

Everything Else

Language • Science & Technology • Social Studies • Health & PE • The Arts

THIS BOOK BELONGS TO

.....

Find your badge



Language

long words, spelling, grammar, reading, writing

Sheets 1–26



Science & Technology

animals, liquids and solids, machines, air and water

Sheets 27–40



Social Studies

traditions, and communities around the world

Sheets 41–49



Health & PE

feelings, moving, safety, growing up

Sheets 50–58



The Arts

drawing, music, drama, dance

Sheets 59–66

How every sheet works



write



colour

The icons at the top show what you will do.

The yellow box holds words you can use.

You don't have to use them — they're there if you want them.

The blue box is the instruction.

There is only ever one. Read it once.

The black box shows one already done for you.

Copy the way it works, not the answer.

You are allowed to stop. If a sheet feels like too much, do half of it, or do the parts you like, or put it away and come back another day. Nothing in this book has to be finished in one go.

For the grown-up Language is the biggest section on purpose — Grade 2 reading is mostly about applying Grade 1 phonics to *long* words, and sheets 1–4 carry that load. The Health, Arts and some Science sheets are prompts for doing things rather than paper exercises. Every sheet is independent, so dip in anywhere.

Closed doors and open doors

Read each word. Put a dot under the vowel in each part. Then write closed or open.

 write

 read out loud

☒ Here is one done for you

nap · kin

A consonant closes the door after the vowel. The vowel says its short sound: /a/. This is a closed syllable.

ba · by

Nothing comes after the vowel — the door is open. The vowel says its long name: /ā/. This is an open syllable.

Word	Split it into two parts	Closed or open?
rabbit		
tiger		
muffin		
robot		
sunset		
zebra		
picnic		
open		



Why this matters: knowing whether a syllable is closed or open tells you whether the vowel says its short sound or its name. That is how you read a word you have never seen before.

For the grown-up Say the two example words side by side — *napkin* and *baby* — and ask what the **a** does differently in each. The rule is worth stating out loud: one consonant after the vowel closes it and shortens it.

B2 · orthographic knowledge

Four more kinds of syllable

Read each word. Write which kind of syllable is underlined.



write



circle

The four kinds

silent e

ends in e · vowel says
its name
cup·cake

r-controlled

vowel then r · r bosses
it
gar·den

vowel team

two vowels together
rain·bow

consonant-le

ends in a consonant +
le
ta·ble

Word	Kind of syllable	Word	Kind of syllable
in· <u>vite</u>		lit· <u>tle</u>	
<u>cor</u> ·ner		<u>sea</u> ·son	
pur· <u>ple</u>		mis· <u>take</u>	
<u>paint</u> ·er		<u>mar</u> ·ket	

Sort these words into the right basket

bubble

sister

boating

compete

jungle

garden

rainbow

cupcake

silent e

r-controlled

vowel team

consonant-le

For the grown-up Six syllable types in total, counting closed and open from sheet 1. Children do not need the labels for a test — they need them as a *tool* for attacking unknown words. Keep the four cards visible while they work.

B2 · orthographic knowledge

Chop up the big words

Draw a line between each part of the word. Then read the word one part at a time.

 write

 read out loud

☒ Here is one done for you

f a n | t a s | t i c

Step 1. Find the vowels: a, a, i. Step 2. Split between the consonants in the middle. Step 3. Read each part, then push them together: *fan — tas — tic — fantastic!*

Your turn. Three parts each.

b u t t e r f l y

c o m p u t e r

e l e p h a n t

d i n o s a u r

u m b r e l l a

h o s p i t a l

i m p o r t a n t

w o n d e r f u l

How many parts?

Put your hand under your chin. Your jaw drops once for each part. Count the drops.

cat

rabbit

butterfly

caterpillar

tree

garden

computer

refrigerator

For the grown-up Hand under the chin works better than clapping because the jaw drop is a physical signal they can feel. A child who guesses at long words from the first letter needs this sheet more than any other in the section.

B2 · orthographic knowledge

Try it, then flex it ☆ big one

Read the word. Ask yourself: is that a real word? If it is not, try the other sound.

 read out loud

 write

☒ Here is one done for you

The word is bread.

Try 1: ea usually says /ē/, so I read *breed*. → Is *breed* a real word here? No, it doesn't fit.

Flex it: ea can also say /e/. So I read *bread*. → Yes! That is a real word. Done.

 Letters that have more than one sound

ea = /ē/ or /e/

ow = /ō/ or /ow/

oo = /ō/ or /ō/

c = /k/ or /s/

g = /g/ or /j/

ch = /ch/ or /k/

y = /i/ or /ē/

Word	My first try	Real word?	If not – flex it to...
head			
cow			
book			
city			
giant			
school			
happy			



You are not wrong when your first try doesn't work. Good readers try, check, and flex all the time — they just do it so fast you can't see it. Trying and fixing *is* reading.

For the grown-up This is the single most important reading skill in Grade 2 and the curriculum names it "set for variability". The habit to build is the middle column: *is that a real word?* Ask it every time until

B2.1 · phonics knowledge

Three sounds in a row

Write the missing three letters at the start of each word.

 write

 say it slowly

Three-letter blends

scr

str

spr

spl

shr

thr

squ

☒ Here is one done for you

s c r a p → scrap. Say each sound: /s/ /k/ /r/ /a/ /p/. You can hear all three letters at the start — they don't blur into one new sound.

___ eet

___ ash

___ ee

___ id

___ ong

___ ink

___ ing

___ atch

___ are

___ ow

___ it

___ ub

Write a sentence using two of your words

you choose Pick any two words you like from above.

Many ways to say A and E

Read each word. Write it in the column that matches the sound its vowel makes.

 write

 read out loud

☒ **Two sounds, lots of spellings**

/ā/ – the name of A

rain · play · vein · eight · break · cake

/ē/ – the name of E

feet · seat · monkey · chief · happy · these

 **Sort these words**

tray

green

sail

beach

weigh

turkey

great

field

snake

funny

paint

seed

/ā/ like rain

/ē/ like feet

A helpful habit

ay and ey usually come at the end of a word. ai and ea usually come in the middle. So it's *play* but *rain*.

Choose ai or ay: st__ p__nt tod__ ch__n

For the grown-up Reading these is easy; spelling them is the hard part, because one sound has six possible spellings. The position rule handles most cases and is worth memorising properly. *Break* and *great* are the odd ones out — **ea** saying /ā/.

B2 · phonics and orthographic knowledge

Many ways to say I and O

Read each word. Write it in the column that matches the sound its vowel makes.

 write

 circle

☒ **Two sounds, lots of spellings**

/i/ – the name of I

light · pie · fly · bike · mild · find

/ō/ – the name of O

boat · snow · toe · home · cold · though

 **Sort these words**

night

grow

tie

road

shy

hold

bright

toast

kind

yellow

smile

rope

/i/ like light

/ō/ like boat

The letter y has two jobs

At the end of a short word, y says /ī/: *fly, my, try*.

At the end of a long word, y says /ē/: *happy, funny, family*.

Write /ī/ or /ē/: sky penny why sunny July

Careful: ow also has two jobs. Circle the ones where ow says /ow/ like *cow*: grow brown yellow town snow owl

Moon sounds and yawn sounds

Read each word out loud. Write it under the sound that matches.

 write

 read out loud

☒ Two sound families

/oo/ – the moon sound

moon · flew · blue · fruit · soup

/ô/ – the yawn sound

caught · saw · taught · talk · ball

 Sort these words

spoon

crawl

true

because

chew

daughter

juice

small

group

straw

glue

bought

/oo/ like moon

/ô/ like yawn

The short oo sound too

Sometimes oo makes a shorter sound, like in book. Say both and feel the difference: *moon* is long, *book* is short.

Write long or short: food look foot pool wood

zoo

For the grown-up Calling them the “moon sound” and the “yawn sound” gives a hook that’s easier to hold than a phonetic symbol. Note that regional accents vary a lot here — go with how your family actually says the words.

B2 · phonics knowledge

Sneaky letters

Read each word. Cross out the letter or letters that make no sound at all.

 cross out

 write

☒ Here is one done for you

knee → cross out the k. The word says /n/ /ē/. The k is there but it stays completely silent.

knock

write

thumb

gnaw

rhyme

listen

climb

wrist

knife

castle

wrong

lamb

Letters wearing a disguise

Sometimes letters make a sound you would not expect.

These letters...	say...	as in...
ch	/k/	
gh	/f/	
ph	/f/	
que	/k/	

Word bank: school · chorus · laugh · cough · phone · dolphin · antique · unique

A way to remember

Pick three silent-letter words. Write each one three times, and say the silent letter's *name* out loud as you write it: "k — n — ee". That's how a spelling with no sound clue sticks.

The shun and cher endings

Read each word out loud. Then write the ending you hear: tion or ture.

 write

 read out loud

☒ Two endings that sound nothing like they look

tion says "shun"

nation · station · action · fraction

You would never guess it from the letters — so just learn it as a chunk.

ture says "cher"

picture · nature · future · creature

The t turns into a /ch/ sound. Odd, but always true.

pic _____

sta _____

na _____

mix _____

crea _____

ques _____

adven _____

direc _____

Read them, then chop them

These are long words, but the ending is always one chunk. Split the rest into parts.

c e l e b r a t i o n

t e m p e r a t u r e

i n f o r m a t i o n

f u r n i t u r e



Whenever you meet a long word ending in tion, cover the ending with your finger first. Read the front part. Then uncover the ending and say "shun". Long words get much easier this way.

For the grown-up Covering the ending with a finger is a genuinely useful physical strategy for long words and transfers to *ing*, *ed*, *ly* and the rest. These endings can't be sounded out, so treat them as sight chunks.

B2 · phonics knowledge

The lazy vowel

Read each word out loud. Circle the vowel that sounds lazy and mumbled.

 circle

 read out loud

☒ What a lazy vowel sounds like

Say pencil. Listen to the i. It does not say /i/ like in *pin*, and it does not say its name either. It goes floppy — "uh". That happens in long words, on the part you don't stress.

In about, sofa, pencil, problem, lemon — every one of those vowels goes lazy.

about

sofa

pencil

problem

lemon

banana

alone

garden

button

circus

animal

carrot

Which part do you say loudest?

In every long word, one part gets more push than the others. Underline the part you say loudest.

ba · na · na

gar · den

com · pu · ter

a · bout

Why this is useful to know

Lazy vowels are the reason some words are hard to spell — you can't hear which vowel it is, so you have to remember it. Whenever you meet one, say the word in a silly, over-the-top way that makes the lazy vowel loud: "pen-SILL". That helps it stick.

Try it with problem and animal:

Adding endings to bigger words

Add the ending to each word. Use the three rules in the black box.

 write

☒ The three things that can happen

Double it

One short vowel, one last consonant → double the consonant.
hop → hopping · begin → beginning

Drop the e

Word ends in silent e → take the e off first.
bake → baking · invite → inviting

y becomes i

Word ends in y → swap the y for an i.
cry → cried · happy → happier

Base word	+ ing	+ ed	Which rule?
skip			
smile			
carry			
shop			
hope			
study			

Now with er and est

big → →

funny → →

nice → →

sad → →

early → →

brave → →

For the grown-up The last column is the valuable one — naming which rule applies is what makes it transfer to new words. These same three rules were taught in Grade 1 on short words; Grade 2 applies them to longer ones.

B2 · orthographic knowledge

More than one

Write the plural of each word. Check which group it belongs to first.

 write

☒ Four groups

add s

most words
dog → dogs

add es

after s, x, z, ch, sh
box → boxes

f becomes ves

leaf → leaves
knife → knives

change completely

no rule at all
foot → feet

One	More than one	One	More than one
bench		leaf	
baby		tooth	
wolf		dish	
child		potato	
mouse		shelf	
person		fox	

Words that don't change at all

One sheep, two sheep. One fish, two fish. One deer, two deer. One moose, two moose.

Write a sentence with three of these words in it:

Listen closely

The letter s doesn't always say /s/. In cats it says /s/. In dogs it says /z/. Put your hand on your throat and say both.

Which one buzzes?

For the grown-up The *f* to *ves* group and the fully irregular group are new in Grade 2. Note that *roof* and *chief* just take an *s* — English is inconsistent here, so the safest advice is "check if it

B2 · morphological knowledge

Squashed words

Squash the two words together. The apostrophe goes exactly where the missing letters were.

 write

☒ Here is one done for you

is not → squash them together → isnot → now take out the o → put an apostrophe exactly where the o used to be → isn't

The apostrophe is not decoration. It marks the exact spot where a letter was removed.

Two words	Squashed	Two words	Squashed
can not		I am	
do not		she will	
they are		we have	
would not		let us	
it is		did not	

Now the other way round

Stretch each squashed word back out into two words.

haven't →

you're →

he's →

couldn't →

we'll →

I've →

Rewrite this sentence using squashed words

I am sure that they are not going to the park because it is raining and we have no coats.

Whose is it?

Read each pair. Tick the box that says which one means *belongs to*.



tick



write

☒ **An apostrophe has two completely different jobs**

Job 1 • a missing letter

don't = do not

she's = she is

Job 2 • belongs to

the dog's bowl = the bowl belonging to the dog

Nadia's coat = the coat belonging to Nadia

And no apostrophe when you just mean more than one: **three dogs** means three of them, not something belonging to a dog.

Which means <i>belongs to</i> ?	more than one	belongs to
The cats are sleeping.		
The cat's tail is fluffy.		
My sister's bike is red.		
I have two sisters.		
The teachers had a meeting.		
The teacher's desk is tidy.		

Write it the short way

Turn each long phrase into a short one using an apostrophe.

the ball belonging to Sam →

the hat belonging to my dad →

the roof of the school →

the collar belonging to the dog →

For the grown-up Keep the two jobs firmly separate and teach them weeks apart if you can. The commonest Grade 2 error is putting an apostrophe on every word ending in s. The test to give them: "does it mean *belongs to*? If not, no apostrophe."

B2 · morphological knowledge · B3.3

Sound the same, mean different things

Choose the right word for each sentence. Use the meanings in the black box to help.



write



circle

What each one means

there = a place
Put it over **there**.

their = belongs to them
Their dog is big.

they're = they are
They're coming now.

to = towards
I went **to** school.

too = also, or too much
I want one **too**.

two = the number 2
I have **two** cats.

here = this place
Come **here**.

hear = with your ears
I can **hear** music.

Tip: hear has ear inside it!

Fill in the right word

..... going to be late for the bus.

Can you the birds singing outside?

I have pencils and my friend has one

Put your bags over, next to the door.

The children left coats on the floor.

We are walking the park after lunch.

More sound-alike pairs

Write a short sentence for each word so the meaning is clear.

see sea

no know

right write

For the grown-up These can't be sorted out by sound, only by meaning, so the black box should stay visible the whole time — that's not cheating, it's how the

B2 · morphological knowledge · B2 vocabulary

Bits that go on the front

Add a prefix to each base word. Then write what the new word means.

 write

Prefixes and what they do

un- = not, or the opposite
unhappy, untie

pre- = before
preview, preschool

over- = too much
overcook, oversleep

re- = again
redo, rebuild

mis- = wrongly
misspell, mistake

under- = too little, or below
underground, undercooked

dis- = not, or the opposite
dislike, disagree

non- = not
nonstop, nonsense

Here is one done for you

re + heat = reheat, which means to heat something again. The prefix didn't change the base word's spelling at all — it just went on the front.

Prefix	Base word	New word	What it means
	lock		
	read		
	agree		
	heard		
	sleep		
	school		

Why this is a superpower

If you know 8 prefixes and 100 base words, you can read and understand hundreds of words you have never met before. That is why word parts are worth learning.

Find a long word in a book you're reading. Does it have a prefix? Write the word here:

For the grown-up Point prefixes out while reading together — it's the highest-return vocabulary habit at this age. Note *mistake* is a real word but not really *mis* + *take*; if she spots that, it's a sharp observation worth praising.

B2 · morphological knowledge

Bits that go on the end

Add a suffix to each base word. Then write what job the new word does.



write



circle

Suffixes and what they do

-ful = full of
helpful, careful

-ly = how it is done
slowly, kindly

-er / -or = a person who
teacher, actor

-less = without
hopeless, careless

-ment = the result of
payment, movement

-y = a bit like
cloudy, sleepy

-ness = the state of being
kindness, darkness

-able = can be done
washable, readable

✓ Suffixes change a word's job

care is a thing you do. → careful describes something (full of care). → carefully tells you *how* something is done.

Same base word, three different jobs.

Base word	Suffix	New word	What it means
hope			
kind			
paint			
quick			
wash			
cloud			

Build a word family

Start with help. How many words can you build from it?

help

help + ____

help + ____

help + ____

help + ____

Now try the same with care:

Strong words and weak words

Put each group of words in order, from the weakest to the strongest.

-  write
-  say them out loud

☒ Here is one done for you

warm

▶

hot

▶

boiling

All three mean "not cold" — but they are not the same. Boiling is much stronger than warm. Choosing the right strength is what makes writing good.

Your turn

big · huge · enormous → ▶ ▶

sad · upset · heartbroken → ▶ ▶

walk · run · sprint → ▶ ▶

whisper · talk · shout → ▶ ▶

One word, two meanings

Some words mean more than one thing. Write **two** different meanings for each.

Word	Meaning 1	Meaning 2
bark		
wave		
light		
bat		

How do you know which meaning someone means?

Phrases that don't mean what they say

For each phrase, draw what the words literally say. Then write what people actually mean.

 draw

 write

☒ Here is one done for you

"It's raining cats and dogs."

What the words say: actual cats and dogs falling out of the sky. Which would be very strange!

What people mean: it is raining very heavily.

These are called idioms. Nobody is being silly or lying — they are just old phrases that people learned from other people. There is no way to work out what they mean from the words, so you have to learn each one, like a new word.

The phrase	What the words say	What people actually mean
"A piece of cake."		
"Hold your horses!"		
"I'm under the weather."		
"Butterflies in my tummy."		

Meanings you can use: very easy · wait a moment · feeling unwell · feeling nervous

Comparing phrases — these ones you *can* work out

When someone says "as quiet as a mouse", they are comparing you to a mouse, not saying you are one. These are called similes, and they use the words as or like. They're much easier — just ask "what is that thing famous for?"

as busy as a bee → bees are famous for

as light as a feather → feathers are famous for

as cold as ice → ice is famous for

slept like a log → logs don't move at all, so this means

The most useful thing on this page

If someone says a phrase and you don't know what it means, it is completely fine to ask. You can say: "What do you mean by that?" or "I'm not sure what that phrase means."

Asking is a smart thing to do, not a silly one. Even grown-ups do it.

Every sentence has two halves

Draw a line between the two halves of each sentence.



write



draw a line

☒ The two halves

My little brother | eats too much toast.

The first half says who or what the sentence is about. Grown-ups call it the **subject**.

The second half says what they do. Grown-ups call it the **predicate**.

A sentence needs **both**. If one half is missing, it isn't a sentence yet.

Split each one

The tall giraffe reached the top leaves.

My grandma bakes bread on Sundays.

Three noisy crows landed on our fence.

The school bus arrives at eight o'clock.

Sentence or not a sentence?

Tick only the ones that have **both** halves.

☐

The dog barked loudly.

☐

Under the big red table.

☐

Ran all the way home.

☐

My friend plays the drums.

☐

A very old wooden boat.

☐

Snow covered the whole garden.

Pick one that is **not** a sentence and add the missing half:

Joining two sentences together

Use **and**, **but**, **so** or **because** to join each pair into one sentence.

I like apples. I don't like pears. →

It started raining. We went inside. →

Naming words and swap words

Circle the naming words in each sentence. Then answer the questions below.

 circle

 write

☒ Four kinds of naming word

ordinary

dog, city, teacher
small letter

special names

Rex, Toronto, Ms Patel
CAPITAL letter

group words

a team, a flock, a
bunch
many things, one word

feeling words

love, courage,
kindness
real, but you can't
touch them

Circle every naming word

My cousin Amir lives in Ottawa with his cat.

A flock of geese flew over the school on Monday.

Ms Chen showed great kindness to the new student.

Which ones needed a capital letter, and why?

Swap words

Instead of saying a name again and again, we swap in a short word: I · you · he · she · it · we · they · him · her · them · us

Maya lost Maya's hat. → Maya lost hat.

Tom and I went out. went to the park.

The books are heavy. Can you carry?

Dad made soup. was delicious.

The word to be

This little word changes shape a lot: am · is · are · was · were

I seven years old.

She my best friend.

They playing outside.

Yesterday it raining.

Comparing words and how-words

Fill in the missing comparing words. Add *er* to compare two things and *est* for the winner.

write

circle

☒ Here is one done for you

tall

▶

taller

▶

tallest

One thing is just tall. Comparing two, one is taller. Out of everybody, one is the tallest. For long words we use *more* and *most* instead: *beautiful, more beautiful, most beautiful*.

One thing	Comparing two	The winner
fast		
happy		
big		
nice		
interesting		

How-words

A how-word tells you how something was done. Most of them end in *ly*. Grown-ups call them **adverbs**.
Circle the how-word, then draw an arrow to the action it describes.

- The turtle walked **slowly** across the path.
- She spoke **quietly** so the baby stayed asleep.
- He shut the door **loudly** and everyone jumped.

Your turn

Add a how-word to each sentence. You can pick from the yellow words or use your own.

carefully

quickly

gently

happily

suddenly

neatly

The marks that hold writing together

Rewrite each sentence with the missing capital letters and marks put in.

 write

☒ What needs a capital letter

The start of a sentence

My dog is old.

Place names

Canada, Ontario

The word I

every single time

Days and months

Monday, July

People's names

Amira, Mr Lee

Holidays

Canada Day

Fix these

on monday i went to the library with mr singh

my birthday is in august and i live in ontario

Commas do two jobs

1 · Between things in a list

I packed apples, bread, cheese and a drink.
No comma before the last *and*.

2 · In a date

June 12, 2026
Between the day and the year.

Add the commas: I have a cat a dog two fish and a rabbit

Add the comma: My cousin was born on March 3 2019

Speech marks new

When you write down the exact words somebody says, you wrap them in speech marks so the reader knows those words came out of a mouth.

Ravi said, "I found a ladybird."

Add the speech marks: Mum shouted, Dinner is ready!

Read it twice

Read the story once for the words, then once more for the meaning. Then answer the questions.

 read

 write

The Wrong Bag

Priya grabbed her backpack and ran for the bus. She just made it, squeezing into the last seat.

At snack time she reached in for her apple. Instead her hand found a banana, a small blue notebook, and a pair of goggles.

Priya's ears went hot. She looked at the bag more carefully. There was a name tag on the zip. It said DEV.

Across the classroom, a boy was holding up a bag exactly like hers and looking very confused. Priya started to laugh, and then he did too.

Answers you can find in the story

a What did Priya want at snack time?

.....

b What three things were in the bag?

.....

c What name was on the tag?

d Where was the name tag?

Answers you have to work out

These are not written down. Use clues from the story plus what you already know.

What had happened to the two bags?

.....
.....

"Priya's ears went hot." How was she feeling? (embarrassed · excited · sleepy · cross)

.....
.....

Which clue in the story made you think that?

.....
.....

Plan it, write it, check it

Fill in the plan boxes first. Then write your piece on the lines.



write



draw



tick



you choose

Pick one of these

A day I remember

All about my favourite animal

How to make my favourite snack

Why my favourite place is the best

A story about something that goes missing

My plan

Who will read this?

Why am I writing it?

Beginning

Middle

End

Now write it

Handwriting practice lines for the writing section, consisting of multiple sets of solid top and bottom lines with a dashed middle line.

Check it at the end – not while you write



Six animal groups

Read the six groups. Then write each animal in the right row of the table.

write

☒ **How scientists sort animals**

Mammals

fur or hair · babies born alive · drink milk
dog, human, whale, bat

Birds

feathers · beak · two legs · lay eggs
robin, owl, penguin

Reptiles

dry scales · most lay eggs
snake, turtle, lizard

Amphibians

smooth damp skin · eggs in water
frog, toad, salamander

Fish

wet scales · gills · fins · live in water
trout, shark, goldfish

Insects

six legs · three body parts · hard outside
ant, bee, beetle

Sort these animals

- eagle
- salmon
- rabbit
- crocodile
- ladybird
- toad
- horse
- grasshopper
- seagull
- gecko
- shark
- newt

Group	Animals	How I knew
Mammals		
Birds		
Reptiles		
Amphibians		
Fish		
Insects		



Some animals are tricky. A **whale** lives in water but it is a **mammal**, not a fish — it has no gills, it breathes air, and its babies drink milk. A **bat** flies but it is a **mammal** too, not a bird. Look at the *features*, not where the animal lives.



What is it covered in?

Fill in the table for each animal. Use the words in the yellow box.

write

tick

Words you can use

- fur
- feathers
- dry scales
- wet scales
- shell
- damp smooth skin
- hard outer body

Animal	Covered in	Legs	Wings?	Where it lives
Robin				
Frog				
Squirrel				
Trout				
Ant				
Turtle				

Sort two ways at once

Write each animal from the table into the right room.

	Has legs	No legs
Lives on land		
Lives in water		

A frog is tricky — it lives in both. Where did you put it, and why?

Go and look

Find a real animal outside — a bird, a bug, a squirrel, a worm. Watch it for two minutes without touching it. Draw it and label three things you notice.



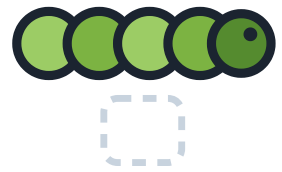
Animals that change completely

Number the pictures 1 to 4 in the right order. Then write the name of each stage.

 write

 colour

The butterfly



Stage names: egg · caterpillar (also called a larva) · chrysalis (also called a pupa) · adult butterfly

1 =

2 =

3 =

4 =

Now the frog

Draw the four stages of a frog's life in order, then label them.



1



2



3



4

Word bank: egg · tadpole · tadpole with legs · adult frog

Something to notice

A caterpillar looks nothing like a butterfly. A tadpole looks nothing like a frog. When an animal changes shape completely as it grows, that change is called **metamorphosis**.

Which stage do you think changes the most?

For the grown-up The pictures are deliberately out of order so sequencing is the task rather than copying. If you can, watch it happen — tadpoles in a jar from a pond, or a butterfly kit — because a fortnight of real observation beats any diagram.

B2 · exploring and understanding concepts



Two kinds of growing up

Read the two kinds. Then write each animal in the correct column.



write



tick

Two ways an animal can grow up

Changes completely

The young looks nothing like the adult. There are four very different stages.

butterfly, frog, beetle, moth, bee

Changes a little

The young looks like a small version of the adult. It just grows bigger.

grasshopper, dragonfly, human, dog, chicken

Sort these animals

cat

moth

grasshopper

frog

horse

beetle

dragonfly

butterfly

chicken

human

Changes completely

Changes a little

Every animal follows the same big pattern

born or hatched



grows



becomes an adult



has young of its own



dies

This happens to every living thing, however it grows. It is called a **life cycle** because it goes round and round — the young grow up and then have young themselves.

Comparing

Something that is the same about a frog's life cycle and a cat's:

Something that is different:

A baby animal that looks most like its parent:



Body parts with a job

For each body part, write the job it does for the animal.



write



draw



Here is one done for you

A duck has webbed feet. The job they do is pushing water so the duck can swim, which helps it find food and get away from danger.

A body part that helps an animal survive where it lives is called an adaptation.

Animal	Body part	The job it does
Polar bear	thick white fur	
Owl	sharp curved claws	
Rabbit	very long ears	
Giraffe	a long neck	
Fish	gills	
Porcupine	sharp quills	
Camel	a hump	

Ways animals stay safe

Match each way to an animal. Some animals fit more than one.

hiding by blending in →

a hard shell →

running very fast →

sharp spikes →

staying in a big group →

bright warning colours →



Invent an animal

Design an animal for a very cold, very snowy place. Draw it, then label three body parts and say what job each one does.



Animals and people

Tick whether each action helps animals or harms them. Then answer the questions.



tick



write

How animals help people

Bees

carry pollen so plants can make fruit
and seeds

Worms

mix and loosen the soil so plants
grow

Birds

eat insects and spread seeds around

Name another animal that helps people, and say how:

What people do	Helps	Harms
Planting flowers that bees like		
Dropping plastic near a pond		
Putting out fresh water in hot weather		
Cutting down a tree with a nest in it		
Keeping a dog on a lead near wildlife		
Taking a wild animal home as a pet		

A home is called a habitat

An animal's habitat gives it everything it needs. Fill in what a habitat must provide.

☐ f☐ w☐ a☐ sh

What could happen to the animals if a habitat is destroyed?

One real thing I will do

Choose one action to help animals near you this week. Write the day you'll do it.

I will do it on I will need



Solid or liquid?

Read the difference in the black box. Then sort the things into the two columns.



write



tick

☒ One test tells them apart

A solid

keeps its own shape. Put a block in a bowl and it is still block-shaped.

A liquid

takes the shape of whatever it is in, and you can pour it.

Sort these

milk

a spoon

honey

a rock

juice

a pencil

shampoo

a coin

oil

a brick

Solids**Liquids**

Which liquid is thickest?

How runny or thick a liquid is has a name: viscosity. Put these in order from the runniest to the thickest.

honey

water

ketchup

cooking oil

 ▶ ▶ ▶

Try it: tip a little of two different liquids down a sloping plate at the same time. Which one wins the race?

.....

The hard ones

Some things are difficult to name. Is sand a solid or a liquid? You can pour it... but each grain keeps its own shape. What about toothpaste, or jelly?

Pick one and explain what makes it tricky:



Float or sink?

Write your guess for each object first. Then test it in a bowl of water and write what happened.

 write

 test it

☒ **How to make it a fair test**

Use the same bowl and the same water every time. Put each object in **gently** — don't push it down. Change one thing only: the object.

Object	My guess	What happened	Was my guess right?
a coin			
a cork or bottle top			
a paperclip			
a crayon			
an apple			
a small stone			
a leaf			
a spoon			

Look for a pattern

The things that floated were mostly... ..

The things that sank were mostly... ..

Was heavy always the same as sinks?

A big log floats and a tiny paperclip sinks — so it is not simply about being heavy. That surprises most people.

 **Make it float**

A ball of foil sinks. Now flatten the same piece of foil into a boat shape. Does it float now? You did not change the amount of foil at all — only its shape.



What happens when you mix them?

Stir each solid into a cup of water. Then tick what happened.



☒ Four things that can happen

It disappears

It dissolves — still there, but you can't see it.

It floats

Sits on top and stays whole.

It sinks

Drops to the bottom and stays whole.

Nothing changes

It stays exactly the same.

Stir into water	Dissolves	Floats	Sinks	Nothing changes
salt				
sugar				
sand				
rice				
a small stone				
cooking oil				

Getting them back out

If something did not dissolve, you can separate it again. How would you get the sand out of the water?

Ideas: a sieve · a paper towel as a filter · let it settle, then pour the water off

Could a sieve get the salt back out? Why not?

Safety rules for mixing

- ☐ Only mix things a grown-up has said yes to
- ☐ Never taste anything in a science experiment



Water wears three costumes

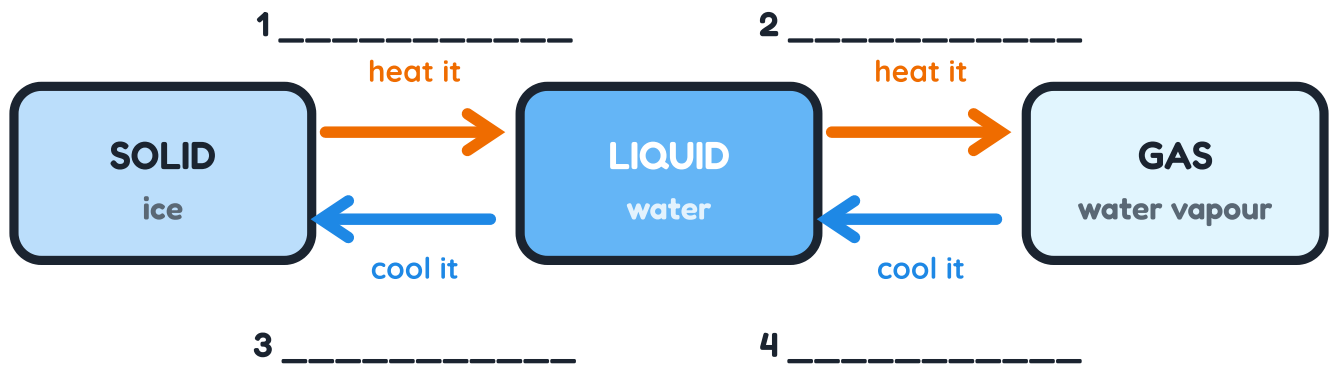
Write the missing words on the four arrows. Then fill in the table below.



write



draw



Word bank: melting · freezing · evaporating · condensing

Where you see it happen

What you see	Which change is it?
An ice cube turns into a puddle in your hand	
A wet path dries up in the sunshine	
Water in the freezer turns hard	
Little drops appear on a cold window	

The important bit

Ice, water and water vapour are all the same stuff. Nothing is added and nothing is taken away — only heat. And every change can go both ways, which is why each one has an arrow back.

Try it: put an ice cube on a saucer. Draw it now, and again in 20 minutes.



now



20 minutes later



Pushes and pulls

For each action, tick whether it is a push, a pull, or both.

- ☒ tick
-  try it

☒ **What a force is**

A force is a push or a pull. You need a force to make something start moving, stop moving, go faster, go slower, or change direction. Nothing moves on its own.

Action	Push	Pull	Both
Opening a drawer			
Kicking a ball			
Zippering up a coat			
Pressing a doorbell			
Peddalling a bike			
Playing tug of war			

Friction: the force that slows things down

Roll the same object down the same ramp onto three different surfaces. Measure how far it travels each time.

Surface	How far it went	Rough or smooth?
a smooth floor		
a carpet or rug		
a towel		

Which surface had the most friction? How could you tell?

Friction can be helpful or annoying

Helpful

Annoying
A squeaky door. A sledge that won't slide on grass.



Six machines that make work easier

Read the six machines. Then write which machine each everyday object uses.

 write

**Lever**

a bar on a pivot

**Ramp**

a slope

**Wheel and axle**

a wheel on a rod

**Pulley**

a wheel with a rope

**Wedge**

splits or cuts

**Screw**

a ramp wrapped round

Everyday object	Which machine?	Everyday object	Which machine?
a seesaw		a knife	
a wheelchair ramp		a flagpole rope	
a doorknob		a jar lid	
a bottle opener		a slide	
an axe		a skateboard	

Two machines in one

Some objects use more than one simple machine at the same time.

Scissors are two with blades.

A wheelbarrow is a plus a

Go and hunt: find three simple machines in your home.



Build a ramp for a marble

Do the four steps in order. Draw your plan in step 1 before you build anything.

 draw

 build

 write

The challenge: using cardboard, books, tape and anything else you are allowed, build a ramp that rolls a marble as far as possible across the floor.

Safety first: clear your space, keep the marble away from small children and pets, tidy up afterwards.

1 · Plan it



Draw your ramp before you build it.

2 · Write your steps in order

First

Then

Next

Last

Steps in order are a kind of code. Swap them round and you get a different result.

3 · Test it three times

Try	How steep was the ramp?	How far did the marble go?	What I changed
1			
2			
3			

4 · What did you find out?

A steeper ramp made the marble go

A rougher floor made the marble go

The one change I would make next time:

A ramp that does not work first time has not failed — it has told you something. That is exactly what testing is for.

For the grown-up Three tries is the point. Resist helping it work — a marble that stops short twice teaches more than one that succeeds immediately. Change only one thing per try and it becomes a real experiment.

A1 · A2 · D1 · D2



Air you can't see, water that goes round

Label the four stages of the water cycle. Then tick the things you already do.

 write

 tick

Air is really there, even though you can't see it

It takes up space

Push an upside-down cup into water. The water can't get in — the air is already there.

Moving air pushes things

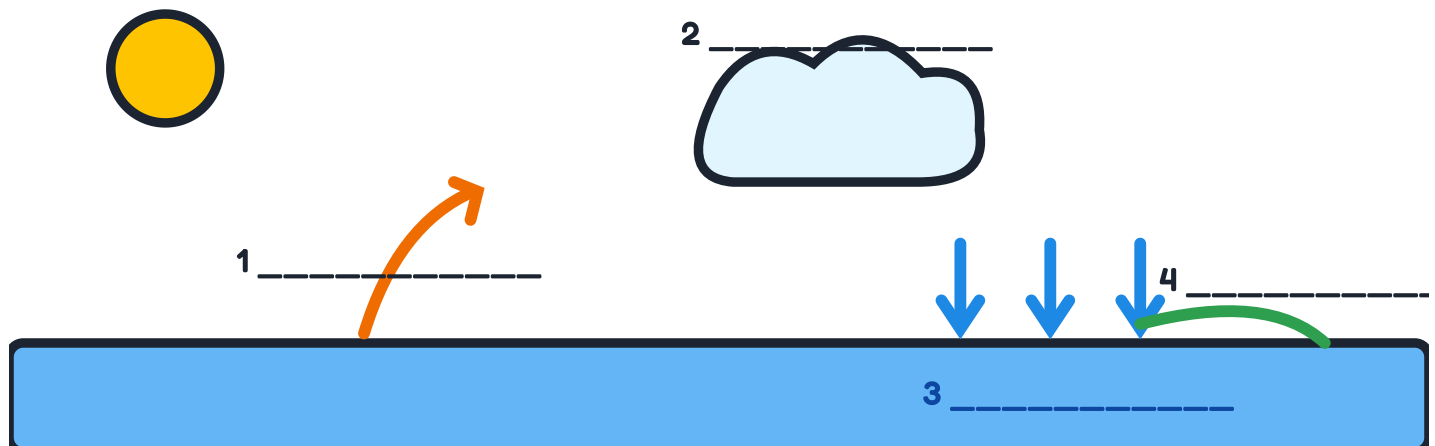
Wind is just moving air. It moves sails, kites, leaves and windmills.

It can be squeezed

A pumped-up ball is full of squashed air. That is what makes it bouncy.

Try the cup test with a grown-up. What happened?

The water cycle



Word bank: **evaporation** (the Sun lifts water up as invisible vapour) · **condensation** (vapour cools into cloud droplets) · **precipitation** (it falls as rain or snow) · **collection** (water gathers in lakes and rivers, and the cycle starts again)

What powers the whole cycle?

Looking after air and water

☐ Turn the tap off while brushing teeth

☐ Walk or cycle instead of driving

☐ Pick up litter near ponds and rivers

☐ Have shorter showers

☐ Never pour paint or oil down a drain

☐ Tell a grown-up about a dripping tap

Tick the ones you already do. Circle one new one to start this week.

Every drop of water on Earth has been round this cycle countless times — it is the same water, used again and again.



Things my family always does

Write or draw three things your family does every year. Then answer the questions.

 write

 draw

☒ What counts as a tradition

A tradition is something a family or a group does **again and again**, usually at the same time each year. It does not have to be big or fancy. Pancakes every Saturday is a tradition. So is a certain song at bedtime, or the same walk every New Year.



you choose

Ideas, if you need them

a birthday food

a holiday we celebrate

a song we sing

a place we always go

a game we play

a special meal

something we do at bedtime

a story someone tells



What is it?

When?



What is it?

When?



What is it?

When?

Thinking about it

My favourite one is

I like it because

Who taught your family to do it?

Everybody's are different

Ask a friend or classmate about one of their family traditions. Write down what they told you, in their words.

Was it the same as yours or different? Different is not better or worse — just different.



Then and now

Ask a grown-up what these things were like when they were your age. Fill in both columns.

 ask someone

 write

☒ Some things change, some stay the same

Families have celebrated birthdays for a very long time. But how they do it changes — the cake might be the same, and the photographs are taken on a phone now instead of a camera with film. Your job is to spot which bits changed and which bits stayed.

	When my grown-up was 7	Now
Birthdays		
Games and toys		
Music — how you listened		
Getting to school		
Talking to family far away		

Sort what you found out

Stayed the same

Changed

Why do traditions change?

Tick any reasons you think are true. There is no single right answer.

- | | |
|--|---|
| ☐ New machines and technology | ☐ A family moves to a new place |
| ☐ New people join the family | ☐ Children grow up and change things |
| ☐ Some things cost too much | ☐ People meet new neighbours and share ideas |

And why do some traditions stay exactly the same, on purpose?



An object with a story

Find one object in your home that has been kept for a long time. Fill in the boxes about it.

 ask someone

 draw

 write

☒ What kind of object

Something a family keeps for a long time is called an heirloom or a keepsake. It might be a photograph, a recipe, a piece of jewellery, a tool, a blanket, a book, a bowl, or a toy. It does not have to be valuable. What matters is that somebody chose to keep it.

Ask first before picking anything up.

Draw it



Find out about it

What is it?

Who did it belong to first?

How old is it, roughly?

Where did it come from?

Why has the family kept it?

The story

Ask a grown-up to tell you the story of this object. Write down the best bit, using their words.

A keepsake of your own

What object from your life would you want to keep for a very long time, and why?



Seven continents, five oceans

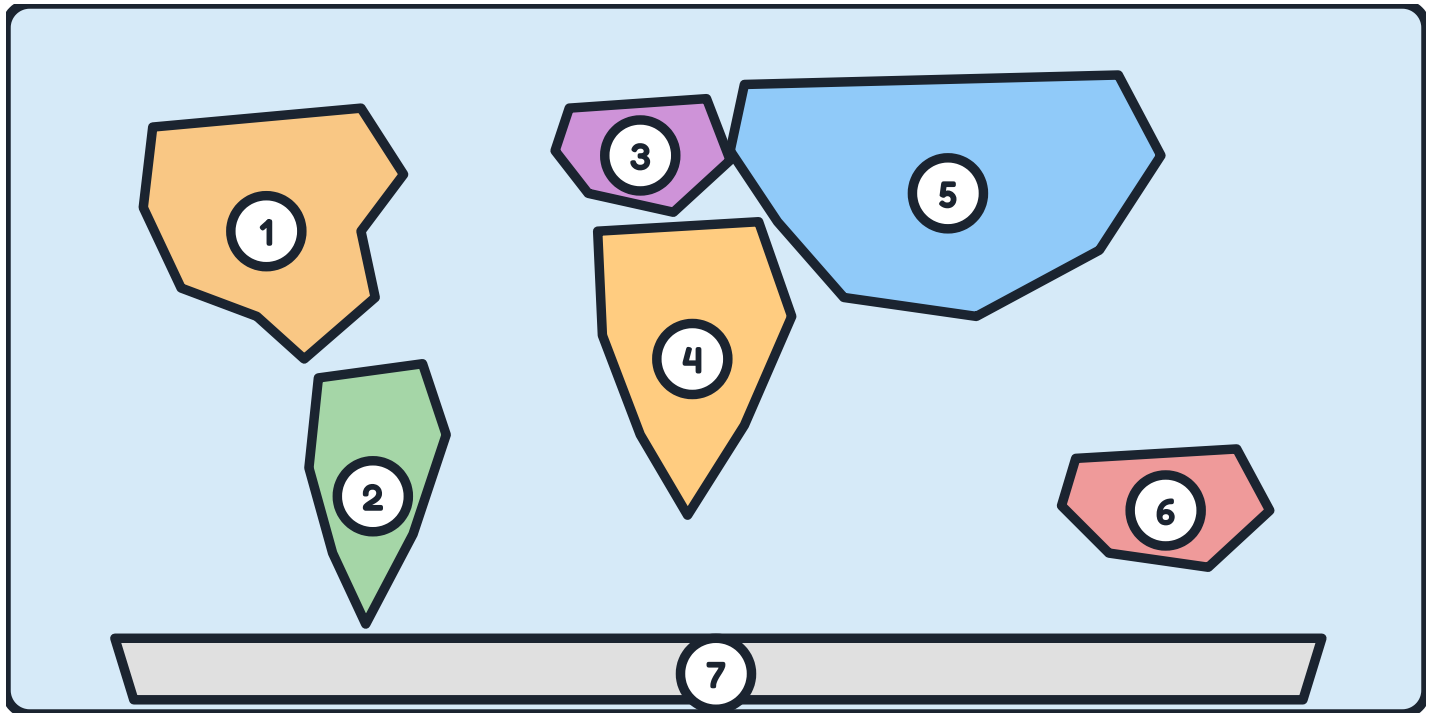
Write the name of each numbered continent in the list below the map.



write



colour



This is a simple map. Real continents are bumpier than this, but the positions are right.

The seven continents

Africa

Antarctica

Asia

Australia

Europe

North America

South America

1 =

2 =

3 =

4 =

5 =

6 =

7 =

Colour each one a different
colour.

Where do you live?

My continent is My country is

My province is My town or city is



Finding your way around a map

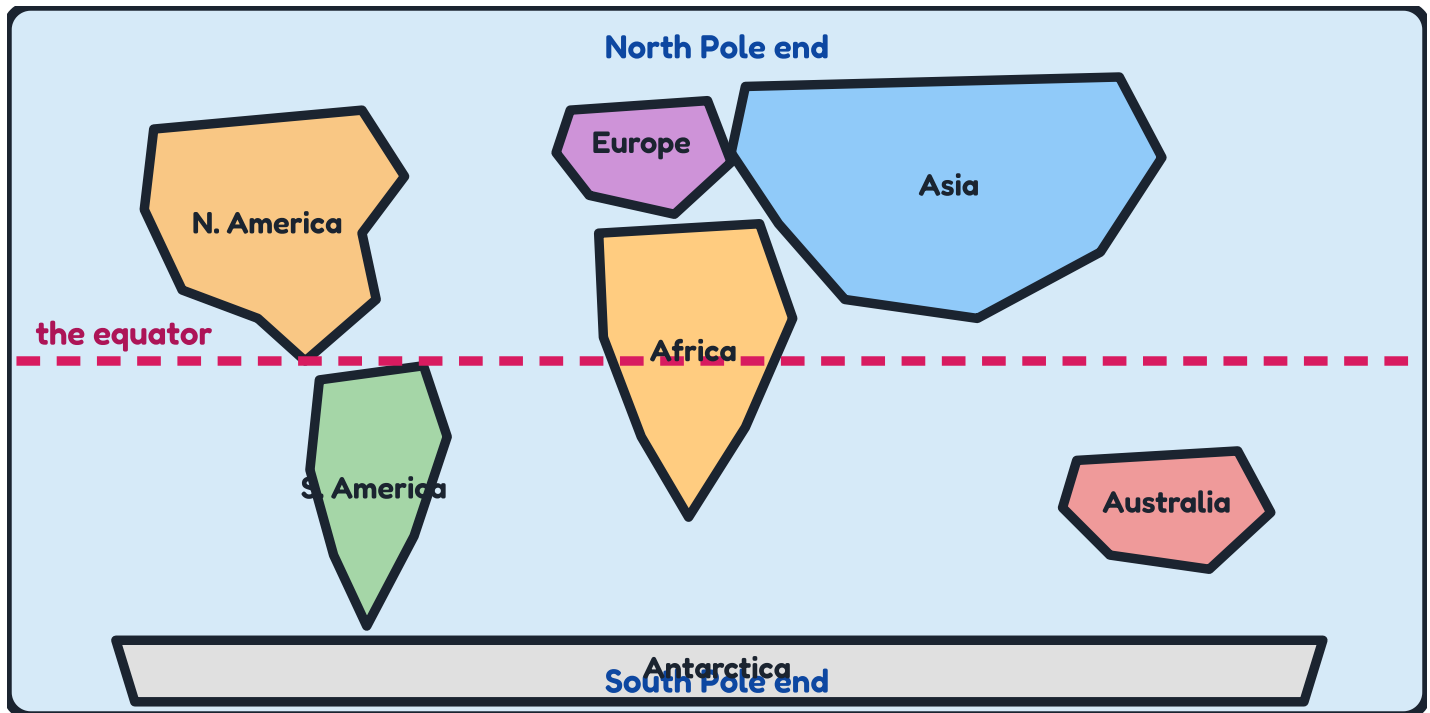
Use the map and the compass to answer each question.



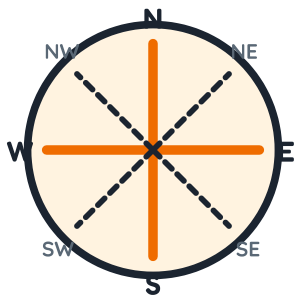
write



circle



Eight directions



- Which continent is south of Europe?
- Which continent is south of North America?
- Is Australia east or west of Africa?
- Which continent is furthest south of all?
- Name a continent the equator passes through:
- Is your country north or south of the equator?

Three important lines and points

The equator

An imaginary line right around the middle of the Earth. It is not really painted on the ground!

The North Pole

The point at the very top of the Earth. Cold all year round.

The South Pole

The point at the very bottom. It sits in Antarctica, and it is the coldest place of all.



Why some places are hot

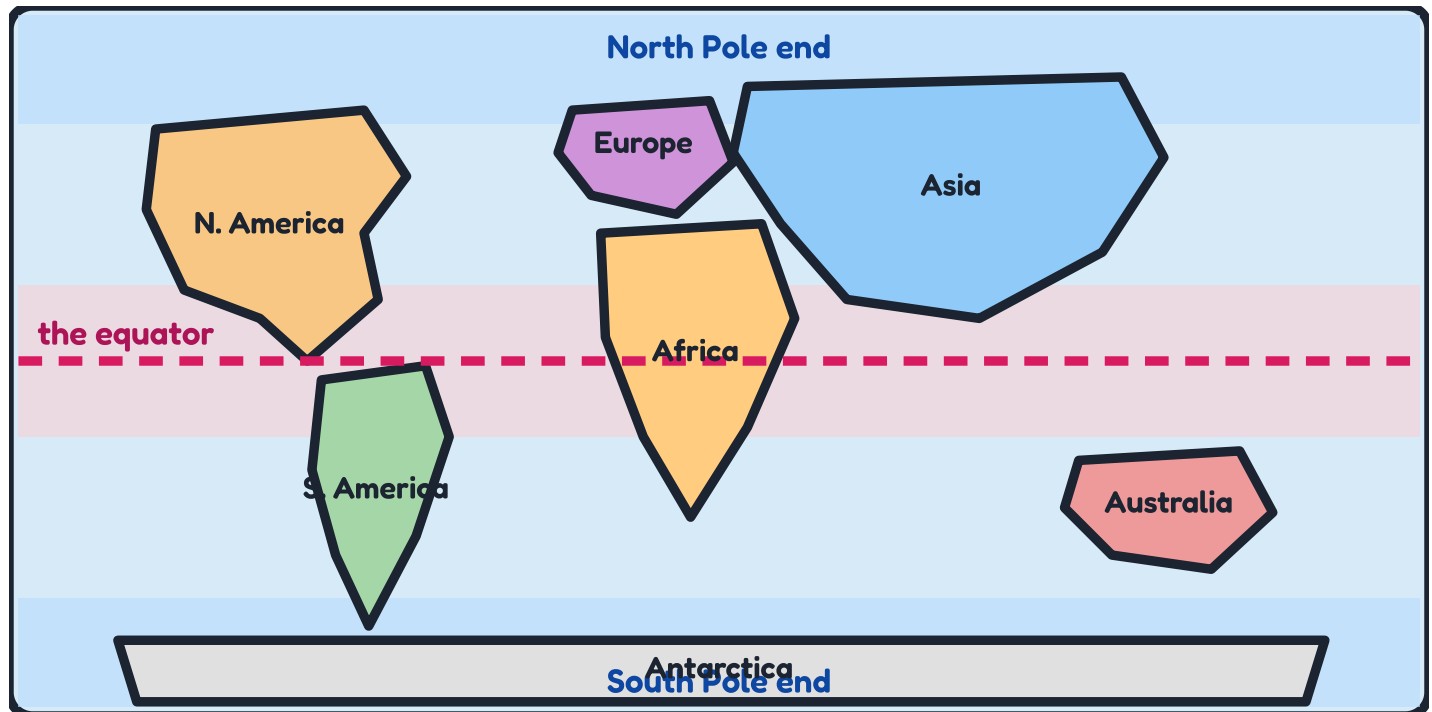
Read the reason in the black box. Then colour the map and answer the questions.

colour

write

☒ The reason

The Earth is a ball, and the Sun shines on it. Near the **middle** — the equator — the sunshine hits almost straight on, so it is **strong** and those places are hot all year. Near the **top and bottom** — the poles — the same sunshine arrives at a slant and spreads out thin, so it is **weak** and those places are cold. It is the same Sun. What changes is how spread out its light is.



The pink band near the middle is the hot part. The blue bands at the top and bottom are the cold parts. In between is mild — that is where Canada is.

a Which band is Canada in?

b Is Antarctica hot or cold?

c Name a continent in the hot band:

d Which is colder: the equator or a pole?
.....

What would you pack?

Write two things you would take to each place.

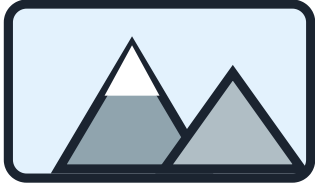


What the land looks like

Match each word to its picture by writing the number in the box.

write

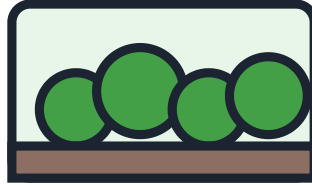
colour



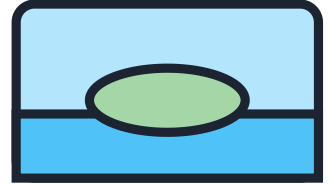
1



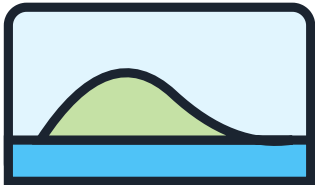
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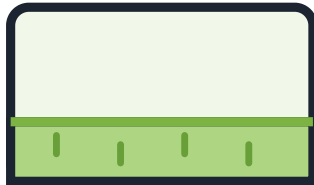
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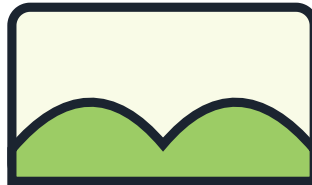
4



5



6



7



8

Write the number next to each word

mountains

desert

forest

island

river

hills

plains

ice cap

Near you and far away

Which of these can you find near where you live?

Which one would you most like to visit? Why?

Which one would be hardest to live in, and why?



Here and somewhere far away

Choose one place far from you. Fill in both columns of the table.

write

find out

you choose Pick one place to find out about

a village in the Arctic

a town in the Sahara desert

a village in the Amazon rainforest

a town in the Swiss mountains

a big city like Tokyo

an island in the Pacific

Find out about it from a book, a website, a video, or someone who has been there.

	Where I live	The place I chose:
Weather		
What homes look like		
Clothes people wear		
Food people eat		
How people travel		
What children do for fun		

The big question

How does the weather and land there change the way people live?

For example: if it is very cold, homes need thick walls and people need warm clothes. If there is lots of water, people might travel by boat.

Same and different

The same as me

Different from me



Joined up to the whole world

Look at the labels on things in your home. Write down where three of them were made.

-  go and look
-  write

☒ **Where to look**

Check the label inside a T-shirt, the sticker on a banana, the bottom of a mug, the box a toy came in. Many say Made in and then a country name. Ask a grown-up first before looking inside anything.

The thing	Where it came from	Which continent is that on?

Being a good world citizen

Tick the ones you think help people and the planet.

- ☐ Turning off lights I'm not using
- ☐ Being kind to someone new at school
- ☐ Wasting food
- ☐ Reusing a water bottle
- ☐ Learning a word in someone else's language
- ☐ Laughing at how someone speaks

Cross out any that would not help.

One thing I could do

Choose one real thing you could do this week that helps someone else or looks after the planet.

I will do it on

The big idea: people everywhere matter the same amount, wherever they live. That is what being a world citizen means.

For the grown-up

Label-hunting makes global connection tangible in a way nothing else does — a banana from Central America and a shirt from Bangladesh in the same house. Keep the citizenship part concrete and doable rather than abstract.

B1 · B3



Naming how I feel

Choose a feeling word from the yellow box. Then tick or point to how your body feels.



tick



write



or just point

Feeling words — you can point to one instead of writing it

happy

sad

angry

worried

excited

frustrated

proud

calm

lonely

tired

surprised

embarrassed

jealous

safe

confused

bored

How big is the feeling?

A feeling can be small or huge. Circle the number that matches. 1 means only a tiny bit. 5 means as big as it gets.

Right now I feel

1

2

3

4

5

Earlier today I felt

1

2

3

4

5

Where I feel it in my body

Feelings show up in your body before you have a word for them. Tick any that you notice. There is no wrong answer.

- | | | |
|---|--|--|
| ☐ tight tummy | ☐ hot face | ☐ fast heart |
| ☐ shaky hands | ☐ heavy shoulders | ☐ wobbly legs |
| ☐ lump in throat | ☐ hard to sit still | ☐ loud in my head |
| ☐ want to be alone | ☐ want a hug | ☐ everything feels too much |

Two true things

1. There are no bad feelings. Being angry is allowed. Being sad is allowed. It is what you do next that matters.
2. You do not have to explain a feeling to be allowed to have it. "I don't know why" is a real answer.

For the grown-up The body-signal list is deliberately first-class here, because noticing a physical signal is often easier and earlier than naming an emotion — and "where do you feel that?" is a more useful question in the moment than "why are you upset?" Pointing counts as answering.

A1 · D1 mental health literacy



My calm-down toolkit

Tick the things that help you feel calmer. Make this list before you need it.



tick



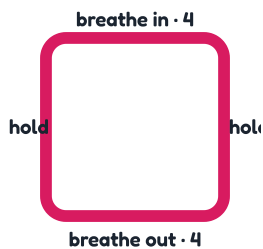
write

Things that might help

- | | | |
|---|---|---|
| ☐ slow deep breaths | ☐ counting to ten | ☐ a quiet space alone |
| ☐ squeezing something soft | ☐ a tight hug | ☐ no hug, just space |
| ☐ going outside | ☐ running or jumping | ☐ drawing or colouring |
| ☐ music or headphones | ☐ dim lights | ☐ a drink of water |
| ☐ my favourite blanket | ☐ talking to someone | ☐ doing something familiar |

Add your own:

Square breathing



Trace round the square with your finger. Breathe in for four going up, hold for four across the top, out for four going down, hold for four along the bottom. Go round three times.

How do you feel afterwards?

Things you can say

You do not have to think of the words yourself. You can use these.

"I need a minute."

"This is too loud for me."

"Can I have some space, please?"

"I don't want a hug right now."

"I'm not ready to talk yet."

"Can you help me, please?"

My people

Write two grown-ups you can go to when you feel wobbly.



My moving week

Each evening, write what you did and how long for. Aim for about 60 minutes a day.



write



move

Day	What I did	How long	Did I get puffed?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

What my body does when I move a lot

☐

heart beats faster

☐

breathing gets quicker

☐

I feel warm

☐

my face goes pink

☐

muscles feel tired

☐

I feel thirsty

All of these are normal and healthy. They are signs your body is working, not signs something is wrong.

Try it: put your hand on your chest. Count your heartbeats for 10 seconds. Then run on the spot for one minute and count again.

Before: After: What changed?

What I actually enjoy

My favourite way to move my body is

I like it because

Something I would like to try is

Moving your body does not have to mean sport. Walking, dancing, climbing, swimming, cycling, trampolining and helping in the garden all count.



Movement challenge card

This one is not for sitting down. Take it to a clear space and tick each challenge as you try it.



move



tick

Before you start: look around and check you have space. Move anything you could bump into. You do not have to do all of these. Do the ones you want to, in any order, and stop whenever you like.

Balancing

- ☐ Stand on one foot for 15 seconds
- ☐ Try it again with your eyes closed
- ☐ Balance on one foot and one hand
- ☐ Walk heel-to-toe along a straight line

Travelling

- ☐ Hop 10 times on each foot
- ☐ Skip from one end to the other
- ☐ Gallop, then slide sideways
- ☐ Run and stop completely on a signal

Sending and catching

- ☐ Throw at a target 5 times
- ☐ Catch a ball 5 times in a row
- ☐ Bounce and catch 5 times
- ☐ Dribble a ball with your feet

Joining two together



new

- ☐ Run, then jump
- ☐ Skip, then spin, then freeze
- ☐ Travel low, then high, without stopping
- ☐ Bounce a ball while walking

Safety, every time

- ☐ I checked my space first
- ☐ I stayed in my own space
- ☐ I stopped straight away when asked
- ☐ I put the equipment away

How did it go?

The easiest one for me was

The one I want to practise is

Skipping is the one most people find hardest at seven, and it is purely practice. A little and often works better than a long try.



Playing games well

Read each tip. Then play a game and tick the tips you used.

 play

 tick

 write

☒ Four clever things to do in a game

Move into open space

Go where nobody else is. Then it is easy for a teammate to pass to you.

Send it away from them

Aim for the gap, not straight at the person trying to stop you.

Watch where it's going

Look at where the ball *will* be, not where it is now, and start moving early.

Talk to your team

Say "I'm here!" or "behind you!" so people know what you are doing.

After you play

☐ I moved into open space

☐ I sent it away from an opponent

☐ I watched where it was going

☐ I talked to my team

Which tip worked best?

Fair play

Tick the things that make a game good for everyone.

☐ Following the rules we agreed

☐ Letting everyone have a turn

☐ Changing the rules so I win

☐ Saying "good try" to someone

☐ Sulking when I lose

☐ Asking someone new to join in

Cross out the two that would spoil the game.

When losing feels bad

Losing can feel horrible, and that is completely normal. It does not mean you are bad at the game or that anyone is being unfair.

Things you can say: "That was hard. Can we play again?" or "I need a break before the next round."

One thing that helps me when I lose:



Food that keeps me going

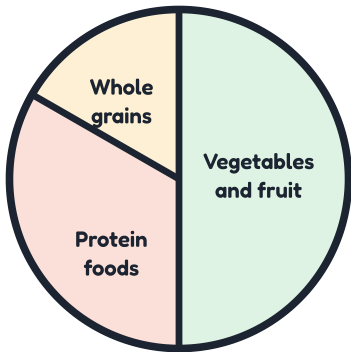
Write foods you actually eat into each part of the plate.



write



draw



Half the plate is vegetables and fruit

Vegetables and fruit I eat:

.....

Whole grains I eat:

Protein foods I eat:

And the drink of choice is

Eating at regular times new

It matters when you eat, not just what. Skipping meals makes it harder to concentrate, and easier to get grumpy or shaky.

When	What I usually have
Breakfast	
Morning snack	
Lunch	
Dinner	

Listening to your body

Hungry feels like

tummy rumbling · low energy · hard to concentrate · a bit grumpy

Full feels like

tummy comfortable · food stops tasting as interesting · you can stop

It is fine to eat different amounts on different days. Bodies are not machines.

Food from everywhere

Healthy food looks different in different families. Roti, rice, congee, tortillas, bannock, pasta and bread are all grains.



Staying safe

Read each part with a grown-up. Fill in the boxes together.

 talk together

 write

 tick

Spotting something unsafe

At home

hot stoves · medicines · cleaning bottles · sharp things · sockets · water in the bath

Outside

roads and driveways · deep or icy water · thin ice · animals you don't know · going somewhere without telling anyone

Online

people you don't know messaging you · things that make you feel yuck · buttons asking for information

Things I keep private online

☐

my full name

☐

where I live

☐

my school

☐

my phone number

☐

photos of me

☐

passwords

In an emergency, the number to call in Canada is 9-1-1. My address is

Your body belongs to you

Nobody should touch your body in a way you do not want — and that includes hugs, tickling, kisses and hair-ruffling, even from people you love.

You are allowed to say "No thank you" or "Please stop" or "I don't like that." That is not rude. It is your right.

And it works the other way too: if someone tells you to stop, you stop straight away.

Practise saying it out loud now, so the words are easy to find later. ☐ done

A surprise is not the same as a secret

A surprise

is fun, it is only for a short time, and everyone finds out in the end. A birthday present is a surprise.

An unsafe secret

is something you are told to keep forever, or that makes your tummy feel horrible, or where someone says you will be in trouble if you tell.

If anyone asks you to keep a secret like that, tell a grown-up you trust straight away. You will never be in trouble for telling. Not ever. Even if the person said you would be.

My trusted grown-ups

Write three grown-ups you could tell anything to. Try to include one who does not live with you.



Growing up, stage by stage

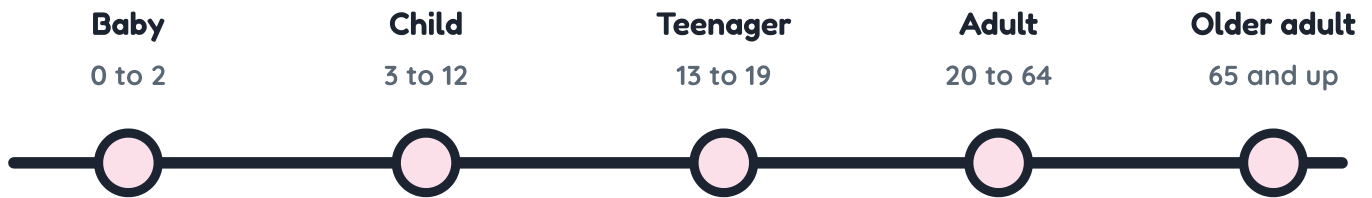
Read the five stages. Then write who you know at each stage.



write



draw



The proper names are infancy, childhood, adolescence, adulthood and older adulthood. You are in childhood right now.

Stage	Someone I know at this stage	Something they can do that I can't (or couldn't)
Baby		
Child		
Teenager		
Adult		
Older adult		

What everybody needs, at every stage

- | | | |
|--|---|---|
| ☐ good food | ☐ clean water | ☐ sleep |
| ☐ moving about | ☐ somewhere safe to live | ☐ people who care |
| ☐ things to learn | ☐ time to play or rest | ☐ help when unwell |

Which needs change a lot between a baby and an older adult?

Me, growing



Germes and how to stop them

Read how germs travel. Then tick the things that stop them spreading.



tick



write

☒ How germs get from person to person

Through the air

a cough or a sneeze
sends tiny droplets
flying

On hands

you touch something,
then touch your face

On shared things

bottles, hats, combs,
tissues

Through cuts

which is why cuts get
washed and covered

Germs are far too small to see — you would need a microscope. Something can look perfectly clean and still have germs on it.

What I do	Stops germs	Spreads germs
Coughing into my elbow		
Coughing into my hand, then opening a door		
Washing hands before eating		
Sharing my water bottle with a friend		
Putting a used tissue in the bin		
Trying on someone else's hat		

Washing your hands properly

1

wet hands

2

soap on

3

rub 20 seconds

4

rinse

5

dry properly

Twenty seconds is about as long as singing "Happy Birthday" twice. Don't forget between your fingers, your thumbs, and your wrists — those get missed most.

Times I should always wash my hands:

Looking after my teeth



Brush twice a day, morning and night



Brush for two whole minutes



Brush the backs, not just the fronts



Don't share a toothbrush, ever



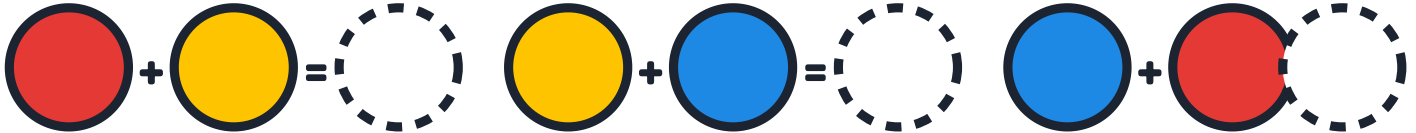
Making new colours

Mix the colours and paint or colour in each empty circle.

 colour

 write

Two primaries make a secondary



Red, yellow and blue are called primary colours — you cannot make them by mixing. Everything else comes from them.

red + yellow =

yellow + blue =

blue + red =

Adding white and adding black new

Add white to a colour and you get a tint — lighter and softer. Add black and you get a shade — darker and deeper.



Choose one colour and make five steps of it in the empty box, from lightest to darkest.

Warm colours and cool colours

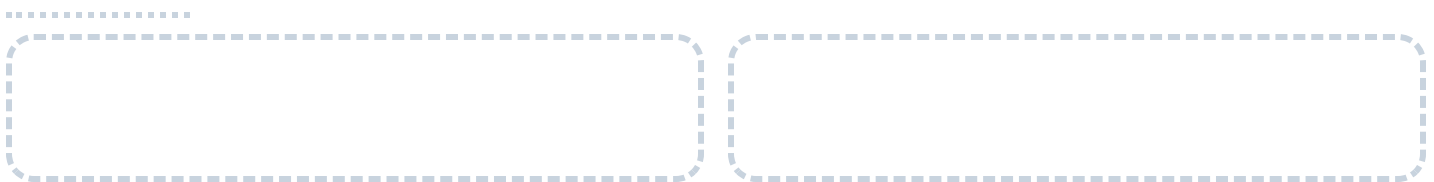
Warm — red, orange, yellow

These feel like fire, sunshine and summer.

Cool — blue, green, purple

These feel like water, ice and shade.

Draw a small picture using only warm colours, and another using only cool colours. Which one feels calmer to you?



For the grown-up Real paint teaches this far better than pencils, because you can see the white physically lightening the colour. Tints and shades are new in Grade 2 — the useful vocabulary is that you're changing the *value* of a colour without changing which colour it is.

D1 • D2 elements of design



Repeating on purpose

Look at each pattern, then continue it in the empty space.

 draw and colour

 write

☒ What repetition does

When an artist repeats a shape, a colour or a line, your eye follows it across the picture. That movement is called **rhythm** — the same word music uses, because it works the same way. You find it in quilts, beadwork, wallpaper, tiled floors, fabric and fences.

Steady rhythm — the same gap every time



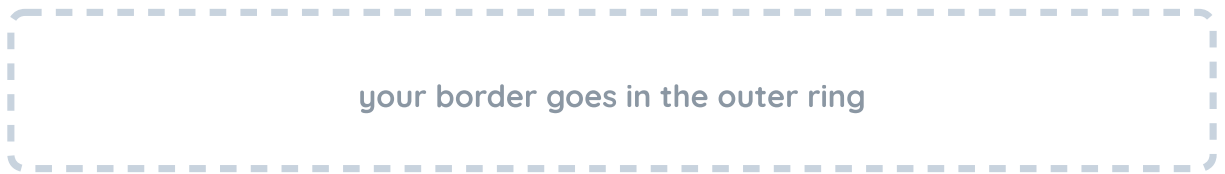
Different rhythm — the gaps change



Carry both patterns on to the end of the line. Keep the rhythm going exactly.

Design a repeating border

Invent your own repeating unit. Repeat it all the way round the frame. Use at least two colours.



My repeating unit is

Go and find some

Find a repeating pattern somewhere in your home or street — on fabric, tiles, bricks, a fence, a jumper. Draw a bit of it here.





Near, far, and in front

Read the three tricks. Then draw a picture using all three.

draw

write

☒ Three ways to show depth on flat paper

1 · Size

Things close to you look bigger.
Things far away look smaller.

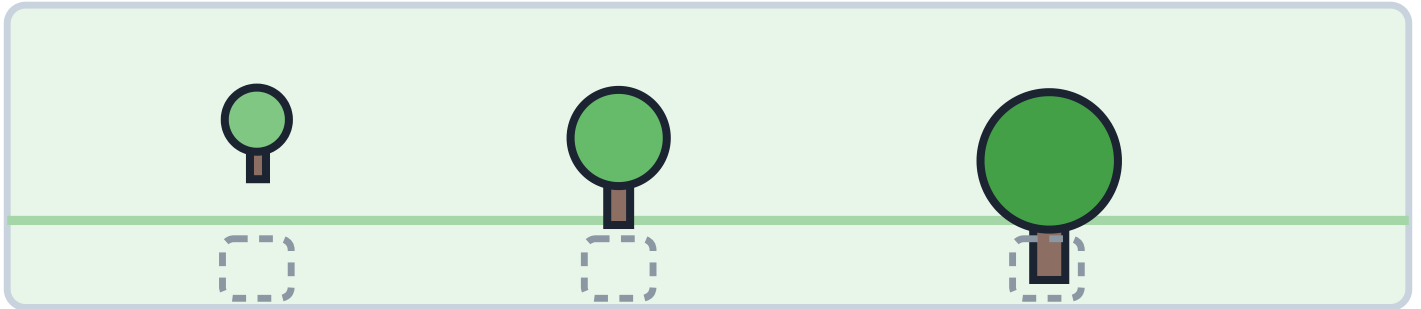
2 · Position

Things close to you sit lower on
the page. Far things sit higher.

3 · Overlapping

If one thing covers part of
another, it must be in front.

Which tree is nearest? Number them 1, 2, 3.



Which two tricks did the artist use to make this work?

Your turn

Draw a scene with something near, something far away, and two things that overlap. Any scene you like.

☐

I changed the sizes

☐

I used high and low

☐

I overlapped two things

For the grown-up Overlapping is the easiest of the three to spot and the most convincing to use. Looking out of a window and asking "which is bigger, that near car or that far building?" makes the size rule land, because the

D1 · D2 space



Talking about a picture

Choose any picture. Then answer the four steps in order.

look and talk

write



you choose

Pick a picture

A picture in a book • something on your wall at home • a photograph • artwork in a library or gallery • a piece of your own art • a friend's drawing.

The picture I chose is

Step 1 • What do I see?

Only what is actually there. No opinions yet. List shapes, colours, objects, people.

.....

.....

.....

Step 2 • How is it put together?

☐ mostly warm colours

☐ something repeats

☐ light and dark together

☐ mostly cool colours

☐ something overlaps

☐ lots of empty space

What does your eye look at first?

Step 3 • How does it make me feel?

calm

happy

busy

lonely

excited

cold

cosy

confused

nothing much

It makes me feel because

"Nothing much" is a real answer. Not every picture has to make you feel something.

Step 4 • What do I think of it?

The best bit is

If I made it, I would change



Clapping what you see

Say the sounds out loud while you clap each line. Go slowly and keep a steady beat.

say it

clap

write

☒ Four things you will see



ta
1 beat



ti-ti
2 quick claps in 1 beat



ta-a
2 beats long



shh
1 beat of silence

Clap these. Each line has 4 beats.



Silence is part of music. The rest is not a mistake or a gap — it is a beat where you deliberately do nothing.

Write your own 4-beat rhythm



How a song is built

Listen to a song you like. Then answer the questions about its parts.

listen

write

make sounds

☒ Three shapes a song can have

A B

One part, then a different part.
Like a verse and then a chorus.

A B A

One part, a different part, then
the first part comes back. It
feels like coming home.

Call and response

One person sings or plays, and
the others answer back. Lots of
songs and chants work this way.

A song I listened to

The song is

Does a part come back again? Which part?

Is it fast or slow? Loud or quiet?

Does it get louder or quieter anywhere?

Put your hand up every time the chorus comes back. Count how many times:

Make an A B A piece

You do not need an instrument. Use your hands, your feet, your voice, a pencil on a table, a box, a jar of rice — anything that makes a sound.

Part A

My sound and rhythm:

.....

Part B

Make it different:

.....

Part A again

Exactly the same as the first A:

.....

Perform it for someone. Ask them: could you hear where part B started?

Call and response game

A grown-up claps a short rhythm. You clap it back exactly. Then swap over — you make one up and they copy you. Start with 4 beats. Make them longer if it gets easy.

How many beats could you copy correctly?



Being somebody else for a minute

Choose a character from the box. Fill in the card about them, then try being them.



write



act



talk



you choose

Pick a character

a very old sailor

a nervous new pupil

a bossy chef

a lost puppy

a tired postal worker

a robot learning to walk

a shy giant

someone from a book you love

My character card

My character is

How they walk:

How they talk:

What their face does:

What they want most:

One thing they would say:

Being in role means pretending to be somebody else on purpose. You are still you the whole time. You can stop being the character whenever you want, just by saying "I'm stopping now."

Freeze frames

A freeze frame is a still picture made with bodies, like pressing pause. Nobody moves and nobody speaks. Make one for each moment, then draw a stick-figure version.



the moment of a big surprise



two friends making up



a moment of great courage

you choose

You can use your own body, or pose toys or figures instead. Both count.

How characters are with each other

Two characters in a scene always have a relationship — friends, strangers, a helper and someone who needs help, someone in charge and someone who isn't. It changes how they stand and speak.

Try one scene twice: first as friends, then as strangers. What changed?



Moving on purpose

Try each movement in the boxes. Tick the ones you tried, then make your own short dance.



move



tick



write

Before you start: find a clear space. Put on music if you like, or work in silence — both are fine. You can do as much or as little of this as you want.

Body

- ☐ Move only your arms
- ☐ Move only your head
- ☐ Curl up small, then stretch out wide
- ☐ Make a twisted shape and hold it

Space

- ☐ Move high, then low
- ☐ Travel in a straight line
- ☐ Travel in a curvy line
- ☐ Move backwards, then sideways

Time

- ☐ Move in slow motion
- ☐ Move very fast
- ☐ Move, then freeze, then move
- ☐ Move exactly on a steady beat

Energy

- ☐ Move heavily, like a giant
- ☐ Move lightly, like a feather
- ☐ Move smoothly, like water
- ☐ Move sharply, like a robot

Dancing with someone else



This year you also think about how you move in relation to another person. Try each one with a partner.

- ☐ copy them exactly
- ☐ do the opposite
- ☐ take turns
- ☐ move around them

Which felt easiest? Which was hardest?

My three-move dance

Pick three movements from above. Put them in an order. Practise until you can do it the same way twice, then perform it for someone.

First

.....
.....

Then

.....
.....

Last

.....
.....

Answers

Where a sheet asks for her own ideas, it says **open** — any sensible answer is right.

1 • Closed and open rab-bit **closed** · ti-ger **open** · muf-fin **closed** · ro-bot **open** · sun-set **closed** · ze-bra **open** · pic-nic **closed** · o-pen **open**. The rule: a consonant after the vowel closes it and makes it short.

2 • Four more kinds in-vite silent e · lit-tle consonant-le · cor-ner r-controlled · seg-son vowel team · pur-ple consonant-le · mis-take silent e · paint-er vowel team · mar-ket r-controlled. Sort: silent e = **compete, cupcake** · r-controlled = **sister, garden** · vowel team = **boating, rainbow** · consonant-le = **bubble, jungle**.

3 • Chop up the big words but-ter-fly · um-brel-la · com-pu-ter · hos-pi-tal · el-e-phant · im-por-tant · di-no-saur · won-der-ful. Counts: cat **1** · rabbit **2** · butterfly **3** · caterpillar **4** · tree **1** · garden **2** · computer **3** · refrigerator **5**.

4 • Try it, then flex it

head → "heed" isn't right → flex to **head** · cow → "coe" isn't a word → flex to **cow**

book → the moon sound isn't right → flex to the short sound, **book** · city → /k/ gives "kitty" → flex to /s/, **city**

giant → /g/ isn't right → flex to /j/, **giant** · school → /ch/ gives "shool" → flex to /k/, **school**

happy → y as /i/ gives "happ-eye" → flex to /ē/, **happy**

5 • Three sounds in a row street · splash · three · squid · strong · shrink · spring · scratch · square · throw · split · shrub. Sentence: open.

6 • A and E /ā/ = tray, sail, weigh, great, snake, paint · /ē/ = green, beach, turkey, field, funny, seed.

ai or ay: stay · paint · today · chain. (ay at the end, ai in the middle.)

7 • I and O /ī/ = night, shy, bright, kind, smile, tie · /ō/ = grow, road, hold, toast, yellow, rope.

y: sky /i/ · penny /ē/ · why /i/ · sunny /ē/ · July /i/.

ow saying /ow/: brown, town, owl.

8 • Moon and yawn moon /ōō/ = spoon, true, chew, juice, group, glue · yawn /ō/ = crawl, because, daughter, small, straw, bought. Long or short oo: food long · look short · foot short · pool long · wood short · zoo long.

9 • Sneaky letters knock → silent k · write · thumb · gnaw · rhyme · listen · climb · wrist · knife · castle · wrong · lamb. Disguises: **ch** = /k/ in school, chorus · **gh** = /f/ in laugh, cough · **ph** = /f/ in phone, dolphin · **que** = /k/ in antique, unique.

10 • Shun and cher picture · station · nature · mixture · creature · question · adventure · direction.

Chopped: cel-e-bra-tion · tem-per-a-ture · in-for-ma-tion · fur-ni-ture.

11 • The lazy vowel about · sofa · pencil · problem · lemon · banana · alone · garden · button · circus · animal · carrot. Loudest part: ba-NA-na · GAR-den · com-PU-ter · a-BOUT.

12 • Adding endings

skip → skipping, skipped (double) · smile → smiling, smiled (drop e) · carry → carrying, carried (y→i) · shop → shopping, shopped (double) · hope → hoping, hoped (drop e) · study → studying, studied (y→i).

er/est: bigger biggest · funnier funniest · nicer nicest · sadder saddest · earlier earliest · braver bravest.

Note: *carrying* keeps the y, because you never put two i's together.

13 • More than one benches · leaves · babies · teeth · wolves · dishes · children · potatoes · mice · shelves · people · foxes. No change: sheep, fish, deer, moose. The buzzing one is **dogs** — the s says /z/.

14 • Squashed words can't · I'm · don't · she'll · they're · we've · wouldn't · let's · it's · didn't.

Stretched out: haven't = have not · you're = you are · he's = he is · couldn't = could not · we'll = we will · I've = I have.

Rewritten: *I'm sure that they're not going to the park because it's raining and we've no coats.*

15 • Whose is it? The cats are sleeping = **more than one** · The cat's tail = **belongs to** · My sister's bike = **belongs to** · two sisters = **more than one** · The teachers had a meeting = **more than one** · The teacher's desk = **belongs to**.

Short way: **Sam's ball** · **my dad's hat** · **the school's roof** · **the dog's collar**.

16 • Sound-alikes They're going to be late · Can you hear the birds · I have **two** pencils and my friend has one **too** · Put your bags over **there** · The children left **their** coats · We are walking **to** the park.

Sentences for see/sea, no/know, right/write: open.

17 • Bits on the front unlock (to open) · reread (read again) · disagree (not agree) · misheard (heard wrongly) · oversleep (sleep too long) · preschool (before school). Other answers can work if she can justify them.

Answers, continued

27 · Six animal groups Mammals **rabbit, horse** · Birds **eagle, seagull** · Reptiles **crocodile, gecko** · Amphibians **toad, newt** · Fish **salmon, shark** · Insects **ladybird, grasshopper**.

"How I knew" needs one defining feature, not a guess — feathers, six legs, damp skin, gills.

28 · What is it covered in?

Robin **feathers**, 2 legs, wings, land and air · Frog **damp smooth skin**, 4 legs, no wings, land and water · Squirrel **fur**, 4 legs, no wings, land and trees · Trout **wet scales**, no legs, no wings, water · Ant **hard outer body**, 6 legs, no wings, land · Turtle **shell and dry scales**, 4 legs, no wings, land and water.

Two-way sort: legs + land = squirrel, ant, turtle · legs + water = frog, turtle · no legs + water = trout. The frog belongs in both, and saying so is the right answer.

29 · Animals that change completely The pictures are deliberately jumbled. Left to right they are the **chrysalis (3)**, the **egg (1)**, the **adult butterfly (4)**, the **caterpillar (2)**.
So: 1 = **egg** · 2 = **caterpillar** · 3 = **chrysalis** · 4 = **adult butterfly**.
Frog: **egg** → **tadpole** → **tadpole with legs** → **adult frog**. Most change happens inside the chrysalis, which is a good answer to the last question.

30 · Two kinds of growing up Changes completely: **moth, frog, beetle, butterfly** · Changes a little: **cat, grasshopper, horse, dragonfly, chicken, human**.

The chicken is worth discussing — it hatches from an egg, but a chick already looks like a small hen, so it goes in the second column.

31 · Body parts with a job

Polar bear's fur **keeps it warm and hides it against the snow** · Owl's claws **catch and grip prey** · Rabbit's ears **hear danger early** · Giraffe's neck **reaches leaves high in trees** · Fish's gills **take oxygen out of the water** · Porcupine's quills **stop animals attacking it** · Camel's hump **stores fat to use when there is little food**.

Staying safe: blending in = *stick insect, moth* · hard shell = *turtle, snail* · running fast = *deer, hare* · spikes = *porcupine, hedgehog* · big group = *fish, birds* · warning colours = *wasp, ladybird*.

32 · Animals and people Helps: **planting flowers bees like · putting out water · keeping a dog on a lead**. Harms: **dropping plastic · cutting down a tree with a nest · taking a wild animal home**.

A habitat must give **food, water, air and shelter**. If it is destroyed, animals must move, or they cannot survive.

33 · Solid or liquid? Solids **a spoon, a rock, a pencil, a coin, a brick** · Liquids **milk, honey, juice, shampoo, oil**.

Runniest to thickest: **water** → **cooking oil** → **ketchup** → **honey**.

Water wins the plate race.

Sand is the interesting one: it pours like a liquid but is millions of tiny solids. "It depends how you look at it" is a good scientific answer.

34 · Float or sink? Float: **cork or bottle top, crayon, apple, leaf**.

Sink: **coin, paperclip, small stone, spoon**.

No — heavy is **not** the same as sinks. A whole log floats; a tiny paperclip sinks.

Foil: as a **ball it sinks**, as a **boat it floats**. Same foil, same weight, opposite result. Only the shape changed.

35 · Mixing salt **dissolves** · sugar **dissolves** · sand **sinks** · rice **sinks** · stone **sinks** · oil **floats**.

Sand comes out with a **sieve or a paper filter**. Salt does **not** — it has broken into pieces far too small to catch, so it goes straight through. To get salt back you have to let the water evaporate.

36 · Water's three costumes 1 = **melting** · 2 = **evaporating** · 3 = **freezing** · 4 = **condensing**.

Ice cube to puddle = **melting** · wet path drying = **evaporating** · freezer = **freezing** · drops on a cold window = **condensing**.

37 · Pushes and pulls drawer **pull** (and push to close) · kicking a ball **push** · zipping a coat **pull** · doorbell **push** · pedalling **push** · tug of war **pull**.

The **towel** has the most friction — the object travels the shortest distance. You can tell because everything else about the test stayed the same.

38 · Six simple machines seesaw **lever** · knife **wedge** · wheelchair ramp **ramp** · flagpole rope **pulley** · doorknob **wheel and axle** · jar lid **screw** · bottle opener **lever** · slide **ramp** · axe **wedge** · skateboard **wheel and axle**.

Scissors are two **levers** with **wedge** blades. A wheelbarrow is a **lever** plus a **wheel and axle**.

39 · Marble ramp Open, but the findings should be: a **steeper** ramp makes the marble go **further and faster**, and a **rougher** floor makes it go **less far** (more friction, as on sheet 37).

40 · Air and the water cycle The upside-down cup keeps the water out because the air inside **takes up space**.

1 = **evaporation** · 2 = **condensation** · 3 = **collection** · 4 = **precipitation**. The whole cycle is powered by **the Sun**.

Answers, continued

Most of this section is about her, not about right answers. Where there is nothing to mark, there is a note for you instead.

50 • Naming how I feel Nothing to mark. Every answer is correct, including no answer. Two things worth reinforcing: there are no bad feelings, and "I don't know why" is a complete answer. If she points instead of writing, that counts.

51 • My calm-down toolkit Nothing to mark. Fill it in on a **calm** day — a strategy chosen mid-meltdown never sticks. The list deliberately offers both "a tight hug" and "no hug, just space"; whichever she picks is right, and it can change from day to day. The scripts are for using out loud, not for writing down and forgetting.

52 • My moving week The heartbeat count should be clearly **higher after running**. All six body responses listed are normal and healthy — that is the point of the sheet. Take the "something I would like to try" box seriously and try to make it happen.

53 • Movement challenge card Nothing to mark. Skipping is the one most seven-year-olds find hardest, and it is purely practice. Doing four of the sixteen challenges is a success, not a partial failure.

54 • Playing games well Fair play — good: **following the rules we agreed • letting everyone have a turn • saying "good try" • asking someone new to join in**. Spoils the game: **changing the rules so I win • sulking when I lose**.

The four tactics are worth naming out loud during real games. "Move into open space" is a rule you can follow, rather than something you are expected to work out for yourself.

55 • Food that keeps me going Fill it in with what she **actually** eats, not an ideal — the sheet is more useful honest. Half the plate is vegetables and fruit; water is the drink of choice. Keep the tone about what food *does* rather than labelling foods good or bad.

56 • Staying safe Do this one together, out loud. The two things that matter most:

1. A surprise is short and everyone finds out; an unsafe secret is forever, or makes your tummy feel horrible, or comes with a threat.

2. You will never be in trouble for telling. And if the first grown-up does not help, tell another one.

The emergency number in Canada is **9-1-1**. Kids Help Phone is **1-800-668-6868**, or text CONNECT to 686868. This needs revisiting calmly over years, not covering once.

57 • Growing up, stage by stage Baby **0–2** • Child **3–12** • Teenager **13–19** • Adult **20–64** • Older adult **65 and up**. The proper names are infancy, childhood, adolescence, adulthood and older adulthood.

All nine needs apply at every stage. What changes is **how much help you need to meet them** — a baby needs everything done for it; an older adult may need help again with some things. Family photographs make this sheet much better.

58 • Germs and how to stop them Stops germs: **coughing into my elbow • washing hands before eating • putting a used tissue in the bin**. Spreads germs: **coughing into my hand then opening a door • sharing my water bottle • trying on someone else's hat**.

Twenty seconds is much longer than it feels — time it once.

Always wash hands after the toilet, before eating, after playing outside, and after coughing or sneezing.

Worth saying plainly: being ill sometimes is normal and is nobody's fault.

59 • Making new colours red + yellow = **orange** • yellow + blue = **green** • blue + red = **purple**.

Adding white makes a **tint**; adding black makes a **shade**. Real paint teaches this far better than pencils. Cool colours usually feel calmer, but if she says warm, that is a legitimate answer with a reason.

60 • Repeating on purpose The circles continue with the **same gap every time**. The squares continue in **pairs with a bigger gap between pairs**.

Border design is open — check that the unit genuinely repeats and that she can describe her rule. This connects to the 2-D patterns in the maths book and to musical rhythm on sheet 63.

61 • Near, far and in front The **large tree on the right is nearest (1)**, the middle tree is **2**, and the **small tree on the left is furthest (3)**. The artist used **size** (near things bigger) and **position** (near things lower on the page). Her own drawing should show all three tricks, including two things that overlap.

62 • Talking about a picture Open, but the **order matters**: describe what is actually there before judging it. Step 1 should contain no opinions at all. "Nothing much" is a real answer to step 3. Two people can disagree completely at step 4 and both be right, as long as they can say why.

63 · Clapping what you see The four symbols: **ta** = 1 beat · **ti-ti** = two quick claps in 1 beat · **ta-a** = 2 beats · the rest = **1 beat of silence**.

The five lines are: ta ta ta ta · ti-ti ta ti-ti ta · ta-a ta ta · ta shh ta shh · ti-ti ti-ti ta-a. Every line adds to **4 beats**.

Her own rhythm must total 4 beats, and **ta-a fills two boxes on its own**. Keep a slow steady pulse with your foot. The rest is the new and hardest idea — doing nothing on purpose feels wrong at first.

64 · How a song is built Open. **A B** is one part then a different part. **A B A** brings the first part back. **Call and response** is one person, then everyone answering.

In most songs she knows, verse-chorus-verse is **ABA** in everything but name — worth pointing out. For the copy-back game, swapping roles matters, because inventing a rhythm is harder than copying one.

65 · Being somebody else Open. Freeze frames are the gentlest way into drama — no improvising and no talking, and the pose can be held for two seconds.

Playing the same scene as friends and then as strangers should change how close they stand, whether they look at each other, and how loudly they speak. Posing toys instead of using her own body counts fully.

The line that matters: you are still you the whole time, and you can stop being the character whenever you want.

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Curriculum reference Codes on each sheet match the Ontario curriculum documents: *Language, 2023 · Science and Technology, 2022 · Social Studies, 2023/2026 · Health and Physical Education, 2019 · The Arts, 2009*. Full expectations at dcp.edu.gov.on.ca. Curriculum content is paraphrased in plain language throughout; the documents are Crown copyright.

66 · Moving on purpose Open. Body, space, time and energy are the four elements of dance; **relationship** — how you move in relation to another person — is the Grade 2 addition.

The real skill in the three-move dance is **repeating a sequence the same way twice**. Copying a partner is usually easiest and doing the opposite is usually hardest.

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If you only revisit a few sheets

Sheet 4 is the most important page in the book — "try it, then flex it" is what turns decoding into reading, and it is worth going back to every few weeks. **Sheets 1–3** underpin it, because Grade 2 reading is mostly Grade 1 phonics applied to *long* words. **Sheet 20** is worth keeping to hand and adding to: every time she meets a phrase that does not mean what it says, write it in. **Sheets 50, 51 and 56** are not one-off worksheets. Fill them in calmly, keep them somewhere findable, and go back to them.