

Topic fun

We began this week with a walk to the Chantries where we made some magical discoveries. The children then worked really hard to write a fantastic story about what happened next.

We have also begun our “design a dino” project. The children have been thinking about what the dinosaurs were like, explaining why and designing their own new species.

What happens when you multiply a number by 10? Can you explain to mum or dad about big fat “0”!

Try these. Use the table to help.

H T U

10 X 7 =	10 X 11 =	
10 X 15 =	10 X 21 =	10 x 4 =

Google “soudku for kids” and find a puzzle to have a go at. Get mum or dad to help. What different solutions do you try? How does it feel to finally get it right?

This week

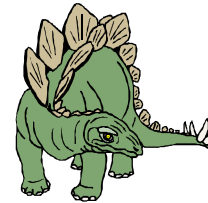
These are the questions we have been thinking about this week. How many of them can you answer? Some of them are about what you think, and some have more specific answers.

How does the dinosaur defend itself against predators?

How does a dinosaur get its food? What parts of its body help it with the food it eats?

What is a Habitat? What do all habitats have?

Dinosaurs



I'm bored box

Build a time machine. You could make a little hand held one, or a big one like the tardis you have to get into! You could go back in time to the dinosaurs, but there are lots of other exciting things to visit too. Tell us about your adventures—you could take your family along for the ride!

Things to remember...

Natural History museum on Thursday—don't forget your lunch! Please be in school as close to 8.40 as you can and meet us in the playground.

If you haven't returned you NHM letter please do it as soon as possible.

Please please please make sure your child has wellies in school. If the Great British Summer continues it's current pattern we'll be needing them!

Nuts and bolts.

We have been practising spelling words with a split digraph (magic e).

Have a go at these.

make	like	bike	mate
spike	pale	pile	mile
spoke	poke	nose	bone

Writing Corner

Look at the Natural History Museum website. Choose a dinosaur and make some notes about it. Don't forget to pick out the key information and use the headings to help you..

$$\underline{\quad} + 7 = 12$$

$$\underline{\quad} + 6 = 15$$

$$5 + \underline{\quad} = 11$$

$$1 \quad 3 \quad 5 \quad \underline{\quad} \quad 9 \quad \underline{\quad} \quad 13$$

$$3 \quad 6 \quad 9 \quad \underline{\quad} \quad 15 \quad \underline{\quad}$$

$$136 = 100 + \underline{\quad} + 6$$

$$40 \div \underline{\quad} = \underline{\quad}$$

$$70 + \underline{\quad} = 100 = \underline{\quad} + 40$$

$$5 \quad 104 \quad 203 \quad 302 \quad \underline{\quad} \quad \underline{\quad}$$

$$6 \times 3 = \underline{\quad}$$

$$4 \times 5 = \underline{\quad}$$

$$7 \times 2 = \underline{\quad}$$

Draw a picture to help you with these ...

$$15 \times 5$$

$$14 \times 6$$

Maths Challenge!



There are 28 people in the class. 4 of them are drawing. How many are not drawing?

Peter can make 12 cards from a piece of paper.

He has 6 pieces of paper.

How many cards can he make?

$$4 \times 2 = \begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \square & \square \\ \hline \square & \square \\ \hline \end{array} = 8$$

$$3 \times \underline{\quad} = \begin{array}{|c|c|c|c|c|} \hline \square & \square & \square & \square & \square \\ \hline \square & \square & \square & \square & \square \\ \hline \square & \square & \square & \square & \square \\ \hline \end{array} = \underline{\quad}$$