

Year 2 Remote Learning

Time frame: week beginning: 08.02.21


We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**




Year 2SB and 2G Timetable

<p>Wake Up Shake Up 8.30-9.00am</p>	<p>'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays, Thursdays (with Miss Stevenson) and Fridays at 8.30-9.00am.</p> <p>Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!</p>

Registration 9:30am – 9:35am	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained 				
Maths 9:35am – 9:55am	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
English 11:30am – 11:55am	<ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
Curriculum and Phonics When you have completed Maths and English	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise. 				
Afternoon Registration 2SB: 1:30pm – 1:45pm 2G: 2:10pm – 2:25pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day. 				
Links to Days	Monday	Tuesday	Wednesday	Thursday	Friday
Resources	Monday	Tuesday	Wednesday	Thursday	Friday
	Monday				
Maths	<p>Year 2 Money Lesson 7: Comparing Amounts of Money Learning Objective: To be able to compare different amounts of money</p> <p>Textbook 2B Chapter 10 Lesson 7 Pages 30-32 Workbook 2B Chapter 10 Worksheet 7 Pages 31-32</p> <p>If you can't attend the live lesson, learn the strategy here:</p> <p>Video 1</p> <p>Support: Watch video 1 again to remind yourself of today's learning. Listen carefully!</p> <p> Deepening: See Maths Resource 1</p>				
English	You can remind yourself of what happened in 'Two Sides' by listening to it:				

	<p>Part 1, Part 2, Part 3, Part 4, Part 5, Part 6, Part 7 and Part 8</p> <p>This week, we are going to create our own two characters in the style of Two Sides and write about them. Today, we are going to think of our characters and what they are like.</p> <p>Can you think of some describing noun phrases about Lula and Lenka? When you have thought of some noun phrases about what they have looked like, think of some adjectives to describe what their personalities are like too!</p> <div data-bbox="678 510 1134 922" style="text-align: center;"> </div> <p>Now, we are going to create our own characters. Use the planning grid English Resource 1 OR create your own planning grid in your lined book at home to create your two characters.</p> <p>Support: Do not use the planning grid. Draw a picture of your two characters (like the one above of Lula and Lenka) and label the picture to describe what they look like by using noun phrases (adjective, adjective noun). Then put your labels into sentences. E.g. long, red hair → Anna has long, red hair.</p> <p>Deepening: Can you include 'because' in your plan – e.g. Anna likes PE at school because she enjoys running around.</p>
Curriculum	<p>Science 1: How do animals change throughout their life?</p> <ul style="list-style-type: none"> • Complete this quiz to test your knowledge from last week about animals and their offspring. • Watch the lifecycle of an animal clip. • Choose one lifecycle to create out of the three options (see Science Resource 1). Either cut and paste OR draw your own lifecycle to show each stage.

	Tuesday
Maths	<p>Year 2 Money Lesson 8: Calculating total amount Learning Objective: To add money together to determine the total amount.</p> <p>Textbook 2B Chapter 10 Lesson 8 Pages 33-34 Workbook 2B Chapter 10 Worksheet 8 Pages 33-34</p> <p>If you can't attend the live lesson, learn the strategy here:</p>

	<p>Video 2</p> <p>Support: See Maths Resource 2. You can also follow this link here if you need a reminder for how to use the formal method of addition.</p> <p> Deepening: See Maths Resource 3</p>
<p>English</p>	<p>Today we are going to plan a story about our characters that we made yesterday, based on 'Two Sides'. We are going to plan a beginning, middle and an end to our story.</p> <p>Fill in the planning grid in Tuesday English Resource 1. It is similar to the one that we did last week. You will need to pick an 'argument' for your characters to have. You can make up your own or you can choose one from the selection below.</p> <p>Top Tip: Because we are just planning our diary entries, we can just fill out the planning grid in note form rather than full sentences.</p> <div data-bbox="427 840 1204 1556" data-label="Diagram"> <pre> graph TD A([Ideas for arguments]) --> B[One of the friends forgets to return something special that they borrowed from the other friend.] A --> C[One of the friends says something insensitive that hurt the other friend's feelings.] A --> D[One of the friends won something and the other friend was jealous.] A --> E[One of the friends played with someone else and the other friend felt left out.] A --> F[One of the friends was boasting about something they are the best in and it upset the other friend.] </pre> </div>
	<p>Support: Can you order the sentences in Tuesday English Resource 2 so that they are in the correct order to create your plan? You will need to fill in your characters' names in the gaps!</p>
	<p>Deepening: Can you use 'show me' feeling details as well as 'tell me' feeling details? E.g. <i>tears are rolling down my cheeks after today</i> (this shows me that she is crying rather than telling me she is crying).</p>
<p>Curriculum</p>	<p>PSHE:</p> <ul style="list-style-type: none"> • Watch this video on Safer Internet Day (only if you miss the live zoom!) • Discuss at home with an adult the ways we can stay safe on the internet

	<ul style="list-style-type: none"> • Create a poster (See PSHE Resource 1) showing pictures and captions on how to be SMART on the internet
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	Wednesday
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Maths	<p>Year 2 Money Lesson 9: Calculating change (PART 1) Learning Objective: To calculate change from £100 or less; to use the bar model approach to represent amounts of money.</p> <p>Textbook 2B Chapter 10 Lesson 9 Pages 35 – 38 WE ARE NOT USING THE WORKBOOK TODAY!</p> <p>If you can't attend the live lesson, learn the strategy here: Video 3</p> <p>Independent task – Activity time (See Maths Resource 3) You could do this activity at home with a sibling or a parent.</p>
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Support: Try these alternative shopping items for the activity time:





The image shows five items with their prices in blue boxes:

- LEGO bricks: £2
- Pencil: £4
- Fidget spinner: £3
- Minion: £8
- Goal Machine: £6


 **Deepening:** Use £100 each time you pay for your items (not £50).

English	<p>Today we are going to be using our planning grid to write up our story about our own two characters and their big argument. Go through your plan section by section and write the beginning, middle and the end. When you get to the end of each section, use your green pen to edit it and make sure that you have used:</p> <ul style="list-style-type: none"> • Capital letters • Punctuation at the end of your sentences • Finger spaces • Correct spellings <p>Aim to write about 5-10 sentences for each part of the story.</p>
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	<p>Support: Write up your sentences that you ordered yesterday. Remember to include your characters' names in the gaps! Make sure you focus on using neat handwriting.</p> <p>Deepening: Can you challenge yourself by including in your writing:</p> <ul style="list-style-type: none"> • Conjunction words e.g. I needed my pencil case because I wanted to finish my picture. • Contraction words e.g. I don't want your present! • Apostrophes to show possession e.g. I left Lenka's pencil case at home by accident
Curriculum	<p>History: Who do you think should be remembered?</p> <ul style="list-style-type: none"> • At the start of this unit we looked at the people remembered on our bank notes for their achievements. • Not everyone gets remembered this way, and some people think the choices are unfair – everyone has their own idea about who should be remembered. • If you could design a banknote for a great life changer, who would you choose? Use History Resource 1 to create your own banknote for that person. Explain why you have chosen them. Who knows – maybe one day you will be on a banknote!

Thursday	
Maths (1)	<p>Year 2 Money Lesson 9: Calculating change (PART 2) Learning Objective: To calculate change from £100 or less; to use the bar model approach to represent amounts of money.</p> <p>Textbook 2B Chapter 10 Lesson 9 Pages 35 – 38 Workbook 2B Chapter 10 Worksheet 9 Pages 35 – 36</p> <p>If you can't attend the live lesson, learn the strategy here: Video 3</p> <p>Support: Use Maths Resource 4 which shows colour codes and equations to help you solve the problems.</p> <p> Deepening: Check your calculations by using the inverse operation.</p>
Maths (2)	<p>Year 2 Money Lesson 10: Calculating change (PART 3) Learning Objective: To calculate change from £100 or less; to use the bar model approach to represent amounts of money.</p> <p>Think about your lesson from this morning or watch the video again: Video 3</p> <p>Independent task: See Maths Resource 5 to consolidate your learning from today.</p> <p>Support: Complete Maths Resource 6 instead of the independent task.</p> <p> Deepening: See Maths Resource 7</p>

English	<p>Today, we are going to write a book review of 'Two Sides'. Just like last week, we are going to use the subheadings in Thursday English Resource 1.</p> <p>Try to make your answers as detailed as possible. Remember that if it says 'why' in the subheading, you will need to explain your answer using the conjunction 'because'.</p> <p>If you want to, you can cut out the subheadings and use them for your book review – or you could just write the subheadings yourself!</p> <p>Support: If you are finding that writing the full book review is taking you a long time, focus on questions 1, 2 and 5.</p> <p>Deepening:</p> <ol style="list-style-type: none"> 1) Can you draw an illustration to match your favourite part of the book, which you have written about? 2) Can you compare this book to any others that you have read that might be about similar themes (friendship, making up after an argument)?
Curriculum	<p>R.E. What rules are important to you? Your family?</p> <ul style="list-style-type: none"> • What rules have you learned that are important to others? • What rules are important to Christians/Muslims/Jewish people/Sikhs and how do they show this in their lives? • Using R.E. Resource 1 OR a piece of paper at home, complete what your Rules for Living would be and why. <p>Music: Your teacher will post the link to the music recorded lesson in the week to seesaw.</p> <p>PE: Your teacher will post the link to the PE recorded lesson in the week to seesaw.</p>

	Friday
Maths	<p>Year 2 Recap Lesson – Multiplying by 2, 5 and 10</p> <p>Learning Objective: To be able to use the knowledge of the 2, 5 and 10 times tables to explore the commutative law.</p> <p>If you can't attend the live lesson, learn the strategies here:</p> <p>Video 1</p> <p>Video 2</p> <p>Independent task: See Maths Resource 8.</p> <p>Support: See Maths Resource 9 and complete this instead of the independent task.</p> <p> Deepening: Complete the times tables quiz (Maths Resource 10). Can you time yourself? How long does it take you?</p>
English	<p>Today, we are going to complete a comprehension about Two Sides. Read the text on the Friday English Resource 1 sheet and then complete the corresponding question.</p>

	<p>Top Tip: Highlight the question word and other important words to help you think about what you are looking for in the text.</p> <p>Support: If you are finding the questions in Friday English Resource 1 tricky, then try Friday English Resource 2</p> <p>Deepening: When you have finished, see if you can create a comprehension question about the page of the book in Friday English Resource 3.</p>
Curriculum	<p>Science 2: How can we keep ourselves fit and healthy?</p> <ul style="list-style-type: none"> • Remind yourself of what we've learnt this unit about how to stay healthy. • Write a letter to patients of a doctor's surgery with tips on how to stay fit and healthy. • Remember to include information about why exercise is important, what a healthy diet is and why it is important to be hygienic.
Reading	
Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.	
Phonics, Grammar and Spelling	
<p>Phonics: Start by watching this week's phonics video here.</p> <p>Then complete Phonics Resource 1.</p> <p>Spellings: Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Practice these for 15 minutes each day. Your spellings to learn are:</p> <p>find mind kind behind wild climb</p> <p>See Spelling Resource 1</p>	
Wider Curriculum	
French	<ul style="list-style-type: none"> • Watch your French lesson here • Complete the French worksheet (See French Resource 1)

Miss Bevin and Miss Gordon

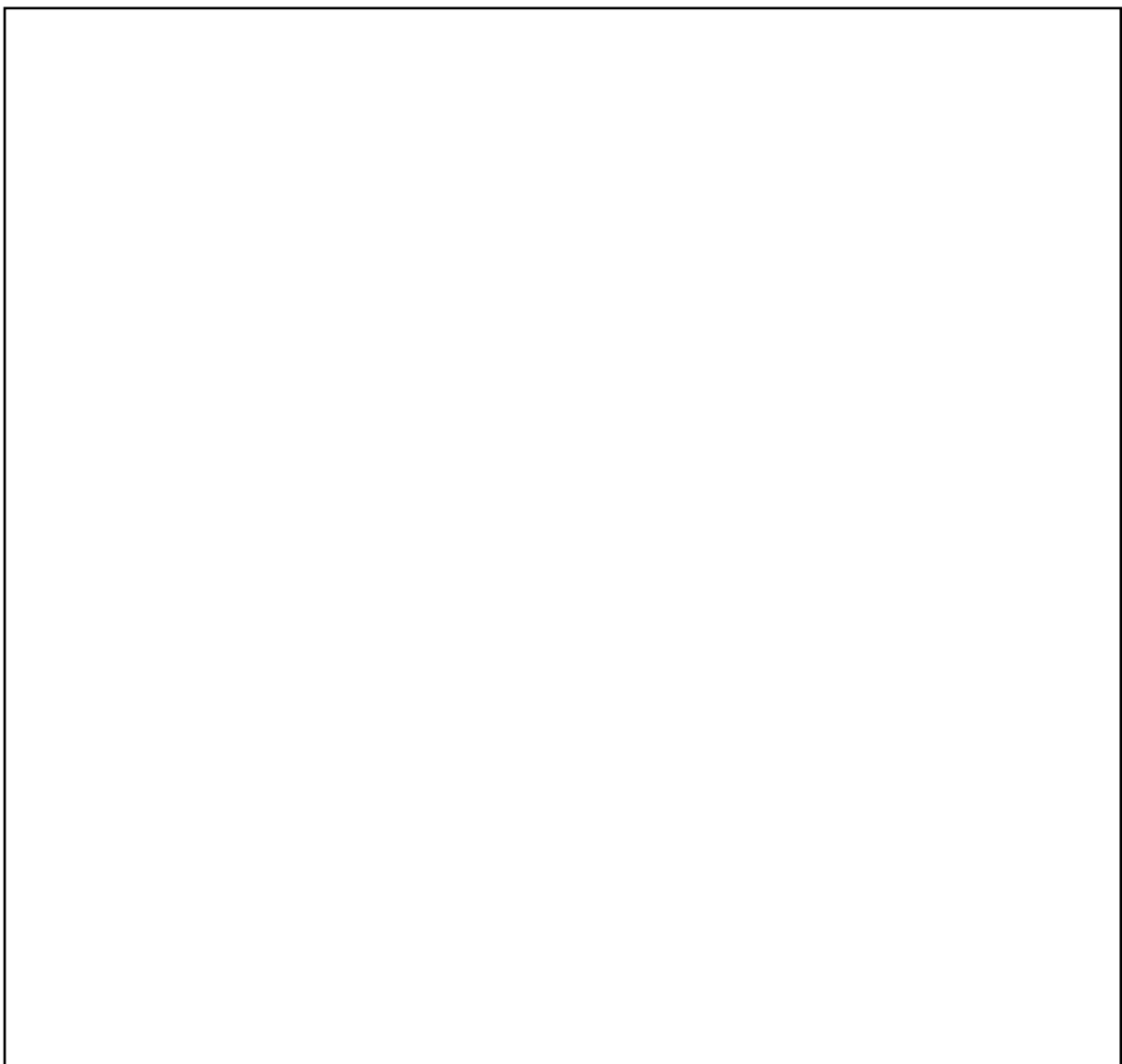
[Resources](#)

[Monday Resources](#)

[Maths – Deepening question](#)

[Return to Monday](#)

Find **all** the ways to show coins that have the same value as a 10p coin. You can either draw the coins or write out the value of the coins.

A large empty rectangular box with a thin black border, intended for the student to draw or write their answer to the question.

English
Resource 1

[Return to Monday](#)

Draw a picture of _____:	Draw a picture of _____:
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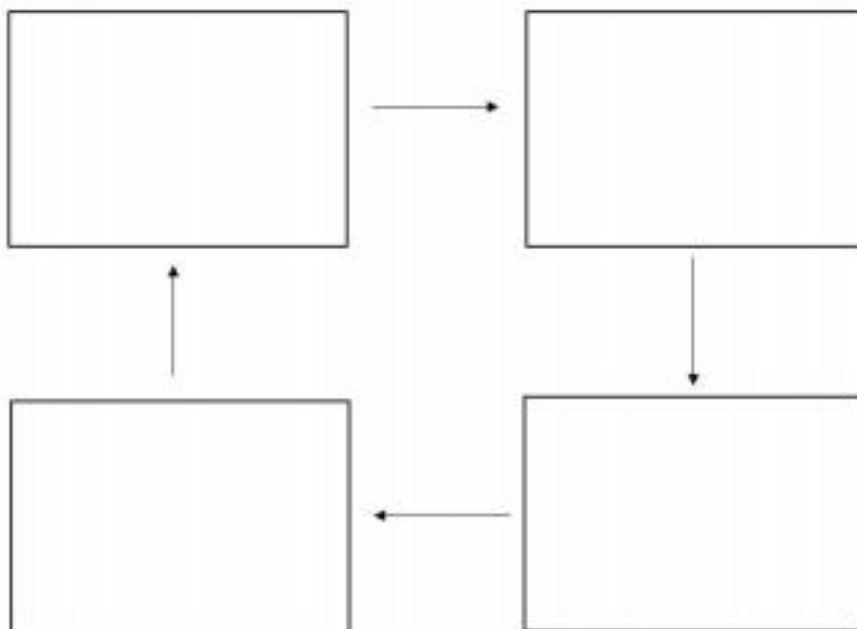
How do they look?		
What do they look like?	Character 1:	Character 2:
What do they wear?		
What do they enjoy / like?		
What do they enjoy doing?	Character 1:	Character 2:
What sports/		

activities do they like?		
What are they good at doing?		
What is their personality like?		
What are they like (kind, caring, patient)?	Character 1:	Character 2:

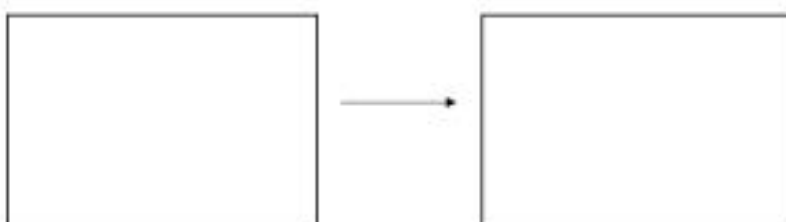
[Curriculum- Science Resource 1](#)

[Return to Monday](#)

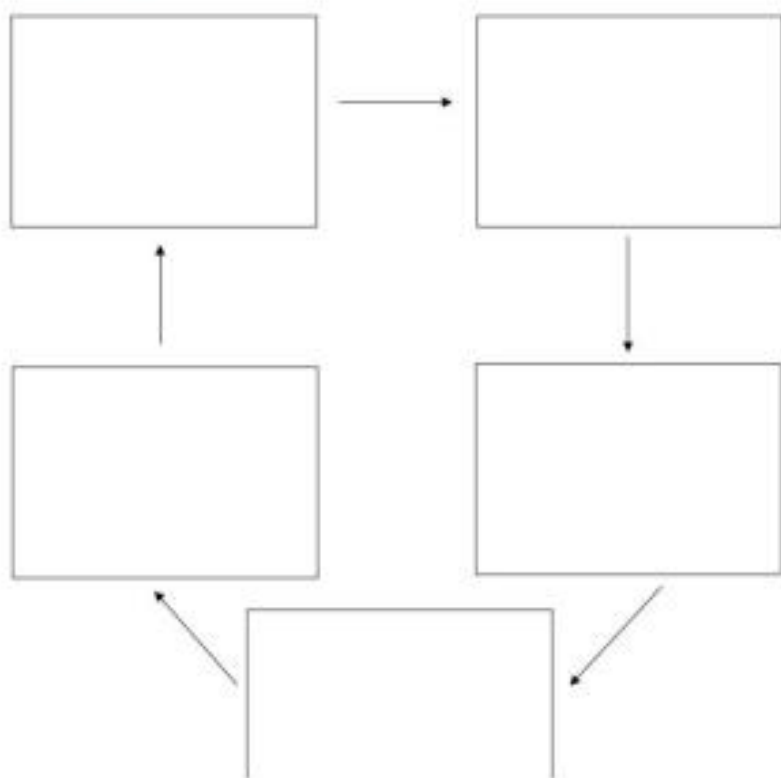
Life cycle of a chicken



Life cycle of a butterfly



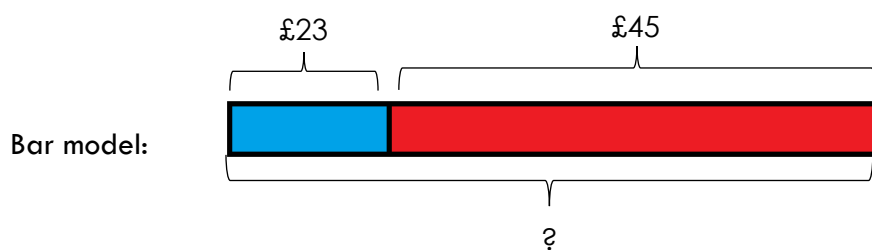
Life cycle of a human



Example question:

Harry goes shopping for some new clothes. He buys a t-shirt for £23 and a pair of trousers for £45. How much money does Harry spend in total?

We can use a bar model to help us solve this problem. We will show our answer following the format of **bar model**, **equation** and **statement**.



Equation:

$$\begin{array}{r} 23 \\ + 45 \\ \hline 68 \end{array}$$

Step One: Add the ones

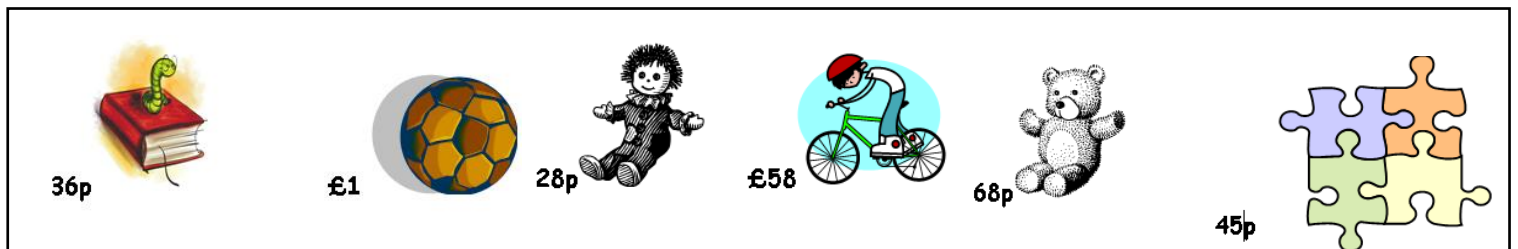
Step Two: Add the tens

Statement: Harry spent £68 in total.

[Maths – Deepening](#)

[Return to Tuesday](#)

Welcome to my toy shop! Here is what I'm selling today.



Answer the following questions by looking closely at the prices of the toys. It would be good for you to show how you work these out!

1) How much would it cost to buy the football and the teddy bear?

2) How much would it cost to buy the puzzle and the book?

3) How much would it cost to buy the bicycle and the toy clown?

4) How much would it cost to buy the book, the teddy bear and the puzzle?

5) How much would it cost to buy the football, the bicycle and the toy clown?

[English- Resource 1](#)

[Return to Tuesday](#)

Title	Two Sides
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The opening – characters and setting	
Who are your 2 characters?	_____
What are they both like?	_____
What is their friendship like?	_____
What do they enjoy doing best?	_____
How are they different?	_____
The problem (the argument)	

What started the argument?	
How did they both feel?	
What did they both think?	
What did they do next?	
The resolution and ending	
How did they solve their argument?	
Who helped them?	
How did they feel when they made up?	
What did they think at the end of the story?	

[English - Resource 2](#)

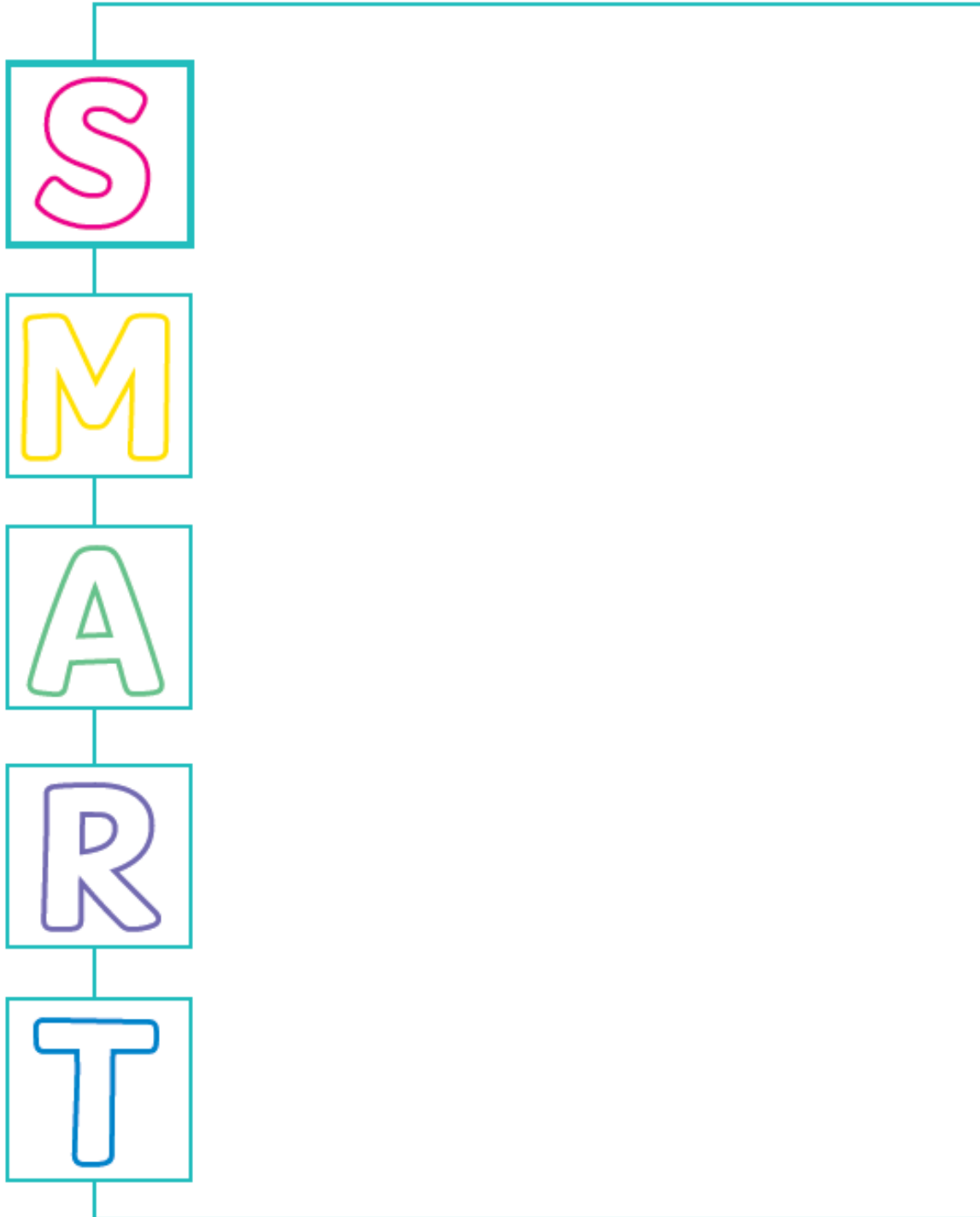
[Return to Tuesday](#)

<p>After play time was over, _____ felt very cross and upset because _____ had not played with _____.</p>
<p>At first _____ and _____ were the best friends in the world even though they were a bit different.</p>
<p>Later on, their teacher helped them to make up and be friends again.</p>
<p>At the end, _____ and _____ were best friends again and didn't want to fight anymore.</p>
<p>Then one day, _____ did not play with _____ at play time in school.</p>

[Curriculum](#)
[PSHE Resource 1](#)

[Return to Tuesday](#)

Use the frame below to create your own poster about internet safety.



visit [twinkl.com](https://www.twinkl.com)



[Wednesday Resources](#)
[Maths – Activity time](#)

[Return to Wednesday](#)

**Activity
Time**



I chose _____ to be
on my banknote.

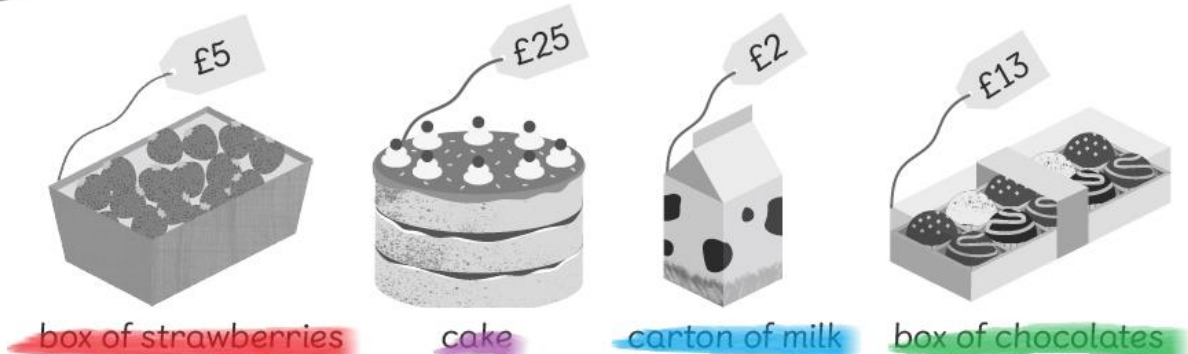
I chose this person because:

Name: _____ Class: _____ Date: _____

Worksheet 9

Calculating Change

1 Fill in the blanks.



(a) What is the total cost of a box of strawberries and a carton of milk?

$$5 + 2 = \boxed{}$$

(b) Elliott bought a box of strawberries and a carton of milk. He paid the cashier £10. How much change did he get?

$$10 - 7 = \boxed{}$$

(c) Amira bought a cake and a box of chocolates. She paid the cashier £50. How much change did she get?

$$\begin{array}{r} 4 \\ 50 \\ -38 \\ \hline \end{array} \quad \boxed{}$$

(d) Ruby bought an item and paid the cashier £20. She received £7 change. What did Ruby buy?

$$20 - 7 = \boxed{}$$

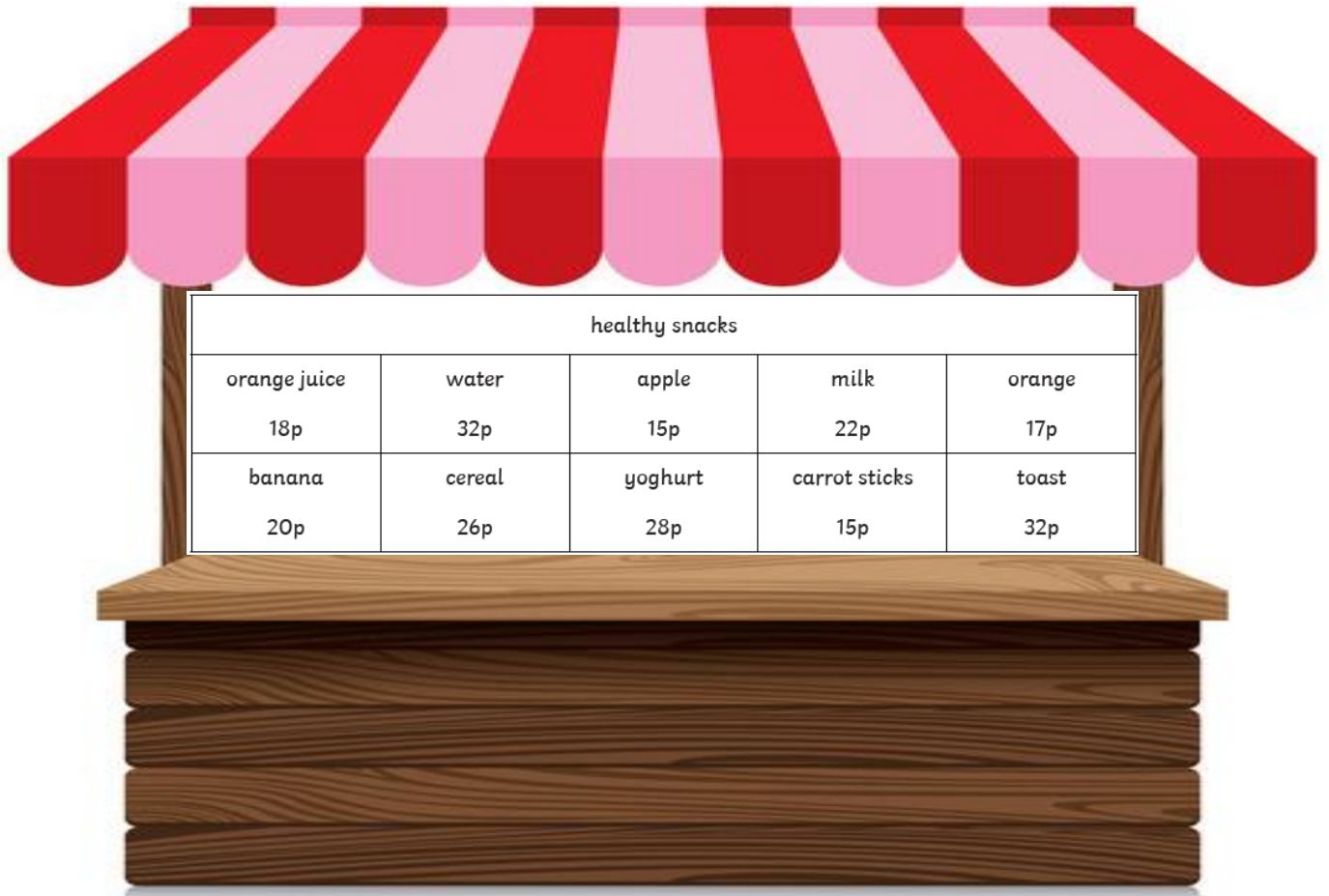
Solve.

2 Sam buys a toy car for £12.
He also buys a toy robot for £29.

Lulu buys a basketball for £9.
She pays with £10.
How much change does she get?

$$10 - 9 = \underline{\quad}$$

Lulu gets change.



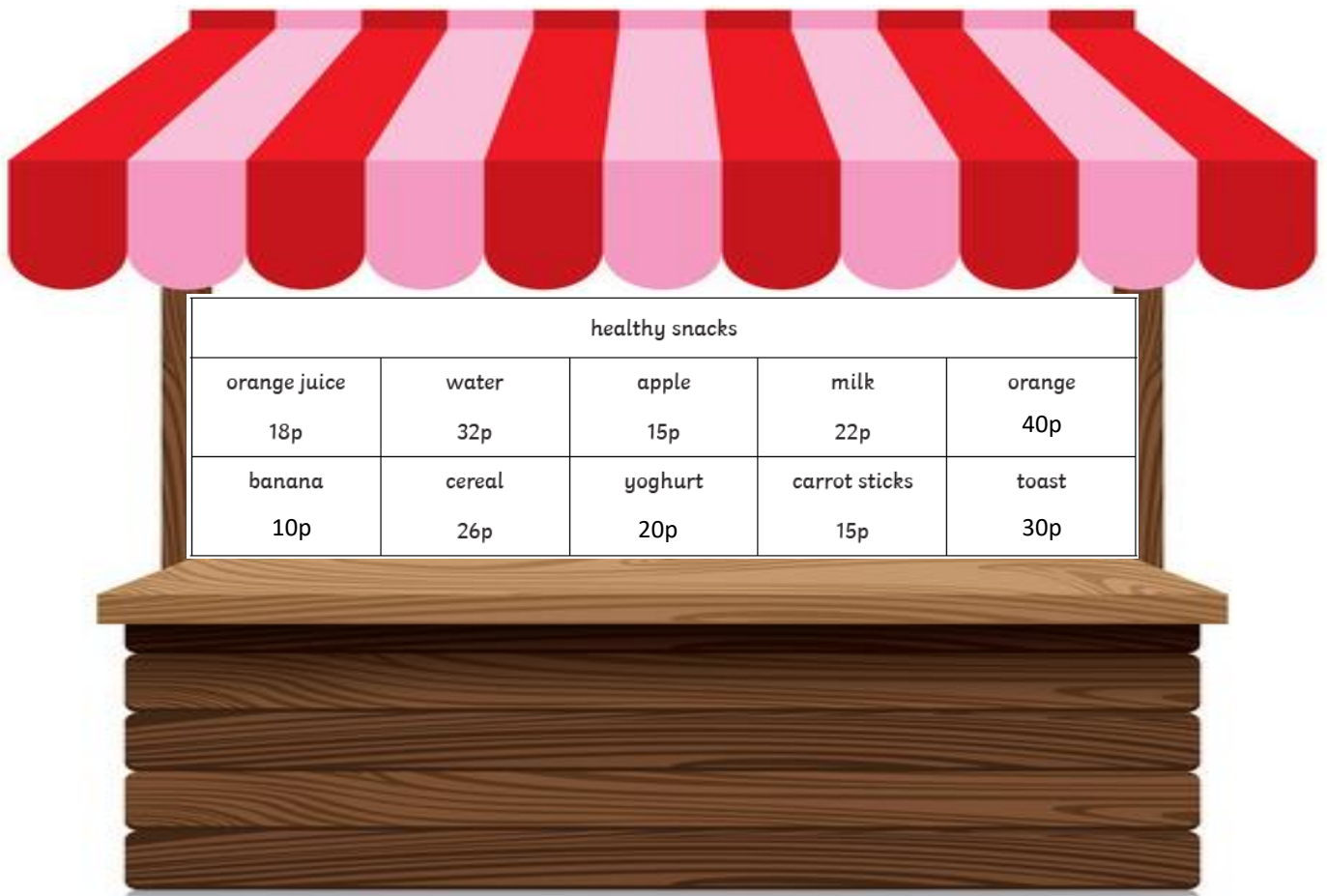
Calculate the change that should be given for the following items, when paying with 90p. You'll need to do **two steps** to solve each problem. Show your working out.

a) 2 bottles of water

b) Milk and cereal

c) Toast and an apple

d) A banana and an orange



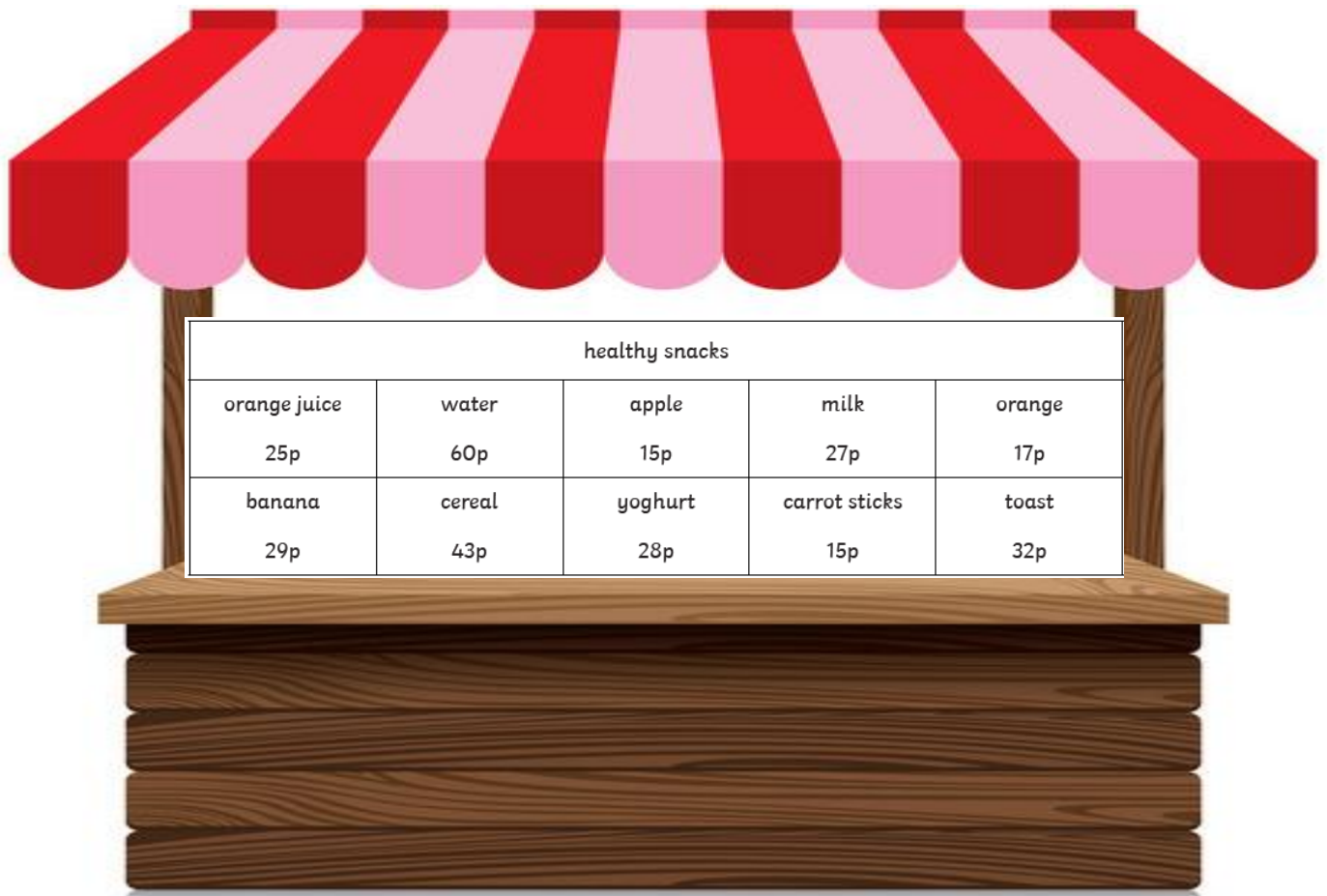
Calculate the change that should be given for the following items, when paying with 50p. Show your working out.

a) A yoghurt

b) Toast

c) A banana

d) An orange



healthy snacks				
orange juice 25p	water 60p	apple 15p	milk 27p	orange 17p
banana 29p	cereal 43p	yoghurt 28p	carrot sticks 15p	toast 32p

Calculate the change that should be given for the following items, when paying with £1.

- Cereal and an orange.
- An apple and a banana.
- 2 oranges and toast.
- A yoghurt, a banana and some carrot sticks.

+

1. What is this book about?

2. Who are the main characters?

3. What is your favourite part and why?

4. Would you recommend this book and if so, why?

Stars

How many stars would I give this book out of 5? Explain why.

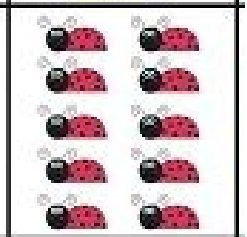



□


My rules for living are....

Write the correct multiplication equation to match the array. Can you write it in two ways?
Solve it.


Challenge: Can you write the whole family of facts for the array by working out the division equations?

1.  $\square \times \square = \square$
 $\square \times \square = \square$

2.  $\square \times \square = \square$
 $\square \times \square = \square$

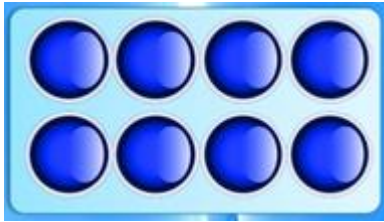
3.  $\square \times \square = \square$
 $\square \times \square = \square$

4.  $\square \times \square = \square$
 $\square \times \square = \square$

5.  $\square \times \square = \square$
 $\square \times \square = \square$

Complete the number sentences to describe the array.

1.

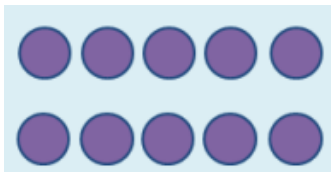


$$\boxed{2} \times \boxed{4} = \boxed{}$$

You could also use repeated addition to help you:

$$4 + 4 = \underline{\hspace{2cm}}$$

2.

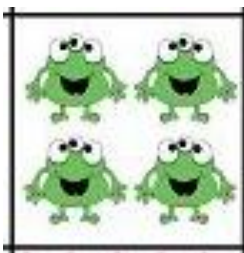


$$\boxed{2} \times \boxed{5} = \boxed{}$$

You could also use repeated addition to help you:

$$5 + 5 = \underline{\hspace{2cm}}$$

3.

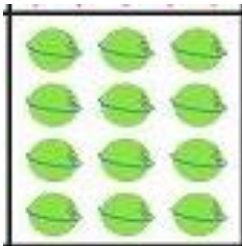


$$\boxed{2} \times \boxed{2} = \boxed{}$$

You could also use repeated addition to help you:

$$2 + 2 = \underline{\hspace{2cm}}$$

4.



$$\boxed{4} \times \boxed{3} = \boxed{}$$

You could also use repeated addition to help you:

$$3 + 3 + 3 + 3 = \underline{\hspace{2cm}}$$

5.



$$\boxed{4} \times \boxed{2} = \boxed{}$$

You could also use repeated addition to help you:

$$2 + 2 + 2 + 2 = \underline{\hspace{2cm}}$$

Complete this times tables quiz as quickly as you can! Tell your teacher how long it took you on Seesaw.

$20 \div 2 = \underline{\hspace{2cm}}$

$10 \div 5 = \underline{\hspace{2cm}}$

$40 \div 10 = \underline{\hspace{2cm}}$

$2 \div 2 = \underline{\hspace{2cm}}$

$15 \div 5 = \underline{\hspace{2cm}}$

$80 \div 10 = \underline{\hspace{2cm}}$

$16 \div 2 = \underline{\hspace{2cm}}$

$5 \div 5 = \underline{\hspace{2cm}}$

$110 \div 10 = \underline{\hspace{2cm}}$

$18 \div 2 = \underline{\hspace{2cm}}$

$25 \div 5 = \underline{\hspace{2cm}}$

$60 \div 10 = \underline{\hspace{2cm}}$

$5 \times 2 = \underline{\hspace{2cm}}$

$10 \times 10 = \underline{\hspace{2cm}}$

$12 \times 5 = \underline{\hspace{2cm}}$

$8 \times 2 = \underline{\hspace{2cm}}$

$1 \times 5 = \underline{\hspace{2cm}}$

$6 \times 10 = \underline{\hspace{2cm}}$

$11 \times 2 = \underline{\hspace{2cm}}$

$5 \times 5 = \underline{\hspace{2cm}}$

$9 \times 10 = \underline{\hspace{2cm}}$

$8 \times 2 = \underline{\hspace{2cm}}$

$3 \times 5 = \underline{\hspace{2cm}}$

$10 \times 2 = \underline{\hspace{2cm}}$

$7 \times 2 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$

$0 \times 10 = \underline{\hspace{2cm}}$

$2 \times 10 = \underline{\hspace{2cm}}$

$5 \times 12 = \underline{\hspace{2cm}}$

$10 \times 7 = \underline{\hspace{2cm}}$

$2 \times 4 = \underline{\hspace{2cm}}$

$9 \times 5 = \underline{\hspace{2cm}}$

Two Sides Comprehension - Main

I dress in a rush and don't even have time to make my bed but I manage a few mouthfuls of toast and do one of the quickest toothbrushes in history.

And I make sure I wrap up the present I made for Lenka last night.



What did Lula do first?

I sling my school bag over my shoulder and whisper goodbye to Mum, who kisses me on the head. I tiptoe out. We have to be quiet in the mornings as my dad has to sleep because he works nights.

Why does Lenka have to leave quietly in the morning?



Where do Lenka and Lula like to sit on the bus?



What do you think the phrase 'chalk and cheese' might mean?

Lula starts rummaging through her bag.

“Ah, my pencil case!”

I say as I see her searching.

“I’m glad you remembered.”

Yesterday I lent Lula my colouring pencils.

I didn’t really want to, if I’m honest

– I was working on a drawing for the art competition at the library – but Lula said she really needed them.

“The deadline for the competition is today,”

I tell her. “I just need to do some finishing touches and then I can hand it in after school.”

Why did Lenka need her pencil case?

“Your pencil case!” I shriek.

“I’m so sorry – I left it at home.

I knew I’d forgotten something.”

What word means the same as ‘scream’?

When I tell Mum that I have a pain in my stomach she says that I can stay at home.

I’m not lying, I do feel a pain there

– although I know it’s not because I’m ill.

Why do you think Lenka has a stomach ache?

When Lenka runs over to the swings,
I think at first that she is coming to tell
me that she is sorry.

I stop swinging ... but she just jumps
on to the empty swing next to me
and flies off from the ground.

What does Lenka do after she runs to the swings?



Does Maya talk loudly or quietly? Tick one.

Loudly

Quietly



Lenka takes one end of the rope and I take the other, and we swing it so it makes a large, high circle.

The girls run into the swinging rope and jump and laugh and skip.

How do you think the girls were feeling when they played with the skipping rope?

Two Sides Comprehension – Support

I dress in a rush and don't even have
time to make my bed but I manage a
few mouthfuls of toast and do one of
the quickest toothbrushes in history.

And I make sure I wrap up the present
I made for Lenka last night.



What did Lula wrap?

I sling my school bag over my
shoulder and whisper goodbye to
Mum, who kisses me on the head.
I tiptoe out. We have to be quiet
in the mornings as my dad has to
sleep because he works nights.

What does Lenka put on her shoulder?

We sit in our usual seats
at the back of the bus.



Where do Lenka and Lula like to sit on the bus?



Although we've been
friends for our whole lives,
sometimes people say that we're
like chalk and cheese.

How long have the girls been friends for?

Lula starts rummaging through her bag.

“Ah, my pencil case!”

I say as I see her searching.

“I’m glad you remembered.”

Yesterday I lent Lula my colouring pencils.

I didn’t really want to, if I’m honest
– I was working on a drawing for the art
competition at the library – but Lula said
she really needed them.

“The deadline for the competition is today,”

I tell her. “I just need to do some finishing
touches and then I can hand it in after school.”

When is the deadline for the competition?

“Your pencil case!” I shriek.

“I’m so sorry – I left it at home.

I knew I’d forgotten something.”

What word means the same as ‘scream’?

When I tell Mum that I have a pain in my
stomach she says that I can stay at home.
I'm not lying, I do feel a pain there
– although I know it's not because I'm ill.

Where does Lenka have a pain?

When Lenka runs over to the swings,
I think at first that she is coming to tell
me that she is sorry.

I stop swinging ... but she just jumps
on to the empty swing next to me
and flies off from the ground.

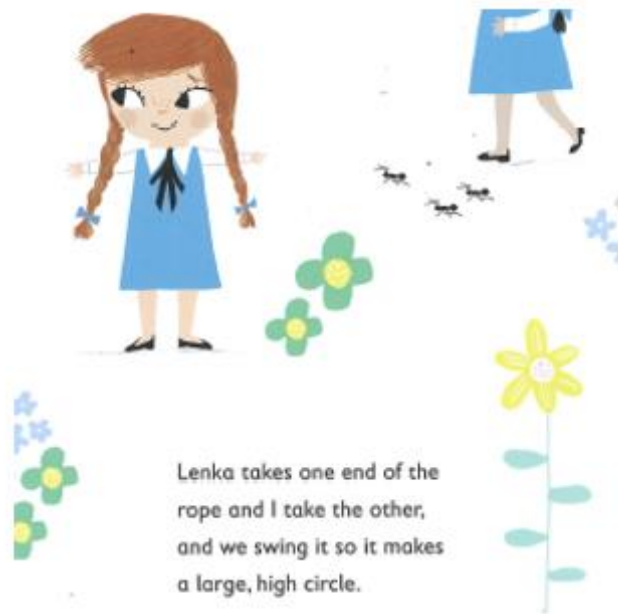
What does Lula think Lenka is going to say?

My new best friend is called Maya.
She likes to talk almost as much as I do.
She speaks with such a **big voice**
that I have to talk with an even
bigger voice so she can hear me.



Does Maya talk loudly or quietly? Tick one.

<input type="checkbox"/>	Loudly
<input type="checkbox"/>	Quietly



Lenka takes one end of the rope and I take the other, and we swing it so it makes a large, high circle.

The girls run into the swinging rope and jump and laugh and skip.

How do you think the girls were feeling when they played with the skipping rope?

It's the funniest thing: I'd been playing The Day That Everything Went Wrong over and over in my head and it always made me upset but now it just seems so...

Silly!

I can't believe that I fell out with Lula over something so stupid. We smile at each other and all those days of not talking and feeling lonely fade away.

"From now on," I say as we swing the rope, "the most important thing is that we stick—"

But Lula finishes the sentence before I can...



Phonics Resource 1




Phonics Lesson 6 - 'o' as 'u'

Date: _____ L.O.: To use 'o' as 'u'

1) Read the words and put sound buttons on them. Now draw a matching picture.

A mother and her son	
A red oven	
A dozen eggs	
A monkey in a tree	

2) Use the picture to work out the missing word. Write it down and put the sound buttons on it.

3) Colour in the real 'o' as 'u' words one colour and the alien 'o' as 'u' words in another colour.

mother	son	<u>poven</u>
something	another	front
<u>tront</u>	<u>bosen</u>	Monday
<u>jonch</u>	brother	shovel

4) Read the story and highlight the 'o' as 'u' words.

On Monday, my mother and brother came with me to get something from the shop. I needed a dozen eggs and some sugar to make a cake. When we got home, I turned on the oven. I took out a bowl and mixed everything together with honey and then I put the mix into another tin. I put on kitchen gloves to slide the tin into the oven. I took it out when it turned a gold colour.

5) Can you put these words into sentences:

love

above

comfortable

Monday

Spelling Grid

My spellings to practise:

find

mind

kind

behind

wild

climb

Pyramid Writing:

Rainbow writing:

French Days of the Week

Look at the table below which explains what the days of the week are called in French, how to say them and what the literal translation of the French word is. Practise saying the French words out loud and see if you can find a rhythm to say them.

English	French	Phonetic Pronunciation	What does the word mean?
Monday	lundi	luhndee	Moon day
Tuesday	mardi	mahrdee	Mars day
Wednesday	mercredi	maircruhdee	Mercury day
Thursday	jeudi	juhdee	Jupiter day
Friday	vendredi	vahndruhdee	Venus day
Saturday	samedi	sahmdee	Sabbath day
Sunday	dimanche	deemahnsh	Day of the Lord

Be careful, in French, days of the week do not start with a capital letter and the week starts with Monday.



lundi	mardi
mercredi	jeudi
vendredi	samedi
dimanche	

French Days of the Week

When you have practised sorting the words, stick them down on this template and draw something that you might usually do on that day. You can keep and display your chart so you can use the French instead of English every day.

French	English	What I might do on this day

Aujourd'hui, c'est...

(Today is...)