

Year 2

Week beginning: 17.5.21

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

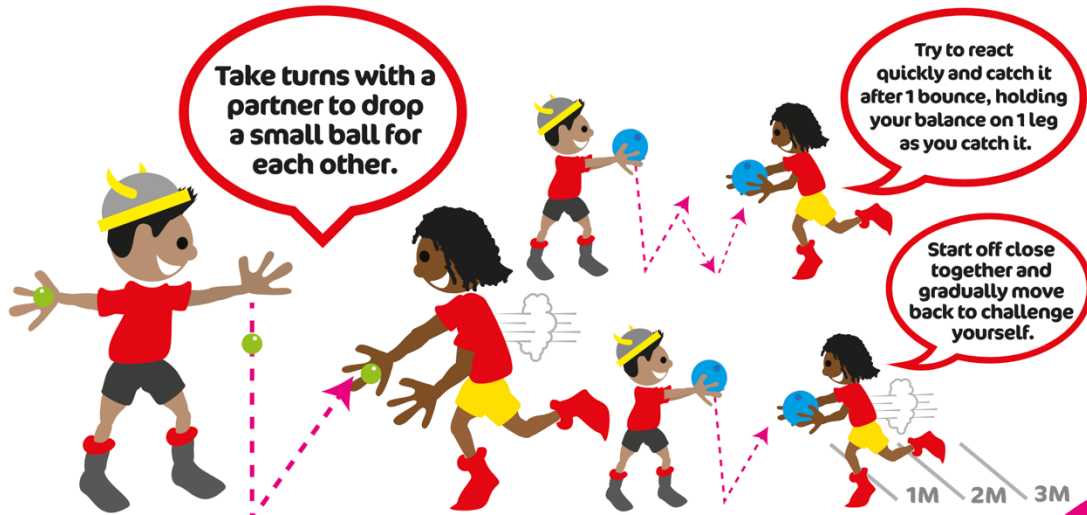
P.E

Learning Objectives:

- To react and 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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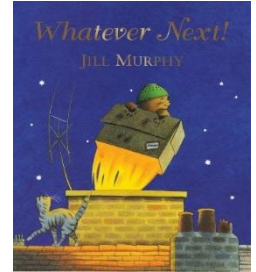
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LITERACY

Learning Objectives

- To continue to innovate a story
- To write my innovated story
- To use capital letters, punctuation and interesting vocabulary in writing
- To edit my work



Activities

Activity 1

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

Continue changing the story, focussing on the rocket in the story. In your new story, how will your new character travel to the other place?

List some ideas and draw a picture of what the box will turn into, e.g. a ship or a plane etc. Label it using adjectives. Use these adjectives to write 3-4 sentences describing it.

Return to your story map from Activity 1 last week, use post it notes/labels to change the rocket to your new mode of transport.

Activity 2

Review the changes you have made to your story map. Add any extra adjectives or verbs you need. Use your story map to help write the innovated story. **Remember to use capital letters, full stops and interesting vocabulary in your writing.**

Activity 3

Read through your story and edit it. Questions to consider:

Have you forgotten any capital letters or full stops?

Does it make sense?

Can you spot any spelling mistakes?

Are there any adjectives or verbs you would like to add in?

Make any changes you think you need to using a coloured pen or pencil.

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Handwriting

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

Activity:

Practise joining the following letters: lp, mp, id, ig

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

help gulp bump jump hid lid big

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**



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

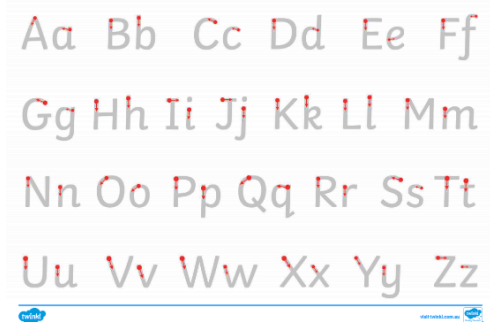
Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **x**.

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.



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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.

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.



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MATHS

Learning Objectives

- Use an effective mental strategy to add a 'near multiple of ten' to a two-digit number
- Use an effective mental strategy to subtract a 'near multiple of ten' from a two-digit number
- Combine coins and/or notes to make a given value
- Recognise that the same amount of money can be made using different combinations of coins
- Find the difference by counting up to calculate the amount of change needed



Activities

Activity 1

Recap column addition using this example. Put 2 digit numbers into columns of 'tens' and 'ones' and then add each column up to find the answer, as follows:

$$\begin{array}{|c|c|c|} \hline & & 32 + 15 \\ \hline & 3 & 2 \\ + & 1 & 5 \\ \hline & 4 & 7 \\ \hline \end{array}$$

Using the column method, answer the following questions:

$$\begin{array}{l} 1) \quad 13 \\ \quad + 14 \\ \hline \end{array} \quad \begin{array}{l} 6) \quad 20 \\ \quad + 11 \\ \hline \end{array} \quad \begin{array}{l} 11) \quad 12 \\ \quad + 22 \\ \hline \end{array}$$

$$\begin{array}{l} 2) \quad 30 \\ \quad + 21 \\ \hline \end{array} \quad \begin{array}{l} 7) \quad 11 \\ \quad + 25 \\ \hline \end{array} \quad \begin{array}{l} 12) \quad 32 \\ \quad + 23 \\ \hline \end{array}$$

$$\begin{array}{l} 3) \quad 13 \\ \quad + 15 \\ \hline \end{array} \quad \begin{array}{l} 8) \quad 21 \\ \quad + 24 \\ \hline \end{array} \quad \begin{array}{l} 13) \quad 32 \\ \quad + 15 \\ \hline \end{array}$$

$$\begin{array}{l} 4) \quad 40 \\ \quad + 22 \\ \hline \end{array} \quad \begin{array}{l} 9) \quad 14 \\ \quad + 25 \\ \hline \end{array} \quad \begin{array}{l} 14) \quad 32 \\ \quad + 34 \\ \hline \end{array}$$

$$\begin{array}{l} 5) \quad 50 \\ \quad + 15 \\ \hline \end{array} \quad \begin{array}{l} 10) \quad 32 \\ \quad + 34 \\ \hline \end{array} \quad \begin{array}{l} 15) \quad 51 \\ \quad + 27 \\ \hline \end{array}$$

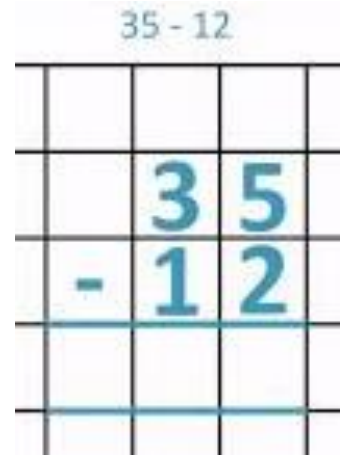
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Activity 2

Recap column subtraction using this example. This is where we put our 2 digit numbers into columns of 'tens' and 'ones' and then subtract each column to find the answer, as follows:



Using the column method answer the following:

1) $\begin{array}{r} 53 \\ - 21 \\ \hline \end{array}$ 2) $\begin{array}{r} 47 \\ - 27 \\ \hline \end{array}$ 3) $\begin{array}{r} 67 \\ - 42 \\ \hline \end{array}$ 4) $\begin{array}{r} 88 \\ - 7 \\ \hline \end{array}$

5) $\begin{array}{r} 87 \\ - 35 \\ \hline \end{array}$ 6) $\begin{array}{r} 96 \\ - 75 \\ \hline \end{array}$ 7) $\begin{array}{r} 95 \\ - 23 \\ \hline \end{array}$ 8) $\begin{array}{r} 49 \\ - 39 \\ \hline \end{array}$

9) $\begin{array}{r} 66 \\ - 12 \\ \hline \end{array}$ 10) $\begin{array}{r} 57 \\ - 36 \\ \hline \end{array}$ 11) $\begin{array}{r} 58 \\ - 53 \\ \hline \end{array}$ 12) $\begin{array}{r} 74 \\ - 21 \\ \hline \end{array}$

13) $\begin{array}{r} 58 \\ - 34 \\ \hline \end{array}$ 14) $\begin{array}{r} 79 \\ - 16 \\ \hline \end{array}$ 15) $\begin{array}{r} 82 \\ - 71 \\ \hline \end{array}$ 16) $\begin{array}{r} 97 \\ - 24 \\ \hline \end{array}$

17) $\begin{array}{r} 97 \\ - 6 \\ \hline \end{array}$ 18) $\begin{array}{r} 85 \\ - 42 \\ \hline \end{array}$ 19) $\begin{array}{r} 76 \\ - 26 \\ \hline \end{array}$ 20) $\begin{array}{r} 86 \\ - 32 \\ \hline \end{array}$

Activity 3

Recap the different coins and notes:

British Coins and Notes



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Work out how much money is in each of the purses below (use a 100 square if needed):

Money

How much money is shown in total?

(000)

Money

How much money is shown in total?

(000)

Money

How much money is shown in total?

(000)

Money

How much money is shown in total?

(000)

Check Your Change from 20p

Check the change the shopkeeper has given you. Is it the correct amount or have they made a mistake?

Activity 4

Complete the activity opposite. Calculate how much change is needed and decide whether the correct change has been given

You buy	You Pay	Your change	Correct or Incorrect ✓ X	Correct amount required

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R.E. (RELIGIOUS EDUCATION)

Topic: Rules

Learning Objectives: To know how rules can help at home and in school and to know God's rule for people.

- This week we begin our new topic in RE called 'Rules'. Talk about how rules are necessary in sport, at home, in the classroom and out on the road etc.
- Read 'Rules of Sport' story below.

Robin asked his big Brother David if he would play football with him. David explained that football has rules and that you have to keep the rules to play properly. Robin was only four so he did not understand about the rules of football.

David explained simply that he had to try to get the ball and kick it into the net. David knew he had to be patient with Robin.

Robin ran around making silly noises, kicked David and picked up the ball and ran up the garden path.

When he came back David asked him whether he wanted to play with the other boys in the park.

'Yes, yes!' Replied Robin.



'Right,' said David, 'well, if you are going to play with others you have to learn some rules or no one will want to play with you.'

David told Robin he must kick the ball and not to pick it up, he was to keep on the pitch and not hurt other players.

Robin understood and tried hard when he and David practiced. The next week Robin was joining in the game with other boys and girls in the park. He really enjoyed himself. David was proud of him.



- Answer these questions.
 - What new rules did Robin learn?
 - Why were they important?
 - What do you think of David?
 - What made Robin happy?
 - What would have happened if Robin had not followed the rules when he played with the others?
 - Are there good and bad rules, give examples? (e.g. it might be rules made up by one person who is being bossy about their game.)

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<p>Activity: Draw and write about a rule for school or home. Explain what is happening in your picture and how people feel if it is broken/kept.</p>	
<p>RE - Step it up: Give reasons as to why the rules are important. Explain and give an example of where people may feel differently about a rule (e.g. in a game).</p>	<p>RE - Step it down: Talk about a range of rules and whether they are rules for school or home. Choose one to draw or write about.</p>

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

Learning Objectives

- I can discuss things I am thankful for and focus on what I do have, rather than what I don't have.

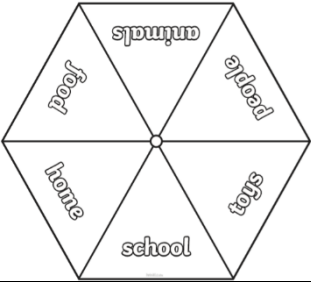
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at [Twinkl Go](https://www.twinkl.co.uk)

- Go through powerpoint together.
- Have a go at answering the 'big questions'.
- Think about five things they are grateful for. One for each finger on your hand.
- How can we be grateful, or thankful, towards others?
- Find 'Be thankful spinner'. Cut out and make the spinner. Then take it in turns to spin the spinner and say what you are thankful for.
- Then close your eyes and think carefully about a lovely memory you have about a special time, a special place, or a special person. Choose a happy memory and think how lucky you are to still have that memory. Be thankful for that special person, place, or time.



Be Thankful
 Carefully cut out the spinner on this sheet. Place the paper clip at the centre of the spinner and place the pencil through the paper clip on the middle of the spinner. Holding the pencil steady, flick the paper clip. If the paper clip stops on home, tell your partner something that you are thankful for at home, or if you land on people, tell your partner a person you are thankful to have in your life. Take turns with your partner and have as many goes as you have time for.



Step it up:

- Make up with a new thankful topic and think of different things to be thankful for. E.g. Holidays, games etc...

Step it down:

- Support thinking about different things to be thankful for. Give hints and ideas to help them come up with their own ideas.

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Topic

Learning Objective:

Science:

- I can explain the life cycle of plants.
- I can suggest a way we can tell that plants are living things.

Art:

- I can make a clay model of a natural object.
- I can talk about nature sculptures.

Access this lesson using pin code: **CS0723**

at [Twinkl Go](#)

Activity 1:

- Go through Powerpoint
- Recap last weeks lesson and take a look at the plants you grew last week. What have we noticed.
- Watch the BBC video on plants
- Talk through the life cycle of a plant
- Find 'sunflower life cycle sheet' and complete.

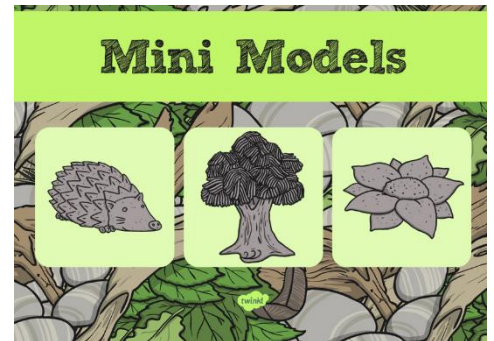


Activity 2:

Access this lesson using pin code: **CS0723**

at [Twinkl Go](#)

- Go through Powerpoint.
- Talk about what a sculpture is.
- Decide what natural object you are going to do. Use the 'woodland creatures and natural objects photo pack' to help decide.
- Using clay or playdough make your sculpture.
- Find the 'working with caly techniques kit' to help with forming the structure.



Working with Clay: Techniques to Try



Working with Clay: Top Clay Tips

