

## YEAR 2 PLANNING FOR WEDNESDAY 18<sup>TH</sup> MARCH 2020

Good morning everyone! I hope you enjoyed the Yoga yesterday. It is great to see that more of you accessed Active Learn too. Well done to those of you who sent me pictures of your Science work- I will look at those shortly and reply. I know that some of you might find the activities tricky or you might not be able to access all of the things that you need, but please don't worry. Just try your best to do the activities that you can do. If you are stuck, move on to the next activity until you can ask an adult for help. Remember that you can email to ask any questions. Enjoy the day!

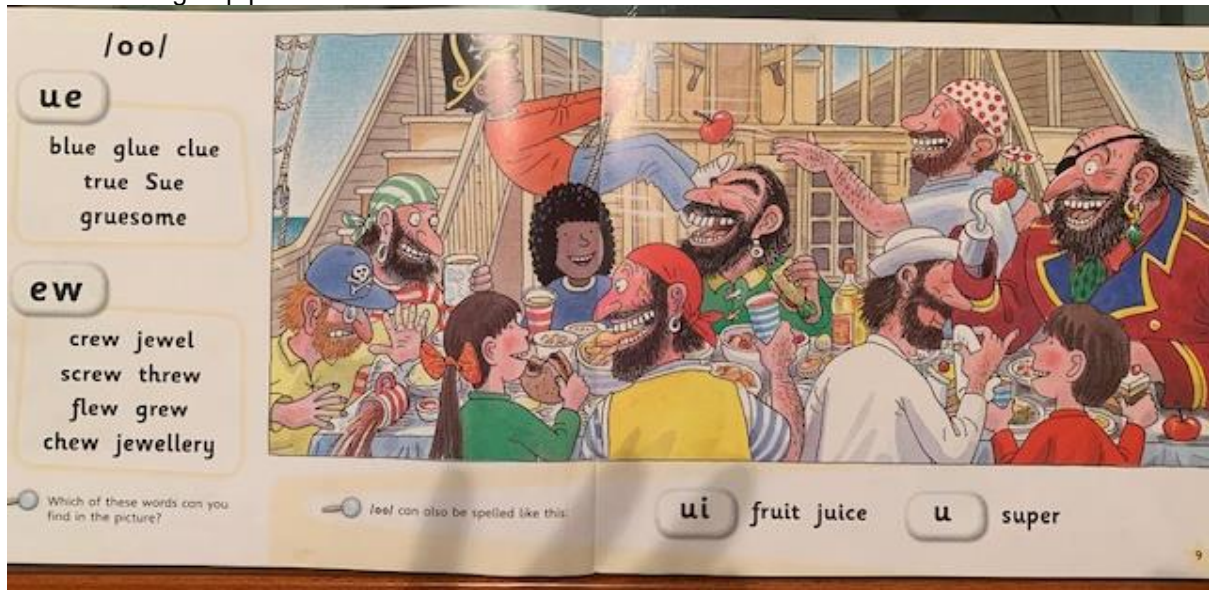
### Phonics

Please complete your phonics sheet as detailed below.

Miss Emma's group	Miss Lauren's group	Miss Gwenno's group	Miss Jasmine's group
<p>Long /oo/ sound Page 8 and 9 (Pirate ship) Sheet 104 Choose a different colour for each alternative spelling</p> <p>Sound buttons under the words</p> <p>Find and colour the sounds in the paragraph</p> <p>Use the words from the lists to write your own sentences on the back (aim for 5 sentences)</p>	<p>Review sounds Page 4 and 5 Sheet 62 Choose a different colour for each sound Read the words, find the sound and colour E.g 'a' is red</p> <p>Use the words from the lists to write your own sentences on the back (an adult can help you to say your sentence before you write it)</p>	<p>Sheet 94</p> <p>Choose a different colour for each alternative spelling</p> <p>Sound buttons under the words</p> <p>Find and colour the sounds in the paragraph</p> <p>Use the words from the lists to write your own sentences on the back (aim for 5 sentences)</p>	<p>/ur/ ir and ur Sheet 76-</p> <p>Choose a different colour for each alternative spelling</p> <p>Sound buttons under the words</p> <p>Write the words above</p> <p>Choose the correct sound to fill in the words at the bottom</p> <p>Use the words from the lists to write your own sentences on the back</p>

Find the correct page of the book. Try your best to say the sound out loud with the action- look at the words to help you. Try to sound out and blend the words and look for them in the picture. If you are not sure what any of the words mean, you can ask an adult, use a dictionary or use Google translate. Try to say some short sentences with the words in- you can use the picture to help you. **E.g. The balloon is above the school roof.** If you have a whiteboard, an adult can choose one of the words and you can try to spell it without looking. Find the correct activity sheet and complete. An adult can also dictate some sentences for you to write and practise your listening and spelling too!

Miss Emma's group photo



## **Maths**

**Aim: To understand the relationship between seconds, minutes and hours and use a tally chart**

Keep practising telling the time with o'clock, half past, quarter to and quarter past times- the clock tool is still there for you to use.

Using the interactive timer tool (link on Active Learn) and some plain paper. Choose a timer, make it full screen and set for 1 minute. You will do this at least 3 times, and each time, see how many times you can do each activity. Here are some ideas:

- 1- How many times can you write your full name in 1 minute?
- 2- How many times can you hop on lone leg in 1 minute?
- 3- How many times can you roll a 6 on a dice in 1 minute?
- 4- How many words can you read in 1 minute?
- 5- How many grapes can you eat in 1 minute?
- 6- How many leaves can you draw in 1 minute?
- 7-

Try to keep a tally chart (TALLY CHART 1) if you need to, to help you count.

Next, see if you can time yourself doing some different things and record how long they take.

Brushing your teeth, eating your lunch, watching your favourite tv show, eating an apple, walking up the stairs or even sleeping. You can use a timer on your phone or iPad and (TABLE 1) to record them.

Maths

**TALLY CHART 1**

Activity	Tally	Total (frequency)
E.g Rolling a 6	IIII	4

**TABLE 1**

Activity	Estimate time taken (seconds, minutes, hours)	Actual time taken (seconds, minutes, hours)
Cleaning my teeth	2 minutes	2 minutes 45 seconds

Remember that **Adverbs** tell us 'how' verbs/ actions are done.

Can you write sentences to describe how the children in this classroom are doing things, using adverbs ending in **-ly**? You can use the root words to help you.

carefully

patiently

quietly

calmly

quickly

shyly

curiously

loudly

cleverly

noisily

**Show answers**

**Example answers:** The girl read the story **loudly**. Her friend sat and listened **shyly**.

Show answers

**Example answers:** The girl read the story **loudly**. Her friend sat and listened **shyly**.



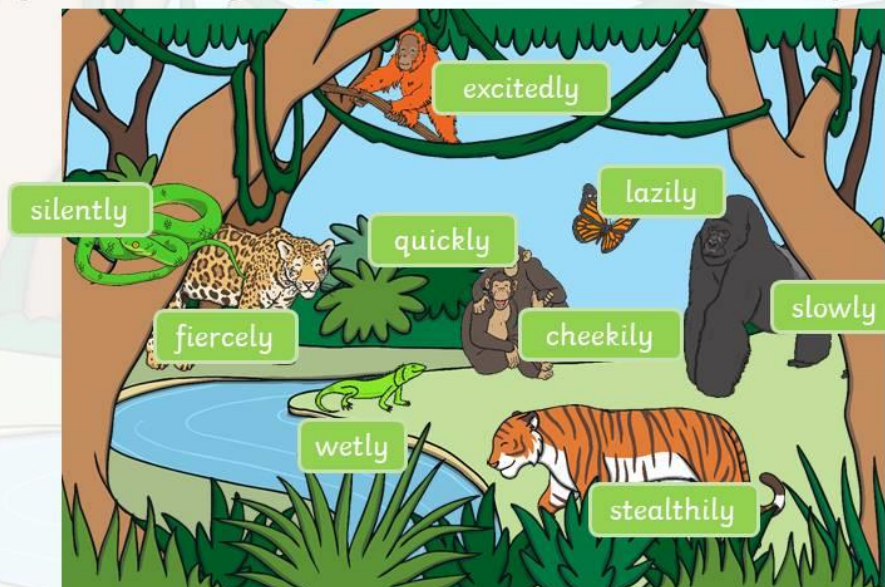
Can you write sentences to describe how the people in this circus are doing things, using adverbs ending in **-ly**? You can use the root words to help you.



Show answers

**Example:** The tightrope walker balances across the tightrope **carefully**, **slowly** and **safely**.

Can you write sentences to describe how the animals in this jungle move, using adverbs ending in **-ly**? You can use the root words to help you.



Show answers

**Example:** The Jaguar prowled **fiercely**. The tiger watched him **stealthily**.

### **Science**

In your Botanist Journals, please complete the entry in your Bean Diary for today. Even if there is no change, record what you can see and suggest why it hasn't changed. Remember to draw a picture to show and label it too. You could also do some sketches on the back 2 pages of your Botanist Journals. You can use pens, wax crayons, pencil crayons, chalk pastels or pencils to sketch a flower or plant of your choice. Try to write the name of it underneath and remember all of the sketching techniques we have practised so far this year.

**Challenge of the day: build something cool with your Lego!**