Daily Learning Task 14
Year 2

Maths:

Starter: Column addition with no regrouping.

a.
```
  2 1
+ 1 1
```

b.
```
  3 4
+ 1 2
```

c.
```
  1 6
+ 2 1
```

d.
```
  2 3
+ 1 2
```

e.
```
  3 4
+ 2 0
```

f.
```
  1 6
+ 3 2
```

g.
```
  1 5
+ 4 3
```

h.
```
  2 0
+ 2 9
```

i.
```
  3 2
+ 2 2
```

j.
```
  2 4
+ 3 3
```

Main activity: Adding 2-digits and 1-digit crossing ten

Diving into Mastery – Diving
Adult Guidance with Question Prompts

Children need to have a secure understanding of place value before attempting addition bridging ten.

They must:

- understand that ten ones are equal to one ten;
- be able to count to 20;
- know number bonds within 10;
- be able to partition 2-digit numbers;
- know the difference between 1-digit and 2-digit numbers.

When crossing ten, children could complete the number lines by jumping on in ones or they could partition the single digit and target the multiple of ten, for example for 56 + 6 they could partition 6 into 4 and 2, jumping first to 60 and then on to 62.

Where will you start on the number line?

How many jumps do you need to do?

Can you use partitioning to find a more efficient way?

Can you jump to the next multiple of ten and then on from there?
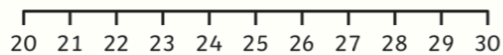
Do you think that saves time? Why?

Add 2-Digits and 1-Digit - Crossing Ten

Jump along the number lines to solve these calculations:

22 + 7

| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

34 + 5

| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |

56 + 6

| 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 |

77 + 4

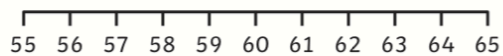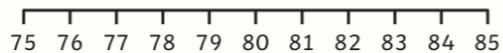| 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 |
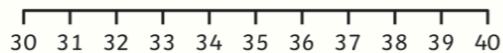
Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children reason about how partitioning can make this addition more efficient and how the recombining must be done carefully to reach the correct answer. Children must have a secure understanding of place value to calculate in this way.

Why has Sam used a part-whole model?

Why did Sam add six and eight?

Was he right to do that?

Has he got that part right?

Why did he then do 20 + 14?

Where did he go wrong?

Do you know 214 is the wrong total without working it out? How?

Would you expect a 2-digit or 3-digit answer?

What is the correct answer?

Can you use the same method to calculate 35 + 9?

Did your partner do it the same way?

Add 2-Digits and 1-Digit - Crossing Ten

Sam has been asked to solve this calculation:

26 + 8

He writes this:

26
20 6

6 + 8 = 14
20 + 14 = 214
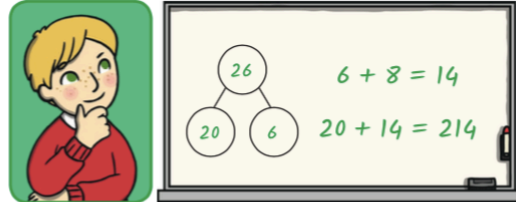
Sam has made a mistake. Can you explain what he should have done?

Use partitioning to show Sam how to solve this calculation:

35 + 9

Explain to a partner how you have worked it out. Did they do it the same way?

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children should recognise the difference between the 1-digit and 2-digit numbers. Children may draw their own number lines or use dry wipe number lines for this activity. Encourage systematic working to find all solutions.

What sort of numbers are in the squares?

What sort of numbers are in the circles?

What is the first calculation you will write?

How will you find the total?

Would partitioning the single-digit number be a more efficient method?

How many different calculations can you write?

How can you make sure you have found all the ways?

Add 2-Digits and 1-Digit - Crossing Ten

| 54 | 46 | 61 |

| 5 | 3 | 9 |

Add a number from a circle to a number from a square.

54 + 5

How many different totals can you make?

English:
Starter: SPAG mat.

Section 1

Oops! Mr Whoops has made FOUR punctuation mistakes in his sentence. Can you underline the words that should start with a capital letter?

On monday, elena walked her dog pax along the beach in exmouth.

Section 4

Describe three of the animals you can see.

What colour are they? Where are they?

_____

_____

_____

_____

_____

_____

Section 2

Add either ? or ! to complete these sentences.

What time is it now

What an amazing place to be

How are you

Section 5

Spell the days of the week.

M _____

S _____

S _____

S _____

Section 3

Write the plural of this word by adding the correct suffix '-s' or '-es':

table _____

fox _____

bus _____

one table   one fox   one bus

four _____ three _____ two _____

Section 6

Use numbers 1-4 to put these sentences in order to make a short story.

Afterwards, she went outside and cycled to the park with her friends. ◯

Selma woke up one hot, sunny day. ◯

Once she was changed, she had some tasty cereal for breakfast. ◯

She got dressed into blue shorts and a yellow t-shirt. ◯

Lo: Reading comprehension

Vocabulary Questions with Vocabulary Victor
Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.

Retrieval Questions with Rex Retriever
Rex Retriever will help you to go into a text and retrieve the facts.

Sequence Questions with Sequencing Suki
Sequencing Suki likes everything in order! She will help you sequence the events in a text.

Inference Questions with Inference Iggy
Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

Prediction Questions with Predicting Pip
Predicting Pip tries to see the future and she will help you work out what might happen next.

Remind yourself about our reading dogs.

What questions might they ask about a text?

Bear in a Cave

Here is a cave, inside is a bear.

Now he comes out to get some fresh air.

He stays out all summer in sunshine and heat,

He hunts in the forest for berries to eat.

When snow starts to fall, he hurries inside

His warm little cave and there he will hide.

When spring comes again the snow melts away,

And out comes the bear, ready to play.

He stays out all summer in sunshine and heat,

He hunts in the forest for berries to eat.

1. What does bear do when the snow starts to fall?
   he comes out to play ☐   he gets some fresh air ☐
   he hunts for berries ☐   he hurries inside ☐

2. Find and copy the two adjectives that the poet uses to describe bear's cave.

   _____   _____

3. Why do you think that bear likes the summer?

   _____

   _____

4. The poem does not mention the season of autumn. Can you predict one thing that bear might do in the autumn?

   _____

   _____

Extension: Choose one of your favourite stories.
Can you think of a question that each dog might ask you about your story?

Focus: DT and Science
Help save Humpty Dumpty!

Help stop Humpty from falling off the wall and breaking!
Can you design some protective gear for him? Use your
knowledge of materials to help you! Look on this website
for inspiration !
https://buggyandbuddy.com/stem-kids-egg-drop-project/
Could you challenge someone in your house and see who can make the best protective
gear? Don't forget to test it out!

Egg Drop Challenge

Objective: Design a system to protect an egg from cracking or breaking from a high fall.

Materials: Use anything you'd like! Some ideas include: paper towels, straws, tape, cardboard tubes, paper, popsicle sticks, baggies or old boxes.

Illustrate your design in the box.

Explain why you think your design will protect an egg from breaking from a fall:

Ongoing tasks:
Please make sure you read your reading books. https://www.activelearnprimary.co.uk/login?c=0 Phonics: Log on to https://www.phonicsplay.co.uk/ Username: march20 Password: home Times Table Rockstars https://ttrockstars.com/ Spelling Shed https://www.edshed.com/en-gb/login?return_url=https%3A%2F%2Fwww.spellingshed.com%2Fen-us

Useful links:
9am Daily Joe Wicks exercise https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ Purple Mash – https://www.beaumontprimaryschool.co.uk/pupil-learning-portal/