

Year 2 Home Learning: Summer 1 – Week 2

'Working together to achieve success'



Hello Y2. I have created a timetable to support learning at home which combines online learning platforms with paper based activities you can view on screen and complete in your exercise book from school. **We do not expect families to print resources off!** I also want to know what you have been busy doing, so please email me at year-2@mossgate.lancs.sch.uk and I will share these on our school's FaceBook page. Please use the email address if you have any questions about the learning as well. Take care and keep safe. Mr Andrew

Daily PE

Start the day with 20-30 minutes of physical activity. Suggestions include: Joe Wicks Daily PE lesson Natasha Butler Daily Workout / Just Dance videos in YouTube. Additional physical activity ideas will be uploaded to our website www.mossgate.lancs.sch.uk > Home Learning

Daily Newsround

Watch the 5 minute news summary daily at 12:15pm by going to <https://www.bbc.co.uk/newsround> and click 'Watch Newsround' in the top right hand corner. Discuss topical items in the news and research any aspects which interest – this could be a topic, country or person. Newsround updated daily.

Maths

This week we are learning about fractions. Go to <https://whiterosemaths.com/homelearning/> to access the resources. Use the video to help explain the concept and then complete the activity (in your exercise book) which you can view on screen by clicking 'Get the Activity'.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of IDL Numeracy (https://idlsgroup.com/) and/or Times Tables Rocks Stars (https://play.ttrockstars.com/auth/school).				
White Rose Maths	Lesson 1- Recognise a third	Lesson 2- Find a third	Lesson 3- Unit fractions	Lesson 4- Non-unit fractions	Lesson 5- Equivalence of a half and two quarters

English

Roald Dahl Poetry

Mon	<p>The Porcupine</p> <p>Use the link below to listen to and enjoy <i>The Porcupine</i> from <i>Dirty Beasts</i> by Roald Dahl. https://soundcloud.com/penguin-audio/revolting-rhymes-dirty-beasts</p> <p>Watch this short clip to find out more about porcupines. https://www.youtube.com/watch?v=KSadv0qmZ6s</p> <p>Discuss what it must have felt like for the child in the poem!</p> <p>Listen to the poem again, stopping to write down favourite words and phrases. You may choose to read a copy of the poem here: https://100.best-poems.net/porcupine.html . Read together and highlight the key words and phrases.</p> <p>Design and create a poster warning children about the danger of porcupines!</p> <p>Include some warning sentences starting with if, e.g. <i>If you don't look carefully, you could sit on one by mistake! If you sit on a porcupine, its spikes will stick in you!</i></p> <p>Pinch some of your favourite words or phrases from the poem, e.g. <i>It will feel as if a hundred red hot bits of wire are puncturing your skin! Be sure you look before you sit!</i></p> <p>You may also choose to use some key facts from the information clip, e.g. <i>The spikes are called quills and can come out very easily. Ouch!</i></p> <p>Include a diagram in your poster, labelling the key parts, particularly those dangerous quills!</p> <p>Check punctuation and spelling together.</p>
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Tues	<p>Little Red Riding Hood and the Wolf</p> <p>The link below takes you to a printed version of the text, together with an audio recording by the author, Roald Dahl. For the learning today, you will need to pause the recording at various points to make predictions and have discussions with your child.</p> <p>https://childrens.poetryarchive.org/poem/little-red-riding-hood-and-the-wolf/</p> <p>Introduce the poem and explain that you are going to listen to it in parts. Start listening and then pause the recording at 1:02 mins. Make predictions. <i>What do you think might happen next? What happened next in the original tale?</i></p> <p>Resume the poem. Pause again at 1:40. Recap what has just happened. Ask, <i>what does the wolf want to do next?</i> Discuss the need to warn Little Red Riding Hood!</p> <p>Write Little Red Riding Hood a letter to warn her of the Wolf's intentions and the need to stay away from Grandma's house! Perhaps you could write as if you were a woodland animal – a friend of Little Red Riding Hood.</p> <p>Remember to lay out your letter with your address, the date, to and from. Try to convince Little Red Riding Hood as much as you can to stay away!</p> <p>Check spelling and punctuation in each sentence together.</p> <p>Finish the session by resuming the reading of the poem.</p> <p><i>How is it different to the original tale? Are there any parts that surprise you? Which version do you prefer and why?</i></p>
Wed	<p>The Tummy Beast</p> <p>Use the link below to listen to and enjoy <i>The Tummy Beast</i> from <i>Dirty Beasts</i> by Roald Dahl.</p> <p>https://www.youtube.com/watch?v=tinzhrghFILE</p> <p>Watch the clip again, this time while following the text, accessible here:</p> <p>https://www.poetryfoundation.org/poems/51659/the-tummy-beast</p> <p>If you are able to, print off the text from the link above. Highlight the lines spoken by the mother in one colour, and those spoken by the child in another.</p> <p>Use this highlighting to help you read the text aloud together. Put on your best character voices to perform!</p> <p>Perhaps you could take on different roles in your family!</p> <p>Discuss what is happening in the poem. <i>Why do you think the mother doesn't believe the child? How is the child feeling when the mother doesn't believe them? What happened to the mother at the end? What do you think the mother might say when she recovers?</i></p> <p>Write a diary entry as if you were the child or the mother, recounting the key events of the day. You could even pinch some key words and phrases used in the poem!</p> <p>Check spelling and punctuation in each sentence together.</p>
Thurs	<p>Goldilocks and the Three Bears</p> <p>Use the link below to listen to and enjoy <i>Goldilocks and the Three Bears</i> from <i>Revolting Rhymes</i> up to 3:59 mins.</p> <p>https://www.youtube.com/watch?v=lxHn2v3dz5E</p> <p>Jot down new or interesting words to explore meanings and discuss, e.g. <i>delinquent, tot, suggestion, distressing, house-proud, cherubs</i> etc. Model orally putting new words into different sentences and encourage your child to do the same.</p> <p>Listen from the start to 3:59 mins again.</p> <p>The narrator repeatedly asks, in response to Goldilocks' actions, how would <i>you</i> feel? Pause each time this is asked and discuss.</p> <p>The narrator also makes clear her dislike for Goldilocks all the way through the poem. Discuss how the narrator might describe Goldilocks, e.g. <i>Naughty, spoilt, selfish</i>. Do you agree?</p> <p>Re-watch from 3:36 – 3:59 mins.</p> <p>Pause and make a list of all Goldilocks' crimes.</p> <p>Imagine that you are Goldilocks. Write a letter to the narrator, apologising for your crimes, perhaps providing some explanation as to why you did what you did.</p> <p>Just like on Tuesday, remember to lay out your letter with your address, the date, to and from.</p> <p>Check spelling and punctuation in each sentence together.</p> <p>Finish watching to the end of the clip. Do you think if the narrator had received your letter, the ending could have been different?</p>

Fri	Review and Performance Opportunity Review and discuss some of the characters and poetry you have met this week. Which has been your favourite and why? Extend your reading with some further <i>Revolting Rhymes</i> referenced in the links below. Select one of the poems or a favourite section of a poem. Re-read and put actions to it so that you can perform it to your family! Remember to use voices for different characters and to pause in all the right places!
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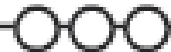
Complete 15 minutes of IDL Literacy (<https://idlsgroup.com/>) daily which develops spelling, comprehension and keyboard skills.

Topic

Mon	Online Safety – Key words. Read through the presentation about keywords. Use the activity sheet below to put into practice the messages about key words.
Tues	Create a pictogram of any insects that you might find in your garden. Ask questions such as: ‘How many ____ did you find?’ ‘What was the most/least common?’ ‘How many more ____ were there than ____?’ How could you find the total number of insects?
Wed	Combine Monday and Tuesday’s learning by making an information page about one of the creatures that you found. The information could include a close up sketch along with the habitat, diet and other interesting facts. Use the internet to use your key words to find out the information. Don’t forget to take a photo and send it to me so that I can see it and share it on the school Facebook page.
Thurs	Complete an activity from the ‘ Topic Tasks ’ grid from the school website.
Fri	Have a look at the ‘balances’ section further below labelled ‘LHSSN Home Activity Programme.’

All about...

To use keywords in an online search to find key information about a topic.



Use the Internet to find key information about . Write down which words you typed in to search for the information.

	Answer	What keywords I used to search
What is the weather like in August?		
What is there to see or explore?		
Are there beaches?		
How long will it take to get there?		
Will it be a place everyone who is going with me can enjoy?		
What is the food like?		

What else do you think I should know about ?

What keywords could you type to find this out?

LHSSN HOME ACTIVITY PROGRAMME



ACTIVITY/SKILL	OVERVIEW	ADAPTATION
<p>10 second balance – players practice holding their body's in various (safe) shapes and balances.</p> <p>Skills: Balancing, strength, routine planning</p>	<p>10 second balance is where participants practice various balances & hold still for 10 seconds, making sure it is safe every time you balance. NEVER just balance on your head, stay safe.</p> <ol style="list-style-type: none"> 1. Clear a safe space to use. 2. My daughter (Izzy) has provided you with some balancing ideas 3. Try to hold these balances as still as you can for 5-10 seconds. 4. Can you think of any other (safe) balances of your own? <p>Can you create your own routine?</p> <ol style="list-style-type: none"> 1. Now you have some balances, can you add some music and create a little routine by stringing several balances together, one after the other. 2. Make sure that you are safe and that your routine is appropriate for the space you have, you still hold each one. 	<p>Space:</p> <ul style="list-style-type: none"> • Small space requires static balances (still). • Bigger space means you can add in some travelling between balances in your routines – hopping, jumping etc <p>Task:</p> <ul style="list-style-type: none"> • Add in ways to travel • Can parents copy your routine? <p>Equipment:</p> <ul style="list-style-type: none"> • Try to hold a pair of socks on your head whilst balancing, see how still you can be. <p>People:</p> <ul style="list-style-type: none"> • Can you add in other people and try some safe pairs balances?
<p>See Video 2 for demonstration</p> <p>Musical balances – Whilst dancing to your favourite music when the music stops, get into a different balance.</p>	<p>Using some of the balances above, can you play this adapted game of Musical Statues?</p> <ol style="list-style-type: none"> 1. Family activity. 2. Play some of your favourite music. 3. Participants dance around the space. 4. When the music stops players get into their own balance and hold it as still as possible for 5 seconds 5. Anyone who cannot hold their balance or sways is out 6. Last person in wins. 	<p>Task:</p> <ul style="list-style-type: none"> • Select 8 different balances and write them down in big letters on paper. Now the person playing the music can randomly select a balance that everyone needs to do by holding up a balance name when the music stops. <p>Equipment:</p> <ul style="list-style-type: none"> • Add in a pair of socks or small ball that players can pass around when dancing. When music stops, they have to balance with the ball/socks somewhere on their body.

