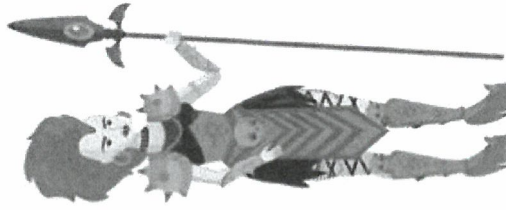




**Draw your own comic strip.**



Classroom secrets★

Include the use of capital letters, full stops and correct punctuation for the speech bubbles.

123

**Create a place value chart using different types of pasta.**



T	O

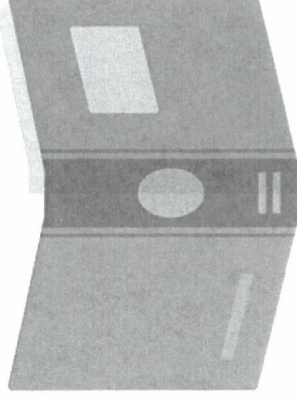
**Represent a 2-digit number.**

Classroom secrets★

Draw a place value chart.  
Encourage children to put pieces of pasta in each column to create a 2-digit number. Children to explain how they have made the number.



**Pick a book title.  
Play charades.**



**Can your family guess the book?**

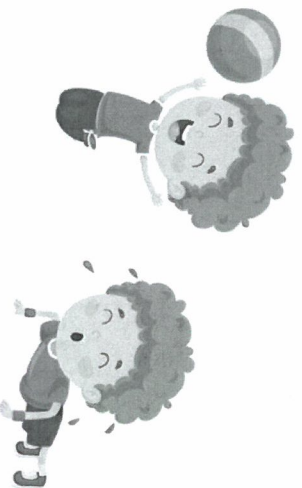
Classroom secrets★

When children are playing, remind them about the books you read together or at school. Take it in turns to act out the title without speaking.

# Practical Ideas



**Investigate ways of making your heart beat faster without running.**



Classroom secrets★

Discuss different movements they could do, such as jumps, hops etc. Demonstrate paying attention to your heart-rate and your breathing.



**Explore the garden or park.**



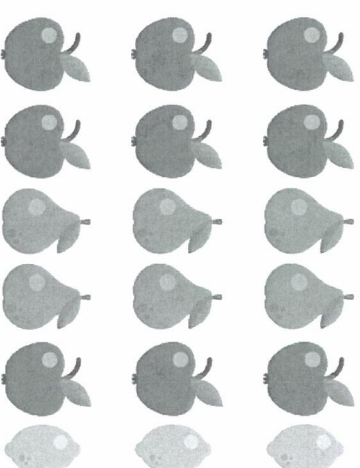
**How many animals can you find in their habitat?**

Classroom secrets★

Discuss with children why certain animals are better suited to their different micro-habitats, e.g. worms and damp soil, so they don't dry out.



**Create a repeating pattern using 3 different items.**



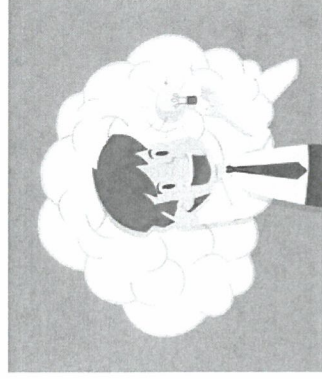
Classroom secrets★

Discuss with children how they can make their patterns more complex using the same number of types of items, e.g. AABAC, AABAC.





**Design a useless product.**



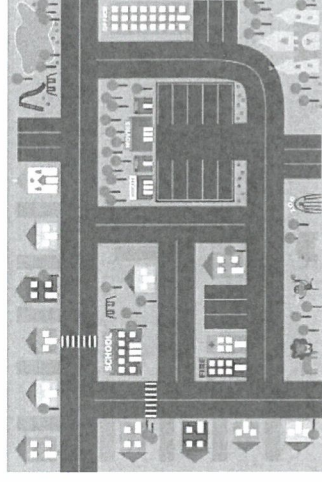
**Try to convince someone that it's actually brilliant.**

Classroom secrets★

Discuss what would make a product useless, such as a window made of metal, or a fire guard made from chocolate. Explain why.



**Draw a map of the streets around your home.**



**Label the human features.**

Classroom secrets★

Discuss any familiar journeys you may make and discuss the human features you may see along the way. For example, shops, libraries or playgrounds.



**Sort objects based on their materials.**



**How else could the items be sorted?**

Classroom secrets★

Once the objects have been sorted by their materials, discuss sorting by their properties. For example: hard, rough, soft, flexible etc.

## Practical Ideas



**Make a poster of 5 words you find tricky to spell.**

**climb  
beautiful**

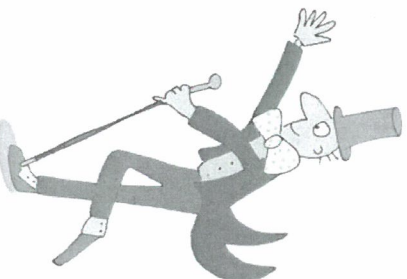
**Put the tricky part in a different colour.**



Discuss with children any unusual spelling patterns. Children could pronounce words phonetically to help embed the spelling pattern.



**Write a story using a familiar hero.**



**In your story, they're now the baddie.**



Discuss some heroes the children know, such as the Woodcutter from Little Red Riding Hood. What could happen to make them turn bad?



**Design a monster.**



**Write a story about your monster.  
Are they good or evil?**



Children to explain whether the monster is good or bad. Discuss how that might affect the way the monster looks and behaves in the story.



## Left and Right

### Set A/B

Right, we're heading out the house,  
We've *finally* left for school!  
Look left then right then left again,  
But see no cars at all.

The moment we arrive at school,  
My sister gives a cry...  
She's gone and left her book at home,  
So back there we must fly.

I reckon it's right to rush right back,  
But it's left us looking late.  
We have to use the office door...  
They've already locked the gate.

I sit down in class, my teacher barks -  
"Right, write the date out fast!"  
I'm left to catch up super quick...  
The kid who's always last!



**LEFT**

**RIGHT**

## Questions for *Left and Right* Set A

### Identify key aspects

1. Why do the family go back to their house?

---

2. Which of these lines includes **alliteration**?

Tick one.

Right, we're heading out the house

☐

Right as we arrive at school

☐

I reckon it's right to rush right back

☐

I sit down in class, my teacher barks

☐

3. Look carefully at the end of each line of the poem. Find and copy the words that rhyme with *cry*, *late* and *fast*.

cry, \_\_\_\_\_ late, \_\_\_\_\_ fast, \_\_\_\_\_

### Vocabulary

4. Which words in the first verse tell us that the family are leaving the house?

\_\_\_\_\_ and \_\_\_\_\_

5. In the second verse, which word could have been used instead of **fly**?

Tick one.

jog

☐

race

☐

creep

☐

crawl

☐

6. Find and copy one word that tells us that the way into school is shut when they get back.

\_\_\_\_\_

### Inference

7. Why does the family '*Look left then right then left again*'?

---



8. Look at the first verse. How do you know that the writer of the poem thinks the family took too long to leave the house?

---

---

**Sequence**

9. The family pass different things on their journey to school. Write them in the correct order below.

the school gate

1.

the school office

2.

a road

3.

**Predict**

10. Do you think that the writer of the poem will be late again the next day?

**Circle one**

yes

no

Explain your answer.

---

---

---

---

## Questions for *Left and Right* Set B

### Identify key aspects

1. How does the sister let her family know that she has left her book behind?

---

2. How does the family finally get into the school?

Tick one.

through the gate

☐

over the wall

☐

they can't get in

☐

through the school office

☐

3. What does the writer of the poem have to do when they get into their classroom?

---

4. Which of these lines includes **alliteration**?

Tick two.

Look left then right then left again,

☐

My sister gives a cry...

☐

But it's left us looking late.

☐

"Right, write the date out fast!"

☐

### Vocabulary:

5. The moment we arrive at school,  
My sister gives a cry...

Which word could be used instead of 'moment' in the first line?

left

☐

write

☐

minute

☐

eventually

☐

Tick one.



6. **Find and copy two** words that tell us that the family move fast in the poem

1. \_\_\_\_\_ 2. \_\_\_\_\_

7. I sit down in class, my teacher barks -  
"Right, write the date out fast!"

Write a word that could have been used instead of 'fast' in the second line. \_\_\_\_\_

### **Inference**

8. a. How is the teacher feeling when the writer of the poem arrives late?

b. How do you know?

9. Why is the poem called *Left and Right*? Explain your answer below.

### **Sequence**

10. Read the poem again and then write it in your own words like a story.





# Reading extract and questions:

## Year 2

### The Notebook

#### Set A/B

Layla was in a grump. A stompy, clumpy grump.

Baby-Jo had been crying and wailing all morning. Dad had been trying everything but it hadn't worked. He had changed her, fed her, tickled her, rocked her and sung to her but she was still not happy.

"I think it might be her teeth," Dad explained.

"I've got teeth and I don't grump," grumped Layla.

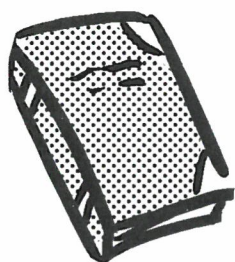
"We've got to go to the big shop. Maybe that will calm her down," said Dad.

"If not, we can get her a cool chew toy. That might do the trick."



The walk to the big shop did not calm her down. Baby-Jo wiggled and wailed in her buggy all the way there. Layla wiggled and wailed on the inside. Why couldn't she have a cool toy too?

Her mood did not improve when they were inside the shop. Could she have a comic? No. Could they get some Choco-rice? No. Could they have spicy chips for tea? No – not healthy.



Then, Layla saw it. There, on the shelf, was a beautiful little notebook with sequins you could stroke up and down to change the picture. In fact, there were two – a purple one and a pale blue one. Layla loved them both. Dad was busy with Baby-Jo who was really screaming now. Quick as a flash, Layla grabbed the pale blue book and tucked it into the trolley between the bag of apples and a bottle of squash.

She was just in time. At that moment, Dad looked around and asked her to get a bag of nappies from the shelves on the other side.

When they went to pay, Layla quickly hid the pale blue notebook under some other cartons and then went to the other end to put their things into their bags. Then she gasped. Dad pulled out a purple, sparkly notebook and gave it



to the man to scan. "That's for being so good," he smiled.

"Thanks, Dad!" said Layla in a sad voice.

"I thought you'd be happy," said Dad.

"I am," said Layla and she flung her arms around him. Meanwhile, a little hand found the pale blue book and tucked it behind the boxes of chewing gum near the till.



# Questions for The Notebook Set A

## Vocabulary:

1. *Layla was in a grump ...* In this sentence, *in a grump* means ... Tick one.

having a daydream

☐

doing a dance

☐

in a bad mood

☐

in her bed

☐

2. *"We've got to go to the big shop, Maybe that will calm her down.* What does *calm her down* mean?

---

3. *... under some other cartons ...* In this sentence, *cartons* means ... Tick one.

bags

☐

books

☐

coins

☐

boxes

☐

## Identify key aspects

4. What did Dad say he might get for Baby-Jo at the big shop?

---

5. Name two things that Layla was not allowed to get in the big shop.

a. \_\_\_\_\_ b. \_\_\_\_\_

6. What colour was the notebook that Layla grabbed?

---

## Inference

7. *Layla wiggled and wailed on the inside ...* What does this mean? Tick one.

She was cross but didn't show it.

☐

She had a poorly tummy.

☐

She was hungry.

☐

She was tired of walking.

☐

8. Why did Layla hide the notebook?

---



**Sequence**

9. Number the sections from **1** to **4** to show the order in which they happen.

Layla got a bag of nappies from the shelves.	
Dad rocked Baby-Jo.	
They went to pay.	
They walked to the big shop.	

**Predict**

10. What do you think Layla will do next time she really wants something from the shop?

---

# Questions for The Notebook Set B

## Vocabulary:

1. ... *wailing all morning* ... In this sentence, *wailing* means ... Tick one.

moaning

☐

fishing

☐

playing

☐

feeding

☐

2. ... *"That might do the trick."* ... In this sentence, *do the trick* means ... Tick one.

make the baby laugh

☐

make it right

☐

make a magic spell

☐

make the baby cold

☐

3. Look at the paragraph beginning *Her mood* ... Find and copy a word that means *get better*.

---

## Identify key aspects

4. Name two things Dad did to try to cheer up Baby-Jo.

a. \_\_\_\_\_ b. \_\_\_\_\_

5. How did Dad take Baby-Jo to the shop?

---

6. What did Dad ask Layla to get from the shelves?

---

## Inference

7. *"I think it might be her teeth,"* Dad explained ... what did he mean? Tick one.

Baby-Jo had bitten herself.

☐

Baby-Jo's teeth were dirty.

☐

Baby-Jo's teeth were hurting.

☐

Baby-Jo couldn't eat.

☐

8. Why did Layla gasp when Dad pulled out a purple notebook?

---

**Sequence**

9. Number the parts of the story from 1 to 4 to show the order in which they happen.

Layla hugs Dad.	
Layla sees some beautiful notebooks.	
Layla was in a bad mood.	
Dad buys a purple notebook.	

**Predict**

10. What do you think the man at the till will say when he finds the pale blue notebook by the chewing gum?

---





# Reading extract and questions:

## Year 2

### The United Kingdom.

#### Set A/B

#### Introduction

The UK is where we live. UK is short for the United Kingdom of Great Britain and Northern Ireland.

It is made up of **four** countries – **England**, **Northern Ireland**, **Scotland** and **Wales**. Each one has its own capital city – **London** for England, **Belfast** for Northern Ireland, **Edinburgh** for Scotland and **Cardiff** for Wales.

#### Northern Ireland

This is the only country which is not on the mainland of Great Britain. It is part of the island of Ireland. Northern Ireland has lots of stunning countryside. It also has the largest lake in the UK called Lough Neagh. Cloud-carrying winds from the Atlantic Ocean mean it is often wet and overcast there.



#### Scotland

The country in the north of the UK is Scotland. A large part of it is covered with towering mountains, which is why it is often called the Highlands. The weather tends to be colder than the rest of the UK and they get the most snow there in the winter months.

North

East

West

South

#### Wales

Wales is a green, hilly country on the western side of Great Britain. The highest mountains are in the north, the tallest of which is Mount Snowdon. Lots of people visit Wales to go mountain climbing. Although people in Wales mainly speak English, Wales actually has two main languages. **Welsh** is spoken by over half a million of the three million people who live there. Visitors will notice that road signs are usually written in both languages.



#### England

England is the largest of the four countries that make up the United Kingdom. It tends to be warmer and drier than the rest of the UK, especially towards the south and east. It is mainly covered with lowlands and gently rolling hills. More people live in England than any other country in the UK. The longest river in England is the River Thames. It is 215 miles long.

#### Seas and oceans

The UK is surrounded by water. The Irish Sea is in between Northern Ireland and Great Britain. The English Channel (to the south) lets us travel to France and the North Sea is to the east between Scotland and England. A lot of Scotland's coast is attacked by the ferocious waves of the Atlantic Ocean.

# Questions for The United Kingdom Set A

## Vocabulary:

1. *Each one has its own capital city ...* In this sentence, *capital* means ... **Tick one.**

tall

☐

main

☐

old

☐

rich

☐

2. Look at the **Scotland** fact box. **Find** and **copy** a word that means *high*.

3. *Northern Ireland has lots of stunning countryside ...* In this sentence, *stunning* means ... **Tick one.**

windy

☐

trees

☐

beautiful

☐

green

☐

## Identify key aspects

4. What is UK short for?

5. Draw **four** lines to match the country to its capital.

England

Edinburgh

Northern Ireland

London

Scotland

Cardiff

Wales

Belfast

6. Where in the UK is Scotland?

## Inference

7. Why are road signs in Wales written in two different ways?

8. What makes you think that the Atlantic Ocean is rough and stormy?

### Sequence

9. Number the sections from **1** to **4** to show the order in which they appear. The first has been done for you.

Seas and oceans	
Introduction	
Title	1
Scotland	

### Predict

10. From what you have read, what would be most useful to take on a visit to Northern Ireland? **Tick one.**

road signs

☐

thermometer

☐

sunglasses

☐

umbrella

☐



# Questions for The United Kingdom Set B

## Vocabulary:

1. Look at the **Northern Ireland** section. Find and copy a word that means *the bigger area of land*.

\_\_\_\_\_

2. ... *it is often wet and overcast there*. In this sentence *overcast* means... Tick one.

hot and sunny

☐

grey and cloudy

☐

cold and frosty

☐

windy

☐

3. *The UK is surrounded by water*. In this sentence, *surrounded* means ... Tick one.

there is water all around it

☐

there are a lot of rivers

☐

there is hardly any water

☐

you cannot see any water

☐

## Identify key aspects

4. Name two of the countries that make up the UK.

a. \_\_\_\_\_ b. \_\_\_\_\_

5. What is the name of the largest lake in the UK?

\_\_\_\_\_

6. Which is the largest of the four countries that make up the UK?

\_\_\_\_\_

7. Which Sea is between Northern Ireland and Great Britain?

\_\_\_\_\_

## Inference

8. ... *the days are longer in summer* ... This means the days ... Tick one.

are boring

☐

have more daylight

☐

are wetter

☐

have more than 24 hours

☐



9. What are the two main languages of Wales?

a. \_\_\_\_\_ b. \_\_\_\_\_

**Predict**

10. Which of these do you think someone is likely to say after visiting **every** country of the UK. **Tick one.**

"It's very flat."

☐

"It's interesting how every country is a little bit different."

☐

"The weather is always lovely and warm."

☐

"It helps that every country is on the same piece of land."

☐



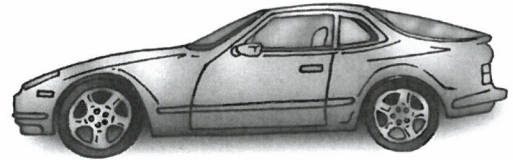
# Reading extract and questions:

## Year 2

### The Kite

#### Set A/B

Tyler had been looking forward to his birthday for weeks. Now he was down to his last present. It was long, thin and light. No way could it be the remote-controlled car he had longed for.



"And this is from Great Uncle Gordon," said his mum, trying to sound more cheerful than she was feeling. She had done her best, but she could tell Tyler was disappointed.

He tore off the paper. It was a kite. "Great," muttered Tyler and threw it to one side. Then he stomped off to his room. Mum quietly slipped the kite out of sight.



A couple of months later, the family were in the local park. It was a bright, breezy day. Tyler was running around, having a great time scrambling over the climbing frames and chasing his friends around.

Now and again, he jogged over to take a sip from his bottle of water. "You know that kite you got for your birthday?" said Mum. "Mind if we give it a go?"

"Go for it," replied Tyler before dashing off again.

Dad watched while Mum and Dylan, Tyler's younger sister, set up the kite. Mum checked which way the wind was going, then held on to the ends of the twin strings while Dylan held the kite above her head.

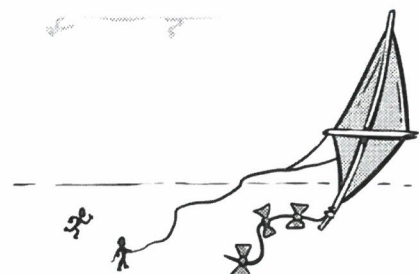
Mum walked backwards about thirty paces. Dylan stretched as high as she could. There was a strong gust. Mum tugged on the strings and the kite jerked out of Dylan's hands.

"Hooray!" cried Dylan as the kite climbed into the sky with its colourful tail swirling beneath it.

"Come and have a go," said Mum.

Dylan squealed and gasped as it ducked and danced on the breeze. Suddenly, Tyler was by her side, asking to have a go. She handed him the string holders. Mum gave him a few tips on what to do.

Soon, he was laughing and cheering. He couldn't take his eyes off it. Before long, he was able to control each spiral and swoop. It was only when his arms started to ache that he let the others have another go. "Happy birthday, love," grinned Mum.



# Questions for The Kite Set A

## Vocabulary

1. ... *he had longed for*... In this sentence, *longed for* means ... Tick one.

reached out for

☐

really wanted

☐

belonged to

☐

waited for

☐

2. Look at the paragraph beginning '*Now and again ...*' Find and copy one word that means *ran slowly*.

---

3. ... *his arms started to ache* ... In this sentence, *ache* means ... Tick one.

hurt

☐

stretch

☐

wobble

☐

wave

☐

## Identify key aspects

4. Who was Tyler's last present from?

---

5. What was Tyler's younger sister called?

---

6. How far back did Mum walk when she was holding the kite strings?

---

## Inference

7. Why was Tyler disappointed when he got the kite?

---

8. How did Dylan feel when the kite climbed into the sky? Tick one.

very tired

☐

very cross

☐

very pleased

☐

very worried

☐



**Sequence**

**9.** Number the events from **1** to **4** to show the order in which they happened.

Tyler played with his friends.	
Tyler had a go with the kite.	
Tyler unwrapped his last present.	
Mum and Dylan got the kite to fly.	

**Predict**

**10.** How do you think Tyler would reply to Mum saying, “Happy Birthday”?

---

# Questions for The Kite Set B

## Vocabulary

1. ... *Then he stomped off* ... In this sentence, *stomped* means ... **Tick one.**

tip-toed

☐

crept

☐

walked angrily

☐

bounced

☐

2. ... *the local park* ... In this sentence, *local* means ... **Tick one.**

cheap

☐

adventure

☐

play

☐

nearest

☐

3. Look at the paragraph beginning '*Mum walked backwards ...*' **Find** and **copy** a word that means *burst of wind*.

---

## Identify key aspects

4. What had Tyler really wanted for his birthday?

---

5. How did Tyler feel when he first saw the kite?

---

6. What was swirling beneath the kite?

---

## Inference

7. How was Tyler feeling when they were in the park? **Tick one.**

disappointed

☐

tired

☐

bored

☐

happy

☐

8. Mum thought Tyler didn't know how to fly a kite. How do we know this?

---

**Sequence**

9. Number the events from 1 to 4 to show the order in which they happened.

Dylan held the kite above her head.	
Mum hid the kite.	
Mum showed Tyler how to fly the kite.	
The family went to the park.	

**Predict**

10. What do you think Tyler will say next time Mum suggests going to the park?

---



