


Year Group: 2

Date: Tuesday 16<sup>th</sup> June 2020

| Subject         | Lesson focus/objective (I can....)                            | Activity and/or instructions   |
|-----------------|---|--|
| Reading/Phonics | I can understand the meaning of words in a different context. | <ol style="list-style-type: none"><li>1. Look at the trickier words from yesterday's 'Making Sounds text'</li><li>2. Can you use them to complete the sentences on <b>page 2</b>.</li><li>3. Check your answers to <b>page 7</b>.</li></ol>  |
| Mathematics     | I can find and use my number bonds to 10.                     | <ol style="list-style-type: none"><li>1. Find all the number bonds for 5, 6, 7, 8 and 9 on <b>page 3 and 4</b>.</li><li>2. Challenge yourself by using your number bonds to solve more difficult sums.</li></ol>   |
| Writing         | I can write my own responses to a story using 'Tell me' grid  | <p>This is the story of a boy named Gregory. You can listen to the story here: <a href="https://www.youtube.com/watch?v=2sralvPBMEs">https://www.youtube.com/watch?v=2sralvPBMEs</a>. If you want, you can also read the story in the document on the school home learning site: <a href="https://www.princeofwales.enfield.sch.uk/pupils/year-2/year-2-home-learning/">https://www.princeofwales.enfield.sch.uk/pupils/year-2/year-2-home-learning/</a></p>  <p>Complete the activity on <b>page 5</b></p> |
| Computing       | I can use music technology to create a steady rhythm          | <ol style="list-style-type: none"><li>1. Watch this video and play along- tapping out the beat of the song: <a href="https://www.youtube.com/watch?v=0kaX2l413p8">https://www.youtube.com/watch?v=0kaX2l413p8</a></li><li>2. Look at the instructions on <b>page 6</b> to learn how to create a steady rhythm using technology. Record your beat using a phone or tablet and send it in to your teacher.</li><li>3. Can you create your own beat from nothing?</li></ol>   |

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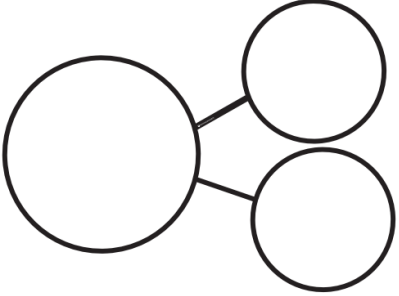
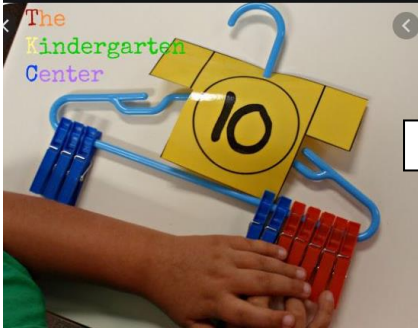
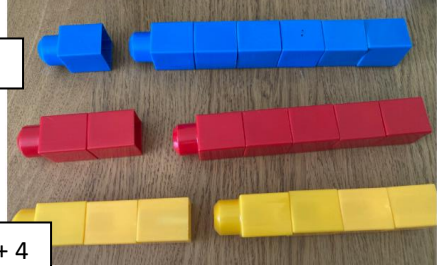
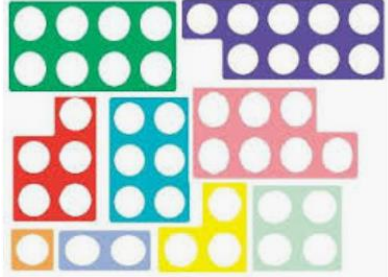
vibrating enabling original source instruments plucking scraping distinctive gradually principle

1. The teacher was determined to find the \_\_\_\_\_ of the buzzing in his class.
2. The music room had been stocked full of new \_\_\_\_\_ for the summer term.
3. The farmer's new helper started the day by \_\_\_\_\_ the chickens ready for the evening's stew.
4. \_\_\_\_\_, the water level began to rise in the bath.
5. It was hard work \_\_\_\_\_ the burnt food from the bottom of the pan.
6. The student finished his homework early, \_\_\_\_\_ him to go out and play earlier than he expected.
7. 'Copies of this painting can sell for a lot of money, but the \_\_\_\_\_ is priceless' the Art historian explained.
8. The train carriage was \_\_\_\_\_ as it passed over some of the older parts of the track.
9. The barn owl has a \_\_\_\_\_ call which can be heard for miles around.
10. She decided to own up and tell it the truth out of \_\_\_\_\_.

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Yesterday, we explored number bonds to 10 and looked at how to use them find number bonds to 20 and 100. Today, we are going to look at finding all the number bonds to different numbers to 10. e.g. the different ways to make 4 are; 1 + 3 or 2 + 2. You are going to explore finding all the numbers that make 5, 6, 7, 8 and 9. You can choose how you would like to do this. Look at these examples:

|  |  |  |   |
|--|--|--|---|
|   |    |   |    |
| <p><b>Part – Part – Whole Model</b></p> <p>Draw this template on a piece of paper.</p> <p>Choose a number e.g. 7. Use any small object e.g. pasta or coins to place 7 in the big circle (the whole). See how many ways you can separate the number of object.</p> <p>Repeat for the other numbers.</p> | <p><b>Clothes Hanger and Pegs</b></p> <p>Using a clothes hanger like the one in the photo, use pegs to represent the number you are finding number bonds for.</p> <p>Slide pegs to one side to see how many more you need to add to that number. Continue this until you have found all the possibilities.</p> | <p><b>Lego/Blocks</b></p> <p>Build Lego or block towers with for example 7 blocks. Separate the blocks as shown in the photo. How many ways can you make 7?</p> <p>Repeat for the other numbers.</p> | <p><b>Numicon Printable</b></p> <p>Print and cut out Numicon printable.</p> <p>Choose a Numicon shape e.g. 6, place other shapes on top of the 6 and find out how many more you need to total 6.</p> <p>Repeat for the other numbers.</p> |

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Set your work out like this:

Number bonds to 4

$$0 + 4 = 4$$

$$1 + 3 = 4$$

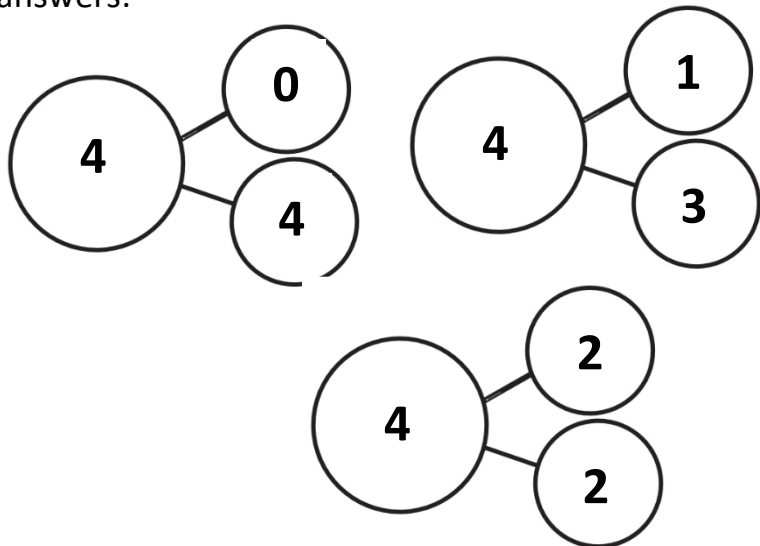
$$2 + 2 = 4$$

$$3 + 1 = 4$$

Repeat for number bonds to 5, 6, 7, 8 and 9.

or

Draw the 'Part Part Whole' model to show your answers:



### Challenge!

1. Use your number bonds to solve these:

$$10 + 80 =$$

$$50 + 40 =$$

$$60 + 30 =$$

$$20 + 70 =$$

$$40 + 40 =$$

$$30 + 50 =$$

*Set your answers out like this:*

$$30 + 20 =$$

*If I know that  $3 + 2 = 5$*

*I know that  $30 + 20 = 50$ .*

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Likes



What do you like about the story?

Dislikes



Was there anything you didn't like in the story? Why?



Puzzles

Was there anything you found strange or surprising?



Patterns and Connections

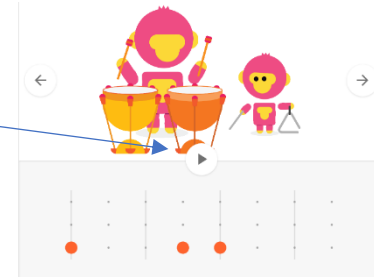
Were there any patterns or connections that you noticed? Did it remind you of anything?

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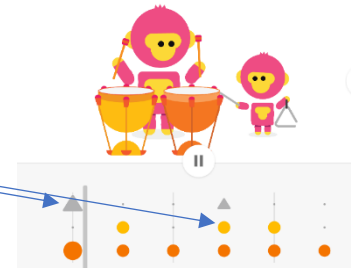
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Access the music maker tool on this website here <https://musiclab.chromeexperiments.com/Rhythm/>

1. The monkeys will give you a beat to start with. Press play to listen to it and clap along



2. Add your own beats and sounds to the rhythm by clicking on the rhythm line



3. Work through the 4 different rhythms with the monkeys. As you add more instruments to your rhythms, make sure you can still clap out the beat, as it may change the more you add or take away!
4. Use an adults' phone or tablet to record your favourite beat, maybe even with you clapping along! Send it in!
5. Challenge: Delete all of the shapes. Can you use this online drum kit to make your own beat from scratch?

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1. The teacher was determined to find the source of the buzzing in his class.
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4. Gradually, the water level began to rise in the bath.
5. It was hard work scraping the burnt food from the bottom of the pan.
6. The student finished his homework early, enabling him to go out and play earlier than he expected.
7. 'Copies of this painting can sell for a lot of money, but the original is priceless' the Art historian explained.
8. The train carriage was vibrating as it passed over some of the older parts of the track.
9. The barn owl has a distinctive call which can be heard for miles around.
10. She decided to own up and tell it the truth out of principle.