

## Y2 Quick Start: Arithmetic (+ and -)

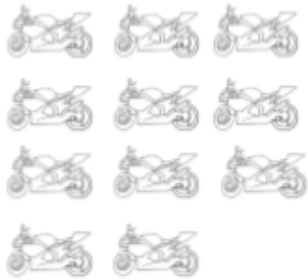




Roll a dice or make number cards containing the digits 0-9.

Use the random numbers to create 4 addition and 4 subtraction calculations as below.

*Think about the order you put your numbers in (e.g. you can't do  $14 - 54$  in the KS1 curriculum)*

- 1d+1d (e.g.  $4 + 5$ )
- 2d+1d (e.g.  $17 + 5$ )
- 2d+2d (e.g.  $21 + 62$ )
- 2d+2d (e.g.  $57 + 25$ )
- 1d-1d (e.g.  $9 - 3$ )
- 2d-1d (e.g.  $23 - 9$ )
- 2d-2d (e.g.  $39 - 13$ )
- 2d-2d (e.g.  $41 - 15$ )

## Y2 Quick Start: Arithmetic (x and ÷)

<p>1. How many wheels would 11 motorbikes have?</p>  <p><input type="text"/></p>	<p>2. If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once?</p>  <p><input type="text"/></p>	<p>3. While playing a dice game, Robert managed to throw nine 5s in a row. How many did he score altogether?</p>  <p><input type="text"/></p>
<p>4. All four judges gave the dancer a score of 10. How many did she score altogether?</p>  <p><input type="text"/></p>	<p>5. 12 people came to the show and they paid £5 each. How much were the ticket sales altogether?</p> <p><input type="text"/></p>	<p>6. On a wet day, the teacher finds 32 wellies. How many children will be able to wear one on each foot?</p>  <p><input type="text"/></p>

## Y2 Quick Start: Patterns

Continue these patterns by adding the next 3 shapes.



Fill in the missing shapes to complete the patterns.



## Y2 Quick Start: Patterns

Circle the mistake and tell me why it's wrong.



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## Writing Task: Story

Look at this story opening. Jot down what might happen next or draw a story map to show what will happen. Then continue to write the story on the next page. As a challenge, you might want to change the main character and their favourite toy. So it might be about Bob and his bright red racing car. Remember to write a new opening for this.

### The Magical Toy Box



Sarah loved playing with her toys. She'd collected hundreds since being a baby and loved them so much she would never throw any out. Her favourite was her beautiful rag-doll. It had long, soft purple hair and wore a pretty blue dress. At times, Sarah wished her doll was real!

Late at night, when Sarah was peacefully sleeping in her cosy bed...

#### Think about:

- Checking that your story makes sense—does it have a beginning, middle and end?
- Correct use of punctuation (particularly CL and FS)
- Conjunctions
- Adjectives
- Spelling (Y2 CEW and suffixes)
- Starting sentences in different ways so it doesn't get boring



## Science: Animals including Humans

Our science topic for summer 2 is Animals including Humans. Match each animal to its young using the word bank at the bottom.

<u>Adult</u>	<u>Young</u>
dog	
	calf
sheep	
	duckling
bear	
	fawn

<u>Adult</u>	<u>Young</u>
	kitten
horse	
	piglet
chicken	
	baby
spider	

puppy	duck	chick	cat
foal	pig	lamb	cow
human	cub	deer	spiderling

### Challenge

Choose an animal. Draw the adult and baby.

<u>Adult</u>	<u>Young</u>

# Reading Task

Focus: Reading words containing suffixes.

Read these words to an adult and tick the ones you can read.

Word	R
flies	
tries	
replies	
copies	
babies	
carries	
copied	
copier	
happier	
happiest	
cried	
replied	
copying	
crying	
replying	

Word	R
hiking	
hiked	
hiker	
nicer	
nicest	
shiny	
patting	
patted	
humming	
hummed	
dropping	
dropped	
sadder	
saddest	
fatter	

Word	R
fattest	
runner	
runny	
enjoyment	
sadness	
careful	
playful	
hopeless	
plainness	
badly	
merriment	
happiness	
plentiful	
penniless	
happily	


# SPaG

Complete the SPaG mat.

**e**

Add commas to the sentence.

**There are pink green yellow and blue candles.**



**f**


Oops, Mr Whoops has spelt these common exception words backwards! Write them correctly, four times each, to help him.

ssalc \_\_\_\_\_

neve \_\_\_\_\_

ysub \_\_\_\_\_

tnalp \_\_\_\_\_



**c**

Tick either past or present tense for these sentences.

**I am looking outside.**

past tense  present tense

**I was reading to my friend.**

past tense  present tense


**d**

Write two new words by adding these suffixes **-ed** and **-ing** to the root word...

**cry**

\_\_\_\_\_

\_\_\_\_\_



**a**


Write a **statement** about the picture.

\_\_\_\_\_

\_\_\_\_\_


And a **question**.


\_\_\_\_\_




**b**

Look carefully at these homophones. Match the picture to the correct spelling.

**sca** 

**scc** 

**night** 

**knight** 