**Literacy Revision worksheet on Instructions for year 2**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write instruction on ‘How to Make an Egg Sandwich’

Step 1

Step 2

Step 3

Step 4

Step 5

1. The instructions for ‘what to do before swimming at the swimming pool’ are not written in the correct order. Read the bossy words and put the correct number in the gap.

Don’t walk barefoot around the pool! \_\_\_\_\_

Don’t swim immediately after a meal \_\_\_\_\_

Take a shower! Before going into the swimming pool. \_\_\_\_\_

Put your belongings in the locker! \_\_\_\_\_

Don’t swim! In the deeper area of the pool. \_\_\_\_\_

1. Rewrite the following instructions in the correct order, adding time words, capital letters and full stops.

glue them to either of your end concertina

cut out the dragon’s head and tail

draw a dragon’s head and tail on the green card

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Tongue Twister poem: How to Write A Tongue Twister

1. Pick a letter G g
2. Think of a noun that starts with the letter Goil
3. Think of a verb that starts with the letter Goil giggles
4. Think of a which, what kind of , how many word

that start with the letter Goofy Goil giggles

1. Think of a how, when, or where words that Goofy Goil giggles

Start with the letter gleefully.

1. Try to say the sentence out loud 3 times!

Eg: Peter piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter piper picked a peck of pickled pepper,

Where’s the peck of pickled peppers Peter piper picked?

1. Write a tongue twister using ‘Chicken Cheesburger’ choose words from the words below.

chomped , Charlie, crunchy chicken, A, If, Chicken Cheeseburger

Charlie\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ‘Betty Botter’

Betty, better, butter, butter, But, bought, bought, bitter, So

Betty bought a bit of butter

But the butter Betty bought was \_\_\_\_\_\_\_\_\_\_\_\_\_

So\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List Poetry: Refers to poem written as lists. This can be in full sentences or as single words. This could be a list of simple words or it could be a list of sentences. What separates a list poem from a list is they must have a relation to each other and tell a story. It shows people can write.

Cat Bath

She licks her neck.

She licks her nose.

She licks her leg.

She licks her tummy.

Then she rubs my leg,

to ask for a snack.

1. Using the above example finish writing a list poem for ‘Home is Where’

Home is Where

Home is the place

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

but mom always makes you

put away the backpack.

1. Using the above example finish writing a list poem for ‘I Read’

I Read

At breakfast

I read a cereal box

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading is my thing.

Revision worksheet on Plan a story and find missing spellings for year 2

Plan a story about moving to a new school and meeting new friends.

Beginning

* Why has your character moved to a new school? \* Did your character move a long way?
* How does your character feel about the new school?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Middle

* What happens? \* Is your character arriving at a new school for the first time?
* What are the other children like? (helpful, kind, mean or friendly

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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End

* How does the story finish? \* Does your character make friends?
* Is your character happy in his/her new school?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Find the missing spelling letter and fill in the gap (ow), (ew), (ou), (ow-like ou), (oi)

1. \_ wn 2. ch\_ \_ 3. rou \_ \_ 4. br \_ \_ n 5. c \_ \_ n

gr \_ \_ fl\_ \_ c\_ \_n \_ cl \_ \_ n j\_ i\_

Revision worksheet of description of a story character for year 2

Think about the story you read and write a review of the story

Where is your story set?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is your character called?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What does your character find?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where does he or she go?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Where does he or she stay?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What does your character do in the end?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Revision Worksheet for Year 2**

Name :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Choose one of these connectives to complete each sentence.

And but because so

1. Helen spoke to her grandmother \_\_\_\_\_\_\_\_\_ she told her about her new friend.
2. He said “Sara was showing off!” \_\_\_\_\_\_\_\_ his mother disagreed.
3. He needed to buy shoes \_\_\_\_\_\_\_\_ the shoes got old.

The man couldn’t find a parking lot, \_\_\_\_\_ he had to drive away.

1. Use a connective to connect these two sentences.
2. Robert is good in swimming. He has no swimming suit.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Complete this sentence with an idea of your own.
2. David’s mother asked him to stop talking because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read this story.

David and Peter were on their way home from school. It was only a short walk through the park. The park was nice. There were lots of trees and flowers. There were lots of children playing. There was a little river.

David had to look after Peter. He was two years younger than he was. Peter smiled most of the time. He was not smiling now.

1. Find two words or phrases in the story above that describe the park.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. These sentences describe Peter. Tick the ones that are true.
2. Peter had lost his schoolbag. \_\_\_\_\_
3. He smiled all the time. \_\_\_\_\_
4. He was two years younger than David. \_\_\_\_\_
5. Think of two other adjectives to describe the park or a park you have visited and write them in a sentence of your own.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Year 2 Maths worksheet 1

Write the following numbers with their names.

Eg : 12 - Twelve

16 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

35 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 14 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

40 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 62 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the first, third, fifth and seventh stars from the arrow.

Write the following ordinal numbers with their names.

2nd - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4th - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6th - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10th - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Compare the numbers using (>, <, =) signs.

Eg: 78 < 98

45 \_\_\_\_\_\_ 54 100 \_\_\_\_\_ 90 87 \_\_\_\_\_\_ 89

36 \_\_\_\_\_\_ 36 12 \_\_\_\_\_17 210 \_\_\_\_\_ 200

**Year 2 worksheet 2 (Revision)**

Counting numbers

Fill in the missing numbers.

5, 10, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_\_

17, 27, \_\_\_\_\_, \_\_\_\_\_, 57, \_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_ 97

96, 86, \_\_\_\_\_\_, \_\_\_\_\_\_,56 \_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_

30, 33, 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_

24, 28, 32, \_\_\_\_\_, \_\_\_\_\_, 44, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_\_

Place value

Eg: 43 = 40 + 3

56 = \_\_\_\_ + \_\_\_\_ 75 = \_\_\_\_ + \_\_\_\_

94 = \_\_\_\_ + \_\_\_\_ 80 = \_\_\_\_ + \_\_\_\_

* I have 3 tens and 2 ones. What is my number? 32
* I have 6 tens and 3 ones. What is my number?\_\_\_\_\_\_
* I have 1 ten and 4 ones. What is my number?\_\_\_\_\_\_\_

Make one birr in four different ways.

|  |  |
| --- | --- |
|  |  |
|  |  |

I had 25 cents in my pocket and my mom gave me 50 cents more. How much cents did I have altogether? \_\_\_\_\_\_

Kaleb had 35 cents in his bag and he lost his 15 cents from his bag. How much coins did he have now?\_\_\_\_\_\_\_

Year 2 worksheet 3 (Revision)

Calculate:

13add \_\_\_\_ = 33 67 minus 14 = \_\_\_\_\_

41 and 20 = \_\_\_\_\_ 7 less than 35 = \_\_\_\_\_\_

20 + 3 + 4 = \_\_\_\_\_\_ 54 – 10 = \_\_\_\_\_

\_\_\_\_ + 19 = 41 \_\_\_ - 26 = 36

Multiply

2 times 5 = 5+5= 10 4 times 2 = \_\_\_\_\_\_\_\_

10 x 3 = \_\_\_\_\_\_ 8 x 0 = \_\_\_\_\_

5 x 5 = \_\_\_\_\_\_ 2 x 7 = \_\_\_\_\_\_

Divide

90 ÷ 10 = \_\_\_\_\_\_ 40 ÷ 4 = \_\_\_\_\_

15 ÷ 3 = \_\_\_\_\_ 12 ÷ 2 = \_\_\_\_

Write the following time in the digital form.

Half past 5 - \_\_\_\_\_\_\_\_\_\_\_\_ quarter to 3 - \_\_\_\_\_\_\_\_\_\_

12 o’clock - \_\_\_\_\_\_\_\_\_\_ quarter past 10 - \_\_\_\_\_\_\_\_\_

What time is it 30 minutes after 4 o’clock? \_\_\_\_\_\_\_\_\_

What time is it 15 minutes before half past 6? \_\_\_\_\_\_\_\_\_\_

What time is it 30 minutes before 8 o’clock? \_\_\_\_\_\_\_\_\_\_

Year 2 worksheet 4 (Revision)

Write number that comes half way between:

20 \_\_\_\_\_ 30 18 \_\_\_\_\_22 30 ­­­\_\_\_\_ 40 50 \_\_\_\_52

Round the numbers to the nearest 10:

15 \_\_\_\_\_\_ 44 \_\_\_\_\_\_\_ 69 \_\_\_\_\_\_ 91 \_\_\_\_\_\_ 88 \_\_\_\_\_\_\_

Doubles and halves:

Draw a line to match

Double 12 15

Half of 30 24

Double 10 13

Half of 26 36

Double 18 20

Put the numbers in the correct place in the carol diagram.

|  |
| --- |
| 2 10 14 15 20 8 24 25 |

|  |
| --- |
|  |
|  |

Multiple of 5

Not multiple of 5