

Year 2 Week beginning: 22nd June 2020

Please find below a list of activities to complete during the week. It is not essential that all are done and do not feel limited by this if you have your own ideas too. At school, we do Maths and English every day and would like you to do so on weekdays. The tasks will be different each week. Science, PE and RE are done every week at school. All other subjects are done on rotation so you have two weeks for these ones before new ones are set.

If you would like more ideas for online learning and additional activities, please see the list of websites that has been sent out. There are also activities suitable for Year 2 at BBC Bitesize at <https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1> and the National Academy at <https://www.thenational.academy/online-classroom/year-2#subjects>.

English – Topic- Descriptive Writing



Story Starter-

Thump...Thump...Thump...His footsteps thundered down the road, causing passers -by to stare in amazement, dogs to howl in back yards and alarmed old ladies to peer out of their bedroom windows wearing petrified looks on their faces. His legs were as long as oak trees, his torso was as wide as a house and his fists were as heavy as tractors: this metallic monster meant business. "Number 28 checking in. Over." He spoke into the radio set, built in to his helmet. His instructions crackled back through the earpiece. He knew what he had to do...

Question Time- Think about the following questions:

- Who/what is Number 28?
- What is his mission?
- Where has he come from?
- Who is he speaking to?

Once you have answered these questions have a go at continuing the story. Remember to add lots of descriptive details, you could even 'magpie' ideas from the story starter. I love the description 'His footsteps thundered down the road!' See if you can add interesting conjunctions too in order to extend your sentences such as; when, if, but, because, so, or, that. Make your story as interesting as possible.












Ongoing: Keep reading! When you read aloud try and put on different voices as if you are the characters in the story. When you have read a book give it a mark out of 10 to show how much you have enjoyed it. Make sure you discuss the text and are able to answer questions about it. Have a look at the Collins website. <https://connect.collins.co.uk/school/Portal.aspx>. Click on teacher's login. Username parents@harpercollins.co.uk Password Parents20! You can then go onto Collins Big Cat and select a book to read from the bookband that you are on. For other books to read, have a look

at this website <https://www.booktrust.org.uk/books-and-reading/bookfinder/>. There are lots of books to choose from. If you have a younger sister or brother or even a pet you could read them a story (I like reading to my dog!). How about reading a story to someone who doesn't live with you either on the phone or on FaceTime or a video call? You could also practise your phonics using games and activities on Phonics Play (website with free games) or Teach Your Monster To Read (free website or app) or Phonics Bloom (websites with free games). Teach Your Monster To Read is also good (free website or app). There is a sheet with Year 2 spelling attached. See how many you can spell. Practise those that you find tricky. Try using the words in sentences – see what silly ones you can write!

Maths - Topic: Time

This week I want you to practice telling the time. See if you can find a clock in your house. Practice telling the time to the nearest hour, half hour and quarter of an hour. Challenge yourself to recognise the minutes on the clock. Each section between the numbers is 5 minutes. How many minutes in an hour? Can you tell the time to the nearest 5 minutes?

Have a go at drawing the hands on the clocks below to make them correct.

 Half past 12	 1 o'clock	 2 o'clock	 Half past 3	
 Quarter past 12	 Quarter past 1	 Quarter past 2	 Quarter past 3	
 8 o'clock	twenty minutes later		twenty-five minutes earlier	

I have attached more of these clocks if you would like to do some more clock problems.

Ongoing:

- Keep practising your 2, 5 and 10 times tables (challenge- 3/4s) - test yourself on the Time Tables Rock Stars website. See if you can beat your scores!
- Practise adding and subtracting 2 digit numbers and 1 digit numbers such as $45 + 4$, $32 - 6$
- Double/half numbers to 20 (Challenge- beyond 20)
- 10/20 more / 10/20 less to 100
- Number bonds to 20/100 e.g. $19+1$ or $90+10$

There are additional maths activities at <https://whiterosemaths.com/homelearning/year-2/>

Science - Topic: Plants

The first stage in the life cycle of most plants is a seed. Seeds come in all shapes and sizes. Every plant has a different seed. When you're out and about see if you can find any seeds. What do you notice about them? Here are some pictures of some different seeds. Do you recognise any?



Every single seed has the beginnings of a new plant inside it, along with a little store of food to help it grow. When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called **germination**. Here is a short video of a seed germinating.

<https://www.bbc.co.uk/bitesize/clips/zb4rkqt>

Seeds and bulbs need to wait for conditions to be just right before seeds can germinate and bulbs can sprout new growth. What do you think plants need so they can sprout and grow well? Can you create a mind map of all the things plants need to grow?

I want you to imagine you are going to do a scientific test. You are going to plant 4 seeds.

One seed will be given water and sunlight.	One seed will be given water but no sunlight .	One seed will be given sunlight and no water .	One seed will be given no sunlight and no water .
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What do you predict will happen? Write your predictions in your workbook. If you have got some seeds at home you could have a go at doing this experiment yourself. And then record the actual results. Don't worry if you haven't thought as we will discuss this next week.

History - Topic: Changes Over Time: Transport

So far we have looked at cars and planes and compared how they have changed over time. Did you find out when the first car or plane was invented? Look at these 2 pictures below. The first is one of the first ships and the second is a ship from today.



Describe what you can see and explain how they are different. As a challenge research how ships have changed over time.

Geography – Topic: Where Our Food Comes From

Last week you were thinking about dairy farming and why a lot of dairy farms are in Devon. Milk from cows is either sold fresh in cartons or used as a raw material to make many other dairy products. One of the most important of these dairy products is cheese. Here is a short clip of how cheese is made. <https://www.youtube.com/watch?v=CpwWNjj91bM> (Remember to ask an adult to use the internet and to be safe whilst using it).

See if you can answer these questions from the film.

- How many years is it before calves produce milk?
- How much milk on average does an adult milking cow produce per day?
- What happens to the cheese that this company makes from the milk? Which country in particular is it sent to? How does it get there?

You will also notice that Australia is one of the countries that the cheese is sold and sent to. Using a world map, approximately how far will this journey be in kilometres? Can you plot a route for the ship to follow from the UK to Australia? Where would it stop to refuel and take on fresh supplies?

RE- Topic: Ultimate Questions

This week's big question is- What does God look like? Can you draw a picture of God and write a description of what you think he is like.

PE - Topics: Dance – Plants

Warm up- Working in the garden. Get an adult to say these instructions and act out the following moves to warm up.



Main Activity –

As we are thinking about seeds in science, this week our dance is going to focus on seeds. Imagine you're a dandelion seed. When the wind blows what happens? Does it travel quickly or slowly? Heavy or light? Now imagine you're a sycamore seed (they're the ones that we sometimes call helicopters). How do they move? They spin and turn. Maybe you could hold your arms out like a helicopter? Can you think of other types of seeds? How do they move? Sometimes seeds don't move

with the wind, they just drop to the ground and start to grow. Can you pretend to be a growing seed?

Now put all the part of your seed dance together. Can you perform it to a member of your family?

Remember to try keeping active every day using ideas from BBC supermovers, going for a walk or skipping.

Art - Topic: Surrealism

I thought we would look at an artist called Salvador Dali this week. His style of artwork is called surrealism. Salvador Dali was famous for including the images of melting clocks in his paintings, as you can see from the pictures below, which is very apt as we are learning about clocks this week.



Have a go at creating your own Salvador Dali melting clock sculpture using a paper plate.



You can find out more about Salvador Dali on this website:

<https://www.tate.org.uk/kids/explore/who-is/who-salvador-dali>

DT - Topic: Cars

Last week you explored wheeled vehicles. What did you find out? Did you do the slope test? Which vehicle travelled the fastest? Which vehicle travel the furthest? Did the surface on the ramp make a difference?

This week I would like you to draw and design a moving vehicle of your choice. How many wheels does it have? Which wheels would be best for your vehicle and why? Does your vehicle need to carry something? What does it need to carry? How could you make your vehicle appealing as well as functional. Once you have drawn your design make sure you label each part.


Music - Topic: Nursery Rhymes

Pick your favourite nursery rhyme and sing along. <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-a-to-z-index/z4ddgwx> Try singing it in different voices. What about in a different pitch? Try speeding it up or slowing it down? Can you rewrite your favourite nursery rhythm with different words?

PSHE – Topic: Changing Me

Last week you thought about lifecycles and how things change. This week I would like you to think of your own lifecycle/timeline so far. You started as a baby, then a toddler and now you are a child. Can you draw a timeline of your life, drawing pictures and adding labels and comments under each heading; baby stage, toddler stage, child stage. Finally under adult stage imagine what you will be like as an adult

Computing – Topic: Paint

Last week you used the paint program on a laptop or ipad to paint a picture- adding different shapes and filling them with different colours. This week have an explore with the *undo* and *redo* buttons at the top left corner of the screen. . If you make a mistake you can undo your work using the undo button and if you want to put it back again you can redo. If you haven't got a computer to work on, here are some activities that require computing skills but no computer:



Algorithms

Making steps and rules

 <h4>Cooking</h4> <p>Activity Make something to eat with your child. Can they draw or write the instructions (an algorithm) for someone else to follow to recreate the dish?</p> <p>Learning Algorithms are used in everyday life, such as recipes. It is just producing a set of instructions or rules which can be followed accurately.</p>	 <h4>My Amazing Game</h4> <p>Activity Ask your child to invent a game to play around the house and write out the rules (an algorithm). Play the game with them - do the rules explain everything about how to play? Can you find any loop holes in their rules?</p> <p>Learning Algorithms can be rules as well as a sequence of instructions. The rules need to be precise and specific.</p>	 <h4>Robotify Me</h4> <p>Activity Ask your child to write the instructions (an algorithm) for something they've done today. Would a robot version of themselves be able to follow this? Is their algorithm precise enough? Test it!</p> <p>Learning Here your child has written an algorithm. Algorithms are a precise sequence of instructions or set of rules for completing a task.</p>	 <h4>Timetable</h4> <p>Activity Ask your child to create a step-by-step timetable for tomorrow. What will they do first? Next? Then? Can they present their timetable in an easy to read format for others to follow?</p> <p>Learning Algorithms can be presented in different ways, here our timetable showing what we will do first, second, next is an algorithm.</p>	 <h4>Teddy Hunt</h4> <p>Activity Ask your child to hide their teddy/toy in another room in the house. Ask them to draw, write or speak the instructions (an algorithm) for someone to find it. They need to be precise with their instructions if they want their teddy found quickly!</p> <p>Learning This activity helps demonstrate why algorithms need to be precise. If they're not, the teddy won't be found!</p>
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