CLASS 2 Home Learning for w/c 27.4.20 Topic: SPACE!

Maths

This week we will be thinking about addition. Having objects that children can physically handle can help with building concrete steps in this learning (pasta, Lego blocks, bundles of 10 and individual straws, or squares of paper with 10 and 1 written on them can be used).

Note: Understanding that addition of two or more numbers can be done in any order is important to support children’s fluency. When adding two numbers it can be more efficient to put the larger number first. For example, given 3 + 8 it is easier to calculate 8 + 3. When adding three or more numbers it is helpful to look for pairs of numbers that are easy to add. For example, given 5 + 8 + 2 it is easier to add 8 + 2 first than to begin with 5 + 8.

* How many words can you think of that mean add?

Can you work out the total for each row and column in the table below? (use concrete objects to help you if you need or think about your number bond patterns to help you)



Create a blank table of your own – can you use 1-digit numbers to make each row and column add up to the same total? Can you create a magic square using a 3 x 3 grid where each row, column *and* the diagonal all add up to the same total using the numbers 1 – 9 once only? This will take some trial and error to work it out so be patient!! (a whiteboard and pen is a great thing for this if you have one).

Take five coins: 1p, 2p, 5p, 10p, 20p. Put them in a row using these clues. The total of the first three coins is 27p. The total of the last three coins is 31p. The last coin is double the value of the first coin – again this will involve trying different ways to try and solve the problem.

To practise your addition arithmetic, can you create a set of cards with questions on some and answers on others and use them to play a game of snap or a game of memory to find the matching pairs? *I have attached an example although this does include some subtraction questions.*

Spend some time doing some calculations first, then try and put them into a real-life context by making it into a word problem. For example, for the number sentence 25 + 16 = 41, say ‘If there are 25 people on a bus and 16 more get on, how many are on the bus now?’. You could get creative and link your word problems to our space topic, for the number sentence 12 + 18 = 30, say ‘Zap the alien has 12 pet fuzzbles and Zim the alien has 18 pet fuzzbles, how many do they have altogether?

Can you find 3 numbers next to each (consecutive) that add up to 12?

If the answer is 20, what could the question be? How many *different* questions can you come up with?

Mental Maths Place Value Practice:

* **Year 1**: Practise counting to and across 100 from zero and one, or from any given number. For example, start at 87 then count twenty numbers up to 107, then 20 numbers back down again to 87. Children should also practise reading and writing numbers in words and numerals – shout out a few numbers and write them in both words and numerals (good for spellings too!).
* **Year 2**: Practise counting in steps of 2, 3 and 5 from 0, both forwards and backwards, as well as comparing and ordering numbers to 100. You could do this by providing number cards with different numbers on, choosing two and finding which is larger or smaller, or arranging a set of numbers from smallest to largest. In Year 2, they should understand the value of each number in a two-digit number (i.e. tens and ones).

English

* I hope that you enjoyed writing your letters last week, I had a go myself and wrote a letter to my Granny who I have not been able to visit for a while.

This week I have broken things down a bit.

Reading comprehension: read an extract or a chapter of a book that your child is reading, something from a children’s newspaper/magazine, a poem, or from any other source you think suitable. Read through the extract with your child, then ask your child questions to see how well they have understood what they have learnt. Questions starting with ‘who, what, where, when, how and why’ will allow them to show their understanding.

Writing: BBC iplayer have a fantastic selection of the Julia Donaldson stories that have been made into fantastic animations with some excellent narration by some well known celebrities. There is also an accompanying powerpoint (which I have attached), that I cannot take any credit for – thank you to an industrious colleague on Facebook, which has some brilliant writing activities broken down into daily tasks for each of the stories.

This week can you choose one of the stories to watch and then have a go at the linked writing tasks?

If you do not have access to iplayer, or want to try something different, maybe you could have a go at writing a story. It could be a fantasy story linked to our theme of space or maybe an explorer story about a person, animal or other character that goes on an adventure – I know you all have fantastic imaginations and will be brilliant at this. Plan it out on a ‘story mountain’ first to get some ideas down. Or if you’re very stuck, use the ‘Somebody Wanted But Then So’ model to get them started. For example, SOMEBODY (a space ranger) WANTED (to save the world from an evil alien lord) BUT (their space ship broke down) SO (they hitched a ride with a friendly alien) THEN (they made it just in time to destroy the evil alien lord).

SPAG: I have added the Year 1 and 2 High frequency and tricky word lists to the Class 2 page as I am aware that some children have completed the spellings that they have in their books. You can choose a selection of words from either or both of these lists and use them as an alternative. Once you have chosen the words to focus on, spend some time making sure children can sound out each word (stretching it out so you can hear each sound within the word), and that they know what each word means. Can they say it in a sentence? Can they write it in a sentence? Can they write the word in a tray of rice or sand? Can they write it in each colour of the rainbow?

There are some excellent spelling and grammar games on the brilliant Topmarks website suitable for year 1 and 2 <https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>

Phonics (Year 1): If you want to be able to practice phonics then there is a fantastic resource on YouTube being introduced from 27/4 focussing on learning for the summer term with daily lessons being added. You can find the channel called ‘Letters and Sounds for Home and School’ in association with the DfE here <https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1>.

Geography

* Thinking about our new topic on space. Could you use Google Earth (or use a globe or atlas if you don’t have access) to have a look at what our planet looks like from space? Can you pick any country in the world and find out as much about it as you can? Look at both physical geography (e.g. mountains, rivers, climate, coastlines) and human geography (e.g. culture, language, religion, schools, homes, shops, land use, etc.). what do you think it would be like to live in that country?

Art: A couple of ideas…

* Rock painting: can you grab some small rocks or pebbles next time you go out for a walk and paint them with rainbows as a way of saying thank you to our NHS? – leave them outside your house to show your support.
* Photo cut-outs: print off any picture and cut it in half using zigzag lines. Stick one half onto a plain sheet of paper and challenge your child to complete the picture. Children always love doing this with photos of themselves or their friends, their favourite animals, pop stars or actors, but any photo or picture will work. (you may or may not wish to show your child the complete picture!)

Genius Hour: Have you come across a new passion or interest in the time that you have been at home? Could you write reports, draw diagrams, annotate maps, perform role-plays, write songs, write poems, create presentations or make models to dive into this idea?...anything at all! Try and be creative and choose something you haven’t done before!

PHSCE

* Can you think about the word ‘Respect’? What does the word mean? How can you show respect for people, animals and things?

Can you create a poster to describe how you might show respect and how others might show respect to you?

Other Activities

* + Keep up with your PE by joining Joe Wicks LIVE every weekday morning from 9am for ½ an hour (or you can catch up anytime through his YouTube channel) <https://www.youtube.com/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl>
	+ Ordnance Survey (the map people), Go Outdoor (the outdoor gear people) and Iwan Thomas (THE running person) are clubbing together to do a ‘Step up Challenge’
		- Pick something you want to ‘climb’
		- Do the equivalent height in steps in your garden or stair case
		- Club together with your family to see what your cumulative efforts could get you to
		- Film it!
	+ Keep adding to your nature diary – I have seen lots of different animals while I have been out on my bike doing my daily exercise including a buzzard (which came very close), deer, barn owls, geese and a stoat running across the road in front of me!