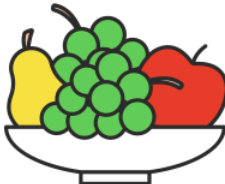


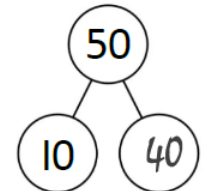



**Year 2: Homework Tasks Term 2**

<b>A</b> <i>Art &amp; Design</i>	<b>S</b> <i>Skills</i>	<b>P</b> <i>Practice</i>	<b>I</b> <i>Independence</i>	<b>R</b> <i>Revision</i>	<b>E</b> <i>Excellence</i>
<b>Activity:</b>					
<p>A <i>still life</i> is a piece of artwork showing an arrangement of everyday objects; natural and/or human-made.</p> <p>Create your own still life drawing or painting by observing an object or arrangement of objects.</p> <p>You could choose fruits and vegetables, flowers or perhaps a favourite toy.</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p>Ask an adult to help you collect up to ten objects from around your home.</p> <p>Only choose objects that you don't mind getting wet. For example, a key, a coin, a pencil, a balloon etc.</p> <p>Design an experiment to find out which of these objects will float and which will sink when placed in a bowl of water.</p> <p>Use the investigation template that has been added to your book to help you.</p> <p><b>Bonus investigation</b> Can you make any of the items that sank, float? Can you make any of the items that floated, sink?</p>	<p>Over a ten-day period, investigate whether you are able to improve your aerobic fitness, balance or strength.</p> <p>Choose one of the challenges that have been added to your book.</p> <p>Repeat the same challenge every day for ten days and record your results in the provided table.</p> <p>After ten days, answer these questions:</p> <p>1) From Day 1 to Day 10, did the numbers in your results table get larger, smaller or stay the same? Why do you think this happened?</p> <p>2) What do you think would happen to the numbers if you carried on testing your fitness for another 10 days? Why do you think this would happen?</p>	<div style="text-align: center; margin-bottom: 10px;">  <p><b>Duke Awards Challenge: Taking Responsibility</b></p> </div> <p>Next time you are going to stay away overnight at a family or friend's home or for a sleepover or a holiday, do all your packing yourself.</p> <p>Record this in your Duke Award book on pages 34 and 35.</p> <p style="text-align: center;"><b>Tick here when you have completed this challenge:</b> <input type="checkbox"/></p> <div style="text-align: center; margin-top: 10px;">  </div>	<p>Complete the part-whole models that have been added to your book, then write down all of the related addition and subtraction facts.</p> <p style="text-align: center;">For example,</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center;"> <math>10 + 40 = 50</math>  <math>40 + 10 = 50</math>  <math>50 - 10 = 40</math>  <math>50 - 40 = 10</math> </p> <p>In each part-whole model and number sentence, circle the <b>whole</b> in green and the <b>parts</b> in red.</p> <p style="text-align: center;">What do you notice?</p>	<div style="text-align: center; margin-bottom: 10px;">  <p><b>Duke Awards Challenge: Domestic Challenge</b></p> </div> <p>Wash something large like a car or a big window.</p> <p>Record this in your Duke Award book on pages 12 and 13.</p> <p style="text-align: center;"><b>Tick here when you have completed this challenge:</b> <input type="checkbox"/></p>

Teacher comment at the end of term:					
Still Life	Floating and Sinking	Exercise Challenge	Duke Awards: Taking Responsibility	Parts and Wholes	Duke Awards: Domestic Challenge
			Your teacher will sign in your Duke Award book.		Your teacher will sign in your Duke Award book.

date of test:	Term 2 Week 2	Term 2 Week 3	Term 2 Week 4	Term 2 Week 5	Term 2 Week 6	Term 2 Week 7	Term 3 Week 1
Spelling focus:	The soft 'c'	Adding the suffix -y (1)	Adding the suffix -y (2)	Adding the suffix -ly	The n sound spelled <b>kn</b> and <b>gn</b>	The <b>igh</b> sound spelled <b>y</b>	Adding the suffix - <b>ing</b> (1)
Spelling rule or tip:		Double the final consonant before adding -y.	Drop the e before adding -y.	Add -ly to the root word		If the end of the word sounds like 'igh' it is almost always spelt with a y	Double the final consonant before adding -ing.
	<i>face</i> <i>price</i> <i>race</i> <i>exercise</i> <i>police</i> <i>notice</i> <i>pencil</i>	<i>dotty</i> <i>funny</i> <i>runny</i> <i>muddy</i> <i>sunny</i> <i>yummy</i> <i>foggy</i>	<i>breezy</i> <i>wavy</i> <i>smoky</i> <i>spicy</i> <i>curvy</i> <i>shiny</i> <i>lazy</i>	<i>slowly</i> <i>quickly</i> <i>quietly</i> <i>loudly</i> <i>nearly</i> <i>badly</i> <i>softly</i>	<i>knee</i> <i>know</i> <i>knew</i> <i>knife</i> <i>knock</i> <i>gnaw</i> <i>gnome</i>	<i>sky</i> <i>cry</i> <i>dry</i> <i>try</i> <i>why</i> <i>reply</i> <i>multiply</i>	<i>stopping</i> <i>shopping</i> <i>slipping</i> <i>skipping</i> <i>running</i> <i>nodding</i> <i>beginning</i>
<i>high frequency words or common exception words to learn in addition to the weekly spelling unit</i>	<i>once</i> <i>today</i> <i>said</i>	<i>house</i> <i>here</i> <i>pretty</i>	<i>should</i> <i>your</i> <i>our</i>	<i>kind</i> <i>wild</i> <i>most</i>	<i>Christmas</i> <i>child</i> <i>children</i>	<i>by</i> <i>my</i> <i>eye</i>	<i>find</i> <i>mind</i> <i>behind</i>

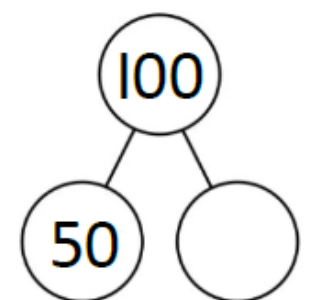
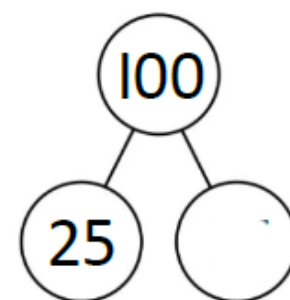
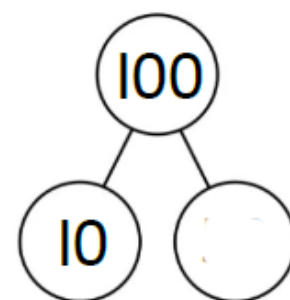
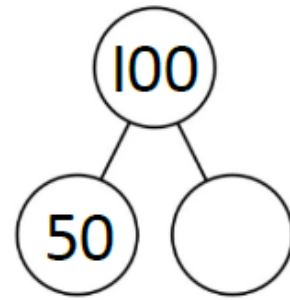
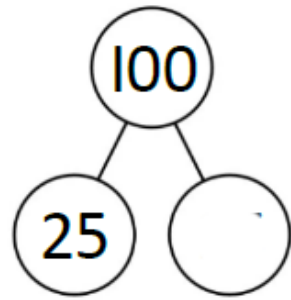
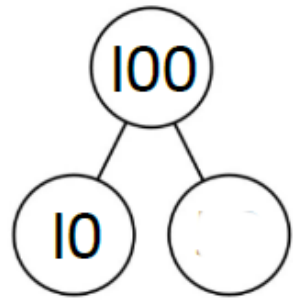
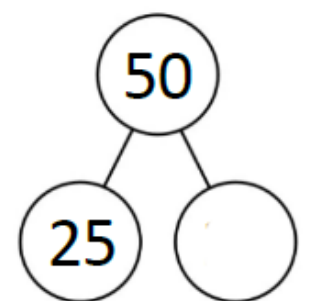
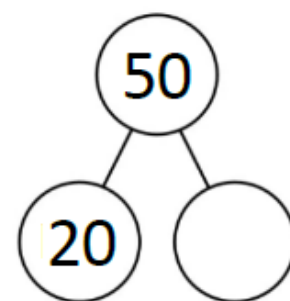
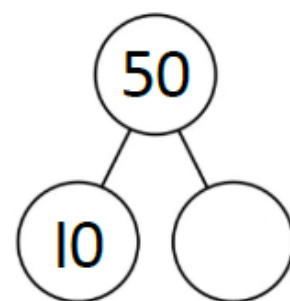
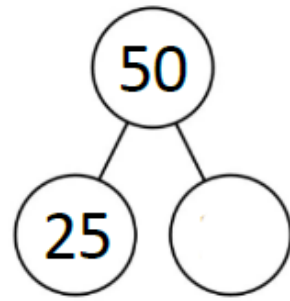
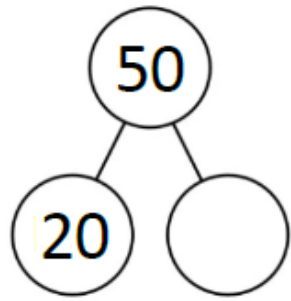
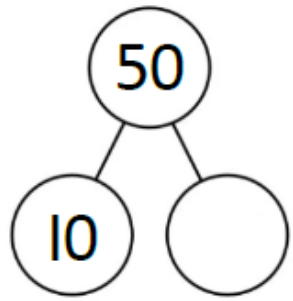
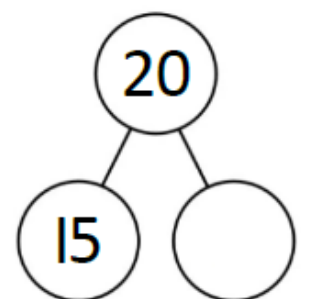
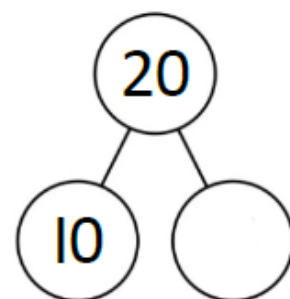
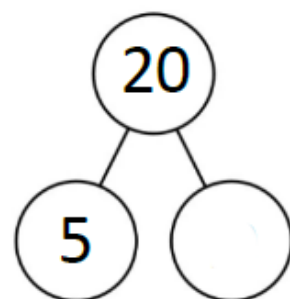
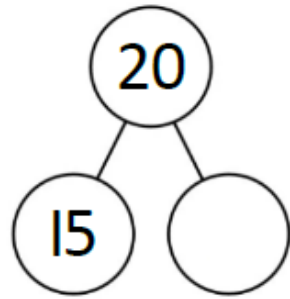
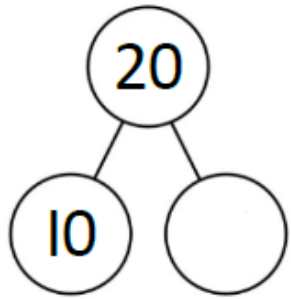
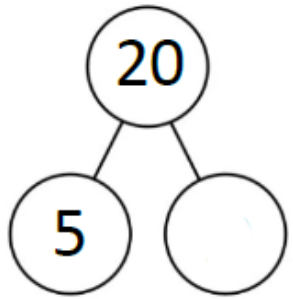
### Non-negotiables

**Reading for ten minutes, at least five times a week.** Please record individual readings daily into your reading record with the date clearly written. If you have read part of the book, please write the page number that you have read up to. This is vital for overall improvement in learning and is a joint responsibility of both teacher, parent and learner.

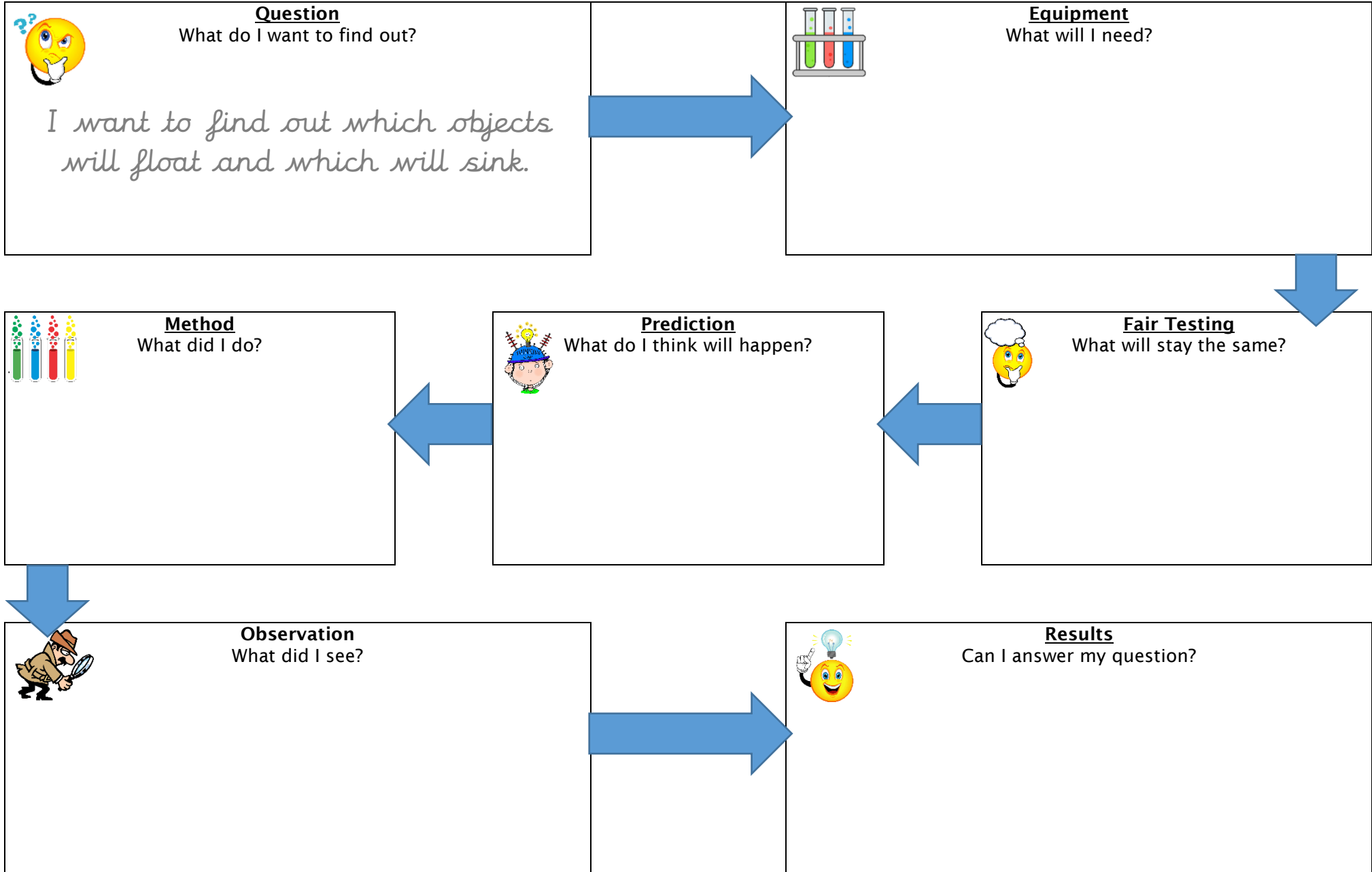
**Mental arithmetic:** Count on and back in twos, threes, fives and tens. Ensure number bonds to ten and twenty are fully secure.

**Handwriting:** All handwriting in the homework should be correctly formed in cursive or pre-cursive. All numbers must be correctly formed and oriented.

**Big Teach:** Please refer to the information we sent out in October.



# My Investigation



## Aerobic investigation

### Equipment

- timer

### Method

1. Find a clear, open and safe space to exercise.
2. Set the timer for 60 seconds.
3. Get into position and ask a friend to start the timer.
4. Complete as many knee highs as you can in 60 seconds. Remember to count each complete knee high.
5. Record how many knee highs you did in the table.



## Strength investigation

### Equipment

- timer

### Method

1. Find a clear, open and safe space to exercise.
2. Get into the plank position and ask a friend to start the timer.
3. Hold the plank position for as long as you can.
4. Ask your friend to stop the timer as soon as you lose the plank position.
5. Record how long you held the plank position in the table.



## Balance investigation

### Equipment

- timer

### Method

1. Find a clear, open and safe space to exercise.
2. Decide which leg you are going to stand on, then lift the other leg so it is bent at the knee.
3. Ask a friend to start the timer.
4. Balance on your one leg for as long as you can.
5. Ask a friend to stop the timer when you lose your balance and put your foot down.
6. Record how long you balanced on one leg in the table.



Which leg are you going to stand on? left  right

Day 1	
Day 2	
Day 3	
Day 4	
Day 5	

Day 6	
Day 7	
Day 8	
Day 9	
Day 10	