



# HILL WEST *Primary*

FOUR OAKS

## **Home Learning Pack**

**Year 2**

**Week Beginning: wb 24.05.2021**



## Home Learning Links

### Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

[www.thenational.academy](http://www.thenational.academy)

### BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

### Phonics English Hubs

Online phonics lessons for the Letters and Sounds phonics programme.

<https://www.wandleenglishhub.org.uk/lettersandsounds>

### World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw%3D%3D>

### Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

### Beanstalk

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

### Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

### **Education Quizzes**

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

### **Top Marks**

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

### **Classroom Secrets**

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

### **National Geographic**

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

### **Reading Eggs**

Here is a list of the Year 2 spellings, which the children are expected to learn off by heart by the end of Year 2. They are stuck into the homework books but just in case you need a new copy.

Y2 Half Term 1	Y2 Half Term 2	Y2 Half Term 3	Y2 Half Term 4	Y2 Half Term 5	Y2 Half Term 6
after	again	any	bath	because	beautiful
behind	both	break	busy	child	sugar
class	Christmas	climb	clothes	children	plant
door	cold	even	every	eye	father
find	gold	grass	everybody	money	hour
floor	hold	great	half	most	improve
kind	old	many	move	only	prove
mind	told	pass	should	fast	Mr/ Mrs
poor	water	steak	could	past	parents
sure	whole	wild	would	last	people
more	while	who	good	pretty	path

<b>Key Question Week 6: What would you plant in your secret garden?</b>
<b>Key Text:</b> visual literacy - The secret garden
<b>Linked learning:</b> English, Art, Computing and Music
In English this week, the children will continue to read the story, The secret garden. The children will use visualisation techniques to create images of the secret garden as well as retrieval techniques to answer questions based on the text. Towards the end of the week the children will plan to write a prediction about what might happen next in the story. The children will write an alternative ending with a twist. In Art, the children will make links to the Secret Garden and secret garden and Andy Goldworthy. The children will critique each other's Art and find similarities to the art created by Andy Goldworthy. In music, using ICT software, children will perform their nature inspired music to the class and critique each other's master pieces.
<b>Maths:</b> This week the children will be using a vast range of practical activities working with peers to add multiples of 10 and add two 2 digit numbers. They will use their knowledge to challenge each other's maths skills by using a range of familiar maths strategies.
<b>Science:</b> This week in science children will begin to think about which seeds are eaten by animals and how these are designed. The children will think about why only certain seeds are eaten by animals and how these are then spread.
<b>History:</b> To consolidate their learning in History, the children will produce a fact file on the life and work of either Florence Nightingale or Mary Seacole. They will use the facts and information they have been taught in previous weeks.
<b>Geography:</b> The children will be consolidating their knowledge on climates and understanding that weather has an impact on the physical features of a location.
<b>Computing:</b> see above
<b>Music:</b> See above
<b>Art/Design technology:</b> See above
<b>PDW / R.E:</b> This week the children will continue their work on stereotypes. They will explore some of the common stereotypes in modern society. Working in small groups, the children will share their thoughts and opinions and present their findings to the class either as a presentation or role play.
<b>P.E:</b> Children will complete the final rehearsal of their maypole performance ensuring they know their parts and practising skipping in and out with the ribbon.
<b>Mini Quiz:</b> This week we will be taking our whole class spaced retrieval quiz which will cover topics learned this half term and in previous years.
<b>Vocabulary:</b> coax, hesitate, presently, affectionate, desolate, surly, alighted, warrant, imperious, meddlesome

# Monday 24<sup>h</sup> May 2021

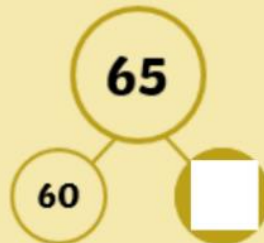
## Maths:

24.05.21

Retrieval

### Place Value

Complete this part-whole model.



+ and -

$$59 + \square = 62$$

× and ÷

$$3 \times 5 = \square$$

### Problem Solving

Which item is likely to be longer than 1m?



### Reasoning

A quarter turn clockwise is the same as a quarter turn anti-clockwise.

Is Henry correct?

Explain why.



## Mental/oral starter

How many to the next 10? (pre-requisite skills)

'Splat' a 2-digit number on an interactive 100 grid. Children show on their fingers how many are needed to reach the next 10s number, e.g. you 'splat' 46, they show 4 fingers. Repeat, beginning slowly, then building up pace.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Game 1: Skittles, collect 6 bottles ;able them with multiples of 10. Children throw a ball at the skittles and add the numbers on the bottles. They can play with a partner.

Game 2: Make a pyramid of empty drinks cans, label each can with a multiple of 10. Throw a bean bag at the tower and add up the can that have fallen down.

Game 3: (You will need pretend coins for this game) Children roll a penny on the money grid, children count out the coins that make that amount, then go again. They can play with another person.

### Roll a penny

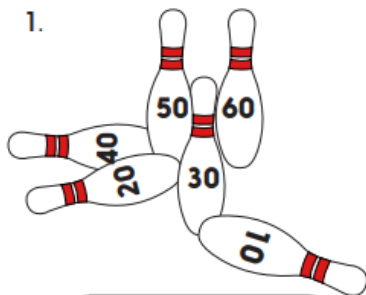
#### Sheet 2

52p	43p	43p	52p
41p	32p	32p	41p
36p	24p	24p	36p
25p	21p	21p	25p
17p	15p	15p	17p
9p	12p	12p	9p
6p	3p	3p	6p



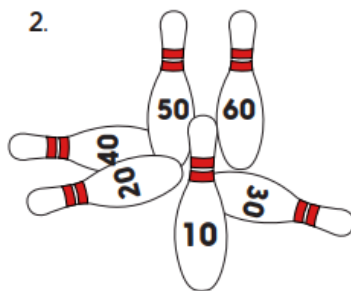
Work out the total score for each game of skittles.

1.



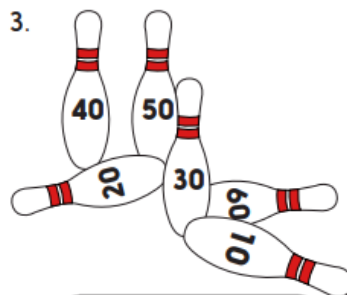
Total

2.



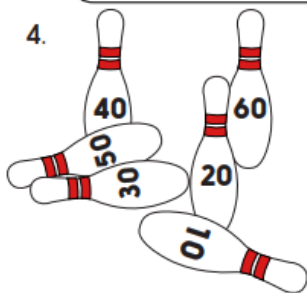
Total

3.



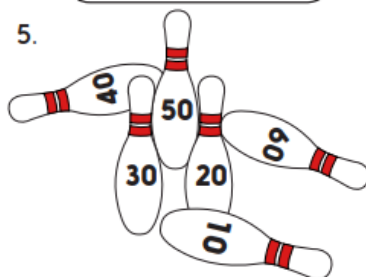
Total

4.



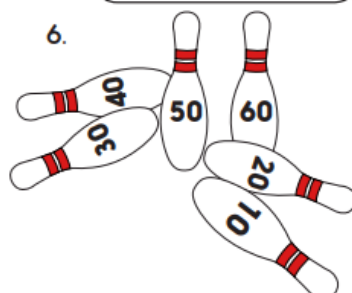
Total

5.



Total

6.



Total

English:

Monday 24<sup>th</sup> May 2021

Handwriting

Gg

ung

sung



GPS- Learn to spell the following words

<b>metal</b>	<b>pedal</b>	<b>animal</b>	<b>petal</b>
<b>hospital</b>	<b>capital</b>	<b>medical</b>	<b>magical</b>

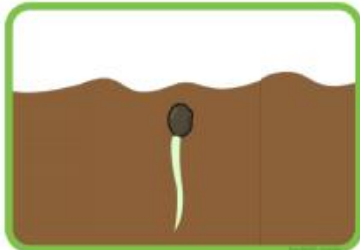
Visualise the text below and draw a picture.

It was the sweetest, most mysterious-looking place any one could imagine. The high walls which shut it in were covered with the leafless stems of climbing roses which were so thick that they were matted together

All the ground was covered with grass of a wintry brown and out of it grew clumps of bushes which were surely rosebushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one of the things which made the place look strangest and loveliest was that climbing roses had run all over them.

## Science

Match the picture to the statement and then put them all in the right order



Fill the plant pot  
with soil.

Plant the seeds  
into the soil.

Using a watering can,  
water the seeds.

The seeds begin to  
sprout and grow.

The plant grows and  
begins to flower.

Fruit then grows  
on the plant

# Tuesday 25<sup>th</sup> May 2021

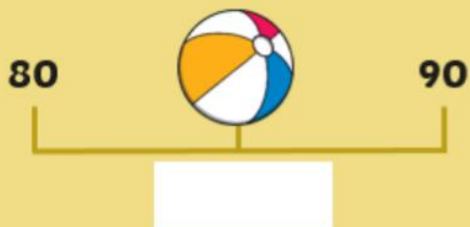
## Maths

25.05.21

Retrieval

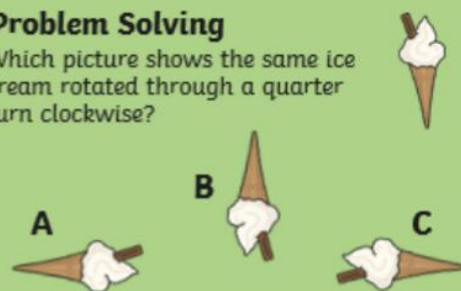
### Place Value

What number is shown on the number line?



### Problem Solving

Which picture shows the same ice cream rotated through a quarter turn clockwise?



+ and -

$$87 - 5 = \square$$

× and ÷

$$9 \times 2 = \square$$

### Reasoning



I have enough money to buy an 80p ice cream.

Is Alison correct?

Explain why.



## Mental/Oral starter Missing number on a number line

1.	1      2                      4                      6      7                      10
2.	91                      93                      95      96      97                      100
3.	22                      25      26                      28      29
4.	72      73                      75      76                      80
5.	41                      44      45      46                      49
6.	33      34                      37                      39
7.	62                      64                      68
8.	11                      13                      15                      18      19      20
9.	81                      83      84                      87
10.	51      52      53                      57                      59      60

Game

**Challenge** – Can you create a number line for the next set of numbers after 100?

### Game 1: Turn the cards

Play *Turn the Cards*, 1 team against the other.

Spread out 1 to 12 cards, face up. Roll two 1-6 dice.

Children from team A can choose to either:

- turn over the two cards with the numbers shown on the dice;
- turn over the card with the total of the numbers shown on the dice;
- turn over the card that is the difference between the numbers shown on the dice.

Team A continues to play until they cannot turn over any cards when they roll the dice. Their turn has ended.

They add up the cards that are still face up; that's their score.

The other team plays.

The team with the lowest score wins!

### Game 2 : Play with an adult or sibling

They take it in turns to roll a dice, subtract that number from 50 and write the answer underneath the 50.

They continue rolling the dice, subtracting the number from the previous answer and writing the new answer underneath each time.

The aim is to get as close to 10 as they can without going under.

So, when they get to a number less than 20, they need to decide whether to stick or roll. If they go under 10, they lose.

### Game 3: Make 10 - Play with a sibling or adult

They take it in turns to roll a dice and write the number rolled in one of the squares (see resources).

The aim is to be the person who writes numbers in a square which add up to 10. If so, the child rings it in their colour.

First person to get 3 squares in a line wins.

## Make 10

Take it in turns to roll the dice and write the number in one of the squares.

You can write two, three or even more numbers in a square.

If you write a number in a square which means the numbers in that square add up to 10, you win that square. Ring it with your coloured pencil.

The first person to ring three squares in a line, in any direction, wins!


## Mastery

### You will need

- A plastic cup
- Some dried peas or counters (two for each player)
- A game board
- Paper and a pencil each for calculating and recording scores

All players begin by writing 50 on their score sheets.

The first player puts two dried peas into a plastic cup.

They toss the peas onto the game board, and add the two numbers that the peas land on.

They then take this sum away from 50 and write down the answer on their score sheet.

The next player takes a turn.

After the first turn, the players start with the new number written on their score sheet and take the sum of the numbers away from that, rather than from 50.

### **To win:**

The first player to reach zero wins.

### **What if...?**

Once you've played a few times, try changing the game!

Can you change the number of peas?

Can you change the starting number?

What could you do with the two numbers instead of adding them?

How could you change the board?

What happens when you change the rules?

<b>5</b>	<b>8</b>	<b>0</b>	<b>2</b>
<b>4</b>	<b>6</b>	<b>1</b>	<b>7</b>
<b>3</b>	<b>7</b>	<b>8</b>	<b>4</b>
<b>9</b>	<b>1</b>	<b>5</b>	<b>2</b>

<b>5</b>	<b>8</b>	<b>0</b>	<b>2</b>
<b>4</b>	<b>6</b>	<b>1</b>	<b>7</b>
<b>3</b>	<b>7</b>	<b>8</b>	<b>4</b>
<b>9</b>	<b>1</b>	<b>5</b>	<b>2</b>



English

Tuesday 25<sup>th</sup> May 2021

Handwriting

Hh

up

upset

GPS

Punctuate the passage below.

the garden was huge It was full of  
beatiful,bright flowers mary lennox  
loved planting and tending to the roses  
she wanted the garden to be alive and  
full of life colin helped her dig the soil  
and trim the hedges

IT was the sweetest, most mysterious-looking place any one could imagine. The high walls which shut it in were covered with the leafless stems of climbing roses, which were so thick that they were matted together. Mary Lennox knew they were roses because she had seen a great many roses in India. All the ground was covered with grass of a wintry brown, and out of it grew clumps of bushes which were surely rose-bushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one of the things which made the place look strangest and loveliest was that climbing roses had run all over them and swung down long tendrils which made light swaying curtains, and here and there they had caught at each other or at a far-reaching branch and had crept from one tree to another and made lovely bridges of themselves. 'I' here were neither leaves nor roses on them now, and Mary did not know whether they were dead or alive, but their thin grey or brown branches and sprays looked like a sort of hazy mantle spreading over everything, walls, and trees, and even brown grass, where they had fallen from their fastenings and run along the ground. It was this hazy tangle from tree to tree which made it all look so mysterious. Mary had thought it must be different from other gardens which had not been left all by themselves so long; and indeed it was different from any other place she had ever seen in her life.

What adjectives have been used to describe the roses?	How did Mary know they were roses?	What colour was the grass?	Find two verbs in the text.	What has spread their branches like little trees? What made the place look strange and lovely?	What does the word Mysterious mean?
What was dead or alive?	What does the word matted mean?	How were the bridges created?	Why did Mary think that this was a different garden?	What might happen next?	Find a word that you have not used before and put it into a sentence.

## **History:**

This week you will be creating a fact file on either the life of Florence Nightingale or Mary Seacole. Think about everything we have learnt over the last four weeks. It is up to you how you wish to present it.

## Wednesday 26<sup>th</sup> May 2021

### Maths:

#### Place Value

Use either  $>$  or  $<$  to complete this statement:

$$84 \text{  82$$

#### Problem Solving

There are 25 children in Alison's class.  $\frac{1}{5}$  of them did not go on the school trip to the zoo.

How many did not go?



#### + and -

$$60 + \text{  } = 100$$

#### $\times$ and $\div$

$$6 \times 10 = \text{  }$$

#### Reasoning

Is Harry correct?

Explain why.



The bucket has a mass of 75 grams.



Use a one minutes time and circle all the number that are multiples of 5 in red.

<https://www.online-stopwatch.com/timer/1minute/>

Then do the same for multiples of 10 in blue, multiples of 2 in green and multiples of

3 in purple. You have a minute for each multiple.

15	4	7	45	30
6	10	35	14	9
25	18	50	20	12
16	5	8	11	40

Play this game with an adult or sibling. The youngest person chooses a number, then the next person can move either left, right, up and down, alternating each time.

Together you will add the numbers together as you go.

**Record both the number you landed on and the new total on the board, e.g. starting at the 5 in the left hand column**

**Numbers    Total**

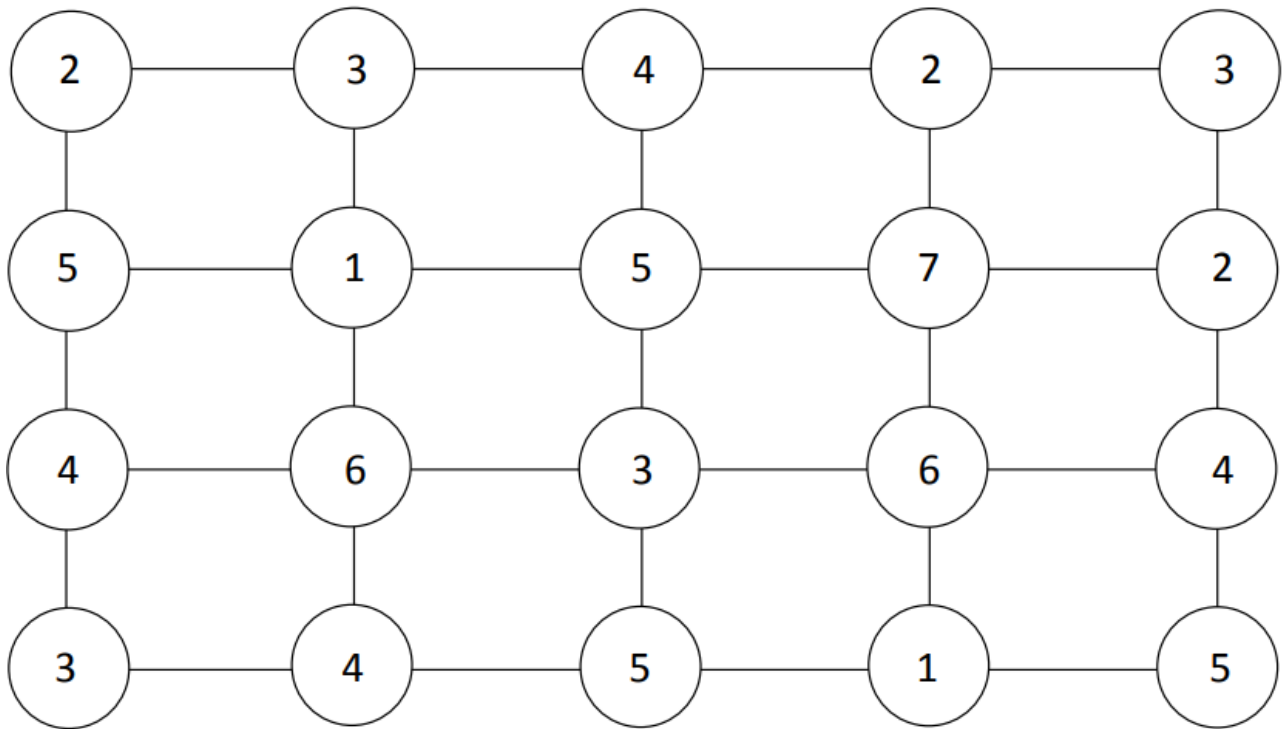
5

4            9

6            15

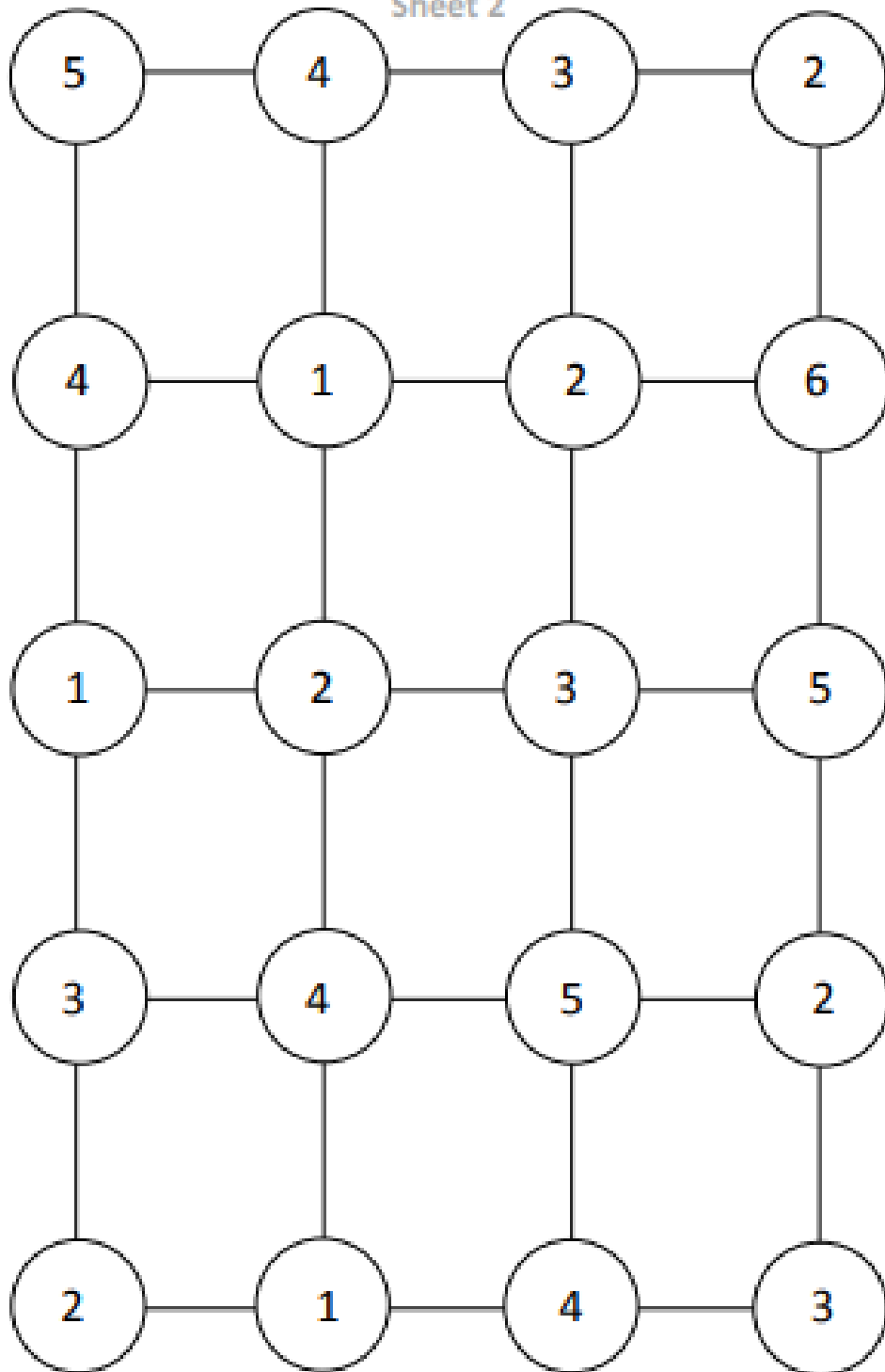
You need to stop the other person totalling a multiple of 10. If either player gets a multiple of 10 on their turn they win.

**Avoid the 10s**



This game is very similar, however, this time the goal for both of you is to finish on the number 50. Record your results as before.

Spot on!  
Sheet 2



Mastery:



Teddy is checking Dora's work but doesn't do an inverse calculation.



These calculations can't be right.

$$\begin{array}{l} 24 + 6 = 84 \\ 25 - 23 = 12 \\ 18 - 3 = 21 \end{array}$$

How might he know?

What errors have been made in each calculation?

Eva did the following calculation:

$$12 - 8 = 4$$

She checked it by using the inverse.

She did  $12 + 8 = 20$  and said that her first calculation was wrong.

What advice would you give her?

English:

Wednesday 26<sup>th</sup> May 2021

Handwriting

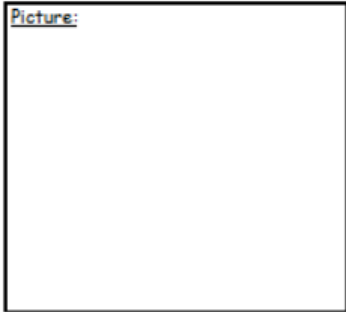






I

en

enjoy

## GPS

Practice the Year 2 spellings

<u>Picture:</u> 	<u>Syllables:</u> 	<u>Synonyms:</u> 
<u>Word:</u> desolate		<u>Opposite:</u> 
<u>Meaning:</u> 		
<u>Put it in a sentence:</u> Remember ABC  ● 		

Read this text and up level the adjectives and fill in your own Adjectives.

■ Early one morning, \_\_\_\_\_ my mother set me a task. "Take this \_\_\_\_\_ basket to Grandpa's house," she said, "and fetch some \_\_\_\_\_ bread rolls from him for our lunch." On the way to Grandpa's house I had to go through the \_\_\_\_\_ forest. The weather was \_\_\_\_\_ so I put on my **red** coat and set off with the basket. I tiptoed \_\_\_\_\_ through the \_\_\_\_\_ forest and the leaves went crunch. My tummy gave a \_\_\_\_\_ rumble. When will it be time for lunch? After a \_\_\_\_\_ while, I came to a \_\_\_\_\_ den. Suddenly, I heard a **booming** voice **bellow**, "Who's there? Go away! Come through the forest another day!" I thought to myself, 'Oh my goodness. Somebody's going to try and stop me!'

Science:

Design your own poster on how to grow a plant: e.g.



Thursday 27<sup>th</sup> May 2021

## Maths:

27.05.21

## Retrieval

## Place Value



What numbers are hidden on the number line?

## Problem Solving

How many sides do ten rectangles have?


## + and -

$$82 - 50 =$$

**× and ÷**

$$50 \div 5 =$$

### Reasoning

There are 25 children in my class. 12 of them are boys – that's half of the class.

### Is Alana correct?

Explain why.



## Mental/Oral starter

### Compare numbers (*simmering skills*)

Children play in pairs. They take it in turns to roll dice one at a time, and fill boxes left to right in an inequality,  $\square\square > \square\square$ . Did their dice rolls 'work' to make the inequality true? If so, they score 10 points. Repeat several times. Which pairs scored more than 30 points?

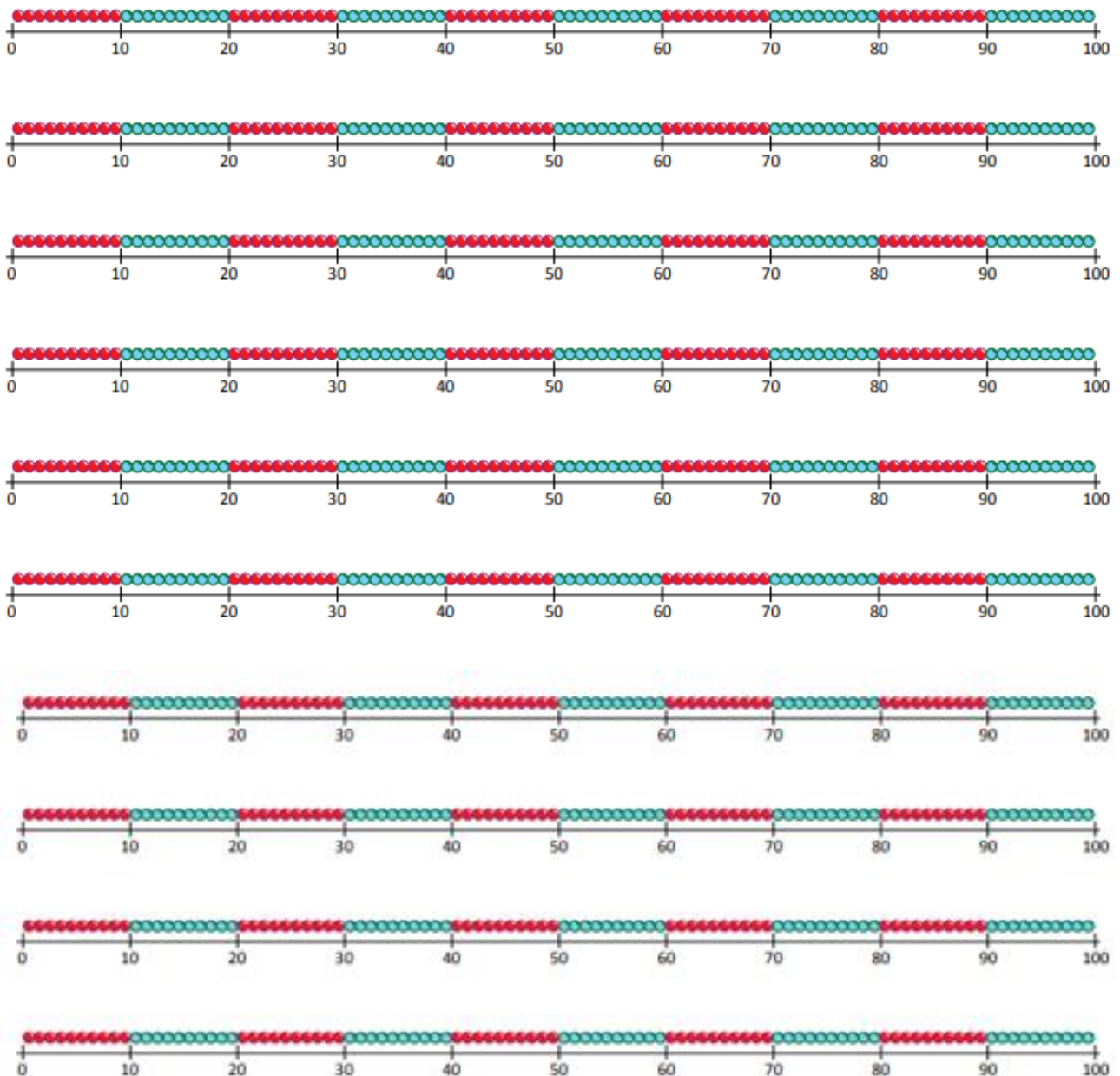
Play with an adult or sibling.

Random number generator: <https://www.online-stopwatch.com/random-number-generators/cake-number-generator/>

Generate two two digit number here, then plot them on a numberline. The next person has to then generate one number between the first two numbers to score a point.

Winner is the person with the most points after five goes each.

### 0-100 beaded lines

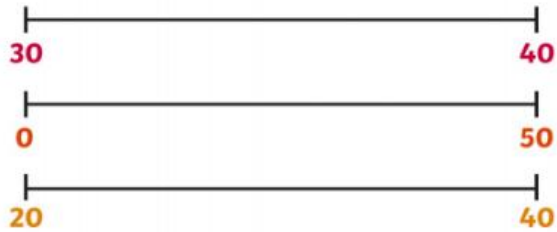


# Mastery

Number Line Jumble

Draw an arrow onto each number line to show the correct place for the number.

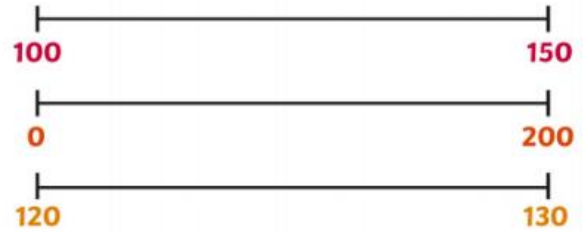
**36**



Number Line Jumble

Draw an arrow onto each number line to show the correct place for the number.

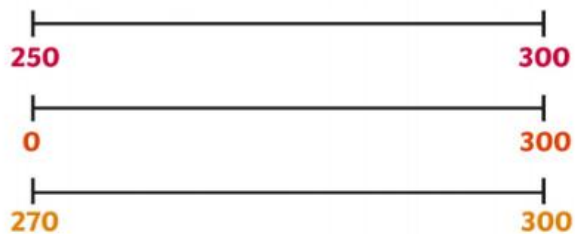
**121**



Number Line Jumble

Draw an arrow onto each number line to show the correct place for the number.

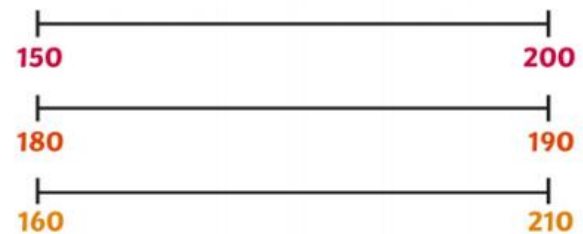
**275**



Number Line Jumble

Draw an arrow onto each number line to show the correct place for the number.

**187**



English:

Thursday 27<sup>th</sup> May 2021

Thursday 27th May

J iv

Handwriting:

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## GPS: To spell common exception words



Look → Say → Cover → Write → Check

Word	1st try	2nd try	3rd try
wild			
climb			
mind			
kind			
find			
behind			
child			
children			
because			
eye			

### Challenge

Pick the correct word from your list to go in each sentence:

I bought my friend a present  it is his birthday.

I was late because I could not  my bag.

At lunchtime, the  went out to play together.

We played hide and seek and I hid  the door.

At the zoo, we watched the monkey  up a tree.

Can you make up your own sentences for three of the other words on the list?

Thursday 27th May

L.O. To write a prediction.

I can...

- use my prior knowledge of the text to make my prediction relevant.
- use capital letters and full stops in all of my sentences.
- include a question with the correct punctuation.

Starter:

What am I?

I am a shape. I have 4 sides and 4 corners. All my sides are the same length.  
What am I?

What am I?

I am an animal. I have 4 legs, sharp teeth and I live in the water.  
What am I?



## What am I?

I am a vehicle. I have 4 wheels and a high cab to sit in. I am strong and tough and like to drive in the mud. I can pull heavy machinery and am very useful. My front wheels are smaller than my back wheels.

What am I?

### Starter:

Your turn.

Play the what am I game with the person next to you.

### Topic: Woodland animals

Choose an animal and describe it to your partner without saying the name.

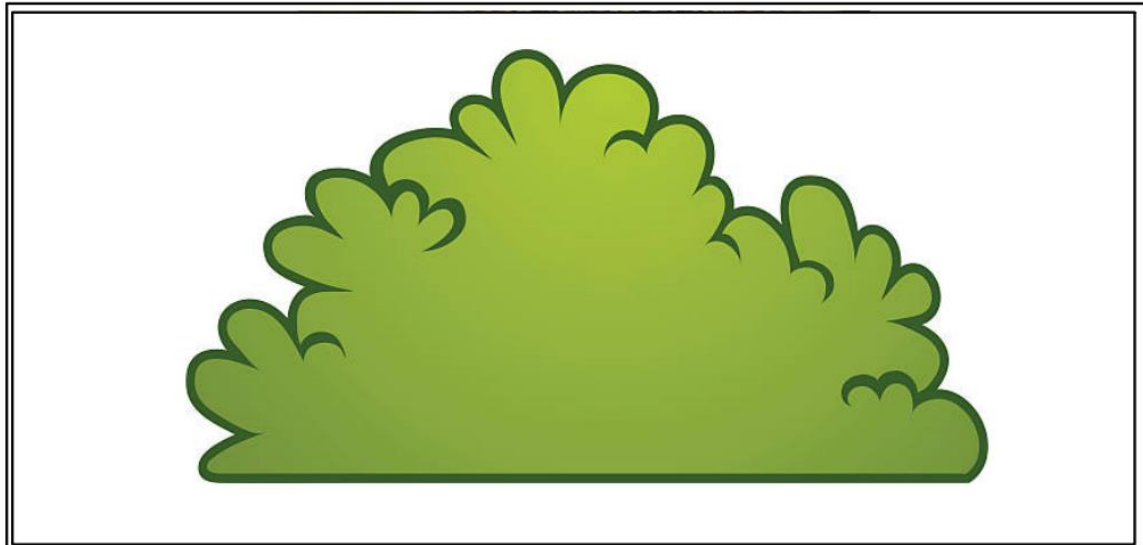
Take turns, swap over.



Main task:

Today we are going to make a prediction. Completing the story by predicting what woodland creature could be hiding in the bush.

Suddenly I noticed the bushes ahead of me rustling. I cautiously stepped forward to get a closer look. I peered inside and discovered...



A shiny, wet, black nose snuffled in the dry, crispy leaves in front of me. Two glistening eyes looked at me. I could tell by his expression that he was frightened so crouched down slowly. A soft, brown, slender face turned back towards the leaf pile and the creature sniffed the air. Its body was covered in sharp, prickly, pointy prickles like a coat of armour protecting the creature. Its body was small, round and plump with four delicate feet sneaking out below the spikey tummy. What could this creature be?

Your turn:

Write a description of an animal of your choice.

# Friday 28<sup>st</sup> May 2021

Maths:

28.05.21

Retrieval

## Place Value

Write the next three numbers in this sequence:

73

63

53



## Problem Solving

Use either **heavier than** or **lighter than** to complete this statement:

60 grams is



16 grams

## + and -

$$8 + 4 + 4 = 16$$

## × and ÷

$$16 \div 2 = 8$$

## Reasoning

Seaside	19
Zoo	12
Park	6

The seaside was more popular than the zoo and the park together.



Is Henry correct?

Explain why.

## Mental/Oral starter

Random number generator:

<https://wordwall.net/resource/185439/math/random-number-wheel-1-12>










When you get a number times it by 5, how many can you answer in 3 minutes?

3 minute timer: <https://stopwatchtimers.com/timer/3-minute-timer/>









Children play *Banned* in pairs, but with a shared answer board to help (see resources). They take it in turns to be the 'guesser' and the 'describer' who shuffles the cards (see resources) and takes one to use.

If the 'guesser' has guessed the number/shape/measuring equipment, they tick it on the board. How many items can the pair tick before the time available runs out? Remind them that if they use one of the banned words, they can't tick the item on their board.

## Banned cards

 <b>23</b> two three	<b>45</b> odd between	<b>38</b> less more	<b>99</b> Nine before
 triangle corners	 square sides	 circle sides	 hexagon sides
 tape long	 jug water	 scales heavy	 clock hands

## Banned answer board

			<b>99</b>
	<b>23</b>		<b>45</b>
<b>38</b>			

## Mastery

Compare the lengths of the animals.  
Which words complete each sentence?

**A** longer than

**B** shorter than

**C** the same as



The frog is \_\_\_ the lizard.



The caterpillar is \_\_\_ the butterfly.



The toucan is \_\_\_ the parrot.



Find 2 things shorter than a ruler.

Measure the lengths in centimetres.  
Use these signs to compare them.

>

<

=



How many cups of grain fill 1 tray?



The capacity of 1 tray is \_\_\_\_\_ cups.

How many cups of grain would fill 2 trays?



One bucket of water will fill these bowls.



The capacity of 1 bucket is \_\_\_\_\_ bowls.

How many bowls can 2 buckets of water fill?

## English:

Friday 28<sup>th</sup> May 2021

Friday 28<sup>th</sup> May

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## Handwriting:

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Can you correct my spelling mistake?

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

1. Close the dor.
2. You go afta.
3. I like it becus it is fun.
4. Evrybody is happy.
5. It's me agen.
6. How meny wuld you like?
7. Have a nice baff.
8. Culd I sit here?
9. Here is harf of the cake.
10. Are you shor?

Edit and improve:

Suddenly I noticed the bushes ahead of me rustling. I cautiously stepped forward to get a closer look. I peered inside and discovered...

two small, round eyes staring at me through the green leaves. The two shiny eyes sparkled like jewels in a royal crown. On top of the creatures head were two pointed ears covered in soft, orange fur and flicking, quickly in different directions. A smooth, slim face and long lean body made the creature look very elegant and graceful. A long, fluffy tail swished backwards and forwards. On the tip of the orange furry tail was a white tuft of fur. It's tail looked like a paintbrush that had been dipped into white paint. The creature was shy and gentle. What could it be?

## It is a fox!



### Edit and improve:

Suddenly I noticed the bushes ahead of me rustling. I cautiously stepped forward to get a closer look. I peered inside and discovered...

a small black and white creature staring back at me from beneath the green leaves. A shiny, black, round nose sniffed the air nervously and two shiny, black eyes looked curiously at me. The fluffy, white face had two jet black strips of fur down its little face. On top of the creature's head are two little, round ears. The creature's body looked soft and cuddly but on each of its four paws were razor sharp claws. Perfect for digging! What could this creature be?





Art

## Evaluate your work in the style of Andy Goldsworthy

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.