

Year 2

We hope you enjoyed some VE celebrations on Friday and are managing to do some school work every day.

English:

For English this week, please see the home learning document attached. You may have Julia Donaldson's Ugly Five at home but if not the story can be accessed through the link below:

<https://www.youtube.com/watch?v=69K2IZ1A1ZU>

This will also link to our science topic.

Spelling, punctuation and grammar:

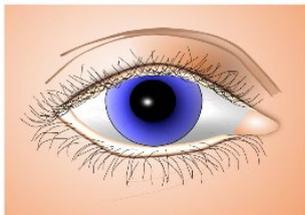
Focus: Homophones. *Homophones are words that sound the same but have different meanings. For example 'I' and 'eye'.*

Word list: son/sun, blew/blue, there/their, one/won, here/hear and knight/night.

Use a dictionary to find the meaning of the different words. Then create a poster using images to explain the differences. For example:

see and sea

I use my eye to *see*.



The boat is on the *sea*.

Maths:

This week we would like you to focus on your arithmetic skills. We have attached a sheet of maths challenges for you to do a column a day. Don't feel you have to complete it on the sheet, you may wish to put different questions around your room and see how quickly you can complete them all. You may wish to put the questions on jenga blocks and compete against someone in your family.

Y2 Maths Everywhere – Estimating

Provide children with amounts of pasta, studded bricks, crisps and raisins, for example. Start with numbers in the 20s and then increase over time up to 100.

Challenge them to estimate how many of each item there is. Encourage them to use words like less than, fewer than, more than, about when estimating. *"I think there will be more than fifty but less than one hundred."*

Count the objects with the children at first in ones. Say, *"Counting in ones is going to take us ages! How can we count them so it's quicker?"*

Count in different ways and then suggest making groups of ten. *"There are two groups of ten and three more pasta shells."*

Touch each pile and count in tens, *"That's ten, twenty and three more, twenty three."*

Support your child to do this with other amounts. Help them count in tens – ten, twenty, thirty, forty etc.



RE



We would like to use your researching skills to research the man in the photograph.

- Who is this person?
- What is his name?
- What does he do?
- What is he wearing?
- Why does he wear white?
- Why is he important?

PE Bingo

Jump up and down in a space 40 times.	Create and complete an obstacle course.	Balance an object on your head.	Perform a short fitness workout.	Perform 50 star jumps.
Play hide and seek.	Jump or move over a pillow 40 times.	Perform dance moves.	Ride a bike or scooter.	Throw or roll an object into a target 10 times in a row.
Perform a gymnastics routine.	Balance in a plank position.	Pass a ball around your waist 25 times.	Skip for 2 minutes.	Play musical status.

How to play:

Once you complete a physical activity tick it off.

Can you complete the activities in blue squares in less than 60 seconds?

If you are finding some of the activities hard, adapt them or have a rest and then continue.

PSHEE

If you have an empty jar, some loose glitter and PVA glue, it may be nice to make a mindful jar. These are very confusing times for us as grownups too!

First, get a clear jam jar and fill it almost to the top with water. Add a squirt of PVA glue and a teaspoon of glitter. Attach the lid of the jar tight and give it a really good shake to make the glitter swirl.

Imagine that the glitter is like your thoughts when you're stressed, angry or upset. See how it whirls around and make it really hard to see clearly? That's why it's so easy to make silly decisions when you're upset - because you're not thinking clearly. Don't worry this is normal and it happens in all of us (yep, grownups too).

Put the jar down on a table and breathe deeply.

Now watch what happens when you're still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way. When you're calm for a little while, your thoughts start to settle and you start to see things much clearer.

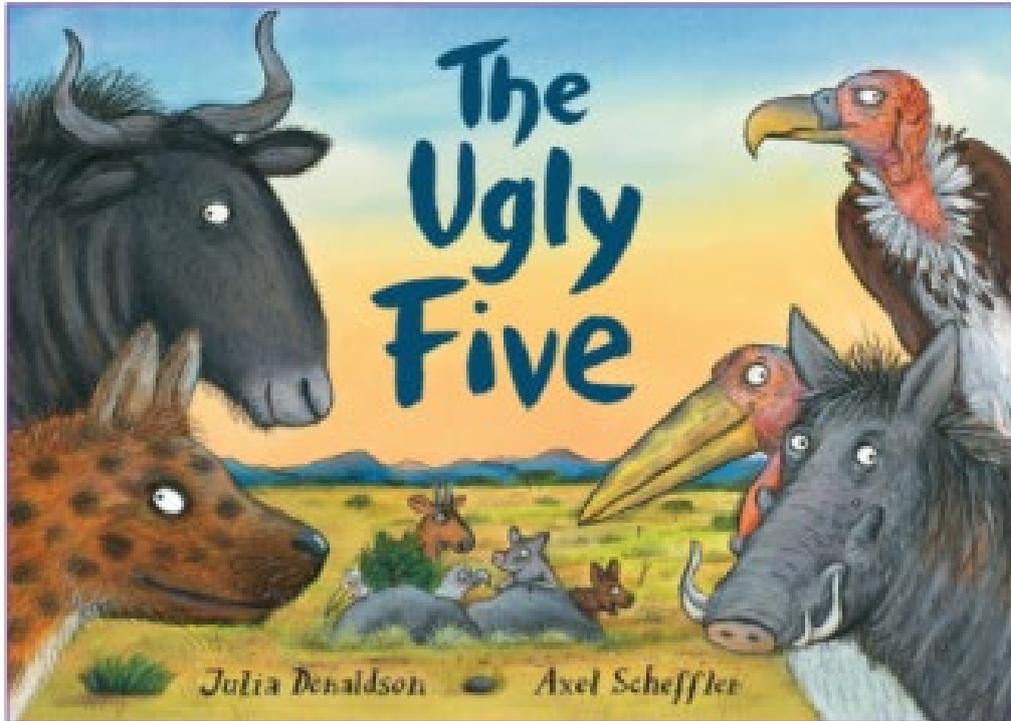
Don't forget - cosmic yoga <https://www.youtube.com/watch?v=02E1468SdHg> (We've even managed to find a minecraft one!)

We hope to see you soon,

Take care,

Amy and Megan ☺

Where in the world?



Objectives

- To recognise some of the continents in the world
- To recognise how animals live in places that are suited to them
- To understand how animals obtain food from plants and animals, using the idea of a simple food chain

Resources:

- The Ugly Five by Julia Donaldson and Axel Scheffler
- A large world map, showing the seven continents (You can always access these through google)
- Resource Sheet 1.1, 1.2: Animals around the world
- Resource Sheet 2.1 and 2.2: Make a food chain
- Four large pieces of paper labelled "The Polar Regions", "The African Plains", "The Desert" and "The Rainforest"
- Sticky notes
- Lolly sticks/Straws and string
- Sticky tack or plasticine

Outcomes

- Children will be able to choose the correct setting for a given animal, explaining why that is the best place for them
- Children will be able to construct a simple food chain

Introduction

Introduce the book to your child by sharing the front cover.

Ask, where do you think this story might take place? Can you recognise any of the animals shown?

Without sharing the text, show the picture from the first page. Ask your child if they can work out where they think the story might take place. Explain that it is set in Africa. Show a map of the world (you may wish to use Scholastic's *Where in the World?* poster) pointing out where Africa is. Can your child name any other continents and point to where these are on the map, for example Europe or North America?

Read the story to your child, stopping to discuss any vocabulary that might be unfamiliar to them. Examples could include: ambled, ungainly, specimen, vile and grizzly.

After reading the book, turn back to each of the Ugly Five. Discuss why these animals are suited to living in the African plains - what is this habitat like and what food sources are available? Discuss the clues in the book about what the animals eat, for example:

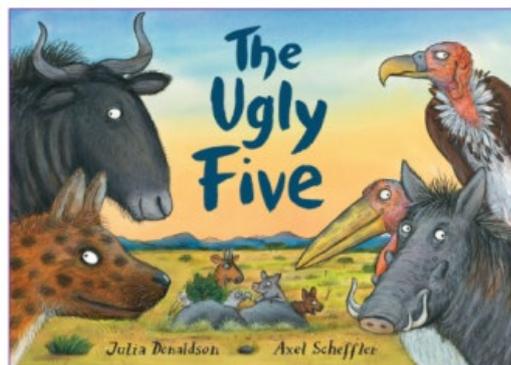
'At mealtimes my habitats are really quite vile;

I much prefer food that's been dead for a while'

Ask your child to think about where the vulture gets food that has been dead for a while. You can go on to talk about why the Ugly Five wouldn't be suited to living in other habitats around the world, for example, why wildebeest wouldn't be suited to living in the desert and why would the warthog not like to live at the North Pole?

Main task

Give your child Resource Sheets 1.1 and 1.2: Animals around the world and the large pieces of paper, labelled with "The Polar Regions", "The African Plains", "The Desert" and "The Rainforest". Get your child to cut out or draw each of the animals on Resource Sheets 1.1 and 1.2 and glue the animals on the correct sheet of paper to show where they are suited to living. When they have finished, your child could write on sticky notes the reasons why they think the animals need to live in that particular place, adding these next to the animal pictures.



Extension

Your child can draw pictures of what each of the Ugly Five animals eat on Resource Sheet 2.1 and 2.2:

Make a food chain. You might want to discuss some ideas first, or encourage your child to conduct some research using books and the internet first.

- **Lappet-face vultures** scavenge on carcasses of mammals such as gazelles and hares, but they also eat eggs, insects (such as locust) , and hunt live prey such as small birds (eg. flamingoes).
- **Spotted hyenas** scavenge the loeftovers of bigger predators, but will also hunt mammals such as wildebeest or antelope. They also kill and eat birds, lizards, snakes, and insects.
- **Wildebeest** are herbivorous animals and graze on grasses, leaves and shoots.
- **Marabou** storks are scavengers; they eat anything from termites, flamingos and small birds to leftover scraps of mammal carcasses (with vultures and hyenas).
- **Warthogs** mainly eat grass, fruit, berries, roots and insects but they are also known to occasionally eat small mammals, birds and reptiles.

Next, your child needs to cut out the pictures of the Ugly Five animals and their drawings of what they eat from the Resource Sheet 2.1 and 2.2. Demonstrate how to make a hole in each of the cut outs by placing a blob of sticky tack or plasticine underneath and pressing down on the card with a sharp pencil.

Give your child two lolly sticks or straws and five pieces of string. The two lolly sticks or straws should be glued together to form a cross. Two pictures should then be threaded onto piece of string (one Ugly Five animal and their diet should be on each string). Four strings should then be tied to each tip of the lolly sticks, and the fifth string can be tied to the middle of the cross, creating an Ugly Five food chain mobile.

Where in the world?

Resource Sheet 1.1: Animals around the world

Do you know where in the world these animals live?



Lion



Spider monkey



Polar bear



Wildebeest



Emperor penguin



Spotted hyena



Camel



Lappet-faced vulture



Macaw parrot

Where in the world?

Resource Sheet 1.2: Animals around the world

Do you know where in the world these animals live?



Warthog



Anaconda snake



Rhinoceros



Sloth



Desert fox



Desert iguana



Seal



Giraffe



Killer whale

Where in the world?

Resource Sheet 2.1: Make a food chain

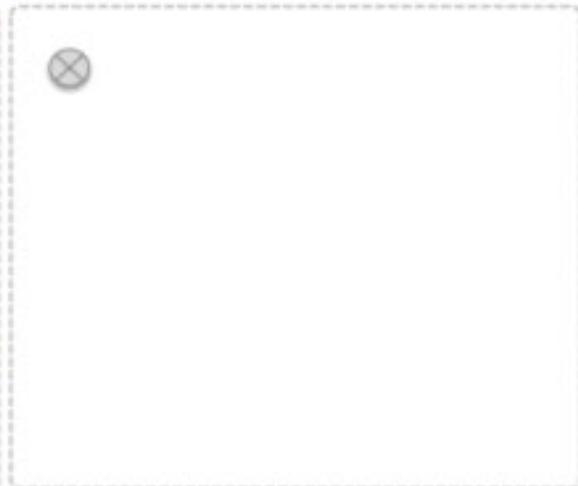
In the blank boxes, draw a picture of what each of the Ugly Five animals eat and then cut them out to make your food chain mobile.



Where in the world?

Resource Sheet 2.2: Make a food chain

In the blank boxes, draw a picture of what each of the Ugly Five animals eat and then cut them out to make your food chain mobile.



Date:						
$17 + 7 =$	$53 - 9 =$	$5 \times 2 =$	$10 \div 10 =$	$62 - 9 =$	$8 + 3 =$	$33 + 19 =$
$110 \div 10 =$	Double 23 =	$__ + 6 = 14$	$29 + 64 =$	$___ + 5 = 9$	$\frac{1}{4}$ of 12 =	$10 \times 6 =$
$9 \times 5 =$	$23 + 15 =$	$6 + 5 + 3 =$	$5 \times 12 =$	$10 \times 9 =$	$86 - 30 =$	$42 - 3 =$
$65 + 26 =$	$95 - 36 =$	$25 - 5 =$	$71 - 50 =$	$56 + 5 =$	$12 \div 2 =$	$52 - 41 =$
$42 - 4 =$	$8 \times 2 =$	$70 - 15 =$	$33 + 18 =$	$15 \div 5 =$	$___ - 13 = 7$	$4 + 7 =$
$15 + 9 =$	$10 \div 10 =$	$57 + 10 =$	Half of 14 =	$4 + 9 + 3 =$	$66 + 43 =$	$18 \div 2 =$
$40 + 4 + 4 =$	$12 - 8 =$	$60 \div 5 =$	$\frac{3}{4}$ of 20 =	$___ - 10 = 40$	$78 + 10 =$	$90 - 40 =$
$60 - 42 =$	$16 + 54 =$	$40 + 3 + 7 =$	$___ = 7 + 3$	$13 + 66 =$	$3 \times 4 =$	$78 - 34 =$
$___ - 32 = 41$	$7 + 9 =$	$38 + __ = 46$	$5 \times __ = 35$	$22 + 4 + 4 =$	$16 - 9 =$	$\frac{1}{3}$ of 18 =
$12 + 5 + 3 =$	$10 \times 3 =$	$84 - 6 =$	$71 + 19 =$	$\frac{1}{3}$ of 15 =	$35 + 5 + 5 =$	$7 + 8 + 3 =$
Score:						

