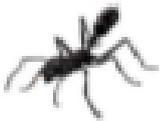


Year 2 Timetable 23rd June 2020

<p>Reading Mission: 30 minutes</p>	<p>Children to read or support them to read this short text, there is also a video link to listen to the whole of this story on Youtube if you prefer: https://www.youtube.com/watch?v=MJiLWw6fFlo</p> <p>William the Worm by Sheila Bird & Corinne Bittler.</p> <p>William worm popped up from the ground. Looked right, looked left, looked all around. What did he see coming out from the hole? A brown and fluffy and hungry mole! William wiggled away.</p> <p>William worm popped up from the ground. Looked right, looked left, looked all around. What did he see that gave him a fright? A hungry hedgehog out in the night! William wiggled away.</p> <p>William worm popped up from the ground. Looked right, looked left, looked all around. What did he see on a nearby log? A big, fat, green and hungry frog. William wiggled away.</p> <p>William worm popped up from the ground. Looked right, looked left, looked all around. What did he see coming fast, not slower? A shiny, whirring, electric mower! William wiggled away.</p> <p>After they can answer these questions, these can be verbal answers or they could be written down or typed. Children could even draw their responses. Suggested answers are in italics in the sheets section.</p> <p>What verb is used to describe William coming up from the ground? What did William do every time he came up from the ground? How is the mole described? What does 'give him a fright' mean? How is the frog described? Can you think of another word to describe a frog? How is the mower described? What is special about this text? Can you spot a question in the text? Can you spot a past tense verb in the text?</p>
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<p>Writing Mission: 30 minutes</p>	<p>Refer to yesterday's mission to continue your fact file! Choose one or two mini beasts to focus on today that are different from yesterdays.</p> <p>Remember: You will need to ensure that each mini beast you choose has at least 5 facts within the fact file. You may want to have sections on each mini beast, such as, where it lives (its habitat), what it eats, what it looks like, where you may see or find it. Remember that fact files need to be interesting and presented in a way that makes someone want to read them! Remember to use interesting vocabulary, descriptive language (adjectives - describing words), questions (starting with what, who, when, how and ending in a ?) and exclamation sentences (starting with how or what and ending in a !) to do this.</p>
<p>Maths Mission: 30 minutes</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  = 2 </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  = 3 </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  = 5 </div> <div style="display: flex; align-items: center;">  = 10 </div> </div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; margin-right: 10px;"> <p>1) $80 \div \text{caterpillar} =$</p> <p>2) $24 \div \text{ant} =$</p> <p>3) $60 \div \text{caterpillar} =$</p> <p>4) $50 \div \text{caterpillar} =$</p> <p>5) $9 \div \text{bee} =$</p> <p>6) $45 \div \text{butterfly} =$</p> </div> <div style="width: 50%;"> <p>7) $55 \div \text{butterfly} =$</p> <p>8) $100 \div \text{caterpillar} =$</p> <p>9) $12 \div \text{bee} =$</p> <p>10) $20 \div \text{caterpillar} =$</p> <p>11) $15 \div \text{butterfly} =$</p> <p>12) $16 \div \text{ant} =$</p> </div> </div> <p>Your mission today is to see if you can work out the picture codes to solve the division bugs challenge! For example an ant = 2. So an $12 \div \text{ant} = 12 \div 2 = 6$.</p>

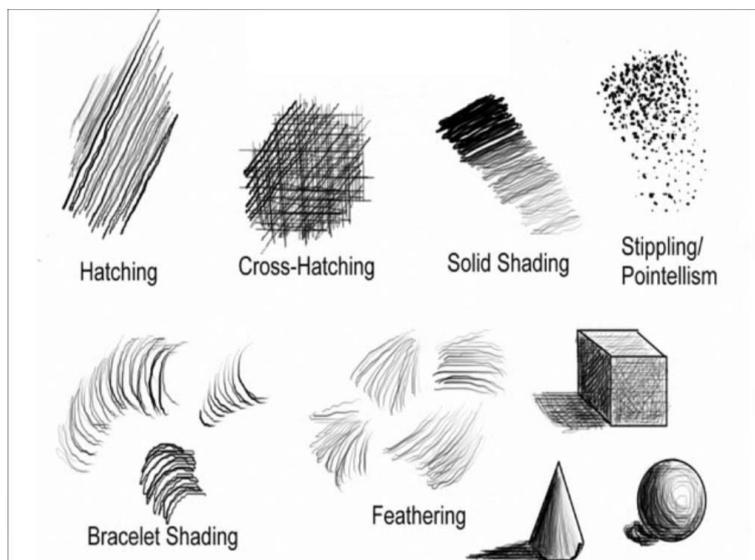
Remember there are several ways that you can work out division problems, you can count using your fingers using that times table up to the number you started with (so, 2 4 6 8 10 12, and count how many fingers you used, so 6), you can draw circles to help you to share out the whole (12 shared between 2 circles = 6) or you may know the answer if you are particularly good at that times table.

A larger version of the sheet is in the sheets section – including the answers if needed.

Topic Mission:

Today your mission is to try and complete some observational drawing. You did extremely well with this when you sketched the bees that were on our lovely display boards last term. Use an image below, or find one yourself, or if you can get outside and draw a live mini beast (if it stays still!) to help you.

Try to choose a mini beast that interests you as this will ensure you put in maximum effort. Remember all of the sketching techniques that we learnt last term and see if you can include them in your observational drawing. Start with pencil and then once finished you may wish to add colour or keep your picture in black and white. Remember to look carefully at what you are drawing, and keep looking back – don't guess! The image of the mini beasts is enlarged in the sheets section.





These Missions have been designed to be accessible, using little resources and most importantly fun for your children to complete. Please use what you can, any resources you do not have could be substituted for something else and suggestions have been made for this where possible.

Sheets if needed:

Answers to Guided Reading questions

What verb is used to describe William coming up from the ground?

Popped is used to describe him coming out of the ground.

What did William do every time he came up from the ground?

He looked right, he looked left and he looked all around.

Why did he do this?

To check to see who was there, to check for predators, so he wouldn't get eaten.

How is the mole described?

A brown and fluffy and hungry mole.

What does 'give him a fright' mean?

It means that something scared him.

How is the frog described?

A big, fat, green and hungry frog.

Can you think of another word to describe a frog?

Any descriptive word that fits a frog will work. Wet, cold, slimy, round, jumpy, speckled.

How is the mower described?

A shiny, whirring, electric mower.

What is special about this text?

It has sentences that rhyme, like a poem. It repeats itself too.

Can you spot a question in the text?

There are four questions in the text. They start with 'What' and end with '?'

Can you spot a past tense verb in the text?

A verb is a doing word and past tense verbs often end in 'ed'. Words in the text such as popped, wiggled, looked.



1) $80 \div \text{caterpillar} =$

7) $55 \div \text{butterfly} =$

2) $24 \div \text{ant} =$

8) $100 \div \text{caterpillar} =$

3) $60 \div \text{caterpillar} =$

9) $12 \div \text{bee} =$

4) $50 \div \text{caterpillar} =$

10) $20 \div \text{caterpillar} =$

5) $9 \div \text{bee} =$

11) $15 \div \text{butterfly} =$

6) $45 \div \text{butterfly} =$

12) $16 \div \text{ant} =$

1) $80 \div \text{🦋} = 80 \div 10 = 8$

7) $55 \div \text{🦋} = 55 \div 5 = 11$

2) $24 \div \text{🐜} = 24 \div 2 = 12$

8) $100 \div \text{🦋} = 100 \div 10 = 10$

3) $60 \div \text{🦋} = 60 \div 10 = 6$

9) $12 \div \text{🐜} = 12 \div 3 = 4$

4) $50 \div \text{🦋} = 50 \div 10 = 5$

10) $20 \div \text{🦋} = 20 \div 10 = 2$

5) $9 \div \text{🐜} = 9 \div 3 = 3$

11) $15 \div \text{🦋} = 15 \div 5 = 3$

6) $45 \div \text{🦋} = 45 \div 5 = 9$

12) $16 \div \text{🐜} = 16 \div 2 = 8$



