

Year 2 Home Learning Pack

week commencing 22/02/2021

Welcome Back.

We hope you are all still safe and well and had a brilliant half term.

We have created some new activities for home learning in this pack, which will help us prepare for what we hope is a return to school in a couple of weeks.

We have also left in some of the activities from before half term, just in case you didn't get a chance to complete them.

You can use your Home Learning books or blank paper for these activities, don't feel you have to print out the pack. If you are not able to print, don't worry, just copy questions into your books and write the answers alongside.

- English - once again we have included a variety of spelling, grammar, reading and writing activities for you.
- Maths - we are beginning the topic of shape.
-
- Please send in pictures of your work so we can support you.
- We have also updated activities for the other subjects.

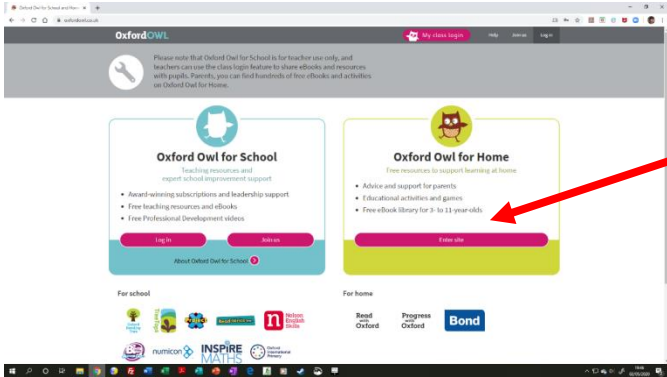
Take care of yourselves and stay safe.

Mrs Hall, Miss Reynolds, Miss Williams and Mr Warne



Reading Oxford Owl for Home

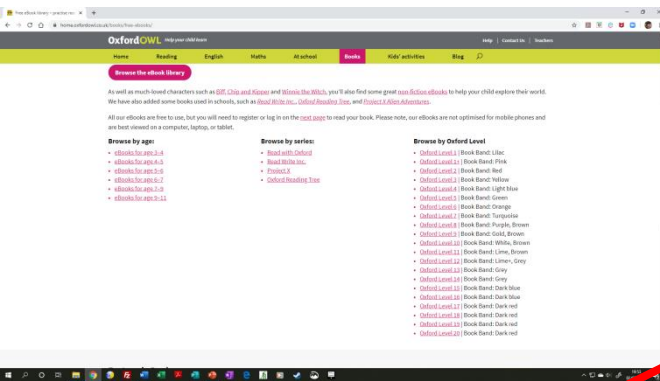
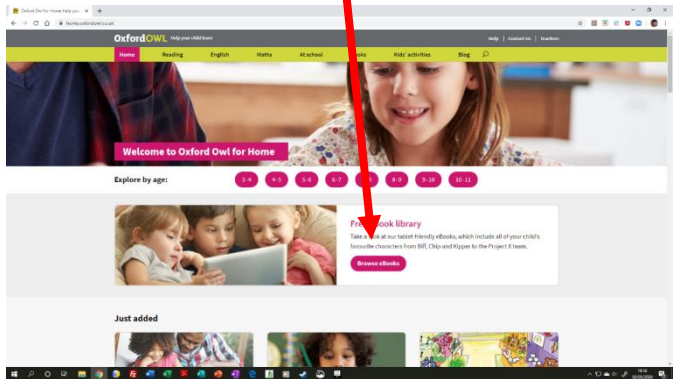
Parents and carers can access a large library of **free** eBooks for use by children at home via Oxford Owls. See details below for how to sign up.



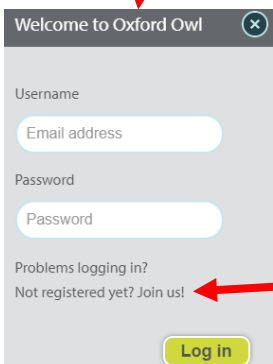
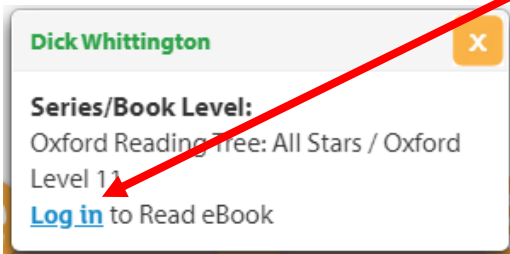
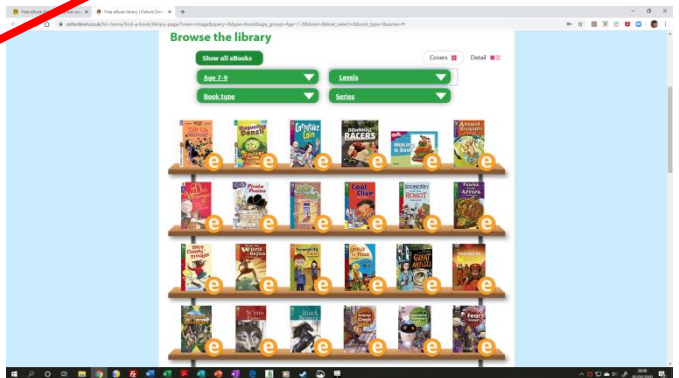
Visit www.oxfordowl.co.uk and click **Enter Site in Oxford Owl for Home.**

Next, click **Browse eBooks** under **Free eBook Library.**

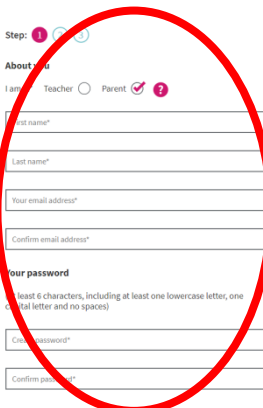
On the next page you can browse by age group, series, or reading scheme colours. Select an option.



When you click on a book in the bookshelf, it will bring up a log in option - click this.



When you click on a book on the shelf, it will bring up a log in option - click this. At the bottom, select **Not registered yet? Join us!**



Register for an account, click on the activation email and next time you select a book, log in and read!

Spellings and Phonics (RWI)

Spellings will follow the RWI lessons that we do daily in school. This term's groups are listed below. You may find that some groups have changed from the previous term. On the following pages are the spellings for each group.



Miss Lowe Miss Hatwell	Mr Warne	Miss Reynolds	Miss Williams	Mrs Hall
Jayden David	Dolly Charlie Kieran Buddy Harrison Alphie J	Rocco Darcie Ollie Ernest Danny Boey Mollie-J Autumn Teddy Reggie Summer Paige Amelia Tommy Aurora	Mason Tilley Skye E-B Riley Connie Harry Will Sophia Ivy-Rae Logan Alfie S Daisy-May	Jess Brihanna Josh Lola Millie-Mae Jessie Evie Skye D Frankie Chase Grace Megan Kallie Alexa Molly Livvy

Daily RWI lessons

RWI put on daily speed sounds lesson. All children will benefit from set 3 speed sounds lesson. Some children should be confident with the sounds and we are now looking at developing their fluency reading words containing all sounds. The read longer words, read red words and read and hold a sentence are also good activities that will support your child with their reading and writing.

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9Gdxt

Miss Lowe's and Miss Hatwell's group
Please practice reading these words.

Ditty 3: a man and a dog

Speed Sounds - read the sounds (not the letter name)

i a m n g p d s t o

Green Words - read these words by blending the sounds together

tin man dog map pot pan and

dig digs

Red Words - read these words but tell your child the word if they get stuck

the

a man and a dog and a map

the dog digs

a pot

a tin

a pan



Mr Warne's group

Please practice reading and spelling these words.



Kim Sam Jen Tim

Ask children to read the root first and then the whole word with the suffix.

chip → chips

bag

have

but

have

got

can

yes

can

yes

lots

big

had

I

said

of

no

you

be

the

he

your

my

put

said

Miss Reynolds' group

Please practice reading and spelling these words.

Carl Clara Mark Margo stood arm
track park star go-kart

Ask children to read the root first and then the whole word with the suffix.

start → starting lift → lifted dart → darted
end → ended stop → stopped

car	smart	start	far
look	car	smart	start
far	look	man	them
off	three	along	stop
was	to	are	old
so	go	you	they
the	we	said	go
do	my	her	all

Miss Williams' group

Please practice reading and spelling these words.

Dan Reed heels eel dumps combats guess* both* wash*

Ask children to say the syllables and then read the whole word.

in|sect sett|ee sec|onds greed|y carr|ots slopp|y
pre|tend* al|most* sis|ter* ev|er|y*

Ask children to read the root first and then the whole word with the suffix.

wheel → wheels

funny

feeding

knee

body

creep

sheets

live

feeling

very

three

milk

best

next

door

sweet

pink

asleep

just

happy

lunch

want

all

one

to

do

you

I'm

I've

baby

was

were

of

one

they

your

call

what

school

said

are

Miss Hall's group

Please practice reading and spelling these words.

Ask children to say the syllables and then read the whole word.

sec|tion ex|haus|tion com|ple|tion ex|plor|a|tion
pre|sent|a|tion pre|par|a|tion dec|or|a|tion ar|rive
con|vers|a|tion tra|diti|on am|biti|on un|der|neath
in|di|gesti|on por|tion cy|ber con|diti|on in|jecti|on
men|tion at|tenti|on sol|uti|on hon|our*

Ask children to read the root first and then the whole word with the suffix.

relation → relations

station	celebration	invitation	congratulations
nurse	doctor	operation	middle
station	celebration	invitation	congratulations
space	face	time	years
family	always	beginning	afraid
caught	worse	come	call
was	said	their	great
everyone	should	who	here
watch	all	they	of
you	were	there	another

English - Reading

Fantastic Mr Fox

Monday -Dictionary task- Put the following words from chapter 7 into alphabetical order and then look up their meaning.

Tuesday - Prediction- Today you will make a prediction (say what you think) the Fox family are going to do next.

Wednesday - Create your own solemn oath

Thursday- Write a note to ask for help.

Friday- Comprehension. Pick the one most suited to your child's ability. You do not have to do all of them.

We'll Never Let Him Go!

At six o'clock in the evening, Bean switched off the motor of his tractor and climbed down from the driver's seat. Bunce did the same. Both men had had enough. They were tired and stiff from driving the tractors all day. They were also hungry. Slowly they walked over to the small fox's hole in the bottom of the huge crater. Bean's face was purple with rage. Bunce was cursing the fox with dirty words that cannot be printed. Boggis came waddling up.

'Dang and blast that filthy stinking fox!' he said. 'What the heck do we do now?'

'I'll tell you what we don't do,' Bean said. 'We don't let him go!'

'We'll never let him go!' Bunce declared.

'Never never, never!' cried Boggis.

'Did you hear that, Mr. Fox!' yelled Bean, bending low and shouting down the hole. 'It's not over yet, Mr. Fox! We're not going home till we've strung you up dead as a dingbat!'

Whereupon the three men all shook hands with one another and swore a solemn oath that they would not go back to their farms until the fox was caught.

'What's the next move?' asked Bunce, the pot-bellied dwarf.

'We're sending you down the hole to fetch him up,' said Bean.

'Down you go, you miserable midget!'

'Not me!' screamed Bunce, running away.

Bean made a sickly smile. When he smiled you saw his scarlet gums. You saw more gums than teeth. 'Then there's only one thing to do,' he said. 'We starve him out. We camp here day and night watching the hole. He'll come out in the end. He'll have to.'

So Boggis and Bunce and Bean sent messages down to their farms asking for tents, sleeping-bags and supper.

What is alphabetical order?

Below are 2 internet clips which will explain alphabetical order.

<https://www.bbc.co.uk/bitesize/topics/zxfyjty/articles/zcyfsg8>

<https://www.youtube.com/watch?v=z9tqxFdmx5k>

English - Reading Monday

These are some of the words Roald Dahl has written in Chapter 7.

Solemn

Crater

Sickly

Oath

Caught

I have made a list of these words but not put them into alphabetical order.

Put them into alphabetical order and then find out what each word means.

Tuesday Reading

Today you are going to predict (say what you think) happens next in the story.

Chapter 7 ends:

'Then there's only one thing to do,' he said. 'We starve him out. We camp here day and night watching the hole. He'll come out in the end. He'll have to.'

So Boggis and Bunce and Bean sent messages down to their farms asking for tents, sleeping-bags and supper.

Oh no! Poor Fox family! What will they do? The farmers are determined to starve them out.

Draw a picture of what you think the Foxes will do next.

Label your picture to highlight some of your clever ideas.

Reading - Wednesday

This sentence can be found in Chapter 7.

Whereupon the three men all shook hands with one another and swore a solemn oath that they would not go back to their farms until the fox was caught.

If you completed the dictionary task you will know that solemn means, sincere, earnest, honest or genuine and oath means promise.

If you were Mr. Fox what solemn oath (genuinely, sincere promise), would you make to your family to make them feel safe.



Reading - Thursday

At the end of the story Boggis, Bean and Bunce send a note to their farms for supplies.

So Boggis and Bunce and Bean sent messages down to their farms asking for tents, sleeping-bags and supper.

Imagine you are Mr. Fox stuck with your family hiding in the enormous hole that the Farmers have created.

You decide to send a note asking for help. Who would you send it to?

Perhaps another animal who burrows in the ground nearby, or another animal who you know could help move the farmers on.

Perhaps your note won't be written to an animal at all.

Write your note, as if you were Mr. Fox asking for help.

Write a note, as if you were Mr. Fox asking for help. Remember to tell whoever you ask where you are and why you need help.

Reading Comprehension

1

Read the sentence and colour the picture.



1. My legs are brown, black and white and my tail is yellow.
2. My left ear is red and my right ear is blue and green.
3. My body and face are yellow with red and green spots.
4. Next to me are three small red and blue mice.
5. Above me, there are two blue birds and a grey cloud.
6. I am sat on a big purple, green and red cushion.

Reading Comprehension

Stop Telling Fibs!

"Tomek, hurry up and get ready!" yelled Mum from downstairs.

"I can't get ready," said Tomek, "there's a grizzly bear in my underwear!"

"Stop telling fibs!" said Mum.



"Get in the car or you'll be late for school," said Mummy.

"I can't get in the car," said Tomek, "there's a goat in my coat!"

"Stop telling fibs!" said Mummy.

"Time to put your things away and go to your classes," said Mr Peters at breakfast club.

"I can't put my things away," said Tomek, "there's a stag in my bag!"

"Stop telling fibs!" said Mr Peters.



Reading Comprehension cont.

Stop Telling Fibs!



"Wrap up warm for home time," said Miss Li.

"I can't wrap up warm," said Tomek, "there's a kitten in my mitten!"

"Stop telling fibs!" said Miss Li.

"You need to get changed for swimming," said Jen.

"I can't get changed for swimming," said Tomek, "there are skunks in my trunks!"

"Stop telling fibs!" said Jen.



"Time to get ready for bed," said Mum.

"I can't get ready for bed," said Tomek, "there are llamas in my pyjamas."

"Stop telling fi... Arghh!"



Reading Comprehension Questions.

1. Where is Tomek when he finds a grizzly bear in his underwear? Tick one.

- in the kitchen
- in his bedroom
- in the living room

2. What is special about the names of the animals and the names of the clothes they are found in?

3. List three pairs of rhyming words in the story.

- 1. _____
- 2. _____
- 3. _____

4. Put these events from the story in order by numbering them 1 to 4. The first one has been done for you.

Tomek tries to get changed for swimming.	
Tomek tries to get ready for bed.	
Tomek tries to get ready for school.	1
Tomek tries to put his book away.	

5. How do you think Tomek feels by the end of the story?

6. Why do you think the adults in the story think Tomek is telling fibs all the time?

Answers

1. Where is Tomek when he finds a grizzly bear in his underwear? Tick one.

- in the kitchen
 in his bedroom
 in the living room

2. What is special about the names of the animals and the names of the clothes they are found in?

The words rhyme.

3. List three pairs of rhyming words in the story.

Any three from the following: bear and underwear, goat and coat, stag and bag, kitten and mitten, skunks and trunks, llamas and pyjamas.

4. Put these events from the story in order by numbering them 1 to 4. The first one has been done for you.

Tomek tries to get changed for swimming.	3
Tomek tries to get ready for bed.	4
Tomek tries to get ready for school.	1
Tomek tries to put his book away.	2

5. How do you think Tomek feels by the end of the story?

Tomek feels sad/fed up that the adults don't believe him.

6. Why do you think the adults in the story think Tomek is telling fibs all the time?

Children's own answers related to the adults not believing anything like that could actually happen.

The /j/ Sound Spelt With 'g' or 'j'

Practise your weekly spelling words using cursive handwriting.

gem

giant

magic

giraffe

energy

jacket

jar

jog

join

adjust

Common Exception Words

Practise your weekly spelling words using cursive handwriting.

door

floor

again

wild

children

climb

parents

most

only

both

English

Punctuation and Grammar

Tenses

Verbs tells us the **tense** that a sentence is in.

Quick-fire GPS recall

Grammar

Verbs are '**doing**' or '**being**' words

Spot the verbs:

He **is** nearly ready to **go** to town and
buy food.

Tell me what a **verb** is.

...a verb is a doing or being word.

Examples of **verbs**:

liked, had, is

Past tense

Quick-fire GPS recall

Tenses

Past: for actions that **were completed** in the past

Usually uses verbs with the '**ed**' suffix.

Change to past tense:

He **walked** down the road.

Present tense

Quick-fire GPS recall

Tenses

Present: For something that is **happening now** or generally happens **frequently** or **regularly**. Can describe **habits** or something that is **generally true**.

Change to present tense:

He **walks** down the road.

Recognising Simple Past and Present Tenses

1a. Underline the simple present tense verbs in the sentences below.

A. I go with my mum.

B. I like cats.



VF

Recognising Simple Past and Present Tenses

1b. Underline the simple past tense verbs in the sentences below.

A. I went on the school trip.

B. I turned off the tap.



VF

2a. Circle the correct verb so that the sentence below is written in the simple past tense.

The tap drips/dripped.

2b. Circle the correct verb so that the sentence below is written in the simple present tense.

I mop/mopped the floor everyday.

3a. Which sentences are written in the simple past tense?

A. The girl was sad.

B. I ask my sister if she likes pop.

C. The boy looked at the game,



VF

3b. Which sentences are written in the simple present tense?

A. Annie helps her gran.

B. The cats go on the sofa.

C. I zipped up my coat.



VF

4a. Which word would complete the sentence below when written in the simple present tense?

I _____ my dog.

walked

walk



VF

4b. Which word would complete the sentence below when written in the simple past tense?

I _____ my dad.

helps

helped



VF

Recognising Simple Past and Present Tenses

5a. Underline the simple present tense verbs in the sentences below.

A. I fall over on the playground often.

B. My brother cries a lot during the night.



VF

Recognising Simple Past and Present Tenses

5b. Underline the simple past tense verbs in the sentences below.

A. I tried to answer the homework questions.

B. The stars were in the sky.



VF

6a. Circle the correct verb so that the sentence below is written in the simple past tense.

The dog pulls/pulled on the lead.

6b. Circle the correct verb so that the sentence below is written in the simple present tense.

My father says/said we should eat our vegetables.

7a. Which sentences are written in the simple present tense?

A. The parents clapped and cheered.

B. the birds eat the seeds.

C. Jamie cleans his plate.



VF

7b. Which sentences are written in the simple past tense?

A. The children played on the grass.

B. People walk on the path.

C. I enjoyed steak for my dinner.



VF

8a. Which word would complete the sentence below when written in the simple present tense?

My sister _____ my toys from me.

took

takes



VF

8b. Which word would complete the sentence below when written in the simple past tense?

I _____ my shoes in the cloakroom.

find

found



VF

English

In our English this week our activities will all be based around the story *Alfie's Star*

Alfie's Star

by Sue Cove



English

Once upon a time, there was a little boy called Alfie who loved stars.

Late one cold, frosty evening, Alfie gazed up into the night sky. Suddenly, to his amazement, the biggest and brightest star tumbled down into the forest next to his house.

First, a prickly hedgehog came snuffling along and found the star. It was shining like the sun in the middle of some leaves. "This star will help me find my way home on this dark night," he said. So, he pushed and he pushed and he pushed the star until he arrived safely outside his front door.



At that moment, a barn owl flew silently down like a white feather and snatched the star. "This star will help warm my owl babies on this wintry night," she said. She flew up into the tree and dropped the star into her nest where it glowed beside the owlets.



But the owlets wriggled and jiggled and flipped the star right out of the nest!

After that, a weary, old badger came shuffling along and saw the star winking like a lighthouse in the branches of the tree.

"That star will help keep me company tonight," he said. So, he carefully lifted the star down and carried it back to his sett. Then he put the star next to his chair, made a mug of cocoa and settled down to read a bedtime story.



Soon, badger fell asleep, wishing for sunny spring days when he would play with his friends again.

While badger was dreaming, the star quietly floated out of the window and back up into the sky.

Finally, the next night, Alfie was happy to see the star shining down once again as dazzling as a diamond. He smiled and, although he couldn't be sure, it seemed the star smiled back.

English Monday

★ Think about the story. If possible, talk about the story with someone at home and fill in the stars.

What did you like about the story?

I liked ...

Are there things that keep happening in the story?

Have you got any questions about the story?

I was wondering...

Do you know any other stories about stars or animals ?

English - Tuesday

- ★ Can you remember who said what in the story?
- ★ Read the story again and draw those characters next to their speech bubble.
- ★ In the blank speech bubble, write what you think Alfie might have said at the end of the story when he sees the star back in the sky.

That star will help keep me company tonight.

This star will help warm my owl babies on this wintry night.

This star will help me find my way home on this dark night.





Quiz time!

Try to answer these questions in sentences.

- ★ Tell me why you think Alfie likes owls, dinosaurs and ice-cream?

Alfie likes them because ...

- ★ Tell me three things that you like

I like ...

- ★ How do you think he felt when he saw the star fall down into the forest?

I think Alfie felt ...

- ★ Tell me, why do you think the star tumbled out of the sky?

I think the star tumbled out of the sky because ...

- ★ Who found the star? Could any other animals have found the star?

- ★ How did the star help each animal ?

- ★ Why does this story happen at nighttime?

- ★ How do you think the owl babies and their mum felt when they realised the star had fallen out of the nest?

- ★ Why do you think the star went back into the sky?

Thursday English



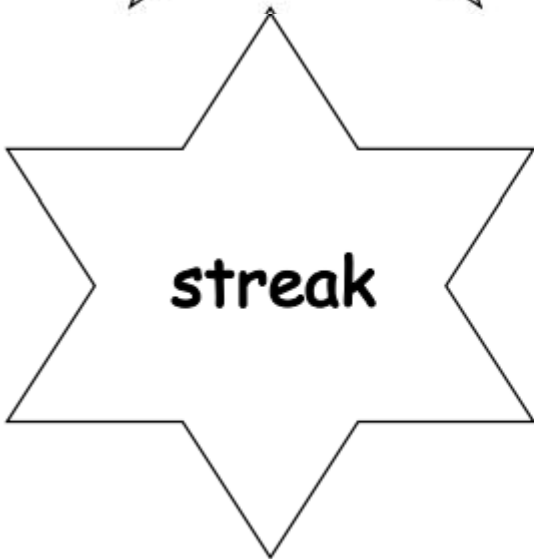
Words about stars



If you gaze at something, you look at something for a long time. A person who looks at stars regularly is called a **stargazer**.

You might have **gazed** into the sky and made pictures from the clouds .

Try **gazing** at an object near you or maybe gaze at someone in your family!



A **streak** is a thin line of something that usually moves fast. It can name something or be an action.

The shooting star **streaked** past.

A **streak** of lightning lit up the sky.

Lightning **streaked** across the sky.

Streaks of rain poured down.

Draw a picture to illustrate the word.



Something that **dazzles** shines brilliantly. It could be so very bright that you can only look at it for a short time.

If someone takes a picture of you with a flash, you might be **dazzled** and blink.

Can you think of three things that might dazzle you?



★ Star words!



star

fish

starfish

Some words are made from two words joined together. These are called *compound words*. Can you think of any more compound words that have 'star' in them? Write them down. If you are stuck, look at the list at the back of this pack.

★Our story-mountain planner

Think about the five parts to the story.
In the blank squares below, draw the main events that happen before and after the owl appears and snatches the star. To help you, I've written in the words on the story mountain that introduce each stage of the story.

Next,

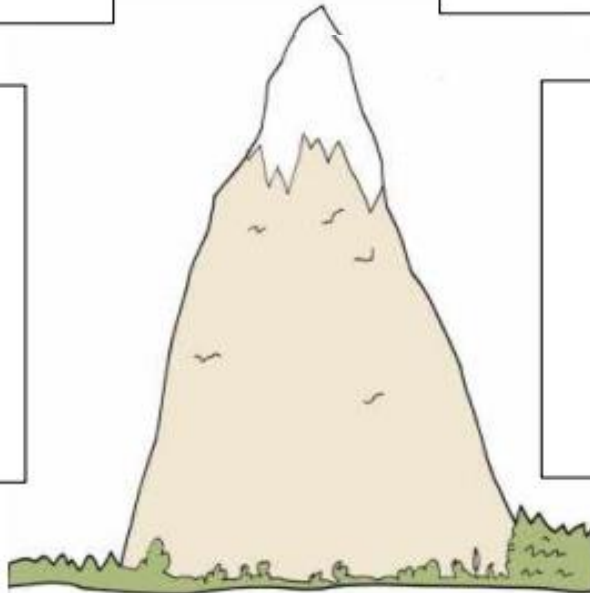


First, ...

After that, ...

Once upon a time, ...

Finally, ...



Maths

This week, we are beginning a new topic of Shape. You will need to watch the videos as normal and any questions please ask.

Visit the WR website: <https://whiterosemaths.com/homelearning/year-2/>
On these pages you will find all the video clips you need about odds and evens and times tables. Please work through one video and relevant questions each day.

7 22/02/2021	Monday	Recognise 2-D and 3-D shapes	G-1
	Tuesday	Make 2-D and 3-D shapes activity	G-1
	Wednesday	Count sides on 2-D shapes	G-1
	Thursday	Count vertices on 2-D shapes	G-1
	Friday	Draw 2-D shapes	G-1

If you are finding the year 2 work too difficult, please return to home learning page and select Year 1. Whilst we are trying to close all the gaps. There is still learning that the children missed last year due to lockdown Having a look at the previous years curriculum might be helpful.

If you're child is finding the problem solving questions too difficult to complete then talk through the ideas and don't worry about recording them. The children are beginning to develop their skills at answering these questions.

Times Tables Rock Stars and Numbots

I am hoping that now everyone has a log in. Please let me know if not and I can forward it to you. Children need to log in and play games for about 20 minutes per day.

Prodigy Maths

Log on and have some fun!

Maths

Times Tables Rock Stars / PiXL

<https://ttrockstars.com/>



Log in to Times Tables Rock stars and play games to practise your tables.

Or your Numbots

PIXL

The PIXL Times Table App is a fun and dynamic alternative to Times Table Rock stars, helping you to learn and increase your times table fluency.

The PIXL Unlock Vocabulary App focuses on language for life and learning. Through the use of a range of exciting games, this app helps children to build a better understanding of key vocabulary both general and subject specific.



PiXL apps are available to download free from either the App Store or Play Store.



Prodigy Maths

Monday Maths

This week, we are going to begin looking at shape. You will need to watch the videos as normal and any questions please ask.

Match the names of the shapes to the pictures.

Square

Triangle

Rectangle

Circle



Go on a shape hunt around your home and garden. How many of the above shapes can you find?

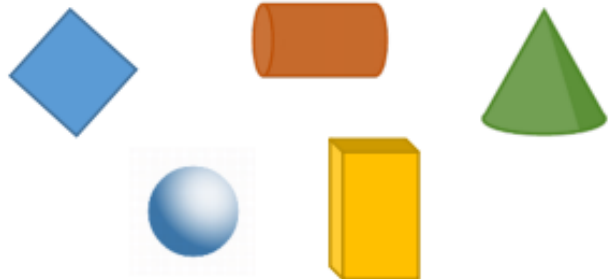
Keep a tally chart to show how many of each you find.

Draw pictures of the objects you find and label them.

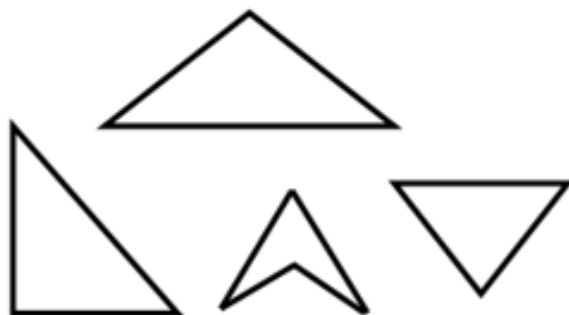
Monday cont.

On this page are problem solving questions which will be a little harder.

Which shape is the odd one out?
Explain why.



Which shape is the odd one out?
Explain your reasoning.



I'm thinking of a
2-D shape with
more than 3
sides.

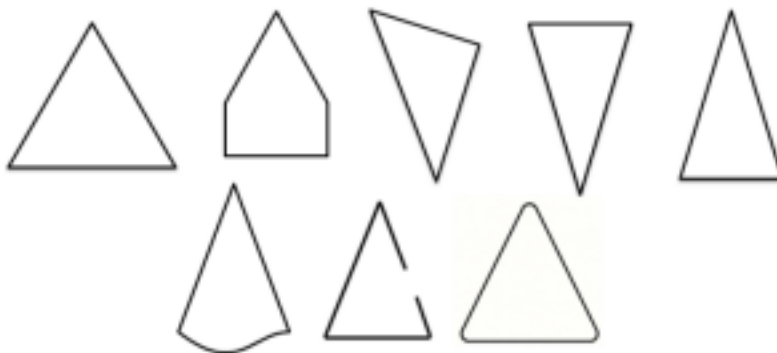


What shape could Whitney be thinking of?

Are there any other shapes it could be?

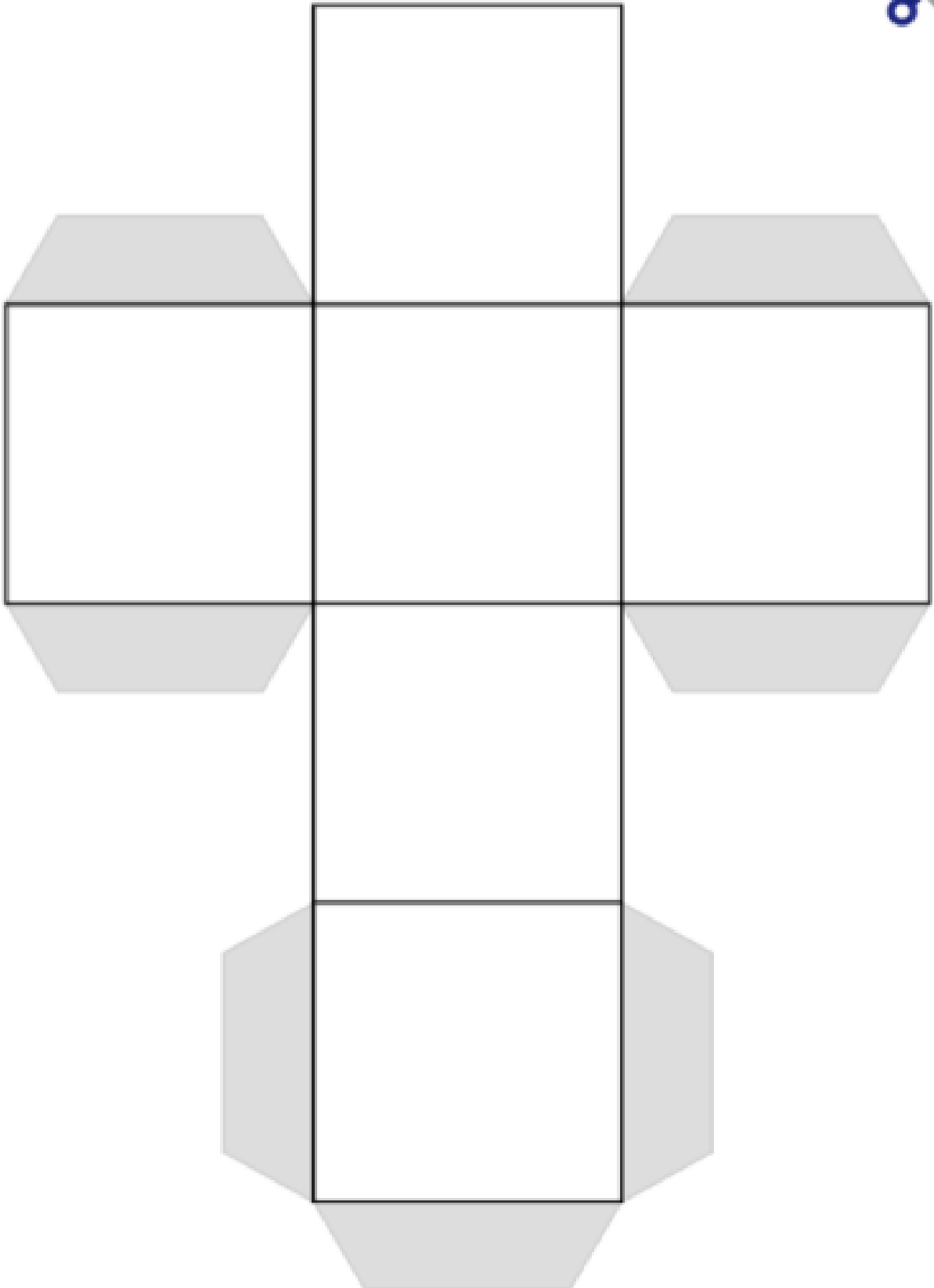
What shape is Whitney definitely not thinking about? How do you know?

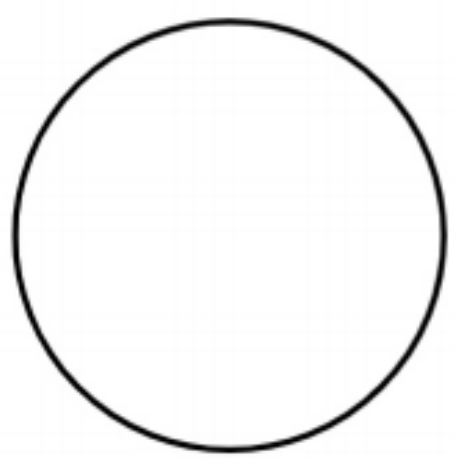
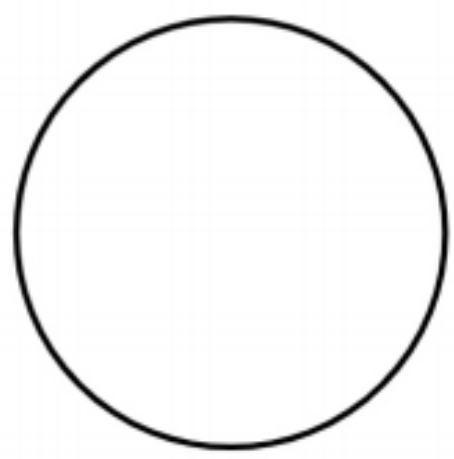
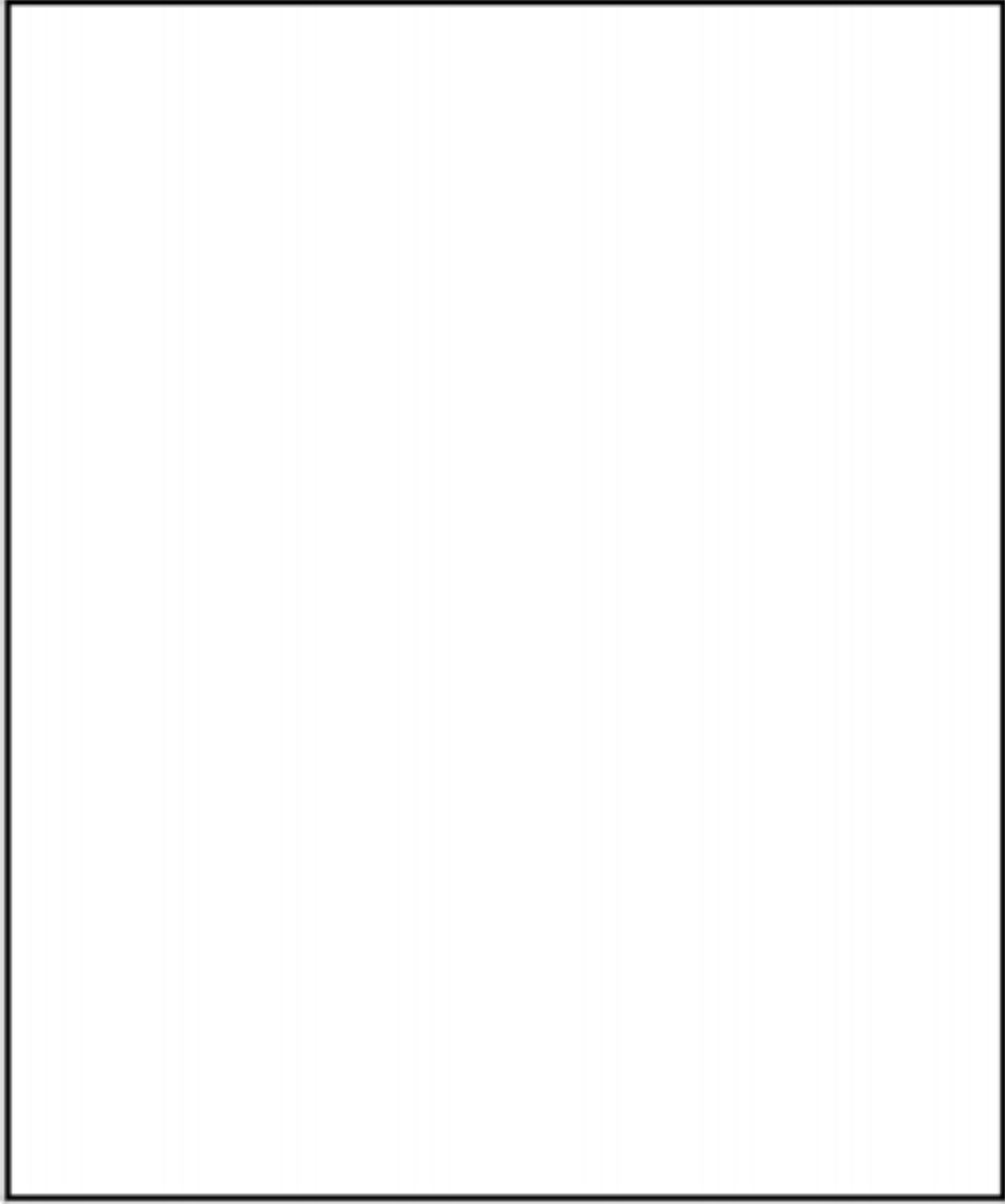
Use true or false to say which shapes are triangles.

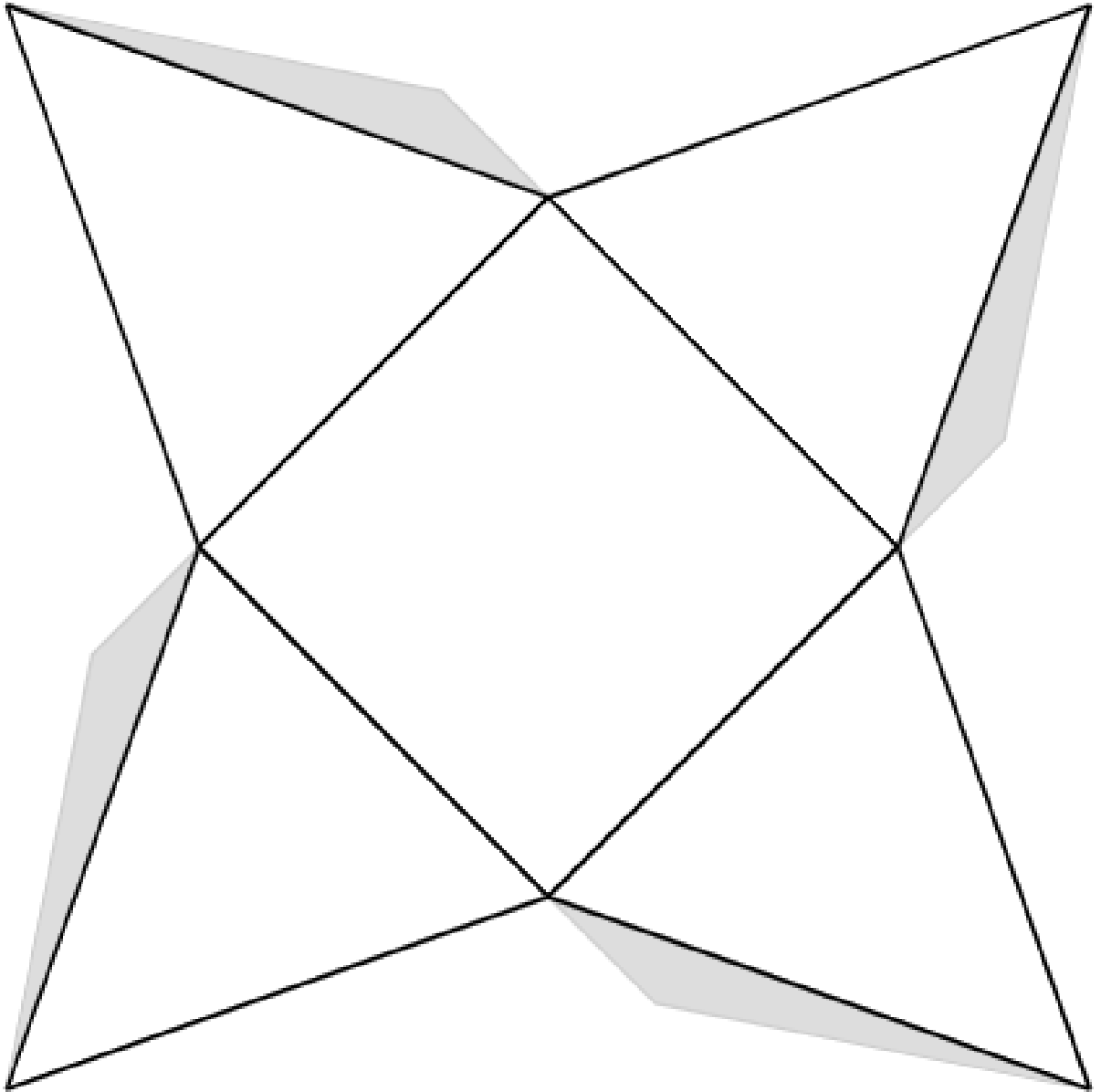


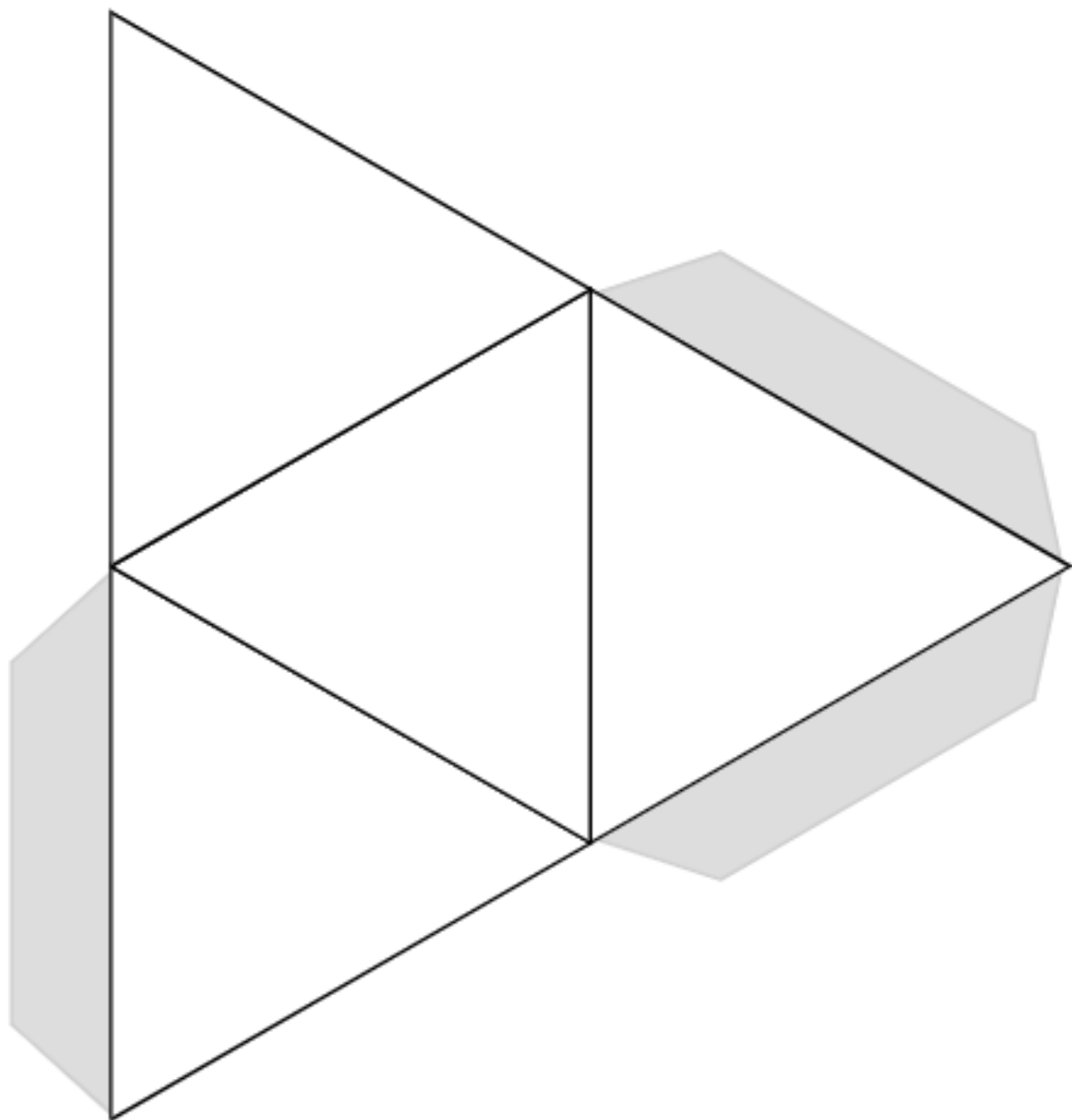
Tuesday Maths

The task today is to make the nets of 3D shapes. On the next pages are nets of shapes for you to make. Don't forget to cut around the flaps as well as the shapes. How many shapes can you name?









Wednesday Maths

Match the shapes to the number of sides.

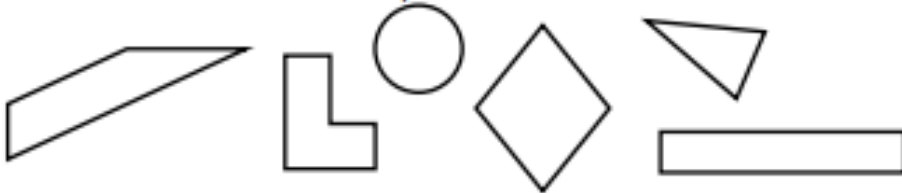
Six

Four






Three



Colour the four-sided shapes.



Complete the table.

Name	Shape	Number of sides
Pentagon		
Rectangle		
Square		
Triangle		
Hexagon		

Wednesday Maths Cont.

On this page are problem solving questions which will be a little harder

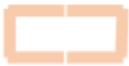
Here are 18 lollipop sticks.
How many hexagons can you make?



How many octagons can you make?

What other shapes can you make with 18 lollipop sticks?

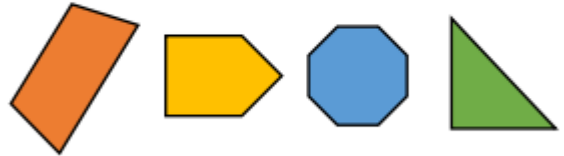
Mo makes a rectangle using the sticks.



How many identical rectangles could he make with 18 sticks?

Make your own rectangle. How many sticks did you use? Is your rectangle the same as your friend's?

If I put these shapes into order from the smallest number of sides to the largest, which shape would come third?



Where would a hexagon come in the list?
Why?

Thursday Maths

Match the shapes to the number of vertices.

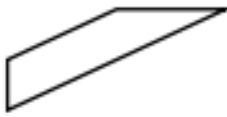
Six

Four






Three



Colour the shapes with 4 vertices.



Complete the table.

Name	Shape	Number of vertices
Pentagon		
Rectangle		
Square		
Triangle		
Hexagon		

Thursday Maths Cont.

On this page are problem solving questions which will be a little harder

Amir says:

My shape has half the number of vertices as an octagon.



What shape could he have?

Put these shapes in order based upon the number of vertices they have.



Jack has created a pattern using shapes.



1



2



3

How many vertices does each step in the pattern have?


What do you notice?

Can you predict how many vertices the next step in the pattern will have?

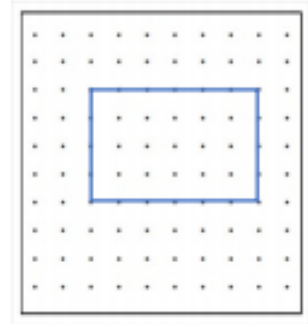
Is there more than one way to continue the pattern?

Can you create your own pattern and explore how the vertices change?

Friday Maths

 Can you draw a rectangle on dotted paper? Start at a vertex and use a ruler to draw your first straight side. How many straight sides will you need? Rotate the paper to help you draw the shape more accurately.

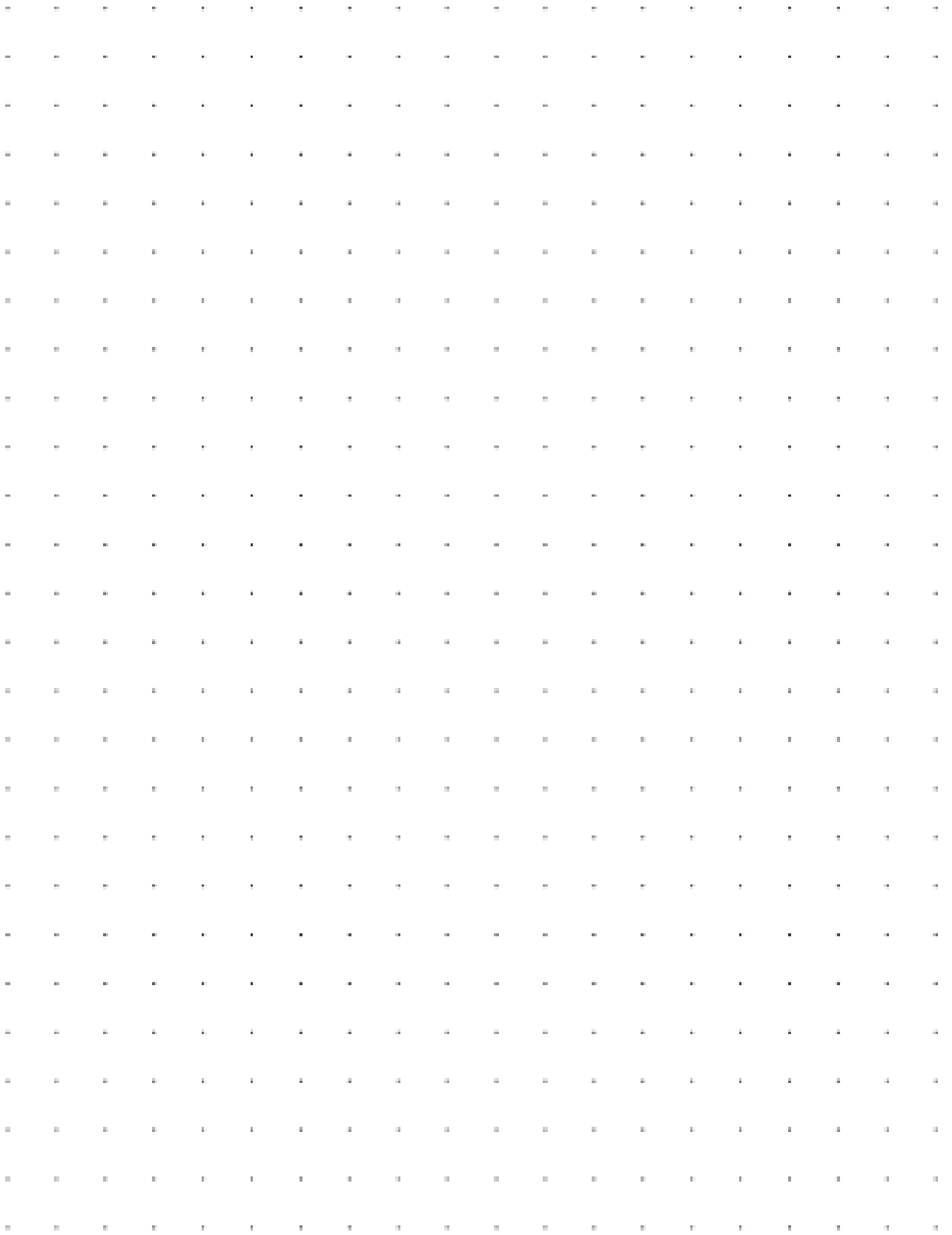
Try drawing other shapes in the same way.



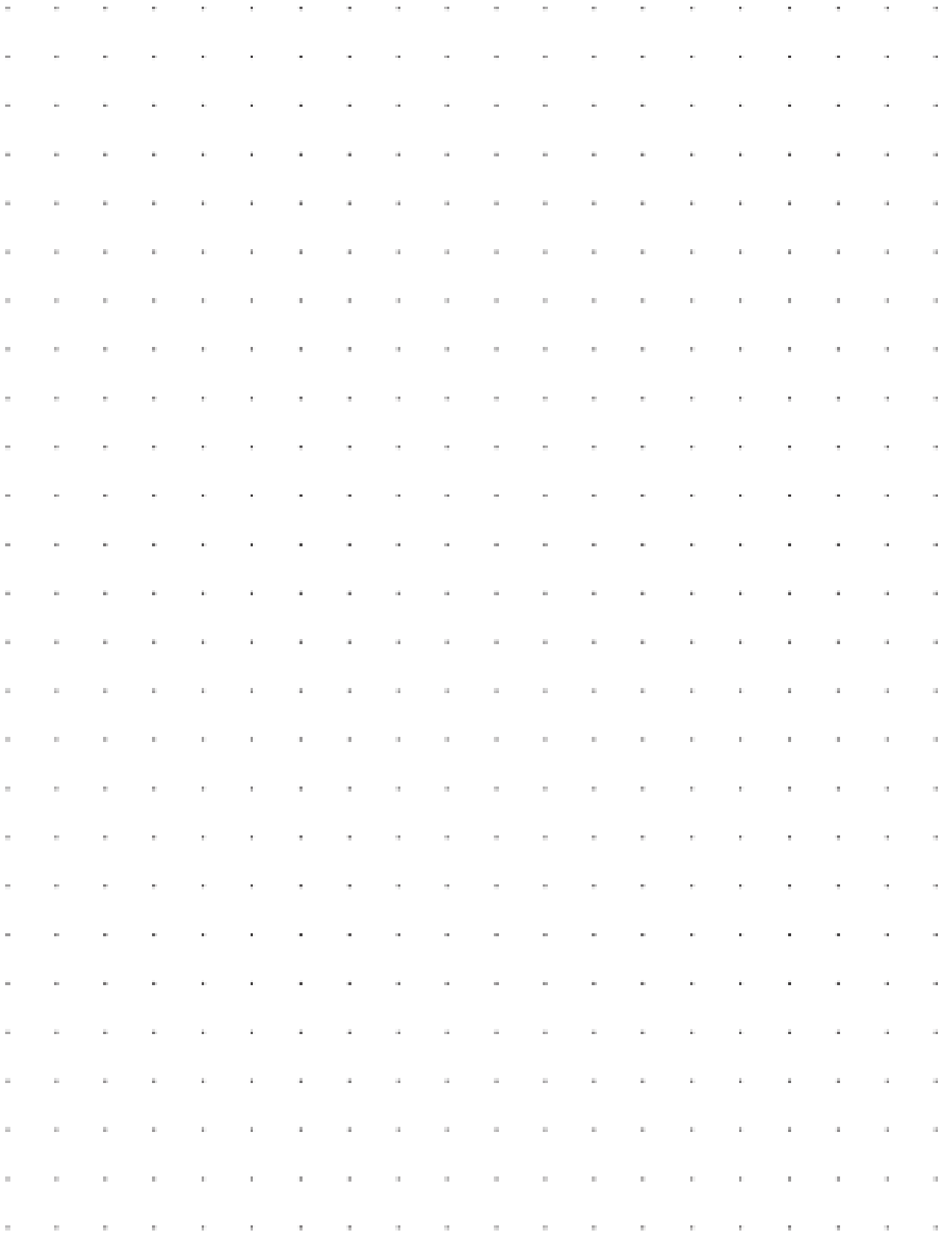
How many shapes can you draw. Perhaps some of them are the ones you found in your home.

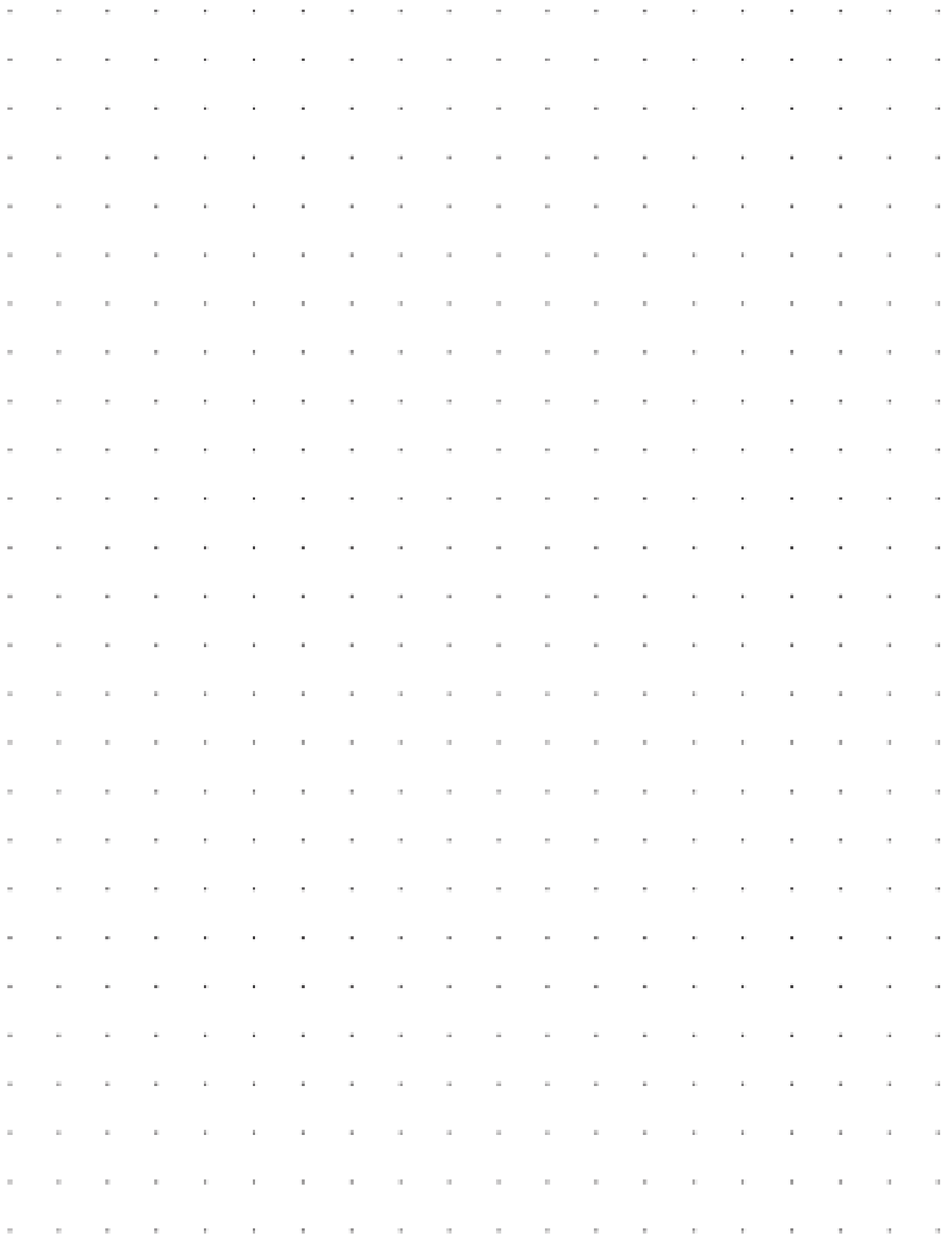
There are sheets of dotted paper on the next slides.

Friday Maths




Friday Maths





Other Subjects

Subject	Work at home ideas
Topic	<p>Many of you messaged to say you did not manage complete some of the work from Chinese New Year. So we have left it in for you to finish.</p>
PE	<p>Balance and Throw Tennis. We are looking at Gymnastics and throwing and catching this term in PE.</p>
Art/DT	<p>Create your own mood board. Think about the colours you feel when you are happy, sad, calm.</p>
Music	<p>Over the last few weeks you have been learning the call and response with African Animals. We would like you to create your own African Animal piece of music that includes the technique of call and response.</p>
RE	<p>This week, we are going to learn all about Humanism and what this means.</p>
Science	<p>Have a go at some more fun experiments.</p>



Balance Time


PE Home Learning




Can you keep trying to improve your performance?


Time to Learn:

- How many different body parts can you balance on?
- Can you balance on your back and tummy?
What do you do with your arms and legs?
- Can you balance on your hands and feet?
Can you lift one hand or leg off the floor?
- Choose your favourite three balances.
- Can you add them together to make a sequence. Perform your sequence to someone else. What do they think?






Try balancing on your back, rolling over and then balancing on your tummy.



As you create your sequence, make sure you have at least one high and one low balance.




Try creating pair balances by connecting to a different family member.

Top Tips

Be Still!

- All balances must be held completely still for at least four seconds. Make your balances excellent by pointing your fingers and toes.



Let's Reflect

Can you hold your balances still?

Did you try a variety of ways of putting your sequence together?

<https://www.youtube.com/watch?v=jscbqUkVpVo&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=3&t=0s>

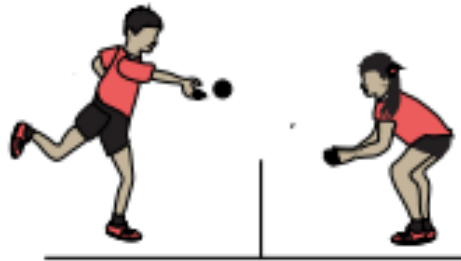


Throw Tennis PE Home Learning



Time to Learn:

- Mark out a tennis court. Use a rope as a net or socks as the court markings.
- Playing against an opponent can you underarm throw a ball into a space on your opponents side of the court.
- If the ball bounces twice you score a point, but if you throw it out of the court your opponent wins a point.
- Make sure that you start the game by serving from the back of the court.
- The first player to score ten points is the winner.



Top Tips

Be Ready to Receive!

- Are you on the balls of your feet ready to receive the ball?
Make sure you have your hands ready to catch!



Let's Reflect

Where were you aiming the ball at on your opponent's side of the court?
Can you explain why you were throwing the ball there?

Science

This experiment is called Dry Erase

Materials:

- A glass plate, bowl, or picture frame
- Dry erase marker
- Water

Instructions:

1. Draw a simple picture on the glass. A stick figure is a good one to start with
2. Pour water onto the plate or into the bowl slowly to lift up the drawing
3. Swirl the water around to make the picture dance and move



How does it work?

The marker leaves behind a mixture of pigments and a type of alcohol mixed together. The alcohol dissolves and the pigments are left behind as a solid. Glass is so smooth that the solid slides right off when it gets wet!

[Video of experiment here!](#)

Science

Water Fireworks

Materials:

Water

Oil

Food Coloring (Any color of your choosing)

16 oz clear glass

Another 16 oz clear glass

A Fork

Instructions:

- 1.Fill the tall glass almost to the top with room-temperature water.
- 2.Pour 2 tablespoons of oil into the other glass.
- 3.Add 2 drops of food coloring to the glass with the oil.
- 4.Stir the oil into the food coloring using a fork. Stop once you break the food coloring into smaller drops.
- 5.Pour the oil and coloring mixture into the tall glass.
- 6.Now watch! The food coloring will slowly sink in the glass, with each droplet expanding outwards as it falls. Looks like fireworks! Right?

How it Works:

Food coloring dissolves in water, but not in oil. So when you pour in your food coloring/oil mixture the oil will float at the top of the water because it is less dense, and the food coloring will begin to dissolve once they sink through the oil and into the water.

Extra Experiments:

- 1.Try using red and blue as you food coloring, and do one drop of blue and one drop of red when you start to mix the oil and food coloring together.
- 2.Try doing it without the oil and observe and record how the results are different.
- 3.Try using a larger glass, does it change the results?

Art

Create a mood board using a range of colours and materials? You might like to use pencils, pens, food wrappers and other materials you can find.



Topic

Celebrate Chinese New Year by having a go at one or more of the activities on the following pages.

The following video links explain the origin of Chinese New Year.

<https://www.bbc.co.uk/newsround/38668427>

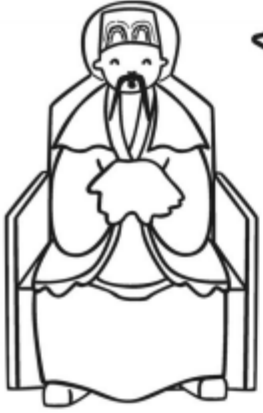
This video explains how the animals for the Chinese calendar were chosen.

https://www.youtube.com/watch?v=eVClAj8q_IY

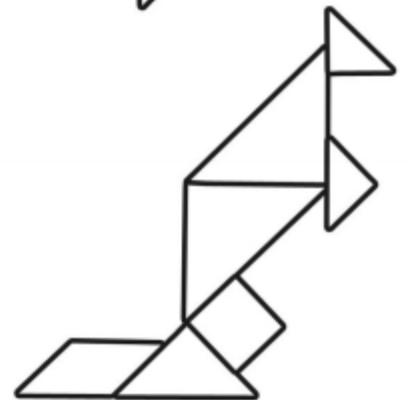
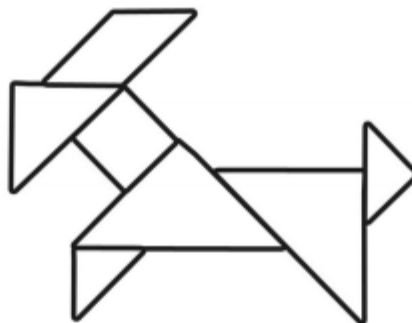
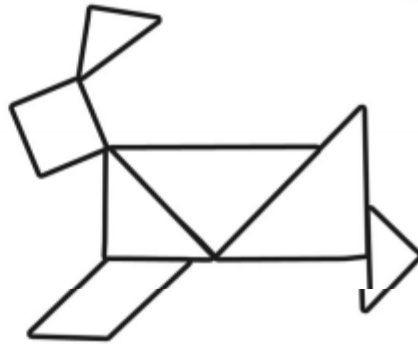
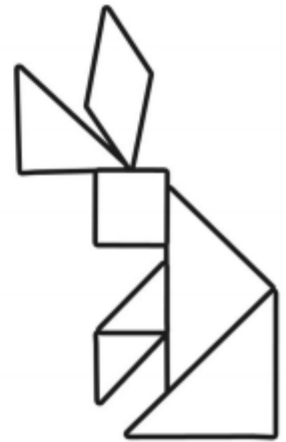
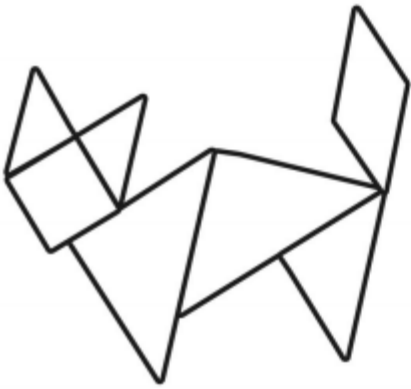
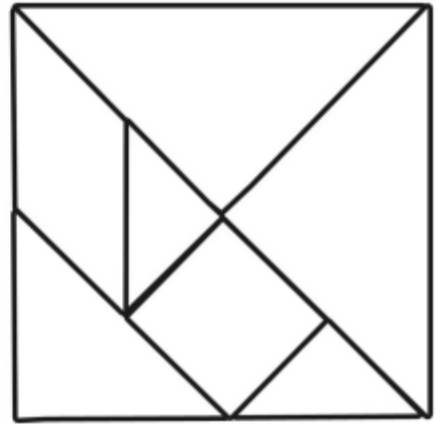
These are the 12 animals in the Chinese Calendar.



Topic



Greetings from
The Emperor here!
Colour each shape in the
tandem a different colour and
then use the same colour each
time you spot that shape in
the tangram pictures below!



Create your own math's calculations using Chinese symbols.

0

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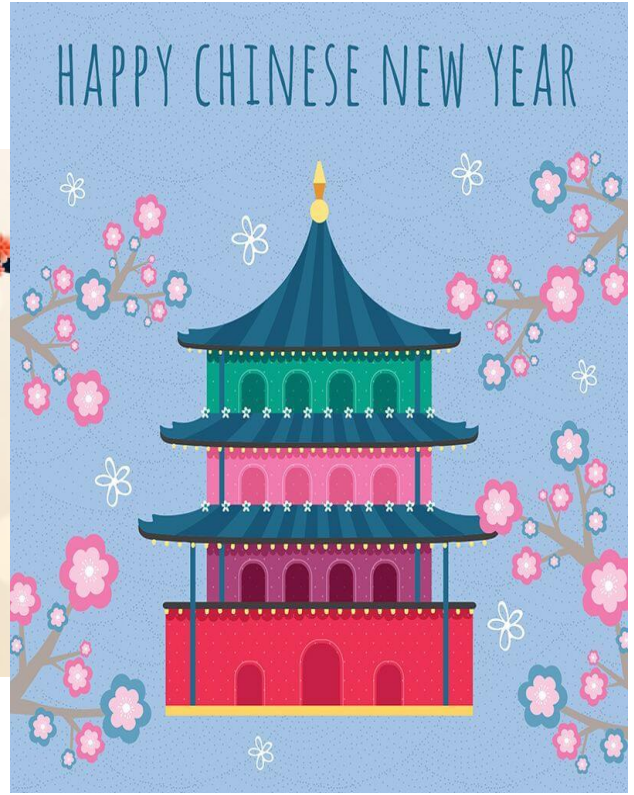
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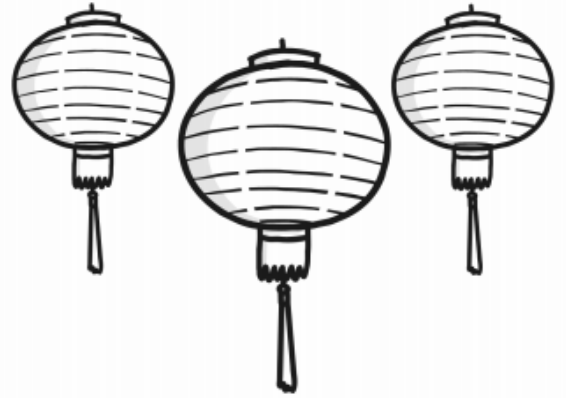
Create a Chinese New Year Card

Below are some examples of Chinese New Year cards.

Design one of your own or use the templates on the next slide.



Kung Hei
Fat Choi



Kung Hei
Fat Choi

福

Design a new animal for the Chinese zodiac

Below are the animals that make up the calendar for the Chinese zodiac.

Which animal would you add? Why? Which animal would you replace?

Draw a picture of the animal you would add to the Chinese zodiac and say why you would choose this animal.

There can only be 12 animals. Which one would you replace yours with? Why?



Create your own willow pattern story

Willow pattern plates are famous for their imagery and telling the story of a young girl who went against her fathers wishes and what happens to her.

Watch the story at the website below.

<https://www.youtube.com/watch?v=Lj5uTZG6G90>

Create your own paper plate story which you can then paint/colour in.



Create your own dragon.

Dragons are an important part of the Chinese New Year story.

Design your own Chinese dragon or use the template below.





Why not have a go at making your own fortune cookie?
See the recipe below

Homemade Fortune Cookies



*Makes approximately 30 cookies.

Ingredients

3 egg whites

$\frac{3}{4}$ cup sugar

$\frac{1}{2}$ cup melted and cooled butter

$\frac{1}{4}$ tsp vanilla extract

$\frac{1}{4}$ tsp almond extract

3 tbsp water

1 cup plain flour

Equipment

Bowl

Greaseproof paper

Baking tray

Mixer

Tablespoon

Muffin tin

Pre-written fortune strips



Method

1. Before you start baking, turn the oven on at 190°C and prepare the baking trays with greaseproof paper.
2. Add the egg whites and sugar in a large bowl and whip with a mixer for about 2 minutes, until frothy.
3. One ingredient at a time, mix in the melted butter, then vanilla extract, followed by the almond extract, water, then finally the flour. Ensure each ingredient is mixed in well before adding the next.
4. Using a tablespoon, make a circle with the batter on the greaseproof paper, roughly 7cm. It is best to make 2-3 at a time, because they set very quickly.
5. Bake the cookies in the oven for 7-8 minutes, until the edges are slightly golden.
6. Next, take them out of the oven, remove the cookies from the greaseproof paper and fold each one in half to make a semicircle. Quickly put your fortune note inside the cookie.
7. Bend the cookie in the middle, to form the cookie shape, then leave in a muffin tray to cool. The tray will help shape the cookies.
8. Once cool, the cookies are ready to eat. Enjoy!

RE

KS1 - What is Humanism?

 This term we are going to meet Jayden and his family, who are Humanists. We are going to find out about how being a Humanist affects their decisions and choices in life.


Humanism isn't a religion, but a way of thinking and living. Humanists do not believe in God or gods. They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others.



Hi! My name is Jayden, and I am in year 2. This is my Dad Toben.

Hi! My name is Taryn, and I am in year 5. This is my Mum Sarah and my baby sister Thandi.

Week 1 - Learning question: What is Humanism?
What do humanists believe makes us special?

 What questions do you have about this week's learning question? Add your thoughts and questions to the thought bubble.

What is Humanism?
What do humanists believe makes us special?

RE



Read this quote from Stephen Fry, who is a Humanist.

'A humanist is someone who will never tell you what to believe. We will never tell you what is absolutely true. We will never make claims that cannot be proven and that you cannot find out for yourself. We believe life is an adventure and that nobody knows the answers or the destination.'

Stephen Fry, Patron of Humanists UK



What things do you think are important to Humanists? Underline any words in the quote, which help you with your answer



These are the beliefs that my family try to live by.
Read them carefully.



- Human beings are special and human life is valuable.
- We do not believe in a god or gods or believe we can't know if there is a god.
- Human beings can find different ways to be happy.
- Human beings should be good to each other.



How do you think these beliefs might help Jayden know how to behave?

Music

This week the music is over to you.

Over the last few weeks you have been learning the call and response with African Animals.

We would like you to create your own African Animal piece of music that includes the technique of call and response.

Choose any African animal you would like. Think about how they move. Is it slow or quick movements? Are the movements heavy or light? Are the movements soft and quiet or loud and noisy?

To create your animal music you can use your voice to make sounds, clapping, body percussion (slapping your hands against a part of your body to create a sound) or instruments, either home made or improvised.

Create your own music video and upload it to dojo.

Let your creative musical side out and have fun!