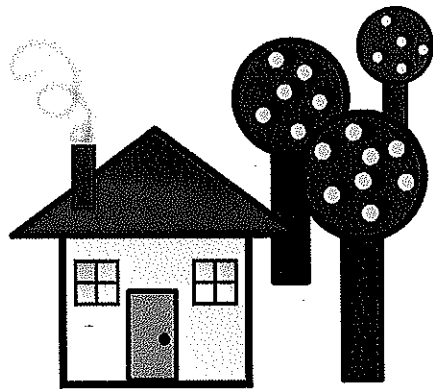
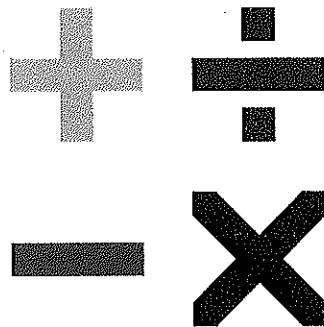
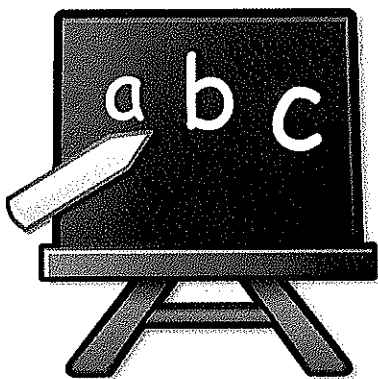
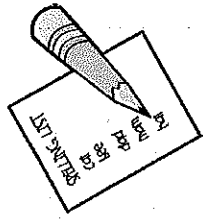


St. Aidan's Primary School

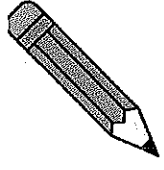


First Level  
Home Learning Pack





# Spelling Tasks



Choose some words from your Common Word/Phoneme Word lists. Practise writing these words using the ideas below.

Joined up writing - Write out your words with joined letters.	Spelling flowers - Draw a big flower and write your spelling words in the petals.	Rainbow words - Write your words out in coloured pencil.	Across and down - Write your words across and down, sharing the same first letter.	Join the dots - Write each of your words using dots and then join them with a coloured pencil.
Backwards words - Write your words out forwards then backwards	Silly Sentence- Write a silly sentence using your spelling words.	Blue vowels - Write out each of your words. Go over the vowels with a blue pencil. (a, e, i, o, u)	ABC order - Write your words in alphabetical order.	Fancy letters - Write each of your words using fancy writing.
Tell a story - Use all of your spelling words in a short story that makes sense.	UPPER and lower - Write each of your words out twice. Once in uppercase and then in lowercase.	Pyramid writing - Write each of your words like a pyramid.	Create a word hunt using your spelling words	Use a magazine or newspaper to find your words.

## Stage2 Phonics and Spelling

Phonics	Common words
sh, ch, th, ng	have your only by
wh, ph, ee, oo	are come of new
ck, ai, oy, oa, qu	said could her before
ay	day away always today
ea (leaf)	each ask year eat
ow (snow)	yellow grow again food
ue	blue best number other
aw	very took fast there
oi	their some them last
au	because week keep when
ew	what many soon book
ow (owl)	how where now too
ou	round found wish men
igh	who after hand right
y	fly bring Mr. two
i-e	five time life line
o-e	home more school Mrs.
a-e	take gave cold don't
u-e	every find want girl
e-e	father head mother jump
ss	four miss never these
ll	well will fell call
ff	three room long tree
kn	under were thing know
mb	green people which another

### Stage 3 Phonics and Spelling

Phonics	Common words
ue aw oi	which what bring long
au ew ow	three again these people
ou ign y	too school some never
i-e o-e e-e	know yellow father mother
a-e u-e ea	each year away always
tch	another watch time windy
wr	gave family how might
ea (bread)	learn children because earth
wa	second fifteen five fourteen
th (then)	spring sunny those home
ie (tried)	tell large spell still saw
ve (have)	own small something live give
g (gentle)	about around house hour side
ch (chorus)	any body carry along story
se (cheese)	back bird add between world
c (city)	city icy face place more
ea (break)	white why also turn great
ou (would)	should would open song hard
ey (money)	read call even fly close
ie (field)	begin follow often letter woman
oe (toe)	write answer began heat page
ough (thought)	walk water picture once until
y (gym)	through sing morning colour kind
u (push)	put different light sentence stop
gn (sign)	list most must high late
t (future)	Monday Tuesday Wednesday Thursday Friday
dge	does changes show think same
o (some)	month together work Saturday Sunday
ch (chef)	try real eye low animal such
ti (station)	talk air lift land need move

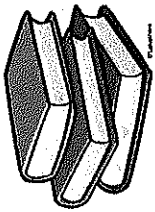
## Summary of Common Words - Stage 4 and 5

Aberdeen	birthday	country	five	huge
aeroplane	biscuit	cousin	floor	idea
above	both	cupboard	flower	I'm
across	breakfast	December	foggy	important
accident	brother	decided	following	inside
Airdrie	brought	didn't	football	interesting
allow	busy	different	four	Inverness
almost	butterflies	difficult	friendly	investigate
another	butterfly	does	friends	Ireland
April	called	dropped	frightened	I've
arrive	can't	Dundee	fruit	January
asked	care	Easter	garden	juice
ate	castle	Edinburgh	Girvan	July
August	caught	eight	Glasgow	jumped
aunt	centre	eighteen	goes	June
autumn	change	eleven	gone	knew
Ayr	changing	emotion	greater	lady
baby	Christmas	England	group	leave
balloon	circle	enough	happened	liked
beautiful	city	evening	happy	listen
before	clothes	example	hear	little
being	cloudy	experiment	heard	March
believe	coming	February	here	May
below	continue	first	high	mice
better	counting	firstly	holiday	mile

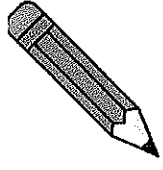
Phonemes contained in the Active Literacy Programme Stages Four and Five

The Overall Programme

Unit	Phoneme	Representation
1	ae	a-e ay ai ey ea
2	ee	ee ea e ie e-e
3	ie	igh i-e ie y
4	oe	o-e oa ow oe
5	oo	oo u-e ew ue u
6	f	f ff ph
7	ow	ou ow
8	oi	oy oi
9	k	c k ck ch
10	j	j g dge
11	sh	sh ti ch
12	cj	ch tch t
13	s	s ss c se ce
14	au	a o au aw
15	silent letters singular/plural	



# Reading Tasks



Read a book or a chapter of a book then pick one of these tasks to complete. Colour the box each time you have completed a task.

Design a wanted poster for a character in the story. Remember to describe them well.	Design a new eye catching front cover for the book.	Draw a picture of where the story is set as you imagine it to be from the description in the book.	Draw a picture of your favourite part of the book and write about what is happening.	Write a review of the book. What was your favourite part? Favourite character? Why?
Write a summary of the chapter you are currently reading	Write a letter to the author telling them why you did or didn't like the book.	Design a new eye catching front cover for the book.	Think of 5 questions you would like to ask the main character, then answer them as the character	Write a beginning, middle and end for your story. (BME)
Choose a page and write a list of all the verbs on that page.	Look up 10 words that you are unsure of and write their meanings.	Design a poster to advertise the book. Tell the buyers why they should buy it.	Which character would you like to be? Why?	Write an alternative ending to the story.

## Reading Tasks for P4/5

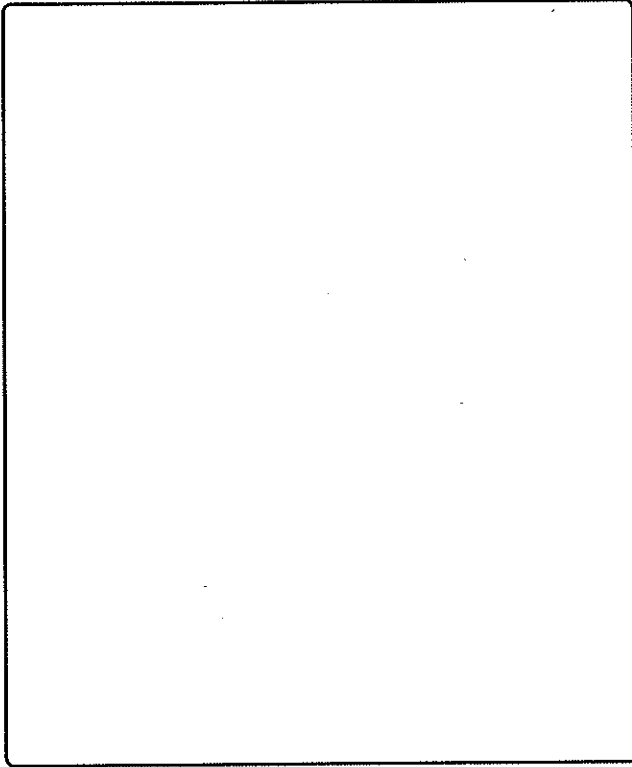
Here are a list of generic tasks that you could use for any book you read at home. Please try one each day, you could even use the same one for different books if you really enjoy the task. You can write out your answers or just talk about them with an adult, if you are not able to write this out.

1. Draw a picture of your favourite part of the story and describe what you have drawn.
2. Find five interesting words in the text. Write down the meaning of each word then use each one in a sentence of your own.
3. Book Review. Give the book you have read marks out of ten and explain why you gave it that mark.
4. Write down any new words you have found in your book and use a dictionary (or Google!) to record what each word means.
5. Write a beginning, middle and end for your book. A few sentences for each part.
6. Make a list of ten common nouns (things) and five proper nouns (people or places) in the text you have read.
7. Find ten adjectives (describing words) in the text and write them down. Make up some sentences. Each sentence must contain at least three adjectives.
8. Draw a picture of your favourite character from the story. Write a description of who they are and what you have learnt about them from your reading
9. Write five questions you could ask someone to find out if they have read this book carefully.



10. (Non-fiction) Write down some facts you have learnt from reading this piece of non-fiction text.
11. Draw a picture of one of the settings in the story then write a description of where it is and what happened there.
12. Design a poster for the book you have read to persuade other people to read the story.
13. Draw your favourite character from the story you have read. Copy down three things the writer says about this person.
14. Pretend you are one of the characters in the book and write a diary entry for one day in the story.
15. Which character in the story would you most like to be? Explain your answer.
16. Write about the main character in the story. Choose at least five words to describe his or her behaviour. Give an example for each one. e.g. Tim is clumsy when he drops the eggs.
17. Do you think the title of the book is appropriate for the plot of the story? Think of three better titles.
18. How did the story make you feel when you were reading it? Explain your answer.
19. Design a new front cover for the book you have read. Don't forget the title and author!
20. Write an alternative ending for the story you have read.

Draw a picture of your character:



My character's name is:

---

Circle the words that describe your character:

- caring    likeable    happy  
beautiful    friendly    rude  
angry    ugly    sly    evil  
clever    handsome    kind  
honest    nasty    gentle  
pretty    wicked    cross  
grumpy    horrible    brave  
shy    mean    noble  
polite    wise    calm    bold  
helpful    scary    smart  
furious    cunning    generous  
unkind    cruel    charming

Can you write a paragraph about your character?

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# My Film Review

Title: \_\_\_\_\_

Director: \_\_\_\_\_

Did you like the film?

Rate the film by colouring in the stars.



What was your favourite part?

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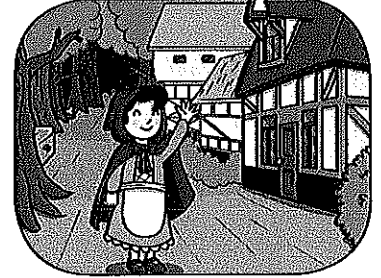
Draw your favourite scene from the film.

A large, empty rectangular box with a black border, intended for drawing a favourite scene from the film.

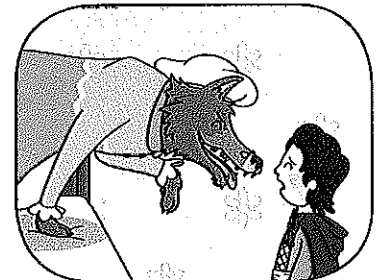
# Little Red Riding Hood Alternative Ending Story Plan

Can you plan an alternative version of the Little Red Riding Hood story?

Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother in a village near a forest.



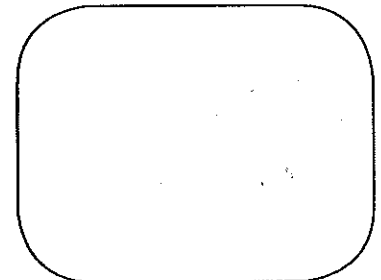
One day, Little Red Riding Hood was walking through the woods and met a wolf.



"Where are you going?" asked the wolf.

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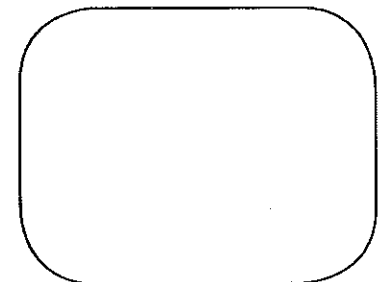


What does she find when she gets there?

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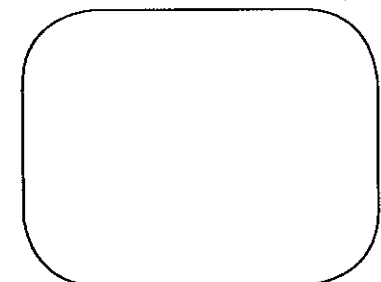


What happens at the end of the story?

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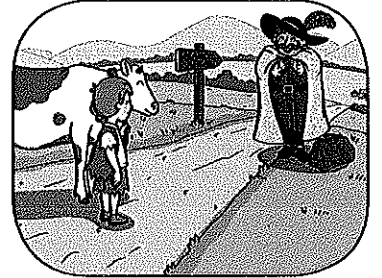
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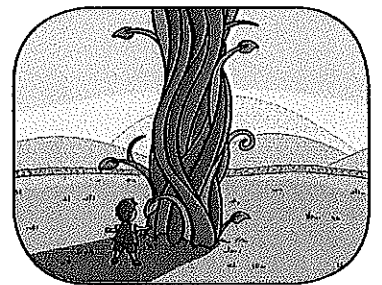
# Jack and the Beanstalk Alternative Ending Story Plan

Can you plan an alternative version of the Jack and the Beanstalk story?

Jack lived with his mother in a very old cottage. They were very poor so he sold his cow for some magic beans to a mysterious stranger.



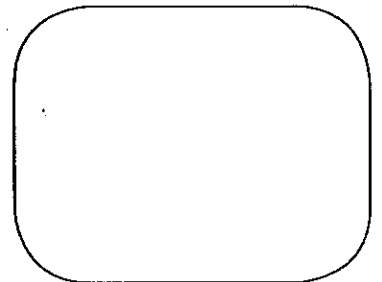
Jack's mother was very angry and threw the beans into the garden. Overnight, the magic beans grew into a beanstalk and Jack climbed up it.



Where does the beanstalk take Jack and who does he meet?

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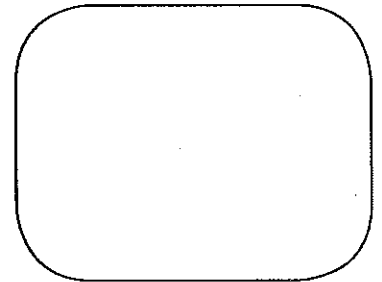


What does Jack take back to his mother?

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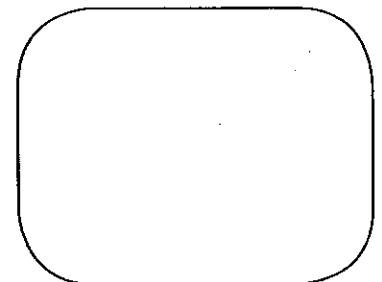


What happens at the end of the story?

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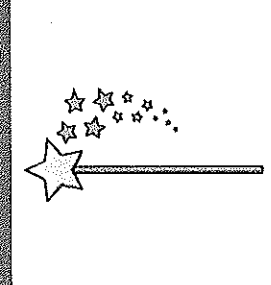
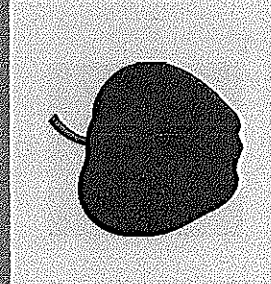
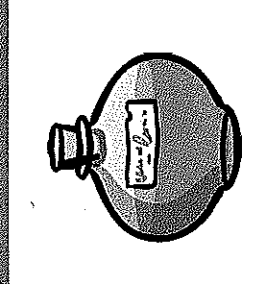
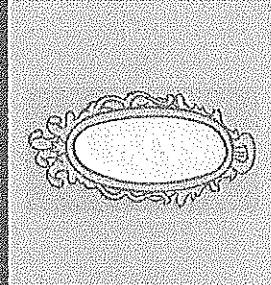
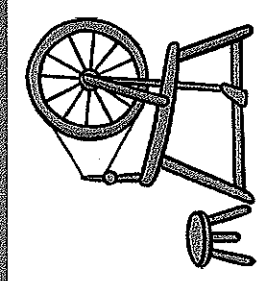
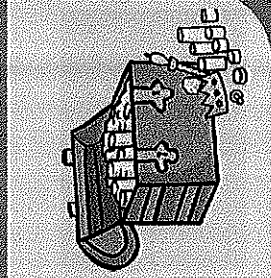
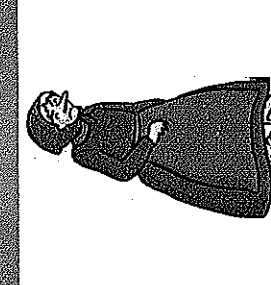
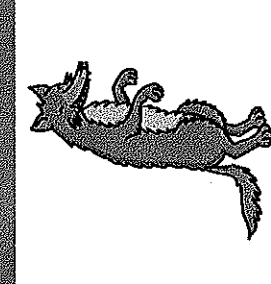
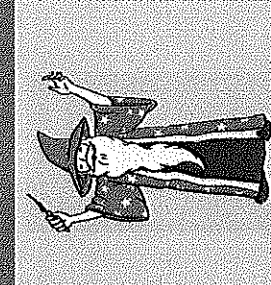
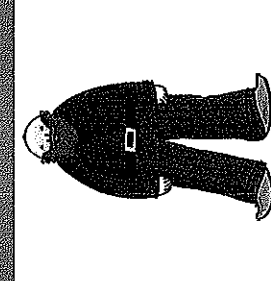
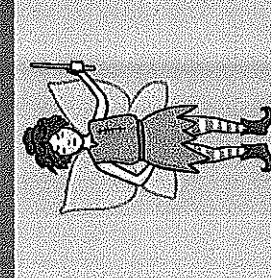
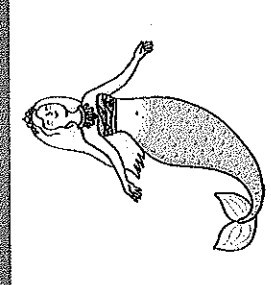
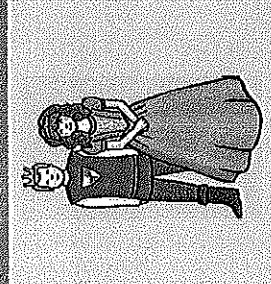
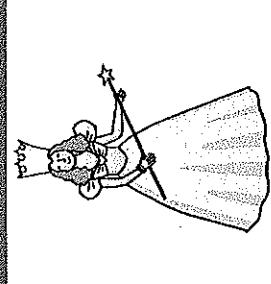
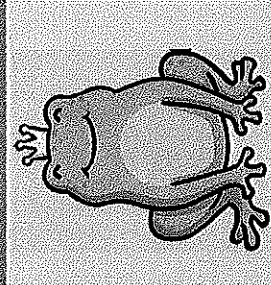
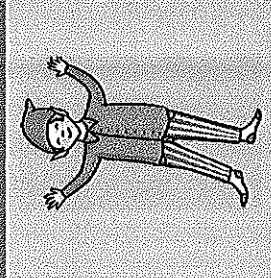
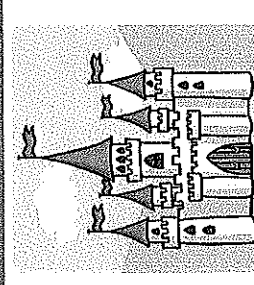
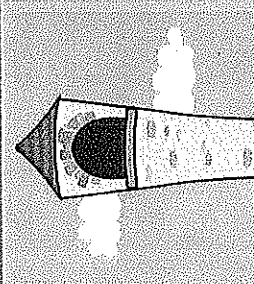
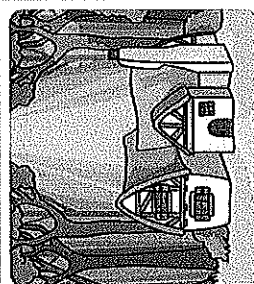
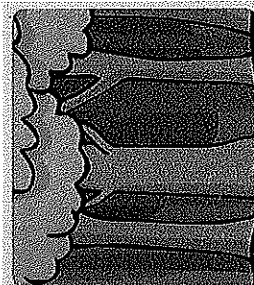
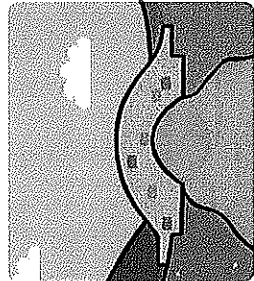
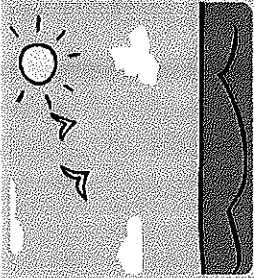
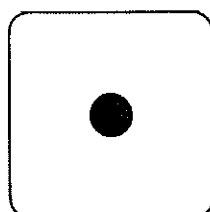
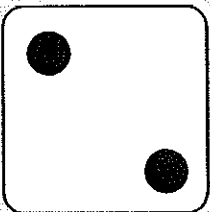
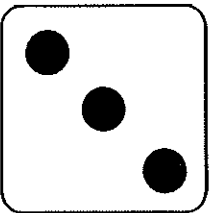
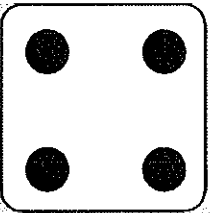
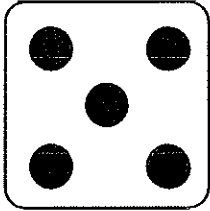
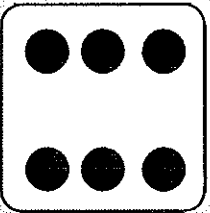
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Setting

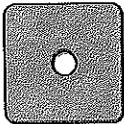
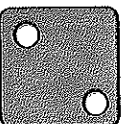
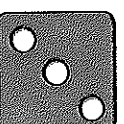
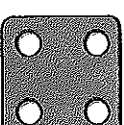
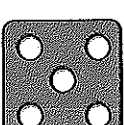
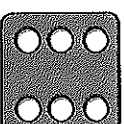
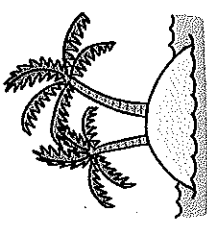
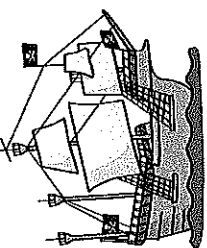

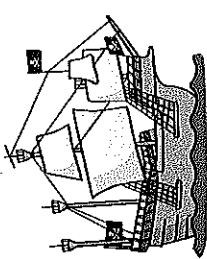
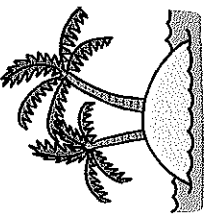
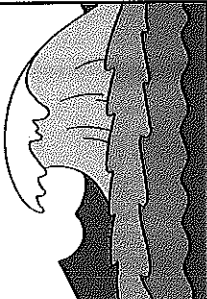

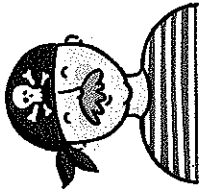
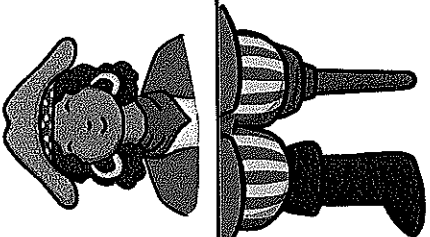
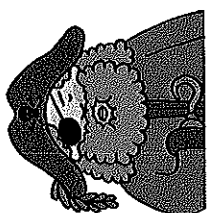

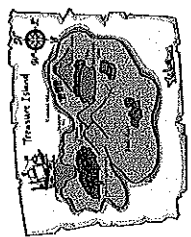
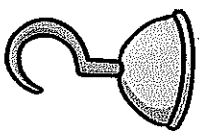
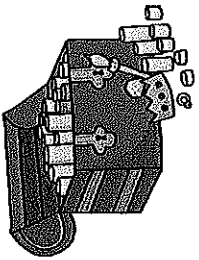
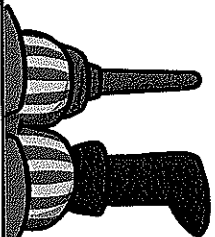

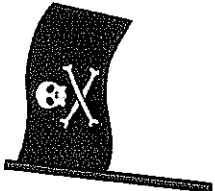
Good  
Characters

Bad  
Characters

Prop



# My Pirate Storyboard


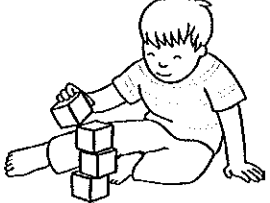
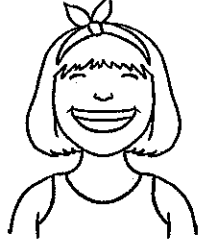
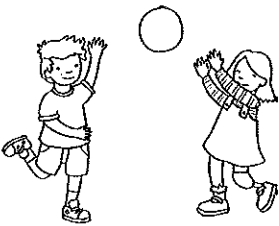



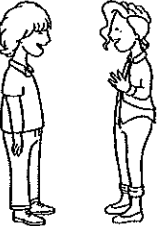
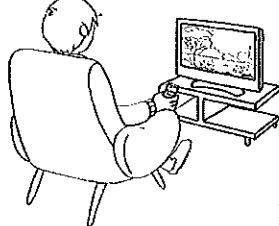
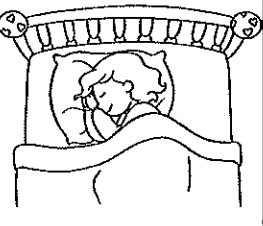
						
<b>Key word</b>	frightening	funny	crazy	lonely	mystery	stranger
<b>Setting</b>						
<b>Character</b>						
<b>Prop</b>						





# Base Verbs

Fill in the gaps using the right verb from the box.

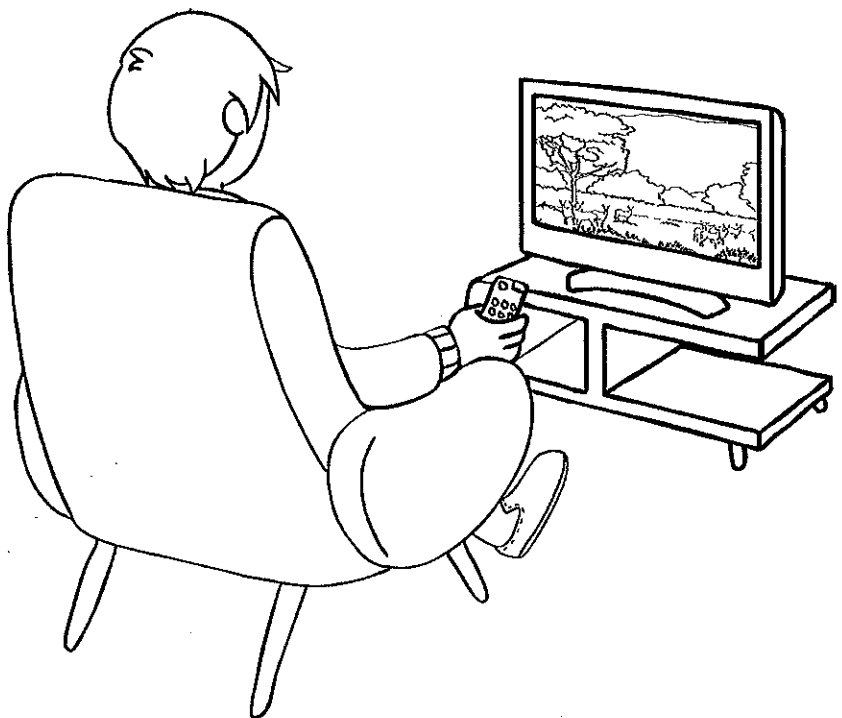
 eat	 build	 smile	 play	 cry
 read	 listen	 talk	 watch	 sleep

1. We \_\_\_\_\_ with our toys and games.
2. I \_\_\_\_\_ when I am sad.
3. At school, we \_\_\_\_\_ to the teacher.
4. At night, I \_\_\_\_\_ in bed.
5. You can \_\_\_\_\_ on the phone.
6. I can \_\_\_\_\_ lots of books.
7. You can \_\_\_\_\_ a tower with bricks.
8. I \_\_\_\_\_ when I am happy.
9. We \_\_\_\_\_ films on the TV.
10. I \_\_\_\_\_ my lunch at school.

# Base Verbs

Fill in the gaps using a verb which makes sense.

1. We \_\_\_\_\_ with our toys and games.
2. I \_\_\_\_\_ when I am sad.
3. At school, we \_\_\_\_\_ to the teacher.
4. At night, I \_\_\_\_\_ in bed.
5. You can \_\_\_\_\_ on the phone.
6. I can \_\_\_\_\_ lots of books.
7. You can \_\_\_\_\_ a tower with bricks.
8. I \_\_\_\_\_ when I am happy.
9. We \_\_\_\_\_ films on the TV.
10. I \_\_\_\_\_ my lunch at school.



# Finding Adjectives

1. The cat is pretty.
2. I have long legs.
3. She found a shiny shell.
4. The happy penguin looked up.
5. The big elephant drank water.
6. The dog had fluffy fur.

Read the sentences and circle the adjective in each of them.



Now, choose three of the sentences above and rewrite them below, changing the adjectives to make them more exciting.

*Example: The cat is beautiful.*

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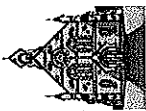


# Noun Hunt

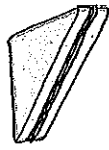
Look around and write down all the nouns you can find.  
Make sure you write them in the correct column!



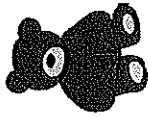
## People



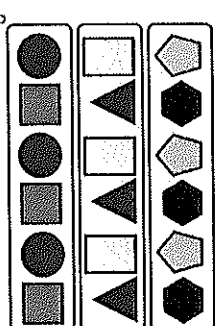
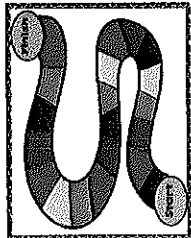


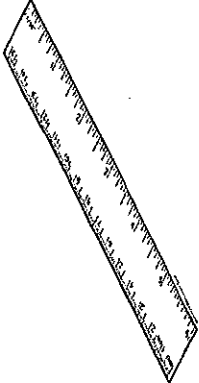

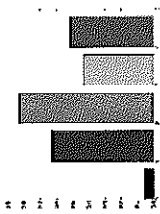
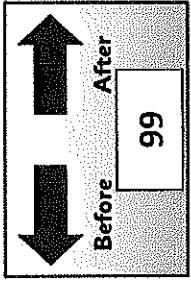

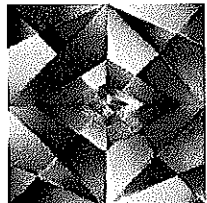
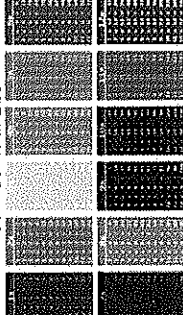

## Places



## Things



# First Level Maths & Numeracy Home Activities

<p>Create a repeating pattern using a variety of 2D shapes or 3D objects.</p> 	<p>Create an addition/subtraction board game. Play it with your family.</p> 	<p>Find as many different examples of numbers within the environment as you can.</p> 	<p>Use a calendar to plan out some events for your family throughout the year. How many days or weeks are between events?</p> 
<p>Estimate the length of different items in your house. Measure them with a ruler and check if you were correct.</p> 	<p>Log on to Sumdog. How many questions can you answer correctly?</p> 	<p>Carry out a survey on a subject of your choice. E.g. favourite TV programme, favourite chocolate, eye colour. Display the information using a graph.</p> 	<p>Get someone to give you random numbers. Practise saying the number before and the number after.</p> 
<p>Imagine you have £10. Choose three sweets to buy. Work out the total cost and how much change you would have.</p> 	<p>Draw/paint a picture which has at least one line of symmetry.</p> 	<p>Practise time tables facts. Focus on the times tables that you find most challenging.</p> <p><b>TIMES TABLES</b></p> 	<p>Gather some items from your house. Sort them from lightest to heaviest.</p> 



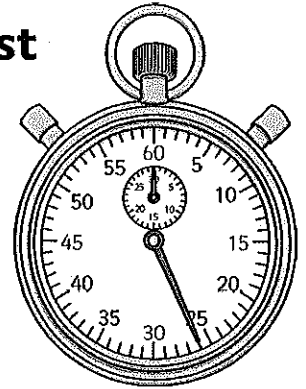






# Addition and Subtraction Facts to 20 – Speed Test

See how long it takes you to complete all of these or give yourself a set amount of time (say 5 mins) and see how many you can do.



$6 + 6 =$	$8 - 6 =$	$9 - 3 =$	$13 - 4 =$	$4 - 1 =$
$14 + 5 =$	$2 + 17 =$	$7 - 4 =$	$4 + 9 =$	$4 - 2 =$
$9 - 7 =$	$3 + 9 =$	$15 - 1 =$	$20 - 10 =$	$10 - 5 =$
$2 + 11 =$	$3 + 1 =$	$14 - 7 =$	$17 + 2 =$	$2 + 3 =$
$2 + 15 =$	$3 - 2 =$	$9 + 3 =$	$6 + 4 =$	$15 - 6 =$
$7 - 3 =$	$11 + 5 =$	$8 - 5 =$	$7 + 8 =$	$4 + 6 =$
$10 + 10 =$	$18 - 4 =$	$3 + 4 =$	$20 - 19 =$	$4 + 9 =$
$8 - 2 =$	$10 + 0 =$	$8 + 8 =$	$14 + 2 =$	$7 - 2 =$
$11 + 1 =$	$13 - 5 =$	$17 - 2 =$	$9 - 4 =$	$19 + 1 =$
$14 - 1 =$	$12 - 9 =$	$3 + 7 =$	$5 + 5 =$	$15 - 9 =$

Correct answers:

Time:

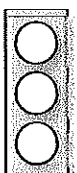
# More and less

Complete the table.

	1 less	1 more	10 more	10 less
11				
23				
38				
46				
87				
19				
31				
79				
42				
90				

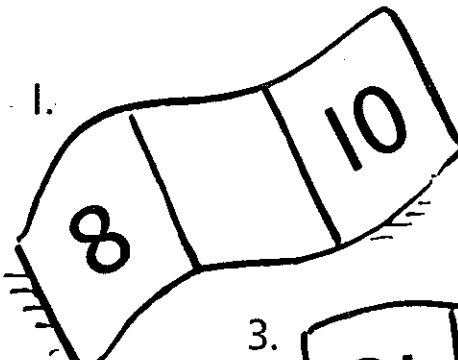


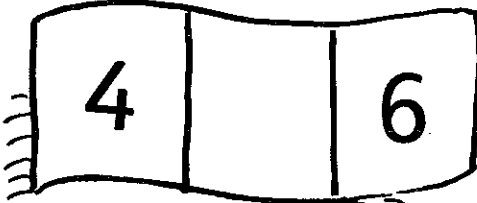
I can write numbers one more or one less than another number

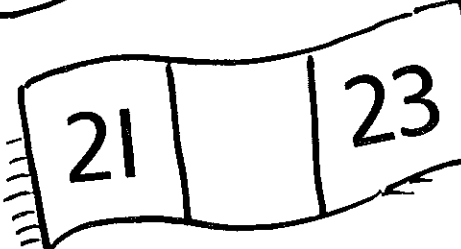


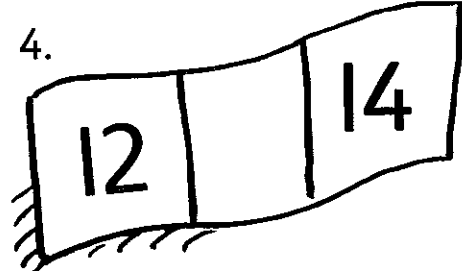
# Between

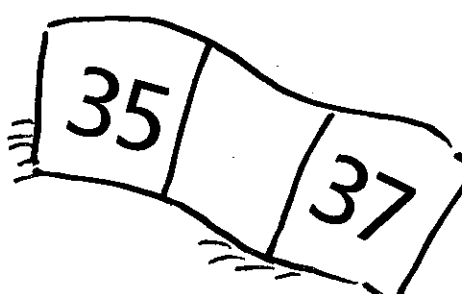
Write the number between each pair of numbers.

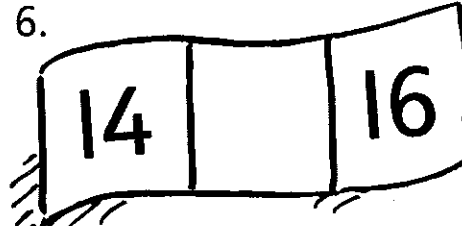
1. 

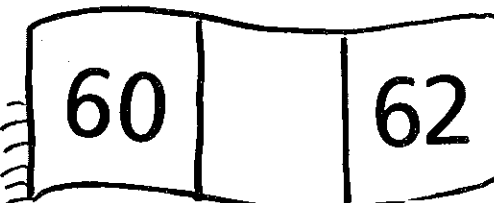
2. 

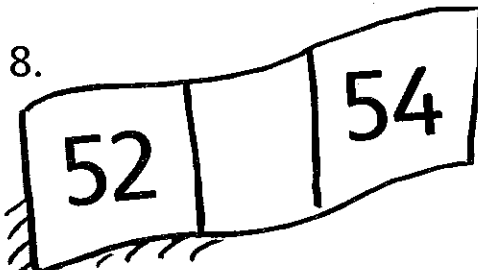
3. 

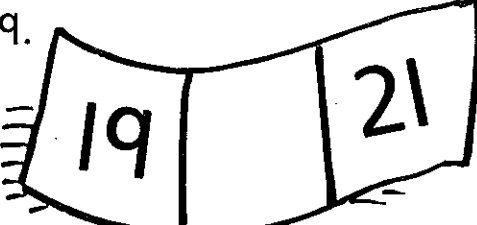
4. 

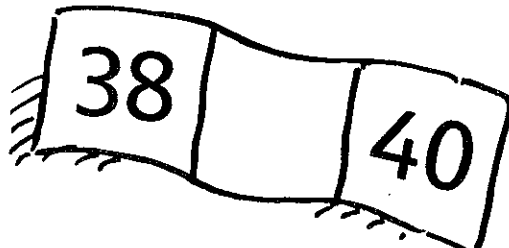
5. 

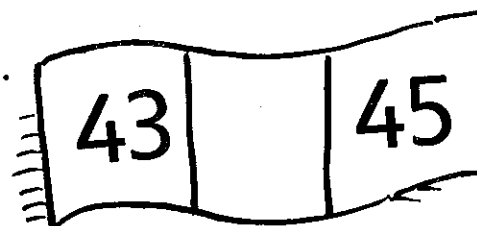
6. 

7. 

8. 

9. 

10. 

11. 



## Placing Numbers

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Objective:** Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line.

**Remember!**

To find the square for number 13, it is quicker to count on from square 8 than from square 1.

Look at the number grid below.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>		

1) Put these numbers in the correct place on the grid: 13, 18, 19, 21 and 23.

2) What will be the largest number on the grid? \_\_\_\_\_

3) Now put in all the other missing numbers.

**Teaser!**

4) What would the next number on the grid be? \_\_\_\_\_

# Estimate and Count

Name: \_\_\_\_\_

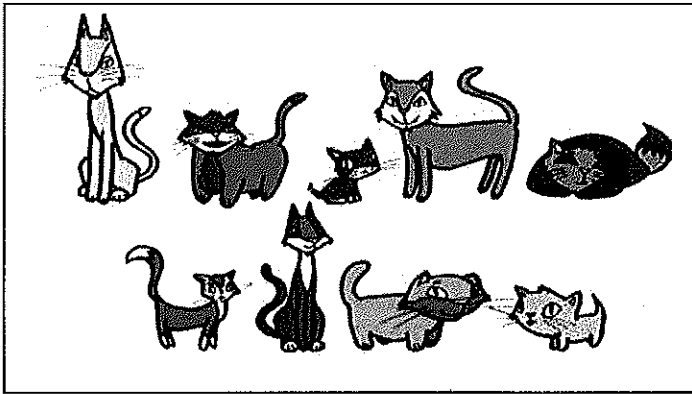
Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Objective:** Count reliably at least 20 objects; estimate a number of objects that can be checked by counting.

**Top tip!**  
Count each set twice to check the total.

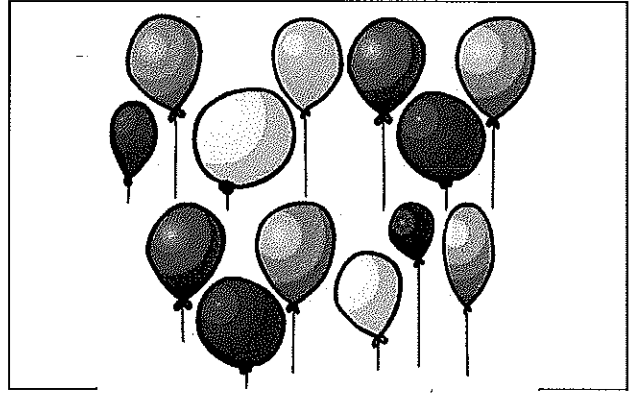
1) How many cats?



a) Estimate \_\_\_\_\_

b) Number \_\_\_\_\_

2) How many balloons?



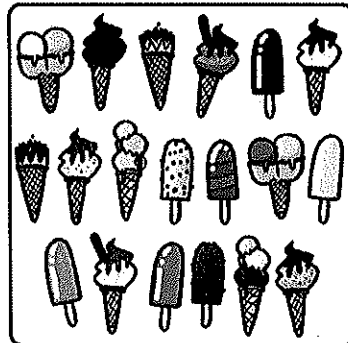
a) Estimate \_\_\_\_\_

b) Number \_\_\_\_\_

3) How many ice creams?

a) Estimate \_\_\_\_\_

b) Number \_\_\_\_\_



## Sorting Shapes

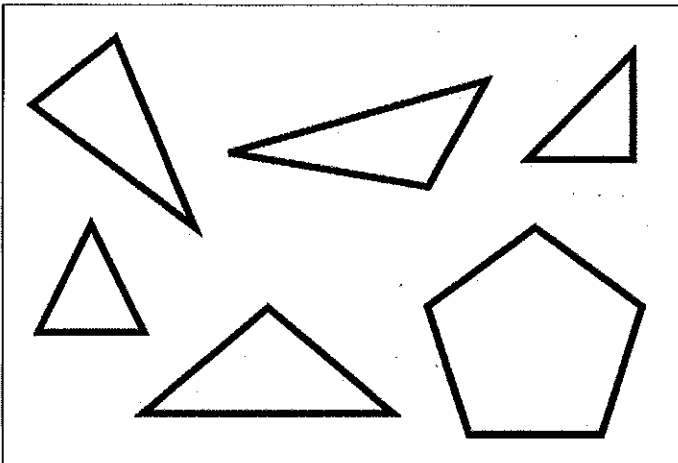
Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

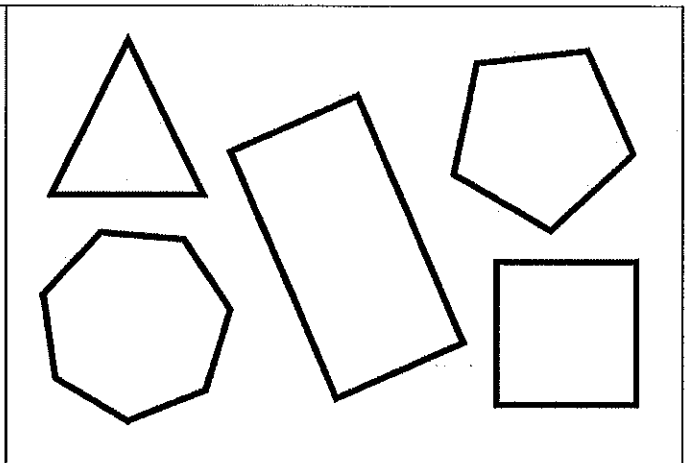
**Objective:** Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects.

Colour in the shapes that are in the correct boxes and ring the shapes that are not. Can you explain your choices?

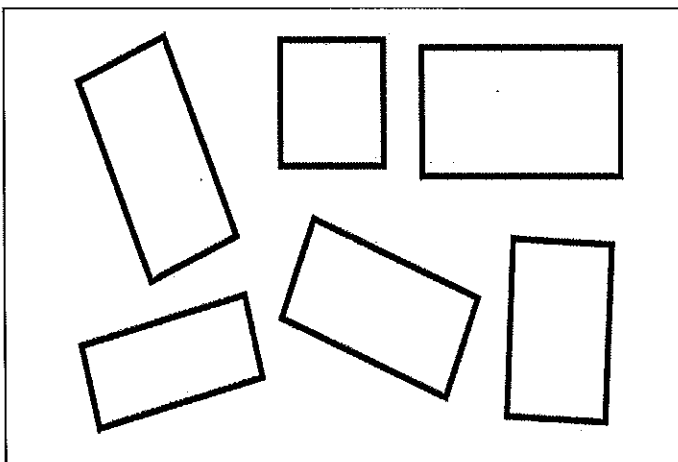
### Triangles



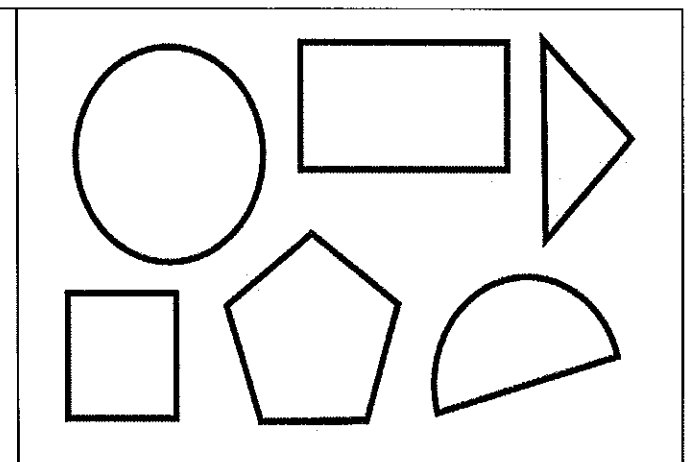
### Not triangles



### Oblongs



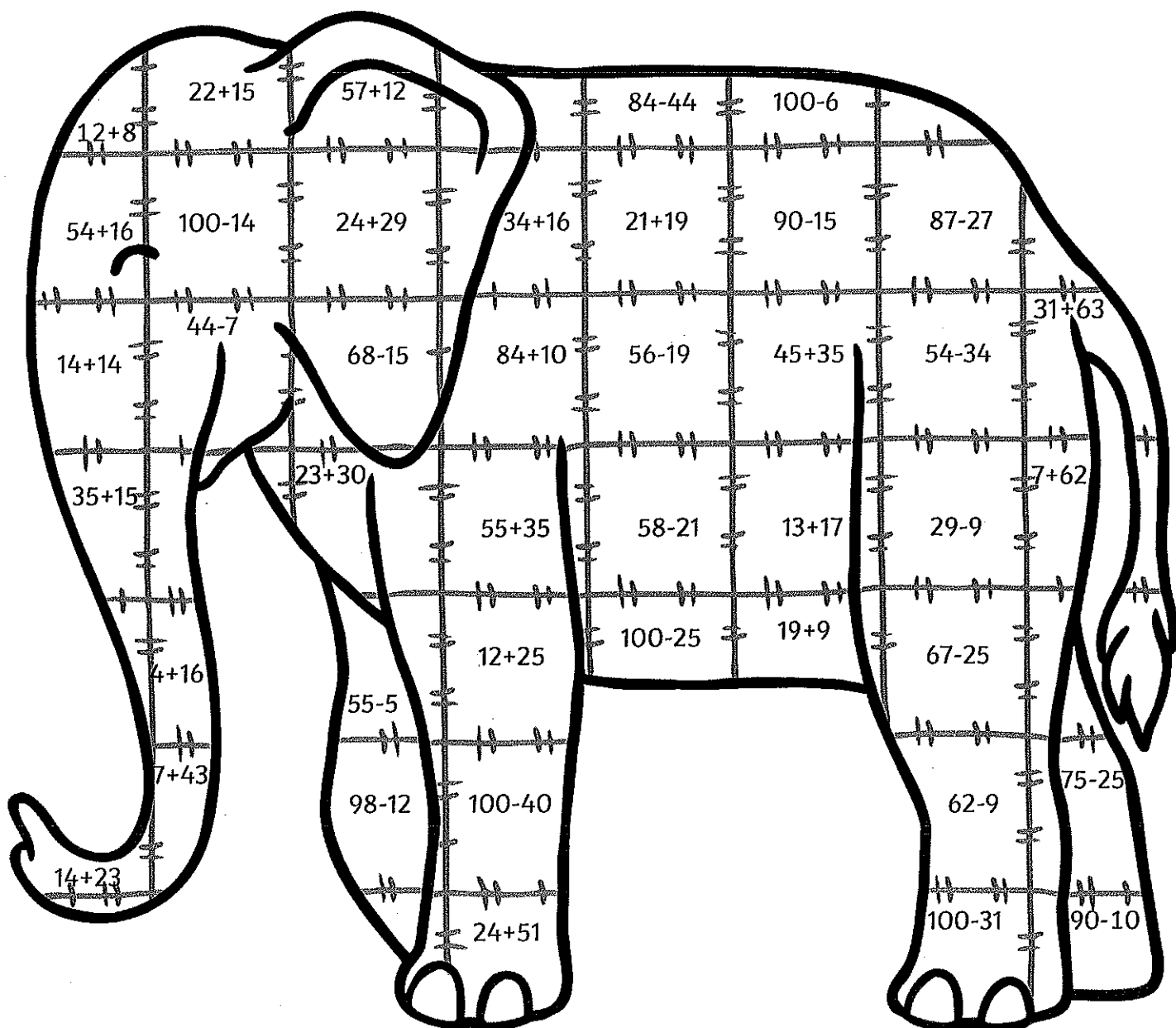
### Not oblongs



# Addition and Subtraction to 100

## Colour by Number

Solve the calculations to work out what colours to use.



**20 or 28 = yellow**

**60 or 69 = purple**

**30 or 37 = orange**

**70 or 75 = black**

**40 or 42 = blue**

**80 or 86 = pink**

**50 or 53 = red**

**90 or 94 = green**



# Multiplication square

<b>×</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>1</b>	1	2	3	4	5	6	7	8	9	10
<b>2</b>	2	4	6	8	10	12	14	16	18	20
<b>3</b>	3	6	9	12	15	18	21	24	27	30
<b>4</b>	4	8	12	16	20	24	28	32	36	40
<b>5</b>	5	10	15	20	25	30	35	40	45	50
<b>6</b>	6	12	18	24	30	36	42	48	54	60
<b>7</b>	7	14	21	28	35	42	49	56	63	70
<b>8</b>	8	16	24	32	40	48	56	64	72	80
<b>9</b>	9	18	27	36	45	54	63	72	81	90
<b>10</b>	10	20	30	40	50	60	70	80	90	100

# Sudoku 6 x 6 Puzzles

Each row and column contains all the digits 1 to 6.

	2		3	6	
			5		2
1	5				4
2		3	1	5	6
4	3		6	1	
6	1		4	2	

	5			4	3
6				1	5
		6		3	
		3		6	
4	6	5	3		1
3			4	5	

6	3	2	4		
4		1	6	3	
	6	3	1		
1		5		6	
5			3		4
					6

























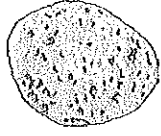
5	2	4		3	
			5		2
	4		6	1	5
6	5	1		2	
			2	5	3
2			4	6	1

1	3	2			4
4	5	6		3	2
				1	
5	4	1	6		
2		5	3		1
3	1	4	2		

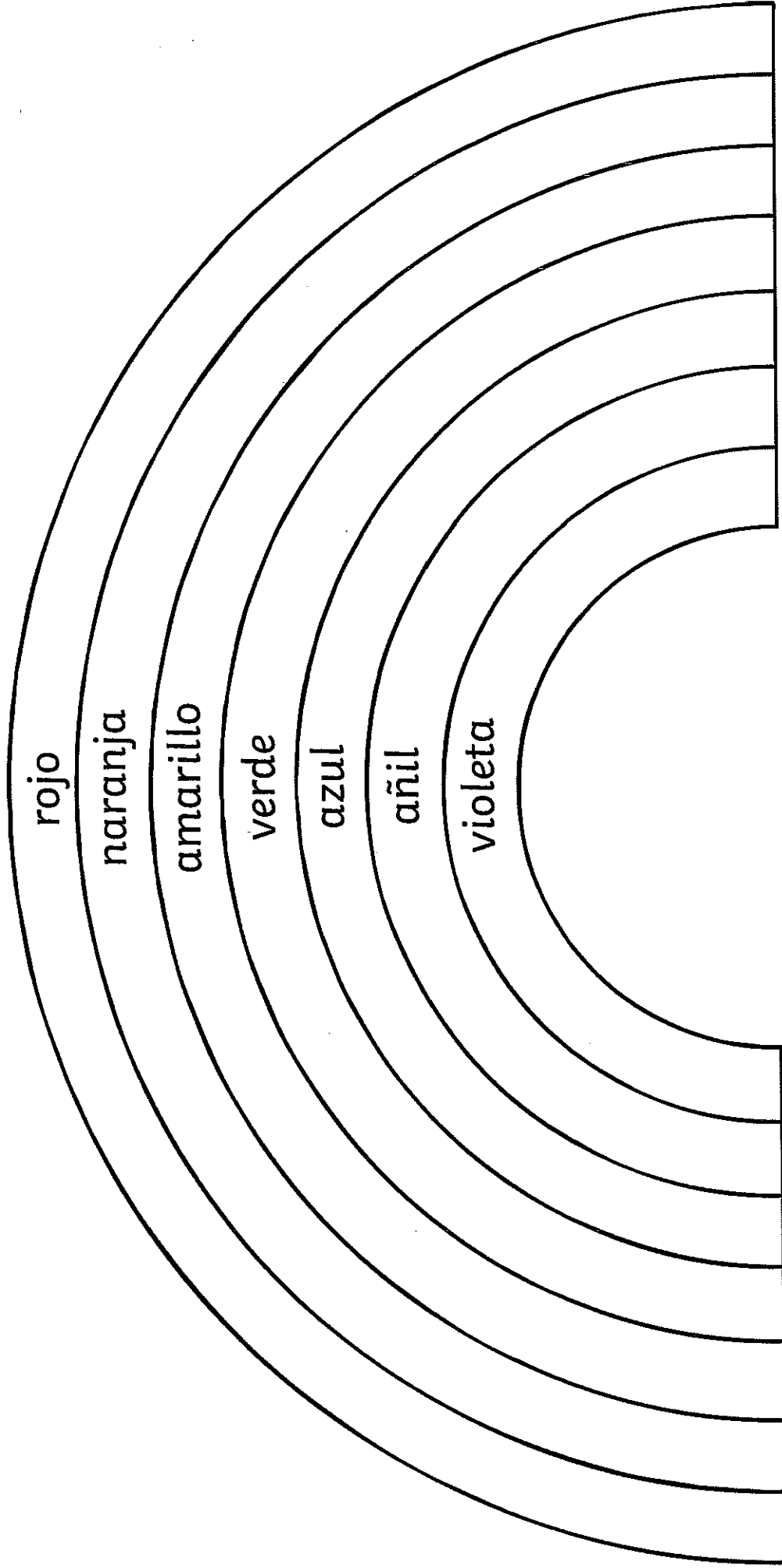
	6		5		
	4	3		2	
				5	
6					4
					1
	3		4		5

# Nature Walk Scavenger Hunt

Mark each item as you find it. Can you find five in a row?

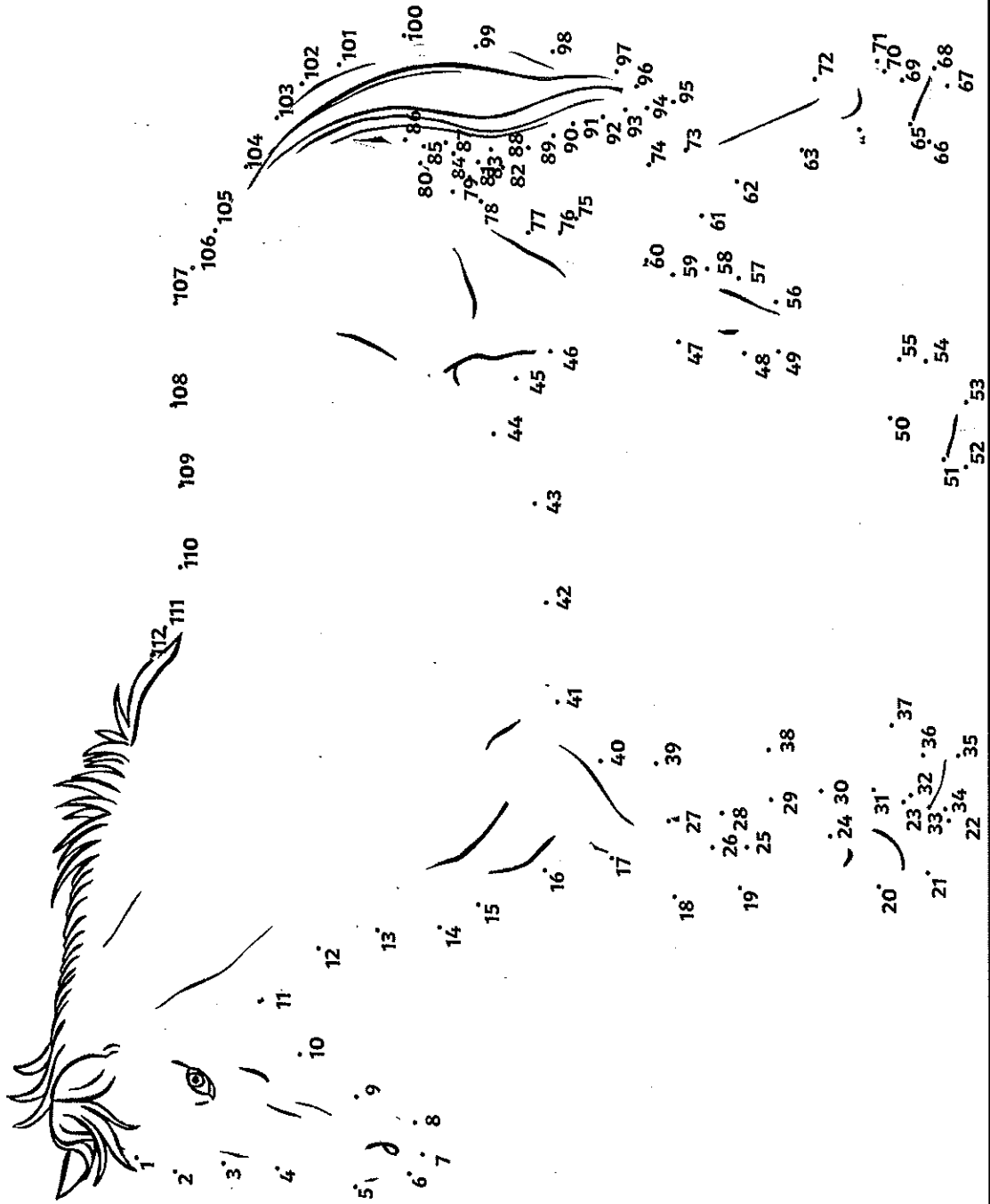
worm  <input type="checkbox"/>	leaf  <input type="checkbox"/>	insect  <input type="checkbox"/>	grass  <input type="checkbox"/>	flower  <input type="checkbox"/>
twig  <input type="checkbox"/>	bush  <input type="checkbox"/>	rocks  <input type="checkbox"/>	bird  <input type="checkbox"/>	squirrel  <input type="checkbox"/>
river  <input type="checkbox"/>	field or meadow  <input type="checkbox"/>	tree  <input type="checkbox"/>	cloud  <input type="checkbox"/>	spider  <input type="checkbox"/>
dirt  <input type="checkbox"/>	ant  <input type="checkbox"/>	butterfly  <input type="checkbox"/>	mushroom  <input type="checkbox"/>	dew  <input type="checkbox"/>
web  <input type="checkbox"/>	breeze  <input type="checkbox"/>	branch  <input type="checkbox"/>	nest  <input type="checkbox"/>	stones  <input type="checkbox"/>

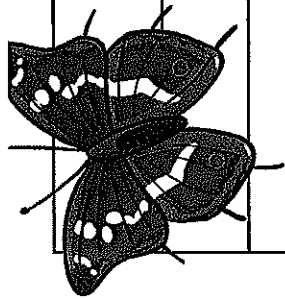
# El arcoíris



# Dot to Dot Challenge

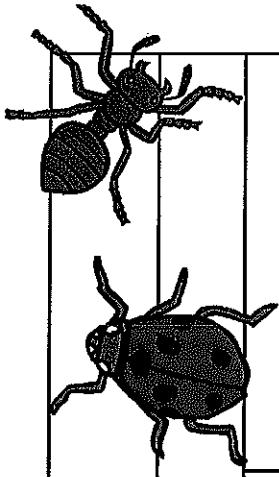
Try this dot to dot challenge and see if you can complete it before the end of your journey to discover what the picture is.





# Homework Choice Grid: Minibeasts

Colour in the boxes to show which activities you have done.



Visit a local park, and keep my eyes open for minibeasts.



Make a minibeast themed wind chime.

Make minibeasts out of playdough.

Play minibeast themed 'Who Am I?' using headbands, or post-it notes.

Make a minibeast picture using my fingerprints or handprints.

Make a 'minibeast hotel'.

Take photographs of places that I think minibeasts might live.

Collect pebbles and paint them to make them look like different bugs.

Use paper plates to make some minibeasts.

Make a butterfly garden.



Draw to show the life cycles of a butterfly and frog.

Make a paper plate spider's web.

Go on a bug hunt with an adult.

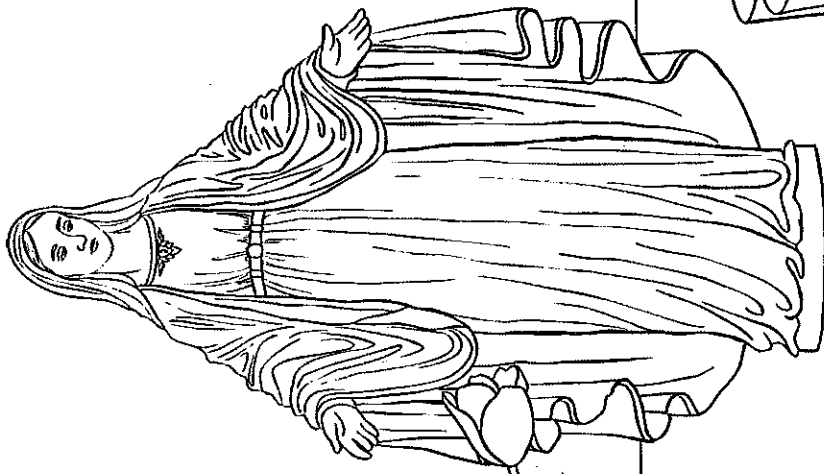
Make a simple wormery.



# Homework Grid: Outdoor Art

Name:		Class:			
<p><b>Colour in the boxes to show which activities you have done.</b></p>					
Paint some pebbles and turn them into colourful creatures.	Take some paper outside and do a landscape drawing.	Sketch some pretty flowers.	Make a fingerprint minibeast painting.	Chalk some patterns, pictures and words on the ground.	
Make shadow shapes on a wall and, if possible, ask an adult to take some photographs.	Blow bubbles and explore the different colours you can see in them.	Make a collage of some of the living things you can see when outside.	Use feathers, beads and other objects to make an eye-catching wind chime.	Lie back and see what shapes you can see in the clouds, then draw what you see.	
Fill an empty washing-up liquid bottle up with water and write words on the ground.	Fill some water balloons and throw them at a wall. Look at the strange patterns they make!	Make a collage out of tissue paper and hang it in the garden so that the sun can shine through it.	When the sun is shining, use the mist from a garden hose to make a rainbow.	Use large sheets of paper, an old pair of shoes and some paint to make some footprint art.	

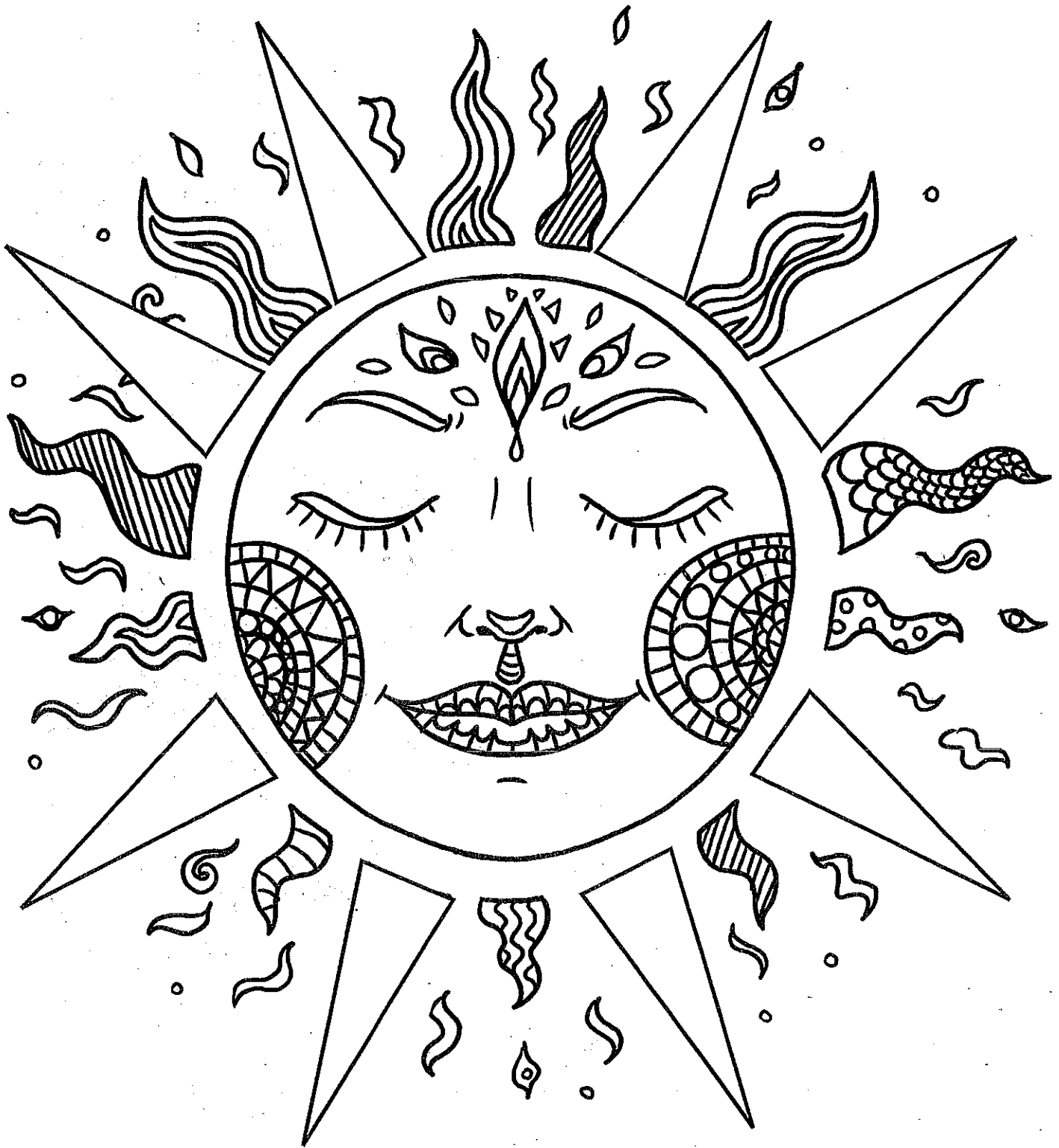
# The May Altar





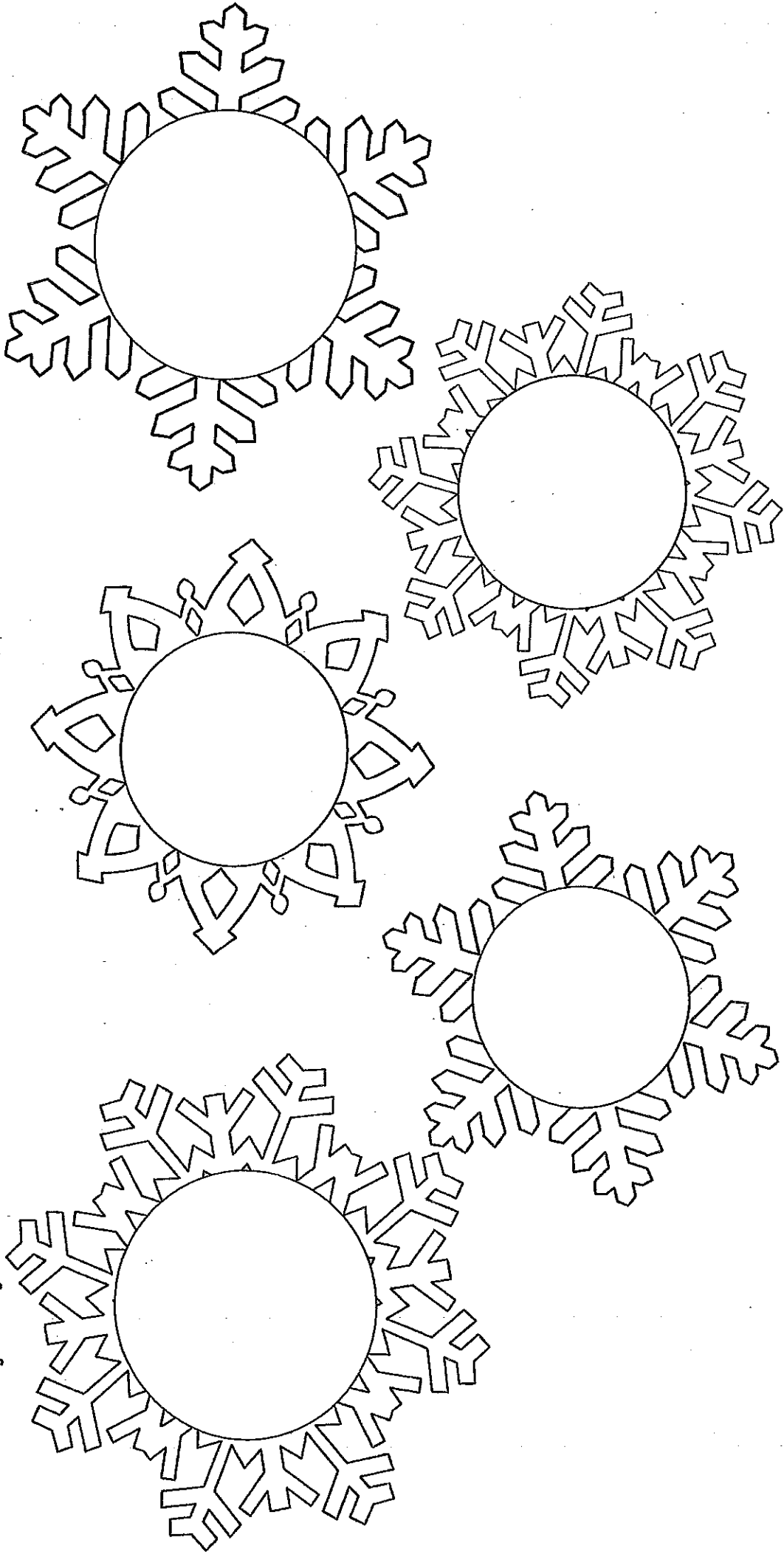
# I Am Amazing

Write something amazing about yourself in each of the sun's rays. As you colour the sun, think about all the incredible things that make you special.



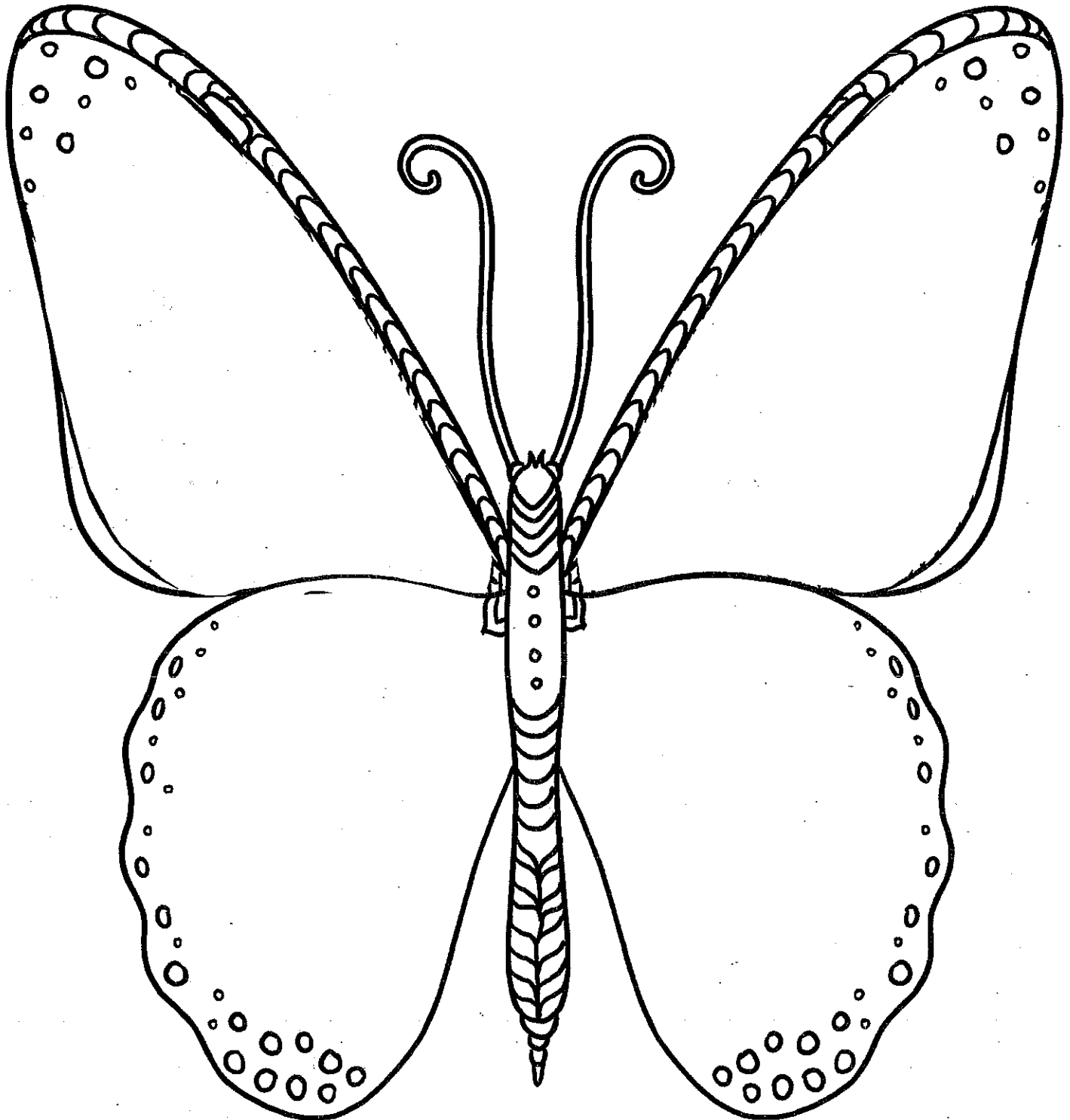
# Let It Go!

In each snowflake, draw or write something that makes you angry. Imagine that your anger is melting away as each snowflake falls down. Imagine yourself feeling happy and relaxed.



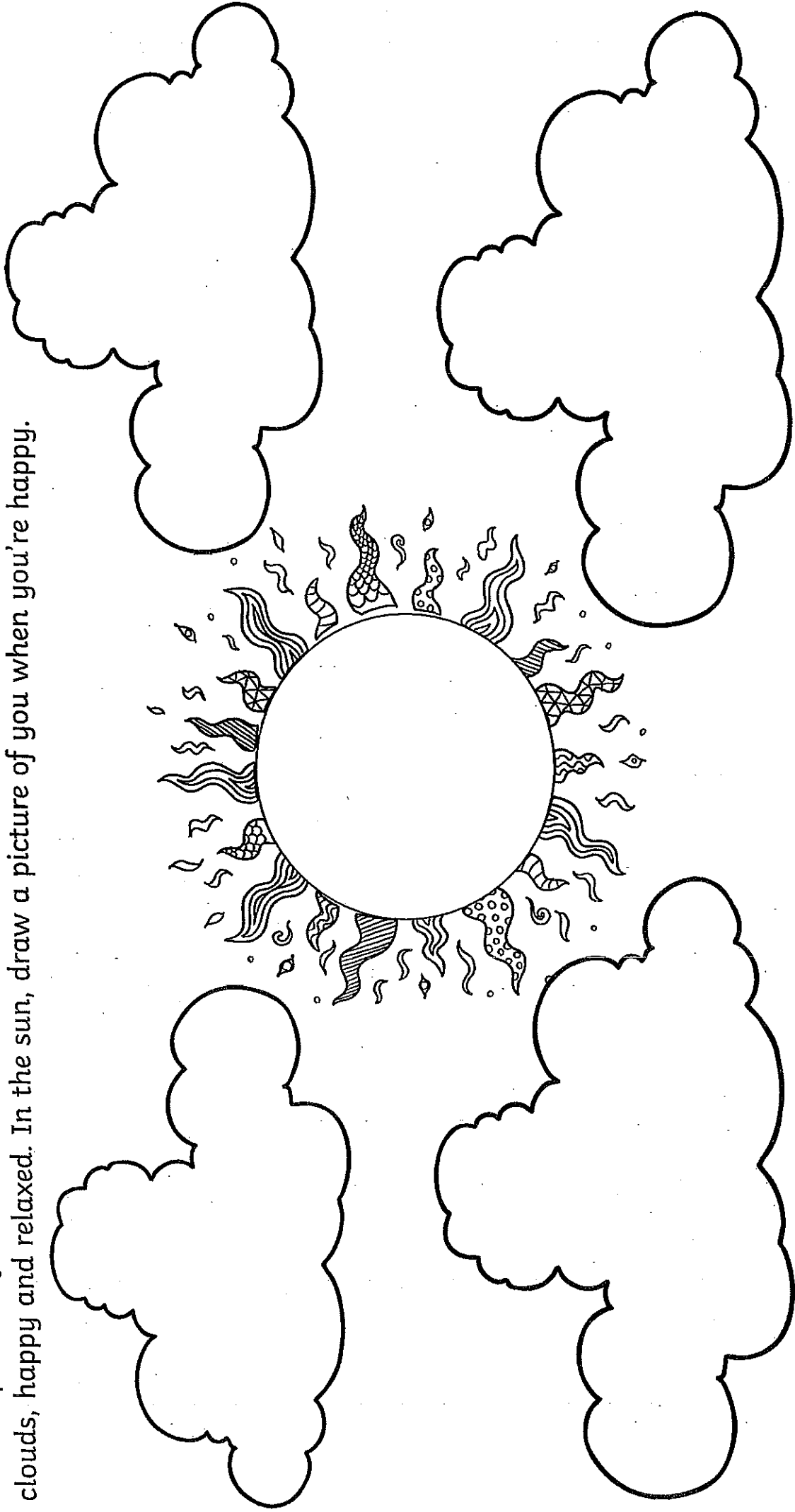
# Don't Worry, Be Happy!

Think about things that make you worry. In the wings of the butterfly, write the things that make you worry and think about your worries flying away. As you write, think about things that make you happy. What can you do to make yourself happy? Imagine yourself without worries, happy and smiling.



# I Am Happy When...

Draw a picture of something that makes you happy in each cloud. As you draw, feel yourself floating with the clouds, happy and relaxed. In the sun, draw a picture of you when you're happy.



# Fruit and Vegetables

## Amazing Fact

Modern fruits and vegetables that we eat today have been selectively bred and look very different to the equivalents that would have been eaten by our ancestors.

Farmers can choose the best-looking fruits and vegetables and then use the seeds from these to grow more that look similar. This way, over time, they can change the way fruits and vegetables look.

## Challenge

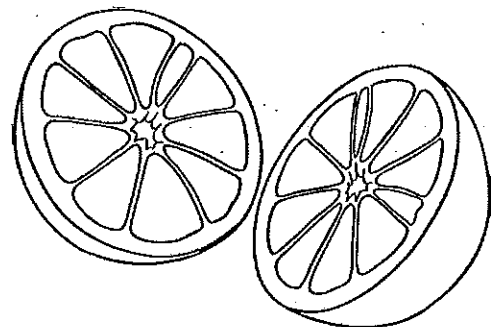
Complete the crossword on the following page, using the clues below.

### Across

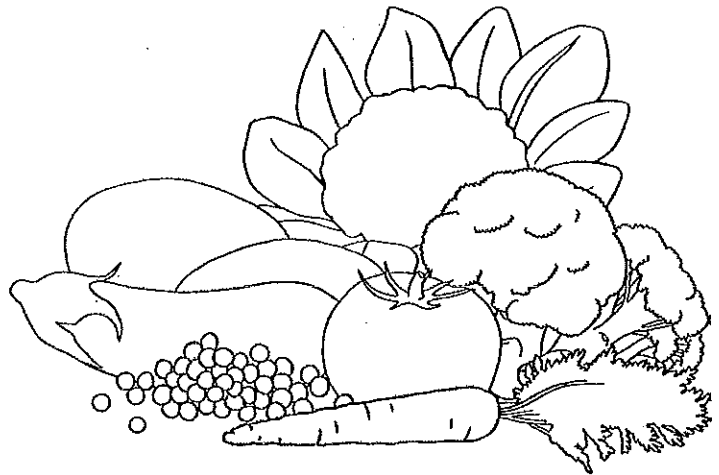
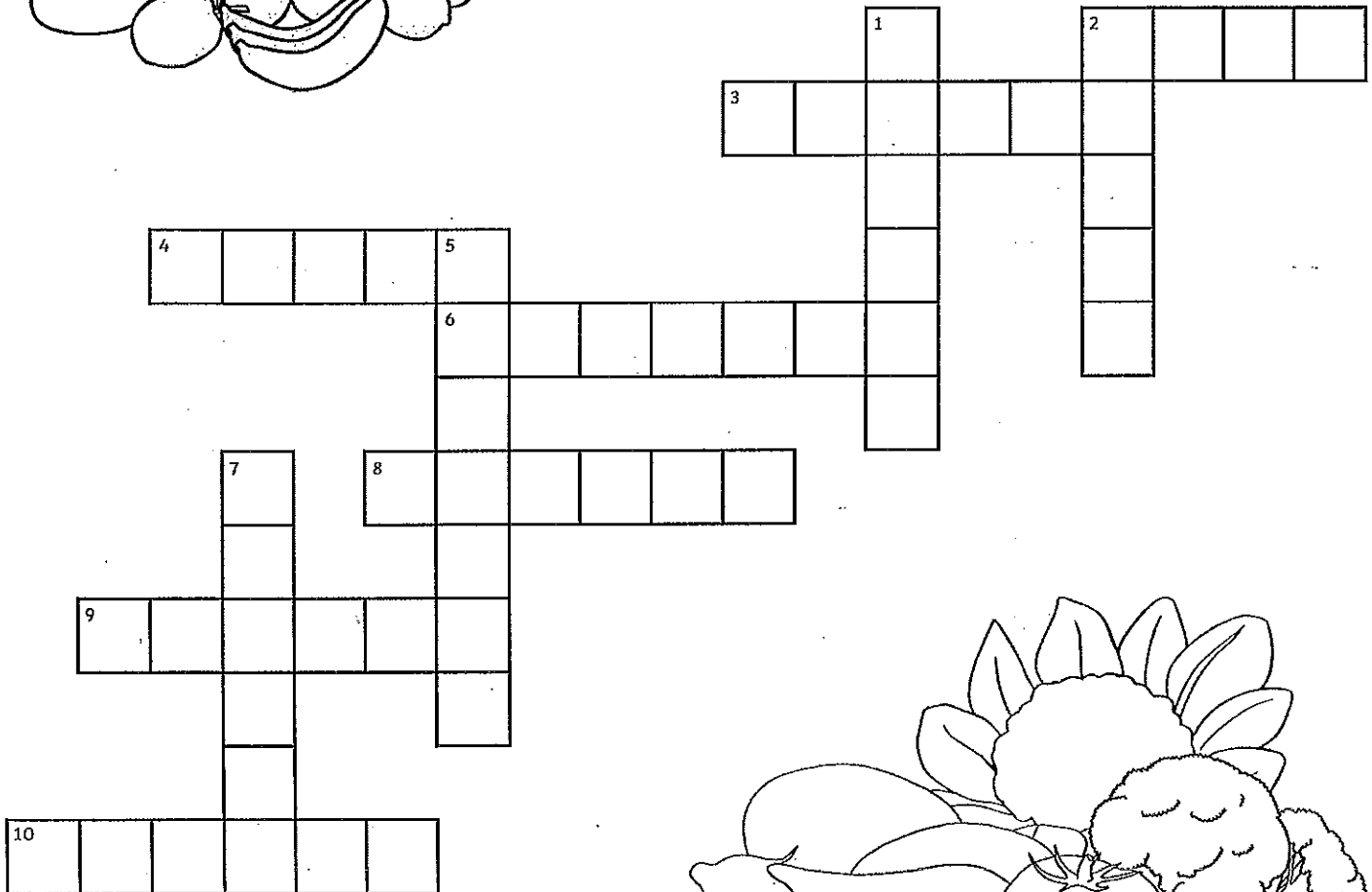
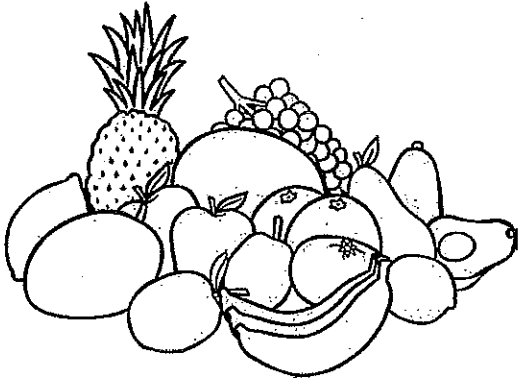
2. These vegetables are small, green and round. You might eat them mushy!
3. The name of this fruit is also a colour.
4. There are lots of different types of this vegetable, including: runner, broad and baked.
6. This vegetable is popular at Halloween. You might carve a scary face into one!
8. A handy vegetable that can be boiled, mashed or made into chips.
9. An orange vegetable enjoyed by rabbits.
10. This fruit grows in bunches on vines. They can be made into wine.

### Down

1. This is a yellow fruit that you need to peel. Monkeys enjoy them!
2. This fruit is juicy and has a fuzzy skin.
5. These round, green vegetables are often only eaten at Christmas. Many people don't like them!
7. This is a purple vegetable that grows in the ground. You may know a story about an 'enormous' one!



# Fruit and Vegetables



You could also try to find out:

- what your favourite fruit looked like in the past;
- how the process of selective breeding works;
- what the most popular vegetable is in your country.