

Year 2

Learning for the week beginning **Monday 6th July**



Monday

Maths	Arithmetic warm up sheet Learning objective: Number Detectives How many different numbers can you find around the house?		
Guided reading	Learning objective: listen to Miss Goodman read 'The three little pigs'. https://www.youtube.com/watch?v=AHwm56y-oNg		
English	<p>Using the start of the poem below write a list of the rhyming words you can find</p> <p style="text-align: center;"><u>The Three Little Pigs</u> by Roald Dahl</p> <table><tr><td>The animal I really dig Above all others is the pig. Pigs are courteous. However, Now and then, to break this rule, One meets a pig who is a fool. What for example, would you say If strolling through the woods one day, Right there in front of you, you saw, A pig who'd built their house out of STRAW? The wolf who saw licked its lips, And said, "That pig has had his chips."</td><td>" Little pig, little pig, let me come in!" "No, no by the hairs on my chinney-chin-chin!" "Then I'll huf and I'll puff and I'll blow your house in!" The little pig began to pray, But Wolfie blew his house away. He shouted, "Bacon, pork and ham! Oh, what a lucky wolf I am!" And though he ate the pig quite fast, He carefully kept the tail for last.</td></tr></table>	The animal I really dig Above all others is the pig. Pigs are courteous. However, Now and then, to break this rule, One meets a pig who is a fool. What for example, would you say If strolling through the woods one day, Right there in front of you, you saw, A pig who'd built their house out of STRAW? The wolf who saw licked its lips, And said, "That pig has had his chips."	" Little pig, little pig, let me come in!" "No, no by the hairs on my chinney-chin-chin!" "Then I'll huf and I'll puff and I'll blow your house in!" The little pig began to pray, But Wolfie blew his house away. He shouted, "Bacon, pork and ham! Oh, what a lucky wolf I am!" And though he ate the pig quite fast, He carefully kept the tail for last.
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Week 6: History - Historical Knowledge

Our country has a [monarchy](#) - that means it has a [monarch](#), a King or a Queen. [Kings](#) and [Queens](#) are an important part of the story of our country.

Younger Children:

Who is the Queen of the United Kingdom today? What does she look like? Do you know that she has been Queen since 1952 - that is 68 years! Queen Elizabeth II has ruled longer than any other King or Queen in the history of our country.

- Draw a picture of the Queen (you can see her picture on a bank note if you don't know what she looks like) and write underneath two or three facts about her and one question that you would like to ask her.

Older children:

When William the Conqueror invaded England in 1066 and won the Battle of Hastings a whole new era of British history began. That was over 950 years ago. How many Kings and Queens do you think England has had since then? How many can you name?

- Listen to the [Horrible Histories 'Monarch's Song'](#). Write down as many of the Kings and Queens as you can in chronological order. There should be 41!
- Write down an interesting fact for five of the Kings and Queens that you have learned from the song.

Challenge: Learn the chorus of the song so that you can recite all 41 of the Kings and Queens of England in chronological order. When you return to school, recite them to Mrs Larson to win house points!

Tuesday

Arithmetic
warm up
sheet

Learning objective: make patterns

Using items that you can find outside, create a pattern. Try leaf, stone, leaf, stone, etc. or stick, stone, grass, stick, stone, grass.



English

Learning objective: To write a setting description

Look at the picture above. What can you see? What could be happening?

The picture above is missing a setting! You get to describe where the story is going to be set. Your story could be set in a zoo, in a jungle or even on the moon! Use your senses to describe your setting: What can you see? What can you hear? What can you taste? What can you touch? What can you smell?



Guided
reading

Learning objective: Pick a book of your choice and write a summary for what happens in the beginning, the middle and the end of the story. You could also include a drawing of the key event for each part.

Science

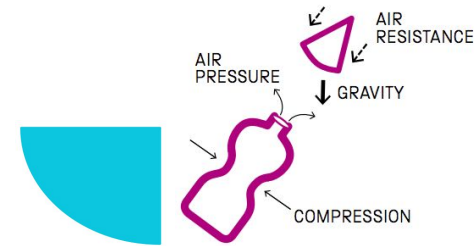
Science Week 6: Skill Focus - Making Improvements

Question - How far can you make a rocket fly?



Cut a piece of paper into a a curve (blue shape):
Fold and tape to make a cone
Decorate the cone
Fit on top of an empty plastic milk bottle
Squeeze the bottle

Watch the rocket fly.



<https://learning.sciencemuseumgroup.org.uk/resources/rocket-mice/>

Question

Predict

Observe

Record

Analyse

Report

Younger Children

How far can you make the rocket go?
Decorate the rocket. Does adding wings or decorations change how far the rocket flies?

Older Children

Can you change the rocket or launcher to improve the rocket flight?
Repeat each design 3 times to improve the reliability of your results.
Create a labelled diagram of your rocket and measure the distance flown.

Challenge

Investigate the forces used to allow a rocket to fly.
You might consider:
Which forces must be overcome?
How are rockets designed to reduce air resistance?
How do rockets land safely?

About this type of Science


Using your results to try and make improvements to your results is a crucial part of science. By continually questioning why scientists got their results and what happens when it is changed a bit, some incredible technology and advancements of our understanding of the world has occurred. James Dyson, bagless vacuum inventor made 5271 vacuums before he finally made one that worked.

Wednesday

Maths	<p>Arithmetic warm up sheet</p> <p>Learning objective: To answer multiplication questions New Book: page 28 and 30</p>
English	<p>Learning objective: To plan a story using this picture</p> <p>Beginning:</p> <ul style="list-style-type: none"> Who are the characters? What is the setting? What are the characters doing? <p>Middle:</p> <ul style="list-style-type: none"> What is the problem? How are the characters feeling? <p>End:</p> <ul style="list-style-type: none"> Was the problem solved? How was it solved? Where are the characters at the end of the story and how are they feeling?
Guided reading	<p>Learning objective: Create a wanted poster for the one of the characters in your story</p> <ul style="list-style-type: none"> Draw a picture of them Write a description of them, including what they look like, what they did wrong and a reward.
Art/DT	<p>Week 6 - Robots</p> <p>You will need:</p> <p>Old boxes, tubes, bottle lids, toilet rolls, recycled materials from around the house</p> <p>Sticky tape/glue</p> <p>Grey paint or kitchen foil</p> <p>1. Sketch your robot first - what will it look like? Imagine all the things you'd like your robot to be able to do and add them in as special design features. Time travel, magic potion squirting, turbo boosters etc. Robots come in all different shapes and sizes. Can you make one as tall as you? Or why not make a family of robots?</p>



	<p>2. Start making the two main parts, the head and the body. Once you have chosen the head and body you can start wrapping them in tin foil (or paint them using silver/grey paint)</p> <p>3. Join the head and body together with glue or tape.</p> <p>4. Next find parts for two arms and two legs, wrap them in tinfoil or paint.</p> <p>5. Attach the legs and arms to the robot body using glue or tape.</p> <p>6. Now you are ready to add in the details such as the face, buttons, antae etc</p>
Thursday	
Maths	Learning objective: To share between 2 and 3 New Book: 32
English	<p>Learning Objective: To write your story using your plan from yesterday</p> <ul style="list-style-type: none"> • Remember to use capital letters and full stops. • Include adjectives to describe • For a challenge you could include adverbs.
Guided reading	Listen to your favourite song. Draw a picture or write to show how you feel when you listen to it.
RE	<p><u>Week 6: Thankfulness</u></p> <p>Read the story of 'The Ten Lepers' from the Bible - (Luke 17 vs 11-19) or listen to the story: https://www.youtube.com/watch?v=LzZUDRrKgl8&t=8s</p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> • Draw a picture of all the things that you are thankful for • Write down what you are thankful for and who you are thankful for - how can you show you thankful? • Plan a celebration to say 'thank you' to someone special for something they have done for you <p>Reflection - <i>Why do you think nine of the lepers didn't say thank you? What makes us forget to say thank you?</i></p>

Friday	
Maths	Learning objective: To find fractions of amounts and to identify equivalent fractions. New Book: 38 and 39
Big Write	<p>You are building a new city. What types of things does your city need? How will you convince people to move to your city?</p> <p>Possible genre: Persuasive writing</p> <p>Challenging ideas you may wish to explore: Links to Green infrastructure Do we have an obligation to create more green spaces?</p> <p>You could try to use: Persuasive openers</p> 
PSHE	<p><u>Week 6: To explore anxieties around change and transition</u></p> <p>Change can be different and it can be scary. It is perfectly normal to feel worried about starting a new school or moving to a new year group. Your teachers are there to keep you safe and make transitioning to a new year group easy.</p> <p>Younger Children: Listen to the story The Curious Caterpillar: https://www.youtube.com/watch?v=9m5AV8QFKKo Draw/paint/make a butterfly. With an adult, tell the butterfly (by writing or talking) all the things you are worried about for moving to a new year group.</p> <p>Older Children: Make and decorate a box, use the template or make your own. Write down any worries you have about moving to a new year group and put them into the box. Give the box to an adult or a teacher and they can take control of your worries and help you.</p>