

# Home survival weekly plans

## Year 2

Ideas for activities at home - week commencing 27<sup>th</sup> April 2020.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Handwriting	Practise the f and z on their own and then in words:  off, for, forest buzz, zoo, quiz	Practise the diagonal join: ai au as ae ie	Practice the diagonal join er ea ee us ue	Practice the horizontal join oo or oi we wi	Practice the horizontal join vi ve er re ure
	Check Clasdojo for demonstrations.				
Reading	Read your own book for 15 mins.	Read your own book for 15 mins.	Read your own book for 15 mins.	Read your own book for 15 mins.	Read your own book for 15 mins.
	Read the story 'The Runaway Iceberg' and discuss the questions as you go along. Check Clasdojo for powerpoint.				
Spag	<u>Coordination</u> Can you write 3 different sentences that are extended by a coordinating conjunction: <b>but, and, so, for</b>		<u>Subordination</u> Can you write a 3 different sentences that contain a subordinating conjunction: <b>when, if, because, after</b>		<u>Compound Words</u> What is a compound word? Can you write a list of 5 compound words?
Spellings	<b>Spelling words that end in -tion:</b>				
	station, motion, fiction, section, action, relation, injection, attention  Practise learning your spelling in fun ways - check class story on Clasdojo for some demonstrations.				<b>Test yourself:</b> station, motion, fiction, section, action, relation, injection, attention
Literacy	<b>The Runaway Iceberg</b> Share ppt on Clasdojo - 'Using adjectives Brave explorers wanted'.	Write a job advert for a brave explorer using adjectives - use template on Clasdojo or make your own.	Write your own adventure story about Gaspar and Rossi - story paper on Clasdojo.		
Maths	Please read and see all linked Shape Power-points and activities on Class Dojo to help you to understand the 3D shape terms and concepts.				
	Find objects that look like these 3D shapes around the home: sphere, cone, square based pyramid, triangular based pyramid, triangular prism and a cylinder. Draw or take photos of them and try to name them.	Can you describe the properties of 3D shapes? Can you say how many faces, vertices and edges they each have?	Can you sort a range of 3D shapes (objects) into categories using sorting circles/plates or a Venn diagram. For example: has more than 4 faces and has more than 6 edges.		

<p>Time tables</p> <p>Play TTRS</p>	<p>Count in 3s forwards and backwards</p>	<p>Practise the 3x tables</p>	<p>Practise the 3x tables with their linked division facts</p>	<p>Revise 3x tables with their linked division facts</p>	<p>3x table test on Class Dojo</p>
<p>Science</p>	<p><b><u>Living Things and Their Habitats- Lesson 2</u></b></p> <p>LO: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p><b>Starter:</b> Start the lesson outside in a garden or other safe outside space. Explain that they are going to be looking carefully at microhabitats. Ask: <i>Have you heard of the word 'micro' before? Where have you heard it used? (Microwave, micro scooter, micro SD card.)</i> Explain that the term 'micro' means little. Ask: <i>What do you think the word 'habitat' means? (A type of environment/special place where animals or plants live).</i> Say: <i>So, we will be looking at special places where little creatures might live, tiny homes and places where everything is right for them, for example, just the right amount of dampness, light and food. Where do you think we should look? Why? What do you think we might find there?</i> Invite your child to suggest good microhabitats and predict what creatures they may find there.</p> <p><b>Main activities:</b> Then give your child a clipboard/book to lean on, sketching paper, pencil, magnifying glasses or magnifying boxes (<i>if you have these- don't worry if not</i>), camera/tablet for taking photographs and the Investigating microhabitats resource from Class Dojo (also includes an extension sheet with a challenge to find habitats with specific features). If you have macro-lenses for the devices, explain how to use them so they can photograph tiny things close up. Ask your child to fill in the resource sheet (<i>if you were able to print or copy it- don't worry if not</i>), thinking carefully about the adjectives they might use to describe the microhabitats they find. They also need to photograph each habitat they record. Give them time to sketch interesting features, reassuring them that it does not need to be a detailed, full drawing of a whole creature or habitat, but rather a quick recording of points of interest.</p> <p><b>End of lesson:</b> Indoors. Ask: <i>What would it be like to live on the moon? (No oxygen, no food...)</i> <i>What would it be like to live under water (No air, would have to live in a pod, etc.)</i> Explain that we are perfectly adapted to our environments, our habitats. We aren't made to live on the moon or under water. Say: <i>Think back to the habitats you observed today. Think about what you found there. Can you work out why those creatures like living there? They have chosen those habitats because they suit them the best. Do you know why?</i> Print out the photographs taken when outside and/or look at the drawings. Ask your child to look at the image of the habitat and write adjectives around it, describing its features (dark, light, shady, damp, dry). Ask them to draw the mini-beasts that like to live in those conditions.</p> <p><b>Extension:</b> Encourage those more confident to write why those mini-beasts live in those habitats and how they are adapted to the conditions there.</p> <p>See linked activities on Class Dojo and view these websites with your child:</p> <p><b>Weblinks</b></p> <p><a href="https://www.youtube.com/watch?v=5mXEsvrJUnU">https://www.youtube.com/watch?v=5mXEsvrJUnU</a> - YouTube: Microhabitats;</p> <p><a href="http://www.bbc.co.uk/education/clips/zf6mhyc">http://www.bbc.co.uk/education/clips/zf6mhyc</a> - BBC Bitesize: Woodland habitats.</p>				

<p>Star</p>	<p><b><u>Hot and cold climates of the world</u></b></p> <p>Teach your child about the equator - explain that it is hotter the nearer you get to the equator and it gets colder the further away you get. Help your child locate the equator on a map. Look at the powerpoint on Classdojo about hot and cold climates and help your child to identify the Southern and Northern Hemispheres. Help your child understand what <b>temperate</b> and <b>tropical</b> climates are like.</p> <p>If you can watch some of these clips:  <a href="https://www.bbc.co.uk/bitesize/clips/z669mp3">https://www.bbc.co.uk/bitesize/clips/z669mp3</a> (world climates)  <a href="https://www.bbc.co.uk/bitesize/clips/zjtmhyc">https://www.bbc.co.uk/bitesize/clips/zjtmhyc</a> (animals around the world)</p>	
	<p>Read through first half of powerpoint - Climates of the world.          Colour in the map using 4 different colours to show the climate zones of the world. Add the equator using a ruler.          Template on Classdojo.</p>	<p>Read through second half of powerpoint - Climates of the world - animals.          Look at where different animals live around the world. Using a blank map (template on Classdojo) or a large map/glob you have of your own - colour the animals and stick/pin them to where they live in the world.</p>
<p>P.E.</p>	<p>Choose an activity or do all three!</p> <ol style="list-style-type: none"> <li>At 9am each morning, do a 30 minute PE lesson with Joe Wicks at:  <a href="https://www.youtube.com/thebodycoachtv">https://www.youtube.com/thebodycoachtv</a></li> <li>Play this ball game in the garden. Stand two steps apart from your partner. Throw the ball/bean-bag underarm. Each time one of you catches the ball/ bean-bag take a step back. Each time you don't catch, take a step in.</li> </ol>	