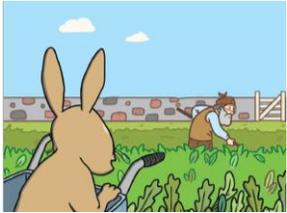


He went back towards the tool shed, but suddenly, quite close to him, he heard the noise of a hoe - scr-r-ritch, scratch, scratch, scratch. Peter scuttered underneath the bushes.



But presently, as nothing happened, he came out, climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter and beyond him was the gate!



Peter got down very quietly off the wheelbarrow and started running as fast as he could go, along a straight walk behind some blackcurrant bushes.

Mr. McGregor caught sight of him at the corner but Peter did not care. He slipped underneath the gate and was safe at last in the wood outside the garden.

Mr. McGregor hung up the little jacket and shoes for the scarecrow to frighten the blackbirds.



Peter never stopped running or looked behind him till he got home to the big fir-tree.

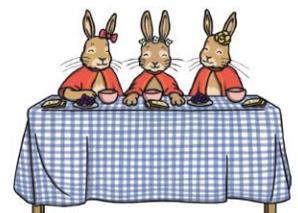
He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit hole and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight!



I am sorry to say that Peter was not very well during the evening. His mother put him to bed, made some camomile tea and she gave a dose of it to Peter. "One table-spoon to be taken at bed time!"



But Flopsy, Mopsy and Cotton-tail had bread and milk and blackberries for supper.



IAL: to draw together information from across a number of sentences to sum up what is known about a character.

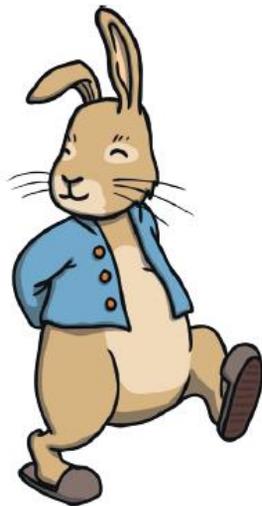
For this activity you might want to read all of the story of 'The Tale of Peter Rabbit'. Think about what you have learnt about Peter's character.

Use the word bank below to help you to write sentences about Peter.
Remember to use the text to help you.

For example: **Peter is a naughty little rabbit because his mother told him not to go into Mr. McGregor's garden but he didn't listen to her.**

some suggested adjectives:

naughty	cute	mischievous	thoughtful	friendly
imaginative		quick	adventurous	sneaky
	clever		hungry	



Apostrophes are punctuation marks. They are used to tell us that something belongs to someone. For example, if you were talking about a football belonging to Ben, you would say 'Ben's football'.

 Ben's football (the football that belongs to Ben)

Write these out correctly adding in the missing apostrophe.

A



Dauids banana



Tonys hat



Jessicas football



Amys book

Underline the apostrophes that show possession

B

The Year 2 classroom wasn't tidy! Oliver's rubber was on the floor and Liana's English book was left on the side. The Maths books were next to the computer and Arthur's ruler was on the table. On the floor by the bookcase, Emily's reading book was hidden under a cushion. Bella's cup was left on the windowsill and Sadie's jumper was left on a chair.

C

These sentences do not use apostrophes correctly for possession. Can you explain the mistakes?

The dog's in the park were barking loudly at each other.
When it is hot, I love to eat ice cream's.
The children took their hat's off.

When the suffix **-less** is added to a root word it changes the meaning of the word to mean 'without'.

Our spelling words for this week are:

fearless	effortless	spotless	helpless	breathless
speechless	painless	endless	restless	cloudless

Command sentences are a type of sentence in which someone is being told to do something. You are going to write some **instructions** that tell someone how to do something. You might want to write: how to bake a cake...make the bed...make a sandwich...build a Lego model...make a cup of tea or use an idea of your own!



Have a look on this website to help you with your learning
<https://www.bbc.co.uk/bitesize/topics/zrqqtftr/articles/z8strwx>

Use these verbs to help you.

put mix stir fold add cut place
 shake stir pour grab take

Instructions for _____
