Grade 2 Creative Activities

Terms 1, 2 and 3 - notes for 15 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 Creating and Executing | Term 1

1.1 Hopping

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify different directions of hopping for space awareness
- perform hopping in different directions for agility
- make pattern formations while hopping in different directions for coordination

KEY WORDS

hop, forward, backward, right, left, straight, curved, circle, zigzag, pattern.

1. What hopping is

Hopping is moving on ONE foot: take off on one foot and land on the SAME foot.
Jumping uses two feet. Hopping uses one foot.
Coaching points: stand tall, lift the free leg, use the arms for balance, land softly on the ball of the foot with a bent knee.

2. Hopping on the spot

Activity: hop on the spot
Each learner stands inside a small circle drawn on the ground. Hop three times on the right foot, rest, then three times on the left foot.
Then: right, right, left, left. Keep inside your circle.

3. Hopping forward

Activity: hop forward
Materials: a line or rope on the ground, about 5 big steps long.
Stand at the start of the line. Hop forward on the right foot to the end. Walk back. Hop forward on the left foot.
Coaching points: small hops first, arms help you balance, look at the end of the line.

4. Hopping backward

Activity: hop backward
Before moving backward, look over the shoulder to check the space is clear.
Hop backward slowly in small hops along the line. Arms out to the sides for balance.

5. Hopping to the right

Activity: hop to the right
Face the teacher. Hop sideways to the right, crossing a line on the ground. Keep facing the front.
Try on the right foot, then on the left foot. Which foot is easier for going right?

6. Hopping to the left

Activity: hop to the left
Face the front. Hop sideways to the left over a line. Then hop back to the right.
Game: the teacher calls "right!" or "left!" and learners hop that way.

7. Hopping on a call

Game: Which Way?
Learners spread out. The teacher calls "forward!", "backward!", "right!" or "left!". Learners make two hops that way. Change the hopping foot every few calls. Speed up the calls slowly.

8. Hopping in a straight line

Pattern: the STRAIGHT line
Draw or lay a straight line about 6 big steps long. Hop forward along it on one foot. Change feet halfway.
Then hop to the right along the line (sideways), keeping both eyes on the line.

9. Hopping in a curved line

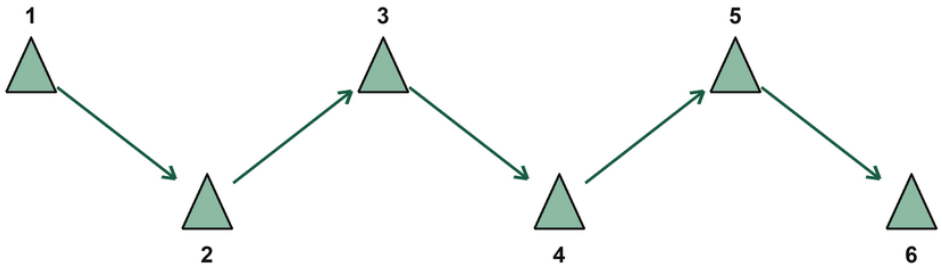
Pattern: the CURVED line (like a snake or a rainbow)
Lay a rope in a gentle curve. Hop along it, leaning a little into the bend.
Hop the curve on the right foot, walk back, then on the left foot.

10. Hopping in a circle

Pattern: the CIRCLE
Draw a big circle on the ground. Learners stand on the circle, spaced out. All hop the same way around it (one direction only).
On the whistle, stop, change feet and hop the other way round.

11. Hopping in a zigzag

Pattern: the ZIGZAG
Place 6 markers in two rows, swapping sides: left, right, left, right. Hop from one marker to the next, changing direction each time.
Coaching points: small hops, look at the next marker, use the arms to turn.



Hop from marker to marker in a zigzag

12. Follow the leader patterns

Game: Follow the Leader
In groups of four, the leader hops a pattern (straight, curved, circle or zigzag) in any direction. The others follow in a line.
On the whistle, the leader goes to the back and the next learner leads.

13. Hopscotch

Game: Hopscotch
Materials: chalk or stick, a small flat stone.
Draw a grid of numbered boxes 1 to 8. Throw the stone into box 1. Hop over that box on one foot through the grid; land on two feet where two boxes are side by side.
Turn round at the end, hop back, pick up the stone on the way. Next turn, throw to box 2.

14. Hopping relay

Game: Hopping Relay
Teams of five stand in lines. The first learner hops forward to a marker, walks round it and hops back, then touches the next learner's hand.
Second round: hop out on the left foot. Third round: hop out sideways.

15. Hopping to an action song

Action song (to a known tune, e.g. "Here We Go Round the Mulberry Bush"):
"This is the way we hop forward, hop forward, hop forward; this is the way we hop forward, early in the morning."
Next verses: hop backward, hop to the right, hop to the left, hop in a circle. Hop on the beat.

16. Hop and stop game

Game: Hopping Tag (inside a marked area)
One learner is the catcher. Everyone, including the catcher, must HOP. A learner who is touched helps the catcher.
Rule: when the whistle blows, everyone freezes on one foot. Change catchers often. Play for short rounds and rest between.

17. Showing a hopping routine

Make a routine with a partner:
Choose one direction and one pattern, e.g. "4 hops forward in a straight line, then a circle on the left foot".
Practise, then show the class. The class says one thing they liked.

18. Why hopping is good for us

Hopping and our bodies
Hopping makes our legs strong, helps us balance, helps us move and turn quickly (agility) and makes our heart work.
Final game: the class chooses hopscotch, relay or the action song. Cool down: walk slowly and stretch the legs.

TRY THESE

1. Show a hop on your right foot.
2. Show a hop on your left foot.
3. Hop three times on the right foot.
4. Hop three times on the left foot.
5. Which way is forward?
6. Hop forward on your right foot to the end of the line.
7. Which way is backward?
8. What must you do before hopping backward?
9. Point to the right.
10. Hop to the right over the line.

11. Point to the left.
12. Hop to the left three times.
13. Hop two times forward.
14. Hop two times to the left.
15. Draw a straight line in the air with your finger.
16. Hop forward along the straight line.
17. Which line bends: straight or curved?
18. Name something in nature with a curve.
19. What shape did we hop?
20. Why do we all hop the same way?
21. Draw a zigzag on the ground.
22. Hop the zigzag on your right foot.
23. Lead your group in a straight pattern.
24. Follow the leader in a zigzag.
25. Throw the stone into box 1.
26. Hop through the grid without stepping on lines.
27. Hop to the marker and back.
28. What do you do when your friend returns?
29. Sing the first verse and hop forward.
30. Sing the "hop to the left" verse.
31. What must everyone do in this game?
32. What do you do on the whistle?
33. Which direction did you choose?
34. Which pattern did you choose?
35. Name one way hopping helps our body.
36. Name the four directions of hopping.

TOPIC TEST

T1. Hop five times on one foot without putting the other foot down.
T2. Hop on the spot while turning slowly to face the other way.
T3. Hop forward to the end in fewer hops than before.
T4. Hop forward three times, then backward three times.
T5. Hop right over the line and back again five times.
T6. Hop left and right like a pendulum ten times.
T7. Be the caller for a small group.
T8. Hop the straight line backward.
T9. Hop the curve forward, then the same curve backward.
T10. Hop one full circle without putting the other foot down.
T11. Hop the zigzag backward slowly.
T12. Lead a pattern that joins two shapes, such as straight then circle.
T13. Hop the grid backward from 8 to 1.
T14. Hop the relay in a zigzag around three markers.
T15. Lead the class in your new verse.
T16. Suggest a new rule to make the game fair.
T17. Add a second pattern to your routine.

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T18. Teach a hopping game to a younger child at home.

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Strand 1.0 Creating and Executing | Term 1

1.2 Drawing and Painting

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify texture on surfaces
- create texture on paper by rubbing on surfaces
- apply texture on drawn shapes
- paint regular shapes using a brush

KEY WORDS

texture, rough, smooth, rubbing, outline, shape, circle, square, triangle, brush, blot, mix.

1. What texture is

Texture is how a surface feels when we touch it.
ROUGH: bumpy or scratchy, e.g. tree bark, a sack, a brick wall, a stone path.
SMOOTH: even and slippery, e.g. a plate, a glass bottle, a ripe tomato, a polished floor.

2. Looking at pictures of texture

Look at pictures (printed or on a device): a crocodile's skin, a banana, a woven basket, a mirror, a tortoise shell, a balloon.
Sort them into two groups: rough and smooth.
Texture words: bumpy, scratchy, prickly, hairy (rough); shiny, slippery, silky, even (smooth).

3. Texture walk

Activity: texture walk around the school compound
Learners walk in pairs with the teacher. At each stop they touch the surface and say "rough" or "smooth": a wall, a tree trunk, a leaf, a window, a door, a flower pot.
Back in class, list the surfaces in two columns on the board.

4. Making a leaf rubbing

Activity: leaf rubbing
Materials: a leaf, thin paper, a crayon with the paper peeled off.
1. Put the leaf on the desk, bumpy side up. 2. Lay thin paper on top. 3. Hold the paper still with one hand.
4. Rub the side of the crayon gently over the paper. The veins and edge of the leaf appear.

5. Rubbing different surfaces

Activity: rubbing hunt
In pairs, make rubbings of: a coin, a sack or woven mat, tree bark, a brick, the sole of a shoe.
Rough surfaces make many marks. Smooth surfaces make an even colour with few marks.

6. A texture collection sheet

Activity: texture sheet
Fold a paper in half. Write ROUGH on one side and SMOOTH on the other.
Make or stick rubbings on the correct side. Use a different colour for each one.