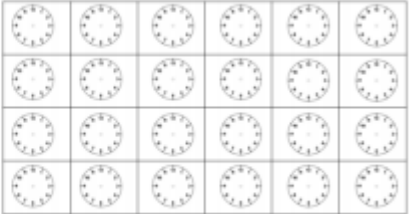







Subject	Learning objective	<p><i>Complete the activities that suit you. Please do not think you have to complete it all! We just want to give you lots of variety.</i></p>
Math	<p>Compare and sequence intervals of time – hours and days.</p> <p>Activities</p>	<p><u>Introduction</u></p> <p>To help children understand the passing of time point out how long things take in everyday life including cleaning teeth and eating breakfast (use a timer). At school we have a lunch break from 12-1 ask children what they do in that hour? Watch BBC How to read a clock with Chuckle Brothers to remind children of 5 minute intervals from last week. It's challenging but funny and addresses some misconceptions! https://www.bbc.co.uk/bitesize/clips/zqkwmp3</p> <p>Children learn that there are 24 hours in a day and 60 minutes in an hour. Children use clocks to convert minutes to hours. Children should be encouraged to use their knowledge of counting in fives to help them convert.</p> <p><u>Mathematical talk</u></p> <p>How many hours are there in a full day? How many minutes are in an hour? How many minutes in one and a half hours? How could we calculate this? How many half an hours are in one hour? How many half an hours will there be in two hours?</p> <p>1.</p> <p>Starting from midnight show every hour on the clocks for a full day.</p> <p>There are <input type="text"/> hours in a day.</p>  <p>2.</p> <div data-bbox="584 1256 1161 1512">  <p>Tommy</p> <p>There must be 12 hours in a day because we start from midnight and go up to 12 o'clock then start again from 1</p> </div> <p>Do you agree with Tommy? Explain why.</p> <p>3.</p> <div data-bbox="584 1727 1169 1982">  <p>Rosie</p> <p>If you add three hours onto the current time, the amount of minutes to/past the hour do not change.</p> </div> <p>Do you agree with Rosie? Prove it.</p>

Math	Compare and sequence intervals of time - hours and days.	<p>4.</p> <div><p>Eva</p><p>The day starts at 12 o'clock and ends at 12 o'clock.</p></div> <p>Here are Eva's calculations for working out how many hours there are in a day.</p> <table><tr><td>12</td><td>6</td><td>12</td><td>6</td><td>12</td></tr><tr><td>1</td><td>7</td><td>1</td><td>7</td><td></td></tr><tr><td>2</td><td>8</td><td>2</td><td>8</td><td></td></tr><tr><td>3</td><td>9</td><td>3</td><td>9</td><td></td></tr><tr><td>4</td><td>10</td><td>4</td><td>10</td><td></td></tr><tr><td>5</td><td>11</td><td>5</td><td>11</td><td></td></tr></table> <div><p>I counted them up, and there are 25 hours in a day.</p></div> <p>What mistake has Eva made?</p> <p><u>Revision:</u> Go to BBC bitesize https://www.bbc.co.uk/bitesize daily lessons, maths, start a lesson, year 2 and scroll down for challenges. All resources are free and no password is needed.</p> <p>Mathletics - Time and Money - Days of the Week, Weekdays and Weekends, Days After and Before, Months of the Year, Months After and Before (If these activities are easy then challenge yourself by learning to spell days of the week and months of the year).</p> <p><u>Top Marks</u> https://www.topmarks.co.uk/maths-games/5-7-years/ordering Shape patterns Challenge 3!</p>	12	6	12	6	12	1	7	1	7		2	8	2	8		3	9	3	9		4	10	4	10		5	11	5	11	
12	6	12	6	12																												
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Karate maths/mental recall	Learn to sequence and make predictions in math.																															
English		<p>Here are some activities you could do over the week. Please do not try to do them all in one go.</p> <ul style="list-style-type: none">Read or listen to the story 'Where the Wild Things Are'. You are going to rehearse retelling the story then retell the story to someone in your house. You might like to gather some soft toys or figures and resources to use whilst retelling the story. If you have enough willing actors in your house, you could even act out the story!																														

		<ul style="list-style-type: none"> • Draw / design your own wild thing. Will it be short or tall? Horns or no horns? What type of teeth does it have? Remember detail will help us get to know the character. • Write some questions that you would like to ask your Wild Thing. Don't forget to add question marks at the end of your questions. Remember to use 'question words' - e.g. who, how, what, where, why, when etc. E.g. How did you feel when you saw Max arrive? What is your favourite thing to do? • Write a book review about 'Where The Wild Things Are'. There are lots of templates available at www.twinkl.co.uk search 'Year 2 book review template'. You do not need to use/print a template; you can create your own or write your review on any paper you have!
<p>Science</p> <p>Living things and their habitats: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Working Scientifically: i) asking simple questions and recognising that they can be answered in different ways ii) using their observations and ideas to suggest answers to questions.</p>	<p>Remind children of their previous learning about microhabitats. Explain that habitats are not just very small but can also be massive and are all over the world.</p> <p>There are lots of great resources at 'espresso online' https://central.espresso.co.uk/espresso/primary_uk/home/index.html Username: student28576 password: mosslane Search - habitats - select Key stage 1 - enjoy</p> <p>Ask children, What are the different types of habitats? E.g. mountains, rainforests, grasslands, oceans, wetlands etc. What are the features of these habitats? E.g. hot, cold, wet, abundant food, special food, trees or open spaces, fresh water, safe, clean air etc. What animals live there? You may want to give them access to the Internet or books to find out about each habitat, or use their general knowledge.</p> <p>Ask children, What would it be like if a creature wandered into this habitat? E.g. an otter in a wetland is well suited because of clean water, the right sort of food and a quiet and safe place for a family. Talk about how a creature is perfectly adapted to one habitat but wouldn't survive in a different one. Ask children if they know why (not the right food, not the right temperature, too dry, too damp, etc).</p> <p>We recommend you watch the two videos below as they are fascinating.</p> <p>Watch BBC Teach Identifying the natural habitat of animals https://www.youtube.com/watch?v=2fmtIToiGjI&safe=true and Discovery Education Habitats https://www.youtube.com/watch?v=ZrSWYE37MJs&safe=true</p> <p>Children could then choose a macro or large habitat to research themselves. What are the features of this habitat? What would live there? How would it survive? This could be presented as a drawing or make a habitat from recycled or natural material inside or out. A sandpit could make a brilliant sandy beach habitat.</p>	

Phonics and spelling	To spell words from memory	<p>Select 6 words from the year 2 Common exception word list (see below) that you find tricky to remember/read/write. Work on these words over the week. These are some ways you could rehearse the words:</p> <ul style="list-style-type: none">• 1-minute speed write - how many times can you write the word correctly in 1 minute (repeat for each word.) Do not worry about handwriting during this activity.• Rainbow write - write each letter of the word in a different colour (repeat for each word)• Look, cover, write, check method.• Use each word in a silly sentence. E.g. the wild octopus ran through the town• Write the words out in your best handwriting.• Phonics Play - https://www.phonicsplay.co.uk/member-only/TrickyWordTrucks.html• Use playdough, pipe cleaners, Lego, etc. to make the words you are rehearsing																																																																
		<div><p>Year 2 Common Exception Words</p><table><tr><td>door</td><td>child</td><td>cold</td><td>pretty</td><td>grass</td><td>improve</td><td>whole</td><td>half</td></tr><tr><td>floor</td><td>children</td><td>gold</td><td>beautiful</td><td>pass</td><td>sure</td><td>any</td><td>money</td></tr><tr><td>poor</td><td>wild</td><td>hold</td><td>after</td><td>plant</td><td>sugar</td><td>many</td><td>Mr</td></tr><tr><td>because</td><td>climb</td><td>told</td><td>fast</td><td>path</td><td>eye</td><td>clothes</td><td>Mrs</td></tr><tr><td>find</td><td>most</td><td>every</td><td>last</td><td>bath</td><td>could</td><td>busy</td><td>parents</td></tr><tr><td>kind</td><td>only</td><td>great</td><td>past</td><td>hour</td><td>should</td><td>people</td><td>Christmas</td></tr><tr><td>mind</td><td>both</td><td>break</td><td>father</td><td>move</td><td>would</td><td>water</td><td>everybody</td></tr><tr><td>behind</td><td>old</td><td>steak</td><td>class</td><td>prove</td><td>who</td><td>again</td><td>even</td></tr></table></div>	door	child	cold	pretty	grass	improve	whole	half	floor	children	gold	beautiful	pass	sure	any	money	poor	wild	hold	after	plant	sugar	many	Mr	because	climb	told	fast	path	eye	clothes	Mrs	find	most	every	last	bath	could	busy	parents	kind	only	great	past	hour	should	people	Christmas	mind	both	break	father	move	would	water	everybody	behind	old	steak	class	prove	who	again	even
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Physical activities and well being	To master basic movements including running, jumping, throwing and catching,	<p>Hopping challenge! Have a go at these activities over the week.</p> <ul style="list-style-type: none">• What is the difference between jumping and hopping? <p>Jumping is a movement using both your feet. Hopping is a movement with just one foot at time.</p> <p>Over the week, hop for 1 minute a day and count how many hops you can do. How many hops can you do in 1 minute? Can you increase the number of hops you do in 1 minute? Can anyone else in your household do more than you can in 1 minute?</p> <p>Other things to rehearse:</p> <ul style="list-style-type: none">• Practice hopping on the spot. Try your dominant foot first. Now try the other foot. Think about the difference in ease/difficulty.• Practice hopping in a straight line. You could lay out a skipping rope, trail of sticks etc. to follow along.• Lay out some simple obstacles in a zig-zag/wavy line. Practice hopping around these obstacles. Is this easier, or harder than the straight line?• Build a very low-level hurdle (you could use books) can you hop over the obstacle easily?																																																																

Topic/history/DT		<p>On the 8th of May VE Day is celebrated.</p> <p>What does VE stand for? Why do people celebrate VE Day?</p> <p>Write down some facts or make some wartime bunting.</p> <p>How do you think people felt when the end of the war was announced?</p> <p>For useful information see the link below.</p> <p>https://www.bbc.co.uk/newsround/48201749</p>
Art/DT/ English	To use materials for a given purpose.	<p>Continue making your 3D scene from 'Where The Wild Things Are.'</p> <p>You could use a shoebox, cereal box.... Any small cardboard box will do.</p> <p>You may decide to make Max's bedroom or part of land where the Wild Things live.</p> <p>You can use resources such as paper, pencils, sticks, leaves etc.</p>  <p>When you are complete, please email us pictures!</p> <p>abetterton@moss-lane.surrey.sch.uk or acummins@moss-lane.surrey.sch.uk</p>
Maths PE PHSE		<p>Scavenger hunt:</p> <ul style="list-style-type: none"> • Move around your house/garden CAREFULLY looking for objects that have numbers on them. Find an object that has number 1 on it first, then an object with a number 2 on it, then an object with a number 3 etc Can you keep going up to number 20? • Move around your house/garden CAREFULLY looking for objects that are each colour of the rainbow; red, orange, yellow, green, blue, indigo, violet. • Move around your house/garden CAREFULLY looking for something you like the feel of, like the smell of, like the sound of, like the look of and something you like the taste of!
PHSE	To know what makes you feel happy	<ul style="list-style-type: none"> • Take some time to think about the things that have made you feel happy and safe during this time at home. Write or draw about these things. If you can, explain why they make you feel safe and happy. It will be good to look back at the picture/writing if you ever feel worried. • https://www.elsa-support.co.uk/roll-a-positive-question/ Take a look at this game ! (I have also put it on the page below) • https://www.elsa-support.co.uk/elsa-support-may-wellbeing-calendar/ Here is a calendar of ideas to keep your brain and heart happy during May.

Keep being superstars!

The work above are suggestions of things you can do. There is no need to do all the activities. You could pick one maths, one English/phonics and one other activity to do a day.


Remember to email us photos of you being busy doing the things you enjoy.

Take a look at the Hedgehogs and Otters homepage on the website - pictures, videos and activities to enjoy!

Sending big smiles to you all.

Roll 2 die. Use the first number to find which column you are using. Use the second number to find which row. For example I rolled a 5 and a 3, so my question was 'A time when you helped someone'.

ROLL A POSITIVE QUESTION

	1	2	3	4	5	6
1	A time when you felt happy	Something you are grateful for	The funniest memory you have	A place where you feel happy	5 things you like about you!	What is your favourite smell?
2	Your closest friend's name is...	Your proudest moment	Something difficult you managed to do	What would your perfect day look like?	A favourite holiday or day out	The best book you have ever read!
3	Who makes you feel safe?	A superpower you wish you had	The kindest thing you have done	The kindest thing done for you	A time when you helped someone	A time when someone helped you
4	A time when you felt excited	Your biggest wish	The best dream you ever had	One thing you are really good at	The best game you have played	A time when you felt brave
5	Something that relaxes you	A time when you were thoughtful	A time when you were friendly	One word that describes you best	A time when you were confident	Something new you want to try to do
6	A goal you have for today	The best meal you have ever had	Who can you compliment today?	The best compliment you have received	Who is your hero?	An adventure you would like to go on