**Monday 8th February 2021** **YEAR 2**

Enjoy doing the activities listed.

The order to do them in is suggested below but you can change them to suit you. Please send me any work, photos or comments via Tapestry. Thank you.

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| MORNING  Let’s get started challenge | Have a change from Joe by trying out these! Make a choice to suit you and how you are feeling!  <https://imoves.com/the-imovement> |
| Maths  *Learning objective:*  **All children**  Can I write a repeated subtraction and a division sum for groups of 2?  **Some children**  Can I use multiplication facts to help me with division? | This week we will be grouping objects and exploring the link between repeated subtraction and division.    To get an idea of this watch this FIRST teaching video:  <https://www.bbc.co.uk/bitesize/articles/zhwmhg8>  **Introduction**   * Division can be done by sharing or grouping. We usually use **grouping**. * Look at this question: How many pairs? This means how many groups of 2.   First count the total number of socks i.e. 6  Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library   * We can work it out by splitting them into equal groups of two   Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library  1 2 3   * So the answer is **3 pairs** * **We could count back to check as a repeated subtraction sum**   6 - 2 - 2 - 2 = 0 you counted back 3 times   * Or we can write is as 6 ÷ 2 = 3.   This can be read as ‘how many groups of 2 are there in 6?’   * division can also be worked out like this:   -2 -2 -2  0 2 4 6 repeated subtraction   * Arrays 6 divided into groups of 2 is 3 rows. * It helps to know your x2 table by heart! * ÷ 2 is the same as halving * Remember when ÷ by 2 the answers will always end in 0, 2, 4, 6,8 (remainders come into year 3) * It **can’t** be done in any order – biggest number has to be first. * It can be checked by multiplying e.g. 6 ÷ 2 = 3 3 x 2 = 6   **Now try sharing these socks into pairs or groups of 2**  Top tip: get some real socks to help you  **Here is an example.**  How many pairs? First count the total number of socks.  Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library 8  Then put into pairs or groupa of 2.  Does your answer look like this:  Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library Free Socks Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library  1 2 3 4   * So the answer is **4 pairs** * **We could count back to check as a repeated subtraction sum**   8 - 2 - 2 - 2 - 2 = 0 you counted back 4 times   * Or we can write is as 8 ÷ 2 = 4.   This can be read as ‘how many groups of 2 are there in 8?’  Now can you show it on a number line and as an array?  Activities  **All children**   1. Write sums for the pictures as modelled above (see work below).   **Most children**   1. Work sheet below     **Optional**  Play the game (see below) |
| English  *Learning objective:*  Can I find out about Louis Braille and begin to create a mind map? | Introduction   * Last week in topic work we discovered a pair of glasses in the box and found out that SIGHT is one of our five senses. * This week you will find out more about LOUIS BRAILLE who developed a way of reading and writing for people who couldn’t see. It is called the Braille alphabet and is still used today. * First travel back in time to find out more about Louis Braille by watching Magic Grandad.   <https://www.youtube.com/watch?v=b6cVVTMioPc>    Activity:  Think about all the facts you have found out and start to make a mind map.  Can you write at least 6 facts – one in each circle?  KEEP FOR TOMORROW |
| Handwriting/ spellings, grammar, punctuation or phonics  *Learning objective:*      Can I use the words **because**, **if** or **when** in a sentence? | Introduction   * There were some great stories written by Year 2 in week 4 based on ‘The Elves and the Shoemaker’. Stories were even more successful when sentences were joined together with words like ‘**because’**. * This week you will find out about other words you can use to join two parts of a sentence together. These can be called **co-ordinating** **conjunctions**.   **Conjunctions** join together two different, but related, parts of a sentence.  They can be words like: **and, but, if, when, because**  For example: I like swimming and she likes dancing.  Activities   1. Watch the short video below to see some more examples of conjunctions in action!   <https://www.bbc.co.uk/bitesize/articles/z6rvbdm>   1. Next watch the ‘teacher talk video’ on the same webpage   **Top tip!**  You can use **because**, **if** and **when** at the beginning or the middle of a sentence.  For example:   * I was late *because* I missed the bus. * *Because* I missed the bus, I was late.  1. Try finishing this sentence using the word **because**   My kite flew into a tree **because**………………………………………  Now change the order of the sentence by starting with  **Because …………………………………………………**my kite flew into a tree. |
|  | Lunchtime! |
| AFTERNOON  Reading | Read at least 3 pages of a book or go online to find a story (see reading notes on school website).  You can also borrow reading packs from school. |
| Topic  *Learning objective:*    Can I explore different sounds?  Can I sort them into how they were made? | Introduction:   * The owner of the box is still a mystery!   We know:   * that they were part of a big family * they had an x ray of their hand * they had lost a tooth * they wore glasses * let’s look at Clue 5:      * Can you guess what it is? * Yes, it is a piece of music. Maybe the owner of the box liked to listen to music or maybe played an instrument. * To be able to hear any sound you need to use another of your five senses ; **HEARING**   Activity.   1. Find out more about your sense of hearing with this short clip:   <https://www.bbc.co.uk/bitesize/clips/zqf9wxs>   1. Test your knowledge of sounds   <http://www.lancsngfl.ac.uk/curriculum/computing/index.php?category_id=13>   1. Walk round your house and garden and see how many different sounds you can make.   You may need to tap, or blow, or pluck.  BE CAREFUL!   1. Make a list of the sounds you made.   As an extension can you sort them into the way in which the sounds were made (see sheet below). |
| Story/ yoga/ mindfulness activity/ songs |  |
| Additional notes for parents. | **Be kind to yourselves! Do what you can!**  Don’t forget to join the Willow Class Google meeting tomorrow. |

**Maths: level 1 challenge**

Can I write a repeated subtraction and a division sum for each picture problem?

How many pairs of socks? First count the total number of socks. 8

Then put into pairs.

8 - 2 - 2 - 2 - 2 = 0

8 ÷ 2 = 4

Now your turn.

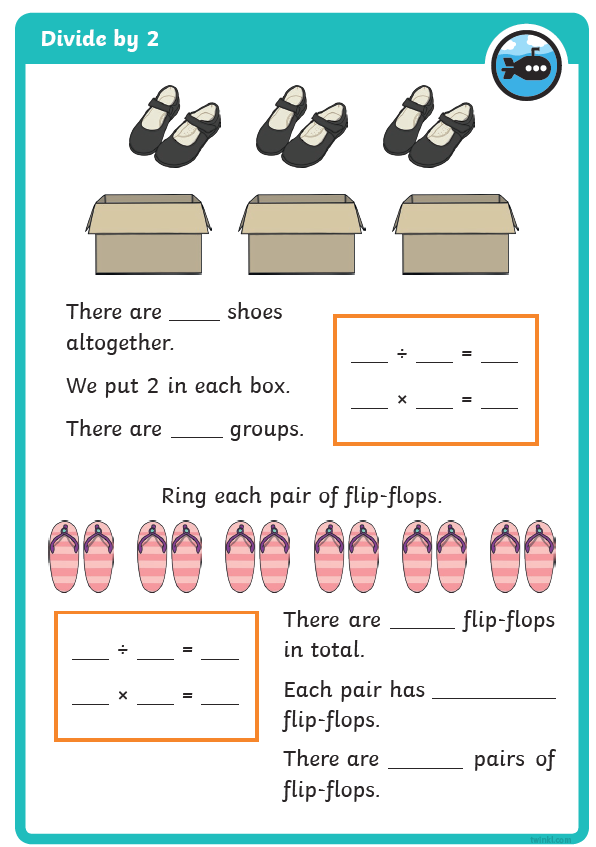
    

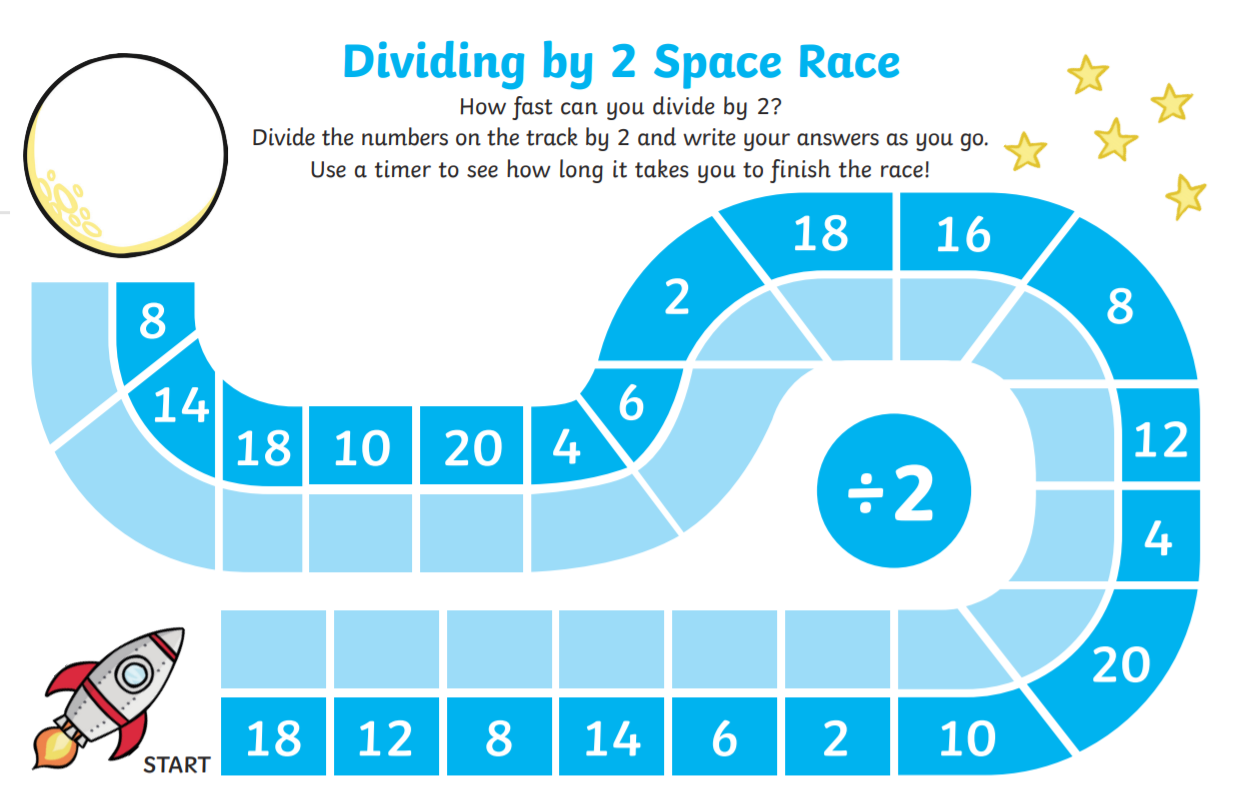
**Draw the socks to match this sum: 16 ÷2 = 8**

**Maths: Level 2 challenge**

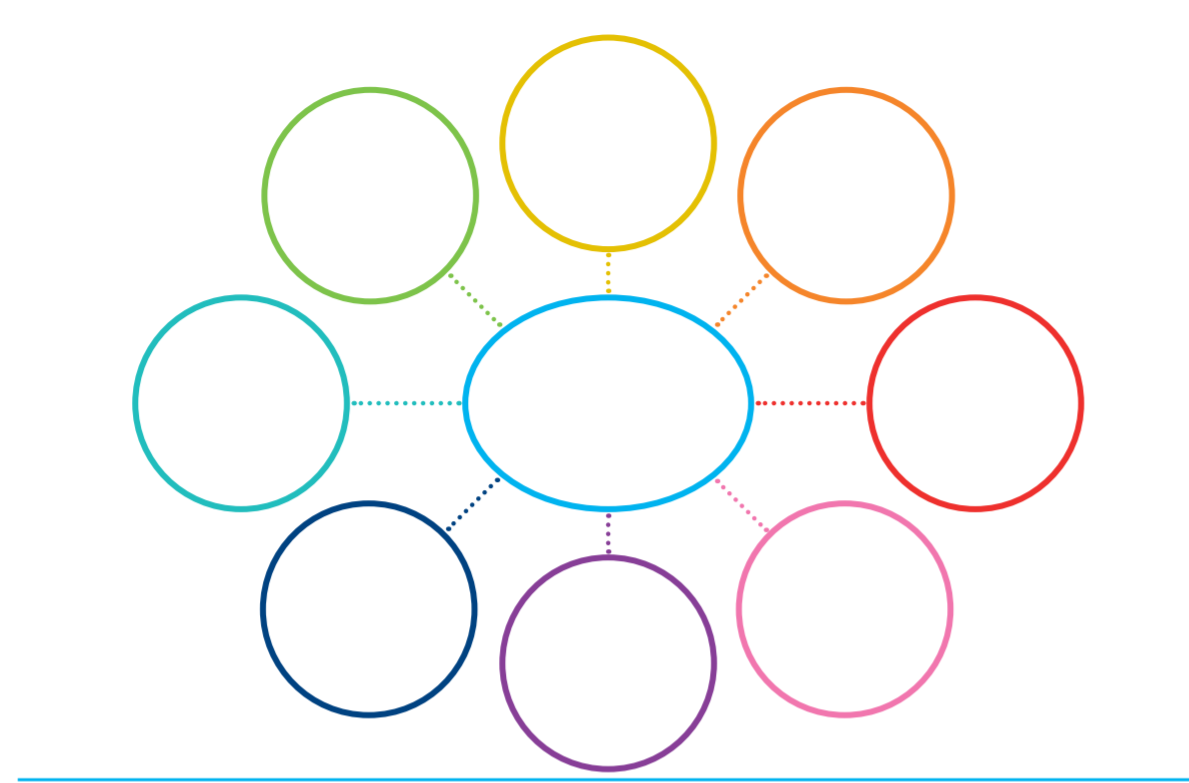
Can I use multiplication facts to help me with division?



**Maths: optional game**



**English**



Can I write at least 6 facts about Louis Braille?

**topic**

Can I explore different sounds?

Can I sort them into how they were made?

Draw or write the things you found which could make a sound.

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| Things which made a sound by  **tapping.** | Things which made a sound by **scraping.** |
| Things which made a sound by  **blowing.** | Things which made a sound by  …………………………………………. |