



BROOKE &
MARSHLAND
FEDERATION

Year 2 Home Learning

Theme: Sun, Sea and Sand.

Summer Term 2 Week 1

Jigsaw

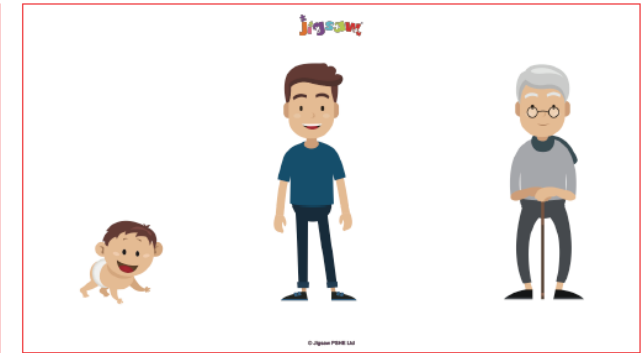
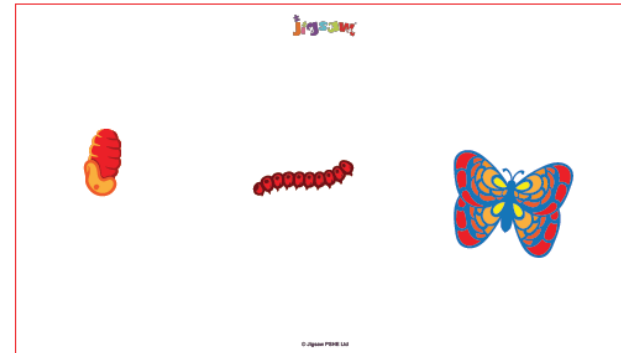
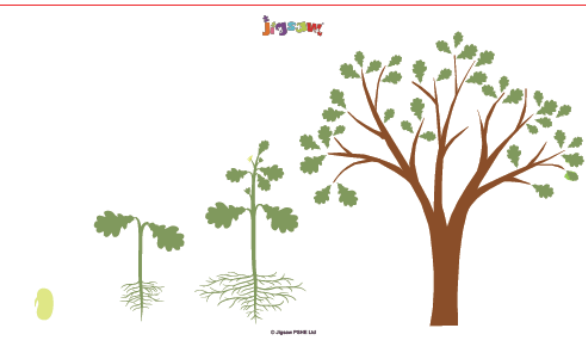
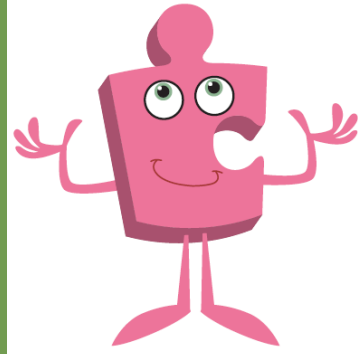
Key vocabulary: change, grow, life cycle, control, baby, adult, fully grown.

Outcome: understand there are some changes that are outside my control and to recognise how I feel about this

- Ask your child to think about how they feel about the seasons changing and to tell you; share your ideas too.
- Ask if they think they have any control over the changing seasons.
- Make the point that some things happen and change around us that we are unable to control, e.g. the seasons change, our bodies change, our circumstances change. *How do they feel about changes they can't control?*

Activity:

- Choose one life cycle from the images and to draw the egg/baby/seed/infant and how it changes to become an adult or fully grown.
- Label the pictures and write a sentence to describe the changes that have happened.
- How does it make you feel seeing these changes happening?



Jigsaw Lesson continued

Children can reflect on their own learning and assess how they feel they have done on this piece of work. They can do this by shading in the appropriate Jigsaw Jo.

- ▶ Thumbs down – I found this difficult.
- ▶ Thumbs in the middle – I found it ok.
- ▶ Thumbs up – I felt confident with this.

In the box, you can complete what you think you could do to improve your work.

If you are missing our chime and 'Our Calm Me' part of the lesson - here is the script your grown up could read out to you. The link at the bottom is for the chime.

Our Calm Me times will help us to feel positive about facing changes that might happen to us. So today, let's start by sitting up nice and straight in our Calm Me way...nice straight spine, feet flat on the floor and take a slow, deep breath in...and let it out again gently. Place your hands on your tummy. Close your eyes if you are comfortable to.

Breathe in again, through your nose, feeling your lungs fill right up, and then gently let the air out, through your mouth, so you feel relaxed and peaceful.

Now, start to concentrate by listening to the chime until you can't hear any sound...ready?

(Strike the chime)

Listen, listen.....

Now listen to what you can hear in the quietness....Can you hear your own heart beating? Listen very, very carefully.

The quietness feels good and lets our minds have a rest.

Listen to the chime again and take one slow, deep breath...Feel your tummy rise as you breathe in and fall as you breathe out again.

Then, when you are ready, ask your mind to create a picture in your imagination of a beautiful flower, a flower in the summer time with all its lovely green leaves and colourful flowers on it. See if you can create a picture, a really clear picture of your flower, your very beautiful flower. Can you see where the flower is growing? Is it in the garden, window box, woods, by a river?

Now keep your mind focused on the flower and imagine it is slowly changing colour before your very eyes. Can your imagination create a new picture of the flower now that it has changed? Maybe you can imagine the flower changing colour again, and even again?

<https://www.youtube.com/watch?v=J3GazT70giw>

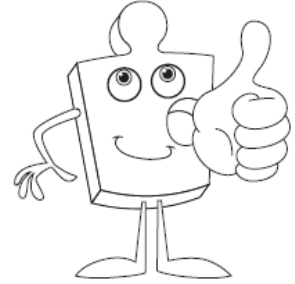
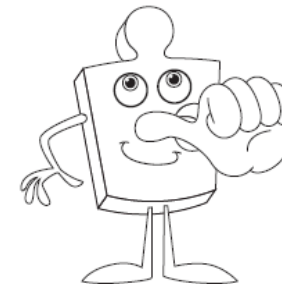
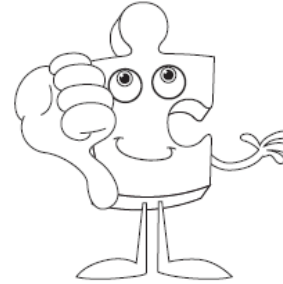
My Jigsaw Learning

Changing Me Piece 1

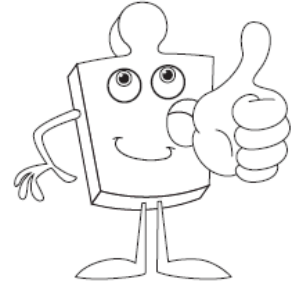
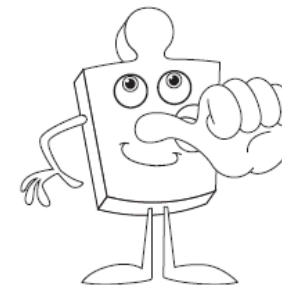
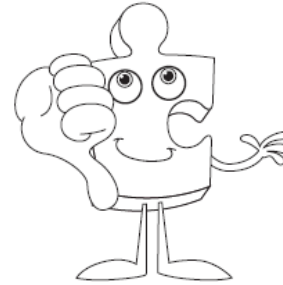
Ages 6-7

Name

I can recognise cycles of life in nature



I understand there are some changes that are outside my control and can recognise how I feel about this



TINT BOX - To improve next time I

.....

.....

.....



14 Green Road
Hilltown
Derby

4th May 2012

Dear Mr. Johnson,

I would like to order some meat for my Jubilee barbecue and I've been told that you will be able to help.

Could we have six kilograms of beef mince, ten chicken breasts, fifty sausages (pork and herb is fine) and two dozen lamb kebabs? I would like to collect my order on the 30th of May in the morning.

I hope that you will be able to provide me with these items at such short notice. Please could you phone me on 241532 to confirm as soon as possible.

Yours sincerely,
Mr. Fred Brown

Date	Main text	Close	Opening
Conclusion	Address	Greeting	

English lesson 1

Identify different methods of written communication. Discuss which the children have sent or received. Display a range of example letters. Read them and consider their features.

English lesson 2

Page 1-2

The learning focus will be Dear Greenpeace.

Do you think Emily found a whale in her pond?
Could a whale live in a pond?
Where do you think this whale has come from?

Research a whale's habitat.
Where do they live?
How much space do they need?

Dear Mr. Blueberry,
I love whales very much and
I think I saw one in my pond
today. Please send me some
information on whales, as
I think he might be hurt.

Love
Emily



English lesson 3

Page 3-4

Dear Emily,

Here are some details about whales. I don't think you'll find it was a whale you saw, because whales don't live in ponds, but in salt water.

Yours sincerely

Your teacher,

Mr. Blueberry



Page 5-6

What do you think Emily is thinking?

Write 5 questions that Emily might want to know the answer to.
Example "Am I putting too much salt in this water?"

Dear Mr. Blueberry,

I am now putting salt into the pond every day before breakfast and last night I saw my whale smile. I think he is feeling better.

Do you think he might be lost?

Love
Emily



English lesson 4

Page 7-8

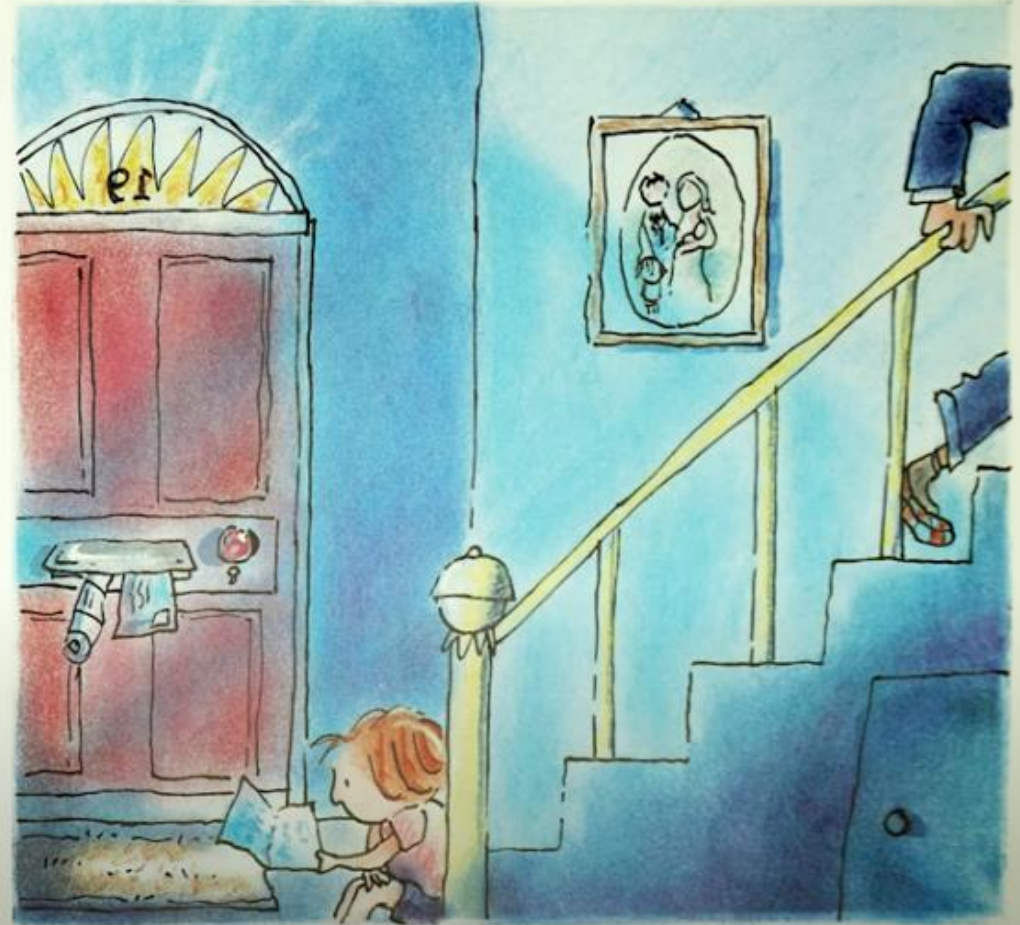
Dear Emily,

Please don't put any more salt in the pond. I'm sure your parents won't be pleased.

I'm afraid there can't be a whale in your pond, because whales don't get lost, they always know where they are in the oceans.

Yours sincerely,

Mr. Blueberry



Page 9-10

Research what whales enjoy eating and create expanded noun phrases.

Example: **small, pink fish**

Dear Mr. Blueberry,

Tonight I am very happy because I saw my whale jump up and spurt lots of water. He looked blue.

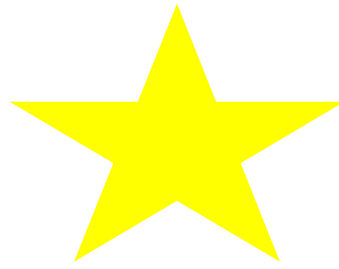
Does this mean he might be a blue whale?

Love
Emily

P.S. What can I feed him with?



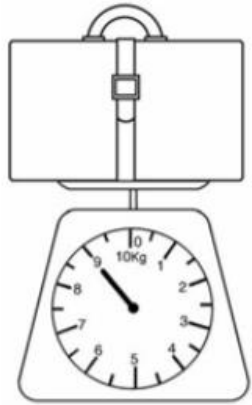
Star Vocabulary



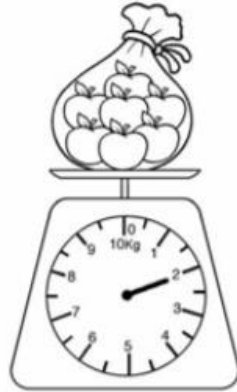
- ▶ Kilogram
- ▶ Heavier than, lighter than, as heavy as
- ▶ Weigh
- ▶ Mass
- ▶ Unit, standard unit
- ▶ Gram
- ▶ 1000
- ▶ Weight
- ▶ Difference
- ▶ Total
- ▶ Multiply
- ▶ Divide
- ▶ Part
- ▶ Whole

Maths lesson 1 - Mass

Comparing masses in kilograms



suitcase



apples



sugar

The mass of the suitcase is kg.

The mass of the apples is kg.

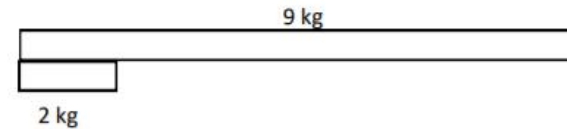
The mass of the sugar is kg.

The weight of the _____ > _____.

The weight of the _____ < _____.

The suitcase is heavier than the apples. How much heavier?

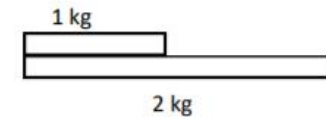
kg



The sugar is lighter than the apples.

kg

How much lighter?



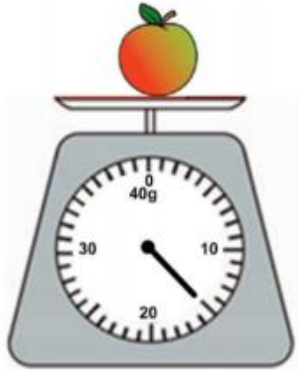
What is the total weight of the suitcase, apples and sugar?

kg

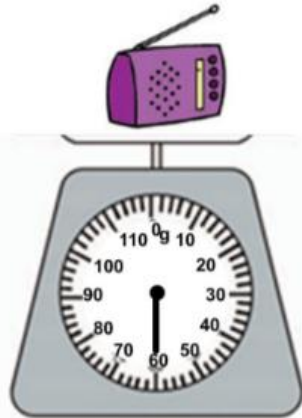


Maths lesson 2

Match the scales to the amounts

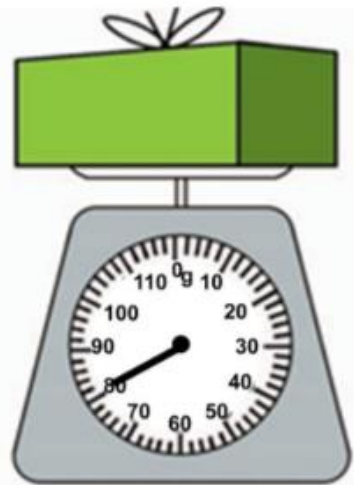


28g

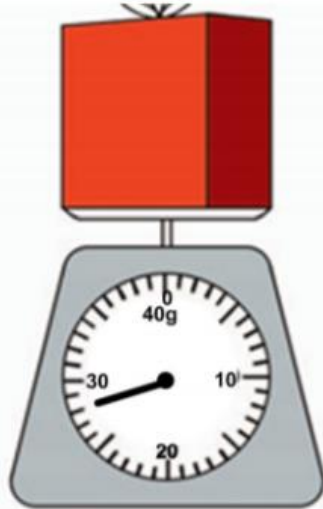


80g

60g



15g



Skip

Mr Bagersh has 2 parcels. Each parcel has the same mass.

What is the mass of each parcel?



The mass of each parcel is kg.

There are 2 letters. Each letter has a mass of 30 g.

What is the total mass of the 2 letters?



The total mass of the 2 letters is g.

Maths lesson 3

- Find 4 pieces of fruit (or 4 objects)
- If you have weighing scales in your house, weigh each object and record the mass for each one.
- Then order them from lightest to heaviest (see below).

The masses of my four fruits:

1. apple = ____g

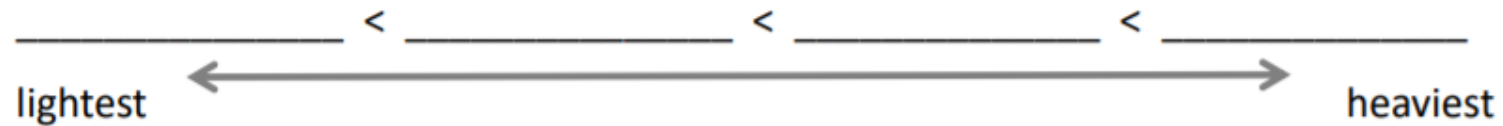
2. banana = ____g

3. orange = ____g

4. pear = ____g

The heaviest fruit is _____.

The lightest fruit is _____.



Maths Lesson 3 continued

- Now, compare two of our objects.
- Next, find the total mass of 2 of them by adding them together.
- Then, find the difference between the heaviest object and the lightest.
- Finally, find the total mass of all 4 of your objects by adding them together.

Compare two fruits:

_____ > _____

Find the total mass of the banana and the pear.


$$+ = \boxed{} \text{ g}$$

Find the difference between the heaviest fruit and the lightest fruit.

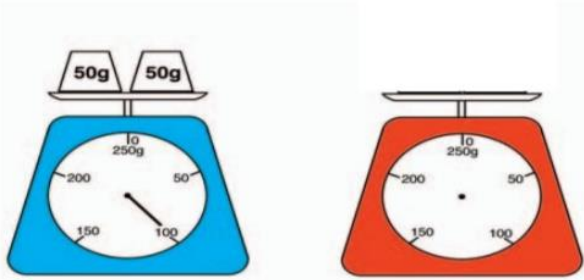
$$\boxed{} \text{ g} - \boxed{} \text{ g} = \boxed{} \text{ g}$$

Find the total mass of all four fruits.

$$\boxed{} \text{ g} + \boxed{} \text{ g} + \boxed{} \text{ g} + \boxed{} \text{ g} = \boxed{} \text{ g}$$

Maths lesson 4

1. Two 50 g masses are needed to make the marker on the blue scales point to 100 g. Four 40g masses will be placed on the red scale. Draw where the marker will point to on the red scales.



2. The mass of 1 box of pens is 40 g. There are 5 pens in a box. What is the mass of 1 pen? *Draw a bar model to find out which calculation is needed to solve the problem.*

The mass of 1 pen is g

3. There are 10 bricks. Each brick has a mass of 2 kg. What is the total mass of the 10 bricks? *Draw a bar model to find out which calculation is needed to solve the problem.*

The total mass of 10 bricks is kg

Maths lesson 5

Please complete the arithmetic questions below.

<p>Write these numbers as numerals:</p> <p>1 _____</p> <p>23 _____</p> <p>50 _____</p> <p>18 _____</p>	$5 + \square = 10$ $10 - \square = 8$ $7 + \square = 10$	$11 + \square = 20$ $20 = \square + 9$ $20 - \square = 10$						
$14 + 4 =$ $52 + 30 =$	$76 - 20 =$ $65 - 14 =$	<p>In <u>Y2EH</u> there are 29 children. 12 children have blond hair and 6 children have brown hair. How many children have black hair?</p> <table border="1" data-bbox="1340 1029 1926 1215"><tbody><tr><td colspan="3"> </td></tr><tr><td> </td><td> </td><td> </td></tr></tbody></table>						

Topic lesson 1 – Science

Identify and name a variety of animals in their habitats, including microhabitats.

Watch the following video:

<https://www.bbc.co.uk/bitesize/clips/zpfnvcw>

Following the video, choose one of the activities below to complete:

- Complete your own habitat of a rock pool - add in a range of animals and plants. You could label them and explain why you have made these choices.

Challenge: Design your own rock pool creature; think about their colour, special features that would make a rock pool a good habitat for them, can they withstand the force of the tide?

- Make your own rock pool diorama.

A diorama is a model representing a scene with 3D figures. An empty shoe box would be best for this. Be as creative as you can!



Topic lesson 2 -Music

Listen to the following videos -

<https://www.youtube.com/watch?v=nMN4JZ8crVY>

<https://www.youtube.com/watch?v=DNZUKm0ApEM>

- Think carefully about what the song is about and the message it gives.
- Have a go at singing along with your family.
- What do you like about the song? What do you dislike?
- Can you think of any other songs that are similar to this?

**YOU'VE
GOT A
FRIEND
IN ME**



Additional resource links

Jigsaw

<https://www.youtube.com/watch?v=J3GazT70giw> - link to the chime

Science

<https://www.bbc.co.uk/bitesize/clips/zpfnvcw> - Rock pools

Music

<https://www.youtube.com/watch?v=nMN4JZ8crVY> - You've got a Friend in Me (Toy story)

<https://www.youtube.com/watch?v=DNZUKm0ApEM> - You've got a Friend in Me (audio)