



Learning at Home for Year 2

Summer Term 2 - Week 5



Hello Year 2! It's the start of a new week and we are nearing the summer holidays. We hope you enjoyed creating your job adverts, medieval chandeliers and shadow art. We'd love to see some pictures! This week, we are further developing our knowledge about castles and now we want to find out how they were used to defend their owners from attack. We hope you enjoy this week's learning as much as we enjoyed creating it! We are continuing to miss your smiling faces and hope you are all still staying safe!

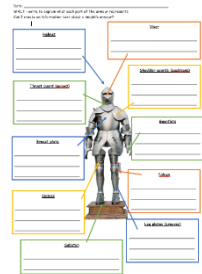
Love Mrs Rayner, Miss Atkins, Mrs Harris, Mrs Skelton and Mrs Buridge

For our theme: Aim! Fire! Attack! Weapons and Warfare

Over the last few weeks, you have been looking at the structures of castles and who works there. This week, we want to find out how a castle is protected from attack. From your previous research, can you remember if there were any important features of a castle that helped to protect it? For example, did arrow slits protect a castle? There were many different weapons a castle would have used to defend itself. In the sentence below we have listed some of them. Try researching what these weapons were and what they did: a bombard, a balista, a battering ram, a mangonel and a trebuchet.

Knight's Armour

We would also like you to spend some time this week looking at the different parts of a knight's armour. You could research this yourself by looking for the following parts: helmet, visor, gorget, pauldrons, breast plate, gauntlets, cuisses, poleyn, leg plates and sabaton. Under the [Year 2 Theme tab](#) is a document called [Knight's Armour Information](#) that has lots of facts for you to read. Next, there is a document called [Armour and Coats of Arms](#) that can be found in the same tab. Write a definition for each part of the knight's armour on the labelling sheet or create your very own sheet by drawing a diagram of a knight and then labelling it in your own way.



Musical Notes

Two weeks ago, you investigated some tuned instruments and made a poster. Some of you may have even made your own instruments using resources from home. This week, we would like you to begin to learn the musical notes on a staff. To be able to play tuned music, you must be able to read musical notes on a piece of paper. The following video will show you how to read and write musical notes using a staff: <https://www.youtube.com/watch?v=7Bv-JiFnoJ4&feature=youtu.be>. Watch the video and come up with your own acronyms to help you remember where the notes are on the staff. In the [Year 2 Theme tab](#), there is a document called [Musical Notes](#) - use this to fill in the notes on each staff. On the last page of this document, there is a musical note fact sheet to help you. Make sure you are clear about whether the note sits in the space or over the line.

Be creative

As we are focusing on the different types of weapons and warfare they had back in the medieval ages, we want you to have a go at making some of them. There are two different options for you to have a go at. 😊



1) Design and create your own coat of arms

In the [Year 2 Theme tab](#), we have added [coats of arms](#) design templates for you to plan what you would like your coat of arms to look like. (Pages 2,3 and 4 of [Armour and Coats of Arms](#)). Once you're happy with your design, have a go at making it! You could use cardboard and coloured pens or pencils to decorate it.



2) Make a 'pop up' fact card for weapons or castle jobs

Create your own fold out fact card to showcase what you have learnt about weapons, warfare and castle jobs in medieval times. Look at the picture on the right to help you. Under each labelled tab is a picture to show what the weapon looks like.



Get Expert in English

Super Spellings!

This week, we want to look at alternative spellings for the sound 'j'. Can you complete the learning in the [Year 2 English tab](#) saved as **Spelling Activities** to help practise the spellings:

gi

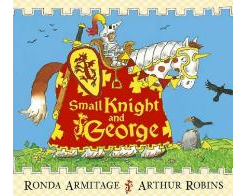
ge

dge

If you cannot print the sheets, copy and complete the activities straight into your learning books.

Reading

This week, we have added a story titled '**Small Knight and George**' to the [Year 2 English tab](#). We would like you to read this story to your parents over the week. On Monday we would like you to just look at the front cover and the blurb on the back cover. Once you've done this, tell your parents what you think the story is going to be about, using clues from the front cover and blurb.



During the rest of the week, you can break the book down into smaller chunks - maybe a few pages a day. After you have read the pages, think about how the small knight is feeling and whether his feelings have changed or not.

At the end of the story, try to think about whether the knight is a typical knight or if there is something different about him. Try to compare the similarities and differences between the small knight and other knights you may have read or heard about.

Writing

For this week's writing activity, we want you to learn more about **jousting**. Under the [Year 2 English tab](#) is a document called '**Jousting**'. Read the first page of information about jousting and then research the following questions with the help from your parents, using the internet.

- Who does jousting?
- What is it?
- When was it invented? Why?



You could record your findings in a mindmap or using these questions as subheadings to write down the answers straight into your writing books.

After you have finished your research, look at this video clip of some knights jousting:

<https://www.youtube.com/watch?v=F4ovVbk4hP0>.

Watch the video really carefully because you are going to act out your own jousting battle! You should map out the key points using the **planner** design found in the Jousting document (page 2) in the [Year 2 English tab](#). This will help you remember each jousting step. Write a quick description of what happens at each stage and draw a picture to match.

Once you've done this, we would like you to write your own set of instructions on how to joust. Don't forget to use the **bossy verbs mat** to help you think of 'bossy' verbs at the beginning of your instruction sentences! This can be found in the [Year 2 English tab](#).

Maths Workouts!

Number facts

This week, for our maths learning, we want to refresh your memories about tallies, block graphs and pictograms. These are used to recording information and make it clear. It also helps us answer questions about the information.

To help you with this learning, practice your 2's, 5's and 10's times tables and related division facts before doing each lesson. In the [Year 2 Maths tab](#), look for the **Statistics Learning for the Week**. You might find it helpful to watch these videos about how to create a:

- tally (<https://www.bbc.co.uk/bitesize/clips/z7r9jxs>)
- a pictogram (<https://www.youtube.com/watch?v=RQDmO1lcTdE>)
- block (bar) graph (<https://www.youtube.com/watch?v=ReW4MPqXTvA>)

Maths Workouts! (continued)

Calculating Skills

Practice your addition, subtraction, multiplication and division skills – look at the **Calculations** document in the [Year 2 Maths tab](#). There are 4 calculations and a challenge for each day of the week! Write the calculations into your home learning books and find the answers. Use the Maths Strategies sheet in the 'Week 1' tab (from before Easter) to help you solve the calculations using the appropriate method. If you want to really challenge yourself, you can write your own calculations, have a go at solving them and then ask your parent to check your answers.

Problem Solving Skills

Test your statistics knowledge using this weeks Dip and Pick card which is on the last page of the **Calculations** document saved in the [Year 2 Maths tab](#). The questions increase with difficulty around the main bubble. The answers will be on the website on Friday.

If you fancy a challenge, can you help Otis work out who the mystery feather belongs to. You will find the mystery under the [Year 2 Maths tab](#) called **The Mystery Daytime Feather**. Once you think you have found who the mystery feather belongs to, you can get your parents to check if you are right by looking at the answers at the end of the document. (Parents to note).

Other Opportunities

Make your own sock puppet! Here is a link showing you how to make Wally the Welly <https://www.bbc.co.uk/cbeebies/makes/swashbuckle-make-your-own-wally-the-welly-puppet>.

If you want to make a different type of sock puppet, there are lots of other ideas on this website <https://www.handmadecharlotte.com/7-diy-sock-puppets/>



Try the amazing **ice melting experiment!**

All you need is some ice, salt and food colouring.

Use this link to show you how to create your own colourful ice sculptures

<https://artfulparent.com/salt-melting-ice-experiment-sculptures/>



You could create your own **medieval ring toss game** to play with your families using just kitchen roll or toilet roll tubes and rope or scrunched up paper for the rings. You could even decorate the rings with different coloured ribbons for each team. The rules of the game can be found on this link:

<https://www.auntannie.com/GamesToMake/RingToss/>



Suggested Timetable

20 minutes to 30 minutes	Spelling Complete the alternative spelling activities.
40 to 45 minutes (1 hour maximum)	Maths Daily maths grid calculations Dip and Pick Mystery Feather maths challenge
10/15 minutes	Morning Play break
Up to 20 minutes	Reading / Word reading Small Knight and George reading
40 to 45 minutes (1 hour maximum)	English Writing activities Jousting instructions
	Lunch break
Between 1 and 2 hours (with a break if desired)	Theme and creative tasks or sport and exercise