

Suggested Timetable for Home Learning Activities

Monday	9.00-9.30	P.E with Joe wicks (The body coach tv channel on YouTube) https://www.youtube.com/channel/UCAXxW1XT0iEJt0TYIRp_n6rYQ	9.30-9.45	Spelling Activity Practise spelling 10 words from the list of 200 high frequency words by writing them in a sentence. (You can find this in your home learning pack)	9.45-10.30	English Activity Complete an activity from your home learning pack. Handwriting Please spend 15 minutes doing a handwriting activity. You can watch a video on the curriculum visions websites in the English section.	10.45- 11.00	Mental Maths Complete a mental maths activity. (You can find this in your home learning pack)	11.00-12.00	Maths Activity Choose an activity from the booklet or Go onto https://www.bbc.co.uk/bitesize or https://www.theathsfactor.com/	1.00-2.00	Science Complete an activity in the Science pack.	2.00-3.00pm	Outdoor Activity <u>Outdoor maths trail</u> Look in the pack for more information.
Lunchtime														
Tuesday	P.E with Joe wicks		Spelling Activity Practise spelling 10 words from the list of 200 high frequency words by writing them in a sentence. (You can find this in your home learning pack)	English Activity Complete a reading comprehension activity (You can find this in your home learning pack) Handwriting Please spend 15 minutes doing a handwriting activity. You can watch a video on the curriculum visions websites in the English section.	Mental Maths Complete a mental maths activity. (You can find this in your home learning pack)	Maths Activity Choose an activity from the booklet or Go onto https://www.bbc.co.uk/bitesize or https://www.theathsfactor.com/	P.S.H.E Choose a P.S.H.E activity. (You can find more information in your pack)	Outdoor Activity <u>Summer nature walk</u> Look in the pack for more information.						

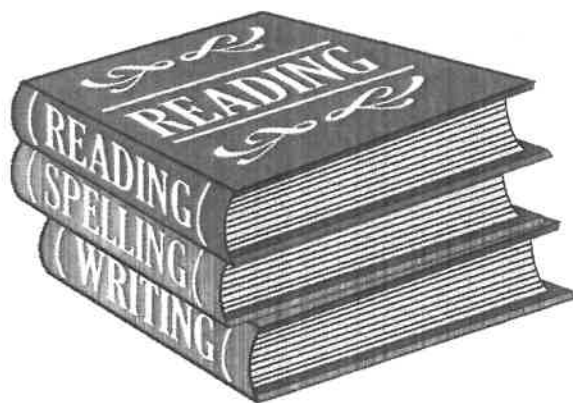
Suggested Timetable for Home Learning Activities

Wednesday	P.E with Joe wicks	Spelling Activity Practise spelling 10 words from the list of 200 high frequency words by writing them in a sentence. (You can find this in your home learning pack)	English Activity Complete an activity from your home learning pack. Handwriting Please spend 15 minutes doing a handwriting activity. You can watch a video on the curriculum visions websites in the English section.	Mental Maths Complete a mental maths activity. (You can find this in your home learning pack)	Maths Activity Choose an activity from the booklet or Go onto https://www.bbc.co.uk/bitesize or https://www.themathsfactor.com/	Geography Complete an activity from the Geography pack (You can find this in your home learning pack)	Outdoor Activity <u>Flower hunt</u> Look in the pack for more information.
Thursday	P.E with Joe wicks	Spelling Activity Practise spelling 10 words from the list of 200 high frequency words by writing	English Activity Complete this week's writing task. Handwriting Please spend 15 minutes doing a handwriting activity. You can watch a video	Mental Maths Complete a mental maths activity. (You can find this in your home learning pack)	Maths Activity Choose an activity from the booklet or Go onto https://www.bbc.co.uk/bitesize or	Art Choose an activity from the Art pack. (You can find this in your home learning pack)	Outdoor Activity Go for a bike ride/scooter ride for at least 20 minutes.

Suggested Timetable for Home Learning Activities

		them in a sentence. (You can find this in your home learning pack)	on the curriculum visions websites in the English section.		https://www.themathsfactor.com/		
Friday	P.E with Joe wicks	Spelling Activity Practise spelling 10 words from the list of 200 high frequency words by writing them in a sentence. (You can find this in your home learning pack)	English Activity Complete an activity from your home learning pack. Handwriting- Please spend 15 minutes doing a handwriting activity. You can watch a video on the curriculum visions websites in the English section.	Mental Maths Complete a mental maths activity. (You can find this in your home learning pack)	Maths Activity Choose an activity from the booklet or Go onto https://www.bbc.co.uk/bitesize or https://www.themathsfactor.com/	D&T Go onto https://www.bbc.co.uk/cheebies/makes And choose an activity.	Outdoor Activity Go outside and play a game of your favourite sport.

Year 2
Summer 2
Home Learning
pack for
English



Year 2 Summer Term 2 SPaG Mat

1

Tick the command sentence.

☐ I love Sports Day.

☐ When is Sports Day?

☐ Ready, steady, go!



Underline the nouns in this sentence.

Their uncle drove his car slowly down the long, windy lane.



Write a statement sentence about this picture.



Circle the correct homophone for each picture.



I eye



I eye



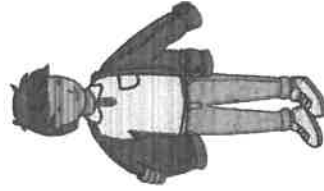
flower flour



flower flour

Extend this sentence using the conjunction 'if'. Write the whole new sentence in full.

I will put on my coat...

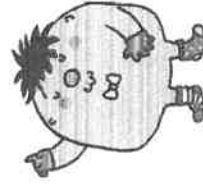


Oh no! Mr Whoops is getting in a muddle. Tick the sentence he should use.

☐ I working on the computer before lunch yesterday.

☐ I worked on the computer before lunch yesterday.

☐ I work on the computer before lunch yesterday



Year 2 Summer Term 2 SPaG Mat

2

a

Write each of these sets of words as one word, using an apostrophe.

is not

she will

c

Write a sentence to go with this picture in the present tense.



Improve these sentences by creating an expanded noun phrase for each one.

They looked up at the _____ buildings.

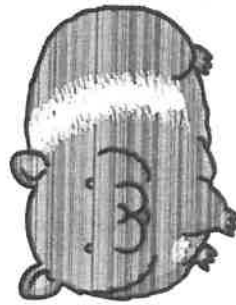
Dominika and Kamil had a great time riding the _____ horses.

b

Circle the conjunction in each of these sentences.

I help my sister with her hamster and she lets me hold him.

We could go to the shop or we could visit my friend.



f

Which year 2 common exception word has Mr Whoops been juggling with?

r

h

u

o

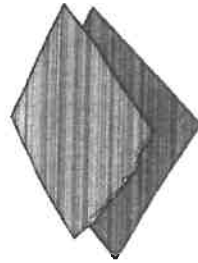


d

Underline the compound word in each of these sentences.

They used up all the sandpaper.

Elena couldn't find her earplugs in her room.



Year 2 Summer Term 2 SPaG Mat

3

a
Underline the adverbs in this sentence.

The children clearly and carefully read their stories out loud to each other.



c
Tick the exclamation sentence.

- ☐ Did you watch the match?
- ☐ How lovely it was to see you play tennis!
- ☐ Throw me another ball!



e
Oh no! Mr Whoops is getting in a muddle. Tick the sentence he should use.

- ☐ We camped outside on the beach last weekend.
- ☐ We camp outside on the beach last weekend?
- ☐ We camping outside on the beach last weekend.



d
Circle the correct homophone for each picture.



their
there
they're



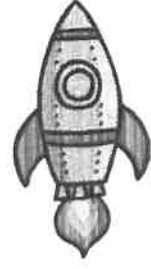
their
there
they're



their
there
they're

b
Extend this sentence using the conjunction 'that'. Write the whole new sentence in full.

They found a great rocket...



f
Write a command sentence about this picture.



Year 2 Summer Term 2 SPaG Mat

4

a Circle the conjunction in each of these sentences.

He liked to skateboard or cycle to work every day.

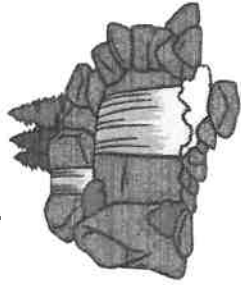
The crab loved the pier but the seagulls always tried to peck him there!



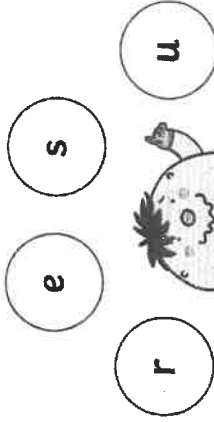
c Underline the compound word in each of these sentences.

The waterfall was very pretty.

He got some new sunglasses.



e Which year 2 common exception word has Mr Whoops been juggling with?



d Practise writing these year 2 common exception word spellings.

sure

sugar

who

whole

again

f Improve these sentences by creating an expanded noun phrase for each one.

Selma went up to the _____ attic.

He loved the picture of the _____ elephants.

b Write each of these sets of words as one word, using an apostrophe.

he is

we are

Grammar

Match the grammatical term to the meaning.

noun	a doing word
verb	a naming word
adverb	a joining word
adjective	a word that describes a verb
conjunction	describing word

Using different colours underline the noun, adjective, verb, adverb and conjunction.

1. The scared man slowly crept towards the spooky house.
2. A fluffy cat gently licked her wounds when she was hurt.

Write and underline two of your own sentences.

1. _____

2. _____

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Coordinating Conjunctions

for and nor but or yet so

Subordinating Conjunctions

although because so that even if whenever before even though until

Correlative Conjunctions

whether/or either/or both/and not only/but

Questions

1. I went to bed very late _____ I am tired today.
2. My dad has fixed my bike _____ I can take it to the park.
3. We are having _____ pasta _____ curry for dinner
4. I listened to the weather forecast _____ put an umbrella in my bag.
5. I will always support my local team, _____ they always lose!
6. The weather is forecast to be _____ hot _____ humid.
7. My brother is grumpy _____ he has got to do his homework.
8. He goes abroad on holiday, _____ he doesn't like flying.
9. My mum is _____ a brilliant doctor, _____ she is a great runner too.
10. I enjoy playing hockey _____ it's not my favourite sport.
11. We could go to the park _____ to the cinema.
12. I'm not sure _____ I'm going to the match _____ not.

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

for

and

nor

but

or

yet

so

1. I went to bed very late _____ I am tired today.
2. I listened to the weather forecast _____ put an umbrella in my bag.
3. I enjoy playing hockey _____ it's not my favourite sport.
4. We could go to the park _____ to the cinema.

although

because

so that

even if

whenever

1. My dad has fixed my bike _____ I can take it to the park.
2. My brother is grumpy _____ he has got to do his homework.
3. I will always support my local team, _____ they always lose!
4. He goes abroad on holiday, _____ he doesn't like flying.

whether/or

either/or

both/and

not only/but

1. I'm not sure _____ I'm going to the match _____ not.
2. My mum is _____ a brilliant doctor, _____ she is a great runner too.
3. The weather is forecast to be _____ hot _____ humid.
4. We are having _____ pasta _____ curry for dinner.

Prefix and Suffix Word Search

1. Find the words hidden in the grid below.

n	h	k	d	a	e	g	c	m	g	y	k	b	s	t
m	g	v	g	f	d	s	s	i	q	c	t	y	u	i
v	i	h	i	g	w	d	i	s	a	b	l	e	d	b
v	j	s	l	k	r	w	a	t	z	d	w	r	y	h
u	o	p	p	x	w	a	g	r	h	u	m	a	x	b
v	m	o	f	l	a	w	x	e	c	n	m	u	j	m
m	i	s	p	l	a	c	e	a	f	h	i	n	k	l
i	v	n	y	s	a	c	a	t	a	c	s	t	s	f
s	b	l	i	g	d	x	e	e	c	s	u	b	n	e
t	v	w	r	v	a	d	v	d	w	q	s	t	u	i
r	b	k	i	o	d	i	s	a	b	l	e	p	l	s
u	d	m	i	s	b	e	h	a	v	e	q	x	c	v
s	m	i	s	t	r	e	a	t	d	t	h	v	s	w
t	s	f	h	j	k	l	r	p	b	k	l	p	d	s
f	j	i	l	p	b	c	m	i	s	s	p	e	l	l

disable

disabled

misuse

misplace

misplaced

mistreat

mistreated

misbehave

mistrust

misspell

Homophones: two, too, to

These three words are often misspelled or used incorrectly.

Here are some examples of two, too and to:

I am going **to** the cinema.

It is **too** wet to play outside!

Can I come along **too**, please?

There were **two** fish in the bowl.

Complete the sentences using the correct homophone.

There were _____ cookies left in the tin.

I usually go _____ my gran's house at the weekend.

I didn't need my coat today as it was _____ hot.

I can paint well but I am good at drawing _____.

I like going _____ the park with my friends.

Can we take _____ presents _____ the party?

I am full because I ate _____ much!

I have _____ cats and one dog.

Powerful Adjectives

Add a powerful adjective into each gap to describe the noun.

Use the word bank below to help you.

1. The _____ earthquake shook the ground.
2. The people were _____ when the buildings shook.
3. The _____ island lay in the middle of the ocean.
4. The crowd were _____ after watching the film.
5. "I'm _____ by what I've done," admitted Cathy.
6. The _____ winner jumped for joy at the news.
7. The monster's attempts at hiding were _____.
8. Our new neighbours are _____.



Word Bank

terrified	flabbergasted	appalled	abysmal
menacing	exquisite	distraught	eccentric
shaken	marvellous	pathetic	delightful
astonished	magnificent	absurd	

Powerful Adjectives

Rewrite and improve these sentences by changing the bold adjective into a powerful and impressive description.

1. Janine was sitting in a **nice** chair.

2. Mum's new hairstyle was **bad**.

3. The weather today is **not nice**.

4. Lorna's new puppy was **cute**.

5. The story written by Fred was **good**.

6. Jake made some **silly** jokes at school today.

7. Barney's new computer was **fun** to play on.

8. The birds' cage was **dirty**.



Expanded Noun Phrases

I can add modifying nouns and adjectives to create expanded noun phrases.

I can include prepositional phrases to expand noun phrases.

Look at each sentence below. The noun phrases are very short. Can you improve the sentences by expanding the noun phrase and adding a relevant prepositional phrase to give the reader more detail? The first one has been done for you.

1. The car drove down the road.

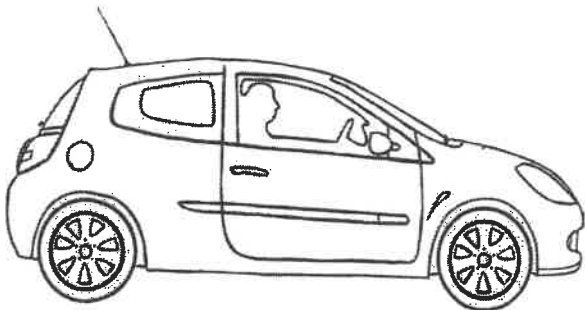
The **impressive sports** car **with huge, black tyres** drove down the **winding country** road.

2. The woman climbed the mountain.

3. There was a spider climbing up the wall.

4. The children ate the picnic.

5. The cat chased the mouse.



Where Is It?

Fronted Adverbials to Show Location

Fronted adverbials can be added to sentences to describe location. They tell the reader where something takes place. For example:

In class, the boy sat listening to his teacher.

The fronted adverbial in this sentence is '**In class**' because it tells the reader where the boy is. In the activity below, please match the fronted adverbial with the correct sentence to explain where it happens.

In a forest,

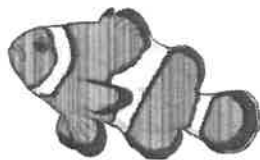
Below the waves,

Behind the counter,

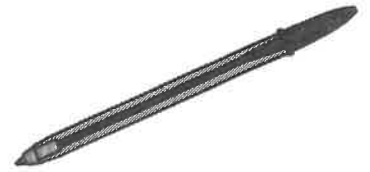
In the park,

On the table,

On a rock,



the fish swam
quickly.



Jack went on the swings.

Sarah placed her book and pen.

the monkeys swung through
the trees.

the mermaid watched ships passing.

the shopkeeper stood
serving customers.

Challenge!

Add a fronted adverbial to each of these sentences to explain where they might happen.

1. _____, Emma ate delicious ice cream.
2. _____, the lion loudly roared.
3. _____, the car beeped its horn.

When Did It Happen?

Fronted Adverbials to Show Time

Fronted adverbials can be added to sentences to describe time. They tell the reader when something takes place. For example:

Early in morning, I went for a stroll in the park.

The fronted adverbial in this sentence is 'Early in the morning' because it tells the reader when the stroll took place. In the activity below, please match the fronted adverbial with the correct sentence to explain when it happens.

After a while,

Every year,

Before school,

In the evening sun,

After dinner,

In December,

Siraaj ate his delicious dessert.

John had to put his uniform on.

many people celebrate Christmas.

long shadows stretched across the ground.

I celebrate my birthday.

the rain cleared and the sun came out.



Challenge!

Add a fronted adverbial to each of these sentences to explain when they might have happened.

1. _____, I get ready to go to school.

2. _____, the dog went to sleep.

3. _____, Claire cleaned her teeth.

Year 2 Dictionary Skills

Task 1:

Put these words into alphabetical order.

List 1

king

friend

rabbit

ant

List 2

carrot

snake

banana

vest

List 3

lamp

frog

zip

trap

1. _____

2. _____

3. _____

4. _____

1. _____

2. _____

3. _____

4. _____

1. _____

2. _____

3. _____

4. _____

Task 2:

Use a dictionary to find the meaning of these words:

1. gutter _____

2. draft _____

3. vein _____

4. kiln _____

5. stoop _____

Year 2 Dictionary Skills

Task 3:

What type of words are these? *The first one is done for you.*

Word	Type of Word
apple	noun
giggle	
handbag	
silver	
table	
sleeping	
knife	
huge	
sparkly	

Task 4:

Find the word, write down which page the word is on in your dictionary, and write the meaning.

Word	Page Number	Meaning
wren		
cliff		
wander		
scrub		
fear		
delight		

Task 5:

Correct the spelling of these words. Use a dictionary to help you.

1. pikchure _____
2. lite _____
3. arkeologist _____
4. dreem _____
5. cūrtin _____

Year 2 Dictionary Skills

Task 6: Homophones

Some words sound the same but mean different things and are spelt differently.

First, write the meanings of these homophones. Then, use them in some sentences underneath.

knight _____

night _____

bear _____

bare _____

blue _____

blew _____

sun _____

son _____

Put the homophones in sentences on the lines below.

a. _____

b. _____

c. _____

d. _____

200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	work
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	would
been	different	fly	he's	lived	never	ran	stopped	trees	yes
before	dog	food	head	long	new	really	suddenly	two	
began	door	found	home	looking		red	sun	under	
best	dragon	fox	horse			right	take	us	
better	duck	friends	hot				tea	use	

Common-Exception Words

m o s t e f t h i p k l
 m n o p q r o t u r w x
 o z a b c d l f g e i j
 n l m g o l d r s t u v
 l x y z l b c d t t g h
 y j k l d n o p e y r t
 u v w x y z a b a d e f
 g h i j b r e a k p a r
 o l d v w x y z a b t d
 e f g h i j k l m n o p
 q r s t e v e r y z a b
 b o t h g h i j k l m n

most
 only
 both
 old

cold
 gold
 told
 every

great
 break
 steak
 pretty



Common-Exception Words

b b b d e f a t h e r l
 e p a t h r s t c v w x
 a z t b c d e f l p i j
 u l h n o p q r a a u v
 t x y z a g r a s s g h
 i j k l m n o p s s s t
 f v w x l z a b c d e f
 u h i p a s t n o p q r
 l t u v s x y z a l c d
 e f a s t j k l m a o p
 q r s t u v w x y n a b
 a f t e r h i j k t m n

beautiful
 after
 fast
 last

past
 father
 class
 grass

pass
 plant
 path
 bath



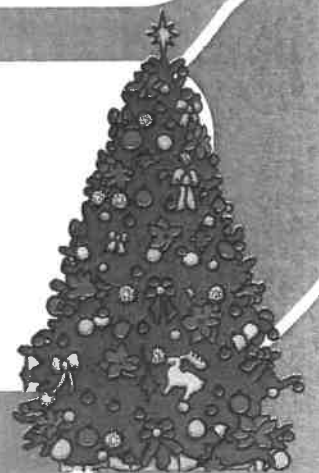
Common-Exception Words

a n y b m f c h i j k p
 m w o u o r h t u v w a
 a a a s n d r e g h i r
 n t m y e p i v s t u e
 y e y z y b s e e e g n
 i r h l m n t r q v s t
 a g a i n z m y c e e s
 g h l m k l a b o n q r
 m r f r w x s o a b c d
 e f g s i j k d m n o p
 p e o p l e w y y z a b
 c l o t h e s j k l m n

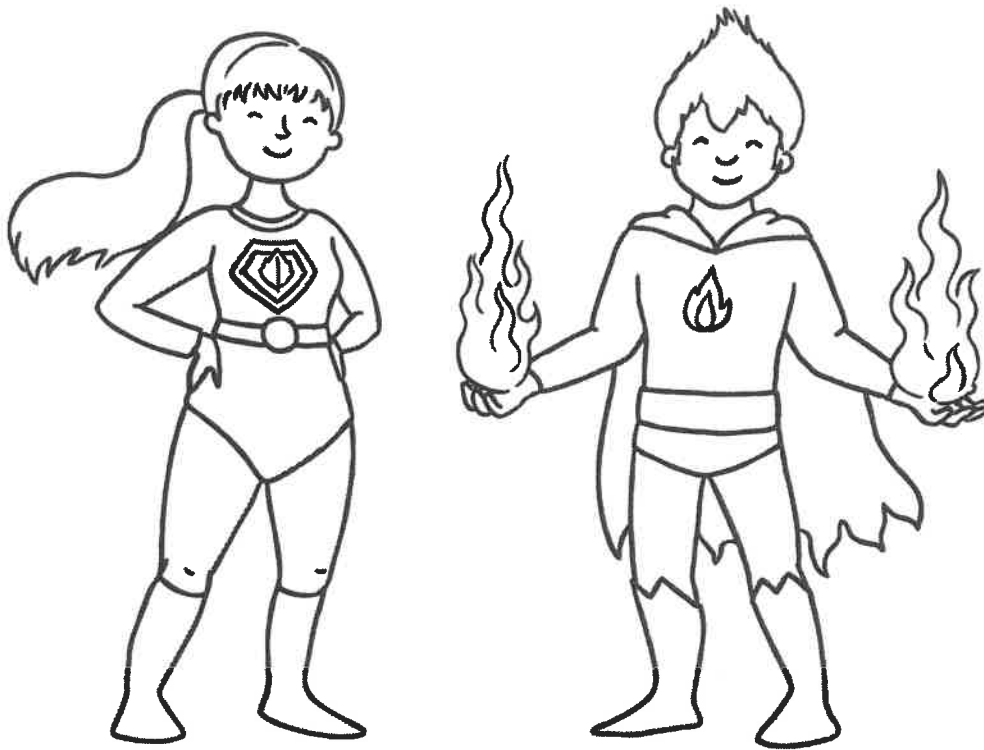
any
 many
 clothes
 busy
 people

water
 again
 half
 money
 Mr

Mrs
 parents
 Christmas
 everybody
 even



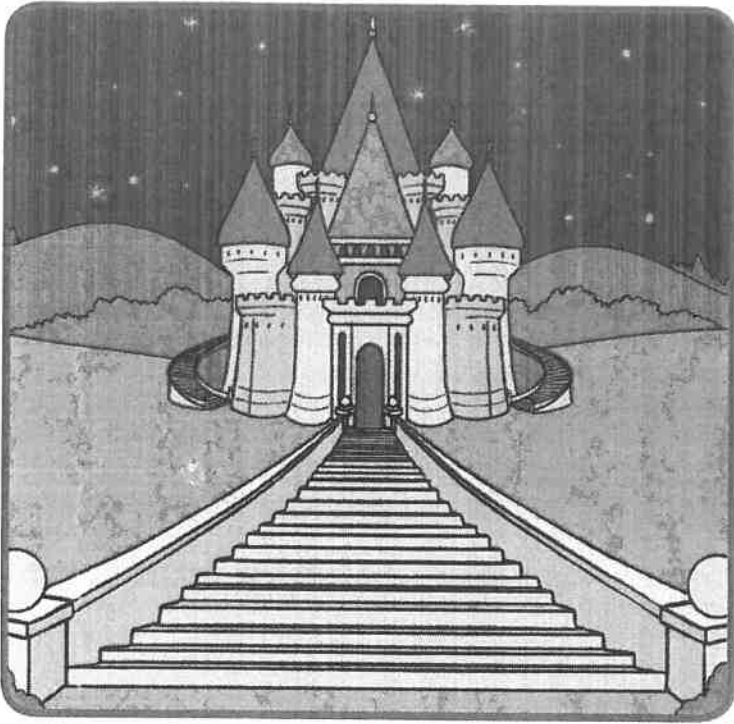
If you could have any superpower, what would you have and how would you use it?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

**If you could go anywhere, where
would you go and why?**



Story Settings Description



Key Words

beautiful magical

ench^{an}ting glow^{ing}

glistening glittering stunning

fantastic magnificent starry

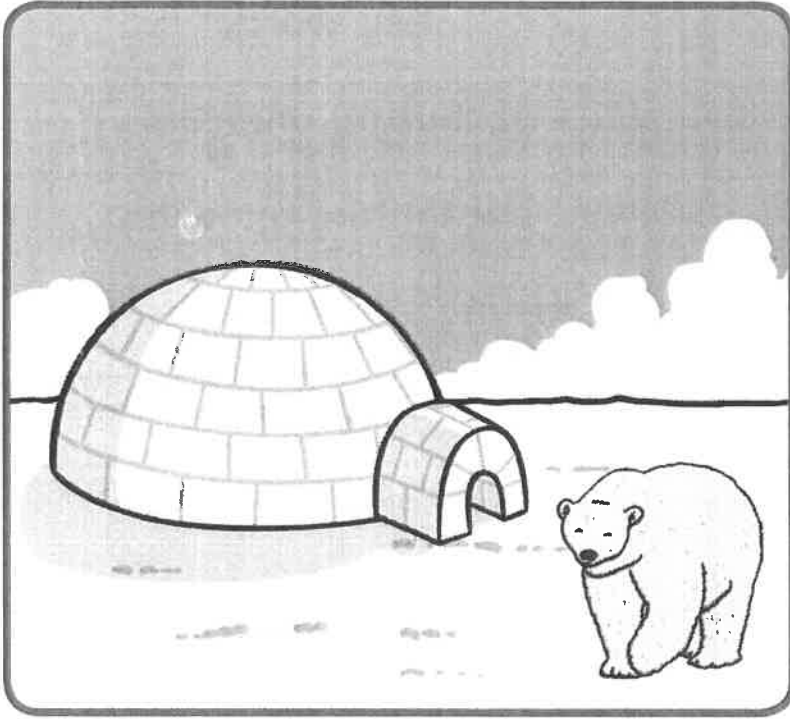
quiet bright majestic

glamorous elegant

Can you write a paragraph about this setting?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there are some faint, dark marks that appear to be staple indentations or punch holes. The paper is otherwise blank, with no writing or other markings.

Story Settings Description



Key Words

cold freezing snowy

icy bright white lonely

quiet beautiful dangerous

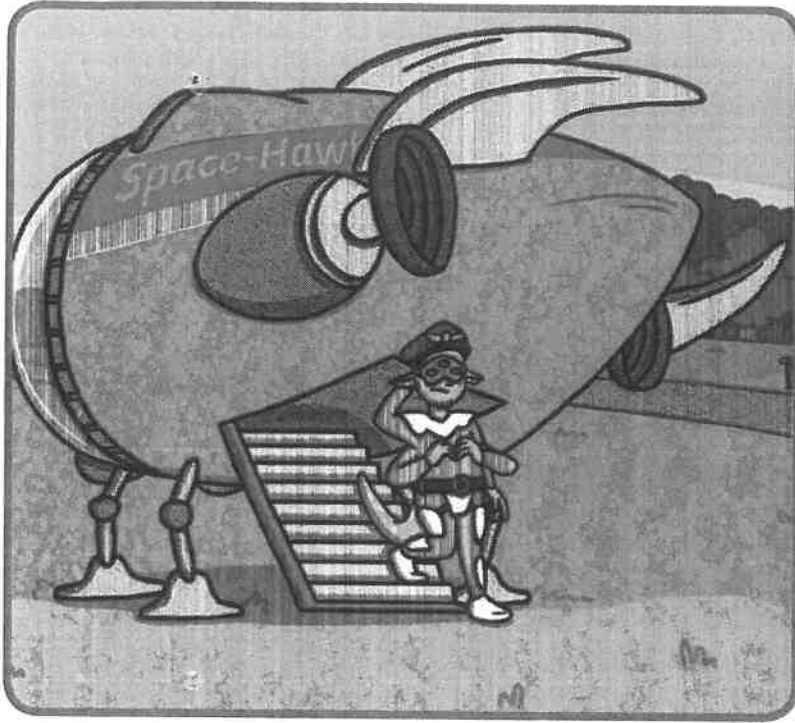
chilly bitter remote

brehtaking arctic

Can you write a paragraph about this setting?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Story Settings Description



Key Words

alien weird strange

unusual mysterious

futuristic glowing

gleaming amazing

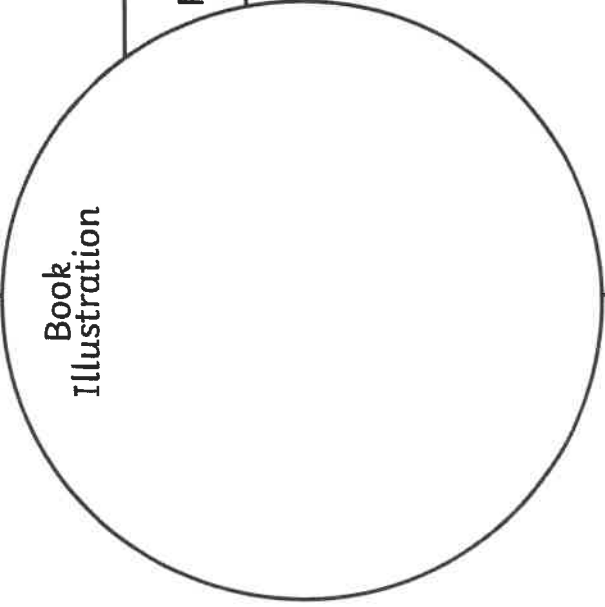
fantastic metallic bizarre

unsettling odd exciting

Can you write a paragraph about this setting?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there are some faint, illegible markings that appear to be from a previous page or a binding edge. The overall appearance is that of a clean, unused piece of stationery.

Book Review

Book Title: _____	Who would you recommend the book to? Why?
Author: _____	
Fiction or Non-fiction: _____	
What is the book about?	
Book Illustration 	
Rating: ★ ★ ★ ★ ★	
What ages and interests is this book suitable for? Why?	

Year 2 Reading Revision Mat Guidance

To complete each reading revision mat, you will need to read a short passage of writing; these will be taken from either a fictional story, a non-fiction text or a poem. Once you have read and understood the passage, you will have to answer five different types of question based on what you have read.

Each of the five different question types has its own helper to remind you of what to do:

Vocabulary Questions with Vocabulary Victor

Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



Retrieval Questions with Rex Retriever

Rex Retriever will help you to go into a text and retrieve the facts.



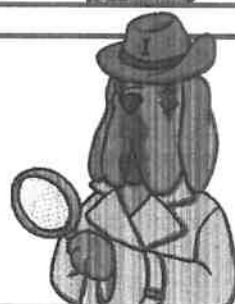
Sequence Questions with Sequencing Suki

Sequencing Suki likes everything in order! She will help you sequence the events in a text.



Inference Questions with Inference Iggy

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Prediction Questions with Predicting Pip

Predicting Pip tries to see the future and she will help you work out what might happen next.



Four Little Blossoms and Their Winter Fun by Mabel C. Hawley

"Where's Mother?" Meg and Bobby Blossom demanded the moment they opened the front door. It was the first question they always asked when they came home from school. Twaddles, their little brother, looked up at them serenely from the sofa cushion.

"Mother and Aunt Polly went into town," he informed his brother and sister.

"They're going to bring us something nice. They promised."

Meg pulled off her hat and unbuttoned her coat. "I'm starving," she announced. "It's awfully cold out. What are you doing anyway, Twaddles?"

"Sliding down the banisters," answered Twaddles calmly. "See, we spread down sofa cushions so that we wouldn't hurt ourselves. It's Dot's turn now!"

"Here I come—look out!" With a swish of a pink, spotty skirt a small, plump little girl came flying down the banister to land luckily on a red, satin sofa cushion.

"Well, I must say," announced Meg, "that's a fine way to use Mother's best cushions! Where's Norah?"

"Gone to the movies," replied Dot, smiling cheerfully. "She waited until she saw you turn the corner because she said she couldn't leave us alone."

Twaddles, who had been pressing his short nose against the glass in the door panel, hoping to see his mother coming with the promised gift, suddenly started to jump up and down. That was Twaddles' way of expressing delight. "It's snowing!" he cried. "Oh, I hope it snows all night."



1. Find and copy **three** adverbs from the text.

2. Tick the names of the two children who are sliding down the banister.

Tick two.



☐ Norah

☐ Twaddles

☐ Dot

☐ Meg

☐ Bobby

☐ Polly

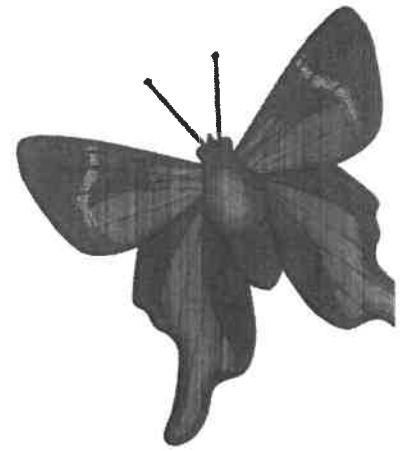


3. How does the author show that Twaddles is excited about the snow?



4. What do you think that the children did after Twaddles said that it was snowing?

All About Butterflies



Fascinating Facts

A butterfly's life cycle is made up of four parts.

1. The female butterfly lays her eggs on a leaf.
2. The egg hatches and a caterpillar comes out. It lives and eats on the leaf where it was born and will shed its skin many times.
3. When the caterpillar has grown much bigger, it creates a chrysalis.
4. Inside the chrysalis, the caterpillar turns into a butterfly. The chrysalis breaks open and a butterfly comes out.

Where Do They Live?

Butterflies live in lots of different places depending on what season it is. They like to live in warm places and can be found in many countries around the world. Butterflies tend to live where they can find food. They are awake during the day while looking for food and at night, they may be found on the underside of a leaf or tucked away in a crevice in a rock.



1. **Find and copy** the sentence which tells the reader what happens inside the chrysalis.

2. Number the stages of a butterfly's life cycle from **1 to 4** in the order they occur. The first one has been done for you.

- ☐ The butterfly comes out of the chrysalis.
- ☐ The caterpillar lives on the leaf where it is born.
- ☒ **1** The female butterfly lays her eggs.
- ☐ The caterpillar creates a chrysalis.



3. **Find and copy** two verbs that tell the reader what the caterpillar does on the leaf where it was born.

4. Do butterflies like cold weather? Find a sentence in the text to support your answer.



The Animal Show by Leroy F. Jackson

Father and mother and Bobbie will go
To see all the sights at the animal show.



Where lions and bears
Sit on dining room chairs,
Where a camel is able
To stand on a table,
Where monkeys and seals
All travel on wheels,
And a hairy baboon
Rides a baby balloon.



The sooner you're ready, the sooner we'll go.
Aboard, all aboard, for the animal show!

1. Draw a **line** to match the animal to the trick it performs.



baboon ☐

monkey ☐

lion ☐

☐ travels on wheels

☐ rides a baby balloon

☐ sits on dining room chairs



2. **Find** and **copy** the adjective used to describe the baboon.

3. What else might the family see if they go to the animal show?



4. Number the animals below from **1 to 4** to show the order they appear in the poem.



☐ baboon

☐ camel

☐ seal

☐ bear

Goldilocks and the Three Bears

Once upon a time there lived three bears and a little girl called Goldilocks. One day, Goldilocks went for a walk in the forest and found a house. She knocked, and when nobody answered, she decided to go inside. At the table, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the large bowl. "This porridge is too salty!" she said. She tasted the porridge from the medium bowl. "This porridge is too sweet!" she said. She tasted the porridge from the small bowl. "This is porridge is just right," she said and she ate it all up.

Goldilocks felt tired, so she walked into the living room and saw three chairs. She sat in the large chair to rest her feet. "This chair is too big!" she said. She sat in the medium chair. "This chair is too big, too!" she said. She sat in the small chair. "This chair is just right," she sighed. Just as Goldilocks settled down into the chair to rest, it broke into pieces!

By now, Goldilocks was very sleepy, so she went upstairs to the bedroom. She lay down on the large bed. "This bed is too hard!" she said. Then she lay on the medium bed. "This bed is too soft!" she said. So she lay down on the small bed. "This bed is just right," she said, and Goldilocks fell asleep.

As she was sleeping, The Three Bears came home. "Someone's been eating my porridge," growled Daddy Bear.

"Someone's been eating my porridge," said Mummy Bear.

"Someone's been eating my porridge and it's all gone!" cried Baby Bear.

"Someone's been sitting in my chair!" growled Daddy Bear.

"Someone's been sitting in my chair!" said Mummy Bear.

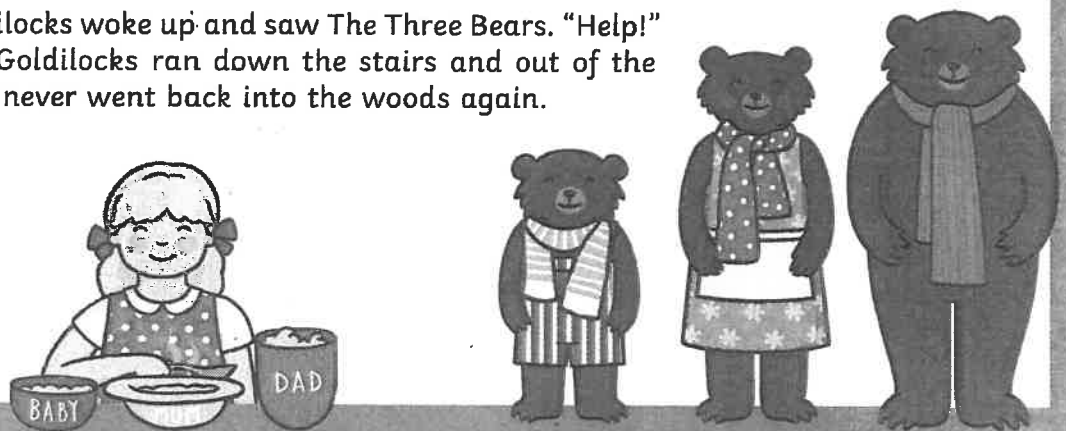
"Someone's been sitting in my chair and it's broken!" cried Baby Bear.

When they got upstairs to the bedroom, Daddy Bear growled, "Someone's been sleeping in my bed."

"Someone's been sleeping in my bed, too," said Mummy Bear.

"Someone's been sleeping in my bed, and she's still there!" cried Baby Bear.

Just then, Goldilocks woke up and saw The Three Bears. "Help!" she screamed. Goldilocks ran down the stairs and out of the house, and she never went back into the woods again.



Questions about Goldilocks and the Three Bears

Answer the questions below in full sentences.

1. What did Goldilocks think about Daddy Bear's and Mummy Bear's bowls of porridge?

2. What did Goldilocks find after finishing the third bowl of porridge?

3. What did Goldilocks think about Daddy Bear's and Mummy Bear's chairs?

4. Why did Goldilocks go upstairs after breaking Baby Bear's chair?

5. What did Goldilocks think about Daddy Bear's and Mummy Bear's beds?

6. Why did Goldilocks fall asleep on Baby Bear's bed?

7. How do you think Daddy Bear and Mummy Bear felt when they returned to their house?

8. How do you think Baby Bear felt when he found his porridge eaten and chair broken?

9. Do you think Goldilocks should have gone into The Three Bears' house? Why?

10. Describe Goldilocks using three adjectives.

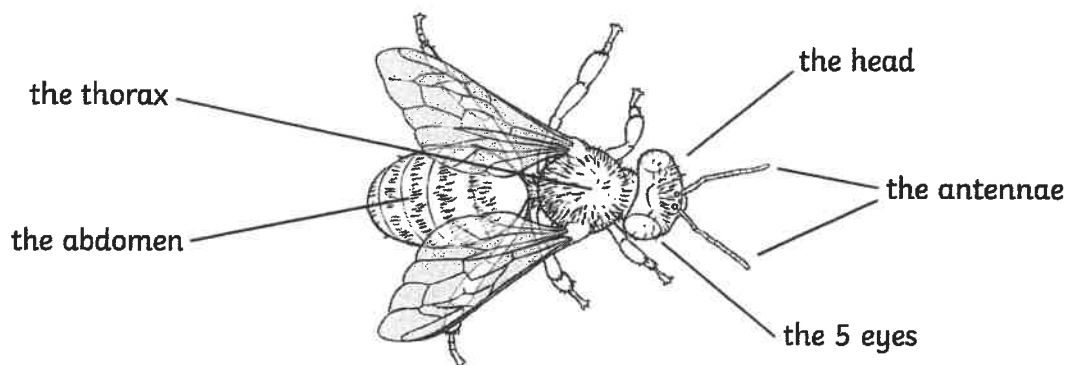
Questions 1 to 9 are about 'Honeybees'

Honeybees

Honeybees are flying insects, and close relatives of wasps and ants. Like most insects they have a body that is in three parts – a head, a thorax and an abdomen. They have three pairs of legs and a pair of feelers, or antennae. Honeybees also have 5 eyes.

1. What are honeybees? Tick **one** box.

- | | |
|----------------------------------|----------------------------------|
| ☐ wasps | ☐ insects |
| ☐ beetles | ☐ flies |

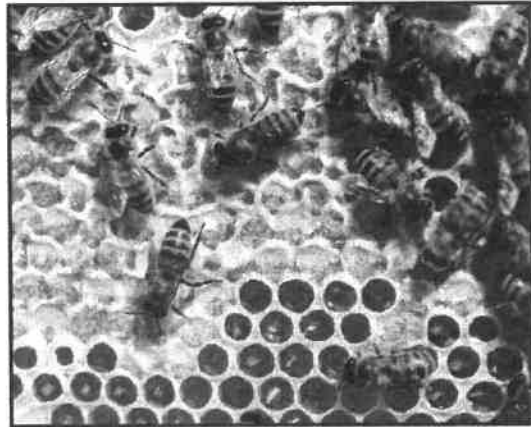


2. Name the **three** parts of a honeybee's body.

1. _____
2. _____
3. _____

The Hive

Honeybees live in a hive. This is the structure they live in, like a house. The hive is made by the bees. They find something suitable like a hole in a tree, a wall or a man-made hive box. Inside this, the bees create a honeycomb from a special wax they make. The honeycomb is made up of lots of hexagon shapes.



3. Name **one** place where you might find a hive.

1 mark

4. What is the honeycomb created from?

1 mark

total for
this page

Inside the hive is the colony. The colony is the group of honeybees living together. The colony is made up of three types of honeybee:

- **The queen bee** - One queen runs the whole of the hive. It is her job to lay the eggs that will hatch new bees. She also gives off special smells that tell the other bees that they should keep working.
- **Worker bees** - Most bees are worker bees. They are all female. It is their job to build and repair the hive, to look after the eggs and the newly-hatched bees and to go looking for nectar.
- **Drone bees** - These are all male. They help the queen to produce eggs. They don't have any other job in the colony. In winter, the female bees make the drones leave the hive. The drones then die!

5. Write **two** facts about worker bees.

1. _____

2. _____

6. What is a colony?

1 mark

1 mark

total for
this page

7. Write **one** fact about drone bees.

1 mark

Food for the Bees, Food for Us

The honeybee is the only insect in the world that can make food that people eat. The bees make honey, which is also their food, by collecting pollen and a sugary juice from flowers called nectar. The pollen is collected in special sacks on their legs. The bees collect the nectar by sucking it out of the flowers and storing it in a special stomach. Honeybees have two stomachs, one for collecting nectar and one for the food they eat.

8. Where do the bees store the nectar after collecting it from the flowers?

1 mark

9. What is special about the honeybee?

1 mark

End of questions about 'Honeybees'

****END OF TEST****

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Questions 10 to 19 are about 'The Wind and the Sun'



The wind and the sun were arguing.

'I am the king of the sky,' boasted the wind. 'I can rip up trees and blow ships off course. Nothing is as strong as I am!'

'You?' scoffed the sun. 'I am much stronger than you. I can turn ice into water and I warm the earth and make plants grow!'

Their argument continued until the sun said, 'Let's have a competition to see who is the strongest.'

'OK,' said the wind. 'What do I have to do?'

10. What were the sun and the wind arguing about?

1 mark

total for this page

11. What did the wind say he could do? Tick **one** box.

rip up trees

☐

fly kites

☐

sail boats

☐

warm the earth

☐

1 mark

12. Write **one** thing the sun said he could do.

1 mark

'Do you see that man on the road down there?' asked the sun.

The wind looked down to the road. There was a man walking along in the snow. He was wearing a thick coat and a scarf.

'Yes,' replied the wind.

'Well, whoever can remove the man's coat from his back is the strongest.' said the sun.

'That's easy!' shouted the wind. 'Just watch me, I'll blow his coat off!'

13. Why was the man wearing a thick coat and scarf? Tick **one** reason that you know from reading the story.

It was raining.

☐

It was snowing.

☐

It was cold.

☐

It was winter.

☐

1 mark

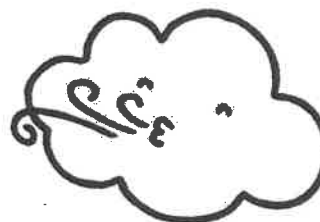
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14. What did the sun say the wind had to do to prove he was the strongest?

15. Why did the wind think winning would be easy?

The wind began to howl. The trees bowed down before his might. The fallen leaves whipped around the man's legs, but the man just pulled his coat closer around him. The wind grew angrier. He blew until the branches began to crack, but still the man kept his coat, holding on tightly to keep warm.

'I give up!' huffed the wind. 'I can't blow anymore.'



16. What does 'the trees bowed before his might' mean? Tick **one** box.

The trees bowed to the wind because he is the king.

☐

The trees were bending over because the wind was so strong.

☐

The trees snapped because the wind was so strong.

☐

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this page

17. Why does the wind get angry?

1 mark

18. Why can't the wind blow the man's coat off?

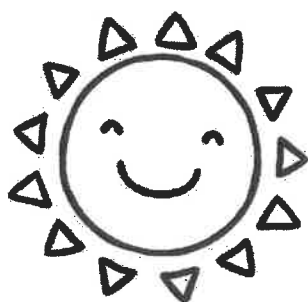
1 mark

The sun crept out from behind a cloud.

'It's my turn,' he said.

The sun did very little. He sat in the sky, sending his rays down to the man. Soon his rays began to get too warm for the man and he took off his scarf. The sun continued to sit in the sky, sending his rays down to the man. Soon the man undid his coat buttons. The sun continued to send his rays down to the man, and a short while later the man became so warm that he took off his coat.

'I win!' exclaimed the sun.



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this page

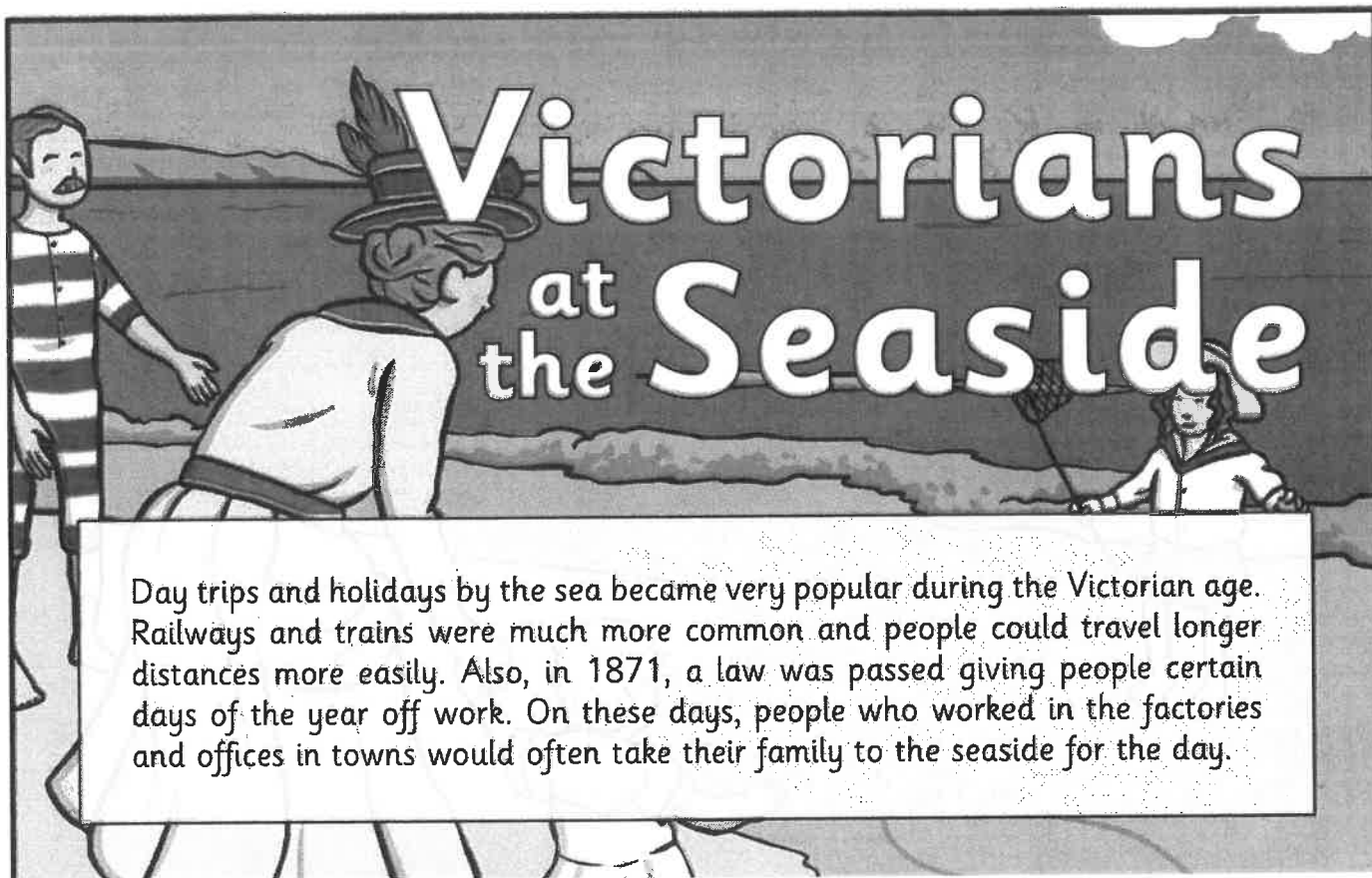
19. Explain how the sun won the competition.

2 marks

End of questions about *'The Wind and the Sun'*

END OF TEST

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Day trips and holidays by the sea became very popular during the Victorian age. Railways and trains were much more common and people could travel longer distances more easily. Also, in 1871, a law was passed giving people certain days of the year off work. On these days, people who worked in the factories and offices in towns would often take their family to the seaside for the day.

Why did people go to the seaside?

The towns and cities in the Victorian age were often polluted places. Many people worked in factories. These factories produced lots of smoke from burning coal to make the machinery work. The workers and their families, who lived close by, would breathe in all this smoke and grime, often making them poorly. People believed the air at the seaside was much cleaner and that paddling in the sea was good for their health.



Victorians believed being by the sea was good for their health.

What did people do at the seaside?

People enjoyed many different activities at the seaside during the Victorian age.



Punch and Judy shows are puppet shows that are performed from a little tent outside on beaches or piers.

They became very popular in the Victorian age when the puppeteers - the person who controls the puppets - began travelling on the trains to the seaside to entertain the working-class families.

The Victorians didn't sunbathe and usually stayed fully dressed when they were on the beach. If they wanted to have a paddle in the sea, many would change into their bathing costume in a special hut on wheels, called a bathing machine. This hut allowed the person to change into their bathing costume and then the hut would be moved down the beach and into the sea. The person inside it would climb down a ladder on the front to get into the sea without being seen in their costume by the people on the beach.



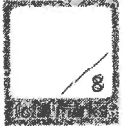
Bathing machines on the beach.



A Victorian bathing machine.

People also enjoyed donkey rides on the beach.





Questions 1 to 8 are about '*Victorians at the Seaside*'

1. When did day trips and holidays become very popular?

1 mark

2. What made it easier for Victorians to visit the seaside?

1 mark

3. The towns and cities in the Victorian age were often polluted places.
What does the word '**polluted**' mean? Tick **one**.

1 mark

Something that has a lot of rubbish and dirt.

☐

Something that is clean and healthy.

☐

Something that is busy.

☐

4. What did the Victorians believe about the sea?

1 mark

total for
this page

5. Which of these did Victorians enjoy doing at the seaside? Tick **one**.

1 mark

sunbathing

☐

paddling in the sea

☐

riding rollercoasters

☐

riding on trains

☐

6. What is a Punch and Judy show?

1 mark

7. What did the Victorians use to change into their bathing costumes?

1 mark

8. What does the word 'puppeteer' mean? Tick **one**.

1 mark

a person who controls a puppet

☐

a person who makes puppets

☐

a person who travels on trains

☐

End of questions about 'Victorians at the Seaside'

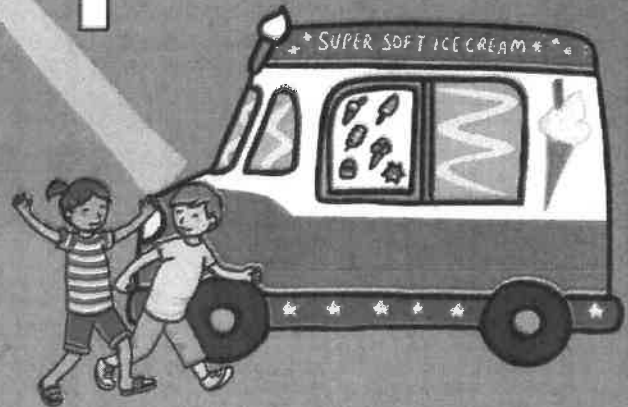
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Sindy's Great Escape

Sindy gazed through the gate sadly. The sun was blazing and the children were all running to the ice cream van to get a tasty treat, but she was trapped in the front garden.

'Sindy!' shouted her owner, Isla, 'Come away from that gate, we don't want you trying to run away again.'



Sindy turned to look at Isla. She loved her owner and she liked their long walks but Isla always took her to the same park. Sindy wanted to explore the world. It was no wonder she kept trying to run away!

Sindy slowly began to walk back to the house, when suddenly she heard the gate open. She spun round to see the postman...and an open gate! Before the postman or Isla could stop her, Sindy bolted for the gate and ran straight through. She heard Isla shouting at her but she didn't stop. She ran as fast as her legs would carry her. This time she was going to escape!



Eventually, Sindy felt tired and she stopped to rest. She looked around. She didn't recognise anything. There were huge half-built buildings, with lots of people building them. There were gigantic monster-like trucks and it was so noisy it hurt her ears. Frightened, she crept forward.

'Oil' shouted a tall, bearded man. 'What are you doing here?'

He made a grab for Sindy, but she was too quick for him and she got away. Sindy continued running, her heart beating loudly. She didn't like the strange man, or the strange buildings - she needed to get as far away as possible.

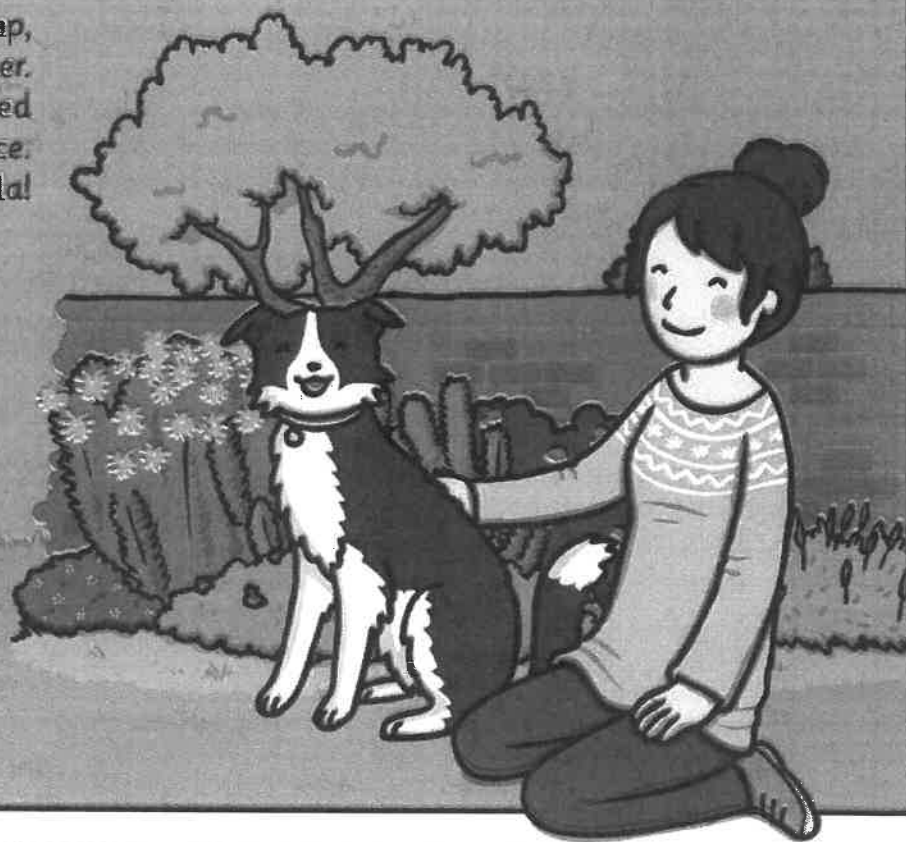
Once again, Sindy stopped to rest. Panting, she looked around. There were not many houses and lots of fields and trees. Sindy was so excited!

She found a stream to have a drink, then she bounded off to explore the fields. As she walked around she saw many new things. There were baby rabbits hopping around playing games. There were birds swooping in and out of the treetops and squirrels climbing high and jumping from branch to branch. Sindy found a shaded place in the trees to sit and watch. She was amazed by all these creatures and the things they did.

From behind her she heard laughing. She looked to see a young girl running through the trees with her dog. Suddenly the girl fell over. Her dog ran up to her and licked her face. The girl giggled, gave her dog a cuddle and then they both got up and ran off through the trees. Sadly, Sindy watched them go.

She sat there all alone. It was getting late. Sindy could hear strange noises and she began to feel scared. She thought of Isla and her cosy bed at home. She suddenly realised she had no idea how to get home! Sindy lay down and cried. How silly she had been to run away! Isla took her on long walks and gave her lots of cuddles. Oh how she wished she hadn't run away. Sindy closed her eyes to go to sleep.

As she drifted off to sleep, she could hear Isla calling her. Sindy opened her eyes, jumped up and ran towards the voice. Walking towards her was Isla!



Questions 9 to 14 are about 'Sindy's Great Escape'

9. Why was Sindy looking through the gate sadly? Tick **one**.

She wanted an ice cream.

☐

She wanted to play with the children.

☐

She wanted to go for a walk.

☐

She was trapped in the front garden.

☐

1 mark

10. Find and **copy** the words that tell you it was a hot day.

1 mark

11. Why does Sindy keep trying to run away? Tick **one**.

She doesn't like Isla.

☐

She wants to play with the children.

☐

She wants an ice cream.

☐

She wants to explore the world.

☐

1 mark

12. What is the name of Sindy's owner?

1 mark

total for
this page

13. Who opened the gate so that *Sindy* could escape? Tick **one**.

1 mark

the milkman

☐

the postman

☐

Isla

☐

a child

☐

14. Number the events below to show the order in which they happen in the story.

1 mark

Sindy escapes through the open gate.

☐

The bearded man shouts at Sindy.

☐

The postman opens the gate.

☐

Sindy falls asleep under the trees.

☐

15. She didn't recognise anything. There were huge half-built buildings, with lots of people building them. There were gigantic monster-like trucks and it was so noisy it hurt her ears. Where do you think *Sindy* is? Tick **one**.

1 mark

a building site

☐

a factory

☐

a busy road

☐

a city centre

☐

16. Find and copy the sentence that tells you where *Sindy* is.

1 mark

total for this page

17. Why do you think Sindy was excited when she saw the fields and trees?

1 mark

18. Why does Sindy feel scared when she is all alone in the trees?

1 mark

19. What do you think happens after Sindy runs to Isla at the end of the story? Why?

2 marks

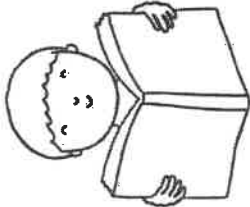
End of questions about 'Sindy's Great Escape'

END OF TEST

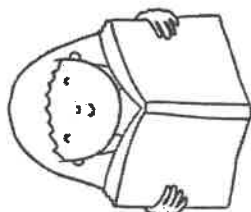
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Name: _____

Date: _____



Character Investigation



Choose a character from the book. Draw a picture in the middle box and answer the questions.

What are the important facts about the character?

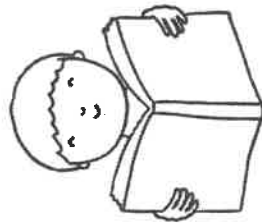
Name of character:

What are the character's thoughts and feelings in the story?

What are some of the inferred character traits?

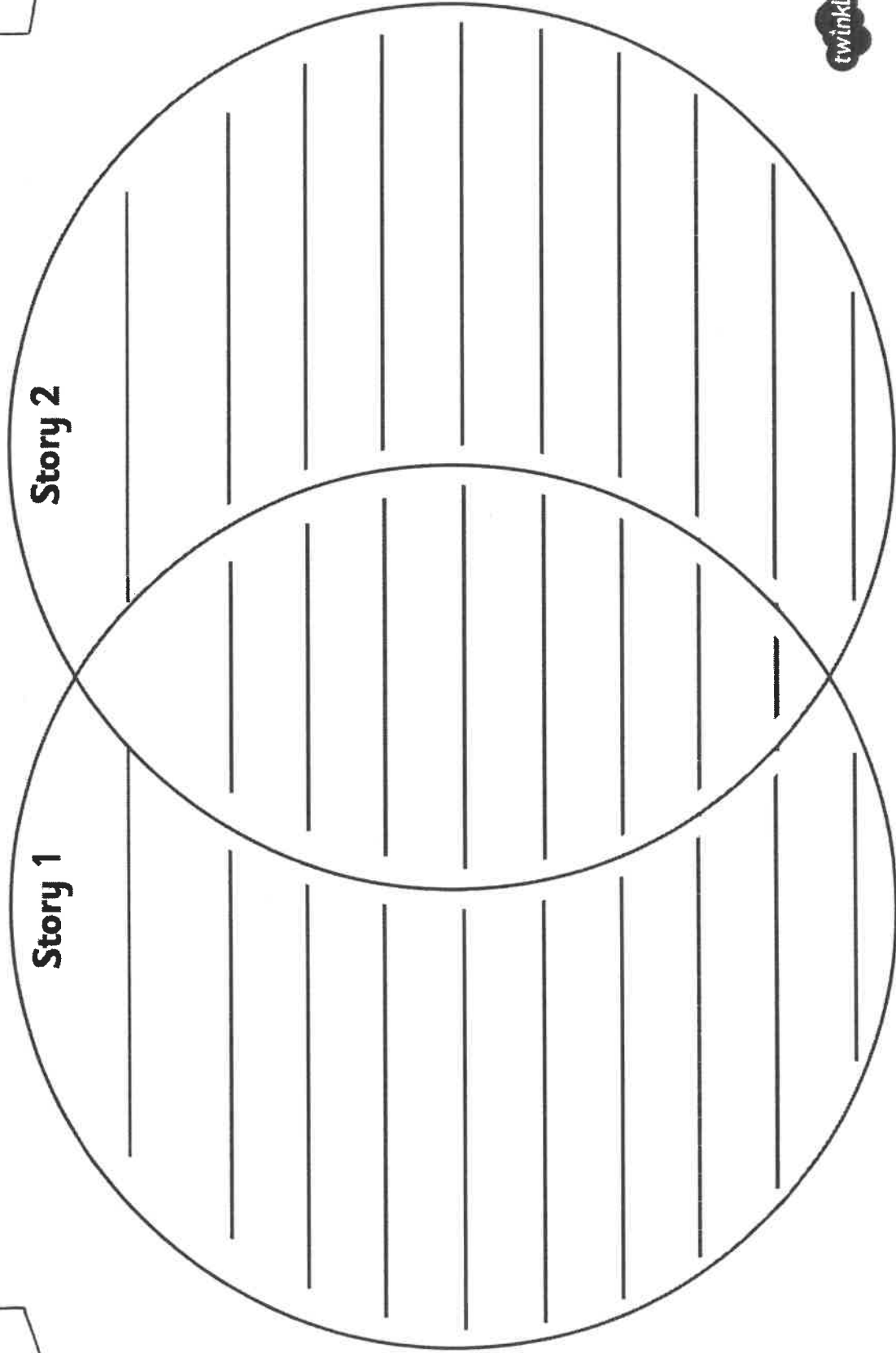
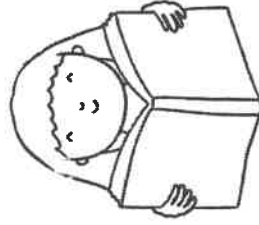
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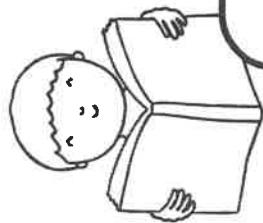
Comparing Two Stories by the Same Author

Choose two stories by the same author and compare them using the Venn diagram below.



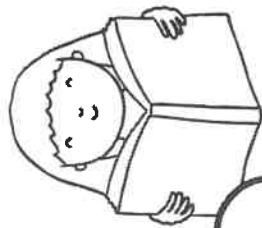
Name: _____

Date: _____



Story Prediction

Read the first page of your book before answering the questions below.

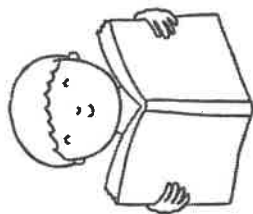


What do you know about the story?

What do you think will happen?

Name: _____

Date: _____



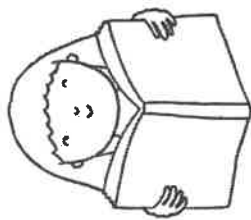
Comparing Characters

Choose two characters from the story and compare them using the venn diagram

below.

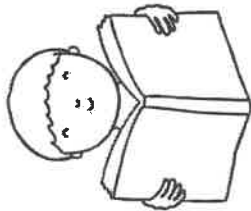
Character 1

Character 2



Name: _____

Date: _____



Summary

Write a summary of your story and draw a picture.

