

English

Task 1

Learning objective: To revisit the issues caused in some areas by plastic waste. To write a powerful introduction to an explanation text.

Discuss the purpose and features of an explanation text from last week's learning. Identify the need for an introduction and what should be written included as part of it. Write several sentences explaining the devastation caused by waste plastics in the world around us. Ensure that words are chosen for purpose and that sentences are accurately punctuated. Can the children include sentences that require the use of a question and exclamation mark accurately?

Task 2

Learning objective: To write the main section and closing paragraph of the explanation text.

Emphasise that the main section of our explanation texts will explain how we can help reduce further plastics causing global issues in the world and how we might begin to tidy up our local environment. Ensure that it is understood that ideas of similar themes should be gathered together rather than jumping from idea to idea. Try to encourage words to be chose with care and ensure that sentences are accurately punctuated.

Task 3

Learning objective: To explore the use of '-s' and '-es' when creating plurals.

We are going to look at adding the suffix '-s' and '-es' to words to change them from singular nouns, e.g. dog into plural nouns dogs and singular noun church into plural nouns churches.

<https://www.youtube.com/watch?v=IZCY0en8WQ>

Complete the activities attached. Can you think of any of your own singular and plural nouns that follow the pattern of adding the suffix '-s' and '-es'? Have a go!

Task 4

Reading comprehenions

Please complete the reading comprehension attached. Remember that we are using it as a method of checking the understanding of text along with being able to answer questions accurately and appropriately..

Spellings

Please practise these spellings that contain phase 2 and 3 sounds. Write a sentence for each of the words listed below. Remember to use your best, cursive handwriting.

If you're in school, we will practise these and complete a spelling test on the following Monday.

Good luck!

wait

tail

bait

jeep

meet

keep

with

Making Singular Nouns Plural

1. Choose the correct plural noun to fit in the spaces.

a) Milly took all the _____ out of the box and put them away.

hat

hats

hates

b) Tahir's _____ started falling out when he was six.

tooth

tooths

teeth

c) My grandpa loves to eat fresh _____.

tomatos

tomatoes

tomaties

d) Some people say that cats have nine _____.

lives

lifes

lifi



2. Draw arrows to match these singular nouns to their plurals.

mouse

feet

wife

mice

foot

babies

sheep

fungi

fungus

wives

scissors

handcuffs






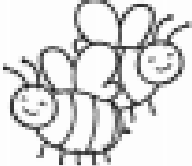








handcuff

sheep

baby

scissors

Make It Plural

Singular	Plural
	
	
	
	
	
	
	

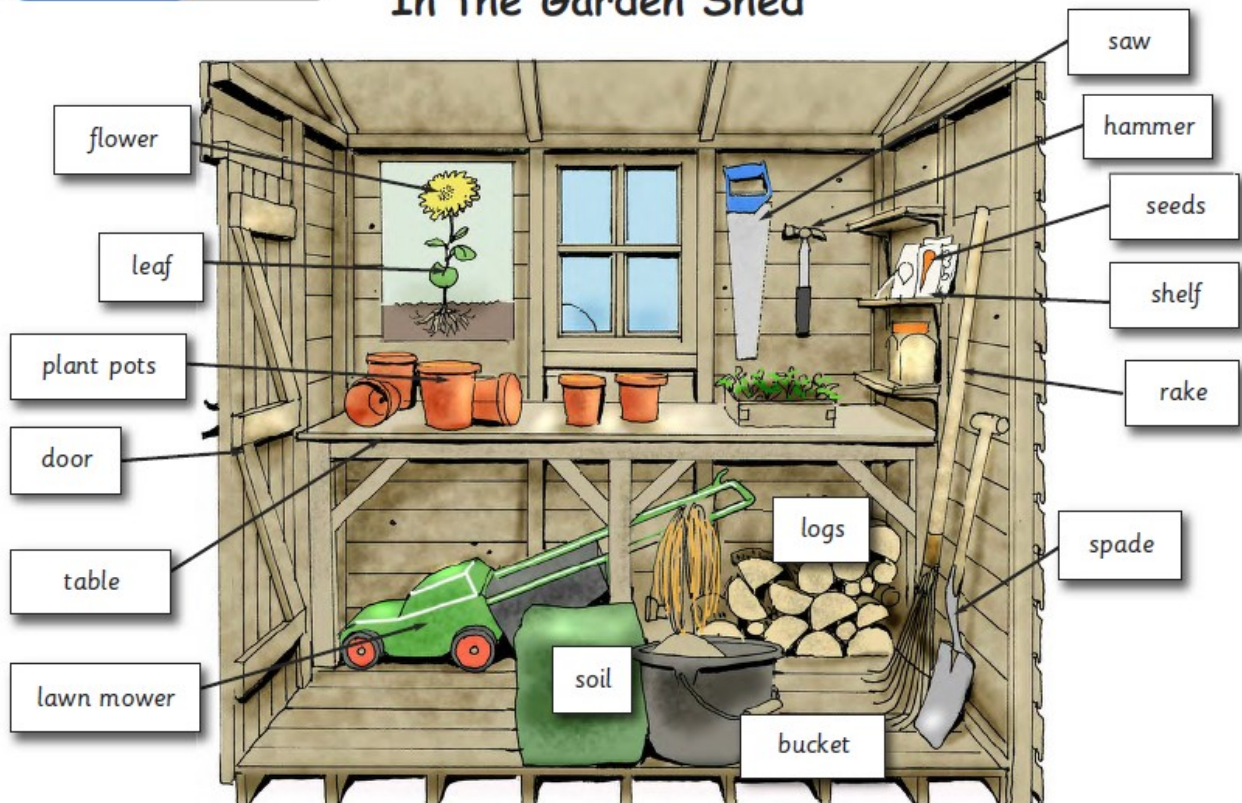
Reading Comprehension

Theme 5 Plants

Labels

[Back to Contents](#)

In the Garden Shed



[Back to Contents](#)

Theme 5 Plants

Labels

In the Garden Shed

Section A - Circle the correct answer.

1 How many flowers are in the picture?

one two three four

2 Where are the seeds?

on the floor on a shelf on the table

3 Where is the lawn mower?

on the floor on a shelf on the table



Section B - Write a sentence.

4 What is in the bag on the floor?

5 Name the tools you can see.

PSHE

This week, we are going to focus on kindness! It's really important to be kind to yourself and others, especially when times are tricky, people are busy and/or people aren't feeling their best.

Task 1

Consider why it is important to be kind to yourself and how you can do it. Talk about it. Can you make a list of things that help you to feel good and relaxed.

Task 2

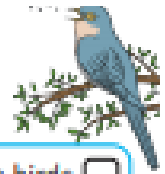
Consider why it is important to be kind to others. Type 'being kind' into Google search and look at the images - what do you see? Ask the children draw a picture to represent kindness.

Task 3

Look at the list of activities on the next page - choose one to complete - one that will make you feel pleased with yourself and help to share a smile with someone else...



Daily Kind Acts



Tell someone how much you love them. ☐

Help make dinner. ☐

Feed the birds. ☐

Leave a happy note somewhere for someone to find. ☐

Teach someone something new. ☐

Give someone a hug to show how much you care. ☐

Smile at everybody. ☐

Make a get-well card for someone. ☐

Tidy your bedroom without being asked. ☐

Give someone a compliment. ☐

Write a list of things you are grateful for. ☐

Make someone else's bed (as well as your own). ☐

Pick up some litter. ☐



Tell someone three things you love about them. ☐

Do something nice for a neighbour. ☐

Drink lots of water. It's much easier to be kind when you feel healthy and energetic. ☐

Write and send a letter to someone. ☐

Complain less (or not at all)! ☐

Leave something on the doorstep for a next-door neighbour. ☐

Make a positivity poster. ☐

Remember to say please and thank you. ☐

Use less energy to be kind to our planet. ☐

Draw a picture for a friend, neighbour or family member. ☐

Tell a joke, watch a silly video or do something that makes you and others laugh! ☐

Recycle paper. Try to be as inventive and creative as you can with it! ☐

Share something you love with a friend or family member. ☐

Say good morning and goodnight to everyone in your household. ☐

Hide little messages around the house for others to find. ☐

Offer to help a family member with something. ☐

Practice self-kindness by doing something you enjoy. ☐



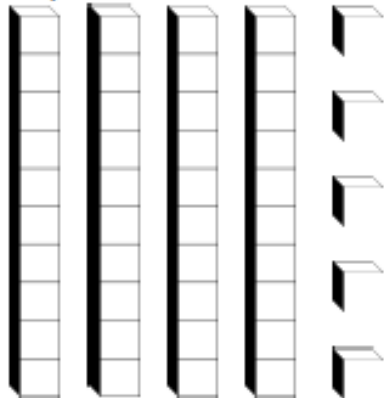
Maths

Varied Fluency

Step 3: Comparing Numbers 1

Comparing Numbers 1

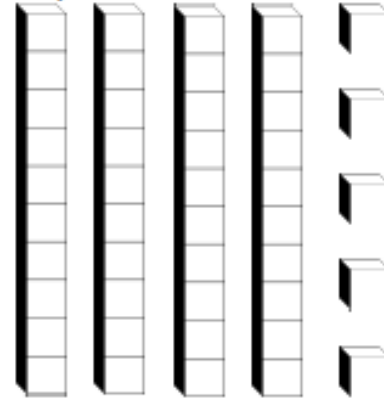
1a. Colour the tens and ones to show a number equal to 3 tens and 2 ones.



VF

Comparing Numbers 1

1b. Colour the tens and ones to show a number equal to 2 tens and 5 ones.



VF

2a. Circle the picture which matches the clue.

Less than 25



Tens	Ones



VF

2b. Circle the picture which matches the clue.

More than 40



VF

3a. On the number track, write a number:

A) equal to 2 tens and 7 ones.

B) more than 28.

26				30
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VF

3b. In the number track, write a number:

A) less than 33.

B) equal to 3 tens and 4 ones.

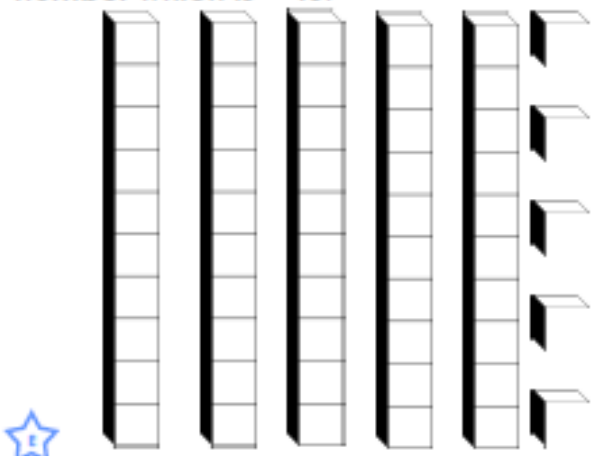
31				35
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VF

Comparing Numbers 1

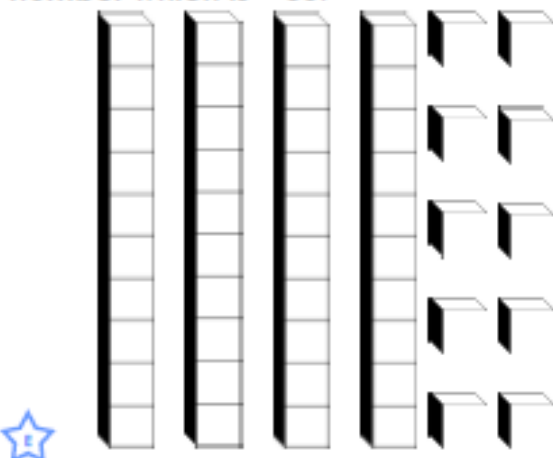
4a. Colour the tens and ones to show a number which is > 45 .



VF

Comparing Numbers 1

4b. Colour the tens and ones to show a number which is < 35 .



VF

5a. Circle the picture which matches the clue.

Equal to 66



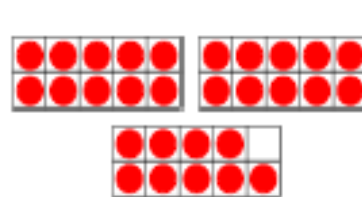
Tens	Ones



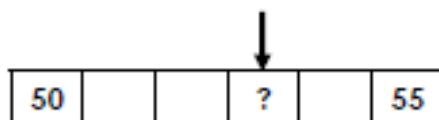
VF

5b. Circle the picture which matches the clue.

More than 65 but less than 75.



Tens	Ones



VF

6a. On the number track, write a number:

A) less than 80 but more than 76.

B) < 75 .

71			74	75			78
----	--	--	----	----	--	--	----



VF

6b. On the number track, write a number:

A) equal to 9 tens and 2 ones.

B) > 85 with 7 ones.

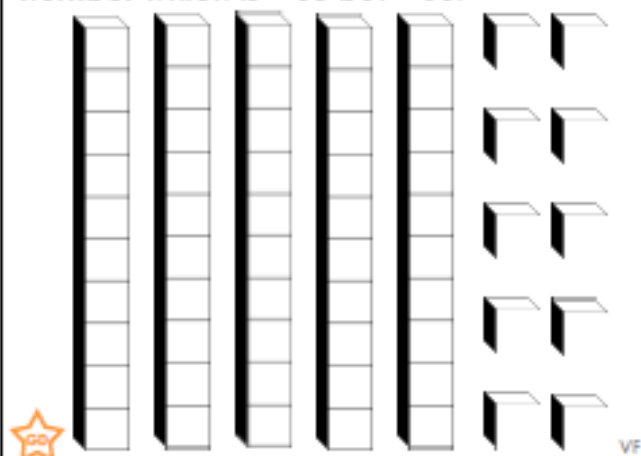
85				89	90		
----	--	--	--	----	----	--	--



VF

Comparing Numbers 1

7a. Colour the tens and ones to show a number which is > 55 but < 60 .



8a. Circle the picture or words which matches the clue.

**Greater than 88 but
fewer than 96.**



Ninety-five



9a. On the number track, write a number:

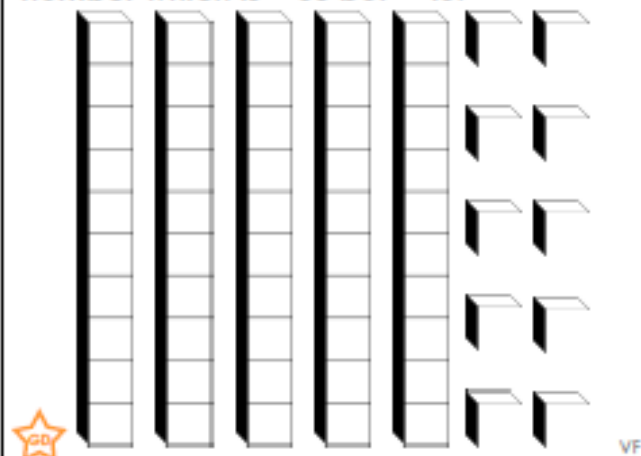
- A) greater than 68 but fewer than 73.
- B) < 80 but > 75 .
- C) less than 72 with 8 ones.

60			64		67	69
	72			76	78	



Comparing Numbers 1

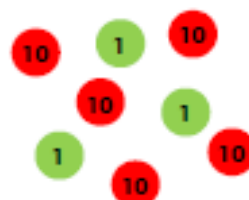
7b. Colour the tens and ones to show a number which is < 50 but > 45 .



8b. Circle the picture or words which matches the clue.

**Fewer than 55 but
greater than 48.**

**Fifty-
seven**



9b. On the number track, write a number:

- A) which is the highest on the grid.
- B) fewer than 86 but greater than 83.
- C) < 98 but > 85 with 7 ones.

	82			86		89
91		94		97		



Varied Fluency
Comparing Numbers 1

Developing

- 1a. 3 tens and 2 ones coloured to equal 32.
2a. Circled = 24 (Table)
3a. A = 27, B = 29

Expected

- 4a. Tens and ones coloured to show any number more than 45.
5a. Circled = 66 (Base 10)
6a. A = 77, B = 72 or 73

Greater Depth

- 7a. Tens and ones coloured to show any number between 55 and 60.
8a. Circled = Ninety-five (Words)
9a. A = 70 or 71; B = 77 or 79, C = 68

Varied Fluency
Comparing Numbers 1

Developing

- 1b. 2 tens and 5 ones coloured to equal 25.
2b. Circled = 44 (Numicon)
3b. A = 32, B = 34

Expected

- 4b. Tens and ones coloured to show any number less than 35.
5b. Circled = 71 (Table)
6b. A = 92, B = 87

Greater Depth

- 7b. Tens and ones coloured to show any number between 45 and 50.
8b. Circled = 53 (tens and ones counters)
9b. A = 100, B = 84 or 85, C = 87

Reasoning and Problem Solving

Step 3: Comparing Numbers 1

Comparing Numbers 1

1a. Read the clue. Draw 2 possible answers in the grids.

I am less than 30.

Tens	Ones	Tens	Ones



PS

Comparing Numbers 1

1b. Read the clue. Draw 2 possible answers in the grids.

I am more than 40 but less than 50.

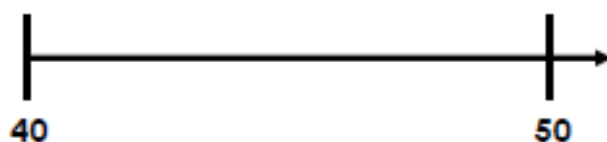
Tens	Ones	Tens	Ones



PS

2a. Label the number line to show:

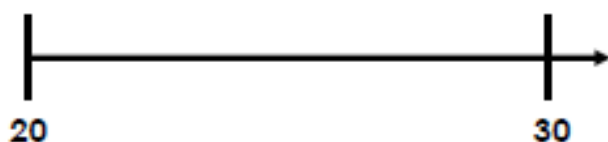
- A number more than 45.
- A number equal to 4 tens and 2 ones.



PS

2b. Label the number line to show:

- A number less than 25.
- A number with more than 6 ones.



PS

3a. Pam says,

My number is more than 60.



Is she correct? Explain why.



R

3b. Raj says,

My number is equal to 36.



Is he correct? Explain why.



R

Comparing Numbers 1

4a. Read the clues. Draw 2 possible answers in the grids.

I am more than 56 but less than 63. What numbers could I be?

Tens	Ones	Tens	Ones



PS

Comparing Numbers 1

4b. Read the clues. Draw 2 possible answers in the grids.

The most I could be is 75 and I am > 65 . What numbers could I be?

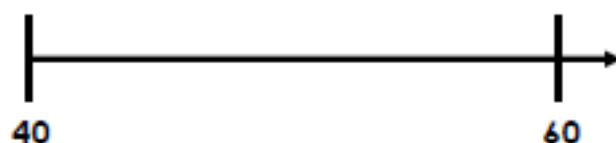
Tens	Ones	Tens	Ones



PS

5a. Label the number line to show:

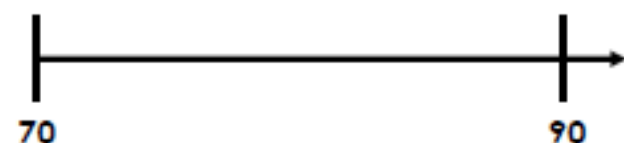
- A number > 40 but < 50 .
- A number less than 60 with 5 tens.



PS

5b. Label the number line to show:

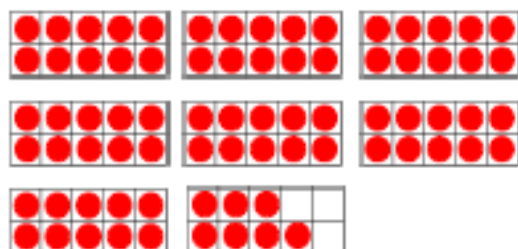
- A number less than 80 with more than 6 ones.
- A number > 85 but the most it can be is 88.



PS

6a. Max says,

My amount is equal to 7 tens and 7 ones and is < 75 .



Is he correct? Explain why.



R

6b. Rhia says,

My number is < 55 but more than 45.



Is she correct? Explain why.



R

Comparing Numbers 1

7a. Read the clues.

The most I can be is 85.
I am greater than 65.
I have fewer than 4 ones.
I have > 6 tens.

Write or draw all the possible numbers.



PS

Comparing Numbers 1

7b. Read the clues.

The least I can be is 40.
I am fewer than 65.
I have < 6 tens.
I have greater than 7 ones.

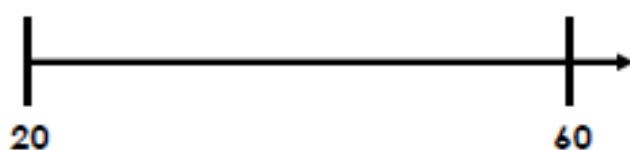
Write or draw all the possible numbers.



PS

8a. Label the number line to show:

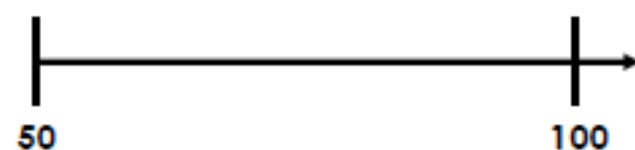
A number < 45 but > 40 .
A number greater than 50 but the most it can be is 55.
A number with 3 tens but which is fewer than 37.



PS

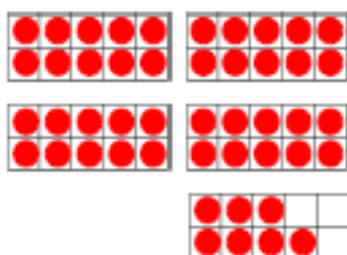
8b. Label the number line to show:

A number < 75 but the least it can be is 60.
A number with 2 ones which is > 65 .
A number which has more than 7 tens but less than 7 ones.



PS

9a. Matt has:



Matt says,

My number is the most because I have a greater number of objects.

Is he correct? Explain why.



Esmay has:



9b. Ruth has:



Ruth says,

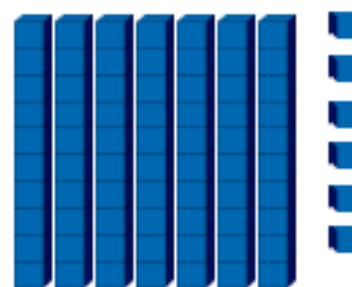
Our numbers are equal. We have equal tens and ones.

Is she correct? Explain why.



R

Ashanti has:



Reasoning and Problem Solving Comparing Numbers 1

Developing

- 1a. Any two numbers less than 30 represented correctly in the grids.
2a. A number drawn more than halfway along the number line and correctly labelled. 42 drawn less than halfway along the number line and correctly labelled.
3a. Pam is incorrect because her number has 5 tens and 8 ones so represents 58 which is less than 60.

Expected

- 4a. Any two numbers between 56 and 63 represented correctly in the grids.
5a. A number drawn less than halfway along the number line and correctly labelled. 45 or 55 drawn correctly on the number line and labelled.
6a. Max's number is 77 so he is incorrect because his number is 2 more than 75.

Greater Depth

- 7a. 70, 71, 72, 73 and 80 all written or drawn correctly.
8a. 41, 42, 43 or 44 correctly drawn and labelled on the number line.
51, 52, 53, 54 or 55 correctly drawn and labelled on the number line.
30, 31, 32, 33, 34, 35 or 36 correctly drawn and labelled on the number line.
9a. Matt is incorrect because his counters represent 47 and Esmay's money represents 54p so Esmay has the most.

Reasoning and Problem Solving Comparing Numbers 1

Developing

- 1b. Any two numbers between 40 and 50 represented correctly in the grids.
2b. A number drawn less than halfway along the number line and correctly labelled. 27, 28 or 29 correctly drawn and labelled on the number line.
3b. Raj is correct because his number has 3 tens and 6 ones which is equal to 36.

Expected

- 4b. Any two numbers between 65 and 75 represented correctly in the grids.
5b. 77, 78 or 79 drawn correctly on the number line and labelled. 86, 87 or 88 correctly drawn on the number line and labelled.
6b. Rhia is correct because her number has 5 tens and 2 ones so represents 52 which is less than 55 but more than 45.

Greater Depth

- 7b. 48, 49, 58, 59 all written or drawn correctly.
8b. A number between 60 and 75 correctly drawn and labelled on the number line.
72, 82 or 92 correctly drawn and labelled on the number line.
A number between 80 and 87 or a number between 90 and 97 all correctly drawn and labelled on the number line.
9b. Ruth is correct. They both represent 76. Ashanti has 7 tens and 6 ones. Ruth's money is equal to 7 ten pence coins and 6 one pence coins.

Varied Fluency

Step 4: Comparing Numbers 2

Comparing Numbers 2

1a. Circle the biggest number.

20

25



VF

Comparing Numbers 2

1b. Circle the smallest number.

10

5



VF

2a. Compare the numbers using $<$, $>$ and $=$.

15

15



VF

2b. Compare the numbers using $<$, $>$ and $=$.

20

10



VF

3a. Choose the number to make the statement correct.

5

15

10

10

$<$



VF

3b. Choose the number to make the statement correct.

20

25

30

25

$>$



VF

4a. Put the information from the stem sentence into the correct place.

25 is more than 15



VF

4b. Put the information from the stem sentence into the correct place.

20 is less than 30



VF

Comparing Numbers 2

5a. Circle the biggest number.

34

46

42



VF

6a. Compare the numbers using $<$, $>$ and $=$.

32

27



VF

7a. Choose the number to make the statement correct.

54

32

63

56

$<$



VF

8a. Put the information from the stem sentence into the correct place.

43 is more than 38



VF

Comparing Numbers 2

5b. Circle the smallest number.

61

72

70



VF

6b. Compare the numbers using $<$, $>$ and $=$.

52

55



VF

7b. Choose the number to make the statement correct.

72

76

68

71

$>$



VF

8b. Put the information from the stem sentence into the correct place.

44 is less than 59



VF

Comparing Numbers 2

Comparing Numbers 2

9a. Circle the biggest number.

82

Eighty-four

Seventy-seven

79



VF

9b. Circle the smallest number.

Twenty-two

39

26

Thirty-one



VF

10a. Compare the numbers using $<$, $>$ and $=$.

28

37

45



VF

10b. Compare the numbers using $<$, $>$ and $=$.

56

37

37



VF

11a. Choose the numbers to make the statement correct.

92

32

8 tens and 5 ones

87

$<$

$>$



VF

11b. Choose the numbers to make the statement correct.

56

3 tens and 8 ones

Forty-two

43

$>$

$>$



VF

12a. Put the information from the stem sentence into the correct place.

42 is more than 3 tens and 3 ones
but less than fifty-six

42



VF

12b. Put the information from the stem sentence into the correct place.

56 is less than 6 tens 7 ones but
more than forty-eight

56



VF

Varied Fluency
Comparing Numbers 2

Developing

- 1a. 25
2a. =
3a. 15
4a. 25 > 15

Expected

- 5a. 46
6a. >
7a. 63
8a. 43 > 38

Greater Depth

- 9a. Eighty-four
10a. 28 < 37 < 45
11a. 87 < 92 > 32 or 8 tens and 5 ones
12a. 3 tens and 3 ones < 42 < fifty-six

Varied Fluency
Comparing Numbers 2

Developing

- 1b. 5
2b. >
3b. 20
4b. 20 < 30

Expected

- 5b. 61
6b. <
7b. 68
8b. 44 < 59

Greater Depth

- 9b. Twenty-two
10b. 56 > 37 = 37
11b. 43 > Forty-two > 3 tens and 8 ones
12b. 6 tens and 7 ones > 56 > forty-eight

Reasoning and Problem Solving

Step 4: Comparing Numbers 2

Comparing Numbers 2

1a. Two numbers are circled. Put one number into each box to make the statement correct.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

	>	
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PS

Comparing Numbers 2

1b. Two numbers are circled. Put one number into each box to make the statement correct.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

	<	
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PS

2a. Catherine and Albie both do a reading test.



Catherine

I got 30 questions correct.

I got 25 questions correct.



Albie

Who got the highest score?
Explain why.



PS

2b. Anton and Darcie both do a phonics test.



Anton

I got 40 questions correct.

I got 35 questions correct.



Darcie

Who got the lowest score?
Explain why.



PS

3a. Use the digit cards to make the statement correct.

You can not use a card more than once.

How many ways can you find?

4	1	0
---	---	---

		>	3	
--	--	---	---	--



R

3b. Use the digit cards to make the statement correct.

You can not use a card more than once.

How many ways can you find?

3	4	6
---	---	---

5		<		
---	--	---	--	--



R

Comparing Numbers 2

4a. Two numbers are circled. Put one number into each box to make the statement correct.

53	54	55	56	57	58	59	60	61	62
63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82

	<	
--	---	--



PS

Comparing Numbers 2

4b. Two numbers are circled. Put one number into each box to make the statement correct.

53	54	55	56	57	58	59	60	61	62
63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82

	>	
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PS

5a. Stefan and Abigail both do a maths test.



Abigail

I got 78 questions correct.

I got 82 questions correct.



Stefan

Who got the highest score?
Explain why.



PS

5b. Suzanna and Asha both do a spelling test.



Suzanna

I got 63 questions correct.

I got 59 questions correct.



Asha

Who got the lowest score?
Explain why.



PS

6a. Use the digit cards to make the statement correct.

You can not use a card more than once.

Find at least 4 different ways.

7	9	2	3
---	---	---	---

		<		
--	--	---	--	--



R

6b. Use the digit cards to make the statement correct.

You can not use a card more than once.

Find at least 4 different ways.

0	1	6	7
---	---	---	---

		>		
--	--	---	--	--



R

Comparing Numbers 2

7a. Three numbers are circled. Put one number into each box to make the statement correct.

65	Sixty-six	Sixty-seven	68	Sixty-nine
Seventy	Seventy-one	72	Seventy-three	74
Seventy-five	76	77	Seventy-eight	Seventy-nine

	>		<	
--	---	--	---	--



PS

Comparing Numbers 2

7b. Three numbers are circled. Put one number into each box to make the statement correct.

Seventy-four	75	76	Seventy-seven	78
Eighty	Eighty-one	82	83	Eighty-four
85	Eighty-six	87	Eighty-eight	89

	>		>	
--	---	--	---	--



PS

8a. Harris, Edith and Reena do a maths test.



I got 42 questions correct.

Harris

I got fifty-six questions correct.



Edith



I got 58 questions correct.

Reena

Who got the lowest score?
Explain why.



PS

8b. Pablo, Kai and Poppy do a reading test.



I got sixty-seven questions correct.

Pablo

I got seventy-six questions correct.



Kai



I got 77 questions correct.

Poppy

Who got the highest score?
Explain why.



PS

9a. Use the digit cards to make the statement correct.

You can not use a card more than once.

Find at least 4 different ways.

1	4	0	6	8	5
---	---	---	---	---	---

		>			<		
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R

9b. Use the digit cards to make the statement correct.

You can not use a card more than once.

Find at least 4 different ways.

2	4	5	2	6	7
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R

Reasoning and Problem Solving
Comparing Numbers 2

Developing

- 1a. $23 > 18$
2a. Catherine got the highest score because 3 tens is more than 2 tens.
3a. $41 > 30$ or $40 > 31$

Expected

- 4a. $64 < 73$
5a. Stefan got the highest score because 8 tens is more than 7 tens.
6a. Various possible answers, including: $23 < 79$, $23 < 97$, $27 < 39$, $27 < 93$, $29 < 73$, $37 < 92$, $39 < 72$

Greater Depth

- 7a. $76 > \text{Sixty-six} < 74$ or $74 > \text{Sixty-six} < 76$
8a. Harris got the lowest score because 4 tens is less than 5 tens.
9a. Various possible answers, including: $68 > 14 < 50$, $68 > 40 < 51$, $85 > 60 < 14$, $65 > 41 < 80$, $80 > 46 < 51$

Reasoning and Problem Solving
Comparing Numbers 2

Developing

- 1b. $31 < 47$
2b. Darcie got the lowest score because 3 tens is less than 4 tens.
3b. $53 < 64$ or $54 < 63$

Expected

- 4b. $61 > 53$
5b. Asha got the lowest score because 5 tens is less than 6 tens.
6b. Various possible answers, including: $67 > 10$, $60 > 17$, $70 > 61$, $70 > 16$, $76 > 10$, $71 > 60$

Greater Depth

- 7b. $89 > \text{eighty} > 76$
8b. Poppy got the highest score because 7 tens is more than 6 tens and 7 ones is more than 6 ones.
9b. Various possible answers, including: $24 < 52 < 76$, $24 < 52 < 67$, $27 < 54 < 62$, $24 < 65 < 72$, $26 < 27 < 54$

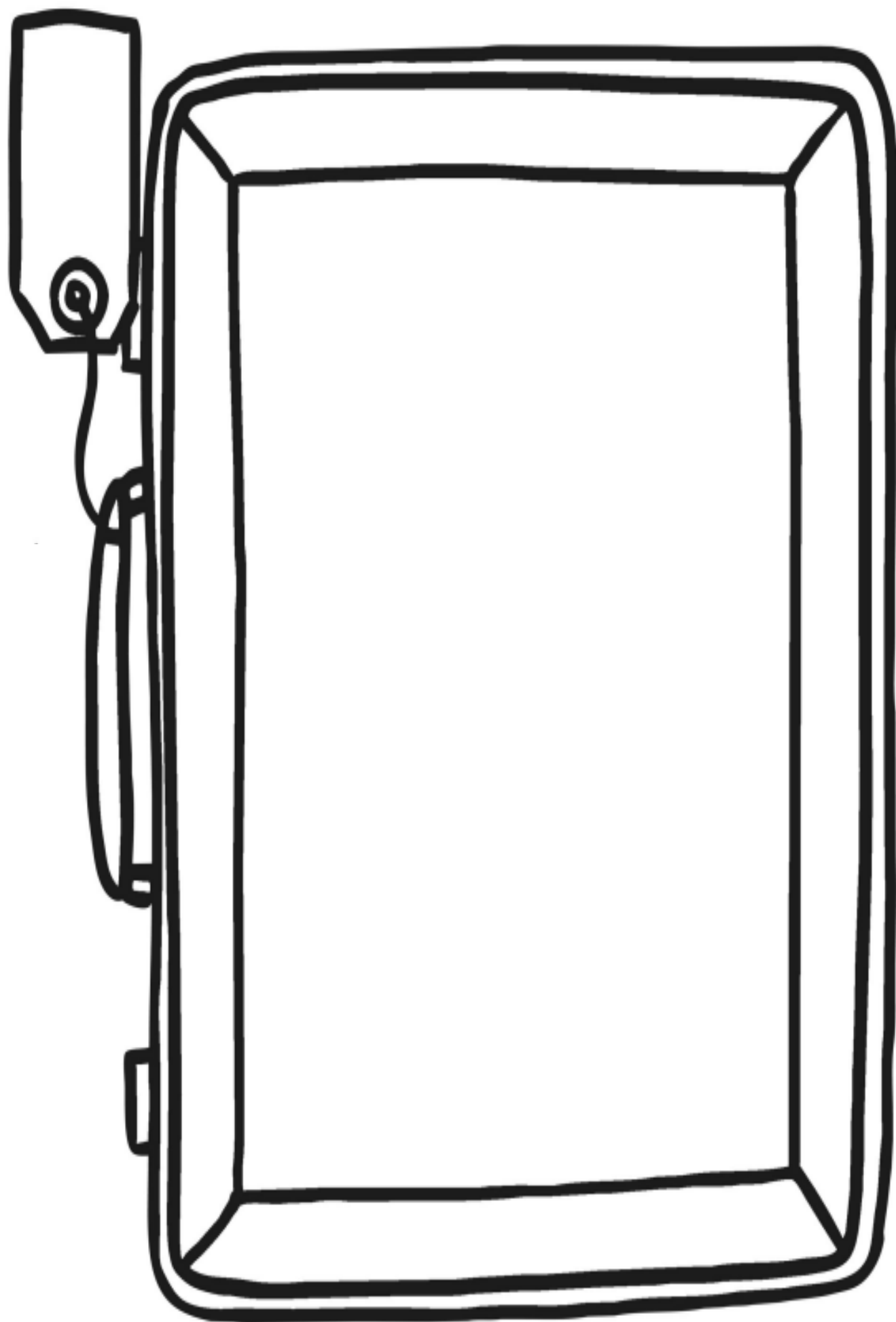
Topic: — Holiday suitcase.

Pack a suitcase suitable for a winter holiday.

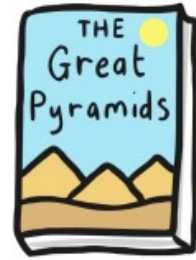
Discuss what you would need to take for a winter holiday. What is the weather like? How do we keep warm? What would we take in our suitcase?

Activity: Children to cut and stick the appropriate items needed for their summer holiday.

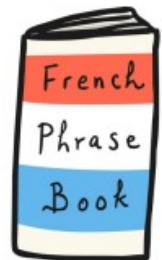
****Focus of the week: Cutting skills****



Cut out the items and stick them in the suitcase.



Cut out the items and stick them in the suitcase.



Cut out the items and stick them in the suitcase.



Cut out the items and stick them in the suitcase.



Topic: Over 2 lessons, possibly into next week.

Research activity

Tell the children that you are going to be working together to create a fact file on your host country. This will be created on paper in the form of a leaflet.

Children will need to choose a holiday type (camping, Butlins, Centre parks, theme park, barge, horse riding) Once they have chosen their holiday type, the children can use their maps, globes and internet research skills, to find out more about their holiday destination. Look back at the fact file for the host country to help provide a frame-work for their research.

Begin by using maps and globes (and the whole-class map from the previous tasks) to recap the position and location of your home country and your school.

Ask the children to consider what might make their host country attractive to visitors. If necessary, prompt the children to think about:

The weather/climate

Popular resort activities and tourist attractions

Physical features (forests, mountains, beaches, rivers, oceans etc.)

Human features (cities, accommodation, shops, transport links, harbours, cafés etc.)

If you have some local tourist guides and holiday brochures for the host country, children could look at these in groups and feedback their findings. Provide assistance to help compile your fact file on your host country. Display this so that the children can refer back to it throughout the remainder of the task.

Children should try and find out about the weather, the resort activities and attractions they can enjoy, and the main physical features and human features of their destination.

Recording activity

Children to produce a fact file on paper. This will take 2 lessons.

Use their knowledge of non-chronological reports and information sheets to remind them about titles, sun headings, pictures etc.

More able children should have made notes to aid them. Children that need more support will do guided writing as a class.

Society (instead of art on timetable) Task 1

Research activity

Talk with the class about how they can stay safe while on holiday. Invite their suggestions about safety in the different holiday scenarios, for example:

Near roads

In crowded places

In the sea

In the pool

In the sun

In an emergency

The following book and websites provide a useful starting point:

Safety, Being Healthy, Feeling Great series, by Kate Purdie, Wayland, 2010

kidshealth.org/kid/watch/index.html – KidsHealth website has a section called Watch Out that features playing-it-safe articles, including information on what to do in an emergency.

talesoftheroad.direct.gov.uk – Tales of the Road website has animated games and videos designed to teach children about road safety.

Recording activity

Make notes on the board following the class discussion and research.

Then pose the question to the class: how can we teach other children to be safe on holiday?

Invite the children, in pairs, to design leaflets and safety posters or use role-play to get across their safety messages.

Prompt them to think about how they make their leaflets/role-plays memorable and have impact. What could they do to make other children think seriously about safety?

With older children, you could talk about 'shock tactics' through the use of powerful language, images and colours (e.g. using red for 'danger').

PE

Game 6 – Group Skipping Closer contact, but still no contact Equipment: A very long piece of rope and three or four children One child at each end of the rope to turn it. One or two people to jump in the centre. Snake Slither This jump rope game is good for beginners or younger kids who have trouble timing their jumps with a swinging rope. For Snake, the rope stays on the ground. Have one person hold it at each end and wave it gently along the ground like a slithering snake, while other players attempt to jump over it. Take turns being the jumper and the snake-mover. Rhymes Birthdays: All in together girls Never mind the weather girls When I call your birthday You must jump in. January, February March, April, May, June, July, August, September, October, November, December Join in when your birthday is called. If you manage this without messing up, you can jump out on the second round – and repeat till it goes wrong! Sausages Sausage in a pan, Sausage in a pan, Turn ‘em ‘over, turn ‘em ‘over, (you have to turn to face the other direction, then back again) Sausage in a pan.

Game 7 – Hoola Hooping Equipment: One hoola hoop for each child. Children standing spaced well apart. 1. Spin the hoop Spinning the hoop around your waist for as long as you can (you can time your little one and even let them time you if that is something they would find fun). Once mastered, try getting multiple hoops going at once. Or try other body parts like spinning the hoop around your neck, arm, or leg. Skills developed: coordination, balance 2. Thread the hoop Pass the hoop from one hand over your head and down your body. This is a great way to work on coordination and mobility. For a more competitive edge, you can make this a race. Skills developed: coordination, mobility 3. Learn to skip A hula hoop is a great way to learn how to rope skip. The hoop is solid and easier to control. Kids will feel more instant success while learning the movement pattern and be able to transfer what they’ve learned to a rope. Skills developed: skipping, coordination, balance.