

Year 2 Week beginning: 29th 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- The Museum of Me**

This week I would like you to locate 5 or 6 items (more if you wish) that mean a great deal to you and create a museum showcasing these special items. You could create labels for each item giving a brief overview of what it is and tickets which could be issued to other members of your household, inviting them to the opening night of the museum. You could then facilitate a guided tour of the museum, explaining the significance of each item in turn. Finally, you to create a tourist guide enticing others to come to the museum and behold the spectacular artefacts on display! You could even include photos.

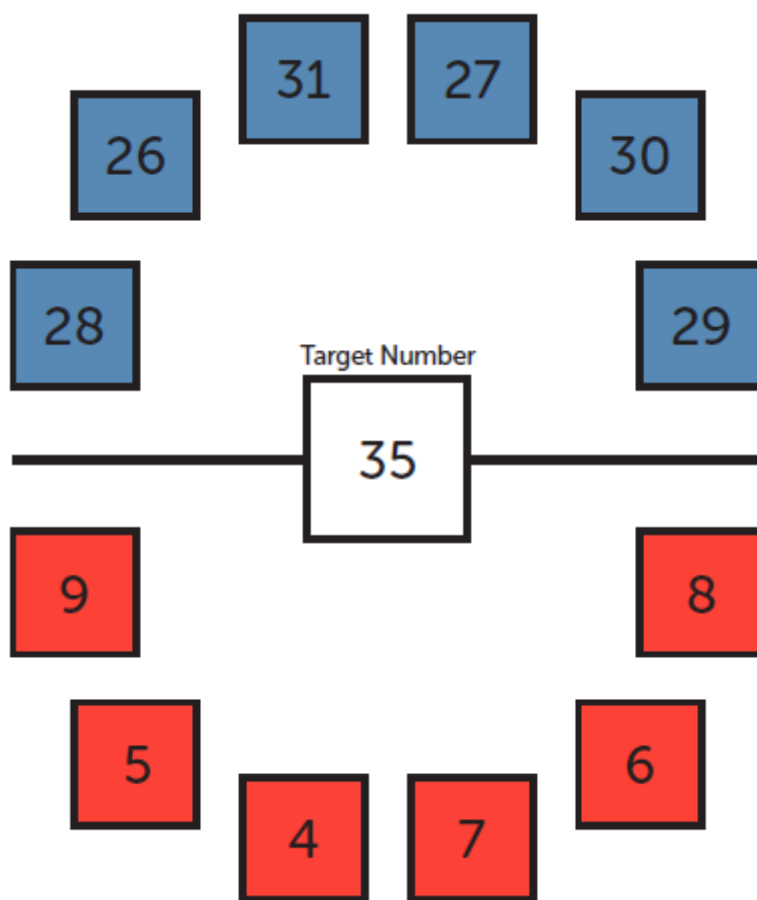
**Ongoing:** Keep reading! When you read aloud try and put on different voices as if you are the characters in the story. When you have read a book give it a mark out of 10 to show how much you have enjoyed it. Make sure you discuss the text and are able to answer questions about it. Have a look at the 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: Addition**

This week I thought we could play a game called the 'Last Number Standing'. Here are the rules:

- Pupils choose one number from the top of the board (blue 2-digit number).
- Pupils then pick one from the bottom of the board (orange single-digit number) that will total the target number in the middle of the board.
- They choose the strategy they are going to use to solve it.
- Check that the numbers chosen do total the target number using the appropriate strategy.
- Record the calculation appropriately.

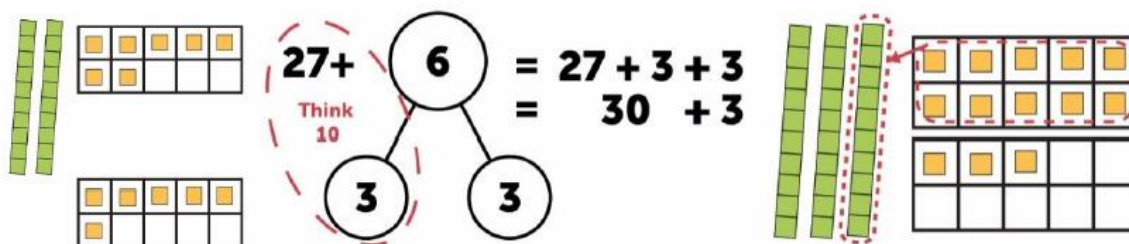
Please find a smaller version of the board below. I have also attached it as a separate document.



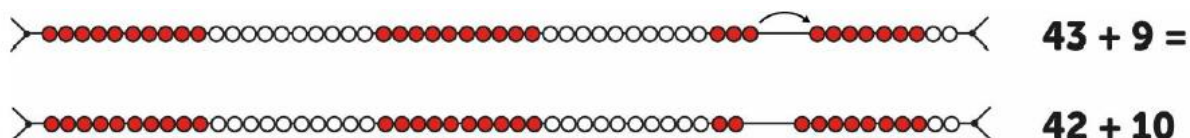
Remember the different strategies you can use to help you:

E.g.  $27 + 6$

I would use 'Think 10'. I would regroup the 6 to solve  $27 + 6$ .



Or for  $43 + 9$ . I would rebalance  $43 + 9$  because 9 is near to 10.



Once you've completed all of the calculations that total 35 have a go at creating your own 'Last number standing board' with different numbers and total.

**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**

Last week we were thinking about which seed would grow best given the following conditions. Which one did you predict would grow the best?

One seed will be given water and sunlight.	One seed will be given water but <b>no</b> sunlight.	One seed will be given sunlight and <b>no</b> water.	One seed will be given <b>no</b> sunlight and <b>no</b> water.
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The seed that would grow the best would be the first one- water and sunlight.

This week we are going to think about plants we eat. Lots of the food that we eat is a part of a plant. Can you think of any? Most of the plants that we eat are grown by farmers. Farmers grow plants for food. They call the plants crops. The farmers sell the food to supermarkets and other shops. We buy the food, take it home and eat it! Here is a video you can watch to find out more.

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-growing-and-picking-orchard-fruit/z6xtscw>

Can you draw a picture of a farm and all the plants that grow on the farm and write 3 things the plants will need to grow well.

**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 – Pandora's Box

This week we are going to think about the story of Pandora's Box.

You can read the story below or click on the link to watch the story online.

<http://myths.e2bn.org/mythsandlegends/playstorysen562-pandoras-box.html>

Has your curiosity ever got you into trouble? Have you ever been so desperate to know a secret that you took no notice of a warning? One person who did not listen was Pandora. In ancient Greece there were two brothers named Epimetheus and Prometheus. They upset the god, Zeus, so Zeus came up with a very cunning plan to punish the brothers. He created a woman from clay and then the goddess Athene breathed life into the clay. Zeus called her Pandora and sent her as a gift to Epimetheus. His brother Prometheus warned him not to accept any gifts from the gods but Epimetheus was completely charmed by the woman, so he agreed to marry her. Zeus, gave Pandora a wedding gift of a beautiful box. There was one very important condition however, she must never open the box. Pandora was very curious about the contents of the box but she had promised that she would never open it. Finally, Pandora could not stand it any longer. She crept up to the box and slowly lifted the lid. She opened her eyes and looked into the box, expecting to see fine silks or gold bracelets but there was no shining bracelets! Zeus had packed the box full of all the terrible evils, she slammed the lid shut and started to cry. Epimetheus ran into the room to see why she was crying. Pandora could still hear a voice calling to her from the box, pleading with her to be let out. Epimetheus agreed that nothing inside the box could be worse than the horrors that had already been released, so they opened the lid once more. All that remained in the box was Hope. It fluttered from the box like a beautiful dragonfly, touching the wounds created by the evil creatures, and healing them. Even though Pandora had released pain and suffering upon the world, she had also allowed Hope to follow them.

**What is hope? What does it mean to you?**

## PE - Topics: SPORTS DAY

Normally at this time of year we have our Oughton Sports Day so I thought this week you could have a go at recreating it at home! What races will you have? Football slalom? Obstacles course? Floor's lava race? You could even get your whole family involved and create medals for the winners.

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><b>Activity</b> 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><b>Learning</b> 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><b>Activity</b> 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><b>Learning</b> 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><b>Activity</b> 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><b>Learning</b> 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><b>Activity</b> 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><b>Learning</b> 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><b>Activity</b> 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><b>Learning</b> 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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