

*Home Learning: Class 2: Week Commencing 13th April*

<https://youtu.be/eFTFbGTh8h4>

*Please email completed work, pictures, photos or other examples of Home Learning to:*

*class2@witheridge.devon.sch.uk*

*Work which children have completed electronically will be reviewed, and saved in their folder on the school network as a record of their learning at home. If tasks have been completed on paper, please email a photo to the above email address. Where appropriate, feedback will be given to help improve children’s understanding.*

*Should you have any questions, or need any further support, please don’t hesitate to ask. And do try to enjoy this time you have at home together – these tasks are designed to help to support you with your Home Learning and should not be viewed as a burden.*

*Take care, and stay safe,*

*Miss Ratcliffe *

**Reading**

Please try and read a little bit EVERY DAY. **Grown-ups:** If you have not done so yet – please sign up to Epic via Mrs Eastman in the office. I will be setting the children reading assignments based on books we read together.

You can also sign up to the eBooks for Read, Write, Inc. Once you have signed up, you can login to read the eBooks. You can do this here:

<https://www.oxfordowl.co.uk/for-home/library-page?view=details&query=&type=book&age_group=&book=&book_type=Fiction&series=Read+Write+Inc.>

Once you have done this, please email me at class2@witheridge.devon.sch.uk so I can tell you which book bands your child should be reading.

This half term, our theme is Bounce! Every week, I will give you a range of activities to complete linked to our new topic. This week, if possible, please try to complete the activities in the order they are given as this will help your child when we get to the English writing and speaking tasks. You could try and do 2 or 3 activities a day in total, including 1 Maths activity.

**Topic**

With your grown-up, take part in a bouncy ball fun session, using bouncy balls of different sizes, colours and patterns. Practise throwing and catching skills, keeping your eye on the ball and increasing the difficulty level as you become more confident and accurate. If you are able to, play with a range of larger balls, such as beach balls, space hoppers and gym balls. Explore the equipment freely, discovering ways of moving the balls with different parts of your body. Work in pairs to play imaginatively with the equipment.

**Grown-ups:** Ask questions which provoke thinking, such as ‘Who can bounce their ball the highest? What happens if …? How many times does your ball bounce before it stops? What pushes and pulls are acting on the ball?’ Try bouncing the balls on different surfaces and compare how they move. Take photographs of the activity to use as part of a stimulus display.

**Science**

Watch film and documentary clips of animals that bounce, hop, roll, jump and leap (see links below). Sort the animal picture cards into groups based on how they move. Recreate the animal movements and feel which muscles they use. Refine their movements by working with a partner.

**Grown-ups:** Ask questions that encourage children to think about what they have seen, such as ‘Can you describe how the animal moves? Can you move like a frog? A kangaroo? A flea? A horse?’ Extend the activity by researching amazing bouncing and jumping animals using fiction books and the web. For example, red kangaroos are the fastest jumpers (up to 56 km/hr) and fleas are incredible leapers. They can jump 220 times their own body length and 150 times their own body height.

Useful Links:

* [How do different animals move? – CBeebies](http://www.bbc.co.uk/programmes/p011n22p)
* [Jumping for joy – BBC Africa](http://www.bbc.co.uk/programmes/p0144x7b)
* [Rockhopper Penguins Hop Their Way to the Top – BBC](http://www.bbc.co.uk/programmes/p014rhkk)
* [Flea Jump Mystery Solved – YouTube](https://www.youtube.com/watch?v=F0e0CEiGfOk)
* [Spider With Three Super Powers – YouTube](https://www.youtube.com/watch?v=UDtlvZGmHYk)
* [Leaping Lemurs – YouTube](https://www.youtube.com/watch?v=fHCQ5-1n07M)

**PE**

Play simple target games, counting how many balls you can get in a bucket, inside a hoop or over a line. Try with bean bags (you could use balled up socks instead of bean bags) and different types of ball. Record scores on paper.

**Grown-ups:** Encourage children to try beating their previous score. Remind them to adapt the distance between themselves and the bucket or line depending on how easy or difficult they are finding it. Ensure that children, play at a safe distance from one another and can explain the reason for doing so and how to use the equipment safely.

**Science (2)**

Blow bubbles on a windy day. Watch, chase, catch and pop them as they travel in the wind. Use a range of bubble blowers to create bubbles of different sizes. Experiment with making super bouncy bubbles using water, a tablespoon of washing up liquid and a teaspoon of glycerine, leaving the mixture overnight. Blow the bubbles using small bubble wands. Catch the bubbles on gloved hands and watch them bounce. Record what happens with pictures, photographs or video.

**Grown-ups:** Encourage the children to talk about what the bubbles do. Usually, soap bubbles burst when their thin surface comes into contact with something dry or oily. However, wearing a glove will protect them from the natural oils on the skin and they will bounce instead of pop. By leaving the mixture overnight before you blow your bubbles, the bonds in the bubble solution will strengthen.

**English (1)**

**Grown-ups:** Print photos from the activities this week.

Write captions for the activity photographs from this week. **Grown-ups**: If you do not have a printer, look at the photos with your child and ask them to draw a picture of the different activities before moving on to the next task.

Can you add speech or thought bubbles to your photos/pictures to show what you said or thought at different points? Write comic strip style sound effect words to stick onto the photographs (thump, swish, whoosh and boing).

**English (2)**

Write a recount of the ball play and bubble experiences this week. Include an introduction explaining what the recount is about and describe any interesting or amusing things that happened.

**Grown-ups:** Encourage your child to use time adverbials to sequence the events and write in the past tense. You could encourage children to think carefully about including some other elements of Y2 grammar when writing, such as appropriate conjunctions (**and, to, when, but, because, so**) to add detail to their sentences or expanded noun phrases (EG: The beautiful, blue butterfly) to describe objects and people.

**English (3)**

Think and talk about times when you might have seen a live or televised sporting event, match or competition and describe your experience. **Grown-ups:** If possible, please video this and send to class2@witheridge.devon.sch.uk What did you see, hear, feel, touch, taste? **Grown-ups:** Encourage your child to speak clearly and audibly so they can be heard.

**Grown-ups:** Encourage your child to find images and artefacts that might stimulate talk, such as their favourite team shirt, sports items they play with at home or pictures of a sporting venue or event they have visited.

**Maths**

Year 1

Please follow this link. You will find daily maths activities which can be printed and completed, or can be completed by looking at the picture/questions and answering on paper. The answers are there for you as well as a short video clip with ‘Getting Started’ activities and an explanation to go alongside the learning for the day. We are on Summer Term – Week 1.

<https://whiterosemaths.com/homelearning/year-1/>

Year 2

Please follow this link. You will find daily maths activities which can be printed and completed, or can be completed by looking at the picture/questions and answering on paper. The answers are there for you as well as a short video clip with ‘Getting Started’ activities and an explanation to go alongside the learning for the day. We are on Summer Term – Week 1.

<https://whiterosemaths.com/homelearning/year-2/>