



Y2 Home Learning Pack - Week 3



Year 2's challenge of the week!

Make a Miniature Garden

As we have been learning about plants, and flowers have been blooming all around us in the last few weeks, we would love it if you could create your own mini garden. Here are some ideas of how you could make one!



Adults, we would love to see the learning your child is doing! We are doing virtual GROW assemblies posted on our school Facebook page and website based on children's home learning! If you would like to get involved, email your picture/s to HBNenquiries@sch.im

We would especially like to see your miniature gardens.



You could even add hand made flowers like this. Choose some pebbles while on a walk and paint them!

Week 3 - Measure (Length)



MATHS!

Measuring with Non-Standard Units

Choose any objects in your house like the ones in the table below. Measure the items using non-standard units, e.g. cubes or pasta.

Object:	Measurement:
	4 cubes long
	
	
	
	

Which is the longest and shortest object?  

By how much?   

This week's Mental and Oral Game:
Number Bond Tennis
 Choose either number bonds to 10 or 20.
 1. Pretend you're each holding a tennis racket.
 2. One person starts by saying a number and 'bats the number' to the other player.
 3. The other player has to pass back the number that goes with the original one to make 10 or 20.
 4. Keep swapping over and build up speed.



Measuring with Standard Units

Here are some ideas of ways in which you can practically measure length using metres and centimetres, but you can apply these chilli challenges to any competition you like! For these activities you will need e.g. a tape measure/ruler.

Car Competition

Create a ramp for a toy car to roll down. Measure the distance it travels from the end of the ramp. Note the distance down including the units, e.g. 26cm. 



When the next player rolls their car down the ramp, can you explain if the car has travelled a longer or shorter distance and how you know?  

Compare the distance the cars travelled. How many centimetres further did one car travel compared to the other?   

Long Jump Competition

Mark a line in which to run up to and jump from. Take it in turns to do a long jump. Measure each long jump using a tape measure. Note the distance including the units e.g. 50cm. 

Can you estimate how far you will jump? Note down your estimate including the units. Did you get your estimate correct?  

If you jumped double the length. How many centimetres would you have jumped?   



Ordering Objects by Length

Size, length and height can easily get mixed up so you need to be careful with the words you use. When talking about length use this word bank.

Word Bank
 Long Short
 Longer Shorter
 Longest Shortest

Scavenger Hunt

Look around your house and choose any six objects. Order them from shortest to longest. 

Is the object longer or shorter than one metre?  

If you were to measure each object, would you use centimetres or metres?   

The taller you are, the longer your shoes are. 

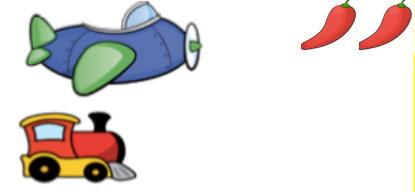


Measure your family's shoe length. Is what Dora said correct?

Teddy has a toy train and a toy plane. The train is 28 cm long. The plane is 16 cm longer. How long is the plane?   

The toy train is double the length of a toy car. How long is the toy car?

Problem Solving

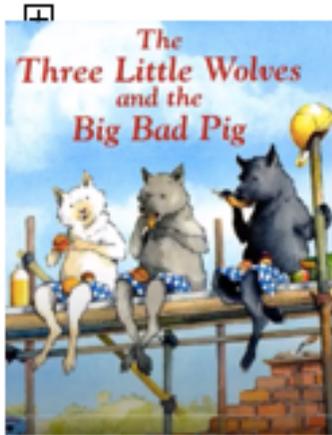


Zach says his toy car is 6cm long. Is he correct? Explain why.

LITERACY

The Three Little Wolves and the Big Bad Pig

Listen to the story here before you begin!



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

Adjectives

An adjective describes a **noun** (a person, place or thing).



For example:
This is a **large, yummy** ice cream.

- Go to page 1 of the story.
- Write down all of the adjectives you see on that page.
- Now, write a sentence describing the Big Bad Pig. See how many adjectives you can include in your description.

Let's write a letter!

Pretend you are one of the Three Little Wolves from the story. Write a letter to Mother Wolf, explaining what has happened since you last saw her!

In your letter to Mother Wolf, see if you can include:

- Where you have been and what you have been up to (trying to build your houses).
- What materials you have tried to use to make your houses. What has gone wrong?
- How you felt when you met the Big Bad Pig.
- A description of the Big Bad Pig.
- Finally, describe to Mother Wolf how the Big Bad Pig decided to become a good pig in the end and how you and the other wolves managed to do it!

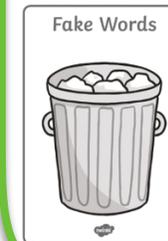
Choose your favourite story book that you have read this week.



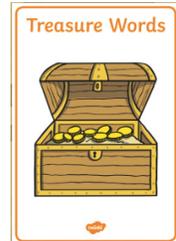
- Design a poster for the book you have read to persuade other people to read the story.
- Do you think the title of the book is appropriate for the plot of the story? Think of 3 better titles.
- Which character in the story would you most like to be? Explain your answer.



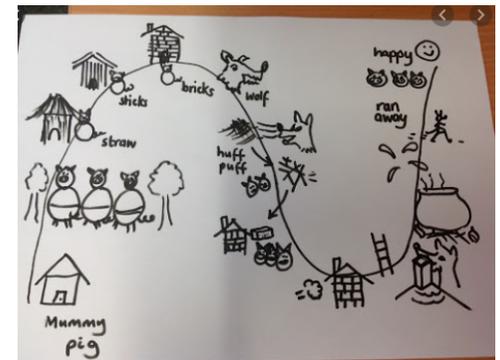
Can you create your own Buried Treasure game to play with your family?



When writing on your coins, use some real words and some nonsense words!



Challenge!



Can you create your own story map? (Take a look at the example above)

Take us through the main events of the story by drawing a map, starting at Mother Wolf's house and finishing at the house of flowers!

SCIENCE

I can talk about similarities and differences between plants and animals.

Plants and animals are all living things

- How many plants and animals can you think of? Write them down. Try to think of at least five different plants.

Click on the link and play from 0.20 to learn all about the differences between plants and animals.

https://www.youtube.com/watch?v=gQljL_ORK6U



There are ways in which plants and animals are similar and ways in which they are different. Can you complete the table and think of any ways that they are different?

Ways in Which Plants and Animals Are Similar

Ways in Which Plants and Animals Are Different

- They breathe.
- They reproduce.
- They grow.
- They need water to survive.
-

Our Topic is...



Music

I can identify the difference between a beat and rhythm.

The beat is the pulse of the music - like the heart beat.

The rhythm is the the movement and speed of the notes which create the music.

Make your own shaker by putting e.g. rice into a bottle. Listen to some music. Can you shake your instrument to the song's beat?

Can you take it in turns with an adult to create a rhythm for the other to copy?

Just for Fun

Pretend your shaker is the sound of rain. Imagine you are in the rain forest. Can you use your shaker to create the sound of a thunder storm? Remember to let the rain to begin lightly, build up, be really heavy, and then calm down again.



PE

I can use an underarm throw.
I can move to catch or collect.



Throw and Catch Stations

In a safe space outdoors, set up four Throw and Catch stations. Explore the tasks at each station and rotate stations every few minutes.

Station A - Throw a ball/beanbag underhand into the air and catch it.

Station B - Throw a ball against the wall, let it bounce off, and catch it.

Station C - Throw a beanbag at a target, aiming to have it land on or in the target.

Station D - Throw and catch a ball/beanbag underhand with a partner.

See if you think of your own throwing and

Emotional Health



I understand the word 'trust'.

Trust can be shown in many ways. Can you do these activities to show trust with a family member?

- Fall backwards into their arms
- Blind fold and direct them
- Go back to back (or in different rooms). Write words to describe each other. Share them with each other.

Talk about these questions:
If you lie, does this build or break trust?
Who do you trust? How do you know you can trust them?

