

# Home survival weekly plans - Year 2

Ideas for activities at home - week commencing 22nd 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>• Monster Surprise</li> <li>• Ronald the Rhino</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>				
SPAG	<p>Watch the three KS1 homophone videos on the BBC Bitesize website: <a href="https://www.bbc.co.uk/bitesize/topics/zqhp2p">https://www.bbc.co.uk/bitesize/topics/zqhp2p</a></p> <p>Answer these questions: What is a homophone? Which homophone (there, their or they're) would you use in these sentences: _____ funny. Look over _____. They look after _____ books.</p>		<p>Then learn the meaning of and how to spell all of these homophones for a spelling quiz on Friday:</p> <p>to too two their they're there see sea hear here</p>		
Literacy	<p>This week we will be planning and writing our stories. We will use the story 'We're going on a lion hunt' as the basis of our own story - perhaps you can use a different animal. Do not forget to include description and onomatopoeia in your stories.</p>				
	<p><b>LO: To plan a five-part story.</b></p> <p>Use slides to discuss how to plan a five part story. Work through the examples on the slides.</p> <p><u>Activity</u> Choose the story plan template 4a, 4b or 4c. Plan your own story.</p>	<p><b>LO: To write a story using a five-part plan.</b></p> <p>Write your story over 2/3 days.</p> <p>Using slides explain how to use your plan from yesterday to write your story. Discuss vocabulary and add some to your plan.</p> <p><u>Activity</u> Write your stories - use word banks to help extend vocabulary. Try to include good description and connectives.</p>	<p><b>LO: To edit and improve writing.</b></p> <p>Share slides and discuss - What/who is an author? What does editing mean? Look at the piece of writing on the slide. How can this bit of writing be improved? Are there any mistakes in it? Go through the steps on the slides challenging your child to make appropriate choices to improve their writing.</p> <p><u>Activity</u> Use sheet 6A as a checklist to help edit and improve your story.</p>		
Handwriting	<p>Revise the tricky re letter join by watching this video: <a href="https://www.youtube.com/watch?v=eHpYFBIS5Co">https://www.youtube.com/watch?v=eHpYFBIS5Co</a></p> <p>Then apply to these words: red, reply, regard and remember.</p>	<p>Revise the tricky ve letter join by watching this video: <a href="https://www.youtube.com/watch?v=p9E2Ln8eUZ0">https://www.youtube.com/watch?v=p9E2Ln8eUZ0</a></p> <p>Then apply to these words: love, move and remove.</p>	<p>Revise the th letter join: <a href="https://www.youtube.com/watch?v=UOQf9J9eZAY">https://www.youtube.com/watch?v=UOQf9J9eZAY</a></p> <p>Then apply to these words: the, then, they, their, they're and there.</p>		

There is a linked Time, week 2, lesson starter and task introduction slideshow on Class Dojo and also other linked resources to use and Time lesson videos on class story.

**LO: Understand units of time**

Task 1: Answer. Questions about units of time:  
 What units of time do you know? Can you list all of the measurements of time? For example: seconds, minutes, days, weeks and years.  
 Then answer: How many seconds in a minute?  
 How many minutes in an hour?  
 How many minutes in half an hour? Quarter of an hour?  
 How many hours in a day?  
 How many hours make up 90 minutes?  
 How many minutes in 1 hour and 30 minutes?  
 What method did you use?  
 How can you check your answer?  
 Can you convert minutes to hours and vice versa?  
 Answer questions such as:  
 180 minutes is the same as \_\_\_\_\_ hours.  
 4 and a quarter hours is the same as \_\_\_\_\_ minutes.  
 (See linked Time, week 2, slideshow on Class Dojo Class Story if you can)

Task 2:  
 \*\*Can you use your real life knowledge to sort the following events into two groups: less than an hour or more than an hour.  
 \*\*\*To make it harder, you may want to sort into 4 groups: less than  $\frac{1}{4}$  hour, between  $\frac{1}{4}$  and  $\frac{1}{2}$  an hour, between  $\frac{1}{2}$  hour and an hour and more than an hour.  
 Create a table to show your answers.

- Brushing teeth
- Having a bath
- Eating dinner
- A day at school
- Home-learning
- Playing a game on TTRS
- Walking to school

**LO: To find durations of time**

Look at the Tuesday and Wednesday lesson starters on the slideshow on Class Dojo and/or:

Task 1: Answer this problem - an episode of "Waffle The dog" started at 1 o'clock and finished at 20 past 1.  
 Using a teaching clock (real or virtual) counting in multiples of 5 will help you to calculate the duration. You could use:  
<https://www.topmarks.co.uk/time/teaching-clock>

Task 2: Use your teaching clock to work out the duration:  
 Start time - 4 o'clock.  
 End time - 25 to 5  
 Remember that counting up in 5s around the clock will help to find durations.

Create your own problems and answer these questions:  
 What is the start time?  
 What is the end time?  
 How much time has passed?  
 Can we use a clock to help us?  
 How did you work this out?  
 Is there another method you could use?  
 How can you check your answers?

Extension: Complete the activities and worksheets on Class Dojo.

**LO: To compare durations of time**

Look at the Thursday and Friday lesson starters on the slideshow on Class Dojo and/or:

Task 1: can you answer these questions:  
 Which is longer, 1 minute or 1 hour? How do you know?  
 Which is shorter 1 day or 20 hours?  
 Can you order from longest to shortest these times: 5 minutes, 120 seconds, 1 hour?  
 How much longer is  $\frac{1}{4}$  hour than 10 minutes?

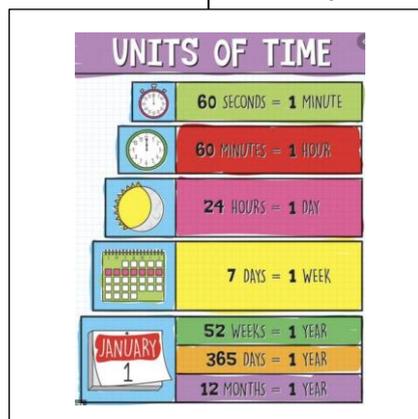
Task 2: Can you order these times (durations) from shortest to longest, and then vice versa:

- 5 minutes
- 2 hours
- $\frac{1}{4}$  hour
- $\frac{1}{2}$  hour
- 180 seconds
- 1 minute
- 1 day
- 1 week
- 48 hours

Challenge: If a TV program lasted 35 minutes and finished at 10 past 12, what time did it start?

Extension: Complete the activities and worksheets on Class Dojo.

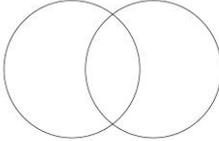
Maths



	<ul style="list-style-type: none"> <li>• Walking to the shops</li> <li>• Eating breakfast</li> <li>• Watching a film</li> <li>• Reading a book</li> </ul>		
<b>Mental Maths</b>	<p>Revise counting forwards and backwards in multiples of ten to 200 (e.g. 10, 20, 30, 40...)</p> <p>Revise counting in multiples of 100 to 1,000 (e.g. 100, 200, 300...)</p> <p>Then try to count in sixes and start to learn your 6x table facts. This is year 3 Maths but is very useful for converting units of time. For example, it is easier to work out that 3 minutes is 180 seconds, if you know that <math>3 \times 6 = 18</math>. You can then multiply the answer by ten.</p> <p>Continue to practice and revise your times tables by playing TTRS:  <a href="https://trockstars.com/">https://trockstars.com/</a></p>		Complete either the 3x table quiz (**) or 6x table quiz (***) on Class Dojo or make up your own linked quiz.
<b>P.E.</b>	<p>Choose an activity or do 2 or even all 3:</p> <ol style="list-style-type: none"> <li>1. Have a fun 'three-legged' or 'sack' race and/or a relay race with your family in your garden. You could use a scarf or skipping rope to tie your legs for the three legged activity but be careful not to trip.</li> <li>2. This one is for those of you who love dancing and yoga as it combines the two activities: Cosmic Kids Yoga Dance Disco (12 minutes): <a href="https://www.youtube.com/watch?v=23VdtT0vQUY">https://www.youtube.com/watch?v=23VdtT0vQUY</a></li> <li>3. Sing and dance along to one of these KIDZBOPZ videos:  <a href="https://www.youtube.com/watch?v=h-XaED3AFR8">https://www.youtube.com/watch?v=h-XaED3AFR8</a> (15 minutes)</li> </ol>		
<b>Science</b>	Please see attached sheet for this term's projects.		
<b>Star</b>	Please see attached sheet for this term's projects.		

# 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.