

Year 2

Week beginning: 10.5.21

Aims are based on the expected learning for the year groups and tailored to the needs of the individual or group.

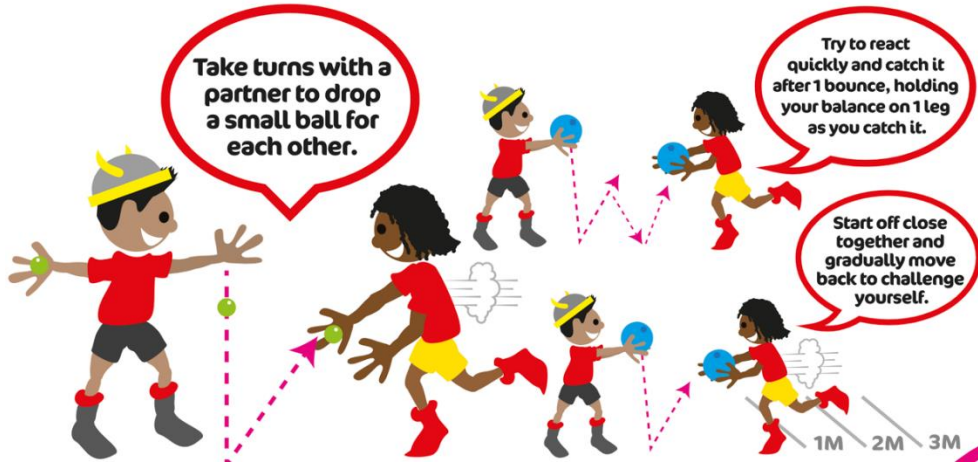
P.E

Learning Objectives:

- To catch a ball after 1 bounce.

Activity 1

Skill for this week: Practise the following moves below.



- **TIPS:** Maintain a good 'ready position', lean forward to help move quickly, move your feet, rather than stretch, to get to the ball and keep your head steady and watch the ball.
- Practise reacting by playing the following game.



Activity 2

Do one of Joe Wick's video workouts. You can find these here;

<https://www.youtube.com/watch?v=WDvjqO2VXa8&list=PLyCLOpd4VxBuS4UeyHMccVAjpWaNbGomt>

Step it up: As above but stepping across your body, bringing your hand across your body and catching a tennis ball after 1 bounce.

Step it down: As above but without balancing on one foot. Focus on catching the ball after 1 bounce and standing closer together.

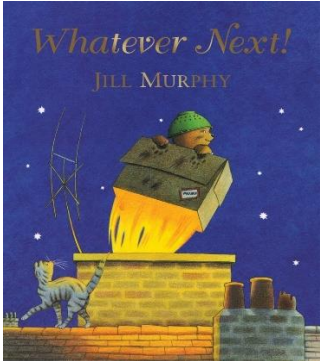
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LITERACY

Learning Objectives

- To listen and respond to a story
- To create and describe new characters for a story
- To describe new settings for a story



Activities

Activity 1

Watch the story of “Whatever Next” by Jill Murphy at https://www.youtube.com/watch?v=Za-g9y0_Y1s. Did you enjoy the story? What was your favourite part of the story and why? Draw a story map outlining the key events of the story, or you can talk through the following story map:



Challenge: Add adjectives and verbs onto your story maps!

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Activity 2

Recap the “Whatever Next” story at https://www.youtube.com/watch?v=Za-g9y0_Y1s.













We are going to start changing the story, starting with the characters.

Think of ideas for who could replace baby bear, Mrs Bear and the owl in the story (write a list of ideas and then choose your 3 favourite ones).

Draw a picture of each of the new characters you have chosen and write different adjectives to describe them. Use these adjectives to then write 2 sentences describing each character.

Remember, think about their appearance, how they move, their personality and how they might be feeling.

Character Description

					
happy	angry	ugly	beautiful	tall	small
					
scary	wicked	handsome	strange	colourful	silly
caring	rude	friendly	sly	evil	clever
kind	honest	nasty	gentle	pretty	cross
grumpy	horrible	brave	shy	mean	noble
polite	wise	calm	bold	helpful	smart
furious	cunning	unkind	cruel	charming	clumsy
odd	bored	young	old	nervous	lazy

Use post it notes/labels to add the new characters to the story map you created earlier.

Activity 3

Recap the “Whatever Next” story at https://www.youtube.com/watch?v=Za-g9y0_Y1s. The ‘setting’ refers to where the story is taking place. How does the setting change in the story? (It starts off at home and then changes to the moon, so there are 2 settings)

We are going to continue changing the story by changing the setting. Think of 2 different settings that could be used in the story. Where could baby bear be at the start of the story? Where could he travel to instead of the moon?

Draw a picture of each setting and label it with adjectives. Use these adjectives to write 2 sentences describing each setting.

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Settings Adjectives

warm / sunny / pleasant	cold / snowy / wintry	hot / humid / sticky	windy / gusty / stormy	spooky / haunted / creepy
scary / terrifying	restful / peaceful	crowded / busy	enormous / huge	tiny / miniscule
dazzling / bright	gloomy / dark	quiet / peaceful	noisy / loud	smooth
rough	dirty	clean	tidy / neat	untidy / messy

Use post it notes/labels to add the new settings to the story map you created earlier.

Handwriting

(Suggested 10 minutes, 3 times a week if doing some at home)

Activity:

Practise joining the following letters: cr, tr, dr,

Activity

- Write the joins on lined paper or a whiteboard. Start in the correct place and go down or around first. Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t**.
- Write these words

drum crab train cross drink trip

Some letters are tall (we call a part that is higher an ascender) - l h b

Some letters are short - a s n

Some letters have a 'tail' (we call this a descender) - p g y



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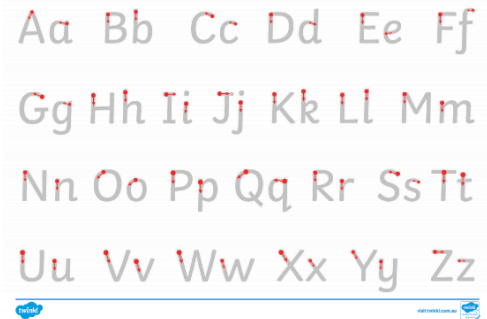
Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **x**.

Here is a guide to show how we teach letter formation in school; please encourage children to try to write each letter correctly.

You might like to print one out to keep and use:

www.twinkl.co.uk/go/Code/CP9160

This will help your child see where their letters should begin and end.



Reading

(Suggested 15 minutes, 3 times a week)

Learning Objective:

- To distinguish between fiction and non-fiction texts
- To answer questions based on texts read

Activity

After reading, discuss the following:

- Is this a fiction or non-fiction text? How do you know? (*Hint: is it a story? Or is it giving us information?*)
- If reading a fiction text answer the following questions:
 1. Who is the main character in the story?
 2. What is the setting of the story?
 3. How is the main character feeling at the beginning of the story? How do you know? Do their feelings change during the story?
 4. What is your favourite part of the story? Why?
- If reading a non-fiction text answer the following questions:
 1. What does this book give information about?
 2. Does this book have a contents page? What does this tell you?
 3. Are there any words you do not understand? Write them down and try and find out what they mean using a dictionary.
 4. Write down three facts you have learnt from this book.

Online Reading Books: <https://my.risingstars-uk.com/>

Rising Stars reading scheme online - staff have selected books for each child.

You have received a Parent Mail about this with a username and password for your child.

You will also need to enter the 'Centre ID' - **6060655**, in the box below the username and password.

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Encourage your child to:

Read independently using phonic sounds and known words
Answer questions about what is read and heard in books.

Please continue to enjoy reading other books and stories aloud to children.
You could watch stories on youtube or CBeebies Bedtime stories if you have limited books at home.



MATHS

Learning Objectives

- Add a multiple of ten to a two-digit number
- Subtract a multiple of ten from a two-digit number
- Solve missing number calculations
- Use an effective mental strategy to add three one-digit numbers
- Add numbers in any order to show that the answer remains the same

Activities

Activity 1

When adding a multiple of 10 (10,20,30 etc) to a 2 digit number the ones digit will not change.

When adding multiples of 10 using a 100 square using you will notice that the answer will always fall in the same column below your original number.

$$41 + 10 = 51$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Aims are based on the expected learning for the year groups and tailored to the needs of the individual or group.

Try answering the following questions. Use a 100 square if needed:

$23 + 20 =$	$47 + 30 =$	$51 + 10 =$
$38 + 50 =$	$19 + 40 =$	$72 + 20 =$
$64 + 30 =$	$26 + 60 =$	$15 + 80 =$
$56 + 10 =$	$32 + 30 =$	$49 + 50 =$
$77 + 20 =$	$28 + 40 =$	$12 + 70 =$

Activity 2

When subtracting a multiple of 10 (10,20,30 etc) to a 2 digit number the ones digit will not change.

When subtracting multiples of 10 using a 100 square using you will notice that the answer will always fall in the same column above your original number.

$$89 - 40 = 49$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Try answering the following questions, using a 100 square if needed:

$42 - 30 =$	$28 - 10 =$	$69 - 50 =$
$75 - 40 =$	$51 - 20 =$	$83 - 70 =$
$97 - 90 =$	$74 - 60 =$	$99 - 80 =$
$36 - 20 =$	$62 - 50 =$	$82 - 30 =$
$91 - 60 =$	$34 - 10 =$	$88 - 80 =$

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Activity 3

Use a number line, 100 square, your fingers or work out the following in your head

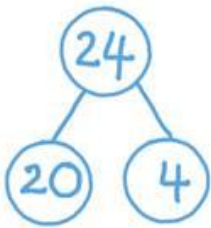
$7 + 3 + 5 =$	$8 + 6 + 2 =$	$4 + 9 + 6 =$
$6 + 7 + 2 =$	$9 + 5 + 3 =$	$3 + 8 + 7 =$
$1 + 6 + 9 =$	$5 + 4 + 8 =$	$7 + 8 + 9 =$

Remember: Start with the biggest number and then add the smaller numbers.

Activity 4

Use a 100 square to find missing numbers in addition problems, for example:

Victoria knows how to use a hundred square to add.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Every time I jump down, I add 10.
Every time I jump right, I add 1.



How many tens did she add? 2
 How many ones did she add? 4
 What is the missing number? 24
 $34 + \text{24} = 58.$

Find the missing numbers in the following addition problems using a 100 square

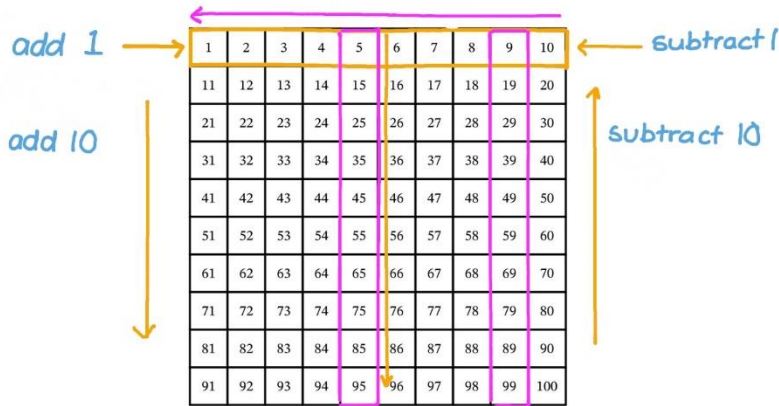
$47 + _ = 67$	$_ + 50 = 72$	$60 + _ = 91$
$_ + 29 = 99$	$30 + _ = 68$	$25 + _ = 85$

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Remember: this image shows how to add tens and ones on a 100 square:

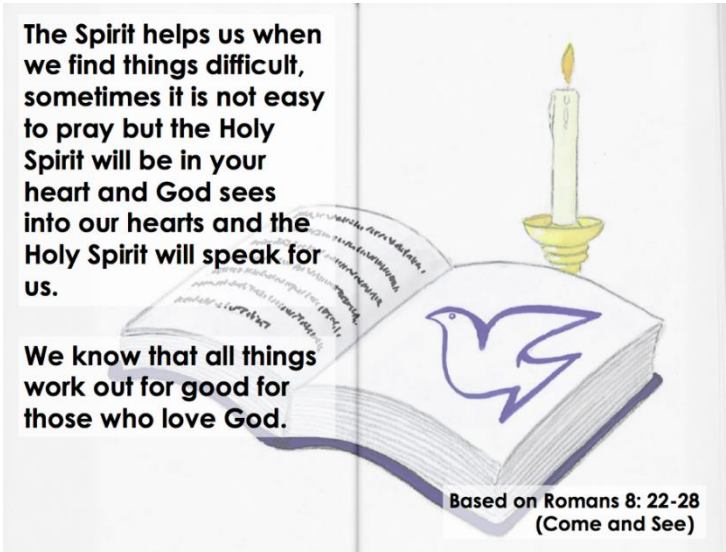


R.E. (RELIGIOUS EDUCATION)

Topic: Spread the Word

Learning Objectives: To know how to spread the word through our lives.

- The Holy Spirit helps us in our lives.
- St. Paul wrote to the Christians living in Rome. He was encouraging them because it was quite difficult being a Christian at that time. He told them how the Holy Spirit helps people.
- Read what he said below.



- It's not always easy to be good/do the right thing but, like the Christians living in Rome, we can ask the Holy Spirit to help us.

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- We can pass on the Good News by our kindness and goodness.
- Think of ways together of how you could spread the good news through being kind and good.

Activity: On the grid below add responses of how you would show that word. For example, you may show joy by saying something kind to someone, smiling at someone or sharing something with someone that you know they would really like to play with.

	How would you show this?
Joy	
Love	
Peace	

RE - Step it up: Explain why these actions would help spread the Good News.

RE - Step it down: An adult gives some examples to choose from that best relate to what they feel they could do.

P.S.H.E (Personal, Social, Emotional Health Education)

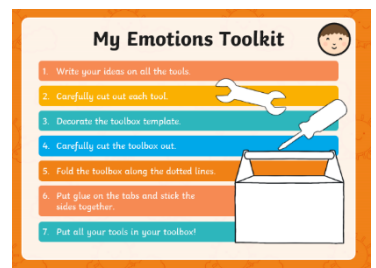
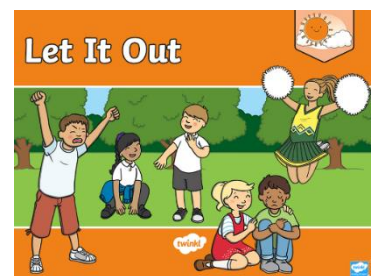
Learning Objectives

- I can discuss my feelings and opinions with others and cope with difficult emotions.

Access this lesson using pin code: **CS9435**
at [Twinkl Go](https://www.twinkl.co.uk)

Activity:

- Go through PowerPoint together
- Have a go at answering the BIG questions
- Talk through the different ways to cope when you're feeling; upset, angry, worried, cross etc....
- Find 'emotional tools' sheet and the 'Emotions toolbox' sheet
- Make and decorate the tool box
- Then on each tool write way that help us to cope with uncomfortable feelings or difficult emotions.
- Add the tools to the box



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Step it up: <ul style="list-style-type: none"> Come up with more ways of coping with different emotions? E.g. jealousy, frustration, anxiety. 	Step it down: <ul style="list-style-type: none"> Find 'Coping with Emotions Helpful Hints sheet' use these to help write down ideas on the tools.
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Topic

Learning Objective:

- I can plant seeds and bulbs and suggest how to care for them.
- I can set up a test and make a prediction.

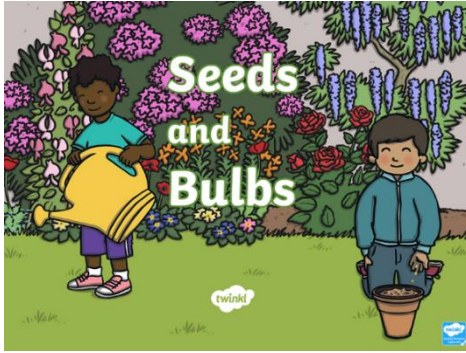
Access this lesson using pin code: **CS0745** at [Twinkl Go](https://www.twinkl.com)

Activity:

- Look at the powerpoint.
- Have a look at some real seeds and bulbs if you have some.
- Look at the differences and talk about what a seed or bulb will need to grow.

Planting:

- You will need:
 - 1 test seed (dwarf sunflower seed)
 - 3 dwarf sunflower seed
 - 4 plant pots
 - Soil
- Plant out the seeds in the different pots and label where they will be.
- Put one pot where they will be given light and water.
- One where they will be given water but **no sunlight**.
- One with sunlight but **no water**.
- One seed with **no water and no sunlight**.
- Find 'plant growth prediction' sheet and write what you think will happen.



Plant Growth Comparative Test

In your group, you are going to compare the growth of your test seeds.

One seed will be given water and sunlight.	One seed will be given water but no sunlight .	One seed will be given sunlight and no water .	One seed will be given no sunlight and no water .
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What do you think will happen to each of the seeds?

Plant Growth Prediction

Look at the condition the seed is planted in. Describe how it will grow.

Growing Conditions How the seed will be planted.	Prediction How the plant will grow.
The seed will be given water and sunlight. 	
The seed will be given water and no sunlight. 	
The seed will be given sunlight and no water. 	
The seed will not be given water and sunlight. 	

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A large, empty rectangular box with a thin black border, occupying most of the page below the header and text. It is intended for the user to input or write content related to the week's aims.