

Home survival weekly plans

Year 2

Ideas for activities at home - week commencing 6th July 2020.

Please check Class Dojo for all linked resources.

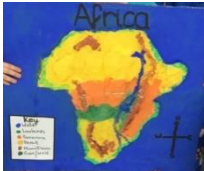

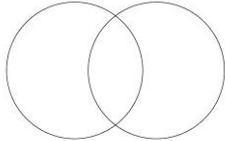

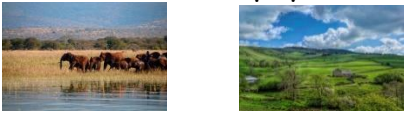




	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<p>Read your own reading book for 15 minutes every day.</p> <p>www.oxfordowl.co.uk</p> <p>Choose 'Owl for Home' and 'browse eBooks'. It is free to register at the moment and you will need to set up a username and password to access books. You can then 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>				
Handwriting and SPAG	<p>Please practise spelling all of the words below for a quiz on Friday.</p> <p>You can visit this free website for more tips, videos, handwriting exercises and handwriting sheets (our school uses choice 3 continuous cursive handwriting): www.teachhandwriting.co.uk</p>				
	<p>Revise the th bottom letter join by watching this video: https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html</p> <p>Then apply to these words: the, that, father and feather. Can you write each word in a sentence?</p>	<p>Revise the but bottom letter join by watching this video: https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html</p> <p>Then apply to these words: butter, butterfly, butler and buttness. Can you write a definition for each word too?</p>	<p>Revise the jig bottom letter joins by modelling or watching this video: https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html</p> <p>Also revise ig and ug join. Then apply to these words: jiggle, jiggling, giggling and juggle. Can you write each word in a sentence?</p>		
Literacy	<p>This week we will be reading Willy the Champ by Anthony Browne. We will be looking at prepositions and how to use them in a sentence as well as using adjectives and adverbs to improve descriptive sentences.</p>				
	<p>LO: To writing prepositional phrases.</p> <p>https://www.youtube.com/watch?v=QhI8duqNzas</p> <p>Listen to the reading of Willy the Champ by Anthony Browne.</p> <p>Look carefully at the picture from the book of Willy and Millie in the Park. What odd or strange things can you see in the picture?</p> <p>Follow the instructions on prepositional phrases and write sentences containing prepositions about all the funny things you noticed.</p>	<p>LO: To write descriptive sentences.</p> <p>https://www.youtube.com/watch?v=QhI8duqNzas</p> <p>Listen to the reading of Willy the Champ by Anthony Browne.</p> <p>Write descriptive sentences about a character from Willy the Champ.</p> <p>First read about using adjectives and adverbs on descriptive writing.</p> <p>Follow the instructions and write a profile for a character in the story</p>	<p>LO: To write interesting sentences.</p> <p>https://www.youtube.com/watch?v=QhI8duqNzas</p> <p>Listen to the reading of Willy the Champ by Anthony Browne.</p> <p>In the book, it says that Willy's three favourite things to do are reading, listening to music and walking in the park.</p> <p>What are your three favourite things to do? Draw and describe each of them on My three favourite things to do.</p>		

<p style="text-align: center;">Maths</p>	<p>Geometry: position and direction - week 2: There is a linked Position and Direction lesson starter and task introduction slideshow for this week and also other linked resources to use on class story on Class Dojo.</p>	
	<p>LO: Understand clockwise and anti-clockwise</p> <p>Starter: Look at the lesson starters on the slideshow on Class Dojo and/or answer these questions: Can you stand up and turn clockwise (same direction as the hands on a clock- turn right) and then anticlockwise (turn left)? Link to previous time learning.</p> <p><u>Task 1:</u> Complete activity 4, Football Treasure Hunts at: https://www.bbc.co.uk/bitesize/articles/zsvgn9q</p> <p><u>Task 2:</u> Use your teaching clock you had/made or a digital one: https://www.visnos.com/demos/clock</p> <p>Practise turning the minute hand quarter and half-turns clockwise and anticlockwise from different starting points. For example: Q1. Start with the minute hand on 3. Turn half turn clockwise. What number do you end up on? Q2. Start on 9, take a quarter turn anticlockwise. What number do you end up on?</p> <p><u>Extension:</u> Complete optional 'Drawing Turns' 'Describe the clock turns' extension tasks on Class Story.</p>	<p>LO: Describe turns</p> <p>Starter: Do a turning pattern (figure). Ask your partner (sibling or parent) to describe the turn using the language, 'full turn', 'half turn', 'quarter turn', 'three-quarter turn', 'clockwise' and 'anticlockwise. Repeat the activity but swap roles. Look at the lesson starters on the slideshow on Class Dojo if you can.</p> <p>Task 1: Then pick up a shape draw around it. Then turn it a quarter or a half-turn clockwise or anticlockwise and draw around it again. Ask your parent/ sibling to describe how the object has moved. Then swap roles and repeat. Repeat with other shapes, numicon/base ten/ cubes and other objects.</p> <p><u>Task 2:</u> Look at a five numicon frame (in real life) or virtually at: https://mathsbot.com/manipulatives/numberFrames</p> <p>Rotate it a $\frac{1}{4}$ turn. Repeat until it is back in original position. <i>How many quarter turns did this take? How many quarter turns make a full turn? Then experiment by rotating other number frames. Which way has the number frame been turned? Can you describe / draw how the number frame has been turned? Which number frames can you turn in multiple ways but get the same end position?</i></p> <p><u>Extension:</u> Complete 'Describing Turns' worksheets on Class Story.</p>
<p style="text-align: center;">Mental Maths</p>	<p>Revise finding doubles and halves at: https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Continue to practice and revise your times tables by playing TTRS: https://trockstars.com/</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"> 1. Choose an exercise or Sport of your choice to do. 2. Another fun 'Just Dance' activity for those of you that enjoy dancing/ singing to them: 'Blue-Da-Ba-Dee!' This one is very catchy: https://www.youtube.com/watch?v=gCzgc_RelBA 3. Try this: 34 minutes of KIDZBOPZ Dance Along Videos: https://www.youtube.com/watch?v=sHd2s_saYsQ <p><i>NB: Parents please load You Tubes video for your children. The videos are 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 and 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.