



Year 2 Isolation Pack

This is your home learning pack for your isolation period during the **Spring Term**.

It contains 14 days of work for Writing & Maths, plus 4 Science, 4 Topic and 2 PE activities.

Maths - 10 tasks

Day 1 - Task 1 – Missing numbers

Task 1: Fill in the missing numbers in these calculations. You can use the opposite operation or the inverse to help you. e.g. for the first question you can work it out by doing **12 - 6 = 6**

$6 + \square = 12$	$\square + 6 = 11$
$5 + \square = 14$	$\square + 7 = 14$
$9 + \square = 13$	$\square + 5 = 9$
$4 + \square = 10$	$\square + 9 = 16$
$8 + \square = 16$	$\square + 10 = 15$
$15 - \square = 8$	$\square - 6 = 9$
$18 - \square = 11$	$\square - 5 = 6$
$13 - \square = 7$	$\square - 7 = 9$
$11 - \square = 3$	$\square - 4 = 8$
$14 - \square = 8$	$\square - 9 = 10$






Task 2: Complete the maths stories below:

- $9 = _ + 5$
- $_ - 4 = 3$
- $8 = 6 + _$
- $3 + _ = 5$
- $_ - 3 = 6$
- $7 - _ = 2$
- $7 = 10 - _$
- $7 - _ = 2$
- $_ + 8 = 10$
- $9 = 4 + _$
- $8 = _ + 7$
- $10 - _ = 6$
- $_ + 6 = 9$
- $5 + _ = 10$
- $2 = 6 - _$
- $5 - _ = 2$

Day 2 – Odd and even numbers

Task 1:

Count the socks and then pair them up. Is there an odd sock?

	<p>How many socks are there? <input type="checkbox"/></p> <p>Is there an odd one out? yes no</p> <p>Is there an odd or even number of socks? odd even</p>
	<p>How many socks are there? <input type="checkbox"/></p> <p>Is there an odd one out? yes no</p> <p>Is there an odd or even number of socks? odd even</p>
	<p>How many socks are there? <input type="checkbox"/></p> <p>Is there an odd one out? yes no</p> <p>Is there an odd or even number of socks? odd even</p>
	<p>How many socks are there? <input type="checkbox"/></p> <p>Is there an odd one out? yes no</p> <p>Is there an odd or even number of socks? odd even</p>
	<p>How many socks are there? <input type="checkbox"/></p> <p>Is there an odd one out? yes no</p> <p>Is there an odd or even number of socks? odd even</p>
<p>Draw an odd number of socks.</p>	<p>Draw an even number of socks.</p>

Task 2:



- How much food is there on the plate? Do you think this is an odd or an even number?
- There is one piece left over. Does this make the number odd or even?
- Now we have counted out the food on the plate, how can we check what we have found out?

Day 3 – Doubling and halving

Task 1 – Can you double and half the numbers shown? You can use the pictures to help.

10



Double 10 is _____

Half of 10 is _____

12



Double 12 is _____

Half of 12 is _____

14



Double 14 is _____

Half of 14 is _____

16



Double 16 is _____

Half of 16 is _____

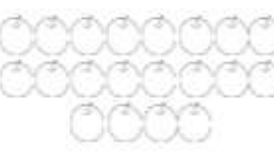
18



Double 18 is _____

Half of 18 is _____

20



Double 20 is _____

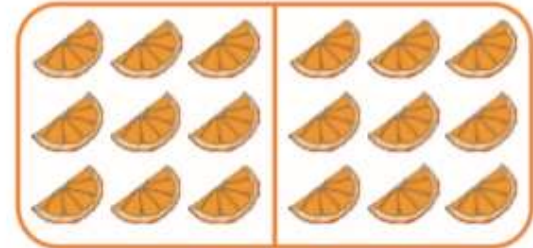
Half of 20 is _____

Task 2:

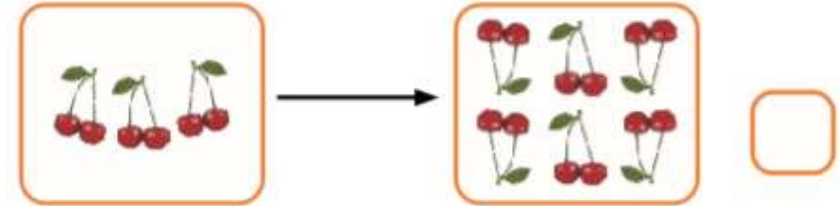
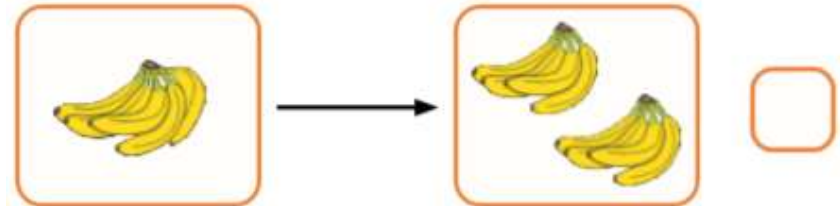
Circle the matching calculation.

$8 + 8 =$

Double 9 is



Are the doubles right? Tick or cross.



Roll 2 dice.

How many doubles can you make?



Day 4 – Addition

Task 1:

a.				b.				c.			
	2	8			1	8			1	9	
+	1	3		+	1	6		+	3	5	
f.				g.				h.			
	1	6			2	4			4	5	
+	2	5		+	2	8		+	1	5	
k.				l.				m.			
	7	5			5	7			3	5	
+	1	9		+	2	8		+	4	7	
p.				q.				r.			
	6	2			2	6			5	7	
+	2	9		+	6	8		+	2	6	

Task 2:

54

46

61

5

3

9

Add a number from a circle to a number from a square.

54 + 5

How many different totals can you make?

Day 5 – Multiplying by 2

Task 1

Count in twos to complete the sentences.



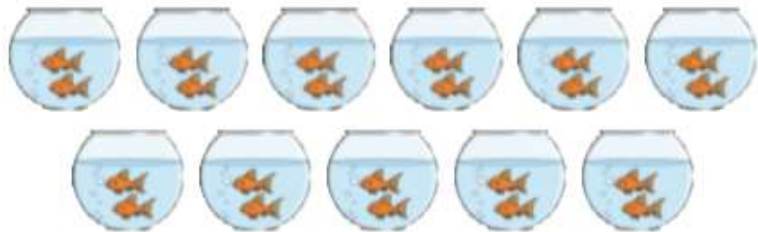
$2 \times \underline{\quad} = \underline{\quad}$ and $\underline{\quad} \times 2 = \underline{\quad}$

There are socks in total.



$2 \times \underline{\quad} = \underline{\quad}$ and $\underline{\quad} \times 2 = \underline{\quad}$

There are footballs in total.



$2 \times \underline{\quad} = \underline{\quad}$ and $\underline{\quad} \times 2 = \underline{\quad}$

There are fish in total.

Task 2: Complete the Maths stories below

$2 \times \underline{\quad} = 10$ $2 \times \underline{\quad} = 8$

$2 \times \underline{\quad} = 12$ $2 \times \underline{\quad} = 14$

$2 \times \underline{\quad} = 4$ $2 \times \underline{\quad} = 0$

$2 \times \underline{\quad} = 0$ $2 \times \underline{\quad} = 18$

$2 \times \underline{\quad} = 14$ $2 \times \underline{\quad} = 16$

$2 \times \underline{\quad} = 8$ $2 \times \underline{\quad} = 0$

$2 \times \underline{\quad} = 0$ $2 \times \underline{\quad} = 18$

$2 \times \underline{\quad} = 4$ $2 \times \underline{\quad} = 2$


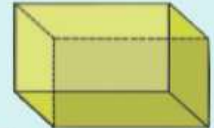
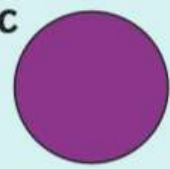

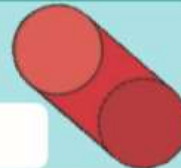

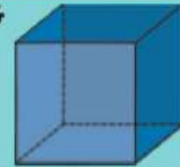
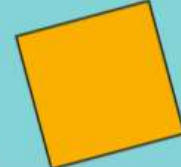
$2 \times \underline{\quad} = 20$ $2 \times \underline{\quad} = 16$

Day 6 – Shapes

Task 1:

Label each shape using the words in the box.

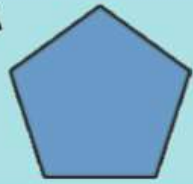
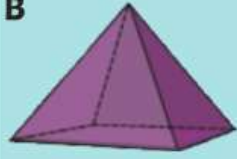
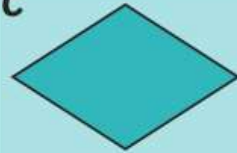
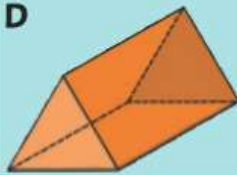
square	cone	triangle	cube
cylinder	circle	rectangle	cuboid

A  <input type="text"/>	<input type="text"/>  B	C  <input type="text"/>
 D	E  <input type="text"/>	
<input type="text"/>  F	G  <input type="text"/>	<input type="text"/>  H

Tick the 2D shapes.
Cross the drawings of 3D shapes.

Task 2:

True or false? How do you know?

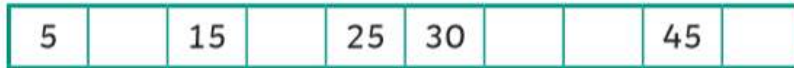
Shape	Statement	True or false?
A 	This is a 2D shape.	<input type="text"/>
B 	This is a drawing of a cone.	<input type="text"/>
C 	This is a square.	<input type="text"/>
D 	This is a drawing of a 3D shape.	<input type="text"/>

Can you think of your own true or false question about 2D and 3D shapes?

Day 7 – Multiply by 5

Task 1

Complete the number track.



How many marshmallows are on the 7 cakes?



Write the multiplication calculation:

How much money is shown here in total?



Write the multiplication calculation:

Alice has 50p. How many 5ps is that?
Use the calculation to help.

$$50\text{p} = \underline{\quad\quad} \times 5\text{p}$$



Task 2: Complete the Maths stories below

$5 \times \underline{\quad} = 25$

$5 \times \underline{\quad} = 20$

$5 \times \underline{\quad} = 15$

$5 \times \underline{\quad} = 15$

$5 \times \underline{\quad} = 10$

$5 \times \underline{\quad} = 0$

$5 \times \underline{\quad} = 0$

$5 \times \underline{\quad} = 10$

$5 \times \underline{\quad} = 20$

$5 \times \underline{\quad} = 50$

$5 \times \underline{\quad} = 50$

$5 \times \underline{\quad} = 0$

$5 \times \underline{\quad} = 0$

$5 \times \underline{\quad} = 35$

$5 \times \underline{\quad} = 10$

$5 \times \underline{\quad} = 25$

$5 \times \underline{\quad} = 45$

$5 \times \underline{\quad} = 15$

Day 8 – Time

Task 1:

Write the time shown on each clock.



















Task 2:



9 o'clock



half past 3



6 o'clock



quarter to 11



11 o'clock



half past 2



quarter to 8



3 o'clock



half past 6

Day 10 – Measurement

Task 1:

Using a ruler and a pencil, draw lines the lengths stated in the boxes below.

2cm
5cm
10cm
4cm
6.5cm
3.5cm
9.5cm

Task 2:

Colour each jug to show the correct volume.



Example: 6ml



8ml



7ml



2ml



5ml

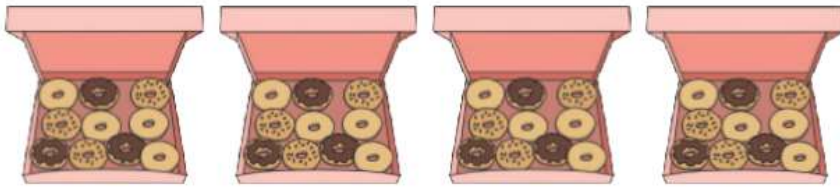


1ml

Day 11 – Multiplying by 10

Task 1

Complete the statements.



$$10 \times \underline{\quad} = \underline{\quad}$$

There are doughnuts altogether.



$$\underline{\quad} = 10 \times \underline{\quad}$$

There are candles in total.



$$\underline{\quad} \times \text{£}10 = \text{£} \underline{\quad}$$

There is £ altogether.

Task 2:

True or false?

a)	2×10	$>$	5×10
b)	10×3	$=$	$10 + 10 + 10$
c)	$10 + 10$	$=$	10×1
d)	100	$<$	10×10
e)	10×0	$<$	10×8

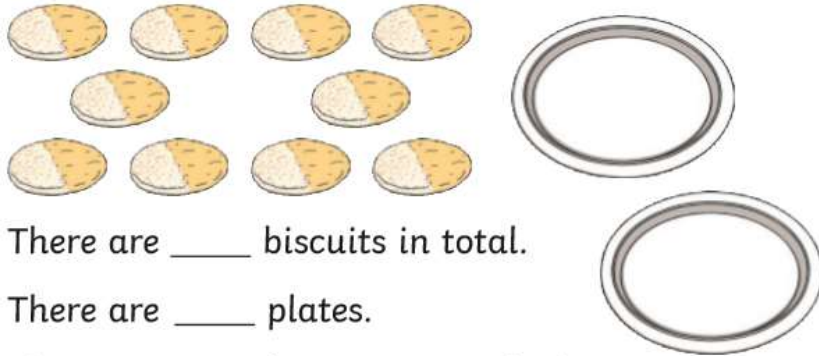
Choose from the numbers 1 to 9 to make these statements correct.

f)	$10 \times \underline{\quad}$	$>$	$10 \times \underline{\quad}$
g)	$10 \times \underline{\quad}$	$=$	$10 + 10$
h)	$10 \times \underline{\quad}$	$<$	10×9
i)	10×7	$=$	<u> </u> $\times 10$

Day 12 – Division by 2

Task 1

Share the 10 biscuits equally between 2 plates.



There are ____ biscuits in total.

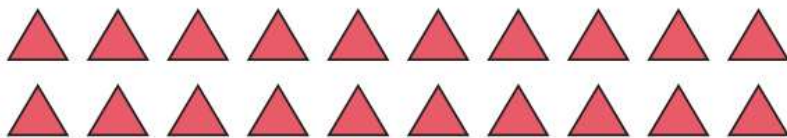
There are ____ plates.

There are ____ biscuits on each plate.

$$10 \div \underline{\quad} = \underline{\quad}$$

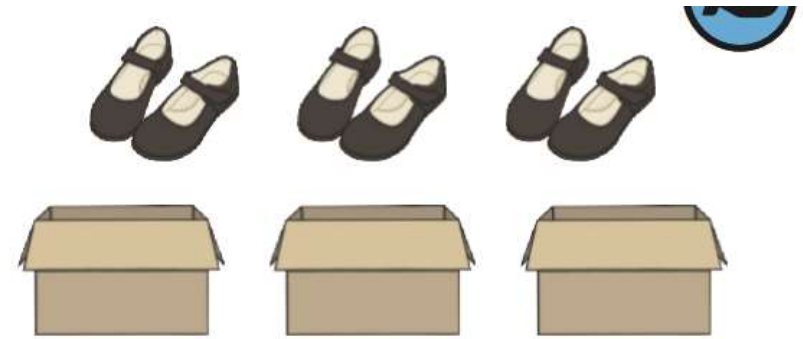
Share these triangles equally between these groups by drawing them into the boxes.

Write a matching calculation.



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Task 2:



There are ____ shoes altogether.

We put 2 in each box.

There are ____ groups.

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Ring each pair of flip-flops.



$\underline{\quad} \div \underline{\quad} = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

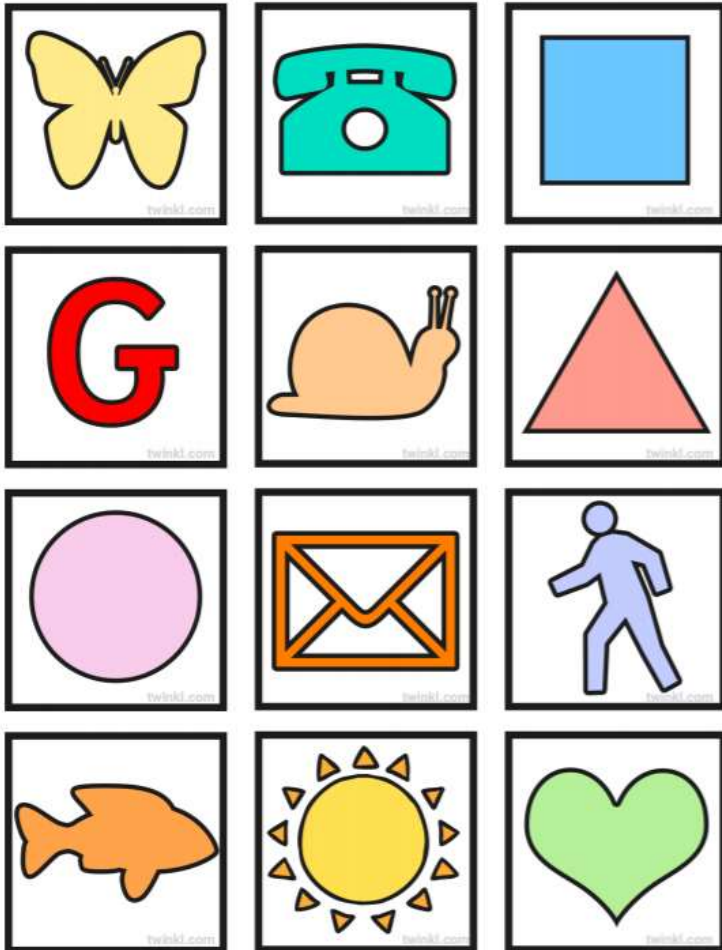
There are ____ flip-flops in total.

Each pair has _____ flip-flops.

There are ____ pairs of flip-flops.

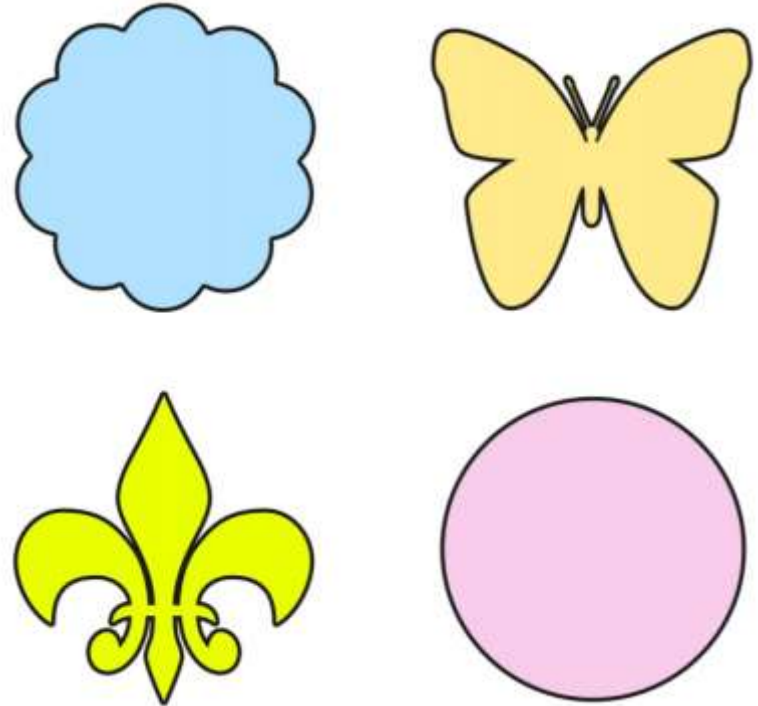
Day 13 – Symmetry

Task 1 – Tick the shapes below that have a
Line of symmetry



Task 2:

Draw a line of symmetry in each of the shapes

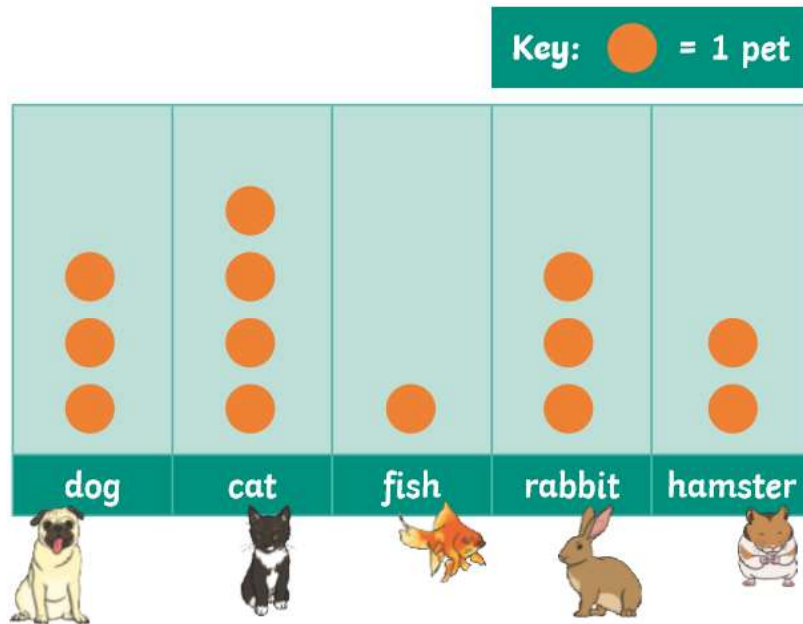


Do any shapes have more than one line of symmetry?

Day 14 – Interpret pictograms

Task 1

Here is a pictogram to show class A's pets.



What is the most common pet?

How many pets are there in total?

How many more cats than hamsters are there?

How many fewer fish than dogs are there?

Task 2:

Class A voted for their favourite fruit. They recorded some of the data in a pictogram. Finish off the pictogram.

Fruit		Total
apples	🍌 🍌 🍌 🍌 🍌	5
bananas		4
oranges	🍊 🍊 🍊	
pears		6
plums	🍑 🍑 🍑 🍑 🍑 🍑 🍑	
grapes		5

most popular = _____

least popular = _____

Key

🍌 = 1 child

English

DAY 1: Comprehension



Questions:

1. Can you name the Three Superheros?

2. What is Raja's superpower?

3. How does Jo Awesome detect that someone is in need of her help?

4. What is Sammy Exceptional's superpowers?

5. What other Superhero features has Raja Extraordinary ?

6. How would you know Sammy Exceptional is receiving a 'Superhero Call'?

DAY 2: Text mapping – Drawing images to retell the story

Story Focus: *Playground Rescue*

<https://soundcloud.com/talkforwriting/playground/s-UJObMpzawKu> Listen to the story as you read along.

Task: Create a text map or sequence of images to help you retell the story *Playground Rescue*.

Playground Rescue It was an ordinary day. Jo was on her own in the backyard, kicking a football into the makeshift goal that she'd once scratched into the wall with the edge of a sharp stone. She was dreaming of a time when she would play for the local football team again. Raja was covered in paint. She'd been busy occupying her brothers and sisters while her mum tried to get her work done, and Sammy, in the meantime, slept soundly in his basket. One of his enormous ears had flopped over his eye, his favourite squeaky bacon toy was trapped beneath a podgy paw and his droopy eyelids flickered as he chased wasps in his dreams. Activity in the local park was ordinary too, or so it seemed. Children played on the playground whilst adults chattered, groups of teenagers were gathering, and joggers sprinted along the paths. "HELP! HELP!" came a sudden shout from the playground. Jo's legs and feet began to tingle. Raja's drawing hand pulled her towards a paint brush and Sammy stretched, turned over noisily and went back to sleep! As Jo and Raja left their homes, they changed. Jo Awesome's blue cape glided behind her as she dashed towards the park, activating her super-booster to help her get there more quickly. Raja Extraordinary's red cuffs glowed as he desperately held onto the flying paintbrush. They arrived at the park at the same time, "What's the problem?" panted Jo. 5 © Talk for Writing "Follow me!" Raja called over her shoulder as the paintbrush dragged her towards the playground. As Raja and Jo reached the edge of the playground, they could see that a crowd had gathered at the bottom of the spider's web climbing frame. Children giggled and pointed, and adults stared up in silence. "Look!" whispered Jo, nodding her head towards the top of the spider's web. Raja followed her gaze up to a small, snivelling child who was dangling from the top of the climbing frame with one hand, about to fall! "This one's mine!" declared Jo ... Quick as a flash, Raja painted a mini trampoline which Jo used to bounce up and over the crowd and then grabbed the child as she somersaulted them both down to safety. With the crowd's whoops and cheers buzzing in their ears, Jo raced home while Raja flew back to her house on the flying carpet she'd painted. Jo returned to ordinary Jo playing keepy-uppy in the back yard and Raja returned to ordinary Raja cleaning up the painting mess she'd left behind. And as for Sammy, an alarm sounded in his head and his ears pricked up. Someone somewhere was crying. They needed to talk and Sammy Exceptional to listen...

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DAY 3: Stories with a Familiar Setting

Story Focus: *Playground Rescue*

Read or listen to the story again. <https://soundcloud.com/talkforwriting/playground/s-UJObMpzawKu>

Task: Find the words in the story and work out their correct meaning. Join the words up to their meaning below.

ordinary	ran as fast as they could
makeshift	if you sleep soundly you sleep deeply and don't wake up
occupying	made small, quick movements
soundly	doesn't last long, made because nothing else is available
flickered	sniff and cry because you are upset
gathering	not special or interesting
sprinted	keeping someone busy
activating	meeting, coming together
snivelling	making something start to work

DAY 4: Personal opinion

Book Focus: *Playground Rescue*

Read or listen to the story again.

Task: Now that you have looked at the story and the meanings of the words. Can you add your response to these headings:

What I liked about this story:

What I didn't like about this story:

Questions I have about the story:

DAY 5: Comprehension

Book Focus: *Playground Rescue*

Task: Read or listen to the story again and answer the questions below on the Playground Rescue.

1. What is special about Jo, Raja and Sammy?

2. The story talks about Raja's family. Who is in her family?

3. Describe what you think Jo's house is like based on what you have read. Make sure to include plenty of adjectives.

4. i) A park is the setting for the story. Can you describe the setting?

ii) Can you think of another story that has the same setting?

5. How do you think the crowd at the bottom of the climbing frame felt when the child had been rescued?

Now think about your 'Super hero call' – this is and how you would know when someone needs your help. What sort of things might happen or what signs would you see?

SUPERHERO PET NAME	FACT FILE
SUPERPOWER	◆
HOW IT HELPS PEOPLE	◆
SPECIAL CLOTHING	◆
FAVOURITE SUPERFOOD	◆
FASCINATING FACT	◆

DAY 7: Planning your Independent story

Story Focus: *Playground Rescue*

Imagine you are a superhero and something happens whereby another character needs your help. Using your knowledge from Playground Rescue story, you are going to write your own version with the character you created in the previous lesson. Firstly, we need to plan and think about our story structure and plot pattern by completing a boxing up grid. In the introduction of Playground Rescue they say Who the character(s) is and what they are doing. Then they explain the problem. Next think about the resolution (how your character will solve the problem) and finally what happens at the end- is all well?

Remember, you do not need to write full sentences in your plan just simple bullet points to help you sequence your ideas.

Use the sample below

Planning:

Characters – _____

Setting – _____

My Plan (boxing up grid) :

	<u>Playground Rescue</u>	<u>My story</u>
<u>Opening</u>	<ul style="list-style-type: none">• Jo played football at home• Raja was painting.• Sammy slept	
<u>Build Up</u>	<ul style="list-style-type: none">• People playing /talking at local park. Then a shout for help	
<u>Problem</u>	<ul style="list-style-type: none">• Boy falling from climbing frame	

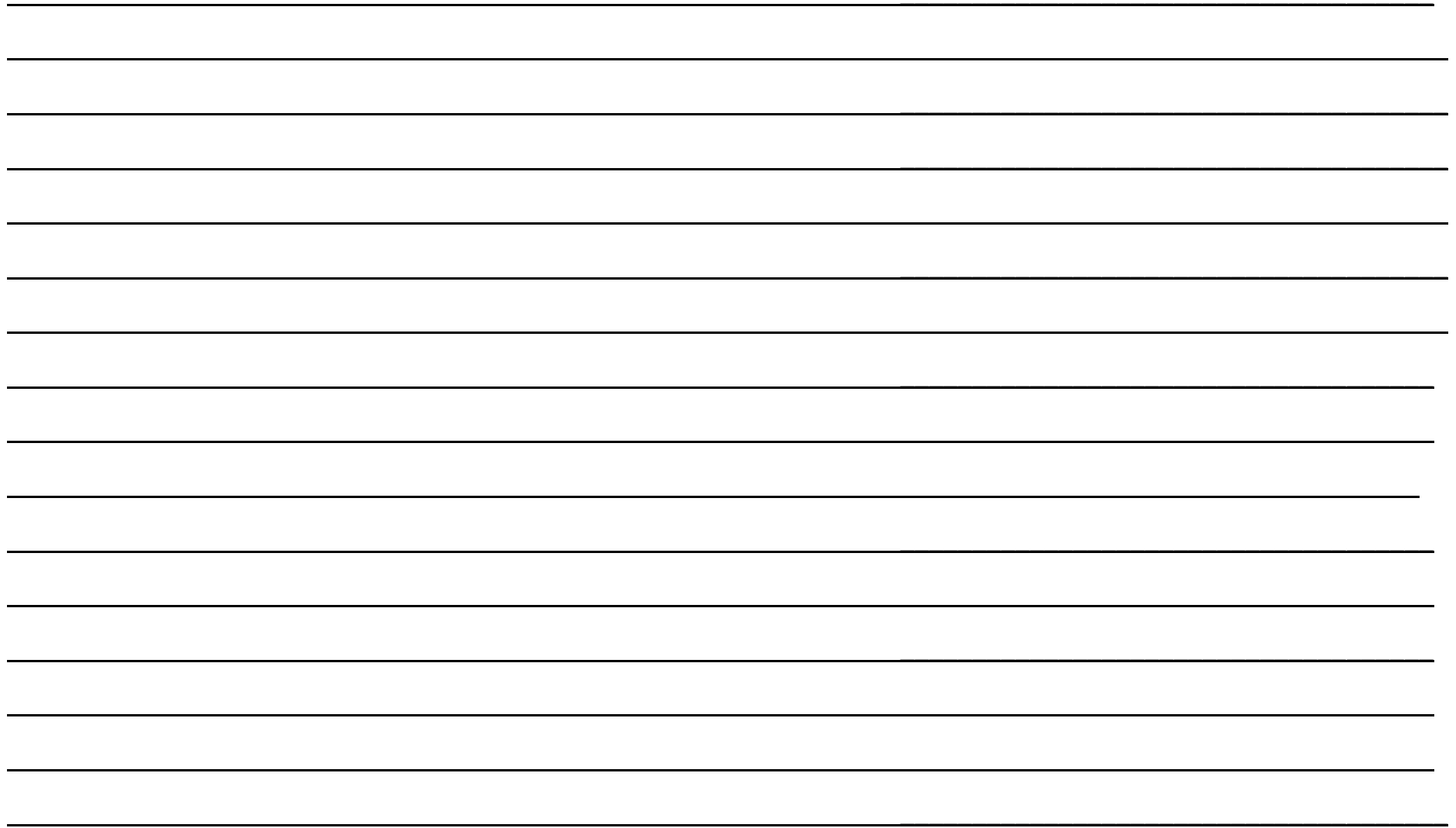
<u>Resolution</u>	<ul style="list-style-type: none">• The superhero's received their 'superhero call'• Raja drew a trampoline• Jo bounced and grabbed the child	
<u>Ending</u>	<ul style="list-style-type: none">• They returned home and continued their activities	

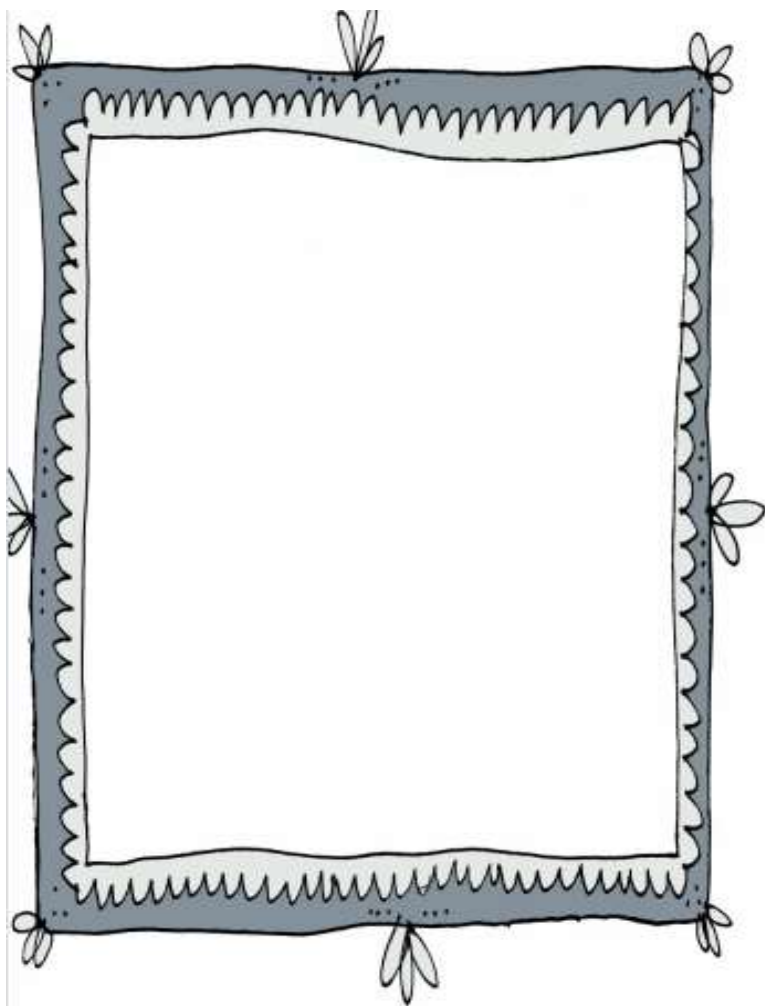
DAY 8: Writing your story

Story Focus: *Playground Rescue*

Story map:







DAY 9: Poetry and Imagery

Text Focus: Poem – *Quangle Wangle’s Hat* by Edward Lear

First of all, do you know what a is? That’s right, it’s a piece of writing in which the words are chosen for their sound. Some poems are serious, and some are fun; some tell a story and others are just nonsense (full of unreal things or just silly). In this booklet, we are going to read a nonsense poem called *The Quangle Wangle’s Hat* by Edward Lear.

Before we read this poem we are going to make some predictions. Think about the title of this poem. Nobody know what a Quangle Wangle is- isn’t it a strange name. In the poem, it says that the Quangle Wangle sits on the top of a tree, What do you think a Quangle Wangle could look like?

Task

Draw an image of a Quangle Wangle and use the lines below to describe what you think the Quangle Wangle looks like.

e.g, I think the Quangle Wangle has long, sharp, gripping claws and a curved, orange, speckled beak.

DAY 10: Poetry- Comprehension

Poetry Focus: *The Quangle Wangle's Hat*

Listen to a recording of the poem here: <https://soundcloud.com/talkforwriting/quangle/s-x9rd3d4h6c2>

You can also watch a video of the poem being read by Griff Rhys Jones here:

<https://www.youtube.com/watch?v=Ttv4H8YZ9HE>

Now that you've had a think, it's time to read the first verse of the poem.

The Quangle Wangle's Hat

On the top of the Crumpetty Tree

The Quangle Wangle sat

, But his face you could not see,

On account of his Beaver Hat.

For his Hat was a hundred and two feet wide,

With ribbons and bibbons on every side

And bells, and buttons, and loops, and lace,

So that nobody ever could see the face

Of the Quangle Wangle Quee.

Task 1: Draw his hat



<p>The Quangle Wangle said To himself on the Crumpetty Tree: “Jam; and jelly; and bread; Are the best of food for me! But the longer I live on this Crumpetty Tree The plainer than ever it seems to me That very few people come this way And that life on the whole is far from gay!” Said the Quangle Wangle Quee.</p>	<p>But there came to the Crumpetty Tree, Mr. and Mrs. Canary; And they said, — “Did ever you see Any spot so charmingly airy? May we build a nest on your lovely Hat? Mr. Quangle Wangle, grant us that! O please let us come and build a nest Of whatever material suits you best, Mr. Quangle Wangle Quee!”</p>	<p>And besides, to the Crumpetty Tree Came the Stork, the Duck, and the Owl; The Snail, and the Bumble-Bee, The Frog, and the Fimble Fowl; (The Fimble Fowl, with a corkscrew leg;) And all of them said: “We humbly beg, We may build our homes on your lovely Hat: Mr. Quangle Wangle, grant us that! Mr. Quangle Wangle Quee!”</p>
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Task 2

Put a circle around the 7 animals or birds that are in the poem and write their name. The first one has been done for you.



canary



And the Golden Grouse came there,
And the Pobble who has no toes,
And the small Olympian bear,
And the Dong with a luminous nose.
And the Blue Baboon, who played the flute,
And the Orient Calf from the Land of Tute,
And the Attery Squash, and the Bisky Bat,
All came and built on the lovely Hat
Of the Quangle Wangle Quee.

And the Quangle Wangle said
To himself on the Crumpetty Tree:
“When all these creatures move
What a wonderful noise there’ll be!”
And at night by the light of the Mulberry moon
They danced to the Flute of the Blue Baboon,
On the broad green leaves of the Crumpetty Tree,
And all were as happy as happy could be,
With the Quangle Wangle Quee.

DAY 11: Poetry- Vocabulary

Task 3

Talk to someone at home about the poem the *The Quangle Wangle’s Hat*.
Write your ideas down on these sticky notes:

Do you like the poem? What do you like about it?

Is there anything you don't like or don't understand?

Poetry Focus: *The Quangle Wangle's Hat*



You can watch a video of the poem being read by Griff Rhys Jones here:

<https://www.youtube.com/watch?v=Ttv4H8YZ9HE>

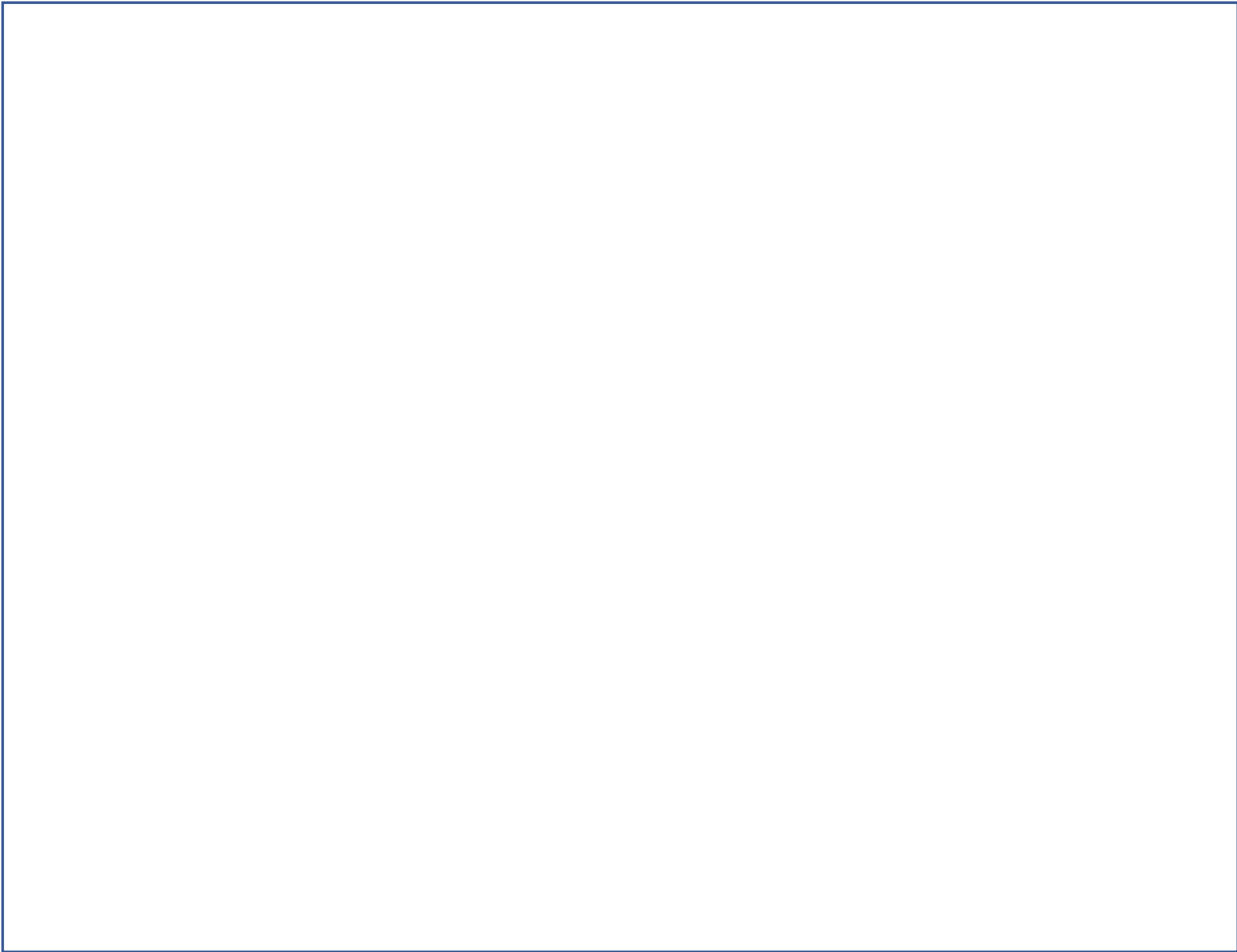
Looking at the vocabulary in this text – some words are made up just to rhyme but others highlighted have definitions listed below. Can you find where these words are in the poem and work out what they mean and join them up to their meaning.

Task 1

Task 2 : Chose two words and put them into a sentence

on account of	- allow, let
grant	- a cloth made with fine threads twisted to make patterns 
grouse	- because of
humbly	- pleasantly fresh
plainer	 - a bird
charmingly airy	- not proudly, gentle
lace	- clearer, easier to understand

Task : Text Mapping



DAY 13: Character description

Poetry Focus: *The Quangle Wangle's Hat*

You can rewatch a video of the poem being read by Griff Rhys Jones here:

<https://www.youtube.com/watch?v=Ttv4H8YZ9HE> or read back the poem above.

Did you notice that in this poem there are a lot of creatures mentioned? Some of the creatures you may be familiar with but others are made up characters. Here is a description of one of them:

The Pobble who has no toes A Pobble looks like an enormous mermaid . It has a large, round head, dark, curly hair (that looks wet), and walks awkwardly on the sea-green, scaley fin-tail that starts at its thick waist. Its body is covered in moss and algae which causes a slightly fishy smell. A Pobble does not speak but uses its amazing eyes and squeaks like a dolphin to communicate.

Did you see all the highlighted words? These are all examples of adjectives (words that describe a person, place, animal or thing).

Task 1

Now you are going to imagine what one of the other characters looks like from the poem – The Attery Squash. Think about what they look like and other things like what they may smell or sound like. Use the template of the Pobble description to help. You may wish to innovate it. The second task is to draw an image of this character.

The Attery Squash



DAY 14:

Poetry Focus: *The Quangle Wangle's Hat*

Read this simile poem . A simile is when you compare one thing to another by using AS or LIKE , for example, As bald **as** an egg, eyes **like** lightbulbs.

The Pobble
Pobble's head
Is bigger than a shopping basket,
Its hair is thick and dark
Like the twigs at the end of a broomstick.
Its eyes glitter
Like moonlight.
Its body is a dirty green
Like the bottom of a forgotten pond,
It walks
Like a newly born foal.

Task 1 : Can you circle the similes in this poem?

Now can you write a similar poem using similes to describe the Attery Squash or another creature of your choice in this poem. Think about using similes to describe their head, hair/features/fur etc , eyes, ears , legs, arms or feet.

Now it's time to write your poem like The Pobble one to the left. Don't forget the title

Science – 4 Tasks

Task 1: To know about living things and their habitats

Find out lots of information by watching the videos at <https://www.bbc.co.uk/bitesize/topics/zx882hv>










Complete the fact file activity and then create your own habitat – you could draw a picture and colour it in or create one using arts and crafts items from around your house.

Habitat Fact File Activity

Animal: mammal bird amphibian reptile fish

Name: _____

Habitat:

<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
	rainforest		ocean/beach		desert
<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
	arctic		mountains		river
<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
	field		woods		grasslands

Picture or Photo

Interesting Facts

Types:



carnivore

herbivore

















omnivore

Food it eats: _____

Task 2: To identify habitats

Minibeasts and Their Habitats

Draw a line from each minibeast to the place where you might find it.

.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		

Task 3: To understand about living things and their habitats

Find out lots of information by watching the videos at <https://www.bbc.co.uk/bitesize/topics/zx882hv>

Some things are alive. Some things used to be alive but are now dead. Some things have never been alive. Under each picture, write either 'alive', 'dead' or 'never alive'.



When working out if something is alive, dead or has never been alive, we can think about what things can do. Can you think of two things that only something that is alive can do? Write them below.

- _____
- _____

Here is a food chain. What do the arrows mean?



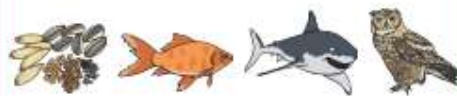
- _____
- _____
- _____

Put these living things in the order they would be in a food chain:

cow human grass

- _____
- _____
- _____

Circle the living thing that should go at the end of this food chain.



Fill in the missing letters to make types of habitats (places where living things live).

r _ v _ r f _ r _ s _
w _ _ d oc _ a _

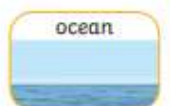
Draw a line to match each word to its meaning.

habitat	To stay alive.
microhabita	This describes living things that need each other.
depend	A natural place where something lives.
survive	A very small habitat.

Write 'true' or 'false' next to each sentence.

- A butterfly's microhabitat is a web. _____
- A bee's microhabitat is a hive. _____
- A caterpillar's microhabitat is an anthill. _____

Draw a line from the living thing to its habitat.



A fallen log is a microhabitat. It is dark and warm inside. What minibeasts might live under a fallen log?

- _____
- _____
- _____

To survive, animals need plants. Give one example of how plants help animals to survive.

- _____
- _____
- _____

Fill in the missing letters to make types of microhabitats.

fl _ we _ gr _ s _
s _ _ l l _ _ v _ s

Task 4: To understand about plants

1. Match the pictures to the sentences by drawing lines between them.



Fill the plant pot with soil.

Why might a plant not grow very well?



Plant the seeds into the soil.



Using a watering can, water the seeds.



The seeds begin to sprout and grow.



The plant grows and begins to flower.



Fruit then grows on the plant.

The pictures below are of the life cycle of a bean. Put the numbers 1-6 in the boxes to order the cycle.



Write true or false next to each statement.

Plants need water to grow well.

Plants grow well in dark places.

Plants can make their own food.

4. Draw a line to match the parts of a plant with their job.

Transports water to different parts of the plant.

Absorbs water and anchors the plant.

Makes food for the plant using sunlight.

















Produces seeds.



PE – 2 Tasks

Week 1

Fun Fitness Bingo

Backwards Lunges 	Climb the Rope 	Upwards Punches 	Sumo Squats 	Frog Jumps 
Shoulder Taps 	Twist and Jump 	Front Kicks 	Side Lunges 	Marching on the Spot 
Star Jumps 	Squats 	Forward Punches 	Elbow to Knee 	Box Push-Ups 
High Knees with Punches 	Squat with Punches 	Upper Cuts 	Mummy Kicks 	Running on the Spot 

Aim to do each exercise for 20-30 seconds.

Week 2

There are lots of PE with Joe Wicks workouts available for you to take part in on YouTube. Just search PE with Joe Wicks.

Joe Wicks: 5-Minute Move Workout 1

Star Jumps

1. Start with your feet close together.
2. Jump and land with your feet wide apart.
3. Stretch your arms out above your head.
4. Jump your feet in and your arms down.



Joe Wicks: 5-Minute Move Workout 1

Squat

1. Start with your feet a bit wider than your shoulders.
2. Squat down as if you're sitting into a chair.
3. Stand up tall again.
4. Keep a straight back.



Joe Wicks: 5-Minute Move Workout 2

Running and Punching

1. Run on the spot.
2. Punch your hands forwards at shoulder height.
3. Keep your knees high.
4. Stretch your arms and punch your hands.



Joe Wicks: 5-Minute Move Workout 1

Low Sprint Shuffle

1. Crouch your body down.
2. Run quickly on the spot.
3. Pump your arms.
4. Turn to the middle and the side.
5. Make sure you have fast feet.



Joe Wicks: 5-Minute Move Workout 1

Climb the Rope

1. Pretend to climb a rope!
2. Reach your hands above your head one at a time and pull the rope down.
3. Lift your knees high and climb on the spot.



Joe Wicks: 5-Minute Move Workout 2

Frog Jump

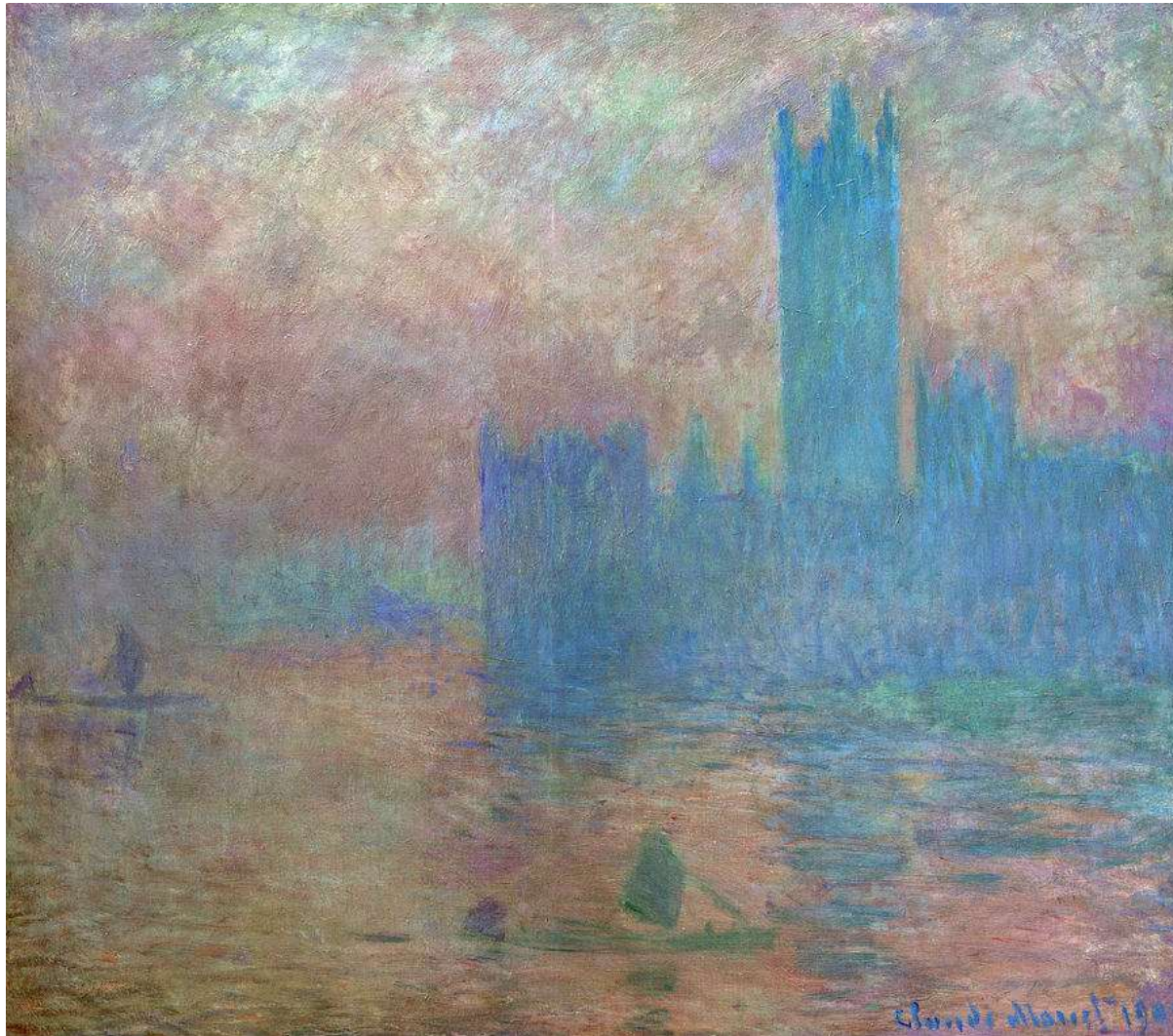
1. Bend your knees.
2. Touch the ground.
3. Jump up high.
4. Stretch your arms above your head.
5. Keep going!



Topic – 4 Tasks

Task 1: To create a picture in the style of Monet

Look at the picture below on London by Monet. Can you create your own version of this?



Task 2: To know about the ancient and modern-day Olympics

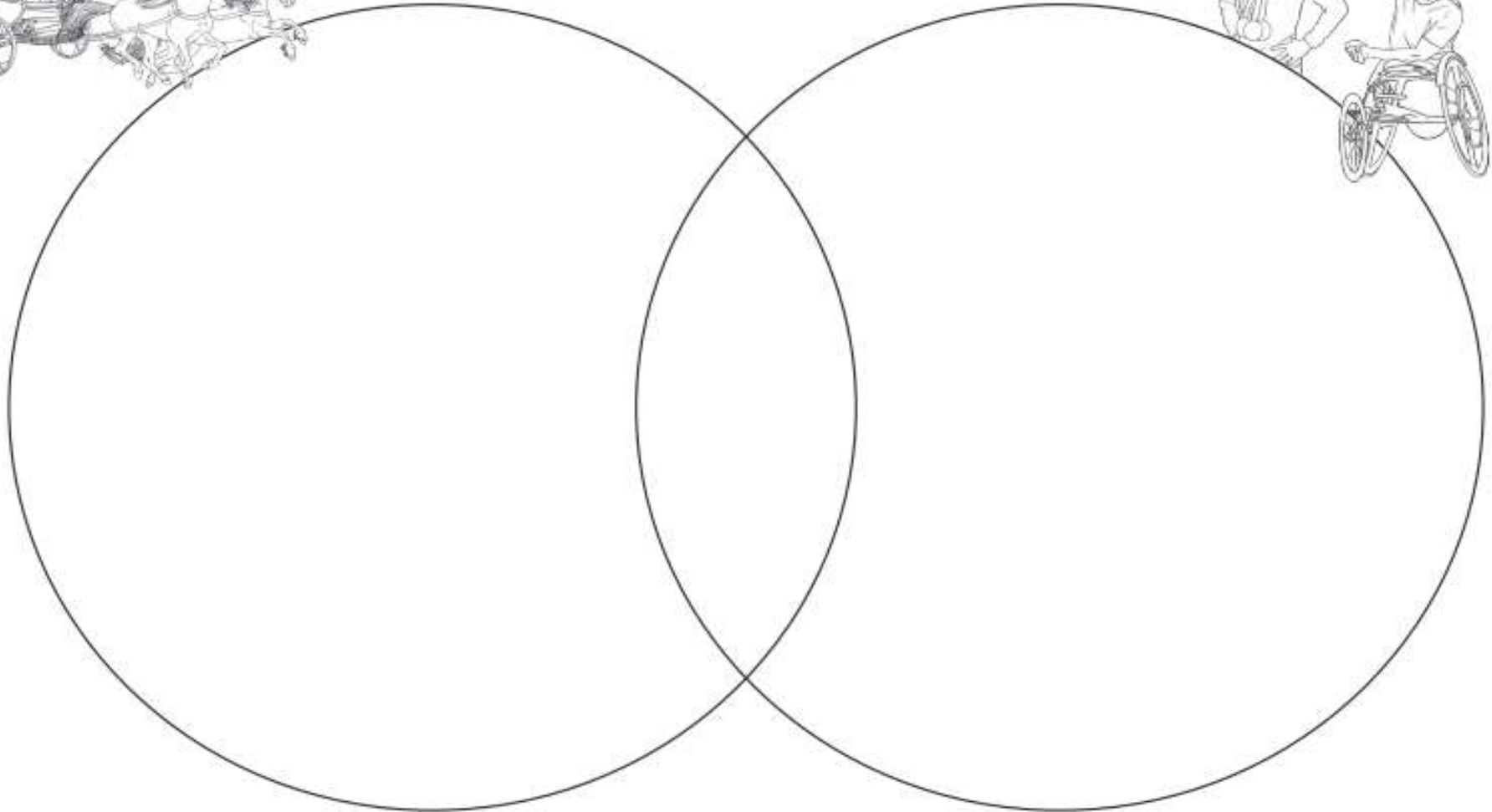
There are lots of videos and information online to help you complete this activity.

Ancient Olympics vs. Modern Olympics



Ancient Olympics

Modern Olympics



Cut out the rectangles below and glue them to the correct space on the Venn diagram.

Receive money or prizes for completing an event or task.

Olympic Games held every four years.

Events include discus, javelin, and wrestling.

There are no water sports.

There are no winter sports.

Religious festival to honor the god, Zeus.

Women are allowed to compete.

World records are kept for all events and games.

Athletes from any country are allowed to participate.

Task 3: To know about the Olympic games

All about...

The Olympic Games

When did the Olympics begin?

Over two thousand seven hundred years ago the Olympics began in Olympia in ancient Greece.



Ancient Greek Games

The Greeks took part in the Olympic Games to celebrate the Greek gods Zeus and Hera. Only men and boys were allowed to take part in the ancient Olympic Games.

Modern Olympics

In 1894, the games were resurrected and the International Olympic Committee was formed. The Olympic Games have taken place every four years since.

Olympic Medals

Olympic medals are awarded to athletes who come 1st, 2nd or 3rd in their event. Gold is awarded to the winner who comes 1st, silver is awarded to 2nd place and bronze to 3rd place.

The Olympic Torch

An Olympic torch is lit and travels around Greece and then to the country where the games will be taking place.

Olympic Rings

The symbol of the modern Olympic Games is five rings. The five rings are blue, yellow, black, green and red.



Questions about...

The Olympic Games

Answer the questions below in full sentences.

1. When did the ancient Olympic Games begin?

2. Who was allowed to take part in the ancient Greek Olympics?

3. How often do the Olympic Games take place?

4. What do athletes who come first, second or third receive?

5. Where does the Olympic flame travel?

6. What colour are the Olympic rings?

Task 4: To know about the UK

<https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettters-uk-places-and-landmarks/zkyjkmn>

Find out some information about a landmark in each of the UK's countries. Draw a picture of it and then list some facts that you have learnt.

United Kingdom

Look at the map of the United Kingdom below. Label the different countries and bodies of water in the blank boxes.



Use the names of the countries and bodies of water below to help you.

England Scotland Wales Northern Ireland Irish Sea
North Sea Atlantic Ocean English Channel