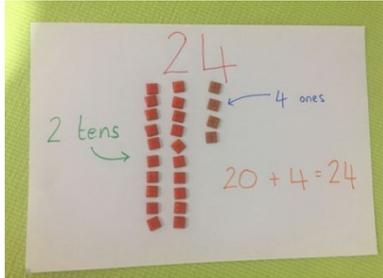


**Year 2**

**Learning for the week beginning Monday 11th May**



The maths page numbers in this document relate to the 'Key Stage One Maths Workout' book, this is the old maths book which was sent out in the original home learning packs. Next week we will move onto the new maths book called 'Key Stage One Maths Workout'.

<p>Monday</p>	<p>Maths- page 1 and 2 (CGP Workout book)</p> <p>Arithmetic warm up sheet</p>	<p><b>Learning objective:</b> To understand the value of tens and ones</p> <p><b>Extension:</b> Choose your own two or three digit numbers to represent in pictures or using objects. You could represent numbers using drawn tens and ones blocks, create your own symbols or use objects like lego!</p>  <p>A hand-drawn diagram showing the number 24. It consists of two vertical columns of red blocks. The left column has two blocks, labeled '2 tens' with a green arrow pointing to it. The right column has four blocks, labeled '4 ones' with a blue arrow pointing to it. The number '24' is written in red above the blocks. Below the blocks, the equation <math>20 + 4 = 24</math> is written in orange.</p>
<p>Guided reading</p>		<p><b>Learning objective:</b> write a list of what you could smell, touch, hear, see and taste if you were in this picture</p>  <p>A colorful illustration of a factory scene. In the foreground, several people are working at a table, possibly assembling or inspecting parts. In the background, there are large industrial buildings with smoke rising from chimneys. The scene is lit with a warm, golden light, suggesting an indoor or evening setting.</p> <p><b>Extension:</b> find exciting synonyms (words that mean the same or nearly the same e.g. shining and glimmering) <a href="https://www.thesaurus.com">https://www.thesaurus.com</a></p>
<p>English</p>		<p><b>Learning objective:</b> Design your own Cathedral and describe it</p>  <p>Two images of cathedrals. On the left is a black and white architectural sketch of a Gothic-style cathedral with a tall spire. On the right is a color photograph of St. Paul's Cathedral in London, showing its large dome and classical architecture.</p>

		<p><i>The Original St Pauls Cathedral was burnt down during The Great Fire of London and the architect Christopher Wren designed a new one. It took almost 40 years to build.</i></p> <p><b>Extension:</b> research famous Cathedrals around the world and create a PowerPoint presentation about them</p>
	Humanities	<p><b><u>Geography – Points of the compass</u></b></p> <p>The points of the compass help us to know which direction things are. A compass will always point to magnetic North at the North Pole.</p> <p><b>Younger children:</b> Draw and label the four main points of the compass, north, east, south and west. Ask an adult to find out which direction north, south, east and west are in your house. Play a game where everyone takes a turn choosing a direction e.g. north and the whole family has to run to that part of the house!</p> <p><b>Older children:</b> Most mobile phones have a compass. The red arrow on the compass will show what direction north is, the line at the top of the screen will show what direction the phone is pointing (remember there are 8 points to the compass so half way between south and west is south-west etc...)</p> <p>Find out: If you look out of your bedroom window which direction are you facing? If you look out of your kitchen window which direction are you facing? If you look out of your front door which direction are you facing? Now use the compass on the phone to create a trail around your house using compass directions and challenge a member of your family to follow it. Write the directions clearly.</p> <p><i>e.g. Start with your back to the front door. Walk five steps East. Turn to face North West. Walk two steps forward. Which room are you in now?</i></p> <p><b>Challenge:</b> Next time you leave the house take a mobile phone with you and find out which direction you are travelling or walking.</p>
Tuesday	<p>Maths - page 3 and 4 (CGP Workout book)</p> <p>Arithmetic warm up</p>	<p><b>Learning objective:</b> To count and order numbers</p> <p><b>Extension:</b> Find different objects around the house you can count, for example teddies, LOL dolls, cars. You could show your results in a tally chart, pictogram or bar graph.</p> <ul style="list-style-type: none"> <li>● What object did you find the most of?</li> <li>● What object did you find the least?</li> <li>● What was the difference between your biggest and smallest number?2</li> </ul>

sheet

Bananas	
Monkeys	
Plants	
Pens	
Dice	

	Pictogram
Monkey	☹ ☹ ☹
Banana	🍌 🍌 🍌 🍌
Plants	🌿 🌿 🌿 🌿
Pens	
Dice	🎲 🎲 🎲 🎲 🎲 🎲

I had the greatest number of pens: 10  
I had the fewest monkeys: 3  
The difference is  $10 - 3 = 7$

English

*Between 1671 and 1677, a memorial to the Great Fire was built. Designed by Christopher Wren and Robert Hooke, it is 61.5 metres tall and, at the junction of Monument Street and Fish Street Hill, it stands exactly 61.5 meters away from where the fire began on Pudding Lane. It is called the Monument.*



**Options of tasks**

- Write similes (a comparison of one thing to another) to describe the monument e.g. as tall as a mountain or as thin as a ruler
- Design your own Great Fire of London monument and describe it
- Build a replica of the Great Fire of London Monument using things around the house e.g. toilet roll tubes and cardboard. Then write instructions for someone else on how to make it.

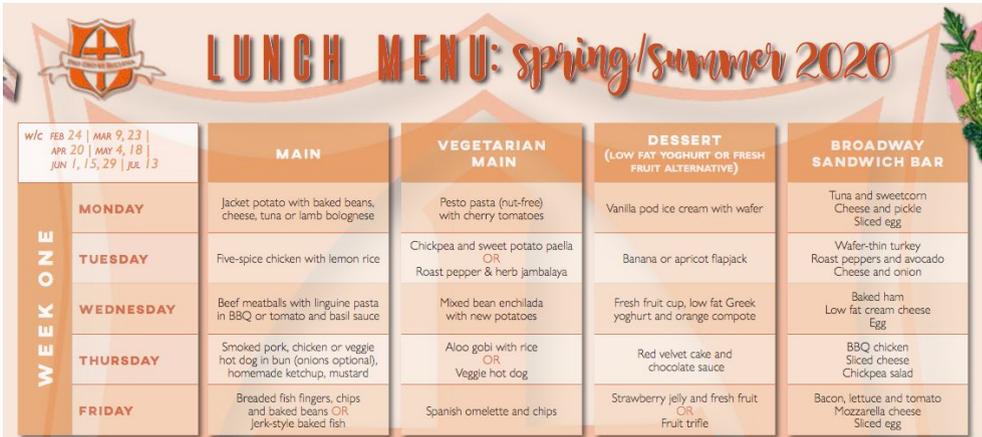
Guided reading

**Learning objective:** answer questions about the text

King Charles 2<sup>nd</sup>

(29<sup>th</sup> May - 1630 – 6<sup>th</sup> February 1685 Son of King Charles 1<sup>st</sup>)

Charles the 2<sup>nd</sup> became King of England, Scotland and Ireland in 1649 but spent 11 years in exile and only returned to Britain in 1660. His

		<p>coronation took place on 23<sup>rd</sup> April 1661 at Westminster Abbey.</p> <p>Sir Thomas Bludworth (Baptised 13<sup>th</sup> February 1620 – 12<sup>th</sup> May 1682) Merchant and politician. Sir Thomas Bludworth was the Lord Mayor of London from October 1665 to October 1666. At first, he thought the Great Fire of London was no real threat, and so was reluctant to knock down buildings. Many people thought this was the reason the fire caused so much damage. In Pepys' diary, he calls Bludworth "a silly man".</p> <ol style="list-style-type: none"> <li>1. What date was Sir Thomas Bludworth born?</li> <li>2. How many years did King Charles 2nd spend in exile?</li> <li>3. How do you think Sir Thomas felt at the end of the fire? Why?</li> <li>4. How many years was Sir Thomas Bludworth mayor?</li> </ol> <p><b>Extension:</b> write your own questions about King Charles 2nd or Sir Thomas Bludworth</p>
	Science	Please see the final page of this document.
Wednesday	<p>Maths - p. 5 and 6</p> <p>Arithmetic warm up sheet</p>	<p><b>Learning objective:</b> To order and add numbers up to 100</p> <p><b>Extension:</b> Addition game: Lay out numbers face down on the floor (You could use dominoes or playing cards). Flip over two numbers and see how quickly you can add the numbers together. To make it harder you could use 2 digit numbers or add three numbers together.</p>
	English	<p><b>Learning objective:</b> write a healthy menu plan</p> <ul style="list-style-type: none"> <li>• Think of different meals that Firefighters or NHS staff could eat to give them energy and keep them healthy.</li> <li>• You could create a Lunch Menu like the CTS one below</li> <li>• Use adjectives to describe your meals to make them sound as tasty as possible</li> </ul>  <p><b>Extension:</b> with an adult choose a recipe and do some cooking. Notice those bossy verbs e.g. put, get etc.</p>
	Guided	<b>Learning objective:</b> answer questions about a text

reading	<p>Samuel Pepys (23<sup>rd</sup>February 1633 – 26<sup>th</sup>May 1703) Naval administrator and Member of Parliament Samuel Pepys was a respected man at the time of the Great Fire. Through hard work, public support and his natural talent for administration, he rose through the ranks in the Navy and became Chief Secretary to the Admiralty. His diary gives a first-hand account of many important events in British history, including the Great Plague and the Great Fire.</p> <p>1) When did Samuel Pepys die? 2) What 2 important events were in Samuel Pepy's diary? 3) Why do you think Sameul Pepy's diary was important? 4) Who would you most like to go to dinner with, King Charles 2nd, Sir Thomas Bludworth or Samuel Pepy's and why?</p> <p><b>Extension:</b> write your own questions about Samuel Pepy's</p>
Art/DT	<p><b><u>Create a treasure map</u></b> <b><u>You will need:</u></b> Paper, pens and pencils</p> <p><b>Younger children:</b></p>  <ol style="list-style-type: none"> <li>1. Get a piece of paper</li> <li>2. With a pencil lightly sketch out a winding road, so it is wiggly a bit like a snake. Draw a house at the start and a big X at the end of the line. Once you are happy with where everything is, you can go over it again with pencil or pen.</li> <li>3. Now think about places, animals and objects you will put on either side of your road. You could include sharks, shipwrecks, buried treasure, pirates etc</li> <li>4. Draw them on your map with a pencil and when you are happy you can colour them in.</li> <li>5. Next get another piece of paper or card and with an adults help, cut it into a thin, long rectangle.</li> <li>6. Fold the ends of the rectangle, get some glue and put it on one end and stick it over one part of the winding road.</li> </ol>

7. Once it is stuck you can glue the other end so it is on the other side of the road and you will have made a bridge.
8. If you like you can add more 3D structure in, such as houses, trees and boats.

**Older children:**



1. Think about the kind of map you want to make.
2. Start drawing your map. Use a piece of plain white paper to start. Include a compass.
3. Draw specific features on your map, you can use different colours for different objects. Colouring pens, pencils, sharpies, and even paint will work well here.
  - A red X to mark the spot.
  - Landmarks to determine a starting point and a finishing point (the treasure spot), and landmarks to help the hunters find their way in the middle.
  - Trees or plants/ Houses or other buildings/ Mountains or hills / Rivers or other bodies of water / fantasy elements like a sea serpent, some ships, or a castle.
  - You can locate the treasure hunt on an island
4. Tear the edges off all four sides of the paper. This will make the map look more like a worn treasure map. Remember to do this slowly and gently!
5. Use a tea bag to make the map look old. Wipe a wet tea bag over both sides of the paper. The map will turn a light brown color. When you finish, the paper should be completely saturated.
6. Make the map look worn. Crumple the map into a ball several times to get it good and crumpled. Let it dry overnight in a ball.

		<p>7. Use cooking oil to make the map feel authentic. Gently open the map, and wipe both sides with cooking oil. Blot off the excess with paper towels. This will make the paper feel slightly crunchy.</p> <p>8. Let paper dry again. Once it is finished drying, the map should look very old.</p> <p>Now your map is finished, maybe you can use it for a scavenger hunt for your family or as part of a performance.</p>
Thursday	<p>Maths: pages 7 and 8</p> <p>Arithmetic warm up sheet</p>	<p><b>Learning objective:</b> To add one and two digit numbers together.</p> <p><b>Extension:</b> Create your own addition word problems/stories and find the answers! <i>Use language of add, more, plus, make, sum, total, altogether.</i></p> <p>Example: Miss Webb gave the class 5 house points on Monday. On Tuesday she gave them 10 house points. How many house points did she give out altogether?     <b>5 + 10 = 15</b></p>
	English	<p><b>Learning objective:</b> Design your own London Bridge and describe it</p>  <p><i>For many years, London Bridge was the only bridge in London to cross the River Thames. At the time of the Great Fire, it was lined with around 200 buildings and was actually built in a different place – a whole 30 meters east – from where it is today.</i></p> <p><b>Extension:</b> research famous bridges around the world and create a PowerPoint presentation about them</p>
	Guided reading	<p><b>Learning objective:</b> read the text below and write a list of the nouns and a list of the adjectives that you find</p> <p>In 1666 London was not only the capital of England, but one of the biggest cities in the world. It was a bustling place, heaving with people and buildings, and its population was growing rapidly. In 1665, close to 100,000 Londoners – around a fifth of the cities population – died from the Great Plague, a disease that haunted London. However, even with all these deaths, the number of people living in London was still enormous.</p> <p>And in 1666, the city was very different from the one we know today.</p> <p><b>Extension:</b> make a silly sentence using as many of the nouns and adjectives that you can have collected as possible</p>

	<p>RE</p>	<p><b><u>Pentecost</u></b>  Read the story of Pentecost from the Bible - (Acts 2: 1-12) or listen to the story: <a href="https://www.youtube.com/watch?v=OMQKyIMx49M&amp;t=1s">https://www.youtube.com/watch?v=OMQKyIMx49M&amp;t=1s</a></p> <p><i>Fruits of the Holy Spirit - Love, Joy, Peace, Patience, Kindness, Gentleness, Faithfulness, Gentleness and Self-control. Listen to <a href="#">this song</a> to learn them!</i></p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> <li>● Draw disciples with flames above their heads, fill each flame with one of the fruits of the Holy Spirit</li> <li>● Create a poster for school celebrating the 'Fruits of the Holy Spirit' and how pupils can show these in school.</li> <li>● Write about a couple of the fruits of the Holy Spirit and how Christians can show these in their everyday lives.</li> </ul> <p><b>Reflection</b> - Choose one of the fruits of the spirit, pray and ask for God's help to show that fruit. Try and think of one action you could do to show that fruit to your family today.</p>
<p>Friday</p>	<p>Maths - pages 9 and 10 (CGP Workout book)</p> <p>Arithmetic warm up</p>	<p><b>Learning objective:</b> To subtract one and two digit numbers.</p> <p><b>Extension:</b> Subtraction skittles. With the help from an adult find some objects that can be used as skittles (that won't break when knocked over). Some ideas could be toilet tubes or toy figures. Carefully roll a ball and see how many skittles you can knock down. Write the number sentence for your roll.</p> <ul style="list-style-type: none"> <li>● The more skittles you have the harder the subtraction will be</li> <li>● If you are playing with others the person with the smallest number is the winner!</li> </ul>  <p><math>8 - 4 = 4</math></p>

	Big Write	<p><b><u>The fruit bowl comes alive in the staffroom!</u></b></p> <p><b>Learning objective:</b> To write a diary entry as one of the pieces of fruit in the fruit bowl in the staffroom.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Capital letters and fullstops</li> <li>● Best handwriting</li> <li>● Suffix words</li> <li>● Wow adjectives</li> <li>● Question sentence</li> </ul> <p><b>Extension:</b> Try and use a simile (comparing something to something else using like or as) Eg. I jumped out the fruit bowl as quick as a flash.</p>
	PSHE	<p><b><u>To identify the people in my family, while recognising that not all families look like mine</u></b></p> <p>What does the word family mean to you? Discuss this together with an adult. Does everybody's family look the same? How is your family the same/different to someone else's family?</p> <p><b>Younger children:</b> Draw a picture of your family and label the people in your family. Write down what makes your family special.</p> <p><b>Older children:</b> What does your family look like? Are all families the same? Write down some of the ways families can be the same and some of the ways they can be different. Think about all the things that families give us, for example, love. Write a poem about all the things that families give us.</p> <p><b>Challenge:</b> Are family structures the same around the world? Research different cultures and explore similarities and differences between family structures around the world.</p>
	Homework	<p><b><u>Book review</u></b></p> <p>Write a book review about your favourite book you have read at home Recently. Include the title, author and how many stars you would give it. Describe your favourite part and draw your favourite scene from the book.</p>

## Science Week 4: Enquiry Type - Observation over Time

**Question:** How does a shadow change over time?



Shadows change due to the Earth rotating on its axis. Attach a thin object to your window, eg a pen, ruler or opaque tape. Place a piece of white paper on the windowsill directly below the object. Make sure the object is in the centre of the page. A shadow should appear on your paper. Draw around the shadow and label it with the time. Check on the shadow every hour or half hour throughout the day, each time drawing and labelling the shadow.

Question

Predict

Observe

Record

Analyse

Report

### Younger Children

Look at the shadows that you have drawn. When was the shadow longest? When was it shortest? Create a labeled drawing showing how you set up your experiment.

### Older Children

Use your observations to make a sundial. What distance is there between each hour? Is each hour the same distance apart? Would the clock be correct all year around? Would your clock work if it were used in a different country eg. Australia, South Africa, Algeria?

### Challenge

Can you make a shadow puppet theatre?

### About this type of Scientific Enquiry

*Observation over time enquiries help us to identify and measure events and changes in the natural world as well as physical processes. This enquiry type requires using observation, reasoning and analysis skills.*

*Jane Goodall used observation over time to research how chimpanzees behave.*

*NASA carried out a 'Year in Space' experiment to find out the effect of gravity on humans.*

*Since 1840 a bell has been ringing at Oxford University to test its battery duration.*