

# Home survival weekly plans Year 2

Ideas for activities at home - week commencing 13th July 2020.

Please check Class Dojo for all linked resources.

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<p>Continue reading your own books but if you would like some quick comprehension activities try these:</p> <p>Monday - Beegu 60 second read            Wednesday - Look up! 60 second read            Friday - The dinosaur that pooped a princess 60 second read</p> <p>All resources on class dojo.</p>				
Literacy	<p><b>In literacy we will focus on transition activities to help the children prepare to return to school in September.</b></p>				
	<p><b>LO: To reflect on happy memories.</b></p> <p>Think about all the things you have done during lockdown. What was your favourite thing? Did you have any celebrations? Talk to someone about your memories and try to think of 5 things you enjoyed doing. Record your memories on the sheet provided or make your own poster.</p>	<p><b>LO: To reflect on your strengths.</b></p> <p>Look at the sheet 'I am an amazing person' and read the sentence starters on the balloons. Talk to someone about your answers and reflect on all your good qualities. Fill in the balloons and then colour the picture to make it very bright and colourful.</p>	<p><b>LO: To reflect on year 2 and think about moving into year 3.</b></p> <p>Spend the rest of the week making your own little transition booklet (template on class dojo).</p>		
Hand-writing and SPAG	<p><b>Please practise spelling all of the words below for a quiz on Friday.</b>            You can visit this free website for more tips, videos, handwriting exercises and handwriting sheets (our school uses choice 3 continuous cursive handwriting): <a href="http://www.teachhandwriting.co.uk">www.teachhandwriting.co.uk</a></p>				
	<p>Revise the bottom to c shaped letter join: as by watching this video:  <a href="https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html">https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html</a></p> <p>Then apply to these words: has, was, washing and hasn't. Can you write each word in a sentence?</p>	<p>Revise the bottom to c shaped letter join: ss by watching this video:  <a href="https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html">https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html</a></p> <p>Then apply to these words: kiss, miss, distress and less. Can you make up a short rhyme using some of these words?</p>	<p>Revise the bottom to c shaped letter join: igh by watching this video:  <a href="https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html">https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html</a></p> <p>Then apply to these words: high, delight, height and bright. Can you write a definition for each word?</p>		
Maths	<p><b>We have one final Maths topic left of the year 2 curriculum: temperature. We are also going to revise and extend our knowledge of capacity this week.</b></p>				

**LO: To compare volume and capacity.**

Starter: Look at the lesson starters on the slideshow on Class Dojo and/or watch and discuss this WRM lesson video: go to Year 2, Summer term week 10, lesson 3: Compare volume:

<https://whiterosemaths.com/homelearning/year-2/>

Then watch and discuss this BBC 'measuring capacity and volume' video and the information underneath:

<https://www.bbc.co.uk/bitesize/articles/zm4bp4j>

Then do the activities (see below) and on the BBC site.

**Task 1:**

1. For this activity you will need to find about five different sized cups from your kitchen.
2. Place the cups in what you estimate is the order from **largest capacity to smallest capacity**.
3. With an adult to supervise you, pour water from the smallest glass to the next largest and so on, to check if your order is correct.

**Hint**

If the next cup overflows, what does this mean?



**Task 2:**

**Container Conundrum**

1. For this activity you will need to find a big container and a little container (these could be cups, bottles, jugs or bowls).
2. Estimate how many little containers it would take to fill up the big container.
3. Check your answer by filling the little container with water then pouring it into the big container - did you guess right? Remember to ask an adult to help you, you don't want to make a big mess!



**Extension:** Complete optional 'Drawing Turns' 'Describe the clock turns' extension tasks on

**Task 3:**

**Karate cats**

Play the measurements level of Karate

**LO: To measure in millilitres and litres. (2 lessons)**

Starter: Look at the lesson starters on the slideshow on Class Dojo and/or watch and discuss this WRM lesson video: go to Year 2, Summer term week 10, lesson 4: Millilitres and week 11, lesson 1: Litres:

<https://whiterosemaths.com/homelearning/year-2/>

Then watch and discuss the BBC 'millilitres' and litres' the information/ video at:

<https://www.bbc.co.uk/bitesize/articles/zmn6wnb>

<https://www.bbc.co.uk/bitesize/articles/zsjdg7h>

**Task 1:**

**Measurement detective**

Be your own measurement detective and work with a parent or guardian to find objects around your home which hold up to 1 litre, for example a bottle of water or a can of orange juice.

Can you find a container that holds exactly 500ml?

Can you find a container that holds exactly 1l?

Which container holds the most?

Which container holds the least?

**Extension:** Complete measuring sheets on Class Story on Class Dojo.

**Task 2:** Do the 'litre' activities at:

<https://www.bbc.co.uk/bitesize/articles/zsjdg7h>

**Extension:** Complete 'litres' worksheets on Class Story on Class Story.

**LO: To measure temperature.**

Starter: Look at the lesson starters on the slideshow on Class Dojo and/or watch and discuss this WRM lesson video: go to Year 2, Summer term week 11, lesson 2: Temperature:

<https://whiterosemaths.com/homelearning/year-2/>

Then watch and discuss this BBC 'temperature' video and the information underneath:

<https://www.bbc.co.uk/bitesize/articles/zfvfxbk>

**Task 1:**

**Temperature problems**

Solve The Power Maths (Pearson) textbook questions at:

<https://www.bbc.co.uk/bitesize/articles/zfvfxbk>

These problems will help you to practise reading a thermometer.

In question 2, how could you use a number line to help you to solve these problems?

**Task 2:**

**Measuring temperature using a thermometer:**

<https://www.bbc.co.uk/bitesize/articles/zfvfxbk>

These questions will help you to build your confidence in reading a thermometer and thinking about temperature.

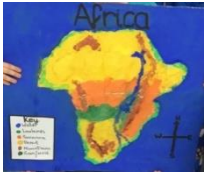

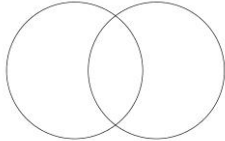

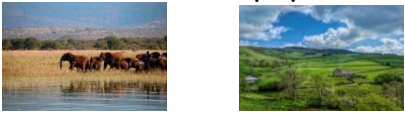




In question 2, does **warmer** mean the temperature is **more** or **less**?

**Extension:** Complete problems on Class Story on Class Dojo.

	<p>Cats Maths - can you collect a cool new costume for your cats?  <a href="https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw">https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw</a></p>		
Mental Maths	<p>Revise number bonds to 20 and 100 at:  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></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 mixed quiz on Class Dojo or make up your own linked quiz.</p>
P.E.	<p>Choose one or more activities to do with your child:</p> <ol style="list-style-type: none"> <li>1. Choose an exercise or Sport of your choice to do.</li> <li>2. Create a gymnastic routine that includes: a twist, a leap, a roll or flip or cartwheel and a balance (hold for three seconds).</li> <li>3. Join in with one of these dance routines:</li> </ol> <p>Zumba:  <a href="https://www.youtube.com/watch?v=ymigWt5TOV8">https://www.youtube.com/watch?v=ymigWt5TOV8</a></p> <p>Dance Monkey (kids version)  <a href="https://www.youtube.com/watch?v=rNb53djljkw">https://www.youtube.com/watch?v=rNb53djljkw</a></p>		
Science	<p>Please see attached sheet for this term's projects.</p>		
Star	<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. 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.