

Year 2 Learning Grid (January 25/01/21)

Make a **timetable** to help structure your day and keep you focussed.
Mrs. Robson and Mrs. Downing suggest sticking closely to the school day.

9:00 – 10:00 – **English** – follow the grid for today’s English learning

10 - 10:30 – have a break and a snack

10:30 – 11:00 – Choose a book – online or from your own collection and sit and practise your **reading** quietly or share a story with someone in your house

11:00- 12:00 –**maths** - follow the grid to complete the maths learning for today

12:00- 1:00 – have your lunch and a break – if the weather is good, go outside for some fresh air and to stretch your legs

1:00 – 3:00 – **afternoon lessons** – remember to do these in your lockdown book too so Mrs. Robson and Mrs. Downing can see how well you are learning!

Remember to use your log ins to use the **online sites Edshed** and **Purple Mash**.
Mrs. Downing and Mrs. Robson will be updating these regularly.

There are **maths and English activities to try on Purple Mash** – can you improve your scores? Mrs. Downing and Mrs. Robson will be checking in to see how you’ve done!

Look at **Edshed** to practise maths and spellings. Some children have **verb games** to play. Everyone should try the assignments to practise phonics and tricky words.

Read through the words in the **key word books** we sent home last term and you can also access the Phonics links for B and A that are on the **reception grid to practice phase 2 letters and sounds** and on the **Year 1 grid** to practise tricky words and other phonemes and digraphs.

Other websites/apps to check out are
BBC Bitesize,
Iseemaths,
Khan Academy,
PE umbrella,
hit the button.

The Right of the Week - <https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/guidance-assemblies-lessons/article-of-the-week/>

Every day - access BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zqbg87h>
to practise your 2, 5 and 10 times tables

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<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
<p>Read with an adult for 10-20 minutes.</p> <p>Verbs Remember, we add the suffixes – ed and –ing to verbs. When you add –ed or –ing to these root verbs that end in ‘e’, you need to drop the ‘e’ first. Watch these clips to find out more: https://www.youtube.com/watch?v=HBYZJ5zR2xA https://www.youtube.com/watch?v=16LFRHggG9M</p> <p>Write each root verb and add the suffix –ing.</p> <p>shake use wave hope</p> <p>drive stare ride give</p> <p>Write a sentence for each of the new verbs you have made.</p> <p align="center">**CHALLENGE**</p> <p>Try adding –ed to each of the verbs – which ones make actual words and which ones are wrong. Can you write the correct verb for these words?</p>	<p>Read with an adult for 10-20 minutes.</p> <p><u>Ned’s visit to Granddad</u></p> <p>Use your plan from last week to write the start of the story of Ned’s visit to Granddad.</p> <p>Where is he going? Why? What is his journey like? Who does he meet on the way?</p> <p>Remember to write in full sentences using capital letters and full stops.</p> <p>Remember to describe your characters and the woods using lots of adjectives.</p> <p>Remember to use some conjunctions to make your sentences longer and join 2 together in your story.</p> <p>Remember to use your best handwriting.</p>	<p>Read with an adult for 10-20 minutes.</p> <p><u>Ned’s visit to Granddad</u></p> <p>Use your plan from yesterday to write the rest of the story of Ned’s visit to Granddad.</p> <p>What is Granddad’s house like? What happens when Ned gets there? How does Ned help Granddad and make the fairy tale character understand how to be good?</p> <p>Remember to write in full sentences using capital letters and full stops.</p> <p>Remember to describe your characters and the woods using lots of adjectives.</p> <p>Remember to use some conjunctions to make your sentences longer and join 2 together in your story.</p>	<p>Read with an adult for 10-20 minutes.</p> <p>Mrs Downing was very tired when she wrote these facts and she made lots of mistakes! Can you write them out in your book remembering the capital letters, full stops, and comma?. Check that the words are spelt correctly as well.</p> <ol style="list-style-type: none"> the Equator is an invisible lighn that goz all the way round the world it is veree worem in places along the Equator and ther ar lots of rain forests at the top and botm of the Earth it is vereee cowl the top is cald the North Pole and the botm is cald the South Pole. animals like pola bers foxes and hares have lots of fick fur but whales seals and walruses hav fick fat to ceep them worem 	<p>Read with an adult for 10-20 minutes.</p> <p>Sometimes we see words written in books with ‘ . ‘ is an apostrophe.</p> <p>Read each word then copy them and put a circle around the apostrophe.</p> <p>can’t haven’t let’s</p> <p>she’d we’ve you’re</p> <p>The apostrophe is there to show there are missing letters. When we speak we often join 2 words together and shorten them into one word. We use an apostrophe to show where there are missing letters.</p> <p>Watch the video on the clip below then do activity 1 and 2. https://www.bbc.co.uk/bitesize/articles/z3j4vwx</p> <p>In your books use the 6 words from the top in sentences.</p>
<p>We have put the joining words 2dos back on Purple Mash – if you didn’t get chance to do them last week or want to improve your score, please go on them this week. Well done to all the people who tried last week and got 3/3 on them!</p>				

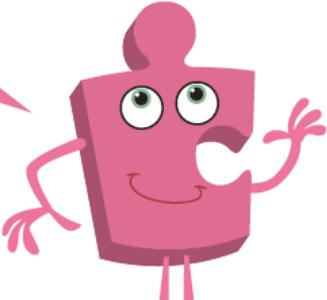
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<p><u>Maths</u></p> <p>Watch the video to learn about odd and even numbers</p> <p>https://www.bbc.co.uk/bitesize/topics/zknsqk7/articles/zt4jj6f</p> <p>split you page in half and sort these numbers into odd and even</p> <p>6, 3, 10, 12, 19, 21, 28, 30, 33, 35, 37, 44, 45, 48, 50, 52, 53, 57, 58, 60</p> <p>Try funky platform on Purple Mash.</p>	<p><u>Maths</u></p> <p>Remember even numbers always end on 0, 2, 4, 6, 8</p> <p>Split your page into 6.</p> <p>Draw an even number of spots</p> <p>Draw an odd number of ladybirds</p> <p>Draw an odd number of fish</p> <p>Draw an even number of stars</p> <p>Draw an even number of flowers</p> <p>Draw an odd number of pencils.</p> <p>Try Sequence Snake on Purple Mash.</p>	<p><u>Maths</u></p> <p>Just like addition is the inverse (opposite) of subtraction multiplication is the inverse (opposite) of division.</p> <p>If $3 \times 2 = 6$ then $6 \div 2 = 3$</p> <p>Complete the grid below. Remember when dividing the biggest number comes first.</p> <table border="1" data-bbox="958 662 1344 1177"> <tr> <td>$6 \times 5 = 30$</td> <td>$30 \div 5 = 6$</td> </tr> <tr> <td>$3 \times 10 = 30$</td> <td></td> </tr> <tr> <td></td> <td>$14 \div 2 = 7$</td> </tr> <tr> <td></td> <td>$10 \div 2 = 5$</td> </tr> <tr> <td>$4 \times 5 = 20$</td> <td></td> </tr> <tr> <td>$6 \times 2 = 12$</td> <td></td> </tr> <tr> <td></td> <td>$50 \div 10 = 5$</td> </tr> </table> <p>Try funky platform on Purple Mash.</p>	$6 \times 5 = 30$	$30 \div 5 = 6$	$3 \times 10 = 30$			$14 \div 2 = 7$		$10 \div 2 = 5$	$4 \times 5 = 20$		$6 \times 2 = 12$			$50 \div 10 = 5$	<p><u>Maths</u></p> <p>Look at the slides at the end of the grid to further learn how multiplication is the inverse of division.</p> <p>Ask an adult to give you a 2, 5 or 10 times table calculation and write the next 3 calculations in your book.</p> <p>Try this for 4 more calculations from the 2, 5 and 10 times tables.</p> <p>Try Sequence Snake on Purple Mash.</p>	<p><u>Maths</u></p> <p>Read the word problems and decide if it is a \times or \div problem.</p> <p>Write the answer as a number sentence in your book.</p> <ol style="list-style-type: none"> 10 trees have 5 apples on them. How many apples are there altogether? A teacher has 2 pencil pots and 18 pencils. She shares the pencils between each pot. How many pencils are there in each pot? A farmer has 7 fields with 5 cows in each field. How many cows does the farmer have? There are 40 sweets in a bag. They are shared between 5 children. How many sweets will each child get? <p>Try funky platform on Purple Mash.</p>
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<u>Languages</u>	<u>Geography</u>	<u>RE</u>	<u>Science</u>	<u>Computing</u>
<p>We have already found out lots about China. Today we are going to find out about the most famous landmarks – natural and man-made.</p> <p>What can you find out about China’s highest mountain? What is so special about it? Draw a picture of it and label it with its name and height.</p> <p>There is also a very special wall in China. Can you find out its name and how long it is? Draw a picture of it and label it.</p> <p align="center">**Challenge**</p> <p>China has a special army but the strange thing about it is that the soldiers never move – they don’t even blink! Can you find out 3 facts about the Terracotta Army?</p>	<p>The rainforest is a very important part of the Equator. If it is close to the Equator, what do you think the weather there will be like?</p> <p>Watch the following link to see what the plants, animals and climate (weather) are like: https://www.bbc.co.uk/bitesize/clips/zgmqxnbn</p> <p>After watching the clip, log on to Purple Mash and complete the 2do for the Equator – write a postcard to describe your visit to the rainforest -use geographical words to describe what it was like in one of the hottest places in the world. Include information about the plants, animals, weather and landscape. (Don’t worry about People, Deforestation and Levels)</p> <p>In your books, draw a picture of what you would see if you visited a rainforest.</p>	<p><u>RE</u> Our topic/ termly question is: <u>What does it mean to belong in Christianity?</u> This week we are continuing to think about: <u>How do Christians welcome babies?</u> Watch the clip that follows on from last week on Baptism: https://www.bbc.co.uk/bitesize/clips/zr34wmn Tell an adult the different Christian symbols and artefacts you noticed. (<i>font, candle, water, Christening robe, cross etc</i>). Why are these used and how do they help Christians think about God? With an adult, talk about how candles make us feel, about how candles help when it is very dark; Christians often call Jesus the ‘light of the world’ - they believe he shows the way to God and shows people how to live.</p> <p>In your books, draw and label each special artefact – the font, the candle, the water, the cross. Write a sentence to explain why babies are given a candle. <i>All babies baptised receive a baptism candle to show they now belong to Jesus, the light.</i> <i>Font - the importance of the water as a sign for Christians of new life with God.</i></p>	<p>There are lots of different habitats – watch this clip and see how many you can spot! https://www.bbc.co.uk/bitesize/clips/zjynvcw</p> <p>Did you see any smaller habitats (micro habitats) within the larger habitats?</p>  <p>On this beach there are lots of micro habitats – in the rock pool, on the rock, in the sand, in the seaweed.</p> <p>Choose 2 of the habitats from the video above and draw them in your book e.g. a garden. Can you label the different microhabitats you can see? Which animals might live in your habitats?</p>	<p>Log onto Purple Mash and complete the computing 2dos – Pop the bubbles and Air Traffic Control.</p> <p>Watch the video that explains how to write the code then have a go yourselves to write the code (instructions) to make the bubbles disappear and the aeroplanes take off!</p> <p>SAVE your work so Mrs. Downing and Mrs. Robson can see how well you have done.</p>

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<p><u>Art</u> Andy Goldsworthy</p> <p>Watch the first 1 minute 38 seconds of the clip about Andy Goldsworthy's art.</p> <p>In your book answer these questions:</p> <p>What type of art does he create? What type of artist is he? What materials does he use? How long does he want his art to last for? Choose your favourite piece of Andy Goldsworthy's art. This can be from the video you watched or you could Google to see others. Sketch it in your book. Write a few sentences to describe it and say what you like about it.</p>	<p><u>Music</u></p> <p>Use your Charanga Yumu password to get on to the website for music.</p> <p>Look back at the <u>I wanna play in a Band</u> activities we have set on the website – have a go at step 2 this week. One of the activities is called 'Clash and Bang!' You don't need a drum or instrument – you could just tap the table with your hand to follow the music you have created!</p> <p><u>Encore</u> is there if you want to do a bit extra!</p> <p>Mrs Robson and Mrs Downing will be checking in to see how many points you have earned!</p>	<p><u>PE</u></p> <p>As part of mindfulness complete a Cosmic Kids yoga session. Follow the link below to access the website.</p> <p>https://cosmickids.com/watch/</p>	<p><u>PSHE</u></p> <p>Last week we thought about what 'success' was.</p> <p>Set yourself a challenge from the pink box Jigsaw below – remember a challenge is something you find difficult to do or cannot already do.</p> <p>Write your challenge at the top of the page. Draw or write the steps you will need to take to be able to successfully complete your challenge...</p>	<p><u>PE</u></p> <p>Click on this link and have a go at the Colour Combination activities. An adult or sibling could be your partner.</p> <p>https://www.youthsporttrust.org/sites/default/files/PE%20Home%20Learning%20Colour%20combination.pdf</p>
<p style="text-align: center;"></p> <p style="text-align: center;">"Hi, I've set you some challenges. You can choose one to work on next time. Good luck!"</p> <p style="text-align: center;">You can choose to:</p> <ol style="list-style-type: none">1) Learn the Macarena dance2) Learn to count in Mandarin Chinese from 1 to 103) Learn to count in French in 2s from 0 to 204) Make a colourful card to take home to your family with a special message inside it (you can make a card each but you have to agree and use the same design)5) Memorise the poem "The Owl and the Pussy-cat" by Edward Lear <p style="text-align: right;"></p>				

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Thursday's Maths

We have been looking at dividing by 2, 5, and 10.

These calculations are all linked to our times tables and we can use the inverse operation to help us find the answers.

If we use the same 3 numbers, we can actually write 4 different calculations! Two times tables and two division facts:

7, 2, 14

$$7 \times 2 = 14$$

$$2 \times 7 = 14$$

$$14 \div 2 = 7$$

$$14 \div 7 = 2$$

This looks really complicated but there is an easy pattern!

1

3, 5, 15

When we use \div , the biggest number goes at the start of the calculation:

$$15 \div \underline{\quad} = \underline{\quad}$$

$$15 \div \underline{\quad} = \underline{\quad}$$

We can put the 3 and the 5 in the other two spaces:

$$15 \div 3 = 5$$

$$15 \div 5 = 3$$

It doesn't matter which goes first, as long as you have used all three numbers.

Let's try with a different set of 3 numbers.

3, 5, 15

When we use \times , the biggest number goes after the =

$$\underline{\quad} \times \underline{\quad} = 15$$

$$\underline{\quad} \times \underline{\quad} = 15$$

We can put the 3 and the 5 in the other two spaces:

$$3 \times 5 = 15$$

$$5 \times 3 = 15$$

It doesn't matter which goes first, as long as you have used all three numbers.

2

40, 4, 10

We need to put the biggest number after the = for \times

$$\underline{\quad} \times \underline{\quad} = 40$$

$$\underline{\quad} \times \underline{\quad} = 40$$

Then the biggest number at the start of the calculation for \div

$$40 \div \underline{\quad} = \underline{\quad}$$

$$40 \div \underline{\quad} = \underline{\quad}$$

We can put the 4 and the 10 in the other two spaces:

$$40 \div 10 = 4$$

$$40 \div 4 = 10$$

It doesn't matter which goes first, as long as you have used all three numbers.