Home Learning Pack
Year 2

Week 6
01/06/2020

As recommended by gov.uk

Take a picture while you work through this booklet and tweet us @ClassroomSecLtd using the hashtags #CSKids and #HomeLearningHero to be in with a chance of winning a month’s subscription to classroomsecrets.co.uk.
1. Use the digit cards to create a multiplication that equals the answer below.

   \[ 10 + 4 \times 10 = 40 \]

2. Circle the odd one out.

   A. \[ 10 \times 7 \]
   B. [Images of dots]
   C. [Images of dots]
   D. \[ 7 \times 10 \]

3. Lucy and Richard are rolling a dice and multiplying the number they land on by 10.

   Lucy: The highest number we can make is 60.
   Richard: The lowest number we can make is 0.

   Are they correct? Explain your answer.
Monday – Writing Challenge

Complete the words about this pirate. Can you label any other parts of the picture?

Complete words:
- p\_
- b\_
- sh\_
- h\_
- b\_

Write a sentence or more about the pirate. Use your completed words to help you.

__________________________
__________________________
__________________________
__________________________
__________________________

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1. Match each representation to the correct calculation.

- ![Apples](image1.png)
  \[ \frac{18}{6} = 3 \]
- ![Carrots](image2.png)
  \[ \frac{20}{2} = 10 \]
- ![Dots](image3.png)
  \[ \frac{14}{7} = 2 \]

2. Circle the representation that cannot be shared equally into 4 groups.

A. ![Triangle representation](image4.png)
B. ![Square representation](image5.png)
C. ![Apple representation](image6.png)
D. ![Lemon representation](image7.png)

3. Isaac and Mia are making equal groups by sharing. Is Mia correct? Explain how you know.

Isaac: I share 16 into two groups. Then I share those groups into two more groups.

Mia: I share 16 into four groups. My answer is the same as Isaac’s.
1. Tick the commands that are polite requests.

<table>
<thead>
<tr>
<th>Command</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Be quiet!</td>
<td>X</td>
</tr>
<tr>
<td>Walk quietly to your classroom.</td>
<td>X</td>
</tr>
<tr>
<td>Stand still!</td>
<td>X</td>
</tr>
<tr>
<td>Please pick up all the rubbish.</td>
<td></td>
</tr>
</tbody>
</table>

2. Add the correct punctuation to the following command.

Mrs Ropov shouted, **Don't run**

3. Rewrite the command below so that it uses a full stop.

Stop shouting!

4. Write three commands using the following verb.

**push**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

5. The captain has a list of jobs for his crew to do. Write a command for each job. Two of your commands must end with an exclamation mark and two with a full stop.

- **count**
- **polish**
- **steer**
- **write**
Farmer Fred has 2 baskets of fruit. He wants to create equal groups with each basket of fruit, so that each group has the same amount of fruit in it.

Each group has between 1 and 10 pieces of fruit in it.

How many equal groups can he make with each basket of fruit? One example has been done for you.

Each basket is put into equal groups of $2$.

There are $12$ groups of $2$ apples. There are $20$ groups of $2$ pears.

Each basket is put into equal groups of $\square$.

There are \square groups of \square apples. There are \square groups of \square pears.

Each basket is put into equal groups of $\square$.

There are \square groups of \square apples. There are \square groups of \square pears.
Wednesday – Adding ‘-ful’ and ‘-less’

1. Underline the words with a suffix in the sentence below.

The deck is spotless and the captain said we had been very helpful.

3. Pirate Pete has been adding suffixes. Spot the two mistakes he has made and correct them.

<table>
<thead>
<tr>
<th>Word</th>
<th>Corrected Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>plenty + ful</td>
<td>plentyful</td>
</tr>
<tr>
<td>hate + ful</td>
<td>hatefull</td>
</tr>
<tr>
<td>hope + less</td>
<td>hopeless</td>
</tr>
</tbody>
</table>

2. Complete the words below by adding the correct suffix.

- **wonder**
  -ful

- **heart**
  or
  -less

- **fear**
  -ful
  or
  -less

4. Add a suffix to the word below and then write a sentence using the new word.

- **mouth**
  -ful
  or
  -less

5. The captain is cross with the pirates. Explain why.

- **careless**

- **useless**

- **forgetful**

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1. Circle all the even numbers.

33  18  41
46  24  20
15  37

2. True or false? These numbers are correctly sorted.

odd  27  45  32
even  36  40

3. Sort the balls into the correct boxes.

odd  42  44  31
even  28  25  39

4. Is the amount shown odd or even?

odd  even

5. Clara rolls two dice and adds the numbers together.

Her answer is an odd number between 4 and 10. Write three possible addition calculations.

6. Choose the correct numbers to balance the scales.

odd  even
13  16  8  21  9  14

7. Kamron and Helen have 45 pens. Who is correct? Convince me.

We have an odd amount of pens.
Kamron

We have an even amount of pens.
Helen
Thursday – Using Adjectives in Sentences

1. Use the most appropriate adjectives from the word bank to complete the sentence.

The _______ pirate cut his finger on
the _______ knife.

| blunt | clumsy | sharp | round |

2. Tick the adjective that has a different meaning to the underlined adjective in the sentence.

A huge pirate ship sailed across the sea.

| large | small | big | massive |

3. Rearrange the words below to make a complete sentence.

```plaintext
shone  the  gems  shiny
chest  old  in  the
```

4. Add an adjective to each noun in the sentence below.

The sail fluttered at the top of the mast.

5. The children can see a pirate ship. Write an exclamation for each child. Remember to use an exclamation mark (!)

______________________________

______________________________

______________________________
1. Complete the sentence below using an adverb from the word bank provided.

The plane landed _________ and the passengers cheered and clapped.

- roughly
- fast
- smoothly
- late

That landing wasn’t too bad, after all!

2. Which adverb could complete both of the sentences below?

A. Max understood the instructions but he still looked really confused.

- badly
- perfectly
- crossly
- late

B. Fiz got full marks on the test as she had answered every question ___.

- badly
- perfectly
- crossly
- late

3. Change the adverb in the sentence below to alter the action of the verb.

The mouse crept silently to the cupboard because it wanted to find some cheese to eat.

4. The adverb in the sentence below is not in the correct place. Draw an arrow to show where it should go.

The excitedly family laughed because they were going on holiday.

5. Help the captain to write a list of pirate rules for his crew. You must use adverbs ending in ‘-ly’ to tell the crew how to do each action. The first one is done for you.

1. Growl fiercely at other sailors.

2. ____________________________

3. ____________________________

4. ____________________________

1. Growl fiercely at other sailors.

2. ____________________________

3. ____________________________

4. ____________________________