


# Home survival weekly plans - Year 2

Ideas for activities at home - week commencing 15th June 2020.

Please check Class Dojo for all linked resources.

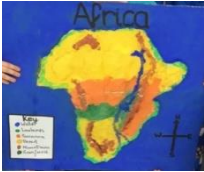

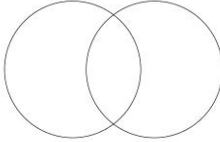






	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<p>If you would like some reading activities this week try these reading comprehensions - read the story and choose the level of comprehension you feel is appropriate. All resources on Class Dojo:</p> <ul style="list-style-type: none"> <li>• The Bear who came to Babysit</li> <li>• A tale of two feathers</li> </ul> <p><a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a></p> <p>Choose 'Owl for Home' and 'browse eBooks'. It is free to register at the moment and you will need to set up a username and password to access books. You can then choose from a large number of books from your child's book band colour. On the back page of each book are some questions to discuss with your child about what they have read.</p>				
Literacy	<p>Over the next two weeks we will be building up to an African animal narrative. This week we will be listening to the story 'We're going on a lion hunt' by David Axtell. We will focus on onomatopoeia and writing descriptive sentences. The second week we will be planning and writing a story based on the book.</p>				
	<p><b>LO: To infer how a character is feeling.</b></p> <p>Share the story 'We're going on a lion hunt' by David Axtell - <a href="https://www.youtube.com/watch?v=J3Yc72LOpos">https://www.youtube.com/watch?v=J3Yc72LOpos</a></p> <p>Use the slides to discuss the text. Explore the pictures on the slides and discuss how the people are reacting to the animal and how they feel.</p> <p><u>Activity</u> Choose a picture - describe how the character is feeling in the picture.</p>	<p><b>LO: To use onomatopoeia.</b></p> <p>Use the slides to share the definition of onomatopoeia and some examples.</p> <p><u>Activity</u> Choose a picture to describe and use onomatopoeia in your descriptive sentences.</p>	<p><b>LO: To use descriptive sentences to describe a scene.</b></p> <p>Go through the steps on the slides demonstrating how to write amazing descriptive sentences. Share the 'getting closer' method/structure of writing and challenge your child to complete the sentences on the slides. Then share the completed example and check your child has tried to use appropriate accurate vocabulary in their descriptive sentences.</p> <p><u>Activity</u> Choose a scene to describe - try to include an adjective, an adverb and onomatopoeia. When you have finished choose one of your sentences to edit and improve.</p>		
Handwriting	<p>Revise the tricky letter f by watching this video and creating the letter f in lots of different colours: <a href="https://www.youtube.com/watch?v=EPfsUHqWrgY">https://www.youtube.com/watch?v=EPfsUHqWrgY</a></p> <p>Then apply to these words: off, frog, foot and food.</p>	<p>Revise the tricky letter k by watching this video and creating the letter k in lots of different colours: <a href="https://www.youtube.com/watch?v=yaYVqlpn1D4">https://www.youtube.com/watch?v=yaYVqlpn1D4</a></p> <p>Then apply to these words: kite, kangaroo, take and make.</p>	<p>Revise the tricky letter g by watching this video and creating the letter g in lots of different colours: <a href="https://www.youtube.com/watch?v=GPIywbNhias">https://www.youtube.com/watch?v=GPIywbNhias</a></p> <p>Then apply to these words: goat, good, forget and great.</p>		

<p style="text-align: center;"><b>Maths</b></p>	<p>There is a linked Time lesson starter and task introduction slideshow on Class Dojo and also other linked resources to use and the tasks below are also on the portfolio.</p>		
	<p><b>LO: Revise o'clock and half past times.</b>          Using a teaching clock, like this one:  <a href="https://www.visnos.com/demos/clock">https://www.visnos.com/demos/clock</a>          Identify the minute hand and hour hand. Discuss the importance of the hands when telling the time and recap prior knowledge of time from year one and home. What do the numbers on the clock face represent? (the hours). What do the small intervals/lines represent in between the numbers and on the numbers? (the minutes.)          Discuss that times can be in the morning, afternoon or evening. For example, 12 noon and midnight. Move the minute hand around the teaching clock. What happens to the hour hand? (It moves too.) What number does the minute hand point at when it is o'clock? (12) What number does the minute hand point at when it is half past? (6). How many minutes in an hour? (60) In half of an hour? (30)          What time do you get up? Eat lunch? Have dinner? Start school (actual or home school)? Go to bed? Make all of these times on the teaching clock (to the nearest half hour.)          Answer these questions:  <i>What do you notice about the hour hand for half past ___?</i>  <i>What time is being displayed on the clock?</i>  <i>Show me ___ o'clock</i>  <i>Show me half past ___.</i>           Play level one and two of:  <a href="https://mathsframe.co.uk/en/resources/resource/117/telling_the_time_in_words#">https://mathsframe.co.uk/en/resources/resource/117/telling_the_time_in_words#</a>           Finally create a <b>human clock</b> by putting the numbers 1-12 in a</p>	<p><b>LO: Recognise quarter past and quarter to.</b>          Use a teaching clock, like:  <a href="https://www.topmarks.co.uk/time/teaching-clock">https://www.topmarks.co.uk/time/teaching-clock</a>          OR  <a href="https://www.visnos.com/demos/clock">https://www.visnos.com/demos/clock</a>          to introduce quarter past and quarter to. Link to fractions (quarter and a quarter turn.) Recap that the hour hand moves as the minute hand does and in turn, understand that quarter past will show hour hand a quarter of the way past the hour and that quarter to will show the hour hand a quarter way to the next hour.  <i>Answer questions such as:</i>  <i>How can fractions help us when finding quarter past / to times?</i>  <i>Where will the minute/hour hand be positioned for quarter past / quarter to?</i>  <i>Why do we use the terms 'to' and 'past'?</i>  <i>What time is being displayed on the clock?</i>  <i>Show me quarter past ___.</i>  <i>Show me quarter to ___.</i>           Play level 3 of:  <a href="https://mathsframe.co.uk/en/resources/resource/117/telling_the_time_in_words#">https://mathsframe.co.uk/en/resources/resource/117/telling_the_time_in_words#</a>           On your <b>human clock</b>, pretend to be the minute hand again and practise turning quarter turns, from o'clock to half past to quarter to and back to o'clock. Then can you make these times using one arm as the hour hand and one arm as the minute hand: quarter past eight, quarter to 3, quarter past 11, quarter to nine, quarter past six and quarter past three.</p>	<p><b>LO: Tell the time to 5-minute intervals.</b>          In this lesson you will work with 5-minute intervals. You will understand that each number represents 5 minutes. Use your knowledge of the 5 times tables to count up in 5s to 60 around the clock as you move the minute hand in five-minute intervals using:  <a href="https://www.topmarks.co.uk/time/teaching-clock">https://www.topmarks.co.uk/time/teaching-clock</a>           When the minute hand goes past the 6, the time becomes 'to' the next hour.   <i>Answer questions such as:</i>  <i>How can our 5 times table help us when counting around the clock?</i>  <i>Why do we use the terms 'to' and 'past'?</i>  <i>What time is being displayed on the clock?</i>  <i>Show ___ past ___. Show me ___ to ___.</i>           Play level 4 of:  <a href="https://mathsframe.co.uk/en/resources/resource/117/telling_the_time_in_words">https://mathsframe.co.uk/en/resources/resource/117/telling_the_time_in_words</a>           On your <b>human clock</b>, pretend to be the minute hand again and practise turning in five-minute intervals while you say: "5 past, 10 past..." until you reach half past. Then say: "25 to, 20 to, quarter to..." until you go back to o'clock. Then can you make these times using one arm as the hour hand and minute hand: 10 past 2, 25 past 4, 5 past 8, 10 to 7, 5 to 9, 20 to 11 and 25 to 10.           Extension: Complete the practice and problem sheets on Class Dojo.</p>

	<p>large circle. This could be on a trampoline or around a hoop. Then stand in the middle and practice being a minute hand and turning half an hour and a whole hour. Then use your arms (while standing or laying down) as the minute hand and hour hand and make different o'clock and half past times.</p>	 <p>Extension: Complete the practice and problem sheets on Class Dojo.</p>	
<p><b>Mental Maths</b></p>	<p>Revise counting forwards and backwards in fives from 0 to 60 (this links to our time topic.) Revise how many minutes are in an hour, half an hour and a quarter of an hour. Revise how many hours are in a day.</p> <p>Continue to practice and revise your times tables by playing TTRS: <a href="https://trockstars.com/">https://trockstars.com/</a></p>	<p>Complete the 5x table and time quiz on Class Dojo or make up your own quiz.</p>	
<p><b>P.E.</b></p>	<p>Choose an activity or do 2 or even all 3:</p> <ol style="list-style-type: none"> <li>1. Have a fun 'egg and spoon' race in your garden. You could use a hard-boiled egg or a small ball and a large spoon.</li> <li>2. This one is for those of you who want to challenge yourself and improve your fitness levels. Can you complete this tough, high intensity kid's workout that is 30 minutes long? <a href="https://www.youtube.com/watch?v=lc1Ag9m7XQo">https://www.youtube.com/watch?v=lc1Ag9m7XQo</a> Remember to take lots of water breaks and to stretch!</li> <li>3. Complete a PE activity of your choice. Choose your favourite activity to do again or make up one of your own!</li> </ol>		
<p><b>Science</b></p>	<p>Please see attached sheet for this term's projects.</p>		
<p><b>Star</b></p>	<p>Please see attached sheet for this term's projects.</p>		

# Our Amazing World: Let's go on Safari - Kenya

This term we will be looking more closely at one country: Kenya. We will be comparing the geography of England and the geography of Kenya. Below are 9 projects you can choose to complete over the next term. You can do as many as you like or you can choose to spend more time on just a few. Please note you do not have to complete all of these projects and they are for the whole term.

<p>Draw or make a salt dough 3D map of Africa - labelling Kenya, The Nile, Mount Kilimanjaro, The Sahara Desert and The Kalahari Desert.*</p> 	<p>Make a poster all about Kenya.*</p> 	<p>Compare the climate and weather of England and Kenya.*</p> 
<p>Find out about the Maasai tribe. Present your work as a fact sheet.*</p> 	<p>Compare the African savanna to the English countryside. What are they both like? What kinds of animals live there? What plants grow? Draw or find a picture of both and label the human and physical features.</p> 	<p>Make a model or draw/paint/collage a picture of an African animal.</p> 
<p>Design and make your own safari map with a grid. Write some directional questions for your family that uses compass points.*</p> 	<p>Create an African sunset picture.*</p> 	<p>Design and make your own Maasai necklace.*</p> 

\* There is a resource to help you on class dojo.

# Science: Plants

This term in Science we will be learning how seeds and bulbs grow into mature plants and what they need to grow and stay healthy. Below are 3 Science Investigations/Projects you can choose to complete over the next term. You can do as many as you like. Please note you do not have to complete all of these projects and they are for the whole term.

## What do plants need to grow and be healthy?

See the linked powerpoint on Class Dojo or read below:  
We will use one pot as our control (pot 1). This means that this pot will be grown in the best way possible, with water light and air. For the other pots we will remove one of these.

You will be setting up:

Pot 1: Water, light and air

Pot 2: Water, light, no air

Pot 3: Water, no light, air

Pot 4: No water, light, air.



### Method:

1. Fill pot 2 with water to the seeds.
2. Lay folded wet paper towel at the bottom of pots 1 and 3 to provide water. Put dry paper towel in pot 4.
3. Place a small scattering of seeds (~10) in each pot.
4. Cover each pot with clingfilm and then poke several holes in it. This will prevent the water from evaporating as quickly.
5. Put pot 3 in a cupboard so that it cannot get light.
6. Put pots 1, 2 and 4 on a windowsill.
7. Wait 10 days. Make sure the paper towel in pots 1 and 3 stay wet - check at least once a day. The seeds under water will need to have their water changed regularly or mould will grow.

### Tasks:

**Day 1:** Write your predictions for each pot. Do you think the seeds in all four pots will grow? Will they look different?

**Day 3:** What can we measure or observe at the end of this experiment? Come up with a way to compare the plants on day 10.

**Day 6:** You should now see white roots on your seeds. Draw a picture of these roots. Find out what roots do.

**Day 10:** Record your results and write a conclusion:

Measure or observe your different plant pots.

1. What did you observe or measure;
  - a) In the pot without air? (pot 2)
  - b) In the pot without light? (pot 3)
  - c) In the pot without water? (pot 4)
2. Copy and complete:

*In conclusion, for plants to grow they need...*

*I know this because...*

3. How could you improve your investigation in the future?

## Study flowering plants and trees

See the linked powerpoint and resources on Class Dojo and/or read below:

### Tasks:

- Can you find and identify any of these plants in your garden or local area: daisy, buttercup, nettle, bramble, dog rose, dandelion, clover, grass, rose, sunflower, lily, sweetpea, fuschia and ivy? Can you take photos or draw pictures of them and label them?
- Can you find and draw or photograph and label these trees? (NB: Trees are a kind of plant.) Oak, rowan, beech, sycamore, lime, holly and hawthorn?
- Can you choose a flowering plant and draw a large diagram of it and include these parts: leaves, stem, flower, roots?
- Can you choose a tree and draw a large diagram of it and include these parts: leaves, trunk, branches, roots?
- Study tree leaves: Can you measure a tree leaf with a ruler? Can you do tree leaf rubbings with crayons/ charcoal?

## Investigate plant life cycles


See the linked powerpoint and resources on Class Dojo and/or read below:

### Method:

Plant a seed and observe it's growth. For example, a bean plant or a sunflower. Give it everything it needs. Measure it's growth and describe what it looks like every week for up to 4 weeks.

### Tasks:

- Record the height and appearance of your plant in a table.

	Dwarf Sunflower 
Week 1	
Week 2	
Week 3	
Week 4	

- Draw and label a life-cycle diagram of your plant. A bean plant diagram would include: bean pods, bean, seedling, flowering plant. Sunflower would include: seed, sunflower plant, flower, seeds fall.