 CLASS DOJO CONTENT- YEAR 2

|  |
| --- |
| **Week commencing:** 4th May 2020- Monday post |
| **Class Story content (video)** |
| Welcome to week 3 of home learning, Year 2.  You have been busy and it's been great to see all your wonderful work! I hope you are enjoying the tasks because it really makes me happy to see you all working so hard at home.  A big well done to those of you who been doing lots of reading this week too. I have been reading lots of books and I would love to hear some of you read next week so choose a book you love to read and send me a video of you reading it.  Remember, you might also want to send a video of you reading for Basil the 'Pets as Therapy' dog. Some people have already sent videos so thank you because Basil will be pleased.  I have really enjoyed celebrating your learning this week and I hope you’ve enjoyed seeing your own or other people’s work. I cannot wait to see what new work will be celebrated this week.  Have a great week! 😊 |
| **Class Story** |
| **Week commencing 4.5.2020**  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** |
| **4.5.2020** English 1- To retell ‘We’re Going on a Bear Hunt’ from the bear’s point of view.  Thank goodness! The adventurous family have made it home. However the bear now has to make his/her journey back to narrow, gloomy cave all alone.  Can you write the story back to the cave from the bear’s point of view? I have written some to get you started but can you change the adjectives (describing words) for each scene?  *The family have just made it back to their \_(adjective)\_\_, \_ (adjective)\_\_\_ home.*  *Eventually I turned around and headed back to my \_(adjective)\_, \_ (adjective)\_\_\_\_\_ cave.*  *I’m heading back to my \_(adjective)\_, \_ (adjective)\_\_\_\_\_cave. I’m going to have a nap. What a tiring day! I’m exhausted. Uh Oh! Grass!*  *\_(adjective)\_\_ \_, \_ (adjective)\_\_\_ grass.*  *I can’t go over it. I can’t go under it. Oh no! I’ve got to go through it!*  Challenge – Create your own book! Draw your front cover, write blurb and write the story with your own illustrations of the bear travelling back to the cave. Then video yourself reading me your story. |
| **4.5.2020** English 2- Plan own version.  In the book written by Michael Rosen “We’re Going on a Bear Hunt” it tells a story of an adventurous family on a hunt for a bear but when they find it they get scared. This is your chance to BE CREATIVE!  You and your family are going on your own adventure. You can be as creative as you like, you could go on a space adventure, a princess adventure, a pirate adventure or one of your own choice!    You are going to plan your story this week ready for next week’s task.  You will need to plan:   * The family (who is going on the journey?) * What type of journey is the family are going on (hunt, rescue, mission etc). * 6 scenes such as a planet or a castle or a treasure island (including the final scene where the family get scared) * Adjectives (describing words and sounds for each obstacle such as a roar of a rocket ship if you are on a space adventure) * The reason the family get scared (if it was a space adventure they might meet a scary alien) * The repeated phrase (We’re going on a space mission. We’re going to find an oogly, boogly alien. What a busy day. We’re not frightened. Uh oh! **Asteroids. Big, brown asteroids.** We can’t go over them. We can’t go under them. We have to go through them.)   You could do your plan as a story map or story mountain. You could use a similar plan to the example I have created. |
| **4.5.2020** English 3- Edit your writing  Re-read your bear story and check you have used capital letters and punctuation carefully. Check any spellings using a dictionary and see if you could use a thesaurus to improve your work. Remember to correct your work neatly with one straight line for any crossing out! To learn, we sometimes make mistakes so do not rub them out. I would love to see how you have edited your writing.  We haven’t used a thesaurus in school yet so this is a skill which is new. There are online thesaurus websites if you do not have access to one at home. |
| **4.5.2020** Maths 1- Recognising coins  Use this website to help recap our learning of money.  <https://www.bbc.co.uk/bitesize/articles/z6tv382>  Begin by watching the coin shape video.  Then complete activity 1. You don’t need to make the coins (unless you want to) but if you use real coins then make sure you WASH YOUR HANDS really well singing happy birthday twice after you have completed the task.  **Questions for activity 1**   1. How many different shapes are there? 2. How many coins are there in total? Can you name the value of each coin?   Activity 2 is counting **money- notes and coins**  **You can click the link to take you to a super fun interactive lesson by a really lovely teacher called Kate. She will use real coins and notes to remind you how to add them together.**  **You can then do similar practise questions at home to show me your learning.**  The game on this website is Maths Task 3 this week so check there to see what to do on the game :) |
| **4.5.2020** Maths 2- Shop from home  Set up your own shop from home! Choose some items you wish to sell in your shop at home, make price labels and have some coins in your till. See if you could get some customers to your shop. Use your maths to help work out change if your customer gives you too much money. You could set up shop opening hours and remember to restock your shelves! Then you could become the customer! HAVE FUN!  While playing discuss any shapes you find in your shop such as the shape of a cereal box- is it 2D or 3D? What is the shape called?  If you are using real coins for this please remember to WASH YOUR HANDS after the task has been completed.  Note for parents- Begin without giving change (e.g. buy an apple for the exact price but show how you are adding the coins by talking through your thinking adding the biggest value coins first) and then progress to requiring change without crossing the tens (e.g. if an apple costs 24p then pay with 29p). Once they are confident begin to cross the tens (eg if the apple costs 24p then pay with 32p). I would not use notes for giving change at Year 2 level. Keep it simple and progress when they are gaining confidence ☺ |
| **4.5.2020** Maths 3- Karate Cats Maths  <https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw>  Play the measurement levels of Karate Cats Maths.  Look out for the questions on money.  Can you win some new costumes for your cats? I won a cute onesie outfit with rainbow sunglasses when I had a go  Begin with bronze and work your way to gold! HAVE FUN!  Note for parents: This game has great practise questions for areas in maths we have covered (addition, subtraction, multiplication, division, number and place value, fractions ) and those we have not fully covered (measurement, statistics and shape).  Once you have completed the measurement levels you could try out some of the other challenges on the website too. |
| **4.5.2020** Topic- Geography/History – We’re Going on a Beach Hunt  Tell me what you know about the seaside.   * What is the seaside like? * What things can you do at a seaside? * Why do people visit the seaside? * What are these people called? * Have you visited a seaside resort? * Where was this? * Write 5 words that describe the seaside. * How might the seaside be different from where we live? Can you write/say 2 differences and 2 similarities?   Watch the BBC Video: ‘A visit to the seaside’ and while you watch think about the main features of the seaside.  <http://www.bbc.co.uk/education/clips/z8mn34j>  What sort of things might we see or find at the seaside?  Challenge- can you tell me if the features are human or physical?  Clue:  Human- Human geography is the study of **Human** geography relates only to the **human** environment; something that is built by **humans** and would not have existed in nature without **humans**. **Features** include anything from a house to a city, and all the related infrastructure such as roads, rail, canals etc  **Physical geography** is the study of the Earth's natural **features**, such as mountains, rivers, deserts and oceans. |