

We hope you find the activities in this pack useful to use during your time at home. Below are some extra activity prompts for you to use.

## Maths



- Practise counting from any given number forwards and backwards up to 100 and beyond.
- Learn 2x, 5x and 10x tables.
- 'Hit the button'  
<https://www.topmarks.co.uk/maths-games/hit-the-button> a useful online game to practise number bonds.
- Use Mathletics/Numbots to practise maths skills. Please use our Year 2 email address if you need logins.



## English

- Practise reading and spelling common exception words for Year 2.
- Compose short sentences using capital letters, full stops and expanded noun phrases.
- Write your own creative story or write a recount about Christmas.
- Read a book, act it out, write a book review or draw a new front cover.
- Write a set of instructions on how to make something or how to bake a cake.
- [www.phonicsplay.com](http://www.phonicsplay.com) have free phonics games for children.



## Science

Our topic this term is Living things and Habitats. At home you could:

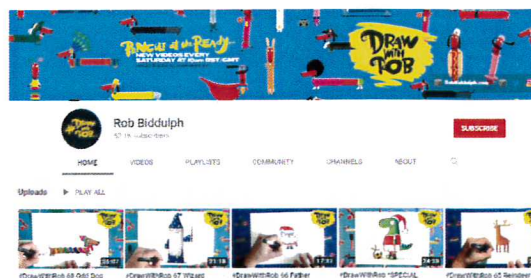
- Find out what a habitat is.
- Explore the different types of habitats and microhabitats.
- Look around your local environment for habitats/microhabitats.
- Draw and label a good habitat for your chosen animal. What makes it a good habitat?

## Creative



- Practise your typing skills by creating a story using microsoft word.
- There are great websites that show children how to draw pictures step by step.

We highly recommend Rob Biddulph on you tube.



LO: to add together two 2 digit numbers using an empty number line

Adding by jumping in ones

$23+8=$



23

$29+5=$



$34+7=$



$49+8=$



$56+10=$



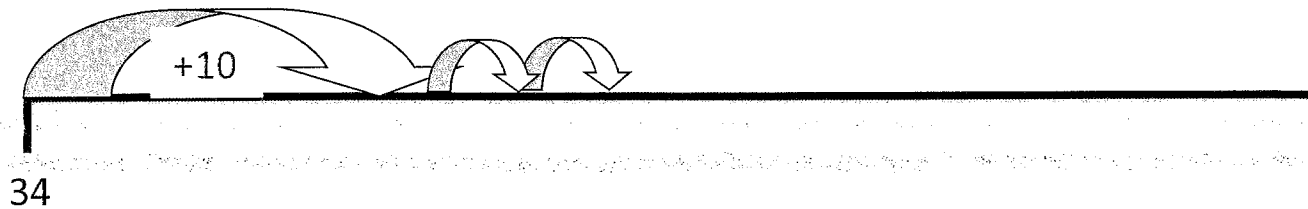
$68+13=$



LO: to add together two 2 digit numbers using an empty number line

Challenge – adding by jumping in tens, then ones

$34+12=$



$44+11=$



$56+13=$



$59+16=$



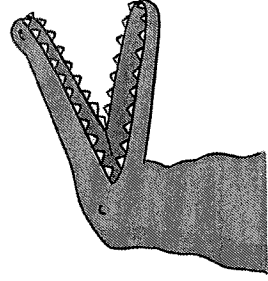
$25+28=$



# Greater Than or Less Than

Parents: in year 2, children are taught the 'greater than' and 'less than' symbols (< and >), alongside the 'equals' symbol (=), and begin to use these symbols in number sentences. They often learn that the < and > symbols resemble a crocodile's mouth, and the crocodile always eats the bigger number (for example  $45 < 84$ ,  $32 > 20$ ). Children begin by using single numbers on each side, and then may move on to using an addition or subtraction fact on one or both sides - for example  $6 + 4 < 20$  or  $12 > 2 + 5$ . They may also look at putting an addition or subtraction fact on both sides of the 'equals' symbol (for example  $6 + 4 = 7 + 3$ ).

<input type="text"/>	<input type="text"/>	<input type="text"/>
$3+6$	$10$	$70+12$
$20+8$	$25$	$21+11$
$46$	$30+16$	$58$
$88$	$70+17$	$10+2$
$22+3$	$20+1$	$16+3$

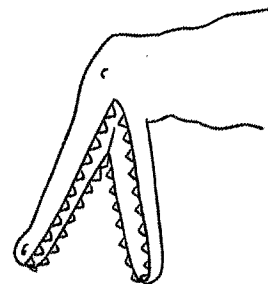
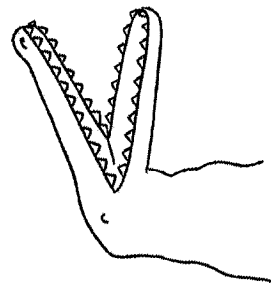


# Greater Than or Less Than Answers

Put the correct sign (<, > or =) between these numbers.  
Remember – the crocodile always eats the bigger number!

12	<	35
43	<	47
3+6	<	10
20+8	>	25
46	=	30+16
88	>	70+17
22+3	>	20+1

18	<	20
88	<	91
70+12	<	83
21+11	=	32
58	>	47+10
10+2	=	7+5
16+3	>	12+6



### Subtracting on an empty number line

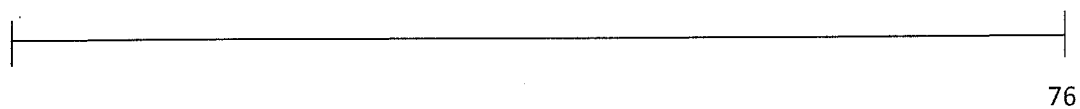
We have been using empty number lines to help us solve addition and subtraction number sentences. It's quite tricky to get the hang of but once the children have learned to use this method they can solve anything!

Please can you support your child at home using the method below. If you have any questions about the method, please don't hesitate to ask.

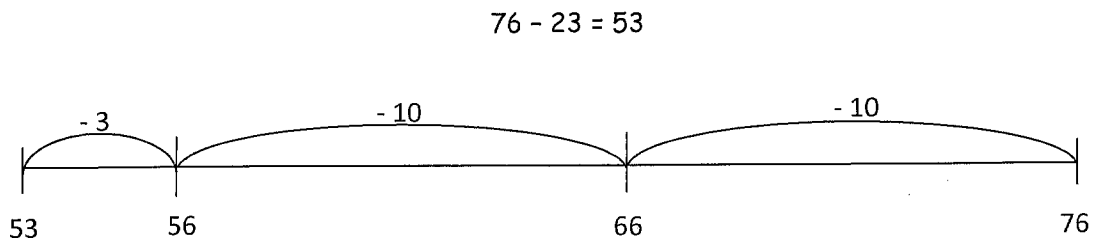
To solve this number sentence:  $76 - 23 =$

We partition the number we are taking away: 23 equals two tens and three ones.

We set out the number line like this:



For this sum we subtract along the line in two jumps of 10 and one of 3, like this:



Have a go at these. Draw a number line for each question and draw your jumps backwards.

1.  $24 - 6 =$
2.  $34 - 11 =$
3.  $47 - 16 =$
4.  $64 - 14 =$
5.  $83 - 26 =$
6.  $94 - 27 =$

# Complex Partitioning

I can partition 2-digit numbers in different ways.

Partition each number in 3 different ways.

Here is an example:

$$\begin{aligned} 41 &= 40 + 1 \\ 41 &= 30 + 11 \\ 41 &= 20 + 21 \end{aligned}$$

1.  $64 = \bigcirc + \bigcirc + \bigcirc$

$$64 = \bigcirc + \bigcirc + \bigcirc$$

$$64 = \bigcirc + \bigcirc + \bigcirc$$

2.  $31 = \bigcirc + \bigcirc + \bigcirc$

$$31 = \bigcirc + \bigcirc + \bigcirc$$

$$31 = \bigcirc + \bigcirc + \bigcirc$$

3.  $97 = \bigcirc + \bigcirc + \bigcirc$

$$97 = \bigcirc + \bigcirc + \bigcirc$$

$$97 = \bigcirc + \bigcirc + \bigcirc$$

4.  $35 = \bigcirc + \bigcirc + \bigcirc$

$$35 = \bigcirc + \bigcirc + \bigcirc$$

$$35 = \bigcirc + \bigcirc + \bigcirc$$

5.

$$82 = \bigcirc + \bigcirc + \bigcirc$$

$$82 = \bigcirc + \bigcirc + \bigcirc$$

$$82 = \bigcirc + \bigcirc + \bigcirc$$

6.

$$67 = \bigcirc + \bigcirc + \bigcirc$$

$$67 = \bigcirc + \bigcirc + \bigcirc$$

$$67 = \bigcirc + \bigcirc + \bigcirc$$

7.

$$53 = \bigcirc + \bigcirc + \bigcirc$$

$$53 = \bigcirc + \bigcirc + \bigcirc$$

$$53 = \bigcirc + \bigcirc + \bigcirc$$

8.

$$66 = \bigcirc + \bigcirc + \bigcirc$$

$$66 = \bigcirc + \bigcirc + \bigcirc$$

$$66 = \bigcirc + \bigcirc + \bigcirc$$

9.

$$74 = \bigcirc + \bigcirc + \bigcirc$$

$$74 = \bigcirc + \bigcirc + \bigcirc$$

$$74 = \bigcirc + \bigcirc + \bigcirc$$



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# Complex Partitioning Answers

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Question	ANSWER
Partition each number in 3 different ways.	
1	Multiple answers are available e.g. $64 = 60 + 4$ , $64 = 50 + 14$ , $64 = 40 + 24$ 6 Multiple answers are available e.g. $67 = 60 + 7$ , $67 = 50 + 17$ , $67 = 40 + 27$
2	Multiple answers are available e.g. $31 = 30 + 1$ , $31 = 20 + 11$ , $31 = 10 + 21$ 7 Multiple answers are available e.g. $53 = 50 + 3$ , $53 = 40 + 13$ , $53 = 30 + 23$
3	Multiple answers are available e.g. $97 = 90 + 7$ , $97 = 80 + 17$ , $97 = 70 + 27$ 8 Multiple answers are available e.g. $66 = 60 + 6$ , $66 = 50 + 16$ , $66 = 40 + 26$
4	Multiple answers are available e.g. $35 = 30 + 5$ , $35 = 20 + 15$ , $35 = 10 + 25$ 9 Multiple answers are available e.g. $74 = 70 + 4$ , $74 = 60 + 14$ , $74 = 50 + 24$
5	Multiple answers are available e.g. $82 = 80 + 2$ , $82 = 70 + 12$ , $82 = 60 + 22$

# Where Does the Exclamation Mark Go?

Put the exclamation mark into these sentences in the correct place.

The concert was amazing

Wow That star is really bright.

What a lovely smile you have

"Sit down and be quiet " the man shouted.

**Full stop or exclamation mark?**

1. I saw Daniel Radcliffe in a film last night  What a brilliant actor he is

2. "Help  " shouted the boy

3. The wolf looked at Little Red Riding Hood  "What big ears you have  " she said nervously

4. Bang  The fireworks exploded in the air

5. The woman gave some money to charity  How generous she is

**Which piece of punctuation?**

Draw a line to the correct piece of punctuation.

What time is the next train to London

.

The old car rattled along the road

What a great footballer you are

!

Crash

How old are you

?

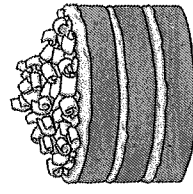
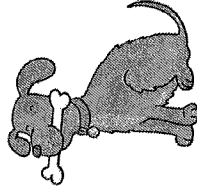
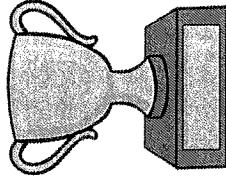
Sitting quietly, the boy read his book



**Using exclamation marks**  
Can you use an exclamation mark in your writing?



Example: What a big city New York is!



Handwriting practice lines for the second page.

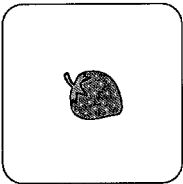
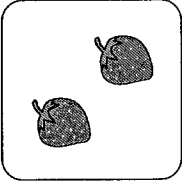


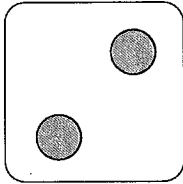
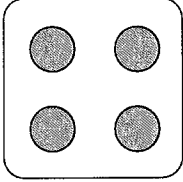


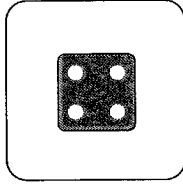
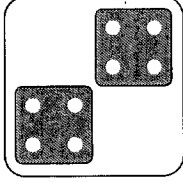
# Make doubles

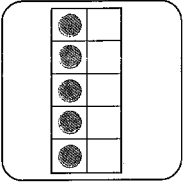
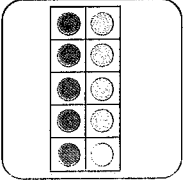
1 Complete the sentences.

Use the pictures to help you.

a)  →  Double 1 is

b)  →  Double 2 is

c)  →  Double  is

d)  →  Double  is

2 Match the doubles to the additions.

- Double 3
- Double 6
- Double 10
- Double 7

- 6 + 6
- 7 + 7
- 3 + 3
- 10 + 10

3 Fill in the gaps.

a) Double 15 is

b) Double 11 is

c) Double 12 is

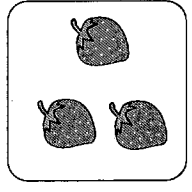
d) Double 20 is

e) Double  is 8

f) Double  is 16



I have doubled the number of strawberries.

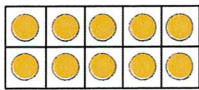


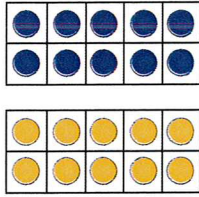
Do you agree with Mo? \_\_\_\_\_

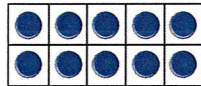
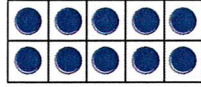
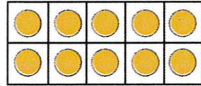
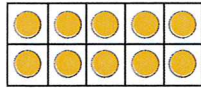
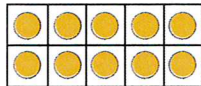
Talk about it with a partner.



5 What numbers are represented?

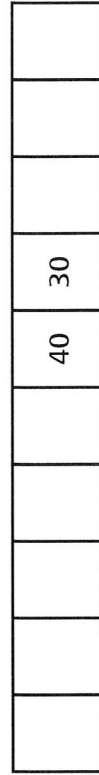
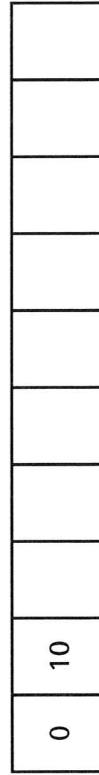








6 Complete the number tracks.



7 Circle the number that does not fit the pattern.

a) 4, 6, 8, 9, 10, 12, 14

b) 40, 30, 20, 10, 5, 0

c) 10, 20, 30, 35, 40, 50

How did you spot the odd one out?

8 Count forwards and backwards in 10s from 64

64			
64			

9 Is this always, sometimes or never true?

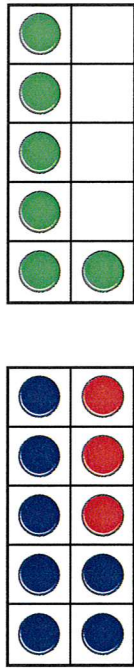
When counting in 2s, all the numbers are even.

How do you know? Talk to a partner.



# Add three 1-digit numbers

1 What addition is represented?



$$\square + \square + \square = \square$$

2 Complete the additions.

$$5 + 8 + 2 = \square$$

$$5 + 2 + 8 = \square$$

$$8 + 2 + 5 = \square$$

Which was the easiest?

Talk about it with a partner.



3 Nijah is working out  $9 + 4 + 1$

Here are her workings.

$$9 + 1 = 10$$

$$10 + 4 = 14$$



Nijah's workings are wrong because she did them in the wrong order.

Do you agree with Ron? \_\_\_\_\_

Explain your answer.

\_\_\_\_\_

4 Complete the additions.

a)  $7 + 3 + 5 = \square$

d)  $9 + 3 + 7 = \square$

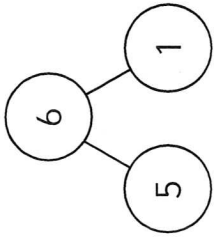
b)  $8 + 9 + 1 = \square$

e)  $5 + 5 + 5 = \square$

c)  $6 + 6 + 4 = \square$

f)  $2 + 9 + 8 = \square$

- 5** Annie is working out  $5 + 6 + 2$   
Here are her workings.

5	+	6	+	2
				
				$5 + 5 = 10$ $1 + 2 = 3$ $10 + 3 = 13$

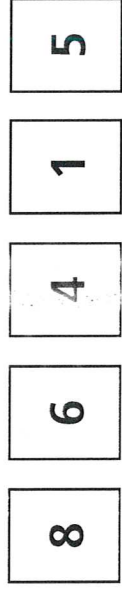


Talk about Annie's method with a partner.

Use Annie's method to complete the additions.

- a)  $9 + 4 + 1 =$        c)  $8 + 3 + 1 =$
- b)  $7 + 8 + 2 =$        d)  $3 + 6 + 5 =$

- 6** Here are some digit cards.



- a) What is the greatest total you can make?

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

- b) What is the smallest total you can make?

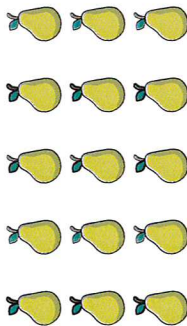
$$\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

- 7** Write  $<$ ,  $>$  or  $=$  to make the statements correct.

- a)  $5 + 9 + 1$    $7 + 5 + 3$
- b)  $6 + 8 + 3$    $2 + 9 + 4$
- c)  $1 + 7 + 5$    $3 + 4 + 5$
- d)  $8 + 9 + 1$    $1 + 8 + 9$

# Use arrays


1 How many pears are there?



+  =   
 ×  =

There are  pears.

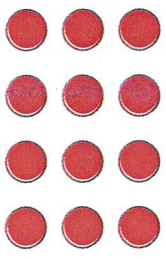
2 How many stars are there?



+  =   
 ×  =

There are  stars.

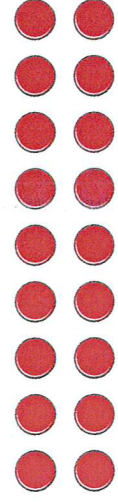
3 Write two additions and two multiplications for the array.



+  =   
 ×  =   
 +  =   
 ×  =

What do you notice?

4 Write two multiplications for this array.



×  =   
 ×  =

- 5** Draw an array to show  $7 \times 3$   
Complete the number sentence.

$$7 \times 3 = \boxed{\phantom{00}}$$

Is there more than one way to draw the array?

- 6** Draw three different arrays to show 12



- 7** Draw dots to show each multiplication in two ways.  
The first one has been done for you.

Multiplication	Array 1	Array 2
$3 \times 8$		
$2 \times 5$		
$4 \times 9$		
$6 \times 1$		



- 8** Can you see the multiplications  $5 \times 4$  and  $4 \times 5$  in the array?



Talk about it with a partner.





# Odd and even numbers

1 Eva uses counters to make the numbers from 1 to 10

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
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Tick all the numbers that are even.

What do you notice about all the even numbers?

2 Use counters and ten frames.

a) Show that 14 is an even number.

b) Show that 15 is an odd number.

c) Work out whether 18 is even or odd. Compare answers with a partner.

3 Draw circles to show the groups.

a) Group the shoes in 2s to show that 16 is even.



b) Group the socks in 2s to show that 17 is odd.

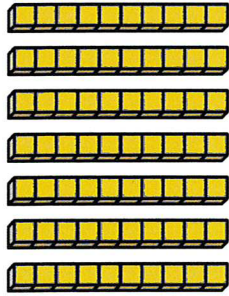


4 Colour all the even numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What do you notice about the last digit of all the even numbers?

- 5 Dexter makes the number 70 from base 10



70 is odd as you cannot share into 2 equally.



What mistake has Dexter made?

- 6 a) Teddy has a 2-digit number.

The 1st digit has been covered up.

Is Teddy's number odd or even?  
Circle your answer.

**odd**      **even**      **you cannot tell**

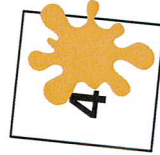
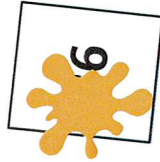
How do you know?

- b) Dora has a 2-digit number

The 2nd digit has been covered up.

Is Dora's number odd or even?  
Circle your answer.

**odd**      **even**      **you cannot tell**



- 7 Roll 2 dice and find the total.

Complete the table.

Dice 1	Dice 2	Total	Is the total odd or even?
3 (odd)	2 (even)	$3 + 2 = 5$	odd

What patterns can you spot?

- 8 Whitney is making a number pattern.

, 5, 7, 9, 11, 13, 15, ,

a) Write the missing numbers.

b) Write 2 numbers greater than 30 that could be in the pattern.

c) Write 2 numbers greater than 60 that could not be in the pattern.

# Contracted Forms of Words (1)

Practise the words on this list using look, say, cover, write and check.

Hint: in a contracted word, one or more letters are missing and there is an apostrophe instead. Make sure you put your apostrophe where the missing letters would go and make sure your apostrophe 'floats' above the rest of the word.



Word	1st try	2nd try	3rd try
I'm			
you're			
he's			
she's			
we're			
they're			
I'll			
you'll			
he'll			
she'll			

# Challenge

Can you write the correct contracted form for these words?

Words	Contracted form
I am	
we will	
you are	
they will	
I have	
she is	

Can you think of any more words that can be contracted?

## Pete's Silver

- 8 Pete sails the seas and looks for silver!  
17 His ship is called The Silver Finder and he has a crew of five shipmates.  
32 Philip is the cook. He likes to make meat pies and stew.  
43 Prue is the lookout. She scouts out new spots to dig for silver!  
57 Roy cleans the deck and Floyd helps in the galley.  
67 Paul is a bird. He squawks all day long.  
75 The shipmates have not found the silver yet.  
80 Will X mark the spot?



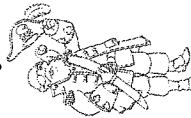
## Read Together Quick Questions

1. What is Philip's job on the ship?  
\_\_\_\_\_
2. Why do you think that Pete named his ship The Silver Finder?  
\_\_\_\_\_
3. Sum up the crew on Pete's ship using 20 words or fewer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What would you like to find out about Pete and his ship? Write a question.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Pete's Silver

- 8 Pete sails the seas and looks for silver!  
17 His ship is called The Silver Finder and he has a crew of five shipmates.  
32 Philip is the cook. He likes to make meat pies and stew.  
43 Prue is the lookout. She scouts out new spots to dig for silver!  
57 Roy cleans the deck and Floyd helps in the galley.  
67 Paul is a bird. He squawks all day long.  
75 The shipmates have not found the silver yet.  
80 Will X mark the spot?



## Answers

1. What is Philip's job on the ship?  
**Philip is the cook on the ship.**
2. Why do you think that Pete named his ship The Silver Finder?  
**Pupils' own responses, such as: I think that Pete named his ship The Silver Finder to give him luck when he is looking for silver.**
3. Sum up the crew on Pete's ship using 20 words or fewer.  
**Pupils' own responses, such as: There are five shipmates called Philip, Prue, Roy, Floyd and Paul on Pete's ship. Paul is a very loud bird.**
4. What would you like to find out about Pete and his ship? Write a question.  
**Pupils' own responses, such as: Why does Paul squawk all day long?**



## A New Pet

Tom was six. He lived in a flat with his Mum. The flat was on the top floor. It was very high up!

One day, Tom said to his Mum, "Mum, can I have a dog?"

But Mum shook her head and said, "No Tom, you can't have a dog. There are no dogs allowed in a flat."

Tom wanted to cry. Then he said, "Mum, can I have a cat?"

But Mum shook her head and said "No Tom, you can't have a cat. There are no cats allowed in a flat."

Now Tom did start to cry, "I want my own pet!" he shouted.

Mum patted Tom on the back and gave him a kiss, "Don't cry Tom, I will see what I can do."

The next day, when Tom got home from school, there was a small cage on the table. Tom was excited! He ran to look in the cage. In the cage was an orange hamster! Mum put the hamster in Tom's hands.

Tom smiled and said, "I will call it Rusty. Thank you, Mum!"

Questions.

Please answer in full sentences.

1. How old is Tom?

---

2. Where does Tom live?

---

3. What pets did Tom want?

---

4. How does Tom feel when Mum says "No?" How do you know this?

---

---

5. How does Mum try to make Tom feel better?

---

---

6. Why was Tom excited when he saw a cage on the table?

---

7. What was in the cage?

---

8. Why did Tom call his pet, 'Rusty'?

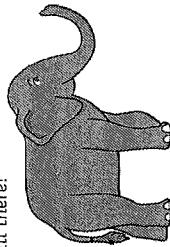
---

9. How do you know Tom is happy about his new pet?

---

## The Queen's Elephant

- 8 People say that The Queen has a big  
15 elephant in her garden. The elephant sleeps  
24 in the shed and eats cream buns. She has  
32 never been seen outside of the garden but  
40 lots of people think that it is true.  
49 I think that The Queen likes to ride her  
52 elephant at night.  
60 One day, the elephant broke a statue of  
70 The King and ate all of the cakes that the  
77 cook had made. "That elephant must go!"  
80 said The King.  
87 I think that she is still there!



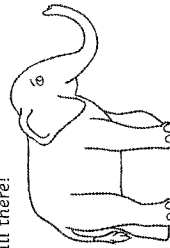
## Read Together Quick Questions

1. Where does the elephant sleep?  
\_\_\_\_\_
2. Why do you think that The King said "That elephant must go!"  
\_\_\_\_\_
3. Find and copy one adjective used to describe the elephant.  
\_\_\_\_\_
4. What do you think might happen next to The Queen's elephant?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## The Queen's Elephant

- 8 People say that The Queen has a big  
15 elephant in her garden. The elephant sleeps  
24 in the shed and eats cream buns. She has  
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52 elephant at night.  
60 One day, the elephant broke a statue of  
70 The King and ate all of the cakes that the  
77 cook had made. "That elephant must go!"  
80 said The King.  
87 I think that she is still there!



## Answers

1. Where does the elephant sleep?  
The elephant sleeps in the shed in The Queen's garden.
2. Why do you think that The King said "That elephant must go!"  
Accept any sensible answer linked to the text, such as: I think that The King said that the elephant must go because she had eaten all of the cakes.
3. Find and copy one adjective used to describe big
4. What do you think might happen next to The Queen's elephant?  
Pupils' own responses, such as: I think that The Queen's elephant might have to find a new home where she can eat cakes and cream buns all day.



# Contractions Spelling Activity

1. Finish these statements. The first one has been completed for you.

<b>I'll</b> is short for <b>I will</b> .	<b>it's</b> is short for _____
<b>you'll</b> is short for _____	<b>wouldn't</b> is short for _____
<b>he'll</b> is short for _____	<b>couldn't</b> is short for _____
<b>she'll</b> is short for _____	<b>shouldn't</b> is short for _____
<b>we'll</b> is short for _____	<b>haven't</b> is short for _____
<b>they'll</b> is short for _____	<b>you'd</b> is short for _____

2. Now choose 3 of the words. Write each word into a sentence below.  
*Don't forget capital letters and full stops!*

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---

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---

# Contractions Spelling Activity

1. Finish these statements. The first one has been completed for you.

<b>I will</b> is contracted to <b>I'll</b> .	<b>it's</b> is contracted to _____
<b>you will</b> is contracted to _____	<b>would not</b> is contracted to _____
<b>he will</b> is contracted to _____	<b>could not</b> is contracted to _____
<b>she will</b> is contracted to _____	<b>should not</b> is contracted to _____
<b>we will</b> is contracted to _____	<b>have not</b> is contracted to _____
<b>they will</b> is contracted to _____	<b>would</b> is contracted to _____

2. Now choose 3 of the words. Write each word into a sentence below.  
*Don't forget capital letters and full stops!*

---

---

---

---

---

---

---

---



# Full Stops and Capital Letters

## Remember

- Sentences start with a capital letter. • Sentences end with a full stop.
- Names start with a capital letter.

Read these sentences. Write each one yourself with a full stop and capital letters in the right places.

1. paul eats peas with his meat

2. kay must pay for her new bike

3. we can bake a pie today

4. the boys shout as they play outside

5. they saw that the dog had hurt its paw

6. children like the seaside

7. loud sounds can be annoying

8. mum gave us a few grapes as a treat



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# Full Stops and Capital Letters

## In the Words

Read the sentences below. Can you spot the full stops and capital letters that are in the wrong places? Write the sentences out yourself with capital letters and full stops in the right places.

1. chris Found his Wallet in. the drawer

2. soup is A. healthy Kind of food

3. grown-ups Teach us at. school

4. snow and Rain are part of. our winter. weather

5. you can See clowns at. a circus

6. we could. fly To africa on a Plane



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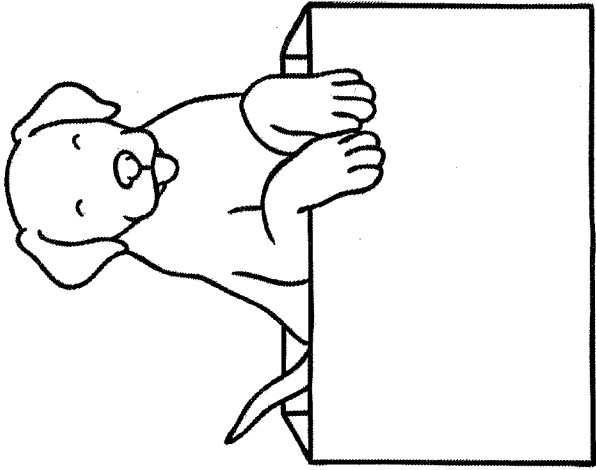
## Full Stops and Capital Letters

7. the thief was. Kept in prison

8. we Can make. models. from card

9. cows And. sheep May graze in a meadow

10. the. puppy Was very playful



## Full Stops and Capital Letters

### The Old Pony

Read the piece of writing below. Think about when a sentence ends and when a new one begins. Write the sentences out yourself, adding in any full stops and capital letters that are needed. Can you add your own sentences to tell us what happened next in the story?

Joe, the old pony, was in his field he was so old and slow that nobody rode him anymore the wind was blowing he felt cold and lonely

Just then, Jazz and Hal rode by on their bikes they were going home for tea they felt so sorry for old Joe that they stopped to stroke him

At teatime they told Dad about Joe Dad said he would help him after tea, Dad went to the shed and got an old green coat and a thin rope Jazz and Hal got the end of a loaf of bread

Dad and Jazz and Hal went back to Joe's field quickly, Dad put the old coat over Joe's back and tied it on with rope in no time at all, Joe was as warm as toast Jazz and Hal gave Joe some of the loaf to eat



## Full Stops and Capital Letters - Answer Sheet

### The Old Pony

Read the piece of writing below. Think about when a sentence ends and when a new one begins. Write the sentences out yourself, adding in any full stops and capital letters that are needed. Can you add your own sentences to tell us what happened next in the story?

Joe, the old pony, was in his field. He was so old and slow that nobody rode him anymore. The wind was blowing. He felt cold and lonely.

Just then, Jazz and Hal rode by on their bikes. They were going home for tea. They felt so sorry for old Joe that they stopped to stroke him.

At tea time they told Dad about Joe. Dad said he would help him. After tea, Dad went to the shed and got an old green coat and a thin rope. Jazz and Hal got the end of a loaf of bread.

Dad and Jazz and Hal went back to Joe's field. Quickly, Dad put the old coat over Joe's back and tied it on with rope. In no time at all, Joe was as warm as toast. Jazz and Hal gave Joe some of the loaf to eat.



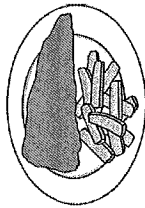


# Question Mark or Full Stop?

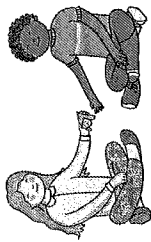
\_\_\_\_\_

1. Put a question mark or a full stop in the box to finish off the sentence correctly.

a) Do you like fish



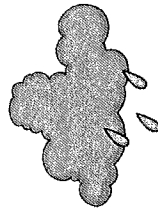
b) Can I play with you



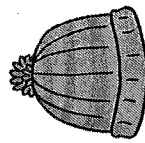
c) Mum is cooking dinner



d) Is it raining



e) I like my hat

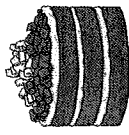


# Question Mark or Full Stop?

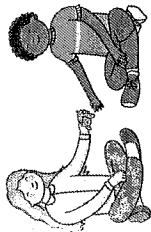
\_\_\_\_\_

1. Put a question mark or a full stop in the box to finish off the sentence correctly.

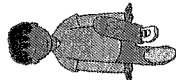
a) Would you like a slice of cake



b) Can I play with you



c) What is Farhan doing



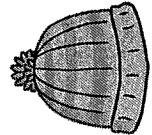
d) Mum is cooking dinner



e) Is it raining

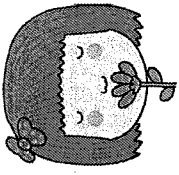


f) I like my hat

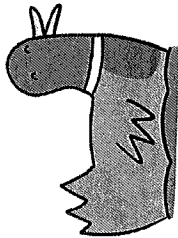




g) This flower smells nice



2. Now write your own question to go with this picture.



Four horizontal lines for writing a question.

### Question Marks



1. Cut out and stick the question marks or full stops onto the right sentences.

- a) Do you like fish ?
- b) Can I play with you ?
- c) Mum is cooking dinner .
- d) Is it raining outside ?
- e) Where is my hat ?



2. Cut out and stick the question marks or full stops onto the right sentences.

- a) Would you like a slice of cake ?
- b) Can I play with you ?
- c) Mum is cooking dinner .
- d) What is Farhan doing ?
- e) Is it raining outside ?
- f) Where is my hat ?
- g) This flower smells nice .

### Answers



# Alexander's Adventure

- 8 Alexander looked around. All he could see for  
19 at least a mile was mist, fog and the trunks of  
25 strong, colossal trees in dark forest.
- 34 Which way was home? Which way was back to  
42 the sinister cave that he had just left?
- 50 Alexander was glad that he had been tracking  
60 his path with red string. At least he could see  
72 where he had been so that he did not end up back  
79 at the cave of that horrid troll.



# Read Together Quick Questions



1. Where had Alexander just been?

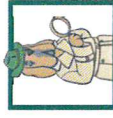
\_\_\_\_\_



2. ...the **trunks** of **strong**, **colossal** trees...

What do you think the word colossal means?  
Tick one.

- big  
 green  
 hot



3. How do you think that Alexander feels in this story? Why?

\_\_\_\_\_

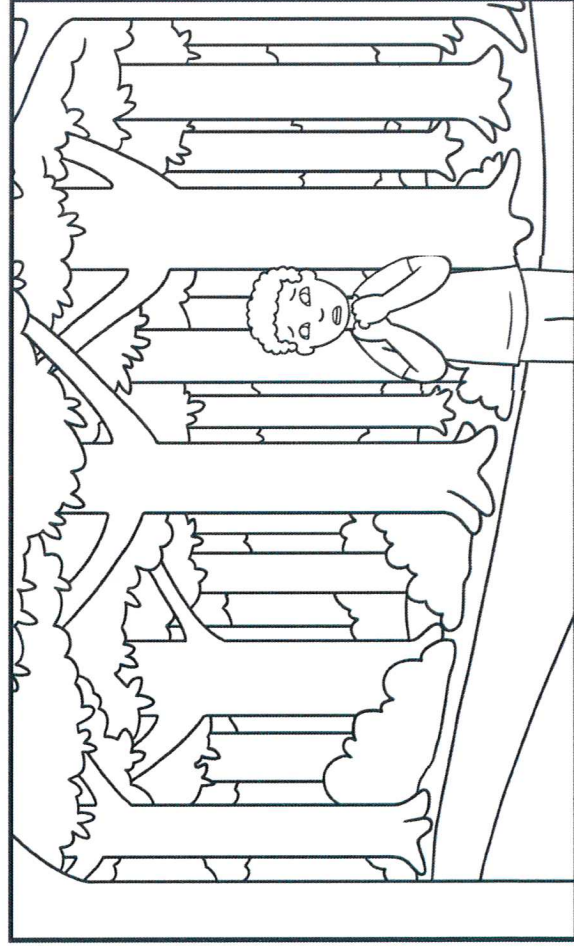


4. What do you think that Alexander will do next?

\_\_\_\_\_

# Alexander's Adventure

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19 at least a mile was mist, fog and the trunks of  
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- 34 Which way was home? Which way was back to  
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- 50 Alexander was glad that he had been tracking  
60 his path with red string. At least he could see  
72 where he had been so that he did not end up back  
79 at the cave of that horrid troll.



# Answers

1. Where had Alexander just been?  
**Alexander had just been at the sinister cave.**



2. ...the trunks of strong, colossal trees...  
What do you think the word colossal means?  
Tick one.



- big  
 green  
 hot

3. How do you think that Alexander feels in this story? Why?  
**Pupils' own responses, such as: I think that Alexander feels confused because the mist and fog are making it too hard to see which way he should go.**



4. What do you think that Alexander will do next?  
**Pupils' own responses, such as: I think that Alexander will keep trying to find his way out of the dark forest by leaving a path of string behind him.**

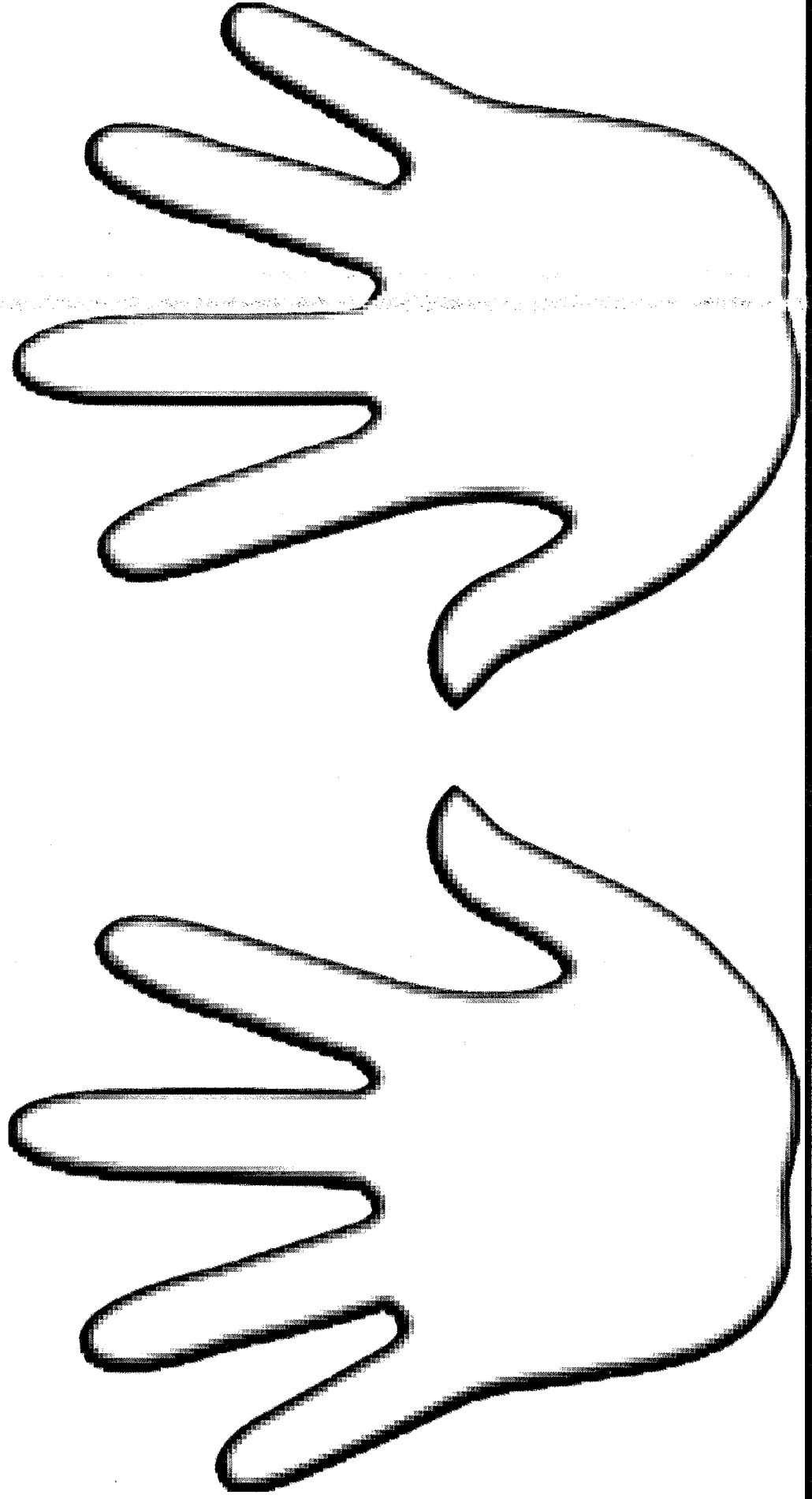




To recognise alternative pronunciation of the sound 'o'

Write the words with the 'o' sound like in 'hot' on one hand and the words with the 'o' sound like in 'no' onto the other hand.

hot	gold	pot	dog	spot
old	cot	don't	both	go



Dear Paul,

I wanted to remind you that tomorrow is the launch of the book 'The Haunted House', by the author Alex Whiteoak.

He told me that he has been working on the book since

August. It took him such a long time because he was exhausted after his last book tour.

At the launch, since it is autumn time, we went for an orange, red and brown theme. There will be drinks, hot dogs and burgers with sauce. After the food, Alex will read a section from the book.

I really hope that the audience give Alex a huge applause. Maybe some people might want his autograph too!

Looking forward to seeing you,

Laura



## Questions

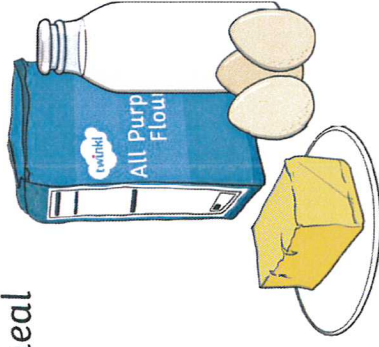
1. Find and circle all the words in the text that contain an 'au' grapheme.  
How many words did you find?
2. What is the name of the book by Alex Whiteoak?  
\_\_\_\_\_
3. When did Alex begin working on the book?  
Tick one.  
 April  
 August  
 March
4. What two things can people choose to eat at the book launch?  
\_\_\_\_\_  
\_\_\_\_\_



# Chilli Muffins

## 3 You will need:

- 5 • three eggs
- 8 • 140g plain flour
- 12 • 140g polenta or cornmeal
- 14 • 100ml milk
- 18 • a pot of buttermilk
- 21 • 50g strong cheddar
- 24 • a red chilli
- 28 • a tin of sweetcorn



- 40 1. Chop up the chilli and cook it in a pan with  
42 the sweetcorn.
- 52 2. Mix the flour, polenta and cheddar in a dish.
- 61 3. Whisk the eggs, milk and buttermilk then stir  
65 them into the dish.
- 74 4. Split the mixture into ten muffins and bake  
79 them until they are brown.

# Read Together Quick Questions



1. How many eggs do you need?



2. Find and copy one word that means the same as 'cut'.



3. Number the steps from 1-3 to show the order that you must do them in.
  - Cook the chilli and the sweetcorn in a pan.
  - Bake the ten muffins until they are brown
  - Stir the eggs, milk and buttermilk into the dish.

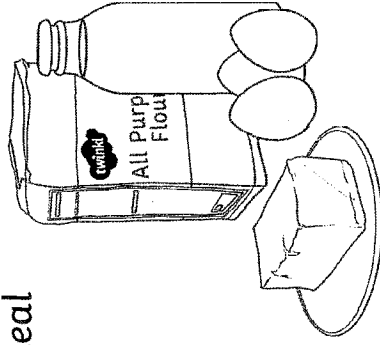


4. Would you make this recipe in the future? Why?

# Chilli Muffins

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65 them into the dish.
- 74 4. Split the mixture into ten muffins and bake  
79 them until they are brown.

# Answers

1. How many eggs do you need?



**You need three eggs.**

2. Find and copy one word that means the same as 'cut'.



**chop**

3. Number the steps from 1-3 to show the order that you must do them in.



- 1** Cook the chilli and the sweetcorn in a pan.
- 3** Bake the ten muffins until they are brown
- 2** Stir the eggs, milk and buttermilk into the dish.

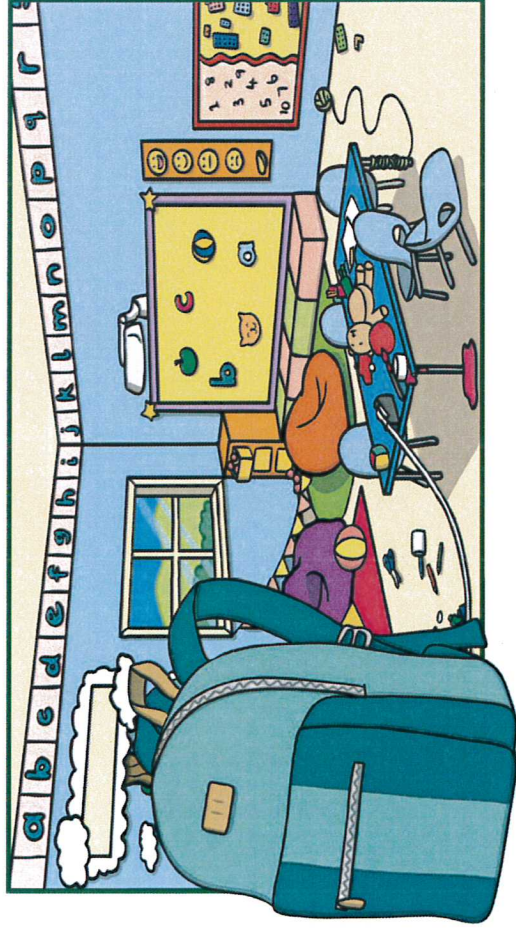
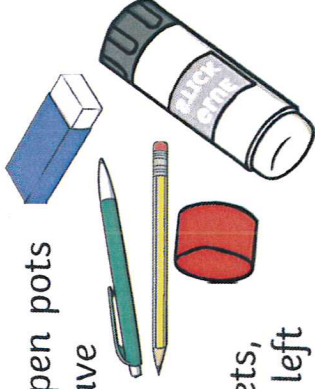
4. Would you make this recipe in the future? Why?



**Pupils' own responses, such as: I would not make this recipe because I do not like spicy food.**

# Clean the Classroom

- 10 We must clean our classroom so that it is neat  
13 and well kept.
- 23 First, we will check that all of the glue sticks  
35 have a lid on them so that they do not go hard  
37 and crisp.
- 45 Then, we will clear out our pen pots  
52 to check that they do not have  
57 bits of rubbish in them.
- 62 Last, we will check our trays  
69 and take home all of the sheets,  
75 books and toys that we have left  
79 in there.



# Read Together Quick Questions



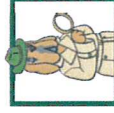
1. Find and copy one word or phrase that means the same as 'tidy'.



2. What might the author find in the pen pots? Tick one.
- crisps
- bits of rubbish
- sheets and books



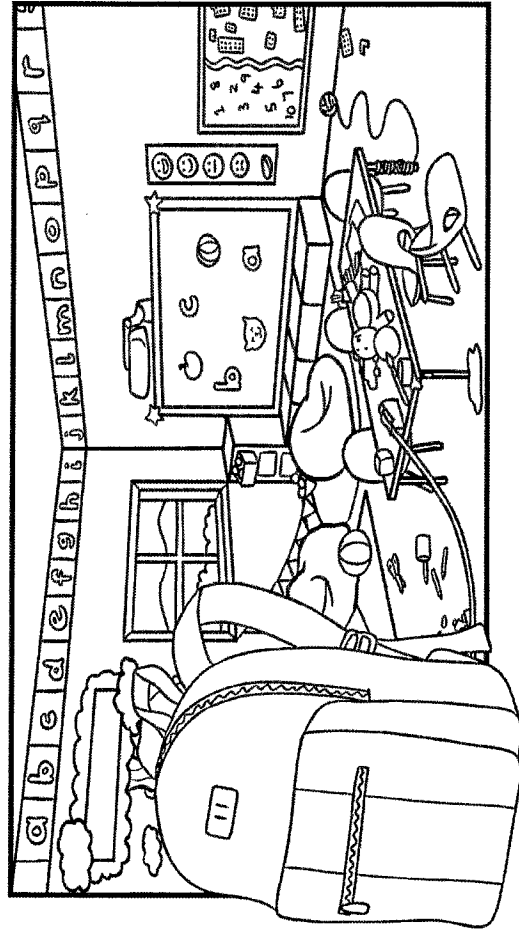
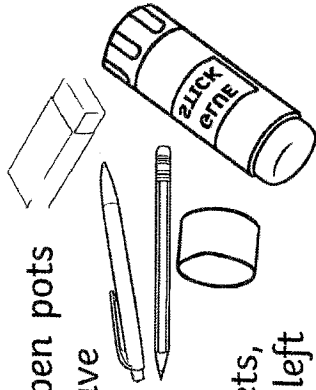
3. Number these tasks from 1-3 to show the order that the author does them in.
- clearing out the pen pots
- checking the trays
- checking the glue sticks



4. How often do you think that the author has to do this?

# Clean the Classroom

- 10 We must clean our classroom so that it is neat  
13 and well kept.
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69 and take home all of the sheets,  
75 books and toys that we have left  
79 in there.



# Answers

1. Find and copy one word or phrase that means the same as 'tidy'.



**Accept either of the following: neat; well kept.**

2. What might the author find in the pen pots? Tick one.



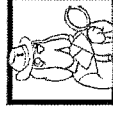
- crisps  
 **bits of rubbish**  
 sheets and books

3. Number these tasks from 1-3 to show the order that the author does them in.



- 2 clearing out the pen pots  
 3 checking the trays  
 1 checking the glue sticks

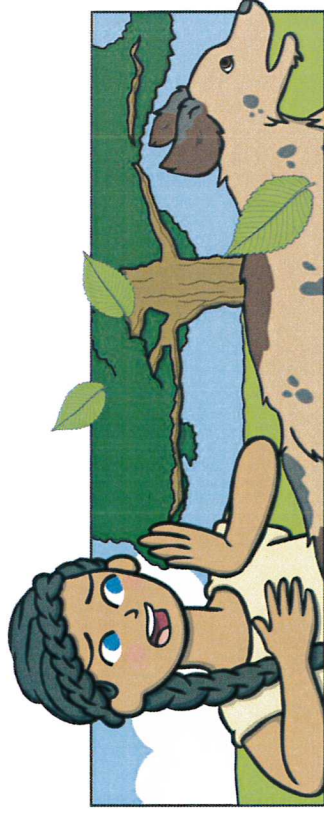
4. How often do you think that the author has to do this?



**Pupils' own responses, such as: I think that the author has to do this every day because that is what we do at our school.**

Dear May,

I am glad you are having fun. I am not! Today, I broke my green necklace and lost all the beads! Then, I took Pete the dog for a walk but I lost the lead. Pete got covered in mud and leaves.



When I got home, Dad was so cross he wouldn't even speak to me. For tea it is beef stew and I hate meat! I wanted to read a book to cheer myself up but there is a leak in my bedroom so I can't! It is just not my day. I hope I am in a better mood next time I see you. Maybe you will bring me home a treat?

Lots of love and see you next week.

Daisy xxx

## Questions

1. What colour were the beads on the necklace that Daisy broke?  
\_\_\_\_\_
2. What did Daisy lose on her walk? Tick one.  
 Pete's lead  
 her book  
 her new coat
3. Can you find and copy **four** words with the 'ea' sound?  
\_\_\_\_\_  
\_\_\_\_\_
4. What treat do you think May might bring home for Daisy?  
\_\_\_\_\_  
\_\_\_\_\_



Dear May,

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Lots of love and see you next week.

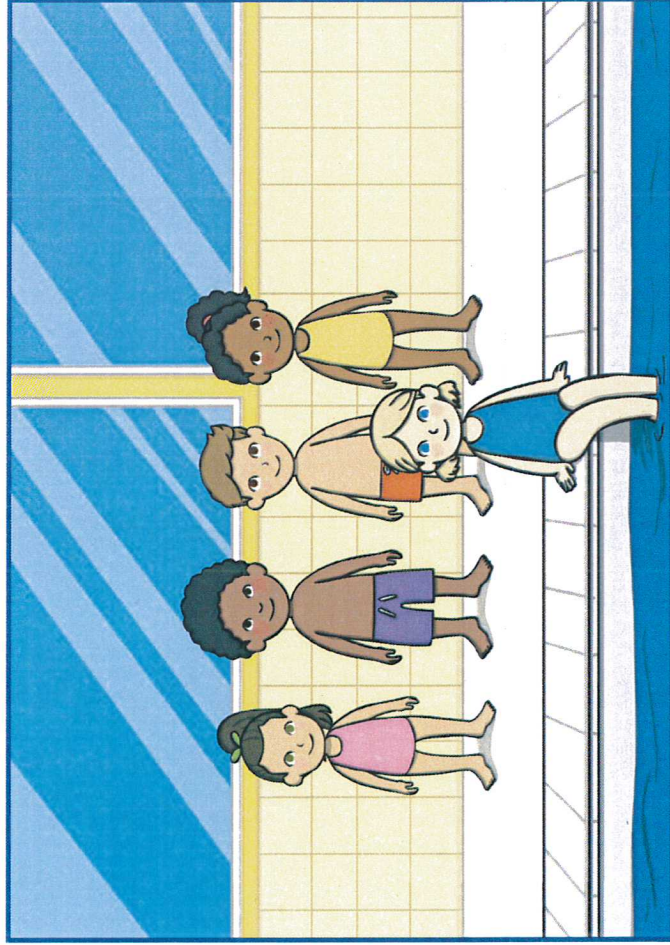
Daisy xxx

## Answers

1. What colour were the beads on the necklace that Daisy broke?  
**green**
2. What did Daisy lose on her walk? Tick one.  
 **Pete's lead**  
 her book  
 her new coat
3. Can you find and copy **four** words with the 'ea' sound?  
**Answers could include: beads, lead, leaves, speak, tea, meat, read, leak, treat.**
4. What treat do you think May might bring home for Daisy?  
**Child's own response, such as: I think May might bring Daisy some new green beads for her necklace.**

# My First Swimming Lesson

12 We got on a coach and went to the pool last week  
20 with Mrs Ashurst and Mr Hetherington. It was  
32 my first time at the pool so I was full of beans  
42 as we sat at the side with our instructor, Jordan.  
53 He asked us to get a pair of armbands and a  
64 rubber tube to help us to float. Then, I took off  
74 my hearing aid and dove into the pool with a  
76 mega splash!



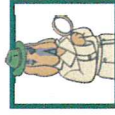
# Read Together Quick Questions



1. Name the **two** people who took the children to the pool.  
• \_\_\_\_\_  
• \_\_\_\_\_



2. **...I was full of beans as we sat at the side...**  
What does the phrase full of beans mean? Tick one.  
 very worried  
 really excited  
 feeling sick



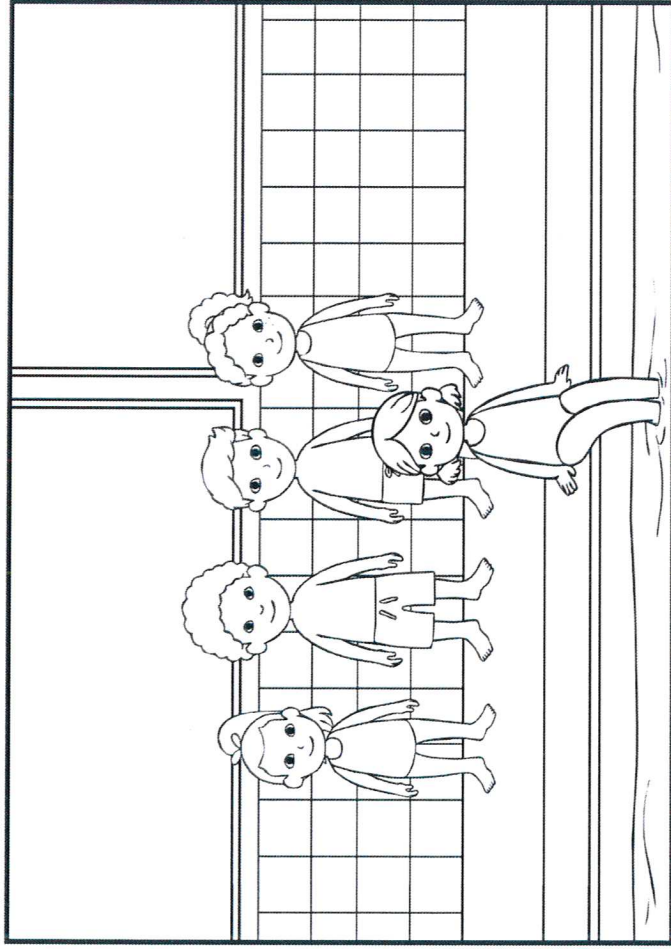
3. How do you know that the author was not scared of the water?  
\_\_\_\_\_  
\_\_\_\_\_



4. Do you think that the author will go to the pool again? Why?  
\_\_\_\_\_  
\_\_\_\_\_

# My First Swimming Lesson

12 We got on a coach and went to the pool last week  
20 with Mrs Ashurst and Mr Hetherington. It was  
32 my first time at the pool so I was full of beans  
42 as we sat at the side with our instructor, Jordan.  
53 He asked us to get a pair of armbands and a  
64 rubber tube to help us to float. Then, I took off  
74 my hearing aid and dove into the pool with a  
76 mega splash!



# Answers

1. Name the **two** people who took the children to the pool.

- Mrs Ashurst
- Mr Hetherington



2. **...I was full of beans as we sat at the side...**  
What does the phrase full of beans mean? Tick one.



- very worried
- really excited**
- feeling sick

3. How do you know that the author was not scared of the water?  
**Pupils' own responses, such as: I know that they were not scared because they had never been to a pool before but they still dove into the pool with a mega splash.**



4. Do you think that the author will go to the pool again? Why?

**Pupils' own responses, such as: I think that the author will go to the pool again because they were excited and they seemed to like it.**



sport

maw

clue

peech

spird

every

made

quet

burst

frount

striv

home

phom

faiting

gurst

zill

park

threw

phait

foil

hand

light

thright

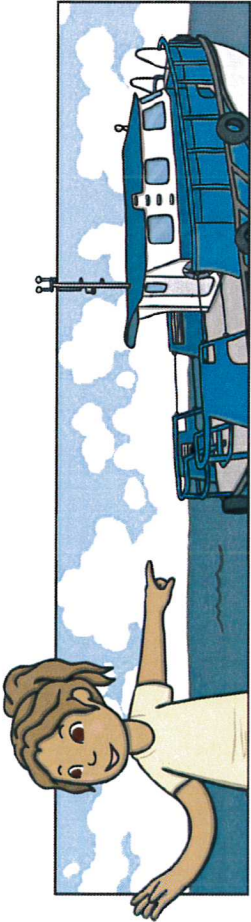
crowd

real words	nonsense words

Dear June,

I am having a really super holiday in Greece! The huge hotel we are staying in has a pool with a flume! When I'm not in the pool, I like to race my brother to the beach and eat ice cream cones in the shade.

In the evening, we sit around the fire and play games. The food here is yummy. Yesterday, I had chocolate cake and apple pie for pudding!



Tomorrow, we are going on a blue boat to an island called Crete. I hope we will see some stone ruins.

I can't wait to see you when I get home.

Kate xxx



## Questions

1. Find and sort the words with split digraphs.

'a-e'	'e-e'	'i-e'	'o-e'	'u-e'

2. What has Kate been doing on holiday? Tick **two**.

- playing games       surfing
- racing her brother       flying a kite

3. What does Kate hope to see in Crete?

---

4. What do you like to eat on holiday?

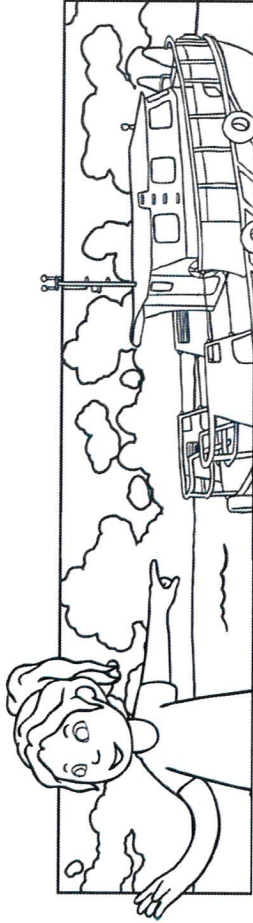
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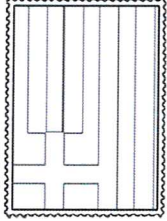
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Kate xxx



## Answers

1. Find and sort the words with split digraphs.

'a-e'	'e-e'	'i-e'	'o-e'	'u-e'
race	Crete	like	cones	June
shade	here	fire	stone	huge
games			home	flume
cake			hope	
Kate				

2. What has Kate been doing on holiday? Tick **two**.



playing games



surfing



racing her brother



flying a kite

3. What does Kate hope to see in Crete?

**Kate hopes to see some stone ruins in Crete.**

4. What do you like to eat on holiday?

**Child's own response, such as: On holiday, I like to eat pizza and ice cream.**

Dear Prue,

I've been staying with my cousins in Cornwall for the summer. We made up a game where we had to solve clues to rescue a stolen statue from a pirate. My uncle was the baddie, Captain Bluebeard.

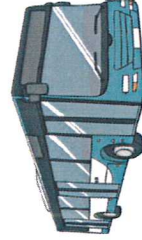
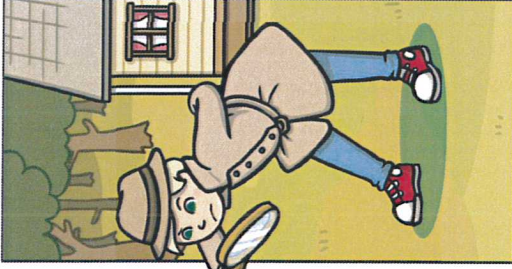
Auntie Sue helped us make the statue. We used lots of paper and glue stuck around an old plant pot.

While we waited for the glue to dry, we went into town to get some gold paint for the statue. The only time we started to argue was when we had to wait until 20 past 12 in the queue at the bus stop when the bus was due at 12 o'clock!

I hope you have had a good holiday. Dad said you went to Florida. Is that true? Lucky you!

Lots of love

Lewis



## Questions

1. Who was Captain Bluebeard? Tick one.

Lewis's uncle

Auntie Sue

Prue

2. What colour did they paint the statue?  
\_\_\_\_\_

3. Why did the cousins begin to argue?  
\_\_\_\_\_

4. Complete the sentence by finishing the 'ue' words.

Auntie S\_\_\_\_\_ helped us make the \_\_\_\_\_t\_\_\_\_\_.

We used lots of paper and \_\_\_\_\_l\_\_\_\_\_ stuck around an old plant pot.

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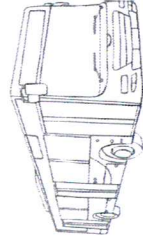
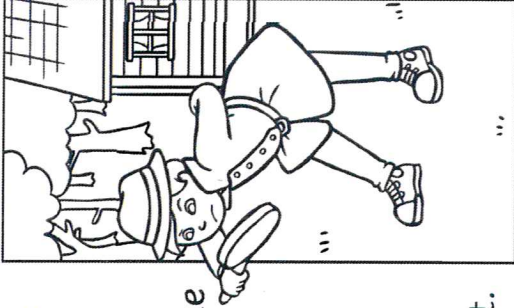
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Lots of love

Lewis



## Answers

1. Who was Captain Bluebeard? Tick one.

- Lewis's uncle  
 Auntie Sue  
 Prue

2. What colour did they paint the statue?

**They painted the statue gold.**

3. Why did the cousins begin to argue?

**The cousins began to argue because they had to wait for a long time for the bus.**

4. Complete the sentence by finishing the 'ue' words.

Auntie Sue helped us make the **statue**.

We used lots of paper and **glue** stuck around an old plant pot.