



# Year 2 Home Learning Pack

Number 2

May 2020

Dear parent / carer

During this difficult and unprecedented time, we want to minimise disruption to students' education as far as possible. We are therefore providing students with work to complete at home.

Below we have included a simplified version of their usual timetable as a guide for home learning.

Time		
09:00-9.30	Phonics/spelling	
9.30-9.40	Break	
9.40-10.30	Maths	
10.30-10.45	Break	
10.45-11.45	English – writing/punctuation	
11.45-12:45	Lunch	
12:45-1:00	Reading	
1:00-1:45	Monday	Topic
	Tuesday	Free choice
	Wednesday	TT Rockstars
	Thursday	Science
	Friday	Handwriting
1:45-2:00	Break	
2:00-3:00	Monday	Science
	Tuesday	Topic
	Wednesday	Art and craft
	Thursday	Free choice
	Friday	TT Rockstars
After School Activities	Jigsaw Lego words eas s	Board Games Colouring Pictures

In the enclosed pack there are resources to support your child's learning.

Students - what you should do:

- Complete all work to the best of your ability and as neatly as possible. Use the exercise book provided where appropriate.
- Try your best to complete tasks

Parents / carers – what you can do:

- Provide a quiet space for your child to work in.
- Try to follow the timetable outlined above.
- Encourage your child to complete all work to the best of their ability and as neatly as possible.
- Ask your child about the work they are doing and help them where you can; a great way of doing this is by testing them on what they have learned.

If you have any general queries, please contact us

- Direct message using Schoolcomms, Facebook or send us an email to [together@damedorothy.org.uk](mailto:together@damedorothy.org.uk)

What to do if you or your child becomes ill:

- Please follow NHS guidance in relation to Coronavirus: <https://www.nhs.uk/conditions/coronavirus-covid-19/>

We understand this is a difficult and worrying time, and we aim to keep parents and students updated and informed regularly in relation to what is happening with school. We will be in touch with all parents via text/app once the situation changes. Also keep an eye on our Facebook page for further updates.

To support our home learning pack we will be posting regular activities on Facebook.

Parents can also send us pictures of children having fun / working from home via Facebook or [together@damedorothy.org.uk](mailto:together@damedorothy.org.uk)

# Correct the Spelling Mistake

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. The teacher opened the classroom **(dor)**.

2. There were **(wyld)** animals in the story.

3. **(Howld)** the balloon tight!" said mum.

4. I can run very **(farst)**.

5. Sarah had a hot **(barth)**.

6. Lucy was very **(kined)** to her sister.

7. Katie had **(stake)** and chips at the restaurant.

8. Elly ate **(halv)** of the cake.


## Correct the Spelling Mistake

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. The room was full of peepl.

--

2. I want to improov my spellings.

--

3. "We will see your cousins at  
Chrismus." said mum.

--

4. "Mynd the step!" said dad.

--

5. The childrun were looking  
forward to the school trip.

--

6. The shop closed at half parsd five.

--

7. "I think you shood be in bed!"  
said grandpa.

--

8. "How menny places have you been  
to?" asked the teacher.

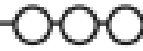
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# Adding -ful or -less

I can add the suffixes -ful and -less to words to make adjectives.

I can add the suffixes -ful and -less to words ending in y.



1. Add **-ful** to these words to make an adjective.

Word	Adjective
help	help _____
thought	thought _____
force	force _____
mercy	merci _____

2. Add **-less** to these words to make an adjective.

Word	Adjective
care	care _____
thought	thought _____
pain	pain _____
penny	penni _____

3. Choose the correct adjective to complete these sentences.

The injection was \_\_\_\_\_.

(painful / painless)

My mum always thinks about other people. She is very \_\_\_\_\_.

(thoughtful / thoughtless)

I helped dad to wash the car. He said I was very \_\_\_\_\_.

(helpful / helpless)

## 'un' Prefix Spelling Activity

1. Put the prefix 'un' in front of each of the following words to change the meaning of the word. Then write each new 'un' word into a sentence.

zip \_\_\_\_\_

\_\_\_\_\_

able \_\_\_\_\_

\_\_\_\_\_

even \_\_\_\_\_

\_\_\_\_\_

acceptable \_\_\_\_\_

\_\_\_\_\_

load \_\_\_\_\_

\_\_\_\_\_

told \_\_\_\_\_

\_\_\_\_\_

pack \_\_\_\_\_

\_\_\_\_\_

well \_\_\_\_\_

\_\_\_\_\_

armed \_\_\_\_\_

\_\_\_\_\_

folded \_\_\_\_\_

\_\_\_\_\_



# Possessive Apostrophes

I know when I need to use an apostrophe to show possession.

I can use possessive apostrophes correctly.



1. Rewrite each sentence below so it includes an apostrophe to show possession.  
The first one has been done for you.

a) Conor is looking at the bike which belongs to Isla.

*Conor is looking at Isla's bike.*

---

b) The long, warm coat which belongs to Martin is hanging up in the hall.

---

c) These are the parents that belong to Lucy.

---

d) The wheels that belong to the car splashed through the puddles on the road.

---

# Possessive Apostrophes

2. Look at the pictures. Can you write a sentence to describe each using an apostrophe to show possession? The first one has been done for you.

a)



Rachel

*This is Rachel's toy train.*

---

---

b)



Sophia

---

---

c)



Laiba

---

---

d)



Lok

---

---

# Clauses

I can identify clauses in a sentence.

Look at the sentences below. Each sentence has two clauses joined by 'and'. Work with your partner to find and underline each clause. The first one has been done for you.

1. Demi went to the park and played on the swings.
2. Fabio enjoys playing on his bike and playing on his computer.
3. The children at Joy's party played games and ate ice cream.
4. Mum likes watching football and dad likes watching cricket.
5. My brother plays the trumpet and I play the drums.



# Complete the Sentence

I can use a subordinating conjunction to add information to my sentences.

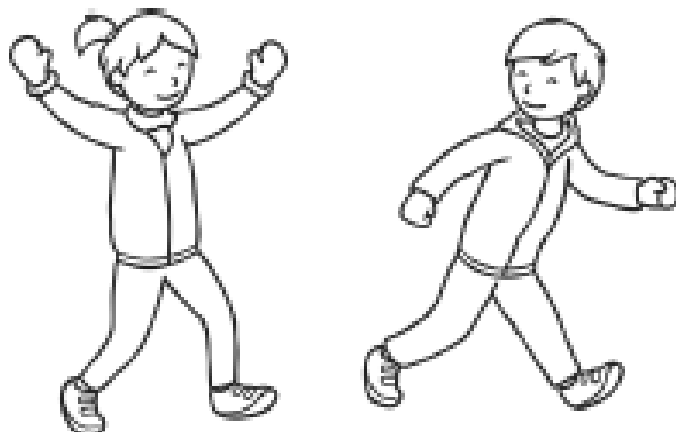
1. The sentences below have been chopped up. Can you match the beginning of the sentence with its ending? The first one has been done for you.

Dad washed the car because	it was very dirty.
Gran said that Wali could have some chocolate cake if	she had won the spelling competition
I will be able to drive when	he ate all of his dinner
Ashanti read the book after	she had left the library
Leighton was going to play on his computer when	he got home from school
Leah was pleased because	I am older

2. The sentences below are unfinished. Can you write a suitable ending for each sentence?

Dad was angry because \_\_\_\_\_.

I like to play outside if \_\_\_\_\_.



# ★ Subordinating Conjunctions

I can use a subordinating conjunction to add information to my sentences.

I can choose the best conjunction for my sentence.

1. Look at the sentences below. The subordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

- a) I had a drink of water because I was thirsty.
- b) My dad said I could only have cake \_\_\_\_\_ I ate all my dinner.
- c) I made a huge splash \_\_\_\_\_ I jumped into the swimming pool.
- d) My brother ate all the biscuits \_\_\_\_\_ he was hungry.
- e) I was crying \_\_\_\_\_ I had hurt my leg.
- f) I will be able to drive \_\_\_\_\_ I am older.
- g) \_\_\_\_\_ a big day of swimming, I wanted to go to bed.

## Conjunctions

because

if

after

when

$80 + 10 =$

$20 + 40 =$

$30 + 50 =$

$50 + 20 =$

$2 + 3 =$

$5 + 1 =$

$1 + 7 =$

$5 + 4 =$

$82 + 13 =$

$25 + 41 =$

$31 + 57 =$

$55 + 24 =$

$40 + 40 =$

$30 + 40 =$

$40 + 20 =$

$30 + 30 =$

$1 + 8 =$

$7 + 1 =$

$3 + 3 =$

$5 + 3 =$

$41 + 48 =$

$37 + 41 =$

$43 + 23 =$

$35 + 33 =$

$10 + 70 =$

$20 + 20 =$

$40 + 10 =$

$40 + 50 =$

$6 + 2 =$

$4 + 3 =$

$5 + 3 =$

$5 + 1 =$

$16 + 72 =$

$24 + 23 =$

$45 + 13 =$

$45 + 51 =$

$20 + 10 =$

$30 + 60 =$

$60 + 10 =$

$20 + 30 =$

$6 + 2 =$

$3 + 3 =$

$4 + 3 =$

$2 + 4 =$

$26 + 12 =$

$33 + 63 =$

$64 + 13 =$

$22 + 34 =$

$80 + 10 =$

$70 + 10 =$

$20 + 10 =$

$30 + 40 =$

$6 + 1 =$

$6 + 3 =$

$4 + 4 =$

$5 + 2 =$

$86 + 11 =$

$76 + 13 =$

$24 + 14 =$

$35 + 42 =$

$10 \times 5 =$

$5 \times 5 =$

$5 \times 5 =$

$3 \times 5 =$

$5 \times 5 =$

$2 \times 5 =$

$7 \times 5 =$

$11 \times 5 =$

$1 \times 5 =$

$11 \times 5 =$

$4 \times 5 =$

$2 \times 5 =$

$2 \times 5 =$

$8 \times 5 =$

$12 \times 5 =$

$7 \times 5 =$

$3 \times 5 =$

$7 \times 5 =$

$0 \times 5 =$

$12 \times 5 =$

$6 \times 5 =$

$4 \times 5 =$

$9 \times 5 =$

$1 \times 5 =$

$8 \times 5 =$

$0 \times 5 =$

$1 \times 5 =$

$8 \times 5 =$

$7 \times 5 =$

$3 \times 5 =$

$2 \times 5 =$

$4 \times 5 =$

$9 \times 5 =$

$1 \times 5 =$

$3 \times 5 =$

$5 \times 5 =$

$11 \times 5 =$

$10 \times 5 =$

$6 \times 5 =$

$10 \times 5 =$

$4 \times 5 =$

$12 \times 5 =$

$11 \times 5 =$

$0 \times 5 =$

$0 \times 5 =$

$3 \times 5 =$

$8 \times 5 =$

$12 \times 5 =$

$12 \times 5 =$

$6 \times 5 =$

$10 \times 5 =$

$9 \times 5 =$

$9 \times 5 =$

$11 \times 5 =$

$6 \times 5 =$

$2 \times 5 =$

$6 \times 5 =$

$7 \times 5 =$

$9 \times 5 =$

$8 \times 5 =$

$44 - 13 =$

$97 - 54 =$

$25 - 15 =$

$89 - 44 =$

$83 - 41 =$

$55 - 23 =$

$75 - 52 =$

$74 - 12 =$

$79 - 36 =$

$63 - 53 =$

$87 - 33 =$

$48 - 16 =$

$75 - 22 =$

$92 - 31 =$

$38 - 14 =$

$45 - 34 =$

$57 - 15 =$

$54 - 24 =$

$59 - 28 =$

$53 - 23 =$

$46 - 32 =$

$49 - 27 =$

$85 - 62 =$

$29 - 17 =$

$27 - 14 =$

$95 - 60 =$

$82 - 11 =$

$94 - 41 =$

$22 - 12 =$

$33 - 12 =$

$79 - 27 =$

$44 - 13 =$

$67 - 55 =$

$77 - 21 =$

$78 - 45 =$

$96 - 73 =$

$68 - 35 =$

$78 - 45 =$

$31 - 21 =$

$36 - 16 =$

$24 - 10 =$

$37 - 14 =$

$72 - 50 =$

$58 - 22 =$

$31 - 21 =$

$47 - 33 =$

$39 - 15 =$

$66 - 51 =$

$76 - 31 =$

$25 - 15 =$

$54 - 32 =$

$46 - 32 =$

$23 - 12 =$

$86 - 75 =$

$83 - 53 =$

$98 - 47 =$

$64 - 52 =$

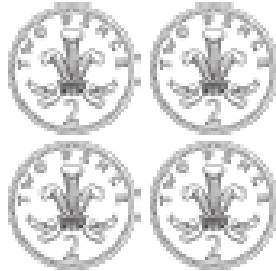
$36 - 11 =$

$93 - 30 =$

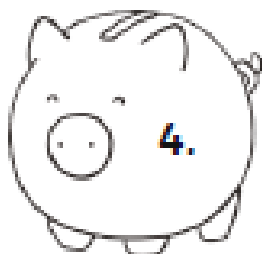
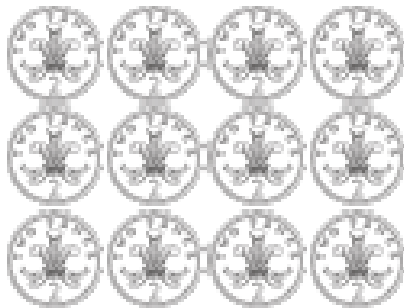
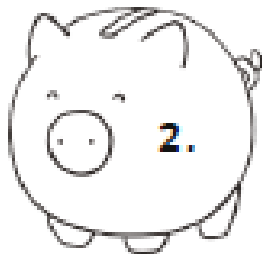
$55 - 15 =$

# Coin Multiplication

How much money is in each piggy bank? Write a multiplication number sentence for each set of coins.



$$4 \times 2 = 8\text{p or } 2 \times 4 = 8\text{p}$$



# Who Has the Most Money?

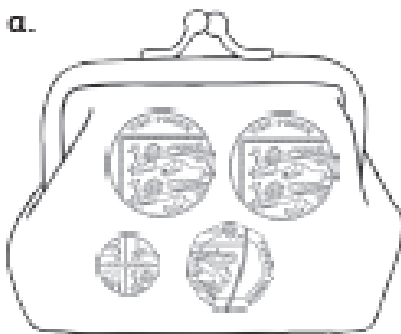
## Amazing Fact

The 1p, 2p, 5p, 10p, 20p and 50p coins can be put together to make a picture of the Royal Shield.

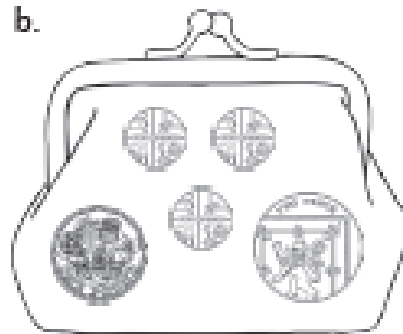
## Challenge

Add the coins in each purse together.

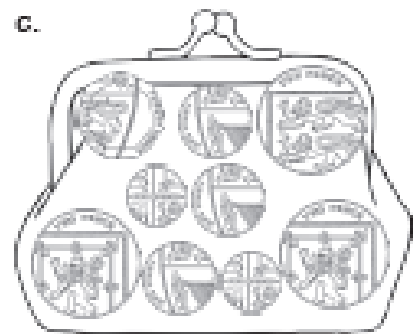
a.



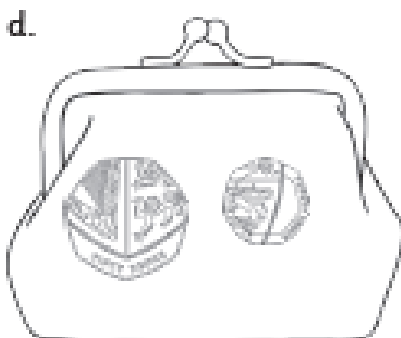
b.



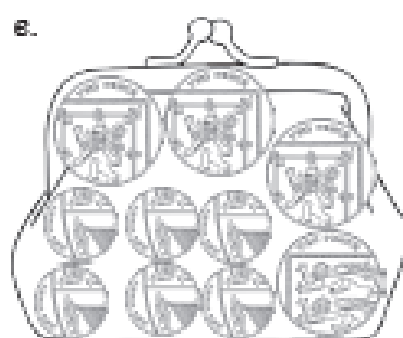
c.



d.



e.



f.



Now, order the purses from the most to the least amount in the boxes.

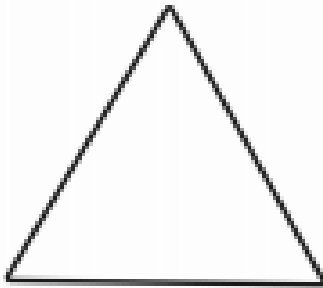
     

You could also try to find out:

- who the richest person in the world is;
- which country has the most billionaires;
- which are the poorest countries.

# Properties of 2D Shapes

Write down the properties of the shapes.



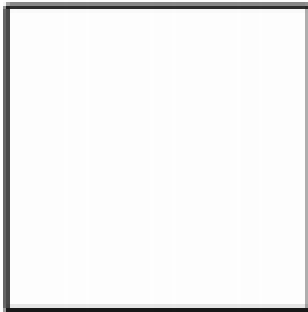
A triangle has \_\_\_ sides.

A triangle has \_\_\_ corners.



A rectangle has \_\_\_ sides.

A rectangle has \_\_\_ corners.



A square has \_\_\_ sides.

A square has \_\_\_ corners.

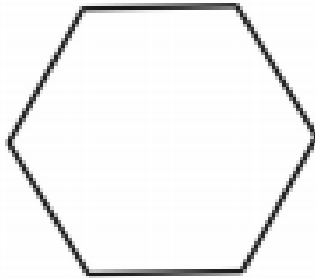


A quadrilateral has \_\_\_ sides.

A quadrilateral has \_\_\_ corners.

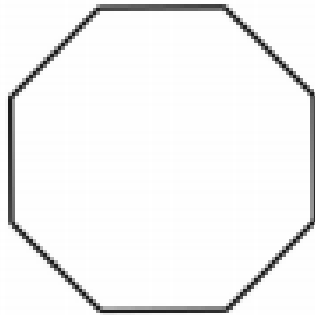
# Properties of 2D Shapes

Write down the properties of the shapes.



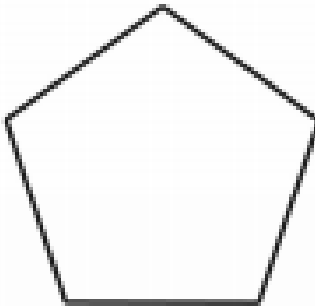
A hexagon has \_\_\_ sides.

A hexagon has \_\_\_ corners.



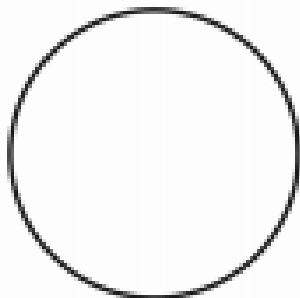
An octagon has \_\_\_ sides.

An octagon has \_\_\_ corners.



A pentagon has \_\_\_ sides.

A pentagon has \_\_\_ corners.

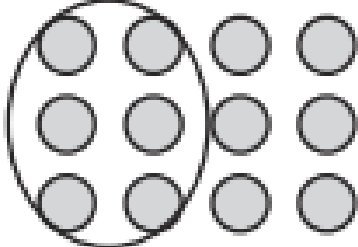


A circle has \_\_\_ side.

A circle has \_\_\_ corners.

# Halves and Quarters Fractions

Find the fractions of these numbers. Draw pictures to show your thinking. Here is an example:

$\frac{1}{2}$ of 12 = 6	
-------------------------	--

Now it's your turn!

$\frac{1}{2}$  of 8 =

--

$\frac{1}{2}$  of 14 =

--

$\frac{1}{4}$  of 12 =

--

$\frac{1}{2}$  of 18 =

--

$\frac{1}{4}$  of 24 =

--

$\frac{1}{4}$  of 32 =

--

$\frac{1}{4}$  of 20 =

--

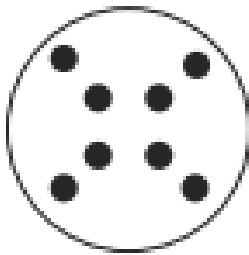
$\frac{1}{2}$  of 24 =

--

# Finding Simple Fractions of Numbers

Find half by dividing a number into two equal parts.

Find a quarter by dividing a half into two equal parts.



1 whole = 8



$\frac{1}{2}$  = 4

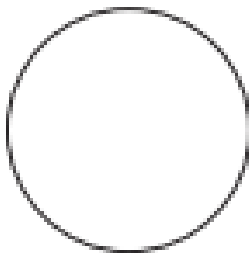


$\frac{1}{4}$  = 2

1. Find a half and a quarter of each of these numbers.

Draw circles to help you.

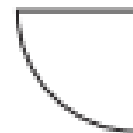
a.



1 whole = 12

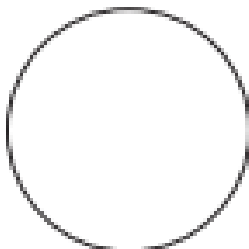


$\frac{1}{2}$  =



$\frac{1}{4}$  =

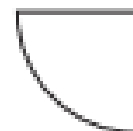
b.



1 whole = 4



$\frac{1}{2}$  =



$\frac{1}{4}$  =

## Multiplication sentences using the $\times$ symbol

White  
Rose  
Maths

1 Complete the sentences.

a)

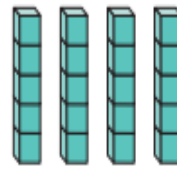


There are  equal groups with   
in each group.

$$\square + \square + \square = 18$$

$$\square \times \square = 18$$

b)



There are  equal groups with   
in each group.

$$\square + \square + \square + \square = 20$$

$$\square \times \square = 20$$

c)



There are  equal groups with   
in each group.

$$\square + \square = 8$$

$$\square \times \square = 8$$

- 2 Complete the table.

The first one has been done for you.

Addition	Multiplication
$2 + 2 + 2 + 2$	$4 \times 2$
$5 + 5 + 5$	
$3 + 3 + 3 + 3 + 3$	
	$2 \times 10$

- 3 Complete the pattern.

$$5 \times 2 = 5 + 5 = \square$$

$$5 \times 3 = 5 + 5 + 5 = \square$$

$$5 \times 4 = 5 + 5 + 5 + 5 = \square$$

$$5 \times 5 = \underline{\hspace{2cm}} = \square$$

What comes next?



- 4 The total is 16

What could the addition and multiplication be?

---

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- 5 Use counters to help you complete the number sentences.

a)  $3 \times \square = 12$

b)  $\square \times 4 = 8$

c)  $2 \times \square = 10$

## Use arrays

- 1 How many pears are there?



$$\square + \square + \square = \square$$

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

There are  pears.

- 2 How many stars are there?



$$\square + \square = \square$$

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

There are  stars.

- 3 Write two additions and two multiplications for the array.



$$\square + \square + \square = \square$$

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

$$\square + \square + \square + \square = \square$$

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

What do you notice?

- 4 Write two multiplications for this array.



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

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

- 5 Draw an array to show  $7 \times 3$   
Complete the number sentence.

$$7 \times 3 = \square$$


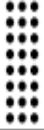
Is there more than one way to draw the array?

- 6 Draw three different arrays to show 12



- 7 Draw dots to show each multiplication in two ways.

The first one has been done for you.

Multiplication	Array 1	Array 2
$3 \times 8$		
$2 \times 5$		
$4 \times 9$		
$6 \times 1$		

- 8 Can you see the multiplications  $5 \times 4$  and  $4 \times 5$  in the array?



Talk about it with a partner.



# The 2 times-table

1 Write a fact from the 2 times-table to match the picture.

a)



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

b)



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

c)



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

2 a) Complete the number line.



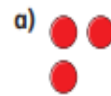
b) Which times-table does the number line show?

Tick your answer.

- 1 times-table    2 times-table  
3 times-table

How do you know?

3 Complete the array and times-table fact so that they match.



$$2 \times 2 = \square$$



$$2 \times 5 = \square$$



$$2 \times \square = 8$$

4 Complete the number sentences.

a)  $3 \times 2 = \square$

f)  $\square = 12 \times 2$

b)  $\square = 9 \times 2$

g)  $2 \times \square = 2$

c)  $2 \times 5 = \square$

h)  $2 \times 0 = \square$

d)  $2 \times \square = 4$

i)  $14 = 2 \times \square$

e)  $12 = \square \times 2$

j)  $\square \times 2 = 22$

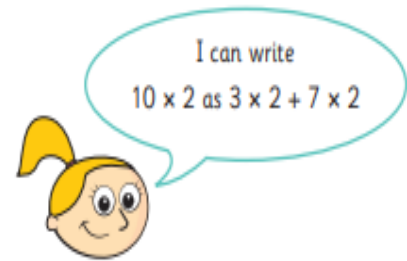
5 Teddy has £8

Rosie has twice as much money as Teddy.

How much money does Rosie have?

Rosie has £

6 Eva is writing  $10 \times 2$  in different ways.



Find three more ways that you can write  $10 \times 2$

Use counters to help you.

$$\square \times \square + \square \times \square$$

$$\square \times \square + \square \times \square$$

$$\square \times \square + \square \times \square$$

Compare answers with a partner.



## The 10 times-table

Rose  
Maths

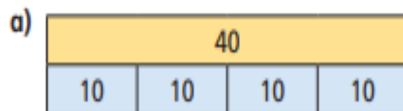
- 1 How many cookies are there?



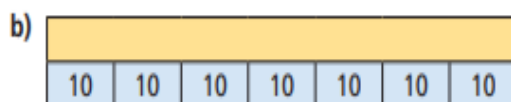
$$\square \times 10 = \square$$

There are  cookies.

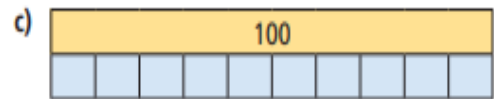
- 2 Complete the multiplication fact to match the bar model.



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

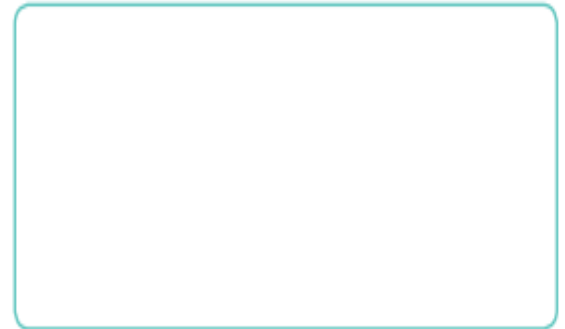


$$\square \times \square = \square$$

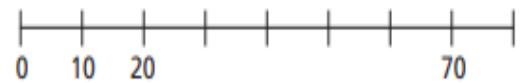


$$\square \times \square = \square$$

- 3 Draw a bar model to represent  $5 \times 10$



- 4 a) Complete the number line.



- b) Which times-table does the number line show?

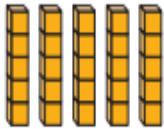
Tick your answer.

10 times-table    5 times-table    1 times-table

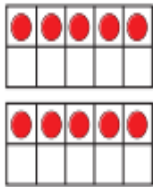
How do you know?

## The 5 times-table

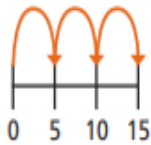
1 a) Match the picture to the times-table fact.



$3 \times 5$



$2 \times 5$

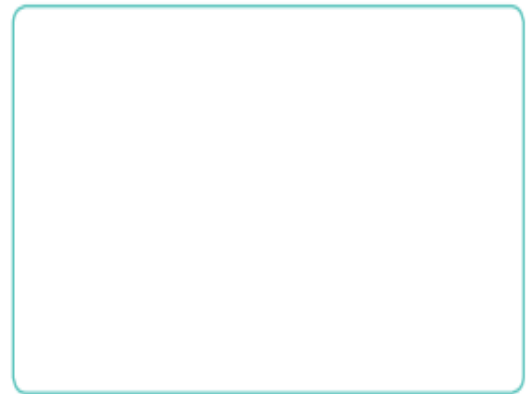


$1 \times 5$

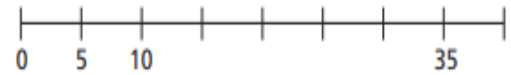


$5 \times 5$

b) Draw a picture to show  $4 \times 5$



2 a) Complete the number line.



b) Which times-table does the number line show?

Tick your answer.

1 times-table

2 times-table

5 times-table

How do you know?

5 Complete the number sentences.

a)  $2 \times 10 = \square$

f)  $\square = 10 \times 10$

b)  $\square = 7 \times 10$

g)  $10 \times \square = 10$

c)  $10 \times 4 = \square$

h)  $10 \times 0 = \square$

d)  $10 \times \square = 110$

i)  $30 = 10 \times \square$

e)  $80 = \square \times 10$

j)  $\square \times 10 = 90$

6 Eva is 7 years old.

Her gran is 10 times older.

How old is Eva's gran?

Eva's gran is  $\square$  years old.

7 Four children each have some money.

Teddy has this money.



Dora

I have twice as much money as Teddy.

I have five times as much money as Teddy.



Jack



Rosie

I have ten times as much money as Dora.

How much money do they each have?

Teddy has  $\square$  p

Dora has  $\square$  p

Jack has  $\square$  p

Rosie has  $\square$  p

## Make equal groups – sharing

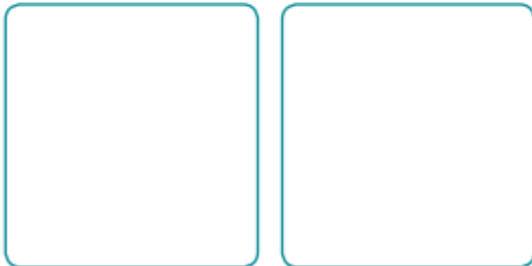
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Maths

- 1 Annie has 12 apples.



She shares them equally into 2 boxes.

Show how Annie shares the apples equally.



Complete the sentences.

There are 12 apples.

There are  boxes.

There are  apples in each box.



- 2 Take 20 cubes.

- a) Share them into 2 equal groups.  
Complete the sentences.

There are 20 cubes.

There are  groups.

There are  cubes in each group.

- b) Share the cubes into 5 equal groups.  
Complete the sentences.

There are 20 cubes.

There are  groups.

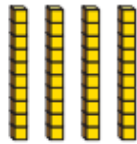
There are  cubes in each group.

- c) You can share 20 into other equal groups.

Is this true? \_\_\_\_\_

How do you know?

- 3 Complete the divisions.  
Use base 10 to help you.



a)  $40 \div 2 = \square$       c)  $40 \div 5 = \square$   
 b)  $40 \div 4 = \square$       d)  $40 \div 10 = \square$

Did you have to make any exchanges?

- 4 30 flowers are shared equally between 5 vases.



- a) Complete the division.

$$\square \div \square = \square$$

- b) What does each part of the division represent?  
Talk about it with a partner.

- 5 Complete the divisions.

A  $20 \div 5 = \square$       C  $20 \div \square = 2$   
 B  $20 \div 4 = \square$       D  $20 \div 2 = \square$

Write a letter in each box to match the divisions to the sentences.

Dora has 20 apples. She shares them equally between 4 boxes.

Ron has 20 sweets. He shares them equally between some party bags. There are 2 sweets in each party bag.

Dexter has 20 toy cars. He shares them equally between 5 boxes.

Whitney has 20 dolls. She shares them equally with her sister.

What other sentences can you think of to match the divisions?

## Make equal groups – grouping

Write  
Rose  
Maths

- 1 Annie has 10 apples.



Annie has some plates.  
She wants to put 2 apples on each plate.  
Show how Annie groups the apples.

Complete the sentences.

There are  apples.

There are  apples on each plate.

There are  plates.



- 2 Take 15 counters.



Put the counters into groups of 3.  
Complete the sentences.

There are 15 counters.

The counters are in groups of

There are  groups.

- 3 Mo has 20 chairs.

- a) Circle groups of 5 chairs.



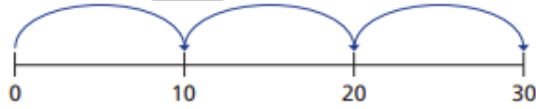
- b) How many groups did you circle?

- c) Complete the number sentence.

$$\square \div \square = \square$$

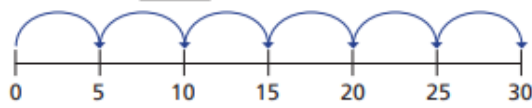
- 4 Complete the number sentences.  
Use the number line to help you.

a)  $30 \div 10 = \square$



30 is made of  equal groups of

b)  $30 \div 5 = \square$



30 is made of  equal groups of

- c) Investigate other equal groups you could make with 30



Talk about it with a partner.

- 5 Eva is putting 24 pencils into pots.



She puts 2 pencils into each pot.  
How many pots does Eva need?

$$\square \div \square = \square$$

Eva needs  pots.

- 6

With 40 counters  
you can only make equal  
groups of 4 and 10



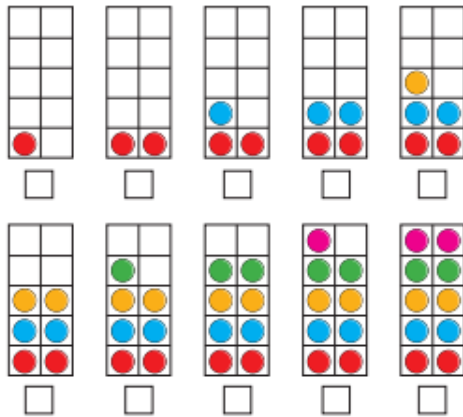
Is Ron correct? \_\_\_\_\_

Use counters to show how you know.

## Odd and even numbers

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Maths

- 1 Eva uses counters to make the numbers from 1 to 10



Tick all the numbers that are even.

What do you notice about all the even numbers?

- 2 Use counters and ten frames.

- Show that 14 is an even number.
- Show that 15 is an odd number.
- Work out whether 18 is even or odd. Compare answers with a partner.

- 3 Draw circles to show the groups.

- a) Group the shoes in 2s to show that 16 is even.



- b) Group the socks in 2s to show that 17 is odd.



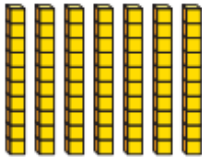
- 4 Colour all the even numbers.

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

What do you notice about the last digit of all the even numbers?

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- 5 Dexter makes the number 70 from base 10



70 is odd as you cannot share into 2 equally.



What mistake has Dexter made?

- 6 a) Teddy has a 2-digit number.  
The 1st digit has been covered up.



Is Teddy's number odd or even?  
Circle your answer.

odd          even          you cannot tell

How do you know?

- b) Dora has a 2-digit number  
The 2nd digit has been covered up.



Is Dora's number odd or even?  
Circle your answer.

odd          even          you cannot tell

- 7 Roll 2 dice and find the total.

Complete the table.

Dice 1	Dice 2	Total	Is the total odd or even?
3 (odd)	2 (even)	$3 + 2 = 5$	odd

What patterns can you spot?

- 8 Whitney is making a number pattern.

, 5, 7, 9, 11, 13, 15, ,

- a) Write the missing numbers.
- b) Write 2 numbers greater than 30 that could be in the pattern.
- c) Write 2 numbers greater than 60 that could not be in the pattern.

Topic work:

Find out all about The Great Fire of London use the internet to research



Here are some You Tube links to watch:

- <https://www.youtube.com/watch?v=VarSSAwiimU>
- <https://www.youtube.com/watch?v=2uWPblIrgAQ>
- <https://www.youtube.com/watch?v=Er3GKw8Z3R4>

Activities:

- Retell the story of how the fire started in sentences with joining words like and/but/because
- Create a timeline of the events
- Write a diary about how someone might have felt at this time look at Samuel Pepys diary
- Build a Tudor house (attached)
- Write a newspaper report (attached)
- Learn the song London's Burning
- Create a painting of the Fire you can google pictures of the fire in your research
- Write a poem each line starting with a letter about fire e.g.

F  
I  
R  
E

Look out for more activities on facebook!!





# Great Fire of London Pop Up House Instructions

## You Will Need:

- Great Fire of London Pop Up House Template
- Scissors
- Glue



1. Carefully cut out the template, making sure to cut along all of the thick black lines, including the one that runs across the front of the building, above the door. This will separate the two floors.
2. Fold each dotted line in a hill fold or valley fold according to the key. Be careful – the front of the building has two different fold lines for the upstairs and downstairs.
3. Next, fold the house round, add some glue to tab 1, and stick it to the undecorated side of the wall (near the door).
4. Add some glue to tab 2 and glue to the corresponding wall. – The first floor should protrude from the front.
5. After that, add some glue to tabs 3 and 4 and stick the roof down.
6. Repeat this step on the other side of the roof with tabs 5 and 6.
7. After that, glue tab 7 and stick to the underside of the top section of roof.
8. The two blank tabs at the bottom of your house can be used to stick your house down wherever you like.

**Your Tudor house is now ready for display!**

