



# Spalding Parish Church of England Day School

| Learning Project - Viewpoints   |  |   |  |
|---|--|---|--|
| Age Range: Year 2   |  |   |  |
| Maths Tasks (Aim to do 1 per day)   |  | Reading Tasks (Aim to do 1 per day)   |  |
| <p><b>Telling the time</b></p> <p>The best way to support your child with this is to incorporate it into your everyday life. E.g. What time do you have dinner? What time do you get up? PowerPoints to support: <a href="#">Primary Resources</a> and a video and game on the <a href="#">BBC</a>.</p> <p>Order the <a href="#">days of the week</a></p> <p>Can you spell the words correctly? Name which day comes before or after a certain event. You could even learn to communicate the days of the week in <a href="#">Sign Language</a>.</p> <p><b>Months of the year and seasons</b></p> <p><a href="#">Seasons song</a></p> <p><a href="#">Months of the year song</a></p> <p>Can you name the four seasons? Which month belongs to each season? Maybe you could create a picture to represent the seasons, including the months and weather for each one. Think about which is your favourite season and why.</p> <p><b>O'clock and Half Past</b></p> <p>Can you make yourself your own clock?</p> <p>This <a href="#">video</a> might help you. Can you set the clock to different times? Maybe you could take pictures of your clock set to different times of the day, e.g. What time do you have breakfast?</p> <p><b>Quarter past and quarter to</b></p> <p>Can you link any of this learning into fractions? On the clock you made, can you split it into equal quarters?</p> <p><b>Challenge!</b></p> <p>Tell the time- <a href="#">5 minute</a> intervals.</p> <p><b>Additional Ongoing Activities</b></p> <p>Working on <a href="#">Numbots</a> - your child will have an individual login to access this. (Your Rock Star Timetable login works for this.)</p> <p><a href="#">Mathletics</a> Try and do a couple of activities a day.</p> <p>Play on <a href="#">Hit the Button</a></p> <p>Practise counting in 2s, 5s, 10s and 3s. This <a href="#">game</a> could support this. You can also watch <a href="#">Jack Hartman 2's</a>, <a href="#">Jack Hartman 5's</a>, <a href="#">Jack Hartman 10's</a> and <a href="#">Jack Hartman 3's</a>.</p> |  | <p><b>Reading a variety of books at home.</b></p> <p>Your child could share a book every day. This can be reading a book aloud every day or sharing a book with an adult.</p> <p><b>Reading Questions</b></p> <p>At school we use a range of questions with the children. Use <a href="#">Reading Vipers</a> to support.</p> <p><b>Guilty or Not Guilty?</b></p> <p>Everyone knows that Giants are always guilty! Or are they?</p> <ul style="list-style-type: none"> <li>- Listen to '<a href="#">Jack and the Beanstalk</a>'.</li> <li>- Now listen to <a href="#">Trust Me Jack's Beanstalk Stinks!</a></li> <li>- What is the same and what is different in both versions? Record your ideas in your own way.</li> <li>- Who do you think is guilty and why? Consider each character's viewpoint.</li> <li>- Can you retell the story from another character's viewpoint? Maybe you could video yourself pretending to be that character and telling your side of the story?</li> </ul> <p><b>Read a non-fiction book</b></p> <p>There are some Non-Fiction texts on the <a href="#">Oxford Owl website</a>. Plants for Dinner links to Jack and the Beanstalk.</p> <p><a href="#">BBC Reading Lesson</a>: Daisy and the Trouble with Life by Kes Gray.</p> <p><b>Additional Ongoing Learning</b></p> <p>Your child can log on to <a href="#">Oxford Owl Login Page</a> and read a book that matches their book band. Class name: Y2SPCEDS. Password: SPCEDS.</p> <p><a href="#">VE day</a> is a significant event in our History.</p> <p><a href="#">Watch Newsround</a></p> <p>Here you can find out about what happened. Can you make some notes?</p> <p><a href="#">Children's interview</a></p> <p>Here some children interviewing Veterans. What questions would you ask? Has your viewpoint changed at all? Whose story impacted you more?</p> |  |
| Phonics/Spellings Tasks (Aim to do 1 per day)   |  | Writing Tasks (Aim to do 1 per day)   |  |
| <p>Daily phonics - ask your child to practise their sounds and blend words. Please click on the link below. This will give you a whole weeks worth of Monster Phonics activities and resources. You will need to follow Week 2.</p> <p><a href="#">Monster Phonics</a></p> <p>Username: <b>parents</b></p> <p>Password: <b>homelearning</b></p> <p>Can you use the Year 2 Common Exception Words to write different sentence types e.g. command, question, statement and exclamation? <a href="#">Common Exception Words</a>.</p> <p><b>Additional sites for support and activities.</b></p> <p><a href="#">Phonics play</a> , <a href="#">Top Marks</a>, <a href="#">Spelling</a> and <a href="#">Spelling City</a></p>  |  | <p><b>Writing Task: <a href="#">The story of the Elves and the Shoemaker</a></b></p> <p><b>Talk for Writing – Home Booklet (Two-week project).</b></p> <p>(A donation has been made to Great Ormond Street Hospital Children's Charity so that you can use these at home for free.)</p> <p>Draw a picture of your house and label it.</p> <p>Write sentences using <a href="#">adjectives</a> to describe a room in your house.</p> <p>Diary: Keep a diary of things that happen outside one of the windows in your house. Remember to use the long date and time e.g. Monday 4<sup>th</sup> May at half past eight.</p> <p>KS1 English Game BBC game – <a href="#">Small Town Superheroes</a>.</p> <p><a href="#">BBC English Lessons daily</a>.</p>   |  |

## Learning Project - to be worked on between Monday 4<sup>th</sup> May to Friday 15<sup>th</sup> May

The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and those of others.

🏠 Mrs Mulley's [VE Day Challenge](#).

🏠 **Using your senses:** Ask your child to pick a window in the house. Ask them to stand there for a few minutes and take a look at what they can see and write or draw them down. Now ask them to try this activity again but this time ask them what they can hear? Write or draw these down. Ask your child to help find a piece of material in the house and then blindfold them. What can they see? Which sense do they use now? Ask them to now cover their ears and look outside the window. What do they hear?

🏠 **A 'feely bag':** Find six objects, such as a hairbrush, a tube of toothpaste, a packet of biscuits, an ice cream scoop, a packet of tissues and a wooden spoon. You will also need something to act as a blindfold. Imagine what it would be like if you could never see because you were blind and you had to learn to rely on your other senses instead. Play with a partner and see who guesses most of the objects.

🏠 **Find a mirror in the house:** What can they see? Imagine if they were able to walk into the mirror. What do they think you would see? Listen to the story '[Through the Magic Mirror](#)' by Anthony Browne. Look at the illustrations in the book and discuss what is different. Can they create a story similar to 'Through the Mirror'? Draw a story map first and plan their story. Using their story map, create their story and remember to think about your illustrations.



🏠 **Find a place in the house.** Look around what they can see. Sketch what they can see. What is on the left-hand side of them? What is the right-hand side of them? Does it change if they sit in another part of the house? Make a list of all the things and compare.

🏠 **Read the stories:** Goldilocks and the Three Bears, Jack and the Beanstalk and Cinderella. The characters will be going to see Judge Jenny. Can they persuade Judge Jenny to see the story from their point of view? Watch these [links](#) to help Judge Jenny to decide. Now it's their turn... read the stories Little Red Riding Hood, Three Little Pigs and Gingerbread Man. Imagine they are going to be one of the characters from the story and an adult is going to be Judge Jenny. What would they say to Judge Jenny? How could they persuade her?

🏠 **School Uniform:** Tell your child that they will be presenting to the School Council about the school uniform. Do they think it is a good idea to wear a uniform or are they against wearing a uniform? Can they write down why they think they should have a uniform and then write down why they shouldn't? Design a new uniform. What would they wear? Would it be the same for girls and boys? What would they say to the school council? How would they campaign? Would they have badges, posters, events and banners to help their debate.

🏠 **Could you design a new school logo?** Ask your child to think about their current logo now. What does it represent? What could they add or change? Is there something that represents their school or area recently that people would recognise? Look at the shape of the logo. Would they keep it the same or change it?

## Additional learning resources parents may wish to engage with

Practise forming the letters of the alphabet, following the [school's script](#).

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[BBC Bitesize Daily Lessons](#) – English, Maths, Science and much more.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

[Woodland Trust Nature](#) Activities for at home

[Lincolnshire Virtual School Games](#) – Active Lincolnshire have designed a programme of fortnightly virtual challenges for you to complete and enter. First up, get ready for athletics.

See the Spalding Parish C of E Day School [update of websites](#).

Follow [@Y2SPCEDS](#) on Twitter or email your year group on: [Y2@spaldingparish.lincs.sch.uk](mailto:Y2@spaldingparish.lincs.sch.uk)