



Owls Class (Year 2) Home- Learning- Summer 2-  
Week 5



Maths

Monday- O'clock and half past

Starter:

## Tricky Tens

Fill in the missing numbers by counting on in tens.

4	14	24					
27	37				77		
19			49				
8							78

Can you use this knowledge to help you solve these addition and subtraction sentences?

$24 + 10 = \underline{\quad}$

$44 - 30 = \underline{\quad}$

$34 + 30 = \underline{\quad}$

$99 - 10 = \underline{\quad}$

$44 + 20 = \underline{\quad}$

$39 - 20 = \underline{\quad}$

$19 + 10 = \underline{\quad}$

$88 - 30 = \underline{\quad}$

$39 + 40 = \underline{\quad}$

$47 - 40 = \underline{\quad}$

$8 + 10 = \underline{\quad}$

$67 - 60 = \underline{\quad}$

$48 + 40 = \underline{\quad}$

$54 - 30 = \underline{\quad}$

$37 + 20 = \underline{\quad}$

$58 - 20 = \underline{\quad}$

$57 + 40 = \underline{\quad}$

$24 - 10 = \underline{\quad}$

1 Match the clocks to the times.



7 o'clock



3 o'clock



12 o'clock



10 o'clock

Complete the sentence.

At o'clock, the minute hand points to

2 Match the clocks to the times.



half past 4



half past 1



half past 9



half past 6

Complete the sentence.

At half past, the minute hand points to

3 Write the time shown on each clock.

Use the word bank to help you.

o'clock

half past



4 Draw hands to show the time on each clock.



half past 11



half past 3

Monday's extension:



4 o'clock



1 o'clock

- 5 Circle to show whether each sentence is true or false.

a) The clock shows 6 o'clock.

true

false



b) The clock shows half past 10

true

false



c) The clock shows half past 12

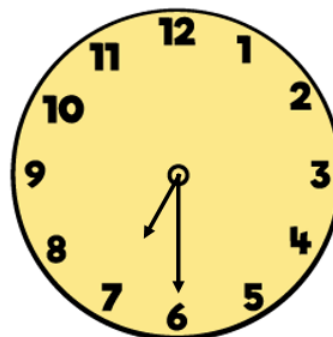
true

false



True or False ?

The clock shows half past 7



## Tuesday: Quarter past and quarter to

### Starter:

Login to Times Tables Rockstars- I wonder if you can beat your score and get higher on the league table!



**1** Match the clocks to the times.



quarter  
past 1



quarter  
past 12



quarter  
past 9



quarter  
past 5

Complete the sentence.

At quarter past, the minute hand points to

2 Match the clocks to the times.



quarter to 10



quarter to 1



quarter to 7



quarter to 3

Complete the sentence.

At quarter to, the minute hand points to



3 Write the time shown on each clock.

Use the word bank to help you.

quarter to

quarter past



4 Draw hands to show the time on each clock.



quarter past 11



quarter past 3



Tuesday Extension:

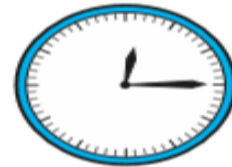


quarter to 4



quarter to 1

5 The clocks have no numerals.



a)



You can still  
work out what time  
they show.

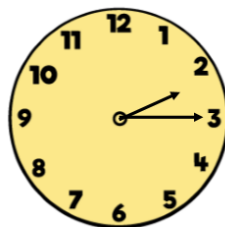
Why does Dora think this?

b) Write what time each clock shows.

True or False ?

Quarter past and quarter to

There are 30 minutes between quarter past  
2 and quarter to 3



Wednesday: Telling time to 5 minutes

Starter:

## Add and Subtract

Find the answer to these addition number sentences.

$87 + 11 = \underline{\hspace{2cm}}$

$65 + 33 = \underline{\hspace{2cm}}$

$41 + 53 = \underline{\hspace{2cm}}$

$34 + 22 = \underline{\hspace{2cm}}$

$54 + 25 = \underline{\hspace{2cm}}$

$27 + 31 = \underline{\hspace{2cm}}$

Now try these:







$65 + 26 = \underline{\hspace{2cm}}$

$48 + 48 = \underline{\hspace{2cm}}$







$76 + 28 = \underline{\hspace{2cm}}$

$39 + 28 = \underline{\hspace{2cm}}$

1 Complete the table.

	5 past 1
	<input type="text"/> past 1
	
	
	
	

**2** Complete the table.

	25 to 2
	<input type="text"/> to 2
	
	
	
	

**3** Write the time shown on each clock.

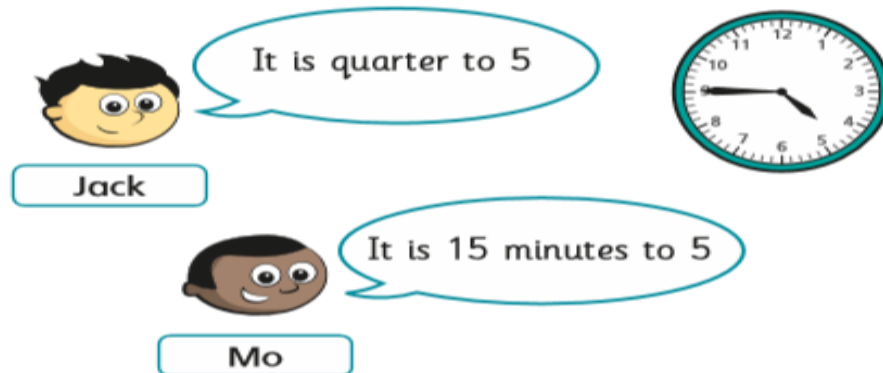


**4** Write the time shown on each clock.



Wednesday extension:

- 5 Jack and Mo read the time on the clock.



Who is correct? \_\_\_\_\_

How do you know?

- 6 Draw on the clock to show 25 minutes past 3



**True or False?** Telling time to 5 minutes

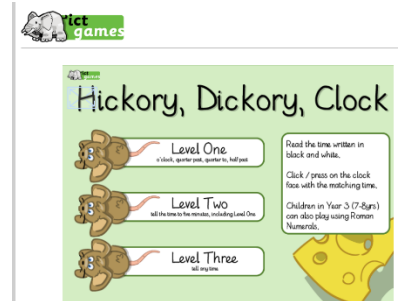
The time is 2 past 6

The clock shows 6:10.

## Thursday: Hours and days

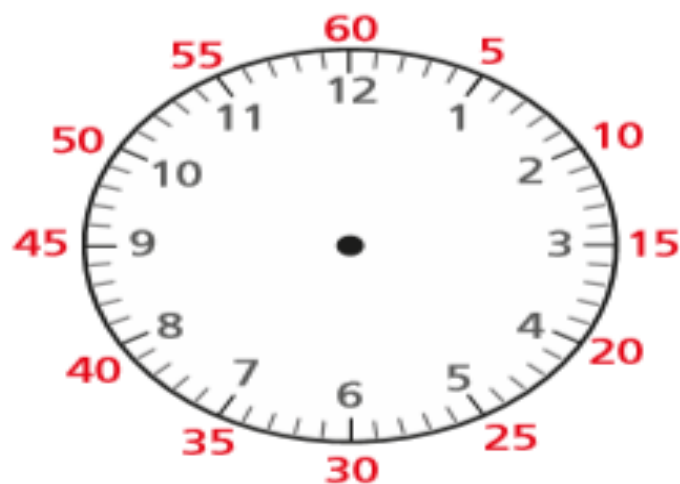
### Starter:

<https://www.ictgames.com/mobilePage/hickoryDickory/>



1 Complete the sentences.

You can use the clock to help you.









a) There are  minutes in 1 hour.

b) There are  minutes in half an hour.

c) There are  minutes in quarter of an hour.

d) There are  minutes in one and a half hours.

**2** Complete the table.

60 minutes earlier	Time now	30 minutes later
3 o'clock		half past 4
		
		
		
		
		



- 3 Annie and her mum take the bus to Gran's house.

The bus ride takes one hour.



- a) What time will Annie and her mum arrive if the bus leaves at 9 o'clock?

\_\_\_\_\_

- b) Annie and her mum get the bus home.  
They get off the bus at quarter to 2  
What time did they get on the bus?

\_\_\_\_\_

- 4 Amir went to the cinema.

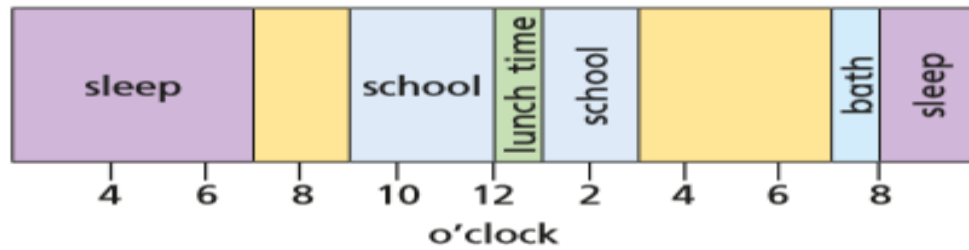


The film started  
at half past two and  
lasted for 90 minutes.

What time did the film end? \_\_\_\_\_

Thursday extension:

- 5 The bar model shows a section of Dexter's day.



- a) What time did Dexter go to bed?

\_\_\_\_\_

- b) What time did Dexter get up?

\_\_\_\_\_

- c) What do you think Dexter did between 7 o'clock and 9 o'clock in the morning?  
d) What was Dexter doing at 6 o'clock in the morning?

\_\_\_\_\_

- e) What could Dexter have been doing at 6 o'clock in the evening?

- 6 Work with a partner to draw a bar model showing your day.

True or False?

Hours and days

There are 4 half an hours in 2 hours.

1 hour = 60 minutes	
$\frac{1}{2}$ an hour = 30 minutes	$\frac{1}{2}$ an hour = 30 minutes

Friday:

Starter:

Login to Times Tables Rockstars- I wonder if you can beat your score and get higher on the league table!



**1** Match the durations on the clocks to the labels.



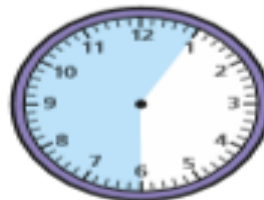
15 minutes

40 minutes

5 minutes

half  
an hour

**2** Tick all the clocks that show a 30-minute duration.



Talk to a partner about what you notice.

- 3 Tick all the clocks that show a 15-minute duration.

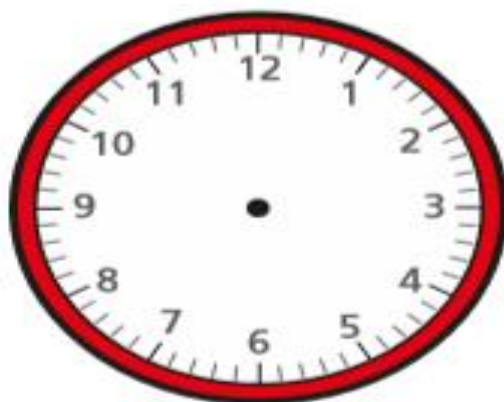


- 4 Tommy sat down to play a game at quarter past 1


















The game took 20 minutes.

Draw the hands on the clock to show what time the game finished.



- 5 The table shows information about some children's journeys to school.

Name of child	Left home	Arrived at school	Journey time
 Annie			30 minutes
 Alex			
 Jack			
 Mo			20 minutes
 Dexter			15 minutes

### Friday extension:

a) Complete the table.

b) Is each statement true or false?

Circle your answers.

Annie arrived at school first.                      **true**    **false**

Jack left home first.                                   **true**    **false**

Mo and Dexter left home at  
the same time.                                        **true**    **false**

Annie left home before Jack.                    **true**    **false**

Alex arrived at school after Jack.            **true**    **false**

Make up your own true or false question  
about the table to test your partner.

- 6 Whitney watched TV from 10 past 6 until  
quarter to 7



How long did she spend watching TV?

minutes

**True or False?** Find durations of time

The TV programme lasts 20 minutes.

Start

Finish



## English

### Monday:

#### **1. Think about a picture**

Look at the picture: My Pet and answer the questions below (written or discuss with an adult)

#### My Pet



1. What do you think has happened just before this picture was taken?
2. What might happen next?
3. What names would you give these dogs?
4. Who might own them?
5. Can you think of three reasons why people like to keep pets?

## 2. Reading and evaluating Poems

- Read the poems in *Animal and Insect Poetry Collection*.
- Read at least three of the poems. Challenge yourself to read them all.
- Complete *Poetry Notes* and write about your favourite poem.

### Animal and Insect Poetry Collection:

#### Black Cat

Sleepy-purred cat peers out  
from the nest of my duvet  
eyes glinting green gold black

He yawns  
mouth prawn-pink.

Settles.

Sleek black paw  
over coal black nose  
and sleeps.



by Suzanne Elvidge

#### The Dog

The truth I do not stretch or shove  
When I state that the dog is full of love.  
I've also found, by actual test,  
A wet dog is the lovingest.

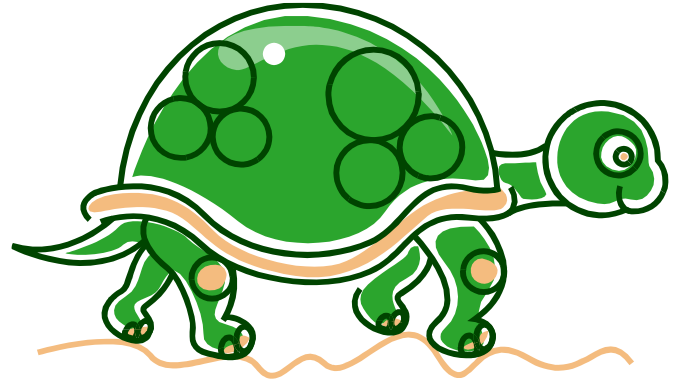


By Ogden Nash



I Have a Little Turtle

*(Vachel Lindsay)*



I have a little turtle,  
He lives in a box.  
He swims in the water  
And he climbs on the rocks.

He snapped at a minnow  
He snapped at a flea  
He snapped at a mosquito  
And he snapped at me.

He caught the minnow,  
He caught the flea,  
He caught the mosquito,  
But he didn't catch me!

---

## Lions

*(Joshua Morton)*

Lions are as orange as the morning sun.

They are as brave as men at war.

Lions are as fast as cars at top speed.

I think the lion in my heart helps me  
stand my ground.

The roar of lions is as loud as thunder  
hitting rock.

Statues of lions stand guard at castle  
doors.

Lions are kings of the countryside.



Bluebottle  
(Judith Nicholls)



Who dips, dives swoops out of space,  
a buzz in his wings and sky on his face.

Now caught in the light,  
now gone without trace,  
a sliver of glass,  
never still in one place?

Who's elusive as a pickpocket,  
lord of the flies,  
who moves like a rocket?  
bound for the skies?

Who's catapult, aero plane,  
always full throttle?

Sky-diver, Jumping Jack,

---

comet, *bluebottle!*

## Insects World

*(Ethel Jacobson)*

Insects are creatures with three pairs of legs.

Some swim, some fly; they lay millions of eggs.

They don't wear their skeletons in, but out.

Their blood just goes sloshing loosely about.

They come in three parts. Some are bare; some have hair.

Their hearts are in back; they circulate air.

They smell with their feelers and taste with their feet,

And there's scarcely a thing that some insect won't eat:

Flowers and woodwork and books and rugs,

Overcoats, people, and other bugs.

When five billion trillion keep munching each day,

It's a wonder the world isn't nibbled away!



## The Spider Web

*(Truda McCoy)*

The spider spun a silver web

Above the gate last night.

It was round with little spokes

And such a pretty sight.



This morning there were drops of dew

Hung on it, one by one;

They changed to diamonds, rubies red,

When they were lit with sun.

A spider's nice to have around

To weave a web so fine.

On which to string the drops of dew

That catch the bright sunshine.

## Garden Snake

*(Muriel L. Sonne)*

I saw a snake and ran away...

Some snakes are dangerous, they say;

But mother says that kind is good,

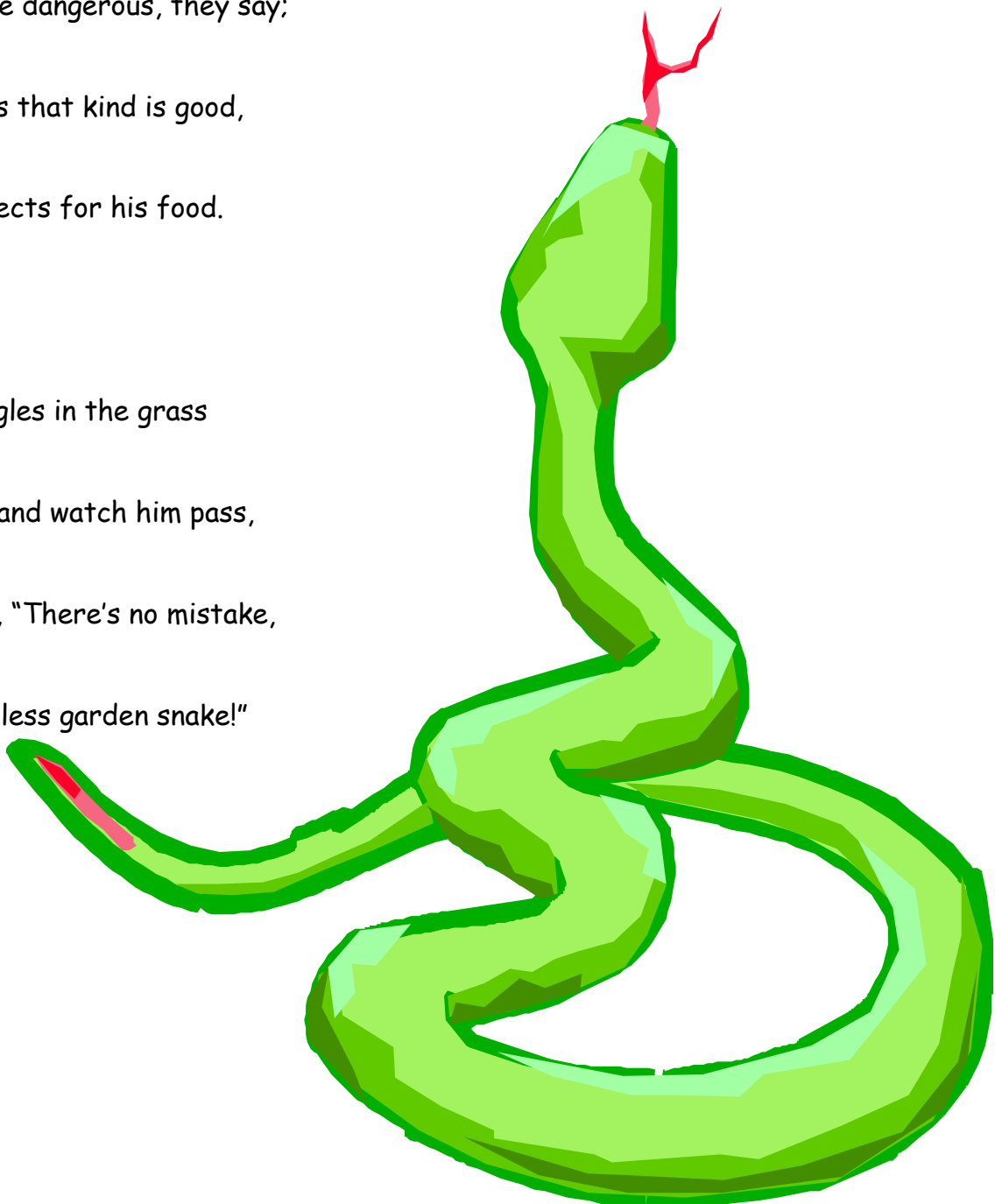
And eats up insects for his food.

So when he wiggles in the grass

I'll stand aside and watch him pass,

And tell myself, "There's no mistake,

It's just a harmless garden snake!"



### Feedback on poems

Poem	Like or not? (Give a score)	Patterns I noticed.	Questions I have.
Black Cat			
The Dog			
I have a little turtle			
Lions			
Blue bottle			
Insects World			
Spiders Web			
Garden snake			

My favourite poem is... \_\_\_\_\_  
My reasons are....

Well done. Share the poems with a grown-up. Do they have the same favourite as you?

**3. Try these extra activities:**

- Can you practise reading your favourite animal poem, then record it and share your recording with someone else?
- Can you make an illustration for your favourite animal poem?



## Tuesday:

### 1. Read a poem

- Read the poem: *Claws*. Read it twice: once in your head and once out loud.
- Read the *Poetry Questions*. Think about your answers and then write them in sentences.



If my cat  
were a fish, he'd be a shark.  
A big shark.  
A big, mean shark.  
A Great White Shark.

But he's not a fish.  
He's a cat.  
A big cat.  
A big, mean cat.  
A Great White Cat

who cruises the neighbourhood  
terrorising any creature  
he happens to meet.

Birds wing away  
when he prowls the gardens.  
Other cats scat  
when he struts his stuff  
and even dogs make sure  
they're somewhere else  
when he's around.

He's rough. He's tough.  
He's terrible to behold.  
More terrible  
than any tiger.

Sometimes he disappears  
for days and days  
and days

but just when  
I start to think  
I'll never see him again

in he strolls  
pushing through the cat-flap  
as if he's never been away

and he jumps up  
into my lap  
and curls himself  
around himself

and falls asleep  
purring like a Porsche  
while I stroke him  
and stroke him

and tell him  
over and over again  
that he's |

the Best Cat  
in the Whole Universe.

By Tony Langham

### Poetry Questions

What do you like about the poem? Is there anything that you dislike about it?

Does the poem remind you of anything that you have ever read? Does it remind you of any person you know? Does it remind you of anything that has happened to you?

What patterns can you find in the poem? Are any of the words or phrases linked with other words or phrases? How?

What puzzles does the poem leave? What questions does it make you want to ask?

## 2. Remind yourself about metaphors and similes

- Use the *Revision Card* to remind yourself about metaphors and similes.
- Complete *Metaphors and Similes Practice*. Try writing a metaphor or simile for each of the pets. Challenge yourself to write more than one for some of them. Which is your favourite metaphor or simile? Why?

### Revision Card - Metaphors and Similes

To describe something, we often compare it to something else.

Sometimes we write a **simile**

The cat was as regal as the Queen of Sheba

The cat was as still as a statue.

A **simile** is a comparison where we say one thing is like something else.



Sometimes we say that something **IS** something else in order to make a strong comparison. This is a **metaphor**.

My cat is a flash of lightning.

This means that the cat is like a flash of lightning - it runs really fast!

My dog is a pig.

This means that the dog is like a pig - it is very greedy about food.

## Metaphors and Similes Practice

*Write a simile or metaphor for each of these pets. Think of something about them, think of something else that has that characteristic, then compare the pet to that thing.*



### Wednesday and Thursday

This lesson is over two days so that you can plan your poem, write your poem, edit your poem, write it up in neat and then perform your poem (if you want to)

1. I would like you to choose one pet. It could be a pet:

- That is your pet
- Is a pet you know belongs to someone else
- A pet you would like one day
- Or a pet from the pictures in yesterday's learning.

**Have you chosen one?**

2. The next step will be planning your poem ideas. Try to organise your ideas so that they look and sound like a poem. What patterns can you use? Use the planning format to help you.

What is special about the pet?	
What do you notice most about its appearance?	
What is the funniest thing it has done?	
How would you describe its character?	
What metaphors or similes describe this pet?	
Extra information...	



3. Now you have your ideas it is time to write your poem out carefully.

Please include:

- Capital letters
- Full stops
- Commas
- The best vocabulary
- A simile or a metaphor
- Neat handwriting

Remember to keep checking your work, by reading aloud and change your poem to improve it.

When you have finished your first copy of your poem, share your poem with an adult. Can you show them any metaphors or similes you have used?

After you have finished editing, you can use the pet paper below to write it up in neat or you can create your own paper and design with your own drawings.

#### Limericks

- The whole poem is 5 lines.
- Lines 1,2 and 5 rhyme with each other.
- Lines 3 and 4 rhyme with each other.
- The first, second and last lines have 3 beats to their rhythm.
- The third and fourth lines have 2 beats to their rhythm.
- The first line often ends with a person's name or the name of a place.
- They are usually funny.

#### Haiku

- A Haiku consists of 3 lines.
- The theme focus is often nature.
- A season-related word is included e.g. snow.
- Descriptions relate to the senses – what you can see, hear, smell, taste and touch.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second line.

#### Tanka

- A tanka consists of 5 lines and 31 syllables.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second, fourth and fifth lines.
- The focus is a funny or interesting incident or story.

#### Acrostic

- The focus is a theme of your choice e.g. reading, ice cream.
- The first letters of each line spell out a word or phrase.
- The first letter of each line is a capital letter.
- The lines do not need to have a rhythm or rhyme.

#### Cinquain

- A cinquain consists of 5 unrhymed lines.
- The first and last lines have just 2 syllables.
- The second line has 4 syllables.
- The third line has 6 syllables.
- The fifth line has 8 syllables.
- Tells a story.
- Includes an action and a feeling.
- Has a conclusion.

Remember it does not need to rhyme.

#### Sonnet

- A sonnet consists of 14 lines.
- Alternate lines rhyme with one another, apart from the last 2 lines which rhyme with each other.
- Each line has 10 beats.
- The themes are usually about ageing, death, life, love and the seasons of life.

#### Riddle

- A riddle is usually 5 or 6 lines long.
- Use creative descriptions.
- The first few clues should be general and tricky.
- The final clues should make it more obvious what the riddle is about.
- It is usually written in the first person.
- The last line should be "What am I?".

Remember there is no end punctuation or rhyming.

Different types of poems...

Extra help to make your poem even more amazing!

# Poetry Toolbox



## rhythm

Create a fun pattern that makes it easy to remember.



## line breaks

Write in shorter lines to slow the reader down.



## metaphor

Tell the reader that something is something else.



## simile

Tell the reader that something is 'like' or 'as' something else.



## imagery

Give them help to form a picture in their mind.



## personification

Give human qualities to something that isn't human.



## alliteration

Start some words in a line using the same sound or letter.

## repetition

Repeat a word or phrase.



## rhyme

Use words with similar sounding final syllables.



## onomatopoeia

Use words that mimic the sound of the noun or verb they describe.





twinkl.com







#### 4. Extra activities:

1. Can you perform your poem, record your performance, and share it with somebody else?
2. Can you make an illustration for your poem?

### Friday- Reading comprehension

## Pet Care of a Cat



Cats are a very popular pet in the UK. They might come and go when they want, but need careful looking after.

Food and drink	Environment
<p>Cats eat meat. They are not vegetarian.</p> <p>Clean water must be put out for them to drink, so that they stay healthy.</p>	<p>Cats need a dry, comfortable place to live. They often like having a few places to sleep.</p> <p>Cats are easily scared, so they need places where they feel safe. Under beds or on the top of shelves are good places.</p>

### **Cat behaviour**

If a cat does any of these things, it might mean they are distressed:

- licking themselves a lot;
- hiding more often;
- sleeping hunched up.

If a cat does shows this behaviour, it can mean they are in pain:

- being bad tempered or angry;
- disappearing for a long time;
- keeping away from people.



### **How to treat a cat**

Cats will come for a cuddle when they feel ready. You must not try to force them to sit on your knee or be stroked. Remember, each cat is an individual, so will behave differently.

#### **Things to remember:**

- Cats need exercise. They need to go outside, or have toys to play with.
- Cats need to scratch their claws to keep them sharp. If they are not given a proper scratching post, they may use the sofa!

Look after them properly, and your cat will be your best friend.



# Questions

1. What sort of food do cats need to eat?

---

2. Why do cats need clean water?

---

3. Which two adjectives are used to describe the type of place cats need to live in?

---

---

4. Where might a cat go to feel safe? Name one place.

---

5. Name one thing a cat might do to show they are distressed.

---

---

6. If a cat starts being bad tempered, what might this mean?

---

7. What do you need to do if you want a cat to come for a cuddle?

---

8. Why do cats need to scratch their claws?

---

9. Think of one thing you have learned about caring for a cat from this text.

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Foundation Subjects- choose one lesson per day (in any order)

Science lesson

# Living, Once Living and Non-living

Colour the living items in the picture green (e.g., animals, plants).

Colour the non-living items red (e.g., rock, sand, plastic).

Can you find any once living items in the picture? Add two once living items to the picture.



How do you know something is living?

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---

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How do you know something was once living?

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How do you know something is non-living?

---

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## Topic and DT lesson- The Watercress line, Alresford

### BUILDING BRIDGES



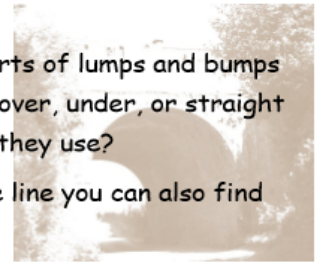
Activity Sheet

7

#### Bridges on the Watercress Line

Engineers like railways to be straight and level but the countryside of Hampshire has all sorts of lumps and bumps that made planning the Mid Hants Railway (The Watercress Line) difficult. Should they go over, under, or straight through the middle? The simplest answer was to use bridges but which type of bridge did they use?

Most of the bridges on the line are ARCH bridges built from brick. At the Alton end of the line you can also find steel BEAM bridges across roads. Let's find out more about how they work.



**Forces in Bridges** There are two types of forces working inside the bridge.



1

2

**Compression** or 'squeezing' forces shown by the **red lines** and **tension** or 'stretching' forces shown by the **blue lines**.

1) A beam bridge has its beam partly in tension and partly in compression, with the abutments (the side pillars) in compression.

2) An arch bridge supports loads through compression. Arches are the only kinds of bridges supported entirely by forces of compression.

3) A suspension bridge has its piers (towers) in compression and the deck hangs from thick suspension cables by thinner cables, all of which are in tension. The deck is just like the beam bridge, partly in tension and partly in compression.

4) A cable-stayed bridge is similar but the deck hangs directly from the piers from cables. The piers are in compression and the cables are in tension.

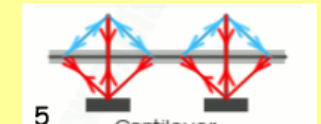
5) A cantilever bridge balances tension forces above the bridge deck with compression forces below.



3

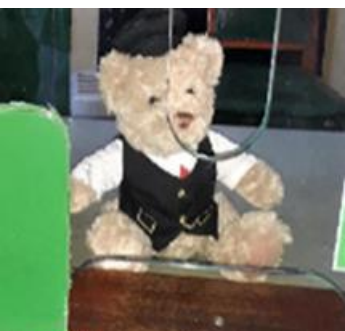


4



5

Cantilever



Oliver bear has been out with the safety team keeping an eye on the line.

He counted how many bridges there were between Alresford and Alton, can you guess how many he counted?

Research time: How many bridges are there from Alresford to Alton, was your guess correct?

#### Build Your Own Bridge

Build your own bridge. You might have construction toys like Lego, Meccano or Knex at home but why not use your imagination and see



what else you can find to build with.

Try newspaper, drinking straws, recycling or sticks from the garden or from your walks. For a real challenge try dry spaghetti with marshmallows for joints.



←Design time



## Music Lesson

<https://classroom.thenational.academy/lessons/sing-a-major-scale/activities/1/>



Please follow this link to your Music lesson for this week- I really enjoyed singing and dancing, I hope you do too. This lesson is suitable for both Year 2 and Year 3.

## PE Lesson

# Ship Shape

## Home Physical Education

**How to play:**

- Can you create the following balanced shapes?
- A **'wide'** shape. Are you high or low, what body parts are you using?
- A **'curled'** shape. Are you high or low, what body parts are you using?
- A **'narrow'** shape. Are you high or low, what body parts are you using?
- Can you teach someone else all of your different balanced shapes?
- Can you create a sequence of all 3 balanced shapes together?

Can you keep trying to improve your performance?

Can you teach someone your balances and work together to create a sequence?

### Top Tips

#### Be Still!

All balances must be held completely still for at least 4 seconds. Make your balances excellent by pointing your fingers and toes.

### Let's Reflect


Can you hold your balances still?  
If your balance is wobbling, how could you change it to make it still.

Did you try a variety of ways of balancing?

**RE lesson – please read through information, answer any questions and carry out small activities with an adults help.**


## Starter Activities

What do all of these buildings have in common?



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## What is it like inside a Hindu Mandir?



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**Shoe Rack**

A place to store shoes before entering the mandir.

**Murtis**

A murti is a statue of God, a god or goddess.

## Important Features of a Hindu Mandir

**Main Shrine**

This is the heart of the temple to represent the heart of the worshipper. It is usually at the front of the temple.

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**Bell**

Worshippers ring the bell before entering to let God know they have arrived.

**Vedas**

These are the ancient Hindu texts. They are kept safe in a special case.

## Important Features of a Hindu Mandir

**Aum**

This is the Hindu symbol. You may see this if you ever visit a Hindu temple.

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Can you match the word to the correct object?

## Activity

shoe rack

Aum

main shrine

bell

murti

Vedas

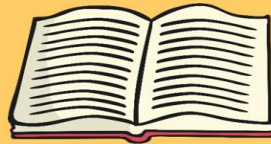


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## Why do people go to a Hindu Mandir?



Worship takes place here. Hindus can attend their local mandir to be peaceful, pray and sing religious songs.



Each mandir is dedicated to a god and inside will be a shrine to that god. Offerings such as flowers, fruit, water, milk, nuts or sweets are made. Incense (a nice smelling fragrance) is burned to make the temple feel special. During worship Hindus chant the names of gods and goddesses.

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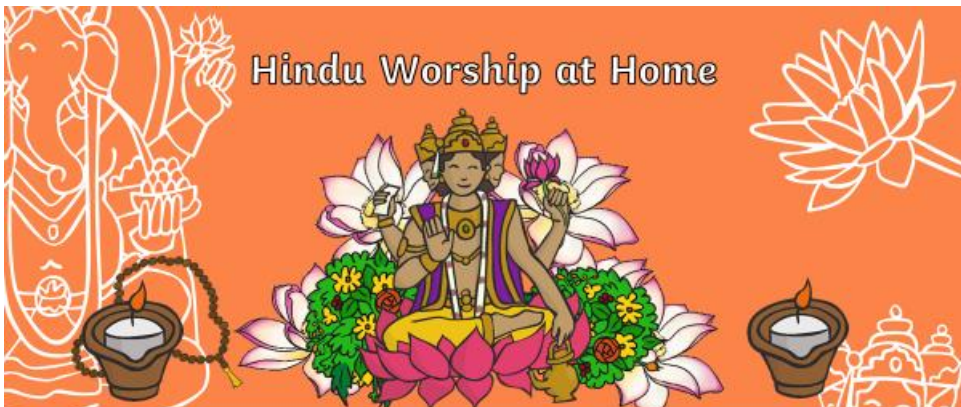


Worshipping at the mandir is a special time to be together with other Hindus.

Other special events such as weddings can take place in a mandir.



## Hindu Worship at Home



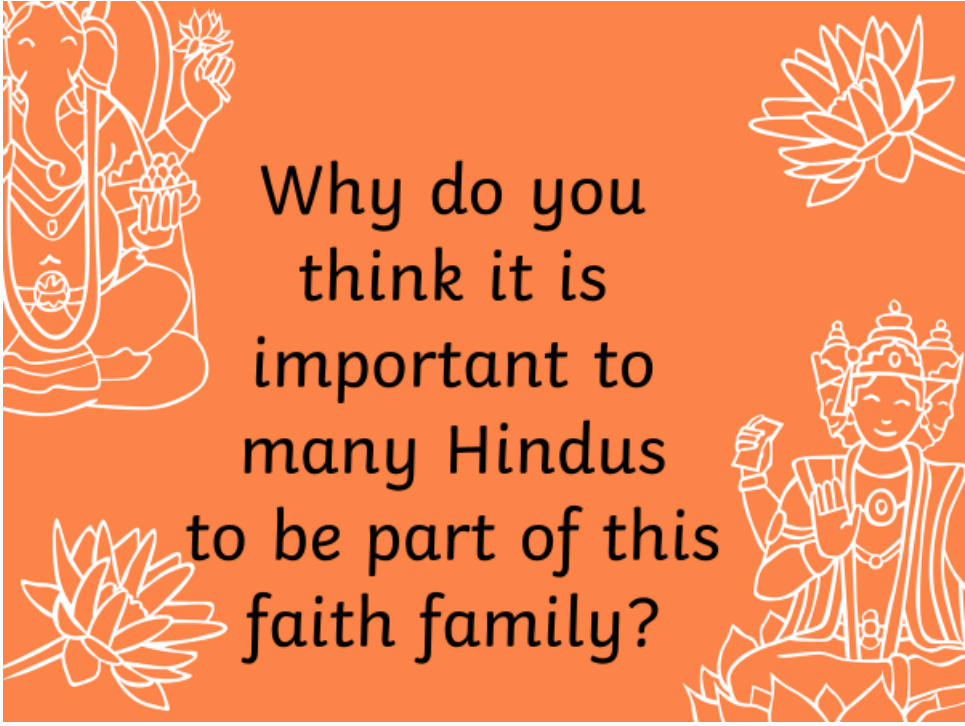
Hindus can worship at home and at the mandir. Making offerings to the gods is something that can be done at home too.

In a Hindu home there may be a shrine where offerings can be made and prayers are spoken. The shrine could be as big as a room, a small corner or a statue.




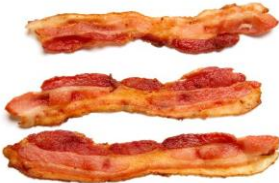






## Showing Respect

- Before entering the mandir you have a wash, make sure you are wearing clean clothes and remove your shoes.
- You can make offerings to the gods.
- Sometimes men and women need to worship separately.
- Bow to show respect to the gods.



Why do you  
think it is  
important to  
many Hindus  
to be part of this  
faith family?

## PSHE Lesson

<p>Beef</p> 	<p>Potatoes</p> 	<p>Butter</p> 	<p>Milk</p> 
<p>Tomatoes</p> 	<p>Cereals</p> 	<p>Beans</p> 	<p>Cheese</p> 
<p>Apples</p> 	<p>Bacon</p> 	<p>Sweets</p> 	<p>Eggs</p> 
<p>Bread</p> 	<p>Cooking Oil</p> 	<p>Quorn</p> 	<p>Fish</p> 
<p>Yoghurt</p> 	<p>Oranges</p> 	<p>Flour</p> 	<p>Honey</p> 

To understand that food can be put into a few main food groups

1. Cut pictures of all foods out.
2. Sort food into groups and explain why you have put them into these groups with an adult.
3. Say which foods belong to each group- may need an adult's help-
4. Explain what the different foods are for and how they might help our bodies.

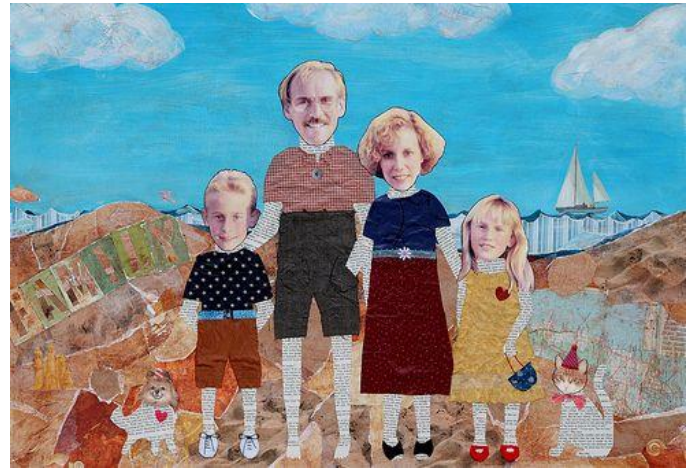


## Art lesson:

### Let's Create!

Create a piece of artwork entitled 'Family'.  
This could be a drawing, a painting, a sculpture, a collage.

- ✚ Could you copy another artist's style?
- ✚ Which materials have you chosen to use and why?
- ✚ How do you feel about your piece of artwork?
- ✚ What would you change or not change?



### Computing

Please log on to Purple Mash to see the 2do's set for the week (Please do at least one 2do- Make sure you press the 'hand in' button so that I am able to give you feedback). Also, remember to log onto My Maths weekly and practise times tables on Times tables Rockstars

Just to let you know that I have planned a lot of activities but please don't feel pressured to do them all. Do what is right for you and your family.

I would rather you have too much than too little but it doesn't mean you have to complete everything or you can save it for when you feel like doing something to keep you occupied. Please get outside in the fresh air if you can, in a safe way and be helpful to your family. Remember you can use the National Oak Academy lessons if you wish to, using this website:

<https://www.thenational.academy/online-classroom/schedule>

