









































Year 2: Homework Tasks Term 5

A Art & Design	S Skills	P Practice	I Independence	R Revision	E Excellence																						
Activity:																											
<p>Wonderful Waves</p> <p>Make a picture of a seascape or waves in your homework book</p> <p>You might copy an existing painting, or create your own. There are some artworks here to inspire you: https://uk.pinterest.com/cornerstonesedu/waves/</p> <p>You can choose how you would like to create this, for example, you could use paint, coloured pencils, chalk, wax crayons or collage.</p> 	<p>Marvellous Maps</p> <p>Using the map of the United Kingdom on the next page:</p> <ol style="list-style-type: none"> Using the key, colour and label the four countries of the United Kingdom. Draw around or highlight the United Kingdom's coastline. Label the ocean and seas that surround the United Kingdom. Label a few coastal places on the map. You must include Whitstable, but you could also add any other coastal places you have been, for example, Dover, Brighton or Hastings. 	<p>Money Mastery</p> <p>Practise buying and selling items in your own pretend shop.</p> <p>Create a price list so that your customers can see how much each item costs. Keep the prices under £1.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr><td>pencil</td><td>15p</td></tr> <tr><td>ruler</td><td>45p</td></tr> <tr><td>eraser</td><td>25p</td></tr> <tr><td>book</td><td>75p</td></tr> <tr><td>sharpener</td><td>20p</td></tr> </table> <p>Start by buying one item at a time, then two items together. What can you buy with £1? Aim to pay with the exact money at first, then introduce giving change when confident.</p> <p>Draw the coins in your homework book that you would need to pay for each item. Is there more than one way?</p>	pencil	15p	ruler	45p	eraser	25p	book	75p	sharpener	20p	<p>Wonderful Whitstable</p> <p>After our trip to Whitstable in April, write a diary entry about the day.</p> <p>Include a description of what you saw, what you smelled and what you heard.</p> <p>Remember to check what you have written:</p> <ul style="list-style-type: none"> Does it make sense? Did you remember full stops and capital letters? Are the finger spaces big enough? Did you use a word bank or dictionary to help you with spellings? Is your handwriting well-formed? 	<p>Seaside Safety</p> <p>Write a list of things that you must do to stay safe at the coast.</p> <p>Examples include, taking notice of warning signs, and children being with an adult when near water.</p> <p>Once complete, use your list to design a poster to help people stay safe when visiting the coast.</p> <p>Include a title, bright colours, pictures and important information.</p> 	<p>Materials and their uses</p> <p>Choose a material (fabric, wood, plastic etc). In your homework book, list the uses of that material in your home.</p> <p>Add information about why that material has been used for that object, linking it to the material's properties.</p> <p>For example: <i>Fabrics in my home: Tablecloth, curtains, cushions, sofa, tea towel, clothes, rugs.</i> <i>Fabric is used for curtains because it is opaque and flexible.</i> <i>Fabric is used for cushions because it is soft... etc.</i></p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td> property</td> <td> absorbent</td> <td> waterproof</td> <td> opaque</td> </tr> <tr> <td> transparent</td> <td> stretchy</td> <td> bendy</td> <td> strong</td> </tr> <tr> <td> rough</td> <td> smooth</td> <td> soft</td> <td> hard</td> </tr> </table>	 property	 absorbent	 waterproof	 opaque	 transparent	 stretchy	 bendy	 strong	 rough	 smooth	 soft	 hard
pencil	15p																										
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 property	 absorbent	 waterproof	 opaque																								
 transparent	 stretchy	 bendy	 strong																								
 rough	 smooth	 soft	 hard																								
<p>Duke Awards Challenge: Exercise</p> 	<p>Spend at least 2 hours outdoors doing exercise like a cycle, trail walk or watersports.</p> <p>Record this in your Duke Awards book on p20 and 21.</p> <p>Tick here when you have completed this challenge: <input type="checkbox"/></p>		<p>Duke Awards Challenge: Creation</p> 	<p>Be creative with some kind of construction and build something you can play with. It could link to a topic you are studying at school.</p> <p>Record this in your Duke Awards book on p10 and 11.</p> <p>Tick here when you have completed this challenge: <input type="checkbox"/></p>																							

United Kingdom

Key

- England
- Northern Ireland
- Scotland
- Wales



Teacher comment at the end of term:

Wonderful Waves	Marvellous Maps	Money Mastery	Wonderful Whitstable	Seaside Safety	Materials and their uses
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Spelling test date:	Term 5 Week 1	Term 5 Week 2	Term 5 Week 3	Term 5 Week 4	Term 5 Week 5	Term 6 Week 1
Spelling focus:	Adding the suffix -ness	Adding the suffix -ness	Words ending in -le	Words ending in -el	Words ending in -al	Adding the suffix -ful
Spelling rule or tip:	If the root word ends in two consonants, or a short vowel sound then a consonant, just add -ness.	If the root word ends in a consonant + y, swap the y for an i before adding -ness.				Always drop the last 'l' from the word 'full' to make the suffix -ful
	<i>goodness</i>	<i>silliness</i>	<i>simple</i>	<i>tunnel</i>	<i>equal</i>	<i>thankful</i>
	<i>sadness</i>	<i>dizziness</i>	<i>angle</i>	<i>travel</i>	<i>plural</i>	<i>painful</i>
	<i>illness</i>	<i>chattiness</i>	<i>middle</i>	<i>rowel</i>	<i>capital</i>	<i>delightful</i>
	<i>softness</i>	<i>fussiness</i>	<i>giggle</i>	<i>angel</i>	<i>royal</i>	<i>colourful</i>
	<i>fitness</i>	<i>happiness</i>	<i>cuddle</i>	<i>label</i>	<i>medal</i>	<i>careful</i>
	<i>kindness</i>	<i>cheekiness</i>	<i>little</i>	<i>cancel</i>	<i>signal</i>	<i>wonderful</i>
	<i>weakness</i>	<i>sleepiness</i>	<i>purple</i>	<i>level</i>	<i>crystal</i>	<i>cheerful</i>
<i>High frequency words or common exception words to learn in addition to the weekly spelling unit</i>	<i>any</i>	<i>Mr</i>	<i>people</i>	<i>break</i>	<i>hold</i>	<i>beautiful</i>
	<i>many</i>	<i>Mrs</i>	<i>whole</i>	<i>steak</i>	<i>gold</i>	<i>clothes</i>
	<i>again</i>	<i>parents</i>	<i>half</i>	<i>climb</i>	<i>told</i>	<i>prove</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 learner. 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.

T5: Mental arithmetic: 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.