

Easter Bonnet Competition

National Curriculum Objectives:

Reading:

English Year 3 & Year 4: [Understand what they read, in books they can read independently, by identifying how language, structure and presentation contribute to meaning.](#)

GPS:

English Year 3: (3G1.7) [Using prepositions to express time and cause](#)

English Year 3: (3G1.7) [Express time, place and cause using prepositions \[for example, before, after, during, in, because of\]](#)

Level of this pack:

Old National Curriculum (England): 3c

New National Curriculum Level (England): Year 2 Greater Depth/Year 3 Expected/Year 4

Emerging

Book Band: Emerald/Lime

PM Benchmark Level: 25 & 26

Reading Recovery Level: 25 & 26

Reading Age: 8 1/2 – 9

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Get ready for our 10th **annual**

EASTER **BONNET** COMPETITION



Design and make a **unique** Easter bonnet for your chance to win a **phenomenal** prize!



Earn a special **eco-warrior** badge by making your bonnet out of **recycled materials** only.



Check out this year's prizes!

1st place: 4 tickets to Springfield Petting Zoo

2nd place: an Easter **hamper** for the whole family to enjoy

3rd place: a GIANT Easter egg

Bring your bonnets to
Formby Village Hall
at
12pm
on
Saturday 20th April



<u>Easter Bonnet Competition</u> <u>Follow-Up Work</u>	<u>Easter Bonnet Competition</u> <u>Follow-Up Work</u>
1. What type of text is this? (T3) 2. What is the flyer advertising? (C6/2b) 3. Where is the Easter bonnet competition being held? (C6/2b) 4. How many Easter bonnet competitions has Formby Village Hall had before this year's? (P2/2e) 5. Why do you think you need to make a unique Easter bonnet if you want to win? (P2/2e) 6. How can you win a special eco-warrior badge? (C6/2b) 7. What sort of recycled materials do you think you could use for your bonnet? (P5/2d) 8. Other than the badges, how many prizes are there? (C6/2b) 9. Which prize would you most like to win and why? (R1) 10. Why is 'Formby Village Hall', '12pm' and 'Saturday 20th April' printed in a larger text? (T4) 11. There isn't a lot of text on the flyer. Why do you think that is? (T3) 12. If you were sharing this online and needed to use a hashtag to summarise what the flyer was all about, what could you use? (S2/2c)	1. What type of text is this? (T3) 2. What is the flyer advertising? (C6/2b) 3. Where is the Easter bonnet competition being held? (C6/2b) 4. How many Easter bonnet competitions has Formby Village Hall had before this year's? (P2/2e) 5. Why do you think you need to make a unique Easter bonnet if you want to win? (P2/2e) 6. How can you win a special eco-warrior badge? (C6/2b) 7. What sort of recycled materials do you think you could use for your bonnet? (P5/2d) 8. Other than the badges, how many prizes are there? (C6/2b) 9. Which prize would you most like to win and why? (R1) 10. Why is 'Formby Village Hall', '12pm' and 'Saturday 20th April' printed in a larger text? (T4) 11. There isn't a lot of text on the flyer. Why do you think that is? (T3) 12. If you were sharing this online and needed to use a hashtag to summarise what the flyer was all about, what could you use? (S2/2c)

Easter Bonnet Competition – Vocab 1

Match the words to their definitions.

annual

someone who helps to protect the environment

bonnet

items needed for an activity

unique

once a year

phenomenal

reusing waste products

eco-warrior

individual and special

recycled

a hat

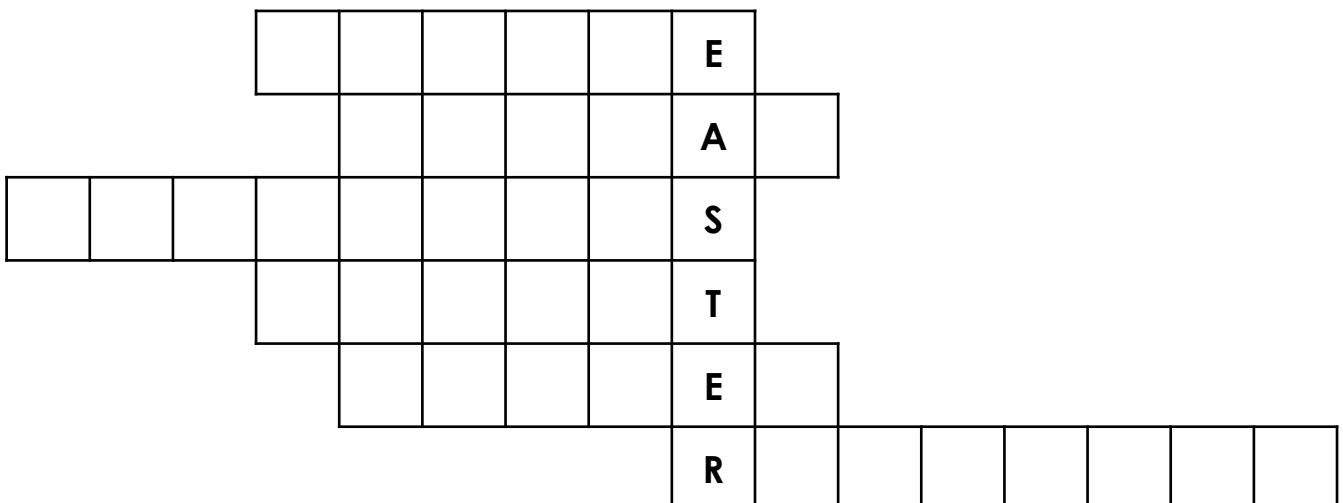
materials

A basket containing food for a special occasion

hamper

amazing

Use six of these words to complete the grid.



Easter Bonnet Competition – Vocab 2

Use each of your newly learned words in a sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Circle the prepositions in the sentences below.

1. The judges will be looking out for the best bonnets during the competition.
2. Whoever comes in first place will win 4 Springfield Petting Zoo tickets.
3. There will be an Easter egg hunt after the competition.
4. The event takes place on Saturday 20th April.
5. The judges will be ready at 12pm.

Add the prepositions from the word bank to complete the sentences below.

near

before

with

between

1. Collect lots of recycled materials _____ you start making your bonnet.
2. You can make your bonnet _____ friends or family if you need some help.
3. Formby is _____ Southport and Liverpool.
4. Formby Village Hall is _____ the old church.

Tick to show which sentence contains a prepositional phrase.

Design and make a unique Easter bonnet.

☐

You could win a phenomenal prize.

☐

I would love to visit the petting zoo.

☐

The judges will wait inside the village hall.

☐

Easter Bonnet Competition – Oral Teacher Questions

1. What type of text is this? (T3) **A flyer**
2. What is the flyer advertising? (C6) **An Easter bonnet competition**
3. Where is the Easter bonnet competition being held? (C6) **Formby Village Hall**
4. How many Easter bonnet competitions has Formby Village Hall had before this year? (P2/2e) **9, because it says this is the 10th one.**
5. Why do you think you need to make a unique Easter bonnet if you want to win? (P2/2e) **To make sure it is different from the other Easter bonnets and stands out to the judges.**
6. How can you win a special eco-warrior badge? (C6) **By making your bonnet out of recycled materials only.**
7. What sort of recycled materials do you think you could use for your bonnet? (P5) **Various possible answers, for example: cardboard box, paper, plastic wrappers, etc.**
8. Other than the badges, how many prizes are there? (C6) **Three**
9. Which prize would you most like to win and why? (R1) **Various possible answers, for example: I would like to win 1st prize because I love animals.**
10. Why is 'Formby Village Hall', '12pm' and 'Saturday 20th April' printed in a larger text? (T4) **It is important information so needs to be very clear to the reader.**
11. There isn't a lot of text on the flyer. Why do you think that is? (T3) **Various possible answers, for example: Flyers are usually kept simple because only the key information is needed. People might not bother reading it if there is too much information.**
12. If you were sharing this online and needed to use a hashtag to summarise what the flyer was all about, what could you use? (S2/2c) **Various possible answers, for example: #easterbonnetcompetition**

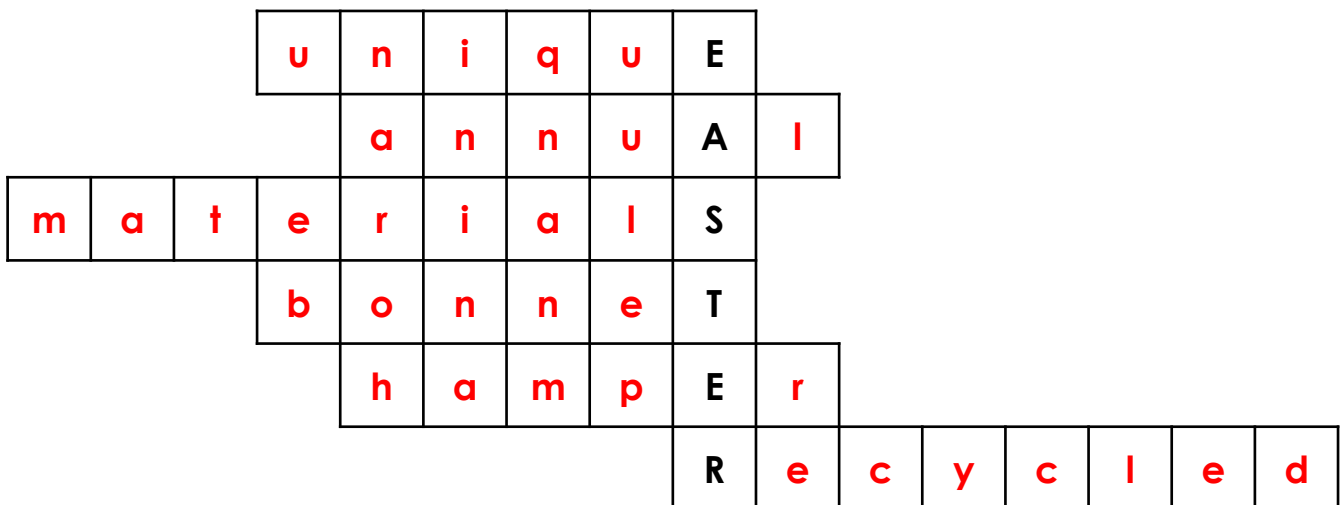
Easter Bonnet Competition – Vocab 1

Match the words to their definitions.

The diagram consists of two columns of text. The left column contains the following words: annual, bonnet, unique, phenomenal, eco-warrior, recycled, materials, and hamper. The right column contains the following definitions: someone who helps to protect the environment, items needed for an activity, once a year, reusing waste products, individual and special, a hat, a basket containing food for a special occasion, and amazing. Red lines connect the words to their definitions: 'annual' connects to 'once a year'; 'bonnet' connects to 'a hat'; 'unique' connects to 'individual and special'; 'phenomenal' connects to 'amazing'; 'eco-warrior' connects to 'someone who helps to protect the environment'; 'recycled' connects to 'reusing waste products'; 'materials' connects to 'items needed for an activity'; and 'hamper' connects to 'a basket containing food for a special occasion'.

Word	Definition
annual	once a year
bonnet	a hat
unique	individual and special
phenomenal	amazing
eco-warrior	someone who helps to protect the environment
recycled	reusing waste products
materials	items needed for an activity
hamper	a basket containing food for a special occasion

Use six of these words to complete the grid.



Use each of your newly learned words in a sentence.

Various possible answers, for example:

1. Greg went to the annual school disco with his friends.
2. I wore my Easter bonnet to the church service.
3. Katie shared her unique talent with the whole class.
4. The actress did a phenomenal job in the film.
5. I won an eco-warrior badge in the competition.
6. We recycled the paper cups after the party.
7. You will need lots of materials to make your bonnet.
8. Let's take the hamper and have a picnic.

Circle the prepositions in the sentences below.

1. The judges will be looking out for the best bonnets **during** the competition.
2. Whoever comes **in** first place will win 4 Springfield Petting Zoo tickets.
3. There will be an Easter egg hunt **after** the competition.
4. The event takes place **on** Saturday 20th April.
5. The judges will be ready **at** 12pm.

Add the prepositions from the word bank to complete the sentences below.

near

before

with

between

1. Collect recycled materials **before** you start making your bonnet.
2. You can make your bonnet **with** friends or family if you need some help.
3. Formby is **between** Southport and Liverpool.
4. Formby Village Hall is **near** the old church.

Tick to show which sentence contains a prepositional phrase.

Design and make a unique Easter bonnet.

☐

You could win a phenomenal prize.

☐

I would love to visit the petting zoo.

☐

The judges will wait inside the village hall.

☒

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