

# Let's Build a Snowman!



Lisa looked out of the window. The garden was covered in snow.

Lisa put her wellies on and went outside to play in the snow.



Lisa made a snowman.

She got very cold. Lisa doesn't like winter.





Lisa sat by the fire with a hot chocolate trying to get warm.

Lisa **dreamt** of spring time and holding a new-born lamb. She **enjoyed** going to the farm with her mummy.



Lisa's **favourite** season was summer. She loved to play outside on her **bike**. Lisa **wished** it was summer now.



When Lisa woke up she looked out of the window and it was still snowing!



# Let's Build a Snowman! – Follow-Up Work

What is a baby sheep called? (C2)

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Which season do you like best? (P1)

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What type of text is this? (T1/1b)

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Name the four seasons. (C3)

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Why are the pictures useful? (T2/1b)

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Which season are young animals born in? (C2)

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What happens in the summer? (C2/C3)

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Who is the main character in this story? (T2/1b)

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What did Lisa do at the beginning of the story? (C2)

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Which season is Lisa's favourite? (C2)

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Why was it her favourite season? (C2)

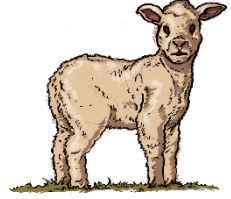
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# Let's Build a Snowman! – Vocab 1

Match the words to the pictures.

bike



winter



lamb



Write the meaning of these words.

wellies \_\_\_\_\_

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dreamt \_\_\_\_\_

---

wished \_\_\_\_\_

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## Let's Build a Snowman! – SPAG 2

Circle the words which should have a capital letter.

august

begin

chicks

january

march

sun

lambs

flowers

december

chicks

february



# Let's Build a Snowman! – SPAG 3

Choose the correct word from the box so that these sentences make sense.

winter

summer

spring

December



In \_\_\_\_\_ people usually put the Christmas tree up.



In \_\_\_\_\_ the flowers start to grow.



The children build snowmen in \_\_\_\_\_ .



The sun shines in \_\_\_\_\_ .

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Let's Build a Snowman! – YRs/Y1e (Yellow) – SPAG

Like this? Find more differentiated Seasons resources [here](#).

## Let's Build a Snowman! – Teacher Questions

What is a baby sheep called? (C3) **A lamb**

Which season do you like the best? (P1) **Personal Response.**

What type of text is this? (T1/1b) **A fiction text; a narrative**

Name the four seasons. (C3) **Autumn, winter, spring and summer**

Why are the pictures useful? (T2/1b) **They show us what the seasons look like.**

Which season are young animals born in? (C2) **Spring**

What happens in summer? (C2/C3) **In summer it is usually warm and the trees have full green leaves. It is lighter during the day for longer too.**

Who is the main character in this story? (T2/1b) **Lisa**

What did Lisa do at the beginning of the story? (C2) **She looked out of her window and saw the snow.**

Which season is Lisa's favourite? (C2) **Summer**

Why was it her favourite season? (C2) **She loved to play outside on her bike.**

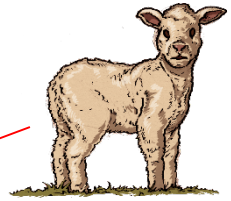
# Let's Build a Snowman! – Vocab 1

Match the words to the pictures.

bike

winter

lamb



Write the meaning of these words.

wellies – a pair of plastic boot

dreamt – imagine something whilst asleep

wished – want something

## Let's Build a Snowman! – Vocab 2

List the months in the correct order.

August	September	January	March
February	April	December	June
October	July	May	November

January

February

March

April

May

June

July

August

September

October

November

December

# Let's Build a Snowman! – SPAG 2

Circle the words which should have a capital letter.

August

begin

chicks

January

March

sun

lambs

flowers

December

chicks

February

# Let's Build a Snowman! – SPAG 3

Choose the correct word from the box so that these sentences make sense.

winter

summer

spring

December



In **winter** people usually put their Christmas tree up.



In **spring** the flowers start to grow.



The children build snowmen in **winter**.



The sun shines in **summer**.

**classroomsecrets.com**

Let's Build a Snowman! – YRs/Y1e (Yellow) – SPAG **ANSWERS**

Like this? Find more differentiated Seasons resources [here](#).

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary  
C2 Answer simple, information retrieval questions about texts\*  
C3 Drawing on what they already know from background information and vocabulary provided by the teacher  
C4 Discussing and expressing views about a wide range of texts  
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context  
C4 Discussing and expressing views about a wide range of texts  
C6/2b Retrieve and record information from fiction and non-fiction  
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context  
C4 Discussing and expressing views about a wide range of texts  
C6/2b Retrieve, record and present information from fiction and non-fiction  
C7 Identifying how language, structure and presentation contribute to meaning  
C8/2h Making comparisons within and across texts  
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences  
P2/1e Predicting what might happen on the basis of what has been read so far  
P3/1d Making inferences on the basis of what is being said and done  
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied  
P4 Asking questions to improve their understanding  
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied  
P4 Asking questions to improve their understanding  
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases  
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read  
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart  
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience  
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases  
L6/2f Identify and explain how content is related and contributes to meaning as a whole

\*not currently a curriculum objective

## Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

## Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

## Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices