

Home survival weekly plans

Year 2

Ideas for activities at home - week commencing 4th May 2020.

	Monday	Tuesday	Wednesday	Thursday	Friday																				
Handwriting	Practise j and i on their own and then in words: jig jam Jim	Practise the diagonal join: eo ai el ir	Practise the horizontal join from the letter r: re ri ro ra	Practise the joins within your spelling suffixes: er ing ed est																					
	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.																				
	Choose and describe a character in a book that you are reading. You could draw a picture of them and label it with adjectives too.																								
S.P.A.G.	Watch these videos to help you with your SPAG: Commas in a list: https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zxvcrdm Questions: https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z2xdng8 Commands: https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z8strwx Exclamations: https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zqbjy4j Statements: https://www.bbc.co.uk/bitesize/articles/z97r2nb																								
	Commas in a list Can you create a list of countries in a continent and use commas and 'and' correctly within your list?		Question: Can you write 3 questions about our planet?		Can you write four different sentence types and punctuate them properly? A command. A statement. An exclamation A question.																				
	Spelling : adding ing, ed, er and est to words ending in y.																								
Spellings	Investigate what happens to the words ending in y below when you add the suffixes: ing, ed, er and est. Copy, worry, happy, cry, reply and funny. You should notice that the 'y' changes to 'i' apart from where 'ing' is added, otherwise there would be ii.		Practice your spellings and have a test on Friday: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 50%; text-align: center;">**</th> <th style="width: 50%; text-align: center;">***</th> </tr> </thead> <tbody> <tr> <td>cry</td> <td>happy</td> </tr> <tr> <td>crying</td> <td>happier</td> </tr> <tr> <td>cried</td> <td>happiest</td> </tr> <tr> <td>copy</td> <td>reply</td> </tr> <tr> <td>copying</td> <td>replied</td> </tr> <tr> <td>copied</td> <td>replying</td> </tr> <tr> <td>worry</td> <td>funny</td> </tr> <tr> <td>worried</td> <td>funnier</td> </tr> <tr> <td>worrying</td> <td>funniest</td> </tr> </tbody> </table>			**	***	cry	happy	crying	happier	cried	happiest	copy	reply	copying	replied	copied	replying	worry	funny	worried	funnier	worrying	funniest
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Literacy	On Friday 8 th May it is the 75 th anniversary of VE day. Find out about VE day and how it was celebrated. Make a colourful poster all about VE day and how the British people celebrated. Try to include a main title on your poster, facts about the VE day celebrations and drawings or pictures. Try to extend some of your sentences with coordinating or subordinating conjunctions. Please check Class Dojo for some linked resources.				
Maths	Please read and see all linked starters and activities on Class Dojo to help you to revise the 2D and 3D Shape terms and concepts.				
	Complete 2D and 3D shape patterns. Create your own shape patterns using drawings or shapes you find at home.	Draw 3D shapes on isometric paper and/or draw nets on squared or isometric paper. Cut out the nets and build 3D shapes.	Revise the names and properties of 2D and 3D shapes. Have an end of unit Shape quiz : Q1. Which 3D shapes have no vertices? Q2. Which 3D shapes have the same number of edges, faces and vertices? Q3. Can you name some quadrilaterals? Q4. Can you name some polygons? Q5. I have three sides of equal length, what shape am I? Q6. I have six sides of different length. What shape am I? Q7. Draw a square. Q8. Sort these shapes on a Venn diagram: pentagon, semi-circle, circle, hexagon. What headings could you have?		
Time tables Play TTRS	Count in 4s forwards and backwards	Practise the 4x tables	Practise the 4x tables with their linked division facts	Revise 4x tables with their linked division facts	4x table test on Class Dojo
Science	<p>Living Things and Their Habitats- Lesson 3</p> <p>Lesson Objective: Research larger habitats and discover why living things live there.</p> <p>Starter: Remind them of the previous lesson about microhabitats. Show your child pictures of Large habitats (woodland, rainforest, ocean, savannah, lake, tundra and mountain) and explain that habitats are not just very small but can also be massive and are all over the world. (If you can, show them the Science lesson starter PDF on Class Dojo). Encourage children to talk about the features of these habitats and what they think will live there. You may want to give them access to the Internet to find out about each habitat or use their general knowledge to generate a list of creatures found in these places. Show them cut out animals and a wordless image of a habitat. Ask your child to talk about which animals they think are best suited to that habitat (link this to the STAR lesson from last week). Ask the question: <i>what would it be like if this creature wandered into this habitat?</i> Talk about how that creature is perfectly adapted</p>				

	<p>to one habitat but wouldn't survive in a different one. Ask your child if they know why (not the right food, not the right temperature, too dry, too damp, etc). Then show them or discuss the habitat diorama ideas (<i>on the PDF on Class Dojo if you can</i>) and then show them a box (e.g. a shoe box or cereal box) and materials available.</p> <p>Main activities: Explain to your child that they will be making a habitat in a shoebox (or cereal box) - a shoebox diorama. Ask your child to decide which habitat they would like to recreate and to choose a few plastic animals or make animals appropriate to their habitat. Alternatively, they might want to print off images of animals from the Internet and stick on card. Allow them access to research books/materials (<i>including those on Class Dojo</i>) and/or the Internet, so they can check the accuracy of their diorama by researching.</p> <p>Extension: Ask them to write a written description of their dioramas and explaining how the animals are suited to the conditions using their researched information.</p> <p>End of lesson: Take a photograph of their habitat diorama and any descriptions and upload to Class Dojo. They may also want to keep their dioramas to share at school when they return.</p> <p>See linked activities on Class Dojo and view these websites with your child:</p> <p>Weblinks:</p> <ol style="list-style-type: none"> 1. What is a habitat? Discovery Education UK video. https://www.youtube.com/watch?v=ZrSWYE37MJs 2. What is a habitat? Science Video for kids. https://www.youtube.com/watch?v=CxrlEajA398
Star	<p>Map work objective - To identify physical and human features in aerial photos. Using the lesson slides found on Class Dojo - show your child the image of the world map. Can you remember where the UK is? Where is the North Pole, the South Pole and the equator? Go through the information on the slides explaining the different physical features and human features you might expect to see when you explore an area.</p> <p>Activity: Can you label the human and physical features you can see on the aerial photos. (These can be found on Class Dojo)</p> <p>Extension activity: Check out google maps - look up your street and go to the aerial (satellite) view. What human and physical features can you see - you could even draw and label an aerial view of your house/street.</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. Put a hoop or bucket or tub a short distance away. Try to throw a ball or things into it. If you succeed, gradually move the hoop/bucket/tub further away. 3. Play Traffic lights (Red: stop, Green: run, Amber: hop) with your family. Try to get family members out by saying, "stop, hop and run." If they follow the non-colour instructions they are out!

R.E.

NEW TOPIC BIG QUESTION: How should we care for others and the world and why does it matter?

Lesson 1 objective: Answer the question is each person unique and important?

Starter: Tell your child that Christians believe that each person is valuable and unique. Share the story of people bringing children to Jesus:

<https://www.youtube.com/watch?v=AbYM-YaeNUM>

You could also share and discuss this quote from the bible:

People brought their small children to Jesus so that he could lay his hands on them to bless them. But the followers told the people to stop bringing their children to him. Jesus saw what happened. He did not like his followers telling the children not to come. So he said to them, "Let the little children come to me. Don't stop them, because God's kingdom belongs to people who are like these little children. Mark 10 v13-15

Tell your child other religions and those who don't have religious beliefs also believe that all people are valuable and unique.

Activities: Ask your child to draw an outline of a person and inside draw some of the things that make people both valuable and unique. Ensure your child focuses on both internal and external characteristics.

Then ask: 'as all people are valuable and unique how should we treat them?' Ask your child to think about how it feels when people are nasty to us: perhaps they can say a time when someone was unkind. We feel sad, cross or angry. What are the opposites of these words?

What could you do if you wanted to help someone feeling angry to feel the opposite: would an action to show you care make someone happier? Ask your child to role play with you: how would you make a sad person feel happy, an angry person feel calm, a cross person feel relaxed?

End of lesson: Ask your child to reflect on how they are unique and important and how others are too.