

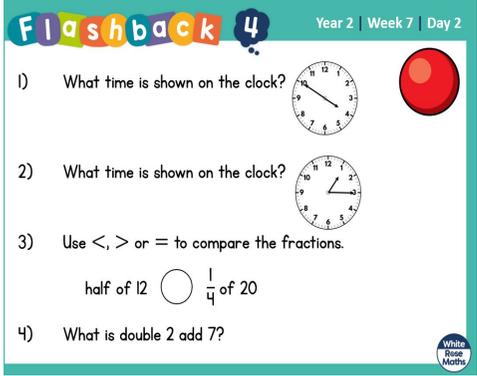
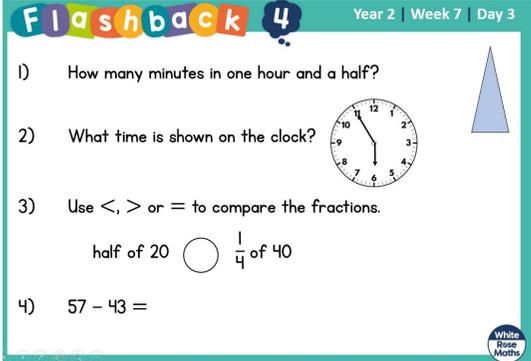
YEAR 2 - Week 5 School closure emergency lessons

Please read daily and complete PIXL times tables. Additional activities may be sent out via seesaw.

	Lesson 1 - Literacy based	Lesson 2 - Maths based	Lesson 3 - Topic based
M O N D A Y	<p>Handwriting: Can you think of any adverbs (Remember these words describe how the verb is being done EG. quickly) that begin with the letter S? Write 5 of them down in your best handwriting.</p> <p>Literacy: Watch the story again https://www.youtube.com/watch?v=xTN6T74W4L8</p> <p>Think about or discuss what you thought of the book. Attached to the bottom of this planning is a 'tell me' grid. A 'tell me' grid asks you to think about the following questions: What did you like and/or dislike? Did anything surprise you? Why? Did you find anything particularly interesting or effective? Why? Did the book remind you of anything else?</p> <p>Use these questions to fill in the 'tell me' grid.</p>	<p>Arithmetic:</p> <div data-bbox="936 354 1464 730" data-label="Complex-Block"> </div> <p>This week's Maths is investigative!</p> <p>Activity:</p> <p>Eva has these coins in her purse. She decides to work out the different amounts she can make with some or all of the coins.</p> <div data-bbox="1189 767 1518 1038" data-label="Image"> </div> <p>What is the largest amount she can make?</p> <p>What is the smallest amount she can make?</p> <p>Show your workings</p> <p>Challenge: Eva loses one of the 2p coins. Which amounts can no longer be made. Explain why.</p>	<p>PE: Climbing the mountain! Watch this clip on how to do 'mountain climbers' https://www.youtube.com/watch?v=8Uc7KcV C-Ao</p> <p>How many mountain climbers can you complete in 60 seconds? Make it harder by performing a press up after you bring both legs up!</p> <p>PSHE: Let's all be happy! Not everyone is happy all the time. This is ok to be! We feel different feelings at different times - they are all valid. Some feelings other than happy might be: sad frustrated annoyed worried</p> <p>Can you come up with ideas of how you could help someone feeling these ways. Some ideas might be:</p> <ul style="list-style-type: none"> • they could talk to them • help them • tell a grown up about their problem • cheer them up by playing with them <p>Discuss your ideas.</p> <p>Purple mash: A happy boy jigsaw</p>

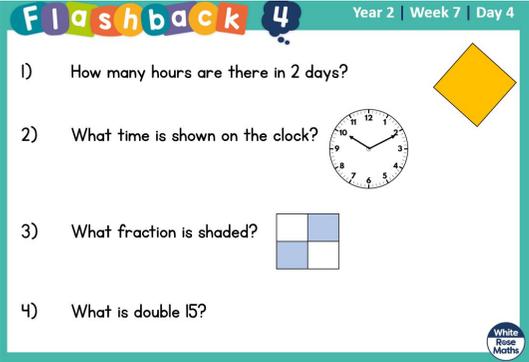
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<p>T U E S D A Y</p>	<p>Handwriting: Use 2 of the adverbs you came up with yesterday in a sentence. <i>Remember what your sentences need at the beginning and end!</i></p> <p>Literacy: Consider why the book was so important for us to read and what you have learned from your research.</p> <p>Think about or discuss these questions: How did the book help us? What else did we do to find answers? Which were the best information books or websites? Why do you think that? Is there more we would like to find out? What might we do next? Who can we involve?</p> <p>Can you write a few sentences to explore how you have felt about this book - will you try to do anything different from now on? Can you add another sentence telling me one thing that you are going to try your best to do from now on to help our world?</p>	<p>Arithmetic:</p>  <p>Activity: Complete the abacus investigation attached at the bottom of this planning. This investigation will encourage your problem-solving and reasoning skills.</p> <p>Challenge: Look at how many different numbers could be made with 3, 4 and 5 beads. How can you use this to predict how many numbers will be made for 6 and 7 beads? How many numbers can be made with 6 and 7 beads?</p>	<p>Science: Where does a hedgehog live? https://youtu.be/dWg-7xysv3l</p>  <p>Activity: Can you make a home for a hedgehog? Hedgehogs need a safe and warm place to spend the winter.</p> <ul style="list-style-type: none"> The best places for them are near natural insect hunting grounds, such as compost heaps or log piles. These are full of tasty insects for the hedgehogs to eat without having to venture too far from home. Consider giving your hedgehog house a tunnel entrance to protect inhabitants from predators. <p>Purple mash: hedgehog</p>
<p>W E D N E S D A Y</p>	<p>Handwriting: Can you think of any verbs (<i>Remember these words are doing words EG. run, talk</i>) that begin with the letter T? Write 5 of them down in your best handwriting.</p> <p>Reading: Read 'Hero' by Jane Langford on Oxford Owls website and then take the quiz on Accelerated reader!</p>  <p>SPAG: Plurals (s and es) The rule:</p>	<p>Arithmetic:</p> 	<p>Topic: How are animal habitats being destroyed?</p> <p>Below are some links to news articles on the newsround website. Have a read through a few of them together.</p> <p>Make a mindmap or list of reasons why animal's habitats are being destroyed.</p> <p>https://www.bbc.co.uk/newsround/48470591 https://www.bbc.co.uk/newsround/48054223</p>

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	<p>If a word ends in -s, -sh, -ch, -x, or -z, you add -es. For almost all other nouns, add -s to pluralize. If it ends in -y drop the y and add -ies.</p> <p>Have a go at pluralising these words: fox bath ship bash fly</p> <p>SeeSaw: Plurals sorting activity.</p>	<p>Activity: Crack the code! Complete the crack the code investigation attached at the bottom of this planning. This investigation will encourage your problem-solving and reasoning skills.</p> <p>Challenge: Can you write me a question to crack using the code?</p>	<p>https://www.bbc.co.uk/newsround/52872699 https://www.bbc.co.uk/newsround/50290616</p>
<p>T H U R S D A Y</p>	<p>Handwriting: Use 2 of the verbs you came up with yesterday in a sentence. <i>Remember what your sentences need at the beginning and end!</i></p> <p>Literacy: Write a letter to Boris Johnson. What would you ask him if you had a chance? What important questions would you ask him?</p> <p><i>Remember:</i> <i>How does a letter look? What do you need to start with?</i> <i>Correct punctuation</i> <i>Conjunctions</i> <i>Question marks and exclamation marks</i> <i>Interesting word choices</i></p>	<p>Arithmetic:</p>  <p>Activity: Complete the place value number maze attached at the bottom of this planning.</p> <p><i>Remember:</i> <i>18 < 21 this means 18 is less than 21</i> <i>67 > 32 this means that 67 is greater than 32</i></p>	<p>Topic: Looking at campaigns</p> <p>Watch this short video about how villagers in Madagascar are changing the way they farm to help the environment: https://www.bbc.co.uk/newsround/48398392</p> <p>This next video is about a campaign in the UK to help the wildlife of the United Kingdom to thrive: https://www.bbc.co.uk/newsround/47712229</p> <p>Think about what both campaigns have in common? What are both ideas wanting to achieve? Discuss your ideas.</p>

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F
R
I
D
A
Y

Handwriting: Can you think of an adverb and a verb beginning with the same letter as your name and put them into a sentence? (Mine would be - The magnificent horse gracefully galloped around the field)

Literacy:



Use this picture to write the start of a story!

What is it?
Where might it lead to?
What has happened?
Where is it?

Remember:
Correct punctuation
Conjunctions
Question marks and exclamation marks
Interesting word choices
Adjectives
Adverbs

Arithmetic:

Flashback 4 Year 2 | Week 7 | Day 5

1) How long is it between the two times shown?

 start  end

2) What time is shown on the clock?



3) Calculate $\frac{3}{4}$ of 20

4) $55 + \square = 100$

White Rose Maths

Activity:

What is my number?

The number is odd.
The number has 2 digits.
The number has a 5 in the ones column.
Double this number is 30.

What is my number?

The number is even.
The number has 2 digits.
The number in the ones column is double 4.
The digits add up to 14.

What is my number?

The number is odd.
The number has a 1 in the ones column.
The number is more than double 20 but less than half of 100.

IT: Coding

Have a play on the air traffic control game set on purple mash. Use the commands to make the airplanes follow your instructions.

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Monday - Literacy

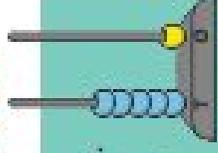
I like...

I don't like...

I want to know...

It reminded me of...

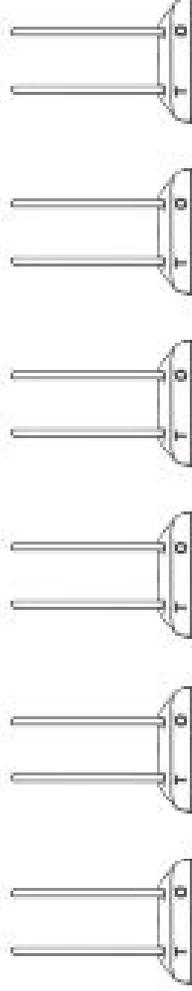
Abacus Investigation



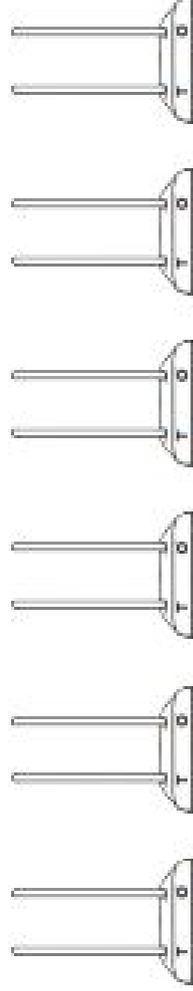
Here is an abacus showing tens and ones.

6 beads are used to make the number 51.

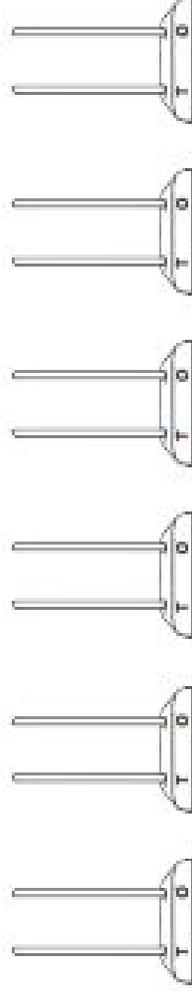
What numbers can be made with 3 beads?



What numbers can be made with 4 beads?



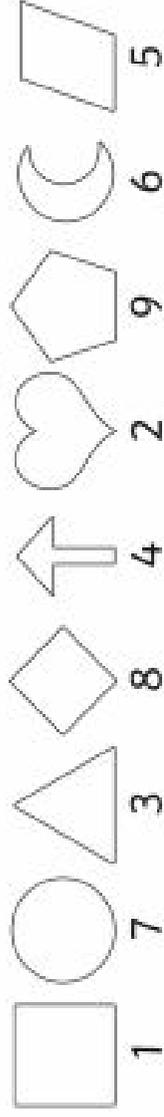
What numbers can be made with 5 beads?



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Wednesday - Maths

Code Breaking



Example

In the number  , what is worth? 20

- In the number  , what is worth? _____
- In the number  , what is worth? _____
- In the number   , what is worth? _____
- In the number   , what is worth? _____
- In the number   , what is worth? _____
- In the number   , what is worth? _____
- In the number   , what is worth? _____
- In the number   , what is worth? _____

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Thursday - Maths

Using your knowledge of the less than < and greater than > signs, can you put numbers into the empty boxes? There might be more than one possible answer!

	<	22	>		<	65	>	51
^		^		^		v		v
60	>	39	>	17	<	32	>	
^		v		v		^		^
74	>	18	>		<	52	<	59
v		^		^		^		v
	<	40	>	28	<		>	11
v		^		^		^		^
12	>	55	>		<	61	>	