

Home survival weekly plans

Year 2

Ideas for activities at home - week commencing 11th May 2020.

	Monday	Tuesday	Wednesday	Thursday	Friday
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.
Handwriting	Diagonal joins to letters with ascenders. e.g. ab ul it bl cl		Horizontal joins to letters with ascenders. e.g. ol wh ot ob		Practising the 3/4 letter - t
SPAG	Practise your SPAG skills with the BBC games - https://www.bbc.co.uk/games/embed/karate-cats?exitGameUrl=http%3A%2F%2Fbbc.com%2Fbitesize%2Farticles%2Fzdp4pg8 https://www.bbc.co.uk/games/embed/small-town-superheroes?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fzncgvk7				
Spellings	Topic words - Have a go at learning to spell the continents and oceans. Africa, America, Europe, Australia, Asia, Antarctica, Pacific, Indian, Southern, Artic, Southern *Just learn - Africa, Asia, Artic and Europe ** Learn - Africa, Asia, Artic, Europe, America, Pacific *** Learn them all!				Spelling test
Literacy	This week we will be looking at African animal poems - learning how to perform poetry, exploring the language poets use and then we will finally have a go at writing some of our own poetry. All ppts and resources will be posted on class dojo.				
	Use ppt - 'Performing Poems' Using example of the poem 'Animal Fair' - discuss rhythm and alliterative words. Read poem together looking at where you might add emphasis or pauses. <u>Activity</u> Get your child to perform the poem by adding actions and emphasis on words and pauses. EXT: You could write your own verse of the poem.	Use the ppt - 'Elelephony' - discuss the nonsense words in the poem. Explore some other nonsense poems on slides. <u>Activity</u> Choose one of the nonsense poems and answer questions about its meaning.	Use the ppt - 'The owl and the Pussy Cat' - Share the information about Edward Lear on the slides. Explain that one of his most well-known poems was 'The Owl and the Pussy Cat'. Read the first stanza to get a flavour of his work. Read the first two stanzas of the 'Nonsense Alphabet' poem. What will the third stanza be about? What features do you notice? What is the effect of the language and punctuation used? <u>Activity</u> (Thurs and Fri) 1. Write your own stanza of Edward Lear 'Nonsense Alphabet'. 2. Write your own acrostic poem about an African animal.		

<p>Maths</p>	<p>Please read and see all linked starters and activities and videos on Class Dojo to help you to revise the concepts and methods of the four operations (addition, subtraction, multiplication and division)</p>				
	<p>Revise the concept of adding by using real objects on two different plates (parts) and say part add a part equals the whole. Add both plates together. Get your child to revise the pictorial and written methods they have used to add this year including: drawing base ten in place value tables, partitioning and adding and column addition. Revise subtraction by taking away with real objects and using bar models. Say whole take away a part is a part. . Revise these methods: crossing out base ten on a place value chart and counting on and back on an actual or blank number line and column subtraction.</p> <p>Watch: https://www.bbc.co.uk/bitesize/topics/zwv39j6</p> <p>Play: https://www.topmarks.co.uk/maths-games/5-7-years/addition-and-subtraction</p>	<p>Revise the concepts of multiplication and division by grouping and sharing real objects and counters/ toy blocks. Revise counting in 2s, 5s and 10s using coins. Revise these methods of multiplication and division: arrays, bar models, sharing circles, part whole models, skip counting on fingers or a number-line.</p> <p>Watch: https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-the-relationship-between-multiplication-and-division/zdqb47h</p> <p>Play: https://trockstars.com/ And: https://www.topmarks.co.uk/maths-games/5-7-years/multiplication-and-division</p>		<p>Mixed Arithmetic Quiz: Q1. $25 + 32 =$ Q2. $39 + 46 =$ Q3. $68 - 22 =$ Q4. $71 - 35 =$ Q5. $3 \times 4 =$ Q6. $14 \times 4 =$ Q7. $12 \div 3 =$ Q8. $39 \div 3 =$</p>	
<p>Time tables <i>Play TTRS</i></p>	<p>Count in 2s, 5s and 10s forwards and backwards</p>	<p>Practise the 2x, 5x and 10x tables</p>	<p>Practise the 2x, 5x and 10x tables with their linked division facts</p>	<p>Revise the 2x, 5x and 10x tables with their linked division facts</p>	<p>Mixed 2x, 5x and 10x table test on Class Dojo</p>
<p>Science</p>	<p><u>Living Things and Their Habitats- Lesson 4</u> LO: Understand how living things within a habitat are dependent upon each other. Success criteria: I can name some sources of food. I can give examples of carnivores, herbivores and omnivores. I can order living things in a food chain.</p> <p>Starter: Remind them of the previous lessons about habitats. Explain that some animals within a habitat are herbivores (eat plants), some are carnivores (eat other animals) and some are omnivores (eat both.) Ask them to think of examples of each type of animal. Ask them: What is a food chain? Tell them that the largest animals at the end of the food chain are called 'predators' and that often food chains start with little plants that get their energy from the sun. Ask: <i>Why do you think we call them 'food chains'?</i> (Because, in a healthy habitat, all living things depend on each other and each part of the chain is food for another). Ask the children to suggest other food chains that they know about. Encourage the more able to consider these questions: <i>What happens at the end of the food chain, to the predator? Why is it that really a food chain isn't a long line, but more like a circle?</i> (when predators die, their bodies turn into food for the creatures at the</p>				

	<p>beginning of the food chain) Play the BBC Bitesize video clip: What is a food chain? (see link below)</p> <p>Main activities: Get your child to draw two different three-step food chains (pictures and labels with arrows in between: like a flow-chart). Tell them they can use these words to help them: leaf, caterpillar, worm, sun, grass, cow, eagle, hawk, mice, tortoise, squirrel, nut. Example three-step food chain: sun>leaf>caterpillar.</p> <p>Extension: Ask them to create a four-step or five-step food chain. For example: sun > maize > locust > lizard > snake. Ask them to add what type of animal each animal is in their food chains (herbivores, omnivores or carnivores?)</p> <p>End of lesson: Upload photos of their work to Class Dojo. Give the children Internet access and devices and ask them to explore this animated food chain game: http://www.bbc.co.uk/bitesize/firstlevel/sciences/food_chains/play/.</p> <p>See linked activities on Class Dojo and view and discuss these websites with your child:</p> <p>Weblinks:</p> <p>Animated food chain game https://www.bbc.com/bitesize/topics/zk7h34j/</p> <p>BBC Bitesize: Food chains https://www.bbc.co.uk/bitesize/clips/z8hxp4</p> <p>BBC Bitesize: What is a food chain? https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb</p>
Star	<p>LO: To be able to identify the countries and capital cities of the UK.</p> <p>Go through ppt on class dojo together.</p> <p>Explain that we live in the United Kingdom which is in Europe. Show children the UK on a world map and then the map of the UK itself. Do you know how many countries are in the UK altogether? Do you know what the countries are called? Show children the cities and countries and challenge them to match them up. On the map, point to whereabouts in the UK you live. Which country are we in? What is our capital city? Is the capital city of our country the nearest capital city to us on the map?</p> <p><u>Activity</u></p> <p>Label a map of the UK with the 4 countries and capital cities. Use template on class dojo or do an interactive version https://www.toporopa.eu/en/ (Choose countries and capitals of UK). EXT: Look at a map or atlas and find the seas around the UK. Can you label/find the seas and oceans around the UK? - The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.</p>
P.E.	<p>Choose an activity or do all three!</p> <ol style="list-style-type: none"> 1. Choose a 10-minute exercise activity at: https://www.bbc.co.uk/teach/super movers 2. Get your partner to throw a ball and try to hit a ball with a cricket or tennis bat or a plastic plate! You would need to use a really soft teddy or ball with the latter! 3. Play 'Captain says' with your family. Only follow the instructions if the Captain says "Captain says." Instructions are: "Port" (run to port side), "Starboard" (run to port side), climb the rigging (pretend to climb rope), scrub the decks (scrub the floor), walk the plank (arms out and pretend to carefully walk the plank) and "Get in the lifeboats!" (sit and sing row, row, row the boat holding hands with a partner).
R.E.	<p><u>NEW TOPIC BIG QUESTION: How should we care for others and the world and why does it matter?</u></p> <p>Lesson 2 objective: To understand what Christians believe about caring for people.</p> <p>Starter: Talk to the children about next door neighbours and about being a good neighbour. What does it mean? Why do people who live close need to care for each other? What can we do to be good neighbours? This is particularly relevant during these difficult times. Your child might want to think about how they can help an elderly or vulnerable relative or neighbour at the moment.</p>

Tell Jesus' story of the Good Samaritan (Luke 10:25-37) by showing them this film: <https://www.youtube.com/watch?v=osfQg4yKtq8> (Cartoon storytelling)

OR

<https://www.youtube.com/watch?v=fO4qSAhI1sI> (More realistic and dramatic storytelling)

Ask children if they were acting in a play of this story, who would they like to be? Ask why Jesus made up this story. How did the Samaritan show he cared? Why did he care? Who in the story only cared for themselves? Notice with the children that the robbers were 'baddies' but the people who passed by were almost as bad! Who do the children think is a good neighbour?

Activities: Act out the story of the Good Samaritan using your dolls/teddies. Think about what each character would say and what each character might be thinking. Alternatively, your child could draw a comic strip of the story. **Extension:** Act out a version of this story in a familiar context. E.g. One child has spilt milk on the floor and their two siblings have excuses for not cleaning it up (on the way to play, need to do my home-learning or too tired). The third child is different and is not expected to help (may be a guest or too young) but does help and cleans up all of the mess and the floor. Get your child to think about who helped and how. Talk about what this story is about. What could people in the play have done differently?

End of lesson: Share other stories such as Four friends take the paralysed man to Jesus (Luke 5:17-26): <https://www.youtube.com/watch?v=8cmppSIQUX4> What do all of the bible stories we have learnt about today show that Christians believe Jesus thought about caring? Get your child to write a couple of sentences in response.

Art

LANDSCAPES FROM AROUND THE WORLD- Linked to Our Planet

LO: To create your own Japanese Landscape of a Tsunami and/or a Volcano

Study and discuss this painting called 'The Great Wave OFF KANAGAWA'

By Katsushika Hokusai. Ask your child:

- What colour palette does the artist use?
- How does the artist use line?
- What shapes does the artist use?
- How is light and shadow used?
- What media (tools and materials) do you think the artist used?



Watch this tutorial for tips and ideas:

https://www.youtube.com/watch?v=O0BgKcm_R9k

Then get your child to create their own Japanese style landscape of a volcano and/ or Tsunami by sketching in pencil. Then adding colour using: watercolour or other paints or painting pencils or coloured ink.

There are linked resources and activities on Class Dojo.