

YEAR 2 REMOTE LEARNING PLAN

Monday 13th July – Friday 17th July 2020

Our theme this week is:

Under the Sea

KEY VOCABULARY

seahorse	a tiny fish that is named for the shape of their head, which looks like the head of a tiny horse.
instrumental	played on an instrument rather than sung.
saltwater	is water with salt in it (also called saline water).
superlative	an adjective which compares three or more nouns. It shows the highest degree or the most quality.
publish	the act or process of producing (a printed work) and selling it to the public.
Great Barrier Reef	is the world's largest and longest coral reef system,

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 FOCUSART

We would like the children for their final art task to draw a seahorse and decorate it how they wish. This could be coloured, painted or collaged. If the children watch the following video, they will be able to follow step by step instructions on how to draw a super seahorse. Keep persevering- you can do this!

<https://www.youtube.com/watch?v=e5wjvaUI5H4>

MUSIC

We would like the children to listen to the following song '**Creatures of the Deep**' by Alan Simmons. The song will be placed on the downloads section as well as the instrumental version. We would like the children to learn and sing this song in tune to the instrumental version. The words will also be available. We would love to see some clips of the children singing the song!

SCIENCE AND TECHNOLOGY FOCUSSCIENCE and DT

For their final Science task, we would like the children to design and make an object that floats on saltwater. The reason we have chosen saltwater as this is a true likeness to the sea. We would like the children to use a range of household items to create their model (they need to ask for permission first of course!). After the children have made their model we would like them to test it out. When their model is in the saltwater, we would like the children to time how long it floats before it sinks (if at all!). We would like it if the children could take a picture of their model on the water. Afterwards, we would like the children to stick the picture in their Remote Learning books and evaluate their design: **What worked well? What could be improved next time? Was the material correct? Why did it sink/float?**

GEOGRAPHY FOCUS

For the Geography task this week, we would like the children to research about the Great Barrier Reef. We would like the children to produce an information leaflet about this incredible underwater haven. We would like the children to include the following in their leaflets:

- What is it?
- Which country/continent is it located?
- Why is it special?
- What lives there?
- How big is it?
- Why do we need to protect it?

There are lots of ideas online to help with your research and how to lay out your work. Remember to stay safe online!



CORE LEARNING TASKS

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ENGLISH CORE LEARNING TASKS

We hope the children have enjoyed listening to *The Girl with the Sharks Teeth* by Carrie Burnell reads aloud by Mr Sutcliffe. For our two remaining English Core Learning Tasks of the school year (!), we would like the children to:

TASK 1- PLAN and VERBALLY TELL



Plan a short story all about the day the children fell off a boat. We would like the children to try to think about the following: *what happened to you? Did you fall into the sea? What did you discover? Why were you even on the boat in the first place? Were you on your own? How did you fall off?* We would love to see the children plan a: beginning, middle and end. When we plan our stories at school, we jot down notes or produce a story map that the children are familiar with (see image on the left). After the children have planned their story, we would like them to 'sum up' the main points by reading their ideas/story maps aloud to a sibling or an adult.

TASK 2- WRITE, EDIT AND PUBLISH

When the children are happy with their plan, they need to write their story with a clear beginning, middle and end. Once they have written their stories, we would like it if the children re-read what they have written, making any changes (such as spellings, grammar or even improving their use of adjectives). They may check anything with an adult if they are unsure. Once the children are happy with their edited piece of writing, they need to publish their story. This could be done by writing out their edited piece of writing on a new piece of paper, writing on a paper with a fancy border or typing it up. Enjoy!

MATHS CORE LEARNING TASKS

This week, we would like the children to take part in the Year 2 Maths quiz. We would like the children to complete this as independently as possible. We would like parents/carers to mark the quiz for the children and give them a score out of 17! Questions can be read aloud if required. 17/17 gets 15 Rainbow Points! Good luck!

Round 1

1. What is $10 + 4$?
2. How many tens are there in 45?
3. How many hours are there in one day?
4. How many days are there in a week?
5. Is 143 odd or even?

Round 2

1. Listen to this sequence - 110, 115, 120, 125, 130. What are the next 2 numbers?
2. Work out the answer: $24 + 32 =$
3. What 3d shape has 8 corners, 6 faces of equal size.
4. The total of a sum is 14. What could the number sentence be?
5. What is the difference between 4 and 8?

Round 3

1. What is the missing number: $12 + \square = 23$
2. Write the number: four hundred and fourteen.
3. What is half of 26?
4. What is double 42?
5. Round the number 23 to the nearest 10.

Round 4

1. Look at this number sentence: $74 - 13 = 61$. Write three more number sentences using these numbers.
2. Rosie spent 24p. She spent 8p more than Suzy. How much did Suzy spend?

SPELLING/PHONICS FOCUS

1. Learn and practise spelling of the common words **best, bad, tea, top, fell, box**. Can the children put these words into their own sentences?
2. Explain to the children that this week, they are going to be learning about 'superlative' adjectives, for example, **biggest, tallest, smallest, coldest**. Superlatives describe the most cold, tall, big, etc. something can be.
3. Ask the children to choose someone who is familiar to them and see if they can describe them using superlatives. The children may want to draw the person as well.
4. Working with an adult, give children a range of emotions to act out: grumpy, sad, happy, lonely, hungry. Get the children and adult to look at each other and choose who has acted the grumpiest, the saddest etc. Ask someone else to judge the winners!

KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY

Please can the children complete the following either in their Remote Learning Books or on the sheet:

1) 14 subtract 10	
2) $60 + 7$	
3) Write down the number ninety five.	
4) Tick the shapes that are half shaded.	
5) A large bag of flour weighs 2 kg. How much do 6 bags of flour weigh?	kg
6) How many?	
7) Circle the smallest number.	
8) $10 - \underline{\quad} = 3$	
9) The date is 3 rd June. What will the date be in a week?	
10) What has been done to this shape? flip turn or slide	
11) I have 3 TENS and 3 FIVES. How much money do I have?	£
12) A can of cola contains about 8 spoons of sugar. How much sugar in 2 cans?	spoons
13) Circle the numbers which are multiples of 5?	