



Year 2

Remote Learning

Wider Curriculum

History - Clothes

Our new topic for this half term is clothes! For our history lessons we shall be finding out about clothes from the past.

Lesson 1

In this lesson you are going to create your own clothes timeline.

Activity:

Have a look at the clothes you and your family are wearing now.

- What items of clothing are you wearing?
- What are they like - colourful, dull, patterned etc?
- How many items of clothing that we wear today, can you think of?

Take a look at the 'clothes through time' ordering sheet. Look at the pictures of different periods in time carefully and think about which clothes you think are older and which you think look similar to the clothes we wear today.

- Why do you think they are older?
- Why do you think they are newer?

Now, try and order these pictures from oldest to newest to create a clothes timeline. If you have a printer you can print the sheet out and cut out the pictures to shuffle about. If you don't have a printer you can move the pictures around on the screen to put them in the correct order or just tell someone.

Check the correct order when you have finished by looking at lesson 2's research sheet resource.

Finally, create your own clothes timeline. **Draw, paint or collage** the clothes in the correct order on your timeline. Don't forget to write the period of time, these clothes would have been worn in, underneath your pictures e.g. Victorian, 1970s etc.

Lesson 2:

In this lesson you are going to find out some more about the clothes worn during particular periods in time.



Activity 1: Become a clothes historian

Have a look at the timeline you created in lesson 1. Which clothes, from a period in time, would you like to find out more about? Pick three different periods, and using the attached clothes research sheet find out more about the clothes worn in each of these times. If you are feeling really keen you could also do some research on the internet to find out more!



Activity 2: Write your own history book!

Now that you have become a clothes historian and found out lots about clothes worn in different periods of time, you are going to write your own non-fiction booklet. Using the attached booklet write about the clothes from each of the periods you chose. Use a different page for each period.

After you've written your facts, have a go at drawing a picture of the clothes to illustrate each page. Try and add labels to your pictures to include more information.

We can't wait to read your books!



Art and Design - Clothes

For these activities you are going to be a fashion designer! You will design and make your own clothes and you can even put on your own fashion show when you have finished!

Activity 1: Designing clothes

Have a look at some of the clothes that you wear. What are they made from?

Today you are going to design some clothes, but these aren't just any clothes - these will be recycled clothes!

Have a look for things around your house that can be recycled such as bin bags, plastic bags, food packaging, bottle tops, newspapers etc. Now have a think about how they could be used to create clothes.

Your job is to design two outfits (use the attached people templates or plain paper). These outfits could be for anyone. We have attached some pictures of recycled clothes for inspiration if you need them.

Label your designs so you remember what each part is made out of.

Keep your designs safe as you'll need them for Activity 2.

Activity 2: Making recycled clothes

Look at your recycled clothes designs you completed in Activity 1 and gather together all the recycled materials that you will need to make your clothes. What resources will you need to attach the materials together; glue, tape, elastic bands etc?

Now it's time to make your clothes! Remember to keep checking your design to make sure you are on the right track. I bet your clothes look amazing!



Activity 3: Fashion show

Put on a fashion show for your family to show off your recycled clothes! Get someone to video or photograph your fashion show and send them to the year 2 email address - we can't wait to see your work!

Geography - Clothes

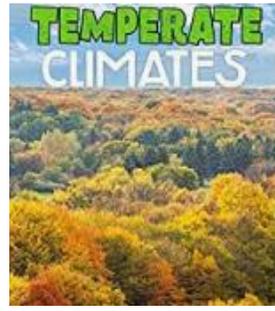
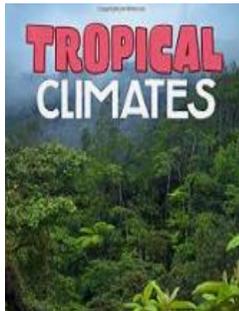
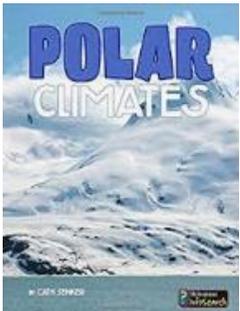
The aim of these lessons are for children:

- i) To know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there.
- ii) To understand the world extends beyond their own locality and that the places they study exist within a broader geographical context.

Prior learning: Here is the brilliant Sir David Attenborough reminding us about our learning on the 7 continents.

<https://www.bbc.co.uk/bitesize/articles/zxwwg7h> (scroll down to the end of the page for the video.)

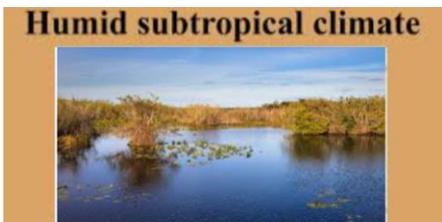
Key words: continents, weather, climate, climate zones, seasons, temperate, tropical, subtropical, polar, equator, north pole, south pole.



Lesson 1: What is climate?

Introduction: Our job in this lesson is to find out about the weather (climate) in different countries and see how it affects the clothes we wear. Climate is usually the weather conditions over a longer period of time in a general area. Weather can change daily. (A little bit like what we are experiencing at the moment!)

Question: In the UK, what clothes do we wear in winter? Why? What about in summer? Why? We do not wear the same clothes all year round because we have different seasons that bring us different types of weather. We live in what is called a **temperate climate zone** which means we have mild summers and cold winters but nothing too extreme (most of the time!).



The climates in other parts of the world are different to ours. There are four main climate zones:

- Temperate (mild)- like here in the UK!
- Polar (cold)
- Subtropical (warm)
- Tropical or torrid (hot)

Watch this video to get a better idea of how climate zones work here on earth!

<https://www.youtube.com/watch?v=5tC8OOxOFEk>

Activity 1: The climates of the world- (You will need the map attached and colours)

Attached is a document of a world map. It splits the world into the 4 different climate zones. Use blue, yellow, red and green to colour in the 4 climate zones.



Can you name some of the continents that have similar climates?

Activity 2: Research a country from a different climate zone.

- i) Pick a country you want to find out more about. It should have a **different** climate to temperate, the weather we get here in the UK, so think either closer to the equator or closer to one of the poles.
- ii) Find out the weather/climate in this country and pack a suitcase of clothes to suit the weather. Draw the clothes into the suitcase **template provided**.
- iii) Write an explanation on the luggage label as to why you have chosen these clothes.



Activity 3: Create a weather report

Now you have chosen your country and climate, we would like you to create a weather report describing the weather common in June in that country. You could suggest the clothes people should expect to wear. If you are up for a challenge, you could draw a weather map and use weather symbols. Watch the weather report on the UK for some ideas.

We would love to see what you come up with so you could use wetransfer.com to send the videos to the year2@coleridgeprimary.net email address.

Bonus: Matching game-Match the place to the luggage. See **Geography - Bonus - Lesson 1 - Matching Suitcase..**



Lesson 2: What kind of clothes do people wear in different parts of the world?

Intro: The weather is a big factor that influences why people dress the way they do in a country. Because of this, we can sometimes guess the climate of a country based on the clothes people wear. In Russia, for example, people wear fur hats and coats in winter- can you guess why?

But some countries also have **special or traditional costumes**. Some are influenced by the weather and some for many other reasons.

Activity 1: (Research activity) Can you think of any traditional costumes from around the world?

Explore this website to find out about cultural, ethnic and religious clothing from around the world: <https://fashion-history.lovetoknow.com/clothing-around-world> . (We have also attached a document of traditional dress from around the world for convenience.)

Activity 2: (Art) Record your findings

Now you have seen some of the beautiful traditional, cultural, ethnic and religious clothes from around the world, we would like you to create a picture of your favourite 3. It could have links to your own family or you could just find them cool! Draw or collage your top 3, telling us what they are called and what country it is from.

Bonus: Match the climate description to the picture! **Activity attached.**

Science – Animals including humans

In this science section we will be focusing on two main objectives:

- i) Notice that animals, including humans, have offspring which grow into adults.
- ii) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Intro:

Key words: Lifecycle, metamorphosis, embryo, incubation, fledgling,

Recap: Follow this link <https://www.bbc.co.uk/bitesize/articles/z4svgw> to explore how scientists classify animals into six main groups:

- Amphibians
- Birds
- Fish
- Mammals
- Mini-beasts
- Reptiles

Lesson 1: What is the lifecycle of an animal?

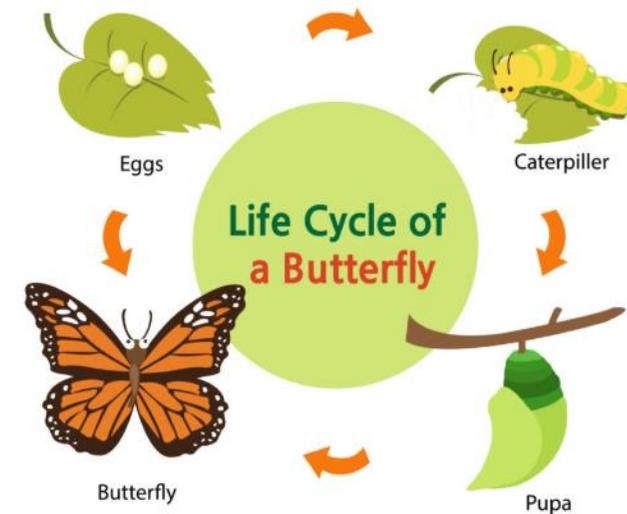
Activity 1: Hello, it's Ms.Creamer here. So many children have been telling us that they are keeping caterpillars at home and waiting for **metamorphosis** to happen. Follow the link to watch a video all about the lifecycle of animals and some information on metamorphosis : <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/ztckqt>

Activity 1: Research the development of a chick

As some of you might know, I have also been documenting the life cycle of an animal the past few weeks. After I found a nest with 5 blue eggs in my garden, I did a little bit of research and found that I was the proud garden sharer of a nest of blackbird eggs. I read that I would be waiting up to two weeks for them to hatch, so I decided to check on them every few days! This involved me shoving a camera into a hedge and hoping I'd get a sneak peak of them. I even started trying to make life easier for the female and male blackbird by digging up worms and buying mealworms. Out of the 5 eggs, 4 hatched and 3 survived right up until they decided they were big enough and bold enough to leave the nest. I had mixed feelings about them fledging - I was happy and proud for mum and dad but also felt sad the babies weren't going to live in my garden any longer. Since fledging, I have watched the parents continue to feed the chicks. It is a lot more stressful for them however as they are now in 3 different spots in the garden. One is under my shed.

From the first moment the female blackbird laid her eggs, lots has been changing inside them. She worked hard to incubate them, meaning she kept them constantly warm by sitting on them in her nest for two weeks, barely getting anything to eat or drink. You might remember us learning about male penguins doing this, when we were writing non-fiction reports. Do you remember how they kept their eggs warm?

Look at the pictures below starting on the 25th May up until the 16th June:



(Apologies for the poor quality of picture! Most of these pictures came from videos I made.)



The final fledgling on the 16/6/2020
Bye Bye Birdie

Watch this video of the embryo of a chicken developing. <https://www.youtube.com/watch?v=PedajVADLGw>. Chicken's incubation time is a week longer than a blackbird's incubation time but the same process happens.

Activity 2: Observe the chicks closely, discuss findings and record observations

Using Ms.Creamer's pictures, can you make observations on what has changed? Start from the eggs all the way to fledgling. Use the **Science lesson 1 activity 2 document** to record your observations and ideas.

Think about what you can see in each picture and use these prompts to help:

Can you see their beak?

Can you see their eyes?

Can you see their wings?

Can you see their feathers?



Lesson 2: What do you think chicks need to grow into adults?

Intro: Imagine you are planning a trip to outer space for 2 weeks. What would you need to think about or have in order to stay alive? You could write them all down. Are there any things on the list that aren't essential? Meaning you can live without them? If we think about the blackbird chicks, while they were featherless it was very important that the female helped to keep them warm. What else did she and the male do?

Activity 1: Recap what is living and what is not

Watch this video to remind ourselves about what rules living things follow: <https://www.youtube.com/watch?v=bWBrusrCmX4>

Watch this link to see lots of different babies and if they look like their parents. <https://www.bbc.co.uk/bitesize/clips/z8x76sg>

Activity 2: Basic needs- water, food, air, shelter/warmth

If we were to think of the eggs found in Ms. Creamer's garden, they could not have hatched if they weren't kept warm by the female. It was the same after they hatched. Until the chicks grew their own feathers, the female had to sit in the nest to keep the chicks warm.



Using the activity attached (**Science - lesson 2 Basic needs activity sheet**), can you fill in how different living things get their basic needs?

Activity 3: Design the ideal home for your pet.

Now that we have thought about the basic needs for living things (food, water, air, shelter or warmth), we would like you to design an ideal home for a pet or animal of your choice. Make sure that the home provides the pet with food, water, shelter and a space to play, rest and exercise. Draw it out yourself or use the document attached.

Bonus: Have a look at the **Parents and Babies document**. Can you match them up?

Keeping Active

London Youth Games virtual competition

Activity 1: London Youth Games (LYG) have launched a Virtual Games and it will run for four consecutive weeks from the 8th of June until the 4th of July. The LYG Virtual Games competition will give us a chance to represent Haringey in a series of sports related challenges that can be done at home, at school or while out for daily exercise.



<https://www.londonyouthgames.org/virtual-games/>

Look out for the new challenges posted on the website on Mondays, Tuesdays and Wednesdays. Watch the videos for a demonstration and read the tips document that go with each one.

Use **wetransfer.com** to send your videos to Ms. Creamer telling her which challenge you did and how many attempts you completed.

Good luck!

Activity 2: Practise your Sports Day Skills

We may not be able to have a Sports Day this year but there is no reason why we can't start training for one at home! Focus on these 6 areas at home and try to record or take a picture of your first attempt. After you have practised for a few days, take another picture or video. Can you see any difference? Did your timing improve? Did your technique improve?

*Don't worry if you don't have the right equipment. Be creative with what you can find at home!

Challenges:

Quick Jumps- How many can you do in a minute?

Hurdles- Can you jump over something while running fast?

Sprints- How many seconds does it take to run 20metres?

Bean Bag throw- How far can you throw the bean bag?

Javelin- 98.48metres is the world record for javelin throwing. Can you add your throws together to reach 98.49m? How many throws did it take?

Long Jump- World record is 8.95metres. How many hops can you do in 8.95 metres?

PSHE- Swimming Safety

Introduction: As the months get warmer, we often like to cool off in some water, as well as have some fun! This summer, your family could be planning trips to a beach, a river, camping at a lake but even paddling pools can be dangerous! According to the Royal Life Saving Society UK, Covid-19 might mean there are less beach lifeguard services and supervised venues. Because of this, it is even more important that we have the skills and knowledge required to enjoy the water, **safely!**

Lesson 1: Water Safety- Board Game- Adult led

People drown because they have little or no awareness of the dangers of water, unintentionally fall in or misjudge their own swimming ability. So the first thing we are going to do is become familiar with the water safety code.

You will need: to familiarise yourself with the water safety code, the board game sheet, the action cards, scissors, pencil, die, objects as counters and 2 or more players.

Activity 1: Video

Watch this animation from Drowning Prevention Week to help you stay safe in water. <https://www.youtube.com/watch?v=Kn1Dymde0uw>

Activity 2: Preparing the Game

We have attached a board game with 16 actions cards. It is your job to decide whether the action on the card is **sensible (move forward 1 space) or dangerous (move backward 1 space)**. You will need to write forward or backward on the space provided on the card. Once complete cut them out and place them on space on the board game.

Activity 3: How to play the board game

There are 4 points to remember:

1. Always swim in a safe place and stay away from the edge,
2. Always swim with an adult,
3. If you fall in: float, breathe, relax,
4. If someone else is in trouble: call for help quickly and if possible call 999 or 112.

Place your counter on the start and roll the dice. Even numbers go ahead 2 spaces. Odd numbers go ahead 1 space. Follow the instruction in the spaces. As the game progresses, used cards are returned to the bottom of the pile.

You are now ready to play the board game!

Question: Can you think of some of the actions which would have negative consequences?

Lesson 3: Recognise flags and signs by water

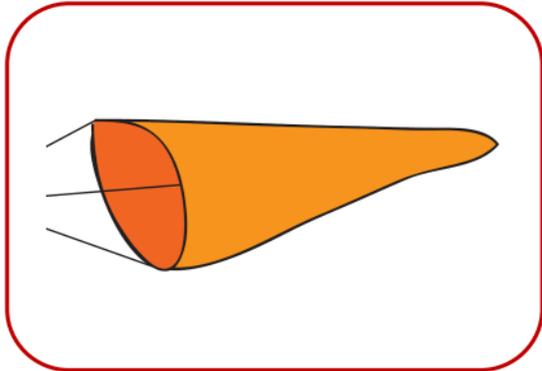
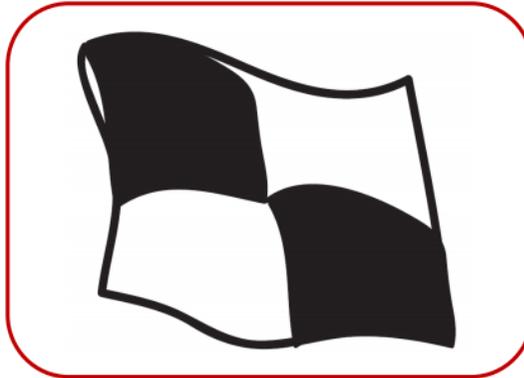
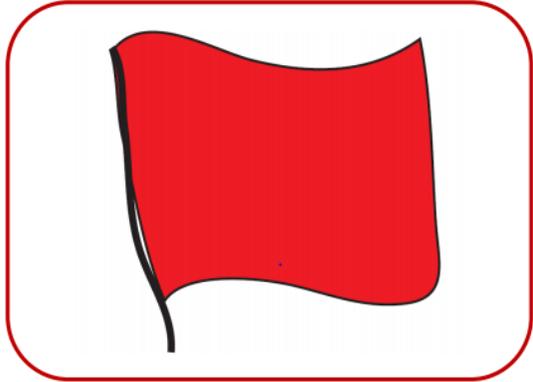
Activity 1: Familiarise yourself with flags so you are able to recognise and understand what they mean:

Red & Yellow flag – Safe to swim between the flags

Red flag – No swimming- No lifeguard watching the water here.

Black & White flag – Water Sport area. Do NOT swim here.

Orange windsock- Shows the direction of the wind- Beware of winds blowing out to sea!



Activity 2: Flag action game.

The aim is to teach the children what the flags at the beach mean. How to play – The caller will shout out a flag description and the children have to do the actions associated with that flag.

Red & Yellow flag – children pretend to swim around

Red flag – Children stop (no swimming)

Black & White flag – Children pretend to surf

Have fun!

Further research if wanted:

- Swim Safe - <https://swimsafe.org.uk/for-schools>
- If you are going to be near **canals/rivers** take a look at this quiz: <https://canalrivertrust.org.uk/explorers/games/waterside-safety-challenge> and questions and answers: <https://canalrivertrust.org.uk/explorers/water-safety/the-big-safe-test-answers>
- <https://www.rlss.org.uk/drowning-prevention-week>

Music - Sing With Us

We have been really missing singing with you. So for the next two weeks, we would like you to do some singing activities, including practising and learning some songs. Then when we are back in school together in July we can do some fantastic singing together!

We now have a brand new page on the school website which includes a youtube playlist with videos of lots of songs for you to learn and sing along with. They are all videos of singing at Coleridge - by the Junior Choir, assemblies, or the Big Coleridge Singalong. The lyrics are on the page as well, if you want to print them off to help you learn the songs. Here is the webpage:

<https://coleridgeprimary.net/learning/extra-curricular/singwithus/>

You will see some songs you know really well, and some ones that may be new to you.

Here are some songs and activities we would like you to look at:

Warm up your voice and She'll Be Coming Round the Mountain

Use this video to do a vocal warm up like we often do in Singing Assemblies and music lessons - it's good for your voice and it will help you sing better! Then sing 'She'll Be Coming Round the Mountain', which you all know really well. Can you remember all the actions? Could you make up a new verse for the song? "She'll be....."

Don't Stop (the Big Coleridge Singalong)

Some of you already learned this song - if so, you can just enjoy singing along. But you could also try to learn it even better off by heart. If it's new to you, there is a video in the youtube playlist called 'Learn Don't Stop with Mr Heidensohn' which takes you through the song, teaching you exactly how to sing it.

Shotgun

Most of you know this song and sing it brilliantly. Can you sing it off by heart doing all the actions for each line? Can you perform it with lots of confidence?

Any Dream Will Do

This is a famous song from the musical Joseph. Ms Foulkes and Mr Heidensohn have recorded it, singing in two different parts, where one part 'echoes' the other by singing the same thing a bit later. Can you learn one of the parts so you can sing it together with someone else? You might want to learn both parts so you could swap around.

If you would like to video or record yourself singing any of these songs, we would love to see or hear your performances. You can send them via wetransfer to year2@coleridgeprimary.net

Interesting things to do:

*Science- Create your own magnifying glass.

<https://www.youtube.com/watch?v=kfrHKieSg8s&feature=youtu.be>

*Magic- How to levitate <https://www.youtube.com/watch?v=6x5HOLePyn4>

*A particular favourites from kid president:

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

<https://www.youtube.com/watch?v=l-gQLqv9f4o>

Jobs to do around the home

To help your parents while you are not at school, you could learn how to do some important jobs around the home.

Have a go at the following:

- Cupboard spring clean! Check the dates on all the tinned and dried food in your cupboards. If they are past June 2020, you can help your grown-ups by disposing of them correctly.
- Be in charge of the rubbish bins. Bring the rubbish and recycling to the correct bins for your grown-ups.

Super challenge:

- Become an eco-warrior! Learn what items can be recycled or made into compost and make sure they are clean and going in the correct bins.