




Activities for Year 2 and 3

Subject	Activities							
<p>English: I can plan and write a traditional tale with settings, characters and a plot.</p>   	<p>Plan and write a 'Traditional Tale'</p> <p>Settings: Where is your story going to take place – you may have several places such as a forest, a castle, a village, a tower, a room in the palace.....? Describe them in detail – you did a great job in class. <i>You could have a snowy setting!</i></p> <p>Characters: Who are the main good and bad characters of the story? Can you describe them? Describe their physical appearance (what they look like) then think about their personality. Remember to 'show not tell' – that means what do they do that makes them kind or cruel or what exactly makes them beautiful/ugly? <i>You could have a snow beast!</i></p> <p>Plot: What happens in the story? Does a princess/prince need rescuing after being held prisoner? Does the handsome knight turn into an ugly beast or vice versa after touching the golden apple? <i>Your main good character could have been carried away to an ice castle by the snow beast!</i></p> <p>After planning, have a go at writing this tale</p> <p>All children:</p> <ul style="list-style-type: none"> • try to use high quality vocabulary- adjectives/noun phrases and powerful verbs (action words – climbing/trudging/ tumbled etc not went/got) • try to start your sentences in a variety of ways • remember punctuation " ! ? , . C ' 							
<p>Maths</p> <p>Y2: I can:</p> <table border="1" style="width: 100%;"> <tr> <td>Recognise, find, name and write fractions $\frac{1}{3}$ and $\frac{1}{4}$ of a length, shape, set of objects or quantity</td> </tr> <tr> <td>Recognise, find, name and write fractions $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</td> </tr> <tr> <td>Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</td> </tr> <tr> <td>Write simple fractions</td> </tr> </table> <p>Y3: I can:</p> <table border="1" style="width: 100%;"> <tr> <td>Recognise, find and write fractions of a discrete set of objects, unit fractions with small denominators</td> </tr> <tr> <td>Recognise, find and write fractions of a discrete set of objects, non-unit fractions with small denominators</td> </tr> <tr> <td>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers/quantities by 10</td> </tr> </table>	Recognise, find, name and write fractions $\frac{1}{3}$ and $\frac{1}{4}$ of a length, shape, set of objects or quantity	Recognise, find, name and write fractions $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	Write simple fractions	Recognise, find and write fractions of a discrete set of objects, unit fractions with small denominators	Recognise, find and write fractions of a discrete set of objects, non-unit fractions with small denominators	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers/quantities by 10	<p>Year 2:</p> <p>http://www.counton.org/games/map-fractions/spring/</p> <p>http://www.snappymaths.com/counting/fractions/interactive/halfquartersimm/halfquartersimm.htm</p> <p>https://www.topmarks.co.uk/Interactive.aspx?cat=14</p> <p>https://www.bbc.co.uk/education/topics/z3rbg82</p> <p>https://www.topmarks.co.uk/Search.aspx?q=fractions</p> <p>Year 3:</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals</p>
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Recognise and show, using diagrams, equivalent fractions with small denominators

Connect tenths to decimal measures and place value

Compare and order unit fractions, and fractions with the same denominators

Add and subtract fractions with the same denominator

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Solve problems with fractions from the Year 3 curriculum

<https://nrich.maths.org/8957>

<http://www.fractionmonkeys.co.uk/>

Science:

- I can investigate a question
- I can make a prediction about what will happen
- I know how to make a fair test by changing only one factor and keeping the rest of the factors the same
- I know how to measure my results
- I can make suggestions on how to make the results more accurate



Experiment 1:

How does the size of the snowball affect the speed at which it melts?

1. Take 2 snowballs, one large, one small, half the other's size.
2. Predict the time it will take for each one to completely melt.
3. Put them both on trays/containers in the same place in your house.
4. Time how long it takes for each one to melt.
5. What did you find out?
6. Was your prediction correct?

Challenge: How could you adapt this experiment with what you now know? Or would you repeat the experiment to check you get the same results?

How could you make the experiment more accurate?

Could you try 2 snowballs, one which is 3x the size of the other? How would you ensure that you had a snowball that is 3s the size of the other?

Experiment 2:

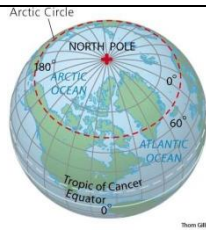
How does the shape of the fabric affect the speed at which the fabric dries?

1. Take a pair of spare dry gloves (are there any left?)
2. Put them both in some water.
3. Wring them out together until they are both damp.
4. Screw one glove up into a ball – maybe by pushing the fingers through the hole.
5. Leave the other one flat.
6. Put them both in the same place to dry.
7. Predict how long it will take each glove to dry.
8. Time them.
9. What did you find out?
10. Was your prediction correct?

Challenge: How could you adapt this experiment with what you now know? Or would you repeat the experiment to check you get the same results?

How could you make the experiment more accurate?

Geography



We have looked at the countries in the Arctic Circle.

Can you copy a map of the Arctic Circle from an atlas or from the internet?

Colour the countries in a different colour and the sea and water areas blue. Use coloured pencils if you can.

Please name the countries.

Challenge: Can you find the capital cities for each country and label them using a black dot next to each one?

History



What more can you find out about the traditional Inuit way of life?

- What were their homes like?
- What did they eat/drink?
- How did they travel?
- What was their religion/beliefs?
- How did they spend their spare time?
- How did they make themselves better if they were ill?

Art/DT



Draw/paint/collage a snowy landscape.

Can you make a small igloo/snow seat/vehicle? Take a picture of what you make.

Challenge: Evaluate it – What worked well? What worked not so well? What can you improve upon? What could you do differently?