

Class 2

Wednesday

- Maths
- English
- Reading
- Science
- Handwriting

Maths

Lesson objective: I can compare different amounts of money

Go through the lesson presentation then complete the worksheet.

Click here to watch an interactive lesson:

<https://whiterosemaths.com/homelearning/year-2/week-10-measurement-money/>

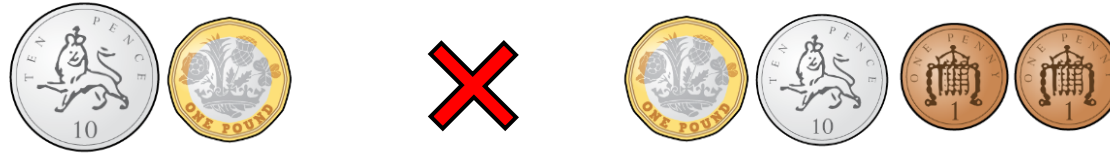
Do these have the same value?



£6 and 43p

£4 and 63p

Do these have the same value?



£6 and 43p **X** £4 and 63p



Oh no he doesn't!



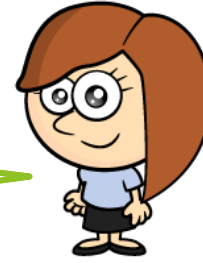
Ron has more!



Who has the most money?



It's the value that is important



Have a think

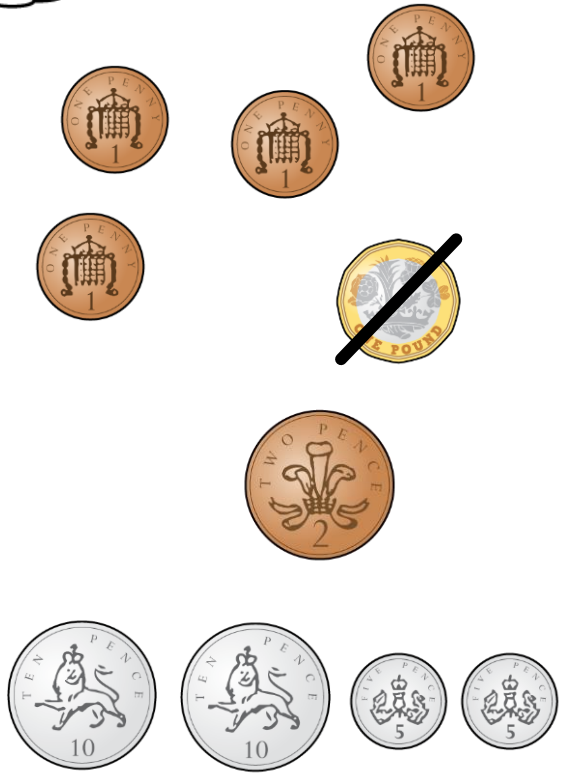


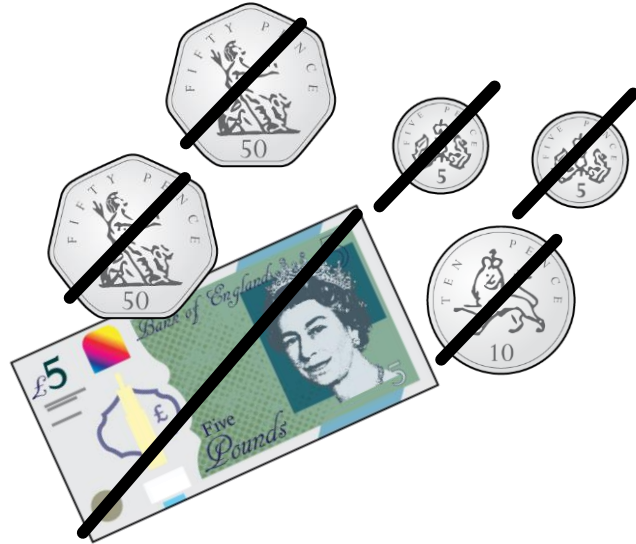
Ron has more!



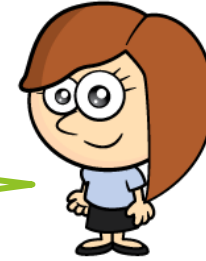


It's the value that is important





It's the value that is important



Have a think



Ron has a note!



Who has the most money?



I have £40 and 12p
saved in my bank



I have £28 and 88p
saved in my bank

Who has the most money?

Is the statement correct?



I have £12 and 12p
saved in my bank



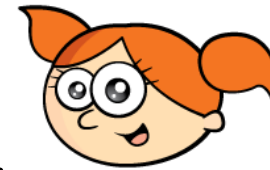
I have £12 and 88p
saved in my bank

Who has the most money?

Is the statement correct?



I have
£ p
saved in my bank



I have
£9 and 99p
saved in my bank



I have
£ p
saved in my bank



I have
£9 and 99p
saved in my bank


Fill in the missing totals to show who has
the most money.


I worked independently 0
 I needed some support 0
 I needed a lot of support 0


★ Success Criteria ★		Mr D
1	I can identify the greatest amount	
2	I can use the greater than/ less than symbol to compare different amounts	
3	I can find different combinations to show the same amount to solve problems	


Which is the greatest amount of money in each pair?

Tick your answer.

a) 

b) 

c) 

d) 

How did you compare the amounts?

I worked independently 0
 I needed some support 0
 I needed a lot of support 0

★ Success Criteria ★		Mr D
1	I can identify the greatest amount	
2	I can use the greater than/ less than symbol to compare different amounts	
3	I can find different combinations to show the same amount to solve problems	

Alex and Amir each have some money.

a) Alex has 23p.

Draw the money Alex could have.

b) Amir has £23

Draw the money Amir could have.

c) Who has the most money? _____

How do you know?

Eva has this money.



Teddy has the same amount of pounds as Eva but fewer pence.

How much money could Teddy have?

£ and p

I worked independently 0
 I needed some support 0
 I needed a lot of support 0


★ Success Criteria ★		Mr D
1	I can identify the greatest amount	
2	I can use the greater than/ less than symbol to compare different amounts	
3	I can find different combinations to show the same amount to solve problems	

Write <, > or = to compare the amounts.



Draw money to make the statement correct.

>



English

Lesson objective: I can design a rocket with no instructions

Our next phase of writing we'll be learning how to write instructions!

For our first lesson, I'd like you to design and attempt to create it, with no instructions

We're doing this so you can understand the value and importance of instructions.



Science

Lesson objective: To make a wax resist picture using wax crayons, oil pastels and paint

Go through the lesson presentation then complete the worksheet.

Science - Year 2

Uses of Everyday Materials – Block 2UEM

Materials Matter



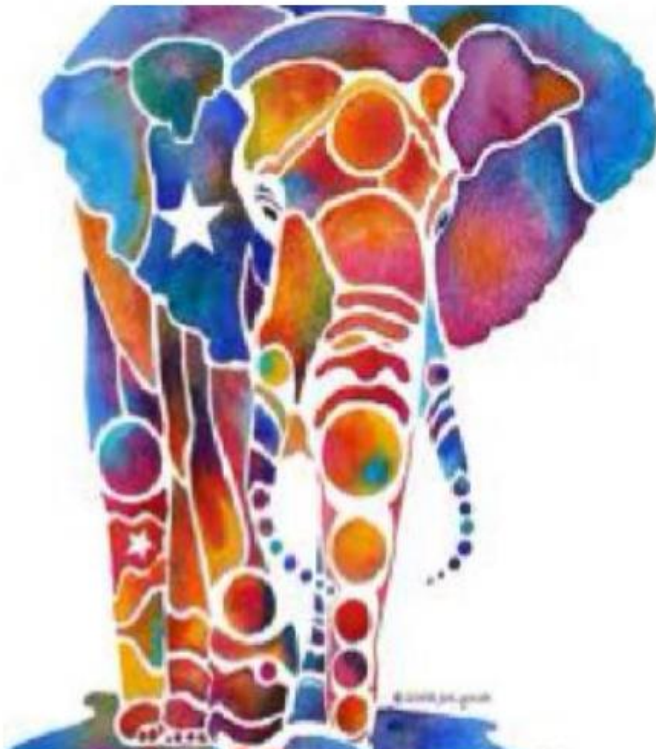
You could draw a flower with a white wax crayon or candle.

Cover it with thin paint or watercolour.

Watch the wax resist the paint!



Why not make wiggly lines or another sort of pattern with the wax?



Why don't you find a picture you really like, pop it under your paper and trace it with a wax crayon?

Then colour it in with paint. The wax will resist the liquid!

Handwriting

Practise writing the words in your best handwriting.

Adding '-es' to nouns and verbs ending in '-y'

Practise your weekly spelling words using print handwriting.

flies

tries

replies

copies

babies

carries

cries

dies

marries

families

Reading

Read the text and answer the questions.

Guy Fawkes Questions

1. Where and when was Guy Fawkes born?

2. Who led the group of men who planned to blow up the king?

3. Which building did they plan to blow up and how?

4. What was Guy Fawkes an expert in?

5. How did Guy Fawkes die?

6. Who wanted to celebrate the failed Gunpowder Plot and how?

7. Why were straw dummies first burnt on a bonfire?

Guy Fawkes

Who was Guy Fawkes?

Guy Fawkes was born in 1570 in York, England. He fought for Catholic rights and came back from Spain in 1604 to join a group led by Robert Catesby. 'The Gunpowder Plot' was their plan to blow up King James I and his government in London. They were found out on 5th November, 1605.



What was the need for 'The Gunpowder Plot'?

Guy Fawkes and his group had different religious beliefs to the King. They felt that Roman Catholics were being treated unfairly and that King James was not helping. Guy Fawkes and his friends thought that the best thing was to blow up the Houses of Parliament with some gunpowder!

Creating Bonfire Night

King James wanted to celebrate the fact that he had lived through such a treacherous plot, so he ordered that the 5th of November should become an official celebration for all in Britain! Bonfire Night started as a celebration that the Gunpowder Plot had failed. But later, the burning of straw dummies on a bonfire became a reminder that no one could get away with plotting to kill the king.

What happened to Guy Fawkes and the other plotters?

As the expert, Guy Fawkes was put in charge of the Gunpowder Plot, so he was the one found with the barrels. He was questioned and tortured before he confessed. All the men involved were imprisoned and were going to be killed for treason - plotting to kill the king. Before Guy Fawkes could be hanged, he died in 1606 when he broke his neck falling off the scaffolding.