

- > **STEM**
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Numeracy & Mathematics

I can use money to pay for items and can work out how much change I should receive. **MNU 1-09a**

> Set up a pet shop with the different things that you would need for a new pet. Role-play buying the items and receiving change. How much would it cost to look after a pet for a week?

Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b**

> Draw some toys that cats and dogs might like and cut them out. If they were shared equally between the dog and the cat how many would each get? Divide them into two piles to work it out.

I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. **MTH 1-17a**

> Imagine the dog going for a walk near your school. Is there anywhere nearby that the dog would like to go, like a park? Describe the route using positional language. You could work together as a class to create a map.

Technologies

I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. **TCH 1-11a**

> Imagine you are designing a grooming parlour for pets – what would it look like? Make a sketch and label it.

I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. **TCH 1-01a**

> Inspired by the portraits in the book, use a camera to take portrait photos of each other to display in class, noticing how different settings can change how the picture looks.

Sciences

By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. **SCN 1-07a**

> Rolling a ball of wool along the floor like the cat, can you investigate how to make it move farther or faster? Use the skills you have learned to play a game of boules, each taking it in turns to roll the wool to get as close as possible to a marker.

Dance

I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. **EXA 1-08a**

> Create a short dance sequence acting as the cat and then as the dog, exploring different steps and mimicking how they would travel, turn and jump.

Drama

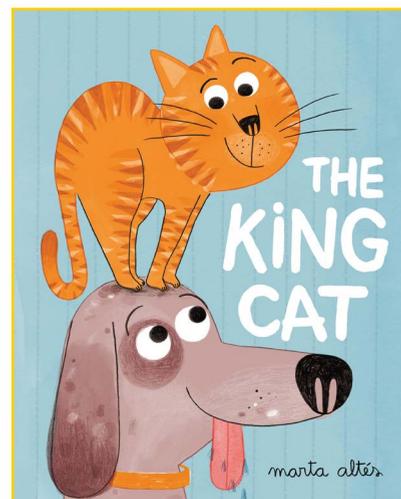
I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**

> Imagine you are the king – how would people know? Act out how you would move around the room and how you would speak.

Modern Languages

I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. **MLAN 1-05a**

> Listen to a song together which relates to the story, like 'Mon Petit Chat'. Can you join in with the repeating refrains and make up actions for the words?



Health & Wellbeing

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 1-04a**

> Imagine a time when something has changed (like starting school, getting a new sibling or a new pet). Draw a picture of how it made you feel and write a sentence about it.

I can describe some of the kinds of work that people do and I am finding out about the wider world of work. **HWB 1-20a**

> Lots of people are involved in animal care. Explore the different jobs people can do and the skills they use. You could also learn about the ways animals can help us, such as guide dogs.

Writing

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a / LIT 1-29a**

> Imagine the story from the dog's point of view. Create a short diary entry about how it felt coming to the house.

Reading

I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**

> What is the character of the cat like in the story? Can you think of some words to describe how the cat acts? Can you think of a time you have acted this way?

RME

I can show my understanding of values such as caring, sharing, fairness, equality and love. **RME 1-09b**

> The cat and the dog need to share a home even though they're different. How do you respect everyone in your class' differences? Create a class charter to show the values that are important to you.

Social Studies

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. **SOC 1-04a**

> Imagine that you live in ancient Egypt, where cats were considered sacred. Make a crown for the cat, decorating it with pictures, words or symbols related to cats.

Listening & Talking

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

> Split the class into Team Cat and Team Dog and hold a mini debate as a group or a class, with each side putting forward their opinions on why their animal is the best.

Authors Live suggestions

Ross Collins

Ed Vere

Related book suggestions

Fox's Garden by Princesse Camcam; *Little Owl's Egg* by Debi Gliori and Alison Brown; *A World Full of Animal Stories* by Angela McAllister and Aitch; *The Squirrels Who Squabbled* by Rachel Bright and Jim Field; *Mog* by Judith Kerr; *Armadillo and Hare* by Jeremy Strong and Rebecca Bagley; *There's a Bear on my Chair* by Ross Collins; *My New Home* by Marta Altés; *Grumpy Frog* by Ed Vere.

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