

Week beginning 8th June

Year 2 activities

Hello Year 2!

Thank you again for working so hard at home. You have been very busy and the work you are completing is fantastic! I have had a busy week too being back in school and teaching Year 1 on Thursday and Friday.

At school we have been learning about the same things as you. We created lots of art using leaves and flowers and have learnt about flowers and their different parts. On Wednesday, we danced a lot to some funny videos about pizza and super heroes! Have a go and get mummy and daddy up dancing too! <https://www.youtube.com/watch?v=ok7V1pWtRzs>

Keep working hard and sending me your updates, I love hearing about how you're getting on.

Take care and stay safe!

Miss Holdford

Please keep sending in your photos. You can email them to 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.

As you already know, the homework looks different because it reflects the day to day lessons that will be taught in school. It will be updated every week with new lessons and activities.

Maths and English will be on a separate document.

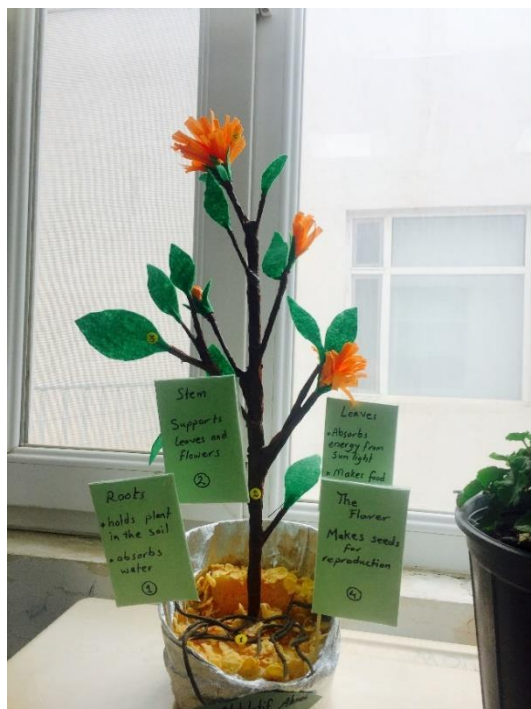
Art & Design tasks

Activity 1: Create your own flower and label it.

This activity links to the work we have been doing in science this week. The idea is to create your own flower/plant and then label the different parts. The plant can be a unique and made up plant! You can name it, write a description about it or even create a small fact file.

Here are some examples but be as creative as you want and use any resources you have!





Activity 2: bees and animation!

You read it correctly – animation! This activity will mix art and computing.

First create a bee using different coloured cardboard. You could use tissue paper rolled up and glued on to a bee base to create a 'mosaic' type bee. Once the bee is made it is time to draw a background. This could be grass and the sky. It could have trees, a hive, other bees – be as creative as you like.

Now for the super fun part – animating it! At school we will use an iPad and a film making software.

A link for some free animation software <https://www.educationalappstore.com/best-apps/5-best-animation-apps-to-use-in-the-classroom>

Placing the bee at one end of your background you now need to take lots of photos. Take one photo at a time and after each one move the bee a little. Once all the photos have been taken the software will create a short animation of the bee flying.

This activity will go over two weeks. The first week will be making the bee and background and the second week the animation part.



Science tasks - Plants

Task 1:

Can I describe the job of each part of the plant?

Recap on the parts of the plants. Watch video from last week -

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-parts-of-a-plant/zvdkpg8>

Does the video explain the function of the different parts? Can you remember what it told us? Watch again and discuss the function of each part.

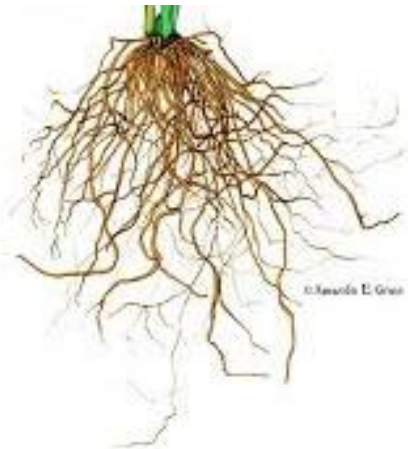
This video helps explain how water is transported around the plant.

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-how-does-water-get-from-the-roots-to-the-leaves/zdtfjhv>

This video explains the different functions of the parts as well – another way to reinforce the learning.

<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk#zg8tpv4>

Activity – draw each part and write a short explanation of its job.



Roots:

The roots anchor the plant to the ground so that it does not blow away.

Its also sucks up the water and nutrients from the soil.

Task 2:

Can I investigate?

In this science experiment children will be investigating if a plant can grow without any light.

Recap on what a plant needs to survive – look at last weeks experiment where we are seeing if a plant will grow without one of these (soil). Explain that we are going to see what would happen if we did not give a plant/seed any light.

Discuss what we think will happen – prediction.

Plant two seeds in two pots with soil. Place one in a dark cupboard and the other in a light place.

PSHE

LO: Can I recognise and understand change?

What does the word change mean? Explain that change happens all the time, sometimes without us even noticing. Can you think of anything that changes? (children to make a list)

Task 1: Let's sort out these scenarios.

We need two groups: **changes that we can influence (have control over)** and **changes that we can't**.

Whether you have a good day at school

Your hair growing

Making some new friends

Moving into class 2 when you have finished class 1

Getting your adult teeth

Moving into a different house

Snowy weather

Sunshine

Making your face smile instead of frown!

Learn to read trickier words

Get better at all my subjects

Be healthy so I can grow strong

Your date of birth

Getting enough sleep

Hair growing longer

Your eye colour

It becoming dark

Task 2: Discuss the scenarios in the list then move on to the question – 'Has anything changed recently?' Discuss the current changes to school, home, society and why they have happened. Identify how a lot of these changes we cannot have control over but what we can control is how we respond to them.