

## YEAR 2 REMOTE LEARNING PLAN

Monday 8<sup>th</sup> June – Friday 12<sup>th</sup> June 2020

Our theme this week is:

## DRAGONS

## KEY VOCABULARY

<b>mythical</b>	existing only in stories, imaginary or not real.
<b>evaluate</b>	to judge the quality, importance, amount, or value of something.
<b>national</b>	relating to a whole country and its people.
<b>symbolise</b>	to represent something.
<b>reptile</b>	an animal that produces eggs and uses the heat of the sun to keep its blood warm.
<b>capacity</b>	capacity is the total amount of fluid that can be contained in a container. It is the word we use when we are measuring liquids.
<b>temperature</b>	The temperature of a substance is a measure of its hotness or coldness

## 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:

[year2@sherwood.lancs.sch.uk](mailto:year2@sherwood.lancs.sch.uk)

## ARTS FOCUS

This week, we would like the children to design and then make their own dragon egg. This can be completed in a number of different ways. Here are some ideas:

- <https://www.youtube.com/watch?v=IPjuInGhPg>
- <https://www.inkwellarts.org.uk/dragon-fantasy-egg-making-child-friendly/>
- <https://www.youtube.com/watch?v=KyPD70v-dKY>

The egg could be 3D, painted or drawn. It is entirely up to you how you present your work. Please could we ask the children to draw a design of their egg, make the egg and then evaluate it. What was good? What could be improved? What would you do differently next time?

## SCIENCE AND TECHNOLOGY FOCUS

In many mythical and fantasy stories, dragons are said to have laid eggs. Here is a link which provides lots of information about dragons eggs: [https://awoiaf.westeros.org/index.php/Dragon\\_egg](https://awoiaf.westeros.org/index.php/Dragon_egg)

Dragons are also considered to be **reptiles**. Last week you researched the Komodo dragon which is also a **reptile**. Your tasks are:

- To find out about and choose another reptile which lays eggs.
- Make a poster all about the eggs of your chosen reptile. Include:
  - Where do they lay their eggs?
  - How many eggs are laid?
  - How do the eggs hatch?
  - What happens after the eggs have hatched?
  - Who looks after the eggs?



## GEOGRAPHY FOCUS

Some countries and regions within a country have a dragon on their national or local flag. Why is this? Research and find out why! We would like the children to research and choose a flag that has a dragon on it.

1. We would like the children to find out why the country or region has a dragon on their flag. What does the dragon symbolise?
2. Can the children draw their chosen flag and write some information about the flag and country they chose?

This research can be presented in many different ways. The children could create a Factfile, poster, create a PowerPoint presentation or simply write what they have learnt in their Remote Learning books.

## CORE LEARNING TASKS

Monday 8<sup>th</sup> June – Friday 12<sup>th</sup> June 2020

## ENGLISH CORE LEARNING TASKS

Please read **Chapter 2 and 3** of **The Boy Who Grew Dragons**. These chapters can be found on the website or read aloud by Mr Sutcliffe on the Year 3 page.

**TASK 1**

Discuss with an adult the following questions. Please write your answers to these in your Remote Learning books.

- What other problems do you think having a dragon might cause?
- What would be the advantages of having your very own dragon?

**Family and friendship are very important in The Boy Who Grew Dragons.**

- What does family mean to you?
- Write a card to someone in your family telling them why they are important to you.

**TASK 2**

If you were to grow your own dragon, what would it look like? Write a description of your dragon – not just what they look like but their personality too. Be sure to include lots of detail to show what makes your dragon unique. Think about the following questions to include in your description:

- Does it have horns or spikes?
- Is it all one colour or multi-coloured?
- Does it breathe fire or ice or something else?
- Does it have any special powers? What are they?
- What kind of place does it come from? Does this affect what it looks like and how it behaves?
- What does it like to eat?
- Are there particular things it likes/doesn't like? Or is frightened of?
- What is it called?

## MATHS CORE LEARNING TASKS

This week, we would like the children to focus on **Capacity** and **Temperature**.

**TASK 1- Capacity**

We would like the children to collect **five** different empty containers from around the house. Using these containers, we would then like the children to predict how many cups of water can fit into each container. Then carry out the experiment. Fill in your results. Which container held the most liquid? Which container held the least amount? Where their any results that shocked you? What did you find out?

**EXAMPLE**

Container	Prediction	Results
Container A	3 cups of water	2 cups of water
Container B	6 cups of water	4 cups of water
Container C	5 cups of water	1 cup of water

**What did I find out?**

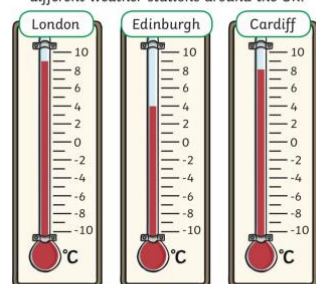
I found that Container B had the greatest capacity because.....  
I know that Container C had the least capacity because .....

## MATHS CORE LEARNING TASKS

**TASK 2- TEMPERATURE**

Please can the children completed this question about reading thermometers in their Remote Learning books:

These thermometers show the temperature at different weather stations around the UK.



How many more degrees warmer is London than Cardiff?

Belfast is warmer than Edinburgh but cooler than London. What could the temperature be in Belfast?

Which month do you think these temperatures might have been measured in? Why?

## SPELLING/PHONICS FOCUS

- Learn and practise the spelling of common words: **mother, queen, fast, dog**. Can the children place these words into their own sentences?
- Explain to the children that when we add the suffix '**en**' to a base word, it turns adjectives into verbs such as, **flat/flatten, soft/soften, loose/loosen, tight/tighten, fat/fatten**.
- Ask the children to find and make a list of other words with the '**en**' suffix.
- Ask the children to look up the following words in the dictionary: **flatten, tighten, soften**. Can they write what these words mean?
- Ask the children to add the 'en' suffix to the following base words: **tough, straight, moist**. Can they also write their own sentences which include these words and the **-en** suffix?
- Can the children sort out the words under the correct headings based on their suffix?  
<https://wordwall.net/resource/195130/english/suffix-categorising-activity-2>

## KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY

- Thinking of a Number:** Play 'Thinking of a Number' game with an adult or sibling, for example: *I am thinking of a number between 1 and 9. I multiply it by 2. I then add 5. I then subtract 4. My answer is 17. What number was I thinking of?* You may need to write the information down!
- Sorting Numbers:** Children need to sort the letters into the correct post boxes by working out simple calculations. Please visit the following website to play the game:  
<https://www.topmarks.co.uk/PlayPop.aspx?f=PostSortingcalculationsv2>
- Number Fact Families:** Children need to practise their number fact families. This is where numbers link together as a family. Please use the following website to practise:  
<https://www.topmarks.co.uk/number-facts/number-fact-families>
- Number Bonds to 20:** Practise your number bonds to 20 by shooting a number to it's pair to make 20!  
[https://www.mathplayground.com/number\\_bonds\\_20.html](https://www.mathplayground.com/number_bonds_20.html)