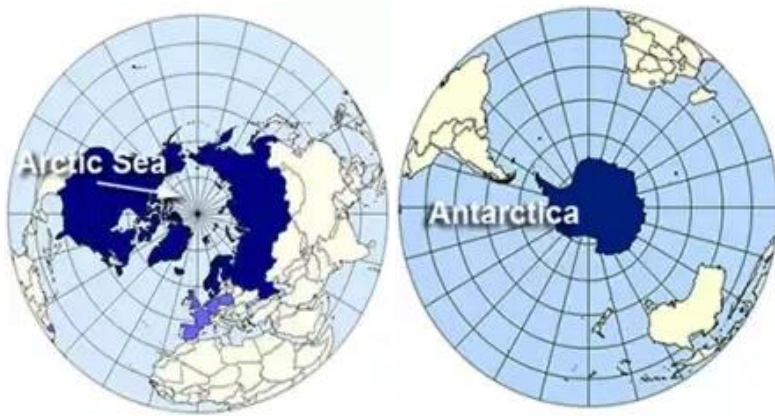


# Polar Opposites

## Year 2 Remote Learning

W.B. 22.02.21 and 01.03.21



Name: .....

## **A message from the Year 2 team**

This half term we are continuing with our project called  
**'Polar Opposites – no plastic, that's fantastic!'**

Welcome to your new Year 2 Remote Learning booklet! This will have all the project activities for the next 2 weeks, beginning 22<sup>nd</sup> February and 1<sup>st</sup> March. Each week there will also be resources on the website that will support these activities.

This half term we are moving north, learning about the Arctic. We will be finding out about the incredible animals that live in this cold and challenging environment and how their habitats are under threat from human activity. We will learn about the lives and work of environmentalists and conservationists who are passionate about saving these endangered species. We will continue to think about how we can ALL make a difference in the way we live our lives everyday.

We would love to see some of the learning that you are doing at home. Please try and email some photos once a week to your child's class teacher.

# Project

**W.B. 22.02.21**





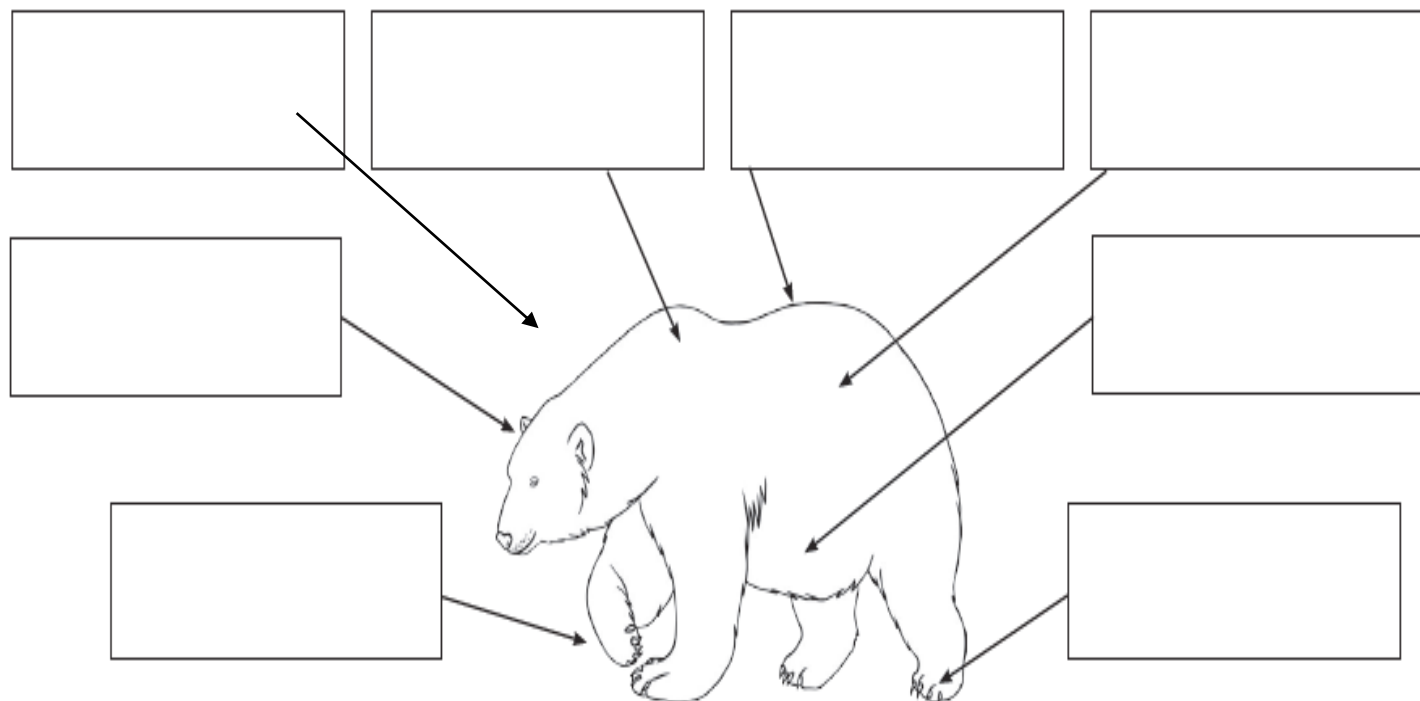
## W.B. 22.02.21 Project 1 Science

### WALT describe how animals are suited to their habitats.

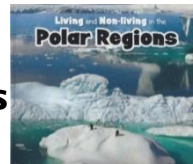
This week we are travelling to the Arctic to find out how polar bears have **adapted** to survive in this environment.

Go to this week's page on our school website. In the Project section, have a look at the document called '**Arctic animals and their habitats.**' There is also a link to a short BBC video called '**Adaptations of animals living in the Arctic.**'

Using the information you have found out, cut out and label each part of this polar bear to explain how their bodies are suited to their environment.



Short legs, tail and ears so less heat is lost from these areas.	Thick layer of body fat for warmth.	Large paws to prevent the polar bear from sinking into the snow.	Their skin beneath their fur is black, helping them absorb heat and keep warm.
Very high fat diet; for example, seal blubber, which provides energy.	Hollow, transparent fur reflects visible light to camouflage them against the ice and snow.	Strong claws for hunting and to grip the ice and snow.	They are strong swimmers, allowing them to hunt over large distances.



**WALT explore and compare the differences between things that are living, dead and those that have never been alive.**

Go to this week's page on our school website. In the Project section, explore the document called '**Living, dead or never alive?**' and watch the video of the book called '**Living and Non-Living in the Polar Regions**'.

Using the information you have discovered can you sort the things listed below into the correct square? Then write some sentences to explain what living things need in order to survive.

**living**

**dead**

**never been alive**

penguin



narwhal



ice



rock



lichen



leaf



seal



paper



---

---

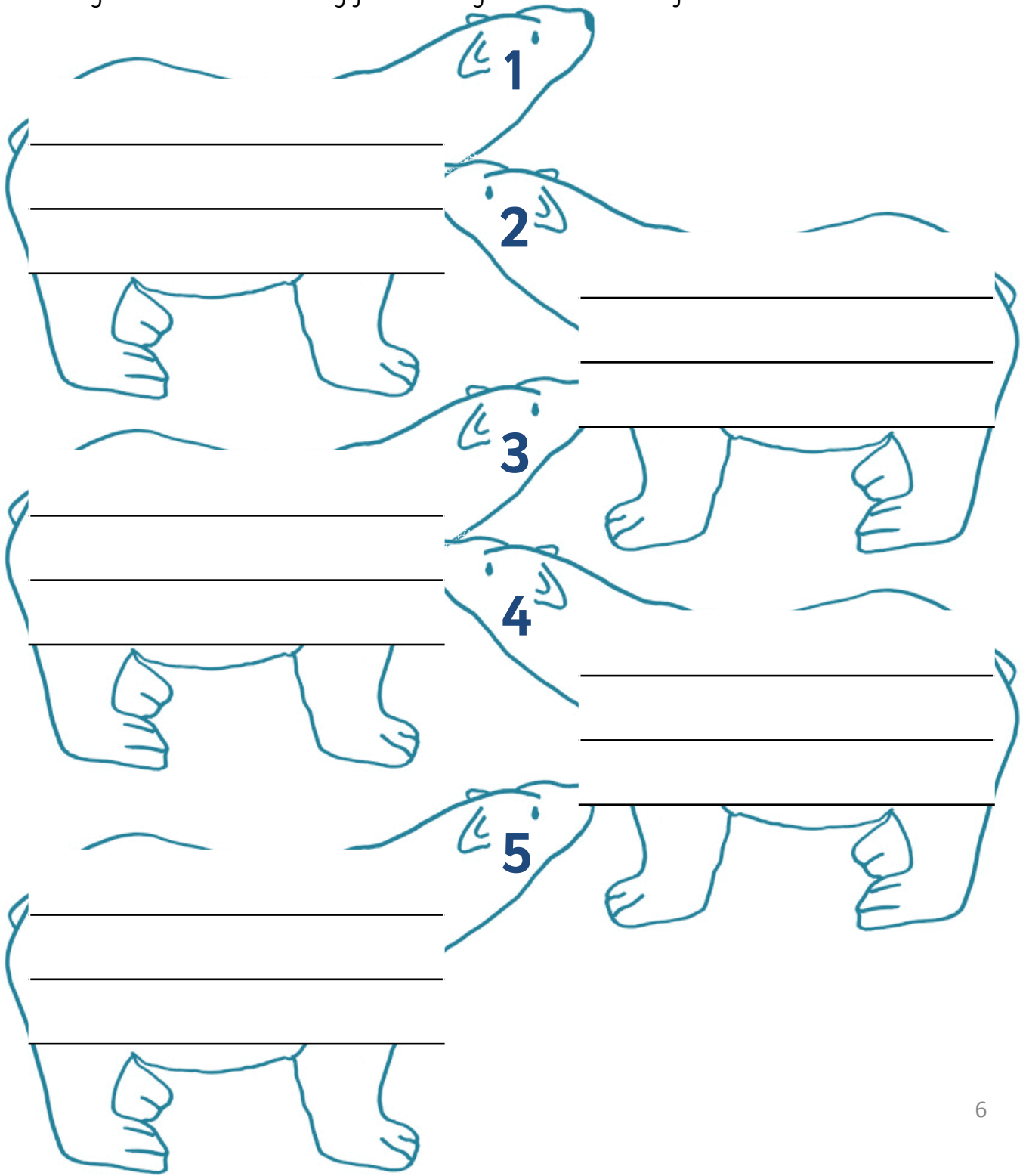
---

## W.B. 22.02.21 Project 3 Geography

### WALA climate change issues facing the Arctic and its animals.

This term in our English lessons we will be learning about David Attenborough. Go to this week's page on our school website. In the Project section, watch the 3 video clips from '**Frozen Planet: On Thin Ice**'. Here, David Attenborough investigates the effects of rising temperatures in the polar regions.

Can you write 5 interesting facts that you have learned from the videos?



1

2

3

4

5

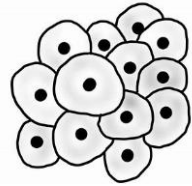
**W.B. 22.02.21** R.E. (Religious Education)

**WALT explore what people believe and what this difference makes to how they live.**



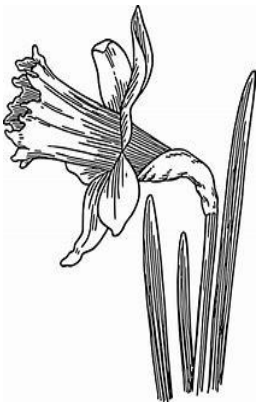
The Easter story leads Christians to the idea of new life. Even in February there are hopeful signs of new life all around us. Look outside or think about nature for signs of new life, look carefully then draw or describe what you know or notice.

I noticed \_\_\_\_\_



I noticed \_\_\_\_\_

I spotted \_\_\_\_\_



I saw \_\_\_\_\_

I could see \_\_\_\_\_



**W.B. 22.02.21** P.S.H.E.E. (Personal, Social, Health & Economic Education)

**WILF things you can put in or on your body to keep it healthy.**

Go to this week's page on our school website and watch this week's assembly with Mrs Mackay called '**Healthy Me**'. Draw what you can put **IN** Your body to stay healthy and what you can put **ON** your body to keep healthy.



What healthy food and drink will you draw in your stomach?

**Draw the rest of the person.**

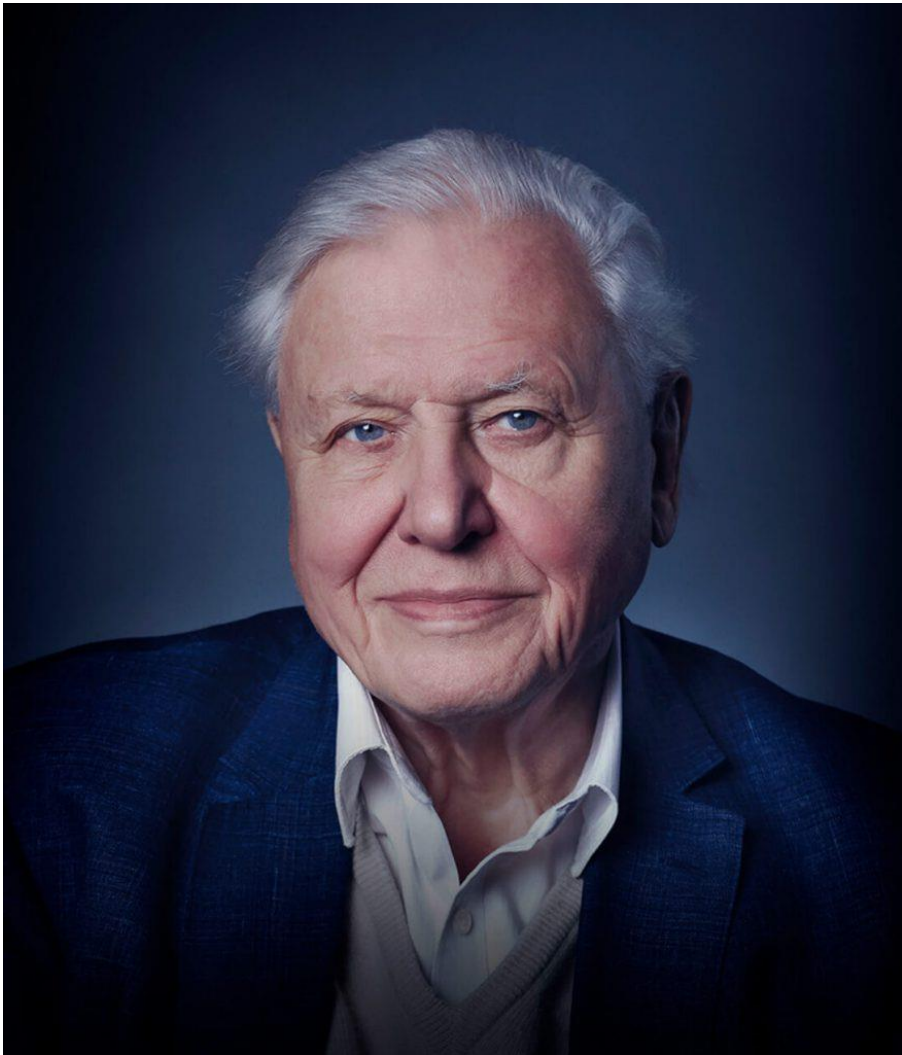
YOU CHOOSE... are they wearing gloves and boots to stay healthy and warm in cold weather? Or are they carrying a water bottle and wearing shorts and flip flops to stay healthy and cool in the heat?

It's up to you what you draw...



# Project

**W.B. 01.03.21**



## W.B. 01.03.21 Project 1 Geography

### WALA climate change and its impact on our planet.

Go to this week's page on our school website. In the Project section, have a look at the document called '**What is climate change.**'

Can you draw some pictures and write some captions to show what you know about climate change? How is climate change affecting our planet?



## W.B. 01.03.21 Project 2 Geography

### WALA the beliefs of environmentalists.

Go to this week's page on our school website. In the Project section, watch the videos called '**Climate Change – BBC teach**' and '**Greta Thunberg on Newsround**'. There is a link to a book called '**Greta and the Giants**' which is all about Greta Thunberg's life. Please also follow the link '**Greta Thunberg facts**' to conduct your own research.

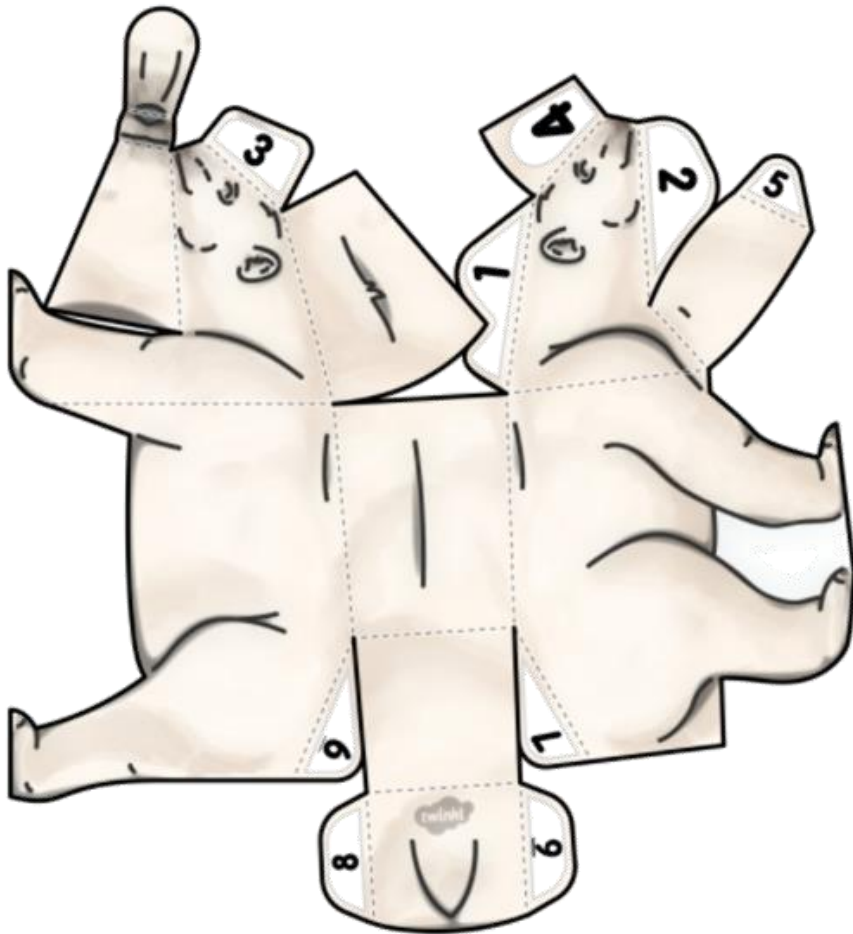
Some environmentalists like to attend protests and hold up posters showing their opinions about things they would like to change. If you were to protest about climate change, what would you write or draw on your poster?



## W.B. 01.03.21 Project 3 Design and Technology

**WALT use a range of tools and equipment to perform practical tasks.**

Can you carefully cut, fold and stick the net **included in your envelope** to make a polar bear model?



- 1) Cut \_\_\_\_\_
- 2) Hill Fold - - - - -
- 3) Valley Fold - - - - -
- 4) Glue ☐ 1 ☐ 2 ☐ 3



**W.B. 01.03.21** R.E. (Religious Education)

**WALA the events of Holy Week and how Easter is the Christian celebration of Jesus' life on earth and the start of his new life in heaven.**



Go to this week's page on our school website. In the R.E. section, watch the video called '**Holy Week**'. Answer the questions below.

**Holy Week Quiz** ✓tick, underline or *write* your answer

1. Holy Week is a time when Christians think about:

- Christmas
- Summertime
- Easter
- Autumn

2. The people in charge were angry about the things Jesus said:  
true/false

3. Jesus died on a c \_\_\_\_\_ .

4. Christians remember the day Jesus died and call it Good F \_\_\_\_\_ .

5. Jesus was buried in a cave, another name for a place of burial is a t \_\_\_\_\_ .

6. Through her tears, who did Mary Magdalen see in the garden?  
her brother  
a guard  
Jesus  
a gardener

7. The last time Jesus' friends saw him was when he rose to  
a mountain  
a palace  
heaven  
the desert

**W.B. 01.03.21** P.S.H.E.E. (Personal, Social, Health & Economic Education)  
**WALT take a break and do something we enjoy and are good at.**

