

English

Task 1

Learning objective: To understand the structure and events of a story. To understand how a character's feelings change through a story.

https://www.youtube.com/watch?v=IS7UYgN_RGo

Listen to the story 'Grace and Family' written by Mary Hoffman and Caroline Binch. Draw a timeline of the story marking out the different events above the timeline and marking out the different feelings of Grace on the lower side of the timeline. Discuss how her feelings change and why they change. Discuss good words to describe her feelings and how her feeling make her behave in different ways.

Task 2

Learning objective: To write a character description (for Grace including the information that we know from the story).

Using the timeline from yesterday's learning, think about how we can describe Grace. Think carefully about the words you choose to use. Make them interesting and powerful words so when you read your sentences they make Grace sound like a real person.

Task 3

Learning objective: To write a diary entry (from Grace's point of view).

Today, you are going to pretend to be Grace. Think about everything we know about Grace... If in groups or with a partner, one person can pretend to be Grace and be asked questions about meeting her father in Africa. Think carefully about how she might answer the questions... You could ask her: How did you feel about meeting your Dad after not seeing him for a long time? What was the journey like? What do you think about your extended family?

In your writing, you are going to pretend to write a diary about your journey to Africa and meeting the rest of your family. Think carefully about the words you use to make it interesting and clear for the reader.

All About the Pigs' Houses

The three pigs built very different houses.



The Straw House

- made of straw
- quick to build
- easy to blow down



The Stick House

- made of sticks
- took longer to build
- quite easy to blow down



The Brick House

- made of bricks
- took a long time to build
- could not be blown down

All About the Pigs' Houses

Section A - Circle the correct answer.

1 Which house was quick to build?

straw house

stick house

brick house

2 Which house could not be blown down?

straw house

stick house

brick house



Section B - Write a sentence.

3 Which house was easy to blow down?

4 Which house took a long time to build?

5 Which do you think was the strongest house?

PSHE

This week, as we begin to think more about getting ready for Year 2, we will think about what it is to be part of a team.

Task 1

Talk about 'Belonging'. What does it mean when you belong to something - a group, an activity, etc? How do you know that you are part of a group and belong to it?

Belonging to a Team

How do you know that you belong to a team?



This resource is fully inline with the Learning Outcomes and Core Themes outlined in the PSHE Association [Positive Education Framework](#)

Belonging to a Team

How can you tell which other people are on your team?



Belonging to a Team

What are the signs and symbols of your team?



Belonging to a Team

How do team members behave towards one another?



Belonging to a Team

How do you know that you belong to a team?



This resource is fully inline with the Learning Outcomes and Core Themes outlined in the PSHE Association [Positive Education Framework](#)

Belonging to a Team

Can you be part of every team?
Why?



Belonging to a Team

How can we show our team members we care?



Belonging to a Team

What makes belonging to a team so special?



Task 2

Today, think about the variety of teams that you belong to and how they make you feel. Why are people part of different teams? Why are teams important to us all?

Complete the activity on the following sheet.

Task 3

Getting imaginative... Think about a group of people that you would like to make a team with. Who would be a part of your team? What would be special about your team? What would the team be called? Relate this activity to learning our class 'teams' for next year.

Belonging

In the shapes below, can you draw the different teams you belong to?

Keywords:

Rainbows
school

family
Church

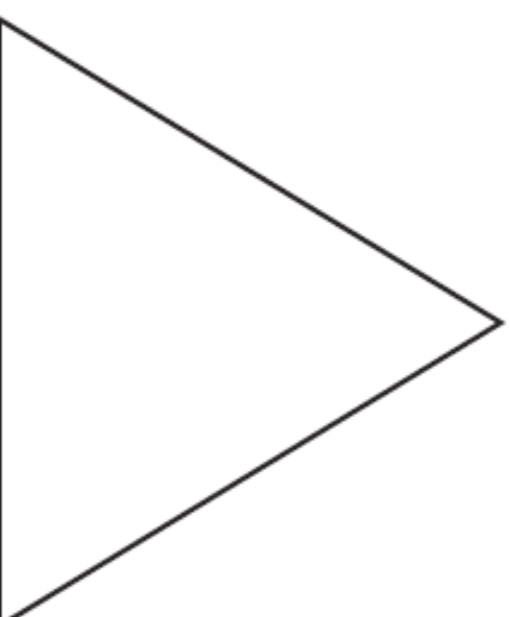
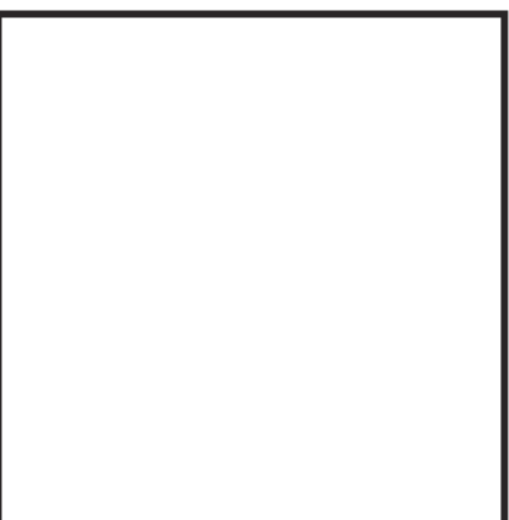
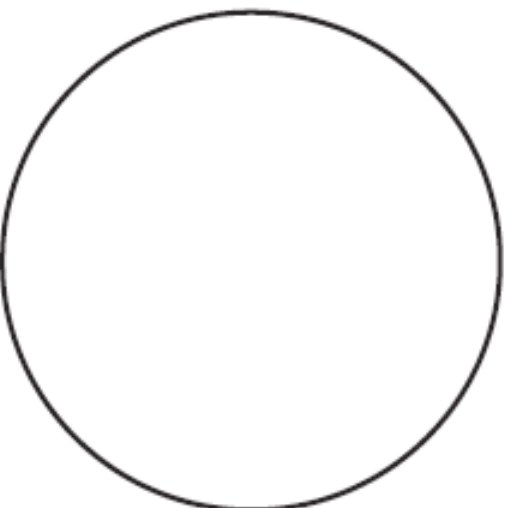
swimming
drama club

Beavers
gymnastics

Mosque
dance

football
rugby

class band
Temple



Team: _____

Feeling: _____

Team: _____

Feeling: _____

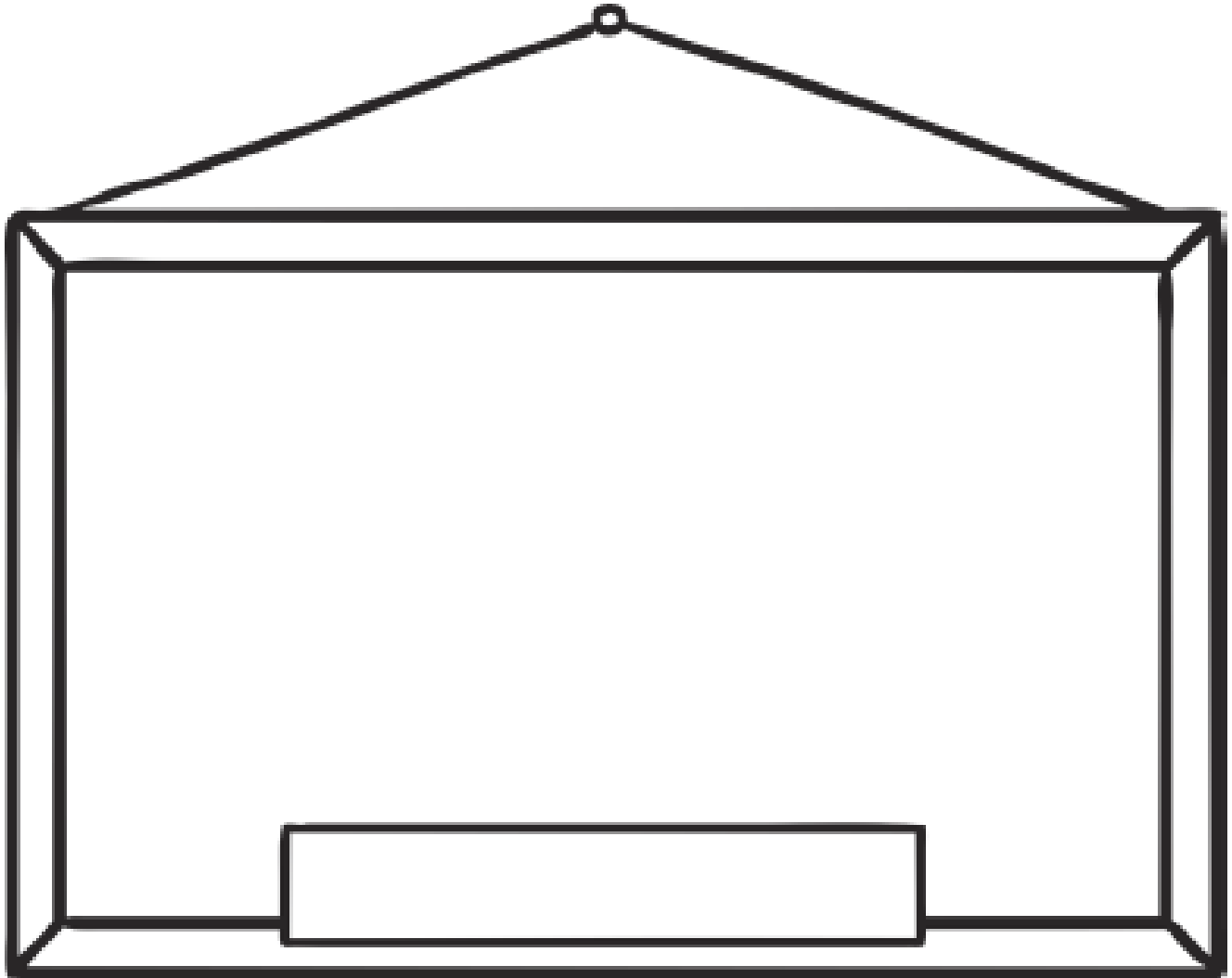
Team: _____

Feeling: _____

My Team

I can talk about the teams I belong to.

Draw your team and label the people. Give your team a name.



Why are your team special to you?

Reading.

Please continue to read at home as much as possible.

Reading eggs is still available and a really good resource.

MyOn is another resource and something we will be using most days within school. Please keep an eye out on the 'projects' section as the teachers may set a book for the children to read. These may be a level the children can read or they can play it to read to them.

Your children have log-ins for both of these sites so please ask if you are unsure.

Maths

Varied Fluency

Step 5: Ordering Numbers

Ordering Numbers

1a. Order these numbers from smallest to largest.

12	9
21	30



VF

Ordering Numbers

1b. Order these numbers from smallest to biggest.

5	3
42	50



VF

2a. Draw lines to join the cards to their place on the line.

Least _____ Most



VF

2b. Draw lines to join the cards to their place on the line.

Least _____ Most



VF

3a. Fill in a number that could go in the box.

12	31		49
----	----	--	----



VF

3b. Fill in a number that could go in the box.

21		29	31
----	--	----	----



VF

4a. Match each child to their position in the race.

second	first	third
--------	-------	-------

Finish



VF

4b. Match each child to their position in the race.

first	second	third
-------	--------	-------



VF

Ordering Numbers

Move page controls out of toolbar

5a. Order these numbers from smallest to biggest.

12

16

22

5

93

100



VF

5b. Order these numbers from largest to smallest.

50

17

71

3

49

94



VF

6a. Draw lines to join the cards to their place on the line.

Least

Most

94



89



VF

6b. Draw lines to join the cards to their place on the line.

Most

Least



51

46



VF

7a. Fill in a number that could go in the box.

63



78

91



VF

7b. Fill in a number that could go in the box.

85



47

12



VF

8a. Match each bug to its position in the race.

second

fourth

fifth

Finish



VF

8b. Match each bug to its position in the race.

third

first

fourth

Finish



VF

Ordering Numbers

9a. Order these numbers from smallest to largest.

12

eighty-six

twenty-five

21

23

three



VF

Ordering Numbers

9b. Order these numbers from biggest to smallest.

twenty-six

39

eleven

sixty-two

93

99



VF

10a. Draw lines to join the cards to their place on the line.

Least

Most



81

thirty-five



VF

10b. Draw lines to join the cards to their place on the line.

Most

Least



thirty-seven

70



VF

11a. Fill in two numbers that could go in the boxes.

16



thirty-two



VF

11b. Fill in 2 numbers that could go in the boxes.

98



eighty-six



VF

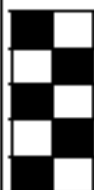
12a. Match each car to its position in the race.

seventh

ninth

third

Finish



VF

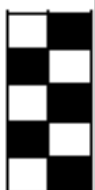
12b. Match each car to its position in the race.

second

tenth

eighth

Finish



VF

Varied Fluency Ordering Numbers

Developing

1a. 9, 12, 21, 30

2a. 4, 8, 9

3a. Various possible answers from 32 – 48.

4a. second first third



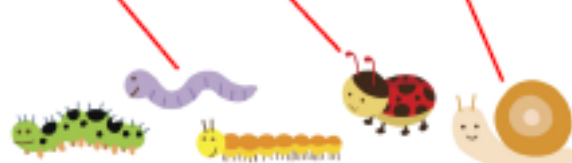
Expected

5a. 5, 12, 16, 22, 93, 100

6a. 15, 89, 94

7a. Various possible answers from 64 – 77

8a. second fourth fifth



Greater Depth

9a. three, 12, 21, 23, twenty-five, eighty-six

10a. 18, thirty-five, 81

11a. Various possible answers from 17 – 31 and any number > 32.

12a. seventh ninth third



Varied Fluency Ordering Numbers

Developing

1b. 3, 5, 42, 50

2b. 2, 5, 6

3b. Various possible answers from 22 – 28.

4b. third first second



Expected

5b. 94, 71, 50, 49, 17, 3

6b. 51, 46, 12

7b. Various possible answers from 48 – 84

8b. third first fourth



Greater Depth

9b. 99, 93, sixty-two, 39, twenty-six, eleven

10b. 70, thirty-seven, 17











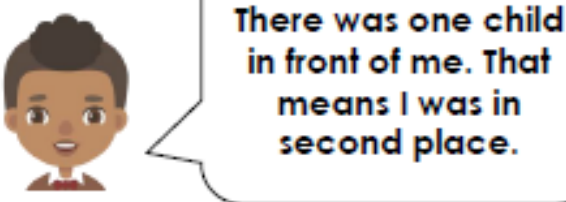

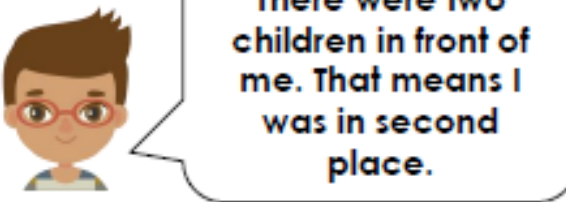

11b. Various possible answers from 87 – 97

12b. second tenth eighth



Reasoning and Problem Solving

Step 5: Ordering Numbers

<u>Ordering Numbers</u>	<u>Ordering Numbers</u>																
<p>1a. How have these objects been ordered?</p> <div></div> <p>Explain how you know.</p> <div>R</div>	<p>1b. How have these objects been ordered?</p> <div></div> <p>Explain how you know.</p> <div>R</div>																
<p>2a. Find the number that does not fit the order and explain why it's wrong.</p> <div><table><tr><td>1</td><td>3</td><td>2</td><td>10</td></tr><tr><td>26</td><td>32</td><td>45</td><td>50</td></tr></table></div> <p>Explain how you know.</p> <div>PS</div>	1	3	2	10	26	32	45	50	<p>2b. Find the number that does not fit the order and explain why it's wrong.</p> <div><table><tr><td>5</td><td>12</td><td>95</td><td>20</td></tr><tr><td>25</td><td>36</td><td>49</td><td>50</td></tr></table></div> <p>Explain how you know.</p> <div>PS</div>	5	12	95	20	25	36	49	50
1	3	2	10														
26	32	45	50														
5	12	95	20														
25	36	49	50														
<p>3a. Year 1 are talking about sports day.</p> <p>Jason says,</p> <div></div> <p>Is he correct? Explain how you know.</p> <div>R</div>	<p>3b. Year 1 are talking about sports day.</p> <p>Aaron says,</p> <div></div> <p>Is he correct? Explain how you know.</p> <div>R</div>																

Ordering Numbers

4a. How have these objects and numbers been ordered?



Explain how you know.



R

Ordering Numbers

4b. How have these objects and numbers been ordered?



Explain how you know.



R

5a. Find the number that does not fit the order and explain why it's wrong.

20 31 59 50
62 72 83 99



PS

5b. Find the number that does not fit the order and explain why it's wrong.

97 88 89 62
50 32 29 20



PS

6a. Year 1 are talking about sports day.

Max says,



Four people finished ahead of me. That means I came fourth in the race.

Is he correct? Explain how you know.



R

6b. Year 1 are talking about sports day.

Rosie says,



Three people finished ahead of me. That means I came four in the race.

Is she correct? Explain how you know.



R

Ordering Numbers

7a. How have these objects and numbers been ordered?



Explain how you know.



R

Ordering Numbers

7b. How have these objects and numbers been ordered?



Explain how you know.



R

8a. Find the number that does not fit the order and explain why it's wrong.

19	31	Twenty-seven	58
Seventy-one	80	ninety	99



PS

8b. Find the number that does not fit the order and explain why it's wrong.

ninety-five	84	75	sixty-one
65	fifty-three	25	21



PS

9a. Year 1 are talking about sports day.

Aisha says,



There were 19 people ahead of me in my race, so I was twentieth.

Is she correct? Explain how you know.



R

9b. Year 1 are talking about sports day.

Levi says,



There were 18 people ahead of me in the race. The person ahead of me was eighteenth and I was twentieth.

Is he correct? Explain how you know.



R

Reasoning and Problem Solving Ordering Numbers

Developing

- 1a. Objects have been ordered from least to most. Children should explain that the number of objects is larger in each group.
- 2a. The number 2 does not fit as it is not bigger than 3 and less than 10.
- 3a. Jason is correct because second comes after first.

Expected

- 4a. The objects and numbers have been ordered from largest to smallest.
- 5a. The number 50 does not fit as it is not bigger than 59 and the order is ascending.
- 6a. Max is incorrect. If 4 people were ahead of him then he was fifth.

Greater Depth

- 7a. The numbers have been ordered from smallest to largest as the numbers get bigger.
- 8a. Twenty-seven does not fit as it is not bigger than 31 and the order is ascending.
- 9a. Aisha is correct because twentieth follows nineteenth.

Reasoning and Problem Solving Ordering Numbers

Developing

- 1b. Objects have been ordered from least to most. Children should explain that the number of objects is larger in each group.
- 2b. The number 95 does not fit as it is not smaller than 20.
- 3b. Aaron is incorrect because the order is first, second, third. As there are two people in front of him, he must be third.

Expected

- 4b. The objects and numbers have been ordered from smallest to largest.
- 5b. The number 89 does not fit as it is not smaller than 88 and the order is descending.
- 6b. Rosie is incorrect. She has the number correct but it needs to be written as fourth.

Greater Depth

- 7b. The numbers are ordered from largest to smallest as the numbers get smaller.
- 8b. 65 does not fit as it is not smaller than sixty-one and the order is descending.
- 9b. Levi is wrong. He has the first part of the statement right but he was nineteenth not twentieth.

Varied Fluency

Step 6: One More One Less

One More One Less

1a. True or false?

1 more than 25 is 26



VF

One More One Less

1b. True or false?

1 less than 18 is 16



VF

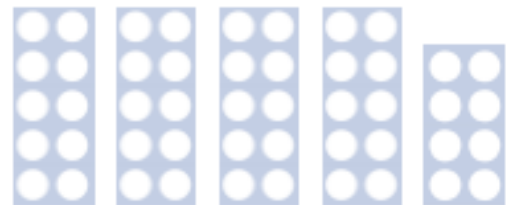
2a. Write the number one more than this.





VF

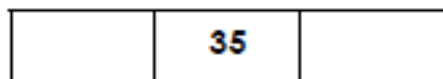
2b. Write the number one less than this.





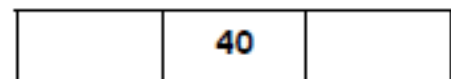
VF

3a. Complete the number line.



VF

3b. Complete the number line.



VF

4a. Fred has 14 stickers. He gives one to Jane.

How many stickers does Fred have left?



VF

4b. Shani has 24 gems. She tries hard in maths and earns one more.

How many gems does she have now?



VF

One More One Less

5a. True or false? 1 more than 55 is 54.

1	2	3	4	5	6	7	8	9	10
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
41	42	43	44	45	46	47	48	49	50
51	52	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	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



VF

One More One Less

5b. True or false? 1 less than 78 is 77?

1	2	3	4	5	6	7	8	9	10
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
41	42	43	44	45	46	47	48	49	50
51	52	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	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



VF

6a. Write one less and one more than this number.

Tens	Ones
10 10 10 10	1 1 1
10 10 10 10	1 1 1
	1 1 1



VF

6b. Write one less and one more than this number.

Tens	Ones
10 10 10 10	
10 10 10	



VF

7a. Complete the number line.

	41		
--	----	--	--



VF

7b. Complete the number line.

		91	
--	--	----	--



VF

8a. There are 28 children in the hall. One goes to the toilet.

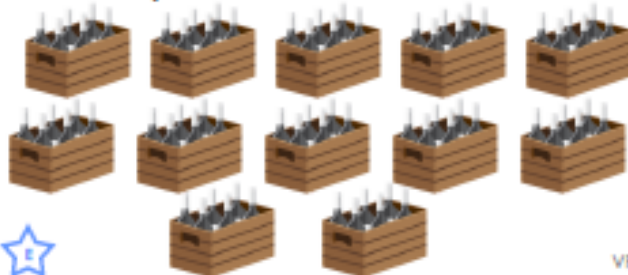
How many children are left in the hall?



VF

8b. A truck is carrying 72 bottles. It stops to collect one more.

How many bottles are on the truck now?



VF

One More One Less

One More One Less

9a. True or false?

1 more than
eighty nine is
ninety



VF

9b. True or false?

1 less than
seventy is
seventy nine



VF

10a. Write one less and one more than this number.

Tens	Ones
9	1



VF

10b. Write one less and one more than this number.

Tens	Ones
4	0



VF

11a. Complete the number lines.

	23	
	61	
	89	



VF

11b. Complete the number lines.

39		
	77	
42		



VF

12a. The school fayre sell 98 bottles of pop. After the stall closes, a teacher buys one more.

How many bottles of pop are sold altogether?



VF

12b. Joanne's mum makes 48 buns for the cake stall. Her brother eats one for breakfast.

How many buns are left?



VF

Varied Fluency
One More One Less

Developing

- 1a. True
- 2a. 15
- 3a. 34, 36
- 4a. 13

Expected

- 5a. False. 1 more than 55 is 56
- 6a. 88, 90
- 7a. 40, 42, 43
- 8a. 27

Greater Depth

- 9a. True
- 10a. 90, 92
- 11a. 22, 24 60, 62 88, 90
- 12a. 99

Varied Fluency
One More One Less

Developing

- 1b. False. 1 less than 18 is 17
- 2b. 47
- 3b. 39, 41
- 4b. 25

Expected

- 5b. True
- 6b. 69, 71
- 7b. 89, 90, 92
- 8b. 73

Greater Depth

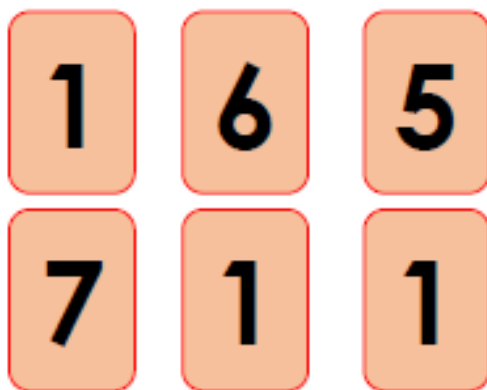
- 9b. False. 1 less than 70 is 69
- 10b. 39, 41
- 11b. 40, 41 76, 78 43, 44
- 12b. 47

Reasoning and Problem Solving

Step 6: One More One Less

One More One Less

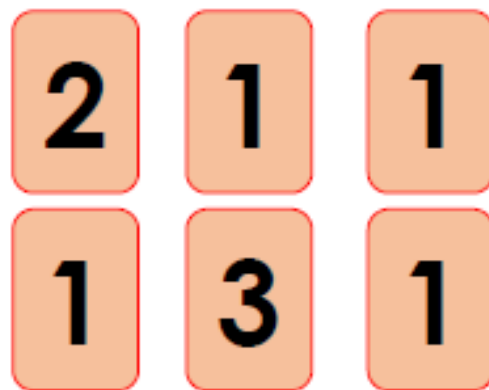
1a. Use all the digit cards to create three 2-digit numbers you find next to each other on a number line.



PS

One More One Less

1b. Use all the digit cards to create three 2-digit numbers you find next to each other on a number line.



PS

2a. Look at the straws.



Explain Suzi's mistake.



One more than this number is 12.



R

2b. Look at the cubes.



Explain Amol's mistake.

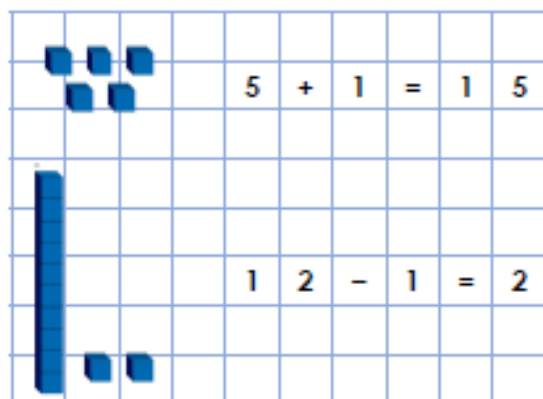


One less than this number is 17.



R

3a. Check Jean's test.

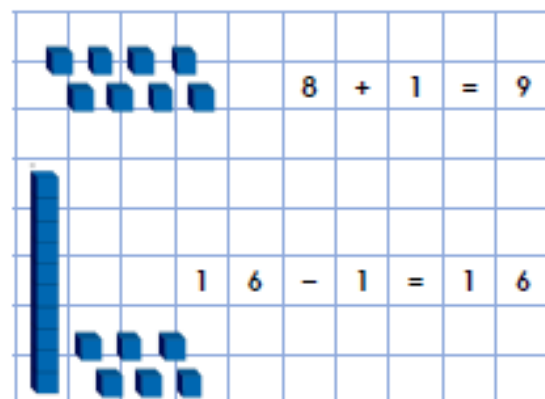


Correct any mistakes that you find.



R

3b. Check John's test.



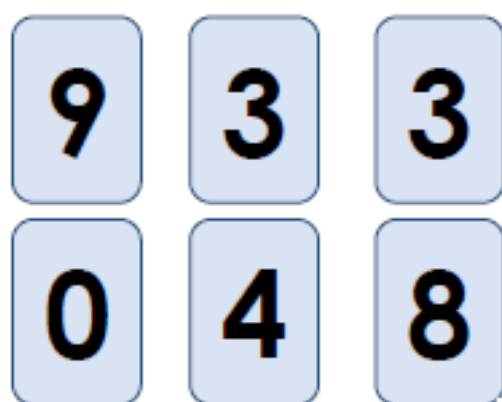
Correct any mistakes that you find.



R

One More One Less

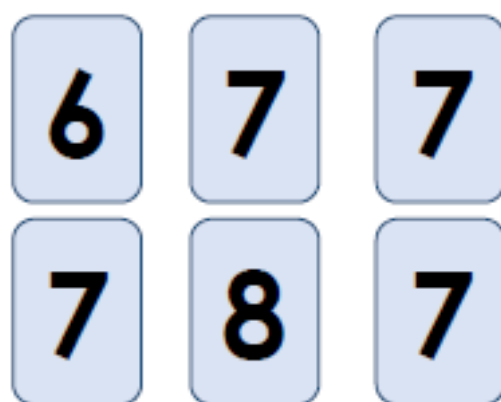
4a. Use all the digit cards to create three 2-digit numbers you find next to each other on a number line.



PS

One More One Less

4b. Use all the digit cards to create three 2-digit numbers you find next to each other on a number line.



PS

5a. Look at the straws.



Explain Kerri's mistake.

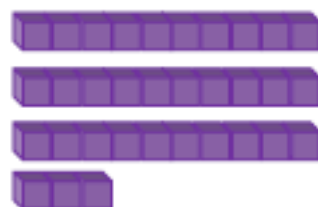


One less than this number is 30.



R

5b. Look at the cubes.



Explain Fraser's mistake.



One more than this number is 44.



R

6a. Check Fran's test.

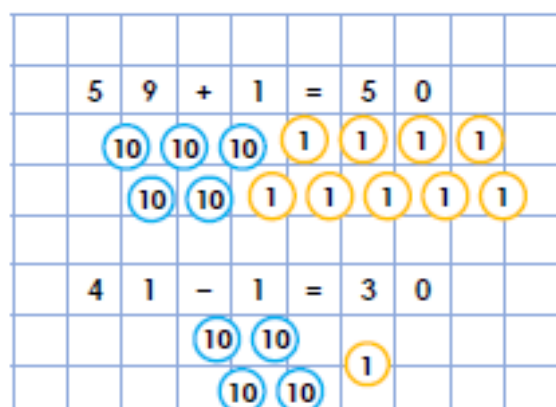


Correct any mistakes that you find.



R

6b. Check Jim's test.



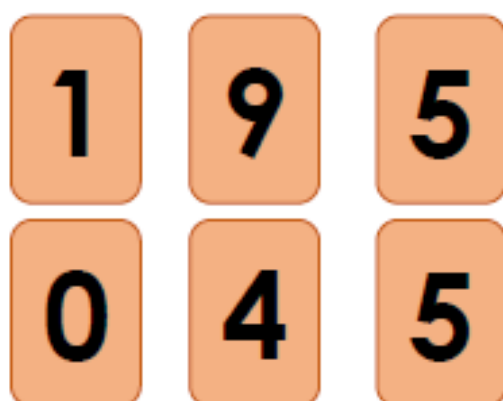
Correct any mistakes that you find.



R

One More One Less

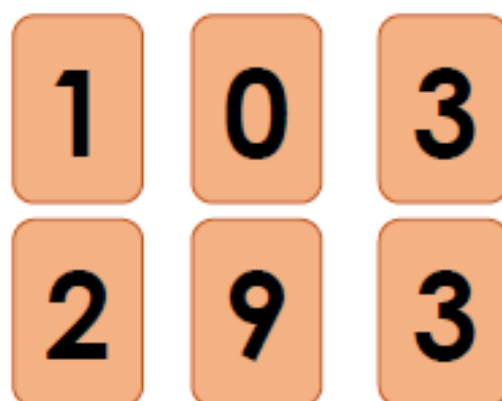
7a. Use all the digit cards to create three numbers you find next to each other on a number line.



PS

One More One Less

7b. Use all the digit cards to create three numbers you find next to each other on a number line.



PS

8a. Nathan is thinking about a number.



One more than my number is forty.

What number is Nathan thinking of?



R

8b. Jemima is thinking about a number.



One less than my number is eighty nine.

What number is Jemima thinking of?



R

9a. Check Harry's test.

9	9	+	1	=	1	0			
7	7	+	1	=	6	6			
8	4	-	1	=	8	5			
9	6	-	1	=	9	5			

Correct any mistakes that you find.



R

9b. Check Hatty's test.

1	0	0	-	1	=	9	8		
9	3	+	1	=	9	2			
8	0	-	1	=	7	0			
3	9	-	1	=	3	8			

Check any mistakes that you find.



R

Reasoning and Problem Solving

One More One Less

Developing

1a. 15, 16, 17

2a. One more would be 14. Suzi has found one less instead of one more.

3a.

	5	+	1	=	6				
	1	2	-	1	=	1	1		

Expected

4a. 38, 39, 40

5a. One less would be 39. Kerri has taken one bundle of ten away instead of one straw.

6a.

	3	5	+	1	=	3	6		
	7	1	-	1	=	7	0		

Greater Depth

7a. 49, 50, 51

8a. Nathan is thinking of the number 39 as one more than 39 is 40.

9a.

	9	9	+	1	=	1	0	0	
	7	7	+	1	=	7	8		
	8	4	-	1	=	8	3		
	9	6	-	1	=	9	5	✓	

Reasoning and Problem Solving

One More One Less

Developing

1b. 11, 12, 13

2b. One less would be 15. Amol has found one more instead of one less.

3b.

	8	+	1	=	9	✓			
	1	6	-	1	=	1	5		

Expected

4b. 76, 77, 78

5b. One more would be 34. Fraser has added one to the tens and ones instead of just to the ones.

6b.

	5	9	+	1	=	6	0		
	4	1	-	1	=	4	0		

Greater Depth

7b. 29, 30, 31

8b. Jemima is thinking of the number 90 as one less than 90 is 89.

9b.

	1	0	0	-	1	=	9	9	
	9	3	+	1	=	9	4		
	8	0	-	1	=	7	9		
	3	9	-	1	=	3	8	✓	

Friday

Consolidation of place value.

Reasoning and Problem Solving – Place Value Consolidation – Year 1

Hide and Seek

Once upon a time long, long ago, over the hill and far away in a beautiful castle there lived a kindly king and his son Prince Harry.

Prince Harry's best friend is Princess Megan, their favourite game is play hide and seek in the castle orchard where the trees grew tall and strong.



Harry is brilliant and hiding, today Meg is counting to 80.



60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 80

Here I come ready or not!

1. Has Megan counted correctly? Explain your answer.

Meg looks for Harry, she can't find him! Meg is worried. Suddenly, the sky is dark. Crowds of dragons fill the sky very far away.



Meg thinks she can see 3 dragons.
2. Is she right? Explain your answer.

Friday

Consolidation of place value.

Reasoning and Problem Solving – Place Value Consolidation – Year 1

Harry is being kidnapped by the dragons!

The wicked witch has sent her dragons to steal the prince. A dragon is writing a message in the sky...



Pay 95 gold bars or you will never see the prince again!

The king goes to his gold store.

There are 9 bags of gold bars, each has 10 bars inside.



He has some single gold bars in a pile, but not enough to fill a bag.

3. How much gold could he have altogether? Explain your answer.



The king is counting his gold to pay the witch.

He takes 6 bags.

4. How many more bags does he need?

Wow gold is heavy!!

They need 23 horses to carry the gold.

The king's knight Sir Prancealot has an idea...



'We can ride in 3 groups of 10 and 1 group of 3 horses.'

5. Is the knight correct?

Explain your answer.

Friday

Consolidation of place value.

Reasoning and Problem Solving – Place Value Consolidation – Year 1

The knight has created a counting board to check he has all 65 gold bars.



95 is less than
72



Oh dear! Sir Prancealot you
need to check your counting.

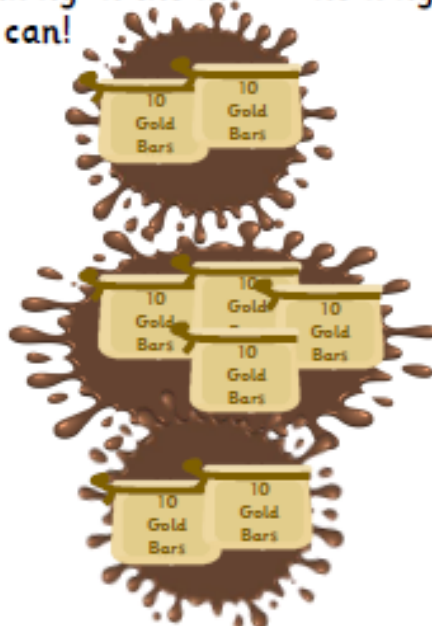
Princess Megan isn't sure this knight can save the prince.

6. What has Princess Megan noticed?

Sir Prancealot is finally ready to go!
He rides off towards the witches cave...
straight into a bog!



The gold is sinking in the mud! The king, Megan and the knight grab all
the bags they can!



7. Who has the most gold and who has the least? Explain your answer

Topic/International lesson 1

Learning Goals

1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country.

Research activity

Ask the class to think of places in the host, home or another country that attract tourists and holidaymakers. Make a list of these places on the board.

Talk about why these particular tourist spots are attractive to visitors. Consider the following:

What human and physical features are likely to be found there?

What is the weather like? Do we think this plays a part in making the location attractive to visitors?

Have any of the children visited the location? What did they do there? What did they like/dislike about the location?

Help the children to locate these tourist destinations on a map of the country they are researching. Google Earth (earth.google.com) or Google Maps (maps.google.com) is ideal for this purpose.

Recording activity

The children could work in pairs to design and make a small advertising leaflet or video that encourages people to visit the host, home or another country that they have researched.

They should list some of the key visitor attractions found in that country and say why they are worth visiting. The leaflets or videos could mention:

Historical connections

Famous places

Transport links

Tourist amenities

Children could also add a simple map to their work, using a key to highlight features and amenities, to help a tourist to explore the location.

When the leaflets or videos are complete, invite the children to use them to compare and contrast the different countries. How are the countries similar? How are they different?

What attracts tourists to the home or host country? Would they prefer to spend a holiday in the home or another country?

Topic/International lesson 2

Learning Goals

1.01 Know that children within the class and school have different home

Research activity

If appropriate, ask the children what languages they can speak. Can the children's parents or grandparents speak other languages?

Write down on the board the different languages that are spoken by the children in your class. Take some time to explore which countries these languages originate from, and locate these on a map. Identify the country where your school is located and where appropriate, the home countries of children in your class.

Write down also the names of any other languages that the children have heard about or come into contact with. YouTube language-learning videos also provide a useful starting point.

Recording activity

Encourage the children to learn to say different greetings in as many languages as they can.

One of the parents might be able to teach the children how to speak a few words in another language.

Ask the class if they think it would be useful to learn a different language to their own. Have a class discussion about this.

Make a video recording of the children saying different greetings in as many languages as they can. If possible consider adding the finished video to the welcome page of the class blog or school website.

Topic/International lesson 3

Learning Goals

1.03 Know about some of the similarities and differences between the lives of

Ask the children if they think they will ever be able to go on a space holiday. They may not think it possible but you can tell them about developments that are being made to take tourists into space. It might be expensive now and beyond the reach of many families today but that could change in the future.

Invite the children in small groups to tell each other which planets they would like to visit and why. Then they should choose one planet for their research, using books and the internet to find facts and interesting information about it.

The following book and websites will provide a useful starting point:

Planets, Space series, by Charlotte Guillain, Heinemann, 2009

kidsastronomy.com/solar_system.htm - Kids Astronomy website has information and animations about the Earth and the solar system.

bbc.co.uk/science/space/solarsystem/sun_and_planets - the BBC Space website has an excellent section on our solar system, with stunning images and links to further information.

solarsystem.nasa.gov/planets/index.cfm - NASA website has information about the planets and the solar system.

virgingalactic.com - the Virgin Galactic website has information about future space travel and its spaceships.

Remind the children that they have been 'travel agents' in the role-play area but now they are going to be 'space agents' - giving advice and making bookings for people who want to take holidays in space.

As space agents they could create space travel brochures, or TV adverts using video cameras or tablet devices, using the information they have discovered from their research.

PE

Game 9 - Move Like... Equipment: An outdoor space Children stand spaced out. When an adult shouts the name of an animal, the children need to think of their own way of moving that represents something within a theme, without touching. Ideas: Move like an animal (leader calls out an animal, or a kind of animal such as a mammal etc), move like a type of weather (specify kind of weather), move like an imaginary creature etc...

Game 10 - Chalk Walks Equipment: A piece of chalk and playground space Either the leader, or children create chalk walk challenges for each other to complete.

Keep up the amazing work everyone - we are all very proud of you and are pleased that you are doing your very best!

