

# Home survival weekly plans

## Year 2















Ideas for activities at home - week commencing 1<sup>st</sup> June 2020.

Please check Class Dojo for all linked resources.

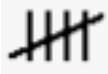
	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<p><a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a> Choose 'Owl for Home' and 'browse ebooks'. It is free to register at the moment and you will need to set up a username and password to access books. You can then choose from a large number 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> <p><a href="https://www.booksfortopics.com/storytime-online">https://www.booksfortopics.com/storytime-online</a> This link will take you to 'Books for Topics' online stories page - you can choose your age range and then click on the link to take you to the author reading their books.</p> <p><a href="http://www.roythezebra.com/guided-reading-story">www.roythezebra.com/guided-reading-story</a> A simple story set out in 9 chapters with discussion prompts for before and after reading. A great activity that you can do over 9 days.</p>				
Literacy	<p><b>LO: Exploring recounts.</b> Use ppt 'African Tails - Recounts'. Go through ppt together and discuss recounts.</p> <p><u>Activity</u> Complete sheets 1A, 1B or 1C. If you want a challenge you can do all three!</p>	<p><b>LO: Features of a recount.</b> Use ppt 'African Tails-Features of recounts'. Go through ppt together looking at the features of recounts.</p> <p><u>Activity</u> Complete sheet 1A - Highlight the features of the recount.</p>	<p><b>LO: Writing a recount.</b> Use ppt 'African tails - Writing recounts'. Go through ppt together - stop at slide 9.</p> <p><u>Activity</u> Choose slide 10 or 11. Imagine you have been on Safari and these are your photos of the day. Write a recount of what happened using the correct features.</p>		
Maths	<p><b>LO: Interpret and make tally charts</b></p> <p>Ask: What is the most popular car colour in our street? Create a Tally Chart which has rows for different car colours (e.g. red, silver, white, black, blue). Ensure it has three columns, one for car colour, one for Tally and one for Total. See the example below:</p>	<p><b>LO: Draw and interpret pictograms (1-1)</b></p> <p>Use tally chart (cars) to create a horizontal pictogram. Use the same picture to represent all of the data in the pictogram and line them up carefully. Answer these questions: What is the difference between the most and least popular colour? How many cars were there altogether on your street?</p> <p>See the example of a horizontal pictogram below. It is missing labels, a key and a title question.</p>	<p><b>LO: Revise Simple Tally Charts and Pictograms</b></p> <p><a href="https://primaryschoolict.com/pictograph/#">https://primaryschoolict.com/pictograph/#</a> &gt; Eye colour. Create tally and then a pictograph of the eye colour of family and friends (those known) and create your own questions to solve.</p> <p><b>Solve this Nrich problem</b> (see below or go to the website):</p> <p><a href="https://nrich.maths.org/2341/index">https://nrich.maths.org/2341/index</a></p>		

### Car Colour Survey

Make a tally chart to show the different car colours you see driving past.

Colour	Tally	Total
Red 		
Blue 		
Green 		
Yellow 		
Black 		
White 		
Silver 		

Looking out of the window or on a walk, complete a tally of the different colour cars in your street. Remember to use this tally sign for bundles of 5:



| = 1

|| = 2

||| = 3

|||| = 4

||||| = 5

Ask: What is the most popular car colour?

Extension: create a tally chart to answer other questions.

Recap tally charts:

[http://www.softschools.com/math/data\\_analysis/tally\\_chart/](http://www.softschools.com/math/data_analysis/tally_chart/)

Answer simple word problem involving tally charts.



Extension: create a horizontal pictogram linked to a different question and tally chart.

Ask questions such as:

What is the pictogram showing?

What does it tell us?

How many \_\_\_\_?

There are \_\_\_\_ more/ less.

How many altogether?

Which is the most / least popular?

What other questions can you ask about the pictogram?

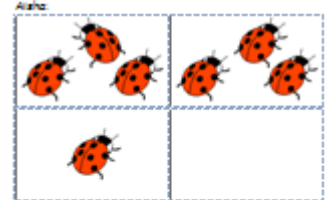
Recap Pictograms:

[http://www.softschools.com/math/data\\_analysis/pictograph/games/](http://www.softschools.com/math/data_analysis/pictograph/games/)

Answer simple word problems involving pictograms.

### Ladybird Count

Some children were playing a game. They collected cards with ladybirds on them. Here are the cards they had at the end of the game:



Times Tables

Revise counting forwards and backwards in 2s, 5s, 3s, 4s and 10s.

Revise the 2x, 3x, 4x, 5x and 10x tables and linked division facts.

Play TTRS: <https://ttrockstars.com/>

Complete the mixed Times Table quiz on Class Dojo or create your own quiz linked to the: 2x, 3x, 4x, 5x and 10x tables

Science

Please see attached sheet for this term's projects.

Star

Please see attached sheet for this term's projects.

# 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:



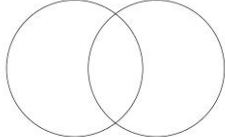

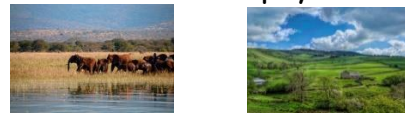

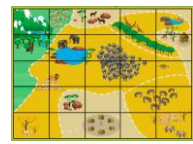


- Record the height and appearance of your plant in a table.

	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.

# STAR - 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 Maasi necklace.*</p> 

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