

Dawpool C.E. Aided Primary School Home Learning Planner Year Group: 2 Date: Week commencing 18th May 2020

Daily message from your teacher	
<p>Good morning year 2 and family!</p> <p>I hope that you have all had another lovely week.</p> <p>We have started to receive some great sports day results! So far we have had results emailed in from Euan, Evie, Eleanor, Jasmine F and Olivia. Thank you all so much. If anybody else has any results, please email them into us.</p> <p>All of the staff have loved seeing your FOD's Amarillo video! Thank you so much for taking part in that!! It was such a lovely surprise and it was so lovely to see all of you having such good fun and looking so happy. You have all grown so much since we were last together in school!</p> <p>We have all been working on our own little surprise so watch this space.</p> <p>Hope you all have another lovely day.</p> <p>I hope that you and your families particularly enjoy today's science lesson!</p> <p><i>*We usually do science in the afternoon but the children are going to be making a healthy picnic for the family today so you might want to do this over lunch time.</i></p> <p>Mrs Broadbent x</p>	
Activity/Task Monday 18 th May	Date to complete
<p>Daily Arithmetic (Fluent in 5)</p> <p>10 x 11 =</p> <p>93 – 27 =</p> <p>100 - 25 =</p>	18 th May
<p>Extra Maths Practice? (Optional)</p> <p>Log on to Purple Mash and use the Games to practice your maths skills. A little practice every day will make a big difference.</p>	

<p>Links for this week's work on measurement</p> <p>Purple Mash: 2 Do I have set 2 do's for some activities on measurement, units and volume should you wish to do them.</p> <p>BBC bitesize https://www.bbc.co.uk/bitesize/topics/zt9k7ty/articles/zp8crdm</p>	
<p>Maths: Measurement 3</p> <p>I have provided 4 maths lessons to do as we usually have double maths on a Wednesday in school. Learning at home is very different so I am leaving it up to you to decide the arrangements of the timetable and if you would prefer to only do 1 maths lesson per day or split the 4 lessons over my 3 days</p> <p>If your child may still need further practice but is overwhelmed by the tasks in the PowerPoint, try one of the alternative activities that I have planned on either BBC bitesize or purple mash.</p> <p>These activities are not essential to do in addition to PowerPoints, we are simply trying to meet the needs of all of our children and alleviate some of the stresses that some of you may be facing at home.</p>	
<p>Comprehension.</p> <p>This week's comprehension has been also been inspired by your current topic and is called Amazing Antarctica. I hope that you enjoy it!</p> <p>Parents - In the comprehension file that I have attached you will find three texts that are very similar and three similar question sheets. You will notice that they each have stars at the bottom.</p> <p>A one star comprehension is the easier of the three with the three star comprehension being the most difficult so you can choose which of the three your child completes.</p>	
<p>Science</p> <p>This lesson is the end of the animals and humans topic so I thought a family healthy picnic would be a lovely way to end it altogether.</p> <p>You will need :</p>	

chopping board,

margarine/butter,

knives,

selection of lunch foods,

sandwich bags/lunch box/plate,

sticky labels/ paper and a pen.

Invite your guests (all family members at home with you) to a picnic.

Explain to the children that they will need to prepare lovely, healthy picnics. Ask what they can remember from the previous session about what a healthy lunch should contain. They may need to look again at their lunch box designs from the previous session to remind them. Explain that they are going to make a sandwich for their picnic guests with a healthy, balanced filling.

For more ideas and inspiration go to:

<http://www.nhs.uk/change4life/Pages/healthy-lunchbox-picnic.aspx> Ideas from the NHS about healthy picnics and lunch boxes.

There are loads of great ideas of healthy lunches on here that children can use for this lesson or for future lunches at home.

Tell them they need to wash their hands to keep the picnic free from germs and then show them the healthy foods you have available. Explain that they must not put their fingers or knives in their mouths and they must tie long hair back.

When they have made their sandwiches they must put their own sandwich in a bag/ box/ plate and label it with their name. The sandwiches for the guests must also be placed in a sandwich bag/box/plate, but must just be labelled with the contents of the sandwich. They may choose different options for each sandwich so that their picnic guests can choose from the labelled ingredients as to which sandwich they would prefer.

As the children are preparing the food, remind them not to put their fingers in their mouths and to wash their hands if they do so. Ask: *Why are you putting that in the sandwich? How do you know that you are making a healthy sandwich? If we ran out of these items, what could you replace them with and still keep it balanced?*

<p>Welcome the picnic guests and take them, the sandwiches, fruit, vegetables, snacks and water into the garden, or wherever you have decided your picnic should be. Ask your child to describe the sandwiches they have made for example; "I made a ham and cucumber sandwich on brown bread." Invite the picnic guests to select a sandwich.</p> <p>Please take photographs of the picnic. This will be a lovely memory of a special time during the lockdown. We would also love to see some of these pictures so please email some in to the year 2 team!</p> <p>During the picnic discuss all that your child has learned about healthy, balanced lunches. Encourage the children to ask their guests what they think of their sandwich: <i>Is it the sort of sandwich you would normally eat? What else might you have as a filling? How could the sandwich be improved next time?</i></p> <p>Children make sure you also give out the other foods for the picnic and that everyone has plenty of water to drink.</p> <p>After the picnic – children you must tidy up and wrap any left-over foods up carefully so they can be eaten later (you may want to save left-over sandwiches for tomorrow).</p> <p>Thank your child being polite and friendly hosts and for talking brilliantly about their learning. Ask: <i>Has anyone tried a food that they want to eat at home or more regularly? What have we all learned about our lunches? How can we keep our diets healthy and balanced?</i></p>	
<p>Tuesday 19th May 2020</p>	
<p>Fluent in 5 –</p> <p>88 – 18 =</p> <p>87 + 3 + 8 =</p> <p>88 - 5 9 =</p>	
<p>Maths Measurement Lesson 4</p>	
<p>Spelling and handwriting</p> <p>Please start with a spelling test of 10 of last week's words.</p>	<p>31st March</p>

Tell the children that you are going to read out a list of words and they need to listen carefully. Ask them to listen for the repeated sound in each word and ask them to put up their hand when they think they know the answer.

- Read the following words: *hall, stalk, already, also, beanstalk* and *small*.
- Stop reading when your child has decided on the sound and ask them to tell you what sound they think it is. Clarify the ('or') sound if necessary.
- Ask the children to talk to their partner and see if they can come up with any more words that use the 'or' sound.
- Make a list of any words that they come up with. (Children will come up with many words that use a different spelling of 'or', e.g. *more, saw, your, door, autumn*.)
- Write all words using the '**a**' spelling before an '**I**' or '**Il**' together.
- Explain to the children that whilst there are many different ways of spelling the 'or' sound, this week they will only be looking at those that are spelled 'a' before an 'I' or 'Il'

Explain that the 'or' sound can be at any place in the word and show *also, walk* and *ball* to demonstrate this.

Activity- **Odd one out** – children must sound out the words and find the odd one out. They can either write these words into their book or can print the sheet and colour these words in.

Challenge – **Make a rhyme** - Display these words:

All, almighty, almost, already, also, altogether, always, ball, beanstalk, call, fall, hall, small, stalk, talk, tall, walk, wall.

- Say the words *fall, ball, call* and *tall* and ask the children what they can tell you about these words. Explain to the children that the 'or' sound in each word is in the same place and this creates rhyming words.
- Say the words *stalk* and *talk*. Explain that these two words still rhyme but it is the ending 'alk' that makes them properly rhyme.
- Tell your children that today they are going to have some fun with using their words to create rhyming sentences.
- Make up a rhyming string using at least two of the words from the word list. For example: *When I walk I like to talk*

<p><i>But if I hold a ball I might fall.</i></p> <p>Children are to compose their own rhyming strings using the words that use the 'or' sound.</p>	
<p>ICT</p> <p>I have uploaded the unit as I cannot reduce it or cut it down but we are starting the coding unit with lesson 4 on different object types.</p> <p>I have set the following as 2do's for the children to do in this lesson: follow the guidance on the lesson plan for lesson 4.</p> <p>Free code chimp</p> <p>Chimp objects and commands – a quiz to test children's knowledge between the two</p> <p>Example lesson 4 – to aid with the planning and teaching of this.</p> <p>I am aware of how difficult the ICT work can be trying to do it from home. This unit is a particularly tricky unit anyway and is usually one that I have to do really slowly with the whole class and also allow them a little bit of freedom to explore the programme to an extent too. I have tried my best to upload the example lesson 4. This is in the teacher notes so isn't something we usually have to share with the children so I hope that what I have done has worked and allows you to log on and see it. Please don't worry with this though. If it is causing too much stress and anxiety for anybody – you do not have to complete it and get something saved. It's just best to give it a go and see how you get on.</p>	
<p>Wednesday 30th May 2020</p>	
<p>Fluent in five</p> <p>100 - 15 =</p> <p>70 + = 100</p> <p>83 - 67 =</p>	
<p>Maths - Measurement 5</p>	
<p>Maths - Measurement 6 – Please read on Mondays daily message about the freedom to do these lessons at the time that is best for you or to adapt lessons as you wish or swap a maths lesson for one of the online suggestions on Mondays plan.</p>	
<p>RE- Discipleship lesson 3</p>	

<p>Create an explanation text in cartoon form showing what happens at a baptism. Ask the children to explain why Christians choose to make promises at an infant baptism.</p>	
<p>Guided Reading</p> <p>Enjoy a book somewhere comfy at home.</p> <p>I know that Beth is particularly loving enjoying a good book at home and Ben and Jack are also doing lots of great reading at home. I'm sure lots more of you are enjoying your reading so please email a few pictures showing us yourselves enjoying a good book.</p> <p>I would also love it if children could also start to email any suggestions for good books that you have really enjoyed and would recommend to your friends. I will make sure I post up your recommendations and a little review from yourselves if you email them in to me on the year 2 email and then all of your friends can see what you think about your books and might like to try them out for themselves.</p>	