

Seals Home Learning 29th June – 6th July

Topic: Hansel and Gretel

In this document you will find home learning based around the topic 'Hansel and Gretel'. Below are the expectations for what is to be completed by the end of the week, ready for new work to be set. I have also set some new work on Purple Mash so don't forget to check your 2do's. Please note, when a box is highlighted purple, you can follow the link to Purple Mash to support the activity. I hope you enjoy this topic-based approach to your home learning! I look forward to seeing what you have been up to. Don't forget you can upload your work to Seesaw!

| | |
|---------------|---|
| MUST | <ul style="list-style-type: none">• Read Hansel and Gretel and answer comprehension questions• Write your own version of Hansel and Gretel |
| SHOULD | <ul style="list-style-type: none">• 1 Page per day of the functions of sentences booklet (Found on the class page) |
| COULD | <ul style="list-style-type: none">• Additional work set on Purple Mash• 2 – 3 Art or topic activities• Put your spellings into sentences.• 'tion' spelling crossword |

English

Spellings

station fiction solution section motion creation celebration nation caution position

Take the spelling quiz for Autumn 2, week 4.

Then take the dictation (This can be found on the class page on the school website or you can access it through PurpleMash)

https://www.purplemash.com/#tab/pm-home/literacy/spelling_teacher_resources/spelling_sow_y2

Reading:

Read through the Hansel and Gretel story from the class page then answer the comprehension questions.

Could you also find different versions of Hansel and Gretel?

Writing:

- Now it's time for you to be an amazing author and write your own story based on Hansel and Gretel. Here are some things you could change to make the story your own: • The names of the characters • Instead of a wicked step-mother, you could have a wicked step-father • You could describe your own gingerbread house • Instead of a wicked witch you could have a wicked wizard or a wicked goblin or some other magical creature You could change just one thing or more – or you could just retell the story in your own words.
- Put your spellings into sentences. Don't forget to use correct punctuation.
- Have a go at the 'tion' spelling crossword.
- Recap your knowledge of different sentence types by working through the 'Functions of Sentences' booklet – this can be found on the class page.

Maths: Length

| | |
|----------------------|--|
| <u>Must</u> | <ul style="list-style-type: none">• Complete number bonds to 100 challenge• Watch this lesson from White Rose and follow the activities https://whiterosemaths.com/homelearning/year-2/• Complete worksheets 1 - 4 |
| <u>Could</u> | <ul style="list-style-type: none">• Watch addition lessons about length https://www.bbc.co.uk/teach/super movers/ks1-maths-length-height/zdrx92p |
| <u>Should</u> | <ul style="list-style-type: none">• Complete additional length challenges |



Measure Length (cm)

Adult Guidance with Question Prompts

Children measure length and height to the nearest centimetre using a ruler. They understand that measurements need to start at 0. Access to classroom objects and rulers is needed for this activity. Remind children that they can turn the paper or their ruler if the line is at an angle. Make sure they are using the words 'tall' and 'long' in the correct context.

Look at the lines.

Where do you need to start to measure correctly?

How do the numbers on the ruler help us?

Which number on the ruler do you need to start from?

Can you put the ruler underneath the line?

Where does the line end?

What is the number on the ruler?

Why do we need to write 'cm' after the number?

If the line is at an angle, how can we make it easier to measure?

Can you draw a line that is 6cm long?

Where will you start drawing?

How will you know when to stop drawing?

Can you check it is the correct length?

If something is standing up, e.g. a water bottle, are we measuring length or height?

If an object is lying down, are we measuring length or height?

What is the length of...?

Have you got the same measurements as your friend?

Which object is the longest?

Which object is the shortest?

Measure Length (cm)



Measure these lines with a ruler.
Remember to start at 0.



___ cm



___ cm



___ cm



___ cm

Which line is the longest? Which is the shortest?

Draw lines of these lengths:

6cm

9cm

15cm

12cm

Can you find any of these objects
in your classroom?
Measure them to the nearest centimetre.

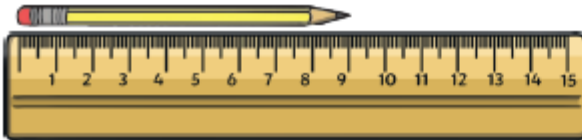


Order Lengths

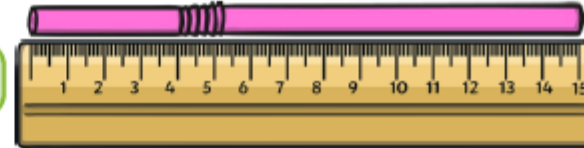


Can you order the objects from longest to shortest?

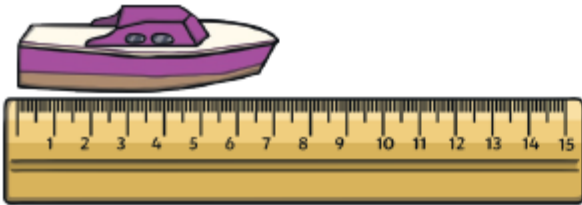
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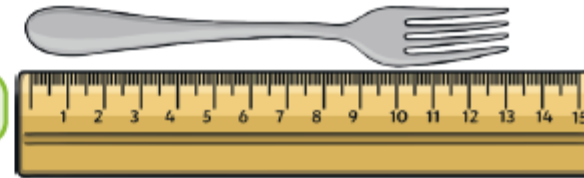
B



C



D



longest

shortest

Find 4 objects and measure them with a ruler. Order them in front of you from longest to shortest.

The longest object I measured was _____.

The shortest object I measured was _____.

The _____ is longer than the _____.

Order Lengths



Holly

I have ordered the toy snakes from shortest to longest.



Do you agree? Explain why.

How would you order the snakes?

Order Lengths



4 friends are ordering their younger brothers and sisters from **shortest** to **tallest**.



Hari

James

Anita

Sam

Anita is 70cm tall. She is the shortest.

Hari is 5cm taller than Anita.

Sam is the tallest. She is 85cm tall.

James is taller than Hari but shorter than Sam.

Write their names in order of shortest to tallest.

| | | | | |
|------|--|--|--|--|
| Name | | | | |
|------|--|--|--|--|

Challenge 1

Measure Length (cm)

Adult Guidance with Question Prompts



Children use the information given to solve problems relating to length. Following this activity, children could create their own similar problems involving length and height for a friend to solve. They could use a ruler as a number line for this activity.

What do we know about the longest animal?

What numbers come in-between 22 and 26?

Can you think of all of them?

What do we need to write after each number to show that we are working in centimetres?

What do we know about the shortest animal?

What numbers come in-between 12 and 16?

Can you think of all of them?

What do we need to write after each number to show that we are measuring in centimetres?

How would we find the lengths of the other animals using the numbers we have?

If the shortest animal was 13cm and the longest was 25cm, what numbers would come in-between?

Can you write them all down?

What clues could you give a friend so they can work out the length of your toys?

Measure Length (cm)



My longest animal is between 22cm and 26 cm.

My shortest animal is between 12cm and 16cm.



What are all the possible lengths of the longest animal?

What are all the possible lengths of the shortest animal?

What lengths could the other animals be?

Challenge 2

Measure Length (2)

Adult Guidance with Question Prompts



Children apply the skills and knowledge gained from measuring length and height with non-standard units to measuring with rulers. They understand that standard units are used because objects such as hands differ in length, so using objects as non-standard units to measure length may not lead to consistent results. Children are introduced to centimetres/cm. Make sure that children measure from 0 marked on the ruler and read the number that the object has reached, rather than the next number. Children measure items around the classroom and sort them by length. They investigate the height of towers and may need blocks and rulers to support them with this activity.

Please note: the rulers shown on the activity card are not to scale.

Can you collect objects from around the classroom and measure them carefully?

Show me how you can sort them into groups: shorter than 15cm, the same as 15cm and longer than 15cm.

Can you tell me the top tips for measuring?

How tall are the towers?

If you built a tower shorter than the blue tower but taller than the yellow tower, how tall could it be?

What can we do to solve this puzzle?

Can you show me with blocks and a ruler?

Is there more than one possible answer? How do you know?

Can you make a similar challenge for your friend?

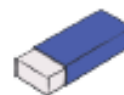
Measure Length (2)



15 centimetre challenge

Measure the length of objects and sort them into groups.

Shorter than 15cm



The same as 15cm

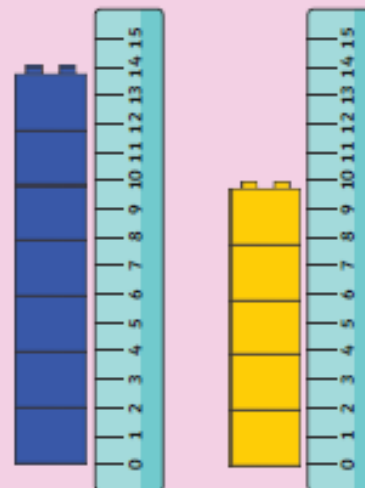


Longer than 15cm



Measure the height of the towers.

If you built a tower shorter than the blue tower but taller than the yellow tower, how tall could it be?



DT Challenge

Create a home for a small toy in your house. You could use an old plastic plant pot or a cardboard box and use sellotape to join other materials to it. How many different materials can you use? Here are some ideas for other materials. Leaves, petals, small stones, old boxes from the recycling, milk bottle lids, cardboard tubes, ribbon, buttons, twigs, washi tape, lolly sticks. Take care when cutting out windows and doors.

Computing

| | |
|-------------------------|------------------------|
| Uses Technology | Doesn't use technology |
| <u>Microwave</u> | <u>Table</u> |

Our homes are full of objects that use technology. Can you create a table with items that use technology and those that don't. I have started you off.

Science: Materials

Find objects from around your house. What material is the object made of? (Wood, metal, plastic, paper, brick, glass, fabric.) How can you sort the objects? (Wood, plastic, natural, man-made) Which materials can twist, squash, bend, stretch? Science Challenge: Design a home / shelter for your pet / toy figure. What will they need? What materials will be best? Why?

PE

Daily PE lessons with Joe Wicks
<https://www.youtube.com/channel/UCAxW1XT0iEJoOTYIRfn6rYQ>

Art

Create a portrait of your home using coloured pencils, felt tips or paint.

Look Into The Future

Draw a house you think you will live in in the future? Which inventions will it contain? Label your picture and explain the way each invention will make your life easier. You could have a machine which brushes your hair and styles it for you in the morning or a robot vacuum cleaner which hoovers the house for you.