

UCIWAI SANGAM SCHOOL

YEAR 2 WEEKLY HOME STUDY PACKAGE 4 NAME: \_\_\_\_\_

LITERACY

<b>Strand</b>	Shared reading
<b>Sub-Strand</b>	Phonics (seven parts)
<b>Content Learning Outcomes</b>	Students will be able to recognize the sounds and blend them to say the whole word.

1. **Rainbow Letters:** Write each of the letters five times with different colours.

Gg

girl



Gg

Circle the pictures with the beginning sound given.

g



2. **Read** these words and write below it.

get

dig

rag

pegs

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. **Spell** and write the words given.

gap \_\_\_\_\_

grip \_\_\_\_\_

4. **Reading Sentences:**

Dan gets some pigs.

He gets ten pigs.

The hens peck.

The cats rest.

The pigs dig.

Dan has cats, hens and pigs.

The pigs like Dan.

## Why do the pigs like Dan?

### 5. Song and Action:

Action: Make goat horns with forefingers, bring them to forehead and

Say g g g.

Song: This old goat,  
ate my shoe,  
it was hard for him to chew,  
with a g g g g g g g g g g  
now I need another shoe..

(Tune: This old man, he played one ...)

### 6. Shared Reading:

### Hog and the Dog

#### New words:

bog dog fog hog jog log

went for the fell

#### Story:

The hog. 

The dog.



The hog and dog went for a jog.



The hog and dog went for a jog in the fog.

The hog and the dog sat on a log.





The hog and the dog fell in the bog.



Dell got the hog and the dog from the bog.

The hog and the dog got wet in the bog.

7. **Writing:** a. Complete the sentences with these words.

**bog      hog      wet      dog**

The \_\_\_\_\_ and \_\_\_\_\_ sat on a log.

The hog and dog got \_\_\_\_\_ in the \_\_\_\_\_.

b. **Comprehension:**

1. What animals are in this story?

\_\_\_\_\_

2. What type of exercise were they doing?

\_\_\_\_\_

3. Where did they sit?

\_\_\_\_\_

4. What happened to the hog and the dog?

\_\_\_\_\_

5. Who got the hog and the dog out of the bog?

\_\_\_\_\_

c. Rhyming words:

Write words ending with og

**og** \_\_\_\_\_

d. Drawing and Colouring:

dog



hog



log



e. Verbs:

Rewrite the sentence and each time replace the underlined verb with a new verb from the given list.

I jog here with my brother.

run	walk	play	swim	come
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1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

UCIWAI SANGAM SCHOOL

YEAR 2

WEEKLY HOME STUDY PACKAGE 4

NAME: \_\_\_\_\_

NUMERACY

<b>Strand</b>	Numbers
<b>Sub-Strand</b>	Whole numbers (Comparing and Ordering)
<b>Content Learning outcomes</b>	Students should be able to identify the relationship between greater than and less than.

Activity:

1. Circle the bigger number.

29    8

36    26

11    19

93    13

55    22

43    63

2. Circle the smaller number.

34    37

41    18

52    57

12    21

76    29

89    98

3. Rewrite the numbers from smallest to biggest.

a. 42   18   26   33            

b. 57   32   28   45            

4. Rewrite these numbers from biggest to smallest.

a. 65   21   38   13            

b. 20   52   86   79            

c. 8   91   15   64

UCIWAI SANGAM SCHOOL 2021

YEAR 2                      WEEKLY HOME STUDY PACKAGE: 4    NAME: \_\_\_\_\_

SOCIAL STUDIES

<b>Strand</b>	Myself and others
<b>Sub-Strand</b>	My Nationality
<b>Content Learning Outcomes</b>	Students will be able to identify and feel proud of their nationality.

Notes:    My Nationality

We live in Fiji.

We are Fijians.

We are proud to be Fijians.

We leave in peace and harmony in Fiji.

Fiji National Anthem

Blessing grant, oh God of nations, on the isles of Fiji

As we stand united under noble banner blue

And we honour and defend the cause of freedom ever

Onward march together

God bless Fiji

For Fiji, ever Fiji, let our voices ring with pride

For Fiji, ever Fiji, her name hails far and wide

A land of freedom, hope and glory, to endure whatever befalls

May God bless Fiji

Forever more!

Blessing grant, oh God of nations, on the isles of Fiji

Shores of golden sand and sunshine, happiness and song

Stand united, we of Fiji, fame and glory ever

Onward march together

God bless Fiji

Activity:

A. Sing the national anthem.

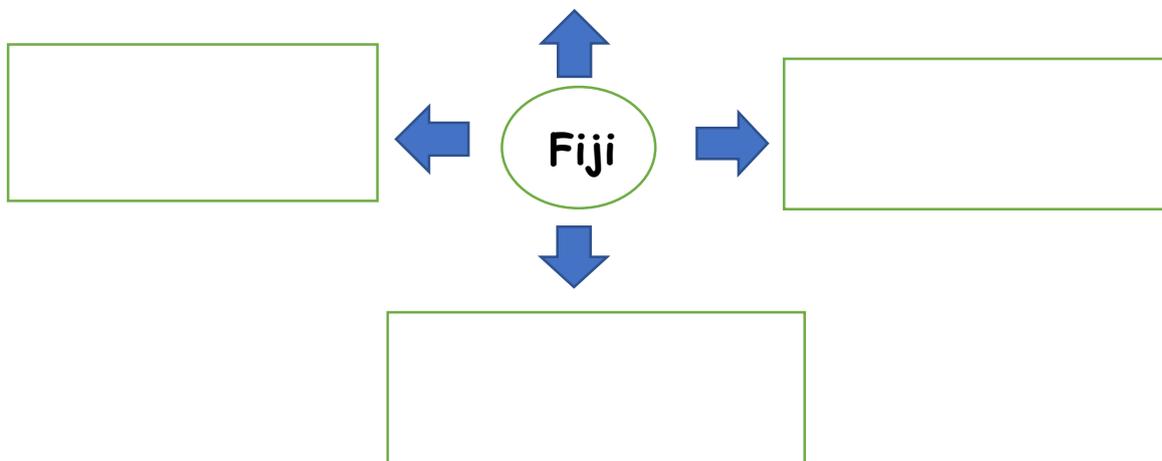
B. Fill in the blanks.

1. We live in \_\_\_\_\_.
2. We are \_\_\_\_\_.
3. We are proud to be a \_\_\_\_\_.
4. We live in \_\_\_\_\_ and harmony in Fiji.

C. My Beloved Nation Fiji

Write something about Fiji. Use words relating to your country.

Fiji is a beautiful place to live.



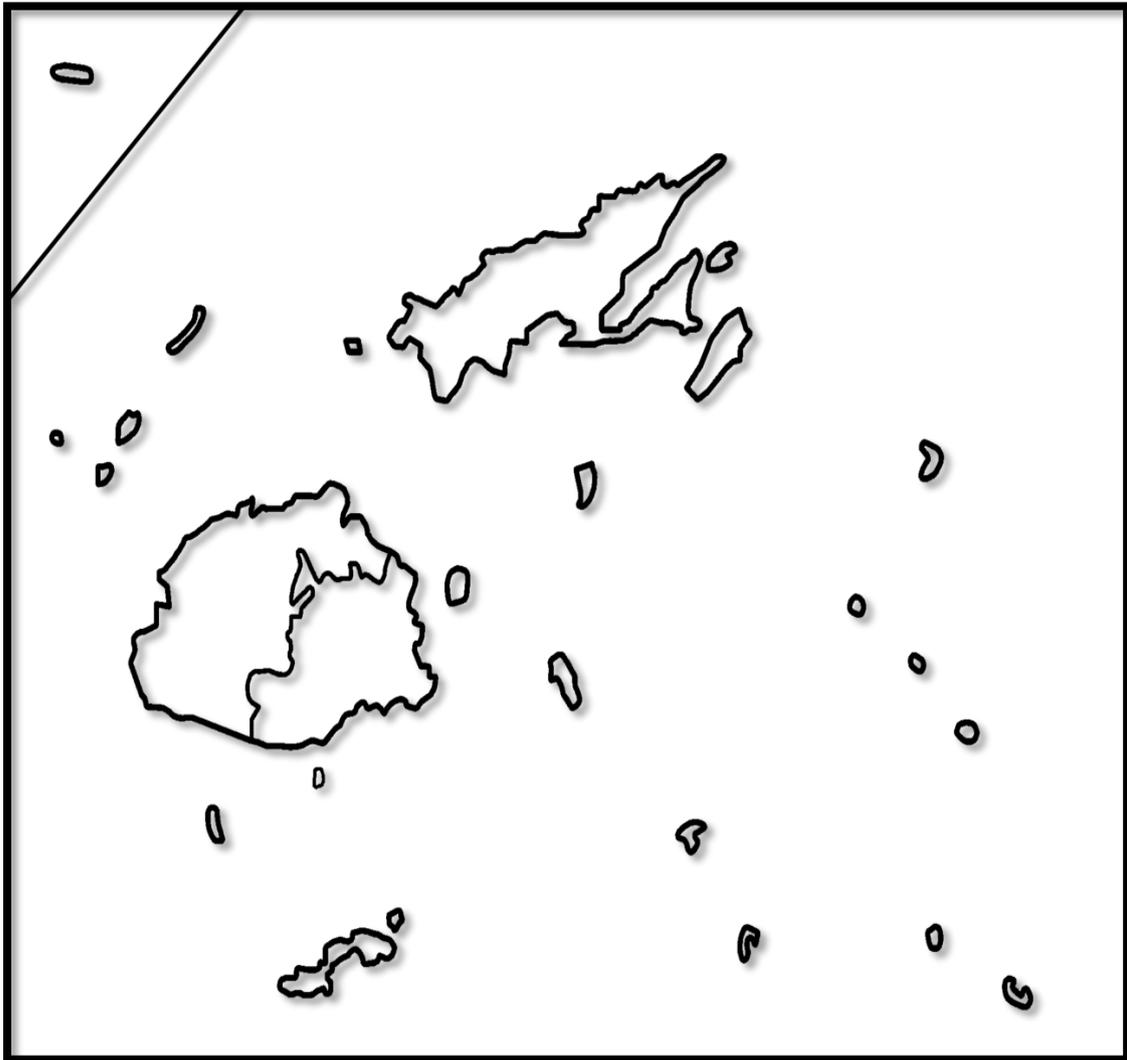
D. Stamp collection.

Collect some stamps and paste them in the space provided.

A large empty rectangular box with a green border, intended for students to paste their stamp collection.

E. Colouring map of Fiji.

Colour Vanua Levu green and Viti Levu orange.  
Colour the smaller islands yellow.



F. Some flowers of Fiji. The national flower of Fiji is Tagimoucia. It is found on the island of Taveuni only.

Franjipani



Water Lilly



Tagimoucia



Hibiscus



Zinnia



Rose



Tibouchina



Bougainvillea



UCIWAI SANGAM SCHOOL

KALASI 2

WEEKLY HOME STUDY PACKAGE: 4

YACAMU

NA VOSA VAKAVITI

STRAND : 1 Wilivola

SUB STRAND : 1.1 Wilivola kei na volavola

Na Vola Yatuvosa

A. Wilika na matua vosa ka vola

1. ka + i + ko + so = \_\_\_\_\_

E dau canu na \_\_\_\_\_

2. Ma + ta + sa + wa = \_\_\_\_\_

E ra bini na kaikoso ena \_\_\_\_\_

3. Vi + la + wa = \_\_\_\_\_

E totoka na nodra \_\_\_\_\_

4. Ma + ti = \_\_\_\_\_

Sa di levu na \_\_\_\_\_

5. Va + ka + ya + ka + vi = \_\_\_\_\_

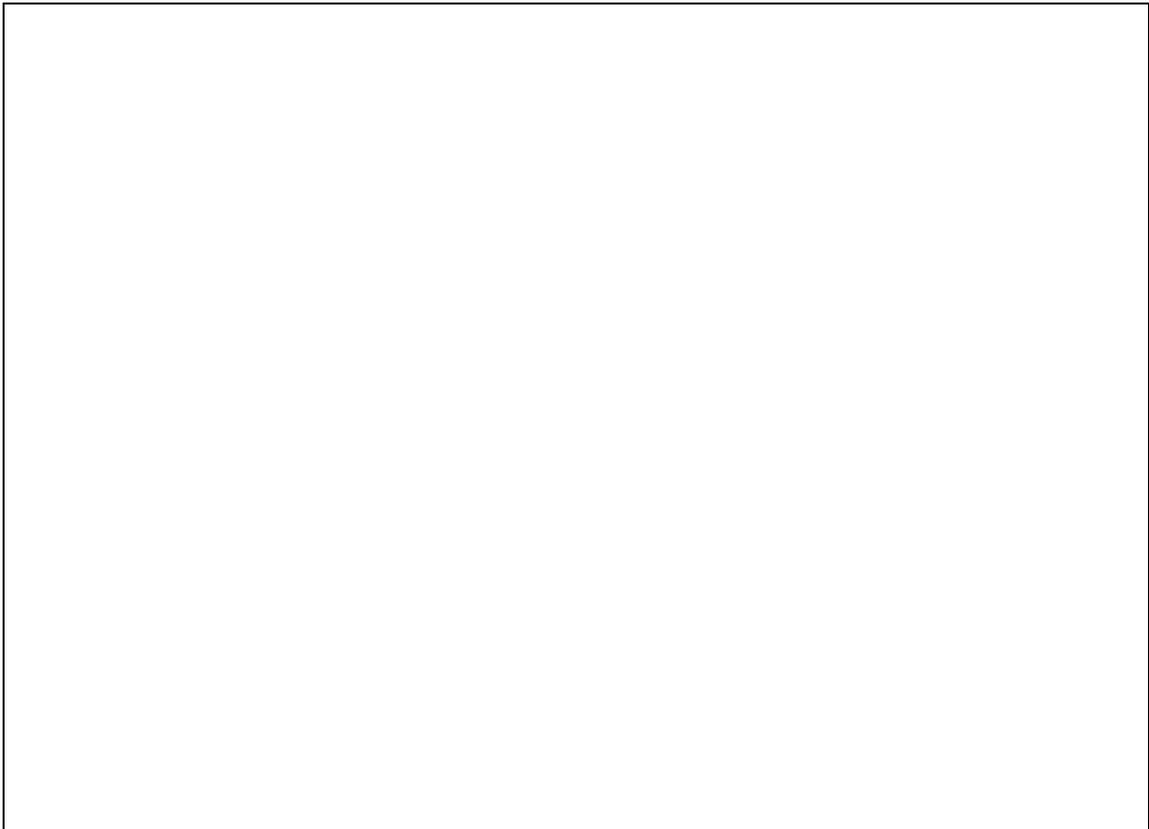
E icoi vinaka ni \_\_\_\_\_ na kaikoso.

**NA Kau Mai Ni Kakana**

1. E dau \_\_\_\_\_ na kaikoso
2. E dau \_\_\_\_\_ na ota
3. E dau \_\_\_\_\_ na niu
4. E dau \_\_\_\_\_ na moli
5. E dau \_\_\_\_\_ na tavioka

<b>Canu</b>
<b>Vili</b>
<b>Cavu</b>
<b>Sagi</b>
<b>Beti</b>

**Droinitaka e 5 kakana bulabula ka rokataka**



UCIWAI SANGAM SCHOOLYEAR 2      WEEKLY HOME STUDY PACKAGE: 4      NAME: \_\_\_\_\_ELEMENTARY SCIENCE

<b>Strand</b>	Living Things
<b>Sub-Strand</b>	Fishing
<b>Content Learning Outcomes</b>	Students should be able to: <ul style="list-style-type: none"><li>• Name at least three parts of a fish.</li><li>• Know the function of the parts of a fish.</li></ul>

Notes:Let's find out about fish

Fish live in water.

They are different in many ways like colour, shape and size.

Fish use their gills to breathe.

Fish are vertebrate animals that live in the water.

Vertebrate means they have a backbone or spinal cord.

Fish are covered in scales which are often covered in a layer of slime to help their movement through water.

Jellyfish and crayfish have the word 'fish' in their name but they aren't actually fish.

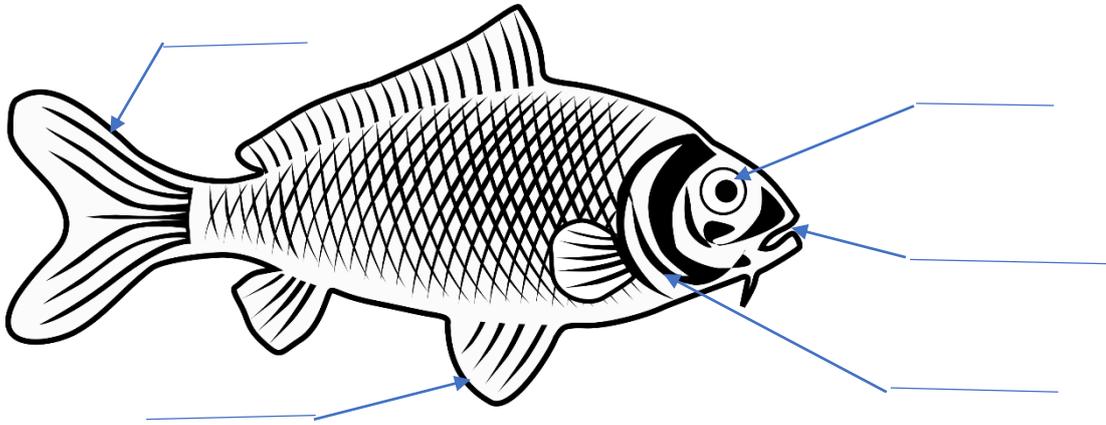
Function of the parts of a fish

1. Mouth helps fish to feed.
2. Eye to find its way around.
3. Fin helps to change direction, stay upright and move forward in the water.
4. Gill helps the fish to breathe.
5. Scales helps fish to easily and quickly swim in water.
6. Tails propels (moves) the fish forward.

**Activity:**

1. Label the fish using the word list.

mouth	eye	fin	tail	gill
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2. Fill in the blanks using the words from the word list.

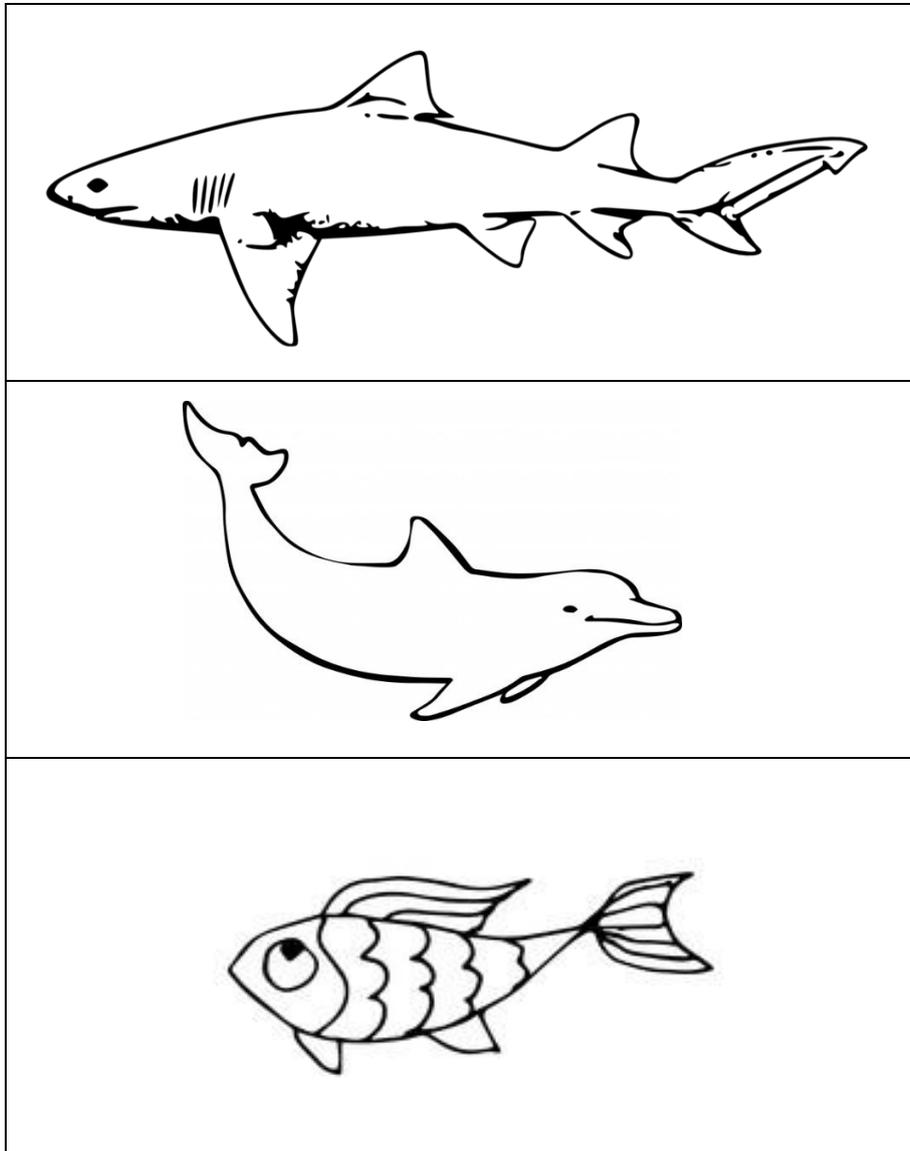
<b>Eyes</b>	<b>Gills</b>	<b>Tail</b>	<b>Mouth</b>	<b>Fin</b>	<b>Scales</b>
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Parts of a fish	Function
	Helps fish to eat.
	Moves the fish forward.
	Helps to change direction, stay upright and move forward in the water.
	Helps in seeing.
	Helps the fish to swim in water.
	Helps in breathing.

3. Choose and write the correct answer from the bracket.

- a. A fish lives in the \_\_\_\_\_ (slide/water).
- b. A way to catch fish is by using a \_\_\_\_\_ (net/bat).

4. Colour the different kinds of fish.



### Close Passage on Fish

cold-blooded

vertebrate

gills

swim

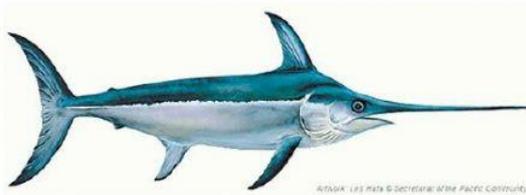
clownfish

fish

1. Fish have a backbone which makes them a \_\_\_\_\_.
2. Fish like to \_\_\_\_\_ in the water.
3. Fish have \_\_\_\_\_ they need to breathe through to survive.
4. Humans are warm-blooded animals and fish are \_\_\_\_\_ animals.
5. Most \_\_\_\_\_ have scales on the outside of their bodies.
6. Nemo is a \_\_\_\_\_.

### Match It!

Match the picture of the fish to its name.



Clownfish



Swordfish



Goldfish

UCIWAI SANGAM SCHOOL

YEAR 2

WEEKLY HOME STUDY PACKAGE:4

NAME: \_\_\_\_\_

HEALTHY LIVING

<b>Strand</b>	Personal Care and Growth
<b>Sub-Strand</b>	My body my health.
<b>Content Learning Outcomes</b>	Students should be able to name their body parts and their uses .

Activity:

A. Match each part of the body with their names.



•

• ear



•

• hands



•

• mouth



•

• eye

B. Circle the correct activities that each body part does.

1. Eyes



2. Ears



3. Hands



4. Nose



5. Mouth



C. Write the part of your body you will use to do the following.

1. Combing hair

2. Watching a movie

3. Talking on the phone

4. Changing clothes

5. Eating an apple

6. Writing

UCIWAI SANGAM SCHOOL

WEEKLY HOME STUDY PACKAGE 4

YEAR 2

HINDI

NAME: \_\_\_\_\_

Activity:

(क) Matras: सभी अशरों में दिए गए मात्रा लगाओ ।

ो क र ह ग त ल  
क प ब थ म ख

(ख) Word building:

खू + ब = \_\_\_\_\_

स + ढ + जी = \_\_\_\_\_

जा + ए + गी = \_\_\_\_\_

गो + भी = \_\_\_\_\_

(ग) Read:

सब्जी वाला

सब्जी ले लो, सब्जी ले लो

सब्जी वाला आया है ।

आलू, गोभी, अदरक, मूली,

पालक, भिंडी लाया है ।

लाल टमाटर, लौकी, गाजर,  
हरी मिर्च भी लाया है ।  
शलजम, बैंगन, बथुआ, तोरी,  
हरा पुदुना लाया है ।  
ताजी सब्जी खाओगे तो,  
सेहत खूब बन जाएगी ।  
रोगो को दूर भगा कर भैया,  
तुम्हें स्वस्थ रख पाएगी



(ख) Questions:

१ क्या आप के पाठशाला में बगीचा है ? किस तरह का ?

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२ आप के घर पर सब्जी कहाँ से आती है ? सही जवाब गोला करो ।

क बाजार ख बगीचा

३ क्या आप के घर पर बगीचा है ?

उस का रंगीन चित्र बनाओ ।

(च) Complete these sentences.

Write this sentence five times.

Each time replace the underlined noun with the given nouns.

मुझे भिंडी खाना पसन्द है ।

बीन	गजर	लौकी	गोभी	आलू
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१ मुझे खाना पसन्द है ।

२ मुझे

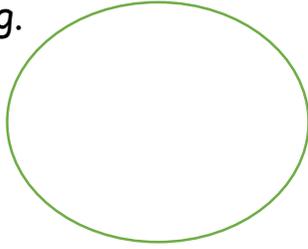
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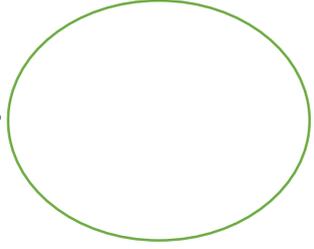
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(छ) Drawing.

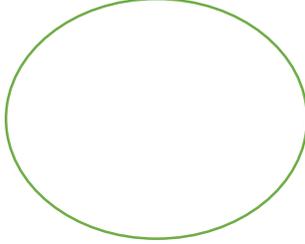
बैंगन



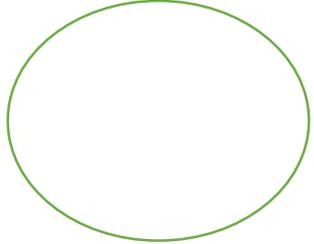
टमाटर



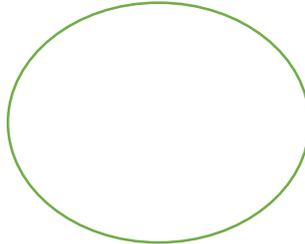
भिंडी



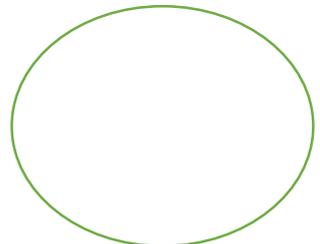
मिर्च



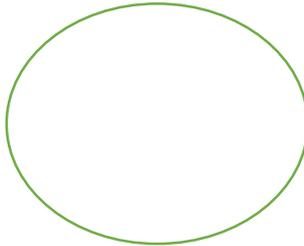
कदू



धनिया



पुदिना



गाजर

