







Year 2: Remote Learning Schedule

W/C 8 th February	Monday	Tuesday	Wednesday	Thursday	Friday
Maths <i>(approx. 45 mins per lesson)</i> This week our focus is: Statistics	Lesson 1: Making tally charts <i>Click on the link here.</i>	Lesson 2: Draw pictograms (1-1) <i>Click on the link here.</i>	Lesson 3: Interpret pictograms (1-1) <i>Click on the link here.</i>	Lesson 4: Draw pictograms (2, 5 and 10) <i>Click on the link here.</i>	Lesson 5: Weekly Arithmetic (6a) <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 <i>ClassDojo</i> if you've forgotten your login details.</div>					
<div>Remember to share your learning on ClassDojo! <i>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</i></div>					
English <i>(approx. 45 mins per lesson)</i> This week our focus is: Narrative - Story Writing	Lesson 1: Comprehension <i>Please watch this video before your live lesson to complete the comprehension. Click on the link here.</i>	Lesson 2: SPaG <i>Identify the past and present tense. Click on the link here.</i>	Lesson 3: Story Writing <i>Write the beginning of your story based on One Day in Our Blue Planet: In the Antarctic.</i>	Lesson 4: Story Writing <i>Write the middle of your story based on One Day in Our Blue Planet: In the Antarctic.</i>	Lesson 5: Story Writing <i>Write the end of your story based on One Day in Our Blue Planet: In the Antarctic.</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: <i>city, race, ice, fancy, site</i> (/s/ sound spelt 'c' before 'e', 'i' and 'y'. (Y2 NNS - 2.10)					
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:
			RE	Computing	Music
Extended Curricular Learning <i>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!</i>			Thurs:	Fri:	
			Science	DT	



Maths Lesson 1: To make tally charts (Main Task - Blue)

Make tally charts

White
Rose
Maths

1 Draw tally marks to represent each number.

a) 5

c) 4

b) 10

d) 16

2 There are some socks on a washing line.

The socks are spotty, stripy or plain.



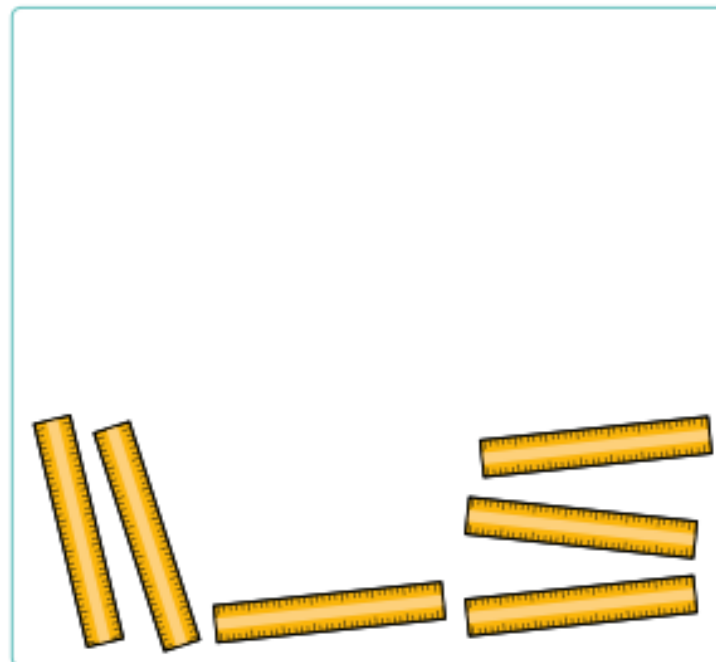
Complete the tally chart.

Sock	Tally
spotty	
stripy	
plain	

3 Class 2 tally the number of pencils, rubbers and rulers they have.

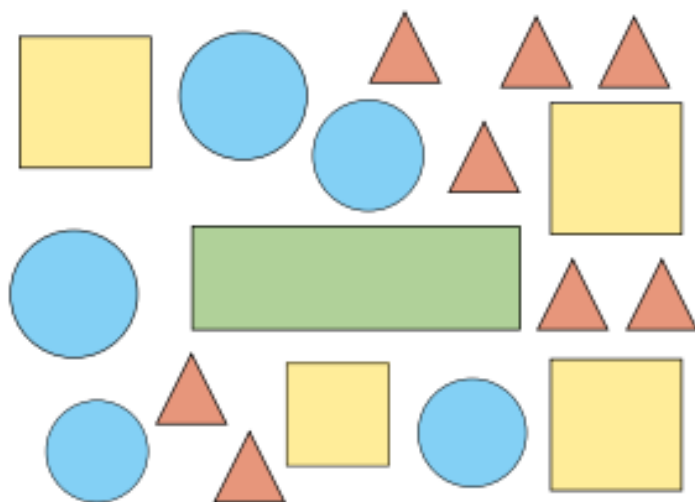
Item	Tally
pencils	IIII
rubbers	IIII IIII
rulers	IIII I

Draw the items. The rulers have been drawn for you.





4 Here are some shapes.



a) Complete the tally chart to show how many of each shape there are.

Shape	Tally	Total

b) How did you do the tallying?
Compare with a partner.



5 Whitney, Teddy and Jack tally how many jumps they can do in a minute.

Jumps	Tally	Total
Whitney	I	
Teddy		
Jack		

a)

Whitney



My total is 11

Do you agree with Whitney? _____
Explain your reasons.

b) How could Teddy's tallying be improved?

6 Make a tally chart for a topic of your choice.
Compare answers with a partner.





Maths Lesson 1: Red Task

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

Red Task

1. Match the tallies to their totals.

A.

B.

C.

D.

5
12
9
3

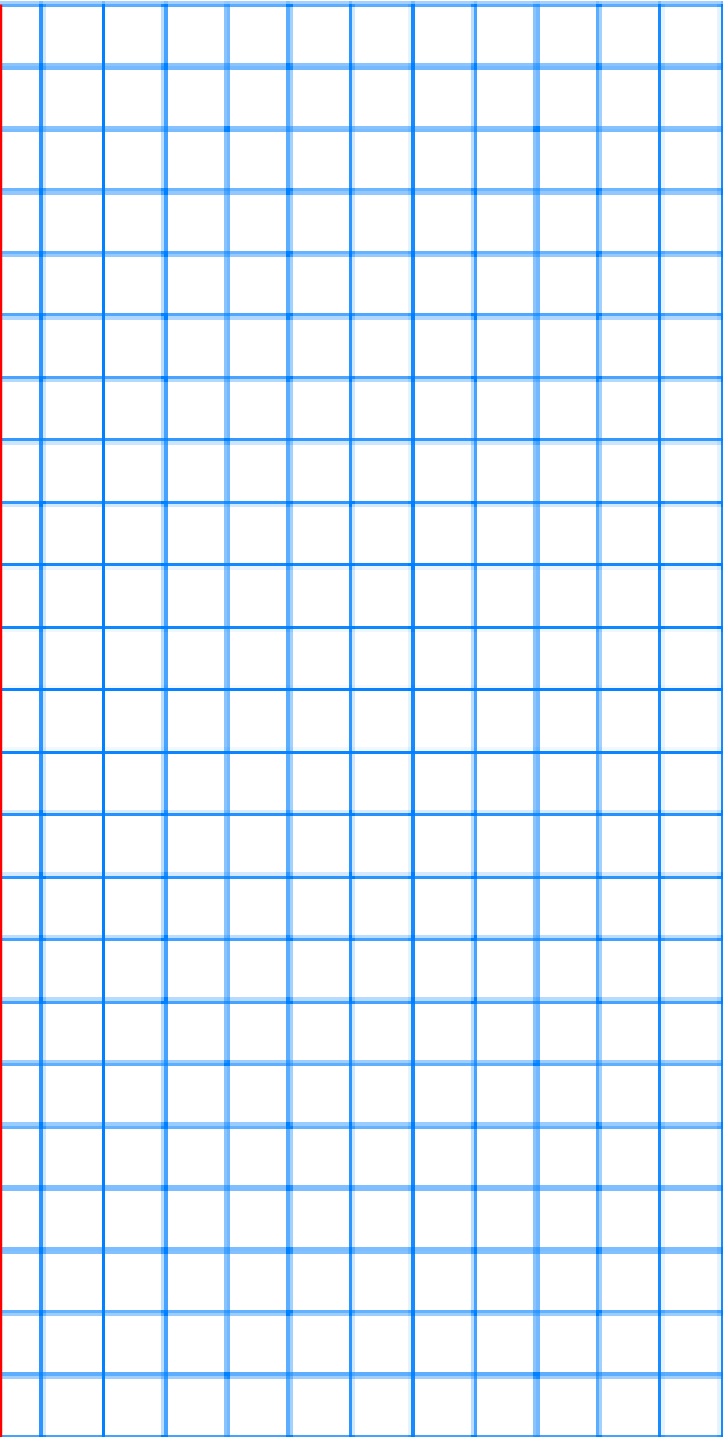
2. Complete the tally to match the totals.

Animals	Tally	Total
Cow		11
Hen		6
Pig		14

3. Complete the totals to match the tallies.

Pets	Tally	Total
Dog		
Cat		
Fish		

4. Which animal was the most popular?
5. Which animal was the least popular?





Maths Lesson 1: Gold Tasks

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

Gold Task

1. Year 2 survey the number of children in school. They start a tally chart.

Five more children join Year 1.

In total, there are 40 children in Year 2 and 3.

There are 4 more children in Year 4 than Year 3.

Year	Tally	Total
1		
2		
3		21
4		

Complete the tally chart.

2. Complete the totals to match the tallies and order the totals from highest to lowest, making Winter the least popular.

Seasons	Tally	Total
Spring		
Summer		
Autumn		
Winter		

3. Lester carried out a gaming survey. He says,



Four more children like 2 Week than Italy Kart and Football together.

True or false? Explain how you know.

Game	Tally	Total
You Build		
2 Week		
Italy Kart		
Football		



Deepen the moment...

Jack collects his friends' favourite colours using a tally chart:

Red	
Yellow	
Pink	

Poppy collects the same data and presents it as follows:

Red	
Yellow	
Pink	

In your opinion, whose method is more efficient? Explain why.

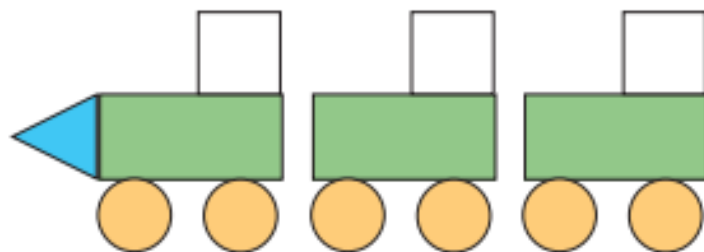


Maths Lesson 2 (Main Task - Blue)

Draw pictograms (1-1)

White
Rose
Maths

1 Some children make a picture using shapes.



a) Complete the pictogram to show how many of each shape they have used.

Shape	
Square	
Rectangle	
Circle	
Triangle	

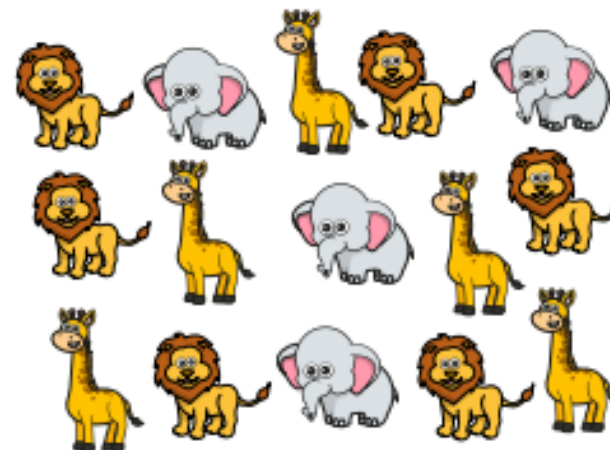
Key
X = 1 shape

b) What do you notice about the number of squares and the number of rectangles?



2 There are some animals in a zoo.

a) Complete the pictogram to show how many of each animal there are.



Animal	
Lion	
Elephant	
Giraffe	

Key
● = 1 animal

b) How did you complete the pictogram? Compare with a partner.










- 3 Pencils, rubbers and rulers have been mixed up in a tub.

The tally chart shows how many of each item there are.



















Item	Tally
pencils	IIII
rubbers	IIII IIII
rulers	IIII I

- a) Use the tally chart to complete the pictogram.

Item	
Pencils	   
Rubbers	
Rulers	

Key
 = 1 item

- b) Mo draws a pictogram for the same items. Here is his pictogram.

Item	
Pencils	   
Rubbers	       
Rulers	     


What mistakes has Mo made?





How could his pictogram be improved?

- 4 There are some flowers in a garden.

- There are 4 sunflowers.
- There is 1 less daffodil than there are sunflowers.
- There are twice as many daisies as daffodils.
- There is the same number of tulips as daffodils.

- a) Complete the pictogram.

Key
 = 1 flower

Flower	
Sunflowers	   
Daffodils	
Daisies	
Tulips	

- b) How many flowers are in the garden in total?







Maths Lesson 2 Red Task:



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

Red Task


1. Finish off the pictogram.

Pet	Number of People	Total
Cat		9
Dog		8
Rat		3
Fish		5




2. Complete the pictogram and table.


Cricket	
Golf	
Yoga	
Hockey	

Cricket	6
Golf	
Yoga	5
Hockey	

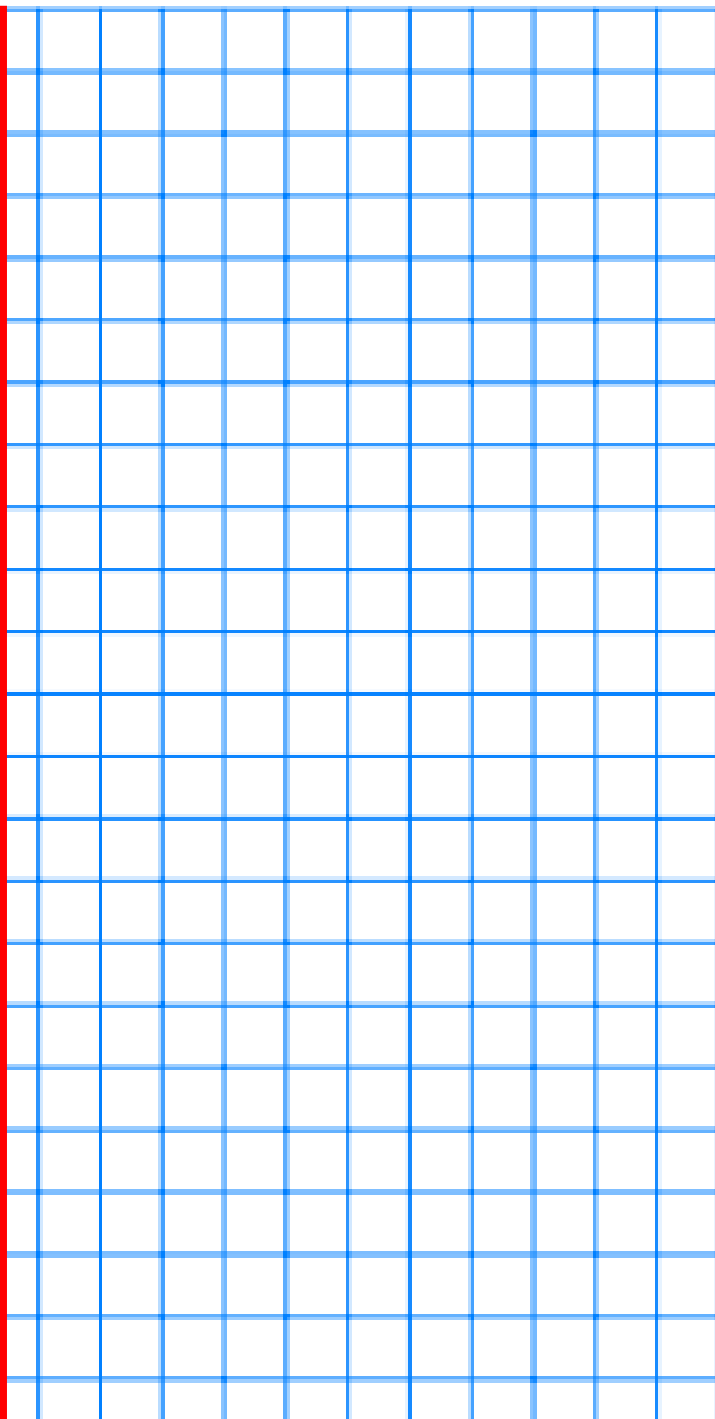
 = 1 person

3. Find, circle and correct the mistake in Jack's pictogram.

Reading	
Swimming	
Running	

 = 1 person

Reading	6
Swimming	2
Running	9





Maths Lesson 2: Gold Tasks

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

Gold Task

1. Year 2 collect data to show their favourite animals. Use the tally chart to complete the pictogram.

Goose	
Parrot	
Eagle	
Owl	

Goose	
Parrot	
Eagle	
Owl	

● = 1 person

2. Use the information to complete the tally chart and draw a pictogram to match.

Cereal	
Eggs	
Toast	
Porridge	

6 fewer people liked porridge than cereal and 7 more people liked eggs than toast.

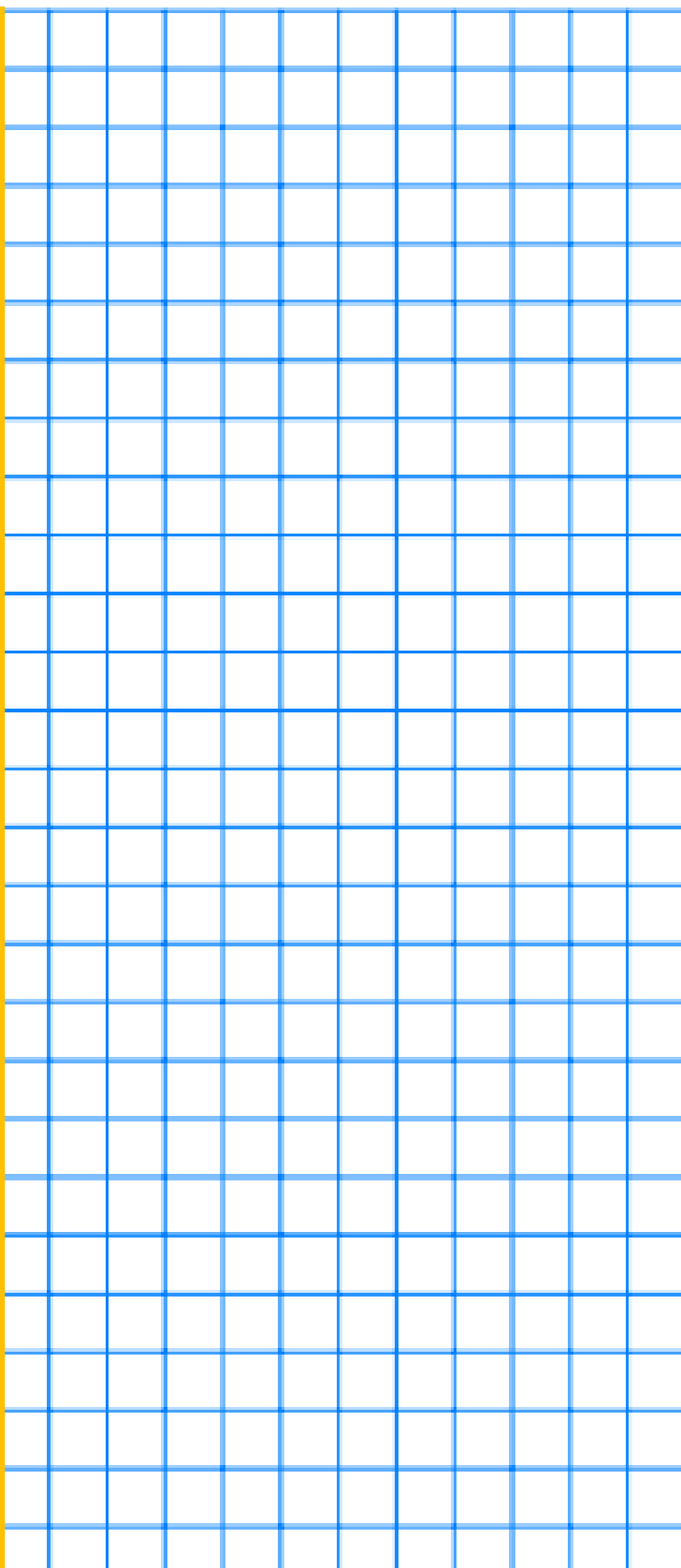
Cereal	
Eggs	
Toast	
Porridge	

3. Find and correct the **three** mistakes in Tilly's pictogram. Explain what she did wrong.

Tractor	●●●
Lorry	●●●●●●●●
Digger	●●●

● = 1 person


Tractor	3
Lorry	13
Digger	2
Van	15






Deepen the Moment


Year 2 collected information about creatures they saw on the way to school.




There were half as many cats as birds.



I saw 7 slugs and the same number of cats.



I saw 31 creatures altogether.



There were 4 fewer squirrels than slugs.

Use the statements to draw a pictogram below.














Maths Lesson 3 (Main Task - Blue)

Interpret pictograms (1-1)



- 1 The pictogram shows what some teachers had for school lunch.

Lunch	
Fish	  
Chicken	
Spaghetti	    
Salad	 

Key
 = 1 lunch

- a) Which lunch did the most teachers have?
Tick your answer.








fish chicken spaghetti salad


- b) Which lunch did the least teachers have?
Tick your answer.

fish chicken spaghetti salad

- c) How many teachers had chicken?

- 2 The pictogram shows how many insects Class 2 saw on a bug hunt.

Insect	
Butterfly	    
Bee	 
Caterpillar	

Key
 = 1 insect

- a) Complete the sentences.

Class 2 saw butterflies.

Class 2 saw bees.

Class 2 saw caterpillars.

Altogether Class 2 saw insects.

- b)



Last summer I saw a bee hive. I do not think I could draw a pictogram to show all the bees.


Do you agree with Tommy?




- 3 Class 1 were asked to choose their favourite colour out of yellow, green, blue and purple.

The pictogram shows the results.



Colour	
Yellow	           
Green	
Blue	 
Purple	     

Key

 = 1 child

a) How many children chose yellow?

b) How many children chose green?

c) How many more children chose purple than blue?

How did you work this out?



- 4 Eva's friends vote for their favourite fruit.

She draws a pictogram and says it shows:

- the same votes for apple and pear
- melon got the fewest votes
- plum got the most votes
- grape got only 1 vote
- grape got fewer votes than pear.

a) Draw a possible pictogram so that Eva's statements are true.

Grape	Melon	Apple	Plum	Pear

b) Draw a key for the pictogram.

= 1 vote














Maths Lesson 3 Red Task:

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

Red Task


1. Tick the statements that are correct.
























 = 1 tree

Tree	
Oak	    
Ash	  
Beech	 

- a) There are 4 oak trees. ☐
- b) There are 3 ash trees. ☐
- c) There are 2 beech trees. ☐

Ben records the colour of cars that pass his school.

 = 1 car














Colour	
Red	   
Blue	  
Black	       
Grey	       

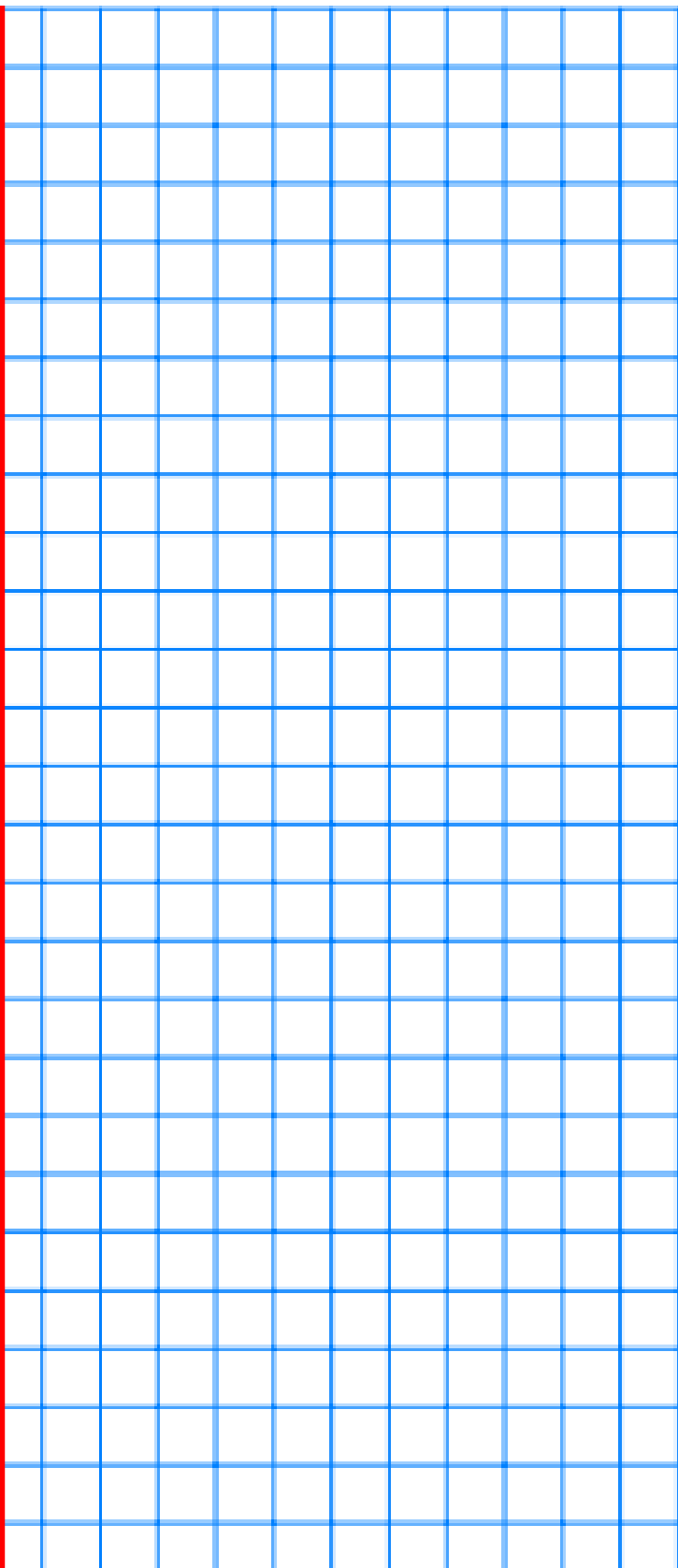
Answer the questions using Ben's pictogram.

2. How many grey cars pass by?
3. How many blue cars were there?
4. How many red cars pass by?

5. Spencer has spilt on his pictogram. Use the clue to work out how many children like pop music.

Fewer children like pop than rock music.

Music	
Pop	 
Rap	      
Rock	   







































Maths Lesson 3: Gold Tasks

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

Gold Task


1. Tick the statements that are correct.































 = 1 vote

Subject	
Maths	           
English	        
Science	           

- a) The total that chose Maths or English was 26. ☐
- b) Maths was the most popular and Science the least popular. ☐
- c) 4 more people liked Maths than English. ☐


Amber recorded how children in her year group travel to school.

 = 1 transport


Travel	
Walk	          
Car	      
Bus	        
Bike	  




2. Which transport was the **second** most popular.
3. How many children travel either by bus or car?
4. How many children do not travel by bus?
5. Who is correct? Explain why.

22 people like to swim or cycle.

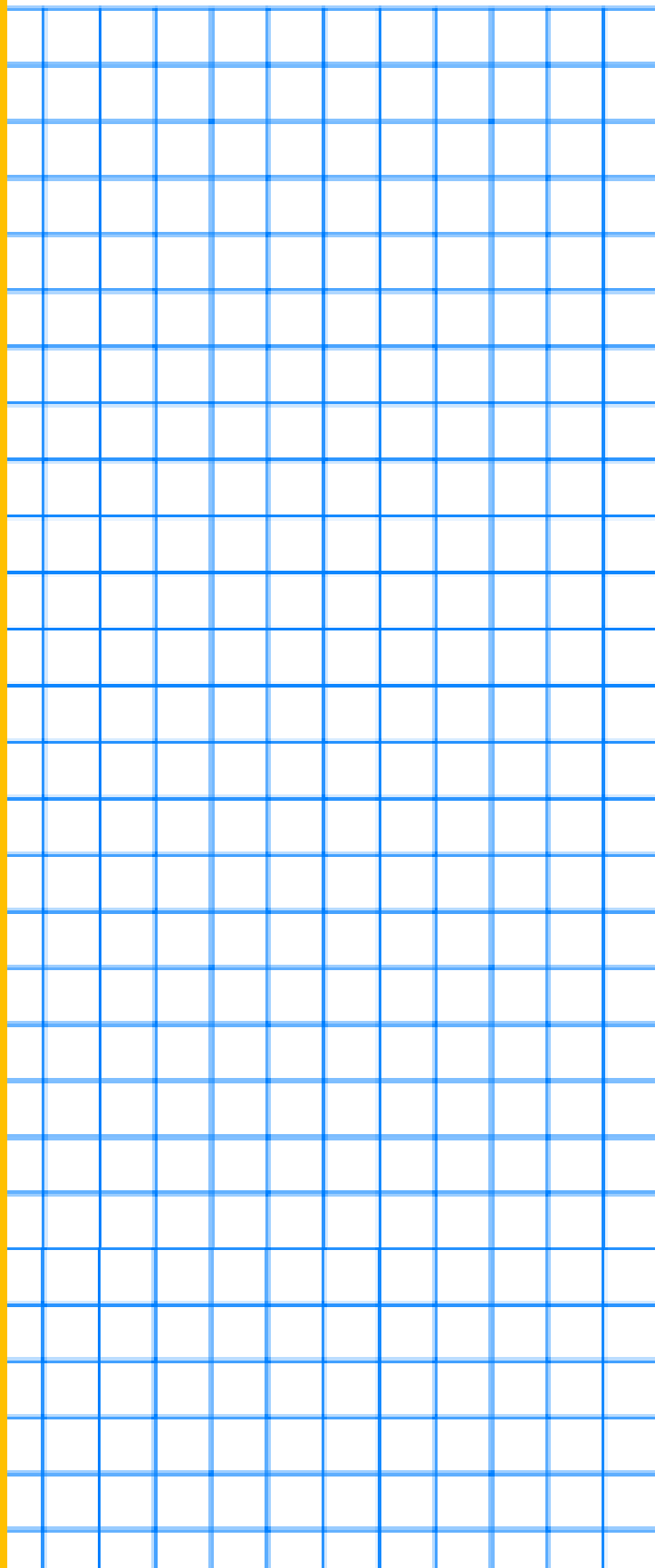
 Lee

24 people like to swim or cycle.

 Aama

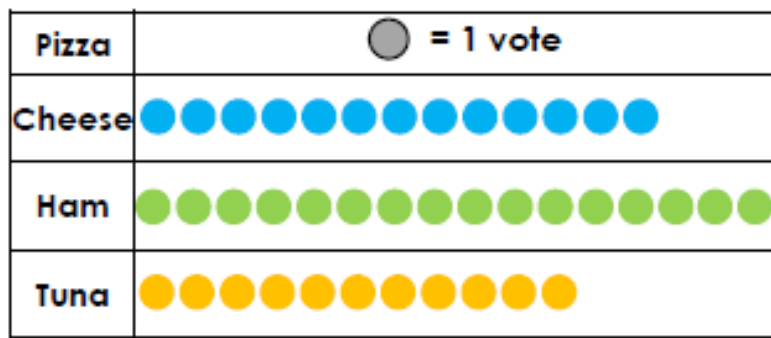
Swim
Skip
Cycle





Deepen the Moment

Answer true or false to each statement. Explain your answers.



1. More than half the children asked chose cheese as their favourite.

2. In total, 27 chose ham or tuna.

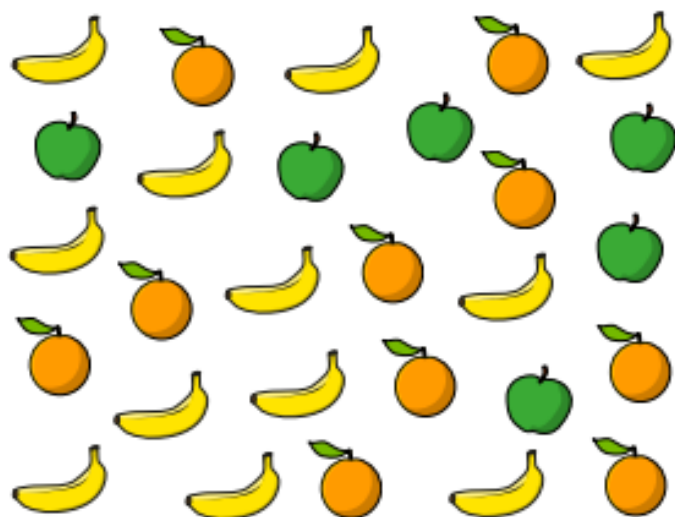


Maths Lesson 4 (Main Task - Blue)

Draw pictograms (2, 5 and 10)



1 Here is some fruit.



a) Complete the tally chart.

Fruit	Tally	Total
Apples		
Oranges		
Bananas		

b)



I will use a circle for each piece of fruit.

Draw Dora's pictogram.

Key

● = 1 piece of fruit

Fruit	
Apples	
Oranges	
Bananas	

c)



I will use a circle for every 2 pieces of fruit.

Draw Tommy's pictogram.

Key

● = 2 pieces of fruit

Fruit	
Apples	
Oranges	
Bananas	

d) Whose pictogram do you prefer? Why?





- 2 Class 2 vote for whether they would like to play tennis, football or netball.

The tally chart shows the votes.


Sport	Tally	Total
Tennis		5
Football		20
Netball		10


- a) Complete the pictogram.

Sport	
Tennis	
Football	
Netball	

Key
 = 5 votes

- b) Complete the pictogram.

Sport	
Tennis	
Football	
Netball	

Key
 = 10 votes

- 3 The tally chart shows the weather for 55 days.

Weather	Tally
Sun	
Cloud	
Rain	

- a) Draw a pictogram to show this information
Choose your own key.

Weather	

Key

- b) Compare pictograms with a partner.
What is the same? What is different?



Maths Lesson 4 Red Task:

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

Red Task

1. A class collect information about minibeasts.

	Number of Minibeasts
Slug	
Snail	
Worm	
Butterfly	

Complete the pictogram.

Minibeast	Number of Minibeasts
Slug	●●●●
Snail	●●●●●
Worm	
Butterfly	

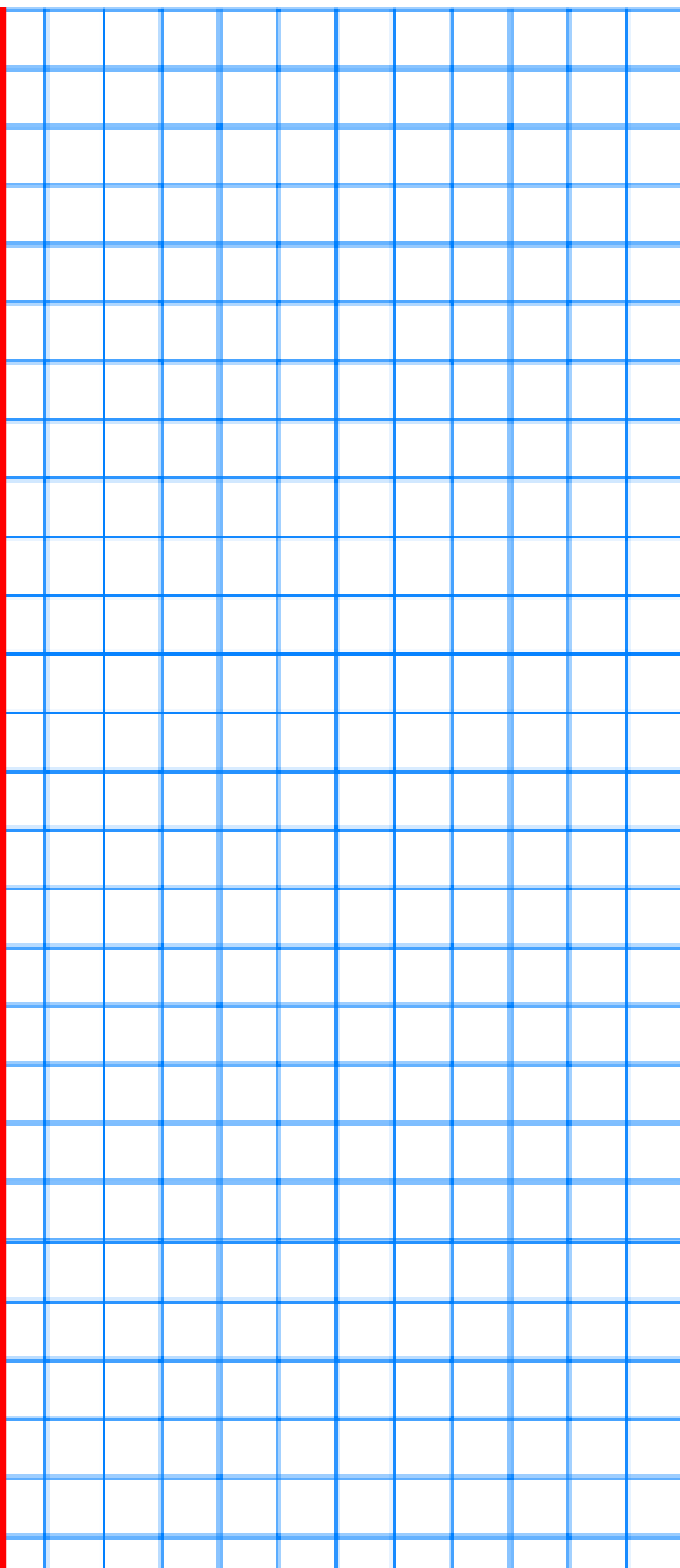
● = 5 minibeasts

2. Complete the information.

Hair Colour	Number of Children
Blonde	
Brown	
Black	
Red	

● = 10 children

Hair Colour	Number of Children
Blonde	●●●
Brown	●●●●
Black	
Red	





Maths Lesson 4: Gold Tasks

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

Gold Task

Miss Smith is collecting information about Year 2's favourite playground game.

Games	Number of Children ● = 2 children
Football	● ● ● ●
Skipping	
Hopscotch	● ● ● ●
Races	● ●

1. How many children vote for Hopscotch?
2. 9 children vote for Skipping. Add this information to the pictogram.
3. 1 more child likes Races. Add this information to the pictogram.

4. Izzy is drawing a pictogram where...

1 circle = 10 children

Accommodation	Number of Children
Detached House	●
Cottage	
Terraced House	
Flat	● ● ● ● ● ●

Izzy knows more children live in a flat than live in a cottage, but more children live in a cottage than a terraced house.

How many children could live in a cottage?
Complete the pictogram

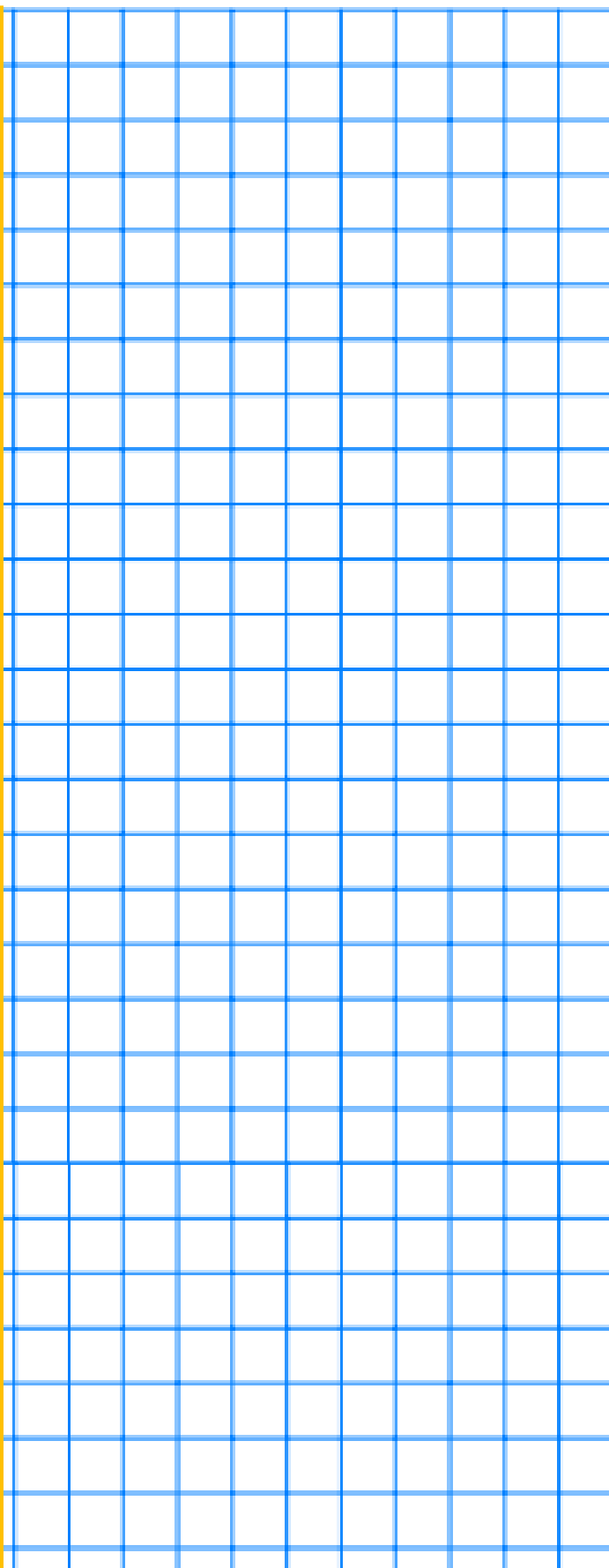
5. Millie is drawing a pictogram where

1 circle = 5 children

Type of Shoe	Number of Children
Boots	● ● ● ●
Trainers	
School Shoes	● ● ● ● ● ●
Sandals	

She says... "I must draw 6 circles to show that 30 children wear trainers."

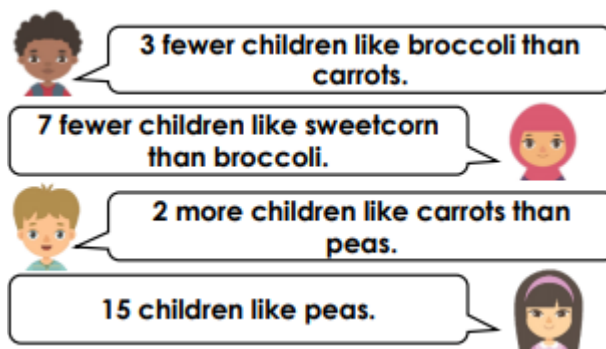
Is she correct? Explain why.





Deepen the moment...

A teacher is collecting information about favourite vegetables.



Create a pictogram to display this information using the key...

1 circle = 2 children.

Vegetable	Number of Children
Peas	
Carrots	
Broccoli	
Sweetcorn	



Maths Lesson 5: Arithmetic Test Paper 6a

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

$6 + 8 =$



1 mark

3

$33 + 3 + 3 =$



1 mark

2

$16 - 3 =$



1 mark

4

$8 + 5 =$



1 mark



5 $9 + 5 + 7 =$



1 mark

7 $2 \times 0 =$



1 mark

6 $96 - 50 =$



1 mark

8 $4 \times 8 =$



1 mark



9 $20 \div 5 =$



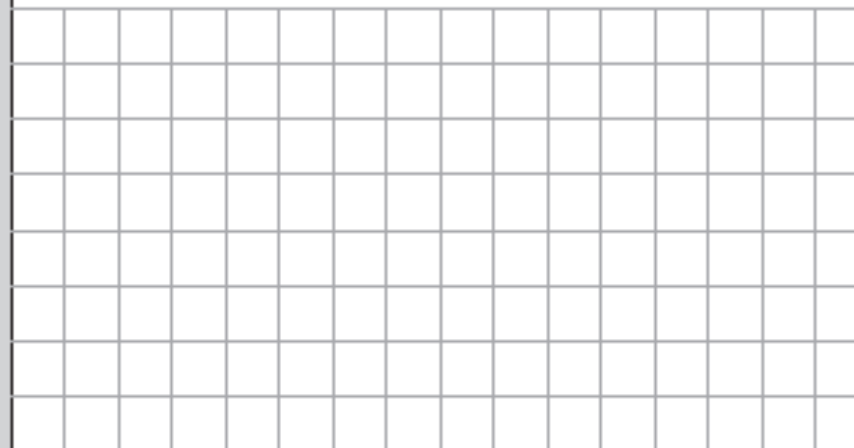
11 $\frac{1}{2}$ of 50 =



10 $76 + 18 =$



12 $36 + 29 =$





Deepen the moment...

Look at questions 8, 9 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>
7	$2 \times 0 = 0$	$0 \div 2 = 0$ OR $0 \times 2 = 0$

Your turn!

<u>Question Number</u>	<u>Question</u>	<u>Related fact</u>
8		
9		
11		



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

Spelling Rule: /s/ sound spelt 'c' before 'e', 'i' and 'y'. (Y2 NNS - 2.10)

city					
race					
ice					
fancy					
site					

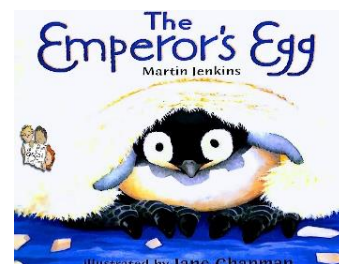
Can you write some sentences that include 2 of your spellings?



English - Resources to support your learning

The Emperor's Egg -

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



Present tense

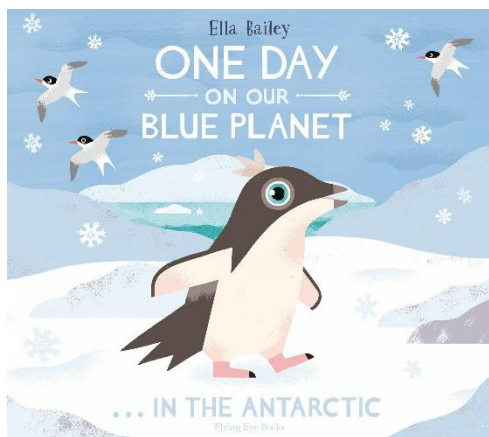
Past tense

I can see the rainbow.	I saw the rainbow.
They talk to each other.	They talked to each other.
I need help.	I needed help.
We look at the birds.	We looked at the birds.
They move through the crowds.	They moved through the crowds.

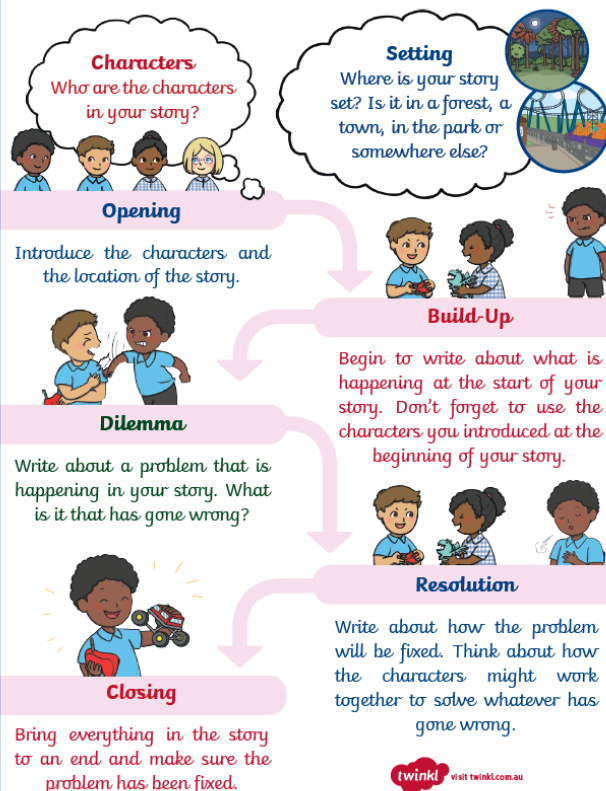
Past and Present Tense Verb

Present Tense	Past Tense	Present Tense	Past Tense
be	was	forget	forgot
become	became	get	got
begin	began	go	went
bite	bit	grow	grew
break	broke	have	had
bring	brought	know	knew
come	came	leave	left
choose	chose	lose	lost
do	did	read	read
drive	drove	ride	rode
eat	ate	spell	spelt
fly	flew		

Story writing



How to Write a Good Story

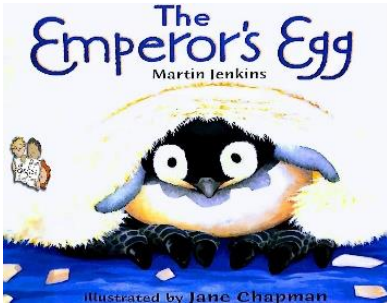




English Lesson 1: To answer comprehension questions based on a text

The Emperor's Egg.

Down at the very bottom of the world, there's a huge island that's almost completely



covered in snow and ice. It's called Antarctica, it's the coldest, windiest place on earth. The weather's bad enough there in summer but, in winter it's really horrible. It's hard to imagine anything actually living there. But wait... what's that shape over there? It can't be. Yes!

It's a penguin! It's not just any old penguin either. It's a male Emperor penguin (the biggest penguin the world), and he's doing a very important job. He's looking after his egg. He didn't lay it himself, of course. His mate did that a few weeks ago. But very soon afterwards she turned around and waddled off to the sea.

That's where female Emperor penguins spend most of the winter – swimming about, getting as fat as they can eating as much as they can, and generally having a very nice time (as far as you can tell)! Which leaves the father penguin stuck on the ice with his egg.

Now the most important thing about egg-sitting is stopping your egg from getting cold. That means it has to be kept off the ice and out of the wind. And what better way to do that than to rest it on your feet and tuck it right up under your tummy? Which is just what the father penguin does.

That's how he will stay for two whole months, until his egg is ready to hatch. Can you imagine it? Standing around in the freezing cold with an egg on your feet for two whole months?

What's more, there's nothing for the father penguin to eat on land. And because he is egg-sitting he can't go off to the sea to feed. So that means two whole months with an egg on your feet and no supper! Or breakfast or lunch or tea. I don't know about you but I'd be very, very miserable.

Luckily the penguins don't seem to mind too much. They've got thick feathers and lots of fat under their skin to keep them warm. When it gets really cold and windy, they all snuggle up together and shuffle over the ice in a great big huddle. Most of the time the huddle trundles along very, very slowly.

But sometimes, when the penguins get to a particularly slippery slope... they slide down it on their tummies, pushing themselves along with their flippers, always remembering to take care of their egg – trying hard not to bump into each other. That's how the father penguin spends the winter.



Until one day he hears a chip, chip, chip. His egg is starting to hatch. It takes a day or so, but finally the egg cracks right open and out pops the penguin chick. Now the father penguin has two jobs to do. He has to keep the chick warm and he has to feed it. But on what? The chick is too small to be taken off to sea to catch food and it can't be left behind on the ice.

Well, deep down in the father penguin's throat there's a pouch where he makes something rather like milk – that's what he feeds to his hungry chick. The father penguin can only make enough milky stuff to feed his chick for a couple of weeks. But just as he's about to run out, a dot appears on the horizon. It gets closer and closer and yes! It's Mum!

She starts trumpeting "hello" and the father penguin starts trumpeting "hello" and the little chick whistles. The racket goes on for hours and it really does sound as if they're incredibly pleased to see each other. As soon as things have calmed down, the mother penguin is sick – right into her chick's mouth! Yuk, you may think. Yum, thinks the chick and it gobbles the lot down.

It's the mother's turn to look after the chick now, while the father sets off to sea for a well-earned meal of his own. About time too!



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

The Emperor's Egg.

1. What is the important job the male emperor penguin must do?

2. Where do female emperor penguins spend most of the Winter?

3. How long in total does the male emperor penguin have to look after the egg before it is ready to hatch?

4. What two jobs does the father penguin have to do when the egg has hatched? **Tick one.**

- ☐ Keep the chick warm and play with it
- ☐ Keep the chick warm and feed it.
- ☐ Feed the chick and teach it how to swim.

5. How do you think you would feel if you had to look after an egg and balance it on your feet for two months?



English Lesson 2: To use the past and present tense

VIP: Past tense is something that has already happened.

Present tense is something that is happening right now.

	Past tense (tick the correct box)	Present tense (tick the correct box)
Yesterday I walked to the Valley Gardens with my Family.		
I am dancing alone in my bedroom.		
I am listening carefully to my grown up.		
I jumped in the muddy puddles at the weekend with my Sister.		

Can you write two sentences that are written in the present tense?

1. _____

2. _____

Can you write two sentences that are written in the past tense?

1. _____

2. _____

Deepen the moment...

Explain the difference between the past and present tense.



Remember to include:

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- This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



English Lesson 3: WAGOLL (What A Good One Looks Like)

As day breaks on the Antarctic continent a small, fluffy penguin chick waddles aimlessly along the frozen ground below her gigantic, orange flippers. She carefully weaves her way through the other penguins looking for her parents who are calling her, “Adelie! Adelie!”. Adelie is now old enough to go on a great adventure into the vast Antarctic ocean, all alone. Her Mother feeds her some delicious, juicy fish one last time before she sets off on her big adventure! Adelie passes the enormous emperor penguins on her way to the ocean. They make her feel as small as an ant as she weaves her way through them trying her hardest not to get crushed. Adelie finally reaches the icy waters edge, she feels the breeze from the ocean blowing through her feathers, there is only one thing left to do, whoosh! Adelie bravely jumps into the ocean leaving her parents behind.

Deepen the moment...

Can you edit and improve your work using tick and fix?

1 expanded noun phrase ☐

1 exclamation sentence ☐

Full stops placed correctly ☐



Remember to include:

-
- This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



English Lesson 4: WAGOLL (What A Good One Looks Like)

Adelie rushes through the water at high speed, she is as graceful as a ballerina. She explores the ocean and searches for other penguins that may want to join her on her big adventure. Adelie looks back thinking about her parents and what they could be doing now. Are they sliding down the slippery ice on their tummies? Are they eating lots of delicious fish together? Are they waddling around the frozen wonderland that is Antarctica? She wonders for a second then her tummy rumbles, she is beginning to get hungry thinking about the last juicy fish her mother fed her. She searches the ocean for animals that she may prey on to eat. Suddenly, the small, penguin chick gets chased by an almighty leopard seal – she has become the prey. “Help me! Somebody please” screams Adelie in fear for her life, she knows that the leopard seal can swim much faster than her. Adelie can see a ship wreck in the distance she swims as fast as she can hoping that she will be able to hide from the hungry leopard seal. Terrified Adelie sits silently waiting for the leopard seal to leave. The leopard seal searches the ship wreck but, Adelie’s black feathers allowed her to camouflage, she manages to escape and swims as fast as she can to safety.



Deepen the moment...

Can you edit and improve your work using tick and fix?

1 subordinating conjunction ☐

1 exclamation sentence ☐

All capital letters included ☐



Remember to include:

-
- This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



English Lesson 5: WAGOLL (What A Good One Looks Like)

Adelie is exhausted from all of the swimming, she must find a place to rest for the night. She searches the ocean hoping that there is somewhere comfortable and safe where she can sleep. Under the beautiful night sky, she sees a solid piece of floating ice, Adelie notices a waddle of penguins on the ice staring at the bright stars. She rushes over and climbs onto the ice, it is freezing but comforting. Adelie thinks it feels like home. Adelie closes her round, tired eyes and waits for the sun to rise so that she can enjoy another day on our blue planet.

Deepen the moment...

Can you think of an alternate ending to the story?



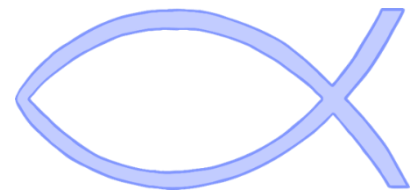
Reading for Productivity: Lesson 1 - RE

Christian Signs and Symbols

A symbol is a mark or character. Christian symbols are used to honour (respect) beliefs of the faith such as the crucifixion and resurrection. The **Christian cross** resembles Jesus' death because he was crucified on the cross and died upon it. Christians believe that when Jesus died on the cross, he was then buried in a tomb for three days. Then, he came back to life, which is called the resurrection. To Christians, the cross represents the agonising death Jesus experienced because of His love for people. It also represents the hope of everlasting life in heaven that is represented by his resurrection.



The **fish** symbol was created using the Greek letters which spell out ICHTHUS: Jesus Christ God's Son Saviour. The fish was a secret sign used by people who weren't allowed to be Christians. The symbol secretly showed that a person believed in and followed Jesus.



The **candle flame** is another Christian symbol as Jesus is known to be the light of the world to Christians. It is seen as a symbol of hope in dark times. In the Christmas story, it was a star's light which showed the kings and wise men the way to get to the stable.



Reading for Productivity: Lesson 1 - RE

Christian Signs and Symbols

1. What does the Christian cross resemble?

2. *'...the cross represents the agonising death Jesus experienced.'*

What does this the word 'agonising' tell us about Jesus' death?

☐ His death was a happy time

☐ His death was painful

☐ His death was quick

3. How does the fish symbol link to Christianity?

4. Look at the paragraph which explains the fish symbol. Find and copy **one word** which means the same as not telling someone something.

5. How might candle light make a Christian feel better?



Year 2 Extended Curricular Learning

RE – signs and symbols

Monday 8th February 2021 – Activity 1

VIPs:

- A symbol is a mark or character.
- Christian symbols are used to honour (respect) beliefs of the faith.

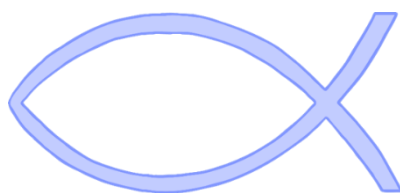
Today, you will learn about signs and symbols and what they mean to Christians. You will understand what the different signs and symbols in the Christian faith mean and why they believe that they are so important to their religion.

1. Complete the Reading for Productivity to find out more about Christian signs and symbols.
2. Discuss with an adult what is important to you. What sign/symbol would resemble how important it is?
3. Complete the task below!

- ✓ Create your own symbol/sign of something that is important to you e.g. family, pet, friends, school and label it detailing what everything on your symbol is. If it is your family, who is in your family? Why are they important to you?

Deepen the moment...

Why are symbols used in religion?





Reading for Productivity: Lesson 2 - Computing

Safer Internet Day

Safer Internet Day is held in February each year. We think about why we need to keep safe when we go on the internet. This year it is held today, Tuesday 9th February 2021.

What happens on Safer Internet Day?

The internet is a very useful and enjoyable place. We can watch funny videos, play games, chat with our family or learn new facts. Sometimes, things can go wrong and then we don't feel happy or safe.

On Safer Internet Day, children all around the world learn about how to stay safe online.

This year's theme

The theme for Safer Internet Day this year is 'An internet we trust: exploring reliability in the online world'. The theme focuses on how we can decide what to trust online, supporting children to question, challenge and change the online world for the better.

How can we stay safe online?

Children may play games, use apps and watch videos online, but sometimes they see things that worry or upset them. If this happens, it is really important to tell an adult. We need to help each other to stay safe!

Did you know...?

- Across the world, about six out of ten people can access the internet.
- Usually games have a 'report' or 'help' button if something goes wrong.
- You should ALWAYS tell an adult if you are unsure about something online.



Reading for Productivity: Lesson 2 – Computing Questions

Safer Internet Day

1. When is Safer Internet Day? Tick **one**.

- ☐ Tuesday 15th June 2021
- ☐ Tuesday 1st March 2021
- ☐ Tuesday 9th February 2021

2. Look at the Did You Know...? Section. Draw lines to match the sentences:

Across the world

Games

Adults

...can help us and we should tell them if we feel unsure.

...have a 'report' or 'help' button.

...six out of ten people can access the internet.

3. Look at the 'Did you know?' section. **Find** and **copy one word** which means the same as 'not sure' or 'worried'.

4. What must you do if you see something worrying or upsetting online?

5. Why do you think it is important to stay safe on the internet?



Year 2 Extended Curricular Learning

Computing – Safer Internet Day 2021

Tuesday 9th February 2021 – Activity 2

VIPs:

- Safer Internet Day usually takes place in February each year and promotes keeping young people safe online.
- 'Digital' means anything to do with computer technology.
- Everything we do online can leave a 'digital footprint' such as our internet history being saved. This is why we must not share our personal information online!

Today, you will learn about...

Why it is important to stay safe online. You will explore what Safer Internet Day is, as well why it is important to stay online. You will explore how we can stay safe online, and share your findings within a creative poster.

1. Complete the Reading for Productivity to find out more about Safer Internet Day.
2. Discuss with an adult (or sibling) how we can stay safe on the internet.
3. Complete the task below!

Design your own poster to promote how to stay safe online.

- ✓ Create a list of the pros and cons of using the internet within your poster.

Deepen the moment...

Create a video recording for children your age to explain your top tips for staying safe on the internet! Don't forget to share the video with your teacher on Class Dojo!





Reading for Productivity: Lesson 3 - Music

Percussion Instruments

Percussion instruments are instruments which are played by shaking or hitting. There are many different kinds of percussion instruments. A person who plays a percussion instrument is a percussionist. Percussionists are usually able to play lots of different percussion instruments, because the basic skills required are similar.



Some percussion instruments can play tunes. These are called “tuned percussion”. Tuned percussion instruments include: xylophone, glockenspiel, vibraphone, tubular bells and timpani.

Untuned percussion instruments include: bass drum, side drum (snare drum), maracas, castanets, cymbals, tambourine, claves and many more.

In an orchestra there can be more different kind of percussion instruments than in the other families: string, woodwind and brass instruments. However, older music does not often use lots of percussion. Most music for orchestra by composers like Mozart and Beethoven only use the timpani. In the 19th century, more percussion is added: cymbals, tambourine, triangle etc. In the 20th century, some composers may use many percussion instruments.

Whenever any unusual instrument is used that does not fit into the category of string, woodwind, brass or keyboard, it is usually played by a percussionist. Sometimes composers have used things like typewriters, milk bottles or vacuum cleaners in their pieces.



Reading for Productivity: Lesson 3 – Music Questions

Percussion Instruments

1. How are most percussion instruments played?

- ☐ By blowing into the instrument
- ☐ By hitting and shaking
- ☐ By using a guitar pick

2. Give two examples of 'tuned percussion' instruments.

- _____
- _____

3. Name one percussion instrument that was often used in the 19th century.

4. What is the name of someone who plays a percussion instrument?

5. Name two musical composers.

- _____
- _____



Year 2 Extended Curricular Learning

Music - Body Percussion

Wednesday 10th February 2021 – Activity 3

VIPs:

- Music can be made with your body or an instruction. The dimensions of music are parts that describe an aspect of how the music sounds.

Today, you will learn how to create your own musical instrument using your body and voice.

1. Complete the reading for productivity to find out more about percussion instruments.
2. Watch <https://www.youtube.com/watch?v=sW2DY1OpgrI> and copy the body percussion steps.
3. Make your own body percussion pattern.

✓ Create a body percussion pattern using 5 or more actions.

Deepen the moment...

Complete a body percussion video with music.

Some examples to choose from:

<https://www.youtube.com/watch?v=EBBteybZdHY> (Dance Monkey)

<https://www.youtube.com/watch?v=VldOnhk-jw0> (The Greatest Showman)

Or create your own! Add your videos to Class Dojo 😊



Create your own body percussion pattern!



Reading for Productivity: Lesson 4 - Science

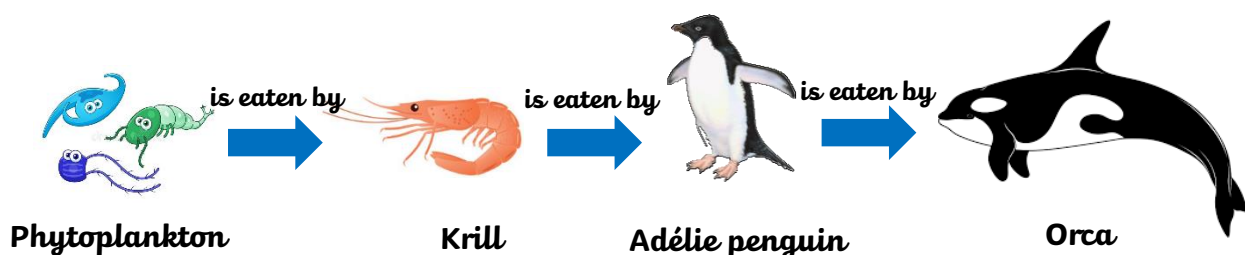
Food Chains

Most of us enjoy eating, and taking the calories and nutrition from the food we eat is important for life. Eating food gives us energy and this energy powers everything we do, from playing a favourite sport to studying for a maths test or playing a game. It helps us fight off illness and helps us think. It makes us grow and keeps our hearts beating and the blood circulating through our bodies. Without energy from food, we could not live. This applies to every living thing on earth. Energy passes from one animal to another as they eat plants or one another. This flow of energy from one living thing to another is called a "food chain." A food chain shows how animals depend on other plants and animals for their food and survival and can also tell you about what animals eat.

Food chains begin with **producers**; the living thing that use the sun's energy to make their own food such as grass, trees, and plants. Living things that cannot make their own food are called **consumers**. As they store energy from the sun, they are eaten and the stored energy is released into the living thing that eats it.

There can be herbivores, carnivores and omnivores within a food chain. **Herbivores** will only eat the producers which can be plants, grass, flowers or algae. They do not eat meat. A **carnivore** will eat other animals (which may live on land or in the sea). When an animal eats both meat and plants they are called **omnivores**.

Look at this food chain based on Antarctic animals. The food chain starts with phytoplankton, a type of marine algae found within oceans, seas and lakes. This is the **producer**. The phytoplankton is eaten by krill, a small fish. The krill is eaten by Adélie penguins. An Adélie penguin is then eaten by an Orca (also known as a killer whale). As you can see, the arrow means 'eaten by'.





Reading for Productivity: Lesson 4 – Science Questions

Food Chains

1. What is a food chain? **Tick one.**

- ☐ It describes the feeding relationships between living things.
- ☐ A chain of food linked together.

2. Match each box to complete the sentence.

Herbivores

Eat only meat.

Carnivores

Eat both plants and meat.

Omnivores

Eat only plants.

3. Why is important that animals and humans eat food?

4. What is a producer?

5. Which statement describes an **orca** within the food chain shown above?

Tick one.

- ☐ The orca is a producer.
- ☐ The orca is eaten by an Adélie penguin, krill and phytoplankton.
- ☐ The orca is at the top of the food chain.



Year 2 Extended Curricular Learning

Science - Food Chains

Thursday 11th February 2021 – Activity 4

VIPs:

- A food chain shows how animals depend on other plants and animals for their food and survival.
- Food chains can also give information about what a particular animal eats.
- **Producers** are the living thing that use the sun's energy to make their own food (such as grass, trees, and plants).
- Living things that cannot make their own food are called **consumers**.

Today, you will learn about...

What a food chain is and the different animals within them. You will learn the meaning of key words such as 'consumer', 'producer', 'herbivore', 'omnivore' and 'carnivore'. By the end of today's session, you will have created your very own food chain!

1. Complete the Reading for Productivity to find out more about food chains.
2. Decide on four animals that you will include within your food chain.
3. Create your own food chain. You can use the template below or create your own!

Create your own food chain, showing how four different animals obtain their food.

- ✓ Create a food chain based on four Antarctic animals of your choice. Write a paragraph to describe your food chain, identifying the producer and consumers.

Deepen the moment...

Are Orcas always at the top of the food chain? Research with an adult in order to help find your answer!

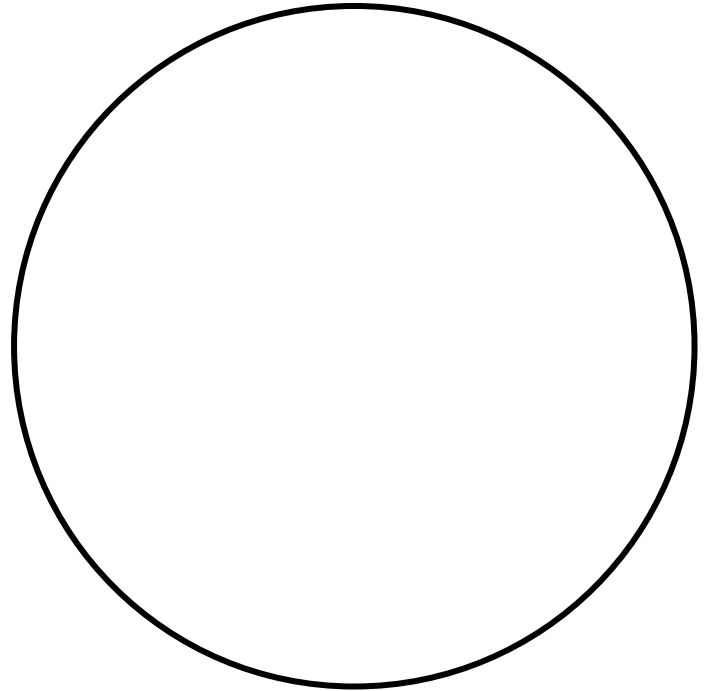
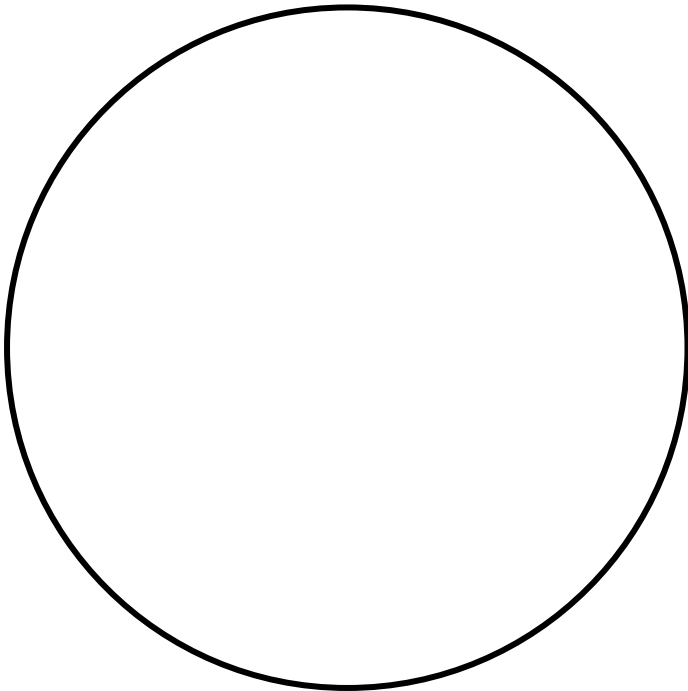
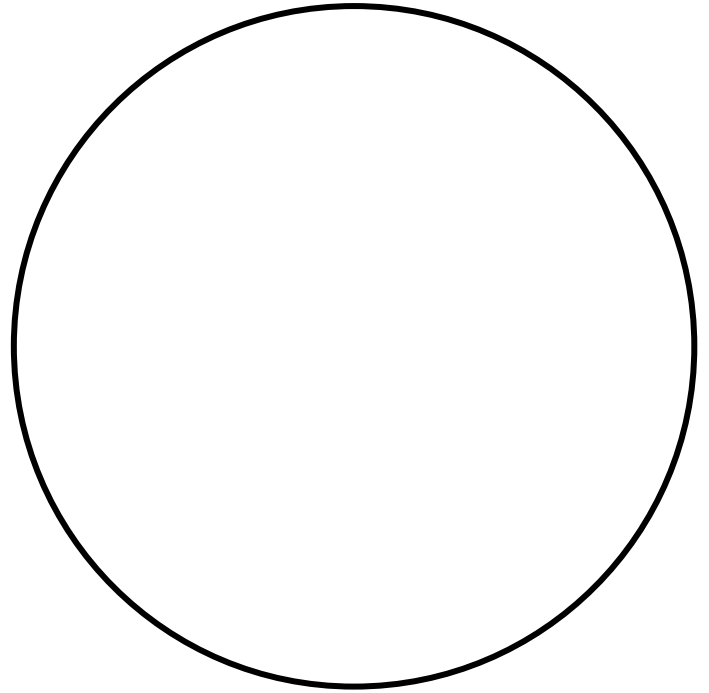
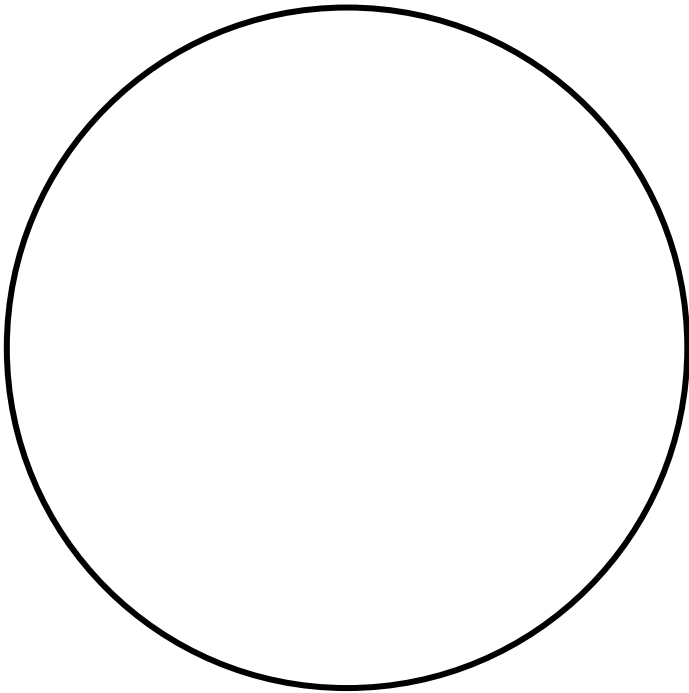




Year 2 Extended Curricular Learning

Science - Food Chains

Draw your producer and three consumers onto the circles below (one on each circle). Once you have finished your pictures, cut each of the circles out and attach them together with some string (as shown in the pictures above). Don't forget to share your completed food chains with your class teacher on Class Dojo!





Reading for Productivity: Lesson 5 – DT Text and Questions

Mechanisms in toys

There are lots of toys that move. A ball can bounce and roll. A boat can float across a lake. A spinning top will spin. All of these toys require actions to make them move, whether it maybe you pushing, blowing or something else. However, none of these toys have mechanisms in.

1. Draw lines to match the toy to how it moves.

Top

Ball

Boat

Float

Roll

Spin

Here are some toys that contain mechanisms. You might have some of these in your own home!



A toy car uses wheels to move. The wheels may move when you push them or the car could be battery powered. Some toy cars also have something called a pullback motor which is a simple clockwork motor used in toy cars. When a car is pulled back and then released, the car will push forward on its own.

2. Name two ways that the wheels of a car can be moved.

- _____
- _____



Reading for Productivity: Lesson 5 - DT

3. **Find and copy** one word which means the same as 'let go'.

This garage has an inclined (leaning) plane so that when the cars are at the top they will slide back down to the bottom.



A seesaw uses a lever mechanism to move up and down. It has a central pivot point.

This maze uses sliders to move the pieces around the board.



4. What does the lever allow the seesaw to do?

5. What type of mechanism does the maze use to move the pieces?



Year 2 Extended Curricular Learning

DT – Make a Moving Toy

Friday 12th February 2021 – Activity 5

VIPs:

- Some toys use a mechanism in order to move.
- Scissors can be dangerous, so it is important to carry and use them carefully.

Today, you will learn how to make a toy called a thaumatrope! A thaumatrope is a disc or card with a picture on each side which is attached to two pieces of string. When the strings are twirled quickly the two discs spin round and animate the pictures! A popular Victorian thaumatrope featured a picture of a bird and a cage. When you spun the thaumatrope, the two images became one and it would appear that the bird was actually in the cage. Have a look at some examples here:

<https://thekidshouldseethis.com/post/17490881335>

You will need:

Cardboard, scissors, a pencil, coloured pens, string, ruler and glue.

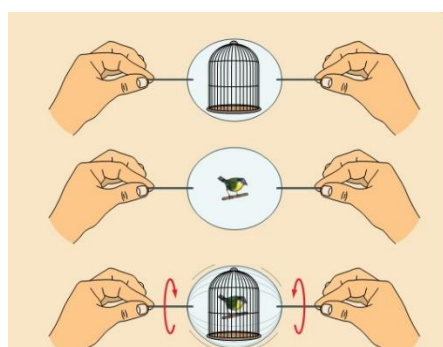
Instructions:

1. Cut out two circles of card. You could draw round a cup to get a perfect circle.
2. Next, add your design. You can use the template on the next page, or, if you are using your own design, draw it on to your circles of card. You need to choose two images that will form an animation - like a fish and a fishbowl, a bird and a cage or a smiley face and an unhappy face.
4. Use some glue to stick the back of the two circles together. One of the pictures needs to be upside down to ensure the animation works.
4. Use a hole punch to punch two holes through both of your circles of card. You might need to ask an adult to help you with this.
5. Cut two pieces of string about 20cm long each and thread them through each hole. Pull the string back on itself so you have two loops on each side.
6. Wind the string up by twisting it between your fingers and then pull tight to release. As the circles of card spin around, watch the two pictures appear as one moving image!

- ✓ Find out about 3 other Victorian toys. Write a sentence about each one to explain the name and what it does (how you play with it).

Deepen the moment...

Have a go at making one of the other toys that you found out about. Don't forget to show your teacher on Class Dojo. You could send a photo or even a video of your toy in action!



Thaumotrope template

