

Year 2

Week beginning: 12.7.21

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 say how my body feels before, during and after exercise.
- To hold a mini-front support position and lift either hand or either leg off the floor.

Activity 1

Skill for this week: Practise the following moves below.



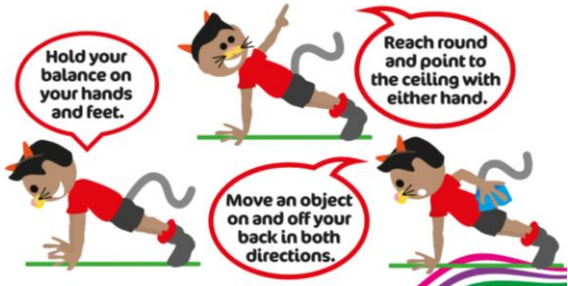
- **TIPS:** Keep your hands in line with your shoulders, Keep your knees in line with your hips and keep your back straight and tummy tight.
- Practise these skills by playing the following game.



Activity 2

Do one of Joe Wick's video workouts. You can find these here;
<https://www.youtube.com/watch?v=WDvjgO2VXa8&list=PLyClOpd4VxBuS4UeyHMccVAjpWaNbGomt>

Step it up:



Step it down: Work on the yellow coloured skills. Practise upper body strength activities, such as, pushing up from the floor when in a lying position and pulling against resistance.

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LITERACY

Learning Objectives

- To box up for a purpose
- To identify features of an information text
- To write an information text

Lesson 1: <https://classroom.thenational.academy/lessons/to-box-up-for-purpose-64vk6r>

Lesson 2: <https://classroom.thenational.academy/lessons/to-identify-features-of-an-information-text-c5gkec>

Lesson 3: <https://classroom.thenational.academy/lessons/to-write-an-information-text-part-1-cmuk4c>

Lesson 4: <https://classroom.thenational.academy/lessons/to-write-an-information-text-part-2-64vp6t>

Lesson 5: <https://classroom.thenational.academy/lessons/to-write-an-information-text-part-3-6ctk4t>

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**



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

Make sure all letters start at in the correct place and go down or around first.

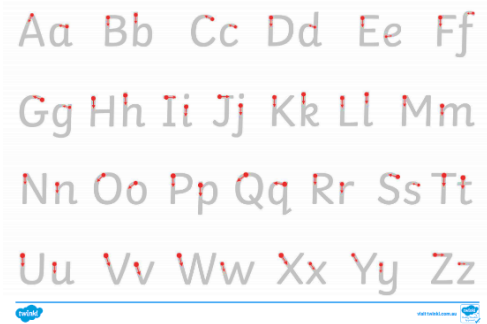
Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **x**.

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.

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

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

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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.

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

- Identifying quarter past on an analogue clock
- Identifying quarter to on an analogue clock
- Reading the time on the clock to the nearest five minutes



Lesson 1: <https://classroom.thenational.academy/lessons/identifying-quarter-past-on-an-analogue-clock-68rp8e>

Lesson 2: <https://classroom.thenational.academy/lessons/identifying-quarter-to-on-an-analogue-clock-74wkee>

Lesson 3: <https://classroom.thenational.academy/lessons/identifying-quarter-past-and-quarter-to-on-an-analogue-clock-ctk6ad>

Lesson 4: <https://classroom.thenational.academy/lessons/reading-the-time-on-the-clock-to-the-nearest-five-minutes-part-1-71jp4c>

Lesson 5: <https://classroom.thenational.academy/lessons/reading-the-time-on-the-clock-to-the-nearest-five-minutes-part-2-6thk2d>

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R.E. (RELIGIOUS EDUCATION)

Topic: Treasures

Learning Objectives:

- To know that we are God's treasure.
- To appreciate and value God's treasure – water.

God treasures brothers and sisters around the world. This is one girl's story called 'Zimi' who is 10 and lives in a village in Zimbabwe. She appreciates and values one of God's treasures in the world- water.



1

I think **water** is very **precious**.

In my **village** there is **little rain**.

2

When the **wells** had no **water** we had to **travel** for **hours** to fetch water from another **village**.

3

I get a lot of **nosebleeds** and if **water** isn't available, how do I **clean** my **face**?

If we **don't have water** we can't **wash** our **hands** after break and our **exercise books** get **covered** in **sand** and **dirt**.

4

CAFOD helped to fix the **wells**.

Now we have clean water.

CAFOD also helped to put **toilets** in my **home** and **school**.

5

Now the **wells** are **working**, I have more **time** to do **things I like**.

Before, I would spend most of my **spare time** fetching **water**.

Now I have **time** for **fun stuff**.

6

I think **water** is very **precious** and important in **life** because without **water** you **cannot survive**.

Living in a place **without water** is very hard.

Discuss the following questions

- Why is water a precious treasure for Zimi?
- How has having clean water helped Zimi?

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- What can we learn about treasures from Zimi's story?
- How should we treat God's precious treasure of water?

Everyone in our world should have a fair share of clean water. Discuss the importance of sharing God's treasures with one another.

Activity

Write and draw ways that water is precious.

RE - Step it up: Explain ways that they can save water.

RE - Step it down: Discuss how we use water and talk through why which way is important.

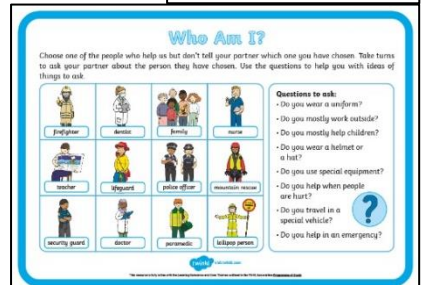
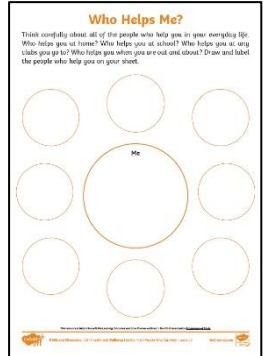
P.S.H.E (Personal, Social, Emotional Health Education)

Learning Objectives

- I know who to go to if I need help

Access this lesson using pin code: **CS7962** at [Twinkl Go](https://www.twinkl.co.uk)

- Go through PowerPoint
- Have a go at answering the 'Big questions'
- Look through the pictures and talk about how we can help the people in the pictures.
- Talk about who helps you and when. Talk about who helps you at home, at school and any clubs you may go to.
- Find **Who Helps Me? Activity Sheet**. Draw and label all the people who help you in your life. Include anyone who is special to you, who is there for you and who helps you to stay safe
- Explain that even grown-ups need help at times, especially in emergencies. Discuss special people who are trained to help in particular situations. Go on to think about how we can help these people to help us, by following safety rules and by speaking to a trusted adult if we feel we are in danger.
- Play **who am I? game** . Choose one of the people to pretend to be then take turns to ask each other questions. Try to guess who your partner is before they guess who you are!



Step it up:

- Talk about a time they have needed any help and how they got it. Draw a pictures and talk about what happened.

Step it down:

- Talk about each person who helps us, discuss how they help and how to get their help.

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Topic

Learning Objective:

- Think back on the year and reflect.


Access this lesson using pin code: **CS6809**
at [Twinkl Go](https://www.twinkl.com)


Activity 1:

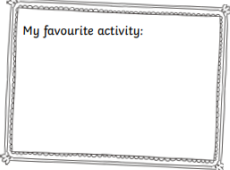
- Reflect on the very different year we have had.
- Talk about what your favourite moments were, what your favourite activities were and what you will treasure.
- Find **My favourite memories from This year!** Activity sheet and fill in the boxes.
- Then think about what you are looking forward to most about next year. What would you like to try next year? What are you most excited about? What are you a little bit worried about? What would you like to improve on?
- Find **Looking forward to Next Year** activity sheet. Fill in the boxes.
- As Extra there is a design a class of 2021 T-Shirt.

My Favourite Memories from This Year!

My friends: _____

My favourite moment: 


Memories I will treasure: 

My favourite activity: 

What I love the most about this year: _____

Design a Class of 2021 T-Shirt


Can you design your own class of 2021 T-Shirt? You could be inspired by a funny memory from the year, your favourite topic, or maybe just a design you like!





Looking Forward to Next Year

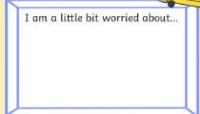
Name _____ Picture: _____ New Class _____

At school next year...

I am really looking forward to... 

I am excited about... 

I would like to try... 

I am a little bit worried about... 

I would like to improve... 