

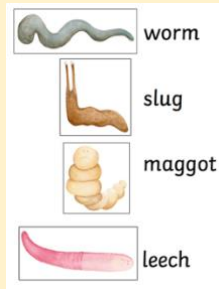
1

Vocabulary

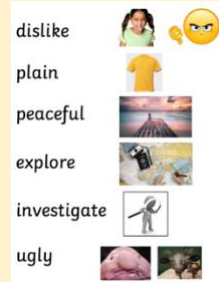
I have recorded myself reading the story ***Worm, Slug, Maggot and Leech, by Polly Walker***. Click on the link below.

<https://bradworthy-primary-academy.primarysite.media/media/worm-slug-maggot-and-leech-by-polly-walker>

- Firstly, do you know what a worm, slug, maggot or leech is? If you are not sure, now is the time to find out. You could google it, ask Alexa or ask your parents.



- Secondly, we are going to look at some of the vocabulary that appears in the story. Look at this list of words. Talk to your parent about what each of the words means. Write a sentence for each of the words.



Check your spelling and don't forget capital letters and full stops.

2

Reading (retrieve and infer)

Carefully read the attached text, which tells the first part of the story of Worm, Slug, Maggot and Leech, by Polly Walker.



Answer the following questions using information from the text.

You can write on the lines on the sheet or in your book.

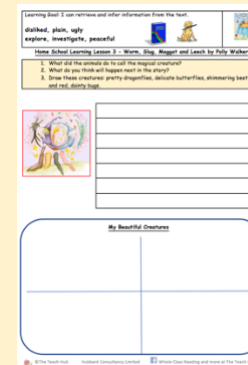
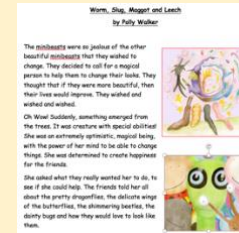
- 1 Where did the animals live?
- 2 What didn't the animals like about themselves? How do you know?

Now, can you draw your own ugly animal, labelling the parts of its body. You could even give your ugly animal a name.

3

Reading (retrieve and infer)

Carefully read the next text document which tells the next part of the story.



After reading the text, try to answer the following questions, making sure you re-read and check if unsure.

- 1 What did the animals do to call the magical creature?
- 2 What do you think will happen next in the story?

Now I would like you to draw 4 creatures. Read my description carefully.

- A pretty dragonfly
- A delicate butterfly
- A shimmering beetle
- A red, dainty butterfly

4

Writing

Look at the **Small Town Superheroes** games on BBC Bitesize. Focus on the Punctuation games. <https://www.bbc.co.uk/games/embed/small-town-superheroes?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fzncgvk7>

This week we have been looking at habitats and mini-beasts. I am giving 2 options for your writing: fiction or non-fiction.

Choose from a or b below.

- a. **Fiction**
I would like you to write a **story** featuring one or more of the mini-beasts you have been learning about. Don't forget to include a description of them and their habitat using a range of interesting adjectives. You could include illustrations.
- b. **Non-fiction**
I would like you to do some research on one of the mini-beasts you have found or learnt about this week and write an **information** piece about your chosen creature. This could be a leaflet, poster or as it would appear in a book. Don't forget to include facts, pictures and labels and make sure you use headings and sub-headings.

1

Statistics – Tally Charts & Block Diagrams

We use tally charts at school to add up our house points. Every time get 1 house point, we do a | on our chart. As these add up we put more lines |||| When we add the 5th house point we draw a line across |||| to make 5. Watch the espresso video to help understand this.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item889460/grade1/module883307/index.html

Now try the attached worksheet. Take care when adding the tally total.



2

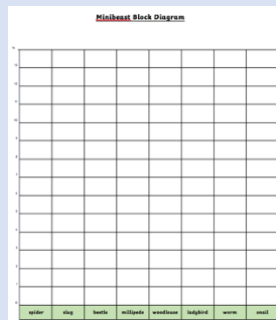
Statistics – Tally Charts & Block Diagrams

Before this session, you will need to have watched the espresso video and completed the worksheets.

Today I want you to create your own tall chart and block diagram. Go on a mini-beast hunt in your garden, or on a walk. Every time you see one of the mini-beasts, add a tally to the table remember that every time you get to 5 you draw a line across not down ||||



Once you have completed your tally chart, I would like you to try to turn the data (information) you have collected into a block diagram.



3

Times Tables

By the end of year 2 you should know your 2, 5 and 10 times tables. Once you are confident with those, it's time to move onto you 3 x table.

Make yourself a times table poster to help you learn and remember your tables.

I have attached my times table challenges. These are great to practice with even if you don't want to time yourself.

Let me know how you get on. If you want to try the next challenges, then e-mail me on the class 2 email address.



4

Time:

I have found this fun time game on **ICT games** for you to practise your time telling. Pick whichever level suits you and test yourself. If you find it easy, try the next level of game.

https://www.ictgames.com/mobilePage/hickoryDickory/?fbclid=IwAR2IKULQ4boOG52VDpZ_zBcCtkW4ulv95LmgSwiXJ8K1rcqj76UwLvttOvk



A

Science - Living Things and Their Habitats**Microhabitats**

Remember your work last week when we looked at habitats.

A habitat is the home of a living thing. *Plants and animals have a habitat. Habitats must have everything that a living thing needs to survive.*

This week we are looking at microhabitats.

A microhabitat is a small habitat within a habitat. *There are lots of microhabitats around us. For example: flower beds, trees, bushes, under rocks and logs, ponds, in the grass.*

Look closely around your garden, or while you are out for a walk. Look at old tree trunks, under rocks or under piles of leaves. You may find a whole world of mini-beasts

Use the link below to see a fact file about mini-beasts and their microhabitats.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item1154858/grade1/module1142775/index.html#sub-heading-2

I would like you to go on a walk. You could walk around your garden, in the woods, or some outside space to see what mini-beasts you find and where you find them

You need to;

- draw a map of the area you are looking in.
- label any microhabitats you see
- choose your 2 favourite. microhabitats and draw them.
- label the plants and animals you have drawn.
- describe the microhabitat you have drawn using adjectives.

Microhabitats

- Draw a map of the area you are looking in. This could be your garden or out on a walk. Label any microhabitats you see.

- Choose your 2 favourite microhabitats and draw a sketch of each.
- Label the plants and animals you have drawn.
- Add describing words (adjectives) to describe the microhabitats (dark, wet, leafy, muddy, dry)

B

Art

Let's get creative.

I would like you to create a minibeast. You don't need anything special to make it with, use what you can find. You could use a stone or shells, create one out of clay, use bottle tops, cartons or boxes. Just check with your parents first before you get started.

You could decorate your minibeast however you like.

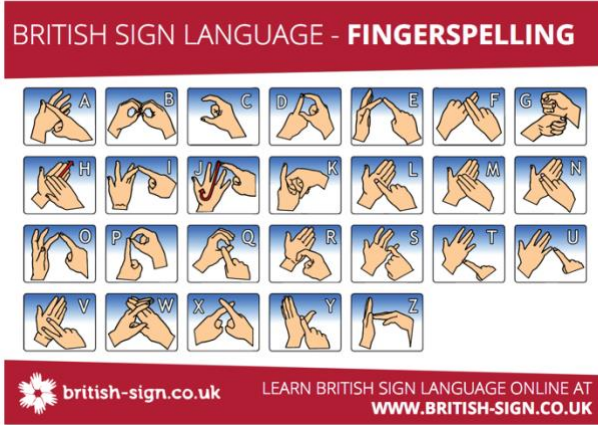
Then think about what kind of habitat or microhabitat your minibeast might live in.

You could make it inside or outside. Just have fun. I would love to see a photo of what you make, and perhaps you could write a little bit about what you have made.

A

Sign Language / Finger Spelling

Finger spelling is part of sign language and is a way of spelling words using our hands. Each letter of the alphabet has a different sign.



Try Fingerspelling

Start by learning the vowels:
a, e, i, o, u

These are shown by pointing to each finger in turn starting with the thumb.

Once you have become confident with learning the vowels, try to find the signs for the letters of your name.

Can you try to finger spell the names of other members of your family.

Then try to sign a whole sentence.

Let me know how you get on.

B



Be Kind

Being kind is one of the most important things we can be to other people. This week I would like you to perform 3 random acts of kindness.

This could be to people in your home, your family, friends or neighbours. Here are a few ideas for you, but I would love to hear what acts of kindness you have managed to do.



Remember being kind to others not only makes them feel great, but it makes you feel good too.

- Smile and say thank you.
- Offer to help your parent cook dinner.
- Tidy your bedroom without being asked.
- Write a letter to someone who you haven't seen for a while.
- Draw a picture for someone.
- Share your toys.
- Tell someone why you love them.
- Write a thank you note to someone.
- Use kind words.
- Make someone laugh.

Class 2: Spellings on EdShed

Spelling Shed Assignments: <https://play.edshed.com>

Below are the spelling lists you will find as your EdShed assignments this week

Question Words	English topic (worm, slug, maggot, leech)	As well as practicing spellings on EdShed, you could try some of these activities to help learn your spellings.
<p style="text-align: center;">who what why where when which how could would should</p>	<p style="text-align: center;">dislike plain peaceful explore investigate ugly worm slug maggot leech</p>	<div style="border: 1px solid black; padding: 10px;"> <h3 style="text-align: center; margin: 0;">Strategies for Learning Spellings</h3> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>Parents: In year 2, the types of spellings and spelling patterns that children are expected to know continues to increase. As well as further 'common exception words' (words that don't follow the usual rules but are used regularly), there is a whole series of spelling patterns and rules for children to learn. Teachers often find that getting children to learn spellings is one thing, but then getting them to use them in their everyday writing is another. All the more reason why children should practise their spellings in different ways and then be given the chance to use them in their writing. In addition, when a new spelling rule has been taught, children need to learn how to apply that rule to all words, not just a list they have been given to learn at home. If you wish to boost your child's spelling ability even further, encourage them to read, as exposure to lots of words will lead to a better understanding of spelling.</p> </div> <div style="width: 33%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>Here are some ideas for different ways to learn your spellings at home. Try one or two different ones each week and see which ones work best for you.</p> </div> <div style="width: 33%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>Keep Copying Write your words out three times each. Use different colours if you want to.</p> <p style="text-align: center;">spelling spelling spelling</p> </div> <div style="width: 33%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>Make the Headlines Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.</p> <div style="text-align: center;">  </div> </div> <div style="width: 33%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>Build a Pyramid Make a pyramid using the letters in your words.</p> <div style="text-align: center;"> <p>W</p> <p>wo</p> <p>wor</p> <p>word</p> <p>words</p> </div> </div> <div style="width: 33%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>Create with Colour Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.</p> <div style="text-align: center;"> <p>spelling</p> <p>spelling</p> </div> </div> <div style="width: 33%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>Capital Idea Write your words three times, each in capital letters.</p> <div style="text-align: center;"> <p>SPELLING</p> <p>SPELLING</p> <p>SPELLING</p> </div> </div> <div style="width: 33%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>Learn Your ABC Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.</p> <div style="text-align: center;"> <p>my</p> <p>words</p> <p>spelling</p> <p>words</p> <p>my</p> </div> </div> <div style="width: 33%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>Take a Test Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.</p> <ol style="list-style-type: none"> 1. my 2. spelling 3. words </div> <div style="width: 33%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>Picture This Include each of your words in a funny picture that makes you think of the word.</p> <div style="text-align: center;">  </div> </div> <div style="width: 33%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>Build a Sentence Write each of your words in a sentence. See if you can build your sentences into a story.</p> <div style="text-align: center;"> <p>One day a huge spelling monster came to my town and ate all the words!</p> </div> </div> </div> </div>



worm



slug



maggot



leech

dislike



plain



peaceful



explore



investigate



ugly



Worm, Slug, Maggot and Leech
by Polly Walker

Worm, Slug, Maggot and Leech lived in a quiet and peaceful wood in Minibeast land. They loved to explore the beautiful countryside around them as they investigated all the nooks and crannies where they lived. They met up every day to go on an adventure, but they were not happy. Why? Well, they just did not like how they looked! They always compared themselves to other animals they met and dreamed of changing into creatures more beautiful.



Each one disliked something about how they looked: one was too plain, one was too ugly, one was too round, and one was too pink! So, they met together and tried to work out how they could change their looks.

Learning Goal: I can retrieve and infer information from the text.

dislike, plain, ugly, explore,
investigate, peaceful



Home School Learning Lesson 2 - Worm, Slug, Maggot and Leech by Polly Walker

1. Where did the animals live?
2. What didn't the animals like about themselves? How do you know?
3. Draw an ugly animal and label it.



My Ugly Animal



Worm, Slug, Maggot and Leech

by Polly Walker

The minibeasts were so jealous of the other beautiful minibeasts that they wished to change. They decided to call for a magical person to help them to change their looks. They thought that if they were more beautiful, then their lives would improve. They wished and wished and wished.

Oh Wow! Suddenly, something emerged from the trees. It was creature with special abilities! She was an extremely optimistic, magical being, with the power of her mind to be able to change things. She was determined to create happiness for the friends.

She asked what they really wanted her to do, to see if she could help. The friends told her all about the pretty dragonflies, the delicate wings of the butterflies, the shimmering beetles, the dainty bugs and how they would love to look like them.



Learning Goal: I can retrieve and infer information from the text.

disliked, plain, ugly
explore, investigate, peaceful



Home School Learning Lesson 3 - Worm, Slug, Maggot and Leech by Polly Walker

1. What did the animals do to call the magical creature?
2. What do you think will happen next in the story?
3. Draw these creatures: pretty dragonflies, delicate butterflies, shimmering beetles and red, dainty bugs.



My Beautiful Creatures

Interpreting tally charts

The tally chart below shows how many jeep tours are run each day in a national park.

Day	Tally	Total
Monday	 	
Tuesday		
Wednesday		
Thursday	 	
Friday	 	
Saturday	 	
Sunday	 	


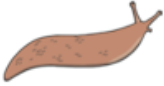






Challenge 1:

Complete the totals column.

Challenge 2:

- How many tours ran over the weekend?
- On which day were there half as many tours as the day before?
- On which two days did the same number of tours run?
- Were there more tours on Saturday or Sunday?

Minibeast Hunt

<u>Minibeast</u>	Tally	Total
 spider		
 slug		
 beetle		
 millipede		
 woodlouse		
 ladybird		
 worm		
 snail		

Now answer the following questions

1. What minibeast did you find the most of? _____
2. How many did you find? _____
3. What minibeast did you find the least of? _____
4. How many did you find? _____
5. How many minibeasts did you find in total? _____

Minibeast Block Diagram

14								
13								
12								
11								
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
0	spider	slug	beetle	millipede	woodlouse	ladybird	worm	snail

Name: _____

Date: _____

(#2) Year 2 – 1, 2, 5 and 10 Times Table Challenge

1 x Table	2 x Table	5 x Table	10 x Table
3 X 1 =	1 X 2 =	5 X 5 =	1 X 10 =
1 X 1 =	6 X 2 =	8 X 5 =	5 X 10 =
8 X 1 =	12 X 2 =	11 X 5 =	8 X 10 =
5 X 1 =	10 X 2 =	2 X 5 =	2 X 10 =
2 X 1 =	7 X 2 =	4 X 5 =	7 X 10 =
9 X 1 =	2 X 2 =	7 X 5 =	11 X 10 =
12 X 1 =	8 X 2 =	10 X 5 =	9 X 10 =
10 X 1 =	3 X 2 =	9 X 5 =	4 X 10 =
7 X 1 =	11 X 2 =	3 X 5 =	12 X 10 =
4 X 1 =	5 X 2 =	6 X 5 =	6 X 10 =
11 X 1 =	9 X 2 =	1 X 5 =	10 X 10 =
6 X 1 =	4 X 2 =	12 X 5 =	3 X 10 =

In 5 minutes I scored a total of

/48

Name: _____

Date: _____

(#3) Year 2 – 1, 2, 5 and 10 Times Table Challenge (Mixed up)

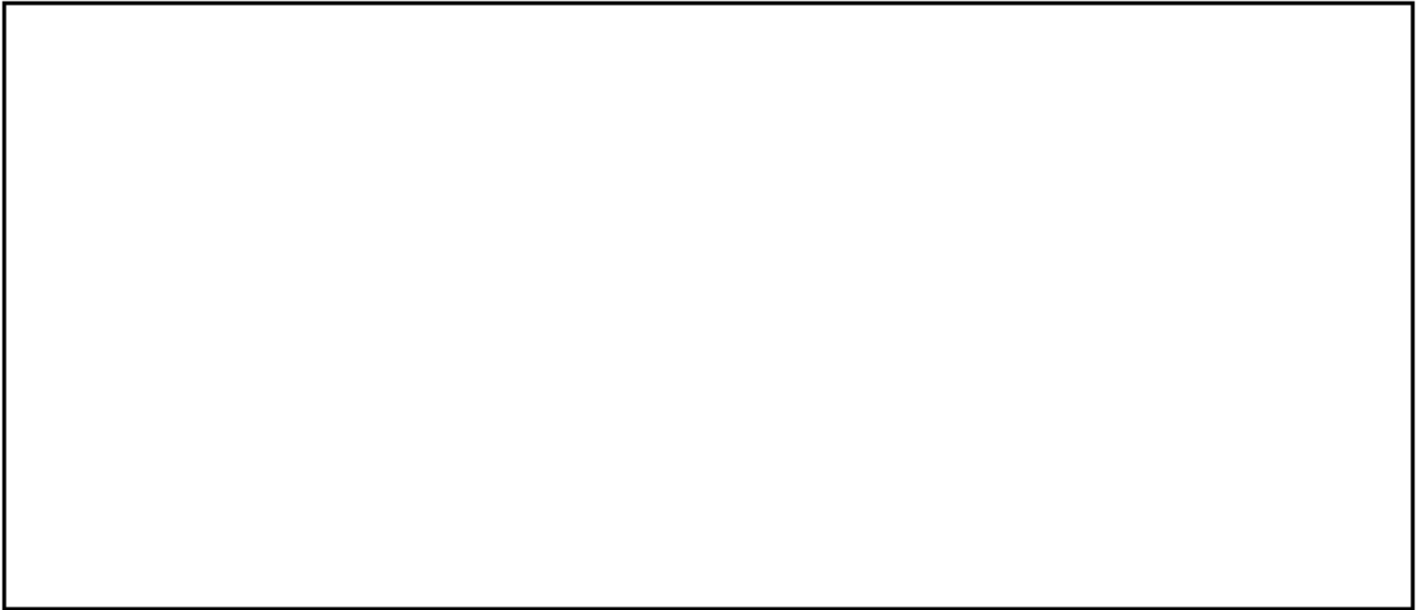
3 X 10 =	1 X 1 =	5 X 1 =	1 X 5 =
4 X 1 =	5 X 2 =	6 X 10 =	6 X 5 =
11 X 2 =	9 X 5 =	1 X 2 =	10 X 5 =
8 X 5 =	12 X 10 =	11 X 10 =	8 X 10 =
1 X 10 =	6 X 2 =	8 X 1 =	5 X 10 =
5 X 5 =	10 X 1 =	2 X 10 =	2 X 5 =
2 X 1 =	7 X 10 =	4 X 5 =	7 X 2 =
9 X 10 =	2 X 2 =	7 X 1 =	11 X 5 =
12 X 2 =	8 X 2 =	10 X 1 =	9 X 10 =
10 X 10 =	3 X 5 =	9 X 2 =	4 X 1 =
7 X 5 =	11 X 1 =	3 X 2 =	12 X 5 =
6 X 1 =	4 X 2 =	12 X 10 =	3 X 1 =

In 5 minutes I scored a total of

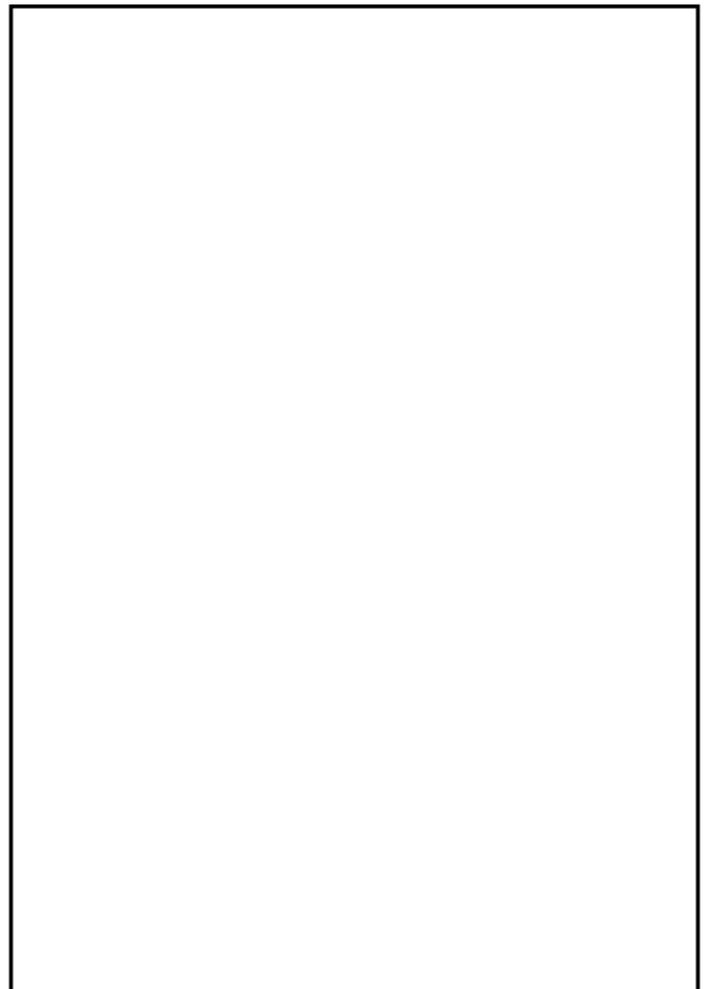
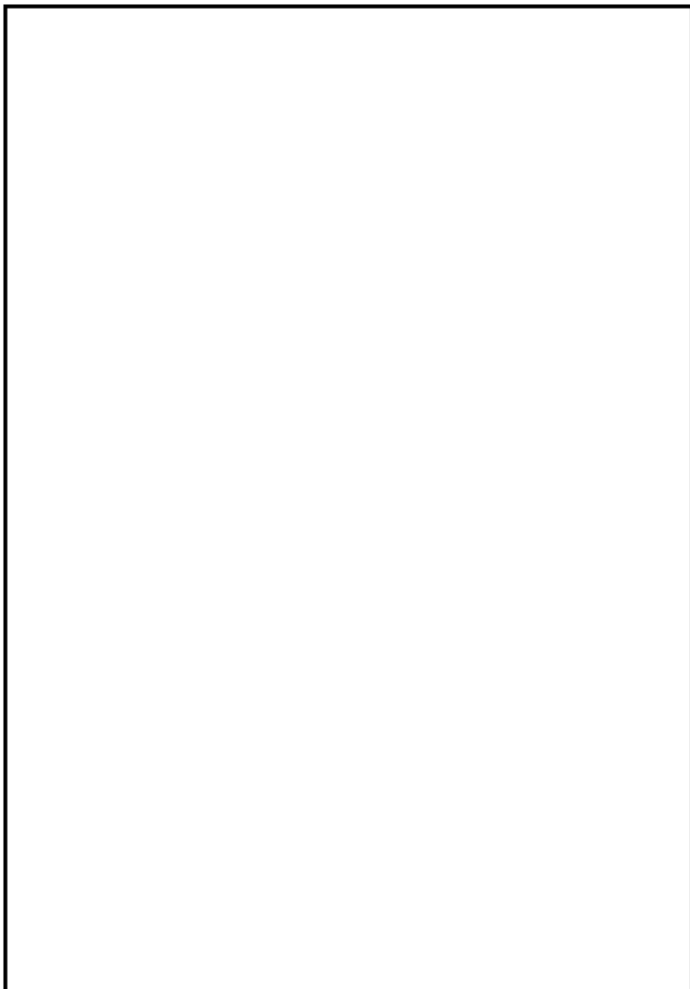
/48

Microhabitats

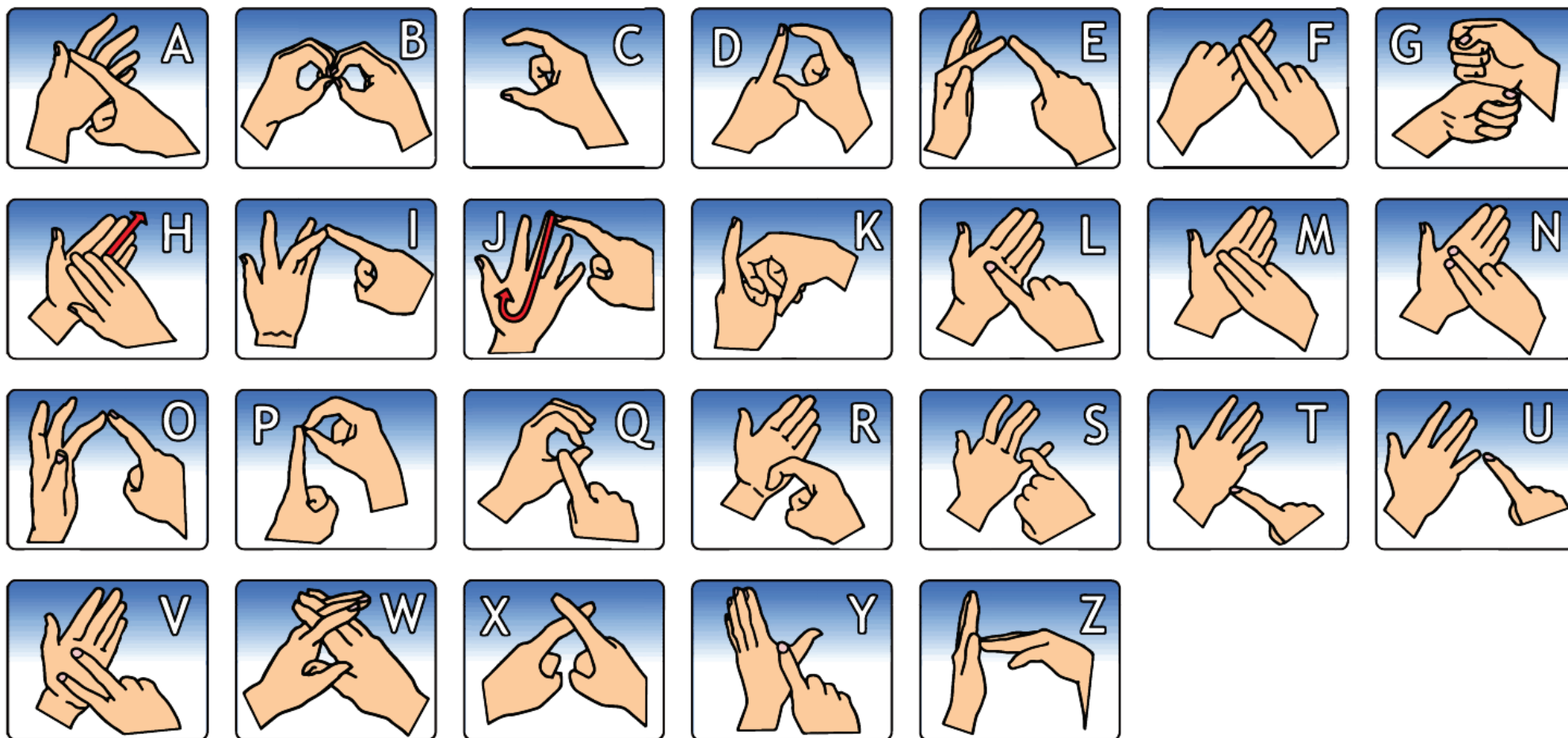
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- Choose your 2 favourite microhabitats and draw a sketch of each.
- Label the plants and animals you have drawn
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Strategies for Learning Spellings

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Here are some ideas for different ways to learn your spellings at home. Try one or two different ones each week and see which ones work best for you.

<p>Keep Copying</p> <p>Write your words out three times each. Use different colours if you want to.</p> <p>spelling spelling spelling</p>	<p>Make the Headlines</p> <p>Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.</p> 	<p>Build a Pyramid</p> <p>Make a pyramid using the letters in your words.</p> <p>w wo wor word words</p>
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<p>Create with Colour</p> <p>Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.</p> <p>spelling spelling</p>	<p>Capital Idea</p> <p>Write your words three times, each in capital letters.</p> <p>SPELLING SPELLING SPELLING</p>	<p>Learn Your ABC</p> <p>Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.</p> <p>my words spelling spelling words my</p>
<p>Take a Test</p> <p>Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.</p> <ol style="list-style-type: none"> 1. my 2. spelling 3. words 	<p>Picture This</p> <p>Include each of your words in a funny picture that makes you think of the word.</p> 	<p>Build a Sentence</p> <p>Write each of your words in a sentence. See if you can build your sentences into a story.</p> <p>One day a huge spelling monster came to my town and ate all the words!</p>