

Dawpool C.E. Aided Primary School Home Learning Planner Year Group: 2 Date: Week commencing 27th April 2020

Daily message from your teacher	
<p>Good morning year 2 and family!</p> <p>I hope that you have all had a lovely week and managed to get out in the sunshine.</p> <p>Thank you very much to those of you who have emailed us this week. Mrs McCann, Mrs Cutts and myself really do love seeing and hearing about all of the lovely things that you are all getting up to. Also a big thank you to our lovely parents who have all given their permission for us to use your photographs on our year 2 webpage so that our children can all see what each other have been up to. I know that you are all missing each other so much so I am sure that you will really enjoy looking through each other's photographs just as much as we have.</p> <p>Kai has been enjoying lots of time in the garden this week and splashing around in his paddling pool with his dinosaurs and sea creatures.</p> <p>Hope you all have another lovely day, speak to you tomorrow,</p> <p>Mrs Broadbent x</p>	
Activity/Task Monday 27 th April	Date to complete
<p>Daily Arithmetic (Fluent in 5)</p> <p>9 x 10 =</p> <p>8 + 7 + 5 =</p> <p>87 - 58 =</p>	27 th April
<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: 2 Go, Logo activities</p> <p>BBC bitesize https://www.bbc.co.uk/bitesize/clips/z7kwmp3</p>	
Maths: Position and Movement 1	

Parents - Please find the slide show with all of the teach, questions, answers and activities on for your child. It would be really useful if you could spare the time to read through this slide with your child, asking the relevant questions that are provided on the slideshow throughout. After each question page there is an answer page so please don't feel worried about any lesson slides that we do post on here.

I am also very aware that the amount of content that each slide covers is huge and for some children, trying to work through such content out of the school classroom environment where they are working alongside their peers can feel very overwhelming. Therefore we are going to attach links to purple mash and/ or BBC bitesize where we can as an additional option.

This week we are moving on to a position and movement topic in maths.

The expectation of all children within this unit is that by the end of the unit, they **can use mathematical vocabulary to describe position, direction and movement**. (Taken from the wisdom, knowledge and skills document and ks1 national curriculum).

- **There are 4 lessons available for this week** . You have the option to either so use a set of slides each day or choose to select from the lessons, the activities that work best for your child. Please do not feel overwhelmed by any of these lessons. It is not essential to complete every slide that is uploaded within a PowerPoint. Please understand that we are trying our very best to try to cater to all of the abilities within our class which is very varied. Therefore some of you will feel the need to stop before the end of the PowerPoint if your child is becoming overwhelmed. This is absolutely ok to do.

Similarly, if your child has grasped the concept they may not need to complete all of the lessons (or could do further arithmetic practice.)

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 Jasmine L who emailed us this week to tell us that she had found blackbird eggs in her garden behind a big bush!

<p>So I went on the hunt to find a comprehension task on birds in your gardens! I managed to find one! Yay!</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>I hope you enjoy this one! Also thank you to Jasmine L for the inspiration!</p>	
<p>Science</p> <p>We are continuing with our animals and humans topic and this week looking at our basis needs for survival.</p> <p>Make yourselves a deserted island to sit on with your child (this can be as simple as piling cushions on the floor.) explain that you are stranded on a desert island. (it would be useful to include an empty bottle at the side of your island for later on but do not worry if you don't have one.</p> <p>Explain that the sun is beating down and no boats have been seen for ages. Ask them how they feel and emphasise that they might be really hot, frightened or excited by the adventure. Ask them: <i>This desert island has nothing on it from your home. It has sun, sea, sand and a bit of shelter, but nothing else. What would you really miss from home if you were stuck on this island for a long time?</i> Then ask them to consider: <i>What one thing would make you happy? Is it the same as the thing you would miss the most?</i> Now what if I told you that the boat that might pass by is a small local boat and can't carry lots of things. It can only carry the things we definitely need to survive. Shall we make a list together, in case the boat comes by? Scribe for the chn, encouraging them to consider the basics of survival (clean water, basic food, something to keep them warm and a means of keeping clean). Pick up on any of their suggestions that are non-essential and talk about what makes them so. Write some suggestions down, knowing that they may have been included in a different way on the list already. At the end of the list, review the items together and cross out any that they think are the same or too similar. Read the list together and ask if anything is surprising (eg/ the list is very short).</p> <p>Ask: <i>So what do humans need to survive? Why do we need food and water?</i> (Nutrients and to keep hydrated so that our bodies keep working properly.) <i>If we had our pets on the island with us, how would the list change? What do our pets need to survive? How would our list change?</i> Ask your child to imagine being on the island with your pet. Ask the child what their pet needs to survive. <i>Could it survive on the same things we could?</i> Explain to your child that it is unlikely a boat will come by and that sometimes people have been rescued by writing notes in bottles and throwing them in the sea. Ask your child to reach out and grab a bottle that is 'floating' in the water's edge. Give them paper and pencils and tell them to write down the things they need the most for basic survival. They should share their list with you then roll it up and push it in the bottle.</p> <p>Challenge- to write a more thorough list for their bottle, with two headings such as: "Things I need to survive", "Things I need for happiness". Ask your child to explain in the letter why the items in the second group are non-essential but how they would help them be comfortable and happy.</p>	
<p>Tuesday 28th April 2020</p>	

<p>Fluent in 5 –</p> <p>8 x 10 =</p> <p>120 ÷ = 12</p> <p>34 + 38 =</p>	
<p>Maths Position and Movement Lesson 2</p>	
<p>Spelling and handwriting</p> <p>Please start with a spelling test of 10 of last week's words.</p> <p>This week of spellings is revision of some of the words and rules that you have previously learnt.</p> <p>Say the words <i>little</i>, <i>camel</i> and <i>metal</i>. Ask the children what is similar about these three words. Remind the children that the /l/ sound can be spelled in different ways. Write <i>-le</i>, <i>-el</i> and <i>-al</i>. Ask the children to say each sound to reinforce that the sound is the same.</p> <p>Remind children that the <i>-le</i> is the most common spelling. Remind children that many nouns use the -al ending.</p> <p>Explain that the <i>-el</i> spelling is quite often used after the letters 'm', 'n', 'r', 's', 'v' and 'w'. Ask the children to help write the words <i>little</i>, <i>camel</i> and <i>metal</i> using these guidelines to help. Demonstrate afterwards for the children to check their work.</p> <p>Go through the pictures on Sorting grid /l/ sound and ensure that the children know what each picture is meant to represent.</p> <p>Ask the children to cut the pictures out and stick them onto the sheet under the correct suffix.</p> <p>When they have done this, ask them to sound out the word and write it under the picture using the correct suffix.</p> <p>As an extension the children can then record these words in their own sentences either straight into their workbook or on the handwriting paper that I have attached on the page.</p> <p>As this is a revision week there are no spellings to learn for a test for homework this week.</p> <p>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</p>	<p>31st March</p>

<p>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>I have uploaded the unit as I cannot reduce it or cut it down but we are starting the coding unit with lesson 1 on algorithms.</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 1.</p> <p>Coding Vocabulary quiz 1</p> <p>Air traffic control</p> <p>Free code chimp</p> <p>Free code gibbon</p>	
<p>Wednesday 29th April 2020</p>	
<p>Fluent in five</p> <p>100 – 10 =</p> <p>X 3 = 6</p> <p>87 + 4 =</p>	
<p>Maths - Position and Movement lesson 3</p> <p>As you know, we have double maths on a Wednesday. As the PowerPoints are so long, I am suggesting that rather than doing 2 PowerPoints in one morning, maybe try doing the daily PowerPoint and then one other maths activity eg/ BBC bitesize that links to position and movement/ purple mash.</p>	
<p>RE- Discipleship lesson 2</p> <p>Share experiences of making promises; eg beavers; rainbows; keeping school rules; promising mum to cross a road a carefully.</p> <p><i>Rainbow Clouds & Sunshine activity:</i></p> <p>Children create rainbows labelled: 'My Promises'. Write promises on rainbows. Children add 'clouds' to the rainbow pictures related to the question: What obstacles do you face when you try to keep your promises? Write examples of obstacles on each cloud.</p> <p>Add sunshine rays to the pictures related to the question: What would Jesus do? Write examples on the sunshine rays of what Jesus might do to overcome the obstacles.</p>	

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. 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.

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