

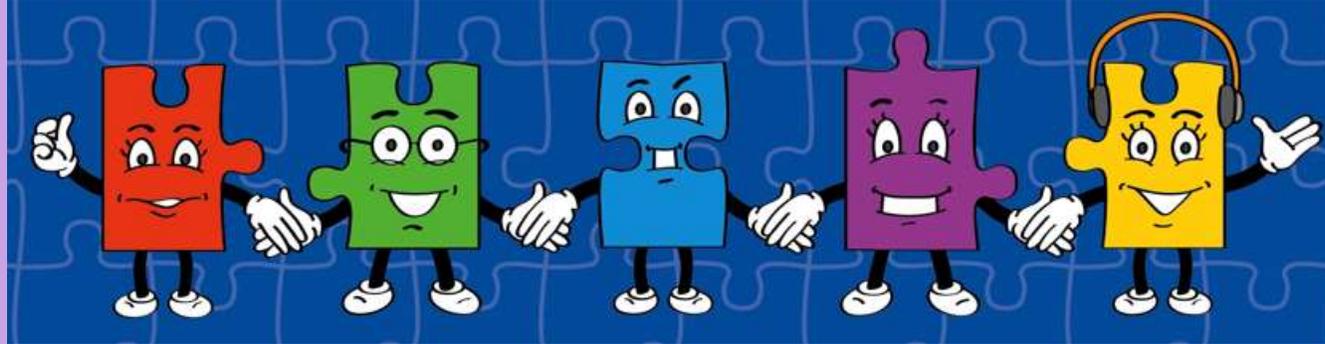
Y2 Cross-curricular Task Everyday Materials



Commissioned by The PiXL Club Ltd.
Example 2017

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LORIC

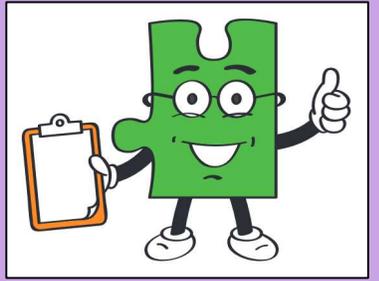


Our Primary Edge attributes help us to become better learners and today is no exception. Before you start this activity, here is an idea for how you will need your Olly Organisation skills today:

Command words:

Plan	Prepare
Create	Organise
Design	Compile
Support	Assist

Developing Organisation Skills



Sorting Activity

Please sort your objects into groups in 1 minute.

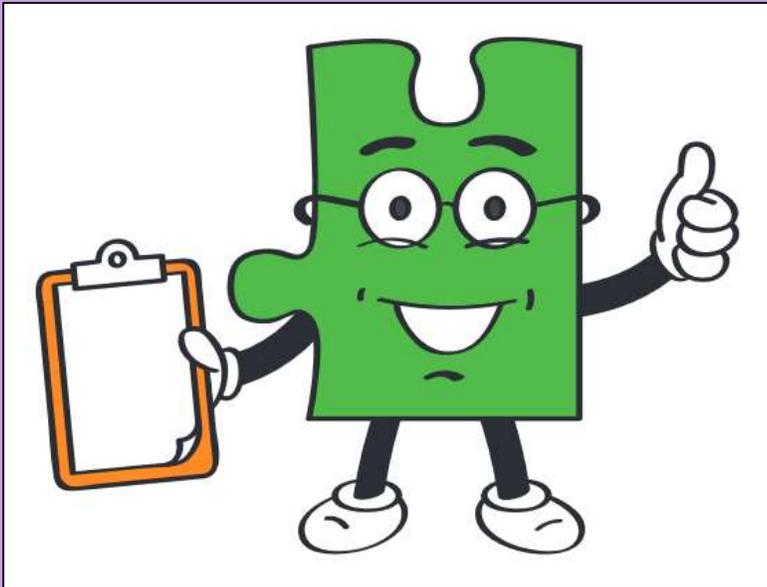
Sorting Activity

Now sort your objects using the labels provided.

Did you work
together?

What made it
better the
second time
around?

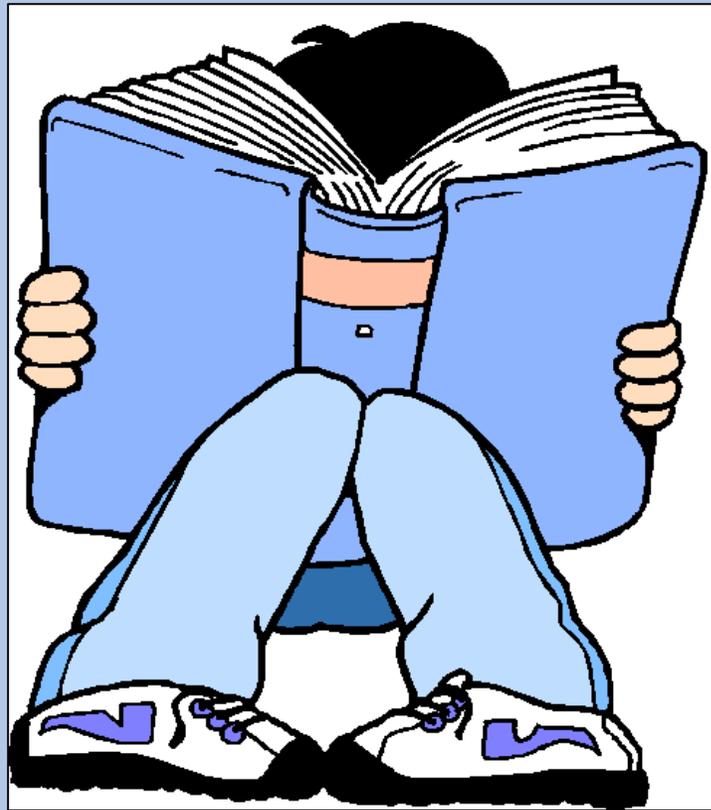
What I will be looking for today



You will have lots of chances to demonstrate your organisation skills today. Here's what I'll be looking for:

- Helping others by making suggestions.
- Work systematically through each section of the tasks.
- Explain how organisation helped you today.

Reading Task



Reading Activity

R3a. Recall main points with reference to the text.

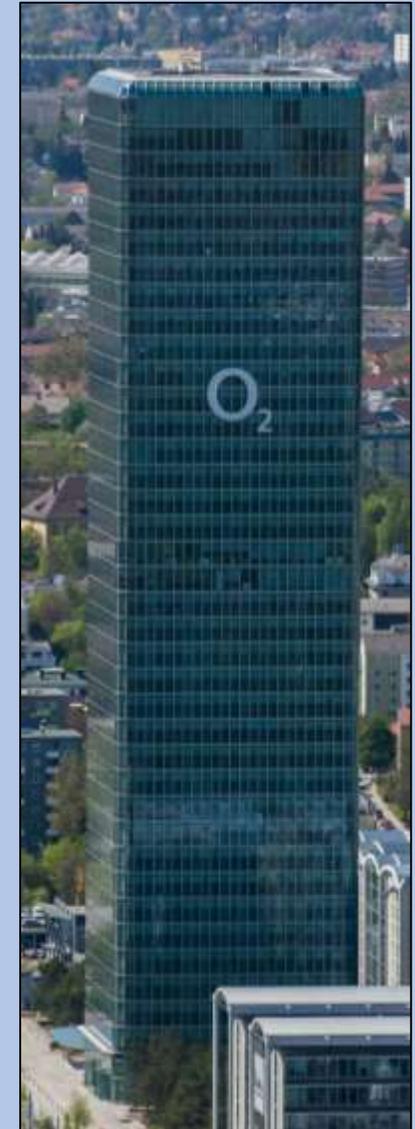
In this activity we are going to read a story and then recall the main points. We will learn how to retrieve information from both the text. You will then have the chance to practise these skills.



The Three Little Animals

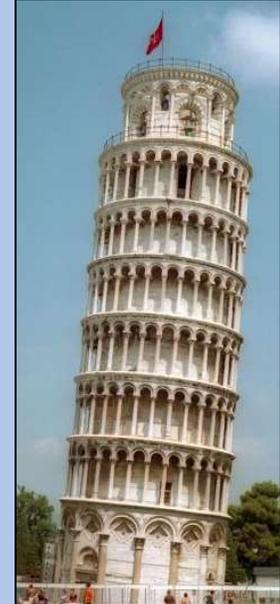
Once upon a time, there lived three little animals in a tiny city zoo. One was a panda, one was a giraffe and the last one was a monkey. Their cages had got too small and cramped as they grew bigger and bigger. “You need to leave and build your own home,” explained their mummies. The three little animals strolled over to the gift shop and started to look through a book on great buildings to get ideas for their own homes.

The first little animal, the panda, loved skyscrapers with their regular shape and transparent windows so he could see for miles around. He did like man made materials. For when he wanted to hide, he needed to have a shiny, smooth barrier around the bottom. What materials could he possibly use?



The Three Little Animals

The second little animal, the giraffe, loved the Tower of Pisa with its curved, bumpy walls. Thankfully, it will also be tall enough for his long neck. This giraffe liked his comforts and wanted to make the inside of his walls very soft. What materials could he possibly use?



The last little animal, a monkey, needed to live in a jungle so she had many trees to climb but she wanted a house that looked like the Great Pyramid of Giza. Monkeys do like to be different. To blend in with the jungle she wanted to only use natural materials to make her home. Also, she hated the rain so she needed to cover it in something that would absorb the water. What materials could she possibly use?



Reading Activity

R3a. Recall main points with reference to the text.

Now that we have read the story, we are going to focus on how to answer **retrieval questions**.



Retrieval means we need to go and get the answers from the text.



Reading Activity

R3a. Recall main points with reference to the text.

Once upon a time, there lived three little animals in a tiny city zoo. One was a panda, one was a giraffe and the last one was a monkey. Their cages had got too small and cramped as they grew bigger and bigger.

List the three animals in the story.

This is a retrieval question, you just need to go into the text and grab the information. Clue words help us find the answer.

-  Look for the clue word in the text.
- Can you see the animal names?

Reading Activity

R3a. Recall main points with reference to the text.

Their cages had got too small and cramped as they grew bigger and bigger.

“You need to leave and build your own home,” explained their mummies.

Why were the animals asked to leave home?

- What are the clue words in the question?
- Find words similar to the clue words in the text.
- Look at the sentence before and after this to find the answer. Grab it!

Reading Activity

R3a. Recall main points with reference to the text.



The first little animal, the panda, loved skyscrapers with their regular shape and transparent windows so he could see for miles around.

The picture can also give us clues.

What property do the windows need to have so he can see out of them?

- What are the clue words in the question?
- Find the word window in the text.
- Look for adjectives that describe the window. Is that a property of a material? Grab it!

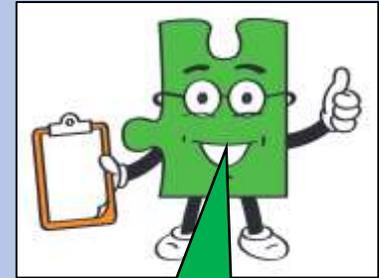
Reading Activity

R3a. Recall main points with reference to the text.

Your turn

Read the story of 'The Three Little Animals' again. Then answer the questions. The questions are in the same order as the story so remember to work systematically.

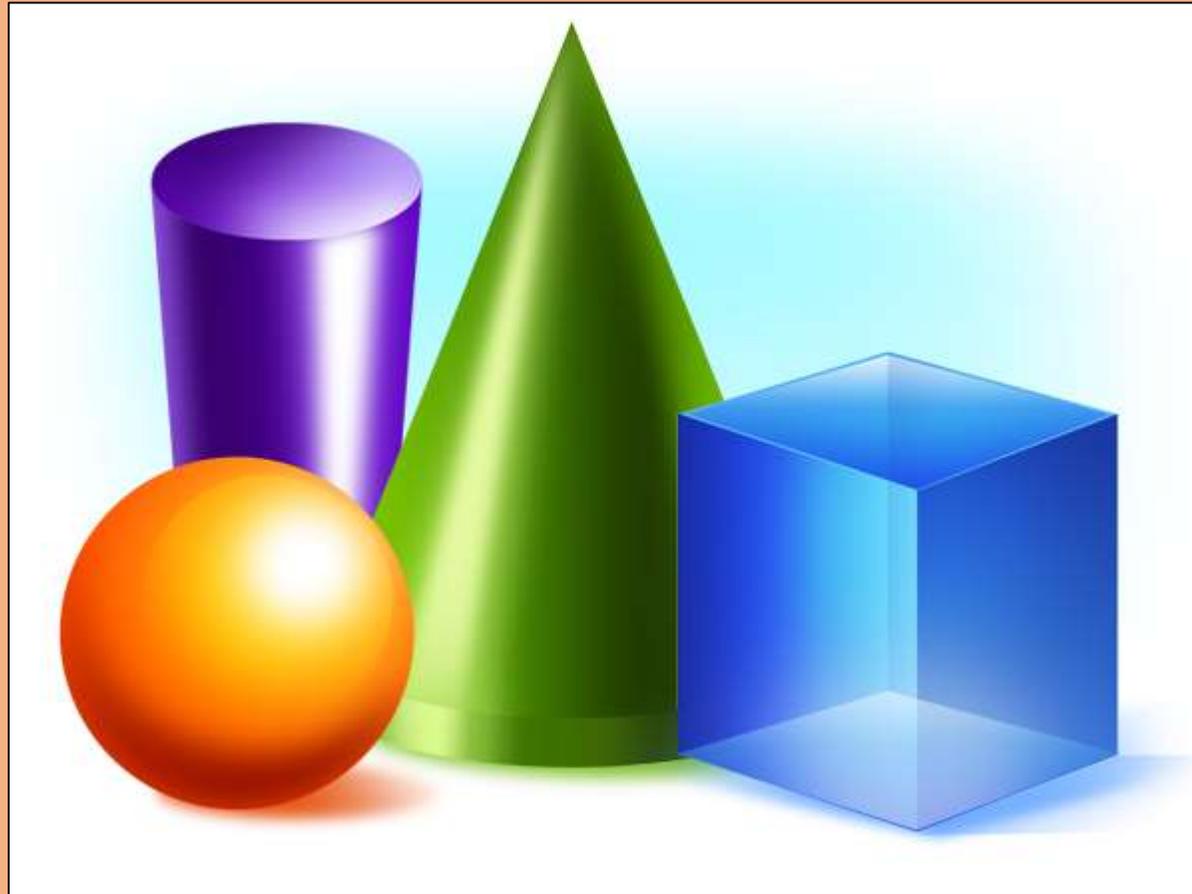
This means you will find the answer to the first question near the beginning. The next question and answer will be found in the text after that.



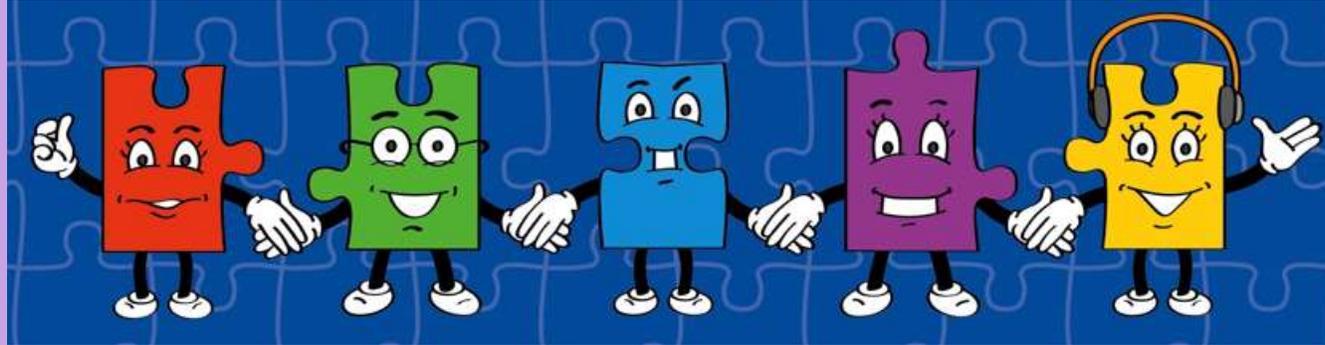
Remember to be **organised**. Work through each question in order. Support your partner if needed.

Maths Task

M6g. Can identify 2D shapes on the surface of 3D shapes.



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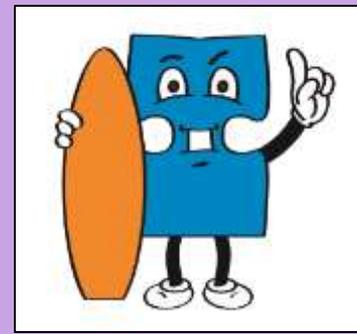


Our Primary Edge attributes help us to become better learners and today is no exception. Before you start this activity, here is an idea for how you will need your skills today: **Raj Resilience**

Command words:

Persevere Complete
Overcome Achieve
Sustain Undertake
Learn over time

Developing Resilience Skills

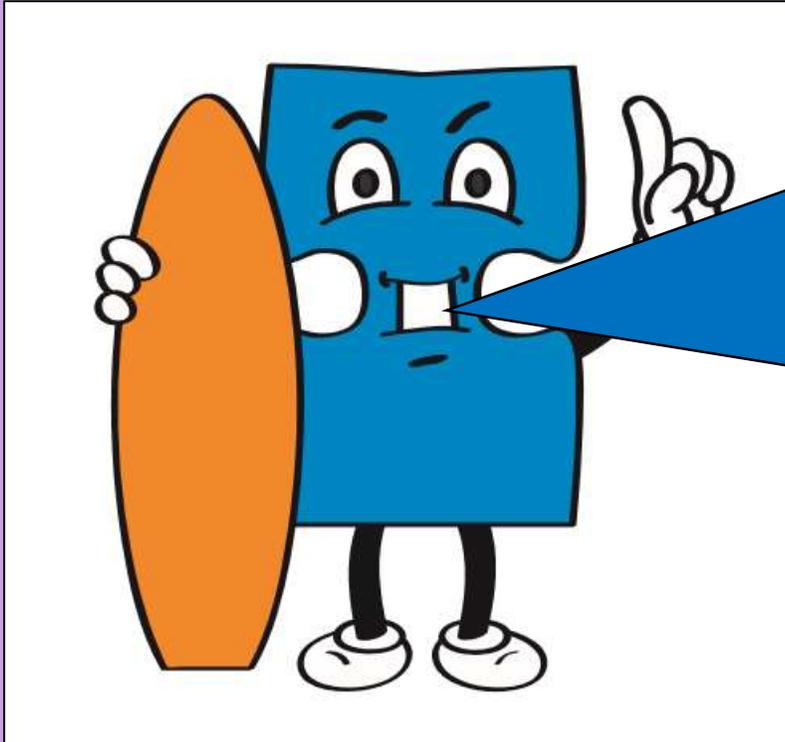


Can you please build the tallest tower you can that sits on top of the cushion using the building blocks.

Did you keep trying even though your first try did not work?

Do you agree that a little help made a big difference?

What I will be looking for today

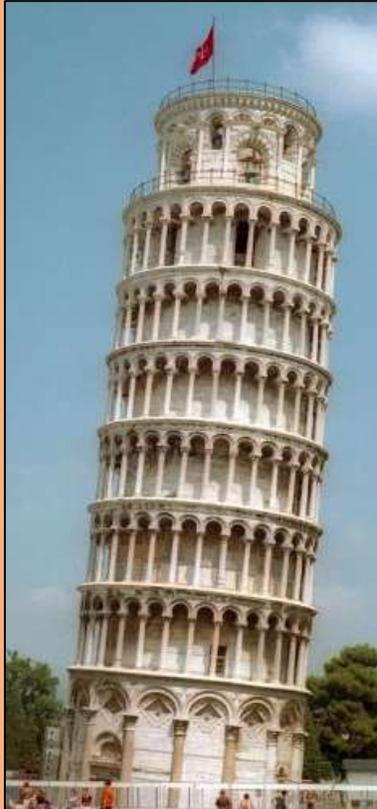


You will have lots of chances to demonstrate your resilience skills today. Here's what I'll be looking for:

- Stick at your activity, even when it gets tricky.
- Try different strategies to help you.
- Learn from our mistakes and try again.

Maths Task

M6g. Can identify 2D shapes on the surface of 3D shapes.



These are photos of famous buildings that have inspired the three little animals.

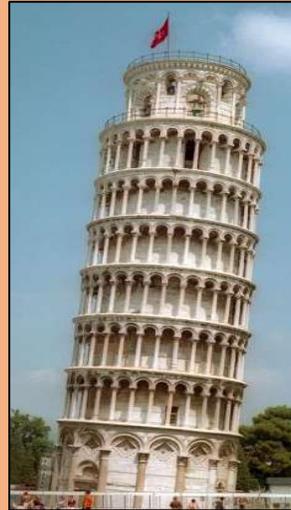
Can you see the 3D shape? Can you name them?

Maths Task

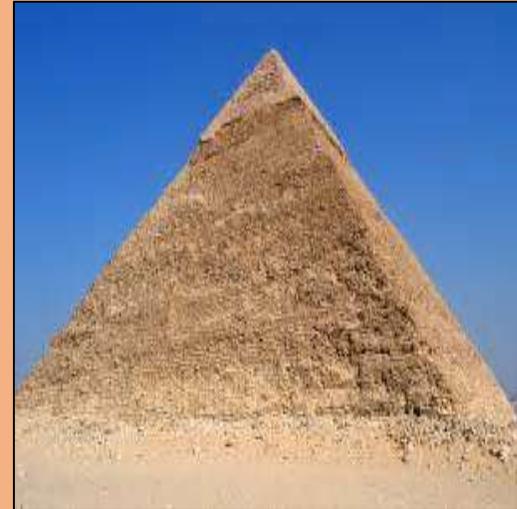
M6g. Can identify 2D shapes on the surface of 3D shapes.



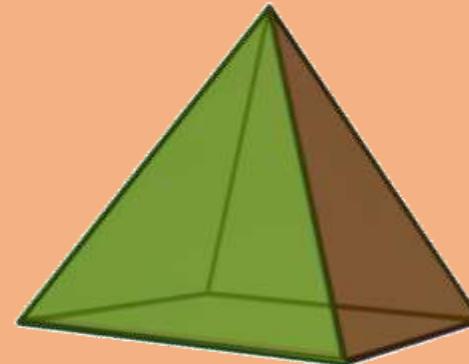
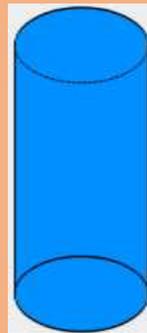
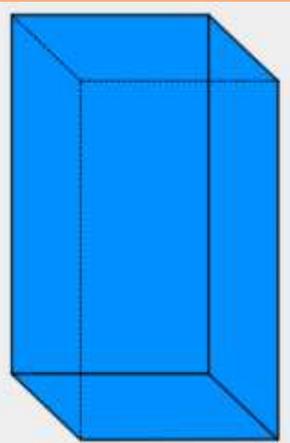
cuboid



cylinder



square based
pyramid

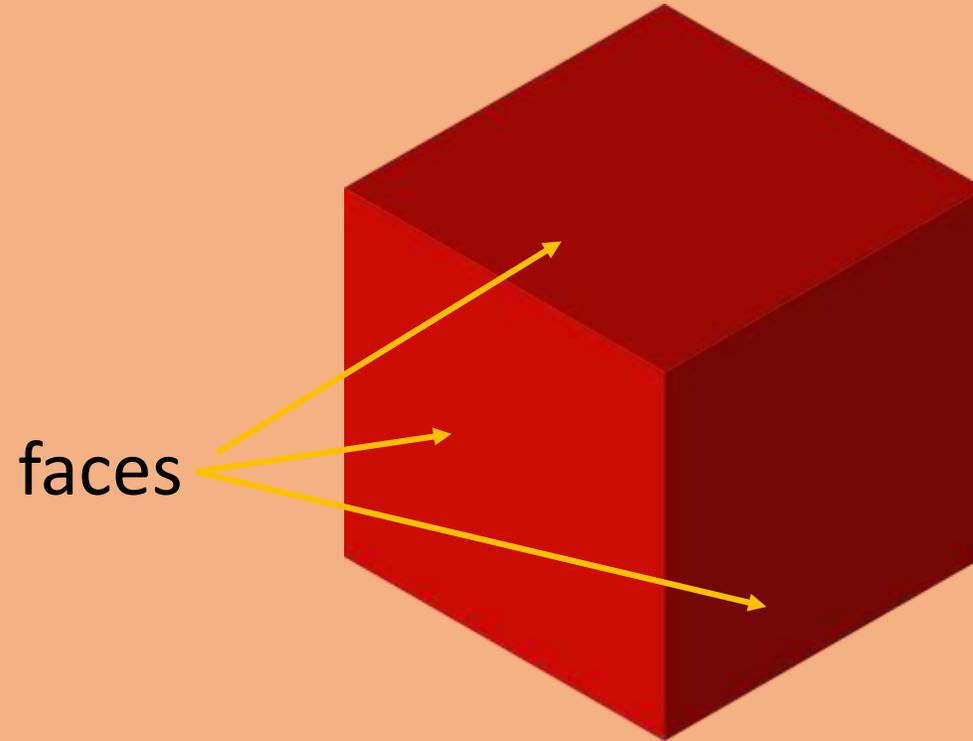


Maths Task

M6g. Can identify 2D shapes on the surface of 3D shapes.

When we describe 3D shapes we often use their properties to describe them.

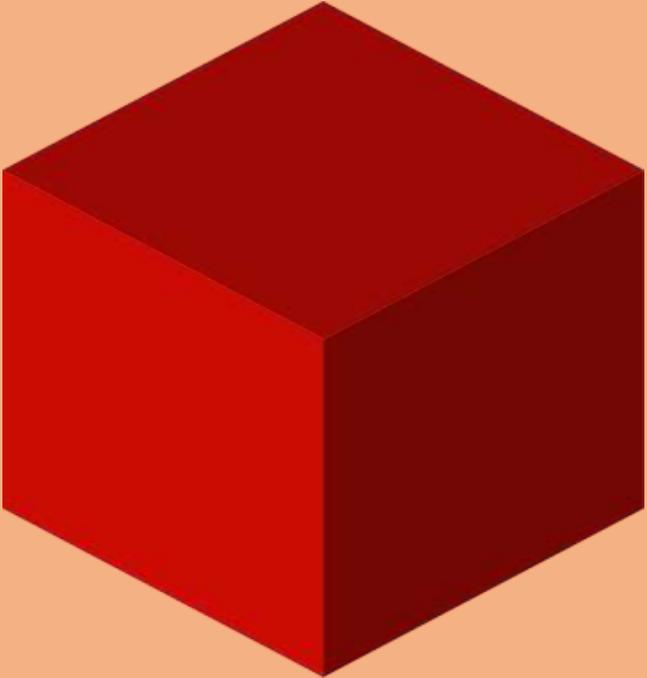
3D shapes have faces, edges and vertices. Today we will be looking closely at the faces of a 3D shape. A face is one of the surfaces of a 3D shape.



Can you spot that each face is a 2D shape? Can you name it?

Maths Task

M6g. Can identify 2D shapes on the surface of 3D shapes.



That's right, each face is a square.

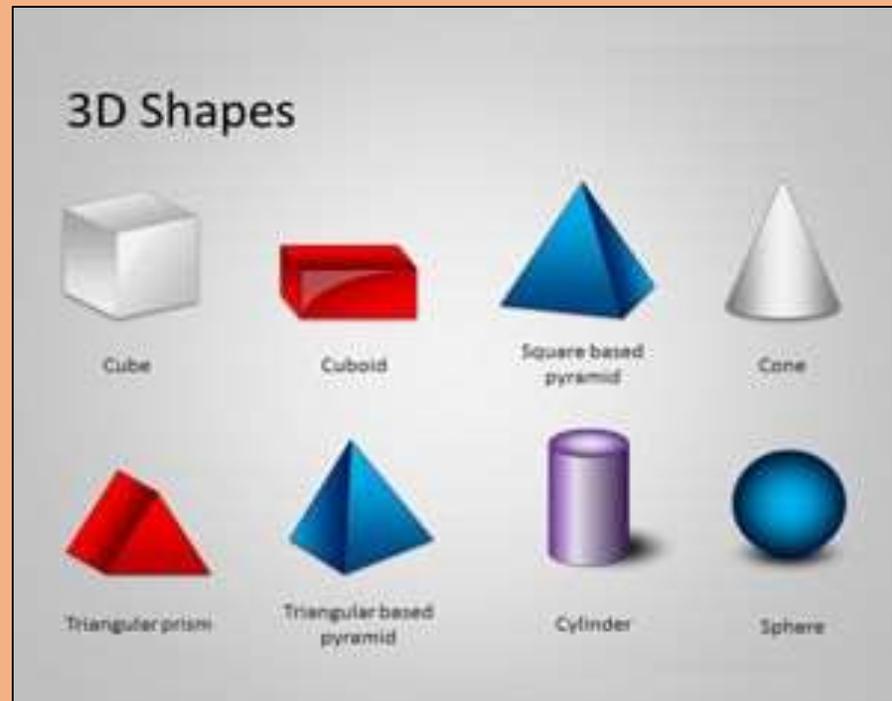
Hold a cube and count how many faces it has. Did you count 6?

Now pick up 6 2D squares and with your partner see if you can make a cube using some putty as glue.

Maths Task

6g. Can identify 2D shapes on the surface of 3D shapes.

When we know the 2D shapes that make up the faces of a 3D shape we can make our own 3D shape.



Pick out some 3D shapes and see if you can name the 2D shapes on the surface on the 3D shape.

Tip: When the face is curved imagine rolling it flat so you can identify the 2D shape.

Maths Task

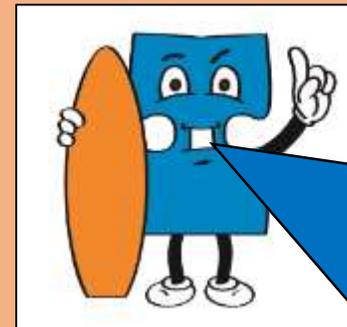
M6g. Can identify 2D shapes on the surface of 3D shapes.

Your turn

Use the story to decide which animal's home you want to build.

Look at the shape carefully and identify the 2D shapes on the surface. How many of each shape do you need?

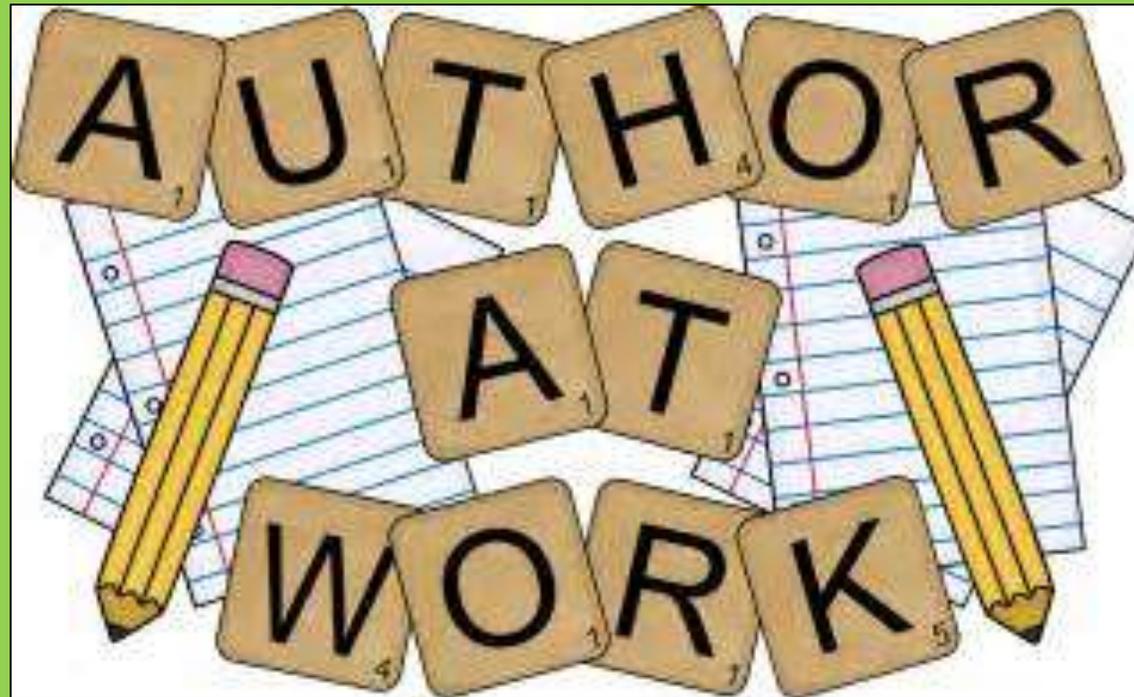
Cut these shapes out from the materials you have selected that match the criteria each animal has asked for.



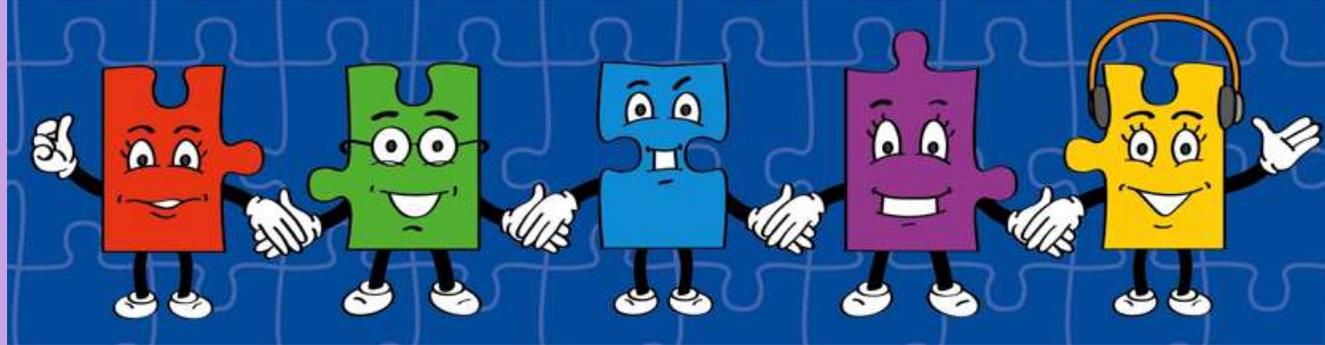
Make sure you don't give up when it gets tricky.

Learn from your mistakes and try a different solution. You may just need another pair of hands to help hold things together when you join the 2D shapes.

Writing Task



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Our Primary Edge attributes help us to become better learners and today is no exception. Before you start this activity, here is an idea for how you will need your skills today: **Charlie Communication**

Command words:

Create Write
Describe Contribute

Developing Communication Skills



I am thinking about repainting the classroom.

What colour should the room be?

Why should it be that colour?

Remember too
speak clearly,
make eye contact
and take turns.

Did you support
your colour
choice with a
reason?

What I will be looking for today



You will have lots of chances to demonstrate your communication skills today. Here's what I'll be looking for:

- Sharing your own ideas as part of a group
- Confidently developing your ideas beyond simple sentences
- Describing your reasons for choices

Writing Task

W3g. Join clauses using subordination e.g. because

For the animal you choose write the next part of the story explaining what materials your animal used to build their house. Give reasons why the materials used were suitable. Use a subordinating conjunction to add the reason why the material was suitable to your sentence.



Writing Task

W3g. Joins clauses using subordination e.g. because ...



When we speak or write, we often put two ideas in one sentence. Sometimes we use a subordinating conjunction to link the two ideas together.

For example ...

Tommy was feeling lonely **because** his friend had gone on holiday.

I added extra information to my sentence using the conjunction **because**. I explained why Tommy was feeling lonely.

Writing Task

W3g. Joins clauses using subordination e.g. because ...

Today we are going to learn how to use the subordinating conjunction *because*.

Read these sentences.

The lady put up her umbrella.

It was raining.

Can you link them together?

The lady put her
umbrella up

because it was
raining.

This is the main part of the sentence, it tells us what is happening.

This is the subordinate part, it gives the reason why.

Writing Task

W3g. Joins clauses using subordination e.g. because ...



Can you link these two sentences?

Metal is used to
make tin cans.

It is rigid.

Metal is used to
make tin cans

because it is rigid.

This is the main
part of the
sentence, it
tells us what is
happening.

This is the
subordinate
part, it
gives the
reason why.

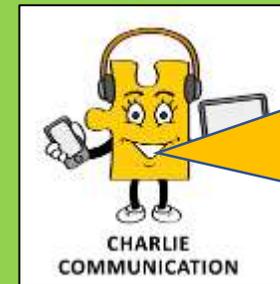
Writing Task

W3g. Joins clauses using subordination e.g. because ...

The giraffe built his house with corrugated cardboard. He used this material because it was flexible and could make a curved face. One day a mean grumpy rhino came charging by. "Little giraffe, little giraffe, let me come in!" he demanded angrily.

"Not by the hair on my chinny chin chin," replied the giraffe. The rhino pounded and pummelled the tower but he only managed to make the tower lean, just like the Tower of Pisa. It did not break because the bumpy card made his horn bounce off the wall each time. Thank goodness the giraffe put some soft, fluffy fabric on the inside so he would be comfortable. Otherwise he would have been hurt because of all the jolting caused by the rhino.

Can you spot where I have used the subordinating conjunction *because*?



Share your ideas.

Writing Task

W3g. Join clauses using subordination e.g. because

For the animal you choose write the next part of the story explaining what materials your animal used to build their house. Give reasons why the materials used were suitable. Use a subordinating conjunction to add the reason why the material was suitable to your sentence.

Greater Challenge

Include other subordinating conjunctions like if or when. You can do this by explaining what other materials they may have used that would have been suitable or what would have happened if the wrong material was chosen.



Remember, to make sure you describe reasons for your choices.