


WEEK 6

Week beginning 11.05.20

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>
PHSE	To know what makes you feel happy.	<p>We are all feeling different things at the moment, and that is OK. Some days we are super happy, other days we may just want a hug. It is important to remember that most of the time you are feeling happy and confident.</p> <p>You could keep a track of how you feel each day to remind yourself that grumpy days only happen occasionally x</p> <p>https://www.elsa-support.co.uk/mood-tracker-mandala/</p> <p>Remember to calmly share what you are feeling with your grown- ups. They can't guess if you're feeling worried, cross or lonely. Talk to them in a friendly voice about what you are thinking. Then together you can find things to help sort out the feeling.</p> <p>There are a few things you can do to help keep you feeling cheerful:</p> <p>https://www.elsa-support.co.uk/14-day-elsa-supports-photo-challenge/ https://www.elsa-support.co.uk/wellbeing-rainbow/ https://www.elsa-support.co.uk/happy-visualisation/</p> <p>If you don't have a printer, you can make your own versions. Be happy. Be healthy. Be kind. Be good x</p>
Art/DT/PHSE	To use materials for a given purpose.	<p>Make a pop up card!</p> <p>We are all missing people a lot at the moment, so why not make a card to let someone know you are missing them/thinking about them.</p> <p>There are some links below to some examples of how to make a pop up card. There are lots of other ideas around too.</p> <p>Have fun making your own pop up card. Let your imagination run wild. You could deliver or post your card. If you can't deliver the card, take a photo of it and share the photo.</p> <p>https://www.youtube.com/watch?v=ZPE_ofC9pS4&safe=true</p> <p>https://www.youtube.com/watch?v=ehki9RFBf5o&safe=true</p>
Math	Compare and sequence intervals of time.	<p>Children identify the start and end time of an event. They can use number lines to help them.</p> <p><u>Mathematical talk</u></p> <p>What is the start time? What is the end time?</p> <p>How can we show this on a clock?</p> <p>How long did the event last?</p> <p>How did you work out the duration?</p> <p>Are there any other methods for working out duration?</p>

Math	<p>Activities</p> <p>Compare and sequence intervals of time.</p>	<p>1. How much time has passed from the start to end time?</p> <p>Start Duration End</p>  <p>2. Aimee is planning her birthday. She wants to plan something to do from 9am to 5pm.</p> <p>Here are the things she wants to do:</p> <ul style="list-style-type: none"> • Visit the zoo (3 hours) • Go to Pizza Palace (1 hour and a half) • Have breakfast (half an hour) • Play party games (1 hour) • Watch a film (2 hours) <p>Create a timetable for Aimee's day.</p> <p>Children compare times using 'longer' and 'shorter'. They order times from longest to short and vice versa. They could explore ways to work out durations of time most efficiently, including empty number lines and using their knowledge that there are 60 minutes in an hour.</p> <p><u>Mathematical talk</u> Which is longer 2 minutes or 1 hour? How can you order the times? How much longer is ____ than ____?</p> <p>3. Circle the longest time.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid green; border-radius: 10px; padding: 10px; margin: 5px;">1 hour</div> <div style="border: 1px solid green; border-radius: 10px; padding: 10px; margin: 5px;">40 minutes</div> <div style="border: 1px solid green; border-radius: 10px; padding: 10px; margin: 5px;">Half an hour</div> <div style="border: 1px solid green; border-radius: 10px; padding: 10px; margin: 5px;">55 minutes</div> <div style="border: 1px solid green; border-radius: 10px; padding: 10px; margin: 5px;">Three quarters of an hour</div> <div style="border: 1px solid green; border-radius: 10px; padding: 10px; margin: 5px;">35 minutes</div> </div> <p>Can you order the times from longest to shortest?</p> <p>4. Joe works from half past 10 until 3 o' clock. Emma works from 9 o' clock until half past 12 Who works the longest amount of time?</p>
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5.

Rosie has an hour for her lunch break. If she takes 10 minutes to eat her lunch, does she have enough time to complete all of the playground activities?

Activity	Duration
Skipping	7 minutes
Ball skills	10 minutes
Treasure hunt	21 minutes
Trim trail	19 minutes

How do you know?

Revision:

Go to BBC bitesize <https://www.bbc.co.uk/bitesize> daily lessons, maths year 2 learn and revise challenges. Resources are free.

Login in to Top Marks, measure and try 2 activities Telling the time Maths Frame and Telling the Time in Words. Choose your own level of challenge.

https://mathsframe.co.uk/en/resources/resource/116/telling_the_time#

https://mathsframe.co.uk/en/resources/resource/117/telling_the_time_in_words#

English

Enjoy 'Where the Wild Things' are again this week

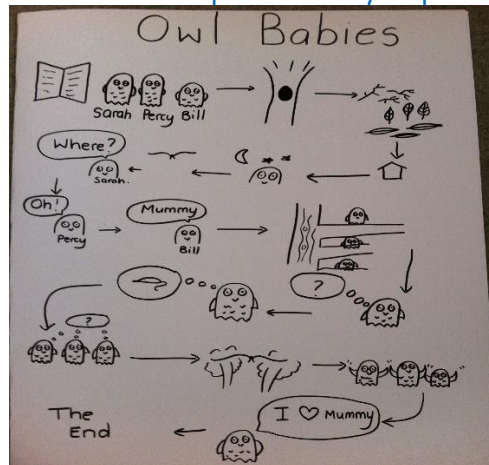
- Read or listen to the story 'Where the Wild Things Are'. Listen/look out for the word 'terrible'. Does the author use it more than once? I wonder why they chose the word 'terrible' to repeat.
Think of synonyms (other words that mean the same thing) for the word 'terrible'. Make a list or a poster displaying the words you have thought of.
- Look at some of the pages where the author has chosen not to add any text. (if you don't have the book, watch the story being read on YouTube)
Please write some sentences for these pages. Perhaps you could use one or two of the synonyms you came up with. Remember to make your writing interesting for the reader
- Max would love to make a return journey to see the Wild Things.
We are going to write 'Return to the Wild Things'.
Create a simple **story plan** to support your story writing.
Your plan needs to be simple with quick drawings to show the events.
Add in key words that will help you with the writing of the story.
The story events are completely your choice!

- Time to write 'Return to the Wild'.

Use your story plan to write a short story. Think how few sentences Maurice Sendak used to tell us the entire story! Make your sentences interesting for the reader.

We look forward to reading your stories.

An example of a story map :



Science

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.

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

iii) identify and classify

Children to

Understand what is meant by a food chain

Understand that living things need other living things to survive

Observe parts of food chains in their garden or on a walk (if possible) and discuss what would happen in the rest of the food chain

Children to think of an animal e.g. chicken, hedgehog, otter or caterpillar.

Ask: *What do they eat? What eats them?*

Establish a food chain e.g. leaf-caterpillar-bird

worm-chicken-fox/human, beetle-hedgehog-bird of prey/owl

fish-otter-dogs/foxes

What do you notice about the order of the animals? (Often the bigger animals are at one end, little creatures or plants at the other). Tell them that the largest animals at the end of the food chain are called 'predators' and that often food chains start with little plants that get their energy from the sun.

Ask: *Why do you think we call them 'food chains'?* (Because, in a healthy habitat, all living things depend on each other and each part of the chain is food for another). Ask the children to suggest other food chains that they know about e.g. plankton-krill-sea lion

Consider these questions: *What happens at the end of the food chain, to the predator? Why is it that really a food chain isn't a long line, but more like a circle?* (when predators die, their bodies turn into food for the creatures at the beginning of the food chain) Watch the following clips about food chains.

There is a quiz after the bbc bitesize food chains.

http://www.bbc.co.uk/bitesize/firstlevel/sciences/food_chains/play/ -

<https://www.bbc.com/education/clips/z8hxp4>

<http://www.bbc.co.uk/guides/z3c2xnb>

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	<p>Take the children outside and ask them to explore their garden or in nature on a walk looking for examples of food chains (living things eating leaves, for example). With a magnifying glass and sketch book, they should record what they discover. Remind them that sketching outside can be rough and not detailed, but should be just a way of remembering what they have seen.</p> <p>Encourage children to consider how the food chain may end, so if they find a caterpillar eating a leaf, they could draw that, and then makes notes (or draw) the rest of the food chain.</p>
<p>Reading /grammar</p> <p>To know what a verb is</p>	<ul style="list-style-type: none"> Let's recap what a 'verb' is. Follow this link to a BBC Bitesize activity page all about verbs. There is a short video to watch, followed by a few lines to read and two short quizzes. https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs Spend at least 15 minutes quietly reading. Whilst you are reading, pause every now and then, take a close look at how the sentence is structured. Can you spot the verb in the sentence? Can you spot any punctuation, or other types of words? Did you spot any interesting sentences without a verb? Grab a book. Pick a page. Scan through and find the verbs. Write down the verbs that you find. Pick 3 of the verbs you find and use them in 3 separate sentences. Parent note: There are 'verb' resources available on Twinkl if you feel you need more to share with your child. https://www.twinkl.co.uk/resource/t-l-4871-verbs-powerpoint
<p>Geography</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right) to describe the features and routes on a map.</p>	<p>Well done if you have drawn a map of your house and garden. Now you can add details and extend your map or begin a new one to including neighbours' houses, your street and other local streets, shops and any other land marks or human/physical features like post box, traffic lights, letter box/woods, hill, river, stream, flower bed.</p> <p>Label all the extra details.</p> <p>Now draw a route on your map of a walk you have taken from your house recently.</p> <p>If you haven't taken a walk imagine you do and draw the route on your map (it might just be to the post box and back). Now use your map to walk the route (take your family too)! When you get home make any changes you need to.</p>
<p>To master basic movements including running, jumping, throwing and catching,</p>	<p>Last week we explored hopping. This week we are going to become expert 'jumpers'..... proper jumps, with 2 feet..... 2 feet that stay together for the entire jump..... and you stay upright when landing!</p> <ul style="list-style-type: none"> How many times can you jump, on the spot, in one minute? Keep a record, see if you improve over the week.

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	<ul style="list-style-type: none">• How far can you jump, landing on two feet? You could measure out 20cms, then half a metre..... then a metre..... Is this possible?• How high can you jump? Start jumping over 1 book that is lying flat.... Add more books to the pile..... can you jump over them, landing on two feet and staying up right? How many books can you jump over? Can you measure how high that is?• Can you make up a jumping activity to teach a member of your family or a friend (via zoom/video call)? <p>We look forward to seeing/hearing about your jumping success! Boing!</p>
<p>Keep being superstars!</p> <p>Take a look at the Hedgehogs and Otters homepage on the website - pictures, videos and activities to enjoy!</p> <p>We really, really miss you all xx</p> <p>If you have any questions, please email us.</p> <p>acummins@moss-lane.surrey.sch.uk or abetterton@moss-lane.surrey.sch.uk</p>	