

**LEARN FROM HOME
WORKBOOK 2**

FOR PARENTS

**NOTES
AND
ANSWERS**

PRIM-ED PUBLISHING

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The pages in the *Learn from Home Workbook* series have been taken from a variety of Prim-Ed Publishing's teacher copymasters. These copymasters are hugely popular with teachers and contain a lot of extra material and pages for a teacher's use. This extra material is not needed for the purposes of this workbook series. Therefore, there may be page number references on the workbook pages which do not correspond to the pages within the workbook. Owing to the tight timeline in which we had to get this book to print, we did not have the opportunity to edit these page numbers. Rest assured that these page number references do not affect the activities that your child has to do.

Suggestions for Parents – Week 1

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, narrative writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a fantasy text and a selection of letters. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about homophones, sounds in words, syllables and a range of suffixes. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on nouns and proper nouns. Examples are given on each page, though you should encourage your child to find other examples of nouns from around their home or their locality and to think of proper nouns of family members, friends and places they have visited.

Writing

The genre (style) of writing that the three pages focus on is narrative writing. The three pages here will guide your child step-by-step in writing their own narrative passage. The first page is a text written in the narrative style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at narrative', so that your child understands that they are now going to look at the way the text is written. There are five parts to analyse here: Title; Orientation; Complication and Events; Resolution; and Ending. By discussing and answering the questions on each of the five parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own narrative. Your child is then taken through the five parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 1

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on odd and even numbers, skip counting and addition number stories. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip (easily found using an online image search). Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on length. The focus is on centimetres, for which your child will need a ruler to complete the activities, plus several easy-to-obtain objects. A lot of practical activity can be done on this around the home, using objects that your child can measure. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on 2-D shape is covered here. The first activity asks your child to trace, name and draw simple 2-D shapes. Again, use real-world examples, both in the home and in the local environment. The second activity continues with common 2-D shapes, asking your child to count 2-D shapes in a picture and create their own pictures using given shapes.

SCIENCE

There are two themes for this week's science activities. The first theme is magnetism and electricity. For the first activity, your child will need a magnet; for example, a fridge magnet, and various easy-to-find household items. The second activity is about electrical items and safety. The second science theme is materials. Your child will need to describe and group household objects according to whether they are hard, soft, cold, fluffy, round, bendy, and so on. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

Suggestions for Parents – Week 2

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, recount writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a poem and a folk tale. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about homophones, sounds in words, a range of suffixes and adjectives. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on verbs and command verbs. Examples are given on each page, though you should encourage your child to think of other verbs they can do with their body; for example, walk, jump, run, clap and shout.

Writing

The genre (style) of writing that the three pages focus on is recount writing. The three pages here will guide your child step-by-step in writing their own recount passage. The first page is a text written in the recount style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at recount', so that your child understands that they are now going to look at the way the text is written. There are four parts to analyse here: Title; Orientation; Events; and Conclusion. By discussing and answering the questions on each of the four parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own recount. Your child is then taken through the four parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 2

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on number patterns, continuing number patterns and addition facts. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip or 100 square (both easily found using an online image search). Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on length and weight. The length activity requires your child to compare the lengths of objects to work out which is shorter, longer or the same length. The weight activity is similar, as it asks your child to compare the weight of objects compared to a one-kilogram weight. Your child could use a one-kilogram bag of sugar, or similar, if weights aren't available. Balance, kitchen or bathroom scales will also be needed to complete the activity. A lot of practical activity can be done on this around the home, using objects that your child can measure or weigh. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on 2-D shape is covered here. The first activity asks your child to count the number of sides on 2-D shapes and sort them by colouring and drawing shapes into a table. The second activity extends the first, as your child will need to sort shapes according to the number of sides and corners. Again, use real-world examples, both in the home and in the local environment.

SCIENCE

The theme for this week's science activities is forces. Your child will need to look at popular toys and common objects to decide how they move, and test various household objects to discover whether they can change shape and float. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

Suggestions for Parents – Week 3

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, procedure writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a report and a narrative text. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about syllables, compound words, suffixes, sounds in words, the possessive apostrophe and contracted words. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on adjectives. Examples are given on each page, though you should encourage your child to think of other adjectives to describe household objects or family members.

Writing

The genre (style) of writing that the three pages focus on is procedure writing. The three pages here will guide your child step-by-step in writing their own procedure passage. The first page is a text written in the procedure style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at procedure', so that your child understands that they are now going to look at the way the text is written. There are five parts to analyse here: Title; Goal; Needs; Steps; and Test. By discussing and answering the questions on each of the five parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own procedure. Your child is then taken through the five parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 3

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on number patterns and rules, matching numbers, adding and methods of subtraction. You can help your child with these by providing them with concrete materials to count or take away. Some children benefit from having a physical number strip or 100 square (both easily found using an online image search). Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on weight and reading scales on measuring equipment. The weight activity requires your child to compare the weights of objects to work out which is lighter, heavier or the same weight. The second activity asks your child to write missing measurements onto the scales of various measuring instruments. Your child will need a ruler to complete the challenge activity. A lot of practical activity can be done on this around the home, using objects that your child can weigh. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on 2-D shape is covered here. The first activity asks your child to identify 2-D shapes in a picture and then draw their own picture using 2-D shapes. The second activity requires your child to sort and describe 2-D shapes according to their features; for example, number of sides and corners and whether the sides are curved or straight. Again, use real-world examples, both in the home and in the local environment.

SCIENCE

The theme for this week's science activities is caring for my locality. Your child will need to choose, observe, touch, describe and draw a tree. The second activity asks your child to look at a picture and decide which things are natural and which have been built. Finally, your child will need to draw and write about how they can care for their home, school and community environment. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

Suggestions for Parents – Week 4

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, report writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a legend and a poem. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about homophones, the possessive apostrophe, sounds in words, suffixes, syllables and contracted words. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on adverbs. Examples are given on each page, though you should encourage your child to think of actions they can do quietly, carefully, politely, etc.

Writing

The genre (style) of writing that the three pages focus on is report writing. The three pages here will guide your child step-by-step in writing their own report passage. The first page is a text written in the report style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at report', so that your child understands that they are now going to look at the way the text is written. There are four parts to analyse here: Title; Classification; Description; and Conclusion. By discussing and answering the questions on each of the four parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own report. Your child is then taken through the four parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 4

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on tens and ones, and subtraction. You can help your child with these by providing them with concrete materials to count or take away. Some children benefit from having a physical number strip or 100 square (both easily found using an online image search). Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on capacity. The first activity is about the litre. Your child will need a litre jug plus a cup, bucket, bin and ice cream container to enable them to work out the capacities of various containers around their home. The second activity asks your child to compare the capacities of objects to work out which have smaller, larger or equal capacities. A lot of practical activity can be done on this around the home. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on symmetry is covered here. The activities ask your child to fold shapes in half to identify their lines of symmetry and complete drawings to make them symmetrical. As an extension, ask your child to find and draw symmetrical objects in different rooms of your home.

SCIENCE

The theme for this week's science activities is myself. Your child will need to draw and label themselves as an old person, think about their senses, think about how humans and other living things grow and change, and sort items they eat and drink into needs and wants. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

Week 1

How Lightning Came to Earth

Comprehension

1. When Dryhten rebuked the dragons after Draca and Wyrn were nearly killed in battle, the sea and land dragons decided to end the feud.
 2. Long ago
 3. (a) nesting (b) clan
(c) champions (d) feud
 4. No; Reasons may include that the dragon kings would not have chosen them to fight each other if they had known they were friends; No-one saw the friends when they met near the nesting field.
 5. Yes; The land and sea dragons ended the feud so Draca and Wyrn would be able to see each other easily.
- 6.–7. Answers will vary.

Word Reading

1. (a) their (b) two
(c) be (d) sea
(e) one (f) son
(g) way (h) not
2. (a) wood (b) bean
(c) write (d) wear
3. (a) cry, fly, dry, reply, July
(b) sky
4. -ly
5. (a) cham/pi/ons (b) a/shamed
(c) dra/gon (d) sel/fish
(e) some/times (f) moun/tains
(g) a/cross

A Letter to a Brother

Comprehension

1. (a) youngest brother
2. (a) and (b) should be ticked
3. (a) and (b)
4. (a) success over time; good luck; money
(b) strong thread or string
(c) an annoying person or thing
(d) able to resist bad weather such as rain
5. The oldest brother caught and cooked the wolf.
6. Yes, because they have lost their homes and the oldest brother has a strong house made of bricks.
7. Answers will vary.
8. The Three Little Pigs.

Word Reading

1. (a) writing
(b) write, wriggle, wrestle, wrong, wrap, wreck, wrist
2. (a) worth, work
(b) word, worm, world
3. (a) manage, write, love, have
(b) e
4. (a) arrive, complete, wise
(b) e
5. (a) -less (b) without a home
(c) -ly (d) Teacher check

Week 1

Nouns

1. Teacher check
2. nouns: boy, beach, surfers, waves, fin, shark, head, dolphin, water, surfing

Note: 'Surfing' in the last sentence is a noun as it refers to the act or sport of riding the surf on a surfboard.
3. people: boy, surfers
places: beach
things: waves, fin, shark, head, dolphin, water, surfing
4. Teacher check; ideas include: shells, sunbathers, swimmers, buckets, sand, fish, crabs, rocks, fishermen, children, towels, umbrellas, drinks, sunscreen, sandcastles, wetsuits, surfboards

Proper Nouns

1. The following words should be underlined; Ben, Ruby, Mum, Ben, Tim Tams™, Mr James, Africa, Brentwood Primary, Mum
- 2.–3. Teacher check.

Narrative

1. *The missing cakes*
2. (a) today
(b) at home
(c) Mum, Dad, Tari, Tom and Sam
3. (a) They didn't know what happened to the cakes.
(b) Tom
(c) Tari
(d) He was asleep in his kennel.
(e) Tari
4. Dad took the cakes.
5. Dad took the cakes to work and they all thought they were delicious.

Make a Milkshake

Fruity milkshake

Ingredients

- 1 cup of milk
- 4 big strawberries
- 1 *chopped* banana
- 2 scoops of *ice-cream*
- 1 teaspoon *of* honey

Method

1. **M**ix everything in a *blender*.
2. **P**our the milkshake *into* two glasses.
3. **S**hare it with a *friend*.

1. (a) Missing punctuation is in **bold type**.
2. (a) Spelling errors are in *italic type*.
chopped, ice-cream, of, blender, into, friend
3. (a) mix, pour, share
(b) Answers should include six of the following: milkshake, ingredients, cup, milk, strawberries, banana, ice-cream, teaspoon, honey, blender, glasses, friend
(c) Answers should include three of the following: milkshake, strawberries, teaspoon, everything

Bobby Pop

'Bobby **P**op is the newest, sweetest lollipop you have ever tasted. **T**he flavour *goes through* and *through* and tickles your tastebuds. **T**he latest taste sensation on a stick *comes* in ten tempting flavours and colours. **I**t is available to *buy* from *your* nearest supermarket. **T**aste them all to find your favourite flavour. **B**e the envy of *all* your friends! **B**e the first to try *one* today!'

1. (a) – (b) Missing punctuation is in **bold type**.
2. Spelling errors are in *italic type*.
 - (a) through, through, buy, one
 - (b) goes, comes, your, Taste, all
3. (a) Answers may include: newest, sweetest, tempting, latest
(b) The flavour goes through *and* through *and* tickles your tastebuds.

The Story of Digestion

Digestion starts with your teeth. **T**he food is chewed and mixed with saliva. **Y**our tongue pushes the food to the back of the throat where muscles squeeze the food down into the stomach. **D**igestive juices break down the food. **I**t then gets pushed into the small intestine *which* soaks up all the goodness. From *there* it moves into the large intestine where a lot of *water* is taken out. Now, your body doesn't need it any more and *pushes* it out *when* you go to the toilet.

1. (a) Missing punctuation is in **bold type**.
 - (b) doesn't
 - (c) did not, I would or I had, we are, are not, is not
2. (a) Spelling errors are in *italic type*.
which, there, water, pushes, when
3. (a) (i) pushes (ii) squeeze
(b) (i) digestive (ii) small/large
(c) teeth, tongue, throat, muscles, stomach, intestine

Week 1

Odd and Even Numbers

- (a) Teacher check
(b) Yes, Teacher check
- (a) 32, 38, 42, 48, 50
(b) 65, 69, 71, 77
(c) 96, 90, 86, 82

Challenge: Teacher check

Skip Counting

- Teacher check
- (a) 6, 8, 12, 18, 20, 24, 28, 32, 36, 42, 46, 50, 56, 62, 66, 70, 76, 78, 82, 88, 90, 94, 98
(b) 12, 18, 24, 33, 39, 48, 57, 63, 66, 75, 84, 87, 90, 96
(c) 15, 25, 40, 50, 55, 65, 75, 85, 90, 100

Challenge: Teacher check

Addition Number Stories

- (a) $5 + 3 = 8$ (b) $12 + 15 = 27$
(c) $24 + 23 = 47$ (d) $17 + 4 = 21$
(e) $27 + 14 = 41$ (f) $32 + 28 = 60$

Challenge: Teacher check number story: $12 + 10 = 22$

The Centimetre

- (a) 6 cm
(b) 9 cm
(c) 3 cm
- Answers will vary

Challenge: Teacher check

More Centimetres

- (a) 5 cm (b) 8 cm (c) 9 cm (d) 4 cm
- Teacher check
- Teacher check

Challenge: Teacher check

2-D Shapes

- (a) triangle (b) square (c) rectangle
(d) circle (e) hexagon (f) pentagon
(g) octagon
- Teacher check

Challenge: Teacher check

Drawing by Instruction

- Teacher check
- 2 triangles, 7 rectangles, 2 squares and 6 circles

Challenge: Teacher check

Magnets

- Magnetic – peg (on the metal clip), paperclip, screw, scissors, spoon, safety pin, key, coin, zip (on the metal part)
- Non-magnetic – cotton wool, button (plastic), pencil, eraser, ruler (wooden), book, leaf

Electricity

- (a) heat
(b) light
(c) power
- Teacher check
- (a) stick/put
(b) wet

Describing Objects

Teacher check that the drawings are of objects with the specific property.

Grouping Objects

Teacher check that drawings have properties that fit both criteria.

Week 2

The Sword in the Stone

Comprehension

- (a) **squire** – a young nobleman attending to a knight before becoming a knight himself
(b) **monument** – a statue, building or structure erected to commemorate an important person or event
(c) **ancient** – something that has existed for a very long time
(d) **anvil** – a heavy iron block on which metal can be hammered and shaped
- Britons were natives or inhabitants of Great Britain./Celtic inhabitants of southern Britain before and during Roman times.
- worried/anxious/upset/troubled
- squire, knight
- He got lost in the wood.
- No; Arthur was meant to find the sword in the stone so that he could become the king of the Britons.
- Answers may include: Arthur kept the sword to use; The sword was kept on display in the anvil.
- Answers will vary.

Word Reading

- (a) knight (b) knew (c) through
(d) to (e) so (f) wood
- (a) kn- (b) knew (c) Teacher check
- (a) il (b) until (c) Teacher check
- (a) -ly (b) suddenly, proudly
- (a) muddier (b) happier, lazier, heavier, funnier

The Hedley Kow

Comprehension

- Once upon a time
- (a) vessel (b) stout
(c) iron (d) pennies
- gold, silver, iron, stone
- Answers may include: cheerful, grateful, content
- 6. Answers will vary.
- The Hedley Kow was able to change shape at will.
- The materials were becoming less valuable in monetary terms.

Word Reading

- s
- warmth, towards
- key, chimney
- (a) village (b) Teacher check
- (a) -ful (b) cheer
(c) Teacher check
- (a) finest, busiest, luckiest, weariest
(b) Teacher check

Week 2

Verbs

1. Teacher check
2. (a) swallowed (b) frightened (c) scratched
(d) chased (e) bellowed (f) milked
3. Teacher check

Command Verbs

1. Teacher check
2. March, Run, Turn, Jog, Stop
3. (a) Cut (b) Boil (c) Colour
(d) Answer (e) Butter (f) Mix
4. Run, run!

Recount

1. *The family picnic*
2. On **Sunday, Mum, Dad, Jillian, Todd** and **I** went to **Fisherman's Point** for a picnic or for **Grandma's birthday**.
3. Teacher check
4. Teacher check

Let's Go Skateboarding

'This is going to be great fun!' shouted **A**dam *loudly* as he grabbed his shiny, new skateboard and ran quickly out the door.

He slammed the *door* noisily then raced out to the footpath to meet his friend, **J**ordan.

'Hi Adam. Let's go!' giggled **J**ordan happily. **'I'll** *race* you to the nearest *corner!*'

1. (a) – (b) Missing punctuation is in **bold type**.
2. (a) Spelling errors are in *italic type*.
loudly, door, race, corner
3. (a) Answers should include four of the following:
shouted, grabbed, slammed, raced, giggled
(b) Let's, I'll

Week 2

The Frog Prince

A frog who was really a prince fetched a ball out of a well for a princess. As a reward, the frog ate dinner with the princess.

He also slept on the princess's pillow. **O**ne day, the frog begged the princess to give him a kiss. **W**hat a surprise! **T**he frog turned into a handsome prince.

The prince and princess got married and *lived* happily ever after.

- (a) – (b) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.
One, What, lived
- (a) (i) the frog (ii) the princess (iii) the frog (iv) the princess
(v) the princess (vi) the prince (vii) the frog (viii) the princess (ix) the prince

My Washing Line Nest

Nest

Soft and *fluffy*

Sitting on my *line*

Waiting for some *eggs* to hatch

As soon **as** it is time.

Bird

Small and *angry*

Squawking and *flapping* at us

Waiting for the 'giants' to *leave*

Goodness! **What** a fuss!

_____ Nest _____
_____ fluffy _____
_____ line _____
_____ eggs _____
_____ as _____
_____ Bird _____
_____ angry _____
_____ flapping _____
_____ leave _____
_____ What _____

- (a)–(b) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.
Nest, fluffy, line, eggs, as, Bird, angry, flapping, leave, What
- (a) (i) soft, fluffy (ii) small, angry
(b) Answers should include two of the following:
sitting, waiting, squawking, flapping

Week 2

Number Patterns

- (a) 22, 26, 28, 32, 36, 38 Counting forwards by 2.
(b) 5, 9, 15, 17, 21 Counting forwards by 2/Odd numbers.
(c) 10, 25, 30, 40, 50 Counting forwards by 5.
(d) 90, 70, 40, 20, 10 Counting backwards by 10.
(e) 9, 15, 24, 27 Counting forwards by 3.
(f) 8, 6, 3, 1, 0 Counting backwards by 1.
(g) 90, 80, 65 Counting backwards by 5.

Challenge: The rule = halving.

Continue the Pattern

- (a) 40, 50, 60, 70, 80, 90, 100
(b) 7, 6, 5, 4, 3, 2, 1
(c) 12, 15, 18, 21, 24, 27, 30
(d) 20, 25, 30, 35, 40, 45, 50
(e) 54, 52, 50, 48, 46, 44, 42

2. Teacher check

Challenge: (a) 34, 32, 30, 28, 26, 24, 22, 20, 18, 16, 14,
12, 10, 8, 6, 4

(b) Teacher check

Addition Facts

- (a) 7 (b) 11 (c) 10
(d) 12 (e) 13 (f) 17
- (a) $6 + 4$ (c) $8 + 2$ (d) $7 + 3$
(g) $1 + 9$ (i) $5 + 5$
- (a) $10 + 10$ (c) $15 + 5$ (d) $12 + 8$
(f) $14 + 6$ (g) $9 + 11$ (h) $17 + 3$
(j) $13 + 7$

Challenge: (a) 19 (b) 25 (c) 27

Comparing Lengths

- (a) 1st pencil (b) 2nd snake
(c) 2nd shoe
- (a) < (b) >
(c) < (d) =

Challenge: Answers will vary.

The Kilogram

- (a) lighter (b) lighter (c) heavier
(d) lighter

2. Teacher check

Challenge: Kitchen/Balance scales (blue): grapes, reading book, beads.

Bathroom scales (red): dog, full rucksack, child.

Sorting Shapes

1. Teacher check

2. (a) 2 (b) 3 (c) 2

3. Teacher check

Challenge: Teacher check

Sorting 2-D Shapes

1. Teacher check

Challenge: octagon

How Toys Move

- roll – car, rollerskates, rugby ball, football, wagon, marbles
bounce – football, rugby ball, rocking horse with spring
spin – yo-yo, spinning top
rock – cradle, rocking horses
- The wind lifts the kite in the air and it flies.

Push or Pull?

- (a) pull, (b) both, (c) push, (d) push, (e) pull
- Teacher check

Changing Shape

Teacher check

Float or Sink?

Teacher check

Week 3

Woodland Habitats

Comprehension

- Answers may include: a definition/explanation of a habitat, a definition/explanation of a woodland, the layers of a woodland, the plants and animals that live in the layers of a woodland, differences between woodland habitats, what is happening to woodlands.
- ... a natural environment (home) for a variety of plants and animals.
- 3.–5. Answers will vary.
- (a) Answers may include: damp, wet, dark, muddy
(b) The plants and animals need the conditions provided by the layer to survive (find food, breathe etc.)
- The plants and animals might disappear.

Word Reading

- (a) en/vi/ron/ment (b) hab/i/tat (c) can/o/py
(d) un/der/sto/rei (e) in/ver/te/brates
- (a) woodlands (b) toadstools (c) rainforest
(d) butterfly (e) wildflowers (f) seashore
- (a) canopies (b) varieties
- (a) al (b) special, natural
- (a) tall, smaller, small, fallen
(b) Teacher check

Wally Woodlouse's Adventure

Comprehension

- At night-time, it was cool, dark and damp, so Wally was able to come out and feed.
- If Wally came out during the day, he would dry out in the sun and die, or be eaten by predators.
- If Wally did not keep his body damp, he would not be able to breathe and he would die.
- A woodlouse is grey. It has a smooth, rounded head and a body made up of a head, thorax and abdomen. It has seven pairs of legs and two pairs of antennae.
- nocturnal
- night-time, Suddenly, After a short time, Every time, Sometimes, Soon
- (a) micro-habitat
(b) antennae
- Answers will vary.

Word Reading

- Teacher check
- (a) apostrophe
(b) The apostrophe shows that the owner of the adventure is Wally Woodlouse.
(c) Wally's
- (a) are not (b) couldn't
- (a) They all end with the letters '-le' for the 'l' sound.
(b) impossible, little, nibble
(c) Teacher check
- (a) journey, mousey (b) ey
- (a) hurrying (b) venturing
(c) carrying (d) coming

Week 3

Adjectives

1. The **shopping** trip

I helped Mum do the shopping on Saturday. First, we went to buy Dad a **blue** shirt with a **striped** tie to match. Then, we went to get Mum some shoes. She picked out a pair of **gold** sandals.

After that, it was time to buy the food. From the bakery, we bought a loaf of **white** bread. In the greengrocer we chose **ripe** bananas, **green** grapes, a **juicy** watermelon and **large, red** tomatoes. We bought **roast** beef and **fresh** mince at the butcher's.

Finally, in the supermarket, we bought a **long** list of things. Mum let me choose a bottle of **cold** lemonade to drink at home!

2. Teacher check drawings. Pupils should circle: striped, gold, white, cold, roast, fresh, ripe, green, juicy, large and red.

Adjectives

1. (a)

p	r	e	t	t	y	h	f
k	h	e	a	v	y	n	u
i	x	p	p	y	h	g	n
n	t	t	i	n	y	y	n
d	u	b	r	o	w	n	y

- (b) (i) pretty
(ii) heavy
(iii) brown
(iv) tiny
(v) funny
(vi) kind

2. Teacher check

Procedure

1. *Summer fun*
2. It tells you how to finish a picture about a beach scene.
3. Pupils should have drawn and labelled a lead pencil, coloured pencils or felt-tipped pens.
4. (a) 8
(b) (i) Draw (ii) Colour
(c) verbs
(d) Teacher check
5. The answer should indicate that the procedure could be checked to see if the picture was correct and looked good.

Make a Sandwich

- Ingredients
 - 2 slices of **bread** – butter or margarine
 - grated **cheese** – slices of tomato
 - slice **of** ham – lettuce
- **C**ollect **a**ll the ingredients.
- **S**pread the margarine on the bread.
- **P**ut the fillings on **o**ne slice of bread.
- **P**ut the second slice of bread on top.
- **C**ut the **s**andwich into two large triangles.

_____ bread _____
_____ cheese _____
_____ of _____
_____ all _____
_____ Spread _____
_____ one _____
_____ Put _____
_____ sandwich _____

1. (a) Missing punctuation is in **bold type**.
2. (a) Spelling errors are in *italic type*.
bread, cheese, of, all, Spread, one, Put, sandwich
(b) Answers should include three of the following:
ingredients, slices, fillings, triangles
3. (a) Collect, Spread, Put, Cut

The Missing Clown

Georgio, the ringmaster of **T**he **F**lying **B**rothers' **C**ircus, reported today that a quantity of money had been stolen during the *night*. **T**he *money*, from the *sale* of tickets, had been stored in the safe in the ringmaster's caravan.

Bozo the clown, who has also gone missing from the *circus*, is wanted *by* the police *to* help with their enquiries.

Bozo did not appear *for*

his usual segment in the show.

When his *caravan* was searched, his suitcase was *gone* and his costumes were left behind.

Police investigations are continuing.

1. (a) Missing punctuation is in **bold type**.
2. Spelling errors are in *italic type*.
 - (a) sale, by, to, for
 - (b) night, money, circus, caravan, gone, Police
3. (a) (i) the ringmaster (ii) the brothers

Ned the Elephant

There once was an *elephant* called **N**ed **W**ho *wanted to* sleep in a bed. **W**ith the *help of* his trunk **H**e climbed on *the* top bunk **B**ut found the pillow *too* small for his *head!*

1. (a) Missing punctuation is in **bold type**.
2. Spelling errors are in *italic type*.
 - (a) There, to, of, too
 - (b) elephant, wanted, help, the, head
3. (a) elephant, bed, trunk, bunk, pillow, head
(b) Teacher check

Week 3

Patterns and Rules

- (a) Counting forwards in even numbers.
(b) Counting backwards in ones.
(c) Counting forwards in odd numbers.
(d) Counting forwards in tens.
(e) Counting backwards in fives.
- (a) 70, 60, 50, 40, 30, 20
(b) 12, 15, 18, 21, 24, 27, 30, 33, 36
(c) 33, 30, 27, 24, 21, 18, 15, 12, 9, 6, 3
(d) 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97
(e) 14, 12, 10, 8, 6, 4

Challenge: Teacher check

Match the Number

- (a) 30 (b) 60 (c) 10
(d) 80 (e) 40 (f) 90
(g) 20 (h) 70 (i) 100
(j) 50

Challenge: Teacher check

Adding

- (a) $10 + 6 = 16$ (b) $7 + 12 = 19$
(c) $12 + 7 = 19$ (d) $10 + 8 = 18$
(e) $14 + 7 = 21$
- (a) $16 + 9 = 25$ (b) $35 + 5 = 40$
(c) $23 + 6 = 29$
- 20, 24, 15, 16, 23, 17, 22, 19, 21

Challenge: 23, 27, 18, 19, 26, 20, 25, 22, 24

Methods of Subtraction

- (a) 32 (b) 25 (c) 35 (d) 23
- (a) 35 (b) 23 (c) 21 (d) 27 (e) 61

Challenge: (a) 62 (b) 22 (c) 23

Comparing Mass

- (a) boy (b) elephant
(c) jar of coffee (d) large piece of clay
(e) larger cat
- (a) > (b) < (c) = (d) <
- Teacher check
- Teacher check

Challenge: Answers will vary

Measurement

- 4, 11, 17, 21, 28
- 20, 30, 40, 60, 80, 90
- (a) 10 (b) 40 (c) 25
- (a) 500 (b) 800 (c) 300

Challenge: Teacher check

Shapes in Pictures

- Teacher check
- Teacher check

Challenge: Teacher check

Describing 2-D Shapes

- (a) circle (b) square
(c) rectangle (d) triangle
- (a) 6, 6, straight (b) 4, 4, straight
(c) 1, 0, curved

Challenge: 6 faces, 12 edges, 8 corners

My Tree

Teacher check

My Environment

- Teacher check
- Plants – trees, flowers, bushes, grass
Animals and insects – sheep, bees, bird

Caring for My Environment

Teacher check

Week 4

The Mermaid of Zennor

Comprehension

1. Answers may include meeting the young woman or hearing her voice for the first time.
2. beautiful, voice of an angel, sweet, glorious
3. (a) pew (b) entranced
(c) bond (d) alarmed
4. Long ago
5. The villagers could see they had formed a special bond.
6. Answers may include: Matthew was concentrating on his singing./He had not heard the young woman sing before./The young woman sat at the back of the church and crept away.
7. Answers may be similar to the following but may also include additional information from the pupils: Mermaids are beautiful young women who live in the sea. They can become human and walk on the land. They can sing beautifully and can entrance humans.
8. ... happily ever after.

Word Reading

1. (a) hear (b) missed
(c) see (d) fate
(e) been (f) know
2. (a) knot (b) know
(c) so, see
3. (a) voice (b) voice
4. (a) soft c (b) trace, entrance
5. hurries

Whuppity Stoorie

Comprehension

1. ... something a person has or owns.
2. ... a woman whose husband has died and has not remarried.
3. ... an adult female pig.
4. Once upon a time, ... lived happily ever after.
5. Answers may include: She had been eating a lot of food OR she was having piglets.
6. Answers will vary.
7. The widow saw Whuppity Stoorie in the forest singing her name.
8. The woman's husband died or disappeared.
9. Answers will vary but may include that the widow would not have had to worry about Whuppity Stoorie.
10. Answers may indicate that the baby stayed with its mother and grew up happily.
11. Answers will vary.

Word Reading

1. (a) short 'o' (b) quad, quality
2. (a) worm, world (b) Teacher check
3. (a) 3 (b) 2
(c) 3 (d) 3
4. (a) I will, do not, that is, I am
(b) It replaces letters.
5. (a) try (b) die
(c) spin (d) screech
(e) cheer/cheerful (f) live
(g) worry (h) happy

Week 4

Adverbs

- (a) Teacher check
(b) (i) slowly (ii) loudly (iii) carefully
(iv) badly (v) sweetly (vi) happily
- (a) safely (b) quietly (c) happily
(d) carefully (e) quickly

Adverbs

- (a) yesterday (b) everywhere (c) gently
(d) soon (e) gracefully (f) carefully
- (a) how (b) how (c) when
(d) when (e) where (f) when

Report

- Penguins*
- Penguins are members of the bird family.
- Teacher check
- (a) flying
(b) land, funny

Caterpillars to Butterflies

This is how caterpillars *turn* into butterflies. _____ turn _____
A female *butterfly* lays eggs on a green leaf. _____ butterfly _____
After about ten days *tiny* caterpillars hatch. _____ tiny _____
They begin to look for food. **T**he *caterpillars* grow _____ caterpillars _____
and grow as they continue to eat. **W**hen *they* _____ they _____
are fully grown, *each* caterpillar changes into a _____ each _____
chrysalis. **A**fter about two weeks, _____ After _____
out *come* colourful butterflies. _____ come _____

- (a) Missing punctuation is in **bold type**.
- Spelling errors are in *italic type*.
(a) turn, butterfly, tiny, caterpillars, they, each, After, come
(b) eggs, days, caterpillars, weeks
- (a) (i) female (ii) green (iii) colourful (iv) tiny
(b) Teacher check

Week 4

The Lion and the Mouse

A big lion *was* asleep in the jungle. **H**e woke up when a mouse ran *over* him. **T**he lion was angry. **H**e caught the little *mouse* and opened his *mouth* to eat him. **T**he mouse was very scared. **'P**lease let me go! **I**'m only *little* but one day I may be able to *help* you.'

The *lion* decided to let him go. **O**ne day, the lion was caught in a trap *made* of rope. **T**he mouse saw the lion. **H**e nibbled at the *ropes* and set him *free*.

Moral: Even small friends are worth having.

- (a) Missing punctuation is in **bold type**.
(b) Direct speech is underlined.
- Spelling errors are in *italic type*.
(a) was, over, mouse, mouth, little, help, lion, made, ropes, free
- The conjunctions are circled.
Answers should include two of the following: and, when, but.

How a Letter Reaches its Destination

After a *letter* is posted, a postal van collects the *mail* and *takes* it to the post office. **T**here it is sorted *by* size and *where* it is to go. **S**ome will go by *truck* and some by *plane* or *train*. **W**hen it reaches its destination, another *postal* worker leaves it at the post *office* *for* you to *collect* or delivers it *to* your letterbox.

- (a) Missing punctuation is in **bold type**.
- Spelling errors are in *italic type*.
(a) mail, There, where, plane, for, to
(b) letter, takes, by, truck, train, postal, office, collect
- (a) (i) an, other (ii) letter, box
(b) truck, plane, train

Week 4

Tens and Ones

- (a) 2 tens 2 ones
(b) 2 tens 5 ones
(c) 2 tens 0 ones
(d) 2 tens 6 ones
(e) 3 tens 1 one
(f) 4 tens 4 ones
- Teacher check

Challenge: Teacher check

How Many Tens and Ones?

- (a) 1 ten + 5 ones = 15
(b) 2 tens + 1 one = 21
(c) 4 tens + 6 ones = 46
(d) 3 tens + 0 ones = 30
(e) 3 tens + 9 ones = 39
- Teacher check

Challenge: Teacher check

Subtracting

- (a) $12 - 4 = 8$ (b) $14 - 8 = 6$
(c) $18 - 9 = 9$ (d) $17 - 4 = 13$
(e) $15 - 7 = 8$
- (a) $25 - 4 = 21$ (b) $16 - 4 = 12$
(c) $25 - 3 = 22$
- 5, 8, 7, 14, 10, 6, 12, 9, 15

Challenge: 2, 5, 4, 11, 7, 3, 9, 6, 12

More Subtraction

- (a) 9 (b) 17 (c) 9 (d) 7
(e) 15 (f) 6 (g) 15 (h) 8
- (a) 16 (b) 13 (c) 9 (d) 13 (e) 9

Challenge: Teacher check; $20 - 6 = 14$

The Litre

- Teacher check – approximately 4, depending on size of the cup.
- Less than 1 litre (red): cup, glass, margarine container, can of pop.
More than 1 litre (blue): bucket, pool, bath, bowl, bin.

- Teacher check

Challenge: Teacher check

Capacity

- Teacher check – the larger object in each pair.
- (a) > (b) < (c) = (d) >

Challenge: Teacher check

Symmetrical Shapes

- The square, oval, rectangle, circle, star and triangle are all symmetrical.
- Teacher check

Challenge: Teacher check

Symmetry

- Teacher check
- Teacher check
- Teacher check

Challenge: Teacher check

About Me

- Teacher check
- Answers will vary
- Touch

Changes

- Teacher check
- baby → child → teenager → adult → senior
- (a) kitten – cat
(b) seed – plant
(c) tadpole – frog
(d) caterpillar – butterfly

A Need or a Want?

- 3. Teacher check.