

Year 2 Week beginning: 8th 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 it will be next week 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 – Pirate Themed Activities**

This week we are thinking about pirates. First, why not get into a piratey mood? There is the notorious ‘Talk Like a Pirate Day’ and you might like to try getting into character using one of the many tutorials online or just having a go at talking like a pirate yourself- oooo arrrrrr!!!! What do you know about pirates? Could you create a mindmap of all the things you know about pirates e.g. eye patch, wooden leg, sail ships. If you were a pirate and you found treasure, what treasure would you like to find? Why? What would you do with your treasure? Can you think of different types of treasure – perhaps you would have a garden full of dogs; a basket full of hugs; a box full of art materials or a seashell full of stories? Can you create a list poem of all the possibilities? Perhaps you could save the very best treasure till last. Try and think of at least 5 pieces of treasure for your poem and remember to add some description!

### **Just for fun-**

You could make treasure maps by dipping paper into water containing a teabag. Once it has a light brown stain, leave it to dry and then perhaps an adult could singe the edges to further ‘age’ the paper. Next, draw the treasure map. Perhaps the map could be based on the local area. Where would be the best place to hide treasure? Could you hide it in more than one place as the pirates did? Make sure to mark the spot(s) with X. Can you write cryptic clues – just clever enough to be truthful about the treasure’s location, but not give away where you have stashed your precious loot.

**Ongoing:** Keep reading! Make sure you discuss the text and are able to answer questions about it. Choose one book that you have enjoyed and make a poster of it, remember the author – we could put it up in our book corner when we are back at school. 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. 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!

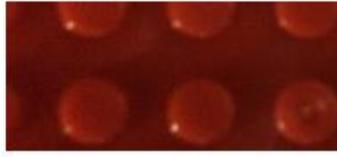
### **Maths - Topic: Array Hunt**

An array is an arrangement of objects into equal rows. The array below shows two rows of three ice-lollies.



$$3 + 3 = 6$$

Here are some mystery arrays. Can you work out what the array is of?



Go on an array hunt around your home (you could even take photos of some arrays) look for things such as egg boxes, muffin trays, chocolate boxes or tiles in the bathroom. Talk about how many rows there are and how many in each row. How many altogether? Can you record the number sentences in your books? You could even have a go at drawing your own arrays and recording the matching number sentences.

**Ongoing:** Practise tens number bonds to 100. These are the pairs of tens numbers that add together to make 100 such as  $0 + 100$ ,  $10 + 90$ ,  $20 + 80$  etc. First of all, write them out in order from  $0 + 100$  to  $100 + 0$ . Then make two sets of tens numbers cards going from 0 to 100. Put them in pairs so that each pair makes 100. Then play some games: number bond snap - say snap when the numbers add together to make 100 - and number bond pairs - turn both sets of cards over, then take it in turns to turn over 2 cards. If the 2 cards add up to 100 you keep them and have another go. As a challenge, make up your own number bond game. There are additional maths activities at <https://whiterosemaths.com/homelearning/year-2/>

### Science - Topic: Plants

Last week you drew and labelled a plant. This week we are thinking about trees. Look out of your window. Can you see a tree? What does it look like? Can you draw and label the different parts of the tree- leaves, branches, trunk and roots (You might not be able to see these as they are underground). Find a leaf from the tree you have drawn. Look at it carefully and draw what you see. You could do a leaf rubbing or a bark rubbing too. Do you know the names of any plants or trees? This website is great for identifying them. Have a look.

<https://www.woodlandtrust.org.uk/blog/2020/03/tree-id-kids/>. Perhaps you could go on a tree hunt!

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

Look at these pictures of some of the first planes.



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

## Geography – Topic: There Our Food Comes From

Last week you started to think about dairy products and where they come from and found out there are a lot of dairy farms in Devon.

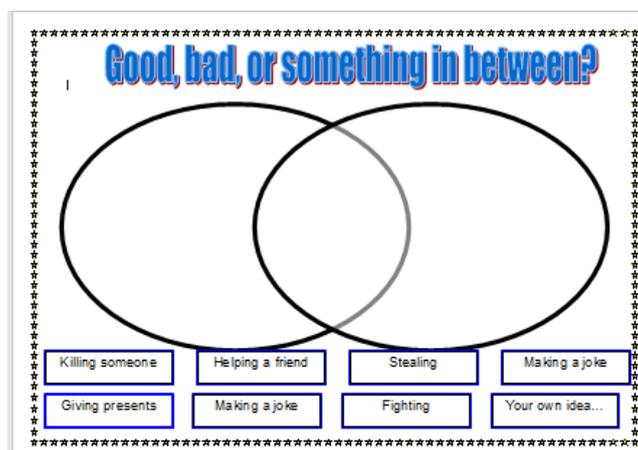
Here is a weather chart for Devon and the rest of the UK.

	Average for Devon	Average for the UK
Rainfall each year in mm	1018	885
Temperature each year in °C	10.5	9.7
Number of hours of sunshine each year	1643	1493
Number of months in the year when it is warm enough for grass to grow (above 6 °C)	10	8
Average number of days when it rains during the year (more than 1 mm)	191	133

Can you notice any differences? How much rain falls on average is in the UK in comparison to Devon? What is the differences in the temperature in each area? As a challenge can you think why so much food comes from Devon? Think about the type of weather that is good for farming. Would a lot of rain be good or bad for grass? What would happen if it was very cold and there was a lot of snow in winter? What does grass needs to grow – rain and temperatures that are not too cold for most of the year perhaps? You could even put this information into a bar chart to see it more visually to help you make comparisons.

## RE- Topic: Ultimate Questions

This half term we are moving onto a topic called ‘ultimate questions’ and thinking about what an easy question is and what a difficult answer is? Can you think why we ask questions? Can you brainstorm the kinds of questions which can be asked e.g. Who? What? Where? Which questions do you like to be asked and which questions do you not like to be asked? Sometimes not everyone has the same answer to the same question e.g. Favourite football, pop group. Questions may depend on own feelings, experiences, choice etc. Over the next few weeks we will be looking at some questions that lots of people ask, but many people find difficult to answer and some may find different answers. These lessons are not like maths, many questions do not have right or wrong answers. Below is a venn diagram with some ‘labels’. Can you sort them into right or wrong or in between.



## PE - Topics: Dance

As we are learning about plants in science I thought we could do a dance about plants.

**Warm up-** travel around the room in different ways then get someone in your family to say the following words and you have to grow into the shape they say. Then carry on moving around the room until they say the next shape and so on.

-A tall, thin shape

-A wide shape

-A flat shape

-A spiky shape

-A curved shape

**Main Activity** – For the first part of the dance we need to prepare the garden for planting – so we need to do some digging. Which piece of equipment would you use for digging the garden? Practise some suitable digging movements. Think about the position of your feet. Remember digging takes a lot of effort and sometimes people need to take a break. Show this as a freeze-frame (e.g. holding your back, wiping your brow, taking a drink, etc.). Can you change the expression on your face to match your action? The next part of the dance which will be raking the soil. Can you use some long and short raking movements? Now put all the movements together. Perhaps you could perform this to someone in your family? We will do the next part of the dance next week.

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

## Art - Topic: Natural Art

In science I suggested doing a leaf rubbing. This week why don't you do some other natural rubbings? Which one works best? You could even extend it to do printing with natural objects. Leaf printing or flower printing. Maybe you could combine the rubbings and printing into one piece of artwork. Be as creative as possible.

## DT - Topic: Cars

Can you find some toy cars around your house? If you don't have any toy cars, when you're on a walk have a look at the car around.

Can you observe them e.g. the number, size, position and methods of fixing wheels and axles? How do you think the wheels move? How do you think the wheels are fixed on? Why do you think the product has this number of wheels? Why do you think the wheels are round? What are the wheels made of? Can you think of any other wheeled products? How do they vary from a car? Think about the surfaces they travel over. Does that make a difference to the wheels?

Have a go at setting up an experiment to test your vehicles. Find a slope- it could be a piece of card or even a book. Have a go at changing the height of the slope. Does it make a difference how fast or far the car travels? What about changing the surface on the slope? E.g. to sandpaper or foil. Does that make a difference? See what other surfaces you could test and record how far they travelled and how fast. Which was the fastest surface? Which was the slowest? Which made the car travel the furthest? Etc. You could record your findings in a table in your books to make your findings clear.

**Music - Topic: Make A Jam Jar Xylophone**

This week I thought it would be fun to make your own jam jar xylophone. Watch the link below to see what to do. If you don't have access to the internet get a selection of empty jam jars and fill them with different amounts of water. Then play them using a wooden spoon. Do they each have a different sound? Why do you think that is? Have a go at creating your own Jam Jar Xylophone music!

<https://www.bbc.co.uk/bitesize/articles/zd748xs>

**PSHE – Topic: Changing Me**

Can you identify things that change? E.g. the seasons, weather. Can you think about how you have changed? Or things around you have changed? Here is a clip of lifecycles

<https://www.bbc.co.uk/programmes/p0117w3n>

Watch it and think about what life cycles you saw on the clip; play it again if necessary to draw out the main life cycles shown. Choose one life cycle from the film clip and to draw the baby/seed/infant and how it changes to become an adult or fully grown. Then label your pictures and write a sentence to describe how it changes.

**Computing – Topic: Paint**

Last week you used the paint program on a laptop or ipad to paint a picture- changing the colours and brushes. This week can you create a picture with different shapes and fill them with different colours. If you haven't got a paint program use real paints to paint a picture!