

Inspire Home learning

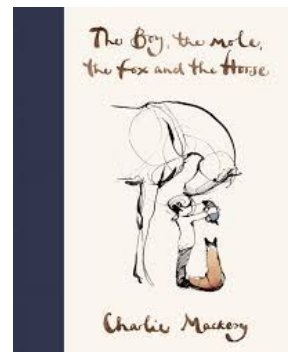
Year Two

Monday

Writing - Monday

Our core text this half term is 'The boy, the mole, the fox and the horse' written by Charlie Macksey.

Below you will find 4 different quotes from our core text. We would like you to read each quote carefully and with an adult or sibling and reflect on what you think each quote means. Then, you need to decide which is your **most** and **least** favourite quote and explain why using the 2 of the sentence stems below.



My favourite quote is _____ because ...

I prefer the quote _____ because ...

My least favourite quote is _____ because ...

I dislike the quote _____ because ...



"What do you want to be when you grow up?"

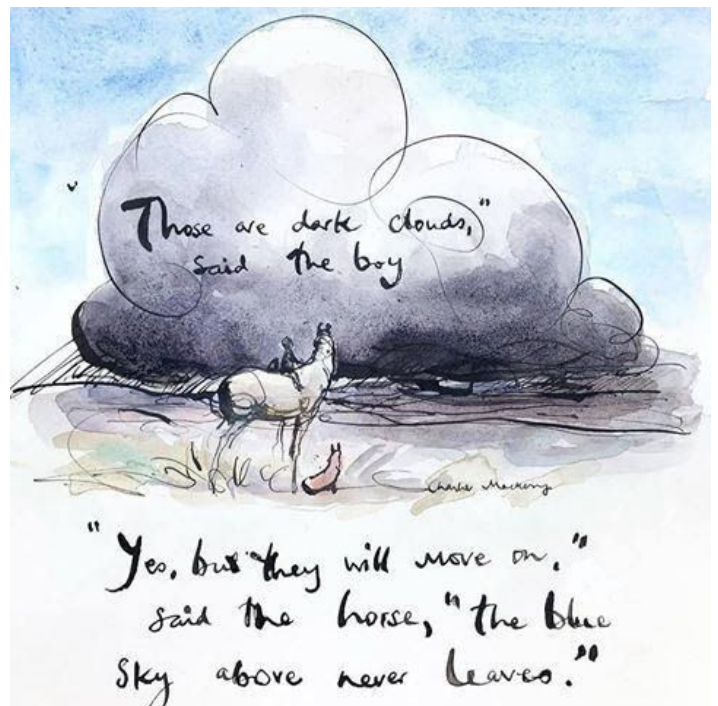


"Kind," said the boy



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Example:

My favourite quote is when the mole asks the boy what he wants to be when he grows up **because ...** I think being kind is very important.

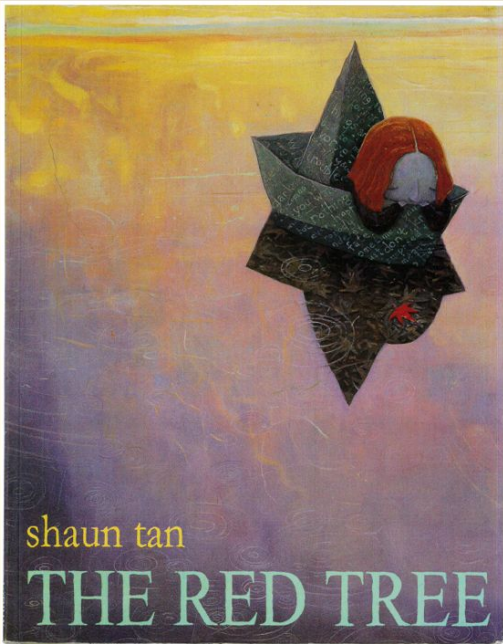
My least favourite quote is where it says you should keep going under the dark clouds **because** sometimes the dark clouds in the sky have thunder and lightning and this scares me.

Reading - Monday

This week our reading strategy is inferring. Open the reading powerpoint below and complete the work for Monday

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How do you think the little girl is feeling?

Inferring stems

- I think this character...
- ... makes me think that...

Use the sentence stems to help you.

Example:

I think this character is ... curious about the leaf because she is staring at it.

Maths - Monday

Click the link to watch the videos shown in Week 2 below to support with teaching.

<https://whiterosemaths.com/homelearning/year-2/week-2/>

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Can you use your knowledge of numbers 1-100 to fill in the missing squares?

				5					
									20
21			24			27			30
		33			36			39	
	42			45			48		
51									60
61			64		66			69	
		73				77			
								89	

Now can you compare two of the numbers by completing the sentence below:



I know that _____ is bigger than _____ because it has _____ tens and _____ ones.

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Global Learning - Monday

Emotions can be linked to colours. Look at the table below and see if you can identify the emotions.

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
<ul style="list-style-type: none">• Tired• Shy• Sick• Sad• Bored• Deflated	<ul style="list-style-type: none">• Happy• Content• Okay• Focused• Relaxed• Calm	<ul style="list-style-type: none">• Scared• Anxious• Excited• Silly• Worried• Surprised	<ul style="list-style-type: none">• Furious• Angry• Terrified• Out of control• Ecstatic



<https://www.youtube.com/watch?v=8Cn1pYnAZSE>

Watch the video above. Talk to an adult about this video. What do you think the emotion is in the first part (0-29 seconds)? What makes you think this? I

think the emotion is ... because ...

Watch the video from 2.28 - 2.41 seconds and again talk to an adult. What makes you think the clip is showing how upset the character is? What do the body movements show you? Explain using your reasoning skills.

The part that shows where the character is upset is ... because ...

Watch the video from 4.52 - 5.06 seconds and again talk to an adult.

What emotion is being shown? What body movements and facial expressions are being shown? Can a person show emotion without speaking or making a sound? Explain why you think this.

The body movements ... show ... because ...



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Reflection:



What emotions have you displayed today? Explain your thoughts using your reasoning skills.

I have felt ... because ...

This emotion is linked to the colour ... and I felt this way because ...

Tuesday

Writing - Tuesday

Today we will be making predictions about what you think the core text 'The boy, the mole, the fox and the horse' is about.

Making a **prediction** is when we say or write what we think is going to happen.

Carefully read the text below from our core text and then using the sentence stems make a prediction using the text and the conjunction 'because' to explain your prediction.

I predict that ... because ...

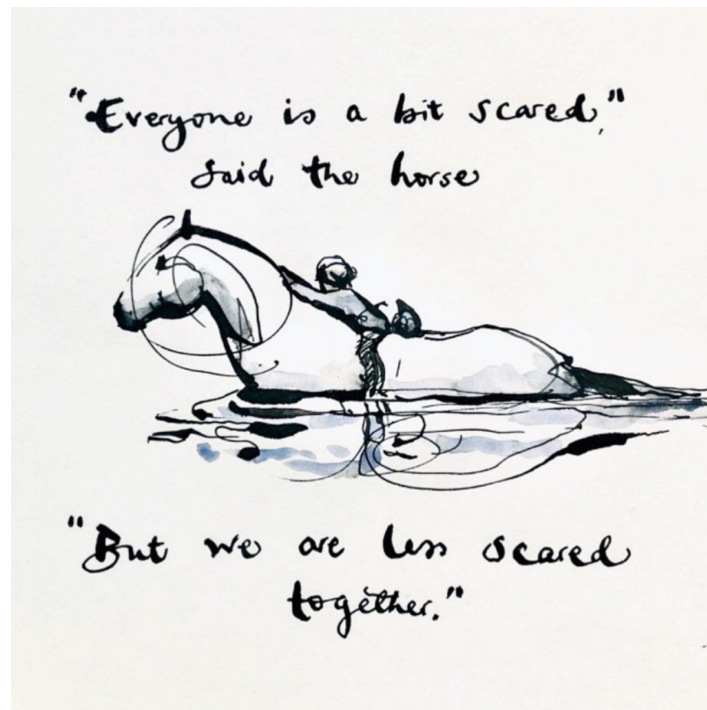
I think that ... because ...

After reading the text I think that ... because ...



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Example:


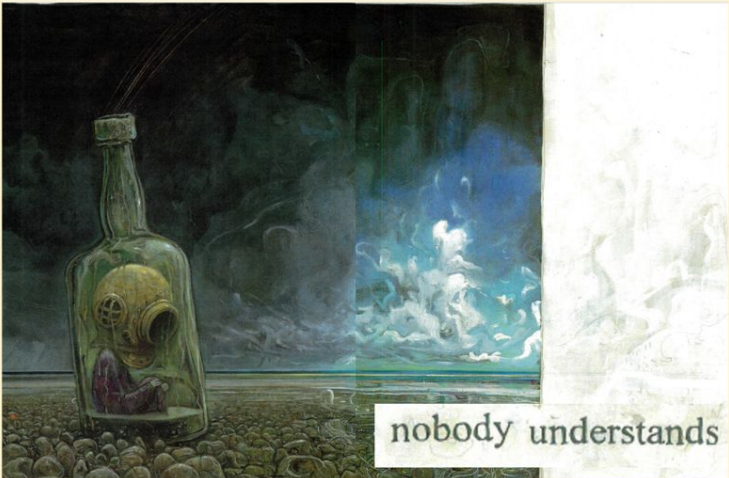
I predict that the horse will show kindness and help the boy to feel less scared *because* he said they will be less scared together.

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Reading - Tuesday

Open the reading powerpoint below and complete the work for Tuesday. Record your inference.



What do you think the mood of this part of the story is?

Inferring stems

- I think the mood is...

Example:

I think the mood is ... gloomy because the sky is filled with huge, grey clouds.

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Maths - Tuesday

Click the link to watch the videos shown in Week 2 below to support with teaching.

<https://whiterosemaths.com/homelearning/year-2/week-2/>

Fill in the gaps in the number tracks putting the numbers in the correct sequence.

76	77		79		
----	----	--	----	--	--

sixty nine			seventy two	seventy three	
------------	--	--	-------------	---------------	--

84	83	82			
----	----	----	--	--	--

Can you circle the learning mistake?

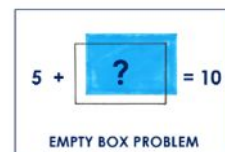
57	58	59	16	17
----	----	----	----	----



The learning mistake I spotted is... They made the mistake because...

Can you work out what numbers could come first and after?

		55		
--	--	----	--	--



To work out the missing numbers I...

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Science - Tuesday

A habitat is a place where an organism (living thing) makes its home because it gives them everything they need to survive.

The 4 main things animals need to survive are:

- Air
- Water
- Nutrients
- Shelter

We also need to think about their need to have:





- Space to move and grow
- The correct temperature



We would like you to go on a habitat hunt in a park with an adult. Look around the park for animal habitats. When you see a habitat, look for things that are living, dead and non-living around it. Write down objects you see that are living, dead and non-living in a table like the one below.

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<u>Habitat</u>	<u>Living</u>	<u>Dead</u>	<u>Non-living</u>
 <u>Pond</u>	 <u>lily pad</u>	 <u>wood chip</u>	 <u>Stones</u>

How do the objects around the habitat support the things that live in the habitat?

Example: A frog might grow up in the pond, rest on a lily pad, eat flies hovering near the pond and get shade from the stones.

Wednesday

Writing - Wednesday

Today we are going to carry on developing our predicting skills but this time using an image from our core text to make a prediction about what we think the story is going to be about.

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Look carefully at the 2 images below and use the sentence stems to make and explain your prediction. Don't forget to use the conjunction 'because' to explain your prediction.

I predict that ... because ...

I think that ... because ...

After looking at the images I think that ... because ...



Example:

After looking at the images I think that the story is going to be about friendship **because** the four characters in the story look as if they are being kind and caring towards each other.

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Reading - Wednesday

Open the reading powerpoint below and complete the work for Wednesday. Record your inference.



How do you think the little girl is feeling in this part of the story?

Inferring stems

- I think this character...
- ... makes me think that...

Use the sentence stems to help you.

Example:

The little girl is holding tight to the side of the boat. **This makes me think that ...** the little girl is feeling scared.

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Maths - Wednesday

Click the link to watch the videos shown in Week 2 below to support with teaching.

<https://whiterosemaths.com/homelearning/year-2/week-2/>

Complete the table by filling in the gaps using numerals or words

Numerals	Words
17	
	Thirty four
86	
	Sixty five

Now match the numerals to the words by drawing lines between the boxes.

12

sixty

20

twelve

60

sixteen

16

twenty

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Global Learning - Wednesday

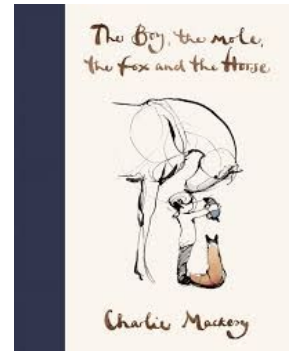
We are going to explore emotions by listening to our core text.

<https://www.youtube.com/watch?v=81b4i9jQhck>

Watch the video above of the The Boy, The Mole, The Fox and The Horse - Read aloud by Tim Uffindell.



Have you ever been scared and angry like the fox when he was stuck in the trap? Talk to an adult about what made you feel that way.



"What do we do when our hearts are hurt?" asked the boy.



Write down what you can do to help someone who is sad to become happy again?

What is something that makes you happy?



Reflection:

How are you feeling now? Can you explain where you are on this emotion bar and why?

I am feeling _____ because ...



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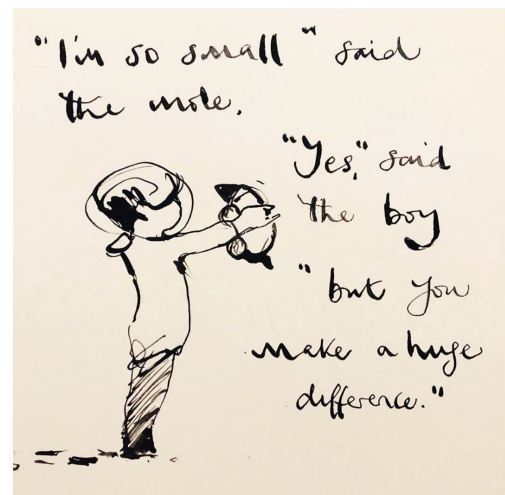
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Thursday

Writing - Thursday

Using the pictures below you are going to create your own narrative (a story). It will be your choice which order you put the pictures in and for each picture you will write a sentence explaining what is happening in each part of your narrative.

1. Order the pictures to create a story from beginning to end.
2. Write a sentence explaining what is happening in each part of the story.

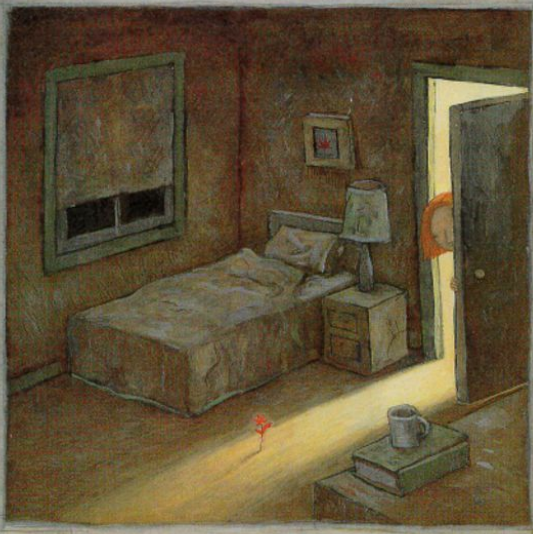



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Reading - Thursday

Open the reading powerpoint below and complete the work for Thursday. Record your inference.





What do you think the mood of this part of the story is?

Inferring stems

- I think the mood is...

but suddenly there it is
right in front of you
bright and vivid
quietly waiting

Example:

I think the mood is... hopeful because there is a little bit of sunshine.

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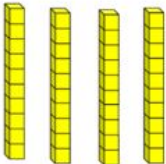


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Maths - Thursday

Click the link to watch the videos shown in Week 2 below to support with teaching.

<https://whiterosemaths.com/homelearning/year-2/week-2/>

Complete the table by filling in the gaps using numerals, words or pictures.

Numerals	Words	Pictorial
26		
	forty	
		
	Sixty five	
		

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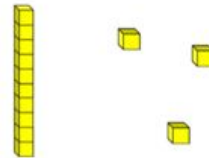
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Do you agree or disagree?
Explain your thinking.

I agree/disagree because...

I have made the number thirty!



Art - Thursday



Look at these paintings by Pablo Picasso.

What does he draw?

I think these pictures are of...

Why do you think he draws like this? *(Think about how emotions are linked to colour)*

I think Picasso used the colours _____ and _____ because they show the emotion of...

What emotion/emotions do you think he felt while he painted these images?

I think that picasso was feeling _____ because...

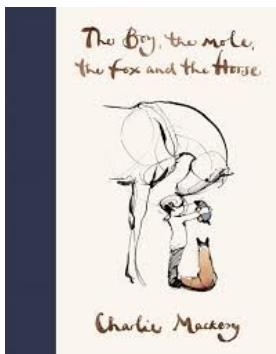
Now, using the shading techniques from last week, can you create your own self portrait in the style of Picasso?

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Friday

Writing - Friday



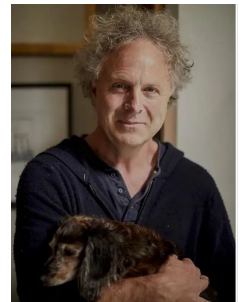
In today's zoom call we will read the story of 'The boy, the mole, the fox and the horse'. After the lesson you will then evaluate the accuracy of your prediction. This is where you say whether the prediction you made earlier in the week was correct or incorrect and why. Use the sentence stem below to help you.



My prediction was correct / incorrect because ...

To listen to the story read by Charlie Mackesy the author of 'The boy, the mole, the fox and the horse' click on the following link:

<https://www.youtube.com/watch?v=81b4i9jQhck>



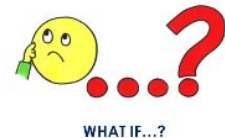
Reflection:

What if the mole was scared of the fox and didn't help him out of the snare?



What if the boy never met the mole?

What if the horse never showed his friends he could fly?



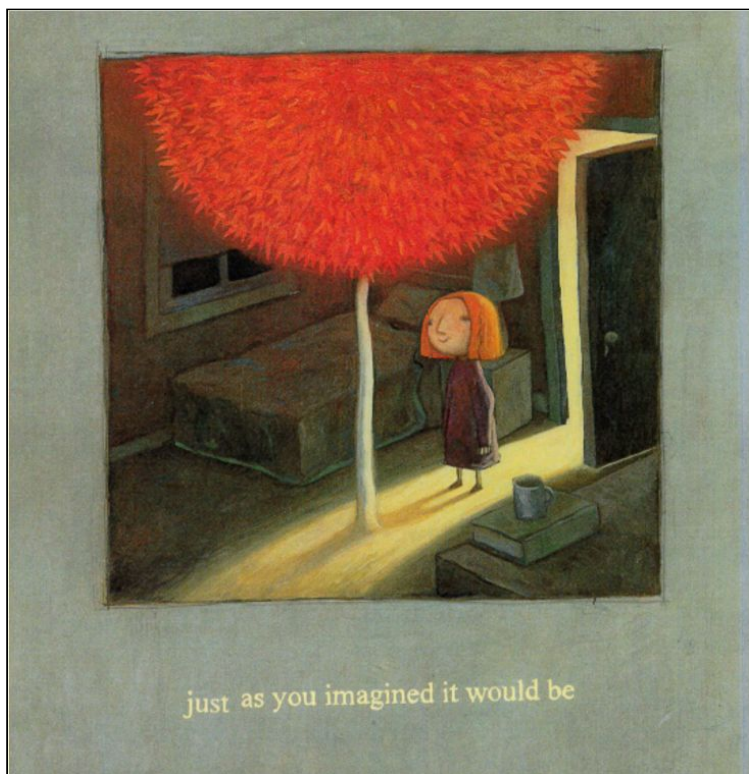
What would the impact be on the story?

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Reading - Friday

Open the reading powerpoint below and complete the work for Friday. Record your inference.



How do you think the little girl is felt when she found the tree?

Inferring stems

- I think this character...
- ... makes me think that...

Use the sentence stems to help you.

Example:

I think the character is... pleased that she found the tree because she is standing up tall.


Maths - Friday


Click the link to watch the videos shown in Week 2 below to support with teaching.

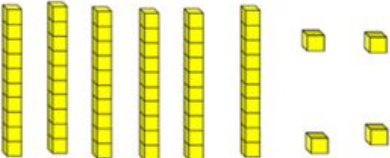
<https://whiterosemaths.com/homelearning/year-2/week-2/>

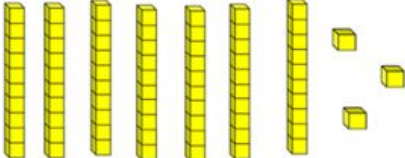
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	I know the number is _____ because it has _____ ten and _____ ones.

	I know the number is _____ because it has _____ ten and _____ ones.

	I know the number is _____ because it has _____ ten and _____ ones.

	I know the number is _____ because it has _____ ten and _____ ones.

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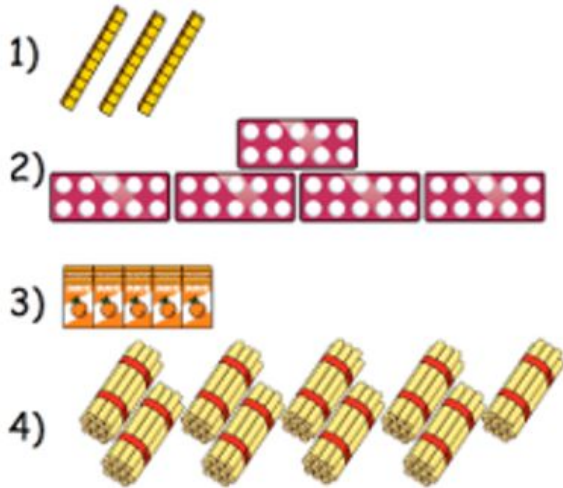
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Which numbers are represented here?

Which is the biggest and which is the smallest number?

The biggest number is _____.

The smallest number is _____.



Below you will find some additional activities which can be completed at any time during the week.

Spelling

Look at the word, **say** the word, **cover** up the word, **write** the word and **check** the spelling is correct.

Look	Write	Write	Write	Check
find				
kind				
mind				
behind				
child				

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Grammar

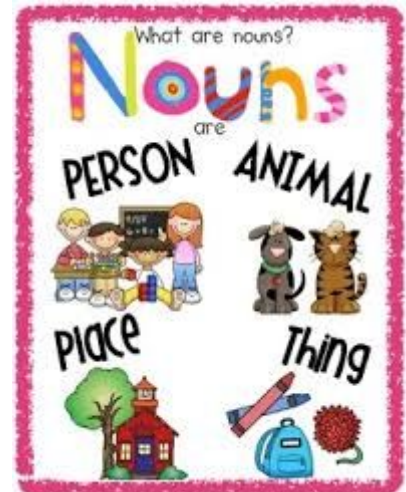
This week we are going to find out more about nouns.
Watch the following videos to find out more about nouns:

<https://www.youtube.com/watch?v=tqueclG-Pws>

<https://www.youtube.com/watch?v=9cu7C07pNbA>

Once you have found out more about nouns. Make a list of all the different nouns you can think of.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Now, can you put each of these nouns into a sentence?

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Phonics

This week we are going to look at 5 different digraphs, one for each day:

er th sh ee ng

Use the videos below to learn more about these sounds.

er

https://www.youtube.com/watch?v=Taa3ANeyN_Y

th

<https://www.youtube.com/watch?v=7f74GArsWis>

<https://www.youtube.com/watch?v=o3INXFPfJM>

sh

<https://www.youtube.com/watch?v=7gBsGxhdt2E>

<https://www.youtube.com/watch?v=HfMtsRVZWfE>

ee

<https://www.youtube.com/watch?v=du3incCU6Xc>

ng

<https://www.youtube.com/watch?v=Nrjb0rler5M&t=9s>

Can you now make a list of or draw pictures of any more words you can think of which contain these sounds?

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Treasure Hunt

How many objects around your home can you find with these sounds?

You may also use the website below to play some fun, educational phonics games:

<https://www.phonicsplay.co.uk/>

Mindfulness Activities

Activity 1:

Last week, we talked about all the different things that make us happy. We are now going to think about how we feel when we smile and when someone else smiles at us. I want you to spend 30 seconds going around in a circle, smiling at everyone. Think about how it felt to smile at people and be smiled at, then write it down in clear sentences below. Try and do the same thing but with frowning. Spend 30 seconds frowning at people and being frowned at by people. If this makes you feel different, write it down.

Example: Being smiled at made me feel happy. However, being frowned at made me feel sad.

Activity 2:

Listen to the piece of music and put one hand on top of the other (both palms facing upwards). As you take a slow breath in, close your fingers as if they are the petals on a flower closing. On the slow out breath, gradually open your finger. You may start quicker, but as you become more focussed and relaxed, the breaths become longer as you slow down.

Petal breathing music: <https://www.youtube.com/watch?v=4uNaYZ759Dc>

Useful websites

SPAG: www.spag.com

Maths Reasoning Activities: <https://nrich.maths.org/6499>

Times Tables Rockstars: www.ttrockstars.com/login

Spelling Frame: <https://spellingframe.co.uk/spelling-rule/2/Year-2>