

Weekly Year 2 Overview for Online learning

W/C 22nd February 2021



Google Classroom

WEEK 7

Work is being allocated for you daily on Google classroom.



Wellington
Primary

Ongoing Practice



DoodleEnglish - Can you ensure that your Doodle English stars meet your Doodle maths stars?

You should be on your Doodle for at least 15 minutes a day.

DoodleMaths

DoodleSpell



Time tables rock stars - Can you improve your rock star level?



MyMaths - tasks have been allocated for you.



Bug Club - What has been your favourite text you have read this week? Please complete your Reading task set for you by your teacher.



Reading eggs

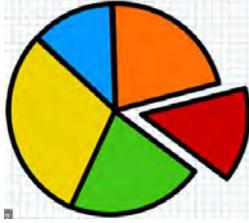


OxfordOwl - Free online library

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>

Maths

FRACTIONS



Monday LI - To create equal parts of a whole

Key vocabulary:

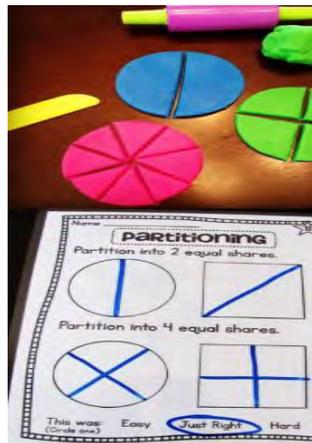
Whole

Part

Equal

Unequal

Groups



Monday: Input - Watch Google Classroom Video 'Maths Monday - Fractions' the video will explain the task in more detail.

Task - You will need a ball of playdough/ bread dough/ Chapati dough.

1. Using a rolling pin/glass bottle roll your dough flat into a circle.
2. Next cut your circle in half, place them back together and ask yourself if they are equal?
3. Can you cut an unequal circle?
4. Try doing the same thing by cutting out a square.
5. Explore the possibilities of how many equal parts you can cut.
6. Roll your dough again and cut out different shapes like triangles, rectangles, pentagons. Can you cut them in half and tell your grown up if there are equal or unequal parts.
7. Place a label beside your shape stating if it is equal or unequal.

Key Questions:

How many parts is it split into?

Are they equal?

How do you know?

Can you split it any other way?

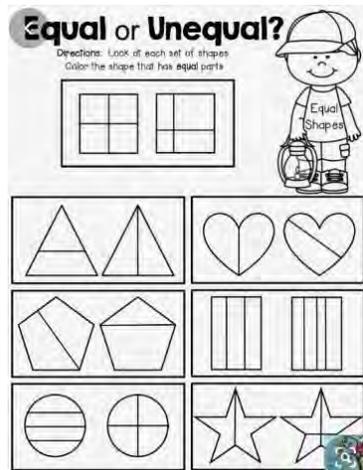
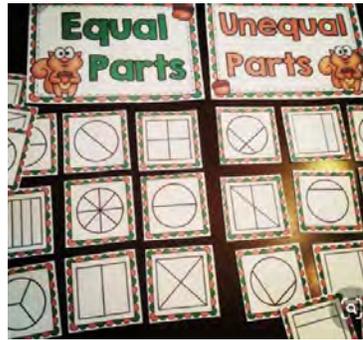
Why isn't it equal?

Please upload your pictures or a short video of you answering the key questions above to your google classroom or email them to your teacher.

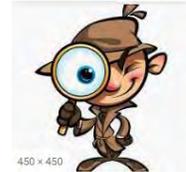
Tuesday LI - I can identify equal and unequal parts of shapes

Key vocabulary:

Whole
Part
Equal
Unequal
Shapes



Tuesday Task: Input - Watch Google Classroom Video 'Maths Tuesday - Fractions' the video will explain the task in more detail.



Calling all fraction detectives!

Your mission today is to carefully select equal and unequal parts from cut out shapes and stick them under the correct heading. Be very careful don't be tricked by its size. Good luck!

You will need to do the following:

- Using scrap/plain paper cut out a variety of different shapes (circles, squares, triangles, rectangles, stars, diamonds)
- On a separate piece of paper label two headings 'equal parts' and 'unequal parts' like the picture below
- Using the shapes you cut out in step one fold or cut them and depending on how you folded or cut them place them under the correct heading 'equal/unequal parts'
- Can you explain to your grown up why you have put them in that group.

Wednesday LI: I can explore fractions using concrete materials

Key vocabulary:

whole
part
equal
groups
unequal
half
quarters
thirds



Please upload your pictures to your google classroom or email them to your teacher.

Wednesday:

Today you will be doing another practical activity using food you have at home. Please see examples in the pictures below.

Task 1 -

Using whatever fruit, vegetables, bread or any other food item you have at home, explore fractions by cutting them in half, quarters and thirds. REMEMBER TO USE A KNIFE SAFELY WITH A GROWN UP.

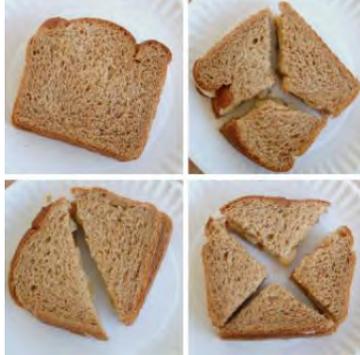
Task 2 -

Place a label using scrap paper or post it notes to label your food items. Here are some examples of labels you can use:

1. Whole
2. Half
3. Quarters
4. Third

Challenge - Can you write the above words as fractions?

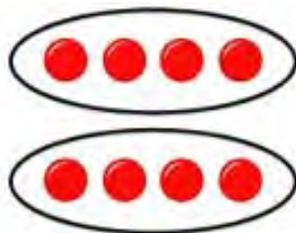
learning fractions AT LUNCH



Thursday LI - I can identify half of numbers and shapes

Key vocabulary:

- Whole
- Part
- Equal
- Unequal
- Shapes



$1/2 \text{ of } 8 = 4$



Please upload your pictures to your google classroom or email them to your teacher.

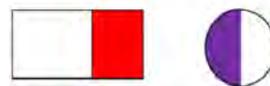
Thursday -Input - Watch Google Classroom Video 'Maths Thursday - Fractions'.

What is half of 4?

What is half of 12?

What is half of 24?

Odd One Out



$\frac{1}{2}$

One half

Task -Complete the 'Maths Thursday' on Google Classroom.

Friday LI - I can make a fraction wall

Key vocabulary:

Whole

Half

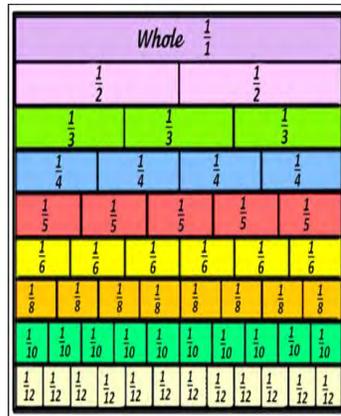
Quarters

Thirds

Fraction wall

Bigger

Smaller



Friday Input

Please watch linked video below:

THE BEST HANDS-ON FRACTIONS ACTIVITY EVER! - Bing video



Task - Using coloured/ plain paper fold pieces of paper to build a fraction wall up to a $\frac{1}{4}$. Wall needs to include:

1. Whole
2. Half
3. Third
4. Quarter

It needs to be labelled. Please see example below:

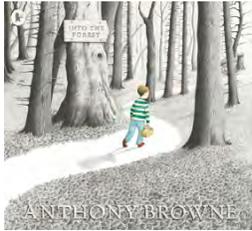


Task 2: Write sentences about your fraction wall for example; 1 whole is bigger than 1 third. 1 third is bigger than 1 quarter, 3 quarters is bigger than 2 thirds.

Please upload your pictures to your google classroom or email them to your teacher.

English

Into the forest



Monday

LI: I can make predictions (1E)

Key Vocabulary:

Predict
Forest
Because

Key Questions:

1. What is a prediction?
2. What do you think is going to happen in the book?
3. What do you think will happen next?
4. What do you think will happen at the end of the book?
5. Why do you think this will happen?



Tuesday

LI: I can describe how a character feels

Key Vocabulary:

Feelings
Character
Compared
Forest

Monday:

Input

Do you remember that a prediction is?

Watch the video: 'Into the Forest - Monday'.



Task:

You are going to be predicting what happens in the story after a certain point.

Complete the 'Into the Forest Monday' on Google Classroom

Type/Write on the lines to predict what will happen in the story and why you think this.

If you don't have a printer you can just write on a piece of paper
If you can't type on the lines you can type on the next page



1. What do you think is going to happen in the book?
2. Why do you think this will happen?



1. What do you think will happen next?
2. What do you think will happen at the end of the book?
3. Why do you think this will happen?

Tuesday:

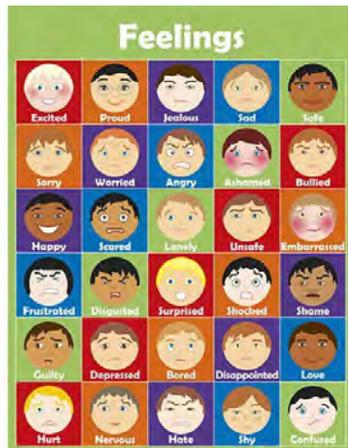
Input:

Watch the video: 'Into the Forest Read Aloud' to hear a read aloud of the story you will be focusing on this week.



Key Questions:

1. How does he feel? why?
2. What can he see/ hear/smell?
3. What other character has been in a similar situation?
4. What story is similar? Why?
5. Who does he remind you of?



Use this video of the story all week, along with daily input videos, to remind you of the book if you need to.

Watch the video: 'Into the Forest Tuesday' on Google Classroom

LI: I can describe how a character is feeling



How do the feelings of the boy change through the book?

Task:

Complete the worksheet 'Into the Forest Tuesday'

Write on the lines how the boy feels in the picture and explain why he feels this way. Remember to use adjectives and feeling words.

If you're unable to type on the lines, delete them or write on a blank page and if you don't have a printer, write your answers on a piece of paper.



Wednesday:

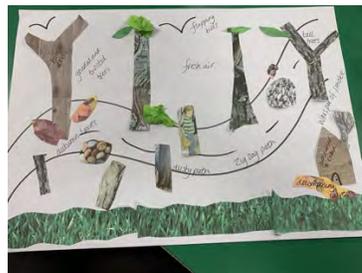
LI: I can create my own forest

Key Vocabulary

Trees
Path
Paper
Forest
Basket
Adjectives

Key Questions:

1. What do you think the forest looked like?
2. What can you see in the forest?
3. What adjectives can you use to describe your forest?



Wednesday:

Input:

Listen to this video of adjectives to describe a forest:

<https://www.youtube.com/watch?v=IgSnrRjOG7Q>



Task 1:

Create your own forest!

Today you are going to create your own forest. Using the adjectives you heard in the video, think about what your forest would look like. Draw a path that the boy takes, and use different materials to create your forest.

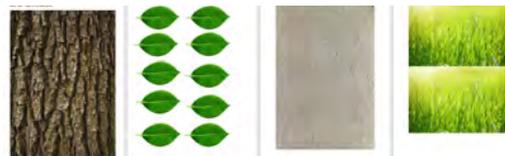
You could use: Paper, Paint, coloured pencils, felt tips and anything else you can find! You can collect some leaves from outside if you can find some.

Below are some examples of ideas you can use!





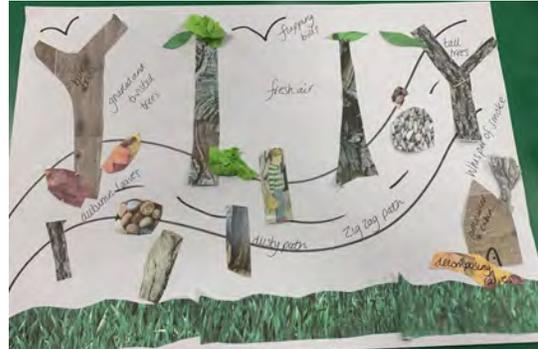
If you have access to a printer, you can use the below sheets to help you with your setting. Use the pictures of the boy to pick 1 to add to your forest. If you don't have a printer, you can always draw and colour your forest in and draw the boy too.



Task 2:

Write adjectives around your forest or on a different piece of paper to describe the forest you have made.

See example below for ideas:



Submit your trees on Google Classroom for your teachers to see!

Thursday:

LI: I can use adjectives to describe a setting

Key Vocabulary:

Setting
Forest
Adjectives
Uplevel
Describe

Key questions

1. What can you see in the forest?
2. What can you hear in the forest?
3. What can you feel in the forest?
4. What sounds could you hear?
5. Who lives there?
6. How does he feel?
7. Why does he feel this way?

Thursday:

Listen to this video of adjectives to describe a forest again:

<https://www.youtube.com/watch?v=IgsnrRjOG7Q>

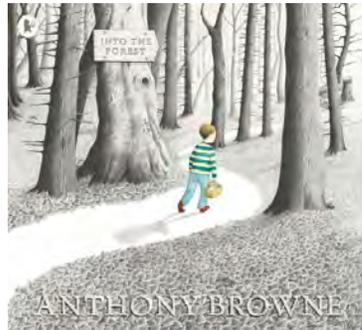


Watch the video 'Into the Forest Thursday' on Google Classroom

LI: I can use adjectives to describe a setting



8. Can you uplevel your adjectives?



Task 1:

Complete the worksheet 'Thursday Adjectives' on Google Classroom

[L1: I can use adjectives to describe a setting](#)

Use this worksheet to write adjectives in the correct place. Do all 5 senses.

You will use these adjectives to write up sentences.

This task goes across 2 pages

If you do not have a printer, you can draw one on a piece of paper

See

Hear

Write down adjectives under each one of the senses to describe the forest.

Task 2:

On the next page or on a separate piece of paper, use these words/phrases to write up sentences to describe the setting.

Look at the example below to help you:

As I walked nervously through the deep, dark forest I could smell thick, strong and grey smoke. I wondered, "Where was it coming from?" I walked further along the disappearing, narrow, zigzag path. I felt worried because I was alone. I could hear the flapping of beautiful bird wings in the sky and the chattering of tiny, small, disgusting insects! I carried on walking. I was extremely confused! On my face I could feel icy, wind swirling around me. I shivered!

Use the word bank 'Thursday Word Bank' on Google Classroom to help you with sentence starters.

walked
strolled
ran
crept
tiptoed
sprinted

As I _____ entered

In the distance... Without hesitation ... I wondered...

After a while...
First... Suddenly... Out of the corner of my eye... Quick as a flash...

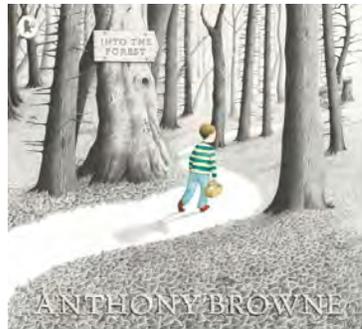
In the blink of an eye... Above me... Under my feet...

Luckily... surrounded
Furthermore... descended

Saw
spotted
noticed
discovered
glimpsed
observed
slowly
nervously
quickly
bravely

Submit your sentences for your teacher to mark on Google Classroom.

Friday
LI: I can answer questions based on a text



Friday:

As you are confident with the story by now, there is a quiz all about the story and there are 12 points to achieve! Answer the questions carefully, submit your quiz and find out how many points you get!

Fill in the Quiz 'Into the Forest Questions' on your Google Classroom.

Into the Forest Questions ***/**

Please answer these questions about the story 'Into the Forest'

This form is automatically collecting email addresses for Wellington Primary School users. [Change settings](#)

What was the boy asked to take to Grandma? *

- Apples
- Cake
- Bread
- Medicine

Why did the boy take this to Grandma? *

Short-answer text

Why did the boy choose to go into the forest? *

Short-answer text

Phonics and Spellings

Phonics

Spelling

Monday - LI: I can create my own adjective alphabet



Monday -

Can you win the race? Play the game 'Adjective speed quest'

<https://www.turtlediary.com/game/identifying-adjectives.html>



Read the sentences given and click on the adjective used in the sentence; each time you get an answer correct your car is given a speed boost!

Task:

Can you create your own adjective alphabet?

Once you have completed your adjective alphabet there is an adjective word challenge on the next page for you to complete.



You could complete both tasks on the document provided or on a piece of paper and attach to google classrooms

Tuesday: I can create my own silly sentences

Tuesday:

Document attached on google classrooms

The cat ate a bowl of cereal.

My dog likes to ride roller coasters.

His sister jumped on an octopus.

He wants to buy a cake for his frog.

That house is full of monkeys.

Like the cat, the dog ate a bowl of cereal.

Can you create 5 or more silly sentences?

Pick a word from each colour to create your sentences for example:

My fun teacher hid in a cup.

There are some additional options on the second page that you could use to write your silly sentences, have fun!

On the weekend	Nana
Once upon a time	my best friend
After school	Spiderman
A long time ago	Grandpa
Next Monday	Aunty Jess
Yesterday	Uncle Ben
Today	my sister
In the middle of the night	a mouse
On the holidays	a witch
During the movie	a caterpillar
planted a tree	at my place
ate some cheese	in the playground
raced a car	at Disneyland
played with some Lego	in my bed
ate a banana	in the bathroom
swam when he/she/it was a spider	under the tree
blew up a balloon	inside the toaster
read "The Magic Faraway Tree"	on the ship
rode a skateboard	at the zoo
ate a strawberry	on top of the roof

Wednesday - Emoji Spelling



Wednesday:

Can you use the emojis to reveal the words below?

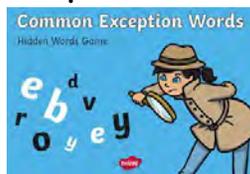
There are 8 hidden words to find



Challenge:

Can you think of your own words and use the given emojis to draw out your word? You could draw out the emojis for an adult or sibling to try and find your words.

Thursday: LI: I can recognise common exception words



Thursday:

Powerpoint and common exception words documents attached on google classrooms

Today you are going to be detectives and find the hidden letters within each picture of the powerpoint. Once you

find all the letters can you unscramble them to find the common exception word?

Will you be able to find all 12 words?
Good luck detectives!



Friday: LI: I can correct the spellings

1. We are going swimming @gane!
2. "Where are you @arents?" asked Jemima.
3. Can you help @ynd my glasses?

Friday

There is a spelling mistake in each sentence, can you read the sentence and find the word spelt incorrectly?

1. The room was full of peopl.
2. I want to improov my spellings.
3. "We will see your cousins at Chyrismus," said mum.
4. "Mynd the step!" said dad.

Write the word with the correct spelling in the box provided or below. If you did not know the correct word of the spelling, you could use your scribble spelling from last week to help you learn the word.

Reading -



Task 1:
LI: To read and respond to comprehension questions



Task 1:

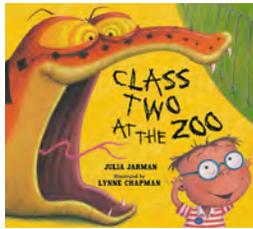
Log in to Bug Club and find the book below (they should already be allocated)

1. Read the book on Bug Club -
2. Answer the questions on Bug club and your google classrooms reading task.
3. Return the completed task.

If you cannot locate the book, please email your class teacher.

Science

Animals including humans



LI - To explain that animals have offspring that grow into adults.

Key questions

How do animal's offspring change over time?
What do animals do to care for their offspring?
Can you describe the life cycle of different animals ?

Key Visuals



Input

We need to help the zoo keeper at the zoo!

Watch: watch the story 'Class two at the zoo'

<https://www.youtube.com/watch?v=pJh9nFffxNU>

All the animals have escaped from the zoo - can you help class two match the babies to their parents? Can you name each animal?

Read your google slides 'Science week 7' to find out all about animals and their offspring.



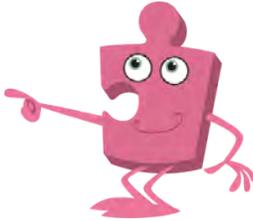
Task 1

Look at the pictures of the animals and their offspring.



Can you name the adult animal and what their offspring is called?
How has the animal changed as it has grown?

		<p>Task 2</p> <p>Look at the slides 'Animal babies' on your google classroom</p>  <p>Pick an animal - Can you draw a picture of an animal and their offspring? You can be as creative as you like and use a different range of materials.</p> <p>Please upload your pictures to your google classroom or email them to your teacher.</p>
<p>RE Christianity: What did Jesus teach?</p> 	<p><u>LI: I can recognise when I have been kind to someone.</u></p> <p><u>Key vocabulary</u> Kindness Differences Helpful Helping Support Share Understanding Caring Need</p> <p><u>Key questions</u> What does it mean to be kind? Who are you kind to? Who is it easy to be kind to? Do you think you are a kind person? What makes it tricky for you to be kind? Is it possible to be kind to</p>	<p>We are thinking about being kind to others.</p> <p>Watch the two videos of the story 'The Good Samaritan':</p>  <p><u>The Good Samaritan - KS1 Religious Education - BBC Bitesize</u></p>  <p><u>https://www.bbc.co.uk/bitesize/clips/zcyr87h#:~:text=The%20story%20of%20the%20Good,but%20deliberately%20avoids%20the%20man.&text=Finally%2C%20a%20Samaritan%20comes%20by,act%20of%20mercy%20and%20compassion.</u></p> <p>This is the story of the Good Samaritan, as told by Jesus in one of</p>

	<p>everyone all of the time?</p>	<p>the gospels of the New Testament. The moral of the story is that you should put aside your differences and help those who are in need of help.</p> <p>Task: Discuss the questions with your grown up. When have you helped someone else? Can you create a 'Be Kind' poster? <i>You should include a picture or sentences about a time when you have been kind to someone else.</i> Upload your posters to your google classroom.</p> 
<p>PSHCE Healthy me</p> 	<p><u>LI: I can explain why different things I do are good for me and my body.</u></p> <p><u>Key vocabulary</u> Healthy Body Calm Relax Mind</p> <p><u>Key questions:</u> How can we look after our body and mind? What healthy choices have you made today? How can sleeping well help your body and mind?</p>	<p>Task: Read your google classroom slides</p>  <p>Look at the different images in your google classroom task.</p> <p>Can you explain why these things help to keep you healthy? Are they good for your body? Are they good for your mind?</p> <p><u>For example:</u></p> 

*Did you know talking with your friends is really good for your mind because you can explain how you are feeling and they can usually make you feel better?
Furthermore having a good night's sleep is good for your body because your body needs to rest so it can grow.
Sleeping is also good for your mind because having lots of rest helps you to concentrate ready to learn!*

Wellbeing/Creativity and Fun

Task 1 -

We are thinking about our local area this half term.

Look at our school from an aerial view:



The word **aerial** means. from above. When we look at something from above, we call this an '**aerial view**' or '**bird's eye view**'.

Can you think about the roads that surround your house? What would it look like from an aerial view?

You can type your postcode into google earth to find out:

https://www.google.co.uk/intl/en_uk/earth/

Task:

Can you create an aerial view picture of your local area by cutting out shapes and sticking them using glue? For example, cutting out rectangles for roads and smaller rectangles for the stripes on the road.



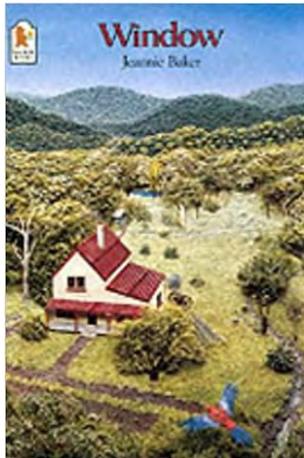
Please see this video for more ideas:

<https://www.youtube.com/watch?v=ddq7suNJ40>



Please send a picture of your creation to your teacher or upload through google classroom.

Task 2 -



Watch the picture book Window:

<https://www.youtube.com/watch?v=4JLVneJa1Is>

How did the view change over time?

What can you see out of your window?

Task:

Create two pictures of what the view from your window looks like now and how it might look in 100 years?

You may want to use different media to create your pictures such as: felt tips, paint, glitter, and different materials.



Two window templates have been uploaded to your google classroom to use if you need them. If you do not, you can draw your own window frame.

Active

Sonic Yoga!

<https://www.youtube.com/watch?v=QM8NjfCfOg0>



Fitness challenge cards!

Can you beat your grown up or sibling to these fitness challenges?

Fitness Circuit Cards

Bunny Jumps

Do 10 bunny jumps:

- How far can you travel?
- How high can you jump?
- Can you jump higher or further than your friend?



Fitness Circuit Cards

Hopping

Hop around the circuit:

- How many laps can you do?
- How many hops can you do before you need to swap legs?



Fitness Circuit Cards

Treadmill

Lie down on the ground with your feet touching your friend's. Run keeping your feet touching:

- How fast can you go?
- How slow can you go?



Fitness circuit

https://www.youtube.com/watch?v=L_A_HjHZxfI



We are thinking about being healthy this half term.

We want you to think about these questions:

How did your body feel before these exercises?

How does it feel after?

Did your heart beat increase?

Why is exercise good for our body?

P.E with Joe Wicks!

The sessions will be live Mondays, Wednesdays & Fridays at 9AM on YouTube.



<https://www.youtube.com/user/thebodycoach1>