



	Focus	Ideas	Cross-Curricular Links	Achieved?
English	<u>Work around a poem</u>	<p>1. Reading time</p> <p>Read the poem <i>Dad and the Cat and the Tree</i> by Kit Wright.</p> <p>2. Sequence events in the poem</p> <p>Cut up and shuffle the set of <i>Dad Cat and Tree Picture Cards</i>.</p> <ul style="list-style-type: none"> o By reading the captions and looking at the pictures, place the cards in the correct order . o When you are sure you have got them in the right order, glue the pictures down. Number them 1 – 12. Later, colour your cards in and use them to tell someone else the story. <p>3. Writing time</p> <p>What might happen next? How will Dad get out of the tree? Will someone have to go up to rescue him?</p> <ul style="list-style-type: none"> o On a sheet of paper. Draw what you think will happen now that the Dad is stuck in the tree in a comic book style. o Write some sentences under your picture. Remember to use capital letters to start your sentences and full stops to finish them. <p>4. Poem writing</p> <p>Now that we've had a go with reading a poem and creating some work on it. It is time to have a go at writing our own.</p> <p>Can you do some research on poems that rhyme, what interesting poems can you find? Next, see if you can write your own poem</p>		

		<p>about a tricky pet situation that uses rhyming words!</p> <p>Now try these Fun-Time Extras</p> <ul style="list-style-type: none"> • Write down things at home that have made you laugh. Draw a picture of one of these. • Explain to someone to say how you would get a cat out of a tree. Can you draw a picture of you saving the cat? <p>IXL skills- H.1-H.8</p> <p>Phonics/Reading: Have a look online and research some phonics games you can create at home. In class, we love:</p> <ul style="list-style-type: none"> • “whats in the magic bag?” where we pick words out of a bag and sound them out. • Scavenger hunt- words hidden around the classroom that we sound out, say, write down and draw a picture for. • Phonics snakes and ladders with a word on every place (can be found on twinkl) <p>Have a go at some of these and see if you can create your own! I would love to see your creations and others might find inspiration- tweet me!</p>		
Maths	Counting across 100	<p>We are going to be building on our existing knowledge of numbers, counting in 2s,5s and 10s and place value to help us with our numbers to 100.</p> <p>1. <u>Counting in 10s to 100</u></p> <p>Practise counting in 10s, how far can you go? Let's make sure that we are saying the right number (eg. Fifty- not fifteen).</p> <p>Lets use some base 10 (can be printed/ drawn) to represent each of our 10s numbers. What do we notice about this (increase by 1 rod each time). Now what if we go backwards? What happens?</p> <p>What do we notice about our 10s rod? How many 1s are in each rod? (10).</p> <ul style="list-style-type: none"> - Ask children to show you how they could represent 30 in base 10. - Once they have done this- ask how they could use coins to show this? (3 10p, 6 5ps etc) <p>Activity: Answer question 1 in the maths heading at the bottom.</p> <p>Using a 100 square, colour in all the 10s numbers.</p> <p>Create a grid similar to this:</p>		

<u>Digit</u> <u>10</u>	<u>Number</u> <u>Ten</u>	<u>Base 10</u> 	<u>Coins</u> 
---------------------------	-----------------------------	---	---

Can you fill it in for numbers up to 100?

2. Counting in 1s to and across from 100.

Practise counting to 100 (using a hundred square if needed). Stop at points to discuss what is changing, for example stop at 20- what do you notice changes? (When we reach a ten, we count the ten and then some more aka twenty-1). Look at the representation of this on base 10 (2 rods and 1 cube). Continue to count, stopping at other points to reinforce the change in 10s.

- Now is a good time to pause and check that the cross between the 10s is consistent. Keep practising before moving on.

Activity: Have a go at filling in a hundred square with missing numbers, use your counting to help you. Can you notice any patterns? (Hundred square found below)

Answer question 2 found below.

3. Counting in 2s

We have done a lot of practise of counting in 2s this year and you have always impressed me so much! This is such an important and useful skill to have as it helps you with lots of skills in maths and in real life (can you come up with some examples?).

We are going to refresh our skills though and make sure we can still use it. Find a partner (or a few partners) and count in 2s for as long as you can- who can keep going the longest? Can you reach up to 100?

Activity: Using a hundred square, count in 2s and colour in all the numbers. What patterns can you see? Can this help us count quicker?

Answer question 4 at the bottom of the page.

GAME (needs 2 players):

Players 1 rolls a 0-9 sided dice to decide the 'Starting Number' and both players find it on their hundred square.

- Player 2 rolls a 0-9 sided dice to decide the 'Target Number'.
- Player 1 must predict whether or not. They would hit or miss the target number if they counted in 2s, forwards or backwards, from the starting number.
- Player 2 counts in 2s on their hundred square from the starting number towards the target number. If the number is landed on, Player 2 calls, "Hit", and scores 1 point.

		<ul style="list-style-type: none"> • If Player 1 correctly predicted the hit or miss, they also score 1 point. • Players swap roles. <p>4. <u>Counting in 5s</u></p> <p>Speed count: get someone to time you, how quickly can you count in 5s to 50 accurately! Now try up to 100.</p> <p>Using cards from 0-100 in 5s, can you order them in the correct order on your own? (use a hundred square if needed)</p> <p>Activity: Complete question 3 and the worksheet below.</p> <p>IXL skills- E.3- E.9</p>		
Science	<u>Plants</u>	<p>For our summer science topic- we are going to be learning all about plants!</p> <p>1. <u>Wild plants</u></p> <ul style="list-style-type: none"> • We need to find out what a wild plant is! Where do we find wild plants? Could they be called something else? (weeds). • We need to research what common wild plants in the UK are, make a sheet to help you as you're going to go and find some! Make sure you draw/copy a picture in and put the name and some of the features, as well as where you might find this. • Make a prediction on which wild flower you think is the most common. • You are going to go into your garden/ nearby area and see what wild plants you can find. Make a tally (get an adult to help you) of each time you see a wild flower. <p>Which one was the most common? Was your prediction right?</p> <p>Extension: Collect some of the wild flowers and have a go at creating some artwork from the wild flowers.</p> <p>Interesting videos/ websites:</p> <p>https://www.bbc.co.uk/bitesize/clips/zn89wmn</p> <p>https://www.bbc.co.uk/bitesize/clips/zcn9j6f</p> <p>http://www.bbc.co.uk/gardening/gardening_with_children/</p> <p>If you are able to, this would be a great time to grow things in pots or in the garden. Some easy (if there are such things) to grow are:</p> <ul style="list-style-type: none"> • Cress • Sunflowers 		

- | | | | | |
|--|--|--|--|--|
| | | <ul style="list-style-type: none">• <i>Peas</i>• <i>Potatos</i>• <i>Sweet pea (flower)</i> | | |
|--|--|--|--|--|

English

Dad and the Cat and the Tree

This morning the cat got stuck in our tree, Dad said, "Right, just leave it to me."

The tree was wobbly, the tree was tall. Mum said, "For goodness sake don't fall!"

"Fall!" scoffed Dad, "A climber like me? Child's play, this is! You wait and see."

He got out the ladder from the garden shed. It slipped. He landed in the flower bed.

"Never mind," said Dad, brushing the dirt
off his hair and his face and his trousers and shirt.

"We'll try Plan B. Stand out of the way!" Mum said, "Don't fall again, OK?"

"Fall again?" said Dad. "Funny joke!"
Then he swung himself up on a branch. It broke.

Dad landed *wallop* back on the deck. Mum said, "Stop it!" "You'll break your neck!"

'Rubbish!' said Dad. "Now we'll try Plan C. Easy as winking
to a climber like me!"

Then he climbed up high on the garden wall. Guess what?
He *didn't fall!*

He gave a great leap
And he landed flat
In the crook of the tree trunk – Right on the cat!

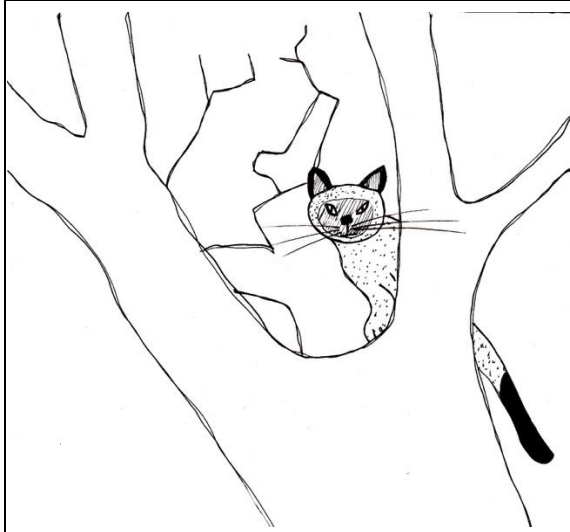
The cat gave a yell And sprang to the ground, Pleased as Punch to be Safe and sound.

So it's smiling and smirking, Smug as can be,
But poor old Dad's
Still

Stuck Up The Tree!



by Kit Wright



The cat is stuck in our tree.



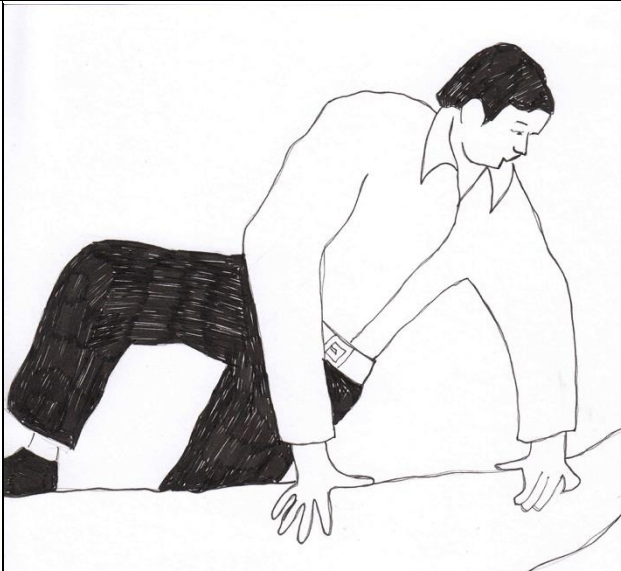
Mum, Dad and me are looking at it.



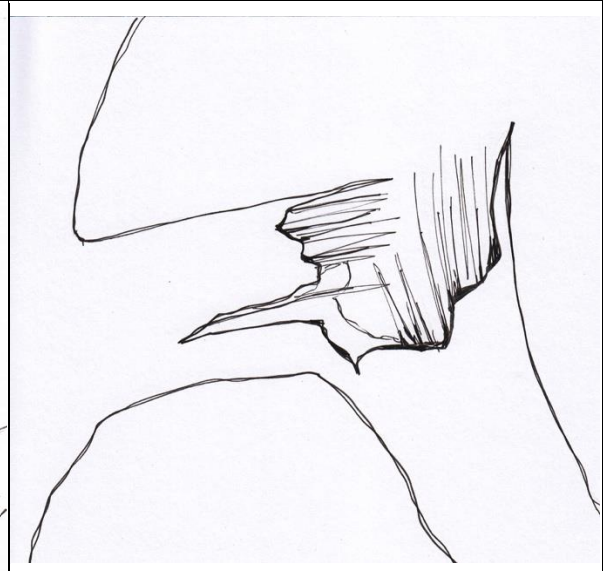
Dad gets a ladder.



The ladder slips.



Dad climbs on a branch.



The branch breaks.



Dad climbs on the wall.



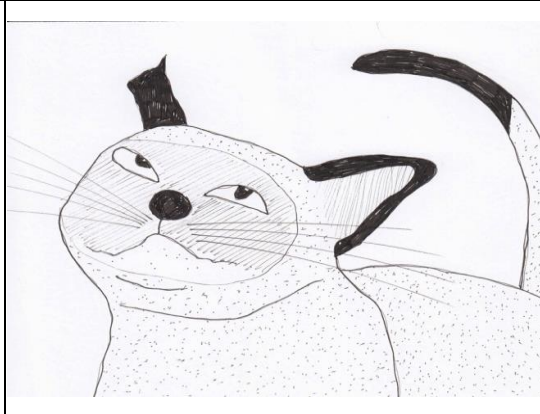
Dad jumps on to the tree.



Dad lands on the cat!



The cat jumps down from the tree.



The cat is smug.



Dad is stuck up the tree.

Counting in 5s

Complete the number tracks using the numbers below in the correct order.

		45		
	15			
			95	

40	10	25	85	30	55
100	90	50	20	35	80

3 

If you counted in 5s straight from 0, which numbers would you not say?

Circle them.

25	99	50
48	75	80

Explain how you know.

Challenge

Martin says, 'If I start at 15 and count in fives I will say the number 90.'

Is he correct?

yes

no

Explain your reasoning.

I know this because

4 

Counting in 2s from 30.

Spot the mistakes and explain them.

30, 32, 43, thirty-six, thirty-nine, 40, 42, 44, 48

1 

Ben is trying to put the multiples of ten in order.



Label the numbers he has made. What's missing? Explain how you know.

2 

Match the words to the numbers.

70 and 5 more	43
seventy and eight more	75
38 and 5 more	42
40 and 2 more	78

Which was the trickiest to match? Why?