

SHERWOOD PRIMARY SCHOOL

YEAR 2 REMOTE LEARNING PLAN

Monday 22nd June – Friday 26th June 2020



Our theme this week is:

HEALTHY US!

KEY VOCABULARY

nutrients	substances that are needed for healthy growth and development.
energy	the ability to be active.
food miles	refer to the distance food has travelled to get from where it was produced to where it is sold.
continuously	something which is going on without stopping.
root words	are basic words with no suffixes added to them. By adding suffixes to a root word we can change its meaning.
recipe	a set of instructions for making something.
feedback	helpful information given about something that has been made. It could be something they liked or what could be improved.

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

ARTS FOCUS

This week, we would like the children to design a 'keep your hands clean' poster for school. This is very relatable to the current situation. We would like the children to come up with creative ways of displaying their poster. The more creative the posters/displays are, the more rainbow points the children will receive!

SCIENCE AND PE FOCUS

SCIENCE

1. This week, we would like the children to research and answer the following question:
What nutrients do our bodies need?
Please can the children answer this question in their Remote Learning Books.
2. Please can the children draw a picture of themselves and label the body parts. Please can they also label what nutrients they need eg glucose for muscles, calcium for bones.

PE

We would like the children to conduct an experiment which involves exercise. Please can the children split a page in their Remote Learning book with a vertical line down the middle. Label one column "before" and the other "after." Discuss with the children how they are feeling whilst they are sitting still. Encourage them to think about how much energy they have. Write words or phrases in the "before" column. Ask the children to complete a variety of exercises e.g sit-ups, push-ups, jogging in place, or jumping jacks. Exercise for 5 minutes. Ask the children to write down how they are feeling after exercising in the "after" column. Discuss with the children what they notice has happened to their bodies during exercise.



GEOGRAPHY FOCUS

For Geography this week, we would like the children to carry out some research about where our food comes from. The children can choose between 5-10 different foods and then research where they come from. Once the children have researched this, we would like them to fill in the following sheet which will be placed on the download section on the Y2 page. This will be entitled "Where does my Food come from?"

Food Item	Where It Comes From	Food Miles

How far has all the food in your shopping travelled?

It's about 25,000 miles around the Earth. Has your shopping travelled that far?



SHERWOOD PRIMARY SCHOOL

CORE LEARNING TASKS

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ENGLISH CORE LEARNING TASKS

TASK 1

For the first English task this week, we would like the children to create, invent and write a description a new physical game that will increase their rate. This links brilliantly with the PE task. The children need to think about the following points when designing their game:

- **What equipment will you use?**
- **How many people are involved?**
- **What are the rules for the game?**

Please write can the children write their new game in paragraph form. They can also illustrate their game underneath their paragraph.

TASK 2

Please can the children design and then make a healthy snack that they could sell at school. We would like the children to make this snack and then write a recipe to explain what ingredients they used and the method they undertook to make their snack. Afterwards, allow the children to choose a 'taste' tester. This can be someone living in their household. The 'taste' tester has to provide feedback on the snack. Children need to provide this feedback at the bottom of their recipe.

MATHS CORE LEARNING TASKS

TASK 1

This week, we would like the children to focus on intervals of time such as days and months. We would also like the children to draw the hands on the clock in TASK 2. Please can the children answer the following questions in their Remote Learning Books:

Months of the year

1. How many months are there in a year?
2. What is the last month of the year?
3. What is the first month of the year?
4. Name a summer month.
5. Name a spring month.
6. Name a winter month.
7. Name an autumn month.
8. During which month is Christmas?
9. Which is the fourth month of the year?
10. Which is the second month of the year?

Days of the week

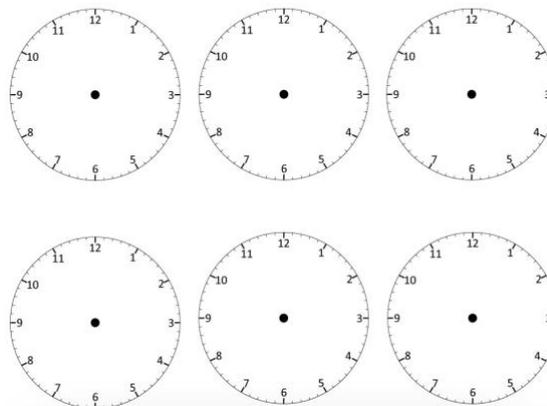
1. How many days are there in a week?
2. Which two days make up the weekend?
3. How many days are there in a school week?
4. What is the first day of the school week?
5. What is the last day of the school week?
6. Which day comes after Monday?
7. Which day comes before Friday?
8. Which day is half way through the school week?
9. Which day is two days after Thursday?
10. Which day is two days before Saturday?

MATHS CORE LEARNING TASKS

TASK 2

Draw hands on clock faces to show these times:

- Quarter to 12
- Twenty past 9
- Ten to 5
- A time between half past 6 and 7 o'clock
- A time between 3 o'clock and half past 3.
- A time closer to 10 o'clock than 11 o'clock.



SPELLING/PHONICS FOCUS

1. Learn and practise spelling of common words **been, must, hard, am, run, red, bed, air, classroom, together, grandmother**. Can the children write sentences which include these words?
2. Introduce the 'ing' suffix and explain that we use this suffix when we are discussing something we are doing continuously. The action is happening For example, *I meet my friend/I am meeting my friend. I eat my dinner/I am eating my dinner.*
3. Ask the children to find words containing the -ing suffix in something they have read or are reading. Ask the children make a list of all the -ing words they have found. Can the children write their own sentences with some of the -ing words they have found?
4. Please can the children visit the following website: Phonics Play. We use this website in school. It is free to login due to school closure. We would like the children to have a go at the following game whereby they have to add -ing to root words. Username: march20 password: home <https://www.phonicsplay.co.uk/member-only/TumblingTumbleweeds.html>

KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY

Please can the children complete the following test. This can be printed out or completed in their Remote Learning books:

1)	I have 2 FIVES and a TEN. How much money?	p
2)	What is the next number in the sequence? 5, 10, 15, 20, 25, 30, 35, _____	
3)	Shade all the spheres green and the cubes blue. 	
4)	17 subtract 5	
5)	Which of these numbers is a multiple of 10? 26 32 19 40 55 12	
6)	What number is the Roman numeral V?	
7)	How much money? 	p
8)	5 + 7 + 3	
9)	Fill in the missing numbers. 42 41 _____ 39 38 _____	
10)	I have 2 FIVES. How much more money do I need to make 17p?	p
11)	Circle the biggest number? 37 41 83 52 112 75	