

2nd class

Note to the parents/ guardians:

Thank you so much for engaging with the last menu of work, the effort, encouragement and time you all gave it is incredible and so appreciated. We hope you and the boys enjoyed it and had some fun with the different tasks.

This set of work is very similar to the last set, as it is a 'menu' of work for you to choose from to suit your child and circumstances. During this stressful and difficult time we do not want to put any pressure on you and the boys to get this work done. Most importantly stay safe and healthy.

Second class teachers 😊

Note for the boys:



Well done on all of the hard work you did boys! You worked so well and did an absolutely amazing job. We are all so proud of you and how well you are working at home.

We still miss you all and wish we were back in our classrooms as this would have been a very exciting time for all of us! Keep working hard and doing your best at home and hopefully we will see each other soon, but for now you really deserve what is on the next slide, Well done boys!

For the fantastic 2nd class boys...



Superstar Award

Congratulations to Hollypark 2nd class boys

for doing the most amazing work at home and being super boys!

WELL DONE!

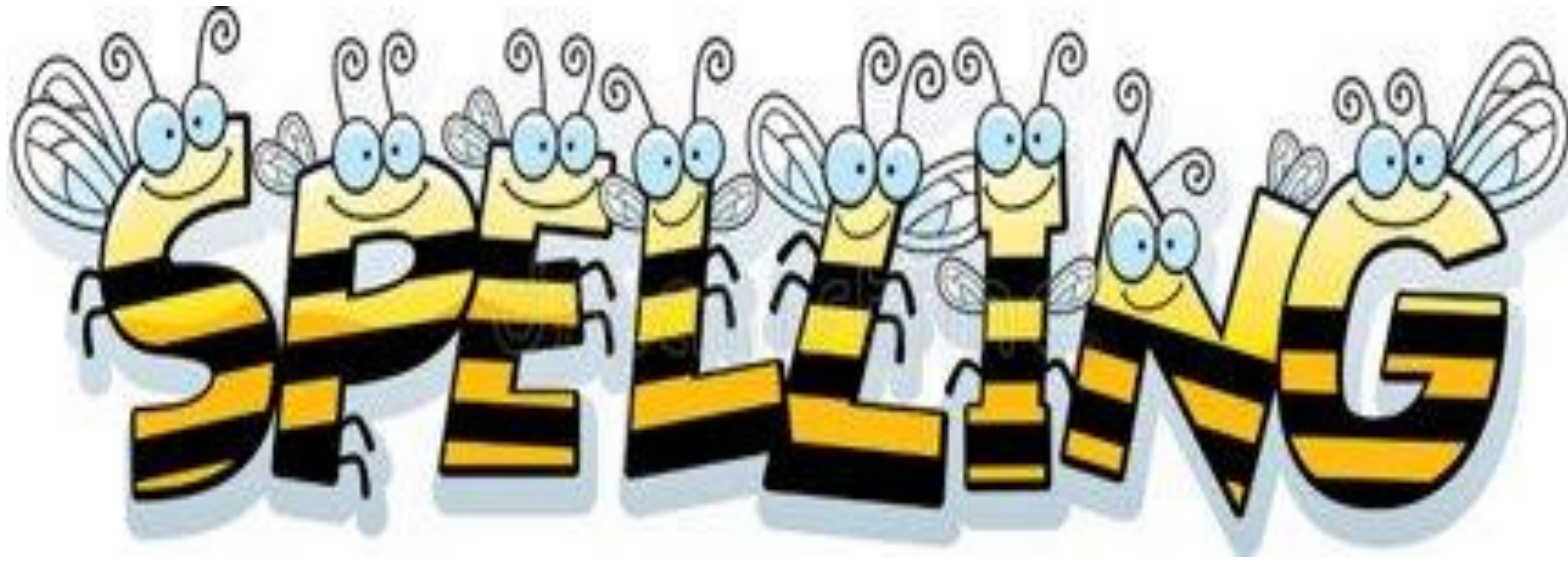
Date 27th April 2020

Signed 2nd class teachers



A short message from Mr. Mitchell





Spelling

- Oi words (week 1)
- Oy words (week 2)

Oi Words

Use Your LCWC Method

1. Voice
2. Point
3. Choice
4. Disappoint
5. Noisy
6. Coiled
7. Moist
8. Joined
9. Rejoin
10. Avoid

- ▶ Optional Extras:
- ▶ Put five of the words into interesting sentences.
- ▶ Write out the dictionary definitions.
- ▶ Think up some more Oi words.
- ▶ Ask someone to test you.



Oy Words

Use Your LCWC Method

1. Destroy
2. Cowboy
3. Enjoyed
4. Loyal
5. Royal
6. Oyster
7. Employed
8. Joyful
9. Ahoy
10. Annoyed

- ▶ Optional Extras:
- ▶ Put five of the words into interesting sentences.
- ▶ Write out the dictionary definitions.
- ▶ Think up some more 'oy' words.
- ▶ Ask someone to test you.



oy

m a c e m p l o y k e l
i r a n n o y r e d n o
b e h j k m w s x s o y
w s o c v r f r t y h a
n j y m j o y s t e r l
c o w b o y u i o k l o
n y e u p a b d y y e p
y c a o t l e e s r n t
u t h y a n n c a s j r
a r a n y t e o j b o y
h d e s t r o y a o y r
p e v o y a g e c v o s



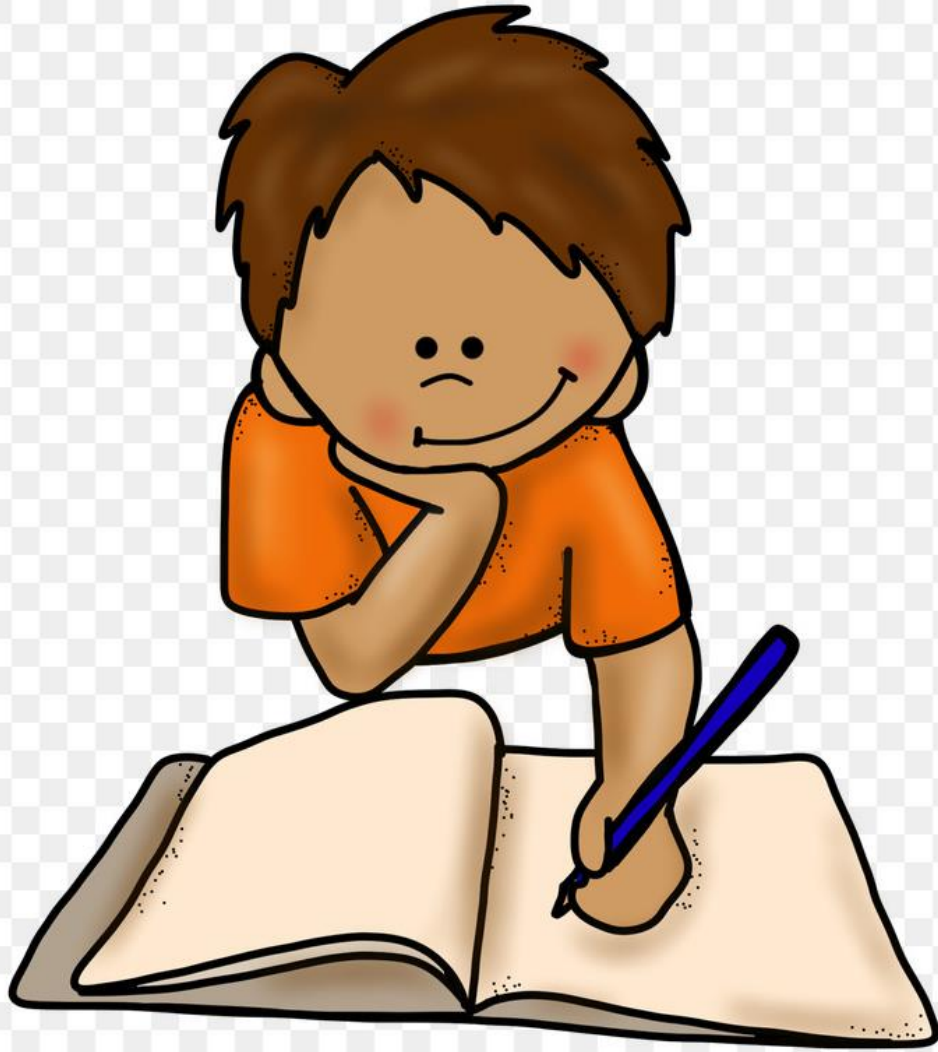
oy
oyoy
oyoy
oyoy

oy
oyoy
oyoy
oyoy

oyoy
oyoy
oyoy
oyoy

oyoy
oyoy
oyoy
oyoy





Creative Writing

EXERCISE YOUR IMAGINATION



You will need:

- Pencil and rubber
- Lined paper or copybook
- Colours
- A quiet place to think
- Your imagination

Task Menu

(Choose how many tasks you wish to complete and in any order you choose.)

- ❖ A Haiku (pronounced hi-koo) is a traditional Japanese poem with 17 syllables (chin bumps). It is divided into three lines of five, seven and five. Haiku are usually written about nature. Write your own Haiku about the signs of spring in your locality. Write your Haiku out in your best joint writing and decorate with a spring-themed frame.
- ❖ Write a book review of a book you've recently read or your favourite book. Write about the main characters, name and draw your favourite character, say what the story is about and whether you liked it or not. Give reasons for your opinions.

Task Menu



- ❖ Write a Lockdown Diary entry for a time capsule. Start it with 'Dear Diary, today was the same as every day' and give detail about your day.
- ❖ Imagine someone finds your time capsule in the year 2120. What might their daily life be like and what might they think of your life? Write about it and draw a picture.
- ❖ Design a colourful poster to thank essential workers for the important work they are doing for our country. Display it in your window!
- ❖ Write an ad for something you've invented. Describe its features in detail. Price it fairly and include a picture.

Grammar



-
1. Irregular Verbs Past Tense (wk 1)
 2. Punctuation (wk 1)
 3. Homophones (wk 2)
 4. Irregular Plurals (wk 2)

Irregular Verbs Past Tense (wk 1)

- To change a verb to the past tense, we usually just add

-ed

- For example, walk/walked or cook/cooked.
- But, some verbs are **REBELS** and don't follow the usual rules!



- We just have to learn these verbs.



Some Irregular Verbs

- Buy/Bought
- Eat/Ate
- Go/Went
- Am/Was
- Make/Made
- Keep/Kept
- Sleep/Slept
- Know/Knew
- Come/Came
- Catch/Caught
- Say/Said
- Sink/Sank
- Shake/Shook
- Run/Ran

Change these irregular **REBEL** verbs into the past tense and pick any 5 to put into your own sentences.

1. Bring
2. Sing
3. Drink
4. Dream
5. Draw
6. Dig
7. Know
8. Ring
9. Feel
10. Read



| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | S | T | R | W | K | Q | J | E | A | K | S | C | W | B | X |
| Y | C | A | E | P | X | O | E | V | O | Y | E | E | V | E | J |
| C | O | R | N | X | S | H | D | O | P | H | N | Q | J | G | Z |
| M | H | S | P | G | R | C | T | R | B | K | T | R | T | A | Y |
| T | H | T | Q | I | A | G | N | O | A | P | J | O | Y | N | B |
| G | T | S | A | T | N | W | R | N | H | N | G | B | U | M | I |
| T | T | X | W | H | V | S | G | O | E | D | K | B | H | U | V |
| A | U | X | F | Y | K | H | Z | B | W | R | O | R | Q | S | N |
| A | W | R | O | T | E | I | N | M | A | J | O | E | H | Z | C |
| T | B | M | U | G | M | A | D | E | R | T | U | H | E | F | K |
| E | G | O | E | Q | Q | T | N | W | S | W | G | A | N | D | B |
| O | A | C | U | A | H | S | W | A | M | M | H | T | E | A | F |
| E | V | H | A | G | H | B | E | G | E | C | T | E | R | D | Z |
| Y | E | Z | A | M | H | Y | K | L | I | N | P | A | R | A | F |
| S | B | A | W | L | E | T | B | A | F | C | N | W | D | N | A |
| T | C | X | T | T | Y | S | S | S | L | P | L | T | T | V | N |
| R | D | I | D | I | T | R | E | A | D | L | T | C | O | M | H |
| X | Q | T | G | G | H | H | U | D | Y | P | T | A | M | A | T |



Punctuation (wk 1)

Exclamation mark

An exclamation mark (!) is used at the end of a sentence to show a strong feeling such as surprise, anger or excitement.

Ouch! Something stung me!

Wow! What a great shot!

"Stop pulling my hair!" Sue screamed.



Rewrite this passage putting in commas(5), full stops(4), capital letters(13), apostrophes(4), exclamation marks(4) and question marks(1).

can you believe we are still off school we should be back after the easter holidays comparing how many chocolate eggs weve eaten i bet id win we should be learning in an actual classroom not this weird remote learning at home business

i miss school especially my friends i will be so happy the day we can go back but i am making the best of this situation i can spend a lot of time on my hobbies im learning to bake and so far ive made scones cupcakes brown bread banana bread and cookies baking is the best



Homophones - Put some of these words into interesting sentences. (wk 2)

HOMOPHONES

Allowed



Smoking is not **allowed** here.

Aloud



The pain made him cry **aloud**.

Altar



The groom left the bride standing at the **altar**.

Alter



I can't **alter** the plans.

Ant



Ants work hard all summer.

Aunt



My **aunt** lives in Canada.

Ate



I **ate** three hot dogs.

Eight



I work **eight** hours a day.

Ball



Tom caught the **ball** with one hand.

Bawl



I couldn't help it, I just started **bawling**.

Band



They formed a **band** when they were still at school.

Banned



Leaders of the **banned** party were arrested last night.

Plurals – Irregular (wk 2)

- We've done some of these before!
These are REBELS too!
- They don't follow the normal plural rules.
- To make a plural, they might change vowels, change the whole word, or add a different ending!
- We just have to learn irregular plurals.



Here are some examples

More than
one man =
men.

More than
one person =
people.

More than
one mouse =
mice.

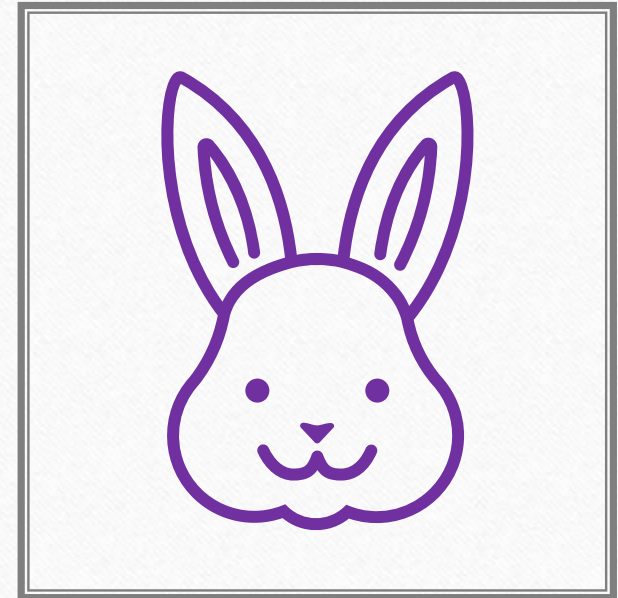
More than
one child =
children.

More than
one foot =
feet.

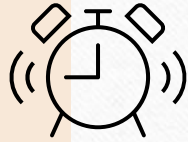
More than
one goose =
geese.

More than
one tooth =
teeth.

More than
one louse =
lice.



Now, its your turn!



Complete the sentences with the plural form of the noun in brackets.

1. Brush your (tooth) **teeth** before going to bed.
2. It appears there are (mouse) _____ in the barn.
3. These (man) _____ are walking to the bus.
4. Canadian (goose) _____ fly south for winter.
5. This cart is still pulled by (ox) _____.
6. Put the books on the (shelf) _____.
7. Roll the (die) _____; it's your turn.
8. All the dirty (knife) _____ go in the dishwasher.
9. Peel a few more (potato) _____ for dinner.
10. The dog had a litter of (puppy) _____.



Oral Language and Reading Comprehension



Note to parents/guardians.

This work has been split into two weeks of work with 5 oral language tasks and 5 reading comprehension tasks in each week.

We would like the boys to attempt one task from oral language and one task from reading comprehension a day if possible.

When completing the oral language tasks the boys can read and answer the questions orally, try to have a conversation with them about what they are talking about and ask any other questions based on the task.

Materials needed:

- Pencil - Rubber
- Colours
- Copybook/ blank paper
- Imagination -Creativity



Reading



- Please continue reading your own books at home, make sure you read some of the pages out loud to someone at home.
- If you would like to do some extra reading here is a great book that you could read a few pages of a day out loud:
https://readon.myon.co.uk/reader/index.html?a=ftm_zooe_f09

When reading remember:

- To pause at commas and full stops
- To read nice and slow
- To change your voice if there are speech marks or ? And !
- To change your voice for different characters.



Oral Language (wk 1, task 1)

The Park



Look at the picture. Talk about what is going on.

- 1) What place is shown in the picture? Is there a place like this near where you live?
- 2) Pick 5 things in the picture and try to spell the words.
- 3) What are the people in the picture doing in the park?
- 4) Who do you go to the park with and what do you do in the park?
- 5) Why do people enjoy spending time in the park?
- 6) Why might people prefer to walk their dog in the park rather than on the street? Explain your answer.

The Park



Look at the picture. Talk about what is going on.

Task 2

- 1) Imagine you have just finished eating your bar chocolate at the park. What three things could you do with the wrapper?
- 2) What do builders and gardeners put in parks to make people enjoy spending time in them?
- 3) What animals might you find in a park?
- 4) What habitats or home do those animals live in?
- 5) Describe the weather in this picture in 5 sentences using lots of lovely adjectives (describing words).
- 6) Examine the picture and think of 4 different things you might hear if you were in this park.

Task 3

The Park



Look at the picture. Talk about what is going on.

- 1) When the weather is wet and cold, what might the park be like? Can you describe how the picture might change?
- 2) What might you smell when you visit the park? Where might they be coming from and what would they be like?
- 3) The man in the orange t-shirt, can you think of three emotions to describe how he might be feeling? Why might he be feeling that way?
- 4) The woman with the pink hair, can you think of three things that she might be thinking about?
- 5) What month of the year and season do you think it might be in the picture? Why?
- 6) If it was in Autumn would the picture look different? In what ways would it look different?

Task 4 - Tell me five things for each question.



Tell me something you could buy from the supermarket.

Tell me something you could give someone for their birthday.



Tell me a place you could go after school.



Tell me somewhere you could read a book.



Task 5 - Tell me 5 things for each question.

Tell me something you might have for dinner.



Tell me something you might see at the park.



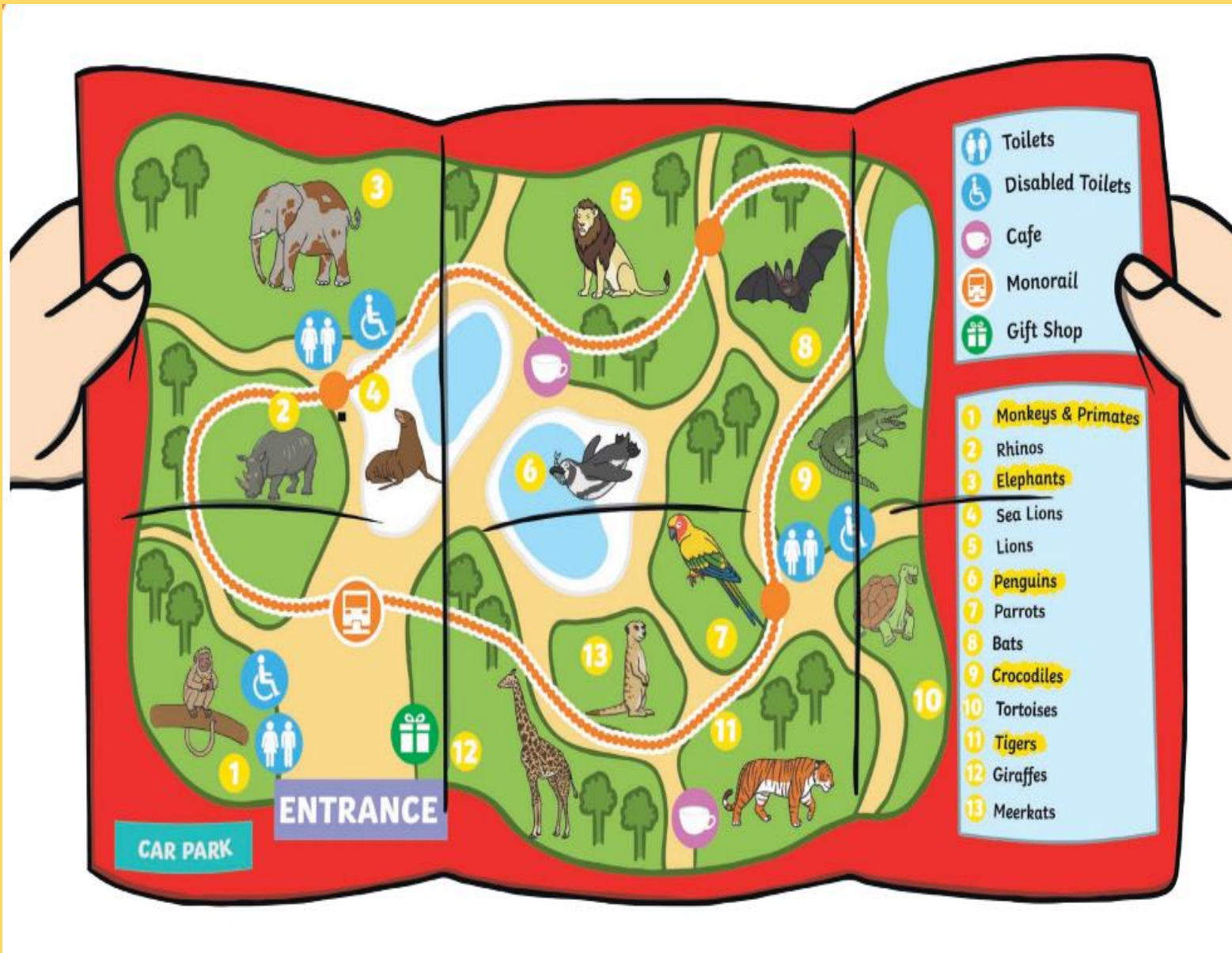
Tell me something you might see at the beach.



Tell me something you could do outside.

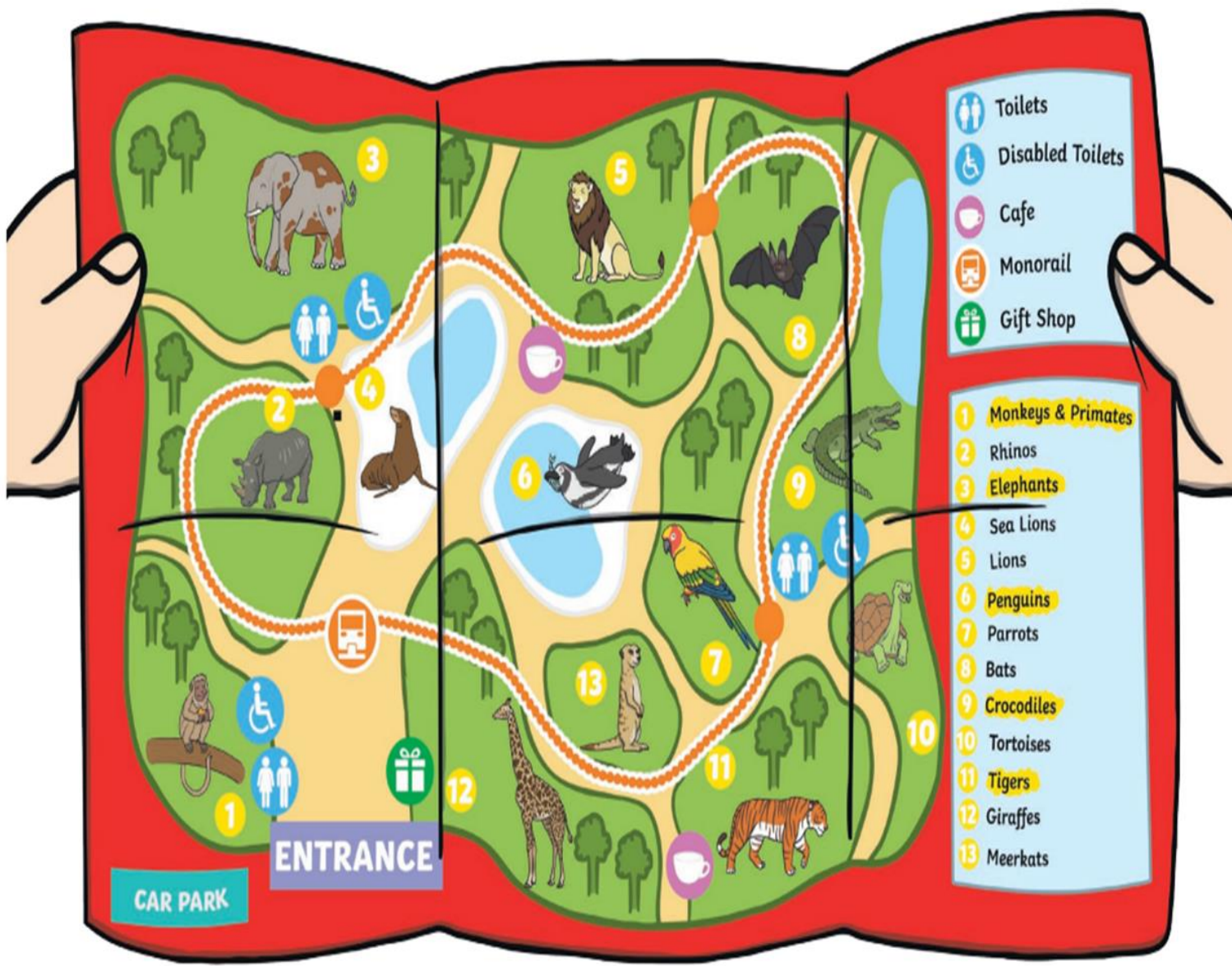


Oral language (wk 2, task 1)



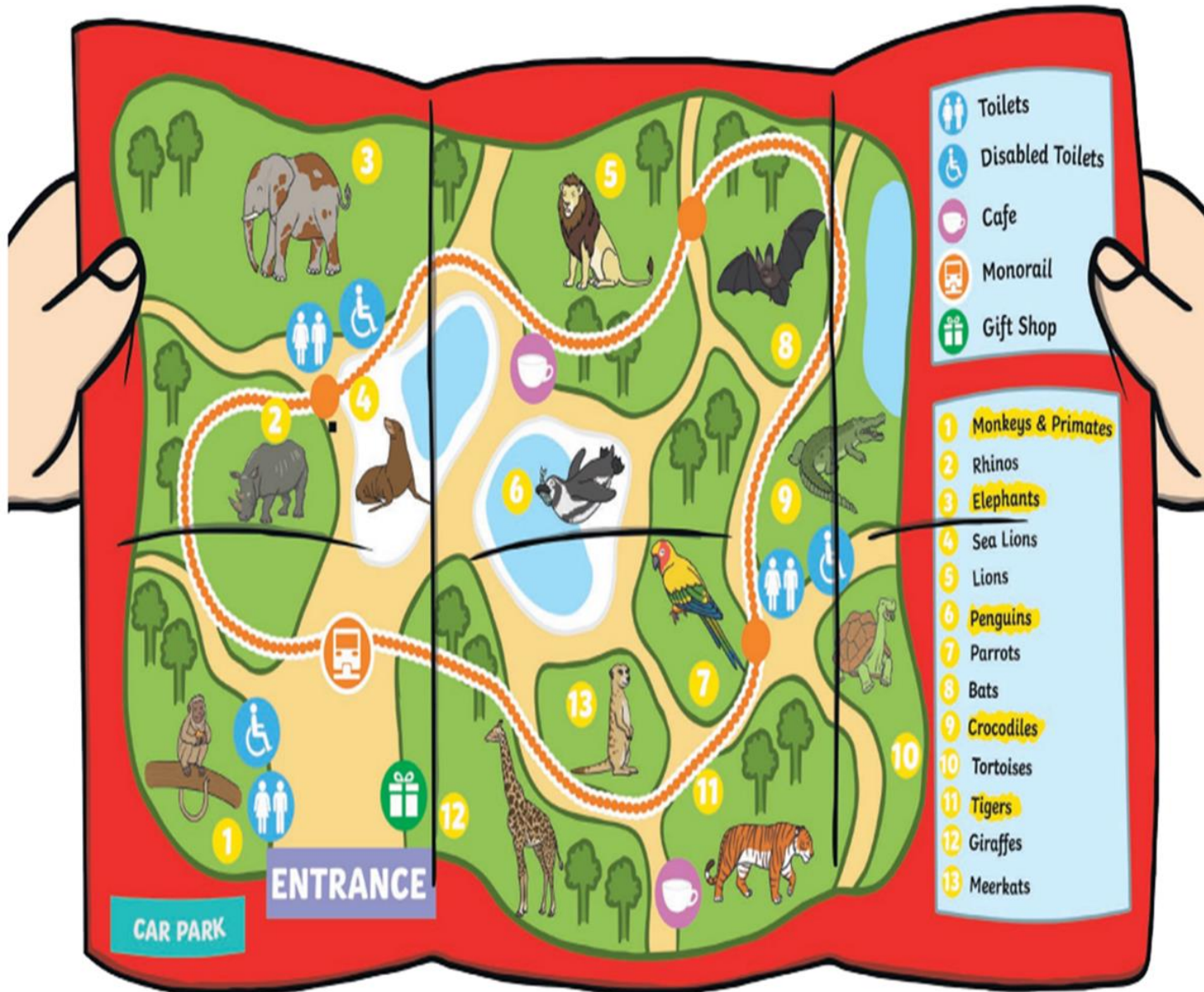
- 1) What do you think this is a map of? Why?
- 2) Why do we need to use maps?
- 3) Have you ever used a map before? Where? Why did you need to use it?
- 4) What can you see on the map? Have you ever been to a place like this?
- 5) Who did you go with? What was your favourite thing there? Why?
- 6) What do the orange dots going around the map symbolise?

Task 2



- 1) Pick five animals on the map and spell their names.
- 2) What animal would you like to see the most? Why?
- 3) Sinéad was going to the zoo for her birthday. Have you ever gone somewhere exciting for your birthday? Where did you go? Who did you go with? What did you do?
- 4) What number is the Elephant on the map? Have you ever seen an elephant? What do we call its long nose? How would you describe an elephant to someone who has never seen one before?
- 5) What number is the tiger on the map? Can you think of 5 words to describe a tiger? What do you think a tiger eats? Why do you think a tiger wants to be camouflaged among the long grass?

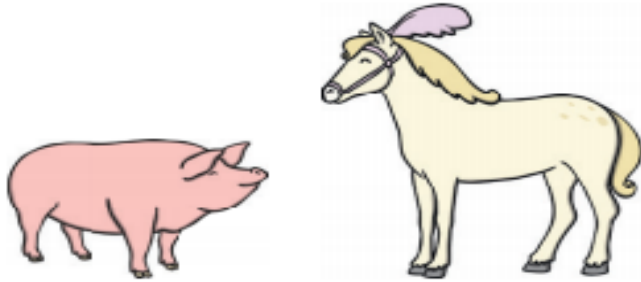
Task 3



- 1) The zoo-keepers have to feed all the animals. Have you even seen any animals being fed? What do you think they might feed the penguins and seals? Why?
- 2) The worlds oldest turtle is 187 years old! Do you know anything else about turtles?
- 3) Monkeys can be very noisy at the zoo. Have you even seen monkeys? Can you name any types of monkeys? What do monkeys like to eat?
- 4) If you were to visit this zoo how long do you think it would take for you to get around the whole zoo?
- 5) Plan a day at this zoo from the time you get up to the time you get home. How you are going to get to the zoo, who you are going with, what animals you are going to see first, what are you going to eat and what you might get in the gift shop!

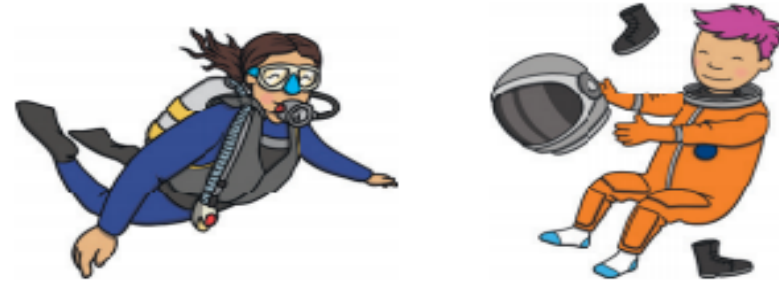
Task 4 - Have a think and answer these interesting questions!

Do you prefer pigs or horses?
Why?



twinkl.com

Would you rather live underwater
or live in outer space? Why?



twinkl.com

Do you prefer ice cream or
chocolate cake? Why?



twinkl.com

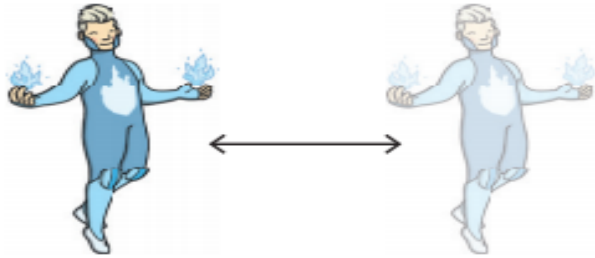
If you could fly, what would you
do? Why?



twinkl.com

Task 5 - Have a think and answer these interesting questions!

If you could turn invisible what would you do? Why?



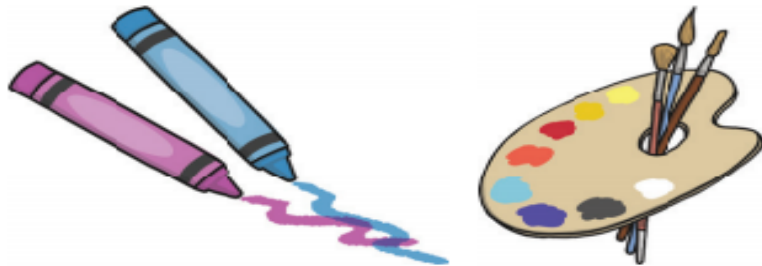
twinkl.com

Would you rather ride a bike or take the bus? Why?



twinkl.com

Do you prefer crayons or paint? Why?



twinkl.com

Would you rather be very hot or very cold? Why?



twinkl.com

Oral language games



- **Word tennis**- think of a topic e.g. football. You and a partner have to go back and forth each saying a word associated with the topic e.g. jersey, goal until one of you cannot think of another word.
- **Don't say it** – write down objects or people on a piece of paper put them all in a bowl and pick one out. You have to describe the word written on the paper without saying the word.
- **The ministers cat**- You say the sentence 'The Ministers cat is a ____ cat'

You have to pick a word to describe the type of cat it is, start at A and work your way through the alphabet. E.g.

The ministers cat is an annoying cat

The ministers cat is a beautiful cat

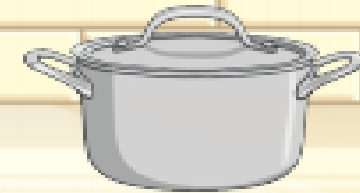
and then a different word starting with c and so on.

Reading Comprehension



Task 1 - Read the procedure over the next two slides and answer the questions that follow.

How To Make Blackberry Jam



Equipment

8 jam jars*

Large mixing bowl

Small saucer

Large pan

Fruit squeezer

***Make sure you wash your jars and lids in warm soapy water, then dry them in the oven at 170°C for 10 minutes**

Method

1. The night before making your jam, you will need to put your blackberries and sugar, mixed together, in a large bowl. Cover the bowl and leave it aside at room temperature overnight.
2. In the morning, give your berries and sugar a stir so that they are ready for when you start cooking.
3. Put a small saucer in the freezer to be used later.
4. Put all the berries into your pan. Make sure you scrape out all the sugar and juices from the bowl.
5. Squeeze your lemon and make sure you get as much juice out of it as you can.
6. Stir the lemon juice into the pan with your berries.
7. Turn on the hob on a low heat and put your pan on.

Ingredients

1.8kg blackberries

1.5kg jam sugar*

1 lemon

***Make sure the sugar you use has added pectin in it. This helps the jam to set.**



8. Once the sugar is completely dissolved, bring the pan to the boil and simmer for 5 minutes.
9. It is now time to test your jam. Put a small spoonful of jam onto your saucer from the freezer. If it wrinkles a little when you touch it with your finger, your jam is ready. If it is too runny, put it back on the heat and boil for a further 2/3 minutes, then check it again. Continue this until your jam wrinkles when you test it.
10. Leave your jam to sit in the jars for 15 minutes before putting on the lids.

Your blackberry jam will taste lovely on some homemade scones, brown bread or toast!

Task 1 – Answer these questions based on the blackberry jam recipe

Write the answers down in your best handwriting and please use full sentences 😊

- 1) Read through the recipe two times to yourself and then one time out loud and see if there are any words you do not understand. Use a dictionary to look them up or ask someone to explain them to you.
- 2) Write a definition for what the word dissolved means.
- 3) Find and make a list of five different nouns that are in this recipe.
- 4) Find and make a list of ten different verbs (Bossy words) that are in this recipe. Then put them in alphabetical order.
- 5) Find and make a list of 8 words with one syllable, 6 words with 2 syllables, 4 words with three syllables.



Task 2- Answer these questions based on the blackberry jam recipe

- Write the answers down in your best handwriting and please use full sentences 😊

1) What ingredients do you need to make the jam?

2) What is the first step in the method?

3) Can you think of another word instead of method?

4) Why do you think the berries and sugar need to be kept in a bowl overnight?

5) What part of the method might you need an adults help with? Why?

6) How do you know when the Jam ready?

7) Would you like to make this jam? Why/why not?





Task 3- Find your own recipe in a recipe book and answer these questions.



Pick any recipe you like in a recipe book and read through it two times to yourself and one time out loud.

- 1) Read through the recipe and see if there are any words you do not understand. Use a dictionary to look them up or ask someone to explain them to you.
- 2) Find and make a list of as many different nouns that are in the recipe.
- 3) Find and make a list of as many different verbs that are in the recipe. Then put them in alphabetical order.
- 4) What are the ingredients needed to make this recipe?
- 5) How many steps are in the method?
- 6) How long would it take you to make this recipe?
- 7) Why did you choose this recipe?

Task 4 - Using the recipe from yesterday create your own comic strip.

- Use the recipe you read yesterday and I want you to create a comic strip like this:

Comic Strip

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

- Try and keep the method to 8 steps only or less. Draw a picture of the step and a sentence underneath each one describing what the step is.

- Remember to use bossy words in the sentences.



- Please use different words at the start of each sentence:

meanwhile first last
next then finally
eventually this evening
last week after a
while soon afterwards
meanwhile

Comic Strip

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

Task 5 - Writing your own procedure.

- Follow a template similar to this:



| Writing Instructions | |
|---|---|
| How to make a _____ | |
| Ingredients • _____ • _____ • _____ • _____ • _____ | Equipment • _____ • _____ • _____ • _____ • _____ |
| Method _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ | |

- I want you to describe how to make your favourite sandwich.
- List what ingredients and materials you will need
- Write the steps of the method using 'bossy words'
- Use different words at the start of each sentence.
- Keep it short and simple and they will sound really yummy!

Comprehension (wk 2, task 1)

- Write the answers down in your best handwriting and please use full sentences 😊

1) Read this report on whales to your self two times and out loud once.

2) Write down a definition for what the word endangered means.

3) What five letters are vowels? _ _ _ _ _

4) Find and write down 5 words in the report that begin with a vowel.

5) Find and write down 5 words in the report that end in a vowel.

6) Find and write down 5 words in the report that have two vowels in the middle e.g.
friend



Humpback Whales

Humpback whales are enormous and adults can grow to lengths of up to 19 metres. They are famous for their magical songs which can be heard from over 20 miles away. Humpbacks are friendly and curious creatures and are a popular species amongst whale watchers. Sadly, humpback whales are considered to be an endangered species. However, numbers have been growing in recent years and it is thought that there are now 80,000 humpbacks alive today!



Appearance

Humpback whales have a distinctive appearance. They have a large, knobby head, a black body and long fins. In fact, they have the longest fins of all marine mammals. Female humpbacks are larger than males and can weigh up to 36,000kg (six times as heavy as some elephants!)

Life Cycle

Babies grow inside their mothers for just under 12 months and when calves are born, they measure about 6 metres in length. Humpback whales tend to live alone or in small groups (pods). However, mothers and their calves stay together for up to one year. Humpback whales are found in oceans around the world. They tend to feed in colder waters and then migrate to warmer seas in the winter in order to breed and give birth. Their diet consists mostly of krill (small crustaceans) and small fish and they feed by swallowing large mouthfuls of water which contain the fish.

Fun Facts

- The scientific name for humpback whales is 'megaptera noveangliae' which means 'giant wings'.
- Humpbacks live for about 50 years although they have been known to live to almost 100!
- Humpback whales are air-breathing mammals and can hold their breath for up to 45 minutes!

Humpback Whales

Behaviour

Humpbacks are famous for their playful behaviour and one of the most awe-inspiring sights is that of a humpback whale leaping out of the water and splashing down with its fins and tail (this is known as breaching). Male humpbacks sing songs that last for up to 20 minutes and are different depending on what ocean they are in. Scientists are not entirely sure why they sing but one thought is that they do it to attract female whales. Humpbacks have been observed interacting with other species and they have even been seen protecting other sea creatures from predators such as sharks and killer whales.



Task 2 – Answer these questions about the humpback whale report



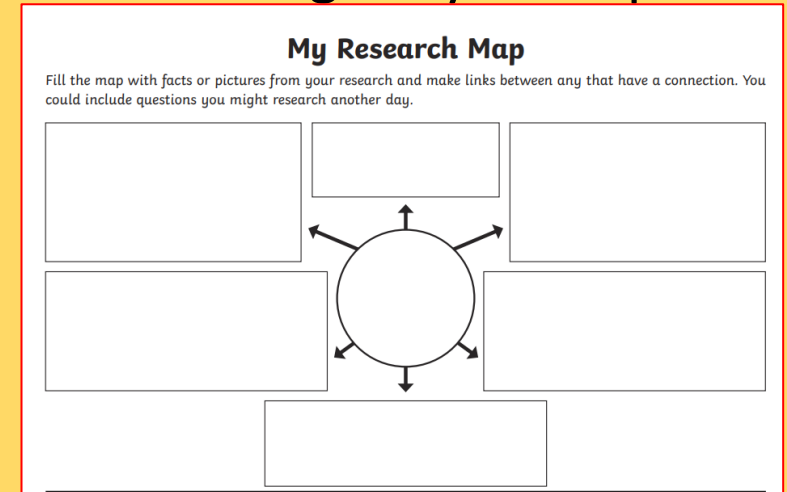
• Write the answers down in your best handwriting and please use full sentences 😊

- 1) From how far away can humpback whales magical songs be heard?
- 2) What do Humpback whales look like?
- 3) What is the name of the small groups that humpback whales live in?
- 4) Why do humpbacks migrate in the winter?
- 5) Describe what “breaching” means.
- 6) Why do you think humpback whales sing?



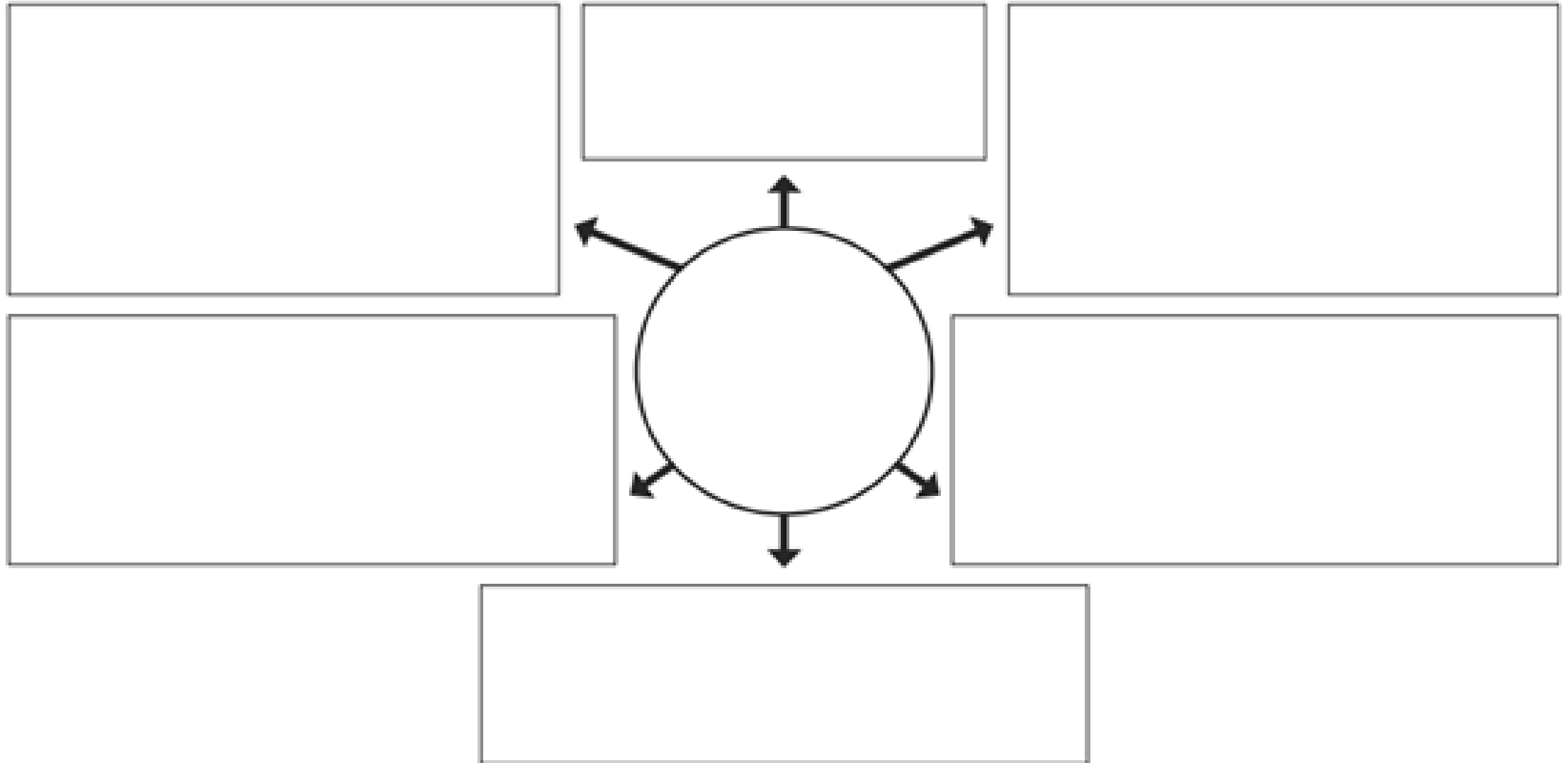
Task 3 – Brainstorm ideas for report

- You are going to write a report about any interesting animal you want to choose.
- You are going to write a few sentences about each of these headings in your report:
 - What the animal eats
 - What the animal looks like
 - Where the animal lives
 - Fun facts about the animal



- First you need to brainstorm your ideas and research some information about the headings above. You can use any type of brainstorm or follow the template above. Write down a few words in each box about your animal or any interesting research you find.

My Research Map



Task 4 - Writing Report

Using the information you gathered already you are going to write 3 or 4 sentences today about:

- What your animal eats.
- What your animal looks like. Please draw a picture of your animal.

- You can follow this template or anything similar to this.
- Remember to use your brainstorm To help you.

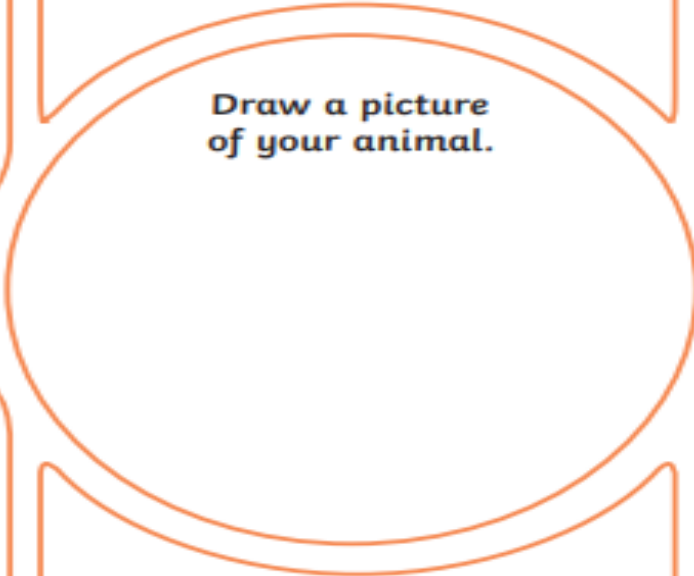
The image shows a writing report template with five sections:

- What They Look Like**: A rectangular box with a rounded top and bottom, containing six horizontal lines for writing.
- Where They Live**: A rectangular box with a rounded top and bottom, containing four horizontal lines for writing.
- What They Eat**: A rectangular box with a rounded top and bottom, containing six horizontal lines for writing.
- Draw a picture of your animal.**: A large, irregularly shaped oval area for drawing.
- Did You Know?**: A rectangular box with a rounded top and bottom, containing three horizontal lines for writing.

What They Look Like

Where They Live

**Draw a picture
of your animal.**



What They Eat

Did You Know?



Task 5 - Finishing Report



You will finish writing your report today, by writing 3/4 sentences about:

- Where your animal lives.
- Fun facts about your animal.

Once you have finished writing your report read through it 2 or 3 times to edit it, look out for:

- Full stops
 - Capital letters
 - Correct spellings.
- After this present your report to two people in your house or ring someone and read it to them nice and slow. Great work you finished your report well done! 😊 😊

SESE – History Geography and Science

Week 3 and 4 remote learning

Note for parents

- Materials needed – pencil, rubber, copy, colours, imagination, creativity!
- All tasks are suggested and can be modified to suit your individual child as you see fit.
- Extra work is suggested only for those who feel willing and able to take on more tasks.
- All lessons should be enjoyable and engaging. Please allow for feedback from your child.
- Please email any completed work or feedback to 2ndClassTeachers@hollyparkbns.ie

History (Week 1)

- Find an old favourite family photograph
- Describe the people in the photograph (oral)
- When do you think the photograph was taken? (oral)
- How have the people changed in appearance from the time the photograph was taken to now? (oral)
- What is different about the clothes that people are wearing in the photo to the clothes they wear now? (oral)
- Write 5 sentences about all of the changes you have talked about.

History (Week 2)



History (Week 2)



History (Week 2)

- Have a look at the two photos on the previous two slides.
- Can you name the street or the city the street is located in?
- That's right, its O'Connell Street in Dublin city centre.
- What year do you think the first photo was taken in?
- What year do you think the second photo was taken in?
- What are the changes you notice between the two photos?
- Are there some buildings on the street that look the same? Write 5 sentences about the changes you noticed between the photos and the things that looked the same.
- (Extra work)
- Do you know the name of the tall monuments in the middle of the street? Do some online research about these monuments or talk to your parents or grandparents about them.

History (Week 2)

- Draw a picture of your road or the area that you live in.
- Include as many details as you can. (Houses, trees, cars etc)
- Now draw a picture of your road or the area that you live in as you imagine it 50 years ago.
- What things have you changed in your picture?
- What things have stayed the same?

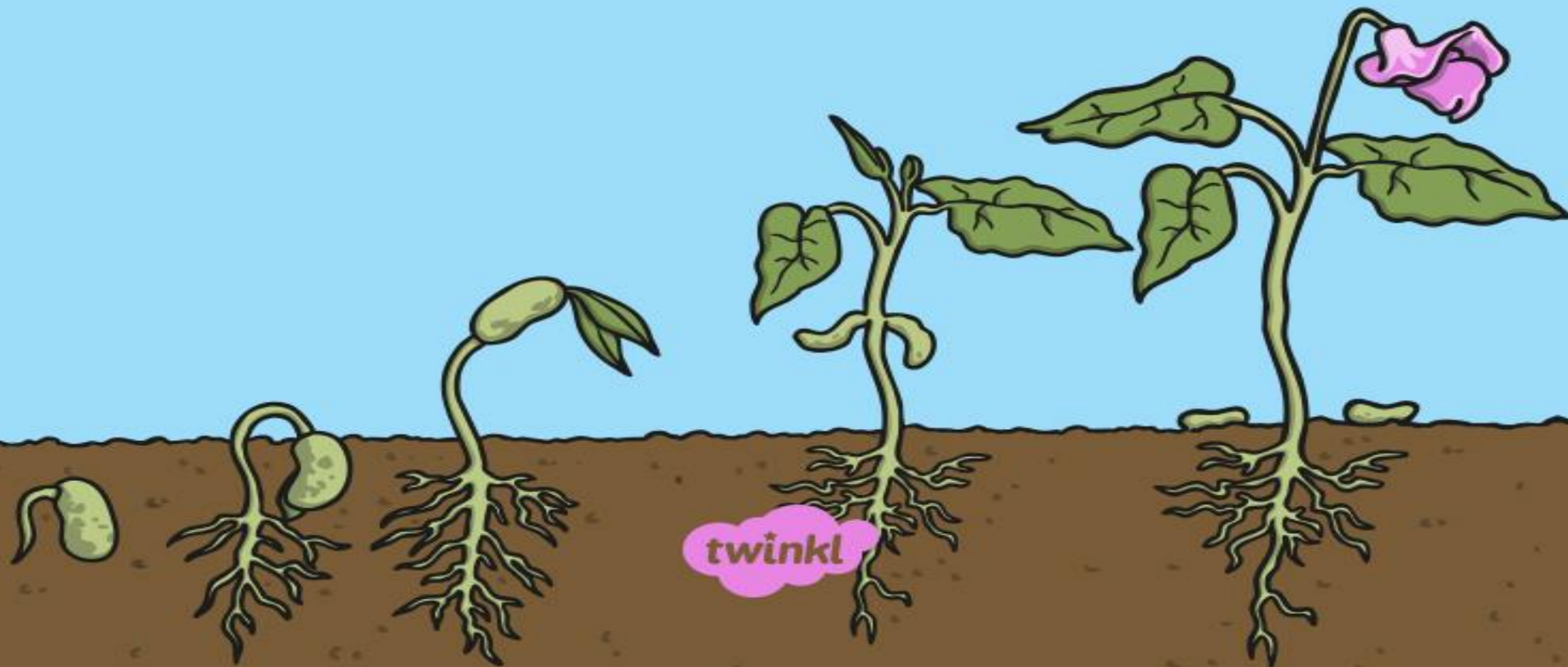
Science (Week 1 and 2)

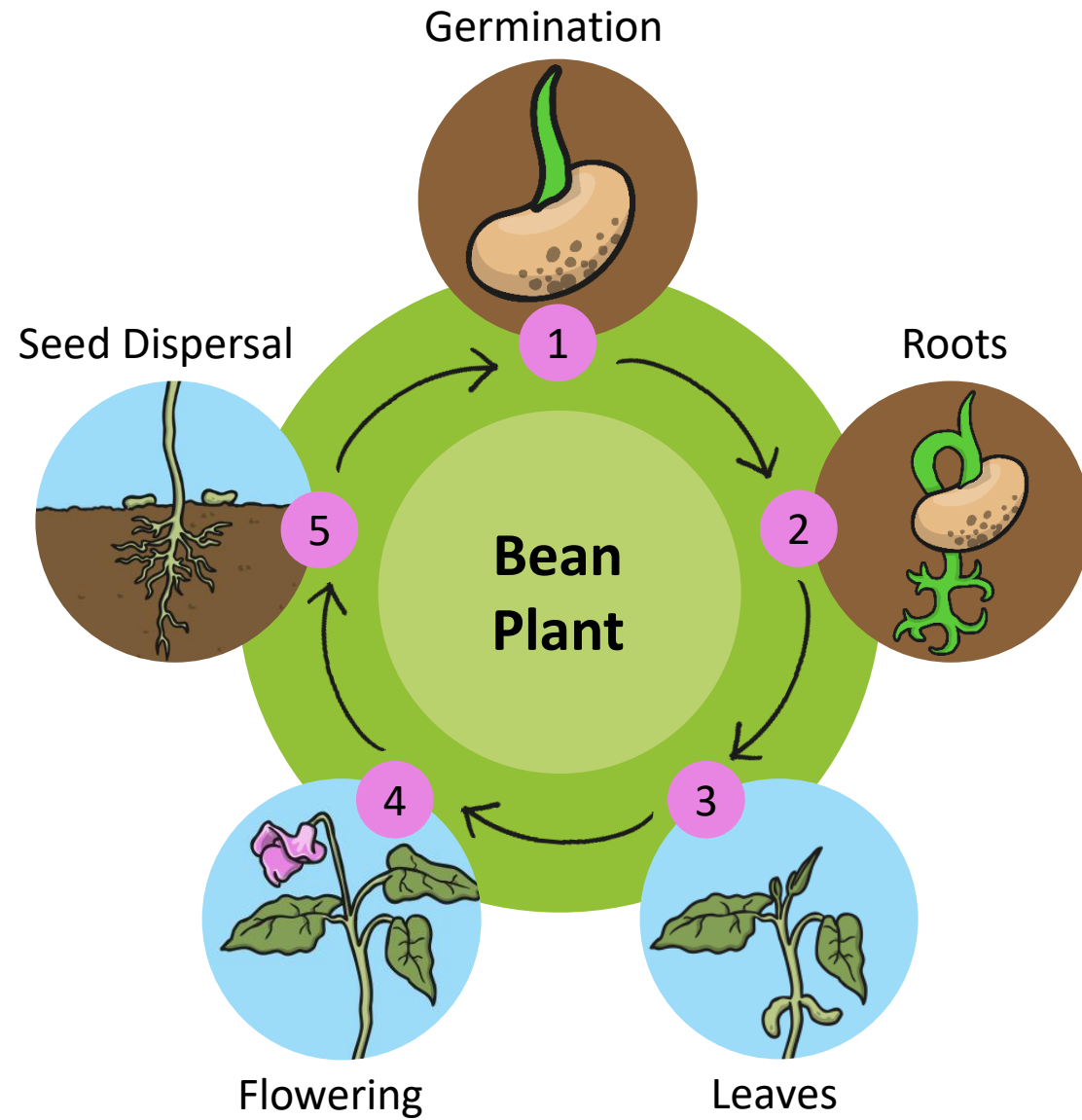
- Life cycle of a plant
- Materials needed
- If you have some seeds at home you can plant them in a small box in your window.
- If you don't have seeds at home don't worry you can do some observation of the life cycle of plant.
- Pencil
- Paper
- Colours

Science (Week 1 and 2)

- Plant your seeds in a small box with good access to sunlight.
- Why do your seeds need good access to sunlight? That's right, the sun provides the energy for the seeds to grow.
- If you don't have seeds what do you notice about where plants are growing in your garden or in a green area near your home?
- That's right, seeds need sunlight to grow so they are planted in a place with good access to sunlight. What else do they need? That's right, they need water in the soil.
- If you have seeds you can keep a diary of your seeds growing and how they are changing in appearance every day. If not, pick a plant that you can see from your window and keep a diary of how it is changing in appearance.
- Draw a sketch of your seeds or your chosen plant and show the changes that are happening. Alternatively you could take a photograph of the changes.
- Draw a diagram of the life cycle of a plant into your copy. (See next set of slides to help you)

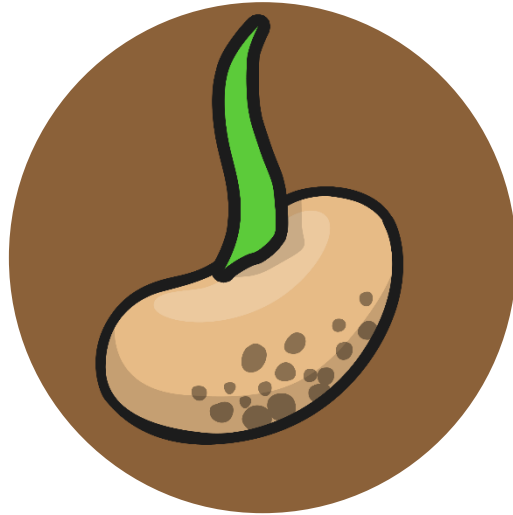
The Lifecycle of a Flowering Plant





1. Germination

The seed starts to grow when condition are suitable.



2. Roots

Roots grow, usually underground.



3. Leaves

A stem and leaves form, and the plant makes its own food (photosynthesis).



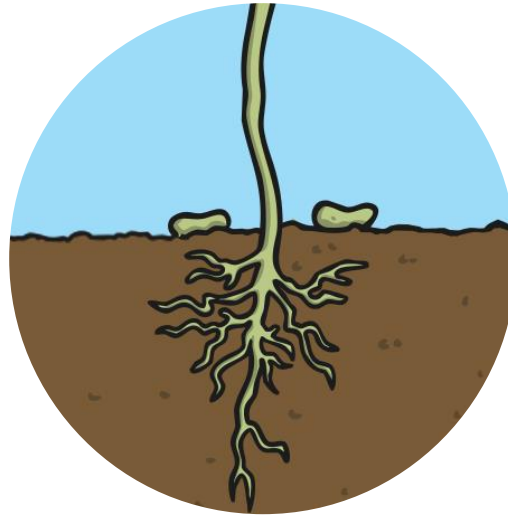
4. Flowering

The pollen in the flowers is used to make seeds.



5. Seed Dispersal

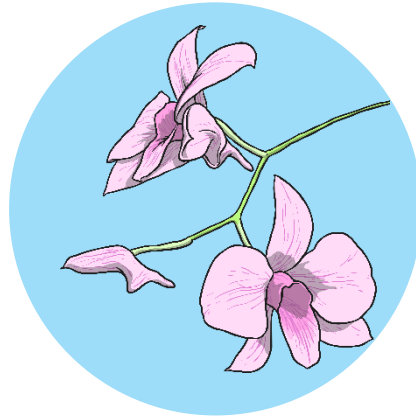
Seeds are spread out so they can grow where they are not fighting for space with the parent plant.



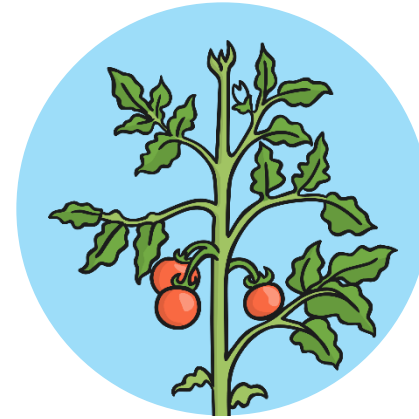
Other Flowering Plants



Sunflower



Orchid



Tomato plant



twinkl



twinkl



twinkl



twinkl

Geography (Week 1)

Mapping your locality



-we're hugely grateful to the wonderful william patten pupils who talked to us favourite places in the area and created many of the fabulous drawings we used in these maps.

Geography (Week 1 and 2)

- Mapping your locality
- We hope you have been able to get out for plenty of fresh air in the last few weeks in the two kilometre radius around your house.
- On a blank sheet of paper make a list of all the things you see on your walk every day.
- Now try and draw a map of your local area. Start with your house or apartment, then include your road, then move into your wider area. Try to include things like parks, rivers, traffic lights, roads, trees and shops.

Geography (Week 1 and 2)

- Focus on one place that you have included in your locality map.
- You can pick from a natural environment such as a river or green area or a man made environment such as your local shop.
- Write down directions for how to get to this place if walking from your house.
- Make sure to include key phrases like turning left, turning right and going straight ahead.
- Make sure to include all of the places that you pass along the way. Try to be as descriptive as possible and make sure to include lots of lovely adjectives.
- Once you have finished you can play a guessing game with someone in your home. Give them the directions and ask them where you would end up if you followed them. Then swap around and ask them to give you directions. See if you can name the place that they were directing you to.

SESE Optional extra work

- **Making a sundial**
- **You Will Need:**
 - paper or polystyrene plates
 - sharp pencil
 - marker
 - clock
 - a sunny and not too windy day
 - ruler
 - adhesive putty, modeling clay or sticky tape
- **Method:**
- Find a spot outdoors that is not sheltered and where the sun is shining brightly.
- Find the centre of your plate and push the sharp end of the pencil into it so that it stands upright.
- Secure the pencil in place with some adhesive putty, modeling clay or sticky tape.
- Place the plate outside in your selected spot and on each hour look at where the shadow of your pencil falls.
- With your marker, draw the shadow of the pencil and write the number of the hour.
-
- Repeat until the end of the school day.
- The next day test out your sundial and make sure the shadows fall on the correct time.

SESE Optional extra work (Continued)

- Sundial experiment follow up questions
- Did you find all the shadows the same length
- Why or why not?
- How are shadows created?
- What makes this sundial work?
- How is your sundial like the first sundials in ancient Egypt?
- Draw a picture of your sundial in your copy and keep a record of your results.

Boys, we hope you find this new menu of work exciting and a bit of a challenge. You will all be well able to do it and we all know that you are going to do amazing work. Just keep trying your best and keep smiling!



Final note to parents/ guardians:

If you have any questions about this work or would like to send any of the boys' work to us, we would love to hear from you. Please do not send us any pictures or videos of the boys just their work.

Mr. Mitchell's, Ms. O'Farrell's and Ms. Webbley's boys can contact us through this email:

2ndClassTeachers@hollyparkbns.ie

Please put the teachers name in the subject.

Ms. Ó Dubhagáin's boys can contact her through class dojo.