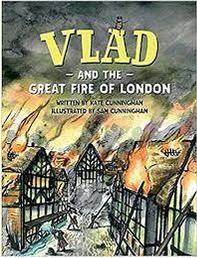


<p align="center">Year 2 Remote Learning Overview Week Beginning 8.11.21</p>	<p><u>English</u></p>	
<p>Remote Learning Information for Parents We know remote learning can be difficult and depending on your circumstances will vary.</p> <p>This planning sheet is a range of activities that mirror the Year 2 learning in school this week as much as possible.</p> <p>We would suggest a daily Maths, English and focusing on one or two of the foundation activities each afternoon.</p> <p>If you need any resources please email your child's class teacher.</p>	<div style="float: right; text-align: center;">  </div> <p>Monday: Complete the Great fire of London comprehension in order to discover the basic information about the event.</p> <p>Tuesday: Look at Slide 1 of Vlad and the Great Fire of London. What do you see? Write down noun phrases to describe what you see. Together write a setting description using the noun phrases, focusing on identifying the end of sentences and the comma rule when writing a list of adjectives before the noun. Read slide 2. Discuss the images focusing on position, housing, clothing etc. Now encouraged your child to independently create a setting description to describe what London looked like in 1666.</p> <p>Wednesday: What is a verb? Complete the PPT and the worksheet to identify verbs in words.</p> <p>Thursday: 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?</p> <p>Friday: Handwriting practice. Have a look on the internet and find an Autumn poem you like. Copy out the poem using your best handwriting. Make sure your letters are the correct size to each other and are sitting on the line.</p>	
<p><u>Maths</u></p> <p>This week we will be learning all about length.</p> <p>Monday: Complete the Oak Academy lesson using standard and non-standard units when measuring. https://classroom.thenational.academy/lessons/using-standard-and-non-standard-units-when-measuring-cn3jr</p> <p>Tuesday: Complete the Oak Academy lesson on estimating and comparing length. https://classroom.thenational.academy/lessons/estimating-and-comparing-length-6ngk2c</p> <p>Wednesday: : Complete the Oak Academy lesson on estimating length in centimetres. https://classroom.thenational.academy/lessons/estimating-length-in-centimetres-60t3ac</p> <p>Thursday: Complete the Oak Academy lesson on measuring length in centimetres. https://classroom.thenational.academy/lessons/measuring-length-in-centimetres-70r6ad</p>		<p><u>PE</u></p> <p>This week we are focusing on developing volleyball skills.</p> <p>Ask a partner to throw a soft ball into the air. With your fingers interlocked, thumbs together and arms parallel to each other, can you volley the ball back. Keep practising until you can return the ball for your partner to catch.</p> <p>Extend further by both people volleying the ball to each other. How many times can you do this without the ball hitting the floor?</p>

History

Today you are going to use sources to find out more about The Great Fire of London but before we can do that we need to decide if we are choosing a reliable source or one which can't be trusted.

Watch the story

<https://www.youtube.com/watch?v=DSH81jl-uAk>

Do you think this was a good source of information about the fire? Why? Why not? Encourage your child to realise that it was a story which contained some information but most of the words were story language not factual language.

Look at the following website.

<http://www.fireoflondon.org.uk/browse-the-/>

Discuss how this source of information differs. Why is this more reliable? (Actual objects from the time, eyewitness accounts)

Independent work:

Now you know where to go to find out reliable information, what would you like to find out about the fire? Generate some questions which can be researched next lesson.

Science

Watch the following video to discover what all living things have in common.

<https://www.bbc.com/bitesize/articles/zs73r82>

Is it possible for something to have once been alive and now be described as 'never been alive'? Why? Find things in your house which have never been alive and describe how you know. Encourage your child to use the terms of movement, breathing, going to the toilet, having babies to give reasons for it never being alive. Make it clear that if it is not alive, and has never been alive, therefore means it cannot be dead.

Teach:

Using the objects collected from around the house which have never been alive, draw the objects and write down sentences to say why it has never been alive. Encourage your child to think about the materials used to make the object.

PSHE

Body Language: Complete the slides on body language on the link below.

<https://schools.1decision.co.uk/info/module-resources/5-8-V2/presentations/ks1-rel-body-language-lesson-guide/>

When the slides ask you to watch the video, click on the link below.

<https://schools.1decision.co.uk/info/videos-5-8/body-language-video-scorm/index.html>

RE – Remembrance Day

Together look through and discuss the Remembrance Day PowerPoint.

Write a poem or prayer of remembrance.

