

YEAR 2 PLANNING FOR MONDAY 23RD MARCH 2020

Good morning everyone! I hope you had a relaxing weekend. Thank you for all of the hard work you put in last week. I am really impressed by how much you have been on Active Learn. If you haven't already, please email some photos of your pieces of work if you can, as you will earn house points, and extra if you complete the challenge too. It also helps me to see how you are getting on and I can reply to you! **To make it easier for Miss Michelle, please put your name and class in the email subject or at the top of the email.**

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 or to ask for ideas of something else you can do. Enjoy the day and don't worry if you can only complete some of the activities- they are there to help you, not to make you or your mum and dad stressed!

Phonics

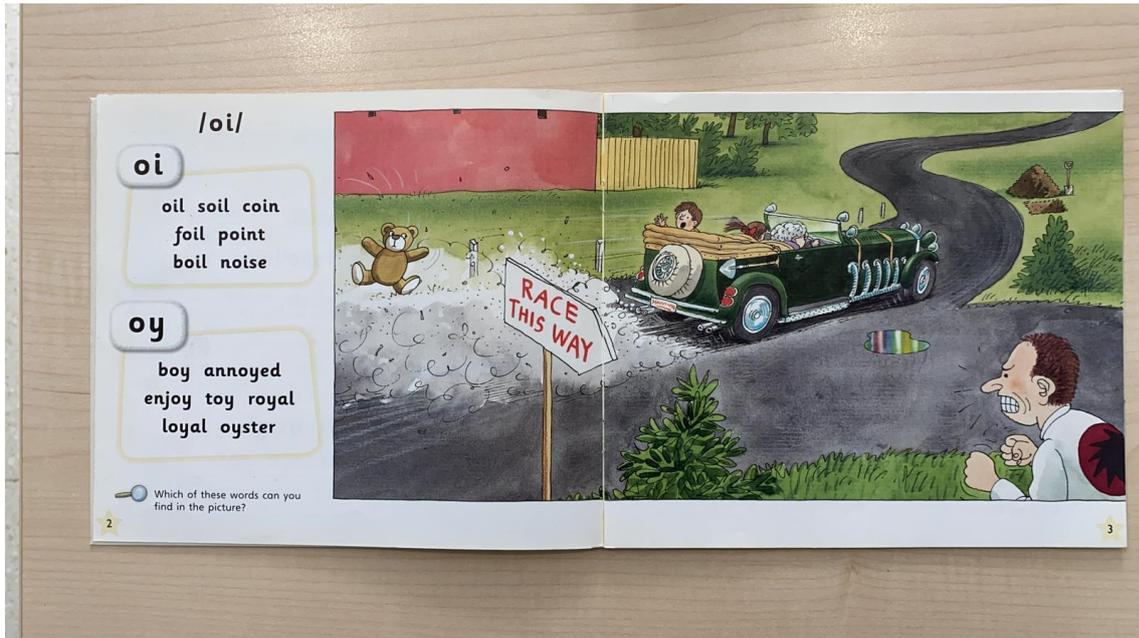
Please complete your phonics sheet as detailed below.

Miss Emma's group	Miss Lauren's group	Miss Gwenno's group	Miss Jasmine's group
<p>/oi/ oi oy sound Sheet 105 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 In the garden Sheet 63 Choose a different colour for each sound</p> <p>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>/s/ sounds sc st Sheet 95 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>/or/ or and aw Sheet 77- 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.

If you don't have your phonics sheet, an adult can dictate some sentences for you to write and you can practise your listening and spelling skills in your handwriting book or on lined paper.

/oi/ sounds



Reading

On Active Learn, you now all have been allocated a Book Band with books that should be at your level. By clicking the little bug icon on each page, you will be asked questions to see if you understand the story. If you keep getting 100%, I might move you up a level. If you are finding the questions difficult, I can change your book. Please make sure you answer the comprehension questions to see if the books are right for you.

Example:



Maths

Aim: To Revise 2, 5 and 10 times-tables

Keep practising saying your Times tables out loud and **remember the competition on Times table Rock stars!**

Please complete pages 52 and 53 of your Abacus book.

5s and 2s

<input type="text"/> × 5 = 15		<input type="text"/> × 2 = 4
<input type="text"/> × 5 = 30		<input type="text"/> × 2 = 10
<input type="text"/> × 5 = 25		<input type="text"/> × 2 = 18
<input type="text"/> × 5 = 5		<input type="text"/> × 2 = 14
<input type="text"/> × 5 = 45		<input type="text"/> × 2 = 20
<input type="text"/> × 5 = 0		<input type="text"/> × 2 = 8
<input type="text"/> × 5 = 35		<input type="text"/> × 2 = 16
<input type="text"/> × 5 = 50		<input type="text"/> × 2 = 6
<input type="text"/> × 5 = 20		<input type="text"/> × 2 = 0
<input type="text"/> × 5 = 40		<input type="text"/> × 2 = 12

Write the missing numbers.

ACTION Use your fingers to count on.

THINK Pick a number to put through a 2s, 5s or 10s multiplication machine. Tell your partner the output number. Can they work out which machine it was?

55 54

Multiplication with holes

 	<input type="text"/> × 4 = <input type="text"/>
 	<input type="text"/> × 2 = <input type="text"/>
 	<input type="text"/> × 4 = <input type="text"/>
 	<input type="text"/> × 5 = <input type="text"/>
 	<input type="text"/> × 3 = <input type="text"/>
 	<input type="text"/> × 5 = <input type="text"/>

Fill in the missing numbers.

ACTION Use your fingers to count on in 2s, 3s, 4s, and 5s.

THINK You have 24 monster eggs. How many boxes of 6 eggs? What other sizes of box will hold them all?

If you have completed these pages already, play the game using resource sheet **618 (RS 618 on ActiveLearn- click on my stuff, Abacus, scroll right to the end)**. You will need a dice, 2 colouring pencils and 2 people.

Multiples of 2, 5 and 10

25	20	2
10	4	15
40	20	8
10	30	5
50	6	30
12	10	60

Roll a dice. E.g. **3**

See if you can find **an answer to 3×2 or 3×5 or 3×10** on the board. Colour in the box with your colour.

Your partner rolls and has their go. E.g. **4** so they look for **answers to 4×2 or 4×5 or 4×10** and colour with their colour.

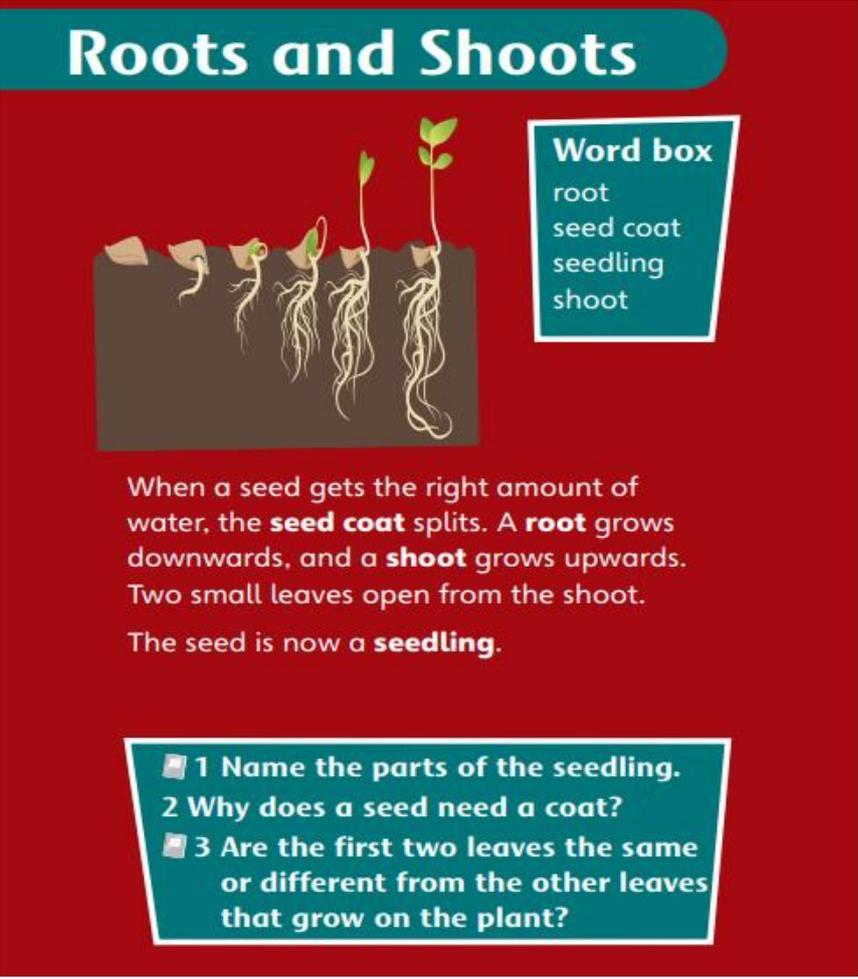
The first person who has 3 numbers in a row (in any direction) wins.

Science

If you have noticed any changes in your bean plant, please complete your **Bean Diary** for today. Some of them may now have a shoot and a long root, with shorter roots coming from it, and possibly a stem starting to grow so they have become seedlings. Others might be a bit further behind! If there is no change, use this time to try some sketches of flowers or plants in the back of your Bean diary.

We have another cool resource added to our Active Learn site called Science bug international!

Have a look at these resources: **Tulip mania** and **Bulb diagram** and see what you think. Have a look at the questions below and see if you can answer them by looking at your Bean plant and thinking about what it will be like when it grows some more. If your plant has not grown much, you can use the video on Active Learn (**Broad bean timelapse**) to help you.



Roots and Shoots

Word box
root
seed coat
seedling
shoot

When a seed gets the right amount of water, the **seed coat** splits. A **root** grows downwards, and a **shoot** grows upwards. Two small leaves open from the shoot. The seed is now a **seedling**.

1 Name the parts of the seedling.
2 Why does a seed need a coat?
3 Are the first two leaves the same or different from the other leaves that grow on the plant?

Challenge of the day: learn how to tie shoe laces!

If you don't already know how to tie your laces, I thought this might be a good chance to try. If you don't have any shoes with laces, borrow a pair from mum or dad, put them on and get them to show you a couple of times. Now, go and practise by yourself until you think you have got it!

Try the video on **ActiveLearn (Easy tie shoe laces)** for a really cool trick too!
<https://www.youtube.com/watch?v=aAeI7p-Tkc>