

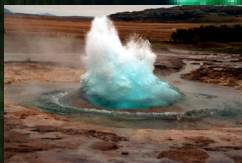
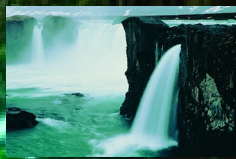


## Maths

Have a look at [White Rose Maths](#) this week – watch some of the daily teaching videos and follow the activities.

If you want to extend your learning even further, check out [BBC Bitesize](#) daily maths activities!

- Have a look at [NRICH](#) maths games – these games will help test your understanding and improve your skill across many of the maths topics!
- Finally, don't forget your **Spring Term KIRFs: know the multiplication and division facts for the 10 times table.**



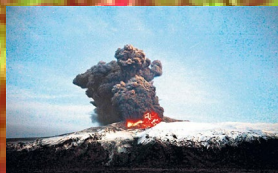
### 1. Geography (Discover)

#### Where in the world is Iceland?

First of all, find where Iceland is on a world map.

**Discover:** what is it like in Iceland? Find out about the Northern Lights, geysers, volcanoes and hot springs.

Perhaps you could make a collage/display board to present all of your amazing discoveries – Iceland is a magical place!



## Year 2

### Home Learning Project Week Beginning: 06.07.2020



#### Theme: Fairy tales, Myths and Legends (Icelandic Myths)

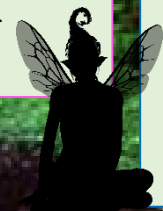
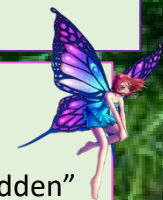
If you have any work that you are really proud of, email it to [helen.clarke@danebank.tameside.sch.uk](mailto:helen.clarke@danebank.tameside.sch.uk) to show one of the teachers!

### 2. History (Investigate)

#### Who are Iceland's "Hidden people"?

*Huldufólk* is what they call them in Iceland – the "hidden" or "secret" people. Not human beings, but rather fairies, elves and especially trolls. Many Icelandic people still believe in them today! [Here](#) is a good website that tells you a little bit about each mythical creature. Also, [here](#) is a lovely little video about two girls finding out about "Hidden people". ***See if you can find out about where Icelandic people believe that these creatures live. Then, perhaps you could make some where for them to live in your garden ☺!***

There is a lovely message behind their beliefs in these magical creatures – to look after nature and our environment.



### Art/D&T (Create)

#### Can you create your own troll or fairy?

Why not make your own [troll](#) or [fairy](#), for your garden, using one of these ideas!



## English

This week why not try the daily English lessons on [BBC Bitesize](#)! There is an English lesson everyday, which often have a lovely video to watch and several follow up activities, they do not need to be printed!

Have a look at the free library of eBooks on the [Oxford Owl](#) website. Have a read and answer some of the questions at the end. (You parent may need to register – it's free)





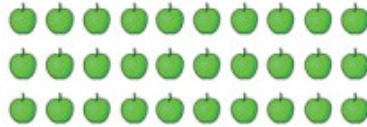

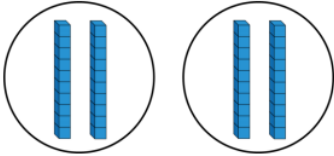







#### Red Challenge!

Explore new vocabulary you find when reading – investigate the meaning of the word if you don't know it. Note down interesting and exciting new words, like we do at school. Perhaps create your own WOW Word area in your bedroom! Can you find any synonyms or antonyms for your new word?

### PSHE (Think)

Your child has achieved so much over the course of the year and now it is time to reflect on what makes them proud. Ask your child to think about their proudest academic achievements and their proudest achievements outside of the classroom too. After discussing your child's accomplishments, ask them to choose one. Work together to design and create an achievement medal. Do this by cutting a piece of cardboard into a circle or star shape, painting it gold or sticking shiny paper to it. Write the number one on the medal and add string or ribbon. Why not have a ceremony and present the medal to your child?

Year 2  
Home Learning Project – Maths – Division  
Week Beginning: 06.07.2020

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Sharing equally</u></b></p> <p>Share the 12 cubes equally between the two boxes.</p>  <p>24 children are put into 4 equal teams. How many children are in each team?</p>	<p><b><u>Grouping</u></b></p> <p>Mrs Green has 18 sweets. She puts 3 sweets in each bag. How many bags can she fill?</p> $\boxed{18} \div \boxed{\phantom{00}} = \boxed{3}$ $\boxed{18} \div \boxed{3} = \boxed{\phantom{00}}$ <p>Pencils come in packs of 20. We need to put 5 in each pot. How many pots will we need?</p>	<p><b><u>Divide by 2</u></b></p> <p>Group the socks into pairs.</p>  $\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$ $\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$ <p>Mo and Tommy have 12 sweets between them. They share them equally. How many sweets does each child get?</p>	<p><b><u>Divide by 5</u></b></p> <p>40 pencils are shared between 5 children.</p>  <p>Group the 1p coins into 5s. How many 5p coins do we need to make the same amount of money?</p> 	<p><b><u>Divide by 10</u></b></p> <p>Apples can be sold in packs of 10. How many packs can be made below?</p>  <p>Fill in the missing numbers:</p> $70 \div 10 = \underline{\quad}$ $6 \text{ tens} \div 1 \text{ ten} = \underline{\quad}$ $5 = \underline{\quad} \div 10$ <p>There are <math>\underline{\quad}</math> tens in 40</p>
<p>Jack says,</p>  <p>I can work out <math>40 \div 2</math> easily because I know that 40 is the same as 4 tens.</p> <p>This is what he does:</p>  $40 \div 2 = 20$ <p>Is it possible to work out <math>60 \div 3</math> in the same way? Prove it.</p> <p>Is it possible to work out <math>60 \div 4</math>? What is different about this calculation?</p>	<p>You have 30 counters.</p>  <p>How many different ways can you put them into equal groups?</p> <p>Write down all the possible ways.</p> <p>Amir has some counters. He makes 5 equal groups.</p>  <p>The amount he started with is greater than 10 but less than 35</p> <p>How many counters could he have started with?</p> <p>How many will be in each group?</p>	<p>I have 24p. I divide it equally between 2 friends. How much will they get each?</p> <p>I have 24p in 2p coins. How many 2p coins do I have?</p> <p>Consider the two questions above. What is the same and what is different?</p> <p>Tommy and Annie have some counters.</p> <p>Tommy shares his counters into 2 equal groups. He has 15 in each group.</p> <p>Annie groups her counters in twos. She has 19 groups.</p> <p>Who has more counters and by how many? How did you work it out?</p>	<p>Use the number cards to make multiplication and division sentences.</p> <p>How many can you make?</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">2</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">20</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">5</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">10</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">4</div> </div>	<p>Cakes are sold in boxes of 10. Jack and Alex are trying to pack these cakes into boxes.</p>  <p>Jack says,</p>  <p>There are 5 groups of 10</p>  <p>Alex says,</p>  <p>There are 6 groups of 10</p>  <p>Who is correct? Explain how you know.</p>

Year 2  
Home Learning Project – English  
Week Beginning: 06.07.2020

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Spelling, Punctuation and Grammar Activities</b>				<b>Extended write</b>
Proofread and edit your work from last Friday – check for spellings, punctuation, grammar.	'Where', 'would', 'people', 'clothes' and 'water' are some of the words that children in KS1 need to be able to spell. Can your child use these to write sentences about Iceland's mythological creatures?	Answer each of the questions on the SPaG mat on page 7.	Practise spelling some of the Y2 Tricky words using the <a href="#">Look, Cover, Write, Check</a> game.	<p><b><u>Plan and write a magical Icelandic adventure story!</u></b></p> <p>Think about:</p> <p>Who will your main character be? (the person going on the adventure – it could be YOU!)</p> <p>What adventure will your character be going on/what are they in search of?</p> <p>What will they see/encounter on the way?</p> <p>Who or what will they find at the end of their quest?</p> <p>Will other characters feature in your story – perhaps some Iceland's magical and mystical hidden people (trolls, fairies and elves)?</p> <p>Make sure that your story has: a beginning (set the scene) &gt; Middle (your character's journey) &gt; End (find what they are looking for)</p>
<b>Reading and Comprehension</b>				
Read: Knights and Dragons Unite				
<p>What does Sir Gorrell prefer to do, rather than fighting dragons?</p> <p>What is Aristar?</p> <p>What does Aristar dislike?</p> <p>Where do Aristar and Sir Gorrell meet for the first time?</p> <p><b>Red Challenge:</b> On page 1, which words tell you that the dragons should be feared?</p>	<p>How does Sir Gorrell feel about swords and angry steeds?</p> <p>What does Aristar prefer to flames?</p> <p>What do Aristar and Sir Gorrell do to bring the knights and dragons together?</p> <p><b>Red Challenge:</b> On page 2 of the story, how do you know that Sir Gorrell was scared? <i>Support your answer with evidence from the text.</i></p>	<p>How are the knights of Stombart described?</p> <p>What do you think "<b>friendly foe</b>" means?</p> <p>Find <b>three adjectives</b> used in the story.</p> <p>Red Challenge:</p> <p><b>Red Challenge:</b> How does the author suggest that Ruxley the dragon isn't confident about singing on page 5?</p>	<p>What is the "<b>most amazing sight</b>" that Aristar and Sir Gorrell see?</p> <p>What do you think is the message in this story?</p> <p>On page 5 of the story, what does the word raucous mean?</p> <p><b>Red Challenge:</b> On page 3 of the story, which word has the author used that means the same as "an agreement between enemies"?</p>	



# Knights and Dragons, Unite!



The noble knights of Stombart were the bravest in the land; They trained to fight the dragons with their swords and shields in hand.

Sir Gorrell was uncomfortable with swords and angry steeds. He found it all too scary and preferred to do good deeds.



The mighty Dracton dragons were the fiercest in the world; They trained to fight the knights with giant flames that blazed and swirled.

Young Aristar disliked the flames, which scorched as they shot by. She found it all too scary and preferred the cooling sky.

One morning, while the knights were all in training for a fight, Sir Gorrell slipped away towards the woods and out of sight.

And as the dragons roared and shot their flames into the air, It got too much for Aristar, who crept out of the lair.

## Knights and Dragon, Unite!

Sir Gorrell skipped along till something stopped him in his tracks. "Hello? Is someone there?" he called, unable to relax.

Sir Gorrell saw a dragon with a blue and scaly snout... "Don't hurt me!" said the two of them together, with a shout.



"Oh, I would never hurt you!" they responded, both confused. The presence of a friendly foe had left them quite bemused!

"Don't worry," said Sir Gorrell. "I'm just keeping out the way, As fighting makes me nervous and they're practising today."

"Me too," responded Aristar, "I find the flames too hot! I hate the fact that dragons have to breathe them such a lot."



If only we weren't enemies, we wouldn't need to fight And maybe, if we worked together, things would be all right."

Then suddenly, Sir Gorrell turned to Aristar and said, "Forget this silly training; let's put on a show instead!"



They put their heads together and devised a cunning scheme  
To join the knights and dragons into one united team.

They laughed and worked all afternoon, with growing, hopeful grins;  
This plan could bring a peaceful truce where everybody wins.

They headed for the castle, where  
the knights all gazed in shock.  
"How did you catch a dragon?"  
asked the biggest knight, Sir Jock.



"I didn't," said Sir Gorrell. "She's  
not scary; she's my friend!  
We've come up with a plan to  
bring our squabbles to an end."

Then, Aristar took flight and as she did, their plan was clear.  
The banner flew behind them and Sir Gorrell gave a cheer.

The message in the sky said:

Knights and dragons, all unite!  
Join forces for a friendship-building  
talent show TONIGHT!



They headed next to Dracton Lair  
to show off their new plan.  
The dragons shouted, "Aristar,  
how did you catch this man?"

"I didn't," she responded. "He's  
not scary; he's my friend!  
We've come up with a plan to  
bring our squabbles to an end."

Then, Aristar flew back towards the village from the wood  
And headed for the castle, where the great arena stood.

They worked until the sun went down and left a dusky glow,  
Preparing all the things they'd need for putting on a show.

The knights back at the castle huddled tightly in a scrum;  
A show seemed odd to many but it did appeal to some.

"I do quite like to juggle," said Sir Thea with a smirk.  
"And I've been known to dance a wicked rumba," said Sir Kirk.







The dragons back at Dracton were all huddled in a scrum;  
A show seemed odd to many but it did appeal to some.

"I am quite good at singing," Ruxley mentioned, feeling shy.  
And Cloudie said, "I might give writing poetry a try."

Sir Gorrell sat with Aristar upon the empty stage.  
The audience consisted of a donkey and a page.

"At least we tried," said Aristar. "I guess they just don't care."  
But then, as she was talking, raucous laughter filled the air.

They looked up to the sky and  
saw the most amazing sight:  
A host of flying dragons, each one  
carrying a knight!

Sir Thea called, "I guess that we  
can give this thing a go!"  
"It's worth a try," called Maddox.  
"Now, let's get on with the show!"



The audience were captured by the a cappella squires  
And Maddox and Sir Trundlefoot did somersaults on wires.

A group of street performers brought the house down with a roar  
And Knit United knitted like they'd never done before.

Their lives were much more wholesome  
with new talents and new friends.  
They realised that life becomes more fun  
when fighting ends.



Which punctuation mark should end this sentence?

You can colour in the picture

- ☐ Exclamation mark  
☐ Full stop  
☐ Question mark



Add the suffix '-less' to these nouns to make adjectives. Write the whole new word

end\_\_\_\_\_

heart\_\_\_\_\_

a

Add an apostrophe to show who the items belongs to.

That book is Bens the jumper is Daras.



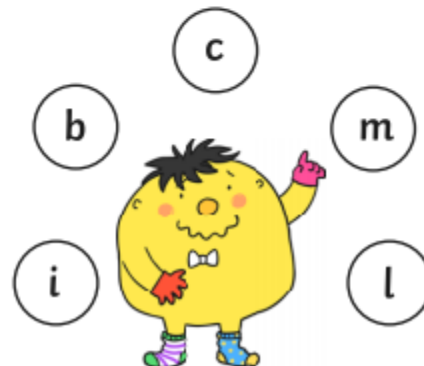
c

Find the hidden words.

most	g	p	x	n	e	v	e
even	p	r	l	u	n	y	d
plant	u	s	e	a	n	l	p
hour	l	u	o	a	n	n	t
sugar	h	g	u	r	t	t	s
great	q	a	u	o	m	r	o
	d	r	u	o	h	e	m

e

Which year 2 common exception word has Mr Whoops been juggling with?



d

Tick to show whether each sentence is written in the tense or present tense.



f

Sentence	Past Tense	Present Tense
Amy went on a pretty horse.		
He is reading a great book.		
Liam sees a butterfly.		