

This week's plan for Swans /Kingfishers

Date Week beginning 11th May 2020 Theme: Dinosaurs Fossils

| EYFS | Activity | Location | Save or send in? | Done Yes /No |
|------------------------------------|--|----------|------------------|--------------|
| Zoom Swans | <p>Mrs. Bartlett and Mrs. Dudley are inviting you to a scheduled Zoom meeting.</p> <p>Topic: Swans Zoom Meeting</p> <p>Time: This is a recurring meeting Wednesday 10:15</p> <p>Join Zoom Meeting</p> <p>https://zoom.us/j/9098624692?pwd=WDZnOEdZSmN6MlhXQktwMWNpbVpqUT09</p> <p>Meeting ID: 909 862 4692</p> <p>Password: 1ZnFub</p> <p>Please remember to bring along your favourite book to share.</p> | | | |
| Zoom Kingfishers | <p>Miss Almond is inviting you to a scheduled Zoom meeting.</p> <p>Topic: Kingfishers Zoom Meeting</p> <p>Time: This is a recurring meeting Wednesday 14:00</p> <p>Meeting ID:975 1819 5198</p> <p>Password:6VZGqv</p> | | | |
| Maths Number Shape and space | <p><u>Online</u></p> <p>This week's focus is: Calculations: Doubling and Halving. Here are some ideas for learning at home.</p> <p>Twinkl: Practise your doubles and halves with the following games:</p> <p>https://www.twinkl.co.uk/resource/T-GO-03-doubles-up-to-10</p> <p>https://www.twinkl.co.uk/resource/T-GO-04-doubles-up-to-20</p> <p>https://www.twinkl.co.uk/resource/T-GO-05-halves-up-to-10</p> | Twinkl | | |

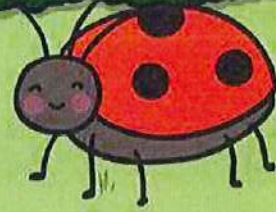
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|--|---|--|---|--|
| | <p>https://www.twinkl.co.uk/resource/T-GO-06-halves-up-to-20</p> <p>Oak National Academy has a lesson to support the understanding of halving as sharing. https://www.thenational.academy/reception/maths/sharing-objects-into-equal-groups-reception-wk2-2</p> <p>Practise your number bonds on Purple Mash with the following 2Do. Pick and choose according to your child's ability: Number bonds to 5 Number bonds to 10 Number bonds to 20 Pick and choose according to your child's ability.</p> <p>They may enjoy the following songs: https://www.youtube.com/watch?v=8jOzhiACB68 https://www.youtube.com/watch?v=At0quRa90rs https://www.youtube.com/watch?v=4U2QLjqripY</p> <p>A story of halving: https://www.youtube.com/watch?v=663FhDCwhky</p> <p>Number Blocks: Double Trouble https://www.bbc.co.uk/iplayer/episode/b08q4jkq/numberblocks-series-2-double-trouble</p> <p>NumberBlocks: Lair of shares: https://www.bbc.co.uk/iplayer/episode/m0006xcw/numberblocks-series-4-18-the-lair-of-shares</p> <p>Printable If you are able to print feel free to pick and choose from the doubles and halves folder in this week's pack. There are also powerpoints to help.</p> <p>Practical Use a mirror to help learn your doubles. you could write them down in your workbook (you don't have to use butterflies)</p> <div data-bbox="778 1592 946 1832" data-label="Image"> </div> <p>Explore halves of numbers by sharing an even number of objects/toys between two plates: how many on each plate?</p> | <p>Oak National Academy website</p> <p>Purple Mash</p> <p>You Tube</p> <p>You Tube</p> <p>CBeebies iPlayer</p> <p>Emailed</p> <p>Emailed</p> | <p>We will be able to see your child's score as they play</p> <p>Email in photos if able</p> <p>Email in photos of you having a try</p> | |
| | <p>Phonics: Recap letter sounds 'er' and 'ure' (avoid</p> | | | |

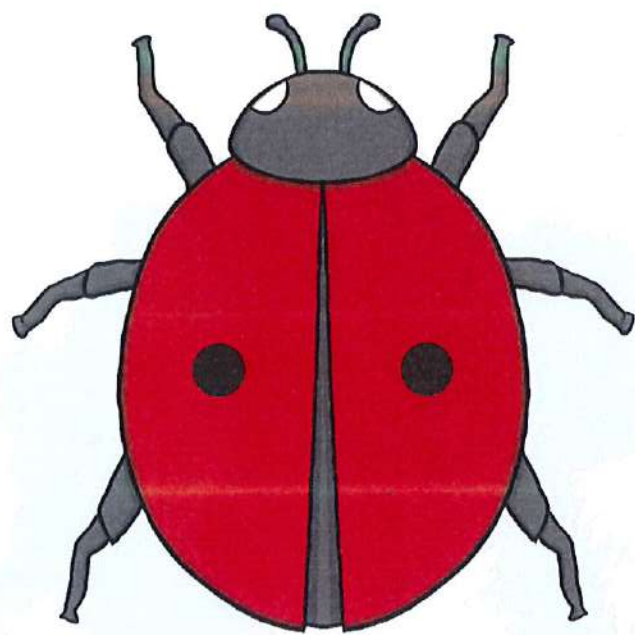
| | | | | |
|--------------------------------|---|---|--|--|
| <p>CLL and Literacy</p> | <p>doing more than one sound a day)</p> <p><u>Online</u> Phonics: Recap letter sounds 'er' and 'ure' using following links: https://www.youtube.com/watch?v=KK8_kUg3454 https://www.youtube.com/watch?v=YwCzf71f1BA</p> <p>Revisit: https://www.youtube.com/watch?v=CNOvbgpCThI</p> <p>Access Phonics Play for free to support the following activities. https://new.phonicsplay.co.uk/ Username: march20 Password: home Once online click on resources tab then phase 3 to find: Flashcards: Speed Trials - Phase 2 and 3 Picnic on Pluto - Phase 3 - er and ure (work on each letter sound separately) Sentences - week 8: Thursday: ure/week 9: Monday: er (work on each letter sound separately, it doesn't have to be on these days) They may also like to have a go at Space Race or Rocket Rescue to practise using their phonics (select Phase 2 or 3 dependent on their confidence) Tricky Trucks is a fun way to practise key and tricky words. Grab a Giggling Grapheme is also good fun.</p> <p>Phonics Purple Mash link :(2Dos set) abc, English, Phonics, Phase 2, cloze. u r.</p> <p>Purple Mash link: Mini mash, reading and writing alphabet pairs 4/8 cards, complete pairs with letters x, z. (Do this before handwriting to help get ideas of objects beginning with the set letter.)</p> <p><u>Printable</u> (If unable to print view on screen and then model for your child in their exercise book or on paper)</p> <p>Sounds matching activity: er/ure Can you write a sentence using each word?</p> <p>Phoneme spotter stories: can they find the 'ure' and 'er' words in the stories.</p> | <p>You Tube</p> <p>Phonics Play</p> <p>Purple Mash</p> <p>Emailed</p> | <p>Email photos or feedback how they got on in an email.</p> <p>We can view your scores</p> <p>Email in photos</p> | |
|--------------------------------|---|---|--|--|

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|-----------------------------|---|--|--|--|
| | <p>Can you write your own story with words containing these sounds?</p> <p>Key words to read - help, oh, their Key words to write - look, was, you Remember to use the keywords in sentences.</p> <p>Handwriting 2, 3, 4</p> <p>Practical Children to write a weekly or daily piece of news in their exercise book: you could use it like a diary! Encourage them to build up their quantity and level of independence each time.</p> | | | |
| Tricky and Key Words | <p>Please keep up the fantastic work learning the tricky and key words. The next sets are available for you in the Tricky and Keywords folder.</p> | Emailed | | |
| Technology | <p>Think of all the different types of technology in your house: take photos of them and let us know how you use them. Remember technology isn't just computers/laptops and tablets!</p> | Emailed Around your home | Send in your photos and reasons how they are used. | |
| Thematic | <p>Online Learn about fossils with the following online links: Maddie Moate: How is a fossil made https://www.youtube.com/watch?v=-qe89q8YYFO BBC Bitesize: How are fossils made? https://www.bbc.com/bitesize/articles/z2ym2p3 BBC Bitesize: What can we learn by fossils? https://www.bbc.com/bitesize/articles/z22g7p3 Fossil powerpoint https://www.slideshare.net/mlindsay1/fossils-ppt</p> <p>Use the following link to make your own fossil: https://www.bbc.co.uk/cbeebies/makes/presenters-making-a-fossil</p> <p>Purple Mash: when you have watched the videos about Fossils have a go at 2Do: Fossil Facts and create your own fact file.</p> | <p>You Tube</p> <p>Purple Mash</p> <p>CBeebies iPlayer</p> | Save for us to view | |

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|--|---|--|--|--|
| | <p><u>Online ideas</u></p> <p>You Tube:</p> <p>Joe Wicks: The Body Coach</p> <p>Jump Start Jonny</p> <p>GoNoodle</p> <p>Cosmic Kids Yoga</p> <p>BBC Supermovers</p> <p>Youth Sports Trust - website</p> <p>PE Hub home portal</p> <p>https://www.teambedsandluton.co.uk/getting-active-at-home</p> <p>It would be lovely to see photos or videos of you being active!</p> | | | |
|--|---|--|--|--|

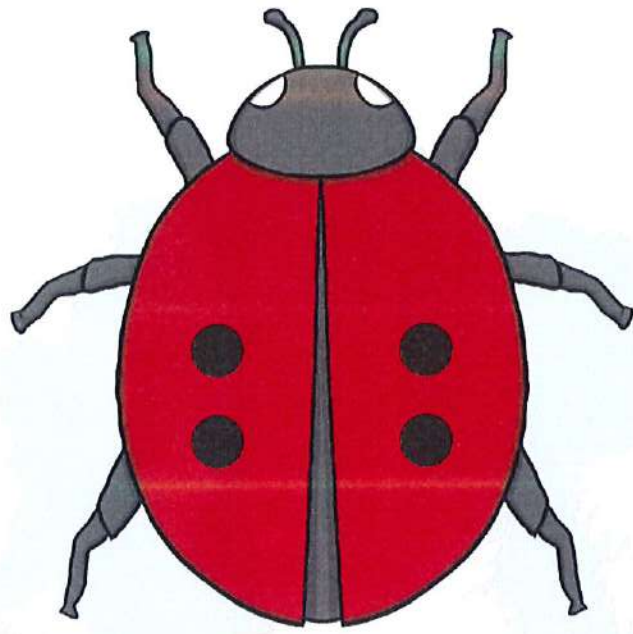
Ladybird Doubles to 20



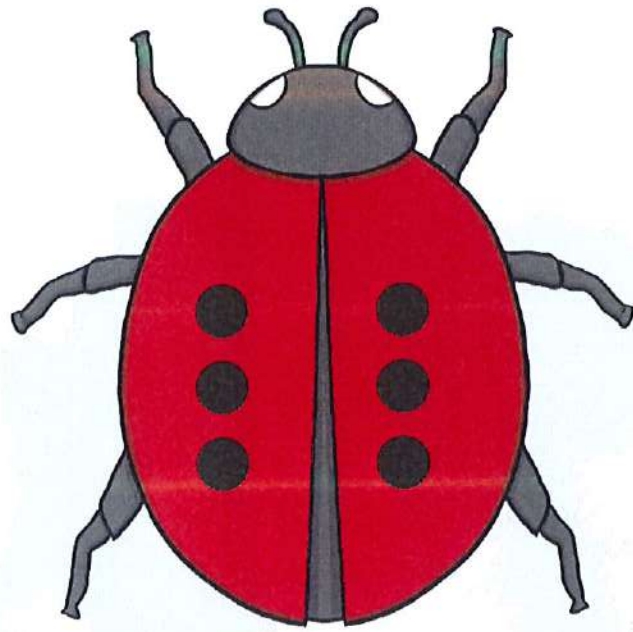


$$1 + 1 = 2$$

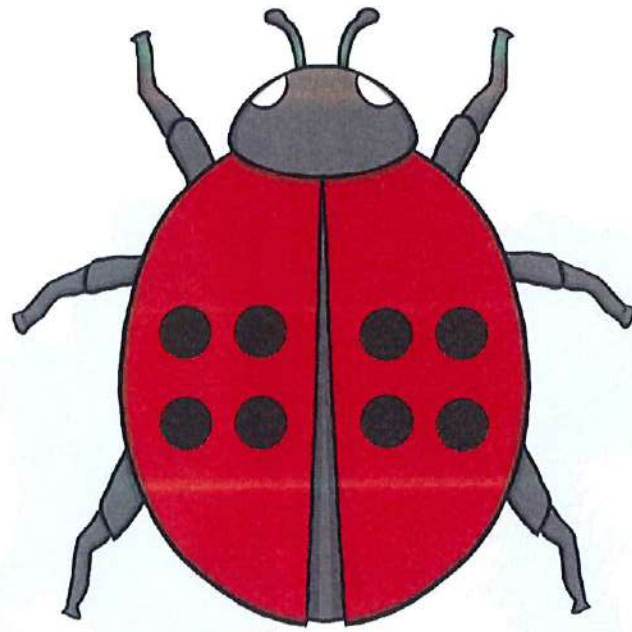
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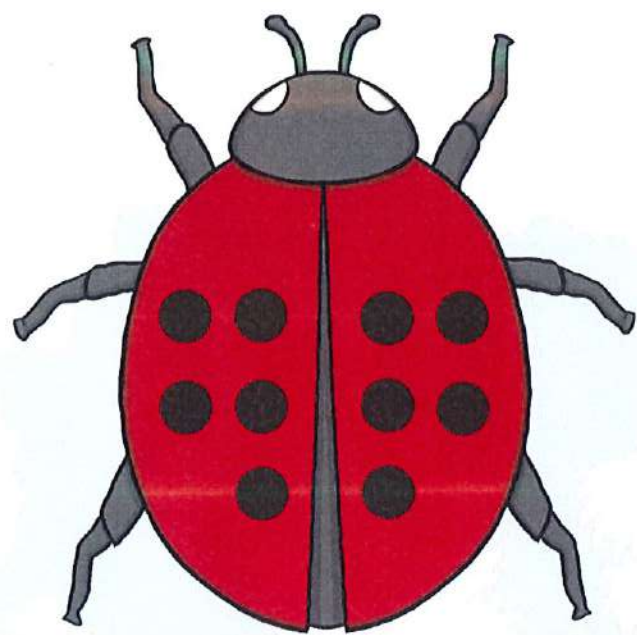
$$2 + 2 = 4$$



$$3 + 3 = 6$$

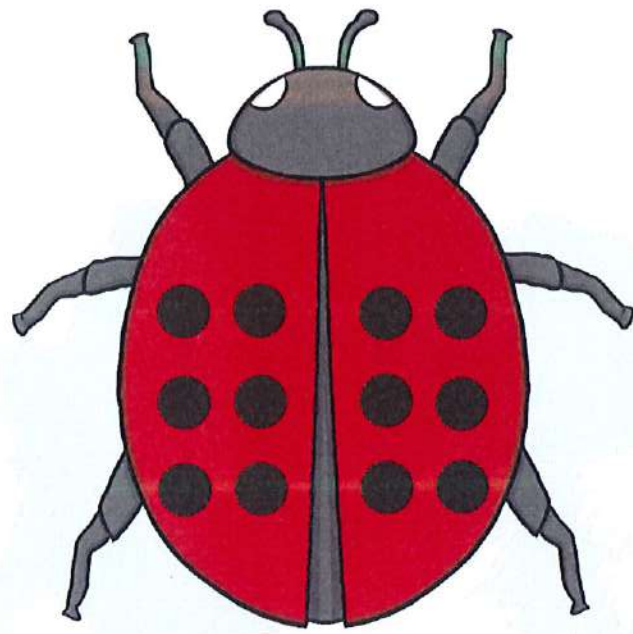


$$4 + 4 = 8$$



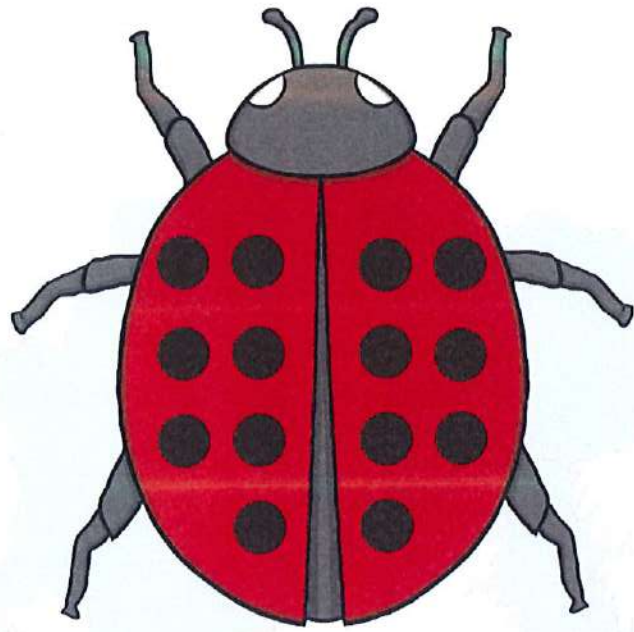
$$5 + 5 = 1$$

0



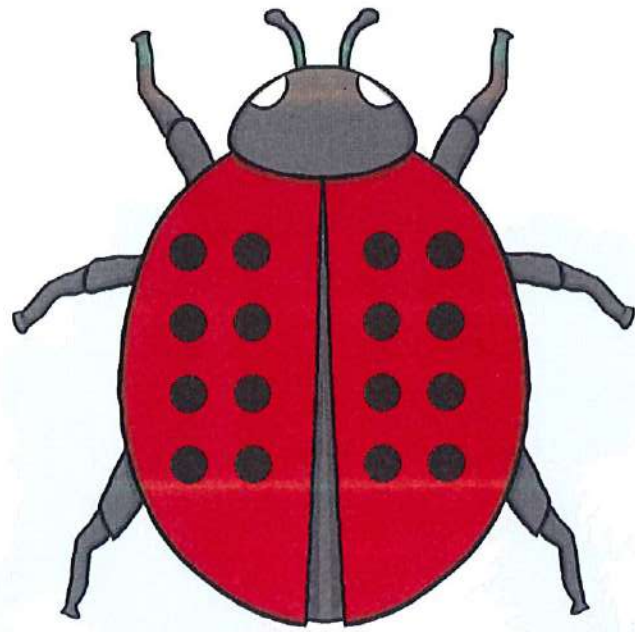
$$6 + 6 = 1$$

2



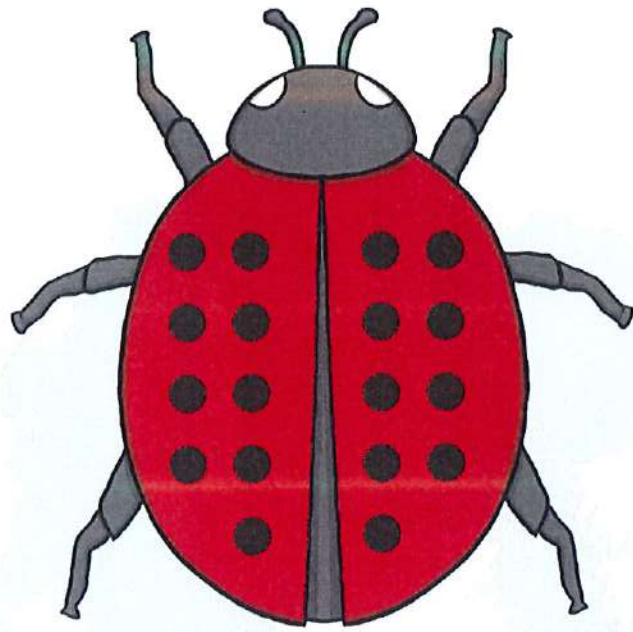
$$7 + 7 = 14$$

4



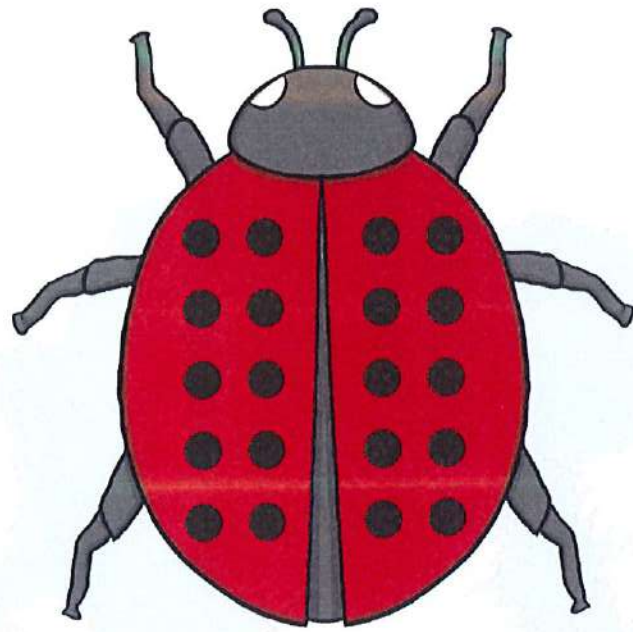
$$8 + 8 = 1$$

6



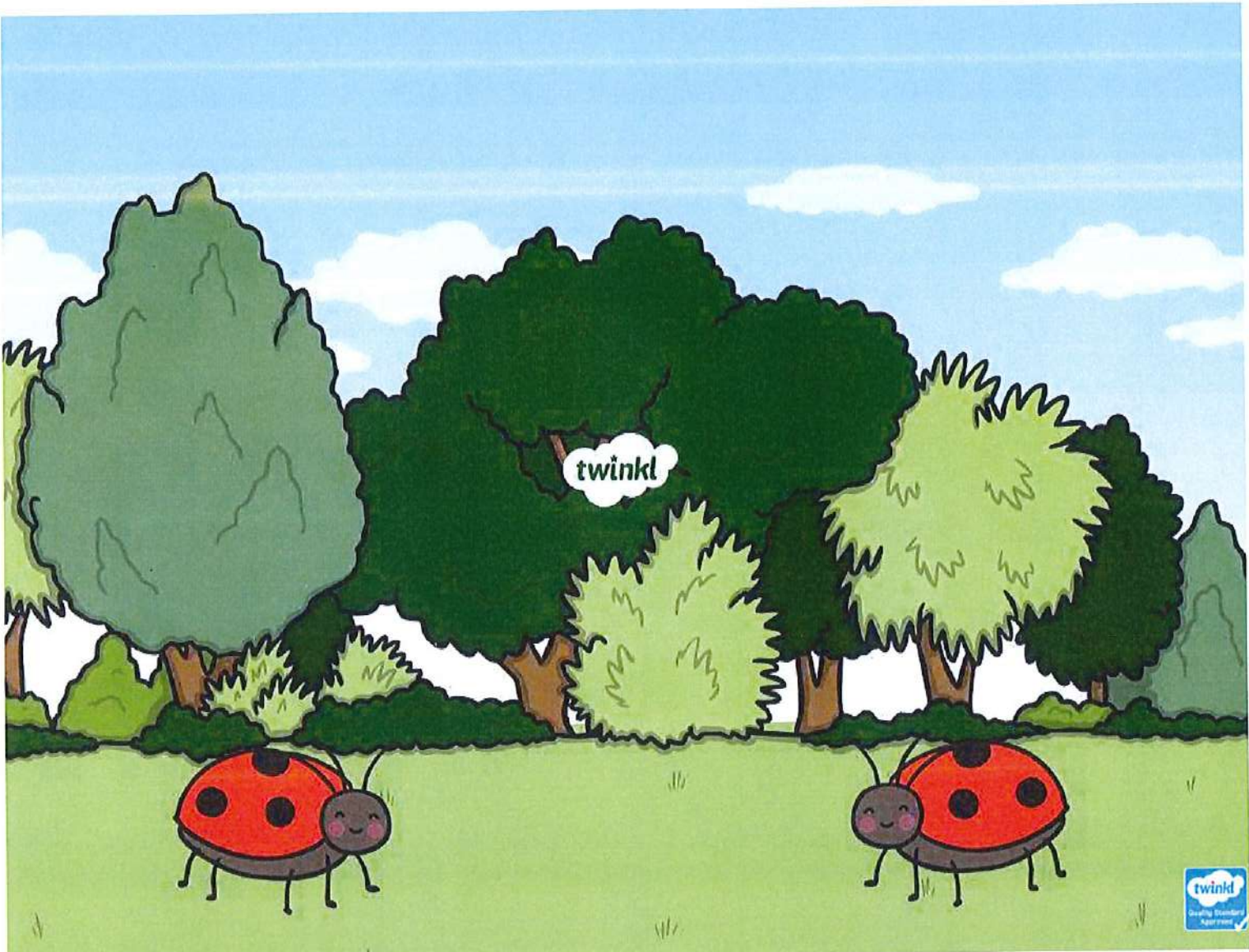
$$9 + 9 = 1$$

8



$$10 + 10 = 20$$

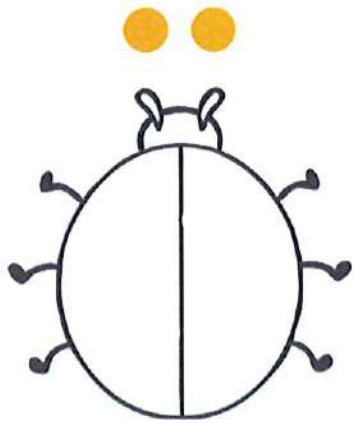
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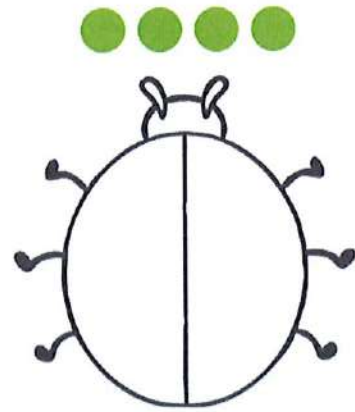
twinkl

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Quality Standard
Approved

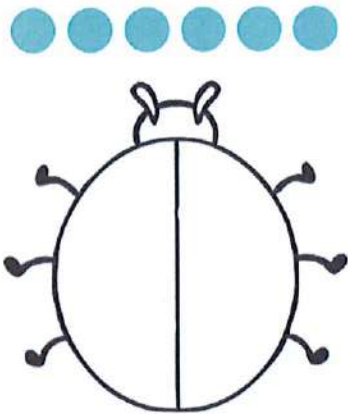
Ladybird Halving to 10



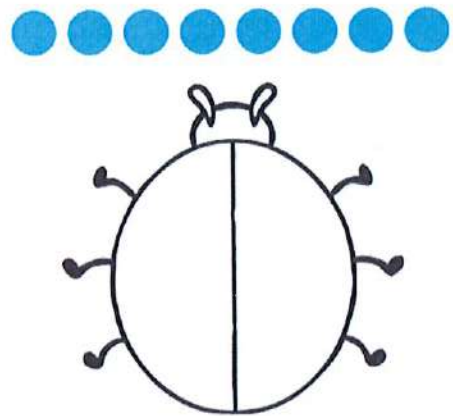
Half of 2 is _____



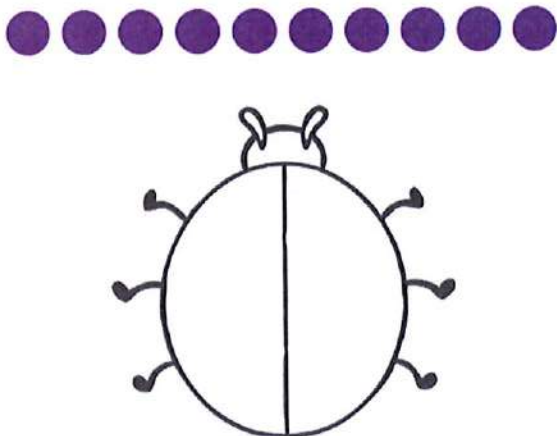
Half of 4 is _____



Half of 6 is _____

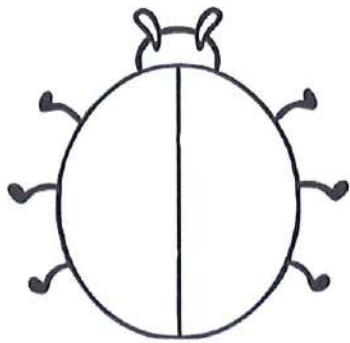


Half of 8 is _____

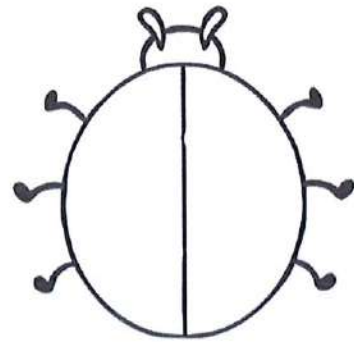


Half of 10 is _____

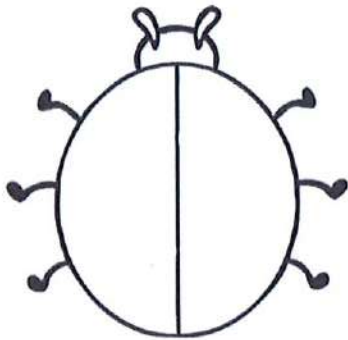
Ladybird Halving to 10



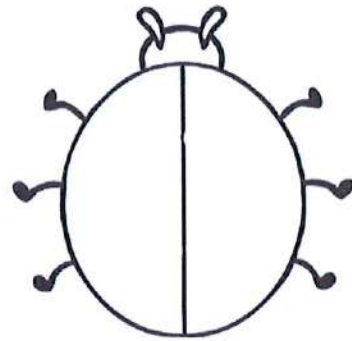
Half is _____



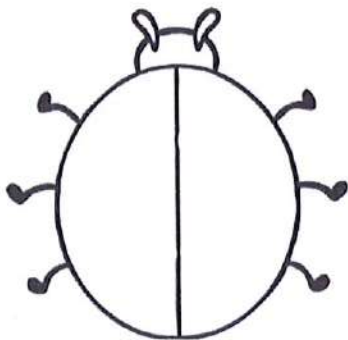
Half is _____



Half is _____

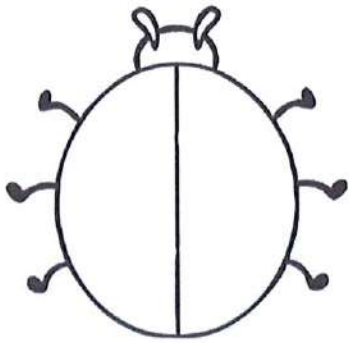


Half is _____

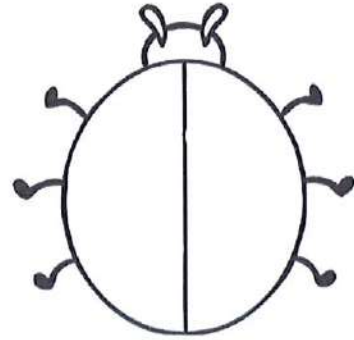


Half is _____

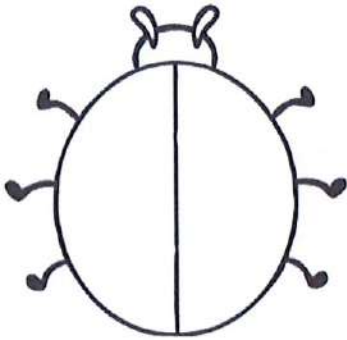
Ladybird Halving to 10



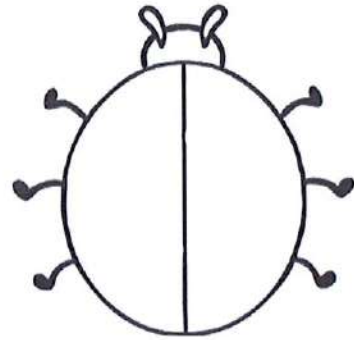
Half of 2 is _____



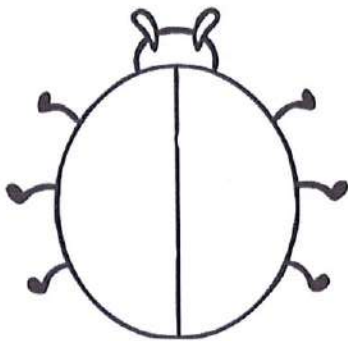
Half of 4 is _____



Half of 6 is _____



Half of 8 is _____



Half of 10 is _____

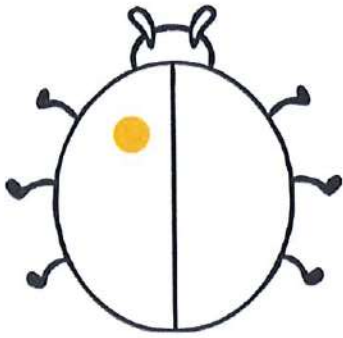
My Doubling and Halving Activity Booklet

Name:

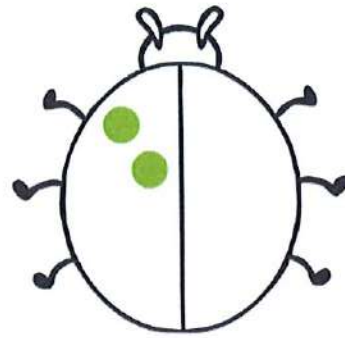


twinkl

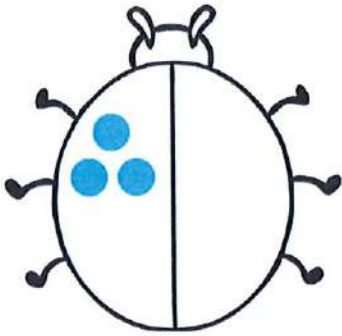
Ladybird Doubles



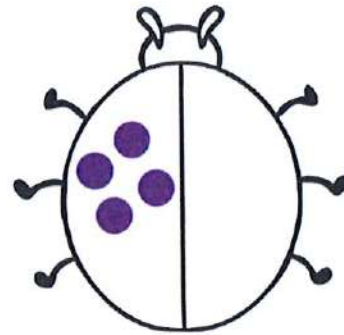
Double 1 is _____



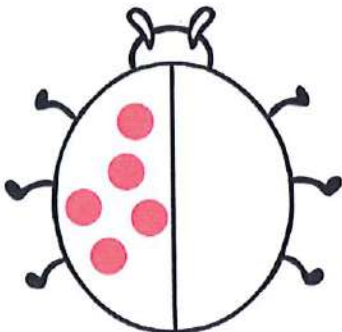
Double 2 is _____



Double 3 is _____

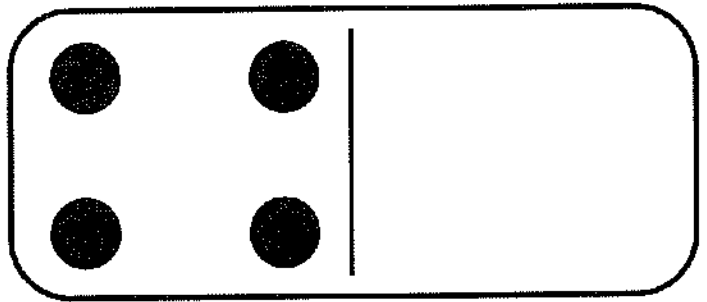
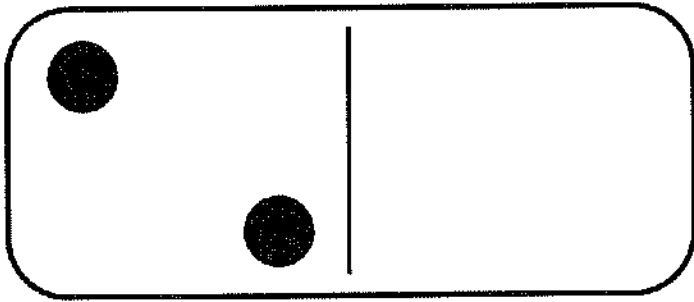


Double 4 is _____



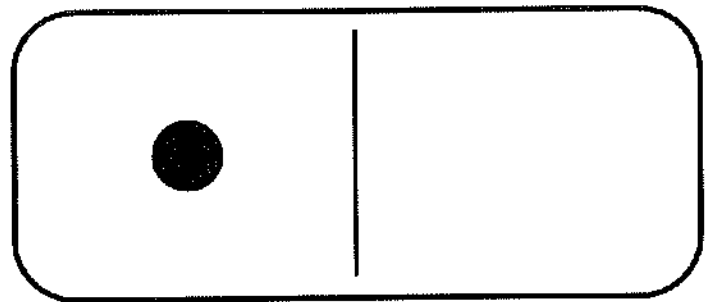
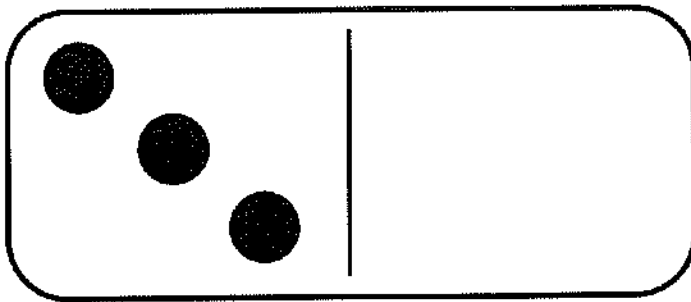
Double 5 is _____

Double Dominoes to 10



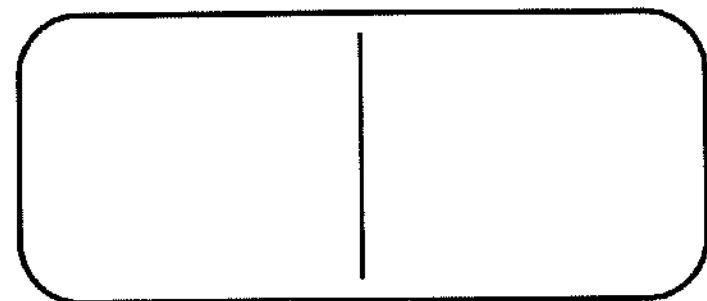
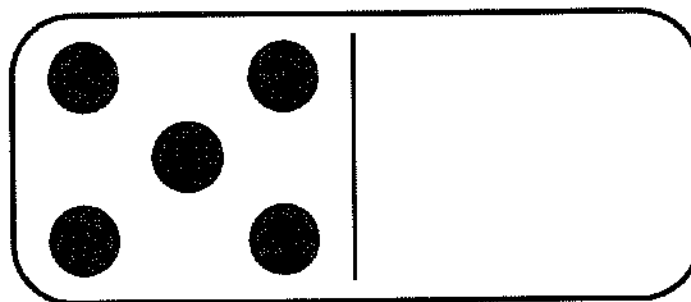
Double 2 is _____

Double 4 is _____



Double 3 is _____

Double 1 is _____

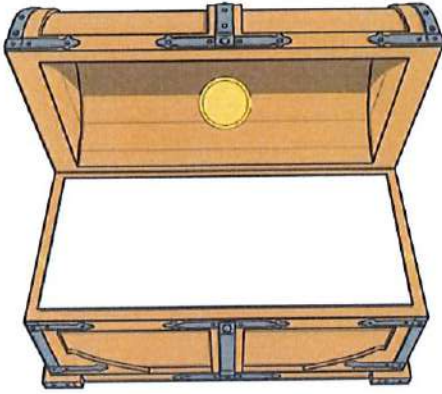


Double 5 is _____

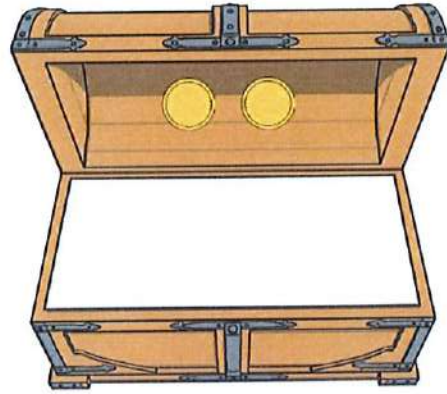
Double 0 is _____

Pirate Doubles

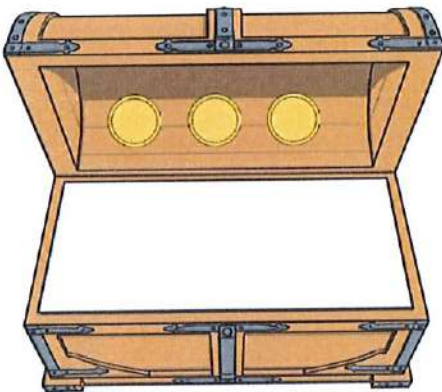
Carefully, look at the coins. Then, draw the same amount of coins inside the treasure chest to double the amount. Count how many coins there are altogether and write your answer.



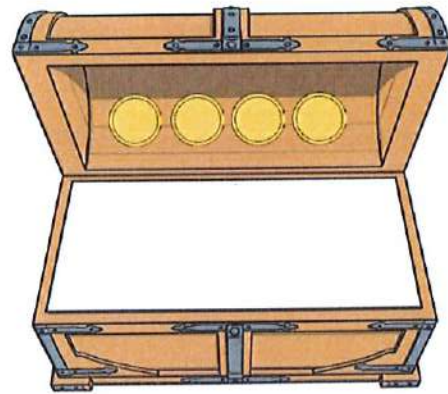
Double 1 is _____



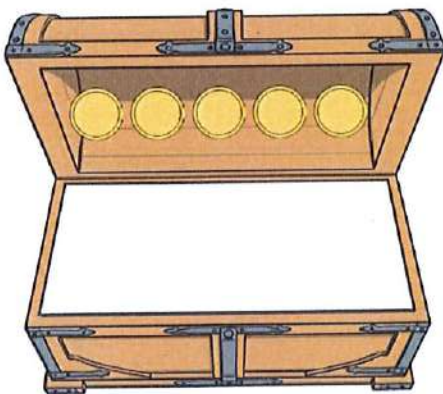
Double 2 is _____



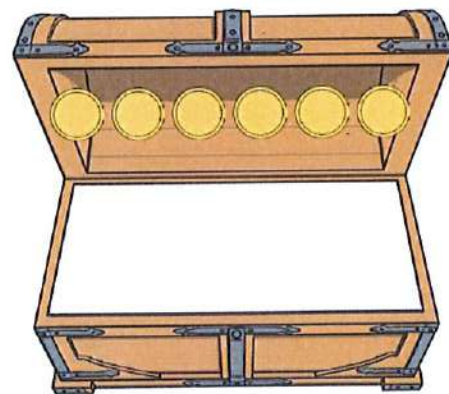
Double 3 is _____



Double 4 is _____



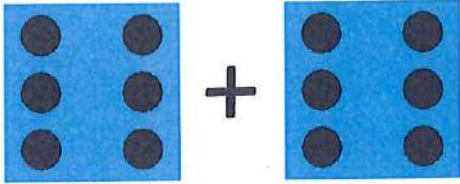
Double 5 is _____



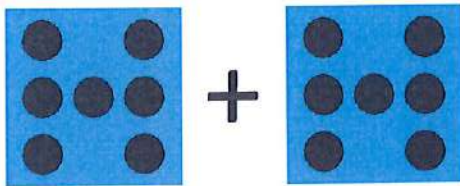
Double 6 is _____

Dice Doubles

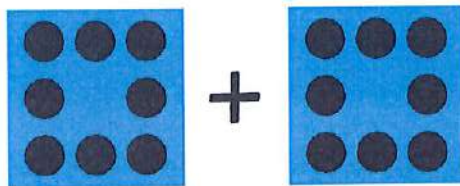
Write the number sentence for each dice double.



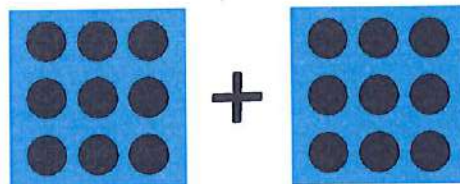
$6 + 6 = \underline{\hspace{2cm}}$



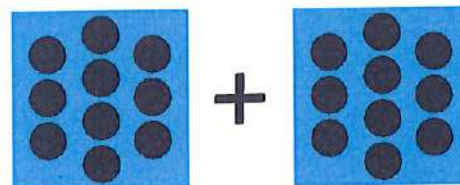
$7 + 7 = \underline{\hspace{2cm}}$



$8 + 8 = \underline{\hspace{2cm}}$



$9 + 9 = \underline{\hspace{2cm}}$



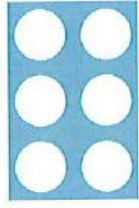
$10 + 10 = \underline{\hspace{2cm}}$

Number Shape Doubles

Write the number sentence for each number shape double.



+



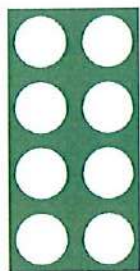
$6 + 6 = \underline{\hspace{2cm}}$



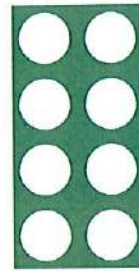
+



$7 + 7 = \underline{\hspace{2cm}}$



+



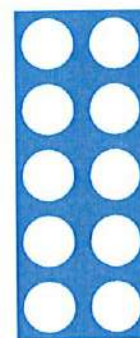
$8 + 8 = \underline{\hspace{2cm}}$



+



$9 + 9 = \underline{\hspace{2cm}}$

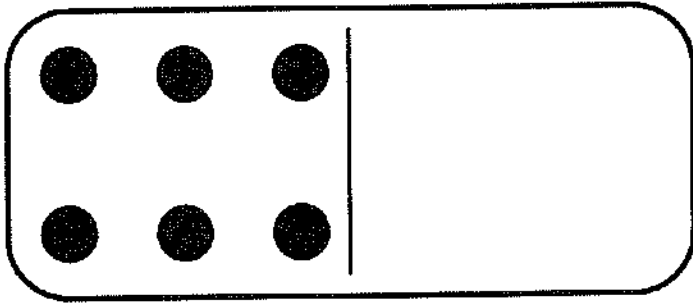


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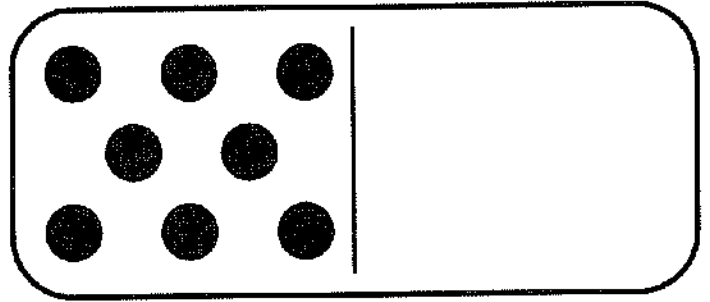


$10 + 10 = \underline{\hspace{2cm}}$

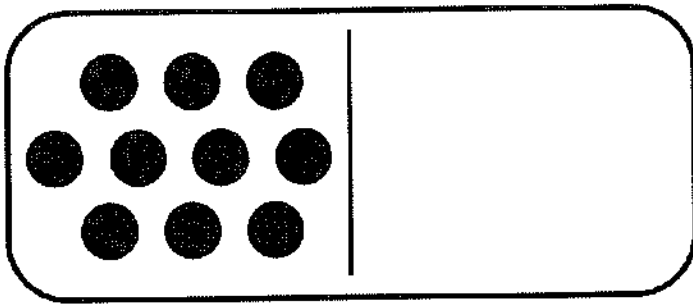
Double Dominoes to 20



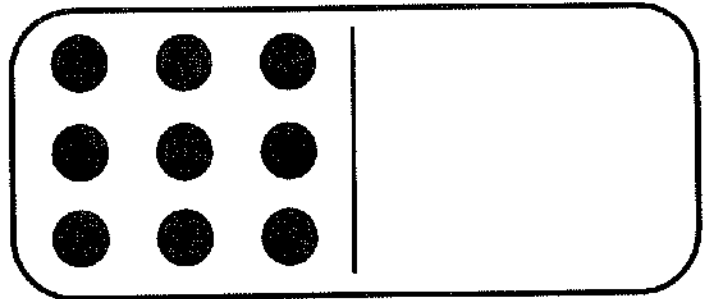
Double 6 is _____



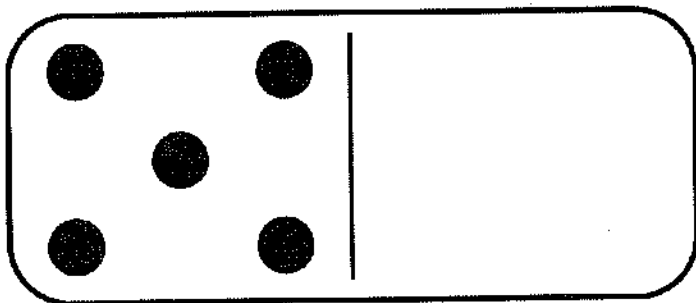
Double 8 is _____



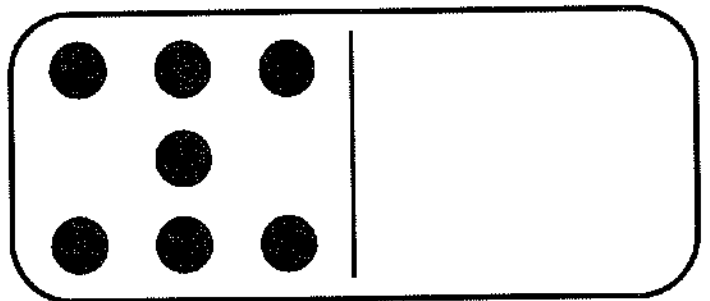
Double 10 is _____



Double 9 is _____



Double 5 is _____



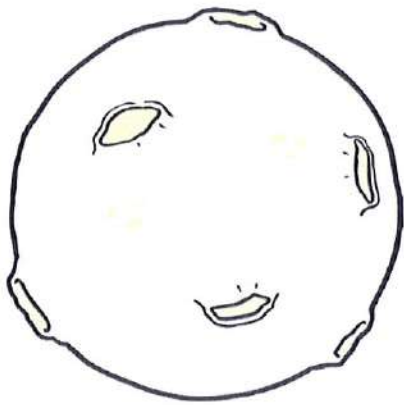
Double 7 is _____

Doubling Space Race

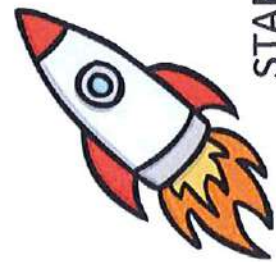
How fast can you double?

Double the numbers on the track and write the answers as you go.

Use a timer to see how long it takes you to finish the race!



6 2 9 14 12 1 3 11 15 10 14 17 5 19 16 8 4 13 7 18 20



START

Double Decker School Bus Ride

6 + 6

2 + 2

1 + 1

9 + 9

5 + 5

3 + 3

2 + 2

7 + 7

8 + 8

1 + 1

5 + 5

2 + 2

3 + 3

7 + 7

6 + 6

2 + 2

1 + 1

8 + 8

3 + 3

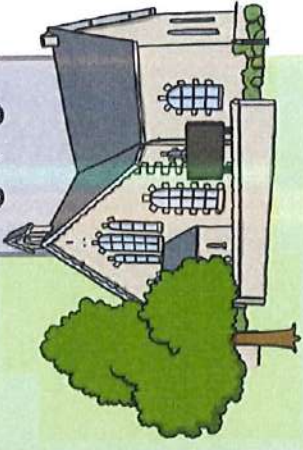
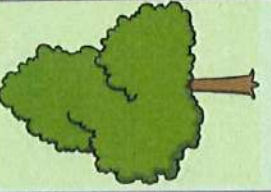
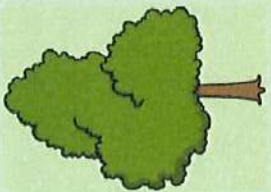
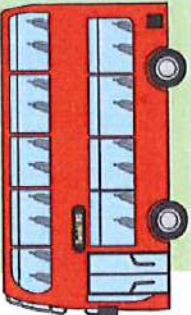
5 + 5

3 + 3

8 + 8

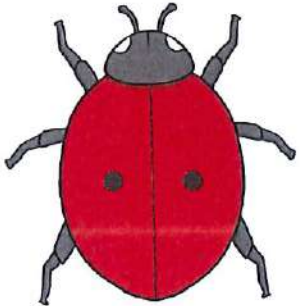
1 + 1

6 + 6

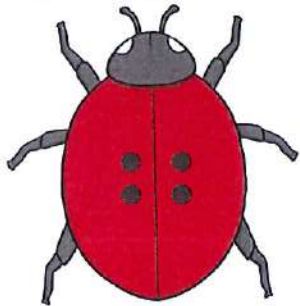


Ladybird Doubles

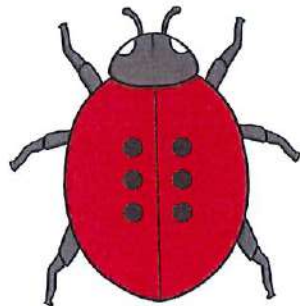
Write the number sentence for each ladybird double.



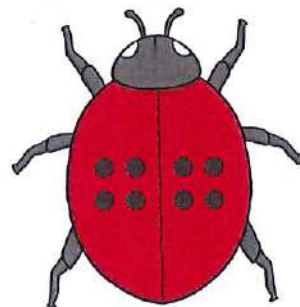
$1 + 1 = \underline{\hspace{2cm}}$



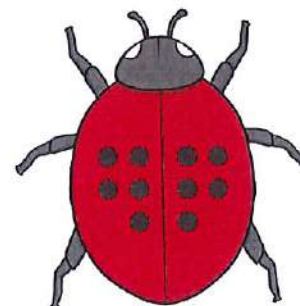
$2 + 2 = \underline{\hspace{2cm}}$



$3 + 3 = \underline{\hspace{2cm}}$



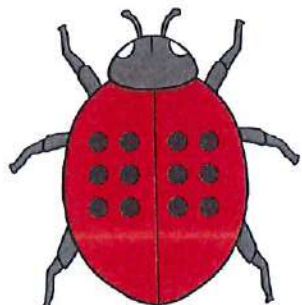
$4 + 4 = \underline{\hspace{2cm}}$



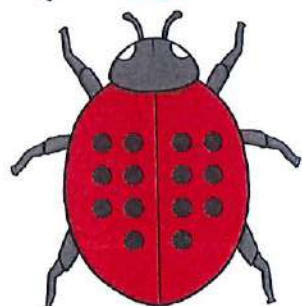
$5 + 5 = \underline{\hspace{2cm}}$

Ladybird Doubles

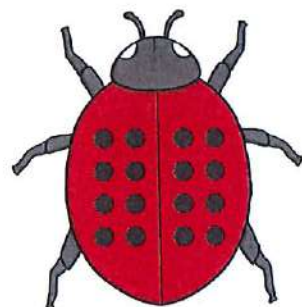
Write the number sentence for each ladybird double.



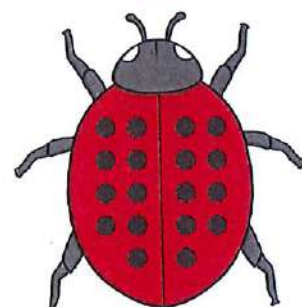
$6 + 6 = \underline{\hspace{2cm}}$



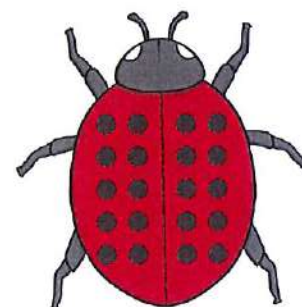
$7 + 7 = \underline{\hspace{2cm}}$



$8 + 8 = \underline{\hspace{2cm}}$



$9 + 9 = \underline{\hspace{2cm}}$



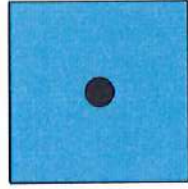
$10 + 10 = \underline{\hspace{2cm}}$

Dice Doubles

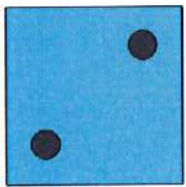
Write the number sentence for each dice double.



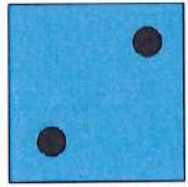
+



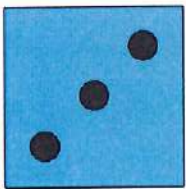
$1 + 1 = \underline{\hspace{2cm}}$



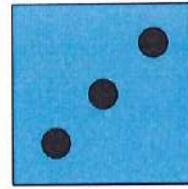
+



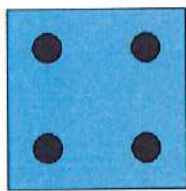
$2 + 2 = \underline{\hspace{2cm}}$



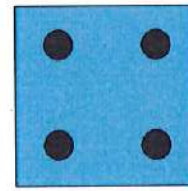
+



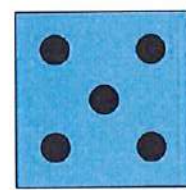
$3 + 3 = \underline{\hspace{2cm}}$



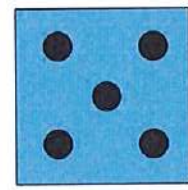
+



$4 + 4 = \underline{\hspace{2cm}}$



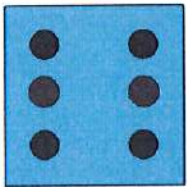
+



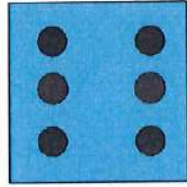
$5 + 5 = \underline{\hspace{2cm}}$

Dice Doubles

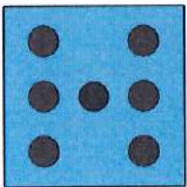
Write the number sentence for each dice double.



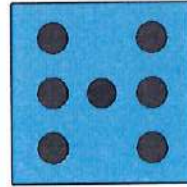
+



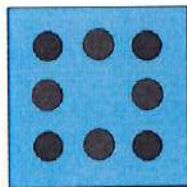
$6 + 6 = \underline{\hspace{2cm}}$



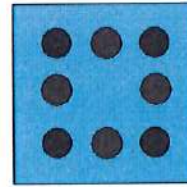
+



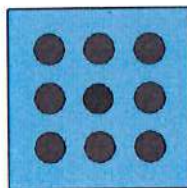
$7 + 7 = \underline{\hspace{2cm}}$



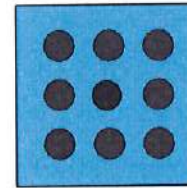
+



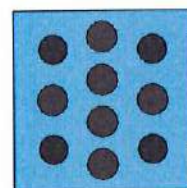
$8 + 8 = \underline{\hspace{2cm}}$



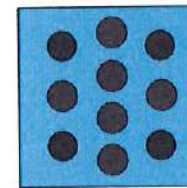
+



$9 + 9 = \underline{\hspace{2cm}}$



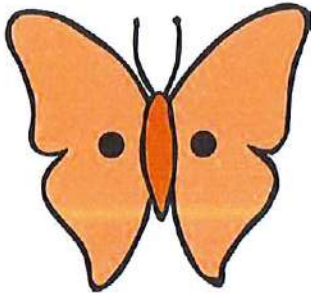
+



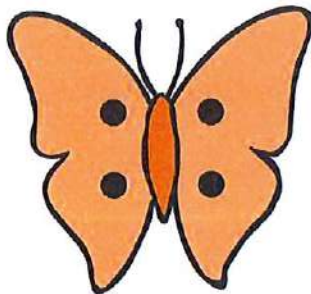
$10 + 10 = \underline{\hspace{2cm}}$

Butterfly Doubles

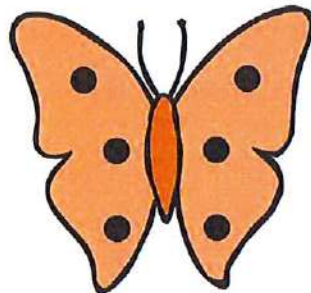
Write the number sentence for each butterfly double.



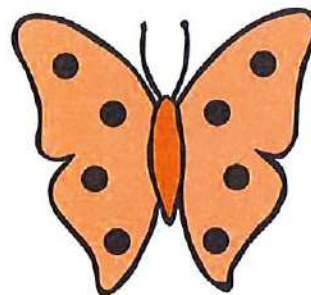
$1 + 1 = \underline{\hspace{2cm}}$



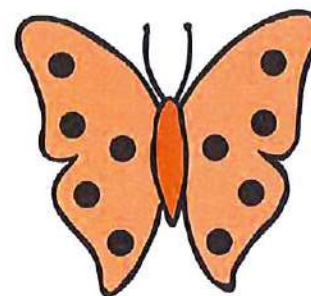
$2 + 2 = \underline{\hspace{2cm}}$



$3 + 3 = \underline{\hspace{2cm}}$



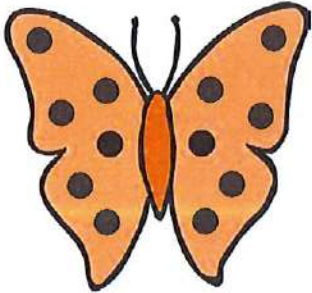
$4 + 4 = \underline{\hspace{2cm}}$



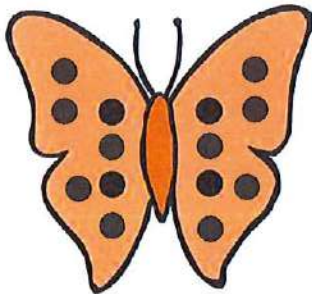
$5 + 5 = \underline{\hspace{2cm}}$

Butterfly Doubles

Write the number sentence for each butterfly double.



$6 + 6 = \underline{\hspace{2cm}}$



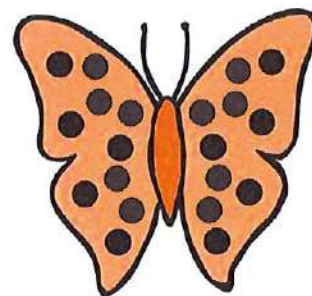
$7 + 7 = \underline{\hspace{2cm}}$



$8 + 8 = \underline{\hspace{2cm}}$



$9 + 9 = \underline{\hspace{2cm}}$

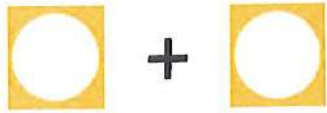


$10 + 10 = \underline{\hspace{2cm}}$

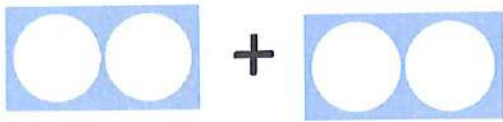
Doubles to 20

Number Shape Doubles

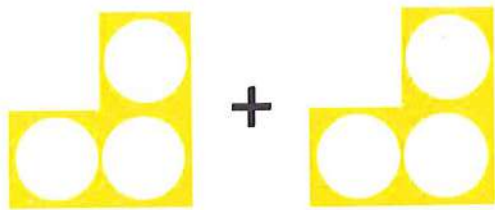
Write the number sentence for each number shape double.



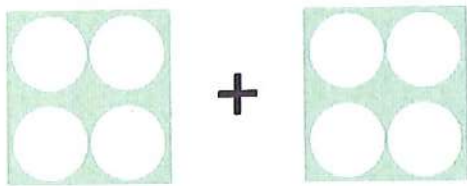
$1 + 1 = \underline{\hspace{2cm}}$



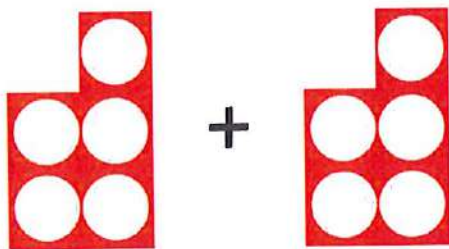
$2 + 2 = \underline{\hspace{2cm}}$



$3 + 3 = \underline{\hspace{2cm}}$



$4 + 4 = \underline{\hspace{2cm}}$

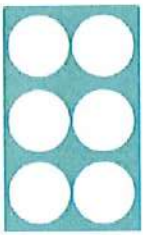


$5 + 5 = \underline{\hspace{2cm}}$

Doubles to 20

Number Shape Doubles

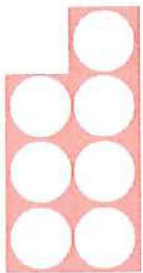
Write the number sentence for each number shape double.



+



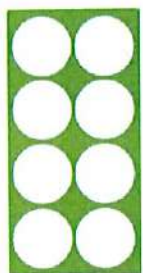
$6 + 6 = \underline{\hspace{2cm}}$



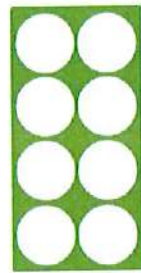
+



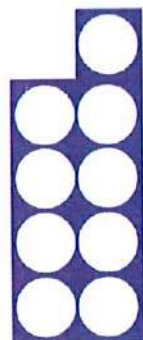
$7 + 7 = \underline{\hspace{2cm}}$



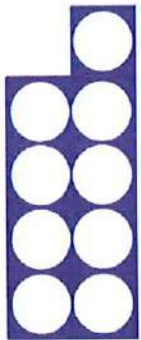
+



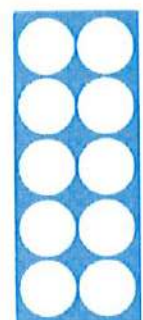
$8 + 8 = \underline{\hspace{2cm}}$



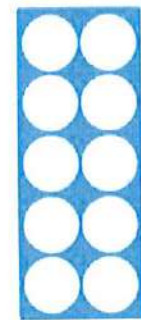
+



$9 + 9 = \underline{\hspace{2cm}}$



+

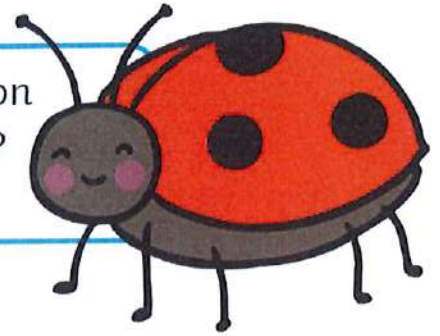


$10 + 10 = \underline{\hspace{2cm}}$

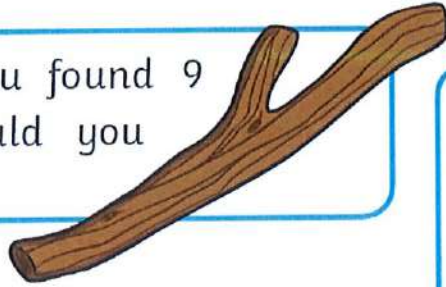
Solving Problems - Doubling

Home Learning Challenges

If a ladybird has 4 spots on one side and 4 spots on the other side, how many does she have in total?
Double 4.

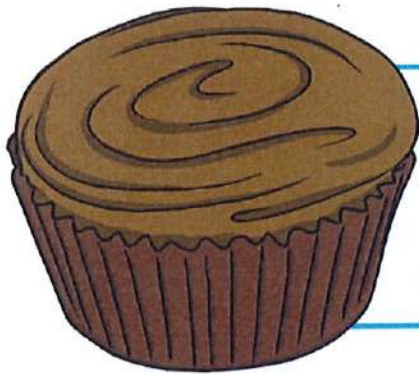
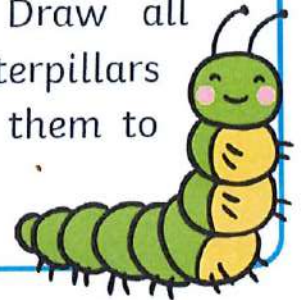
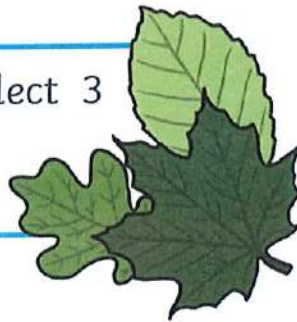


Collect 9 sticks. If you found 9 more, how many would you have altogether?



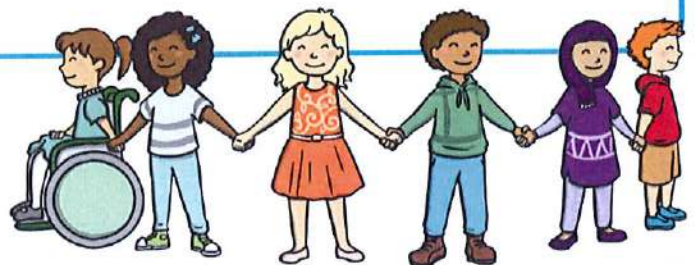
Draw 7 caterpillars on a large leaf. Double the amount. How many caterpillars are there in total? Draw all the caterpillars and count them to check.

Collect 3 leaves outside. Collect 3 more. How many do you have altogether?

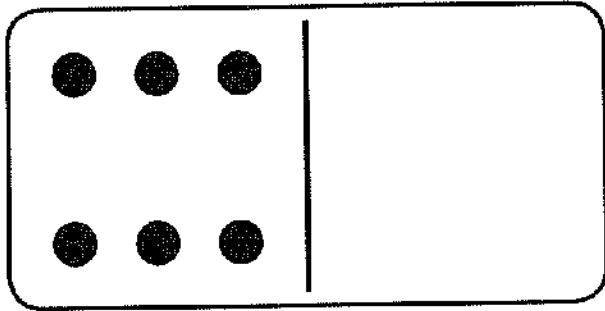


Jordan made 6 cupcakes for her class, but she needs to make more. There are double that number of children in her class. How many cupcakes does she need in total? Can you make that many cupcakes?

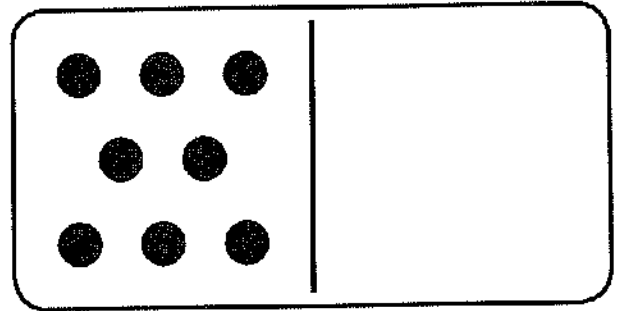
Some preschool children visit your class for an afternoon. There are usually 10 children in your class but today there are double that amount. How many children are there altogether?



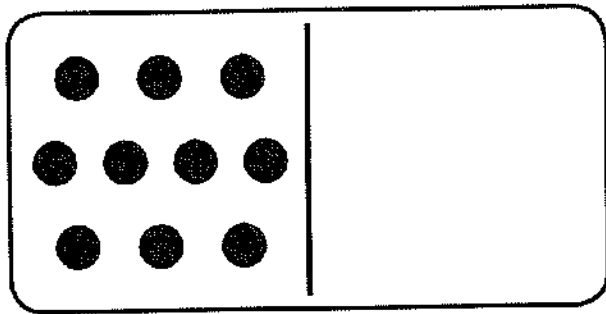
Double Dominoes to 20



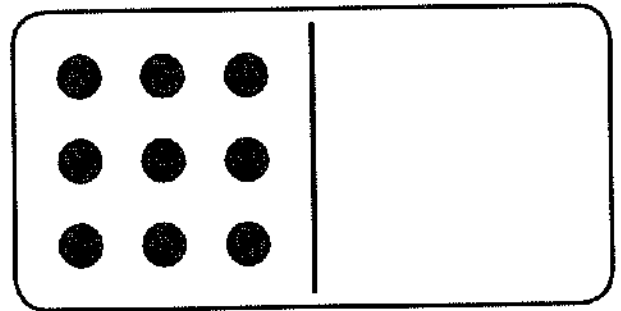
Double 6 is _____.



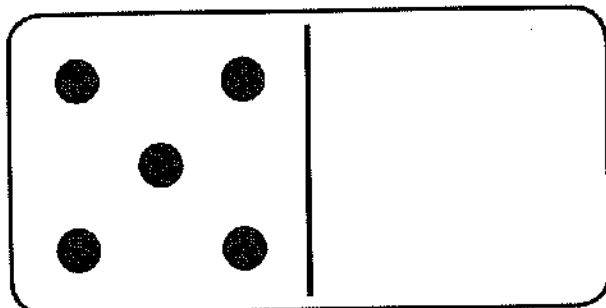
Double 8 is _____.



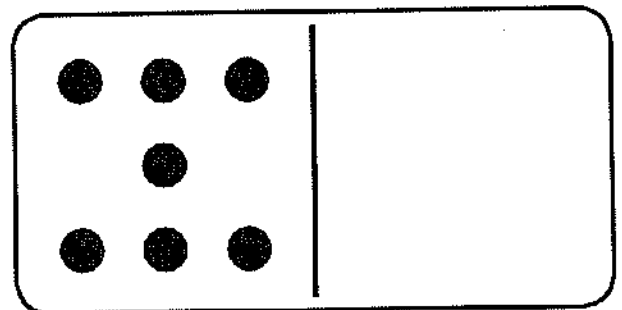
Double 10 is _____.



Double 9 is _____.

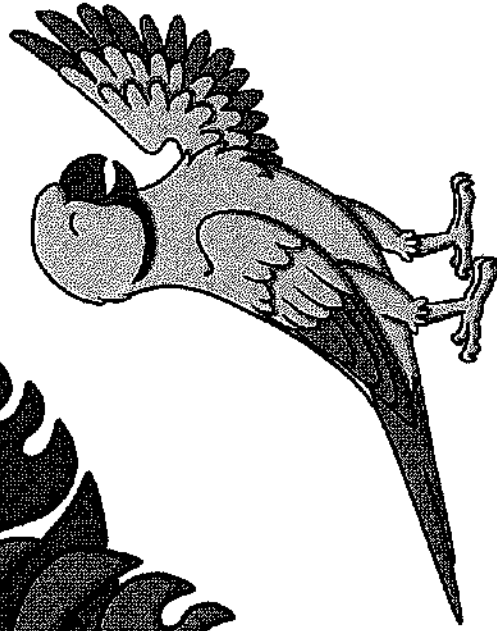
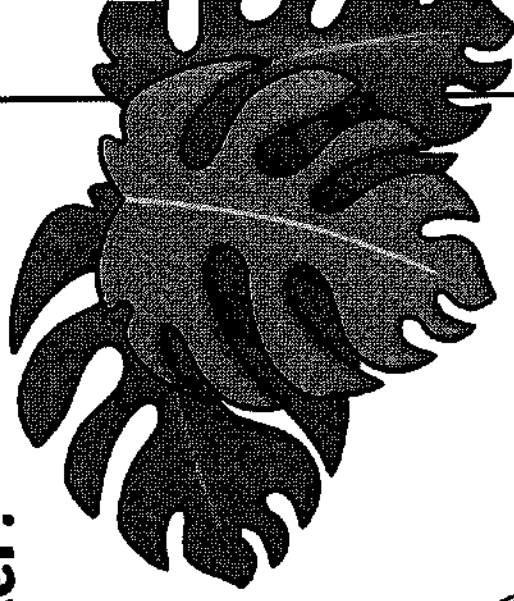
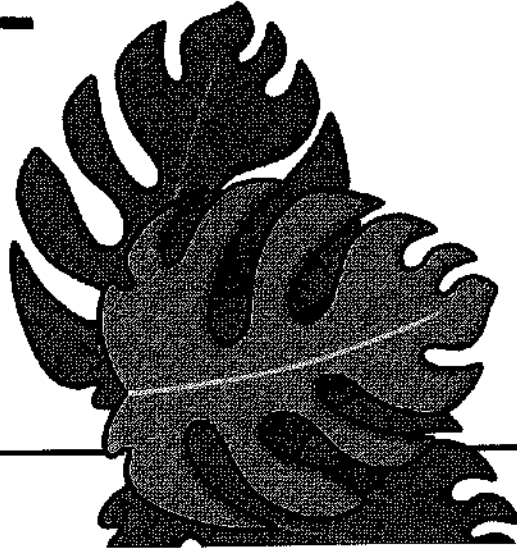


Double 5 is _____.



Double 7 is _____.

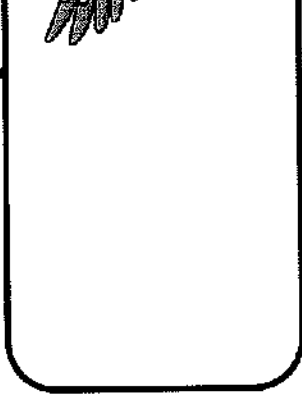
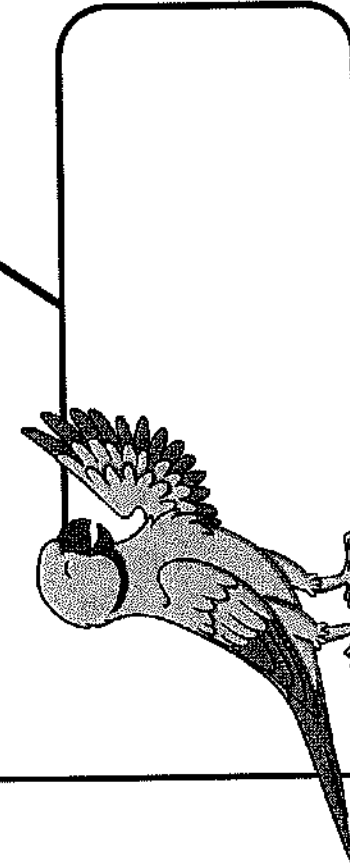
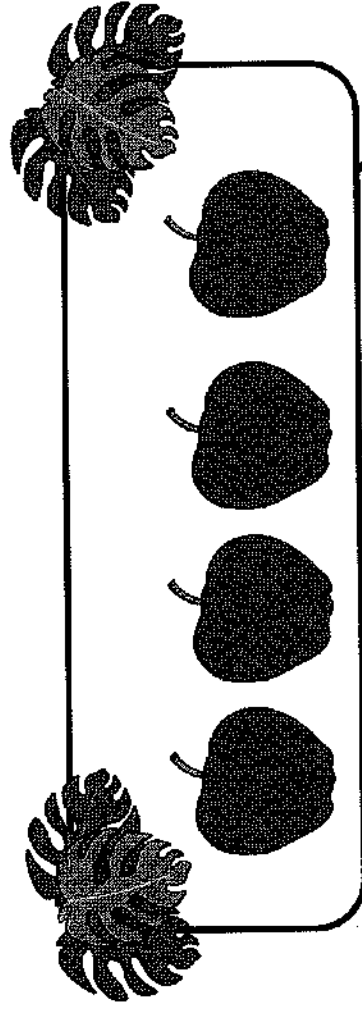
**Penny and Jenny are good friends.
They collect fruit together.**



**They like to be fair and take
half of the fruit each.**

**They have collected 4 apples.
How can they find half of 4?**

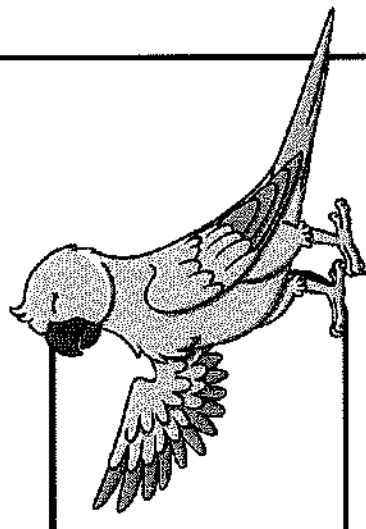
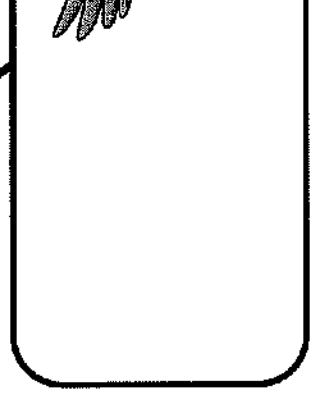
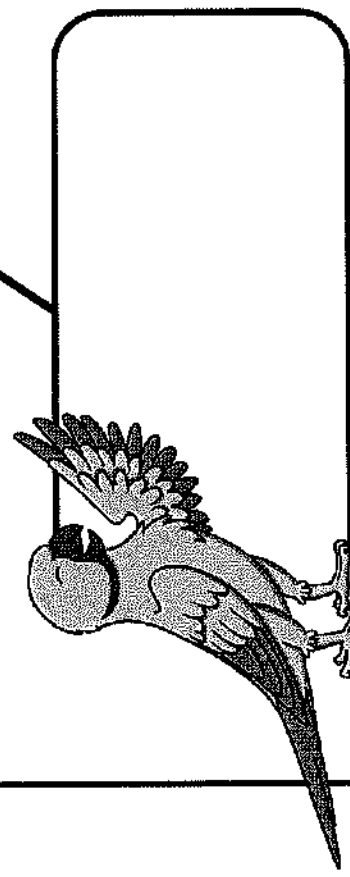
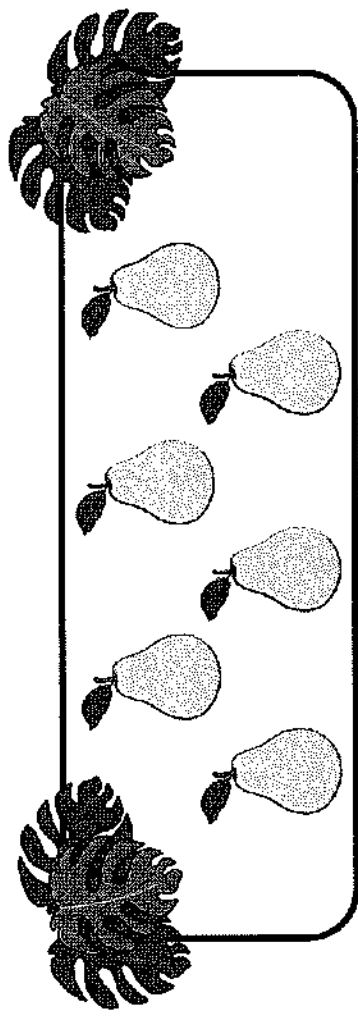
Click here to halve the fruit!



There are two halves. Jenny and Penny each have one half.

**They have collected 6 pears.
Can we share 6 pears into two halves?**

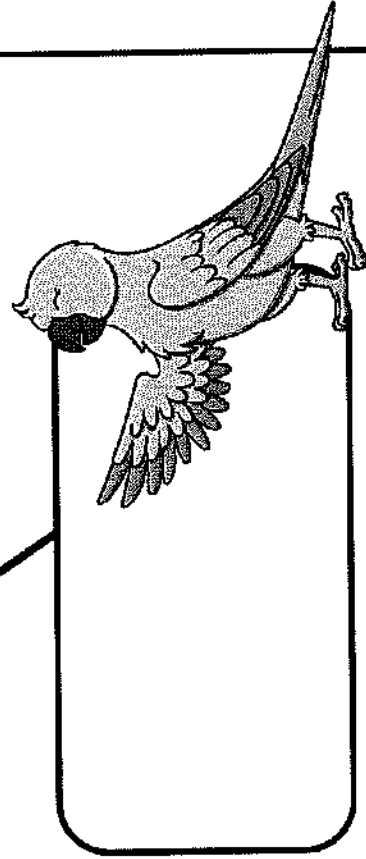
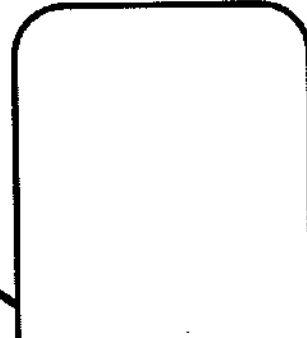
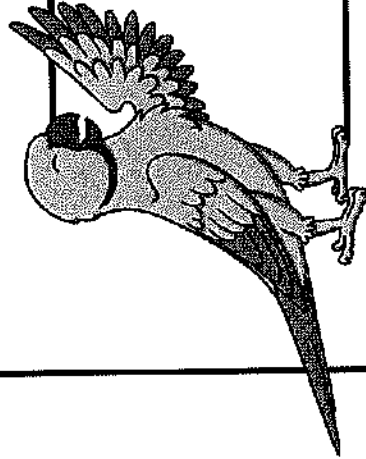
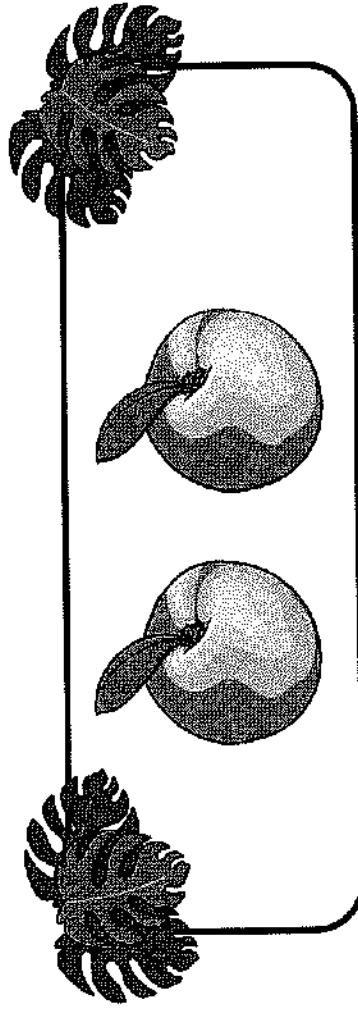
Click here to halve the fruit!



What do you notice about the halves?

**They have collected 2 peaches.
They each want half. What is half of 2?**

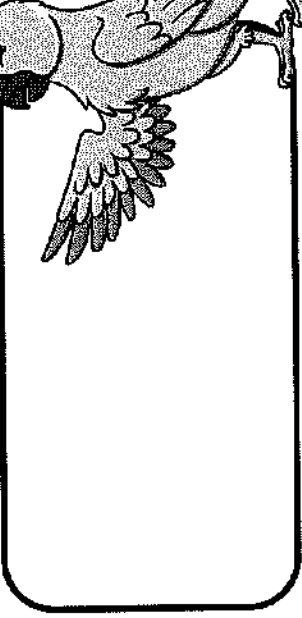
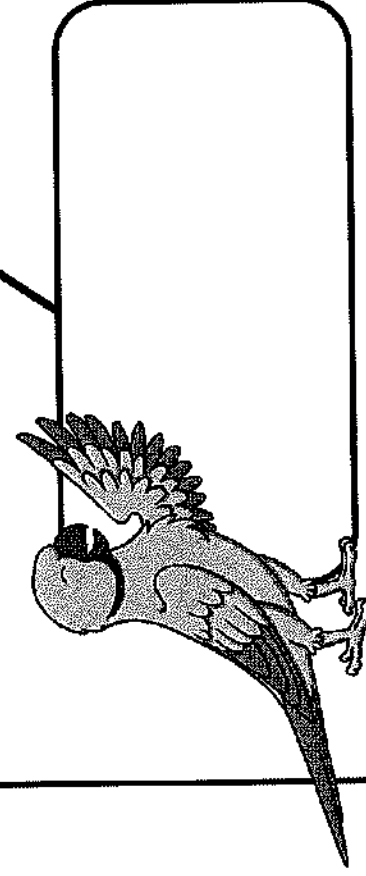
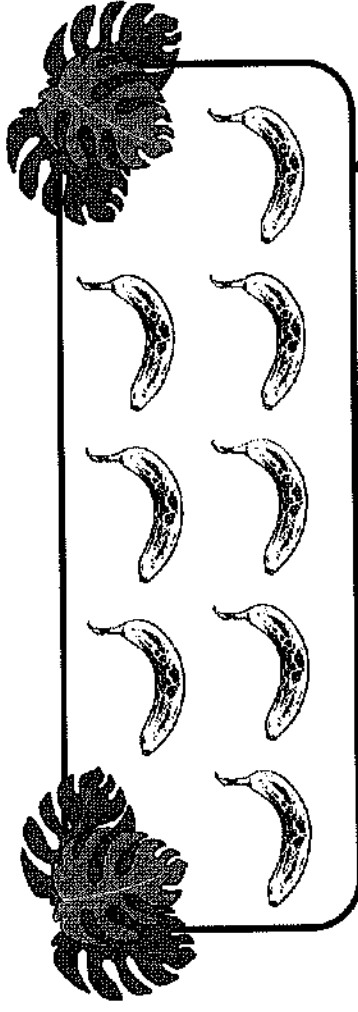
Click here to halve the fruit!



How many peaches does Penny get? How about Jenny?

**They have collected 8 bananas.
How can we halve 8?**

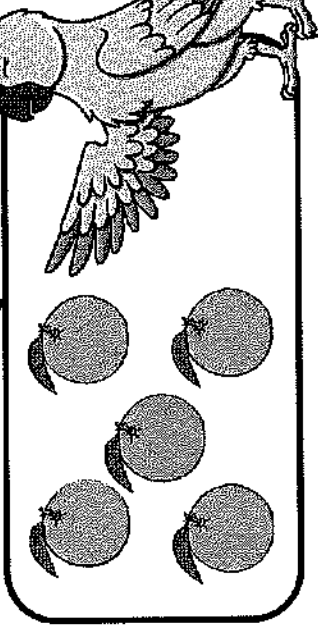
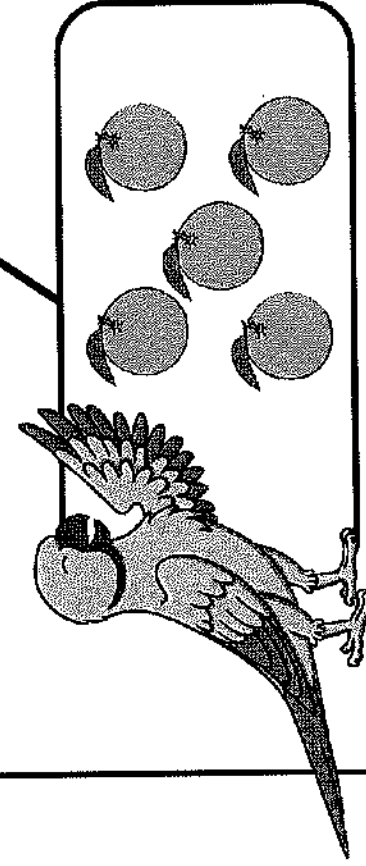
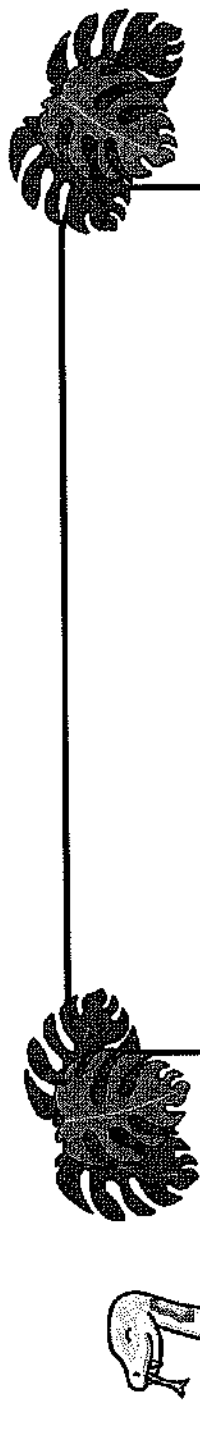
Click here to halve the fruit!



Do the parrots have the same number of bananas,
or a different number?

Penny and Jenny have half each. They each have 5. They have decided to put them back into one whole group and give them to Sidney Snake. How many oranges will Sidney get?

Click here to move the fruit back to one 'whole' group.



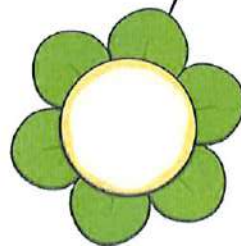
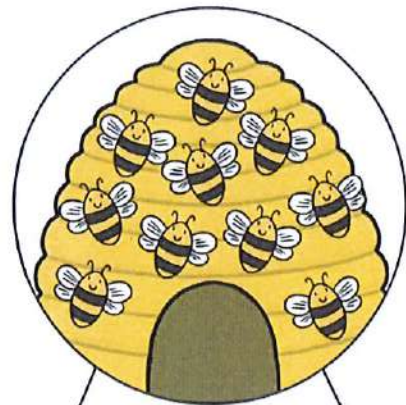
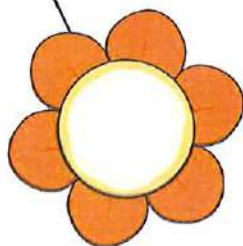
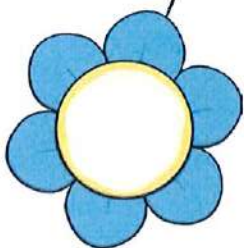
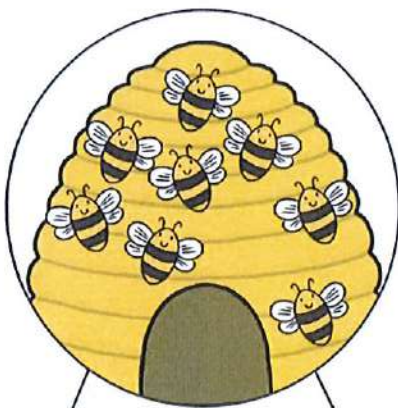
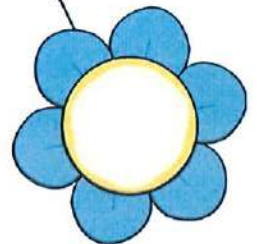
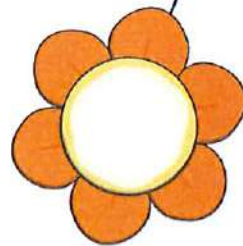
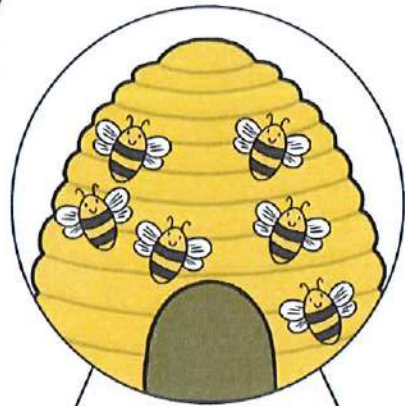
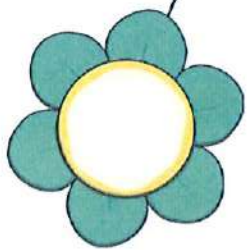
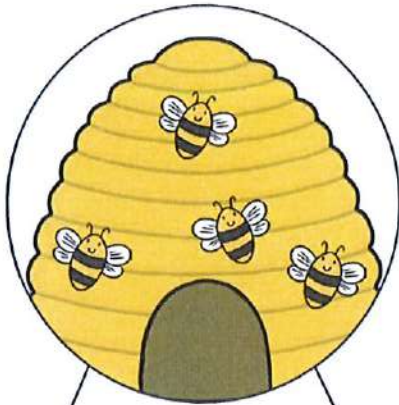
When we put the two halves together, we get the 'whole'.



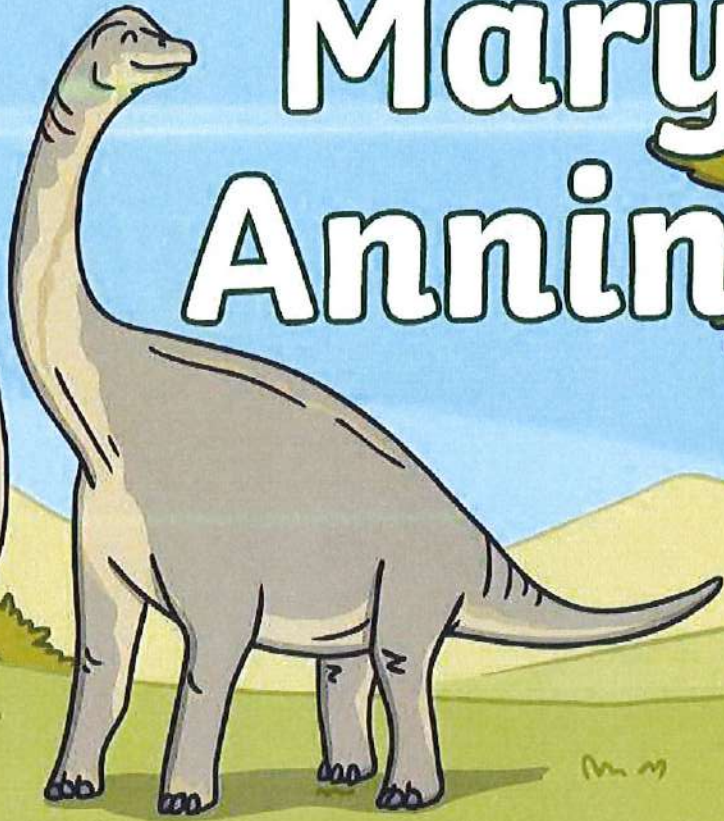
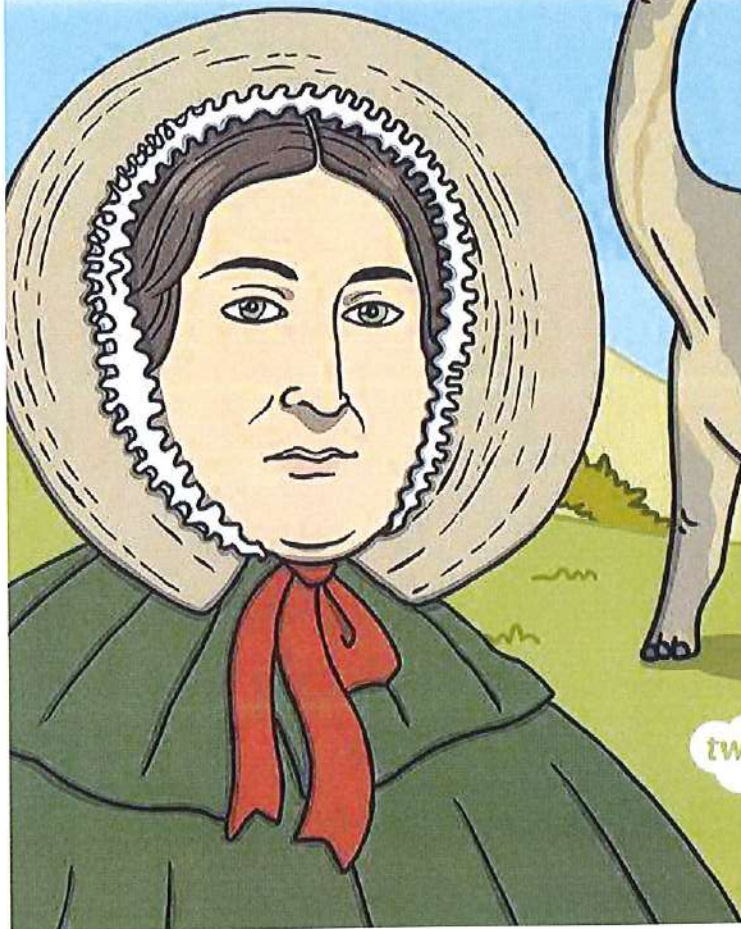
Bees in the Garden Halving Activity

The queen bee needs to share the bees out fairly so that each flower has half the number of bees from the hive.

Can you help the queen bee put half of the bees on to each flower? Draw the bees on the flowers.



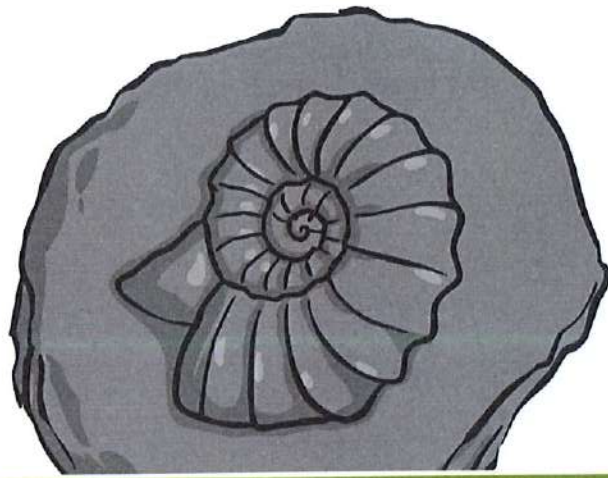
Mary Anning



twinkl

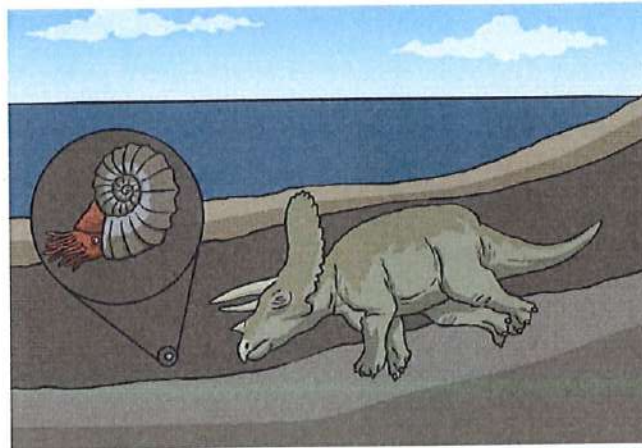


What is a Fossil?



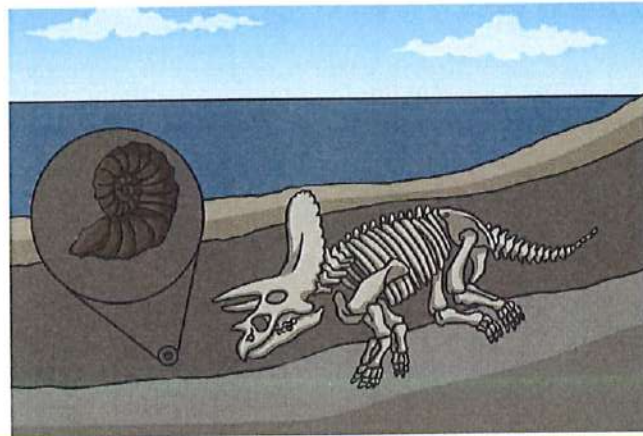
A fossil is a special rock that holds the remains of creatures that lived millions of years ago.

How Were Fossils Created From Sea Creatures?



When a sea creature died a long time ago its shell or body laid at the bottom of the sea. Over time it got covered in lots of layers of mud. This protected it and stopped it from crumbling into tiny pieces.

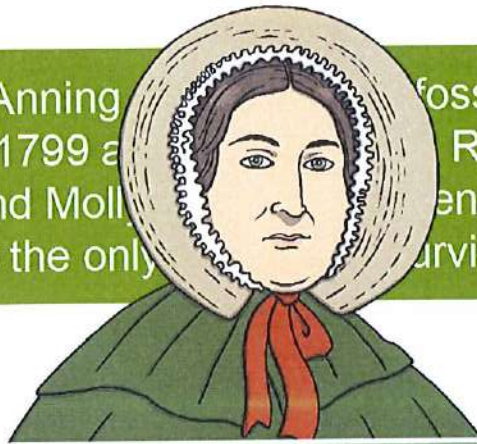
How Were Fossils Created From Sea Creatures?



After many years, the mud became hard and turned into rock. As this happened, the shell or body became a fossil. It is the harder parts of the animals which are now found fossilised, such as their shells, bones and teeth.

Who Was Mary Anning?

Mary Anning was a fossil hunter. She was born in 1799 in Lyme Regis by the sea. Her parents, Richard and Moll, were poor fishermen. Mary and her brother Joseph were the only children to survive to adulthood.



Every day, her father took her and her brother to the beach, where they spent hours looking for fossils. They didn't actually know that the things they found were fossils or that they were sea creatures from millions of years ago. However, Mary knew that there was something special about the things she found lying in the rocks on the beach.

Who Was Mary Anning?



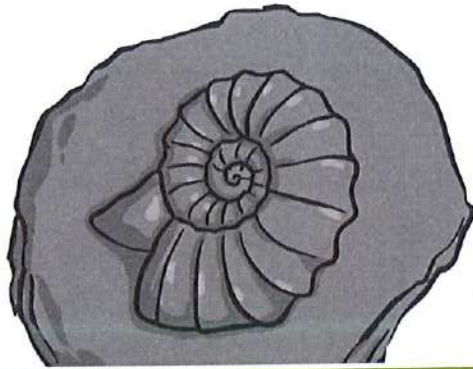
Mary was good at spotting fossils in rocks, and her father taught her how to get the fossils out of the rock by gently and carefully chipping the rock away from the fossil using a hammer and chisel. This took a very long time because if the fossil was hit with the chisel instead of the rock, it could be damaged.

Mary Anning's Life



Mary and her family had little money, so Mary and her brother Joseph would take the fossils they had removed from the rocks and sell them for a penny each on a stall in the street near where they lived. People were amazed by the mysterious shapes of the fossils, thinking they were beautiful and from a mysterious world.

Mary Anning's Life



One day a lady called Elizabeth Philpot, who was a fossil expert, saw Mary's fossils and was very interested in them. She showed Mary some fossils she had collected and gave her books to read. The books taught Mary that scientists thought that the objects she had found were actually creatures that had lived a very long time ago.

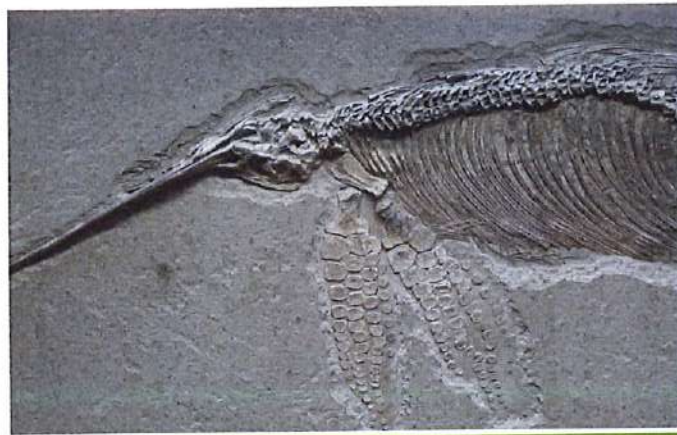
Mary Anning's Life



Mary had a fall from one of the cliffs and became disabled. She died when Mary was 12 years old. With her father to look after them, Mary and her mother were now even poorer.

Mary visited the beach every day, looking for fossils to sell. Knowing that the scientists thought these were creatures that had lived millions of years ago made Mary feel very excited. This meant that the world was millions of years old!

Mary Anning's Life



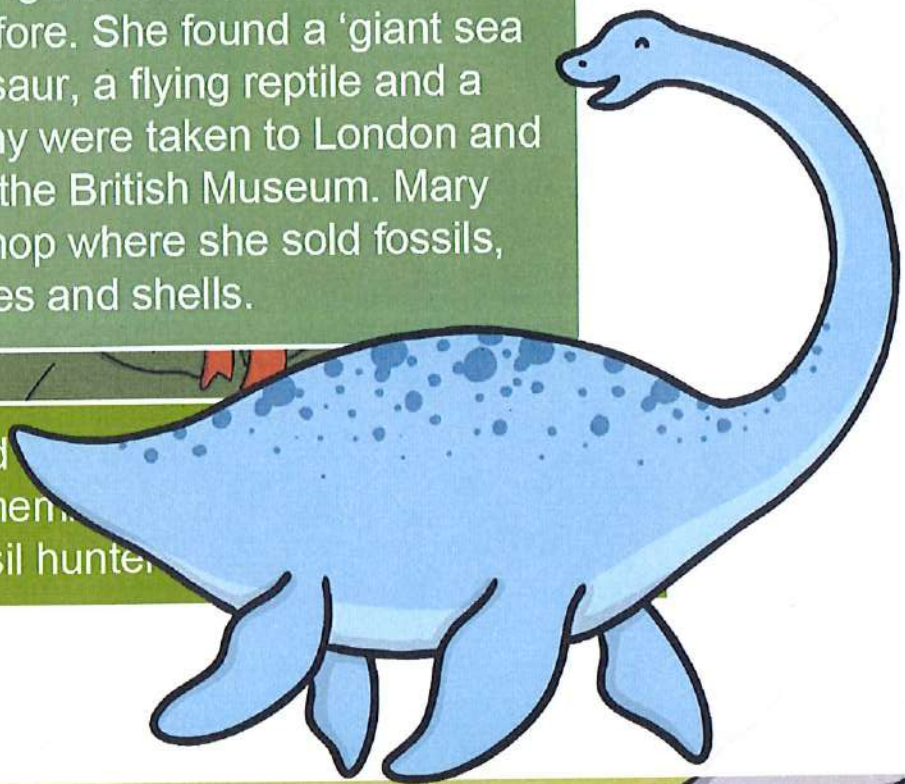
Scientists from London were amazed by the discovery. Mary was paid for the fossil and her family no longer needed to worry about money.

skull of a giant creature that looked like a crocodile. She had found the first complete fossil of an Ichthyosaurus or 'fish-lizard'.

Mary Anning's Life

Mary carried on finding more fossils that the world had never seen before. She found a 'giant sea reptile' or Plesiosaur, a flying reptile and a prehistoric fish. Many were taken to London and put on display in the British Museum. Mary opened a small shop where she sold fossils, stones and shells.

She died
still remem
fossil hunter.



Test Your Knowledge



[Play Quiz](#)

[Back to Information](#)

What is a fossil?

A

A special rock that holds the remains of creatures that lived millions of years ago.



A piece of metal.

B

C

A chair.

Something found in the sky.

D

Next



Who was Mary Anning?

A

A cook.

A teacher.

B

C

A famous fossil hunter.

A dentist.

D

Next 

Which tools did Mary use to separate the fossil from the rock?

A A drill.

 A hammer and chisel. **B**

C A saw.

A screwdriver. **D**

Next 

Which fossil did Mary find that no-one had ever seen before?

A

A cheetah.

A crab.

B

C

An elephant.

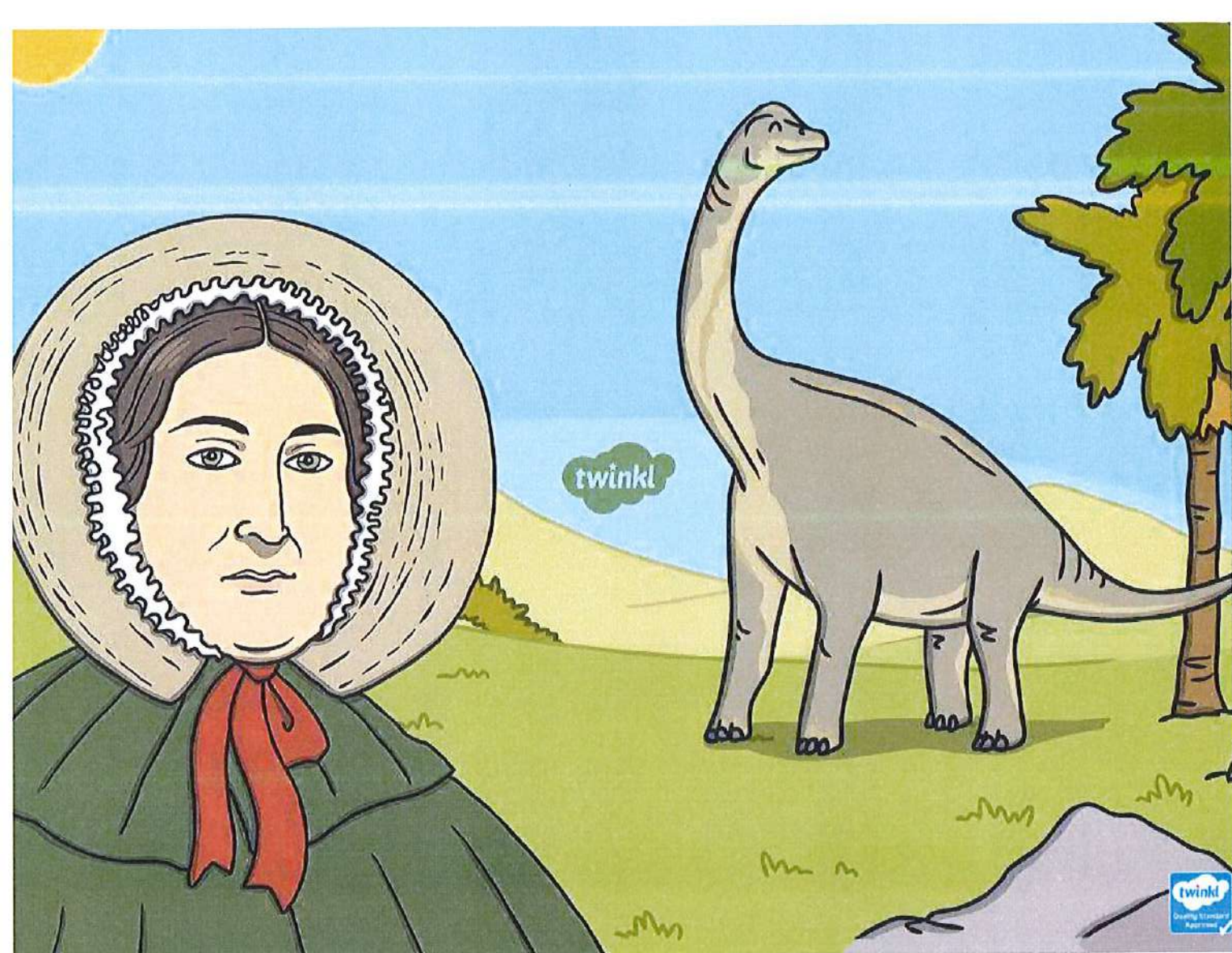


An ichthyosaurus.

D

Play Again

Finish



The Mixture in the Picture

Hure was ill. In fact, he kept being sick. He had a temperature and felt too ill to get up from his bed.

The doctor sent him to bed with a

He went to see the doctor and sat pill. The pill did not help Hure and

in his room. In the doctor's room, he still felt ill.

on his desk, was a picture.

The picture was of a mixture that was pure green.

He had to get the mixture to cure him. The doctor went by boat and got this mixture.

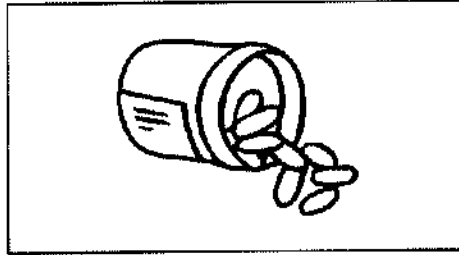
"You will now get a cure!"

Hure drank the mixture. He had his cure.

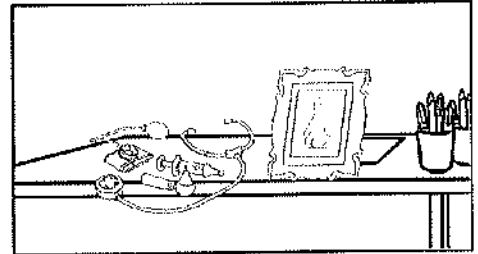
The Mixture in the Picture



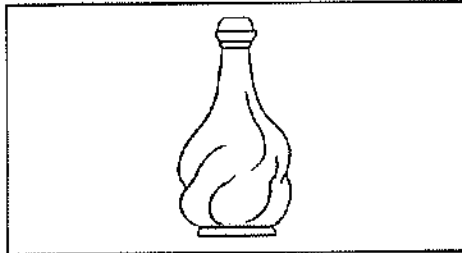
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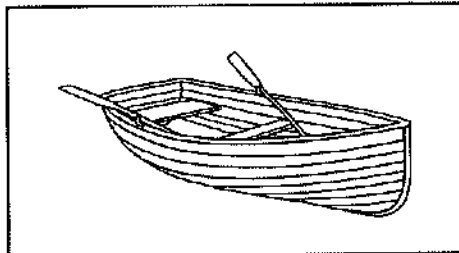
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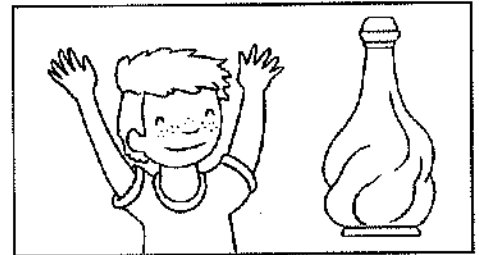
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The Mixture in the Picture

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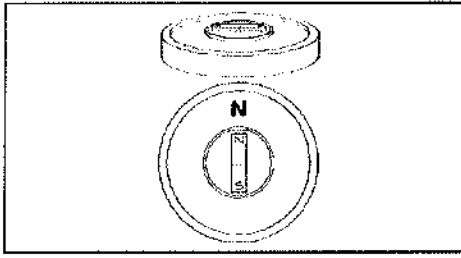
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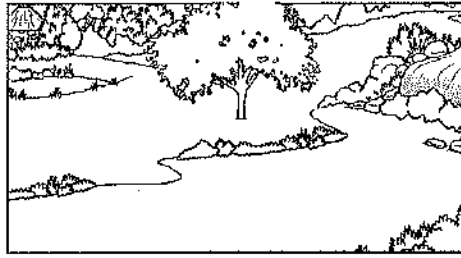
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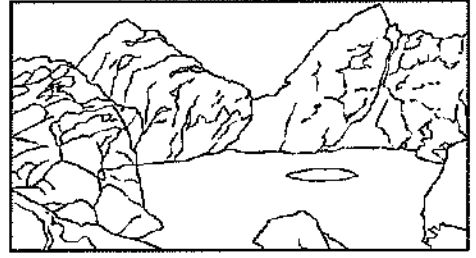
The Mermaid in the River



In the north, was a town. Perth was the town.



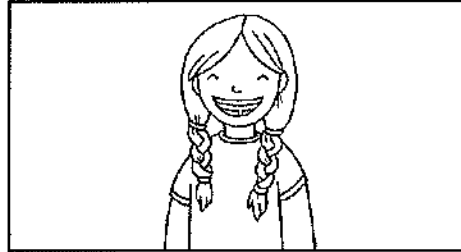
In Perth, was a river. The river was long and led to a rock pool.



One day, in the winter, a man ran from the rock pool.



He had seen a monster. A monster with long hair and a tail. Her tail had greener fins than he had ever seen! Bernard did not go back to the rock pool.



After a number of weeks, Bernard's sister, Fern, went to see the monster.

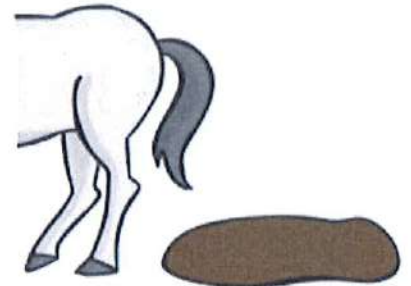
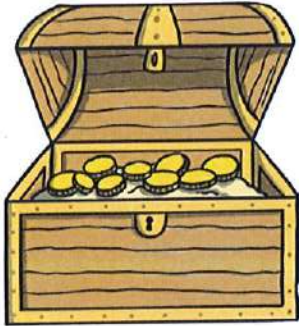


She went past the corner of the rock pool. A mermaid was next to a rock. She had a ring on her finger. She put herself on the rock. It was not a monster. It was a mermaid.

ure and er words

Can you match the words to the pictures?

Write the answers in the boxes below.



letter

manure

dinner

ladder

treasure

hammer

Name _____ Class _____

Key Words- Year 1 and 2 a

| | Reading | Spelling | | Reading | Spelling |
|-------------|---------|----------|-------------|---------|----------|
| an | | | bed | | |
| got | | | him | | |
| if | | | man | | |
| ran | | | too | | |
| us | | | six | | |
| red | | | may | | |
| but | | | had | | |
| as | | | his | | |
| ten | | | dig | | |
| not | | | off | | |
| back | | | from | | |
| help | | | jump | | |
| has | | | did | | |
| good | | | just | | |
| will | | | been | | |
| be | | | pink | | |

Name _____ Class _____

Key Words- Year 1 and 2 b

| | Reading | Spelling | | Reading | Spelling |
|--------------|---------|----------|--------------|---------|----------|
| took | | | tree | | |
| boy | | | way | | |
| do | | | with | | |
| ball | | | her | | |
| out | | | so | | |
| or | | | must | | |
| next | | | put | | |
| down | | | blue | | |
| three | | | June | | |
| nine | | | green | | |
| by | | | call | | |
| home | | | live | | |
| now | | | one | | |
| push | | | seen | | |
| two | | | black | | |
| March | | | five | | |

Name _____ Class _____

Key Words- Year 1 and 2 c

| | Reading | Spelling | | Reading | Spelling |
|--------------|---------|----------|--------------|---------|----------|
| very | | | that | | |
| girl | | | then | | |
| want | | | seven | | |
| grey | | | time | | |
| love | | | make | | |
| have | | | came | | |
| how | | | saw | | |
| our | | | four | | |
| than | | | it's | | |
| when | | | them | | |
| your | | | were | | |
| April | | | white | | |
| made | | | last | | |
| old | | | pull | | |
| some | | | take | | |
| over | | | name | | |

Name _____ Class _____

Key Words- Year 1 and 2 d

| | Reading | Spelling | | Reading | Spelling |
|----------------|---------|----------|------------------|---------|----------|
| more | | | lived | | |
| after | | | house | | |
| what | | | eleven | | |
| January | | | about | | |
| door | | | eight | | |
| yellow | | | September | | |
| Monday | | | called | | |
| again | | | don't | | |
| new | | | Sunday | | |
| fifteen | | | brown | | |
| there | | | once | | |
| sister | | | can't | | |
| where | | | Friday | | |
| twelve | | | little | | |
| much | | | St George | | |
| October | | | people | | |

Name _____ Class _____

Key Words- Year 1 and 2 e

| | Reading | Spelling | | Reading | Spelling |
|------------------|---------|----------|-------------------|---------|----------|
| another | | | Toddington | | |
| February | | | thirteen | | |
| seventeen | | | brother | | |
| who | | | many | | |
| sixteen | | | here | | |
| could | | | November | | |
| fourteen | | | water | | |
| first | | | purple | | |
| school | | | nineteen | | |
| August | | | Thursday | | |
| because | | | half | | |
| Tuesday | | | twenty | | |
| December | | | orange | | |
| laugh | | | should | | |
| eighteen | | | their | | |
| night | | | Wednesday | | |

Name _____ Class _____

**Recognition of Character Names/ Tricky Words/ Key Words
Phase 2- Reading**

Character Names

| | | |
|---------------|-------------|---------------|
| Biff | Chip | Kipper |
| Floppy | Mum | Dad |

Tricky Words

| | | |
|-----------|------------|-----------|
| to | the | no |
| go | I | |

Key Words

| | | |
|------------|-------------|------------|
| a | an | as |
| at | if | in |
| it | is | of |
| off | on | can |
| had | back | and |
| get | big | him |
| his | not | got |
| up | mum | but |

(Highlight and date when tested)

Name _____ Class _____

**Recognition of Tricky Words/ Key Words
Phase 3- Reading**

Tricky Words

| | | |
|-------------|------------|------------|
| he | she | we |
| me | be | was |
| my | you | her |
| they | all | are |

Key Words

| | | |
|-------------|-------------|-------------|
| will | that | this |
| then | them | with |
| see | for | now |
| down | look | too |

(Highlight and date when tested)

Name _____ Class _____

**Recognition of Tricky Words/ Key Words
Phase 4- Reading**

Tricky Words

| | | |
|---------------|-------------|--------------|
| said | have | like |
| so | do | some |
| come | were | there |
| little | one | when |
| out | what | |

Key Words

| | | |
|-----------------|-------------|-------------|
| went | it's | from |
| children | just | help |

(Highlight and date when tested)

Name _____ Class _____

**Recognition of Tricky Words/ Key Words
Phase 5- Reading**

Tricky Words

| | | | |
|--------------|---------------|---------------|--------------|
| oh | their | people | Mr |
| Mrs | looked | called | asked |
| could | put | | |

Key Words

| | | | |
|--------------|--------------|--------------|-------------|
| don't | old | I'm | by |
| time | house | about | your |
| day | made | came | make |
| here | saw | very | |

(Highlight and date when tested)

Practise writing tricky and key words.

Trace over the blue words then have a go at using them in a sentence.

look

look

look

look

was

was

was

was

you

you

you

you

Number Two Formation Worksheet

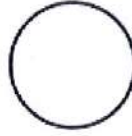
Name:

Trace over this number and then try writing your own.

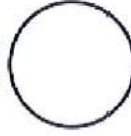


Write the answers in the circles.

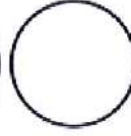
How many keys?



How many socks?



How many leaves?



Number Two Formation Worksheet

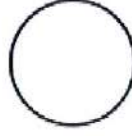
Name:

Trace over this number and then try writing your own.

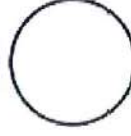


Write the answers in the circles.

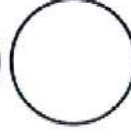
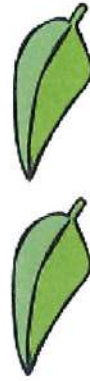
How many keys?



How many socks?



How many leaves?



Number Three Formation Worksheet

3

Name:

Trace over this number and then try writing your own.

3

Number Three Formation Worksheet

3

Name:

Trace over this number and then try writing your own.

3

Write the answers in the circles.

How many foxes?



How many tomatoes?



How many cards?



Write the answers in the circles.

How many foxes?



How many tomatoes?



How many cards?



Number Four Formation Worksheet

4

Name:

Trace over this number and then try writing your own.

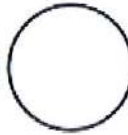
4

Write the answers in the circles.

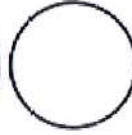
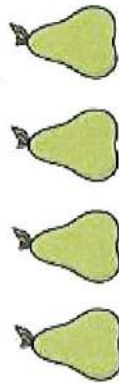
How many umbrellas?



How many hats?



How many pears?



Number Four Formation Worksheet

4

Name:

Trace over this number and then try writing your own.

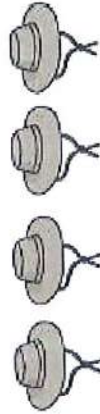
4

Write the answers in the circles.

How many umbrellas?



How many hats?



How many pears?

