



### Home Learning w/c 1<sup>st</sup> March 2021 - The Incredible Book Eating Children

Hello Teal. This is your HLP for w/c 1.3.21. It is all based on books as we are having a World Book Week to celebrate World Book Day Please have a really good go and try your best. You have all been working so hard at school, please continue with your Spikey attitude at home.

Please see below the tasks we would like your child to work on this week. If you have any problems, please remember that you can email at [ask@priestley.wilts.sch.uk](mailto:ask@priestley.wilts.sch.uk) during school hours.

Please note that any links to internet sites and YouTube videos need to be supervised by an adult, and they may contain adverts. You do not need to pay for any of the sites we are suggesting.

Just to remind you that we now have access to Seesaw where you will be able to share your children's learning with us. We would love to see what they have been doing. Please upload finished work or pictures of finished work.

## Maths

### Monday 1<sup>st</sup> March

Recognise 2D & 3D shapes <https://whiterosemaths.com/homelearning/year-2/spring-week-7-geometry-properties-of-shapes/>

Oaks National to identify 2D shapes <https://classroom.thenational.academy/lessons/to-identify-2d-shapes-c9gkjd>

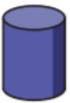
Oaks National To recognise, name and describe 3D shapes <https://classroom.thenational.academy/lessons/to-recognise-name-and-describe-3d-shapes-cnjkcd>

### Recognise 2D and 3D shapes

**1** Match the shape to its name.

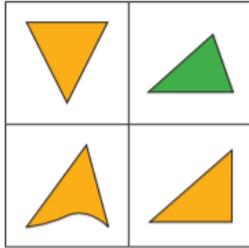
	circle
	hexagon
	pentagon
	square
	triangle
	rectangle

**2** Match the shape to its name.

	cuboid
	triangular prism
	cube
	pyramid
	sphere
	cylinder

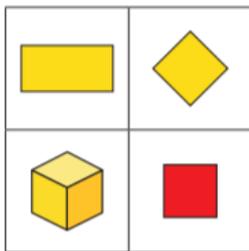
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- 3 Which shape is the odd one out?  
Tick your answer.



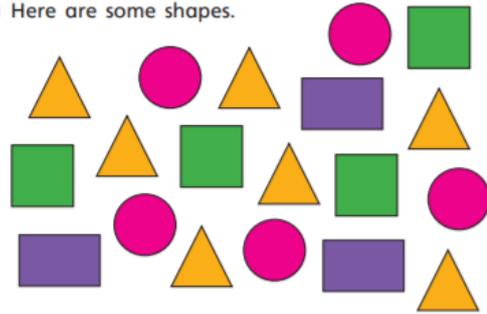
Why did you choose this shape?

- 4 Which shape is the odd one out?  
Tick your answer.



Compare answers with a partner.

- 5 Here are some shapes.



Complete the tally chart to show the number of each shape.

Shape	Tally	Total
triangle		
circle		
square		
rectangle		

Work with a partner.

Find shapes around your classroom and complete your own tally chart.

## Count Sides on 2D Shapes

Adult Guidance with Question Prompts



Children count the sides on 2D shapes. They could mark each side as they go to make sure they don't count the same side twice. This activity includes some 2D shapes children may not have seen before. They do not need to be able to name these shapes, just count the sides. Children will need a selection of colouring pencils for this activity.

Are these 2D or 3D shapes?

Explain what a side is.

Can you point to one?

Can you point to a shape with four sides?

How many shapes have one side?

Are there any shapes you don't know the name of?

How many sides do those shapes have?

Can you draw a shape with one/three/four/five sides that's different to these ones?

## Count Sides on 2D Shapes



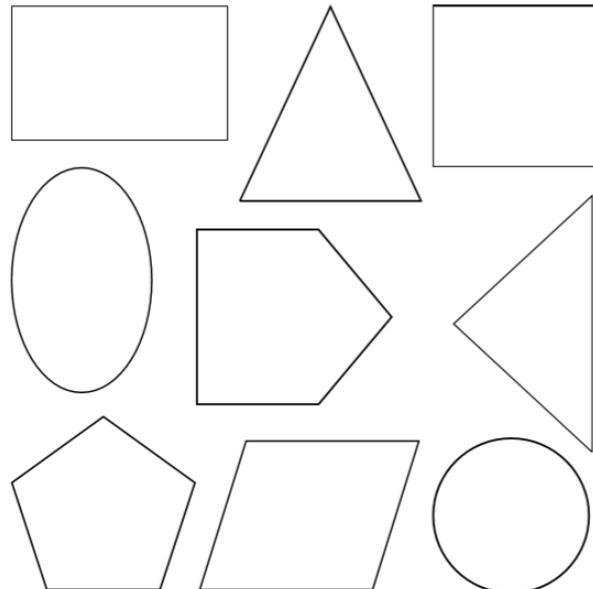
Colour each of these labels with different colours and then colour the shapes to match.

1 side

3 sides

4 sides

5 sides



Tuesday 2<sup>nd</sup> March

Count sides on 2D shapes <https://whiterosemaths.com/homelearning/year-2/spring-week-7-geometry-properties-of-shapes/>

Oaks National To describe and classify 2D shapes <https://classroom.thenational.academy/lessons/to-describe-and-classify-2d-shapes-64ukjd>

### Count sides on 2D shapes



1 Complete the sentences to describe the shapes.

a)



A pentagon has  sides.

b)



A triangle has  sides.

c)



A  has  sides.

d)



A  has  sides.

2 Tick the 4-sided shapes.



Did your partner tick the same shapes?

3 Tick the 6-sided shapes.



Compare answers with a partner.

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4 Complete the table.

Name	Shape	Number of sides
		3
pentagon		
		6
square		
		8



5



This shape is a triangle.



Is Amir correct?

How do you know?

6 Use 15 lolly sticks to make three shapes.



Draw your shapes.



Did your partner make the same shapes?

What happens if you use more or fewer lolly sticks?

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Count vertices on 2D shapes



1 Complete the sentences to describe the shapes.

a)



A pentagon has  vertices.

b)



A triangle has  vertices.

c)



A \_\_\_\_\_ has  vertices.

d)



A \_\_\_\_\_ has  vertices.

2 Tick the shapes with 4 vertices.



Compare answers with a partner.

3 Tick the shapes with 6 vertices.



Talk to a partner about your answers.

4 How many vertices does each shape have?

a)




b)




c)




d)




e)




f)




How did you count the vertices?

5



My shape has more vertices than a triangle, but fewer than a hexagon.

What shape could Ron have? \_\_\_\_\_

Compare answers with a partner.

6

Rosie is making a pattern out of shapes.

a) How many vertices are in each term of her pattern?



b) What do you notice?

c) How many vertices will the next term have?

d) Create your own pattern with shapes.

Count the number of vertices in each term.



Thursday 4<sup>th</sup> March

Draw 2D shapes <https://whiterosemaths.com/homelearning/year-2/spring-week-7-geometry-properties-of-shapes/>

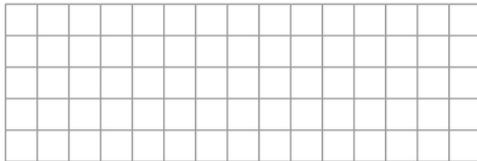
Topmarks shape maker geo board <https://apps.mathlearningcenter.org/geoboard/>

Topmarks Guess the Shape <https://www.ictgames.com/mobilePage/shiftingShapes/index.html>

## Draw 2D shapes



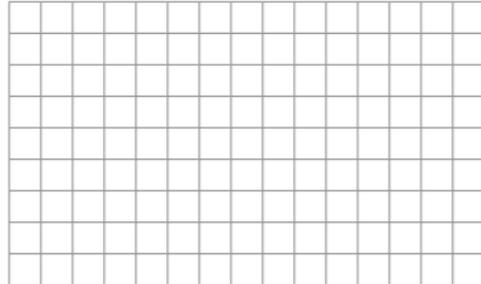
- 1 Draw two different squares.



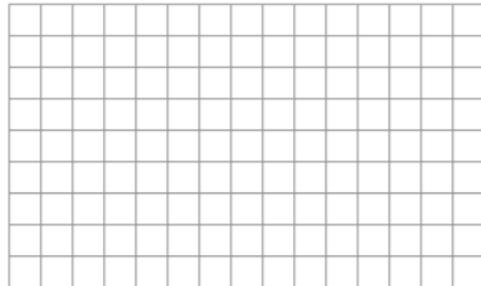
- 2 Draw three different rectangles.



- 3 Draw three different triangles.



- 4 Draw three different hexagons.



- 5 Compare all the shapes you have drawn with a partner. What differences can you see?



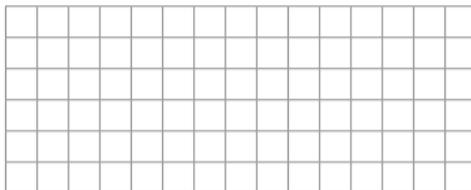
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- 6 Annie is drawing a 2D shape.



My shape has 5 vertices.

Draw Annie's shape.



Is there more than one answer?



- 7 Teddy has drawn a 2D shape. He has spilt ink on his drawing.



What could Teddy's shape be? \_\_\_\_\_

What shape can it not be? \_\_\_\_\_

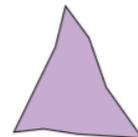
How do you know?



- 8



I have drawn a triangle.



Do you agree with Whitney? \_\_\_\_\_  
Why?



- 9 Follow the instructions.

Draw your answer on the squared grid.

- Draw a rectangle in the centre of the grid.
- Draw a square inside the rectangle.
- Draw a hexagon below the rectangle.
- Draw a triangle above the rectangle.



Make up some instructions like this for a partner.



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### Count Vertices on 2D Shapes

Adult Guidance with Question Prompts



Children begin to refer to corners as vertices. They know that a vertex is where two sides meet at a point. Children are able to count the vertices on a 2D shape. They could mark or circle each vertex as they count to make sure they don't count the same one twice.

Can you read these shape names?

What is a vertex?

Can you point to a vertex?

How many vertices do each of these shapes have?

How can you make sure you don't count the same one twice?

What can you tell me about this shape?

Are any of these shapes similar? How?

How are they different?



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### Count Vertices on 2D Shapes

Adult Guidance with Question Prompts



Children count the vertices on each shape to find the odd one out in each row. They could mark or circle each vertex as they count to make sure they don't count the same one twice.

How many vertices do each of these shapes have?

I think that the ones in the first row all have four vertices. Am I correct?

Which is the odd one out? Why do you think that?

How many vertices does a circle/oval have?

In the second row, why have you chosen that shape as the odd one out?

What is the name of a shape with six sides?

Does a six-sided shape always have six vertices?

Do all six-sided shapes look the same?

What is the word that we can use to describe all four-sided shapes?

Do all quadrilaterals have four vertices?

Are these all quadrilaterals?



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### Count Vertices on 2D Shapes



Count the vertices and complete the table.

Shape	Name	Number of Vertices
	square	_____
	triangle	_____
	pentagon	_____
	hexagon	_____
	rectangle	_____

### Count Vertices on 2D Shapes



In each row, count the vertices on each shape and circle the odd one out. Explain your answers.



## Count Sides on 2D Shapes Title of Card

Adult Guidance with Question Prompts



This activity addresses common misconceptions with 2D shapes. Children often say a circle has no sides because the side is curved and they are used to seeing straight sides. Children should be aware that there are many different four sided shapes; these can be given the general name 'quadrilaterals'. Children should understand that a square is a type of rectangle because it has four right angles and its opposite sides are of equal length.

Can you draw me a circle or point to one in the room?

Tell me about it.

Does it have any sides?

How many?

What is the side like?

What words describe it?

Could a shape with zero sides exist?

What do you know about rectangles?

How many sides do they have?

What do we know about the opposite sides of a rectangle?

Which of these shapes have opposite sides of equal length?

Is it a rectangle if both pairs of opposite sides are the same as each other?



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## Count Sides on 2D Shapes



Evan says,

A circle has zero sides.



These shapes all have 4 sides so they must all be rectangles.



Is he correct? Convince me!

### Reading

**World Book Week- it is World Day on Thursday 4<sup>th</sup> March, but we are celebrating books to have a World Book Week.**

Make sure that children are continuing to read every day at home. They can read to an adult at home or their siblings. Make sure that you are also discussing what they have read and asking them questions to see how much they have understood of the story.

#### Useful links:

Please see the Useful Links document which contains information for a selection of online reading resources the children can access.

If you are not sure of your child's book band, please contact [ask@priestley.wilts.sch.uk](mailto:ask@priestley.wilts.sch.uk)

### Monday 1<sup>st</sup> March

Click on the link to listen to the story of *The Incredible Book Eating Boy* - <https://youtu.be/nzK6eLbiFt4>

**We are going to start our World Book Week with the wonderful story by Oliver Jeffers - *The Incredible Book Eating Boy***

Henry loves books. However, his pleasure isn't derived from reading them but from eating them instead. He gulps down all kinds of books, from storybooks to dictionaries and discovers that the more he eats, the smarter he gets.

Soon his knowledge knows no bounds. This rapid consumption of literature eventually becomes too much for Henry to handle and his learning gets all mixed up; the book eating has to stop.

One day Henry decides to actually try reading one of his half-eaten books and a whole new world opens up before him. He realises that reading books can still make him the smartest person on earth, but just not quite as speedily

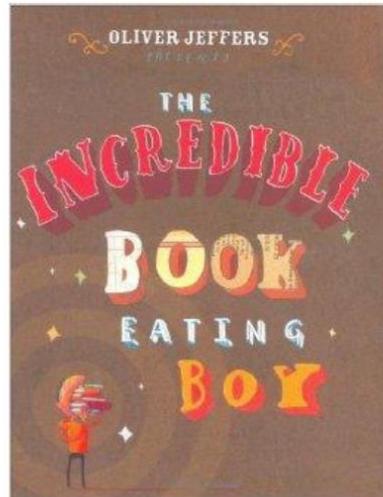
y as his previous method! Sumptuously produced, with quirky, collage style illustrations, this homage to books will find fans in children and adults alike.

## *The Incredible Book Eating Boy* by Oliver Jefferies – book based ideas

### Teaching ideas

After reading and enjoying the book with the class or group, use the Tell Me approach for children to talk about

- Likes
- Dislikes
- Patterns
- Puzzles



### Let's imagine

In pairs discuss what you think a book would taste like? Which books would be the best to eat? Henry's favourite colour books were the red ones – ask the children to think which colour books they think they would prefer to eat. Can they explain why? Include in your discussion different genres of books; what might a scary story taste like or how about a dictionary?

### Vocabulary

Write the word 'digest' on the whiteboard. Do the children know this word? Do they know what it means?

Now display the whole sentence that the word appears in:

*Everything he was learning was getting mixed up.....he didn't have time to **digest** it properly.*

Can they work it out now or do they still need more information. Show the illustration where Henry's stomach is full of whole books.

Provide a couple of alternatives and ask children to work out which sentence is using the word correctly:

If you speak slowly, you will **digest** your food more easily.

If you eat slowly, you will **digest** your food more easily.



### Which books did Henry eat?

Ask the children if they can remember which types of books Henry ate in the story. They should list: story books, atlases, dictionaries, joke books, maths books.

## Books of facts

Do the children know what they may find in each different type of book though?

Provide some explanations and ask the children whether they can match the book type to the explanation.

A book where you will read about events that are not real.

A book that shows you maps of different countries.

A book that tells you what words mean.

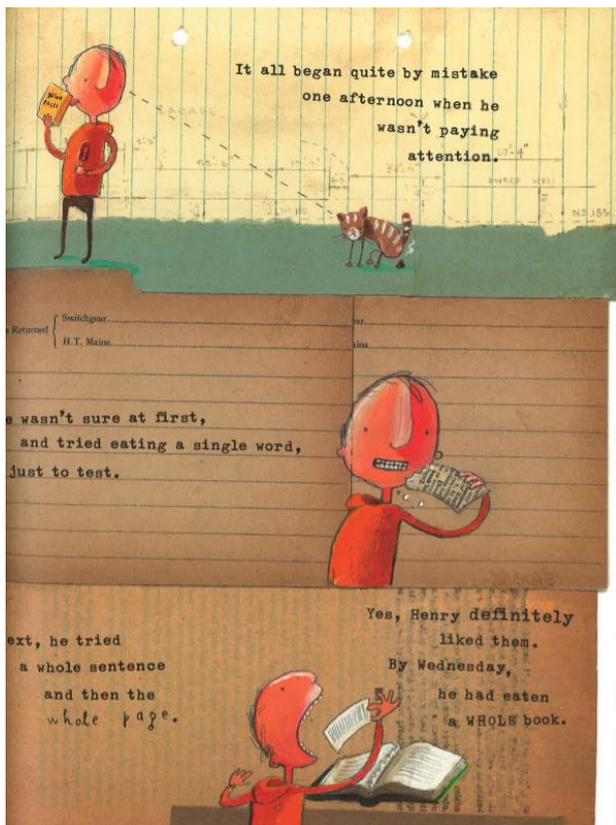
A book that should make you laugh

A book that helps you do lots of things with numbers.

A book where you can find out lots of true information.

Can the children think of any other types of books that the boy could have eaten?

### Tuesday 2<sup>nd</sup> March



Henry started small with a word, then graduated to a sentence, a page, then finally a whole book. After a bit of practice, he manages a whole book in one go.

With what types of words did Henry start off?

A few adjectives, a tasty adverb or two, or perhaps a yummy compound sentence?

I wonder how each word tasted?

Create a grammar menu:

#### Today's Specials

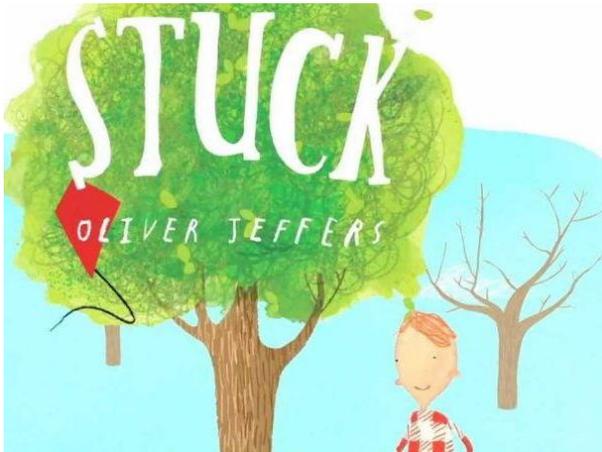
- > Deep fried adjectives
- > Capital letter soup
- > Fillet of paragraph, served with exclamation marks on the side
- > Slow roasted adverbs, with comma sauce

Make a collection of different types of books and spread these out on the floor (those with old pages, small ones, thin ones, huge fat dictionaries, those with different sorts of paper, picture books etc.) and create a word cloud of descriptive vocabulary together. Which books do the children think would take Henry's fancy? Which would they choose to gobble down?

Wednesday 3<sup>rd</sup> March

Listen to Oliver Jeffers reading Stuck <https://youtube.com/watch?v=hipx6HJs4XQ&feature=share>

Learn how to draw Floyd from Stuck <https://youtube.com/watch?v=NszbDCXVvI&feature=share>



Read and discuss the story which is about unlikely things getting stuck in the tree, then continue from the story ending. How did the rest of the things left in the tree get out? Younger children enjoy the repetition in the story and the humour.

- ✓ Discuss being stuck. Examples of times when they have been stuck (different ways of being 'stuck'). How does it feel?
- ✓ Look at the emotions of the boy – frustrated, determined.

Talk about times when the children have felt this way.

- ✓ Discuss methods of becoming 'unstuck' – develop tips for what children can do when they feel 'stuck.'
- ✓ Discuss resilience. How was the boy being resilient? Use resilience as a key value/learning quality

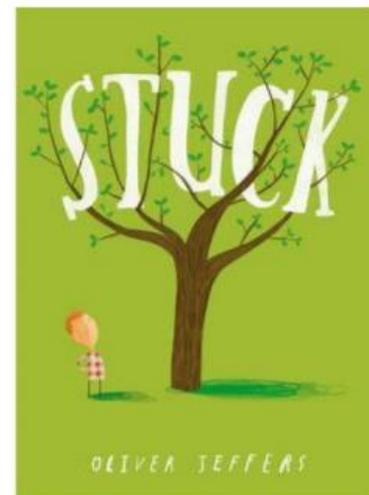
Firstly, read and enjoy the story with the children!

Begin by asking some basic questions to draw out the children's initial thoughts about the book:

Tell me about:

- Likes
- Dislikes
- Patterns
- Puzzles

Use these as prompts to find out about characters, settings and events.





## Vocabulary – What a commotion!

Towards the end of the book when the fire engine arrives, it says:

*'A fire engine arrived and heard all the commotion.'*

Does anyone know what the word 'commotion' means? Can they work out what it might mean from the story?

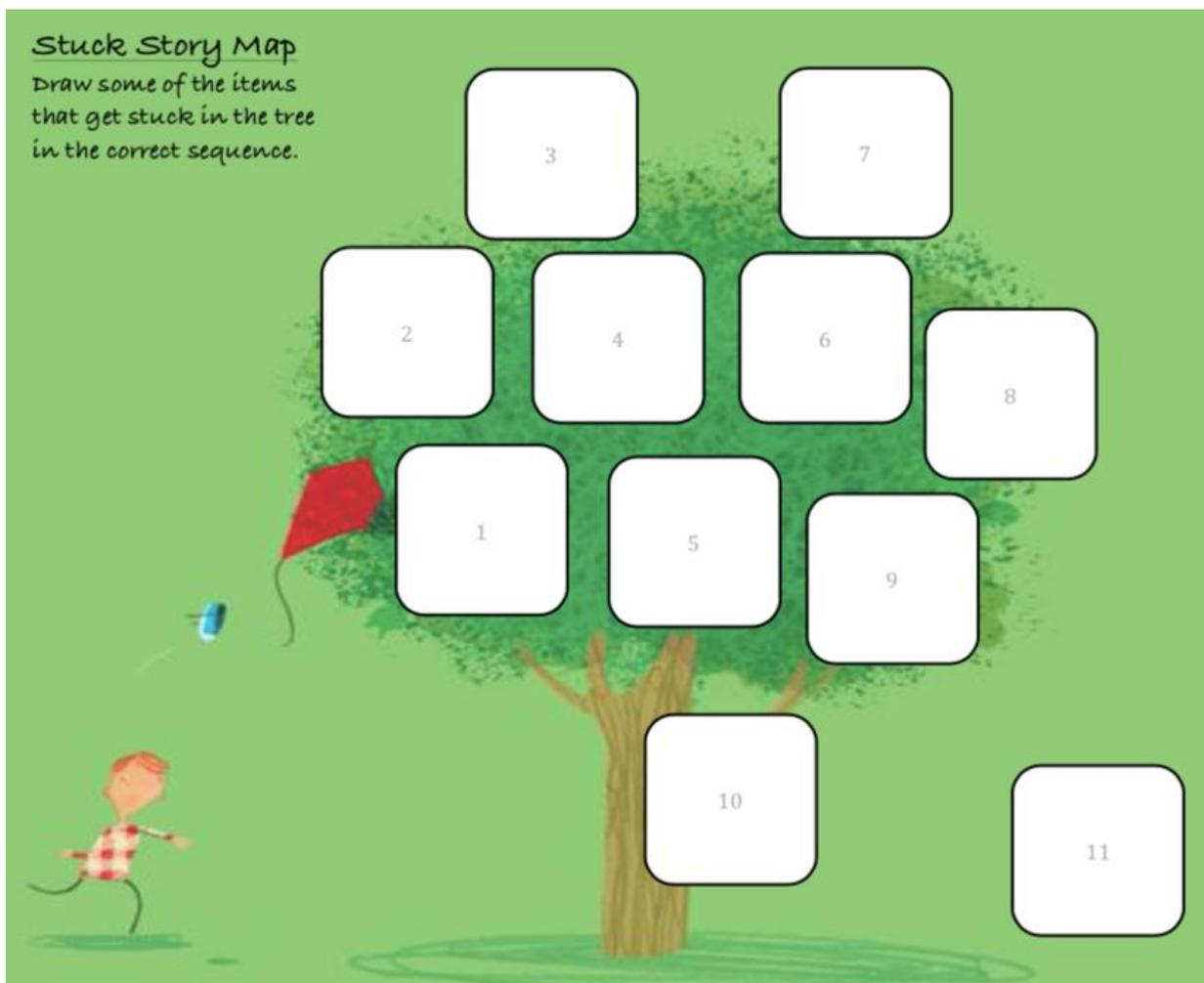
Give two choices – does it mean:

*A quiet time or a noisy disturbance?*

Ask the children to discuss which one is the correct definition and to explain why.

This could lead to some 'commotion' art work where children use line and colour to represent the word rather than drawing actual images. Alternative word choices to expand vocabulary:

excitement, confusion, furore, hubbub, outcry, pandemonium, ballyhoo.





# STUCK

Brainstorm ideas to help Floyd get his kite out of the tree.



Thursday 4<sup>th</sup> March

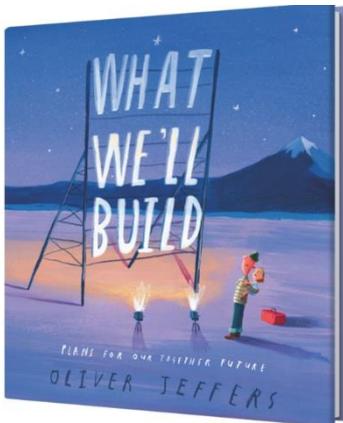
Listen to What We'll Build [https://youtu.be/DE\\_tb6cyTuE](https://youtu.be/DE_tb6cyTuE)

## What We'll Build

What shall we build, you and I?  
I'll build your future and you'll build mine.  
We'll build a watch to keep our time.

A father and daughter set about laying the foundations for their life together. Using their own special tools, they get to work; building memories to cherish, a home to keep them safe and love to keep them warm.

Explore it Read the spread from the text below and look carefully at the illustration:



Entering the world of the story:

- ✓ Whose hands do you think these are?
- ✓ What makes you think this?
- ✓ What is distinctive about the hands you see?
- ✓ What are the differences between the larger hands and the smaller hands?
- ✓ Why do you think the hands are placed on a plain white background?

What does this make you think about?

Now read the text again and think about the words you hear. Who do you think is saying these words? What makes you think this? What do you think the things they will build are? Look at the last words on the page you and I. Do you think this means they will build the things together or each of them will build things separately? Now think more carefully about the word build. What do you think of first when you hear this word? What sort of things do you think can be built? Make a list of all the things that come to mind.

**Friday 5<sup>th</sup> March – What We'll Build** [https://youtu.be/DE\\_tb6cyTuE](https://youtu.be/DE_tb6cyTuE)

### Illustrate it

Think again about what you think these two characters might build. See if you can create a picture in your mind of the things they are building and them building them. Where are they? What do they look like? What are they building? What are they using to build? When you have a clear picture in your mind, take a piece of paper and a pencil and draw what you imagined. If you have coloured pencils, crayons or felt tips, you can add colour to your image to bring it to life.

### Talk about it

Why do people build things?

What sort of people build things? What do they build? Does everyone have the power to build something?

Do you just have to build physical objects? Can you build other things too, like friendships or relationships? What do you need to do to be able to do this?

What do you think needs to be built in the world at the moment?

### Imagine it

Think again about why people build things. You may wish to watch this video from Little Inventors to hear from a real inventor and help you to think about the kinds of things people create and why:

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

**My Machine!**

If you could invent a machine that could do anything – what would it be? It might make lollipops or catch pigeons. It could turn a cloud into ice cream or corn into gold. Perhaps it is a bread slicer or an egg poacher. It could make endings for dreams, colours for rainbows, or money. You decide!  
Talk about what your machine might make or do with someone or do some thinking in your head.  
Watch some videos of machines in operation and making things. What type of movements do you notice? What are the machines made out of? What noises do they make?  
Design your own machine in the space on the next sheet using the gridlines. The pictures below might help you with ideas for things which you might include in your machine.  
In the boxes around the machine write some of the noises your machine might make to bring it to life.  
e.g CHUGGA CHUGGA CHUGGA!  
KWEESH....SCHKLOP!  
PSSSSCHHHH-K-CLANK.

Label some of the parts of your machine to show what it is made from and use arrows to show the direction it works in.

exhaust pipe  
robot arm  
wheel  
chain  
girders  
pipes  
gear  
conveyor belt  
power button

My Machine is called...
What it does...
Next, I will invent...

If you could build something, what would it be and why? Would it be a physical object? A building, house, village, town or city? A mode of transport? A household object? A piece of technology to help people do something, like a robot, device or mechanism?

Or will it be an idea that could help you build something less tangible like friendship or community? What do you think you would need to build this object? What materials could you use? Would it be a physical construction, a virtual construction using technology or would it be something you would need to work on through actions?

## Writing

Monday 1<sup>st</sup> March Click on the link to listen to the story of The Incredible Book Eating Boy – <https://youtu.be/nzK6eLbiFt4>

We are going to start our World Book Week with the wonderful story by Oliver Jeffers – The Incredible Book Eating Boy

### Books, Books, Books!

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This is an opportunity for the children to take part in writing a shared poem. This can be done either as a group or the whole class.

Ask the children to think of any adjectives that they would use to describe a book. You want to, as a group, achieve a list of more than twelve words. They don't necessarily have to be technical accurate. For example we could describe a book as tasty! However, we do want children to show words that would demonstrate the appeal of books. See which words they come up with, but the table below also offers some suggestions:

interesting	exciting	delicious
funny	serious	intriguing
entertaining	long	smooth
cosy	inviting	tempting
colourful	well-worn	bright

The idea is to collect as many adjectives as you can and then to decide which ones work well together to create some noun phrases which will form the body of the poem that you will be writing.

For example:

Books, books, books!

Short, funny, colourful books,

Long, serious, intriguing books,

Smooth, shiny, delicious books,

Bright, cosy, well-worn books,

Books, books, books!

After writing as a shared poem, the children could have a go at writing their own either individually or in pairs. If children need more support, they could be given some cards with adjectives written on them in order to manipulate in different ways to achieve a preferred order.

Tuesday 2<sup>nd</sup> March

### Roll up Roll Up!



As Henry transforms into 'The Incredible Book Eating Boy,' he sees himself on stage performing, and dreams his fame will spread. Perhaps you could write his application for Britain's Got Talent, or create a short leaflet or advert to promote his unique show: coming to a town near you...

Wednesday 3<sup>rd</sup> March

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Learn how to draw Floyd from Stuck <https://youtube.com/watch?v=NsHZbDCXVvI&feature=share>

### Mapping the story

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Get a long sheet of paper, plain lining paper works well, and lay it out on the floor and draw a pathway down the middle. This will be used for the children to walk along as they recall the story. Ask the children to remember all the items that ended up in the tree in order, revisit the book or use the picture cards provided as prompts. As they remember each thing, draw it alongside the path. Once you have drawn the story pathway or map with the class, ask them to think about any other useful information we need on the path to help us to retell the story such as descriptive words or connectives. Ask the children to walk along the path recounting the story as they go.

## Shared writing (Innovation)

Tell the children that they are going to make some changes to the story in order to make up their own stories.

Each child or pair will need a large piece of paper to draw their story pathway on, to save time a blank pathway can already be drawn on the paper.

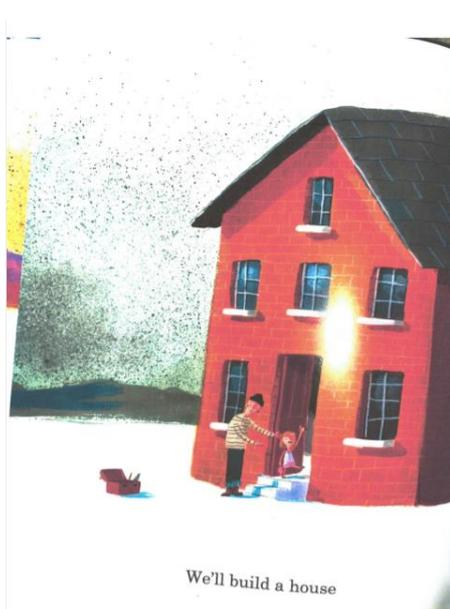
Firstly, ask them to decide on who is going to be their main character. Using post-its, ask the children to draw the character and write their character's name on to the post-it. This can then be placed on to their story maps. Now they need to consider what their character is going to throw instead of a kite. One decided they will need to draw this as the first point on their pathway. After that they need to consider where it will get stuck, again adding this to their pathway. And finally they need to think of five items that will be thrown to try to help get their 'thing' unstuck! Again add these drawings to their pathways. Then they are ready to model a new story but with fewer items.eg:

*It all began when Mary's ball got stuck on the roof. First, she threw her pink school bag to try and dislodge it. After that, she threw up a pile of books but still the ball was stuck.*

Ask the children to use their own maps to retell the story and become familiar with it before attempting to write in down. Simple story scaffolds can be used to help those children who need extra support.

### Thursday 4<sup>th</sup> March

Read the next part of the book up to We'll build a house to be our home.



Think about the words in this sentence – house and home. What do you think is the difference between a house and a home? What makes a house a home? Take time to look at the illustration on the page:

- What does the house look like from the outside?
- How do the two characters feel about the house that they have built? How do you know?
- What do you think it looks like on the inside?

Ask the children if any of them have a personal experiences of moving to a new house. Some children may make connections with this part of the text and be able to talk about the experience of moving. How do you make a new house feel like home?

Listen to the song Our House by Crosby, Stills and Nash: <https://youtu.be/fm-q0Eluk1A>  
What sense of home does the song give to you?

Now look at the lyrics of the song:

I'll light the fire, you place the flowers in the vase that you bought today.  
Staring at the fire for hours and hours while I listen to you  
Play your love songs all night long for me, only for me.  
Come to me now and rest your head for just five minutes, everything is good.  
Such a cosy room, The windows are illuminated by the evening sunshine through them

**Talk about these together:**

- Who do you think lives in the house in the song?
- What makes it home for them? • How do you think this compares with the two characters from the book? Now, think about a place you most feel at home in. This might be your own house, or the house of a friend or relative, or another place that you feel really at home in – a park, a library, at school, a place of interest that you visit regularly, the football field, in an art studio etc. Visualise yourself in this place and think about what makes this place feel like home to you.

What is in the place? How does it make you feel? What is it about the place that makes you feel this way? Use art materials to bring your visualisation to life on a page, drawing yourself in the place you feel most at home. You could even use a shoe box or make a diorama from card that you use to create a 3-D representation of this place. When the artwork is complete, create a piece of writing that goes alongside it that describes the place and how it makes you feel. This could be a piece of first person narrative about the place, a recount of a particular moment you spent in this place, a poem, or you may even want to write your own song about the place inspired by the song you heard.

**Friday 5<sup>th</sup> March**

In Oliver Jeffers' beautiful picture book *What We'll Build*, a father and daughter decide what they will build in their life together.

What would YOU like to build in 2021? Maybe you'd like to adopt a new pet, or get good marks in your art class, or read more books!





Name: \_\_\_\_\_

Book: The Incredible Book Eating Boy

MF: Alphabetical Order

**Extract**

Henry loved being smart. He thought that if he kept going, he might even become the smartest person on Earth. So he kept eating books... And he kept getting smarter... and smarter... and smarter. He went from eating books whole to eating them three or four at a time. Books about anything. Henry wasn't fussy, and he wanted to know it all. But then things started going not quite so well. In fact, they started going very, very, wrong. Henry was eating too many books, and too quickly at that. He was beginning to feel a little ill. But here is the worst bit. Everything he was learning was getting mixed up...

**Can you circle twelve words and place them into alphabetical order?**

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |



Name: \_\_\_\_\_

Book: The Incredible Book Eating Boy

MF: Punctuation

**Look at these sentences about the story. Correct the sentences by adding in the capital letters and full stops. Some have already been done for you.**

1. henry loved books But not quite like you and i love books henry loved to eat books! at first, he tried just one word... then a sentence... then a whole page!
2. by Wednesday, henry had eaten a whole book, and by the end of the month Henry could eat a whole book in one go.
3. he loved all sorts of books: story books, dictionaries, atlases, joke books, books of facts, even maths books
4. the best bit of all was that the more books henry ate, the smarter he got! He hoped that one day he would become the smartest person on earth
5. henry wanted to know everything, so he went from eating books whole to eating them three or four at a time.
6. but things started to go very, very wrong He was beginning to feel a little ill the worst bit was that everything he was learning was getting mixed up because he didn't have time to digest it properly
7. lots of people told him to stop eating books so, henry gave up eating books, and felt sad for a long time. until one day, he picked up a half-eaten book from the floor, and began to read
8. henry discovered that he loved to read books, not just eat them! he thought that if he read enough, he might still become the smartest person on earth Now henry reads all the time



Name: \_\_\_\_\_

Book: The Incredible Book Eating Boy

MF: Story Sequencing

**Sequence the events into the order in which they happened**

Event	Order
The best bit of all was that the more books Henry ate, the smarter he got!	
Henry loved books. But not quite like you and I love books. Henry loved to eat books!	
Henry discovered that he loved to read books, not just eat them! Now Henry reads all the time.	
He loved all sorts of books: story books, dictionaries, atlases, joke books, books of facts, even maths books.	
But things started to go very, very wrong. He was beginning to feel a little ill. The worst bit was that everything he was learning was getting mixed up.	
By Wednesday, Henry had eaten a whole book, and by the end of the month Henry could eat a whole book in one go.	
Henry wanted to know everything, so he went from eating books whole to eating them three or four at a time.	
Lots of people told him to stop eating books. So, Henry gave up eating books. Until one day, he picked up a half-eaten book from the floor, and began to read.	



Name: \_\_\_\_\_

Book: The Incredible Book Eating Boy

MF: Comprehension

**Read the book carefully and answer the following questions**

1. What did Henry love to do with books?
2. How much could he eat by the end of the month?
3. What happened to Henry the more books he ate?
4. What did Henry have nightmares about?
5. How did Henry feel when everything he was learning was getting mixed up?
6. What did the Doctor tell Henry about eating books?
7. What did Henry do with the book he picked up from the floor, instead of putting it in his mouth?
8. What did Henry discover he loves to do?

**Draw a picture of you reading your favourite book**

**My favourite book is:** \_\_\_\_\_



Name: \_\_\_\_\_

Book: The Incredible Book Eating Boy

MF: Vocabulary Extension

**Choose from the words below to complete the sentences**

1. Henry \_\_\_\_\_ books, but not like you and I love books... no, Henry decided to eat books!
2. He loved all sorts of books: story books, dictionaries, \_\_\_\_\_, joke books, books of facts, even maths books. But red books were his favourite of them all.
3. The best bit was that the more books Henry ate, the \_\_\_\_\_ he became! He aspired to be the smartest \_\_\_\_\_ on Earth.
4. Henry was eating too many books. He started to feel a little \_\_\_\_\_. The worst bit was that everything he was learning was getting \_\_\_\_\_ up, because he couldn't digest it properly.
5. Lots of people advised him to stop eating books, so he \_\_\_\_\_ and felt very sad for a while.
6. Until one day, almost by accident, he picked up a book and started to \_\_\_\_\_ it. He \_\_\_\_\_ that he loved reading books!

**Word Bank**

discovered  
mixed  
smarter  
person  
read  
atlases  
stopped  
ill  
loved

**Words and Meanings- Circle the correct meaning**

Decide – hesitated | choose | dither

Favourite – disliked | hated | preferred

Aspired – hoped | lonely | panicked

Digest – shine | consume | part

Advised – measured | facility | instructed

Accident – mistake | facility | course

Science (Healthy Eating – You are what you eat)

Henry becomes unwell because he is only eating books. Investigate healthy eating – food groups, vitamin and minerals. What should a person eat to stay fit and healthy. This could be extended in to cooking: children could come up with a menu for Henry (one meal or even breakfast, lunch and dinner) to try to tempt Henry away from his book-eating habits.

## Healthy Eating



The Eatwell Guide can help us to try to eat a healthy, balanced diet. It shows us how much of our diet should come from each food group.

It also tells us about healthy options for drinks - water is always a great choice!

Look at the different foods in the word bank and think about what food group they belong to.

### Word Bank

<input type="checkbox"/> apple 	<input type="checkbox"/> banana 	<input type="checkbox"/> bread 	<input type="checkbox"/> broccoli 	<input type="checkbox"/> cake 	<input type="checkbox"/> sweets 	<input type="checkbox"/> carrots 
<input type="checkbox"/> eggs 	<input type="checkbox"/> tomatoes 	<input type="checkbox"/> lentils 	<input type="checkbox"/> milk 	<input type="checkbox"/> vegetable oil 	<input type="checkbox"/> pasta 	<input type="checkbox"/> potatoes 
<input type="checkbox"/> rice 	<input type="checkbox"/> fish 	<input type="checkbox"/> soya milk 	<input type="checkbox"/> crisps 	<input type="checkbox"/> beans 	<input type="checkbox"/> cereal 	<input type="checkbox"/> yoghurt 

### Eatwell Guide

Healthy Eating

Can you sort the foods from the word bank into the correct section of the Eatwell Guide?

Type your answers into the boxes

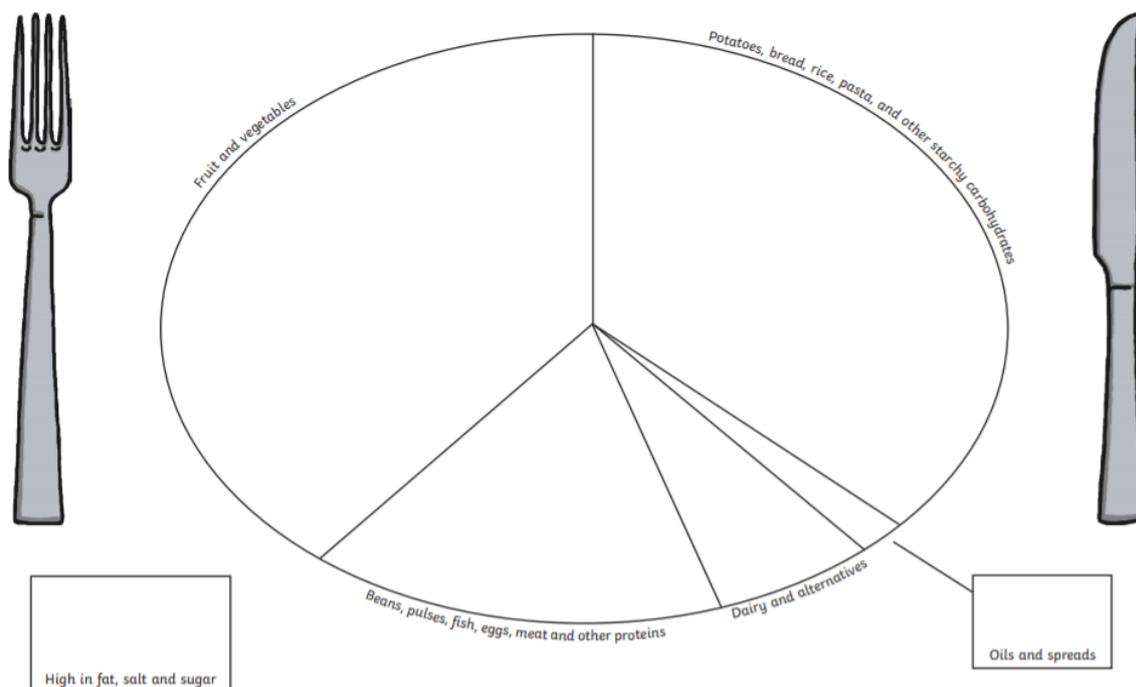
The Eatwell Guide is a circular diagram divided into five sections, each with a color and a label. The sections are:
 

- Fruit and Vegetables** (Green): Contains a strawberry, a corn cob, an orange, and a cauliflower. There are five empty boxes for labeling.
- Carbohydrates** (Yellow): Contains a bowl of spaghetti, a packet of couscous, and a chocolate bar. There are five empty boxes for labeling.
- Proteins** (Pink): Contains a can of chickpeas, a can of tuna, and a plate of food. There are five empty boxes for labeling.
- Dairy & Alternatives** (Blue): Contains a block of cheese and a carton of milk. There are five empty boxes for labeling.
- Oil and Spreads** (Purple): Contains a jar of vegetable spread. There is one empty box for labeling.

 To the right of the diagram is a box titled "Eat less often and in small amounts" with a red header. It contains three empty boxes for labeling. Below this box are illustrations of a tomato ketchup bottle, a chocolate bar, and a round biscuit.

The Eatwell Guide is based on current NHS and government advice (at the time of writing). Contains public sector information licensed under the Open Government Licence v3.0.

# Healthy Eating Meal



Henry's body cannot digest the books properly. Study the digestive system: What can the human body digest? What is left at the end? How does the body get energy from what is eaten? Children can write an explanation of the digestive system

**food**  
detectives  
key stage 1

**Sugar Smart Trumps**

**Your challenge is to make a set of six Sugar Smart Trump cards. To get you started, two cards have been done for you.**

On the blank cards, you will need to draw two high-sugar and two lower-sugar choices, recording on the line how much sugar there is in the high-sugar items. Use the **Sugar Smart Clue Sheet** sheet to help you. When you are finished, cut out each of the cards. You may need help from a grown-up!

**Here's how to play:**

- play with a friend (the game will be even better if you make more cards and include more players)
- shuffle the cards and share them out
- take turns to lay the cards facing up
- the player who puts down the card with the smallest number of sugar cubes or a lower-sugar item wins and may pick up all the cards. A lower sugar item always wins. If the amount of sugar is the same, leave the cards on the table and carry on taking turns

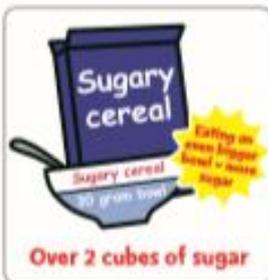
The game ends when all the cards are on the table or when one player holds all the cards and is the Sugar Smart Trumps Champion!

Homework

Don't forget, you can go to the [Change4Life](#) website for more ideas.

# Sugar Smart Clue Sheet

In school, we have been learning how to become sugar smart.  
Use this handy Sugar Smart Clue Sheet to make your Sugar Smart Trump cards.



Over 2 cubes of sugar



Over 5 cubes of sugar



5 cubes of sugar



9 cubes of sugar



Over 5 cubes of sugar



Over 4 cubes of sugar



6 cubes of sugar



Lower-sugar item



Lower-sugar item



Lower-sugar item



Lower-sugar item



Lower-sugar item

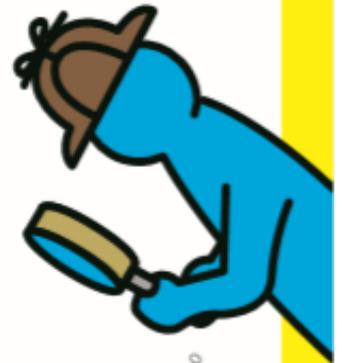


Lower-sugar item



Lower-sugar item





# Sugar Smart Trumps

..... cube(s) of sugar

Lower-sugar item

..... cube(s) of sugar

Lower-sugar item

# Undercover Investigation

food  
detectives  
key stage 1

Hello fruit and veg snoopers!

Can you write a set of clues so that your friends can guess what your fruit or vegetable is?



**Clue 1:** What does it feel like?

It feels \_\_\_\_\_  
\_\_\_\_\_

**Clue 2:** What does it look like?

It looks \_\_\_\_\_  
\_\_\_\_\_

**Clue 3:** What does it smell like?

It smells \_\_\_\_\_  
\_\_\_\_\_

**Clue 4:** What does it taste like?

It tastes \_\_\_\_\_  
\_\_\_\_\_

**Clue 5:** What does it feel like when you eat it?

When it's in your mouth, it feels \_\_\_\_\_  
\_\_\_\_\_

## Oliver Jeffers

Author and Illustrator



## Oliver Jeffers Early Years

Oliver Jeffers was born on 1<sup>st</sup> July 1977.

Although he was born in Western Australia, Oliver grew up in Belfast, in Northern Ireland.

He was the second of four brothers. He has previously said that he came from both a creative family and a creative city.



## Career

Oliver Jeffers' artwork has been exhibited at the Brooklyn Museum, the National Portrait Gallery in London and the Ulster Museum in Belfast.

He has won many awards including a New York Times Best Illustrated Children's Books Award, Irish Book Award 'Children's Book of the Year', Blue Peter Book Award and British Book Design Award. He was also a recipient of the Hay Medal for 'Outstanding Body of Work'.

An animated version of Jeffers' book 'Lost and Found' won a BAFTA in 2009.



## A Love for Art

Oliver Jeffers realised that he may have artistic talent when he was asked to help with the set for the school play when he was just six!

As a teenager, other pupils at Oliver's school, Hazelwood Integrated College, would ask him to draw on their schoolbags and skateboards!

He always loved drawing pictures and, in 1995, he was runner up in an amateur art competition.



## Becoming an Illustrator and Author

Oliver went to the University of Ulster, graduating with a First Class Honours degree in Illustration and Visual Communication.

His first picture book, 'How to Catch a Star', was published in 2004.

As well as writing and illustrating his own books, Jeffers has also illustrated for other authors.

His books have been translated into more than 35 different languages.



## Illustration

Many of Oliver Jeffers' book illustrations are painted using watercolours but he has also used acrylics and oil paints in his work.

In 2007, Oliver was chosen as the official illustrator for World Book Day.

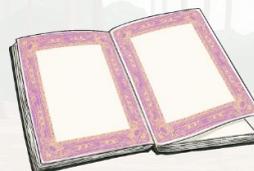


## Family

Oliver Jeffers now lives in Brooklyn, New York, with his wife Suzanne and their children.

The family make regular trips back to Northern Ireland to see relatives and friends and to ensure that the children get to know the place where both Oliver and Suzanne grew up.

Jeffers believes that his upbringing and background contributed to his love of storytelling. He has said, "...everything revolved around stories."



# Oliver Jeffers

Oliver Jeffers is an author and illustrator. He is known for his children's picture books and his work as an artist. His books have been translated into more than 45 different languages.



## Early Life

Oliver was born in Australia, but he moved to Belfast (where his family was from) when he was very young. Oliver grew up in Belfast with his mum, dad and three brothers. He always loved drawing pictures. He was asked to help with the set for the school play when he was just six!

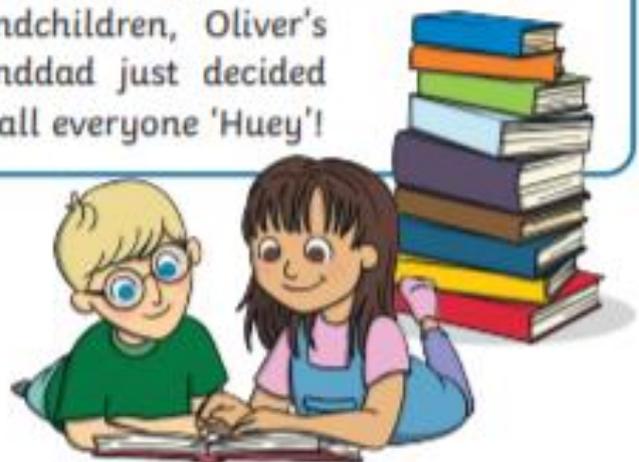
## Family

Oliver Jeffers now lives in New York, with his wife Suzanne and their children. The family often come back to Northern Ireland to visit relatives and friends.

## Books

Oliver's first picture book was called 'How to Catch a Star'. It was published in 2004. The boy in this book (who is not named) loves stars. He returns for more adventures in some of Oliver's other books. 'Lost and Found' is the story of the friendship between the boy and a penguin and a journey to the South Pole. 'The Way Back Home' tells the story of the boy's adventure in space and his meeting with an alien!

Oliver got the idea for the name of his book, 'The Hueys', from his grandfather. With over forty grandchildren and great-grandchildren, Oliver's granddad just decided to call everyone 'Huey'!



# Questions

1. What is Oliver Jeffers known for? Tick one.

- working as a zookeeper and reaching the South Pole
- being an artist, author and illustrator
- speaking 45 different languages

2. Re-read the paragraph about Oliver Jeffer's early life and join the phrases correctly.

Oliver Jeffers was born...

in Belfast

Oliver was one of...

in Australia

He grew up...

four brothers

3. What happened in 2004? Tick one.

- Oliver moved to New York.
- 'How to Catch a Star' was published.
- Oliver's son was born.

4. Where did the idea for the title of the book 'The Huey's' come from?

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5. Fill in the missing words.

Oliver's first \_\_\_\_\_ picture book was 'Here We Are'. He wrote it after his \_\_\_\_\_ was born.

You can watch a short video about Oliver Jeffers [here](#). You will see that he uses a small [sketchbook](#), like the one that I showed you how to make last week, to record and develop his ideas. Use all the information above to create a fact file about Oliver Jeffers.

# Author Study Activity Sheet

Full name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Place of birth: \_\_\_\_\_

\_\_\_\_\_

Famous for: \_\_\_\_\_

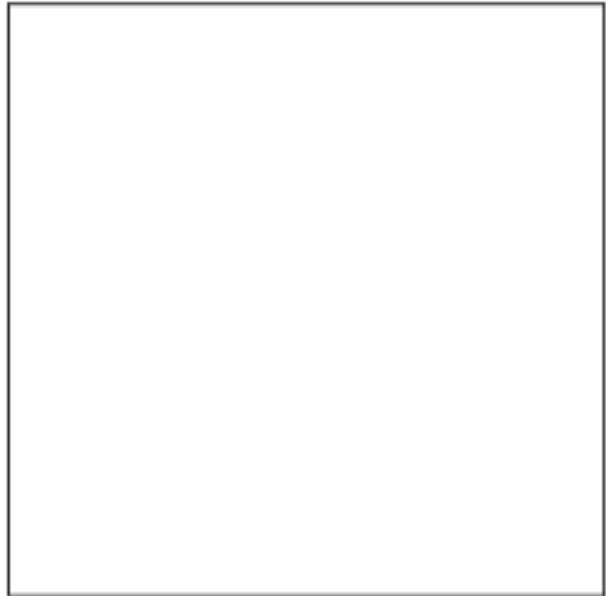
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Who are they?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

About their life:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interesting information about them:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Select a character from one of the books that we have looked at from Oliver Jeffers and create a character description.

# Character Description

Can you draw a picture of your favourite book character? You could stick a photo of yourself in costume on the sheet too! Can you write a description of the character?

What story are they in?

---

---

---

What do they look like?

---

---

---

What do they do in your favourite story?

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Why do you like this character?

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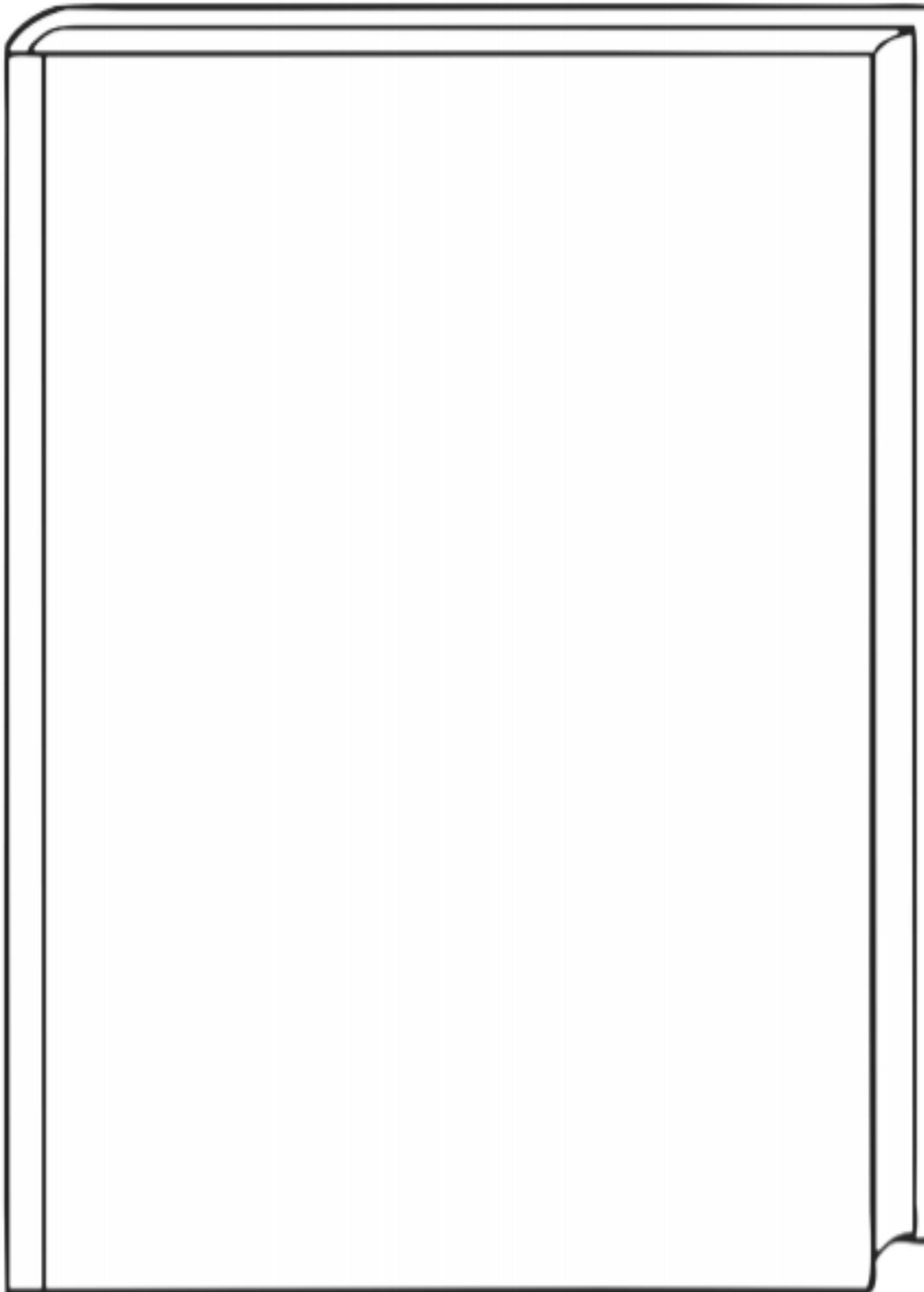
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Pick one of the books that we have looked at and create your own book cover to highlight the important events.

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# Book Cover Design

*Design a new cover for your favourite book.*



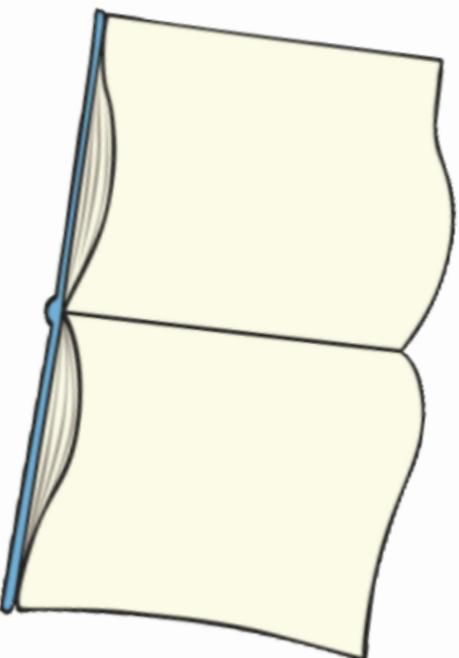
# World Book Day Top 5s



My top 5 authors

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

My picture of my favourite picture in a book



My top 5 favourite characters

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

My top 5 favourite illustrators



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

My top 5 favourite books



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Dicing with Fitness!

						
	<b>PUSH UPS</b> can be done on your knees	<b>SIT UPS</b>	<b>SQUATS</b>	<b>ELBOW TO OPPOSITE KNEE</b>	<b>RUNNING / MARCHING</b> on the spot	<b>BURPEES</b> with or without a jump
	<b>SIT UPS</b>	<b>SQUATS</b>	<b>ELBOW TO OPPOSITE KNEE</b>	<b>RUNNING / MARCHING</b> on the spot	<b>BURPEES</b> with or without a jump	<b>MOUNTAIN CLIMBERS</b>
	<b>SQUATS</b>	<b>ELBOW TO OPPOSITE KNEE</b>	<b>RUNNING / MARCHING</b> on the spot	<b>BURPEES</b> with or without a jump	<b>MOUNTAIN CLIMBERS</b>	<b>BOXING</b> punch in front of you
	<b>ELBOW TO OPPOSITE KNEE</b>	<b>RUNNING / MARCHING</b> on the spot	<b>BURPEES</b> with or without a jump	<b>MOUNTAIN CLIMBERS</b>	<b>BOXING</b> punch in front of you	<b>PLANK</b>
	<b>RUNNING / MARCHING</b> on the spot	<b>BURPEES</b> with or without a jump	<b>MOUNTAIN CLIMBERS</b>	<b>BOXING</b> punch in front of you	<b>PLANK</b>	<b>STAR JUMPS</b>
	<b>BURPEES</b> with or without a jump	<b>MOUNTAIN CLIMBERS</b>	<b>BOXING</b> punch in front of you	<b>PLANK</b>	<b>STAR JUMPS</b>	<b>WALL SIT</b>

# Snakes and Ladders

43. Dance for 60 secs	44. Jog for 60 secs	45. Hold plank for 60 secs	46. Balance on 1 foot for 60 secs	47. Down the snake!	48. Jump side to side for 60 secs	49. Do a wall sit for as long as you can!
42. Do 50 jumps	41. Down the snake!	40. Jog for 50 secs	39. Do 50 marching steps	38. Go back 1 space	37. Do 50 skips	36. Do 50 hops
29. Up you go!	30. Jog for 40 secs	31. Do 40 kicks	32. Dance for 40 secs	33. Do 40 jumps	34. Down the snake!	35. Up you go!
28. Do 30 punches	27. Down the snake!	26. Do 30 knees up	25. Go back 1 space	24. Go forward 2 spaces	23. Do 30 squats	22. Do 30 crunches
15. Do 20 lunges	16. Do 20 mountain climbers	17. Go back 1 space	18. Do plank for 20 secs	19. Do 20 punches	20. Sprint for 20 secs	21. Go forward 2 spaces
14. Go forward 2 spaces	13. Do 10 star jumps	12. Do 10 squats	11. Down the snake!	10. Do 10 knees up	9. Do 10 star jumps	8. Do 10 burpees
1. Ready, Steady, Go!	2. Go forward 2 spaces	3. Up you go!	4. Do 3 different stretches	5. Go forward 2 spaces	6. Up you go!	7. Do 10 sit-ups

Art  
Learn to draw like Oliver Jeffers!

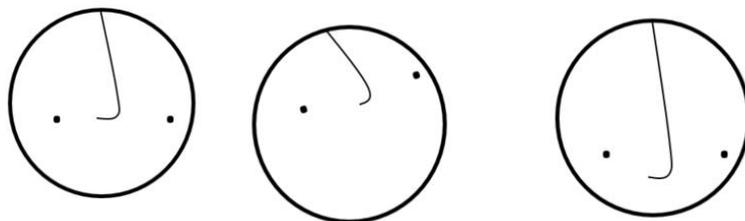
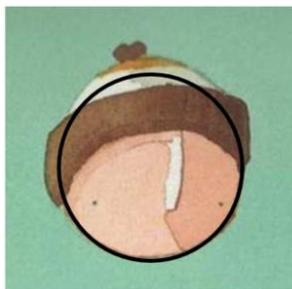
This week, in your English work, you will be reading and writing about a book by one of our favourite illustrators in art, Oliver Jeffers.

Oliver Jeffers is both the author of *The Way Back Home* (he wrote the words of the story) and the illustrator (he created the pictures for the story). He comes from Northern Ireland and has written many picture books which are loved by children (and the grown-ups who read with them) across the world. Here are some pictures of him demonstrating how he drew the pictures for another book, *The Incredible Book-eating Boy*.

You can watch a short video about Oliver Jeffers [here](#). You will see that he uses a small [sketchbook](#), like the one that I showed you how to make last week, to record and develop his ideas.

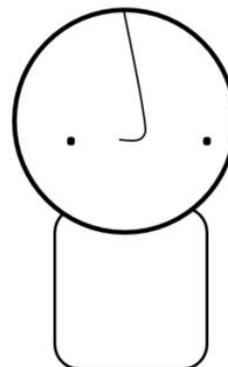


Learn how to draw Floyd from *Stuck* - <https://youtube.com/watch?v=NshZbDCXvI&feature=share>

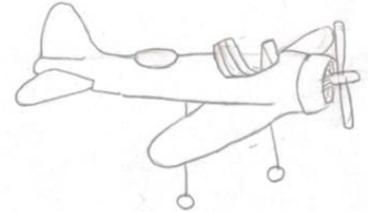
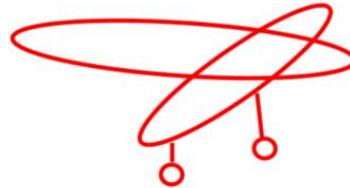
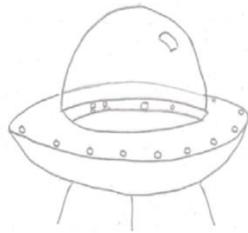
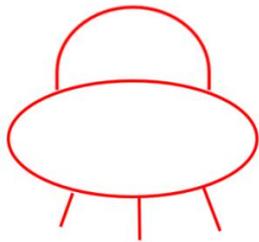
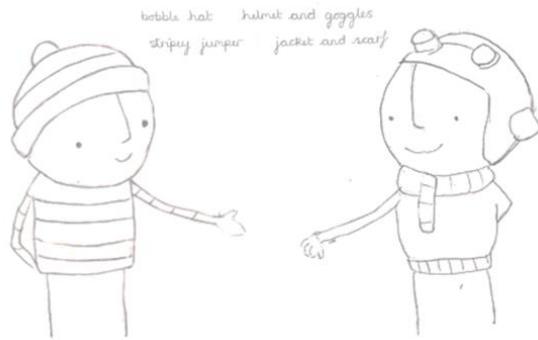


His legs are single lines.

His arms are thin.



His body is a rectangle.



Oliver Jeffers, is one of the best illustrators around and a whizz at drawing penguins. Follow Oliver's ingenious step-by-step guide.

**HOW TO DRAW a PENGUIN**  
by OLIVER JEFFERS

1. WE all know how important it is to draw from REAL LIFE so step 1 is: **BORROW a PENGUIN**



2. OK, so its pretty tricky to borrow a penguin. And they are quite expensive, so buying one is out of the QUESTION. If you failed to complete STEP 1, then STEP 2 is FIND a photograph of a PENGUIN.



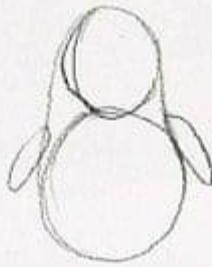
4. Lets get the proportion first by drawing a circle on top of a **BIGGER** circle.



5. The bigger circle is the body. Draw in how it meets the HEAD.



6. Now for his wings, which look like two sausages on either side.



8. It's time to add his beak, which is a blob of orange in the middle of his face. While you are at the orange, do a bit on the fluff on his neck.



7. PENGUINS look like WAITERS, so let's give him his white SHIRT by colouring in his head, wings and sides. black.



9. His EYES are two dots of WHITE paint, where you put them



changes when he is looking.

10. LET'S decide where the SUN is. For the sake of argument, we will say it's to the right. This means we put in a shadow to the left, and make his belly fluff a bit darker on the left too.



11. We are ready for the final touch, his feet, which are really just two BLOBS of ORANGE at the bottom of his body.



12. There you go! You now have a PENGUIN and you can make him do whatever you want.

