

Chocolate Cake

Quick Let's get out of here

Michael Rosen

Penguin

I love chocolate cake.
And when I was a boy
I love it even more.

Sometimes we used to have it for tea
and mum used to say,
"If there's any left over
you can have it to take to school
tomorrow to have at playtime."
And the next day I would take it to school
wrapped up in tin foil
open it up at playtime and sit in the
corner of the playground
eating it,
you know how the icing on top
is all shiny and it cracks as you
bite into it
and there's that other kind of icing in
the middle
and it sticks to your hands and you
can lick your fingers
and lick your lips
oh it's lovely.
yeah.

Anyway,
once we had this chocolate cake for tea
and later I went to bed
but while I was in bed
I found myself waking up
licking my lips



and smiling.
I woke up proper.
" **The chocolate cake** "

It was the first thing
I thought of.
I could almost see it
so I thought,
what if I go downstairs
and have a little nibble, yeah ?
it was all dark
everyone was in bed
so it must have been really late
but I got out of bed,
crept out of the door

there's always a creaky floorboard, isn't there ?

Past Mum and Dad's room,

careful not to tread on bits of broken toys
or bits of Lego
with your bare feet,

yowwwwwwww
shhhhhhhhhh

downstairs
into the kitchen
open the cupboard
and there it is
all shinning.



So I take it out of the cupboard
put it on the table
and I see that
there's a few crumbs lying about on the plate,
so I lick my finger and run my finger all over the crumbs
scooping them up
and put them into my mouth.

ooooooooommmmmmmmm

nice.

Then
I look again
and on one side where it's been
cut,
it's all crumbly.
So I take a knife
I think, I'll just tidy that up a
bit,
cut off the crumbly bits
scoop them all up
and into the mouth



ooooooooommmmm mmmmm
nice.

Look at the cake again.

That looks a bit funny now,
one side doesn't match the other
I'll just even it up a bit, eh ?

Take the knife
and slice.
This time the knife makes a little cracky noise
as it goes through that hard icing on top.

A whole slice this time,

into the mouth.

Oh the icing on top
and the icing in the middle
ohhhhhh oooo mmmmmmm.



But now
I can't stop myself.

Knife —

I just take any old slice at it
and I've got this great big
chunk
and I'm cramming it in
what a greedy pig
but it's so nice,



and there's another
and another and I'm squealing and I'm smacking my lips
and I'm stuffing myself with it
and
before I know
I've eaten the lot.



The whole lot.
I look at the plate.
It's all gone.

Oh no
They're bound to notice, aren't they ,
a whole **chocolate cake** doesn't just disappear
does it ?

What shall I do ?

I know. I'll wash the plate up,
and the knife

and put them away and maybe no one
will notice, eh ?

So I do that
and creep creep
creep
back to bed
into bed
doze off
licking my lips
with a lovely feeling in my belly.



Mmmmmmmmm.

In the morning I get up,
downstairs,
have breakfast,
Mum's saying,
Have you got your dinner money ?
and I say,
Yes.
And don't forget to take some chocolate cake with you.
I stopped breathing.

What's the matter ?, she says,
*you normally jump at **chocolate cake** ?*

I'm still not breathing,
and she's looking at me very closely now.
She's looking at me just below my mouth.

What's that ? she says.

What's what ? I say.

What's that there ?

Where ?

There, she says, pointing at my chin.

I don't know, I say.

It looks like chocolate, she says

It's not chocolate cake is it ?

No answer.

Is it ?

I don't know.

She goes to the cupboard
looks in, up, top, middle, bottom,
turns back to me.

It's gone.

It's gone.

You haven't eaten it, have you ?

I don't know.

you don't know ? you don't know if you've eaten a whole
chocolate cake *or not ?*

When ? When did you eat it ?

So I told her,

and she said
well what could she say ?
That's the last time I give you any cake to take
to school.

Now go. Get out

no wait

not before you've washed your dirty sticky face

I went upstairs

looked in the mirror

and there it was,

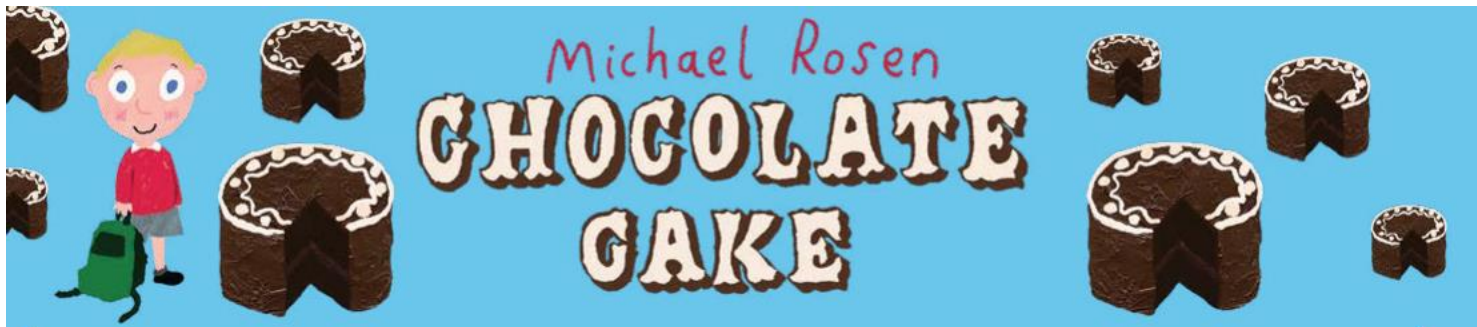
just below my mouth,

a chocolate smudge.

The give-away.

Maybe she'll forget about it by next week.





Michael Rosen
**CHOCOLATE
CAKE**

Scrumptious Sentences

Fill in the gaps in the sentences below.
You can use the word bank at the bottom of the page to help you.

1. I had a to eat at playtime.
2. My stomach loves chocolate cake.
3. Careful not to tread on the floorboard
outside Mum and Dad's bedroom.
4. I take the knife again and this time
the crispy icing on the top.
5. You usually at the idea of having
chocolate cake.

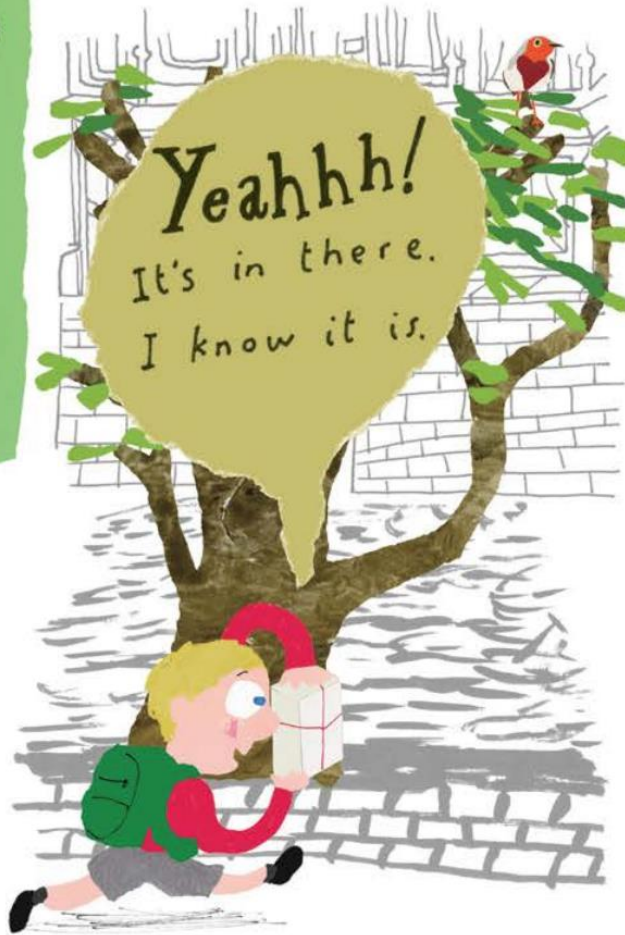
WORD BANK

creaky	rumbling	banana
jump	crack	



My mum, she says to me,
"Listen, Michael,
if there's any chocolate cake
left over at the end of the day,
you can take some to school
tomorrow to have at play time
or at lunch time."

So I used to go to school
with a piece of chocolate cake
in my little box.
And I'd be walking to school . . .



And I'd get to school,
and it would be play time or lunch time
and I'd open up the box,
take it out . . .

What's it going to be...
chocolate cake!!!
It is!!!

Open up the paper . . .
Gonna get it!
Look at it!!!
Mmmm!
Mmmm...
Yeahhh!
I love
a good...
Mmmm...



Ahhhh,
mmm
Well,
look at it!!!

Gobble!

Yes!

I LOVED my mum's chocolate cake.

Chocolate Cake – Comprehension



Look carefully at the picture from the poem attached and answer the following questions

1. What is the name of the boy in the poem?

Richard

Michael

Kevin

2. Who made the chocolate cake? How do you know?

--

3. In what situations can Michael take some cake to school? Tick the correct answer

Every time his mum makes it.	<input type="checkbox"/>
If there is some left over.	<input type="checkbox"/>
When Michael is hungry	<input type="checkbox"/>
When he gets a gold star.	<input type="checkbox"/>

4. What does Michael's mum put the cake in when he takes it to school?

--

5. How does Michael travel to school?

Bus

Car

Walk

6. Michael Rosen uses onomatopoeia in this poem. *Onomatopoeia = words that sound like the noise they make, e.g. bang!, aarrghh! meow.* List the onomatopoeia words you can see on this page.

--

Chocolate Cake – Comprehension



7. Listen or read back through the whole poem

Michael Rosen uses lots of amazing adjectives to describe the chocolate cake. He uses his senses to describe how the cake looks, tastes, feels, smells and sounds.

Write down any adjectives that you hear used in his poem to describe the cake.

Adjective = word that describes the noun e.g. the beautiful horse, the disgusting sandwich
(in this poem 'cake' is the noun)



Michael Rosen CHOCOLATE CAKE



My favourite food poem

Write a poem about your favourite food using some of the writing methods that you looked at earlier. You can use the writing frame and word bank below to help you.

My favourite food in the entire world is

It looks

It smells

When I take a bite it makes a sound.

It feels in my mouth.

WORD BANK

shiny	dull	soft	hard
delicious	sweet	salty	hot
cold	bitter	creamy	crunchy
gooey	yum	gobble	ahhh



My Poem Review

Title:

Poet:

Did you like the poem?

Rate the book by colouring the stars (5=loved it, 1=didn't enjoy it)



What was the poem about?

.....
.....

What is your favourite line from the poem?

.....
.....

How did the poem make you feel?

.....
.....

Would you recommend this poem to anyone else? Why?

.....
.....

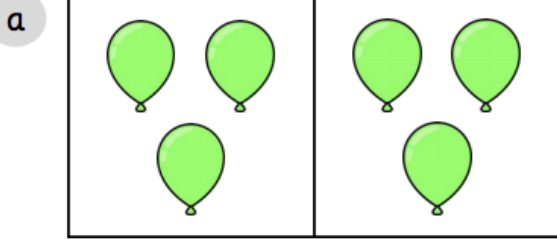
Draw the picture of an image that the poem created in your mind.

A large, empty rounded rectangle with a thin black border, intended for the student to draw a picture of an image created in their mind from the poem.

Multiplication sentences from pictures



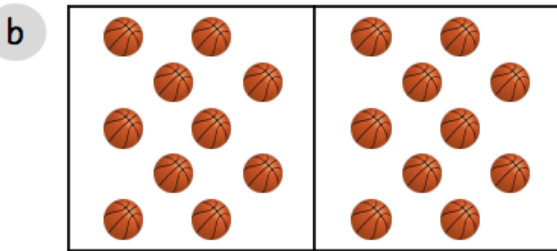
1 Complete:



_____ x _____ = 6

_____ lots of 3 = _____

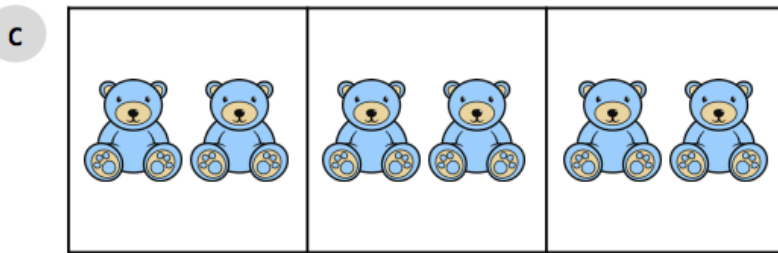
_____ multiplied by _____ = 6



_____ x _____ = 20

_____ lots of 10 = _____

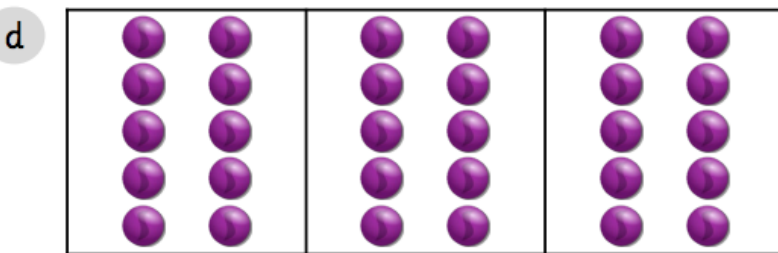
_____ multiplied by _____ = 20



_____ x _____ = 6

_____ lots of 2 = _____

_____ multiplied by _____ = 6



_____ x _____ = 30

_____ lots of 10 = _____

_____ multiplied by _____ = 30

2 Draw groups to show 10 lots of 2:





Multiplication sentences from pictures




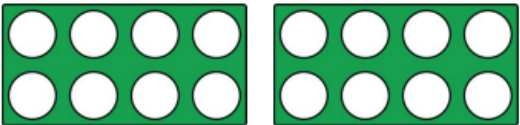
1 Use $<$, $>$ or $=$ to make the picture statements correct.

a  

b  

c  5 lots of 2

2 Complete the table below.

Picture	Multiplication	Sentence
	2×10	___ lots of ___ is equal to 20.
	___ x ___	___ lots of ___ is equal to 16.

3 Two lots of seven is equal to $7 + 2$.

True

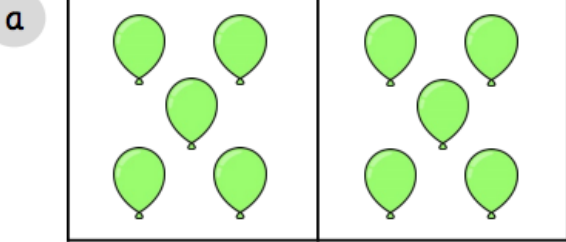
Explain your answer.

False

Multiplication sentences from pictures



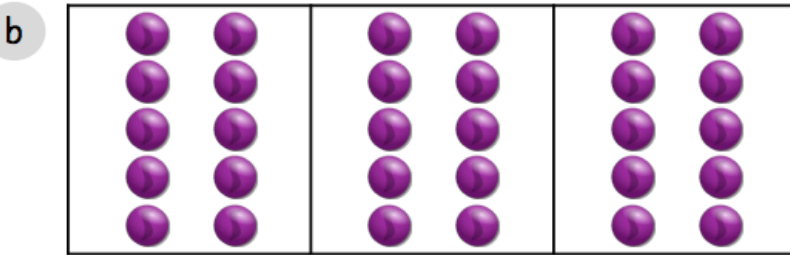
1 Complete:



_____ x _____ = 10

_____ lots of 5 = _____

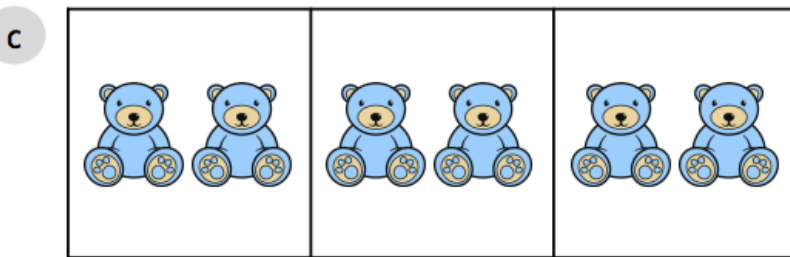
_____ multiplied by _____ = 10



_____ x _____ = 30

_____ lots of 10 = _____

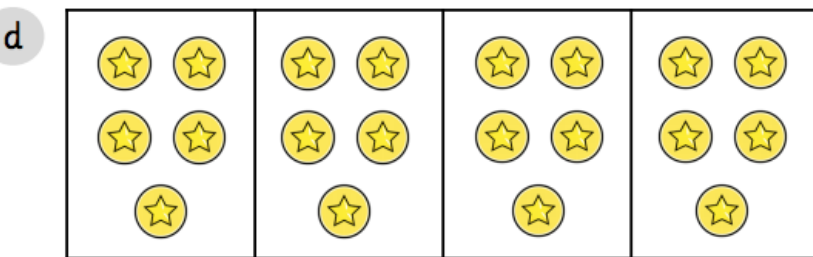
_____ multiplied by _____ = 30



_____ x _____ = 6

_____ lots of 2 = _____

_____ multiplied by _____ = 6



_____ x _____ = 20

_____ lots of 5 = _____

_____ multiplied by _____ = 20

2 Use <, > or = to make the picture statements correct.

a




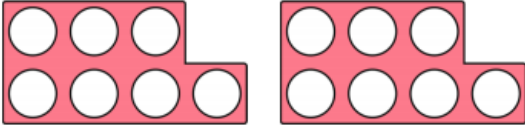
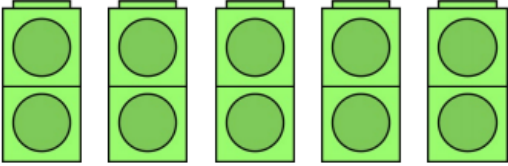

b



Multiplication sentences from pictures



1 Complete the table below.

Picture	Multiplication	Sentence
	$3 \times \underline{\quad}$	<p>_____ lots of _____ is equal to 30.</p>
	$\underline{\quad} \times \underline{\quad}$	<p>_____ lots of _____ is equal to 14.</p>
	$\underline{\quad} \times \underline{\quad}$	<p>_____ lots of _____ is equal to 10.</p>
	$\underline{\quad} \times \underline{\quad}$	<p>_____ lots of _____ is equal to 15.</p>

2 There are 5 apples in each fruit bowl. There are 3 bowls.
How many apples are there altogether? Complete the calculation to show this.

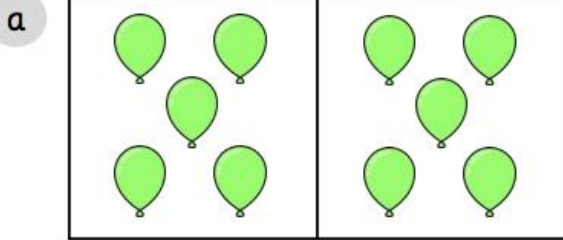
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Draw a picture to represent this.

Multiplication sentences from pictures



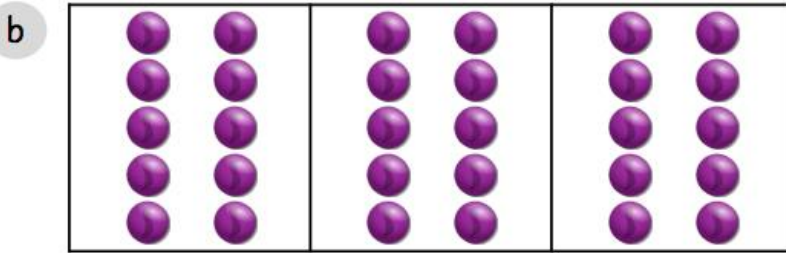
1 Complete:



_____ x _____ = 10

_____ lots of 5 = _____

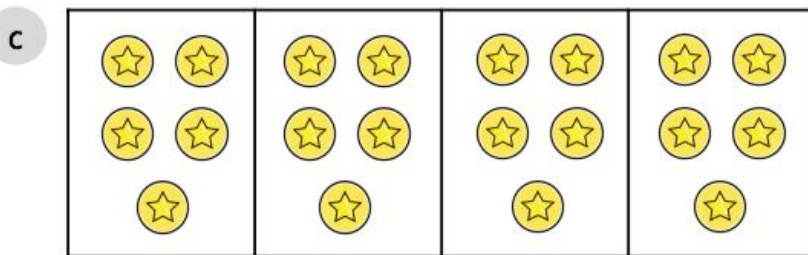
_____ multiplied by _____ = 10



_____ x _____ = 30

_____ lots of 10 = _____

_____ multiplied by _____ = 30



_____ x _____ = 20

_____ lots of 5 = _____

_____ multiplied by _____ = 20

2 Use <, > or = to make the picture statement correct.



3 lots of 3

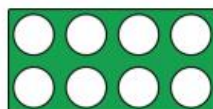
3 Complete:

a



= 3 x _____

b



= 4 x _____

Multiplication sentences from pictures



1 Complete the table.

Picture	Multiplication	Sentence
	$4 \times \underline{\quad}$	<p>$\underline{\quad}$ lots of $\underline{\quad}$ is equal to 40.</p>
	$\underline{\quad} \times \underline{\quad}$	<p>$\underline{\quad}$ is equal to 21.</p>
	$\underline{\quad} \times \underline{\quad}$	<p>$\underline{\quad}$ is equal to 15.</p>
	$\underline{\quad} \times \underline{\quad}$	<p>$\underline{\quad}$ is equal to 27.</p>

2 There are 8 apples in each fruit bowl. There are 3 bowls.
How many apples are there altogether? Complete the calculation to show this.

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

Draw a picture to represent this.

Name: _____

Date: _____

LO: I can draw an array for each multiplication and work out the answer.

$3 \times 5 =$



$4 \times 2 =$



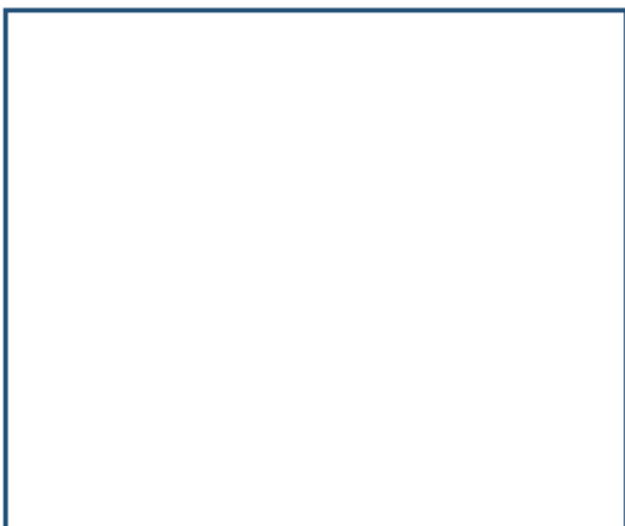
$5 \times 5 =$



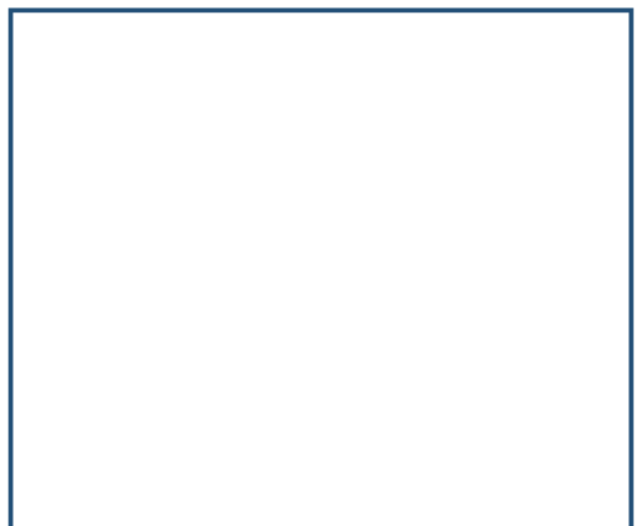
$7 \times 2 =$



$8 \times 5 =$



$5 \times 10 =$



Arrays

a Jack says the array below shows 4×3

Is Jack correct?



Explain your answer.

b You have 12 cubes. How many arrays can you create?

Show the arrays in the box below and write 2 number sentences to describe your array

For example: $_ \times _$ and $_ \times _$

c You have 10 cubes. How many arrays can you create?

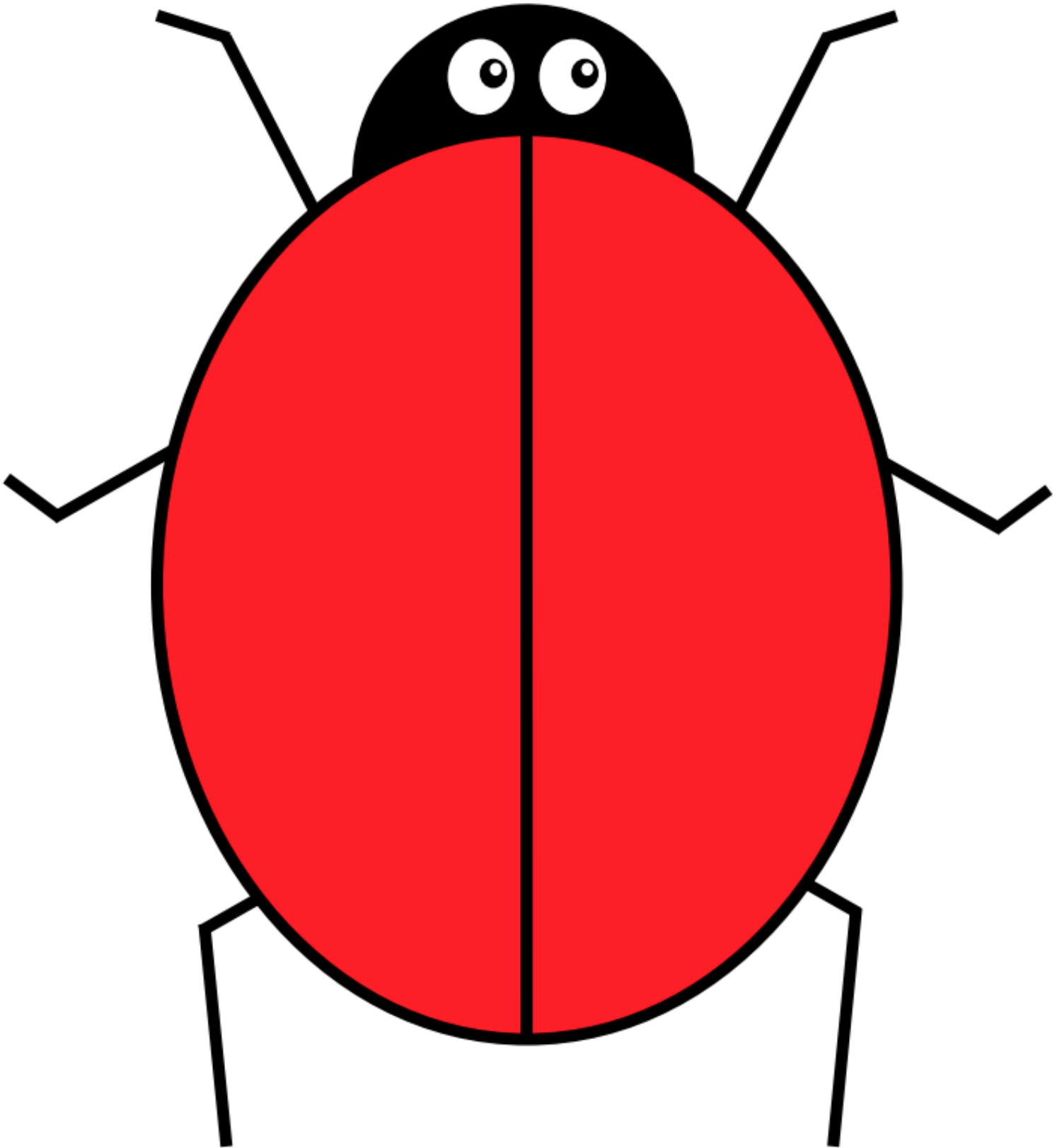
Show the arrays in the box below and write 2 number sentences to describe your array

For example: $_ \times _$ and $_ \times _$

Make Doubles

Select one of the task cards. Make the double on the ladybird, then write the completed number sentence in your book using the stem sentence

Double _____ is _____.



Task cards

Double 5

Double 3

Double 7

Double 9

Double 4

Double 1

Double 10

Double 6

Double 2

Double 8

Challenge - What number am I?



Double ? is 18

Double ? is 6

Double ? is 12

Double ? is 8

Double ? is 4

Double ? is 16

Double ? is 14

Double ? is 20

Double ? is 10

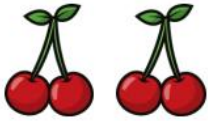
Double ? is 2

2x tables



1 Count in 2s to calculate how many there are of each object.

a



There are _____ cherries in total.

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

b



There are _____ apples in total.

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

c



There are _____ cookies in total.

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

d



There are _____ slices of bread in total.

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

e



There are _____ straws in total.

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

f



There are _____ doughnuts in total.

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

g



There are _____ acorns in total.

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

h



There are _____ cupcakes in total.

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

2x tables



1 Complete the number tracks.

a

2	4		8		12
---	---	--	---	--	----

b

		16	18	20	22
--	--	----	----	----	----

c

6		10	12	14	
---	--	----	----	----	--

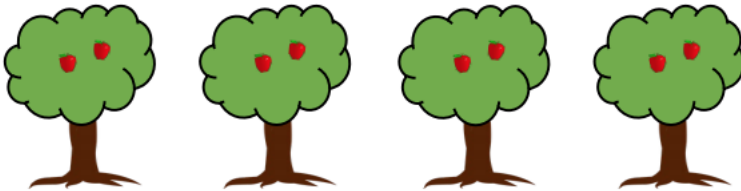
d

	12	14		18	20
--	----	----	--	----	----

e

14		18	20	22	
----	--	----	----	----	--

2 How many apples are on 4 apple trees? _____



a) If there were 12 apples, how many apple trees are there? _____

b) If there were 2 apples, how many apple trees are there? _____

c) If there were 20 apples, how many apple trees are there? _____

3 True or false?




There are 4 straws in total.


Explain how you know.


2x tables





1 Count in 2s to calculate how many there are of each object.


a  There are _____ doughnuts in total.
_____ x _____ = _____

b  There are _____ cupcakes in total.
_____ x _____ = _____

c  There are _____ cookies in total.
_____ x _____ = _____

d  There are _____ apples in total.
_____ x _____ = _____

e  There are _____ acorns in total.
_____ x _____ = _____

f  There are _____ cherries in total.
_____ x _____ = _____

2 Describe the picture in the space provided including a number sentence.



2x tables



1 Count in 2s to calculate how many there are of each object.

a



There are _____ doughnuts in total.

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

b



There are _____ cupcakes in total.

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

c



There are _____ cookies in total.

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

d



There are _____ apples in total.

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

e



There are _____ acorns in total.

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

f



There are _____ cherries in total.

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

2 Describe the picture in the space provided including a number sentence.




2x tables




1 Count in 2s to calculate how many there are of each object.

a




There are _____ acorns in total.
_____ x _____ = _____

b




There are _____ cupcakes in total.
_____ x _____ = _____

c



There are _____ cookies in total.
_____ x _____ = _____

d



There are _____ apples in total.
_____ x _____ = _____

2 Complete the number tracks.

a

2	4		8		12
---	---	--	---	--	----

b

		16		20	
--	--	----	--	----	--

c

10		14			
----	--	----	--	--	--

d

	16			22	24
--	----	--	--	----	----

e

6					16
---	--	--	--	--	----

2x tables



1 Solve the problem below by filling in the blanks.

a) $4 \times \underline{\quad} = 8$

b) $\underline{\quad} \times 2 = 20$

c) $8 \times 2 = \underline{\quad}$

d) $\underline{\quad} \times 2 = 10$

e) $7 \times \underline{\quad} = 14$

f) $9 \times 2 = \underline{\quad}$

2 Che says that $9 \times 2 = 11$.

Is Che correct?

Explain how you know.

3 Kat says,



Every number in the two times table is even.

Is Kat correct?

Explain your answer.



Which exercise makes our heart work hardest?

Complete each exercise for 2 minutes and then measure your heart beat for one minute.

Get your partner to time on a stop watch.

Exercise	Heart beats per minute
sitting	
walking	
star jumping	
running	
crawling	

Which exercise made you feel the most out of breath?

Which exercise made you the least out of breath?

Which exercise made your heart work the hardest?

Explain how you know.



Name: _____

Challenge



Label 4 things that happen to you when you exercise.



|

Next Step



Give 3 reasons why it is important to exercise regularly.

1. _____

2. _____

3. _____

Science – Exercise

Try joining in with one of Joe Wicks' PE sessions on YouTube.
<https://www.youtube.com/user/thebodycoach1>

Which is your favourite exercise and why?

Which is your least favourite exercise and why?

How did you feel before you started the PE session?

How did you feel after the PE session?

Now could you try to plan your own PE session, what exercises would you include?
(remember Joe Wicks usually plans 30 seconds of exercise followed by 30 seconds rest.)

I would love to see photos of you either exercising with Joe Wicks or doing your own workout.

Mrs Carey x|

Where does our food come from?

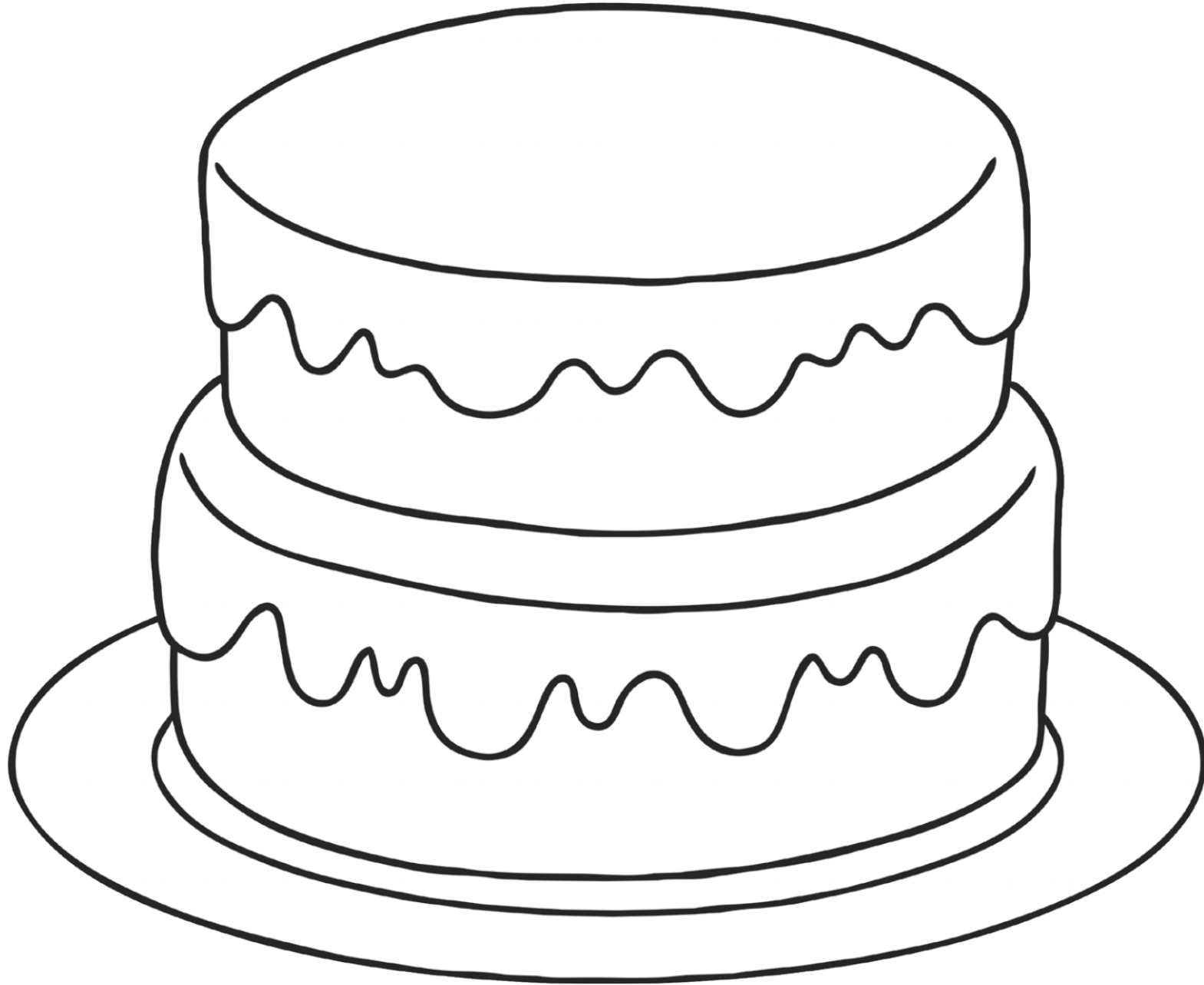
Food	Origin

World Map



1. Czechia
2. Austria
3. Slovakia
4. Hungary
5. Slovenia
6. Croatia
7. Bosnia and Herzegovina
8. Serbia
9. Montenegro
10. Albania
11. Macedonia
12. Moldova
13. Kosovo

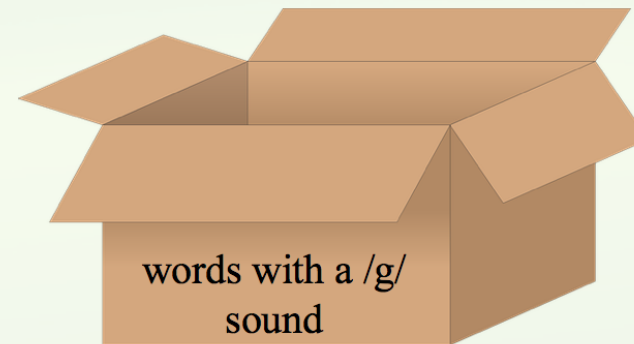
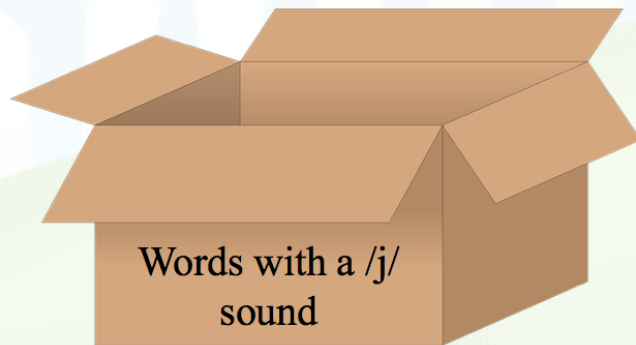
Design a cake





Look at the words below, which ones have a /j/ sound and which ones have a /g/ sound?

gem	fig	magic	giraffe	burger	gentle
religion	agree	king	energy	forgive	digit





Stage: 2	The /j/ sound spelled with a g
List: 3	Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
gem					
gym					
giant					
magic					
giraffe					
energy					
digit					
engine					
religion					
gentle					

Stage: 2

The /j/ sound spelled with a g.

List: 3

Name:



Spelling Shed

Find and unscramble your spellings in the grids.

Spellings

gem

gym

giant

magic

giraffe

energy

digit

engine

religion

gentle

i	d	i	t	g

m	e	g

e	n	g	e	i	n

n	a	i	t	g

m	y	g

y	n	e	r	e	g

e	r	i	g	f	a	f

r	e	l	n	i	g	o	i

m	g	a	c	i

e	e	n	g	l	t