

Hello Year 2,

We hope you and your families are all keeping well.

Alongside these slides, please ensure you are reading regularly -
at least 20 minutes a day.

Remember to keep active and take time to look after your
health and well-being.

Stay safe and keeping smiling!



Miss Breakspeare, Mrs Evans, Miss Manley, Mrs
Tibbetts, Miss Baker and Mrs Bhorjee.

Monday 6th July 2020

LO: to use given information to make predictions.

Steps to Success:

- ✓ Talk challenge Page 2
- ✓ Talk to someone at home about the Quangle Wangle. Given its strange name, what do you think it is? What do you think the poem will be about?
- ✓ Nobody knows what a Quangle Wangle is. In the poem, it says that the Quangle Wangle sits on the top of a tree. What do you think a Quangle Wangle could look like?
- ✓ Just imagine and draw it in the box (next slide)
- ✓ The poem tells us that the Quangle Wangle sits on the top of the Crumpetty Tree. Nobody knows what a Crumpetty Tree looks like, can you imagine what it could look like and draw it in the box? (slide 4)
- ✓ Reading challenge 1 (page 4)
- ✓ Listen to a soundcloud recording of the poem here: <https://soundcloud.com/talkforwriting/quangle/s-x9rd3d4h6c2>
You can also watch a video of the poem being read by Griff Rhys Jones here:
<https://www.youtube.com/watch?v=Ttv4H8YZ9HE>
- ✓ Now that you've had a think, it's time to read the first verse of the poem.
- ✓ Then draw the Quangle Wangle's hat again (slide 5)

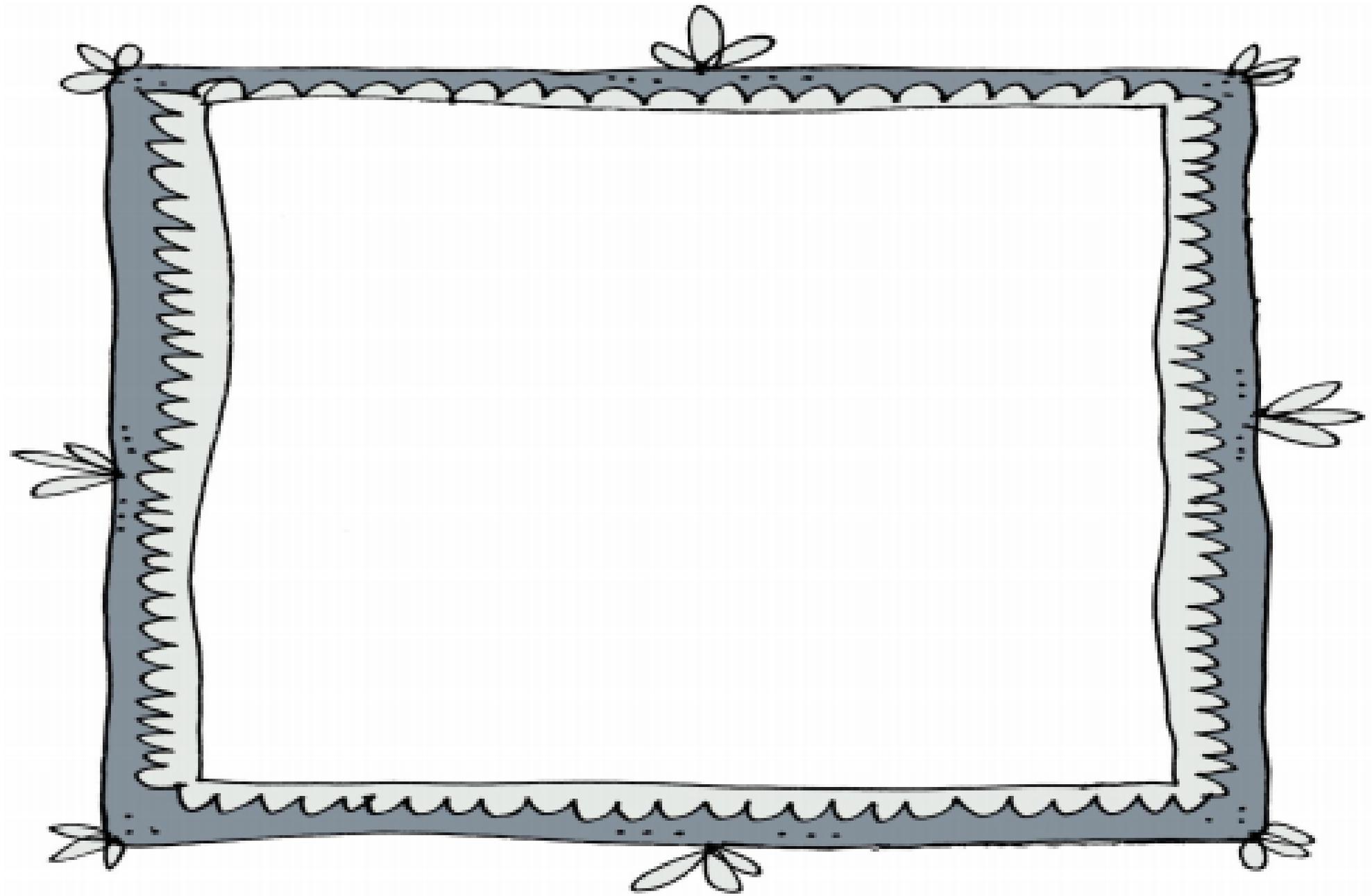
English

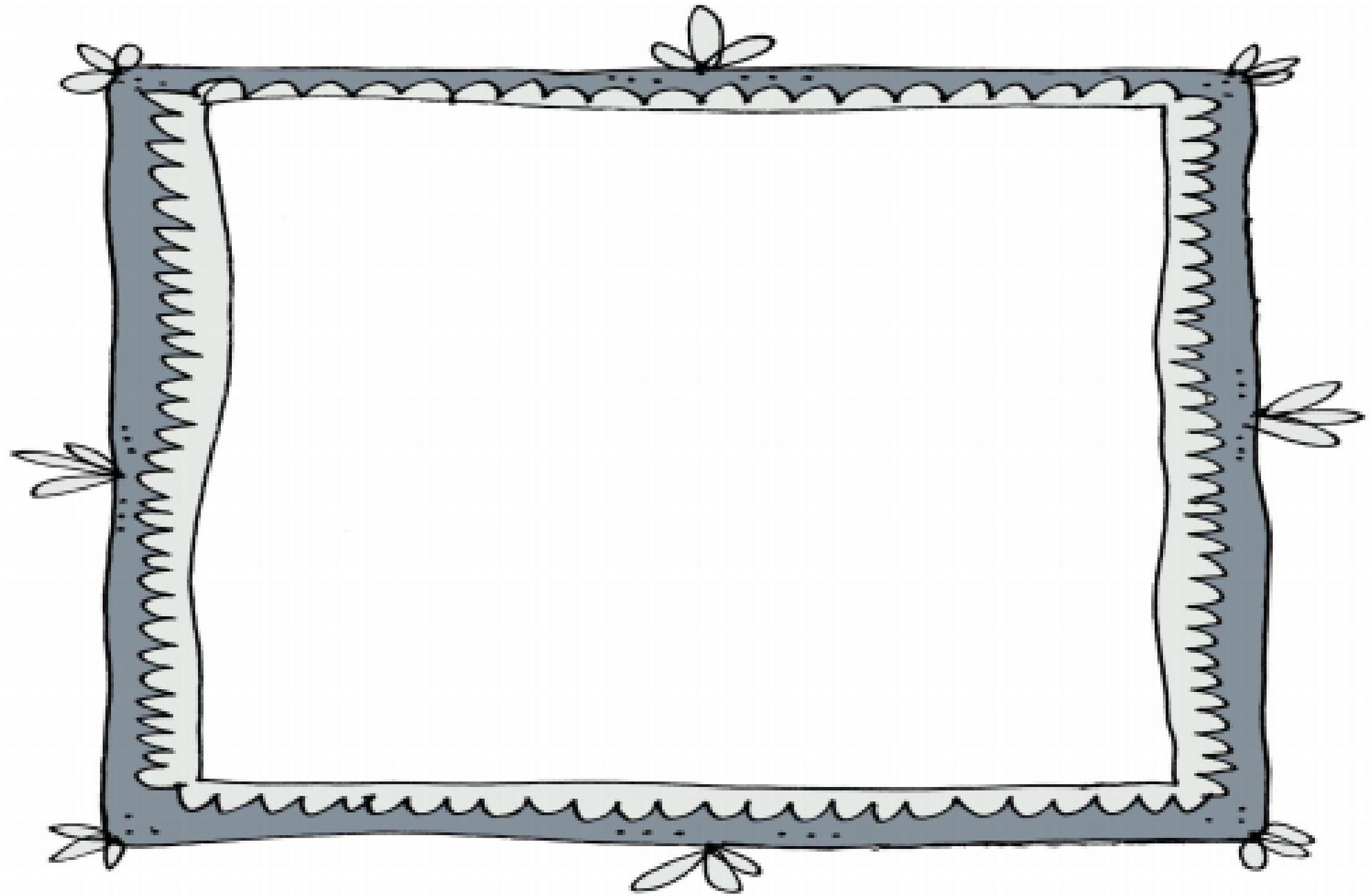
'The Quangle Wangle's Hat'

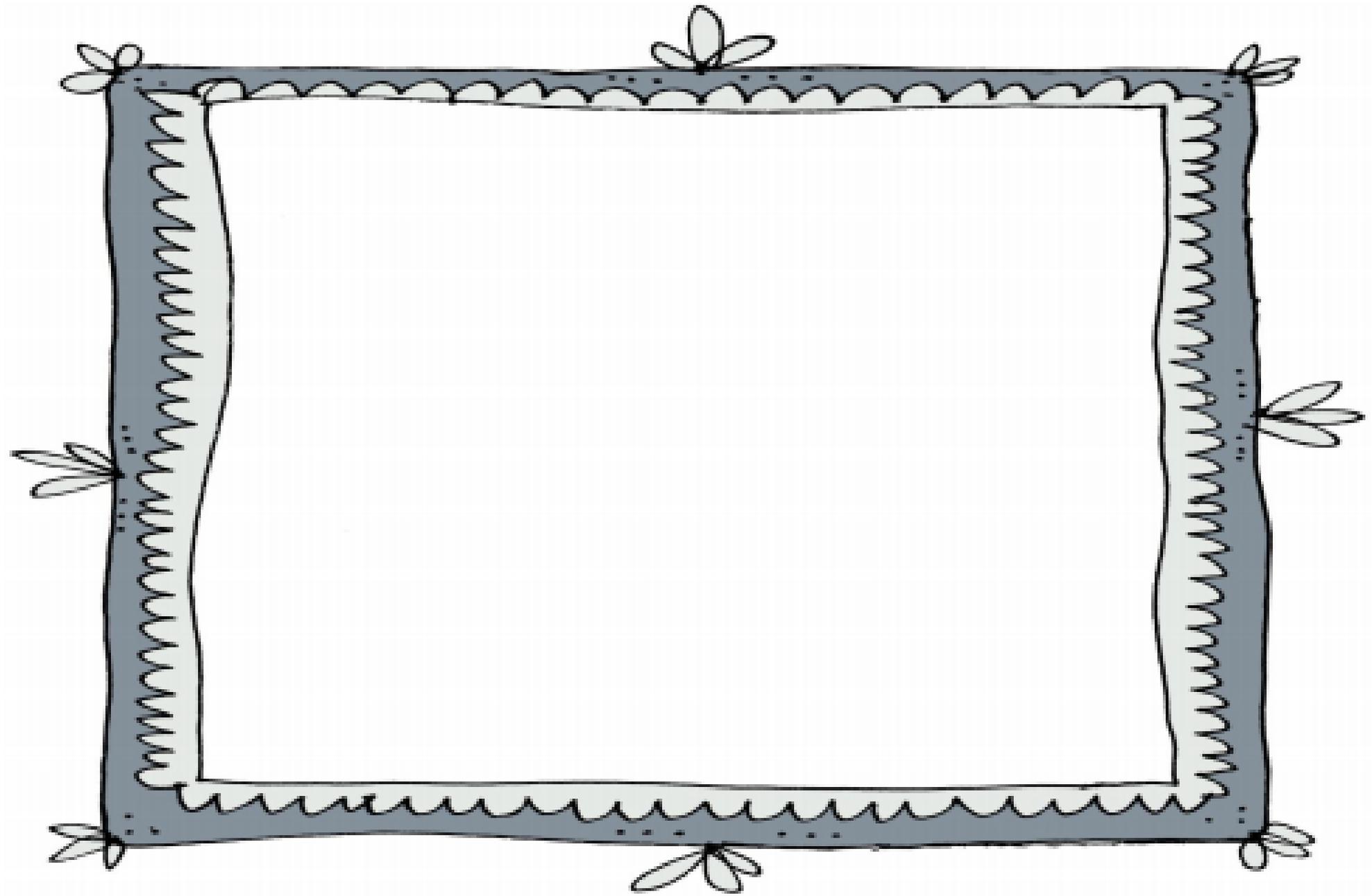
Link to story and work:

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y2-Quangle-F.pdf>

Pages of unit to complete: 2 - 4







Monday 6th July 2020

LO: to add '-ing', '-ed', '-er', '-est' and '-y' to words with a single syllable.

Steps to Success:

- ✓ Write on some paper the word pat and show what happens when the endings are added: pat, patted, patting.
- ✓ What do you think will happen with another example?
- ✓ Write the words (next slide), for example, drop, dropped, dropping.
- ✓ Try another example.
- ✓ Explore how it would look and sound wrong if the consonant was not doubled (the vowel would be long rather than short, for example, fater).
- ✓ Write the spellings onto a word mat for the week.

mat

hum

drop

fat

fun

run

sad

slip

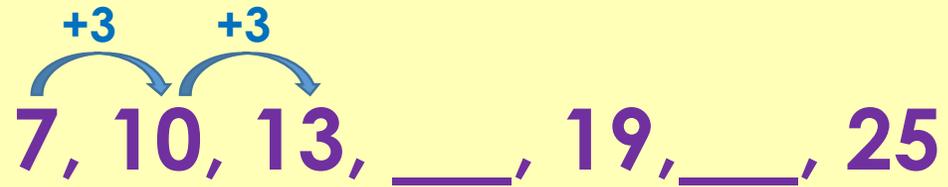
6.7.20

LO: to count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.

Steps to Success:

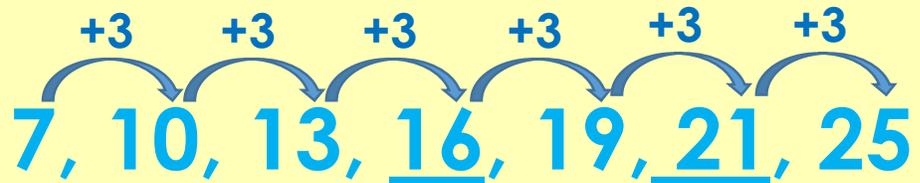
- ✓ Read the question carefully
- ✓ Look at the numbers already there
- ✓ Spot the pattern in the sequence – draw arrows to show the jumps between each

e.g.



- ✓ So the pattern must continue

e.g.



- ✓ Apply this strategy to support you in the different questions

Fluency	Reasoning	Problem Solving										
<ul style="list-style-type: none"> Continue the sequence: 2, 4, 6, 8, 10, __, __, __ 15, 20, 25, 30, __, __ 90, 80, 70, __, __, __ 21, 18, 15, __, __, __ Fill in the missing numbers <table border="1" data-bbox="262 501 810 546"> <tr> <td>10</td> <td></td> <td>20</td> <td>25</td> <td>30</td> <td></td> <td>40</td> </tr> </table> Circle the odd one out: 20, 18, 17, 14, 12, 10 3, 8, 13, 18, 23, 27, 33, 12, 15, 18, 20, 24 	10		20	25	30		40	<ul style="list-style-type: none"> Spot the mistake: What is wrong with this sequence of numbers? 55, 50, 45, 35 True or False I start at 0 and count in 3's. I say the number 14. What comes next? $21 + 5 = 26$ $26 + 5 = 31$ $31 + 5 = 36$ 	<ul style="list-style-type: none"> Harry has made a sequence of numbers using six number cards. Here are three of the cards: can you think of two sequences Harry could have made? <table data-bbox="1663 418 2188 511"> <tr> <td style="background-color: #c06060; color: white; padding: 5px;">10</td> <td style="background-color: #9070b0; color: white; padding: 5px;">20</td> <td style="background-color: #66c0c0; color: white; padding: 5px;">30</td> </tr> </table> A spider is climbing a 30m building. Each day it climbs 5m and slides back down 1m. How many days will it take to reach the top? Sid is counting in 2's, Luke is counting in 3's. Sid says 'If we add our numbers together as we count we can make a new pattern.' What pattern do they make? What happens if Sid counts in 5's and Luke counts in 10's? 	10	20	30
10		20	25	30		40						
10	20	30										

Monday 6th July 2020

LO: to use simple equipment to make observations and carry out simple tests.

Steps to Success:

- ✓ Explore a range of garden herbs using all the senses.
- ✓ Talk about how herbs feel, smell and taste (where appropriate).
- ✓ Describe which smells you like and don't like and explain why.
- ✓ Grind herbs with salt or on their own using a pestle and mortar to release a stronger smell.
- ✓ Order the smells according to preference or strength.

Creative

All things bright and beautiful



Tuesday 7th July 2020

LO: to discuss likes and dislikes about a text.

Steps to Success:

- ✓ Reading challenge 2 (page 5) – now read some more verses
- ✓ Thinking Challenge - put a circle around the 7 animals or birds that are in the poem and write their name. The first one has been done for you (page 6)
- ✓ Reading Challenge 3 - now read the last two verses (page 7)
- ✓ The full poem is at the back of the booklet if you would like to read it all in one go. Remember that you can listen to it on SoundCloud or YouTube too.
- ✓ Talk Challenge - talk to someone at home about the poem the The Quangle Wangle's Hat.
- ✓ Write your ideas down on these sticky notes (page 8)

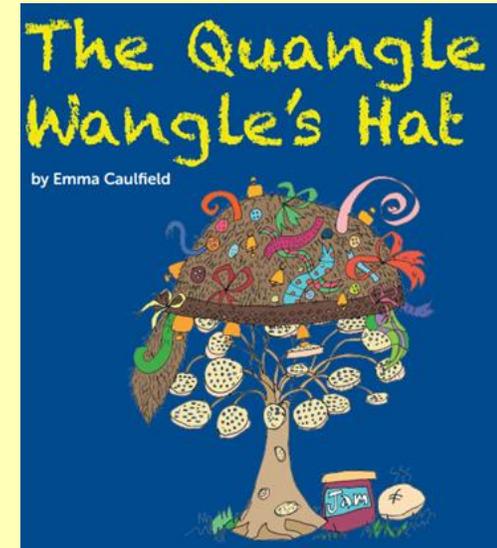
English

'The Quangle Wangle's Hat'

Link to story and work:

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y2-Quangle-F.pdf>

Pages of unit to complete: 5-8



Tuesday 7th July 2020

LO: to add '-ing', '-ed', '-er', '-est' and '-y' to words with a single syllable.

Steps to Success:

- ✓ Display the short passage (next slide).
- ✓ Ask pupils to read it and to write out all the words that they find with the double consonant and endings above.
- ✓ Try a Speed Spell with all the words found in the passage for our spelling rule.
- ✓ How many times can you write the word correctly in 30 seconds?

The fattest bear hummed the saddest tune he knew as he was running up the hill. He clapped his hands, patted his head and then suddenly slipped and dropped his pot of runny honey.

7.7.20

LO: to recognise the place value of each digit in a 2 digit number (tens, ones).

Maths
Place value

Steps to Success:

- ✓ Read the question carefully
- ✓ Label place value columns (tens and ones) e.g. $\overset{\text{TO}}{12}$
- ✓ Remember, the number 2 has 0 tens and 2 ones
- ✓ The number 12 has 1 ten and 2 ones
- ✓ Explaining the manipulatives of 4 (a digit manipulated into different place value columns) of a sequence: 46, 14, 24

In 46, the digit 4 represents 40 because there are 4 tens and 6 ones

In 14, the digit 4 represents 4 because there is 1 ten and 4 ones

In 24, the digit 4 represents 4 because there are 2 tens and 4 ones

- ✓ Underline key information in questions to help
- ✓ Challenge: try the problem solving

Fluency	Reasoning	Problem Solving																			
<ul style="list-style-type: none"> In the number 36 there are ___ groups of ten and ___ ones. The number ___ is made up of seven groups of ten and eight ones. The number 89 shows ___ in the tens place and ___ in the ones place. 	<ul style="list-style-type: none"> Use manipulatives to show and then explain the value of 5 in the following numbers: 35, 56, 75 Use manipulatives to make 2 digit numbers where the ones digit is two less than the tens digit. What is the largest number you can make? What is the smallest number? Sally says 'My number has 5 tens. The ones digit is less than the tens.' What could Sally's number be? 	<ul style="list-style-type: none"> Work in a pair. Partner A writes down a 2 digit number. Partner B guesses the number. Partner A ticks one of the columns in the table below and Partner B keeps guessing until they guess the correct number. <table border="1" data-bbox="1518 436 1969 739"> <thead> <tr> <th>Clue</th> <th>Guess 1</th> <th>Guess 2</th> </tr> </thead> <tbody> <tr> <td>Both digits correct</td> <td></td> <td></td> </tr> <tr> <td>Tens digit correct</td> <td></td> <td></td> </tr> <tr> <td>Ones digit correct</td> <td></td> <td></td> </tr> <tr> <td>Neither digit correct</td> <td></td> <td></td> </tr> </tbody> </table> You have 0-9 number cards Using each card once, make: <ul style="list-style-type: none"> -Largest even number -Largest odd number - Smallest odd number -Largest multiple of 5 - Number closest to 50. How many 2 digit numbers can you make using 3 counters and the number grid below? <table border="1" data-bbox="1518 1272 1969 1353"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>● ● ●</td> <td></td> </tr> </tbody> </table> 	Clue	Guess 1	Guess 2	Both digits correct			Tens digit correct			Ones digit correct			Neither digit correct			Tens	Ones	● ● ●	
Clue	Guess 1	Guess 2																			
Both digits correct																					
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● ● ●																					

Tuesday 7th July 2020

LO: to choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.

Steps to Success:

Creative

All things bright and beautiful

- ✓ Participate in making scented play dough (ingredients on next slide).
- ✓ Use a range of scents such as lavender, basil (grind the basil leaves into a watery paste using a pestle and mortar) rose oil or mint tea to add to the dough mixture.
- ✓ Help to measure out and add the ingredients, mixing and kneading, then play by rolling, squeezing and stretching the dough whilst enjoying its fragrant smell!



You will need:

- ✓ 8 tbsp plain flour
- ✓ 2 tbsp table salt
- ✓ 60ml warm water
- ✓ food colouring
- ✓ 1 tbsp vegetable oil
- ✓ Scent of your choice



Method:

1. Mix the flour and salt in a large bowl. In a separate bowl mix together the water, a few drops of food colouring and the oil.
2. Pour the coloured water into the flour mix and bring together with a spoon.
3. Dust a work surface with a little flour and turn out the dough. Knead together for a few minutes to form a smooth, pliable dough. If you want a more intense colour you can work in a few extra drops of food colouring.
4. Store in a plastic sandwich bag (squeeze out the air) in the fridge to keep it fresh. You can make a batch of colours and give away as kids' party bag favours or hold a playdough party for your child's next birthday.

Wednesday 8th July 2020

LO: to take inspiration from vocabulary to create a real-life image.

Steps to Success:

- ✓ Vocabulary challenge! (page 9) match a word to its definition
 - You can ask an adult for help if you need it
- ✓ Creative Challenge - Can you make Mr Quangle Wangle's Hat?
- ✓ Your challenge is to make a model or collage (an image made by sticking things like paper, images, ribbons etc all together).
- ✓ You can use anything you like to make the hat, be creative with what you have at home.
- ✓ When you have finished your creation, ask an adult if you can send a picture of it to your teacher at year2@westfield.staffs.sch.uk
- ✓ Story map Challenge - Here's a story map. Can you work out what the story is from looking at the map?
- ✓ Your challenge is to turn the first verse of Mr Quangle Wangle's Hat poem into a story map. Read the verse slowly and draw a picture for each new idea until you have a map of the whole verse.

English

'The Quangle Wangle's Hat'

Link to story and work:

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y2-Quangle-F.pdf>

Pages of unit to complete: 9-12

Wednesday 8th July 2020

LO: to add '-ing', '-ed', '-er', '-est' and '-y' to words with a single syllable.

Steps to Success:

- ✓ Revise the words and the pattern of doubling that pupils have been learning.
- ✓ Ask a parent/carer to read out the passage from yesterday.
- ✓ On the sheet (next slide) is the same passage but the focus spellings are missing.
- ✓ When you hear the word read, fill in the missing spelling.
- ✓ Do a speed spell for any corrections.

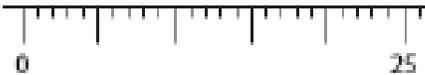
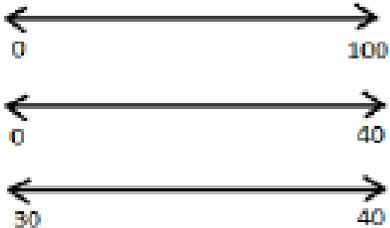
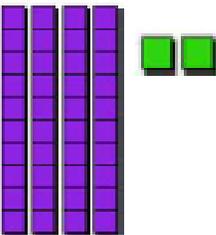
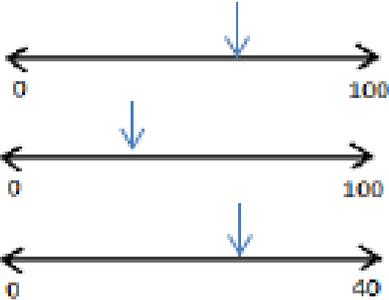
The _____ bear _____ the _____ tune
he knew as he was _____ up the hill.
He _____ his hands, _____ his head
and then suddenly _____ and _____ his
pot of _____ honey.

8.7.20

LO: to identify, represent and estimate numbers to 100 using different representations including the number line.

Steps to Success:

- ✓ Read the question carefully
- ✓ Look at the value of the number(s) given in the question
- ✓ Look at the start and end values of the number
- ✓ Estimate how far along the number line each number should be placed
- ✓ Use a ruler to check (or to help if you get stuck)
- ✓ Challenge: try the problem solving

Fluency	Reasoning	Problem Solving				
<ul style="list-style-type: none"> Place these numbers on the number line. 12, 22, 5, 19  <ul style="list-style-type: none"> Use manipulatives to represent the following numbers 23, 35, 53, 42 <ul style="list-style-type: none"> Place the following numbers on the number line. 50, 23, 78 	<ul style="list-style-type: none"> Place 36 on each of the number lines below.  <p>reg has made the number 24 using Base 10. Is he correct? Explain your answer.</p>  <ul style="list-style-type: none"> True or False? The arrow on the line below is pointing to 70.  <p>Convince me</p>	<ul style="list-style-type: none"> Match each number line to the clue that describes it.  <ul style="list-style-type: none"> - The number is over half way along the number line. - The number is bigger than 50. - The number is between 20 and 40. <ul style="list-style-type: none"> Play a game of snap with cards that match 2 digit numbers with Base 10 blocks. (See resources) How many different numbers can you make using 4 counters and the place value grid below?  <table border="1" data-bbox="1569 1308 2010 1388"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Tens	Ones		
Tens	Ones					

Wednesday 8th July 2020

LO: to use simple scientific language to explain what you have found out.

Creative

All things bright and beautiful

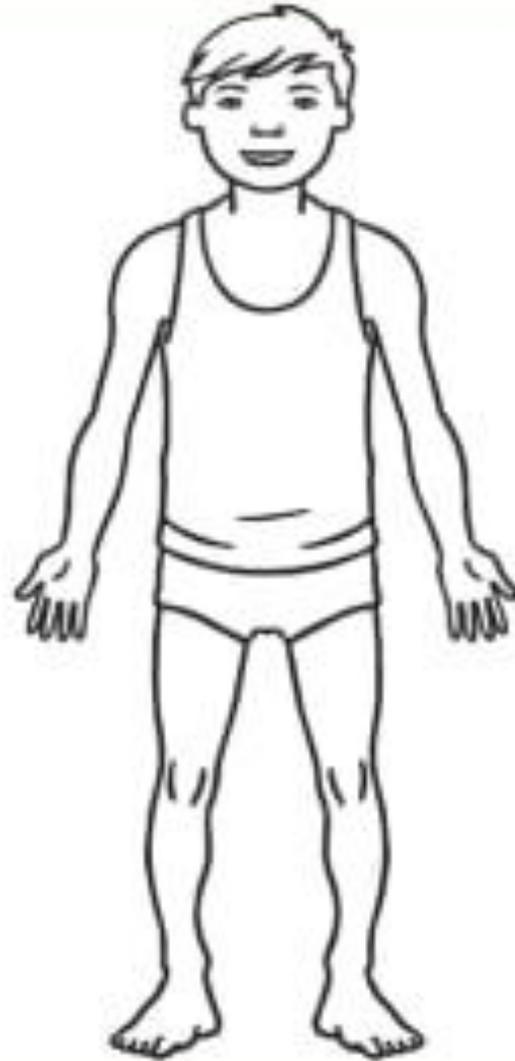
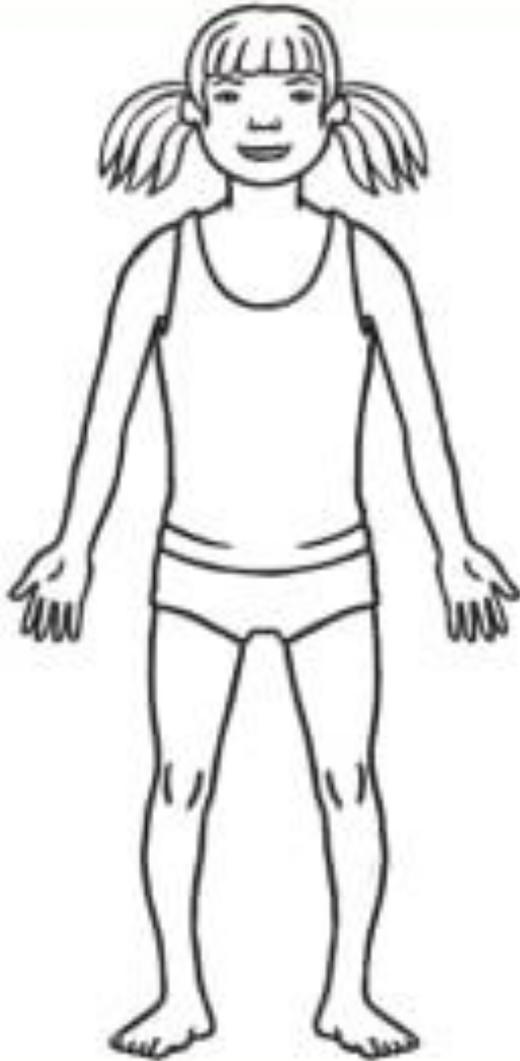
Steps to Success:

- ✓ Match the five senses to images of body parts that we use for each sense.
- ✓ Imagine what it might be like to lose one or more of your senses by wearing a blindfold and trying to eat cereal, blocking your ears and trying to follow to an instruction or holding your nose and eating an apple or onion.
- ✓ Talk about what it feels like to lose a sense.



The 5 senses

- See
- Hear
- Taste
- Smell
- Touch



Thursday 9th July 2020

LO: to use adjectives to describe a imaginative creature.

Steps to Success:

- ✓ **Description Challenge (page 13) - here's the last but one verse again. There's a lot of creatures in it.**
- ✓ **Read the description of 'The Pobble who has no toes'**
- ✓ **All the adjectives, the words that describe things, have been highlighted. Read it through and circle the adjectives you like best.**
- ✓ **Now you are going to imagine what two other characters from The Quangle Wangle's Hat, Dong and Attery Squash, are like. Think about what they look like and other things like what they smell or sound like. Draw your ideas in the boxes (next slide).**
- ✓ **Write descriptions of the Dong and Attery Squash on some paper you have at home.**

English

'The Quangle Wangle's Hat'

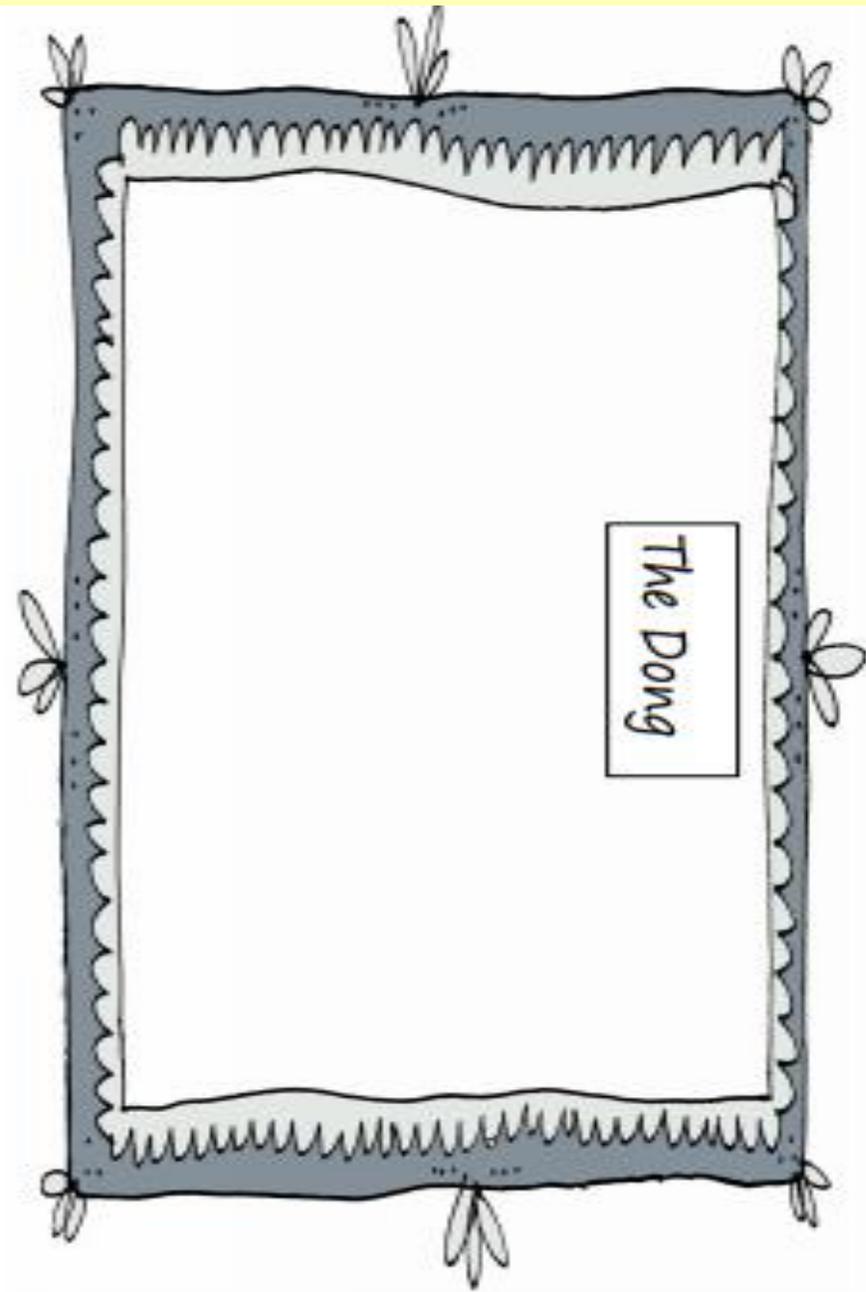
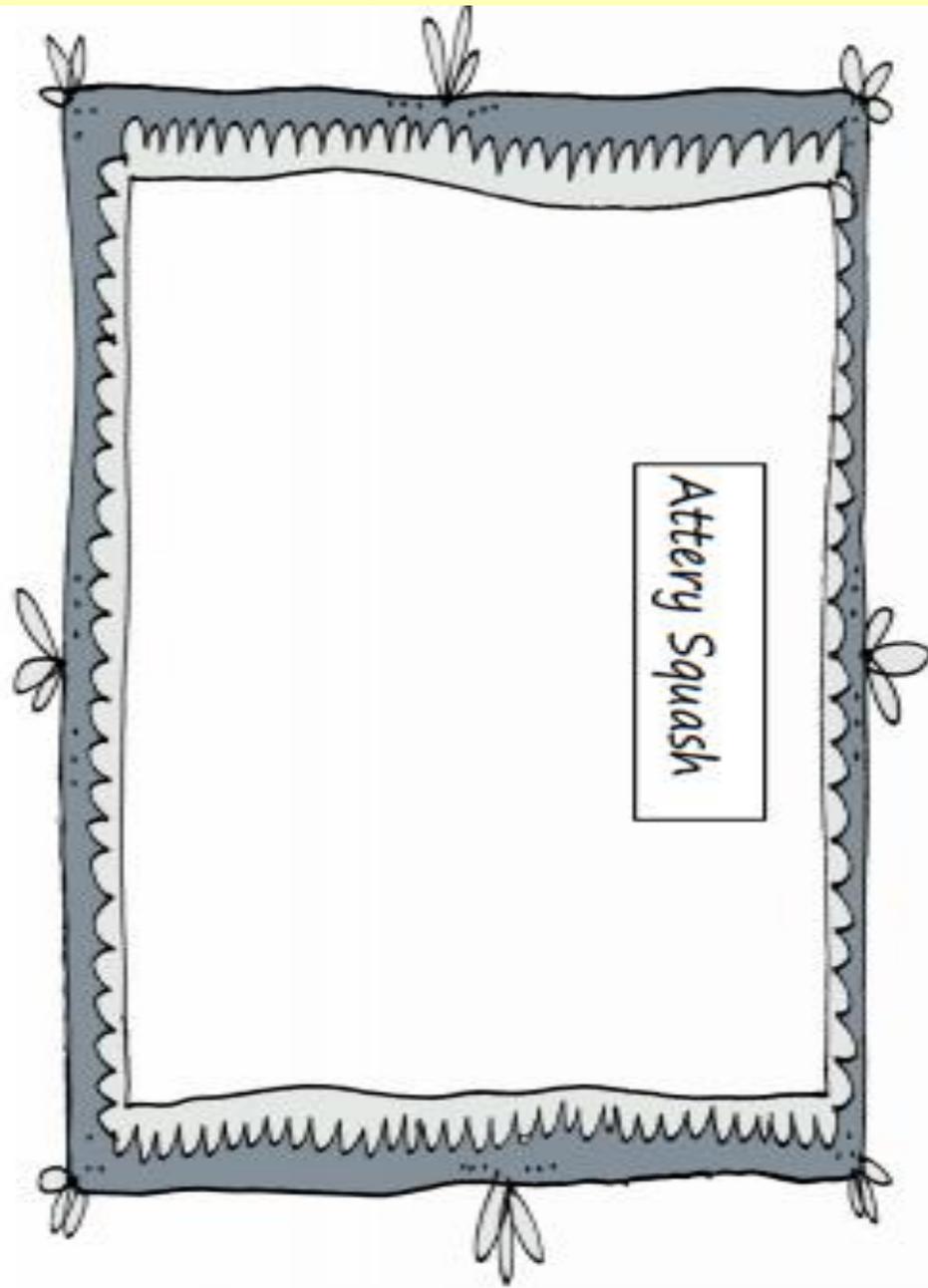
Link to story and work:

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y2-Quangle-F.pdf>

Pages of unit to complete: 13-15

Don't forget!

- Say each sentence out loud before you write it.
- Start each sentence with a capital letter and end it with a full stop.
- Use carefully chosen adjectives to describe the character.
- Try to use a simile (like...) to help picture the character.
- Describe how they move and what they sound like.
- Check your sentences and spelling.
- Have fun.



Thursday 9th July 2020

LO: to add '-ing', '-ed', '-er', '-est' and '-y' to words with a single syllable.

Steps to Success:

- ✓ Choose a root word with one syllable.
- ✓ Write a sentence using at least 2 forms of that word from this week e.g. 'pat'

Whilst I was patting the dog, I was patted on the shoulder.

- ✓ How many can you include in one sentence?
- ✓ Repeat with each root word

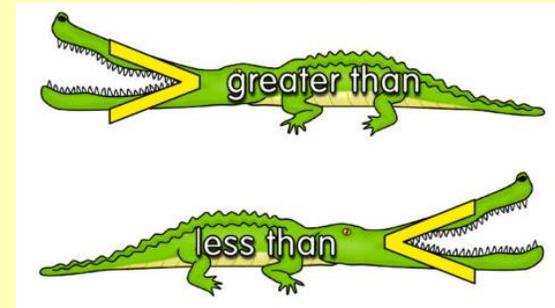
9.7.20

LO: to compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.

Maths
Place value

Steps to Success:

- ✓ Read the question carefully
- ✓ Read all the numbers in the questions
- ✓ Where number are written in words, sometimes it is helpful to write them in digits
e.g. 3 tens and 2 ones = 32
- ✓ Compare the tens column first
- ✓ Where numbers have the same value in the tens column, refer to the ones column to determine which is greater
- ✓ When using the symbols $>$ or $<$, remember the wider end of the crocodile's mouth eats the greater value
- ✓ $=$ means 'the same' or 'equal to'



Fluency	Reasoning	Problem Solving																									
<ul style="list-style-type: none"> Order the numbers from smallest to largest: 23, 32, 27, 30, 19, 41 Use $<$, $>$ and $=$ to make these number sentences correct. 4 tens _____ 40 ones 2 tens _____ 9 ones 4 tens _____ 44 ones Order the amounts below, 2 tens and 5 ones, 27, 2 lots of 10 and 8 ones, 1 ten and 14 ones. 	<ul style="list-style-type: none"> If you ordered the numbers below, which would be fourth? Explain how you ordered them. 33, 53, 37, 29, 34, 43 Use $<$, $>$ and $=$ to make these number sentences correct. 4 tens + 3 ones _____ 3 tens + 13 ones 2 tens and 7 ones _____ 1 ten and 14 ones 5 tens and 2 ones _____ 4 tens + 15 ones True or False: One ten and twelve ones is bigger than two tens. Explain how you know. 	<ul style="list-style-type: none"> Bill has written a list of 2 digit numbers. The digits of each number add up to 5. None of the digits are 0. Can you find all the numbers Bill could have written? Write the numbers in order from smallest to largest. Fill in the missing numbers in the grid using 1, 2, 4 and 7. <div data-bbox="1702 611 2007 922" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <table style="border-collapse: collapse; text-align: center;"> <tr> <td style="border: none;"></td> <td style="border: none;"><</td> <td style="border: none;"><</td> <td style="border: none;">8</td> </tr> <tr> <td style="border: none;">^</td> <td style="border: none;">v</td> <td style="border: none;">v</td> <td style="border: none;"></td> </tr> <tr> <td style="border: 1px solid black;">5</td> <td style="border: none;"><</td> <td style="border: none;">></td> <td style="border: 1px solid black;">3</td> </tr> <tr> <td style="border: none;">v</td> <td style="border: none;">^</td> <td style="border: none;">v</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><</td> <td style="border: none;">></td> <td style="border: none;">9</td> </tr> </table> </div> <ul style="list-style-type: none"> What numbers could go in the grid below? <div data-bbox="1595 1068 2002 1130" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table style="border-collapse: collapse; text-align: center;"> <tr> <td style="border: 1px solid black; width: 30px;">52</td> <td style="border: none; width: 10px;"><</td> <td style="border: 1px solid black; width: 30px;"></td> <td style="border: none; width: 10px;"><</td> <td style="border: 1px solid black; width: 30px;">56</td> </tr> </table> </div> <p>The number in the grid is even. Which number must it be?</p>		<	<	8	^	v	v		5	<	>	3	v	^	v			<	>	9	52	<		<	56
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52	<		<	56																							

Thursday 9th July 2020

LO: to use line and tone to draw shape, pattern and texture.

Steps to Success:

- ✓ Make detailed observational drawings of scented flowers using hand lenses to look closely at colours, shapes and patterns.
- ✓ Choose from a range of drawing materials such as chalks, felt pens, wax and pencil crayons and pastels to record their ideas.
- ✓ Try smelly pens to add a sensory dimension to artwork!

Creative

All things bright and beautiful



Friday 10th July 2020

LO: to use similes to write a descriptive poem.

English

'The Quangle Wangle's Hat'

Link to story and work:

<https://www.talk4writing.com/wpcontent/uploads/2020/06/Y2-Quangle-F.pdf>

Pages of unit to complete: 16-18

Steps to Success:

- ✓ Poetry Challenge - read the simile poem (page 16). A simile is when you compare one thing to another, for example, as bald as an egg; eyes like lightbulbs. The English language is full of well-known similes, for example, as quiet as a mouse.
- ✓ Talk to someone at home about similes - see if you can underline the simile in each line of the poem. One has been done for you.
- ✓ Now it's your turn to write a simile poem! Here's what to do:
 1. Choose a character from The Quangle Wangle's Hat poem or make up your own fantastical character.
 2. Write down each part of the character in the grid below.
 3. Think about what each part is like and write your ideas into the grid.
- ✓ Use the template (next slide) to plan your creature.
- ✓ Now turn your ideas into a simile poem like the Pobble one above - don't forget to start with the title of your

My character is _____

List the part of the character you want to focus on	Simile ideas
Head or ... ?	
Hair or ... ?	
Eyes or ears or ... ?	
Legs or arms or ... ?	
Feet or ... ?	

Friday 10th July 2020

LO: to add '-ing', '-ed', '-er', '-est' and '-y' to words with a single syllable.

Steps to Success:

- ✓ Get someone in your household to test you on the spellings you have learnt this week
(next slide)
- ✓ Sound out the spellings to yourself
- ✓ Choose accurate graphemes to represent each sound
- ✓ Read spellings back to yourself to check
- ✓ Mark the spellings
- ✓ Write your own corrections for any incorrect answers

1. Running
2. Slipped
3. Hummed
4. Fattest
5. Slipper
6. Funny
7. Dropped
8. Saddest
9. Matting
10. Runny

10.7.20

LO: to read and write numbers to at least 100 in numerals and words.

Steps to Success:

- ✓ Read the numerals in the question
- ✓ Read the number written in words
- ✓ Match the correct values to their numerals
- ✓ Read the numerals, then write the number out in words (use word mat on slide after the questions to help with spelling)
- ✓ When reasoning, use examples and detail to explain why

Fluency	Reasoning	Problem Solving																
<ul style="list-style-type: none"> Match the numerals to words. 43 thirty four 62 thirty nine 39 forty three 34 sixty two Write the following numbers in words: 32, 75, 52, 41. Write the following numbers in numerals: seventy four, thirty six, fifty five. 	<ul style="list-style-type: none"> Dan has written the number 404. Is he correct? Explain how you know. True or False? The number fourteen is written as 40 in numerals. Prove it. What number is represented in the place value grid? <table border="1" data-bbox="904 782 1447 1001"> <thead> <tr> <th data-bbox="904 782 1174 848">10s</th> <th data-bbox="1174 782 1447 848">1s</th> </tr> </thead> <tbody> <tr> <td data-bbox="904 848 1174 1001">●</td> <td data-bbox="1174 848 1447 1001">● ● ●</td> </tr> </tbody> </table> <p>How many different numbers can you make with four counters? Write them in numerals and words.</p>	10s	1s	●	● ● ●	<ul style="list-style-type: none"> Match the words to the numerals. Fill in the missing digits. <table border="1" data-bbox="1686 419 2295 648"> <tbody> <tr> <td data-bbox="1686 419 1989 476">Forty four</td> <td data-bbox="1989 419 2142 476">3</td> <td data-bbox="2142 419 2295 476"></td> </tr> <tr> <td data-bbox="1686 476 1989 534">Forty six</td> <td data-bbox="1989 476 2142 534"></td> <td data-bbox="2142 476 2295 534">4</td> </tr> <tr> <td data-bbox="1686 534 1989 591">Sixty four</td> <td data-bbox="1989 534 2142 591">4</td> <td data-bbox="2142 534 2295 591"></td> </tr> <tr> <td data-bbox="1686 591 1989 648">Thirty four</td> <td data-bbox="1989 591 2142 648"></td> <td data-bbox="2142 591 2295 648">6</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Complete the wordsearch (see resources) to find the numbers written in words. Work out the answers to the clues in order to complete the number-word crossword (see resources) 	Forty four	3		Forty six		4	Sixty four	4		Thirty four		6
10s	1s																	
●	● ● ●																	
Forty four	3																	
Forty six		4																
Sixty four	4																	
Thirty four		6																

Numbers Word Mat

Use this word mat to help you write numbers in words.

one thousand
two thousand
three thousand
four thousand
five thousand
six thousand
seven thousand
eight thousand
nine thousand
ten thousand

one hundred
two hundred
three hundred
four hundred
five hundred
six hundred
seven hundred
eight hundred
nine hundred

ten
twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety

one
two
three
four
five
six
seven
eight
nine

eleven thirteen fifteen seventeen
twelve fourteen sixteen eighteen nineteen

Friday 10th July 2020

LO: to describe how plants grow, identifying what a plant needs for healthy growth and survival.

Steps to Success:

Creative

All things bright and beautiful

- ✓ Grow a windowsill garden using food scraps such as carrot tops and shrivelled potatoes.
- ✓ Observe how these scraps grow roots and shoots to form a new plant. Talk about what plants need to grow well (such as light and water) and set up a control to see what happens to scraps which don't get these essentials.
- ✓ Describe and record observations.

