

## Well-being activities that help children to understand the importance of being kind, fair and respectful.

1. Write a happy message on the pavement (in chalk) or in your window for others to read when out exercising.
2. Share love through a letter box - make bookmarks or smiley faces to post to your neighbours to cheer them up.
3. Create hug coupons and post them to family members. Hug coupons entitle them to a big squeeze when we can see other family and friends again.
4. Write a note, make a card or draw a picture and post it to the local care homes (check they are accepting post first).
5. Make a kindness flower, write on each petal what you like about a friend. Send them a photo to make them smile.

Kindness doesn't cost a thing.

Can you write your own scary story using one of  
these pictures as the setting?



WHAT  
MAKES A  
STORY  
SCARY?



JAKUB ROZALSKI

TYLER CARTER

FRANCK DION



EVERY FAIRY TALE  
IS A STORY OF  
BRAVERY VS.  
COWARDICE.

Can you write your own fairy tale story about  
bravery or cowardice?

# Green spellings

U	E	E	L	A	I	C	E	P	S	R	O	U	O
E	R	O	O	Y	R	S	C	T	A	N	U	E	S
L	S	C	Y	S	E	G	S	U	Y	E	Y	A	E
A	S	U	R	E	U	R	C	R	A	U	Y	D	E
A	E	U	E	S	A	G	S	R	R	S	L	E	A
L	U	Y	S	R	U	Y	A	S	E	C	R	T	E
C	E	S	E	E	A	S	R	R	A	I	A	U	R
U	Y	R	A	I	S	A	C	L	E	R	P	A	E
S	E	O	D	U	R	U	C	O	E	E	O	L	G
A	L	Y	A	E	O	C	Y	U	T	O	D	A	Y
I	U	U	O	A	I	R	O	C	S	E	C	S	I
D	E	U	E	N	Y	A	S	E	D	O	S	E	R
Y	Y	A	G	R	E	G	U	L	A	R	A	U	G
R	D	G	R	A	D	L	U	O	C	R	E	E	N

SURE  
ONE  
SAYS  
TODAY  
SAID  
COULD  
SPECIAL  
EYE  
SUGAR  
REGULAR

Play this puzzle online at : <https://thewordsearch.com/puzzle/1110380/>



Look, Say, Cover, Write, Check

### Green Spellings

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
regular			
special			
sure			
sugar			
eye			
could			

# Purple spellings 3 / 4 words

C	N	G	I	E	R	A	N	R	A	L	C	E	R
T	E	I	B	T	H	G	I	A	R	T	S	U	T
R	E	E	M	T	R	S	S	A	A	E	R	T	S
R	T	E	C	N	T	I	E	S	R	C	E	G	S
E	E	P	H	S	T	E	S	R	L	N	E	N	E
G	S	H	B	E	E	R	O	U	S	E	R	G	G
U	E	T	R	S	S	R	P	N	P	T	N	T	E
L	T	G	E	E	E	E	P	T	E	N	B	R	R
A	R	N	M	S	P	G	U	C	C	E	R	A	T
R	P	E	E	S	A	N	S	R	I	S	G	A	E
H	G	R	M	N	R	A	G	A	A	T	E	I	T
R	S	T	B	N	A	R	G	T	L	A	T	T	A
U	R	S	E	P	T	T	L	U	E	E	E	S	S
E	G	U	R	T	E	S	E	T	G	E	C	R	L

STRAIGHT  
SEPARATE  
SUPPOSE  
REIGN  
SENTENCE  
SPECIAL  
STRENGTH  
REMEMBER  
REGULAR  
STRANGE

Play this puzzle online at : <https://thewordsearch.com/puzzle/1110353/>



Look, Say, Cover, Write, Check

Purple spellings

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
regular			
reign			
remember			
special			
sentence			
separate			
straight			
strange			
strength			
suppose			

## A Busy Morning

"Ouchhhh!" screamed Toby. I ran into the living room to see Toby lying on the hard, wooden floor, tears rolling down his chubby, little cheeks. Behind me, I heard my mum walk into the room.

"What have you been doing to Toby?!" she shouted, her face turning a deep red.

"Go upstairs; I haven't got time for this today."

"But-" I started to explain.

"Upstairs. NOW," Mum ordered. "And finish your packing, we need to leave for the airport in 20 minutes."

I stomped up the stairs to my room. It wasn't fair! Angrily, I started throwing things into my suitcase: sunglasses, a swimming costume, shorts, flip-flops.

1. How is Mum feeling when she walks into the room? How can you tell?

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2. What does Mum think has happened and why?

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3. Why do you think Mum says "I haven't got time for this today"? What is she getting ready for?

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4. Where do you think the family might be going?

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5. Explain what clues there are to where the family are going.

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# "Ahoy me hearties!"

A man in Suffolk has built a giant pirate ship in his back garden. Tim Jones spent half a year creating the captain's cabin, deck and seven metre mast (more than 3 times the height of a door!).

He then added several humorous finishing touches including a toy parrot called Polly and a Jolly Roger pirate flag. Tim said, "I spent every free hour I had and weekends building it. It was a tiring time but now I know it was all worthwhile."

Tim said the idea for the pirate ship came from his themed birthday party. He gathered and used discarded wood to build the pirate ship at minimum cost. Some trees had to be cut down to fit it in.



The unusual garden feature has become well known by locals as the mast can be seen from the road. "It really makes me chuckle every time I walk past," said a neighbour.  
"Everyone loves it," Tim said. "I'd love to make it bigger but I really don't have the room."

1. How many months did it take Tim to build the pirate ship?

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2. Did it cost Tim a lot of money to build the pirate ship? How do you know?

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3. "The neighbours don't like the pirate ship." True or false? Explain how you know.

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4. What does the writer think about the pirate ship? Explain what word gives you a clue.

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5. "The pirate ship is large." True or false? Explain how you know.

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6. Is Tim pleased with his pirate ship? How do you know?

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## Punctuating Direct Speech

1. Identify the sentence which has correctly punctuated Ellie's speech.



honestly Chidi, it  
was an absolute  
nightmare

- A. "honestly Chidi, it was an absolute nightmare!" exclaimed Ellie.
- B. "Honestly Chidi, it was an absolute nightmare!" exclaimed Ellie.
- C. "Honestly Chidi, it was an absolute nightmare?" exclaimed Ellie.

2. Identify the odd one out in the sentences below by marking it with an 'X'.

		X
A.	The policeman shouted loudly at the criminal, "Stop right there!"	
B.	The little girl whispered shyly, "How can I become an explorer like you?"	
C.	"When would you like to get together to do the project work? asked Tahani."	
D.	"Can you help me with my homework please, Simone?" asked Shawn pleadingly.	

3. Underline the errors in the sentence below.

one sunny day, Mindy rushed into the kitchen and cried "can we go to the park today Daddy? Pretty please?

Explain your answer.

## Task one

**What is your street called?**

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**What type of buildings are on your street and in your local area?**

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**What natural features are on your street and in your local area?**

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**List the different types of transport you have in your area.**

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## Task two

Draw a map of your local area and make your own key.

Underline any natural features in green (e.g. rivers, hills, lakes), managed features (e.g. sports fields, gardens and parks) in yellow and constructed features (e.g. roads and bridges) in blue.

**Key:**

### Task three

**Write a persuasive advert for your local area. Think carefully about what its selling points are and why people would want to visit. What could they do whilst they are there? Remember to use persuasive language and share positive facts!**

## Monday – Add Two 4-Digit Numbers

1. Complete each calculation. Which one has the fewest exchanges?

A.

	4	8	6	1
+	3	1	3	9
<hr/>				
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B.

	7	5	8	2
+	1	6	2	7
<hr/>				
<hr/>				

C.

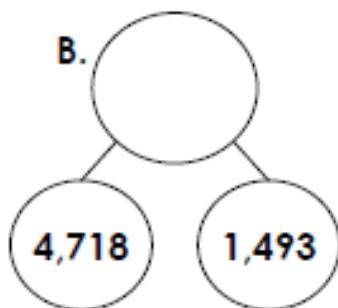
	5	2	0	8
+	3	7	9	2
<hr/>				
<hr/>				

2. True or false? C totals the largest number. Complete each calculation to check.

A.

Th	H	T	O
●●●	●●●●	●●●	●●●●
+	●	●●●	●●●●

B.



C.

2,360	4,857

3. Arthur has filled in the boxes in the calculation to total the answer below.

	3	7	5	4
+	3	7	7	8
<hr/>				
<hr/>				

Is he correct? Prove it.

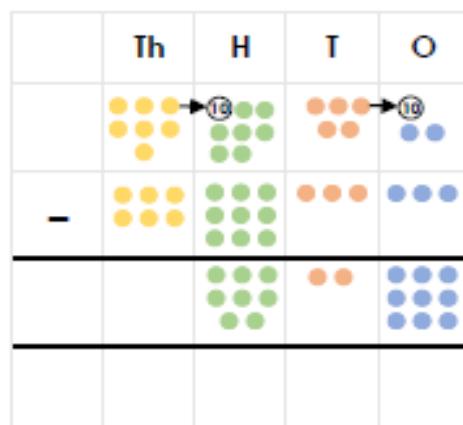
## Tuesday – Subtract Two 4-Digit Numbers

1. Which calculation is incorrect?

A.

$$\begin{array}{r} \cancel{5} \cancel{6} 3 1 \\ - 4 5 3 7 \\ \hline 1 8 7 2 \end{array}$$

B.



2. Complete the calculations and match them to the correct answer.

A.

$$\begin{array}{r} 4 0 6 6 \\ - 6 9 5 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 7 5 0 4 \\ - 2 6 8 1 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 5 3 6 1 \\ - 2 0 7 9 \\ \hline \end{array}$$

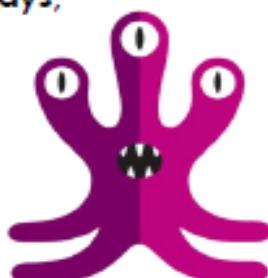
4,823

3,282

3,371

3. Trovak needs a total of 8,405 litres of fuel to reach his planet. He already has 3,686 litres in his spaceship.

Trovak says,



I only need 4,816 litres more.

-				

Is he correct? Use column subtraction to prove your answer.



## Revisit Questions

Step  
4

INN: Addition and Subtraction

I can add tenths

### Remember To:

- use your addition Learn Its
- swap 'the thing' to a tenth



1

$0.7m + 0.2m =$

2

$0.6cm + 0.3cm =$

3

$0.1km + 0.3km =$

4

$0.7g + 0.1g =$

5

$0.3mg + 0.4mg =$

6

$0.5L + 0.3L =$

7

$0.1ml + 0.3ml =$

8

$0.4s + 0.5s =$

9

$0.5mm + 0.3mm =$

10

$0.2kg + 0.7kg =$



## Revisit Answers

Step  
4

### INN: Addition and Subtraction

I can add tenths

1  $0.7m + 0.2m = 0.9m$

### Remember To:

- use your addition Learn Its
- swap 'the thing' to a tenth



2  $0.6cm + 0.3cm = 0.9cm$

3  $0.1km + 0.3km = 0.4km$

4  $0.7g + 0.1g = 0.8g$

5  $0.3mg + 0.4mg = 0.7mg$

6  $0.5L + 0.3L = 0.8L$

7  $0.1ml + 0.3ml = 0.4ml$

8  $0.4s + 0.5s = 0.9s$

9  $0.5mm + 0.3mm = 0.9mm$

10  $0.2kg + 0.7kg = 0.9kg$



## Real Life Maths Questions

Step  
4

### Halving With Pim

I know half of 3, 5, 7, 9 as decimals

#### Remember to:

- 3 is 1.5
- 5 is 2.5
- 7 is 3.5
- 9 is 4.5

1

Pom has 9kg of cherries. He shares them between two friends. How many kilograms of cherries does each friend have?

2

Mully has £5. He shares it between two friends. How much money does each friend have?

3

Pim has 3L of orange juice. He shares it between two friends. How much orange juice does each friend have?

4

What is half of 9?

5

Pim ran 2 laps and covered 7km. How far was each lap?



## Real Life Maths Answers

Step  
4

### Halving With Pim

I know half of 3, 5, 7, 9 as decimals

#### Remember to:

- 3 is 1.5
- 5 is 2.5
- 7 is 3.5
- 9 is 4.5

1

Pom has 9kg of cherries. He shares them between two friends. How many kilograms of cherries does each friend have?

Each friend has 4.5kg of cherries.

2

Mully has £5. He shares it between two friends. How much money does each friend have?

Each friend has £2.50.

3

Pim has 3L of orange juice. He shares it between two friends. How much orange juice does each friend have?

Each friend has 1.5L of juice.

4

What is half of 9?

The answer is 4.5.

5

Pim ran 2 laps and covered 7km. How far was each lap?

Each lap was 3.5km.



# Count Money - Pounds

## Notes and Guidance

Children will continue counting but this time it will be in pounds, not pence. The £ symbol will be introduced.

Children must be aware that both coins and notes are used to represent amounts in pounds.

Children will count in £1, £2, £5, £10 and £20s.

In this year group, children work within 100, therefore they will not count in £50s.

## Mathematical Talk

Do the notes have a greater value than the coins?

Which is the hardest to count? Which is the easiest? Why?

What do you notice about the amounts?

Does it matter which side the equals sign is?

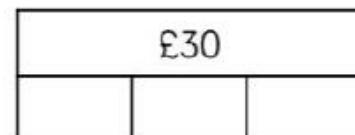
Can you find the total in a different way?

## Varied Fluency

Count the money.



Complete the bar models.



Match the money to the correct total.

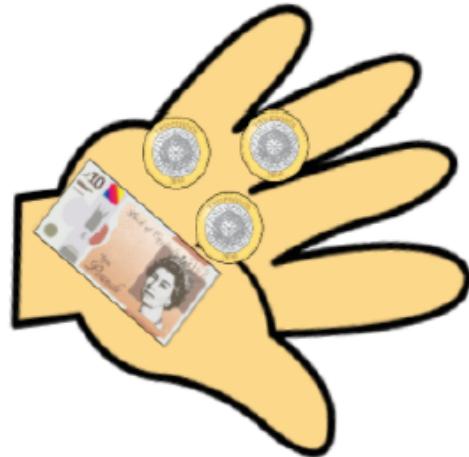


Which is the odd one out? Explain why.

# Count Money - Pounds

## Reasoning and Problem Solving

Ron thinks he has £13



Is he correct?

Explain your answer.

Explain the mistake.

£2, £4, £6, £7, £8, £10

# Pounds and Pence

## Notes and Guidance

Children develop their understanding of pounds and pence. This is the first time they are introduced to decimal notation for money. Once children are confident with this, they can move on to convert between different units of money.

Children can use models, such as the part-whole model, to recognise the total of an amount being partitioned in pounds and pence.

## Mathematical Talk

How many pence make a pound?

Why do we write a decimal point between the pounds and pence?

How would we write 343 p using a pound sign?

How can the amounts be partitioned in to pounds and pence?

Is there only one way to complete the part-whole model?

How can these amounts be converted into pounds and pence?

## Varied Fluency

How much money is in each purse?



There is \_\_\_\_ pence.  
There is \_\_\_\_ pounds.  
There is £\_\_\_\_ and \_\_\_\_ p  
There is £\_\_\_\_\_

There is \_\_\_\_ pence.  
There is \_\_\_\_ pounds.  
There is £\_\_\_\_ and \_\_\_\_ p  
There is £\_\_\_\_\_

Complete the part-whole models to show how many pounds and pence there are.



Convert these amounts to pounds and pence:

357 p

307 p

57 p

370 p

# Pounds and Pence

## Reasoning and Problem Solving

Some children are converting 1206 p into pounds.

Who is correct?



1206 p = £12.6

Whitney

1206 p = £12.06



Rosie



Teddy

1206 p = £120.6

What have the others done wrong?

Eva has these coins:



She picks three coins at a time.  
Decide whether the statements will be  
always, sometimes or never true.

- She can make a total which ends in 2
- She can make an odd amount.
- She can make an amount greater than £6
- She can make a total which is a multiple of 5 pence

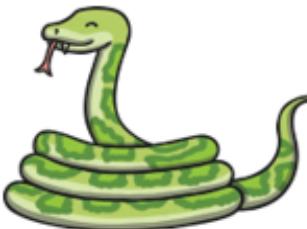
Can you think of your own always,  
sometimes, never statements?

# Snakes and Ladders

## 6, 7, 8 and 9 Times Tables

You will need...

- The Snakes and Ladders Board Game board
- A dice
- A counter per player



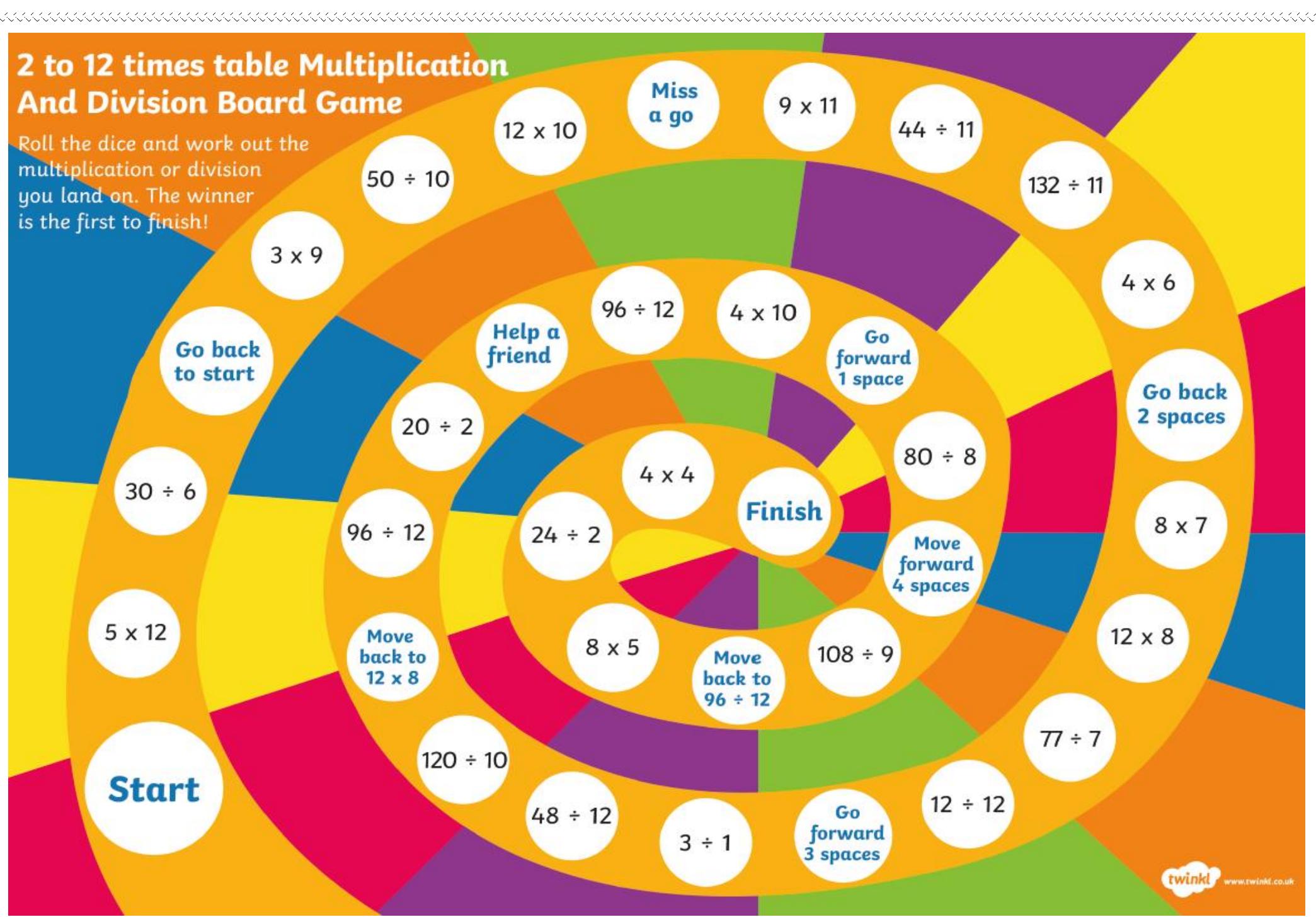
How to play...

- Players take it in turns to roll the dice. The player with the highest number goes first, the player with the second highest goes second and so on.
- When it's their turn, players move the counter the number of spaces shown on the dice and answer the calculation they land on.
- If the answer given to the calculation is correct, play continues as usual:
  - landing on a snake's head - the player's counter slides down;
  - landing at the bottom of a ladder - the player's counter climbs up.
- If the answer given to the calculation is incorrect, the player misses a go.
- The first player to reach the finish is the winner!

20 $8 \times 8 =$	21 $9 \times 7 =$	22 $6 \times 5 =$	23 $7 \times 7 =$	Finish
19 $8 \times 4 =$	18 $6 \times 7 =$	17 $7 \times 5 =$	16 $9 \times 2 =$	15 $8 \times 5 =$
10 $9 \times 4 =$	11 $6 \times 6 =$	12 $7 \times 9 =$	13 $8 \times 2 =$	14 $6 \times 8 =$
9 $9 \times 9 =$	8 $8 \times 3 =$	7 $6 \times 4 =$	6 $9 \times 6 =$	5 $7 \times 8 =$
Start	1 $6 \times 2 =$	2 $8 \times 6 =$	3 $9 \times 8 =$	4 $7 \times 3 =$

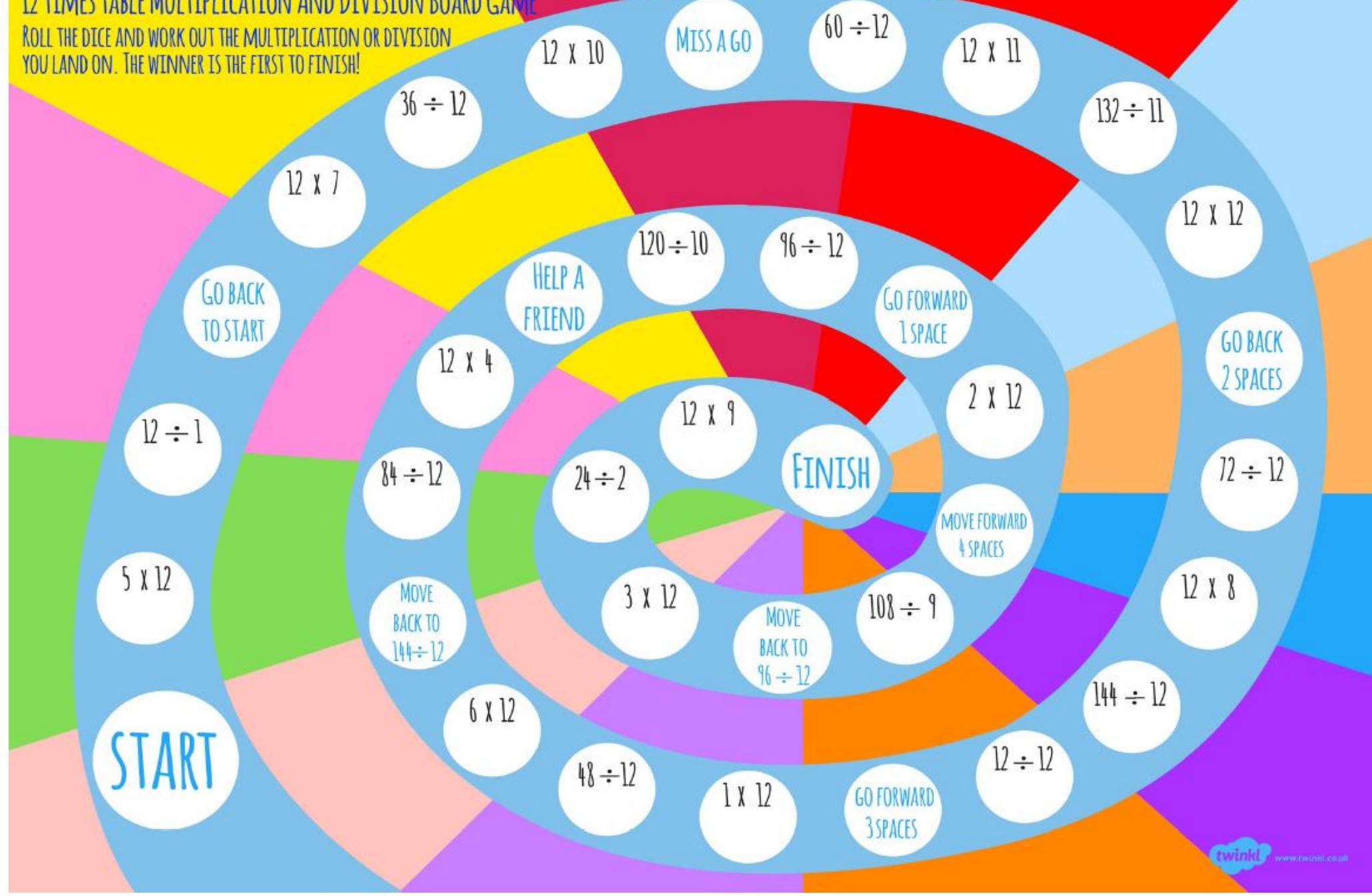
# 2 to 12 times table Multiplication And Division Board Game

Roll the dice and work out the multiplication or division you land on. The winner is the first to finish!



# 12 TIMES TABLE MULTIPLICATION AND DIVISION BOARD GAME

ROLL THE DICE AND WORK OUT THE MULTIPLICATION OR DIVISION YOU LAND ON. THE WINNER IS THE FIRST TO FINISH!



<p><b>Pick up a chance card!</b></p> <p>Good luck!</p>	<p>?</p>	<p>+ 6 points</p>	<p>12 × 9</p>	<p>Challenge</p>	<p>8 × 3</p>	<p><math>\square \times 11 = 121</math></p>	<p><math>\square \times 5 = 35</math></p>	<p>8 × 6</p>	<p><math>\square \times 3 = 36</math></p>	<p>+ 8 points</p>		
<p>?</p>	<p>7 × 10</p>	<p>+ 5 points</p>	<p>9 × 6</p>	<p>+ 5 points</p>	<p>12 × 0</p>	<p>+ 5 points</p>	<p>Place your challenge cards here.</p>	<p>Place your chance cards here.</p>	<p>+ 8 points</p>	<p>Roll a dice!</p> <p>If the number is even, pick up a chance card.</p> <p>If it is odd, pick up a challenge card.</p>		
<p>?</p>	<p>Chance</p>	<p>+ 4 points</p>	<p>6 × 6</p>	<p>+ 4 points</p>	<p>10 × 7</p>	<p>+ 4 points</p>	<p>Place your counters on start and write your names on the score card.</p> <p>On your turn, roll the dice and move your counter around the board clockwise.</p> <p>If you land on a coloured space, answer the question correctly to score the points.</p>			<p>+ 9 points</p>		
							<p>If you land on a challenge space, pick up a challenge card and answer the problem correctly to score the points.</p> <p>If you land on a chance space, pick up a chance card for a trick or treat!</p> <p>The first player to reach 100 points wins!</p>					
<p><b>Pick up a challenge card.</b></p> <p>Good luck!</p>		<p>+ 4 points</p>	<p>+ 3 points</p>	<p>+ 3 points</p>	<p>+ 3 points</p>	<p>+ 2 points</p>	<p>Challenge</p>	<p>+ 2 points</p>	<p>+ 2 points</p>	<p>Start</p> <p>Collect 5 points every time you pass start.</p>		
<p>4 × 5</p>		<p>12 × 3</p>	<p>7 × 2</p>	<p>8 × 8</p>	<p><math>\square \times 7 = 49</math></p>	<p>?</p>		<p>3 × 4</p>	<p>6 × 7</p>			

## Challenge

+ 5 points

A tower contains 8 building blocks. How many building blocks would be needed for 7 towers?

## Challenge

+ 6 points

There are 24 people standing in a line at a taxi rank. Each time a taxi comes, 3 people get in. How many taxis will be needed to carry all 24 people?

## Challenge

+ 7 points

A box contains 6 eggs. How many eggs will there be in 12 boxes?

## Challenge

+ 8 points

A cupcake contains 12g of chocolate chips. How many grams of chocolate chips would be needed for 8 cupcakes?

## Challenge

+ 5 points

If Molly swims 12 metres every day for 7 days, how far will she swim in total?

## Challenge

+ 6 points

A chef is making blueberry pancakes. He wants to put 9 blueberries on each pancake. How many blueberries would he need for 6 pancakes?

## Challenge

+ 7 points

Ernie is saving his pocket money. He saves £4 each week. How much money will he save in 8 weeks?

## Challenge

+ 8 points

Sia is making bows. Each bow requires 12cm of ribbon. How much ribbon will she need to make 4 bows?



## Challenge

+ 5 points

Draw an array  
to represent  $7 \times 8$ .

## Challenge

+ 6 points

Say your 5 times table  
forwards and backwards.

## Challenge

+ 7 points

Think of an object that rhymes with  
any number from 1 to 10 (e.g. 'door' or  
'hen'). Draw it in the air or complete an  
action that will help your friends guess  
the correct object and number.

## Challenge

+ 8 points

Complete 10 star jumps.

## Challenge

+ 5 points

Use practical equipment to  
represent  $4 \times 3$ .

## Challenge

+ 6 points

Draw an array  
to represent  $6 \times 3$ .

## Challenge

+ 7 points

Rub your head and pat your  
belly at the same time.

## Challenge

+ 8 points

Point your finger in the air  
and draw any multiplication  
sentence that is equal to 12.



**Chance**

**Treat:**

+ 10 points

**Chance**

**Trick:**

- 10 points



## Times Tables Games

Here are some ideas for more active ways to practice Times Tables, which can be adapted for the age and abilities of the children.

### **Treasure Hunt type game:**

Set up markers around the room or outside space with the answers to multiplication questions on them. Give groups different pieces of paper with a times tables question. They have to find the marker which has the answer to their question to get the next clue (placed at the marker with the answer). Children timed to see how long it takes them. To increase the amount of exercise, place the markers further apart.

To differentiate, colour-code the pieces of paper with the questions on.

### **Orienteering-type game:**

This game is a code-breaking activity. Children are given a sheet of paper with a code to break.

Set up some beanbags on one side of the room with different coloured symbols on them (e.g. red triangle, blue cross). On the back of these symbols there is a multiplication question. On the other side of the room, there are beanbags with the answers on one side of the paper and a letter on the other side. Children to use knowledge of times tables to break the code.

### **Robin Hood:**

Children work in groups and are assigned a particular times table (e.g. 2 groups are looking for 3 times tables and 2 groups looking for 4 times tables). Number cards 0-50 in the middle. Children in 3 times tables group must run to the centre circle and collect a digit card that is a multiple of 3 then run back to their group and place it in their hoop before the next person can run. Once the 'central store' of multiples is empty, they can 'steal' relevant digit cards from other groups (and will help to think about common multiples). The aim of the game is to collect as many of the digit cards in their times tables as possible. The group with the most cards wins the game.

Note – Set boundaries and rules for moving about so children do not bump into each other! (i.e. can only move in clockwork direction)

### **Sorting Cards:**

Give a central bank of large digit cards (printed onto A4, for example) in the centre of the room. Set up 'stations' around the room (e.g. multiples of 2, multiples of 5, multiples of 2 and 5). Children are timed as they work together as a class to sort the cards into the relevant places. At the end of the session, discuss the numbers which are multiples of 2 and 5 (e.g. they are multiples of 10).

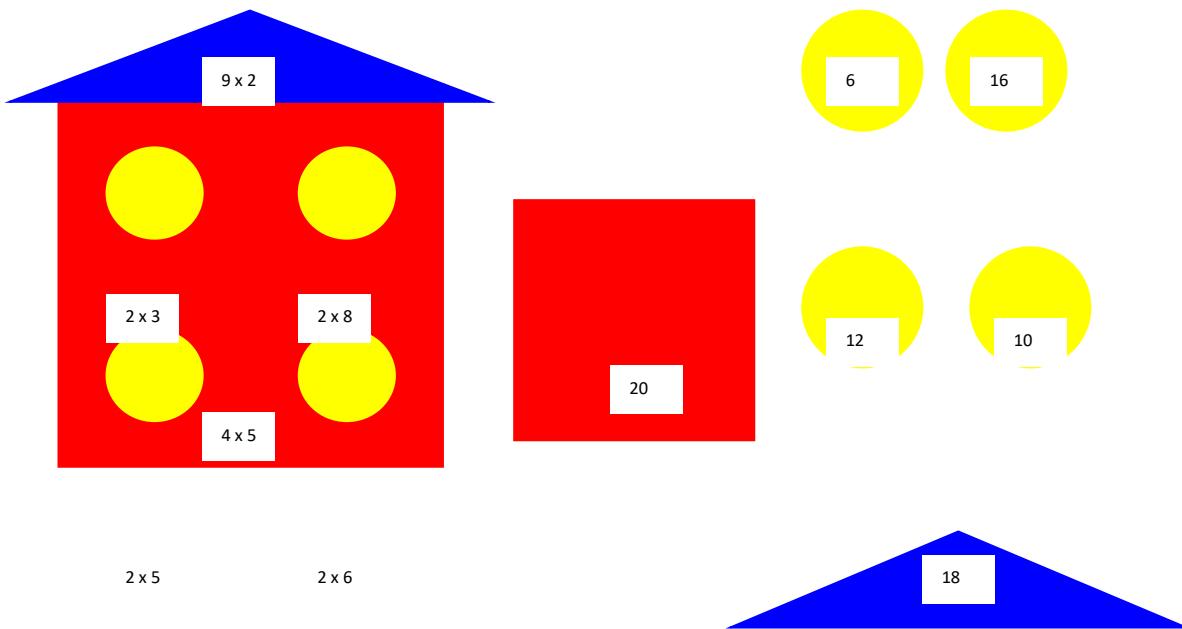
### **Paint by numbers:**

Split the children into groups of 3 or 4 and give each group a piece of paper with a picture made up of different coloured shapes (e.g. a house made of a red square, yellow circles and blue triangles). Within each shape is a multiplication question. The answers are written on the reverse of the coloured shapes on the other side of the room. Children must answer the question, run to find the correct shape (with the answer on the back) and then deliver it to the rest of the group before the next person can get the next shape. The winner is the first group to complete their picture. Differentiation could be by having more pieces of the puzzle to answer within the same time-frame.

For example:

On their card, children have the house picture with the questions on.

On the other side of the room there are cards with these shapes and numbers (the answers) on them.



You could also make this harder by having spare shapes with an incorrect answer on it (e.g a yellow circle with 20 written on it)

**Skipping games:** chant the multiples of the times tables as you skip

**Pass the Bean Bag** – stand in a circle and ask a question, they have to pass the beanbag to another person to answer and pass again