $15 \underline{\hspace{1cm}} 10$ b) $19 \underline{\hspace{1cm}} 20$ c) $13 \underline{\hspace{1cm}} 13$

















3 marks



Starter Test

PS Problem-solving questions

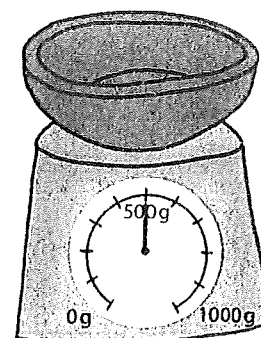
- PS** 15. Guy has made a pictogram of minibeasts that he found during a bug hunt! Use the pictogram to answer the questions.

			
			
			
			
			
			
Bee	Snail	Beetle	Worm

- How many beetles did Guy find? _____
- Guy found three worms. Which other minibeasts did he find three of? _____
- How many bees did Guy find? _____
- How many minibeasts did Guy find in total? _____

16. How much does the bowl weigh?

_____ g



4 marks

1 mark

17. Answer these multiplication problems.

a) $10 \times 2 =$ _____

b) $5 \times 5 =$ _____

c) $3 \times 10 =$ _____

d) $7 \times 2 =$ _____

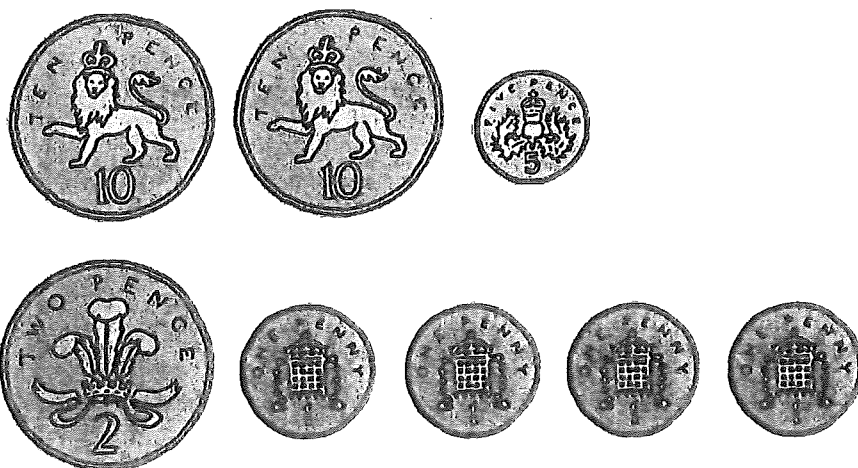
e) $8 \times 5 =$ _____

f) $6 \times 10 =$ _____



6 marks

18. Count the money.

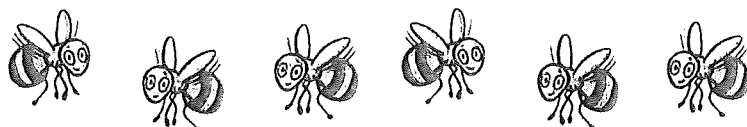


What is the total? _____p



1 mark

PS 19.a) Count the busy bees. How many are there?



_____ bees

b) If three bees flew away, how many would be left?

_____ bees

c) Then, if seven bees joined the group, how many would there be?

_____ bees



3 marks

Starter Test

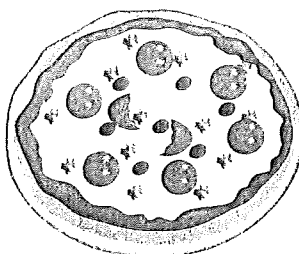
PS Problem-solving questions

- PS** 20.a) Susan wants to share her pizza equally with a friend.
What fraction do they each have? Tick one.

$\frac{1}{4}$ ☐

$\frac{1}{2}$ ☐

$\frac{3}{4}$ ☐



- b) If Susan sliced her pizza into four equal parts, what fraction would each part be? Tick one.

$\frac{1}{4}$ ☐

$\frac{1}{2}$ ☐

$\frac{3}{4}$ ☐



2 marks

21. Write six addition number facts for 10.

Example: $10 + 0 = 10$

_____ + _____ = 10

_____ + _____ = 10

_____ + _____ = 10

_____ + _____ = 10

_____ + _____ = 10

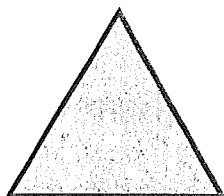
_____ + _____ = 10



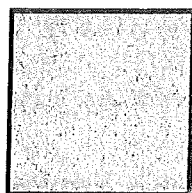
6 marks

22. Write the name for each 2-D shape.

a)



b)



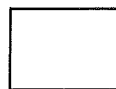
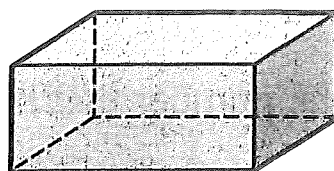
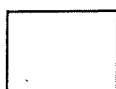
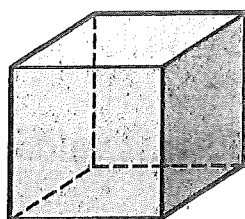
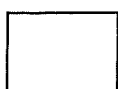
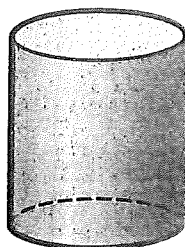
c)





3 marks

23. Tick the 3-D shape that is a cube.



1 mark

24. Halve these numbers.

a) Half of 10 is _____.

b) Half of 12 is _____.

c) Half of 20 is _____.

d) Half of 8 is _____.



4 marks

25. Double these numbers.

a) Double 3 is _____.

b) Double 5 is _____.

c) Double 10 is _____.

d) Double 6 is _____.



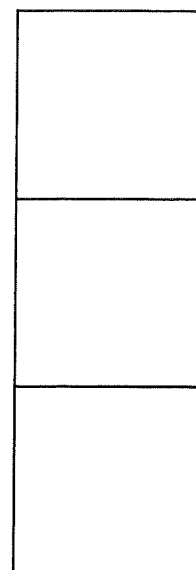
4 marks

26. Follow the instructions and complete the grid.

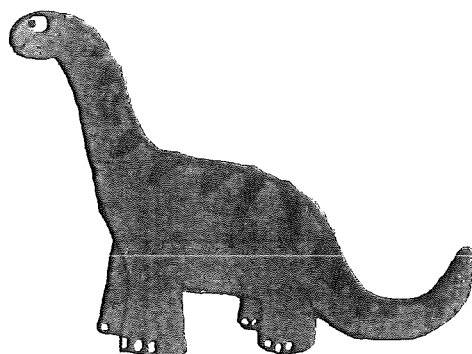
a) Draw a **circle** in the **centre** square.

b) Put a **rectangle** in the square **above** the circle.

c) Draw a **triangle** in the square **below** the circle.



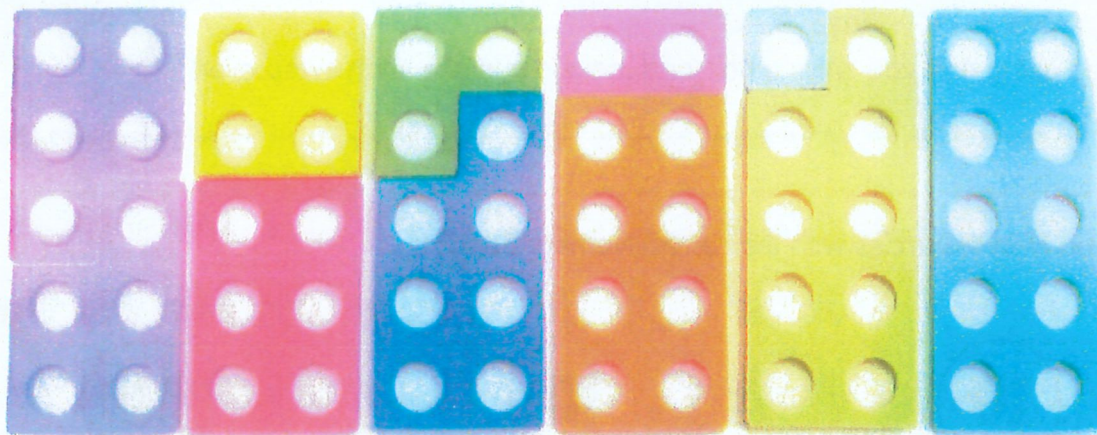
3 marks



Marks..... /78

Number Bonds

Number Bonds are pairs of numbers that make up a given number.



Can you write down all the Number Bonds to 10?

Now a bit trickier...

Can you write down all the Number Bonds to 20?

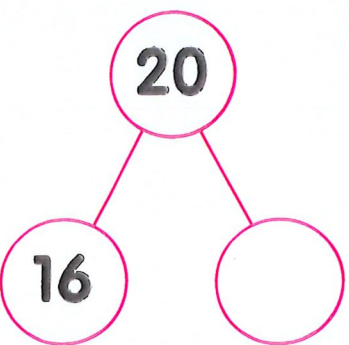
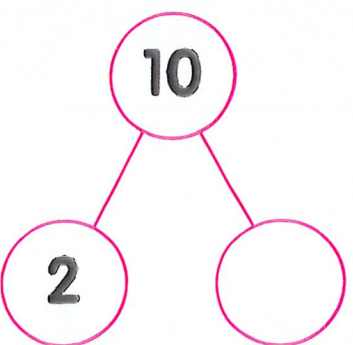
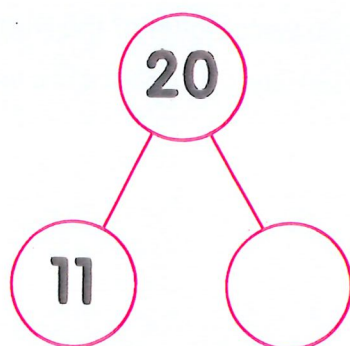
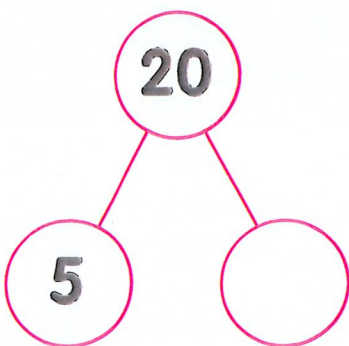
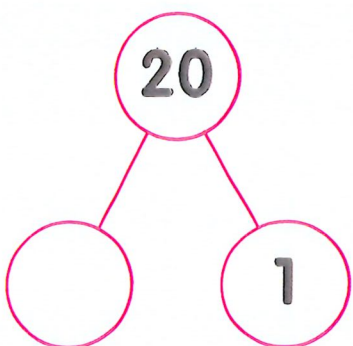
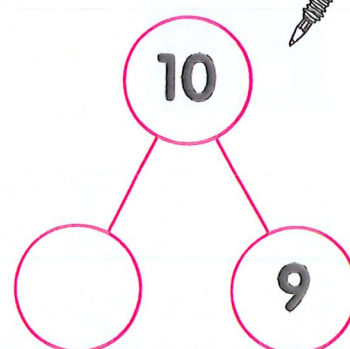
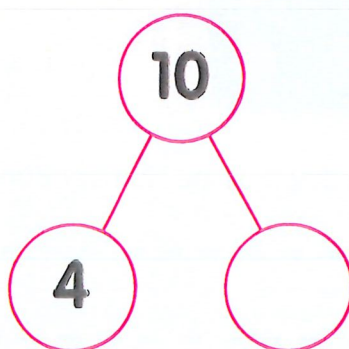
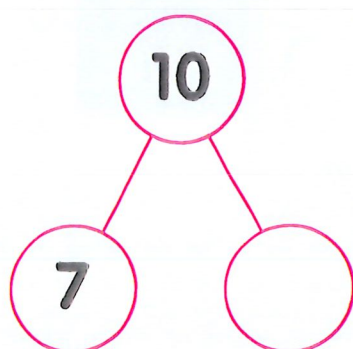
Tip: try counting out 20 objects and use them to help you.

Play 'Number Bond Ping Pong'

- Player A says a number to 10/20 (say it while pretending to swing your racket).
- Player B 'hits' back the number bond to 10/20
E.g. Player A – 4" Player B – 6"
- Keep going until you 'miss a ball' and make a mistake, then swap over!



Can you fill in the circles with the correct Number Bond?



Can you make
some of your
own to test family
or friends?

Let's Multiply!

It can help us in lots of areas of maths if we can quickly recall our multiplication facts.

Let's get practising our 2x, 5x and 10x table!

2x



1	x	2	=	2
2	x	2	=	4
3	x	2	=	6
4	x	2	=	8
5	x	2	=	10
6	x	2	=	12
7	x	2	=	14
8	x	2	=	16
9	x	2	=	18
10	x	2	=	20
11	x	2	=	22
12	x	2	=	24

5x



1	x	5	=	5
2	x	5	=	10
3	x	5	=	15
4	x	5	=	20
5	x	5	=	25
6	x	5	=	30
7	x	5	=	35
8	x	5	=	40
9	x	5	=	45
10	x	5	=	50
11	x	5	=	55
12	x	5	=	60

10x

1	x	10	=	10
2	x	10	=	20
3	x	10	=	30
4	x	10	=	40
5	x	10	=	50
6	x	10	=	60
7	x	10	=	70
8	x	10	=	80
9	x	10	=	90
10	x	10	=	100
11	x	10	=	110
12	x	10	=	120

Learning Tips

- March like a soldier and chant the multiplication tables e.g. $1 \times 5 = 5$, $2 \times 5 = 10 \dots$
- Play multiplication ping pong with one person batting the question and the other batting back the answer.



Quick Questions

1. $2 \times 5 =$
2. $5 \times 10 =$
3. $7 \times 2 =$
4. $6 \times 10 =$
5. $2 \times 2 =$
6. $3 \times 2 =$
7. $8 \times 5 =$
8. $1 \times 10 =$
9. $12 \times 2 =$
10. $4 \times 5 =$



Now try making your own 'quick 10' and test yourself or someone else!



Try practising your times tables every day!

What's Missing?

Blue-Bot has been cheeky and stolen lots of numbers and operations. Become a maths detective and see if you can solve these problems and fill in the missing gaps.



WHAT'S MISSING?

a) 11, 13, __, __, 19, 21, __

b) 83, 73, __, __, 43, 33, __

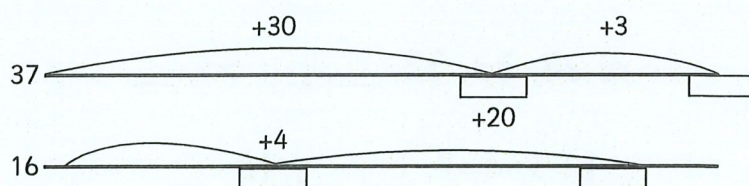
Explain what is happening and find the missing numbers

Can you see any patterns?

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WHAT'S MISSING?



Can you fill in the missing numbers by counting on?

Could you put different numbers instead of 37 and 16 and still make it work?

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WHAT'S MISSING?

What's missing?

$$4_2 = 7_1$$

$$15_5 = 3_7$$

$$7_5 = 10_2$$

$$10_4 = 8_2$$

$$3_2 = 4_2$$

$$10_2 = 19_1$$

Find the correct operation signs to balance the equations

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WHAT'S MISSING?

What's missing?

a) 28, 33, 38, __, __ 53, __

b) 1, 4, 7, __, __, 16, __

Explain what is happening and find the missing numbers

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Reasoning

Test your knowledge and combine your mathematical skills to help solve these reasoning problems.

ODD ONE OUT

8, 12, 21

Can you find reasons why each of the numbers above could be the odd one out?

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009



HERE IS THE ANSWER, WHAT IS THE QUESTION?

48

Can you use...
Adding 3 numbers?
2 different operations?
A picture or resources
Money

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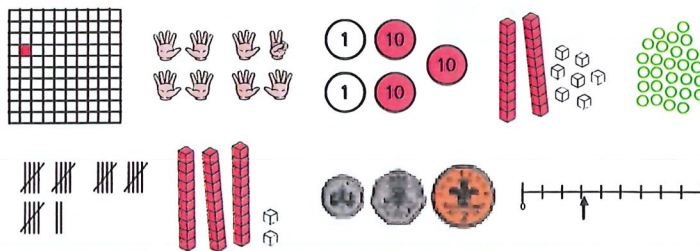
009



CORRECT ANSWER

Find the correct answers for
Images of 32

Which of these images below show the number 32?

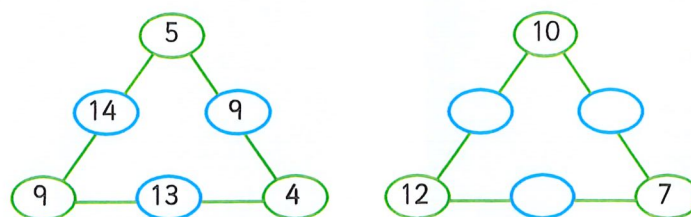


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Silly or correct
answer

WHAT'S MISSING?



Explain what is happening and find the missing
numbers

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What's missing?

Prove It!

You are a Maths Superstar!

Time to show off and 'prove' what you know and can do!



I can tell you the missing numbers in this number track.



PROVE IT!



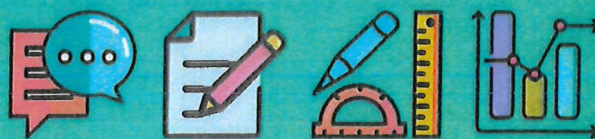
Product Code: MA10034 - 02 - 18 Made in UK



True or false?

If I count in steps of 10 from 7,
I will say the number 70 in my count.

PROVE IT!



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I can show 46p using 10p
and 1p coins.

PROVE IT!



Product Code: MA10034 - 02 - 18 Made in UK



True or false?

There are eleven different pairs of
numbers with a total of 11.

PROVE IT!



Product Code: MA10034 - 02 - 18 Made in UK



Problem Solving

Have a go at these tricky problems!

1.

NUMBER & PLACE VALUE

TALK

Look at this set of numbers.

9, 3, 14, 18, 6

Which is the largest number?

Which is the smallest number?

Which number is one more than 13?

Which number is one less than 10?

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tts

2.

ADDITION & SUBTRACTION

Farmer Large has 5 sheep, 2 goats and 8 cows.

How many animals does he have altogether?

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tts

3.

MEASURES - MONEY

TALK

Ruth bought an ice-cream for 12 pence.

Which coins could she have used to pay for it?

Product Code: MA00468 - 11 - 18 Made in UK

tts

4.

NUMBER & PLACE VALUE

TALK

Henry says that 64 can be partitioned into $50 + 14$ but Lewis disagrees and says it can only be partitioned into $60 + 4$.

What do you think?

Can you find a different way to partition 64?

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tts

5.

ADDITION & SUBTRACTION

Write four number sentences using the numbers

25, 9, 34

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tts

6.

MEASURES - MONEY

Sam finds 73p down the side of the sofa.

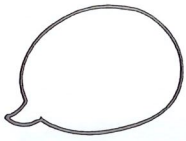
What is the highest number of coins Sam could have found?

What is the lowest number of coins Sam could have found?

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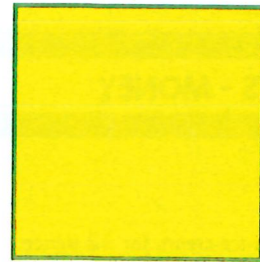
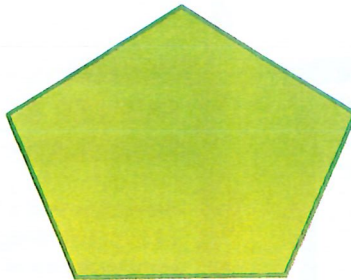
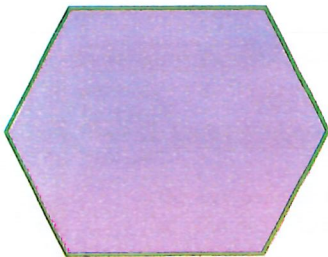
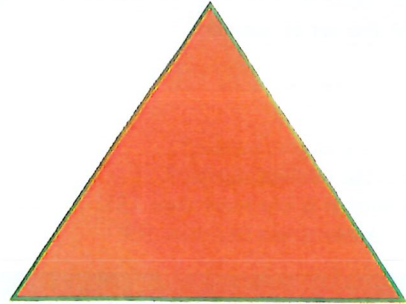
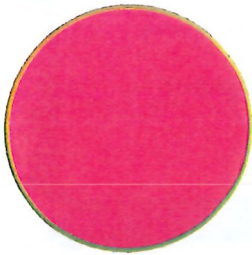
tts

Shape Hunt!



Take a look at the 2D shapes below and discuss:

- What are the names of these shapes?
- Can you name the properties of each shape? (sides, vertices)



What can you find?

- Go on a shape hunt around your home.
- Draw or stick pictures of the shapes that you find.

Here is one to get you started.



dining table top –
rectangle

Kitchen Science: Raisin Bubble Boogie

This science activity will require a few items from your kitchen and an adult to help. Many thanks to Sue Martin for this amazing kitchen science lesson!



For the grown ups

This experiment is really easy to set up and will help children develop their understanding of floating and sinking, liquids and gases.

What you do

This one couldn't be simpler: pour out a glass of fizzy drink and drop in the raisins.

Now watch the raisins dance!

What you need

- A bottle or glass of clear fizzy drink (e.g. lemonade, tonic or soda water – freshly opened)
- A handful of raisins (4 or 5 will suffice)

What's happening?

The raisins are initially too heavy to float, so they sink into the drink. The drink itself contains carbon dioxide (CO_2) gas, which has been forced into the drink at high pressure. When a bottle is opened, some of this gas escapes immediately (you hear the whoosh as it rushes to escape) but the rest remains in the liquid for quite a while. You may notice that bubbles form on the sides of the container first.



Tiny imperfections in the glass/plastic make ideal sites (known as 'nucleation sites') for bubbles of gas to form. Dropping anything else into the drink will provide more of these sites, so more bubbles are produced. Raisins have a pitted surface, which makes them ideal for the formation of gas bubbles. When the raisins reach the bottom, bubbles of CO_2 form and attach themselves to the raisins. These act like floats for the raisins and together they rise to the surface. Here, the gas bubbles burst into the air, leaving the raisins without their floats to sink again.

The process repeats and the raisins dance up and down! This will continue only whilst the drink is still fizzy – as more bubbles burst at the surface, fewer remain in the drink, until eventually it will become 'flat'.

Encourage your children to try other small food items to see which ones float, sink or dance. Broken pieces of spaghetti, numerous other pasta shapes, lentils, uncooked popcorn and some berries will also dance. Look at the surface of each item and try to predict which will work well.

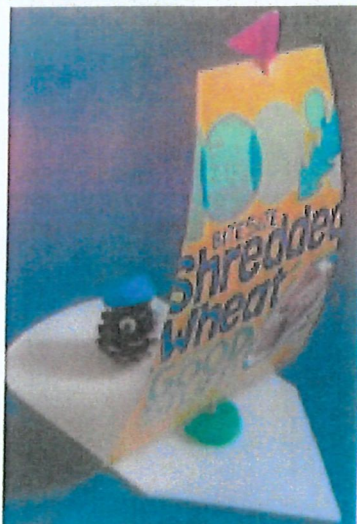
Draw your experiment and label what happened!



Sailing Boats



ACTIVITY 1 | SAILING BOAT



STEM Learning Objectives:

-  **Science:**
Explore resistance in water by making and testing a boat.
-  **Technology:**
Use a range of tools, equipment, materials and components.
-  **Engineering:**
Understand the forces acting on a sailing boat.
-  **Maths:**
Measuring and marking out.

WHAT YOU NEED:

Materials:

- Polystyrene foam pizza disc
- A4 coloured card
- Plastic milk bottle lid
- Wooden skewer
- Decorations

Tools:

- Low melt glue gun
- Ruler
- Felt tip pens
- Large scissors
- Lump of poster tack
- Pencil
- Hole punch
- Water tray



Can you spot any hazards? How can you reduce the risks?

WHAT YOU DO:

1. Use the felt tip and ruler to draw a boat shape on your pizza disc. Make it as long as the disc and quite wide to help prevent the boat capsizing. Cut out the boat base.
2. Place the poster tack on the table and press a bottle lid onto it with the open side downwards. Press down with the pencil to make a small hole in the middle. Don't make the hole too big as it needs to be a tight fit on the skewer.
3. Take out the poster tack and glue the lid down towards the front of the boat base. Push the pointed end of the skewer down through the hole in the lid and into the base.
4. Cut the sheet of coloured card so that it is shorter than the skewer, and trim it to your preferred shape. You can decorate it with a felt tip pen. Punch a hole in the middle of the top and bottom, then slide the sail onto the skewer.
5. Place the boat in the water tray and blow into the sail to make it move across the water. You can customise your boat by adding a sailor, flag, decorations etc. You could try to help it move faster, for example by changing the shape of the base to make it more streamlined.



STEM Explanation:

Gravity acts downwards on the boat, pulling it down onto the water.

The boat base is made from polystyrene foam pizza disc, this contains lots of little air pockets, making it buoyant so that it doesn't sink.

When you blow into the sail the boat moves across the water.

The resistance of the water (drag) slows the boat down.

If you make the boat more streamlined (e.g. by making the front pointed and rounding off the corners) this reduces the drag so the boat can go faster.



Draw and annotate your sailing boat here:

Explain two improvements you could make to your boat: