

**Year 2 suggested Home Learning Timetable for the week beginning 13<sup>th</sup> April 2020**

**Please enjoy having a go at the following activities. You can do them in any order. Good luck, from Mrs Campbell, Mrs Wynne and Mrs Brown!**

<b>Monday 13<sup>th</sup> April</b>	<b>Tuesday 14<sup>th</sup> April</b>	<b>Wednesday 15<sup>th</sup> April</b>	<b>Thursday 16<sup>th</sup> April</b>	<b>Friday 17<sup>th</sup> April</b>
Bank Holiday	Reading - 15 minutes	Reading - 15 minutes	Reading - 15 minutes	Reading - 15 minutes
	Topmarks – Hit the button - Multiplication facts <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> or Times Tables Rock Stars (Please email <a href="mailto:homelearning@templemoor.trafford.sch.uk">homelearning@templemoor.trafford.sch.uk</a> to request your log in details).	Topmarks – Hit the button - Multiplication facts or Times Tables Rock Stars.	Topmarks – Hit the button - Multiplication facts or Times Tables Rock Stars.	Topmarks – Hit the button - Multiplication facts or Times Tables Rock Stars.
	<b>English</b>  <b>Espresso</b> - Log in to Espresso (see log in details below). Search 'er est' and click on 'suffixes -er, -est in adjectives'. Watch video and then complete activity 1 and 2.  <b>Home learning book:</b> Add the suffixes er or est to each adjective: <ul style="list-style-type: none"> <li>• big</li> <li>• hairy</li> <li>• slow</li> <li>• fast</li> <li>• shiny</li> <li>• small</li> </ul>	<b>English</b>  <b>Home learning book:</b> Research – snails (science link)  Use a range of sources (books/ internet) to find out and record facts about snails using the following headings:  Snails can...  Snails are ...  Snails have....  (Espresso has got some lovely videos etc. about snails. Simply	<b>English</b>  <b>Espresso</b> – Log in to Espresso (see log in details below). Search 'because' and click on 'using 'when', 'if', 'that', 'because'. Watch video and then complete activity 1 and 2.  Complete the worksheet 'Using conjunctions 'when, if, that, because' worksheet - Year 2 Spag'	<b>English</b>  <b>Spelling activity</b> – complete the 'Friday Spelling Activity' by adding le, el and al.

	<p><b>Extension</b> – choose 3 words and write a sentence containing each word.</p> <p>search ‘snails’ and a range of resources will be displayed).</p> <p>Send your research to:  <a href="mailto:homelearning@templemoor.trafford.sch.uk">homelearning@templemoor.trafford.sch.uk</a></p>			
	<p><b>Maths</b>  <b>Fractions: Recognise a third</b></p> <p>Remember the key to fractions is that the parts need to be equal.</p> <p>Adult to cut two items of food e.g. an apple into 3 parts. One apple should be cut into 3 equal parts and one with unequal parts. Which apple has been cut into thirds?</p> <p>Adult cut one banana in half and one banana into thirds. Can you find which banana has been cut in thirds? What fraction has the other banana been cut into?</p> <p><b>White Rose see link below *</b></p>	<p><b>Maths</b>  <b>Fractions: Find a third</b></p> <p>Fold a piece of paper into thirds. Colour one third.</p> <p>Share the chocolate bar into thirds (3 equal pieces).</p> <p>Find one third of 6, 9, 12, 18. Use objects, such as lego, beads, pencil crayons.</p> <p><b>White Rose see link below *</b></p>	<p><b>Maths</b>  <b>Fractions: Unit fractions</b></p> <p>A <b>unit fraction</b> is a fraction where the numerator (top number) is 1 and the denominator (bottom number) is a whole number.</p> <p>Fold a piece of paper in half. Shade <math>\frac{1}{2}</math>.  Fold a piece of paper in quarters. Shade <math>\frac{1}{4}</math>.  Fold a piece of paper into thirds. Shade <math>\frac{1}{3}</math>.  Find <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> of 12. Use objects to help you.</p> <p><b>White Rose see link below*</b></p>	<p><b>Maths</b>  <b>Fractions: Non-unit fractions</b></p> <p>A <b>non-unit fraction</b> has a numerator greater than one. E.g. <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math></p> <p>Fold a piece of paper into quarters. Shade in <math>\frac{3}{4}</math>.</p> <p>Fold a piece of paper into thirds. Shade <math>\frac{2}{3}</math>.</p> <p>Find <math>\frac{2}{3}</math> of 6  Find <math>\frac{3}{4}</math> of 12  Use objects to help you.</p> <p><b>White Rose see link below *</b></p>
	<p><b>My Happy Minds</b> - use the ‘myHappyMind Parent Kit’ which is on the home learning page of the school website.</p> <p>Module 1: ‘Meet your Brain’ – Complete:</p> <p>Meet Team H-A-P  Team HAP snap</p>	<p><b>P.E.</b> – with Joe Wicks (9am if you want to do the session live)  <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a></p> <p>Or Oti Mabuse (11:30am if you want to do the session live)  <a href="https://www.youtube.com/channel/UC58aowNEXHHnfIR_5YTtP4g">https://www.youtube.com/channel/UC58aowNEXHHnfIR_5YTtP4g</a></p>	<p><b>Design and Technology</b> -</p> <p>In your home learning book design a puppet of a mini beast (this could be a glove puppet, finger puppet or sock puppet).</p> <p>Think about the materials you are going to use; the resources you could find and use to decorate it with and how you</p>	<p><b>Science</b> - Log in to Espresso and search ‘minibeasts and microhabitats’. Scroll down to find ‘minibeasts and microhabitats’. This is an article (audio available, click on the speaker symbols).</p> <p>Enjoy finding out about minibeasts and microhabitats!</p>

	Happy Breathing	<p><b>Computing</b> – Purple Mash (you should have been given a log in – if you need these details again then please email. <a href="mailto:admin@templemoor.trafford.sch.uk">admin@templemoor.trafford.sch.uk</a>)</p> <p>To access Purple Mash: <a href="https://www.purplemash.com/sch/templemoor">https://www.purplemash.com/sch/templemoor</a> and then log in from here. Click 'Art', '2 Paint a Picture', 'launch app', 'impressionism', 'ok'. Then follow instructions below.</p>	<p>might secure/ attach materials together.</p> <p>Send your designs to <a href="mailto:homelearning@templemoor.trafford.sch.uk">homelearning@templemoor.trafford.sch.uk</a>. Start thinking about collecting the resources you will need, because you will start to make your puppets next week!</p>	<p>Go outside and investigate the conditions in different micro-habitats (under a log, on stony path, under bushes) and the number and type (s) of plants and animals that live there. You can use the micro-habitat log sheet to record your findings. This can be found and downloaded from the Year 2 home learning page.</p>
--	-----------------	---	---	--

**Maths-** The activities above are related to the home learning produced by the White Rose maths scheme. The link to the home learning pack should you wish to use it is: <https://whiterosemaths.com/homelearning/year-2/>. The pack consists of: flashback 4- (short questions that recap a variety of prior learning), a focussed teaching session video explaining the concept and an activity sheet which can be done to support this. The children do have some experience of fractions but it also takes the learning further. If you wish to use it we are starting at **Week 2**. We hope that you find this resource useful!

### **Espresso Log in:**

**[www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk)**

**Student Username:** student6783 (lower case)

**Password:** temple

### **Computing: Fact File and Lesson Instructions (Good luck!!)**

The impressionist movement began in the 1860s and became most popular in the 1870s and 1880s. It differed from the common art of the time because it wasn't religious art, showing scenes from religious stories or specific events, but was just intended to capture a scene at a particular moment. The art gave an 'impression' of the scene. Famous impressionist artists include Degas, Monet and Manet. These artists used watercolour techniques. They often painted outdoors and at speed so that they could capture the impression that the light made at a certain moment. The artists focused on the light and colour of the moment rather than details of the things that they were painting.

For some famous examples, look at:

Dance at Le moulin de la Galette (Pierre-Auguste Renoir)

Sunset and Waterlily Pond (Claude Monet)

Ballet dancer paintings (Edgar Degas)

1. Show the children 2Paint a Picture.
2. Explain that it is a drawing tool that helps you to create various painting effects and combine these effects to make pictures. When the tool is first opened, you get a choice of painting effects. We will be looking at some of them during the next few lessons.
3. Click on the Impressionism template.
4. Show the children how the tubes of paint have been 'squeezed out' and mixed in the palette on the left so they are ready for the impressionist artist to capture the impression. Colours can be selected here and then mixed with more water to give a watered-down paint effect by clicking on the water pot to alter the level of water. Other colours can be accessed by clicking on the white arrows to rotate the palette of paint up or down.
5. Encourage the children to experiment with painting with watery paint and layering the effect with short 'brushstrokes'. Notice that the colour comes out in a mixture of tones to help create an impressionist appearance. After some time for experimentation, encourage each child to create their own impressionist-style painting. Ask them to enter a title and 'sign' their art.
6. Children save their work in their online work folder by clicking on the save button (it's on the top left hand corner in the drop down menu) and entering a name for their piece before clicking Save. We look forward to seeing your work!!