Yes, but I like better!
Do you dislike _______?

Yes, but I dislike _______ even more!
What to do
Writing

IMPORTANT Parent or Carer –
Please check that you are happy with any weblinks or use of the internet.

Our focus today is writing

1. Read a poem

Share and read together to enjoy *I really want to be a cat*. Pause to discuss it as you read. Read it again, thinking about all the reasons that it would be so cool to be a cat!

2. Write your own poem

- Talk about being a dog. Would it be fun to be a dog? Brainstorm ideas about what you could get up to if you were a dog.
  - I could run faster than any person!
  - I could jump over fences or walls.
- Now look at the poem sheet *I really want to be a dog*, and discuss which things we might write to create our poem.
- Together, with your child writing some parts and you writing other parts from their dictation, write a poem about being a dog.

Try these Fun-Time Extras

- Read the poem *Can you walk on tip-toe?* Try out all the ways of moving.
- Watch these funny cat videos! Or research your own.
  [https://www.youtube.com/watch?v=i09cua9QN7I](https://www.youtube.com/watch?v=i09cua9QN7I)
I really want to be a cat

I really want to be a cat, 
what’s so very wrong with that?

I want to scratch and slink and prowl 
but all I do is bark and growl. 
I want to chase the birds and mice - 
I know it isn’t very nice!

I want to jump upon the table 
to steal some food when I am able. 
I want to climb the highest tree 
but solid ground is all I see.

I want to purr and go meow, 
the problem is I don’t know how! 
I want to prowl around at night 
but all I do is get a fright. 

I really want to be a cat, 
what’s so very wrong with that?
I really want to be a dog

I really want to __________________________

I know it isn’t very nice!

I really want to __________________________

But __________________________

I really want to __________________________

I really want to __________________________

What’s so very wrong with that?
Can you walk on tip-toe?

Can you walk on tip-toe
As softly as a cat?
And can you stamp along the road,
Stamp, stamp just like that?

Can you take some great big strides
Just like a giant can?
Or walk along so slowly
Like a poor crooked man?

Can you squeak so softly
As gently as a mouse?
And can you roar so boldly
Like a lion in the house?
What to do
Writing

IMPORTANT Parent or Carer –
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1. Discuss a picture

Look at and discuss together the picture shown below in A Big Mess. What can we see that has gone wrong? What is in a mess? What do you think was happening just before the scene in picture? Who do you think is asking the question? What do we think might happen next?

2. Use imagination to write speech

- Talk about the situation. What do we think the children are thinking? How do they think the children might answer the question? Try saying them together to sound like the children (with appropriate expression).
  - Oh no! The bowl tipped over!
  - There is a big mess in the kitchen.
  - We are fine. The cooking is going well.
- Now look at the sheet What are they saying?, and discuss which things we might write in the bubbles.
- Together, with your child writing some parts and you writing other parts from their dictation, write inside each speech bubble to show what the children are saying.

Try these Fun-Time Extras

- Look at some recipe books and discuss the dishes they are for.
- Make a cake or another recipe together. Will it end in a big mess?

Explore more Hamilton Trust Learning Materials at https://wrht.org.uk/hamilton
A Big Mess!

A big mess!

How's the cooking going?