

Year 2  
Tidy  
Weekly Writing Tasks (Week 1)

New vocabulary

- forest
- badger
- grooming
- untangled
- knot

Monday	<p><u>I can participate in a collaborative discussion and make notes</u></p> <p>Go out into your local area and note down any litter you can find.</p> <p><a href="https://www.keepbritaintidy.org/get-involved/volunteer/litter-heroes/cleanpreparation-and-safety-advice">https://www.keepbritaintidy.org/get-involved/volunteer/litter-heroes/cleanpreparation-and-safety-advice</a></p> <p><a href="https://www.eco-schools.org.uk/primary-pathway/ten-topics/litter/">https://www.eco-schools.org.uk/primary-pathway/ten-topics/litter/</a></p> <p>Take a look at what has been found. Discuss whether there is a variety of litter (pupils could produce a tally chart or similar to show this). Do pupils know where the litter has come from? How long has it been there? What could they do with it now? Consider using any similar items <b>from home</b> which can be cleaned up to produce collages in art or save for later in the unit to produce stepping-stones.</p> <p>Make lists and notes of the litter that you have found. Be specific by adding details. When finished discussing what was found, think about how you would describe the area you have just been to. Is it tidy?</p>
Tuesday	<p><u>I can write a letter</u></p> <p>Discuss the difference that could be made to an area by cleaning up some of the litter. Think about who you would need to speak to, to make a bigger difference.</p> <p>Together, plan a letter to the local councillor/MP making sure to include details of the following:</p> <ul style="list-style-type: none"><li>• What you have been doing</li><li>• What you have found</li><li>• What you would like to happen next</li><li>• Why it needs to happen</li></ul>
Wednesday	<p><u>I can write my own set of instructions about keeping clean.</u></p> <p>Look at the image from the front of the text. Focus on the title. Discuss what you already know about the word 'tidy' Make predictions about who the characters might be and where the story may be set.</p> <p>Look closely to what the badger is putting into the bin. Does it look like litter? Why</p>

	<p>would he be putting leaves into the bin? Look at more illustrations from the book and try and spot any unusual objects within the trees (washing up brushes, broom, washing up gloves).</p> <p>Read part of the blurb 'Pete likes everything to be neat and tidy – but sometimes it's good to know when to stop.' Discuss who you think Pete could be and why being too tidy could be a problem.</p> <p>Read the first 2 pages up to '...and then bathing them all.' Focus on the image of the owl being washed and talk about how to keep clean. Link this to own routines. Create a list of ideas e.g. brush your teeth, wash your hair, comb your hair, clean your face etc</p> <p>Expand upon these by explaining why you do these things. You can explain using because or apply the use of (so) that:</p> <p><i>Clean your teeth really well using toothpaste and a toothbrush so that they don't fall out. Wash your hair with shampoo so that it doesn't smell. Brush your hair so that it doesn't look messy or tangled with knots. Wash your face with soap and a flannel so that you can't see any more dirt on it.</i></p>
Thursday	<p><u>I can write my own set of instructions about keeping clean.</u></p> <p>Continue with instruction from the day before making sure to add as much detail as possible.</p>
Friday	<p><u>I can use apostrophes for contracted forms</u></p> <p>Read on to discover how else Pete keeps the forest tidy. Look at the images and discuss the other animals in the story. Begin to create a list of animals who are living in the forest. Add to this, drawing on your knowledge from real life and from other stories/poems that you have read.</p> <p>Read blurb from Wind in the Willows to identify more animals who may be in the forest alongside badger. Read the blurb discussing any similarities between Mole and Pete. To help introduce the characters, watch the trailer for the film:  <a href="https://youtu.be/JZYcoeqzxVI">https://youtu.be/JZYcoeqzxVI</a></p> <p>Read the next page and focus on the faces of the other animals. What is wrong with them? Talk about what they might be saying to each other about Pete's actions.</p> <p>Use the resources or draw images of the animals with speech bubbles to show what they may be thinking.  e.g.  <i>Squirrel: <b>I'll</b> hide my nuts in here so that he <b>doesn't</b> tidy them up.</i>  <i>Bird: I <b>don't</b> think these leaves are going to stay on the trees much longer.</i>  <i>Hedgehog: I hope he <b>doesn't</b> try and brush my prickles.</i>  <i>Fox: It <b>won't</b> be long before the leaves start to fall.</i></p> <p><b>Try to use to contracted words.</b></p>

See following pages for resources

Monday

Tuesday

Wednesday & Thursday

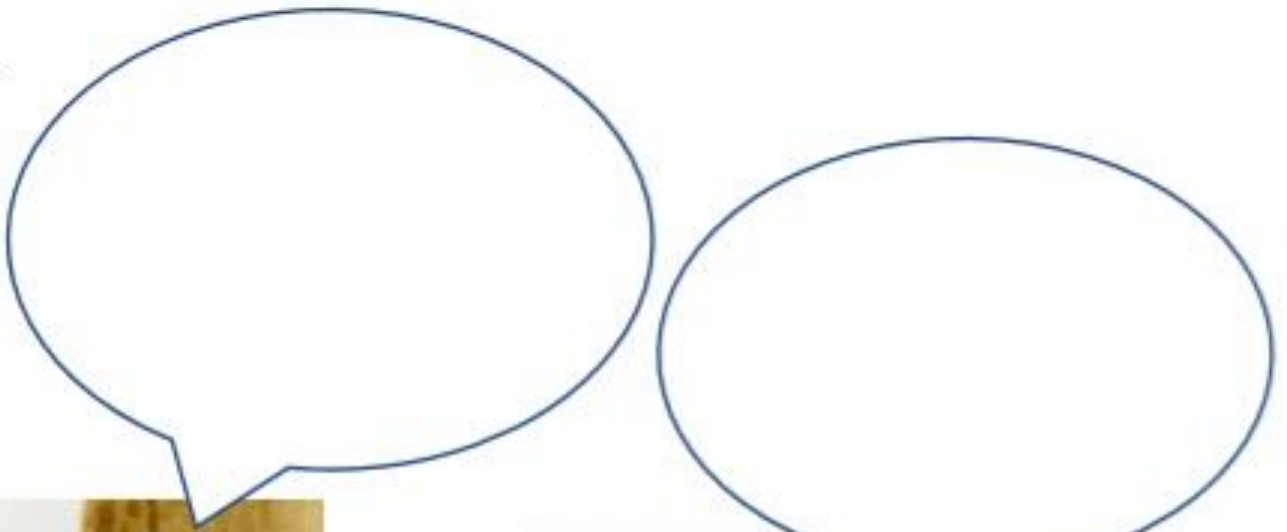
Images from book needed

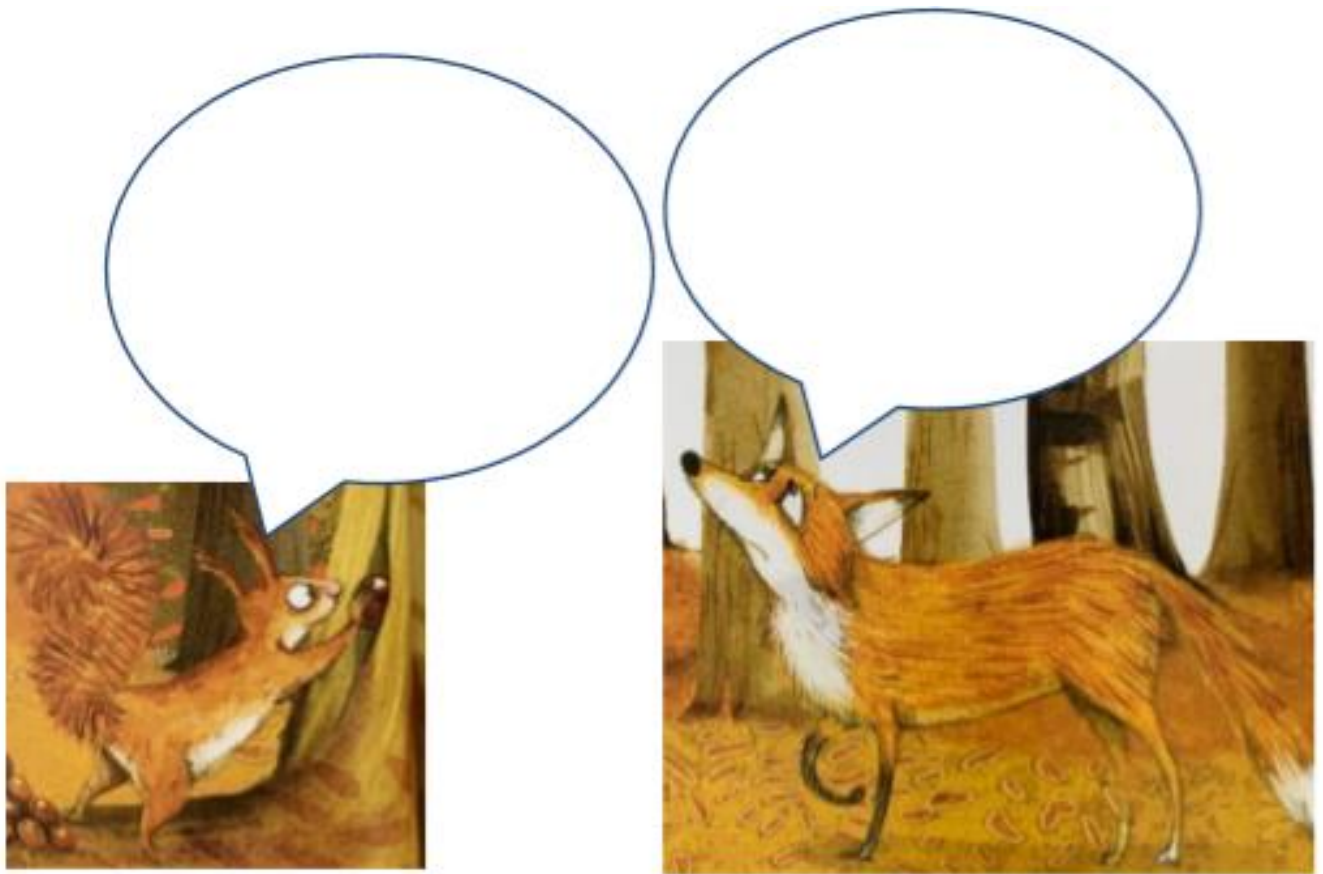
Friday

Blurb from Wind in the Willows:

The Mole had been working very hard all morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs...When Mole feels the call of spring and finds the river for the first time, the story of Rat and Badger and Toad unfolds.'

Animal images





has not	you are	he is
did not	we are	she is
would not	I am	they are
do not	I will	have not
should not	I have	could not

hasn't	you're	he's
didn't	we're	she's
wouldn't	I'm	they're
don't	I'll	haven't
shouldn't	I've	couldn't