



Hi Class 2,

I hope you and your families are all staying safe and well.

It was lovely to speak to some of you this week on the phone! I loved hearing about what you've been doing since school closed and the work you've been doing.

As always, please see this week's suggested learning activities, below. Again, if you would like further educational resources, here is a link to the [Year 2 BBC Bitesize](#) page.

Remember to send pictures of your work to me via Twitter: @Eastayton_sch.

Have a great week!

Kindest regards,

Mr Dente

Science: I hope your science experiment is coming along nicely. It was nice to hear how some of your experiments have been going. Well done if you can see a sprout! Remember to keep monitoring the growth of your sunflower, and take photos of it growing.

Activity 1: This week, I'd like you to draw a diagram of how a seed matures into a plant. [Check out this link](#) for more information and to learn more!

Activity 2: Research a type of sea creature and make a fact file. This could be anything that lives in the sea, maybe a shark or whale or maybe a starfish.

English: This week and next we'll be learning about the Greek Myth, Pandora's box. I'd like you to read the story (parents you may need to support your child when reading) and watch the video. Before you start:

- ★ What do you think the box looked like? Draw a picture and explain why.
- ★ Think about what could be in the box. Draw or write your ideas.

Then after you've read it, I'd like you to:

- ★ Write a book review for Pandora's box. Did you like it? Why? What does it teach us?
- ★ Design a new book cover for Pandora's box

Here's a link to the video and a link to the text workbook - Page 20 (there will be some activities in this workbook for next week's learning) <https://www.talk4writing.com/wp-content/uploads/2020/04/Y2-Unit.pdf>

Spelling: Please find this week's spellings below.

| Look and say | Look, say and write | Cover and write | Check and write again |
|--------------|---------------------|-----------------|-----------------------|
| door | | | |
| floor | | | |
| poor | | | |
| because | | | |
| find | | | |

Fill in the missing word.

1. Please close the _____ .
2. Sit down on the _____ .
3. I am happy _____ it's my birthday.
4. I can't _____ my bag.
5. My _____ cat got wet outside.

Write your own sentences using:

1. poor 2. door 3. because 4. find 5. floor

Art: This week in school, we've been learning about castles and dragons. So, I'd like you to draw a dragon!!! Will your dragon be scary? Will your dragon be friendly? What stories have you read or seen that include dragons? Can you draw one of those?

If you're struggling for inspiration, in class, we watched this video where it teaches you how to draw a dragon, step-by-step - <https://www.youtube.com/watch?v=KRAarF177Y4>



Topic: Scarborough is famous for lots of things, but one of those things is its Castle. This week, I'd like you research what a castle is and the features of a castle. [This is a great webpage](#) that explains some of the different defences that Castles have to keep the Kings, Queens, Lords and people who lived there, safe from attackers.

After that, I'd like you to design your own Castle, using the information you've just learnt. Where would you place you castle? What would you surround it with? What material would the door be made of? How could people get in and out? Once you've designed it, I'd like you to label it.

PE: One way I enjoy relaxing is by doing Yoga. So here's a great link to Kids' Cosmic Yoga - you can do it once or as many times as you'd like - there's a few different lessons on the YouTube page: <https://www.youtube.com/watch?v=LgJ2z1Pt7vg>

Maths: Activity 1: This week we're going to focus on 3D shapes. I'd like you to complete the table below, focusing on the properties of 3D shapes. If you have items in your home, that are the same shapes, they may help you. I'd like you to identify the name for each 3D shape and find out each shape's properties, including:

- Vertices (amount of corners)
- Faces (A **face** is a flat or curved surface on a **3D shape**. For example, a cube has six **faces**, a cylinder has three and a sphere has just one.)
- Edges (An **edge** is where two faces meet.)



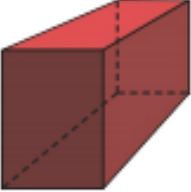
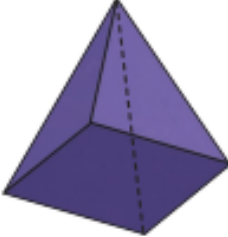



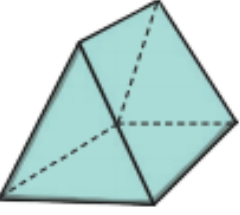
*Parents, I've included the answers sheet below, also.

If you want to challenge yourself can you group the shapes in different ways, e.g. shapes that have edges and shapes that don't, shapes with more than 4 vertices and shapes with fewer.









Activity 2: I'd like you to see how fast you can complete the Batman times-table challenge! Can you beat your last time? You might need an adult to help you time yourself.

Shape Properties – 3D

Name these shapes and write their properties.

| | | | |
|---|--|--|--|
|  | Name: _____ Number of faces: _____ Number of edges: _____ Number of vertices: _____ |  | Name: _____ Number of faces: _____ Number of edges: _____ Number of vertices: _____ |
|  | Name: _____ Number of faces: _____ Number of edges: _____ Number of vertices: _____ |  | Name: _____ Number of faces: _____ Number of edges: _____ Number of vertices: _____ |
|  | Name: _____ Flat faces: _____ Curved faces: _____ Number of edges: _____ Number of vertices: _____ |  | Name: _____ Flat faces: _____ Curved faces: _____ Number of edges: _____ Number of vertices: _____ |
|  | Name: _____ Number of faces: _____ Number of edges: _____ Number of vertices: _____ |  | Name: _____ Number of faces: _____ Number of edges: _____ Number of vertices: _____ |

3D Shapes

| Name | | Vertices | Faces | Edges |
|----------------------|---|----------|-------|-------|
| cube |  | 8 | 6 | 12 |
| cuboid |  | 8 | 6 | 12 |
| square-based pyramid |  | 5 | 5 | 8 |
| sphere |  | 0 | 1 | 0 |
| cylinder |  | 0 | 3 | 2 |
| cone |  | 1 | 2 | 1 |
| tetrahedron |  | 4 | 4 | 6 |
| triangular prism |  | 6 | 5 | 9 |