









Year 2: Homework Tasks Term 3

A <i>Art & Design</i>	S <i>Skills</i>	P <i>Practice</i>	I <i>Independence</i>	R <i>Revision</i>	E <i>Excellence</i>
Activity:					
<p style="text-align: center;">Creative Crowns</p> <p>Design and create a crown for a monarch.</p> <p>You may choose to complete this in three dimensions with junk materials, or draw your design into your homework book.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">     </div>	<p style="text-align: center;">Dictionary Definitions</p> <p>Use a dictionary to look up the meaning of the following topic words:</p> <p style="text-align: center;"><i>castle</i> <i>palace</i> <i>monarch</i> <i>ruler</i> <i>reign</i></p> <p>Write sentences to explain the meaning of each of them.</p> <p>If you do not have a suitable dictionary at home, visit: https://kids.britannica.com/ and scroll down to the bottom of the page; the link to the dictionary is on the right hand side.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Missing Numbers</p> <p>Imagine you are the teacher! Create your own missing number problems for the learners in your class to solve.</p> <p>Try to create a range of addition and subtraction problems, presented in different ways, for example:</p> <p style="text-align: center;">? - 36 = 19 24 = 16 + ? ? + 43 = 71 57 = 94 - ?</p> <p>Try to keep the numbers within 100.</p> <p>Don't forget to create an answer sheet to help you with the marking!</p>	<div style="text-align: center;">  </div> <p style="text-align: center;">Duke Awards Challenge: Caring for Others</p> <p>Sometimes, when adults are tired, it is nice to be given a cup of tea or coffee.</p> <p>Your challenge is to learn how to make one <u>safely</u> just the way your chosen adult likes it.</p> <p>Record this in your Duke Award book on pages 22 and 23.</p> <p style="text-align: center;">Tick here when you have completed this challenge: <input type="checkbox"/></p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Fantastic Photos</p> <p>Our Computing topic this term is <i>Digital Photography</i>. Use what you have learned to take a photograph of a person or an object.</p> <p>Will the subject matter look better in landscape or portrait? Will you zoom in to show details, or zoom out to show context?</p> <p>Remember to always ask permission before taking someone's photo!</p> <p>Either print out your favourite photo and stick it into your homework book, or ask an adult to email it to your teacher.</p> <p style="text-align: center;"> French.Hares@jubileepriaryschool.org.uk Italian.Ibex@jubileepriaryschool.org.uk </p>	<p style="text-align: center;">Handwashing Investigation</p> <p>Investigate why we should use soap to wash our hands and bodies.</p> <p>Follow the instructions for the investigation on the next page. Before you start, predict what you think will happen and why.</p> <p>Carry out each test, and observe between your fingers and around your nails closely. Do your hands feel clean?</p> <p>At the end of the investigation, use your findings to answer the questions on the sheet.</p> <div style="text-align: center;">  </div>

Teacher comment at the end of term:

Creative Crowns	Dictionary Definitions	Missing Numbers	Duke Awards: Caring for Others Your teacher will sign in your Duke Award book.	Fantastic Photos	Handwashing Investigation
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Spelling test date:	Term 3 Week 2	Term 3 Week 3	Term 3 Week 4	Term 3 Week 5	Term 3 Week 6	Term 4 Week 1
Spelling focus:	Adding the suffix -ing (2)	The j sound	The o sound spelt a after w and qu	The suffix -ed (1)	The suffix -ed (2)	The suffix -ed (3)
Spelling rule or tip:	If the root word ends in e , drop the e before adding -ing.	The j sound is often spelt with g before e , i or y . At the end of words, the j sound can be spelt with the letters ge . After a short vowel sound, dge is used.	a is the most common spelling for the o sound after w , wh and qu .	If the root word ends in two consonants, add -ed . If the root word ends with a short vowel sound plus a consonant, double the final consonant, then add -ed .	If the root word ends in y , swap the y for an i then add -ed	If the root word ends in e , drop the e then add - ed
	<i>making</i> <i>riding</i> <i>racing</i> <i>shining</i> <i>smiling</i> <i>shading</i> <i>sliding</i>	<i>giant</i> <i>gentle</i> <i>large</i> <i>charge</i> <i>urgent</i> <i>bridge</i> <i>judge</i>	<i>wash</i> <i>want</i> <i>watch</i> <i>was</i> <i>squash</i> <i>quality</i> <i>quantity</i>	<i>painted</i> <i>jumped</i> <i>passed</i> <i>shopped</i> <i>spotted</i> <i>slipped</i> <i>skipped</i>	<i>cried</i> <i>dried</i> <i>tried</i> <i>replied</i> <i>multiplied</i> <i>carried</i> <i>copied</i>	<i>shaded</i> <i>smiled</i> <i>shaped</i> <i>liked</i> <i>striped</i> <i>phoned</i> <i>waved</i>
<i>High frequency words or common exception words to learn in addition to the weekly spelling unit</i>	<i>friend</i> <i>push</i> <i>pull</i>	<i>door</i> <i>floor</i> <i>poor</i>	<i>father</i> <i>after</i> <i>class</i>	<i>past</i> <i>plant</i> <i>path</i>	<i>move</i> <i>who</i> <i>improve</i>	<i>old</i> <i>only</i> <i>both</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 forwards and backwards in twos, threes, fives and tens. Know doubles to at least 12. Continue to work on addition and subtraction of 2 digit numbers up to 100. A hundred square, number line or drawn Dienes is useful for this. Here's a demonstration of how to use the Dienes method for subtraction: <https://www.youtube.com/watch?v=8bxXLptBuuE>

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

Spelling test date:	Term 3 Week 2	Term 3 Week 3	Term 3 Week 4	Term 3 Week 5	Term 3 Week 6	Term 4 Week 1
Spelling focus:	or	air	ir	ou	oy and oi	a-e
Differentiated spellings for those who need to take the Phonics Screening Check in June	<i>sort</i>	<i>air</i>	<i>bird</i>	<i>loud</i>	<i>boy</i>	<i>take</i>
	<i>born</i>	<i>pair</i>	<i>girl</i>	<i>cloud</i>	<i>toy</i>	<i>make</i>
	<i>fork</i>	<i>hair</i>	<i>birth</i>	<i>south</i>	<i>enjoy</i>	<i>date</i>
	<i>short</i>	<i>fair</i>	<i>third</i>	<i>found</i>	<i>boil</i>	<i>made</i>
	<i>north</i>	<i>unfair</i>	<i>skirt</i>	<i>round</i>	<i>join</i>	<i>game</i>
	<i>torch</i>	<i>chair</i>	<i>shirt</i>	<i>sound</i>	<i>coin</i>	<i>name</i>
	<i>storm</i>	<i>stairs</i>	<i>first</i>	<i>about</i>	<i>point</i>	<i>came</i>
<i>high frequency words or common exception words to learn in addition to the weekly spelling unit</i>	<i>friend</i>	<i>here</i>	<i>they</i>	<i>house</i>	<i>is</i>	<i>your</i>
	<i>pull</i>	<i>there</i>	<i>were</i>	<i>of</i>	<i>his</i>	<i>one</i>
	<i>push</i>	<i>where</i>	<i>was</i>	<i>full</i>	<i>has</i>	<i>once</i>

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	<i>storm</i>	<i>stairs</i>	<i>first</i>	<i>about</i>	<i>point</i>	<i>came</i>
<i>high frequency words or common exception words to learn in addition to the weekly spelling unit</i>	<i>friend</i>	<i>here</i>	<i>they</i>	<i>house</i>	<i>is</i>	<i>your</i>
	<i>pull</i>	<i>there</i>	<i>were</i>	<i>of</i>	<i>his</i>	<i>one</i>
	<i>push</i>	<i>where</i>	<i>was</i>	<i>full</i>	<i>has</i>	<i>once</i>

Handwashing Investigation



Follow the instructions to answer the question, 'Why should we use soap to wash our hands and bodies?'

Equipment

- cooking oil
- water
- paper towels
- hand soap

Test 1: Cold water

1. Carefully add a small amount of cooking oil to your hands and rub it in.
2. Wash your hands with cold water then dry. Do your hands feel clean?
3. Observe between your fingers and around your nails. What do you notice?

Test 2: Soap and cold water

1. Carefully add a small amount of cooking oil to your hands and rub it in.
2. Wash your hands with soap and cold water then dry. Do your hands feel clean?
3. Observe between your fingers and around your nails. What do you notice?

Test 3: Soap and warm water

1. Carefully add a small amount of cooking oil to your hands and rub it in.
2. Wash your hands with soap and warm water then dry. Do your hands feel clean?
3. Observe between your fingers and around your nails. What do you notice?

Questions

- Did the temperature of the water affect how clean your hands were after washing?
- Were your hands cleanest after washing with or without soap?
- If you were to tell someone the best way to wash their hands, what would you tell them?