



Year 2 Home learning week beginning Monday 8th June 2020



G'Day Year 2,

Welcome back and hopefully you have had a fantastic first week back after half term in your home classrooms. We have been super impressed with the great work which you have been sending us via Seesaw over the last week and it certainly looks like learning is being enjoyed. Remember to thank your teachers (parents/helpers) for their lessons by showing them good listening and always giving your best effort. Now here is your new learning for the following week.

Maths

This week in Maths we are going to focus on shape. This is one of our favourite areas in Maths to explore because shapes are all around us in everyday life. During this topic, we will be looking at both 2D and 3D shapes, discovering the language surrounding them and then hopefully using them to problem solve.

Morning Mental Starter (Ping Pong)

This game is ideal for practising number bonds to either 10, 20 or 100. 'Ping Pong' is always popular and well-remembered by children.

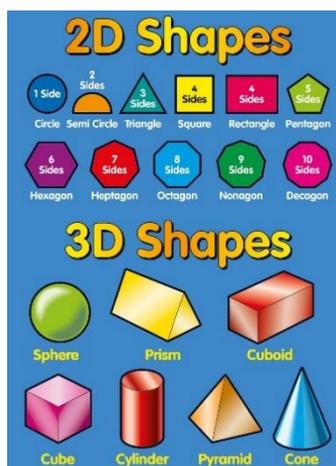
Start off saying 'ping' and the children reply with 'pong'. Repeat/reverse, and then convert to numbers,

- i.e. say '2' and they reply '8' if doing number bonds to 10.
say '5' and they reply '15' if doing number bonds to 20.
say '40' and they reply '60' if doing number bonds to 100.

Activity 1 – Link (<https://www.bbc.co.uk/bitesize/topics/zjv39j6>)

This lesson is all about understanding what a 2D shape and a 3D shape is and it is also about knowing the similarities and differences between the two groups. When looking at 2D shapes, children should be using the language of sides and vertices. When looking at 3D shapes, they should be using the language of faces, vertices and edges. Please watch the videos on Seesaw to familiarise yourself with the different terminology used in shape and their meanings.

When you have finished, we want you to go on a shape hunt around your house or your local area. What shapes can you see and in what objects have you found them? Either take pictures or draw them and then sort them into 2D shapes or 3D shapes.



Activity 2

This lesson is all about 2D shapes and knowing their properties. First, start with your child naming the basic 2D shapes. The children should know how to identify and name the following shapes; circle, triangle, square, rectangle, pentagon, hexagon and an octagon. For each shape, the children should know how many sides and vertices they have. Can they see a relationship between sides and vertices when looking at all the different shapes? Is there any shape that breaks this rule?

Use the following video to begin the discussion: <https://safeYouTube.net/w/Qe4J>

Finally, can the children make or draw a 2D shape collage? Children should make a list of all the different shapes they have included in a tally chart. Can they add up the total number of sides and vertices their collage has?



Activity 3

This lesson is all about 3D shapes and knowing their properties. First, start with your child naming the basic 3D shapes. The children should know how to identify and name the following shapes; sphere, cube, cuboid, triangular based pyramid, square based pyramid, cylinder, cone and a prism. For each shape, the children should know how many faces, edges and vertices they have.

Look at the video on Seesaw showing you how to play the game, 'Guess My 3D Shape' After watching the example, can you create your own version using everyday objects from around your home? Maybe video it and send it to us so we can have a go at your quiz.

As an optional extra, we have attached a cut and stick exercise, which also tests the children's knowledge of 3D shapes.

Activity 4 Video (<https://www.bbc.co.uk/bitesize/clips/ztpyr82>)

This lesson is all about symmetry and finding lines of symmetry in 2D shapes. Watch the video and then see if you can complete the worksheet on identifying lines of symmetry. If you have access to a makeup mirror, then this may be a helpful when trying to identify where the lines lie.

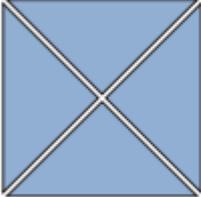
If you fancy another challenge, then why not try and find out which capital letters in the alphabet are symmetrical by writing them out and then marking the lines of symmetry on them.

Can you find them all?

Activity 5

Mastery with Greater Depth

Cut a square piece of paper as shown. Rearrange the pieces to make different shapes. What different shapes can you make?



Describe the properties of the shapes you make.
Can you make some shapes which have at least one line of symmetry?

You could take photos of the different shapes you make and send them to us.

MyMaths activities: Activities based on shape will be available to complete on MyMaths. Remember to encourage your children to have another go at an activity if they have not fully understood it the first time around.



<https://play.numbots.com/#/account/school-login/56391>

The top coin scorer on Numbots this week has a grand total of 37,758 coins and again is a boy from Rabbit Class. The person on the highest level so far is a boy from Fox Class, who has completed 277 levels and is on Steel 56. Well done to all of you who have been working your hardest in Numbots and keep up the good work.



To access the Maths game: <https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw>

To access the English game: <https://www.bbc.co.uk/bitesize/topics/zd63xyc/articles/zdp4pg8>

English

This week we are going to be thinking about descriptive writing. You are going to describe creatures who live in a rockpool and design and describe a sea creature of your own.

Activity 1



Who lives in this rockpool?

Make a list of 5 creatures who live in a rockpool.

Use 2 adjectives to describe each one e.g.

1. A snappy, scuttling crab
2. A transparent, floating jellyfish with trailing tentacles

You could use the picture above for ideas. Don't forget to separate the adjectives with a comma.

Activity 2



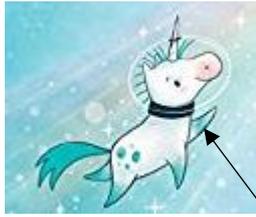
Here is a picture of a rockpool. You can see some of the creatures that have made their home here but many others are hiding! Use the sentence starters below, and your list from Activity 1, to describe who is hiding and where.

- Behind the
- Under the
- Among the

Extension: Design your own sentences to describe who or what is hiding in the rockpool.

Activity 3

Exciting news! Scientists have discovered an entirely new sea creature living in a rock pool.



strong flippers to help it glide through the water

The creature's flippers have been labelled and described. Choose more features to describe. Can you think of a name for the new creature?

Activity 4- Design your own sea creature

More exciting news! You have discovered another new sea creature living in a rock pool. Can you draw a picture of it? Will it have snappy claws to catch its prey or a curly tail like a seahorse? Will it be scaly or shiny? Will it be brightly coloured or dull so it can hide easily?

Draw a picture of your creature and label its features. Don't forget to use adjectives and a conjunction in your labels. Here is an example - large, floaty fins to glide elegantly across the rockpool.

Activity 5

The scientists at London Aquarium would like to find out more about your amazing sea creature. Write 4 or 5 sentences to tell them all about it. You might want to include what your sea creature eats, how it moves, where it sleeps or what it smells like. Does it have any interesting or surprising features?

Spelling/Phonics

The spellings this week focus on the possessive apostrophe, where we use 's to show that something belongs to someone. Remember, if the word already ends in an 's' then the apostrophe comes after, as follows. (s')

Cloze Procedure

The children took their dog for a walk. They went past the shop belonging to the butcher. Mrs Fresh was in her garden. She gave the dog a bone. They met their parents on their bikes. The family went into their house.

Show who owns each item by completing the cloze procedure.

The _____ dog.

The _____ shop. _____ garden.

The _____ bone. The _____ bikes.

The _____ house.



Cornerstones: Art - Make a sea creature sculpture

Think about all the rockpool creatures you have been learning about this week and last week. Which was your favourite? Can you make a 3D sculpture of your favourite rockpool inhabitant?

Here is a list of materials which you might want to use to make your sculpture. If you'd rather, you could draw a picture of your rockpool creature instead. We would love to see a photo of your creation.

1. Plasticine
2. Playdoh (see attached recipe for homemade playdoh).
3. Recycled materials (raid your recycling box).
4. Any craft materials you have at home, surprise us!

Playdoh recipe

Ingredients

- 1 cup of plain flour
- 1 cup of water
- 1 tablespoon cooking oil
- 2 teaspoons cream of tartar
- half a cup of salt
- food colouring (optional)

Method 1 - Saucepan

Place all the ingredients in a saucepan at a low heat. Stir continuously until the mixture thickens to a firm dough texture.

Method 2 - Microwave

Place all the ingredients in a plastic container and cook for one and a half minutes in a microwave. Stir the mixture and microwave again for one minute.

Cornerstones: Geography - Coastlines

This week you will be learning about the coastline and the different features you may see. Watch the first two minutes of the video link to learn about features of our coastlines.

<https://www.bbc.co.uk/programmes/p00xr65v>

The man in the video talked about beaches, cliffs, bays, arches, coves and stacks. Do you know what these all look like? Your task this week is to recreate your own coastline and talk about the features you would like to include. You can go big outside and make a coastline in a paddling pool, or go small and make one in a recycled food container. Think about what you are going to use to create beaches, cliffs, arche, coves and bays. If you are struggling to find resources, you could draw a coastline and label it.

Computing – Shape Game

This week we will be using our Maths learning on shape in computing. Please log in to Purple Mash and find the 2Do called 2D Shape Pairs Game. You have to match the shape picture up to the correct name. There may be one or two new shapes for you to learn but we are certain you will do a brilliant job.



PSHE (Personal Social and Health Education)

Some children have now returned to school but most of Year 2 still need to carry on learning at home. You are all still a precious part of our school and we can't wait until we can all be learning together again at school. Mrs Campbell and Miss Payne will shortly be planning how to support your transition from Year 2 to Year 3 and will be in touch about this before too long.

The school closed 11 weeks ago to most children to try and keep people safe from the Coronavirus. We will all have different experiences and memories throughout this time, but we hope that you and your families have found some positive outcomes from being in lockdown. As we begin to slowly return to school and venture further outside, ask your child about their feelings of lockdown. What has been good? Have you learnt to do anything new? What has been hard?

There is a lockdown review activity in the wellbeing resources on the website which you may like to complete:



Music – Make a musical instrument.

PLAN:

- Talk about or sketch your design ideas for making a percussion instrument.
- Think about what materials you could use e.g. cardboard rolls, dried rice or beans, plastic bottles cups, paper clips, coins, rubber bands, small boxes, spoons, tape, scissors



DESIGN:

- Build your instrument.
- Test your design. - Does it make the sound you were trying for? - Make improvements if needed.

PLAY:

- Play your instrument to a song you know with maybe a seaside theme e.g. 'Oh I do like to be beside the seaside', 'Under the Sea' from Little Mermaid or 'Beyond the sea' from Finding Nemo. Try and keep a steady beat going and think about dynamics - are you going to play quietly, loudly or somewhere in between?

P.E

'Shell' we have a look at a new P.E. activity? It is a bit of a 'twist' on a dance activity we have done previously. Make sure you warm up properly otherwise you might get yourself into a bit of a 'Tagliatelle.'



PASTA SHAPES



Become each type of pasta by acting out each shape!

1. Players begin by walking around the room in any direction
2. On each command listed, players carry out the appropriate action:
 - Spaghetti** - walk round the room tall and thin, arms up high
 - Tagliatelle** - walk round the room, arms at their side
 - Pasta twist** - walk round the hall, twisting/turning round and round
 - Pasta bow** - walk round with legs and arms spread apart (bow shaped)
 - Lasagne** - Lie down on the floor, on your side
 - Macaroni** - make a circle with your arms
 - Pasta shapes** - make a 2D shape using your body or in a small group
 - Spaghetti hoops** - make 'hoops' with your arms and legs
 - Cannelloni** - roll on the floor
 - Ravioli** - stand back to back with a partner

Riddle of the Week (Email your answers)

Last week's riddle: What travels around the world but stays in one spot? (A stamp)

This week's riddle: I am often following you and copying your every move. Yet you can never touch me or catch me. What am I?

We look forward to seeing all your wonderful work and hope that you and your family are staying well.

From

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