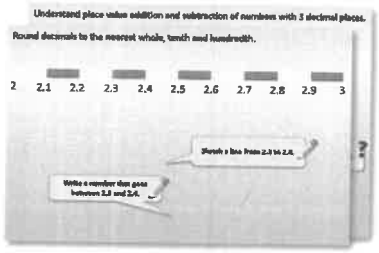
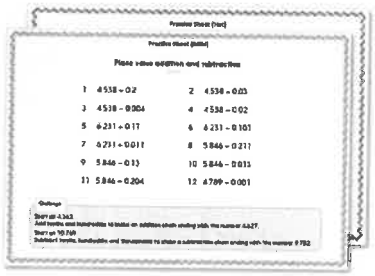
# Year 2: Week 4, Day 1
## Ordinal numbers (1st, 2nd, 3rd…)

**Each day covers one maths topic. It should take you about 1 hour or just a little more.**

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.




2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



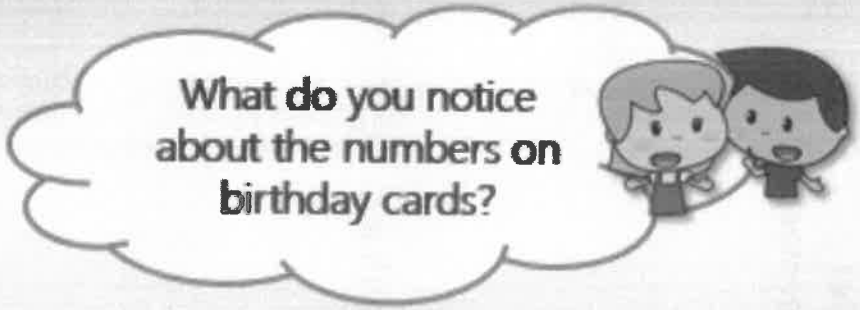

3. Finding it tricky? That's OK… have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**…

© Hamilton Trust

# Learning Reminders

Use ordinal numbers in context up to 10th and beyond.

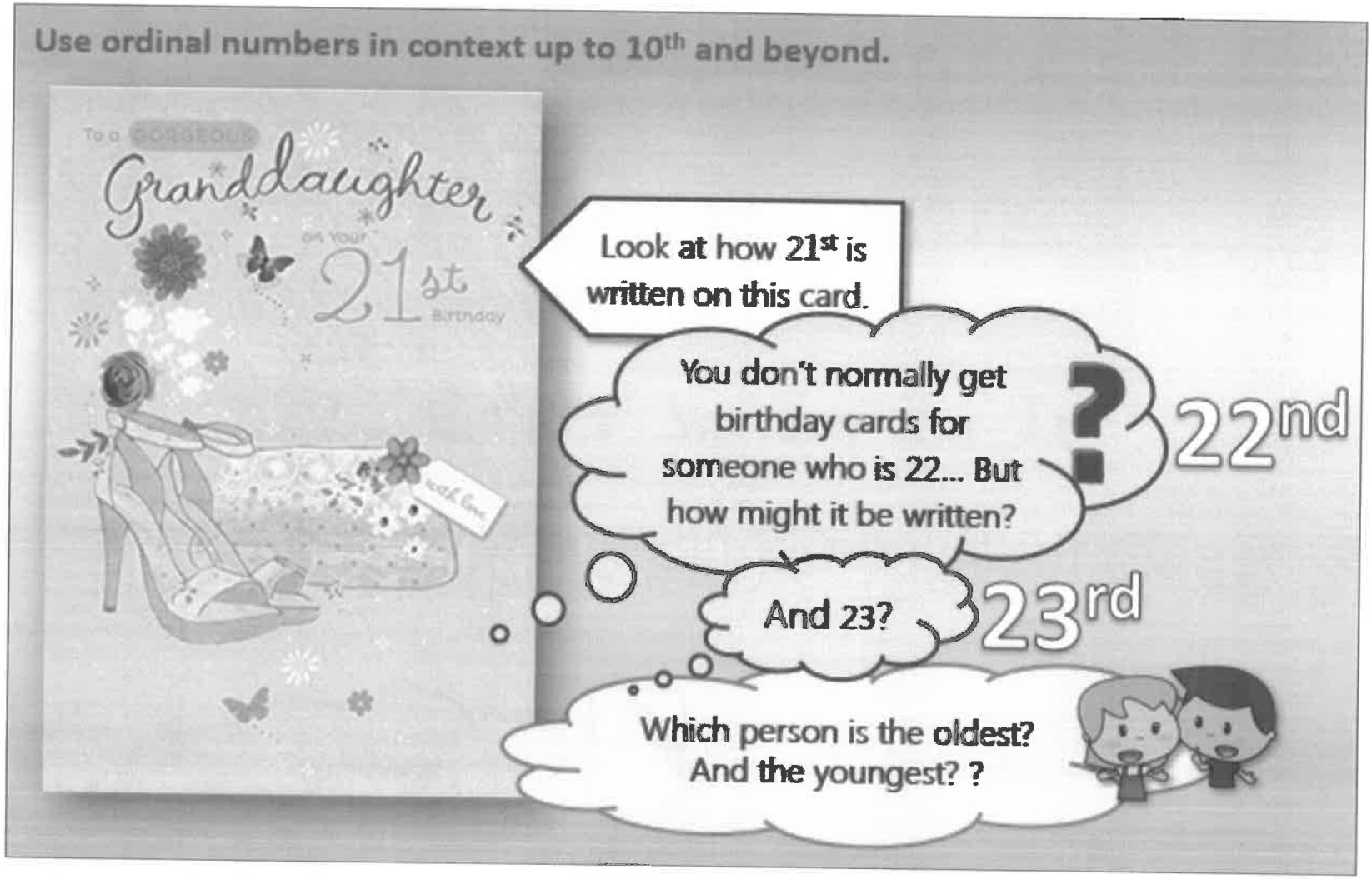



1st, 2nd, 3rd ...

Numbers like this that show an order are called ordinal numbers.

© Hamilton Trust

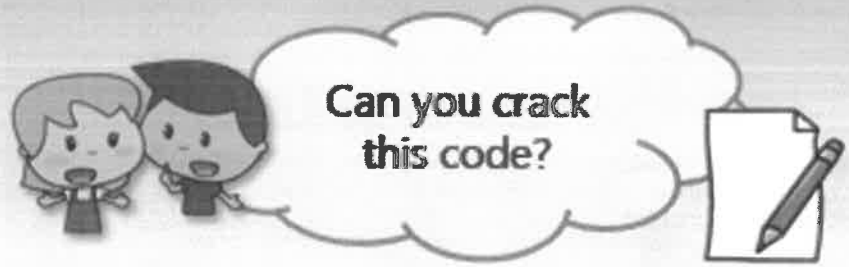
# Learning Reminders




© Hamilton Trust

# Learning Reminders

**Use ordinal numbers in context up to 10th and beyond.**




Gina, Peter and Sam are 2 15th

$15^{th}$, $6^{th}$, $8^{th}$, $7^{th}$, $2^{nd}$, $3^{rd}$, $1^{st}$

m

$4^{th}$, $7^{th}$

$19^{th}$, $5^{th}$, $15^{th}$

Answer shown below

Answer
meeting at 2pm

© Hamilton Trust

# Practice Sheets Mild

## Place value practice

Answer the questions about these coloured circles:

Which colour is third?

Which colour is 5th?

Which colour is second?

Which colour is 8th?

Which colour is first?

Which colour is fourth?

Which colour is 7th?

Which colour comes after the 9th?

Which colour comes between the 8th and 10th?

Now colour these circles to match the descriptions:

The third circle is green.

The fifth circle is blue.

The first circle is red.

The fourth circle is black.

The sixth and ninth circles are purple.

The tenth circle is the same colour as the first.

The circle that comes after the first circle is orange.

The circles between the sixth and ninth circles are pink.

© Hamilton Trust

# Practice Sheets Hot
## Place value practice

Which colour is fifth?

Which colour is fifteenth?

Which colour is 3rd?

Which colour comes after the eleventh?

Which colour comes before the seventh?

Which colour comes two after the twelfth?

Which colour comes before the 2nd?

Which colour comes between the eighth and the tenth?

Which colour comes between the thirteenth and fifteenth?

Now colour these circles to match the descriptions:

The colour that comes after the fourth circle is green.
The twelfth colour is red.
The colour that comes between the sixth and eighth circle is red.
The colour that comes two before the twelfth is green.
The first and second colours are the same as the ninth colour.
The 2 colours that come between the second and fifth circle are purple.
The colour that comes before the ninth circle is the same as the fifth.
The colour that comes before the tenth circle is blue.
The colour that comes after the fifth colour is orange.
The colour that comes after the tenth is the same as the colour that comes before the tenth.
The 2 colours that come between the twelfth and fifteenth circle are brown.The fifteenth circle is yellow.

**Challenge**

Create your own colouring instructions for a friend to try.

© Hamilton Trust

# Practice Sheet Answers

**Place value practice (Mild)**

Which colour is third?

Which colour is 5th?

Which colour is second?

Which colour is 8th?

Which colour is first?

Which colour is fourth?

Which colour is 7th?

Which colour comes after the 9th?

Which colour comes between the 8th and 10th?

**Place value practice (Hot)**

Which colour is fifth?

Which colour is fifteenth?

Which colour is 3rd?

Which colour comes after the eleventh?

Which colour comes before the seventh?

Which colour comes two after the twelfth?

Which colour comes before the 2nd?

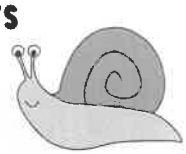
Which colour comes between the eighth and the tenth?

Which colour comes between the thirteenth and

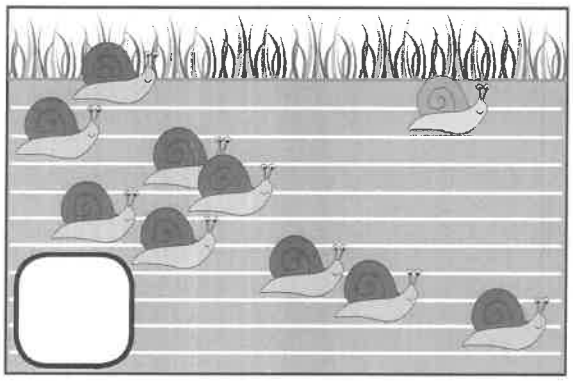
© Hamilton Trust

# A Bit Stuck?
# Ordinal Numbers

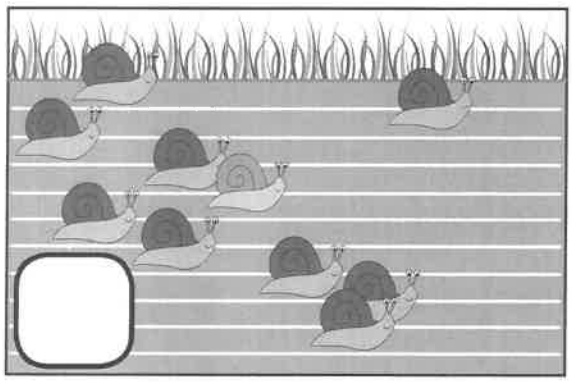
Where did Sammy come in the race?



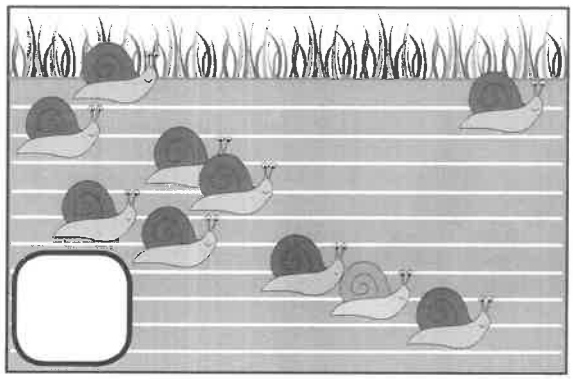
1.



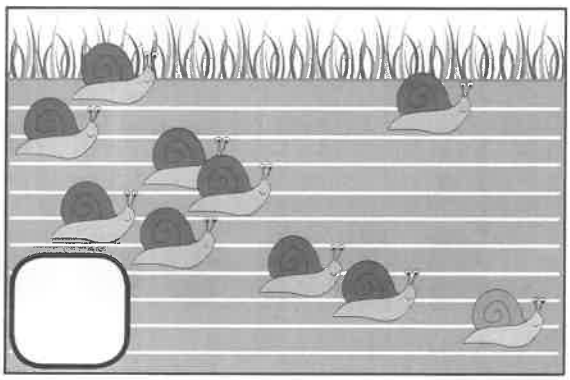
2.



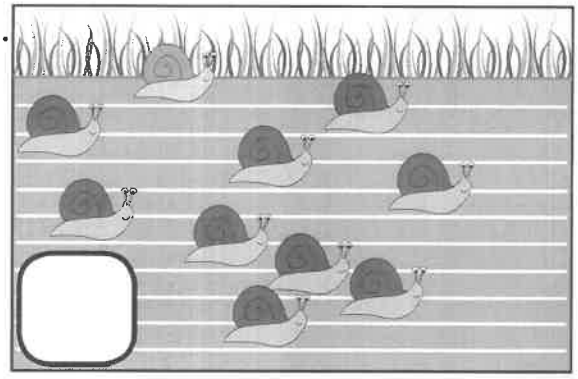
3.



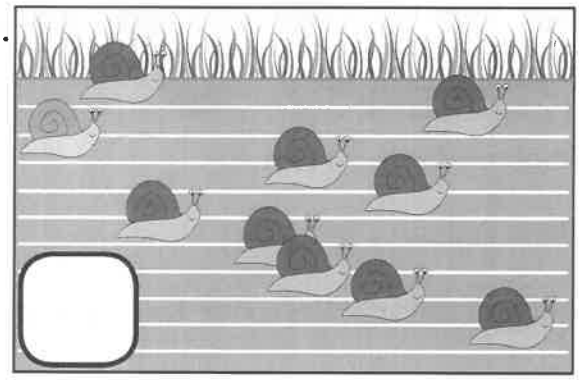
4.



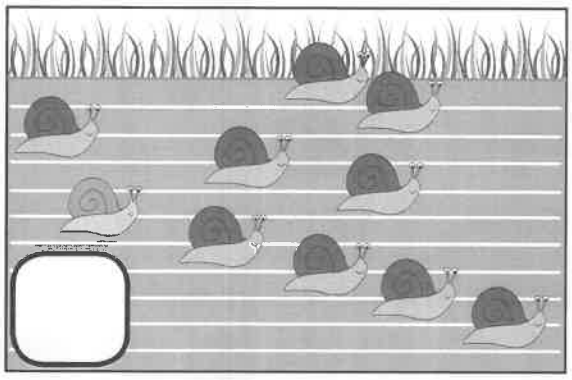
5.



6.



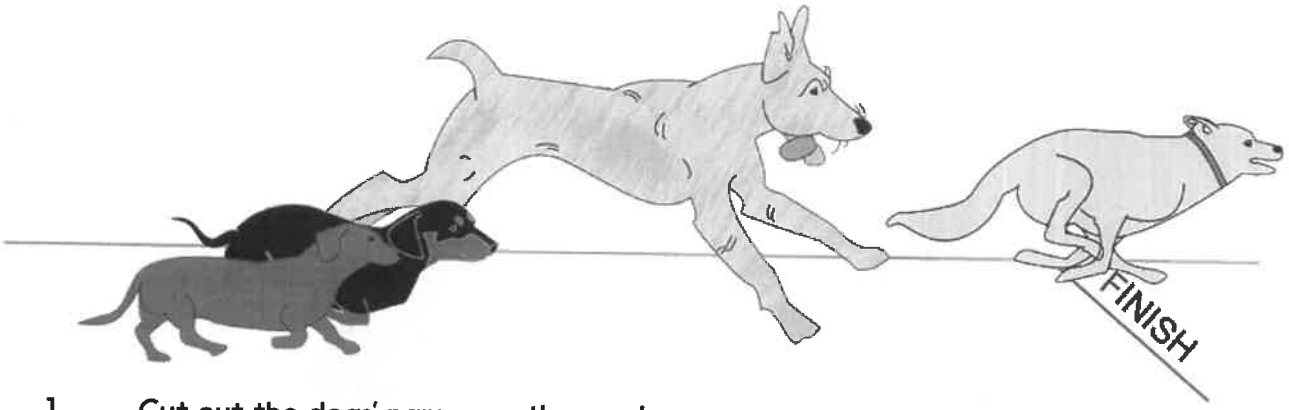
7.



© Hamilton Trust

# Investigation
# Racing riddles

British Dog Olympics




1. Cut out the dogs' names on the cards.

2. In the Dog Olympics, the same dogs always seem to come in the top four. Their names are Albi, Bubs, Cash and Dibs.

   - Dogs get 1 point for being 4th
   - Dogs get 5 points for being 3rd
   - Dogs get 10 points for being 2nd
   - Dogs get 20 points for being 1st

3. They all ran four races in the Olympics. Here are their points:

| Albi | Bubs | Cash | Dibs |
|---|---|---|---|
| 41 | 51 | 40 | 12 |

4. Write the dogs in order as to who came 1st, 2nd, 3rd and 4th in the Olympics.

5. Using the cards to help see if you can work out how to complete the following table:

| Race number | Albi | Bubs | Cash | Dibs |
|---|---|---|---|---|
| 1 | | | | 4th |
| 2 | 4th | | | |
| 3 | | 1st | | |
| 4 | | | 2nd | 3rd |

6. With a friend work out answers to the following questions:

   - Which was the only dog who never came 4th?
   - How many times did Bubs come 1st in a race?
   - How many times did Cash come first?
   - How many times did Dibs come 4th?
   - What other position did Dibs manage to get in his races?
   - How many times did Albi come 2nd?

© Hamilton Trust

ALBI

BUBS

CASH

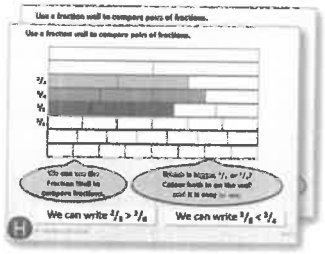
DIBS

© Hamilton Trust

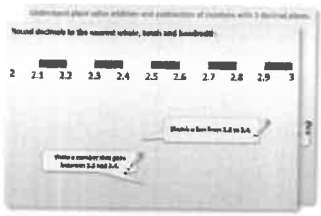
# Year 2: Week 4, Day 2
## Round to the nearest 10

**Each day covers one maths topic. It should take you about 1 hour or just a little more.**

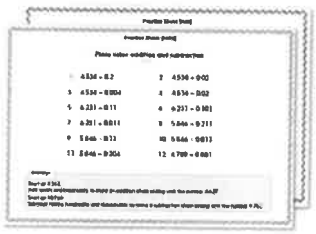
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.




OR start by carefully reading through the **Learning Reminders**.

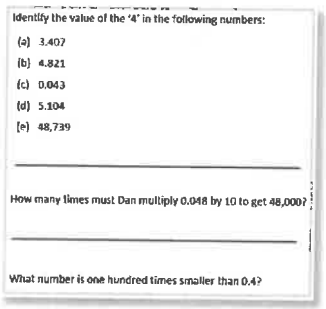


2. Tackle the questions on the **Practice Sheet**.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

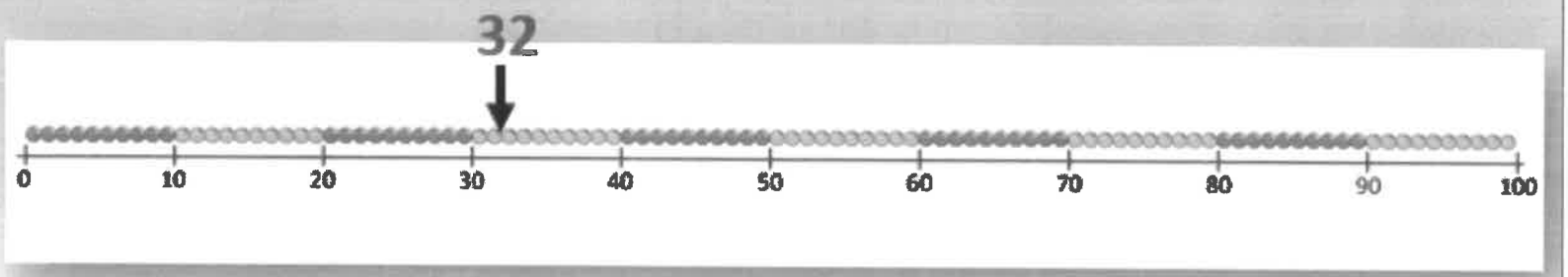
4. Have I mastered the topic? A few questions to **Check your understanding**.
Fold the page to hide the answers!




© Hamilton Trust

# Learning Reminders

**Round 2-digit numbers to nearest multiple of 10.**




Where would 32 go on this line?
Is it nearer to 30 or 40?

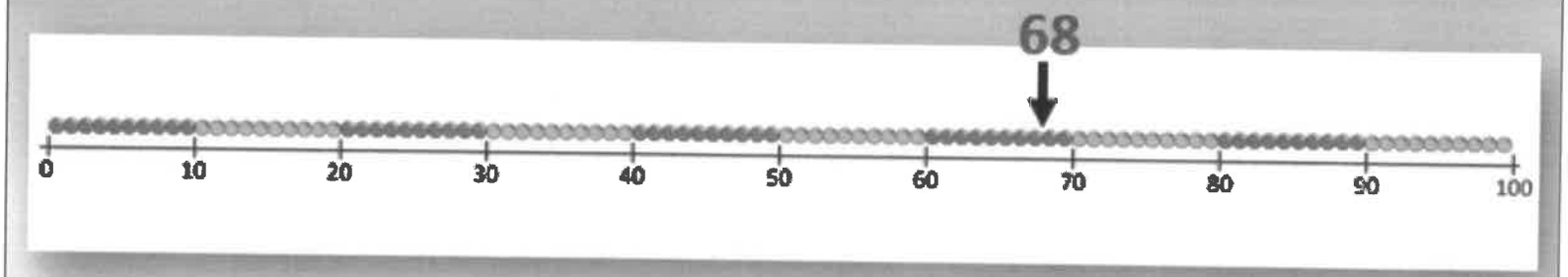
To round 32 to the nearest 10 we round it 'down' to 30 because that's the closest multiple of 10.

If we were adding the prices of lots of toys, and just needed to know roughly how much the whole lot would be, we could round each price to the nearest £10 and then add them.

© Hamilton Trust

# Learning Reminders

**Round 2-digit numbers to nearest multiple of 10.**

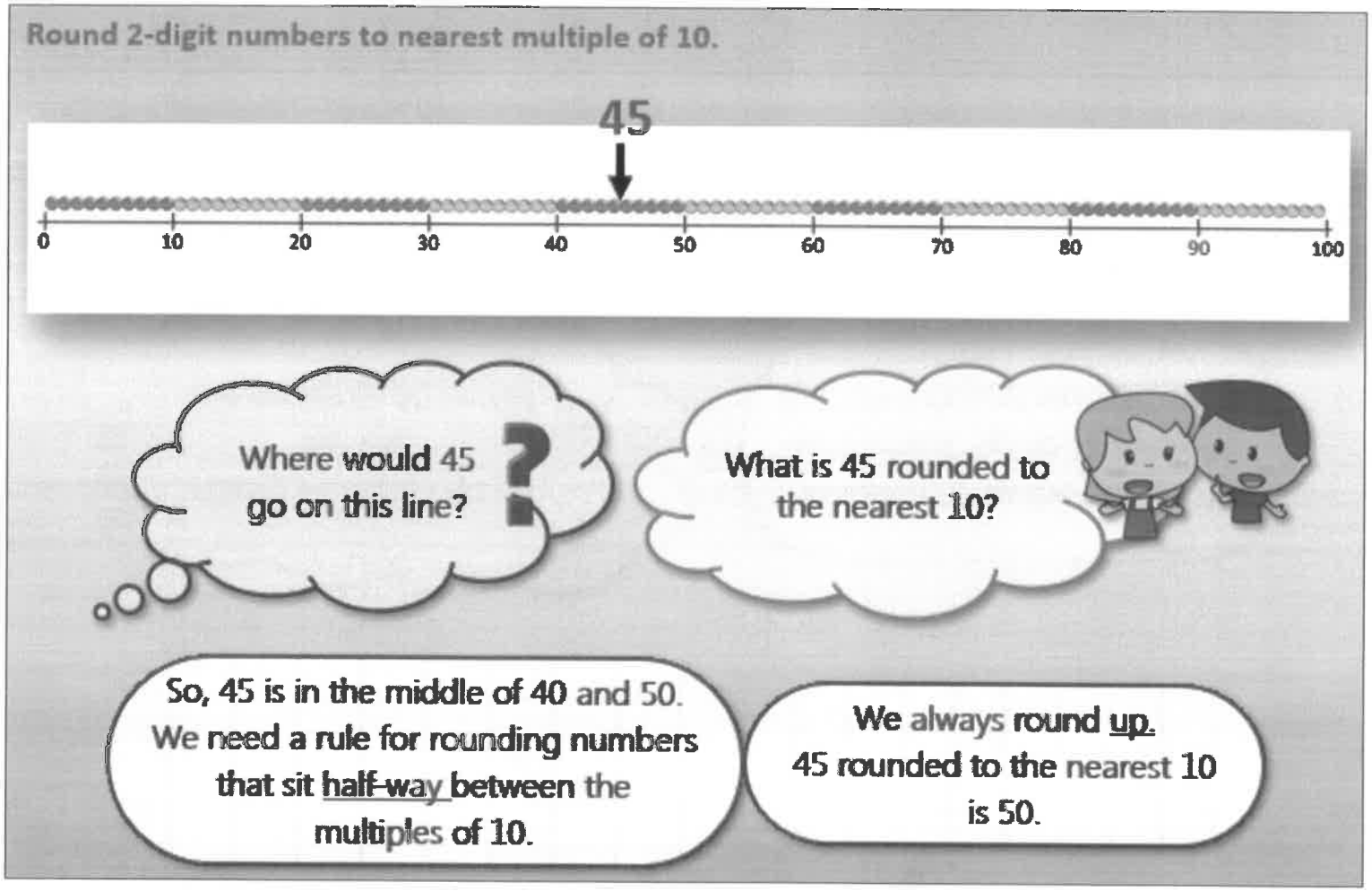



Where would 68 go on this line?
Is it nearer to 60 or 70?

To round 68 to the nearest 10 we round it 'up' to 70 because that's the closest multiple of 10.

© Hamilton Trust

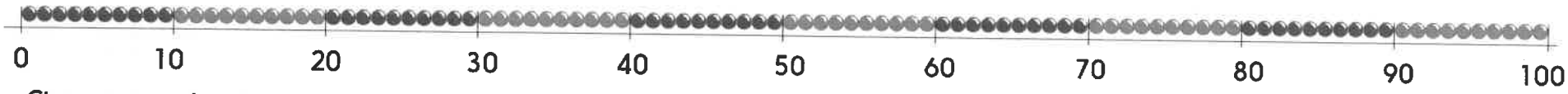
# Learning reminders




© Hamilton Trust

# Practice Sheet Mild

## Place value practice




Choose a number to write in each box.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ☐ | is between 30 and 40. | ☐ | rounds to ☐ | ☐ | is between 60 and 70. | ☐ | rounds to ☐ |
| ☐ | is between 20 and 30. | ☐ | rounds to ☐ | ☐ | is between 10 and 20. | ☐ | rounds to ☐ |
| ☐ | is between 40 and 50. | ☐ | rounds to ☐ | ☐ | is between 70 and 80. | ☐ | rounds to ☐ |
| ☐ | is between 90 and 100. | ☐ | rounds to ☐ | ☐ | is between 50 and 60. | ☐ | rounds to ☐ |
| ☐ | is between 80 and 90. | ☐ | rounds to ☐ | ☐ | is between 0 and 10. | ☐ | rounds to ☐ |

**Challenge**

I am thinking of a number between 65 and 77.
What could it be?
Round each of these numbers to the nearest 10. ☐ ☐ ☐ ☐ ☐

© Hamilton Trust

# Practice Sheet Hot
# Place value practice

Write 6 numbers that will round to each of the following:

Remember some will round up and others will round down.

20

30

40

50

60

70

80

90

100

**Challenge**

Look at the numbers you have suggested and reverse the digit order of each (e.g. if you chose 19 and 23 for the first answer, 19 would become 91 and 23 would become 32). What would they round to now?

© Hamilton Trust

# Practice Sheet Answers

## Place value practice (Mild)

Accept answers from the following:
31, 32, 33, 34, 35, 36, 37, 38, 39 is between 30 and 40 numbers 31 to 34 round to 30; numbers 35 to 39 round to 40
21 - 29 is between 20 and 30 numbers 21 to 24 round to 20; numbers 25 to 29 round to 30
41 - 49 is between 40 and 50 numbers 41 to 44 round to 40; numbers 45 to 49 round to 50
91 - 99 is between 90 and 100 numbers 91 to 94 round to 90; numbers 95 to 99 round to 100
81 - 89 is between 80 and 90 numbers 81 to 84 round to 80; numbers 85 to 89 round to 90
61 - 69 is between 60 and 70 numbers 61 to 64 round to 60; numbers 65 to 69 round to 70
11 - 19 is between 10 and 20 numbers 11 to 14 round to 10; numbers 15 to 19 round to 20
71 - 79 is between 70 and 80 numbers 71 to 74 round to 70; numbers 75 to 79 round to 80
51 - 59 is between 50 and 60 numbers 51 to 54 round to 50; numbers 55 to 59 round to 60

**Challenge**

I am thinking of a number between 65 and 77. What could it be?
Accept 5 numbers from the following: 66, 67, 68, 69, 70, 71, 72, 73, 74, 75 or 76.

## Place value practice (Hot)

Many possible answers. Accept any correct answers.

© Hamilton Trust

# A Bit Stuck?
# Star struck

**What to do:**

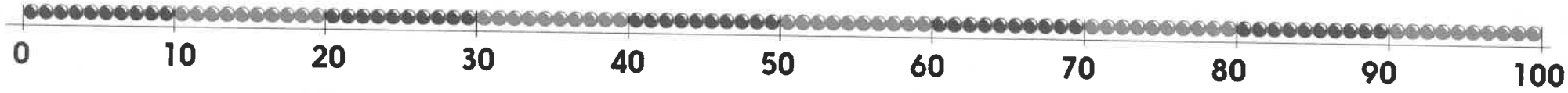
- Choose one of the star numbers.
- Mark it on the beaded line.
- Ask an adult to check. If correct you score 5 points!

  If you mark a number between 40 and 50 or between 60 and 70, you score 10 bonus points!
- Repeat for at least seven more numbers.

***S-t-r-e-t-c-h:***
Which of your numbers are closer to 60 than any other multiple of 10?
Which of your numbers are closer to 50 than any other multiple of 10?

**Learning outcomes:**
I can round a 2-digit number to the nearest 10.

© Hamilton Trust




© Hamilton Trust

# Check your understanding:
## *Questions*

Round these numbers to the nearest multiple of 10.

67 32 48 84 25

(a) Write all the numbers that round to 50 as the nearest ten.

(b) Write the numbers that round to 10 as the nearest 10.

Have you written the same number of answers in (a) and (b)? *You should have!*

Fold here to hide answers:

# Check your understanding:
## *Answers*

Round these numbers to the nearest multiple of 10.

67 70 32 30 48 40 84 80

25 30 Some children may forget that we round numbers ending in 5 UP to the next multiple of 10.

(a) Write all the whole numbers that round to 50 as the nearest ten.

45, 46, 47, 48, 49, 51, 52, 53 and 54.

(b) Write the whole numbers that round to 10 as the nearest 10.

5, 6, 7, 8, 9, 11, 12, 13 and 14.

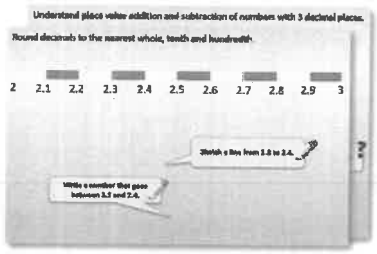
Have you written the same number of answers in (a) and (b)? *You should have!* In each case there are 9 numbers. Some children may miss 45 or 5 which round up to 50 and 10 respectively, some may include 55 and 15 which would round up to 60 and 20 not round down.

© Hamilton Trust

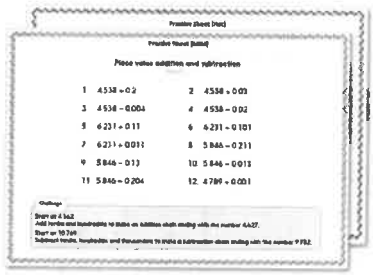
# Year 2: Week 4, Day 3
## Round prices to nearest 10p

**Each day covers one maths topic. It should take you about 1 hour or just a little more.**

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

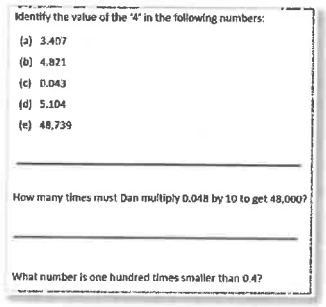



2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



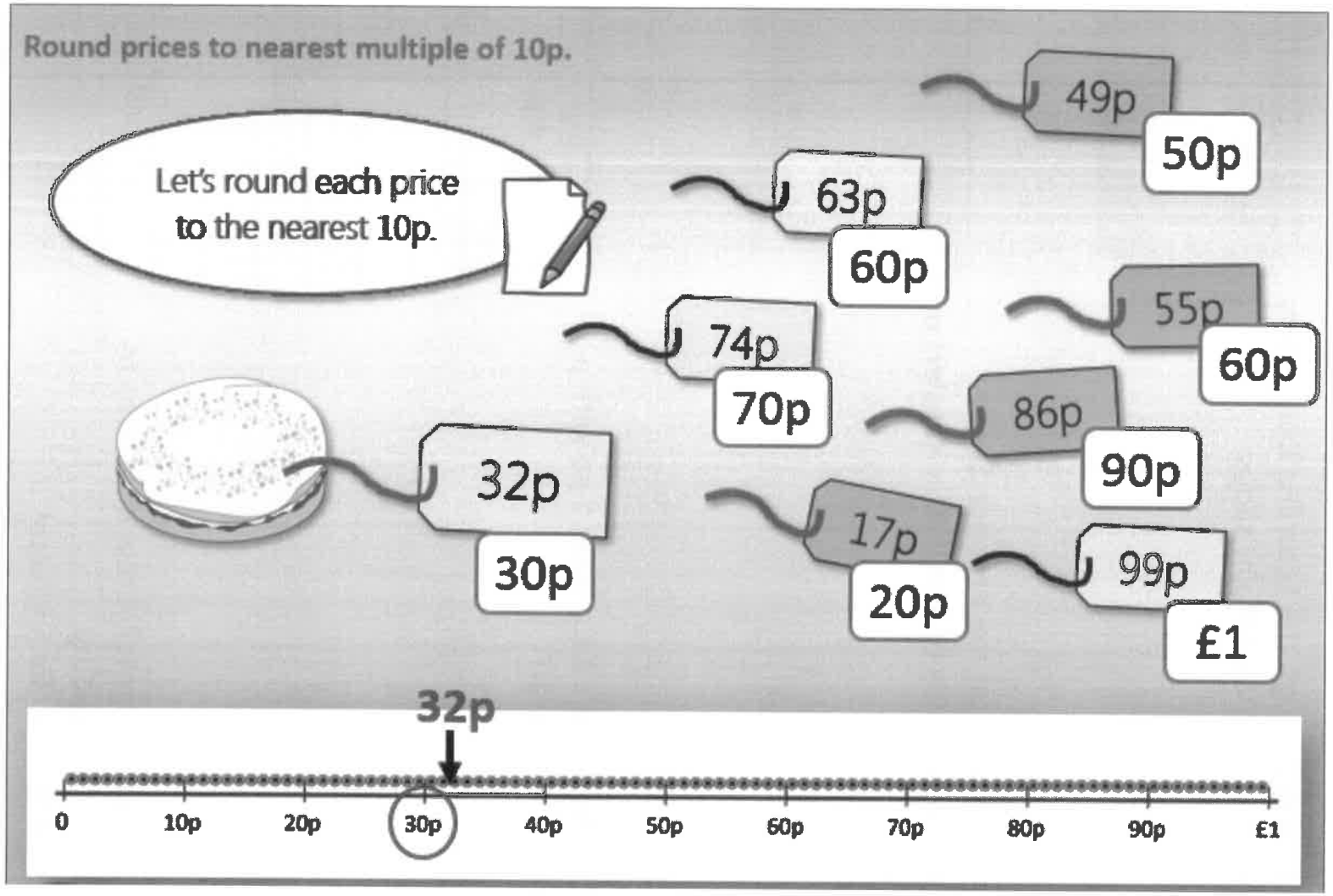

3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!




© Hamilton Trust

# Learning Reminders

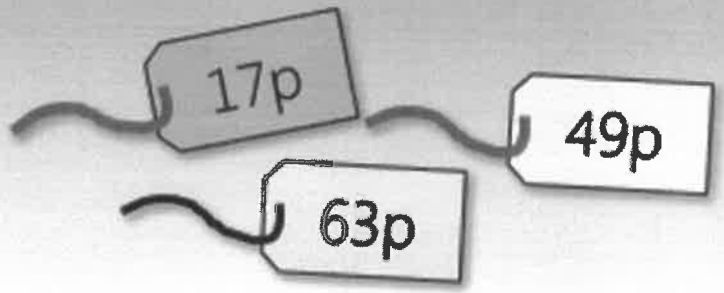



© Hamilton Trust

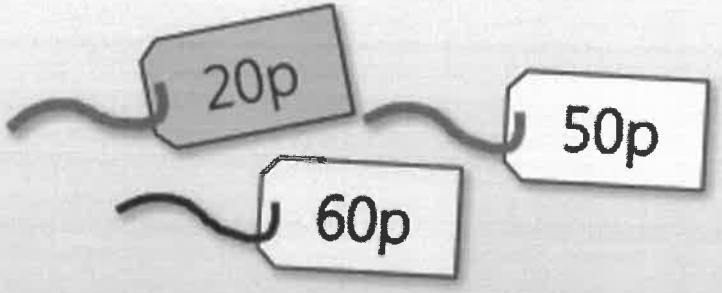
# Learning Reminders

Round prices to nearest multiple of 10p.

If we want to add these prices quickly, to know roughly how much they will be in total, it is much easier to round them first.




Add, 20p, 60p and 50p to estimate the total...




60p + 50p + 20p = 130p
= £1.30

© Hamilton Trust

# Practice Sheet Mild
## Rounding practice

What multiple of 10p would you round each price to?

**Book shop**

33p

14p

56p

32p

29p

45p

**Supermarket**

53p

44p

58p

72p

99p

65p

81p

55p

97p

**Challenge**

Three items cost 24p, 13p and 34p. Round them each to the nearest 10p then add the rounded numbers.
What is the difference between the total of the rounded prices and the total of the actual prices?

© Hamilton Trust

# Practice Sheet Hot
## Rounding practice

Write two prices between each pair of multiples of 10p, one which will round down and one which will round up.

1. 20p and 30p

2. 80p and 90p

3. 40p and 50p

4. 10p and 20p

5. 60p and 70p

Round and add these prices to estimate a total:

6. 18p + 42p + 23p

7. 51p + 32p + 29p

8. 77p + 11p + 36p

9. 25p + 35p + 45p

10. 29p + 66p + 14p

Which of these do you think was the least accurate estimate? Why?

**Challenge**

1. I am a price which rounds up to 50p. My digits add up to 10. What am I?
2. I am a price which rounds down to 30p. My digits add up to 6. What am I?
3. Write your own 'What am I? puzzles for an adult to solve.

© Hamilton Trust

# Practice Sheet Answers

## Rounding practice (Mild)

**Book shop**

33p rounds to 30p
14p rounds to 10p
56p rounds to 60p
32p rounds to 30p
29p rounds to 30p
45p rounds to 50p

**Supermarket**
53p rounds to 50p
44p rounds to 40p
58p rounds to 60p
72p rounds to 70p
99p rounds to £1
65p rounds to 70p
81p rounds to 80p
55p rounds to 60p
97p rounds to £1

**Challenge**

Three items cost 24p, 13p and 34p. Round them each to the nearest 10p then add the rounded numbers.
20p + 10p + 30p = 60p
What is the difference between the total of the rounded prices and the total of the actual prices? 24p + 13p + 34p = 71p The difference is 71p - 60p = 11p

## Rounding practice (Hot)

1. One from 21p, 22p, 23p and 24p to round down.
   One from 25p, 26p, 27p, 28p, 29p to round up.
2. One from 81p, 82p, 83p and 84p to round down.
   One from 85p, 86p, 87p, 88p, 89p to round up.
3. One from 41p, 42p, 43p and 44p to round down.
   One from 45p, 46p, 47p, 48p, 49p to round up.
4. One from 11p, 12p, 13p and 14p to round down.
   One from 15p, 16p, 17p, 18p, 19p to round up.
5. One from 61p, 62p, 63p and 64p to round down.
   One from 65p, 66p, 67p, 68p, 69p to round up.

6. 18p + 42p + 23p — 20p + 40p + 20p = 80p
7. 51p + 32p + 29p — 50p + 30p + 30p = 110p = £1.10
8. 77p + 11p + 36p — 70p + 10p + 40p = 120p = £1.20
9. 25p + 35p + 45p — 30p + 40p + 50p = 120p = £1.20
10. 29p + 66p + 14p — 30p + 70p + 10p = 110p = £1.10

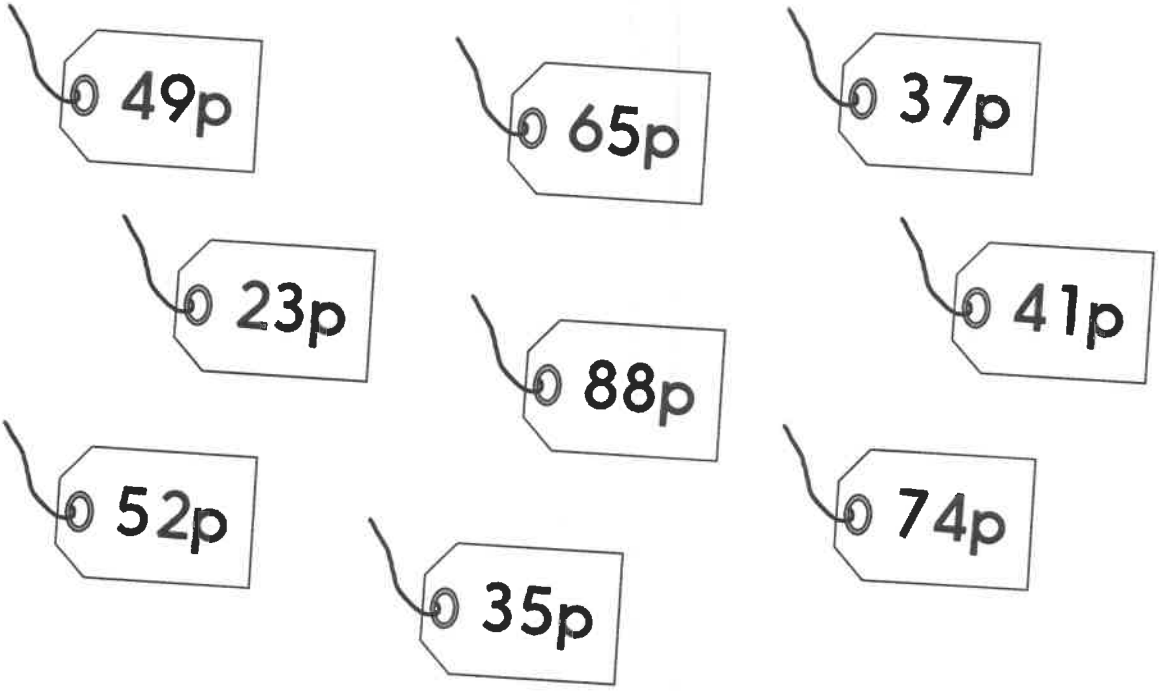
**Challenge**

I am a price which rounds up to 50p. My digits add up to 10. What am I? 46p

I am a price which rounds down to 30p. My digits add up to 6. What am I? 33p

© Hamilton Trust

# A Bit Stuck?
# Money Tags




**What to do:**

- Choose a price to mark on the penny line.

- Ask an adult to check it. If correct you score 5 points.
  If you mark a price between 30p and 50p, you score 10 bonus points!
- Repeat for at least seven more prices.

***S-t-r-e-t-c-h:***
Which of your prices are closer to 50p than any other multiple of 10p?

**Learning outcomes:**

- I can round 2-digit money amounts to the nearest 10p.

49p 23p 65p 52p 88p 37p 41p 74p 35p

© Hamilton Trust

# Check your understanding:
## *Questions*

1. Write three prices between 40p and 50p which round **up** to 50p.

2. Write three prices between 40p and 50p which round **down** to 40p.

3. Round each of these prices to the nearest multiple of 10p. 36p 23p 42p
   Add your answers to estimate the total.

4. Write two prices that when rounded to the nearest 10p have a total of 50p.

Fold here to hide answers:

# Check your understanding:
## *Answers*

1. Write three prices between 40p and 50p which round **up** to 50p. Any three prices from 45p, 46p, 47p, 48p and 49p.

2. Write three prices between 40p and 50p which round **down** to 40p. Any three prices from 41p, 42p, 43 and 44p.

3. Round each price to the nearest multiple of 10p. Add your answer to estimate the total. 36p 23p 12p 40p + 20p + 10p = 70p

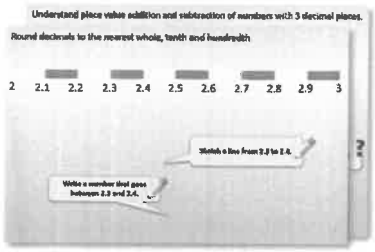
4. Write two prices that when rounded to the nearest 10p would have a total of 50p.
   Any two prices whose rounded multiples of 10p add to 50p, e.g. 23p and 26p.

© Hamilton Trust

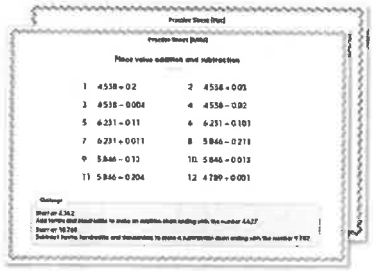
# Year 2: Week 4, Day 4
## Measure using decimetres

**Each day covers one maths topic. It should take you about 1 hour or just a little more.**

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

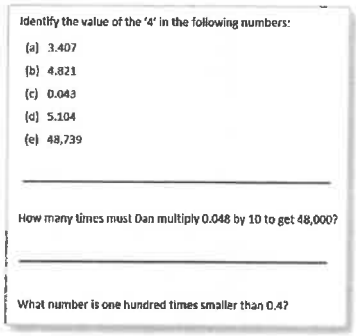



2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



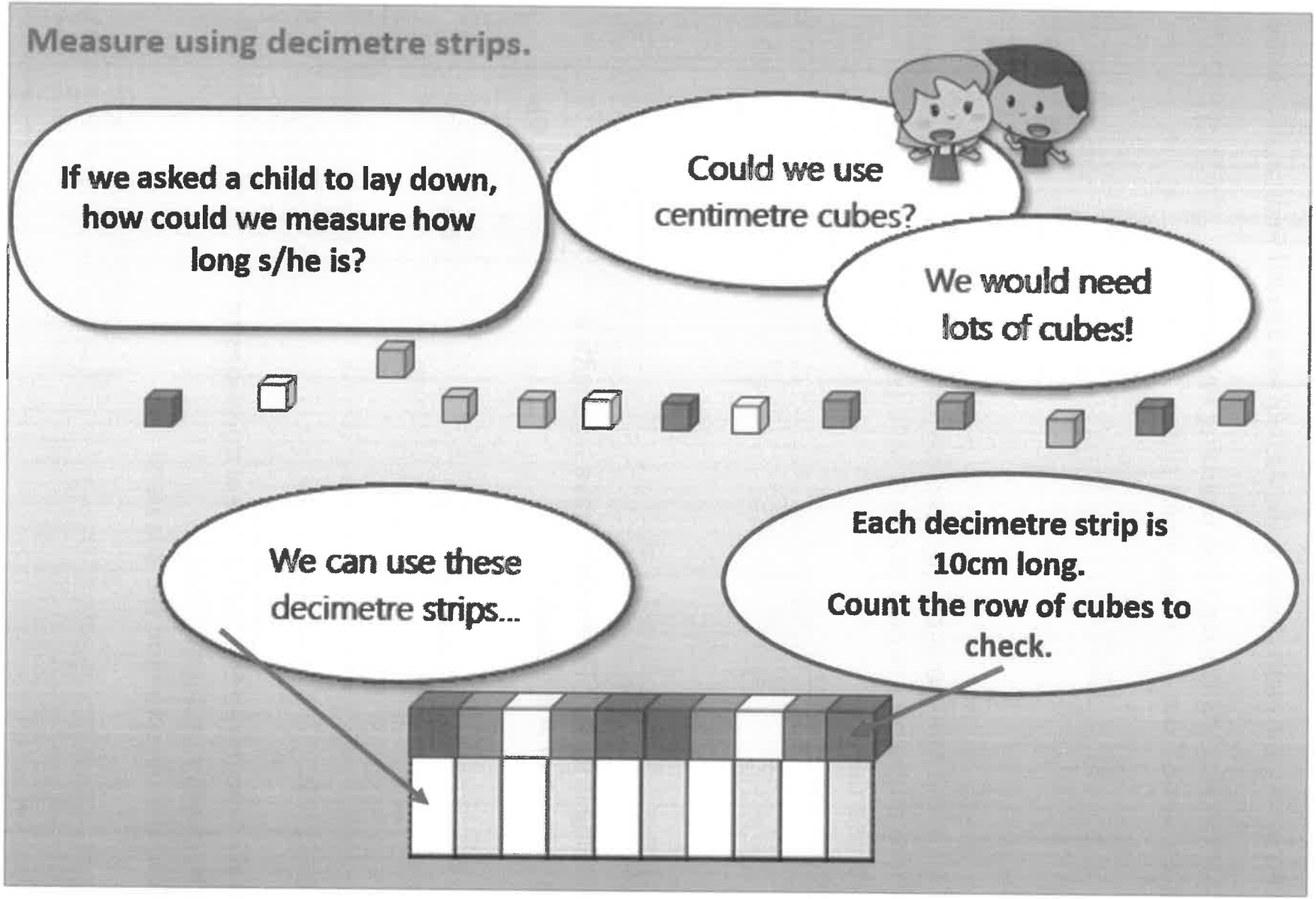

3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



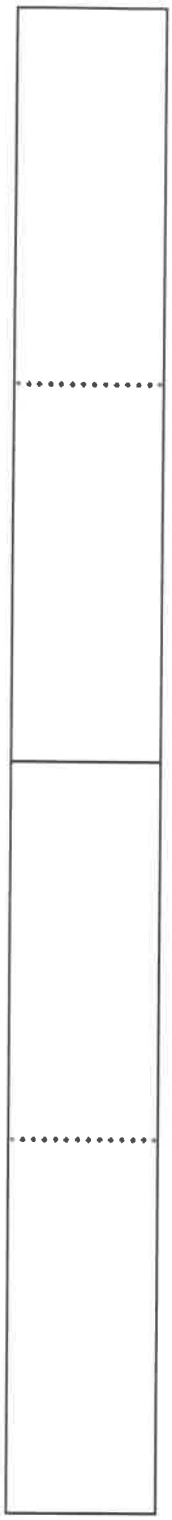

© Hamilton Trust

# Learning Reminders




© Hamilton Trust

# Practice Sheet Mild
## Measures practice



*Decimetre strip*

Use your decimetre strip to measure these straight lines in your home:

the long side of a table ☐ decimetres

the short side of a table ☐ decimetres

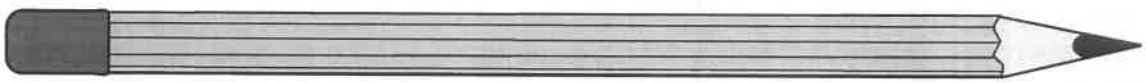
the height of the tallest book on the shelf ☐ decimetres

the width of a window ☐ decimetres

the height of a door ☐ decimetres

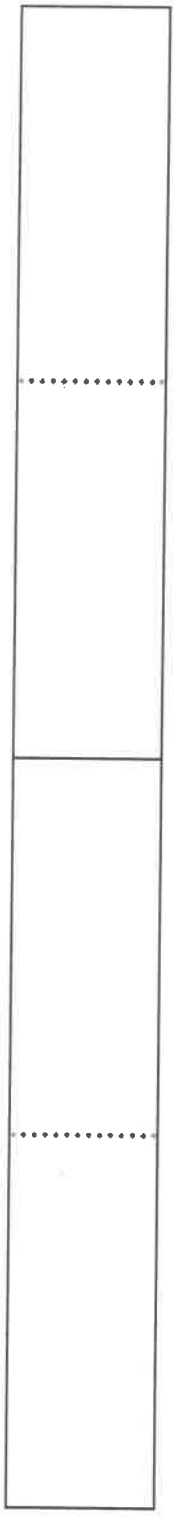
the diagonal of a computer screen ☐ decimetres

the length of this pencil ☐ decimetres



© Hamilton Trust

# Practice Sheet Hot
# Length

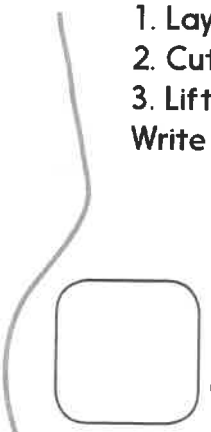


*Decimetre strip*

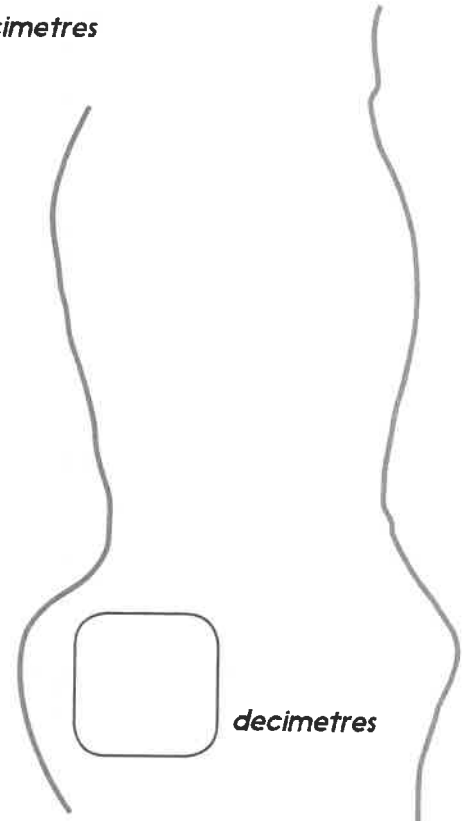
Measuring lines that aren't straight is tricky!
Here's how you can do it...

1. Lay damp string carefully along the squiggle.
2. Cut it to length so it is the same as the squiggle.
3. Lift it off and lay it straight against the decimetre strip.

Write the length of each squiggle.



*decimetres*



*decimetres*

*decimetres*

**Challenge**

Create a squiggle drawing of your own. Measure it accurately using the damp string. How many decimetres long is it? Can you draw a squiggle that you estimate to be 5dm long? Now measure it to check...

© Hamilton Trust

# Practice Sheet Answers

## Measures practice (Mild)

Pencil = 1½ dm

Length (Hot)

Green squiggle – 2 dm
Pink squiggle – 1 dm
Orange squiggle – 1½ dm

© Hamilton Trust

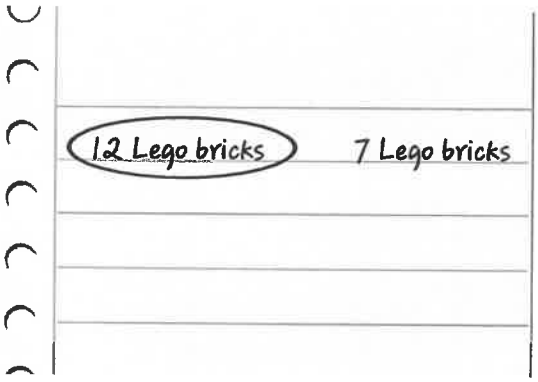
# A Bit Stuck?
# Teddy long legs

*Work in pairs*

**Things you will need:**
- Teddies
- Lego bricks
- A pencil

**What to do:**

- Take two teddies.
  Which do you think has longer legs?
  Which do you think has shorter legs?
- Use Lego bricks to measure the teddies' legs.
- Write the two numbers of Lego bricks.
  Ring the bigger number.
- Put the teddies back.
  Take two different teddies.
  Measure their legs using Lego bricks.
  Write down the two numbers.
  Ring the bigger number.
- Repeat with another pair of teddies.




***S-t-r-e-t-c-h:***

Write all the leg lengths in order, from shortest to longest.
Did the tallest teddy have the longest legs?
Did the shortest teddy have the shortest legs?

**Learning outcomes:**
- I can compare heights and lengths.
- I can measure heights and lengths using Lego bricks.
- I can use words like shorter, taller and longer.
- I am beginning to compare more than two heights or lengths.

© Hamilton Trust

# Check your understanding:
## *Questions*

Draw a non-straight line you estimate at about 40cm in length. Lay a piece of damp string along it. Straighten the string. How many decimetres long is it?

---

Estimate how long each of these creatures is in cm, nose to tip of tail.

- a mouse
- a worm
- a gold fish in a bowl

Discuss how you can check your estimates (without harming the goldfish!). Access the internet to find out...

---

Measure a matchstick in cm.
How long would ten of these matches be if they are laid end to end?
How many decimetres is this?

Fold here to hide answers:

# Check your understanding:
## *Answers*

Draw a non-straight line you estimate at about 40cm in length. Lay a piece of damp string along it. Straighten the string. How many decimetres long is it? ~4 decimetres (since 10cm = 1dm).

---

Estimate how long each of these creatures is in cm, nose to tip of tail.

- a mouse around 8 to 10cm, some species longer.
- a worm can be up to 36cm!
- a gold fish in a bowl around 10cm

---

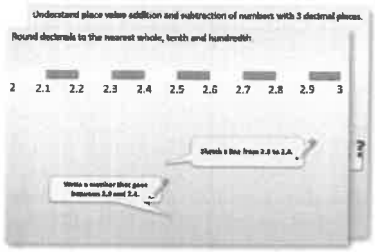
Measure a matchstick in cm. They vary, with smaller ones around 4cm (to nearest cm).
How long would ten of these matches be if they are laid end to end? ~40cm.
How many decimetres is this? ~4dm.

© Hamilton Trust

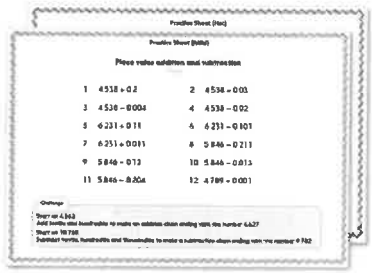
# Year 2: Week 4, Day 5
## Measuring using centimetres

**Each day covers one maths topic. It should take you about 1 hour or just a little more.**

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.




2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.




3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

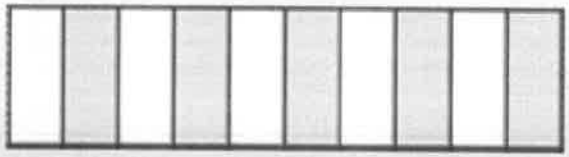
4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

© Hamilton Trust

# Learning Reminders

## Measure using centimetres.

This is a decimetre strip ...



It is divided into 10. Each section is 1 centimetre so it is 10 centimetres long.

One centimetre is about one finger wide!

**A centimetre is a very small unit and is useful for measuring smaller things. It is used to measure things by people all over the world. It is always the same!**

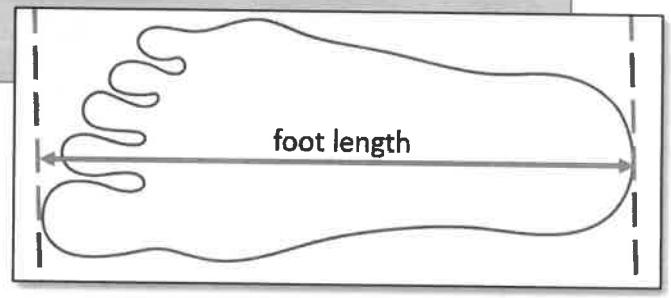
© Hamilton Trust

# Learning Reminders

## Measure using centimetres.

Draw round your foot. Look at the outline. Estimate how many centimetres long you think your foot is.

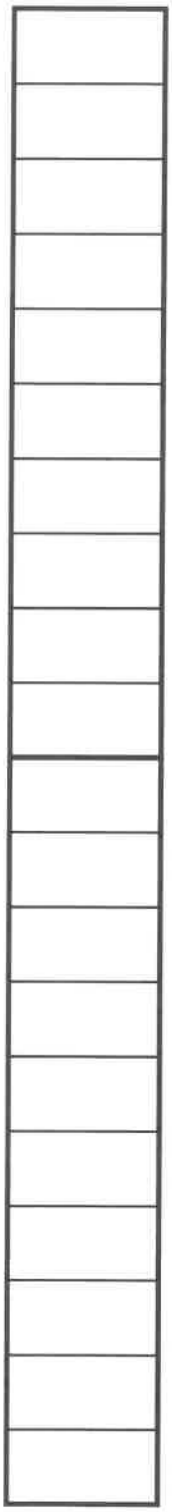
Measure the length of your foot to the nearest whole centimetre.




© Hamilton Trust

# Practice Sheet Mild

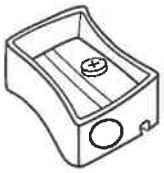
## Measures practice



Find each of these things in turn.
Place each one beside the measuring strip and say how many centimetres long each object is.
Write its length in centimetres.

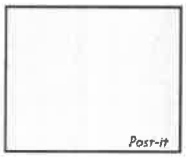
cm

cm



cm

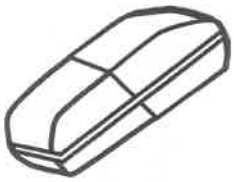
cm




cm

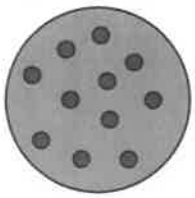
cm

cm



cm

cm



cm

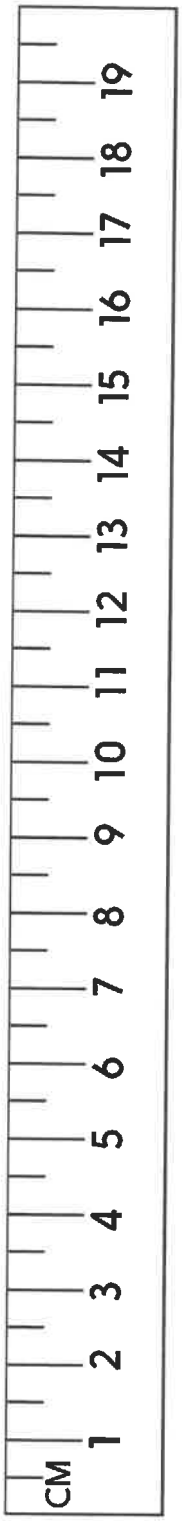
**Challenge**

Lay two pencils end to end. How many centimetres long are they in total?
How can you find out?

© Hamilton Trust

# Practice Sheet Hot

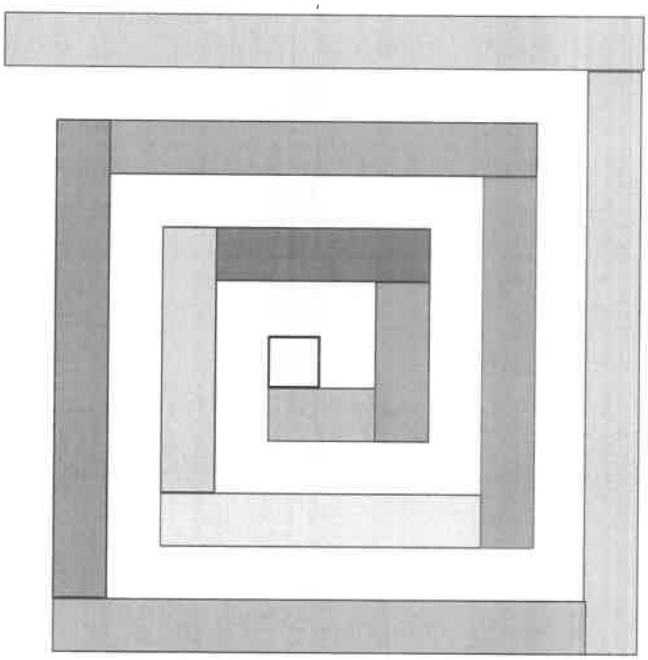
## Measures practice




**Things you will need:**
- Strips of paper 1cm wide
- Scissors
- Glue

**What to do:**

- Take a strip of paper.
- Hold it along the ruler.
- Cut it so it is 12 centimetres long.
- Stick it along the top of your page (in the middle, rather than to the left or right). It makes the start of your spiral.
- Take a new strip of paper.
- Cut it so it is 11 centimetres long.
- Stick it down from the first strip as shown. It is the 2nd piece of your spiral.
- Keep going like this.
- The last piece is 1cm long!



**Challenge**

Make your spiral bigger by adding a piece 13cm long, and another piece 14cm long, etc. How big can it be, so it still fits on the page?

© Hamilton Trust

# A Bit Stuck?
## Snake families

*Work in pairs*

**Things you will need:**
- Snake
- Lego bricks
- A pencil

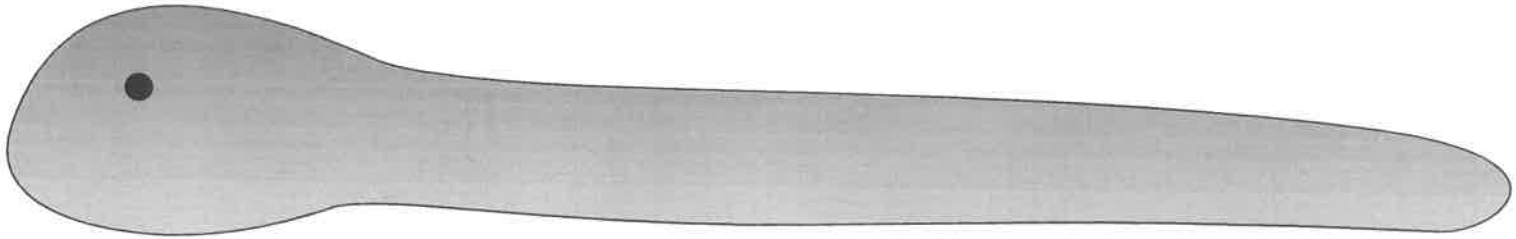
**What to do:**

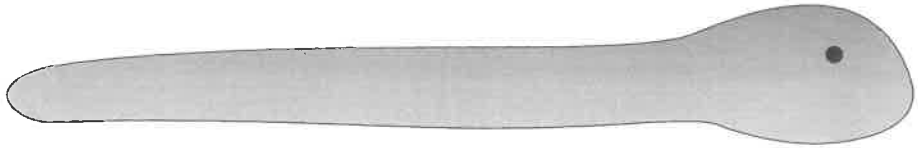
- Use Lego bricks to measure the lengths of all the snakes.
  Write the numbers of cubes on each snake.
- Choose three snakes to make a family.
  Put them in order of length.
  Write the three numbers in order, smallest first.
- Repeat with a new family of three snakes.

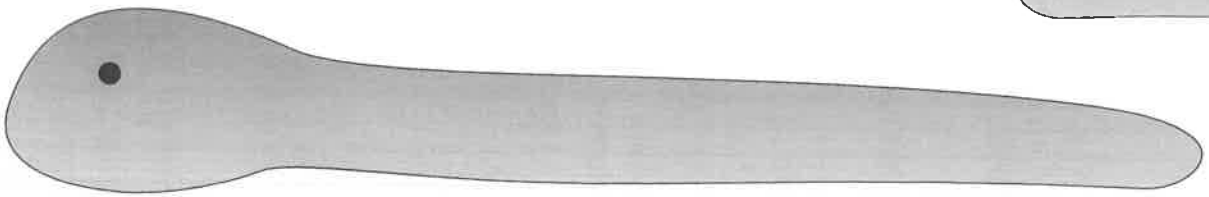
**Learning outcomes:**
- I can use cubes to measure lengths.
- I can order three numbers up to 10.

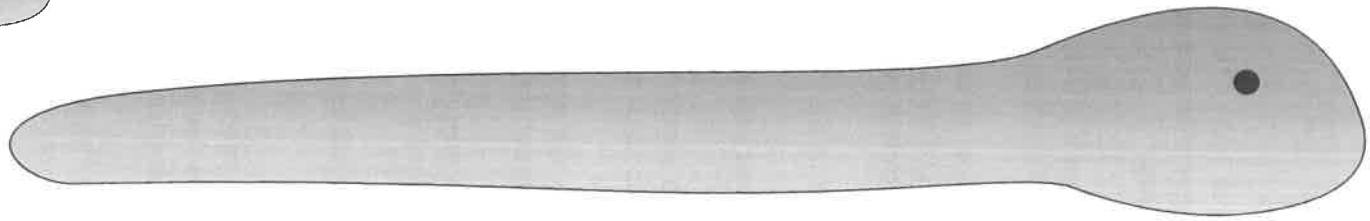
© Hamilton Trust

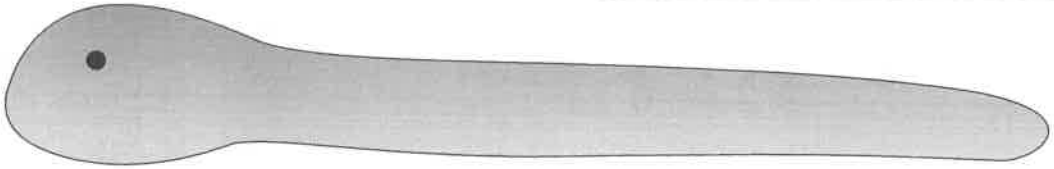
# A Bit Stuck?
## Snake families





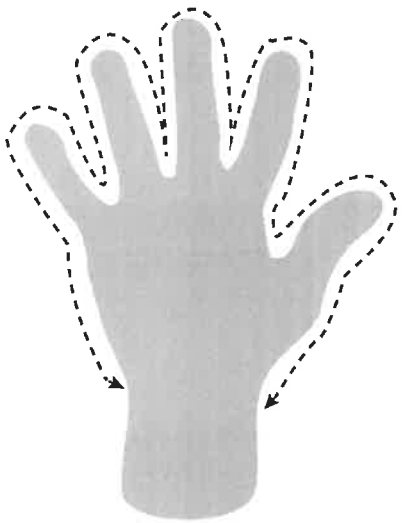






© Hamilton Trust

# Investigation
# Fanned fingers



1. Place your hands flat on the table with your fingers fanned out, as wide as they can spread.

2. Look at each other's hands and compare. Whose looks bigger?

3. Measure the distance around your fanned fingers from the wrist under your thumb to the wrist below your little finger.

   You need to be VERY accurate.

4. Discuss how you will do this:

   - Will you use damp string? Is this accurate enough?
   - Will you use drawing round? Is this accurate?
   - Will you draw one finger at a time? How could you do this?
   - Will you use another, better method?

| name | distance |
|---|---|
| Sophie | 34cm |
| | |
| | |
| | |

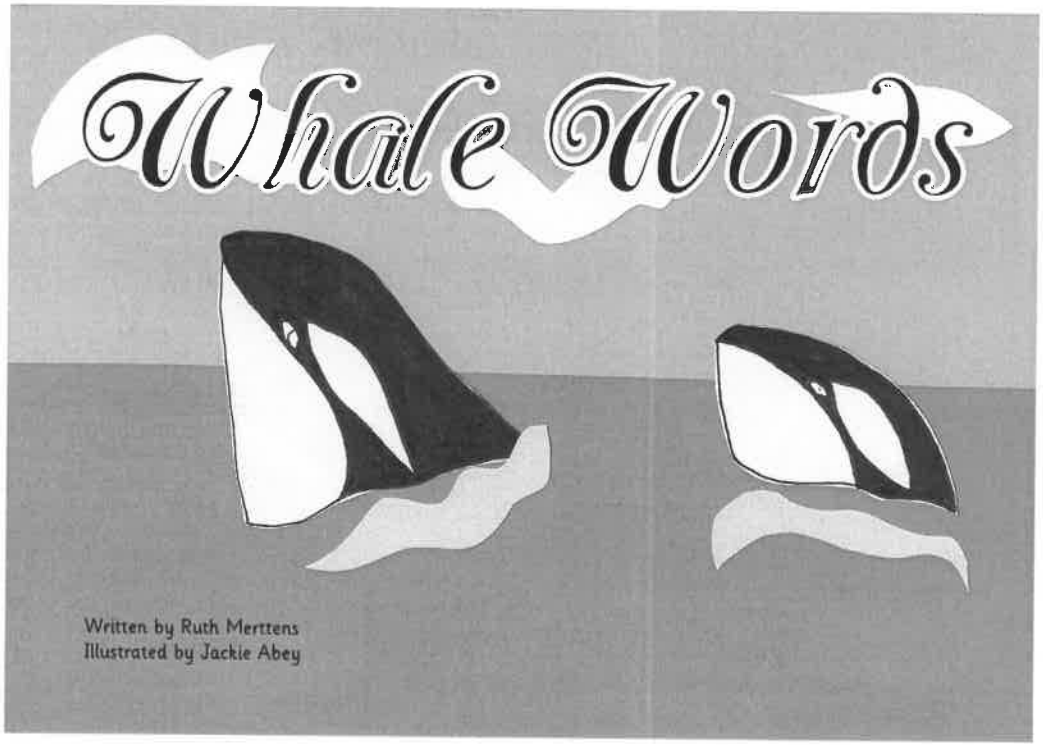
5. Write the measurement round each hand in centimetres, to the nearest half centimetre.

6. Compare the total distances with your estimates as to whose hand was biggest? Were you correct?

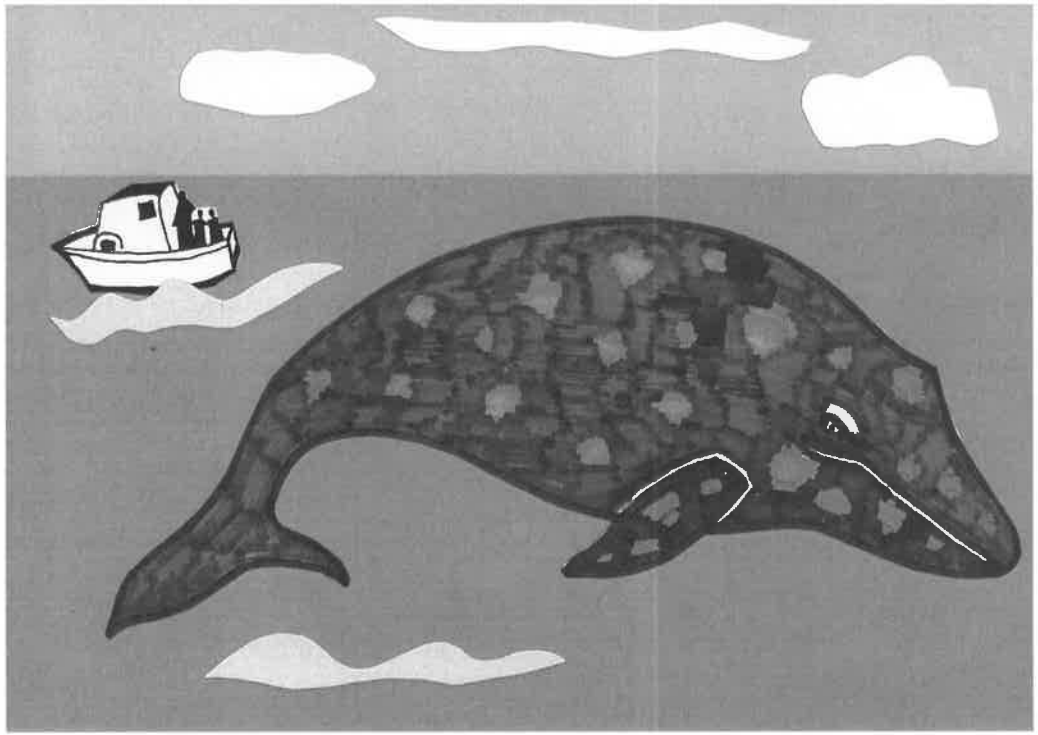
## Challenge

Could you have measured more accurately? What were the problems with the way you chose to do this?

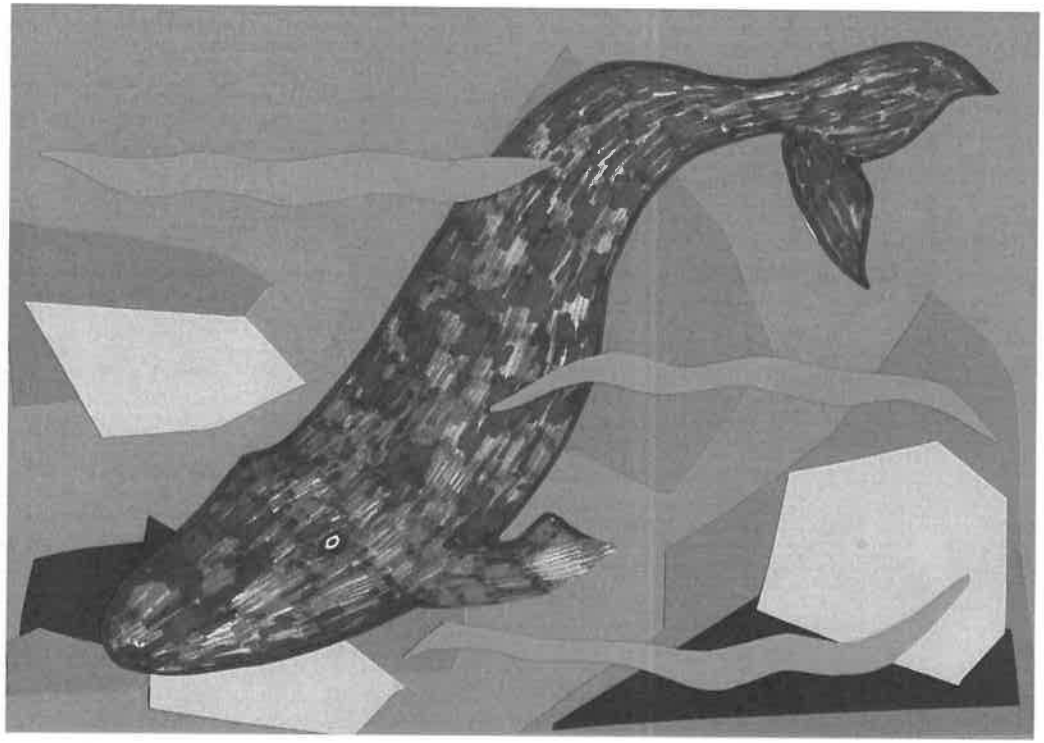
© Hamilton Trust



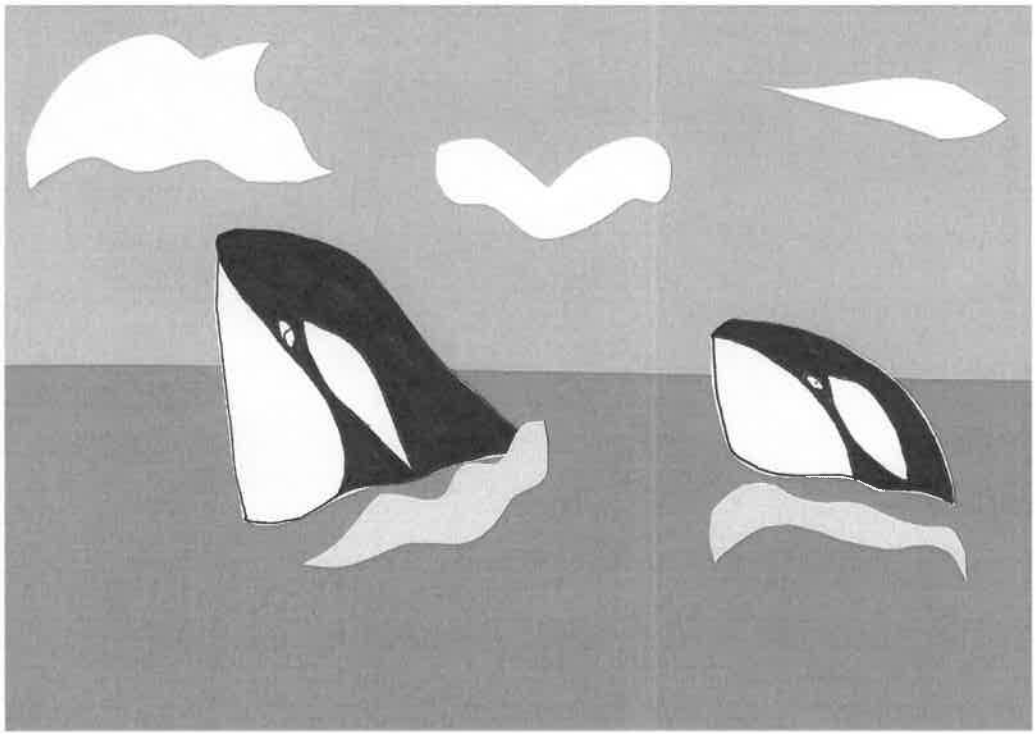

# Big...
# Enormous....
# Massive!

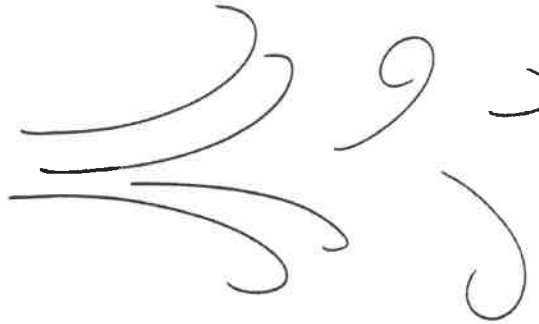


Under water

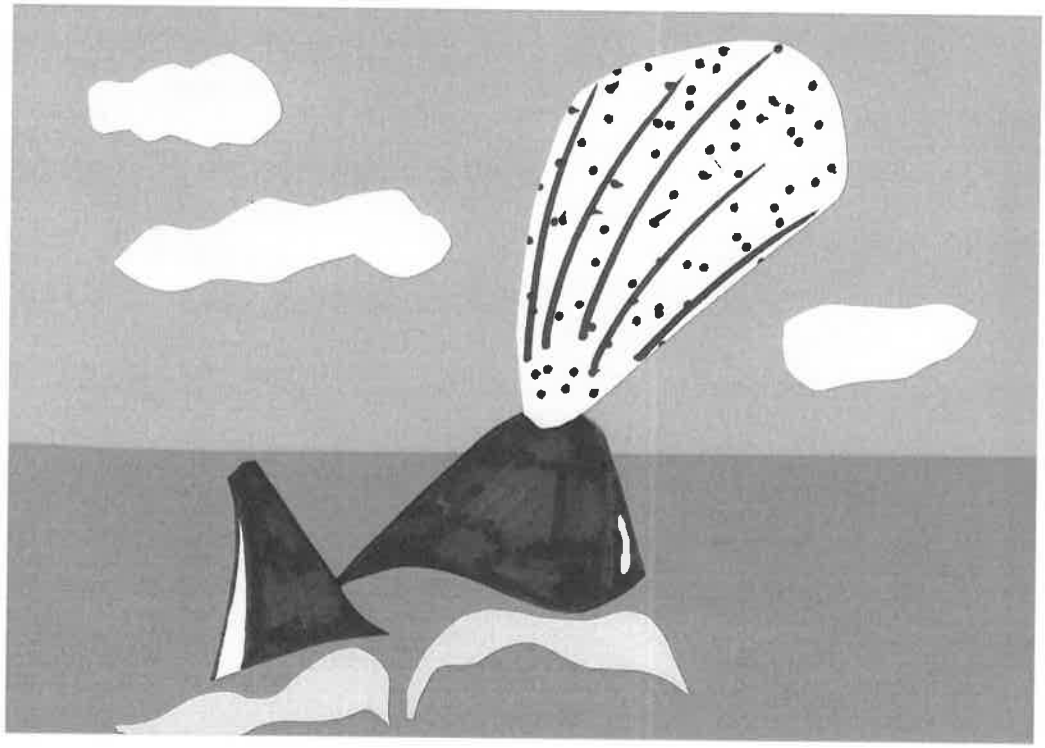


# Up for air!

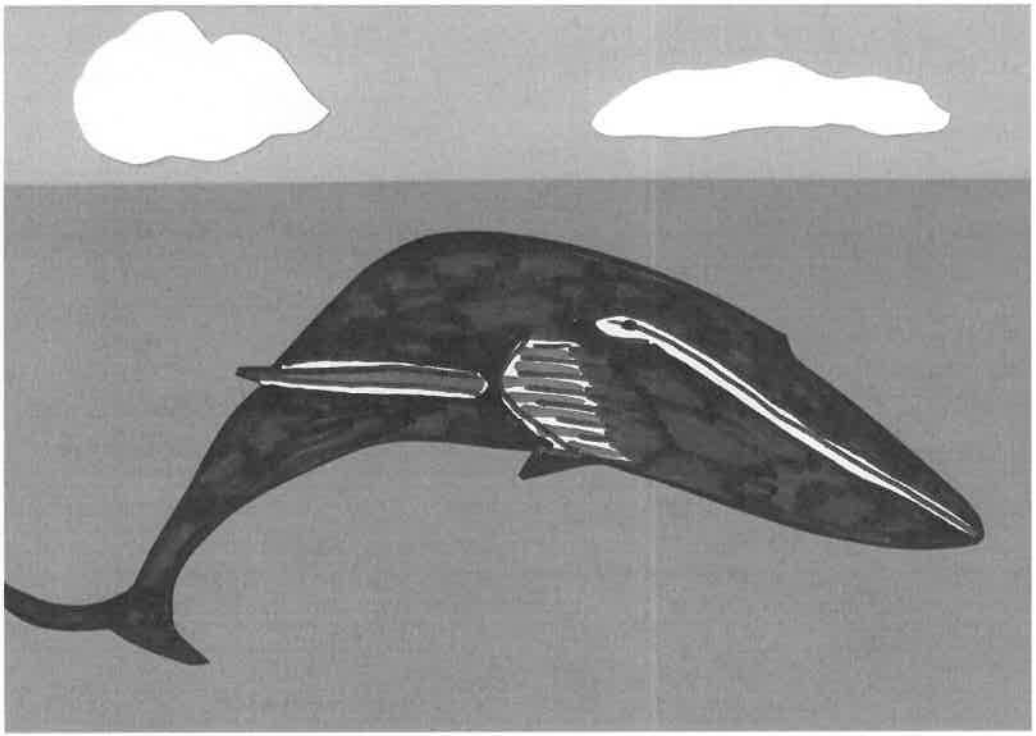




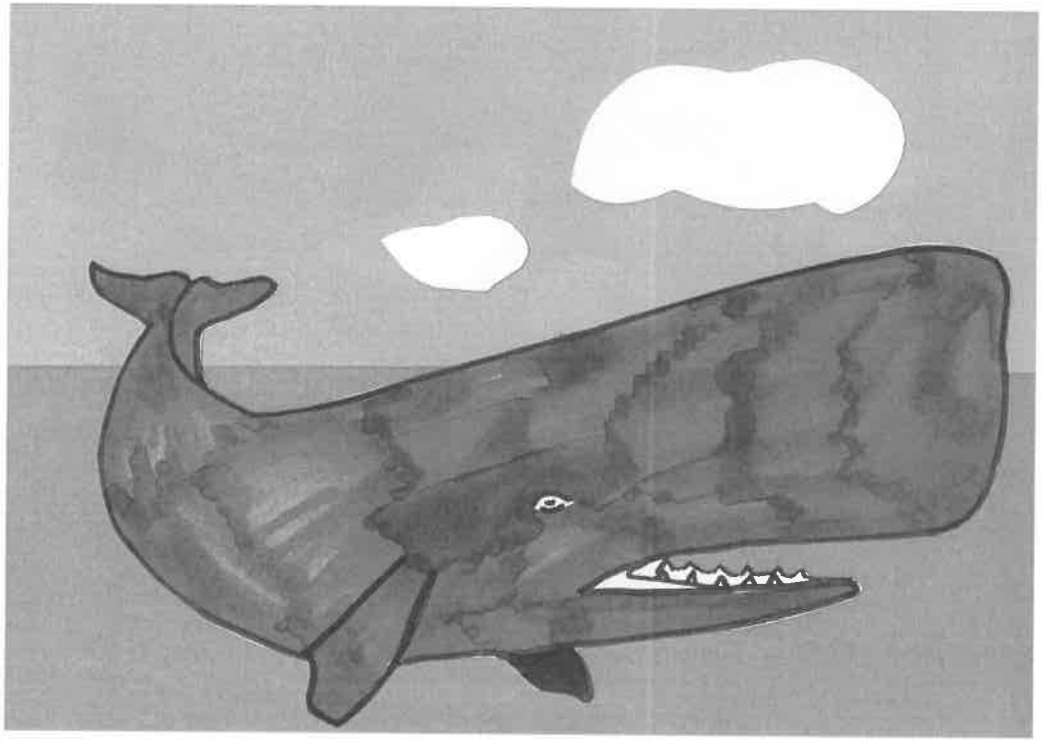
Blowing



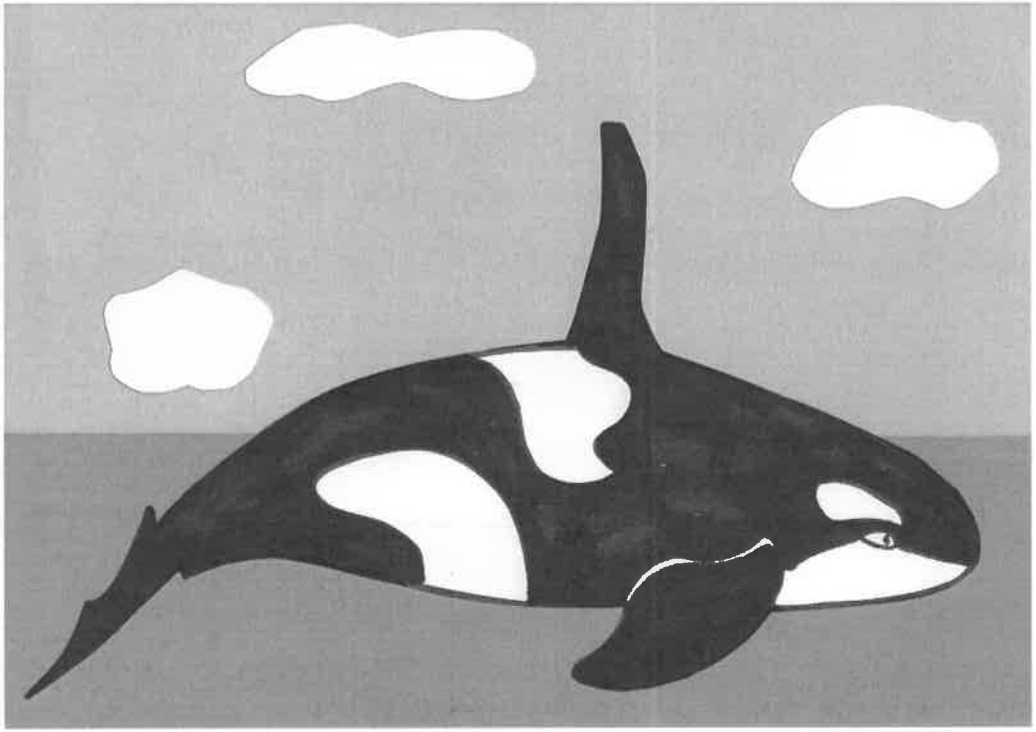
# BLUE WHALE



# SPERM WHALE

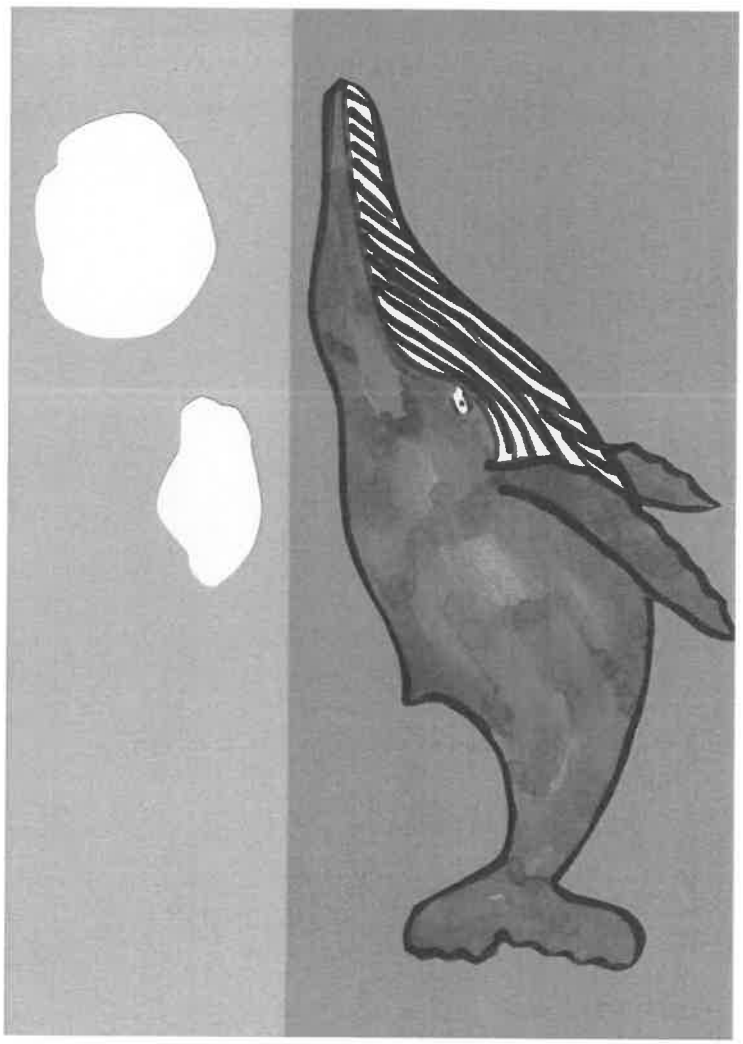


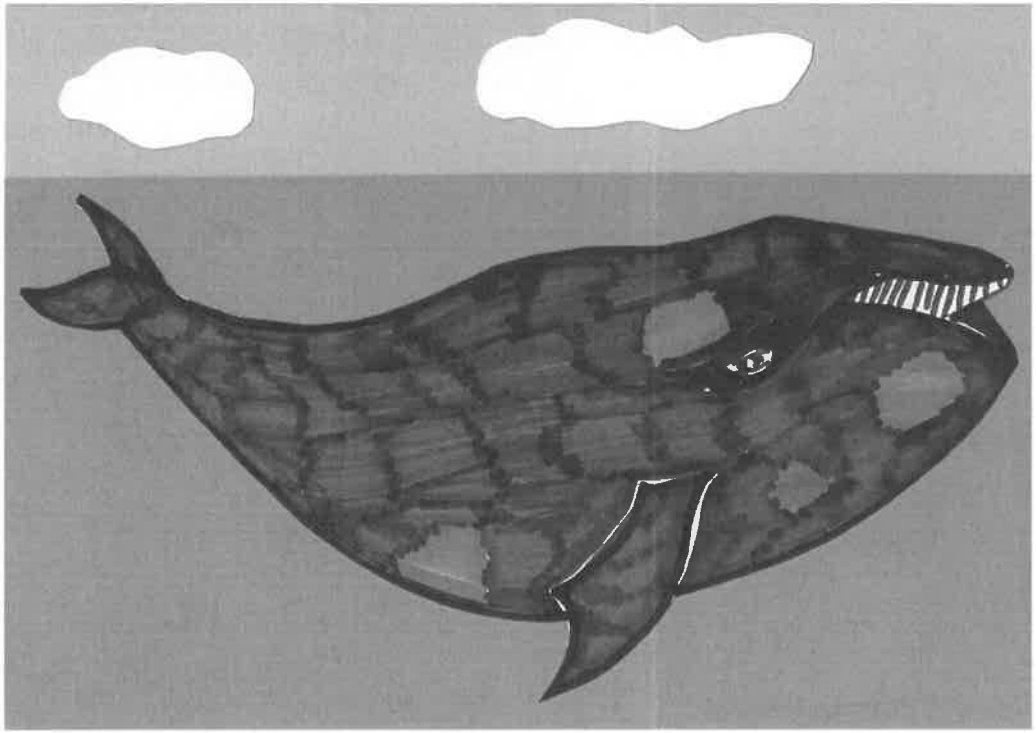
# Killer Whale



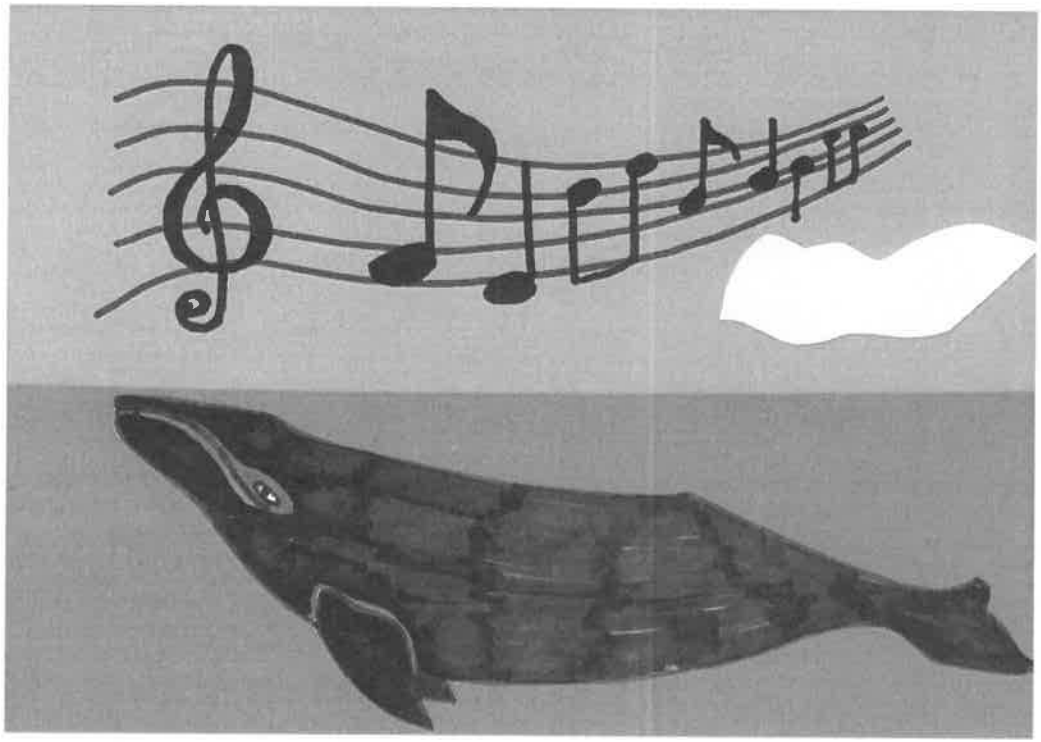
Humpback Whale

# Right Whale

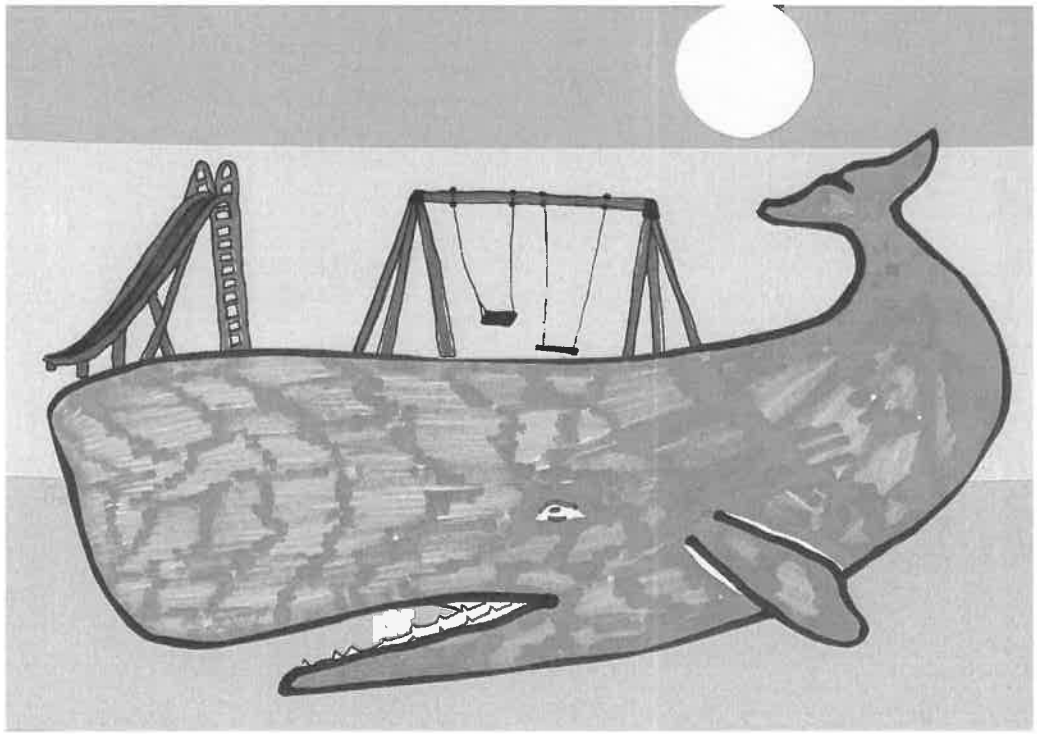




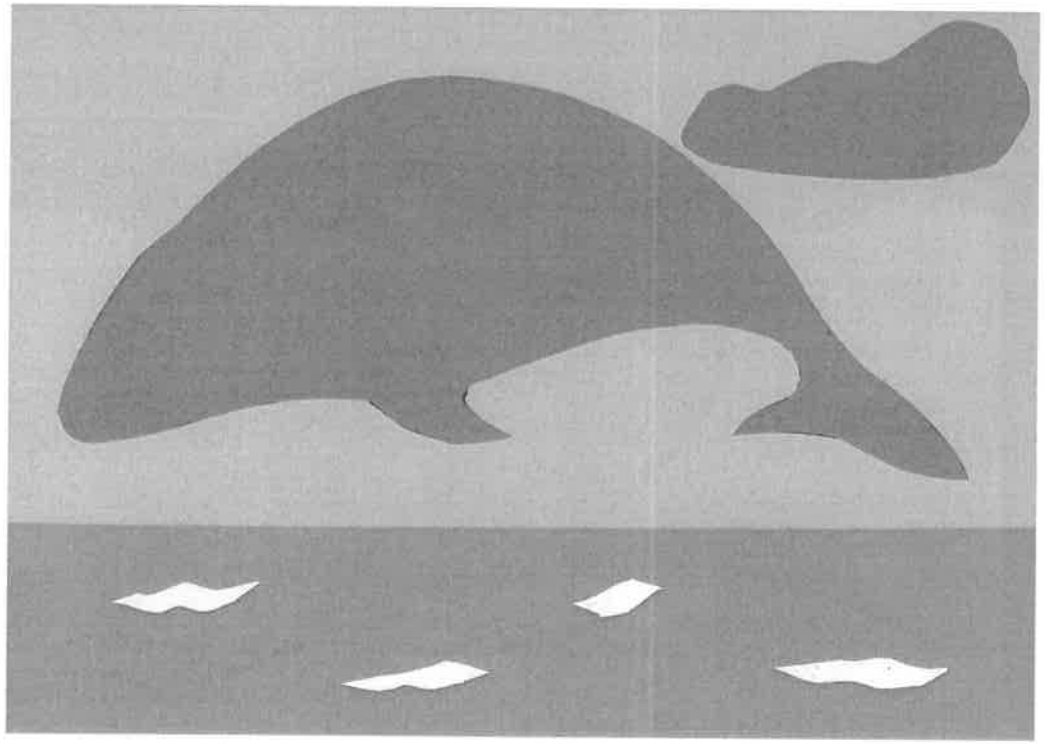
Singing to find mates



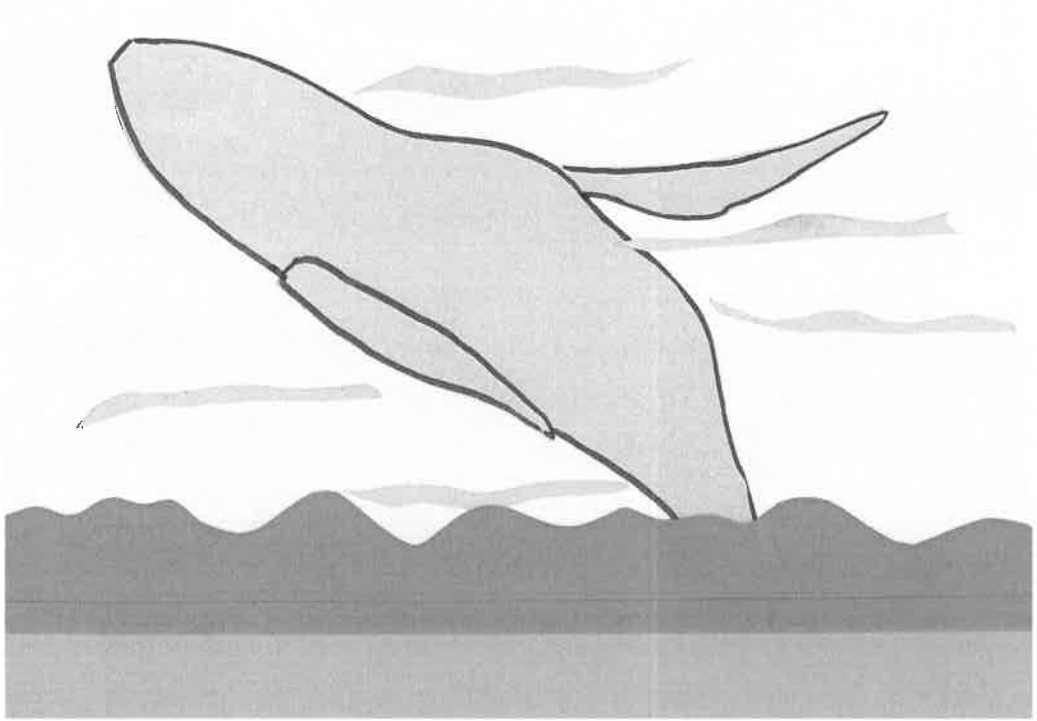
# Grey as a playground



Grey as a rain cloud



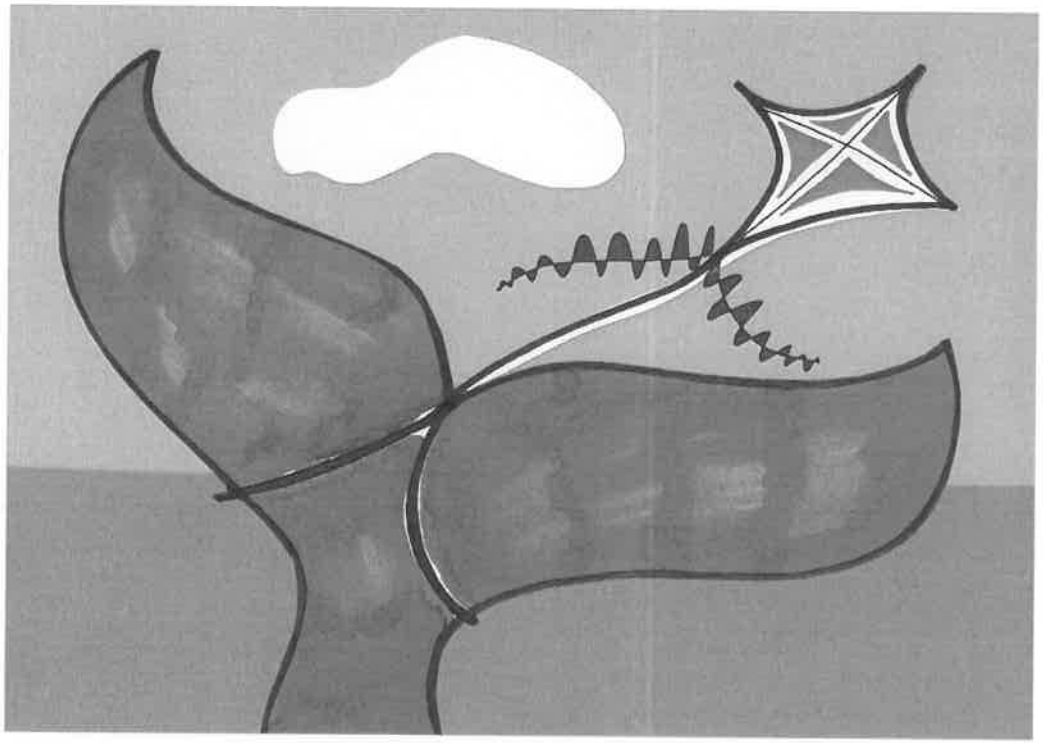
Grey
as a
sad
day



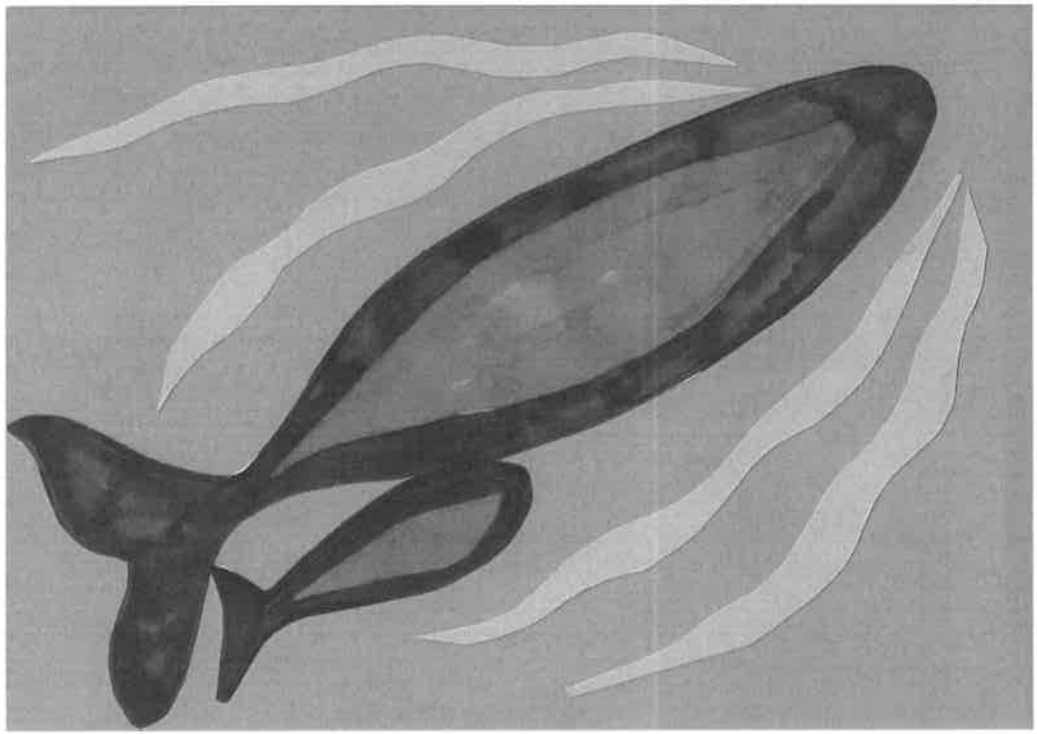
# Big as a supermarket

Long as a train

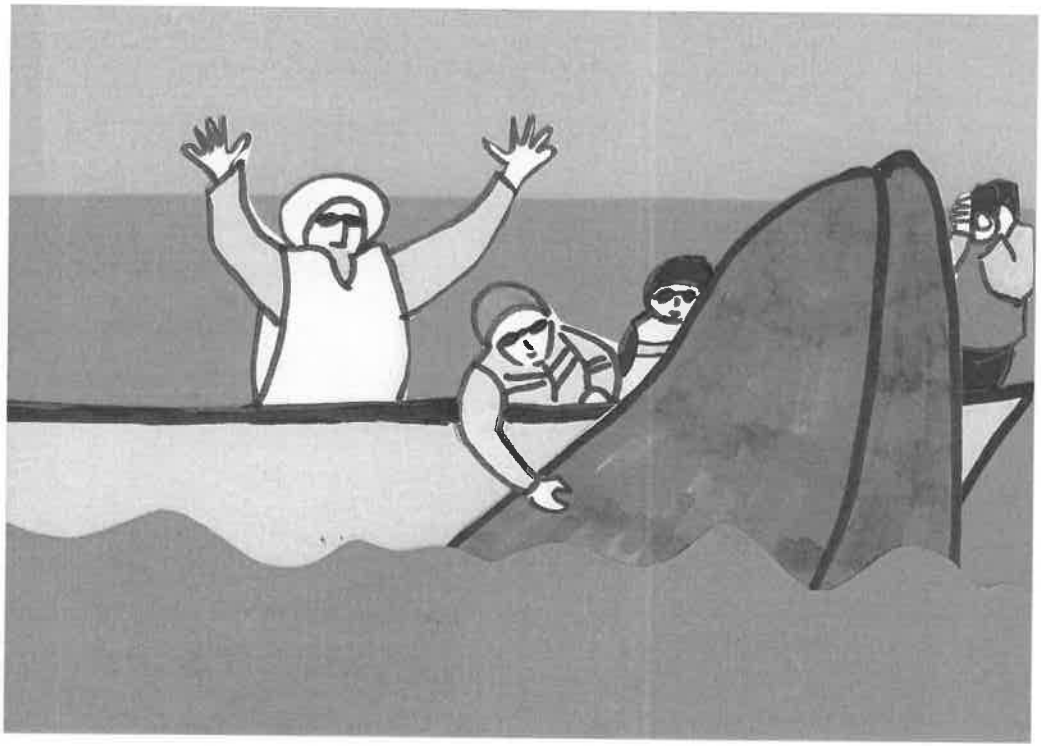
Tail
like a
kite



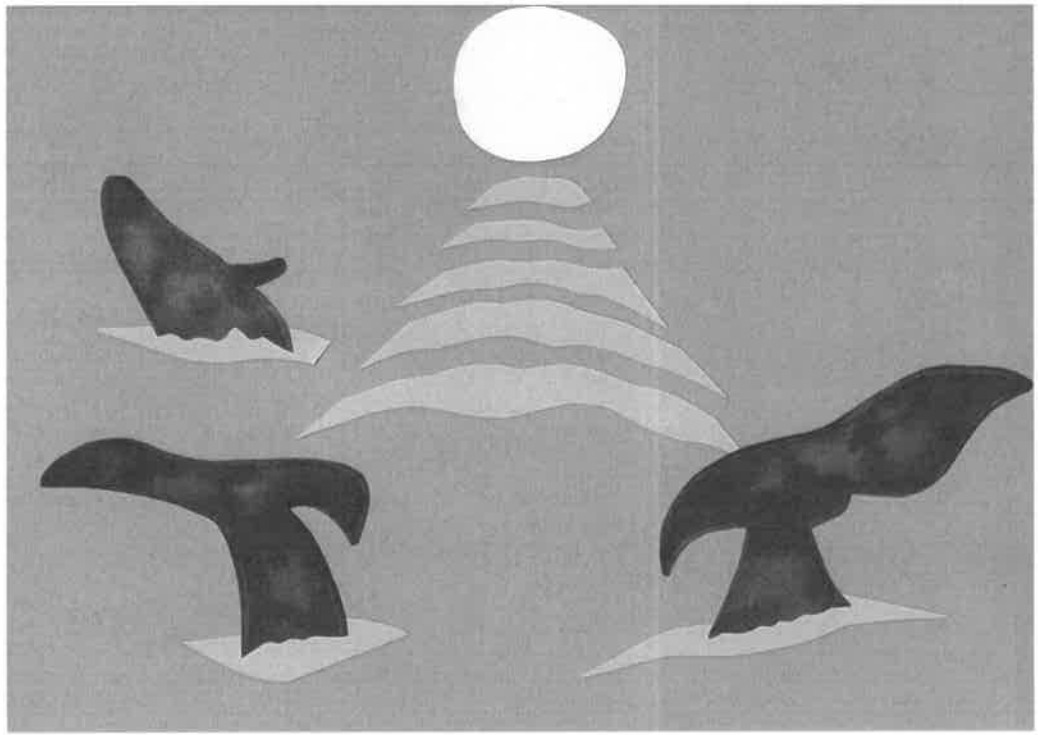
# Baby alongside



# WHALES TO BE SEEN



Whales hidden



Whales...

# WOW!

## Code-Breakers

Extended Texts ~ Book 2

©2015 William Rowan Hamilton Trust www.hamilton-trust.org.uk
Registered Charity no. 1150524.

| Sounds and Letters |
|---|
| /c/ as c, /t/ as t, /a/ as a |
| /d/ as d, /g/ as g, /o/ as o |
| /m/ as m, /n/ as n |
| /i/ as i, /s/ as s and ss |
| /u/ as u, /r/ as r |
| /h/ as h, /l/ as l and ll |
| /e/ as e, /b/ as b |
| /f/ as f and ff, /sh/ as sh |
| /p/ as p, /c/ as k and ck |
| /ee/ as y, /p/ as pp (+ mm, dd, rr, nn) |
| /ee/ as ee, ea, e |
| /w/ as w and wh*, /ch/ as ch |
| /th/ as th, /ng/ as ng |
| /tthh/ as th, /v/ as v and ve |
| /oo/ as oo, u and oul |
| /j/ as j, /ar/ as ar and a* |
| /ou/ as ou, ow and ough |
| /or/ as or, ore, aw and a |
| /ay/ as ay, a-e, ai |

# What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

**1. It's reading time!**

Read the information sheet on *Adjectives* and then read the Hamilton Group Reader, *Whale Words.*

- What adjectives were in the text? *Big, massive, grey, blue*, etc.
- Pick any one of the whales in the story and describe it on *My Chosen Whale*.

**2. Looking at description: comparisons**

Read the information on *Comparisons* and learn how to create similes to describe something.

- Re-read *Whale Words* and point out all the similes that are used in the text.
- Think of another sea creature. On *Creature Comparisons,* draw a picture of your creature and then write several similes to describe it and what it does.

**4. Let's get ready to write**

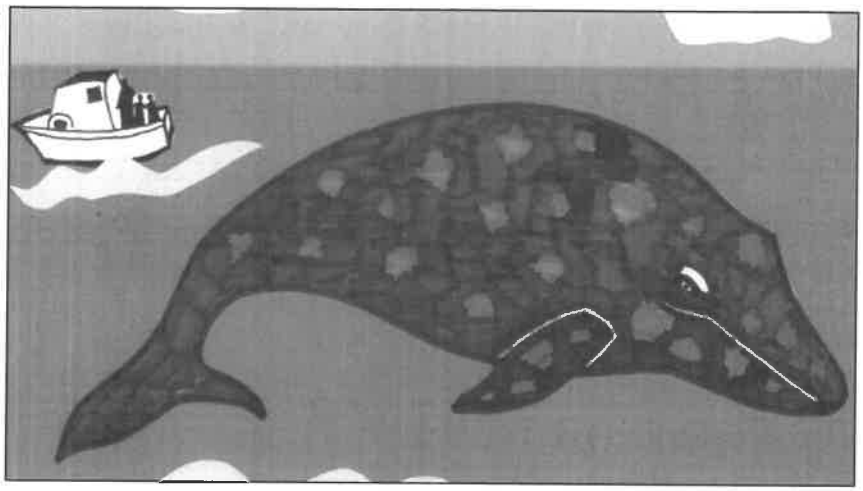
Read the *Right Whale Acrostic* and explore how acrostics are made.

- Select another of the whales from the group reader and create an acrostic for it on the *special acrostic paper*.

**Now try this Fun-Time Extra**

- On *My Whale*, draw a whale all of your own and invent a name for it (a Left Whale, a Skinny Whale, a Zig-Zag Backed Whale etc.)

**Adjectives...**



Adjectives are describing words.

They tell us more about a noun – a thing or object, like a whale or another animal or a part of it, like a fin.

The huge whale
The spotty whale

You can use more than one adjective in the same sentence.
If you do that you usually put a comma between them.

The huge, spotty whale

Often, adjectives come before the noun they are describing.

The huge, spotty whale

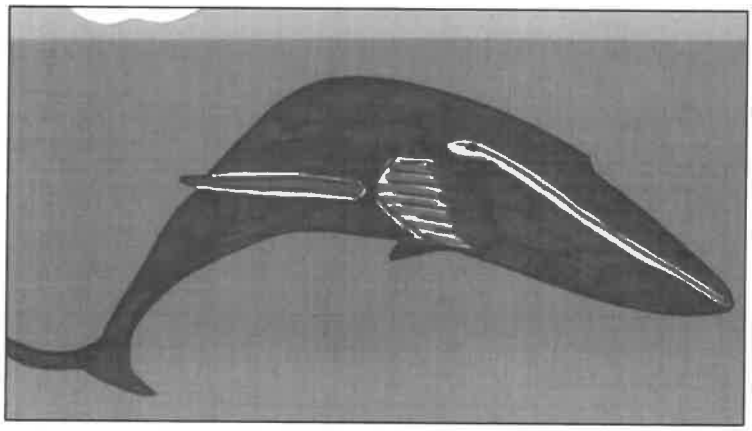
But they can also come later in the sentence.

Whales are quite often huge and spotty.

# My Chosen Whale

- Pick any one of the whales in the story and describe it.
- Think of some really good adjectives that you could use to describe your whale.
- You could describe the whole whale or just part of it – its eye, its flipper, its skin, etc.

**Comparisons**



We can also use comparisons to describe something.

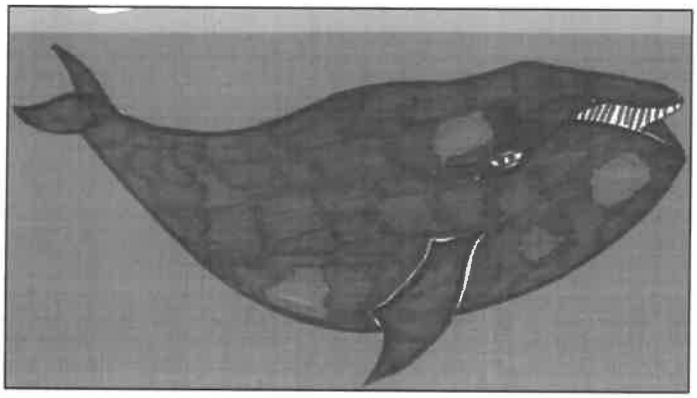
There are two ways we can do this.

1. We can say what the thing we are describing is like.
    - Its skin was blue like a summer's sky.
    - The whale jumped out of the sea like a rocket.

2. Or we can compare the thing we are talking by using the word as, twice.
    - Its skin was as blue as a summer's sky.
    - The whale jumped out of the water as fast as a rocket.

# Creature Comparisons

## A Right Whale Acrostic



**R iding through the waves as fast as the wind**
**I magine seeing five diving together!**
**G igantic flippers flapping like paddles on a boat**
**H uge head plunging into the stormy, grey spray**
**T hese are the most beautiful whales of all!**

*Notice how the first letters of each line go together, top to bottom, to spell out the Right whale's name – r i g h t!*

## Writing an acrostic

1. Write the letters of your whale's name down the left hand side of the paper. Use capital letters and make sure you get the spelling right!

2. Now for each letter create a line that carries on from the letter and says something about your whale.

3. See if you can include some great adjectives in your lines.

4. See if you can include a simile in one of your lines.

# My Acrostic

# My Made-Up Whale

**Name:** _____

**What my whale looks like:**

**All about my whale:**

_____

_____

_____

_____

_____

_____

_____

_____

# What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

**1. It's story time!**

First, share the information on *Biographies and Autobiographies*. Then watch the first part of *Manfish – a story of Jacques Cousteau* by Jennifer Berne https://www.youtube.com/watch?v=YGi2BkgPfDc&t=499s%2C, stopping at 6:02, *Jacques had done it. He had become a manfish.*

- Is *Manfish* a biography or an autobiography?
- Use the facts on the checklist to confirm that it is a biography. It tells the true story of Jacques Cousteau's life, but it is written by Jennifer Berne.

**2. Answering questions**

Now read the short *Extract from Manfish*.

- Answer the *Manfish Extract Questions*.
- If you can't just remember an answer straight away, be sure to re-read the part of the text you need to find the answer.

**3. Let's get ready for writing**

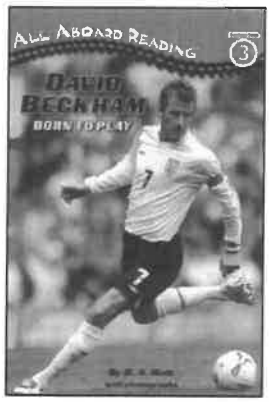
Jacques loved swimming and being in the water, even when he was very little.

- On *Going in the Water*, draw a picture of you swimming and then write correctly punctuated sentences in response to the questions:

**Now try this Fun-Time Extra**

- Jacques Cousteau loved writing adventure stories when he was little. Try writing an adventure story of your own.
- You could use the picture from *Manfish* of Jacques' story to get you started.

# Biographies and Autobiographies




**Bio** is the Ancient Greek word for **life**.

A **biography** is a special kind of non-fiction book.
It...

- tells the true story of a real person's life.
- contains lots of accurate facts and information about the person.
- tries to be unbiased and fair.
- usually goes in chronological order, starting with when the subject was little.
- is often accompanied by photographs or pictures from that person's life so you can see what they looked like, where they lived and what sort of things they did.

An **autobiography** is when a person writes the story of their own life.
It

- has all the same characteristics as a biography, listed above,
- BUT no other author is involved.
- has lots of sentences in the book that say 'I'. "I dived into the sea and saw amazing fish."

# An Extract from Manfish

*When Jacques finished school he joined the French Navy. His ship sailed all around the world, and everywhere he went he filmed what he saw.*

*In China he filmed men catching fish with their bare hands. They held their breath underwater for many minutes. Jacques wondered what that would be like.*

*One day at a beach, a friend gave Jacques a pair of goggles with rubber frames and glass to look through. Jacques wore them into the ocean. Beneath the water he was surrounded by silvery green forests of sea plants and fish he had never seen before. Everything was silent and shimmering. It was a whole new world.*

*When he came up he saw cars, people, buildings and telephone poles. Once again he went below into the magical underwater world. At that moment Jacques knew his life was changed forever. His eyes had been opened to the wonders of the sea.*

*Jacques and his friends Philippe and Didi began to dive together. They experimented to see how long they could stay underwater and how deep they could go.*

*Jacques created a waterproof case for his camera, to film the amazing kingdom he and his friends were exploring beneath the surface. They made rubber suits to keep themselves warm and flippers to help them kick better.*

*But Jacques wanted to stay down longer than one breath at a time. He realised he needed to take more air with him, enough to explore the mysterious depths and vast expanses of the ocean – to swim through the sea as free as a fish.*

*He wanted to become a manfish. And he began to work on just how to do it.*

# Manfish Questions

*1. How did the men that Jacques saw in China catch their fish?*

_____

*2. What were the names of Jacques' two friends who went diving with him?*

_____

*3. When Jacques came up out of the sea after diving he saw various things. Tick the ones in this list that he saw:*

*Cars* _____ *People* _____ *Lorries* _____

*Buildings* _____ *Telephone poles* _____ *An aeroplane* _____

*4. Find and copy the phrase that describes the sea plants Jacques saw when he was diving.*

_____

*5. "His eyes had been opened to the wonders of the sea." What does this expression mean? Tick one answer:*

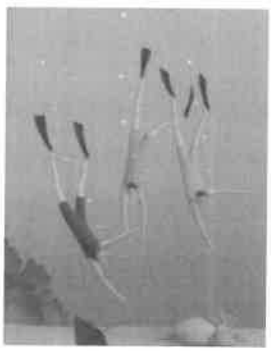
*(a) Jacques opened his eyes underwater and got salt in them* _____

*(b) Jacques knew he needed to get a better pair of goggles before his next dive* _____

*(c) Being able to see underwater had made Jacques realise for the first time how amazing the ocean was* _____

*(d) Philippe and Didi made Jacques open his eyes in the sea* _____

*6. Write a short caption to go with this picture from the story.*



_____

_____

*7. Using 1st, 2nd, 3rd and 4th, put these events from the story in the right order:*

_____ *Jacques created a waterproof case for his camera.*

_____ *Jacques joined the French Navy.*

_____ *Jacques, Philippe and Didi experimented to see how long they could stay underwater.*

_____ *One day at the beach a friend gave Jacques a pair of goggles.*

*8. The story says that Jacques wanted 'to explore the mysterious depths and vast expanses of the ocean.' Why do you think it says the depths of the ocean were 'mysterious'?*

_____

*9. Give another word or words that mean the same as 'vast'.*

_____

_____

*10. How do you think Jacques and his friends felt as they dived deep into the ocean?*

_____

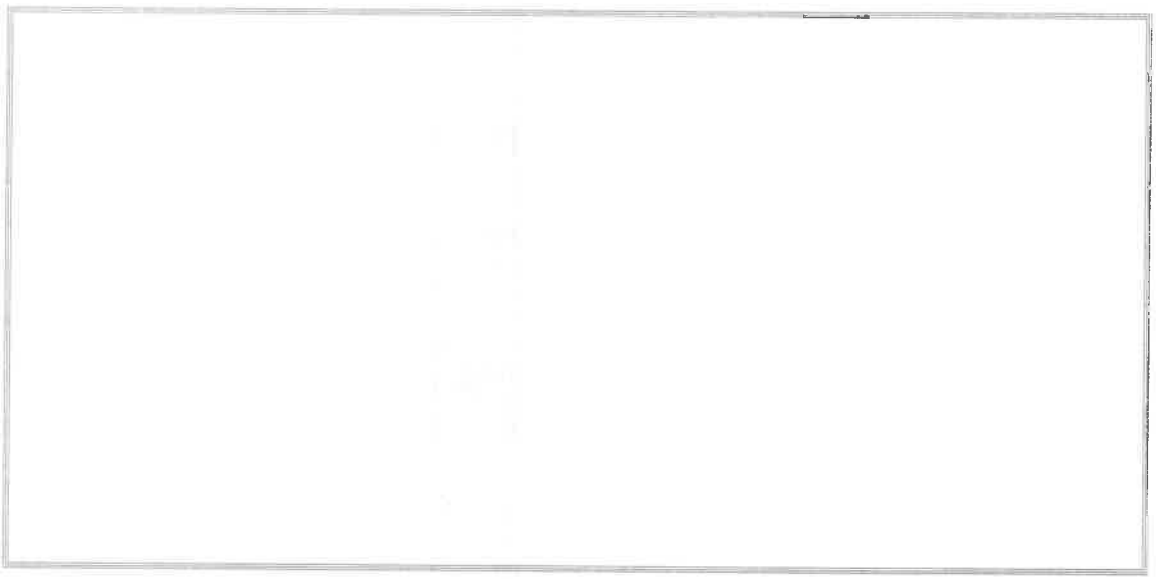
*11. Why do you think they felt like that?*

_____

_____

_____

## Going in the Water



Do you like swimming and being in water? Say why you do or don't.

Where do you go to swim? An indoor pool? An outdoor pool? The sea?

Do you put your face in the water? How does that feel?

# An Adventure Story

# What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

**1. It's story time!**

Go to https://www.youtube.com/watch?v=YGi2BkgPfDc&t=499s%2C and finish watching *Manfish* by Jennifer Berne.

**2. Learning about apostrophes**

Share the information sheet on *Apostrophes* and learn about the two sorts of apostrophe – the possessive apostrophe and the apostrophe for contractions.

- Read Jacques Cousteau's adventure story, *The Cowboy*.
- Highlight all the apostrophes in the text.
- On *Which Apostrophes Where?*, identify the different types of apostrophe.
- Rewrite the orange words with apostrophes in the correct places.

**3. Let's get ready for writing**

Read *Beneath the Waves.*

- Find all the adjectives the author has used to create her vivid description. The first three have been highlighted for you.
- Using the two pictures from the book, write your own vivid description about the fish and other sea creatures that Jacques found.

**Now try these Fun-Time Extras**

- *We're Going on an Apostrophe Hunt!* Find a book or a magazine at home. Pick a page at random. How many apostrophes of each sort can you find on the page? Use tally marks to show how many there are. Add the tally marks up to find the totals.
- Underwater was Jacques Cousteau's favourite place: what is yours? Draw a picture and write about it on *My Favourite Place.*

# Apostrophes

There are **two** sorts of apostrophe:

Apostrophes of possession **or** possessive apostrophes,

and

Apostrophes of omission **or** contractive apostrophes.

## Possessive apostrophes

We use possessive apostrophes when we are showing that something belongs to someone or something.

The goggles belonging to Didi *are* Didi's goggles.

The title of the book *is* the book's title.

We add an apostrophe and an s to show belonging.

## Contractive apostrophes

We use contractive apostrophes to show that some letters have been missed out when two words are joined together.

Do not *becomes* don't

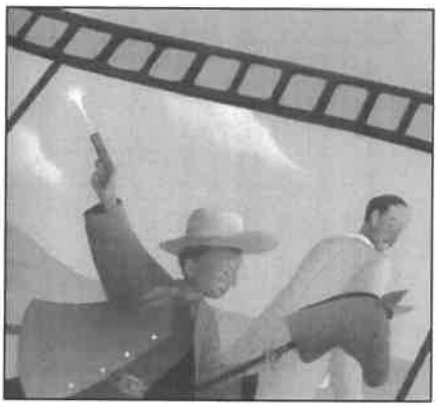
I will *becomes* I'll

You should have *becomes* You should've

The apostrophe goes where the letters used to be. Can you tell which letters have been missed out in each case?

***The Cowboy***

**An adventure story by Jacques Cousteau**



It's a hot, hot day in the old Wild West and a cowboy rides into town on his trusty horse...

*"I'll find a stable for Trigger as he can't go any further without a rest. Then I'll go into the saloon and see what's happening there," thought the cowboy to himself. "Do not worry Trigger – I won't forget you!" laughed the cowboy as the horse looked anxiously at his master.*

*The cowboy's hat was pulled down low over his eyes as he walked into the saloon. The saloon's doors swung back and forward,* creak, creak,, creak, creak. *In the room's corner sat Desperate Dan, the meanest outlaw in Texas. Dan's moustache twitched as the sight of the cowboy.*

*"I'd like you to come outside, Dan," said the cowboy calmly. Both men grabbed their pistols and headed out into the noonday sun. Dan's pistol flashed in his hand but the cowboy's pistol was quicker and he fired a bullet which shot Dan's hat clean off.*

*Collecting Trigger, the cowboy rode off into the desert once more...*

## Which Apostrophes Where?

- Copy the words with apostrophes into the correct boxes to show the type of apostrophe.
- Have a look at the orange words. Rewrite these words with apostrophes in the correct places.

| **Possessive apostrophes**<br>*Didi's goggles* *The story's title* | **Contractions**<br>*don't* *I'll* |
| --- | --- |
| | |

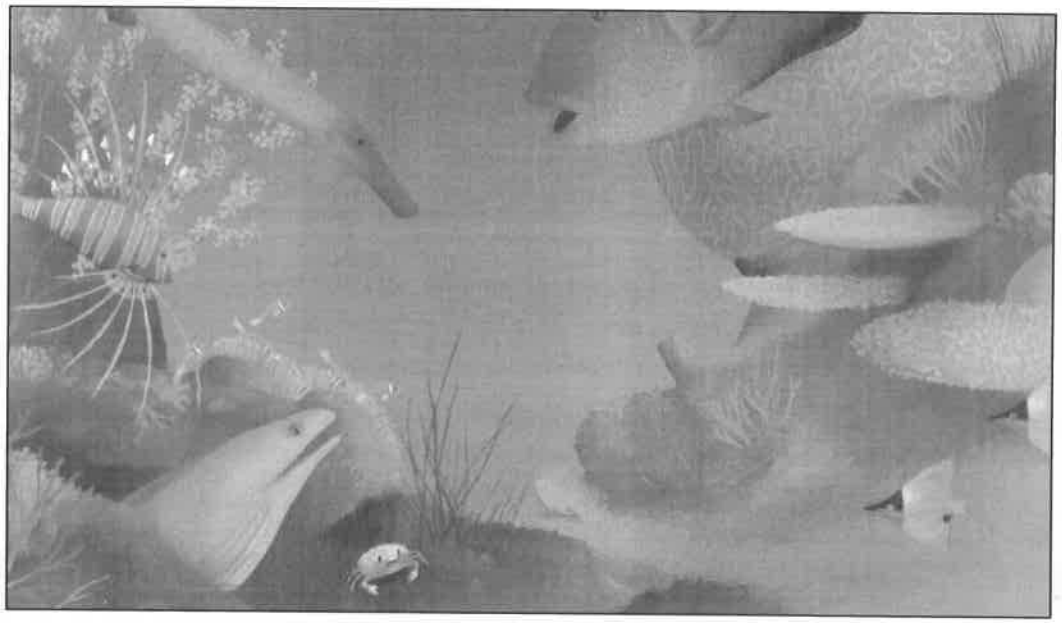
Triggers **harness** _____

Jacques Cousteaus **story** _____

I wont **be a moment** _____

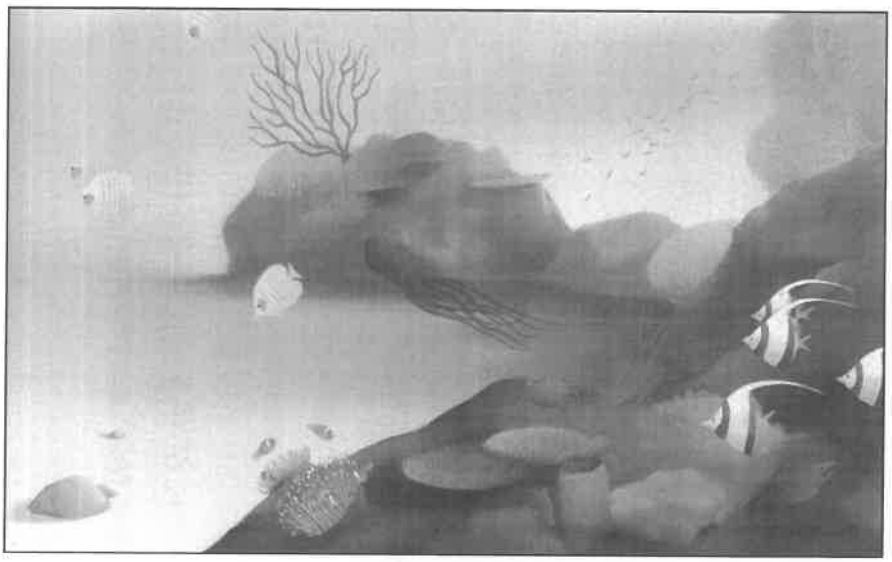
You shouldve **been quicker, Dan!** _____

**Beneath the Waves**



On their journeys they dove deep into a seascape of plants. Green and purple and prickly plants, red branchy plants, spongy plants, feathery swaying plants, slow dancing to the rhythms of the sea. They discovered plants that could feed you and plants that could poison you. Plants that looked like fish, and fish that looked like plants.

# Fish and Sea Creatures Beneath the Waves



## We're Going on an Apostrophe Hunt!

**Name of book or magazine:** _____

**Page number:** _____

| **Possessive apostrophes**<br>*Didi's goggles*<br>*The story's title* | **Contractions**<br>*don't*<br>*would've* |
|---|---|
| | |

| **Total** | **Total** |
|---|---|
| | |

# My Favourite Place

# What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

## 1. It's reading time!

Listen to *The Fantastic Undersea Life of Jacques Cousteau* by Dan Yaccarino at https://www.youtube.com/watch?v=ZkYRFgyGqiA&t=26s

- Compare the book to *Manfish**. How is it the same as *Manfish*? Can you think of one way that it is different?

## 2. Reading a book review

Read the *Book Review* of *The Fantastic Undersea Life of Jacques Cousteau.*

- Use the *Checklist of Book Review Features* to establish that the review contains all of the key features of a useful book review.

## 3. Let's get ready for writing

On *Book Review*, write a book review of *Manfish* by Jennifer Berne.

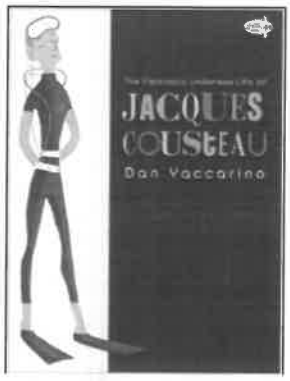
- As you write, use the *Checklist* to confirm that you have included all the features needed for a successful book review.
- Finish by giving *Manfish* a 'star rating' out of 5.

## Now try these Fun-Time Extras

- Of all of Jacques Cousteau's gadgets and equipment, which do you think was the coolest? Why do you think that? Draw your choice and write about it on *Jacques Cousteau's Gadgets and Equipment.*
- Write reviews of your favourite books, DVDs and TV programmes. Why not send your reviews to some of your family and friends?

**If you haven't already read this, you need to watch it here:*
https://www.youtube.com/watch?v=YGi2BkgPfDc&t=499s%2C

## Book Review




This is a review of The Fantastic Undersea Life of Jacques Cousteau, written by Dan Yaccarino.

It is all about the life of the undersea explorer, Jacques Cousteau.

The book gives you lots of fascinating information about Jacques Cousteau's life, right from when he was a little boy growing up in France to when he was world famous for inventing the Sea Saucer and the Sea Flea.

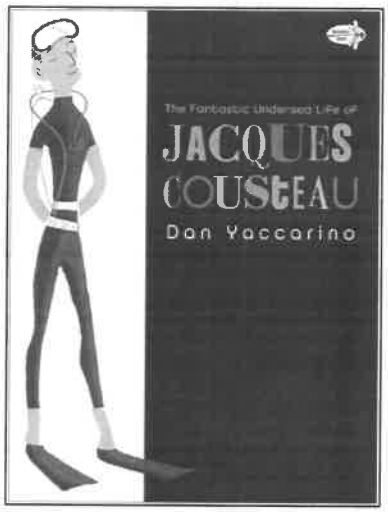
The pictures are bright and cheerful and the writing makes Jacques Cousteau's life seem exciting and full of adventure. I learnt that Jacques Cousteau was the man who invented the aqualung!

My only reservation is that the book was quite short. I wish it had been longer so I could have discovered more about Jacques and his discoveries.

I think anyone who likes swimming and sea creatures would love this book. It would also appeal to anyone who likes making drawings of sea plants and animals.

My star rating: *****

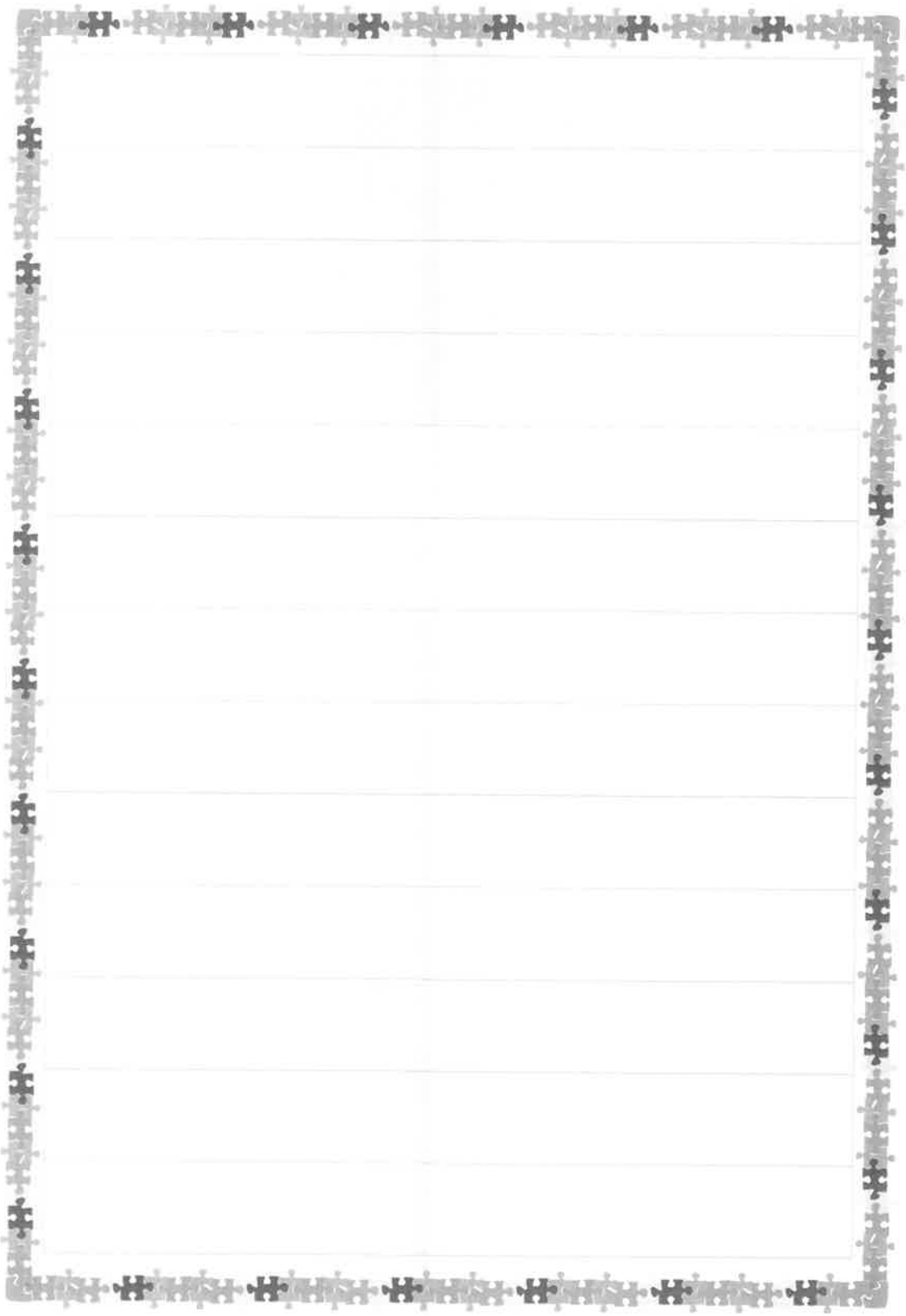
## A checklist of the features of a good book review



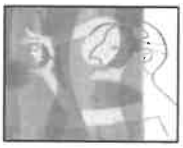

**A good book review...**

- ❖ **gives the** name of the book and of its author
- ❖ **says what the** book is basically about
- ❖ **talks about some of the different** things that are really good **about the book**
- ❖ **may explain** something that is not quite so good **about the book**
- ❖ **suggests the kind of** people who would really love **the book**
- ❖ **gives the book a** star rating

# Book Review



**Jacques Cousteau's Gadgets and Equipment**

| | |
|---|---|
|  | goggles |
| | diving suit |
| | wet suit |
| | aqualung |
| | flippers |
| | waterproof cameras |
| | underwater lights |

# Jacques Cousteau's Gadgets and Equipment

# What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

**1. It's reading time!**

Watch the reading of *Dougal's Deep-Sea Diary* by Simon Bartram on YouTube at https://www.youtube.com/watch?v=ULjWgbz1nDw.

**2. Verbs and Tenses**

Remind yourself of present and past tense by working with an adult to read *Verbs and Tenses.*

- Revise what verbs are and know what distinguishes the present and past tenses of a verb.
- Discover the progressive forms of the present and past tenses.

**3. More on verbs and tenses**

Complete *Dougal's Verbs and Tenses.*

- Highlight the verbs, say whether they are past or present and convert one tense into the other.
- For a challenge, have a go at *Progressive Porpoises* too!

4. **And now for some writing**

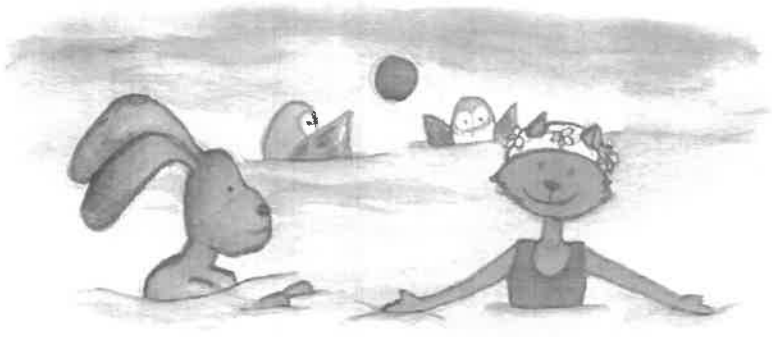
- What was in Dougal's ancient treasure chest? On *Inside the Treasure Chest*, draw and write about what treasure you would love to find in an old chest.

**Now try these Fun-Time Extras**

- Using a sheet of ordinary paper or a piece of special *ancient map paper*, draw and label one of the maps to the underwater world that Dougal finds.

# Verbs and Tenses

## Verbs in the past and the present tense



***Complete sentences have an active verb in them.***

***The verb is the action or 'doing' word in the sentence.***

I looked for my friend.
I ran to jump in.
We swam in the sea.
We played together for ages.

***All the verbs in these sentences are in the past tense.***

They describe actions that have already happened, in the past.

Some verbs don't really seem to be describing an 'action' at all.

I was happy.
We felt sad.

But was and felt are still verbs, even if they don't describe actions.

***Verbs can also be in the present tense.***

I look for my shoes
I run down stairs
We eat our breakfast
We play in the garden.

Here the action in each sentence is happening right now, in the present moment.

***Some verbs in the past tense just have –ed on the end*** of their present tense form.

look/ looked play/ played

***But many verbs change more completely*** when going from the present to the past tense.

run/ran eat/ate am/was feel/felt

# The progressive or continuous form

***Past and present tense verbs can be in what is called the progressive form.***

I was finding my hat.
I was running down stairs.

We were eating our breakfast.
We were waiting for the bus.

***These are in the past tense, but describe something that carried on happening, something that lasted for a while.***

I *kept* on looking for my hat,
I *carried on* running down the stairs.

***Often the progressive form is used to show two things happening at the same time – one which carries on and one which doesn't.***

I was looking for my hat <u>when Dad told me to stop</u>.
(*progressive*) (*not progressive*)

I was running down stairs <u>but Tom stayed in his room</u>
(*progressive* (*not progressive*).

***Progressive verbs have was/were + a verb ending in -ing.***

The present progressive works in the same way.

I am looking for my hat.
We are eating our breakfast.

I am running down stairs.
We are waiting for the bus.

***They all have am/are + a verb ending in -ing.***

# Dougal's Verbs and Tenses

***What to do**: 1. Read the sentences below. 2. Highlight the verbs. 3. Say whether the verb tense is past or present. 4. Rewrite the past tense sentences in the present tense. 5. Rewrite the present tense sentences in the past tense.*

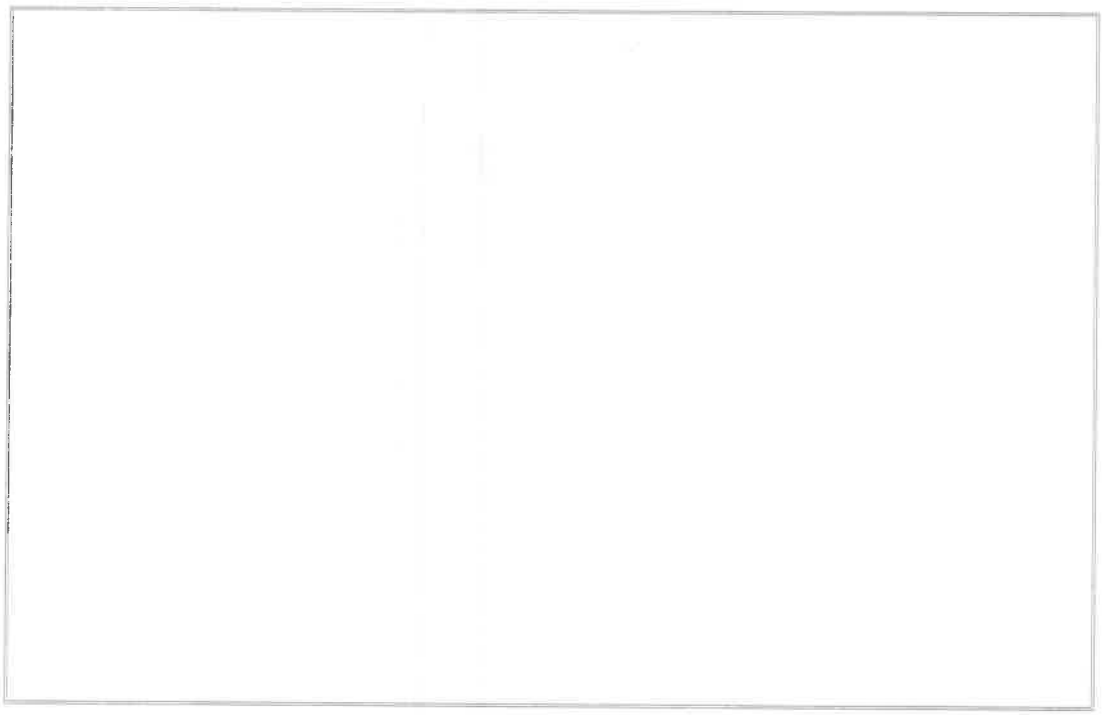
| *Highlight the verb* | *Past or present* | *Rewrite the sentence in the other tense* |
|---|---|---|
| *Dougal wears a fish tie.* | | |
| *He starts his holiday.* | | |
| *Dougal sailed his boat out to sea.* | | |
| *Fish swam all around the boat.* | | |
| *Sharks look at Dougal's salad* | | |
| *Dolphins leap out of the sea.* | | |

# Progressive Porpoises

*Complete the grid, filling in the missing sentences in the right tenses.*

| Simple present | Progressive present | Progressive past |
|---|---|---|
| The dolphin swims towards Dougal. | | |
| They say hello. | | They were saying hello. |
| The dolphins perform in the show. | | |
| | They are jumping out of the water. | |
| | | Oops – Herbert was leaping to the left! |
| | The dolphins are pulling up the treasure. | |
| They use ropes. | | |
| | | Ralph was struggling a bit. |
| Dougal thinks about it. | | |

## Inside the Treasure Chest



## How to make Dougal's ancient treasure map paper

1. Heat the oven to approximately $160^0$.
2. Put two tea bags in a large (bigger than A4) baking tray and add hot water so that you have a couple of centimetres depth.
3. Allow the tea mixture to infuse, darken and cool a little.
4. Lay a sheet of white A4 paper in the tea and leave to soak for a few minutes.
5. Transfer the wet sheet to another baking tray and place in the oven to dry through.

6. Check the paper occasionally, turning if need be to keep the sheet flat as it dries.
7. When dry, tear at the paper's edge to make it look older. You can also singe the edges with a flame.

*Draw your treasure map! You can add pictures of dragons and whales to the corners of the map as well as a compass to show directions!*