

## Week beginning 29th June

### Year 2 activities

Hello Year 2,

What a lovely week it's been with all the sunshine! It was great to see you all on Wednesday through Zoom and thank you for sharing what you have been doing. At the start of our next Zoom we will have some time to talk to each other again. If you don't want to talk, that is absolutely fine – it's just nice to see you.

Below are some tasks that you could share when we speak on Wednesday.

#### **Zoom Tasks**

To link to the book 'The Owl Who Was Afraid of the Dark', you could research owls and either create a fact file or learn some facts about them.

Alternatively, to link to our focus of 'The Big 5', you could complete the comprehension task and share some of the information you learn or complete one of the art and design tasks.

I look forward to seeing you again,

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.*

*Don't forget to keep playing on Numbots!*

### **Comprehension/topic starter**

Mr Kirsten has created this piece of work for us to use so a huge thank you to him for the time and effort that has gone into making this.

Below is a link to a YouTube video all about 'The Big 5' and attached is a comprehension task all about the video.

Watch the video and discuss facts that you have learnt – share these.

Watch again and then answer the questions.

<https://youtu.be/ejUByU5QkGc>

<http://lessonsinconservation.com>

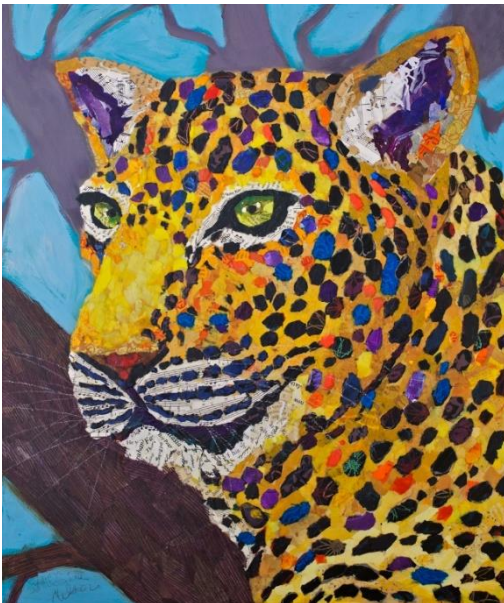
*(This is a link to a charitable website that helped to create the video and work with Mr Kirsten).*

## Art & Design tasks

Lesson 1:

This week's art is linked the amazing video that was created by Mr Kirsten all about the big 5.

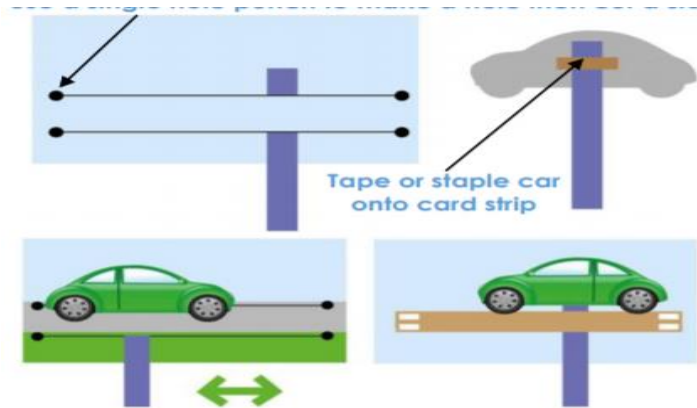
Children will create a collage of one African animal – it could be one of the big 5! You will need to tear small pieces of paper, tissue paper, newspaper etc. into small pieces and then apply this to the outline of your animal. Outline on separate document.



## Lesson 2:

This activity focuses on DT and looks at sliders and levers.

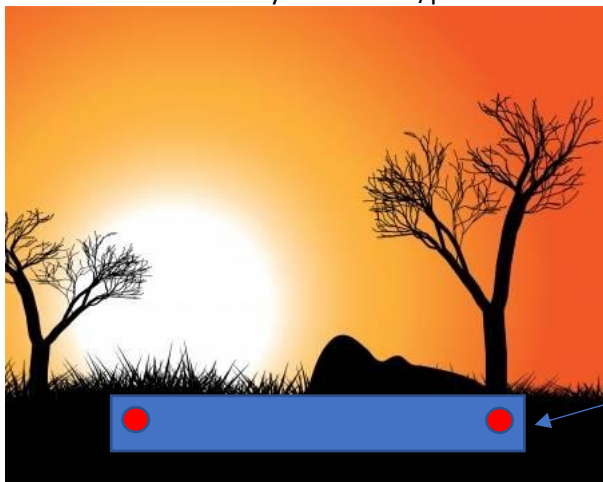
An example of what we intended to make is below. It will not be a car but a cheetah or lion chasing a gazelle! The slider mechanism will be the same but the design very different!



To start, design a background to your African chase scene. Make sure you have a large area of grass (1/4 of the paper/cardboard) add some trees or even a sunset.



Create a strip of separate grass that we will place over the top of the grass on the main picture. Only glue and either ends as this will allow you to move/place something behind the strip.



Strip of grass.  
Glue where dots are.

Now design a cheetah or other carnivorous African animal. Include a handle (like the car picture at the start). If you want to you can make another animal – the prey!

Now you slide your animals through the grass area and use the handles to move it!

There are other designs that you can find such as cutting through the background rather than adding a strip of cardboard grass. So please feel free to experiment with which design is best as long as your project uses a slider type mechanism.

## Geography

Lesson 1: Map reading and understanding what symbols represent

Recap on last weeks learning about how to read an OS and what they different symbols mean.

Show different symbols and see if children can guess/remember what they mean – this could be completed as a quiz, team game or matching activity.

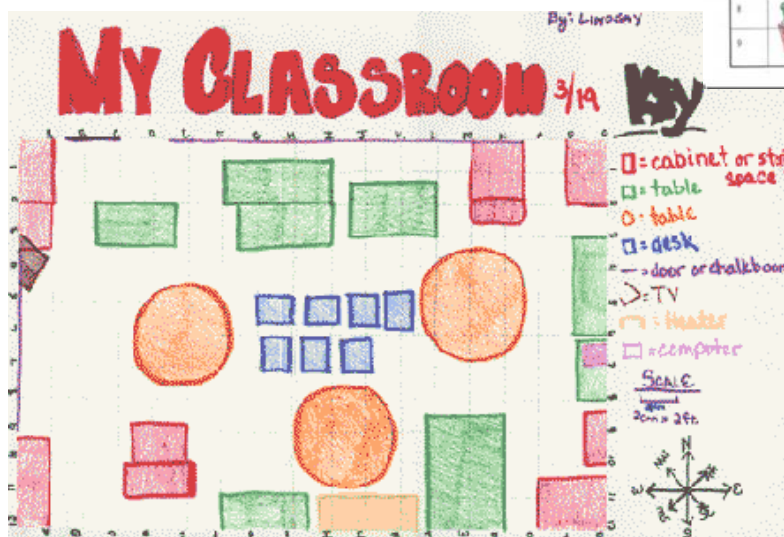
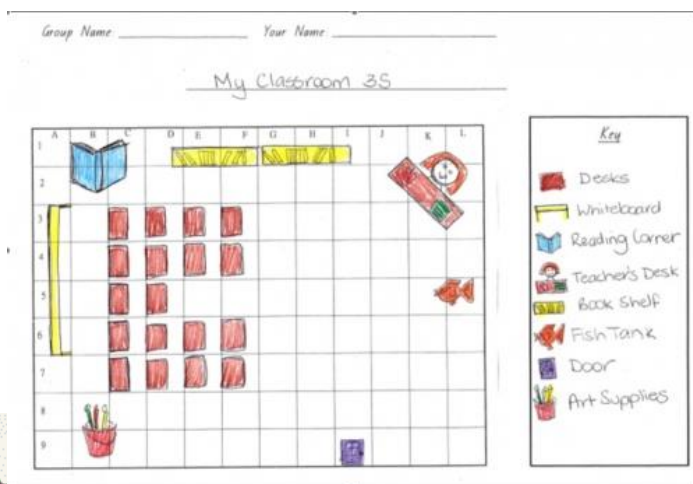
Create, as a class, symbols for the things in the classroom or other room in the house – simple shapes or colours work best. Remember the symbols are not drawings of the object but representations.

Once you have created the symbols this becomes your key.

Model creating a map of the classroom or the room you are focusing on. Remember it needs to be birds eye view and using the symbols in the key.

Use squared paper if available.

Some examples:



## RE

### Lesson 1: Can I review a Bible Story?

Can the children remember any of the stories they have been told? We have read and learnt about: Noah, Moses and the Burning Bush, The Exodus, Joseph and his Technicoloured coat and Sarah and Abraham.

Discuss: Why do people still tell these stories? Are they still important? What do Jewish and Christian people learn from these stories? Would any of these stories encourage people to worship God? Which of the stories has the most important message for Christians/Jews do you think? How are the stories different or similar?

Ensure you discuss which part of the stories or which story you think is the most important and why.

Draw a picture of the part of the story that they think is the most important. At the bottom answer these questions (don't forget CL and FS); Why is this the most important story/part? What can you learn from this part?

*Below is a template for you to use*

Date:

RE

LO: Can I review a Bible story?

Draw the most important part:

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## **PSHE: Recognising Emotions**

LO: Can I recognise and name emotions?

What are emotions? How many different types of emotions can you name? (happy, sad, angry, worried, anxious, shy, confused, nervous, excited, proud, scared, surprised)

Task 1: Can you use your face or your body to show these emotions? Can anyone else guess your emotion by your face or body actions?

Task 2: Think about these emotions – Can you think of anything that makes you feel this way? Draw or write (or both) something that made you feel this way.

Are there other people who feel the same as you about some things? Do they feel happy when they play with their friends? Are they worried about the virus? Lots of people feel the same about similar things.

# Tell me a feeling<sup>ooooo</sup>

Think about each emotion and write or draw something that makes you feel this way.

happy 	worried 	sad 	proud 
shy 	upset 	scared 	angry 



## **PSHE: What makes me happy?**

LO: Can I identify what makes me happy?

Think about all the things that make you feel happy – What do you enjoy doing? What is your favourite game? What do you love to eat? Where is your favourite place to go? Who do you enjoy spending time with?

Task: Make a paper chain – each link is something that makes you feel happy. Either write the word or draw a picture on each link. How long is your happiness chain?

