

Year 2 Christ Church Wednesday 25th March

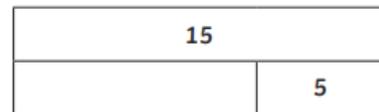
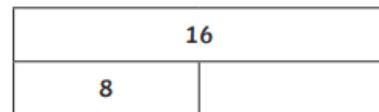
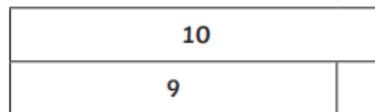
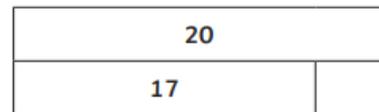
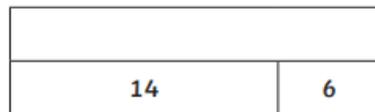
Session 1	Maths
Session 2	Break
Session 3	English
Session 4	Lunch
Session 5	Spanish

Reading EVERY day

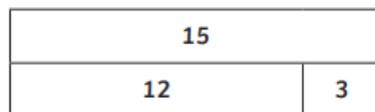
<p>Session 1</p>	<p>Maths LO: Solve problems using bar models. I can draw a bar model I can draw a number bond</p> <p>Parents: I have split this lesson into two. First I will introduce bar modelling. See how the children get on and give me some feedback. It is hard to predict how easy they will find it out of a classroom setting and I am not sure how well I will be able to describe it on paper...but let's see how it goes!! Next lesson we will be using this to solve the volume word problems.</p> <p>Quick recap: What do we measure volume in? Litres and millilitres How do we write this in short? l and ml</p> <p>Have a look at the following question: Hardeep has two bottles of orange juice, one is 2l and the other is 4l. He uses all the orange juice for his friends. How much orange juice do his friends drink altogether?</p> <div style="text-align: center;">  </div> <p>How could you work this out? With addition ($2l + 4l = 6l$)</p> <p>You can solve problems like this with something called bar modelling:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; width: 50px;">2l</td> <td style="text-align: center; width: 50px;">4l</td> </tr> <tr> <td colspan="2" style="text-align: center;">6l</td> </tr> </table>	2l	4l	6l	
2l	4l				
6l					

It is a bit like a number bond. You put the parts on each side at the top and work out the whole at the bottom. You do not need to make the two parts accurately in proportion.

Can you fill in these bar models and write the number bonds for them too?



Ben has made four number sentences from this bar model:



$12 + 3 = 15$

$3 + 12 = 15$

$15 - 3 = 12$

$15 - 12 = 3$

Choose one of the bar models you completed above and write four number sentences.

Have a go at drawing bar models and the corresponding number bonds to represent the following addition sentences. You can use vertical addition to help you

$10 + 5 =$

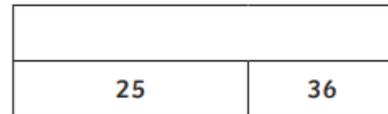
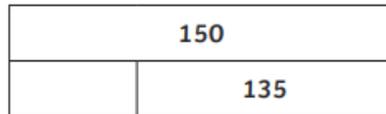
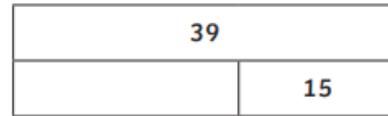
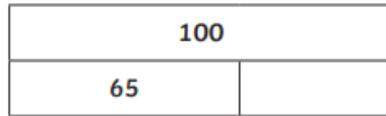
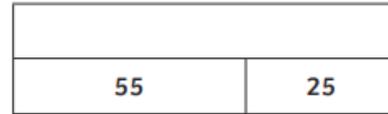
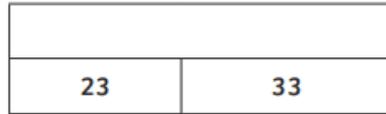
$6 + 4 =$

$3 + 6 =$

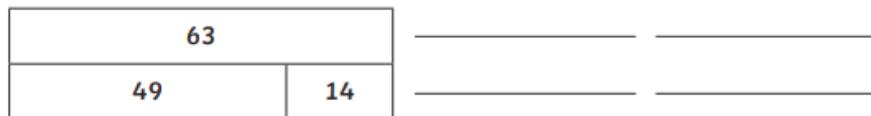
$26 + 3 =$

$47 + 15 =$

Challenge:



Write four number sentences from this bar model.



Well done on having a go at something brand new at home! Even if you found it tricky give yourself (and whoever was teaching you) a high five for trying!

Session 2

Break

Session 3

English

LO: Write descriptive sentences

I can use capital letters and full stops.

I can use adjectives.

I can use adverbs.

Test yourselves on those poster words again. Do you remember how to spell them?

Read the excerpt from the wizard story again. Can you impress your family members with how exciting you can make it sound? Do they want to know more?

Write down any more ideas you might have had about what is in the wizards pockets and add them to the ideas you had yesterday.

	<p>Now you have all your ideas can you write sentences describing what the wizard had in his pocket? Make sure you use capital letters and full stops and that you are using all those lovely adjectives and adverbs you thought of yesterday. Make sure if you put two adjectives next to each other you separate them with a comma e.g. <i>a crumpled, handwritten spell</i></p> <p>When you have written your sentences can you please underline the adjectives in red and the adverbs in blue?</p> <p>Challenge: Can you include expanded noun phrases (where you add an adjective to a noun phrase so <i>the emerald</i> becomes <i>the sparkly, green emerald</i>) ?</p> <p>If you have included expanded noun phrases put a yellow star next to them...and please do send me a photo!</p>
<p>Session 4</p>	<p>Lunch</p>
<p>Session 5</p>	<p>Spanish</p> <p>From Miss Aina:</p> <p>Dear parents/ caregivers,</p> <p>While I wish this was not the way we involved families in the children’s Spanish learning, I thought it would be a good opportunity to tell you about what we’ve been learning, and leave you with a few links to fun videos to watch during this time, as well as some work to for now review what we have been doing, and perhaps in the future slowly make our way into simple new lessons.</p> <p>Year 2 has been lucky enough to have been doing Spanish since they were in Reception, so the level is incredibly high, and they are currently doing mostly the level of Year 3. They are very used to the language and it is very easy for them to pick things up.</p> <p>We started reviewing what we already know, and adding some vocabulary to things that we have previously worked on, and then we have moved on to new topics. We quickly reviewed colours and numbers (added quite a few numbers!), learned an extended list of parts of the body, school objects, feelings animals and their habitats, and we are currently working on learning about houses.</p> <p>To work on these topics we normally watch videos, sing songs, play games and do a few worksheets on each of them. I would recommend that during this time we continue watching videos at home, and if possible, take extra time to watch one small episode of their cartoon of choice in Spanish every now and then - Netflix and other streaming services allow you to change the language (button is at the right bottom of the screen), but Youtube also has got many children’s series that you can watch in Spanish.</p> <p>We watched this video for our review of colours and numbers:</p> <p>https://www.youtube.com/watch?v=ZiNFXntWOJw colores y numeros - Rockalingua</p>

For the topic of the **feelings**, we used the book El Monstruo de los Colores (The Colour Monster). It's a book about a monster who feels confused, and to feel better he relates what he is feeling to a colour.

I told them the story a few times (this link is to a video of someone telling the story <https://www.youtube.com/watch?v=S-PTa20NNrI>), we played games and matched the feelings to the colours in different ways. I know the book can be purchased in English too, and I'm sure there are also videos of the book being read.

For the parts of the body, we retook the song "Head Shoulders Knees and Toes" in Spanish, as it is quite fun and upbeat.

The video we use is this one <https://www.youtube.com/watch?v=71hiB8Z-03k>, as it includes a bit that they love to dance to.

However, we added a few more body parts to this list!

To work on the **school objects** we did mostly worksheets and played games, pointing at the objects around the classroom and then worksheets.

The topic of animals has been the longest one, as it allowed us to play many games in class, and there are many songs that we can sing, as well as stories to read to learn new animals. After learning about animals, we decided to divide in habitats.

I'm also leaving videos you could watch together again (there are many videos to learn about animals, the best ones would be from Smile and Learn Español, or Super Simple Español).

<https://www.youtube.com/watch?v=hnhdU5hFufo&t=19s> animales, super simple

<https://www.youtube.com/watch?v=YwYckV5hLjI&t=23s> animales de la granja, rockalingua

<https://www.youtube.com/watch?v=MHWNxfTBBYM&t=42s> vamos al zoológico

<https://www.youtube.com/watch?v=j5ThRHh4Pho> vamos al bosque

The topic we are currently working on are the parts of the houses. We have talked about different types of houses, what they are made of and parts of a house.

To continue on the topic, I'd like them to do the worksheet on the following page as homework, where they will be labeling different types of houses

Wish you all the best,

Aina Manresa

Label these houses!

Iglú - rascacielos - casa de madera - tienda - casa de ladrillo - casa de paja - casa de barro - apartamento

1.



2.



3.



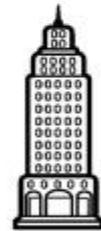
4.



5.



6.



7.



8.

