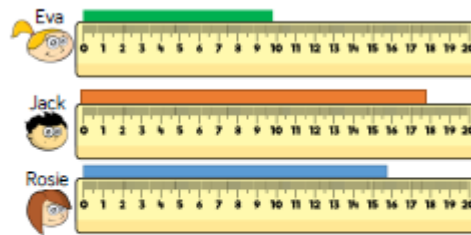


Subject	Learning objective	Complete the activities that suit you. Please do not think you have to complete it all! We just want to give you lots of variety.
PHSE		<p>We are starting to really, really miss the people we love and enjoy spending time with. We haven't been able to be with our friends properly for a very long time.</p> <p>It's time to make your group of friends! Make a chain of paper dolls and turn each doll into a friend who you wish you could spend time with.</p> <p>You could use this video to help you make the paper doll chain https://www.youtube.com/watch?v=CYXxoVbPzqI&safe=true</p>
DT: Food preparation	<p>To plan a fruit/vegetable salad</p> <p>To use tools safely</p> <p>To prepare a fruit/vegetable salad</p>	<p>There are a selection of clips and activities on BBCBitesize all about food and food preparation that you might like to explore: https://www.bbc.co.uk/bitesize/topics/zpvycdm</p> <p>This week we would like you to think about making a salad - either a fruit salad or a vegetable salad.</p> <ul style="list-style-type: none"> • Write a list of ingredients that you (and your family) would like included. Check with your grown up you have the ingredients! • Discuss with a grown up the best way to prepare/cut the ingredients. • Working with an adult nearby prepare and cut the food you are using. • Present your salad on a plate or in a bowl. Ask the members of your household to talk about how it looks. • Offer the people in your household the chance to taste your salad. Talk with them about 'What Went Well' and an 'Even Better If' • Write up a review of your food, identifying 'What Went Well' and what would be 'Even Better If'.
Math	<p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =.</p>	<p>Children to order more than two lengths from shortest to longest and vice versa. This will help them recap their understanding of ordering numbers to 100. They will order given lengths as well as ordering objects by measuring each length themselves.</p> <p>Then children will use the four operations (= - x ÷) and apply their understanding to length.</p> <p><u>Mathematical talk:</u></p> <p>How is ordering lengths similar to ordering numbers on a number line?</p> <p>Can we use a number line to help us?</p> <p>Can we estimate which object is the longest before measuring?</p> <p>What are the key words in the question?</p> <p>Can you ask and answer any different questions using the objects and information given?</p>

1.

Eva, Jack and Rosie are comparing the length of ribbons. Complete the sentences.



_____ has the longest ribbon.
 _____ has the shortest ribbon.
 _____'s ribbon is shorter than _____'s.
 _____'s ribbon is longer than _____'s.

2.

Four children are measuring their heights.

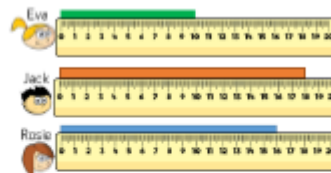
Eva is taller than Rosie, but not as tall as Mo.

Dexter is taller than Mo.

Write down their names in order of their heights, starting with the shortest.

3.

Eva, Jack and Rosie each have a piece of ribbon.



- How much longer is Jack's ribbon than Eva's?
- Jack and Rosie put their ribbons together. How long are they altogether?
- Eva cuts three more ribbons of the same length as hers. What is the total length of all four ribbons?
- Eva cuts her ribbon in half. What is the length of each piece?

4.



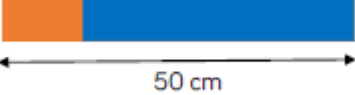
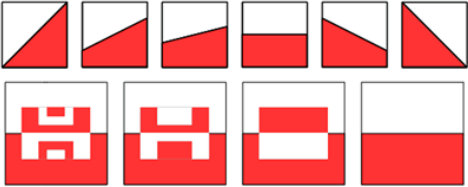
Teddy has a toy train and a toy plane. The train is 28 cm long. The plane is 16 cm longer. How long is the plane?

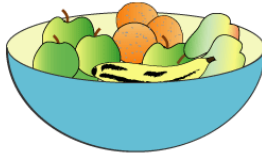


The toy train is double the length of a toy car. How long is the toy car?





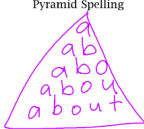


5. (You may want to cut strips of paper to scale to use as practical resources for this)

	Halves and quarters	<p>Here is a strip of orange paper.</p>  <p>A blue strip is four times longer than a orange strip.</p>  <p>The strips are joined end to end.</p>  <p>How long is the orange strip?</p> <p>How long is the blue strip?</p> <p>6.</p> <p>There are 3 teddies in a box.</p> <p>The brown teddy is 15 cm taller than the yellow teddy.</p> <p>The yellow teddy is 3 cm shorter than the pink teddy.</p> <p>The pink teddy is 42 cm tall.</p> <p>How tall are the brown and yellow teddies?</p> <p>How much taller is the brown teddy than the pink teddy?</p> <p>BBC bitesize for revision https://www.bbc.co.uk/bitesize/levels/z3g4d2p</p> <p>1.</p> <p>These images show squares split in half:</p>  <p>How might you check that each was correct?</p> <p>Can you think of more ways to split a square into two halves?</p> <p>2.</p>
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		<p>Here is a bowl of fruit.</p>  <p>Half of the pieces of fruit in the bowl are apples. There are also 3 oranges, 2 pears and a banana.</p> <p>How many apples are there in the bowl?</p> <p>If, instead, one quarter were apples and one quarter were oranges and there were also 4 bananas, 3 pears and 3 plums how many would be apples?</p> <h3>3. Number problems</h3> <p>There are three baskets, a brown one, a red one and a pink one, holding a total of ten eggs.</p> <p>The Brown basket has one more egg in it than the Red basket.</p> <p>The Red basket has three fewer eggs than the Pink basket.</p> <p>How many eggs are in each basket?</p> <p>You could use 3 bowls with 10 marbles (and trial and error strategy)!</p>
English	To write in a range of styles: diary entry	<p>This week we are going to remind ourselves how to write diary entries.</p> <ul style="list-style-type: none"> Take a look at this poster about features of a diary https://www.twinkl.co.uk/resource/t-l-53899-diary-writing-helpful-hints-prompt-sheet Have a go at reading one of these diary entries. If you want to, complete the questions too https://www.twinkl.co.uk/resource/t-l-54669-ks1-tim-peakes-space-diary-differentiated-reading-comprehension-activity We would like you to write a diary entry four times over the week. It is best to write your diary entry at the end of the day so you can reflect back on the day. Remember to <ul style="list-style-type: none"> include the date and/or time? use the words 'I', 'my', 'we' and 'our'? write as if I were there? talk about where events happened? write about the most important events in order? describe my feelings? use time linking words, e.g. next, first, then? <p>Example :</p> <p style="text-align: right;">Friday 12th June</p> <p>Today was a very busy day which has left me feeling quite tired. I started the day making a mess in the kitchen as I attempted to make pancakes for breakfast! Next it took me a very long time to</p>

		<p>get to work, the traffic was terrible. Then when I arrived at work I set up the classroom for the day. Once the school day was over, I walked to Waitrose... in the rain! Finally, I made it home and had a very lazy evening. I watched television with my children; we munched on chocolate and popcorn.</p>
<p>Science Plants</p> <p>i) observe and describe how seeds and bulbs grow into mature plants. ii) find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p> <p><i>Working Scientifically:</i> 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 iii) identify and classify iv) gathering and recording data to help in answering questions v) observe closely vi) performing simple tests</p>		<p>Before the session collect real plant bulbs and items for 'bean in a bag' experiment. (When I went to buy bean seeds from Mole Country Stores 14th of June they said they didn't have seeds because their supplier was unable to supply due to Covid 19. I suggest if you can't source any seeds you try organic dried beans like kidney or aduki but they may need soaking first).</p> <p>Show children the various bulbs, asking them to look carefully and to guess what the bulb will grow into. Tell them the answers and wonder at how a little bulb can grow into something larger and so different. Ask: <i>What does this bulb need to start growing? How could we care for this bulb? (Give it water, warmth, nutrients.)</i> Tell the children: <i>We often think that bulbs need soil, because in this country we usually see plants growing in soil. Plants can grow just in water, so long as the water has the right food in it to keep the plants healthy.</i> Write the word 'hydroponics' on the board, explain that it means 'growing plants in water' Ask: <i>Can you imagine where it would be really useful to be able to grow plants without soil? Especially edible plants? (Cold places with no soil - Iceland, Antarctica - hot places with no soil - Sahara, Mars.)</i> Tell children that they will be setting up a hydroponics farm of their own. Maybe they can imagine they are preparing for life on Mars, in the Sahara or Antarctica.</p> <p>Your activity this week is to make a bean in a bag (<i>one with light and another without light</i>). When they have finished, they may tape the bean onto a window or peg onto a washing line. Ask children to predict what they think will happen to the bean. Keep a 'My Bean in a Bag Diary' and make notes on what is happening over the next 7 days. Place one bagged bean in a cupboard, talk about what might happen to the bean and its growth. Use the word 'predict' when discussing this.</p> <p>Ask children: <i>What have you noticed about your beans? Do you think the beans will grow? What do you predict will happen to the bean in the cupboard?</i></p> <p>Watch the following: http://www.hydroponics-simplified.com/what-is-hydroponics.html - Information for adults on hydroponics; https://www.youtube.com/watch?v=EKx4ZwoJqXY – Time lapse of a sprouting bean seed).</p>

	<p style="text-align: center;">How to grow a bean in a bag</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>You will need: a few seeds paper towel (school ones are ideal) stapler plastic bag (the A4 sized kind which seals at the top works best) ruler</p> <p>Label bag with your name, date and seed name.</p> <p>Fold a paper towel so that it just fits inside the bag.</p> <p>Take a ruler and measure 7 cm from the top of the bag and staple a row of staples from one edge to the other through the plastic bag and paper towel. If you are using very small seeds then make the staples closer together. You will have a mini-shelf- 7 cm deep. This is where the seeds are going to sit.</p> <p>Pour enough water into the bag so that it will soak up through the paper towel but leave a small reservoir of water at the bottom of the plastic bag (about 2-3 cm).</p> <p>Sit the seeds on top of the staples. Seal up the bag so no air can escape or get in. Tape it to the window or peg to a washing line in the classroom.</p> </div> <div style="width: 50%;">    </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;">  <div style="width: 45%;"> <p>Within a few days, depending on the time of the year, the seeds will begin to germinate. Children can clearly see the growth of roots and then the shoot. As soon as the young plants reach the top of the sealed bag they can be carefully removed and potted up.</p> </div> </div>
<p>Spelling Year 2 common exception words</p>	<p>Select 10 words that you find a challenge to spell without thinking and focus on them for the week.</p> <p>Here are some ideas you could use to rehearse them:</p> <ul style="list-style-type: none"> • Write them out in super large letters. Cut up the word so you have each letter on an individual pieces of paper. Muddle the letters up and rearrange them. • Pour salt or flour onto a baking tray, rehearse writing the word with your finger in the tray. • Use a paintbrush and water to rehearse writing the word on the floor outside. • Rainbow write – write each letter of the word in a different colour • Pyramid word: Write the first letter of the word, underneath write the first and second, underneath that write the first, second and third.... Repeat until the word is complete <div style="text-align: center; margin: 20px 0;"> <p>Pyramid Spelling</p>  </div> <p>There is a game called 'Look, Cover, Write, Check' on Top Marks. Rehearse the Year 2 words.</p> <p>http://www.ictgames.com/mobilePage/lcwc/index.html</p>
<p>Geography Understand geographical similarities and differences through studying</p>	<p>Think about the two places you have researched and using your knowledge of the human and physical geography of a place, write or draw what is the <u>same</u> or similar about both places. You can include human features like buildings,</p>

Week 1

Week beginning 15.06.20

the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

roads and car parks and natural or physical features like climate, woods and riverside. Also, include details about what the people in the different places do that is similar such going to cafes or walking along the promenade/high street. Present this any way you want. For example, you could pretend you are a TV presenter and explain to people in your family the similarities between the two places or you could draw a poster.

Please don't forget to let us know how you are getting on. We love to hear from you.

Thank you for working so hard being patient. We appreciate it x

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Year 2 Common Exception Words

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