

Home Learning – Year 2 Christ Church

Week Beginning 18th January

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Follow the lesson called ‘Make equal groups – sharing’ https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/ Follow up activity below	Follow the lesson called ‘Make equal groups -sharing’ https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/ Follow up activity below	Follow the lesson called ‘Make equal groups – grouping’ https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/ Follow up activity below	Follow the lesson called ‘Make equal groups – grouping’ https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/ Follow up activity below	Follow the lesson called ‘Sharing and Grouping Activity’ https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/
Maths	Problem of the Day – See below				
X Tables	2x, 5x, 10x - Bronze	3x, 4x, 8x - Silver	6x, 7x, 9x, 11x, 12x - Gold https://www.timestables.co.uk/	https://ttrockstars.com/	
English	Watch Y2 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/earning-at-home/year-2-learning/ Follow up activity and supporting resources below	Watch Y2 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/earning-at-home/year-2-learning/ Follow up activity and supporting resources below	Watch Y2 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/earning-at-home/year-2-learning/ Follow up activity and supporting resources below	Watch Y2 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/earning-at-home/year-2-learning/ Follow up activity and supporting resources below	Watch Y2 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/earning-at-home/year-2-learning/ Follow up activity and supporting resources below
Other Subjects	Geography Use the worksheet below to look at rivers in the UK and to practise using compass directions (north, south, east and west). You could also play ‘Compass Moves’. Choose four places in a room/garden to represent the 4 compass points (label them N/S/E/W). Players stand in the centre of the 4 points and wait for the ‘caller’ to say a way of moving and a compass point. E.g. skip to the South, hop to the East, bunnyjump to the West or walk backwards to the North. The first player to arrive at the compass point gets 1 point. Try this game	Science Earlier this year, you found out about why it is important to keep ourselves clean. Watch this . You could also try the experiment at home if you wanted to. Explain to a friend or family member and write down why it is so important to wash our hands with soap and not just water.	Spanish Watch the following video about animals: https://www.youtube.com/watch?v=j5ThRHh4Pho&ab_channel=ChuChuTV_Espa%C3%B1ol Try to guess what animal they will see before it appears! Then watch Miss Aina’s video on the school website. After that, label the animals and colour them in!	RE The Parables of Jesus https://www.bbc.co.uk/bitesize/clips/zcy87h The story of the Good Samaritan shows that we should love and care for people even if they are different from us. Watch the video and read the story below, then answer the questions.	Science Create a list of instructions with clear diagrams to follow to make sure all your friends and family wash their hands properly. Try to include imperative verbs (e.g. wash, put, scrub, rinse) and to write your steps in order.

Monday, 18th of January 2021

WT WA WP WI

Learning Objective: write a recount

I can:	Me	Miss K
Use my imagination.		
Use expanded noun phrases to add detail.		
Use a variety of conjunctions.		
Write in the past tense.		
Use punctuation correctly.		

Your Task: Write an **imaginative** weekend recount, writing what you **wish** you could have done on the weekend. It can be as creative and imaginative as you like! Remember to follow the success criteria. Afterwards, edit your work with a different coloured pen or pencil and check off the success criteria that you included.

Miss Kelly's Amazing Weekend!

I had the most amazing weekend ever! First, I packed my colourful swimsuits, summer dresses and my floppy, straw sunhat into my big, blue suitcase while Justin packed his summer clothes into his medium-sized, navy blue duffle bag. Next, we excitedly hopped into our supersonic jet and were on our way to Australia. During the journey we watched a funny movie and had a little snack then, four hours later, we finally arrived! As soon as we stepped off the plane, we could feel the heat on our pale, white skin so we decided to go straight to the crystal-clear waters of Eagle Bay. When we got to the beach, we saw our family and friends waiting for us with sun umbrellas, towels, beach volleyball plus a delicious lunch of halloumi salad and sweet, juicy watermelon. We gave them all a massive hug then spent the day together frolicking in the refreshing, cool water and sunbathing on the toasty sand. Later, we all went back to my sister's house for a yummy barbecue dinner followed by a delectable, home-made strawberry ice-cream for dessert. It was a very balmy summer's evening, so we decided to swim and play games in the pool. A few hours later, we went to bed after an exciting, fun-filled day. The next morning, we sadly said our goodbyes then jumped into our supersonic jet back to London. I was so thankful to have spent the weekend back home with my friends and family, and to have nice, sun-kissed skin again!

Adverbs

How?

angrily
anxiously
cautiously
cheerfully
courageously
crossly
cruelly
defiantly
doubtfully
elegantly
enthusiastically
foolishly
frantically
gently
gladly
gracefully
happily
hungrily
inquisitively
irritably
joyously
loudly
madly

When?

afterwards
again
before
beforehand
early
lately
never
now
often
punctually
recently
soon
then
today
tomorrow
yesterday

How often?

always
annually
constantly
daily
hourly
monthly
never
occasionally
often
once
regularly
repeatedly
sometimes
usually
yearly

Where?

above
around
away
below
down
downstairs
everywhere
here
inside
outside
there
up
upstairs
wherever

How much?

almost
completely
entirely
little
much
rather
totally
very

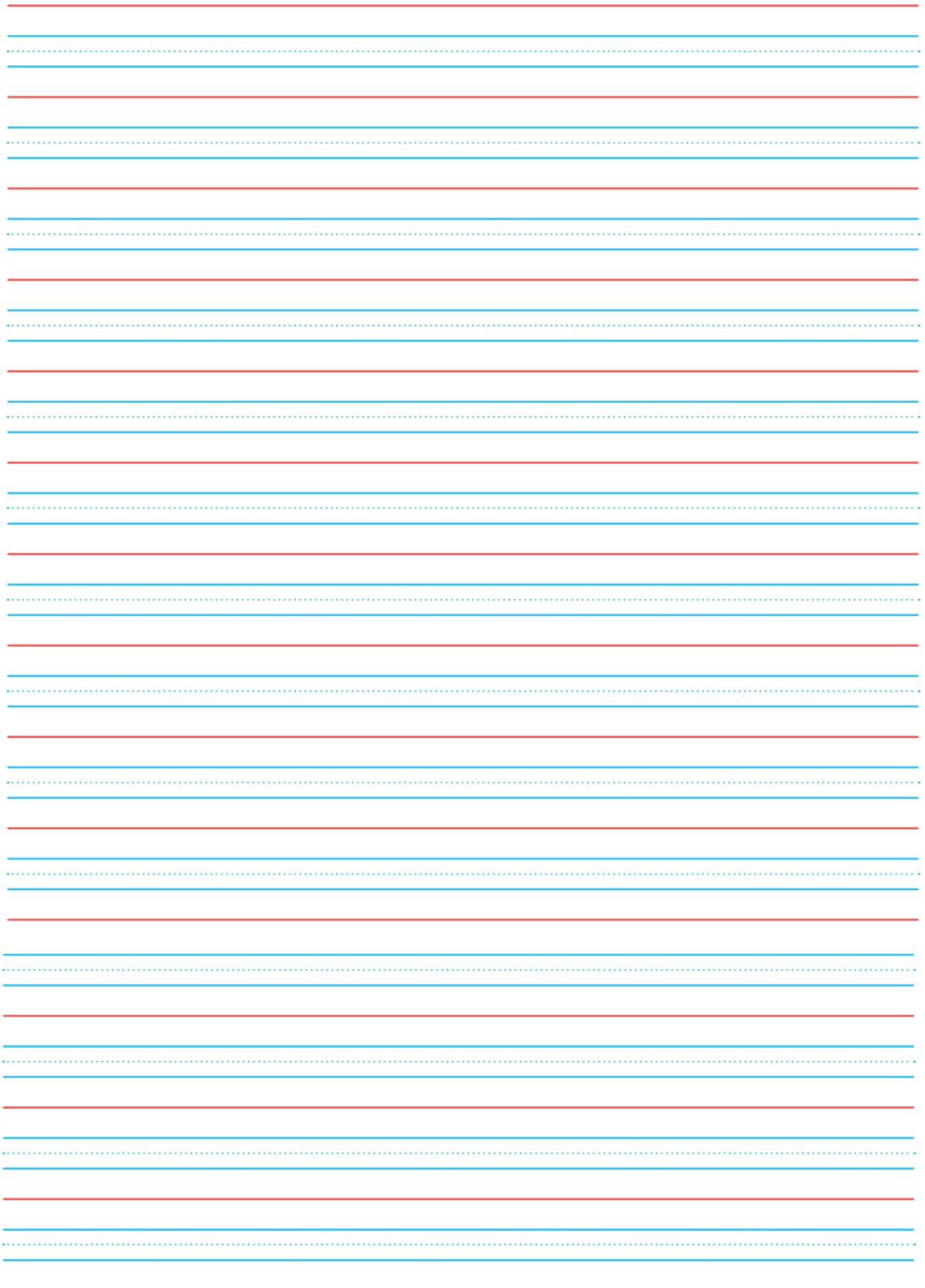
More useful adverbs...

additionally	appropriately	consequently
fittingly	hence	however
insufficiently	suitably	therefore

Adjectives

People	Objects	Comfortable feelings	Uncomfortable feelings	Size	Time
adorable	bright	brave	angry	big	ancient
adventurous	clear	calm	annoyed	colossal	brief
aggressive	distinct	cheerful	anxious	enormous	early
annoying	drab	comfortable	ashamed	gigantic	fast
beautiful	elegant	courageous	awful	great	late
caring	filthy	determined	bewildered	huge	modern
confident	gleaming	eager	bored	immense	old
clumsy	grotesque	elated	confused	large	quick
confident	long	encouraged	defeated	little	rapid
considerate	magnificent	energetic	defiant	long	short
excitable	precious	excited	depressed	mammoth	slow
glamorous	sparkling	exuberant	disgusted	massive	swift
grumpy	spotless	fantastic	disturbed	meagre	young
happy	strange	fine	dizzy	mighty	
helpful	unsightly	healthy	embarrassed	miniature	
important	unusual	joyful	envious	minuscule	
intimidating	valuable	pleasant	frightened	petite	
obnoxious		relieved	hungry	pungy	
odd			lonely	short	
talented			scared	tall	
thoughtless			terrified	teeny	
timid			worried	tiny	
handsome					

after	as soon as possible	before	earlier
eventually	finally	in the beginning	in the end
just at that moment	just then	later	meanwhile
next	several months later	suddenly	while
first	without warning	second	after that



Tuesday, 19th of January 2021

WT WA WP WI

Learning Objective: Make inferences.

I can:	Me	Miss K
Answer questions using evidence from the text.		
Generate questions based on what I have read.		
Answer questions for which there are no direct answers in the text.		

1. Choose one main character to focus on from the Jill Murphy stories we've looked at - either Marlon from The Last Noo-Noo or Mildred from The Worst Witch.



2. Re-read the text of your chosen character. So, if you chose Marlon, re-read The Last Noo-Noo and, if you chose Mildred, re-read The Worst Witch. (Texts in Week 1 or 2 learning packs).
3. Complete the inference chart on the following page using your chosen text.
4. Next, write 3-5 questions about the character for which there are no clues in the text. For example:

Does the character always complete their homework on time?

5. Lastly, use your inference chart and inference skills to answer the questions you have written. For example:

I don't think Marlon completes his homework on time because he is either watching TV or worrying about his noo-noos, and never even mentions his homework.

or

I don't think Mildred completes her homework on time because she is known as the worst witch and only the worst witch wouldn't complete her homework. Also, she is always getting into mischief and doing silly things so I don't think she focuses on her homework.

Facts – What do you know about the character?

Quotes – What does the character say? Write some brief quotes that help you to understand what the character is like.

Actions – What does the character actually do?

Getting inside the character's head –

Write down some of the character's thoughts and feelings.

Wednesday, 20th of January 2021

WT WA WP WI

Learning Objective: To write a review.

I can:	Me	Miss K
Summarise a text.		
Give an informed opinion on a text based upon what I have read.		

My Book Review

Title: _____

Author: _____

My rating:



My summary:

My favourite part:

A drawing of my favourite scene:

Thursday, 21st of January 2021

WT WA WP WI

Learning Objective: To create a story map.

I can:	Me	Miss K
Identify the beginning, middle and end of a story.		
Identify the problem and resolution of a story.		

1. First, watch the whole story of The Last Noo-Noo:

<https://www.youtube.com/watch?v=JXDK0be85es>

Alternatively, read the book if you have it at home.



2. Next, orally retell the story to someone at home, using your time connectives.

As an extra challenge, discuss the different **features of a narrative**. For example:

"In the orientation, they introduced us to the character of Marlon..."

"The problem of the story was ... "

"The resolution was ... "

3. After, complete a story map of The Last Noo-Noo. Choose one of the templates on the following pages or you may create your own. Upload your story maps to Dojo!

Setting:

Where:

When:



Major Characters:

Minor Characters:



Plot/Problem:

Event 1:

Event 2:

Event 3:



Outcome:

SETTING

Where?

CHARACTER

Who?

BEGINNING

First...

MIDDLE

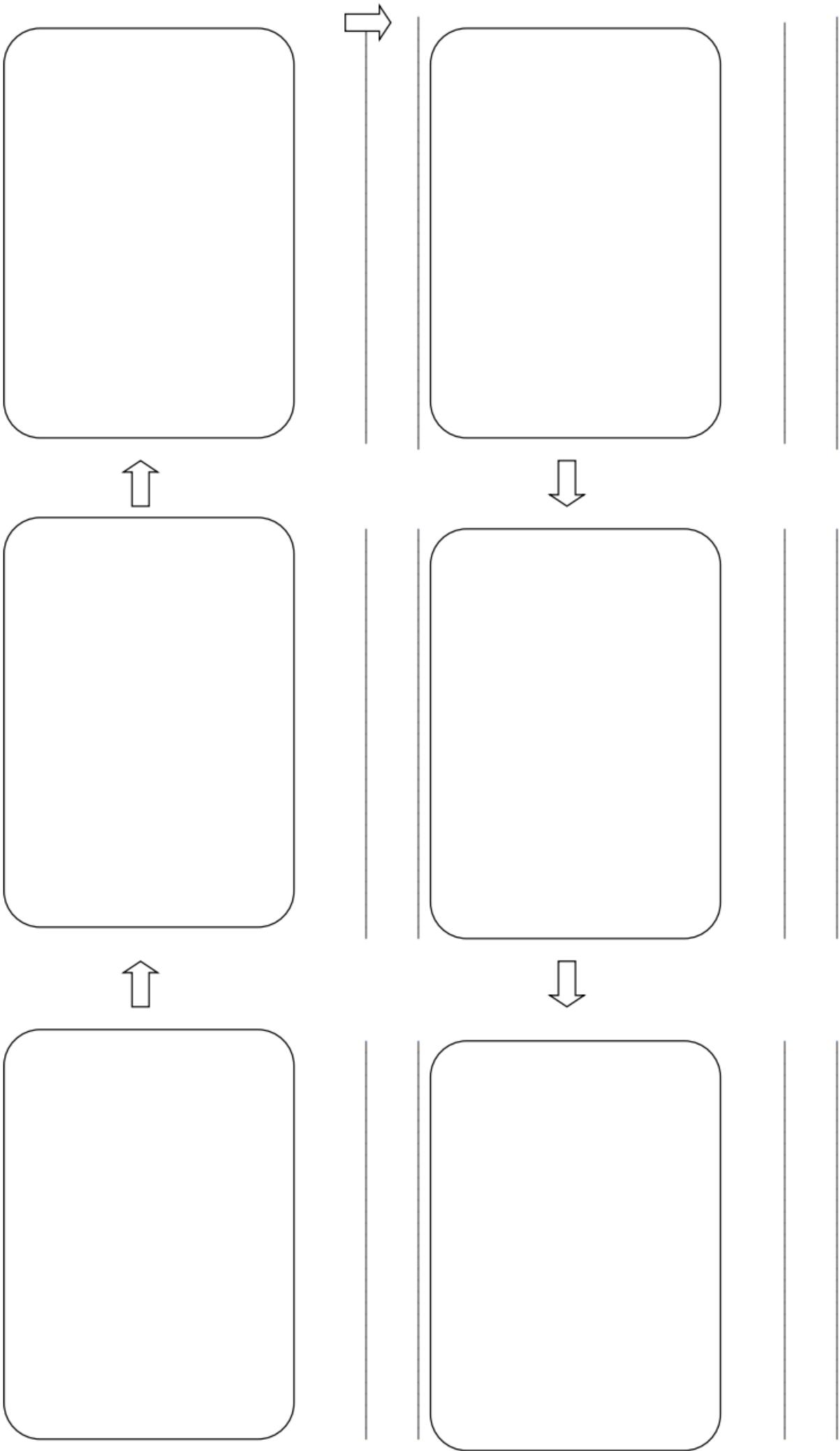
Next...

END

Last...

Story Map

Follow the arrows to recreate the events from "The Last Noo-Noo".



Friday, 22nd of January 2021

WT WA WP WI

Learning Objective: To use capital letters correctly.

1. First, write the capital letter below the matching lower-case letter.

a	b	c	d	e	f	g	h	i	j	k	l	m

n	o	p	q	r	s	t	u	v	w	x	y	z

2. Next, choose a book then go on a **capital letter hunt**. Fill in the table.



CAPITAL LETTER HUNT



Why do the words in your book have a capital letter?

Start of a sentence	Name	Place	Day

3. After, edit my writing below. Remember to use **capital letters** at the start of a sentence and for proper nouns.

on wednesday afternoon i went to battersea park to see my friends, rachel and julia. we talked about the new film, cinderella, and made plans to watch it together at julia's house when it comes out in february. later, i walked home and bought some fresh flowers from bayley and sage. i bought sunflowers because they are my brother sean's favourite. it was a great afternoon in london!

Draw pictures to match the 'er' and 'est' suffixes.

short	shorter	shortest
		
tall	taller	tallest
		

small	smaller	smallest
		

Homework: Choose something 'big' to draw and then fill in the words. (Hint: Draw your first 'big' thing quite small, so that you can show it changing!)

big		

Did you need to double letter g when you added -er and -est?

Words to learn for test on 29th January

(Parents: Please make sure you are completing LRCWC (Look, **read**, cover, write, check) and practising regularly over the 2 weeks).

Adding the endings -er and -est (If you know how to add -est, you also know how to add -er!)	1st Attempt	2nd Attempt	3rd Attempt
---	-------------	-------------	-------------

Green words - Start with the root word and add -est

Top tip: If you're finding any of these tricky, practise writing the root word only on its own first (eg quiet).

1	slowest			
2	quickest			
3	fastest			
4	loudest			
5	quietest			

Now for the double consonant...

6	biggest			
7	thinnest			
8	wettest			
9	saddest			
10	hottest			

Letter y on the end of the root word changes to an i

11	happiest			
12	driest			
13	noisiest			

These root words already end in e so just add -st

14	nicest			
15	cuteest			

Problems of the Day:

Maths – Problems of the day

Problems of the Day 2020

Day
II

- 1 Use $<$, $>$ or $=$ to make these number sentences correct.

$$5 \times 7 \bigcirc 40$$

$$6 \times 2 \bigcirc 7 \times 2$$

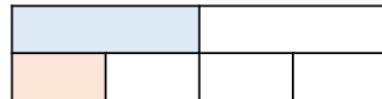
$$10 \div 2 \bigcirc 12 \div 2$$

- 2 There are 50 children in a school.
15 of the children are girls.
How many more boys than girls are in the school?

- 3 Mr Patel writes a number on the board.

- Lee finds $\frac{1}{2}$ of the number.
- Kim finds $\frac{1}{4}$ of the number.
- Lee's answer is 5 more than Kim's.

What is the number Mr Patel started with? This bar model may help you.



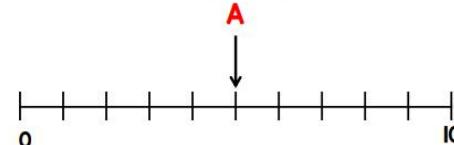
White
Rose
Maths

Problems of the Day 2020

Day
I2

- 1 Given that $A + B = C$

Draw an arrow pointing to C



- 2 Amir has a box of 50 counters.

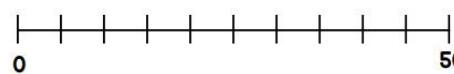
I2 of the counters are red.

I7 of the counters are blue.

The rest of the counters are yellow.
Which coloured counter are there more of?



How many stickers did Lisa share out?



White
Rose
Maths

Problems of the Day 2020

Day
13

- 1 Sam has £50
He buys this cap and jumper with his money.



How much money does he have left?

- 2 One half of a number is 6
What is double the number?



Mo gives Alex some stickers.
They now have the same number of stickers.

How many stickers does Mo give Alex?



Problems of the Day 2020

Day
14

- 1 Which of these are equal to 15?

$10 + 5$

$5 + 5 + 5$

$20 - 5$

$1 + 5$

- 2 A rope measures 30 metres.



The rope is cut into 10 equal sized pieces.

What is the total length of 5 of these pieces?

- 3 Danny has two boxes of sweets.



He puts the sweets into smaller bags.

There are 5 in each bag.



How many bags can Danny fill using all the sweets?



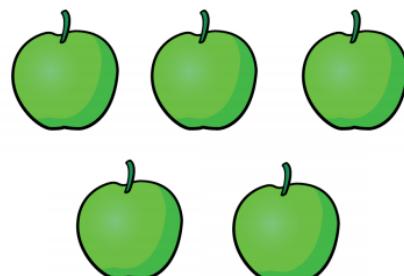
Problems of the Day 2020

Day
15

- 1 In a box

- $\frac{1}{4}$ of the apples are green.
- The rest are red.
- There are 5 green apples.

How many apples are red?



- 2 Amir has 10 cartons of juice.



Each carton holds 2 litres of juice.

How much juice is in 7 cartons?



Make equal groups – sharing

- 1 Rosie and Amir are sharing some sweets.



a) Draw lines to share the sweets equally.

b) How many sweets does each child get?

Each child gets sweets.

8 sweets shared equally between 2 is



- 2 Five children share some grapes.



a) Draw lines to share the grapes equally.

b) How many grapes does each child get?

Each child gets grapes.

10 grapes shared equally between 5 is

- 3 Ron needs to share 20 bananas between 5 boxes.



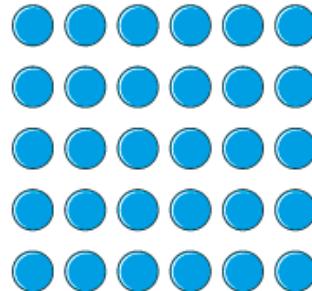
How many bananas will there be in each box?

20 bananas shared between 5 boxes is

There will be bananas in each box.

4

Use 30 counters.



a) Share the counters between 2 friends.

How many counters does each friend get?

b) Share the counters between 5 friends.

How many counters does each friend get?

c) Share the counters between 10 friends.

How many counters does each friend get?

Make equal groups – sharing



- 1 Annie has 12 apples.



She shares them equally into 2 boxes.

Show how Annie shares the apples equally.

Complete the sentences.

There are 12 apples.

There are boxes.

There are apples in each box.

- 2 Take 20 cubes.

- a) Share them into 2 equal groups.

Complete the sentences.

There are 20 cubes.

There are groups.

There are cubes in each group.

- b) Share the cubes into 5 equal groups.

Complete the sentences.

There are 20 cubes.

There are groups.

There are cubes in each group.

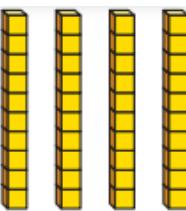
- c) You can share 20 into other equal groups.

Is this true? _____

How do you know?

3 Complete the divisions.

Use base 10 to help you.



a) $40 \div 2 =$

c) $40 \div 5 =$

b) $40 \div 4 =$

d) $40 \div 10 =$

Did you have to make any exchanges?

4 30 flowers are shared equally between 5 vases.



a) Complete the division.

$$\boxed{} \div \boxed{} = \boxed{}$$

b) What does each part of the division represent?

Talk about it with a partner.



5 Complete the divisions.

A $20 \div 5 =$

C $20 \div$ = 2

B $20 \div 4 =$

D $20 \div 2 =$

Write a letter in each box to match the divisions to the sentences.

Dora has 20 apples. She shares them equally between 4 boxes.

Ron has 20 sweets. He shares them equally between some party bags.
There are 2 sweets in each party bag.

Dexter has 20 toy cars. He shares them equally between 5 boxes.

Whitney has 20 dolls. She shares them equally with her sister.

What other sentences can you think of to match the divisions?



Make equal groups – grouping



1 Here are some socks.



a) Draw lines to match the pairs of socks.

b) Complete the sentences.

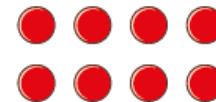
There are socks altogether.

There are socks in each pair.

There are pairs of socks.



2 Here are some counters.



a) Circle groups of 2

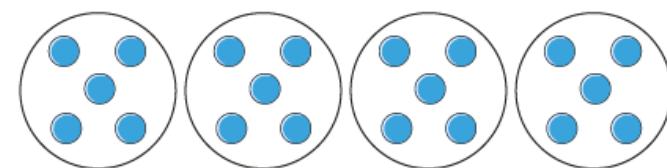
b) Complete the sentences.

There are counters altogether.

There are equal groups of 2 counters.

3 Complete the sentences.

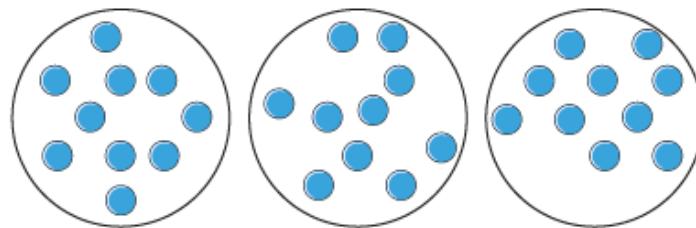
a)



There are counters altogether.

There are equal groups of counters.

b)



There are counters altogether.

There are equal groups of counters.

4 Use 30 counters.

a) How many equal groups of 2 can you make?

b) How many equal groups of 5 can you make?

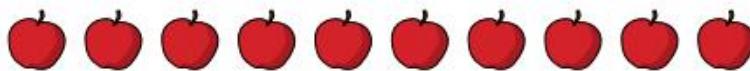
c) How many equal groups of 10 can you make?

Talk about your answers.

Make equal groups – grouping



- 1 Annie has 10 apples.



Annie has some plates.

She wants to put 2 apples on each plate.

Show how Annie groups the apples.

Complete the sentences.

There are apples.

There are apples on each plate.

There are plates.



- 2 Take 15 counters.



Put the counters into groups of 3

Complete the sentences.

There are 15 counters.

The counters are in groups of

There are groups.



- 3 Mo has 20 chairs.

- a) Circle groups of 5 chairs.



- b) How many groups did you circle?

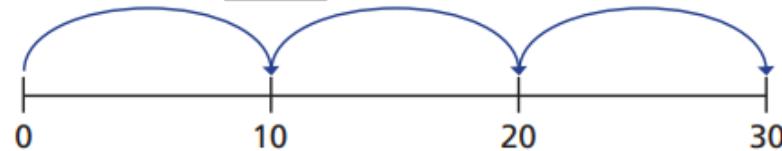
- c) Complete the number sentence.

$$\square \div \square = \square$$

4 Complete the number sentences.

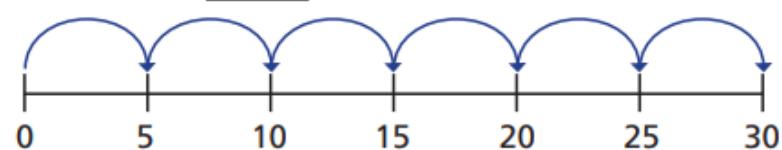
Use the number line to help you.

a) $30 \div 10 =$



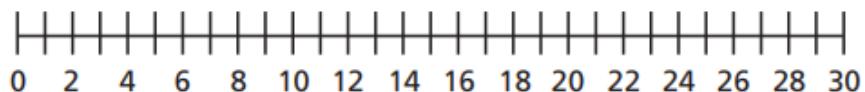
30 is made of equal groups of

b) $30 \div 5 =$



30 is made of equal groups of

c) Investigate other equal groups you could make with 30



Talk about it with a partner.

5 Eva is putting 24 pencils into pots.



She puts 2 pencils into each pot.
How many pots does Eva need?

$$\boxed{\quad} \div \boxed{\quad} = \boxed{\quad}$$

Eva needs pots.

6

With 40 counters
you can only make equal
groups of 4 and 10



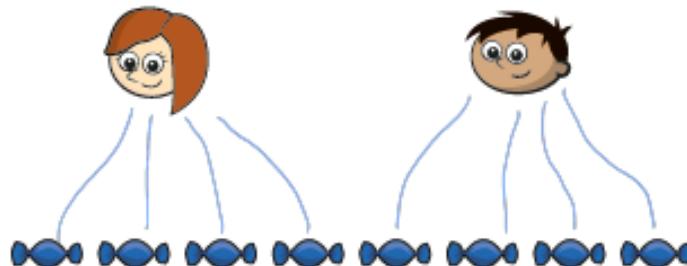
Is Ron correct? _____

Use counters to show how you know.

Make equal groups – sharing



- 1 Rosie and Amir are sharing some sweets.



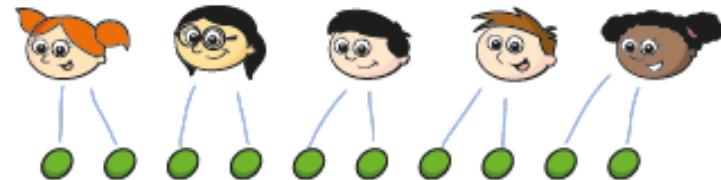
- a) Draw lines to share the sweets equally.
b) How many sweets does each child get?

Each child gets sweets.

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- 2 Five children share some grapes.



- a) Draw lines to share the grapes equally.
b) How many grapes does each child get?

Each child gets grapes.

10 grapes shared equally between 5 is

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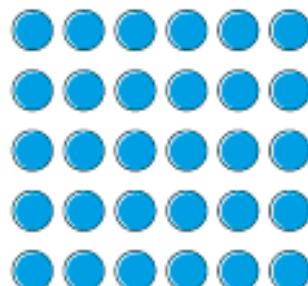
How many bananas will there be in each box?

20 bananas shared between 5 boxes is

There will be bananas in each box.

4

Use 30 counters.



a) Share the counters between 2 friends.

How many counters does each friend get?

15

b) Share the counters between 5 friends.

How many counters does each friend get?

6

c) Share the counters between 10 friends.

How many counters does each friend get?

3

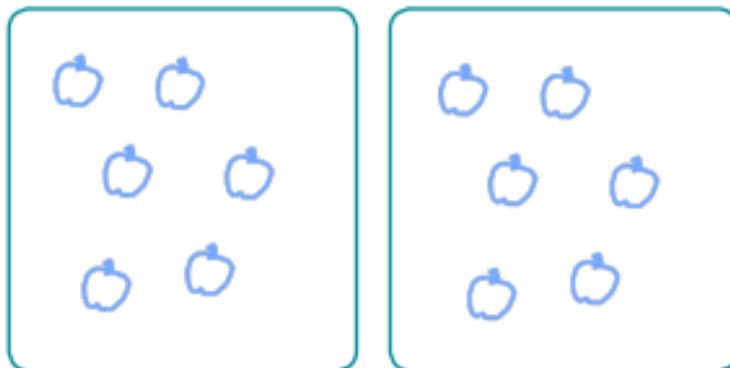
Make equal groups – sharing

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There are boxes.

There are apples in each box.

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- a) Share them into 2 equal groups.
Complete the sentences.

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There are cubes in each group.

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Complete the sentences.

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There are groups.

There are cubes in each group.

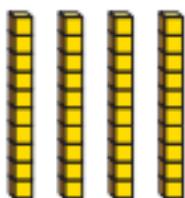
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$$30 \div 5 = 6$$

- b) What does each part of the division represent?

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B $20 \div 4 =$

D $20 \div 2 =$

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Dora has 20 apples. She shares them equally between 4 boxes.

Ron has 20 sweets. He shares them equally between some party bags. There are 2 sweets in each party bag.

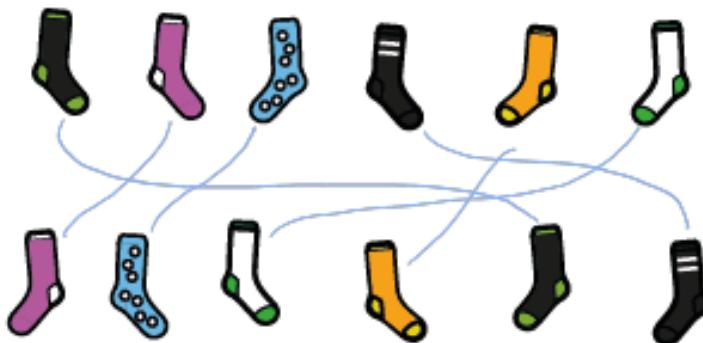
Dexter has 20 toy cars. He shares them equally between 5 boxes.

Whitney has 20 dolls. She shares them equally with her sister.

What other sentences can you think of to match the divisions?

Make equal groups – grouping

1 Here are some socks.



a) Draw lines to match the pairs of socks.

b) Complete the sentences.

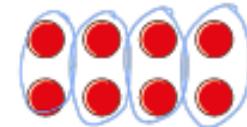
There are socks altogether.

There are socks in each pair.

There are pairs of socks.



2 Here are some counters.



a) Circle groups of 2

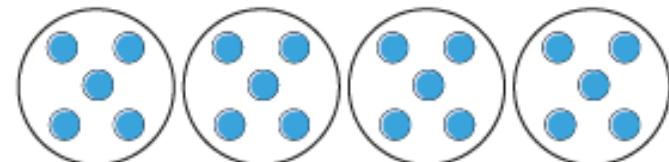
b) Complete the sentences.

There are counters altogether.

There are equal groups of 2 counters.

3 Complete the sentences.

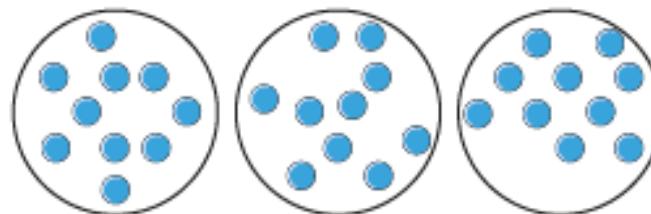
a)



There are counters altogether.

There are equal groups of counters.

b)



There are counters altogether.

There are equal groups of counters.

④ Use 30 counters.

a) How many equal groups of 2 can you make?

b) How many equal groups of 5 can you make?

c) How many equal groups of 10 can you make?

Talk about your answers.

Make equal groups – grouping

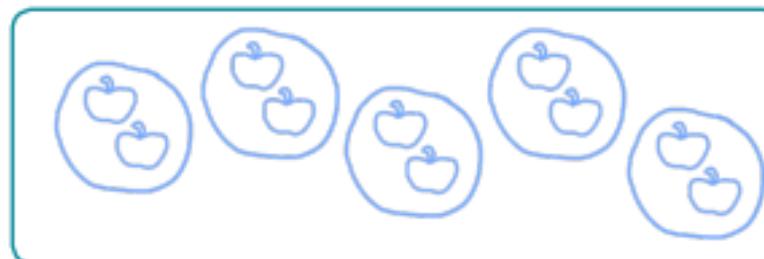
- 1 Annie has 10 apples.



Annie has some plates.

She wants to put 2 apples on each plate.

Show how Annie groups the apples.



Complete the sentences.

There are apples.

There are apples on each plate.

There are plates.



- 2 Take 15 counters.



Put the counters into groups of 3

Complete the sentences.

There are 15 counters.

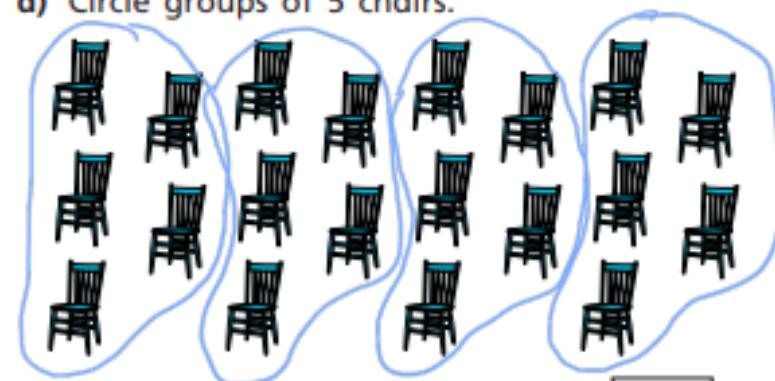
The counters are in groups of

There are groups.



- 3 Mo has 20 chairs.

- a) Circle groups of 5 chairs.



- b) How many groups did you circle?

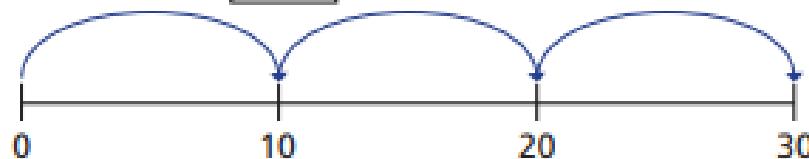
- c) Complete the number sentence.

$$\boxed{20} \div \boxed{5} = \boxed{4}$$

4 Complete the number sentences.

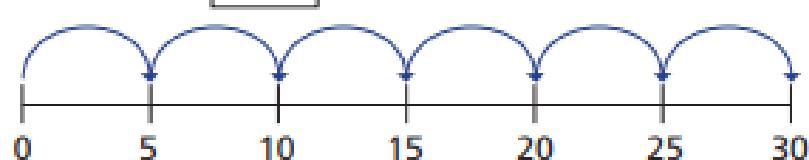
Use the number line to help you.

a) $30 \div 10 =$



30 is made of equal groups of

b) $30 \div 5 =$



30 is made of equal groups of

c) Investigate other equal groups you could make with 30.



Talk about it with a partner

5 Eva is putting 24 pencils into pots.



She puts 2 pencils into each pot.

How many pots does Eva need?

$$24 \div 2 = 12$$

Eva needs pots.

6

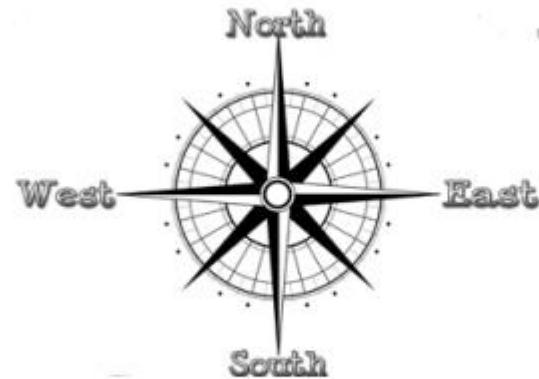
With 40 counters
you can only make equal
groups of 4 and 10



Is Ron correct? No

Use counters to show how you know.

Geography



Use the compass points to help you identify which direction these UK rivers are in comparison to one another.

Example: The River Thames is south of the River Great Ouse.



1. The River Severn is _____ of the River Great Ouse.
2. The River Exe is _____ of the River Tamar.
3. The River Tweed is _____ of the River Tyne.
4. The River Trent is _____ of the River Ouse.
5. The River Wye is _____ of the River Exe.
6. The River Tyne is _____ of the River Tweed.

Challenge: Can you write some of your own statements and test someone in your household?

Name the animals:

LEÓN - ELEFANTE - TIGRE - HIPOPÓTAMO - RINOCERONTE - GORILA - CEBRA - OSO
- JIRAFÁ



What is your favourite animal? Can you say it in Spanish? Draw it

too! (do it on the next blank page)

Example: Mi animal favorito es el rinoceronte.

RE: The Parables of Jesus – The Good Samaritan

After his Baptism, and then the 40 days he spent in the desert, Jesus began to gather together his disciples or special friends. Over the next three years, Jesus travelled from place to place performing miracles and telling stories, or parables, with important messages about how people should live their lives.

Over the next few weeks, we will learn about some of the parables that Jesus told.

The Good Samaritan

Jesus loved telling people how God wanted people to be kind and to ‘love one another’. Jesus really wanted everyone to understand this, so he told them that the best way was to ‘love your neighbour as you love yourself’.

One man wasn’t very sure what Jesus meant when he said, ‘love your neighbour as you love yourself’. So, the man asked Jesus a question. He asked Jesus ‘Who is my neighbour?’ Jesus answered by telling a story. Watch the video <https://www.bbc.co.uk/bitesize/clips/zcyr87h> and read the story that Jesus told below or ask someone to read it to you.

‘Once, a man was travelling from Jerusalem to Jericho. It was a long, hot, dusty road. On the way, he was attacked by robbers. They took his clothes. They beat him up. They went away, leaving him almost dead. Luckily, a priest was walking down the same road. Priests are very important, holy men. But when the priest saw the man that was almost dead, he walked away and did not help. Then another man came along. This man was also a holy man. He worked in the temple in Jerusalem. He looked at the injured man but did not stop to help him. Next, a visitor from another country walked down the road and saw the injured man. The country he came from was Samaria, and he was a Samaritan. When the Samaritan saw the injured man, he felt sorry for him. He looked after the man’s wounds. Then the Samaritan lifted the man onto his donkey and took him to an inn. Once they were at the inn, the Samaritan made sure the injured man was comfortable. In the morning, the Samaritan gave the innkeeper 2 silver coins. The Samaritan said: ‘Take good care of him. If it costs any more, put it on my bill – I’ll pay you on my way back.’

‘What do you think? Jesus asked the man. ‘Which of the three was a neighbour to the man attacked by robbers?’ ‘The one who treated him kindly,’ the man replied. Jesus said, ‘Go and do the same.’ (Based on Luke 10:25-37.)

Now answer the questions below:

1. Where was the man travelling to?
2. Did the priest help the injured man?
3. Who helped the injured man?
4. What did the Samaritan do to help the man?
5. At the end of the story, the person listening says that the Samaritan was a neighbour to the man. Why do you think he says that?
6. What do you think Jesus meant when he said: ‘Go and do the same’?
7. What do you think are the qualities that make someone a true friend?