

For each Maths and Literacy task there are generally 2 options. Please choose the option you feel is most suitable for your child and their stage of development. If there is a worksheet provided – if you do not have access to a printer, please ask your child to copy out the worksheet onto any type of scrap paper (envelopes, old cards, cereal boxes etc).

Suggested Daily Timetable

Time	Activity
07:30 – 08:30	Get dressed – Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	"Walk to school" – use this time to exercise or take a look at the MRA website and select the work you will be completing for the day
9:00 – 9:30	P.E – complete a P.E activity, eg: Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the "1 minute challenge" – choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!
09:30 – 10:00	Literacy – Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
10:00 – 10:30	Break time – Have a snack and a break
10:30 – 11:30	Maths activity – Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
11:30-12:00	Quiet reading time – choose a story to read to yourself quietly or watch a story on YouTube.
12:00 – 13:00	Lunch
13:00 – 13:30	Free time/playtime
13:30 – 14:15	Topic/Spanish activity – Homework provided by teacher
14:15 – 15:00	Creative activity – visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model
15:00 – 15:30	Home time exercise activity – P.E – complete a P.E activity, eg: Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the "1 minute challenge" – choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!

Monday

Maths

Task : Revising number bonds to 20


Warm up activity – number bonds ping pong. Adult says a number (17 for example) and children have to bat back the number that completes the bonds to 20 (3 in this case).


Watch the video for lesson one here. <https://whiterosemaths.com/homelearning/year-2/>


Complete activity one. You can use the website directly or the activity is here.

Fact families – addition and subtraction bonds to 20

1 What calculations are represented?
The first one has been done for you.

a) 
 $15 + 5 = 20$

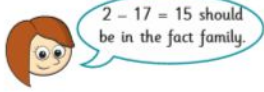
b) 
 $\square + \square = \square$

c) 
 $\square + \square = \square$

d) How many other number bonds to 20 can you make using counters and ten frames?

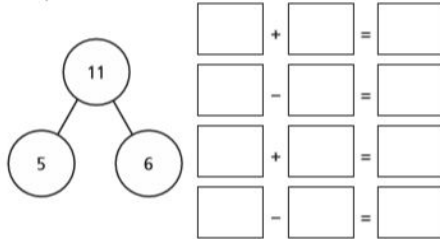
2 Complete the fact family.

a) $15 + 2 = 17$
 $17 = 15 + 2$
 $2 + 15 = \square$
 $\square = \square + \square$
 $17 - 15 = \square$
 $\square = \square - \square$
 $\square - \square = \square$
 $\square = \square - \square$

b) 
Explain why Rosie is wrong.

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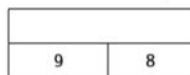
- 3 Complete the number sentences for the part-whole model.



Are there any other number sentences in this fact family?

Talk about it with a partner.

- 4 There are 9 boys and 8 girls in a class. Complete the bar model to represent this.



Write the fact family for the bar model.

- 5 Circle any incorrect calculations.

$3 + 7 = 10$

$10 = 3 + 7$

$7 + 3 = 10$

$10 = 7 + 3$

$10 - 7 = 3$

$7 - 3 = 10$

$3 - 10 = 7$

$7 = 10 - 3$

Explain the mistake that has been made.

- 6 Here are some number cards.



Choose two number cards and find their total.

$$\boxed{} + \boxed{} = \boxed{}$$

Write the fact family for this calculation.

Compare answers with a partner.

Challenge – Question 1 – can you work out all 4 possible equations? (Hint: there are 2 subtraction and 2 addition equations).

Option 1: Activity above

Option 2: Continue to practice number bonds verbally (ping pong for example).

Option 3: I recommend only moving to this task if your child has completed task two above. Practise your number bonds to 100. You can play ping pong again or begin to write equations. (eg. $73 + 27 = 100$)

Parent/Carer guidance:

Question 1d mentions counters and ten frames (a row of 5 above another row of 5). You could use anything to represent one instead of a counter. Blocks, lego pieces etc. I recommend keeping them the same size as each unit will represent 'one'.

The children should be comfortable with number bonds to 20 and be increasing their fluency (speed of recall). As you practice you would want to see children getting quicker at returning the second part of the bond (the 3 in $17+3$).

Literacy

Reading: every day – choose a book to read to your grown up, and choose a book for your grown up to read to you! Pay attention to the 'how' and 'why' questions that your grown up will ask you from your list of comprehension questions to use with any story.

If you are still in a RWI phonics group then please keep watching the phonics videos on the school website or on the RWI youtube channel: https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

Task: To create and describe an imaginative picture



Imagine - you have found some chalk on the pavement outside your house. You pick it up and start drawing with it. Wait! What's happening? The picture has come to life!

If you could draw anything that would come to life, what would it be and why?

Option 1: Draw a picture of what you would draw with the chalk and write keywords around it to describe it.

Option 2: Draw a picture of what you would draw with the chalk and write underneath the picture. Describe the picture you have drawn and explain why you wanted that particular thing to come to life.

Parent/Carer Guidance: If your child is still in the early stages of writing, they can draw a picture and label it. Support your child by encouraging their use of full stops, capital letters and adjectives to describe. Encourage the use of full sentences.

PSHE/RE

Task: How are you feeling?

Sometimes being at home with the people you live with can be great fun. But you can also experience a mixture of feelings. These are all normal – and your parents and the grown-ups around you can often feel them too! A good thing to do is explore how you're feeling. Why not fill in this sheet or answer the questions on your own piece of paper?

Words to describe how I feel:

What I have learned most from this experience:

I am most thankful for

The 3 things I am most excited to do when this is over

1	2	3

Tuesday

Maths

Task: Comparing number sentences.

Warm up activity.

Answer these four equations. You have 60 seconds!

$$15 + 5 =$$

$$7 + 13 =$$

$$16 - 12 =$$

$$19 - 7 =$$

Watch the video for lesson two here. <https://whiterosemaths.com/homelearning/year-2/>

Option one: Answer the questions here.

Compare number sentences

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- 1 Mo has 4 blue sweets and 3 pink sweets.



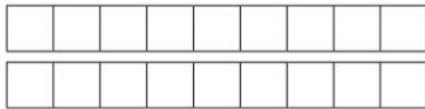
Rosie has 4 blue sweets and 5 pink sweets.



Who has more sweets? _____

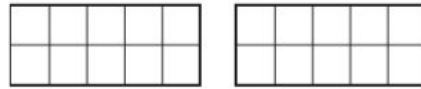
Explain how you know.

- 2 Colour the bar models to show that $3 + 6 = 8 + 1$

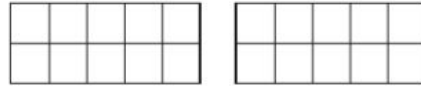


Write one more calculation that gives the same answer.

- 3 Draw counters to show $9 + 3$



Draw counters to show $9 + 4$



Write $<$, $>$ or $=$ to make the statement correct.

$$9 + 3 \bigcirc 9 + 4$$

- 4 Write $<$, $>$ or $=$ to make the statements correct.

a) $3 + 5 \bigcirc 3 + 9$

b) $7 + 2 \bigcirc 4 + 2$

c) $10 + 5 \bigcirc 9 + 6$

- 5 Cross out counters to show $9 - 3$



Cross out counters to show $9 - 4$



Write $<$, $>$ or $=$ to make the statement correct.

$$9 - 3 \bigcirc 9 - 4$$

- 6 Write $<$, $>$ or $=$ to make the statements correct.

a) $20 - 5 \bigcirc 20 - 6$

b) $17 - 4 \bigcirc 13 - 4$

c) $11 - 3 \bigcirc 12 - 4$

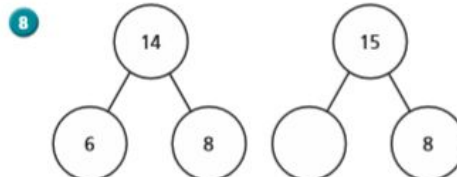
- 7 Complete the additions.

a) $4 + 1 = 3 + \square$

b) $14 + 1 = 13 + \square$

c) $9 + 11 = \square + 10$

d) $10 + 9 = \square + 8 = 12 + \square$



Teddy knows what the missing number is without calculating.

Explain how Teddy knows this.

What is the missing number?

Option two: Replicate some of the questions in the task above using items around the house. This concrete representation is a useful stage before progressing to the abstract (working numbers out in your head) but is also a useful consolidation technique for those who have moved to more abstract thinking.

Challenge: How many ways can you make the number 19? For example $18 + 1$, $1 + 18$ is two ways. You can

use any of the operations (addition, subtraction, division or multiplication) to make 19.

Parent guidance:

You could use lego bricks, blocks, books, peas etc to replicate the questions concretely.

Where necessary you could recreate the bar model (see question 2) using a pen. The aim of question two is for children to see that $3+6$ is the same as $8+1$. We teach children that the $=$ symbol means 'the same as' or 'is equal to'.

Literacy

Task: To create a fact file using adjectives

Imagine - You are feeling lonely and decide to draw a friend to play with. What would your ideal friend be like?

Option 1: Create a list of adjectives to describe your new friend. Use the following prompts to help you.

Name: _____

Age: _____

Hair colour: _____

Eye colour: _____

Personality: _____

Option 2:

Write sentences to describe your new friend using 2 adjectives. Ensure to use a comma to separate your adjectives. This is called an expanded noun phrase. Use the sentence starters below to help you:

My friend has _____, _____ hair.

She is _____, _____ and funny.

Parent/Carer Guidance: Encourage your child to use a range of adjectives rather than repeat the same ones. You could use this as an opportunity to research synonyms for adjectives to expand your child's vocabulary. You may want to provide your child with some vocabulary and they can choose if they want to use it.

Art

Task: Observational drawing

Vincent Van Gogh is a famous painter who had a fascination with the natural world. When he was young, he spent time in rural Holland where he painted lots of nature, the flat landscapes, trees, flowers and birds.

Many of you have told me this week that you have been planting seeds on your windowsills or in your gardens.

I would like you to research 3 facts about Van Gogh, and then have a go at creating your own observational drawing of something natural, perhaps something you have grown or seen out on a walk. Here is an example:



Remember: looking is more important than drawing!

Wednesday

Maths

Task: Looking at related facts.

Children will be familiar with this from Maths Meetings as well as math lessons.

We say “If I know...then I know....” to share our related facts.

So, If I know that $2 + 7 = 9$ then I know that $20 + 70 = 90$ ”

Warm up activity: Number bonds ping pong but only to ten this time. This will be easier than bonds to 20 but encourage very quick recall from your child. The warm up focuses on bonds to ten as the related facts rely on them.

Watch video for lesson 3 here. <https://whiterosemaths.com/homelearning/year-2/>

Option 1: Answer the questions here.

Related facts

- 1 Use base 10 to show that $3 + 5 = 8$ and $30 + 50 = 80$

Draw your answer.

What is the same about your models?

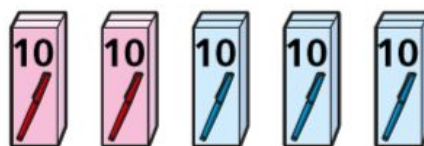
What is different?

- 2 a) Eva has 2 red pens and 3 blue pens.



How many pens does Eva have?

- b) Tommy has 20 red pens and 30 blue pens.



How many pens does Tommy have?

- 3 Fill in the missing numbers in the related facts.

a) $1 + 2 = 3$

$10 + 20 = \square$

b) $7 + 2 = 9$

$70 + 20 = \square$

c) $4 + 6 = \square$

$\square + 60 = 100$

d) $1 + 8 = \square$

$\square + 10 = 90$

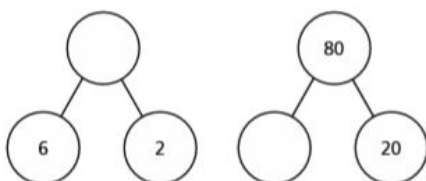
e) $3 + 4 = \square$

$\square + \square = 70$

f) $8 + \square = 8$

$\square + 80 = 80$

- 4 Complete the part-whole models.



- 5 Fill in the missing numbers in the related facts.

a) $5 - 3 = 2$

$50 - 30 = \square$

b) $7 - 1 = 6$

$70 - 10 = \square$

c) $10 - 6 = \square$

$\square - 60 = 40$

6



If $3 + 1 = 4$,
then $30 + 10 = 400$ because
there are two zeros.

Do you agree with Dexter? _____

Explain your answer.

Option 2: Make representations of the number bonds to 10 using items you have around your home.

Parent/Carer Guidance:

Question one asks children to draw their representation. They could draw 'one' Dienes to show that if three plus five is equal to 8 then they know (by drawing the ten Dienes) that $30 + 50$ is equal to 80.

Literacy**Task: To create a list of rules for using the chalk for good purposes**

Imagine - You only use the chalk to bring good things to life. You are worried that if someone got hold of your chalk, they might not use the chalk for good. Create a list of rules for using the magic chalk.

Option 1: Here are a couple of rules to get you started:

My magic chalk rules

1. I must not draw _____.
2. It would be dangerous to draw _____.
3. I can use _____.

Option 2: Write your own list of rules – think about rules we have in the classroom/playground to help you.

Parent/Carer Guidance: If your child is in the early stages of writing development they could say these rules orally.

Science

Task: To identify and compare the suitability of everyday materials for a purpose.

Your science mission is to build a structure that is at least 5 centimetres high (you'll need to measure this with a ruler) and can support two books for at least 60 seconds without you touching the structure.

You have to have a minimum of 3 different items. Newspaper, cardboard, cello tape for example

Step 1: choosing your material. What 'junk' do you have in the recycling?

Step 2: explain to an adult or a sibling why you have chosen your items. (For example, I have chosen this because it is hard. You could also write your reasons down.)

Step 3: build your structure.

Step 4: choose two books (avoid War & Peace!) and perform the test.

Did it work? If it did, can you explain how your choice of materials were suitable?

If not can you explain why your choice of materials were not suitable?

You could upload images and explanations to Google Classroom.

Parental guidance:

The focus is on the identification and justification for choosing materials. Then on the success or otherwise

of those materials. Children will be keen to complete the mission (holding books for 60 seconds), let them have a few goes as independently as possible before helping them achieve the mission. They will learn a great deal from structures that do not support the books.

Thursday

Maths

Task: Problem solving


Warm up activity - Skip counting in 3s (3, 6, 9,...) forwards and backwards.

Watch the video for lesson four here. <https://whiterosemaths.com/homelearning/year-2/>

Option one: answer the questions here.

Add and subtract 1s


1 a) Jack has 6 cookies.



Annie gives him one more cookie.
How many cookies does he have now?

Jack has cookies now.

b) Amir has 4 cookies.



He eats one of his cookies.
How many cookies does he have now?

Amir has cookies now.

2 Complete the number tracks.

a)

21		23					
----	--	----	--	--	--	--	--

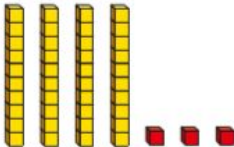
b)

47		45					
----	--	----	--	--	--	--	--

c)

				5				10
--	--	--	--	---	--	--	--	----

3 a) Filip has made a number using base 10



What number has Filip made?

b) Rosie also makes a number using base 10
Rosie's number is one more than Filip's number.

What is Rosie's number?

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c) Ron's number is 2 more than Filip's number.

What is Ron's number?

d) Dora's number is 1 less than Filip's number.

What is Dora's number?

4 Complete the calculations.

a) $14 + 1 =$ e) $19 - 1 =$

b) $22 + 1 =$ f) $33 +$ $= 34$

c) $54 + 1 =$ g) $18 = 19 -$

d) $= 1 + 61$ h) $= 89 - 1$

5 Complete the calculations.

a) $14 + 2 =$ e) $19 - 2 =$

b) $22 + 3 =$ f) $33 +$ $= 35$

c) $54 + 4 =$ g) $12 = 19 -$

d) $= 5 + 61$ h) $= 89 - 3$

6 Are the number sentences true or false?

a) $17 + 1 = 1 + 17$ _____

b) $17 - 1 = 1 - 17$ _____

Talk about your answers with a partner.



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Option two: Write your own word problems that involve two additions or subtractions. Can you solve your own problems?

For example, "Mr Walton had 23 whiteboard pens. He threw 5 away because they didn't work and 2R borrowed 10. How many does he have now?"

Parent/Carer Guidance:

For skip counting encourage children to begin at zero and count in 3s to 30 but also to count backwards from 30. You can stop randomly on a number (18) and ask for a multiplication equation to match ($6 \times 3 = 18$) for extra challenge.

Some children may find the addition/subtraction of ones doesn't challenge them. If this is the case replace the adding or subtracting one with adding or subtracting two or three. I recommend they also complete option 2.

Literacy

Task: To write a conversation between two people.

Oh no! Someone has taken your chalk and has drawn a dangerous lion with it on the pavement. The lion has come to life and is roaming the streets!

Write out a conversation between you and the child who drew the lion.

Use these prompts to help you:

What did they do wrong/what rule did they break?

What are the consequences?

How could they solve the problem?

Option 1: Role play the scene with an adult

Option 2: Write out the conversation. Don't forget to use speech marks!

Parent/Carer Guidance:

If your child is in the early stages of writing development, you could role play the conversation with an adult.

History

Task: To research a recipe that has history in your family

My father's side of the family comes from Sweden and we regularly make an apple cake recipe that was my great-grandmother's recipe!

Lots of families have a family recipe that they make for a special occasion or as a treat. Find out whether your family has a recipe that has been passed down through generations.

Draw a picture of the meal and write down the recipe.

You could even have a go at making the recipe with your grown ups (if you have the ingredients!)



Friday

Maths

Task: Maths Meeting

At school we have a maths meeting every morning. Using your time and calendar practise from this week, and using objects you have at home, try to recreate your own maths meeting. You could perform this maths meeting to a sibling, parent or even your toys! Here are some top tips for your

maths meeting:

1. Always use My Turn Your Turn when giving your audience the answer. You say the answer with your hand pointing to your chest, then point your hand at the audience for them to repeat the answer.
2. Always give your audience a question for each sentence. Question starters may include: 'What is...?' 'How many...?' 'Can you...?'
3. Don't forget to include the songs:

We're going to the maths meeting....

Days of the week...

We are number bonds...

It's all about the money...

Fractions....

Zero the hero...

Finish the pattern....

I want to be a circle...

Secret number...

Parental guidance:

The children are very familiar with a maths meeting and what it should look like. They should be able to access this task independently once it has been explained. Miss Rollin has done a home maths meeting which is available on our website for inspiration!

Literacy

Task: Write a newspaper report about the lion roaming the streets.

A BBC news reporter has got hold of the story of this amazing magic chalk and the lion roaming the streets! Write or record a video of the newspaper report they published.

Option 1: Complete the sentences below:

Title _____.

The chalk brings _____.

Someone has drawn a _____.

It has come to life and _____.

The lion has _____, _____ fur.

Be careful if you _____.

Option 2: Write your own news article. Include:

- A title
- A picture
- A description of how the chalk works
- A description of the lion
- What to do if you come across it
- Contact details of the reporter

The Weekend News

NAME: _____ MONTH: _____ DAY: _____ YEAR: _____

HEADING: _____

Caption: _____

Caption: _____

Parent/Carer Guidance: Ensure your child uses capital letters and full stops accurately. If your child is at an early writing stage they can verbally finish the sentences. If you do not have access to a recording device, you can role play the video with an adult.

Geography

Task: To explore similarities and differences between your local area and a non-European country.

Introduce children to the concept of human geography (buildings, bridges etc) and physical (natural) geography (hills, trees etc).

On a daily walk/cycle discuss the different human and physical geographical features you see.

Later, choose a non-European country to research. You could use Google maps to drop yourself in the country you choose. What's the same? What's different?

Present the similarities and differences you have found you anyway you like!

Maybe a poster. Maybe a written piece of work. Maybe typed. Maybe you could record yourself. Maybe you could use book creator. The choice is yours.

The below links may offer inspiration on country choice and some facts (remember your facts need to be

about the geography of your area and the country you choose).

<https://www.sciencekids.co.nz/sciencefacts/countries.html>

<https://www.kids-world-travel-guide.com/argentina-facts.html>

Links

Links: