 CLASS DOJO CONTENT- YEAR 2

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| **Week commencing:** 15th June 2020- Monday post |
| **Class Story content (video)** |
| Hello Year 2,  It’s been another fun week of learning. Well done to all of you who continue to send in your work, Mr Walker and I have really enjoyed seeing all of your tasks, particularly the clever lighthouses you have researched and built. Once I have got all of your lighthouse photos, I will send them to Zoe Sadler, the author of “The Lighthouse Keeper”. If you are still working on yours please let me know as soon as possible so I don’t miss yours out! I am going to send the email on Wednesday, let’s hope she sees it!  It has been lovely reading some of your comments this week. Remember if I comment on your tasks you can reply back to me to answer my questions.  This week you have some phonics, writing, maths and design and technology. I hope you enjoy the tasks I have chosen for you.  Keep up the great work, I am super proud of you all.  Miss Stanley ☺ |
| **Class Story** |
| **Week commencing 15.6.2020**  Take a look in the activities portfolio for your Maths, English and Topic activities this week.  Go to your activities portfolio to complete and send me some of your work, or photos of what you’ve been up to.  I am looking forward to seeing your work again and all of your creative ideas. |
| **Activities for portfolio** |
| **15.6.2020** English Task 1: Phonics  Part 1: Small Town Superheroes <https://www.bbc.co.uk/bitesize/topics/zd63xyc/articles/zncgvk7>  Reading and understanding- Undercover Ursula needs you urgently. Olga is at the funfair and has a mission for you. Read the notes in the secret envelopes and answer the questions. If you get a question right you get to play a funfair game!  Part 2: Phonics Play  <https://www.phonicsplay.co.uk/>  In school we teach phonics each day. Phonicsplay.co.uk is a website we use in school to support our teaching and to help support children’s skills. In Year 2 we teach phase 6 phonics, this is grammar and spelling focussed so have a go at some of these games. Each phonics lesson we begin with a recap/revisit of previous knowledge so the other phases are also useful to have a go at. Choose the games you feel would help you to improve your skills. This site is free to use currently and the login details are below:  Username: march20  Password: home  On the following website there is a link to a website to explain the phases of phonics to you, it may also help guide you to a phase where you might need to boost your knowledge.  <https://www.theschoolrun.com/what-are-phonics-phases> |
| **15.6.2020** English Task 2: Alternative ending to The Secret of Black Rock  You might need to listen to me reading “The Secret of Black Rock” again. What happens at the end of the story?  Black Rock turned out to be a friendly, caring creature who protected the sea life near Erin’s fishing town. However, imagine if Black Rock was not a gentle, thoughtful creature but instead was a mean, evil character in the story.  Can you write an alternative ending for the story? The first line in your story could be “Black Rock woke up!” |
| **15.6.2020** English Task 3: Diary of Black Rock  We have really enjoyed diary writing this year in Year 2. Your third English task this week is to write a diary entry from Black Rock. You might want to write about the day Erin visited or you could create your own day in the life of Black Rock.  I have started my diary to give you some ideas! Be creative!  Dear diary,  I woke up this morning with a funny feeling on my hard, sharp toes until I suddenly realised some seaweed was tickling me! I moved my foot carefully so that I did not wake any of the starfish clinging onto my leg. I stood up slowly and stretched my heavy arms to the clear, blue sky. I accidently hit a seagull who was swooping past but he soon recovered. Then, I looked over to the shore where I could see the huge ships leaving the harbour for the day. I hoped they would not come too close as I try my best to keep the sea creatures safe around me. Around my left foot is a huge fishing net, one day I hope to be able to get free from it.  At about midday the sun was boiling and some sea lions came to shelter in my shade. I noticed a small red and yellow boat was heading my way... |
| **15.6.2020** Maths Task 1: Place value puzzle  See if you can find the missing numbers on these parts of a 100 square. Think about place value (tens and ones) to help you. You could also think about how a 100 square works (the numbers increase by 10 when counting down the columns etc).    Challenge: Follow the link to a number square puzzle game. <https://nrich.maths.org/5572> This can be completed on a computer and iPad. Drag the puzzle pieces to make the 100 square. There are 4 levels to complete and some are trickier than others. Good luck! |
| **15.6.2020** Maths Task 2: Interpreting pictograms (2s, 5s and 10s)  As well as interpreting pictograms where a symbol represents 1 animal, ice cream flavour, colour etc. Year 2 children should also be able to interpret pictograms where each symbol is representing 2, 5 or 10.  Part 1: Look at these pictograms and answer the questions by interpreting them carefully.    Part 2: Use your reasoning to explain if you agree or disagree with the children. Look very carefully at the key!    Part 3: Interpret the pictogram to answer the 6 challenges! |
| **15.6.2020** Maths Task 3: Reasoning and problem solving  Create a pictogram for this piece of data : |
| **15.6.2020** Topic Task: Healthy me!  As part of Science week this year we covered most of our “Healthy Me” summer topic already. We created the healthy food plate, discussed how we could improve our diets and learnt about how exercise affects our bodies, by gathering and recording data to answer questions. As part of the topic we did not cover the Design and Technology part of this topic called “Sensational Salads”.  Your topic task this week is to design a healthy salad.  1. Plan your salad- What ingredients will you use? Can you draw a picture and add labels? Can you explain why you are choosing each ingredient? Think about the different food groups. Could you use some meat or fish? Could you include any milk or dairy products?  2. Write a shopping list including the amounts of each item.  3. Purchase any ingredients you may need.  4. Make your salad and enjoy eating it!  5. Write the recipe using clear instructions (you might need some bossy imperative verbs like mix, chop, stir).  6. Evaluate your salad. What did you enjoy about your salad? How could you improve your salad? |