


Daily reading of a text of your choice (e.g. magazine, information sheet, story, joke book, e-book...)					
18/5/20	Maths	English	Foundation		
Mon	Summer Term Week 5 L1 Multiplication and Division https://whiterosemaths.com/homelearning/year-2/	Instructions Lesson 3 (we are jumping straight to this lesson but you are welcome to complete 1 and 2 if you want to as well!) – Identify features https://www.thenational.academy/year-2/english/to-identify-the-key-features-of-instructions-year-2-wk1-3 If you would prefer not to work online, look at the ‘Features of instructions’ document and complete ‘Activity 1’.	Science: Create an environment where you can see plants breathe. Fill a glass or glass bowl with luke-warm water. Remove a leaf from a tree or plant. Place the leaf in the bowl of water and put something on top of it so it is fully under the water. Put the bowl in a sunny spot. Wait for an hour and then have a close look (with a magnifying glass if you have one) at the leaf. You should see small bubbles that form around the leaf. Try this: Does warmer water give more bubbles? How do different leaves compare?		
Tue	Summer Term Week 5 L2 Multiplication and Division	Lesson 4 – Identifying and using adverbs https://www.thenational.academy/year-2/english/to-identify-and-use-adverbs-year-2-wk1-4 Or complete ‘Activity 2’ if you are not using the online resources.			
Wed	Summer Term Week 5 L3 Multiplication and Division	Lesson 5 – Writing instructions https://www.thenational.academy/year-2/english/to-write-a-set-of-instructions-year-2-wk1-5	Art: Printing Experiment with printing using paint or ink and everyday objects (that you can get messy!). Try making prints with bottle tops/bases, plastic cups, unique shaped packaging and your fingers or toes! Using the printing objects, you think most suitable, create a tree or flower using the printing technique. 		
Thu	Summer Term Week 5 L4 Multiplication and Division	Reading Comprehension: The United Kingdom			
Fri	Summer Term Week 5 L5 – Maths Challenge	Grammar and Punctuation: Editing package - Capital letters	Geography: The United Kingdom Use old newspapers and magazines to recreate a collage of a map of the United Kingdom. Use an atlas or Google Earth to help you understand the terrain and physical features of key areas and select colours and textures that reflect this e.g. - greys for urban areas - greens for rural areas - blue for rivers and lakes - graduated colours to white for mountains - yellows for coastal areas/beaches. Use small, thumbnail-sized pieces of paper and layer them together to create your own UK		
Optional Extras:					
Handwriting practise	Times table practise	Spellings: their, there, they’re, to, too, two, see, sea	Fresh air activity: Before you go outside, predict 5 things that you think you will see. Did you see them all? Will they be there tomorrow?	Pick a question from the talk tasks and have a good chat about it!	Create your own yoga pose for the following: - The carrot - The swan - The frog - The mouse - The sunflower – The bird

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children begin to use the multiplication symbol. They understand that multiplication is repeated addition. They write a repeated addition calculation and a multiplication calculation to match an image of groups. Children may find it helpful to have representations of number to provide ideas for the part where they need to draw the picture.

Please note: In this activity $2 + 2 + 2 + 2 + 2 + 2 = 12$ will be written as $2 \times 6 = 12$ and read as 'two multiplied by six'. This is different to the way White Rose write the calculation (6×2) but it has been written this way to match the way multiplication is written in the Year 4 Multiplication Tables Check.

Tell me about the picture.

What number does each number shape represent?

How many threes are there?

What repeated addition would you write?

Why are we using addition?

What does the symbol ' \times ' mean?

Is $3 + 3 + 3$ the same as 3×3 ? Why?

Can you write a repeated addition calculation to match the dice picture?

What would the multiplication calculation be?

Can you draw an image to match the addition calculation?

The Multiplication Symbol



Complete the table.

Picture	Addition	Multiplication
	$__ + __ + __ = __$	$__ \times __ = __$
		$__ \times 6 = __$
	$5 + 5 + 5 + 5$ $= ______$	$5 \times __ = ______$

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children recognise multiplication written in different forms, in words, using repeated addition and using the multiplication symbol. They use their ability to count in twos, fives and tens to find the answers as well as their ability to add three one-digit numbers.

Please note: In this activity $5 + 5 + 5 + 5$ will be written as 5×4 and read as 'five multiplied by four'. This is different to the way White Rose write the calculation (4×5) but it has been written this way to match the way multiplication is written in the Year 4 Multiplication Tables Check.

What do you notice about how these statements are written?

What symbols have been used?

How can we find out the solutions?

Can you use known facts?

Can you use addition methods?

How are they the same?

How are they different?

Are ten twos the same as two tens?



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The Multiplication Symbol



Find the odd one out.

$$5 + 5 + 5 + 5$$

two 10s

$$10 \times 2$$

ten 2s

$$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$$

$$4 + 4 + 4$$

$$5 \times 4$$

$$2 \times 10$$

four 5s

$$10 + 10$$

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children solve problems by finding different combinations of numbers to complete multiplication calculations. They use the two, five and ten times tables. They may need practical equipment to help them with this investigation.

What two numbers could you multiply together to get ten?

Can you think of other ways?

What do we need to calculate first before working out the missing numbers?

What multiplications could have an answer of 30?

What does the symbol '×' mean?

Which part do you need to calculate first?

Which multiplication calculations have an answer less than eight?

The Multiplication Symbol



Find 3 possible solutions to each of these calculations.

$$\square \times \square = 10$$

$$\square \times \square = 10 + 10 + 10$$

$$\square \times \square < 2 + 2 + 2 + 2$$



Number Shapes:

$$3 + 3 + 3 = 9$$

$$3 \times 3 = 9$$

Dice:

$$2 + 2 + 2 + 2 + 2 + 2 = 12$$

$$2 \times 6 = 12$$

Image representing 5 groups with 4 in each group.



$$5 + 5 + 5 + 5 = 20$$

$$5 \times 4 = 20$$

Base ten blocks:

$$10 + 10 + 10 + 10 + 10 = 50$$

$$10 \times 5 = 50$$

All the statements have the answer 20 except $4 + 4 + 4$ so that is the odd one out.



Possible answers

first calculation:

$$1 \times 10 = 10$$

$$2 \times 5 = 10$$

$$5 \times 2 = 10$$

$$10 \times 1 = 10$$

second calculation:

$$1 \times 30$$

$$5 \times 6$$

$$10 \times 3$$

third calculation

$$1 \times 2$$

$$2 \times 2$$

$$2 \times 3$$

$$2 \times 1$$

The multiplication tables children are starting to learn (two, five and ten) are the facts used here with those numbers written first in the calculations.



Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children use the multiplication symbol to write a sentence and a calculation to match the pictures.

Please note: In this activity, $2 + 2 + 2 + 2 + 2 + 2 = 12$ will be written as $2 \times 6 = 12$ and read as 'two multiplied by six'. This is different to the way White Rose Maths write the calculation (6×2) but has been written this way to match the way multiplication is written in the year 4 multiplication tables check.

How many are there in each group?

How many groups are there?

What does the ten represent?

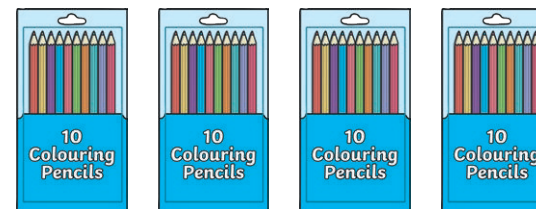
What does the four represent?

Can you count in twos/fives/tens to find the total?

Multiplication Sentences from Pictures

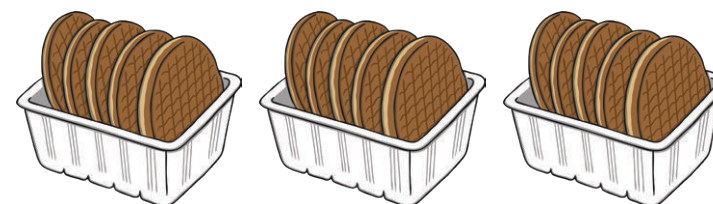


Complete these sentences.



_____ multiplied by _____ is equal to _____

_____ \times _____ = _____



_____ multiplied by _____ is equal to _____

_____ \times _____ = _____



_____ multiplied by _____ is equal to _____

_____ \times _____ = _____

Can you draw your own picture and write a calculation to go with it?

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children consider the different ways multiplication can be represented. They match the picture to the statements to find two statements that are not true.

Please note: In this activity, $5 + 5 + 5 + 5$ will be written as 5×4 and read as 'five multiplied by four'. This is different to the way White Rose Maths write the calculation (4×5) but has been written this way to match the way multiplication is written in the year 4 multiplication tables check.

How many stickers are in each group?

How many groups are there?

Does this picture represent 5×4 ? Explain why.

Does the picture represent $4 + 4 + 4$? Why not?

Which statements are true?

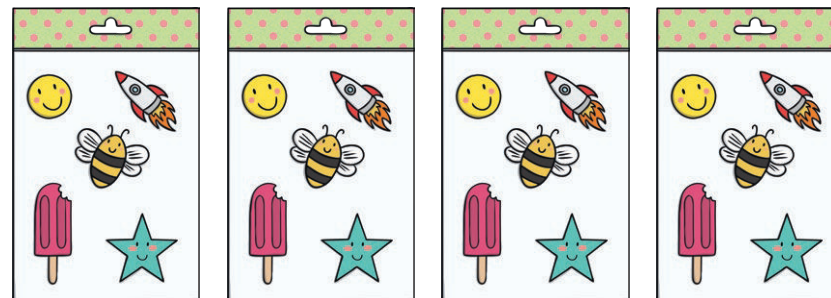
Which statements are false?

Convince me!

Multiplication Sentences from Pictures



These statements represent this picture. Which ones are true and which are false?



5×4

$5 + 5 + 5 + 5$

four 5s

four groups with five in each group

$4 + 4 + 4$

5 multiplied by 4

3×5

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children solve word problems by drawing pictures to find the total. They also make up their own pictures and stories to match given calculations.

Draw me a picture to match this problem.

Can you draw the plates?

Can you draw the biscuits?

Can you write a calculation?

What is the total?

What story could you tell to match this calculation?

Can you draw a picture to match? How many are in each group?
How many groups are there?

Tell me the story.



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Multiplication Sentences from Pictures



Draw a picture to match each problem and find the answer.

There are four plates with two biscuits on each plate. How many biscuits are there in total?

There are ten sweets in a bag. There are three bags. How many sweets are there altogether?

A purse has five 5p coins in it. How much money is there in total?

Write a story and draw a picture for each calculation.

$$10 \times 2$$

$$2 \times 8$$

$$5 \times 6$$

10 multiplied by 4 is equal to 40

$$10 \times 4 = 40$$

5 multiplied by 3 is equal to 15

$$5 \times 3 = 15$$

2 multiplied by 6 is equal to 12

$$2 \times 6 = 12$$



$$5 \times 4 \text{ (true)}$$

$$5 + 5 + 5 + 5 \text{ (true)}$$

four 5s (true)

four groups with five in each group (true)

$$4 + 4 + 4 \text{ (false)}$$

5 multiplied by 4 (true)

$$3 \times 5 \text{ (false)}$$



Children should draw an appropriate picture to match each problem.

$$2 \times 4 = 8$$

$$10 \times 3 = 30$$

$$5 \times 5 = 25 \text{ (or } 5 \times 5p = 25p)$$

Children draw a picture and write a story to represent each calculation.

$$10 \times 2 = 20$$

$$2 \times 8 = 16$$

$$5 \times 6 = 30$$



Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children are introduced to the two times table. Children use pictures to count in twos and complete calculations and sentences.

How many pairs of socks are there?

What are the missing numbers in the calculations?

How many socks are there in total?

Can you count in twos to help you?

The 2 Times Table



Count in twos to complete the sentences.



$$2 \times \underline{\quad} = \underline{\quad}$$

and

$$\underline{\quad} \times 2 = \underline{\quad}$$

There are socks in total.

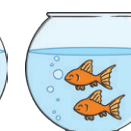
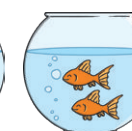
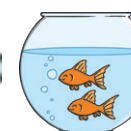
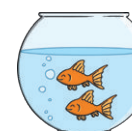
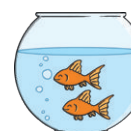
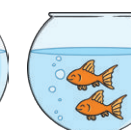
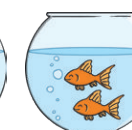
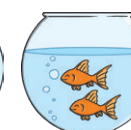
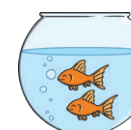
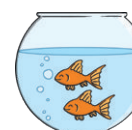
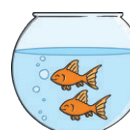


$$2 \times \underline{\quad} = \underline{\quad}$$

and

$$\underline{\quad} \times 2 = \underline{\quad}$$

There are footballs in total.



$$2 \times \underline{\quad} = \underline{\quad}$$

and

$$\underline{\quad} \times 2 = \underline{\quad}$$

There are fish in total.

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children use reasoning to investigate multiples of two on a number track and explore whether multiples of two are odd or even.

What do you notice about the number track?

Is it counting in ones?

How do you know?

Look at the numbers Harpritt has written. What has he done wrong?

What numbers should he have written?

How can you check you are correct?

What are the odd numbers?

What do they end in?

What are the numbers that are not odd called?

What do even numbers end in?

Do you think multiples of two are all odd, all even or a mixture?

Can you prove it?

The 2 Times Table



Harpritt has filled in the blanks on this number track.

2	3	6	8	10	11	14	16	17	20
---	---	---	---	----	----	----	----	----	----

What mistake has Harpritt made?
Explain your answer.

What should he have written?

When I say the multiples of 2,
I won't say any odd numbers.



Harriet

Do you agree with Harriet?
Prove it.

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children find all the possible combinations of numbers to complete a calculation, using the clues and multiplying by two. They will need to use their knowledge of place value and odd/even numbers in this activity. Encourage children to work in a systematic way, following the pattern of the numbers.

What shall we do first?

Can you read all the clues?

What does 'even' mean?

What is a 'two-digit number'?

What is the smallest number that could go in the circle?

What would the number in the square be in that case?

We know that $2 \times 4 = 8$. Could 8 be in the square? Why not?

What could you try next?

How many different possibilities have you found?

The 2 Times Table



Find all the possible calculations using the clues.

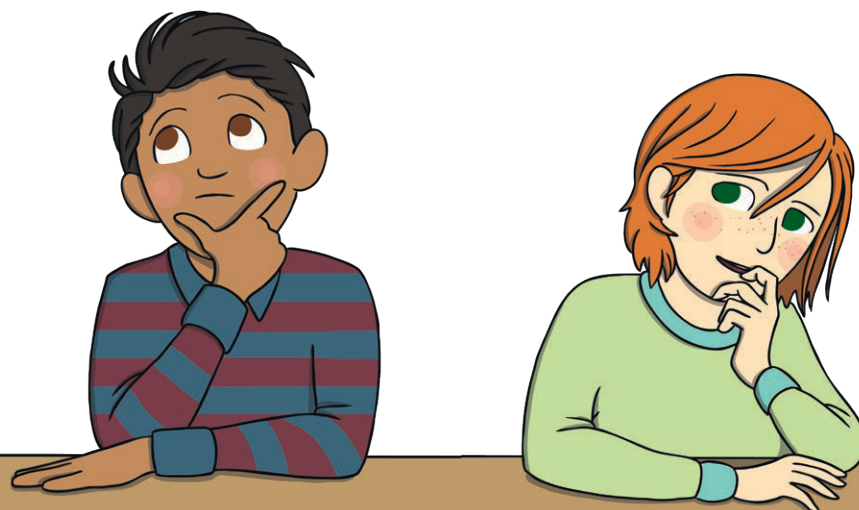
$$2 \times \bigcirc = \square$$

The number in the circle is greater than 3.

The number in the square is less than 24.

Both numbers are even.

The number in the square is a 2-digit number.





$$2 \times 4 = 8 \text{ and } 4 \times 2 = 8$$

There are 8 socks in total.

$$2 \times 6 = 12 \text{ and } 6 \times 2 = 12$$

There are 12 footballs in total.

$$2 \times 11 = 22 \text{ and } 11 \times 2 = 22$$

There are 22 fish in total.

Harpritt has added one to the previous number instead of two. The missing numbers should be 4, 12 and 18.



Harriet is right. The multiples of 2 are all even numbers.

There are three possible combinations:

$$2 \times 6 = 12$$

$$2 \times 8 = 16$$

$$2 \times 10 = 20$$



Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children use the five times table to complete a number track and write calculations based on the pictures. They use their ability to count in fives to find the answers.

Which numbers are missing from the number track?

How do you know?

What do you notice about the ones digit in these numbers?

Can you count in fives to find out how many marshmallows there are?

Why will counting in fives help you to count the amount of money?

How will you use counting in fives to help you find how many 5p coins are in 50p?

Can you think of any other amounts that could be made using only 5p coins?

The 5 Times Table



Complete the number track.

5		15		25	30			45	
---	--	----	--	----	----	--	--	----	--

How many marshmallows are on the 7 cakes?



Write the multiplication calculation:

How much money is shown here in total?



Write the multiplication calculation:

Alice has 50p. How many 5ps is that?
Use the calculation to help.

$$50p = \underline{\quad\quad} \times 5p$$



Diving into Mastery – Deeper

Adult Guidance with Question Prompts

There are three statements about the five times table for children to consider. They must say if they agree or not and give reasons. They could use practical equipment to help if necessary.

What is 0×5 ?

Is the answer always the same when multiplying by zero? Why?

Is Aman correct?

Does it matter which way round we write the calculation?

What does the $=$ symbol mean?

Does this calculation make sense both ways?

Is Jin correct?

Can you list all the multiples of five up to 60?

What do you notice about the ones column?

Do you think this will always be true?

Why?

Is Alice correct?

The 5 Times Table



Aman

$$0 \times 5 = 5$$



Jin

$5 \times 3 = 15$ is the same as $15 = 5 \times 3$.



Alice

All the multiples of 5 have 0 or 5 ones.

Do you agree with the children?
Explain your answer.

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children solve problems related to hot chocolate toppings. They should write the related calculations and count in fives to work out the total cost. They also need to use the facts they know to work out how many fives make a given total. Remind children to use the units of money in their answer.

How many toppings has (child's name) chosen?

How much is each topping?

How can we find out the total cost?

Can you write an addition calculation?

Can you write a multiplication calculation?

Can you count in fives to help you?

If you know how much the adult spent, can you work out how many toppings they had?

How?

Which toppings would you choose?

How much would that cost?

Can you write a calculation to show this?



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The 5 Times Table



At the café, all hot chocolate toppings are 5p.



Alice chose cream, a flake and strawberry sauce.

Aman asked for marshmallows, fudge, cream and nuts.

Jin had all the toppings.

Write a calculation for each child to show how much each of them spent.

Alice's mum spent 25p on toppings.

Aman's dad spent 30p on toppings.

Jin's Grandma spent 10p on toppings.



**How many toppings did they each have?
Write a calculation for each adult.**

**What toppings would you have?
Work out the cost.**

5	10	15	20	25	30	35	40	45	50
---	----	----	----	----	----	----	----	----	----



Cakes: $5 \times 7 = 35$ or $7 \times 5 = 35$

Money: $6 \times 5p = 30p$ or $5p \times 6 = 30p$

$50p = 10 \times 5p$

Alice has ten 5p coins.

Aman is incorrect. Any number multiplied by zero gives the answer zero.



Jin is correct. The equals sign means that both sides are equal to one another so it doesn't matter if it is at the beginning or end of the calculation so long as the sides are equal.

Alice is correct. All the multiples of five have zero or five ones.

Alice: $3 \times 5p = 15p$

Aman: $4 \times 5p = 20p$

Jin: $6 \times 5p = 30p$

Mum: $25p = 5 \times 5p$

Dad: $30p = 6 \times 5p$

Grandma: $10p = 2 \times 5p$

Children choose a number of toppings and write a corresponding calculation to work out the total cost.



Features of an Instructional Text

Purpose:

To describe (or instruct) how something is done through a series of sequenced steps.



Structure:

- ✎ Goal - a statement of what is to be achieved, e.g. 'How to make a sponge cake'
- ✎ Materials/equipment needed, listed in order, e.g. two eggs, flour etc.
- ✎ Sequenced steps to achieve the goal, e.g. cream the sugar and butter.

Language Features:

- ✎ Written in the imperative (sentences start with a verb), e.g. Sift the flour.
- ✎ Written in the present tense.
- ✎ Steps must be in chronological order.
- ✎ Use of bullet points or numbers to list equipment and to show sequenced steps.
- ✎ Can include diagrams or pictures.

Example of Instructional Text:

How to make perfect pancakes



You will need:

- 100g flour
- 125ml milk
- Two eggs
- A little butter
- Toppings of your choice!

Equipment:

A mixing bowl, a spoon, a cup, a plate and a frying pan.

What to do:

1. First, put the flour into the mixing bowl.
2. Secondly, crack the two eggs into a cup and beat them.
3. Then slowly pour the beaten eggs and the milk into the flour.
Make sure you stir it well.
4. Turn on the hob to a low heat.
5. Next, melt a little butter in the frying pan but be careful not to burn yourself.
6. Pour enough mixture into the pan to make a thin pancake.
7. After a few minutes, toss or turn the pancake over to cook the other side.
8. When it is golden serve the pancake on a plate and put on your favourite topping.
9. Finally eat your perfect pancakes but don't forget to do the washing up!

TOP TIP

Don't forget to switch the hob off when you have finished.

Activity 1: Order the instructional features

Next put tooth paste on the tooth brush.

Finally brush your teeth until they are clean.

What you need:

- tooth brush
- tooth paste
- water

First pick up your tooth brush.

Then put the tooth brush under the tap to make it wet.

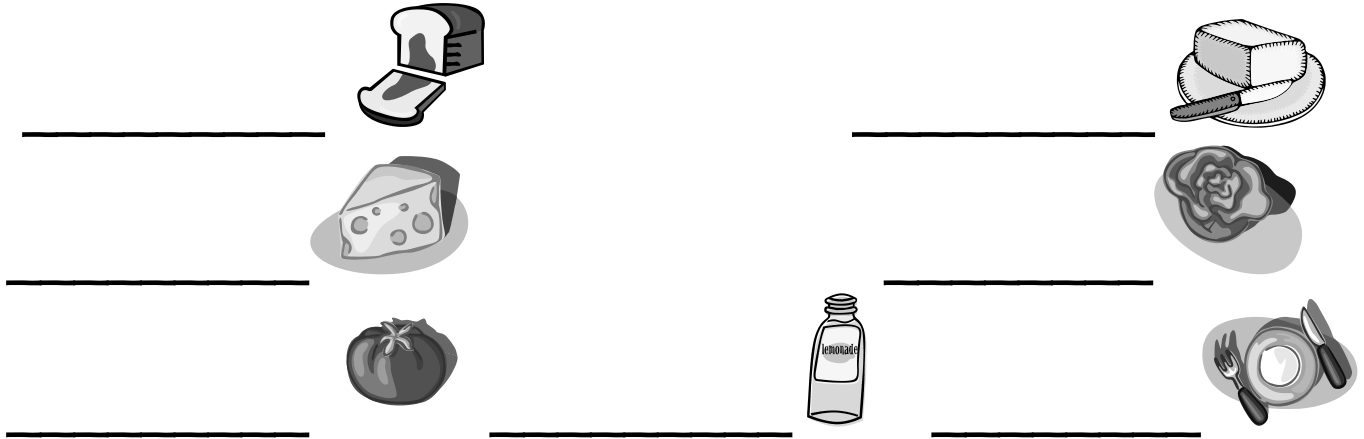
How to clean your teeth

[illegible]

Activity 2: Fill in the gaps to complete the instructions

How to make a cheese and salad sandwich

You need:



1. _____ pick up the _____.
2. _____ the butter across the _____.
3. _____ cut some cheese and _____ on the bread.
4. Add some leaves of _____.
5. Pour _____ some salad cream
6. Carefully _____ on some chopped _____.
7. _____ the _____ in half with the _____.
8. Place the sandwich on a _____.
9. Serve the sandwich.

Activity 3: Write your own instructions.

E.g. How to plant a seed/ How to make a fruit salad/How to play a board game.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Reading extract and questions:

Year 2

The United Kingdom.

Set A/B

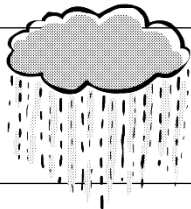
Introduction

The UK is where we live. UK is short for the United Kingdom of Great Britain and Northern Ireland.

It is made up of **four** countries – **England**, **Northern Ireland**, **Scotland** and **Wales**. Each one has its own capital city – **London** for England, **Belfast** for Northern Ireland, **Edinburgh** for Scotland and **Cardiff** for Wales.

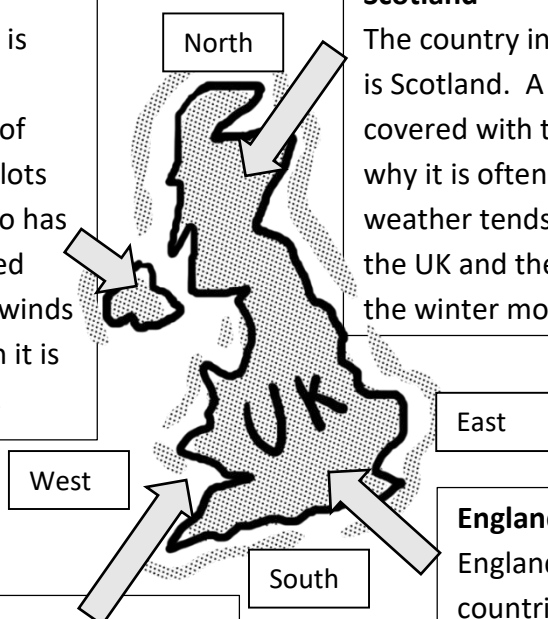
Northern Ireland

This is the only country which is not on the mainland of Great Britain. It is part of the island of Ireland. Northern Ireland has lots of stunning countryside. It also has the largest lake in the UK called Lough Neagh. Cloud-carrying winds from the Atlantic Ocean mean it is often wet and overcast there.



Scotland

The country in the north of the UK is Scotland. A large part of it is covered with towering mountains, which is why it is often called the Highlands. The weather tends to be colder than the rest of the UK and they get the most snow there in the winter months.



Wales

Wales is a green, hilly country on the western side of Great Britain. The highest mountains are in the north, the tallest of which is Mount Snowdon. Lots of people visit Wales to go mountain climbing. Although people in Wales mainly speak English, Wales actually has two main languages. **Welsh** is spoken by over half a million of the three million people who live there. Visitors will notice that road signs are usually written in both languages.

England

England is the largest of the four countries that make up the United Kingdom. It tends to be warmer and drier than the rest of the UK, especially towards the south and east. It is mainly covered with lowlands and gently rolling hills. More people live in England than any other country in the UK. The longest river in England is the River Thames. It is 215 miles long.



Seas and oceans

The UK is surrounded by water. The Irish Sea is in between Northern Ireland and Great Britain. The English Channel (to the south) lets us travel to France and the North Sea is to the east between Scotland and England. A lot of Scotland's coast is attacked by the ferocious waves of the Atlantic Ocean.

Questions for *The United Kingdom* Set A

Vocabulary:

1. *Each one has its own capital city ...* In this sentence, *capital* means ... **Tick one.**

tall

☐

main

☐

old

☐

rich

☐

2. Look at the **Scotland** fact box. **Find** and **copy** a word that means *high*.

3. *Northern Ireland has lots of stunning countryside ...* In this sentence, *stunning* means ... **Tick one.**

windy

☐

trees

☐

beautiful

☐

green

☐

Identify key aspects

4. What is UK short for?

5. Draw **four** lines to match the country to its capital.

England

Edinburgh

Northern Ireland

London

Scotland

Cardiff

Wales

Belfast

6. Where in the UK is Scotland?

Inference

7. Why are road signs in Wales written in two different ways?

8. What makes you think that the Atlantic Ocean is rough and stormy?

Sequence

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

Seas and oceans	
Introduction	
Title	1
Scotland	

Predict

10. From what you have read, what would be most useful to take on a visit to Northern Ireland? **Tick one.**

road signs

☐

thermometer

☐

sunglasses

☐

umbrella

☐

Questions for *The United Kingdom* Set B

Vocabulary:

1. Look at the **Northern Ireland** section. **Find** and **copy** a word that means *the bigger area of land*.

2. ... *it is often wet and overcast there*. In this sentence *overcast* means... **Tick one**.

hot and sunny

☐

grey and cloudy

☐

cold and frosty

☐

windy

☐

3. *The UK is surrounded by water*. In this sentence, *surrounded* means ... **Tick one**.

there is water all around it

☐

there are a lot of rivers

☐

there is hardly any water

☐

you cannot see any water

☐

Identify key aspects

4. Name two of the countries that make up the UK.

a. _____ b. _____

5. What is the name of the largest lake in the UK?

6. Which is the largest of the four countries that make up the UK?

7. Which Sea is between Northern Ireland and Great Britain?

Inference

8. ... *the days are longer in summer* ... This means the days ... **Tick one**.

are boring

☐

have more daylight

☐

are wetter

☐

have more than 24 hours

☐

9. What are the two main languages of Wales?

a. _____ b. _____

Predict

10. Which of these do you think someone is likely to say after visiting **every** country of the UK. **Tick one.**

"It's very flat."

☐

"It's interesting how every country is a little bit different."

☐

"The weather is always lovely and warm."

☐

"It helps that every country is on the same piece of land."

☐

Answers for *The United Kingdom*

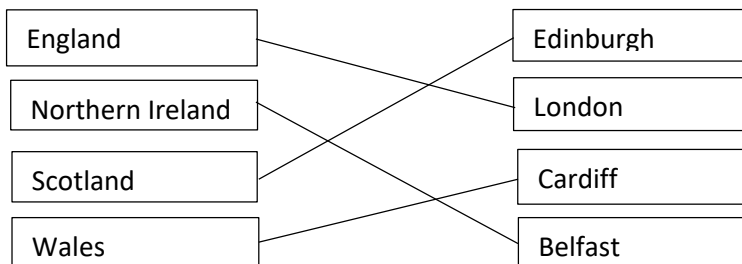
Set A:

Vocabulary:

1. main
2. towering
3. beautiful

Retrieval:

4. The United Kingdom of Great Britain and Northern Ireland
- 5.



6. in the north (of the UK)

Inference:

7. because Wales has two main languages
8. It says: (A lot of) Scotland's coast is attacked by the ferocious waves of the Atlantic Ocean.

Sequence:

9.

Seas and oceans	4
Introduction	2
Title	1
Scotland	3

Predict:

10. umbrella

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Answers for *The United Kingdom*

Set B:

Vocabulary:

1. mainland
2. grey and cloudy
3. there is water all around it

Retrieval:

4. Any two from: England/Northern Ireland/Scotland/Wales
5. Lough Neagh
6. England
7. The Irish Sea

Inference:

8. have more daylight
9. English and Welsh

Predict:

10.

"It's very flat."

☐

"It's interesting how every country is a little bit different."

☒

"The weather is always lovely and warm."

☐

"It helps that every country is on the same piece of land."

☐

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Editing Package

Prove Me Wrong

Task 1

Y2

Using capital letters correctly

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January 2020

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Y2 Using capital letters correctly Task 3

1. Read the extract of the traditional tale below.



Once upon a time, there lived a little old man called john and a little old Woman called joan. One friday, John planted some seeds he had bought from the market in a town named hamilton. One of the seeds grew... and grew... until the following saturday, when a huge, green stalk grew out of the soil towards the sky. joan, who had been watching the plant grow, was very upset by this. "what are we going to do now?" she cried. "I will have to call Zac, the gardener, all the way from london to cut this beast of a tree down."

2. After reading the extract, **check** that **capital letters** have been used correctly and **choose** where changes have to be made.

Make the changes by rewriting out the extract ensuring that all **capital letters** are correct.

3. Circle the **two** words that need a **capital letter** in the sentence below.

On thursday i have an appointment at the doctors.

4. Which sentence is punctuated correctly?

Tick one

Florence nightingale was born in Florence, Italy.

☐

Florence Nightingale was born in florence, Italy.

☐

Florence Nightingale was born in Florence, Italy.

☐

Florence Nightingale was born in Florence, italy.

☐

Y2 Using capital letters correctly Task 3 ANSWERS

2. After reading the extract, **check** that **capital letters** have been used correctly and **choose** where changes have to be made.

Make the changes by rewriting out the extract ensuring that all **capital letters** are correct.

Once upon a time, there lived a little old man called John and a little old woman called Joan. One Friday, John planted some seeds he had bought from the market in a town named Hamilton. One of the seeds grew... and grew... until the following Saturday, when a huge, green stalk grew out of the soil towards the sky. Joan, who had been watching the plant grow, was very upset by this. "What are we going to do now?" she cried. "I will have to call Zac, the gardener, all the way from London to cut this beast of a tree down."

3. Circle the **two** words that need a **capital letter** in the sentence below.

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Florence Nightingale was born in Florence, italy.

☐



PiXL Pick and Mix Activities: Talk Tasks

Use these questions to generate high-level thinking and discussion – this could be over dinner, out on a walk or as a standalone learning activity.

Should children have to wear school uniform?

Would it be a good thing to be famous?

If you say sorry and don't mean it but the person you are apologising to thinks you do, does that count as an apology?

If you always got everything you ever wished for, would you always be happy?

Is it more important to be correct or to be nice?

Junk food should all be banned forever.

Are books better than television?

Should every child have a pet?

If you could make one rule that everyone in the world had to follow, what would that rule be?

Should children be allowed to choose what they learn at school?

Are mistakes good or bad?

If animals could talk, how would the world be different?

What would life be like if you couldn't read or write?

What is the most important thing you have ever learnt?

