Year Group: 2
Date: Monday 15th June 2020

Subject	Lesson focus/objective (I can….)	Activity and/or instructions
Reading/ Phonics	I can understand the meaning of words in a given text.	1. Read the text 'Making sounds' on page 2. 2. Underline or write down any words or phrases you do not understand. Can you find their meaning? 3. Can you use 3 of these words correctly in a sentence of your own?
Mathematics	I can use number bonds to 10 to find number bonds to 20 and 100.	1. Choose an activity to find all your number bonds to 10. 2. Use your number bonds to 10 to help you solve the number bonds to 20. 3. Use your number bonds to 10 to find number bonds to 100.
Writing	I can write down my responses to an illustration and suggests reasons.	For the next two weeks, we will be looking at a new book that tells the story of a boy. You will find out more about it tomorrow. For today, I have chosen two pictures from the story. I want you to look carefully at them and discuss what you think our book might be about. See pages 5 and 6 for more details.
Computing	I can understand the impact that technology has had on music and instruments.	1. Watch this video to understand how recording and listening to music has changed over time : https://www.youtube.com/watch?v=nbnXtDNkfY0 2. Look at this news clip showing how technology and computing is working with musical instruments. https://www.youtube.com/watch?v=C3c34bBdA_k 3. Go to page 7 and 8 to complete the sorting activities.

Please read daily and complete your reading record. You can access Accelerated Reader clicking here and putting in your user name and password: https://ukhosted2.renlearn.co.uk/1894742/ You may find that some of your books at home are also on Accelerated Reader, so re-read them and give the quiz a go.

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Making Sounds

Sound occurs when a vibrating object creates sound waves. Sound waves then travel through the air and create a similar vibration in a person's ear, enabling them to hear the sound. Because the ear vibrates in the same way as the original sound source, it can detect a whole range of different types of sound.

The pitch of the sound is affected by the speed of vibration, fast vibrations producing high-pitched sounds and slow vibrations producing low-pitched sounds. Larger or looser objects vibrate more slowly, smaller or tighter ones vibrate more quickly. This can be seen most clearly on instruments which have strings, regardless of whether the sound is produced by hitting, plucking or scraping the string. On instruments with strings, the lower notes are produced by thicker strings.

Similarly, the lowest stings on a piano, and on a harpsichord or harp, are much longer than those producing the higher notes. It is this that gives the grand piano, the harpsichord and the harp their distinctive shape, the curved side being created by the gradually-increasing length of the strings as the notes get lower. The same principle applies to different types of wind instruments so, for example, the tuba, which plays deep notes, is far larger than the trumpet, which plays higher ones, and the bassoon, which plays low notes, is far larger than the clarinet, which plays higher ones.

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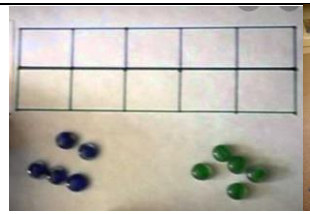
You can choose how to practise your number bonds to 10 from the following examples. You may choose to try more than one! After you have found all your number bonds to 10. Use a hundred square to find out how many more you need to make 20: https://www.primarygames.co.uk/pg2/splat/splatsq100.html

		 
Your hands are great for finding number bonds to 10 because you have 10 fingers! You can use your own hands or make some like in the picture. If you put 1 finger down, you have 9 left up. So we can say 1 + 9 = 10 or because you start with ten fingers, put one down and are left with 9 you can say 10 – 1 = 9. Find all the number bonds this way and write them as an addition number sentence. Try to also write the inverse subtraction calculation.	Make a rainbow with 6 colours. You can do this as big as you like! You might even choose to paint it. Write one number under each colour, you need to write 5 twice. Now if you follow that colour from one side to the other it will give you 2 numbers which total 10. Write out number sentences to show all the number pairs to 10.	Make a tens frame. This is a rectangle split into 10 equal parts. You can draw one on paper or a big one on your floor with tape (or chalk outside). You will also need 10 objects (coins, pasta, dried beans or small toys) and a 0-9 dice or a spinner. Roll the dice/spinner and place this number of objects on your tens frame. How many more do you need to make 10? Write out number sentences to show all the number pairs to 10. Try to always write the related subtraction fact e.g. 3 + 7 = 10 and 10 – 7 = 3.

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1 + [ ] = 20	2 + [ ] = 20	3 + [ ] = 20	4 + [ ] = 20	5 + [ ] = 20
6 + [ ] = 20	7 + [ ] = 20	8 + [ ] = 20	9 + [ ] = 20	10 + [ ] = 20
11 + [ ] = 20	12 + [ ] = 20	13 + [ ] = 20	14 + [ ] = 20	15 + [ ] = 20
16 + [ ] = 20	17 + [ ] = 20	18 + [ ] = 20	19 + [ ] = 20	20 + [ ] = 20

What do you notice? How can you use your number bonds to 10 to help you find your number bonds to 20 quickly?

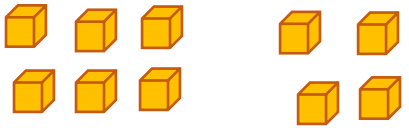
Challenge! Use your number bonds to 10 to help you find number bonds to 100.

e.g. If I know that:

6 + 4 = 10

or

6 ones + 4 ones = 10 ones



I also know that:

60 + 40 is the same as 6 tens + 4 tens

6 tens (60) + 4 tens (40) = 10 tens → 100

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This is a picture from the book we will be looking at for the next two weeks.

Talk about what you can see and what do you think about it? Use the questions to help you.

Who do you think they are?

What are they doing?

What are they thinking?

What are they feeling?

Where are they?

If you could ask them a question, what would that be?

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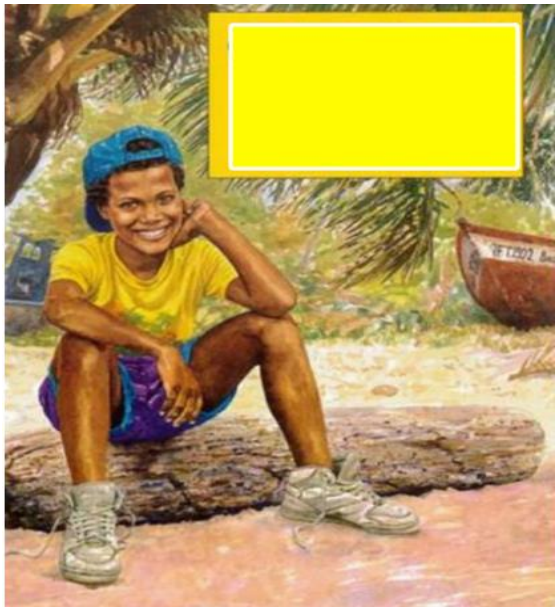
This picture is the front cover of the book (I have covered the title)

What differences do you notice between the first picture and this one?



Suggest reasons for the differences you have noticed.

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Technology and music

1. Can you match the original instrument to its modern-day counterpart?

Kithara

17th Century Piano

1920's drum kit

Xylophone

2. Look at the bottom row of modern instruments again. Name 3 ways in which they differ from their earlier forms because of changes in technology.

3. Design and label your own technological instrument.

   Think about:

   - How it will look- does it look like an instrument that already exists, or is it completely different?
   - How will it make noise and sound- Do you need to hit something, pluck strings or blow into it?
   - What type of sound will it make- Will it be quiet and peaceful or loud?
   - Challenge: How it will use technology- does it connect to any devices? Does it have an electrical parts, such as lights?