

Year 2
Week beginning: 19.4.21

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

- perform a range of skills with some control and consistency.

Activity 1

Skill for this week: Practise the following moves below.

With right and left hand/foot, against a wall or with a partner:

Strike a large soft ball with alternate hands, along the ground in a rally.	Kick a ball with the same foot and then try with alternate feet.	Roll 2 balls alternately using both hands, sending 1 as the other is returning.
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- **TIP:** Keep your eyes focused on the ball, adopt a good 'ready position' (weight on balls of feet, wide base).
- 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=WDvjQO2VXa8&list=PlyCLOpd4VxBuS4UeyHMccVAjpWaNbGomt>

Step it up:

- With your right and left hand, alternately throw and catch 2 tennis balls against a wall.

Step it down:

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LITERACY

Learning Objectives (Reading, Writing, Spelling & Grammar)

- Listen and respond to a story
- Tell a story from memory
- Using role play actions to retell the story
- Use the word 'and' as a conjunction to join clauses

Lesson 1: <https://classroom.thenational.academy/lessons/to-listen-and-respond-to-a-story-6wtpcr>

Lesson 2: <https://classroom.thenational.academy/lessons/to-tell-a-story-from-memory-74ukge>

Lesson 3: <https://classroom.thenational.academy/lessons/to-role-play-action-clearly-in-a-story-6hbk0c>

Lesson 4: <https://classroom.thenational.academy/lessons/to-use-the-conjunction-and-to-join-clauses-chjk6t>

Lesson 5: <https://classroom.thenational.academy/lessons/to-summarise-what-we-have-read-cdk3je>

Handwriting

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

Learning Objective:

Improve the formation and size of tall and short letters

Activity

- Write the words on lined paper or a whiteboard. 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**.
- **Write these words**
 - **said when where**

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**.



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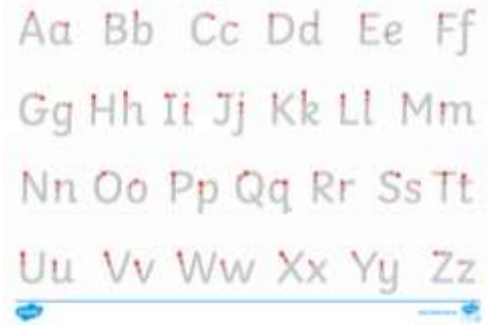
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Here is a guide to show how we teach letter formation in school; please encourage children to try to write each letter correctly.

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)

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 any other picture 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

- Accurately count in multiples of two, five and ten, forwards and backwards
- Recognise and use the multiplication (\times), division (\div) and equals (=) signs correctly
- Recognise and recall the multiplication facts for the two and five multiplication tables
- Recognise and recall the division facts for the two multiplication table
- Begin to recognise that multiplication and division are related (inverse operations)
- Understand the relationship between multiplication and division, applying knowledge of the two multiplication table to division

Lesson 1: <https://classroom.thenational.academy/lessons/calculating-multiplications-of-two-by-skip-counting-6th6cd>

Lesson 2: <https://classroom.thenational.academy/lessons/calculating-multiplication-of-fives-by-skip-counting-70r3cd>

Lesson 3: <https://classroom.thenational.academy/lessons/solving-multiplication-word-problems-table-of-two-68w3ae>

Lesson 4: <https://classroom.thenational.academy/lessons/solving-multiplication-word-problems-table-of-five-6wu30r>

Lesson 5: <https://classroom.thenational.academy/lessons/relating-multiplying-by-two-to-doubling-cgt34c>

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R.E. (RELIGIOUS EDUCATION)

Topic:

Learning Objectives: Recognise and understand how and when we pass messages on.

Activity 1

- Talk about experiences of passing on messages. Discuss how you felt, what kind of messages these were, if it was easy/difficult to pass these on and how you passed them on.
- Read the story and answer the questions below.



How did Lucy's family pass on the message that Snowy was missing?

- Who did they tell?
- What else could they have done?
- Why was it important to pass on the message that snow had returned?

- Talk about different messages and other ways we could pass them on e.g. letter, phone call, text, e-mail, video message, postcard, in person, newsletter, newspaper, TV, posters). Passing messages is part of our daily life.

Activity 2

Draw a way of passing on a message and write what message you might pass on.

RE - Step it up:

- Compare different ways of passing on messages. Write an explanation of which might be better/worse and why. Does it depend on the message?

RE - Step it down:

- With an adult, look at the different options for passing on messages. Talk through different kinds of messages and discuss which way they think would be the best option to pass this message on..

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

Learning Objectives

- I understand how happy thoughts can make me feel better

Access this lesson using pin code: CS0617
at [Twinkl Go](#)

- Activity:
- Go through power-point together
 - What is positive thinking?

Well, being positive means looking for the good in things, rather than the bad

A positive thinker focuses on making the best of a situation, rather than complaining about it. Positive thinkers are said to 'look on the bright side'.

- Find 'Every cloud has a silver lining' Activity sheet
- Read the story and think how the child in the story feels. See if you can find a positive thought to write on your cloud, looking for the good in the situation, instead of focusing on the bad.



- Step it up:**
- Rewrite the short story of 'Jude and Dad's Day at the Zoo', making it a happy, positive story. They could also add illustrations.

- Step it down:**
- Discuss with an adult what they think the positive thoughts would be and draw pictures of them.

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Topic

Learning Objectives

- Refine painting techniques

Access this lesson using pin code: CS6714
at Twinkl Go

Activity:

We are looking at mixing the primary colours and finding the secondary colours.

- If you have paints then have a go at mixing the different combinations:

Red + Blue

Red + Yellow

Blue + Yellow

- If you don't have any paints then go through the power-point and colour in using pencil colours the 'colour sums sheets'.

- There is also a 'colour wheel' sheet you can to have a go at making

Next: Light and dark

- Adding white paint to make colours lighter

- Adding black paint to make colours darker

Have a go at making a gradient by gradually adding white or black paint.

Enjoy and have fun!

<https://trycolors.com/> -This link is an online colour mixing simulator if you have no resources. Activities

