

Dawpool C.E. Aided Primary School Home Learning Planner Year Group: 2 Date: Week commencing 4th May 2020

Daily message from your teacher	
<p>Good morning you lovely lot!</p> <p>I hope that you have all had a lovely weekend.</p> <p>Myself, Mrs McCann and Mrs Cutts have loved seeing all of your penguin photos this week! They have been great and we are all really pleased that you are enjoying this new topic.</p> <p>We haven't been out in the garden as much this week so we have enjoyed a few new movies instead this week and Kai has played with his dinosaurs and animals for hours. I think he is really missing his friends though because he regularly wants me to play dinosaurs or animals with him..</p> <p>Hope you all have another lovely day, speak to you tomorrow,</p> <p>Mrs Broadbent x</p> <p>Parents – Can I please ask that if you have two elastic bands at home that you place one in the freezer now ready for our science lesson this afternoon. Our science lesson is all about healthy hearts this afternoon so there will be lots of movement so I would suggest comfy clothes as we would be getting changed into our PE kits for this lesson if we were in school. Thank you! I hope you all have good fun in this science lesson.</p>	
Activity/Task Monday 4 th May	Date to complete
<p>Daily Arithmetic (Fluent in 5)</p> <p>12 - = 9</p> <p>$\frac{1}{4} \times 8 =$</p> <p>18 + 14 =</p>	4 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 position and movement:</p> <p>Purple Mash: home, mathematics, time (there are loads of online activities here for the children to try and even a variety of printables that you can use should you wish throughout this week.)</p>	

BBC bitesize <https://www.bbc.co.uk/bitesize/topics/zhk82hv/articles/zcmdwxs>

Maths: Time lesson 1 – o'clock and half past.

This weeks maths is all based on time. The children did do a lot of work on o'clock, half past, quarter past and quareter to. The first two lessons are great revision of what they children have already learnt in school. If you and your child feel that they are very confident in telling and recording the time for all of theses, then feel free to move on to the other lesson slides that I have posted, or you can log onto purple mash for reinforcement or additional practice.

- There are 6 lessons available for this week, I will post 4 of them for Monday – Wednesday and feel free to choose which of these you do or how in depth you do them.

Here is a breakdown of what each of the lessons will be covering this week:

- 1- Half past and o'clock
- 2- Quarter past and quarter to
- 3- Telling the time to 5 minutes
- 4- Hours in a day
- 5- Duration of time
- 6- Comparing durations

If your child may still need further practice but is overwhelmed by the tasks in the PowerPoint, try one of the alternative activities that we plan on either BBC bitesize or purple mash.

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.

We are all parents so we do completely understand. Please be kind to yourselves and try not to worry about the school work (easier said than done- believe me I know!! I need to remind myself of this frequently!)

Children ,can you please use the first few slides as the learning part of the lesson where your parents will ask you the questions and you talk about it with them. Then can answer each of the questions that you are asked throughout the slide show into your workbook that you have been given. You can also try the BBC bitesize or purple mash activities if you wish. Keep up the hard work guys! You are doing such a great job of getting through all of your school work at home! We know it feels strange but try to remember we are all doing it together!

Comprehension.

This week's comprehension has been inspired by VE Day which is on Friday 8th May. I thought it might be good for you to learn a little bit about it before Friday so wanted to cover it through my comprehension lesson.

<p>Like last week, there are three different star challenges for this.</p> <p>If you are not feeling so confident - *</p> <p>Quite confident - **</p> <p>Very confident and want a challenge - ***</p> <p>I hope you enjoy learning about VE Day!</p>	
<p>Science</p> <p>Ideally your child will need a partner for this lesson today either a sibling or yourself if it is manageable (I think it will be more fun this way but it will also allow time for heart rates to relax in between each test).</p> <p>The plan for today is for children to move between a carousel of activities during the lesson so it would be useful to set up some activities designed to get the children's hearts pumping. Please feel free to be as creative as you like with these activities (you will all have a different variety of resources available so I am happy for you to set activities geared up to your children's interests and availability of what equipment you have.- it could be a bike ride, bouncing on trampolines, rugby tackling, scoring goals, skipping, dancing, running but try to include at least one activity that will slow their heart beat down eg, yoga, balancing a book on their head and walking with it)</p> <p>I will list what I would be doing with the resources that we have available at school for additional ideas and you can adapt these to suit yourselves.</p> <p>hoops on the floor to jump in and out of,</p> <p>cones to sprint between,</p> <p>low level hurdle to jump over,</p> <p>star jumps</p> <p>Obviously for any children who suffer with asthma please be careful and do what you can.</p> <p>Start the lesson by playing this clip to your child about the major organs of the body: http://www.bbc.co.uk/education/clips/zswm39q. Explain that they are going to do different tests to find out what effect exercise has on their heart. Ask them to feel their heart whilst they are just sitting still and before exercise. (Make sure they have their hand on their heart and not their stomachs!) You may wish to teach your children to take their pulse via their neck or their wrist. See http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=285&id=1467#1 for a guide on this.</p> <p>Start a minute timer and ask you child to count quietly to themselves to see how many beats of their heart they can feel. Ask them to make a note of this on their Heartbeat Sheet. Then show them the two elastic bands. Show them the one at room temperature and show them how it stretches without breaking. Then show them the elastic band that has been in the freezer. It should break when you stretch it. Explain that our muscles are like elastic bands and get damaged when we exercise without warming them up.</p>	

<p>Ask them to stand up and do our usual PE warm up routine or you can make up your own little warm up routine if they have forgotten because let's face it – we have been away from school for quite a while now. Some of our routines will be a distant memory I am sure.</p> <p>Go to where you have set up the activities and demonstrate each activity. Tell them to listen to the instrument/ timer because you will play it at regular intervals (every 5 minutes, for example) to let them know it is time to move to the next activity. There is space on the Heartbeat Sheet for them to record their heartbeat more than once so they can have more than one go at each activity if they wish. Move around the carousel, encouraging the children to predict if each activity is going to make their heart beat faster or slower and what other parts of their body will be working. Let them venture their own thinking about any patterns they notice and their own reasoning.</p> <p>Challenge - to review the activities and to think about a design for a different carousel course that gets their hearts beating and then slows them down. Maybe the whole family could try it out once it has been set up to test it out and have some fun altogether.</p> <p>To end the lesson play this clip to the children, explaining the role of the heart in the body: http://www.aboutkidshealth.ca/en/justforkids/body/pages/heart.aspx. Ask the children: <i>What kinds of exercise do you enjoy doing? What exercise can you do outside school?</i></p> <p>(We would love to see some photos from this lesson because I have tried to make it as fun as I possibly can for all the family to get involved if they wish and we would love to post more pictures on our year 2 webpage of you all having great fun!)</p> <p>Aims of the lesson : That children will - Understand that exercise makes the heart work and that warming up before exercise is important. Know that some exercise makes their heart beat fast and some slows it down. Begin to understand that they can observe changes and record data in a simple table.</p>	
<p>Tuesday 5th May 2020</p>	
<p>Fluent in 5 –</p> <p>15 shared between 5 =</p> <p>9 + = 20</p> <p>16 + 18 =</p>	<p>5th May</p>
<p>Maths Time Lesson 2 – quarter past and quarter to</p>	
<p>Spelling and handwriting</p>	

No spelling test for this week as you weren't given any to learn. For homework. Unless you have been working on the year 2 common exception words and your Mums and Dads may have set a test for you. If this is the case, well done and keep up the hard work!

This week of spellings is another revision of some of the words and rules that you have previously learnt.

Remind your child of the /aɪ/ sound, spelled -y. Write some of these words for them to see (e.g. *spy, sky, cry*) and ask the children to sound them out with you.

Now ask your child what will happen to the words when you make them plural. Remind them of the rhyme: *take off the 'y', add an 'i', then add '-es'.*

Now write the suffix *-ing* on the whiteboard and remind the children that when a word ends in -y all they need to do is add the *-ing*.

Remind the children that when adding a different suffix (e.g. *-er*) they need to take off the -y and then add the suffix.

Ask the children if they can remind you what happens when the word ends in an 'e'. (take off the 'e' before adding the suffix.)

Write the word '*drop*' and say that you would like to change this to the word *dropping*. Ask your child to help you write the new word. Remind them that they need to double the consonant before adding the suffix.

Use four-in-a-row playing boards (see 'the pdf links) as a word list.

Demonstrate choosing a word and secretly writing it on a whiteboard/ piece of paper. Give the whiteboard to your child and, without them looking at the word written, they hold the whiteboard up against their forehead so you can see the word but they cannot. They then ask questions about the word on their forehead. For example:

Is it a plural word? Does it have a doubled consonant? Does it have the suffix '-ing'?

Continue playing until they guess the word written on the whiteboard. They can swap with yourself or any other family members that may be able to join in. (This might even be an activity to facetime with grandparents to join in with just for something different and exciting – I am sure grandparents would love to join in too)

When the children are familiar with this game both players can write a word and swap boards. The players should then take it in turns to ask questions and the player who guesses the word correctly first wins the game.

As this is another revision week there are no spellings to learn for a test for homework this week, unless you want to create your own out of previously learnt spellings or the year 2 common exception words.

Also to any parents and children who are finding the spelling tricky to learn or overwhelming, can I try to put your stresses at ease by explaining that although these are spelling rules for year 2 that I must teach, I would much rather you focused on the year 2 common exception words that it listed on our website that

<p>children must be able to read and spell by the end of the year. You can create your own weekly test using the homework spelling sheet that I have uploaded using the spellings from this list instead. I would advise reading through the rules that I am teaching each week too though, just so that your child does not miss out on key learning each week. I hope this is useful to some of you.</p>	
<p>ICT</p> <p>The whole coding unit has been uploaded but we are up to lesson 2 on repeat and timer.</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 2.</p> <p>Repeat and sequence example</p> <p>Repeat and sequence</p>	
<p>Wednesday 6th May 2020</p>	
<p>Fluent in five</p> <p>$\frac{1}{2}$ of 30 =</p> <p>12 shared between 4 =</p> <p>9 + = 10</p>	6 th May
<p>Maths - Time lesson 3 – Telling the time to 5 minutes</p>	
<p>Maths - Time lesson 4 – hours in a day</p>	
<p>RE- Discipleship lesson 3</p> <p>For this lesson we would usually share experiences of any infant baptisms that any of the children had attended and would have asked children beforehand to bring in gifts; gowns and other items used in a baptism that they would want to show to the class. We would then have created a display and invited a parent in to explain what happened at their baby's baptism. We would have also asked Evie to give a talk about her recent Baptism too.</p> <p>However, we are not at school unfortunately so it would be lovely for you to spend this time as a family to discuss and look back at any photographs or items you may have from a christening that you have attended and share all of this with your children.</p> <p>It would be lovely if the children could make their own poster or memory board about their own baptism or a baptism that they have attended.</p>	
<p>Guided Reading</p> <p>Enjoy a book somewhere comfy at home.</p>	

<p>Parents- as this is Usually our guided reading session where I listen to a group reading each week as does Mrs Cutts while the rest of the class have read and respond activities, It would be a nice opportunity for you and your child to share a book. I have attached the roll and respond dice that I use in these sessions for while I am listening to a group reading. It has challenges for both the children and the adults on and the children absolutely love it as they get to question and challenge me on the text they are reading to me.</p> <p>There are 4 separate dice nets and we use them all in a lesson. There is one for the start of the text, middle, end and a challenge dice. I thought the children might like to use these at home with you too to liven up reading experiences</p>	
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