

Year 2 Week beginning: 6<sup>th</sup> July 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- Sporting Reports**

How did your Home Sports Day go? Following on from that I thought this week we could stick with the sporting theme and provide a **running commentary** to accompany a short video clip of a famous sporting event whether it be football, gymnastics or the Olympics or indeed your own endeavours in the sporting arena. Why not do some role-play and dress up as a **reporter**, holding an improvised microphone, and then film yourself delivering a **summary report** of the event- where and when it took place, who was involved and how it turned out. You could also write a **newspaper report** of a sporting event or the sports day you held at home, adding photos and quotes from star players.

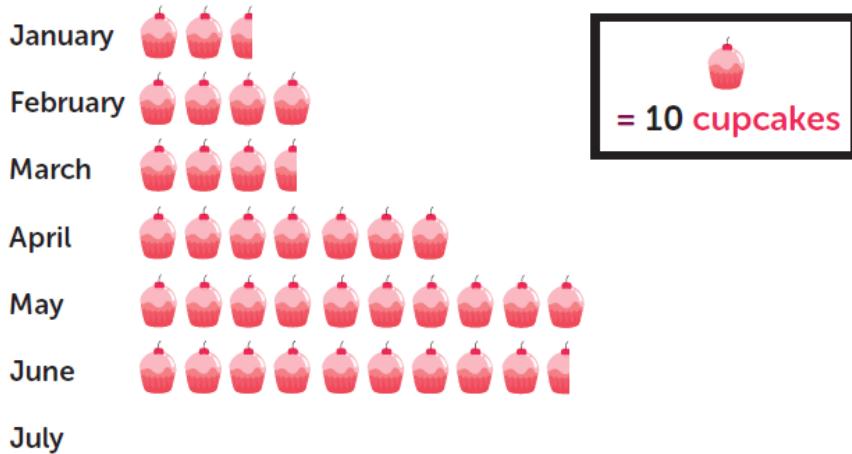
Alternatively, you could:

**Research your favourite sport** and create an entry for a class sport encyclopaedia. Write a **short biography of your sporting hero**, explaining a little about his/ her life and sporting achievements, as well as why you admire this personality so much. You could even create a **cartoon strip, with captions to explain the rules or skills of a game or sport**.

**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: Statistics**

Gorsey Hall Primary School held a cupcake sale once a month. This pictogram shows their monthly sales.



Have a look at the pictogram above and answer the following questions about the data:

1. How many cupcakes were sold in March?
2. Which months sold fewer cupcakes than February?
3. What was the difference in cupcake sales between April and May?
4. What was the total number of cupcakes sold in the two months with the highest sales?
5. A mistake was noticed in the pictogram. The number of cupcakes sold in June was 85. Change the pictogram so it is correct. How does this change the answer to question 4?
6. The sales for July are now in. 55 cupcakes were sold. Add this information to the pictogram.
7. Amira calculated how many cupcakes were sold in the Spring term (January, February, March). She said, "110 cupcakes were sold." Is she correct? ..... If she is not correct, what mistake do you think she might have made?

**Challenge:**



| Football team     | played | won | drawn | lost | points |
|-------------------|--------|-----|-------|------|--------|
| Woodpecker United | 5      | 4   | 1     | 0    | 13     |
| Robin City        | 4      | 3   | 0     | 1    | 9      |
| Tawney Owl FC     | 5      | 1   | 2     | 2    | 5      |
| Eagle Rovers      | 5      | 1   | 1     | 3    | 4      |

Write four questions for a friend to answer about the information in this table.

**Ongoing:**

- Keep practising your 2, 5 and 10 times tables (challenge- 3/4s and beyond!) - 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**

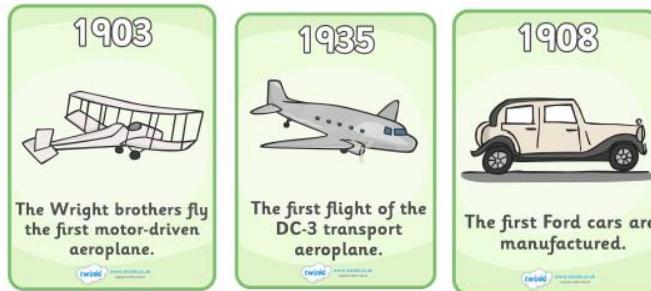
This week I thought we could do an investigation based on plants:

- Do flowers always have an even or odd number of petals?
- Do flowers of the same plant always have an even or odd number of petals?

Firstly make a prediction, then think about what you are going to need to do in order to answer the question. Next record your answers. Finally write a conclusion explaining what you have found out.

**History - Topic: Changes Over Time: Transport**

Over the last few weeks you've thought about how cars, planes and ships have changed over the years. This week I would like you to put the following inventions on a timeline from the oldest invention to the most recent.



Last week in PSHE you created a timeline of your life. Could you go back and add in some key dates in your life onto that timeline e.g. Date of birth, a special event maybe someone's wedding, or even a holiday.

**Geography – Topic: Where Our Food Comes From**

This week I would like you to find out what's the most popular fruit in your family? Think of a list of 5 fruits and then using a tally chart record all your family members' favourite (they can only choose 1!), you could ask your extended family too in order to gather more information. Once you have gathered all the data, write down which fruit was the most common. In a survey completed in Britain, the 10 most favourite fruits in order of preference were: 1: Banana, 2: Tomato, 3: Apple, 4: Grape, 5: Orange, 6: Pineapple, 7: Peach, 8: Plum, 9: Mango and 10: Pear. How does that compare with your family survey? Think about the most common favourite fruit. Where do you think it comes from? Only five of the country's favourite fruits are grown in Britain. Which five fruit do you think can grow in Britain? Why do you think bananas, oranges, pineapples, peaches and mangos not grown on farms in Britain?

**RE- Topic: Ultimate Questions – Pandora's Box**

This week I would like you to think about the story of Pandora's Box from last week and decorate 2 boxes; a good box and a bad box. Once you have decorated your boxes I would like you to have a think about what you would put in each box, write your ideas on small pieces of paper and place them in each box. Share your ideas with a member of your family. Do they agree with you?

**PE - Topics: Daily Sports Challenges**

This week you have 2 daily PE challenges to complete each day.

**Monday:** How long can you do a wall sit? / How many shuttle runs can you do in a 1 minute?  
(Place down 2 markers 10 steps apart and see how many times you can run back and forth)

**Tuesday:** How far can you jump doing a standing long jump? How long can you balance on one leg?

**Wednesday:** How many star jumps can you do in 1 minute? How many speed bounces can you do in 1 minute? (Find something low to jump over using a two footed jump)

**Thursday:** How many times can you hit a scrunched up piece of paper with your hand up in the air in 1 minute? / How many squat jumps can you do in 1 minute?

**Friday:** How many step ups can you do in 1 minute? / How long can you balance on 1 leg?

Once you have one go see if you can beat your score with the second attempt.

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

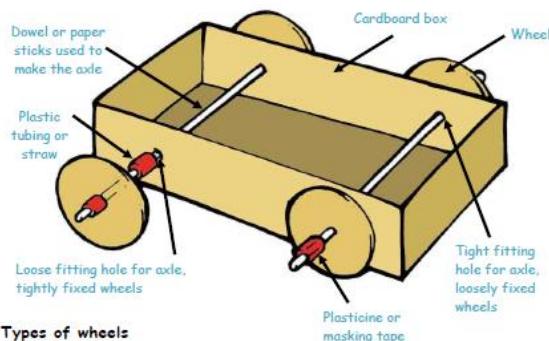
**Art - Topic: Flip book- Moving Picture**

This week I thought it would be nice to create your own moving picture and make a flip book. Using just two basic materials, a pack of memo notes (or a handful of paper cut into squares and stapled together) and a pen, you can create an apparently moving image through a very basic but easily accessible animation technique. All you need to do is draw a repeated image with slight alterations on each page and then when you flick through the pages the image will appear to move. To start with I would keep it very simple, a dot, shape or basic balloon image could be made to move or float. Watch this video for hints- <https://www.bbc.co.uk/bitesize/clips/zy4fwxs>. I hope you have fun!

## DT - Topic: Cars

Last week you designed your moving vehicle. This week I would like you to have a go at making it. You could use cardboard boxes and any other packaging you no longer need. Here are some examples of how you can add moving wheels:

### Example of two different ways to fix wheels



### Types of wheels

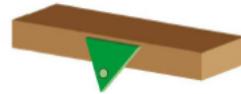


### Ways to hold free moving axles

Use pairs of clothes pegs glued with PVA to the underside of a box.  
Check the peg holes are large enough to allow axles to move freely.  
Make sure they are aligned carefully so the vehicle moves in a straight line when the wheel and axle mechanism is added.



Use card triangles with holes for the axle.  
Check the holes are large enough to allow the axle to move freely.  
Make sure opposite triangles are aligned carefully so the vehicle moves in a straight line when the wheel and axle mechanism is added.



Use large paper/plastic straws fixed with masking tape to the underside of a box.  
Check straws are positioned carefully so the vehicle will move in a straight line when the wheel and axle mechanisms are added.  
Make sure the straw hole is large enough to allow the axle to move freely. The wheels must be fixed tightly to the axle.



I would love to see a picture of the final product!

## Music - Topic: Body Percussion

All sorts of noises can be made from your own body. Watch as the Thunder Jam group begin to make music with the help from British RnB singer Omar.

<https://www.bbc.co.uk/bitesize/articles/zjcwqp3> Ben, Lottie, Mia and the twins create their own melodies and rhythms from just the noises they can make with their bodies. Omar shows the children how to make music just using his body. Why don't you try making some of the noises they make in the video?

- flap your arms like a penguin
- stomp your feet like a dinosaur
- click your tongue to sound like a unicorn
- rub your hands together
- pat your cheeks

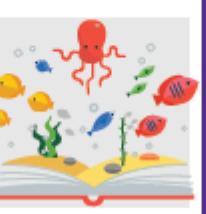
## PSHE – Topic: Changing Me

This week I want you to think about your grandparents. What are they like now? Can you describe them? Have they got a picture of themselves when they were younger? Can you describe how they have changed in terms of physical changes and appearance? Maybe you could talk to your grandparents and ask them to share their experiences of being young and how they have changed as they have become older. These changes are a natural process as we get older and we have no control over it. We will all become old and all grow from a baby, to a toddler, to a child, to a teenager, to an adult to an old person. Finally can you draw a picture of your grandparents.

Computing – Topic: Mini Missions- To develop computing skills

## Decomposition

### Breaking down into parts

|  |   |  |   |   |
|--|---|--|---|---|
| <b>Break it Down</b><br><br><b>Activity</b><br>Ask your child to choose an item they can see. Ask them to sketch it and break it down by labelling as many different parts as possible. This can be run as a competition - who can break it down the most?<br><b>Learning</b><br>In computing decomposition allows us to break complex tasks into more manageable tasks. Here your child practises decomposing objects around them. | <b>Design your ideal back garden</b><br><br><b>Activity</b><br>Ask your child to look at their own garden or think of a local green space and break it down into different parts. Grass, patio, decking, pond, vegetable patch. Get them to design their own perfect garden by sketching ideas for each part.<br><b>Learning</b><br>Here your child has made the task of designing a garden easier by breaking it down and looking at each section separately. | <b>Comic Flick Book</b><br><br><b>Activity</b><br>With your child, cut, fold and staple paper into a little flick book. Ask them what they want to happen in their animation and together break this down into steps for the drawings on each page.<br><b>Learning</b><br>Here your child has decomposed the animation into a sequence of individual images. What other animations can your child create? | <b>Design an App</b><br><br><b>Activity</b><br>Ask your child to think up a new app. This could be a game, fitness or travel app for example. Ask them to create a design for the app by breaking it down and sketching out the different screens the user will see.<br><b>Learning</b><br>Decomposing the app down into the different screens allows your child to create a design to illustrate how their app would work. | <b>Dodgy Dance Moves</b><br><br><b>Activity</b><br>With your child select a favourite party song which you can learn the dance to, such as the YMCA or Macarena. To learn the moves, break the song down into different sections, then look at the actions for each section.<br><b>Learning</b><br>Decomposing the dance sequence down into verse, chorus and then smaller chunks makes the task of learning the moves easier. |
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