

# Literacy Planning

## All About Me

Year 2

Ages 6+

[whyplay.co](http://whyplay.co)

Written by Denise Pearse



# 1 INTRODUCTION

## UK National Curriculum

These are taken from the National Curriculum for England. I know homeschoolers are under no obligation to follow the curriculum – but they do give a good grounding for our children’s learning so can be used as guidelines of progression.

### Red Year 1 targets

### Blue Year 2 targets

using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
using the prefix un–
using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
write from memory simple sentences dictated
Handwriting
sit correctly at a table, holding a pencil comfortably and correctly
begin to form lower-case letters in the correct direction, starting and finishing in the right place
understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
Writing
saying out loud what is going to be written about
sequencing sentences to form short narratives
leaving spaces between words
beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

### Word Reading

continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
read accurately by blending the sounds in words
read accurately words of two or more syllables that contain the same graphemes
read words containing common suffixes
read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
read most words quickly and accurately
read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
re-read these books to build up their fluency and confidence in word reading.

## Reading Comprehension

recognising simple recurring literary language in stories and poetry

discussing and clarifying the meanings of words, linking new meanings to known vocabulary  
discussing their favourite words and phrases

continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

making inferences based on what is being said and done

answering and asking questions

predicting what might happen based on what has been read so far

explain and discuss their understanding of books, poems and other material

develop pleasure in reading, motivation to read, vocabulary and understanding by:  
listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  
discussing the sequence of events in books and how items of information are related  
becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

being introduced to non-fiction books that are structured in different ways

read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation

discussing the sequence of events in books and how items of information are related

recognising simple recurring literary language in stories and poetry

continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

## Handwriting:

form lower-case letters of the correct size relative to one another

start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

use spacing between words that reflects the size of the letters

## Writing Composition

writing down ideas and/or key words, including new vocabulary

writing narratives about personal experiences and those of others (real and fictional)

writing about real events

writing poetry

writing for different purposes

planning or saying out loud what they are going to write about

encapsulating what they want to say, sentence by sentence

evaluating writing

re-reading to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

learning how to use both familiar and new punctuation correctly - including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

sentences with different forms: statement, question, exclamation, command

expanded noun phrases to describe and specify [for example, the blue butterfly]

the present and past tenses correctly and consistently including the progressive form

subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

## Spelling

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

learning to spell common exception words

learning to spell more words with contracted forms

learning the possessive apostrophe (singular) [for example, the girl's book]

distinguishing between homophones and near-homophones

add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

write from memory simple sentences dictated

Here are some Writing Genres for primary age children. Those used in this unit will be highlighted in Yellow.

### Key stage 1 (5 to 7) writing genres

Comic strips

Recount

Letter writing

Non-chronological report - Weather report

Poetry

Diary – recount

Lists, menus, invitations

Instructions

Recipes

Story – sequencing and retelling -Character description

Story – setting, problem and resolution

Fact file

Postcard

Information leaflet

Stories from different cultures – writing whole story

Story – traditional tales – change problem

Recount of trip

Story – fantasy – problem and resolution

### Key stage 2 (7 to 11) writing genres

Stories with familiar settings

Stories containing mythical, legendary or historical characters or events

Adventure stories

Mystery and suspense stories

Letter writing

Play writing

Fictional biographies

Instruction text] recount

Persuasive text

Non-chronological reports

Biographies

Newspaper writing

Arguments

Formal writing

Haiku poem

Cinquain poem

Poems that convey an image (simile, word play, rhyme and metaphor)

Story – historical setting description

# Vocabulary, grammar and punctuation

Taken from the National Curriculum

The table shows when concepts should be introduced first, not necessarily when they should be completely understood.

Year 1: Detail of content to be introduced	
Word	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun (Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence	How words can combine to make sentences Joining words and joining clauses using <b>and</b>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <b>I</b>
Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

# Vocabulary, grammar and punctuation

Taken from the National Curriculum

Year 2: Detail of content to be introduced	
Word	<p>Formation of nouns using suffixes such as <b>–ness</b>, <b>–er</b> and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as <b>–ful</b>, <b>–less</b></p> <p>Use of the suffixes <b>–er</b>, <b>–est</b> in adjectives and the use of <b>–ly</b> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (<b>using when, if, that, because</b>) and co-ordination (<b>using or, and, but</b>)</p> <p>Expanded noun phrases for description and specification [<b>for example, the blue butterfly, plain flour, the man in the moon</b>]</p> <p>How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command</b></p>
Text	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
Terminology	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

## 2 ALL ABOUT ME

A six to eight week literacy unit has the theme of 'all about me'. A lot of the comprehension text will be taken from the 'Wonderful Humans science topic book.

The national curriculum areas covered for each activity will be shown to help see progression. The areas covered in red are from the year one curriculum to reinforce prior learning. The areas of learning in blue are from year two.

The plans have been set to cover a four-day week, with plenty of time for catch up if needed. For the writing task, work with your child. A lot of children find writing very difficult and need encouragement and support. Share the writing as much as you need to. Encourage good handwriting as much as is possible. Help with the understanding of how to set text out, and how to write for different purposes.

Make use of the technology you have available to you. A lot of the work can be done using a word processor or a presentation program like Power Point. Use cameras to record work and to make video clips.

Discussion is a very important element of literacy and these will be developed as they discuss their reading with you as well as their writing. It might also be useful to discuss with them what they will be learning at each stage and encourage them to fill out the 'I can' statements which you will find at the back of the book.

Preparation:

Gather as many books both fiction and non-fiction about the body and a range of picture books that help to focus on characters feelings, at a suitable level.

You might also like to get a copy from the library on 'Funnybones' by Janet and Allan Ahlberg. You can watch the story on you tube by just typing in 'funnybones' – here is the link -

<https://www.Youtube.Com/watch?V=sjodpwwcclq>

Reading:

Try to read a little each day. If you get chance, try to read the text first yourself so you know what questions to ask. I find it useful to use post-it notes when thinking of questions relating to the text to stick in the back of the book until I'm ready to use them.

# Week 1 Lesson Plans

1

## Introduction:

Explain that you will be working on a topic called 'All About Me'

Talk about what they think they are like as a person. Ask questions like:

How old are you?

What do you look like?

What kind of things do you like?

What kind of things don't you like?

## Fact file

- saying out loud what is going to be written about
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- leaving spaces between words
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- sit correctly at a table, holding a pencil comfortably and correctly

## Main Task:

Explain that you are going to be writing some sentences about yourselves. Remind them that sentences need to start with a capital letter – and if it's a statement then it needs to end in a full stop. You might also need to remind them to leave spaces in between the words to make the sentence easier to read.

They could draw themselves – or just their face – before they add sentences to the bottom.

You could both take it in turns to write a sentence about yourself.

Once the sentences have been written read them through together. Encourage them to check their work for errors and look at how to correct them together.

This work can be written straight into a topic book – as a series of sentences to be cut out and stuck into a book – or by using the sheets at the back of this book.

This work can be done over a few days. You could make a booklet and add photos of family members.

## Introduction: Spelling

Read these words together. Talk about the words singular and plural. What do they mean?

**Elephant, dog, present, bus, match, watch, fox, box, boy, girl, church, lunch, dish**

## Main Task:

Use Activity Sheet 1 (adding –s and –es).

Fill out the blank spaces in the sentence with the correct spellings.

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- sit correctly at a table, holding a pencil comfortably and correctly



## Spelling rules for -s and -es

When something is singular, there is one of it. When something is plural there are two or more of it.

Most of the time we add -s to the end of the word - BUT – if a word has these endings then you need to add -es to the singular word. -s, -ch, -sh, -tch, -x.

If a word ends with these letters you have to add –es to make the word plural

-s	-sh	-tch	-x	-ch
bus	brush bush dish	match watch latch	Fox box	lunch bunch

Add some more to the list.

# Week 1 Lesson Plans

1

Collect words throughout the week that follow the same spelling rules of -s and -es. Write out the words in colourful bubble writing and make a poster.

Explain that posters are used to give people information. It needs to be bright, colourful and eye-catching.

- writing down ideas and/or key words, including new vocabulary
- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

Read fiction or non-fiction text together. Go with their interest or find text relating to the topic of 'Ourselves'.

Use books from the library or online books that you can read together.

If it is a fiction book, then ask questions like: Who are the characters? What is going to happen next? How do you think the character felt when that happened? Where is the setting?

If it is a nonfiction book, then ask questions relating to the topic you are reading about.

You can use a reading program like 'Reading Eggs' which will ask comprehension questions as part of the task.

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- discussing the sequence of events in books and how items of information are related

**Write out words used in the -s/-es activity for handwriting practise and spelling.**

**Test the spelling of the words later in the week.**

# Week 1 Lesson Plans

# 2

## **Introduction:**

Talk about how you know whether something is alive or not.

Introduce them to the acronym MRS GREN.

Explain that this is a way of remembering the seven things that tell us if something is alive.

Read the text from activity sheet 2 (MRS GREN) Stop and talk about words they might not understand.

Help them to sound out those words and to read them with you.

## **Main Task:**

Go through the descriptors one at a time starting with **M** for movement.

Ask them to tell you what movement means because you are going to write a sentence about it.

Write out the sentence they dictate and discuss if the sentence could be made any better.

Ask them to write the sentence out on lined paper and explain that they (or you) will cut the sentence out when they have finished and stick it in their book (or folder).

Encourage their best handwriting and remind them to leave spaces between their words.

When the sentences are finished help them to cut it out and add it to their book.

## **Main Task: Spelling**

Continue to add more singular and plural words to their poster.

Read fiction or non-fiction text together.

## Fact file

- saying out loud what is going to be written about
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- leaving spaces between words
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- sit correctly at a table, holding a pencil comfortably and correctly
- continue to apply phonic knowledge and skills as the route to decode words

- writing down ideas and/or key words, including new vocabulary
- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

read aloud books closely matched to their improving phonic knowledge

By breaking the task down into sentences in this way helps to stop the stress involved when a child is worried about making mistakes or is a reluctant writer.

# Week 1 Lesson Plans

## 3

### **Introduction:**

Talk about thought bubbles in books and comics. What they are used for? Talk about the difference between thought bubbles and speech bubbles. Look at comics and see how speech bubbles and thought bubbles are used.

### **Main Task:**

Look at the images on activity sheet 3. What could those characters be thinking about? Ask them to write a simple sentence like 'I am happy', 'I am sad'. Talk about if they are saying these things or just thinking them. Extension: Draw four boxes on a piece of paper and create a comic strip using 2 characters. The story could be about two friends playing, or adult and child talking about tidying the bedroom. Help them decide and encourage use of speech bubbles and thought bubbles. The characters drawn could be simple stick men, it is the text that is important.

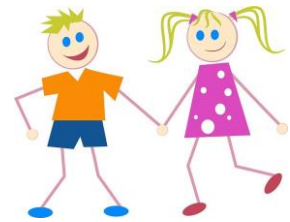
### **Read fiction or non-fiction text together.**

### **Main Task:**

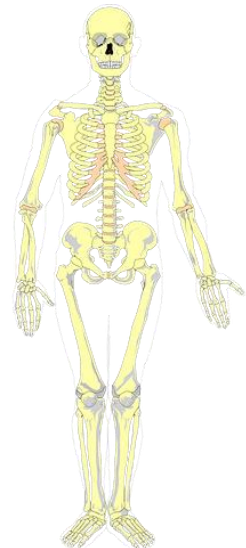
Watch 'Dem Bones' or 'The skeleton Song' on you tube. Discuss where our bones are in our body. Have fun drawing a skeleton ready for next weeks work.

### **Comic Strips**

- Begin to understand different layouts of text.
- sit correctly at a table, holding a pencil comfortably and correctly
- leaving spaces between words
- writing for different purposes



- read aloud books closely matched to their improving phonic knowledge
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases



Remember children work at their own pace.

# Week 1 Lesson Plans

## 4

### **Introduction:**

Talk about past and present and introduce the words **past tense and present tense.**

Discuss what you did yesterday.

'I had a picnic in the park', 'I played on my X box.', 'I painted a picture.'

### **Main Task:**

Ask them to say what happened yesterday into a sentence. Ask them to write the sentence down (if you have a reluctant writer, then you can act as scribe and write down the sentence for them).

Now talk about having a magic time machine and you are going to jump back to that very moment.

How will you write the sentence now?

Example:

I was playing football over the park.

I am playing football at the park.

I painted a lovely picture yesterday.

I am painting a lovely picture.

Point out that some of the words have changed and that you need to be careful when you write about things that happen in the past.

Now ask them to write a recount of 3 things that happened yesterday.

Look at Activity Sheet 3 for a Recount writing frame.

Have a spelling test of the singular and plural words from the beginning of the week

### **Recount**

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- saying out loud what is going to be written about
- sequencing sentences to form short narratives
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- the present and past tenses correctly and consistently including the progressive form
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

Use plastic letters or scrabble tiles for the spellings. You could even make some letters using bottle tops.

This is much easier to check for spelling mistakes when children find writing difficult.

# Week 2 Lesson Plans

# 1

## Introduction:

Watch 'Dem Bones' or 'The skeleton Song' on you tube.

After going through the songs – discuss where our bones are in our body.

Read '**Funnybones**'. By Janet and **Allan Ahllberg**. Talk about what will happen next.

Talk about why the author used a lot of repetition. Does it make the story like a poem?

- Story- sequencing and retelling.
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- recognising simple recurring literary language in stories and poetry
- saying out loud what is going to be written about
- leaving spaces between words
- develop pleasure in reading, motivation to read, vocabulary and understanding by:

## Main Task:

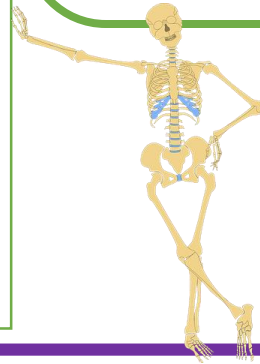
Read through the story together – stopping to discuss what might happen next.

Re-read the first two pages.

Ask 'What did you notice about the words?'

Talk about how there is a lot of repetition. Talk about why you think the author did that.

Rewrite part of the story changing the word 'dark' for another word like 'high' or 'old' etc. How did changing the word affect the story? See activity sheet 4 and 5.



If you cannot get hold of some of the Funnybones books in the library, you will find the stories on line as You Tube videos. Just type in Funnybones.

## Main Task: Spelling

Spelling words for this week: Use these words for handwriting practise to reinforce learning.

**knock – know – knee – knitting – knife – gnat – gnaw – gnash – gnome – gnarled**

Talk about what the words mean. Talk about the silent letters at the beginning of the words.

- The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words.

Use every opportunity to read and write these words during the week before testing on them

# Week 2 Lesson Plans

# 2

## Introduction:

Look at the front cover of the book.  
What do the skeletons look like?  
Are they frightening?  
Do they look like normal skeletons?

## Main Task:

Draw the 3 characters from the book.  
Talk about how you could describe them. Ask them to explain the answers they give you.

Example: They are funny. –  
Ask, 'how do you know there're funny?'  
What does the picture tell you?

Encourage them to think about putting their answers into a statement. Once they have a sentence in their head, then get them to write it down.

## Introduction: The initial game

(It would be useful to have a dictionary for this game)  
First, talk about the initials of their name and yours. My initials would be D P.  
Now you are going to look at the questions on Activity Sheet 6.

## Main Task:

Discuss what adjectives are. (describing words) Talk about the answers and make them as silly as you can using an adjective and a noun.  
You can write the answers down or take it in turns to write out the answers.  
Use a dictionary to help you find the funniest combination of words.

My example: What is your favourite story character?  
Dizzy Penguin

Playing with words is very important and can be a lot of fun. Always try to find new words to add to their bank of words. They will find this helpful when they begin to write longer text independently.

## Character description

- To answer and ask questions
- To explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves
- recognising simple recurring literary language in stories and poetry



## Word Play

- saying out loud what is going to be written about
- sit correctly at a table, holding a pencil comfortably and correctly
- expanded noun phrases to describe and specify [for example, the blue butterfly]

## Week 2 Lesson Plans

### 3

#### **Introduction:**

Watch or read some more of the Funnybones stories.

Discuss which is their favourite.

What did they like about the book?

How did the author make it funny?

#### **Main Task:**

Discuss the word **plot**. Talk about the plot being the order in which events happen in a story.

Talk about the events and the order they happened.

Now ask them to draw a simple map or plan of the story they like best in the Funnybones collection making sure they remember to draw or write about the events as they happened in the book (video). Use the book or video to help jog their memory if needed.

#### **Introduction: What Kind of Sentence Is It?**

Talk about sentences being 'statements', 'questions' or 'exclamations or commands'. What type of punctuations do each of these sentences need?

#### **Main Task:**

Put in the correct punctuation for each sentence on Activity Sheet 7.

(The words in the sentences link to the spelling words for this week)

For the more confident writers encourage them to copy out the sentences in their book. For the less confident writers then share the writing with them.

Use this work to help with handwriting and remembering spaces between words.

- Story- sequencing and retelling.
- To listen to and discuss and express views about a wide range of stories
- To discuss their favourite words and phrases

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- recognising simple recurring literary language in stories and poetry
- saying out loud what is going to be written about
- leaving spaces between words
- develop pleasure in reading, motivation to read, vocabulary and understanding by:

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- sentences with different forms: statement, question, exclamation, command
- Understand what statement, question and exclamation mean

Read fiction or non-fiction text together.



# Week 2 Lesson Plans

## 4

### Introduction:

Watch 'Dem Bones' song on You tube.

[https://www.youtube.com/watch?v=Pbl4BNkAq\\_U](https://www.youtube.com/watch?v=Pbl4BNkAq_U)

Talk about how important your bones are in your body.

What would happen if you didn't have any bones?

Have a quick game of identifying different parts of your body. You could even play a game of 'Simon Says'

- leaving spaces between words
- form lower-case letters of the correct size relative to one another
- writing for different purposes
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

### Main Task:

Ask them to draw an outline of a human body in their book or topic folder. (You could do this together)

Now they are going to make a labelled diagram of their body, with the names of body parts that they know. Encourage them to use their spelling and phonic knowledge for words they are unsure of.

In addition to the labels, ask them to write a short phrase describing what each part is used for . (knees so we can bend our legs, ears for hearing etc).

You could make this a large drawing and create a poster.

To extend this work read non-fiction text about the body to identify some other body parts they might be unfamiliar with.

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

Have a spelling test of the words learnt this week.

**knock – know – knee – knitting – knife -  
gnat – gnaw – gnash – gnome – gnarled**

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

**Read fiction or non-fiction text together.**

### Looking forward to next week:

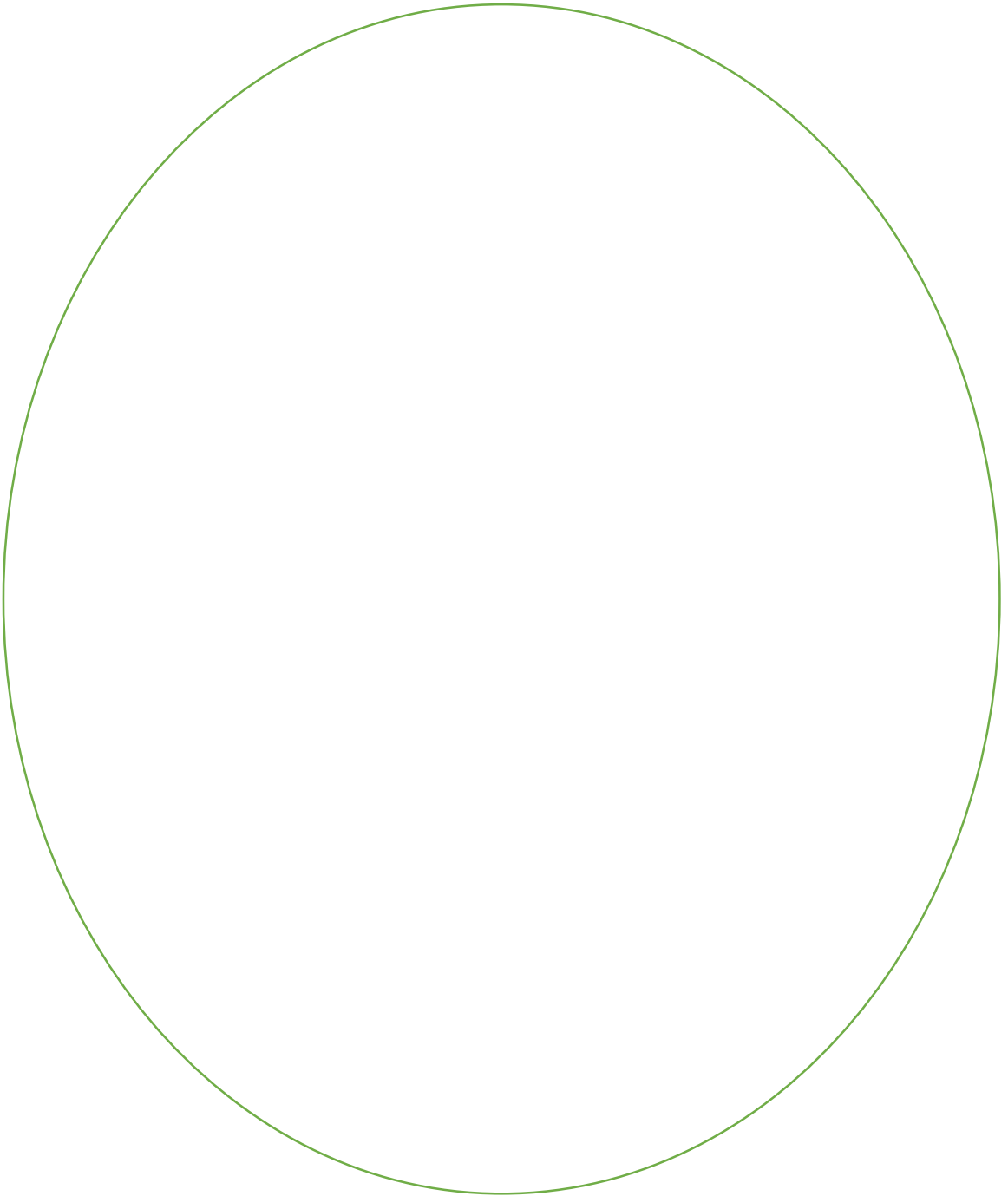
Discuss what a diary would look like. Talk about it being a personal letter to yourself.

Talk about the start of the next lesson you are going to start a diary for the whole week.

Discuss what they would want to write in their diary.

Some ideas could be – trips out – feelings that day – food eaten that week or just day to day activities.

# All About Me



This is what I look like

# Food I like

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What I am good at.

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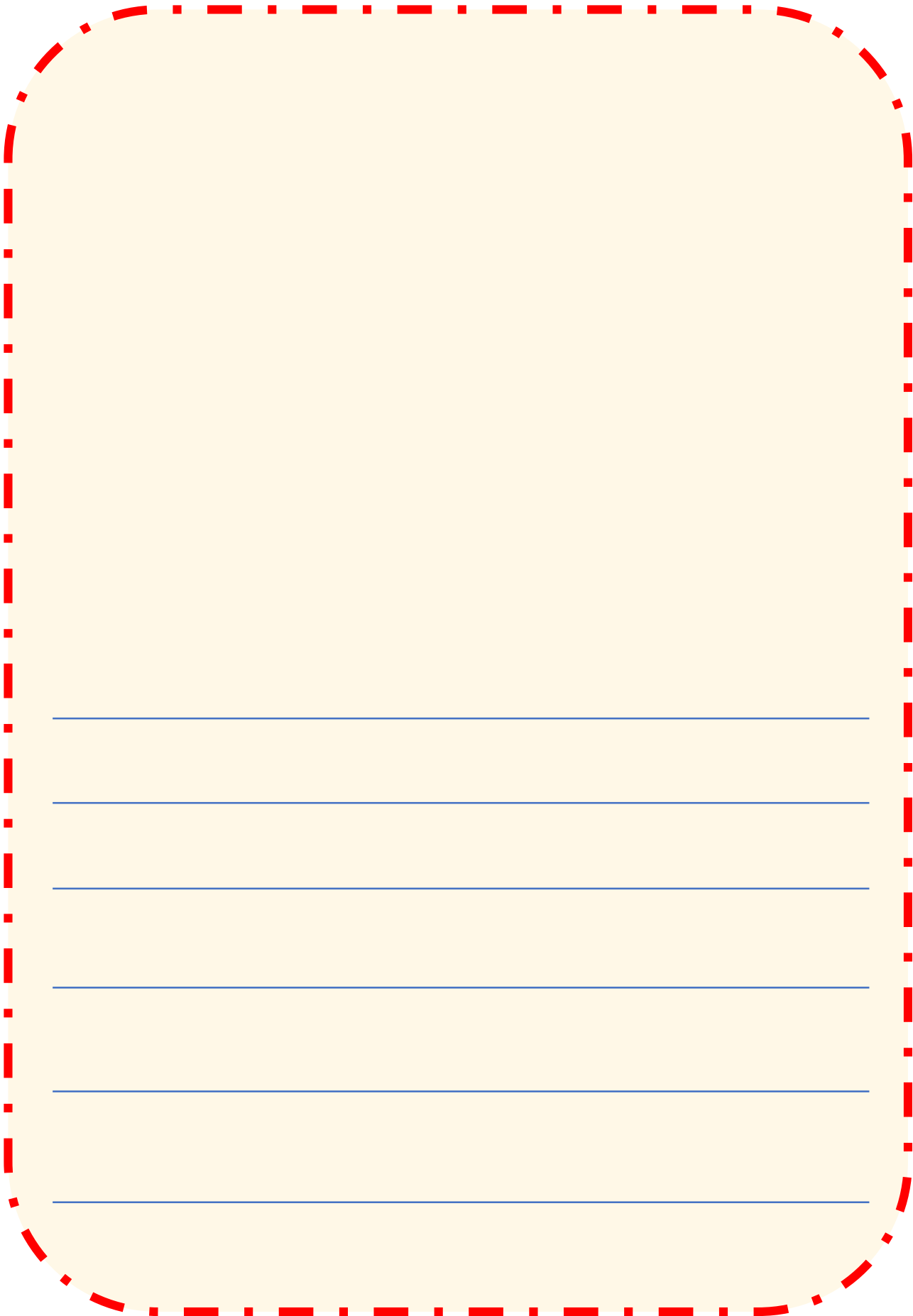
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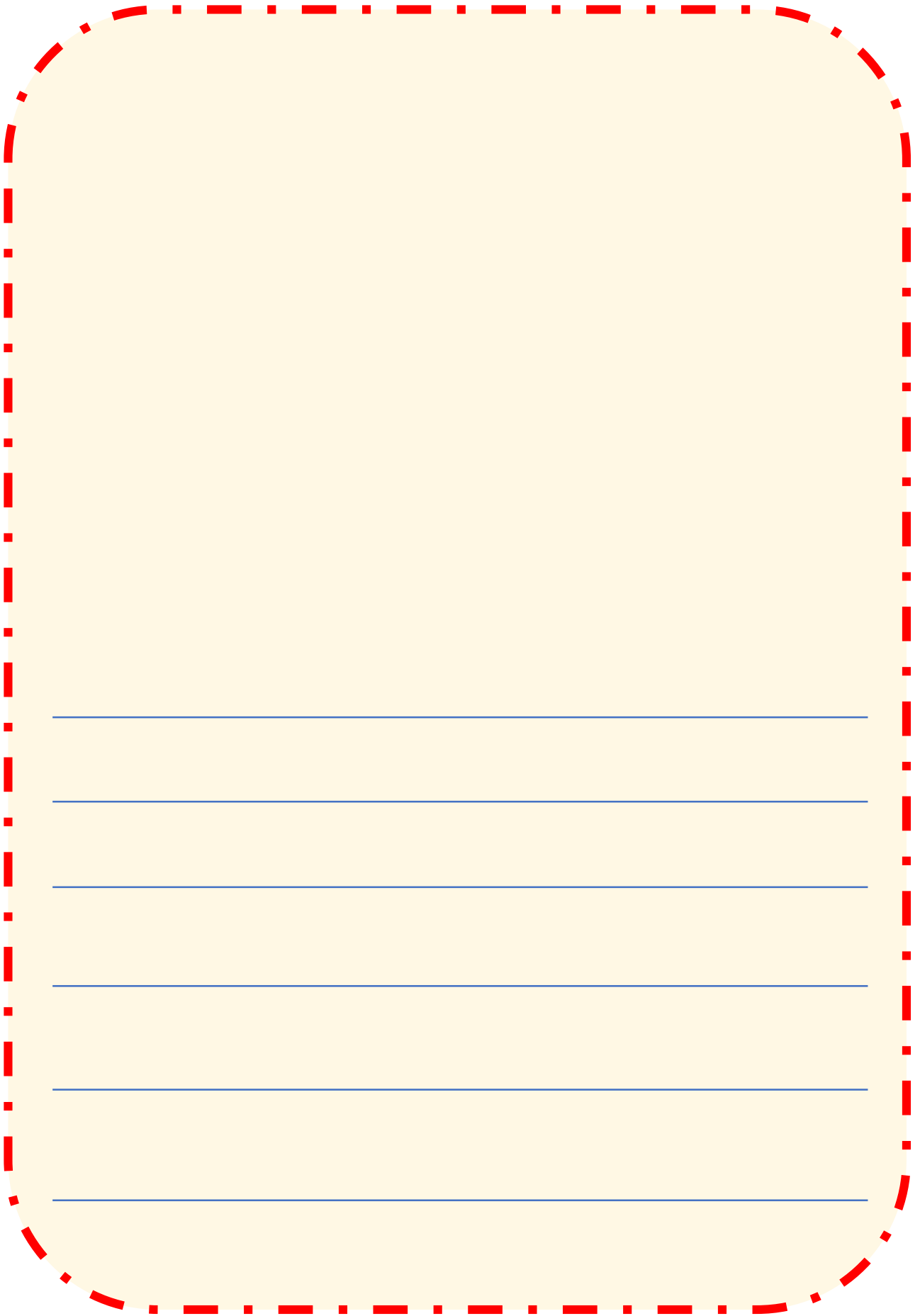
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When something is singular there is only one of it.  
When something is plural there is more than one of it.  
Most of the time we put an -s at the end of a word to show it is plural – but sometimes we have to add an -es.

Complete these sentences with the correct plural word.

dog	bus	dish	fox	match
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We saw a mother fox with her baby \_\_\_\_\_ .

I helped my mum wash up the \_\_\_\_\_ .

It was a long journey and we had to take two  
\_\_\_\_\_ .

Simon went to watch three football \_\_\_\_\_ .

Lucy had two pet \_\_\_\_\_ .

**Now make up your own plural sentences using these words.**

elephant	box	lunch	brush
present	girl	watch	cat

# Mrs Gren

## **M**ovement

The first letter of MRS GREN stands for movement. All living things move, even though some move very slowly. ...

## **R**espiration –

Breathing to convert food into energy. ...

## **S**ensitivity

All living things can sense changes in their environment and will make some response. ...

## **G**rowth

Growth is when new cells grow because of all the energy that is being produced. ...

## **R**eproduction

Reproduction is when a living thing makes a copy of itself. ...

## **E**xcretion

All living organisms produce wastes that need to be removed. Animals will get rid of other unusable products in their bodies by going to the toilet.

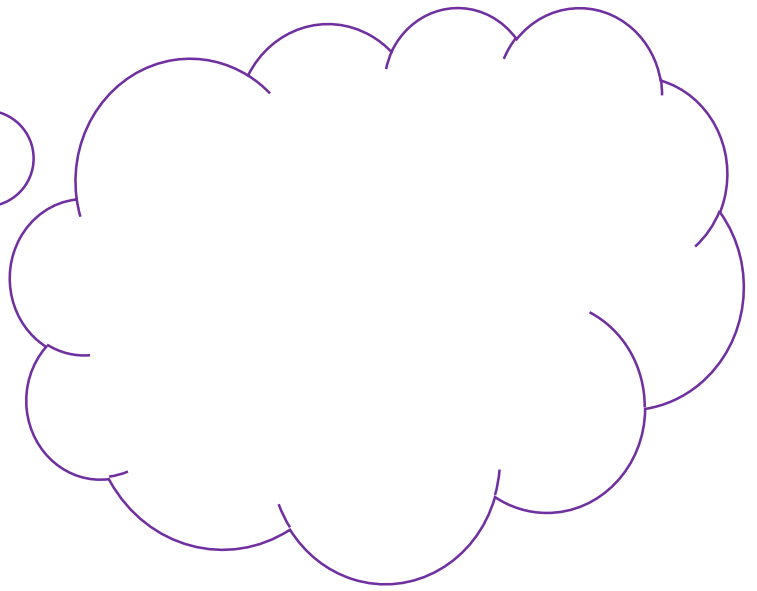
Plants get rid of unusable gasses through tiny pores in their leaves. ...

## **N**utrition

Many living things, such as animals, get their nutrients by eating other living things such as vegetables and meat. Some living things like plants will get their food and nutrients from their environment. Plants use energy from the sun...



# What are they thinking?



First,

Then,

Next,

# Funnybones

This is how the story begins.

On a dark dark hill

there was a dark dark town.

In the dark dark town

there was a dark dark street.

In the dark dark street

there was a dark dark house.

In the dark dark house

there was a dark dark staircase.

Down the dark dark staircase

there was a dark dark cellar.

And in the dark dark cellar ...

... some skeletons lived.

There was a big skeleton, a little skeleton and a dog skeleton.

# Funnybones

This is how the story begins.

On a \_\_\_\_\_ hill  
there was a \_\_\_\_\_ town.  
In the \_\_\_\_\_ town  
there was a \_\_\_\_\_ street.  
In the \_\_\_\_\_ street  
there was a \_\_\_\_\_ house.  
In the \_\_\_\_\_ house  
there was a \_\_\_\_\_ staircase.  
Down the \_\_\_\_\_ staircase  
there was a \_\_\_\_\_ cellar.  
And in the \_\_\_\_\_ cellar ...

... some skeletons lived.

There was a big skeleton, a little skeleton and a dog skeleton.

# The Initial Game

Answer these questions using only the initials of your name.  
Your answers can be as silly as you like.....

What would you like to be when you grow up?

What is your favourite food?

What is your favourite animal?

What do you like writing about?

What is your favourite TV programme?

Who is your favourite story character?

What do you think the Queen eats for lunch?

What would you like to do on the weekend?

## What kind of sentence is it?

knock – know – knee – knitting – knife - gnat – gnaw – gnash – gnome – gnarled

Did you knock that cup over

My nan is doing her knitting

The dog had a good gnaw at the bone

Did the giant gnash his teeth in anger

Help, it's a giant gnat

I know where you're hiding

A knife is used to cut things

Have you seen my garden gnome

The old mans hands were all gnarled

I hurt my knee

