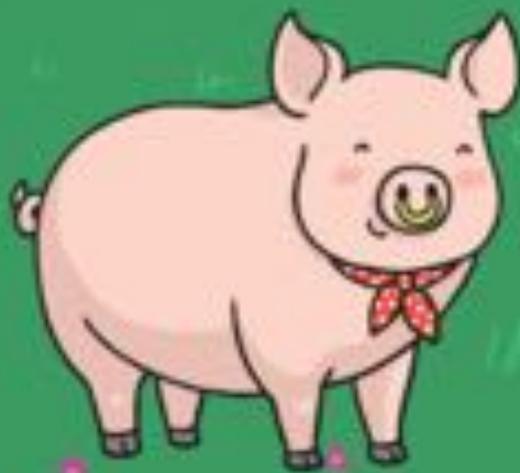


# The Owl and the Pussycat

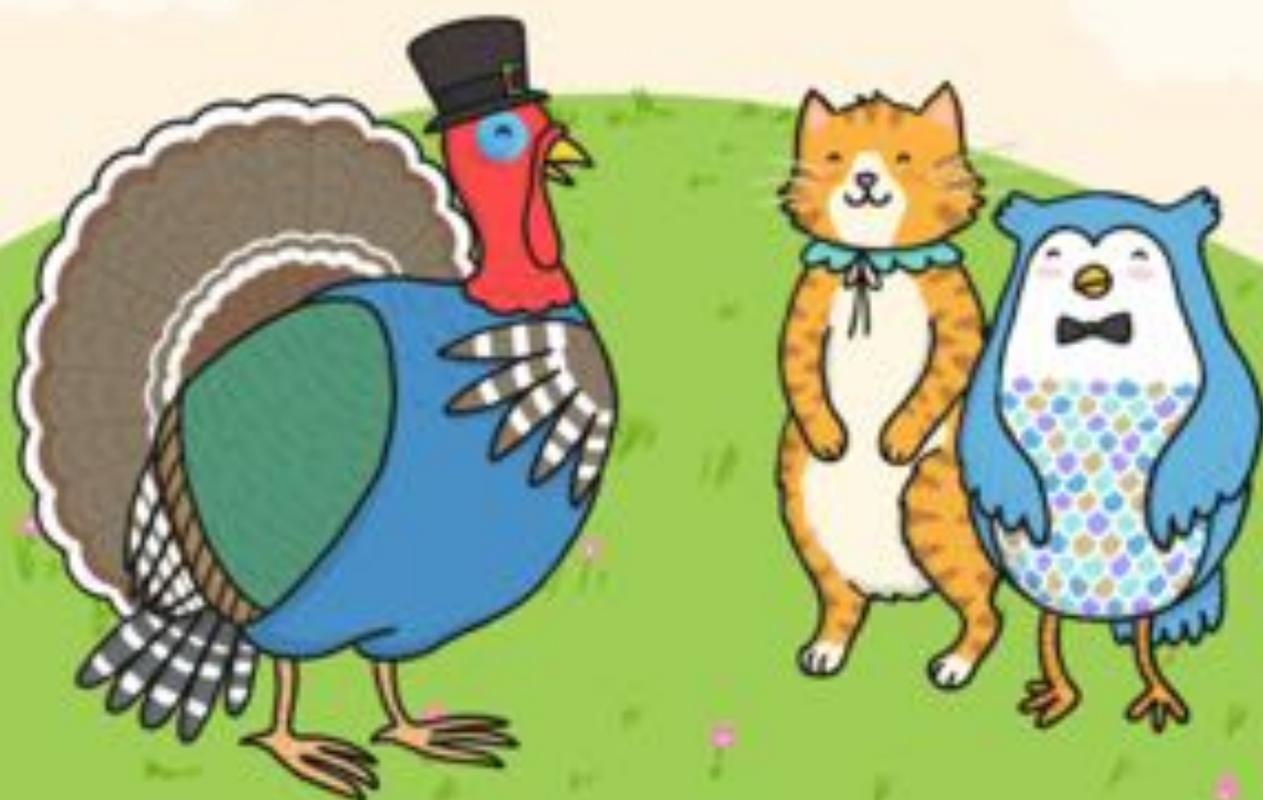


The Owl and the Pussycat went to sea  
In a beautiful pea green boat,  
They took some honey, and plenty of money  
Wrapped up in a five pound note.  
The Owl looked up at the stars above,  
And sang to a small guitar,  
"O lovely Pussy! O Pussy, my love,  
What a beautiful Pussy you are,  
You are,  
You are!  
What a beautiful Pussy you are!"

Pussy said to the Owl, "You elegant fowl!  
How charmingly sweet you sing!  
O let us be married! too long we have tarried:  
But what shall we do for a ring?"  
They sailed away, for a year and a day,  
To the land where the Bong-tree grows  
And there in a wood a Piggy-wig stood  
With a ring at the end of his nose,  
His nose,  
His nose,  
With a ring at the end of his nose.



“Dear pig, are you willing to sell for one shilling  
Your ring?” Said the Piggy, “I will.”  
So they took it away, and were married next day  
By the Turkey who lives on the hill.  
They dined on mince, and slices of quince,  
Which they ate with a runcible spoon;  
And hand in hand, on the edge of the sand,  
They danced by the light of the moon,  
The moon,  
The moon,  
They danced by the light of the moon.



## What Does **Inference Iggy** Do?

Inference Iggy helps with content domain **2d**:

Make inferences from the text/explain and justify inferences with evidence from the text.

This means that he is there to help you to **pick up ideas from the text** that are **not always written** in the text itself.

He helps you to do this by getting you to read the text as if you are a detective. **You're not looking for what is there – you're looking for what is meant by it.**



## When Have We Seen

You will see lots of questions from Inference Iggy when someone is trying to check your understanding of a text. Here are some examples:

23. Look at page 6.

Goat said, "Too tricky, huh, Jackson?"  
Why did Goat say this?

Tick one

He was shouting at Jackson.

He was teasing Jackson.

He was trying to trick Jackson.

He was being kind to Jackson.

2. Why is squared paper useful for making a treasure map?

\_\_\_\_\_

1 mark

7. What clues are there in the story that Oran was not an ordinary boy?

Find three.

.....  
.....  
.....

2 marks

6. On the second page of *The Boy from Far Away*, Oran introduces himself to Joe in the following way:

*'Thank you. You are my best friend! I am Oran.'*

Why might Joe have found this introduction surprising?

.....  
.....  
.....

2 marks

Click on the image of each question to find out more.



## What Might **Inference Iggy** Ask?

**Inference Iggy** might ask questions like these:

- What makes you think...? Give evidence to support your answer.
- What impression are we given about...? Why?
- Why did the character behave like this?
- How does this character feel about the situation? How do you know?
- Why is... important? Explain your answer.
- Which character would you most like to meet? Explain why.

# Summing Up Inference Iggy

Prove your understanding of what Inference Iggy does by answering the following questions:

- What does Inference Iggy help you to do?
- What sort of question might Inference Iggy ask?
- How can you make sure you get full marks on Inference Iggy questions?



## Inference



*Who is in the picture?  
Is it cold or hot in the mountains?  
How does the mountaineer feel?  
Why has the mountaineer chosen to climb to this location?*

## Inference



*What is happening in this picture?  
How does the child feel about it?  
Why isn't the child wearing a top?*

## Inference



*Why are these men playing instruments outside?  
Why do two of the men have their mouths open?  
How does playing music make them feel?  
What sort of music are they playing?*

## Inference



*What is the girl looking at?  
How does she feel about what she can see?  
What is the weather like where the girl is?*

## Inference



*What is happening here?  
How can you tell that the men are putting in a lot of effort?  
Why does the man at the back only have one hand on the rope?  
How can you tell that these men belong to a club or group?  
What is the weather like?*

## Inference



*Where is this bench?  
Who sits on it?  
Is this bench new or old?  
Does this bench look comfortable?*

## Inference



*What are these children doing?  
Where are they?  
How do they feel about what they are doing?  
What are they going to do next?  
Do these children know each other?*

## Inference



*Why are these children on the floor?  
What are they looking at?  
Why are they wearing hats?  
Why do you think they are on a bridge?*

## Inference



*Why is the helicopter flying towards the boat?  
Who do you think is in the helicopter?  
How might the people on the boat be feeling?  
What impact is the weather having on this scene?*

## Inference



*What is this child doing?  
Do you think he has done this before?  
Is this child at home or on holiday?  
Why is he wearing warm clothes?*

## Inference



*Is this photograph modern?  
Where do you think these children are?  
How do they feel about being there?*

## Inference



*What do you think these people are talking about?  
Are they both feeling the same way?  
Which person is the most relaxed?  
How can you tell?*

## Inference

If you see someone with a cast on their leg, can you infer that:

- ....they will have a cast on their arm too?
- ....they broke their leg?
- ....they injured themselves playing sport?
- ....they must wear the cast for six months?

## Inference

If your teacher is not at school today, can you infer that:

- ...your teacher is never going to return?
- ...there will be no lessons at school today?
- ...you will not be given any homework?
- ...your teacher is sick or at a meeting?

## Inference

Can you read the sentence below and find the correct inference?

Tom couldn't believe his eyes! His car was cleaner than he had ever seen it!

Can you infer that:

- ....Tom's car was a Rolls Royce?
- ....someone had cleaned Tom's car as a surprise?
- ....Tom's car was red?
- ....Tom had never cleaned his car before?

## Inference

Can you read the sentence below and find the correct inference?

Boom! Fizz! Another one exploded over the children's heads as they grinned and yelled in excitement.

Can you infer that:

- ....the children were bored?
- ....it was winter time?
- ....the children loved fireworks?
- ....it was the first time the children had seen fireworks?

## Inference

Can you read the following passage and answer the questions?

*My baby sister picked up her vegetables and – one by one – threw them off her highchair and onto the floor. She kicked out her legs and giggled as they were quickly licked off the floor. When Mum came back into the room, she shouted at the dog to go away.*

Why did the baby throw the vegetables onto the floor?

Why did mum shout at the dog?

How did the baby feel when the vegetables were licked off the floor?

How do you know?

www.ck12.org

## Inference

Can you read the following passage and answer the questions?

*Will sighed and clicked the mouse again. It still wasn't working. Then suddenly the screen went black. "Oh no!" wailed Will. "It's all gone! I haven't got time to start again!"*

What was Will trying to get to work? How do you know?

How did Will feel when the screen went black?

How long do you think Will had been sitting there?

What might Will have been doing before this happened?

www.ck12.org

## Inference

Can you read the following passage and answer the questions?

*When Maisie drew her curtains that morning, she smiled and wrapped her arms around herself. There would be no school today, that's for sure. She would get wrapped up and dig her sledge out of the garage. Then she would spend the rest of the day wrapped in a blanket. "Porridge for breakfast, I think!" she said.*

What did Maisie see outside her bedroom window?

Why was she going to have porridge for breakfast?

How did Maisie feel about there being no school today?

www.ck12.org

## Inference

Can you read the following passage and answer the questions?

*The letter box banged and I ran quickly to the door. With shaking hands, I slowly picked up the letters off the floor. A bill. A postcard. And then finally the letter I had been waiting for. I stared at the heavy cream envelope and the handwritten address. I hoped for good news.*

How did the writer feel when the post arrived?

Was the writer expecting this letter?

How do you know the letter is important?

www.ck12.org

## Inference



What can you infer from this picture?  
What makes you think that?

Free images from Pixabay.com - great site with millions of free images

## Inference



What can you infer from this picture?  
What makes you think that?

Free images from Pixabay.com - great site with millions of free images

## Inference



What can you infer from this picture?  
What makes you think that?

Free images from Pixabay.com - great site with millions of free images

## Inference



What can you infer from this picture?  
What makes you think that?

Free images from Pixabay.com - great site with millions of free images

## Inference



What can you infer from this picture?  
What makes you think that?

## Inference



What can you infer from this picture?  
What makes you think that?

## Inference



What can you infer from this picture?  
What makes you think that?

## Inference



What can you infer from this picture?  
What makes you think that?

## What Does Predicting Pip Do?

Rex Retriever helps with the following Australian Curriculum content descriptors

**ACELA1505** - Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold. **(Year 5)**

**ACELA1797**- Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation. **(Year 5)**

**ACELY1702** - Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning. **(Year 5)**

**ACELY1713** - Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts. **(Year 6)**

This means that she is there to help you to try to make a **logical and reasonable guess about what could happen next.**

She helps you to do this by getting you to look at what has already happened, what the characters may have hinted is coming up or what has been implied by the author's use of language. If someone brought a cake lit with candles into a birthday party, what would **logically** happen next?





## The 'Give Your Opinion' Question

This type of question will give you multiple options to decide between but there is not one correct answer.

You need to make your selection **and fully explain** why you chose it, using evidence from the text to support your answer.

This is a 3 mark question. This means that the marker is looking for **at least two points** which support your choice, at least one of which is **supported by evidence from the text**.

20 Do you think that Martine will change her behaviour on future giraffe rides?

Tick one.

yes

no

maybe

Explain your choice fully, using evidence from the text.

3 marks



## The 'Logical Next Step' Question

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

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2 marks

This question wants you to look closely at what has already happened in a particular part of the text and use that to help you to predict what might happen next.

Your answer to this type of question must contain a **causal conjunction**, e.g. 'I think that they will... **because** it says...'



Bac  
k

## What Might Predicting Pip Ask?

**Predicting Pip might ask questions like these:**

- Based on what you've read, what do you think might happen next?
- Do you think that this character will change their behaviour in future?

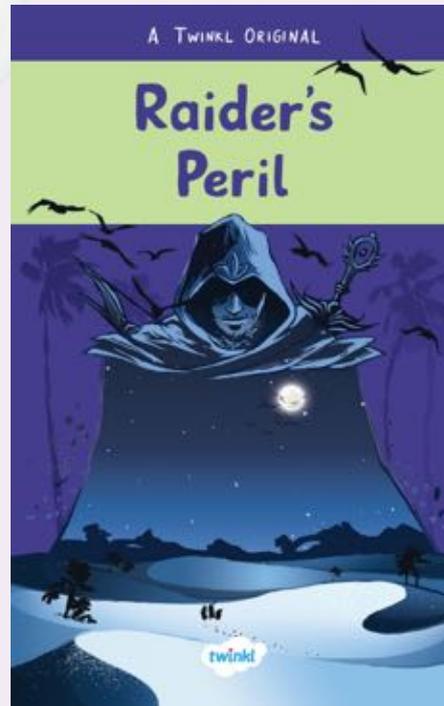
**Why?**

- How would someone you know react if they were in this situation?
- What do you think is likely to happen when...?
- What clues does the front cover give us about the contents of this book?
- How do you think this story might end?

# Let's Explore Predicting Pip Questions Together

Read the extract from Raider's Peril and answer the questions as a class.

Click on the image to read the text.



Read the rest of the Raider's Peril story [here](#).

# Let's Explore Predicting Pip Questions Together

Read the extract from Raider's Peril and answer the questions as a class.

What do you think Catanna will do with the ground topaz?  
Why do you think this?

Do you think that Catanna will try to find fire opals?

yes  no

Explain your choice using evidence from the text

Which of these do you think is most likely to happen next? Tick **one**.

Catanna continues to grind precious stones.

The Brittlestar guild quickly becomes unstoppable.

The crushed topaz turns into another rare substance.

Catanna creates something from the ground substance.

Based on this section of the opening chapter, what do you think this book will be about?



## Chapter 1

### Double Life

The quartz spear was nothing special. Plenty like it at the bazaar, for the right price. The spear's cloudy, white point lay on the workstation, next to the pestle and mortar. It glinted dully.

The workstation wasn't special either – a wooden worktop and a shelf of instruments that had never been used: hammers, pliers, chisels. On the right-hand side was a lever with a gleaming handle. Workstations just like this one were used throughout the White Desert and the Silken City to craft new weapons and armour.

Catanna Brittlestar stood before it. She pounded the

pestle into the bowl beneath, until the substance within was ground to a fine powder. This substance was special: topaz.

Catanna had found the topaz gems in a chest on her last raid. In the gloom of a stronghold basement, she had scooped them into her sack without looking and had run before the enemy guild could capture her. It was only when she had reached the safety of the Brittlestar stronghold that she had taken the time to examine the unusual blue gems.

Topaz was rare. Not as rare as diamond, sunstone or fire opal, but rare enough to make powerful weapons. Rare enough to make Catanna and her Brittlestar guild almost unstoppable.

Almost.

Fire opal weapons would make her truly unstoppable. A guild leader who could equip her followers with fire opal weapons would be revered across the White Desert.

What she wouldn't give to be that leader.

# Summing Up Predicting Pip

Prove your understanding of what Predicting Pip does by answering the following questions:

- What does Predicting Pip help you to do?
- What sort of question might Predicting Pip ask?
- How can you make sure you get full marks on Predicting Pip questions?



# Improving Your Reading with Predicting Pip: The Treasure Map



“You found it in a sandpit, Chloe!” stated Kyle, raising one eyebrow at his friend. “What kind of pirate hides their treasure map in a sandpit?”

Chloe wasn’t listening. She was stroking the tatty, crinkled piece of paper like it was a piece of fine silk. “I think this is... yes, if that’s... then...” she murmured, tracing the worn lines with her finger. “Yes! I’ve got it! C’mon Kyle,” she announced, grabbing his arm. “We’ve got treasure to find!”

Kyle was about to argue but Chloe looked so excited. What harm would come from following the map? Even if it ended up leading to nothing, at least they would enjoy themselves. However, after several hours of traipsing around in the mid-July heat, Kyle was beginning to regret his decision. They had spent ages looking for a hill before Chloe had realised that it was just a smudge on the paper. The ‘river’ had turned out to be a crinkle and, now, Chloe had the map upside down.

“This is ridiculous!” said Kyle, clearly frustrated. “I’m going home.”

“Kyle, please,” whined Chloe, “we’re not far now and I know I’ve read the map properly this time. It’s just over...” Chloe was stopped by the most peculiar thing: the old map had started to glow.



1. What is Chloe most likely to say in response to the glowing map? Tick one.

- “Let’s go home.”
- “You’re right, Kyle. This will never lead anywhere.”
- “We’ve got to carry on following it now!”
- “I was right! We’re never going to find any treasure.”

2. Where do you think the map will lead? Explain your answer.

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3. Do you think that Kyle will continue to follow Chloe?

yes  no

Explain your answer fully.

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4. What do you think that Chloe will do next? Explain your answer.

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# Answers

1. What is Chloe most likely to say in response to the glowing map? Tick one.

- "Let's go home."
- "You're right, Kyle. This will never lead anywhere."
- "We've got to carry on following it now!"**
- "I was right! We're never going to find any treasure."

2. Where do you think the map will lead? Explain your answer.

**Pupils' own responses, such as: I think that the map will lead to really special treasure because it has started glowing and normal maps don't do that.**

3. Do you think that Kyle will continue to follow Chloe?

**Accept either yes or no provided that a full explanation is also given, such as: I think that Kyle will follow Chloe because the map has started to glow which is really exciting and he wouldn't leave without finding out why it is glowing.**

4. What do you think that Chloe will do next? Explain your answer.

**Pupils' own responses, such as: I think that Chloe will get really excited and tell Kyle that she was right because he didn't believe her that it was a real treasure map.**

# Questions

1. How many verses are there in the poem? Tick one.

two

three

four

2. Which two adjectives are used to describe the boat in the second line of the poem?

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3. Each verse of the poem has some repeated words. Where do they appear in the verse? Tick one.

at the beginning

at the end

in the middle

4. The Owl and the Pussy-cat did three things in the last verse of the poem. What were they?

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5. At what time of day is the poem set? How do you know?

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6. The animals in the poem can talk. Do you think it would be good if animals could talk? Explain your answer.

---

---

---

## Answers

1. How many verses are there in the poem? Tick one.

- two  
 three  
 four

2. Which two adjectives are used to describe the boat in the second line of the poem?

**The two adjectives that are used to describe the boat are beautiful and pea-green.**

3. Each verse of the poem has some repeated words. Where do they appear in the verse? Tick one.

- at the beginning  
 at the end  
 in the middle

4. The Owl and the Pussy-cat did three things in the last verse of the poem. What were they?

**They got married, they ate a feast and they danced by the light of the moon.**

5. At what time of day is the poem set? How do you know?

**It is night-time. We know because the poet talks about the Owl looking up at the stars, and the Owl and the Pussy-cat dancing by the light of the moon.**

6. The animals in the poem can talk. Do you think it would be good if animals could talk? Explain your answer.

**Answer will vary.**

# WRITING RESOURCE 1 - Story plan of Farmer Duck

<p><b>Who?</b></p> 	<p><b>Where?</b></p> 	<p><b>Where next?</b></p> 	<p><b>Why?</b></p> 	<p><b>What goes wrong?</b></p> 	<p><b>Who helps?</b></p> 	<p><b>Where last?</b></p> 	<p><b>Feelings</b></p> 
<p>Sophie Mummy Tiger Dad</p>	<p>Sophie's house</p>	<p>The kitchen in Sophie's house</p>	<p>The Tiger was hungry and needed feeding!</p>	<p>The tiger eats all the food and there is nothing left for tea!</p>	<p>Dad, he decides to take them all out for tea!</p>	<p>The cafe</p>	<p>Surprised Scared Hungry Worried Relieved</p>
<p><b>Who?</b></p> 	<p><b>Where?</b></p> 	<p><b>Where next?</b></p> 	<p><b>Why?</b></p> 	<p><b>What goes wrong?</b></p> 	<p><b>Who helps?</b></p> 	<p><b>Where last?</b></p> 	<p><b>Feelings</b></p> 

## WRITING RESOURCE 2 - Story plan.

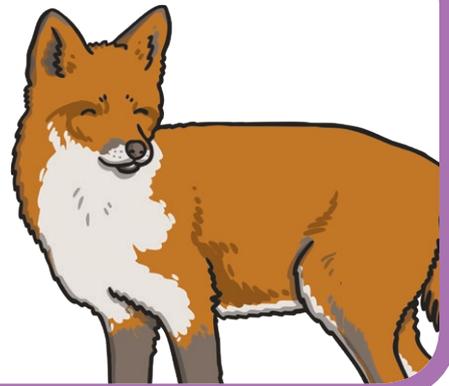
<b>Who?</b> 	<b>Where?</b> 	<b>Where next?</b> 	<b>Why?</b> 	<b>What goes wrong?</b> 	<b>Who helps?</b> 	<b>Where last?</b> 	<b>Feelings</b> 

and they all lived happily ever after.



twinkl.com

and that was the end of the ...



twinkl.com

The . . . ran away as fast as his legs would carry him and was never seen again.



twinkl.com

With the glowing sun setting over the hills, . . . settled down to sleep after their big adventure.



twinkl.com

It was all just a dream,  
or was it?



and that was the  
end of that!



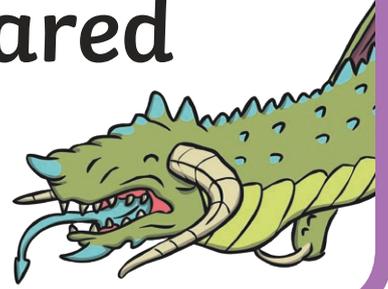
As far as I know, they  
are still there to this  
very day.



Tired, she closed her  
eyes and slowly drifted  
off to sleep.



... before it disappeared completely.



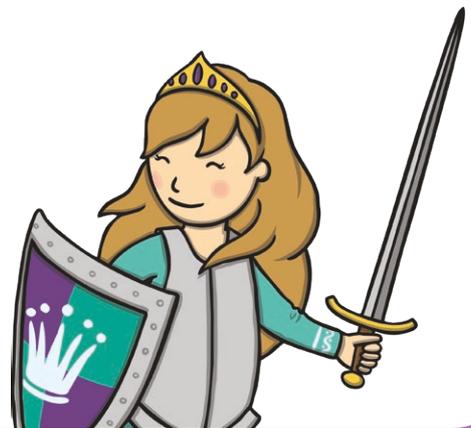
twinkl.com

... well, wouldn't you?



twinkl.com

What a day that was!



twinkl.com

and they never did that again.



twinkl.com

As the sun rose in a bright  
blue sky, ... knew that it  
was going to be a good day.



# WRITING RESOURCE 4

**Story  
Title**

**Who?**



**Where?**



**Where next?**



**Why?**



**What goes wrong?**



**Who helps?**



**Where last?**



**Feelings**



## **MATHS RESOURCE 1**

**Find 5 things in the house that show capacity in ml or L**

## MATHS RESOURCE 2

# Comparing Capacities

ml = millilitres

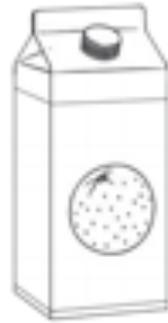
L = litres



200ml



500ml



1L



100L



300ml



10L

Write the names of the objects in order from largest to smallest capacity.

largest



smallest

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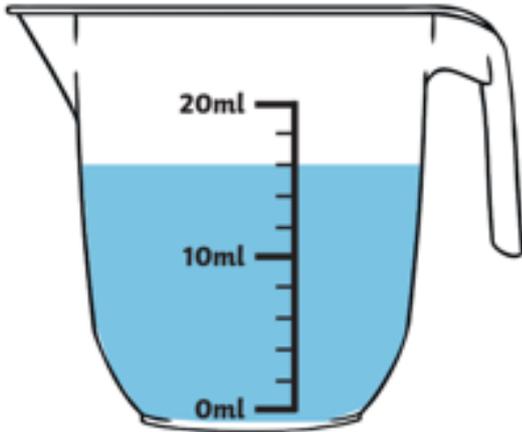
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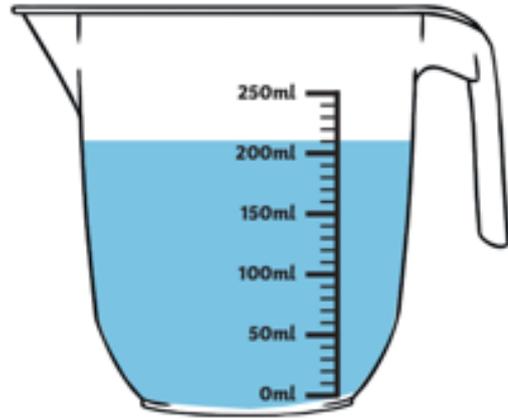
Challenge: Where on the line would you put a swimming pool? Where would you put an eggcup? Where would you put a cereal bowl?

# MATHS RESOURCE 3

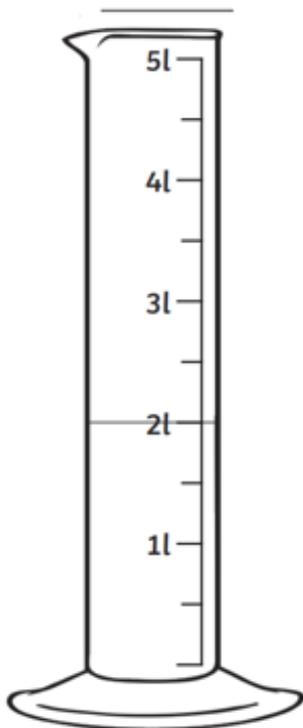
Read the scales using ml or L



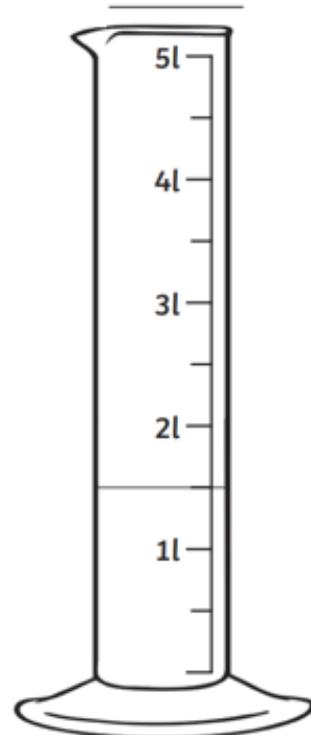
\_\_\_\_\_ ml



\_\_\_\_\_ ml

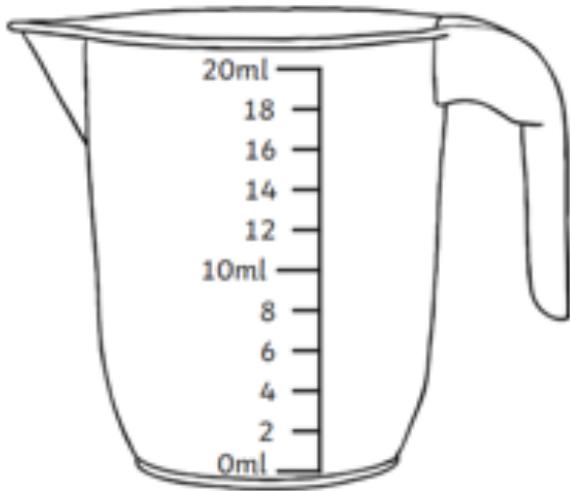


\_\_\_\_\_ l

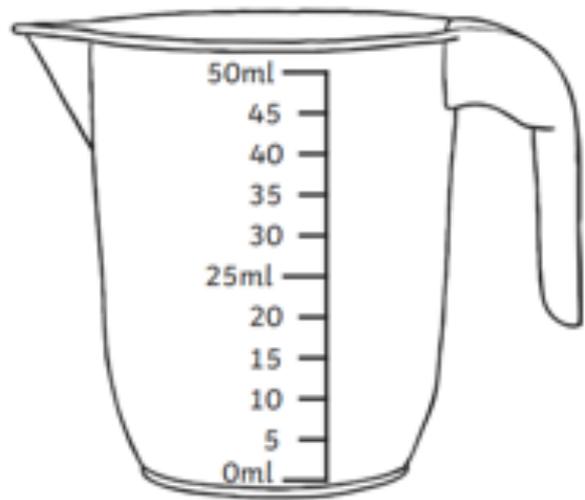


\_\_\_\_\_ l

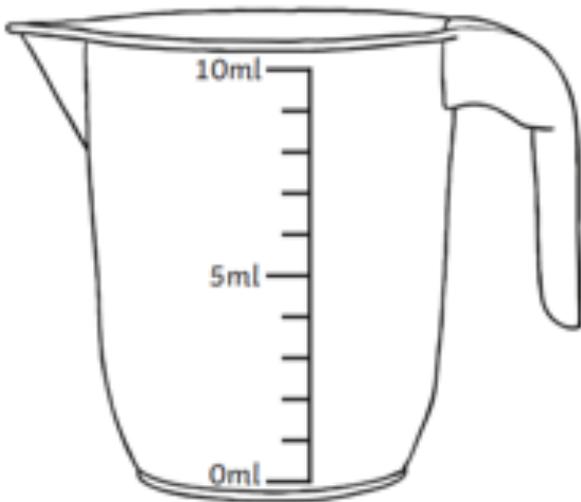
**Draw the lines on the scales to show the capacity.**



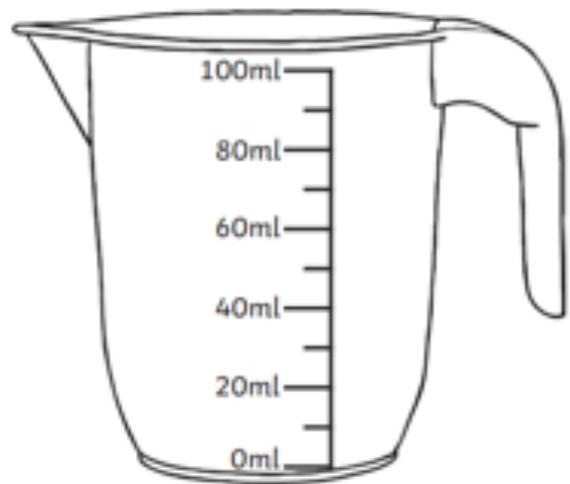
**12ml**



**50ml**



**9ml**



**30ml**

# Reading Scales



Carl

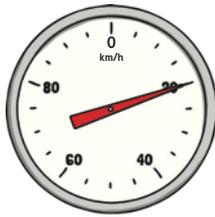


Aneesa



Amelia

1. Carl, Aneesa and Amelia are racing at the fair. How fast is each of them driving?



Carl

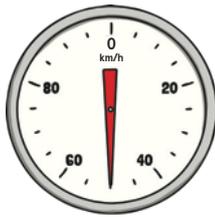


Aneesa

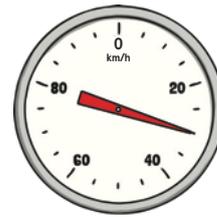


Amelia

2. Carl is driving faster than Aneesa. Amelia is driving more slowly than Aneesa. Can you match them to their speedometers?

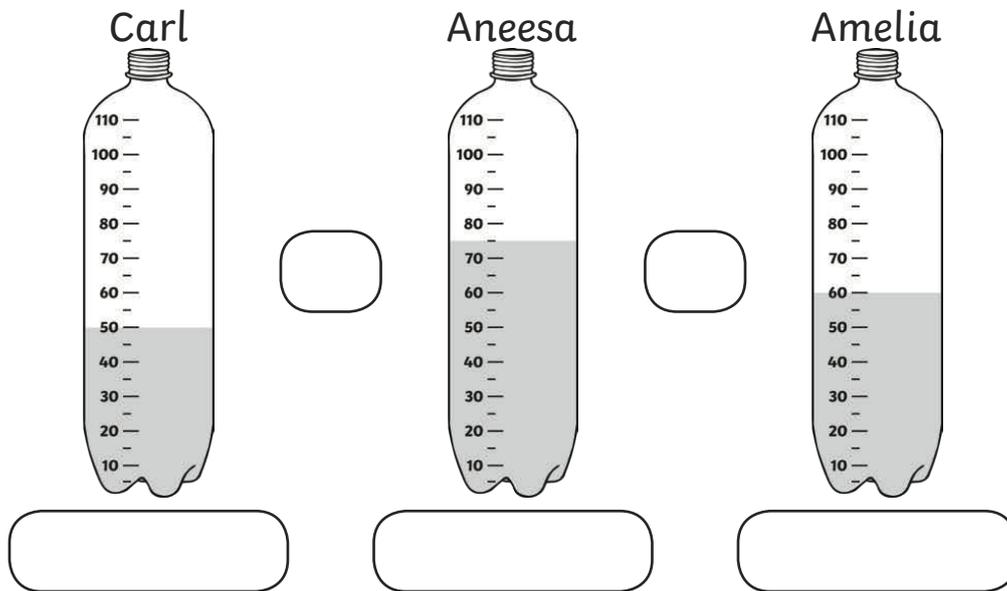




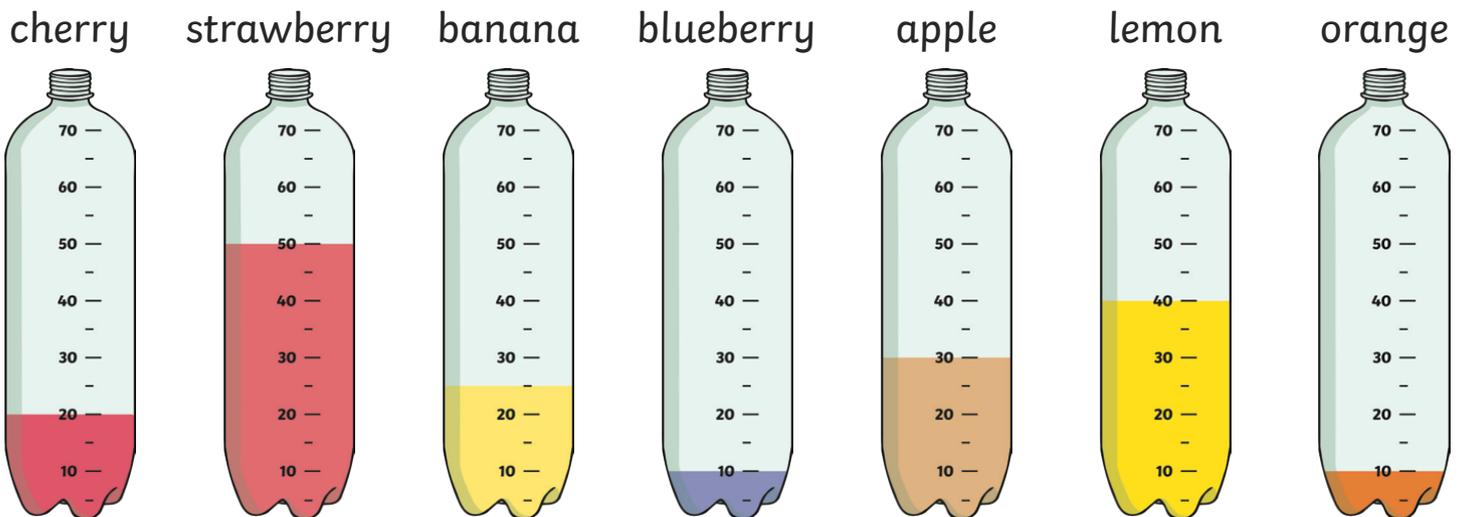


## Reading Scales

3. Carl, Aneesa and Amelia stop for a drink. This is how much they each have left in their bottles. Put  $<$   $>$  or  $=$  between the bottles and write under each bottle how much it contains.



4. Carl, Aneesa and Amelia each have some bottles with different flavours:



They each mix together 3 different flavours to make their own fruit drink.  
 Carl isn't keen on fruit so he makes the smallest possible drink.  
 Aneesa loves fruit so she makes the largest possible drink.  
 Amelia makes a drink that is exactly 70ml.  
 Which fruits did they choose?

Carl \_\_\_\_\_

Aneesa \_\_\_\_\_

Amelia \_\_\_\_\_

# Reading Scales

Find a different way to make Amelia's drink.

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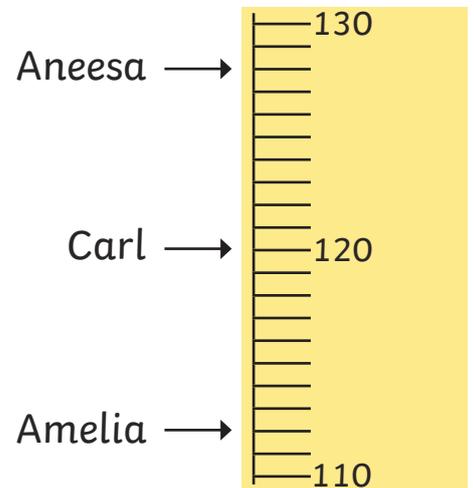
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5. There is a minimum height of 120cm for the 'Mummy Attack' ride. Who is tall enough to go on the ride?

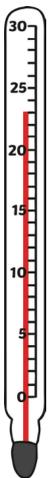
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How much taller does Amelia need to be to go on the ride?

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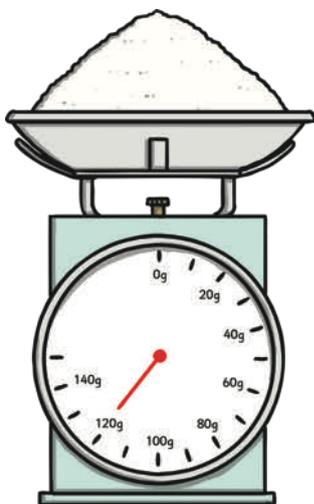


6. The children place a thermometer in 3 different rooms in the house. Write the temperatures in the rooms.

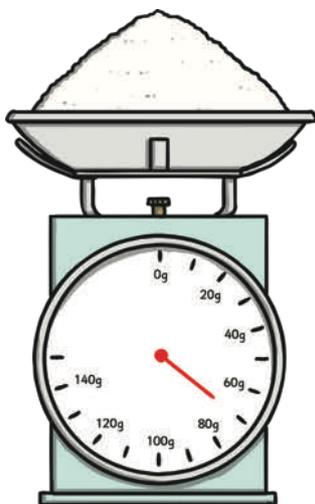


## Reading Scales

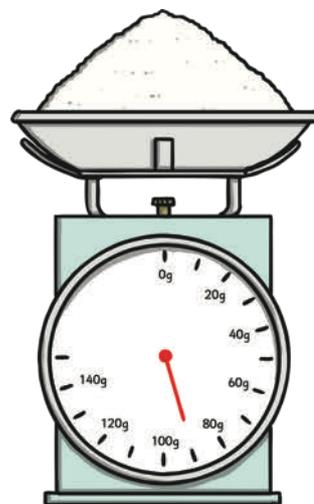
7. They decide to do some baking. What questions could you ask your friend about what you see on the scales?



Carl



Aneesa



Amelia

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# Reading Scales

## Answers



Carl

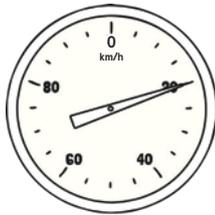


Aneesa



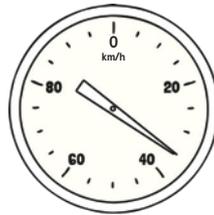
Amelia

1. Carl, Aneesa and Amelia are racing at the fair. How fast is each of them driving?



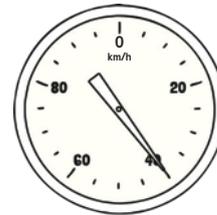
Carl

**20**



Aneesa

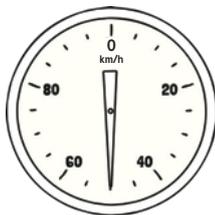
**35**



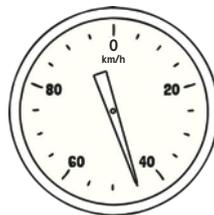
Amelia

**40**

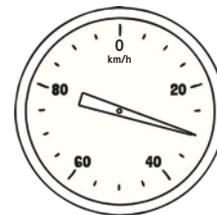
2. Carl is driving faster than Aneesa. Amelia is driving more slowly than Aneesa. Can you match them to their speedometers?



**Carl**



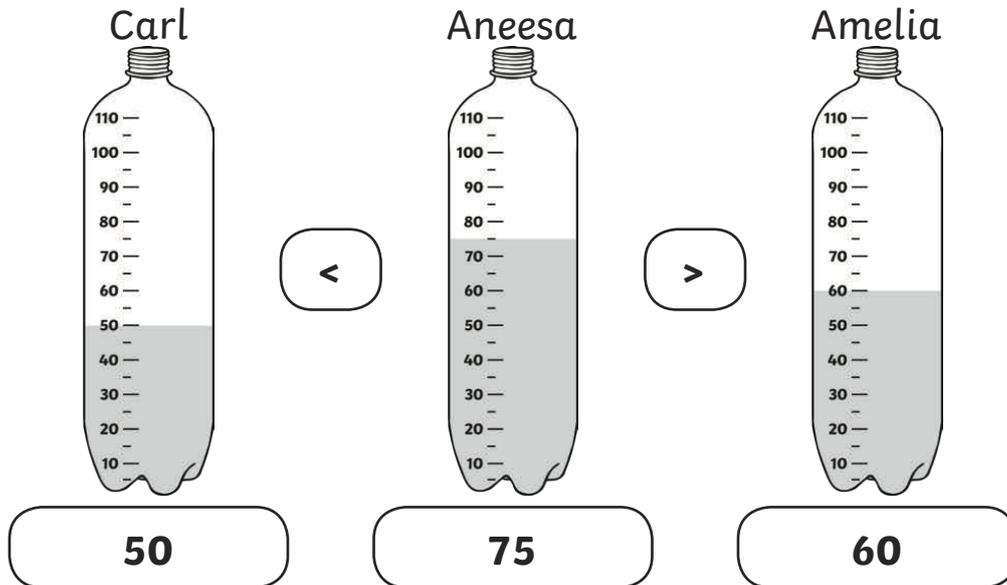
**Aneesa**



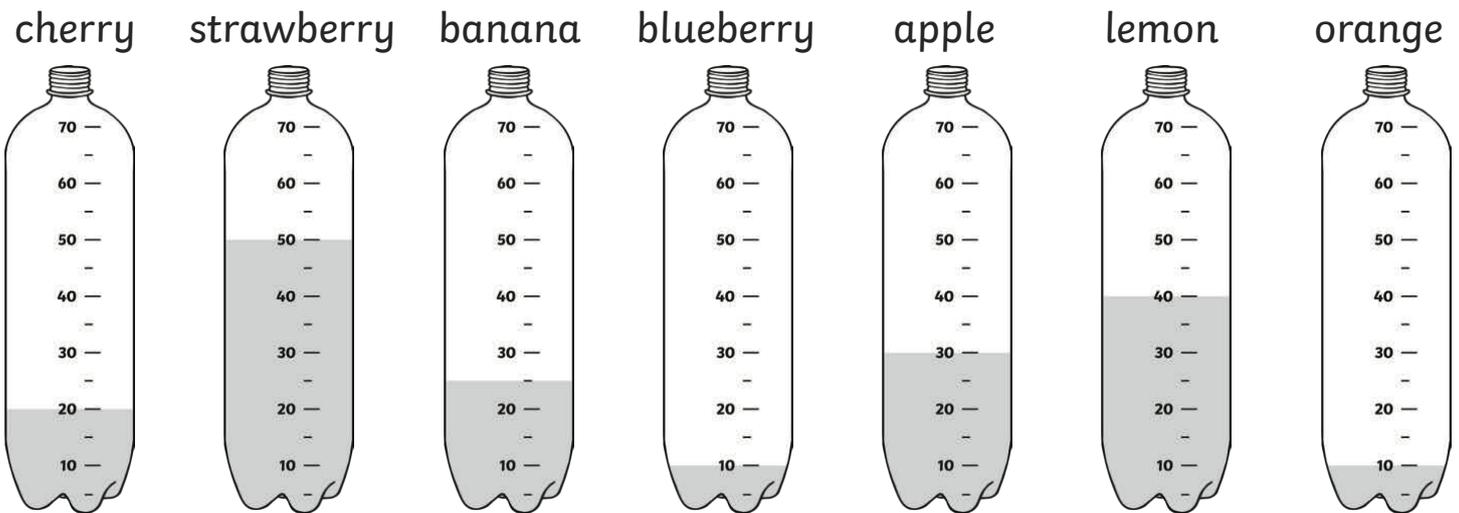
**Amelia**

## Reading Scales Answers

3. Carl, Aneesa and Amelia stop for a drink. This is how much they each have left in their bottles. Put  $<$   $>$  or  $=$  between the bottles and write under each bottle how much it contains.



4. Carl, Aneesa and Amelia each have some bottles with different flavours:



They each mix together 3 different flavours to make their own fruit drink.

Carl isn't keen on fruit so he makes the smallest possible drink.

Aneesa loves fruit so she makes the largest possible drink.

Amelia makes a drink that is exactly 70ml.

Which fruits did they choose?

Carl: **cherry, blueberry and orange**

Aneesa: **strawberry, apple and lemon**

Amelia: **lemon, cherry and orange OR lemon, cherry and blueberry**

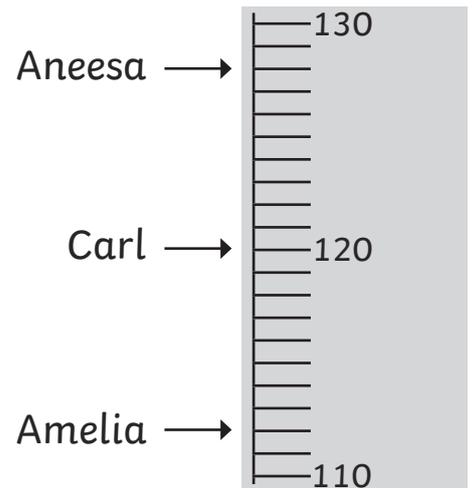
## Reading Scales Answers

5. There is a minimum height of 120cm for the 'Mummy Attack' ride. Who is tall enough to go on the ride?

### Carl and Aneesa

How much taller does Amelia need to be to go on the ride?

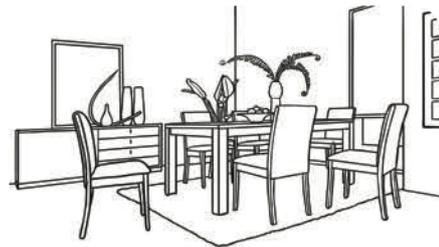
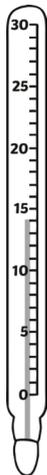
**Amelia needs to be 8cm taller.**



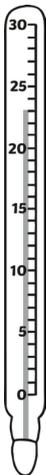
6. The children place a thermometer in 3 different rooms in the house. Write the temperatures in the rooms.



14° c



23° c

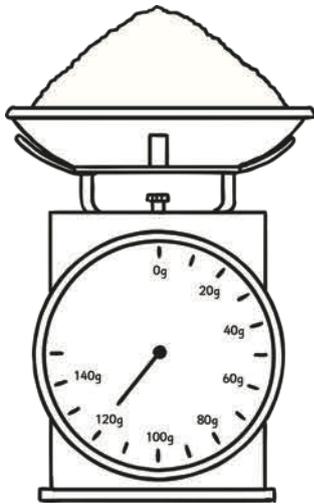


29° c

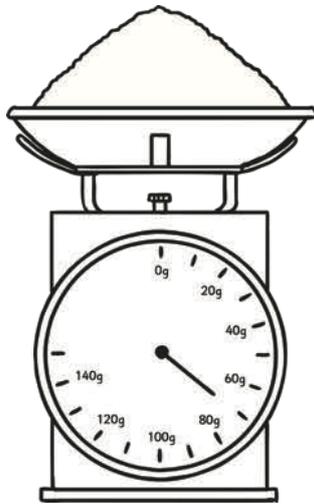


## Reading Scales Answers

7. They decide to do some baking. What questions could you ask your friend about what you see on the scales?



Carl



Aneesa



Amelia

**Child's own responses.**

## MATHS RESOURCE 4

Order the units of measurement from the smallest to the largest.

<b>Time</b>	<b>month</b>	<b>minute</b>	<b>day</b>	<b>year</b>	<b>week</b>	<b>hour</b>	<b>second</b>

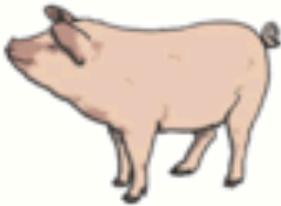
<b>Length or Height</b>	<b>m.</b> <b>(metre)</b>	<b>Mm</b> <b>(millimetre)</b>	<b>Km</b> <b>(kilometre)</b>

<b>Mass</b>	<b>Kg</b>	<b>g</b>

<b>Capacity</b>	<b>L</b>	<b>ml</b>

## MATHS RESOURCE 5

**Pig**



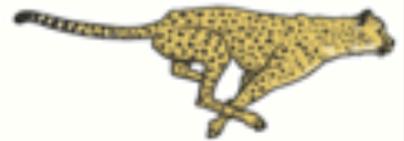
Length: 200cm  
Height: 110 cm  
Weight: 350 kg  
Top Speed: 18 km/h

**Lion**



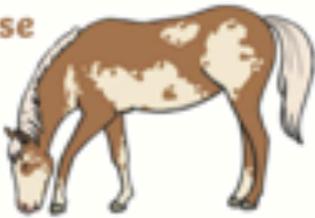
Length: 250cm  
Height: 120cm  
Weight: 190kg  
Top Speed: 80 km/h

**Cheetah**



Length: 150cm  
Height: 94cm  
Weight: 72kg  
Top Speed: 120km/h

**Horse**



Length: 240cm  
Height: 180cm  
Weight: 1000kg  
Top Speed: 88km/h

**Anaconda**



Length: 880 cm  
Height: 15cm  
Weight: 227kg  
Top Speed: 32km/h

**Bison**



Length: 280cm  
Height: 195cm  
Weight: 620kg  
Top Speed: 56km/h

**Wolf**



Length: 160cm  
Height: 85cm  
Weight: 80kg  
Top Speed: 60 km/h

**Hippo**



Length: 520cm  
Height: 150cm  
Weight: 1800kg  
Top Speed: 30 km/h

1. Which is the longest animal?

---

2. Which is the tallest animal?

---

3. Which is the shortest (height) animal?

---

4. Which is the heaviest animal?

---

5. Which is the lightest animal?

---

6. Which are the three fastest animals?

---

7. Which animal has the lowest number in 2 separate categories?

---

8. Can you put the animals in order from the shortest to the tallest?

shortest \_\_\_\_\_

--	--	--	--

\_\_\_\_\_→

--	--	--	--

tallest

9. Use < or > to show which card would win.

Top Speed		
lion		anaconda

Height		
bison		wolf

Weight		
hippo		lion

Length		
wolf		horse

Height		
pig		cheetah

Top Speed		
anaconda		hippo

LI: To create a piece of art that represents me.

For Art this week, your task is to create a picture which represents you. This could be used as an introduction to your new teacher in September, to tell them everything that is important to you. Your artwork should include drawings of things that are important to you, for example: your hobbies, interests, favourite colours and things that you like or enjoy doing.

**Step 1:**

Think about how you would answer each of the statements in each section on the template and how you will represent these in picture form.

**Step 2:**

Use the plan to help you complete the template provided. Begin to sketch the outlines of each of the different elements you want to include in your design.

**Step 3:**

Use coloured pencils or pens to add colour to your designs.

**Step 4 (Optional):**

Use a black pen to outline the shapes and patterns you have used in your design.

**Resources you will need to create your picture:**

- Paper
- A pencil to draw the outline of your shapes & designs.
- Coloured pencils/pens.
- A black pen to outline shapes (optional)



Example outcome

★ **Challenge** ★

Can you have a go at using the template without the sections on, so that you can add even more of your own ideas for things that represent you?



**Lily Stickers**

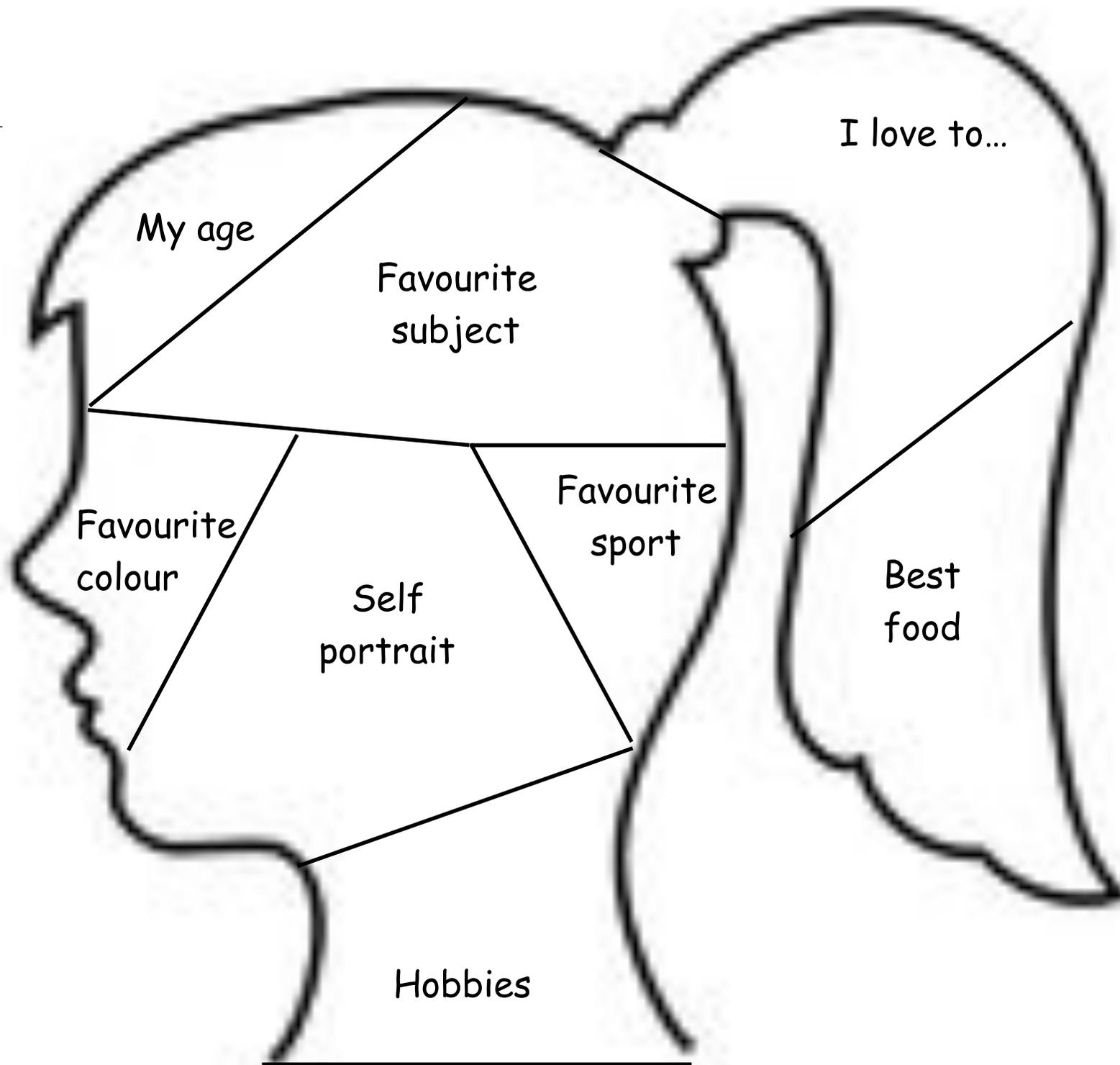


To earn a Lily sticker for your artwork you should:

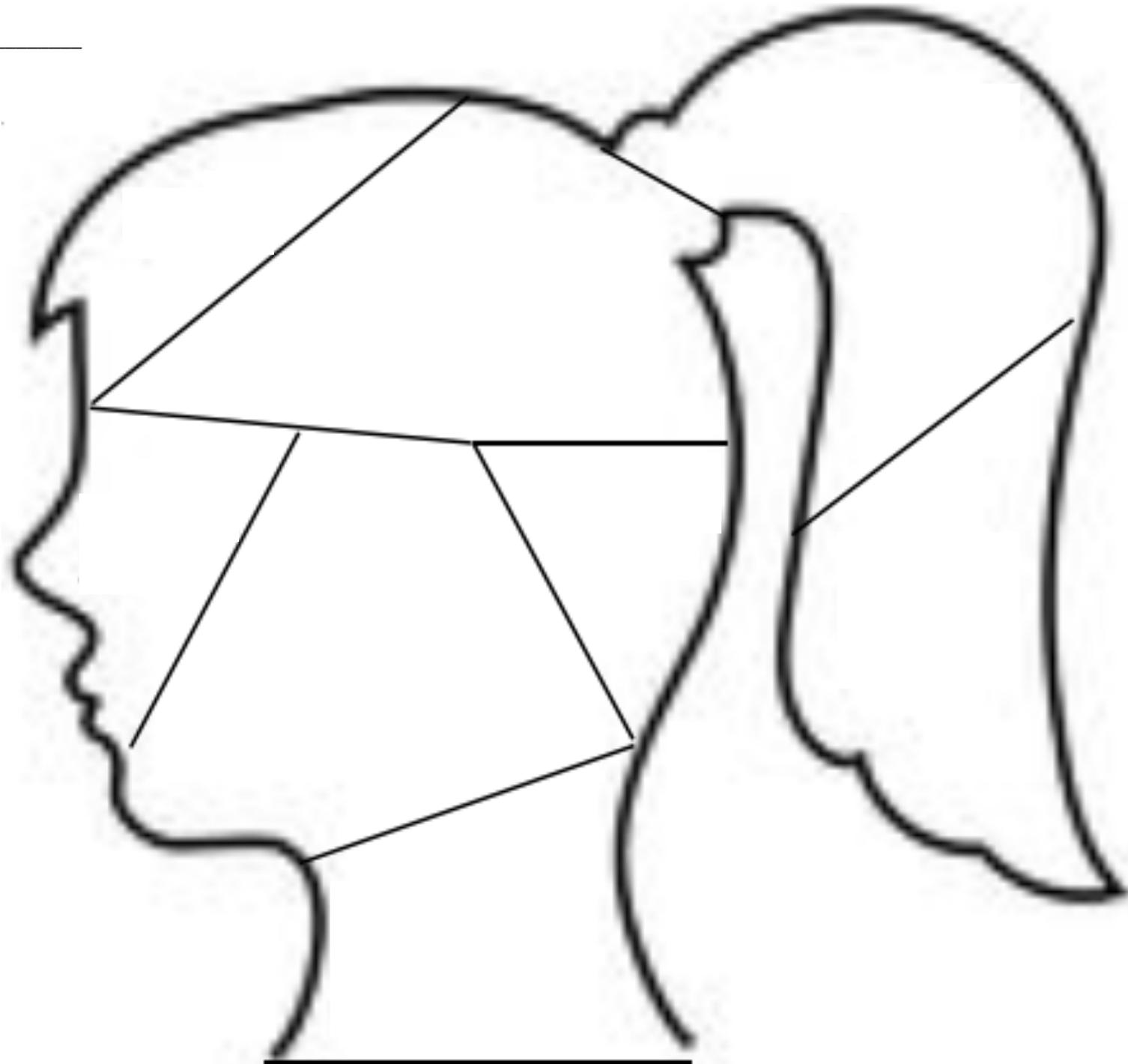
- Take a picture of your completed artwork and send it to [HLTeam@oldfletton.peterborough.sch.uk](mailto:HLTeam@oldfletton.peterborough.sch.uk) by the end of the week.
- Complete all of the different sections with a drawing which answers the statement.

Name: \_\_\_\_\_

Plan:

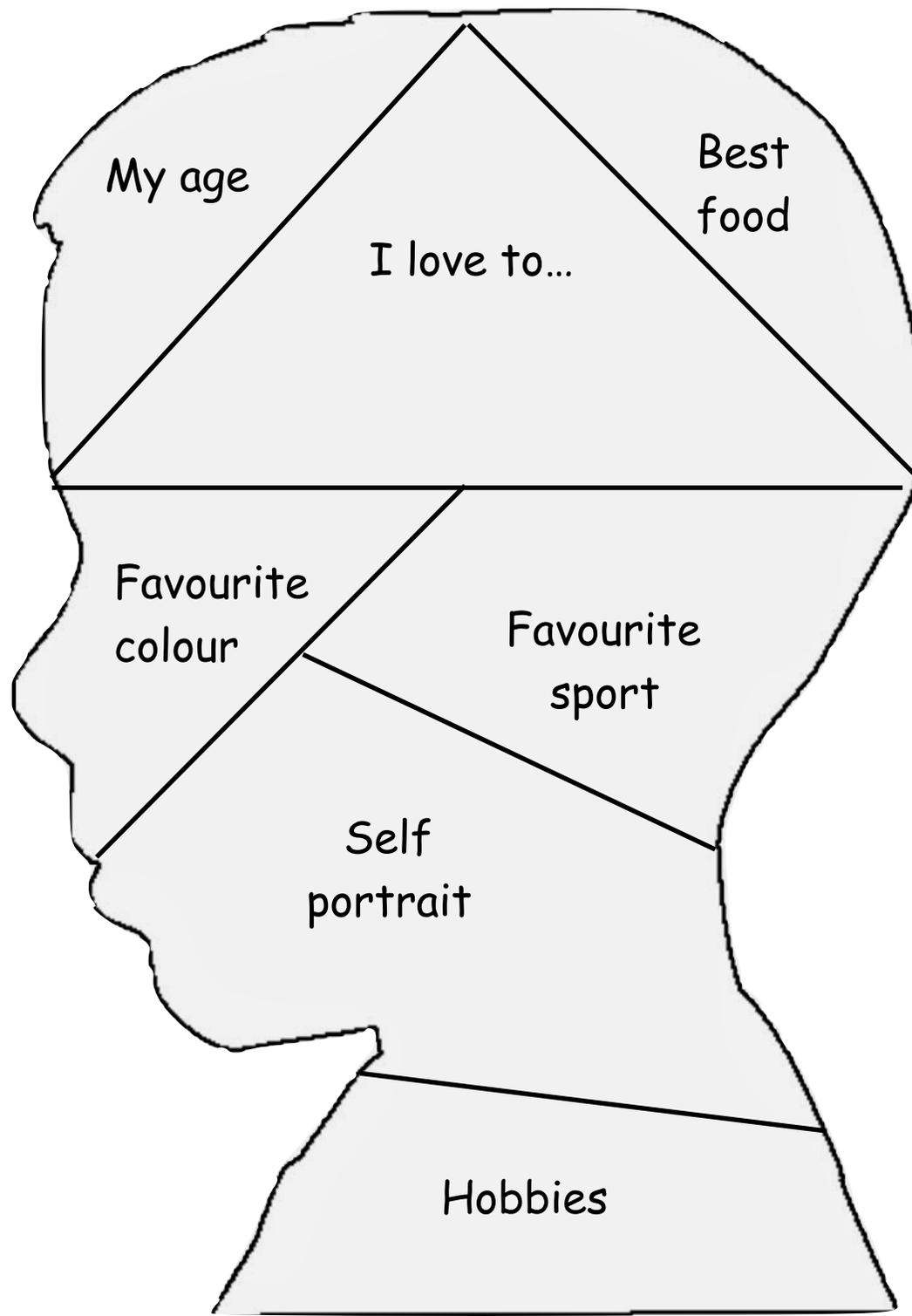


Name: \_\_\_\_\_

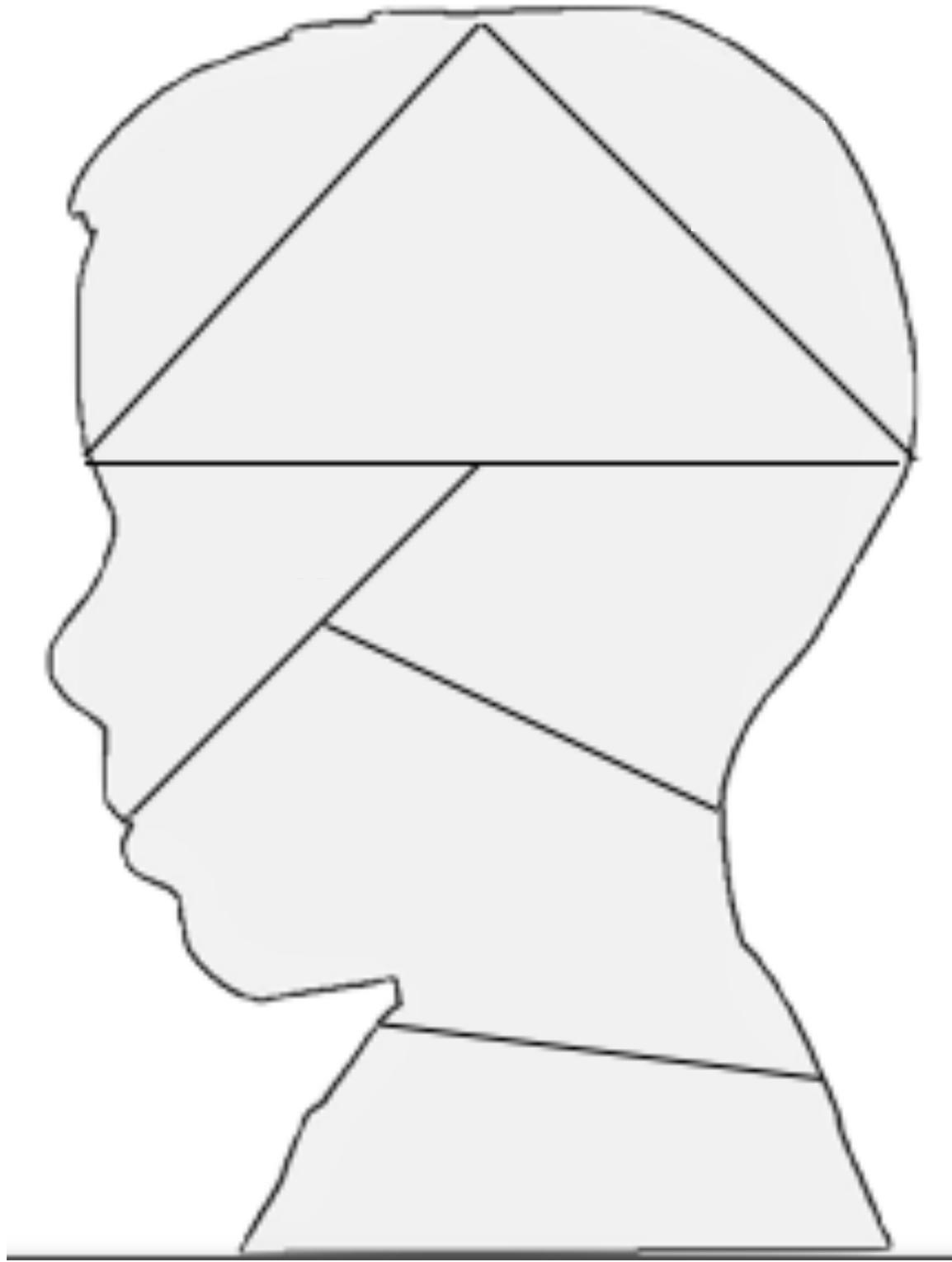


Name: \_\_\_\_\_

Plan:



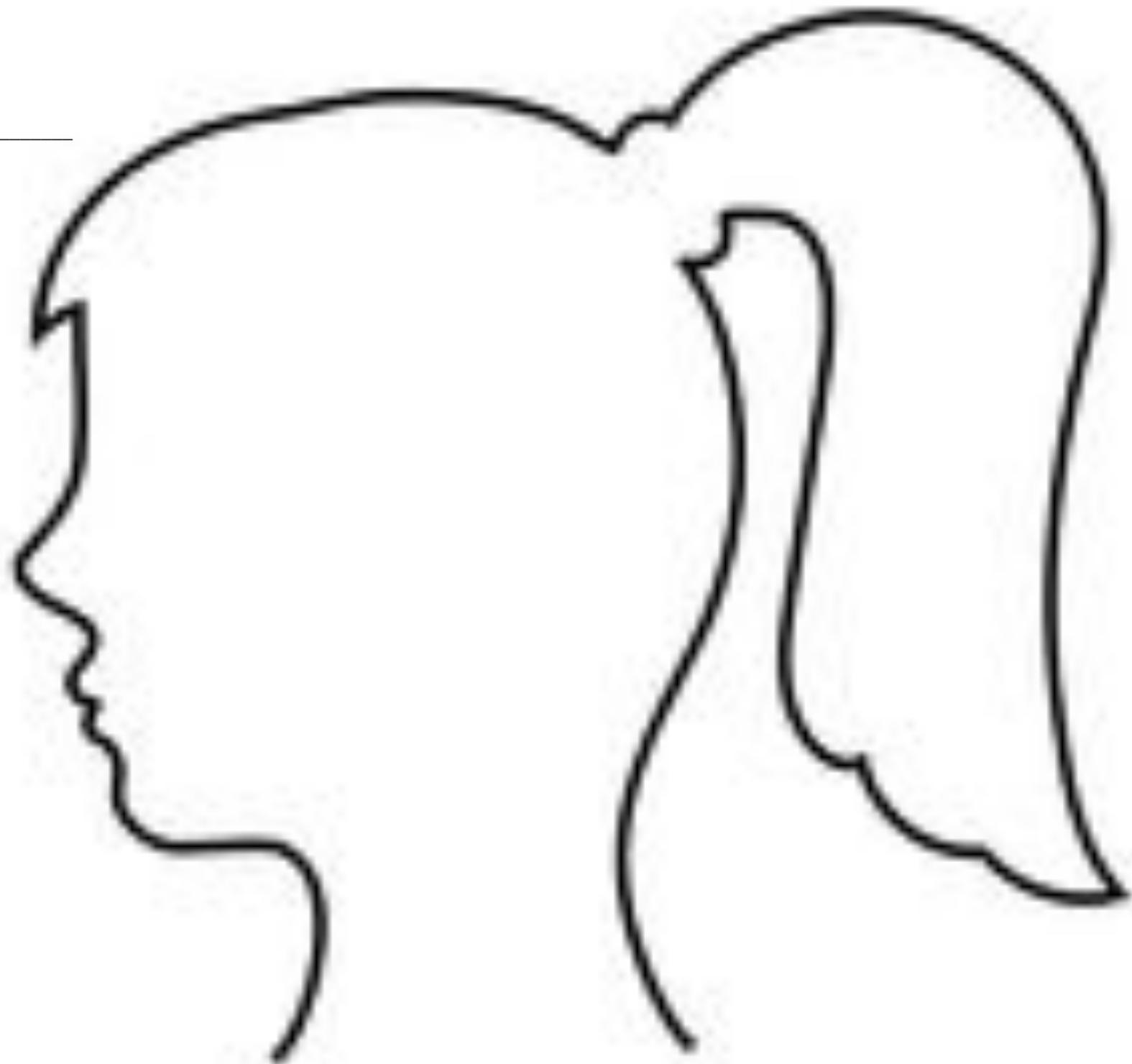
Name: \_\_\_\_\_



Art - Year 2

Name: \_\_\_\_\_

★ Challenge ★



Name: \_\_\_\_\_

★ Challenge ★

