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Home Learning Pack B

Guidance for Parents and Answers

# Home Learning Pack – Guidance for Parents

## Mathematics

**Add 2-Digit Numbers Resource Pack** (pages 2-7)

* Independent activity with 3 levels of difficulty

**Subtract with 2-Digits Resource Pack** (pages 8-13)

* Independent activity with 3 levels of difficulty

**Sort 3D Shapes** (page 14)

* Independent activity
* Extension: ask your child to find 2D shapes around the house

**Adding Multiples of 10 Game**(pages 15-16)

* Practical activity, played with another person
* Cut out the cards to play - Match the cards up

**Ordering Amounts of Money Cards**(page 17)

* Practical activity, cut out the amounts, shuffle and order them

## English

Using ‘because’, ‘that’, ‘when’ and ‘if’ Resource Pack (pages 18-23)

* Independent activity with 3 levels of difficulty

**All Four Sentence Types Resource Pack** (pages 24-29)

* Independent activity with 3 levels of difficulty

‘A Surprise at the Beach’ Writing Activity (page 30)

* Independent writing activity. Use the sentence starters to create a story about a trip to the seaside. Remember to include an introduction, a problem and a resolution.

‘The Discovery of Easter Island’ Non-Text Guided Reading Activity (page 31-35)

* Supported activity. Read the text together, discuss the questions and encourage children to try to write some answers
* Extension: Write your own information text in a website style.

**The Holiday Park – Image discussion** (page 36-40)

* Supported activity. Look at the image together and work through the follow on questions discussing the image and what information they can work out from what they can see.

**Other Resources and Ideas:**

* Go to <https://kids.classroomsecrets.co.uk/>for video tutorials to support the maths in this pack as well as interactive games your child can play
* Access resources for all areas of Year 2 learning including activities just like the ones in this

pack for just £4.83 for a full month on [www.classroomsecrets.co.uk](http://www.classroomsecrets.co.uk/)

# Glossary of Terms

Differentiated

Questions with different levels of challenge to meet the needs of all children. In this pack some of

the activities have three levels of ‘differentiated’ challenge:

***D – Developing E – Expected***

***GD – Greater Depth***

The questions start with Developing and get progressively harder as children work their way towards Greater Depth.

VF – Varied Fluency

Question type in both Mathematics and Grammar, Punctuation and Spelling (GPS) Resource Packs. These questions allow children to practise the same Mathematical or English skill in different ways, resulting in children completing problems with speed and accuracy.

RPS – Reasoning and Problem Solving

Question types in the Mathematics Resource Packs. Reasoning questions involve thinking through mathematical problems logically. It involves explaining or justifying the solution/answer to a problem. Problem solving questions involve children applying their knowledge and skills to an unfamiliar or completely new context.

AR – Application and Reasoning

**Application and reasoning.** Application involves children using their knowledge and skills in an unfamiliar or completely new context. Reasoning questions involve thinking through written problems logically. It involves explaining or justifying the solution/answer to a problem.

Tens and ones

The images used in this pack represent tens and ones. As an example, the below number would be one ‘ten’ and 5 ‘ones’ which would equal 15. In some table ‘T’ is used for ‘Tens’ and ‘O’ is used for ‘Ones’.

All four sentence types

The sentence types included here are statements, questions, exclamations and commands. Statements are sentences that tell you something and end in a full stop. Questions ask something and end with a question mark. Exclamation sentences usually start with ‘how’ or ‘what’ and end in an exclamation mark e.g. ‘What a good boy you are!’. Commands make requests and feature imperative verbs that tell you what to do such as ‘chop’ in a recipe.

## Further Support and Resources

Video Tutorials from Qualified Teachers

For further support and guidance try our video tutorials for your year group by clicking [this link](https://kids.classroomsecrets.co.uk/category/year-2/video-tutorials-year-2-maths/).

More Home Learning Packs

Weekly learning packs are now in production. Sign up to our mailing list to find out when they’re

ready by clicking [here](https://clas.maillist-manage.eu/ua/Optin?od=12ba7e04c3c4&zx=14abd99ebb&lD=155e966aa27e111&n=11699f74f33f36f&sD=155e966aa27e123).

|  |  |
| --- | --- |
| **Answers – Add 2-Digit Numbers** | **Answers – Add 2-Digit Numbers** |
| **Developing Varied Fluency 1a. 45 + 35 = 80**  **2a. 1**  **3a. False, it equals 63 4a. B**  **D – Reasoning and Problem Solving 1a. C**  **2a. A and D; B and C**  **3a. Scarlett is incorrect. She has forgotten to add the extra 10 after exchanging the ten ones. The answer should be 71.**  **Expected Varied Fluency 1a. 37 + 24 = 61**  **2a. 8**  **3a. False, it equals 64 4a. C**  **E – Reasoning and Problem Solving 1a. B**  **2a. Various answers, for example:**  **A and B; C and D**  **3a. Noah is incorrect. He has forgotten to add the extra 10 after exchanging the ten ones. The answer should be 83.**  **Greater Depth Varied Fluency 1a. 38 + 46 = 84**  **2a. 4**  **3a. False, it equals 57 4a. C**  **GD – Reasoning and Problem Solving 1a. C and D**  **2a. A and C; B and D**  **3a. Jack is incorrect. He has forgotten to add the extra 10 after exchanging the ten ones. The answer should be 94.** | **Developing Varied Fluency 1b. 25 + 46 = 71**  **2b. 6**  **3b. True 4b. B**  **D – Reasoning and Problem Solving 1b. B**  **2b. A and C; B and D**  **3b. Logan is incorrect. He has added the ones correctly but forgotten to add the exchanged ten to the tens column. The answer should be 60.**  **Expected Varied Fluency 1b. 38 + 43 = 81**  **2b. 7**  **3b. False, it equals 60 4b. B**  **E – Reasoning and Problem Solving 1b. C**  **2b. Various answers, for example:**  **A and D; B and C**  **3b. Chloe is correct. She has remembered to exchange ten ones for one ten. She has added this ten to the tens column correctly.**  **Greater Depth Varied Fluency 1b. 54 + 38 = 92**  **2b. 9**  **3b. True 4b. C**  **GD – Reasoning and Problem Solving 1b. A and C**  **2b. A and B; C and D**  **3b. Emily is incorrect. Although she has remembered to exchange, she has added the ones column incorrectly. The answer should be 92.** |

### Answers – Subtract with 2-Digits Answers – Subtract with 2-Digits

Developing Varied Fluency 1a. 45 – 23 = 22

2a. False; 59 – 26 = 33

3a. 63

4a. 44; 2 tens and 5 ones should be crossed out on the chart.

D – Reasoning and Problem Solving

1a. 33 has been subtracted in the chart instead of 34 as shown in the calculation. 2a. 11

3a. Tom is correct because he has

correctly subtracted the tens column.

Expected Varied Fluency 1a. 37 – 13 = 24

2a. False; 69 – 57 = 12

3a. 11

|  |  |  |
| --- | --- | --- |
|  | **7** | **8** |
| **–** | **2** | **5** |
|  | **5** | **3** |

4a.

E – Reasoning and Problem Solving

1a. The calculation is 92 – 42 which equals 50, not 51.

2a. 56

3a. Hans is incorrect because although he has subtracted the tens correctly, he has subtracted the ones incorrectly.

Greater Depth Varied Fluency 1a. 47 – 35 = 12

2a. True 3a. 81

4a. 13

GD – Reasoning and Problem Solving 1a. Four tens subtracted from nine tens is

five tens, not four tens. The answer should be 50, not 40.

2a. 74 should be in the whole; the number he subtracted is 62.

3a. Adam is incorrect because although he has subtracted the ones correctly, he has added the tens instead of subtracting them. The answer should be 42, not 82.

Developing Varied Fluency 1b. 68 – 41 = 27

2b. True 3b. 33

4b. 45; 5 tens and 2 ones should be crossed out on the chart.

D – Reasoning and Problem Solving

1b. The answer should be 42 instead of 43 as the ones have not been calculated.

2b. 32

3b. Lynn is incorrect because the answer

would only have 4 ones, not 5 ones.

Expected Varied Fluency 1b. 81 – 71 = 10

2b. True 3b. 32

|  |  |  |
| --- | --- | --- |
|  | **6** | **2** |
| **–** | **3** | **2** |
|  | **3** | **0** |

4b.

E – Reasoning and Problem Solving

1b. 2 tens should have been subtracted in the place value chart instead of 1.

2b. 34

3b. Lori is correct because she has subtracted the ones accurately. The answer is 45 which has 5 ones.

Greater Depth Varied Fluency 1b. 65 – 33 = 32

2b. False; 39 – 24 = 15

3b. 14

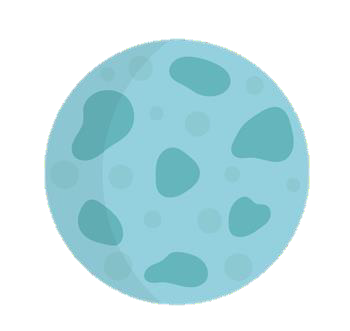
4b. 50

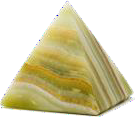
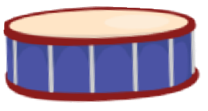
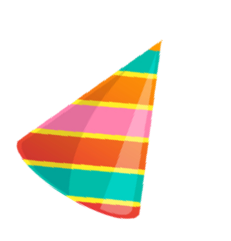
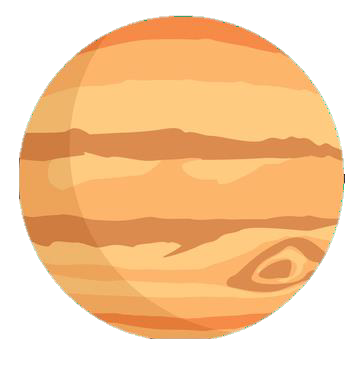
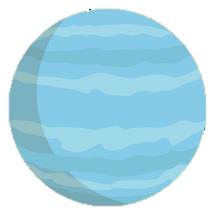
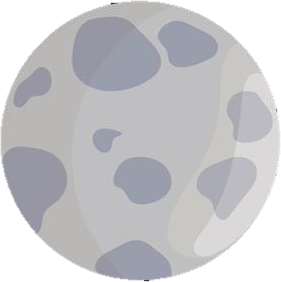
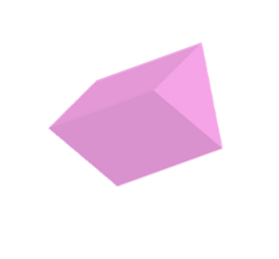
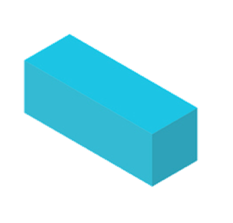
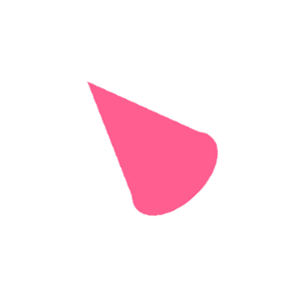
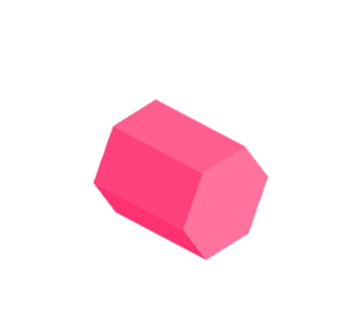
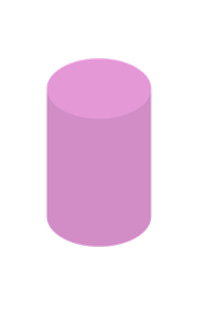
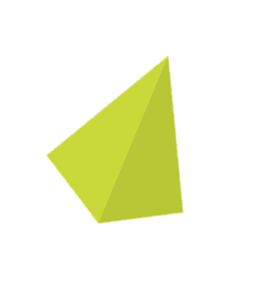
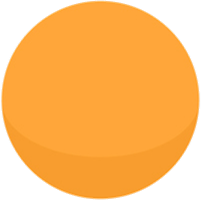
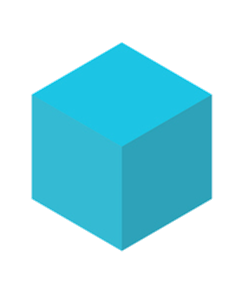
GD – Reasoning and Problem Solving

1b. 8 ones subtract 3 ones is five ones, not six ones. The answer should be 25, not 26. 2b. 83 should be in the whole; the number she subtracted is 32.

3b. Aisha is incorrect because although she has subtracted the tens correctly, she has added the ones instead of subtracting them. The answer should be 12, not 18.

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| **Sort 3D Shapes** |
| **1. During a recent trip to planet Earth, some aliens have collected a group of objects and now they want to deliver them to the correct planet.**  **Zap Zok Instructions**  **Zom Zap – Even number of edges Zom – Fewer than 5 edges**  **Zok – Curved edges**  **Zin – Odd number of edges**  **Zot – More than 5 edges**  **Zin**  **Zot**  A picture containing game  Description automatically generated  **Using the instructions above, explore the possible planets each item could be delivered to. Various answers, for example: Zap – box (cuboid); Zom – ball (sphere); Zok – drum (cylinder), party hat (cone); Zin – cake (triangular prism); Zot – dice (cube), pyramid (square-based pyramid)**  DP |
| **2. Investigate the different ways the Venn diagram could be labelled so that every shape can be placed in a group.**  **More than 1 Curved**  **edge surface**  **Various answers, see example above. Children may have other ideas on ways to sort the shapes and these should be discussed with an adult whenever possible.**  DP |





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A picture containing object, kit, drawing  Description automatically generated**Join our Group: Coronavirus Home Learning Support for Teachers and Parents 6**

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| --- | --- |
| **Answers – Using ‘because’, ‘that, ‘when’ and ‘if’** | **Answers – Using ‘because’, ‘that, ‘when’ and ‘if’** |
| **Developing Varied Fluency**  **1a. if, because**  **2a. I went to the shop that was around the corner. I can have jelly when I have had my dinner.**  **3a. because 4a. B**  **D – Application and Reasoning 1a. because**  **2a. E.g. answer: Turn the lights on when it gets dark. The dog was digging the plants that mum had planted.**  **3a. Lily is incorrect. She should have used**  **the conjunction ‘because’.**  **Expected Varied Fluency 1a. that, because, when**  **2a. I fell on the concrete floor because Jim tripped me up. Clean your carpet if it gets messy.**  **3a. that**  **4a. A**  **E – Application and Reasoning 1a. when**  **2a. E.g. answers: Go and get a big drink if you are thirsty. The boy loved his bedroom because it was quiet.**  **3a. Max is incorrect. He should have used**  **the conjunction ‘that’.**  **Greater Depth Varied Fluency 1a. that, when, because**  **2a. because & when 3a. because**  **4a. A**  **GD – Application and Reasoning 1a. when**  **2a. E.g. answer: Amelia opened her umbrella when it started raining. You can watch your favourite programme in the lounge if you have tidied your room.**  **3a. Ben is incorrect. He could have used**  **the conjunction ‘because’.** | **Developing Varied Fluency**  **1b. when, because**  **2b. I fell over because Ben pushed me.**  **I can have a sweet if I do well in my test. 3b. She was so upset that she could not sleep.**  **4b. C**  **D – Application and Reasoning 1b. if**  **2b. E.g. answer: I will put my hat on if it is cold outside. Max was sad because he lost his sweet.**  **3b. Dan is incorrect. He should have used**  **the conjunction ‘that.**  **Expected Varied Fluency 1b. when, if, that**  **2b. Come and see me when you’re finished. I jumped off the wall because I wanted to walk with my mum.**  **3b. if**  **4b. B**  **E – Application and Reasoning 1b. because**  **2b. E.g. answers: The girl called her friend because she wasn’t at school. The boy pushed the swing that his brother was on. 3b. Tilly is incorrect. She should have used the conjunction ‘because’ .**  **Greater Depth Varied Fluency 1b. if, because, when**  **2b. When & that 3b. if**  **4b. B**  **GD – Application and Reasoning 1b. because**  **2b. E.g. answer: At school, the girl promised to eat her dinner if she could sit next to her best friend. Josh has a new football kit that his dad bought for him.**  **3b. Abigail is incorrect. She should have**  **used the conjunction ‘if’ or ‘when’.** |

|  |  |
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| **Answers – All Four Sentence Types** | **Answers – All Four Sentence Types** |
| **Developing Varied Fluency**  **1a. A. command; B. statement;**  **C. question; D. exclamation 2a. statement**  **3a. B and C**  **4a. Why are you sad?**  **D – Application and Reasoning**  **1a. Various answers, for example: Can you put your socks on?**  **2a. Various answers, for example: The cat went to the park.**  **3a. Cali is correct. Various explanations, for example: It begins with ‘how’ and ends with a verb.**  **Expected Varied Fluency**  **1a. A. question; B. exclamation;**  **C. statement; D. command 2a. statement**  **3a. A and B**  **4a. What can I do with the gold?**  **E – Application and Reasoning**  **1a. Various answers, for example: What cold hands you have!**  **2a. Various answers, for example: Turn the card over.**  **3a. Wes is incorrect because it is a statement.**  **Greater Depth Varied Fluency 1a. A. command; B. statement;**  **C. exclamation; D. question 2a. exclamation**  **3a. B and C**  **4a. What a tasty steak you have!**  **GD – Application and Reasoning**  **1a. Various answers, for example: Improve your system.**  **2a. Various answers, for example: Sugar is used in lots of foods.**  **3a. Bex is incorrect because it is a question. Various explanations, for example: It requires a response.** | **Developing Varied Fluency**  **1b. A. exclamation; B. command;**  **C. question; D. statement 2b. question**  **3b. A and C**  **4b. How funny you are!**  **D – Application and Reasoning**  **1b. Various answers, for example: You have long hair.**  **2b. Various answers, for example: How do I make chips?**  **3b. Manny is incorrect because it is a command. Various explanations, for example: It begins with an imperative.**  **Expected Varied Fluency**  **1b. A. command; B. exclamation;**  **C. question; D. statement 2b. exclamation**  **3b. B and C**  **4b. Take your hat off now you are in school.**  **E – Application and Reasoning**  **1b. Various answers, for example: Shut the door.**  **2b. Various answers, for example: How tall you are!**  **3b. Fran is correct. Various explanations, for example: It has a question mark.**  **Greater Depth Varied Fluency 1b. A. statement; B. command;**  **C. question; D. exclamation 2b. command**  **3b. A and C**  **4b. I cut the grass for an hour.**  **GD – Application and Reasoning**  **1b. Various answers, for example: Does Eric want money for new clothes?**  **2b. Various answers, for example: Tidy your table at the end of the day. 3b. Jonny is incorrect because it is an**  **exclamation. Various explanations, for example: It begins with ‘how’ and ends with a verb.** |

### The Discovery of Easter Island – Adult-Led Questions – Answers

**Section A**

1. **What type of text is this? A blog**
2. **How would you feel if you discovered an island? Various possible answers, for example: proud and amazed.**
3. **Did The\_Dutch\_Explorer travel alone? No, he had a crew.**
4. **How many people commented on the blog? Three Section B**
5. **What country do you think ‘Terra Australis’ is? Australia**
6. **What does ‘farewell’ mean? Goodbye**
7. **When did The\_Dutch\_Explorer set off on his adventure? 1st August 1721**
8. **What day of the week was it on 5th April 1722? Sunday Section C**
9. **Which islands did The\_Dutch\_Explorer leave on 17th March 1722? The Juan Fernández Islands**
10. **Who did The\_Dutch\_Explorer reply to? The\_Dutch\_West\_ India\_Company**
11. **Who sponsored the voyage? The Dutch West India Company**
12. **Who planned the voyage with Jacob? His brother Jan Roggeveen Section D**
13. **What does ‘discovery’ mean? Something that has been found.**
14. **Did The\_Dutch\_Explorer know that the heads are 30 feet tall? No, he said that he thought they must be that tall. (It has been discovered since that on average they are closer to 13 feet tall however the tallest are up to 40 feet tall.)**
15. **Is it possible that Jacob blogged about his discovery? No, the internet did not exist in 1722.**
16. **What does ‘expedition’ mean? Journey, voyage or trip**

### The Discovery of Easter Island – Challenge Activity – Answers Section A

**Draw pictures to match the captions.**

|  |  |
| --- | --- |
|  |  |
| **The crew were excited about the discovery.** | **The people living on Easter Island were friendly.** |
|  |  |
| **There were 800 or 900 statues on the island.** | **The island is the shape of a triangle.** |

### Section B

**Match the quote to the person that could have said it.**

**“I will help you to plan your trip!”**

**Jacob Roggeveen**

**“Happy Easter, Captain!”**

**The native people**

**“Steer us to the island!”**

**Jan Roggeveen**

**“Welcome to our island!”**

**Crew member**

### The Discovery of Easter Island – Challenge Activity – Answers Section C

**Tick to show which word completes each sentence.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **I have discovered an…** | | | | | | | | | | |
| **Easter** |  |  | **adventure** |  |  | **island** | ✓ |  | **explorer** |  |
| **We couldn’t believe our…** | | | | | | | | | | |
| **land** |  |  | **eyes** | ✓ |  | **steer** |  |  | **people** |  |
| **The island has 800 or 900 of these huge, stone…** | | | | | | | | | | |
| **Dutch** |  |  | **amazing** |  |  | **trees** |  |  | **statues** | ✓ |
| **The island is in the shape of a…** | | | |  |  |  |  |  |  |  |
| **circle** |  |  | **square** |  |  | **triangle** | ✓ |  | **star** |  |

### Section D

**Choose the correct words from the word bank to fill the blank spaces.**

|  |  |  |
| --- | --- | --- |
| **beautiful** | **week** | **explore** |
| **people** | **Easter** | **for** |

### When we got onto the land, we started to . There are about 3,000

**living here altogether. As it is Easter Sunday today, it was very easy naming this place. Welcome to Island everybody! We are hoping to spend a here to learn more about this amazing island. Keep posted more information soon!**

### The Holiday Park – Adult-Led Questions – Answers

1. **What can you see in the picture? Caravans, plants, grass.**
2. **Are all the caravans the same? No, the windows are different; some are different**

colours; they don’t all have an outdoor decking area etc.

1. **Where might this photo have been taken? A holiday/caravan park in the UK.**
2. **When do you think would be the best time to go here? In the spring or summer when**

the weather is nice and sunny.

1. **Who might come and stay here? People going on holiday, e.g. families, groups of friends, older people etc.**
2. **Do you think it looks noisy or peaceful there? Peaceful because nobody is outside.**
3. **Do you think the holiday park is looked after? Yes because everywhere looks neat and tidy and there are some nice potted plants. The grass appears to have been cut recently.**
4. **What sort of activities do you think you might do here? Personal response, e.g. play**

football on the grass, play board games on the decking etc.

1. **Do you think you’d like to go here for a holiday? Personal response, e.g. Yes it looks like a nice place to stay.**
2. **What questions could you ask the people staying here to find out more about the holiday park? Personal response, e.g. what do you like to do in the evening? Is there a swimming pool nearby?**

### The Holiday Park – Vocab 1 – Answers Match the words to their definitions.

|  |  |
| --- | --- |
| **1. caravan** | **a. wooden area attached to a house or caravan** |
| **2. holiday** | **b. fun and games** |
| **3. travel** | **c. a holiday home that can be moved** |
| **4. decking** | **d. go somewhere for a short time to see something or someone** |
| **5. activities** | **e. time off to have fun and relax** |
| **6. visit** | **f. go from one place to another** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1c** |  | **2e** |  | **3f** |  | **4a** |  | **5b** |  | **6d** |

**The Holiday Park – SPAG 1 – Answers Use apostrophes for contractions in the words below.**

|  |  |  |  |
| --- | --- | --- | --- |
| **I am** | **I’m** | **cannot** | **can’t** |
| **do not** | **don’t** | **they are** | **they’re** |
| **is not** | **isn’t** | **she is** | **she’s** |

### Rewrite these sentences adding apostrophes for possession in the correct places.

**I stayed in my uncles caravan with my cousin.**

**I stayed in my uncle’s caravan with my cousin.**

### My friends dog loved playing in the sea.

**My friend’s dog loved playing in the sea.**

**The holiday parks restaurant was really nice.**

**The holiday park’s restaurant was really nice.**

### We went to Wales in my mums car.

**We went to Wales in my mum’s car.**

**I ran to the park with my friends sister and her brothers.**

**I ran to the park with my friend’s sister and her brothers.**

### The Holiday Park – SPAG 2 – Answers

**Tick the boxes to show if the sentence is in the past or present tense.**

|  |  |  |
| --- | --- | --- |
| **Sentence** | **Past** | **Present** |
| **I am staying at the holiday park.** |  | ✓ |
| **I played football with my friend.** | ✓ |  |
| **We looked for the swimming pool.** | ✓ |  |
| **She is coming over for a barbecue.** |  | ✓ |
| **We ate ice cream and drank lots of water.** | ✓ |  |

### Using the verbs below, write sentences in the past and present tenses.

**walk**

|  |  |
| --- | --- |
| **past** | **sentence using ‘walked’ or ‘was walking’** |
| **present** | **sentence using ‘walk’ or ‘am walking’** |

### swim

|  |  |
| --- | --- |
| **past** | **sentence using ‘swam’ or ‘was swimming’** |
| **present** | **sentence using ‘swim’ or ‘am swimming’** |