

## Year 2 Home Learning: Summer 2 – 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](mailto:year-2@mossgate.lancs.sch.uk) and I will share these on our school's FaceBook page every Thursday. 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](http://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 multiplication.** Go to <https://whiterosemaths.com/homelearning/year-2/> to access the resources. Use the video to help explain the concept and then complete the activity (in your exercise book) which you can access by accessing the school website and following this path: 'Summer 2 Home Learning – Week 2 – Year 2'.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of IDL Numeracy ( <a href="https://idlsgroup.com/">https://idlsgroup.com/</a> ) and/or Times Tables Rocks Stars ( <a href="https://play.ttrockstars.com/auth/school">https://play.ttrockstars.com/auth/school</a> ).				
<b><u>You will find the videos and ppts by following the White Rose Maths link <a href="https://whiterosemaths.com/homelearning/year-2/">https://whiterosemaths.com/homelearning/year-2/</a> and clicking on Week 5 (w/c 18<sup>th</sup> May). The sheets required for each day have been downloaded and are accessible by following: 'Summer 2 Home Learning – Week 2 – Year 2'.</u></b>					
White Rose Maths	Lesson 1 – Multiplication sentences using the x symbol	Lesson 2 – Use arrays	Lesson 3 – The 2 times-table	Lesson 4 – The 5 times-table	Lesson 5 – Friday challenge!

### English

Focus theme: **Be happy! Be brave! Be kind!**

This week you will explore some inspiring stories with key messages. Towards the end of the week, you will have the opportunity to spread a little happiness by writing your own story to inspire others.

Mon	<p>Explain to your child that this week you are going to share some inspiring stories together. Discuss what the word inspiring means. Make links to inspire, inspired, inspiration, etc. Look at synonyms (words that mean similar) using Word Hippo to expand on vocabulary. <a href="https://www.wordhippo.com/">https://www.wordhippo.com/</a></p> <p>Listen to The Lion Inside by Rachel Bright up to 0:45mins:  <a href="https://www.youtube.com/watch?v=GlFDD3gYZ_0">https://www.youtube.com/watch?v=GlFDD3gYZ_0</a></p> <p>Ask your child: 'What do you know about the mouse?' Write a brief character description of the mouse, encouraging your child to use some of words and phrases from the text.</p> <p>Continue watching the clip up to 1:30 mins.</p> <p>Ask your child: 'What do you know about the lion?' Now write a brief character description of the lion, encouraging your child to use words and phrases from the text. Discuss how the mouse and the lion are different.</p> <p>Continue watching up to 2:51 mins. Discuss how the mouse is feeling. How does he convince himself to go to the lion? List all the reasons.</p> <p>Continue watching up to 4:02 mins. What do you know about the lion now? Compare with the original description of the lion you wrote earlier.</p> <p>Watch and enjoy to the end of the story. Did the ending surprise you? What did the mouse and lion learn?</p> <p>Watch and enjoy a rap version of the story here:  <a href="https://www.youtube.com/watch?v=O7D2nASjCwU">https://www.youtube.com/watch?v=O7D2nASjCwU</a></p> <p>Join in if you can!</p>
Tues	<p>Read the opening extract of The Koala Who Could by Rachel Bright here:  (Available on the school website Home Learning&gt; Summer 2&gt; Week 2&gt; Year 2&gt; The Koala Who Could).</p> <p>Watch and listen to the story here up to 4:09 mins:  <a href="https://www.youtube.com/watch?v=Wmgxgat6HFI">https://www.youtube.com/watch?v=Wmgxgat6HFI</a></p> <p>Imagine you are one of the wild animals trying to convince Kevin to come down from his tree. What might you say to him to persuade him? Write a persuasive speech to shout up to Kevin in his treetop! Try to include lots of reasons – you can use some of the ideas listed earlier in the book too!</p> <p>You might want to use some of the following sentences or sentence starters to help you:</p> <p>Kevin, I really do think you should come down from the tree now!</p> <p>First of all ...</p> <p>Another reason is ...</p> <p>Have you thought about ...?</p> <p>What if ...?</p> <p>When you come down, ...</p> <p>If you come down, ...</p> <p>Finally ...</p> <p>Remember to try and reassure Kevin – you are writing as if you are one of his friends!</p> <p>Rehearse each sentence before you write it down to check it makes sense. Don't forget to go back and read through your work to check for spelling and punctuation.</p> <p>Enjoy watching and listening to the end of the story – up to 5:55 mins.</p> <p>What lesson does Kevin learn?</p>

Wed	<p>Watch and listen to <i>We Are All Wonders</i> by R. J. Palacio here: <a href="https://www.youtube.com/watch?v=IWQuoaAtXGE">https://www.youtube.com/watch?v=IWQuoaAtXGE</a></p> <p>Due to the sensitive content of this book, it is advised that the book is shared and discussed with an adult throughout the reading.</p> <p>Points for discussion:</p> <p>What does the word unique mean? What does the word wonder mean? What does the phrase hurt my feelings mean?</p> <p>How does the main character feel when others point or laugh?</p> <p>How does he feel when he puts on his helmet and travels across the galaxy? What do you think it means when the narrator says that perhaps people could 'change the way they see?' Talk together about how we are all wonders – include everyone in your household!</p> <p>The book concludes with the sentence: Look with kindness and you will always find wonder.</p> <p>Find some synonyms for kindness here: <a href="https://www.wordhippo.com/">https://www.wordhippo.com/</a> to expand on vocabulary.</p> <p>Make a poster about being kind. Write the final sentence from the book – Look with kindness and you will always find wonder – in bold in the middle of your poster. Around the outside, record all the different ways you can show kindness. Remember kindness can often be shown in the smallest of actions, e.g. smiling, offering to help when someone is stuck, giving someone a compliment.</p> <p>Try to make your poster as bright and engaging as possible. Put it up in your household to show everyone how you can be kind!</p>
Thurs	<p>Watch and 'read' the picture book <i>I Walk With Vanessa</i> by Kerascoët with the sound turned off: <a href="https://www.youtube.com/watch?v=zbFpcPJ10EU">https://www.youtube.com/watch?v=zbFpcPJ10EU</a></p> <p>Pause the story throughout to discuss what is happening on each page.</p> <p>Now watch this version with the sound on: <a href="https://www.youtube.com/watch?v=bF1FhV_Bw3w&amp;t=9s">https://www.youtube.com/watch?v=bF1FhV_Bw3w&amp;t=9s</a></p> <p>Your task over the next two sessions is to choose between either one of the following:</p> <p>Write the story to match the picture book or</p> <p>Write a story about a time when you have shown or seen someone else show an act of kindness that has spread. This might have been towards a friend, family member etc.</p> <p>Discuss your version of the story. Re-tell it out loud to a member of your family.</p> <p>If you are going to write the story to match <i>I Walk with Vanessa</i>, you could rehearse your sentences out loud over the playing of the pictures.</p> <p>If you are planning your own story, you could draw a story map of the key events, attaching some key words or phrases.</p>
Friday	<p>Using your plan from yesterday, write your story – either to match <i>I Walk With Vanessa</i> or your own story about kindness.</p> <p>Use the pictures in the book or your own plan to help you sequence the different parts of your story.</p> <p>Remember to rehearse each sentence out loud to check it makes sense before you write it down.</p> <p>Include character thoughts and feelings – remember you want to inspire your reader to be kind too!</p> <p>You may also choose to include some of the new vocabulary you have found this week.</p> <p>Proof-read your work to check for spelling and punctuation.</p> <p>If you have written the story to match <i>I Walk With Vanessa</i>, you could replay the sharing of the pictures here: <a href="https://www.youtube.com/watch?v=zbFpcPJ10EU">https://www.youtube.com/watch?v=zbFpcPJ10EU</a> (with no sound) – with you reading your version of the story over the top.</p> <p>Share your story with your family or post it to your teacher if you can. Enjoy spreading some kindness!</p>

**Complete 15 minutes of IDL Literacy (<https://idlsgroup.com/>) daily which develops spelling, comprehension and keyboard skills.**

## Topic

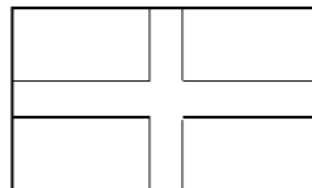
Mon	<p><b>Online Safety – Sharing Pictures</b></p> <p>Activity 1: Read Jessie &amp; Friends: Sharing Pictures – The Storybook (Find this on the school website Home Learning&gt; Summer 2&gt; Week 2 &gt; Year 2)</p> <p>Use questions to chat about the storybook. For example:</p> <ul style="list-style-type: none"> <li>o Who did Tia want to send the pictures to at first?</li> <li>o How did more people end up seeing the pictures?</li> <li>o What made Mo feel sad?</li> <li>o How did Ms Humphrey help Jessie, Tia and Mo?</li> </ul> <p>If you have a printer, print off the storybooks and ask your child to complete the activities on page 4 and 7.</p> <p>No printer? Ask your child to draw a picture of a grown-up who helps them and, (if they can) write the grown-ups name, all the things they do to help your child, and/or what your child admires about them.</p>
Tues	<p><b>Geography – Where I live.</b></p> <p>Look at the map of the UK and begin to identify the countries within it. Have you been to any of these places? Can you point out where you live? (Find map below)</p> <p>Look at the creation of the Union Jack from different component flags. Discuss how union means 'joined together'</p>
Wed	<p>Complete 'The Creation of the Union Jack' worksheet (below).</p> <p>Have a think about what you think is important about the United Kingdom. Now draw your own version of the United Kingdom flag, remember it must include something to represent each country. Share these with me using the Year 2 email address.</p>
Thurs	<p>Complete an activity from the 'Topic Tasks' grid from the school website.</p>
Friday	<p><b>PE – Garden Games- Ball Reactions.</b> (If you do not have an outside space you could find somewhere whilst out on a walk or in your house).</p> <p>Complete the Garden Games activity using the activity card below.</p> <p>Can you develop the game or come up with your own version? Create a card to explain how to play your version for other people and test it works with someone in your household</p>

## Topic Resources



### The Creation of the Union Jack

St George's Cross



St Patrick's Cross

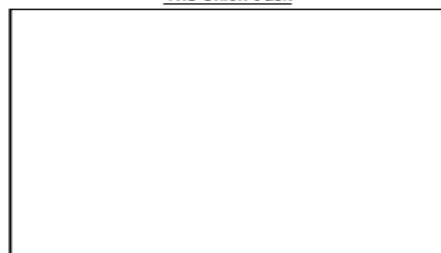


St Andrew's Cross



Can you draw the Union Jack here?

### The Union Jack




What does the Union Jack represent?


---



---


Home of Primary **PE**

### Garden Games



### Ball Reactions

**Equipment:**

- ✓ Ball
- ✓ Variety of random Objects

**How to set up:**

- ✓ Work with a partner
- ✓ Place some objects around the garden in various places
- ✓ One person needs a ball

**How to Play:**

- ✓ The person with the ball stands behind their partner
- ✓ They must throw the ball over the head of the person in front and shout an object
- ✓ The front player must quickly get the ball and place it by the said object
- ✓ Swap over after a few attempts
- ✓ To challenge each other see how many you can do in 1 minute

