

# Home Learning

**Friday 10<sup>th</sup> March 2023**

Hello Year 2.

Today you will be learning from home because of the snow. I would like you to complete some key activities for English, maths, R.E. and music and then go outside and build a snowman!

You can find all your tasks on the next few pages. If you have any questions or issues, please ask your grown up to contact me via [info\\_stjosephs@emmausmac.com](mailto:info_stjosephs@emmausmac.com)



# Reading

## Activity 1: Reading time

### Your Task

Read the text about 'Wombats' and answer the questions. There are some key words on the next page to look at before you start to help you understand the text.

After you have finished reading think about What was the most interesting thing you learned about wombats?  
Tell a grown up all about them

# Key Vocabulary

## **marsupial**

A marsupial is an animal that gives birth to live young, which they then carry and feed in a pouch. A kangaroo is another example of a marsupial.

## **incisor teeth**

The teeth at the front of your mouth.

## **continually**

Does not stop.

## **predator**

An animal that hunts and eats other animals.

## **gnaw**

chew

## **nocturnal**

A nocturnal animal is active at night and sleeps during the day.

## **excavate**

This means to dig.

## **vegetation**

plants.

These words will help you understand the text.



# Vocabulary Challenge

## Activity 2: A word Map



### Your Task

Think about the word **gnaw**. It is a **verb** (action word) that means **eat**. Can you think of any other verbs that also mean eat. A good example might be **nibble**.

Can you think of any other words that mean **the opposite** of eat. Good examples might be **starve or hunger**.

Complete the word web on the next page with your ideas.

### Synonym

= a word that means **the same**

### Antonym

= a word that means **the opposite**.

# Vocabulary Task

## Activity 2: A word Map



You might also want to create a 'Word Rap'! Have a look at [https://www.youtube.com/watch?v=428I9PIED\\_I](https://www.youtube.com/watch?v=428I9PIED_I) to find out how.



### My Word Map

Draw a picture

Use it in a sentence

**gnaw**

Explain what it means

Make a list of synonyms (words that mean the same)

Make a list of antonyms (words that mean the opposite)

# Wombats



## **What is a wombat?**

Wombats are short-legged, muscular marsupials. A marsupial is an animal that gives birth to live young, which they then carry and feed in a pouch. Wombats can grow to about 1 metre long and can weigh as much as 30kg (which is the same as 200 bananas!).

## **Where do wombats live?**

Wombats live in Australia and some of the small islands surrounding Australia.

## **What do wombats eat?**

Wombats are mainly nocturnal and emerge at night to feed on grasses, herbs, bark and roots. The incisor teeth of a wombat are continually growing, so to keep them in check wombats gnaw on bark and tough vegetation.

## **Why do wombats burrow?**

Wombats have wide, barrel shaped bodies and strong feet with long claws which mean they are made for digging. Wombats excavate extensive systems of tunnels and chambers called burrows. Wombats sleep, rest and raise their family in the burrow.

## What's special about a wombat?

A wombat's pouch is unusual among marsupials because it faces backwards towards the rump (the area around its bottom). This is so the wombat won't spray mud into the pouch when it is digging.



Wombats have a tough rump. When they feel threatened, a wombat will dive into a tunnel, blocking the entrance with its rump. The sturdy rump prevents predators from being able to remove and attack the wombat

### Did you know?

Wombat poo is shaped like a cube. Using the scent from their poo and having cube shaped poo stops it from rolling away.

Did you spot  
the key  
vocabulary?

# Comprehension

**Answer questions about the text.**

## **Your Task**

Look at the set of 9 *Wombat Questions* *on the next two pages.*

Read each question carefully.

Answer each question.

Go back and check with the text of *Wombats* if you need to.

Re-read your answers to be sure you have said what you wanted to.

**You must write your answers in full sentences using capital letters and full stops.**





# Questions

**Write your answers on paper**

1. Wombats can grow to be 1 metre in length. How many kilograms (kg) can they weigh?
2. What do wombats do to stop their incisor teeth growing too long?
3. The text says that 'Wombats excavate extensive systems of tunnels and chambers' in the ground. Copy out the word in the sentence which means the same thing as dig.
4. True or false? 'Marsupials have pouches that their young grow and feed in.' Circle either true or false.
5. True or false? 'Wombats eat frogs, mice and big insects.' Circle either true or false.
6. In your own words, say why the opening of a wombat's pouch faces away from its front paws.



7. Why is a wombat's poo cube shaped?

8. For what reason do wombats sometimes dive into their burrows and block the entrance with their sturdy rumps?

9. Write a caption to go with this picture



A caption is a sentence that tells you about a picture.



Can you make your caption amusing or funny?

# Answers



1. *Wombats can weigh as much as 30kg.*
  2. *They gnaw on bark and tough vegetation.*
  3. *excavate*
  4. *It is true.*
  5. *It is false. They eat grasses, herbs, bark and roots.*
  6. *A wombat's pouch faces backwards to stop mud getting into it when it is excavating a burrow.*
- A wombat's poo is shaped like a cube to stop it rolling away.*
- Wombat's do this to protect themselves from predators.*

Thank you for all your hard work today. I can't wait to see what you have done so don't forget to bring your work in to school on Monday.

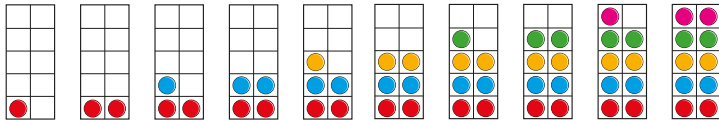
# Maths

Today we will be learning all about odd and even numbers. I would like you to watch this video:

<https://vimeo.com/775776207>

As you watch it, pause the video when you are told to and complete the activities on the next page up to question 6a. There are then some additional activities for you to try out if you want and also a challenge task.

- 1 Sam uses counters to make the numbers from 1 to 10



Which of the numbers are even?

What do you notice about all the even numbers?

- 2 Use counters and ten frames.

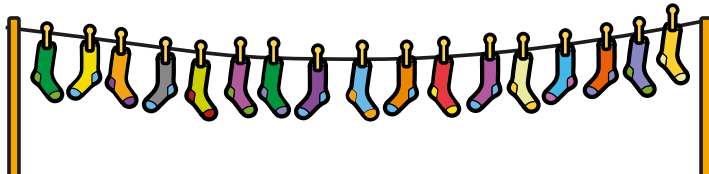
- Show that 14 is an even number.
- Show that 15 is an odd number.
- Is 18 odd or even?

Compare answers with a partner.

- 3 a) Group the shoes in 2s to show that 16 is even.



- b) Group the socks in 2s to show that 17 is odd.

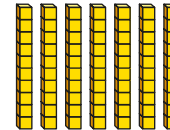


- 4 Colour all the even numbers.

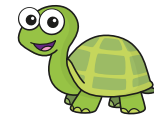
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What do you notice about the last digit of all the even numbers?

- 5 Tiny uses base 10 to make the number 70



70 is odd as you cannot share into 2 equally.



What mistake has Tiny made?

- 6 a) Ron has a 2-digit number. The 1st digit has been covered up. Is Ron's number odd or even? How do you know?





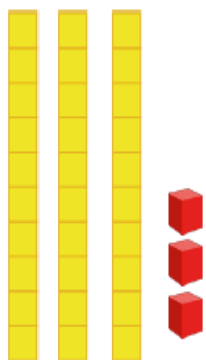
Mo is making a number pattern.

, 5, 7, 9, 11, 13, 15, ,

- Write the missing numbers.
- Write 2 numbers greater than 30 that could be in the pattern.
- Write 2 numbers greater than 60 that could **not** be in the pattern.

# Optional Extra activity

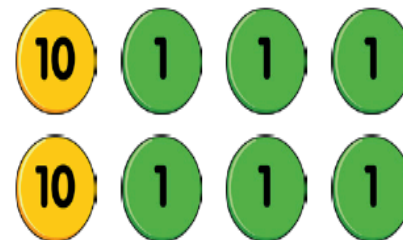
1. a. Circle all the even numbers.



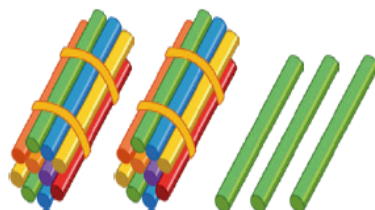
forty-three

16

48

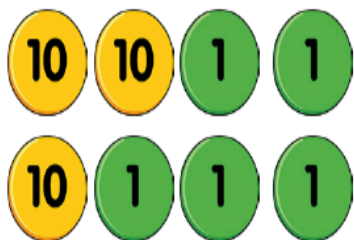


39

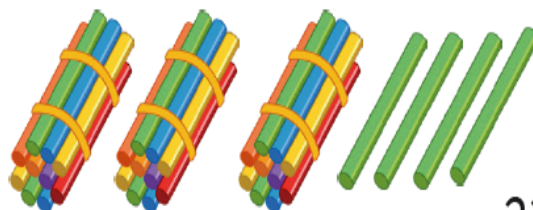


thirty

b. Circle all the odd numbers.



46

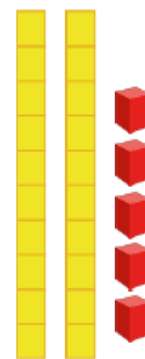


23

fifty-seven

seventeen

60



## Optional Extra activity

### Arctic Odds and Evens.

Colour the ice blocks with even numbers blue. Colour the odd numbers yellow.

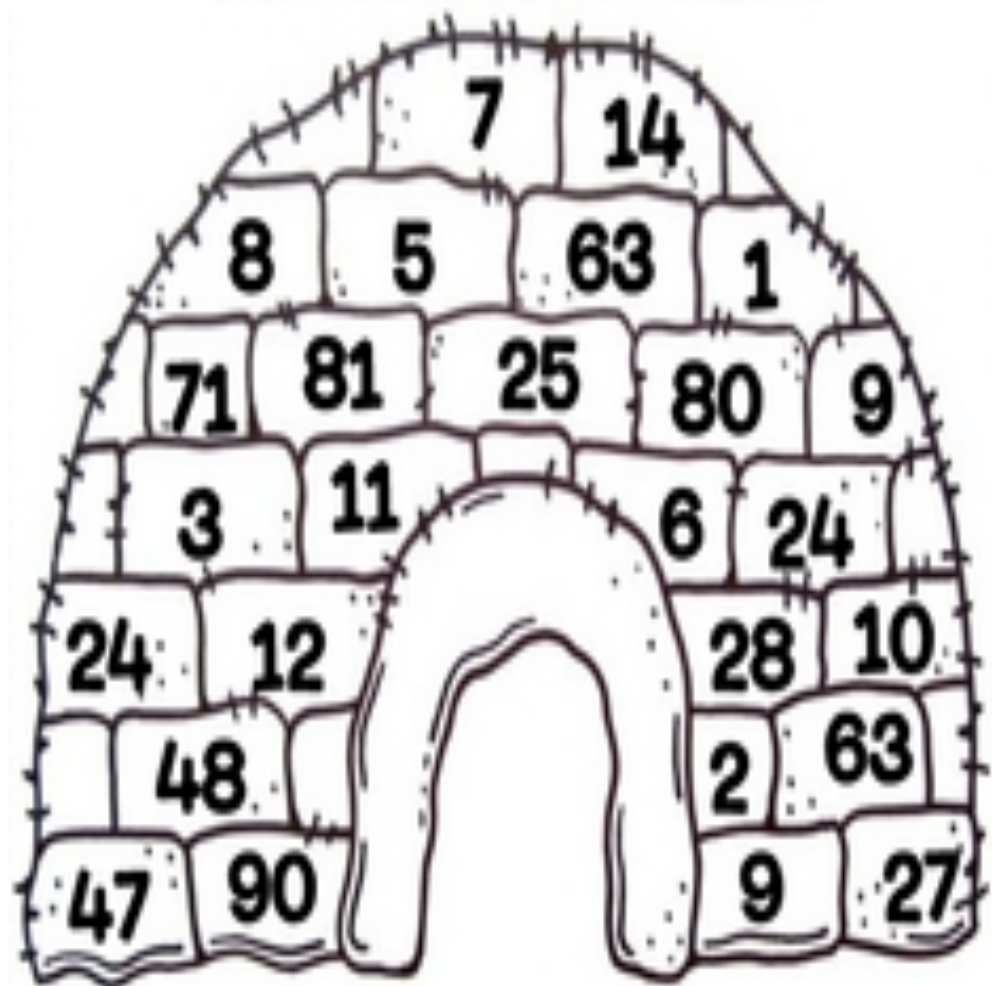


How many blocks did you color yellow?

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How many blocks did you color blue?

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# R.E.

Watch this film from CAFOD and talk to your grown up about it.

<https://cafod.org.uk/education/primary-teaching-resources/lent-resources-for-children>

We know from watching the recent CAFOD assembly that not everyone in the world has all they need. Praying in Lent is one way that we can remember the needs of others. When we pray for someone we are not only asking for God's help, we are remembering that God wants to help us to.

Now look at the next page for your task.



## Useful words

Loving Father

Bless

World

Dear Jesus

Family

Share

Help me to

Friends

Forgive

Teach me how

School

Love

Together

Priest

Care

Lonely people

Welcome

Kind

Thank you

Sick people

Amen

Your task is to write a prayer asking God to help those in need.

There is a word bank on the next page to help you.

Remember, a prayer starts 'Lord' or 'Father in Heaven' (We don't say 'Dear') and ends with "Amen"



# Music

Today we are going to be talking about music and songs.

We will think about the music we like and why we like it.

Watch the BBC Bitesize Music Club video at

<https://www.bbc.co.uk/bitesize/topics/zk86qfr/articles/z8x796f>



# Musical Features

Music is made of lots of different elements that make up how it sounds.

These features can be described using key words like **loud and quiet, high and low, fast and slow, long and short.**

We can use these words and many more to describe the **elements** of a piece of music.



# Describing Music

When we are talking about music, we need to think about lots of things:

**The vocal line:** How many singers are there? Is it just one? Or two? Or maybe a group? Are they male or female?

**What instruments are there?** What type of ensemble is it? (A rock band, a brass ensemble, a piano and violin?) Do any instruments play a solo?

**The lyrics:** Are there lyrics (words)? Is there a hook (a repeated lyrics line)? Do the lyrics rhyme?

**The texture** - Is the texture of the music thick (many instruments and singers performing at once), thin (only a few instruments and singers) or in between? Are there many layers of sound? Are there many voices singing? Are there many instruments playing? Does the texture stay the same throughout?



**The tempo** - Is the music fast, slow or in between? Does the tempo change throughout the piece? Does the music speed up or slow down?

**The dynamics** - Is the music loud, quiet or in between? Are the dynamics the same throughout the piece or do they vary?

**The arrangement** - Is the piece divided into sections? What are the differences between sections? Which voices or instruments sing and play in each section? Do sections repeat?



# MUSICAL ELEMENTS

A number of elements affect how a piece of music is played and sounds.

<b>TIMBRE / TONE COLOUR</b>  Timbre (or tone colour) is the term used to describe the particular sound quality of an instrument or voice.	<b>PITCH</b>  Pitch is how high or low a note sounds.
<b>TEXTURE</b>  The effect of melodies and harmonies together. A lot of sounds playing close together is a thick texture.	<b>DYNAMICS</b>  Dynamics are how loud or quiet a piece of music is played.
<b>TEMPO</b>  The tempo of a piece of music is how fast or slow it is played.	<b>DURATION</b>  Duration is how long or short a note is.
<b>STRUCTURE</b>  Structure is the overall plan of a piece of music.	<b>SILENCE</b>  Silence (the gaps, rests and breaks) is also part of a piece of music.



# Your Task

Pick any song you like and listen to it. What do you like about it?

Is it fast or slow? Does it have loud sections, quiet sections or both? What instruments are being used? Is there a singer? What is the mood of the piece - how does it make you feel? Does the piece sound like it's in a particular style?

Talk to your grown up about the song you have chosen.



Write a few sentences to explain your ideas using some of the key words from our lesson.





Mrs Riley likes, “You’ve got a friend in me” from Toy Story

I like it because it has a catchy melody and memorable chorus.

It is has a gentle and swaying rhythm.

The drummer using brushes instead of sticks gives it a relaxed, jazzy feel.

I’d love to know all about your favourite songs, so tell me all about it on Monday.

