



**Week 17: 13.07.2020: Learning Project - Covid19 and Wellbeing**

**Age Range: Year 2**

| Weekly Reading Tasks   | Weekly Phonics Tasks   |
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| <p><b>Monday-</b> Watch '<a href="#">Molly and the Shutdown</a>'. How many similarities can you find between Molly's life and yours? How many differences can you find?</p>  | <p><b>Monday-</b> Think of something you or your family have done, read or seen at home since lockdown began that begins with each letter of the alphabet.</p>   |
| <p><b>Tuesday-</b> Read along with <a href="#">Germs! Germs! Germs!</a>. Once you are familiar with the story, tell your adult 5 things that germs like. Now tell them 5 things you can do to keep germs away!</p>   | <p><b>Tuesday-</b> Write down all of the phonics sounds you have practised throughout your learning packs (and anymore you can remember which haven't been included). Now write a word that uses each of the sounds you have written.</p>  |
| <p><b>Wednesday-</b> Ask your child to go and read in a sunny spot in the garden. How did it make them feel reading outside? Why is this a useful place to read in order to keep germs away?</p>   | <p><b>Wednesday-</b> Visit this <a href="#">spelling game</a> and choose your own spellings to practise. Challenge yourself by choosing words that you find tricky.</p>  |
| <p><b>Thursday-</b> Read <a href="#">this story</a> all about a princess who can't stop sneezing! Imagine you are with her now, give her some advice on how to catch the sneeze to make sure she doesn't spread germs.</p>   | <p><b>Thursday-</b> <a href="#">This game</a> helps your child to practise the 'tricky' words for their year group in a fun, interactive way.</p>  |
| <p><b>Friday-</b> Read <a href="#">Coronavirus: A book for Children</a> with an adult. Remind yourself of what the virus is, how we stop the spread and of what has been happening in the world. You may wish to use this time to ask your adults any questions that you have.</p>   | <p><b>Friday-</b> Find as many words as you can from the phrase 'coronavirus', e.g. van. Let us know how many you found on Google Classroom.</p>   |
| Weekly Writing Tasks   | Weekly Maths Tasks- Word Problems (using a bar model)  |
| <p><b>Monday-</b> Watch <a href="#">Malachy Doyle reads Molly and the Shutdown</a> again. Write a letter to Molly explaining all of the things you have been doing during lockdown. Tell her how you have been feeling and give her some ideas on how she can cheer herself up. Share some tips with her on how to keep safe during this time.</p> | <p><b>Monday-</b> During lockdown, Ravi has enjoyed reading. On Monday, he read 2 books, on Tuesday he read 3 books, on Wednesday he read 4 books, on Thursday he had a rest, on Friday he read the same number of books as he did on Wednesday. How many books did he read?</p> |
| <p><b>Tuesday-</b> Based on the story you read today, <a href="#">Germs! Germs! Germs!</a>, write an instruction text to someone in your class explaining how to keep germs away. You may want to think back to the 5 things you told your adult during the reading task.</p>  | <p><b>Tuesday-</b> Ruby started lockdown with 20 pages in her exercise book. Now, she only has 6 pages left. How many pages has Ruby used?</p>   |
| <p><b>Wednesday-</b> Write an acrostic poem about how you have been feeling during lockdown. You can choose your own word to structure the poem, but here are some ideas: lockdown, corona, virus, germ. You can find examples of an acrostic</p>  | <p><b>Wednesday-</b> Emma spoke to her grandparents on the phone for 15 minutes. Later, she spoke to her cousins for 5 minutes. How long was she on the phone for altogether?</p>  |

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| poem <a href="#">here</a> .  |  |
| <b>Thursday-</b> Write a list of all the things you are looking forward to doing once lockdown is lifted. If you are feeling sad one day, you could look back at this list to remind yourself of all the wonderful things you have to look forward to. Remember, one day this strange time will be over.             | <b>Thursday -</b> Holly's aunt and uncle left 12 cookies on her doorstep as a special surprise to cheer the family up. Holly shared them between herself and her 2 brothers. How many cookies did they each get?   |
| <b>Friday-</b> Write a letter to your new teacher. Tell them about yourself, what do you like and dislike, what is your favourite lesson, what are you excited or anxious about. Keep this letter and give it to your teacher when you return to school. They will be very happy to read it and learn all about you! | <b>Friday-</b> Charles finds writing letters to those he misses makes him feel better. He has written 2 letters each to his aunt, his uncle, his best friend and his teacher. How many letters did he write altogether? Use multiplication to solve this question. |

**Learning Project - to be done throughout the week**

**By this point in time, children should be well aware of what is happening regarding coronavirus, but this week's pack provides a time for you and your child to review how their world looks currently, especially as the school year ends and the summer holidays begin. Children may have questions, worries or concerns about what will happen over the summer holiday and beyond. The following activities have been designed to support conversations with your child, and aims to equip them with the tools to talk about, and cope with, what is happening to them and the world around them. These activities support your child's mental health and wellbeing and contain useful tools for your child both during coronavirus and beyond. If you require any more support, or if you have any concerns, please contact school and we will endeavour to support you.**

- **My Worries Tree**

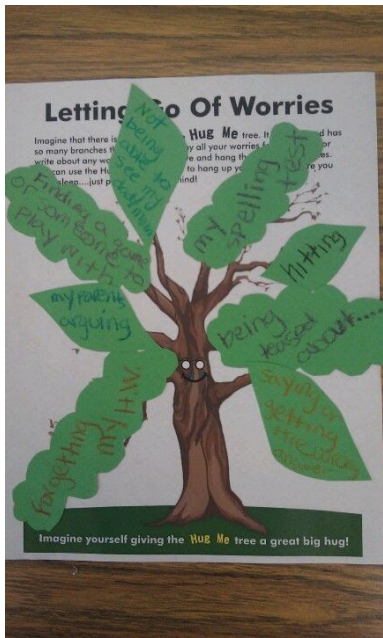
Read [The Huge Bag of Worries](#) with an adult.

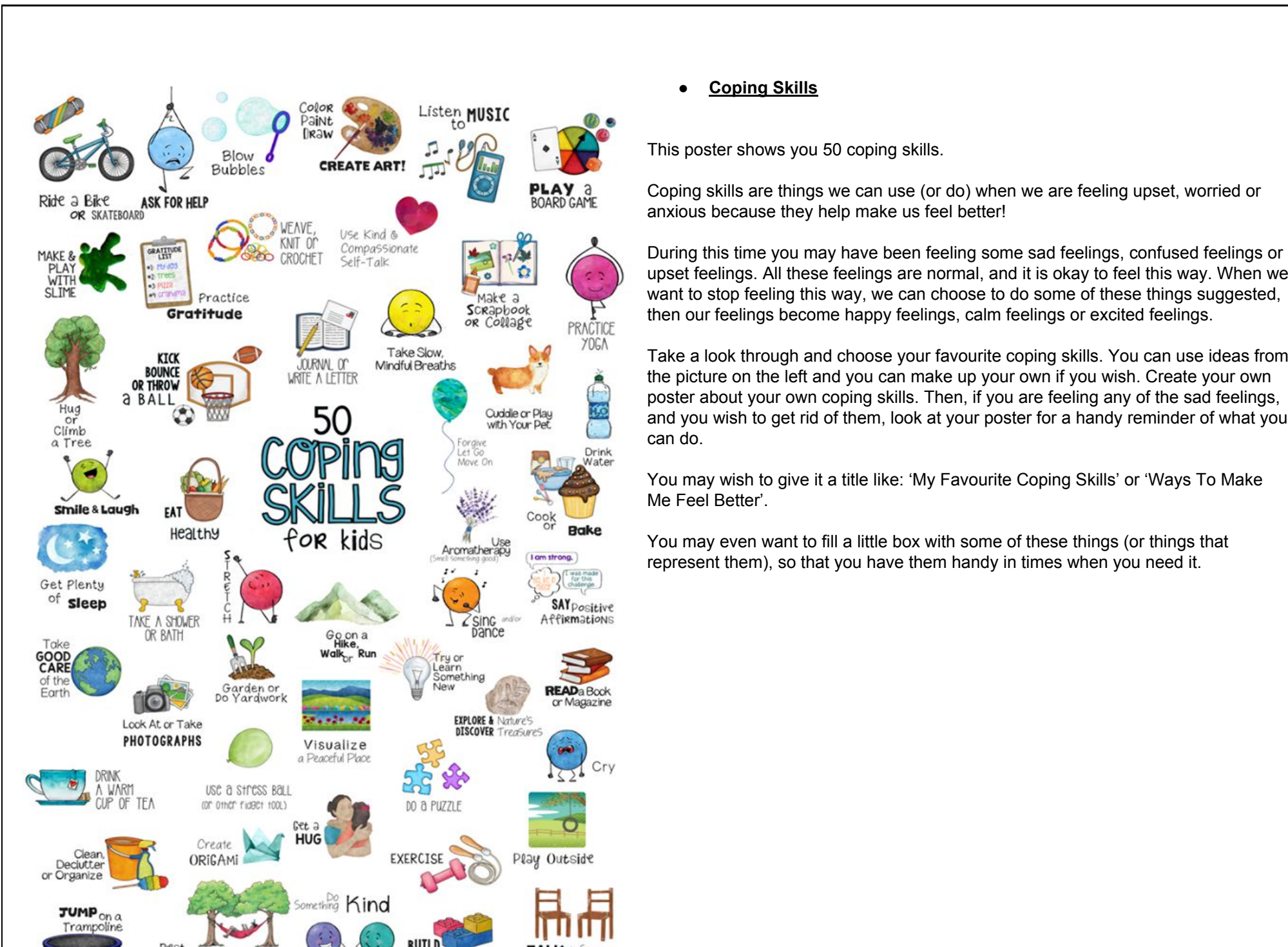
We all have worries, you may have been feeling some yourself whilst at home, they are perfectly normal. When we feel these worries, the best thing is to share them with someone else.

Draw a tree with some branches and leaves coming from it. On these leaves, write any worries you may have. They could be worries about your family, worries about school, worries about the virus and so on.

Once you have finished, you should share your 'Worries Tree' with someone you trust, and you can talk about them together. Think of some ways to deal with each of the worries, you might want to add more leaves with solutions on there.

Your next activity will show you more ways you can deal with these worries.





• **Coping Skills**

This poster shows you 50 coping skills.

Coping skills are things we can use (or do) when we are feeling upset, worried or anxious because they help make us feel better!

During this time you may have been feeling some sad feelings, confused feelings or upset feelings. All these feelings are normal, and it is okay to feel this way. When we want to stop feeling this way, we can choose to do some of these things suggested, then our feelings become happy feelings, calm feelings or excited feelings.

Take a look through and choose your favourite coping skills. You can use ideas from the picture on the left and you can make up your own if you wish. Create your own poster about your own coping skills. Then, if you are feeling any of the sad feelings, and you wish to get rid of them, look at your poster for a handy reminder of what you can do.

You may wish to give it a title like: 'My Favourite Coping Skills' or 'Ways To Make Me Feel Better'.

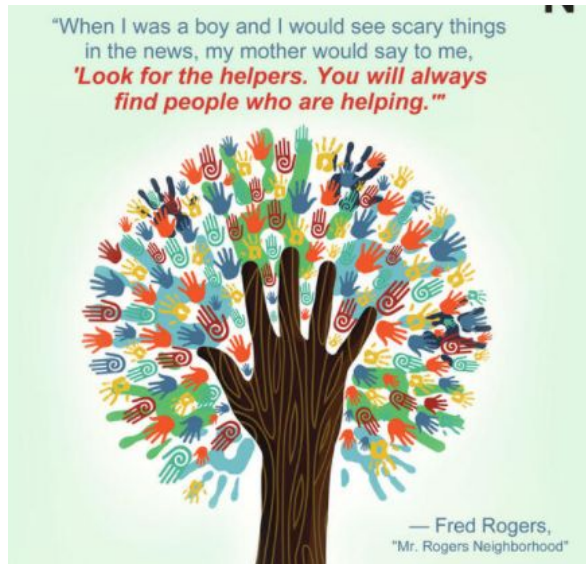
You may even want to fill a little box with some of these things (or things that represent them), so that you have them handy in times when you need it.

- **'What I Am Grateful for' mobile**

Another way to help us cope with feeling sad, especially when we are stuck indoors under lockdown, is to think of all the things we can look forward to when things begin to return to normal, as well as all the things we are grateful for having right now. We call this 'practising gratitude'. Think of all the things we have (or will soon have) rather than all of the things we do not have at the moment.

Make some shapes using paper, write what you are looking forward to, or what you are grateful for, on different pieces, then attach it to a twig/stick (or whatever you have). See pictures on the right for ideas on how to do this.

If you find yourself feeling low, take a look at your mobile as a way to remind yourself of things that make you happy.



- **Say THANK YOU!**

Throughout lockdown, there have been people helping others all over the world. Take this time to say thank you to all of those people, remember being kind is kind, and it makes us feel good too! Maybe you want to write them a letter, a poem, draw them a picture, you choose! You might want to dedicate it to doctors, nurses, supermarket workers, scientists, policemen, bus drivers, teachers- again you choose!

- **While We Can't Hug...**

Lots of people have been finding it hard not being able to share a hug with those they care about during these times.

Watch this video called '[While We Can't Hug](#)' which shows you all of the other things you can do instead, while staying at a safe distance.

Try some of these things out with those you love and miss.

Take a picture of you doing this to keep as a memory, or to look at when you are feeling upset.

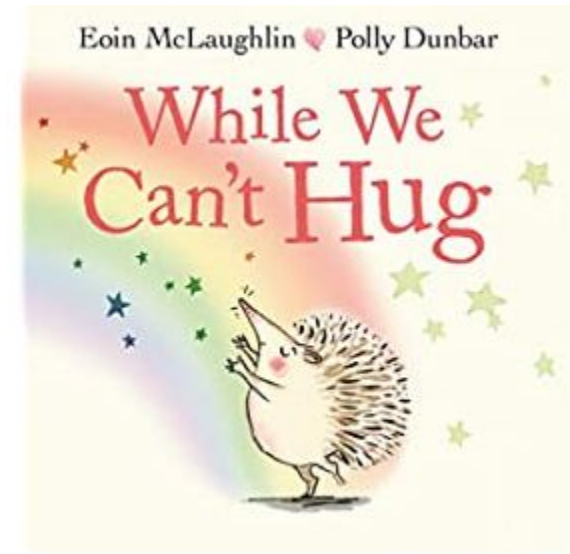
In the future, you will look back at this picture, and this time, and realise how brave you were and how responsible you were.

- **Mindfulness Meditation**

Mindfulness simply means paying attention to what is going on at that moment, it helps our minds to stay strong and feel calm. It can make you feel less anxiety, it helps you sleep better, it can even give you more concentration.

Try the following activities over the course of the week, then reflect on how it makes you feel.

See below for activity cards of exercises.



## MINDFUL BREATHING

1. Sitting or standing, place your hands on your belly. Close your eyes, or look down towards your hands.
2. Take three slow, deep breaths in and out.
3. In your mind, count '1, 2, 3' for each breath in and '1, 2, 3' for each breath out. Pause slightly at the end of each exhale.
4. Continue for 3 to 5 minutes or until the teacher says, "Stop".

### Guiding Questions

- Can you feel your hands moving?
- What is moving your hands? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?
- Can you feel the air moving out through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- What does it sound like?



## SHARK FIN

1. Sit or stand comfortably. Keep your body straight. Be still and silent. Soften your breath and shut your eyes.
2. Place the side of your hand on your forehead, with your palm facing out to the side.
3. Slide your hand down your face, in front of your nose.
4. Say "Shhh" as you slide your hand down your face.
5. Complete this once, or repeat 2 to 3 times.



## BREATH STAR

1. Spread one hand out like a star.
2. Use the index finger on your other hand to trace the outline of your star hand.
3. Take a deep breath in as you move your tracing finger to the top of your thumb.
4. Breathe out as you move your tracing finger down between your thumb and first finger.
5. Take another breath in as you move to the top of your first finger.
6. Breathe out as you move down between your first and second fingers.
7. Continue this pattern, tracing each of your fingers until you have taken five slow, deep breaths.
8. Repeat on the other hand.



## BREATHING COLOURS



1. Sit or stand comfortably. Keep your body straight. Be still and silent. Soften your breath and shut your eyes.
2. Think of a relaxing colour. It can be any colour, as long as it reminds you of relaxing.
3. Now think of a colour that represents stress, sadness or anger.
4. Imagine you are surrounded by the relaxing colour. No longer is the air clear; it is the relaxing colour.
5. Take a deep breath in and imagine breathing in the relaxing colour. Imagine the colour filling your lungs.
6. As you breathe out, imagine that your breath is the colour of stress.
7. See the stress colour mix into the relaxing colour around you. Watch it disappear.
8. Breathe in your relaxing colour. Breathe out your stress colour.
9. Continue for 3 to 5 minutes or until the teacher says, "Stop".

### Additional learning resources parents may wish to engage with

- Fortnightly toolkits to promote positive mental health in children:  
<https://www.mentallyhealthyschools.org.uk/getting-started/coronavirus-and-mental-health/>
- Talking to children about mental health:  
<https://www.mentallyhealthyschools.org.uk/getting-started/how-to-start-a-conversation-with-children-about-mental-health/>
- Supporting your child and family through coronavirus:  
<https://youngminds.org.uk/find-help/for-parents/supporting-your-child-during-the-coronavirus-pandemic/>
- Resources to boost you child's wellbeing during coronavirus:  
<https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html>