Week 6 (KS1 SEN Pack)

Home Learning

This pack is an SEN pack (Key Stage 1 Level). It provides alternative activities if you are finding your year group pack a little bit tricky. There is a suggested length of time for each activity. Please feel free to spend more or less time on each activity to suit you and your child. In your pack there are all the resources you need for each day. We are available to contact should you have any questions on **your class e-mail address** or you can call the school office on 0116 2413444 where somebody will be able to help you.

Monday 8th February	
30 mins	**Get active / wake up shake up** Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).
10 mins	**Handwriting** Practice your cursive handwriting using the sheet starting with 'girl.' These are useful words to be able to spell. Can you test yourself on spelling 3 of them?
40 mins	**Maths** **Arithmetic:** Look at each given number and fill in what 1 more and 1 less would be. **WALT: Can I add tens and ones?** Watch the following video 'Tens and ones using addition' then have a go at the matching activity cards. https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division
20 mins	**Writing Time** Click on the link below to remind yourself about verbs, https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs Then try each of the activities below the video.
30 mins	**Literacy** Today you are going to work to 'box up' a discussion. We use the 'box up' method in class to look at the different sections to texts. Watch the video and make sure you have something to write with and something to write on ready. https://tinyurl.com/y2y3fhp5
15 mins	**Reading** Read the book in your book bag, or any other book that you like, Read for 15mins. If you can, ask an adult or older brother or sister to listen to you read.
15 mins	**Wellbeing** Complete the 'hello sunshine' page in your pack. Draw in the faces of your sunshine people and write down their names. Sunshine people are people who you like to spend time with because they make you feel good or happy!
30 mins	**History** Read the information sheet about Dr Barnardo. Can you do your own research online about him? When you have done this, have a go at answering the questions on your sheet.
10 mins	**Gratefulness** Complete 'The Good Stuff' grid. You started this activity last week so it should be starting to fill up now! Add two or three ideas each day. Today you may want to add food to your 'Good Stuff' grid.
15 mins	**Storytime** Listen to a story. An adult could read you a story or you can listen to one online.

Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

girl

bird

shirt

first

third

turn

hurt

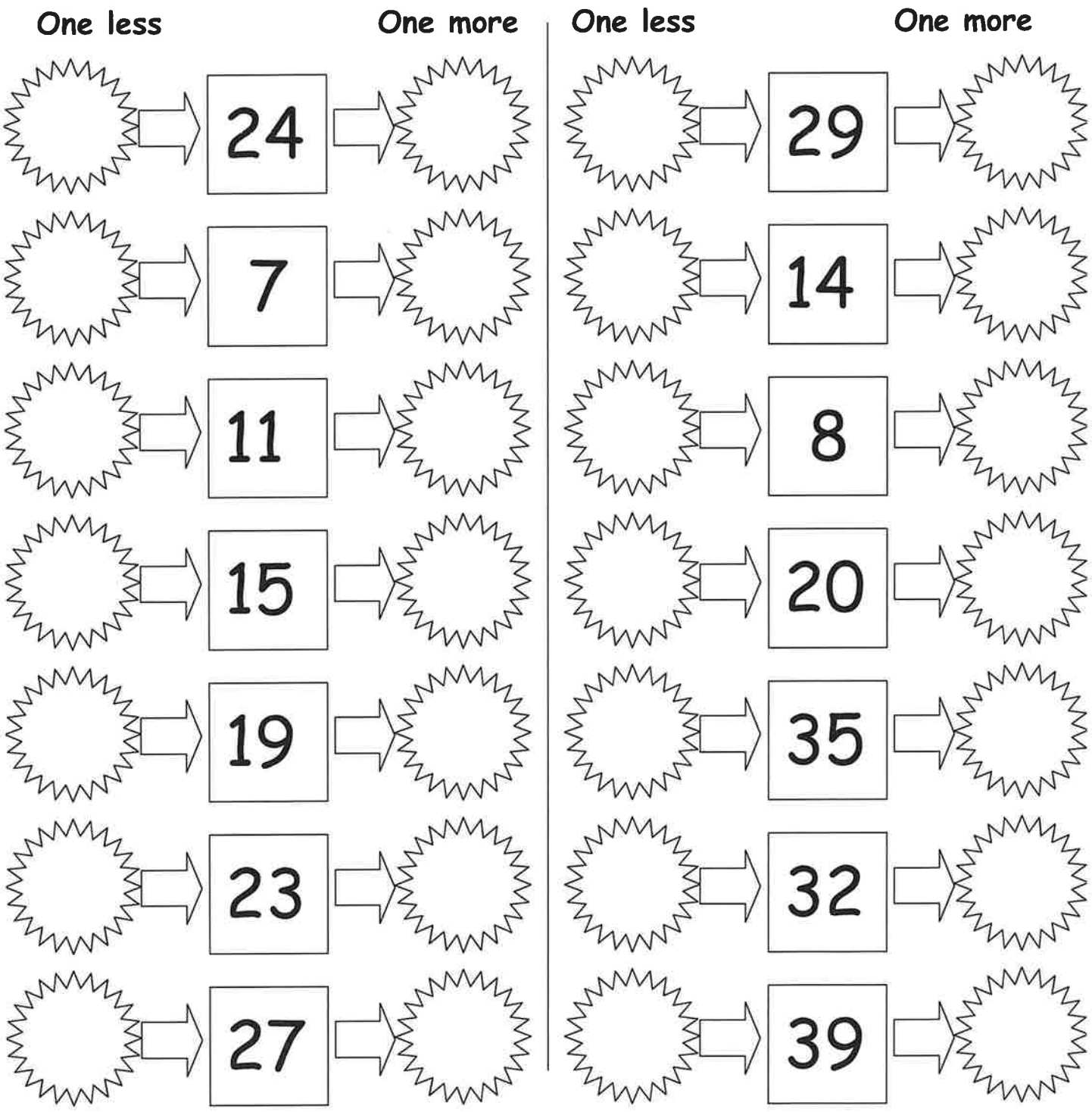
church

burst

burn

1 more or 1 less? by _____

Can you add one more and one less to the number in the middle?



Diving into Mastery - Diving

Adult Guidance with Question Prompts

Children build upon their knowledge of the part-whole model. They know how tens and ones can be partitioned and recombined to make a total. They can use the addition symbol to express numbers to 100.

How can we use the whole and part to work out the missing part?

Use concrete materials or drawing to make three ones. How many tens can you add or draw until you reach 83?

What number completes the part-whole model?

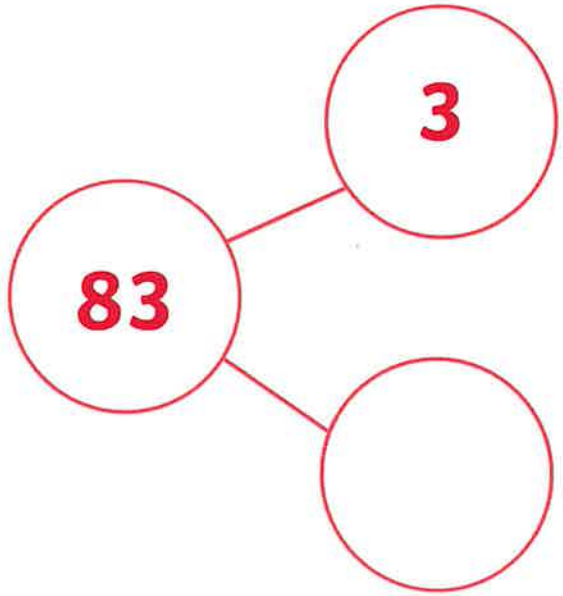
How can you arrange the numbers in the part-whole model to make four addition calculations?

What other numbers can you partition into tens and ones?

Can you use concrete materials or drawings to show these numbers?

Tens and Ones

Complete the part-whole model and write four addition number sentences to match it.



_____ + _____ = _____

_____ + _____ = _____

_____ = _____ + _____

_____ = _____ + _____

Draw your own part-whole models and write four addition number sentences for each.

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children build upon their knowledge of the part-whole model. They know how tens and ones can be partitioned and recombined to make a total. They can use the addition symbol to express numbers to 100.

What clues are there in the number sentences?

Can we look at the tens digit or the ones digit to help us?

Can you explain any patterns you notice?

Which numbers are easier/more difficult to match to their number sentences? Why?

Can you use concrete materials or drawings to show these numbers?

Tens and Ones

Match the number sentences to the correct number. Can you find the odd one out and explain why they don't match?

10 + 9	66
50 + 16	41
60 + 0	52
70 + 19	19
20 + 11	60
30 + 22	89

Draw part-whole models to represent how each number has been partitioned into tens and ones.

What other numbers can you partition into tens and ones?

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children build upon their knowledge of the part-whole model. They know how tens and ones can be partitioned and recombined to make a total. They can use the addition symbol to express numbers to 100.

What clues can you see in the pattern?

Can we look at the tens digit or the ones digit to help us?

Write out each number sentence to help you explore the pattern.

What happens at each stage in the pattern? What is the difference?

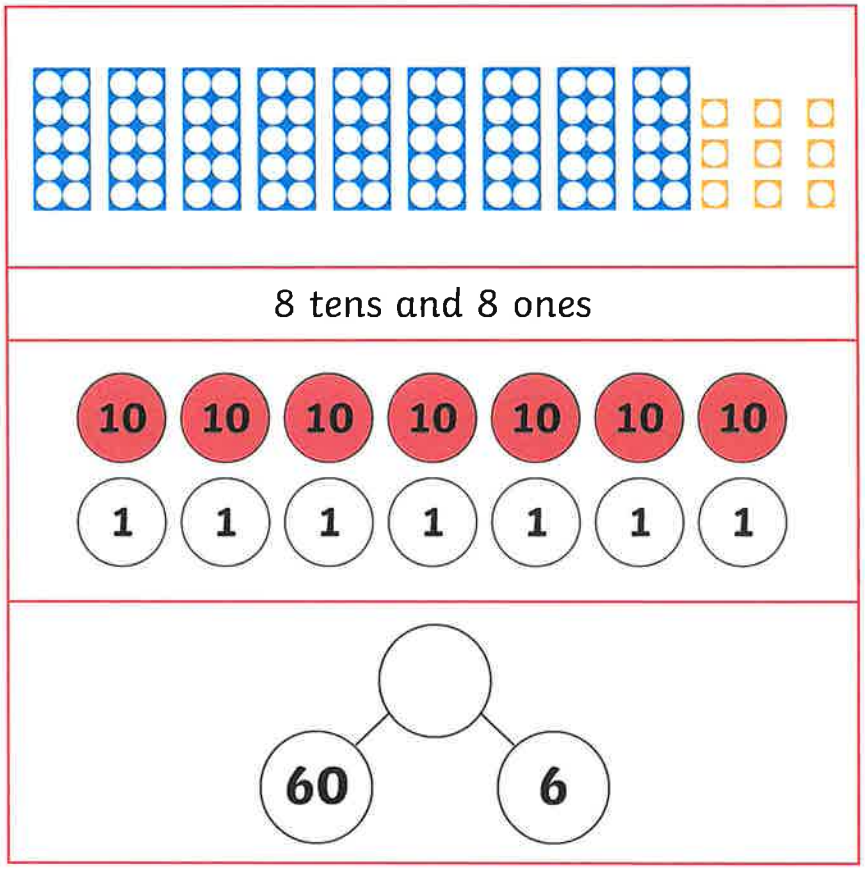
What number would complete the part-whole model? How do you know?

What do you notice about the numbers of tens and ones at each stage?

Can you show different ways of representing the next three numbers in the pattern using drawings or concrete materials?

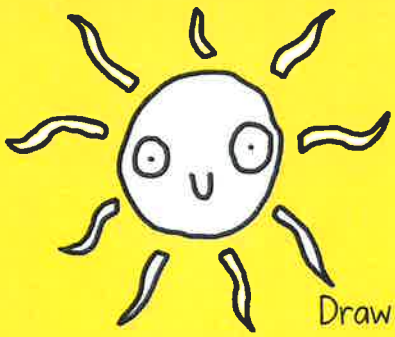
Tens and Ones

What could come next in the pattern?



Can you use concrete materials or drawings to show the next 5 numbers in the pattern?

Explain the pattern to a partner. Can you think of your own patterns?



HELLO, SUNSHINE!

Some people are like sunsh
Spend more time with
these people.

Draw in the faces of your sunshine people and write down their

Fact Sheet

Dr Barnardo

Date of birth: 4th July 1845

Place of birth: Dublin, Ireland

Why Was Dr Barnardo Famous? Dr Barnardo was the founder and director of homes for poor children. He established the charity we now know as Barnardo's. From the foundation of the first home in 1867, to the date of Barnardo's death, nearly 60 000 children had been rescued, trained and supported into their adult life. At the time of his death, his charity was caring for over 8500

Early Life: Barnardo studied medicine at the London Hospital, where he became a fellow of the Royal
College of Surgeons. Through his work he became aware of the many homeless and destitute children in the cities of England. The first of the "Dr Barnardo's Homes" opened in 1867 in London. In

Important Work: Barnado's workload helping homeless children steadily increased until, at the time of his death in 1905, he had established 112 district homes and many regional mission branches throughout the United Kingdom. Barnardo was given a home in Barkingside as a wedding gift and there, on 9th July 1876, The Girls' Village Home was officially opened, housing some

Later Years: Barnardo died in London on 19 September 1905, and was buried in front of Cairns House, Barkingside, East London. The house is now the head office of the children's charity he

Interesting Fact: At the time of the Whitechapel murders, various doctors in the area were suspected. Dr Barnardo was named a possible suspect. However, there was no solid evidence that he committed the

Dr Barnardo Research Activity

Use the Internet, non-fiction books or ask your family, friends or teacher to research the following information about Dr Barnardo and his important work.

1. Where did Dr Barnardo live?	
2. What job did he have?	
3. Why did he set up his own school?	
4. Who was Jim Jarvis? Why is he important?	
5. Where were the children living?	
6. Why did Barnado start his fund? Where did he get the money from?	
7. How is the shelter of a doorway different from the shelter of a home?	
8. What do you think the children thought of Dr Barnardo? Explain your answer.	
9. Who looked after the children in the homes?	
10. What year was the first home opened?	

Tuesday 9th February	
30 mins	**Get active / wake up shake up** Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).
10 mins	**Handwriting** Practice your cursive handwriting using the sheet starting with 'grander.' These are useful words to be able to spell. Now write 3 sentences using these words.
40 mins	**Maths** **Arithmetic:** Fill in the missing numbers in the hundred square by looking at the numbers above, below and either side of the empty square. **WALT: Can I understand place value?** Watch the following video 'Using a place value chart' and work through the questions. When you have finished, challenge yourself to have a go at the activity cards. https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division
Break	
20 mins	**Writing Time** Play this fun game about verbs https://www.softschools.com/language_arts/grammar/verb/balloon_game/ You can set the speed to suit you. Burst all the balloons that contain a verb. If you hover over the balloon, a sentence appears at the top with the word in it. This will help you to work out whether they are verbs or not. Remember, verbs are *doing* words.
30 mins	**Literacy** In this lesson you will explore the different features of a discussion text and identify them. You will also begin to think about arguments that you want to include in your discussion text. Watch the video and do all the activities. https://tinyurl.com/y47zw6lc
Lunch	
15 mins	**Reading** Have a look at the sheet 'Text Talk.' Think of two characters from a story that you know and write some text messages from them. You could use Little Red Riding Hood and the Wolf, or perhaps Jack and the giant from the top of the beanstalk.
15 mins	**Wellbeing** Complete the 'You did it' page in your pack. Remind yourself of your achievements no matter how big or small. This could be things that have made you feel proud, excited or even just something you don't really like doing but you did it anyway.
30 mins	**Non-Core (Computing)- Safer Internet Day** Last week, you watched this last week and then created your 'true or false' statements. Today you are going to be looking at 'Fake News' and how to spot it! Read this information (you may need an adult to read it to you) https://www.bbc.co.uk/newsround/38906931 Then complete this quiz: https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz You may want to make a 'fake news' poster when you have finished warning others about fake news and how to spot it.
Break	
10 mins	**Gratefulness** Complete 'The Good Stuff' grid. Today you may want to add experiences to your 'Good Stuff' grid.
15 mins	**Storytime** Listen to a story. An adult could read you a story or you can listen to one online.

Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

grander

grandest

fresher

freshest

quicker

quickest

taller

tallest

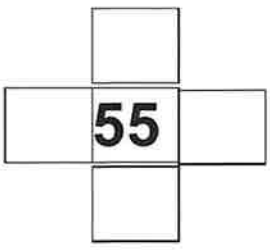
slower

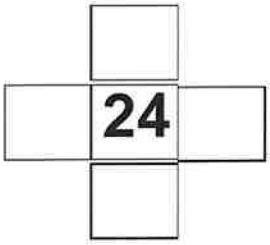
slowest

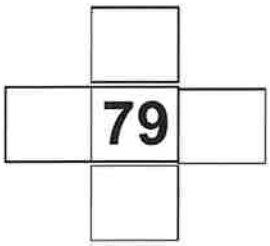
Missing Numbers

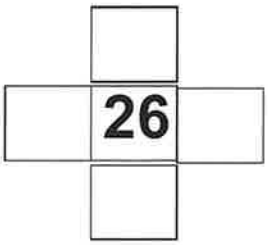
Fill in the missing numbers in thishundred square.

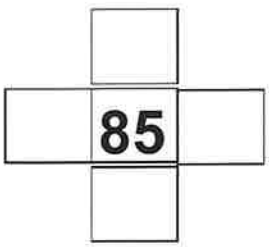
1	2		4	5	6	7		9	10
11	12	13			16	17		19	20
21	22		24	25	26	27		29	30
31		33		35		37	38	39	
41	42	43		45	46	47		49	50
	52	53		55	56	57	58		60
61		63		65		67	68		70
71	72		74		76		78	79	
81		83		85		87	88		90
	92	93	94		96		98	99	

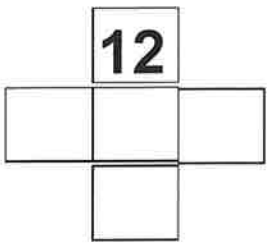


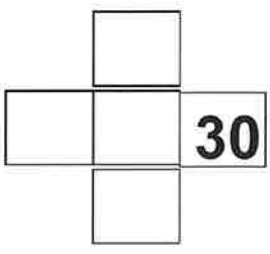


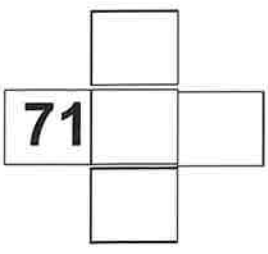












Diving into Mastery - Diving

Adult Guidance with Question Prompts

Children should be able to formally present their work in the correct place value positions.

Which place value grid shows the most/fewest tens?

Which place value grid shows the most/fewest ones?

Which number has six tens?

Which number has one ten?

Which number has seven tens?

Which number has five ones?

Which number has nine ones?

Which number uses zero as a place holder?

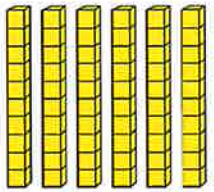
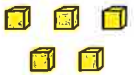
Which is the largest number? Can you explain how you know? Which column in the place value grid did you look at first?

Which is the smallest number? Which column in the place value grid did you look at first this time?

Use a Place Value Chart

What numbers are represented on the place value grids?

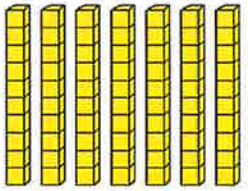
a

Tens	Ones
	

b

Tens	Ones
	

c

Tens	Ones
	

Can you make these numbers using base ten equipment?

33 **15** **72** **66** **90** **28**

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children should be able to formally present their work in the correct place value positions and use concrete, pictorial and abstract representations on a place value grid.

What is the maximum number of ones you usually see on a place value grid?

What have the children forgotten?

How might each of the children change their answers?

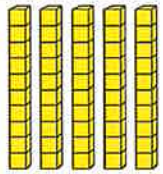
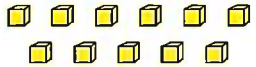
Is it easy to understand these place value grids?

Why not?

Use base ten equipment to show a different way of making the children's numbers.

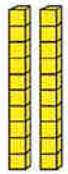
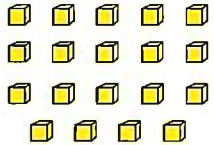
Use a Place Value Chart

Simon is trying to make the number 61.
Is he right? Can you explain your answer?

Tens	Ones
	

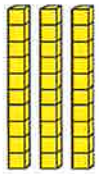
Does his work show 61?

Grace is trying to make the number 39.
Is she right? Can you explain your answer?

Tens	Ones
	

Does her work show 39?

Maurice is trying to make the number 55.
Is he right? Can you explain your answer?

Tens	Ones
	

Does his work show 55?

Can you use a place value grid to show how we would normally make the numbers 61, 39 and 55?

Diving into Mastery - Deepest

Adult Guidance with Question Prompts

Children should be able to formally present their work in the correct place value positions and use concrete, pictorial and abstract representations on a place value grid.

How many tens can you see?

Which numbers are even numbers?

What is the highest number Jane might have made?

What is the lowest number it could have been?

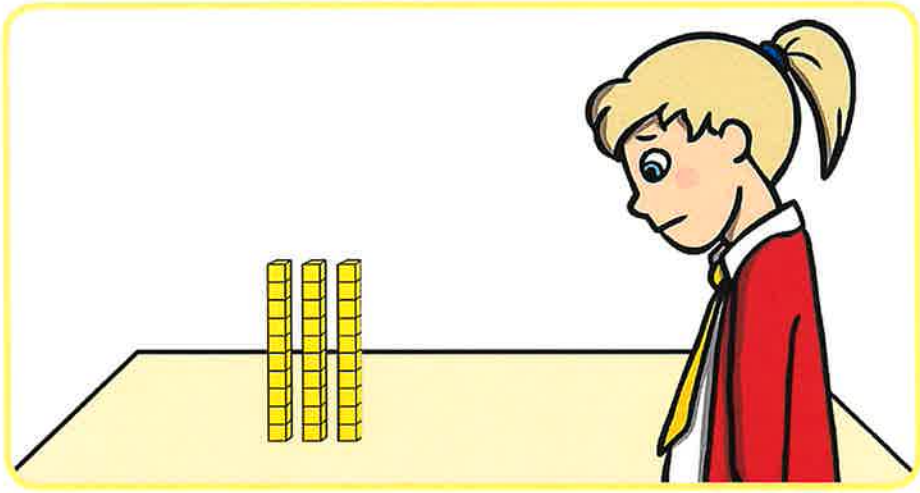
How many even numbers are between 30 and the next tens number?

How many odd numbers are between 30 and the next tens number?

Use base ten equipment to show all the possibilities.

Use a Place Value Chart

Jane made a number using base ten equipment but Joe knocked the ones on to the floor.



Jane's number was an odd number.

What numbers could it have been?

How do you know you have found them all?

What numbers couldn't it have been?

Explain how you know and show your answers on a place value grid.

Text Talk

Two of the characters from the story you've just read have been texting each other non-stop! Can you write a conversation between your two characters about something that happened in the story?

This phone belongs to:

This phone belongs to:

YOU DID IT!

Fill in these notes to remind yourself of times when something felt too difficult but you were brave and did it anyway.

Why not write these down on sticky notes and put them up somewhere so that you'll see them every day?

Wednesday 10th February	
30 mins	**Get active / wake up shake up** Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).
10 mins	**Handwriting** Practice your cursive handwriting using the sheet starting with 'half'. Do you know the days of the week in order? Cover up the sheet and say them order without looking?
40 mins	**Maths** **Arithmetic:** Look at the number sequences and fill in the numbers that follow on from them. **WALT: Can I compare objects?** Watch the video below 'Compare objects' and work through the questions. When you have finished, have a go at the questions on the worksheet. https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division
	Break
20 mins	**Writing Time** Using interesting verbs can improve your writing. Copy these sentences into your book and change each of the underlined verbs for something more interesting. 1. Tom walked across the slippery ice. 2. "Ouch, that hurt," said the white rabbit. 3. Julia ate her dinner as fast as she could so that she could go and play. 4. "You have to be really quiet so that we don't wake up the giant," said the little boy.
30 mins	**Literacy** Over the next three days, you are going to write your own discussion text. Today you will write the first section. Write into your book. https://tinyurl.com/yyeuk8k7
	Lunch
15 mins	**Reading** Read the book in your book bag, or any other book that you like, Read for 15mins. If you can, ask an adult or older brother or sister to listen to you read.
15 mins	**Wellbeing** Complete the 'Memory Puzzle' page in your pack. The instructions are on the sheet. After that, you can complete the colouring sheet to relax.
30 mins	**Art** You are going to be completing a self-portrait with a twist! One half of your face is going to be your 'outer self' this is what you look like on the outside. The other side is going to be your 'inner self' there is an example. Your inner self could be anything from your hobbies, things you like, feelings or animals you like to make the features of your face. We can't wait to see your version!
	Break
10 mins	**Gratefulness** Complete 'The Good Stuff' grid. Today you may want to add items to your 'Good Stuff' grid.
15 mins	**Storytime** Listen to a story. An adult could read you a story or you can listen to one online.

Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

half

quarter

straight

weight

caught

daughter

forty

area

heard

early

I can count forwards and backwards to 30.

Name:

Forwards →

4	5	6	7		

12	13	14	15		

15	16	17			

18	19	20			

24	25	26			

27	28	29			

21		23		25	

13		15		17	

Backwards →

9	8	7	6		

15	14	13	12		

21	20	19			

25	24	23			

33	32	31			

29	28				

24		22		20	

21		19		17	

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children can compare objects once they are secure with tens and ones and placing numbers on a place value chart. Children should be able to compare a variety of objects using the language more than, less than and equal to. They should also be able to use the symbols <, > and =.

How many bottles of paint are inside one box?

How could you quickly count the paint in all the boxes?

Do groups of five help you count? Why?

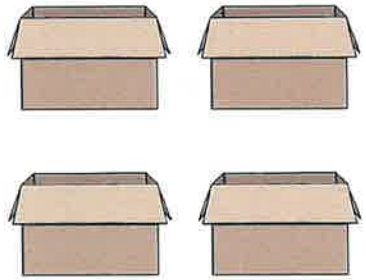
How many bottles of paint does each child have?

Which child has the most/least?

Which symbol would you choose to compare the two quantities of paint? Why?

Compare Objects

A box contains 5 bottles of paint. Who has the most bottles of paint? Explain how you know.

Jay's Paint	Jemima's Paint
	

How many bottles of paint do Jay and Jemima have each?

Use a <, > or = symbol to show how you can compare the amount of paint.

Draw what you would see if Jemima's boxes were opened.

Who has the fewest bottles? How many more bottles would they need to have the same as the other person?

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children can compare objects once they are secure with tens and ones and placing numbers on a place value chart. Children should be able to compare a variety of objects using the language more than, less than and equal to. They should also be able to use the symbols <, > and =.

What number is shown in base ten?

What number is shown in coins? Which is less? Which is more?

What is the difference between A and B? How much more would make them equal?

What number is shown on the abacus?

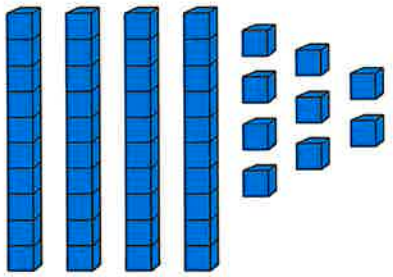
What number is shown in place value counters? Which is less? Which is more?

What is the difference between C and D? How much more would make them equal?

Compare Objects

Use coins to make A and B equal:

A



=

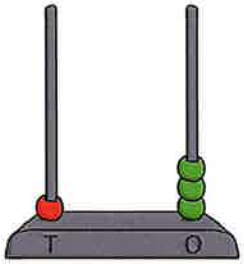
B

How could you make B more than A?

How could you change the base ten to make A less than B?

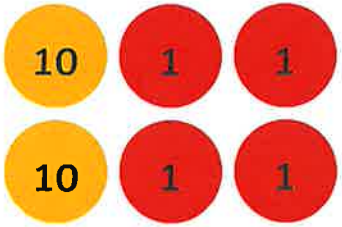
Use beads to make C and D equal:

C



=

D



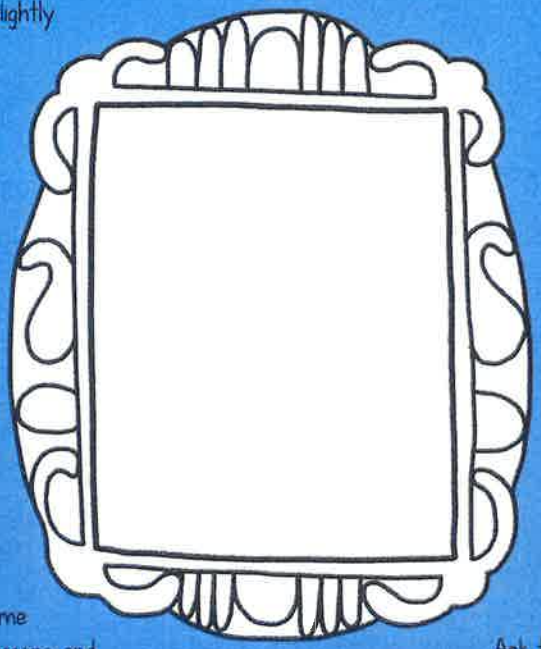
How could you make C more than D?

How could you change the place value counters to make D less than C?

MEMORY PUZZLE

Memory is stored in separate parts of your brain in tiny fragments.

People often remember the same event in a slightly different way, depending on what was important to them.

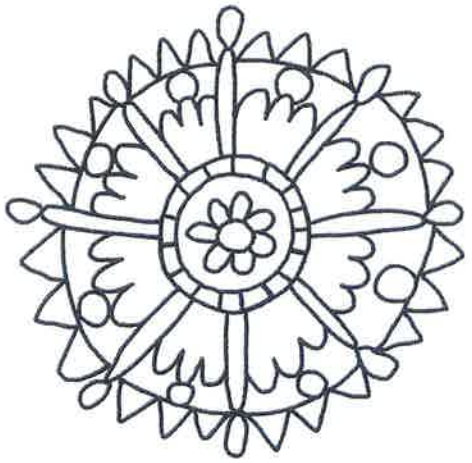


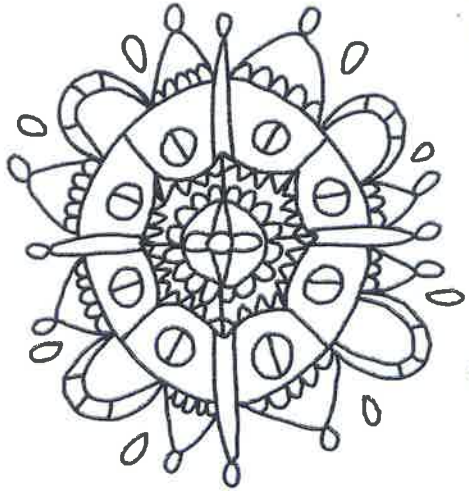
Memories are not exact recordings.

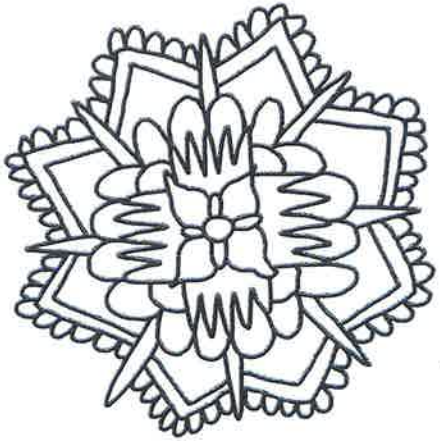
Think of a fun time you had with someone and draw or stick a photo of it here. Write down two things you remember about it.

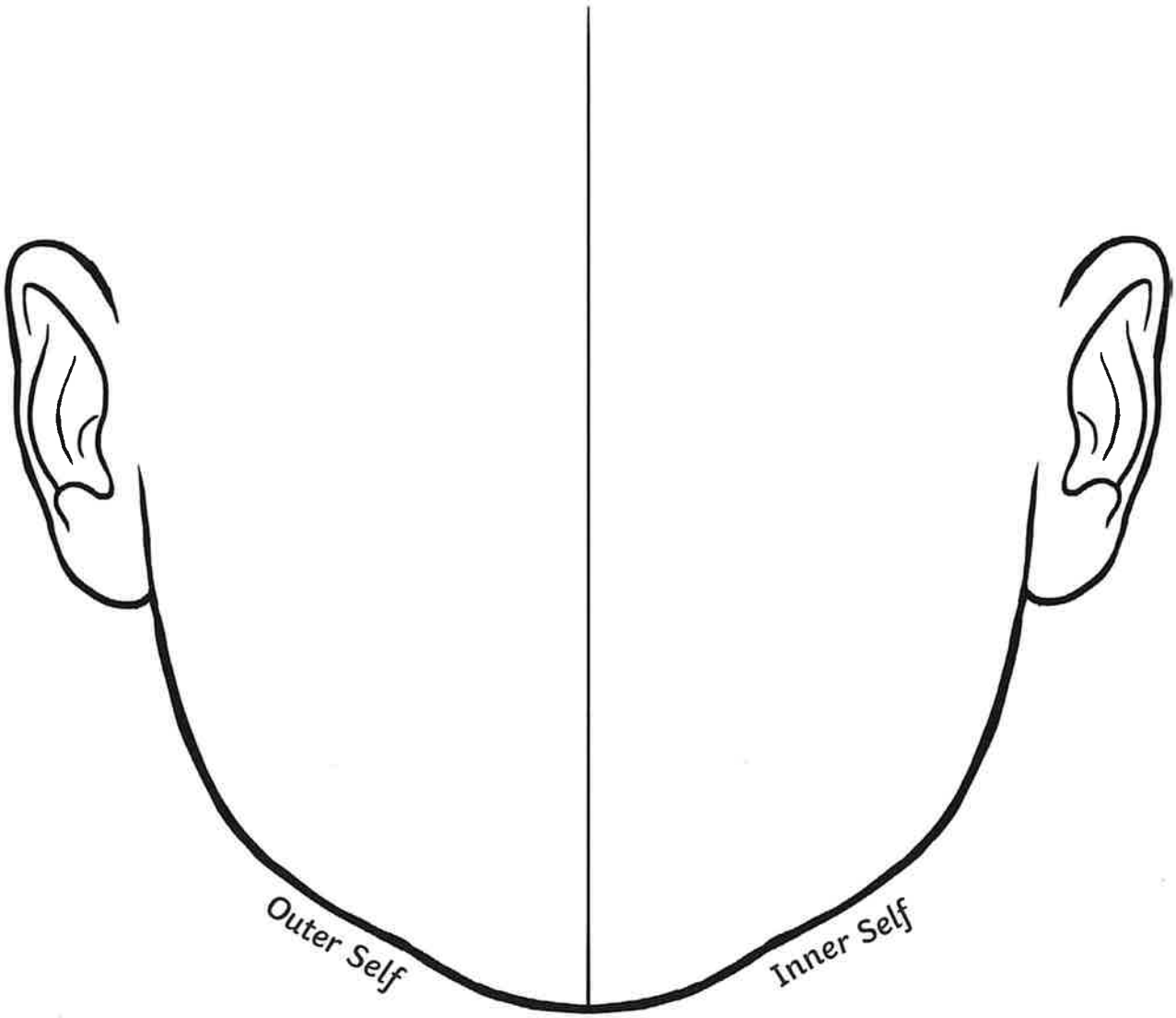
Ask the other person to remember two things about the same event without letting them see what you've written. Are there any differences?

COLOUR THESE IN









Draw and color what you look like on the Outer Self side of the face. Draw and color your hobbies, emotions, thoughts, and feelings on the Inner Self side of the face. See the sample picture for ideas.

Thursday 11th February	
30 mins	**Get active / wake up shake up** Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).
10 mins	**Handwriting** Practice your cursive handwriting using the sheet starting with 'Kent.' Now challenge yourself and write a sentence that contains at least 3 of these words.
40 mins	**Maths** **Arithmetic:** Count the groups of ten to find the totals. **WALT: Can I compare numbers?** Watch the following video 'Compare numbers' and work through the questions. Now challenge yourself and have a go at the activity cards. https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division
Break	
20 mins	**Writing Time** Today's activity is about homophones. These are words that sound the same but mean different things. https://www.bbc.co.uk/bitesize/topics/zqhpk2p/articles/zc84cwx Click on the link, watch the video and complete all the mini quizzes.
30 mins	**Literacy** Today you are going to write the second part of your discussion text. Follow on from yesterday's writing in your book. Watch the video here. https://tinyurl.com/y385z6l7
Lunch	
15 mins	**Reading** Read the information about the Titanic and answer the questions on the sheet.
15 mins	**Wellbeing** Complete the 'Tip the scales' sheet in your pack. This will help you identify the character muscles that you have. It may also help you to recognise which character muscles you might want to work a little more!
30 mins	**Science** Find ten items around your house that your parents/carers do not mind getting wet. You are going to make a prediction for each of them. You are going to say whether you think they are going to 'sink' or float'. You may need to research the definition of these words first! When you have made your prediction, start your experiment. Fill a washing up bowl/the sink with cold water. Drop each item in the water one by one. Remember to ask an adult if the objects you have chosen are allowed to be dropped into the water. Record whether they sink or float. Were your predictions correct?
Break	
10 mins	**Gratefulness** Complete 'The Good Stuff' grid. Today you may want to add places to your 'Good Stuff' grid.
15 mins	**Storytime** Listen to a story. An adult could read you a story or you can listen to one online.

Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

Kent

sketch

kit

skin

frisky

skill

risky

kettle

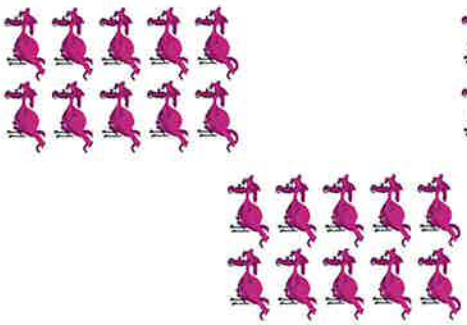
kilt

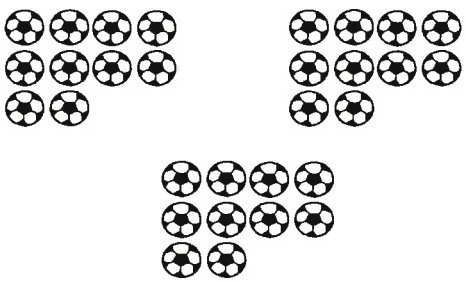
king

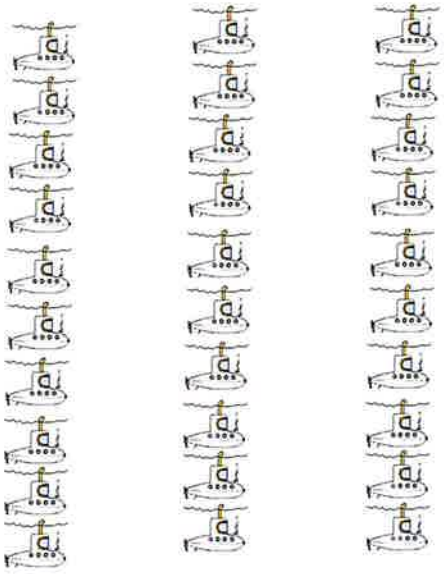
I can count in tens.

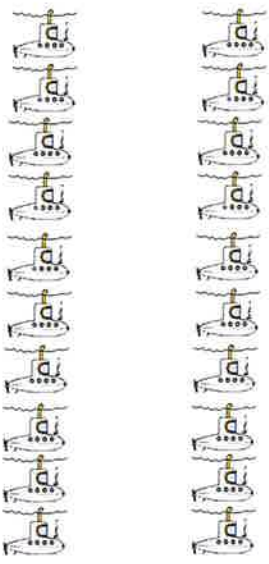
Name:

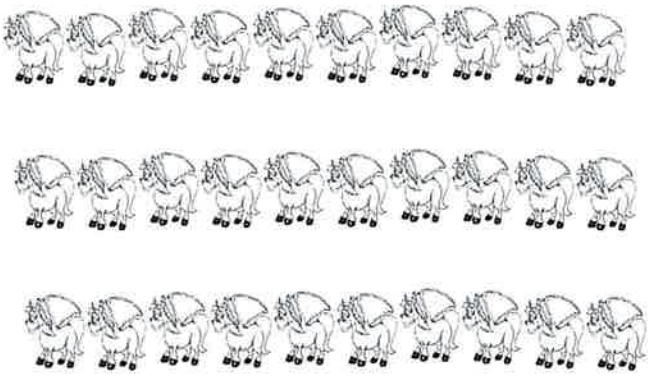
Count these objects. They are all grouped in tens! What is the easiest way to count them?

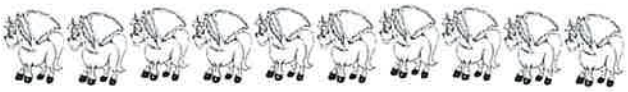


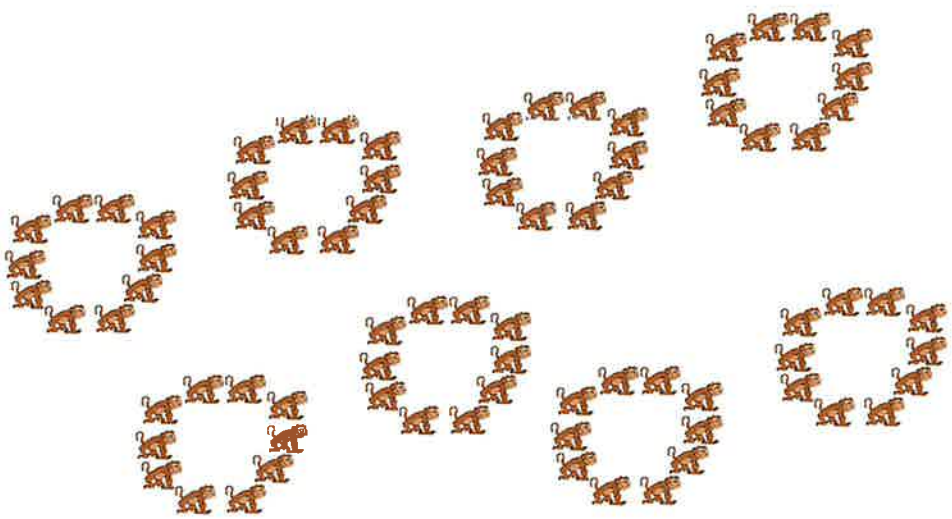


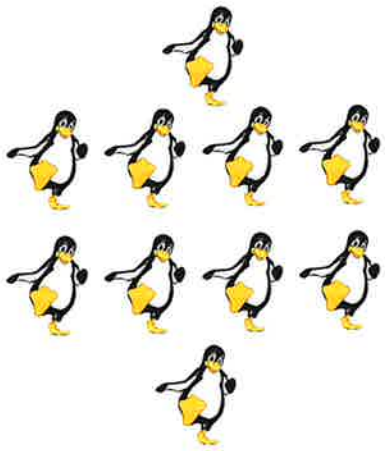


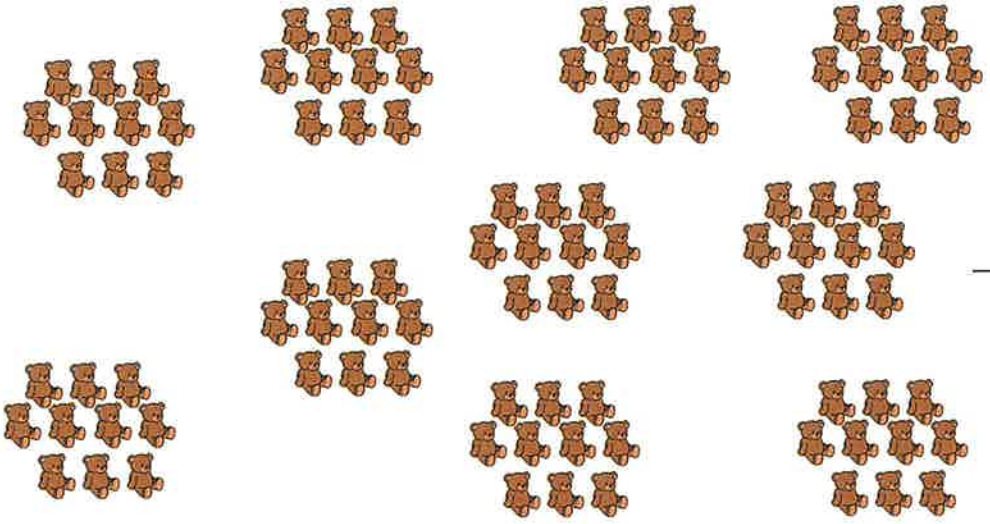












Diving into Mastery - Diving

Adult Guidance with Question Prompts

Children should compare numbers using the language 'greater than', 'less than', 'more than', 'fewer', 'most', 'least' and 'equal to'. They should also use the symbols <, > and = to write number sentences.

What do the comparison symbols show you?

What numbers do the base ten block pictures represent? How many tens and ones can you see?

Which numbers are less than 24?

What number is equal to two tens and one one?

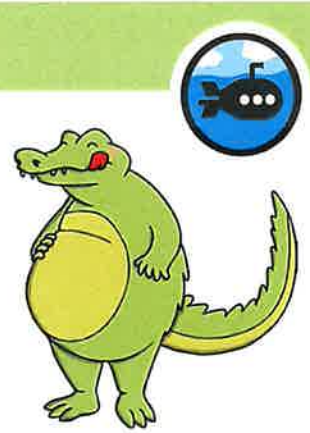
Which numbers are less than 25?

Which numbers are more than 21?

Which box matches only one of the numbers? How do you know?

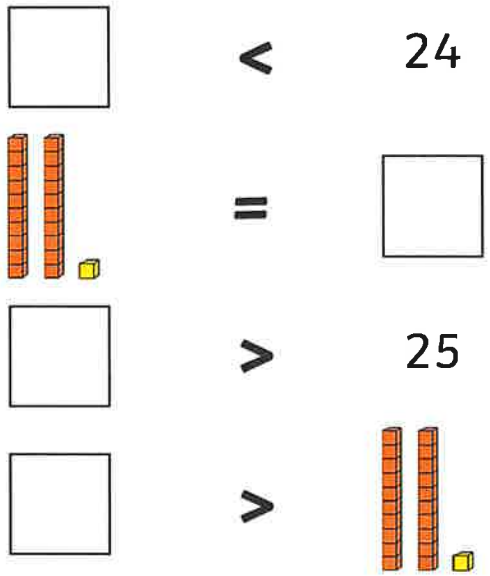
Which boxes match several numbers? Why?

Compare Numbers



Match the numbers below to the correct box. You can only use each number once.

21	19	22	26



If you could use the numbers more than once, which numbers could go inside more than one box?

What other numbers could go in each box?

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children should compare numbers using the language 'greater than', 'less than', 'more than', 'fewer', 'most', 'least' and 'equal to'. They should also use the symbols <, > and = to write number sentences.

Which number has three tens?

Which number has one ten?

What number does the first picture represent?

What number does the second picture represent?

Which is the greater number? How do you know?

Which is the smaller number? How do you know?

What do the comparison symbols mean?

Which numbers are less than 31?

Which numbers are greater than 14?

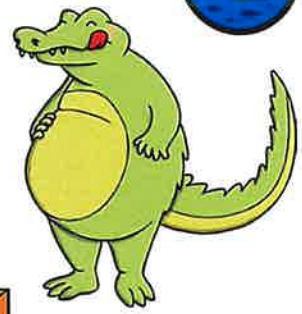
Could 32 go in the middle? Why not?

Could 15 go in the middle? Why?

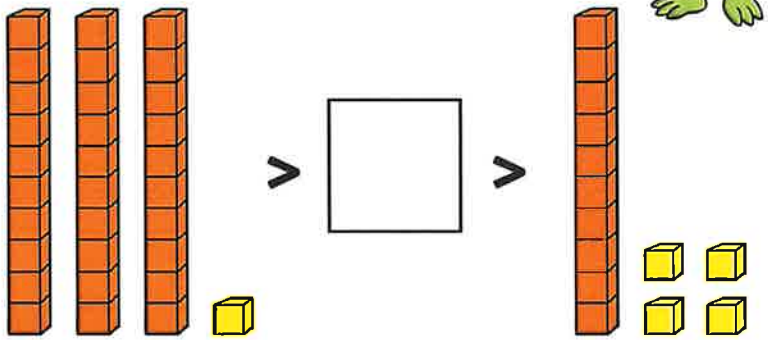
What other numbers could go into this box?

What other representations could you use to show a number that could go into the empty box?

Compare Numbers



Look at this comparison.



Lillian says that these numbers could go into the box. Is she correct? Explain your thinking.

32 25 15 12

How many different numbers could go into the box?

How many different base ten block representations could go into the box?

Can you find another way to represent your answers?

The Titanic

The Titanic was the biggest ship of its time. It carried over 2,000 passengers and crew. Its first journey was from Southampton to New York but the ship never got to the USA.

How Was the Titanic Made?

The Titanic was built in Belfast. It took three years to build and cost millions of dollars.

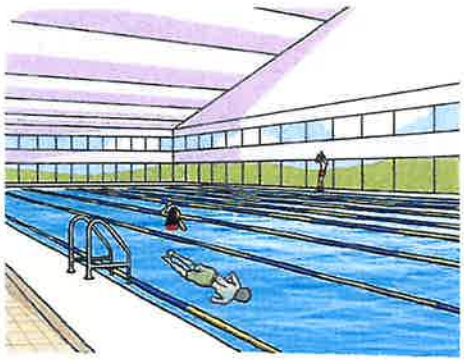
The Titanic had four funnels. Only three of these funnels worked. The other was to make the ship look more important.

What Could You Do on the Titanic?

There were lots of things to do on the Titanic! If you were a rich passenger, you had a private bathroom, sitting room and bedroom. You could go to restaurants or swim in the pool. If you were a poor passenger, you slept on bunk beds in crowded cabins. There were less fun things that you could do.

On the Titanic, there were:

- four restaurants;
- one pool;
- two libraries;
- one gym.



Why Didn't the Titanic Reach the USA?

Sadly, on 15th April 1912, the Titanic hit an iceberg and sank. Many people lost their lives.

Did You Know...?

1. The Titanic was 269 metres long (the same length as three football pitches).
2. The iceberg that hit the Titanic was around 30 metres tall.

Questions

1. How many people did the Titanic carry? Tick one.
   - ◯ over 1,000
   - ◯ over 2,000
   - ◯ over 3,000

2. Number the events from 1-3 to show the order that they occur in the text.

Poor passengers ...	were travelling to New York.
Rich passengers ...	had less fun things to do.
All of the passengers ...	had lots of fun things to do.

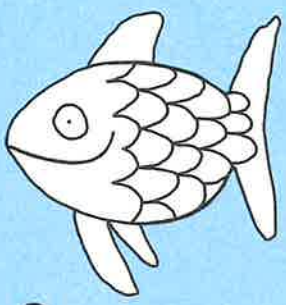
3. Number the events below to show the order they happened.
   - ☐ The Titanic left Southampton on its first journey.
   - ☐ The Titanic hit an iceberg.
   - ☐ The Titanic was built in Belfast.

4. Fill in the missing word.
   The Titanic was the _____ ship of its time.

5. Find and copy one word that shows the Titanic sinking was an unhappy event.
   _____

TIP THE SCALES

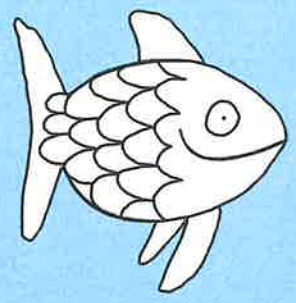
You are unique.
Fill in the scales on this fish with
the qualities that make you special
both other people and to yourself. Be c



Ask
ideas i
need

KIND

GENEROUS



Friday 12th February	
30 mins	**Get active / wake up shake up** Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).
10 mins	**Handwriting** Practice your cursive handwriting using the sheet starting with 'made.' Now choose 3 of them and write a sentence using each of them.
40 mins	**Maths** **Arithmetic:** Colour in half the beads in one colour and half in another colour for each given number to find what half is. **WALT: Can I order objects and numbers?** Watch the following video 'Order objects and numbers' and have a go at the questions. Now challenge yourself to use what you have learnt to complete the activity cards. https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division
Break	
20 mins	**Writing Time** Yesterday you worked on homophones – words that sound the same but mean different things. Your task is to write a sentence using each of these homophones correctly. Night, knight, blue, blew, two, too.
30 mins	**Literacy** Today you are going to finish writing your discussion text. Watch the video and follow along. If you would like to, you can ask an adult to take a picture of your finished writing and email it to your teacher. We can't wait to see what you have written! https://tinyurl.com/y5bmdggh
Lunch	
15 mins	**Reading** Look at the information about Pirates and read it very carefully. Answer the questions on the sheet.
15 mins	**Wellbeing** Complete the 'Big and Little fish' page in your pack and then complete the colouring sheet that is next to it. This is a fun activity where you can turn all of your loved ones into creatures!
30 mins	**PE** Complete one of the 'Volleyball' or 'Colour and Shapes' activities in your pack. Make sure you have a big space to do this in and permission of an adult if your activity involves throwing. Have fun!
Break	
10 mins	**Gratefulness** Today is the final day of your 'Good Stuff' grid- it should be nearly full! Today you may want to add people to your 'Good Stuff' grid. When you have finished, look back at all of the things you have added. How grateful do you feel?
15 mins	**Storytime** Listen to a story. An adult could read you a story or you can listen to one online.

Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

made

came

same

take

safe

date

take

these

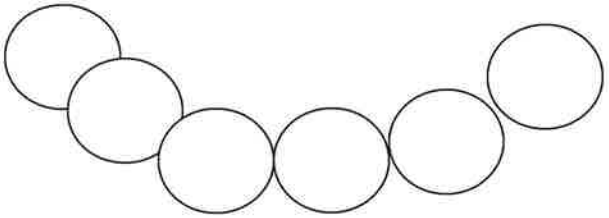
theme

complete

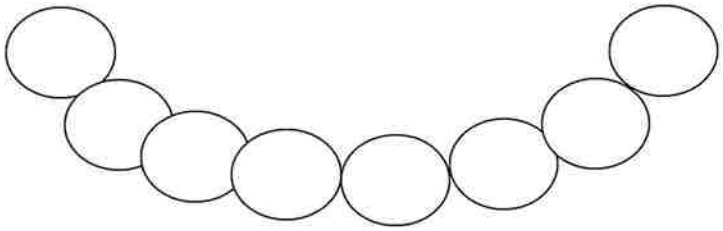
Name:_____ Date: _____

L.O. To practice halving numbers up to 20

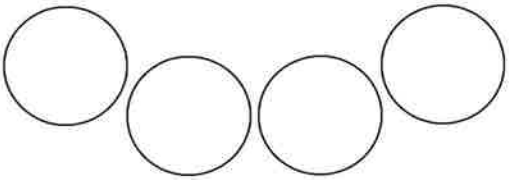
Colour half the beads one colour and half another. Complete the statement below.



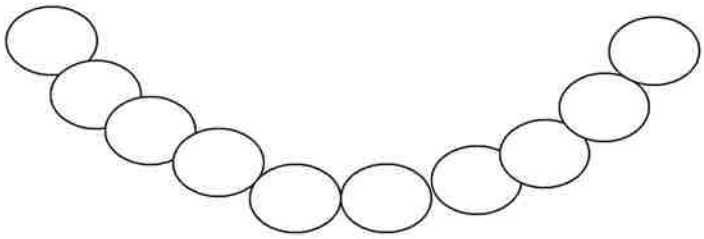
Half of 6 is _____



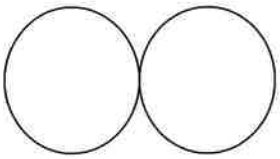
Half of 8 is _____



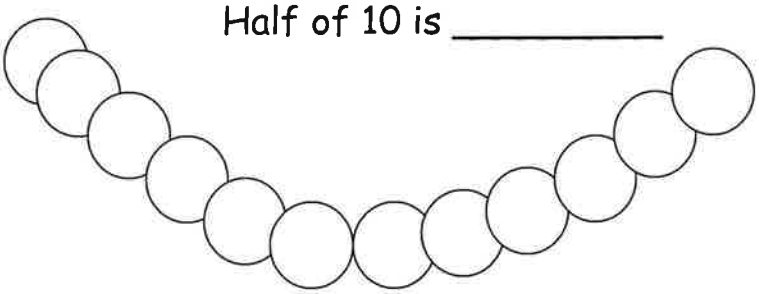
Half of 4 is _____



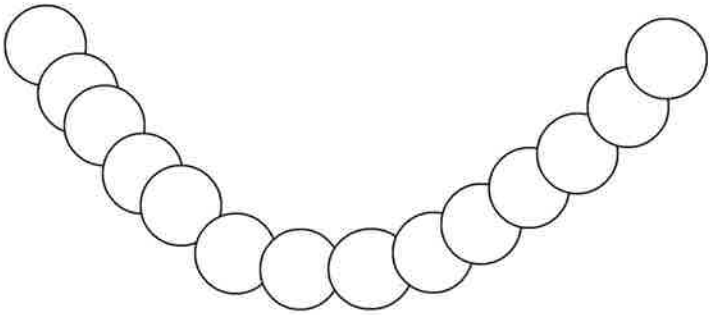
Half of 10 is _____



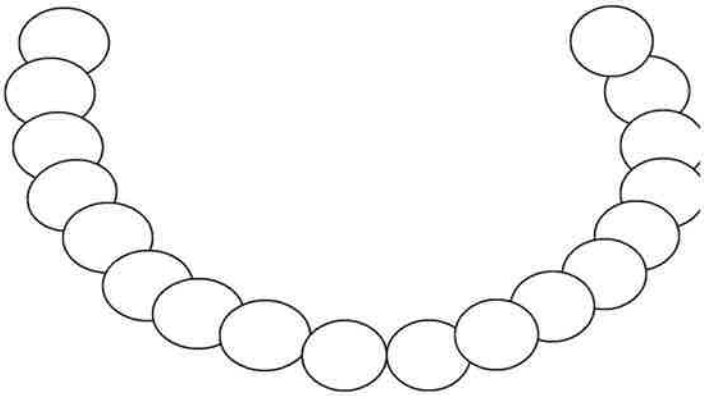
Half of 2 is _____



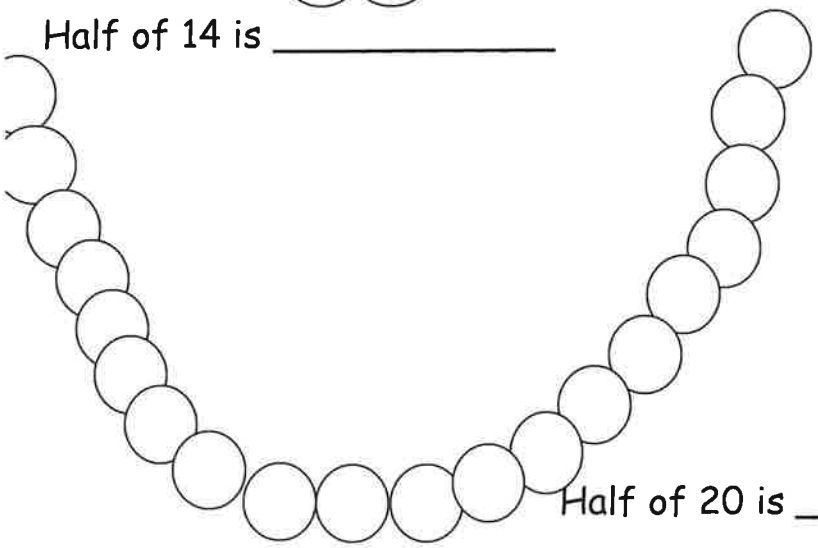
Half of 12 is _____



Half of 14 is _____



Half of 18 is _____



Half of 20 is _____

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children should order numbers and objects in different ways. Children will need equipment for this activity, e.g. hundred square, base ten blocks, Numicon, etc.

What different ways do you know to represent numbers?

Which numbers can you see?

Which number is the smallest? How do you know?

Which number is the greatest? How do you know?

Can you use a hundred square to prove you have ordered the numbers correctly?

Can you find a different way of proving you have ordered the numbers correctly?

Explain how you changed the order from smallest to greatest then greatest to smallest?

Which is the 4th number in each sequence? What do you notice?

Children should notice that 38 is the 4th number in both sequences.

Why has that happened?

Ordering Numbers Differently

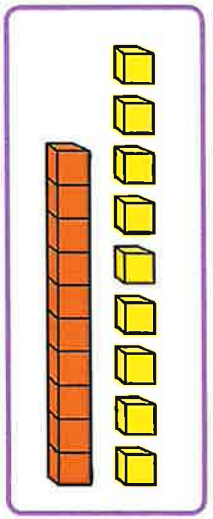
Order the numbers below from smallest to greatest.

42

5 tens and 6 ones

10 + 13

thirty-eight



T	O
7	0

Can you order them from greatest to smallest?

Choose numbers of your own, represented in different ways, to order.

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children should order numbers and objects in different ways. Children will need equipment for this activity, e.g. hundred square, base ten blocks, Numicon, etc.

What different ways do you know to represent numbers?

Which numbers can you see?

Which number is the smallest? How do you know?

Which number is the greatest? How do you know?

Can you use a hundred square to check Jenny has ordered the numbers correctly?

Which one is incorrect?

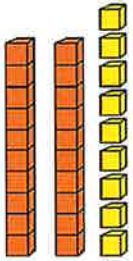
How do you know?

Where should 29 be in the sequence?

Show the correct order but representing each number in a different way to Jenny.

Ordering Numbers Differently

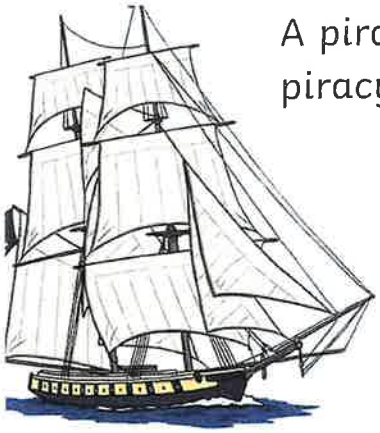
Jenny has put these numbers in order from smallest to greatest but she has made one mistake.

thirty-three	3 tens and 4 ones			T | O 4 | 1

Can you explain where Jenny has gone wrong?

Order the numbers again to show Jenny the correct order but this time represent each number in a different way.

Pirates

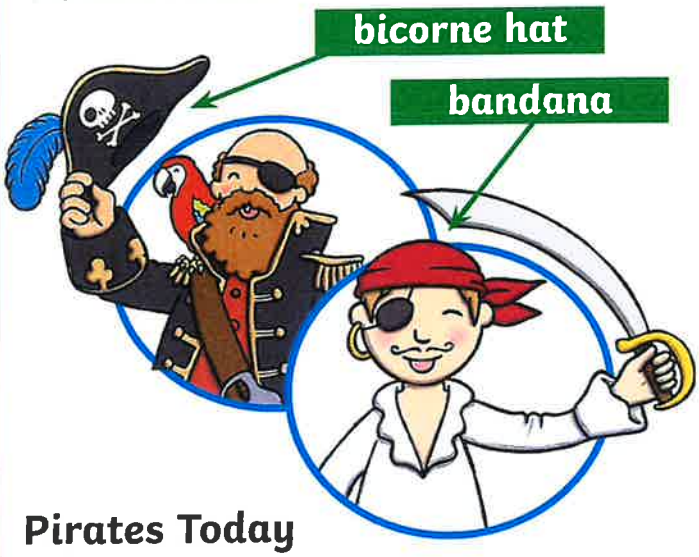


A pirate is a person who attacks and robs ships. Most piracy happened during the 1600s and 1700s.

Pirate Ships

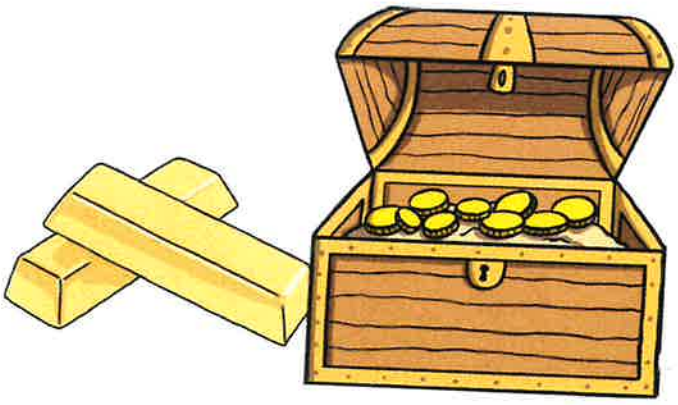
Pirate ships were often ships which had been captured. Some pirate captains would start with a small ship and crew. They would capture bigger ships, take on more crew members and use the bigger ship instead.

Pirate Dress



Pirates Today

They don't dress the same as pirates from the past but pirates do still exist today in places around the world.



Famous Pirates of the Golden Age

John 'Jack' Rackham was an **English** pirate captain who made the Jolly Roger flag.

Bartholomew Roberts was a Welsh pirate who captured 400 ships in four years!

Did You Know...?

- Pirates stole useful items, such as medicine, weapons and soap as well as gold and silver.
- Pirates thought whistling on a ship could cause a storm.
- As far as we know, pirates never used treasure maps. This could have been an idea which was made up for pirate stories.

Questions

1. Draw four lines and complete each sentence.

A pirate ...	400 ships in four years.
Most pirate captains started out with ...	made the Jolly Roger flag.
John 'Jack' Rackham ...	attacks and robs ships.
Bartholomew Roberts captured ...	a small ship and crew.

2. True or False? Pirates stole things like soap and weapons, as well as gold and silver.

   ◯ true
   ◯ false

3. Pirates thought that whistling on the ship would... Tick one.

   ◯ bring good luck
   ◯ stop the wind
   ◯ cause a storm

4. All pirates used treasure maps.

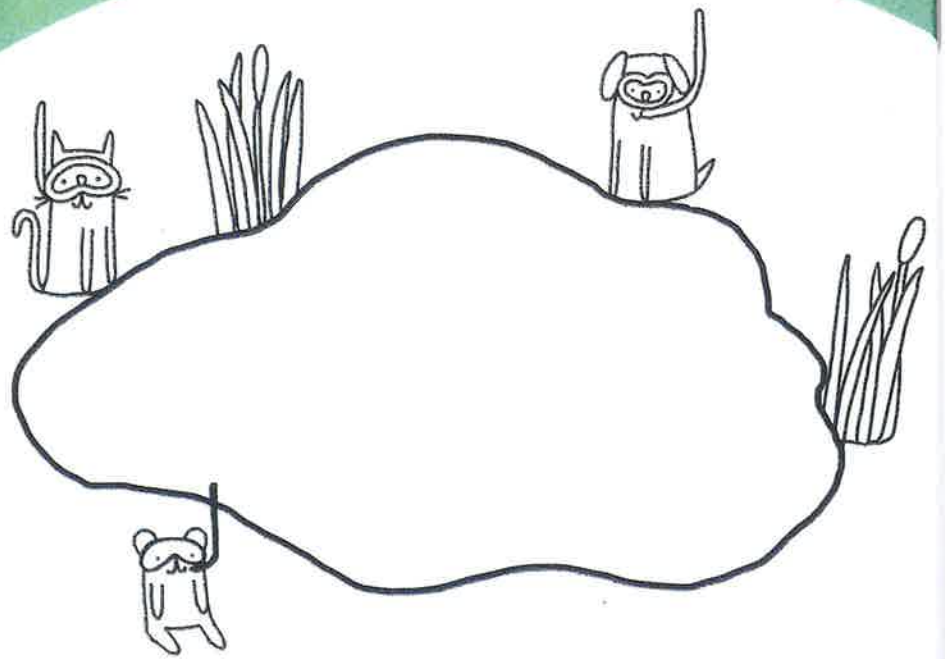
   ◯ true
   ◯ false

5. Fill in the missing word.

   Pirates still exist today in places around the _____.

BIG POND, LITTLE FISH

Who belongs in your safe and sunny pond?
Turn your loved ones into underwater creatures and get splashing about together.



Make sure you include everyone who supports you and helps you, even pets and favourite soft toys.

COLOUR THIS IN HOWEVER YOU WANT TO.

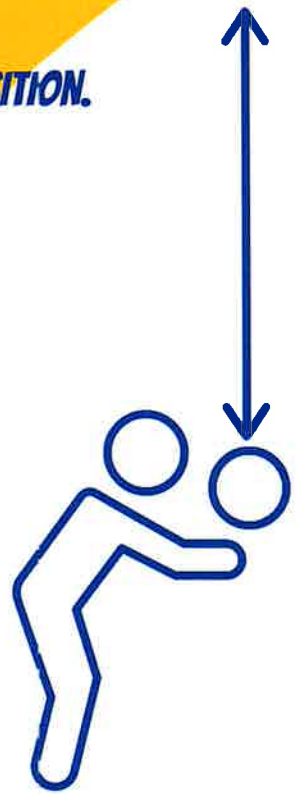
I AM NOT ALONE

VOLLEYBALL

Rising Stars Multi-Sports Ltd

OBJECTIVES

- IMPROVE HAND-EYE CO-ORDINATION.
- TRACK THE OBJECT AND MOVE HAND INTO POSITION.



INSTRUCTIONS

- ROLL UP A PAIR OF SOCKS TO MAKE A BALL OR USE A BALLOON.
- A PLAYER MUST USE ONE OR TWO HANDS TO HIT THE SOCK BALL IN THE AIR TO THEMSELVES WITHOUT LETTING THE BALL HIT THE GROUND.
- PLAYERS CAN USE THE SAME HAND MORE THAN ONCE OR HIT / USE THEIR OTHER HAND.

CHANGE IT UP

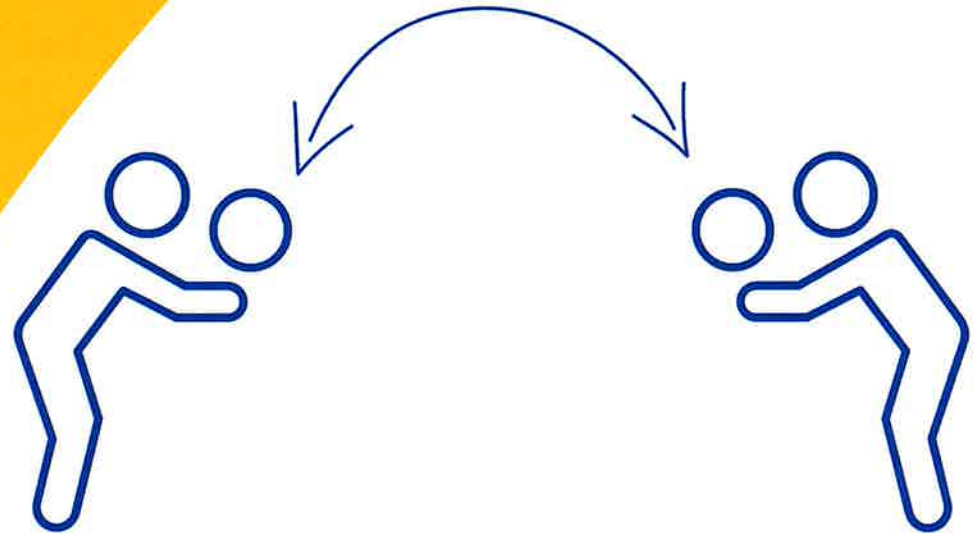
- ADD MORE SOCKS TO THE BALL TO INCREASE THE SIZE.
- ALTERNATE HANDS EVERY TIME.
- CREATE PATTERN. RIGHT HAND TWICE, LEFT HAND ONCE AND REPEAT ETC.

VOLLEYBALL

Rising Stars Multi-Sports Ltd

OBJECTIVES

- IMPROVE HAND-EYE CO-ORDINATION.
- TRACK THE OBJECT AND MOVE HAND INTO POSITION.



INSTRUCTIONS

- ROLL UP A PAIR OF SOCKS TO MAKE A BALL OR USE A BALLOON.
- AGAINST A PARTNER, PLAYERS USE THEIR HANDS TO HIT THE SOCK BALL, WITH IT GOING BACK AND FORTH UNTIL THE SOCK BALL HITS THE GROUND.
- PLAYERS SCORE POINTS BY MAKING THE BALL HIT THE GROUND NEAR THEIR OPPONENT.

CHANGE IT UP

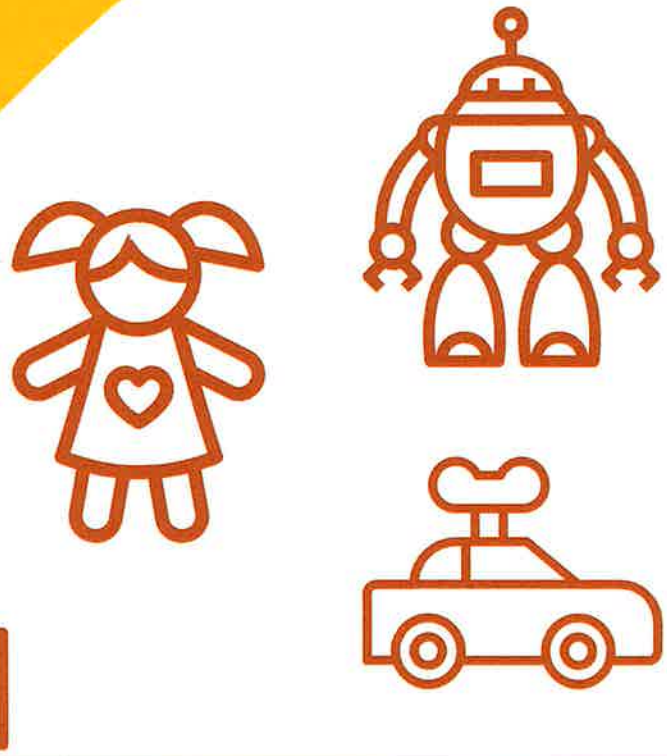
- ADD MORE SOCKS TO THE BALL TO INCREASE THE SIZE.
- USE WEAK HAND ONLY.
- ALLOW EACH PLAYER TO HAVE TWO HITS BEFORE SENDING THE BALL TOWARDS THEIR PARTNER.

COLOURS AND SHAPES

Rising Stars Multi-Sports Ltd

OBJECTIVES

- UNDERSTAND THE SHAPE AND NAME OF CERTAIN OBJECTS.
- IMPROVE SPEED.



INSTRUCTIONS

- LAYOUT SEVERAL TOYS IN AN AREA.
- WHEN THE NAME OF A TOY IS CALLED OUT THE PLAYER MUST TOUCH THAT TOY AS QUICKLY AS POSSIBLE.
- CAN BE PLAYED IN A SMALL OR LARGE AREA.

CHANGE IT UP

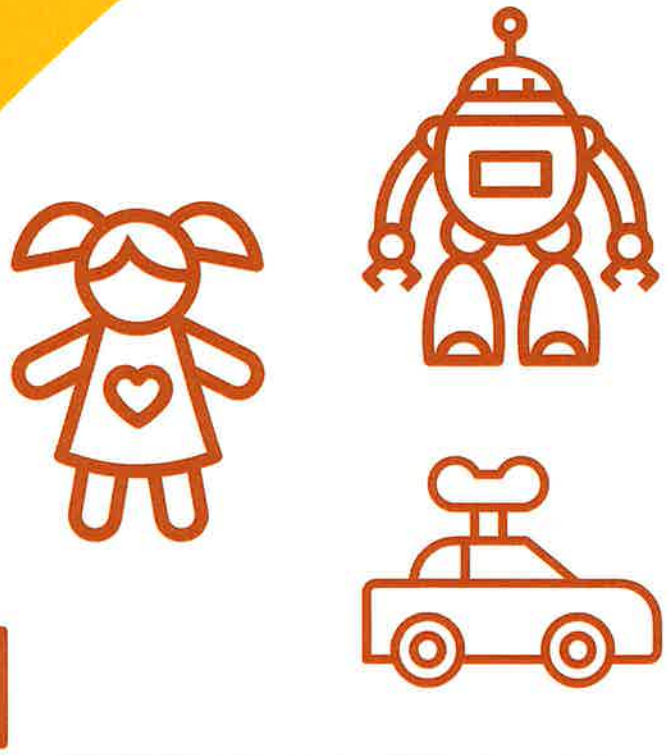
- THE SHAPE OF THE TOY IS CALLED OUT INSTEAD OF THE NAME.
- THREE TOYS ARE CALLED OUT AND THEY MUST REMEMBER THE ORDER THEY MUST FOLLOW.
- MOVE THE TOYS AROUND INTO DIFFERENT PLACES.

COLOURS AND SHAPES

Rising Stars Multi-Sports Ltd

OBJECTIVES

- UNDERSTAND THE COLOUR OF CERTAIN OBJECTS.
- IMPROVE QUICKNESS AND SPEED.



INSTRUCTIONS

- LAYOUT SEVERAL TOYS IN AN AREA.
- WHEN THE COLOUR OF A TOY IS CALLED OUT THE PLAYER MUST TOUCH THAT TOY AS QUICKLY AS POSSIBLE.
- CAN BE PLAYED IN A SMALL OR LARGE AREA.

CHANGE IT UP

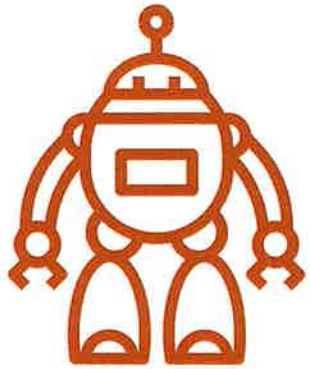
- WHEN TOUCHING THE TOY THEY MUST SPELL OUT THE COLOUR THE TOY IS.
- WHEN TOUCHING THE TOY THEY MUST SPELL OUT THE NAME OF THE TOY.
- MOVE THE TOYS AROUND INTO DIFFERENT PLACES.

COLOURS AND SHAPES

Rising Stars Multi-Sports Ltd

OBJECTIVES

- UNDERSTAND THE SIZE AND TEXTURE OF CERTAIN OBJECTS.
- IMPROVE QUICKNESS AND SPEED.



INSTRUCTIONS

- LAYOUT SEVERAL TOYS IN AN AREA.
- WHEN THE SIZE OF A TOY IS CALLED OUT THE PLAYER MUST TOUCH THAT TOY AS QUICKLY AS POSSIBLE.
- CAN BE PLAYED IN A SMALL OR LARGE AREA.

CHANGE IT UP

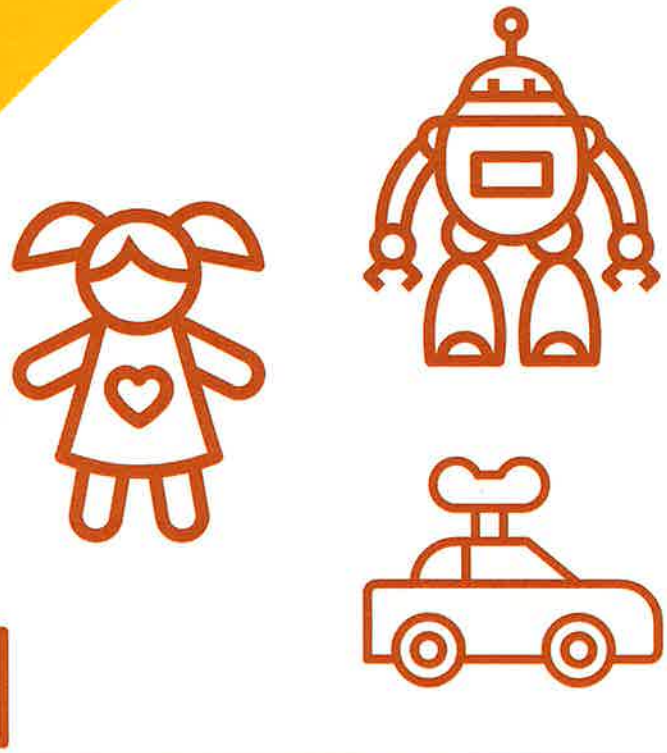
- CALL OUT THE TEXTURE OF CERTAIN TOYS (SOFT, HARD, PLASTIC ETC)
- CALL OUT DIFFERENT SIZES OF TOYS IN THE SAME TURN (SMALL - BIG - SAMLL)
- MOVE THE TOYS AROUND INTO DIFFERENT PLACES.

COLOURS AND SHAPES

Rising Stars Multi-Sports Ltd

OBJECTIVES

- ORGANISE OBJECTS INTO GROUPS BASED ON CERTAIN CATEGORIES.
- IMPROVE QUICKNESS AND SPEED.



INSTRUCTIONS

- LAYOUT SEVERAL TOYS IN AN AREA.
- CALL OUT DIFFERENT SIZES, COLOURS, MATERIALS, NAMES AND SHAPES OF TOYS. THEY THEN ARE ORGANISED INTO GROUPS BASED ON THAT CATEGORY.
- CAN BE PLAYED IN A SMALL OR LARGE AREA.

CHANGE IT UP

- CAN THE TOYS BE ARRANGED FROM SMALLEST TO LARGEST?
- CAN THE TOYS BE ARRANGED FROM SOFTEST TO HARDEST?
- CAN THE TOYS BE ARRANGED IN ALPHABETICAL ORDER?