

## Year 2 Mars Class Summer Term

This time of year is usually when we complete the SATs tests, so a lot of revision is completed at this time, particularly for Maths.

**MATHS:** The children still had a few areas to cover before and after Easter. These were Time and Direction. The following gives you some ideas how to cover these topics, but please use your own imagination and resources as you see fit! Move the weeks around to suit you and focus on one topic each week.

### Week 1

- *Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.*
- *Compare and sequence intervals of time.*

This can be covered throughout the day, checking the time, how long things take to do, comparing analogue and digital clocks at the same time. What time are meals, TV shows, bed time etc. they could write out a timetable for their day, checking the time on the clock. This is definitely an on-going topic.

### Week 2

- *Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).*
- *Order and arrange combinations of mathematical objects in patterns and sequences*

Play a game of giving instructions using only these commands. Forward X steps/Back X steps/turn left/ turn right/ a quarter turn left/quarter turn right. Perhaps hide an item and get the them to find it by directions only or set up an obstacle course to manoeuvre around or (if safe to do so) blindfold and give directions. Use toy cars or dolls/characters to follow instructions.

Draw a treasure map with a grid over it with equal spacing. One axis has letters the other has numbers. Show them an Atlas or road map if you still have one! Children write the directions to follow (using the language only as above) to find the treasure!

### Week 3

- *Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels*

This is a fun subject if it's warm and you can get outside to measure amounts of water in empty plastic bottles and jugs in the garden! Add the capacity of containers together. How many to fill a big bucket! How hot is it? Keep a temperature diary

### Week 4

- *Measure length (cm) Measure length (m) Compare lengths Order lengths Four operations with lengths*

Using a tape measure give your child objects and areas to measure. From one end of the garden to the other...metres or cm? children choose the best unit for the size of the object/area they are measuring. Make a list of things you have measured. Add some together (addition) Find the difference in size (subtraction) use the column method to help you. Show the adults how YOU do them in school.

### Week 5

- *Recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.*
- *Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .*

When sharing out a cake or pizza, let the children mark out half and quarters. Discuss three quarters. Bars of chocolate are also good for sharing in fractions! Sharing amounts ie. Numbers of things in fractions. Half each. Share between 3 or 4. What fraction is that? Pose some problems for the children to solve and then check their answer by practically finding out.

If you have access to the internet there are lots of maths games suitable for year 2 children. The BBC are launching Bitesize lessons in many subjects, all age appropriate, from 20<sup>th</sup> April.

<https://www.oxfordowl.co.uk/api/interactives/24446.html>

<https://www.topmarks.co.uk/>

## English Grammar focus

- Using adjectives to describe nouns; using conjunctions 'and', 'or', 'but' to join sentences; using conjunctions (when, if, because) to add subordinate clauses
- learning to spell more words with contracted forms
- Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks;
- learning the possessive apostrophe (singular) [for example, the girl's book]
- ? distinguishing between homophones and near-homophones
- ? add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- **Spelling topic words linked to direction/ maps/ animal habitats/ life cycles/**

This term our **Non-Fiction** writing is linked to the Science Topic which is about animals, their needs and habitats.

**Objective:** *Pupils visit the same habitats and microhabitats at different times of year and explore the seasonal changes in a habitat and a micro-habitat. They continue to develop their observation skills.*

- We have looked at habitats as the seasons have changed and if they could watch out for mini beasts and other wildlife habitats (birds nests, ponds, rabbit holes) while on your daily walk or in the garden. Keep a record/diary of what you see and notice in the form of a diary, using all the grammar above. Look for bird nest boxes and nest in trees, ant nests (I always get them under my plant pots!) and under stones for other small signs of life. **Try to remember to follow the English grammar focus and handwriting.**

In addition, Choose a contrasting habitat & ask children what they think lives there and why?

Visit <http://a-z-animals.com/reference/habitats/> & click on oceans. Different organisms live near the shore & in the deep ocean. Can children name anything that lives in the sea? Write a list on f/c. E.g. in the ocean: fish; mammals such as whales, dolphins, seals; seaweeds; crabs; penguins (birds), corals, jellyfish, etc. can be found. Some birds live by the sea, e.g. on cliffs, but hunt for their food out at sea, e.g. gannets, puffins. Then choose another habitat & ask children to name plants & animals that live there. Build up a bank of some of the more obvious plants & animals that live in different habitats for children to choose from. Suggested habitats: hot desert, ocean, seashore/rock pool, rainforest, woodland, meadows/grassland, freshwater pond, & Arctic or Antarctic polar regions. Children will study adaptations to various habitats in depth in Year 6.

Work through the information on how penguins have adapted to live in a range of habitats found at

<http://www.nationalstemcentre.org.uk/elibrary/resource/3990/penguin-diversity-mask-making-age-5-7>. Then download the penguin mask template for children to make their own penguin masks. Teachers' notes are available to download too. There is also a 'true or false' quiz that could be tried afterwards.

The biology and ecology puzzles for 5 to 7 year olds available on this site

<http://www.nationalstemcentre.org.uk/elibrary/resource/4303/perfectly-printable-puzzles> can be downloaded & printed off for children to tackle.

Visit [http://www.innovationslearning.co.uk/subjects/science/activities/habitats/habitats\\_home.htm](http://www.innovationslearning.co.uk/subjects/science/activities/habitats/habitats_home.htm) & choose a habitat. Click on the animals that you think live there (if wrong you will get a message to try again). Can children identify the various creatures?

## Fiction Writing

Write stories about animals in their habitat. Look through your book collection at home and find stories about animals in their habitats. Just a few examples. 'Fantastic Mr Fox', 'The animals of Farthing Wood', jungle stories, farmyard stories...When writing a story don't forget to make a plan first. 1. Create a setting and introduce the main character (s) 2. Pose a problem/situation 3. Resolve the problem 4. Create an ending. **Try to remember to follow the English grammar focus and handwriting.**

## Reading and Comprehension

Make sure you do lots of reading. This can be books you may have at home, magazines, comics, as well as books you can find online. On Fridays, we do comprehension and would have been completing our SATs papers. As these have now been cancelled this year, you could use your exercise book you took home in your home learning pack to complete our short comprehension activities that we have been doing throughout the year. There are 5, one for each week until half term, and you should one a week in this order:

Alien Invasion

Birthday Cakes

Lemonade

Local Goats Escape from the Farm

Snagwit Castle

Make sure you answer the questions in full sentences, and then have a go at the word work. You may have a dictionary at home, or you could look online e.g. <http://wordcentral.com/home.html> <https://kids.wordsmyth.net/we/>

## **Geography**

**Objectives;** use simple compass directions (North, South, East and West) and *locational and directional language* to describe the location of features and routes on a map;. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

This topic ties in well with 'Direction' in Maths, going for your daily exercise around your village looking for animal habitats and creating maps of your locality. Link it to English and write a report about your local environment. How many sign posts can you see? Are there enough rubbish bins? What would you like to see to improve your locality? This is usually the time we write to the Parish Council as a class with our requests and thanks! Draw pictures and keep a record of what you see.

## **Computing**

This half term we look at Making Music and use Purple Mash to do this. The children need to log on to Purple Mash (they should know their log in details) which can be accessed by following this link:

<https://www.purplemash.com/sch/Westoning>

Once logged on, they need to click on the 2Dos, launch it and watch the video in the top right of the screen to learn how to use the program. There are 3 different ones set as follows:

24<sup>th</sup> – 30<sup>th</sup> April    2Explore (play and record simple melodies)

1<sup>st</sup> – 7<sup>th</sup> May        2Beat (teaches rhythm and pulse by building up various beats)

8<sup>th</sup> – 22<sup>nd</sup> May     2Sequence (explore harmony and build up musical scores)

If the children would like to explore the above after the 2Do has closed, they can go to the Purple Mash homepage, click on Tools and then scroll down to the Music and Sound section.