

Year 2 Home learning – Week beginning 30th March

Hi Narwhals,

I hope you've all had a good week. Nathan and I have been doing PE with Joe Wicks every morning (except Thursday morning when I was at school working out with the 5 children we had in!).

I have been practising the piano, knitting socks and a jumper and working through the tasks Mr Clarke has set us to keep us busy.

I need to do a bit more tidying and cleaning because I'm not very good at that!

Mr Specht has been working in our spare room and has also built the ISS (international space station) out of Lego!

Our chickens have been very good at providing us with eggs so we're doing ok.

Have a lovely weekend and enjoy the beautiful weather in your garden!

Mrs Specht .

General things to do each week

- Log on to spelling shed using your login details and have a go at the assignment that is set (we will change it regularly to practise different spelling rules).
 - Practise spelling the common exception words (list sent home at beginning of year) in interesting and fun ways and as a way of practising handwriting.
 - Do the assignment set and updated on maths shed every few days.
 - Practise recalling 2, 5 and 10 x tables (multiplication and division facts).
 - Use the 'rapid recall' wipe clean boards (sent home with the mini whiteboards) daily by choosing a different number each day to practise some basic facts with.
 - Read any library books or reading books that you have taken or have at home each day.
- Please see the email to whole school which had log in details for the e-books if you run out.
- Write book reviews for the books you finish reading.

Maths

This week we would have been focusing on measuring length/height and comparing measurements. This is a great opportunity to use rulers and tape measures for a variety of real life, practical purposes around the house! **Be sure to check where on the ruler to start measuring from! Sometimes it is the very edge of the ruler, sometimes it is very slightly further along.** Look at some different rulers, if you have them Are they the same or different?

Easier problems

Mo has used the ruler to measure the length of the car.



Mo says the car is 8 centimetres long.
Do you agree?
Explain your answer.

Compare the lengths using **longer than**, **shorter than**, or **the same as**.

15 cm is	<input type="text"/>	60 cm
Sixty metres is	<input type="text"/>	60 m
96 m is	<input type="text"/>	69 m
80 cm is	<input type="text"/>	80 m

More challenging problems

Compare the measurements using $<$, $>$
or $=$

55 cm + 10 cm	<input type="radio"/>	55 cm - 10 cm
42 m + 6 m	<input type="radio"/>	42 m + 7 m
6 cm - 5 cm	<input type="radio"/>	6 m - 5 m
80 m - 5 m	<input type="radio"/>	70 m + 5 m

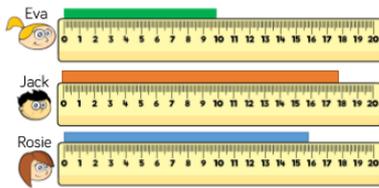
A green pencil is twice as long as a blue pencil.



Using this, complete the statements using **longer than**, **shorter than** or **equal to**.

- 3 green pencils are _____ 2 blue pencils
- 2 green pencils are _____ 5 blue pencils
- 4 green pencils are _____ 8 blue pencils

Eva, Jack and Rosie are comparing the length of ribbons. Complete the sentences.



_____ has the longest ribbon.
 _____ has the shortest ribbon.
 _____'s ribbon is shorter than _____'s.
 _____'s ribbon is longer than _____'s.

Four children are measuring their heights.

Eva is taller than Rosie, but not as tall as Mo.

Dexter is taller than Mo.

Write down their names in order of their heights, starting with the shortest.

Treasure Hunt

- Find something that is the same length as your hand.
- Find something which is less than 5cm long.
- Find something that is just a little bit longer than 30cm.
- Find something which is **taller than** 10 cm but **shorter than** 20cm.
- Find something that is about 10cm long and 10cm tall.
- Find something the same length as your foot.
- Find something that is just a little bit shorter than 15cm.
- Find out how tall you are in metres and cms.
- Find and measure 3 pencils of different lengths. Put them in order.
- Find something which is the same length as one of the other things.

English

This week we would have started looking at instruction writing and we would have made slime. This is very easy to do at home! We would like you to have a go at making something and writing clear instructions on how to do it. This could be something you could cook, or a model you could make.

Have a look at the attached instruction sheet. Can you find and highlight:

- Imperative verbs – also called bossy verbs. These are the words which tell you what to **do**.
- Adverbs – these are words which tell you **how** to do something e.g. quickly. They give more information on how to carry out the verb. They can also tell you **when** to do something e.g. first, after, finally.
- Conjunctions – words like ‘and’, ‘because’, ‘but’. These extend the instruction to give more detail. ‘If’ and ‘when’ are also useful conjunctions and can be used at the **start** of the sentence for better effect.
- How do you know which things you will need to get?
- How else can you work out which **order** everything needs to go in?

Can you write a set of instructions that also contain these things? You could use the attached instruction to help you. Don't forget to use all the things on the writing hands too!

