

Week beginning Monday 11th May Year 2 Mr Jones

Dear Parents,

I'm glad that you have been so well entertained by minibeasts. I've received a record number of Emails showing off your work. Perhaps you can see your contribution on our class page. I particularly enjoyed seeing the creative ways in which you managed to construct your own minibeast sculptures.

Lots of the activities for this week work best in paper form. Starting from Monday, you can pop into school to pick up a hard copy if you so wish. They'll be in the entrance foyer so there's no need to come into contact with anyone. Safety first!

Science

For the next part of our science we will be learning all about growing. The rather awkward wording in the national curriculum suggests that children should "notice that animals including humans have offspring which grow into adults". I won't be covering reproduction with this unit of work, but curious children ask questions, so it might be an idea to have thought about how you might like to answer them at this stage. Don't say I didn't warn you!

Science part 1.

Thinking about how we grow, our first investigation will be with some old photos. See Mr Jones' [from baby to adult](#). It's a collection of photos of myself to show how I have changed from birth to present day. Feel free to be as rude as you like about my appearance, I can't hear you! Things that your children might notice – that my hair starts off fair, but darkens as I get older. It also gets curly which was strange! You can also see the slow deepening of the creases and wrinkles on my forehead and around my eyes. The lesson here is that there are many ways that people can change whilst they grow. There are also some things that stay the same. Understanding these processes is how we can make estimates at people's ages. Play the game trying to match up my photos to the ages on the worksheet. The answers are on the second page.

Now for this next part, you'll need to assemble a collection of family photographs. Arrange them so that you can see how each family member has changed as they have grown up. What would you say were some of the consistent features? And which things changed? I wonder if your aunties and uncles, grandparents or cousins have some interesting photos hidden away somewhere that show how they have changed and grown?

Science part 2.

Now for a prediction. I have been wondering about how tall Luke will be when he is fully grown. He was quite small when he was born, but so was I! I'm 188cm tall (Or 6foot 2inches in imperial) and my wife is 167cm tall (Or 5 foot 5 inches in imperial). It's tricky to tell, but I think Luke will grow to be as tall as me. But then when I think of the other men in his family, they are all shorter than me, so then I think he might be shorter. My wife's dad is 180cm and her brother is 182cm. I have one two brothers, Declan (182cm) and Harry (170cm). The interesting thing is that these are only predictions. We'll just have to wait and see!

English

We are taking a whole school approach towards English lessons for the next two weeks. We are using the Talk for Writing home-school booklet called **The magical teaching box**. It's much more structured than the English tasks that I have set before and should go some way to keeping children focused. I've seen hundreds of suggestions for home-school learning over the last few weeks, but this is the closest to the way in which I might organise my lessons if I were in the classroom. There is more than enough work in this booklet to take **two weeks**. We'd certainly spend longer than that if we were covering all these skills in class but I do ramble on a bit!

You can pick up a hard copy in school. If you do get stuck, I'm happy to help, it just might be a while before I can reply. I'm still quite busy in school!

Spellings. Here are [week 4 spellings](#) to learn just like last week. I see lots of you are doing very well with your spellings. That's great news.

Maths

Taking advantage of the fact that we can print out work for the week, I have included plenty of adding and subtracting that the children can get on with a bit more independently (well that's the idea at least). I'd suggest one sheet per day should be plenty, but I wouldn't want to hold you back if you find yourself on a roll.

Maths part 1

This is a three part section with three whole sheets to complete, although how far you go is up to you. It's probably been a while since the children have performed addition in this way, so it's worth revisiting the skill. Don't worry if they are a little rusty! See [Adding on a number line](#)

Step 1. Find the largest number on the number line.

Step 2. To add the smaller number to the larger one, count on across the number line.

Step 3. The number you arrive on is the answer!

You might need to use a hundred square for the trickier ones, and you can add ten at a time, by just moving down.

Maths part 2

This is another long recapping session. It's working on [column addition](#), something that we spent a long time on in school. The children should recognise it, but you might need to give them a little reminder. The method is probably identical to the one you learned in school. There are no magic tricks! It's another case of working through the series of sheets. But don't worry if you don't get to the end. Do what you can!

Question of the week

You know the drill - here is another question to get you thinking. See [Question of the week 4](#)

Weekly guide.

I've done away with the weekly guide, since the [Magical Teaching Box](#) booklet should help to keep things in a logical order, and all of the other activities can be completed at any time.

As ever, feel free to E-mail me with work or questions. I'm always happy to help!

Mr Jones