

**Year 2 Remote Learning  
Overview  
Week Beginning  
31.1.21**

**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.

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

**English Dragon Machine**

Use the following website to access a copy of the book we are using in school this week. Please only read the pages as instructed each day <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/>

**Monday:** This week we will be looking at the structure of the story *The Dragon Machine*, before writing our own story on a similar theme. Using the pictures from the book, sort them into what happened at the beginning of the story, what happened in the middle and what happened at the end (2 pictures for each section). Now complete the story grid. Do not write the full story, but notes of what happened in each section, just like the example on the sheet.

**Tuesday:** Today is your chance to plan your new story. Using the planning grid from yesterday now change the character and the machine in order to create your own story. Use the characters and machines discussed last week but keep the events of the story the same as *The Dragon Machine*. Verbally tell your story to a grown-up, focusing on speaking in full sentences and adding as much description as possible. Your extra challenge is to add a question sentence and an exclamation sentence but remember, they must flow within the story.

**Wednesday:** Today we would like you to begin writing your story. Focus on the beginning. Make sure you tell the reader what creature you found and what cheeky things they were getting up to. At this point a character description would be a good thing to add in order to paint a picture of the characters in the reader's mind. Make sure you think carefully about your sentences before you write and use the correct punctuation throughout. Try to extend your sentences using the conjunctions because, what, and, so etc, and remember to add adjectives and adverbs to give more detail. Maybe you could even start your writing with a question sentence or add an exclamation sentence at the end of your character description.

**Thursday:** Today you will finish your story. Continue on from yesterday by describing the machine you will make and the journey of getting them home. Finish your story with a similar ending to *The Dragon Machine*. You will be alone after your machine is broken but then your family comes to save you and you will get a pet creature disguised as another animal. Again, think carefully about your sentences before you write. Try to add as much description to your story as you can. If you didn't have a question or an exclamation sentence yesterday, try to add them in today.

**Friday:** Re-read your story and edit anything you notice is incorrect. Maybe you have missed out some vital punctuation. Maybe you could add a few more adjectives or adverbs to bring your story to life. Maybe you could add another question or exclamation sentence. Once you are happy with your work, copy out your finished story in your best handwriting and put it up on your fridge for any visitors to see.

<p style="text-align: center;"><u>Maths – Addition and Subtraction</u></p> <p><b>Monday:</b> Complete the Oak Academy lesson on applying knowledge of number bonds. <a href="https://classroom.thenational.academy/lessons/to-apply-knowledge-of-number-bonds-c4v6cc">https://classroom.thenational.academy/lessons/to-apply-knowledge-of-number-bonds-c4v6cc</a></p> <p><b>Tuesday:</b> Complete the Oak Academy lesson on adding 2 digit numbers and ones. <a href="https://classroom.thenational.academy/lessons/to-add-two-digit-numbers-and-ones-65j36d">https://classroom.thenational.academy/lessons/to-add-two-digit-numbers-and-ones-65j36d</a></p> <p><b>Wednesday:</b> Complete the Oak Academy lesson on comparing the mass of two objects. <a href="https://classroom.thenational.academy/lessons/to-subtract-two-digit-numbers-and-ones-65h62c">https://classroom.thenational.academy/lessons/to-subtract-two-digit-numbers-and-ones-65h62c</a></p> <p><b>Thursday:</b> Complete the Oak Academy lesson on using mathematical models and strategies for subtraction <a href="https://classroom.thenational.academy/lessons/to-use-mathematical-models-and-strategies-for-subtraction-64tk4d">https://classroom.thenational.academy/lessons/to-use-mathematical-models-and-strategies-for-subtraction-64tk4d</a></p> <p><b>Friday:</b> Complete the Oak Academy lesson on subtracting a 2 digit number and ones. <a href="https://classroom.thenational.academy/lessons/to-subtract-two-digit-numbers-and-ones-65h62c">https://classroom.thenational.academy/lessons/to-subtract-two-digit-numbers-and-ones-65h62c</a></p>		<p style="text-align: center;"><u>PE</u></p> <p style="text-align: center;"><b>Netball</b></p> <p><u>Warm up</u> – Place 3 objects, 5 metres to the left, 5 metres to the right and 5 metres in front. Ask a partner to call out the object. Side step to the left and right and jump with two feet together to the object in front. Always return to the centre reversing the movement once the object is touched. Repeat until body is warm.</p> <p><u>Main Activity: Developing passing skills</u> With a partner, practise throwing a large ball to one another. As you pass, try different throws: bounce pass, chest pass, shoulder pass. Which pass is easiest to receive? Once you are confident with the passes, encourage your partner to move once they have thrown the ball. Remember when you have the ball in your hands you cannot move, when you don't it's your time to move.</p> <p><u>Game session</u> If you have a third family member, play a game of piggy in the middle. The same rules apply. When you are holding the ball, you cannot move. When your partner is holding the ball, you can move to find a space away from the person in the middle.</p>
<p style="text-align: center;"><u>Computing</u> <u>Using IT in different ways.</u></p> <p>This week we are going to be thinking about how IT can be used for a variety of different reasons.</p> <p>Run through the PowerPoint and complete each task.</p> <p><u>Activity:</u></p> <p>Try and complete all of the activities on slide 11 with different pieces of IT equipment.</p>	<p style="text-align: center;"><u>PSHE</u></p> <p>Complete the slides on computer safety on the link below. <a href="https://schools.1decision.co.uk/info/module-resources/5-8-V2/presentations/ks1-cs-computer-safety-documentary-lesson-guide/">https://schools.1decision.co.uk/info/module-resources/5-8-V2/presentations/ks1-cs-computer-safety-documentary-lesson-guide/</a></p> <p>When it asks you to watch a video click on the link below. <a href="https://schools.1decision.co.uk/info/videos-5-8/cs-computer-safety-documentary-5to8-scorm/index.html">https://schools.1decision.co.uk/info/videos-5-8/cs-computer-safety-documentary-5to8-scorm/index.html</a></p>	<p style="text-align: center;"><u>Art</u></p> <p>Today you are going to complete a painting in the style of Braque using all the techniques learnt so far. Look at the still lives of Braque and discuss them.</p> <p>Can we spot his style? Can we see the techniques and style we discussed in previous lessons? Can you remember the work done in Y1 regarding Cezanne and Van Gogh? Was Braque a similar artist? What was the same/different?</p> <p>Draw and plan a still life in his planning style. Then mix and paint just like the still life in his painting style.</p>

Geography

Last week we looked at Chongqing in China. Can you remember the physical and human features we saw there? Today we are going to look at a PowerPoint of London and complete the same activity. What physical features (natural features) are there in London? What human features (anything manmade) are there?

Now think about both cities. What similarities and differences are there between the two distant places?

Science

Today we are going to test materials to see which ones can be changed by stretching, bending, twisting and squashing. Go around your house and collect different objects made from different materials such as plastic, metal, cloth, rubber, wood etc.

Now it is time to test your materials but before you begin how will you record your results? Think carefully about how you can create a table to show how each item can be changed. Remember, some items may be able to be changed in more than one way.

Afterwards have a think about why it is important for different materials to have different properties. Write sentences to say why a material would be no good for certain things e.g. Wood would be no good for a sock as it does not stretch and squash meaning you could not walk.