11/5/20	Maths	English	Foundation
Daily reading of a text of your choice (e.g. magazine, information sheet, story, joke book, e-book…)			
Mon	Summer Term Week 4 L1 Addition and Subtraction **https://whiterosemaths.com/homelearning/year-2/**	Reading Comprehension: Deciduous and Evergreen Trees	Science: Do seeds need soil to germinate? Watch this video: **https://www.bbc.co.uk/programmes/p00pyhfq** Then see if you can investigate our scientific question. Put some seeds in a damp paper towel or cotton wool, put in a plastic zip bag or container and put in a warm place out of direct sunlight. Observe over time any changes to the seeds. Remember seeds can be found in fruit and vegetables and dried pulses are seeds! Use this website to help you set up your experiment: **https://www.wikihow.com/Sprout-Seeds-on-a-Paper-Towel**
Tue	Summer Term Week 4 L2 Addition and Subtraction	Character description_Lesson 3 (we are jumping straight to this lesson but you are welcome to complete 1 and 2 if you want to as well!) – Identifying Features **https://www.thenational.academy/online-classroom/year-2/english/#subjects**	
Wed	Summer Term Week 4 L3 Addition and Subtraction	Character description Lesson 4 – Identifying and using expanded noun phrases	Art: Printing Create textured prints through rubbings. Look for natural and man-made objects with textured faces e.g. leaves, coins, tree bark. Make rubbings using a wax crayon or coloured pencil. Can you arrange your rubbings to create a pattern or picture? What is your favourite rubbing? Why? 
Thu	Summer Term Week 4 L4 Addition and Subtraction	Character description Lesson 5 – Writing	
Fri	Summer Term Week 4 L5 – Maths Challenge	Grammar and Punctuation: Vocabulary Quiz 1	Geography: Look at the photos that show different cities in the UK. Talk to a family member about the similarities and differences you can see. Have a go at matching the name of the city/landmark to the matching photo. You could then research a city or landmark that interests you on the internet or in a book.
Optional Extras: • Daily times tables practise • Handwriting practise: https://www.teachhandwriting.co.uk/route-d-letter-choice-3-ks1.html • Spellings: Common Exception Words - any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, kind • Help prepare a meal or do some baking with your family • Make a time capsule to open in 10 years • Write a quiz to test your family or teacher!			

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Using their knowledge of place value, children add and subtract multiples of 10 from numbers within 100. Children may find a hundred square helpful with this activity.

What number would be next in this sequence?

How do you know?

Which digit changes?

Which stays the same?

Why does that happen?

What number does the abacus represent?

How many tens does the number have?

How many ones?

What operation is the symbol telling us to use?

How many tens do we need to add/subtract?

How will you represent that on the abacus?

Which rod will change?

Which rod will stay the same?

Can you draw the beads to show what number has been made?

Add and Subtract 10s

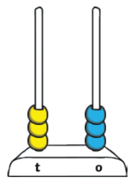
Continue this sequence adding 10 each time.

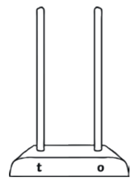
22							

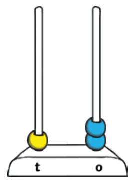
Continue this sequence by subtracting 10 each time.

75							

Draw the answer on the abacus.



+ 20 =




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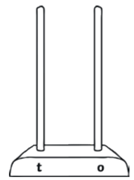

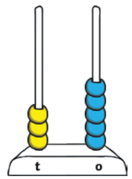

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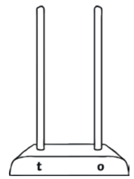

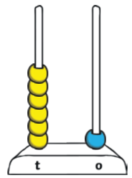

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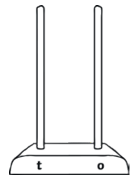


Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children reason about how adding and subtracting ones affects the place value of a number and the digits in the tens and ones columns.

What do you notice about James' calculations?

What is the same about them?

What is different?

Do you think all the answers will be in the same column of the hundred square?

Why do you think that?

How could you prove it?

Add and Subtract 10s

James has written these calculations:

14 + 20 54 - 10 84 + 10 74 - 30

The answers will all appear in the same column of the hundred square.

Do you agree? Explain your thinking.

Use the hundred square below to prove you are right.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Diving into Mastery - Deepest

Adult Guidance with Question Prompts

Children solve problems by adding and subtracting tens.

What number has Aneesha made with base ten blocks?

What answers has she ringed?

What do you notice about all her answers?

How are they the same?

How are they different?

How could she have made these numbers if she started with 43?

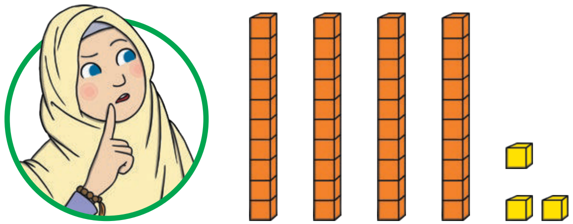
Are all her calculations additions?

How do you know?

What other calculations could she have done to get a different answer with three ones?

Add and Subtract 10s

Aneesha has this number.



She adds and subtracts some 10s and rings her answers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What calculations did Aneesha do?

What other calculations could she have done to make the other numbers in this column?

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children need to have a secure understanding of place value before attempting addition bridging ten.

They must:

- understand that ten ones are equal to one ten;
- be able to count to 20;
- know number bonds within 10;
- be able to partition 2-digit numbers;
- know the difference between 1-digit and 2-digit numbers.

When crossing ten, children could complete the number lines by jumping on in ones or they could partition the single digit and target the multiple of ten, for example for 56 + 6 they could partition 6 into 4 and 2, jumping first to 60 and then on to 62.

Where will you start on the number line?

How many jumps do you need to do?

Can you use partitioning to find a more efficient way?

Can you jump to the next multiple of ten and then on from there?

Do you think that saves time? Why?

Add 2-Digits and 1-Digit - Crossing Ten

Jump along the number lines to solve these calculations:

22 + 7

20 21 22 23 24 25 26 27 28 29 30

34 + 5

30 31 32 33 34 35 36 37 38 39 40

56 + 6

55 56 57 58 59 60 61 62 63 64 65

77 + 4

75 76 77 78 79 80 81 82 83 84 85

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children reason about how partitioning can make this addition more efficient and how the recombining must be done carefully to reach the correct answer. Children must have a secure understanding of place value to calculate in this way.

Why has Sam used a part-whole model?

Why did Sam add six and eight?

Was he right to do that?

Has he got that part right?

Why did he then do 20 + 14?

Where did he go wrong?

Do you know 214 is the wrong total without working it out? How?

Would you expect a 2-digit or 3-digit answer?

What is the correct answer?

Can you use the same method to calculate 35 + 9?

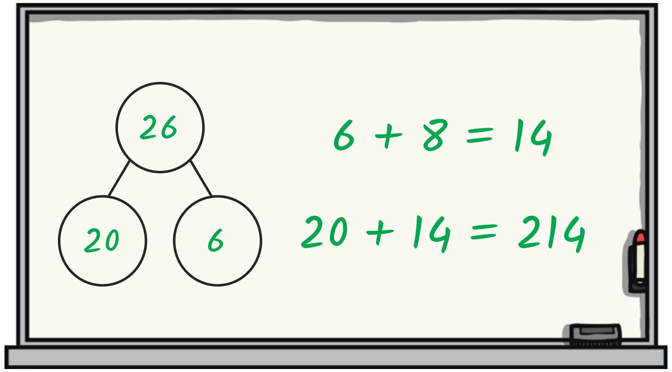
Did your partner do it the same way?

Add 2-Digits and 1-Digit - Crossing Ten

Sam has been asked to solve this calculation:

26 + 8

He writes this:



Sam has made a mistake. Can you explain what he should have done?

Use partitioning to show Sam how to solve this calculation:

35 + 9

Explain to a partner how you have worked it out. Did they do it the same way?

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children should recognise the difference between the 1-digit and 2-digit numbers. Children may draw their own number lines or use dry wipe number lines for this activity. Encourage systematic working to find all solutions.

What sort of numbers are in the squares?

What sort of numbers are in the circles?

What is the first calculation you will write?

How will you find the total?

Would partitioning the single-digit number be a more efficient method?

How many different calculations can you write?

How can you make sure you have found all the ways?

Add 2-Digits and 1-Digit - Crossing Ten

54 46 61

5 3 9

Add a number from a circle to a number from a square.

54 + 5

How many different totals can you make?

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children use the strategies they have learnt (partitioning and use of equipment) to add two 2-digit numbers crossing ten. They will need to be able to exchange ten ones for one ten.

How many tens are there in total?

What is the sum of the ones?

Can you exchange ten ones for one ten? Show me with your equipment.

How can partitioning help you?

How will you lay out the addition in a column?

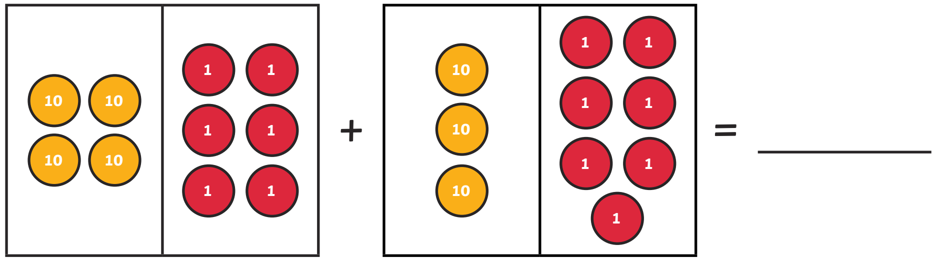
What do you notice about these two bar models?

How are they the same?

How are they different?

Add Two 2-Digit Numbers (2)

Solve these additions, exchanging ten ones for one ten.



6 tens and 7 ones + 2 tens and 8 ones = ________

	3	7
+	2	5
+		

Compare the two bar models. What do you notice?

Harris has 36 football cards. Anaya has 18. How many do they have altogether?

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children reason about the most efficient method for adding two 2-digit numbers. They explain their ideas and methods to a friend.

What do you think of Fatima's method?

Do you think you could reach the correct answer that way?

How long would it take?

What do you think about Ben's method?

Which method do you think is best? Why?

Which would be quickest?

Which method are you least likely to make a mistake on?

Can you solve the calculation using your preferred method?

Can you explain all the steps you took to a friend?

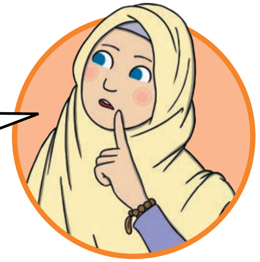
Add Two 2-Digit Numbers (2)

Fatima and Ben are solving this calculation:

$$56 + 39$$

Work out the answer and explain your method to a friend.

I counted on from 56, counting on first in tens and then in ones.



I added all the tens together and all the ones together. Then, I put the tens and ones back together.

Which do you think is the best method? Why?

Do you think you could have improved the method that you used to work out the question? How?

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children apply their knowledge of crossing ten when adding to complete statements using the symbols <, > and =.

What do these symbols mean?

What will you need to do first?

What method will you use to solve the calculations?

Why have you chosen that method?

Is there more than one number that could make the statement correct?

Is that true for all these statements?

Has your friend chosen a different number?

Could you both be correct? Why?

Add Two 2-Digit Numbers (2)

Write a number to complete each statement.

35 + 39 > $\square$

56 + 27 = $\square$

64 + 28 < $\square$

19 + 23 > $\square$

45 + 46 = $\square$

76 + 15 < $\square$

Compare your statements to your friend's.
How are they the same? How are they different?

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children use number bonds, place value knowledge, partitioning and counting skills to subtract. Children will need a ten-frame and nine counters.

Where should Jill start her jump?

Which way will she jump – forwards or backwards?

Why do you think that?

Can you use your ten-frame and counters to partition nine so that the first jump will land on a multiple of ten?

Which multiple of ten comes before 37?

Where has Jill landed?

Subtract 1 Digit from 2 Digits

Show Jump Back Jill how she could subtract on these number lines. Remember to land on a multiple of 10 first.

37 – 9

25 26 27 28 29 **30** 31 32 33 34 35 36 37 38 39 40

63 – 6

50 51 52 53 54 55 56 57 58 59 **60** 61 62 63 64 65

54 – 7

40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55

81 – 5

70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children use the strategies they are now fluent with to check subtraction calculations. They use mathematical language to explain whether they are right or wrong and how they know. For the incorrect calculations, the children may be able to spot the mistake that has been made – for example, adding instead of subtracting, or subtracting too much. Children may need ten-frames, counters and number lines to check the calculations.

How can you tell if the calculation is correct?

What strategies could you use?

Can you convince me it is correct?

Can you prove it is wrong?

Where do you think Ben has gone wrong?

Can you find the correct answer?

Was Anna right when she spotted three mistakes?

How many mistakes did Ben make?

Subtract 1 Digit from 2 Digits

Ben has been subtracting 1-digit numbers.

$45 - 8 = 37$

$72 - 4 = 76$

$31 - 6 = 24$

$94 - 7 = 87$

$26 - 9 = 17$

I think you have got 3 of them wrong.

Do you agree with Anna? Prove it.
Correct any mistakes Ben has made.

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children solve a 'find all possibilities' problem. Encourage systematic working and use of number line and practical equipment as necessary.

What is the smallest digit that could go in the ones column next to the five tens?

Which number are we counting back to on the number line every time?

Can you show me on the number line how to count back from 50 to 48?

How many did you subtract?

What is the next number that we could try after 50?

How could we work this out sensibly so we don't miss any numbers out?

Do you think you have found all the combinations? Prove it.

How many ways did you find?

Compare the calculations you have written to someone else's. Are they the same?

Are there any different ones?

Subtract 1 Digit from 2 Digits

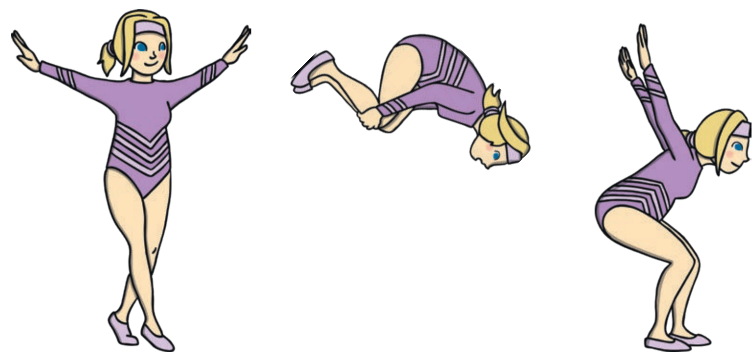
Investigate which digits are missing from this calculation:

$$5\square - \square = 48$$

Use a number line to help you.

45 46 47 48 49 **50** 51 52 53 54 55 56 57 58 59 60

How many different combinations can you find?



Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children will require base ten blocks for this activity. They will need to have an understanding of exchanging one ten for ten ones.

Have you got enough ones blocks to subtract eight ones?

What could you do?

How many ones will you get if you exchange one ten?

Can you partition 85 into 70 and another part?

Can you partition 28 to see how many tens you need to subtract?

How many tens and how many ones are left over?

What do you get if you recombine the tens and ones?

When we have written the numbers in columns, what happens if we haven't got enough ones to subtract from?

Can you show me how to exchange a ten?

How will you show what you have done?

How many tens will you have left?

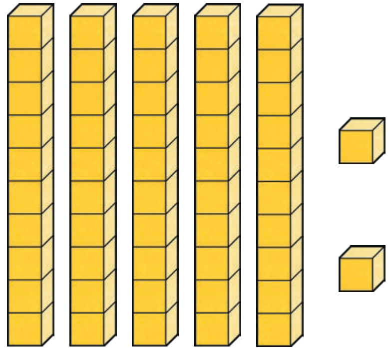
Can you subtract using a number line?

Which direction will you jump?

Can you use partitioning to make it more efficient?

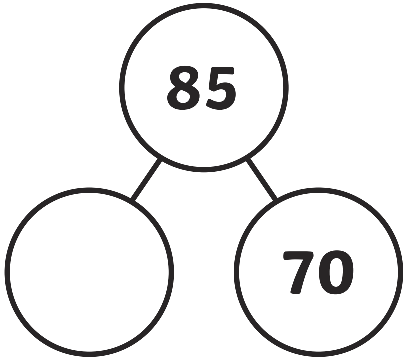
Subtract 2-Digit Numbers – Crossing Tens

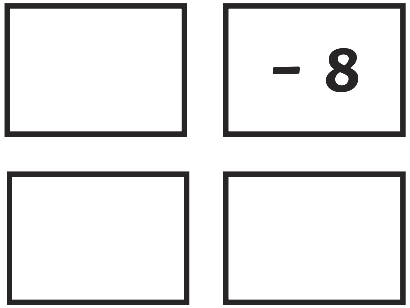
Use base ten blocks to subtract 18 from 52.



	8	4
−	3	7

85 − 28





Use a number line to calculate 63 minus 26.

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children will need to calculate the answers to all the calculations before they can spot the odd one out. They will need to look carefully at the answers to do so. They may want to use base ten blocks (drawing them or using them practically) – or any other method they are confident with – to solve the calculations.

What do you think you need to do first?

Can you spot the odd one out from just looking at the calculations?

Which method will you choose to solve the calculations?

Why?

Now you have found the answers, can you spot an odd one out?

Can you explain why you think that?

Subtract 2-Digit Numbers – Crossing Tens

Ring the odd one out.

41 – 15 =

95 – 68 =

52 – 24=

64 – 36 =

36 – 17 =

78 – 49 =

83 – 59 =

Explain your choice.

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children could experiment with base ten blocks to find all the possible solutions. Encourage systematic working.

What is the first thing you should do?

How can you approach the problem systematically?

Could we put zero in the first box?

Why not?

Are there any other numbers we can't use?

Can you list all the possible solutions?

How many are there?

How do you know you have found them all?

Compare them to your friend's solutions Are they the same?

Subtract 2-Digit Numbers – Crossing Tens

Find all the possible missing numbers to make this correct.

$$41 - 2\square = 1\square$$

Represent the numbers with base ten blocks to find the solutions.

How many different calculations can you make?

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children need to be confident with number bonds to 10, 20 and 100 (tens only). Children may require a hundred square and base ten blocks to help with this.

How many squares are shaded?

How do you know?

How many are in one row/column?

How can we quickly work out how many are unshaded?

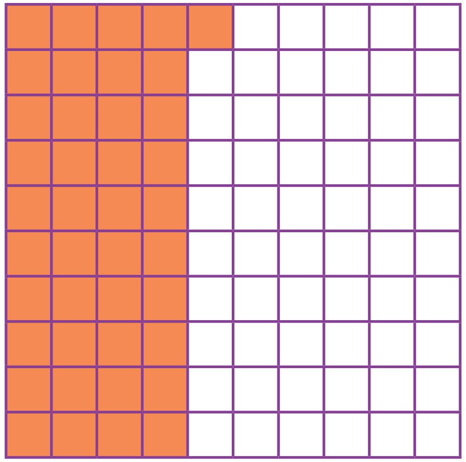
Can you represent the number with base ten blocks?

How many more do we need to make 100?

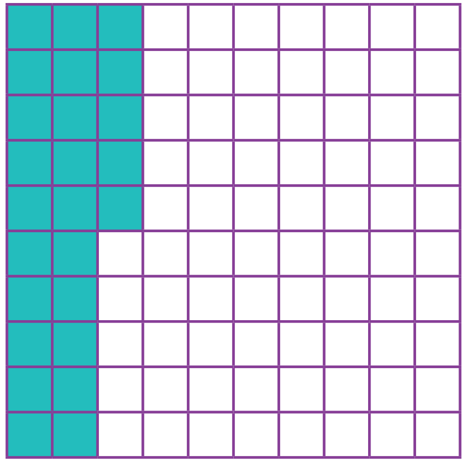
Bonds to 100 - Tens and Ones

Use the hundred squares to calculate these number bonds to 100.

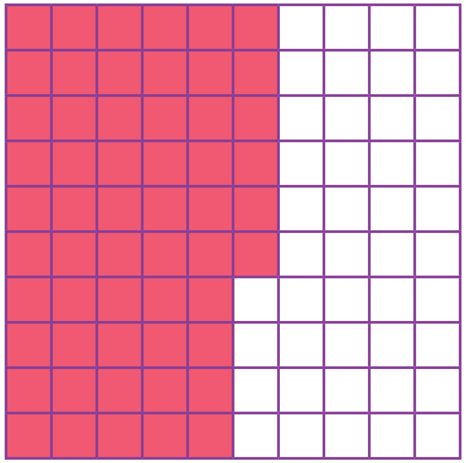
41 + _____ = 100



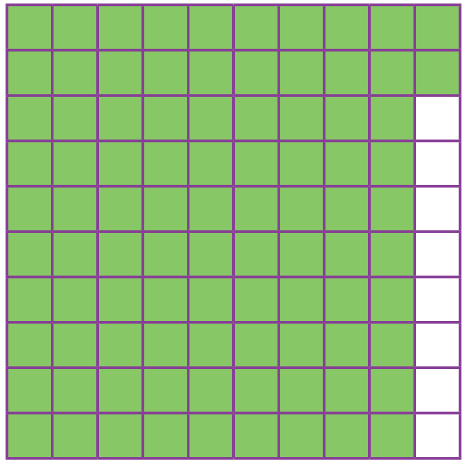
_____ + 25 = 100



100 – 56 = _____



100 – _____ = 92



Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children often make the mistake of adding one ten too many. They need to remember the ones must add up to ten and the tens must add up to 90 so that, when the ones and tens are combined, the total is 100. Children could use base ten blocks or a hundred square to help them represent the calculation.

How could we represent this calculation?

Could you use a hundred square/base ten blocks to help you?

Show me how.

How could we check if 76 is the correct answer?

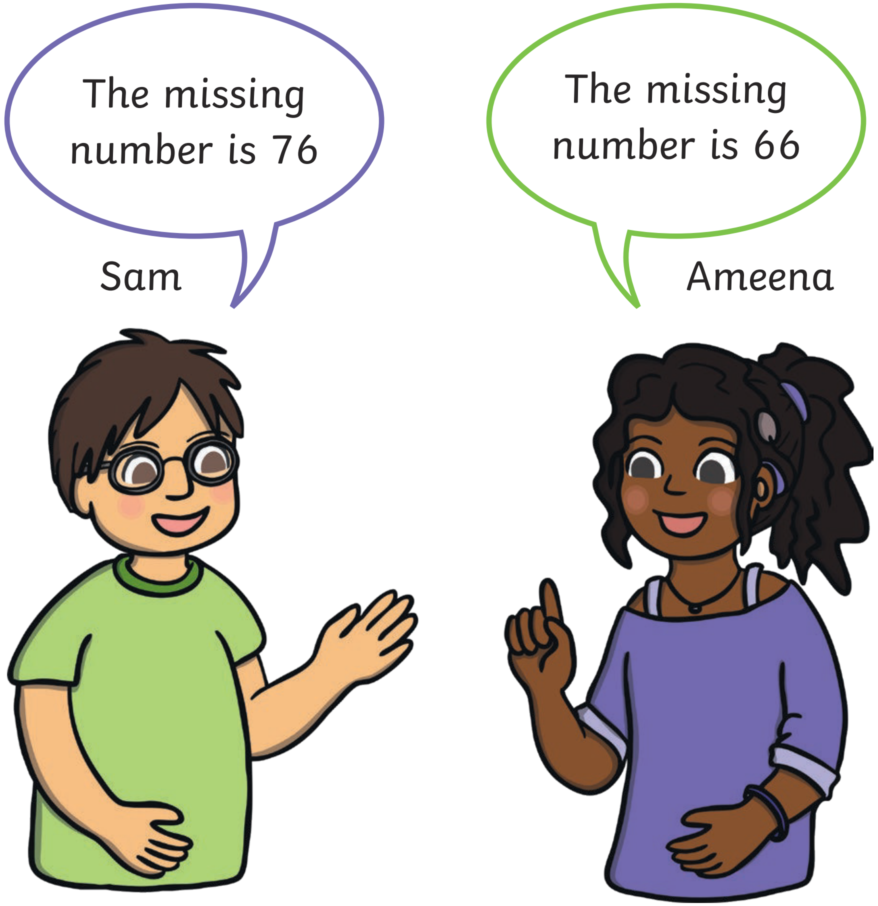
Can you show me what happens when you add 34 and 66?

What mistake has Sam made?

Bonds to 100 - Tens and Ones

Sam and Ameena are trying to work out the missing number. Who do you agree with? Explain why.

$$34 + \square = 100$$



Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children should be encouraged to work systematically to find all the possible solutions. They should quickly realise that the first number will always need to have one in the ones column for it to add to a number with nine ones to make ten.

How can you work systematically to find all the answers?

What will you start with?

How many ones will the number need to have?

Why?

Will that always be true?

How do you know?

What will the total of the tens be?

Why?

Have you found all the ways?

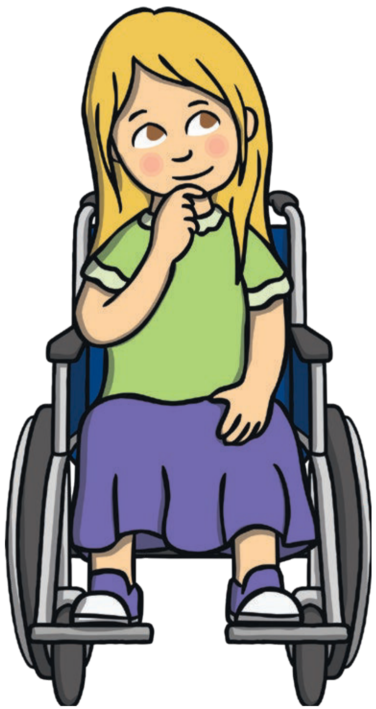
How can you be sure?

Can you explain all the patterns you can see in these calculations?

Bonds to 100 - Tens and Ones

Complete this number bond to 100 using the digits 1 to 9.

$\square\square + \square 9 = 100$



How many different ways can you find?

What patterns can you spot?

Explain the patterns.

Reading extract and questions:
Year 2
Deciduous and Evergreen Trees
Set A/B

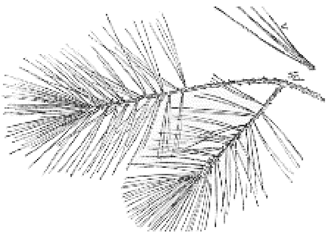
Have you ever wondered why some trees keep their leaves all year long and some trees don't? Read on to find out more…

Introduction

We have lots of different types of trees in the UK. These trees can be sorted into two main groups - **deciduous** and **evergreen**. **Deciduous** sounds like a complicated word, but it just means trees that shed their leaves in the autumn and grow new leaves in the spring. **Evergreen** is a name for trees that keep their leaves all year long.

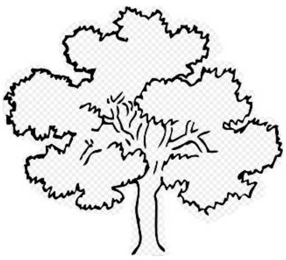
Evergreen Trees

Pine, Spruce, Holly and Fir trees are all evergreen trees. They are grown for lots of different reasons: for shade, for their fruit such as cones (pinecones) and for Christmas trees. These trees only stay green while they are still growing in the ground. If we cut them down, their leaves very quickly turn brown and fall off!

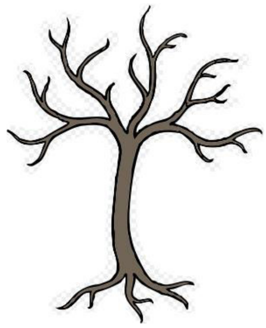


Evergreen trees stay green because they can make their own food all year round. They have thick, waxy leaves which are rolled up tight, like long, thin, green needles. The shape of the leaves allows them to store water in freezing temperatures; this helps them to make food even when there isn't much sunlight.

Deciduous Trees



Oak trees are deciduous. These trees lose their leaves before the winter comes. Their leaves turn lots of different colours before finally turning brown and falling off. New leaves start to grow again in March.



Oak trees use their leaves to make food. They need sunlight and water to do this. Because it gets colder and there is less sunlight in winter the trees stop making food, so they don't need their leaves. They become dormant (they go to sleep) until the springtime comes and there is more sunlight to make food again.

Other deciduous trees that grow in the UK are Ash, Beech and Sycamore trees.

Questions for *Deciduous and Evergreen Trees*
Set A

Vocabulary:

1. What does ***deciduous*** mean?

____

2. Look at the first box. Tick the word which means **nearly the same as**.

remember **different** **main** **similar**

3. Look at the **Deciduous Trees** section. Which word means **go to sleep**? Tick **one.**

lose ☐

different ☐

dormant ☐

sunlight ☐

Identify key aspects

4. Name **two** evergreen trees.

1. _________________________________

2. _________________________________

5. How do evergreen trees stay green all year long? Tick **one.**

They can't store food. ☐

They can make their own food all year round. ☐

They are planted in the shade. ☐

They shed their leaves in the autumn. ☐

6. What happens to oak trees in the autumn?

____

Inference

7. How are evergreen trees useful? Give **one** way.

____

8. Why is sunlight important for trees? **Tick one.**

It stops them growing in the winter. ☐

It helps them to lose their leaves. ☐

It helps the leaves to turn different colours. ☐

It helps them to make food. ☐

Sequence

9. Number the sections from **1** to **4** to show the order in which they appear. The first has been done for you.

Oak trees are deciduous.	
There are two main groups of trees.	1
Evergreen trees have thick waxy leaves.	
Pine, Spruce, Holly and Fir trees are all evergreen trees.	

Predict

10. Which trees would make the best trees to stop your neighbours from seeing into your garden? Explain why you think this.

____

____

Questions for *Deciduous and Evergreen Trees*
Set B

Vocabulary:

1. Look at the first box. Which word is closest in meaning to the word difficult? Tick **one.**

deciduous ☐

groups ☐

complicated ☐

autumn ☐

2. *…it simply means trees that* ***shed*** *their leaves in the autumn…*

What does the word ***shed*** mean in this sentence? Tick **one.**

grow **lose** **brown** **garden**

3. What does evergreen mean?

____

Identify key aspects

4. What happens if you cut evergreen trees down?

____

5. What do trees use their leaves for? Tick **one.**

shade ☐

making food ☐

keeping cool ☐

sleeping ☐

6. The oak tree is a deciduous tree. Name **two** other deciduous trees.

1. ________________________________

2. ________________________________

Inference

7. What do deciduous trees look like in winter?

____

8. How do deciduous trees help us to work out which season it is?

____

Sequence

9. Number the sections from **1** to **4** to show the order in which they appear. The first has been done for you.

New leaves start to grow again in March.	
There are lots of different types of trees in our country.	1
Evergreen trees stay green because they can make their own food all year round.	
These trees only stay green while they are still growing in the ground.	

Predict

10. Why can't people keep real Christmas trees in their homes for more than a few weeks?

____

____

Answers for *Deciduous and Evergreen Trees*

Set A:

Vocabulary:
1. trees that lose their leaves (in Autumn)
2. similar
3. dormant
Retrieval:
4. Accept any two from:
Pine, Spruce, Fir, Holly
5. They can make their own food all year round.
6. they lose their leaves
Inference:
7. Accept any of the following: used for shade/for their fruit (pine cones)/for Christmas trees
8. It helps them to make food/they need it to make food (also accept: they need it to grow)
Summarise:
9.

New leaves start to grow again in March.	4
There are lots of different types of trees in our country.	1
Evergreen trees stay green because they can make their own food all year round.	3
These trees only stay green while they are still growing in the ground.	2

Predict:
10. Evergreen (accept any name of an evergreen) because they have leaves all year round/are green all year round. Deciduous trees shed their leaves and so the neighbours would be able to see in your garden in the winter.

Answers for *Deciduous and Evergreen Trees*

Set B:

Vocabulary:
1. complicated
2. lose
3. trees that keep their leaves all year long/always green
Retrieval:
4. leaves turn brown/fall off
5. making food
6. Accept <u>two</u> of the following: Ash, Beech, Sycamore
Inference:
7. Accept reference to: no leaves/bare/only branches
8. Accept reference to any of the following (including general references to looking at the colour/number of leaves) e.g.
Autumn –the leaves change colour
Winter – when there are no leaves on the trees
Spring – when the leaves start to grow again
Summer – when there are lots of (green) leaves

Summarise:
9.

New leaves start to grow again in March.	4
There are lots of different types of trees in our country.	1
Evergreen trees stay green because they can make their own food all year round.	3
These trees only stay green while they are still growing in the ground.	2

Predict:
10. Accept reference to the following:
because their leaves will turn brown and fall off/evergreen trees only stay green when they are growing/they will die

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Year 2

Vocabulary Quiz 1

Part 1: Define it

a. What does the word **child** mean? Circle **one**.

lacking heat or warmth	*a young person*

b. Circle the word that means *each person*.

everybody	**people**

c. Tick ✓ the statement that best matches the meaning of the word **only**.

It is about just one thing.	*It is about lots of things.*

Part 2: Use it

a. Tick ✓ the sentence which uses the word **door** correctly.

The door blew open in the storm.	*I door of unicorns last night.*

b. Tick ✓ the word that would complete the sentence correctly.

Monkeys __________ *trees.*

climbs	**climb**

c. Which word would complete the sentence below so that it makes sense?

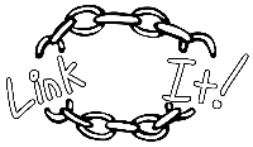
The bride looked ____________.

beautiful	**beauty**

Year 2

Vocabulary Quiz 1

Part 3: Link it



a. Circle the word closest in meaning to **fast**.

quite	*quick*

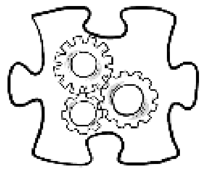
b. Circle the word meaning opposite to **wild**.

tame	*main*

c. Circle the correct prefix to change the word **kind** to mean **cruel**.

ex-	*un-*

Part 4: Deconstruct it



a. Circle the meaning of the prefix **re-**.

not	*again*

b. Which part of the word **hexagon** means **six**?

hexa	*gon*

c. What is the meaning of the suffix **-ful**?

able to	*full of*

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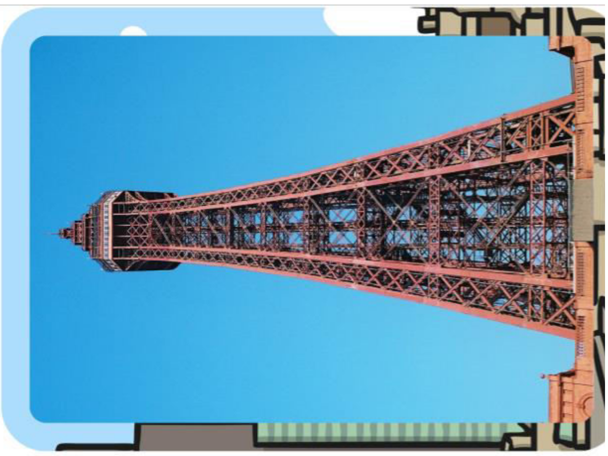

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Blackpool
Blackpool Tower


Birmingham
Bullring Shopping Centre


Belfast
Belfast City Hall


London
London Eye


Cardiff
Cardiff Castle


Cambridge
Cambridge University


Bristol
Cliffton Suspension Bridge


Brighton
Brighton Pier


York
York Minster


Leeds
Kirkstall Abbey


Glasgow
Glasgow School of Art


Edinburgh
Edinburgh Castle