

# YEAR 2 REMOTE LEARNING PLAN

Monday 1<sup>st</sup> June – Friday 5<sup>th</sup> June 2020



Our theme this week is:

## DRAGONS

### KEY VOCABULARY

<b>dragon</b>	a large, frightening animal, often represented with wings, a long tail, and fire coming out of its mouth
<b>legend</b>	a very old story from ancient times, which can not be proven to be true.
<b>famous</b>	known and recognised by many people.
<b>consequence</b>	a result of a particular action or situation, often one that is bad.
<b>arrays</b>	an array in maths is an arrangement of objects, numbers or pictures in columns or rows.
<b>persevere</b>	to try to do or continue doing something in a determined way, despite having problems.
<b>research</b>	it is when you look at lots of different things to find the answer to something.

### KEEPING IN TOUCH

If you have any questions or queries regarding remote learning tasks, please contact your child's class teacher through the email address below.

We invite you to submit photographs of your children's experiences and photographs of completed paper based tasks to:

### ARTS and DANCE FOCUS

#### ART TASK

We would like the children to have a go at drawing a dragon's eye. This can be completed on a different piece of paper or in their Remote Learning books. The children can watch the following video to help them draw. We would love to see your results! Don't forget to colour the eyes in. It may take you a couple of attempts to get it perfect but keep persevering!

<https://www.youtube.com/watch?v=JZKdNZ5US1Q>

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#### DANCE TASK

If you fancy a dance with a dragon, please visit the following website where Justin Fletcher takes the children on a trail to hunt for a naughty dragon. You don't need to complete the full dance if you wish.

<https://www.bbc.co.uk/sounds/play/b03g6ty5>



### SCIENCE AND TECHNOLOGY FOCUS

#### SCIENCE TASK

We would like the children to research and then complete a fact sheet all about the Komodo dragon. This could be completed on a separate piece of paper or in the children's Remote Learning Books. Ask the children to think about the following questions: **What type of habitat would you find the Komodo Dragon in? What does the Komodo dragon eat? How long does the Komodo Dragon live for?**



### HISTORY FOCUS

We would like the children to listen to the legend of St George and the Dragon using the following link: <https://www.storynory.com/st-george-and-the-dragon/>. There is an audio of the story being read aloud as well as the text underneath to follow. We would like the children to create their own story book, which retells the story of this famous legend. The children can use a separate piece of paper to help them create their story book. Please see below a link that shows you how to make your story book: <https://www.youtube.com/watch?v=21qi9ZcQVto>



## CORE LEARNING TASKS

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## ENGLISH CORE LEARNING TASKS

Over the next two weeks, we are going to be focussing on a book called, '*The Boy who Grew Dragons*', by Andy Shepherd. All English Tasks will be related to this text. Year 3 are also reading this text, so Mr Sutcliffe will be reading some of this text and will place it on the Year 3 page. We will also place snippets of the text on the Downloads page for you to refer to.

## TASK 1

Please can the children answer the following questions in their Remote Learning books:

- **Look at the front cover of the book. What are your first thoughts on looking at the cover? Why?**
- **What do you think might be the consequences of growing dragons? Why?**
- **Read the first 4 pages. Why do you think growing dragons might be more trouble than growing cucumbers?**

## TASK 2

Please can the children read **Chapter 1- Battle of the Bongle**. Discuss your thoughts on the first chapter with an adult. Look up and discuss any unknown words that you may have read. Imagine you are Chipstick and you have just spent the day with Grandad. Write a diary entry to describe your day. Remember to lay it out like a diary entry with the date at the top. Think about the following:

- **Who were you with? -What did you do? - Did anything strange happen? – How did you feel?**

## MATHS CORE LEARNING TASKS

We would like the children to revisit their learning on Multiplication. We would like the children to be able to know their 2 x, 3x, 5x and 10x tables. Please keep rehearsing these orally/ in writing. Remember, when we solve written Multiplication problems, we call these **arrays**.

## TASK 1

Please can the children complete the following problems. The children have to write the calculation to match the array:

Write the two multiplication facts to go with each array.



## MATHS CORE LEARNING TASKS

## TASK 2

Please can the children solve the following problem in their Remote Learning books:

Investigation  
Mrs Multiple's cakes

1. Mrs Multiple, the baker, has made 12 cup cakes. She is thinking how to arrange them in her shop window. She likes to arrange them in rectangles like this:



In maths, these rectangles are called arrays.

She could also arrange the 12 cakes like this:



2. How else could she arrange them? Use 12 counters to help you and write down how many ways you found altogether.
3. In how many ways can she arrange 15 cakes in an array? Do you think there will be more or fewer ways of arranging 15 cakes than of arranging 12 cakes?
4. Which number of cakes from 10 to 20 can be arranged in the most ways?

## SPELLING/PHONICS FOCUS

1. Learn and practice the following common words: **wind, wish, fly, only, place**. Can the place these words into sentences?
2. Introduce the children to the **-less** suffix by explaining that when we add the suffix- **less** it turns a noun into an adjective e.g *careless, painless, hopeless*.
3. Look up three words with the **-less** suffix in a dictionary or online and write the definitions in their books e.g *useless, homeless, restless*.
4. Teach children the pattern: *Someone who has no hope is..., Someone who is the opposite of careful is..., Can the children fill in these gaps with the correct word?*
5. Ask the children to compare the **-less** suffix with the **-ful** suffix. The children need to choose a 'base' word such as *power*. Can you add both suffixes? Do they make sense? *Powerful* and *powerless*. Have you tried *beaut*?

## KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY

1. **Recall doubles and halves to 20**. Here are some activities that can support this:

- Discuss patterns e.g. Double 2 is 4 and half of 4 is 2
- Give even numbers of money/fruit/sweets/ to halve
- Spinners - look at the number and say the double e.g. Double 5 is 10. Download spinners here:

<http://www.senteacher.org/worksheet/13/Fractions.html>

2. **Ordering Numbers**- please can the children visit the following website where they need to order numbers. They can choose any of the options apart from negative numbers and decimals as this areas are not covered in Year 2.

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

3. **Dividing by 5 and 10**- please can the children solve the following calculations:

10 ÷ 5 =	40 ÷ 10 =
25 ÷ 5 =	30 ÷ 10 =
5 ÷ 5 =	100 ÷ 10 =
40 ÷ 5 =	70 ÷ 10 =
15 ÷ 5 =	20 ÷ 10 =