

English

w/c 28th March 2022

This week we will be thinking about tenses, conjunctions and wombats!

I can't wait to see your amazing work.



What will you do this week?

Day 1 – Read a short non-fiction text; identify a text by type; answer questions about a text. **Pages 3-12**

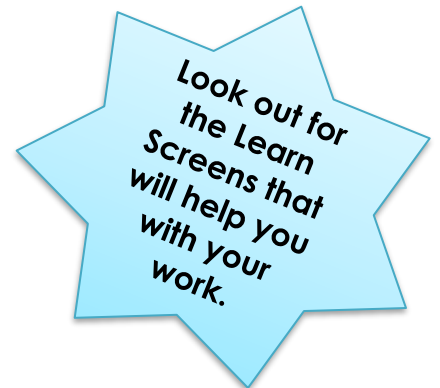
Day 2 – Listen to a reading of a fiction text; read, spell and sequence familiar words; write imaginatively in response to a text. **Pages 13-19**

Day 3 – Re-listen to a fiction text; distinguish between the simple and progressive forms of the past tense; write sentences in both the simple and progressive forms of the past tense. **Pages 20 - 27**

Day 4 – Compare two readings of a text; learn the role of conjunctions in linking ideas within sentences; create a plan for a new diary entry *ready for Day 5*. **Pages 28-36**

Day 5 – Read a further short fiction text; write a diary entry based on *the plan you made on Day 4* and also those read or heard. **Pages 37- 40**

There are also some **Extra Fun** activities for you to try on **Page 41**.



Day 1 activities

IMPORTANT! Parent or Carer – Please read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.



1. Reading time

Look at the pictures on '**Wombats**' and carefully read the text about these intriguing Australasian animals. You'll find it on **pages 5 and 6**.

Discuss the text with your grown up. What was the most interesting thing you learned about wombats?

2. Different sorts of writing

Look at the list of different types of writing on '**Text Types**' on **page 8**.

Read each heading and its definition. Highlight all the headings that describe the kind of text that '**Wombats**' is.

Pssstt! There is more than one. Check with the Answers page which is on page 12.

3. Answering questions

Look at the set of '**Wombat Questions**' on **pages 10 and 11**.

Read each question carefully.

Answer each question.

Go back and check in the text if you need to.

Re-read your answers to be sure you have said what you wanted to.

Reading

Activity 1: Reading time

Your Task

Look at the pictures on the next two pages, which is all about '*Wombats*' and carefully read the text about these intriguing Australasian animals.



What was the most interesting thing you learned about wombats?

Tell a grown up all about them

Wombats



What is a wombat?

Wombats are short-legged, muscular marsupials. A marsupial is an animal that gives birth to live young, which they then carry and feed in a pouch. Wombats can grow to about 1 metre long and can weigh as much as 30kg (which is the same as 200 bananas!).

Where do wombats live?

Wombats live in Australia and some of the small islands surrounding Australia.

What do wombats eat?

Wombats are mainly nocturnal and emerge at night to feed on grasses, herbs, bark and roots. The incisor teeth of a wombat are continually growing, so to keep them in check wombats gnaw on bark and tough vegetation.

Why do wombats burrow?

Wombats have wide, barrel shaped bodies and strong feet with long claws which mean they are made for digging. Wombats excavate extensive systems of tunnels and chambers. Wombats sleep, rest and raise their family in the burrow.

What's special about a wombat?

A wombat's pouch is unusual among marsupials because it faces backwards towards the rump (the area around its bottom). This is so the wombat won't spray mud into the pouch when it is digging.

Wombats have a tough rump. When they feel threatened, a wombat will dive into a tunnel, blocking the entrance with its rump. The sturdy rump prevents predators from being able to remove and attack the wombat

Did you know?

Wombat poo is shaped like a cube. Using the scent from their poo and having cube shaped poo stops it from rolling away.



What type of text?

Activity 2: Different sorts of writing

Your Task

Look at the list of different types of writing listed on the next page.

Read each heading and its definition.

Highlight all the headings that describe the kind of text that *Wombats* is.



Pssst! There is more than one.

Check your
answers on page
12

Highlight **all** the headings that describe the kind of text that *Wombats* is. Remember there's more than one! **You can just write your answers on paper.**

Text Types



Factual Factual texts give information and details about real people, things and places. A factual text is not a story.	Story A tale about made-up characters and places.	Information A text that gives you facts and details about a particular subject.	Poetry Poems have verses and often have rhymes in them. They sound a bit like songs.	Diary A text written by someone recounting what they did on a particular day.
Fiction Made-up stories. Fiction is the opposite of non-fiction.	Letter Letters and emails are messages written by one person to another. They often start <i>Dear ...</i> and have an address and a date at the top of the page.	Instructions Instructions tell you what to do. They use bossy language and list the things you need to do to achieve something.	Non-fiction Non-fiction texts are the opposite of fiction texts. They give factual information about real things.	Biography A biography is an account of a real person's life.

Comprehension

Activity 3: Answer questions about the text.

Your Task

Look at the set of 9 *Wombat Questions* *on the next two pages.*

Read each question carefully.

Answer each question.

Go back and check with the text of *Wombats* if you need to.

Re-read your answers to be sure you have said what you wanted to.



Questions

Write your answers on paper

1. Wombats can grow to be 1 metre in length. How many kilograms (kg) can they weigh?
2. What do wombats do to stop their incisor teeth growing too long?
3. The text says that 'Wombats excavate extensive systems of tunnels and chambers' in the ground. Copy out the word in the sentence which means the same thing as dig.
4. True or false? 'Marsupials have pouches that their young grow and feed in.' Circle either true or false.
5. True or false? 'Wombats eat frogs, mice and big insects.' Circle either true or false.
6. In your own words, say why the opening of a wombat's pouch faces away from its front paws.



7. Why is a wombat's poo cube shaped?

8. For what reason do wombats sometimes dive into their burrows and block the entrance with their sturdy rumps?

9. Write a caption to go with this picture



Remember
a caption
tells you
about a
picture.



Can you make your
caption amusing or
funny?



Answers to task 2

Factual Factual texts give information and details about real people, things and places. A factual text is not a story.	Story A tale about made-up characters and places.	Information A text that gives you facts and details about a particular subject.	Poetry Poems have verses and often have rhymes in them. They sound a bit like songs.	Diary A text written by someone recounting what they did on a particular day.
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Day 2 activities

IMPORTANT! Parent or Carer – Please read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.



1. It's story time

Listen to/watch the reading of Diary of a Wombat by Jackie French and Bruce Whatley

<https://www.youtube.com/watch?v=7qMMhJ4iu8>

Look again at 'Text Types' on page 15. What sort of writing is Diary of a Wombat?

2. Spelling focus

Look at the set of jumbled 'Days of the Week' on page 16 and read each one aloud.

Practise spelling each word. Use a 'look, cover, write, check' method to help you get the spellings right.

Remember that days of the week always start with a **capital letter**.

3. Writing time

Agree with your grown up that Diary of a Wombat is told from the point of view of the wombat.

Think about how the family and the wombat will see the same event differently. We call this a point of view. You will be writing about two events in the story from two different points of view!

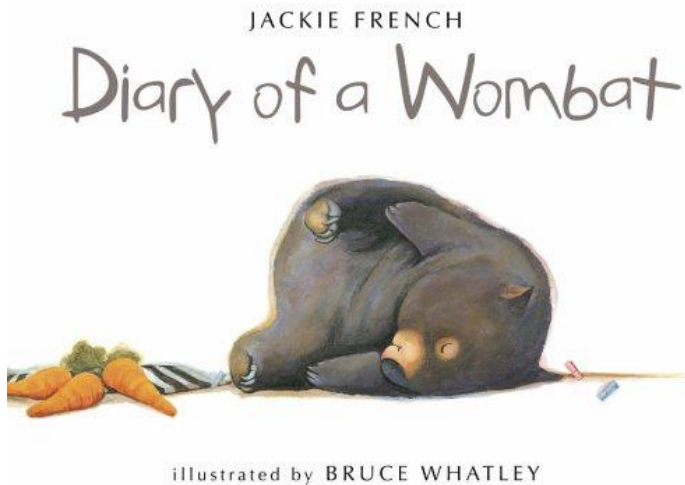
Story Time

Activity 1: Listen to a story

Your Task

Listen to/watch the reading of Diary of a Wombat by Jackie French and Bruce Whatley

<https://www.youtube.com/watch?v=7qM MhJ4iiu8>



Look again at Text Types sheet on the next page.

What sort of writing is Diary of a Wombat?.

Hint: There is more than 1 answer!
Check your answers on page 19.

What type of text is
Diary of a Wombat
There is more than 1
answer. Talk to a grown
up about it.

Text Types



Factual Factual texts give information and details about real people, things and places. A factual text is not a story.	Story A tale about made-up characters and places.	Information A text that gives you facts and details about a particular subject.	Poetry Poems have verses and often have rhymes in them. They sound a bit like songs.	Diary A text written by someone recounting what they did on a particular day.
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Spelling

Activity 2: Days of the week

Tuesday

Sunday

Friday

Monday

Saturday

Thursday

Wednesday

Your Task

Mrs. Riley's days of the week cards are in the wrong order! Can you sort them out for her and put them in the correct order?

When you have done that, practise spelling them correctly. Do this more than once.

Remember that days of the week always start with a capital letter.

Writing Time

Activity 3: Writing from different points of view

The Diary of a Wombat is told from the **point of view of** the wombat. Discuss with your grown up whether the wombat and the humans will have the same view of the events.

Your Task

Look at this picture. It's called 'The Dust Bath'. Write a sentence expressing what the wombat thinks about having a dust bath.



The Dust Bath

Example of the wombat's point of view:

Had a lovely refreshing dust bath, which really cheered me up.

Your Task

Would the family feel the same? No! Write a sentence expressing what the family feel.



Example from the family's point of view:

That annoying wombat ruined our barbecue!

Writing Time

More writing!

Your Task

Look these picture, called "the Mat" and "The Door" .
Write two sentences for each picture, one from the wombat's point of view and one from the family's.



The Mat

Remember

You must write two sentences for each picture. That's 4 sentences altogether. You can write more if you want to.



The Door



You can write your sentences on paper.
You don't need to print anything.

Answers to task 1

Factual Factual texts give information and details about real people, things and places. A factual text is not a story.	Story A tale about made-up characters and places.	Information A text that gives you facts and details about a particular subject.	Poetry Poems have verses and often have rhymes in them. They sound a bit like songs.	Diary A text written by someone recounting what they did on a particular day.
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Day 3 activities

IMPORTANT! Parent or Carer – Please read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.



1. It's story time

Listen to/watch the reading of Diary of a Wombat by Jackie French and Bruce Whatley again. <https://www.youtube.com/watch?v=7qMMhJ4iiu8>

2. Verbs and tenses

What are verbs? What does being 'in the past tense' mean?

Carefully read The Past Tense Simple and Progressive Forms **Learn Screens on pages 22 and 23** and then go back to the start of Diary of a Wombat video. Be ready to pause the video so you can see the Monday and Tuesday pages.

Record on paper all the verbs used on those days in the diary.

What tense are the verbs in? Are the verbs in the simple or progressive form of the past tense?.

3. Writing time

Practise what you have learned by rewriting some sentences about wombat, changing the tense from simple past to progressive or from the progressive form to the simple past tense.

Check your answers on page 27

Story Time

Activity 1: Listen to a story

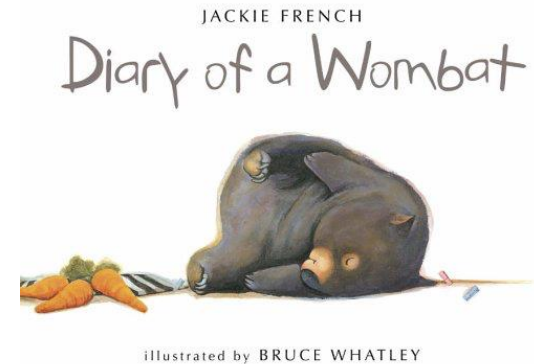


Your Task

Listen to/watch the reading of Diary of a Wombat by Jackie French and Bruce Whatley

again <https://www.youtube.com/watch?v=7qMMhJ4iiu8>

Did you enjoy the story? Why/ why not? Discuss your thoughts with a grown up.



Learn Screen

The Past Tense – Simple and Progressive Forms

When we write about things that happened **in the past**, we can show this by using the **simple past** verb form.

The kangaroo **jumped** over the fence.

Often we add **-ed** to the end of the verb.
Other verbs take different forms to show past.

The kangaroo **ate** some grass.



To show that the past action was in progress for **a period of time**, or at the **same time as something else**, we can use the



The baby koala **was holding** on tightly while its mother climbed the tree.

The koalas **were eating** leaves from the tree.

The baby held onto her mother for a while – it takes time to climb a tree. The koalas may not have finished eating leaves.

Learn Screen

The Past Tense – Simple and Progressive Forms

To write in the **past progressive** form we use helping verbs (was or were) and add -ing to the base verb.

The cockatoo was flapping its wings in the sunshine. The cockatoo was cracking seeds open with its beak. The birds were squabbling in the trees.



Talk to a grown up about what you have learned about the simple past tense and the progressive past tense.

Which tense?

Activity 2: Thinking about tenses.

Your Task:

Go back to the start of *Diary of a Wombat*. Be ready to pause the video so you can see the Monday and Tuesday pages.

Record all the verbs used on those days in the diary.

What tense are the verbs in?

Are the verbs in the simple or progressive form of the past tense?

Check your answers on page 27



You can write your sentences on paper. You don't need to print anything.

Changing tenses Tenses

Activity 3: Change the tense of these sentences from the simple past form to the progressive past form.

Your Task

Read each sentence carefully and highlight the verbs. **Watch out** – some sentences contain more than one verb.

They are written in the simple past tense.

Rewrite each sentence, but **using the progressive form of the past tense.**



Wombat slept peacefully through the morning.

She gnawed on a carrot.

She fought with a flat, hairy creature.

Wombat dug a deep, dark hole in the garden and hid from the sun.

Mum and Dad nailed up the door and took in their washing.

Changing tenses Tenses

Activity 3 –change the tense of these sentences from the progressive past form to the simple past form.

Your Task

Read each sentence carefully and highlight the verbs. Watch out – some sentences contain more than one verb.

They are written in the progressive form of the past tense.

Rewrite each sentence, but **using the simple form of the past tense.**

Wombat was finding her grass dull and tasteless.

The wombat was scratching on the garden chairs and rubbing against the table legs.

Mum and Dad were looking for carrots and oats for the pesky wombat.

The rain was falling and the wombat's new hole was quickly filling with water.

The children were hearing strange noises from under the house as the wombat was digging a hole there.



Check
your
answers
on page
27

Answers



Simple past to progressive

Wombat slept peacefully through the morning.

Wombat was sleeping peacefully through the morning

She gnawed on a carrot.

She was gnawing on a carrot.

She fought with a flat, hairy creature.

She was fighting with a flat, hairy creature.

Wombat dug a deep, dark hole in the garden and hid from the sun.

Wombat was digging a deep, dark hole in the garden and hiding from the sun.

Mum and Dad nailed up the door and took in their washing.

Mum and Dad were nailing up the door and taking in their washing



Progressive to simple past

Wombat was finding her grass dull and tasteless.

Wombat found her grass dull and tasteless.

The wombat was scratching on the garden chairs and rubbing against the table legs.

The wombat scratched on the garden chairs and rubbed against the table legs.

Mum and Dad were looking for carrots and oats for the pesky wombat.

Mum and Dad looked for carrots and oats for the pesky wombat.

The rain was falling and the wombat's new hole was quickly filling with water.

The rain fell and the wombat's new hole quickly filled with water.

The children were hearing strange noises from under the house as the wombat was digging its hole there.

The children heard strange noises from under the house as the wombat dug its hole there.

Day 4 activities

IMPORTANT! Parent or Carer – Please read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.



1. Story time

Go to

<https://www.youtube.com/watch?v=0esdaXff0Yo&t=334s>

and listen to a different reading of Diary of a Wombat.

Which reading of the story did you like most?

Give reasons as to why you prefer your choice.

2. Using conjunctions to join ideas

Read the Learn Screen about '**Conjunctions**' on **pages 30 and 31**.

Now read the pairs of sentences on '**Wombat's Busy Day**' on **page 32**. Rewrite each pair of sentences as one full sentence with a conjunction linking the two parts. Check with the set of '**Possible Answers**' on **page 33**.

3. Planning to write a new story

Tomorrow, you are going to write the diary entry of an animal who causes all sorts of trouble for a family. Today you will plan your story.

Decide which animal will feature in your story. Record this on '**My Animal Diary Planner**' on **page 35**.

Decide which day of the week your diary entry will be for. Have fun thinking of the three things your animal does that cause big trouble for the family.

Look at the '**Diary Suggestions**' on **page 36** for some ideas if you get stuck, or maybe have a **look with a grown up** at some other naughty animals – e.g.

<https://www.youtube.com/watch?v=QpNXHJGfGYo>

Story Time

Activity 1: Listen to a story



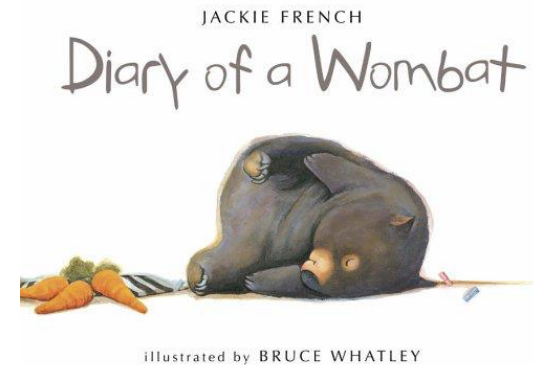
Your Task

Go to

<https://www.youtube.com/watch?v=0esdaXtf0Yo&t=334s>

and listen to a different reading of Diary of a Wombat.

Which reading of the story did you like most? Talk to a grown up and give reasons as to why you prefer your choice.



Learn Screen

All about conjunctions

Conjunctions are words which are used to link ideas together. Those ideas could be phrases, clauses or sentences.

Sometimes when you are writing you may notice that your sentences (or clauses) are quite short. Sometimes if you read just one of your sentences on its own it wouldn't make sense.

Example:

Sara was washing her hands. They were dirty. She had been playing out. A dog ran up to her. It looked at her. She stroked it. She soon realised. It was covered in mud.

Using words to join your sentences together can make them sound more interesting and make more sense.



Example

Sara was washing her hands **because** they were dirty. She had been playing out **when** a dog ran up to her. It looked at her **and** she stroked it **but** he soon realised **that** it was covered in mud.

Learn Screen

All about conjunctions



Connecting sentences and clauses

that when because if
or and but

All these words can be used to join clauses and sentences together. We call them **conjunctions**. **Conjunctions** are **joining words**.

A clause is a group of words that contains a subject and a verb.

Sometimes clauses can make sense on their own, and are sentences. Sometimes they need to be joined to other sentences to make sense.

Wombat's Busy Day

Activity 2: Join these sentences using conjunctions.

Your Task

Rewrite each pair of sentences as one full sentence with a conjunction linking the two.

Example:

In the morning I slept. At lunchtime I ate grass

Turns into: In the morning I slept **but** at lunchtime I ate grass.

Watch out – your sentence has to make sense so you will need to choose your conjunction with care.

Use a new conjunction each time.

Rewrite each pair of sentences as one full sentence with a conjunction linking the two.

In the morning I slept.
At lunchtime I ate grass.

I was banging on the dustbin.
The humans came running out of the house.

I liked my new hole.
It was warm and dry.

I chewed a nice big gap in the door.
Suddenly the family appeared, looking cross.



and

but

while

when

because

although

since

as

so

Possible Answers

Activity 2: Join these sentences using conjunctions.

In the morning I slept **and /but/ while/ although** at lunchtime I ate grass.

I was banging on the dustbin **and /when/ so** the humans came running out of the house.

I liked my new hole **and / because /since /while / when** it was warm and dry.

I chewed a nice big gap in the door **and / but / when** suddenly the family appeared, looking cross.

and **but** **while** **when**
because
although **since** **as** **so**



Time to Plan

Activity 4: Plan a diary entry

Your Task

Tomorrow, you are going to write the diary entry of an animal who causes all sorts of trouble for a family. Today you will plan your work.

Decide which animal will feature in your story. Record this on the 'My Animal Diary Planner' on the next page or just write on paper.

Decide which day of the week your diary entry will be for.

Have fun thinking of the three things your animal does that cause big trouble for the family.

Look at the Diary Suggestions on page 36 for some ideas if you get stuck.

Help with ideas:

Wombat gets into all sorts of trouble with the family. Maybe have a look **with a grown up** at some other naughty animals - e.g.

<https://www.youtube.com/watch?v=QpNXHJGfGYo>



You can write your sentences on paper. You don't need to print anything.

Time to Plan

Activity 4: Plan a diary entry



My diary will be written by a	
The day of the week for the diary will be	
These are the three troublesome things my animal does:	<ol style="list-style-type: none"><li data-bbox="357 592 396 635">1.<li data-bbox="357 835 396 878">2.<li data-bbox="357 1078 396 1120">3.
This is what happens at the end of the day:	

Diary Suggestions

Activity 4: Plan a diary entry



Some things your animal might do wrong:

Your diary could be written by ANY animal you want.

It could be written by an animal you know like a dog or a cat, a squirrel or a garden bird.

Or it could be written by *another* Australian animal, like a kangaroo, a possum or a platypus, an echidna, a cassowary or a kookaburra.



Break something valuable

Knock something special over

Leave **tooth, beak or claw marks** on something precious

Get **mud or water** on something clean

Eat or drink something being kept for a special occasion

Make a lot of **noise** when it is quiet

Leave **fur or hair** in the wrong place

Make a horrible **smell!**

Day 5 activities

IMPORTANT! Parent or Carer – Please read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.



1. Story time

Read and enjoy 'Diary of a Kangaroo' on page 38.

Who causes more trouble – the wombat in Diary of a Wombat or the kangaroo here!?

2. Getting ready to write

Read the **Learn Screen** on page 39 to help you identify features of diary recounts.

Look for examples of 'Wombat's Conjunctions' being used to link ideas in sentences.

3. Writing time

You are going to write your animal diary entry from the plan you produced yesterday.

Make sure you use the layout and language features of a diary.

Keep your writing in the past tense. Try to include verbs in the progressive form of the past tense.

Write in full sentences and use conjunctions to link ideas.

If you have time, why not write the next day's diary entry as well? What trouble will your creature cause then?

Story Time

Activity 1

The Diary of a Kangaroo



Wednesday

I woke up in the late morning after a good sleep under the trees and decided to bounce over to the nearest house to see what was happening.

The family have a swimming pool in the garden and I thought it would be a great idea to jump in for a quick wash. Ker-splish! The water was feeling so cool and refreshing, although a lot of it splashed out, which left the pool half empty. Honestly, you would think that people would keep the right amount of water in their pools.

In the afternoon, I clambered out of the pool and walked towards the garage. Unfortunately, the water from the pool had made the garden very muddy, so I was leaving a dirty trail all the way across the grass. Really, I thought, people should put paths in their gardens. It would make life much easier.

There was a very smart looking car parked on the drive. With one bounce, I was sitting on its bonnet. I was gazing out at the view for quite a while because it looked so beautiful. Suddenly, strange creaking noises began to come from underneath the car and – crack! – two of the wheels fell off. Well! I was thinking to myself that it wasn't a very well-made car, when I heard a noise...

The family appeared at their gate. They were shouting and pointing at me. I couldn't understand a word they were saying but they seemed to be very excited about something. I didn't have time to stop and talk to them so I bounded off, giving them a cheery wave good bye.

What a fun day. Now, I wonder what I will do tomorrow?

Learn Screen

Activity 2: Recognise key features of a diary recount

Look carefully back at the diary

Is it clear which day the diary entry is for?
Can you see?

Yes. It says the day at the top of the page.

Does the diary go in chronological order, starting in the morning and ending at night-time?

Yes, it starts in the morning when the family are at work, and continues through the day until the family come home in the evening.

Find some of the verbs in the diary entry.
Find your own and look at these.

Are most verbs in the simple past tense?
Find examples. See these and look for your own.

woke up

splashed

spent

Can you find examples of the progressive past form? See these and find one more of your own.

was leaving

was happening

Look for examples of 'Wombat's Conjunctions' being used to link ideas in sentences. Which conjunctions did you find being used in this way?

Did you find any of the ones we used yesterday?

⌘

and

but

while

when

because

although

since

as

so

Writing Time

Activity 3: Write a diary entry

Your Task

You are going to write your animal diary entry from the plan you produced yesterday. You can write your diary on paper and add a picture if you like.

Steps to success

- Use the layout and language features of a diary.
- Keep your writing in the past tense.
- Try to include verbs in the progressive form of the past tense.
- Write in full sentences and use conjunctions to link ideas.
- Use different types of sentences – statements, questions, commands and exclamations.
- Use the correct punctuation
- Use your neatest handwriting.

If you have time, why not write the next day's diary entry as well? What trouble will your creature cause then?



Extra Fun!

Add pictures to your story and read it aloud to your family. Are your family glad they don't have your animal living nearby?



Draw or paint your own picture of a wombat.

Why don't you?

Write down in the past tense any verbs that say what you have done today (watched TV, played in the garden, had lunch). Rewrite each one in the progressive past (was watching, was playing). Illustrate your list with photos or pictures.

Write sentences explaining what you find interesting about wombats.

Write about a real or made up day in the style of The Diary of a Wombat:
Morning... sat around in pjs. Afternoon... played in the garden. Got muddy. Went indoors.

Add some pictures to your diary.

Well done Year 2. You
are all superstars

Send in any photos of
the work you do to:

info@st-joes.dudley.sch.uk



Bella the cat is very fond of the toy
wombat that came from Australia!

WELL
done
you
Did
It!