

# Year 2 Home Learning Pack

week commencing 8/02/2021

Goodness me! This this is the last learning pack of the term. How quickly it has gone.

We hope you are all well and staying safe.

In this pack we celebrate Family Challenge Day as well as Chinese New Year. As always we look forward to seeing all your lovely learning.

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 will continue with our learning on statistics.
- Please send in pictures of your work so we can support you.
- We have also updated activities for the other subjects.

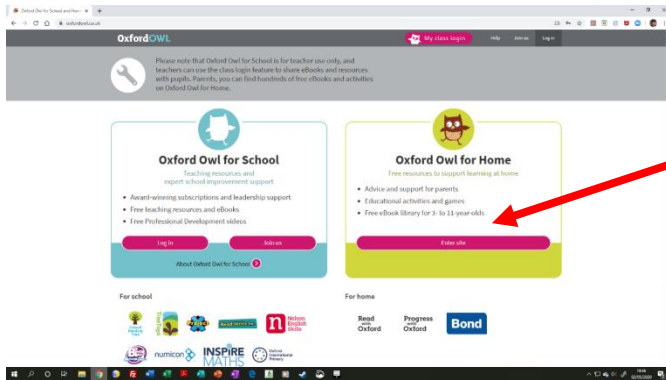
Take care of yourselves and stay safe.

*Mrs Hall, Miss Reynolds, Miss Williams and Mr Warne*



# Reading Oxford Owl for Home

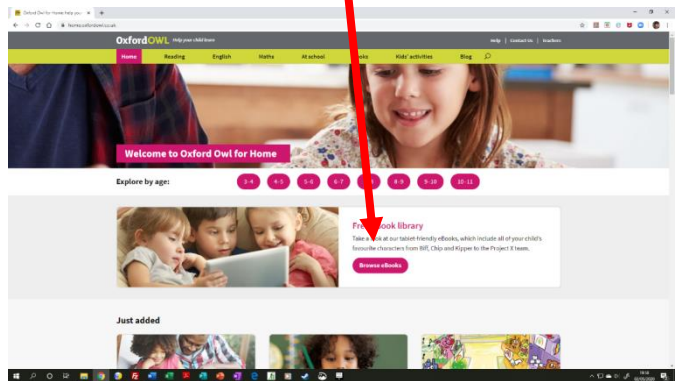
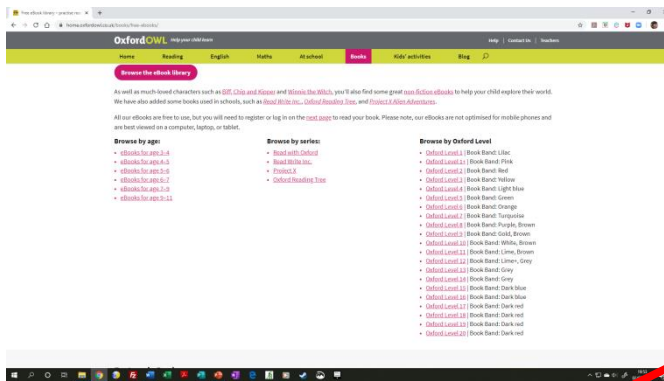
Parents and carers can access a large library of **free** eBooks for use by children at home via Oxford Owls. See details below for how to sign up.



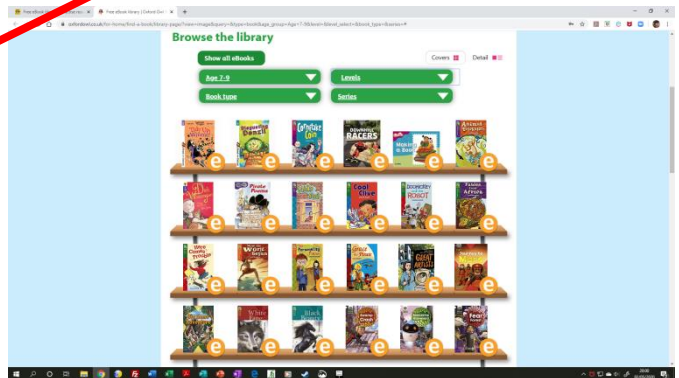
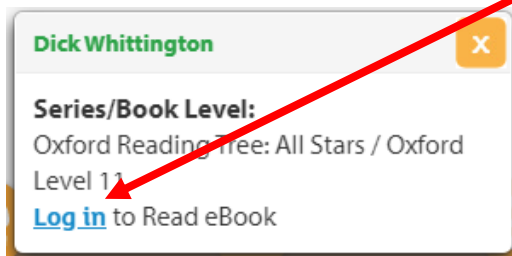
Visit [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) and click **Enter Site in Oxford Owl for Home**.

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.



Welcome to Oxford Owl

Username

Email address

Password

Password

Problems logging in?

Not registered yet? Join us!

Log in

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!**

Step: 1

About you

I am: Teacher ☐ Parent ☒

First name\*

Last name\*

Your email address\*

Confirm email address\*

Your password

At least 6 characters, including at least one lowercase letter, one uppercase letter and no spaces

Confirm password\*

Confirm password\*

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<br>Miss Hatwell | Mr Warne  | Miss Reynolds  | Miss Williams   | Mrs Hall  |
|---------------------------|---|--|---|---|
| Jayden<br>David           | Dolly<br>Charlie<br>Kieran<br>Buddy<br>Harrison<br>Alphie J | Rocco<br>Darcie<br>Ollie<br>Ernest<br>Danny<br>Boey<br>Mollie-J<br>Autumn<br>Teddy<br>Reggie<br>Summer<br>Paige<br>Amelia<br>Tommy<br>Aurora | Mason<br>Tilley<br>Skye E-B<br>Riley<br>Connie<br>Harry<br>Will<br>Sophia<br>Ivy-Rae<br>Logan<br>Alfie S<br>Daisy-May | Jess<br>Brihanna<br>Josh<br>Lola<br>Millie-Mae<br>Jessie<br>Evie<br>Skye D<br>Frankie<br>Chase<br>Grace<br>Megan<br>Kallie<br>Alexa<br>Molly<br>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\\_cFCIg9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ)

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

### Ditty 1: pop

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

a g t p n s d o i

**Green Words** - read these words by blending the sounds together

not got sip pop dad did dog

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

I the

I got pop

dad got a sip

the dog did not



Remember not to read the Ditty to your child first.

As your child reads the Ditty, be patient and give your child plenty of praise.

Mr Warne's group

Please practice reading and spelling these words.

Black Hat Bob   rod   yum   tug

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

fish → fishing

chip → chips

catch

fat

catch

fat

got

his

big

fish

sat

then

will

then

he

said

no

I

you

be

the

of

your

my

put

he

Miss Reynolds' group

Please practice reading and spelling these words.



hook shook cheese spoon stood bowl  
whoosh splat egg

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

past|a cook|book wooden

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

cook → cooked look → looked tip → tipped

|        |        |       |      |
|--------|--------|-------|------|
| Sunday | cook   | good  | feet |
| took   | Sunday | cook  | good |
| feet   | Dad    | day   | mix  |
| smell  | feet   | think | took |

|      |      |      |      |
|------|------|------|------|
| said | all  | he   | we   |
| my   | said | so   | to   |
| the  | your | what | I've |
| want | old  | are  | do   |

## Miss Williams' group

Please practice reading and spelling these words.

Kay West Ray Brooks Jay plump check sheds stray  
hay shock fond glad kiss string grey\*

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

vis|it Cat|kin Malay|a

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

play → playful pray → praying

|         |       |         |         |
|---------|-------|---------|---------|
| check   | find  | happy   | kitten  |
| holiday | being | very    | playful |
| thank   | much  | looking | stay    |
| box     | black | way     | back    |
| say     | with  | must    | from    |

|      |        |         |      |
|------|--------|---------|------|
| they | call   | all     | are  |
| your | you    | her     | what |
| do   | to     | brother | of   |
| were | are    | they    | was  |
| who  | school | want    | some |

Miss Hall’s group  
Please practice reading and spelling these words.

Andean condor   South America   glide   bald   rare  
ledge of rock   weigh\*   metre\*   height\*

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

vul|ture   na|ture   fea|ture   cap|ture   temp|er|a|ture   ex|tinct  
fu|ture   crea|ture   plea|sure

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

feather → feathers

|         |         |         |           |
|---------|---------|---------|-----------|
| picture | amazing | largest | behaviour |
| measure | mixture | parents | adventure |
| because | picture | amazing | because   |
| animals | again   | start   | every     |
| time    | head    | white   | year      |
| one     | some    | their   | where     |
| they    | many    | are     | were      |
| come    | two     | of      | above     |
| where   | there   | walk    | here      |
| any     | through | who     | other     |



# English - Reading

## Fantastic Mr Fox

**Monday** -Language through colour exercise to complete the sentence starters.

**Tuesday** - Understanding Onomatopoeia. In Fantastic Mr. Fox Roald Dahl uses lots of examples of onomatopoeia. Have a go at making some of your own.

**Wednesday** - Words instead of said and walk.

**Thursday**- Design a new front cover.

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

# English - Reading

## Fantastic Mr Fox Chapter 6

### Chapter 6 The Race

Now there began a desperate race, the machines against the foxes. In the beginning, the hill looked like this:



After about an hour, as the machines bit away more and more soil from the hilltop, it looked like this:



Sometimes the foxes would gain a little ground and the clanking noises would grow fainter and Mr. Fox would say, 'We're going to make it! I'm sure we are!'

But then a few moments later, the machines would come back at them and the crunch of the mighty shovels would get louder and louder. Once the foxes actually saw the sharp metal edge of one of the shovels as it scraped up the earth just behind them.

'Keep going, my darlings!' panted Mr. Fox. 'Don't give up!'

'Keep going!' the fat Boggis shouted to Bunce and Bean. 'We'll get him any moment now!'

# English - Reading

## Fantastic Mr Fox Chapter 6 continued

'Have you caught sight of him yet?' Bean called back.

'Not yet,' shouted Boggis. 'But I think you're close!'

'I'll pick him up with my bucket!' shouted Bunce. 'I'll chop him to pieces!'

But by lunchtime the machines were still at it. And so were the poor foxes. The hill now looked like this:



The farmers didn't stop for lunch; they were too keen to finish the job.

'Hey there, Mr. Fox!' yelled Bunce, leaning out of his tractor. 'We're coming to get you now!'

'You've had your last chicken!' yelled Boggis. 'You'll never come prowling around my farm again!'

A sort of madness had taken hold of the three men. The tall skinny Bean and dwarfish pot-bellied Bunce were driving their machines like maniacs, racing the motors and making the shovels dig at a terrific speed.

The fat Boggis was hopping about like a dervish and shouting, 'Faster! Faster!'

# English - Reading

## Fantastic Mr Fox Chapter 6 continued

By five o'clock in the afternoon this is what had happened to the hill:



The hole the machines had dug was like the crater of a volcano. It was such an extraordinary sight that crowds of people came rushing out from the surrounding villages to have a look. They stood on the edge of the crater and stared down at Boggis and Bunce and Bean.

'Hey there, Boggis! What's going on?'

'We're after a fox!'

'You must be mad!' The people jeered and laughed.

But this only made the three farmers more furious and more obstinate and more determined than ever not to give up until they had caught the fox.



# English - Reading Monday

We are going to create interesting sentences like Roald Dahl. We are going to use language through colour to help us write them.

## Sentence Starters

L.O. Build a range of sentence structures

Often, Roald Dahl uses places to start his sentences.

*E.g. On a hill above a valley...*

These make his sentences interesting and full of description.

**Activity 1: Finish these sentences off -**

1. As the sun rose the next morning...
2. Under the tree...
3. Down in the valley...
4. In the wood...
5. Under the tree...

As you write out your sentences add some of the language through colour. Remember **pink = who** - **Yellow = what doing verb** - **Green = what like (adjective)**

As the sun rose the next morning, **Mr Fox** sniffed the **foggy** air to **check** the **farmers** weren't **waiting** to surprise him.

## . Tuesday Reading

**Onomatopoeia** is when a word sounds like the noise or sound it describes. Click on the letters below to hear sounds. Which word could you put to each sound? Have a go at making up your own on the sheet on the next page.

### Onomatopoeia



pop



boom



vroom



pitter-patter



whizz



bang



crash



drip



meow



wham



buzz

zap



crackle



eek



crunch



splash



squish



swoosh



ring



boing

A.



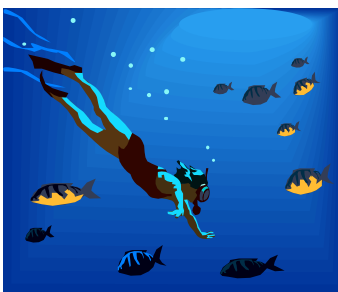
E.



C.



F.



G.



Write a word to describe the sound that you hear:

A.



---

B.



---

C.



---

D.



---

E.



---

Now have a go at making up some of your own.

## Reading - Wednesday

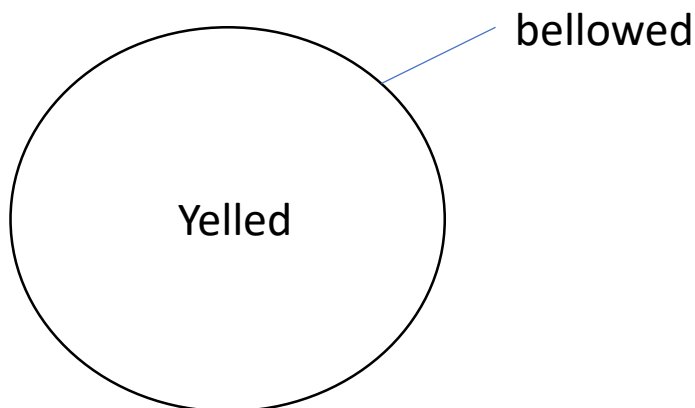
In his book Roald Dahl uses lots of speech.

'Hey there, Mr. Fox!' yelled Bunce, leaning out of his tractor.  
'We're coming to get you now!'

'You've had your last chicken!' yelled Boggis. 'You'll never come prowling around my farm again!'

Roald uses the word yelled a lot.

We are going to investigate which other words Roald Dahl could use instead. I have started you off.

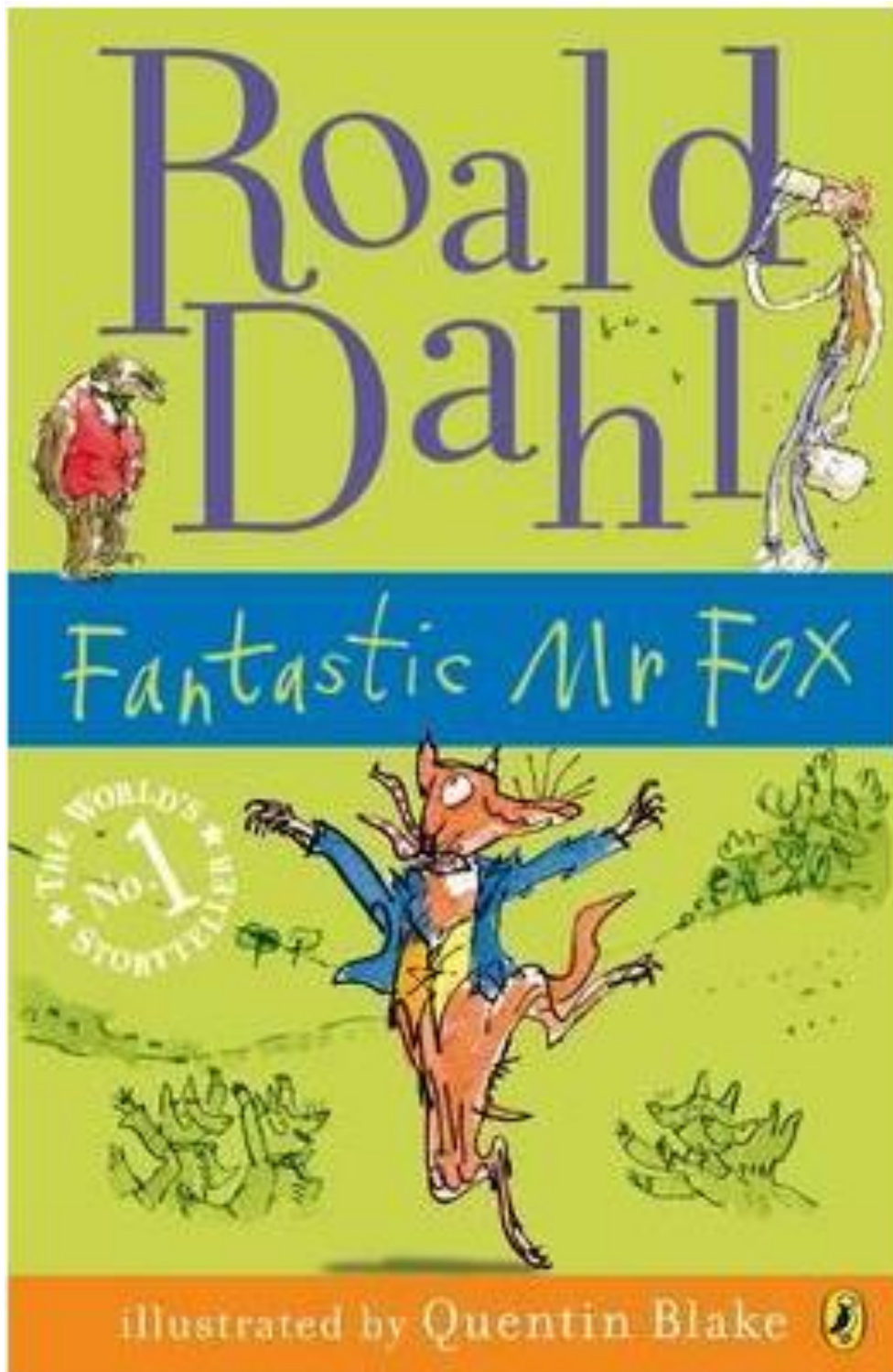




## Reading - Thursday

This is one of the many front covers to Roald Dahl's *Fantastic Mr. Fox*.

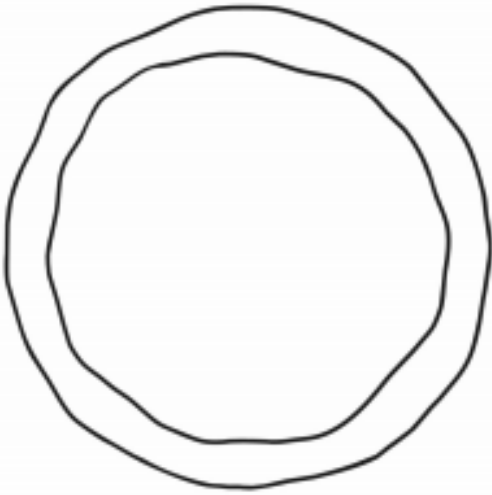
Your task today is to design a new cover. It needs to be bold and bright with the name of the author and illustrator included.



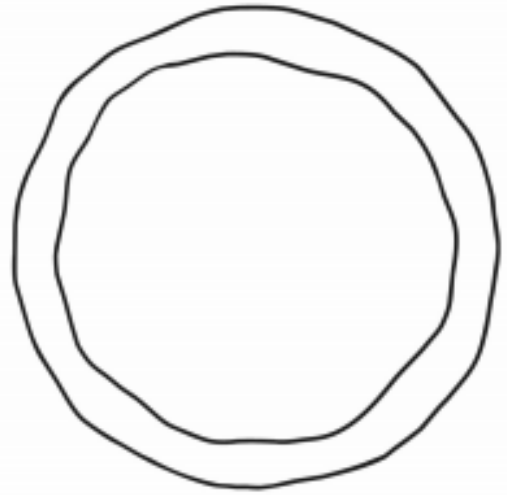
# Reading Comprehension

## 1

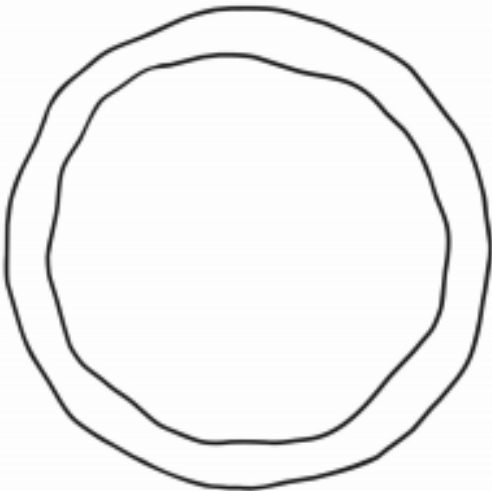
Read the sentence and colour the picture.



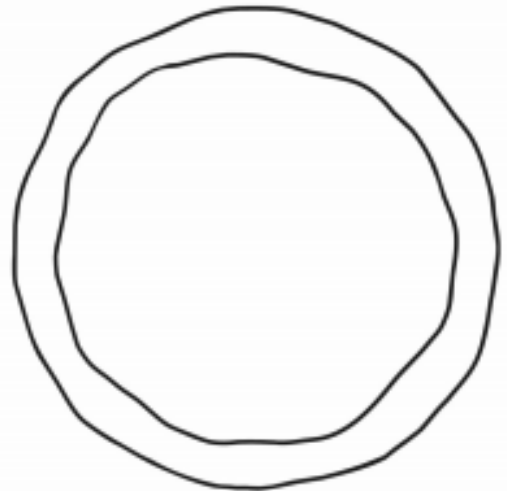
The pizza has tomatoes, cheese, mushrooms, pineapple, olives and peppers.



The pizza is half cheese and tomato and half mushroom, pepperoni and peppers.



The pizza has ice cream, marshmallows, chocolate sauce, sprinkles, strawberries and blueberries.



The pizza has snails, tomatoes, spiders, mushrooms, worms and pineapple.

## All About Leopards

Leopards are part of the cat family. This family includes big cats, such as lions, cheetahs, jaguars and tigers, and also pet cats. There are many different types of leopard but they are all endangered. For example, there are only about 70 Amur leopards living in the wild.

### Habitat

Leopards can live in many different places. Some like to live high up in the mountains and others prefer to live in rainforests, grasslands, deserts or even swamps! All leopards are excellent climbers and are very strong. They use their long tails to help them balance when they are high in the trees.

### Diet

Leopards are carnivores but they eat lots of different types of meat. For example, they will eat birds, rodents or reptiles if they cannot find large mammals, such as deer.

When they kill their prey, leopards usually drag it up high into a tree to eat immediately. Sometimes they keep the prey in the branches so they can eat it later.



## All About Leopards

### Fun Facts

- Leopards spend most of their lives on their own, except for females who have babies.
- Baby leopards, called cubs, are born blind and weigh only 500g.
- Leopards can live up to around 12 to 15 years in the wild.

### Did You Know...?

- Leopards are brilliant nocturnal hunters. They can hunt, even when it is really dark.
- Leopards have a keen sense of hearing and an excellent sense of sight.
- They have long and sensitive whiskers to feel movement.





# Reading Comprehension Questions.

All About Leopards

## Questions

1. Which animal family are leopards a part of? Tick **one**.

- ☐ leopards
- ☐ cats
- ☐ lions

2. Where do leopards live? Tick **one**.

- ☐ Leopards live in the Arctic.
- ☐ Leopards live in lots of different habitats.
- ☐ Leopards are excellent climbers and are very strong.

3. Look at the **Fun Facts** section. Draw lines to match the sentences:

Adult leopards

...live alone for much of their lives.

Baby leopards

...cannot see when they are born and are known as cubs.

4. Look at the **Diet** section. **Find** and **copy** a word which describes how **quickly** leopards usually eat their prey.

---

5. How do leopards hunt in the dark?

---

# Answers

1. Which animal family are leopards a part of? Tick **one**.

- ☐ leopards
- ☒ **cats**
- ☐ lions

2. Where do leopards live? Tick **one**.

- ☐ Leopards live in the Arctic.
- ☒ **Leopards live in lots of different habitats.**
- ☐ Leopards are excellent climbers and are very strong.

3. Look at the **Fun Facts** section. Draw lines to match the sentences:



4. Look at the **Diet** section. **Find** and **copy** a word which describes how **quickly** leopards usually eat their prey.  
**immediately**

5. How do leopards hunt in the dark?

**They have a keen sense of hearing and an excellent sense of sight. They also have long whiskers to feel movement.**

# The /s/ Sound Spelt Using 'c'

Practise your weekly spelling words using cursive handwriting.

race

ice

cell

city

fancy

face

space

bicycle

circle

spicy

# The /j/ Sound Spelt Using '-dge' or '-ge'

Practise your weekly spelling words using cursive handwriting.

badge

edge

bridge

dodge

fudge

age

huge

change

charge

village



# 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.

## Practise

Which sentence is written in the **past tense**?

Tick **one**.

I help my dad after school.

☐

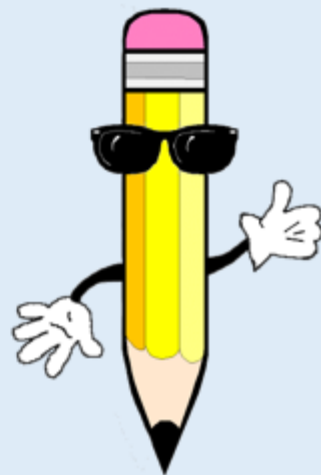
I took my teddy to school.

☐

I walk with my sister to school.

☐

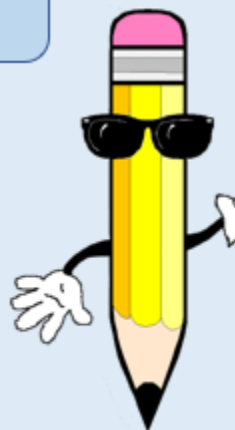
I see my friends at school.

☐

## Practise

Circle the word that shows the sentence below is in the **present tense**.

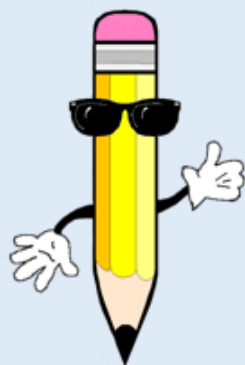
Most of my friends catch the train  
home after school.



# Practise

Tick to show whether each sentence is in the **past tense** or the **present tense**.

|   | Past tense | Present tense |
|---|------------|---------------|
| Everyone made cards at school.          |            |               |
| Amira collects stamps.                  |            |               |
| We raced around the field.              |            |               |
| They play lots of different ball games. |            |               |



In the grid below words are written in past and present tense. Find the past and present tense pairs and write them out in a list. The first one is done for you.

**Present**

Say

Make

**Past**

said

made

|        |       |         |         |
|--------|-------|---------|---------|
| say    | made  | go      | take    |
| come   | see   | know    | got     |
| gave   | find  | think   | tell    |
| become | show  | leave   | feel    |
| bring  | begin | kept    | hold    |
| keep   | write | stand   | kept    |
| wrote  | hear  | stood   | heard   |
| held   | keep  | began   | brought |
| felt   | left  | showed  | became  |
| give   | found | thought | told    |
| get    | knew  | saw     | came    |
| took   | went  | make    | said    |

# English

This week, we are going to continue to look at non-chronological reports.

A non-chronological report is a **non-fiction** report which is **not** written in **time order**. A non-chronological report is **focused on a single topic** and includes various facts about this topic. Children may be asked to read and / or write non-chronological reports about all sorts of topics.

**Monday** Re-visit the CBBC website and play a game. Select any of the games found on this link: <https://www.bbc.co.uk/cbeebies/games> .Using the Game Notes sheets on the following pages, make notes about the game as you play.

**Tuesday** Using the notes sheets from Monday. Write a report about a game you have at home. Use the report sheet to help you. Play it with family. Do they agree with your assessment?

**Wednesday** Write some captions for pictures. Instructions follow on from the game report

**Thursday** - Apostrophes for contractions. - Please select a sheet best suited to your child. You do not have to do them all.

**Friday** Subordination conjunctions. - Please select a sheet best suited to your child. You do not have to do them all.

# English

## Game Notes

Notes about \_\_\_\_\_

Who is the game for?  
(audience)

What is the aim of the game?

How good is it?

How is it played? (rules)

What skills are needed to play?

# English

## Game Report Tuesday

This image shows a single sheet of white paper with horizontal ruling lines. The paper is framed by a decorative border consisting of a repeating pattern of small orange circles and dots. There are 20 horizontal lines in total, creating 19 rows of writing space. The paper is oriented vertically.

**Wednesday**

A headline tell you what the picture is about.

A caption is one or two sentences written about what is happening in a picture.

## **Whale stranded on Kent beach**



Investigators looking at the whale that washed up at Pegwell Bay in Kent.

Caption

## **Hotel offers dogs paw-fect break!**



A dog sits on an armchair in a room at France's first luxury hotel for dogs.



Have a go at writing a headline and caption for the following pictures.



What could the caption be?

Who is involved? Where is this happening? What is going on?

(You will have to make up some of these facts!)



What could the caption be?

Who is involved? Where is this happening? What is going on?

(You will have to make up some of these facts!)

## Thursday English

### Contractions

**Contractions** are short words made by putting two words together.

Letters are left out in the **contraction** and replaced by an apostrophe. The apostrophe shows where the letters would be if the words were written in full.

You can use apostrophes to show that you have **omitted** (left out) some letters when you are joining words together.

For example, you can join the words 'you' and 'are' together. You + are = you're. The apostrophe takes the place of the removed letters. In this example, the letter a.

Sometimes, however, you need to **rearrange** the letters a bit when you contract the words. For example: will + not = won't.

Using contractions like these makes your writing easier to read and more friendly.

These websites help to explain

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt>

There are lots of different activities for you to have a go at on the next few pages.

## Apostrophe Ants

Match the correct contracted form with the expanded form.

Oh no! The apostrophe ants have left the ant hill to find food but they have forgotten which items they have to collect. Help the apostrophe ants find their way to the correct food item by matching the words on the ants to the expanded form on the food.

Draw a line to match the ant to the food item. One has been done for you.



he'd



can't



I'll



shouldn't



haven't



they've



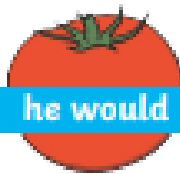
she'd



I will



should not



he would



cannot



they have



she would



have not

## Contraction Detective

Write the contracted form of the words.



Detective Dog is looking for words that can be contracted in the following sentences. Help him to find them by writing each sentence out again with the contracted word form.

For example:

**Expanded form:** In the morning, **they will** be going on holiday.

**Contracted form:** In the morning, **they'll** be going on holiday.

1. Later, we are going to the park.

---

2. Lucy was amazed! She had never been to such a fantastic place.

---

3. I have always wanted a pet dog.

---

4. Where is the party tomorrow afternoon?

---

5. John is very friendly and he is funny too.

---

6. It is very late so we will finish the game tomorrow.

Friday

Last time we looked at coordinating conjunctions. Today we are going to focus on subordination conjunctions using:

when, because, if, that

**Conjunction** - Conjunctions are the glue that hold together parts of sentences. Subordinating conjunctions are words like '**when**', '**because**', '**if**' and '**that**'.

In year 2, children are expected to use subordinating conjunctions to join clauses. For example:

*I will go out to play **if** it stops raining.*

Complete the following sentences using the correct subordinating conjunction.

Sheets on following pages.



Grammar Man needs your help! He needs to choose the correct conjunction for each sentence below so that they make sense. Please read each sentence carefully and then circle the correct conjunction to help Grammar Man.

You can choose from the following conjunctions: '**when**', '**if**', '**that**' or '**because**'.

1. Susie would get a gold medal **when / if / that / because** she could win the race.
2. The dog was digging a big hole **when / if / that / because** he wanted to bury his bone.
3. I promised my dad **when / if / that / because** I would tidy my room.
4. We have to line up **when / if / that / because** playtime is over.
5. Ben promised to eat all his food **when / if / that / because** his mum made pasta.
6. You can watch television **when / if / that / because** you have done your homework.
7. Jim told the teacher **when / if / that / because** he was going to be late tomorrow.
8. Sarah had a drink **when / if / that / because** she was very thirsty.

# Conjunction Match

Use '**when**', '**if**', '**that**' and '**because**' to add a subordinate clause.

Here are some complex sentences that have been split up. Draw lines to match the **main clause** to the **subordinate clause**. The first one in each example has been done for you.

## Sentences using 'when'

We can open the Christmas presents **when**

Julia opened her umbrella **when**

The pirate fired the cannon **when**

Spain won the World Cup **when**

it started to rain.

the battle began.

they beat Germany in the final.

everybody wakes up.

## Sentences using 'if'

I will put my coat on **if**

You can play outside **if**

Cinderella could go to the ball **if**

The pirate could find the jewels **if**

you finish your homework.

he had the treasure map.

she finished her housework.

the weather turns cold.



# Maths

**This week, we are going to continue the maths topic of statistics. 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.*

|                 |           |  |            |
|-----------------|-----------|--|------------|
| 6<br>08/02/2021 | Monday    | Draw pictograms (2, 5 and 10) activity | NPV-2 MD-1 |
|                 | Tuesday   | Draw pictograms (2, 5 and 10)          | NPV-2 MD-1 |
|                 | Wednesday | Interpret pictograms (2, 5 and 10)     | NPV-2 MD-1 |
|                 | Thursday  | Block diagrams                         | NPV-2 MD-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 continue the maths topic of statistics. You will need to watch the videos as normal and any questions please ask.

Use the tally chart to complete the pictogram.












| Pet    | Tally |
|--------|-------|
| Dog    |       |
| Cat    |       |
| Rabbit |       |
| Fish   |       |

| Pet    |  |
|--------|--|
| Dog    |      |
| Cat    |    |
| Rabbit |       |
| Fish   |      |

 = 2 animals

Use the information to complete the pictogram about the number of books read in each class.

|         |  |
|---------|--|
| Class 1 |  |
| Class 2 |  |
| Class 3 |  |
| Class 4 |  |
| Class 5 |  |
| Class 6 |  |

|         |   |
|---------|---|
| Class 1 |     |
| Class 2 |     |
| Class 3 |     |
| Class 4 |      |
| Class 5 |   |
| Class 6 |   |

Key



= 5 books





Year 2 sell cakes at a bake sale. The tally chart shows the data. Draw a pictogram to represent the data.

|            |  |
|------------|--|
| Chocolate  |  |
| Lemon      |  |
| Red Velvet |  |
| Mint       |  |
| Carrot     |  |


## Monday cont.

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

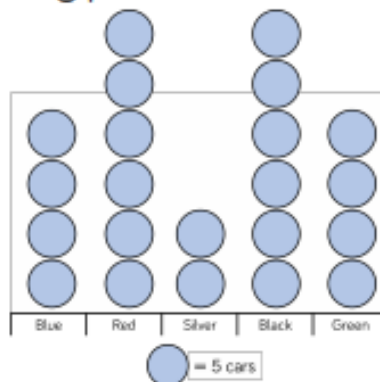
Keep a record of the weather over two weeks.





|   |   |   |  |
|---|---|---|--|
|  |  |  |  |
| Rain  | Snow  | Sunshine  | Wind   |
|   |   |   |  |


### Key

 = 2 days

Teddy and Eva both draw a pictogram to show how many cars they counted driving past their school.



| Colour | Number on cars   |
|--------|--|
| Blue   |  |
| Red    |  |
| Silver |   |
| Black  |  |
| Green  |  |

 = 10 cars

What is the same? What is different?  
Whose pictogram do you prefer? Why?

# Tuesday Maths

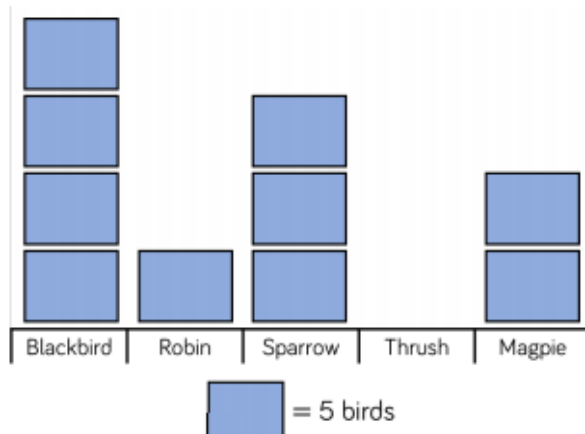
How many more sparrows are there than robins?

What is the total number of birds?

How did you calculate this?

Can you think of your own

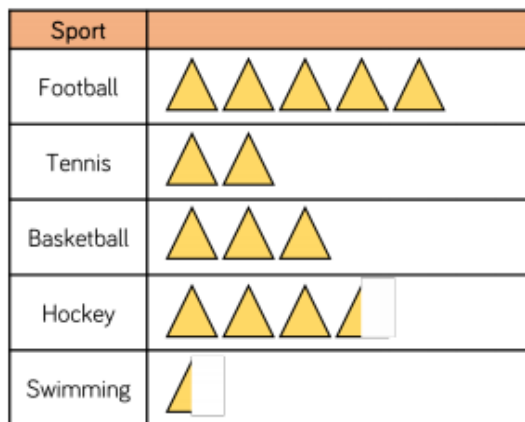
questions to ask a friend?



Which is the most popular sport?

How many children voted for football and swimming altogether?

What could the title of this pictogram be?



Use the pictogram to decide if the statements are true or false.





















| Statement   | True or False? |
|---|----------------|
| Horses were the least popular animal.                         |                |
| The number of chickens seen was half the number of cows seen. |                |
| The total amount of pigs and sheep is 70                      |                |
| There were 8 cows on the farm.                                |                |
| There were 10 fewer chickens than sheep.                      |                |

## Tuesday Maths Cont.

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

Jack and Whitney have carried out a traffic survey.

|       |   |
|-------|---|
| Van   |      |
| Bus   |       |
| Bike  |      |
| Lorry |     |
| Car   |      |

 = 10 vehicles

Jack says;



If I add the number of lorries and bikes together then it will be equal to the number of cars

Is he right? Convince me.

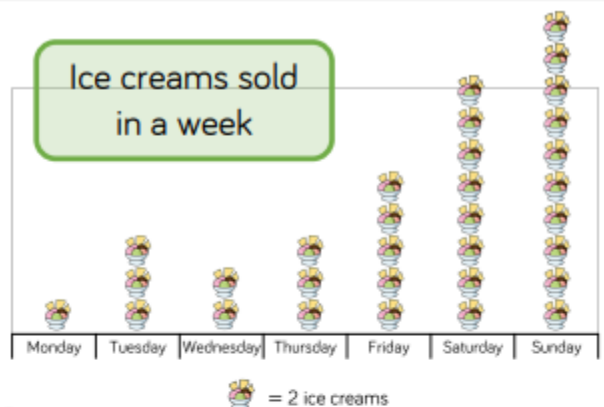
Whitney says;



To find the total number of vehicles I need to count the symbols. There are 16 and a half vehicles.

Is she correct? Explain your answer.

Ice creams sold in a week



**Convince me**

There are more ice-creams sold at the weekend than during the rest of the week.

**True or False (Why?)**

Three ice creams were sold on Tuesday.

**Justify**

If the staff needed to pick one day to have off during the week, which would be the best day and why?

# Wednesday Maths

Class 4 are collecting data about favourite colours.

| Colour | Number of children |
|--------|--------------------|
| Red    | 5                  |
| Green  | 8                  |
| Blue   | 7                  |
| Yellow | 2                  |

Make a block diagram using cubes to represent the data. Now draw the block diagram. What will the title be? Remember to label the blocks and draw a clear scale.

5 classes collected their house points.

Here are their results.

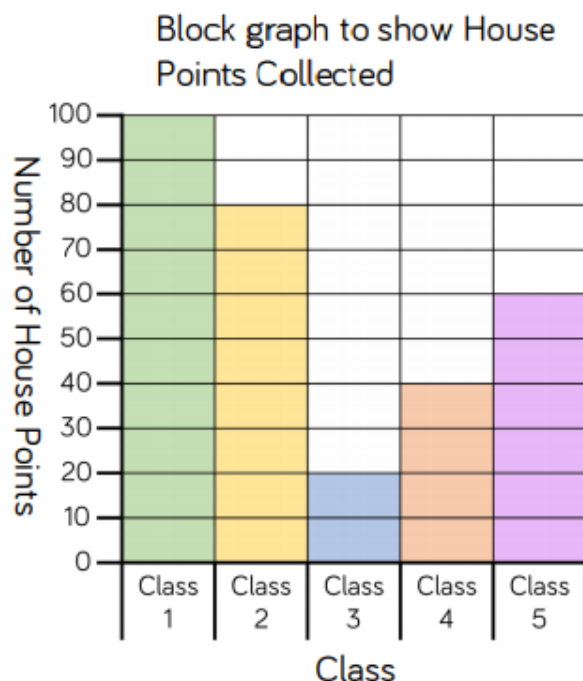
Which class collected the most house points?

Which class collected the fewest house points?

How many more points did Class 2 get than Class 4?

How many fewer points did Class 3 get than Class 5?

How many points did Class 2 and Class 3 get altogether?



## Wednesday Maths Cont.

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

Here are three tables of data.

Which set of data could you display using the block graph?

Which could use the pictogram?

Which could use the tally chart?

Explain your reasoning.

Data Set 1

| Team | Goals scored |
|------|--------------|
| A    | 20           |
| B    | 32           |
| C    | 27           |
| D    | 16           |

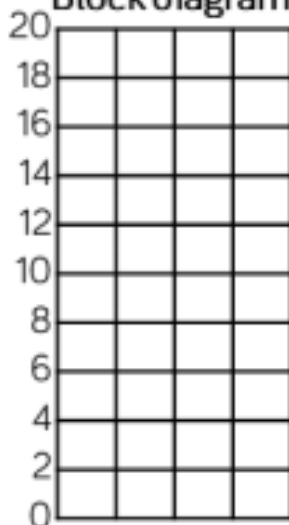
Data Set 2

| Player | Points |
|--------|--------|
| 1      | 20     |
| 2      | 65     |
| 3      | 80     |
| 4      | 45     |

Data Set 3

| Name | Score |
|------|-------|
| Ron  | 20    |
| Eva  | 12    |
| Amir | 6     |
| Mo   | 16    |

Block diagram



Pictogram

● = 10

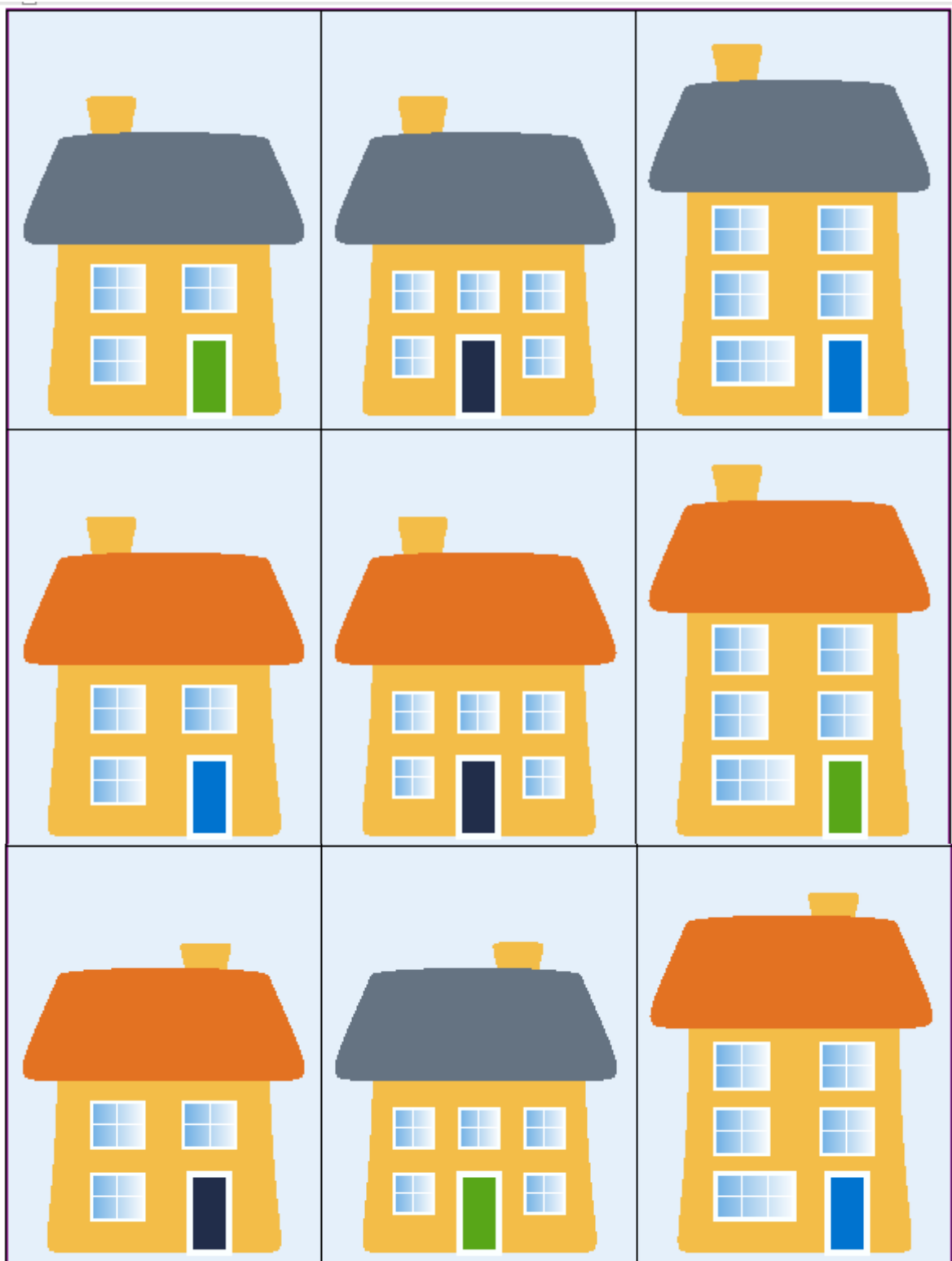
|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |

Tally Chart

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

## Thursday Maths

Here is a picture of nine of the houses in my street:  
Find as many different ways to sort them into groups as you can.



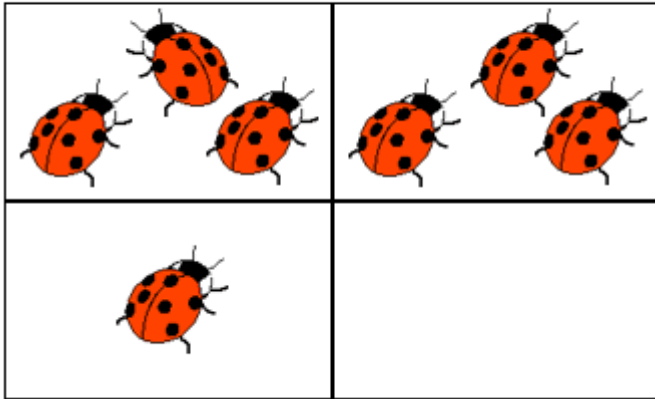


## Friday Maths

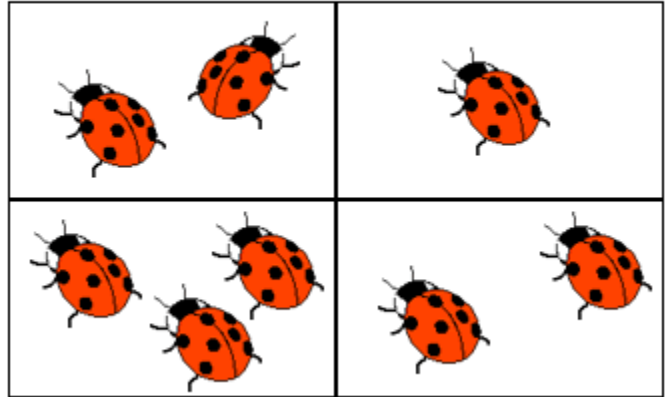
### Ladybird Count

Some children were playing a game.  
They collected cards with ladybirds on them.  
Here are the cards they had at the end of the game:

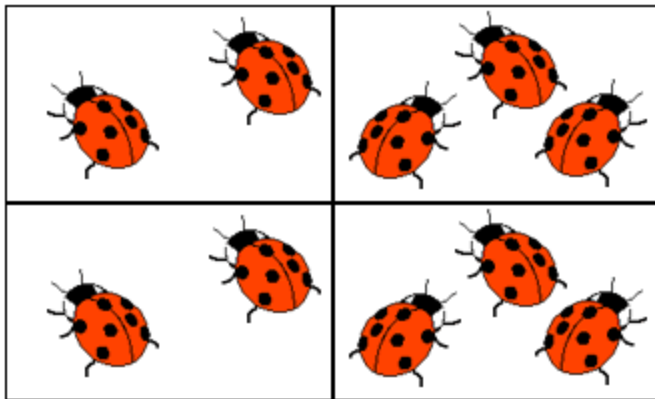
Aisha:



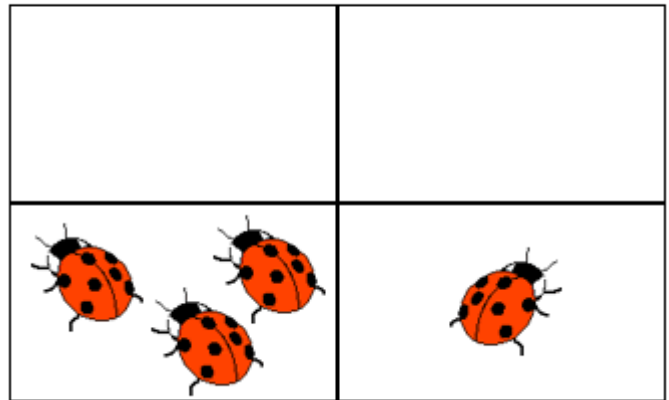
Ben:



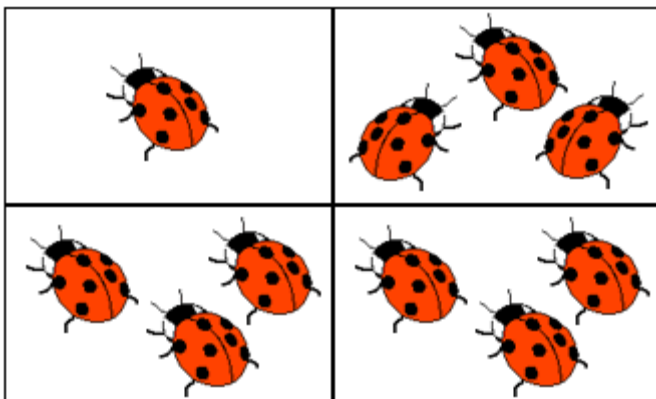
Carmel:



Danny:



Elaine:



What do you notice?

What questions would you like to ask?

Make a graph or picture to show how many ladybirds each child had.

# Other Subjects

| Subject              | Work at home ideas   |
|----------------------|--|
| <b>Science</b>       | <u>This week is all about science fun</u><br>Continue with some of the fun science activities from last week.  |
| <b>Topic</b>         | On Friday this week is the start of the Chinese New Year. In the pack is a range of activities for you to try to celebrate Chinese New Year.   |
| <b>PE</b>            | Rolling penalties<br>Dojo challenges set by Miss Arnold.   |
| <b>Art/DT</b>        | Monsters Continued. Can you make more monsters using the soles of your shoe?   |
| <b>ICT</b>           | On Tuesday this week it is Safer Internet Day.<br>Look on dojo for a special task.   |
| <b>Music</b>         | This week you will experiment with your rhythms to change the dynamics (volume).   |
| <b>RE</b>            | This week, we are going to discuss the good news Jesus brings.   |
| <b>Tech Free Day</b> | On Wednesday of this week we are celebrating our TECH FREE AFTERNOON, when we ask you to put away your laptops and devices and have a go at some of the family activities. See below and extra details on dojo on Wednesday. |

If you are struggling to complete these then I would recommend completing the ICT this week as it links to Safer Internet Day on Tuesday 9<sup>th</sup>. Also complete the TECH free day activities as there are raffle tickets to be won and these are activities for you to complete as a family.



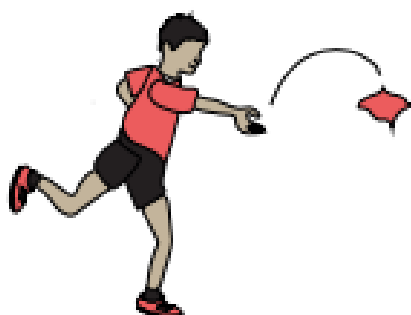
## Rolling Penalties PE Home Learning



Can you keep the score and be honest?

### Time to Learn:

- With a partner, set up a goal using two markers.
- Player one starts five steps away from the goal. Player two starts in goal.
- Player one rolls the ball towards the goal trying to roll the ball past player two.
- Can player two prevent the ball going past them? Can player one score?
- Players score a point each time they score a goal. Have five goes each and swap.
- The first to score five points is the winner.



If you are playing on your own, create a small goal with a teddy as a goalkeeper. How many times can you score?



Try different ways of sending the ball; throwing, kicking or bouncing. Make sure you are in a safe space!



Have a 'penalty shootout' Play against different family members. If you lose you are eliminated!

### Top Tips

#### Rolling and Saving

- Saving: Look up, concentrate on the ball, be on your toes.
- Rolling: Use an underarm technique and concentrate on where to aim.

### Let's Reflect

How did you feel when your roll was stopped?

How did you concentrate on the target to score a point?



Complete P.E.

POSITIVE LEARN SUCCESS



YOUTH  
SPORT  
TRUST

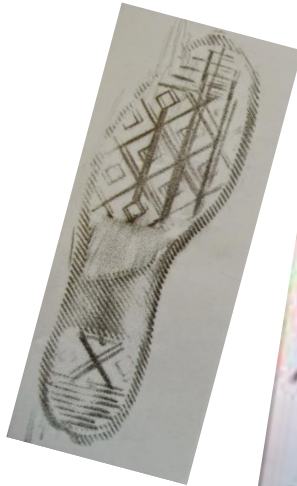
<https://www.youtube.com/watch?v=h0D9IO89F5Y>

- Also have a look at the school story for the challenges Miss Arnold is posting. There are beat the teacher challenges set on a Monday or Tuesday and other challenges for you to do.

# Art

## More Monsters!

This week we are looking at the textures you could use on your monster drawings. Look at the texture patterns on these drawings - some of them on each monster were made by copying shoe sole patterns!





# Art

## More Monsters!



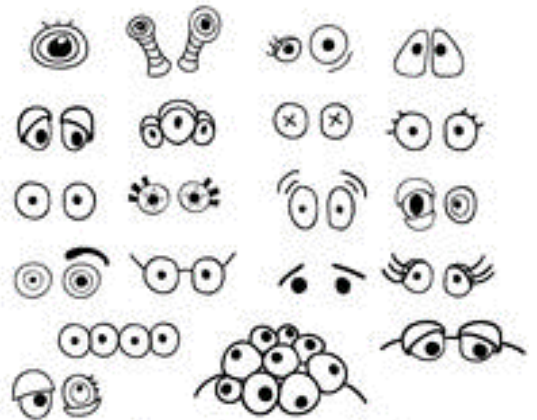
Place a blank piece of paper on the bottom (sole) of your shoe and, using a crayon, take a rubbing of the pattern.

Use your favourite part of the pattern to create your monster's tummy, legs, arms, head. May be use different shoe patterns for different parts of your monster!



Add eyes (1, 2, 30!), noses, arms, hands, paws, legs, feet.

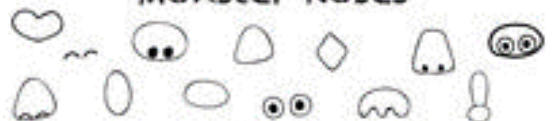
Make your monster as colourful as possible.



Monster Eyes and Noses



Monster Noses



# Science

**This week we are going to have some science fun try some different investigations.**

Below is a link to a website with fun science ideas.

<http://www.sciencekids.co.nz/experiments.html>

Or try one of these:

## **Make an Egg Float in Salt Water**

An egg sinks to the bottom if you drop it into a glass of ordinary drinking water but what happens if you add salt? The results are very interesting and can teach you some fun facts about density

### **What you'll need:**

- One egg
- Water
- Salt
- A tall drinking glass

### **Instructions**

1. Pour water into the glass until it is about half full.
2. Stir in lots of salt (about 6 tablespoons).
3. Carefully pour in plain water until the glass is nearly full (be careful to not disturb or mix the salty water with the plain water).
4. Gently lower the egg into the water and watch what happens.

### **What's happening?**

Salt water is denser than ordinary tap water, the denser the liquid the easier it is for an object to float in it. When you lower the egg into the liquid it drops through the normal tap water until it reaches the salty water, at this point the water is dense enough for the egg to float. If you were careful when you added the tap water to the salt water, they will not have mixed, enabling the egg to amazingly float in the middle of the glass.

# Science

## Make a Parachute

### Design and Test a Parachute

Learn about air resistance while making an awesome parachute! Design one that can fall slowly to the ground before putting it to the test, making modifications as you go

If you are feeling really brave you could make a basket to carry an egg and see if you can parachute an egg to the ground without it breaking

### What you'll need:

- A plastic bag or light material
- Scissors
- String
- A small object to act as the weight, a little action figure would be perfect

### Instructions:

1. Cut out a large square from your plastic bag or material.
2. Trim the edges so it looks like an octagon (an eight sided shape).
3. Cut a small whole near the edge of each side.
4. Attach 8 pieces of string of the same length to each of the holes.
5. Tie the pieces of string to the object you are using as a weight.
6. Use a chair or find a high spot to drop your parachute and test how well it worked, remember that you want it to drop as slow as possible.

### What's happening?

Hopefully your parachute will descend slowly to the ground, giving your weight a comfortable landing. When you release the parachute the weight pulls down on the strings and opens up a large surface area of material that uses air resistance to slow it down. The larger the surface area the more air resistance and the slower the parachute will drop.

Cutting a small hole in the middle of the parachute will allow air to slowly pass through it rather than spilling out over one side, this should help the parachute fall straighter.



# Science

## Make a Parachute

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# Science

## Diet Coke & Mentos Eruption

### What you'll need:

- Large bottle of Diet Cola
- About half a pack of Mentos
- Geyser tube (optional but makes things much easier)

### Instructions

1. Make sure you are doing this experiment in a place where you won't get in trouble for getting Diet Cola everywhere! Outside on some grass is perfect, please don't try this one in your family lounge!!
2. Stand the Diet Cola upright and unscrew the lid.
3. Time for the fun part, drop the Mentos quickly into the Diet Cola and run like mad! If you've done it properly a huge geyser of Diet Cola should come flying out of the bottle, it's a very impressive sight. The record is about 9 metres (29 feet) high!

### What's happening?

Although there are a few different theories around about how this experiment works, the most favoured reason is because of the combination of carbon dioxide in the Diet Cola and the little dimples found on Mentos candy pieces.

The thing that makes soda drinks bubbly is the carbon dioxide that is pumped in when they bottle the drink at the factory. It doesn't get released from the liquid until you pour it into a glass and drink it, some also gets released when you open the lid (more if you shake it up beforehand). This means that there is a whole lot of carbon dioxide gas just waiting to escape the liquid in the form of bubbles.

Dropping something into the Diet Cola speeds up this process by both breaking the surface tension of the liquid and also allowing bubbles to form on the surface area of the Mentos. Mentos candy pieces are covered in tiny dimples (a bit like a golf ball), which dramatically increases the surface area and allows a huge amount of bubbles to form.

The experiment works better with Diet Cola than other sodas due to its slightly different ingredients and the fact that it isn't so sticky. I also found that Diet Cola that had been bottled more recently worked better than older bottles that might have lost some of their fizz sitting on shop shelves for too long, just check the bottle for the date

## 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](https://www.youtube.com/watch?v=eVClAj8q_IY)

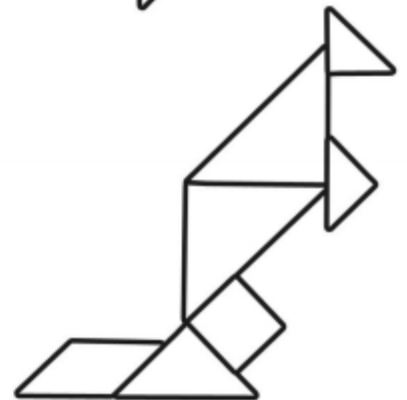
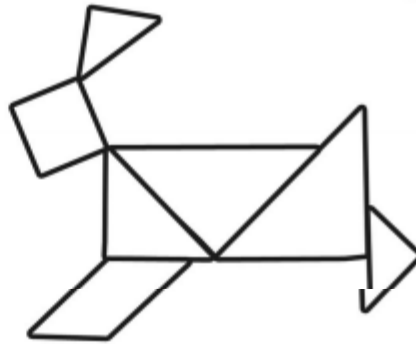
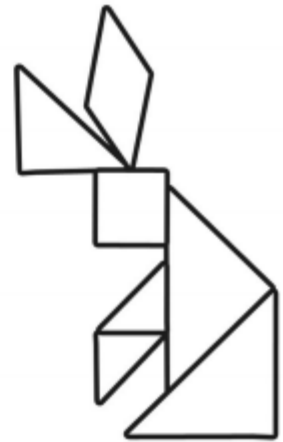
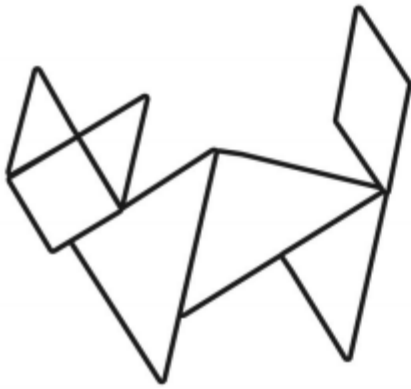
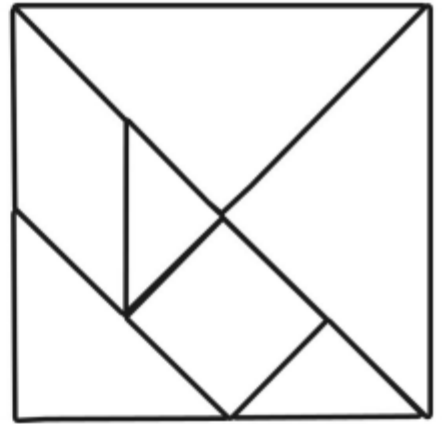
These are the 12 animals in the Chinese Calendar.



# 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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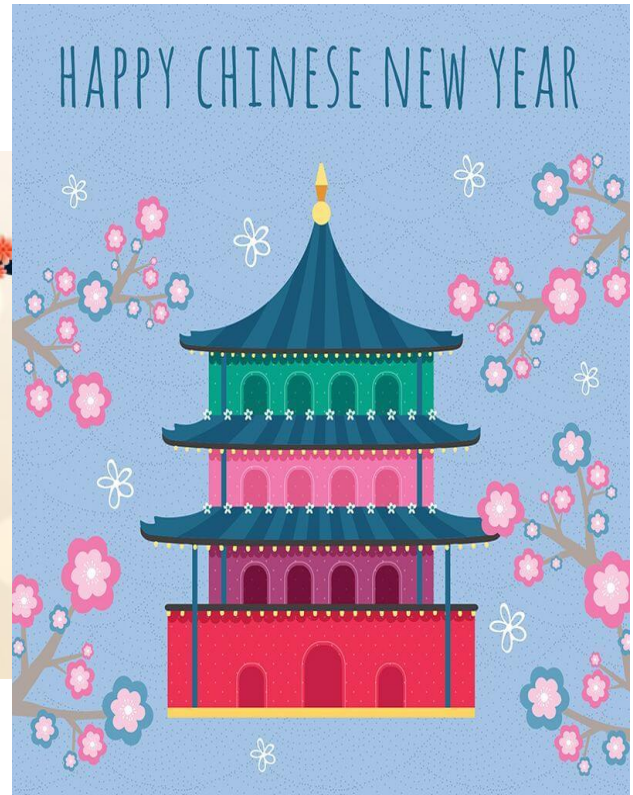
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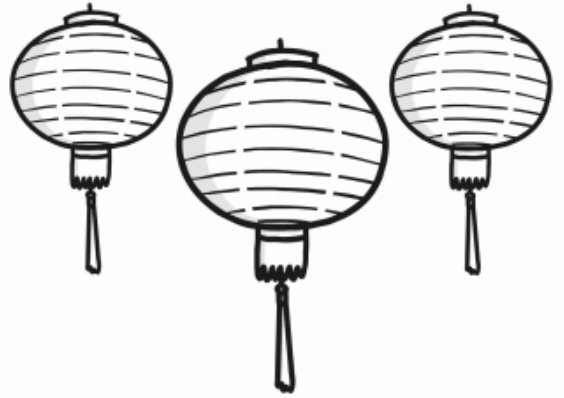
## Create a Chinese New Year Card

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

This week, we are going to discuss the good news Jesus brings.

What is the good news that Jesus brings?

Which matters the most?

Colour your answer

|                |                |
|----------------|----------------|
| Sweets         | Meals          |
| Water          | Hot Chocolate  |
| Money          | Happiness      |
| Being loved    | Feeling safe   |
| Having a laugh | Having a bath  |
| Making models  | Making friends |

## RE Cont...

Have a look at this picture pf a pearl.



Jesus tells a parable of a man who loved pearls. He collected them. The man saw a pearl that he really wanted and sold all of his belongings to be able to buy it. He was happy once he had bought it. This pearl was what mattered the most to the man.

What matters the most to you?

I wonder: Do you think Jesus' good news matter to everyone? Why?



# Music

Can you perform the call and response rhythms you made last week?

This week you will experiment with your rhythms to change the dynamics (volume).

Could you play parts of your piece louder and others quieter?

Could you start loud and end quietly or the other way round?

Could your call be loud and your responses quiet?

Which sounds good to you?

Do you have anything at home you make an instrument out of other than a pan and spoon?

Have fun experimenting!

# Tech Free Family Afternoon



Welcome to our first family challenge day! We hope you enjoy doing something different, learning together and having some fun. Our activities all revolve around **FAMILY**! There are 6 strands as follows:

|  |   |  |   |  |  |
|--|---|--|---|--|--|
| <b>FLOURISH</b><br>Culture,<br>Arts, Crafts<br> | <b>ADVENTURE</b><br>Investigate<br>the World<br> | <b>MEMORIES</b><br>People, Others,<br>Wider Community<br> | <b>INSPIRE</b><br>The Future<br> | <b>LOOK</b><br>Environment<br>and the Outside<br> | <b>YOURSELF</b><br>Self and<br>Identity<br> |
|--|---|--|---|--|--|

Each strand of the **FAMILY** challenges has a different emphasis. Some of you will prefer particular challenges within one strand, others will enjoy the freedom of being able to choose different styles of activities from across more than one strand.

One of the first challenges of **FAMILY** days (and one of the most important aspects) is to complete all of the challenges without using a screen!



During some of the challenges, it will be very tempting to use a screen to research or to write, but we would like to encourage all of you to find alternative ways to complete each challenge. At the moment, everyone is spending a lot of time using computers and screens, so find ways to complete each challenge without using them at all!

We know that some of the challenges may require you to look up some information, just try to use other resources - look in books (anyone still got an encyclopaedia?), phone friends and family members who may have visited different places, have different skills and different life experiences.

The only excuse for using any technology is to take photographs of your finished creations or of you having fun together working on a challenge.

At the end of the day, upload the photos to your ClassDojo portfolio to show your class teacher what you have been doing, along with a photo of your scorecard. Parents could also post pictures on Social Media using our hashtag **#StNicsFamilyDays** and on Twitter also tag us **@St\_Nicholas\_CEP**





## THE RULES!

**Your aim is to complete as many challenges as you can.**

You are working towards completing one of the awards below:



**PLATINUM** — Complete six challenges, one from each strand  
 Earn 10 raffle tickets for the book prize draw.



**GOLD** — complete any five challenges from across the board.  
 Earn 5 raffle tickets for the book prize draw.



**SILVER** — complete any four challenges from across the board.  
 Earn 4 raffle tickets for the book prize draw.



**BRONZE** — complete any three challenges from across the board.  
 Earn 3 raffle tickets for the book prize draw.

**You can pick any of the challenges to complete each award** — it is completely up to you! Pick things that you would find interesting or try something new which you wouldn't normally do.

**Involve all of the family** — challenge everyone in the house! Who can complete the most? Can you complete all of the challenges as a family?


**It doesn't matter which year group you are in** — Each challenge can be interpreted quite differently whether you're in Reception or Year 6!

### Book Prize Draw

There will be a prize of a book of your choice – one per class. The higher the award you achieve above, the more entries you will have into the prize draw.

**Most importantly** - spend time together in your household working on these challenges - chat, laugh and have fun 😊



| <b>FLOURISH</b><br><i>Culture, Arts, Crafts</i>  | <b>ADVENTURE</b><br><i>Investigate the World</i>  | <b>MEMORIES</b><br><i>People, Others, Wider Community</i>  | <b>INSPIRE</b><br><i>The Future</i>   | <b>LOOK</b><br><i>Environment and the Outside</i>   | <b>YOURSELF</b><br><i>Self and Identity</i>  |
|--|---|--|---|---|--|
| <b>1. □</b><br><p>Create an exploration theme tune. Think about the tempo and volume of your piece of music. You can sing it, play an instrument, use body percussion or even find things around your house that you could use as instruments. Listen to the links below for inspiration.</p>              | <b>2. □</b><br><p>Create a timeline ordering these explorations.</p> <ul style="list-style-type: none"> <li>□ Jacques Piccard reaches the deepest point in the ocean 1960</li> <li>□ Columbus discovers the Americas 1492</li> <li>□ Captain Willem Janszoon discovers Australia 1606</li> <li>□ Neil Armstrong walks on the moon 1969</li> <li>□ Yuri Gagarin orbited Earth 1961</li> <li>□ Roald Amundsen reached the South Pole 1911</li> <li>□ Robert Peary reached the North Pole 1909</li> <li>□ Edmund Hillary reached the summit of Mount Everest 1953</li> </ul> <p><b>STRETCH</b> – Can you add one (or more) other historical events between each one?</p> | <b>3. □</b><br><p>Write a thank you note to someone that has helped you during lockdown.</p> <p>This could be a family member, delivery driver or a friend.</p>  | <b>4. □</b><br><p>Design your own vehicle to go exploring in.</p> <p>Will it be a submarine to journey to the bottom of the sea or a rocket to take you into space? Maybe you will need a boat to journey through the ice at the South Pole.</p> <p>You can draw or build this using junk modelling, Lego, or anything else you have.</p> | <b>5. □</b><br><p>Take some exercise indoors to get ready for your journey:</p> <ol style="list-style-type: none"> <li>1. Run up and down the stairs ten times</li> <li>2. Do 20 squats</li> <li>3. Do 10 push ups</li> <li>4. Do 12 burpees</li> <li>5. Do 15 sit ups</li> </ol> <p>Or design your own five-step plan for today – see how many other people in your family can take part.</p> <p>Can you lead part or all of the plan?</p> | <b>6. □</b><br><p>If you could change anything at all about yourself and your life, what would you change? Who would you be? Where would you go? What would you do?</p> <p>Complete this task in any way you choose – you could write a story, create a collage collecting up different pictures and images, complete a news story – it is completely up to you.</p> <p>Go on a journey of self-exploration.</p> |
| <b>7. □</b><br><p>Make up a dance to one of these pieces of music:</p> <p><a href="#">Coldplay – Adventure of a Lifetime</a></p> <p><a href="#">Atlantis – The Lost Empire Indiana Jones</a></p> <p><a href="#">Pirates of the Caribbean</a></p> <p><a href="#">Journey to the centre of the Earth</a></p> | <b>8. □</b><br><p>Design and make a boat. Test to see if your boat floats by placing it in water (sink, bath, etc). Test it to see how much weight it can hold before it sinks. Did you choose a waterproof material?</p> <p>Once you have a boat, how else could you travel. Can you make something which could fly? How far can you get it to go?</p>   | <b>9. □</b><br><p>People with Integrity are generally known to be trustworthy, honest and kind.</p> <p>Write a story about a character who goes on a journey and shows integrity. They could show it any way you choose.</p> | <b>10. □</b><br><p>Imagine you are journeying to an undiscovered world – maybe in an unknown galaxy.</p> <p>Create a piece of art to show what this new world could look like. You could draw, paint or use junk modelling, build your idea.</p> <p>Get creative!</p>   | <b>11. □</b><br><p>How many triangles are there?</p>  <p>Step outside – how many triangles are there? Where else do triangles exist in our environment?</p>  | <b>12. □</b><br><p>Imagine you are an intrepid explorer about to embark on a journey to a destination of your choice.</p> <p>Write a poem to describe the place you are visiting.</p> <p>See how many different techniques you can include, or how many different styles you could use.</p>  |
| <b>13. □</b><br><p>Think of an adventure you would like to go on when you are older. Draw a picture of this place / trip and write about why you would like to go there.</p>   | <b>14. □</b><br><p>Look on a map or atlas and choose a place you would like to visit. How would you get there – walking, train, car, boat, plane?</p> <p>Plan your journey detailing what seas and countries you would pass or visit on your way. You could show your journey in any way you like – story, poem, art, model.</p>  | <b>15. □</b><br><p>Complete a task for somebody at home that you wouldn't normally do (make your bed, tidy up, make a cup of tea for someone, help to prepare dinner).</p>   | <b>16. □</b><br><p>For any adventure you need specific clothing suited to where you are going.</p> <p>Think about where you would like to journey to and design an outfit for your destination. You could even make a miniature version by sewing fabric together.</p>  | <b>17. □</b><br><p>Think about your favourite place to visit (family member's house, park, holiday destination).</p> <p>Write instructions of how you would get there.</p>  | <b>18. □</b><br><p>Before you head off on an adventure, it is wise to say a prayer so that God can help keep you safe.</p> <p>Write a prayer that you could say. Maybe you can say this before you go on your next journey.</p>  |
| <b>19. □</b><br><p>Cook or bake a recipe that has come from another country. It could be Fajitas from Mexico, Tapas from Spain, Anzac biscuits from Australia or Pizza from Italy!</p> <p>Perhaps someone in your family has a traditional recipe you could learn?</p>                                     | <b>20. □</b><br><p>Talk to your family members to find out about explorers through history.</p> <p>Create a poster all about them. Look at the timeline challenge for inspiration.</p> <p>Find out about a place someone in your family has been to – how did they get there? What experiences did they have?</p>   | <b>21. □</b><br><p>Nelson Mandela showed huge tolerance during his lifetime. Ask your family about what he fought for. How do you think he showed tolerance? How could you show tolerance?</p>                               | <b>22. □</b><br><p>Improvise a journey at home – recreate a camp or hideout and spend some time there today.</p> <p>Think about what it would feel like to live in another country – talk to someone else in your house or on the phone about where you would like to travel to in the future and why.</p>                                | <b>23. □</b><br><p>To become a Polar Explorer, you need to be very fit.</p> <p>Get some exercise today – go for a bike ride, a long walk or a run.</p> <p>Time how long you were out for or how far you travelled.</p>  | <b>24. □</b><br><p>Think of a country anywhere in the world that you would like to visit.</p> <p>Draw a picture of what you imagine it would be like there.</p> <p>Explain why you would like to visit that country.</p>   |





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## A Journey Story Compendium for FAMILY Challenge Day 1

### The Way Back Home by Oliver Jeffers

Once there was boy, and one day, as he was putting his things back in the cupboard, he found an aeroplane. He didn't remember leaving it in there but he thought he'd take it out for a go right away.

The plane lifted off the ground and up into the sky... higher and higher and higher. Suddenly the plane spluttered... it had run out of petrol. Now the boy was stuck on the moon. What was he to do? He was all alone and afraid and soon his torch began to go out.



Up in space someone else was in trouble too. His engine had broken down and steering the ship towards a flicker of light, he landed on the moon with a bump. Both the boy and the Martian could hear noises in the dark and both feared the worst. But as their eyes got used to the dark, they both realised they'd met someone else in trouble. They weren't alone any more.

The boy showed the Martian his empty petrol tank and the Martian showed the boy his broken engine. Together they thought of ways to fix their machines and how to get them both back home. The boy jumped down to earth to get the things they would need... right down into the sea... and swam towards home. But by the time he got there, the boy was tired out so he sat in his favourite chair, just to catch his breath.

His favourite programme was just starting and he settled down to watch. Suddenly he remembered what he should be doing and rushed off to the cupboard to get what he needed. He ran outside and shouted. But there was no reply, he couldn't be heard.

The boy climbed to higher ground, called again, and waited. This time a rope was lowered. The boy began to climb and the Martian began to pull, and soon the boy was back on the moon. The boy fixed up the Martian's engine with the right spanner and the Martian filled the boy's petrol tank. They said goodbye and thanked each other for their help. They wondered if they'd ever meet again. After a long night they were both finally off the moon. The boy went one way and the Martian went another, both on their way back home.





## A River by Marc Martin

There is a river outside my window. From where I sit I can see it stretching into the distance in both directions. Sometimes I imagine myself floating along the river swept away in a silver boat towards the horizon. Where will it take me?

It goes through the city, under bridges and past the speeding cars that zoom by in an endless stream of busyness. It flows beside the factories with their machines grinding and plumes of smoke rising into the sky.



It carries me past the farms and animals and moves beyond the fields that look like giant patchwork quilts.

It slides into the hills and valleys and I can hear the murmuring of running water that grows louder and takes me tumbling down a waterfall taller than any building.



The river flows into the jungle and I can hear lots of animals – gibbons, bats and all kinds of birds.

Deep in the jungle, it's very dark. I can feel many eyes watching me. I sail  
Deep in the jungle, it's very dark. I can feel many eyes watching me. I sail  
through the mangroves; the river opens up and takes me to the ocean. It's  
windier now and the air smells of salt and seaweed.

If I peer over the edge of my boat, I can see many fish swimming in and out of the light. When I look up, I see clouds moving and it begins to rain and it's difficult to see where I am. But I can hear raindrops on the window and as the clouds clear I am sitting in my room again, looking through those raindrops on the glass, and gazing out across the sleeping city. And I think I see my silver boat floating in the moonlight drifting past my window once more.





## **A Journey Story Compendium for FAMILY Challenge Day 1**

### **Journey to Jo'burg by Beverley Naidoo – Chapter 3**

On they walked. The sun was low down now and there was a strong smell of oranges coming from rows and rows of orange trees behind barbed wire fences. As far as they could see there were orange trees with dark green leaves and bright round fruit. Oranges were sweet and wonderful to taste and they didn't have them often.

The children looked at each other. "Do you think we could..." Tiro began. But Naledi was already carefully pushing apart the barbed wire, edging her body through.

"Keep watch!" she ordered Tiro.

She was on tiptoes, stretching for an orange when they heard, "HEY, YOU!" Naledi dropped down, then dashed for the fence. Tiro was holding the wires for her. She tried to scramble through, but it was too late. A hand grasped her and pulled her back.

Naledi looked up and saw a young boy, her own age. "What are you doing?" he demanded. He spoke in Tswana, their own language. "The white farmer could kill you if he sees you. Don't you know he has a gun to shoot thieves?"

"We're not thieves. We've been walking all day and we're very hungry. Please don't call him," Naledi pleaded.

The boy looked more friendly now and asked where they came from. So they told him about their baby brother Dineo and how they were going to Johannesburg because he was ill. The boy whistled. "Phew. So far!" He paused.

"Look. I know a place where you can sleep tonight and where the farmer won't find you. Stay here and I'll take you there when it's dark."

Naledi and Tiro glanced at each other, still a little nervous.

"Don't worry. You'll be safe waiting here. The farmer has gone inside for his supper," the boy reassured them, then he grinned. "But if you eat oranges you must hide the peels well or there will be big trouble. We have to pick the fruit, but we're not allowed to eat it."

"Can we stay here for the night?" Tiro asked.

Naledi wasn't too sure if they should.

## **The Last March by Robert Falcon Scott - Excerpt**

### **Tuesday, February 28.**

Lunch. Thermometer went below -40°F last night; it was desperately cold for us, but we had a fair night.... Only twenty-four miles from the depot. The Sun shines brightly, but there is little warmth in it. There is no doubt the middle of the Barrier is a pretty awful locality.

### **Sunday, March 4.**

Lunch. Things looking very black indeed.... All the morning we had to pull with all our strength, and in four hours we covered three miles.... We are about forty-two miles from the next depot and have a week's food, but only about three to four days' fuel—we are as economical of the latter as one can possibly be, and we cannot afford to save food and pull as we are pulling.... I don't know what I should do if Wilson and Bowers weren't so determinedly cheerful over things.

### **Wednesday, March 7.**

A little worse I fear. One of Oates' feet very bad this morning; he is wonderfully brave. We still talk of what we will do together at home.

### **Thursday, March 8.**

Lunch. Worse and worse in morning; poor Oates' left foot can never last out, and time over footgear something awful. Have to wait in night footgear for nearly an hour before I start changing, and then am generally first to be ready. Wilson's feet giving trouble now, but this mainly because he gives so much help to others. We did four miles this morning and are now eight miles from the depot—a ridiculously small distance to feel in difficulties, yet on this surface we know we cannot equal half our old marches, and that for that effort we expend nearly double the energy.

### **Sunday, March 11.**

Titus Oates is very near the end, one feels.... Nothing could be said but to urge him to march as long as he could. One satisfactory result to the discussion; I practically ordered Wilson to hand over the means of ending our troubles to us, so that any one of us may know how to do so. Wilson had no choice between doing so and our ransacking the medicine case. We have thirty opium tablets apiece and he is left with a tube of morphine. So far the tragical side of our story. (R. 53.)

### **Friday, March 16 or Saturday 17.**

At night Oates was worse and we knew the end had come.... He slept through the night before last, hoping not to wake; but he woke in the morning yesterday. It was blowing a blizzard. He said, "I am just going outside and may be some time." He went out into the blizzard and we have not seen him since.... We knew that poor Oates was walking to his death, but though we tried to dissuade him, we knew it was the act of a brave man and an English gentleman. We all hope to meet the end with a similar spirit, and assuredly the end is not far.... We are cold on the march now, and at all times except meals.... We are at No. 14 pony camp, only two pony marches from One Ton Depot. We leave here our theodolite, a camera, and Oates' sleeping bags. Diaries, etc., and geological specimens carried at Wilson's special request, will be found with us or on our sledge.

## **A Journey Story Compendium for FAMILY Challenge Day 1**

### **Stopping by Woods on a Snowy Evening by Robert Frost**

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.