







Year 2: Remote Learning Schedule

W/C 22 nd February	Monday	Tuesday	Wednesday	Thursday	Friday		
Maths (approx. 45 mins per lesson) This week our focus is: Statistics	Lesson 1: <i>Interpret pictograms (2, 5 and 10)</i> <i>Click on the link here.</i>	Lesson 2: <i>Block diagrams</i> <i>Click on the link here.</i>	Lesson 3: <i>Consolidation of unit.</i>	Lesson 4: <i>End of Unit Test</i>	Lesson 5: Weekly Arithmetic (6b) <i>Challenge yourself with this week's arithmetic skills.</i>		
	<i>You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i>						
<div>Remember to log in to TT Rockstars each week to practise your times tables! Message your teacher on ClassDojo if you've forgotten your login details.</div>							
<div>Remember to share your learning on ClassDojo! Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</div>							
English (approx. 45 mins per lesson) This week our focus is: Narrative – Mrs Armitage on Wheels	Lesson 1: Comprehension <i>Read the information about bikes and answer the questions.</i>	Lesson 2: SPaG <i>Using apostrophes for possession.</i> <i>Click on the link here.</i>	Lesson 3: Story map <i>Listen to the story of Mrs Armitage on Wheels here.</i> <i>Use the pictures to create a story map of the story.</i>	Lesson 4: Sequence events <i>Write a list of the problems Mrs Armitage encounters on her bike.</i>	Lesson 5: Retell part of the story <i>Retell your favourite part of the story.</i>		
	<i>The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i>						
This week's spellings are: knee, know, knot, knife, knitting (/n/ sound spelt 'kn' at the beginning of words).							
Reading for Pleasure <i>is such an important part of our curriculum and you should be reading every day. On Wednesday afternoon this week, your class teacher will upload a video onto ClassDojo of them reading a poem or an extract from a book.</i>							
Reading for Productivity <i>is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.</i>			Mon:	Tues:	Wed:	Thurs:	Fri:
			RE	Computing	Music	Science	DT



Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. At the end of this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!

Maths Lesson 1: To interpret pictograms (2, 5 and 10) (Main, Blue task)


Interpret pictograms (2, 5 and 10)



- 1 Dora, Dexter and Jack play basketball at break time.

They record the goals they score in a pictogram.

Name	Goals
Dora	 
Dexter	   
Jack	    

Key
 = 2 goals

- a) Complete the sentences.

Dora scores goals.

Dexter scores goals.

Jack scores goals.

- b) How many goals do they score altogether?











- c) How many more goals does Jack score than Dexter?


- d) How many ways could you work out the answer to part c)?



- 2 Two classes go on a trip to the zoo together.

There are two coaches to take both classes.

	Coach 1		Coach 2
Boys	 	Boys	 
Girls	 	Girls	   

Key
 = 10 children

Tick the correct answer.

- a) Which coach has more boys?

Coach 1 Coach 2 They have the same



b) Which coach has more girls?

Coach 1 Coach 2 They have the same

c) How many girls are there in total?















d) How many more girls than boys are there on Coach 2?


e) How many more girls than boys are there on the trip to the zoo?

f) How did you work out the answer to part e)?



3 At the zoo, Mo keeps a record of how many big cats he sees.

Big Cat	
Leopard	  
Cheetah	   
Lion	 
Tiger	    

Key
 = 2 big cats

a) Choose a word to complete the sentence.

more

fewer

There are _____ leopards than lions.

There are _____ lions than cheetahs.

b)



If I add the number of cheetahs and lions together then it will be equal to the number of tigers.



Is Rosie correct? _____

How do you know?



c)



Each  represents 2 big cats so I can just double the amount of  and that will be how many big cats there are.

Is Alex correct? _____

How do you know?























Maths Lesson 1: Red Task

If you find the main activity a bit too tricky, try these questions instead...










Red Task

 = 2

Thursday	   
Friday	    
Saturday	     
Sunday	  

1. How many apples were sold on Sunday?
2. How many apples were sold on Thursday?
3. On which day were the most apples sold?

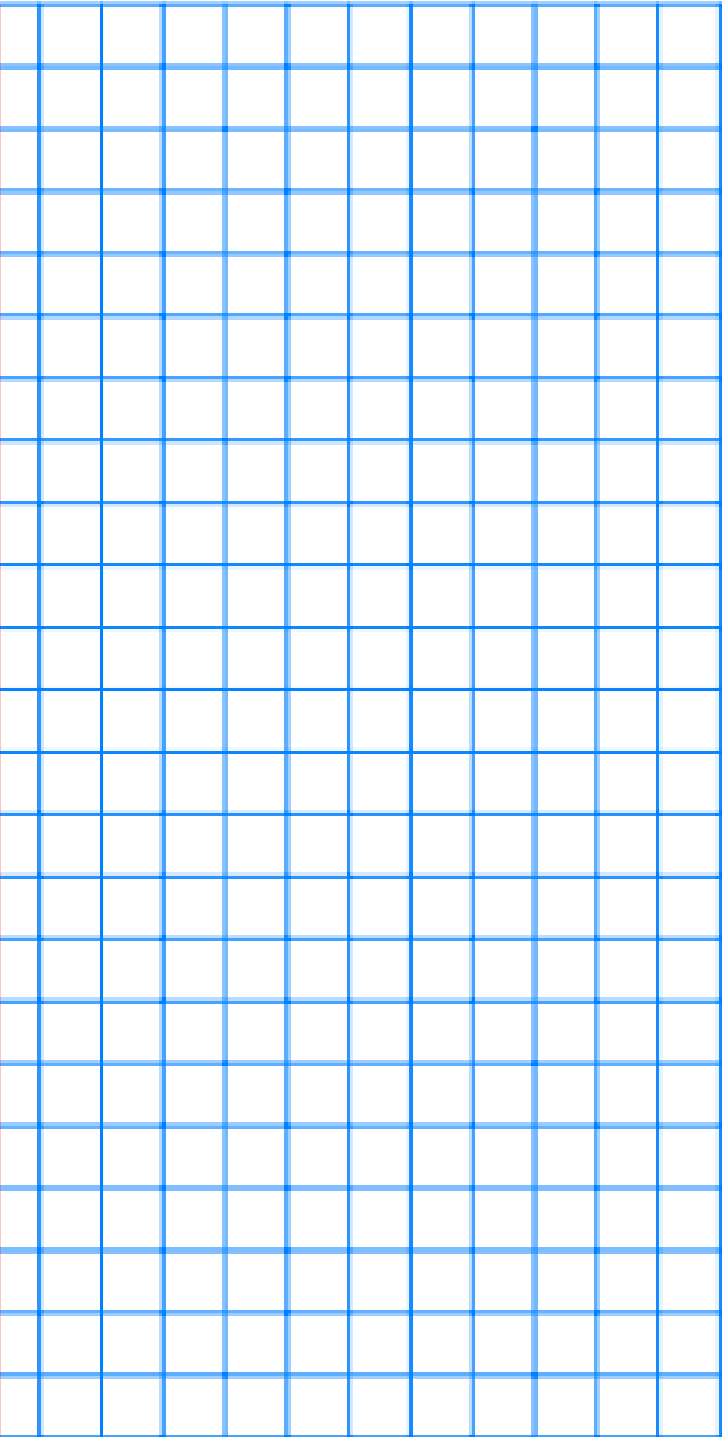
 = 10

Emma	   
Harvey	 
Thomas	  

4. Tick the statements that are correct.

A. Thomas has more cars than Harvey.	<input type="checkbox"/>
B. Emma has 40 cars.	<input type="checkbox"/>
C. Harvey has 2 cars.	<input type="checkbox"/>

5. Who has the most cars?


























Maths Lesson 1: Gold Task

If you whizz through the main activity or feel confident and want to deepen your understanding further, try these questions...

Gold Task

1. Anna counted the balloons.

Red	        
Yellow	      
Green	    

 = 2

















The most common colour of balloon was red.

Is she correct? Explain why.

2. True or False?.













There were 70 animals on the farm.
35 of the animals were sheep.

Cow	   
Pig	  
Sheep	      

Prove it.

 = 5

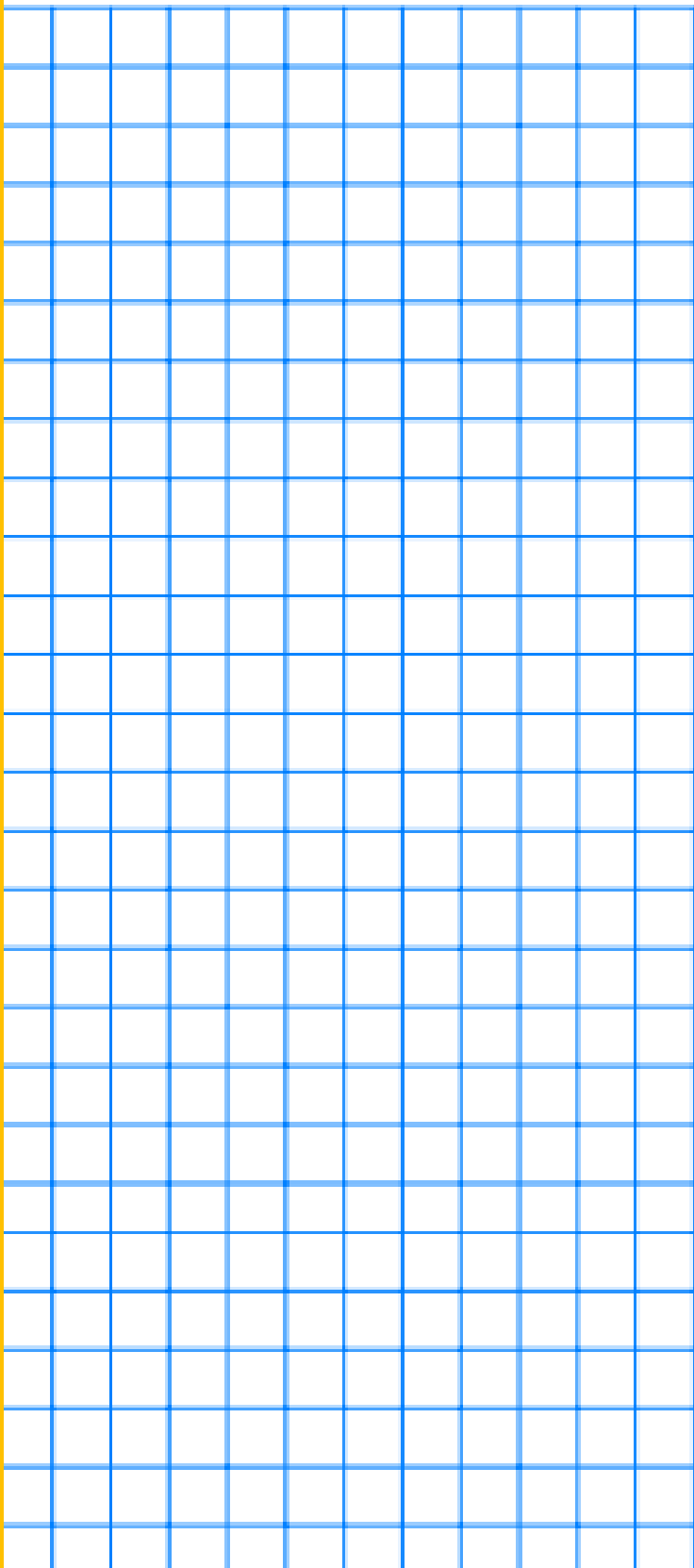
3. Zara counted snack fruits.

Apples	   
Pears	  
Grapes	    



I counted 24 snack fruits in total so the value of a circle is 5.

Is she correct? Explain why.





Deepen the moment...

In Year 2, 10 children had pizza for lunch, 8 children had fish fingers and chips, 3 children had a jacket potato and 9 children had sandwiches.

Can you create a pictogram to represent this data?

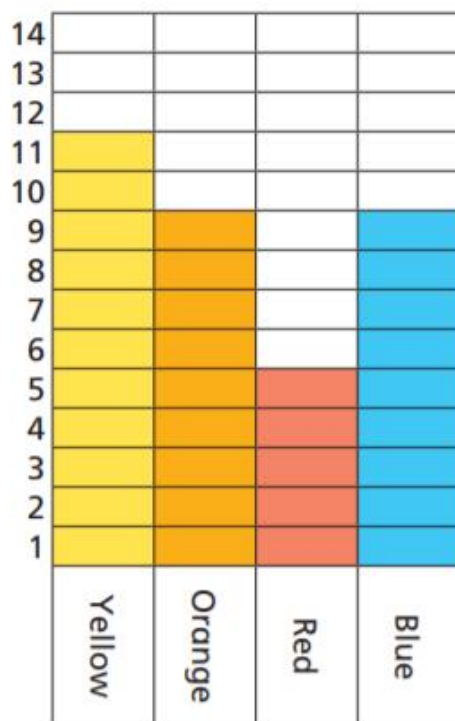


Maths Lesson 2: Block diagrams (Main, Blue task)

Block diagrams



- 1** The block diagram shows children's favourite colours.



Use the block diagram to answer the questions.

- a)** Which colour is most popular?

- b)** How many people chose blue as their favourite?

- c)** Which colour is least popular?

- d)** How many people chose orange as their favourite?

- e)** How many more people like yellow than orange?

- f)** How many more people like yellow than red?

- g)** How did you work out your answers to e) and f)?



- 2 The tally chart shows how many of each item there is.

Item	Tally	Total
Scissors	IIII	4
Glue	IIII III	9
Pens	IIII I	6

- a) Do the totals match the tallies?
Circle your answer.

Yes

No

- b) Use cubes to make towers showing how many scissors, glue and pens there are.
- c) Colour the block diagram using the tally chart and your cubes to help.

10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
	Scissors	Glue	Pens



- 3 At the zoo, Mo keeps a record of how many big cats he sees.

Big Cat		Key
Leopard	  	 = 2 big cats
Cheetah	   	
Lion	 	
Tiger	    	

Dora has tried to show the same information on a block diagram but she has made a mistake.

- a) What mistake has Dora made?

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Leopards	Cheetahs	Lions	Tigers

- b) Complete the block diagram so that it is correct.





Maths Lesson 2 Red Task:

If you find the main activity a bit too tricky, try these questions instead...

Red Task

1. Use the block diagram to answer the questions.

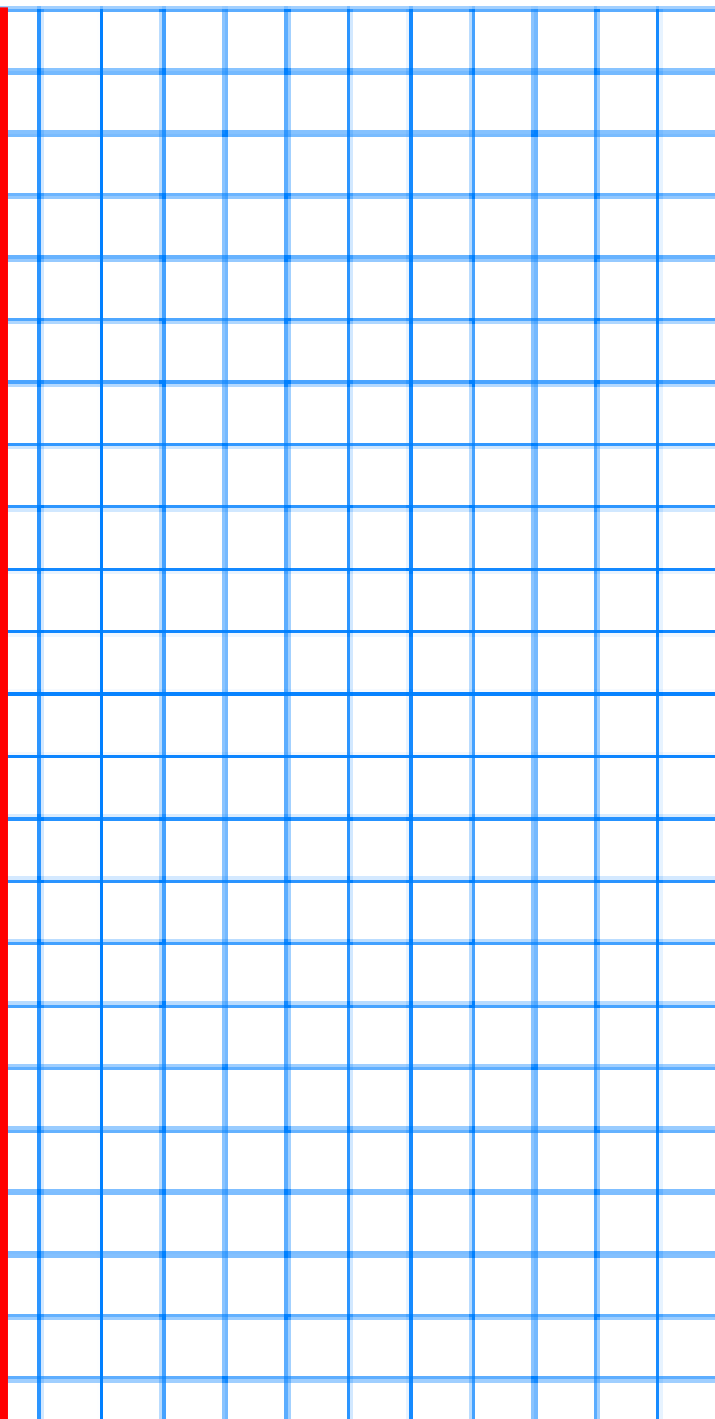


- a) Which fruit was the most popular?
- b) Which fruit was the least popular?

2. Use the block diagram to answer the questions.



- a) Which sandwich filling was the most popular?
- b) Which sandwich filling was the least popular?





Maths Lesson 2: Gold Task

If you whizz through the main activity or feel confident and want to deepen your understanding further, try these questions...

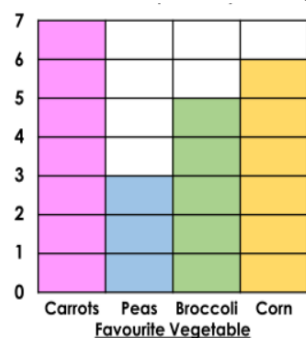
Gold Task

1. Look at the 2 sets of data. What is the same? What is different?



Favourite Breakfast	Number of Children
Cereal	6
Toast	4
Eggs	2

2. Who is correct? Explain why.



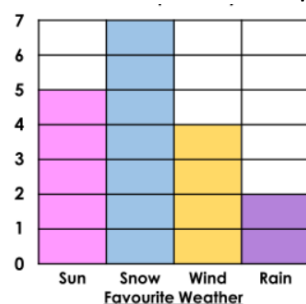
In total, 9 children like corn or peas.

Holly

7 more children like carrots than peas.

Dan

3. Who is correct? Explain why.



Snow was the least popular weather.

Ziggy

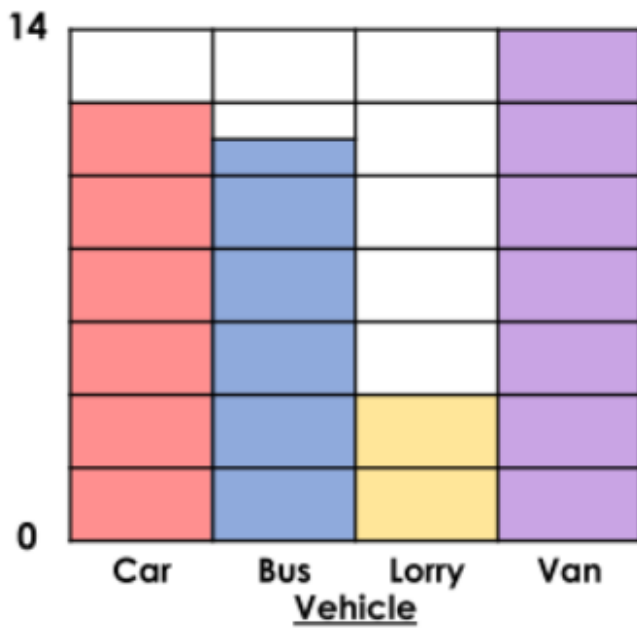
2 fewer children like sun than snow.

Milo



Deepen the Moment

Use the sentence stems to create three questions about the data below.



A. What...

B. How...

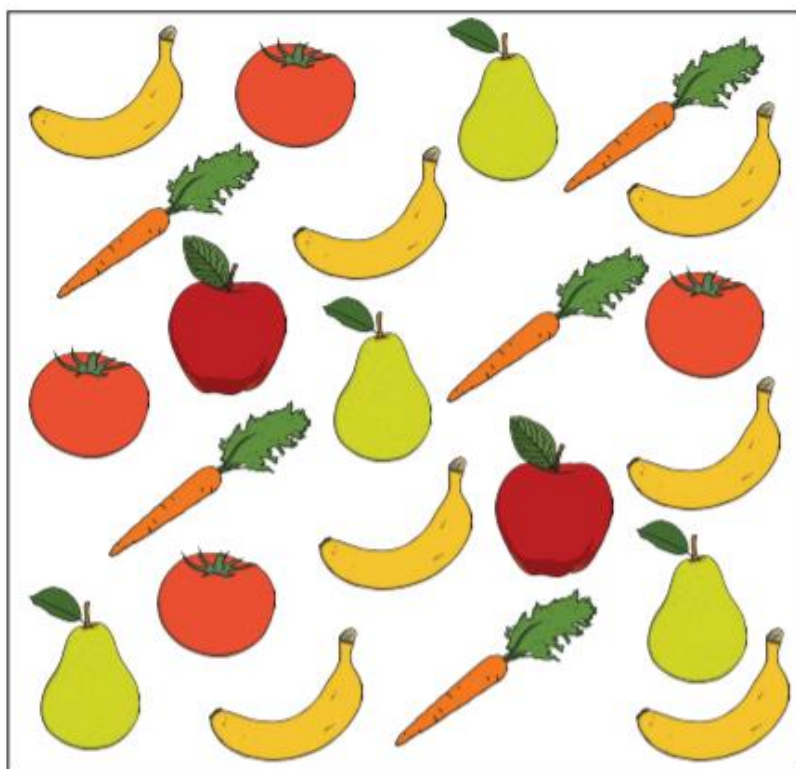
C. Which...








Maths Lesson 3: Consolidation of unit (Main, Blue task)

Counting Fruit

It is the end of the week and these are the fruits and vegetables left over from snack time at school. Create a tally chart to show what is left.



Tally Chart		
	Tally	Total
		
		
		
		
		

Now put your data into a pictogram. Draw the fruits into the boxes.



Now put your data into a pictogram. Draw the fruits into the boxes.

A pictogram showing _____

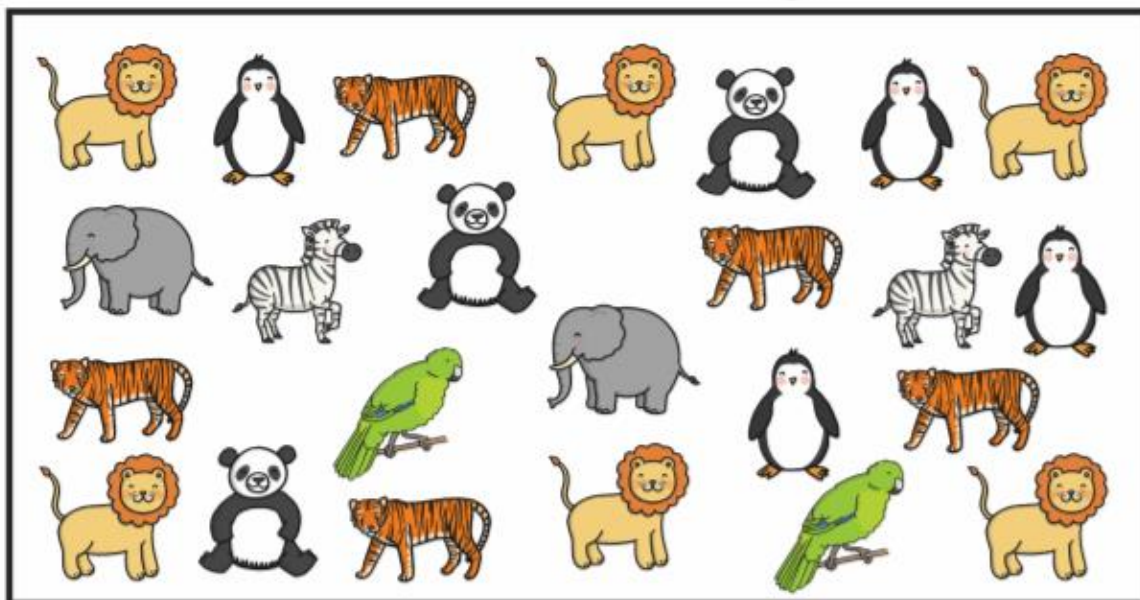
banana	carrot	tomato	apple	pear









Maths Lesson 4 Red Task:

If you find the main activity a bit too tricky, try these questions instead...

Zoo Block Diagram



Colour a box for each item that you find.

6						
5						
4						
3						
2						
1						
						



Maths Lesson 4: Gold Task

If you whizz through the main activity or feel confident and want to deepen your understanding further, try these questions...

Gold Task

Answer these questions using your tally chart and pictogram:

1. How many bananas were left?

2. How many pears were left?

3. How many tomatoes and carrots were left altogether?

4. Which fruit had the fewest number of pieces left?

5. How many fruits and vegetables were left altogether?



Deepen the moment...

Emma and Brody have drawn pictograms to show how many children in their class have pets. ▾

Emma's Pictogram






Pet	
Rabbit	● ● ●
Cat	● ● ● ● ● ●
Hamster	● ●
Dog	● ● ● ● ● ●
Goldfish	●

Key

● = 5 children



Brody's Pictogram

				
Rabbit	Cat	Hamster	Dog	Goldfish

Key

■ = 10 children



Our pictograms look different.

One of us must have made a mistake.



Do you agree? Explain your answer.






Maths Lesson 3: Assessment (Main, Blue task)

Year 2 Statistics



Name _____

- 1 Rosie draws a tally chart for the hair colour of the children in her class.

Hair colour	Tally	Number
Brown		
Blonde		11
Black		6
Ginger		2

How many children have brown hair?

_____ children

1 mark

Complete the tally for children with blonde hair.

1 mark

How many children are in Rosie's class?

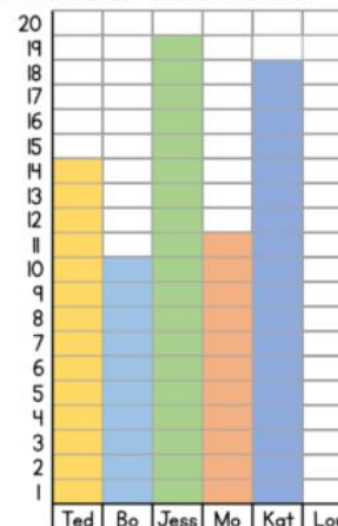
_____ children

1 mark

2

The children in class 2 have a competition. They count how many balls go through a hoop in 1 minute.

The diagram shows the results.



Who gets the most balls through the hoop?

1 mark

How many more balls does Kat get through the hoop than Mo?

1 mark

Lou gets 5 balls through the hoop.

Show this information on the block diagram.

1 mark



- 3 The pictogram shows how much money 4 children have in their money box.

Child	Money
Teddy	    
Jack	   
Eva	 
Dora	      

Each  represents £5

How much money does Jack have?

£

1 mark

How much more money does Dora have than Eva?

£










1 mark


If Teddy spends £5, how much money does he have left?

£

1 mark

- 4 The pictogram shows how many eggs some chickens lay each day.

Day	Number of eggs
Monday	  
Tuesday	   
Wednesday	 
Thursday	
Friday	

Each  represents 2 eggs.

How many eggs were laid on Wednesday?

eggs

1 mark

On Thursday, the chickens lay 4 eggs.

On Friday, the chickens lay one more egg than they do on Thursday.

Complete the pictogram.

2 marks

Circle how confident you feel with statistics.

1 2 3 4 5
Not Very
confident confident



Deepen the Moment

Suni counted the colours of sweets in a jar.

Suni says,



Most sweets in the jar were red.

True or false? Explain how you know.

Colours	Tally	Total
Red	I	
Pink		
Green	I	



Maths Lesson 5: Arithmetic Test Paper 6b

You have 30 minutes to complete your arithmetic test; set a timer so you know how much time is remaining. Remember to highlight symbols and to show your working out. When you have finished, use the answer sheet to mark your test and record your score out of 12. If you have any corrections, do these again in a different colour beside your previous answer.

1

$15 - 7 =$



1 mark

3

$78 - 6 =$



1 mark

2

$75 - 10 =$



1 mark

4

$43 + 9 =$



1 mark



5

$27 + 26 =$



1 mark

7

$10 \times 10 =$



1 mark

6

$60 - 30 =$



1 mark

8

$16 \div 2 =$



1 mark



Deepen the moment...

Look at questions 4, 5 and 11.

Can you create at least one related fact for each question?

For example,

<u>Question Number</u>	<u>Question</u>	<u>Related fact</u>
3	$78 - 6 = 72$	$72 + 6 = 78$ OR $78 - 72 = 6$

Your turn!

<u>Question Number</u>	<u>Question</u>	<u>Related fact</u>
4		
5		
11		



English - practise your spellings: Look, cover, say, write and check!

Spelling Rule: /n/ sound spelt 'kn' at the beginning of words

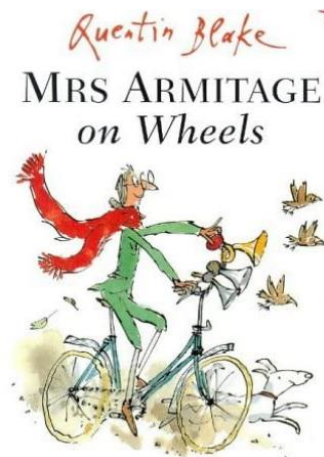
knee					
know					
knot					
knife					
knitting					

Can you write some sentences that include 2 of your spellings?



Armitage's wheels

<https://www.youtube.com/watch?v=Fe9GVITbu9g>



Apostrophes

for making possessives of nouns



The boy's umbrella
(The umbrella of the boy)



The cat's toys
(The toys of the cat)

twinkl

Apostrophes

for making possessives of nouns



Jess's hat

Add 's to the word, even if it ends in s.



The man's car

twinkl

Apostrophes

for making possessives of nouns



The girls' drinks

Add ' to the word.

twinkl



The puppies' bed



English Lesson 1: To answer comprehension questions based on a text

Bikes

What Is a Bike?

Bikes are a form of land transport. They are designed to carry one or two riders across land, roads, and paths. Today, many people also use them for recreation.

What Do Bikes Look Like?

Bikes have two rubber wheels attached to a light-weight metal frame. All bikes have a powerful rotating chain, and some bikes have handle bars with compression brakes. Handle bars are provided for the riders so that they can balance. Riders also use the handle bars to steer the bike in the direction that they want to go in. The seat at the back is needed in order for the rider to be able to sit down. Most seats are triangular in shape, and they are able to be moved up and down depending on how tall or short the rider is.



What Kinds of Bikes Exist?

There are many different types of bikes because they all have different uses. The most common bikes include: tough BMX bikes, light-weight racing bikes, motorbikes, and foldaway ones for people who live in apartments. The first bike that was ever made was called the penny-farthing.



Safety

When you first start out riding, you may like to use training wheels. These are smaller wheels that are attached using screws to the back of the bike. The training wheels help with balance and stability. Regardless of whether you are riding around on the grass or on the road, you must always wear a helmet. Helmets are used to keep the head of the rider protected. If you are riding a bike on the road you must always obey the street signs and speed limits.





1. Describe a bike.

2. Explain why handle bars are necessary.

3. Why do most bikes have adjustable seats?

4. Describe how bikes have changed over time.

5. Describe how a rider can stay safe.

Deepen the moment – Write a list of other protective equipment you might wear to keep you safe when riding a bike?



English Lesson 2: To use possessive apostrophes

VIP: A possessive apostrophe is used to show that one thing belongs to or is connected to something e.g. Mrs Armitage's scarf is red.

Write a sentence with a possessive apostrophe to go with each picture. The first one has been done for you.



Mrs Armitage's coat is green.









Deepen the moment – Can you spot the mistakes in the sentence below?

Mrs Armitage loves to ride her bicycle. she has a dog called Breakspear Mrs Armitages scarf is read and her coat is green She also wears glasses on her long pointy nose.



English Lesson 3: Story Map

VIP: A story has a beginning, middle and end.

Use pictures, short phrases and sentences to explain what happened in the story Mrs Armitage on Wheels. You may want improve your writing by using conjunctions.

Deepen the moment -What is your favourite part and your least favourite part of the story? Explain why.



English Lesson 4: To sequence events

VIP: In a story there is a problem and a resolution.

Think of all the problems Mrs Armitage encountered on her bike ride. Can you draw them and write a few sentences below explaining what happened? Try to include conjunctions to join your sentences.

Deepen the moment – If you were to re-write the story, what problems would you have Mrs Armitage encounter and what would the resolution be?

What was the
problem?

What was the
resolution?



English Lesson 5: To retell part of the story

VIP: A story has a beginning, middle and end.

Today you will retell part of the story by choosing one problem and resolution pair. Ensure you include the repeated phrase "What this bike needs..." and write this section of the story onto the paper below.

Remember to include:

- ✓ Full sentences using capital letters, full stops and finger spaces.
- ✓ Coordinating conjunctions (e.g. and, or, but)
- ✓ Subordinating conjunctions (e.g. when, if, that, because)

15 horizontal lines for writing.



3 horizontal lines for writing.

Deepen the moment – Can you edit and improve your work using different sentence types? E.g. questions, statements, commands and exclamations.

Reading for Productivity: Lesson 1 – RE

Places of worship

A **synagogue** is a place where Jews meet to worship and pray to God.

In Hebrew, a synagogue is called *beit kneset*, which means, a "house of gathering". The word "synagogue" comes from *sunagoge*, which is a Greek word. In a synagogue, Jews carry out the Jewish services, which consist of prayers, sometimes with special actions.



A synagogue will usually have a large room for prayers. There might be some smaller rooms for studying. There will be some offices. There will also usually be a big room for special events.

The front of a synagogue faces towards Jerusalem in Israel. In the front is the holiest part of the synagogue, the Ark. This is a closet which has the Torah scrolls inside. The Torah scrolls have the holy writings of Judaism on them. The Ark usually has a curtain in front of it.



On top of the Ark is light which is always lit, called the "Eternal Lamp". It is a symbol which means that God is always there. Every synagogue has a raised platform called the "Bimah". The person who reads the Torah scroll stands there when he reads. The Bimah is either in the middle of the hall, or in front of the Ark.

In some synagogues men and women sit in different places. Some synagogues even have a short wall so that they can not see each other.

Reading for Productivity: Lesson 1 – RE Questions

Places of Worship

1. What is a synagogue called in Hebrew?

2. Which one of these rooms might not be found in a synagogue?

- ☐ Smaller rooms for studying
- ☐ A room for a choir to sing
- ☐ A big room for special events

3. What is found at the front of the synagogue?

4. What is the Eternal Lamp a symbol of?

5. How do you think you could be respectful if you visited a synagogue?

Year 2 Extended Curricular Learning

RE – Places of Worship

Monday 22nd February 2021 – Activity 1

VIPs:

- Religions have special places that people can go to worship, talk and meet people who have similar beliefs.
- In Judaism (Synagogue), there are many religious objects in the places of worship.

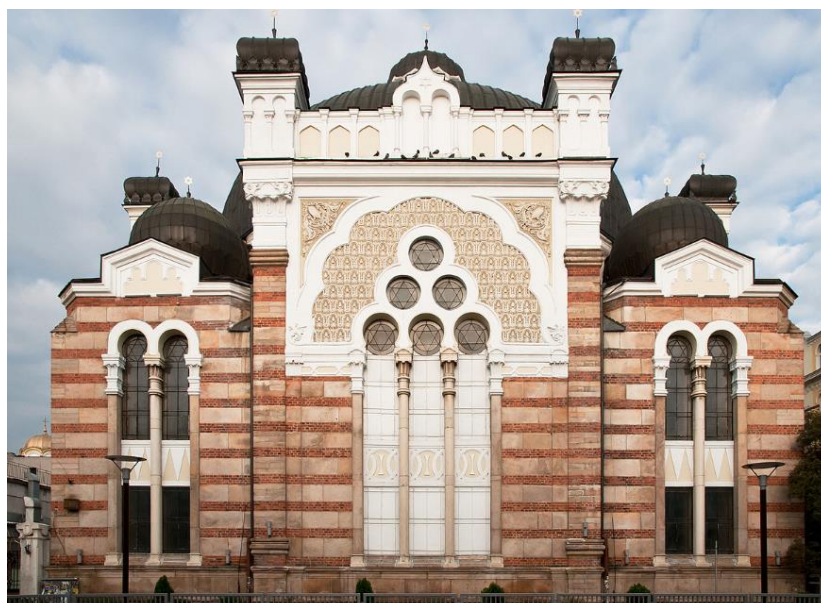
Today, you will learn what a synagogue is and why it is a special place for Jewish people. You will learn about the special features found inside a synagogue, and name what they are used for.

1. Complete the Reading for Productivity to find out more about synagogues.
2. Watch this video to learn more about what can be found inside a synagogue:
<https://www.youtube.com/watch?v=nwPti4ev2VY>
3. Complete the task, designing your own synagogue, including all the key features we have learnt about!

- ✓ Design your own synagogue, then match each special item with the label by drawing a line with a ruler.

Deepen the moment...

Why do you think the Holy Torah is kept in a special place?



Design your own Synagogue

Use the space below to draw you own Synagogue and draw lines to label the things that you would expect to see.



The Menorah
Seven-branched candlestick

The Star of David

The Siddur
The Jewish prayer book.

The Bimah
The stand from which the Torah scrolls are read.

The Holy Ark
This is a cupboard where the holy Torah Scrolls are kept. It often has a curtain across it.

The Ner Tamid
The eternal, everlasting light. It hangs above the Ark.

The Torah Scrolls
The holy book of the Jewish people. It is the first five books of the Old Testament.

The Commandments
The first letters or numbers of the Ten Commandments are displayed on the outside of the Ark or on the curtain drawn across the Ark.

Prayers in Hebrew
These are mounted on the wall and may be prayers for Israel and the British Royal Family.

Reading for Productivity: Lesson 2 – Computing

Computing Reading for Productivity

Microsoft Word

Computers can be used for many interesting and exciting things such as research, keeping in touch with friends and family, playing games and watching videos. However, computers are also very useful for presenting and sharing information.



Microsoft Word is a computer program released in 1983 by the computer company Microsoft. It is a word processing program which allows users to present information by typing, editing, saving and sharing documents. Microsoft Word is useful for typing documents with words, but can also include images too.



It has lots of useful tools to make documents eye-catching and interesting. Users can choose how they would like the text to look by selecting a font style, size or colour. Text can also be highlighted, underlined or even created using the 'WordArt' tool to make writing really stand out.

Documents created on Microsoft Word can include tables, shapes, bullet points or numbers. All of these features (and more) make Microsoft Word a great program for creating many different types of documents such as posters, letters, information texts and even greetings cards!

Reading for Productivity: Lesson 2 – Computing Questions

Microsoft Word

1. Which tool can be used to make writing stand out?

- ☐ Underline
- ☐ Highlight
- ☐ WordArt

2. Complete each sentence by drawing a line to match:

Microsoft Word...	...present information by sharing documents.
Users can...	...was released in 1983.
Documents caninclude tables, shapes and numbers.

3. What do you think 'editing' a document means?

4. Name 3 types of documents that Microsoft Word might be used to make:

5. When do you think you might need to use Microsoft Word in everyday life?

Year 2 Extended Curricular Learning

Computing – Microsoft Word

Tuesday 23rd February 2021 – Activity 2

VIPs:

- Information can be typed into documents.
- Pictures can be copied and pasted into documents.
- Font is the style of writing.
- The size, colour and type of font can be changed for effect.

Today, you will learn...

What the Microsoft Word program is and what it can be used for. We will read about the different features found in Microsoft Word and think about why these might be used. You will create a poster using some of the tips you learnt about in our Reading for Productivity.

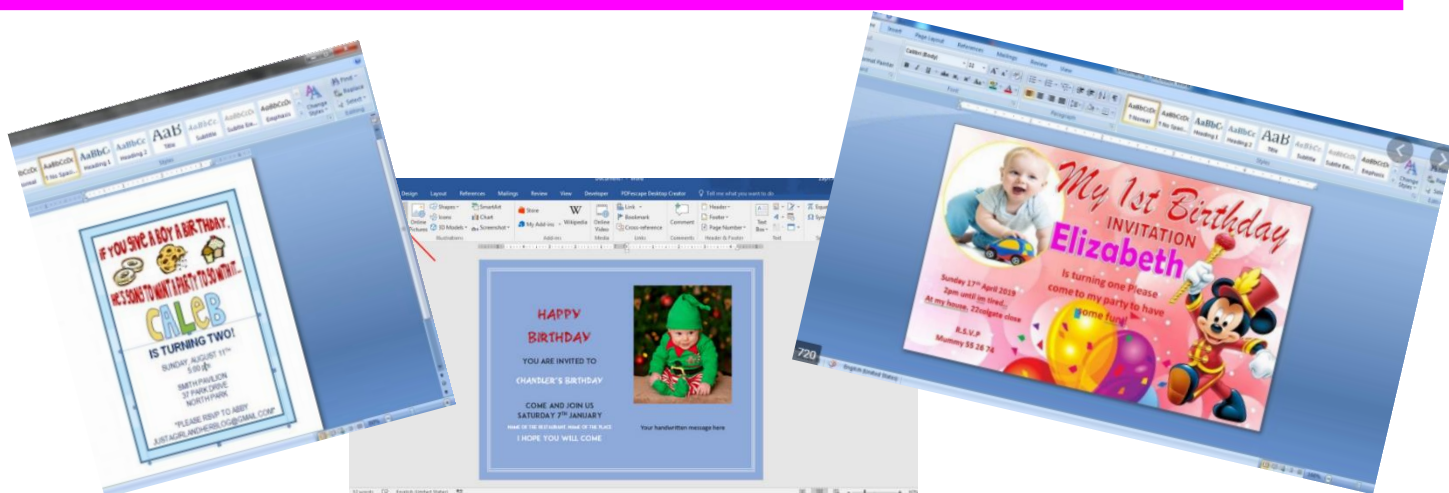
1. Complete the Reading for Productivity to find out more about Microsoft Word.
2. Make notes on a few of the key features we can use in Microsoft Word.
3. Complete the task below!

Design your own poster with some top tips for how you would make a party invitation using Microsoft Word. Remember the person reading this might want to make their invitation fun and colourful! (If you have access to Microsoft Word you might want to have a go at making the party invitation too using this program!)

Make your poster giving handy hints on features that Microsoft Word has for making an invitation.

Deepen the moment...

When do you think you might need to include tables, shapes and numbers in Microsoft Word?



Reading for Productivity: Lesson 3 - Music

Creating and Performing Music

Bossa nova is a type of Brazilian music. Bossa nova means "new trend". Antonio Carlos Jobim and João Gilberto developed bossa nova as a genre. The first bossa nova single to achieve international popularity was "The Girl From Ipanema".

The bossa nova musical style evolved from samba but is more complex. Joachim Ernst

Berendt, the writer of a jazz book, said that bossa nova is a combination of samba and cool jazz. The influence on bossa nova of jazz styles is often debated, but they have some similarities. Bossa Nova is recognized for its importance in Brazilian music history.

Bossa nova is usually performed on classical guitar and piano. It is often performed with percussion and strings.



Reading for Productivity: Lesson 3 – Music Questions

Creating and Performing Music

1. Who developed bossa nova as a genre? (Tick two)

- ☐ Antonio Carlos Jobim
- ☐ João Gilberto
- ☐ Joachim Ernst Berendt

2. How is bossa nova different to samba?

3. Name two types of music which bossa nova is a combination of:

4. What is the name of the first famous bossa nova song?

5. What two instruments is bossa nova usually performed on?

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Year 2 Extended Curricular Learning

Music – Creating and Performing Music

Wednesday 24th February 2021 – Activity 3

VIPs:

- A performance is sharing music with an audience.
- Unison is when everyone sings at the same time.

Today, you will listen to a piece of bossa nova style music and think about how it makes you feel.

1. Complete the reading for productivity to find out more about bossa nova.
2. Watch <https://www.youtube.com/watch?v=7GkHh3qLwgU> and think about how this style of music makes you feel.
3. Make your own bossa nova drum beat using this video to help you: <https://www.youtube.com/watch?v=rN34F70TY5A>

✓ Create your own bossa nova style drum beat.

Deepen the moment...

What activities do you think would be suitable for having the bossa nova style of music playing in the background?



Reading for Productivity: Lesson 4 – Science

All About Materials!

Materials have different properties (features) that make them useful for different jobs.

Metals

Most metals are strong, hard and shiny materials that can be hammered into different shapes without breaking. They are good conductors of heat and electricity and some are magnetic. Their properties make them useful for objects such as cutlery, saucepans, cars and coins.

Plastics

Plastics are materials made from chemicals and are not found in nature. They are strong and waterproof. They can be made into any shape by applying heat. Plastics are not magnetic. They are good insulators and don't conduct heat or electricity. They're used to make things like bags, bottles and toys.

Glass

Glass is made by melting sand and other minerals together at very high temperatures. It is normally transparent and can be made into different shapes. Thick glass can be strong, but thin glass breaks easily. It's used for objects that need to be transparent, such as windows and spectacles.

Wood

Wood comes from trees. It is strong, flexible and long-lasting. It is an insulator of heat and electricity. It's used to make things such as furniture.

Fabrics

Fabrics are made from thin fibres woven together. Different fabrics have different properties. They can be stretchy (a pair of tights), insulating (a woollen coat) or absorbent (a towel). Fabrics are used to make clothes as they are flexible, warm and do not wear out easily.

Reading for Productivity: Lesson 4 – Science Questions

All About Materials

1. Which sentence is describing glass? **Tick one.**

- ☐ It can be hammered into different shapes without breaking.
- ☐ It's used for objects that need to be transparent, such as windows and spectacles.

2. Match each box to finish the sentence describing each material:

Metal

is used to make windows.

Glass

is used to make cutlery.

Fabric

is used to make clothes.

3. Why do you think wood is used to make furniture?

4. What is plastic made from?

5. Which material is being described in this statement? **Tick one.**

It is strong, hard and shiny. Some can be magnetic.

- ☐ Plastic
- ☐ Fabric
- ☐ Metal

Science - Materials

Thursday 25th February 2021 – Activity 4

VIPs:

- Properties of a material describe a feature of that material.
- An examples of properties of materials are: smooth, rough, strong, transparent, waterproof.

Today, you will learn about...

Different materials and what properties (features) they have. You will learn about what each material is used for and why that particular material is useful. By the end of today's session, you will have found different materials in your home and named the properties of that material!

1. Complete the Reading for Productivity to find out more about materials.
2. Find some objects made from different materials around your home.
3. Fill in the grid to see if you can name some properties of your material.

Become a material detective in your house – find some different objects and decide which material they are made from.

- ✓ Fill in the grid on the next page by drawing your object, naming the material it is made from, and some properties of that material. Can you group together some materials in your house which have the same property? E.g. All strong/ All waterproof etc.

Deepen the moment...

What does magnetic mean? Can you think of anything you use which is magnetic?



Year 2 Extended Curricular Learning

Science - Materials

Draw the objects you have found in the first column, name the material it is made from in the second column and list some properties of that material in the third column. Don't forget to share your completed grids with your class teacher on Class Dojo!

Name and draw the object:	What material is it made from?	Name a property of that material:

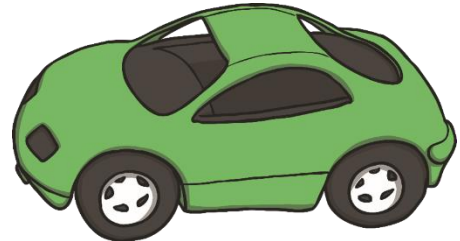
Reading for Productivity: Lesson 5 – DT Text and Questions

Designing a Moving Vehicle

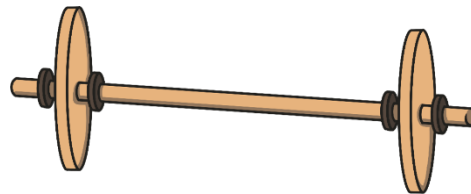
Wheels and Axles

When you push a toy car, the wheels turn, which is how the car can move.

Do you think all the wheels turn at the same time and at the same speed?



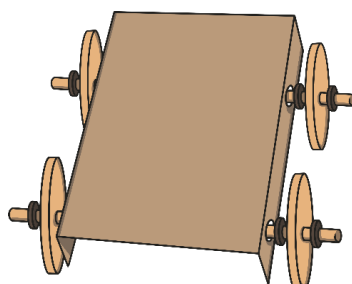
The wheels on a toy car move at the same time and speed because each pair of wheels is attached to a pole called an axle. Real vehicles, such as cars and vans, also have axles.



On toy cars, if a wheel isn't directly attached to an axle, it will need to be secured in place so it doesn't move from side to side. If you are making your own toy car, wheels can be secured with a washer on either side. You could even use small pieces of modelling clay either side of the wheel if you don't have any washers.

An axle needs to be attached to the chassis (said 'shah-see'). A chassis is the frame upon which the rest of the vehicle is built.

In this picture, the chassis is an upside down shoebox lid. Holes have been made on each side of the box and the axles have been threaded through.





Reading for Productivity: Lesson 5 – DT Questions

Designing a Moving Vehicle

1. What happens when a toy car is pushed?

2. '*The wheels on a toy car move at different speeds*' True or False?

3. What is the name of the pole that the wheels are attached to?

4. **Find and copy** the name of the equipment used to secure the wheels to the axle.

5. What recycled object can be used to make the frame for a toy car?

6. Explain, in a short sentence, how the axle is attached to the chassis.

Year 2 Extended Curricular Learning

DT – Make a Moving Car

VIPs:

- A wheel and axle is a mechanism that allows a vehicle to move.
- An axle is a pole that joins two wheels and allows them to rotate (move around)
- A chassis is the frame upon which the rest of the vehicle is built.
- A washer holds the wheel on the axle.

Today, you will learn how an axle and chassis work. You will be practising making your own wheel, axle and chassis using things around your home! You can then test how this works by moving it along your floor. Do you think the number of wheels will affect how the vehicle moves?

You will need:

Cardboard, scissors, a used kitchen roll, 2 pencils.



Instructions:

1. Draw around a circular object onto card to make 4 circles of the same size.
2. Draw a dot in the middle of each circle.
3. With adult support, make a small hole in each wheel big enough for a pencil to fit in between.
4. Make 4 holes in your kitchen roll ready for the axle (pencil) to go through (see picture).
5. Run the pencil through the hole in one wheel, then in and out of the kitchen roll, then into the next wheel – making the pencil your axle, and the kitchen roll your chassis!

- ✓ Watch this video all about wheels and axles:
- ✓ https://www.youtube.com/watch?v=q7c2j2MzD_E
- ✓ Make your axle by following the instructions above.

Deepen the moment...

Do you think the number of wheels affects the way a vehicle moves? Explain why.