

Year 2: Remote Learning Schedule

W/C 11 th January	Monday	Tuesday	Wednesday	Thursday	Friday
Maths (approx. 45 mins per lesson) This week our focus is: Multiplication Week 2	Lesson 1: <i>To write multiplication sentences using pictures.</i> Look at the pictures and use what you have learnt last week to create multiplication number sentences to match the pictures. Click here to watch a video to help.	Lesson 2: <i>To understand what an array is.</i> Look at the picture of the array and write a multiplication number sentence, look carefully at the columns and rows. Click here to watch a video about arrays.	Lesson 3: <i>Making doubles.</i> Click here to learn about doubles- this is a recap of an objective you have covered in Year One.	Lesson 4: <i>The two times table.</i> Use the pictures to help you to learn your two times tables. Click here to learn your tables.	Lesson 5: Arithmetic Skills <i>Challenge yourself with our number skills check- this week the focus is times tables. How quickly can you recall them? Can you time yourself? How many did you get right? Which do you need to learn?</i>



Remember to log in to [TT Rockstars](#) each week to practise your times tables!

Message your teacher on [ClassDojo](#) if you've forgotten your login details.



Remember to share your learning on ClassDojo!

Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see and mark.



English (approx. 45 mins per lesson) This week our focus is: Writing a setting description of Antarctica	Lesson 1: <i>To read about Antarctica and answer questions.</i> Read the text about Antarctica and answer the comprehension questions.	Lesson 2: <i>To create a list of things you might find in the Antarctica</i> Click here to watch a video clip of Antarctica, use the images to create a list of things you might see/hear on a walk in the Antarctica. Spend today talking about what you can see and what it would be like to visit.	Lesson 3: <i>To write sentences using expanded noun phrases.</i> Click here to remind yourself what an expanded noun phrase is. Then use this to help you to write a list of expanded noun phrases that could be used in your setting description tomorrow.	Lesson 4: <i>To write a setting description.</i> Read the setting description example and then have a go at writing your own. Remember to send your finished work into your teacher. Extra task-could you draw or paint a picture of Antarctica to go with your writing?	Lesson 4: <i>Complete the spelling test for this week.</i> <i>Can you put these spellings into some sentences?</i>
The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!					

This week's spellings are: clothes, busy, people, water, again, half, move, prove, improve, everybody (Y2 common exception words)

Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.

Lesson 1:
History

Lesson 2:
Geography

Lesson 3:
PSHCE

Lesson 4:
RE

Lesson 5:
Reading for pleasure

Reading for Pleasure – [click here](#) to listen to a story all about a polar bears with David Walliams.

Do you have any stories at home with a snow theme? How about reading one and writing or drawing us a book review?



Maths lesson 1

Multiplication sentences from pictures

1 Complete the sentences to match the picture.



lots of 3 =

multiplied by 3 =

\times 3 =



lots of 6 =

multiplied by 6 =

\times 6 =



lots of =

multiplied by =

\times =

d)



lots of =

multiplied by =

\times =

Maths Lesson 1 continued

2 Draw a picture for each sentence.

a) 4 lots of 5

b) 2 multiplied by 4

c) 3×5

3 Complete the sentences for each picture.

a)



lots of =

\times =

b)



lots of =

\times =

What is the same about the number sentences?
What is different?

4

a) The answer is 12

What could the multiplication be?

Compare answers with a partner.

b) Now the answer is 15

What could the multiplication be?

Can you write more or fewer multiplications for 15?



Maths lesson 2

Use arrays

- 1 How many pears are there?



$$\square + \square + \square = \square$$

$$\square \times \square = \square$$

There are pears.

- 2 How many stars are there?



$$\square + \square = \square$$

$$\square \times \square = \square$$

There are stars.

- 3 Write two additions and two multiplications for the array.



$$\square + \square + \square = \square$$

$$\square \times \square = \square$$

$$\square + \square + \square + \square = \square$$

$$\square \times \square = \square$$

What do you notice?

- 4 Write two multiplications for this array.



$$\square \times \square = \square$$

$$\square \times \square = \square$$



Maths lesson 2 continued-

- 5 Draw an array to show 7×3
Complete the number sentence.

$$7 \times 3 = \square$$

Is there more than one way to draw the array?

- 6 Draw three different arrays to show 12



- 7 Draw dots to show each multiplication in two ways.
The first one has been done for you.

Multiplication	Array 1	Array 2
3×8		
2×5		
4×9		
6×1		

- 8 Can you see the multiplications 5×4 and 4×5 in the array?



Talk about it with a partner.



Maths lesson 3

Make doubles

1 Complete the sentences.

Use the pictures to help you.



Double 1 is

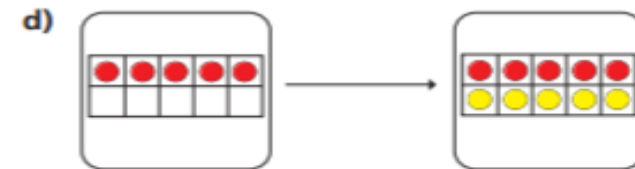


Double 2 is



Double

is



Double

is

2 Match the doubles to the additions.

Double 3

$6 + 6$

Double 6

$7 + 7$

Double 10

$3 + 3$

Double 7

$10 + 10$

3 Fill in the gaps.

a) Double 15 is

b) Double 11 is



Maths lesson 3 continued-

c) Double 12 is

d) Double 20 is

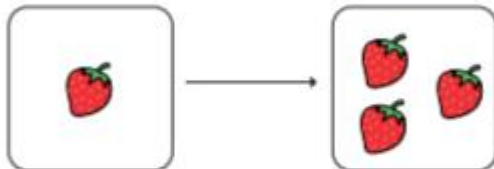
e) Double is 8

f) Double is 16

4



I have doubled the number of strawberries.



Do you agree with Mo? _____

Talk about it with a partner.

Quick fire doubles questions!

What is double 1? ____

What is double 2? ____

What is double 3? ____

What is double 4? ____

What is double 5? ____

What is double 6? ____

What is double 7? ____

What is double 8? ____

What is double 9? ____

What is double 10? ____

What is double 11? ____

What is double 12? ____



Maths Lesson 4

The 2 times-table

- 1 Write a fact from the 2 times-table to match the picture.

a)



$$\square \times \square = \square$$

b)



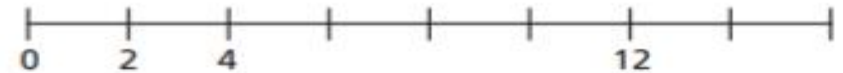
$$\square \times \square = \square$$

c)



$$\square \times \square = \square$$

- 2 a) Complete the number line.



- b) Which times-table does the number line show?

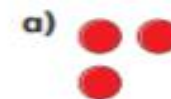
Tick your answer.

1 times-table 2 times-table

3 times-table

How do you know?

- 3 Complete the array and times-table fact so that they match.



$$2 \times 2 = \square$$



$$2 \times 5 = \square$$



$$2 \times \square = 8$$



Maths lesson 4 continued-

4 Complete the number sentences.

a) $3 \times 2 = \square$

f) $\square = 12 \times 2$

b) $\square = 9 \times 2$

g) $2 \times \square = 2$

c) $2 \times 5 = \square$

h) $2 \times 0 = \square$

d) $2 \times \square = 4$

i) $14 = 2 \times \square$

e) $12 = \square \times 2$

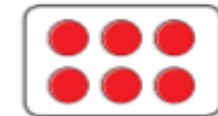
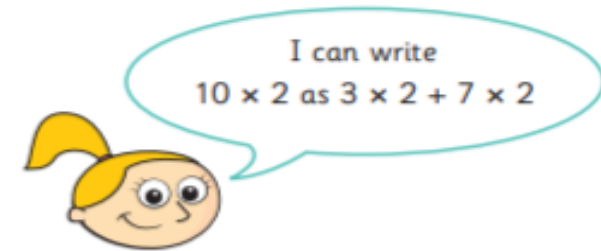
j) $\square \times 2 = 22$

5 Teddy has £8

Rosie has twice as much money as Teddy.
How much money does Rosie have?

Rosie has £

6 Eva is writing 10×2 in different ways.



Find three more ways that you can write 10×2

Use counters to help you.

$$\square \times \square + \square \times \square$$

$$\square \times \square + \square \times \square$$

$$\square \times \square + \square \times \square$$

Compare answers with a partner.



Maths Lesson 5 - Skills Check

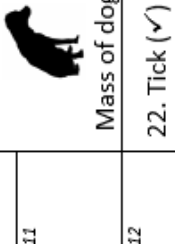




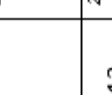
Maths Key Skills

Stage 2: Skill Check 2

Name: _____

Date: _____

Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry										
2:1	1. What is the missing number? 0 3 6 9 12 <input type="text"/>	2:11	11. $2 \times 8 =$	2:18	21. Write $<$, $>$ or $=$ to make the statement correct.  Mass of dog <input type="text"/> Mass of horse <input type="text"/>									
2:2	2. Circle the 2s that have a value of 20 . 12 28 32 21	2:11	12. Which are the even numbers? 5 10 15 20	2:23	22. Tick (✓) the shape that has a vertical line of symmetry . 									
2:3	3. Draw an arrow to label 17. 	2:12	13. What symbol is missing? $24 \square 3 = 8$	2:27	23. Draw the next shape in this pattern: 									
2:4	4. Put these in order, smallest first. 6 26 62 2	2:12	14. What symbol is missing? $10 \times 4 \square 40$											
2:5	5. Write this number in words. 27	2:13	15. Is this true? Write 'yes' or 'no'. $6 \times 5 = 5 \times 6$											
2:6	6. There are 12 people on a bus. 13 more get on. How many people now?	2:14	16. Bread rolls are sold in packs of 4. If I buy 3 packs, how many rolls do I get?											
2:7	7. Use $8 + 12 = 20$ to answer: $16 + \square = 40$	2:14	17. 10 apples are shared. How many people are there if each person gets 2?	2:29	24. A group of people were asked what their favourite colour was. Complete the tally chart: <table data-bbox="1032 374 1165 515"><tr><th>Colour</th><th>Tally</th><th>Total</th></tr><tr><td>red</td><td> </td><td></td></tr><tr><td>blue</td><td></td><td>6</td></tr></table>	Colour	Tally	Total	red			blue		6
Colour	Tally	Total												
red														
blue		6												
2:8	8. $27 + 32 =$	2:15	18. What fraction is shaded? 											
2:9	9. Tick (✓) if true: $13 + 9 = 9 + 13$ <input type="checkbox"/> $21 - 4 = 4 - 21$ <input type="checkbox"/>	2:15	19. Circle one third of the strawberries. 											
2:10	10. Use $79 - 36 = 43$ to help find: $43 + 36 = \square$	2:16	20. Complete the equivalent fractions. $\frac{1}{2} = \frac{\square}{4}$	2:30	25. How many people were asked their favourite colour in total ?									
Total (A)		Total (B)		Total (C)										
Test Total (A+B+C)		R (0-9)		Y (10-19)										
				G (20-25)										

English – Practise your Year 2 common exception word spellings

Remember to ... **Look, cover, say, write and then check!**

clothes				
busy				
people				
water				
again				
half				
move				
prove				
improve				
everybody				



English - lesson 1

Read the fact page about Antarctic and discuss with an adult.

Amazing Antarctica

Where Is Antarctica?



Antarctica is a continent (a large solid area of land). It is the furthest south in the world. It is surrounded by the Southern Ocean.

Antarctica is about 50 times the size of the UK.

Antarctic Animals

Lots of different animals live in Antarctica. They have all developed special features to help them to survive in very cold temperatures.



Emperor penguins are the largest penguins in the world. Emperor penguins have special fat layers in their feet to keep them from freezing. They also have strong claws to help them grip the ice.

Fur seals have thick fur to protect them from the cold. They also have a thick layer of fat, called blubber, under their skin to keep them warm.



Orcas have a large heart which helps to pump lots of warm blood around their body. They also have a thick layer of blubber under their skin to keep them warm.

What Is It Like in Antarctica?

Antarctica is the coldest place on Earth and almost the whole continent is always covered in ice. Because of the extremely cold temperatures, no people live in Antarctica permanently. There are also parts where no rain ever falls.

"Emperor Penguins" by Christopher Michel is licensed under CC BY 2.0



English lesson 1 –Comprehension questions to answer

1. What is a continent? Tick one.

- ☐ a large country
- ☐ a large solid area of land
- ☐ a place covered in ice

2. How big is Antarctica? Tick one.

- ☐ 50 times the size of the UK
- ☐ 50 times the size of the USA
- ☐ 2 times the size of the UK

3. Why have the animals in Antarctica developed special features?

4. Draw a line to match up the boxes to complete the sentences.

Lots of different animals

penguins in the world.

There are also parts where

live in Antarctica.

Emperor penguins
are the largest

no rain ever falls.

5. Complete this sentence.

Antarctica is the _____ place on Earth.

sunniest

warmest

coldest



English – Lesson 2

Watch the video clip (use the link in the timetable) and look at the images below to write a list of things you would find if visiting the Antarctica, you will use this list to write a setting description on Antarctica by the end of the week.



Things you might <u>see</u> in the Antarctica	Things you might <u>hear</u> in the Antarctica	Things you might <u>feel</u> in the Antarctica
<i>snow</i>	<i>ice</i>	<i>Cold</i>



English – Lesson 3

Look at the lists that you created yesterday and write 10 sentences including expanded noun phrases.

Top tip- Remember if you use more than one adjective in front of the noun you must separate these using a comma.

Underline the expanded noun phrase using a coloured pencil crayon. Look at the example below.

I could see sparkly, white snow.

It was freezing cold.



English lesson 4

Read the example below and talk about what makes it a fabulous piece of descriptive writing. Use the writing frame to have a go at writing your own setting description.

Setting Description

There in front of my eyes was the most spectacular view I have ever seen.

There was soft, glistening snow that lay like a blanket for as far as I could see. It shimmered underneath the

winter sun. There were huge, tall icebergs that almost reached the sky.

As I started to walk I spotted a fluffy polar bear. He plodded slowly along the snow. When he spotted me he dived quickly into the water with a splash!

What a sight! The ice crunched under my feet and my hands shivered because it was freezing cold. The snow was hard in some parts but sparkled like a diamond.

Remember to include the following things in your writing:

1. Punctuation- full stops, capital letters and exclamation marks.
2. Expanded noun phrases
3. 'and' to join ideas together
4. Adverbs- quickly, carefully, slowly
5. Neat handwriting that sits beautifully on the line



English lesson 4 continued-



twinkl.com



English lesson 5 – Spelling test

Now complete sentences with these spellings in.



Reading for Productivity: Lesson 1 – History

Reading for Productivity History Lesson 2

Famous Explorers of the Antarctic



This is a photograph of **Captain Robert Falcon Scott**. He was an explorer who died during an expedition to the South Pole. The expedition was called the 'Nova Expedition' and took place in January 2012.

Scott was the leader of the adventure and took four other explorers along with him.

When Scott and his team reached the South Pole they discovered another team from Norway had already beaten them to it. The team from Norway were led by an explorer called [Roald Amundsen](#).



On the return journey, Scott and his team died from exhaustion, starvation and extreme cold.

The tragic fate of his journey is still remembered throughout the world today.



Questions

1. What were the two lead explorers of the South Pole called?
2. What did Scott discover when he reached the South Pole?
3. **Find and copy** the word that describes how tired Scott was on his return journey.
4. True or False?

Captain Robert Falcon Scott was from Norway.

Roald Amundsen died from exhaustion on his return journey.

Scott's trip was called the 'Nova Expedition'

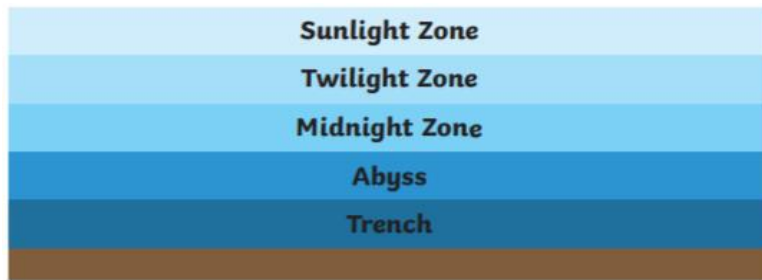
5. Describe the qualities needed to be an explorer-



Reading for Productivity: Lesson 2 – Geography

Layers of the Ocean

The ocean is deeper in some places than others, we call these different depths layers. Each layer is special with different plants and animals living there.



The Sunlight Zone

The sunlight zone is up to 200m below the surface of the Ocean. Sunlight can reach this layer. Most of all Ocean animals and plants live here. The water is warm here and humans and fish swim in this section.

The Twilight Zone

Sunlight can't get into this layer so it is very dark. Animals that live here have big eyes. It is 1000m below the surface.

Midnight Zone

There is no sunlight in this part of the Ocean, it is pitch black and the animals that live there have to make their own light! It is 4000m below the surface.

The Abyss

No light gets here and very few animals live in this section. It is 6000m below the surface!

The Trench

This is also known as the ocean floor, the temperature here is very cold, in fact almost freezing! It is 11,000m below the surface.



Questions

1. Number these Oceans Layers in order of how **deep** they are. The first one has been done for you...

The abyss

The twilight zone

The midnight zone

The Trench

The sunlight zone 1

2. Finish the sentence...

In the midnight zone it is pitch _____

3. Who spends time in the sunlight zone?

4. Find and copy a word that tells us it is very cold in the 'trench zone'





Reading for Productivity Lesson 3 – RE



Reading for productivity – Christian place of worship

St Paul's Cathedral was first built over 1000 years ago! It was built from wood at first, but unfortunately it burnt down and had to be built again. This time it was built in stone. Many famous people have been buried there, including Admiral Nelson.

1. When was St Paul's Cathedral built?

2. What material was used to build the Cathedral?

Why do people go to church?

People go to church to pray – People like to pray in God's house in peace and quiet.

To sing – Singing hymns is an important part of going to church for some people.

To worship – People like to worship God in church where there are no other

distractions. To learn – People visit church to learn about the stories in the Bible. To

get married – People get married in a church as it is a holy act. To get baptised – A

ceremony to welcome a baby or member to the family of the church. For a funeral –

A funeral service is held to remember someone who has died. To meet friends –

Church is often a social place to make friends and be part of a group.

3. Name three reasons that people go to church.

4. What do people learn when they go to church?

5. A church is a social place, what could happen in social places?



Reading for Productivity: Lesson 4 –PSHCE

Respect

Respect is thinking and acting in a positive way about yourself or others. Respect is thinking and acting in a way that shows others you care about their feelings and their well-being. You can have respect for someone because you admire something about them. You can have respect for someone's feelings, their wishes or their rights. You can have respect for things other than humans or things that aren't living.

Why should we have respect?

- Do we like people to be rude to us?
- Do we like people to ignore us?
- Do we like people to hurt us?
- Do we like people to not trust us?
- Do we like people to take our things?
- Do we like people to break or spoil our things?
- Do we like people to mess up our special places?
- Do we like people to spoil our experiences?

We can't expect to be respected unless we show respect.

How can we show respect?

- Being on time
- Following the rules
- Being reliable
- Being punctual
- Being fair
- Caring
- Respecting ourselves
- Trusting
- Equality

This is how we can show respect in our school.



PSHCE Questions

1. What is respect?
2. Give three ways that you can show respect.
3. How could you earn someone's respect?
4. Explain one way that you could show respect in school.



Halfpenny Lane Reading Challenge

Remember to continue to read at least 4 times a week and fill in your reading record. Send us a picture of your completed reading record each week on Class Dojo for an extra Dojo point!

