

# Year 2 Home Learning: Summer 2 – Week 4

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 4 – Year 2'.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of <b>IDL Numeracy</b> ( <a href="https://idlsqgroup.com/">https://idlsqgroup.com/</a> ) and/or <b>Times Tables Rocks Stars</b> ( <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 7 (w/c 8<sup>th</sup> June). The sheets required for each day have been downloaded and are accessible by following: 'Summer 2 Home Learning – Week 4 – Year 2'.</u></b>					
White Rose Maths	Lesson 1 – Unit fractions	Lesson 2 – Non-unit fractions	Lesson 3 – Find a half	Lesson 4 – Find a quarter	Lesson 5 – Friday challenge!

## English

### Focus theme: **Poetry Festival!**

This week you will have the opportunity to read, perform and enjoy some entertaining poems written by famous poets.

Using your own experiences as inspiration, you'll innovate on some of these poems, using them as models in order to write your own!

*Scissors* by Allan Ahlberg

Read the poem *Scissors* here: <https://childrens.poetryarchive.org/poem/scissors/>

Now play the audio recording of the poem as read by Allan Ahlberg.

Make connections with the poem. Discuss – *Did you enjoy the poem? What is the role of the narrator in the poem? (teacher). What does the poem remind you of? Does your teacher ever sound like this?!*

Rehearse reading the poem aloud, as if you are the teacher. Try to use as much expression as you can. Don't forget to use facial expressions and gestures too! You might start your reading very calmly and then become gradually more exasperated when the scissors can't be found!

In the poem, it is scissors that have been lost. What tends to get lost in *your* classroom? E.g. glue sticks, whiteboard pens, sharpeners, pen lids, rulers, jumpers etc.

Write your own version of the poem, based on what is commonly lost in your classroom. You can use a combination of lines and phrases from the original poem with your own ideas and sayings too! E.g.

*Nobody leave the room.*

*Everyone listen to me.*

*We had twenty brand new glue sticks this morning,*

*And now there's only three!*

*Seventeen sets of glue sticks*

*Disappeared from sight!*

*Class monitors – we need*

*you to find them,*

*We can stop here all night!*

Keep reading your poem out loud to hear the rhythm and check it makes sense. It doesn't have to rhyme providing it includes some entertaining phrases that your teacher might say!

Proof-read your poem to check for spelling and punctuation.

When you have finished, perform your poem to those in your household. If you are able to, record it and send it to your teacher at school to make them smile!

Mon

Tues	<p><i>What is pink?</i> by Christina Rossetti  Watch and listen to <i>What is Pink?</i> by the Victorian poet Christina Rossetti:  <a href="https://www.youtube.com/watch?v=UMAwYNXMHno">https://www.youtube.com/watch?v=UMAwYNXMHno</a>  Listen again and pause to jot down any new words or phrases, e.g. <i>fountain's brink, barley bed, ripe, mellow</i>. Discuss meanings, using a dictionary or Word Hippo to help you.  <a href="https://www.wordhippo.com/">https://www.wordhippo.com/</a>  Discuss the ending of the poem. (<i>What is orange? Why, an orange! Just an orange!</i>) Why do you think Rossetti chose to use an orange instead of something else that might be orange in colour?  Today you are going to write your own version of <i>What is Pink?</i>  If you are able to, go on a nature walk with an adult around your garden or local area. Act as a colour collector! What can you see that is each of the colours? What is each item/object doing? You may even wish to take a clip board or notepad out with you.  Write your poem using a similar structure to <i>What is Pink?</i> using ideas collected from your walk, e.g.  Start with a question: <i>What is yellow?</i>  Answer the question:  <i>The sun is yellow</i>  Describe the item or what it is doing:  <i>Light and bright and warm.</i>  Here is another example:  <i>What is green?</i>  <i>The hedgerows are green,</i>  <i>Home to nesting blackbirds and beautiful butterflies.</i>  Remember to finish each question with a question mark. Check your spelling and try to use some noun phrases and adjectives (describing words) to help your reader to 'see' what you saw on your walk.  Keep rehearsing your poem out loud as you write. Think carefully about how to finish your poem. You might choose to use the same finishing line as Rossetti with the orange!  Share your finished poem with your household and email a copy to school <a href="mailto:year-2@mossgate.lancs.sch.uk">year-2@mossgate.lancs.sch.uk</a></p>
Wed	<p><i>On the Ning Nang Nong!</i> by Spike Milligan  Read the poem <i>On the Ning Nang Nong</i> here:  <a href="https://childrens.poetryarchive.org/poem/on-the-ning-nang-nong/">https://childrens.poetryarchive.org/poem/on-the-ning-nang-nong/</a> Now, play the audio recording of the poem as read by Spike Milligan.  Discuss your child's reaction to the poem – they might be surprised by the nonsense words! Some background information on Spike Milligan and his nonsense poetry can be found below- read this with your child.  Your first task today is to draw and label a picture of the <i>Ning Nang Nong</i>.  What creatures and living things need to be included in your picture? (<i>cows, monkeys, mice, trees</i>).  If you were to attach speech bubbles to the animals, what would they be saying? (<i>Bong! BOO! Clang!</i>)  What other creatures or living things could you add? What might they be doing? What other noises might you hear? Remember it doesn't matter how ridiculous your ideas are – you can be as creative as you like! Colour your picture to make it as attractive as possible.  Now write some sentences to describe your version of the <i>Ning Nang Nong</i>. Remember to include details about all the living creatures that live there, the noises they make and what they do. You can use some adjectives (describing words) and include your own nonsense words too if you like!  Remember to read back through your work to check for spelling and punctuation.</p>

<b>Thurs</b>	<p><i>Chocolate Cake</i> by Michael Rosen</p> <p>With an adult, read together <i>Chocolate Cake</i> by Michael Rosen:  <a href="https://www.uv.mx/personal/jomartinez/files/2011/08/Chocolate- Cake.pdf">https://www.uv.mx/personal/jomartinez/files/2011/08/Chocolate- Cake.pdf</a></p> <p>Now watch and enjoy Michael Rosen performing the poem here:  <a href="https://www.bbc.co.uk/bitesize/clips/zh43cdm">https://www.bbc.co.uk/bitesize/clips/zh43cdm</a></p> <p>Make connections with the poem and compare the two versions. Discuss – <i>What did you think of the poem? Which version did you prefer? How were they similar/different? Did the poem remind you of anything? Have you ever craved a particular type of food like Michael craved the chocolate cake in the poem?</i></p> <p><i>Your child might comment that the piece resembles a story more than a poem and that during the performance piece, Rosen does not recite the poem exactly word for word. Use this opportunity to explain that some poems are not written in verse (free verse), do not need to rhyme, can vary in performance and can sometimes resemble more like the telling of a story!</i></p> <p><i>Re-read the poem together, pausing frequently and summarising what is happening in each section, e.g. First of all, Rosen explains why he likes chocolate cake so much. Then he wakes in the night thinking about the chocolate cake.</i></p> <p>After that, he sneaks downstairs to eat the remaining cake, etc.</p> <p>You are now going to plan to write your own version of <i>Chocolate Cake</i>. First of all, you need to decide what food your poem is going to be about.</p> <p>Now you are going to plan your poem. Think about the sequence (order) of your poem, e.g. why you like your chosen food so much, how you might wake in the night thinking about it, the act of sneaking downstairs into the kitchen, eating and enjoying it, etc.</p> <p>Create a plan similar to a story map, including each of the different sections above.</p> <p>Talk your planned sequence through with an adult.</p>
<b>Friday</b>	<p>Re-watch and/or re-read <i>Chocolate Cake</i> by Michael Rosen using one/both links from yesterday. Look and listen out today for actions and vocal noises that really help to bring the poem alive! Return to look at your plan for your own version based on your chosen food. On your plan, jot down an action or noise that you too may want to include in a particular section, e.g. <i>oooooooooooo, mmmmmmm, nice</i>. Remember, you can create your own too!</p> <p>Write your own version of the poem based on your chosen food, using your plan to help you. Think carefully about how to sequence the events and phrases or noises you may want to use. You can use some of Michael Rosen's and some of your own.</p> <p>Keep re-reading back through your poem to check it makes sense.</p> <p>Perform your poem for your household, making sure you too use lots of actions and noises to bring your performance alive! You may even choose to film your performance to email school.</p>

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

**Topic**

<b>Mon</b>	<p><b>Online Safety – Episode 3 Playing games.</b>            Watch Jessie &amp; Friends, Episode 3: Playing Games with your child. You can find the animations at <a href="http://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a>            Use questions to chat about the cartoon and check your child’s understanding of the story. For example:</p> <ul style="list-style-type: none"> <li>o What were Jessie, Tia and Mo’s power words in the Avelzon game?</li> <li>o How did the ‘stranger’ trick Jessie and her friends into telling her their power words?</li> <li>o What did Jessie do when the ‘stranger’ tricked them in the game?</li> <li>o When did Jessie find out that the ‘stranger’ was really her sister Amber?</li> <li>o What did Dad tell Jessie, Tia and Mo to do with their power words after they were shared and no longer private?</li> </ul> <p>Explain to your child that ‘power words’ are just like passwords in real life. If your child uses any apps or websites which require a password, or see you doing so on your accounts, tell them that it is really important to keep passwords private so that no one else can use them.            If you have a printer, print out the colouring in sheet. No printer? Encourage your child to copy the picture (attached below).            In the box, ask your child to write one piece of online safety advice for children their age. Give them some ideas: for example, it could be about who to talk to if you are worried; how to make sure no one else can use your ‘power words’; being kind online.</p>												
<b>Tues</b>	<p><b>Geography and History– Morecambe.</b>            Look at the maps of Morecambe below.            One is a map of Morecambe today and one is a map from the 1890s.            What do you notice about the two maps? Can you tell which one is from the 1890s and which one is modern?</p>												
<b>Wed</b>	<p>What is the first thing that stands out to you?            Use the map key (find in Year 2 &gt; Week 4 on our school website) to work out what human and physical features you can see on the modern map.            Remember human features are things that are natural (not made by humans)            Physical features are things that have been made by humans.            Make a list using a table like this:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Modern Map of Morecambe Bay</th> </tr> <tr> <th style="width: 50%;">Human features</th> <th style="width: 50%;">Physical features</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </tbody> </table> <p>Now do the same table but look at the map from the 1890s</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Morecambe Bay map from 1890s</th> </tr> <tr> <th style="width: 50%;">Human features</th> <th style="width: 50%;">Physical features</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </tbody> </table> <p>Look at your tables – what do you notice? Are there any major differences? What things are the same?            If there are features still there from the 1890s how many years have they been there?</p>	Modern Map of Morecambe Bay		Human features	Physical features			Morecambe Bay map from 1890s		Human features	Physical features		
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<b>Thurs</b>	<p>Complete an activity from the ‘Topic Tasks’ grid from the school website (Also attached below).</p>												
<b>Friday</b>	<p><b>PE – Green Bowls. (This activity can be done inside or outside)</b>  <b>See the PE plan attached below to complete the activity.</b></p>												



## English Resources:

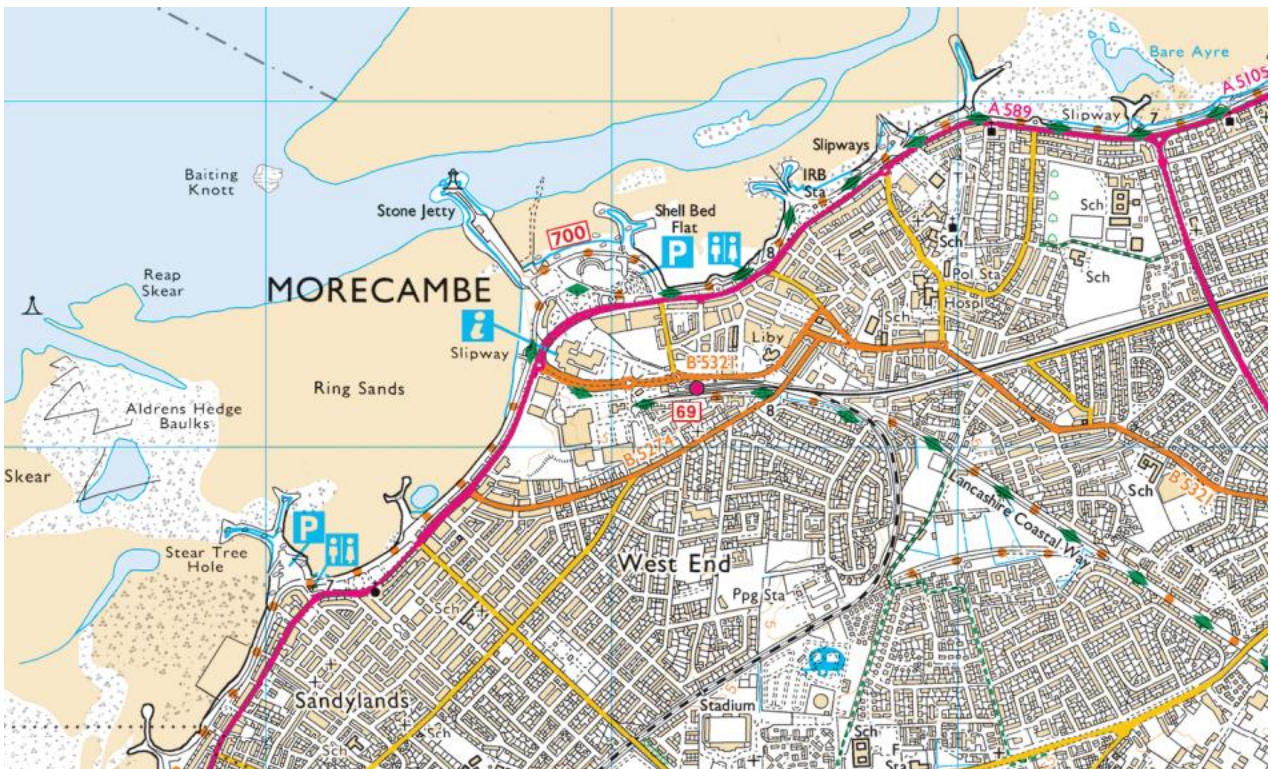
### About Spike Milligan

Here are two of Spike's best-known nonsense rhymes, delivered in his distinctive piping voice. Spike was famous for "corpsing", that is getting the giggles when you're performing, and he almost does it half way through 'Land of the Bumbly Boo' – but hearing his own merriment only makes the poem funnier. 'On the Ning Nang Nong' was voted the UK's favourite comic poem in 1998. Here you can listen to Spike read it with music specially composed for the poem to complement the bonging cows and clanging mice!

Terence Alan Milligan, known as 'Spike' (1918-2002) dedicated his life to making people laugh, through his performances on radio and television, through his poems and memoirs, and often just by being himself: in a BBC poll in 1999 he was voted "the funniest person of the last 1,000 years."

## Topic Resources

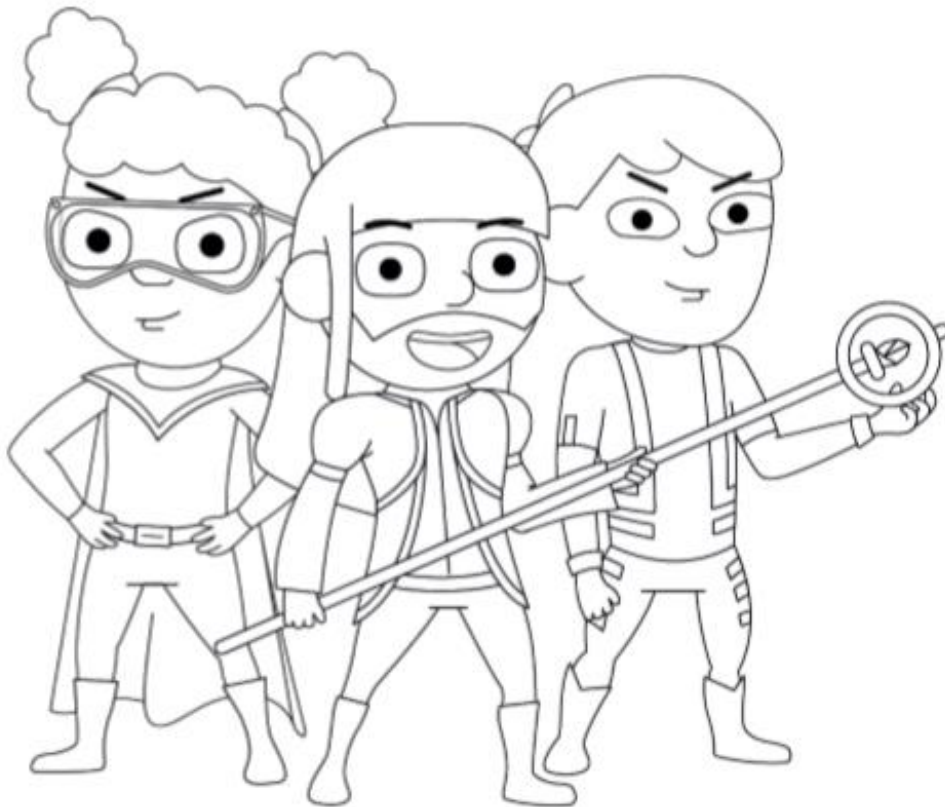
### Modern Map of Morecambe Bay



**Morecambe Bay Map in the 1890's**



**Colour me in!**



**My online safety advice to 5-7 year olds is...**



# Green Bowls

## How to set up:

- ✓ Create a lane as shown in the diagram.
- ✓ Play in pairs or small groups.
- ✓ Give each player a small ball.
- ✓ You must also have 1 large ball (the jack).



## Equipment:

- ✓ Soft balls
- ✓ Large balls

## How to score:

- ✓ The player whose ball lands closest to the large ball wins 1 point.


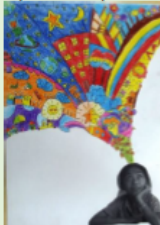

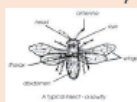






## How to Play:

- ✓ One player rolls the large ball (the jack) down the lane.
- ✓ When the jack stops, players take turns to roll their ball to get it as close to the jack as possible.
- ✓ Players can knock their opponents balls out of the way.
- ✓ Once everyone has rolled their ball down the lane, the player with the closest ball to the jack wins 1 point.
- ✓ Repeat the game for several rounds, counting points up each time.

### Summer 2 Home Learning Grid.

Over the next 5 weeks you need to complete one activity from each column; Mental Health and Well-being, Transition and Challenge.



Mental Health and Well-being	Transition	Challenge
<p>Feelings - we have different feelings all of the time and that's okay. Look at the list of feelings below, do you know what they all mean? Could you pull a face to try and show that feeling? Happy, excited, sad, angry, bored, calm, upset, scared, silly, worried, shy, confused, lonely, grumpy, comfortable, shy, confident</p> <p>Think about how you are feeling today. Draw a picture to show those feelings, think about the colours and what they show. Try and ask yourself how you are feeling everyday. Remember it is okay to feel in different ways - we all have good days and days when we don't feel as good.</p> 	<p>Your new teacher is very much looking forward to teaching you. Draw a picture of yourself and around the picture tell your new teacher all about you. You can use pictures or words. You could include: Your favourite subjects The subjects you find challenging Your favourite hobby Which clubs you enjoy If you have any brothers and sisters What you are like in class- (confident, quiet, shy, happy) Who your best friends are</p> 	<p>Be Scientists! Bug hotels</p> <p>Find a space outside. Observe the minibeasts that live there. Think about where they like to live and what the conditions are like. E.g. sheltered, dark. You might want to research what type of habitat (home) minibeasts like to live in. Using natural materials build a bug hotel for the minibeasts. Over the next few days visit your bug hotel and keep a diary of the minibeasts you observe. You could draw a picture of them and label them with the date they visited.</p>   
<p>Think about if you have any worries at the moment. Draw 5 thought bubbles on a piece of paper and draw or write down your worries in the thought bubbles. You can choose if you wish to share your worries with someone, sometimes it feels better to talk about the things we are worried about and when we have, it makes us feel better.</p> 	<p>'I am amazing' cloud. Create a cloud using paper and write your name on it. Think about 5 different things that you are amazing at. It could be that you are a good listener, you are brave, you are confident. Using strips of paper write down these words and stick them to your cloud. Share this with your new teacher when you go back to school.</p> 	<p>Historians! There are many significant individuals that have impacted how we live today. Choose someone from the names below and research the significant events in their life. Create a timeline of their life-you could draw this on paper or use string and attach information to this in order. Include - when and where they were born, early life, what they did that makes them significant, later life, when they died. Queen Victoria, Christopher Columbus, Neil Armstrong, Florence Nightingale</p> 
<p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sg">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sg</a> Watch the clip and think about a time when you might have thought you weren't very good at something. It might have been some of your home learning tasks. Remember it is okay when things feel tricky as long as you put all your effort in and have a go! Remember the trysaurus dinosaur you learn about in school. Design a poster to display and look at when you are doing your home learning. You could include a useful motto e.g. 'I can do anything I put my mind to.' 'I can do it.' Look at your poster next time you find something tricky.</p> 	<p>A postcard Write a postcard to your new teacher. Tell them some of the things you have been doing over the last few weeks. Tell them how you feel about coming back to school and what you are looking forward to in your new class. Remember to tell them who it is from. You could make it look just like a postcard and draw a picture or put a photograph on the front.</p> 	<p>Art Attack! Collect a range of recyclable materials from around the house (that people have finished with). Design a sculpture that you could make using the materials. Think carefully about how you will connect the pieces together securely. You could choose to make an animal, plant, object etc. Research sculptures made from recyclable materials for some ideas. Remember to be a trysaurus and thinkasaurus when completing your sculpture.</p> 