

Week- Term 6 week 1	Monday 01/06/20	Tuesday 02/06/20	Wednesday 03/06/20	Thursday 04/06/20	Friday 05/06/20 <a href="#">World Environment Day.</a>
English- Reading.	<a href="#">Read endangered animals fact sheets.</a> <a href="#">Activity Sheet.</a>	<a href="#">Read endangered animals fact sheets.</a> <a href="#">Activity Sheet.</a>	Own choice of animal story or non-fiction book, individual reading for 15 minutes.	Own choice of animal story or non-fiction book, individual reading for 15 minutes.	Comprehension- <a href="#">Head Start Learning Booklet.</a> How is Zoe Today? Page 25.
English- Writing. Write into your exercise book if you can.	Task 1- Choose an endangered animal to research. Write your questions. <a href="#">More information below.</a>	Task 2- Use a computer or books or the fact files from your reading to answer your questions. Make notes in your exercise book.	Task 3- Draw or paint a picture of your animal using information from your research. Label the picture to describe what you know about your animal. Add as much detail as possible.	Task 4- Use the Fact File Sheet to create your own fact file about your animal. Use all of the information that you have researched and make it as interesting as possible. <a href="#">Activity Sheet.</a>	Task 5- Spelling task. <a href="#">Activity Sheet.</a>  <a href="#">Head Start Learning Booklet.</a> Grammar and Punctuation reminders. Page 31, 32 and 33.
Maths- <a href="#">I can solve addition and subtraction problems.</a>  <a href="#">All activity sheets (Mon-Weds) from the Head Start learning activity booklet.</a>	<a href="#">Speed add-</a> roll a dice and call out pair to make 10/20, eg if you roll a 6 call out 4/14.  <a href="#">Head Start Learning Booklet.</a> Pages 1 and 2.	<a href="#">Speed add-</a> Use a set of playing cards-turn over 2 or 3 and add.  <a href="#">Head Start Learning Booklet.</a> Pages 3 and 4.	<a href="#">Speed Subtraction-</a> Choose a starting number eg 10/20/30. Roll the dice, what will you have left if you subtract this from your starting number? <a href="#">Head Start Learning Booklet.</a> Pages 5 and 6.	Outdoor Maths Activities. Choose a level (1/2/3 star) or do all 3 at different times. <a href="#">Activity sheets.</a>	Outdoor Maths Activities. Choose a level (1/2/3 star) or do all 3 at different times. <a href="#">Activity sheets.</a>

Other Subjects-	<p><u>Geography</u>- Look at a World Map in an Atlas or online. Find all Continents and Oceans. Where does your favourite animal live? What do they need in their habitat? Where do different animals live? Why do they live there? Why can't they live somewhere else? See how much information you can find out about your favourite animal and where they live. Don't forget to check if they are endangered, if they are, see if you can find out what is being done to help them.</p> <p><u>Art</u>- Design your own 'World Environment Day,' Flag. Think about the work you have done linked to Recycling in term 5 and this week linked to endangered animals. What message could you share on your flag to make people think about how they should do more to look after our Environment?</p> <p><u>PSHE</u>- Emotions. How do you feel? Complete activity 1 on the Power point and the Emotions Board Game.</p> <p><u>PE</u>- Log onto - <a href="http://www.childline.org.uk/toolbox/calm-zone/">www.childline.org.uk/toolbox/calm-zone/</a> follow the links to try out the Yoga activities. All of the other calm zone activities are very good too.</p> <p><u>RE</u>- Hope. <a href="#">See activities below.</a></p>
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## Mountain Gorilla Fact Sheet

Mountain gorillas live in a small area of Central Africa. They live under the trees in cold, cloudy mountain forests. They eat mainly roots, shoots and stems of plants. Sometimes they eat small insects.



Adult male mountain gorillas are as tall as adult human men, and are usually much heavier. In the wild they live for around 35 years.

Mountain gorillas live in family groups of about 10 gorillas, headed by a big male gorilla called a 'silverback'. He looks after the group and protects them from harm. Like other types of gorillas they are usually gentle and shy.



There are around 800-900 mountain gorillas left in the world. They have lost most of their habitat to deforestation and because of wars that have happened where they live. Today, mountain gorillas are at risk from poachers who want to capture the babies and sell them as pets.



### Did you know?

Like humans, each mountain gorilla has their own fingerprints. They have unique nose prints too!



## Bengal Tiger Fact Sheet

Bengal tigers need a large area to hunt for prey, but they have lost a lot of their habitat! They are at risk from poachers who kill them for their valuable coats. Their bones and other body parts are used in traditional medicine, even though this is now against the law. There are only 2500 Bengal tigers left in the wild.



Bengal tigers live in tropical forests in India, Bangladesh, Nepal and Bhutan. They are fierce hunters who eat only meat. Their favourite prey are wild horses, boar and deer. Sometimes they steal animals from farms. This can make them unpopular with humans.

Bengal tiger cubs are usually born in litters of between 2 and 6 cubs, and are about the size of a house cat. Their eyes and ears are closed. They have thick woolly fur which they shed at 5 months. The cubs stay in their den until they are 2 months old, when they start to follow their mother outside. They live with their mother for 2 or 3 years while she teaches them to hunt and look after themselves.



### **Did you know?**

The Bengal tiger has an amazing roar...you can hear it from up to 2km away!



## Blue Whale Fact Sheet

Blue whales are the largest animal ever to live on the earth. They grow up to 30 meters long and weigh 180 tons. This is about the same as a large aeroplane. Their tongues weigh as much as an elephant and their hearts weigh as much as a car.

Blue whales eat very small sea creatures called krill, which they hunt for deep in the ocean.

They catch krill by swallowing huge gulps of water.



As blue whales are mammals they need to breathe air. They can hold their breath for up to 90 minutes under the water. Then they must return to the surface to breathe. Whales cannot breathe through their mouths like other mammals. Instead, they have two blowholes on top of their heads.

Blue whales live in oceans all around the world. They were very common until about 100 years ago. Then people began hunting lots of whales for their fat. People used to burn whale fat in lamps and use it to power cars. People hunted so many whales that there are now not many left. Hunting whales is not allowed now, but whales are still at risk from pollution in the sea and from being hit by ships.



## Did you know?

Blue whales are the loudest animals on the planet. They use their loud calls to communicate with each other from up to 1000km away.

## Giant Panda Fact Sheet

Giant pandas live in the cold, misty forests of central China. Their diet comprises almost entirely of bamboo, a very big and fast growing kind of grass. Bamboo does not contain much energy. This means that pandas must eat for between 10 and 16 hours every day to make sure they have enough food to stay alive. Giant pandas are peaceful creatures, but they are good at climbing trees and swimming. This helps them escape from predators like jackals and snow leopards.



Giant pandas are very good parents. When baby pandas are born, they are tiny, bald and blind. Their mothers carry them gently in their arms for three months until they are able to walk. Baby pandas stay with their mothers for up to two years.



There are only around 1600 giant pandas left in the wild. The biggest threat to giant pandas is the loss of their habitat. The forests they live in are being cut down to make way for mines, roads, railways and power stations. Some land has been set aside for pandas to live in safely. People hope this will help pandas survive.



## Did you know?

Pandas have 6 fingers on each hand! They use these to help them tear up the tough stalks of the bamboo they eat.



Writing- I can create a fact file about an Endangered Animal.

Task 1- choose an animal to research.

There are some ideas in the picture but you could search to find your own endangered animal to find out more about.

There are many good films about endangered animals -I found this one about endangered and extinct animal by Learning Junction.



Google endangered and extinct animals by Learning junction.



Then think of some questions that you would like to research.

Your questions will need to be about-

Habitat

Behaviour

Food

Appearance

Write about 5 or 6 questions in your exercise book.

Remember to use different question words-

What

How

Why

Where

Do

When

Which

And to finish your question with a question mark ?

# Endangered Animal Fact File



Appearance



Behaviour



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Habitat

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Spelling Task- week 1.

1. Complete the activity.
2. Take the corrected words and write your own sentences using these words.

1. "I wood like to come to your party." said Jo.
2. Mary wore her coat becoz it was cold.
3. The cup did not brayk when it fell on the floor.
4. "I can proov that it was you." said Mai.
5. "Is there enny more pudding?" asked Sally.
6. The garden looked very prity.
7. "Please can you pars the milk?" asked dad.
8. Mt Jones was late for work.


Practise-

# Outdoor Maths Challenge Cards

twinkl

## Outdoor Maths

Go on a Maths Nature Hunt around the grounds. Can you find some natural objects that represent a particular number?



## Outdoor Maths

Using natural objects, can you make different 2D shapes? Can you use stones to make a circle? Can you make a triangle from twigs?

Which natural objects could you use to make a pentagon?



## Outdoor Maths

Place a hoop on the grass and estimate with your partner how many flowers are inside. Count them! Was your estimate correct?

Will there be the same number if you move your hoop somewhere else? How could you record how many flowers are in the hoop?





Find different natural materials and turn them into a natural symmetrical pattern. Can you make both sides look identical?

Could you use different 2D-shapes within your picture? Do you know any patterns that exist in nature that are symmetrical?

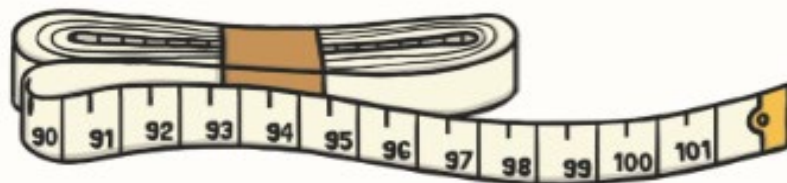


Using different natural materials, create your own pattern. What would come next in your sequence? What would the 10th object be? Or the 20th? Or the 100th? How could you work it out?



Using a tape measure, can you find the length / height of different natural objects? Can you estimate how long / tall they will be?

Can you place them in order starting with the smallest?



## RE -Hope.

The theme for RE this week is our School Value of Hope.

We are going to think of the things that give us Hope and for me thinking about Nature and the wonderful things that we can find when we go outside and look around always makes me feel hopeful.

Watch this video and think about which images make you smile.

**Wonderful World by Louis Armstrong:**

<https://www.youtube.com/watch?v=DRONFXoXsJ0>

## **Think about-**

For many people, looking at the wonder of nature can give them a new perspective and a renewed sense of hope. Where do you go to find new hope?

## Draw your thoughts and ideas.

**Read the story of 'The Mustard Seed,' (Search for Marvellous Mustard Seed-Bible Bedtime.)**

Perhaps you'd like to act out making yourself into a tiny seed – as small as you can possibly squish yourself. Now stretch up as tall as you can, like the tallest tree you have ever seen. This is what hope is like. It starts really small. We only need a tiny bit to get going. Seeds are hope carriers.

If we keep hold of our hope it starts to grow... little by little... until before we know it, it's grown into something huge – like an enormous tree!



**Think about what seeds need to grow into plants and big, tall trees. What do you think hope needs to grow? Discuss with your family and draw your ideas?**

PLANT A SEED and watch it grow. You could use a seed from a piece of fruit, like an apple, or seeds you have in the garden. Plant it in soil, or on cotton wool. Make sure you water it a little bit each day and give it some sunlight.

As you watch it grow, remember that your hope can grow like this too. Think about how Christians would ask God to help their hope grow.

**THINK:**



What does this picture make you think of?

How might it be possible for this plant to be growing here?

What makes hope grow in difficult situations?

## Reflection-

**PRAY:**

Dear God, we thank you for giving us hope when we feel worried, when we are having a hard time, when we don't know what's ahead of us and when we are sad. Thank you that even the smallest seed of hope can grow into a big, tall tree. Please help us when we find it hard to be hopeful, so we can offer hope to others. Amen

PSHE-

Emotions cards  
for activity 1.

happy	 uncomfortable	excited
sad	angry	bored
calm	upset	scared
silly	worried	shy
confused	embarrassed	lonely
ashamed	confident	grumpy
comfortable	nervous	





Year 2

## Learning Activity Booklet

For Maths & English



Name:

Class:

## SECTION A

**1**  $2 + 8 = \square$

**2**  $10 - 5 = \square$

**3**  $7 + 1 = \square$

**4**  $6 - 4 = \square$

## SECTION B

**1**  $10 - 2 = \square$

**2**  $7 - \square = 2$

**3**  $8 = 5 + \square$

**4**  $\square + 2 = 6$

## SECTION C

**1**  $\square = 5 + 2 + 2$

**2**  $3 + 2 + 3 = \square$

**3**  $1 + \square + 2 = 4$

**4**  $3 + 6 + \square = 10$



## SECTION A

**1**  $70 - 30 = \square$

**2**  $20 + 60 = \square$

**3**  $100 - 40 = \square$

**4**  $0 + 70 = \square$

## SECTION B

**1**  $\square = 90 - 90$

**2**  $60 + \square = 100$

**3**  $20 + \square = 50$

**4**  $\square - 10 = 30$

## SECTION C

**1**  $60 + 10 + 20 = \square$

**2**  $40 + 10 + \square = 70$

**3**  $22 + 8 + 17 = \square$

**4**  $15 + \square + 25 = 70$

## SECTION A

**1**  $1 + 3 =$

**2**  $4 + 6 =$

**3**  $21 + 5 =$

**4**  $7 + 42 =$

## SECTION B

**1**  $24 + 7 =$

**2**  $8 + 58 =$

**3**   $= 76 + 6$

**4**  $35 + 9 =$

## SECTION C

**1**   $= 98 + 3$

**2**  $32 + 7 + 3 =$

**3**  $6 + 5 + 12 =$

**4**  $91 + 4 + 8 =$

## SECTION A

**1**

$14 + 43$

**2**

$41 + 36$

**3**

$43 + 44$

## SECTION B

**1**

$42 + 19$

**2**

$38 + 81$

**3**

$62 + 53$

## SECTION C

**1**

$77 + 94$

**2**

$62 + 79$

**3**

$86 + 35$

## SECTION A

**1**  $86 - 24$


**2**  $99 - 74$


**3**  $46 - 21$


## SECTION B

**1**  $62 - 33$


**2**  $74 - 57$


**3**  $84 - 69$


## SECTION C

**1**  $84 - 17$


**2**  $81 - 26$


**3**  $91 - 16$


SECTION A

1  $5 + \square = 9$

2  $\square - 3 = 5$

3  $\square - 2 = 43$

4  $\square + 10 = 56$

SECTION B

1  $\square - 8 = 23$

2  $32 = 28 + \square$

3  $56 + \square = 83$

4  $\square - 34 = 82$

SECTION C

1  $88 = 24 + \square$

2  $523 - \square = 518$

3  $\square + 35 = 92$

4  $94 = \square - 37$

## SECTION A

**1**  $10 \times 2 = \square$

**2**  $22 \div 2 = \square$

**3**  $\square = 14 \div 2$

**4**  $\square = 2 \times 3$

## SECTION B

**1**  $24 \div \square = 2$

**2**  $\square \div 8 = 2$

**3**  $2 \times \square = 18$

**4**  $12 = \square \times 2$

## SECTION C

**1**  $\square = 2 \times 15$

**2**  $36 \div 2 = \square$

**3**  $74 \times 2 = \square$

**4**  $2 \times 1 \times 2 = \square$



## SECTION A

**1**  =  $2 \times 1$

**2**  $18 \div 2 =$

**3**  $2 \times 5 =$

**4**  =  $6 \div 2$

## SECTION B

**1**  $11 =$    $\div 2$

**2**  $2 \times$   = 16

**3**   $\times 2 = 14$

**4**   $\div 6 = 2$

## SECTION C

**1**  =  $33 \times 2$

**2**  =  $88 \div 2$

**3**   $\div 2 = 62$

**4**  $2 \times 2 \times 2 =$

## SECTION A

**1**  $6 \div 2 = \square$

**2**  $4 \times 2 = \square$

**3**  $10 \times 5 = \square$

**4**  $10 \div 5 = \square$

## SECTION B

**1**  $\square \div 5 = 4$

**2**  $8 \times \square = 16$

**3**  $10 \times \square = 80$

**4**  $9 = \square \div 2$

## SECTION C

**1**  $950 \div 10 = \square$

**2**  $19 \times 2 = \square$

**3**  $5 \times 12 \times 2 = \square$

**4**  $\square = 12 \times 2 \times 10$

## SECTION A

**1**  $\frac{1}{2}$  of 6 =

**2**  $\frac{2}{4}$  of 20 =

## SECTION B

**1**  $\frac{1}{4}$  of 8 =

**2**  $\frac{1}{2}$  of 28 =

**3**  $\frac{1}{3}$  of 36 =

**4**  $\frac{1}{2}$  of 42 =

## SECTION C

**1**  $\frac{1}{5}$  of 20 =

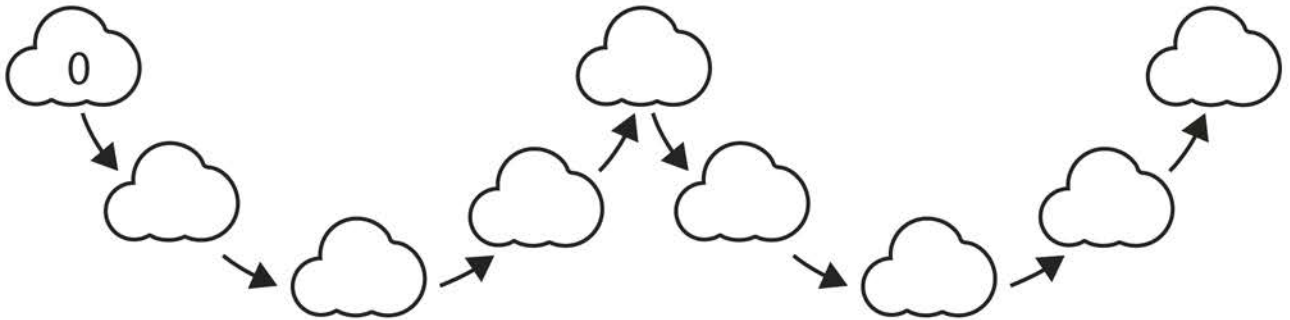
**2**  $\frac{1}{10}$  of 30 =

**3**  $\frac{3}{4}$  of 8 =

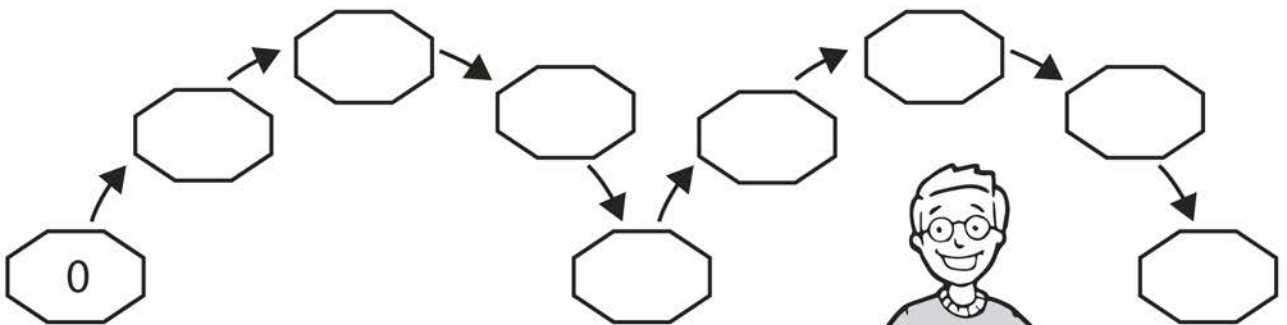
**4**  $\frac{2}{5}$  of 20 =

## Count in steps of 2, 3 and 5 from zero, forward and backward

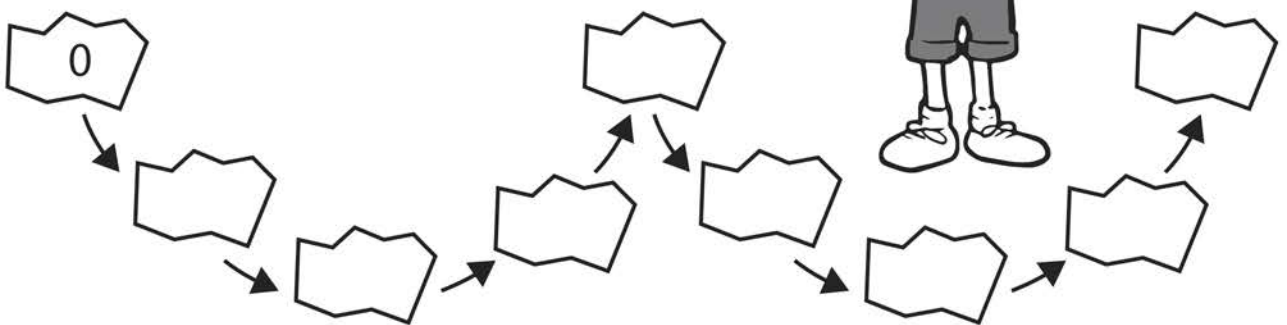
- 1 Count in **twos**. Write a number in each shape.



- 2 Now count in **3s**.



- 3 Count in **5s**.



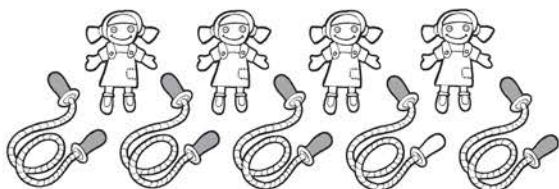
- 4 Complete the sequences, by filling in the missing numbers.

a	50	48			42	
b	27		21	18		
c	100		90	85		

Solve problems with addition using pictorial representations, including those involving numbers, quantities and measures

- 1 How many toys are there? Write the calculation to find the answer.

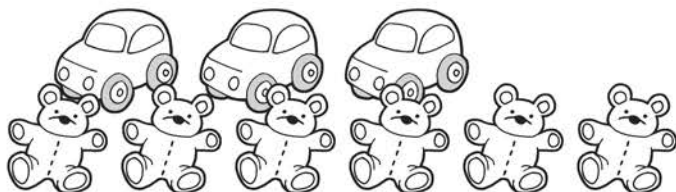
EXAMPLE:



$$4 + 5 = 9$$

.....

a



.....

b



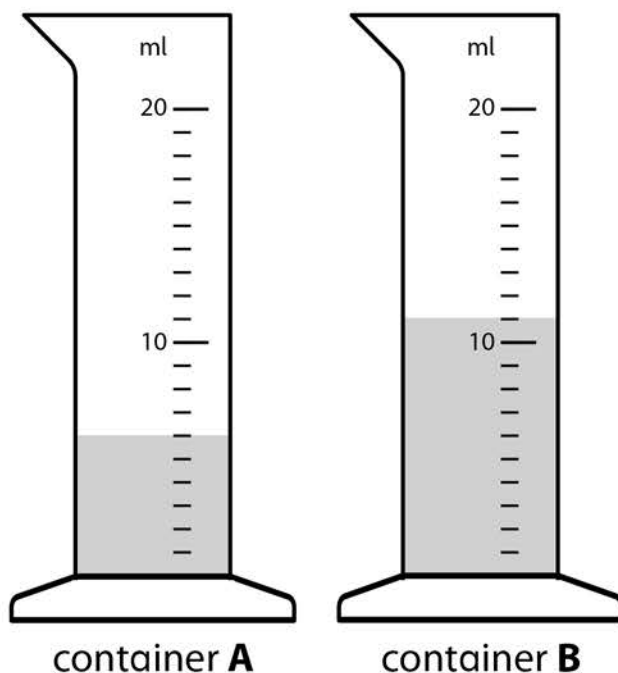
.....

c



.....

2



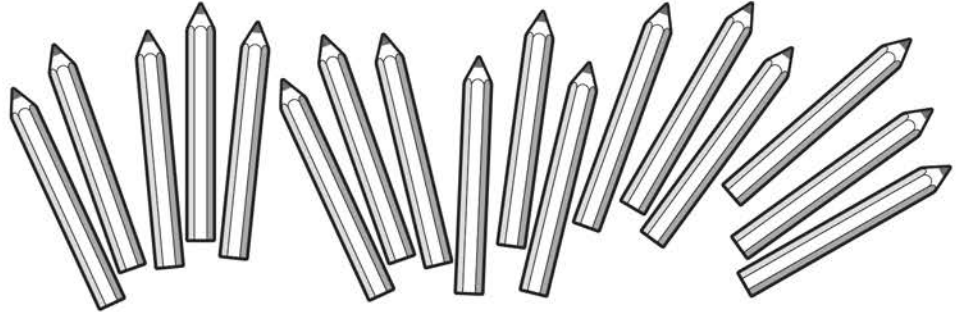
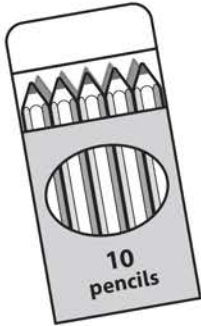
How much water is in container **A** and **B** altogether?

ml

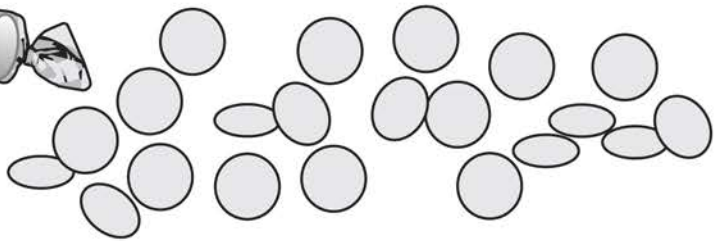
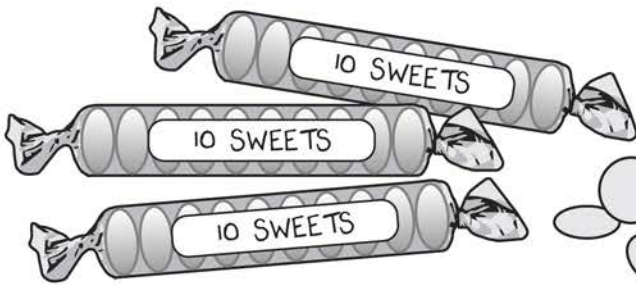


## Add a two-digit number and tens

- 1 How many pencils are there altogether?  $\square + \square = \square$



- 2 How many sweets are there in total?  $\square + \square = \square$



- 3 Solve the following.

a  $23 + 30 = \square$

d  $28 + 50 = \square$

b  $40 + 52 = \square$

e  $74 + 20 = \square$

c  $60 + 38 = \square$

f  $70 + 26 = \square$

- 4 Try these harder ones.

a  $80 + 34 = \square$

c  $60 + 83 = \square$

b  $72 + 40 = \square$

d  $50 + 96 = \square$

## Recognise and name fractions

- 1 Match up the fractions. One is done for you.

$\frac{1}{3}$

three quarters

$\frac{1}{4}$

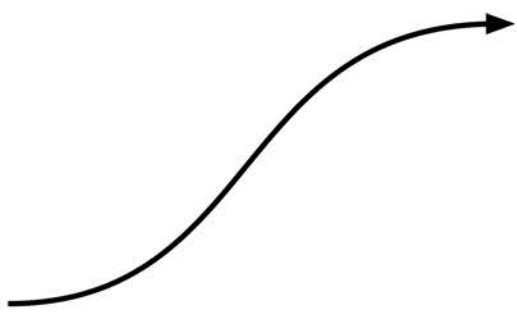
one half

$\frac{3}{4}$

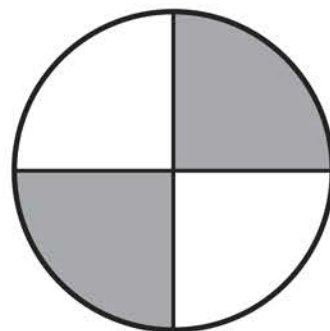
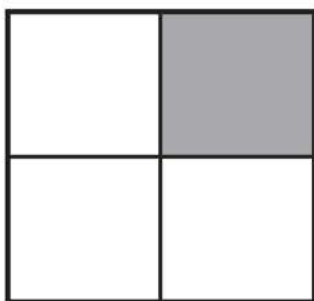
one quarter

$\frac{1}{2}$

one third



- 2 Now match the following. An example is shown.



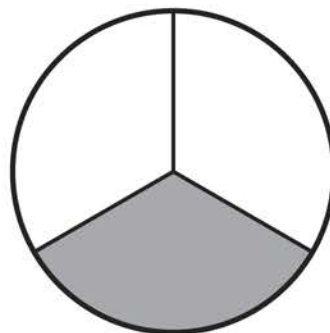
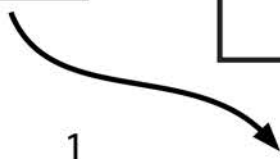
$\frac{2}{4}$

$\frac{1}{3}$

$\frac{1}{2}$

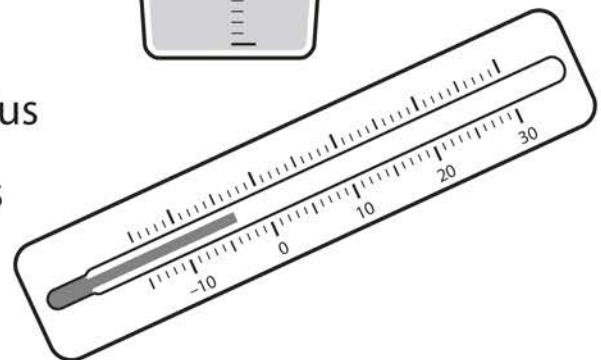
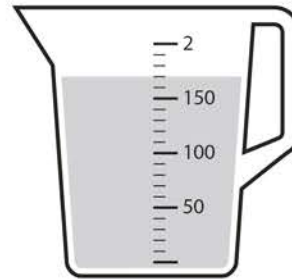
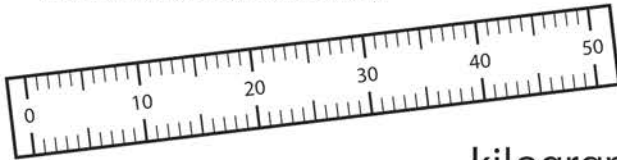
$\frac{1}{4}$

$\frac{3}{4}$



Choose appropriate standard units to measure length/height, mass, temperature and capacity

- 1 Draw arrows to match the units of measurement to the correct measurement scale.



kilograms

litres

degrees Celcius

centimetres

- 2 Put the correct measurements in each of the following. Choose from **cm** (centimetres), **m** (metres), **g** (grams), **kg** (kilograms), **ml** (millilitres), **l** (litres) or **°C** (degrees Celcius)

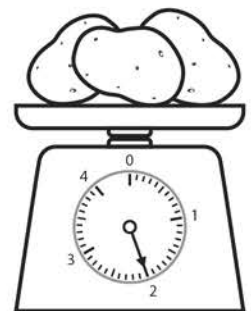
- a The temperature was **21** .

- b The boy is **1**  tall.

- c There are **400**  of water in the glass.

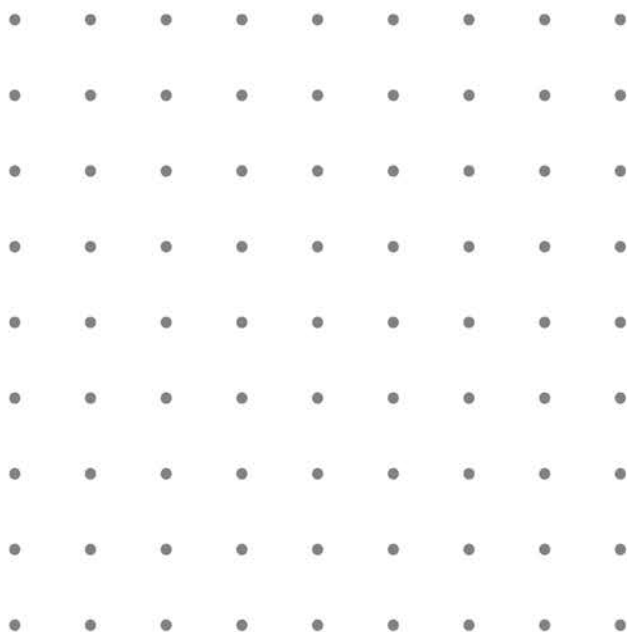
- d **2**  of potatoes are on the scale.

- e The book has a length of **28** .

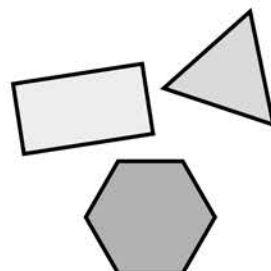


## Draw lines and shapes using a straight edge

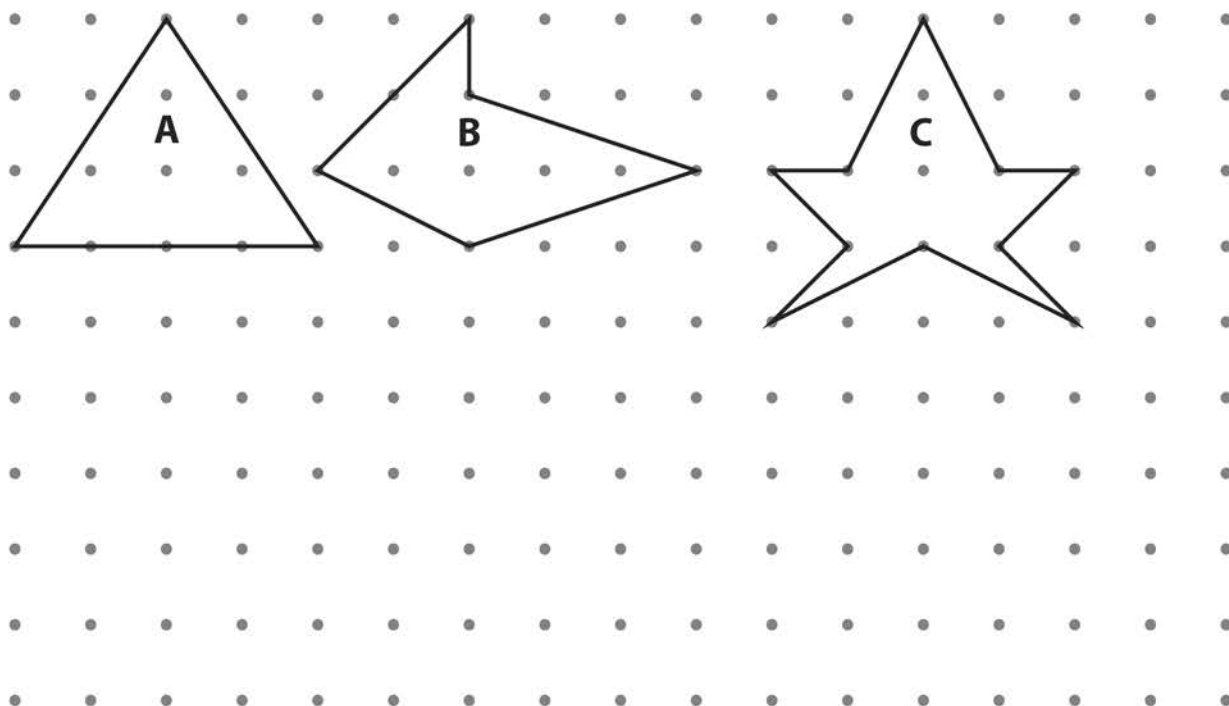
- 1 Using a ruler, draw the following shapes on the grid.



- a rectangle
- b triangle
- c hexagon



2

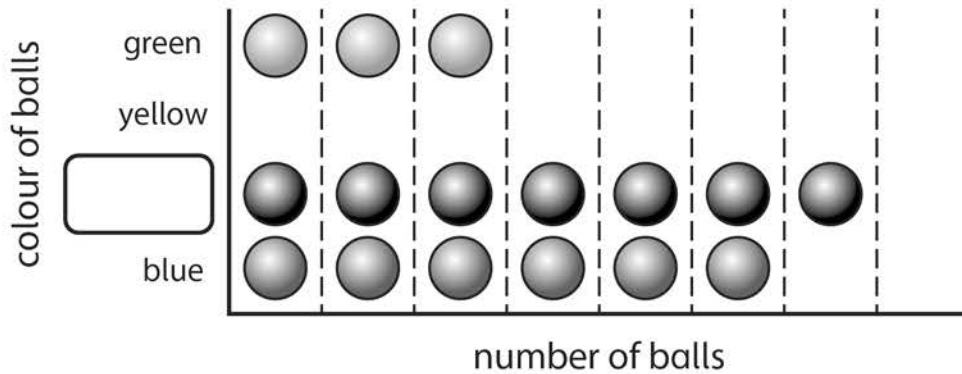


- a Draw a line of symmetry in the triangle.
- b Draw a line of symmetry on shape **C**.
- c Shape **B** is a pentagon. Use the dots to draw **2** different pentagons.



## Construct simple pictograms, tally charts, block diagrams and tables

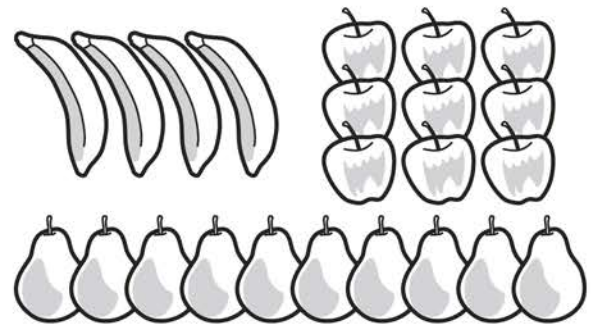
- 1 The pictogram shows the colour of the balls in the basket. There are some blue, red, yellow and green balls.



- a Fill in the missing box showing the colour of the balls.
- b There were **5** yellow balls. Add this information to the pictogram.

- 2 Count the different fruit and complete the tally chart.

Fruit	Tally
apple	
banana	
pear	



- 3 Now, on a separate piece of paper, construct your own pictogram and tally chart to show the information below.

Colour of cars arriving on the carpark from 2pm to 3pm			
red	black	silver	white
5	4	3	2

Further mastery – number and place value

1 Choose the smallest number and write it in words.

EXAMPLE: 82 36 → *thirty-six*

a 58 92 → .....

b 76 4 → .....

c 107 84 → .....

d 103 130 → .....



2 For the following, write how many groups of **10** and how many **ones** there are.

EXAMPLE: **37** → *3 groups of ten and 7 ones*

a 94 →  groups of ten and  ones.

b 87 →  groups of ten and  ones.

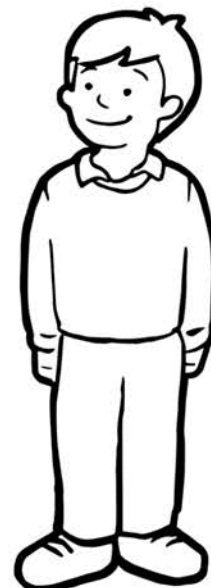


3 What numbers are represented by the pictures?

a

b

c





4 Write  $>$ ,  $<$  or  $=$  to make each number sentence correct.

a  $3 + 6$    $4 + 4$

d  $20 - 4$    $8 + 8$

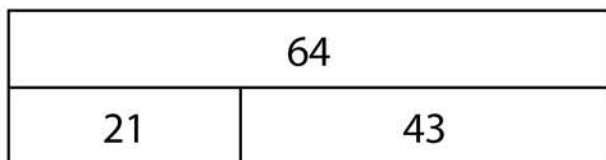
b  $8 + 7$    $6 + 6$

e  $27 - 12$    $8 + 9$

c  $20 + 3$    $16 + 9$

f  $34 - 14$    $3 + 6 + 8$

5 Write the number sentences to match the bar model.



+  =

+  =

-  =

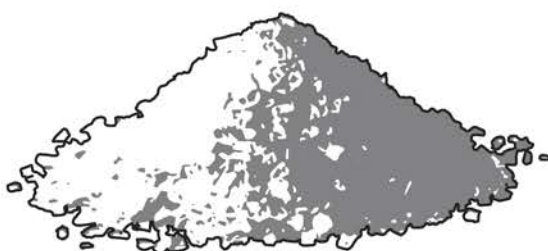
-  =

6 Dom has **120 g** of flour.

a He uses **80 g**. How much does he have left?  g

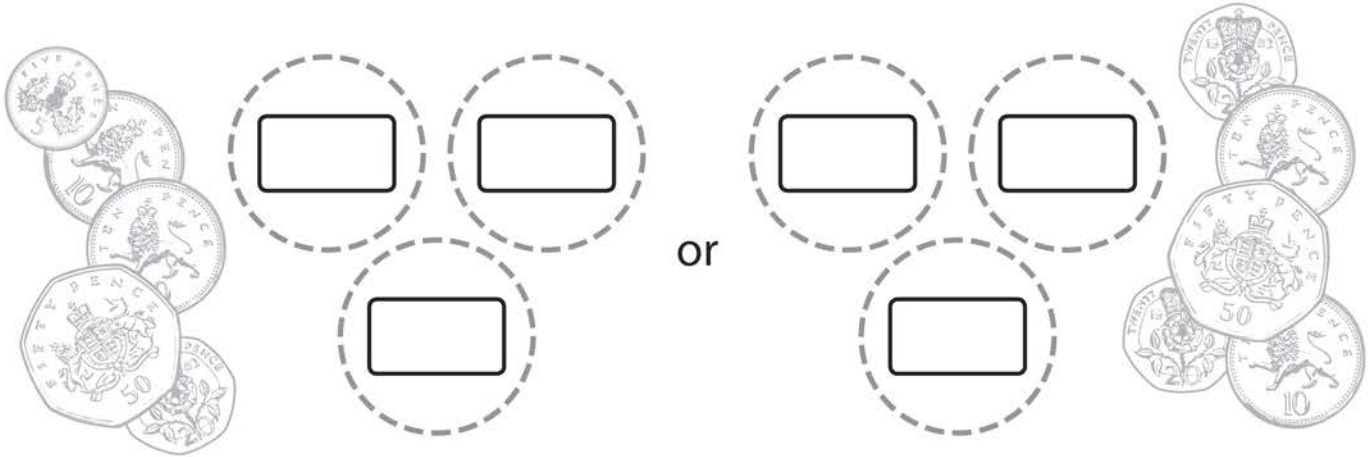
b He used **15** more **grams** of sugar than flour.

How much sugar did he use?  g

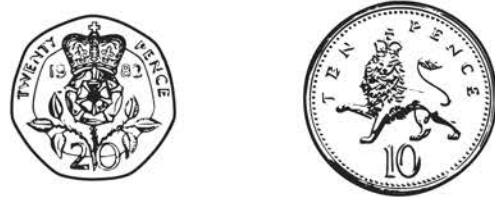


Further mastery – measurement

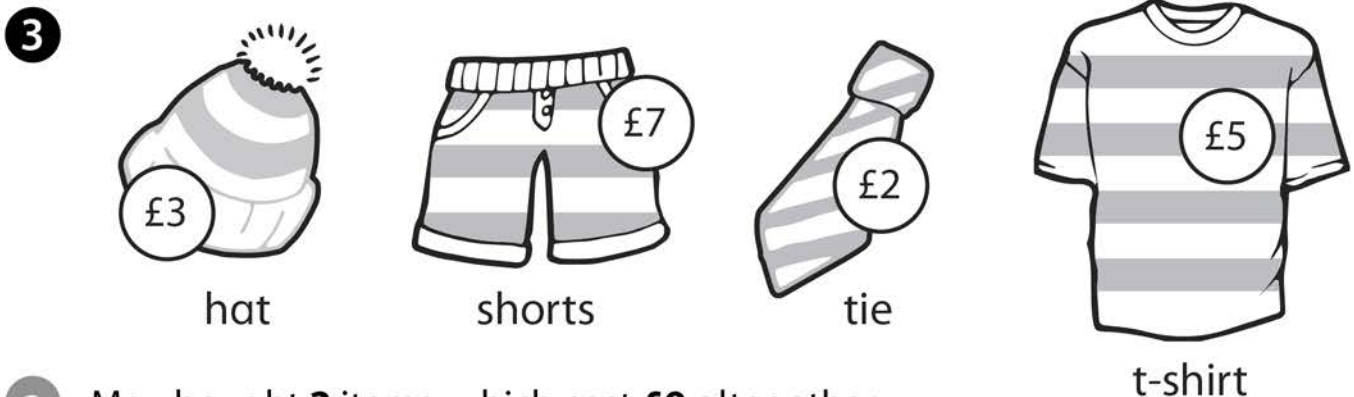
- 1 Sophie has **3** coins, which total **60p**. Write **2** different combinations of coins she could have.



- 2 Naeem had **50p**. He bought a lollipop and got this change.



How much was the lollipop?  p



- a Max bought **2** items, which cost **£9** altogether.

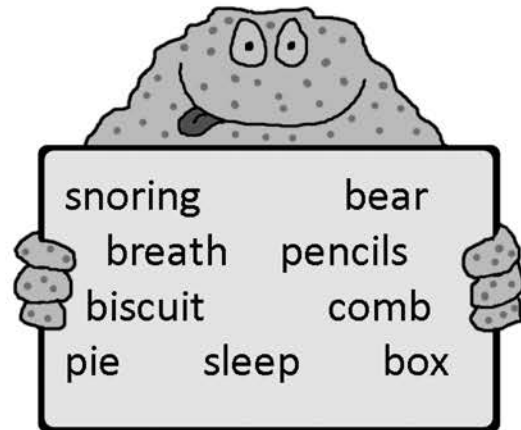
Which items did Max buy?  and

- b Mrs Smith bought one of each item.

How much change did she get from **£20**?  £

**THE GREEN BLOBBY MONSTER**

Here is a story with missing words. All of the words are being held up by the Green Blobby Monster. See if you can put the right words in the right places.

**The Green Blobby Monster**

Zuzu has lost something. It isn't her favourite, snuggly blanket. It isn't her cuddly teddy \_\_\_\_\_. And it isn't the \_\_\_\_\_ she uses to do her squiggly hair. She's lost her Green Blobby Monster.

It's time for bed. But Zuzu can't \_\_\_\_\_. She won't be happy until she's found her Green Blobby Monster.

She looks inside her toy \_\_\_\_\_. He's not hiding among the cuddly elephants and giraffes.

Zuzu peers under the sofa. There's nothing there but a tiny wind-up robot, a chocolate \_\_\_\_\_, a book full of blobby things to colour in and some colouring \_\_\_\_\_.

She opens the fridge and peers inside. There's orange juice and a cheese sandwich, but no Green Blobby Monster. The apple \_\_\_\_\_ has been eaten.

She runs all over the house until she's out of \_\_\_\_\_. Now it's bed time. She looks under her bed. There is the Green Blobby Monster, fast asleep and making a \_\_\_\_\_ noise.

It goes: "Zu...zu...zu...zu...zu..."



**A FABLE: THE MAN, THE BOY AND THE DONKEY**

Read this fable (a story containing a lesson), then answer the questions.

**The Man, the Boy, and the Donkey**

A man and his son were taking their donkey to market. As they walked along by its side, a countryman passed and said, "You fools, what is a donkey for but to ride upon?"

So the man put the boy on the donkey, and they went on their way.

Soon, they passed a group of men. One said, "See that lazy boy. He lets his father walk while he rides."



The man took his son off and climbed on himself. They hadn't gone far when they passed two women. One said to the other, "Shame on that lazy lout to let his poor son trudge along."

The man didn't know what to do, so he pulled his son up beside him on the donkey. When they reached the town, the people laughed and pointed at them. The man asked what they were laughing at.

The people said, "Aren't you ashamed of yourself for overloading that poor donkey of yours – you and your son?"

So they both got off and wondered what to do. They cut down a pole and tied the donkey's feet to it. Then they raised the pole and the donkey to their shoulders. They staggered along until they came to a bridge. The donkey, getting one of its feet loose, kicked out and caused the boy to drop his end of the pole. In the struggle the donkey fell over the bridge, and was drowned.

The old man and his son, feeling sad, made their way home, thinking: "When we try to please everybody, we please nobody."

Now check the fable again for the answers to these questions.

1 Who called the man and his son **fools**?

\_\_\_\_\_

2 Who was the first one to sit on the donkey?

\_\_\_\_\_

3 What word did the group of men use to describe the boy?

\_\_\_\_\_

4 Who did the man and his son see after the group of men?

\_\_\_\_\_

5 Where were they when people laughed and pointed at them?

\_\_\_\_\_

6 What word tells you the man and his son found it hard to carry the donkey?

\_\_\_\_\_

7 What happened to the donkey at the end?

\_\_\_\_\_

8 What lesson did the man and his son learn?

\_\_\_\_\_



**THE EGG AND SPOON RACE – The Start**

The teacher is trying to line up everybody for the egg and spoon race. But he's having trouble. Look at the order in which things happen.

The teacher, Mr Jackson, was about to blow his whistle to start the race. Then he saw that Eric had a real egg instead of a potato. Luckily, Mr Jackson had an extra potato handy and gave it to Eric. Everybody held up their spoons, ready to go. Then Bartek asked if he could go to the toilet. Mr Jackson nodded and looked at his watch. When Bartek returned, Samira asked if she could go as well. Mr Jackson sighed. Once everyone was lined up again, Mina dropped her potato. They all waited until she had picked it up. At last, Mr Jackson blew his whistle.



- 1 When Mr Jackson saw that Eric had an egg, what did he do?  
\_\_\_\_\_
- 2 Once Eric was ready, what did everyone do?  
\_\_\_\_\_
- 3 What did Mr Jackson do when Bartek asked to go to the toilet?  
\_\_\_\_\_
- 4 What happened after Bartek came back?  
\_\_\_\_\_
- 5 What happened just before Mr Jackson blew his whistle?  
\_\_\_\_\_





**HOW IS ZOE TODAY?**

You can often tell how people are feeling by the way they behave. How do you think this person feels?

**Tick one box.**



Zoe opened the door and blushed when she saw that the room was full of people she didn't know.

shy

☐

angry

☐

happy

☐

When Zoe saw the present at the foot of her bed, she jumped up and down.

sorry

☐

sad

☐

excited

☐

Zoe didn't get on with Harriet. So when Harriet asked her to play, her mouth fell open.

cross

☐

surprised

☐

upset

☐

When Zoe couldn't do her homework, she stamped her foot and snapped her pencil.

sad

☐

angry

☐

happy

☐

L. S. LOWRY

Read this information about the British painter, Laurence Stephen Lowry. To answer the questions that follow, you'll have to use the clues in the text.

### Artist – L. S. Lowry

Laurence was born in 1887. As a child, he did not have many friends. His mother had dreamt of becoming a famous pianist, but her health was bad after he was born.

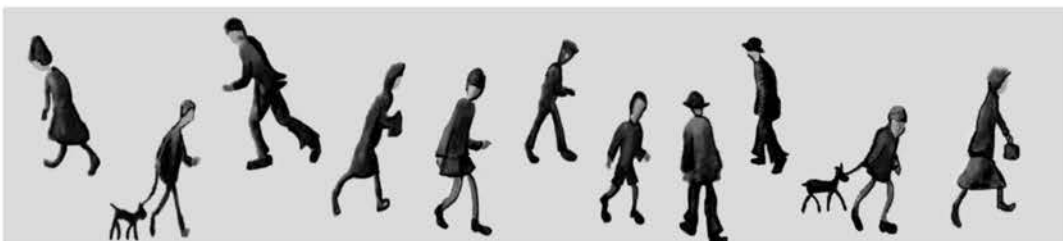


As a young boy, he lived on the edge of Manchester surrounded by trees. This became too expensive. The family had to move house. Then Laurence had to get used to seeing the smoke from factory chimneys rather than trees. Later, this was to become part of his art.

After leaving school, he studied art. He was interested in painting the landscape of factories, football crowds and working people that surrounded him. He is often described as painting 'matchstick men'.

His mother, who was ill for some time, died in 1939, before she could see how successful he had become.

He died in 1976. By then, he had done over 1000 paintings and 8000 drawings. Thirty-five years later, in 2011, one of his paintings sold for five million pounds.



1 Do you think Laurence had a happy childhood?

\_\_\_\_\_



2 Why do you think that?

\_\_\_\_\_

\_\_\_\_\_

3 What words tell you that Laurence's mother was longing to be a great pianist?

\_\_\_\_\_

4 How do you know the family was not rich?

\_\_\_\_\_

\_\_\_\_\_

5 How did Laurence make use of the factories he saw around him?

\_\_\_\_\_

6 Laurence's mother never saw what a famous artist he became. Why was that?

\_\_\_\_\_

\_\_\_\_\_

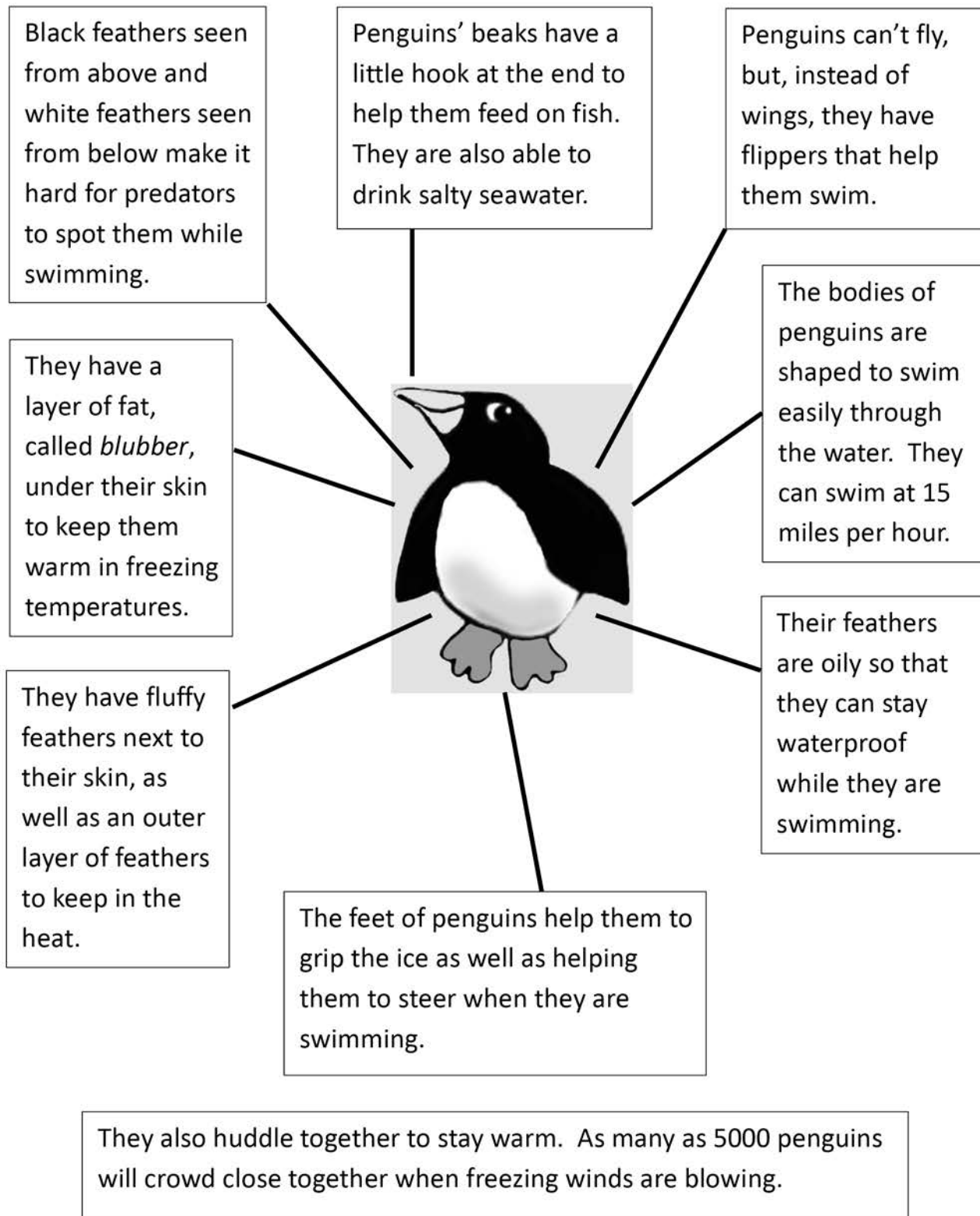
7 How do we know he spent a lot of time painting?

\_\_\_\_\_

\_\_\_\_\_

## THE PENGUIN

Here is a page out of an information book about penguins. See how the picture of the penguin has labels to help you read the facts.





1 How fast can a penguin swim?



---

2 Penguins are fast swimmers. Write down **two** things that help them.

---

---

3 How is being black and white good for the penguin?

---

---

4 What do penguins drink?

---

5 Which part of the penguin's body helps it to steer while it is swimming?

---

6 Write down **three** things that help a penguin stay warm.

---

---

---

**PICTURE THIS**

Look at this picture. Below, parts of the picture are compared to other things. Tick the sentence that you think is right, then say **why** you chose that one.

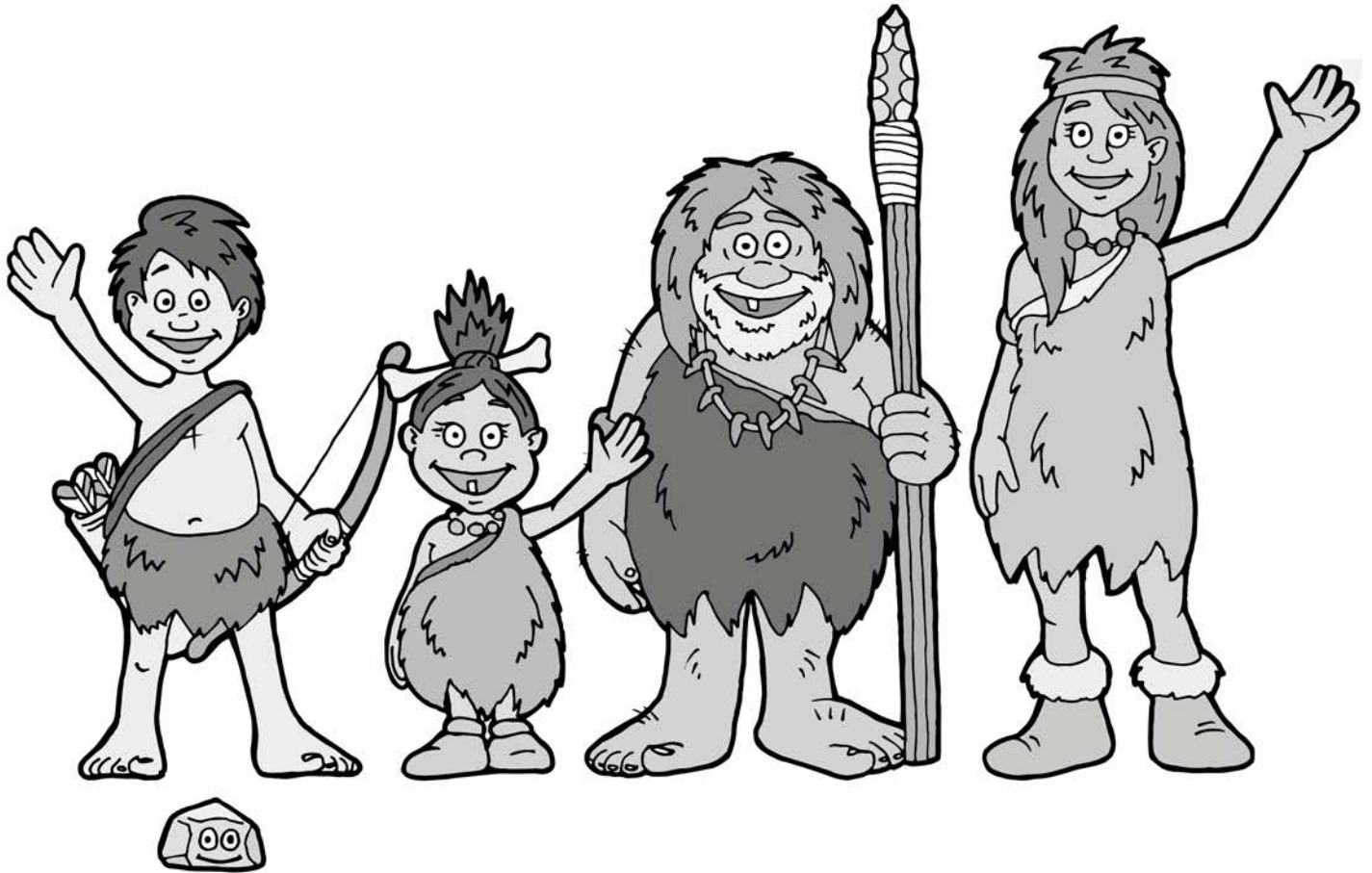


- 1** Does the moon look like a... **smile** ☐  
or a... **balloon?** ☐  
Why did you tick that one?
- 

- 2** Do the fireworks look like a... **fountain** ☐  
or... **flowers?** ☐  
Why did you tick that one?
- 

- 3** Do the bats look like... **black hats** ☐  
or... **black umbrellas?** ☐  
Why did you tick that one?



**1. Meet the Firestones**

This is Axel.

This is his baby sister, Tuft.

This is his dad, Ash.

This is his mum, Flame.

Meet the Firestone family.

## Using full stops and capital letters

Write out the sentences below using capital letters and full stops. (Remember: names need capital letters.)

1 axel firestone is a caveboy

.....

2 axel has a baby sister called tuft

.....

3 his mum and dad are called flame and ash

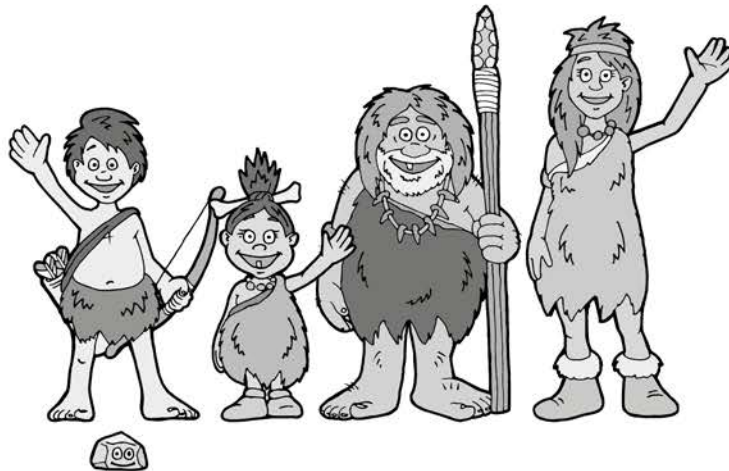
.....

4 they all live together in a cave

.....

Look at the picture and write a sentence of your own.

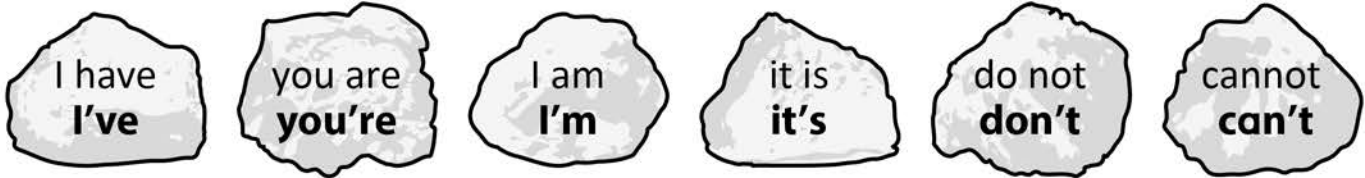
.....



*Write more sentences about the Firestone family.*

## Using an apostrophe for contraction

Use the contractions in the rocks to complete the sentences.



Dusk told Axel what she was going to do.

- 1 (It is) ..... too far to walk back with these heavy baskets.
- 2 (I have) ..... got a plan.
- 3 (I am) ..... going back to get help.
- 4 We (cannot) ..... both go back.
- 5 So (you are) ..... going to stay here.
- 6 (Do not) ..... move from this spot.

Dusk left Axel to guard the baskets of fruit and vegetables.



*Write the contractions in the story in full.*



## 2. Meet the Moonlights



This is Dusk Moonlight.

She lives with her mum and dad.

Her mum is called Luna Moonlight and her dad is called Sol Moonlight.

They live next to the Firestones.

They live at 2, Cave Street, Blackrock, Dinoland.

## Using capital letters for names of people and places

Write out the sentences below using capital letters for names. All the nouns that need capital letters have been written in bold to help you. (Don't forget the full stops!)

1 **dusk moonlight** lives at 2, **cave street**

.....

2 her friend, **axel firestone**, lives next door

.....

3 **axel** lives at 1, **cave street**

.....

4 they live in the town of **blackrock**

.....

5 they live in the country of **dinoland**

.....

**Write Axel's address on the envelope.**

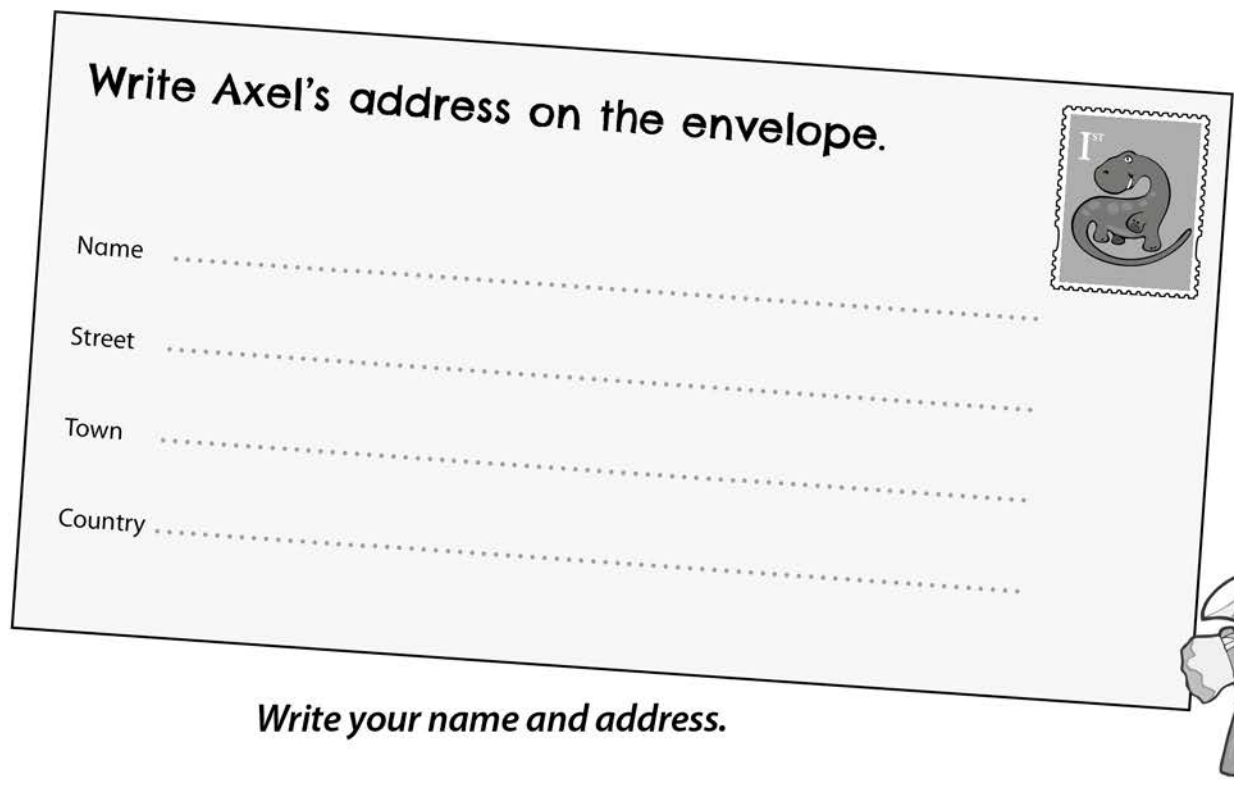
Name .....

Street .....

Town .....

Country .....

*Write your name and address.*





## Writing commands

To write **commands** you need to put the **verb** (the doing or action word) at the beginning of the sentence.

Write the sentences as commands. The first one has been started for you.

- 1 You will stop shouting, Axel. Stop .....
- 2 You will be brave. ....
- 3 You will jump on Seff's back. ....

Axel jumped on the dinosaur's back. The sabre-tooth tiger growled at them. Dusk pointed her spear at the tiger.

- 4 You will get away from us. ....
- 5 You will gallop off, Seff. ....
- 6 You will hold on tight, Axel. ....

Seff galloped off and soon they were safely back home. Axel didn't know what to say. He had been saved by a girl!



*Write some more commands that Dusk might say.*

### 3. Hungry Axel



Axel was hungry. There was nothing to eat.

Dad hadn't gone hunting for over a week.

Dad was too busy making a new firestone.

Axel took his bow and arrow off the wall.

"If Dad won't go hunting, I'll go on my own," said Axel.

Outside the cave he met Dusk, the girl from the cave next door.

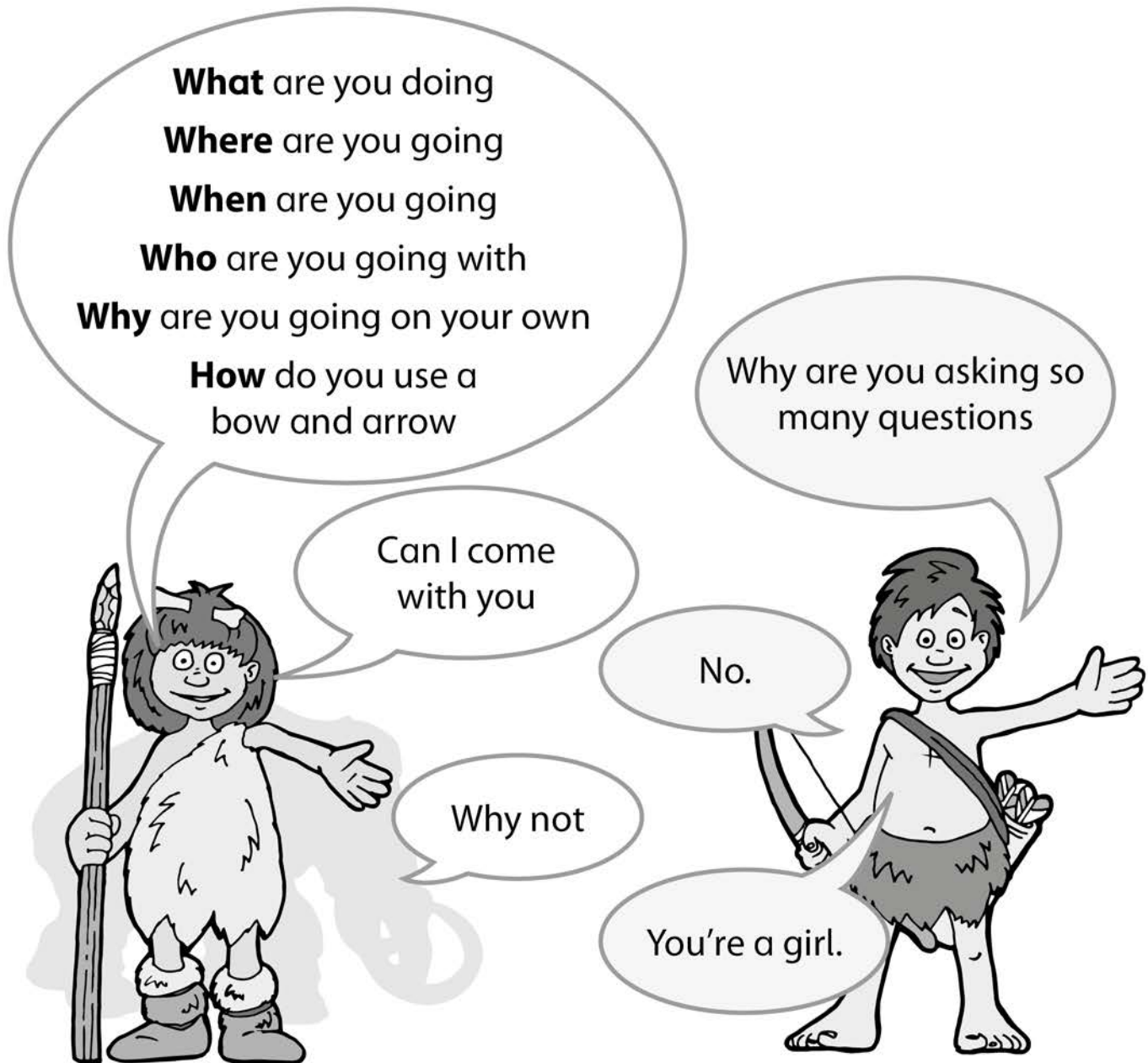
"Where are you going?" asked Dusk.

"Hunting," said Axel.

"Can I come with you?" asked Dusk.

## Using question marks with questions

Put question marks at the end of the questions.



What are the six question words that Dusk uses?

*Write some questions you would want to ask Axel.*

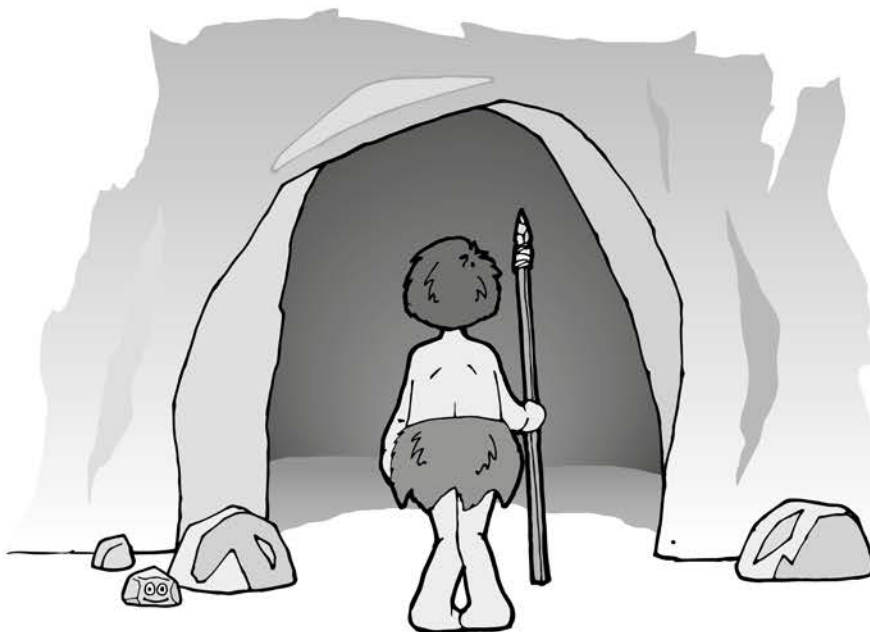


## Using the prefix 'un'

Use the words in the box to complete the sentences below.  
Remember to add the prefix 'un' to change the meaning.

wise	safe	friendly	sure	lucky	healthy
------	------	----------	------	-------	---------

- 1 Axel was ..... what to do.
- 2 Was it ..... to go in the cave?
- 3 He knew it was ..... to stay in the rain.
- 4 But was the cave an ..... place to shelter?
- 5 Were there any ..... creatures in the cave?
- 6 Was he going to be lucky or .....



*Find the words with the prefix 'un' in the story and write your own sentences using them.*

## Using exclamation marks

Put exclamation marks after the words Axel speaks.



Axel hears a roar.

Oh-oh

Axel hears a rustle in the leaves.

Huh

Axel runs away.

Aghhh

Axel sees a sabre-tooth tiger.

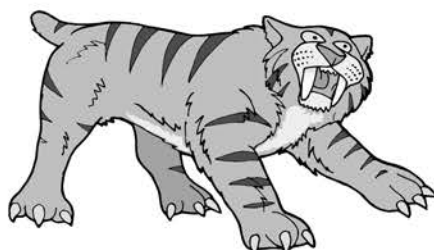
Oh, dear



The sabre-tooth tiger runs after Axel.

Help

Get me out of here



Axel climbs up a tree.

*Write some exclamations of your own that Axel might say.*



Put the words in sets.

giraffe	ace	huge	jewel	centre	nice
fudge	rage	charge	edge	jingle	city
budge	circle	pace	magic	join	engine

I'm collecting  
**ge** words.



.....

.....

.....

I'm collecting  
**dge** words.



.....

.....

.....

I'm collecting  
**gi** words.



.....

.....

.....

I'm collecting  
**j** words.



.....

.....

.....

I'm collecting  
**c** words.



.....

.....

.....

I'm collecting  
**ce** words.



.....

.....

.....

Complete the sentences using the words below.

change pence cage once jog angel

That will cost twenty  
..... please.



I'm an ..... in the  
Christmas nativity.



..... upon a time.

The mice are in their  
.....



Do you have any  
.....

I'm going for a .....  
around the playground.



The children say the words backwards.  
Write the words the correct way around.

w o n k



t i n k



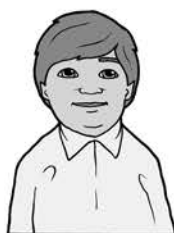
e l b a f



e l d d u m



p a r w



e t i r w



w a n g



e m o n g



l a t e m



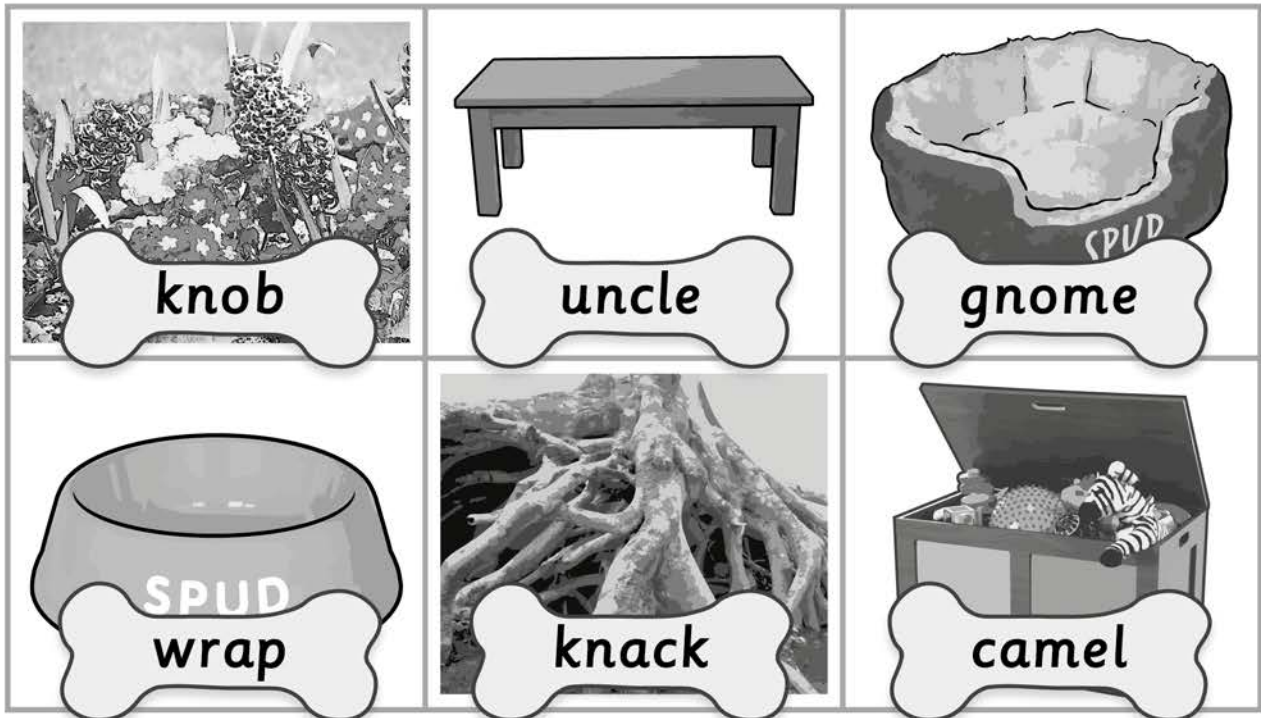
l a t o t





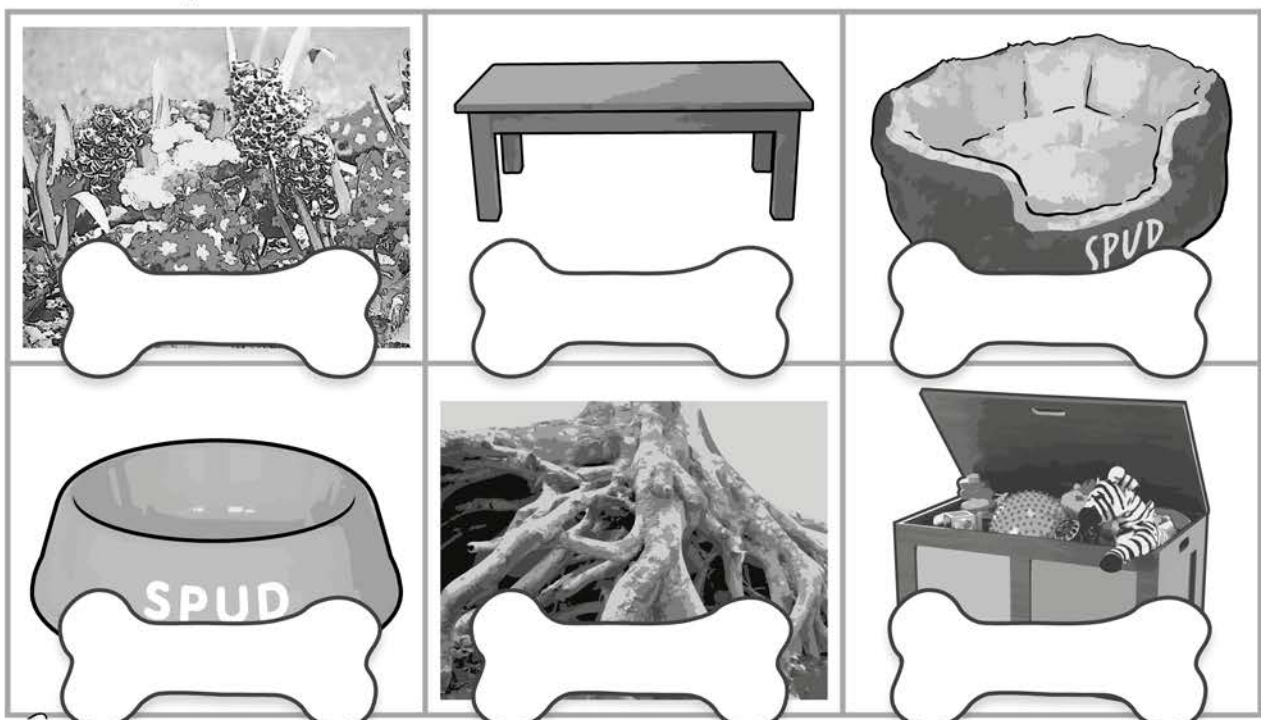
Spud, the dog, has hidden his bones in different places.  
Can you remember where he put them?

*Look at the picture.*

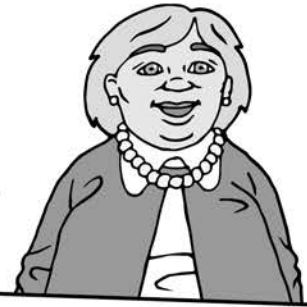


**camel   gnome   knob   wrap   knack   uncle**

*Cover it up. Write the words in the correct bone below.*



The children have all done a spelling test.  
They have each made one mistake.  
Can you spot the mistake and correct it?



Name **Bean** .....

knock  
nash  
write  
table  
metal  
travel

.....

Name **Petal** .....

knew  
gnat  
wrapper  
puzzle  
animal  
camle

.....

Name **Buddy** .....

knee  
gnome  
wrist  
muddle  
total  
labal

.....

Name **Blossom** .....

knight  
gnaw  
rote  
bottle  
animal  
tunnel

.....

Name **Sprout** .....

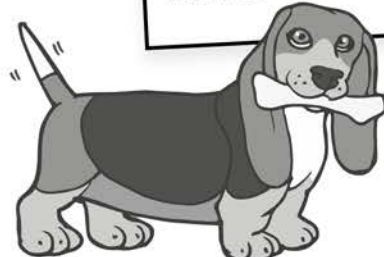
knot  
gnash  
wrap  
middel  
capital  
label

.....

Name **Twiggy** .....

knob  
gnat  
wrist  
simple  
musicle  
camel

.....





Put the words in sets.

pupil dries parties hurried reply hurry  
 marrying great carried gerbil copying every  
 berries even replying stencil worried shy

I'm collecting  
**il** words.



.....

.....

.....

I'm collecting  
**y** words.



.....

.....

.....

I'm collecting  
**ies** words.



.....

.....

.....

I'm collecting  
**ied** words.



.....

.....

.....

I'm collecting  
**ing** words.



.....

.....

.....

I'm collecting  
**common exception**  
 words.



.....

.....

.....

The letters are muddled up. Put them in the right order to spell words.



ed words

depprod



nedring



ing words

gegginb

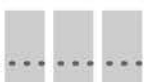


ginghug



all words

lastl



slalm



alk words

halck



kalts



o words

thomn



thonnig



common  
exception words

sargs



rafeth



Complete the words below.

Add **eyes** to complete these words.



monk.....

donk.....

chimn.....

Add an **a** to complete these words.



w.....nt

w.....nd

w.....tch

Add an **s** to complete these words.



u.....e

u.....ual

televi.....ion

Add **tion** to complete these words.



fic.....

addi.....

subtract.....

Add **or** to complete these words.



w.....d

w.....k

w.....st

The letters are muddled up. Put them in the right order to spell words.



ey words

nemkoy



denkyo



qua words

shuaqs



tingauty



ar words

wadra



dowarts

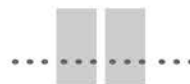


or words

strow

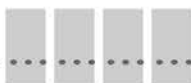


korw



tion words

nitopo



tistona



common  
exception words

resu

.....

doluc

.....



**One word needs a plural and one the possessive singular.**



Should it be **girls** or **girl's**?

Here are the .....

This is the ..... bag.



Should it be **teachers** or **teacher's**?

The ..... car is in the car park

The ..... are in the staffroom.



Should it be **mums** or **mum's**?

The ..... are waiting by the gate.

My ..... car is red.



Should it be **boys** or **boy's**?

The ..... ball is on the roof.

The ..... wanted to play football.



Should it be **dads** or **dad's**?

That's my ..... phone.

The ..... are chatting in the playground.





**Y2 home learning:**  
**We all have feelings**



# We are learning that we all have feelings



## We will be able to:

- ✓ recognise different feelings in ourselves and others
- ✓ identify that people can feel differently about things and situations
- ✓ explain who can help us with our feelings

# We all have feelings:

## What's our starting point?

Meet Maz. Maz is an alien.

Maz is visiting earth to discover more about humans. Today Maz wants to learn all about feelings.

If you were telling Maz all about feelings, what would you say and talk about?



# Naming and recognising feelings

Read the words from the **Feelings vocabulary cards- activity sheet**.  
Choose some of words to think about.

- Where in his body might Maz experience this feeling?
- What might happen to his face when he feels it?
- What might happen to his body when he feels it?

**Look in a mirror and act out the feeling as if you are showing Maz.**



**Play the emotions board game.**



# Activity 2.

# What are they feeling?



Help the characters identify their feelings. There are 5 stories to read.

## 1. Read Mia's story.

What different feelings might she be experiencing?

Mia's dad works in another country. Tonight she will get to video call her dad for the first time in ages.

- Her tummy is tingling
- She can't keep still and jumps around a lot
- Her voice is very loud



Feeling:.....**excited**.....

# What are they feeling?



## 2. Read Jade's story.

What different feelings might she be experiencing?

Jade's favourite song is playing on the radio

- She smiles
- Her body is relaxed and calm
- She laughs at her little brother's dancing



**happy or joyful**

Feeling:.....

# What are they feeling?



## 3. Read Carlo's story.

What different feelings might he be experiencing?

Carlos has got his best score ever on this week's spelling test. He knows he's getting better and is pleased that he practised.

- He stands up tall
- His body is calm
- He smiles and laughs



Feeling: **confident or proud** .....



# What are they feeling?



## 4. Read Mo's story.

What different feelings might she be experiencing?

Mo sees an image on her screen that someone she doesn't know sent her.

- Her arms and legs are shaking
- She finds it hard to breathe
- Her body goes cold



Feeling:.....**scared or worried**.....

# What are they feeling?



## 5. Read Amir's story.

What different feelings might he be experiencing?

Amir has heard that his best friend might be moving to a new school.

- His tummy aches
- He keeps crying
- He wants to be left alone



Feeling: **sad or worried**.....

# Sharing feelings

Sharing how we feel can help us with our feelings.

Who might need help with their feelings?



- Mia** ✓ Mia might get over-excited and not be able to calm down. Her mum might need to help her.
- Jade** ✓ Jade is really happy now, but most people are not happy all the time.
- Carlos** ✓ Carlos will probably want to share that he is feeling proud with someone else. He thinks his Granny will also be proud of him.
- Mo** ✓ It is really important that Mo tells an adult she trusts what has happened and how she feels so they can help.
- Amir** ✓ It's ok to be sad sometimes, but Amir should talk about the sad feelings with someone else to help him feel better.

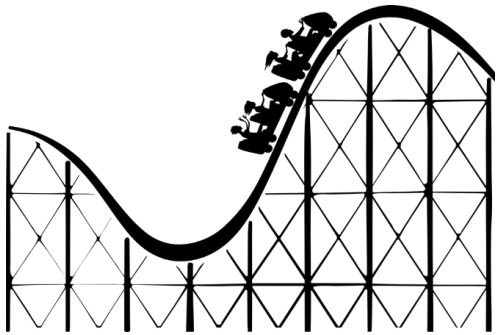
# Activity 3-

# How things make us feel



We all feel differently about different things.

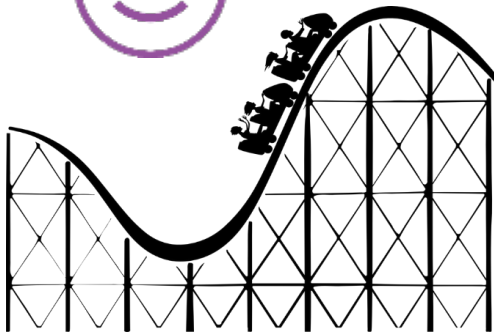
How might Maz feel about these things?



Is it a **good** or **not so good** feeling?



# How Maz feels about ...



# Who or what could help

# Maz feel better?



Maz has never seen rain before! He is **nervous** to go outside in the rain for the first time.



Maz is **afraid** of dogs and cats. He thinks they all look very scary.



Maz is **embarrassed** to go to the party—he thinks his dancing is terrible!

# How do you feel about ...



rain



fireworks



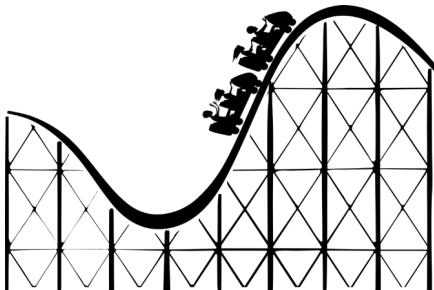
dogs and cats



the dark



roller-coasters



parties



falling out with a friend



spiders



**Who or what could help you with your feelings?**

# We all have feelings

Well done on completing the activities!

**Go back to the 'What's your starting point?' activity**

Do you remember that Maz wanted to find out about feelings?

- Is there anything else that you would like to tell Maz?
- Is there anything you would like to add?
- Is there anything that you would like to change?



# Activity 4-

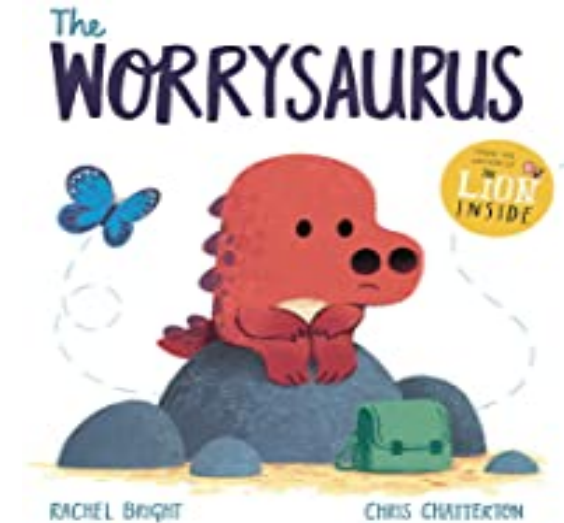
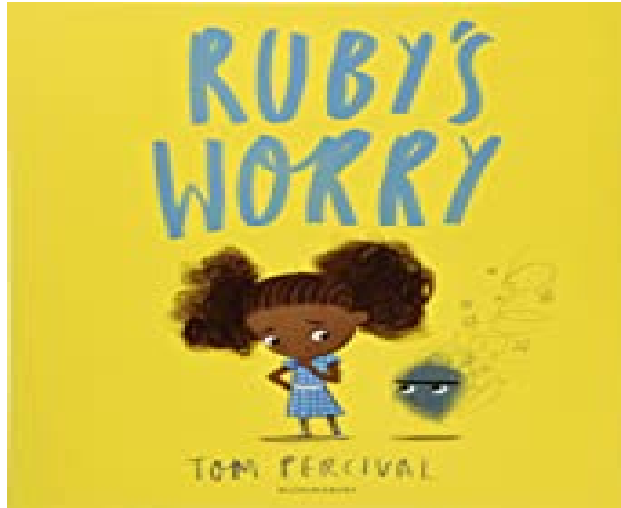


# More activities

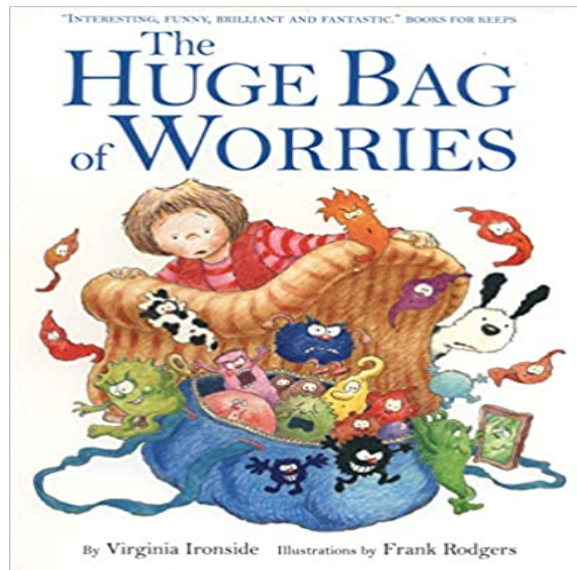
**Interview a grown -up at home.**

Choose three things from slide 15, ask if it makes them feel good, or not so good, and what positive things they might do to help them with their feelings .





Find and share a book that tells a story about managing BIG feelings.



Year 2, do you remember this book? See if you can find it online and read it to your parents.