

Year 2 Learning Grid (January 01/03/21)

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

10:00 - 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 your lockdown book has your school work in it – this needs to be as neat and beautiful as you would make it in school.

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– go to MORE LISTS and scroll down to find the higher phases for phonics.

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.

Discovery Education User name – student9522

Password – duckling

Check the 2dos on Purple Mash to practise your conjunctions (joining words) and phonics.

Check the 2dos on Purple Mash to practise adding coins and finding change.

Other websites/apps to look at 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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READING

Red group – read on Fiction Express Zero to Hero (this has a 'lite' version if you find the ordinary version too tricky)

Yellow and Blue group – on Purple Mash read Bramble the Bold.

Green and Purple group – on Oxford Owls read Plants for Dinner. Can you find the contents page, subheadings and glossary?

All groups complete the 2dos on Purple Mash and save them.

| <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
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| <p>Read with an adult for 10-20 minutes. This week we are going to start looking at different sentence types and the texts you can find them in.</p> <p>Use Discovery education – espresso to watch a clip about sentence types (<i>Statement, command, question, exclamation</i>) Scroll down to Grammar and punctuation. Scroll down to Sentence - Recognising statements, questions, exclamations and commands Watch the video Try activity 1 next to the video.</p> <p>Have some fun !</p> <p>Tell an adult 3 commands. Ask them 3 questions. Can you tell them the difference between these 2 sentence types?</p> | <p>Read with an adult for 10-20 minutes. Yesterday we learned all about different sentence types. Write these subheadings in your lockdown book, leaving a <u>4 lines</u> between each one: Question Exclamation Command Statement. Copy these sentences into your lockdown book under the correct subheading: There's a fire! Pour the water into the bowl. The dog ran around the garden. What is the lesson today? Cut the paper in half. It's so fast! When will it stop raining? I rang my friend for a chat.</p> | <p>Read through the recipe at the bottom of the grid with an adult.</p> <p>What type of sentences can you see?</p> <p>Chat about the different commands in the recipe. These are called instructions.</p> <p>Look at the words that begin each instruction. What type of word are they?</p> <p>In your lockdown book, write down the verbs that have been used to begin each instruction.</p> <p>Choose 2 and write your own instruction for them.</p> | <p>Read with an adult for 10-20 minutes. Yesterday we found out a little bit more about instructions which are also called commands. What was the word we found at the start of each instruction? Watch the clip on this link to find out more about these bossy verbs. https://www.bbc.co.uk/bitesize/articles/zkcbsk7 Complete activity 1. Complete activity 2 in your lockdown book.</p> | <p>Read with an adult for 10-20 minutes. This week we have been looking at the different sentence types and focussing on commands. We found lots of commands in instructions and recipes. Where else can we find instructions and commands? In your lockdown book, make a spider diagram to record all the places you can find instructions.</p> |

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| <p>Maths Adults - https://www.theschoolrun.com/teachers-tricks-money-maths helps to explain the ideas about money this week.</p> <p>Begin by counting in 1s from 30 to 100.</p> <p>Watch this clip to learn about adding coins together https://www.bbc.co.uk/bitesize/clips/z426sbk</p> <p>If you rolled a 2p coin and a 5p into the river like the Bill did, how many pence would you have rolled away? Talk about this with an adult.</p> <p><i>(As a number sentence, that would look like $2p+5p= 7p$.)</i></p> <p>Solve these coin problems and write the answers in your lockdown books</p> <table style="width: 100%;"> <tr> <td>$2p + 5p =$</td> <td>$10p + 3p =$</td> </tr> <tr> <td>$1p + 2p =$</td> <td>$14p + 6p =$</td> </tr> <tr> <td>$12p + 8p =$</td> <td>$9p + 5p =$</td> </tr> <tr> <td>$5p + 2p =$</td> <td>$12p + 10p =$</td> </tr> <tr> <td>$6p + 4p =$</td> <td>$10p + 6p =$</td> </tr> </table> | $2p + 5p =$ | $10p + 3p =$ | $1p + 2p =$ | $14p + 6p =$ | $12p + 8p =$ | $9p + 5p =$ | $5p + 2p =$ | $12p + 10p =$ | $6p + 4p =$ | $10p + 6p =$ | <p>Maths Begin by counting in 2s from 0 to 30.</p> <p>Yesterday we learnt how to add coins together. Practise adding coins together to buy an item with this game https://www.topmarks.co.uk/money/toy-shop-money <i>(click on mixed coins, and 20p in the 'exact money' column)</i></p> <p>Have a look at these items from a shop below. Can you work out what they would cost if you added them together? Write the answers in your lockdown books.</p> <ol style="list-style-type: none"> A banana costs 7p and an apple costs 10p. What is the total? A robot costs 15p and a flower costs 4p. What is the total? A pen costs 11p and a pencil costs 4p. What is the total? <p>Bonus activity: looking at your answers, write down which coins you could use to make each amount.</p> | <p>Maths Begin by counting in 5s from 0 to 100</p> <p>Now we know how to add coins to make a total, we are going to do subtraction of coins to make a total. To remind yourselves on how to subtract coins, rewatch https://www.bbc.co.uk/bitesize/clips/z426sbk</p> <p>If Bill has 5p, and he rolls 2p into the river, how much would he have left in his hand? Talk about this with an adult. <i>(He would be subtracting 2p from 5p. As a number sentence, it would look like $5p-2p=3p$.)</i></p> <p>Solve these coin problems and write them your lockdown books:</p> <table style="width: 100%;"> <tr> <td>$6p - 2p =$</td> <td>$10p - 4p =$</td> </tr> <tr> <td>$9p - 3p =$</td> <td>$12p - 4p =$</td> </tr> <tr> <td>$5p - 4p =$</td> <td>$15p - 5p =$</td> </tr> <tr> <td>$8p - 5p =$</td> <td>$14p - 5p =$</td> </tr> <tr> <td>$12p - 2p =$</td> <td>$14p - 4p =$</td> </tr> <tr> <td>$17p - 4p =$</td> <td>$20p - 6p =$</td> </tr> </table> | $6p - 2p =$ | $10p - 4p =$ | $9p - 3p =$ | $12p - 4p =$ | $5p - 4p =$ | $15p - 5p =$ | $8p - 5p =$ | $14p - 5p =$ | $12p - 2p =$ | $14p - 4p =$ | $17p - 4p =$ | $20p - 6p =$ | <p>Maths Begin by counting forwards in 10s from 0 to 120 then back in 10s to 0.</p> <p>https://www.bbc.co.uk/bitesize/clips/z426sbk To practise subtracting amounts of coins, read each word problem below with an adult and write it as a number sentence, then work it out.</p> <p>Example: 1. If Bill had 10p, and he rolled away 4p, how much would he have left? Answer: $10p-4p=6p$</p> <ol style="list-style-type: none"> If Bill has 12p and he rolls away 3p, how much would he have left? If Bernie has 19p and he rolls away 5p, how much would he have left? If Jill has 29p and she rolls away 7p, how much would she have left? <p>Bonus activity: looking at your answers, write down which coins you could use to make the amounts.</p> | <p>Maths Begin by counting back in 1s from 80 to 50</p> <p>Watch this video https://www.bbc.co.uk/bitesize/clips/zvqmpv4 to see how Bill and Bernie get change from 50p.</p> <p>Last week you worked with an adult as a shopkeeper and customer to buy items. This week (using the same toy shop chart from the grid) instead of using the right amount of change, use more than you need and ask for change.</p> <p>If you wanted to buy the doll for 15p, but you only had a 20p, how much change would you need from the shopkeeper?</p>  <p>Bonus activity : write down in your lockdown books, what coins you were given in your change.</p> |
| $2p + 5p =$ | $10p + 3p =$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| $1p + 2p =$ | $14p + 6p =$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| $12p + 8p =$ | $9p + 5p =$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| $5p + 2p =$ | $12p + 10p =$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| $6p + 4p =$ | $10p + 6p =$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| $6p - 2p =$ | $10p - 4p =$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| $9p - 3p =$ | $12p - 4p =$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| $5p - 4p =$ | $15p - 5p =$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| $8p - 5p =$ | $14p - 5p =$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| $12p - 2p =$ | $14p - 4p =$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| $17p - 4p =$ | $20p - 6p =$ | | | | | | | | | | | | | | | | | | | | | | | | | |

Year 2 Learning Grid (January 01/03/21)

| <u>History</u> | <u>D.T</u> | <u>RE</u> | <u>Science</u> | <u>Computing</u> |
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| <p>Think back to the timeline you made last week of your own life. What happened before you were born?</p> <p>How could you find out something that happened in the past?</p> <p>Find out an event that happened in these decades.</p> <p>1960s</p> <p>1930s</p> <p>1910s</p> <p>1840s</p> <p>1660s</p> <p>See the page at the end of the grid for some picture clues!</p> | <p>In D.T. we need to look at something that has been already made (a product) and <u>evaluate</u> it.</p> <p>This means we look carefully at the product and say how well it does its job. e.g. does it look nice? Is it the best it can be?</p> <p>At the bottom of the grid are some pictures of sandwiches. Evaluate each one filling in the grid with your ideas.</p> | <p>Our big unit question in RE was What does it mean to belong in Christianity?</p> <p>Since Christmas we have looked at lots of ways Christians show they belong to the church community and how we show we belong to different communities. We have also thought about how Christians welcome people into the church community and how we welcome new children into school.</p> <p>In your books, design card for a church to give at baptism to welcome children to the Christian church.Living</p> <p>Think about what pictures or words would be needed to make the children feel welcomed into the church community.</p> | <p>What have we learned so far about Living Things in our Habitats?</p> <p>In your books create a spider diagram to show what you know about:</p> <p>Different habitats</p> <p>Why animals or plants live where they do</p> <p>How we know if something is a living thing</p> <p>Examples of things that are dead or have never been alive</p> | <p>Read the information on https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/z3whpv4 to find out what an algorithm is.</p> <p>Last week you found out what a computer is. Computers use algorithms to make things work. We use algorithms every day – to follow a recipe to make a cake, to follow directions somewhere, to build a toy like Lego.</p> <p>Remember – algorithms need to be exact – what happened when the vico just said ‘get a brush’ ? Look at the maze at the bottom of the grid. Use the words Forward Backwards Left Right to write an algorithm to get from the start to the finish of the maze.</p> |

Year 2 Learning Grid (January 01/03/21)

| <u>Languages</u> | <u>Music</u> | <u>PE</u> | <u>PSHE</u> | <u>PE</u> |
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| <p>This term we will be learning to speak some German words and phrases.</p> <p>Which continent is Germany part of?</p> <p>Log onto Discovery Espresso and in the search box type German numbers.</p> <p>Click on the video to watch the girls count upto 10 in German.</p> <p>Practise counting in German up to 10.</p> <p>Then watch the boys count from 11 to 20.</p> <p>Practise counting in German up to 20.</p> <p>Watch how these children in Germany set up a shop and buy and sell sweets – like you are doing in maths! https://www.bbc.co.uk/bitesize/cli/ps/zycfb9q</p> | <p>Log into Charanga using your Yumu password.</p> <p>Have a go at the lesson called Zoo time 2.</p> <p>Warm up your vocals using the warm up activities</p> <p>Have a go at learning to sing the song.</p> <p>Improvise with the song by clapping rhythms and singing. The third choice of improvisation asks you to play an instrument using the notes c and d. INSTEAD – use body percussion and choose a part of the body to use instead of an instrument and notes</p> <p>You could clap your hands and stamp your feet. OR tap your thigh and click your fingers. OR use your own combination!</p> | <p>Remember it is very important to warm up before we do any form of exercise. Ask an adult to count for 30 seconds while you do</p> <ol style="list-style-type: none"> 1. strides around the room 2. pencil jumps 3. hop scotch <p>Now do some simple stretches just like we do in PE at school.</p> <p>In gymnastics, gymnasts have to show they can balance for 4 seconds. They have straight arms and legs and pointed fingers and toes. Watch the first minute of this video of different balances. https://www.youtube.com/watch?v=zWEC110e5Go</p> <p>Think about the different ways we can balance. Try to balance on 2 feet and 2 hands. Try 1 foot Try 1 foot and 2 hands. Can you balance for 4 seconds on 1 foot and one hand?</p> | <p>In Science before Christmas we looked at how we can keep ourselves healthy. Tell an adult the different things we do to keep ourselves healthy.</p> <div align="center" data-bbox="1480 485 1644 651"> </div> <p>Jigsaw Jo thinks it is important to keep our bodies and our minds healthy. Did your list include any ways to keep your mind healthy?</p> <p>Part of being healthy is being able to unwind, to relax and be calm. Why do you think it is important to relax. What would happen to us if we didn't relax?</p> <p>Relaxing allows our minds and bodies to be quiet and calm and means we can rest and recover from things that cause us worry/stress/concern. We are unable to learn very well when</p> | <p>Either complete 3 dances using Just Dance like we do in school (google Just dance and the name of the song you want to dance along with)</p> <p>OR</p> <p>Complete a Cosmic Kids yoga session. Follow the link below to access the website. https://cosmickids.com/watch/</p> |

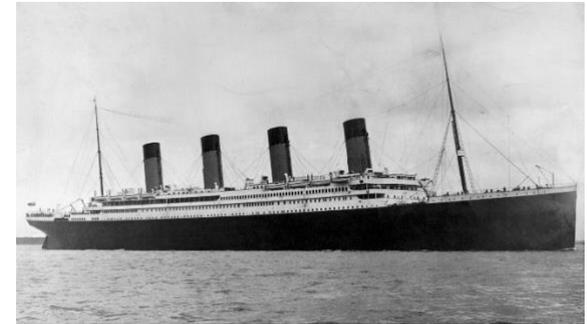
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| | | <p>What other ways can you balance?</p> <p>(Take care if you try the candle stick stand or bridge from the video!)</p> | <p>we are tense or worried and not feeling relaxed and calm.</p> <p>Look at the pictures at the bottom of the grid and decide which ones show people relaxed and which ones show people who are tense.</p> <p>Cut them out and organise them in order to show most calm to least calm.</p> | |
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Year 2 Learning Grid (January 01/03/21)

History clues!



Year 2 Learning Grid (January 01/03/21)

PSHCE Calm or Tense pictures



Year 2 Learning Grid (January 01/03/21)

| sandwich | Does it look tasty? | How many ingredients can you see? | What is healthy about it? | Would you like to eat it? |
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|  <p data-bbox="360 584 528 612">Jam sandwich</p> | | | | |
|  <p data-bbox="304 895 591 924">Chicken salad sandwich</p> | | | | |
|  <p data-bbox="304 1190 591 1219">Cheese and ham toastie</p> | | | | |

Crispy Fish Fingers

This should take about **45 minutes**

You will need:

- vegetable oil
- 1 egg
- 1 slice day old bread
- 2 tsp polenta (quick cook, dried)
- 3 tsp plain flour
- Pinch paprika
- 1 white fish fillet (skinned and boned)
- ½ lemon (ask an adult to cut this for you) or lemon juice
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Method:

1. Weigh and measure the ingredients.
2. Grate the bread into bread crumbs and put these into a bowl.
3. Add the polenta and black pepper to the breadcrumbs.
4. Mix together with the spoon.
5. Put the plain flour and a pinch of paprika into another bowl and mix.
6. Place some baking paper onto a baking tray and brush with vegetable oil.
7. Cut the fish fillet into strips about 3 cm wide using the scissors.
8. Squeeze the lemon juice all over the fish pieces.
9. Break the egg into another bowl and mix it well with the fork.
10. Arrange the three mixing bowls in order.
11. Turn and roll each fish strip in the flour bowl, then the egg bowl and finally the polenta mix bowl.
12. Put the fish on the oiled baking paper.
13. Put the fish in the oven for 10 - 12 minutes.
14. Serve with fresh vegetables.