



Owls Class (Year 2) Home- Learning- Summer 2-  
Week 6



Maths

Monday:

Starter:

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



**1** Match the coin to its value.



20p



2p



50p



1p



10p



5p

**2**

How much money is there?

**3**

How much money is there?



4 Dexter has this money.



How much money does Dexter have?

5 Write  $<$ ,  $>$  or  $=$  to compare the money.



## Monday Extension (optional)

- 6 Annie has this money.



Tommy has this money.



I have more money because I have more coins.



Is Annie correct? \_\_\_\_\_

How do you know?

- 7 Rosie wants to buy this packet of sweets.  
She has this money.

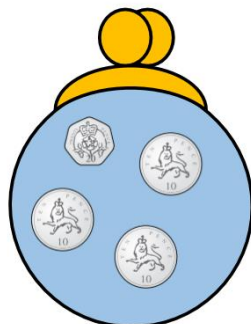


Does Rosie have enough money? \_\_\_\_\_

True or False ?

Count money - pence

Each purse has a total value of 50 pence.



Tuesday:

Starter:

1) What is  $2 \times 8$ ?

2) There are 5 flowers in each vase.  
How many flowers altogether?



3) Complete the sequence. 2, 4, 6, \_\_ , \_\_

4) Find the sum of 3, 4 and 7

**1** Match the coin or note to its value.



£5



£1



£50



£20



£10



£2

2 How much money is there?



3 How much money is there?



**4** Complete the bar models.



**5** Write  $<$ ,  $>$  or  $=$  to compare the money.



## Tuesday Extension (optional)

6 Dora has this money.



Ron has this money.



I have more money because I have notes.



Is Ron correct? \_\_\_\_\_

How do you know?

7 Mo has this money.



I have £25

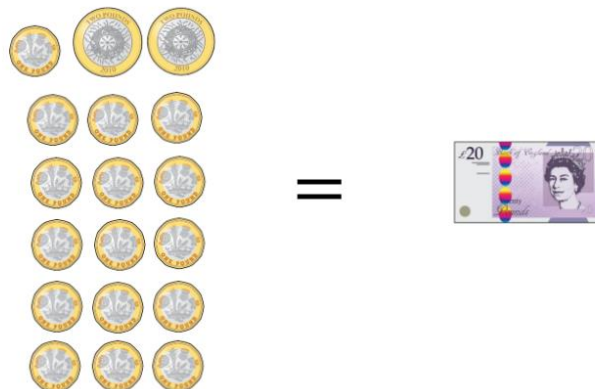


Do you agree with Mo?

Talk about it with a partner.

**True or False?**

Count money - pounds  
(notes and coins)





Wednesday:

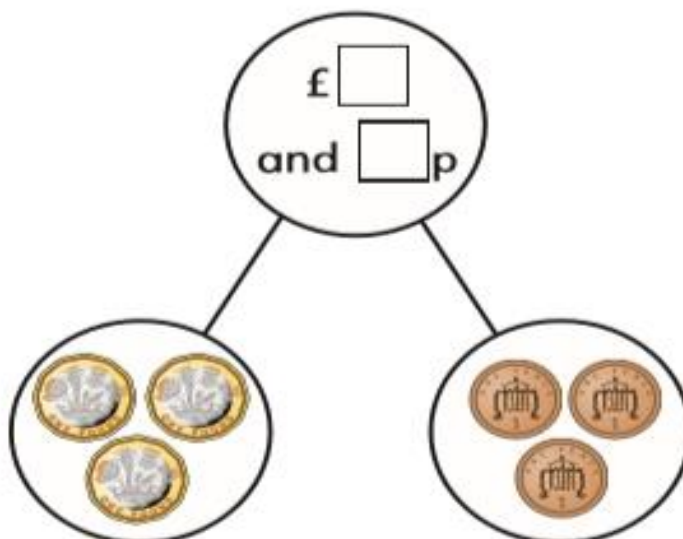
Starter:

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

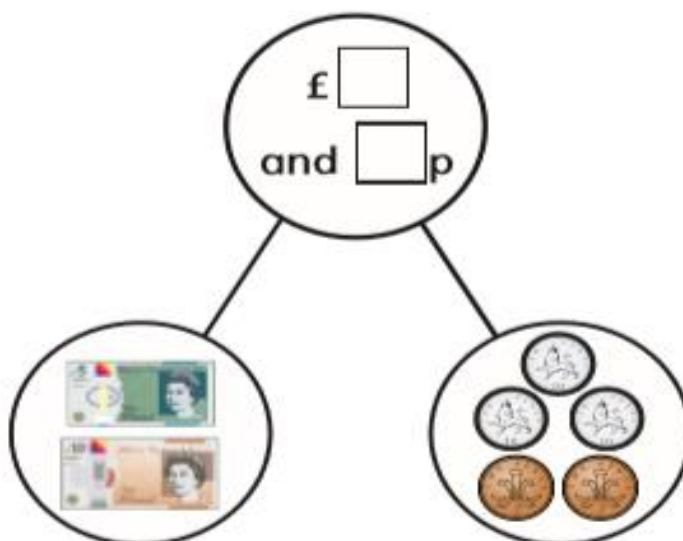


1 Complete the part-whole models.

a)



b)



2 How much money is there altogether?



There is £  and  p.



There is £  and  p.



There is £  and  p.



There is £  and  p.

**3** Complete the additions.

a)  $£5 + £1 + 50p + 5p = £$   and  p

b)  $£10 + £1 + 2p + 1p = £$   and  p

c)  $£$   and  p =  $£50 + £20 + 50p + 2p$

d)  $£5 + 20p + 2p + £1 = £$   and  p

**4** Fill in the gaps to make the statements correct.

a)  $£$   +  $£1 + 50p + 10p = £21$  and  p

b)  $£10 + £2 + 20p +$   p +  $2p = £12$  and  $72p$

c)  $£5 +$   p =  $£5 + 5p + 20p + 50p + 2p$

### Wednesday Extension (Optional)

- 5 Ron has £18 and 63p in his money box. He empties the money onto the table, but some falls on the floor.



How much money falls on the floor?

£  and  p

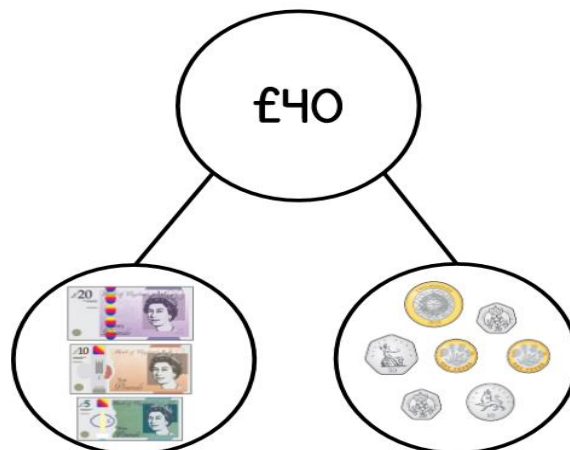
What coins or notes could they be?

- 6 Annie has some coins in her hand. Amir has some notes in his hand. Who has more money? Circle your answer.

Annie                      Amir                      can't tell

How do you know?

**True or False ?** Count



Thursday:

Starter:

1) Divide 15 by 5

2) There are 10 crayons in each pack.  
How many crayons altogether?



3) Complete the sequence. 16, 14, 12, \_\_ , \_\_

4) Find the sum of 9, 5 and 1

1 Circle 67p.



Is there another way to do it?

2 Circle three coins to show 57p.



3 Circle £68



Is there another way to do it?

4 Which pictures do not show £5 and 20p?  
Tick your answers.



**5** Draw coins to show the amount of money.

a) 52p



b) £8



c) £2 and 23p



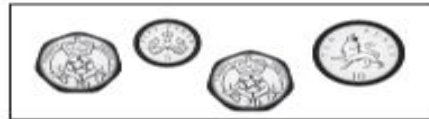
## Thursday Extension (optional)

- 6** Tommy wants to buy this comic book.  
He has this money.



Circle the coins Tommy can use.

- 7** Which set of coins is the odd one out?  
Tick your answer.



How did you work this out?

Compare answers with a partner.


True or False ?

Select money

The value in the purse can be made using some of the coins.



Friday:

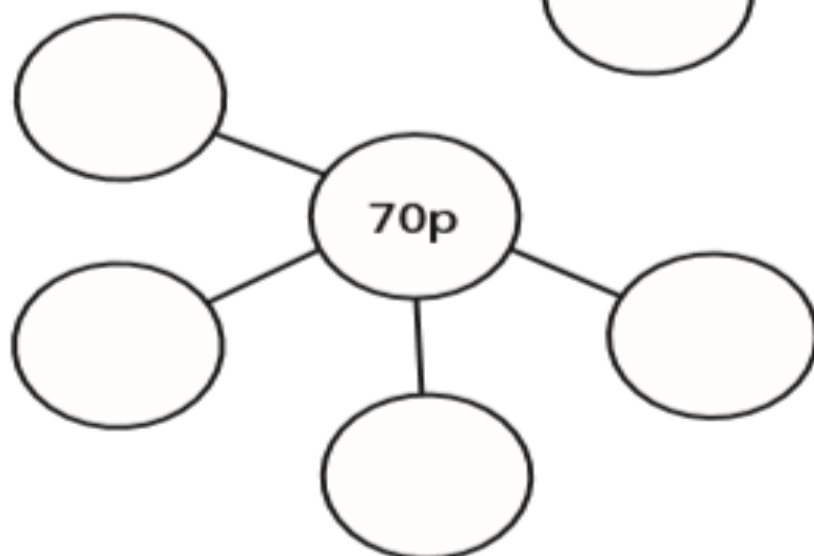
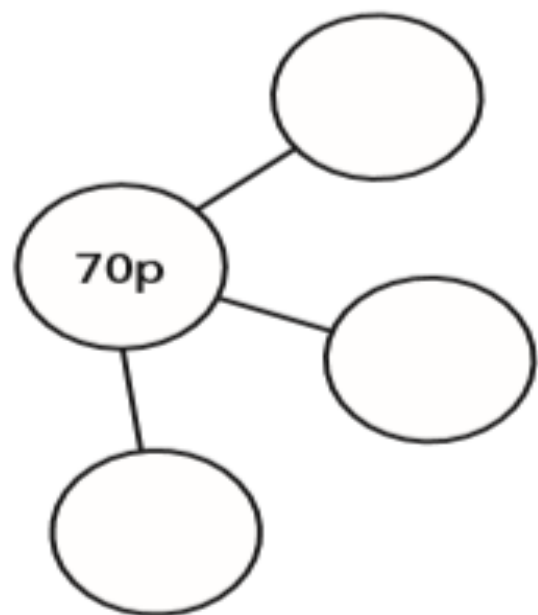
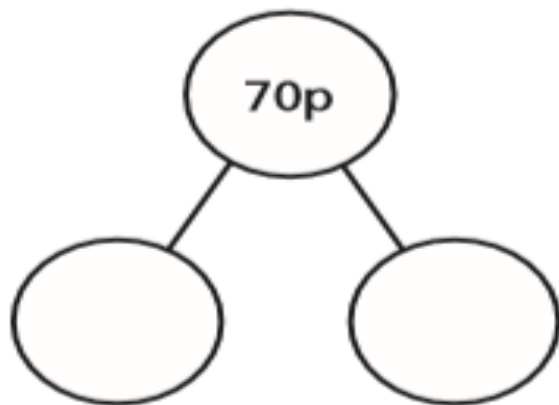
- 1) What is  $8 \div 2$ ?
- 2) Sam has 10 pairs of socks.  How many socks altogether?
- 3) Use  $<$ ,  $>$  or  $=$  to compare.  
 $5 \times 4$    $5 \times 5$
- 4) Calculate  $42 + 10$

**1** Match the amounts.



**2** Rosie is making 70p in different ways.

**a)** Complete the part-whole models to show the coins Rosie can use.



**b)** Can you make 70p in any other ways?  
Talk about it with a partner.

3

I have £30  
in notes.



a) What notes could Ron have?

---

b) What is the fewest number of notes Ron could have?

Which notes are they?

---

c) What is the greatest number of notes Ron could have?

Which notes are they?

---

4 Represent £4 and 51p in two different ways.

5 Dexter, Dora and Rosie each have some money.

a)



I have two 20p coins and four 10p coins.

How much money does Dexter have?

b)



I have the same amount of money as Dexter, but only three coins.

Draw Dora's coins.

c)

I have the same coins as Dora and I have two notes.



How much money could Rosie have?

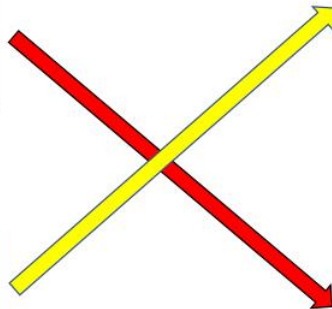
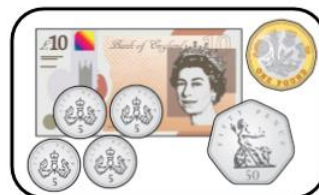
£  and  p

Compare answers with a partner.

# True or False?

Make the same amount

The amounts have been correctly matched.



## English

### Monday:

#### 1. Listen to a story

- ✚ Listen to the reading of King of the Sky

<https://www.youtube.com/watch?v=Mz5SBh4A9mg&t=2s>

- ✚ Which part of the story did you like best? Does it remind you of any other stories that you have seen or read? (discuss with your family or write down your answers).

#### 2. Answer some questions

- ✚ Read King of the Sky - Text and Questions 1. Answer the questions. (see below)
- ✚ Optional Extension- Challenge yourself to read and answer the questions on King of the Sky - Text and Questions 2. (see below)

#### 3. Write descriptions of places

- ✚ Look at the pictures of St Peter's Square in Rome and Tredegar in Wales.
- ✚ Write some Descriptive Words and Phrases about each of these places. What do you notice? How could you describe it to someone who could not see the photographs?
- ✚ Write a description of the view from your home. Try to make it really clear so someone can imagine it without actually seeing it. Notice small details, like the brickwork, or the shape of windows.

## King of the Sky – Text and Questions 1

*It rained and rained and rained.*

*Little houses huddled on humpback hills.*

*Chimneys smoked and metal towers clanked.*

*The streets smelled of mutton soup and coal dust  
and no one spoke my language.*

1. Why do you think the writer has repeated the word 'rained'?
2. What alliteration\* do you notice in the second line?
3. What sound do the metal towers make?
4. What smells are there on the street?
5. How do you think the boy feels if no-one speaks his language?

*\*Alliteration: words  
beginning with the same  
sounds*

*All of it told me this is not where you belong.*

6. Can you think of a time when you felt like you did not belong? How did that make you feel?

## King of the Sky – Text and Questions 2

Just one thing reminded me of home – of sunlight, fountains and the vanilla smell of ice cream in my granny’s shop. It was Mr Evan’s pigeons in their loft behind my house, cooing as if they strutted in St Peter’s Square in Rome.

7. When the boy thinks of home, what three things does he think about?
8. What one thing reminds him of home?
9. Who do the pigeons belong to?
10. What noise do the pigeons make?
11. What does the word ‘strutted’ mean?

St Peter's Square in Rome





Tredegar in Wales



Descriptive Words and Phrases

St Peter's Square

Tredegar

## My View

*Write a description about the view from a window in your home.*



A large rectangular writing area with a decorative orange and black zigzag border. The interior of the rectangle is filled with horizontal lines, providing a guide for writing. The border is composed of a repeating pattern of orange and black zigzags with small black dots at the peaks and valleys.

## Tuesday:

### 1. Think about characters

- ✚ Listen to the reading of King of the Sky again.  
<https://www.youtube.com/watch?v=Mz5SBh4A9mg&t=2s>
- ✚ Write what we know about Mr Evans and the Boy on Outlines 1 and 2.
- ✚ Write what else you would like to know about them too.

### 2. Remind yourself about direct speech

- ✚ Use the PowerPoint on direct speech. If this is not possible, remind yourself using the Revision Card (see below)
- ✚ Look closely at Speech Bubbles 1 and 2. Decide what the boy and Mr Evans could be saying and write it inside the speech bubble.

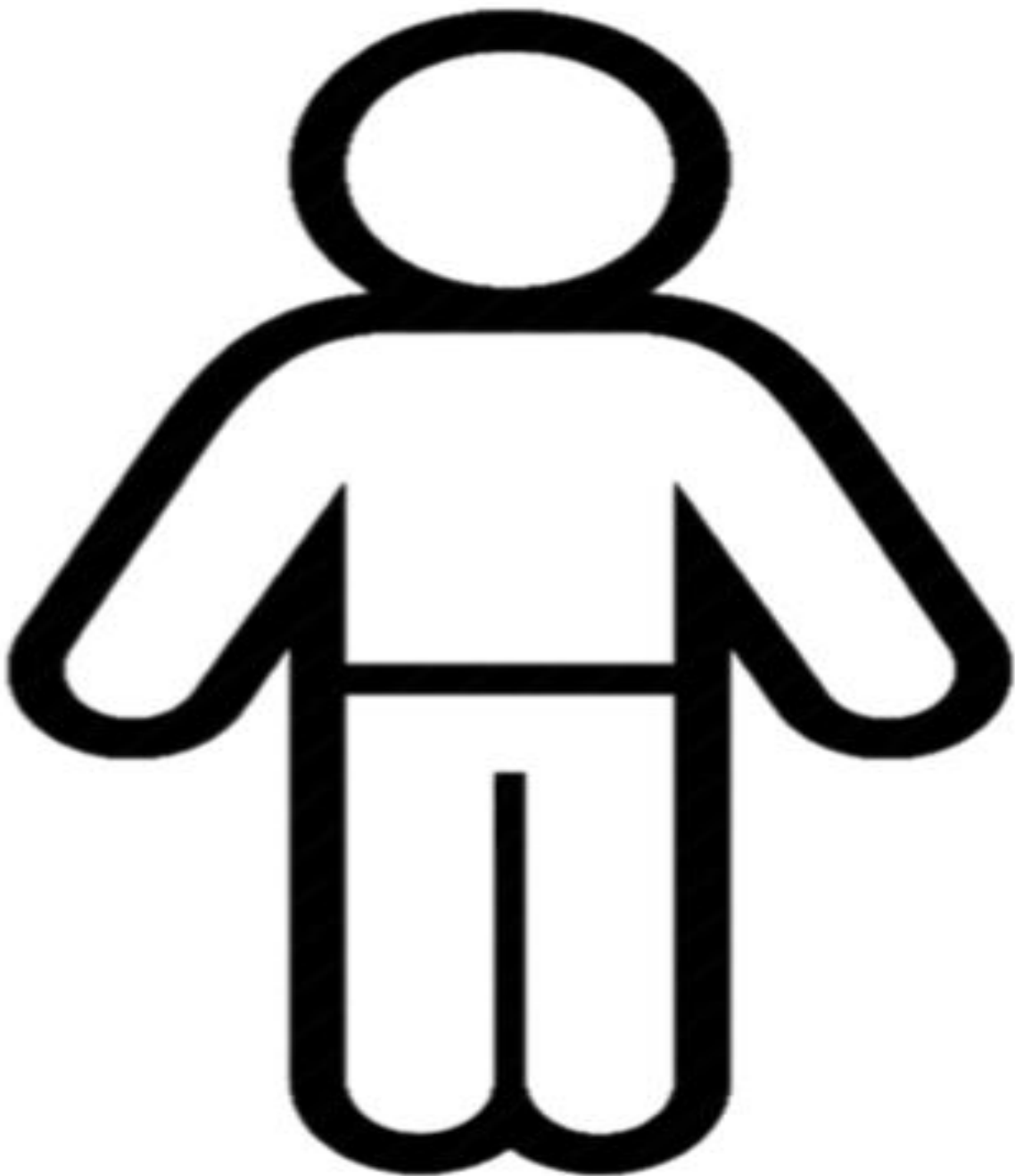
### 3. Now for some writing

- ✚ Write the speech that you put in Speech Bubbles as sentences. Use speech marks, commas and reporting clauses.
- ✚ You could challenge yourself to write a paragraph that describes the scene and which includes direct speech.

Outline 1



## Outline 2



## Revision Card – Direct Speech

### Punctuating Speech – capital letters open **direct speech**

**Direct speech** begins with a capital letter, even if it is in the middle of a sentence.



Mr Evans asked, "Is he injured?"

The boy replied, "Not at all. He looks perfect."



It is the beginning of the speaker's sentence so a capital letter is used.

### Punctuating Speech – commas separate clauses

**Direct speech** and **reporting clauses** are usually separated by a comma.



"You knew he'd come back," sighed the boy.

Mr Evans smiled, "He's a hero. Just like you."



The comma is placed at the end of the first clause.  
The speech marks follow the comma.

### Punctuating Speech – exclamations and questions

If the speech ends in a **!** or **?** we do not need a comma after the speech.



"What race shall we try next?" asked the boy.

"Let's enjoy this one first!" Mr Evans laughed.



The punctuation is placed inside the speech marks.  
The punctuation belongs to the spoken words – they tell you how to say them.

### Punctuating Speech – a new line shows a change of speaker



Shall we go and tell Mrs Evans?



She'll be so pleased



Pleased enough to make Welsh Cakes?



I hope so!

"Shall we go and tell Mrs Evans?" asked the boy.

"She'll be so pleased," answered Mr Evans.

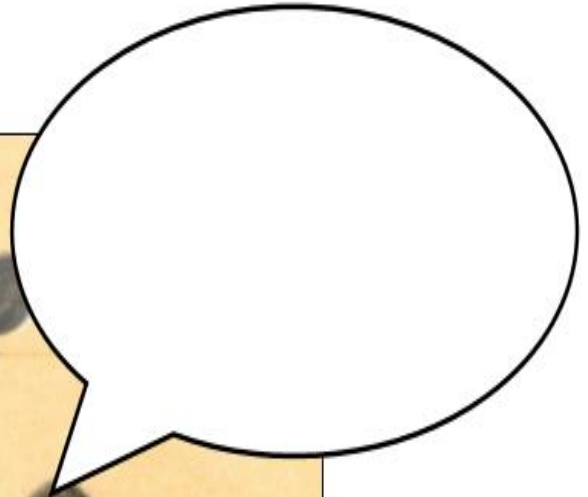
"Pleased enough to make Welsh Cakes?" the boy smiled.

Mr Evans laughed, "I hope so!"

We show each change of speaker by starting a new line.

This makes it clear when the speaker changes.

Speech Bubble 1





Speech Bubble 2



## Speech Sentences

*Write the speech that you wrote in speech bubbles in full sentences with speech marks, commas and reporting clauses.*



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## Wednesday:

### 1. Watch part of a film

- ✚ Watch the first two and a half minutes (2:30) of The Homing Instinct here: <https://www.youtube.com/watch?v=MdJ5q9cyPmk>
- ✚ What can you see here that is in the story King of the Sky? What is different? What did you learn that was new? (have a discussion with your family or write the answers down).

### 2. Read and sort information

- ✚ Read the sentences on Pigeons 1 (see below). Cut these sentences out and decide which of the Headings they belong to.
- ✚ You could challenge yourself to read and sort the sentences on Pigeons 2 (see below) as well.

Well done! Show your sorted sentences to a grown-up. Tell them the three most interesting facts that you have read. You can check your answers at the end of the pack.

### 3. Research a famous pigeon! (this is an optional extension)

- ✚ Use the Research Questions to find out about Mary of Exeter.
- ✚ Can you make a poster about Mary and her adventures, showing what you have learnt?

## Pigeon Information 1

Pigeons have been given medals for their bravery in wars.



The weather on the race day can be dangerous to pigeons.

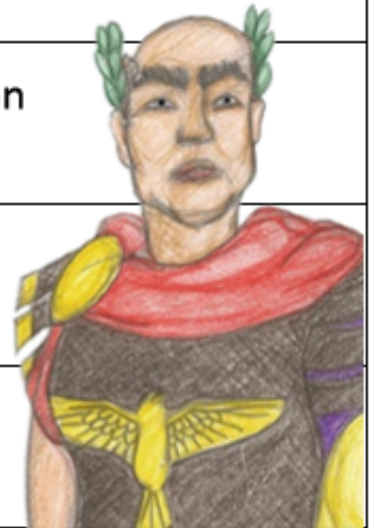
Racing pigeons have bands attached to their legs so you can tell how long they have taken.

In 1918 a pigeon called Cher Ami delivered a message that saved 194 US Soldiers.

Birds are taken from their home lofts and then have to race home.

Racing pigeons are trained by being taken further and further away from their home.

Julius Caesar used pigeons to send messages.



Pigeons have been used in war since ancient times.

Pigeon races can be from 100 km to 1000 km long.

A bird belonging to the queen of England won a race in 1990.

## Pigeon Information 2

In Italy, in World War II, a pigeon called GI Joe delivered an emergency message that stopped the Allied air force from accidentally bombing their own men.

It is thought that homing pigeons use a magnetic force to help them find their way home.

In World War II, the United Kingdom used about 250,000 pigeons.

Some people think that homing pigeons use landmarks to find their way home.

Racing pigeons can be at risk from birds of prey.

It is possible that pigeons use the position of the sun to guide them home.

Nearby enemy soldiers tried to shoot down pigeons, knowing that the birds were carrying messages.

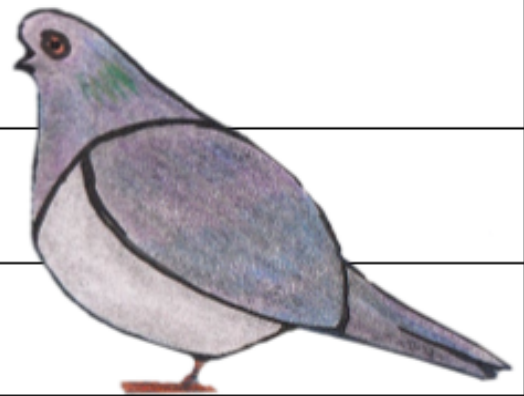
No-one is completely sure how pigeons are able to find their way home.

Pigeons have flown as far as 1,800 km to return to their home.

Most racing pigeons take part in races for three years of their life.

The sport of racing pigeons may go back to 220 AD.

Homing pigeons can get to their homes from long distances away.



Headings

**Pigeon Racing**

**Homing Instinct**

**Pigeons in wars**

Mary of Exeter – Research Questions

Use the Internet to find out answers to these questions. You could start with this website:

[https://en.wikipedia.org/wiki/Mary\\_of\\_Exeter](https://en.wikipedia.org/wiki/Mary_of_Exeter)

1. Why is Mary of Exeter famous?
2. When was she alive?
3. What was her greatest adventure?
4. Where can people remember her today?

What else can you find out about this famous pigeon?

## Pigeon Information – Answers

### **Racing Pigeons**

Pigeon races can be from 100 km to 1000 km long.

The sport of racing pigeons may go back to 220AD.

Birds are taken from their home lofts and then have to race home.

Most racing pigeons take part in races for three years of their life.

The weather on the day of the race can be dangerous to pigeons.

Racing pigeons can be at risk from birds of prey.

Racing pigeons have bands attached to their legs to time how long they have taken.

Racing pigeons are trained by being taken further and further away from their home.

A bird belonging to Queen Elizabeth II won a race in 1990.

### **Pigeons in wars**

Pigeons have been used in war since ancient times.

Julius Caesar used pigeons to send messages.

In 1918 a pigeon called Cher Ami delivered a message that saved 194 US Soldiers.

In World War II, the United Kingdom used about 250,000 pigeons.

In Italy, in World War II, a pigeon called GI Joe delivered an emergency message that stopped the Allied air force from accidentally bombing their own men.

Pigeons have been awarded medals for their bravery in wars.

Nearby enemy soldiers tried to shoot down pigeons, knowing that the birds were carrying messages.

### **Homing Instinct**

Homing pigeons are able to return to their homes from long distances away.

Pigeons have made flights as long as 1,800km to return to their home.

No-one is completely sure how pigeons are able to find their way home.

It is possible that pigeons use the position of the sun to guide them home.

It is thought that homing pigeons detect a magnetic force to help them find their way home.

Some people think that homing pigeons use landmarks to find their way home.

## Thursday:

### 1. Read a poem

- ✚ Read *The Cow* (see below). Read the poem twice - once in your head and once out loud to your family.
- ✚ What patterns do you notice in the poem? Which is your favourite line? (discuss with your family or write down your answers)

### 2. Remind yourself about adverbs

- ✚ Use the PowerPoint on Adverbs to remind yourself of adverbs. If this is not possible, use the Revision Card.
- ✚ Complete *Loving Cows*.

Well done! Now show a grown-up your answers to the questions. You can check the answers at the end of the pack.

### 3. Learn the poem by heart

- ✚ Read Top Tips for learning a poem by heart.
- ✚ Practise reading *The Cow* until you know all or some of it off by heart. Recite it to a grownup.



## The Cow



The friendly cow, all red and white,  
I love with all my heart:  
She gives me cream with all her might,  
To eat with apple tart.

She wanders lowing here and there,  
And yet she cannot stray,  
All in the pleasant open air,  
The pleasant light of day;

And blown by all the winds that pass  
And wet with all the showers,  
She walks among the meadow grass  
And eats the meadow flowers.

*By Robert Louis Stevenson*

## Revision Card - Adverbs

### Verbs

Verbs indicate that someone or something is **doing, feeling or being**.

The cow **moos**.  
The sheep **bleats**.  
A pig **snuffles**.  
I **cover** my ears!

Usually **verbs** have the name of a person or thing or a pronoun in front of them.

### Adverbs and Verbs

**Adverbs** can tell us more about a **verb**.

happily

reluctantly

willingly

usually

yesterday

... the sheep went to market.



### Adjectives

**Adjectives** add information about a **noun**.

A **noun** is a naming word.

happy

The **cow** **moos**. The **happy cow** moos.  
The **sheep** **bleats**. The **angry sheep** bleats.

angry

A **pig** **snuffles**. The **noisy pig** snuffles.

greedy

sore

calm

noisy



### Adverbs and Adjectives

**Adverbs** tell us more about an **adjective**.

The pig went to market.

clearly

The **unaware** pig went to market.

The **clearly unaware** pig went to market.

happily

The **happily unaware** pig went to market.

The **apparently unaware** pig went to market.

apparently

Consider how the meaning has changed.



## Loving Cows

*Identify and underline the adverbs in these sentences.*

1. The friendly cow moos gently and persistently.
2. She often gives me milk and cream.
3. The cows usually wander haphazardly all over the field.
4. Cows get battered viciously by the strong east wind.
5. My favourite cow often walks slowly and peacefully though the meadow.
6. How can I move the cows tenderly and kindly out of the field?

*Re-write each sentence, adding an adverb. You could use one of the ones in the blue boxes below.*

- 👉 The farmer \_\_\_\_\_ feeds his cows hay.
- 👉 My cow \_\_\_\_\_ strays from the herd.
- 👉 The sun shines \_\_\_\_\_ on the cows.
- 👉 \_\_\_\_\_ each cow stands close to its neighbour when it rains.
- 👉 We \_\_\_\_\_ enjoy eating apple pie and cream.
- 👉 His favourite cow moos \_\_\_\_\_ when she sees him.

*Does the adverb tell us more about 'how', 'when' or 'where' each action happens? Write 'how', 'when' or 'why' above each adverb you used.*

often

never

frequently

always

contentedly

fiercely

happily

warmly

greedily

gently

*Write two sentences using adverbs in each one.*

## Top tips for learning a poem by heart

- Read the poem aloud several times slowly.
- Copy the poem out a couple of times.
- Pick a poem with a pattern, metre and rhyme are much easier to learn by heart than free verse.
- Learn and imagine the “story” in the poem
- Understand the poem by knowing every word’s meaning
- With a card, cover everything but the first line of the poem. Read it. Look away, see the line in the air, and say it. Look back. Repeat until you’ve “got it.”
- Uncover the second line. Learn it as you did the first line, but also add second line to first, until you’ve got the two.
- Then it’s on to three. Always repeat the first line on down, till the whole poem sings.



## Loving Cows - Answers

*Identify and underline the adverbs in these sentences.*

1. The friendly cow moos gently and persistently.
2. She often gives me milk and cream.
3. The cows usually wander haphazardly all over the field.
4. Cows get battered viciously by the strong east wind.
5. My favourite cow often walks slowly and peacefully though the meadow.
6. How can I move the cows tenderly and kindly out of the field?

## Friday:

### 1. Read a Poem

- ✚ Read *Sheep in Winter* (see below). Read it twice - once in your head and once out loud. What do you notice about the rhyme scheme?
- ✚ Think about the poem from yesterday (*The Cow*). How is this poem similar? How is it different? Which poem do you prefer? Why? (discuss with your family or write your answers down).

### 2. Remind yourself about adverbs

- ✚ Use the Revision Card to remind yourself about adverbs.
- ✚ Complete *Animal Adjectives and Adverbs*.

Well done! Now show a grown-up your answers to the questions. Show the adverbs that you have chosen.

### 3. Read more animal poems

- ✚ Read four more animal poems: *Rabbit Poem*, *God laughed when he made the duck*, *Duck's ditty* and *The Sparrow* (see below).
- ✚ Find adverbs used in these poems. Underline them if you can. You can check your answers at the end of the pack.
- ✚ Choose your favourite poem and practise reading it aloud. The Top tips for reading a poem aloud will help you to do this.

## Optional Extra English Activities!

- ✚ Can you choose your favourite poem and copy it out carefully in your best handwriting? You could add an illustration when you have finished.
- ✚ Can you try to write a poem called *Sheep in Summer*? How could it be the same as the original? How could it be different?

## Sheep in Winter



The sheep get up and make their many tracks  
And bear a load of snow upon their backs,  
And gnaw the frozen turnip to the ground  
With sharp quick bite, and then go noising round  
The boy that pecks the turnips all the day  
And knocks his hands to keep the cold away  
And laps his legs in straw to keep them warm  
And hides behind the hedges from the storm.  
The sheep, as tame as dogs, go where he goes  
And try to shake their fleeces from the snows.  
Then leave their frozen meal and wander round  
The stubble stack that stands beside the ground,  
And lie all night and face the drizzling storm  
And shun the hovel where they might be warm.

By John Clare

# Revision Card – Adverbs

## Adverbs

**Adverbs** can tell us more about a **verb** or an **adjective**.

We **love** the peaceful cow.

We love the **peaceful** cow.

We **definitely** love the peaceful cow.

We love the **totally** peaceful cow.

The **verb** is modified by an **adverb**



The **adjective** is modified by the **adverb**

The chicken **crossed** the **dangerous** road.

The chicken **stupidly** **crossed** the **very** **dangerous** road.

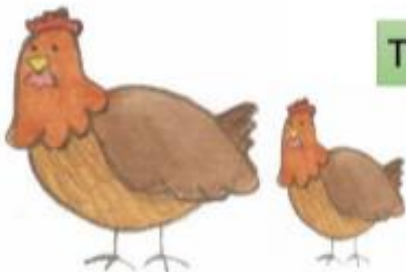
## Punctuating Adverbs

When an **adverb** is at the front, we use a comma.

Loudly, the chickens squawked a warning.

When an **adverb** is beside the verb, we do not usually need a comma.

The chickens loudly squawked a warning.



It's YOUR decision where to place the adverb.



## Animal Adjectives and Adverbs

*There are some adverbs on cards below to help you.*

*Underline the adjectives in each sentence. Draw a circle round the adverbs.*

- ✚ The cows are so cold. They need much warmer coats.
- ✚ The very clever pigs manage to open the almost closed gate.
- ✚ Sheep sleep for quite long periods in the really hot summer.

*Modify each adjective using at least one adverb.*

*Write your own description of the rabbit using at least two adjectives and adverbs.*

Cow	<i>The _____ happy cow was _____ gentle.</i>
Sheep	<i>The _____ frozen ground gave little shelter to the _____ cold sheep.</i>
Pig	<i>_____ contented pigs have plenty of food. They also like to play in a _____ sizeable pen.</i>
Rabbit	

very

really

totally

mostly

quite

fairly

much

normally

completely

so

## Rabbit Poem

To keep  
a rabbit  
is a good  
habit.

A rabbit is truly curious:  
his eyes are soft  
but his whiskers wiggle  
and his nose twitches  
and his ears jiggle

and his tail  
is a bump  
on  
his rump.

A rabbit  
is cheerful  
but not especially  
careful  
about multiplying  
the answers  
he gets  
to the simple  
sum  
of one and one  
are mystifying. . .

A rabbit is easy  
to care for:  
to munch on grass  
is what he is hare for.

So if you get  
the chance  
to have a rabbit,  
grab it!

By Pamela Mordecai



## God laughed when he made the duck

When God had finished the stars and whirl of coloured suns  
He turned His mind from big things to fashion little ones;  
Beautiful tiny things (like daisies) He made, and then  
He made the comical ones in case the minds of men  
Should stiffen and become  
Dull, humourless and glum,  
And so forgetful of their Maker be  
As to take even themselves – *quite seriously*.  
Caterpillars and cats are lively and excellent puns:  
All God's jokes are good – even the practical ones!

And as for the duck, I think God must have smiled a bit  
Seeing those bright eyes blink on the day He fashioned it.  
And he's probably laughing still  
at the sound that came  
out of its bill!

By F W Harvey



## Ducks' Ditty

All along the backwater,  
Through the rushes tall,  
Ducks are a-dabbling,  
Up tails all!

Ducks' tails, drakes' tails,  
Yellow feet a-quiver,  
Yellow bills out of sight  
Busy in the river!

Slushy, green undergrowth  
Where the roach swim –  
Here we keep our larder,  
Cool and full and dim.

Every one for what he likes!  
We like to be  
Heads down, tails up,  
Dabbling free!

High in the blue above  
Swifts whirl and call,  
We are down a-dabbling,  
Up tails all!

By Kenneth Grahame



## The Sparrow

I found a speckled sparrow  
between the showers of rain.



He thought the window wasn't there  
and flew against the pane.

I picked him up and held him.  
He didn't stir at all.

I hardly felt him in my hand,  
he was so soft and small.

I held him like a flower  
upon my open palm.

I saw an eyelid quiver,  
though he lay still and calm.

And then, before I knew it  
I stood alone, aghast:

I never thought a bird so limp  
could fly away so fast.

By Aileen Fisher

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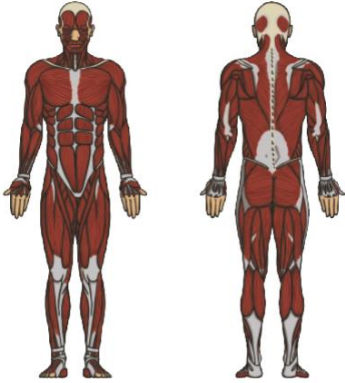
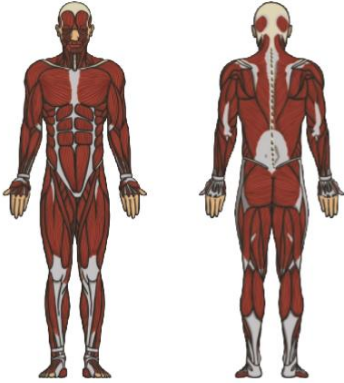
## Top tips for reading a poem aloud


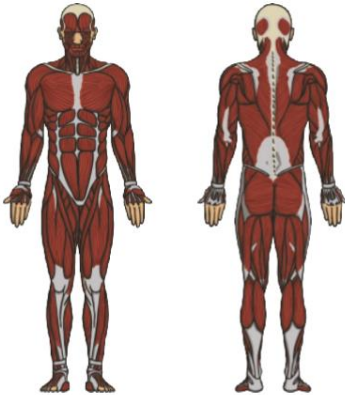
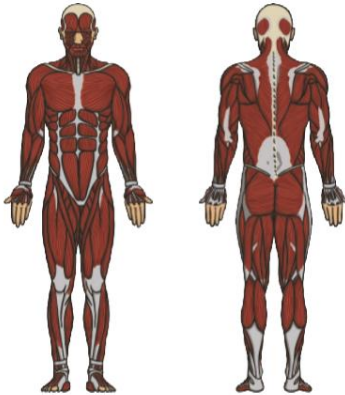
- Work on the **tricky words**. Find out what they mean and how they are said. Practise saying them.
- Look for the **full stops**. Make sentences flow to the full stop, even when there's a new line.
- **Slow down**. Speak slowly when you're reading a poem, so that others can hear the words.
- **Project your voice**. Imagine someone on the other side of the room and speak to them.
- **Practise**. Read and read and read your poem, so that you get better each time.



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

**Science lesson:**

Activity	Prediction (before the activity): Circle or highlight the muscles <b>you think</b> will be used.	Results (after the activity): Circle or highlight the muscles <b>you used</b> .
		

Activity	Prediction (before the activity): Circle or highlight the muscles <b>you think</b> will be used.	Results (after the activity): Circle or highlight the muscles <b>you used</b> .
		

Write an explanation of the muscles in the body and how they move.

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**Topic lesson:**

# The Navvies on the Watercress Line



## What was a Navvy?

Engineers designed the railways, but it was the gangs of navvies who build them. The name 'navvy' came from the 'navigators' who built the first 'navigation canals'.

By 1860 a quarter of a million workers had laid down 3,000 miles of railway line across Britain. They were well paid, but their work was hard and often dangerous. They had a reputation for fighting, living roughly and drinking too much. 'Respectable' Victorians were rather afraid of them but much of the criticism was unjustified.

They moved from each railway project to the next and often took their families with them. Their homes were rough timber huts alongside the railway that they built. These groups of temporary huts were called shanties. As a section of line was finished the shanties would be moved further down the line. Despite the backbreaking, dangerous work and the living conditions the navvies achieved amazing feats of engineering, equipped with little more than gunpowder, picks, wheelbarrows and shovels.



The building of the Alton, Alresford and Winchester Railway (the original name of the Watercress Line) employed 400 Navvies with 150 horses and carts. The Navvies did not just lay track, they constructed cuttings, embankments, bridges, tunnels and sidings.

## This week's word puzzle is a word search

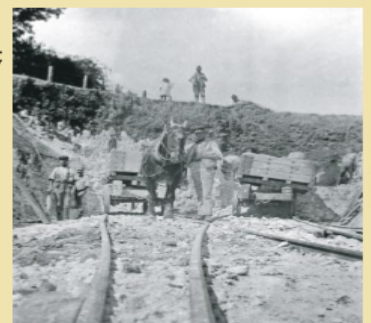
l	e	v	o	h	s	d	a	x	t	b	w
i	t	n	h	y	b	s	b	n	r	o	o
g	v	c	x	e	e	r	e	r	r	o	e
l	h	g	u	i	e	m	q	r	c	g	c
a	k	z	v	d	k	c	a	t	d	i	n
s	c	v	g	n	a	b	b	i	f	u	o
h	a	a	a	u	l	i	r	a	g	u	o
n	h	b	s	e	c	b	v	l	w	e	e
s	m	c	e	w	z	t	u	a	g	s	y
e	s	h	a	n	t	i	e	s	c	r	a
z	w	f	b	l	x	k	w	e	r	o	r
e	x	a	k	c	i	p	m	r	g	h	x
s	u	r	v	e	y	o	r	t	x	q	t
t	t	u	c	u	t	t	i	n	g	e	s
t	s	t	u	h	d	m	t	r	a	c	i

Can you spot the odd word out? One of these words was not something used by Victorian railway builders.

### Word List

- |            |             |          |
|------------|-------------|----------|
| navvies    | wheelbarrow | bridge   |
| embankment | shovel      | huts     |
| cutting    | pickaxe     | surveyor |
| cart       | shanties    | horse    |
| laser      | viaduct     |          |

As a special treat our film team have made you a video; so if you want to find out the difference between a cutting and an embankment [CLICK HERE](https://www.youtube.com/watch?v=3dWwqpx) or go to [bit.ly/3dWwqpx](https://bit.ly/3dWwqpx) to watch our own special activity sheet video on youtube.



Always ask a grown up before you click to watch on utube.

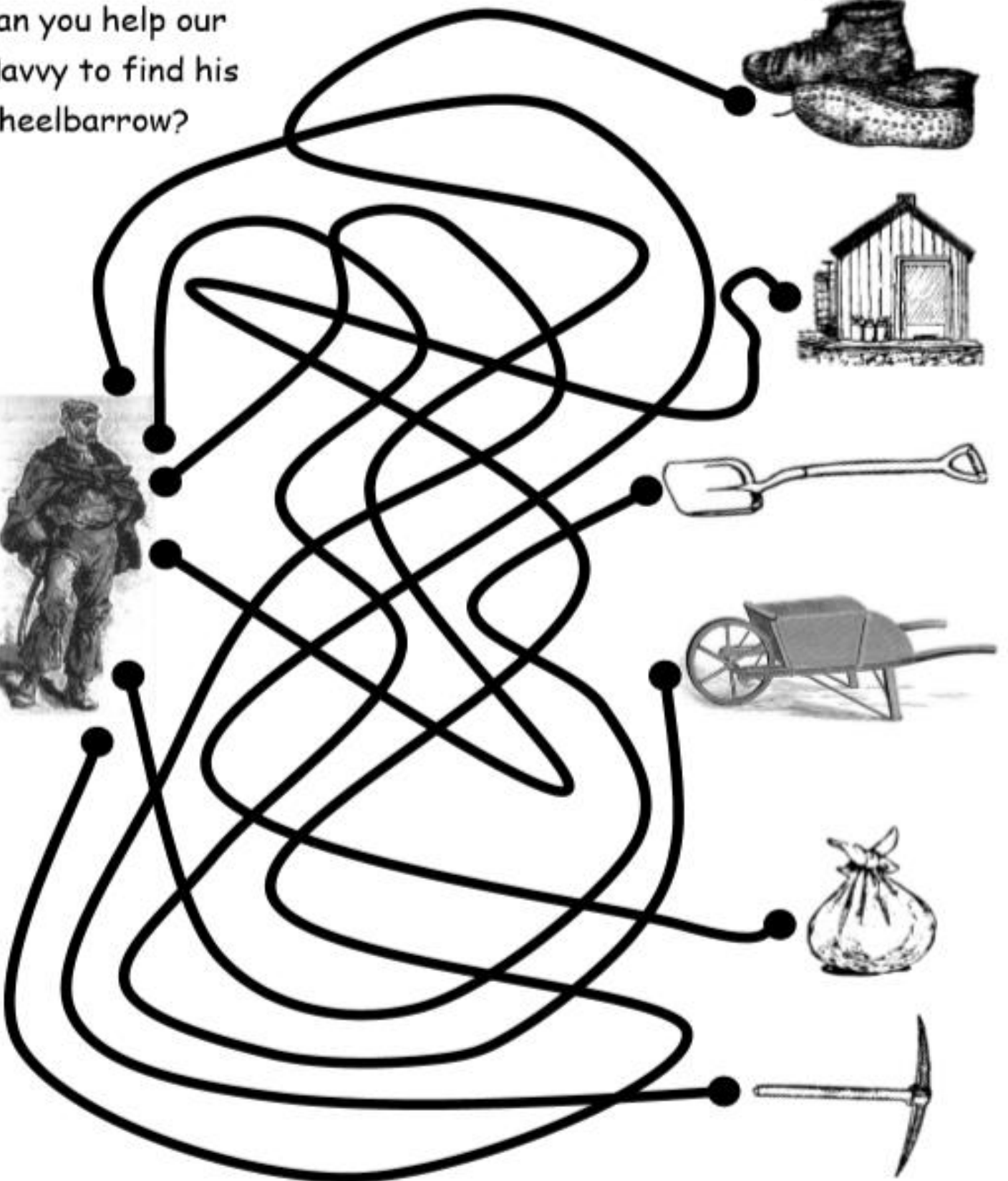


Activity Sheet 8 - The Navvies Sheet

Puzzle Time



Can you help our  
Navy to find his  
wheelbarrow?

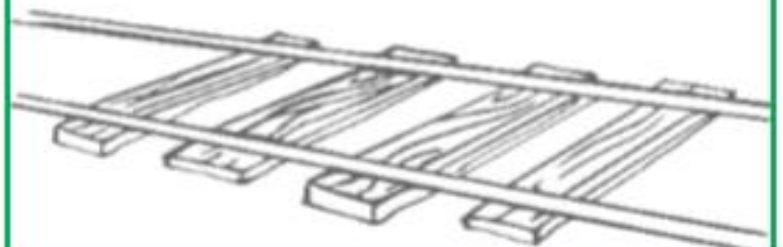


Topic and Art lesson

Activity Sheet 8 - Navvies Colouring Page



Draw your own navvy at work



## Music Lesson:

Please follow the link below 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 and is all about singing with an awareness of dynamics, styles and emotions, which is a step on from last week.



<https://classroom.thenational.academy/lessons/to-sing-with-an-awareness-of-dynamics-styles-and-emotions/activities/1>

## PE lesson

### Jumping Dice Home Physical Education

**How to play:**

- Play with a partner, take turns to roll a dice.
- Look at the number you have rolled and then complete the correct jumping exercises:

**Roll a 1** = Perform 20 star jumps  
**Roll a 2** = Perform 20 tuck jumps  
**Roll a 3** = Perform 20 pencil jumps  
**Roll a 4** = Perform 20 jumps with a ½ turn  
**Roll a 5** = Perform 20 jumps with a full turn  
**Roll a 6** = Perform 20 squat jumps

- The first player to complete all of the activities listed above is the winner.

Can you encourage others to keep going?

Can you keep trying even if you feel tired?

**Top Tips**

**Pace yourself**

Take your time when performing the exercises, as you may need to perform some of them more than once.

**Let's Reflect**

What happened to your body (heart) after completing an exercise?

What helped you to keep working hard and not give up?

## RE lesson

Compare these two Hindu temples in India and the UK. What are the similarities and differences? Add them to the table below.

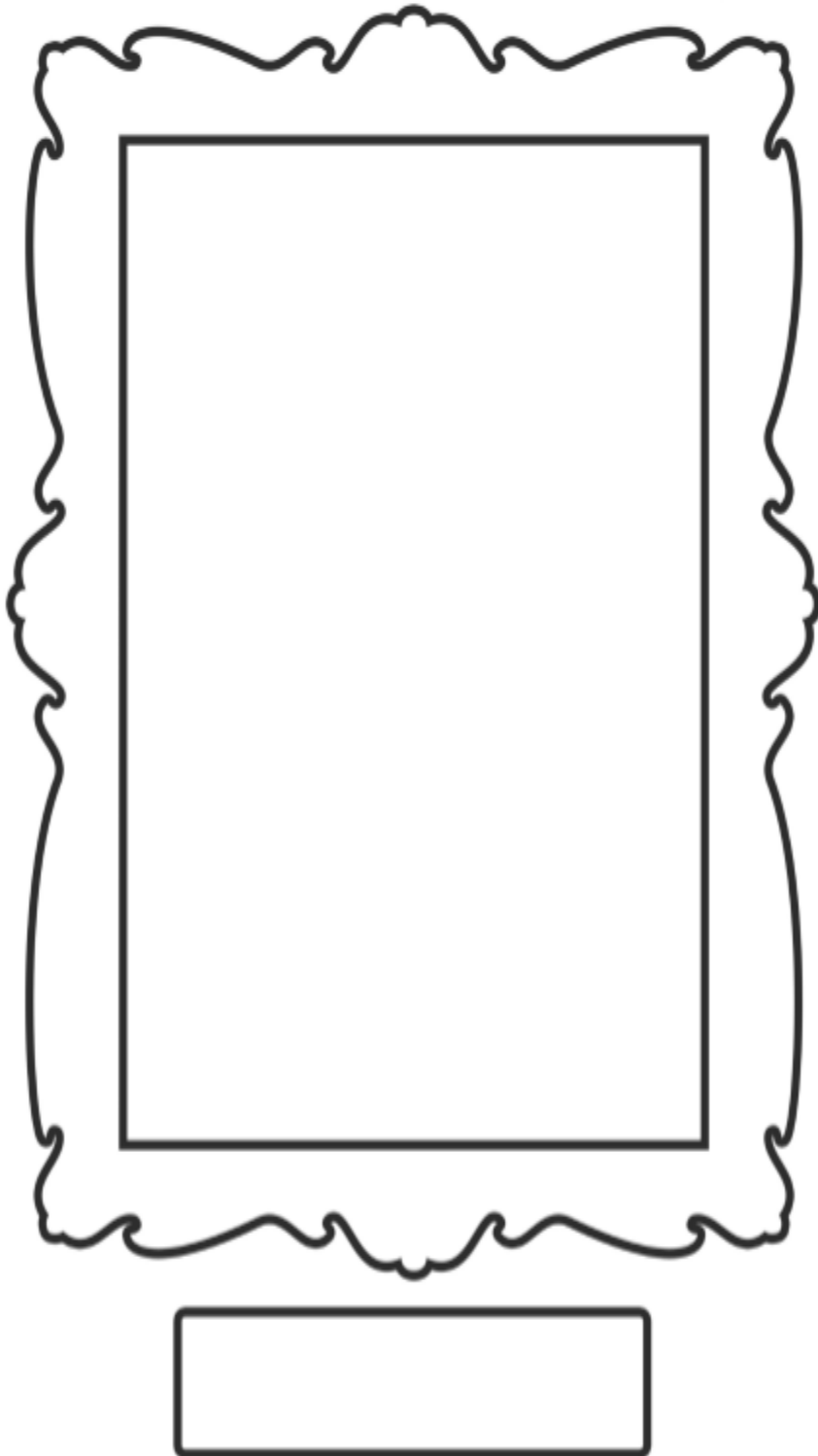


Similarities	Differences



## PSHE lesson- Discussion with adult: How to keep safe

- ✚ Ask child- How do we keep safe? At home? At school? Outside?
- ✚ Discuss different ways to keep safe these could include: basic hygiene rules, road safety, internet safety, water safety, being safe around the home, stranger danger.



### Art and PSHE lesson

- ✚ Draw a self-portrait in the frame and label your drawing with the qualities you have.
- ✚ Ask people at home with you to add to the picture with the qualities they think you have- could ask relatives and friends to add to this virtually.

### Discussion with adult:

- ✚ Ask child- how do others see you? Are the qualities the same or different to what you think?
- ✚ How does it make you feel hearing about all of your amazing qualities?
- ✚ How might they be different to other children in different parts of the world?
- ✚ What makes them similar to other children around the world?

## 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>