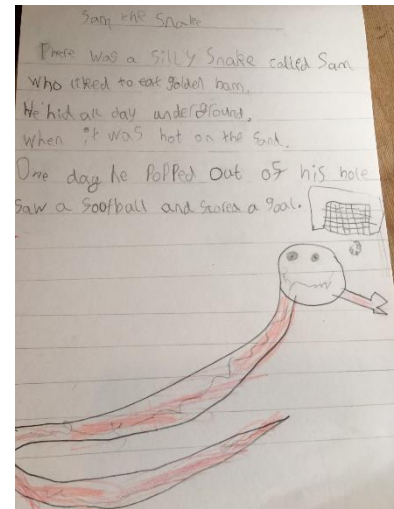
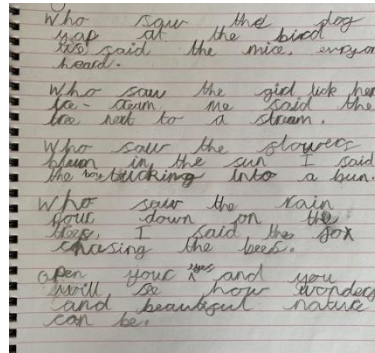
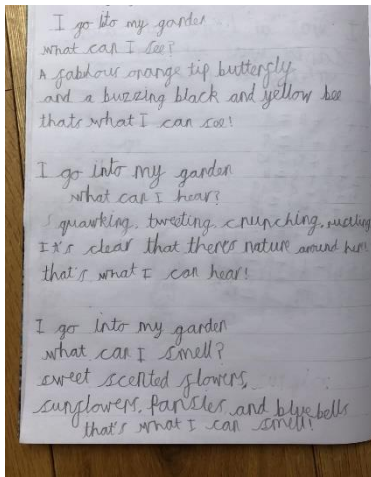


## Week beginning 15<sup>th</sup> June

### Year 2 activities

Hello Year 2,

I hope you are all well and, as always, I have enjoyed seeing your photos and videos. You have all worked really hard on poetry over the last two weeks. Here are some of the poems I have seen:



Who knew you were all such great poets? They are fantastic! If you haven't written a poem yet and would like to, I look forward to reading it soon. At school, we have begun to make our bees and background to create our bee animation – are any of you doing it at home too?

I know that you are finding it hard being at home, especially now that some classes are able to come back to school. I am always thinking of you all. Try to stay positive and focused on your learning tasks. You are doing so well.

From,  
Miss Holdford

Please keep sending in your photos. You can email them to [learning@cds.school](mailto:learning@cds.school). Please state within your email if you do not want the photographs to be put onto the website.

## Home Learning Tasks

*Please find below suggestions for how a range of curriculum subjects can be covered.*

*Maths and English will be on a separate document.*

### Art & Design tasks

#### **Activity 1: Japanese Cherry Blossom tree**

This activity links to the work that we have been doing in science this week about plants. Watch the video showing the Cherry Blossom and talk about it.

<https://www.bbc.co.uk/newsround/47816450> some facts to talk through

<https://www.youtube.com/watch?v=DD6bcSCX9uU> short video showing the blossom tree

The idea is to create your blossom tree painting. For the trunk use a straw and watery black paint. You will then blow the paint to create the trunk and branches.

#### **Step one:**

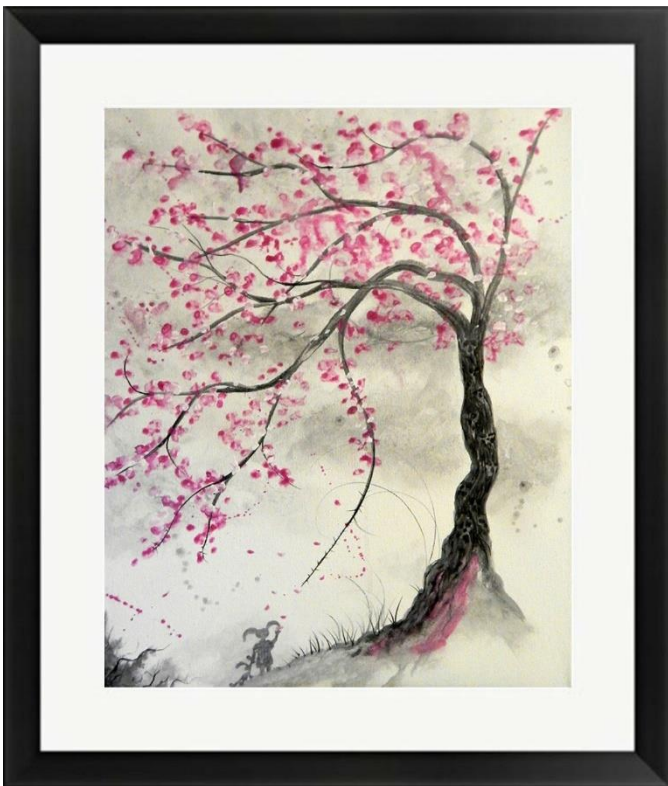
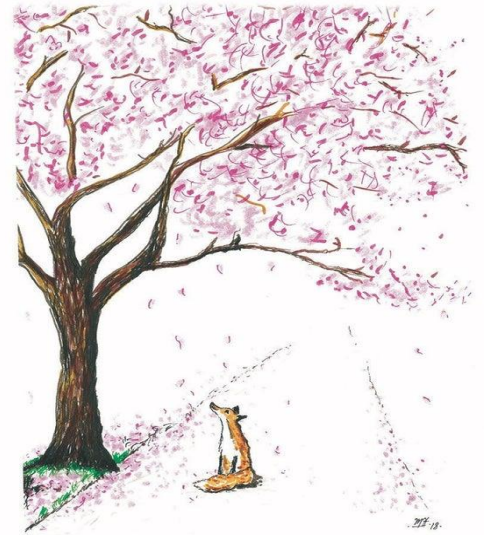
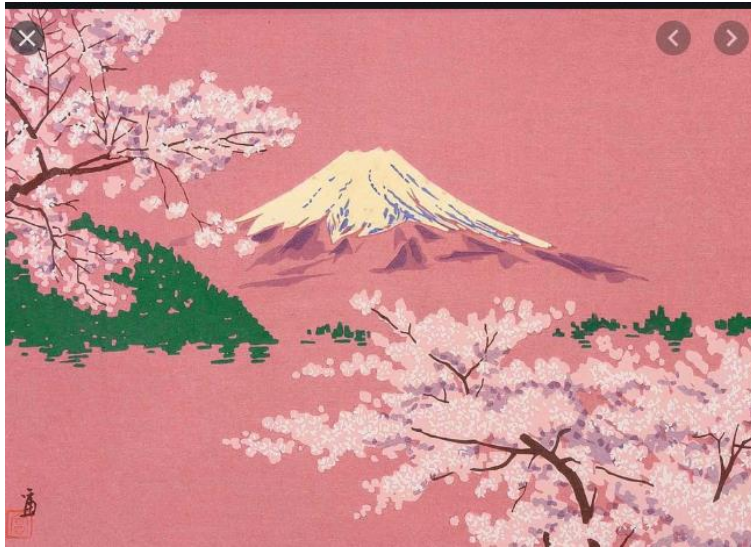


#### **Step 2:**

Use a Lego brick to print the blossoms on to the tree. Don't use lots of paint on the Lego brick as you will not see the individual circles which will represent the blossoms.

If you want to add other detail to your painting, you can. You could add Mount Fuji in the background. You could have more than one tree.

Here are some example Cherry Blossom trees to inspire you.



## **Activity 2:**

### **Bees and animation!**

This is a continuation from last week's art/computing work. This week will be mainly focusing on the animation part of the plan. Please see last weeks full plan.

## RE:

Can I explain the story of Moses and the Burning Bush?

Watch a candle flicker and make a list of words about fire- feels, looks like, do. Talk about heat and danger. Is it safe to go near a fire etc. Why might fire be a good symbol to show what God is like?

Read the story of Moses

<https://www.youtube.com/watch?v=omn08jyfN3s> video of the burning bush

Why did God choose Moses? How did Moses feel? Why did he feel like that? What does the story tell us about God? Discuss the story.

Children to create a collage of the Burning Bush using coloured tissue paper.

Around the collage add key words about how Moses was feeling during this part of the story.



## Science task

*Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.*

### **Task 1: Healthy Hearts!**

Can I describe the importance for humans of exercise?

What do humans need to be healthy? Class discussion – make a list of what is said.

Watch video – <https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxvkd2p>

What were the important things that we need to do to be healthy? Make a list: Eat a balanced diet, drink water, exercise and good hygiene.



Today we will look at exercise. What does exercise mean? Understand that exercise makes the heart work harder and is an essential part of a healthy lifestyle. Explain what the heart does.

Explain that they are going to do different tests to find out what effect exercise has on their heart. We are going to be scientists and investigate and record data.

Task – record your heart beat whilst doing different types of activities. What do we notice? Why do we think that? Children complete heart beat sheet.

Watch video explaining heart and blood cells -

<https://kids.aboutkidshealth.ca/player?title=all-about-the-heart>

Activity	Beats per minute before activity (standing still/resting)	Prediction – beat <u>faster, slower</u> or the <u>same</u> after activity?	Beats per minute after activity
Sitting down			
Running on the spot			
Walking			
Star jumps			
Talking to friend			
Press ups			
Writing a story			

**Task 2: What is in your lunch box? Healthy eating**

Ask for children to talk about which of the foods they regularly have in their lunch or eat frequently at home. What is your favourite food?

Go through PP and look at the Eatwell guide – go through each section and look at the different foods as well as the size of each section. Create a larger version on sugar paper and draw in different foods in each section – use class suggestions.

Get children to create their own Eatwell guide. Children draw and label the foods they can put in each section.

Explain that we are now going to make/design our own lunch box – what shall we put in it? Refer to the Eatwell guide – what do we want more of? How can we make sure it is balanced? *What do we now know about keeping our lunch boxes healthy? (More vegetables than other things, small amounts of snack and fruit, smaller, equal amounts of protein and carbs.)*

Children create their own lunch box drawing a labelling the foods that they want to include.

- PowerPoint attached separately to document.

- Eatwell plate

- Lunch box template

<http://news.bbc.co.uk/1/hi/health/8454692.stm>

Information on healthy lunch box

## PSHE

LO: Can I identify emotions?

What is an emotion? What does it do? How can it make you feel?

**Task 1:** How many different emotions can you think of? Do you ever feel more than one emotion in a day? What might make you feel happy? What is the opposite of happy? What might make you feel sad?

**Task 2:** Create a colour key for the feeling explosions (never, sometimes, most of the time, all of the time)

Think about your own feelings. How often do you feel happy / angry / worried? Colour in the explosion pieces to match how often you feel each emotion. There is no right or wrong answer, just how you feel.

Are there any words you haven't heard of before? Can you describe the emotions?

I feel.....

**Colour Key**  
Never   
Sometimes   
Most of the time   
All of the time 

happy worried upset

brave sad scared embarrassed

nervous shy angry proud