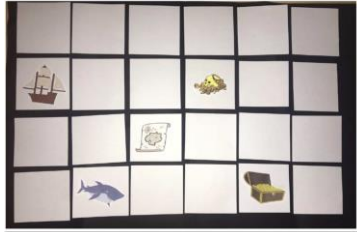


Home survival weekly plans

Year 2

Ideas for activities at home - week commencing 29th June 2020.
Please check Class Dojo for all linked resources.



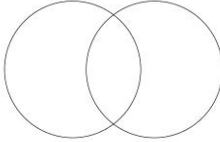






	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Complete reading comprehension activities on Class Dojo.				
Literacy	This week we will be concentrating on non-fiction and creating little fact books about African animals. We will be exploring the difference between facts and opinions.				
	LO: Identifying facts Use slides to discuss the difference between facts and opinions. <u>Activity</u> Identify which statements are facts.	LO: Researching Facts Use slides to research facts about different African animals. <u>Activity</u> Research African animals and write facts.	LO: Creating fact books Use slide to discuss non-fiction books and how they present facts. <u>Activity</u> Complete fact book using researched information.		
Handwriting and SPAG	Please practise spelling all of the words below for a quiz on Friday. You can visit this free website for more tips, videos, handwriting exercises and handwriting sheets (our school uses choice 3 continuous cursive handwriting): http://www.teachhandwriting.co.uk				
	Revise the ai bottom letter join by watching this video: https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html Then apply to these words: rain, pain, gain and remainder.	Revise the ch bottom letter join by watching this video: https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html Then apply to these words: chat, change, watch and catch. Can you write a definition for each word too?	Revise the ck bottom letter join by watching this video: https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html Then apply to these words: lick, quick, trick and quickly. Can you write each word in a sentence?		
Maths	NEW UNIT: Geometry: position and direction - week 1: There is a linked Position and Direction lesson starter and task introduction slideshow and also other linked resources to use on class story on Class Dojo.				
	LO: Understand movement Look at the lesson starters on the slideshow on Class Dojo and/or answer these questions: Can you move forwards one step? Backwards one step? Left	LO: Describe and record movement Look at the lesson starters on the slideshow on Class Dojo if you can or re-watch the video and lesson slides from the previous lesson		LO: Conduct a treasure hunt Look at the Thursday and Friday lesson starters on the slideshow on Class Dojo (if you can) and complete	

	<p>two steps? Right two steps? Then can you give directions to a family member? <i>Would you use up/down or forwards/backwards for them? Why?</i></p> <p>Task 1: Watch the Harry Hornet (Premier League Football) lesson video and watch and discuss the linked slides to develop your understanding of position and direction words for this unit, including: above, below, forwards, backwards, right, left, between and in the middle: https://www.bbc.co.uk/bitesize/articles/zsvgn9q</p> <p>Task 2: Then answer the questions on the interactive quiz at: https://www.bbc.co.uk/bitesize/articles/zsvgn9q</p> <p>Extension: Complete optional extension tasks on Class Story.</p>	<p>(see left) to revise. Then complete the tasks:</p> <p>Task 1: Complete level 1 or level 2 (harder) of the Activity 3: Premier league primary stars football resource. Visit the site or Class Dojo to obtain it: https://www.bbc.co.uk/bitesize/articles/zsvgn9q</p> <p>Task 2: Draw a 3 by 3 square grid. Move a counter/object around the grid and describe its movements. Ask and answer questions such as: <i>Which way is the object facing? The ___ has moved 1 square ___. The ___ has moved ___ squares forward. Can you draw the path your counter/ object took? Can you write a sentence or sentences to describe the movement shown?</i></p> <p>Extension: Complete the 'Describe' and 'Record' worksheets on Class Story.</p>	<p>the tasks:</p> <p>Task 1: Task 1 Create your own large treasure maps using a 6 x 4 grid (alternative treasure hunt grids can be used). You can draw a boat and a treasure chest on your grid. For further challenge, draw additional items such as islands, maps, sunken ships etc.</p> <p><small>For example:</small></p>  <p>Task 2: Then write sets of instruction on how to get from the ship to the treasure. You may also make stops along the way collecting additional items. You may find alternative routes or may move their ship to different start points to find different routes to the treasure.</p> <p><i>Consider the answer to these questions: Why is the direction of the item / creature at the start important when creating instructions? (It will determine which key words to use, e.g. forwards or backwards.)</i></p> <p>Extension: Complete the optional extension tasks on Class Story.</p>
<p>Mental Maths</p>	<p>Continue to practice and revise your times tables by playing TTRS: https://ttrockstars.com/</p>	<p>Complete the mixed quiz on Class Dojo or make up your own linked quiz.</p>	

P.E.	<p>Choose an activity or do both:</p> <ol style="list-style-type: none"> 1. Choose an exercise or Sport of your choice to do. 2. This fun 'Just Dance' activity celebrates the return of professional football and also links to our Star topic (Africa). It is just under 4 minutes: https://www.youtube.com/watch?v=gCzgc_RelBA <p><i>NB: Parents please load the You Tube video for your children. The video is safe, but comments and adverts on You Tube can be inappropriate and therefore it is advised that You Tube is used with parental supervision (as with all internet sites).</i></p>
Science	Please see attached sheet for this term's projects.
Star	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.