

# YEAR 2 REMOTE LEARNING PLAN

Monday 15<sup>th</sup> June – Friday 19<sup>th</sup> June 2020



Our theme this week is:

## HEALTHY US!

### KEY VOCABULARY

<b>healthy</b>	in a good physical or mental condition.
<b>exercise</b>	physical activity that you do to make your body strong and healthy.
<b>ration</b>	a limited amount of something that one person is allowed to have, especially when there is not much of it available.
<b>acrostic poem</b>	where the first letters of each line spell out a particular word or phrase.
<b>sugar</b>	a sweet substance that is used to make food and drinks sweet.
<b>verb</b>	used to describe an action, state or occurrence.
<b>past tense</b>	is an English tense that expresses something which has already happened.

### 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.

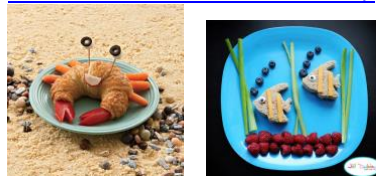
We invite you to submit photographs of your children's experiences and photographs of completed paper based tasks to:

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

### ARTS FOCUS

This week, we would like the children to use different types of food to create their own food craft. Please see the link below to gather some ideas. Please could the children write some sentences about: how they made their craft and what their inspiration was behind their idea. Try and use as many healthy foods as you can!

<https://mumsgrapevine.com.au/2011/10/20-creative-food-ideas-for-kids/>



### SCIENCE FOCUS

This week, we would like the children to investigate how much sugar there is in different products. We would like the children to choose 5-8 products and predict how much sugar is in these. (The children need to base their predictions on sugar cubes e.g yoghurt- 3 sugar cubes). On a tablet or smartphone, download the Sugar Smart app. Using this app, the children will be able to scan the barcode on the product to find out exactly

how much sugar is in these products. Please can they record their results next to their predictions? Please see the following video which explains this:

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

### DESIGN AND TECHNOLOGY FOCUS

1. We would like the children to research what should go into a healthy packed lunch.
2. Next, we would like the children to design their packed lunch on a piece of paper and label what they are going to put into it
3. Then the children need to make their healthy packed lunch.
4. The children then need to eat their healthy lunch and evaluate it. Think about what was good about it? What could be improved next time? Use the following link to help: <https://www.nhs.uk/change4life/recipes/healthier-lunchboxes#lunchbox-tips>

### HISTORY FOCUS

We would like the children to conduct some research into food rationing in WW2. We would like the children to find out what this was and why it happened. We would like the children to discuss what effect this might have had on the children of this era. For their task, we would like the children to design a weekly menu for the people of the 1940's based on the foods that were rationed. Please see the example on the downloads section to help. Ask your child to discuss how they would feel about this menu. Ask them to provide reasons why.



# SHERWOOD PRIMARY SCHOOL

## CORE LEARNING TASKS

Monday 15<sup>th</sup> June – Friday 19<sup>th</sup> June 2020

### ENGLISH CORE LEARNING TASKS

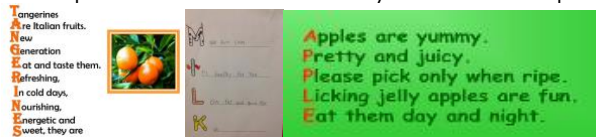
This week, we would like the children to complete two activities which are based around healthy food and exercise.

#### TASK 1

For the first task this week, we would like the children to keep a diary of what they eaten throughout the week. We would like the children to write down what they have eaten at breakfast time, lunch time and tea time. We encourage the children to write a sentence about each meal, discussing whether or not their meal was healthy and why. The children should also write about which meal was their favourite and why. It would also be beneficial to the children to write about meals that could be improved healthily (if any!). If the children have carried out different forms of exercise, these would be also good to include in their diary entries.

#### TASK 2

For the second task this week, we would like the children to write an acrostic poem on a healthy food of their choice. First, the children need to choose their food and then write a poem about it. Make sure they include some interesting facts about the healthy food and why they like it. Here are a few examples to show how we lay out acrostic poems:



### MATHS CORE LEARNING TASKS

#### TASK 1

This week, we would like the children to focus on Money. Please can the children answer the following questions and problems:

- Show how you can make 42p in four different ways.** (You can draw the coins or simply write the addition calculation)
- True or False?**  $49p + 49p = 98p$ . Explain why.
- Write a crazy answer for  $80p - 24p =$**   
**Explain why is it a crazy answer.**
- True or False?**  $22p + 39p$  will equal more than £1. **Why?**
- Solve the following problem: **Mo buys a key ring which costs 40 pence. His mum gives him a quarter of the money towards the key ring. How much money does Mo have to pay himself?** (Don't forget to underline the key information and show your jottings!)

### MATHS CORE LEARNING TASKS

#### TASK 2

##### Investigation One pound names

- Write your name, e.g. Caitlin.
- Look at the alphabet. Write the amount beside each letter.
- Choose two numbers to add first.
- Choose two more numbers to add.
- Continue like this. Find the grand total for your name!
- Repeat for your partner's name.

Try out several more names – brothers and sisters, maybe your favourite TV character, a singer or a footballer you admire!

- Create a name that would be worth exactly ONE POUND!

a	1p
b	2p
c	3p
d	4p
e	5p
f	6p
g	7p
h	8p
i	9p
j	10p
k	11p
l	12p
m	13p
n	14p
o	15p
p	16p
q	17p
r	18p
s	19p
t	20p
u	21p
v	22p
w	23p
x	24p
y	25p
z	26p

### SPELLING/PHONICS FOCUS

- Learn and practise spelling of common words **animals, garden, another, everyone, keep, last, even, before**. Can the children write sentences which include these words?
- Explain to the children that when we talk about the past we use a different tense and that the verbs we use change by adding the suffix 'ed'. *I look at the TV. I looked at the TV. I like the pizza. I liked the pizza.*
- Ask the children to sort the following words into those that are past tense words and those which aren't: **soft, lift, lived, cried, liked, pulled, loft**. Can they add their own words to these lists?
- Please can the children complete the sheet on the download section entitled 'Adding Suffix -ed.' The children will have to write out some sentences and find some mistakes.
- Can the children demonstrate their knowledge of suffixes by choosing what to do with a root word depending on what the suffix is: <https://www.phonicsbloom.com/uk/game/suffix-factory-set-1?phase=6>

### KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY

Please can the children complete the following test. This can be printed out or completed in their Remote Learning books:

1)	What is the total of 3, 5 and 6?	
2)	How many TENS make 30p?	
3)	<p>Tick all the 3d shapes below.</p>	
4)	<p>How many more frogs than spiders?</p>	
5)	How many legs do 3 frogs have?	
6)	$80 + 6 =$	
7)	<p>I buy 2 pads of paper. Each pad has 10 sheets. How many sheets have I bought?</p> <p>How much money?</p>	p
9)	20 subtract 4	
10)	<p>What is the next number in the sequence?</p> <p>20, 18, 16, 14, 12, 10, _____</p>	