

Year 2 Curriculum Summer Week 3

To do throughout the week...

Wellbeing 'Thought for the day'	<p>Question: Can I think myself happy? Does focusing on happiness make you happy? Is it possible to “think” yourself into being happy all the time by positive thinking?</p> <p>Activity: Keep a happiness diary: Record one thing every day that made you happy. Notice how it makes you feel and behave.</p>
Daily Exercise	Keep active! Make sure you do something active each day. Maybe do the exercises here .
The Great 8	The Great 8 are fun challenges suitable for the whole family. See below.

Here are the curriculum activities for the week. You can do in any order you choose. Try to do these this week as next week's activity will follow on in each subject.

Science	<p>Life cycle of an animal</p> <ul style="list-style-type: none"> Complete this quiz to test your knowledge from last week about animals and their offspring. Watch the lifecycle of an animal clip. Choose one lifecycle to create out of the three options provided below. Either cut and paste OR draw your own lifecycle to show each stage. 	
History	<p>What was school life like 50 years ago?</p> <ul style="list-style-type: none"> Watch this interesting interview to find out what school life was like for someone who went to school 50 years ago. Look at the images below to see what it looked like to go to school 50 years ago. Answer this question: Would you rather go to school in the 50 years ago or now? Explain your answer using examples. 	
Geography	<p>All About Europe – Human Features</p> <ul style="list-style-type: none"> Look at the map below to see how many countries make up the continent of Europe. Can you count them to see how many there are? Which is the biggest? Which is the smallest? Look at the images below of different famous landmarks around Europe. Can you name any of them? Choose one of the famous landmarks and create a poster/fact file or leaflet about this landmark. 	
PE	<p>Jumping in different ways Warm up – watch video Activity 1 – Explore jumping using different ways of taking-off and landing. See Support. Watch video. Activity 2 – Jump around your diamond using different ways to take-off and land. Watch video. Activity 3 – Compete in a jumping competition. Jump, mark and beat your distance! Watch video.</p>	<p>Support: Different ways of taking-off & landing:</p> <ul style="list-style-type: none"> Two feet to two feet One foot to the same foot One foot to the other foot One foot to two feet Two feet to one foot
Languages	<p>Naming Colours</p> <ul style="list-style-type: none"> Listen to the story 'Pop mange de toutes les couleurs' Use the attached template or draw your own 'dinsaure' and label 11 colours in French. Check the colours and spelling. Check here for: Colours in French 	
Art	<p>Gustav Klimt</p> <ul style="list-style-type: none"> What is a pattern? See Support sheet. Look carefully at the painting of Adele Bloch Bauer and draw the lines and shapes that you can see. Can you see any patterns in the painting? Design a pattern using shapes, colours lines and details. Please see support sheet below for help if needed. 	
Music	<p>Water song & Exploring Pulse</p> <ul style="list-style-type: none"> Listen to the song Water, Food, Rest and Exercise. (week 3-Wednesday song) With a saucepan and a wooden spoon tap the Pulse of the music and then tap the rhythm of the song. 	



Here are some fun challenges suitable for the whole family.

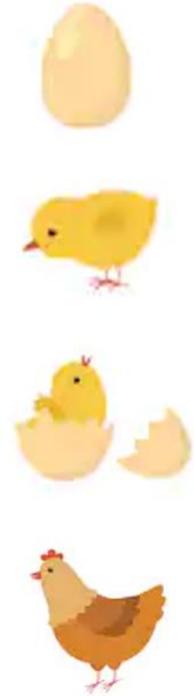
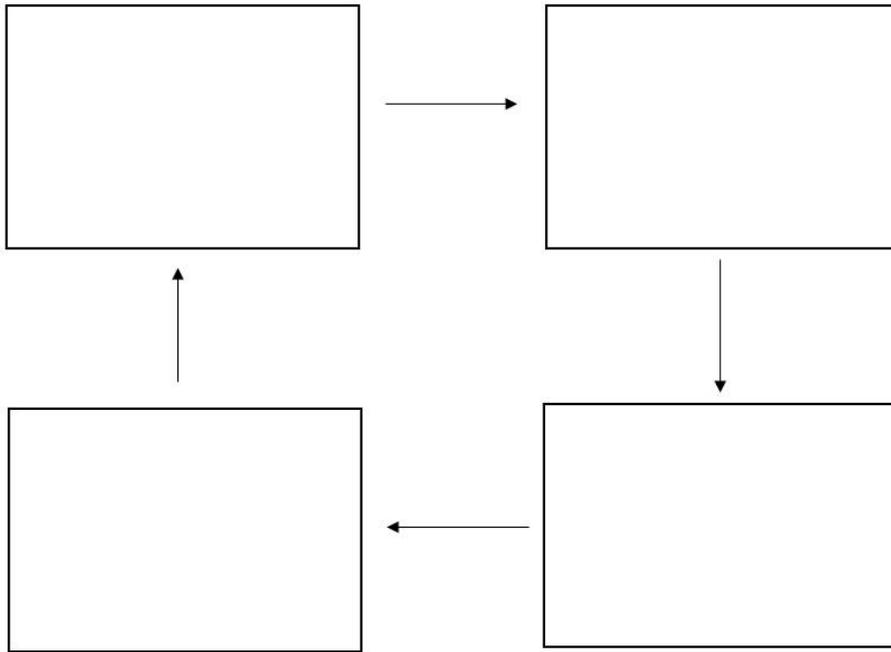
Summer Week 3

1. To talk about	Would it be better to go into the future or the past? Why?
2. To do	Jump as many times as you can in a minute Try and beat your record every day this week
3. To investigate	What happens to your sense of taste when you hold your nose?
4. To find out more about	A monarch
5. To design	A banquet for a King or Queen
6. To learn	To identify three or more types of tree Think about their shape, the shape of their leaves, bark.
7. To draw	The view from your window
8. To create	A small model of your bedroom or a room in your home Use a cereal box/shoe box, household materials

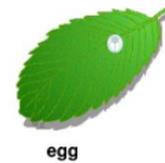
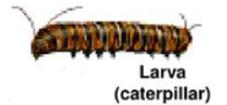
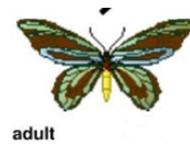
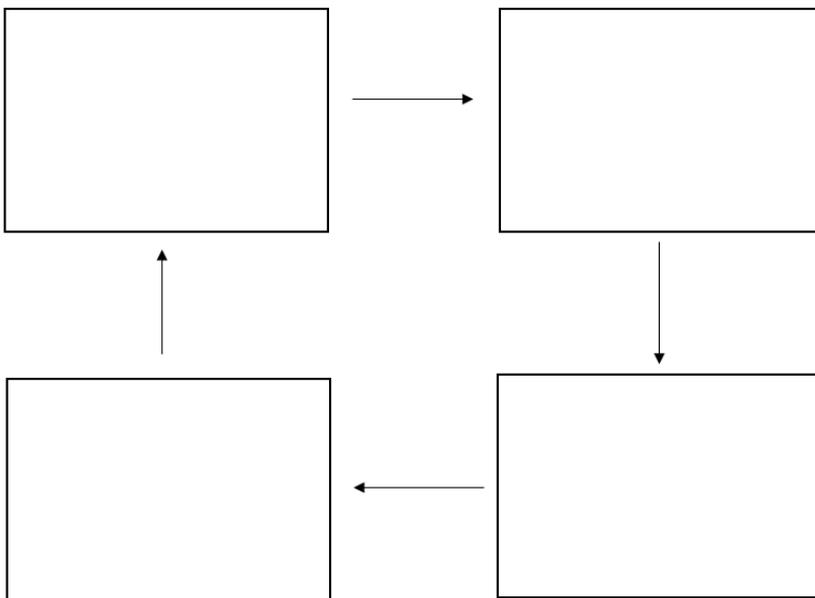
Resources

Science:

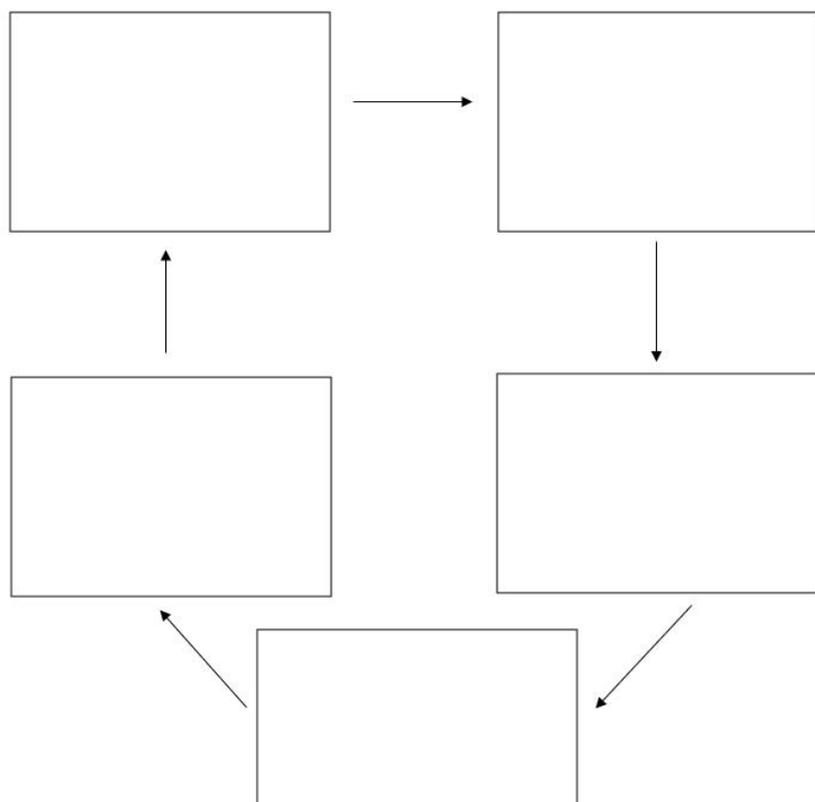
Life cycle of a chicken



Life cycle of a butterfly



Life cycle of a human



History:



History support: Write the number for each picture into the correct part of the table.

1.



2.



5.



6.



8.



9.

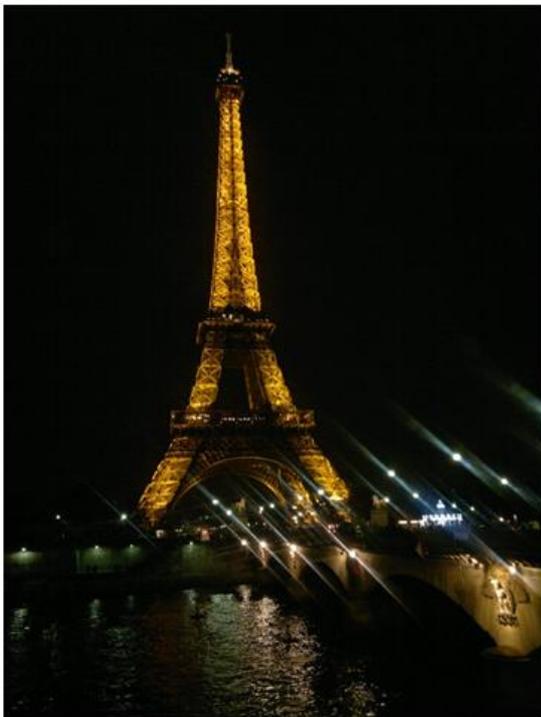
School life 50 years ago	School life today

Geography:



Famous landmarks:

1.



2.





3.



4.



5.



6.



7.



Names of famous landmarks :

1. **Eiffel Tower (Paris, France)**
2. **Leaning Tower of Pisa (Pisa, Italy)**
3. **Colosseum (Rome, Italy)**
4. **Big Ben and Houses of Parliament (London, England)**
5. **Acropolis (Athens, Greece)**
6. **Brandenburg Gate (Berlin, Germany)**
7. **Stonehenge (Wiltshire County, England)**

Languages

bleu	jaune	rose
blanc	vert	violet
rouge	gris	marron
noir	orange	



Art

Art support Ks 1 **Sheet 1** Patterns Inspired by Gustav Klimt

What is a pattern?

A pattern is when something repeats again and again.

- Try making a sound, then make it again, and again, and again.
That is a pattern.
- Name a colour, then a different colour, then the first colour again, then the second colour again.
For example: **Red Blue Red Blue Red Blue**.

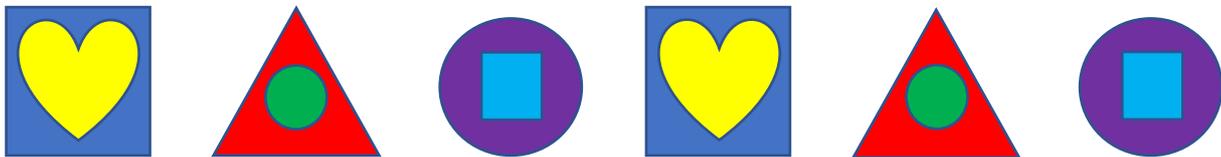
Make a shape pattern:



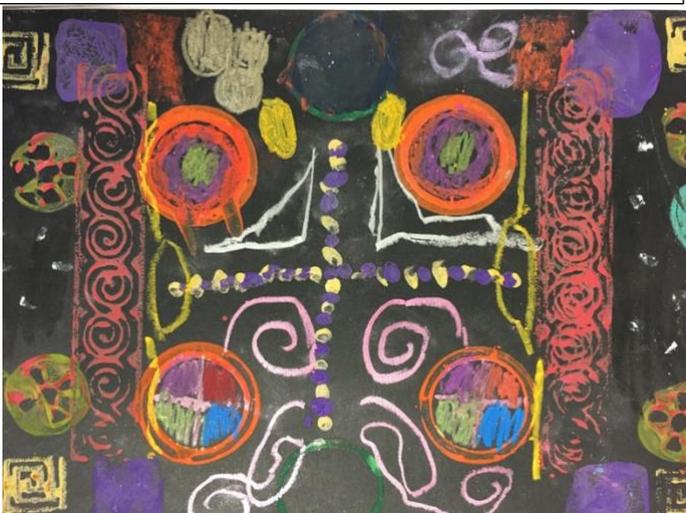
Make a pattern with shapes and colours:



- Try putting one shape on top of another to make layers.

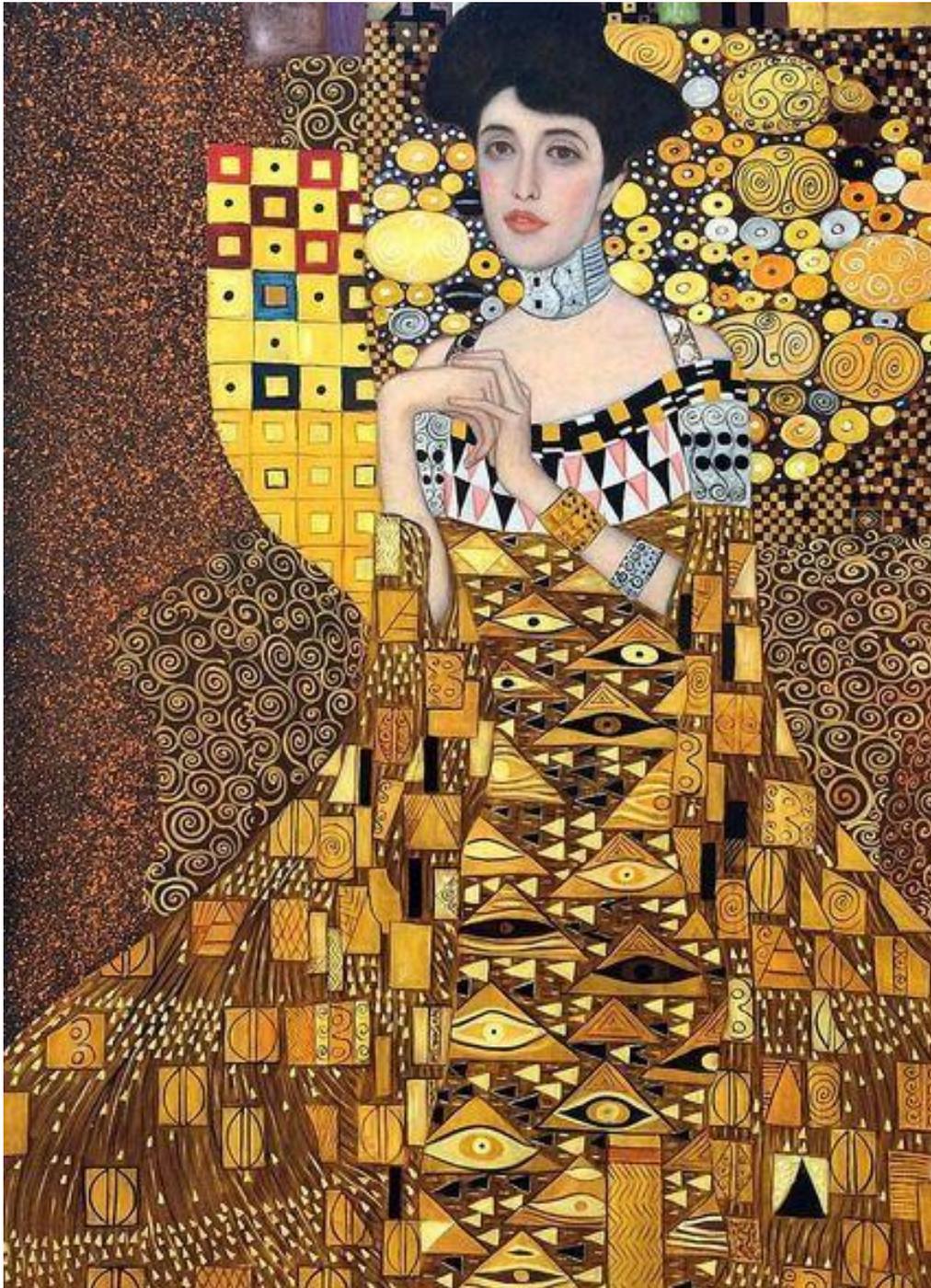


Can you see any patterns in these artworks ?



These children added lines and dots to make the shapes more interesting, we call that **DETAIL**.

This a painting by an Austrian artist called Gustav Klimt (1862-1918).



ACTIVITY

What kinds of lines, shapes and patterns can you see in this painting? Can you see that Klimt has painted some shapes on top of others in **LAYERS**.

- Draw some of the lines, shapes and patterns that you can see. See Sheet 3 for support
- Design your own pattern, you could look around your house for patterns for some ideas.
- See if you can **layer** shapes and add **DETAILS** to make your shapes interesting
- **Sheet 3.**

- If you don't have coloured pens, crayons or paint, you could cut out coloured paper and stick other smaller shapes on top and draw on details.



Describe and draw the lines, shapes, patterns, layers and details that you can see.

