

Year 2 Home Learning: Summer 2 – Week 5

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 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 > 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 5 – Year 2'.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of IDL Numeracy (https://idlsqgroup.com/) and/or Times Tables Rocks Stars (https://play.ttrockstars.com/auth/school).				
<u>You will find the videos and ppts by following the White Rose Maths link https://whiterosemaths.com/homelearning/year-2/ and clicking on Week 8 (w/c 15th June). The sheets required for each day have been downloaded and are accessible by following: 'Summer 2 Home Learning – Week 5 – Year 2'.</u>					
White Rose Maths	Lesson 1 – Count sides and vertices on 2D shapes	Lesson 2 – Count faces, edges and vertices on 3D shapes	Lesson 3 – Sorting 2D and 3D shapes	Lesson 4 – Patterns with 2D and 3D shapes	Lesson 5 – Friday Maths Challenge

English

Focus theme: **Please look after this bear!**

What is a bear? Where do bears live? What do they eat? Finding answers to some of these key questions will ensure you are well prepared when you meet lots of bears this week! Some bears you may already know – perhaps from some of your favourite children's books; others may be new to you. At the end of the week, you'll have the opportunity to write your own story with a bear as its heart.

Mon	<p>Today you are going to become a researcher! Your task is to find out all about bears!</p> <p>With an adult, have a look at these webpages and read some information about bears. As you read, jot down any key facts or pieces of information that surprise you. (Some of the facts may be repeated in the different pages, but some pages will tell you new facts as well).</p> <p><i>What is a bear?</i></p> <p>https://www.dkfindout.com/uk/animals-and-nature/bears/what-is-bear/</p> <p><i>Britannica Kids - Bear</i></p> <p>https://kids.britannica.com/kids/article/bear/352836 (Note: contains some American spellings).</p> <p><i>Newsround – Amazing Facts About Polar Bears</i></p> <p>https://www.bbc.co.uk/newsround/14327738</p> <p>Using your notes to help you, create either a poster or a page to go in an information book – all about bears. Imagine the poster or book will be for children who are the same age as you, so try to make it as interesting and easy to follow as possible!</p> <p>Remember to include:</p> <ul style="list-style-type: none">- heading (e.g. All About Bears);- sub-headings (e.g. What is a bear? What do bears look like? Where do bears live? What do bears eat?);- labelled picture/ diagram- amazing fact(s) to surprise your reader. <p>Keep reading over your writing to check it makes sense. Remember to check for your spellings and punctuation too!</p> <p>Colour your picture/diagram and titles to make your page as bright and interesting as possible. If you can, email it to school using year-2@mossgate.lancs.sch.uk so we can share your poster/information page on Facebook.</p>
Tues	<p>Today you are going to read some extracts from different stories about bears. (Attached below)</p> <p>Read and enjoy together the following extracts:</p> <p><i>The Bear and the Piano</i> by David Litchfield</p> <p><i>Goldilocks and Just The One Bear</i> by Leigh Hodgkinson</p> <p><i>Rabbit and Bear – A Bite in the Night</i> by Julian Gough (Note - this particular extract is not from the beginning of the book).</p> <p>After reading each extract:</p> <ul style="list-style-type: none">- Write down three things you know about the bear in each story. (Make sure you look back to find evidence in the text)- Write down a prediction – what do you think will happen next? <p>Of the bears you've been introduced to today, talk about which you would most like to meet and why.</p>

Wed	<p>Read together the opening extract to <i>A Bear Called Paddington</i> by Michael Bond (from pages 2-7): (attached as a PDF in Year 2 > Week 5)</p> <p>Pause to discuss and explain unfamiliar words, e.g. <i>railway platform, porter, brim, rare</i>.</p> <p>Now watch the opening clip to the 2014 film <i>Paddington</i> (PG certificate):</p> <p><i>Paddington Meets the Brown Family</i></p> <p>https://www.youtube.com/watch?v=sCgnuhb45ik</p> <p>Discuss the text and the film versions. How are they similar? How are they different? Which do you prefer and why?</p> <p>Using information from the opening extract to the book and the opening to the film, write a character description of Paddington including everything you know about him so far.</p> <p>E.g. Where is he from? What does he look like? What does he like to eat? Where was he found by the Brown family? What do the Brown family think of him?</p> <p>Keep reading your sentences aloud to check they make sense. Check for spellings and punctuation too.</p> <p>Make sure you use capital letters for the start of character names (e.g. Mrs Brown) and place names (e.g. Paddington Station).</p> <p>You may choose to complete your character description with a picture of Paddington. You could use this short video to help you:</p> <p><i>How to Draw Cartoon Paddington Made Easy</i></p> <p>https://www.youtube.com/watch?v=loIlV2FAf8M</p>
Thurs	<p>Resume reading together the remainder of the opening extract to <i>A Bear Called Paddington</i> by Michael Bond (pages 7-12) (Attached as a PDF to Year 2 > Week 5)</p> <p>Similar to yesterday, pause to discuss and explain unfamiliar words, e.g. <i>expression, inspiration, several, distinguished</i>.</p> <p>Imagine you are Paddington Bear. You are going to write a letter home to Aunt Lucy to let her know that you have arrived safely in London and are going to live with the Brown family. Think about other news you could include in your letter: e.g. Where the Brown family found you, what they have promised to feed you, the name they have given you and why, the delicious food you have eaten in the café etc.</p> <p>One of the last things Aunt Lucy said to Paddington before he left for London, was to remember his manners Watch this short clip: <i>Paddington 2 – A Guide to Being a Good Bear</i>:</p> <p>https://www.youtube.com/watch?v=OuuFiuh6aTI . Perhaps you could include in your letter all the ways in which Paddington has shown his manners so far. There are lots of clues if you go back to the text!</p> <p>Try to include some thoughts and feelings in your letter too and remember to try and reassure Aunt Lucy – otherwise she will worry!</p> <p>Keep reading back through your letter to check it makes sense. Check for spellings and punctuation too.</p>
Friday	<p>Today you are going to write your own story about a bear! You can choose whether you'd like your story to be an adventure with one of the bears you have read about this week,</p> <p>or</p> <p>perhaps you'd like to write a story about one of your own (teddy) bears from home.</p> <p>Remember all good stories must have a problem so think carefully about what is going to be the problem for your bear in your story. E.g. When we first meet Paddington, he doesn't have a home; the bear in <i>Goldilocks and Just the One Bear</i> is lost; and in <i>A Bite in the Night</i>, Bear's scratching tree has disappeared.</p> <p>Once you have decided on your problem, you must then think about how it will be resolved!</p> <p>Plan your story using a sequence of pictures to help you if you wish. Remember you will need to include a description of your bear and perhaps some of the other characters in the story.</p> <p>You might like to use some of the ideas and facts you have read about/learnt this week.</p> <p>As you write your story, keep reading back over each sentence to check it makes sense and that you haven't missed any words out.</p> <p>Try to use some interesting words to make your story entertaining to read and listen to.</p> <p>When you have finished, email a copy of your story using the Year 2 email account.</p>

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

Topic

Mon	<p>Online Safety</p> <p>Activity 1: Read the Jessie & Friends storybook and make a storyboard!</p> <p>Read Jessie & Friends: Playing Games: The Storybook with your child – find in Year 1> Week 5</p> <ul style="list-style-type: none"> • Support your child to create their own story-board. Take a sheet of blank paper and help your child fold it three times. Open the paper up again. There should now be eight squares on the paper. Label the squares from one to eight or use the ready-made storyboard below. • Read the captions below with your child and help them number them to show what order they go in. • Your child can then write the captions in the correct order, one at the bottom of each square on the storyboard, leaving space for a picture illustrating the caption above each one. Or if your child prefers, they can choose to only draw a picture in each square without the written caption, or only write the caption without a picture (but they may like to add some decoration to the square!) <p>Activity 2: Design your own Super-Hero!</p> <ul style="list-style-type: none"> • It's time for your child to create their own super-hero avatar, like Jessie's, Tia's and Mo's in the Avelzon game. There are lots of ways they could do this – for example, drawing, painting or collage...or why not find some spare clothes/items around the house to make their own super-hero costume? • Jessie, Tia and Mo's 'Power Words' are 'Strong', 'Fearless' and 'Wise'. Ask your child to think of all the positive qualities they would like their super hero to have, and then ask them to choose a Power Word for their own super hero.
Tues	<p>Geography and History– Morecambe.</p> <p>Plan a route. Using the modern map of Morecambe below plan a route from the library to the clock tower.</p> <p>First you need to find the Library- it will be a building with a label, now try and find the clock tower (clue: it is on the prom).</p>
Wed	<p>Draw a route from the library to the clock tower using the roads and footpaths.</p> <p>Now write some instructions using the vocabulary below to explain how you get from the library to the clock tower. Try to describe some of the human and physical features you would pass on the way.</p> <p>e.g. Come out of the library and take a left. Walk to the end of the road and take a right, you will pass the Skateboard Park on your right hand side...</p> <p>Vocabulary – left, right, next to, behind, north, east, south, west, forwards.</p> <p>Find the map of Morecambe below and in Home Learning > Summer 2> Year 2 > Week 5</p>
Thurs	<p>Complete an activity from the 'Topic Tasks' grid from the school website (Also attached below).</p>
Friday	<p>PE – Sock Challenge</p> <p>https://primarypeplanning.com/home-pe-ks1-challenge-activities/ Follow the link and watch the video clip for the sock challenge- have a go at home!</p> <p>Can you create your own PE activity using socks? Think about whether it will help your fitness, accuracy, agility. You could even create your own PE video for your friends to complete.</p>

English Resources:



So, the bear left.



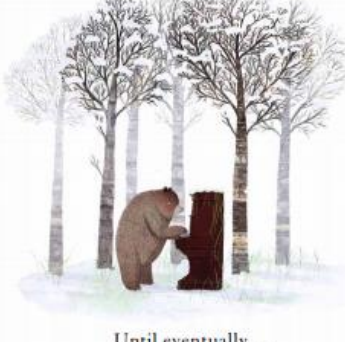
But the next day he came back,



and the day after that too.



And for days and weeks and months and years,



Until eventually...



The sounds that came from the strange thing were beautiful, and the bear had grown big and strong and grizzly.



When the bear played, he felt so happy.



The sound took him away from the forest,

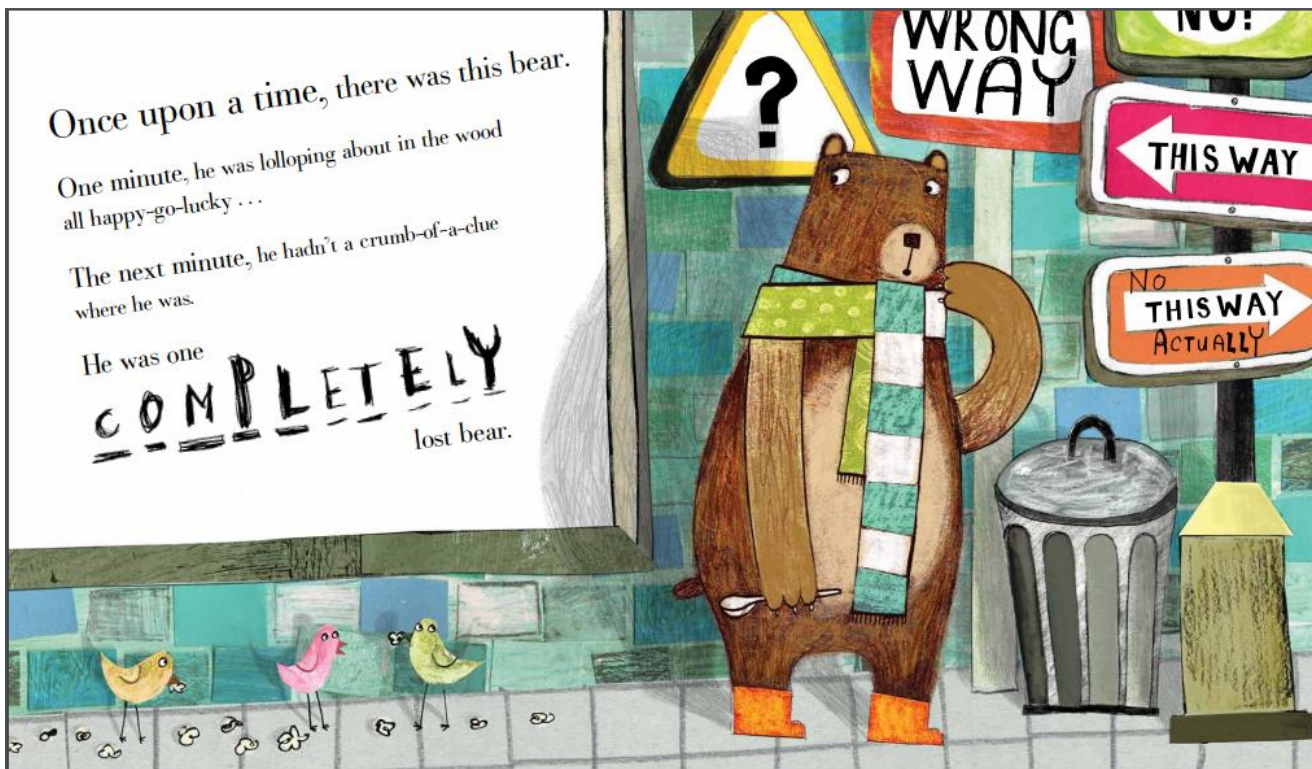


and he dreamed of strange and wonderful lands.



Goldilocks AND JUST THE ONE BEAR

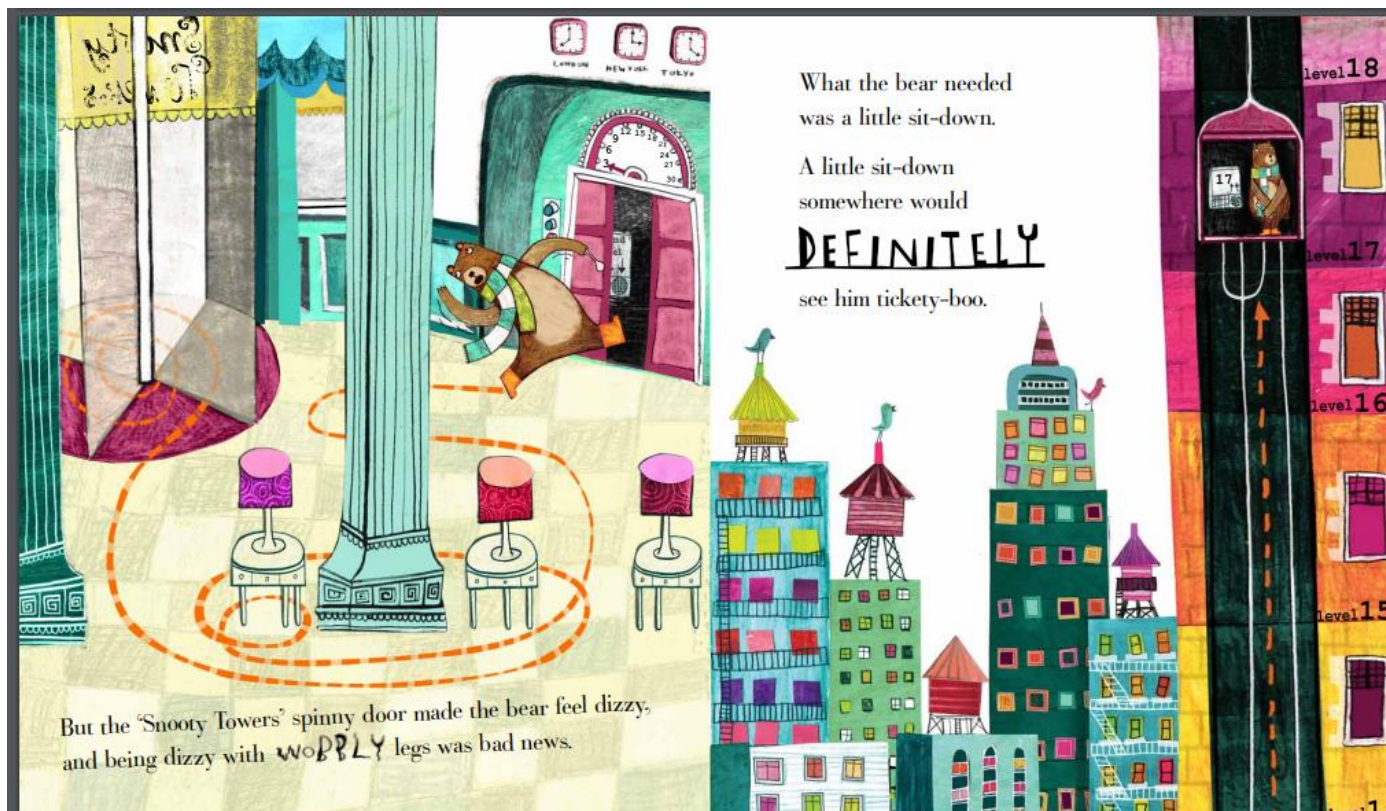
Leigh
HODGKINSON





The bear didn't much like this place.
Too many 'BRIGHT LIGHTS' and not enough twigs.
Too much loud 'HONKING' and 'BEEPING'
and not 'NEARLY' enough owl-hooting.

The bear was also a teeny bit scared
and his furry legs had gone slightly 'WOBBLY'.
"Maybe the thing to do," said the bear looking
round, "is to nip into 'Snooty Towers' here, and
get away from this 'TERRIBLE' racket.



What the bear needed
was a little sit-down.

A little sit-down
somewhere would

DEFINITELY

see him tickety-boo.

But the 'Snooty Towers' spinnny door made the bear feel dizzy,
and being dizzy with 'WOBBLY' legs was bad news.

A Bite in the Night

Rabbit burst into Bear's cave.

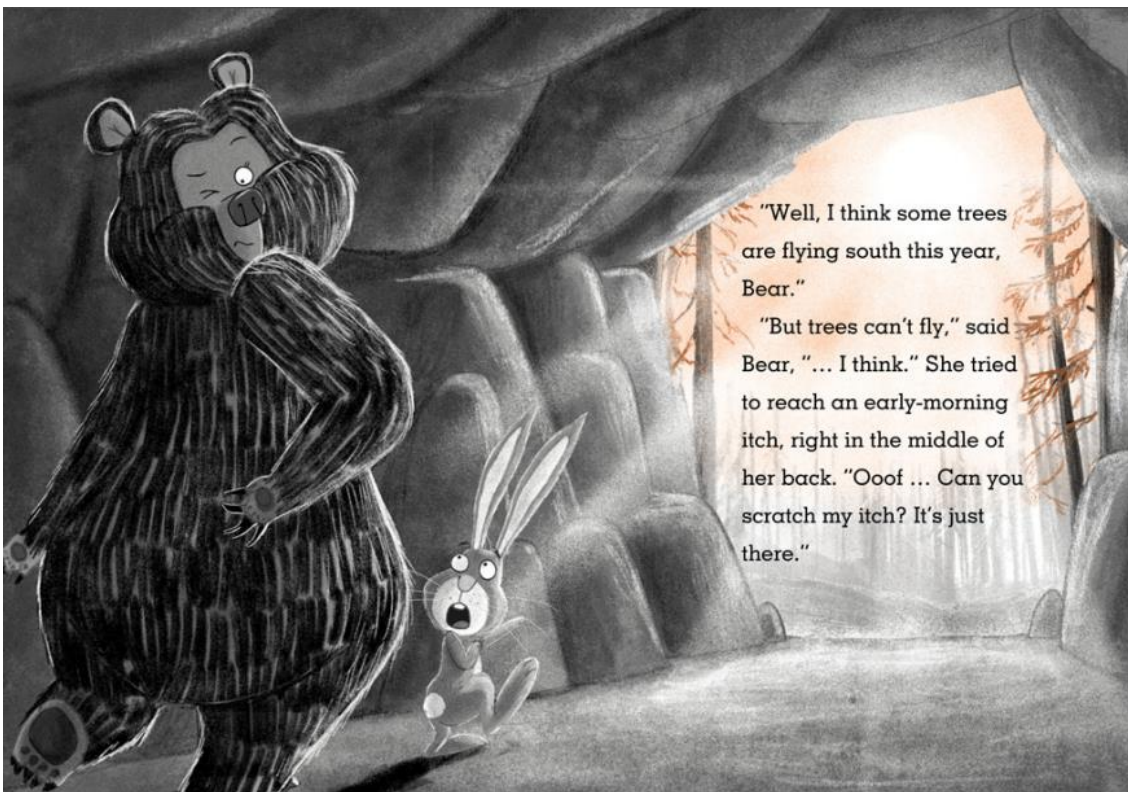
"Bear, where do trees go for the Winter?" said Rabbit.

"Trees stay exactly where they are," said Bear, yawning. "You're thinking of birds. Birds fly south for the Winter."



"Well, I think some trees are flying south this year, Bear."

"But trees can't fly," said Bear, "... I think." She tried to reach an early-morning itch, right in the middle of her back. "Ooof ... Can you scratch my itch? It's just there."



"Sure!" Rabbit jumped as high as he could.

"Hmm. That's more of a tickle, Rabbit."

"It's hard to reach the itch, through all your fur ..."

"True," said Bear. "Well, thank you for trying.

I will go and scratch myself against my scratching tree."

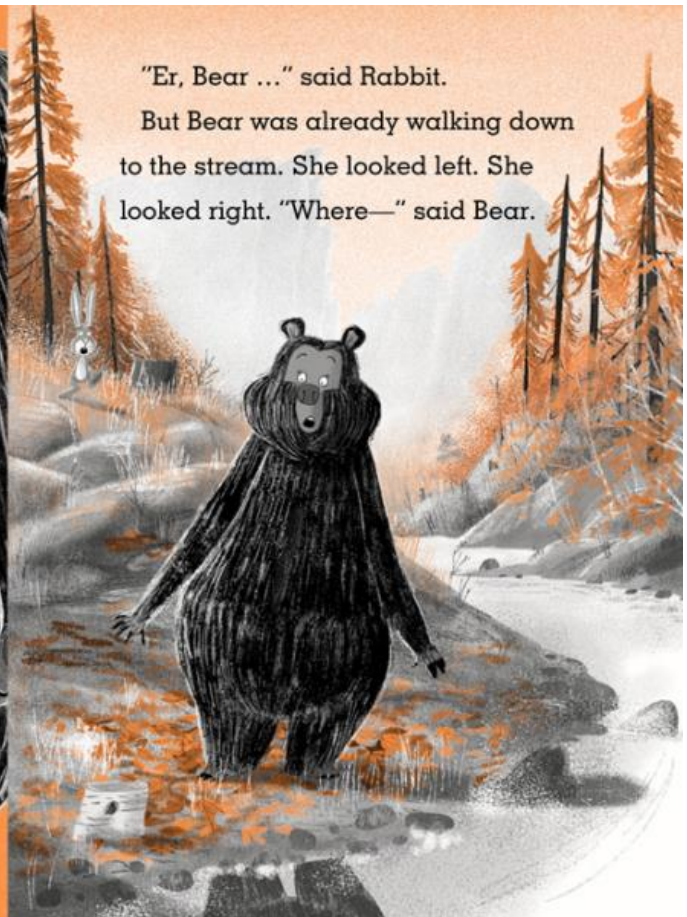
Mmmm ... even the thought made the itch feel less itchy.



4

"Er, Bear ..." said Rabbit.

But Bear was already walking down to the stream. She looked left. She looked right. "Where—" said Bear.



"That's what I'm trying to tell you ..." said Rabbit, catching up.

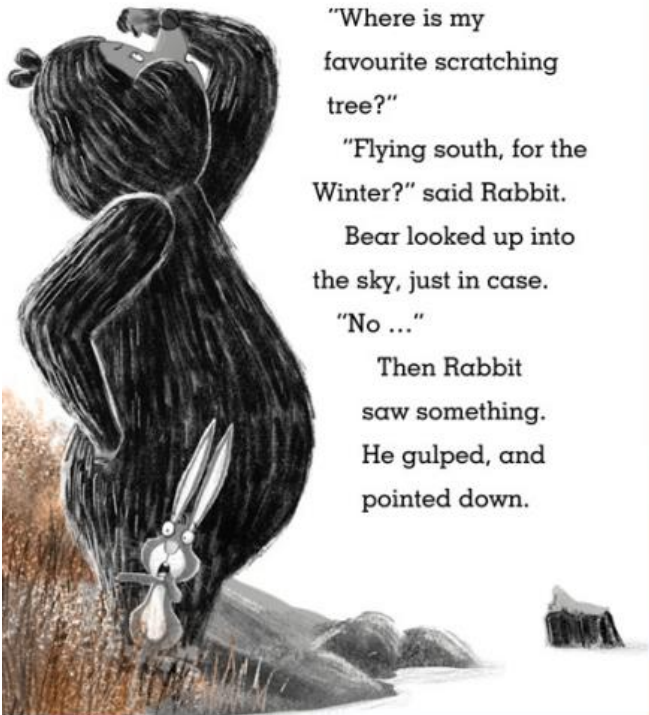
"Where is my favourite scratching tree?"

"Flying south, for the Winter?" said Rabbit.

Bear looked up into the sky, just in case.

"No ..."

Then Rabbit saw something. He gulped, and pointed down.

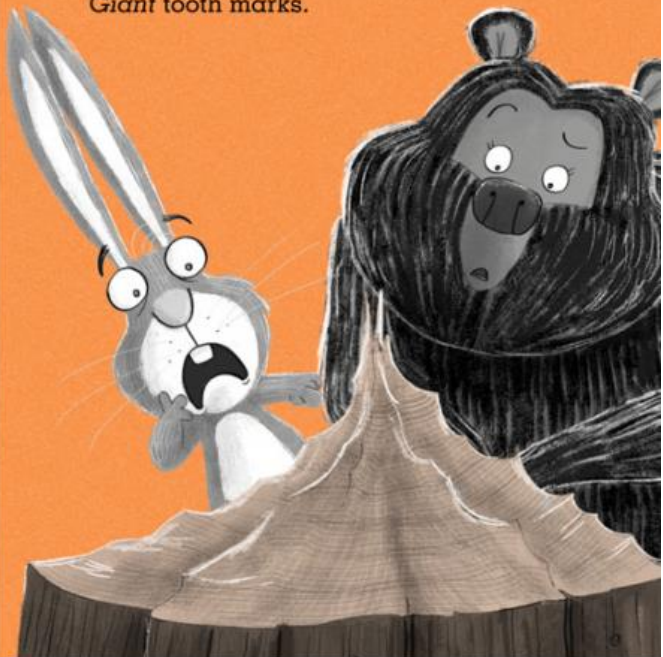


Bear looked.

There, where her scratching tree had been, was a stump. Bear bent closer.

A stump covered in tooth marks.

Giant tooth marks.



Rabbit's knees began to tremble. "Wh ... wh ... what kind of ferocious Monster could EAT a TREE?"

"I don't know," said Bear. "A hungry one? Which reminds me, let's get some honey, to put on berries, for breakfast."

"WHY AREN'T YOU WORRYING?" shouted Rabbit.



"Because worrying doesn't fix things," said Bear. "But breakfast does."

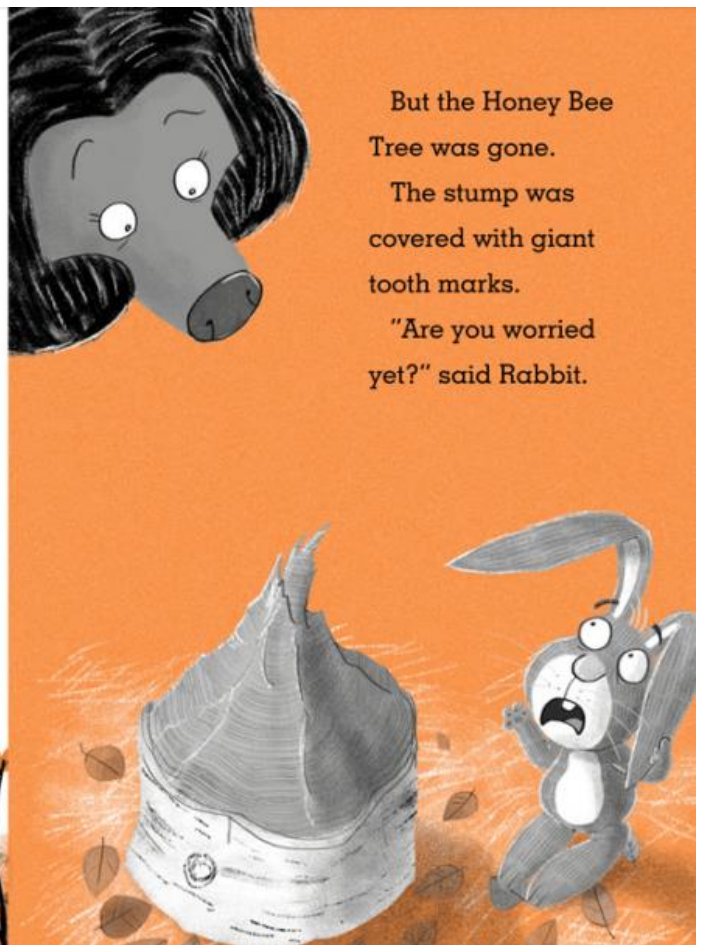
So Bear and Rabbit went to look for the Honey Bee Tree.

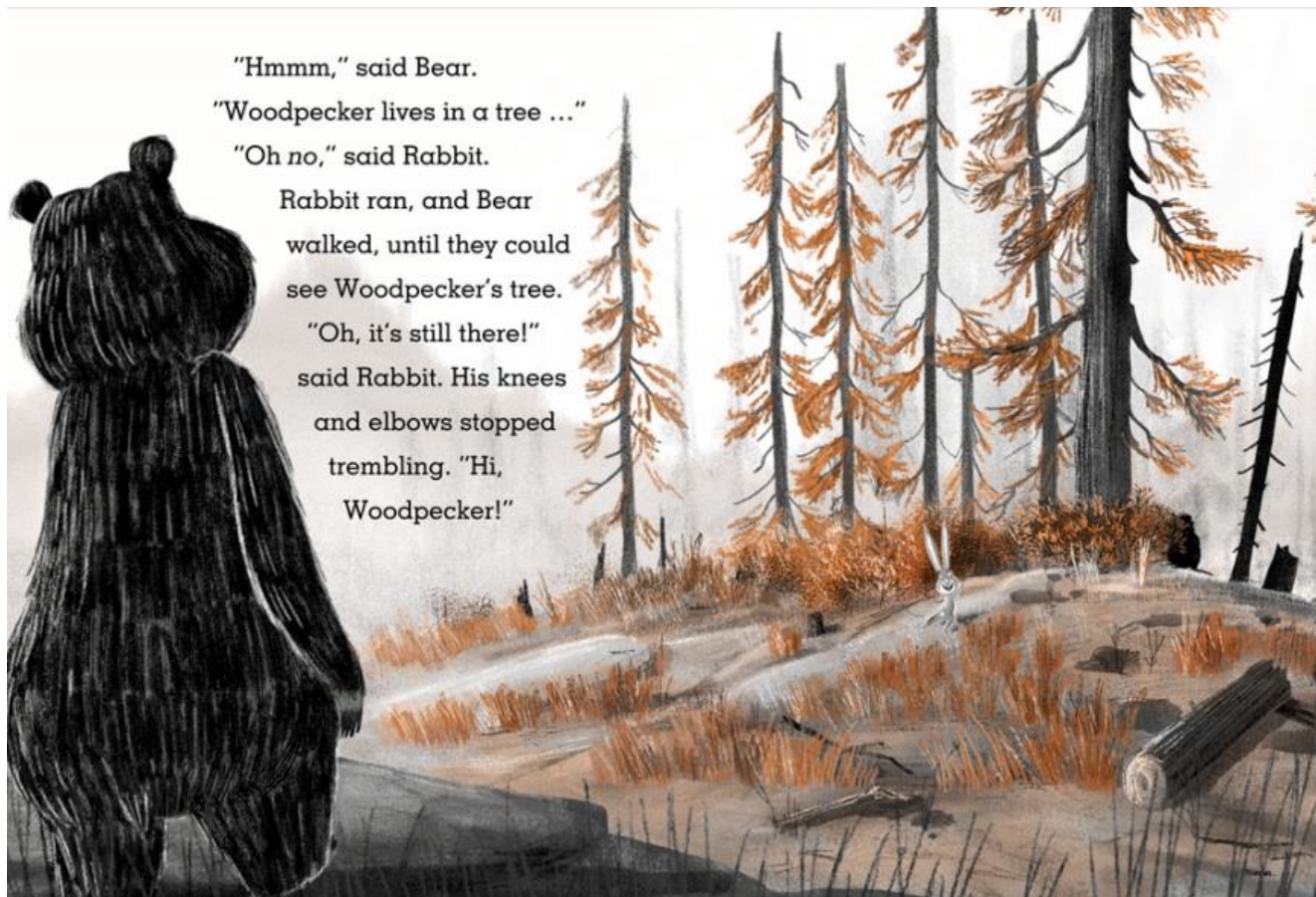


But the Honey Bee Tree was gone.

The stump was covered with giant tooth marks.

"Are you worried yet?" said Rabbit.





"Hmmm," said Bear.
"Woodpecker lives in a tree ..."
"Oh no," said Rabbit.
Rabbit ran, and Bear
walked, until they could
see Woodpecker's tree.
"Oh, it's still there!"
said Rabbit. His knees
and elbows stopped
trembling. "Hi,
Woodpecker!"



"Hi! Hi! Hi!" shouted Woodpecker from
her nest. "I'll be out in a minute! I'm
packing! To Go! Go! Go!"

"Where?" said Bear.

"South! For the Winter! More Parties!
More Fun! Fun! Fun! Warmer! HA HA HA!"

"I'll miss you, Woodpecker," said Rabbit.
"And your drumming," Rabbit sighed.
No more music and dancing in the long
evenings ...

Then a loud **CRUNCH!** came from Very
Near By.

CRUNCH

It sounded like the world's largest rabbit, eating the world's largest carrot.

CRUNCH!

Like a Monster Rabbit, thought Rabbit ... eating a Monster Carrot ... to give it the energy ... to Attack!

This time Rabbit trembled so much, he was worried his ears would fall off.



Please Look After This Bear

on it. The suitcase was old and battered and on the side, in large letters, were the words WANTED ON VOYAGE.

Mrs Brown clutched at her husband. "Why, Henry," she exclaimed. "I believe you were right after all. It *is* a bear!"

She peered at it more closely. It seemed a very unusual kind of bear. It was brown in colour, a rather dirty brown, and it was wearing a most odd-looking hat, with a wide brim, just as Mr Brown had said. From beneath the brim two large, round eyes stared back at her.

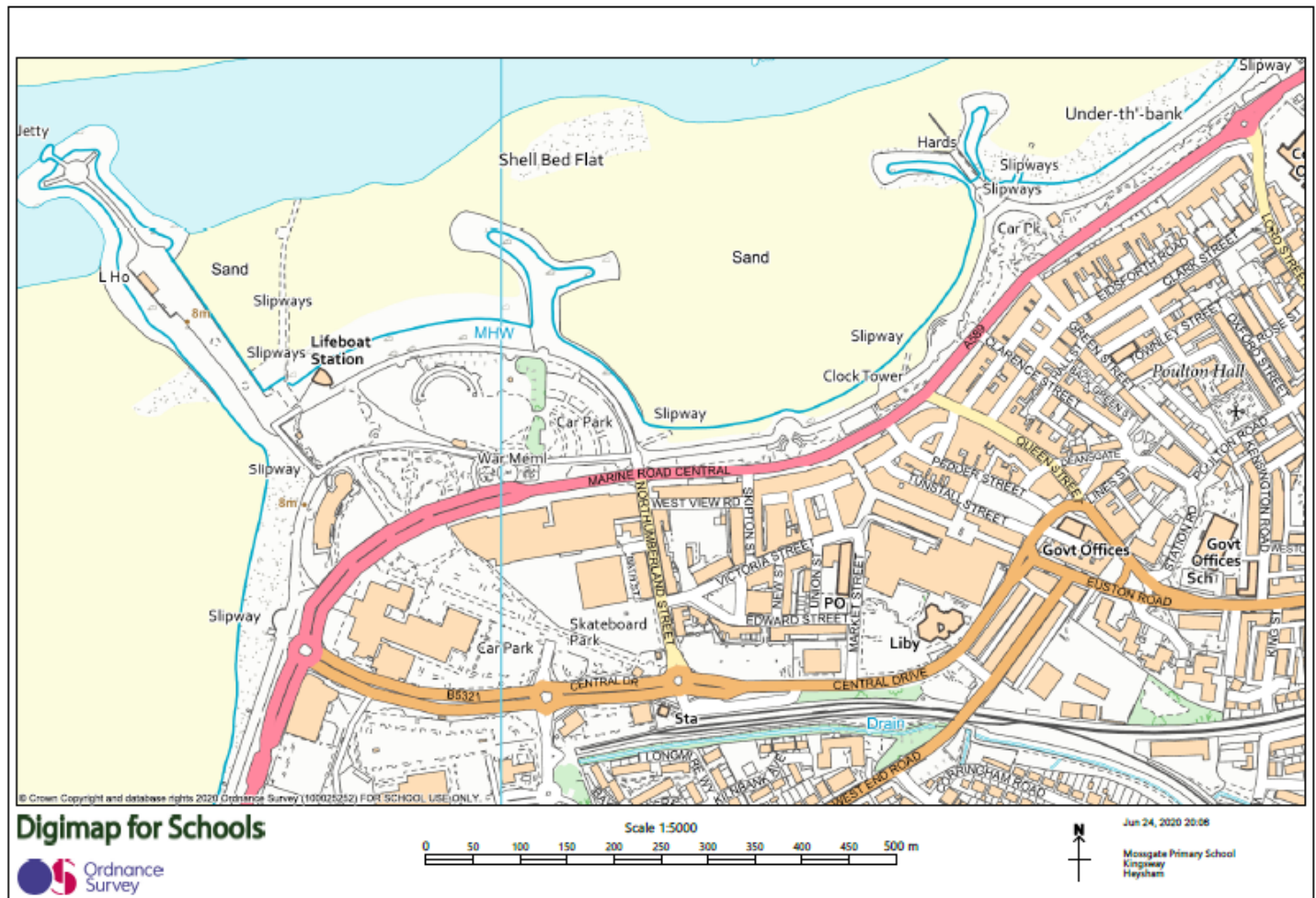
Seeing that something was expected of it the bear stood up and politely raised its hat, revealing two black ears. "Good afternoon," it said, in a small, clear voice.

"Er... good afternoon," replied Mr Brown, doubtfully. There was a moment of silence.

The bear looked at them inquiringly. "Can I help you?"

Mr Brown looked rather embarrassed. "Well... no. Er... as a matter of fact, we were wondering if we could help you."

Topic Resources



Summer 2 Home Learning Grid.

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



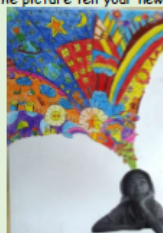
Mental Health and Well-being

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. 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.



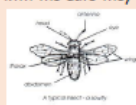
Transition

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



Challenge

Be Scientists! Bug hotels. 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.



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.



'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.



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



<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sg> 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.



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.



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.

