

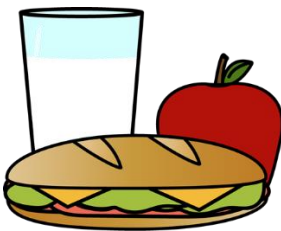

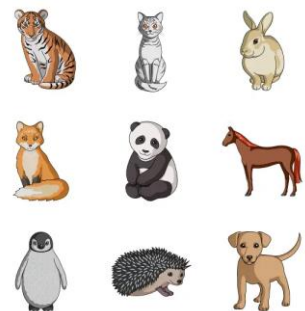


Year 2 - Homework Tasks - Term 4 - Magnificent Monarchs

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>Design a Royal Residence</p> <p>Draw, paint, or use collage to design your own royal home. You can be creative!</p> <p>You could just show the façade (what it looks like on the outside), a plan (like a map) and use your interior design skills to show off one of the rooms.</p> <p>Perhaps you might use what you learned about Royal Residences in Guided Reading last term, or you could be imaginative and create something new.</p> <div style="text-align: center;">  </div> <p>Use what you have created in this task to help you with the <i>Independence</i> task.</p>	<p>Duke Awards Challenge: Cookery</p> <div style="text-align: right;">  </div> <p>Make lunch. You could make an interesting sandwich for you or a family member.</p> <p>Record this in your Duke Award book on pages 8 and 9.</p> <p>Tick here when you have completed this challenge: <input type="radio"/></p> <div style="text-align: center;">  </div>	<p>Los Transportes</p> <p>Practise your Spanish and collect data to answer the question, <i>'How many different vehicle types travel past my home?'</i></p> <p>Complete the data collection using the attached recording sheet. Record using tally marks, like this:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;">1</td><td style="padding: 2px;"> </td><td style="padding: 2px;">6</td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td></tr> <tr> <td style="padding: 2px;">2</td><td style="padding: 2px;"> </td><td style="padding: 2px;">7</td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td></tr> <tr> <td style="padding: 2px;">3</td><td style="padding: 2px;"> </td><td style="padding: 2px;">8</td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td></tr> <tr> <td style="padding: 2px;">4</td><td style="padding: 2px;"> </td><td style="padding: 2px;">9</td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td></tr> <tr> <td style="padding: 2px;">5</td><td style="padding: 2px;"> </td><td style="padding: 2px;">10</td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td></tr> </tbody> </table> <p>Find a safe space to observe the passing vehicles and collect the data. Do this for 5-10 minutes.</p> <p>Look at your data, then answer the questions underneath the grid. You can continue your answers in your homework book if you need more space.</p>	1		6			2		7			3		8			4		9			5		10			<p>Describe your Royal Residence</p> <p>Using what you created in the <i>Art and Design</i> task, write at <u>least five sentences</u> to describe your Royal Residence.</p> <p>You must use expanded noun phrases.</p> <p>For example, <i>"The Throne Room has a domed ceiling and tall, marble columns. There are two gilded thrones on a small platform under a red, velvet canopy."</i></p> <p>If you are finding this challenging, look at some pictures of Royal Residences for inspiration, such as on the Historic Royal Palaces website: www.hrp.org.uk/</p> <p>or the Royal Collection Trust website: www.rct.uk/</p>	<p>Multiplication Meal</p> <p>Use your knowledge of the two, five and ten times tables to plan a feast fit for a king - or queen!</p> <p>Each item in the feast must be associated with a multiplication fact from the two, five, or ten times table</p> <p>For example, 2 plates of 5 cakes = 10 cakes (2 x 5 = 10)</p> <p>4 bowls of 10 sweets = 40 sweets (4 x 10 = 40)</p> <p>You could record this as a list, or draw pictures of your feast. If you draw your feast, add the multiplication fact underneath each one.</p> <div style="text-align: center;">  </div> <p>2 x 5 = 10</p>	<p>Animal Survival</p> <p>This term our Science topic is <i>Animal Survival</i>.</p> <p>Write a short piece about your favourite animal, explaining what it looks like, why you like it, where it lives, and any other interesting facts about the animal.</p> <p>You could add pictures you have found online, from a magazine, or draw your own.</p> <div style="text-align: center;">  </div>
1		6																												
2		7																												
3		8																												
4		9																												
5		10																												

Teacher comment at the end of term:

Design a Royal Residence	Duke Awards: Cookery Your teacher will sign in your Duke Award book.	Los Transportes Data Collection	Describe your Royal Residence	Multiplication Meal	Animal Survival
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Spelling test date:	Term 4 Week 2	Term 4 Week 3	Term 4 Week 4	Term 4 Week 5	Term 4 Week 6	Term 5 Week 1
Spelling focus:	The r sound spelt wr	Adding the suffixes -er or -est (1)	Adding the suffixes -er or -est (2)	Adding the suffixes -er or -est (3)	The ee sound spelt ey	Adding the suffix -ness (1)
Spelling rule or tip:	n/a	Some root words need no change. If the root word ends in e, drop the e before adding -er or -est.	If the root word ends in y, swap the y for an i before adding -er or -est.	If the root word ends in a short vowel sound + consonant, double the last consonant before adding -er or -est.	n/a	n/a
	<i>wrong</i>	<i>faster</i>	<i>happier</i>	<i>sadder</i>	<i>monkey</i>	<i>goodness</i>
	<i>wrist</i>	<i>fastest</i>	<i>happiest</i>	<i>saddest</i>	<i>key</i>	<i>sadness</i>
	<i>wrap</i>	<i>larger</i>	<i>tidier</i>	<i>bigger</i>	<i>donkey</i>	<i>illness</i>
	<i>wrote</i>	<i>largest</i>	<i>tidiest</i>	<i>biggest</i>	<i>honey</i>	<i>softness</i>
	<i>write</i>	<i>closer</i>	<i>sillier</i>	<i>hotter</i>	<i>valley</i>	<i>fitness</i>
	<i>wring</i>	<i>closest</i>	<i>silliest</i>	<i>hottest</i>	<i>chimney</i>	<i>kindness</i>
	<i>wreck</i>	<i>quicker</i>	<i>funnier</i>	<i>wetter</i>	<i>turkey</i>	<i>weakness</i>
High frequency words or common exception words to learn in addition to the weekly spelling unit	<i>because</i>	<i>cold</i>	<i>sure</i>	<i>even</i>	<i>hour</i>	<i>any</i>
	<i>could</i>	<i>great</i>	<i>sugar</i>	<i>every</i>	<i>busy</i>	<i>many</i>
	<i>would</i>	<i>fast</i>	<i>water</i>	<i>everybody</i>	<i>money</i>	<i>again</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. Regular reading is vital for overall improvement in learning and is a joint responsibility of both teacher, parent and pupil. Each week that every child in class has read five times or more, we will receive a reward! ☺ Our reading week runs from Wednesday morning to Tuesday evening.

T4: Mental arithmetic: Count forwards and backwards in twos, threes, fives and tens. Learn and recite the two, five, and ten times tables. Your child will be tested on these in class.

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

Spelling test date:	Term 4 Week 2	Term 4 Week 3	Term 4 Week 4	Term 4 Week 5	Term 4 Week 6	Term 5 Week 1
Spelling focus:	i-e	o-e	u-e	ai	oa ow	ue ew
differentiated spellings for those who need to take the Phonics Screening Check in June	<i>like</i>	<i>home</i>	<i>use</i>	<i>aim</i>	<i>boat</i>	<i>new</i>
	<i>life</i>	<i>hole</i>	<i>cube</i>	<i>wait</i>	<i>coat</i>	<i>few</i>
	<i>time</i>	<i>hope</i>	<i>cute</i>	<i>fail</i>	<i>soap</i>	<i>grew</i>
	<i>five</i>	<i>those</i>	<i>mute</i>	<i>rain</i>	<i>foam</i>	<i>chew</i>
	<i>nine</i>	<i>note</i>	<i>rule</i>	<i>main</i>	<i>road</i>	<i>glue</i>
	<i>side</i>	<i>phone</i>	<i>rude</i>	<i>pain</i>	<i>show</i>	<i>blue</i>
	<i>quite</i>	<i>woke</i>	<i>June</i>	<i>paid</i>	<i>know</i>	<i>true</i>
<i>high frequency words or common exception words to learn in addition to the weekly spelling unit</i>	<i>love</i>	<i>cold</i>	<i>sure</i>	<i>even</i>	<i>hour</i>	<i>any</i>
	<i>come</i>	<i>great</i>	<i>sugar</i>	<i>every</i>	<i>busy</i>	<i>many</i>
	<i>some</i>	<i>fast</i>	<i>water</i>	<i>everybody</i>	<i>money</i>	<i>again</i>

Data collection





In Spanish we have also learned el aeroplano (airplane), el barco (boat) and el tren (train)



Mark a line on the tally chart every time you see a vehicle.

At the end of the session, count the number of marks in each box and record the total.

Date _____ Time _____ Length of observation _____ minutes

	bicycle	bus  el autobus	car  el coche	lorry  el camion	motorbike  la motocicla	tractor
Tally						
Total						

Questions

1. How many vehicles passed by altogether? _____

2. Which vehicle was most commonly seen? _____

3. Were there any vehicle types that you did not see? _____

Why do you think this might be? _____

4. Was this a busy road? _____

Why do you think this? _____