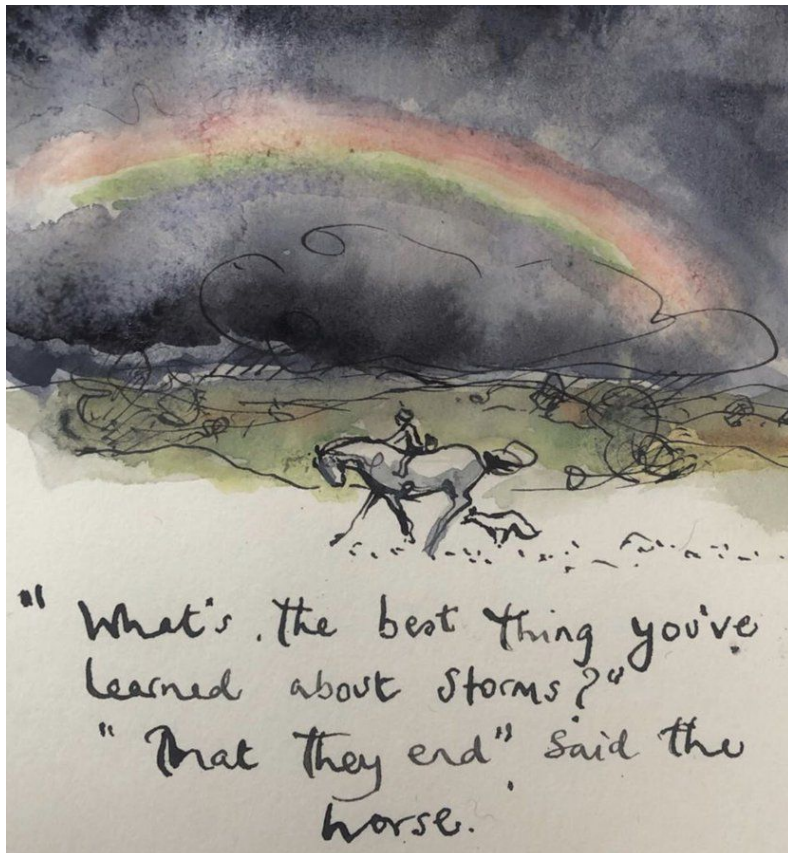


# TRANSFORM HOME LEARNING





# Foreword to Families

## **Welcome to your Transform home learning booklet**

### **What are these for?**

These booklets have been designed to keep your child connected with their school community, with learning, and to have some fun in the event of any Covid-related school closures or periods of self-isolation.

### **Why now?**

All of our Trust staff are working incredibly hard to ensure schools remain open so that our children can continue their education in the best way. However, in some instances, this may not always be possible. Therefore, we have worked to put a Transform offer together to enable your child to continue their learning and connection to school from home. This book is aimed at supporting your child's emotional, cognitive and physical wellbeing in the run up to their return. It will give them some ways to check in with their feelings as well as some fun ways to keep active and keep learning.

### **Why reading, writing and maths?**

We know that learning is most effective when children are given opportunities for regular practise. By keeping these opportunities going at home – we hope that your child will be able to both practise what they have learnt and embed this learning.

These books will be used in school when you return so please keep hold of them. Your child's class teacher will have regular contact to support your child during any out-of-school periods.

Page	Subject
4	Acknowledgements
5	Reading Overview
6	Knowledge Organiser
7	Reading Activities
19	Wellbeing Activity
20	Writing Overview
22	Writing Activities
32	Wellbeing Activity
33	Maths Overview
34	Maths Activities
44	Wellbeing Activities
45	Physical Activities
48	Wellbeing Activities

## Icon Key



Questions to consider



Make notes



Think for yourself



Look ahead



Look closer



This links to...



Put into action/trial



Talk to colleagues



Downloadable resource



Watch video clip

## Resource acknowledgements

Worms – Fun with Science, Minibeasts – Rosie Harlow and Gareth Morgan

Anansi and the Turtle – Extract adapted from CGP KS1 reading book

There's a Worm in my Pocket - Jodee Samano

Front cover artwork by Charlie Mackesy

# Acknowledgements



The materials in this book have been created and put together by the following members of school staff, to whom we are very grateful:

Mrs Bethell	Pear Tree Junior
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The Transform Trust PE Lead Network

Transform team:

Kim Blount; Emma Hampton; Phil Herd; Mark Lowe; Rachel Meli; Claire Stafford; Tanya White; Rebecca Williamson

We would also like to thank Sky for their community volunteers who have delivered these booklets to your home.



# READING



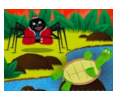
Your reading activities link to your writing tasks.



**Non-Fiction Text:**  
**Worms**



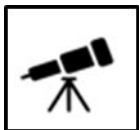
**Poetry Text:**  
**There's a Worm in my Pocket**



**Fiction Text:**  
**Anansi and the Turtle**



**Inference Image**  
**The Caterpillar and the Worm**



We will focus on developing the skills in the box below. We will use this as a guide to help you to identify which skill(s) you are focusing on for each page.

VIPER SILLS	
Vocabulary	I can discuss and learn the meanings of new words. I can link new words with ones that I already know.
Inference	I can make some inferences about a text I have read or that has been read to me.
Predict	I can predict what might happen next based on what has happened so far.
Explain	I can find and explain key information such as characters, events and titles.
Retrieve	I can find and record key information from fiction and non-fiction texts.
Sequence	I can explain the order of events from a text.

# Knowledge Organiser

## Your Learning Journey

Your 10-4-10 activities for reading and writing are based on the topic of 'Birds'. Here is your Learning Journey...

### 1. Your Reading Library!

You have a selection of great texts about birds to read. These will help you build your knowledge and understanding about birds.

### 2. Reading

Read the texts (Look out for QR codes that you can scan to hear the text)  
Complete the activities.

### 3. Writing

Complete the short burst writing tasks.  
Use this learning to support you with the longer writing tasks.

We look forward to hearing all about the work you have completed. Remember you can ask an adult to help you share your learning on Twitter using [#TransformSummer](#)



**Key vocabulary – Here are some words you will need to know**

formicarium	an ant's nest
entice	to tempt someone to do something
wormery	a homemade home for worms
cocoon	a covering or case made by some animals to protect themselves or their young
Stench	A very bad smell
Bristles	Short stiff hair
burrows	A hole in the ground made by an animal
mischievous	Being playful in a naughty way such as tricking people

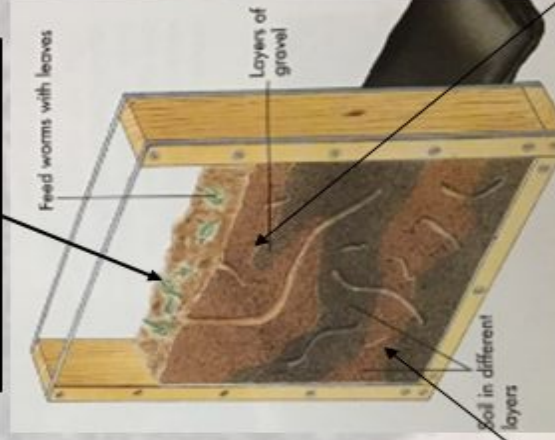
## How Worms Help

Worms tunnel beneath the soil. Their tunnels can reach a depth of 1.5 metres. Worms eat their way through the soil in search of dead plant material. The matter that passes through them is pushed towards the surface where it forms worm casts. With two million worms living in an area the size of a football pitch a huge amount of earth can be shifted.

## Make a Wormery

Put in different layers of stone and soil, with 5 centimetres of gravel at the bottom. Put in two or three layers of different coloured, moist soil. The different layers will enable you to see how worms help to move soil about. Make sure you keep a layer of leaves or grass cuttings on the surface. Watch how they pull these down into the burrows. Both ends of a worm look similar, but on closer inspection you will see that one end, the head, is more pointed than the other.

Feed worms with leaves



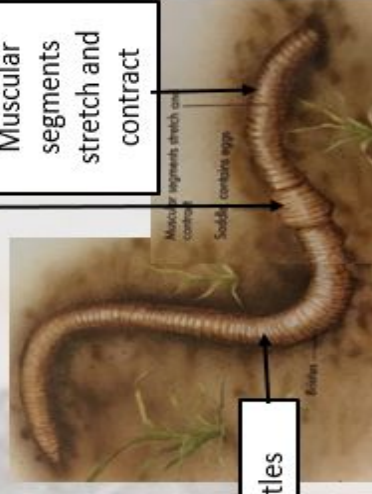
Soil in different layers

Extract taken from 'Fun with Science, Minibeasts' Rosie Harlow and Gareth Morgan

Layers of gravel

Saddle, contains eggs

Muscular segments stretch and contract



Bristles

You may see some worms with a thick band around the middle of their body. This is where they store their eggs. The belt or saddle gradually moves down the body and eventually drops off, forming a protective cocoon around the eggs.

## Non-Fiction - Task 1 and Task 2

Read the text about worms.  
You may want an adult to help you.



### Speedy Reading

Practise reading these red words to help you build your fluency skills.  
Can you time yourself doing them? Can you beat your time?

worm	soil	surface	tread
gravel	saddle	eventually	protective
around	burrows	centimetres	moist



### Retrieval

What do worms search for in the soil?

Cocoons

Dead Plant  
Material

Coloured  
soil

What should you feed worms in a wormery?

### Vocabulary

Can you match the words to their meanings?

cocoon
moist
saddle
formicarium

An ant's nest
A ring-shaped part of the skin where eggs are kept
Slightly wet
A silky case used as protection

### Inference

Worms are less likely to be eaten at night by



## Non-Fiction - Task 3

Re-read the text about worms.  
You may want an adult to help you.



### Speedy Reading

Practise reading these red words to help you build your fluency skills.  
Can you time yourself doing them? Can you beat your time?

worm	soil	surface	tread
gravel	saddle	eventually	protective
around	burrows	centimetres	moist



### Explain

Explain how birds trick worms.

---

---

---

### Sequence

Order these statements of how to make a wormery

(Number them 1-4)

Keep the wormery covered	
Add two or three layers of different coloured, moist soil	
Put 5cm of gravel at the bottom	
Leave a layer of grass and leaves on the surface	

### Extra Challenge

[http://www.bbc.co.uk/gardening/gardening\\_with\\_children/homegrownprojects\\_watchworms.shtml](http://www.bbc.co.uk/gardening/gardening_with_children/homegrownprojects_watchworms.shtml)

Can you make your own wormery?



## Anansi and the Turtle

Many years ago, there lived a spider called Anansi, who was known for his mischievous habit of tricking people. One evening, Anansi was just about to eat a delicious meal, when he heard a knock at the door. It was Turtle, who has been travelling all day, and was very tired and hungry. Anansi knew that it was good manners to share food with visitors, but he wanted to eat all of his meal himself. As he grumpily asked Turtle inside, a plan formed in his head.

“Turtle, it’s bad manners to eat with such dirty hands,” Anansi said. “Please wash them in the river.” Turtle looked embarrassed and trudged off to the river. Then Anansi quickly ate as much of the meal as he could.

When Turtle returned, he was shocked and hurt to see that Anansi had eaten so much of the meal. Turtle ate what little remained of the food and thanked Anansi. Still upset, Turtle decided to play his own trick on Anansi, so he invited the spider to dinner the next day. Anansi eagerly accepted.

The next evening, Anansi ran to the riverbank near Turtle’s underwater home. He leaped into the swirling water straight away, but he was too light to get deep enough to reach Turtle’s house. He dived again and again, his legs struggling and straining, but again and again he floated back to the surface. Eventually, he came up with an idea- he put rocks in his jacket pockets to make himself heavier. The next time he dived, he sank all the way down to Turtle’s house.

“Finally, you’re here,” said Turtle. “Please take off your jacket before you come in though, its bad manners to eat with it on.” Hungry Anansi took off his heavy jacket without thinking and immediately floated back to the surface.

Anansi crawled out of the water in disbelief at having been tricked. While Turtle enjoyed his delicious meal, Anansi trudged home, tired and hungry.

## Fiction – Task 4

Read the story of Anansi and the Turtle



### Play Jump In

1. Ask and adult to read the story as you point to each word.
2. Play 'Jump in' - ask an adult to read the story to you but the adult should 'forget' some words. You will need to "jump in" with the missing word.



### Speedy Reading

Practise reading these red words to help you build your fluency skills. Can you time yourself doing them? Can you beat your time?

<b>travelling</b>	<b>turtle</b>	<b>swirling</b>	<b>jacket</b>
<b>embarrassed</b>	<b>pockets</b>	<b>eventually</b>	<b>struggling</b>
<b>shocked</b>	<b>remained</b>	<b>heavier</b>	<b>delicious</b>



### Reading longer words

Remember to chop longer words into sections or their syllables to help you to read them. How could you chop these words down into chunks? You may want to clap the syllables to help you.

Example: invited	In-vi-ted
mischievous	
decided	
immediately	
disbelief	
delicious	



## Fiction – Task 5

Re-read the story of Anansi and the Turtle

What did turtle ask Anansi to take off before he ate?



### Speedy Reading

Practise reading these red words to help you build your fluency skills.  
Can you time yourself doing them? Can you beat your time?

travelling	turtle	swirling	jacket
embarrassed	pockets	eventually	struggling
shocked	remained	heavier	delicious



### Retrieval

Anansi thought it was bad manners eat with...

a dirty face	dirty hands	dirty feet
--------------	-------------	------------

Where did turtle live?

in a cave	on the riverbed	in an underwater home
-----------	-----------------	-----------------------

### Vocabulary

What verb is used to describe how Anansi walked home from turtle's house?

## Fiction – Task 6

These questions are about Anansi and the Turtle



### Speedy Reading

Practise reading these red words to help you build your fluency skills.  
Can you time yourself doing them? Can you beat your time?

travelling	turtle	swirling	jacket
embarrassed	pockets	eventually	struggling
shocked	remained	heavier	delicious



### Inference

Why does Anansi float to the surface when he takes his jacket off?

---

---

### Vocabulary

‘Anansi eagerly accepted’

Circle the words that show Anansi was excited about going to turtle’s house.

### Prediction

Do you think Anansi will continue to trick people in the future? Explain your answer.

I think Anansi will/won’t continue to trick people

Because

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You may also be interested in the animated version of this old tale. <https://www.bbc.co.uk/bitesize/clips/zci9wmn>

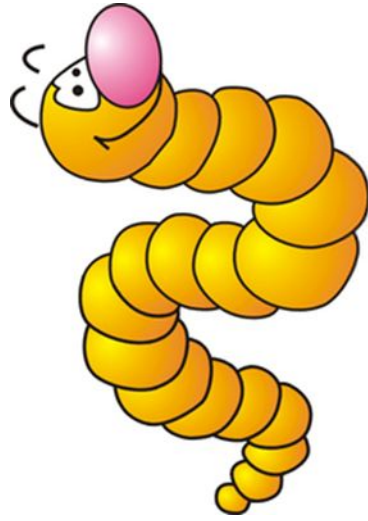
One rainy day on my way home from school,  
I found a big worm and thought it was cool.

I picked up the worm with my bare hand,  
held it up high, thinking how grand!

The worm was so cute and wiggled a lot.  
I put him in my pocket to show Mum what I'd caught.

What will she say when I show her my find?  
Will she let me keep it? I hope she won't mind.

Mum was in the kitchen when I showed her what I'd found.  
She screamed, "No, way! Put it back in the ground!"



# There's a Worm in My Pocket

One rainy day on my way home from school,  
I found a big worm and thought it was cool.

I picked up the worm with my bare hand,  
held it up high, thinking how grand!

The worm was so cute and wiggled a lot.  
I put him in my pocket to show Mum what I'd caught.

What will she say when I show her my find?  
Will she let me keep it? I hope she won't mind.

Mum was in the kitchen when I showed her what I'd found.  
She screamed, "No, way! Put it back in the ground!"

## Poetry – Task 7

Read the poem 'There's a Worm in my Pocket'

### Speedy Reading

Practise reading these red words to help you build your fluency skills.

Can you time yourself doing them? Can you beat your time?

walked	bench	pocket	looked
screamed	packed	kitchen	picked
showed	pulled	worm	found

### Vocabulary Definitions

Match the words to their definitions

wiggled	A bad smell
free	To go wherever you choose
stench	To move up and down and side to side

### Word Hunt

Highlight/circle these words in the poem. Remember to use your skimming and scanning skills.

wiggled

grand

floppy

free

stench

## Poetry – Task 8

Re-read the poem 'There's a Worm in my Pocket'

What words are used to show that he was pleased for the worm?

### **Speedy Reading**

Practise reading these red words to help you build your fluency skills.  
Can you time yourself doing them? Can you beat your time?

walked	bench	pocket	looked
screamed	packed	kitchen	picked
showed	pulled	worm	found

### **Retrieval**

What was the weather like?

### **Inference**

Why did mum scream?

The worm crept into the kitchen	
She doesn't like worms	
She hurt herself making a sandwich	



## Picture Inference – Task 9

These questions are about the image below



### Talking Activity

Describe what is happening in this picture to an adult.

What do you notice about the caterpillar and the worm?



### Inference

How do you think the worm is feeling in this picture? Give reasons for your answer.

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---

What do you think the caterpillar and the worm would say to each other in this picture?

---

---

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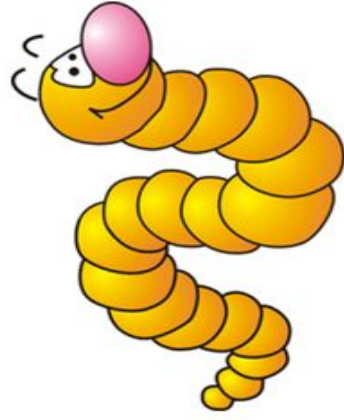
You may also be interested in the video this image was taken from: <https://www.literacyshepherd.com/caterpillar-shoes.html>

## Developing Fluency – Task 10

The final task to help you develop your reading fluency

### Choose a text!

Have a look back through all the texts you have read in your booklet and choose your favourite one.



Try some of these fluency activities with an adult.

You may even wish to perform this to another family member.

### Echo Reading

Ask an adult to read the text to you first with expression. They might change the volume of their voice, emphasise certain words or read the text faster or slower in some parts. Remember to look out for punctuation which shows when to take a pause.

Once you have heard your adult read the text then it's your turn copy the way they have read it and echo this back to them!

### Choral Reading

Try reading the text together at the same time!

### Theatrical Reading

Can you practise reading the text and then perform this to your family members?





# MINDFUL MOMENTS



## Activity 1 - Yoga tales

What is your favourite story?

Can you tell it using yoga moves and stretches?



Visit:

<https://www.youtube.com/user/CosmicKidsYoga>  
for ideas

# WRITING



We will focus on developing the skills in the box below. We will use this as a guide to help you to identify which skill(s) you are focusing on for each page.



After discussion with an adult:

I can write simple narratives about my own experiences and those of others (real or made-up)

I can write about real events simply and clearly.

I can remember most of my capital letters and full stops, and use question marks correctly when required.

I can use present and past tense mostly correctly and consistently.

I can use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.

I can break down spoken words into phonemes (their sounds) and write these using graphemes (groups of letters,) spelling many of these words correctly and making sensible attempts at others.

I can spell many common words.

I can write capital letters and numbers of the correct size, orientation and relationship to one another and to lower-case letters.

I can use spacing between words that reflects the size of the letters.



# Writing Task 1

## Handwriting Practice:



because x2

children.....

every

x2

## Punctuation Practice:....., . ! ?

*Read and put the capital letters in the correct places.*

one rainy day x2 on my way home from school,  
i found a big worm and thought it was cool.....

...  
i picked up the worm with my bare hand,  
held it up high, thinking how grand!

the worm was so cute and wiggled a lot.  
i put him in my pocket to show mum what I'd caught.

what will she say when I show her my find?  
will she let me keep it? I hope she won't mind.

### Check it out!

Simple narratives

Real events

Capital letters, full stops and question marks

Present and past tense

Coordination and subordination

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

## Let's Go!



Have you ever seen a worm? They look like this:



Can you think of some adjectives (describing words) to write around the outside?

# Writing Task 2

## Handwriting Practice:



only x2  
most .....  
told .....

x2

## Grammar Practice: Coordinating Conjunctions



- or
- and x2
- but

*We use these words to join together two clauses. Choose the correct word to join these clauses:*

The dog wanted to go for a walk ..... first he wanted to eat his bone.

We can have sausages ..... we can have stew for dinner.

She didn't speak to anyone ..... nobody spoke to her.

### Check it out!

Simple narratives

Real events

Capital letters, full stops and question marks

Present and past tense

Coordination and subordination

Using my phonics

Spelling common words

Handwriting and letter size

Spacing



## Let's Go!



*Using your adjectives from yesterday and the coordinating conjunctions above, can you write three sentences to describe a worm?*

.....

.....

.....

.....

.....

.....

.....

.....

.....

# Writing Task 3

## Handwriting Practice:



great x2  
cold  
beautiful

x2

## Punctuation Practice: , . ! ?

*What punctuation do these sentences need?*

...

1. "The worm bit me " shouted the boy  
.....
2. Worms can tunnel 1.5m into the soil  
...
3. What colour are worms
4. Worms are sometimes eaten by birds
5. The worm was enormous

### Check it out!

Simple narratives

Real events

Capital letters, full stops and question marks

Present and past tense

Coordination and subordination

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

## Let's Go!

*Worms are quite mysterious creatures! If you had the chance to meet a worm (and it could speak!) what questions would you ask it? Can you remember your questions marks? Write three questions- the first one is done for you:*



1. What do you like to eat?
2. ....  
.....  
.....
3. ....  
.....  
.....
4. ....  
.....  
.....

# Writing Task 4

## Handwriting Practice:



father x2  
grass .....  
after .....

x2

## Grammar Practice: Subordinating Conjunctions



- when
- if
- that x2
- because .....

*We use these words to join together two clauses. Can you choose the right word to join these clauses?*

- I fell over ..... I went ice skating.
- The woman shouted ..... the young boy was so noisy.
- You might get lost ..... you don't take a map.

### Check it out!

Simple narratives

Real events

Capital letters, full stops and question marks

Present and past tense

Coordination and subordination

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

## Let's Go!



1 Which sentence is an exclamation?

Tick one

- What can I buy? ☐
- How may I help you? ☐
- What a lovely dress you have! ☐
- My mum is a plumber. ☐

2 Which sentence is a statement?

Tick one

- How old are you? ☐
- I am very tired. ☐
- How amazing you are! ☐
- Can we go home? ☐

*Can you write your own example of a statement about a worm? Remember your handwriting and spacing.*

.....

## Writing Task 5

## Handwriting Practice:



would x2

sure .....

move

 $x^2$ 

### Punctuation Practice:

1 Tick one box to show where a comma should go in the sentence below.

[illegible]

Ria likes chocolates sweets and crisps.

*Remember, a comma separates items in a list!*

**Check it out!**

## Simple narratives

## Real events

Capital letters, full stops and question marks

Present and past tense

## Coordination and subordination

## Using my phonics

## Spelling common words

Handwriting and letter size

## Spacing

## Let's Go!



*Think of a time when you have found a bug (or ask an adult to help you to find one)*

*Can you write a simple recount to tell us about it? Remember to use adjectives, different types of sentences and your best handwriting!*

[illegible]



# Writing Task 6

## Handwriting Practice:



hour x2  
bath  
could

x2

## Grammar Practice: Suffixes

A **suffix** is a letter, or group of letters, that is added to the end of a root (base) word. Common **suffixes** include s, ed, less, ing, ly, and tion. A **suffix** changes the meaning of the root or base word.

Can you add a suffix to the end of the word in red to change its meaning?

The teacher said that I was very **help**..... today!

My dad said it was alright to touch the worm because it was **harm**.....

I am very good at **wash**..... up after dinner.



### Check it out!

Simple narratives

Real events

Capital letters, full stops and question marks

Present and past tense

Coordination and subordination

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

## Let's Go!

These words are all tricky words with suffixes from 'Anansi and the Turtle.' Can you remember what they mean and write them in a sentence using your neatest handwriting? The first one has been done for you:



**Travelling-** The turtle had been travelling for a long time.

**Embarrassed-**

.....  
.....  
.....

**Struggling-**

.....  
.....  
.....

**Remained-**

.....

# Writing Task 7

## Handwriting Practice:



sugar x2  
eye .....  
bath

x2

## Punctuation Practice: Contractions....., . ! ?

1 Draw lines to match the groups of words that have the same meaning.

we will	•	you've	•	I will	•	didn't	•
you have	•	we'll	•	would not	•	I'll	•
it is	•	it's	•	did not	•	wouldn't	•

2 Draw lines to match the groups of words that have the same meaning.

### Check it out!

Simple narratives

Real events

Capital letters, full stops and question marks

Present and past tense

Coordination and subordination

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

## Let's Go!



Can you use the contractions above to write some speech bubbles for Anansi and the Turtle? The first one has been done for you:

I **didn't** invite you for dinner!



# Writing Task 8

## Handwriting Practice:



*improve* x2  
.. *should* .....  
.. *even* .....

x2

## Grammar Practice:



*Circle the nouns in the sentences below:*

- The <sup>x2</sup>spider opened the door to the turtle.  
.....
- Check the lights in your room.
- The rubber fell off the pencil.
- Tia is sitting in the car.

### Check it out!

Simple narratives

Real events

Capital letters, full stops and question marks

Present and past tense

Coordination and subordination

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

## Let's Go!



*Imagine that you were Anansi. Write the first part of the story again to show what you would have done. Circle all of the nouns in your story starter.*

.....

.....

.....

.....

.....

.....

.....

.....

.....

# Writing Task 9

## Handwriting Practice:



everybody x2

parents .....

Mrs .....

x2

## Grammar Practice: Past and Present Tense...

Match the verbs with its past tense form:

look	opened
say	went
open	looked
go	skipped
skip	said

### Check it out!

Simple narratives

Real events

Capital letters, full stops and question marks

Present and past tense

Coordination and subordination

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

## Let's Go!

Write the following sentences out in the past tense:



Anansi opens the door and sees the turtle.

.....

.....

.....

Anansi doesn't want Turtle to have dinner.

.....

.....

.....

Turtle is feeling very hungry but he has dirty hands.

.....

.....

.....

## Writing Task 10

## Handwriting Practice:



Mr x2

last

break

 $x^2$ 

**Writing task:** \_\_\_\_\_ , . ! ?

Think about all of the lovely learning you have done throughout your reading and writing tasks.

x2

Now can you have a go at re-writing the story of Anansi and the Turtle, using all of this learning to help you?

Use the ladder to help you remember what you need to include!



**Check it out!**

## Simple narratives

Real events

Capital letters, full stops and question marks

Present and past tense

## Coordination and subordination

## Using my phonics

## Spelling common words

Handwriting and letter size

## Spacing

## Let's Go! Anansi and the Turtle

[illegible]

# MINDFUL MOMENTS



## Activity 2 – Finding New Opportunities - Dreambows

Planning for the future is a great way of seeing what you love doing.

What would you like to do in the next 5 or 6 weeks?

What would you like to achieve in your next class?

Maybe you'd like to think about what your dream job is.

Fill your dreambow with all your hopes and aspirations.



# MATHEMATICS



We will focus on developing the skills in the box below. We will focus on developing these skills in your maths tasks.



Maths Skills
I can identify, represent and estimate numbers using different representations, including the number line
I can recall and use addition and subtraction facts to 20 fluently.
I can add and subtract numbers using concrete objects, pictorial representations, and mentally up to 2 digit add 2 digit
I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
Halve and double 2 digit numbers



**Maths Skills!**

Fluency in place value, the four number operations and number sense.

# Maths – Task 1

1

Place Value

Fill in the missing numbers

	15		17	
--	----	--	----	--

2

Addition

$$24 + 3 + 3 =$$

3

Subtraction

$$87 - 40 =$$

4

Multiplication

$$6 \times 2 =$$

5

Division

$$10 \div 5 =$$

6

Number

Can you split the teddies into three equal groups? How many are there in each group?



**Maths Skills!**

Fluency in place value, the four number operations and number sense.

# Maths – Task 2

1

Place Value

26, 27, 28, , ,

2

Addition

**What is 10 more than 11?**

3

Subtraction

**$19 - 5 - 1 =$**

4

Multiplication

**$10 \times 2 =$**

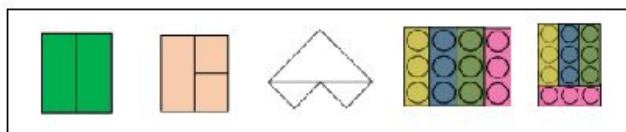
5

Division

**$10 \div 2 =$**

6

**Number** Circle the representations that show equal parts



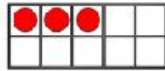
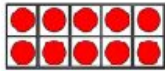
**Maths Skills!**

Fluency in place value, the four number operations and number sense.

# Maths – Task 3

1

Place Value

**What number is shown on the tens frames?**

2

Addition

$20 + 40 + 10 =$

3

Subtraction

$81 - 38 =$

4

Multiplication

$5 \times 6 =$

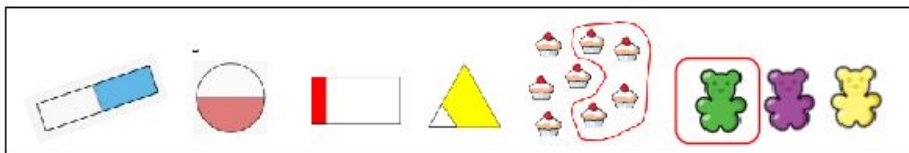
5

Division

$55 \div 5 =$

6

Number

Which pictures show  $\frac{1}{2}$ ?

# Maths – Task 4



## Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value

**Which is the odd one out and why?**

11 12 13 14 15 61 17 18

2

Addition

**What is 10 more than 75=**

3

Subtraction

**= 57 – 12**

4

Multiplication

**9 x 10 =**

5

Division

**80 ÷ 10 =**

6

Number

**$\frac{1}{2}$  of 16 =**

**Maths Skills!**

Fluency in place value, the four number operations and number sense.

# Maths – Task 5

1

Place Value

**Draw the number 26**

2

Addition

$$56 + \boxed{\phantom{00}} = 61$$

3

Subtraction

**I had twelve apples and ate four. How many have I got left?**  $\boxed{\phantom{00}}$ 

4

Multiplication

$$11 \times 5 = \boxed{\phantom{00}}$$

5

Division

$$18 \div 2 = \boxed{\phantom{00}}$$

6

Number

$$\frac{1}{4} \text{ of } 20 = \boxed{\phantom{00}}$$

**Maths Skills!**

Fluency in place value, the four number operations and number sense.

# Maths – Task 6

1

Place Value

Fill in the ten frames with counters to show the number 14



2

Addition

$8 + 5 + 9 =$

3

Subtraction

$60 - 18 =$

4

Multiplication

What is 11 lots of 10 ?

5

Division

$24 \div 2 =$

6

Number

I bought a bag of 30 sweets. If I ate half the bag of sweets, how many have I got left?

# Maths – Task 7



## Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value

Match the numerals to the words

17

48

38

70

thirty-eight

seventy

forty-eight

seventeen

2

Addition

What is 10 more than 37?

3

Subtraction

$$57 + \boxed{\phantom{00}} = 65$$

4

Multiplication

$$\boxed{\phantom{00}} = 6 \times 2$$

5

Division

$$40 \div 5 =$$

6

Number

$$\frac{3}{4} \text{ of } 8 =$$

# Maths – Task 8



## Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value

The number 73 has got  tens and  ones.

2

Addition

$$26 + 16 =$$

3

Subtraction

What is 10 less than 64?

4

Multiplication

$$= 5 \times 9$$

5

Division

What is 24 shared by 2 ?

6

Number

$$\frac{2}{4}$$

of 16 =



# Maths – Task 9



## Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value

How many two digit numbers can you make from these digit cards?

7

0

2

2

Addition

$$25 + 4 + 4 =$$

3

Subtraction

$$= 48 - 7$$

4

Multiplication

$$5 \times$$

$$= 35$$

5

Division

$$70 \div 10 =$$

6

Number

$$\frac{1}{3}$$

of 15 =

# Maths – Task 10

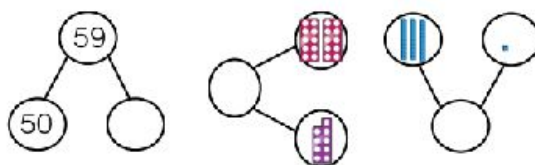


## Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value Complete the part-whole models



2

Addition

$$16 + 2 + 2 =$$

3

Subtraction

$$48 - 5 - 2 =$$

4

Multiplication

5 multiplied by 4

5

Division

$$\div 8 = 10$$

6

Number

$$\frac{3}{4} \text{ of } 24 =$$

# MINDFUL MOMENTS



## Activity 3

Mindfulness is a great way to introduce a little calm and stillness into your day. Throughout this booklet you will find some fun mindfulness activities to introduce you to this concept.

### Find and seek



Search each room of your house and find something that is your favourite colour. How many things have you found?

## Activity 4

### Rock and roll

Make your own drum kit from pots and pans in your kitchen. Do they make different sounds? Which one is your favourite?



# PHYSICAL ACTIVITIES



## Activity 1 – Get Your Groove On!

Make up your own dance and show it to someone in your family or share it with your friends safely over social media (with an adult's permission of course!)



## Activity 2

**Go for a walk with an adult and see how many of these items you can find along the way....**

Brightly coloured flower  
Someone riding a bicycle  
A flock of birds  
A zebra crossing  
A dog  
The number 102 on something  
A post-box  
A bus stop  
A 'stop' sign  
Someone smiling  
A newspaper



# PHYSICAL ACTIVITIES



## Activity 3 – The Alphabet Challenge!

Spell out your name and complete the exercises against each letter. Want to do more? Add in your surname or even make up a sentence! Try to create your own version with your own choice of activities.



<b>Aa</b> – Hop on one leg for 20 seconds	<b>Nn</b> – Do 20 sit -ups
<b>Bb</b> – Floss for 30 seconds	<b>Oo</b> – Put a book on your head and walk round for 20 seconds trying not to let it drop
<b>Cc</b> – Perform 5 burpees	<b>Pp</b> – Complete 20 star jumps
<b>Dd</b> – Complete 15 star jumps	<b>Qq</b> – Jump up and down 25 times
<b>Ee</b> – Dance to your favourite song for 1 minute	<b>Rr</b> – ‘Dab’ 10 times
<b>Ff</b> – Complete a stretch of your choice for 45 seconds	<b>Ss</b> – Complete 20 mountain climbers
<b>Gg</b> – Do 5 press ups	<b>Tt</b> – Floss for 1 minute
<b>Hh</b> – Throw a toilet roll or a pair of rolled up socks from one hand to another for 1 minute	<b>Uu</b> – Sprint on the spot for 20 seconds
<b>Ii</b> – Complete 20 squats	<b>Vv</b> – Hop on each leg for 20 seconds
<b>Jj</b> – Balance on one leg for as long as you can	<b>Ww</b> – Jump up and down 25 times
<b>Kk</b> – Stand still and jump with both feet as far as you can. Mark where you land, can you do it again and beat this?	<b>Xx</b> – perform air punches for 20 seconds
<b>Ll</b> – Perform a plank exercise for 20 seconds	<b>Yy</b> – perform 5 burpees
<b>Mm</b> – Do as many ‘keep ups’ with a ball or pair of socks as you can for 1 minute	<b>Zz</b> – Do 20 sit-ups

# PHYSICAL ACTIVITIES



## Activity 4 – The Floor is Lava!

With permission from an adult, create an indoor or outdoor (or both) assault course and try and complete it without touching the floor. Remember the floor is lava and you don't want to burn those toes!

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## Activity 5 – Crab Walks

Sit with your knees bent and feet flat on the ground. Place palms on the ground behind you. Lift your hips a few inches and walk forward on your hands and feet like a crab, then walk backward.



How far can you walk?

Can you race someone?

Can you time yourself over a distance and challenge yourself or someone else to beat your time?



# MINDFUL MOMENTS



## Activity 5

Which songs are your 'go to happy music'?

Write down or make a playlist of your favourite songs. You could then listen to some of these songs, sing along and dance like no one's watching!

