



Birches First School

Believe, Grow, Succeed



School Closure Home Learning Year 2 Daily Tasks

Wednesday 3rd June 2020 (Summer Term 2, Week 1 - Day 3)

Home learning tasks are designed so they can be read from a screen and completed into Home Learning Books. This reduces/ removes the need for printing. In some cases, questions may need to be copied out into home learning books. Of course you may print the tasks if this is easier for your family but please do not feel that you have to.

Maths Task (Length and Height):

Measure length (m):

We can compare lengths in the same way that we can compare numbers. We can use comparison language (e.g. shorter than, longer than, lonest, tallest etc.) and symbols (>, <, =).

We must remember than a metre is the same as 100cm. Therefore, metres are bigger than centimetres.

Task:

1. Compare the lengths using **longer than**, **shorter than**, or **the same as**.

15 cm is 60 cm

Sixty metres is 60 m

96 m is 69 m

80 cm is 80 m

2. Compare the lengths using <, > or =.

37 metres 32 metres

100 cm one metre

13 cm 63 cm

___ m 65 m



Challenge: Can you think of your own examples using objects? Measure and compare your own lengths using <, > or =.



_____	<input type="text"/>	_____

3. Compare the measurements using $<$, $>$ or $=$.

55 cm + 10 cm ○ 55 cm - 10 cm
42 m + 6 m ○ 42 m + 7 m
6 cm - 5 cm ○ 6 m - 5 m
80 m - 5 m ○ 70 m + 5 m

4. A green pencil is twice as long as a blue pencil. Using this, complete the statements using *longer than*, *shorter than* or *equal to*.

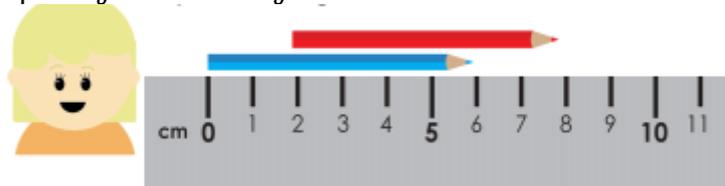


3 green pencils are _____ 2 blue pencils

2 green pencils are _____ 5 blue pencils

4 green pencils are _____ 8 blue pencils

5. Jane is measuring two pencils. She thinks that the red pencil is longer than the blue one. Do you agree? Explain your reasoning.



★ **Challenge:** Find as many ways as possible to compare these lengths. ★

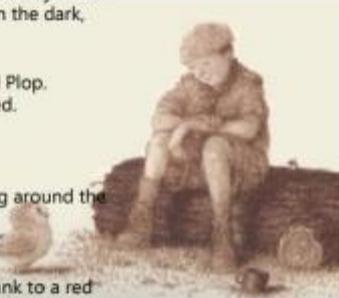
56cm	3m and 10cm	3cm	1m and 99cm	
1m and 75cm	1m and 57cm	100cm	2m and 34cm	97cm

<

>

=

Reading Task (Inference):

<p>6 Halfway through the morning, Plop woke up.</p> <p>Mrs Barn Owl opened one bleary eye.</p> <p>"Plop, dear," said, "why don't you find out some more about the dark?"</p> <p>Go and ask that old lady in the deck chair."</p>		<p>7 Plop landed by the old lady with a thump.</p> <p>"Hello!" he said. "I've come to ask you about the dark. I want to go hunting in the dark and I'm afraid of it."</p> <p>"How very odd," said the lady. "Now, I love the dark."</p> <p>DARK IS KIND.</p> <p>I can forget that I'm old and I can sit and remember all the good times." "I haven't much to remember, yet," said Plop. "I'm rather new, you see."</p>	
<p>8 Well?" said his mummy, as Plop flew up to the landing branch.</p> <p>"The old lady says</p> <p>DARK IS KIND," said Plop,</p> <p>"but I still do not like it AT ALL."</p>		<p>9 That evening, when both his parents went hunting,</p> <p>Plop closed his eyes.</p> <p>Suddenly he heard a happy shout and Plop forgot about being afraid of the dark. He peered through the leaves and saw a boy sitting by a fire.</p>	
<p>10</p>	<p>Plop flew down, landing with an enormous thud.</p> <p>"Hello!" said Plop.</p> <p>"I've come to see what's going on."</p> <p>"I'm guarding the camp-fire," said the boy. "The others have gone to play games in the dark, lucky things."</p> <p>"Do you like the dark?" asked Plop.</p> <p>"It's super!" the boy replied.</p> <p>"DARK IS FUN."</p> <p>We're going to make cocoa and sing around the fire.</p> <p>Would you like to stay?"</p> <p>So Plop stayed.</p> <p>The boys sang until the fire had sunk to a red glow. Then Plop said goodbye and flew home.</p> 		

Task: Write a sentence about how each of the characters are feeling and why you think the characters are feeling this way.

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
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For example: Plop is interested in what the old lady has to say because she is perching on the edge of her chair and listening carefully.

Writing/ SPAG Task:



Using our senses is really important when we are describing a setting. It helps build a picture in the reader's mind. We have already written about what we can see using expanded noun phrases and prepositions. However, this is not the only sense we can use when writing a setting description. Today we are going to focus on what we could hear, smell and feel if you were here.

Task: Describe the setting using the senses below. Try to expand your answers. For example, rather than just the wind – you could write the whistling of the wind. You may even be able to use some expanded noun phrases.

What can you hear?

The whistling of the wind

What can you smell?

The dark, musky air surrounding me.

What can you feel?

The damp, uneven cap of a mushroom



Challenge: Follow the rope that is holding the dog in the bucket. Where do you think the rope leads? Draw/ describe what/ where you have imagined

