Year 2/ Elm Home Learning

	Day 1	Day 2	Day 3	Day 4
English	**To listen to and respond to a story** In this first lesson of this new unit, we listen to the story 'The Magic Paintbrush' and map out the key points in the story. Follow the link, watch the video and complete the activities at: https://classroom.thenational.academy/lessons/to-listen-to-and-respond-to-a-story-6gvpad?activity=video&step=1	**To tell a story from memory** In this lesson, we will map, step and speak the story of the 'The Magic Paintbrush' https://classroom.thenational.academy/lessons/to-tell-a-story-from-memory-60uk2t?activity=video&step=1	**To explore the main moods in the story** In this lesson, we will explore the different moods in the story of the 'The Magic Paintbrush' using drama. https://classroom.thenational.academy/lessons/to-explore-the-main-moods-in-the-story-61k3ac?activity=video&step=1	**To use the past tense (ed)** In this lesson, we will learn how to write in the past tense and will begin to apply this to our story, 'The Magic Paintbrush'. https://classroom.thenational.academy/lessons/to-use-the-past-tense-ed-6xhp6d?activity=video&step=1
	Day 5	Day 6	Day 7	Day 8
	To make inferences based on what is said and done In this lesson, we will be text detectives, using evidence from the text to help us unpick ideas. https://classroom.thenational.academy/lessons/to-make-inferences-based-on-what-is-said-and-done-6nk62t?activity=video&step=1	**To box up a story for purpose** In this lesson, we will box up the story and explore the moods in each section of the story. https://classroom.thenational.academy/lessons/to-box-up-a-story-for-purpose-cdhpat?activity=video&step=1	**To explore how writers create mood** In this lesson, we will create our own 'mood toolkit' by reading as a writer. https://classroom.thenational.academy/lessons/to-explore-how-writers-create-mood-6xhp8c?activity=video&step=1	**To write a story with clear moods** In this lesson, we will begin to write the 'Magic Paintbrush' story focusing on the mood created. https://classroom.thenational.academy/lessons/to-write-a-story-with-clear-moods-part-1-c8v64c?activity=video&step=1
Reading / Phonics	Day 1	Day 2	Day 3	Day 4
	Sign in and download 'The Bear and the Piano' by David Litchfield (page number may vary) https://cherrywood-hantssls.eplatform.co/title/9780711240537/pdf Before reading… Look at the front cover. What do you think the book will be about? What things can you see on the front cover? What sort of story will it be? Who might enjoy it? What do bears and pianos have in common? Anything? Predict what you think might happen in the story. Read pages 1 and 2 answer the following: 1- What phrase shows that the bear wouldn't recognise a piano? 'PLONK' is a special kind of word – what type of word is it? What does 'stubby' mean? 2- What does 'plonk' tell you about the way the bear touches the piano?	Read pages 3 and 4 and answer the questions below: 1. What does 'eventually' mean? 2. Predict what will 'eventually' happen. 3. How long did the bear come back for?	Read pages 5 and 6 and answer the questions below: 1. What words that describe the bear, show you how long has passed? 2. Why has the bear got so good at playing the piano? 3. How does the bear feel when he plays the piano?	Read pages 7 and 8 and answer the questions below: 1. 'Magical melodies' is a type of literary device. Can you tell me what that literary device is? 2. How do you think the bear feels when the other bears come to listen to him? 3. What animals come to hear the bear play?
	Day 5	Day 6	Day 7	Day 8

	Read pages 9 and 10 and answer the questions below: 1. What phrase on Page 9 tells you the girl and her father found the bear by accident? 2. How do we know the bear didn't know what the piano was called? 3. How do they try and convince the bear to leave the forest?	Read pages 11 and 12 and answer the questions below: 1. What word means 'wanted'? 2. How can you tell the other bears are sad? 3. How do they travel to the city?	Read pages 13 and 14 and answer the questions below: 1. What phrases can you see that show that the show is successful? 2. How can you tell the show is successful? 3. Explain why people have queued up to see the show.	Read pages 15 and 16 and answer the questions below: 1. What synonyms can you think of for 'giant'? 2. What sort of people came to see the show? 3. How did they feel? 4. How many tickets were sold?
Spelling	Day 1	Day 2	Day 3	Day 4
	Practise your spellings through Spelling Shed. Complete both assignments: The one with your name and any other that might be there when you start.	Practise your spellings through Spelling Shed. Complete both assignments: The one with your name and any other that might be there when you start.	Practise your spellings through Spelling Shed. Complete both assignments: The one with your name and any other that might be there when you start.	Practise your spellings through Spelling Shed. Complete both assignments: The one with your name and any other that might be there when you start.
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Maths	Day 1 Live lessons	Day 2 Live lessons	Day 3 Live lessons	Day 4 Live lessons
	Day 5 Live lessons	Day 6 Live lessons	Day 7 Live lessons	Day 8 Live lessons
Topic	Day 1	Day 2	Day 3	Day 4
	Geography Exploring locations - the seven continents. Follow the link and watch the two videos in the page. After that complete the activities to test your knowledge. If you need to, watch the videos again. https://www.bbc.co.uk/bitesize/articles/zw7gsk7	**Science** Seasonal changes Follow the link below and watch the video in the link. After that, to test your knowledge, complete the activities at the bottom of the page.. Watch the video again if you need a bit of extra help. https://www.bbc.co.uk/bitesize/articles/zhtp2v4	**Music** Singing and vocal sounds Follow the link below and watch the video in the link. https://www.bbc.co.uk/bitesize/topics/zk86qfr/articles/zscbp4j	PE Balancing A clown appears in a circus. She tries to balance a feather on her hand. When she follows instructions correctly, she is successful. Can you do it? Give it a go! https://www.bbc.co.uk/bitesize/clips/zjwg9j6
	Day 5	Day 6	Day 7	Day 8

	Computing What are computer bugs? Follow the link below and watch the video in the link. https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/ztgjq6f After watching the video, make a poster explaining what computer bugs are, take a picture and post it on Tapestry or Google Classroom.	**Science** **What are the seasons?** Watch the video to learn all about the seasons, and practise what you've learned with the activity and quiz below. https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7	**Art** **Observational drawing** Taking on the role of detectives, we will be developing our observational skills; looking closely at objects in photographs and in real life to support us with this. To summarise our learning, we will be going outside to complete an observational drawing. This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised. https://classroom.thenational.academy/lessons/observational-drawing-6th3ac?activity=video&step=1	**PE** Dance Follow the link to watch a really fun dancing lesson! https://family.gonoodle.com/activities/kidz-bop-kids-best-day-of-my-life?utm_content=teacher&utm_medium=53230965&utm_campaign=share_link&utm_term=kidz-bop-kids-best-day-of-my-life&utm_source=clipboard