

Year 2 Remote Learning Timetable. Year group lockdown (Non Device)



-If you experience any difficulties with the timetable please contact staff by calling the school.

-We have created a pack of learning to meet the needs of the curriculum. You will receive a phone call each day to help you organize your work. A suitable time will be made for a phone call each day on the first day of class year group remote learning. Please note that you have been sent some text books and a reading book --- These **MUST** be returned to school with your learning log. Please do not complete work inside the books as they will be used again for other year groups and classes.

-Learning has been planned to meet the following government expectation:

Plans will include:

- a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- access to high quality remote education resources
- online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching remotely the government expect teaching pupils to include:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

ALL PAPER RESOURCES WILL BE PROVIDED IN THE PACK. PLEASE DO NOT WRITE IN THE CGP TEXT BOOKS.

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
English	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used
Reading	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used
Maths	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used
Science/Non Core	Science – To identify and classify healthy and unhealthy foods	Art – To explore different methods and materials	Computing – To create a circle of trust	R.E. – Making kindness count	Geography – To identify London and Tokyo landmarks on a map
PSHCE activities	Sit quietly and think about 10 things you want to do when you are an adult	Sit quietly and imagine you when you are older and what you want to be	Sit quietly and set yourself a new target – what do you want to achieve?	Sit quietly and consider the challenges at the moment and how you can help others at this time	Think about the things you are looking forward to when you return to school
Reading for Pleasure Find some books at home and read out loud Look for non fiction post through your door and read it to your family					
Learning and rehearse 10 x table – every day - Write out your timestable and practice					
Handwriting – every day - You have been sent some hand writing overviews to complete – make sure you practice every day					

Spelling – every day – You have been given a set of words to learn and practice – write out a definition for each and memorize for when you return to school

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used
Reading	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used
Maths	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used	Teacher to indicate the CGP reference pages to be used
Science/Non Core	Science – To create a poem about healthy living	Art – To create a colour wheel	Computing –online safety activities	R.E. – To describe someone you respect and admire	Geography - To revise compass directions and complete activities
PSHCE activities	Sit quietly and think about 10 things that you like about yourself	Sit quietly and think about 10 things that you are proud of	Sit quietly and think about 10 things that you really enjoy	Sit quietly and think about 10 things that you like about yourself	Sit quietly and think about 10 ways that you can help yourself when you get cross
Reading for Pleasure Find some books at home and read out loud Look for non fiction post through your door and read it to your family					
Learning and rehearse 10 x table – every day -					

Write out your timestable and practice

Handwriting – every day -

You have been sent some hand writing overviews to complete – make sure you practice every day

Spelling – every day – You have been given a set of words to learn and practice – write out a definition for each and memorize for when you return to school

PE sessions – spend 15 minutes a day physical exercise – choose a different activity each day

Can you do 8,000 steps?	Can you complete a 5k walk/run/skip or bike?	Can you do 200 sit ups?	Can you do 40 burpees without stopping?	Can you do 100 step ups?	How long can you hold the plank for?	Can you do 70+ shoulder taps?
Can you name 6 muscles and point to them whilst skipping?	Can you complete 10,000 steps?	Can you do a wall sit for 2 minutes?	Can you do 50 jumping jacks?	Can you create a 1,2 and 3 point balance and hold it for 5 seconds?	How many squats can you do in a minute?	How many jumping lunges can you complete without losing balance?

MUSIC - once a week you should complete some music

Choose an activity below –

Listen to the radio – Write a set of comments about the music and what you like or dislike about the music. Can you listen to different types of music?

Can you write a set of sentences using your senses as you listen to the music?

Hear, See, Taste, Smell, Feel – what do you feel with these sense when you listen to the music?

Can you complete any research to find out your families likes and dislikes about music?

Using this music vocab can you describe music?

You could also use these for your music sessions – music bingo? Spot the instrument –

Word Bank
MUSIC

Question: Which eight words below are musical instruments?



- E** electric guitar *n.* performance *n.*
F folk music *n.* performer *n.*
G guitar *n.* pianist *n.*
 guitarist *n.* **P** piano *n.*
H harmonica *n.* pop music *n.*
 hip hop *n.* **R** radio station *n.*
 hum *v.* rap music *n.*
I instrument *n.* recital *n.*
 iPod *n.* record *n., v.*
A applaud *v.* rhythm *n.*
 applause *n.* **J** jazz *n.*
 audience *n.* **K** karaoke *n.*
B band *n.* keyboard *n.*
 blues *n.* **L** lyrics *n.*
C choir *n.* **M** microphone *n.*
 classical music *n.* musical *adj., n.*
 concert *n.* musician *n.*
 conductor *n.* music store *n.*
 country music *n.* music video *n.*
D DJ (disk jockey) *n.* **N** national anthem *n.*
 download *v.* note *n.*
 drum *v.* **O** orchestra *n.*
 drummer *n.* organ *n.*
 duet *n.* **P** organist *n.*
 perform *v.* **T** tone *n.*
V trumpet *n.*
 violin *n.*
 violinist *n.*
 vocal *adj.*
 voice *n.*
 volume *n.*
W whistle *v.*



Music Vocabulary
BINGO



Tempo speed of music (fast/slow)	Lyrics words of music (text)	Ensemble group of musicians (band, choir)	Clef indicates pitch of notes (treble, bass)	Melody order of tones (up/down, do re)
Harmony combination of sounds (octave, chord)	Accent emphasize a note (+ or *)	Form arrangement of music (Intro, AABA)	Instrumentation instruments & voices (solo, brass, etc.)	Audience Etiquette behavior during a performance (quiet, listening)
Improvise create without preparation (spontaneous)	Style genre of music (pop, rock, etc.)		Pitch high/low of notes (middle C, G)	Rhythm arrangement of sounds (whole note, rest)
Musical Period time in history (Renaissance, 20 th Century)	Dynamics volume of music (loud/soft)	Beat pulse of music (strong/weak, steady)	Staff notation of music (lines & spaces)	Meter pattern of stress/ unstress (duple, 4/4)
Composer writes music (Beethoven, Mozart)	Finale end of the music (grand, Fades)	Mood feeling of music (sad, angry, etc.)	A cappella without background music (no accompaniment)	Timbre quality of sound (heavy, breathy)