

**Year 2 Remote Learning
Overview
Week Beginning
27.9.21**

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.

Please send any home learning to your class teacher using the class email.

Maths

This week we will be learning all about time

Monday: Complete the lesson: "Naming and ordering the months of the year" on the Oak Academy website <https://classroom.thenational.academy/lessons/naming-and-ordering-the-months-of-the-year-crw2d>

Tuesday: Complete the lesson: "Sequencing events in chronological order", on the Oak Academy website <https://classroom.thenational.academy/lessons/sequencing-events-in-chronological-order-64uk2r>

Wednesday: Complete the lesson: "Measuring time in minutes and seconds" on the Oak Academy website <https://classroom.thenational.academy/lessons/measuring-time-in-minutes-and-seconds-68vp6c>

Thursday: Complete the lesson: "Measuring time in minutes and seconds", on the Oak Academy website <https://classroom.thenational.academy/lessons/measuring-time-in-minutes-and-seconds-68vp6c>

Friday: Today is a chance to go over anything your child had difficulty with or needed more practise with throughout the week.

English

Leaf by Sandra Dieckmann



Monday: Building on from the work completed in class last week, read the book up to 'but no one was brave enough to talk to him.' What have you learned so far about the polar bear? How do you know he does not belong in this place? How do you think he is feeling? Write words to describe the feelings of the bear. Focus on using synonyms (alternative words which mean the same) to extend vocabulary. How do the animals feel about him being there? Why do they want him to leave? Why will they not talk to him? Write words to describe the animals' feelings. Are there any similarities between the polar bear and the other animals? Have a look at the crows in the tree. Do they feel the same way as the other animals? What makes you think this? Together, role play a conversation between one of the animals and the crows. The animal needs to persuade the crows not to speak to the polar bear and to help them in a plan to make him go away. What would they say to each other? What language would they use to persuade the crows? Now draw a picture of the crows and animals and add speech bubbles to show what they would be saying.

Tuesday: Continue reading the next 2 pages of the story until '*Soaking wet, the bear stomped back to hide once again in the dark cave.*' What do you think the bear was doing? Why was he covered in leaves? Why did he jump off the cliff? Why has the author used the words 'stomped' and 'hide'? How do these imply the bear is feeling? Your task today is to put yourself in the fox's position and create a report of the days events. Together watch today's Newsround focusing on how the news is being reported and the language being used. <https://www.bbc.co.uk/newsround> Begin by verbally creating before writing it down. Make sure you write in full sentences using capital letter, full stops and spaces between your words. Your extra challenge is to try to add noun phrases to your writing and use the conjunction 'and' to join two sentences together.

Wednesday: Run through the PowerPoint teaching how to use the conjunction 'because' correctly. Once complete, read the next page of the book up to '*So they decided nothing – only that they didn't agree.*' Using full sentences, noun phrases and the conjunction 'because', can you write what the different characters would be saying in order to try to persuade the others to change their mind?

Thursday: Read the book up to the page where the bear washes up on the beach again and the crows decide it is time to talk to the bear. Today you are going to focus on the polar bear. Now that the animals are ready to listen, what do you think the Polar bear will tell them? Discuss how he will tell them his whole story so far. Together create a story map of the events in the correct order. Encourage your child to add noun phrases to the map which can be used when telling the polar bear's story. Focus on the bear's feelings and not knowing what to do. Now change your map to a full description of the polar bears story so far. Remember to use capital letters and full stops, noun phrases and the conjunction 'because' within your writing.

Friday: Handwriting practice – search the internet for a favourite poem relating to the Arctic. Copy out the poem using your best handwriting. Make sure your letters are all the correct size and sitting on the line. Read your poem to your friends and family once it is complete.

Geography

Begin by telling your adult what can you remember about Antarctica from Year 1. This week we are going to be learning about the Arctic. Unlike the South Pole, the North Pole is not on land. Take a look on Google Earth and see if you can spot the North Pole in the middle of the ocean.

The area around the North Pole is called the Arctic Circle. Can you find a map on the internet which shows the Arctic Circle.

Your job today is to see if you can find out what continents and countries lie within the Arctic circle. Use your map to make a list of the different continent and then the country which lies within it.

Art

Last week we drew sketches of real bears in different positions and created a list of non-negotiables that makes a bear look like a bear (head, ears, nose, four legs, small stubby tail) Today we are thinking about if it is possible to draw a bear, with some of these missed out. Would it still look like a bear?

Your job is to collect one of your favourite teddy bears. Place him in different position. Can you always see all of the non-negotiables? Even without these can you still tell it's a bear?

Now sketch your bear in different positions, making sure each time a different non-negotiable is left out of your sketch.

Science

Ask your child to tell you about the 2 different habitats we have looked at (Arctic and Rainforest). What are the differences between the 2? (Give prompts – climate, seasons, plants, animals). How has the polar bear and sloth adapted to their habitats?

Today we are looking at what these 2 animals eat and where they are in a **food chain**. Explain that a food chain is a way of showing how animals get their energy through food. Watch <https://www.bbc.co.uk/teach/class-clips-video/science-ks1-the-food-chain/zbr8d6f> up to 1.26 (pause and watch remainder of clip at the end of the session).

Highlight the important vocabulary 'producer' and 'consumer', 'prey' and 'predator'. Together create a food chain for a sloth. Draw an image of plants with an arrow to the sloth. As drawing the arrows say 'is eaten by' to help reinforce the direction. Which is the producer in this food chain? (plant) Which is the consumer? (Sloth) Provide children with sloth food chain pictures to sort.

Repeat the activity but this time for a polar bear. Encourage your child to complete this independently. It should look something like

algae → shrimp → fish → seal → polar bear

Can you label your food chain with 'consumer' and 'producer'?

PE

Repeat this task at least twice in the week in order to develop the essential skills.

This week we are continuing to build upon our knowledge of how to play the game of cricket. We have already focused on bowling techniques, the role and position of the wicket keeper, how to hold the bat properly and beginning to develop our fielding skills. This week we are developing our fielding skills further.

With a partner, stand about 10 metres away from each other. One person rolls the ball to the other whilst the other person has to make a barrier with their body to stop the ball. Try turning your body or kneeling down so the ball hits your leg in order to stop it. Which technique is most effective? Swap over so the other person has a turn.

Now focus on your throwing technique. Once you have stopped the ball with your body, throw the ball back to your partner, as quickly as you can, allowing it to bounce once before it reaches them. Can you throw back whilst still kneeling down?

Once the fielding has been mastered, play your own game of cricket. Feel free to use any kind of bat if you do not have a cricket bat at home and encourage as many people as possible to join in. The main focus of this lesson is to develop fielding skills.

PSHE

Talk to your child about what they know about feelings and emotions and ask them for some examples of when they have felt this way.

Look through the Feelings PowerPoint with your child ask the children why they may be feeling this way. Get the children to use other words than just happy and sad (excited, upset, devastated).

Play a game where one of you pulls an emotional face and the other has to describe how they are feeling. Make it clear that words don't often tell us how someone is feeling, it is more about their face but also their body language. Discuss and act out what your body language may look like when experiencing different emotions.

Now play another game. One of you is to walk into the room displaying body language and facial expressions for different emotions (upset, happy, excited, angry, unsure, nervous etc). The other person is to show how they would react in order to support that person. Teach your child how different reactions to emotions can then have a knock on effect of what happens next.