

<p><b>Year 2 Remote Learning Overview</b> <b>Week Beginning 22/3/21</b></p>	<p><b><u>Remote Learning Information for Parents</u></b> We know remote learning can be difficult and depending on your circumstances will vary. This planning sheet is a range of activities that mirror the Year 2 learning in school this week as much as possible. We would suggest a daily Maths, English and Phonics (when possible) and focusing on one or two of the foundation activities each afternoon. Please attach any completed work on your Teams account via the Remote Learning assignment.</p>	<p><b><u>English</u></b> Major Glad, Major Dizzy See 'Pathways to Write' booklet for activities. Monday – Session 10 Tuesday – Session 11 Wednesday – Session 12 Thursday – Session 13 Friday – Session 14</p>	<p><b><u>Maths</u></b> In school we use Big Maths as our teaching scheme. If you are learning from home, support materials for the CLIC stage your child is currently on can be accessed via the Teams account.</p>
<p><b><u>Geography</u></b> Keep a record of the weather each day. If possible, make a note of the outside temperature each day. Watch the weather forecast. Was it correct? Create a weather chart to record each day's weather. What symbol or picture could you use for each weather type?</p>	<p><b><u>History</u></b> Toys Watch the video at <a href="https://www.youtube.com/watch?v=EDAPaEVr1Hk">https://www.youtube.com/watch?v=EDAPaEVr1Hk</a> showing toys across the decades. Using the PowerPoint in additional resources along with this video, can you compare and describe the toys children had in the past and now. Use words like 'before', 'then', 'now', 'after' and 'recently'. Can you give reasons why toys were so different in the past?</p>		
<p><b><u>PE</u></b> Each child has a ball, which they bounce and catch in a designated area. They should use both hands to bounce and then one hand, trying both left and right. Try the same skill but this time walking or jogging, depending on ability. Select a child to model good technique. They should bounce the ball in front of them where they can see it and use target hands to catch. Instead of catching the ball, ask whether they bounce it with one hand, standing still first then progressing to moving. This is dribbling the ball. Model good technique – push the ball into the ground, rather than patting it and keep the ball out in front. Any ball bounce should be between the chest and waist. The children should dribble the ball in and out of other players, always keeping control. In a restricted area, the children dribble the ball at the same time as looking out for another player who is losing control, and hit their ball out of the area. They must keep control of their ball at the same time. If their ball is hit out, the child should run and collect it and join back in. Make it competitive by giving each child three lives. If their ball is knocked out, they lose a life. If they lose all three lives, they are out. They can still come back into the game without a ball and try to knock others' balls away.</p>			