

YEAR 2 PLANNING FOR MONDAY 16TH MARCH 2020

Good morning all,

I hope you are all safe and well. For those of you who were at school on Friday, you will have your pack of resources to access for the work this week and next. If you were not at school, I will try my best to find alternative activities or ways for you to record your answers, but it would be helpful for you to get hold of some lined paper, squared paper and some plain paper or some exercise books to keep all of your written work in. If you have a printer, hopefully you will be able to print out some of the worksheets too.

There will be games and links to videos set for you on Active Learn, so it is really important that you log on every day to check. **Please complete your work with a pencil**, and it would be helpful to have some colouring-pencils, a ruler and an eraser too. Try to put the short date on your work too.

Each day, I will give you instructions for Phonics/Literacy, Maths and a Topic activity. Try your best to do what you can. You also have been given activities to complete in your Spanish books over the next couple of weeks by Mr Pepe and Mr Manu. Those children who work with Miss Gill have also been given some tasks from her.

Monday 16.03.2020

Miss Emma's group	Miss Lauren's group	Miss Gwenno's group	Miss Jasmine's group
Long /oo/ sound page6 and 7 (digger) Sheet 103 Choose a different colour for each alternative spelling Sound buttons under the words Find and colour the sounds in the paragraph Use the words from the lists to write your own sentences on the back (aim for 5 sentences)	Review sounds Page 2 and 3 Sheet 61 Choose a different colour for each sound Read the words, find the sound and colour E.g 'a' is red 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)	Sheet 93 Choose a different colour for each alternative spelling Sound buttons under the words Find and colour the sounds in the paragraph Use the words from the lists to write your own sentences on the back	/OU/ as in mouth Sheet 75- Choose a different colour for each alternative spelling Sound buttons under the words Write the words above Choose the correct sound to fill in the words at the bottom Use the words from the lists to write your own sentences on the back

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!

Maths

Aim: telling the time o'clock, half past, quarter past and quarter to

Using the interactive clock tool (link on Active Learn), practise making analogue times and write the matching digital time and vice versa. Please only look at the first 2 buttons (analogue clock and 12 hr digital clocks). There are links to games to practise these skills too. If you have your **Abacus book, please complete page 47**. Remember to complete your traffic lights to show me how you found the work and an adult can help you to check your answers. If you need to do a correction, please write it underneath instead of rubbing out.

If you don't have your book, or if you would like some extra practise, use sheet RS 478 (on Active learn) and ask an adult to say some **o'clock, half past, quarter past and quarter to** times and you can record them correctly. Please use a ruler to draw clock hands. You might even like to have a go at making your own mini-clock to use at home to help you too!

Literacy

We have been learning about using similes, metaphors and personification to describe some Spring images. You have a sheet in your folder with a Spring shape outline. See if you can write a Spring poem about whatever your picture is (daffodil, lamb, chocolate bunny). Try to use your senses to think about what you can see, hear, smell, touch and taste, and the language we have practised. It doesn't need to rhyme, but it does need adjectives, similes, metaphors or personification! If you would like to choose another Spring item to write about, you can draw your own shape and fit the writing inside like a shape poem!

Science

In your Botanist Journals, please complete the next page of your 'Bean Diary' Day 10. Look at how we set out Day 7 to help you. Look carefully at your bean and draw what you can see. Try to draw a clear picture and label the parts. Use a ruler to draw lines for your writing and use these science words to help you explain: germinated, seed, cracked, shoot, root, stem, compost. Think about what colour your seed is, how long the shoot is or if it has not germinated yet, you could try to explain why. If you need to, plant your spare bean!

If you don't have your bean plant or Botanist Journal, I have put on a video of a bean seed germinating for you to watch. You could think about what your bean might look like now or draw what this bean plant looks like at Day 10 (the one on the video seems to be growing more quickly than ours though).

Hopefully the instructions are clear, but I will try to answer any questions or queries through the info@calpeschool.com email during the normal school day should you need any clarification. Please mark and check your children's work. If you can write 'year 2' in the subject, this will help it to reach me.

Many thanks
Miss Emma