**Year 2 Parent Guide**

**Week 20.4.2020**

**Learning from home can be very challenging. You may have limited space and technology to work with, more than one child to keep engaged, babies who need constant care and many of you need to be working from home yourselves. Although we have planned three activities a day, please do not feel pressured to complete everything we plan. There is no need to print everything out. Use the books provided.**

**All English and Maths activities will have daily individual attachments. Some afternoon subjects will not have separate documents. You will find the details for those activities in this weekly document.**

**Mrs. Kan has also planned some alternative activities around play, well-being, creativity, music and movement. These can be done at any point in the week and instead of planned curriculum activities.**

**Timetable**

English writing activity – 40 minutes a day.

Maths activity – 40 minutes a day.

Reading – 20 minutes a day minimum.

Handwriting – 20 minutes three times per week

Physical activity – an 1 hour a day (This can be broken up into chunks.)

Foundation subject activity (Monday Science, Wednesday RE, Thursday History, Friday Computing) – 40 minutes a day

**Year 2 Maths:**

* interpret and construct simple pictograms, tally charts, block diagrams and tables
* ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
* ask-and-answer questions about totalling and comparing categorical data
* compare and sequence intervals of time
* tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

Support with activities:

* Use time in real life context using a real clock in the home and wearing a watch as much as possible
* Explain new vocabulary pictogram, tally, bar and chart
* If your child would like to create a pictogram, tallies or bar charts themselves around their own interests, that is okay. Perhaps around items around the house or if they are in contact with their friends, they could ask a key question, e.g. what is your favourite film from this selection
* BBC Bitesize has some very useful video clips on data handling <https://www.bbc.co.uk/bitesize/clips/zg4d2hv>

**Year 2 English:**

Develop positive attitudes towards and stamina for writing by:

* writing for different purposes (recount)
* sentences with different forms: statements in recount writing
* using conjunctions: when, because, and, but, so
* Spelling kn- and gn-
* continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Resources you will need to complete activities:

A copy of The Owl and the Pussycat Poem (Edward Lear)

Support with activities:

* If you find one of the activities is taking longer than expected, it is okay to continue with this the next day. Dictating sentences, ordering the words in sentences where each individual word has been cut out or using picture prompts are other useful ways to support children with writing activities.
* If your child would like to learn part of another poem that they are more engaged in, the activities are easily adaptable to suit any poem. Year 2 really enjoy Michael Rosen too.
* Handwriting needs to be completed three times during the week. On Day 1, children can complete handwriting practise directly onto the Nelson Handwriting booklet. On Days 2 and 3, children will need to practise the same join into their handwriting book. This week move onto the **ch** join. Use the extension page when needed. At school we find handwriting a calming activity for children and will usually have our handwriting lesson after a very busy (or noisy!) activity.
* Next week we will be moving onto to writing around the story The Bear and the Piano by David Lichfield. We strongly advise you to purchase this book.

**Year 2 Science:**

Plants

* observe and describe how seeds and bulbs grow into mature plants
* find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Activity: Use the Plant Investigation write-up document to demonstrate what you did and what you learned about plant growth.

Support with activity:

* If you were unable to grow a new plant at home, your child could continue to be in charge of looking after a plant you already own making sure it is watered and has enough sunlight. Get them to talk about what they are doing well and what they could improve
* Alternatively use online game that supports children in understanding of what plants need to grow. <http://resources.hwb.wales.gov.uk/VTC/plants_light_water_to_grow/eng/Introduction/default.htm>

**Year 2 RE:**

In RE this week, we will be learning about Palm Sunday.

<https://vimeo.com/59691514>

Watch the video and record the main points about what Christians believe about Palm Sunday.

Many Christians have crosses made out of palms in their homes. Use the instructions to make your own palm crosses out of paper.

**KS1 History:**

* compare the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.

Activity: Compare the life and achievements of Sir Francis Drake and Neil Armstrong by writing in the Double Bubble document.

Key questions – When were they alive? What job did they have? What mode of transport did they use? Did they have a family? Why are they remembered? How did they travel from place to place in that time period? What types of buildings did people live in?

Support with activity:

Children could use their existing knowledge of Sir Francis Drake and Neil Armstrong learned at school or could use the website below. Children in Year 2 Lombardi will have used these before.

<https://www.ducksters.com/biography/explorers/sir_francis_drake.php>

<https://www.ducksters.com/biography/explorers/neil_armstrong.php>

**KS1 Computing:**

* recognise common uses of information technology beyond school

Activity: explore your home and make a list of anything you find they uses computers. The website below provides children with a simple explanation with examples to support their understanding of this. The common misconception here will be that only the most obvious technology i.e. iPads, tablets, laptops uses computers.

Support with activity:

<https://www.bbc.co.uk/bitesize/topics/zymykqt/articles/zc4x6sg>