



P7 Curriculum Visions Book 6

ise

01.06.20

| | | |
|-------------|--------------|-----------------|
| 1. exercise | 6. advertise | 11. emphasise |
| 2. organise | 7. despise | 12. franchise |
| 3. prise | 8. disguise | 13. improvise |
| 4. realise | 9. dramatise | 14. merchandise |
| 5. surprise | 10. practise | 15. synchronise |

Spelling Tasks Select a spelling strategy from the spelling list in your pack.

Dictionary meanings - Find the meanings for the following list words - 7, 9, 10, 11, 12, 13, 14 & 15.

Some of the list words end in **ise** because the **ise** suffix has been added to the root word, e.g. improve = improvise. Some are just words that end in **ise** e.g. prise.

Put the following words into the table adding them into the correct column. Civilise, advise, exercise, emphasise, dramatise, revise, advertise, disguise, legalise, surprise, organise and characterise.

| Words ending in ise | Words with ise suffix |
|----------------------------|------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

P7 Prim-Ed Book D

out- un- over- under-

01.06.20

| | | |
|-------------|----------------|----------------|
| 1. outdoor | 6. undo | 11. overboard |
| 2. outline | 7. untie | 12. overcast |
| 3. outbreak | 8. uneven | 13. overhead |
| 4. outfit | 9. unable | 14. overall |
| 5. underage | 10. understand | 15. undercover |

Spelling Tasks Select a spelling strategy from the spelling list in your pack.

Write the correct prefix for each list word.

| | |
|------------|------------|
| a. __stand | e. __cover |
| b. __door | f. __all |
| c. __able | g. __cast |
| d. __age | h. __break |

Copy out and draw a line to make up compound words from these list words.

| | |
|----------|-------|
| a. over | do |
| b. un | board |
| c. under | all |
| d. under | break |
| e. out | age |
| f. over | even |
| g. out | cover |
| h. un | line |

P7 Curriculum Visions Book 6

ive

08.06.20

| | | |
|---------------|----------------|-----------------|
| 1. attractive | 6. alternative | 11. destructive |
| 2. detective | 7. decorative | 12. disruptive |
| 3. impressive | 8. inventive | 13. excessive |
| 4. protective | 9. expensive | 14. supportive |
| 5. talkative | 10. explosive | 15. persuasive |

Spelling Tasks Select a spelling strategy from the spelling list in your pack.

The “**ive**” suffix means “**one who**” or “**that which is**”

Select any vowels in the list words and draw a circle around them.

Check meanings of the following list words. No- 6, 8, 11, 14, & 15.

List **5** more “**ive**” words that are not in your word list.

Now use the **5** words you have listed and **all** the words in the word list in a short amusing passage.

You can write about anything you like, but your challenge is that you have to use all the words in as short a passage as possible !

P7 Prim-Ed Book D

-less -ly -ness

08.06.20

| | | |
|---------------|-----------------|--------------|
| 1. helpless | 6. sadness | 11. quietly |
| 2. harmless | 7. awareness | 12. wisely |
| 3. careless | 8. sickness | 13. brightly |
| 4. hopeless | 9. happiness | 14. quickly |
| 5. breathless | 10. cleanliness | 15. lonely |

Spelling Tasks

Select a spelling strategy from the spelling list in your pack.

A suffix is a group of letters which is added to the end of a word to form a new word, e.g. help + less = helpless.

Write the correct suffix to make a list word.

| |
|---------------------------|
| a. breath + _____ = _____ |
| b. sick + _____ = _____ |
| c. happy + _____ = _____ |
| d. clean + _____ = _____ |
| e. quiet + _____ = _____ |
| f. hope + _____ = _____ |
| g. bright + _____ = _____ |
| h. harm + _____ = _____ |

Create a wordsearch with all you list words. Get someone at home to complete it and then you can mark it!



P6 Curriculum Visions Book 5

aw - au

01.06.20

| | | |
|----------|--------------|---------------|
| 1. crawl | 6. awful | 11. author |
| 2. prawn | 7. awkward | 12. autograph |
| 3. straw | 8. authority | 13. autumn |
| 4. thaw | 9. sawdust | 14. caught |
| 5. yawn | 10. laundry | 15. daughter |

Spelling Tasks

What am I? Write clues for each of the words below.

| | |
|------------|--------------|
| a. awkward | d. applause |
| b. yawn | e. autograph |
| c. thaw | f. sawdust |

Add the missing **aw** or **au** letters to these words.

| | |
|--------------|--------------|
| a. appl__se | e. spr__l |
| b. __tograph | f. __dible |
| c. __kward | g. thes__rus |
| d. c__ght | h. __dience |

Write **6** sentences. Each sentence must include an **aw**

and **au** word.

P6 Prim-Ed Book C

contractions

01.06.20

| | | |
|------------|------------|-------------|
| 1. I'd | 6. that's | 11. we're |
| 2. won't | 7. there's | 12. she's |
| 3. we've | 8. you're | 13. you'll |
| 4. they've | 9. hasn't | 14. they'd |
| 5. what's | 10. you've | 15. they're |

Spelling Tasks

Write out the contractions in their full form.
E.g can't – can not.

Write **5** sentences with list words. Then highlight the contraction you have used and re-write it out in its full form.

Write the contractions

| |
|---------------|
| a. you will = |
| b. what is = |
| c. they are = |
| d. we are = |
| e. she is = |
| f. I had = |
| g. will not = |
| h. there is = |

P6 Curriculum Visions Book 5

ph

08.06.20

| | |
|--------------|---------------|
| 1. phantom | 6. pheasant |
| 2. phrase | 7. pamphlet |
| 3. telephone | 8. paragraph |
| 4. dolphin | 9. photograph |
| 5. elephant | 10. graph |

Spelling Tasks

Say each word aloud. What sound do the letters **ph** make in each word?

Write a tongue twister using as many words as you can.

Create a wordsearch for **ph** words. Can you find anymore? Ask someone at home to complete it and you can mark it!

Many of the words that use the **ph** letter pattern originally came from the Greek language, "graph" means "writing" and "phone" means "sound" or "voice".

Copy & complete the table.

Add 3 words using each of the Greek roots. E.g. – saxophone.

| | |
|--------------|--------------|
| graph | phone |
| | |
| | |
| | |

Choose 3 of the words from your table. Write a definition for each one.

P6 Prim-Ed Book C

aw – oar – ore – a

08.06.20

| | | |
|----------|----------|-----------|
| 1. draw | 6. soar | 11. sore |
| 2. straw | 7. board | 12. tore |
| 3. law | 8. oar | 13. more |
| 4. claw | 9. roar | 14. score |
| 5. stalk | 10. walk | 15. chalk |

Spelling Tasks

List words "sore" and "soar" are homophones. Write a definition for : "Soar" and "Sore".

Write out & draw lines to match the words to their meanings.

| | |
|----------|--------|
| a. tore | stop |
| b. stay | stem |
| c. stalk | get on |
| d. board | ripped |

Add the suffixes "ed", "ing" and "er" to make new words.

| | ed | ing | er |
|-------|-----------|------------|-----------|
| walk | | | |
| board | | | |
| talk | | | |
| wait | | | |

Kensuke's Kingdom

Chapter 7 – p99-p116

Dictionary Task

| | |
|-------------|--|
| searing | |
| rudimentary | |
| immaculate | |
| intrigued | |
| affliction | |
| engrossed | |
| circumspect | |
| scald | |

1. What is the main purpose of this chapter? – Chapter 7.
2. What have Michael and Kensuke given each other? – Chapter 7.
3. Do you think Kensuke is a clever man? Give reasons for your answer? - All reading so far.

4. What had his enemy, his captor become? – Page 100.
5. What did Kensuke do to help him? – Page 100.
6. What did Michael begin to do with Kensuke as his strength returned? – Page 105.
7. How did Michael and Kensuke communicate? – Page 107.
8. When Kensuke took Michael fishing for big fish, what did Michael discover Kensuke had? – Page 114.

CHALLENGE TASK – The setting of this chapter is Kensuke's cave. Draw a picture of how you imagine the cave to look like. In the 'frame', write the words and sentences from the chapter that help describe the cave.

Kensuke's Kingdom

Chapter 8 – p117-p130

Dictionary Task

| | |
|-----------|--|
| pester | |
| bait | |
| surrender | |
| heave | |

| | |
|----------|--|
| flounder | |
| betray | |
| grieve | |
| hurl | |

1. What makes Kensuke so sad that he wants to die? – Page .
2. Why does Kensuke feel so lucky? - Page .
3. Why is Michael worried about betraying Kensuke's trust? - Page .
4. How does Kensuke's life story make you feel?
5. Why did the war start to go bad for the Japanese? – Page 120.
6. What happened when Kensuke's ship was bombed? – Page 120.
7. What did Kensuke assume about his family? – Page 121.
8. What do you think Michael's parents must be thinking now? – Page 127.

CHALLENGE TASK – Write the eight most important events in Kensuke's life.

Kensuke's Kingdom by Michael Morpurgo

Chapter 9: The night of the turtles 131-144

1. How did things change between Michael and Kensuke?
2. How did Michael feel about the change?
3. Why did the orang-utan come to the cave?
4. When did Kensuke chat about the message in a bottle?
5. What did Kensuke decide to build to help Michael?
6. What did they play after their building work?
7. When did Kensuke like to do most of his chatting?
8. Who did Kensuke think of when he painted the trees?
9. Who did he talk about most often of all?
10. Which possibility did Michael ask Kensuke to consider?
11. How did they help the baby turtles?
12. How did the baby turtles inspire Kensuke?

Chapter 10: Killer men come p145-161

1. How did Kensuke feel about the rain?
2. Which activity reminds Michael more of the rainy season than anything else?
3. Why were the faces of his family indistinct in Kensuke's paintings?
4. What did Kensuke say to Michael about "waiting"?
5. How did Kensuke react to the ship that they saw?
6. What did the men do on the island?
7. What were they doing when Kensuke spotted the yacht?
8. Where had Kensuke gone when Michael found him?
9. What decision had Kensuke made?
10. Which special promise did Kensuke ask Michael to keep?
11. How did Michael's mother react?
12. What had Michael's parents spent almost a year doing?

Next try some of the 5 fun tasks for Kensuke's Kingdom
Then complete the wordsearch – can you find them all?

Five fun activities to do based on this novel

- A. Compose ten questions to be used to interview Michael, Kensuke or Michael's parents.
- B. Write a book review of Kensuke's Kingdom in 20 sentences.
- C. Write an alternative ending to the story.
- D. Make a ten slide synopsis of the story in PowerPoint.
- E. Tell the story from the viewpoint of Stella Artois.
- F. Can you find the following words from the novel in this wordsearch?

Kensuke's Kingdom Wordsearch

Find the words from the story in the wordsearch.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Z | P | A | I | N | T | I | N | G | J |
| X | S | G | I | B | B | O | N | F | H |
| B | T | U | R | T | L | E | K | O | O |
| P | E | G | G | Y | S | U | E | O | U |
| N | L | F | D | C | U | Y | N | T | T |
| M | L | A | R | T | O | I | S | B | R |
| L | A | M | S | D | I | T | U | A | I |
| E | S | N | A | Q | Y | R | K | L | G |
| D | C | M | I | C | H | A | E | L | G |
| D | G | B | R | N | O | E | C | K | E |
| I | H | V | T | Y | P | W | H | H | R |
| E | U | K | I | N | G | D | O | M | T |
| P | O | R | A | N | G | U | T | A | N |

Eddie
Peggysue
Orangutan

Kensuke
Yacht
Gibbon

Michael
Kingdom
Turtle

Stella Artois
Football
Outrigger



We use **COMMAS** when we write lists of nouns, verbs or adjectives.

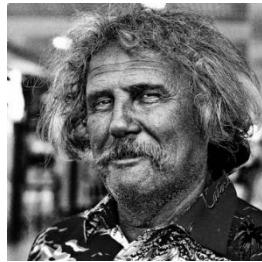
The boy packed gym shoes, shorts, his pencil case, books and a snack in his schoolbag.

Each item is separated by a **COMMA** except after the last item which has **AND** before it.

Task 1: Write out sentences with at least 5 items in a list for each of the following - remember to use **AND** before the last item:

| | |
|-----------------------------|--|
| Items of holiday clothing. | |
| Your ambitions | |
| Favourite films | |
| Things you did last weekend | |

Task 2: Describe the man in the picture in detail. Use commas to separate the adjectives describing how he looks.



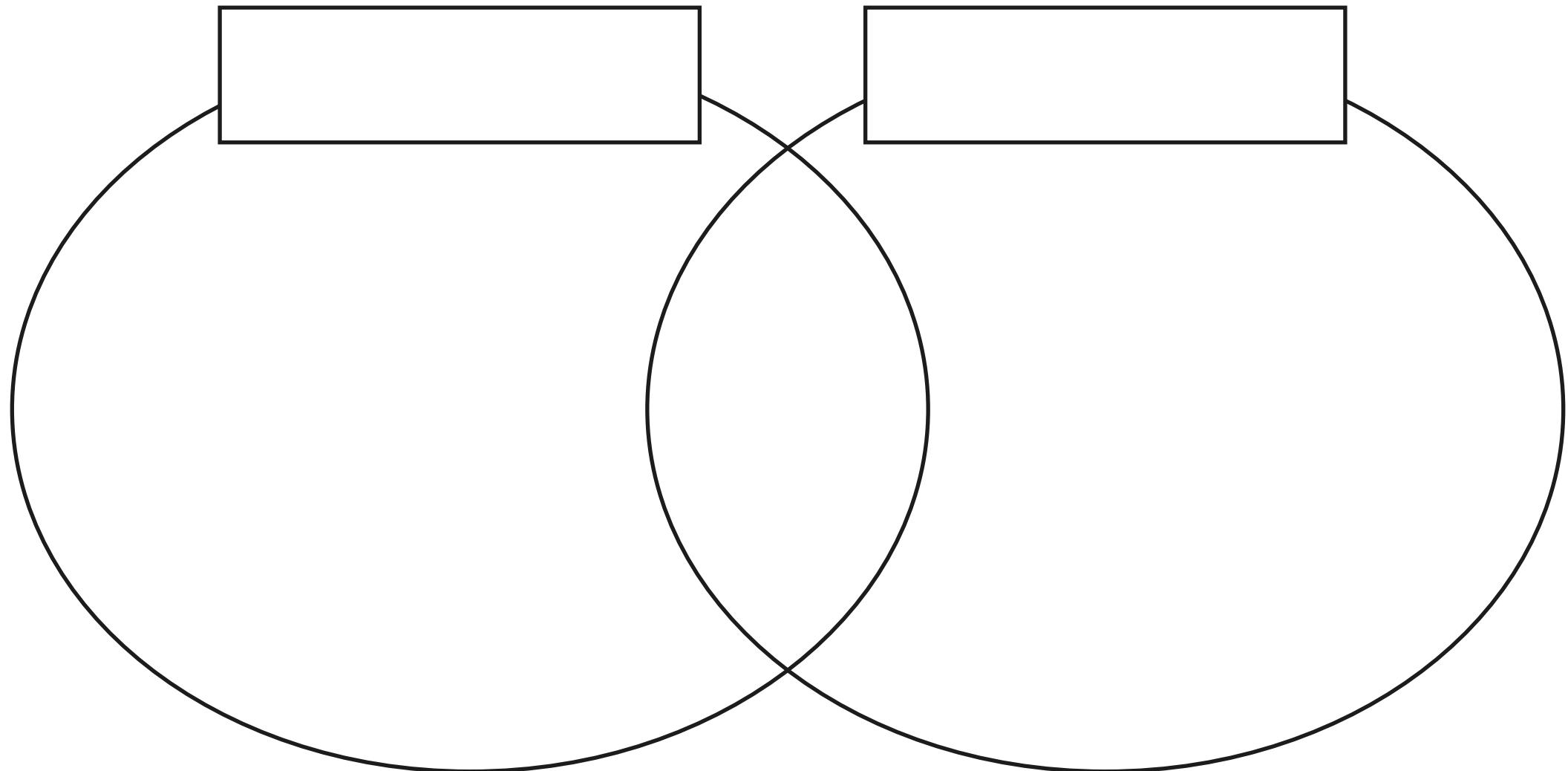
Beside each of the following sentences are three MEANINGS.

Task 1: Pick the correct meaning of the **bold word** each time and underline the word. One has already been done for you. Use a dictionary or a computer to help you.

1. I had to **extend** my answer. at this moment / overgrow / make longer
2. I needed an **immediate** response to move on with the work.
at this moment / sometimes / unimportant
3. The captain refused to **surrender** the fight.
to remove / to give in / to avoid
4. I shouldn't **neglect** my studies for my exam.
be careless of / be careful with / destroy
5. She needed to **confirm** her plans with the rest of her friends.
prove wrong / make certain of / disagree
6. I need my boss to be more **flexible** with my shifts so I can go to college.
strong / smooth / easily bent
7. I was feeling really **tender** after a session at the gym.
sore / quiet / obvious
8. It was a **tragedy** that the car crash had injured the bride before her wedding.
a serious event / an insult / grief
9. The pupils should be **punctual** when arriving to class.
careful / on time / let down
10. Jeff didn't want to **participate** in the social dancing.
keep off / take part in / long for

Venn Diagram

Choose 10 shapes. Now choose what types of groups to have in your Venn diagram. Put them in the correct place.



Carroll Diagram

Choose 10 shapes. Now choose what types of groups to have in your Carroll diagram. Put them in the correct place.

| | | |
|--|--|--|
| | | |
| | | |
| | | |

THE GREAT FRENCH LANGUAGE CHALLENGE

Find out the names of four fashion designers who are from a French-speaking country

Teach your parent or guardian a phrase in French

List four well-known buildings or monuments that can be found in a French-speaking country

○ Listen to a song in French

List four festivals which take place in countries where French is the official language

Cook a dish
from a French-speaking country

Take a look at the top 200 songs in the UK Spotify charts. Are there any songs that are sung in French?

Change your social media **app settings** into French for one hour

Write a short paragraph about a French-speaking country you would like to visit and why

Find an app that allows you to practise French and learn **five new words**

Find out the names of ten well-known sports players who are from French-speaking countries

List five famous

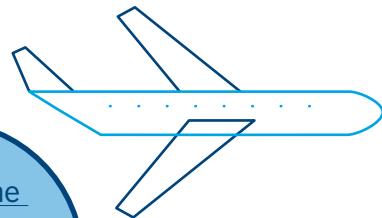
forests, coastlines or mountain ranges which are found in French-speaking countries



Try a food item from a French-speaking country you have never tried before

Find a French language video or cartoon on YouTube and watch it

Find out the capital cities of ten French-speaking countries



○ Learn the 'happy birthday' song in French

Find out about five famous scientists, artists, writers or explorers who are from countries where French is the official language

List ten French words that have made it into the English language (e.g. chauffeur)

Find out how to say **the following phrases** in French:

- Excuse me
- Could you repeat that?
- See you later!

Find out how many countries have French as their official language

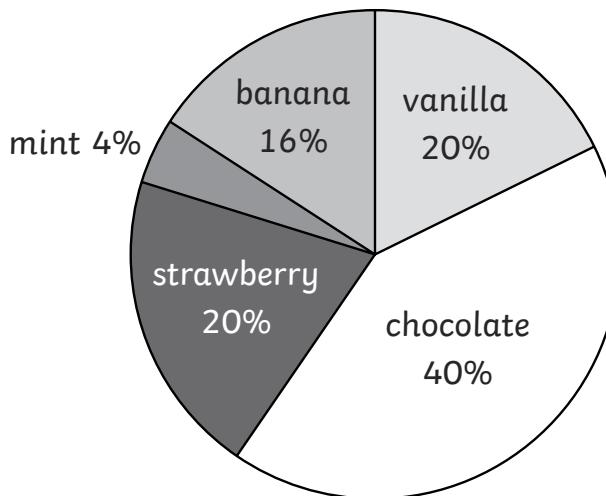


Percentages and Pie Charts

I can solve problems involving the calculation of percentages in pie charts.



Favourite Ice Cream Flavours



chocolate vanilla banana mint strawberry

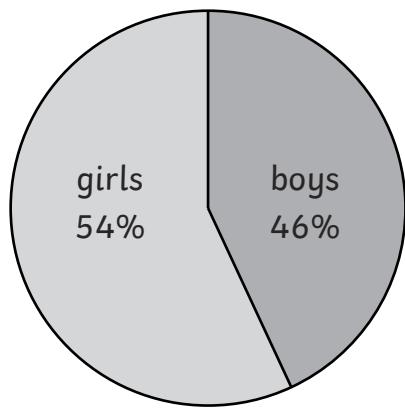
1. 50 people were asked about their favourite ice cream flavour. Use this information to answer these questions about the pie chart:

a. How many said that chocolate was their favourite?

b. How many people said that mint was their favourite?

c. 10 people like vanilla best of all. True or False? Use a calculation to prove your answer.

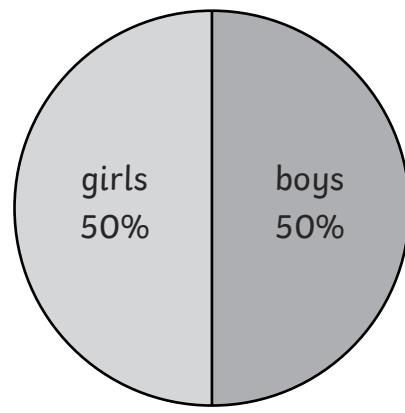
Boys and Girls in Year 5



girls

boys

Boys and Girls in Year 6



girls

boys

2. These pie charts show the number of boys and girls in a school in Year 5 and Year 6. There are 50 children in Year 5 and 60 children in Year 6.

a. How many children are boys in Year 6?

b. How many children are girls in Year 5?

c. There are more girls in Year 5 than Year 6. True or False? Use a calculation to prove your answer.

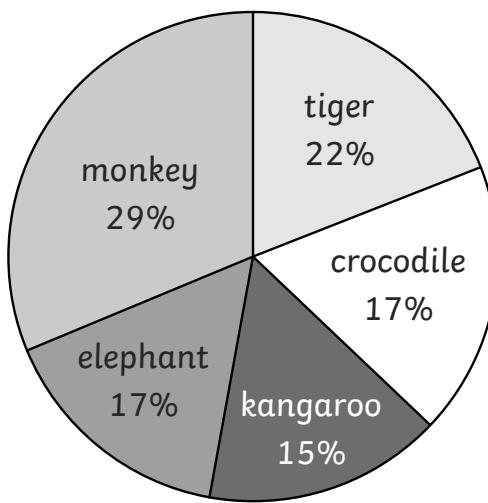


Percentages and Pie Charts

I can solve problems involving the calculation of percentages in pie charts.



Favourite Zoo Animals



crocodile tiger monkey elephant kangaroo

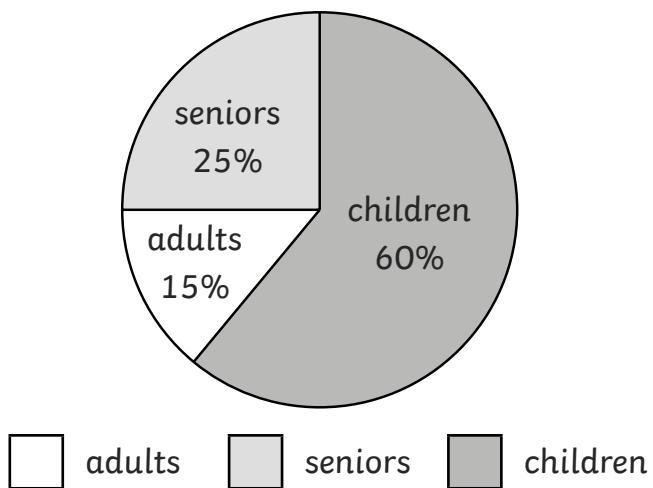
1. 200 people were asked about their favourite zoo animal. Use this information to answer these questions about the pie chart:

a. How many people like elephants?

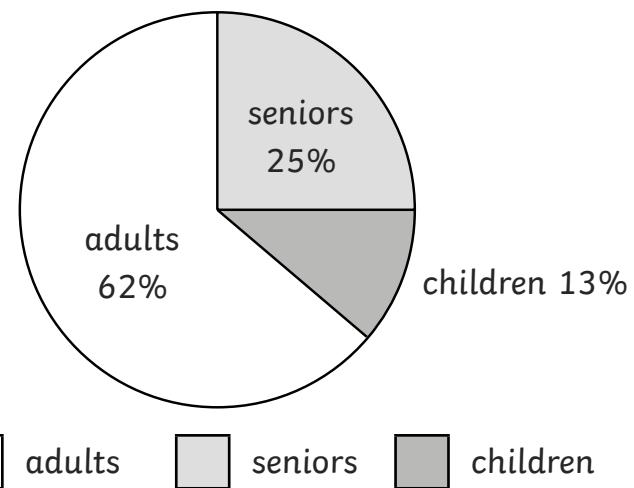
b. How many more people liked tigers than kangaroos?

c. 14 more people liked monkeys than tigers. True or False? Show a calculation to show how you know.

The Make-up of an Audience at an Afternoon Performance at a Theatre



The Make-up of an Audience at an Evening Performance at a Theatre



2. 200 people went to the theatre one afternoon. The same evening, 500 people went to the same theatre. Answer the following questions about the pie chart:

a. How many adults went to the theatre in the afternoon?

b. How many children went to the theatre in the evening?

c. The same number of seniors went to the theatre in the afternoon as the evening. True or False? Use a calculation to show how you know.

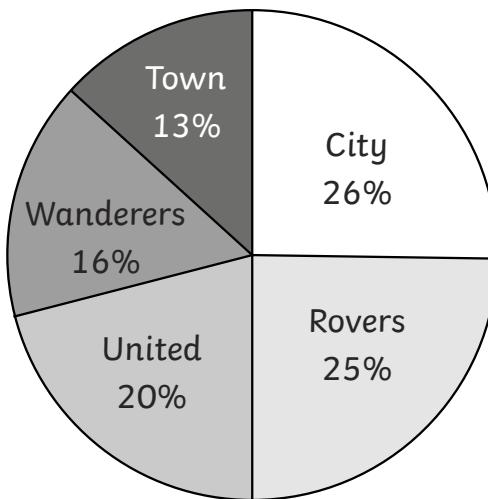


Percentages and Pie Charts

I can solve problems involving the calculation of percentages in pie charts.



Average Attendance at Football Grounds



City Rovers United Wanderers Town

1. This pie chart shows the average attendance over a season. Rovers' average attendance was 50 000. Answer these questions about the pie chart:

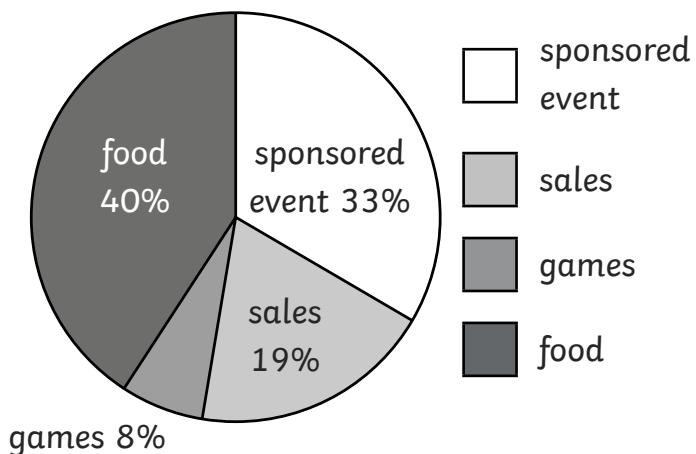
a. How many people on average attended United?

b. How many teams had average attendance over 45 000?

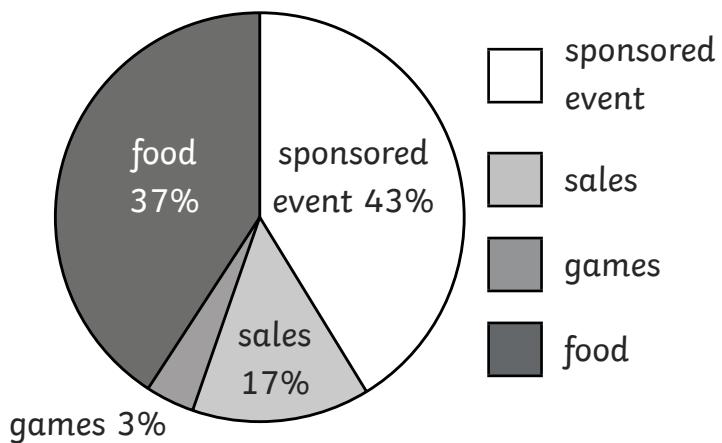
c. City had an average attendance of more than 50 000. True or False? Use a calculation to show how you know.



Fundraising 2014



Fundraising 2015



2. A charity raises money. In 2014, £1000 was raised. They raised £300 more in 2015.
Use this information and the pie charts to answer the following questions:

a. In 2014, how much money was raised on food?

b. How much more money was raised in 2015 on sponsored events than in 2014?

c. More money was raised on sales in 2014 than 2015. True or False?

Use a calculation to show how you know.



Percentages and Pie Charts Answers

| Question | Answer |
|--|--|
| 1. 50 people were asked about their favourite ice cream flavour. Use this information to answer these questions about the pie chart: | |
| a | 20 |
| b | 2 |
| c | <i>True. Children include an example of how they calculated the answer.</i> |
| 2. These pie charts show the number of boys and girls in a school in Year 5 and Year 6. There are 50 children in Year 5 and 60 children in Year 6. | |
| a | 30 boys |
| b | 27 girls |
| c | <i>False. Children include an example of how they calculated the answer.</i> |



Percentages and Pie Charts Answers

| Question | Answer |
|---|---|
| 1. 200 people were asked about their favourite zoo animal. Use this information to answer these questions about the pie chart: | |
| a | 34 people |
| b | 14 people |
| c | True. Children include an example of how they calculated the answer. |
| 2. 200 people went to the theatre one afternoon. The same evening, 500 people went to the same theatre. Answer the following questions about the pie chart: | |
| a | 30 adults |
| b | 65 children |
| c | False. Children include an example of how they calculated the answer. |



Percentages and Pie Charts Answers

| Question | Answer |
|---|---|
| 1. This pie chart shows the average attendance over a season. Rovers' average attendance was 50 000. Answer these questions about the pie chart: | |
| a | 40 000 people |
| b | Two Teams |
| c | True. Children include an example of how they calculated the answer. |
| 2. A charity raises money. In 2014, £1000 was raised. They raised £300 more in 2015. Use this information and the pie charts to answer the following questions: | |
| a | £400 |
| b | £229 |
| c | False. Children include an example of how they calculated the answer. |

Multiplication Grids

Choose one of the columns and multiply using the grid method.



Calculate the answers using the grid method.

$1. 345 \times 524 =$

$2. 924 \times 587 =$

$3. 458 \times 912 =$

$4. 784 \times 325 =$

$5. 261 \times 258 =$

$6. 624 \times 941 =$

$7. 555 \times 293 =$

$8. 689 \times 953 =$

$9. 630 \times 569 =$

$10. 327 \times 319 =$



Calculate the answers using the grid method.

$1. 888 \times 96 =$

$2. 322 \times 92 =$

$3. 442 \times 65 =$

$4. 358 \times 66 =$

$5. 767 \times 67 =$

$6. 995 \times 47 =$

$7. 725 \times 88 =$

$8. 966 \times 58 =$

$9. 847 \times 88 =$

$10. 707 \times 94 =$



Calculate the answers using the grid method.

$1. 12 \times 77 =$

$2. 69 \times 40 =$

$3. 66 \times 64 =$

$4. 84 \times 39 =$

$5. 14 \times 93 =$

$6. 90 \times 95 =$

$7. 56 \times 72 =$

$8. 72 \times 38 =$

$9. 74 \times 25 =$

$10. 28 \times 74 =$

Multiplication Grids

Choose one of the columns and multiply using the grid method.



Calculate the answers using the grid method.

$$1. \ 345 \times 524 = 180,780$$

$$2. \ 924 \times 587 = 542,388$$

$$3. \ 458 \times 912 = 417,696$$

$$4. \ 784 \times 325 = 254,800$$

$$5. \ 261 \times 258 = 67,338$$

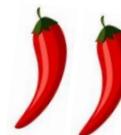
$$6. \ 624 \times 941 = 587,184$$

$$7. \ 555 \times 293 = 162,615$$

$$8. \ 689 \times 953 = 449,917$$

$$9. \ 630 \times 569 = 358,470$$

$$10. \ 327 \times 319 = 104,313$$



Calculate the answers using the grid method.

$$1. \ 888 \times 96 = 85,248$$

$$2. \ 322 \times 92 = 29,624$$

$$3. \ 442 \times 65 = 28,730$$

$$4. \ 358 \times 66 = 23,628$$

$$5. \ 767 \times 67 = 51,389$$

$$6. \ 995 \times 47 = 46,765$$

$$7. \ 725 \times 88 = 63,800$$

$$8. \ 966 \times 58 = 56,028$$

$$9. \ 847 \times 88 = 74,536$$

$$10. \ 707 \times 94 = 66,458$$



Calculate the answers using the grid method.

$$1. \ 12 \times 77 = 924$$

$$2. \ 69 \times 40 = 2,760$$

$$3. \ 66 \times 64 = 4,224$$

$$4. \ 84 \times 39 = 3,276$$

$$5. \ 14 \times 93 = 1,302$$

$$6. \ 90 \times 95 = 8,550$$

$$7. \ 56 \times 72 = 4,032$$

$$8. \ 72 \times 38 = 2,736$$

$$9. \ 74 \times 25 = 1,850$$

$$10. \ 28 \times 74 = 2,072$$

MULTIPLICATION GRID METHOD Example -

1. $26 \times 35 =$

| | | |
|-----------|------------|------------|
| × | 30 | 5 |
| 20 | 600 | 100 |
| 6 | 180 | 30 |

$$600 + 100 = 700$$

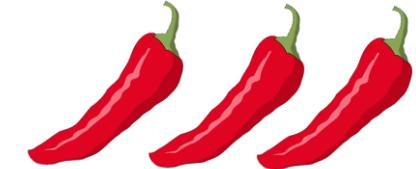
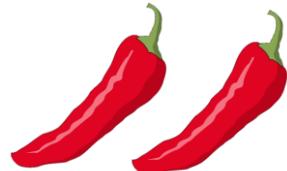
$$180 + 30 = 210$$

$$700 + 210 = 910$$

Remember to split the 26 into 2 tens & 6 units , then do the same for the 35 – 3 tens & 5 units. Finally add up the numbers in your box to get your total = answer !

Adding and subtracting negative numbers on a number line

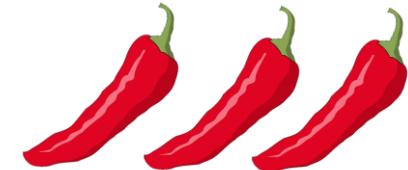
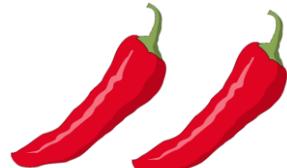
Choose only ONE column below, use the number line to help if needed.



| | | |
|--------------|----------------|-----------------|
| 1. $4 - 7$ | 1. $-4 - 6$ | 1. $-5 + (-1)$ |
| 2. $-2 - 5$ | 2. $5 - 7$ | 2. $4 - (-2)$ |
| 3. $-4 - 4$ | 3. $6 + (-3)$ | 3. $-2 + (-5)$ |
| 4. $-6 + 2$ | 4. $-2 + 8$ | 4. $-2 + (-8)$ |
| 5. $3 - 10$ | 5. $-4 + 2$ | 5. $-4 - 6$ |
| 6. $-4 + 8$ | 6. $-5 - 2$ | 6. $5 + (-2)$ |
| 7. $-5 + 3$ | 7. $5 + (-2)$ | 7. $3 - (-4)$ |
| 8. $-6 - 2$ | 8. $-3 - (-6)$ | 8. $-3 - (-6)$ |
| 9. $4 - 5$ | 9. $-4 - 9$ | 9. $-2 + (-3)$ |
| 10. $-2 - 7$ | 10. $-2 + 14$ | 10. $-4 - (-2)$ |

Adding and subtracting negative numbers on a number line

Choose only ONE column below, use the number line to help if needed.



| | | |
|-------------------|--------------------|----------------------|
| 1. $4 - 7 = -3$ | 1. $-4 - 6 = -10$ | 1. $-5 + (-1) = -6$ |
| 2. $-2 - 5 = -3$ | 2. $5 - 7 = -2$ | 2. $4 - (-2) = 6$ |
| 3. $-4 - 4 = -8$ | 3. $6 + (-3) = 3$ | 3. $-2 + (-5) = -7$ |
| 4. $-6 + 2 = -4$ | 4. $-2 + 8 = 6$ | 4. $-2 + (-8) = -10$ |
| 5. $3 - 10 = -7$ | 5. $-4 + 2 = -2$ | 5. $-4 - 6 = -10$ |
| 6. $-4 + 8 = 4$ | 6. $-5 - 2 = -7$ | 6. $5 + (-2) = 3$ |
| 7. $-5 + 3 = -2$ | 7. $5 + (-2) = 3$ | 7. $3 - (-4) = 7$ |
| 8. $-6 - 2 = -8$ | 8. $-3 - (-6) = 3$ | 8. $-3 - (-6) = 3$ |
| 9. $4 - 5 = -1$ | 9. $-4 - 9 = -13$ | 9. $-2 + (-3) = -5$ |
| 10. $-2 - 7 = -5$ | 10. $-2 + 14 = 12$ | 10. $-4 - (-2) = -2$ |

My -20 to 20 Number Line



Negative Numbers Puzzle

I can solve number and place value reasoning problems involving negative numbers.



| | | | | | | | | | | | |
|----|---|--|----|---|----|---|----|----|---|---|--|
| 1 | | | 2 | | | 3 | | | 4 | | |
| | | | | | | | | | 5 | 6 | |
| 7 | 8 | | | | | | | | | | |
| | | | | 9 | | | 10 | | | | |
| 11 | | | | | | | | | | | |
| | | | | | | | | 12 | | | |
| 13 | | | | | 14 | | | | | | |
| | | | 15 | | | | | | | | |

Across

1. $10 - 45$
3. $-50 + 3$
5. $-50 + 102$
7. $50 - 100$
9. $1 - 20$
12. $-5 + 18$
13. $-2 + 56$
15. $10 - 20$

Down

2. $-1 + 521$
4. $-25 + 100$
6. $-2 + 25$
8. $-1 + 52$
9. $3 - 8$
10. $-100 + 199$
11. $5 - 30$
12. $-5 + 105$
14. $-15 + 45$

Negative Numbers Puzzle Answers

| | | | | | | | |
|--------------------|-------------------|--------------------|-------------------|--------------------|--------------------|--------------------|-------------------|
| ¹ - | 3 | ² 5 | | ³ - | 4 | ⁴ 7 | |
| | | 2 | | | | ⁵ 5 | ⁶ 2 |
| ⁷ - | ⁸ 5 | 0 | | | | | 3 |
| | 1 | | ⁹ - | 1 | ¹⁰ 9 | | |
| ¹¹ - | | | 5 | | 9 | | |
| 2 | | | | | | ¹² 1 | 3 |
| ¹³ 5 | 4 | | | ¹⁴ 3 | | 0 | |
| | | ¹⁵ - | 1 | 0 | | 0 | |

Across

1. $10 - 45$

3. $-50 + 3$

5. $-50 + 102$

7. $50 - 100$

9. $1 - 20$

12. $-5 + 18$

13. $-2 + 56$

15. $10 - 20$

Down

2. $-1 + 521$

4. $-25 + 100$

6. $-2 + 25$

8. $-1 + 52$

9. $3 - 8$

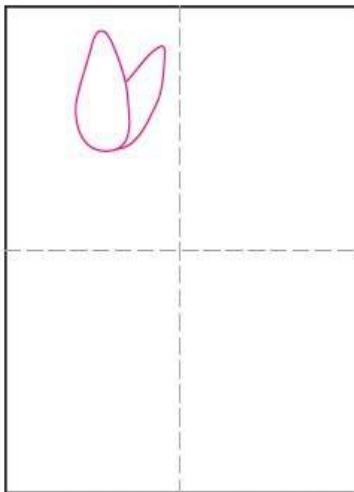
10. $-100 + 199$

11. $5 - 30$

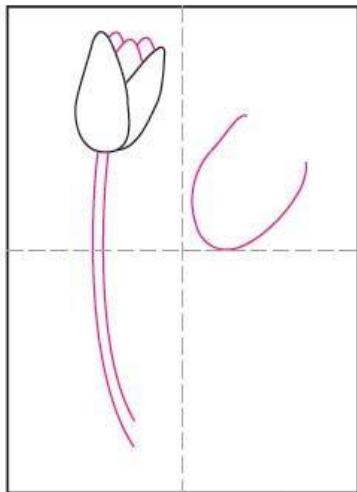
12. $-5 + 105$

14. $-15 + 45$

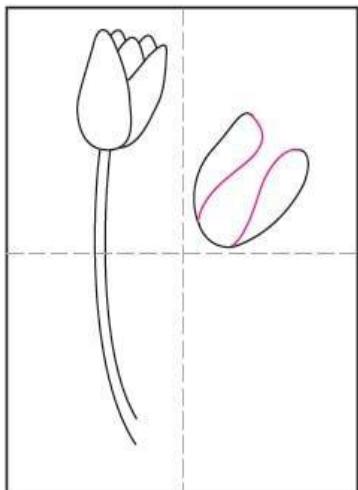
Draw a Tulip



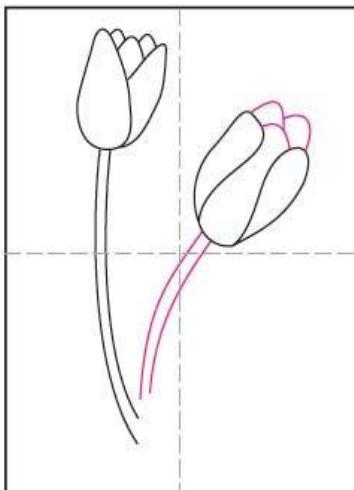
1. Make guide lines. Draw 2 petals.



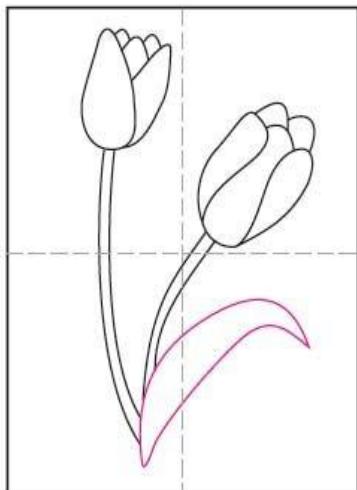
2. Add stem and petals as shown.



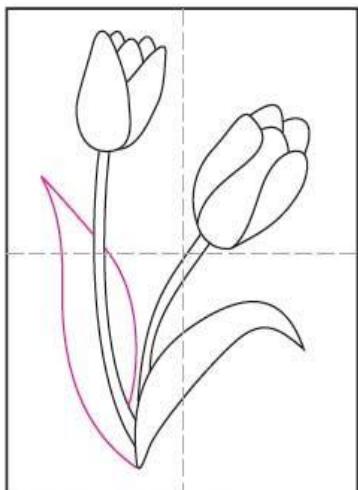
3. Draw petals curves.



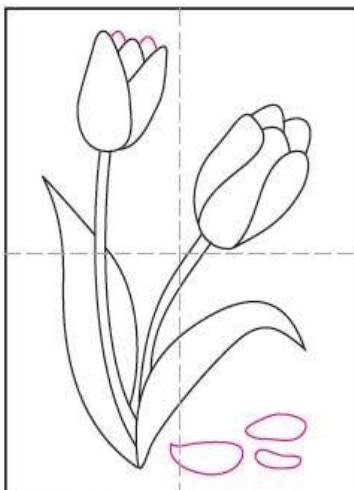
4. Finish stem and petals.



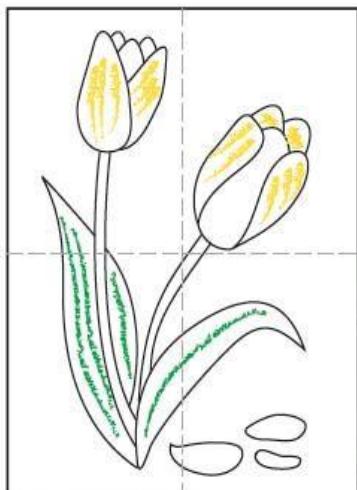
5. Add tulip leaf.



6. Add another leaf.

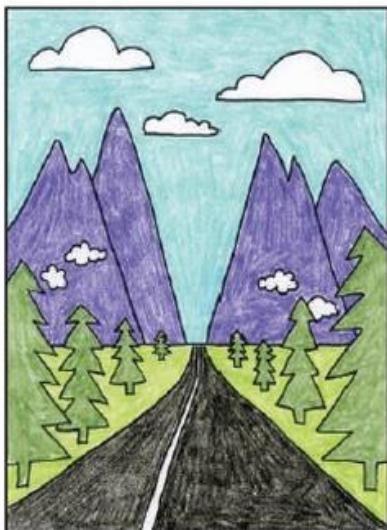


7. Draw dropped petals.

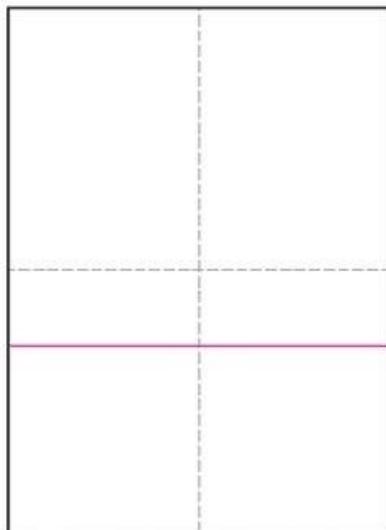


8. Add crayon details.

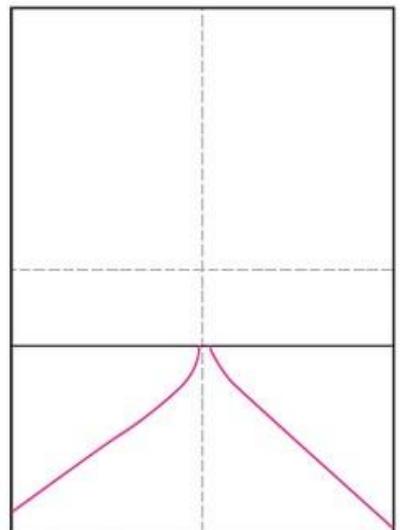
Scenic perspective - How to draw a scene into the distance.



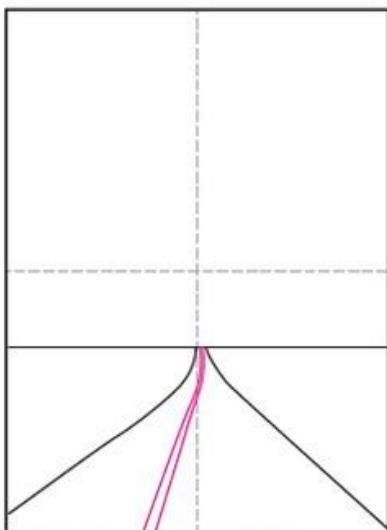
Materials: Marker, crayons



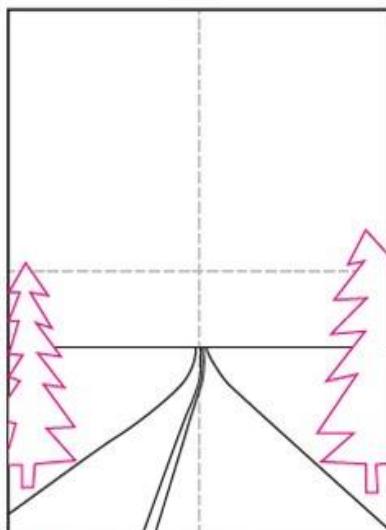
1. Make guide lines. Draw horizon.



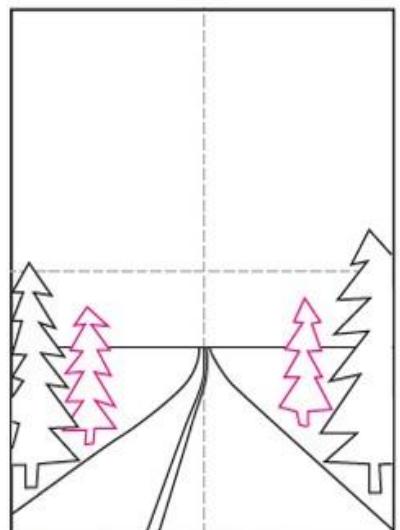
2. Draw the road.



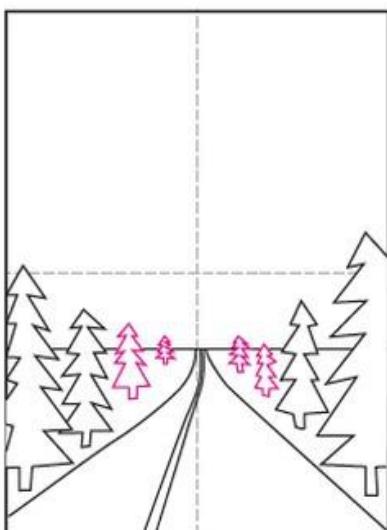
3. Add the center road line.



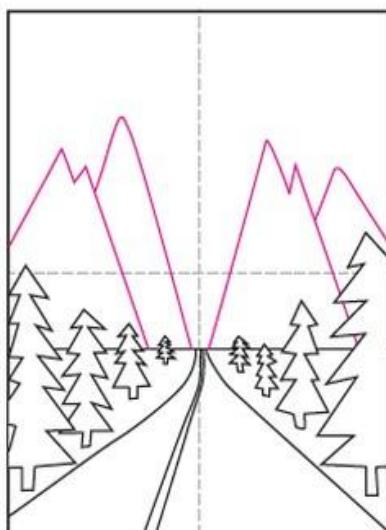
4. Draw two large trees.



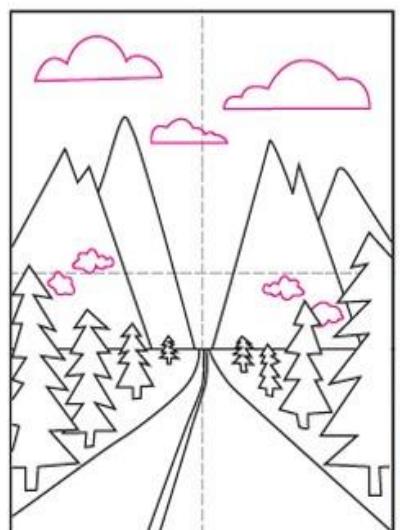
5. Draw two smaller trees.



6. Add four smaller trees.



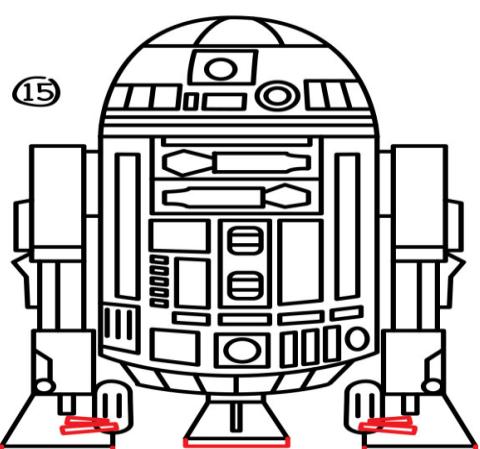
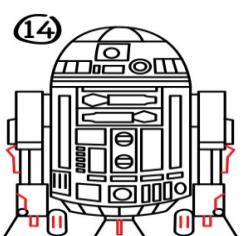
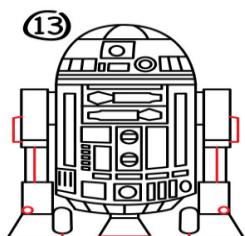
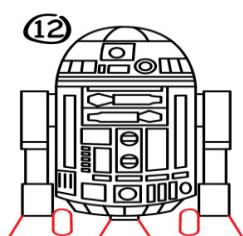
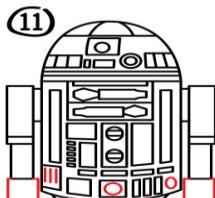
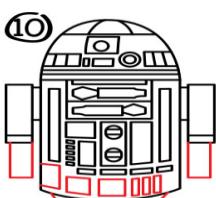
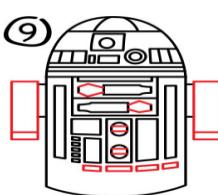
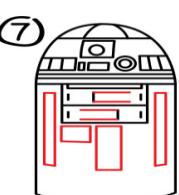
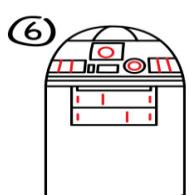
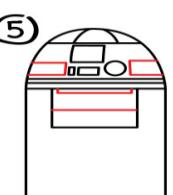
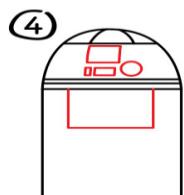
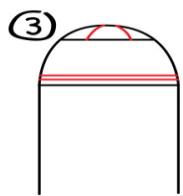
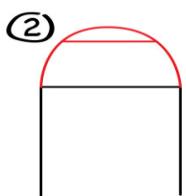
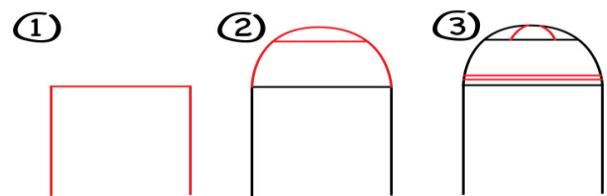
7. Draw the mountains.



8. Add clouds.

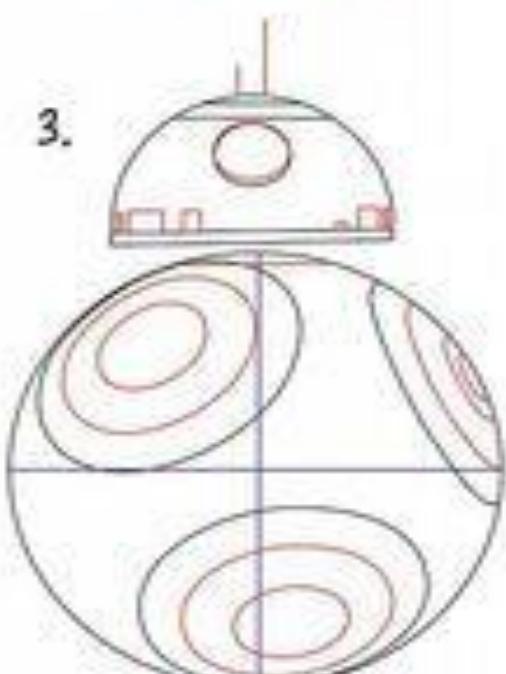
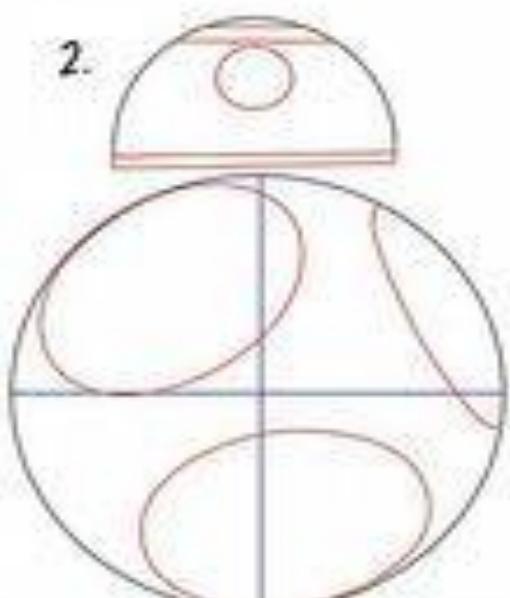
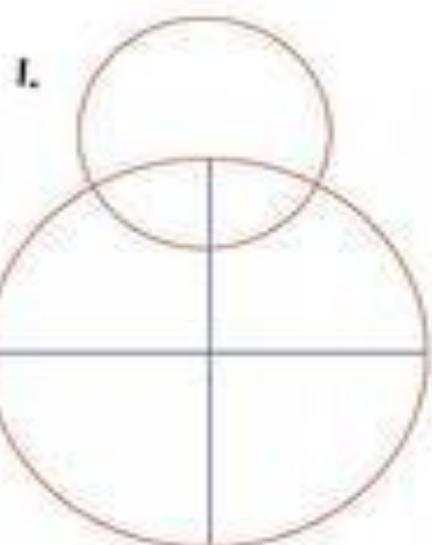


STAR WARS How to draw R2D2

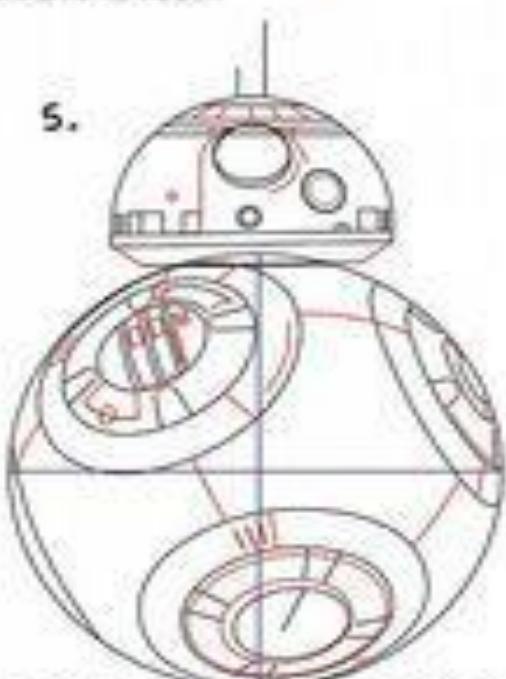
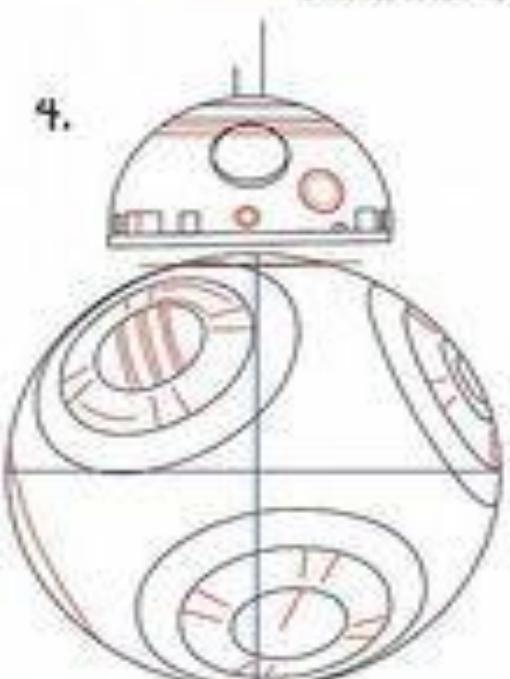


STAR WARS

HOW TO DRAW BB-8



DRAWINGHOWTODRAW.COM



A water experiment a day

| | | | | |
|---|--|---|--|---|
| 1. Drop a single drop of food colouring into a glass of water. Don't stir or shake. Just watch what happens. (It's called <u>diffusion</u> .) | 2. Use a medicine dropper to drop water onto a penny, one drop at a time. How many drops will the penny hold before the water spills? (The answer may surprise you!) | 3. Try the same water experiments as #2 with water that has a little detergent in it. | 4. Try the same thing as #2 comparing the heads and tails. | 5. A lump of clay/blu tack/plasticine sinks. Change its shape to make it float. |
| 6. Dunk sieves and colanders in water. Pour water through funnels. What does the size of the holes have to do with how fast the water flows? | 7. Compare the sizes of containers by filling one with water, then predicting whether another will hold more or less. Test your prediction. | 8. Measure volumes of water using measuring cups and spoons. Weigh measured volumes of water on a diet scale. (Don't forget to subtract the weight of the cup that holds it). | 9. Simulate erosion by pouring water onto a "mountain" of sand or dirt. Experiment to find out whether some soils resist erosion better than others. | 10. Select some household objects. Predict which will sink and which will float. Test predictions at bath time. |

| | | | | |
|--|---|---|--|--|
| | | | | |
| 11. Make a boat from a margarine tub. Predict how many pennies it will hold before it sinks. | 12. Test different types of sponges to see which hold more water. | 13. Float an apple in fresh water. Make it float higher by adding salt to the water. | 14. An orange floats, but without its peel it sinks. Build an artificial peel that will enable an orange to float. | 15. Is it easier to move through air or through water? Do an experiment to find out. |
| 16. Does sound travel better through air or water? Experiment to find out. | 17. What happens when salt dissolves in water? Make some salt water, then leave it in a warm place for a few days. What happens? Why? | 18. Repeat water experiments #17 with a mixture of vinegar and water. Are the results the same? | 19. Sprout bean seeds in soil. Then give the seedlings measured amounts of water at scheduled intervals. Give one group of seedlings no water, another a moderate amount, and a third a lot. Keep records of growth. | 20. Make a chart showing all the ways your family uses water |

| | | | | |
|---|--|--|---|--|
| | | | | |
| 21. Can water move uphill? Cut a strip of coffee filter paper or a paper towel. Hold the strip so the bottom barely touches the surface of the water. What happens? Build a tower of sugar cubes in a shallow dish, then add a little coloured water in the bottom. Watch the result. | 22. "Paint" abstract watercolour pictures by floating some oil on the surface of water. Add drops of different food colours here and there. Place absorbent paper flat on the surface of the water, then lift. | 23. Fill a glass about half full of water. Add salt and stir until you have dissolved as much salt in the water as possible. Colour the solution blue and chill over night. The next day, colour some hot water yellow but add no salt. Tilt the container that holds the cold, blue water and gently pour the hot, yellow water down the side. The solutions won't mix. The yellow layer will float on top of the blue layer. (This happens because the cold, salty water is denser than the hot, fresh water). | 24. Investigate the absorbency of different materials by cutting pieces all the same size, wetting each thoroughly, then measuring the amount of water you can squeeze out. | 25. Measure the diameter and depth of puddles. Record how long they take to dry up. Does size seem related to drying time? |

| | | | | |
|--|--|---|---|---|
| 26. Hang swatches of different types of wet fabrics on the clothesline. Do some take longer to dry than others? Why? | 27. Test foods to see which dissolve in water. Try cornstarch, sugar, butter and nutmeg. | 28. Invent a way to keep an empty cardboardbox dry when immersed. Test various designs. | 29. Prop a pocket mirror at an angle into a glass of water and set in a sunny windowsill (or shine a flashlight on it). Tilt the mirror until you find the angle that makes rainbows dance on the wall. | 30. Stir one cup of cornstarch into 1/2 cup of cold water and mix thoroughly. Will the mixture pour? Will it make a ball? What happens when you press your fingers into it? |
|--|--|---|---|---|



...



Take part in the free Scotland Rocks competition!

MC

Maths Circle Support Team
To You

5 May

...



Take part in the free Scotland Rocks competition!



Monday 8th June 2020 to Thursday 11th June 2020!

Hi Jacqueline!

Scotland Rocks 2020 is starting soon! With certificates and prizes to be won, our online competition for schools in Scotland will support your pupils in learning the times tables while having fun!

How does it work?

We want to find which class can answer the most times tables questions correctly in Scotland. During the competition, which runs [from 14:00 BST to 19:00 BST each day](#) [from Monday 8th June 2020 to Thursday 11th June 2020](#), every correct answer that a pupil gives, in any game type, will contribute to their class's score. Don't worry - we will be taking an "average per pupil" score to make it fair for everyone. The class with the highest average number of correct answers per pupil wins the competition and the same goes for the winning school.

Useful information

- There is a minimum player count of 5 for each class. If fewer than 5 children in the class play in the competition, their total will be divided by 5 regardless.
- Once the competition has started, you can't add or remove classes or pupils from the competition.
- It's free to take part! You just need to either have an active subscription or be on a free trial during the competition period.

[Click here for more information](#)

How do I sign up to Scotland Rocks?

1. [Click here to join Scotland Rocks 2020!](#)
2. Enrol or unenrol your classes.
3. Forward this email to the relevant members of staff, including and especially senior leadership, to let them know it's happening.
4. Use the parent letter and poster on the Scotland Rocks 2020 > Resources tab to promote the competition amongst pupils and parents.



Reply



Sustainable Home Learning and Play

These activities are all about going to a safe outdoors space such as a garden or local park with your children. If this is not possible every activity has a suggestion for how to adapt for the indoors.

Early Years

Week 1
Using the
Outdoors



Tipi for Teddy

Can you make a simple shelter for teddy and friends indoors or out?

<https://www.ltl.org.uk/resources/tipi-for-teddy/>

How long is a piece of string?

What can you measure? What shapes can you make? What journey will you take? Pick up simple ideas using a 1m piece of string outdoors or in.

<https://www.ltl.org.uk/resources/things-with-string/>

Who's been framed?

Gather some loose materials indoors or out and create a portrait of someone you know. Can anyone guess who it is?!

<https://www.ltl.org.uk/resources/whos-been-framed/>

Story Stick

Find a stick, take a walk and collect interesting to attach to it. Use these to tell the story of your journey. If you can't get out, find objects around your house, attach them to stick or similar and tell your story.

<https://www.ltl.org.uk/resources/story-stick/>

Puddle Potential

How can you study a puddle? How deep is it? Can you build a bridge to cross it? What floats? What sinks? If you're indoors bring the 'puddle' to you with some water play – add food colouring or washing up liquid and get stuck in!

<https://www.ltl.org.uk/resources/puddle-potential/>

For more resources visit www.ltl.org.uk/free-resources

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Sustainable Home Learning and Play

These activities are all about going to a safe outdoors space such as a garden or local park with your children. If this is not possible every activity has a suggestion for how to adapt for the indoors.

Ages 5-9

Week 1
Using the
Outdoors



Build a shelter

Find a space outdoors/indoors where you can design and build a den. Set criteria, for example it needs an entrance, windows, a chimney. If you're lucky enough to be outside is it waterproof?!

<https://www.ltl.org.uk/resources/waterproof-shelter-challenge/>



Maths Scavenger Hunt

Head out/look out and see how many things you can check off the list on this mathematical scavenger hunt.

<https://www.ltl.org.uk/resources/mathematical-scavenger-hunt/>



Whittle a Critter

Find yourself a stick and use a potato peeler to whittle a critter. Use sharpies to add detail to the creation. If you can't get outside make a temporary creation from a carrot or a potato, take a photo before it gets eaten!

<https://www.ltl.org.uk/resources/a-little-whittling/>



Number Poem Challenge

Head out/look out for inspiration for a number poem. Each line needs a *number* a *noun* and an *adjective*. Try to make it alliterative – that is every word begins with the same starting letter. For example, “lots of lumpy logs”

<https://www.ltl.org.uk/resources/outdoor-number-poems/>



Barefoot Safari

Find a space outdoors/indoors to make a short trail of different surfaces to walk over bare footed! If you're indoors consider bubble wrap, iced water, shredded paper a fleecy blanket etc.

<https://www.ltl.org.uk/resources/barefoot-safari/>



Sustainable Home Learning and Play

These activities are all about going to a safe outdoors space such as a garden or local park with your children. If this is not possible every activity has a suggestion for how to adapt for the indoors.

Ages 9-12

Week 1
Using the
Outdoors



Insulation Investigation

Find a space outdoors/indoors where you can create a nest to keep a 'dormouse' warm. Choose materials that you think will be good insulators. Make your 'dormouse' a jar of warm water. Check the temperature over time.

<https://www.ltl.org.uk/resources/hibernation-an-insulation-investigation/>



Build your own Equations

Find some simple natural materials, alternatively see what you can find in the bits 'n' bobs drawer. Use these materials to represent numbers and build your own equations. e.g. if stick is 5 and flower is 7, stick + flower =?

<https://www.ltl.org.uk/resources/natural-equations/>



Photo Scavenger Hunt

Head out/look out with a camera to find inspiration for funky photos. There are different categories such as 'a flying thing' or 'something beautiful'- how does the natural environment inspire you creatively?

<https://www.ltl.org.uk/resources/photo-graphic-scavenger-hunt/>



Number Poem Challenge

Head out/look out for inspiration for a number poem. Each line needs a *number* a *noun* and an *adjective*. Try to make it alliterative – that is every word begins with the same starting letter. For example, "lots of lumpy logs"

<https://www.ltl.org.uk/resources/outdoor-number-poems/>



Work Out!

Find a space outdoors/indoors where you can use static features to design a 30-minute workout! The weblink focuses on a tree but it could be stairs, chairs or picnic benches! How are you going to find a way to exercise?

<https://www.ltl.org.uk/resources/tree-workout/>



Sustainable Home Learning and Play

These activities are designed for going to a safe outdoors space such as a garden or local park. If this is not possible every activity has an indoors adaptation below. For more ideas and video demonstrations join our Facebook group www.facebook.com/groups/2947052738685771/

Early Years

Week 2
Mindfulness



Cloud Gazing

Is it a bird?
Is it a plane?
No, it's a giant marshmallow monster eating a bowlful of squirty cream!
Lie down and look from a window or outdoors and enjoy cloud land.

<https://www.ltl.org.uk/resources/cloud-gazing/>

Get it Sorted!

Collect a group of natural materials such as rocks or leaves outdoors or if you're indoors it could be toy cars, buttons – even the recycling! Just how can you sort it all out?

By colour? By size?

<https://www.ltl.org.uk/resources/get-it-sorted/>

Get Zen with Sand Play

If you have access to sand create a peaceful zen garden with pebbles, leaves, twigs and a fork for raking swirls patterns of course! No sand?

No problem. Try a tray of flour or rice.

<https://www.ltl.org.uk/resources/buddhism-outdoors/>

Touch a Texture

Indoors or out use an old egg box or similar and collect small samples of materials. Describe how each one feels. Try setting specific textures that your little ones must try to match and bring back to you as fast as they can!

<https://www.ltl.org.uk/resources/sensory-inspiration/>

A Green Crown

If you're near greenery, 'cleavers' AKA sticky willy or goose grass; makes a fab green crown. Crown yourself as nature protector. How about a cloak and staff too! Indoors try a reversed masking tape bandana for attach your 'jewels.'

<https://www.ltl.org.uk/resources/sticky-crown/>

For more resources visit www.ltl.org.uk/free-resources

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Lower
Primary

Week 2
Mindfulness



Birdy Surveys

Birds are an easy group to watch whether you're indoors or out. Grab some binoculars or make your own just for show and survey what you can see, same time each day. Can you see any patterns emerging?

<https://www.ltl.org.uk/resources/birdy-surveys/>

A Fistful of Sounds

Find a peaceful spot to sit and close your eyes. It can be outside or by an open window. Enjoy taking in the array of sounds around you and try to capture a collection of sounds in your hand. Even try drawing the sounds that you hear. <https://www.ltl.org.uk/resources/sensory-inspiration/>

Star Gazing

Wait 'til darkness falls and head out into your garden or darken a room and watch from a window. Behold the cosmic dot to dot that is revealed. Try joining the dots to see pictures and tell stories just like the ancient Greeks did.

<https://www.ltl.org.uk/resources/star-gazing/>

Mindful Mandalas

Collect some loose materials indoors or out – you could even use free-pouring sand, salt or flour and get creative with mindful, intricate circular patterns called mandalas from the Sanskrit for circle.

<https://www.ltl.org.uk/resources/buddhism-outdoors/>

Hug a Tree

Maybe you can't hug a tree now, but this activity is all about being blindfolded to engage with other senses and build observational skills. If you're indoors you could always guess which teddy you hugged!

<https://www.ltl.org.uk/resources/hug-a-tree/>

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Upper
Primary

Week 2
Mindfulness



Making Rainbows

Lots of homes are making rainbows for their windows bringing smiles all round but can you also make a *real* rainbow indoors or out with the tips in this link.

<https://www.ltl.org.uk/resources/making-rainbows/>

A Mathematical Amble

On your next walk in the fresh air why not channel your curiosity into playful maths questions – just how many steps would you have to climb to reach the top of mount Everest...?! If you're inside there are still plenty of questions to ask! <https://www.ltl.org.uk/resources/mathematics-for-walks/>

Mindful Mazes

A labyrinth is a circular maze with a spiralling pathway to focus the mind. It could be made with string, pebbles, bottle caps or drawn with chalk on some tarmac. How will you make yours?

<https://www.ltl.org.uk/resources/buddhism-outdoors/>

An A-Z Amble

On another journey outdoors (or round your house) can you list a noun for each letter of the alphabet. Perhaps you could add adjectives to your nouns and use your word bank as the basis of a local walk-themed poem.

<https://www.ltl.org.uk/resources/outdoor-literacy-a-z-of-place/>

Forest Bathing

Forest bathing is an activity with no activities. It's not exercise nor walking nor investigating. It is simply spending time in and with nature, letting it invade our being using all our senses. Find a space and give it a go.

<https://www.ltl.org.uk/resources/forest-bathing/>

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Early Years

Week 3
Easter & New Life



Nesting Season

Now our feathered friends are building nests to lay their eggs and raise their young in. How good are you at building one using loose materials indoors or out? Remember birds don't have hands - can you build a nest using tweezers!?

<https://www.ltl.org.uk/resources/nest-building/>

Active Bunny Trail

Create an exercise trail left by the Easter Bunny leading to the secret egg stash! Check out this resource for some active ideas to do en route in order to earn the tasty treats!

<https://www.ltl.org.uk/resources/ready-teddy-go/>

Leaf Bashing Art

Find some leaves or petals, pieces of cotton or linen sheet and a rolling pin or mallet. Create a pattern with the leaves on one sheet and cover with another. Pound it to release the natural pigments into the cloth to fab effect!

<https://www.ltl.org.uk/resources/japanese-art-of-hapa-zome/>

Easter Egg Shape Hunt

Create funky textured Easter eggs using household recycling and hide them indoors or out for a chocolate-free hunt. The finished eggs would make lovely window dressings after the hunt too.

<https://www.ltl.org.uk/resources/crafty-easter-egg-hunt/>

Springtime Saunter

Shake off the winter blues and get out and look for the tell-tale signs of the world coming back to life. Can't get out then what can you sense from your window? Can you hear birds singing, see blossom or smell April showers?

<https://www.ltl.org.uk/resources/springtime-saunter/>

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Lower Primary

Week 3
Easter & New Life



Kitchen Scraps Gardening

Wish you hadn't run out of celery?
Missing a side salad? Need another clove of garlic for that pasta sauce?
Have a go at re-growing these veggies and more from the scraps you usually discard.

https://www.ltl.org.uk/resources/kitche_n-scrap-gardening/

Camouflage Caterpillars

Consider, a single blue tit chick can eat 100 caterpillars per day! Hide some woollen caterpillars around your house or garden and how many can your little birdies forage. Are they as good as real blue tits?

https://www.ltl.org.uk/resources/camo_uflage-caterpillars/

Egg Heads

Give an empty eggshell a new lease of life with a cress or grass hairdo. Don't stop at one egg head, you could have a family, a menagerie of cress-topped animals or even a boy band!

<https://www.ltl.org.uk/resources/eggy-cress-heads/>

Life Cycle Role Plays

Spring is the time of new life emerging – think frogs, baby birds, butterflies etc. Can you mime the story of your chosen animal's life cycle? How about filming it and putting it to music? Perhaps a few costume changes too 😊

<https://www.ltl.org.uk/resources/life-cycle-role-plays/>

Mindful Leaf Bashing

Find some leaves or petals, pieces of cotton or linen sheet and a rolling pin or mallet. Create a pattern with the leaves on one sheet and cover with another. Pound it to release the natural pigments into the cloth to fab effect!

<https://www.ltl.org.uk/resources/japan ese-art-of-hapa-zome/>

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Upper
Primary

Week 3
Easter & New
Life



Launch an Egg!

Are you a hot shot with a sling shot? Create a catapult indoors or out with household items and see how far you can make a cream filled chocolate egg travel. Up the ante with chutes, mazes, ramps etc for a total 'eggstravaganza'!

<https://www.ltl.org.uk/resources/hot-shots-with-slingshots/>

Clocks Spring Forward Time!

There are many desk-based ways to learn to tell the time but how about making a large-scale human clock? Who's going to be the big hand and the little hand? Tell us the time and share your clocks!

<https://www.ltl.org.uk/resources/chalk-clock-faces/>

Plant Growth Time Lapse

Appreciate the wonder of new life through technology using a time-lapse app to capture the growth of a plant. If you're indoors with no seedlings to hand, cloudy skies work well too. Or what about a biodegrading banana skin?

<https://www.ltl.org.uk/resources/time-lapse-photos/>

Time for a Little 'Poetree'

If you have access to a local tree, study it with all your senses to inspire a creative poem. No trees available; then use other natural features such as clouds, wind or rain, or a view of a nearby physical landscape.

<https://www.ltl.org.uk/resources/poetree/>

Egg Stash Due South!

This Easter Bunny wants you to learn about compass points and angles as you seek out the hidden eggs! Create a series of directions to find eggs using paces in a compass direction or a simple angle for each leg of the hunt.

<https://www.ltl.org.uk/resources/compass-treasure-hunt/>

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Early Years

Week 4
Green
Fingers!



Mud Lab!

Designate an area of the garden as a mud kitchen and get stuck in playfully investigating mud using the tips and ideas from this resource. Stuck indoors, then adapt to spirit of the mud kitchen to water play or play dough.

<https://www.ltl.org.uk/resources/marvellous-mud-kitchens/>

Potty about Potatoes

Got an old potato lurking in a dark corner of the vegetable rack? Give it a new lease of life as a potato plant and witness the transformation when you put it above a cup of water.

<https://www.ltl.org.uk/resources/potty-about-potatoes/>

Potions and Pies

Play around with potions, cocktails, and perfumes. Collect a range of smelly petals, herbs and other leaves and put them in an old yoghurt pot. Add warm water, mix, and sniff! Stuck indoors, then try out spice rack combinations!

<https://www.ltl.org.uk/resources/potions-pies/>

Where the Fairies Live

Let your imagination run wild and create a garden fit for a fairy perhaps in a container or a plant pot using whatever resources you have available. Add pebble bugs, peg people or clay critters and share your pictures!

<https://www.ltl.org.uk/resources/fairy-garden/>

A Green High Five

Get playful with quick growing seeds like grass or cress sowing them in a handprint or other simple quirky shapes.

<https://www.ltl.org.uk/resources/green-high-five/>

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Lower Primary

Week 4
Green
Fingers!



Paper Plant Pots

Ditch the plastic and use recycled paper to hand to create simple plant pots for your seeds. When the seeds germinate, they can be planted out still in the pot as it will biodegrade whoop whoop!

<https://www.ltl.org.uk/resources/paper-plant-pot/>

Spaced Out Seeds

If you have seeds to sow, have a go at measuring them out to correctly space them on a strip of newspaper using a ruler and a bit of flour and water to stick them down. Plant this seed tape into straight into the ground or save it.

<https://www.ltl.org.uk/resources/seed-tape/>

Gardening Bagged

If you are short on space, you can even grow produce in a bag on a doorstep. If the bag is big enough you could plan to have several different plants poking out of the sides. Check out this resource for how to do it.

<https://www.ltl.org.uk/resources/bag-gardening/>

Name That Plant

Look at the plants around you, give them new descriptive names. Consider the names and the folklore around plants in the Harry Potter series, have some fun inventing your own. Make your own recycled labels for the plants.

<https://www.ltl.org.uk/resources/plant-names-and-labels/>

Guerrilla Gardening!

Make a wildflower seed-filled bomb to throw to an unloved space as you walk past and witness the explosion of flowers a few months later.

<https://www.ltl.org.uk/resources/seed-bombs/>

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Upper
Primary

Week 4
Green fingers!



A Cut Above

Have you got a patch of herbs in your garden? Or even just a supermarket herb pot on the windowsill? Either way, you can learn how to take a cutting and have new baby plants ready to go in 2 weeks!

<https://www.ltl.org.uk/resources/propagating-herbs-from-cuttings/>

Planter Calculations

Looking at a forgotten planter, pot or window box?

Recruit your own mini 'Ground Force' to plan a makeover for a planting area indoors or out. From measurements to materials put it in their hands.

<https://www.ltl.org.uk/resources/pricing-a-planter-makeover/>

Plastic Planters

Give the plastic recycling a new lease of life and design your own planter. You could even use it to grow one of your cuttings in!

<https://www.ltl.org.uk/resources/recycled-planters/>

Potions and Pies

Who doesn't want to make a magic potion? It could be a spell, a lotion or even a new fragrance to market. The key is to get the creators to write their spells or name and pitch their new products in this playful literacy activity.

<https://www.ltl.org.uk/resources/potions-pies/>

Can You Dig It?

Mark out an archaeological dig and get a spoon, an old toothbrush, and a container for your artefacts. How deep can you dig and what can you find? Indoors, you could make a museum display of cool household artefacts.

<https://www.ltl.org.uk/resources/can-you-dig-it/>

For more resources visit www.ltl.org.uk/free-resources

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All

Week 5
Loose
Parts



A Wheely Good Vehicle

Make your own pretend vehicle from rockets, to buses to tanks make sure it has all the necessary features! Fancy more of a challenge? Then how about a vehicle that can move by itself.

Bridging the Gap

Can you build a bridge that will hold your weight and enable you to cross a puddle, a raging tarpaulin river, or a bubbling lava blanket? Alternatively go small-scale and create microbridge to hold a 500g bag of sugar or similar.

Whatever Floats your Boat

Create a large-scale model boat with all the features of a real one – How about a pirate ship complete with a crow's nest and a plank to walk! Alternatively go small-scale and see if you can make a boat that floats – how many passengers can yours carry?

Loose Parts Landmarks

We can't go on holiday right now so bring those famous world landmarks to your living room or garden using whatever you must hand to make a model. It can be a scale model or actual size if you have the space – or the landmark is small enough!

Boredom Busting Board Games

Played all the boardgames in your house already? Then it's time to invent a new one. This could be desk-based or if you have the space take it outside and go large-scale with family member counters, real ladders and ...real snakes!

For more resources visit www.ltl.org.uk/free-resources

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All

Week 5
Loose
Parts



Hands-on History

History doesn't have to be desk-based. Take any aspect of History that appeals to your child. How can we model this/re-enact this? Consider Anderson shelters, siege warfare, castles, Viking longboats, Roman battle strategies and share your creations with us!

Ball Run Bonanza

Find a ball and make it travel in a fun way. Think tubes, pipes, ramps, funnels – whatever you have to hand! Can you make your ball change direction more than once? Travel in a circle? Change speed? Etc...

Racetrack Action

Everybody has a toy car kicking about. With a little imagination and resourcefulness can you design it a racetrack or a whole road system complete with petrol stations, car parks, tunnels, level-crossings etc!

Scary Scarecrows

Many villages have scarecrow festivals can you bring that spirit to your own street and design a scarecrow for your patch and inspire others to do the same. It'd be great to see nurses, doctors, superheroes -your imagination is the only limitation!

Ready Teddy Go!

Challenge a teddy by creating a range of obstacles for them to negotiate and help children learn about positional language in the process e.g. over, under, through and around.



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All

Week 6
The Place
Where You
Live



Community Connections

How can you say 'hi' to the people in your neighbourhood who may be struggling, feeling lonely, unwell or missing their family? Could you leave a painted pebble on their doorstep? Make decorations for the street?

Get creative reaching out!

A Guided Blindfold Walk

It's funny how different a place can feel when you can't see where you are. Play around with blindfolded rope or string trails to follow indoors or out and see how good your sense of place is without a sense of sight!

Wacky Window Posters

Can you bring a smile to a passer-by with a wacky window display or poster? Think of the traditional seaside photo cut-out board idea, leaving a space for your face. You could be anything you want from somebody enjoying the beach to a superhero!

Story Telling on the Move

If you're taking time to read a story together, put a new spin on your storytelling and try it out in different locations. Re-enact parts of a favourite story or even tell your own stories in your own spaces indoors or out.

Interactive Trails

It's over to you for a new trail or hunt. Perhaps you could spell out a word along your street, have a series of quiz questions or clues. A simple trail made from recycled materials that the community can interactive with whilst maintaining social distancing!

For more resources visit www.ltl.org.uk/free-resources

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Primary

Week 6
The Place
Where You
Live



Local History Timelines

Research the history of your local area. Share your findings in an interactive way by making a visual timeline. Feeling mathematical? Then make the line to scale! Take it further and create a living museum timeline with models, pictures or re-enactments at each date point!

Tours with Technology

There are lots of ways to combine technology with geography after you've learned about your local area perhaps you could share an audio tour, a power point or a leaflet guide with your local community.

Mapping your Patch

Think of your local patch, how could you represent it and all the significant features as a map? This could be done outside with loose parts or even on top of the kitchen table with anything to hand! Making it to scale optional!

Streets & Features: What's in a name?

Next time you're out on a walk, look at street and feature names. What do they mean? What do they tell you about your local area and its heritage? If you can't get out, think of the places you go, find out the significance of their names – or invent your own new names!

Games Granny used to Play

Connect with elderly relatives to check in but also, what a rich resource for learning! This resource concerns childhood games but there are other valuable themes for reminiscence right now from rationing to black outs.



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All

Week 7
Survival
Skills!



Suitable Shelters

Homes and shelters are adapted to suit their environment and use the locally available resources. Can you create a shelter for living in the desert, the jungle, the savannah or somewhere else? Get inspiration from our Global Homes resource.

Bread with a Twist

Every self-respecting adventurer needs to make sure they are well-fed! Why not try out this simple yeast-free recipe for bread on a stick during your lockdown adventures? It can be done over any type of fire or under the grill if you can't get out!

Animal Tracks and Signs

We can learn so much from the clues that wildlife leaves behind. Try spotting signs on your daily walk. Indoors, recreate your own signs such as footprints, animal remains or even fake poop! Is your home shared with any other living things?

What Knot?

Knots are so useful in bush-craft in the creation of tools, shelters, simple structures etc. Whilst we always preach "if you can't tie knots tie lots" have a go at learning a couple of simple knots and see what you can design and create!

Infant Weaponry!

In these wild lockdown lands we need to make sure our settlements are well protected from any unwelcome visitors! This resource will guide you through making your own sword and shield and ensuring you have a licence for its safe use!

Natural Weather Forecasting

What can the natural world tell us about weather forecasting? Before satellites and weather presenters how did we know what was coming?! Look at what clouds tell us about the weather. See how plants respond to physical conditions. Identify animal behaviours, weather patterns and more.

For more resources visit www.ltl.org.uk/free-resources

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