



Year 2 Home Learning



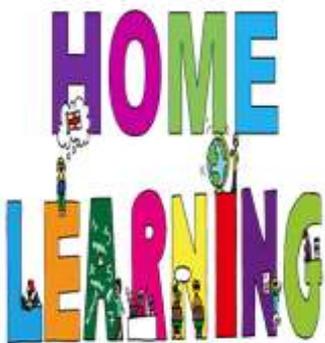
Monday 20th April 2020



TERM 5 CLASS NEWSLETTER

Hello

Hello Year 2! I hope you are all well and keeping active. I am missing you so, so much! This is all a bit strange and we are having to learn how to teach and learn from my home to your home with the help of your wonderful parents (give them a high five from me!) I am thinking about you every day and often remember the fun times that we have had so far this year; learning to answer the register in different languages, the Victorian day, our fun Oranges and Lemons dance, the great stories we have read and the many laughs, jokes and acts of kindness which makes our class so amazing!



I am providing some ideas for lessons based on the topic and books we would have been doing this term. You are all in different situations at home and we understand that you may have to share computers, desks and time with an adult so these activities can be done at your own pace and can be fitted into your own family routines throughout the next term. If you do any work that you want to show me or if you want to send a photo of things you are up to at home, your parents can email the school office (office@stcd.co.uk) and the office will forward anything on to me. *I would love to see or hear from you!*



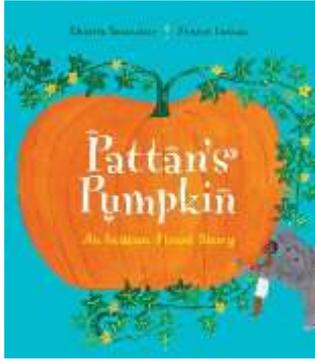
Remember that your IXL password is in your yellow reading record. I have been highlighting some of the games to focus on and often check it to see how you are getting on. You also have your pink home learning journal which you may want to use for written or maths tasks. Plus check out the school blogs as they get updated daily and there might be some previous activities or links to great websites which teachers have found for you.



Our new topic this term is all about **plants**. We will be learning about plants and growing in Science and you may be able to do some of the activities we would do at school at home and on your daily walks outside. Our class story, *Pattan's Pumpkin* is also based on plants.



Ideas for learning to go with Pattan's Pumpkin.



Click on the *Pattan's Pumpkin* link on the school *Power of Reading* blog to find 5 activities to go with the text, which will be a great way to get the children started with this book. This might be all you manage to do but I have included more ideas to go with the text. This will be sent as a Powerpoint it has the whole story. I'll send you a link to an audio version with me reading the story too. I have provided questions and writing opportunities as the children read the book.

Some children may need help to read the book. Try not to read the book in one go so that they are able to complete these writing tasks without knowing the whole story. At the end there is a longer writing task and some other flood stories that the children may want to read.

Targets for their stories/writing:

I would be looking out for these in their stories:

Children should be able to:

- Write sentences that make sense.
- Use full stops, capital letters and question marks in the correct places.
- Use conjunctions like and, but, or, when, because, if to make sentences longer.
- Spell many of the Yr 2 common exception words correctly
- Use small, neat handwriting
- Use present and past tense correctly
- Make plausible attempts at spelling unknown words.
- Use adjectives to describe characters and settings.



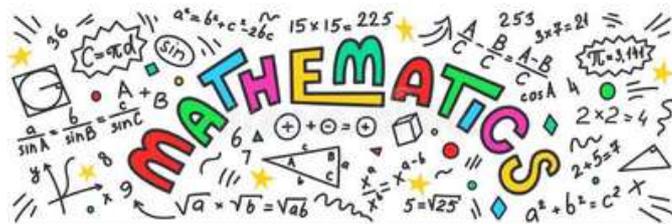
Some children might be able to:

- Use joined up handwriting
- Are able to spell using suffixes like -ment, -ness, -ful, -less, -ly
- Can use commas to separate items in a list
- Can use apostrophes to make singular possession (Bob's hair) and contractions (I'll, don't you're)
- Can start sentences in different ways using time openers or adverbs to show cohesion between parts of the story.

Spellings: Last term I sent out 4 weeks' worth of spellings so if you are in Miss Emery's or my phonics groups these should still be keeping you busy, but don't forget you can look back in your spelling book and revise previous spellings and also work on the common exception words for Year 2. If you need more help, check out the phonics blog on the school website.



Reading: Please check out the Reading Corner blog on our school website for links to leveled reading books which will suit your child's reading level.



Our next topic in maths is quite a fun one: **Position and Direction**. This could be a very practical topic that can be done using household objects, directing the children to move like a robot or using online games.

Each week it is really important that the children still work on calculation methods. So a weekly practice of $+/-$ \times/\div and fractions of a number will keep these methods fresh in their minds.

Key Vocabulary:

clockwise anticlockwise forwards
backwards left right middle turn
half turn quarter turn three quarter turn

Overview

Small Steps

-  Describing movement
-  Describing turns
-  Describing movement and turns
-  Making patterns with shapes

NC Objectives

Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Order and arrange combinations of mathematical objects in patterns and sequences.

Describing Movement & Turns

Notes and Guidance

Children use their knowledge of movement and turns to describe and record directions.

They need to be aware of the direction the object is facing before it is turned.

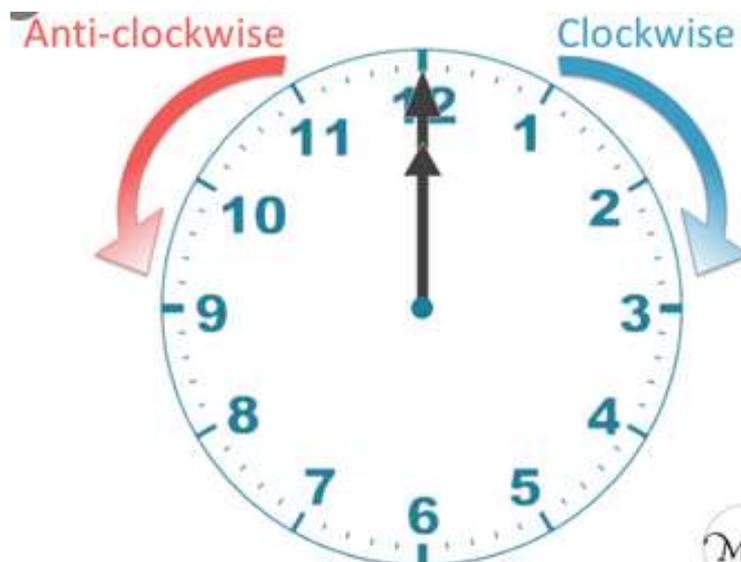
Children may explore movement and turns further using ICT or during P.E.

Mathematical Talk

Which direction is ____ facing to begin with? Why is this important?
Is ____ moving or just changing direction? How do you know?

How can we record the directions given?

Are there any other routes that could be taken?

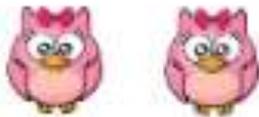


Simple Grids and maps are useful.
As are clocks when talking about turns.
These are taken from Twinkl:



These examples are taken from <https://whiterosemaths.com/> They also have some great home learning packs which may help you with other areas of maths too.

Match the turn to the description.



A full turn.

A quarter turn clockwise.

A half turn anticlockwise.

Describe how the triangle has turned each time.



The triangle has made a _____ turn _____.



The triangle has made a _____ turn _____.



The triangle has made a _____ turn _____.

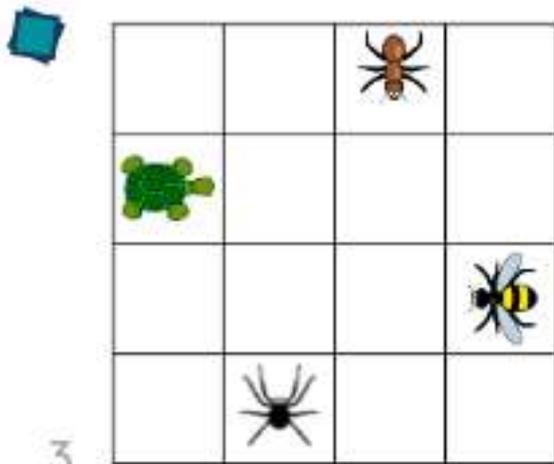
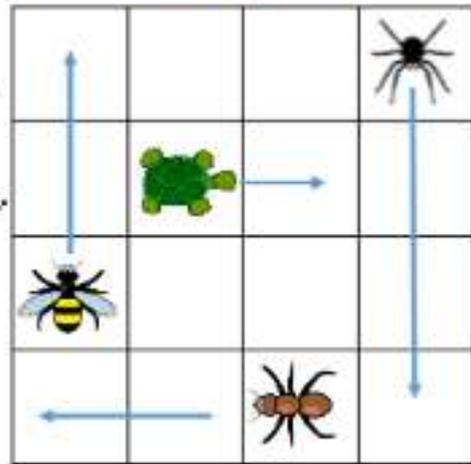
Complete the stem sentences to describe the movements made.

The  has moved 1 square _____.

The  has moved ___ squares _____.

The _____ has moved 2 squares up.

The _____ has moved ___ squares down.



Record these movements on the grid using arrows.

The  moves 1 square right.

The  moves 3 squares forward.

The  moves 1 square down.

The  moves 1 square up.

Making Patterns with Shapes

Notes and Guidance

Children build on previous knowledge of patterns and repeating patterns from Year 1

They now describe and create patterns that involve direction and turns.

Children use the language 'clockwise', 'anti-clockwise', 'quarter', 'half' and 'three quarters' to describe patterns.

Mathematical Talk

What is happening in the pattern?

What would the next shape look like?

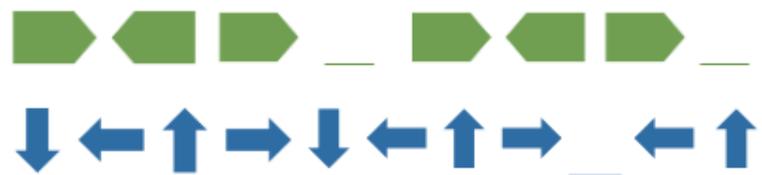
How would you describe its position?

How can we work out the missing shape?

Continue these patterns by adding the next 3 shapes.

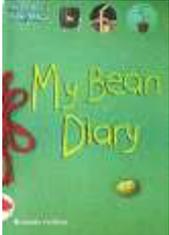


Fill in the missing shapes to complete the patterns.



Describe the turn for each pattern.





We are going to be gardeners and botanists this term!

Normally at this time of year we would plant a broad bean seed and observe it grow in a Bean Diary. You could also do this with any seed (sunflower, cress seeds are also good). Each week the children draw a diagram of what they see with labels, measure what has grown and comment on what they see using scientific vocabulary.

Potential Weekly Science Activities:

Week 1: Go on a plant hunt- *Can you name any?* Draw and label a diagram of a plant- include stem, leaves, flower/bud, roots.

Week 2: If you have any seeds (cress seeds are particularly good for this as you don't need soil but can use cotton wool and they grow quickly!) Conduct an experiment- **does a seed need light to grow?** Put seeds into 2 containers, water them both and put one container near light and another in a dark cupboard. Return to these weekly to see how they are growing. The child could make predictions about what they think will happen and then comment on what has happened after a few weeks and explain why.

Week 3: Draw a life cycle of a plant- you could use the story of Pata's Pumpkin, you could look at trees (link it to seasons) or a flower like a sunflower.

Week 4: Look in your house or shop, find out which plants we eat? Draw pictures of plants we eat and plants that we don't eat. Extend it further by sorting into whether it is a fruit or vegetable.

Week 5: Children could make a fruit or vegetable salad or a smoothie with plants that we eat.

Week 6: If you have kept a growth diary make a bar or block graph to show the growth of your seed.

Useful links

Time lapse of a growing broad bean

<https://www.youtube.com/watch?v=w77zPAAtVTuI>

How to grow a broad bean in jar with no soil

<https://www.youtube.com/watch?v=RTRW2Cf9U2U>

BBC science videos- check out the ones on plants.

<https://www.bbc.co.uk/bitesize/subjects/z6svr8z>

...most children will be able to:

- Label the main parts of plants and trees
- Describe the stages in the life cycle of a plant.
- Explain that plants need water, light and a suitable temperature to grow well.
- Make observational drawings of plants.
- Measure the growth of plants with a ruler.
- Record the growth of my plants in a bar chart.
- Use observations to explain how we can tell that plants are living things.
- Set up a simple comparative test.
- Make a simple prediction.

Links to other areas of the curriculum

Music: A STCD favourite: Cauliflowers Fluffy- sing along!

<https://www.youtube.com/watch?v=PukdaXUzgOU>

Art:

Looking at artists that draw and paint plants: Georgia O'Keefe, Paul Cezanne and Vincent Van Gogh

Children can draw plants, fruits and vegetables from observation. You could set up a still life with other objects too.



Other plant based art activities: leaf rubbings, pressing flowers, use collage material to create a plant, printing with leaves, cotton buds and fingers.



Books to support this unit:

You can find these books being read on You Tube

A Tiny Seed by Eric Carle.

<https://www.youtube.com/watch?v=ls6wTeT2cKA&t=145s>

The Secret Sky Garden

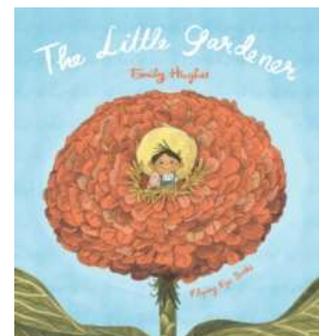
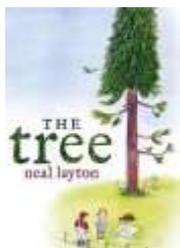
<https://www.youtube.com/watch?v=a2b34oyOQfI&t=34s>

The Tree

<https://www.youtube.com/watch?v=wDBmYFxdmU4>

The Little Gardener

<https://www.youtube.com/watch?v=DZEoRjYKAmQ>



More Support Online



NOTE TO PARENTS- There is so much out there and it can be quite overwhelming, so please work out what is best for your situation and your child, we want to support you to do this by keeping you informed of what we have found as well. We appreciate everything you are trying to juggle and you are doing a great job!

The above content is suggested areas of study which links to our school curriculum. You may find some of the free resources that these sites are offering useful and many will provide questions and sheets to print out if you have a printer. Even if it is not related to the above content, it will help your child and is still great that they are accessing some form of learning.



White Rose is providing weekly lessons and answers. They are starting with Fractions, which would be good revision for Year 2 as they started this unit with me before school closed.

<https://whiterosemaths.com/homelearning/>



BBC Bitesize covers a lot of subjects and have great games and videos to support learning. They are also providing daily lessons, which might also be useful.

<https://www.bbc.co.uk/bitesize/primary>



Government Advice: The government published some advice for parents yesterday (19th April) which you may find helpful:

<https://www.gov.uk/guidance/help-primary-school-children-continue-their-education-during-coronavirus-covid-19>



They also have provided a list of online resources. Some of these we have already recommended on our school blog or through our newsletter:

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

Thank you for all your support at home!
Take care,

Miss Pike 😊

Online Safety:

Please always ensure that you check the websites before letting your child use them.

Please read these important reminders: <https://stclements-pri.s3.amazonaws.com/uploads/document/Home-Learning-Keeping-Children-Safe-Online-1.pdf?ts=1587544742>

