

Year 2
Tidy
Weekly Writing Tasks (Week 3)

New vocabulary

- scrappy
- undertook
- mighty
- flood
- concrete
- rakers

Monday	<p><u>I can write my own set of instruction for making stepping stones</u></p> <p>Read the next page and discuss where all the mud has come from. What do you think Pete will do next? Read next page and see of predictions are right. Talk about what you know about concrete. Where does it come from and what is it used for? Look at instructions for making concrete stepping-stones. https://meganzeni.com/garden-stepping-stones/</p> <p>If you want to make your own https://www.amazon.co.uk/Midwest-ProductsButterfly-Stepping-12-Inch/dp/B000KJCF0Y?ref =fscpl_pl_dp_1 and add coloured gems or pebbles.</p> <p>Now write a set of instructions to make a stepping stone. E.g. <i>If you want to learn how to make your own stepping-stone just follow these simple steps.</i></p> <ol style="list-style-type: none">1. First find the largest space you can and spread a cloth over the floor so that you don't make too much mess.2. Next choose the decorations you want to use and get them ready to place in your mould. You need to decide quickly so that they are ready when you pour in the concrete. If you want your stones to come out easily you should add some cooking spray or Vaseline to the mould.
Tuesday	<p><u>I can make a list of good and bad things about the forest</u></p> <p>Following on from yesterday, discuss what you know now about concrete. What do you think a forest covered in concrete would look like? Encourage to draw/write ideas using -er/-est to help describe e.g. harder, colder, uglier etc. Turn the page and look at the forest now. Do you agree with Pete that the forest is practically perfect?</p> <p>Make a list of all the good things about the forest now e.g. no mud, no leaves, no mess and all the bad things about the forest now (no trees, nowhere for the animals to live, no flowers etc.). Use the grid from the resources to help structure this. Encourage use of -er/-est again to describe the difference between the two.</p>

<p>Wednesday</p>	<p><u>I can write a letter to Pete</u></p> <p>Using ideas from yesterday, you must write a letter to Pete and tell him what you think of the forest now e.g.</p> <p><i>Dear Pete,</i> <i>The forest was prettier before and now there is nothing but hard concrete! Where are all the animals going to live now? There are no trees anymore for the birds to live in. etc</i></p>
<p>Thursday</p>	<p><u>I can research facts about badgers</u></p> <p>Read on until ‘There wasn’t a door where the door used to be!’ Discuss where you think the door has gone and why. Look back at the previous text ‘So he hunted around for something to eat.’ Why do you think he needs to hunt around? What has happened to the food he usually eats?</p> <p>Use a large image of a badger (from resources) add what you already know about badgers. This might include what you have learnt from the text e.g. they live underground or ideas from Wind in the Willows (you may want to discuss how in both books they are acting like humans). Once you have made notes of what you already know, write a list of facts still to find out e.g.</p> <ul style="list-style-type: none"> • How big are badgers? • What do badgers do? • Where can you find badgers? • What do badgers look like? <p>Play the video through once reading the information. https://youtu.be/1elu50yMueY Re-watch pausing on each image and adding facts to the fact sheet</p>
<p>Friday</p>	<p><u>I can use if and that (subordination)</u></p> <p>Children must write their facts out as full sentences trying to use if and that conjunctions as much as they can e.g.</p> <p><i>Badgers sleep in the day so that they can come out hunting at night. Badgers have stocky bodies and short legs so that they can dig.</i></p> <p><i>If you see a Honey badger be careful because they are fearless and the most vicious! If you live in Russia you might eat badger meat for your dinner!</i></p>

See following pages for resources

Monday

Tuesday

New Forest	Old Forest

Wednesday

Thursday



Friday