



# Lanesend Home Learning 11/06/20



Welcome to our latest home learning newsletter, I write this as children are being given the news of who their teachers will be next year. How exciting! This week's home learning has some super activities, I am really lucky in that I get to see all of the documents before they are sent to you and there are always activities included that I would love to do myself, especially some of the cooking and art ideas (I loved art at school). We have a new trick from Mrs Napier which is 'Breathing Colour' and some more active ideas from Miss Westbrook. We have had a few reports of children using Discord recently so I have added a guide for parents, I wasn't aware that it was an app for ages 13+ we are always learning. I have also included a guide to social pressures linked to appearance, with social media becoming more popular the need to look good online can really impact on mental health so I hope this helps. Don't forget to keep sending us your pictures of home learning, we miss you and love seeing them.

If you are having trouble with accessing any of the learning or have found any useful online resources on your internet travels please let us know. Don't forget we can also deliver printed home learning packs if needed.

Take care and stay alert.

## The Lanesend Learning Project Overview 11/06/20

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<a href="#">15/06/20</a>	<a href="#">Work A</a> <a href="#">Work B</a>					

Here are some extra resources that you can use by clicking the images below.



99 Club



100 Word Challenge



Painting of the Week.



Pointless Spelling.



Handwriting Resources



Projects in the Garden.



Creative Projects.



Cartoon/Comic activities.

## Breathing colour

### Why?

Everyone experiences different emotions- positive and negative. We need to learn to acknowledge emotions and self-manage them when necessary. This helps to develop healthy mental processing and overall well-being.

Breathing is closely linked to emotional and physical state. Breathing quickly from the chest can trigger anxiety responses. Breathing through the nose helps us to achieve a more relaxed state

(please consider any health related concerns such as asthma before completing this trick).

### How?

Think 'what is my body saying?'

If you have worries, talking about them can help but you can make yourself feel better too!

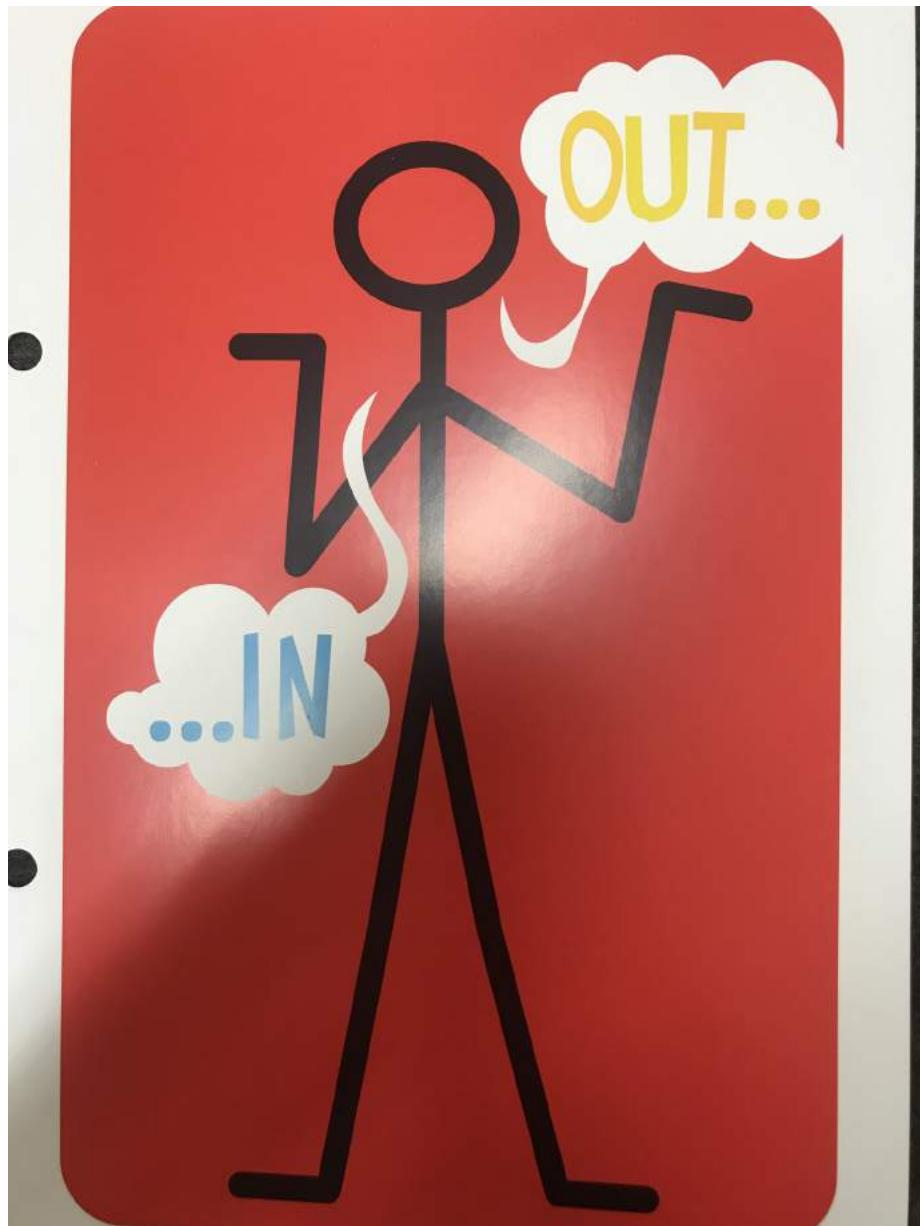
This is done by changing how you breathe. Put one hand on your chest and one hand on your belly. Breathe in slowly through your nose into your tummy- not your chest. Feel your tummy come up. Now breathe out slowly through your nose till your tummy goes down. Just gently, don't force it. Do this 3 times to practise.

You can breathe like this to change any feelings using colours. When some people feel angry, they say it feels like a grey colour or orange colour.. what about you? When people feel calm, it feels like a blue or purple colour..: what about you?

I can breathe out the angry orange colour and breathe in the calm purple colour through my nose and tummy.

You can do this trick on your own or with other people... I think we both are getting angry , let's change that by changing our breathing colour.

Give it a try!



# PE/Sport Home Activities



## HAMPSHIRE SCHOOL GAMES SPORTS MARK MAY CHALLENGES 11 – 15<sup>th</sup> MAY

This week's challenges all focus on the School Games Values of Determination, Passion, Honesty and Self Belief



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

Year Group: \_\_\_\_\_

School: \_\_\_\_\_

ACTIVITY	DESCRIPTION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MOVE IT MONDAY	Select a family member to start/stop the music and judge the competition Dance to the music using your best dance moves! When the music stops stay as still as you can Whoever moves last gets the most points First out – 1 point, Second out – 2 points etc See how many you can score out of 10 attempts					
MUSICAL STATUSES						
TRY IT TUESDAY	Each family member should have a balloon or you can share! Keep the balloon in the air using different body parts Every time you touch the balloon and keep it from touching the floor you score a point If the balloon hits the floor start again from 1 How many can you score in 60 seconds					
BALLOON KEEPS UPS						
WORK OUT WEDNESDAY	Start by sitting in a chair with a large ball/object Hold the ball at chest height in two hands Push the ball away from your chest as hard as you can Measure how far you have pushed the ball away from the chair Measure where the ball lands first and not where it finishes! Have three or four attempts and record your best score in cms					
CHEST PUNCH						
TRAIN IT THURSDAY	Choose a family member to race against Decide on the distance and agree a start and finish point Run in a straight line, be careful not to trip Record who wins each race and give points 1 <sup>st</sup> place 10 - points, 2 <sup>nd</sup> place – 8 points etc					
RACES						
Fridays Finisher	Repeat all the activities and try to beat your score!					



## Primary Physical Education Teaching Tips

Using Physical Education and Physical Activity as a tool to support pupils' wellbeing



Pupils should **remain** and work in their own area\*  
\*Use cones or chalk to mark out areas where applicable.



Pupils should **not share** equipment in the lesson\*  
\*Equipment should be cleaned both before and after use.



Games should not involve **physical contact** against an opponent or team



Make lessons **safe** but put **FUN** at the forefront of any learning delivered



PE should include physical, cognitive social and emotional **outcomes**



**Celebrate success** and pupils personal achievements



Pupils should **wash their hands** before and after each PE lesson



Use PE and PA to support the **wellbeing** of your pupils'



Lessons should be **active, but learning focused** with a clear purpose

NB: All activities should follow Government Guidance in response to COVID-19 and afPE safe practice guidelines.





# Primary Physical Education Response to COVID-19

Helping children recover from the consequences of lockdown and COVID-19 delivery ideas

Lockdown restrictions might cause pupils' to return to school with:	Suggested activities linking to the primary <b>Physical Education National Curriculum*</b>	Intent (In response to Covid-19)
Loss of functional capacity	<ul style="list-style-type: none"> <li>Athletics (KS1 and KS2 running, throwing and jumping)</li> <li>Fitness Circuits (KS2 Health Related Exercise)</li> <li>Fundamental Movements Skills (KS1 locomotion)</li> </ul>	To build stamina, strength & flexibility
Lacking movement competence	<ul style="list-style-type: none"> <li>Skills based activities (KS2 games and KS1 ball skills)</li> <li>Movement and agility activities (KS1 locomotion)</li> <li>Create movement patterns (KS1 and KS2 dance)</li> </ul>	Increase in basic movements (agility and coordination) stability (balance) and object control
Suffering loneliness, social isolation and lack of belonging	<ul style="list-style-type: none"> <li>Activities which focus on communication and collective performance (Outdoor Adventurous Activities including, team building* and problem solving)</li> </ul>	Social interaction, connection, collaboration, and teamwork
Anxiety, bereavement, trauma or stress	<ul style="list-style-type: none"> <li>Play (maximise Physical Activity opportunities)</li> <li>Walking including the daily mile</li> <li>Yoga, Tai Chi or Dance</li> </ul>	Controlling breathing, controlling emotions and mindfulness Self expression, how they are feeling
Inactivity (too much time indoors)	<ul style="list-style-type: none"> <li>Outdoor adventurous challenges (Scavenger hunts)</li> <li>Athletics (KS1 and KS2 Running, Throwing and Jumping)</li> <li>Personal Challenges</li> </ul>	Connection with the environment and regaining perspective
Lack of motivation and confidence	<ul style="list-style-type: none"> <li>Personal Challenges to achieve their personal best (KS1 and KS2 athletics, KS1 locomotion and KS2 games)</li> </ul>	Engaged, confident and showing a willingness to try new things

NB: All activities should follow Government Guidance in response to COVID-19 and afPE safe practise guidelines.



## Climb the Ladder

### Home Physical Education

**How to play:**

- Place 3 targets on the floor in a line, 1m away from each other.
- Using a small object can you throw the object and hit the first target.
- When you have hit the first target, only then can you move onto the next target.
- How many throws does it take to hit all 3 targets?
- If you are playing against a partner, the first player to hit all 3 targets is the winner.

Can you be honest and only try target 2 when you've hit target 1?

Can you keep trying even if you miss the target?

**Top Tips**

**Throwing Underarm**

Step forwards with one foot, releasing the ball from low to high using your opposite hand.

**Let's Reflect**

What did you learn after each throw to adapt for the next?

How did you keep focused?

Believing in every child's future

# Active Learning

## Times Table Squats

### How to Play:

- With a partner or in a small group decide on a focus times table.
- Take it in turns to squat and shout out the correct multiples in order e.g. for 5 times table; 5, 10, 15, 20, etc.
- Challenge yourself to go as high as you can go with your times tables while squatting as low as you can go.
- Maybe one player could squat and call the sum and the other player squats and calls out the answers.



$$5 \times 4 = 20$$

**Number**  
Multiplication and division

### Key Vocabulary

#### Multiple

A number that can be divided by another number a certain number of times without a remainder.

#### Gold Star

Call out the times table in a random order



#### Silver Star

Call out the times table backwards



#### Bronze Star

Complete a times table of your choice in order



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SPORT  
TRUST



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future

### Physical Education COVID Response

#### Delivery principles



To be considered alongside Government published guidance on Covid-19



#### Using PE to help your students recover from the impact of Covid-19 and the lockdown

Remember - this is not PE as we know it, it will look very different. Consider how you can respond to the levels of physical activity your young people may/may not have experienced during lockdown.

Use physical activity to improve wellbeing.



#### PE clothing on PE days

Allowing students to wear PE clothing as their school uniform will remove the issues associated with changing rooms. It will also encourage more young people to maintain activity habits, and will counter some of the time constraints you will be faced with.



#### Procedures

You will need to consider:

- How will students arrive (and register) in the PE space?
- Where will students leave their belongings?
- How and when will students wash their hands?
- How will equipment be kept sanitised?
- How will students move to different teaching areas?
- What will happen at the end of the lesson?



#### Activities

What physical activity can be included as part of your PE curriculum?

- Fitness, yoga, Tai Chi or personal challenges
- Orienteering
- Outdoor activities where students choose how they move
- Target games using individual equipment
- Games that require minimal equipment and no contact
- Use the STEP framework to support your planning <https://www.youthsporttrust.org/send>



#### The E in PE

This provides us with the opportunity to explore and develop young people's life skills through the physical activity and challenges they undertake. For example:

- Personal and healthy skills
- Social skills
- Thinking skills



#### Personal reflection and wellbeing check in

- Young people need PE now more than ever. Consider:
- How can you use your expertise to encourage students to maintain physical activity?
  - How can you reconnect your students socially while maintaining distancing measures?
  - How can you effectively check in with students to ensure they are okay?



With over 14 million daily users, Discord is one of the most popular communication tools for gamers. It allows you to create or join what are known as 'servers', where different users can talk in groups via text message or voice call. There is also the option to send direct messages and make video calls.



# What parents need to know about DISCORD

## INAPPROPRIATE CONTENT

Your child can access almost any chat server on Discord. This means they can easily be exposed to content and conversations that are inappropriate, upsetting or potentially harmful.



## SEXUAL IMAGERY

Despite there being guidelines in place to prevent it, users are able to circulate adult content. This can include sexualised images, pornographic videos and provocative discussions. It's important to stay alert and know the risks that your child could be exposed to.



## RISK OF CYBERBULLYING

Interactions on the platform are largely unregulated. This means other users can easily say and show things to your child that might be offensive and upsetting. The competitive nature of gaming can lead users to make abusive and harmful remarks about your child.



## HIDDEN CHARGES

Though the basic platform is free, your child will be encouraged to sign up to premium subscriptions, which give extra perks, such as animated emojis and free games. The two options are known as 'Nitro Classic' (which costs \$4.99 a month) and Nitro (which costs \$9.99 a month). Prices are only converted to pound sterling during the payment process.



## RISK OF CYBERCRIME

Cybercriminal groups have been linked to the platform due to reports of hackers sharing stolen data. It's also possible that your child may be encouraged to share the data of their friends, either through peer pressure, or 'for fun', without realising the consequences.



## STRANGER DANGER

To create an account, you only need to display a username and profile image. This makes it easy for someone to hide his or her real identity. Predators from anywhere in the world can join a chat server, message your child and quickly leave to avoid detection. Forbes reports groomers have been targeting children susceptible to online coercion on the platform.



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## Top Tips to Protect Your Child

### 1 BEWARE OF WHAT'S SHARED

Whatever your child says or shares on the platform can be seen, heard and shared with a much larger audience. Be careful to make sure your child understands this and does not say or share anything that could be deemed offensive, harmful or put themselves or others at risk.

You can find Discord's own guide for parents here:  
<https://blog.discordapp.com/parents-guide-to-discord-c77d91793e9c>

### 2 IMPROVE SECURITY SETTINGS

To help protect your child, make sure they set strong passwords. You should consider using the 'two-factor authentication' function for extra protection. It's also important to remind your child to never to share their personal information, or the details of another user.



### 3 CHECK THEIR FRIEND LIST

You can restrict who is able to make 'friend requests' to your child in the 'Friends' tab. It's a good idea to deselect the default option that allows anyone to connect. Of course, you should also talk to your child about why it's a risk to allow strangers to connect with them through such platforms.



### 4 REPORT & BLOCK SUSPICIOUS USERS

Make sure your child knows how to report and block abusive or suspicious users. If you do find your child suffering repeated abuse, contact the platform directly using the email: [abuse@discordapp.com](mailto:abuse@discordapp.com). It's a good idea to teach your child how to screenshot any negative interactions too.



### 5 BEWARE OF NSFW CONTENT

Public forums on the platform are a potential venue for inappropriate content that you should be wary of. There is a Discord mascot known as 'Wumpus', which is supposed to represent anyone under 18. Anyone who posts content unsuitable for under-18s, should mark it NSFW (Not Suitable For Wumpus).



### 6 SHOW RESPECT TO OTHERS

It's important you actively teach your child to treat other users with respect and behave online the same way as they would offline.

Take the time to read through Discord's Community Guidelines with your child. Find them at: [www.discordapp.com/guidelines](http://www.discordapp.com/guidelines)



### 7 TURN ON SAFE MESSAGING

You should encourage your child to activate the 'Safe Direct Messaging' option. This will scan and delete any direct messages sent to your child containing explicit content.



### Meet our expert

Claire Woffenden has been a technology journalist since 1998 with a specialism in consumer technology (apps, websites, home computing and digital devices). As a Mum of two young children - aged 8 and 6 - Claire is passionate about helping to keep children safe online.



Social media has its benefits for connecting with friends, sharing experiences and widening their understanding of broader issues beyond their local community. The challenge with connecting and sharing experiences via social media is that these shared experiences are often via images. Wanting to fit in and caring about their physical appearance is a perfectly normal part of adolescence. However, with the easy access of image changing software and filters, this physical appearance is often not the reality, further increasing the pressure for young people to gain or portray unreal perceptions.



# What parents need to know about SOCIAL PRESSURES LINKED TO 'APPEARANCE'



## ONLINE APPEARANCE AND MENTAL HEALTH



The opportunity to change physical appearance through social media apps is creating a high level of perfectionism for children to portray themselves faultless and compare themselves to images which are sometimes unreal. This can lead to anxiety, depression and poor self-image and an overall sense of never feeling good enough. Having poor self-image can affect the way that your child interacts with others and how we care for ourselves.

## AIRBRUSHING

Refers to the retouching done to an image that changes the reality of the photo. It may include removing people, objects, altering body shapes or erasing blemishes like acne or scars. The digital technology to enable airbrushing is now widely and easily available for desktop computers and social media apps. It is sometimes known as 'Photoshop'.



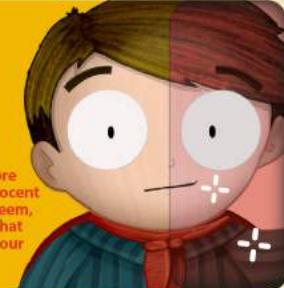
## APPS WHICH CHANGE APPEARANCE

These relate to free downloadable apps or options within social media apps which create a fun and easy way to alter your appearance. They are designed to be fun and can become addictive because once an altered image is used, it is very difficult to revert back to an unaltered version of themselves.



## FILTERS

Filters applied to manipulate a photograph are another way of creating a delusion of what is real. Software within social media apps reconfigure your face and skin to look more aesthetically pleasing. As innocent and fun as these filters may seem, they are sending a message that we are more attractive when our features are modified.



## MULTIPLE PHOTOS FOR THE PERFECT IMAGE

Taking multiple shots to capture the perfect image to put onto social media is another way of dislising reality. Creating an image which receives approval from peers through multiple comments and likes exacerbates the desire for a perfect picture and the approval for continuing to achieve the perfect image.



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## Safety Tips For Parents



### QUESTIONS TO CONSIDER BEFORE TALKING TO YOUR CHILD

- Do most of their social media photos have a filter/image changing app on them?
- How often do they talk about their physical image in a negative way?
- Do they often talk about wanting to gain comments and 'likes'?
- Are they excessively anxious about their physical appearance, to the point it impacts on their every day life?

If you have answered yes to most of these questions, then it would be a good idea to have a discussion about their use of image altering apps.

### DON'T GO COLD TURKEY

Talk with your child about taking one unfiltered image of themselves and sharing it with family first and then posting on social media. Perhaps ask other members of the family to send or post on social media unaltered pictures of themselves.



### BE COMPLIMENTARY

Whilst improving body image starts with the child's image of themselves, complimenting them daily on their personality and qualities will provide external, positive encouragement about themselves, away from just their physical appearance.



### DAILY APPRECIATION

When we have the sense that we are not good enough, we can feel like we are always falling short. You and your child together might want to create a gratitude journal, board with post-it's or wipe board where you write down things that you are grateful for or appreciate. This could range from the weather to a kind deed or to a piece of work that went well.

### CHANGE THE STORY

We all have a narrative or a story we've created about ourselves that shapes our core self-image. Sometimes automatic negative thoughts like 'you're fat' or 'you're ugly' can be repeated in your mind so often that you start to believe they are true. These thoughts are learned, which means they can be unlearned. You can start with helping your child reframe the story into a more positive assertion or story. This will link to complementing and daily appreciation.



### WHEN TO GET HELP

If your child becomes overly despondent, withdrawn or there is a change in behaviour over a prolonged period of time, they may need some professional support to help them.  
<https://www.bacp.co.uk/search/Therapists>  
<https://www.themix.org.uk/> is good organisation as a source of support if your child wants to reach out for support themselves



### Meet our expert

Anna Bateman is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



# Active June!

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 <b>Do some sit ups:</b> Bronze: 10 sit ups Silver: 20 sit ups Gold: 40 sit ups	2 <b>Do some star jumps:</b> Bronze: 20 times Silver: 30 times Gold: 50 times	3 <b>Practise balancing on right leg:</b> Bronze: 1 minute Silver: 2 minutes Gold: 3 minutes	4 <b>Practise balancing on left leg:</b> Bronze: 1 minute Silver: 2 minutes Gold: 3 minutes	5 <b>Have a jog around:</b> Bronze: 5 minutes Silver: 10 minutes Gold: 15 minutes	6 <b>Create your own throwing and catching game!</b>	7 Teach the people at home <b>your game</b> and see who scores the most points!
8 <b>Do some burpees:</b> Bronze: 10 burpees Silver: 15 burpees Gold: 20+ burpees	9 <b>Try and do some mountain climbers:</b> Bronze: 10 times Silver: 20 times Gold: 30+ times	10 <b>Carefully try and do a plank:</b> Bronze: 30 seconds Silver: 45 seconds Gold: 60+ seconds	11 <b>See how many tuck jumps you can do in a row:</b> Bronze: 10 jumps Silver: 20 jumps Gold: 30 jumps	12 <b>Push ups!</b> Bronze: 10 push ups Silver: 15 push ups Gold: 20+ push ups	13 <b>Use a pack of cards and create a game involving different exercises and the different suits!</b>	14 <b>Compete against someone at home</b> to see who can complete more exercises in a given time.
15 <b>Try and do some crunches:</b> Bronze: 10 crunches Silver: 20 crunches Gold: 30 crunches	16 <b>Do some lunges on both legs:</b> Bronze: 10 each leg Silver: 20 each leg Gold: 30 each leg	17 <b>Do a wall sit – remember, stay still:</b> Bronze: 20 seconds Silver: 30 seconds Gold: 60 seconds	18 <b>Squat – count how many squats you can safely do in a minute:</b> Bronze: 10 squats Silver: 15 squats Gold: 20+ squats	19 <b>High knees – Keep going without stopping</b> Bronze: 30 seconds Silver: 50 seconds Gold: 1+ minute	20 <b>Challenge yourself to learning some new yoga posts – watch a YouTube video to help.</b>	21 Practise those yoga skills your learned and <b>see if you can balance for longer</b> than you did yesterday.
22 <b>Try doing some scissor kicks:</b> Bronze: 30 seconds Silver: 45 seconds Gold: 60+ seconds	23 <b>Do some shuttle runs:</b> Bronze: 15 runs Silver: 30 runs Gold: 50 runs	24 <b>Hop on the spot:</b> Bronze: 10 each leg Silver: 25 each leg Gold: 50 each leg	25 <b>Hopscotch until you need to stop</b> Bronze: 30 seconds Silver: 45 seconds Gold: 2 minutes	26 <b>Try safely to do some jump squats in a minute:</b> Bronze: 10 squats Silver: 15 squats Gold: 20+ squats	27 <b>Go outside and be active with someone from your house.</b> <b>Go for a run or a walk!</b>	28 Use your outdoor time to <b>jump over things, balance along things and move in different ways.</b>
29 <b>Try hurdling over something (or just jumping!):</b> Bronze: 1 minute Silver: 3 minutes Gold: 5 minutes	30 <b>Step jumps – find a step and jump up and down on it safely:</b> Bronze: 10 times Silver: 20 times Gold: 40+ times					<b>Let's get active in June!</b> <b>Try each of these activities with the people you're with!</b> <b>Challenge yourself to get as many bronze/silver/golds as you can! Keep track and celebrate your achievements!</b> <b>Remember it is important to stay active and healthy!</b>

## JUNE MATHS MASTERS

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 If 3 multiplied by p is 33, what is the value of p? How do you know?	2 Calculate $2 \times 12$ . Find other multiplications which give the same answer.	3 How many faces does a cuboid have? Can you accurately draw one?	4 List all the multiples of 6 between 30 and 80.	5 What is 32, 658 rounded to the nearest 100?	6 $1000 - 432 = 678$ . Is this right? Why?	7 What is half of 50? How does this help find half of 500?
8 How many ways can you make 57p?	9 Is $12 \times 5$ the same as $6 \times 10$ ? How do you know?	10 What is double 36? So what is double 360?	11 What is $3.8 + 7.3$ ? How did you work it out?	12 What is 51-13? How does that help you work out $5100-1300$ ?	13 What do you call an 8-sided shape? Can you draw one?	14 What is today's date in Roman Numerals?
15 What is the biggest number you can make with 6 8 1 9?	16 Write this number in words: 12,540.	17 How many months have 30 days? Which months are there?	18 How many lines of symmetry does a regular heptagon have?	19 What's bigger: 100-53 or $33 + 14$ ? How do you know?	20 If I have £10 and I spent £3.10 and then £1.45, how much change do I have?	21 What is three quarters of 44? Can you draw it to help?
22 Describe how to find the missing number in this calculation: $\square \times 5 = 100$	23 What is the perimeter of a rectangle that measures 3m by 7m?	24 What is the total of 45, 56, 92 and 12?	25 What are the factors of 24?	26 What number is missing in the sequence? How do you know? 7, 21, 28,	27 Put these numbers in descending order: 345, 543, 435, 533, 534.	28 One third of a number is 16, what was the original number?
29 What's longer – 3400g or 3400kg?	30 <b>TRICKY QUESTION:</b> How many seconds in your normal school day?	<b>Have fun doing a Maths question a day!</b> <b>Challenge yourself to talk to the people at home and show off what you know!</b>				

# JUNE MATHS MASTERS

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 What number is represented here: MCCXII?	2 What is double 357? Can you work it out 2 ways?	3 What is 765,551 rounded to the nearest 1000?	4 Is $43 \times 10$ the same as $4300 \div 100$ ? Why?	5 If $x - 57 = 35 + 76$ , what is the value of $x$ ?	6 What's missing in this sequence: 3, 6, 10, 15, ___, 28. How do you know?	7 What is 13,563 rounded to the nearest 100? What is the rule?
8 How many degrees in a complete turn?	9 What is $10.7 - 4.9$ ? How did you work it out?	10 If $y = 37$ , what is the value of $x$ in $y + 67 = x$ ?	11 One third of a number is 59, what was the number?	12 Which number is bigger: 267676 or 276767? Describe how you know.	13 Calculate $4 \times 17 + 4$ .	14 List all the prime numbers between 30 and 60.
15 $(6 \times 5) + 6 = 30$ . Is this right? Why?	16 What is three and two thirds plus two thirds?	17 What is $10 \times 13$ ? What other calculations would give you the same answer?	18 What is $4.04 + 2.07 + 9$ ?	19 Put these numbers in descending order: 7543, 3457, 7453, 4753, 5743.	20 How many grams in 4.7kg? How do you know?	21 What time is 22:05 in words? Can you draw it on a clock face?
22 What is today's date in Roman Numerals?	23 What are the properties of a triangular prism? Can you draw one?	24 How many ml in 5.43l?	25 Which fraction is bigger: $3/5$ or $40/100$ ? How do you know?	26 Can you draw a regular and an irregular hexagon?	27 Jake says, "If $y+7=5$ , then $y$ must be 2." Is he right? How do you know?	28 What is $14.3 - 1.7 + 5.2$ ?
29 Joshua says, "the area of my shape is 32cm so the perimeter must be 24cm". Do you agree?	30 <b>TRICKY QUESTION:</b> How many minutes in a normal school week?	<p><b>Have fun doing a Maths question a day!</b>  <b>Challenge yourself to talk to the people at home and show off what you know!</b></p>				

## JUNE MATHS MASTERS

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 If $\square + 7 = 15$ , what is $\square$ ? How do you know?	2 I have 6 5p coins and 3 2p coins. How much money do I have?	3 Order these numbers biggest to smallest: 132, 233, 23, 32, 123.	4 What number is 10 less than 103? How do you know?	5 What is the sum of 9, 4, 6 and 1? What is a quick way to work that out?	6 Is $4 \times 5$ bigger than $5 \times 4$ ? Talk to someone at home about what you notice.	7 What is three quarters of 16? Can you draw a picture to help?
8 What do you call an eight-sided shape?	9 Using coins, how many ways can you make 65p?	10 What is double 6? What is double 60? Talk about what your notice.	11 Half of a number is 9, what was the number?	12 Which number is bigger, 54 or 54? Draw a picture showing how you know.	13 Calculate $5 + 15 + 50$ . Talk about different ways to work out the total.	14 How many minutes in 2 hours?
15 If you have 16 sweets and your friend has 4 more, how many sweets in total?	16 What is the biggest number you can make with the digits 5 1 8?	17 Write these number in words: 143, 52, 79, 188.	18 How many 5s are the same as $3 \times 10$ ?	19 What is the missing number: 3, 6, 9, __, 15 How do you know?	20 What is $100 - 36$ ? What different ways could you work it out?	21 What time does this clock say?
22 What is three quarters of 32? How did you find your answer?	23 What is the missing number in the calculation? $37 + 14 = \square$	24 What is $34 + 16 + 12$ ?	25 Which fraction is bigger: $2/4$ or $1/2$ ? Can you draw it to show?	26 What are the properties of a cube? Can you find one in your house?	27 If I have £1 and I spent 37p, how much change did I get?	28 What is one whole subtract a quarter? Draw it to help you!
29 List all the multiples of 5 less than 40.	30 TRICKY QUESTION: How many minutes between 9am and 10:15am?					

**Have fun doing a Maths question a day!**  
**Challenge yourself to talk to the people at home and show off what you know!**

# Words for Writing - June

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 Today's character: <b>A spy</b>	2 Today's setting: <b>A deep, dark cave</b>	3 Today's setting: <b>A rocket ship</b>	4 Today's character: <b>A cat who can sing</b>	5 Today's setting: <b>The woods</b>	6 Today's character: <b>A scared elephant</b>	7 Today's story idea: <b>Winning the lottery</b>
8 Today's setting: <b>Your kitchen</b>	9 Today's story idea: <b>Waking up in a dream</b>	10 Today's character: <b>An alien from outer space</b>	11 Today's setting: <b>On a submarine</b>	12 Today's character: <b>A flamingo</b>	13 Today's story idea: <b>Visiting the Queen</b>	14 Today's character: <b>Someone in your house</b>
15 Today's story idea: <b>Receiving a mysterious parcel</b>	16 Today's story idea: <b>Meeting your evil twin</b>	17 Today's setting: <b>In a sweet shop</b>	18 Today's story idea: <b>Going on holiday</b>	19 Today's character: <b>Your best friend</b>	20 Today's setting: <b>In an airport</b>	21 Today's character: <b>A pirate</b>
22 Today's story idea: <b>Seeing something scary</b>	23 Today's character: <b>The Earth</b>	24 Today's setting: <b>On the moon</b>	25 Today's character: <b>A wizard</b>	26 Today's story idea: <b>Visiting the circus</b>	27 Today's character: <b>A rabbit in a hat</b>	28 Today's setting: <b>New York City</b>
29 Today's character: <b>A young boy/girl</b>	30 Today's setting: <b>A deserted mansion</b>	<b>Let's keep writing in June!</b> <b>Use the daily prompts to come up with your own pieces of writing.</b> <b>Dive deep into your imagination and produce some brilliant writing! You choose what you write - it could be a wanted poster, a letter, a story, a postcard, a poem! You decide!</b> <b>Have fun!</b>				

# A Month of Outdoor Ideas...

From WatsEducation

## Taking Learning Outside:

Here is an Outdoor Learning 'Idea-a-Day' for June.

Not all of the activities are necessarily prepped for Social Distancing, but are easily adapted to suit different Year Groups, access to resources and use of learning space.

Sunday	Mathematics	English	Science	Art	Wider Curriculum
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<u>Shape Hunters:</u>	<u>Poetic Description:</u>	<u>Underground/Overground:</u>	<u>Shadow Tracers:</u>	<u>Treasure Hunt I:</u>	<u>6</u>
<u>Sequences:</u>	<u>Letter from Lockdown:</u>	<u>Shadow Tests:</u>	<u>Observational Drawing:</u>	<u>I Like to Move it, Move it!:</u>	<u>12</u>
<u>Wall of Times Tables:</u>	<u>Wild Reading:</u>	<u>Textures and Patterns:</u>	<u>Symmetrical Patterns:</u>	<u>Treasure Hunt II:</u>	<u>19</u>
<u>Area &amp; Perimeter:</u>	<u>An Alphabet of Things:</u>	<u>Environment Survey:</u>	<u>Rubbing and Patterns</u>	<u>I Like it or Knot!:</u>	<u>26</u>
<u>Lines &amp; Angles:</u>	<u>Share the Love:</u>			<b>Contact:</b> Web: <a href="http://www.watseducation.com">www.watseducation.com</a> Twitter: <a href="https://twitter.com/WatsEd">@WatsEd</a>	



# June 2020