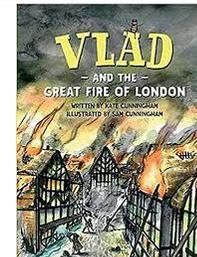


Year 2 Remote Learning
Overview
Week Beginning
22.11.21

English



Remote Learning Information for Parents

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 focusing on one or two of the foundation activities each afternoon.

If you need any resources please email your child's class teacher.

Monday: What is a verb? Complete the PPT and the worksheet to identify verbs in words.

Tuesday: What is an adverb. We can make some adverbs by adding the suffix ly to the end of adjectives. Together change the adjectives to adverbs. Can you put each adverb into a sentence? Now read up to slide 4 of Vlad and the Great Fire of London. What are the characters doing? Can you write sentences and add adverbs to describe what is happening in the picture?

Wednesday: Read up to slide 10 of Vlas and the Great Fire of London. What do you imagine the streets of London were like as the fire took hold? Close your eyes and imagine the noises you would hear, the smells you would smell and the sights you would see. What did you imagine?

Watch the video clip up to 2.44 <https://www.youtube.com/watch?v=t1aMd99PqFA>

Create a list of noun phrases and adverbial phrases to describe what could be seen and heard and the feeling of panic as the houses were engulfed in flames. Now create a setting description of when the fire took hold. Make sure you include your extended noun phrases and adverbs to create a clear image of London.

Thursday: Read Finger Story from A Great Big Cuddle. Rehearse the poem, adding actions for what the fingers are doing. Now take the structure of the poem and apply it to the subject of the Great Fire of London. Together write a verse of the poem ensuring the use of adverbs. e.g.

London's burning brightly,
London's crashing shudderingly,
London's screaming loudly,
London's racing wildly.

Friday: Handwriting practice. Go to <https://www.fireoflondon.org.uk/story/the-fire/> and read the story of the fire. Choose your favourite 3 facts and copy them out using your very best handwriting.

<p style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;">This week we will be learning all about money.</p> <p>Monday: Complete the Oak Academy lesson based on comparing different amounts of money. https://classroom.thenational.academy/lessons/to-compare-different-amounts-of-money-6gwk8c</p> <p>Tuesday: Complete the Oak Academy lesson on addition and subtraction in the context of money. https://classroom.thenational.academy/lessons/to-use-addition-and-subtraction-in-the-context-of-money-cmv32c</p> <p>Wednesday: : Complete the Oak Academy lesson on exchanging money for items. https://classroom.thenational.academy/lessons/to-exchange-money-for-items-crv3je</p> <p>Thursday: Complete the Oak Academy lesson on drawing line with specified lengths. https://classroom.thenational.academy/lessons/drawing-lines-with-specified-lengths-6hgkac</p>		<p style="text-align: center;"><u>DT</u></p> <p style="text-align: center;">This week we are going to be beginning our topic of creating a Christmas tree decoration.</p> <p>Have a look through your Christmas tree decorations. What are the decorations made of? What makes them appealing? Which is your favourite and why?</p> <p>Have you got any decorations made from material? If not have a look at some pictures on the internet. Look closely at how the decoration is made. Is it sewn or glued? Is it stuffed or flat?</p> <p>Task: This half term we will be creating our very own material Christmas tree decoration. We will be sewing in order to fit the different sections together. On a sheet of paper, design your own decoration adding in details of the resources you will need and the techniques you will use to fit the parts together.</p>
<p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;">Fire Safety</p> <p>Read through the slides together on hoax calling relating to the fire brigade. Discuss the points raised. https://schools.1decision.co.uk/info/module-resources/5-8-V2/presentations/ks1-fs-hoax-calling-lesson-guide/</p> <p>When the slides tell you to watch the video, click on the link below. https://schools.1decision.co.uk/info/videos-5-8/hoax-calling-scorm/index.html</p>	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;">What makes a good photographer?</p> <p>Complete the PowerPoint looking at what makes a good photo.</p> <p>Have a go at taking your own photographs when it tells you to, ensuring the main subject is in focus, it is framed correctly and that you are close enough or far enough away to see all detail.</p>	<p style="text-align: center;"><u>Science</u></p> <p>Look at ideas of what things that are living have in common. Watch the following video to see if you were correct. https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zs73r82</p> <p>Discuss what it means to be alive. Is it possible for something to have once been alive and now be described as ‘never been alive’? Why? To help children understand the idea of ‘never alive’ find a battery-operated toy which moves. Ask your child to think about whether the battery-operated toy is living, dead or has never been alive. Encourage your child to explain their answer. Of course, the battery-operated toy can move, it gets energy from the battery, it might fall over or change direction if it hits an obstacle (sensitive); but it does not breathe, it does not go to the toilet and it can’t have babies. It is not alive, and has never been alive, which therefore means it cannot be dead.</p> <p>Encourage your child to write down their understanding of why the toy is not alive.</p>

PE

This week we are focusing on the sport of tennis.

With a racket, dribble a ball around a given area using forehand and backhand touches. Try to change direction as often as possible.

Now bounce the ball with your racket. Begin by bouncing on the spot. Can you control the ball by just using your racket? Once mastered, try writing your name on the ground by bouncing the ball in the shape of the letters. Can you move around the area walking, jogging, skipping whilst still bouncing the ball?

Finally, try hitting the ball to a partner. After one bounce, can your partner catch the ball between their racket and their hand? If successful try hitting the ball back. How many times can you hit the ball to each other before it bounces more than once?