

Hello Year 2,

I hope you are all still smiling and enjoying your time at home. I have had another busy week. Last weekend I painted my office to make it a bit nicer to sit and work in and have tidied my desk so I have a good space to write and use my laptop. This week I also got the chance to speak to a lot of your adults who all said that you were working hard at home and trying your very best which is great to hear!

Hopefully this week you are able to log onto our class Dojo. This will be a great way for us to keep in touch and I am looking forward to reading messages from you and seeing photos of you at home and any work you have been doing.

Remember, I don't expect you to complete everything on this planning sheet! Just do what you can and keep on trying your best. I believe in you all and am very proud of the work you are doing.

Keep safe and to keep smiling.

From Miss Watson 😊





**Lesson 1 – <https://whiterosemaths.com/homelearning/year-1/>**

Watch the videos and complete both lesson 1 and lesson 2 of the 'week 1' drop down, both of which are about weight and mass. I know these are Year 1 lessons but will be a great way to remind you of your learning last year. See if you can complete both of the lessons, they are quite short and you hopefully will remember most of it from last year.

**Lesson 2** – Go on a hunt around your kitchen to find different foods in their packaging. Look on the packaging and see if you can find the weight that the food would be when it was full. It may be in very small numbers and letters on the back, you will need to look very carefully! Record your findings in your book by writing the name of the product and the weight next to it.



**Lesson 3** – Use your findings from yesterday to compare the weight of the different foods. Use the inequality symbols (< and >) to say which one has the greatest mass. Write a sentence to go with your calculation using the key vocabulary of heavier and lighter.

Example:

pasta > cereal

The pasta is heavier than the cereal.

The cereal is lighter than the pasta.

**Lesson 4** – I have a problem; can you help me solve it?

I think that the bigger something is the heavier it must be but Mrs Willis says that isn't always true.

Can you think of an experiment you could do to help me solve my problem? Once you have completed your experiment write a sentence in your book saying who is right and why.

**Lesson 5** - Please log onto Times Table Rock stars <https://play.ttrockstars.com/auth/school/student> and practice the times tables that I have set you. Remember multiply means groups of. So 2 x 5 would be 2 groups of 5.



## Writing

Lesson 1 – For your first lesson this week I would like you to choose three animals and write a list of amazing adjectives to describe them. Try to up level your vocabulary by using fantastic adjectives rather than boring ones!

Remember, an adjective is a describing word and describes the noun. For this task, the noun will be the animals you choose.



ginormous

colossal

intelligent

beautiful

Lesson 2 – using your work from lesson 1, write a character description for one of the animals you described using adjectives yesterday. Remember to write about their appearance (what they look like) and what their personality (what they are like on the inside) is like. I have sent a 2Do on purple mash called 'character description' for you to write on, or you can hand write it in your book.

**The elephant is a ginormous animal with a long and curved trunk. It has two, white tusks and tiny eyes. It is a very intelligent animal and lives with its family.**

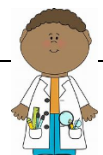
Lesson 3 –Using your animal from last lesson I would like you to write the beginning and the problem of a four part story. Your story can be about anything you like as long as the main character is your animal. Try to use a range of adjectives to describe the characters and the setting.

Lesson 4 – Continue to write your four part story by writing the solution to the problem and the ending. Make sure you read your story so far and check where you are up to and make sure that it makes sense.

Lesson 5 – Use a different coloured pen or pencil to edit and improve your writing, just like we do in the classroom.

Can you draw some illustrations to go with your story?

I look forward to reading your stories! Ask your adult to take a photo of your story and send it to me on Class Dojo! It could be a chance to even get your first online certificate!



## Science

# SINK OR SWIM?

## 1 TRY THIS INDOORS ....

Fill a large bowl or container with water. One at a time, put the different things you have chosen to test into the water and watch to see which of them floats and which of them sinks.

Put the orange in the water. Does it float or sink? What happens when you peel the orange and put it back into the water? Does the orange float or sink? What about the peel?

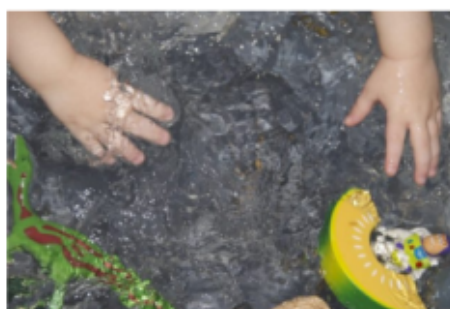
### WHAT DO YOU NOTICE?

#### Things to talk about ...

What are your ideas about why some things float and others sink? Can you predict which things will float or sink? Why does an orange float with its skin on, but sink with its skin peeled off? Do other fruit or vegetables float or sink? What happens if you take off the skin?

### You will need

- \* Large bowl or container
- \* Water
- \* Selection of things to test, e.g. small toy, pencil, coin, cork, elastic band, candle, empty plastic bottle ....
- \* A small orange
- \* Paper, lollipop sticks, card, foil, sponge, playdough or plasticine
- \* Lego pieces, coins or other small items



Can you complete this sink or swim investigation?

It may be easier, and less messy to do this in the sink or even in the bath!

Before you complete it, see if you can make some predictions about what you think will float and what you think will sink. Write your predictions in your workbook and then after completing the investigation look back and see if your prediction was correct.

Example:

I predict that the pencil will sink because \_\_\_\_\_



## Design and technology

Last week we started our new topic called Beat, Band and Boogie and I asked you to create your own shaker. This week I would like you to choose your own musical instrument and try to create it using junk modelling materials that you have around your house. You could make a guitar, a drum or any other instrument you like.

Can you research your instrument to check its shape, colour and size?

Can you get your model to actually make music when you play it?



## PSHE



### Make a kindness tree

In times like this it is very important to be kind to each other. Create a tree using paper or a real branch or tree. Make some leaves using coloured paper or colour them in yourself.

Look out for kindness in your home and in your community and when you notice someone showing kindness write or draw what you did on one of the leaves and attach it to your tree.

See how many different things you can add to the tree across the week. By Friday it should be full of leaves showing acts of kindness.



## Geography

Can you research instruments from around the world and find out some facts about them?

Here is a website to help you: <https://www.classicsforkids.com/music/instruments.php?family=World>

Choose a few instruments to research and then write some facts about it in your workbook. You could draw a picture of it to show me what it looks like and see, with adults help, if you can find any videos of the instrument being played. What sort of sound does it make?

Look on Google

maps and see if you can find the countries where the instruments originate from.



### **Didgeridoo**

A long bamboo or wooden tube, played like a trumpet by Australian aborigines.



### **Bagpipe**

A wind instrument that is played by blowing air into a pipe leading to the windbag. Air squeezed from the bag into reed pipes. One pipe has finger holes that used to play the melody. The other pipes, called drones, are used to continuously sound one tone each.



## PE



Keeping fit and healthy can be fun too! See if you can complete some of these dance workouts by Jumpstart Jonny.

<https://www.jumpstartjonny.co.uk/home>

Can you create your own dance routine to your favourite song?



## **Try something new...**



Can you learn another language? Watch the videos below and see if you can practice counting to 10 in French!

<https://www.bbc.co.uk/bitesize/clips/zrdg9j6>

<https://www.youtube.com/watch?v=woqBQG7LG8s>

<https://www.youtube.com/watch?v=lsc3qLMaCu8>