

Reading

Deep Sea Explorers

For thousands of years, people have been interested by the mysteries of the world's oceans. Read on to find out about three explorers and their missions to discover beneath the waves.

Jacques Cousteau



Jacques Cousteau was a famous photographer who studied the ocean. He was born 11th June 1910 in France.

In 1933, after an awful accident which left Jacques with both his arms broken, Jacques swam in the Mediterranean Sea using a pair of goggles that his friend had given him.

Jacques invented the 'aqua-lung' that gave him the chance to breathe and swim freely under the ocean.

In 1948, Jacques was part of a mission in search of a Roman shipwreck. This was the beginning of exploring sunken ships.

To show people the places that had never been explored before, Jacques wrote a number of books and took part in films and TV shows which described his travels.



Sylvia Earle

Sylvia Earle is an American underwater photographer and explorer. She was born 30th August 1935 in New Jersey, USA.

With a love of wildlife, Sylvia has written many books and taken part in a number of TV shows to teach people about overfishing and pollution in the world's oceans.

She has led over 70 ocean missions, with more than 6,500 hours underwater.

Sylvia's hope is to protect 30% of the world's oceans by the year 2030 by creating areas called 'hope spots' where marine wildlife is protected.

Robert Ballard

Robert Ballard is an American ocean photographer and explorer. He was born 30th June 1942 in Kansas, USA.

In 1980, Robert and a team of engineers built a robotic sub that could send live video from the ocean floor back up above sea level, the first of its kind. They called it 'Argo'.

In 1985, Robert was part of a huge mission to find the RMS Titanic shipwreck, a ship that had been missing since 1912.

Robert has since found many other missing shipwrecks at the bottom of the world's oceans. He has led over 120 ocean missions and has helped to design new submarine technology and underwater science.

1. What did Jacques Cousteau invent?

2. What does Sylvia Earle's work aim to teach people? Tick **one**.

- about new wildlife
 about women divers
 about overfishing and ocean pollution

3. Why do you think Sylvia named the created areas to protect marine wildlife 'hope spots'? Explain your answer fully.

4. **Find and copy** a word that describes wild life that lives under water.

5. Circle **true** or **false** to show whether these sentences are correct.

Jacques was part of a mission in search of a Nordic ship.	True/False
Sylvia's hope is to protect 30% of the world's oceans by the year 2030.	True/False
Robert was part of a team to locate the RMS Titanic.	True/False

6. Fill in the missing words.

Robert has since _____ many other missing _____
at the bottom of the world's _____.

Writing

Today we are going to continue our work from yesterday on using past and present tenses correctly. Read the information on the poster below to remind yourself about the use of different verb tenses.

Simple Present and Past Tense / Progressive Present and Past Tense

The present tense tells us something that is true at this point in time. The present progressive tense describes an action that is currently in progress. The past tense tells us about something that finished in the past. The past progressive tense describes an action that was in progress in the past. The verbs in a sentence tell us the tense it is written in. Sometimes when a suffix is added, the root word changes.

Present Tense (regular verbs have no suffix or have -s or -es added)

Jake plays with his toy cars.

I see the tigers.

Grandad enjoys watching television.

I like cheese.

Lily brushes her hair.

The boys sit in a line.

Present Progressive Tense (is/are + -ing suffix)

The children are reading their books.

My mum is drinking a cup of tea.

Ali is swimming in the pool.

The baby is crying.

The cows are jumping over the fence.

We are cooking mum a special meal.

Past Tense (regular verbs end in the suffix -ed but many irregular verbs do not)

The small boy cried.

My dog jumped over the fence.

We cooked mum a special meal.

Grandad enjoyed the film at the cinema.

The children ran to the playground.

My dad ate fish and chips for tea.

Past Progressive Tense (was/were + -ing suffix)

We were playing football.

She was sleeping in the bed.

The boy scouts were camping in a field.

Alice was singing in the talent show.

The sheep were grazing in the field.

The athletes were running on the track.

Now, work your way through the PowerPoint Presentation of past and present progressive tense activities.

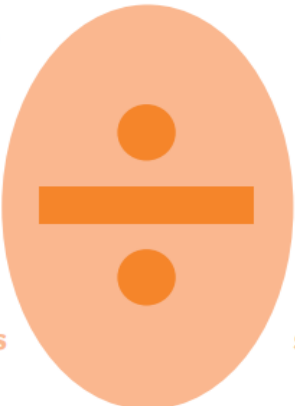
Maths

Today we are going to be practising divisions we should know in Year 2! Have a look at these posters below to remind yourself about what division means and all of the strategies you have used in the past for Division. Remember, division is the inverse of multiplication which means it is the opposite of multiplication. Therefore, if you are a whizz with your times tables you will be a whizz with your divisions too!

Division

divide by grouping

group half



halves share

share equally equal groups

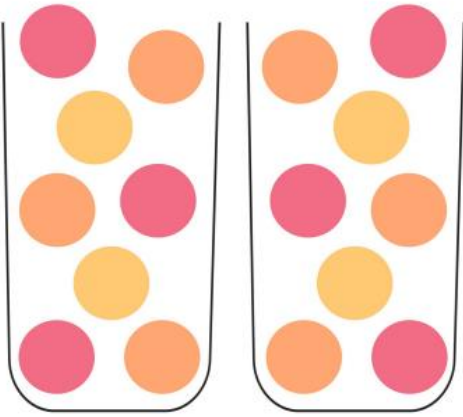
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Division Strategies

Sharing

$$16 \div 2 = 8$$

16 shared equally between 2 gives you 8.



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Division Strategies

Repeated Addition


$$28 \div 4 = 7$$

Draw a number line starting at 0.

Count on in 4s until you reach 28.

Count how many hops it took.

28 divided by 4 is 7.



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Division Strategies

Inverse

Use multiplication tables to work out a division question.

$$63 \div 9 = ?$$

You can work this out by knowing...

$$7 \times 9 = 63$$

So using the inverse, we know that...

$$63 \div 9 = 7$$

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You can use any of the strategies above to help you to work out the sums below. However, you do need to work on your mental strategies for divisions by 2, 3, 5 and 10 so it would be best to use repeated addition and inverses.

Example:

$$16 \div 2 =$$

Count in 2's using your fingers until you land on 16. You have 8 fingers up so the answer is 8!

Colour by 2s, 5s and 10s Division
Do the division calculation and colour the shape in the correct colour.

0-2 3-5 6-8 9-11 12-14

40 ÷ 5 50 ÷ 10 20 ÷ 10
12 ÷ 2
90 ÷ 10 10 ÷ 2
65 ÷ 5
26 ÷ 2 70 ÷ 10
8 ÷ 2
30 ÷ 10 100 ÷ 10
10 ÷ 10

$$120 \div 10 =$$

$$110 \div 10 =$$

$$100 \div 10 =$$

$$90 \div 10 =$$

$$80 \div 10 =$$

$$70 \div 10 =$$

$$60 \div 10 =$$

$$50 \div 10 =$$

$$40 \div 10 =$$

$$30 \div 10 =$$

$$20 \div 10 =$$

$$10 \div 10 =$$

$$5 \div 5 =$$

$$10 \div 5 =$$

$$15 \div 5 =$$

$$20 \div 5 =$$

$$25 \div 5 =$$

$$30 \div 5 =$$

$$35 \div 5 =$$

$$40 \div 5 =$$

$$45 \div 5 =$$

$$50 \div 5 =$$

$$55 \div 5 =$$

$$60 \div 5 =$$

$$24 \div 2 =$$

$$22 \div 2 =$$

$$20 \div 2 =$$

$$18 \div 2 =$$

$$16 \div 2 =$$

$$14 \div 2 =$$

$$12 \div 2 =$$

$$10 \div 2 =$$

$$8 \div 2 =$$

$$6 \div 2 =$$

$$4 \div 2 =$$

$$2 \div 2 =$$

$$3 \div 3 =$$

$$6 \div 3 =$$

$$9 \div 3 =$$

$$12 \div 3 =$$

$$15 \div 3 =$$

$$18 \div 3 =$$

$$21 \div 3 =$$

$$24 \div 3 =$$

$$27 \div 3 =$$

$$30 \div 3 =$$

$$33 \div 3 =$$

$$36 \div 3 =$$

Division by 3 Race

■ **Start** →

Division Race

Take the number in the circle below and divide the numbers on the outside of the track by it. Write your answers as you go and see how long it takes you to finish the race!

Divide by
3

Play Hit the Button, Division Facts.
<https://www.topmarks.co.uk/maths-games/hit-the-button>

Practice spelling the words:

- One
- Won
- Sun
- Son
- Be
- Bee
- Blew
- Blue

Spelling homophones. It is important to know the difference in meaning between homophones. Therefore, when spelling these words, you can draw a picture to match the word or ask somebody to give you a sentence with a homophone in so you can choose the correct spelling.

Spend ten minutes practicing and then get someone to test you. Can you put the words into sentences?