



Learning Project WEEK 3 – Viewpoints



Year 2
Dragonflies & Frogs



Hello all Dragonflies and Frogs

We hope you're all still keeping busy and having lots of fun at home. What have you been doing this week? We look forward to hearing all about it when we next speak on the phone. Lots of you have been asking if it is possible to speak to each other as you're missing your friends. We have some exciting news! You can now securely email your classmates through PurpleMash. This is a completely safe method of contacting each other as well as your teacher. Have a look on the school website to find instructions on how to do this. Also, don't forget to take any photos of your home learning or the activities that you've been doing and send them to our email community@oldbrookschool.co.uk

We love seeing them!

Speak soon

Mrs Dunkley and Miss Brown

This week's lessons are in the table below. Please click on the picture to be taken to the specific lesson page where you will find the specific videos and/or accompanying activities. You will need to sit with your child to support them throughout the lessons.

Mr Hopkins

Monday 4th May

	Maths – Describe and create patterns 	English – To make inferences 	Geography – What was life like on the Shang Dynasty? 
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Tuesday 5th May

	Maths – 2D and 3D shapes 	English – To make inferences. 	Science – How can we see objects? 
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Wednesday 6th May

	Maths – Position of an object 	English – Key features of character description. 	PSHE – Relaxation 
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Thursday 7th May

Computing – What is code? 	Maths – Giving Directions 	English - Expanded Noun Phrases 	Art – Texture Treasure Hunt 
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Friday 8th May

	Maths – Language of Rotation 	English - To write a character description 	
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Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Play on The Mental Maths Train Game - practise adding, subtracting, multiplying or dividing. • Practise counting in 2s, 3s, 5s and 10s. This game could support this. Remember to not only count forwards but backwards too! • Look in different rooms and go on a number hunt. <i>How many items can you find that have numbers on them? What is the largest number you can find? What is the smallest number you can find? Are these numbers represented in different ways?</i> • Practise making shapes on this online geoboard. Once you have made the shape from one view, <i>can you make it from another? How do you know it is still the same shape?</i> • Choose a number between 0 - 100. Make a poster showing how many different ways you can represent this number e.g the number 56 (numeral, roman numeral, in words, dienes, pictures) <p><u>(See the bottom of the page for more maths challenges to keep those brains ticking!)</u></p>	<ul style="list-style-type: none"> • Reading a variety of books at home. Your child could share a book everyday. This can be reading a book aloud everyday or sharing a book with an adult. <i>Can you retell the story? Can you draw a story map of the story? Can you innovate your story by creating new characters/settings/problems?</i> • Listen to the traditional story 'Jack and the Beanstalk'. • Find a set of instructions for planting a seed or a bean. Read the instructions out aloud. <i>Can you follow the instructions and plant a seed? Remember to keep watering it!</i> • <i>Can you create a bean diary?</i> Check your seed/bean each day and write down and draw its progress. • Read a non-fiction book. <i>Can you find the features of a non-fiction book?</i> • Read an article from a newspaper or magazine to an adult.

Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Daily phonics - Practice your sounds and blend words. Interactive games found on link below. • Phonics play • Top Marks • Spelling • Spell the days of the week and months of the year: Keep a diary of things you do in the week. • Spell common exception words • Spelling City 	<ul style="list-style-type: none"> • Draw a picture of your house and label it. <i>Can you remember when we did this in computing? Label the types of technology in each room. How do they work?</i> • Write sentences using adjectives to describe a room in your house. • Hide and seek: Write a set of instructions on how to find something in your bedroom. Think about the positional language to help find the object. • Diary: Keep a diary of things that happen outside one of the windows in your house. Write down sentences using suffixes. Try to use exclamation marks and a range of conjunctions (and, but, when, that, or, if, because) • Draw a map of one of the rooms in your house. <i>What symbols could you have? Where will you place items?</i>

Learning Project - to be done throughout the week: Where do you live?

The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.



Using your senses: Ask your child to pick a window in the house. Ask them to stand there for a few minutes and take a look at what they can see and write or draw them down. Now ask them to try this activity again but this time ask them what they can hear? Write or draw these down. Ask your child to help find a piece of material in the house and then blindfold them. What can they see? Which sense do they use now? Ask them to now cover their ears and look outside the window. What do they hear?

A 'feely bag' - find six objects, such as a hairbrush, a tube of toothpaste, a packet of biscuits, an ice cream scoop, a packet of tissues and a wooden spoon. You will also need something to act as a blindfold. Imagine what it would be like if you could never see because you were blind and you had to learn to rely on your other senses instead. Play with a partner and see who guesses most of the objects.

Find a mirror in the house: What can they see? Imagine if they were able to walk into the mirror. What do they think you would see? Listen to the story '[Through the Magic Mirror](#)' by Anthony Browne. Look at the illustrations in the book and discuss what is different. Can they create a story similar to 'Through the Mirror'? Draw a story map first and plan their story. Using their story map, create their story and remember to think about your illustrations.

Find a place in the house. Look around what they can see. Sketch what they can see. What is on the left hand side of them? What is the right hand side of them? Does it change if they sit in another part of the house? Make a list of all the things and compare.

Read the stories: Goldilocks and the Three Bears, Jack and the Beanstalk and Cinderella. The characters will be going to see Judge Jenny. Can they persuade Judge Jenny to see the story from their point of view. Watch these [links](#) to help Judge Jenny to decide. Now it's their turn... read the stories Little Red Riding Hood, Three Little Pigs and Gingerbread Man. Imagine they are going to be one of the characters from the story and an adult is going to be Judge Jenny. What would they say to Judge Jenny? How could they persuade her?

School Uniform: Tell your child that they will be presenting to the School Council about the school uniform. Do they think it is a good idea to wear a uniform or are they against wearing a uniform? Can they write down why they think they should have a uniform and then write down why they shouldn't? Design a new uniform. What would they wear? Would it be the same for girls and boys? What would they say to the school council? How would they campaign? Would they have badges, posters, events and banners to help their debate.

Could you design a new school logo? Ask your child to think about their current logo now. What does it represent? What could they add or change? Is there something that represents their school or area recently that people would recognise? Look at the shape of the logo. Would they keep it the same or change it?

Useful Learning Websites

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

Additional year 2 work to support SATs can be found here:

<https://www.theschoolrun.com/key-stage-1-sats-learning-journey>

[P.E with Joe Wicks](#)

[Starshine Yoga - Melissa](#)

Enjoy imaginative activities from [The Royal Opera](#) House in Covent Garden, all about Alice's Adventures in Wonderland. Suitable for 5 to 11-year olds.

Join in a different song for every day of the week! Uplifting [songs](#), thoughtful songs and funny songs are all here, complete with words for you to follow and backing tracks. Suitable for whole primary range.

Watch the composer split herself into three in this lively [song](#) with lots of body percussion! Suitable for KS1 and lower KS2.

#TheLearningProjects

Instructions for planting a sunflower seed

You will need:

A pot

soil

sunflower seeds

water



- 1. First fill the pot nearly to the top with some soil.*
- 2. Next pour a little water into the pot to make the soil damp.*
- 3. Then put 2 seeds in the soil*
- 4. After that cover the seeds with some more soil.*
- 5. Finally water the soil*
- 6. Now watch and wait to see what happens!*



Oldbrook Maths Challenge

We know lots of you love a **maths challenge**! Below are some questions that have more than one step to complete in order to find the answer. They may also need you to apply your previous learning in different ways. Some of the questions may seem familiar as they follow a similar method to questions we've worked on in class. You can either print them or record your working out and answers on paper. If you think you've done a great job, send us a photograph of your work and we can add it to our website. community@oldbrookschool.co.uk

Write the **same** number in both boxes to make the sum correct.

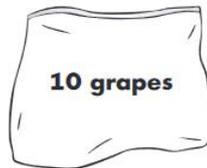
$$\square + \square = 26$$

Ben has **7** bags of grapes.

Each bag has **10** grapes.

Ben gives **25** grapes to his friends.

How many grapes does he have **left**?



Show
your
working

grapes

Write the missing number in the box.

$$13 + 6 = 10 + \square$$

REMEMBER: The = sign means 'the same as/equal to'



biscuits
20p each



cakes
25p each

Sam buys **3** biscuits and **1** cake.

How much does Sam spend **altogether**?

Show
your
working

p

There are 65 children at Oldbrook First School.
17 children have packed lunch.
12 children go home for lunch.
The other children have a school lunch.
How many children have a school lunch?

Sue has some raspberries.
She eats two of them.
Then she eats half of what is left.
She now has 7 raspberries.



How many raspberries did she have to start with?

Bill has £1.00 He buys two lollipops costing 25p each and a drink for 29p. How much money does he have left?