Year 2: Remote Learning Schedule

W/C 1st March	Monday	Tuesday	Wednesday	Thursday	Friday
Maths *(approx. 45 mins per lesson)* **This week our focus is:** **Shape**	**Lesson 1:** **To recognise 2D and 3D shapes.** *Click here to watch a video about 2D and 3D shapes and how to recognise them.*	**Lesson 2:** **To make 2D and 3D shapes (practical lesson).** *Click here to watch a video about making 2D and 3D shapes.*	**Lesson 3:** **To count the sides on 2D shapes.** *Click here to watch a video about couting the sides on a 2d Shape.*	**Lesson 4:** **To count the vertices on 2D shapes.** *Click here to watch a video about couting the vertices on a 2D shape.*	**Lesson 5:** **To apply my arithmetic skills.** *Challenge yourself with our weekly number skills check.*
	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!				
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.*					
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.*					
English *(approx. 45 mins per lesson)* **This week our focus is:** **Narrative – Mrs Armitage on Wheels**	**Lesson 1:** **To answer comprehension questions based on a text.** *Read the poem 'My New Bike' then answer the questions.*	***Lesson 2:*** ***Grammar:*** **To identify expanded noun phrases.** *Click on the link here for a video to help you to understand what an expanded noun phrase is.*	**Lesson 3:** **To include expanded noun phrases in sentences.** *Remind yourself of the **ending** to the story of 'Mrs Armitage on Wheels' click here.* Create a new idea for Mrs Armitage's roller skates, draw and describe the new skates.	**Lesson 4:** **To plan an alternate ending.** *Using your ideas from yesterday's lesson, complete a four-box story plan for an alternate ending to the story.*	**Lesson 5:** **To write an alternate ending.** *Read the WAGOLL then use your four-box story plan from yesterday's lesson to help you to write the new ending to the story.*
	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!				

This week's spellings are: gnat, gnome, gnash, gnawed, gnarled (/n/ sound spelt 'gn' at the beginning of words)

Reading for Pleasure *is such an important part of our curriculum – follow the link here to listen to a story with transport theme.*

Reading for Productivity *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.*

Mon:	Tues:	Wed:	Thurs:	Fri:
Music	Geography	Science	World Book Day	Art

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!*

Year 2 Knowledge Organiser: Geometry - Shape

VIPs (Very Important Points)

- 2D shapes have sides and corners and are flat.
- 3D shapes are solid and have three dimensions- length, width and depth.

Key vocabulary

2D shape – a flat shape with sides and corners

3D shape– a solid shape with three dimensions

Vertex- corner when edges meet

Vertices- where two or more edges meet

Side- the outlines of a 2D shape

Face- the flat or curved surface on a 3d shape

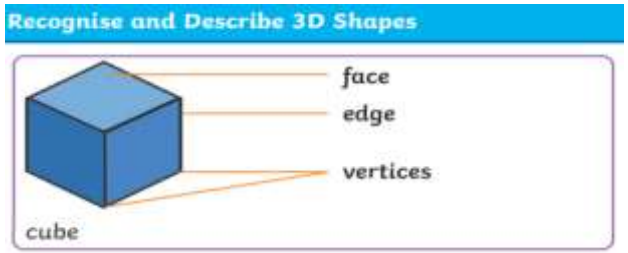
Edge- lines where two faces meet on a 3d shape

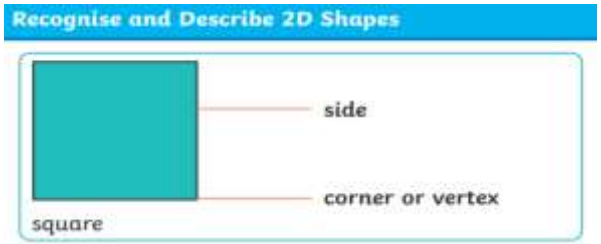
Curved- a rounded surface

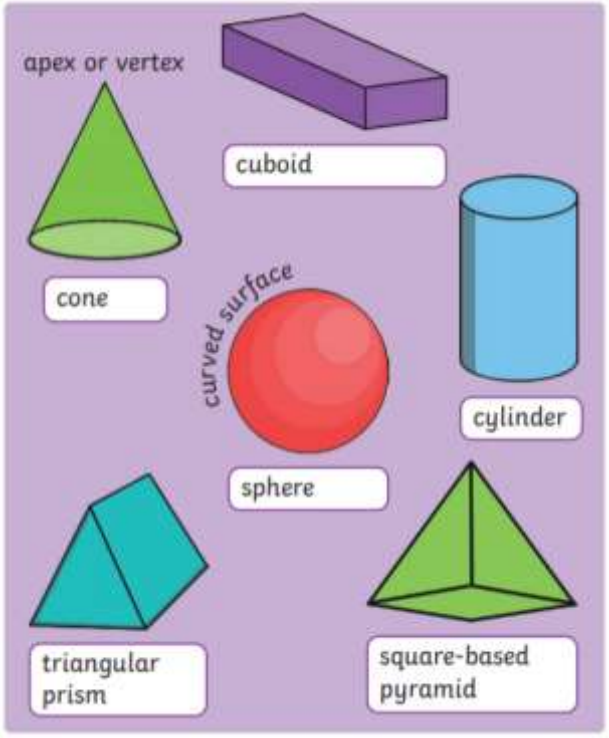
Symmetry is where one side of a shape is exactly the same as the other side.

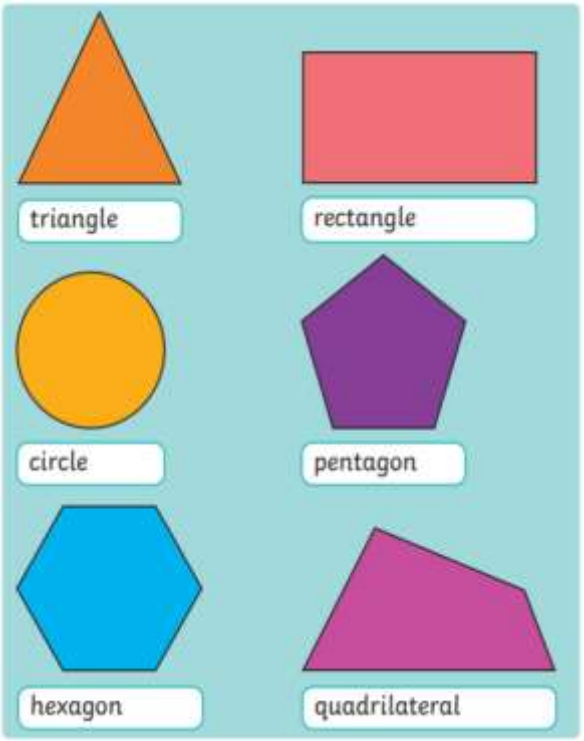
Fat Questions:

Why don't we make houses out of 2d shapes?
What would be different if everything was square?







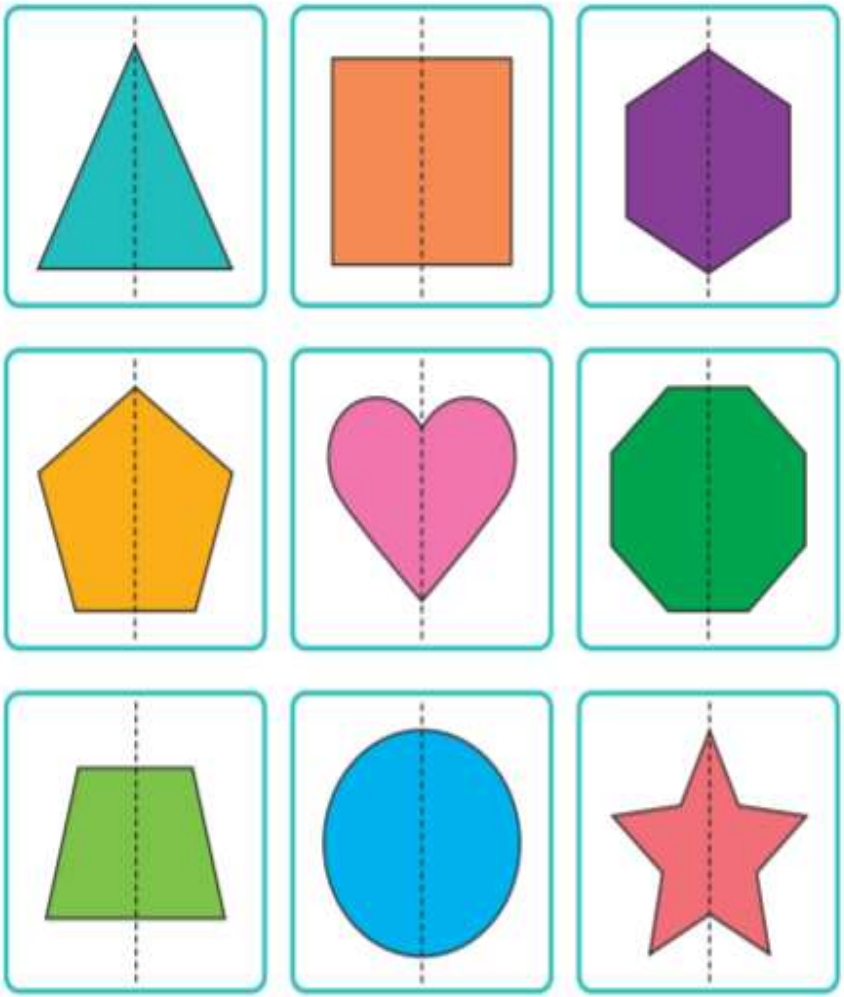


Learning Intent

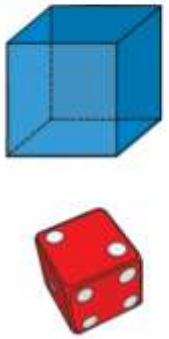
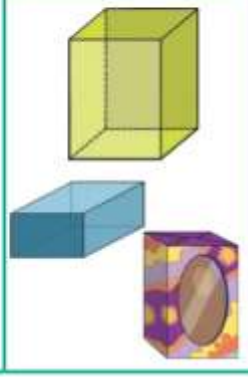
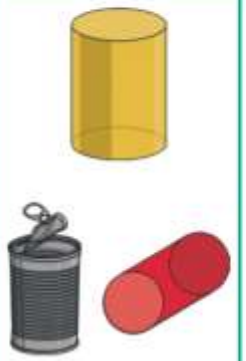
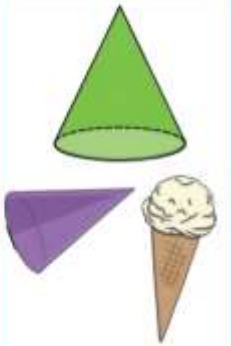
We are going to learn how to compare and describe the properties of 2D and 3D shapes, using the correct vocabulary. We will work practically, both indoors and outdoors, to investigate a range of 2D and 3D shapes.

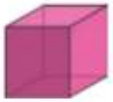
Maths resources to support learning

These 2D shapes have a vertical line of symmetry.



3D Shapes

cube	cuboid	sphere	cylinder	cone
				

Cube  6 square faces 12 edges 8 vertices	**Tetrahedron**  4 triangular faces 6 edges 4 vertices	**Sphere**  1 curved surface 0 edges 0 vertices
Cuboid  6 faces 12 edges 8 vertices	**Octahedron**  8 faces 12 edges 6 vertices	**Triangular prism**  5 faces 9 edges 6 vertices
Square-based pyramid  5 faces 8 edges 5 vertices	**Cone**  1 circular face 1 curved surface 1 curved edge 1 apex	**Cylinder**  2 circular faces 1 curved surface 2 curved edges 0 vertices

Maths Lesson 1 : To recognise 2D and 3D shapes– MAIN TASK BLUE

Recognise 2D and 3D shapes

White Rose Maths

1 Match the shape to its name.

circle

hexagon

pentagon

square

triangle

rectangle

2 Match the shape to its name.

cuboid

triangular prism

cube

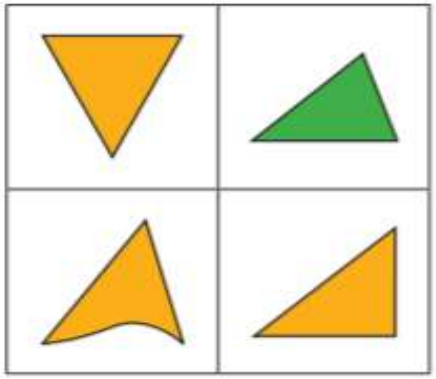
pyramid

sphere

cylinder

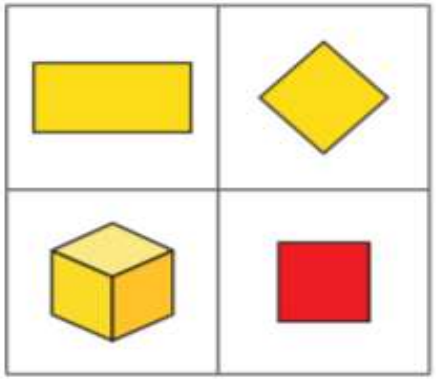
Maths Lesson 1 : To recognise 2D and 3D shapes (continued)

3 Which shape is the odd one out?
Tick your answer.



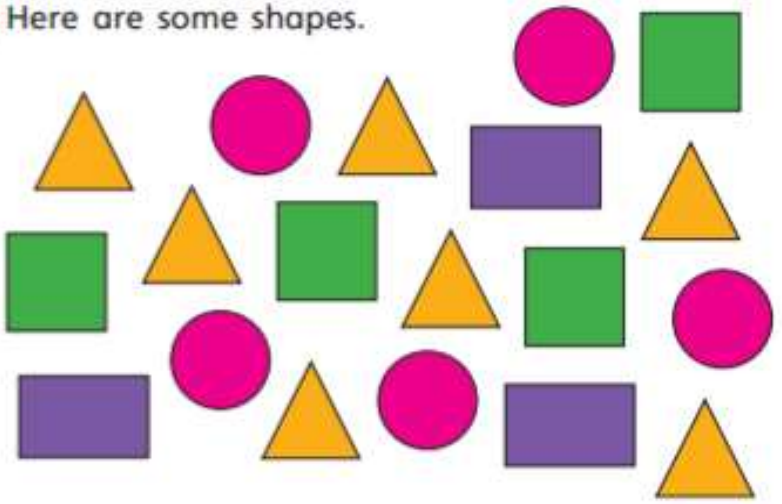
Why did you choose this shape?

4 Which shape is the odd one out?
Tick your answer.



Compare answers with a partner.

5 Here are some shapes.



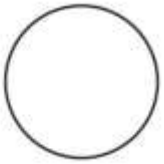
Complete the tally chart to show the number of each shape.

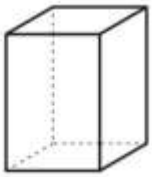
Shape	Tally	Total
triangle		
circle		
square		
rectangle		

Maths lesson 1: To recognise 2D and 3D shapes– RED TASK

If you are finding the main task too difficult, have a go at the red task below.

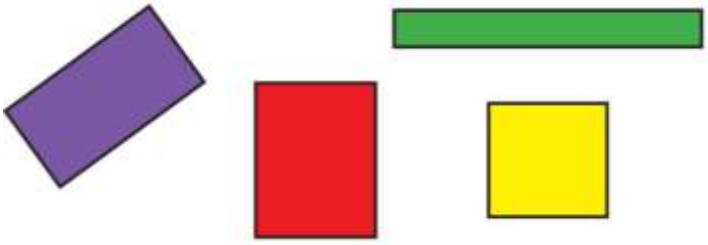
1. Which of the following shapes is a circle?

A. 

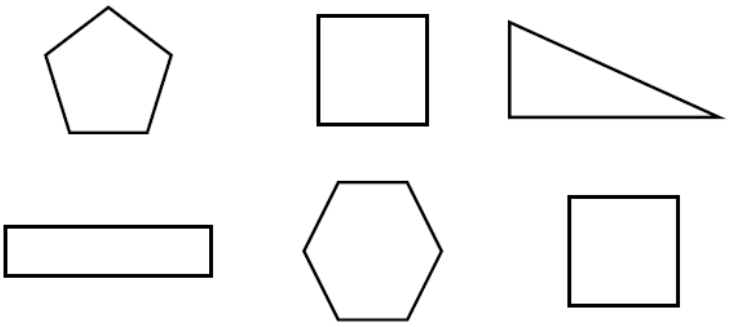
B. 

C. 

2. Tick the **rectangles.**



3. Cross out all of the shapes that are **NOT** squares.



4. Circle the print that has been made using this 3D shape.

Maths lesson 1: To recognise 2D and 3D shapes – GOLD TASK

If you are finding the main blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

1. Write the names of both 2D shapes on the faces of this 3D shape.

2. Which of the following shapes have a square face?

A. 

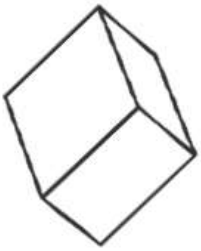
B. 

C. 

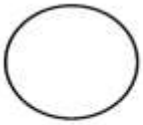
D. 

E. 

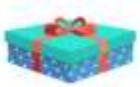
3. All of these shapes are cuboids. True or false. Explain your answer.

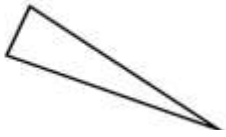


4. Label the shapes below.

A. 

B. 

C. 

D. 

Maths lesson 1: To recognise 2D and 3D shapes– DEEPEN THE MOMENT

If you have finished your task, see if you can do these extra challenges.

1. Circle the shapes that could have made this print.

Explain your answer.

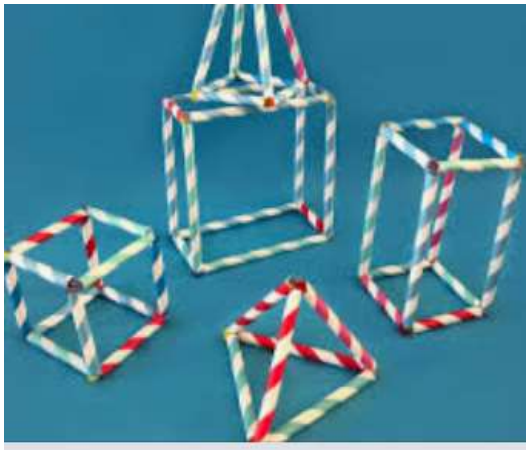
2. Circle the shapes that could have made this print.

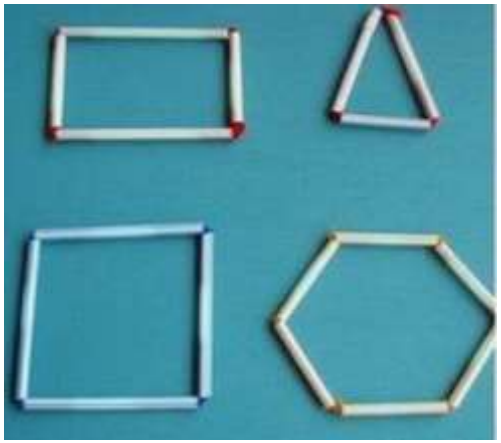
Explain your answer.

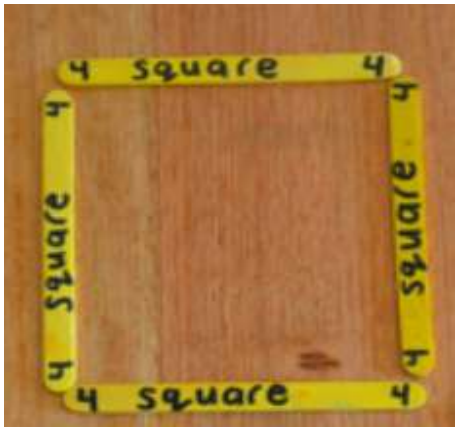
Maths Lesson 2: To make 2D and 3D shapes (Lesson 2) – MAIN TASK BLUE - PRACTICAL LESSON

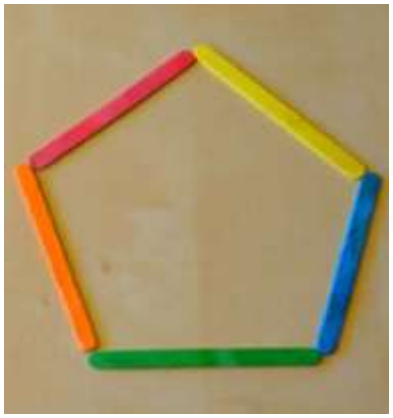
For today's lesson you will need some straws, lolly sticks (or something similar) and blue tac or cellotape to attach the shapes together.

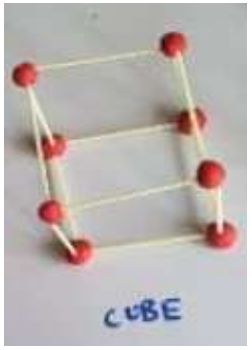
- Have a go at making a range of different 2D and 3D shapes.
- Can you make labels for the shapes with the correct name?
- Can you verbally describe the shape to an adult?

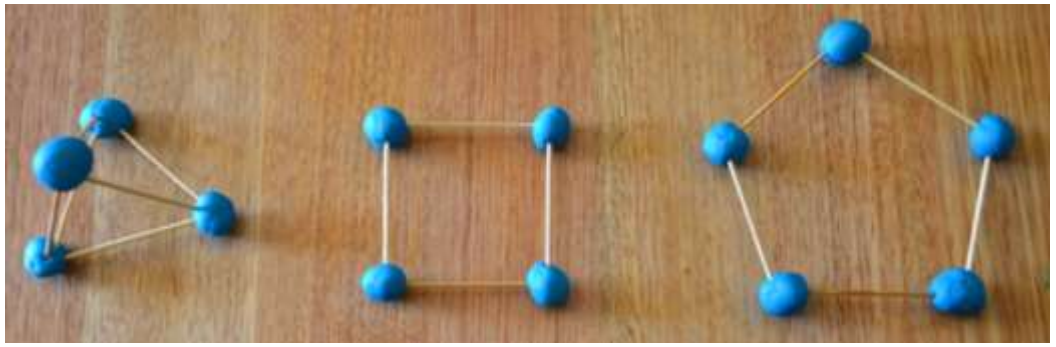










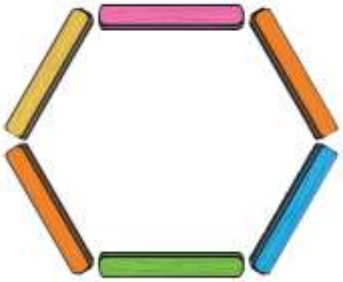


Maths lesson 2: To make 2D and 3D shapes– RED TASK

If you are finding the main task too difficult or struggling to find the resources then have a go at the red task below.

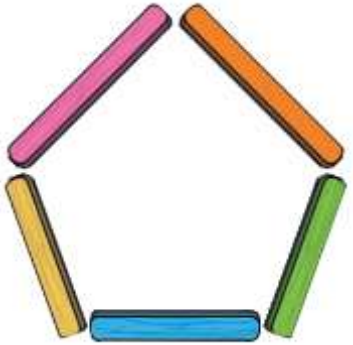
triangle

pentagon



square

hexagon



rectangle

These 2D shapes have been made with lolly sticks. Could you make the shapes with pencils or crayons?
Can you match the shapes to their names?

Maths lesson 2: To make 2D and 3D shapes – GOLD TASK

If you are finding the main blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

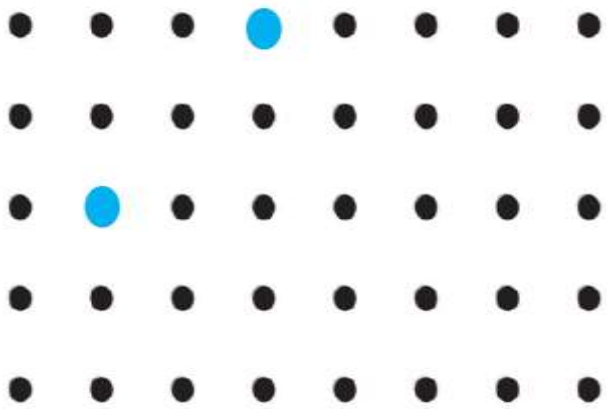
1. Using 10 straws, how many different 2D shapes can you make? (practical task)

2. Can you make a **circle**?
3. How many **different 4-sided shapes** can you make?
4. Can you make a shape using **all of the straws**?

Maths lesson 2: To make 2D and 3D shapes – DEEPEN THE MOMENT

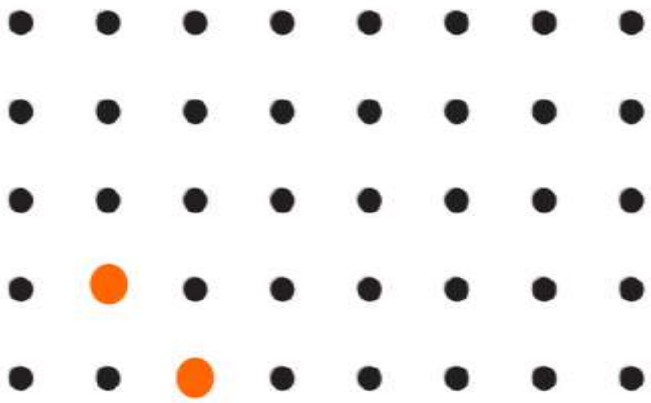
If you have finished your task, see if you can do these extra challenges.

1.Evan says if he adds two more dots he can draw a square.



Is he correct? Prove it.

2. Then he says if he adds 3 more dots he can draw a rectangle here.



Is he correct? Prove it.

Maths Lesson 3: To count the sides on 2D shapes – MAIN TASK BLUE

Count sides on 2D shapes

White Rose Maths

1 Complete the sentences to describe the shapes.

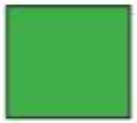
a)

A pentagon has ☐ sides.

b)

A triangle has ☐ sides.

c)

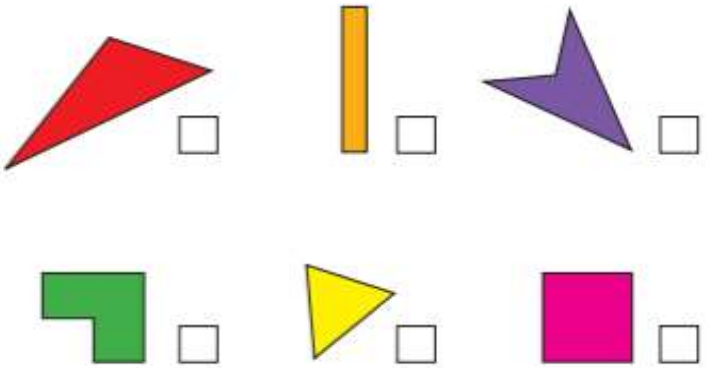


A _____ has ☐ sides.

d)

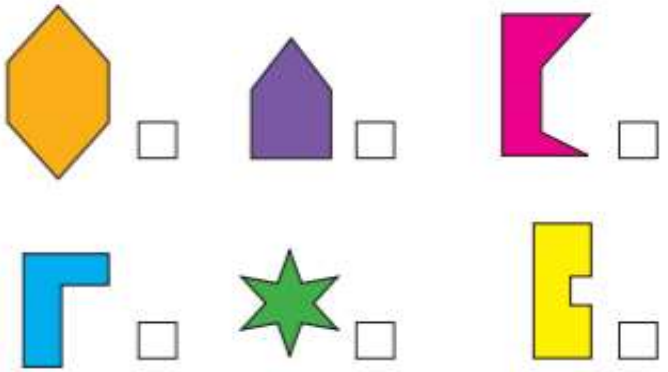
A _____ has ☐ sides.

2 Tick the 4-sided shapes.



Did your partner tick the same shapes?

3 Tick the 6-sided shapes.



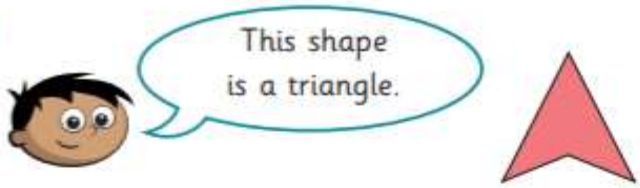
Compare answers with a partner.

Maths Lesson 3: To count the sides on 2D shapes – continued

4 Complete the table.

Name	Shape	Number of sides
		
		3
pentagon		
		6
square		
		8
		

5



Is Amir correct? _____

How do you know?

6 Use 15 lolly sticks to make three shapes.

Draw your shapes.

Did your partner make the same shapes?

What happens if you use more or fewer lolly sticks?

Maths Lesson 3: To count the sides on 2D shapes– RED TASK

If you are finding the main task too difficult, have a go at the red task below.

1.Which shape has 1 side?

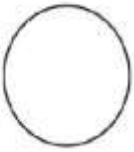
Tick the shape.

The shape is called a.....

square | circle

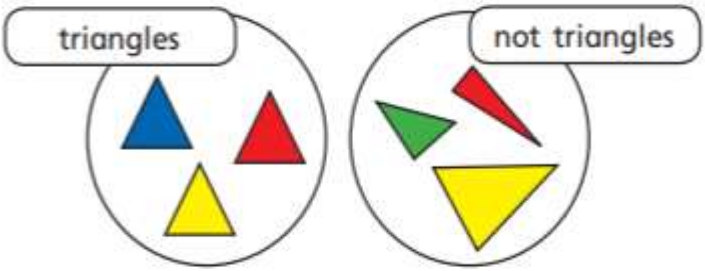
A. 

B. 

C. 

D. 

2. Eva has sorted some shapes, is she correct? Yes/No



3. A triangle has 3 sides, can you draw a shape that is NOT a triangle?

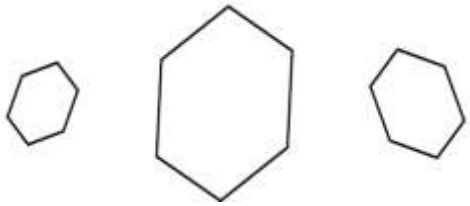
4. Complete the table below:

Shape	Straight Sides	Curved Sides
A. 		
B. 		

Maths lesson 3: To count the sides on 2D shapes – GOLD TASK

If you are finding the main blue task too easy, or have whizzed through it quite quickly,challenge yourself and have a go at the gold task below

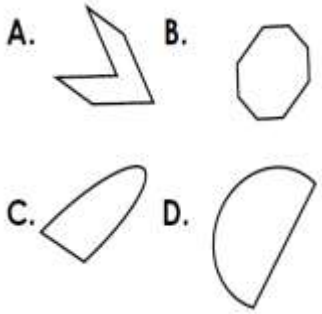
1. Mrs Hall shows Class 2 some shapes..



Joe says, *'They are all octagons because they have six sides'.*

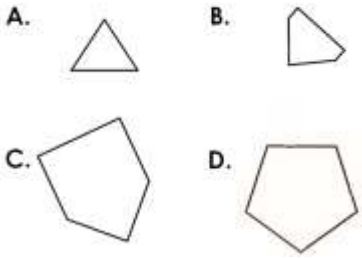
Is Joe correct? **Explain** how you know.

2. Which shapes below have 2 sides?



These shapes are called.....

3. Which shape is the odd one out?



Explain your answer.

4. Which has the most number of sides?
   - 2 octagons
   - 3 triangles
   - 5 semi circles
   - 2 hexagons

Maths lesson 3: To count the sides on 2D shapes – DEEPEN THE MOMENT

If you have finished your task, see if you can do these extra challenges.

Mr Machin shows the class some shapes.

Seth says,

Is Seth correct? *Explain* how you know.

Maths Lesson 4: MAIN TASK BLUE - To count the vertices on a 2D shape

Count vertices on 2D shapes

White Rose Maths

1 Complete the sentences to describe the shapes.

a) 

A pentagon has ☐ vertices.

b) 

A triangle has ☐ vertices.

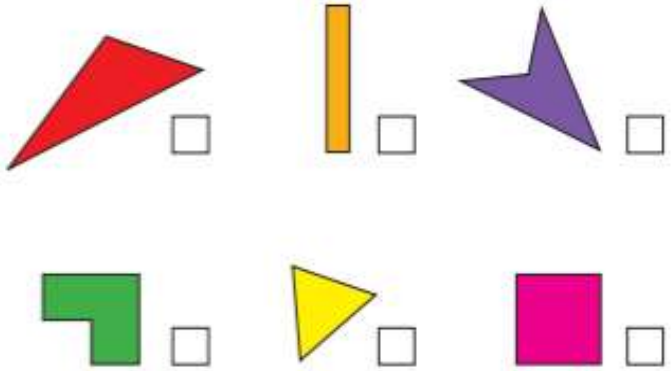
c) 

A _____ has ☐ vertices.

d) 

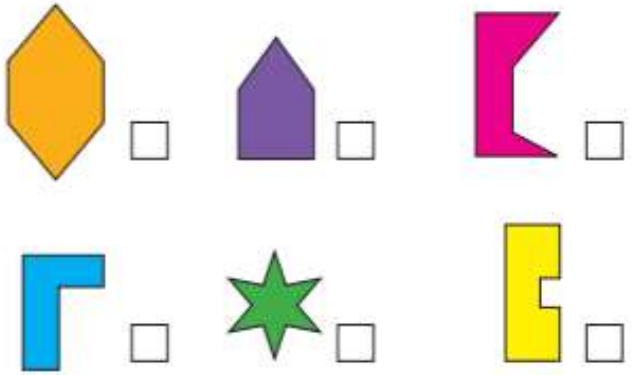
A _____ has ☐ vertices.

2 Tick the shapes with 4 vertices.



Compare answers with a partner.

3 Tick the shapes with 6 vertices.

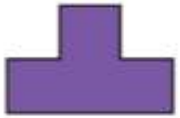


Talk to a partner about your answers.

Lesson 4: MAIN TASK BLUE - To count the vertices on a 2D shape continued

4 How many vertices does each shape have?

a)  ☐

b)  ☐

c)  ☐

d)  ☐

e)  ☐

f)  ☐

How did you count the vertices?

5

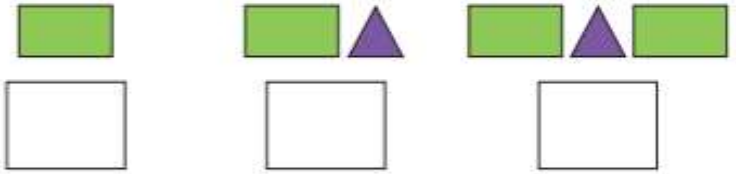
My shape has more vertices than a triangle, but fewer than a hexagon.

What shape could Ron have? _____

Compare answers with a partner.

6 Rosie is making a pattern out of shapes.

a) How many vertices are in each term of her pattern?

 ☐ ☐ ☐

b) What do you notice?

c) How many vertices will the next term have?

☐

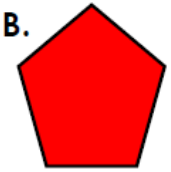
d) Create your own pattern with shapes.

Count the number of vertices in each term.

Maths Lesson 4: To count the vertices on a 2D shape – RED TASK

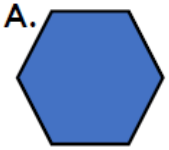
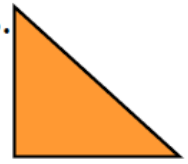
If you are finding the main task too difficult, have a go at the red task below:

1. Complete the table:

Shape	Number of Sides	Number of Vertices	Name of Shape
A. 	4		
B. 			

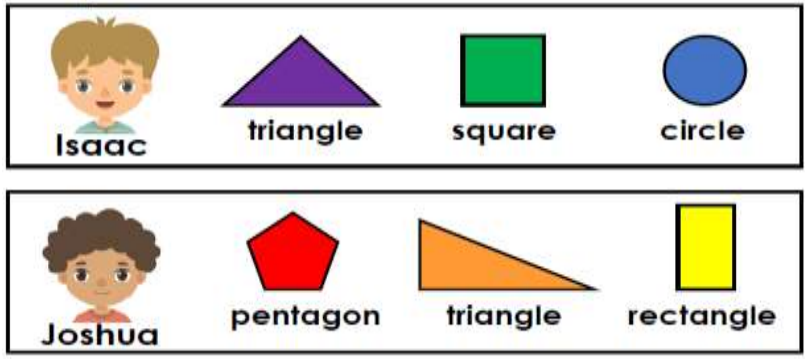
pentagon hexagon rectangle

2. Complete the table:

Shape	Number of Sides	Number of Vertices	Name of Shape
A. 	6		
B. 			

rectangle triangle hexagon

3. Joshua and Isaac have some shapes.



3a. How many vertices do they have altogether?

3b. Who has the most vertices?

Maths lesson 4: To count the vertices on 2D shapes – GOLD TASK

If you are finding the main blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

1. Complete the table:

Picture of Shape	Number of Sides	Number of Vertices	Name of Shape
A.	6		
B.		8	

2. Name the shape:

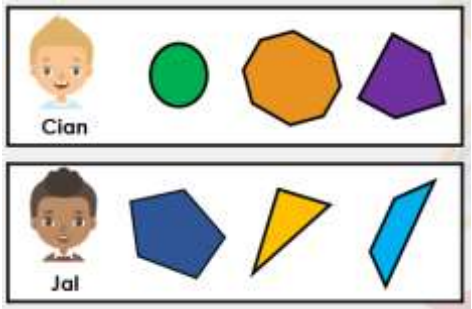
I have three more vertices than a pentagon.

3. Tick the odd one out.

A. B. C.

4. Cian and Jal have some shapes.

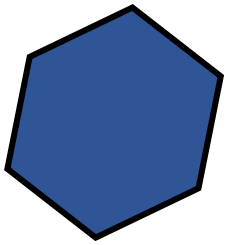
How many **vertices** do they have each?

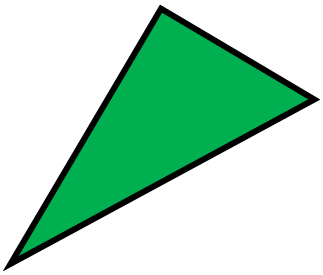


Maths lesson 4: To count the vertices on 2D shapes – DEEPEN THE MOMENT

If you have finished your task, see if you can do this extra challenge.

Kim wants to collect a total of 16 vertices. She says,





Is she correct? Explain how you know.

Maths Lesson 5: To apply my arithmetic skills.

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 16 If you have any corrections, do these again in a different colour beside your previous answer.

1 $7 + 8 =$ ☐ 1 mark

2 $18 - 5 =$ ☐ 1 mark

3 $88 - 10 =$ ☐ 1 mark

4 $16 - 9 =$ ☐ 1 mark

5 $21 + 3 + 3 =$ ☐

1 mark

6 $59 - 3 =$ ☐

1 mark

7 $5 + 3 =$ ☐

1 mark

8 $62 + 9 =$ ☐

1 mark

9 $4 + 5 + \square = 17$

1 mark

10 $29 + 23 = \square$

1 mark

11 $48 - 40 = \square$

1 mark

12 $70 - 40 = \square$

1 mark

13 $7 \times \square = 70$

1 mark

14 $2 \times 5 = \square$

1 mark

15 $4 \times 6 = \square$

1 mark

16 $18 \div 2 = \square$

1 mark

Maths Lesson 5: To apply my arithmetic skills - continued

Deepen the moment...

Look at questions 14, 15 and 16.

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

For example,

Question	Related fact
3 x 5 = 15	5 x 3 = 15 OR 15 ÷ 3 = 5 15 ÷ 5 = 3

Your turn!

Question Number	Question	Related fact
14		
15		
16		

English – Practise your spellings

Remember to ... **Look, cover, say, write and then check**!

gnat			
gnome			
gnash			
gnawed			
gnarled			

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

_____

_____

_____

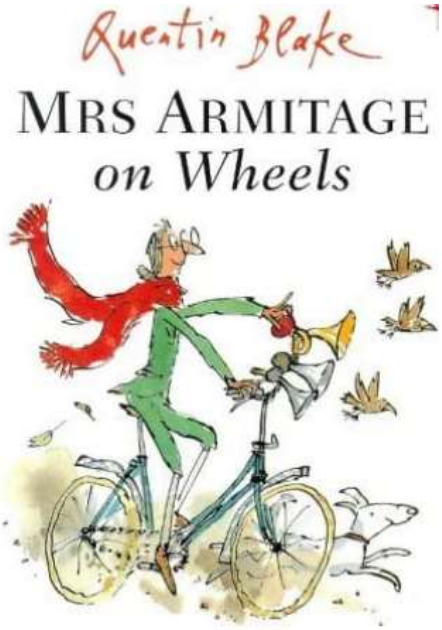
_____

_____

English - Resources to support your learning

Mrs Armitage on Wheels

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



Handwriting

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Expanded Noun Phrases

An expanded noun phrase is a phrase made up of a noun and at least one adjective.

a fast tiger

adjective noun

If you list more than one adjective to describe the noun, you should add a comma to separate them

a fast, fierce tiger

adjective comma noun

A determiner is used to introduce a noun to specify which one or how many.

a fast, fierce tiger

determiner adjective comma adjective noun

VIPs

- A narrative refers to the story being told.
- Adjectives describe a noun.
- A noun is a person, place, name or an object.
- Expanded noun phrases use one or more adjectives to describe a noun.
- Proper nouns (names, places, days of the week) always need a capital letter.
- All sentences begin with a capital letter.
- Sentences can end with a full stop, exclamation mark ! or question mark ?

My New Bike

I look at the bike and the bike looks at me,
"Try," says the bike, "if you try you will see...
That a bike with two wheels is the best kind of bike!
The park is right there – we can go, if you like?"

"I can't!" I declare, "I am sure I will crash...
I will wobble and fall as I'm making a dash...!"

"Try," says the bike, "if you try you will know,
But you must be determined to give it a go...
Try and you'll learn, oh just try and you'll see
That as fast as the wind, as the wind you will be!"

"I can't!" I declare, "I am sure I will fall
Or else I will tumble straight into a wall...!"

"Just push off and pedal, yes that's the best plan
Keep pedalling – just pedal as fast as you can!
As long as you pedal and don't stop at all,
You WILL keep your balance and find you won't fall!"

I take a deep breath, lift my feet off the ground
I pedal the pedals – the wheels turn around...

I pedal and pedal and pedal until...
I'm fast as the wind and I'm pedalling still!

"I can do it!" I cry, "I am fast – I am free!
And then faster and faster I go, "Look at me!"
With the sun on my face and the wind in my hair
I am flying along like a bird through the air!

So try and you'll learn, oh just try and you'll see
That the back of a bike is the BEST place to be!

Gabby Dawnay

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

Read the poem carefully, then answer these questions. Remember to check back in the text to help you to find the answers.

1. **Find and copy** the missing words to complete the sentence:

A bike with _____ is the best kind of bike!

2. Where does the bike suggest they can go "if you like"?

_____

3. The poet is worried that they will...

_____

4. **Find and copy** one word which tells us that the bike is moving quickly:

_____

5. What new skill does the poet learn in this poem?

_____

6. What does the poet compare flying through the air to?

_____

Deepen the moment...

Explain how the poet's feelings change throughout the poem.

English Lesson 2: To identify expanded noun phrases and put them into sentences.

Expanded Noun Phrases

A good way of creating an **expanded noun phrase** is to follow this pattern.

The **adjective** ***noun***, with **adjective** ***noun.***

For example,

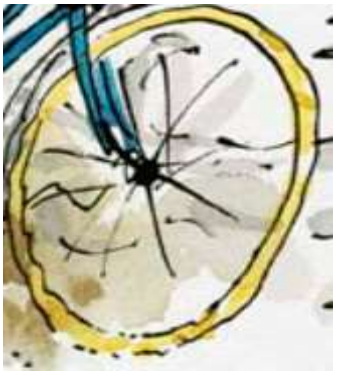
The **shiny** ***bike*** *with* **big** ***wheels.***

1. Try creating some **expanded noun phrases** for these pictures.

_____

_____

_____



_____

English Lesson 2: continued

You can also add more than one adjective before or after the noun, when you do this you must put a comma between the two adjectives.

For example - The **big**, **shiny** *bike* with **bright, red** *handle bars.*

Can you write 5 sentences of your own about Mrs Armitage's bike and use expanded noun phrases? Underline with a ruler and pencil crayon.

Deepen the moment. Can you edit and improve your work by including better adjectives? For example: big → gigantic.

English Lesson 3: To write sentences to describe a new idea for the story and include expanded noun phrases.

Revisit the end of the book 'Mrs Armitage on Wheels'.

Imagine Mrs Armitage invents something for her roller-skates – what could it be?

- Think of a new idea – how could Mrs Armitage improve her roller-skates?
- Draw a picture of the new roller-skates.
- Write sentences to describe your idea including expanded noun phrases.

VIP: An expanded noun phrase is a phrase made up at least one adjective and a noun.

"What these roller-skates need is..."

English Lesson 3 - continued

Once you have had a go at writing your description of the new roller-skates, don't forget to go back and edit it.

Check that your sentences have the following things:

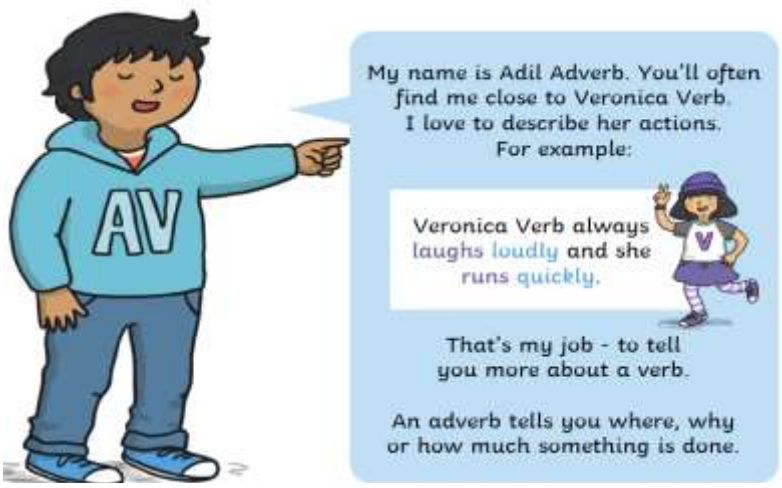
- Capital letters at the start of each sentence.
- Capital letters for the names of people and places.
- Full stops or other punctuation at the end of each sentence.
- Expanded noun phrases.
- Clear finger spaces.
- Letters that sit neatly on the line.

Deepen the moment

Can you write some sentence with a verb and adverb in to tell the reader more detail about how the roller skates moved?

For example, The shiny, new roller skates whizzed Mrs Armitage *quickly* through the playground.

Top Tips – Adverbs and Verbs



English Lesson 4: To plan an alternate story ending.

Using your ideas from yesterday's lesson, complete a four-box story plan for an alternate ending to the story.

- Box 1 – The ending of the book. "What these roller-skates need is…"
- Box 2 – How has Mrs Armitage improved her roller-skates?
- Box 3 – What happens to Mrs Armitage after she improves her roller-skates?
- Box 4 – How does the story end?

Draw pictures in each box to plan your story ending, showing what might happen after the end of the book 'Mrs Armitage on Wheels'. Then write some ideas on the lines to describe what is happening in each picture and include an expanded noun phrase.

English Lesson 4: To plan an alternate story ending. (continued)

Deepen the moment...

If you could change the roller-skates in the story to another mode of transport, which would you choose? Explain why.

English Lesson 5: To write an alternate story ending.

Read the WAGOLL then use your 4 box story plan from yesterday's lesson to help you to write the new ending to the story.

Remember to include:

- ✓ Full sentences using capital letters, full stops and finger spaces.
- ✓ Expanded noun phrases (the shiny, new boots).
- ✓ Coordinating conjunctions (e.g. and, or, but).
- ✓ Subordinating conjunctions (e.g. when, if, that, because).

WAGOLL (***What A Good One Looks Like***)

Mrs Armitage was delighted with her new set of wheels and soon set off on her travels again with Breakspear following behind her. They went for miles, charging quickly through the village. After a while the sun began to set. The dark, night sky appeared and suddenly the moon sat above them, nestled amongst the stars.
''Oh Breakspear'' said Mrs Armitage sadly, ''it's rather dark out here in the countryside. I'm missing the lights on my old, trusted bicycle... *what these roller skates need*, Breakspear'' said Mrs Armitage as the sky grew darker and darker ''are some lights!'' she shouted excitedly. Breakspear looked confused.

''Yes lights and I think I might just have some at the bottom of this bag'' she said rummaging around until she pulled out a pair of rather fancy, colourful lights! Carefully, she attached them to the wheels of the roller skates, looking pleased with her new idea. When the lights were on, the pair set off on the rest of their journey. The lights were so colourful, bright red, illuminous pink and electric blue lit up the sky as they weaved their way in and out of the trees and bushes.

Suddenly Breakspear barked. He was barking louder and louder until he got Mrs Armitage's attention. ''Whatever is the matter?'' she bellowed back to him and gave a glance. She had to look twice.

She couldn't quite believe what was behind her. A huge, long trail of cats. Yes cats! Hundreds of them chasing her and poor, little Breakspear. ''Oh no, it must be our lights they're after...or you'' she screamed as the chase went on. More cats joined at every corner, screeching and sharpening their claws as they pounded the pavements looking at Breakspear and following the flashing lights on the roller skates. Mrs Armitage didn't fancy a battle with a herd of angry cats, she started to panic.

In the distance Mrs Armitage could see an old barn across the other side of a stream so she reached down and scooped up Breakspear into her arms. His paws were shaking as the chase continued.
''Come on little one let's head for the barn'' she shouted in a determined voice. He looked worried. How on earth would they get across the stream? The lights were flashing and the skates were moving at some speed now.''Ready for blast off?'' she yelled and without a second thought and her eyes closed, Mrs Armitage did an almighty jump over the stream and landed in a heap at the foot of the barn. The cats came to a sudden holt at the water's edge. The chase was over at last and poor Breakspear was safe. ''What we need'' said Mrs Armitage ''is a rest!'' and the pair lay their heads on the hay and settled down for night after another busy day of adventures.

English Lesson 5: To write an alternate story ending

Using your plan from yesterday, have a go at writing your own alternative ending. You can use this template or your own writing. paper.

Deepen the Moment - Once you have edited your work, can you publish it? Have a go at creating a little book and illustrate your new story ending too. Don't forget to send your work across to ClassDojo.

Latin Music

Latin American music is the term used when referring to music from the Spanish or Portuguese speaking countries of Mexico, most of Central and South America, and the Caribbean islands.

These countries were once part of the Spanish and Portuguese empires. The music is also influenced by the songs and music of African slaves who were transported to Latin American countries by European settlers.

Music and dance are very important elements of the Latin American culture. Getting together for social gatherings such as weddings, birthdays, baptisms, holidays and festivals often involves lots of music and dance.

Latin American music can often be recognised by the variety of percussion instruments used. Many ensembles use:

- **bongo drums**
- **congas** - tall drums played with the hand
- **claves** - two rounded sticks hit together
- **shakers**
- **guiros** (scrapers)
- **cowbells**

Latin American music is often closely related to particular styles of dance. Some traditional Latin American dance and musical styles include salsa, tango, rumba and cha-cha.

Latin music is very popular in the countries it originates from but it is also listened to all around the world. Some famous Latin American musicians include Shakira, Ricky Martin, Enrique Iglasias and Daddy Yankee.

Reading for Productivity: Lesson 1 – Music Questions

Latin Music

1. Which two elements are very important in Latin American culture?

_____

2. **Find and copy one example** of an occasion when music and dance would be used in Latin American culture:

_____

3.What family of instruments is commonly used in Latin music?

_____

4. A conga is a tall drum used in Latin music. How is this usually played?

_____

5. True or false... Latin music is only listened to in Mexico.

☐ True

☐ False

6. The text says Latin music is very popular, explain in a short sentence, what this means.

_____

Year 2 Extended Curricular Learning

Music – Latin Music

Monday 1st March 2021 – Activity 1

VIP:

- A performance is sharing music with an audience.

Today, you will learn about Latin music, thinking about where it came from, the instruments used and where it is listened to today. You will listen to some different pieces of modern Latin music, create your own percussion instrument and use this to play along with a piece of music. At the end of this session, you will perform a piece of Latin music!

1. Complete the Reading for Productivity to find out more about Latin music.
2. Create your own percussion instrument using items from around your house.



3. Listen to these modern pieces of Latin music – which is your favourite? How do they make you feel? As you listen, pay particular attention to the **percussion** rhythms that you can hear.
   https://www.youtube.com/watch?v=ff26KMcE0qM
   https://www.youtube.com/watch?v=PTQxD6_OGh4
   https://www.youtube.com/watch?v=1zacYmrdexA
4. Choose a piece of Latin music to play, then use your percussion instrument to play along. Remember to focus on the different beats and rhythms than you can hear being played on percussion instruments in the song.
5. Perform your music! Share your work with an audience – play your music for family members, pets, teddy bears or even video yourself to share with your teacher on Dojo!

✓ Perform a piece of Latin music.

Deepen the moment...

Try singing along as you play – why do you think this makes it harder?

Fair Trade

What Does Fairtrade Mean?

Some people earn their living by growing food or making things to sell. Their food and products are shipped to other parts of the world and sold in shops. However, unless they are paid a fair price for their products, they will not have enough money for food and clothing. Fairtrade is about making the world fair and paying a fair price for things we buy.

Did You Know…?

Fairtrade products are available in over 120 countries

How Does Fairtrade Help?

Fairtrade helps to make sure better prices are paid for crops. It makes sure there are better working conditions so workers are treated well and children can go to school. It also allows crops to be grown year after year.

Fairtrade Products

There are over 6000 Fairtrade products available to buy. If you buy one of these products, you know a fair price has been paid to the workers.

Useful Hint –

Look out for products with this symbol on. It means it is Fairtrade.

Bananas

Many bananas come from Ecuador. 78% of banana sellers in Ecuador said their standard of living had improved since joining Fairtrade.

Chocolate

Fairtrade helps farmers in Africa by guaranteeing minimum prices for cocoa beans. Certain supermarkets and shops are dedicated to providing Fairtrade chocolate.

Coffee

When Fairtrade coffee is bought, farmers can provide a better quality of life for their families. They are also able to grow better quality beans.

Fairtrade

1. What can people not afford if they are not paid a fair price? **Tick two**.

- toys
- food
- clothes

2. Fairtrade products are available in over how many countries? **Tick one.**

- 150
- 120
- 350

3. If Fairtrade prices are paid, what happens year after year?

---

4. Find and copy one word that means **purchase.**

---

5. All bananas sold in the United Kingdom are Fairtrade. Tick one

- True
- False

Year 2 Extended Curricular Learning

Geography – Fairtrade

Tuesday 2nd March 2021 – Activity 2

VIPs:

- Fairtrade means the producer (the person that grows/makes the item) gets a fair price for their goods.
- Fairtrade ensures people have a better quality of life.
- Many shops and supermarkets support fairtrade – look for the symbol
- Fairtrade fortnight happens annually (each year) as a way of promoting equality for people who farm produce for us.

Today you will learn what Fairtrade is and why we hold a Fairtrade fortnight each year. You will read about why Fairtrade is important and how it helps farmers to have a better quality of life. You will think about what you can do to support Fairtrade.

1. Complete the **Reading for Productivity** to find out more about Fairtrade.
2. **Watch the following clip** to help you to learn more about how Fairtrade helps farmers. https://schools.fairtrade.org.uk/teaching-resources/make-bananas-fair-a-film-for-schools/
3. Complete *one* of the following tasks below.

- Go on a hunt in your food cupboards and fridge-can you find any food which has the fairtrade symbol? Can you take some photographs?
- Design a poster about how we can all support Fairtrade here in Pontefract- what can we do?
- Create a piece of artwork, a poem or a short film about why Fairtrade is so important for a chance for your work to be exhibited in the online Youth Exhibition at the '***Choose the world you want'*** festival between 22 February and 7 March 2021. Email your vision masterpiece to **schools@fairtrade.org.uk** with the subject line CHOOSE THE WORLD YOU WANT stating your name and age in the email.

Look at the following website for more information about Fairtrade:
https://schools.fairtrade.org.uk/

Deepen the Moment

What might life be like for farmers if the Fairtrade foundation did not support fair trade and paying a fair price for goods?

Reading for Productivity: Lesson 3 - Science

Materials

Materials have different properties (features) that make them useful for different jobs. Here are some facts about different materials and some of their uses:

- There are many useful natural materials which are found in nature and do not need to be created by humans. Examples of natural materials are: wood, stone, oil and wool.

- By working with natural materials, useful man-made substances can be created. For example, paper is made from wood.

- Plastic is made from oil – we now use about 20 times more plastic than we did 50 years ago.

- Plastic is waterproof, lightweight and flexible and it has many uses. Plastic is often used to make things such as water bottles, toys, cups and packaging.

- Plastic is durable and long lasting. It can take over 400 years for plastic to decompose and break down! Recycling plastic is a great way of reducing the amount of plastic waste in landfill.

- Glass is made from natural materials, such as sand and limestone, and is made by melting these materials to a very high temperature.

- Glass is transparent, which means you can see through it. This makes it a useful material for making windows. It is also often used to make bottles and jars.

- On average every UK family uses around 330 glass bottles and jars every year. Glass bottles and jars can easily be recycled to make new glass bottles and jars or used to create building material.

Reading for Productivity: Lesson 3 – Science Questions

Materials

1. List 3 examples of **natural** materials.

_____

2. **What** is paper made from?

_____

3.The text tells us plastic is '**durable**', can you explain what this means?

_____

4. **Find and copy one** use of plastic.

_____

5. Write a sentence to **explain** how glass is made.

_____

6.**Find and copy** the word that suggests glass *can be used again.*

_____

Year 2 Extended Curricular Learning

Science - Materials

Wednesday 3rd March 2021 – Activity 3

VIPs:

- Transparent means see-through.
- Rigid means unable to bend or change shape.

Today, you will learn about the properties of different materials. We will focus on materials which are transparent (which you can see through) and materials which are rigid (which cannot be bent or forced to change shape). You will learn some facts about different materials in our Reading for Productivity, then complete a Venn diagram to show the properties of some materials.

1. Complete the Reading for Productivity to find out more about materials.
2. Look at the objects below – what material are they made from?
3. Think about whether that material is **transparent**, **rigid** or **both**.
4. Cut and stick or draw each object into the correct place in the Venn diagram.

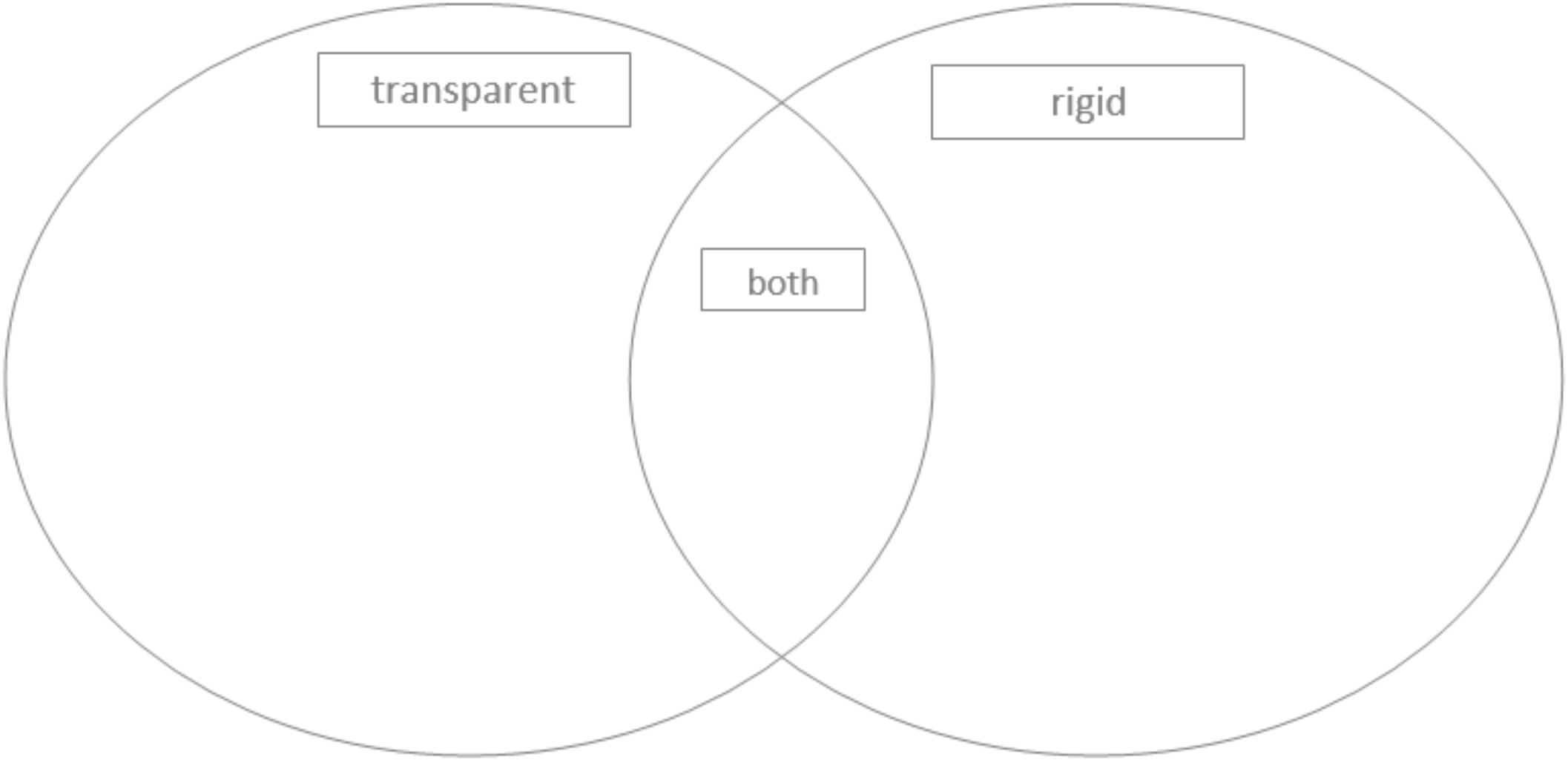
✓ Compare different materials and their properties. Sort the materials into the Venn diagram to show which are transparent, which are rigid and which are both.

Deepen the moment...

Materials can have more than one property.
What other properties do the items in your Venn diagram have?

Science - Materials

Look at the objects on the previous sheet. Think about the material each object is made from and its properties. Draw or cut and stick the objects into the correct part of the Venn diagram.

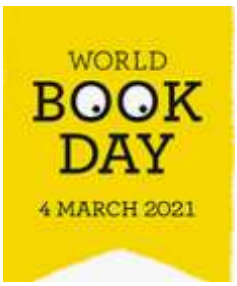


Reading for Productivity: Lesson 4 – World Book Day

World Book Day 2021

World Book Day is a special day to celebrate books, authors, illustrators and reading! In the UK, it is held every year on the first Thursday in March, so the date is often different. This year it will happen on Thursday 4th March 2021.

How Is World Book Day Celebrated?

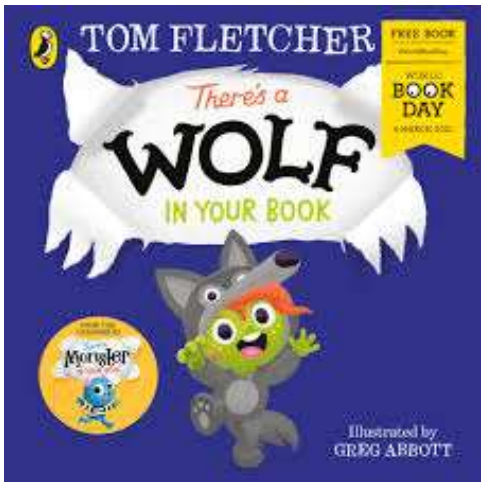


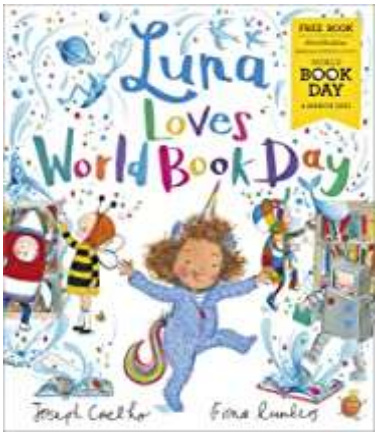
In many schools, children and teachers dress up as their favourite book character. There are many different fantastic events held across the country to mark this day and celebrate reading.In the past, famous authors such as Jacqueline Wilson and David Walliams have taken part in World Book Day events. Brilliant Book Tokens Book tokens worth £1 are given to all children in the UK to use in bookshops.

Children can swap their tokens for one of twelve books, specially written for World Book Day. If you don't want to buy one of the twelve books, you can use your token to get £1 off another book

Did You Know?

- World Book Day began in 1995 and this year will be the 27th World Book Day.
- World Book Day is celebrated in over 100 countries all over the world.
- In other countries, World Book Day is celebrated on 23rd April.





Reading for Productivity: Lesson 4 – World Book Day Questions

1. What does World Book Day celebrate? **Tick one.**

- numbers and maths books
- authors and reading
- dressing up

2. Draw three lines and **complete each sentence.**

Book tokens worth £1 are given to all children in the UK...	...dress up as their favourite book character
In many schools, children and teachers...	... to use in bookshops.
Children can swap their tokens...	...for one of the twelve books.

3. Children and teachers in many schools dress up as their favourite book character... What does the word character mean? **Tick one.**

- a place in a book
- a person or animal in a book
- the person who writes the book

4. **Find and copy** a phrase that shows that the 12 books you can buy are written only for World Book Day.

_____

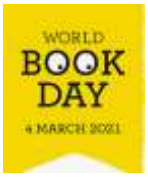
5. **When** did World Book Day begin?

_____

Year 2 Extended Curricular Learning

World Book Day

VIPs:



- World Book Day is a special day to celebrate books and authors
- World Book day happens once a year and on the first Thursday in March
- World Book day first started in 1995 and is celebrated in over 100 countries.

Today, you will learn about...

World Book day, what is is and why we celebrate it every year. You will also think about the ways in which it is celebrated when completing the Reading for Productivity and have a go at the set tasks below. Your teacher may have also set you some 'World Book Day' challenges so be sure to check class dojo.

1. Complete the Reading for Productivity to find out more about World Book Day.
2. Watch the following clip to find out about the books that are available to get using your token https://youtu.be/LRDsgu3D9D4

3. Then choose one of the following tasks to complete:

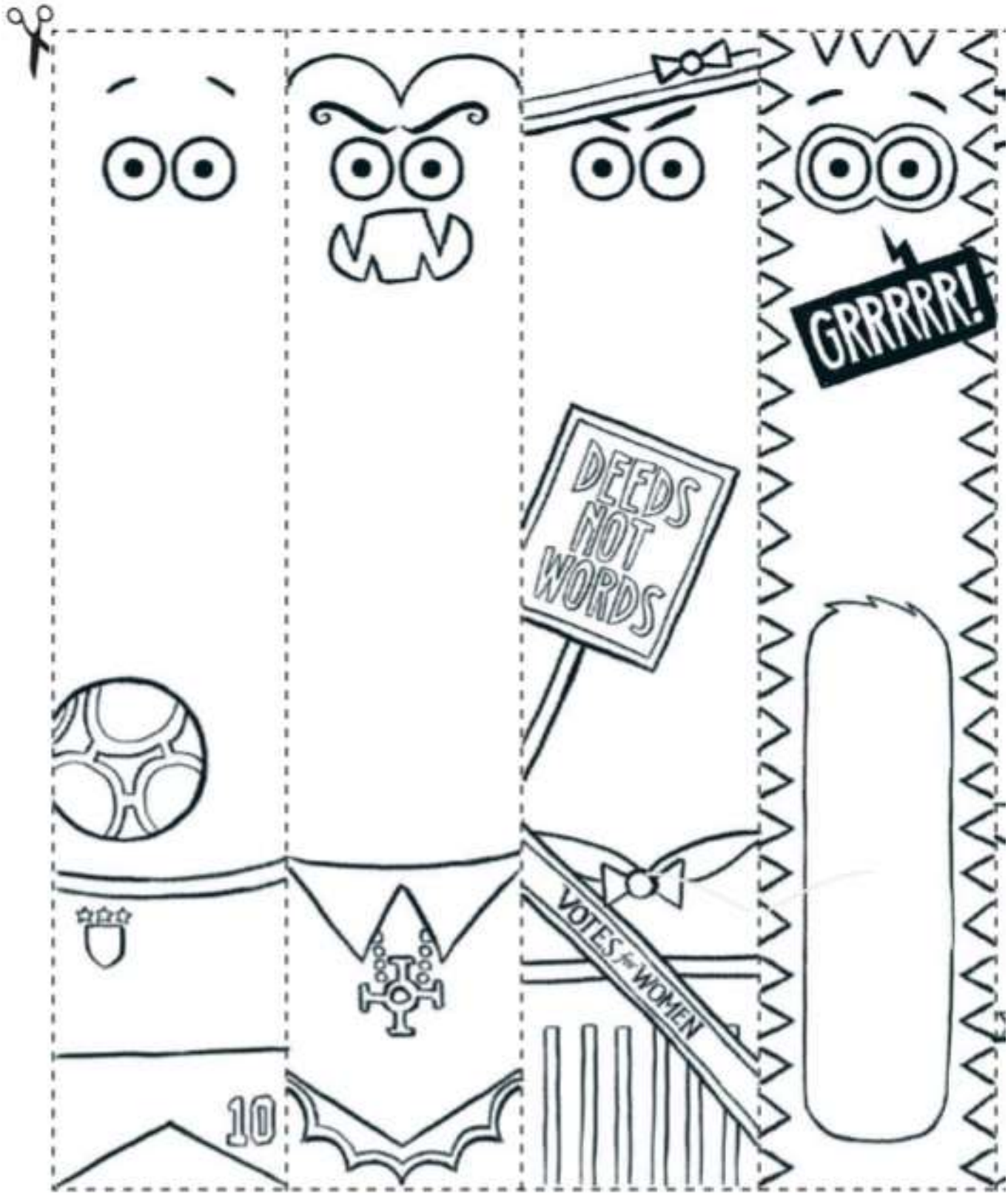
- **Design and make your own bookmark or bookcorner** to help you to remember your page when reading. Use the template in this pack to create a bookmark or follow the instructions in this video to create a book corner: https://www.youtube.com/watch?v=10XA4n2Wtk4

- Share a story on the 'World Book Day' website-click on the link below :

https://www.worldbookday.com/share-a-story-corner/

Thursday 4th March 2021- Book Mark Template

On your bookmarks, get set . . . colour! Created by Rob Biddulph, creator of Blown Away, these collectable bookmarks can be cut-out, coloured in and kept in your favourite book.



Reading for Productivity: Lesson 5 – Art

Wassily Kandinsky

Wassily Kandinsky was born in Moscow, Russia on 16th December 1866. As a child, he learnt how to play the piano and the cello and claimed to be dazzled by the colours of nature. When he grew up, he worked as a law teacher before moving to Germany to attend art school.

Kandinsky was inspired by Claude Monet and how he used colour in his paintings. At art school, Kandinsky started to explore how to use colour to express himself and his emotions. He decided that paintings didn't need a particular subject. Instead, he could use colours and shapes.

In 1922 he taught at the Bauhaus art school in Germany but continued to make his own art inspired by music. A lot of his paintings have names as if they are pieces of music.

In 1924, Kandinsky toured the USA with several other artists, exhibiting his work and teaching people about art in universities across America. In the 1930s, Kandinsky moved to Paris where he made some of his most famous work such as Composition IX and Composition X.

Kandinsky died on 13th December 1944 and his paintings now sell at auctions for millions of pounds. He is known to be one of the founding fathers of abstract art and is famous for saying, "Everything starts with a dot." What do you think this means?

Reading for Productivity: Lesson 5 – Art Questions

1. **Where** was Wassily Kandinsky born?

_____

2. **Who** and **what** was Kandinsky inspired by?

_____

3. **Find and copy** the year that Kandinsky taught at Bauhaus art school in Germany.

_____

4. *"Everything starts with a dot."* What do you think this means? **Explain** your answer.

_____

_____

_____

_____

_____

_____

Year 2 Extended Curricular Learning

Art – Wassily Kandinsky

Friday 5th March 2021

VIPs:

- Wassily Kandinsky was an abstract artist.
- Abstract is where an image doesn't look exactly like something.

Today, you will learn about the life and work of Wassily Kandinsky. You will learn about him as an artist, who and what inspired him and how his paintings make you and others feel. At the end of this session you will create a piece of art work expressing yourself as an artist.

1. Complete the Reading for Productivity to find out more about Wassily Kandinsky.
2. Watch the following clip to learn more about Kandinsky, thinking about how he expressed himself though his art work and how he was inspired by listening to music. https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-kandinskys-schaukeln/zv7g7nb
3. Listen to a piece of your favourite music or song and have a go at painting or drawing a picture that expresses how this piece of music makes you feel. Think about:
   - Colours
   - Shapes
   - Patterns
   - Reasons why you have included certain things

✓ Create your own piece of artwork in the style of Wassily Kandinsky, inspired by music.

Deepen the moment…

Can the same painting make one person feel happy and another feel sad?
Explain your answer.