

Resources for Year 2

First to Find ...

INSTRUCTIONS

1. Give each pupil a copy of the grid sheet 'First to Find ...'.
2. Allow your pupils 5 minutes to move around the class, completing as many of the squares as they can.
3. Each square should be filled in with the name of someone who agrees that they fit the description in the square. A different name should be found for every square.
4. If anyone finishes within the time, they should sit down and put up their hand to have their sheet checked.
5. The winner is the first to find all 18 people.

First to Find ...

Can you be the fastest in the class to find a different person to fit each of the descriptions below?

Someone who plays the violin	Someone who is a good listener	Someone who likes taking things apart to see how they work
Someone who is good at making up new games	Someone who can recite the 6 times table	Someone who can do a backward roll
Someone who enjoys drawing people	Someone who loves being with animals	Someone who is always asking questions
Someone who often makes up poems or rhymes	Someone who likes singing	Someone who is good at sorting out quarrels
Someone who can name 5 different flowers	Someone who can swim without help	Someone who is good at making people laugh
Someone who wants to be an actor when they grow up	Someone who loves reading	Someone who has learnt something new today

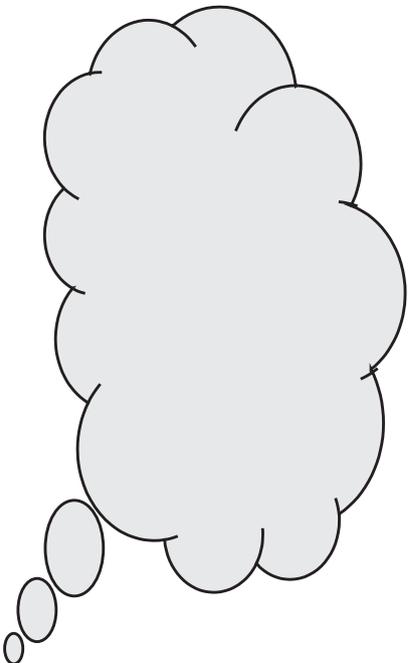
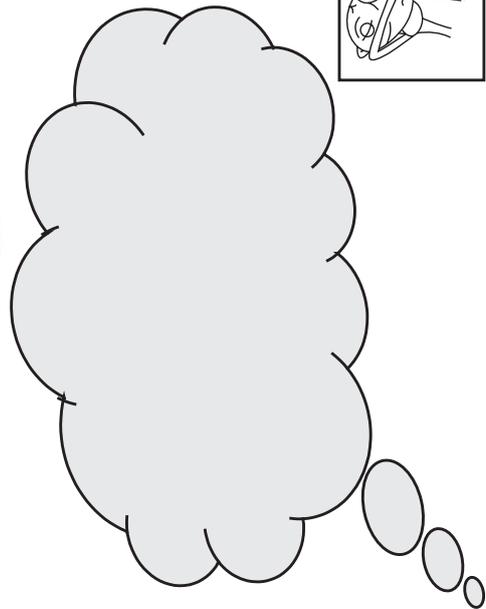
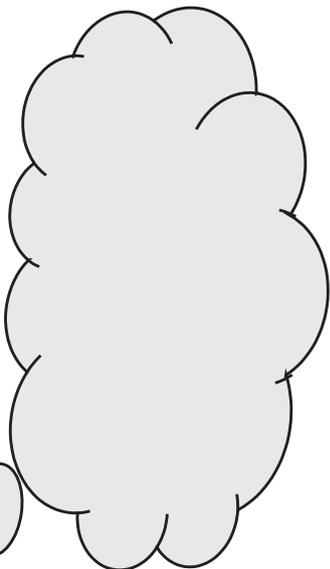
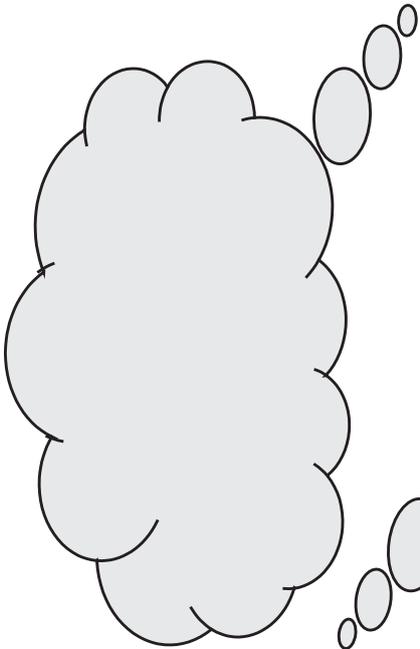
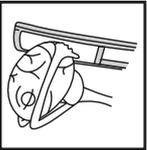
Sit down and put up your hand when you have finished!

First to Find ...

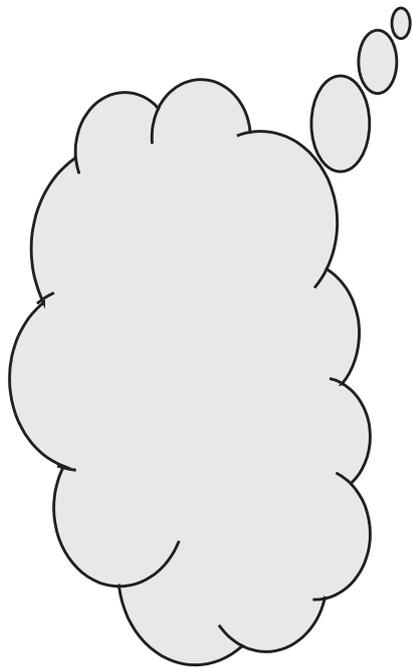
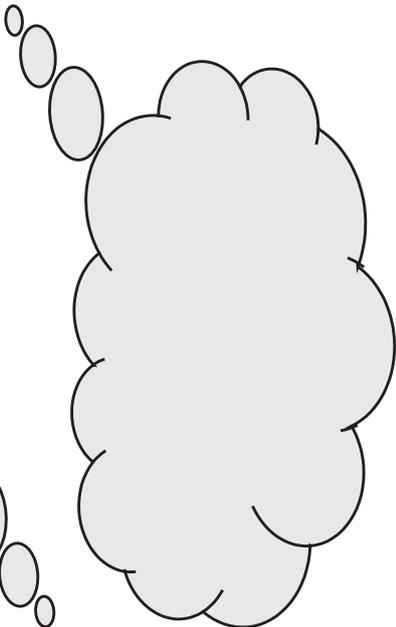
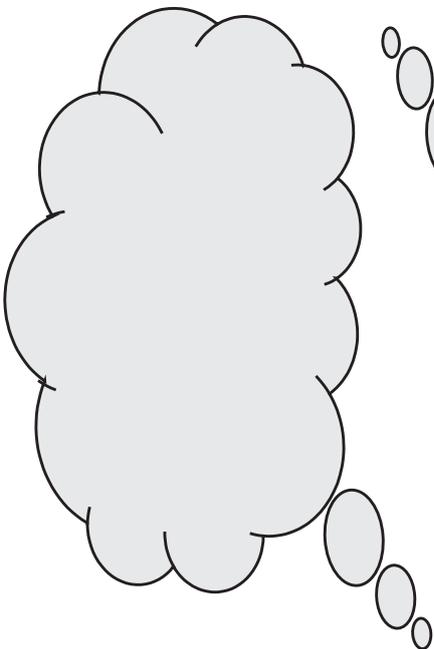
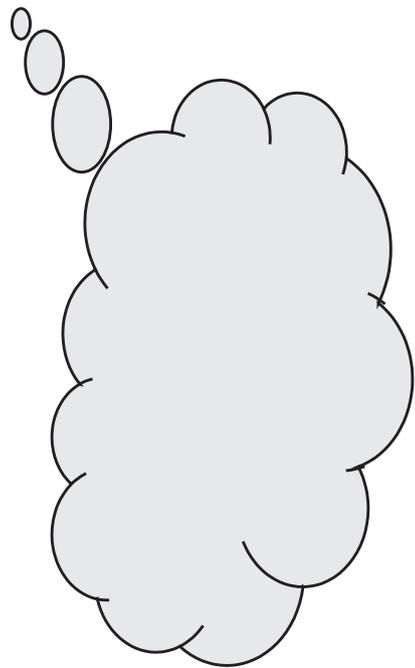
Can you be the fastest in the class to find a different person to fit each of the descriptions below?

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Sit down and put up your hand when you have finished!



**How can you recognise
a good learner?**



Good Learner cards

A good learner tries hard and knows what to do when they are stuck.

They could ...
(stay calm, read the question again, ask for help etc.)

A good learner makes sure they have or can find everything they need.

They have ...
(sharp pencils, books, a rubber etc.)

A good learner thinks about their work when they have finished it.

They ask themselves ...
(what they did well, what they could have improved etc.)

A good learner knows what to do when they have finished.

They might ...
(check their work, show the teacher, read a book etc.)

A good learner knows how to avoid distractions.

They could ...
(look at the person who is talking, choose a quiet place to work etc.)

A good learner thinks about how to become an even better learner.

They might ...
(look carefully at their mistakes, set themselves goals etc.)

A good learner learns well with other people.

They enjoy ...
(listening to other people's ideas, working in a group etc.)

A good learner behaves like a detective.

They ...
(explore new ideas, look in lots of different areas, gather clues etc.)

Good Learner cards

A good learner ...

Three 'Whys' Men

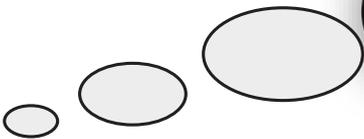
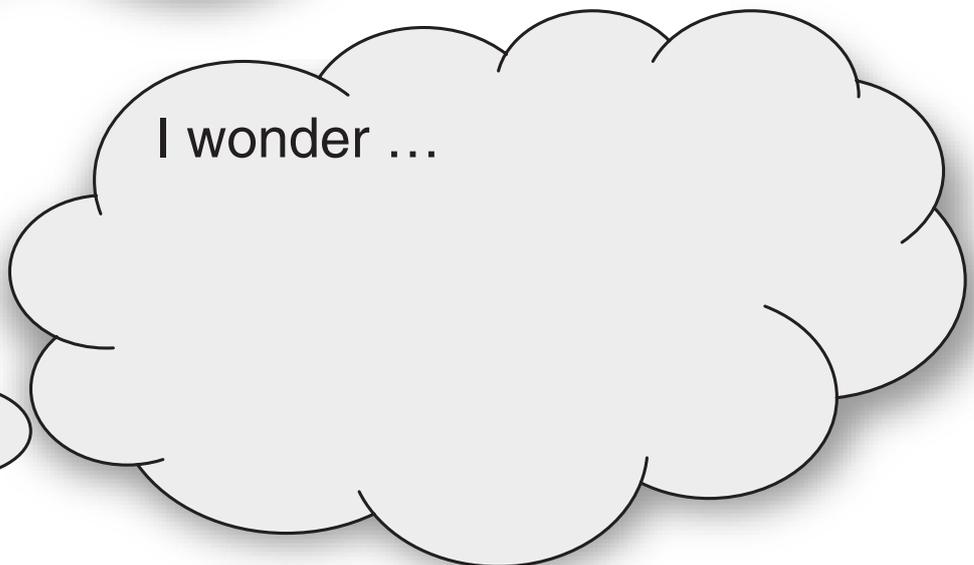
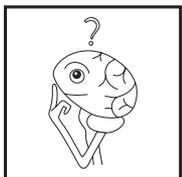
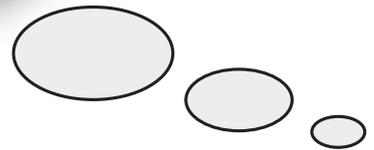
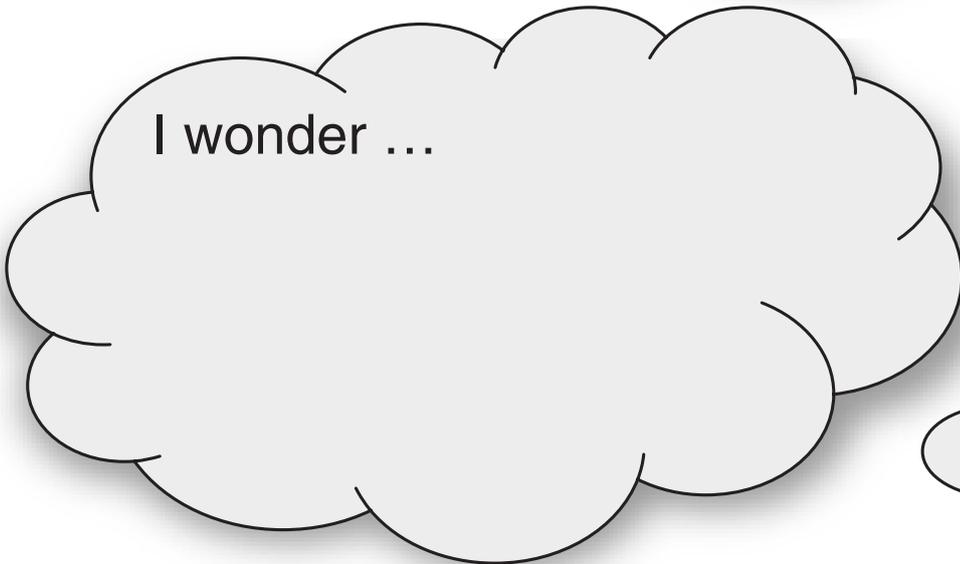
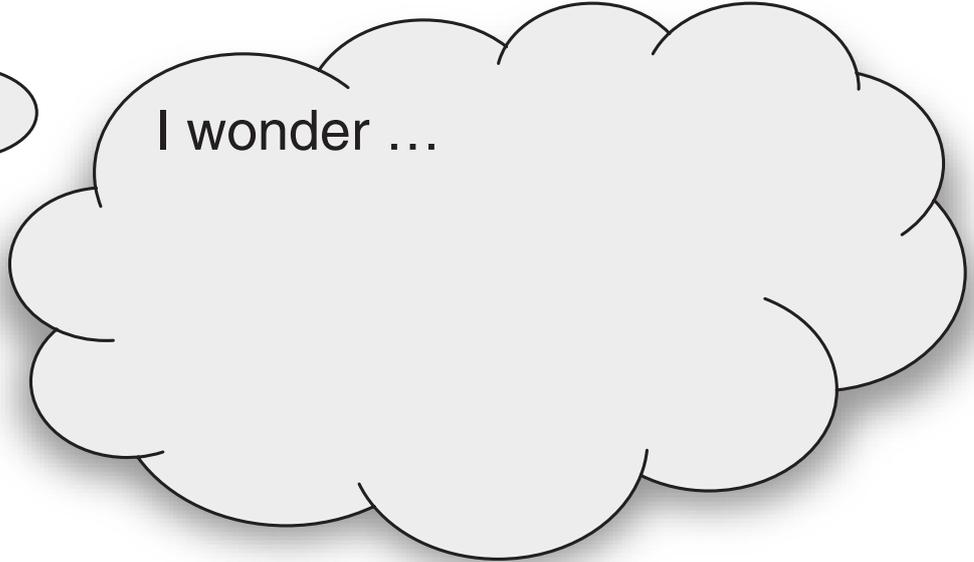
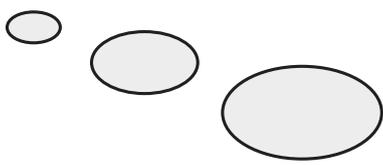
INSTRUCTIONS

1. Invite your pupils to stand in a circle.
2. Offer a 'starter question', for example:

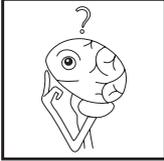
'What are you doing this weekend?'
3. Pick a volunteer to give their answer, then ask 'Why?' to gain a reason for this plan.
4. Repeat and ask 'Why?' two more times, to probe more deeply into the reasoning. Children are likely to find this quite a funny activity, so keep the atmosphere light.
5. Praise the pupil for being the brave first volunteer, then allow them to ask a new starter question and pick someone else to answer it, using the 'three whys' approach.
6. Repeat several times.
7. Note that this will work better for some questions than for others, so you may need to intervene occasionally!

YYY Men

What do you wonder?



What do you *really* want to know?



Imagine you could be told the answers to 5 questions, what would you ask?

1. _____

2. _____

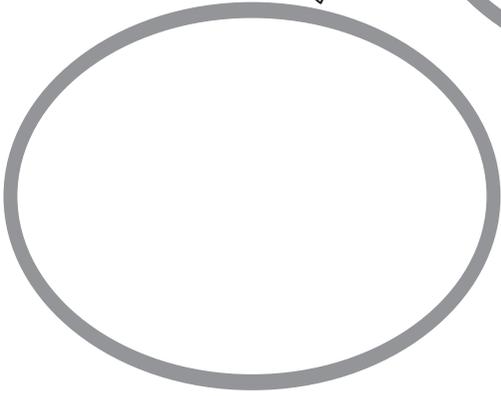
3. _____

4. _____

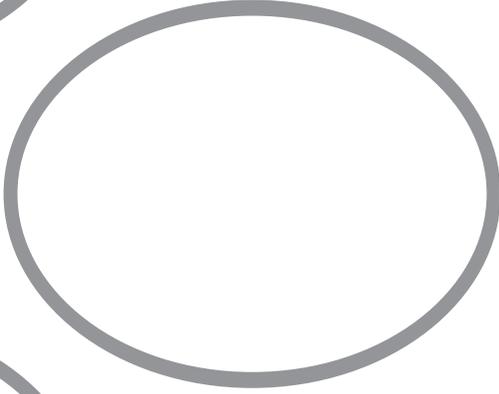
5. _____

Six Steps to Success

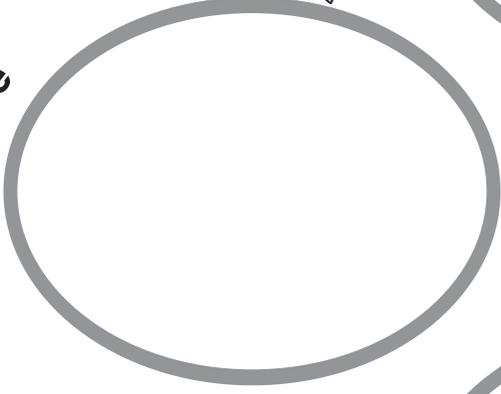
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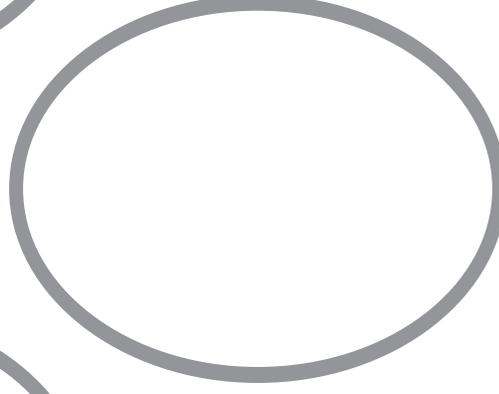
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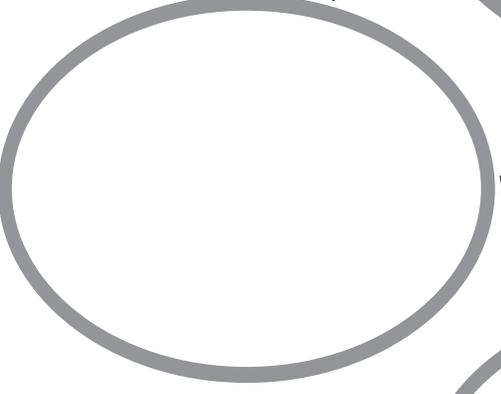
Step Three



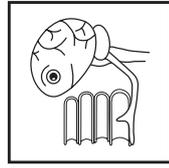
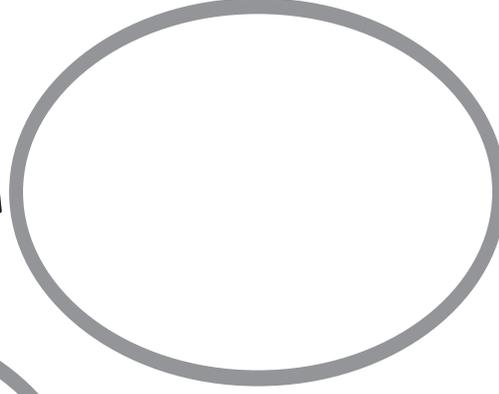
Step Four



Step Five



Step Six



Six Steps to Success challenge cards

These should be photocopied and laminated to form a set of individual cards.

What could you do if you were asked to rescue a terrified cat trapped up a tree?



What could you do if you needed to get into your house but the door is locked?



What could you do if your fear of dogs stopped you walking to the shop?



What could you do if you wanted to make up with a friend after falling out?

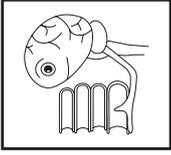


What could you do if you lost your parents while out shopping?

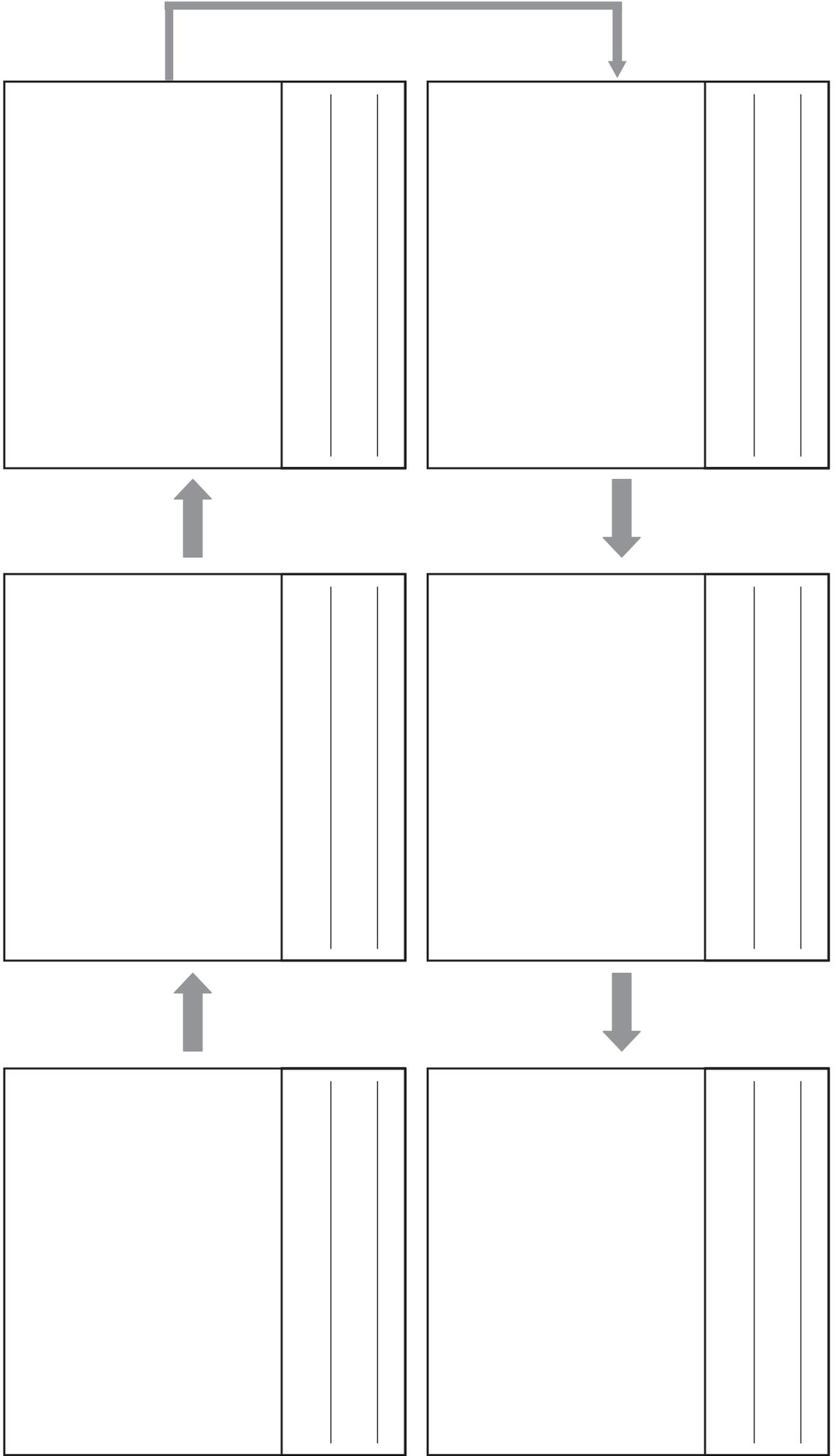


What could you do if you discovered you had lost your school coat?

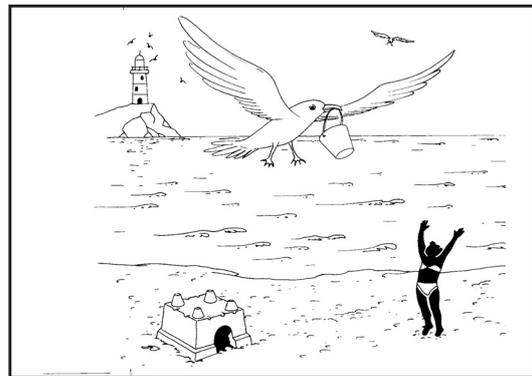
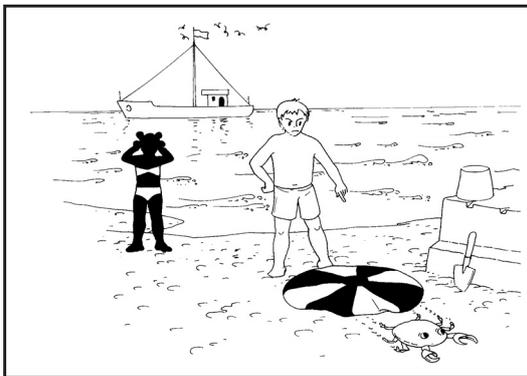
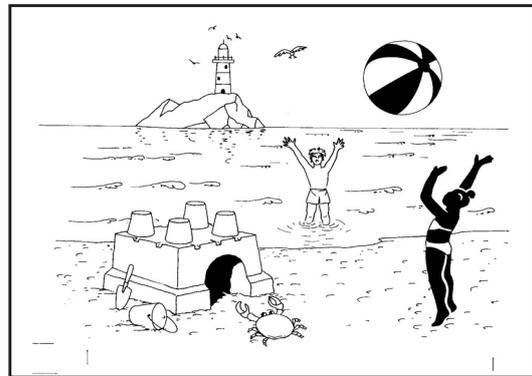
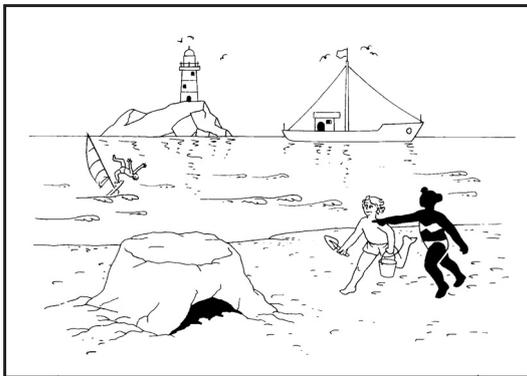
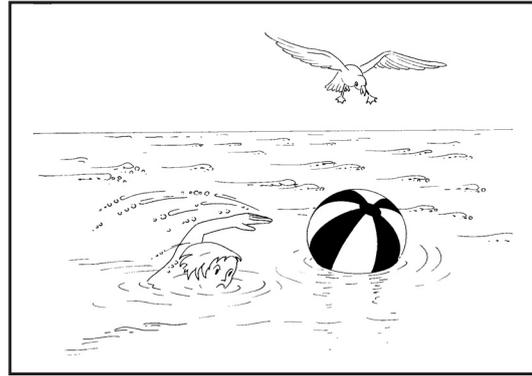
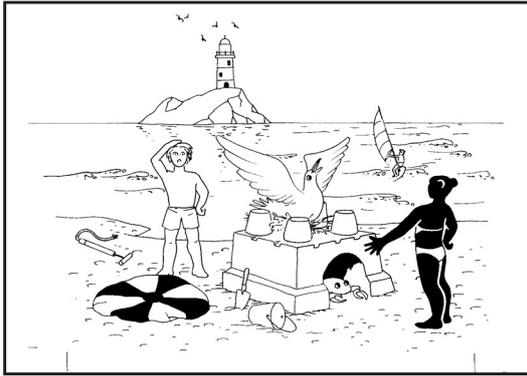




Thinking with flow diagrams



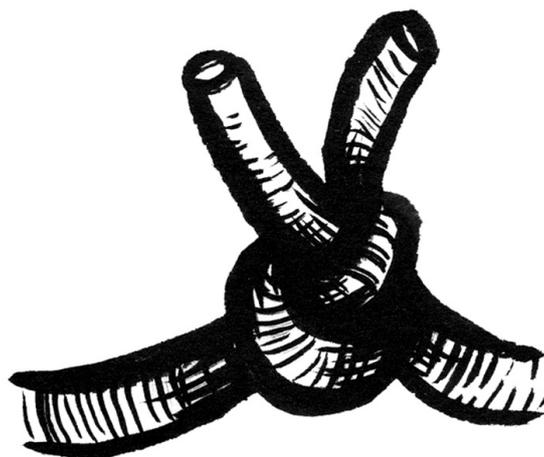
Flow diagram pictures



Tied Up in Knots!

INSTRUCTIONS

1. Select six pupils. Invite five of them to stand in a circle, holding hands. The sixth should be the 'doctor' and should cover their eyes.
2. The group holding hands should now proceed to tie themselves in knots, by twisting and turning and interweaving under arms.
3. The only rule is that they must not let go of each other's hands! They can use their legs to loop over arms as well, if you feel this is safe.
4. When ready, the group call 'Doctor, doctor, I'm tied up in knots!'
5. The 'doctor' should then try to untie them by working out the right order in which to undo the tangle.
6. Repeat with other groups.
7. If you have a classroom assistant, you may be able to have two or three groups at a time, with others watching and evaluating.



Categories of Comparison

Diagram illustrating the categories of comparison. Two ovals at the top are connected by the word *and*. Arrows point from each oval to a vertical list of eight numbered boxes (1-8). A long arrow points down from the left oval to a large empty box. A long arrow points down from the right oval to a large empty box, with a small icon of a person thinking next to it.

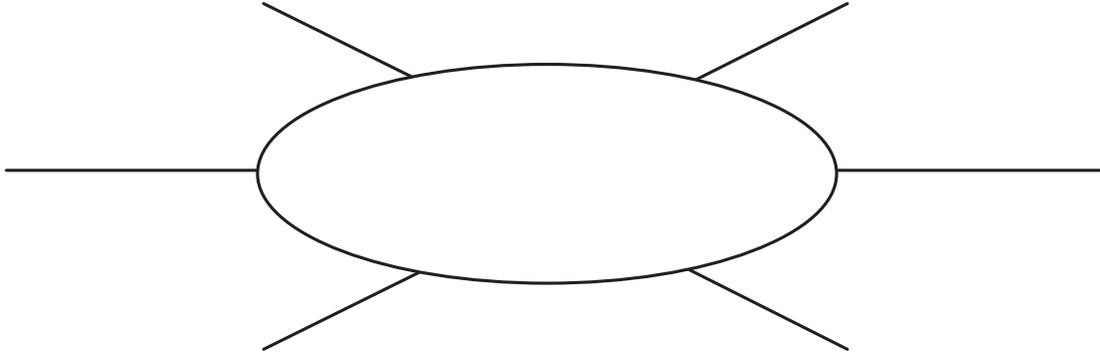
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	

Overall, I think that _____

Weighing Up the Options



Write your decision in the middle and brainstorm all your possible options here:



Now pick one option and put it on the scales:

Option:

For (good points/pros)

Against (bad points/cons)



On balance, I think that ...

Memory Pictures

INSTRUCTIONS

- 1. Tell your class you have a secret picture hidden at the front and their task is to work together as a group to produce as accurate a copy of this picture as they can.**
- 2. Go to each group, numbering the pupils 1 to 4 if your groups are all the same size.**
- 3. If it hasn't been possible to divide the class into equal groups, elect a 'starter person' in each team and point out clearly who will be second, third and so on, so they understand whether they'll be working clockwise or anticlockwise around the table.**
- 4. Explain that the first member of each team will be called up to the front where they will have 10 seconds to look at the secret picture, remember what they can and return to their group to draw what they saw.**
- 5. After a few moments, you will call the number two pupils (or you will simply say 'Next!' if your groups are of uneven size) up to the front to do the same. This will continue until each person has had at least two turns.**
- 6. Before starting, ask your class what sort of skills they think might be useful for this activity and briefly discuss the need for cooperation and good team work. Do not, at this stage, talk about specific strategies.**
- 7. Carry out the activity, hiding the picture and showing it only to those pupils whose turn it is to come to the front.**
- 8. After each person has had at least two turns, pause the game and announce that the final round is coming up. At this point, encourage groups to reflect on the methods they have used so far. Might they be able to think of a more successful strategy to use for the last round?**
- 9. Play the last round of the game.**

Memory Pictures

