

# Home survival weekly plans

## Year 2

Ideas for activities at home - week commencing 18<sup>th</sup> May 2020.

Please check Class Dojo for all linked resources.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading</b> See Class Dojo for resources	Mini reading exercise: 'How Kangaroos got their tails'	Mini reading exercise: 'Paul the lucky octopus'	Read your own book for 15 mins	Mini reading exercise: 'The great white shark'	Mini reading exercise: 'What plants need to grow'
<b>Handwriting</b>	Choose a poem or paragraph from a book - write it out as neat as you can using all the skills you have been practising over the past few weeks.				
<b>SPAG</b>	Continue to practise your SPAG skills with the BBC games - <a href="https://www.bbc.co.uk/bitesize/topics/zd63xyc/articles/zdp4pg8">https://www.bbc.co.uk/bitesize/topics/zd63xyc/articles/zdp4pg8</a> (Karate Cats) <a href="https://www.bbc.co.uk/bitesize/topics/zd63xyc/articles/zncgvk7">https://www.bbc.co.uk/bitesize/topics/zd63xyc/articles/zncgvk7</a> (Small town superheroes)				
<b>Spellings</b>	Months of the year: * March, April, May, June, July ** January, February, March, April, May, June, July, August, September, October, November, December				Spelling Test
<b>Literacy</b>	This week we will be writing letters and activities will be based on the story Meerkat Mail by Emily Gravett. All resources will be on class dojo.				
	Use ppt to explore the features of a postcard.  Write a post card to Sunny telling him all about your family.	Use ppt to explore the features of a letter.  Write a letter to Sunny persuading him to come home.	Use ppt to explore the features of a letter.  Write a letter to Sunny suggesting where he should go on his next holiday giving reasons why he will like it there.		
<b>Maths</b>	Please try to complete as many of the Maths Tasks on Class Dojo as you can. Some new problems will be posted for those of you who have already completed everything.				
	<b>Revise the methods of addition, subtraction, multiplication and division.</b> These include: drawing base ten in place value tables, column addition and subtraction, bar model and other part-whole models and counting on and back on a number line and using sharing circles and arrays. Please refer to the Maths Methods poster I made and put in your original packs.	<b>Revise counting money and calculating totals.</b> Revise how to add and subtract money (use real money to support this). Solve money problems that involve all four operations.  For example: • Tommy had four 5p coins in his money bank and Reggie had three 10p coins in his. How much money did they have altogether? Could	<b>Revise the units of measurement:</b> 100cm = 1 metre 10 mm= 1cm. 1000 grams = 1 kilogram 1000 ml = 1 litre  Then solve measurement problems applying this knowledge and your knowledge of the four operations and linked methods.		

	<p>Also see the PDF poster and PDF lessons and 2 videos from last week on Class Dojo.</p> <p><b>Extension:</b> Solve mixed problems using bar models: <a href="https://www.mathplayground.com/thinking_blocks_modeling_tool/index.html">https://www.mathplayground.com/thinking_blocks_modeling_tool/index.html</a></p> <p><b>AND/OR Play TTRS:</b></p> <p><a href="https://trockstars.com/">https://trockstars.com/</a> help us to win 'The Battle of The School' Challenge</p>	<p>they buy an ice-lolly that cost 50p?</p> <ul style="list-style-type: none"> <li>• Arion has £5. He wants to buy a hamburger that costs £2.20 and a portion of chips that cost £1.50. Does he have enough money? What change will he get?</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Ayan ran 50 metres twice, Sami ran 40 metres and Jessica ran 20 metres three times. How much did they run altogether?</li> <li>• Mrs Roddan boiled a kettle that had 1 litre of water in it. She made tea for herself, Mrs Chandler and Mrs Dodd. She put 200ml of hot water in each cup. Does she have enough water left to make Mrs Grasby a cup of tea? What about Mr Hiscock?</li> </ul>			
<p><b>Time tables</b></p> <p><i>Play TTRS: help us to win 'The Battle of The School' Challenge</i></p>	<p>Count in 3s and 4s forwards and backwards</p>	<p>Practise the 3x and 4x tables</p>	<p>Practise the 3x and 4x tables with their linked division facts</p>	<p>Revise the 3x and 4x tables with their linked division facts</p>	<p>Mixed 3x and 4x table test on Class Dojo</p>	
<p><b>Science</b></p>	<p><b><u>Science</u></b></p> <p><b><u>Living Things and Their Habitats- Lesson 5</u></b></p> <p>Lesson Objective: Identify how an animal is suited to its habitat and explain how living things depend upon each other (<i>deepen prior knowledge</i>).</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>I can describe the features of some animals.</li> <li>I can identify the needs of different plants and animals.</li> <li>I can suggest how an animal survives in its habitat.</li> <li>I can explain why the plants in a habitat need the animals.</li> <li>I can explain why the animals in a habitat need the plants.</li> </ul> <p><b><i>See linked lesson resources on Class Dojo - if you can. You can still do the activities below without using Class Dojo:</i></b></p> <p><b>Starter:</b> Remind your child of the previous lessons about habitats, where they researched World habitats (in STAR and SCIENCE). Ask questions about these World Habitats: The Arctic (Tundra), Tropical Rainforests, Oceans (or seas), Woodlands (temperate forests) and Desert. Ask: What animals live there? What plants live there? They may need to do further research or reading (see the PDF on Class Dojo if you can or use the internet.)</p> <p><b>First Activity:</b> They could then play a matching game to match animals to their habitats using resources on Class Dojo or your own pictures or STEM resources: <a href="https://368.stem.org.uk/Human%20and%20Animal%20Habitats/page/modules/habitats1.html">https://368.stem.org.uk/Human%20and%20Animal%20Habitats/page/modules/habitats1.html</a></p> <p><b>Second Activity:</b> Ask your child what dependency means and why a squirrel is dependent upon an oak tree. Why do they need an oak tree to stay alive? Why does an oak tree need a squirrel? Tell them that a squirrel needs the oak tree for food and shelter and that an oak tree needs the squirrel to seeds so that new trees can grow. Then get your child to choose a world habitat and get a picture of it or draw a picture of it and around the</p>					

outside add labels to describe and explain how the animals and plants need each other to survive. For example: **A Rainforest with possible labels (see below):**

I can say how living things in a habitat depend on each other.

All living things depend on one another- this means they need other living things to survive.  
Cut out the labels and stick them on the activity sheet to show how the living things in the rainforest depend on each other, then complete the sentences below.

Plants need animals to \_\_\_\_\_ Animals need plants for \_\_\_\_\_ and \_\_\_\_\_ Some animals \_\_\_\_\_ other animals.

<b>Monkeys</b> live in trees and eat fruit, insects, frogs and birds.	<b>Trees</b> give shelter and food to animals.	<b>Jaguars</b> eat deer, monkeys, frogs, snakes and fish.	<b>Deer</b> shelter in fallen leaves and eat leaves, grass, fruit and berries.
<b>Birds</b> eat fruit and scatter seeds so new trees can grow.	<b>Snakes</b> live in fallen leaves and eat insects and frogs.	<b>Insects</b> shelter in trees and eat the leaves.	<b>Frogs</b> shelter in trees and eat the insects.

**Extension:** Ask them what about humans? How do we depend upon other living things to survive? What living things depend upon us for survival?

**End of lesson:** Upload photos of their work to Class Dojo.

See linked activities on Class Dojo and view and discuss these websites with your child:

**Weblinks:**

**Habitats- Real World Science (USA):**

<https://www.youtube.com/watch?v=x7jwJ2bI9Lg>

**Food Chain Revision- Real World Science (USA):**

<https://www.youtube.com/watch?v=xvW4Cg-1q4U>

**Human and Animal Habitats - STEM (UK):**

<https://368.stem.org.uk/Human%20and%20Animal%20Habitats/page/modules/habitats1.html>

**Star**

**To identify features and characteristics of the countries of the UK.**

Use ppt on class dojo - 'The countries of the UK'. Explain that even though each of the countries belongs to the UK, they all have their own features and characteristics. What do you think the differences between each of the countries might be? Have you ever been to another country in the UK? What was it like? What did you see and do?

Activity

Complete sheet 3C - Finding out key facts about the 4 countries that make up the UK.  
or

Make your own poster about the UK including information about the 4 different countries

P.E.	<p>Choose an activity or do both!</p> <p>1. Try a fun and relaxing kids yoga session. Enjoy a 'Squish the fish' adventure (15 minutes) from Cosmic Kids: <a href="https://www.youtube.com/watch?v=LhYtcadR9nw">https://www.youtube.com/watch?v=LhYtcadR9nw</a></p> <p>or The 'Frozen' adventure (30 minutes): <a href="https://www.youtube.com/watch?v=xlg052EKMtK">https://www.youtube.com/watch?v=xlg052EKMtK</a></p> <p>2. Set up a fitness course/ circuit in your garden. It could include some of the following elements: jumping jacks, bouncing a ball, throwing and catching a ball, running, skipping, throwing a ball in a tub, jumping on a trampoline, bunny hopping on a bench, a hop, skip and a jump, using a hula hoop and your own ideas (check that your course/circuit is safe with your parents before using it.) See if you can time yourself and whether you and other family members can beat your time!</p>
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