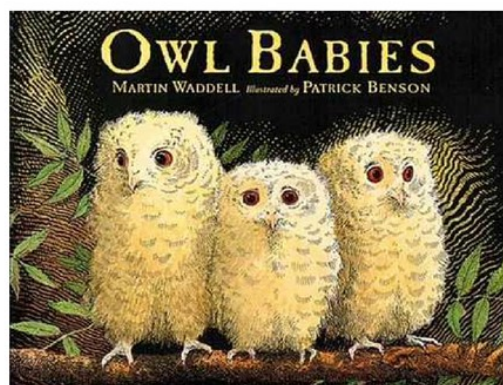


Hedgehogs Home Learning 13th July

Hi everyone,

We hope that you are all well and have been keeping busy! I have seen lots of fantastic work being sent in to our school email address and on Purple Mash! We are all so proud of you. Keep up the good work!

This week's activities are based around a book many of you may be familiar with, called 'The Owl Babies'. Attached on the following pages are the suggested activities. Many of the activities can be adapted and done simply in a notebook, on paper or outside! If you have collected a learning pack from school—most of the worksheets should be in there. Remember to log on to Purple Mash for additional activities to do.

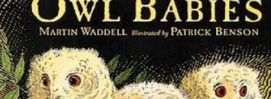


If you would like to get in touch with any one at school please email in to info@hackwood.theharmonytrust.org.

Stay safe,

Miss Hussain

OWL BABIES
MARTIN WADDELL illustrated by PATRICK BENSON

An illustration of three fluffy, yellowish-white owl babies perched on a dark, textured branch. The baby on the left is looking slightly to the left, the middle one is looking forward, and the one on the right is looking slightly to the right. They have large, dark eyes and small beaks. The background is dark with some green foliage on the left and right sides.

Link-story book: <https://www.youtube.com/watch?v=SOEbU2IBnP4>

Once upon a time

1 → 2 → 3

Who's there?

I don't know

I wish

And

Thunder and light

Mama!

Owl Babies

The End

1. Describe the setting where the owls live.
How is it different at day time and night time?
2. Describe the personalities of each of the baby owls. How do we know what each owl baby is like?
3. The author uses exclamation marks at different points in the story. Why did he do this?
4. How did Owl Mother fly through the trees? What word tells us? Can you find any other words that mean the same?
5. What might have happened if the Owl Mother didn't come back? How would the Owl Babies have felt?

Laughing Owl

What Did They Eat?

Laughing owls ate a wide range of things including small insects and bugs as well as some birds and peckers.



Appearance

The laughing owls were yellowish-brown. They were marked with dark brown stripes and they were white around the eyes. Their eyes were a deep orange.

Cause of Extinction

It is thought that the cause of their extinction was due to predators introduced to New Zealand and the change in how the land was being used.

Interesting Facts

The owl got its name from the rattling sound of its call.

They laid their eggs in nests on the ground.

The last laughing owl found was recorded in 1924.



Owl Fact File

Find out about a species of owl and then complete the information about it.
What species of owl is it?

How big or heavy is it?

What does this owl eat?

Where does this owl live?

What other interesting facts can you find out about this owl?

What does this owl look like?
Draw a picture here.



Snowy Owl

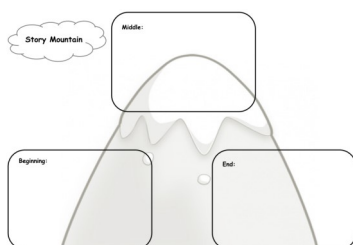
Orally list...



Orally list...

Orally explain...

Story Mountains are often used to reflect on the key parts of a story—the middle is usually where there's a problem and the ending usually has a resolution. Can you make a story mountain of the Owl Babies story?

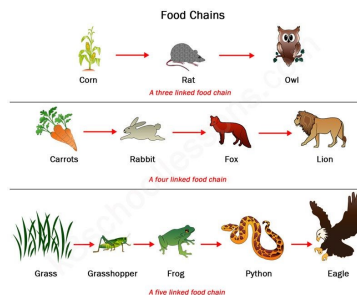


Think of what your parents or grown ups say to you when you're worrying. What might help to calm the owl babies?

What exciting adjectives can you think of? Year 2s—make sure you think of some expanded noun phrases!

- Can you find places in your local areas where owls might live? What can we do to protect those habitats?
- What is a habitat?
- Find out about the babies of different types of creatures. How quickly do they grow? How do their parents look after them?

Research and make a food chain which includes owls. What do they eat? What creatures might eat them?



Create a paper plate Owl!

Paper Plate Owl

You will need:

- Paper plates (two per child)
- Brown, orange and white card
- Brown paint
- Scissors
- Glue stick
- Black felt-tip pen



1. Take two paper plates and paint them all over one side with brown paint. Wait for the paint to dry.
2. Once the paint is completely dry, carefully, cut one of your paper plates in half. These two halves will make your owl's wings.
3. Glue the wings to the back of your owl's body.
4. Cut out two circles from the white card. These will be your owl's eyes.
5. Glue the eyes onto your owl's body. Then, use the black felt-tip pen to add black pupils to the middle of the eyes.
6. Cut a triangle out of the orange card. Glue this to your owl's body to make the beak.

use the instructions on page 24 of the home learning pack.

Y1–Spellings to practise

- owl
- habitat
- feathers
- home
- mother
- baby

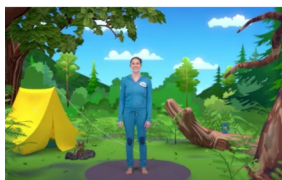
Y2– Spellings to practise

- feathers
- predator
- children
- climb
- busy
- whole

Use items found in your garden or in the park (e.g. leaves, twigs, feathers) to create a picture of an owl outdoors. OR an owl scene. (Make sure you send pictures in)

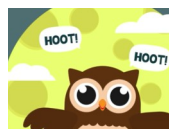


Perfect your Yoga skills by joining in with this fun Cosmic kids session—*Tallulah the Owlet*



Link:; <https://www.youtube.com/watch?v=2aje33UPuxE>

Learn and sing a new song – I really enjoyed these two. Can you perform them to a family member?



Link: <https://www.youtube.com/watch?v=7kEjZHKXLDg>

Link : <https://www.youtube.com/watch?v=-XxjG6Ox5k>

More interesting videos/links on Owls

<https://www.bbc.co.uk/bitesize/clips/zw7w2hw>

<https://www.youtube.com/watch?v=zbwzxiVlzcY>

<https://www.youtube.com/watch?v=ifXMpuNk9RA>

Maths—worksheets

If you would like to recap previous learning, you can complete the worksheets in the home learning packs available to collect from schools. Alternatively you can go on BBC Bitesize, White Rose Maths or Top Marks.

<u>Y1— Subtraction crossing 10 (2)</u> This week we are focusing on addition using our Number and Place Value skills to support us. Complete sheet from Pack 2 titled 'Y1— Subtraction crossing 10 (2)'	<u>Y2— Add equal groups</u> We will be using our counting skills to support us in multiplication and division this week. Complete sheet from Pack 2 titled 'Add equal groups'
<u>Y1— Related facts</u> Complete sheet from Pack 2 titled 'Related facts'	<u>Y2— Multiplication using the x symbol</u> Complete sheet from Pack 2 titled 'Multiplication using the x symbol'.
<u>Y1— Compare Number sentences</u> Complete sheet from Pack 2 titled 'Compare number sentences'.	<u>Y2— Use Arrays</u> Complete sheet from Pack 2 titled 'Use arrays'.
<u>Y1— Subtraction recap</u> Use this opportunity to consolidate your subtraction skills. Rather than find number bonds for a number simply by adding 2 numbers together, find number bonds using subtraction. For example, $21-1 = 20$. $22-2 = 20$. $25-5 = 20$. $30-10 = 20$. What patterns do you find? Find different number bonds involving subtraction for 10, 15, 20 and 25.	<u>Y2— The 2 times tables</u> Complete sheet from Pack 2 titled 'The 2 times table'
<u>Y1— Addition/subtraction reasoning</u> Discuss the 'Maths Talking Points' on page 5 of this document. How would you answer each question? Show your working out. This is good practise for	<u>Y2— The 5 times tables</u> Complete sheet from Pack 2 titled 'The 5 times table'

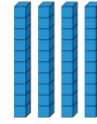
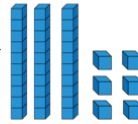
Maths—Talking Points

What method would you use to find out the answer? How would you check your answer?

Amir has 16 apples. Ron has none.
Amir gives Ron 9 apples.
Who has the most apples now?
Explain how you know.

Rosie and Amir are comparing numbers they have made.

Rosie's



Amir's

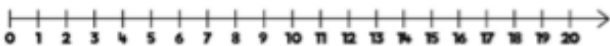


My number is greater because I have more objects.

Is Rosie correct?

Explain your answer.

How many ways can you complete this number sentence?
Use the number line to help you.



$$\square - \square = 11$$

Complete the statements using more than, less than or equal to.

42 is _____ 46

81 is _____ $60 + 4$

$30 + 8$ is _____ thirty-eight

Complete the number sentences.

4 tens and 9 ones > _____

_____ < $70 + 5$

_____ = eight tens

Put <, > or = in each circle to make the statements correct.

28 30

90 $70 + 28$

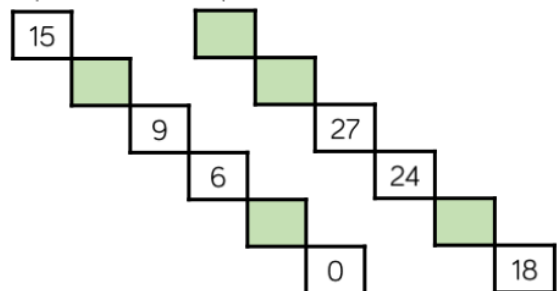
$30 + 23$ $40 + 13$

$20 + 14$ 24

What do you notice about the numbers that are circled?
Continue the pattern.



Complete the number sequences.



Amir has 15 stickers. He collects 3 more each day.
Complete the number track to show how many he will have in six days.



Whitney has 16 sweets and eats 7 of them.

Mo has 17 sweets and eats 8 of them.



Who has more sweets left?

Explain how you know.

Story Mountain

Middle:

Beginning:

End:

