

# YEAR 2 REMOTE LEARNING PLAN

Monday 20<sup>th</sup> April – Friday 24<sup>th</sup> April 2020



## KEY VOCABULARY

<b>habitat</b>	the natural home or environment of an animal or plant.
<b>micro-habitat</b>	a small-scale, specific habitat which supports the survival of certain animals or plants. For instance, a rockpool or a rotting log.
<b>alive</b>	being in a state in which the organs perform their functions.
<b>beach hut</b>	a small building on or next to a beach, used for privacy or shelter while visiting the beach during the day.
<b>coast</b>	the part of the land joined to or next to the sea.
<b>pier</b>	a platform on pillars projecting from the shore into the sea, with entertainment arcades and places to eat on top.
<b>cliff</b>	a steep rock face, especially at the edge of the sea.
<b>tessellate</b>	To cover a surface by the repeated use of a single shape, without gaps or overlapping.

**Help your child by reading the word and trying to put the word into a sentence.**

## ARTS FOCUS

We would like the children to research the artist: **M.C.Escher**. We would like the children to choose one of his pieces of artwork and comment on what they liked and disliked about the art. We would then like the children to explore printing with different objects. Try to print with different objects such as bubble wrap, Lego, leaves etc but use the objects to tessellate as well.

## GEOGRAPHY AND SCIENCE FOCUS

### GEOGRAPHY

We would like the children to complete the following tasks based around the Seaside Then and Now:

1. Using a map/internet, children need to be able to identify where seaside towns are located in the UK. Using a blank map of the UK, can the children highlight and name different seaside resorts?
2. Children need to identify the features of what is found at the seaside. There are templates online to help the children identify these features.

### SCIENCE

1. We would like the children to go on a 'mini beast hunt' maybe when they are on their daily walk. Can the children make a list of the creatures they have seen and where they found them?
2. We would like the children to think of an animal they are already familiar with. We would then like the children to draw/paint/collage this animal in their **habitat**. Please can the children write about the animals habitat and 'predict' why they might live there.
3. Please can the children complete the '**Minibeast and their Habitats**' sheet. This can also be completed on paper.

## KEEPING IN TOUCH

If you have any questions or queries regarding remote learning tasks, please contact your child's class teacher through the email address below.

We invite you to submit photographs of your children's experiences and photographs of completed paper based tasks to:

[year2@sherwood.lancs.sch.uk](mailto:year2@sherwood.lancs.sch.uk)

## SPELLING/PHONICS FOCUS

1. Learn and practice spelling of common exception words: **giant, use, along, grow, sat, window** and the following words: **importantly, especially, confidently, immediately**.
2. Practise writing out each word 5 times.
3. Children need to complete the '**dictionary work**' worksheets. (Found on the Year 2 Week 3 page. Online dictionaries can be used.)
4. When reading, ask the children to identify any words which they don't know the meaning of. Ask them to find the word in a dictionary and write down what the definition of this word is.
5. Please can the children also complete the worksheet entitled '**Year 2 SPaG- Sheet 1.**'

## KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY

1. We would like the children to practise adding and subtracting multiples of 10 from a two digit number, e.g  
**45 + 20 = ?, 34 + 40 = ?, 23 - 10 = ?, 89 - 30 = ?**
2. We would like the children to visit the following website:  
<https://www.topmarks.co.uk/maths-games/hit-the-button>.  
This website has lots of activities for the children to practise their doubling and halving of numbers. There are also opportunities for them to practise their multiplication facts.
3. Keep practising number bonds to 20. If children are secure with this, ask them to practise number bonds to 50 e.g  $43 + ? = 50$ ,  $33 + ? = 50$ ,