

Year Group: 2

Date: Monday 1st June 2020

| Subject | Lesson focus/objective (I can....) | Activity and/or instructions |
|---------------------|---|---|
| Reading/ Phonics | I can explain the meaning of words in context | <ol style="list-style-type: none">1. Read the extract called 'Cave Painting' (see below page 2)2. Underline or write down any words or phrases you do not understand. Can you find their meaning?3. Can you use 2 of these words in a sentence of your own? |
| Mathem atics | I can solve problems with addition and subtraction | This week you will revise addition, subtraction, multiplication and division. See the activities on page 3 and 4 |
| Writing | I can record adjectives to describe the sound and movement of the waves and storm | This week's book is about a storm and what happens after. Can you guess what our story might be? See the writing tasks on page 5 |
| Art | I can respond and critique work of a famous artist in history. | <ol style="list-style-type: none">1. Look at the painting, "The Battle of San Romano", by Paulo Uccello on page 6.2. Answer the 'Art detectives' questions on page 7, focusing on content, mood, form and process.3. Send in your ideas to your teacher. |

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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Cave Painting

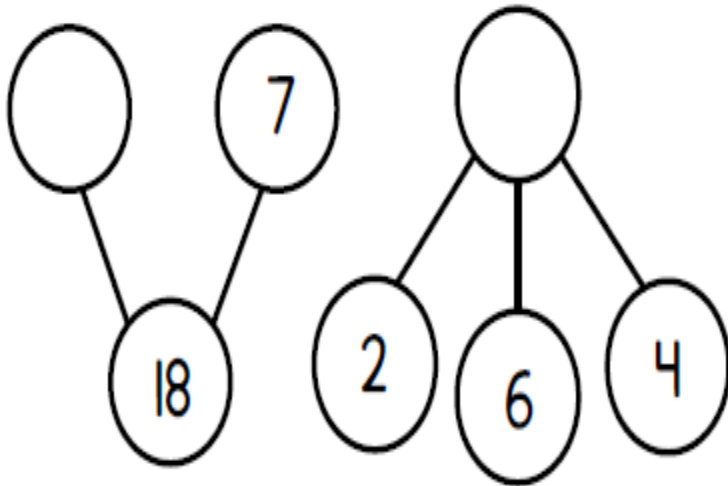
Around 40,000 years ago, groups of ancient people painted some pictures, many of which have survived because they were painted on cave walls and were therefore not open to the elements. They also made some small figures of people and animals, either modelled out of clay or carved out of antler or bone. Most of the surviving pictures are of the animals they hunted, although, surprisingly, none are of reindeer, one their main prey.

Some of the paintings are very large and they are often painted with great skill. For some reason which we do not understand, they often painted a new picture straight on top of an old one, rather than starting on a fresh piece of wall.

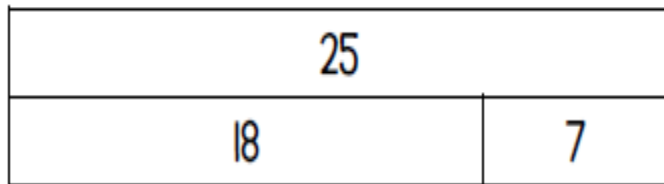
The artists made their paints by collecting charcoal from their fires and different-coloured earth from the surrounding area and mixing it with fat from the animals they had killed. The earth gave them a range of browns and the charcoal was perfect for making black. The resulting substance could then either be used as liquid paint, or moulded into sticks like coloured crayons. Either way, the colour could be applied by rubbing a finger dipped in paint, or a crayon, onto the stone wall to make the pictures.

With some pictures, the artists even blew powdered charcoal or earth through straws made of reeds in order to create prints. Some of the surviving pictures were scratched onto the wall first, using a piece of stone, rather like an artist these days doing a pencil sketch before the painting, although some were painted without being scratched on first.

1 Complete the part-whole models.



2 Use the bar model to complete the number sentences.

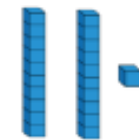


$7 + \square = 25$ $\square - \square = 18$

3 Complete the missing boxes.

| 10 less | Number | 10 more |
|---------|---------|-------------|
| | | |
| | fifteen | twenty-five |

4 Jack makes this number.



Meg makes this number.

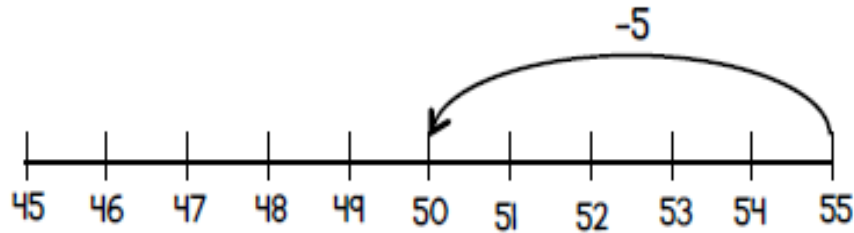


What is the total of their numbers?

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- 5 Amir is working out $55 - 8 =$
He uses a number line.



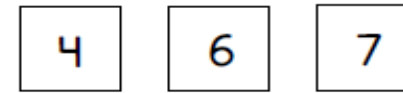
Complete Amir's method.

- 6 Circle **two** numbers which total 100

35 45 55 65 75

- 7 Dan has 28 grapes.
He eats 12 grapes.
How many grapes are left?

- 8 Here are three digit cards.



Use the cards to find two different ways to complete the number sentence.

$$\square + \square \square = 53$$

$$\square + \square \square = 53$$

If each peg on the coat hanger has a value of 10, find three ways to partition the pegs to make the number sentences complete.



$$\square + \square + \square = \square$$
$$\square + \square + \square = \square$$
$$\square + \square + \square = \square$$

What is the total of each addition sentence?
Will the total always be the same?
Explain your reasoning.

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I can record adjectives to describe the sound and movement of the waves and storm

Task 1: Read this sentence: *'One night, a great storm had raged around their house.'*

What images would you draw to show this?

Talk about what you think is happening.

Task 2:

Watch this video of a seaside storm https://www.youtube.com/watch?v=kL_Pz0-V2UQc

In your books, record different **adjectives** that you could use to describe the sound and movement of the waves and storm.

For example: **raging waves**

howling wind

Now write a sentence using adjectives to describe the storm.

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Response to the Battle of San Romano, by Paulo Uccello, 1438-1440.

| | |
|--|---|
| <p>CONTENT</p> <ol style="list-style-type: none">1. Do you like the artwork?2. What is the painting about?3. How many primary/secondary colours do you see? | <p>MOOD.</p> <ol style="list-style-type: none">1. Is this a happy or sad work?2. What do you think the artist was thinking when he made this work?3. After thinking about this work, would you or your adult like to have it in your home? |
| <p>FORM/COMPOSITION</p> <ol style="list-style-type: none">1. What repeating patterns and shapes can you see?2. What plants and flowers can you identify?3. Are there one or more colours that stand out? What are they? | <p>PROCESS</p> <ol style="list-style-type: none">1. How do you think he makes this piece of work? (What materials did he use?) |