

## Week beginning 13<sup>th</sup> July Year 2 activities

Hello Year 2,

This is the last homework update that I will be doing as we have reached the end of the school year.

It has been a very strange year but you have all coped amazingly well and I have loved teaching every single one of you. You have all learnt so much, increased your independence, and helped each other along the way. I know that you will have an amazing time with Mrs Chaplin in Year 3.

I am looking forward to seeing you all on our final Zoom on Wednesday. I plan to read some of your fantastic stories about animals during this. If you haven't written a story yet, you have until Tuesday to write one and email it to the [learning@cds.school](mailto:learning@cds.school) email address.

See you on Wednesday,

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!*

# Art

## Lesson 1: Art/PSHE

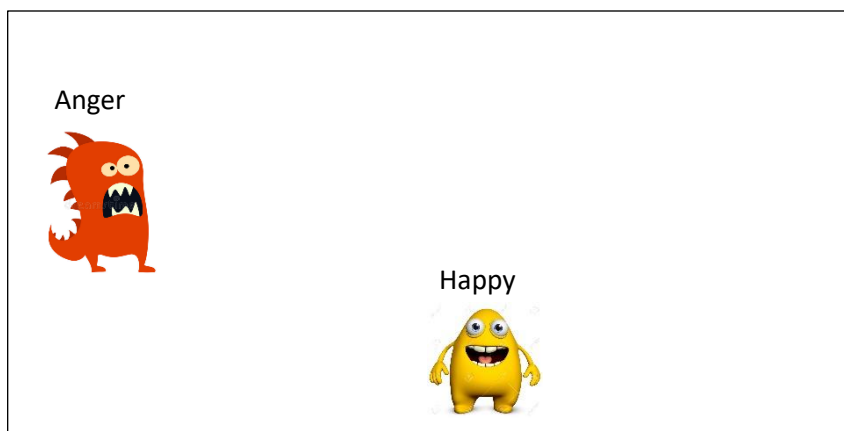
This week's art is linked to PSHE and emotions.

We will continue exploring how music affects our emotions and how we portray this through art.

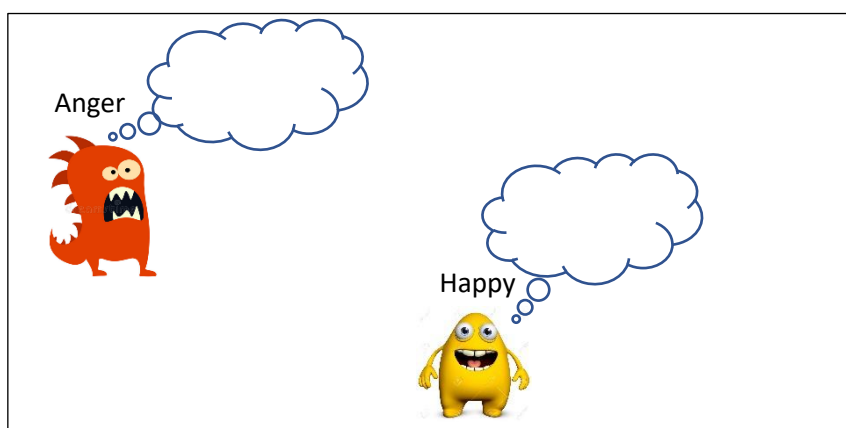
Discuss our emotions – what emotions do we have? Make a class list and discuss any that the children are unsure of. Can we group any of the words/emotions together? Try to group any words that are for the same emotion together.

Discuss that all these emotions are part of being human and it is OK to feel them.

On a large piece of paper draw different creatures that will represent the different emotions. Colour in the creature but with only one colour – think which colour best represents that emotion. Make sure that the creatures are simple drawings not too detailed. Label each of your emotions.



Once you have drawn your emotions creature draw a thought bubble above them. Think of a time when you have felt that emotion and write that time in the thought bubble. Do one or two thoughts for each creature.



## Lesson 2: Art

This lesson we will look at splatter painting.

Look at some of Jackson Pollock's art work who uses splatter/drip technique. I have attached a PowerPoint which goes through Jackson Pollack's life and shows some of his art work.

Model the splatter art work we will be creating today:

On a piece of paper draw yourself holding an umbrella. The picture does not want to fill the page, aim for it to be no bigger/taller than 1/3 of page. Use watercolours or colouring pencils to colour it in. Next cut a piece of card or paper that will cover your drawing, blue- tak this down ensuring it covers your drawing. Using blue paint to represent the rain splatter this over your paper making rain drops. Once dried remove the paper covering your drawing of you holding an umbrella.

Some examples:



### Lesson 3: DT/maths

Today lesson will be to create a maths board game that you can play over the summer holidays.

Make a list of all the different things we have learnt in maths this year, this will help children to choose these areas when making different challenge cards.

Some of the key areas we have learnt are: counting to 100 forwards and backwards, one more and one less, ordering numbers, counting in 2s, 5s and 10s, fractions, time, word problems, addition, subtraction, multiplication, division, money and measurement.

The game needs to be a simple design, a clear route from start to finish. On every space the children will have to get a card and answer the mathematical question.

You can design your own board or use the one I have added at the bottom of the page.

The main focus will be on designing the cards. The cards need to have a mathematical question on, the answer and what happens if you get it correct or incorrect. Here is some example question cards:

**What is half of 18?**

Correct: **move one more space**

Incorrect: **stay where you are**

Answer: **9**

Order these numbers from lowest to highest:

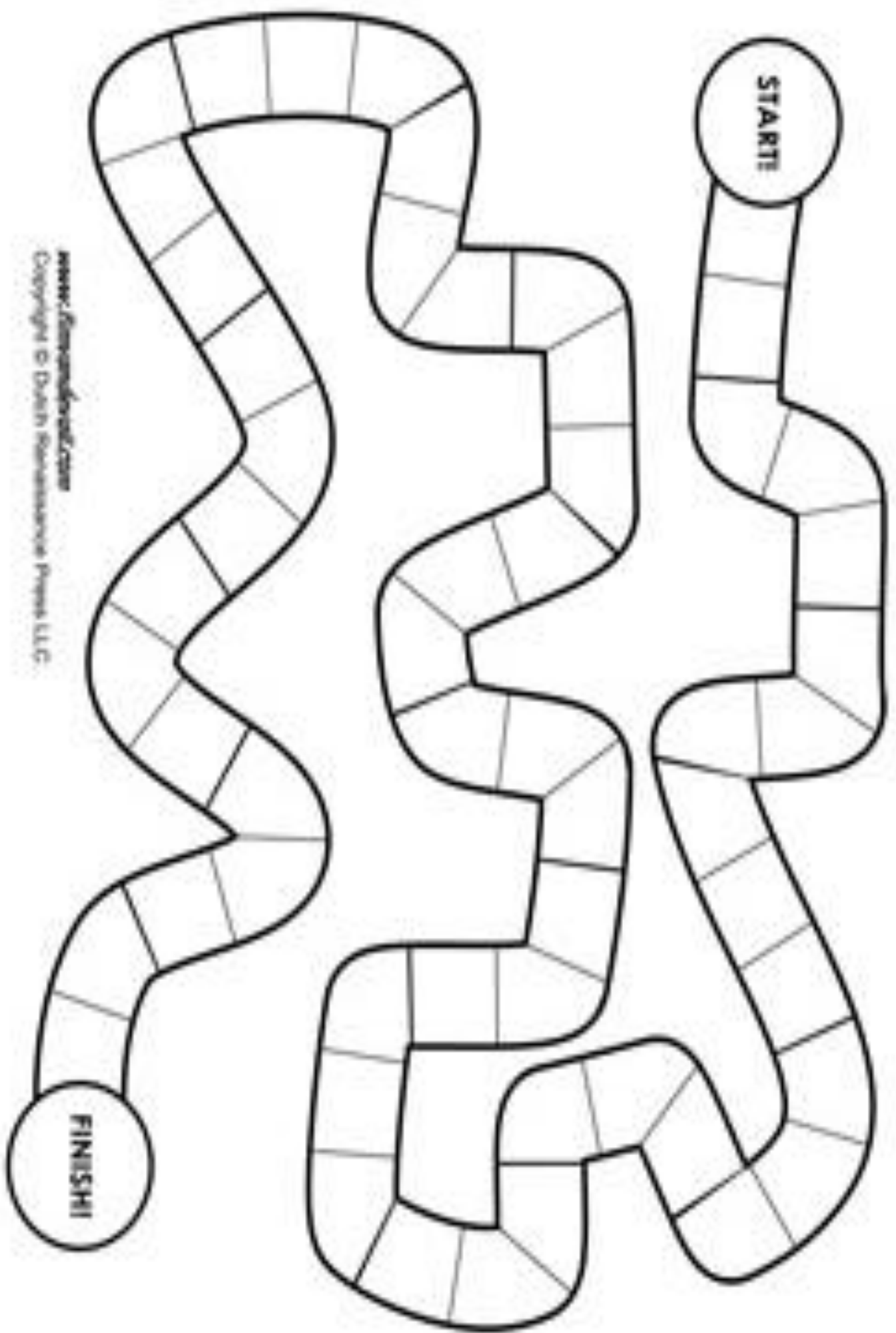
**12, 6, 32, 23, 21**

Correct: **move 3 more space**

Incorrect: **go back one space**

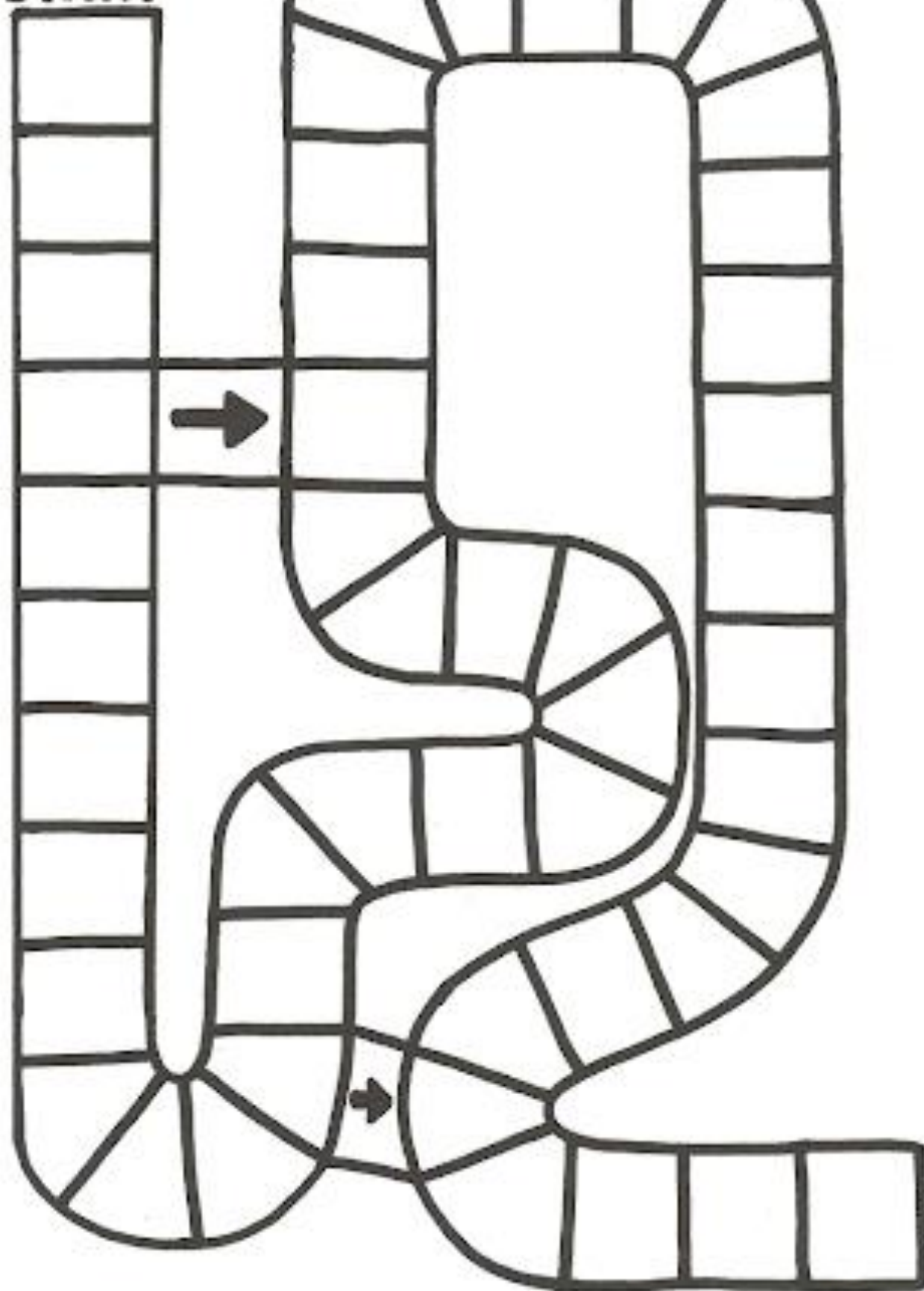
Answer: **6, 12, 21, 23, 32**

Don't forget to decorate your board game! Please send pictures of you and your family playing your board games.



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**START**



**END**

Correct:

Incorrect:

Answer:

Correct:

Incorrect:

Answer:

Correct:

Incorrect:

Answer:

Correct:

Incorrect:

Answer:

Correct:

Incorrect:

Answer:

Correct:

Incorrect:

Answer:

## **PSHE: My Strengths**

LO: Can I recognise positives about myself?

You are all unique and wonderful people, and everyone is good at different things. Some people find things hard whilst others find them easy. Can you think of something that you are good at or you find easy to do? This is one of your strengths. Can you think of anything that you find hard to do?

Task: Write or draw all your strengths and talents inside your jar – they don't have to be linked to school. Are you good at a particular sport? Are you good at baking or gardening? Are you a whizz on your bike? Have you got amazing handwriting? Can you count in 10s? Are you kind to your friends? Are you helpful?





Jar of Strengths

Fill the jar with all the things you are good at.

