

English Planning and Ideas



Week Commencing: 30. 03. 20

Year Group: 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	LC: Can you answer questions about a text?	LC: Can you find adjectives?	LC: Can you use adjectives to describe a picture?	LC: Can you write expanded noun phrases?	LC: Can you write a description of a picture?
Activity	<p>Main</p> <ul style="list-style-type: none"> Today I would like you to be reading detectives and find answers to questions in the text. Remember to read the text carefully. Most of the answers will be in the text so please check carefully and don't just guess! Sometimes, if you can't find the answer, you might need to think carefully and talk to your parent / carer about what the answer might be. <p>Independent Today I would like you to read the sheet attached and answer the questions.</p> <p>Answers are attached under the worksheet for parent / carer reference.</p>	<p>Skills lesson</p> <ul style="list-style-type: none"> We have been talking about adjectives (describing words) a lot during our lessons. Today I would like you to find adjectives on the worksheet. Remember, it may help you to find the nouns first – these are the things we can 'see or touch' eg: hat, cloud, grass, sky. You could circle the nouns one colour and then circle adjectives another colour. Remember, the adjectives will usually come before the nouns. <p>Independent Complete Tuesday's worksheet. If you do not have a printer please just write your answers on paper.</p>	<p>Main</p> <ul style="list-style-type: none"> We have been practising using adjectives in our writing to describe objects. Remember, we usually add adjectives before the noun we are describing eg: the blue door. Today we are going to use nouns and adjectives to label a picture. <p>Independent Use the Spring picture to label at least 5 nouns and then add adjectives to describe each one.</p> <p>I have given an example of each activity for the next 3 days on the page after the Spring picture.</p>	<p>Main</p> <ul style="list-style-type: none"> Look at the picture you labelled yesterday with nouns and adjectives. Today we are going to write these in short sentences. These are called 'expanded noun phrases'. Follow this link to watch a video and remind you of how to write an expanded noun phrase. https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f <p>Independent Write 3 'expanded noun phrases' to describe the picture. Remember, these are just short sentences with adjectives in them.</p>	<p>Main</p> <ul style="list-style-type: none"> Today I would like you to write a description of the Spring picture. You can use the nouns and adjectives you have already thought of and include some of the 'expanded noun phrases' you wrote yesterday. <p>Independent Write at least 4 sentences to describe the Spring picture. I have included an example in the worksheets but please don't copy mine. You have wonderful ideas yourself. Don't forget your capital letters and full stops, and that neat handwriting we have been working on! Form your letters correctly and sit them on the line.</p>

Monday's task

Q1.

My Big Brother JJ

I was happy. My brother JJ was happy. It was nearly half term.

Then Mum rushed into the room. "JJ! Jasmine! I need to talk to you about next week. I know it is holiday time, but I have to go to work," she said.

"I need to know that you can be a good girl for JJ. He will be in charge."



Practice questions

(a) Why was JJ looking after Jasmine?

Tick **one**.

Mum was going to work.

☐

Mum was going on holiday.

☐

Jasmine was ill.

☐

Jasmine was going on holiday.

☐

(b) Who is telling the story?



On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats



swinging high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working all week."

"Can we do a picture in the garden?" I asked.

1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	•	•	did something for Mum
Wednesday	•	•	went to the fair
Friday	•	•	went to the circus

2 What did Jasmine and JJ see at the circus?

"Let's find the paints," said JJ.

"Can we paint the shed wall?" I asked.

"Yes," said JJ. "It is a really boring colour!"

JJ fetched the steps. He said, "These steps are a bit wobbly. I will paint the top bit."

He climbed up and painted a basketball net and a red ball going into it. I painted some beautiful flowers and some grass.



3 Why did JJ agree to paint the shed wall?

4 Why did JJ paint the top of the shed?

Tick **one**.

Jasmine didn't like painting.

☐

The steps were dangerous.

☐

He knew what to paint.

☐

Mum would like what he painted.

☐

When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."

I wanted to see the top of our picture so I climbed the steps. They wobbled!

I dropped the brushes!



5 Why did Jasmine climb the steps?

6 Why did Jasmine drop the brushes?

Tick **one**.

The steps moved. ☐
The brushes
were dirty. ☐

JJ told her to. ☐
Mum was angry. ☐

Red, white, green and yellow
droplets flicked all over the sky at
the top of our lovely painting!
Great splashes of paint landed
on my clothes.

"Mum will be furious!" I wailed.

We rubbed and scrubbed as
much as we could. We did not
hear Mum come home.

Then we saw her. I wanted to
hide from her really cross face.



7 What happened when Jasmine dropped the brushes?

8 **Find** and **copy two** words that tell you how JJ and Jasmine tried
to clean off the paint.

1. _____

2. _____

"Jasmine! You have got paint all over
your hair," she shouted.

But then she saw the painting. Her face
changed.

"Whatever made you think of doing that?"



she said. "It is FANTASTIC and I love the
sparkling fireworks at the top!"

JJ grinned. "It was Jasmine's idea to add
some extra colour," he said. We all
laughed.

9 When Mum came home, where did she first see the paint?

10 How did Mum feel when she first saw Jasmine?

11 What did Mum describe as *sparkling fireworks*?

Tick **one**.

the sky that JJ painted

☐

the basketball net and red ball

☐

the flowers that Jasmine painted

☐

the splashes of paint

☐

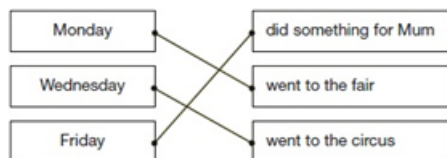
Answers

Mark schemes

Q1.

- 1 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for all three lines joined to the correct boxes:



1 mark

- 2 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to acrobats (swinging).

Also accept reference to a (big) tent.

Do not accept reference to a circus / the circus.

1 mark

- 3 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to either of the acceptable points below:

- JJ thinking that the wall looked boring / JJ not liking the colour, e.g.
 - *he said the colour was boring*
 - *it was a boring colour*
 - *it was dull*
 - *because he did not like the colour.*
- JJ wanting to make the wall look better, e.g.
 - *so it would be more colourful*
 - *he wanted it to look nicer.*

Do not accept reference to JJ not liking the wall without reference to the colour.

1 mark

- 4 **Content domain:** 1d – make inferences from the text.
Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

Jasmine didn't like painting.
The steps were dangerous.
He knew what to paint.

☐
☒
☐

Mum would like what he painted.

☐

- 5 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to Jasmine wanting to see the top of the picture / shed, e.g.

- *so she could look at the top of the picture*
- *to see the top of the shed*
- *because she wanted to see the top of the painting.*

Also accept relevant text lifts from the following sentence: *I wanted to see the top of our picture so I climbed the steps, e.g.*

- *I wanted to see the top of our picture.*

1 mark

- 6 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

The steps moved. ☒ JJ told her to. ☐
The brushes were dirty. ☐ Mum was angry. ☐

1 mark

- 7 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to any of the acceptable points below:

- the paint splashing, e.g.
 - *paint splashed*
 - *paint splashed around.*
- the paint splashing onto the shed / picture / everywhere, e.g.
 - *paint splashed all over the place*
 - *lots of paint went everywhere*
 - *it made a big splash*
 - *red, white, green and yellow droplets flew in the sky*
 - *she got paint all over*
 - *paint landed on the painting.*
- the paint splashing onto Jasmine / Jasmine's clothes, e.g.
 - *she got covered in paint*
 - *great splashes of paint fell on her clothes*
 - *the paint splatted at her*
 - *red and white splashes dropped on top of her*
 - *paint went all over her.*
- making a mess, e.g.
 - *it got all messy*
 - *she got very dirty*
 - *she got in a mess.*

- Jasmine's reaction to the paint spilling, e.g.
 - *she thought her mum would be cross*
 - *Jasmine wailed*
 - *Jasmine got worried.*

Also accept relevant text lifts from the following sentence: *Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting, e.g.*

- *red, white, green and yellow droplets flicked all over the sky*
- *red, white, green and yellow droplets flicked all over our lovely painting.*

1 mark

8 Content domain: 1a – draw on knowledge of vocabulary to understand texts.

Award 1 mark for any of the acceptable points below:

- 1. *(we) rubbed (it)*
2. *(we) scrubbed (it)*
- 1. *(we) scrubbed (it)*
2. *(we) rubbed (it)*
- *(we) rubbed and scrubbed (it)*

1 mark

9 Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to any of the acceptable points below:

- Jasmine's hair, e.g.
 - *on Jasmine's hair*
 - *the paint was on her head*
 - *you have got paint all over your hair*
 - *at the top of her head.*
- Jasmine's clothes, e.g.
 - *on Jasmine's clothes*
 - *she saw the paint on her clothes*
 - *it was all over Jasmine's clothes.*
- Jasmine (without reference to her hair or clothes), e.g.
 - *all over Jasmine*
 - *Jasmine*
 - *on Jasmine*
 - *Mum first saw paint on Jasmine.*

1 mark

10 Content domain: 1d – make inferences from the text.

Award 1 mark for reference to either of the acceptable points below:

- Mum being angry or upset with or without an explanation of her reaction, e.g.
 - *cross because they'd made such a mess!*
 - *angry*
 - *she was angry at them so she shouted*
 - *Mum was cross*

- *cross because Jasmine got paint in her hair*
- *she felt angry*
- *horrified*
- *furious.*

- Mum being shocked / surprised, e.g.
 - *she felt surprised*
 - *shocked*
 - *Mum was shocked when she saw Jasmine.*

Also accept reference to Mum feeling amazed.

1 mark

11 Content domain: 1d – make inferences from the text.

Award 1 mark for:

the sky that JJ painted
the basketball net and red ball
the flowers that Jasmine painted
the splashes of paint

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1 mark

Finding Adjectives

Read the sentences and circle the adjectives in each of them.

1. The cat had pretty eyes.
2. Mark has long legs.
3. She cut her hand on the rough log.
4. The shiny diamond sparkled in the bright sun.
5. The calm penguin looked around the pebbly beach.
6. The huge elephant drank from the murky waterhole.
7. The small dog has fluffy, brown fur.



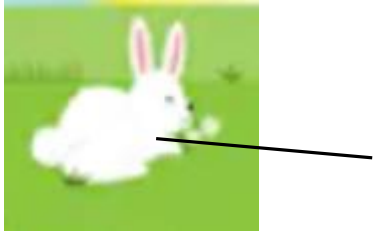
Now, choose five of the sentences above and rewrite them below, changing the adjectives to make them more exciting.

Example: The cat had attractive eyes.

Wednesday's task: Spring picture



Example of Wednesday's task



white, fluffy

rabbit

Example of Thursday's task

The white, fluffy rabbit is hopping along the green grass.

Example of Friday's task

As I look across the beautiful, lush green grass, I see a white, fluffy rabbit hopping quickly across the green grass towards its burrow. The bright blue and red tulips are swaying gently in the breeze and the delicate, yellow daffodils face the bright, yellow sun.

Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[BBC Bitesize Primary](#) – Free learning resources available for KSI and KS2 across all subjects.

[Oxford Owl](#) – Free ebooks and reading resources available when you create a free login.

[Phonics Play](#) – Subscription service is offering free access to their learning resources during this period. Follow the link for details on how to gain free access.

[Top Marks](#) – Free educational resources and games for English and Maths.

[ICT Games](#) – Free educational resources and games for English and Maths.