

Year 2 Homework

Term 1 – (Week 6-10) Updated Jan 2024



Remember to **READ EVERY NIGHT** and practice your reading goal.

Don't forget to fill in your Home Reading Log so you can reach the 100, 150 and 200 club?

| Week | English | Spelling | Mathematics | Science | | | | | | | | | | | | | | | | |
|------|---|--|---|--|---|---|-----|---|---|--|-----|---|---|---|-----|-----|-----|-----|--|--|
| 6 | <p>Re-read the procedure you wrote in week 5 and edit it to make it more descriptive – add adjectives, adverbs and prepositions.</p> | <p><u>Consonants and vowels</u> Use Week 1 Spelling words (see next page). Circle the consonants blue and the vowels red. For example: </p> | <p>Write the next 5 numbers for each</p> <p>23, 24, 25, 36, 27, 38..... 102, 103, 104.....</p> | <p>Explain the materials used to produce a McDonald's cup and why these materials were combined.</p> | | | | | | | | | | | | | | | | |
| 7 | <p>Present a procedure method to a family member or friend. Ask them for feedback on if you used facial expressions, gestures and added sound effects for humour.</p> | <p><u>Sounds in Words</u> Write a number under each sound (not letter) you hear in your words (Week 2 – see next page). Eg: boy 1 2</p> | <p>Identify the missing numbers in the magic square so that each row and column add up to 15.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>9</td> <td>2</td> <td>=15</td> </tr> <tr> <td>3</td> <td>5</td> <td></td> <td>=15</td> </tr> <tr> <td>8</td> <td>1</td> <td>6</td> <td>=15</td> </tr> <tr> <td>=15</td> <td>=15</td> <td>=15</td> <td></td> </tr> </table> | | 9 | 2 | =15 | 3 | 5 | | =15 | 8 | 1 | 6 | =15 | =15 | =15 | =15 | | <p>Write a prediction to state what you think would happen if a plastic coke bottle was placed in a hot oven for 2 minutes. Use science to explain your thoughts and decisions.</p> |
| | 9 | 2 | =15 | | | | | | | | | | | | | | | | | |
| 3 | 5 | | =15 | | | | | | | | | | | | | | | | | |
| 8 | 1 | 6 | =15 | | | | | | | | | | | | | | | | | |
| =15 | =15 | =15 | | | | | | | | | | | | | | | | | | |
| 8 | <p>Write a list of ingredients to make a cake that would make your teacher's stomach churn. Use noun groups to describe each item. Draw a picture of each ingredient.</p> | <p><u>Look Say Cover Write Check</u> Write your spelling words out 2 times using:</p> <ul style="list-style-type: none"> • Look at the word • Say the word • Cover the word • Write the word • Check to see if it is correct. | <p>Complete the number sequences and state the rule.</p> <p>67, 65, 63, __, __, __, __.</p> <p>303, 306, 309, __, __, __, __.</p> <p>Create one of your own for your teacher to solve.</p> | <p>Peg a piece of paper onto the clothes line and use the hose to wet the paper. Draw and label the 'before' and 'after' observations.</p> | | | | | | | | | | | | | | | | |
| 9 | <p>Write the method to make your stomach-churning cake. Use adverbs and prepositions. Draw a picture of the final product – showing some of the ingredients clearly.</p> | <p><u>Sentences</u> Write 3 sentences using Week 4 spelling words.</p> | <p>Ask 5 people the question below. Collect and organise data into a table. What is your favourite ice-cream flavour?</p> | <p>Write an investigation question that would allow water resistance or strength to be tested. You may choose any scenario.</p> | | | | | | | | | | | | | | | | |
| 10 | <p>Present your stomach-churning procedure to a family member or friend. Ask them for feedback on if you used facial expressions, gestures and added sound effects for humour.</p> | <p><u>Revision</u> Go back over you spelling words from this term. Practice any tricky words.</p> | <p>Create a picture graph of the data you collected in week 9's homework.</p> | <p>Write a list of 5 scientific words you have used this term. Write a definition of each word.</p> | | | | | | | | | | | | | | | | |

Year 2 Unit 1 Spelling overview

| Week | Focus | Spelling list | Extension | Tricky words |
|------|---------------------------------|---|--|---------------------------|
| 6 | Spelling choices for /e/, /i/ | green sheep neat beach theme delete fly side right | seaside defeat extreme satisfy provide organise | caught who people |
| 7 | Spelling choices for /i/, /o/ | sky light time grow slow road coast home rode broke | identify sunshine invite following approach explode | something ask what |
| 8 | Spelling choice /oo/, /u/, /ing | blue blew new cube few argue tune sleeping reading playing | Remaining Complaining Explaining | Really animal Because |
| 9 | bossy 'e' + ing | making baking riding hiding hoping shining | amazing completing exploding | bought thought work |
| 10 | Revision | | | |