



'Respectful and resilient; being the best that we can be.'



CRC Article 28: All children have the right to a good quality education.
CRC Article 29: All children have the right to be the best that they can be.

Year 2 Remote Learning Plan Week Beginning: 4.5. 21

Dear Parents and Carers,

We hope that you and your family are safe and well.

If your child is feeling fine but is unable to attend school, please could they undertake the learning in the table below. Please click on the links which will take you directly to a variety of learning opportunities that link closely to what your child's class is learning in school. If login and password details are needed, then you will find the details in the front of your child's Reading Record book.

If your child would prefer paper-based learning this will be available to collect from the School Office. Please call in advance to arrange this. If it is not possible to collect the paper-based learning, please let us know. These learning opportunities will also be linked closely to what your child needs and to what the children in their class are learning this week. The activities sent home must be completed and returned to school, either when your child returns to school or it will be collected by Mrs. Mathwin on a pre-arranged date.

Your child's teacher or Teaching Assistant will contact you regularly to speak to your child and yourself during the isolation period to provide guidance about the home learning. If you require any further guidance about any of the learning, please contact the School Office and they will arrange for a member of staff from your child's Bubble to contact you.

Best wishes,

Mrs. Boulton

Head Teacher

English Ongoing Learning:

Spelling:

<https://www.spellingshed.com/en-gb/>

This week's Spellings - be, bee, blue, blew, night, knight

See homophones or near homophones.

They have the same pronunciation but different spellings
and/or meaning.

Lesson 31 and 32

<https://spellingframe.co.uk/>

Reading and Writing:

<https://en.fictionexpress.com/>

Ice Quest

Chapter 2. Lost in the Snowstorm

Bec and Ice have left camp in the search for her dad. But clouds are gathering, and they soon find themselves in a wild snowstorm. Can they find anywhere safe to shelter?

<https://library.thenational.academy/>

<https://www.borrowbox.com/>

Reading, reading and a bit more reading!

Maths Ongoing Learning:

Times Tables:

<https://trockstars.com/>

Maths:

<https://www.topmarks.co.uk/Search.aspx?Subject=16>

and <https://www.transum.org/Software/>

Number bonds to 10/20

Hit the button

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Use the 100 square grid

<https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

<https://mathsbot.com/generatorMenu>

<https://mathsbot.com/starterMenu>

<https://mathsframe.co.uk/en/resources/category/22/most-popular>

5x table

<https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/zw8qxfr>

10x table

<https://www.lexiauk.co.uk/products/core5/>

lexia@timothyhackworth.net

Phonics:

Phase 5 (recap other phases as needed by your child. Look at their reading book to see which phase your child is working at).

<https://www.phonicsplay.co.uk/>

Phonics Every Day - 20 minutes

Please use Spelling shed daily.

<https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/zq3rk2p>

2x table

<https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/zc7yvgdm>

Maths Starters-Use the links above.

Online Safety Guidance:

https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/?utm_source=Thinkuknow&utm_campaign=dd271ec52e-TUK_GLOBAL_12_11_20&utm_medium=email&utm_term=0_0b54505554-dd271ec52e-64915338

English Specific Learning:

This week our class text is *The Dark* by Lemony Snicket.

1- Task 1.

<https://stjosephs.greenwich.sch.uk/wp-content/uploads/2020/06/The-Dark.pdf>

https://www.youtube.com/watch?v=LZoM_r_mlc0

Read and Talk about *The Dark* by Lemony Snicket.

Read the poem *The Dark* by James Carter. See poem below.

Task 1: Write a simile poem using your senses about the *Dark*.

Include interesting adjectives, verbs and adverbs to make the poem interesting.

Make a list of interesting adjectives, verbs and adverb you could use in your poem.

Use your senses to write your poem about the dark.

The dark tastes like...

The dark smells like...

The dark looks like...

The dark sounds like...

The dark feels like....

Task 2: Read your poem and see if you can improve your poem? Correct any errors and check you have used interesting words in your poem.

(Please send a screenshot or photo of this work or follow the information at the top of this page.)

2- To sequence events in a story and retell the story.

Maths Specific Learning:

1-Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

<https://vimeo.com/461736938>

Task: Complete the White Rose sheets.

(Please send a photo of your sentences and upload them to Dojo, or follow the information at the top of this page.)

2- Check calculations.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems

<https://vimeo.com/461791410>

Task: Complete the White Rose Sheets

(Please send a photo of your sentences and upload them to Dojo, or follow the information at the top of this page.)

3-To recognise the inverse relationship between addition and subtraction and use this to check missing number problems.

(Please send a photo of your sentences and upload them to Dojo, or follow the information at the top of this page.)

Task 2: To recognise the inverse relationship between addition and subtraction and use this to check missing number problems.

Task: Find the missing number and use the inverse subtraction calculation to check the calculation to find the missing number.

Eg $12 + ? = 22$

$22-12=?$

Task 1. Using the pictures from the story sequence the story events in the correct order.

Write a sentence with each picture,

To write their own version of the Dark based on their own fears.

Task 2: Use the story plan/map to plan your version of the story. You can choose to retell the story The Dark or you can write your own version based on your fears. See the story plan sheet.

(Please send a photo of your sentences and upload them to Dojo, or follow the information at the top of this page.)

3- To write their own version of the Dark based on their own fears.

Include interesting adjectives, verbs and adverbs to make the poem interesting.

Include expanded noun phrases to make your writing more interesting.

Task.

Write the beginning of your story. Remember to describe the setting and introduce the characters. Make sure you re-read your sentences to check they make sense.

Then write the middle of your story. What happens? Is there a problem?

Then Finally write the end. Write some sentences to tell the reader what happens and how the problem is solved.

Remember to read your sentences to check they make sense and correct any errors.

(Please send a photo of your sentences and upload them to Dojo, or follow the information at the top of this page.)

Grammar, Punctuation and Spelling

Spelling:

This week's Spellings: be, bee, blue, blew, night, knight

<https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/zc84cwx>

T - Spelling test of last week's spellings-

Do a speed spell, say each word from the spelling list and get your child to quickly write it on a piece of paper and hold it up.

W - Conjunctions and subordination-because, when, if, but, or

T - Adjectives sheet from The Dark

F - Match the adverb.

$$21 + ? = 48$$

$$31 + ? = 56$$

$$36 + ? = 69$$

$$63 + ? = 78$$

$$52 + ? = 87$$

(Please upload a screenshot or worksheet photo onto Dojo)

Other Subjects:

Science: Living Things and their Habitats.

LO: What lives in a desert habitat?

You will learn all about the conditions in a desert habitat and about some of the organisms that live in a desert. <https://classroom.thenational.academy/lessons/what-lives-in-a-desert-habitat-64ukgd?step=2&activity=video>

Task: Complete the tasks.

<https://www.bbc.co.uk/bitesize/topics/zx882hv>

Task 2: What is a desert habitat? Draw a desert habitat and draw some animals you might find there.
Quiz. Test your knowledge of desert habitats with this quiz.

(Please send a photo of your sentences and upload them to Dojo, or follow the information at the top of this page.)

- **Computing:** To know how to create and change text
- Type a piece of text.
- Change the format of text
- Change the size of text.

With an adult open the Word program on the computer. With a grown up look at the different keys/ the different icons on the top toolbar-home, insert, page-layout, references, mailings, review, view, design, layout. Talk about what these keys may mean/do.

- **Task:** Type out the date and this week's spellings. Type sentences using this week's spellings.
- Now change the colour using the keys on the keyboard and change the font.
- Then ask your grown up to show you how to save your work.
- (Please send a photo of your sentences and upload them to Dojo, or follow the information at the top of this page.)

Typing:

<https://bigbrownbear.co.uk/learntotype/>

(Please send a photo of your sentences and upload them to Dojo, or follow the information at the top of this page.)

History:

All change? Houses now and then

To identify, understand and compare key features of homes and buildings in the locality now, during the 1950s and the Victorian era. Look at the images and talk about houses and household objects from the 1950's

<http://history.parkfieldprimary.com/modern/1950s/1950s-homes>

<https://comestepbackintime.wordpress.com/2012/05/26/1950s-britain-part-two/>

Task: What do you notice about the household objects? Do they look like things we have in our homes today? Write some similarities and differences between 1950's and modern houses. Write some similarities and differences between 1950's and Victorian houses.

Please send a photo of your sentences and upload them to Dojo, or follow the information at the top of this page.)

Physical Education:

Yoga

A Cosmic Kids Yoga

https://www.youtube.com/watch?v=2cNjAj_o0SI

<https://www.5-a-day.tv/>

<https://www.gonoodle.com/>

Music:

Charanga. Yumu (use your child's login) <https://charanga.com/yumu/login>

Year 2-Friendship Song by Joanna Mangona and Pete Readman.

Lesson 3 (Summer 1). **Listen and Appraise: The Friendship song and We Go Together** (from Grease soundtrack). Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language. Can you tap or clap to the beat of the music?

RE:

Buddhism

How do Buddhists express their beliefs?

Listen to the story of

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swan-and-the-monkey-king/zfkcwty>

Buddhists believe that animals should be treated with the same respect as people and should not be harmed. Talk about how we can look after animals. It doesn't have to be something as big as saving an animal's life, little things we can do every day are just as important.

Task: Complete the sheet. Caring for animals. Write sentences to say what Prince Siddhartha did for the swan. Why is it important to look after animals?

Write sentences to explain some of the values and actions of Buddhists.

English.

The Dark

Why are we so afraid of the dark?

It doesn't bite and doesn't bark

Or chase old ladies round the park

Or steal your sweeties for a lark

And though it might not let you see

It lets you have some privacy

And gives you time to go to sleep

Provides a place to hide or weep

It cannot help but be around

When beastly things make beastly sounds

When back doors slam and windows creek

When cats have fights and voices shriek

The dark is cosy, still and calm

And never does you any harm

In the loft, below the sink

It's somewhere nice and quiet to think

Deep in cupboards, pockets too

It's always lurking out of view

Why won't it come out till it's night?

Perhaps the dark's afraid of light

Copyright © James Carter

Winning poem of the Raymond Wilson Poetry Competition 2001

From Cars Stars Electric Guitars (Walker Books)

Reproduced by permission of Walker Books Ltd

Sequence the story events.

The Dark by Lemony Snicket. Sequence the events in the story.



Story Map.

<p>Beginning</p> <p>What happens at the beginning? Who are the main characters?</p>	
<p>Build up</p> <p>What happens next?</p>	
<p>Problem</p> <p>What is the problem within the</p>	
<p>Resolution</p> <p>How is this problem resolved/ sorted out?</p>	
<p>Ending</p> <p>How does the story end? Does it end happily? Is there a twist to the plot?</p>	

GPS

L.O: To recognise and use different types of conjunctions.

and but or so

1. I went to bed very late _____ I am tired today.
2. I listened to the weather forecast _____ put an umbrella in my bag.
3. I enjoy playing hockey _____ it's not my favourite sport.
4. We could go to the park _____ to the cinema.

These sentences are missing conjunctions. Can you sort them into either the **because** or the **if** lunchbox?

because

because
because
because
because

if

if
if
if

I had a drink of water _____ I was thirsty.

_____ you leave now, you will arrive on time.

My sister ate all the biscuits _____ they are her favourite.

Put your hand up _____ you need help.

You can have a sticker _____ you tried your best.

We can play board games _____ it is a rainy day.

Match the Adverb

Read the 'said' words in the word bank carefully.

Cut out the different 'said' words. Then, **match** one of the 'said' words and choose an **adverb** to go together so that the sentence makes sense.

1. "Where is your homework?" the teacher .

2. "Hooray!" the children .

3. "I need a drink of water!" Jack .

4. "I've just found a magic key!" she .

5. "This weather is awful and it's not improving," Grace

.

Word Bank

yelled	eagerly	quietly	demanded	loudly
whispered	miserably	shouted	happily	grumbled

Adjectives sheet.

- 1) The _____ boxes were falling apart.
- 2) A _____ chair was missing one arm.
- 3) The _____ TV was covered in dust.
- 4) There were _____ cobwebs covering the walls.
- 5) Under the _____ bath tub, a rat ran around.

scary old damp dented huge

- 6) Beside the _____ washing machine were some _____ tools.
- 7) A _____ window let in little light.
- 8) Next to the _____ doll's house was a _____ Hoover.
- 9) The wheels from Dad's _____ bike was lying on the floor.
- 10) _____ stairs led the way out of the dark.

sharp smashed rusty
broken small creaky noisy

100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

twinkl visit [twinkl.com](https://www.twinkl.com)

Maths.


Fact families – addition and subtraction bonds to 20

White Rose Maths

1 What number bonds to 20 are represented?

The first one has been done for you.

a)  $15 + 5 = 20$

b) 

c) 

d) How many other number bonds to 20 can you make using counters and ten frames?

2 Complete the fact family.

a) $15 + 2 = 17$ $17 - 15 = \square$

$17 = 15 + 2$ $\square = \square - \square$

$2 + 15 = \square$ $\square - \square = \square$

$\square = \square + \square$ $\square = \square - \square$

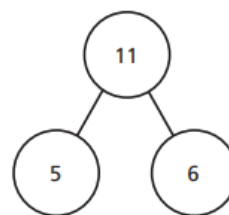
b)



$2 - 17 = 15$ should be in the fact family.

Explain why Rosie is wrong.

3 Complete the number sentences for the part-whole model.



$\square + \square = \square$

$\square - \square = \square$

$\square + \square = \square$

$\square - \square = \square$

Are there any other number sentences in this fact family?

Talk about it with a partner.

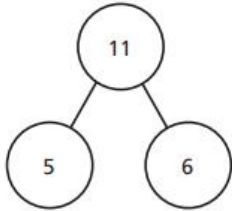
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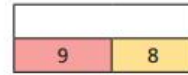


<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

Are there any other number sentences in this fact family?

Talk about it with a partner.

4 There are 9 boys and 8 girls in a class. Complete the bar model to represent this.



Write the fact family for the bar model.

5 Which calculations are incorrect?

$3 + 7 = 10$	$10 = 3 + 7$
$7 + 3 = 10$	$10 = 7 + 3$
$10 - 7 = 3$	$7 - 3 = 10$
$3 - 10 = 7$	$7 = 10 - 3$

Explain any mistakes that have been made.

6 Here are some number cards.



Choose three number cards to complete the number sentence.

Write the fact family for this calculation.

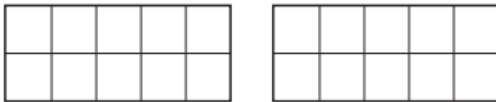
Compare answers with a partner.

Maths.

Check calculations

1 Draw counters to represent each calculation.

a) $13 + 3 = 16$



b) $4 + 9 = 13$



c) $15 - 1 = 14$



d) $20 - 12 = 8$



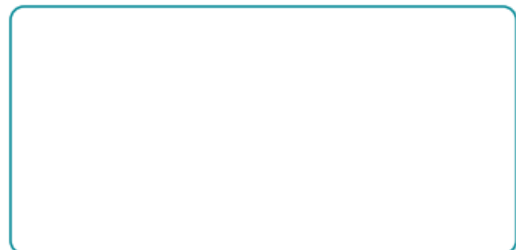
2 A bag of sweets has 8 red sweets and 3 yellow sweets.



There are 12 sweets altogether.

Is Dora correct? _____

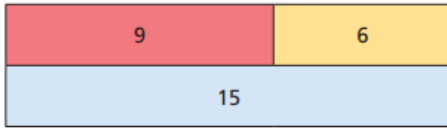
Draw a picture to show how you know.



3 Circle the calculations that can be used to check $14 + 3 = 17$

$14 - 3$ $17 - 3$ $3 - 14$ $17 - 14$

- 4 Use inverse operations to check $9 + 6 = 15$



$$\square - \square = \square$$
$$\square - \square = \square$$

- 5 Is this statement true or false?

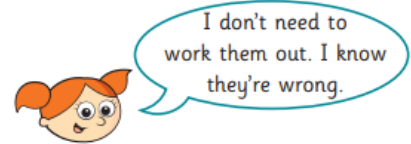
$$18 - 4 = 14$$

Show how you know.

- 6 Jack is answering some maths questions.

$$4 + 5 = 19$$
$$15 - 3 = 18$$
$$4 = 20 - 6$$

Alex is checking Jack's workings.



Show how Alex knows this.



Back to Where We Started

I can recognise and explain inverse relationships.



Tick the number sentences that show inverses and cross the ones that don't.

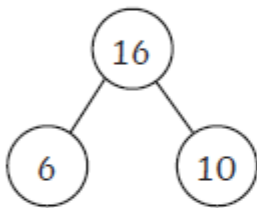
$$25 + 7 = 32$$

$$32 - 7 = 25$$

$$19 - 6 = 13$$

$$19 + 6 = 25$$

Fill in the missing gaps below to create inverse number sentences. Can you get back to where you started? Use the models to help you.



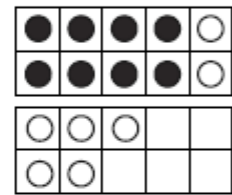
$$16 - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = 16$$

24	
13	11

$$\underline{\quad} + \underline{\quad} = 24$$

$$24 - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Can you write inverse number sentences using the numbers 22, 14 and 8? Draw or make as many models as you can to match.

Use equipment to explain the inverse relationship between addition and subtraction to a friend.

The Camel

Camel Species

There are two types of camels in the world. The camel with two humps is known as the Bactrian camel. A single humped camel is called a dromedary camel.

Bactrian Camels

Bactrian camels have **two** humps to store **fat**. They can be found in parts of eastern and central Asia. The extra fat in their humps help them through times when food is not easy to find.

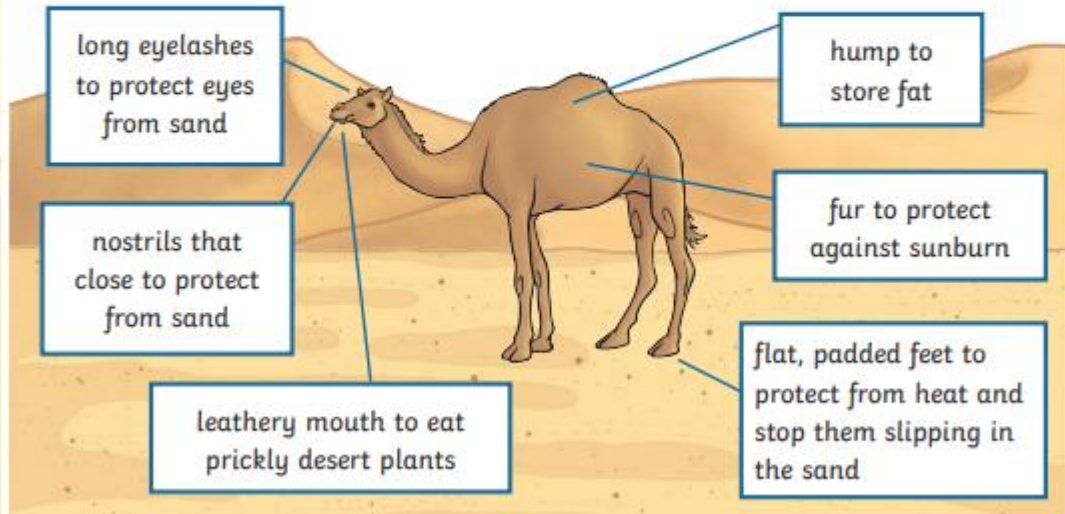
Dromedary Camels

Dromedary camels have only one hump. Most of the camels in the UAE are dromedary camels.

Adaptations

Camels are able to survive in very hot weather. They do not sweat, which means they can save water. Below you can see lots of ways that camels are adapted for life in the desert.

How Are Camels Suited to Live in the Desert?



Questions

1. Name the two different types of camels.

2. Which type of camel has only one hump?

3. What is stored in a camel's hump?

4. What do camels eat?

5. How does a camel's body save water?

6. How do a camel's feet help it to walk in the desert?

7. How do a camel's nostrils help them to survive in the desert environment?



Researching Habitats

I can describe a desert habitat and identify animals that live in it.



Draw your chosen habitat, and label the plants and animals that live there.

Write a sentence describing what it is like in this habitat.



Caring for Animals

I can explain the message in the story Prince Siddhartha and the Swan.



Think about the story you have just heard. Write some sentences to explain how you could look after the animals in the pictures.









What do you think the message is in the story?

