

Daily message from your teacher	
<p>Good morning year two!</p> <p>I hope that you have all had a lovely weekend and enjoyed celebrating VE Day at home with your families on Friday.</p> <p>Thank you again for all of your emails, we love to hear from you.</p> <p>For our science lesson this week you will need to collect foods for a sample session: examples of different breads, cheeses, fruits and vegetables (ensure you have more vegetables than other foods) that are suitable for lunchboxes. You may wish to choose this lesson on a different day of the week when you know what food you have available or if you are needing to get a food shop in before doing this lesson- I am not saying you need to buy food for this lesson, just use what you have available)</p> <p>With the food prior to the lesson you must :Cut them into small pieces so children can sample them at the beginning of the lesson. Also have available a selection of packaged foods commonly found in lunch boxes. Ensure children have washed their hands before this session.</p> <p>Hope you all have another lovely day, speak to you tomorrow,</p> <p>Mrs Broadbent x</p>	
Activity/Task Monday 4 th May	Date to complete
<p>Daily Arithmetic (Fluent in 5)</p> <p>83 + = 90</p> <p>8 + 13 =</p> <p>97 + 28 =</p>	11 th May
<p>Extra Maths Practice? (Optional) 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 time :</p> <p>Purple Mash: home, mathematics, time</p>	

(there are loads of online activities here for the children to try and even a variety of printable's that you can use should you wish throughout this week.)

BBC bitesize <https://www.bbc.co.uk/bitesize/topics/zkh82hv/articles/zcmdwxs>

Maths: Time lesson 5 – duration of time

We have lessons 5 and 6 to complete the time topic. These final two lessons build on children's time knowledge and skills that they have learnt so far in the time topic.

If your child finds these two lessons overwhelming or confusing then please do not worry. Instead, log on to purple mash click, home, mathematics, time and use some of the printable activities on their to recap and revise last week's learning.

After these two lessons are over we will be starting a new topic on measurement.

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

- 1- Duration of time
- 2- Comparing time
- 3- Comparing mass new topic**
- 4- Measure mass in g
- 5- Measure in kg

Comprehension.

This week's comprehension has been inspired by you Antarctic topic- I can tell by all of the photos that you guys have been emailing to the year 2 team that you just love penguins! Some of you have even sent in your own penguin poses which we have loved! So this week's comprehension is all about Emperor penguins. I hope you enjoy it!

Like last week, there are three different star challenges for this.

If you are not feeling so confident - *

Quite confident -**

Very confident and want a challenge - ***

Science

Explain that it is a sampling session so it is a good opportunity to have a go at tasting foods they haven't tried before (if you have any), not to just take samples of the foods they love. Talk to them whilst they try them and ask if they would consider having them in their lunchboxes. Ask for children to talk about which of the foods they regularly have in their lunch or eat frequently at home. On a large piece of paper, draw an example of the lunch box template this resource has been added as a PDF and ask the children to talk about what they know about the sections, starting with what is probably the easiest to recognise: the fruit. Together, place the fruit in the middle of the large lunch box. Then, together, add the vegetables. Explain that carbs is short for carbohydrates and includes the usual lunch box items of bread, pasta, rice or potatoes. Place the bread in this section. Tell the children that protein is mainly the lunch box items of cheese, meat, eggs or milk. Fill this section up using the protein sample foods. Together look at the large lunch

<p>box. Ask: <i>What do you notice? Which section is biggest (vegetables)? Are you surprised? Which section were you expecting to have the most food in? What do we now know about keeping our lunch boxes healthy?</i> (More vegetables than other things, small amounts of snack and fruit, smaller, equal amounts of protein and carbs.)</p> <p>Ask the children to look again at the large lunch box you have drawn and the size of each section. Show them the first slide of the Healthy lunch boxes resource and ask them to spot the food items that are common to all the healthy lunch boxes.</p> <p>Give them the rest of this resource.</p> <p>There are three different levels of activity for you and your child to choose together for your child to try.</p> <p>1-Cut out the photographs of foods and to stick them onto the lunch box (the first lunchbox with the explanations about each food group).</p> <p>2.The Healthy lunch boxes resource also contains another lunch box template with just headings. Again photographs can be cut out and stuck on with a sentence or two to explain the lunch box.</p> <p>3. Design their own healthy lunch – what groups would they need to include and what foods would they use from each food group to design a healthy lunch.</p> <p><u>Challenge 1</u> Also to begin to look at the packaged foods you have supplied. Ask them to explore the nutritional labels; ask them: <i>Which foods have the most sugar? The most fats? Which have the least? Can you order them?</i> Ask them to be prepared to explain their findings to the rest of the family.</p> <p><u>Challenge 2</u> Those children who have lunch boxes may want to design a lunch box mat which fits inside the bottom of their actual lunch boxes to remind them of what a balanced lunch can look like. Laminate these.</p> <p>Aims of the lesson : That children will -</p> <ul style="list-style-type: none"> • Begin to explore different lunch box foods and understand which food category they may go in • Begin to understand what is meant by a balanced lunch • Design a lunch box sheet or mat (to laminate and place in the bottom of the lunch box) to serve as a reminder of how much of each food group is required for a balance lunch 	
<p>Tuesday 5th May 2020</p>	
<p>Fluent in 5 –</p> <p>88 – 18 =</p> <p>55 ÷ = 11</p> <p>86 + 14 =</p>	<p>12th May</p>
<p>Maths Time Lesson 6– comparing time</p>	

Spelling and handwriting

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's spellings are common exception words. There are no rules to help to learn these spelling other than practise practice practise. We use a range of activities in school when we are learning common exception words so I will list a few that you could try at home to help. Feel free to choose any of these if they help your child.

Go through the word list with the exception words. Exception words (attached as a PDF) could be used for this.

At each word ask the children to help you say the word.

Ask the children for suggestions on which decoding strategy to use. Demonstrate and remind them that a phonetic approach will not work for the whole word, but using this approach could nevertheless help them to remember the word.

Demonstrate that the word *child* is a root of the word *children* but the /i/ sound changes between the words.

Chalk words on the floor outside.

Beat the teacher (or in this case (beat the parent) – you have 1 or 2 mins to correctly write as many of the common exception words that you can think of. The children do the same and see if they can write more than you spelt correctly in the same time frame.

Handwriting practice

Word search – I have attached this as a PDF if you need it

Crossword - I have attached this as a PDF if you need it

This week's spellings to learn –

After, father, everybody, even, who, whole, children, hour, improve, plant.

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 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>ICT</p> <p>The whole coding unit has been uploaded but we are up to lesson 3 on debugging.</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>Debug challenges chimp</p> <p>Debugging examples a, b, c and d</p> <p>I have added the debugging process and the debugging record sheet as pdfs on the home learning page.</p>	
<p>Wednesday 6th May 2020</p>	
<p>Fluent in five</p> <p>45 ÷ 9 =</p> <p>- 22 = 34</p> <p>34 + 39 =</p>	<p>13th May</p>
<p>Maths - Measurement lesson 1 – comparing mass</p> <p>There are 7 lessons in this topic so this will span over the two weeks. It can be done very practically so feel free to get your weighing scales out to do this practically. This will help some children understand the concept more and it becomes a more purposeful learning experience too. Maybe as a follow up this week you could do some baking and ask the children to weigh out the ingredients.</p>	
<p>Maths - Measurement 2 – measure mass in kg</p>	
<p>RE- Discipleship lesson 4</p> <p>Remind the class of promises talked about in last lesson when they looked at their own baptisms.</p> <p>I loved seeing some of your work on this so thank you to Henry who emailed a picture of the work he did about his own and his little sister Penelope's baptisms. I also received some very cute pictures of baby Ben at his baptism. He even lit his baptism candle while doing this work which I thought was really lovely! I hope you all enjoyed looking back and remembering or learning about such happy memories with friends and family. I had a little look back at Kai's baptism photos</p>	

too which I really enjoyed and so did Kai. I think we all can really appreciate time with friends and family so much more at the moment while we are social distancing. But this won't be forever guys. We will all be back with our nearest and dearest again and is going to mean so much more to us when we can!

Ask again: What is a promise? Who makes promises at baptism? Class discussion. Give each group of 3 children a copy of the promises made at a baptism, (eg Will you bring up your child as a Christian? With God's help we will. See: <http://www.sturrychurch.org.uk/church/baptism.html>

Read each promise out loud to the children and ask them to think about what that may mean for the parents and godparents later in the child's life. Draw pictures of what the parents or godparents might do to keep their promises to the child.

Repeat rainbow; clouds and sunshine activity from lesson 2 but this time with the title: 'Godparents and Parent's Promises made at an infant baptism'.

Guided Reading

Enjoy a book somewhere comfy at home.

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.