

## Year 2 Remote Learning

Time frame: week beginning: 22.02.21



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

<b>Wake Up Shake Up</b>	<p><b>'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.</b></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> <p><a href="https://us02web.zoom.us/j/83191144433?pwd=RTVLa0xyc0NSdVNhVnQvbkFwUVRZz09">https://us02web.zoom.us/j/83191144433?pwd=RTVLa0xyc0NSdVNhVnQvbkFwUVRZz09</a></p>				
<b>Registration</b> 9:30am – 9:35am	<ul style="list-style-type: none"> <li>• Be dressed in your uniform</li> <li>• Have your resources to hand</li> <li>• Registration</li> <li>• Home learning for the day explained</li> </ul>				
<b>Maths</b> 9:35am – 9:55am	<ul style="list-style-type: none"> <li>• Teacher to teach the maths concept – up to 20 minutes.</li> <li>• Pupils sent off to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>English</b> 11:30am – 11:55am	<ul style="list-style-type: none"> <li>• Teacher to teach the English concept – up to 20 minutes.</li> <li>• Pupils to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>Curriculum and Phonics</b>  When you have completed Maths and English	<ul style="list-style-type: none"> <li>• Pupils to complete the curriculum work in the home learning document.</li> <li>• Pupils to post their work on Seesaw to be marked by the teacher.</li> <li>• During this time, pupils to have lunch and take some exercise.</li> </ul>				
<b>Afternoon Registration</b>  2SB: 1:30pm – 1:45pm  2G: 2:10pm – 2:25pm	<ul style="list-style-type: none"> <li>• Whole class reading session.</li> <li>• Pupils to share their work and say goodbye for the day.</li> </ul>				
<b>Links to Days</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>
<b>Resources</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>

	<b>Monday</b>
<b>Maths</b>	<p><b>WE ARE USING THE YEAR 1 TEXTBOOK AND WORKBOOK FOR TODAY'S LESSON AS IT IS A RECAP LESSON.</b></p> <p><b>Year 1 Recap lesson: Recognising shapes and solids</b>  <b>Learning Objective:</b> To be able to compare different amounts of money</p> <p>Textbook 1A Chapter 8 Lessons 1 and 2 Pages 110-116  Workbook 1A Chapter 8 Worksheets 1 and 2 Pages 141-145</p> <p><b>If you can't attend the live lesson, learn the strategies here:</b></p> <p><a href="#">Recognising solids</a></p> <p><a href="#">Recognising shapes</a></p> <p><b>Support:</b> See <a href="#">Monday's Support Resource</a> to help you in today's learning.</p> <p> <b>Deepening:</b> See <a href="#">Monday's Deepening Resource</a> for an extra challenge today.</p>
<b>English</b>	<p>Start by listening to the story that our learning is based on this week <a href="#">here</a>. It is called 'Mae Among the Stars'.</p> <p>Mae is a real person and today we are going to learn facts and information about her so that we can write an information text about her this week. We are going to organise the information into subheadings: <b>Childhood and Education</b>, <b>Space Career</b> and <b>Other Facts</b>.</p> <p>Using the information in <a href="#">Monday English Resource 1</a>, can you put the facts into the correct box in the plan (<a href="#">Monday English Resource 2</a>)? Because we are planning, you don't need to write in full sentences. You might also want to write your facts using bullet points.</p> <p><b>Support:</b>  Use <a href="#">Monday English Resource 3</a>. Read the colour coded facts and decide what subheading they belong to. You can cut and stick the facts or write them yourself.</p> <p> <b>Deepening:</b>  Can you find out one more fact about Mae Jemison and include it in the subheading '<b>Bonus Fact</b>'?</p>
<b>Curriculum</b>	<p><b>Science Lesson 1: What is rubbish? How long does it last?</b></p> <ul style="list-style-type: none"> <li>• Listen to <a href="#">this song</a> about what happens to our rubbish.</li> <li>• Watch this <a href="#">video</a>. What happens to food? This shows food rotting. This is also called breaking down or decomposing.</li> <li>• How long will it take different rubbish to rot? Look at the items in <a href="#">Science Resource 1</a>. Put them in order of which you think will take longest time to rot. Then look at the <a href="#">answer table</a>. What surprised you the most?</li> <li>• Create a poster for a bin to inform people how long different items take to rot.</li> </ul> <p>You will need: a pencil and paper, colouring pencils/pens.</p>

**Tuesday**

**Maths**

**Year 2 Two-Dimensional Shapes Lesson 1: Identifying sides**  
**Learning Objective:** To identify the number of sides on basic 2-D shapes.

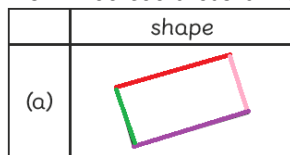
Textbook 2B Chapter 11 Lesson 1 Pages 44-47  
Workbook 2B Chapter 11 Worksheet 1 Pages 43 - 44

**If you can't attend the live lesson, learn the strategy here:**

[Video 1](#)

For a song about shapes, watch and listen [here](#) (Go to slide 2).

**Support:** Draw over the lines for each of the sides in each shape as you count them. You could use different colours for each line to ensure you count correctly:



**Deepening:** See [Tuesday's Deepening Resource](#) for an extra challenge today.

**English**

Read over the facts that we found out about Mae Jemison yesterday.

Look at this information text about Mary Seacole. What makes this a good information text?

### Mary Seacole

**Who Was Mary Seacole?**

- Mary Seacole was born in Jamaica in 1805.
- Mary's mother was Jamaican.
- Mary's father was Scottish.
- Her mother was a nurse.



**Mary's Life**

- Mary started to help her mum when she was young.
- She looked after ill people.
- She worked with her mother in a Jamaican hospital.
- Mary went to lots of places to help others.




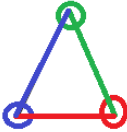
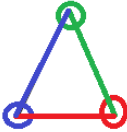
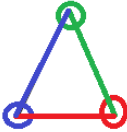


In 1836, Mary married a man called Edwin Seacole.



**Why Is She Remembered?**


- In 1853, the Crimean War began.
- In 1854, Mary went to Britain to ask to help.
- She was turned away because she had black skin.
- She went to the Crimea.
- She set up a 'British Hotel' and cared for lots of people.
- She gave people food and clothes.
- She was known as Mother Seacole.
- After the war, Mary got a medal for being brave.
- In 2016, a statue of her was built in London.





	<p>When we write our information text, we need to remember to include: <b>a title, an introduction, subheadings, facts and information, expert vocabulary and a picture.</b></p> <p>Our title for today's information text is <b>Mae Jemison</b>. The introduction should briefly tell us who she was in one or two sentences.</p> <p>We will then need to write up our three subheadings and information using the plan we made yesterday. We are going to be writing in full sentences in these sections.</p> <p>When you have finished writing your title, introduction and the three fact sections, then you can draw a picture of Mae Jemison to go with your information text.</p> <p>If you would like to, you can use <a href="#">Tuesday English Resource 1</a> as a template for your work today.</p> <p><b>Support:</b> Can you write your facts that you sorted yesterday onto your information text? You can use the template in <a href="#">English Resource 1</a>. Remember to write the subheadings and to use your neatest writing. When you have finished, you can draw a picture of Mae in the picture box.</p> <p> <b>Deepening:</b> Can you include a question sentence and an exclamation mark in your information text?</p>
Curriculum	<p><b>Geography: What is our school like?</b></p> <p>Look at an aerial photograph of your school. See <a href="#">Geography Resource 1</a> and scroll down to find your school. Discuss with someone at home the features you can find. Can you find any of these? Car park, field, playground, road.</p> <ul style="list-style-type: none"> <li>Take a look at the aerial photograph of The Alton School by using <a href="#">Geography Resource 1</a> and discuss the features of this school.</li> </ul> <p>Write down the similarities and differences between your school and the other school you had a look at. You could use the table (<a href="#">Geography Resource 2</a>) to do this.</p>
	<b>Wednesday</b>
Maths	<p><b>Year 2 Two-Dimensional Shapes Lesson 2:</b> Identifying vertices <b>Learning Objective:</b> To identify and count the vertices in regular polygons.</p> <p>Textbook 2B Chapter 11 Lesson 2 Pages 48-51 Workbook 2B Chapter 11 Worksheet 2 Pages 45-46</p> <p><b>If you can't attend the live lesson, learn the strategy here (This is the same video as yesterday)</b></p> <p><a href="#">Video 1</a></p> <p>For a song about shapes, watch and listen <a href="#">here</a> (Go to slide 2).</p> <p><b>Support:</b> Circle the vertices as you are counting them. You could use different colours to do this. You could do the same when counting the sides like you did yesterday.</p>

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	polygon				
(a)					
English	<p> <b>Deepening:</b> See <a href="#">Wednesday's Deepening Resource</a> for an extra challenge today.</p> <p>Listen again to Mae Among the Stars <a href="#">here</a>.</p> <p>The key themes of this story are to believe in yourself and to never give up on your dreams. <i>What were Mae's hopes and dreams? How did Mae achieve her goals? What problems did she face?</i></p> <p>What are your hopes and dreams? What do you want to do in the future?</p> <p>We have already made an information text about Mae, who is an important figure. However, today, we are going to make another information text about the most important person of all – YOU!</p> <p>Using <a href="#">Wednesday English Resource 1</a>, can you fill in the planning template by reading the prompt questions? Remember that this is a plan so we don't need to write in full sentences.</p> <p><b>Top Tip:</b> Make sure that when you are talking about things that have already happened, use the past tense. When you are talking about things that you want to happen in the future, use the future tense!</p> <p><b>Support:</b> Using <a href="#">Wednesday English Resource 2</a>, can you fill in the missing words in the sentences about you?</p> <p> <b>Deepening:</b> Can you think of one bonus fact about yourself and include it in the <b>Bonus Fact</b> section of the plan?</p>				
Curriculum	<p><b>Science Lesson 2: How can we reduce food waste?</b></p> <ul style="list-style-type: none"> <li>• Watch <a href="#">this video</a> about how we can waste less food. What did you learn?</li> <li>• Then watch <a href="#">this video</a>. Which video gives you the best information?</li> <li>• Think about what you and your friends eat and throw away.</li> <li>• See <a href="#">Science Resource 3</a> and complete the table by adding your own ideas about some ways you could reduce food waste.</li> </ul> <p>You will need: a pencil and paper.</p>				

	<b>Thursday</b>
<b>Maths (1)</b>	<p><b>Year 2 Two-Dimensional Shapes Lesson 3:</b> Identifying lines of symmetry  <b>Learning Objective:</b> To identify lines of symmetry in basic 2-D shapes.</p> <p>Textbook 2B Chapter 11 Lesson 3 Pages 52-55            Workbook 2B Chapter 11 Worksheet 3 Pages 47-48</p> <p><b>If you can't attend the live lesson, learn the strategy here:</b></p> <p><a href="#">Video 1</a> (from 3 minutes 12 seconds to 9 minutes and 20 seconds)</p> <hr/> <p><b>Support:</b> Use mirrors at home to help you identify the lines of symmetry. Perhaps you could create the shapes using paper and then try to cut them in half to see if they're symmetrical too!</p> <hr/> <p> <b>Deepening:</b> See <a href="#">Thursday's Deepening Resource 1</a> for an extra challenge today.</p>
<b>Maths (2)</b>	<p style="background-color: yellow;"><b>THERE IS NO LIVE LESSON FOR YOUR SECOND MATHS LESSON TODAY.</b></p> <p><b>Year 2 Two-Dimensional Shapes Lesson 4:</b> Making Figures  <b>Learning Objective:</b> To construct shapes using pattern blocks that have lines of symmetry.</p> <p>Textbook 2B Chapter 11 Lesson 4 Pages 56-59            Workbook 2B Chapter 11 Worksheet 4 Pages 49-50</p> <p><b>If you can't attend the live lesson, learn the strategy here:</b></p> <p><a href="#">Video 1</a></p> <hr/> <p><b>Support:</b> Use mirrors at home to help you identify the lines of symmetry. Perhaps you could create the shapes using paper and then try to cut them in half to see if they're symmetrical too!</p> <hr/> <p> <b>Deepening:</b> See <a href="#">Thursday's Deepening Resource 2</a> for an extra challenge today.</p>
<b>English</b>	<p>Today, we are using our plans we made yesterday to make an information text about YOU!</p> <p>Using the subheadings in the grey boxes on your plan, we are going to make a similar information text to the one we made about Mae Jemison on Tuesday. If you would like a template, you can use <a href="#">Thursday English Resource 1</a>.</p> <p>Remember to start a new line for each new subheading. You will also need to make sure that you are using full sentences.</p> <p>When you have finished writing up your information text, you can draw a picture of yourself to match.</p> <p style="color: red;"><b>Top Tip:</b> Make sure that when you are talking about things that have already happened, use the past tense. When you are talking about things that you want to happen in the future, use the future tense!</p> <hr/> <p><b>Support:</b>            Using the sentences that we completed yesterday, publish your work in your neatest handwriting. Make sure that you start a new line in your own writing for</p>

	each section of your plan. You can use the template in Thursday English Resource 1 if you want to!
	 <b>Deepening:</b> Can you include an exclamation sentence and a question sentence in your information report?
Curriculum	<b>Music:</b> Your teacher will post the link to the music recorded lesson in the week to seesaw.  <b>PE:</b> Your teacher will post the link to the PE recorded lesson in the week to seesaw.

	<b>Friday</b>
Maths	<p><b>Year 2 Two-Dimensional Shapes Lesson 5:</b> Sorting shapes  <b>Learning Objective:</b> To sort shapes based on number of sides, vertices and other factors.</p> <p>Textbook 2B Chapter 11 Lesson 5 Pages 60-62          Workbook 2B Chapter 11 Worksheet 5 Pages 51-52</p> <p><b>If you can't attend the live lesson, learn the strategy here:</b></p> <p><a href="#">Video 1</a></p> <p><b>Support:</b> See annotated worksheets (<a href="#">Friday's Maths Support Resource</a>) to support you in today's work.</p> <p> <b>Deepening:</b> See <a href="#">Friday's Deepening Resource</a> for an extra challenge today.</p>
English	<p>We are going to complete a comprehension all about Mae Among the Stars today.</p> <p>Answer the questions in <a href="#">Friday English Resource 1</a>.</p> <p><b>Top Tip:</b> You might want to highlight key words in the question to help you find them in the text. Look carefully at the question word to figure out what you are being asked to do.</p> <p><b>Support:</b> Answer <b>only</b> the first <b>five</b> questions in <a href="#">Friday English Resource 1</a>.</p> <p> <b>Deepening:</b> Can you think of your own question about the story for your teacher to answer?</p>
Curriculum	<p><b>PSHE Lesson 1 (Recap) Online Safety: How do you stay safe when searching for something online?</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> – How can we stay safe when searching for something online?</li> <li>• <b>Listen</b> to the Detective Digi Duck story.</li> <li>• <b>Think</b> - What does Wise Owl tell the group to do if they are unsure about something online? Look at his <a href="#">top tips</a> for searching online.</li> </ul> <p><b>Create</b> your own presentation of Wise Owl's advice for being safe online. You could create a poster, record a video or even create your own song.</p>



### 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

**Phonics:** Start by watching this week's phonics video [here](#). Then complete the independent task in [Phonics Resource 1](#).

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:

door

floor

poor




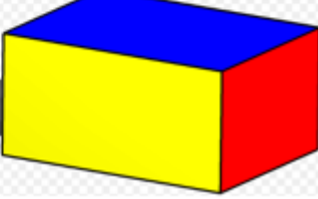
more

caught

thought

See [Spelling Resource 1](#)

**Miss Bevin and Miss Gordon**

sphere	
pyramid	
cube	
cuboid	



List all the shapes you can see in the picture. These can be 3D or 2D shapes.

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Explain the difference between 2D and 3D shapes.

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## Mae Jemison

Organise the facts and information into the three subheadings.

- Attended Morgan Park High School.
- Applied for NASA's astronaut training program in 1987.
- Attended Stanford University.
- Became a doctor.
- Mae was the first African American female astronaut.
- Born on October 17<sup>th</sup> 1956.
- In 1992 Mae travelled to space on the Shuttle Endeavour mission.
- Born in the United States.
- She is the youngest of three children.
- When she left NASA, Mae did some teaching and started her own companies.
- Mae was the first African American female to go to space.
- Mae was the first *real* astronaut to be in the movie, *Star Trek: The Next Generation*.
- Her father was a roofer.
- Her mother was a school teacher.
- Mae can speak fluent English, Russian, Japanese and Swahili.
- Mae was made into part of a lego set, featuring lots of woman from NASA.
- Her favourite subject was science.
- Dreamed of going to space.
- In 2001 Mae wrote a book.

## Childhood and Education

## Space Career

## Other interesting facts

## Bonus Fact

### English Resource 3:

Mae was born on October 17<sup>th</sup> 1956.

Mae was made into part of a Lego set of women in NASA.

In 2001 Mae wrote a book.

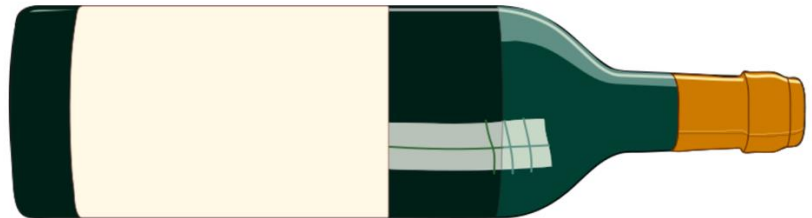
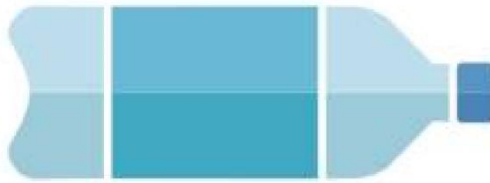
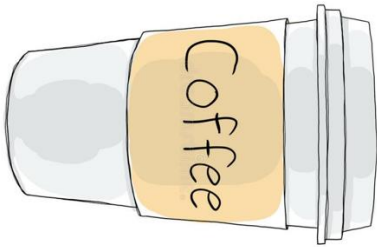
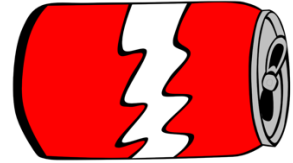
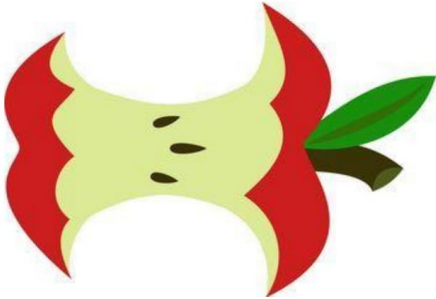
In 1992 Mae travelled to space on the Shuttle Endeavour mission.

Mae was the first African American female astronaut.

Mae went to Stanford University.

## What is rubbish? How long does it last?

Put these in order – which will take longest to rot?



<b>Type of rubbish</b>	<b>Time to break down</b>
Apple core	1 month
Cardboard box	2 months
Balloon	4 years
Plastic bag	20 years
Coffee cup	30 years
Crisp packet	80 years
Drinks can	200 years
Plastic bottle	450 years
Fishing line	600 years
Glass bottle	1 million years



Circle 2 shapes that have 4 sides.



What else is similar about those 2 shapes? \_\_\_\_\_

\_\_\_\_\_

What is different about those 2 shapes? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Handwriting practice box with 15 horizontal lines.

Blank rounded rectangular box for drawing or illustration.

Handwriting practice box with 5 horizontal lines.

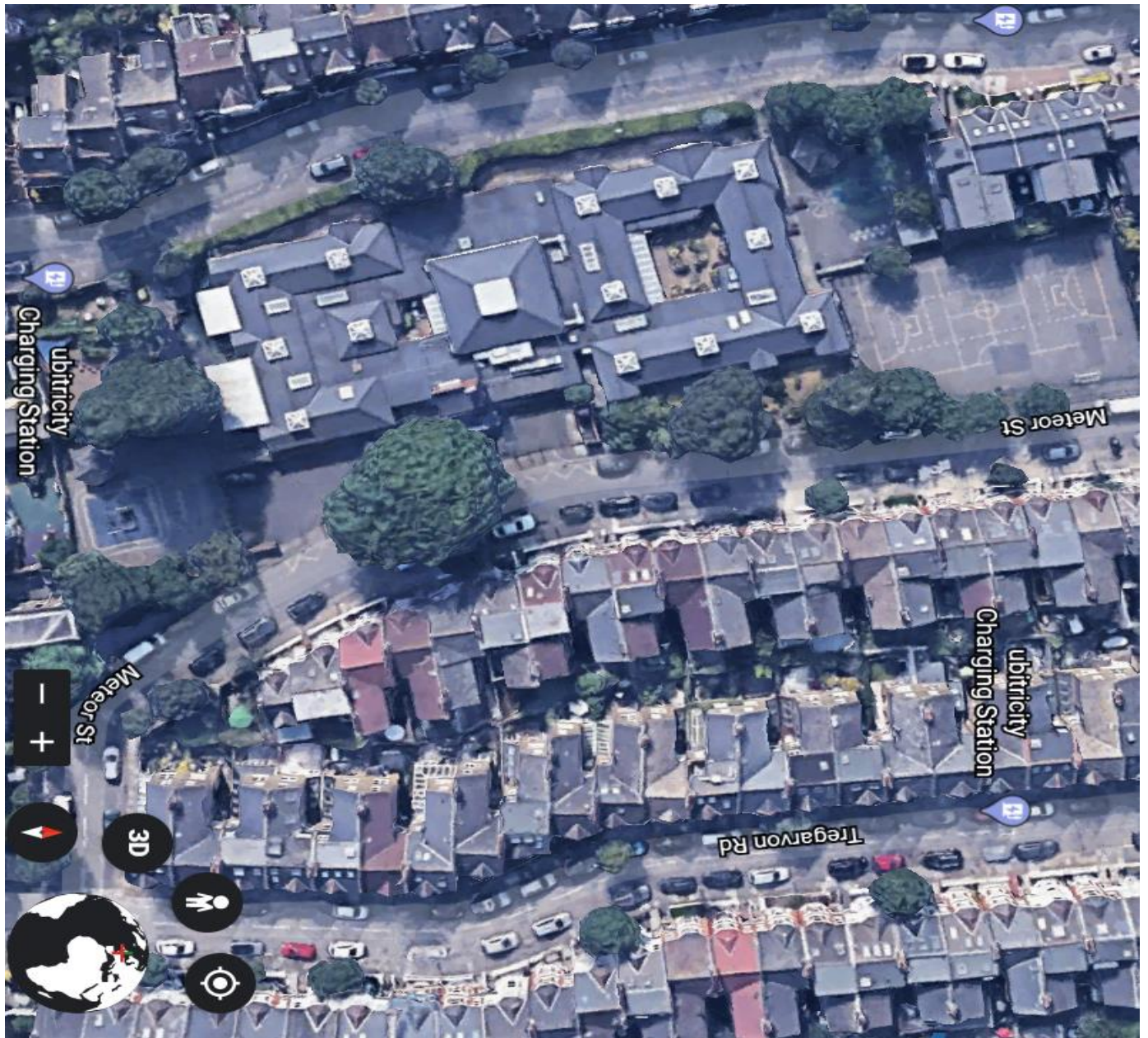
Large handwriting practice box with 10 horizontal lines.















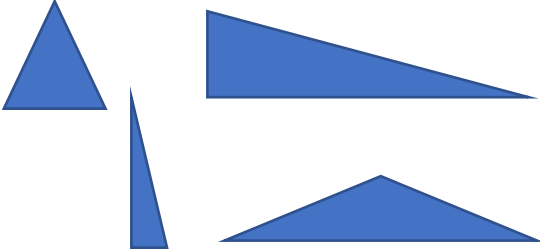
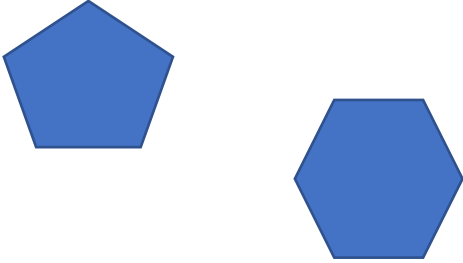




<b>Similarities</b>	<b>Differences</b>



Some shapes have been sorted into a table below. One of them has been sorted incorrectly. Put a cross on the shape that has been sorted incorrectly.

3 vertices	5 vertices
	

Explain why that shape was sorted incorrectly.

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**Super challenge:** All the shapes sorted into the '3 vertices' column of the table are triangles. True or false? Explain your answer.

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Title	
<b>About me and my family</b>	
What is your name?  How old are you?  What do you look like?  Who is in your family?	
<b>My education and interests</b>	
Where do you go to school?  What is your favourite subject? Explain why.  What are you good at?  What do you enjoy doing?  Other interesting facts?	

## My hopes and dreams

What do you hope to be when you grow up?

Explain why.

What are your dreams?

What do you want to achieve?

How do you think you will achieve this?

My name is

I am                    years old.

I go to school at

My favourite subject at school is

Something that I enjoy doing is

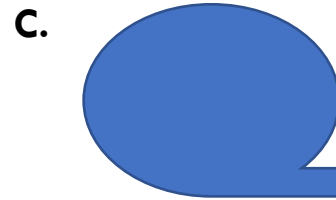
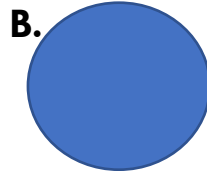
When I grow up I want to be a

A fun fact about me is

## How can we reduce food waste?

<b>Food I eat</b> (write or draw)	<b>How much ends up as waste</b>	<b>How could there be less waste</b>
Bowl of cereal	3 spoonfuls	Pour what I need
Banana	The skin	Put in compost
Banana	Brown bits	Eat before it goes brown Make a cake
Sandwich	Crusts	Eat everything in my lunchbox Try something new

Sort these shapes by writing the letter of the shape into the table. The first one has been done for you.

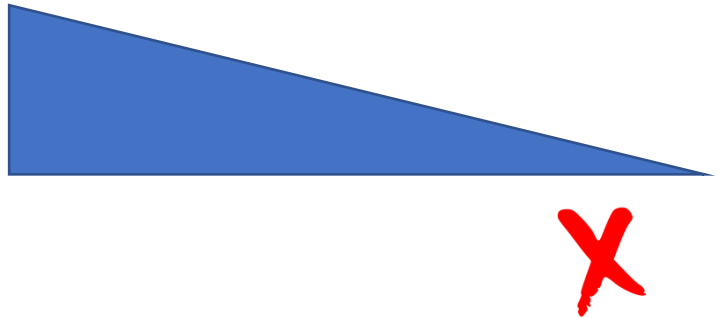
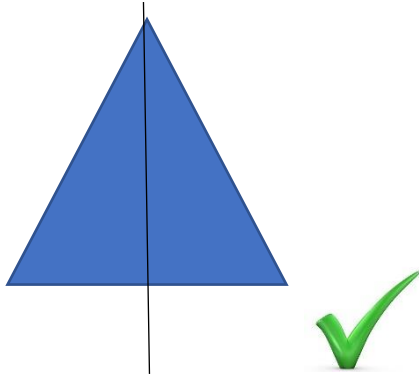


	Has curved sides	Has straight sides
Is symmetrical		A.
Is not symmetrical		

**Super challenge:** Draw a shape that could fit into more than one of the boxes in the table.

1) What is symmetry?

Use the examples below to help you to explain.



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2) Draw a shape (or more than one shape) that has more than one line of symmetry. Can you show the lines of symmetry on your shapes?

A large, empty rectangular box with a black border, intended for the student to draw a shape with more than one line of symmetry and show those lines.



A large rounded rectangular box containing 15 horizontal lines for writing.

A large empty rounded rectangular box for drawing or free writing.

A smaller rounded rectangular box containing 4 horizontal lines for writing.

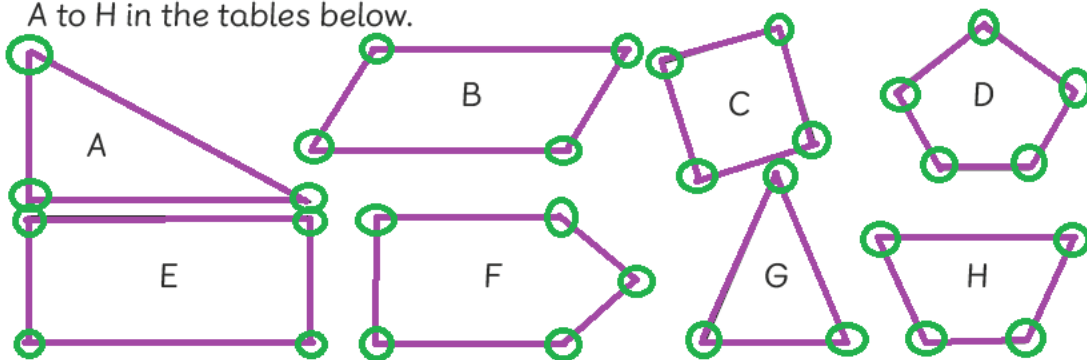


Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Worksheet 5

### Sorting Shapes

- 1 Look at the shapes below. Sort them and fill in the letters A to H in the tables below.



- (a) Sort the shapes by the number of **sides**.

3 sides	4 sides	5 sides

- (b) Sort the shapes by the number of **vertices**.

3 vertices	4 vertices	5 vertices

- (c) Sort the shapes by their lines of symmetry.

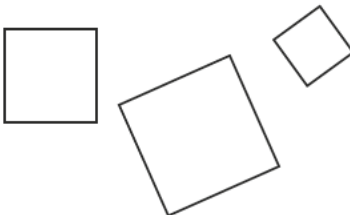
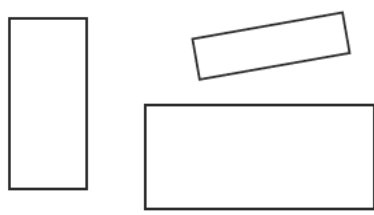
no symmetrical line	one line of symmetry	more than one line of symmetry

2

How are the shapes sorted?

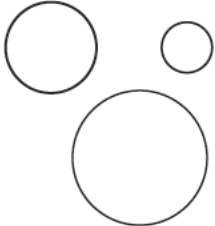
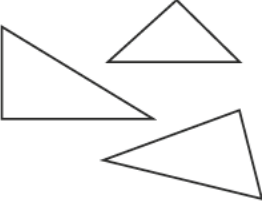
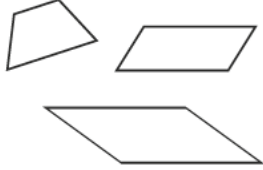
Write down a suitable heading for each of the columns in the tables below to show how they are sorted.

(a)

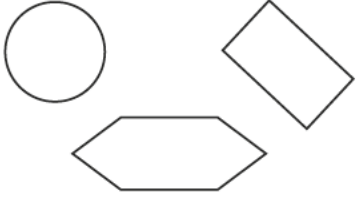
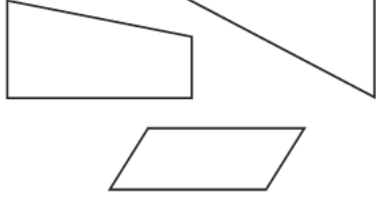
**Top tip:**  
What are the names of these shapes?

(b)

**Top tip:**  
How many sides do each of these shapes have?





(c)

**Top tip:** Do these shapes have lines of symmetry?

**Here is an explanation of what a Carroll diagram is:**

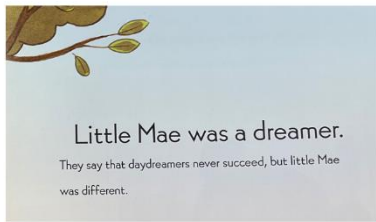
Put simply, a Carroll Diagram (sometimes known as Lewis Carroll’s square or a bilateral diagram) is a way of sorting objects, numbers and shapes by their traits. It looks like a table and allows people to sort data with more than two criteria into boxes in a visual way using yes/no situations. Sometimes, people like to describe these two categories as either ‘true’ or ‘false’.

	Shapes with curved lines	Shapes with straight lines
Pink Shapes		
Blue Shapes		

Your task: Sort these shapes into the Carroll diagram.

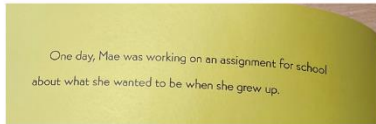
- Square      Rectangle      Triangle      Circle  
 Hexagon      Pentagon      Octagon

	Shapes with 3 sides or less	Shapes with more than 3 sides
Polygon		
Not a polygon		



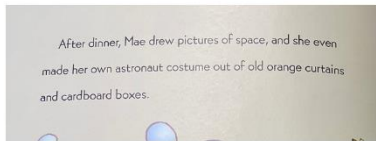
What was Little Mae?

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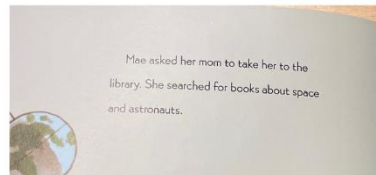
What was Mae's assignment about?

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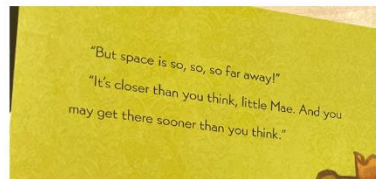
What did Mae make her astronaut costume from? Write **two** things.

---



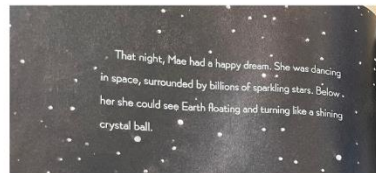
Where did Mae want her mum to take her?

---



Does Mae think that space is near or far away?

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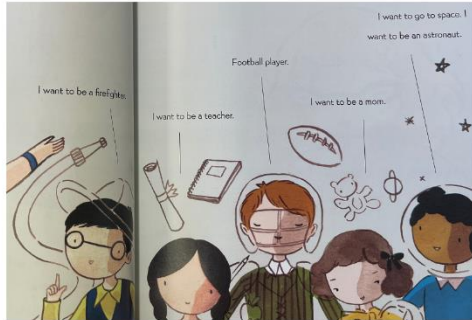
What was Mae doing in her dream?

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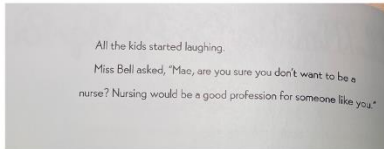
How do you think Mae was feeling if "her eyes would light up"?

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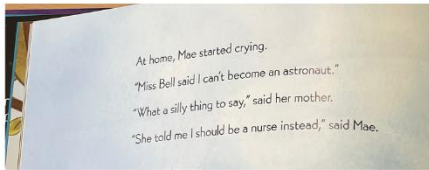
Which of the following jobs did the children *not* want to be? Circle **one**.

- Teacher
- Footballer
- Astronaut
- Doctor



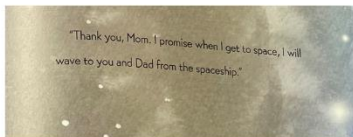
What job did the teacher suggest Mae should have?

---



What did Mae do that tells us she was unhappy?

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What did Mae promise to do after she got to space?

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## Top Tips For Searching Online



### Wise\_Owl's advice:

- ✓ Talk about it with an adult.
- ✓ Check another website.
- ✓ Use books to help.
- ✓ Look out for things that seem strange.
- ✓ Think about what you know already.

**Can you think of any of your own?**




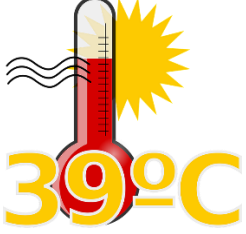

Date: \_\_\_\_\_ L.O.: To use 'wa' as 'wo'

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

A bright yellow wasp	
A blue water bottle	
A large white swan	
Two boys swapping toys	

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

	
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3) Colour in the real 'wa' as 'wo' words one colour and the alien words in another colour.

swamp	waddle	swaps
warph	warmer	wath
swarb	wanted	gawan
washing	wand	water

4) Read the story and highlight the 'wa' as 'wo' words.

Yesterday, we went on a school trip to a swamp. The temperature there was very warm so I had to drink lots of water. When we got there, we had to wash our hands. At lunch time, I wanted to swap my sandwich with my friend's one. I wished I had a magic wand to create a feast of chocolate! There were lots of animals around the swamp like swans and a swarm of wasps.



5) Can you put these words into sentences:

waddle

wand

wallet

watch

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### Spelling Grid

My spellings to practise:

door

poor

floor

More

caught

thought

Pyramid Writing:

Rainbow writing:

