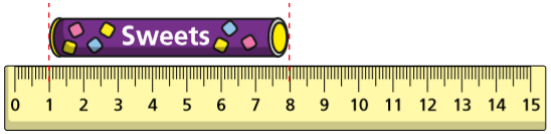
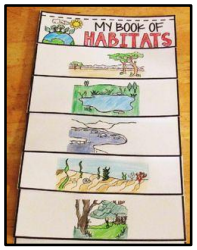
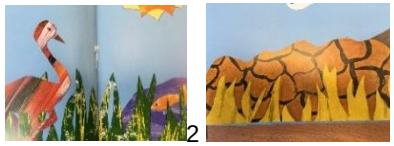
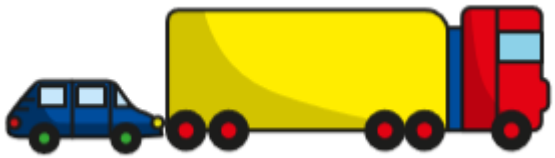
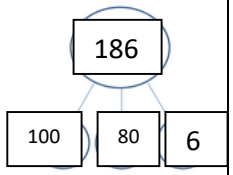
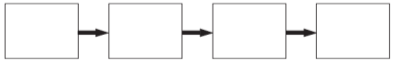
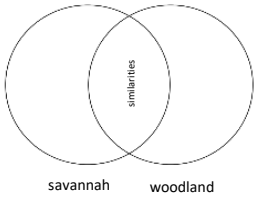
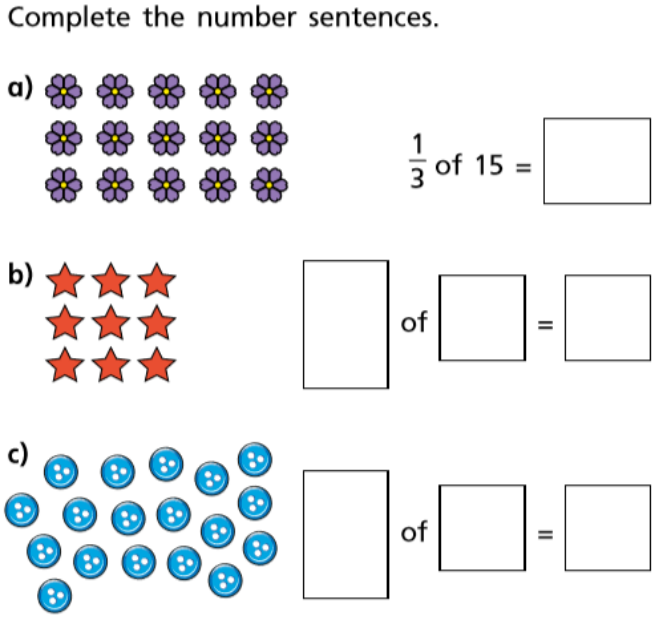
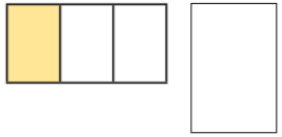
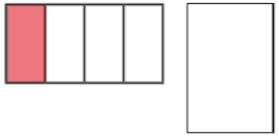
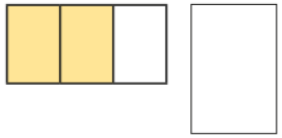
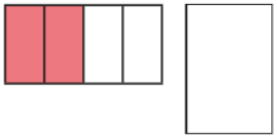
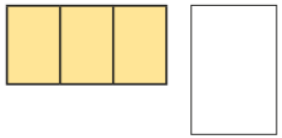
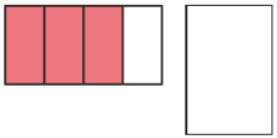
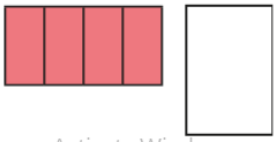
Year 2 Nova Home Learning			
Day	**Writing Task** Reading, spelling and handwriting to be completed every day.	**Maths Task** Play *Time Table Rockstars* to practise your multiplication fact fluency every day.	**Line of Enquiry Task**
1	Read this African folk tale from Uganda https://www.youtube.com/watch?v=TVIWEB-b9AY&feature=youtu.be This link is a short video of the story. https://www.build-africa.org/sites/default/files/How%20the%20Crane%20Got%20Its%20Crown%20printout.pdf This is the full story. You might need an adult to read this with you. Look at the pictures in the video. Can you see how they are made by sticking different coloured bits of paper onto the background? Have a go at making one of the pictures yourself. Which animal did you choose? Can you find Uganda on the map? What facts can you learn about Uganda? https://kids.britannica.com/kids/article/Uganda/345808	**LO: To measure length in cm** Find a pencil, spoon and a small toy and use a ruler to measure them. How long are they to the nearest centimetre? Use a ruler to draw a line that is: 12cm long 7cm long 8 cm long 14cm long Rosie measures the length of a tube of sweets. She says the tube is 8cm long. Do you agree? Explain your answer.  	**Science LO: To compare and describe differences between living and non-living things** Watch *Is it alive? (BBC)* at https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zs73r82 Discuss; What are the six differences between living and non-living things? Collect and compare *at least* two living and two non-living things from around your home and/ or garden. Present your findings creatively to answer the question; What are the six differences between my chosen living and non-living things? Play the online *Living and Non-Living Things Quiz* at https://www.educationquizzes.com/ks1/science/living-things-living-non-living-or-dead/
2	**LO – To retell a story** Read or watch the story again and draw a story map about what happens. This can be just pictures or you could include some words or speech bubbles. This activity will help to become familiar with the story. Split your paper into 8 sections like this. Tell the story to the people in your home using the story map. 	**LO: To measure length in cm** On your daily walk or in your garden collect some sticks that are different sizes. Can you order the sticks from longest to shortest? Measure your sticks with a ruler to check. Challenge: What could you do if your ruler is not long enough to measure your sticks? Can you still measure it? Can you find the longest and shortest toy in your house? Measure them to check.	**Science LO: To identify and describe key habitats from around the world** Watch *What is a habitat? (Discovery Education)* at https://youtu.be/ZrSWYE37MJs . Name *at least* three habitats observed in the video. What four things do habitat provide living things (plants and animals)? Can you think of other types of habitats?  Make an informational flipbook to identify and describe *at least* four different habitats. Explain which animals live in each habitat and how it provides their basic needs Play the animal habitat matching game (attached) with your family. Sing *Habitat Song (Hopscotch)* at https://youtu.be/byvf7jwdvOI

3	**LO – To write in the present tense** What can you find out about the crowned crane? Here's a link to help you. https://www.folly-farm.co.uk/zoo/meet-the-zoo-animals/grey-crowned-crane/ Write a fact file about the crowned crane. Remember to choose a heading, then you can use the subheadings 'Appearance', 'Dancing' and 'Food'. Here is a link about their dancing. https://uganda365.com/crested-crane-uganda/ You need to scroll down to watch the video of the dancing. You could get someone to film you reading your report like a news reporter and send it to us!	**LO: To measure length in cm** Using a ruler draw these shapes: • A square that has 4 sides each 6cm long • A rectangle with 2 sides measuring 2cm and 2 sides measuring 8cm • A rectangle with 2 sides measuring 4cm and 2 sides measuring 1cm • A triangle with all 3 sides the same length • A triangle with 2 sides the same length and 1 side a longer length. Challenge: Can you draw a hexagon and measure the sides?	**Science LO: To identify living inhabitants of the African Savannah** Watch *Life on the African Savannah* at https://youtu.be/9bQNRVyI4I0 . Discuss; What living things (plants and animals) inhabit this particular habitat? How does the habitat provide living things (plants and animals) with their basic needs? Take inspiration from *Savannah Song by Catherine Hollywood* to create a piece of art that illustrates the different living things (plants and animals) that inhabit the African savannah. Once completed, evaluate your artwork. Consider: How could I improve my artwork next time? Are there any additional features I would have liked to include in my African savannah? Sing *African Savannah (Pinkfong)* song at https://youtu.be/lEGKGLY6XZo
4	**LO – To use subordinating conjunctions** Watch and read 'How the Crane got its Crown' again. **Because even though when once while as until before if after** Write (in your own words) the story up to where the elephant fails. Try and use some of these **subordinating conjunctions** in your writing. It is always helpful to tell the story first before you write it. Here are the pictures to help you.  1 2 3 4	**LO: To solve problems using knowledge of length** Eva has a toy car and a toy truck. The toy car is 6cm long. The toy car is 7cm longer than the car. How long is the truck? Using a ruler can you draw an accurate picture of the truck? What is the total length of the 2 toys together? 	**Science LO: To identify ways living things may adapt to their habitat** Watch *Hide and Seek Animals (SciShow Kids)* at https://youtu.be/YOIRci0CKzg. Discuss: What does camouflage mean? What animals in the African savannah camouflage? Why? Complete the *Animal Adaptation: Camouflage Project* https://www.education.com/science-fair/article/savanna-animal-survivors/ When working scientifically, remember to: • Make a prediction - How many camouflaged squares do you think your family members will see? • Test, observe & record - How many camouflaged squares did your family members find?

	5 6		• Evaluate - Do you think camouflage would be a useful adaptation for animals in the African savannah? Why?
5	**LO – To use subordinating conjunctions** Write (in your own words) the story carrying on from yesterday to the end. Read through what you wrote yesterday first. Here are the pictures to help you. 1 2 3 4 5 Can you underline the conjunctions you have used?	**LO: To solve problems using knowledge of length** Jack, Teddy and Aisha buy cards for Dora's birthday. Teddy's card is 12cm high. Jack's card is half the height of Teddy's card Aisha's card is 3cm taller than Teddy' s card. What is the height of Jack's card? What is the height of Aisha's card? What is the difference in height between Jack's card and Aisha's card?	**AFRICAN DRUMMING LESSON** Access your African drumming course by following the link: https://www.inspire-works.co.uk/home-school-online-learning Username: nova@inspire-works.co.uk Password: NOVAPS2 Review previous lesson if needed. Participate in lessons up to slide 11 and complete Radar activity in log book.
6	**LO – To identify expanded noun phrases** Listen to and read this story – How the Zebra got its stripes. https://www.youtube.com/watch?v=kpFMRdpe5_k An expanded noun phrase is … 	**LO: To solve multiplication and division problems** To warm up, write the numbers 0-20 in words and digits. Check your numbers are correctly formed. Solve these problems: 8 x 10 = 24 ÷ 2 = 25 ÷ 5 = 0 x 5 = 12 x 2 = 21 ÷ 3 = 15 x 10 = 110 ÷ 10 = 5 x 4 = 2 x 8 = 7 x 5 = 35 ÷ 5 = All the numbers in the 2 times tables are even. True or false?	**Science LO: To describe herbivore, carnivore and omnivore** Watch *Learning about Herbivores, Carnivores and Omnivores (Mr. DeMaio)* at https://youtu.be/oCFU3tLdjRY. Discuss; What do herbivores, carnivores and omnivores eat? How can you tell the difference between herbivores, carnivores and omnivores? Can you name at least two herbivores, carnivores and omnivores? *Play the Herbivore, Carnivore and Omnivore quiz at* https://www.zoo.com/quiz/is-this-animal-a-carnivore-herbivore-omnivore *or* sort the animal cards (attached) by their dietary habits.

	How many expanded noun phrases can you find in the story? Make a list. Can you underline the adjectives? Can you think of any more that could be used in the story?		Sing the *Herbivore, Carnivore and Omnivore (Mr. R)* song at https://youtu.be/oCFU3tLdjRY
7	**LO – To identify powerful verbs** Listen to the story again. https://www.youtube.com/watch?v=kpFMRdpe5_k Can you find and make a list of the powerful verbs used in the story? Powerful verbs are more descriptive verbs that can really make a huge difference to your writing. When writing, we are trying to communicate our ideas to the reader. The more expressive and accurate our choice of language, the more powerful our writing is. E.g. 'said' – whispered, groaned, screamed, cried, laughed, mumbled, explained... Work with a grown up (using an online thesaurus https://www.macmillandictionary.com/dictionary/british/find_1) to find some alternate verbs for the ones you have found. For example: fell = poured, found = discovered	**LO: To partition numbers into hundreds, tens and ones** Use a part whole diagram to split these numbers into hundreds, tens and ones: 62 19 221 56 596 758 826 261 428  Can you do some more of your own? Choose a number between 10 and 20. How many different ways can this number be partitioned? Do bigger numbers have more ways they can be partitioned?	**Science LO: To identify ways animals in the African Savannah are linked in food chains** Watch *Fabulous Food Chain (Crash Course Kids)* at https://youtu.be/MuKs9o1s8h8 Illustrate and label food chains for the following living things from the African Savannah (see template): • baobab tree, lion, hyena, giraffe • cheetah, grass, hyena, zebra • giraffe, cheetah, acacia tree, hyena, lion  Challenge: Play *Food Chain Challenge: Savannah (BBC Bitesize)* at https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/z93vdxs
8	**LO – To plan a new version of the story** Get out your story map that you did on day 2. You are going to change some parts of the story so you can write your own version. Change the zebra to another African animal with a pattern. Change the baboon to another African animal then think of which other animals you could use for the other characters. You could look at the work you did in Line of enquiry last week on African animals to help you. Can you draw or make a collage of the new characters? Can you tell the new story to someone in your home?	**LO: To solve addition and subtraction problems** Solve these addition and subtraction problems using your knowledge of number bonds. 30 + 75 = 40 + 66 = 20 +84 = 60 + 49 = 10 + 91 = 90 + 13 = 80 + 26 = 70 + 34 = 50 + 54 = 80 + 19 = Can you write some of your own for your parents or siblings to answer?	**LO: To identify similarities and differences between English woodland and African savannah habitats** Watch *Habitats: Woodlands (Discovery Education)* at https://youtu.be/OLBSOKqVNcU Discuss; What is a key characteristic of woodland habitats? What living things (plants and animals) inhabit the woodlands? How do woodlands provide living things with their basic needs?  Complete a Venn diagram to identify at least six ways English Woodlands and African savannahs are similar and different.

			Play *Habitats Quiz (DK Find Out!)* at https://www.dkfindout.com/us/quiz/animals-and-nature/habitats-quiz/
9	**LO – To write in the past tense** *When some verbs are changed into the past tense, you need to add –ed. Sometimes the consonant needs to be doubled before you add –ed and sometimes the word changes completely – find …. found.* 1 go → went 5 write → wrote 2 teach → taught 6 see → saw 3 grow → grew 7 have → had 4 read → read 8 catch → caught Over these 2 days, write up your new version of the story. Try and remember to use the things that you have learned during this unit of work: powerful verbs, tenses, expanded noun phrases and a variety of conjunctions. When you have finished, read it aloud to check it makes sense. How neat is your presentation? Have you illustrated it? Can you underline all the past tense verbs? We would love to read your stories. Please email them to us.	**LO: To find a third** Copy out the pictures below and circle 1/3 of each group of items. Complete the number sentences.  	**Science LO: To identify living inhabitants of local micro-habitats** Watch *Hedgegrow Habitat Heroes (Science Farm)* at https://youtu.be/Eul6x1lomns Conduct an investigation in your garden/ local area to see which mini-beasts inhabit the following micro-habitats: under logs/ rocks, in the trees, underground, on the land and by a pond. When working scientifically, remember to: • Make a prediction – What and how many animals do you think will live in each habitat? • Test, observe & record - What and how many animals did you find in each habitat? • Evaluate - Do you think micro-are important part of woodlands? Why? Play *Mini-Beast Spotter (BBC CBeebies)* at https://www.bbc.co.uk/cbeebies/games/mini-beast-adventure-with-jess-minibeast-spotter Play *Mini-beast and Micro-habitat Quiz* at https://www.educationquizzes.com/ks1/science/living-things-minibeasts-and-micro-habitats/
10		**LO: To find a fraction of a shape** Copy out the shapes below using a ruler. What fraction of each shape is shaded? Can you draw your own shapes and shade in parts? Write a matching fraction for each shape.	**AFRICAN DRUMMING LESSON** Access your African drumming course by following the link: https://www.inspire-works.co.uk/home-school-online-learning Username: nova@inspire-works.co.uk Password: NOVAPS2 Review previous lesson if needed. Participate in lessons up to slide 15.

		What fraction of each shape is shaded? a)  b)      	

Habitat Animal Matching Game