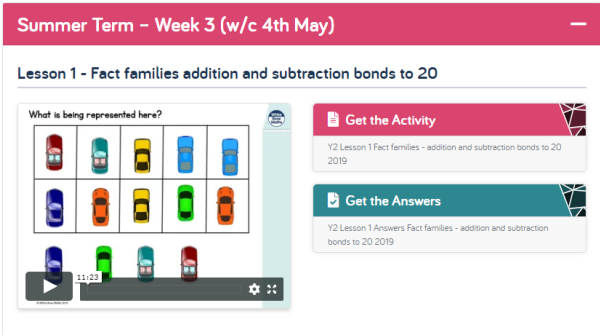


Year 2 Contingency ideas – Week 6

CHILDREN ARE TO COMPLETE THE TASKS IN THEIR HOME LEARNING BOOKS

Subject	Work at home ideas
Reading	<p>https://www.oxfordowl.co.uk/api/interactives/26331.html - set 2 slideshow</p> <p>https://www.oxfordowl.co.uk/api/interactives/26334.html - set 3 slideshow</p> <p>Continue to practice phonics. Use the videos above to go through all sounds. These could be written on pieces of paper and hidden round the house for them to find or you could use them as flash cards to encourage them to read them quickly.</p> <p>Reading- Pirate Pete comprehension Micro-habitats– Easier reading comprehension Offline</p>
Spelling	<p>Spelling</p> <p>Challenge – Wordsearch – can you find the words hiding in the grid?</p> <p>Choose 5 words from the Summer Term spelling list. Can you write 5 silly sentences using these words on the template provided.</p> <p>Offline</p>
English	<p>English</p> <ul style="list-style-type: none"> - This weeks learning follow on from last weeks about ‘The Elves and the Shoemaker’. - Day 1 – Read the story or listen to it online following the link on the page. Talk with someone at home about the story and fill in the boxes. - Day 2 – answer the questions about the story – you might want to get a grown up to read it to you or listen to it again online. - Day 3 – join up the words to their definitions – one has been done for you. Sort the list of words into nouns, verbs and adjectives. - Day 4 – now let’s get creative design some new clothes for the elves – draw them in the boxes

	<p>- Day 5 – now let’s get writing, read the letter from the shoemaker to the elves. Can you write a letter back to the shoemaker.</p> <p>Offline</p>
<p>Maths</p>	<p>Visit the following website - https://whiterosemaths.com/homelearning/year-2/ Select Summer term – week 3: Here you will find a selection of video clips all about addition and subtraction. Please work through one video and the relevant activity each day – these need to be completed in the correct order. The activities and answers are provided on the same webpage.</p>  <p>Online</p> <p>Here is a break down of the week:</p> <ol style="list-style-type: none"> 1. Fact families addition and subtraction bonds to 20. 2. Compare number sentences. 3. Related facts. 4. Add and subtract ones. 5. Friday challenge. <p>There will also be some revision activities posted daily on our class story. This week their focus will be on the inverse.</p> <p>Offline</p> <p>Don't forget these websites:</p> <p>Times Table Rock Stars – 10 mins https://play.ttrockstars.com/ Battles will be set on a regular basis.</p> <p>Prodigy (just for fun) https://play.prodigygame.com/</p>
<p>Science</p>	<p>https://fun-science.org.uk/top-5-science-activities-home/ Choose one fun science experiment to do at home – you will need a grown up to help you.</p>

Topic	<p>Wanted poster – this can be for a character from a book or a family member or a teacher from the school! Use your imagination – I have given you a template you could use to help you or you could design one for a pirate!</p>
PE	<p>Have a go at one of the activities from the sheet. There are also some tips below to help make the activities trickier or easier.</p> <p>You can also answer the questions in the P.E. quiz attached, then why not quiz someone in your family!</p> <p>Offline</p>
Art	<p>Have a go at creating your own pirate hat. You can draw it using pens/pencils etc or you can have a go at making one you can wear. We have provided a template you can use.</p> <p>Offline</p>
DT	<p>https://www.youtube.com/watch?v=mMHVEFWNLMc – Watch this video all about healthy eating</p> <p>Online</p> <p>Have a go at designing and creating your own healthy snack. Ask people in your family about what healthy eating means to them and what their favourite snacks are. Then fill in the worksheet. You could even have a go at making your snack if you have the right ingredients! Or making your own advert for your snack.</p> <p>Offline</p>
Computing	<p>https://toybox-assets.files.bbci.co.uk/activities/legacy-bitesize-games/robot/navigation/index.html#sa-link_location=blocks&intlink_from_url=https%3A%2F%2Fwww.bbc.co.uk%2Fbitesize%2Ftopics%2Fz3tbwmn%2Farticles%2Fzqnc4wx&intlink_ts=1588770561098-sa</p> <p>Follow this link and have a go at programming the robot on the game.</p> <p>Online</p> <p><u>or</u></p> <p>gather some objects from around the house to make a robot with. Lego or other building toys would be great for this. Sit back to back with someone and label yourselves A and B. Have person A describe to you what to build, and copy it word for word, whilst they build it to. Once you are done, compare them both to see if they look the same. Then swap!</p>

	offline
Music	Read through the pirate songs that use the tune of famous nursery rhymes. Can you learn one song and create your own music to go with it. Offline
RE	Islam – Lesson 4 – This week’s learning is all about Mosques – read through the powerpoint with your family and have a go at creating a collage of a mosque or creating a 3D model Offline

Reading Comprehension



Pirate Pete Loses His Hat

Susan Akass and Ben Cort



Pete was a pirate. He had a parrot called Beaky.

Pete had a big pirate hat.



One day the wind blew and blew.



It blew the ship up and down.



"I don't like this wind", said Pete. "I don't like this wind", said Beaky.

The wind blew and blew. It blew the big hat into the sea.



"Help, help!" said Pete. "I want my hat."

Pete got a telescope.



"I can't see my hat", he said.

"What can you see?" said Beaky. "I can see a whale", said Pete.



"What can you see now?" said Beaky, "I can see a dolphin", said Pete.



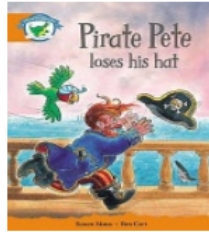
Beaky got a telescope. "I can see the hat", said Beaky. "Can you?" said Pete.

"Yes", said Beaky. "I can see a hat. And I can see a big shark!"



"Thundering Cannonballs!" said Pete.





Pirate Pete loses his hat Comprehension

1. Pete was a a.) teacher
 b.) parrot
 c.) pirate

2. What was the name of Pete's parrot?
 a.) Pecky
 b.) Beaky
 c.) Cannon

3. What blew the ship up and down?
 a.) the wind
 b.) the rain
 c.) the sun

4. Where did Pirate's Pete hat get blown to?
 a.) into the sky
 b.) into the tree
 c.) into the sea

5. Underline the **3** sea animals in this story: dog, whale, horse, shark, cat, dolphin

6. What happened to Pirate Pete's hat? _____
_____.

Microhabitats

A habitat is where an animal or plant chooses to make its home.

This might be a woodland, a desert or the rainforest.



In every habitat, there are lots of microhabitats, such as trees, ponds and hedges.

This booklet will help you find out about some of the microhabitats in a woodland...

Questions

1. Tick **three** examples of habitats.

Animal

Woodland

Desert

Rainforest

A tree

What lives on a tree?

- You might find some birds' nests up the top of a tree, where robins, wrens or owls live.
- Under the bark, you can find woodlice.
- On the leaves might be mites or caterpillars.



How can I explore it?

- Use binoculars.
- Gently pull off a bit of loose bark.
- Sweep a net through the leaves.

Questions

3. Write **3** birds you might find at the top of a tree.

4. On which part of the tree will you find a mite?

5. What should you use to sweep through the leaves?

Leaf-Litter

What is it?

There are lots of leaves on the woodland floor. This is called leaf-litter.



How can I explore it?

- Use a paintbrush to hunt in the leaves and brush any creatures into jars.
- Or collect a pile of leaves and put them on large white paper.

What will I find?

You might find beetles, slugs, snails and many more!



Questions

6. Where will you find leaf litter?

7. What will you need to take with you to help you look in the leaf litter? **Tick three.**

Paintbrush

Jars

White paper

Spade

8. **Find and copy one** word meaning 'gather.'

Under a Log



- How can I explore it?
- Choose small logs and gently roll them over.
 - Collect some of the mini-beasts.
 - Don't forget to put them back!

What will I find?
Under a log there is a lot of wood and insects to eat. It is a perfect spot to hide.
You might find millipedes, slugs or snails.



Questions

9. What should you not forget?

10. Why do you think you should choose **small** logs?

11. Why do some creatures choose to make their home under logs? Write **two** reasons.

Free Spelling Worksheet

Here's a spelling worksheet that's a LOT of fun, and a bit tricky, too!

You'll see fifty words on the word list, but only 30 of the words are spelled correctly. Those 30 words are the only words from the word list that are in the puzzle. To solve this page, begin by deciding which words are correct. Then look for them in the puzzle. Cross out the misspelled words in the word list. Write each one correctly on the back of this page.

D	N	O	O	P	S	A	E	T	M	E	L	B	O	R	P	R
E	L	A	R	E	V	E	S	R	E	T	A	E	W	S	M	E
K	L	U	F	T	H	G	U	O	H	T	L	E	S	A	A	P
Q	E	Y	M	S	Y	E	Q	K	S	S	P	A	N	T	T	S
W	T	E	A	E	H	T	T	U	Q	A	Y	U	N	S	L	I
D	S	S	T	A	Q	O	P	A	R	D	F	R	E	G	L	H
Y	S	B	E	L	Q	P	U	A	R	A	A	R	U	W	I	W
E	E	N	R	G	L	Y	G	L	C	A	V	E	O	P	S	S
S	C	E	I	Y	G	R	E	T	D	I	P	V	E	P	E	E
T	O	T	A	G	A	U	U	T	C	E	L	E	M	E	I	R
E	R	I	L	P	M	R	S	E	A	K	R	O	S	R	R	U
R	P	S	H	B	E	F	H	C	T	R	L	H	W	H	O	T
D	O	O	E	Z	E	E	U	Q	S	O	B	W	S	A	M	I
A	E	P	R	E	R	U	S	A	E	R	T	E	R	P	E	N
Y	J	P	D	S	U	O	I	R	A	V	J	T	L	S	M	R
M	S	O	T	N	A	S	A	E	L	P	M	B	R	E	L	U
Q	M	H	T	Y	H	R	E	P	A	P	S	W	E	N	C	F

ACTER
 ANNUEL
 CELEBRATE
 CHOCLATE
 DIFERENT
 FINALY
 FURNITURE
 GOVERMENT
 HAPPPLY
 INSTURMENT
 INTRESTING
 MAJER
 MANUFACTURE
 MATERIAL
 MEMORIES
 NECCESARY
 NEWSPAPER

NIETHER
 NOTBOOK
 OPPOSITE
 PARAGRAPH
 PATTREN
 PERHAPS
 PLEASANT
 PROBLEM
 PROCESS
 PUZZEL
 RHYTHM
 SEPARATE
 SERVICE
 SEVERAL
 SHOULDER
 SIGNAL
 SINCERLY

SLIPPRY
 SQUEEZE
 STOPING
 SUGGEST
 SUPPLY
 SWEATER
 SYRUP
 TEASPOON
 THOUGHTFUL
 TREASURE
 USUALY
 VARIOUS
 WHISPER
 WHOEVER
 WIERD
 YESTERDAY

Silly Spelling Sentences!



Spelling word

Can you put your spelling words into a funny sentence?
Pick 5 of your spelling words and see if you can make a sentence to make
me, or a friend laugh out loud!

Silly sentence

Year 2 Spelling Words

Autumn Term

Because
Both
Child
Children
Climb
Cold
Door
Every
Everybody
Find
Floor
Gold
Hold
Kind
Mind
Most
Old
Only
Poor
Told
Wild
Christmas

Spring Term

Behind
After
Bath
Beautiful
Break
Class
Even
Fast
Father
Grass
Great
Hour
Improve
Last
Move
Pass
Past
Path
Plant
Pretty
Prove
Steak
Sure

Summer Term

Again
Mr
Mrs
Any
Busy
Clothes
Parents
People
Should
Sugar
Could
Eye
Half
Many
Money
Water
Who
Whole
Would

English

The Elves and the Shoemaker

Year 2 workbook
by Emma Caulfield



Hi! We are helper elves called Clary, Pepper and Jas.
We are also famous! We once helped a shoemaker
and his wife; you might know our story.

Day 1



Here's our story...

You can listen to an audio version of the story here <https://soundcloud.com/talkforwriting/elves>

The Elves and the Shoemaker

Once upon a very long time ago, there lived a kind-hearted shoemaker and his wife. Unfortunately, the couple had become so poor that at last they had nothing left but the leather to make one pair of shoes.

One night, after a supper of bread and jam, the shoemaker shuffled to his workshop with his head hung down and his shoulders hunched. As he cut out the shoes from the last piece of leather, his wife appeared, "Try not to worry. Everything will soon be all right. Leave that tonight. You can finish the shoes tomorrow," she said softly.

Little did they know but three little elves, Clary, Pepper and Jas, heard the shoemaker's wife. They felt sorry for the kind man and decided to help. Working through the night, they cut, sewed and decorated until they had made a beautiful pair of shoes!

In the morning, the shoemaker and his wife were amazed to see the delightful, little shoes on the workbench. "Where have these come from? Who made them?" they wondered. Soon, a merchant saw the shoes in the shop window and bought them immediately. He was so impressed by the shoes that he gave the shoemaker enough money to buy leather for two pairs of shoes.

That night, too, the shoemaker cut out the shoes and left them on the workbench. Again, the three little elves returned.

Working through the night, they cut, sewed and decorated until they had made two beautiful pairs of shoes!

This continued for many more nights, until the shoemaker and his wife were no longer poor. One night, the couple decided that they wanted to know who was making the shoes so that they could thank them for their kindness. After a hearty supper, they laid out the leather, hid in the workshop and waited to see who their helpers were.

Clary, Pepper and Jas crept into the workshop and by the light of the moon, cut, sewed and decorated until they had made several beautiful pairs of shoes!

"How lucky we are! We must return their kindness!" declared the shoemaker's wife.

"Their clothes are ragged and torn. Let's make them some new clothes," the shoemaker suggested.

So, all day, they cut, sewed and decorated until they had made three teeny hats, three perfectly miniature suits and three tiny pairs of charming shoes. That night they left them on the workbench for the generous elves.

"Their clothes are ragged and torn. Let's make them some new clothes," the shoemaker suggested.

So, all day, they cut, sewed and decorated until they had made three teeny hats, three perfectly miniature suits and three tiny pairs of charming shoes. That night they left them on the workbench for the generous elves.

By the light of the moon, Clary, Pepper and Jas danced a jig of happiness on the workbench. Dressed in their brand-new hats, suits and shoes they left the shoemaker's workshop, not ever to return.

The shoemaker and his wife lived happily ever after, never forgetting the three little elves who helped them in their time of need.

★ Share the story with someone at home.

★ Clary wants to know what you think about the story. Talk about it together and then see if you can fill in the boxes:

Have you heard this story before? Was it different this time? How?

Which part of the story was your favourite? Why?

Who was your favourite character? Why?

Was there something in the story that you didn't like? Which part and why?

Day 2



★ Pepper is always asking questions! See if you can answer these:

1. What kind of person was the shoemaker?
2. Can you describe the three elves?
- 3.
4. At the beginning of the story, why was the shoemaker poor?

5. After his supper of bread and jam, the shoemaker goes to his workshop. Which words suggest that he is feeling sad?

6. Can you draw the scene when the elves first hear the shoemaker and his wife talking in the workshop? Where are the elves?

7. One night the shoemaker and his wife ate a hearty supper. What do you think they ate?

8. After we elves had finished helping the shoemaker, we helped lots of other people. Who else do you think we helped?

9. We elves are very good at making things. What are you good at?

Day 3



Jas's word game

Jas really likes playing, especially with words. Can you help to sort out these words from the story? First, see if you can spot and highlight these words in the story, then match the word to the definition. The first one has been done for you.

kind-hearted

walked without lifting your feet properly

supper

a type of dance

shuffled

friendly, helpful, gives things

hunched

fills you up, filling

wondered

kind and caring

merchant

announced, said

workbench

a meal eaten in the evening

workshop

leant forwards with your shoulders up

hearty

a room or building where things are made

declared

thought about

generous

heavy, wooden table for working on

jig

a person who buys or sells things

Day 4

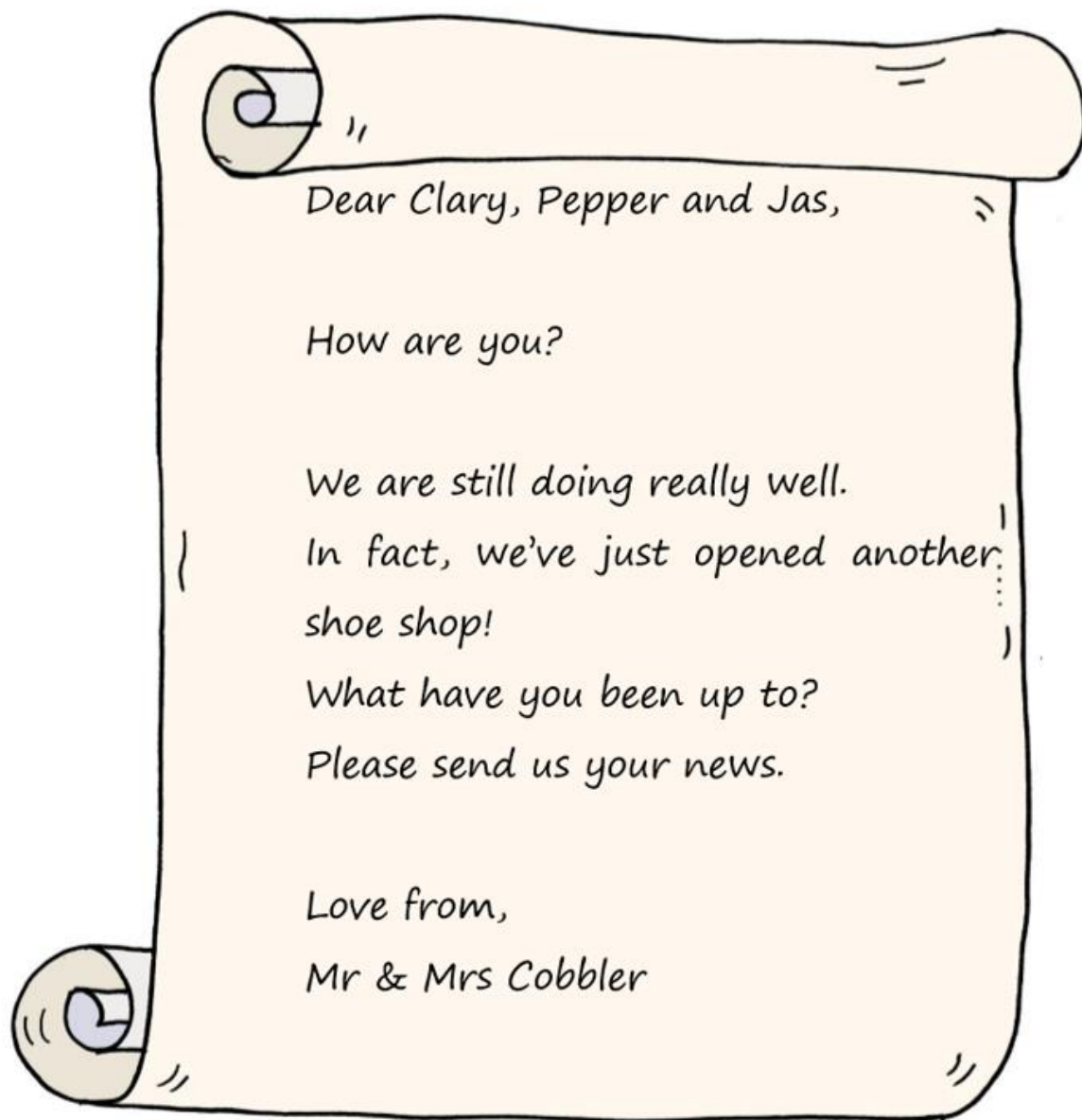


★ The elves need some new clothes! Could you design three new hats, suits and pairs of shoes?

Hats

Suits

Shoes



★Clary, Pepper and Jas have been on lots of adventures. Can you write a postcard to Mr and Mrs Cobbler, telling them what the elves have been up to?

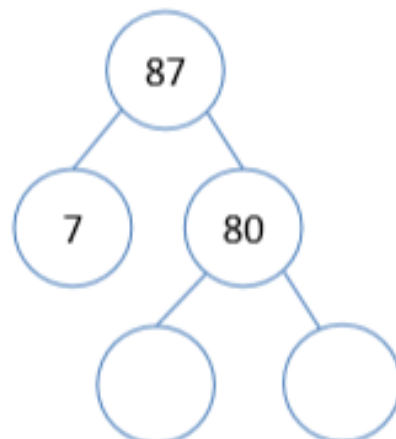
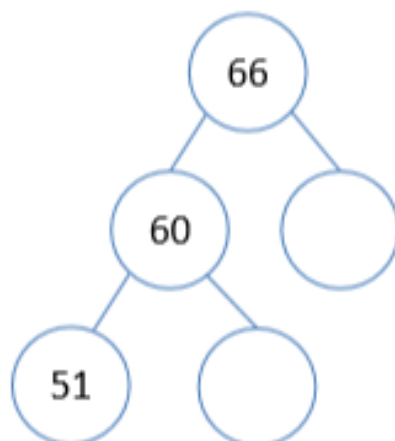
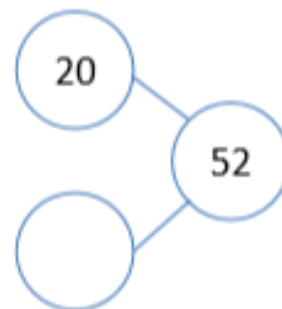
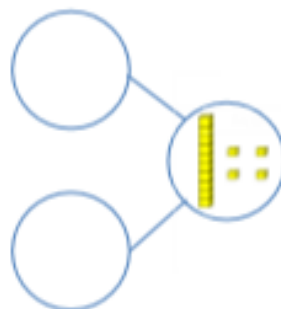
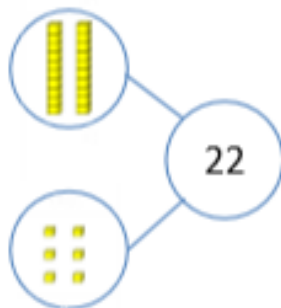
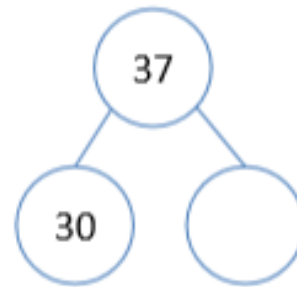
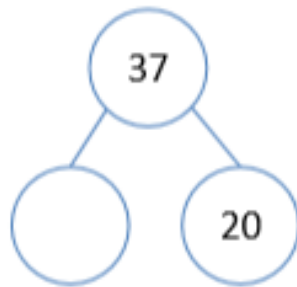
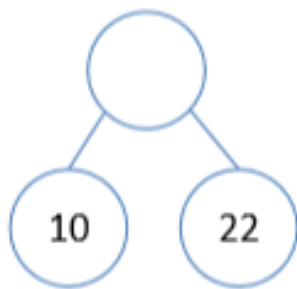
Dear Mr and Mrs Cobbler,

Love from Clary, Pepper and Jas xxx

Part-Whole Models Tens and Ones 1

Learning Outcome: Recognise the place value of each digit in a two-digit number (10s, 1s).

Complete the part-whole models.



Comments

no help	
some help	
1-1	

Part-Whole Models Tens and Ones 2

Learning Outcome: Recognise the place value of each digit in a two-digit number (10s, 1s)

Match the number sentences to the correct number.

$20 + 17$

$10 + 6$

$30 + 0$

$10 + 1$

$40 + 6$

30

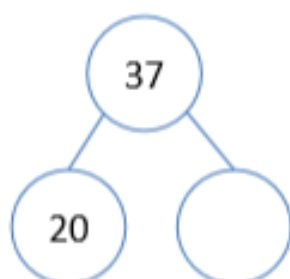
37

11

46

16

Complete the part-whole model and write four number sentences to match.



$$\begin{array}{l} \square + \square = \square \\ \square + \square = \square \\ \square = \square + \square \\ \square = \square + \square \end{array}$$

Harry has 20 paper clips and Oscar has 15 paper clips.



- Represent the total number of paper clips with multi-link cubes.
- Represent the total number of paper clips with a part whole model.
- Represent the total number of paper clips as a number sentence.



Comments

no help	
some help	
1-1	

WANTED



Wanted poster

We don't actually meet Captain Bleakheart in *Ferdinand Forest and the pirate pickle* but can you imagine some of his evil deeds and make a wanted poster for him?

Wanted



Captain Bleakheart

Ideas to Help!

1. Rolling eggs (Catch)

- Use a long table or create an inclined surface (e.g. cardboard leaned against the edge of the sofa).
- Roll pretend "eggs" (e.g. balls) to the child and encourage him/her to catch them using bare hands or a box/basket before they go off the table or slope.
- Start with slowly rolling down one 'egg' at a time.
- Once achieved, roll the 'eggs' in quicker succession.
- Vary activity by rolling down several different coloured "eggs" and get the child to catch only the called out colour (e.g. all the red "eggs").

2. Hot potato! (Throw & catch)

- Throw the "hot potato" (e.g. balloon, ball, bean bag, screwed-up newspaper ball) in the air and catch it to your child's favorite music.
- Try different styles of catching:
 - From one hand to the other
 - One-handed catch
 - Alternate with both right and left
 - Two-handed catch
 - Using a ball racquet
- Once achieved, a clap can be added into the routine before catching the "hot potato".

3. Catch it (Bounce & catch)

Start with asking the child to open his/her hands to drop the ball then try to catch it. They can count aloud the number of times they can catch.

- Using a bouncy ball like a basketball, gym ball or tennis ball makes it easier.
- Once achieved: Ask him/her to throw harder onto the floor before catching it.
- Allow a bounce before the catch.
- Add in a clap before the catch.
- Vary the activity by bouncing the ball to a partner who will try to catch it either with bare hands or with an object (e.g. a container, a hoop with a bag sewn onto it etc.).

4. Strategies for upgrade when your child finds the activity easy:

- Gradually move yourself or the target further away from the child.
- Use a smaller ball.
- Encourage him/her to use one-handed catch/throw for increased accuracy instead of power.
- Allow your child to decide which side of the body they prefer to use.
- Make the target smaller.
- Make the target a moving one.
- Change the timing (e.g. faster, random, unpredictable).
- Increase the organisation or action steps required (e.g. add in extra activity step/s, include additional targets).

5. Strategies for downgrade when your child finds the activity too difficult:

- Get his/her attention first to let them know the ball is coming towards them.
- Stand closer or move the target nearer to the child.
- Use a bigger ball/object.
- Encourage him/her to use both hands.
- Introduce a container (e.g. box, basket) as an alternative to catching with bare hands
- Stand behind him/her to give hand-over-hand assistance of the hand position during the activity
- Use a heavier and/or different textured object as an alternative (e.g. a cushion, stuff-toys, beanie toys, bean bag, foam cubes, textured balls).
- Use a bigger stationary target.
- Adopt a slower and/or predictable timing to allow the child to make the necessary adjustments to their position and time to follow the ball.
- Use a variety of slow-moving balls/objects (e.g. balloons, beach balls, wool pom-poms, foam balls, scarves, feathers, tissues).
- Decrease the organisation required (e.g. make the activity simpler; reduce the activity steps involved)
- Change the activity from standing-up to sitting-down (e.g. cross-sitting on the ground)

P.E. Quiz

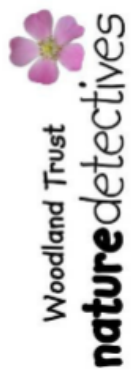
1. Which of these is not a reason why children should exercise?
 - a) Exercise can make you better at singing.
 - b) Exercise can help you concentrate and do better at school.
 - c) Exercise can put you in a good mood.
2. How much exercise should you get each day?
 - a) Around 3 hours.
 - b) Around 30 minutes.
 - c) Around 60 minutes.
3. Which of these is not a way of being a good team player?
 - a) Cheering other teams on.
 - b) Booing people from the other teams.
 - c) Having fun with your friends.
4. What should you drink during or after exercise?
 - a) Water
 - b) Fizzy drinks
 - c) Milk
5. What should you always do before you exercise?
 - a) Sit down and rest to save energy.
 - b) Run around as fast as you can so your heart is beating quickly.
 - c) Stretch your muscles.

6. Which of these is not part of a healthy lifestyle?

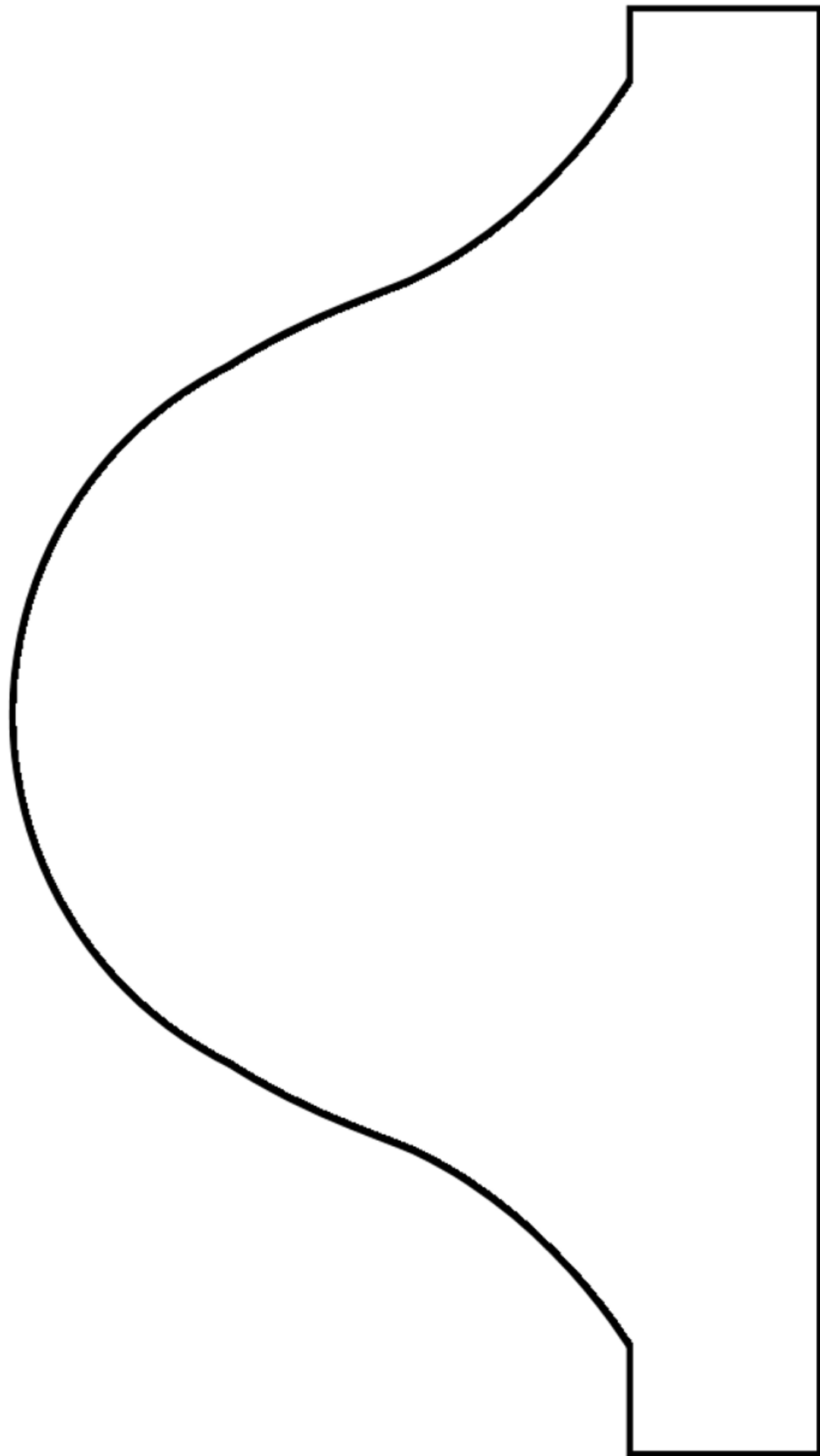
- a) Getting lots of sleep.
- b) Eating a balanced diet.
- c) Drinking lots of sugary drinks.
- d) Exercising every day.

Answers: 1 = a 2 = c 3 = b 4 = a 5 = c 6 = c

Art



Pirate hat template



Designing my own healthy snack

Name:	Price:
What it is made of:	
Who should buy it:	
Packaging (draw a picture of what the wrapper on your snack will look like):	

Music

What shall we do with the lazy pirate?
What shall we do with the lazy pirate?
What shall we do with the lazy pirate?
So early in the morning!

Walk the plank and splash in the water
Walk the plank and splash in the water
Walk the plank and splash in the water
Early in the morning!

The wheel on the ship goes round and round
Round and round, round and round
The wheel on the ship goes round and round
All day long

The flag on the ship goes flap flap flap
Flap flap flap, flap flap flap
The flag on the ship goes flap flap flap
All day long

The parrots on the ship go pretty pretty polly
Pretty pretty polly, pretty pretty polly
The parrots on the ship go pretty pretty polly
All day long

The treasure on the ship goes sparkle sparkle sparkle
Sparkle sparkle sparkle, sparkle sparkle sparkle
The treasure on the ship goes sparkle sparkle sparkle
All day long

(To the tune of - Miss polly had a dolly who was sick sick sick)

The pirates on the ship go Arr Arr Arr
Arr Arr Arr, Arr Arr Arr
The pirates on the ship go Arr, Arr Arr
All day long

A pirate had a parrot who was sick sick sick
So he called for the captain to come quick quick quick
The captain came with his hat and his patch
And his wooden leg that made a kind of scratch scratch scratch
He looked at the parrot and he rubbed his beard
And he said to the pirate 'you should not be feared'
He looked in his pocket for some nuts and seeds
Your parrot will get better if you increase her feeds

(to tune of 5 currant buns)

Five cheeky pirates sailing on the sea
Up and down on the waves, spilling all their tea
Along came the captain with his parrot one day
Made a pirate walk the plank, and then he swam away

Twinkle Twinkle treasure chest
Gold or silver, which is best
Pirate treasure shining bright
Rings and diamonds catch the light
Twinkle Twinkle treasure chest
Gold or silver which is best

Four cheeky pirates sailing on the sea
Up and down on the waves, spilling all their tea
Along came the captain.....

Three

Two

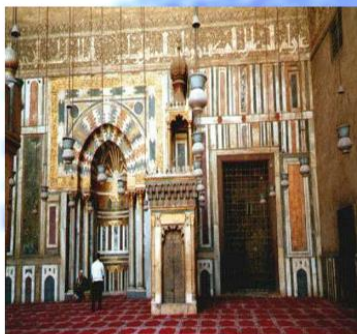
One

(to the tune of Oh the Grand old Duke of York)

Oh! Pirate Captain Jack he had ten thousand ships
He sailed them round and round the world
Then he sailed them round again
And some of the waves were high
And some of the waves were small
And sometimes when the wind was calm, there were just no waves at all.

What is in a Mosque?

- People who are followers of the religion Islam are called Muslims.
- They believe there is one God, called Allah who created everything and is all powerful.
- Muslims go to worship in a building called a Mosque.



Qiblah wall

This is the wall in the mosque which faces Mecca. When praying, Muslims face Mecca as they believe it is the holiest city.



Mihrab

The mihrab is an alcove in the Qiblah wall. The Imam (leader) stands in the alcove to deliver prayers. The mihrab is normally very ornately decorated.



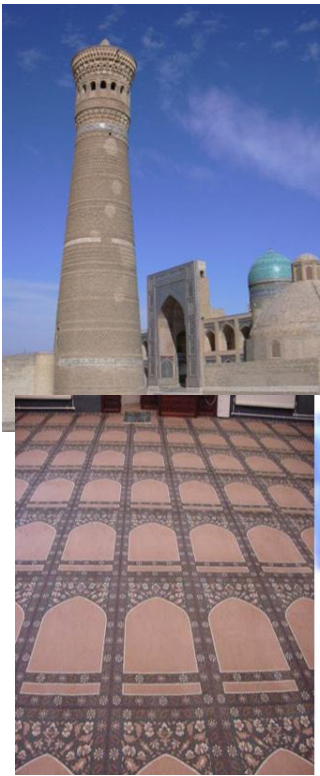
Minbar

Minbars are used on Fridays, the holy day. The person who is giving the special prayers (khatib) stands on one of the lower steps to deliver the prayers. Nobody uses the top step as this is reserved for the prophet.



Washing Area

Before going into the mosque, everyone must remove their shoes. They must then wash their hands, feet and mouths. There are separate washing areas for men and women.



Minaret

The call for prayer is called from the minaret by the imam (leader). This usually happens on Fridays although it can happen on other days as well.

Prayer mat

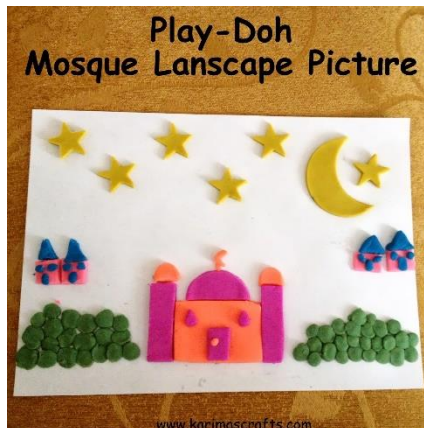
Usually when Muslims pray, they do so on a prayer mat. However, in a mosque the prayer hall is usually carpeted so they don't need to bring mats. In this mosque, the carpet is designed so that everybody knows where to sit and how much space to take up.



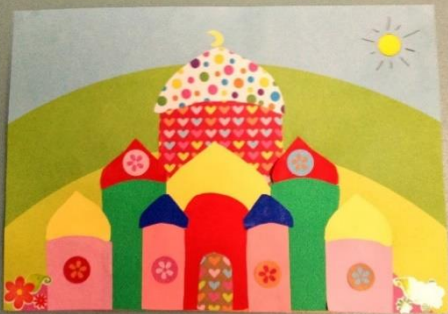
Activity 4

- 1.) With an adult or an older brother or sister, read and discuss the PowerPoint - The Mosque - see attachment.
- 2.) Look at some other Mosques online.
 - What colours are used for the domes on top?
 - Do any of them have the star and crescent symbol on them?
 - What shape are the windows and doors?
 - Look how beautiful they are.
- 3.) Create your own careful design for a Mosque. Could you make a 3D one out of cardboard boxes and empty cereal packets etc? If you prefer, try to draw one. Maybe create a collage? Use playdoh? See next page for ideas.

I would love to see your creations on ClassDojo!



Crafts - Mosque Collage



www.Karimascrafts.com

