



Home Learning Pack

Year 2

Hello Year 2. Here is your weekly timetable for your new work pack. It is filled each week with exciting activities (*feel free to adapt*). You should try and complete these activities all by yourself – but if you are really struggling then ask an adult for help!

	9:00 - 9:30	9:30 - 10:00	10:00-10:15	10:15 - 10:30	10:30-11:00	11:00- 11:30	11:30 - 12:00	12:00 - 12:30	Afternoon
Monday	Maths 	Reading time 	Spelling Practice 	Snacktime! 	SPAG activity 	Breaktime! 	English 	Lunchtime! 	Independent time
Tuesday	Maths 	Reading time 	Spelling Practice 	Snacktime! 	SPAG activity 	Breaktime! 	English 	Lunchtime! 	Independent time
Wednesday	Maths 	Reading time 	Spelling Practice 	Snacktime! 	SPAG activity 	Breaktime! 	English 	Lunchtime! 	Science
Thursday	Maths 	Reading time 	Spelling Practice 	Snacktime! 	SPAG activity 	Breaktime! 	English 	Lunchtime! 	Spelling test!
Friday	Maths 	Reading time 	Spelling Practice 	Snacktime! 	SPAG activity 	Breaktime! 	English 	Lunchtime! 	Independent time

From next week we will be sending spellings for your child – can you please test them on a Friday and email a photo to your class teacher so we can see how they are getting on.

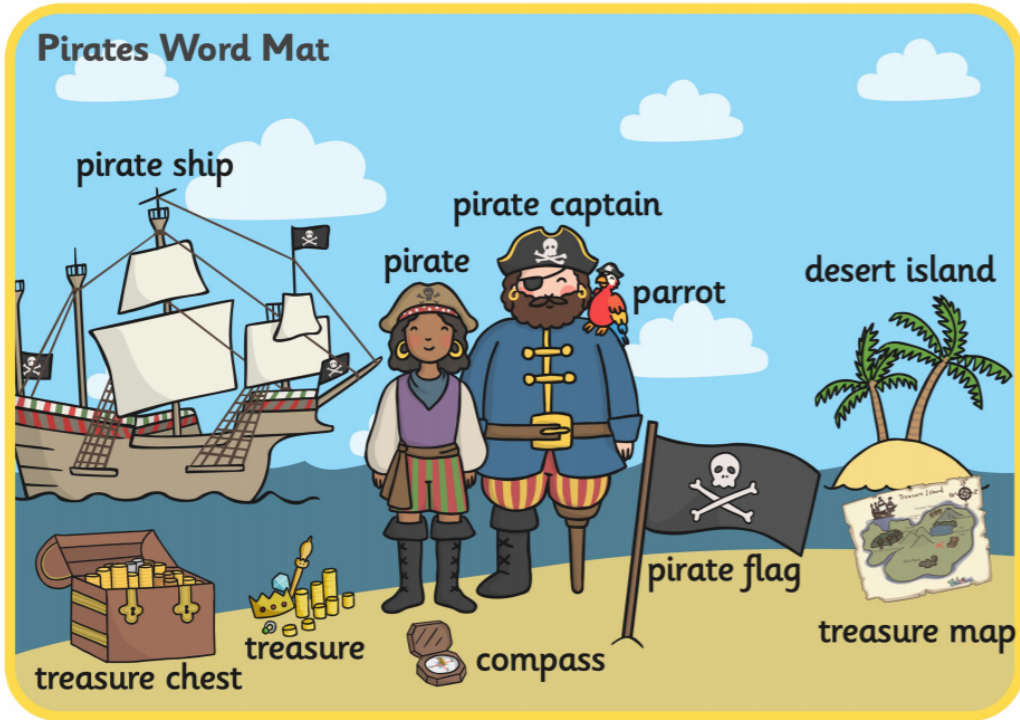
Writing task 1 – using vocabulary

Use the word mat to help you write about pirates.

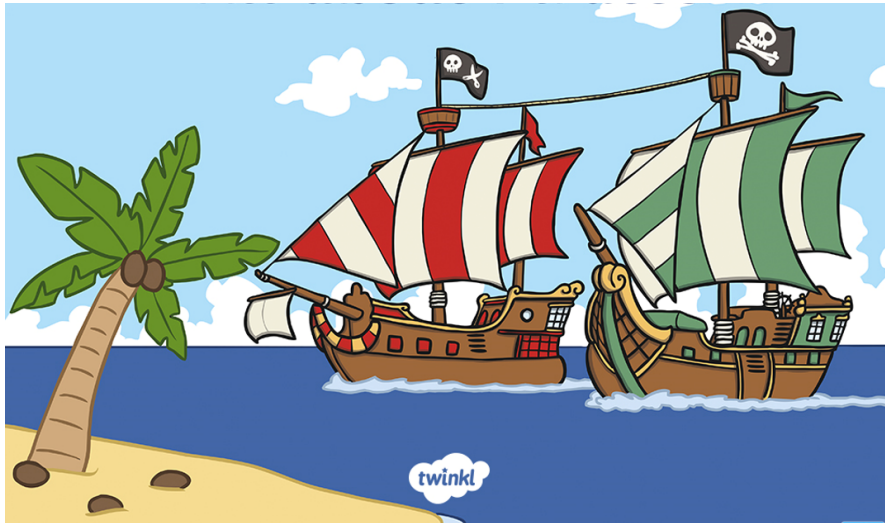
Bronze – use **and** in your sentences.

Silver – use some noun phrases in your writing.

Gold – use statements, questions and exclamations in your writing.



Writing task 2 – sentence openers



Use the picture and these story openers to tell someone in your family a story. Then write your story.

Long, long ago	One day	Suddenly
The next day	Then	At last

Writing task 3 – questions

Grace O'Malley

Grace lived nearly 500 years ago and was a leader of the Ó Máille clan in Ireland. Although she had lots of land and people to rule, Grace loved sailing and became known as a fearsome pirate.



Write some questions that you would like to find out about **sailing**. Remember that question sentences end with a question mark.

Writing task 4 – Invitations



We give invitations for different reasons. Use the word mat from Task 1 to help you design an invitation for a pirate party.

A large, empty rounded rectangular box with a thick black border, intended for writing an invitation for a pirate party.

Writing Task 5 – different sentence types



Have you ever been to a theme park or a fair? They have fun rides that you can enjoy.

Write some sentences about this ride. You should write a statement, a question, a command and an exclamation.

SPAG:
Punctuation
Task 1 – Full
Stops and
Capital
Letters

Sentences start with a capital letter. Sentences end in a full stop. Names also start with a capital letter.

Read these sentences. Write each one yourself with a full stop and capital letters in the right places.

1. paul eats peas with his meat

2. kay must pay for her new bike

3. we can bake a pie today

Read the sentences below. Can you spot the full stops and capital letters that are in the wrong places? Write the sentences out yourself with capital letters and full stops in the right places.

1. chris Found his Wallet in. the drawer

2. soup is A. healthy Kind of food

3. grown-ups Teach us at. school



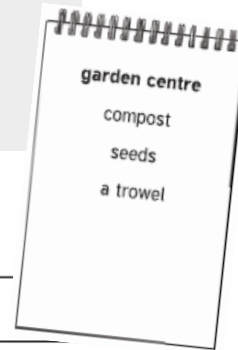
**Always check your
ABC and . in your
own writing.**

SPAG: Punctuation Task 2 – Commas

What did you buy at the garden centre?

We use commas in a list of nouns:

I bought chicken, potatoes, peas and carrots to make dinner.



At the garden centre, I bought _____

We also use commas in a list of adjectives:

The girl has long, wavy, brown hair.

Separate the list of adjectives with commas in these descriptive sentences.

The witch had horrible pointy yellow fingernails.

I had a new red shiny bike for my birthday.

Can you write your own descriptions? Try to use at least two adjectives each time that are separated with commas. Challenge yourself and go for three!

The lion has a _____ mane.

Joe pulled a _____ face.

Dad baked a _____ cake.

We saw a _____ film at the cinema.

Can you use commas in your own writing?

SPAG: Grammar Task 1 – Past Tense

Can you help Uncle Ed to write these sentences in the past tense?



When we write in the past tense, we add **ed** to the end of most verbs. Uncle Ed helps us to remember!

helped wished talked

1. The people live in a kingdom far away.

The people lived in a kingdom far away.

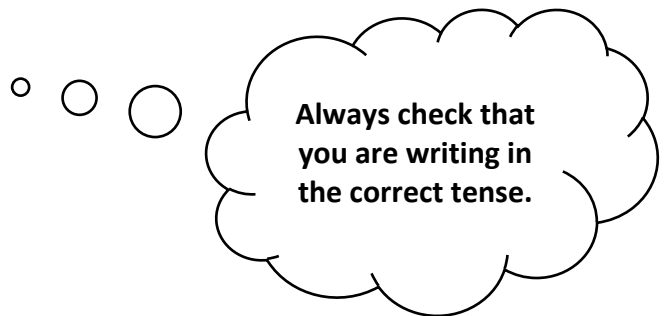
2. The girl's doting parents promise to buy her something marvellous.

3. Suddenly three knights hop over the castle wall.

4. The children knock on the door of the grand, elegant palace.

Be careful... the verb in the next sentence does not follow the pattern!

5. The cheeky frog even eats supper with the Queen!



SPAG: Grammar Task 2 – Word Types

These are the word types that we know:

Noun

A naming word for things, animals, people and places

man school Emma table idea

Adverb

A word which describes how you do something

carefully slowly softly

Verb

A doing word

jumps is said did hoped

Adjective

A word which describes a noun

fluffy wonderful terrifying

Can you spot some nouns, verbs, adjectives and adverbs in these sentences?

The children behaved rudely.

The young princess adored her special gift.

The monster desperately wanted to be friends with the boy.

Suddenly, the slimy frog turned into a kind, handsome prince.

Luckily, the teachers rescued the friends just in time.

Nouns	Verbs	Adjectives	Adverbs

Extra challenge:

Explain to somebody how you know what type of word it is.

Perhaps you could add some of your own words too?



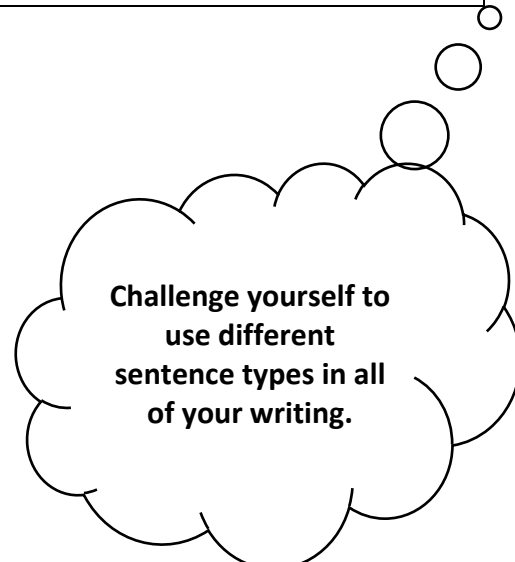
SPAG: Grammar Task 3 – Sentence Types

We know four sentence types.

Read these sentences. Can you identify the sentence type? Write them under the correct heading on the table on the next page.

Statement sentence A sentence telling you a fact, opinion or idea. It can end in a . or a !	My name is Lizzie. I thought the book was brilliant!
Question sentence A sentence asking something. It ends in a ?	What is your favourite colour? How do you play that game?
Exclamation sentence It must begin with what or how and end in a ! It must include a verb.	What big feet you have! How exciting this holiday has been!
Command sentence It tells someone what to do. It begins with an imperative (bossy) verb. It might end in a . or a !	Mix the eggs and the butter. Stop doing that right now!

The little girl is only young but she is bold.
Why did her parents suggest that idea?
Sit up properly.
The young boy thought that the beast looked hideous.
How adorable the little creature was!
Who would knock so noisily on the palace door?
What a strange thing for a child to say!
I was completely astonished!
Find your friend before it is too late!
What a magnificent kingdom it was!
Think carefully before you continue.
Were they petrifying monsters?



Statement Sentence

Question Sentence

Exclamation Sentence

Command Sentence

Reading task 1 - Find and Copy

Parents, if your child is struggling to read the text it is ok to read with them or to read for them. Then try to get the children to have a go on their own before you do the task together. It might also help them to underline the answers in the text.

A storm was blowing. Tall waves hit the boat and rocked it from side to side. Stan thought that the boat would sink. He was very scared. He was on a fishing trip with his dad because Stan loved sea fishing. He had caught a big fish. It was called a tuna fish and it was the biggest fish he had ever caught. His dad had helped him land it because the fish was so heavy. His dad had taken a photo of Stan and the fish. Stan had been having a great time until the storm came. It was time to leave and head for the safety of the harbour.

- FIND and COPY a word that tells you how Stan felt in the storm.

- FIND and COPY a word that tells you what type of fish Stan caught.

- FIND and COPY a word that means the same as 'high'.

Noun phrases make writing more interesting. Remember that noun phrases have an adjective and a noun together.

I saw a butterfly on my flowers. This sentence is a bit boring.

I saw a pretty butterfly on my flowers. The noun phrase makes this sentence much more interesting to read.

Underline the noun phrases that the author used in the text.

Reading task 2 - Inference

Inference helps us to figure out what the author wants you to think. We have to hunt for clues in the text to find the answer.

Text One

Tina's heart was beating fast and her tummy was in knots. She looked at the clock. It was only one minute later than when she had last looked at it. For the hundredth time she peered out the window and looked both ways down the street, there was no sign of anyone. She let the curtain fall back down and turned away, sighing loudly. Just then, the letterbox clattered and Tina squealed. It was here!



1. What was Tina waiting for?

- a) a telephone call
- b) the post
- c) someone to come to the door

What were the clues in the text?

2. How was Tina feeling?

- a) nervous
- b) happy
- c) bored

What were the clues in the text?

Reading task 3 - Number the events

Ordering events helps children to recall what they have read and the order in which they happened.

Captain Finnigan was a pirate. He was a very bad pirate. He had spotted a ship on the horizon. Maybe it was carrying treasure? He just had to find out. He told his men to set sail. They chased after the ship. They sailed closer and closer. At last, they caught up with it. Captain Finnigan shouted to the other ship. He told them to give up their treasure and he would let them live. No one answered. In fact, no one was there. The ship looked empty. Captain Finnigan smiled. Taking treasure from this boat would be very easy.

- Number the following events from 1 to 5 to show the order that they happened in the text.

They chased after the ship.

The ship looked empty.

Captain Finnigan spotted a ship.

The Captain told them to give up their treasure.

He told the men to set sail.

A noun is a someone, something or somewhere. Underline the nouns from the text.
Draw a picture of what you think Captain Finnigan looks like.

Reading task 4 - word meanings

Year 2 students should begin to think of what words mean. These activities help them to clarify their understanding of vocabulary words by finding words with a similar meaning.

Alec is showing off yet again. I am so fed up of listening to him going on about his brand new bike. All of the other kids are so amazed by him. It's so annoying! I like hearing about new toys and hobbies but it's almost every day with Alec. He always has something to brag about. I'm starting to dislike him.

It's funny because he's always telling us about how much money his family has got, but we never see any of these amazing new toys and gadgets. He's so selfish that he doesn't show anyone and let them try them out yet they all love him! He's finally stopped bragging and is leaving with his sister. It looks like everyone is going home. Alec lives just around the corner from me so I might go and have a look at this bike for myself...

- The word *amazed* means...

Tick one.

surprised

angered

bored

selfish

- The word *dislike* means...

Tick one.

annoy

really like

love

not like

Underline a word that means the same as beginning to.

Underline a word that means the same as at last.

Underline a word that means the same as showing off.

Reading task 5 - true or false

A cold wind was blowing. Tasha pulled her coat around her because she was freezing. Her puppy had run away so she was trying to find him. Her forgetful brother had left the gate open and the puppy had got out. Her puppy was called Max and he was only 4 months old. He was too young to be out on his own. He would be very cold and tired by now.

It was getting dark. Tasha was feeling sad and worried. She just couldn't find Max anywhere. She kept shouting his name but he was nowhere to be seen. She just had to find him soon because it was going to snow tonight.

- Using information from the text, put a tick in the correct box to show whether each statement is true or false.

	True	False
Max was only 4 months old.		
He was old enough to be out on his own.		
Tasha tried shouting his name.		
It was going to be a warm night.		

It was time to go home. Her mum would be cross if she stayed out after dark. She would just have to keep looking again tomorrow. Maybe he had already found his way home? Snow began to float gently from the sky. She loved snow normally but not today. Poor Max would be alone in the cold and dark. Tears began to roll down her cheeks.

Suddenly, a rabbit shot out of the hedge in front of her. It was followed by a bouncing ball of fluff. Tasha knew instantly that the bouncing ball of fluff was Max! He was pleased to see Tasha and she was very pleased to see him too!

- Using information from the text, put a tick in the correct box to show whether each statement is true or false.

	True	False
Her mum didn't mind her staying out after dark.		
It began to snow.		
Tasha hated snow normally.		
The bouncing ball of fluff was Max.		

Steps to finding a unit fraction of a number.

A unit fraction is a fraction where the numerator (the number on the top half of the fraction) is 1).

1. Circle the denominator.

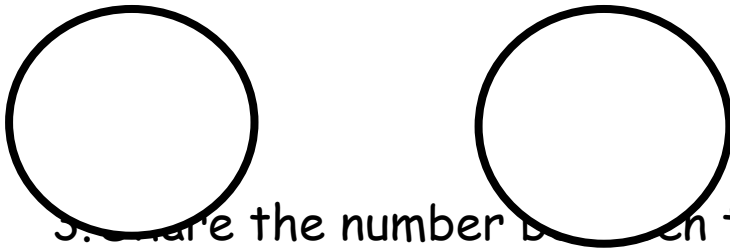
RESOURCEFULNESS



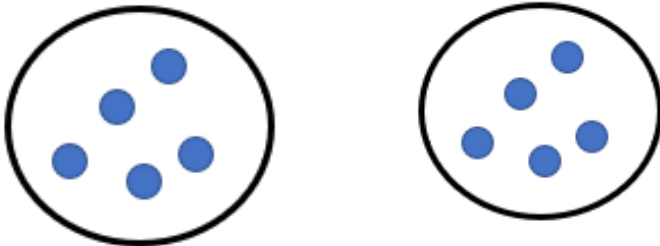
Resourcefulness loves finding things out and solving problems

$$\frac{1}{2} \text{ of } 10$$

2. Draw the number of groups.

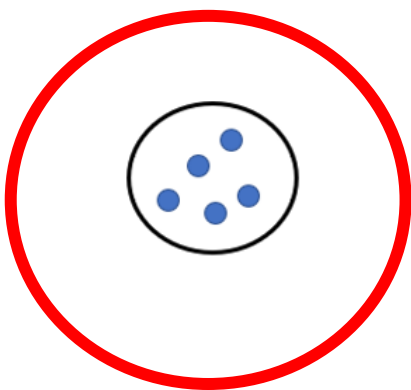


3. Share the number between the groups.



4. Circle/highlight the numerator and circle the number of groups and write the answer.

$$\frac{1}{2} \text{ of } 10$$



$$= 5$$



Fractions/ Lesson 1
Choose your challenge

RESOURCEFULNESS



Resourcefulness loves finding things out and solving problems.

Bronze (Use the groups to share out the amount)

$\frac{1}{2}$ of 10

$\frac{1}{2}$ of 24

$\frac{1}{2}$ of 16

$\frac{1}{2}$ of 36

Silver

$\frac{1}{2}$ of 10

$\frac{1}{2}$ of 24

$\frac{1}{2}$ of 16

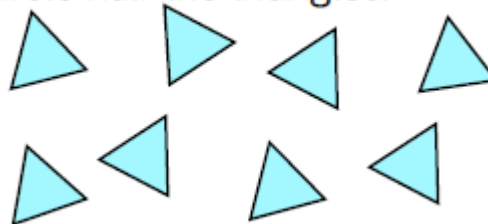
$\frac{1}{2}$ of 36

Gold

Circle half the cakes.



Circle half the triangles.



Platinum

True or False

$\frac{1}{2}$ of 24 pencils is 13.

Fractions/ Lesson 2
Choose your challenge

Bronze (Use the groups to share out the amount)

- $\frac{1}{3}$ of 9
- $\frac{1}{3}$ of 18
- $\frac{1}{3}$ of 24
- $\frac{1}{3}$ of 30

Silver

- $\frac{1}{3}$ of 9
- $\frac{1}{3}$ of 18
- $\frac{1}{3}$ of 24
- $\frac{1}{3}$ of 30

Gold

Which shapes represent one third?



Explain why the other circles do not represent one third.

RESOURCEFULNESS



Resourcefulness loves finding things out and solving problems.

Fractions/ Lesson 3
Choose your challenge

Bronze (Use the groups to share out the amount)

- $\frac{1}{4}$ of 8
- $\frac{1}{4}$ of 16
- $\frac{1}{4}$ of 24
- $\frac{1}{4}$ of 32

Silver

- $\frac{1}{4}$ of 8
- $\frac{1}{4}$ of 16
- $\frac{1}{4}$ of 24
- $\frac{1}{4}$ of 32

Gold

Who has more? Explain why.



I have $\frac{1}{4}$ of £8

Rosie



I have $\frac{1}{2}$ of £6

Whitney

Platinum

True or False

$\frac{1}{4}$ of 16 pencils is 5.

RESOURCEFULNESS

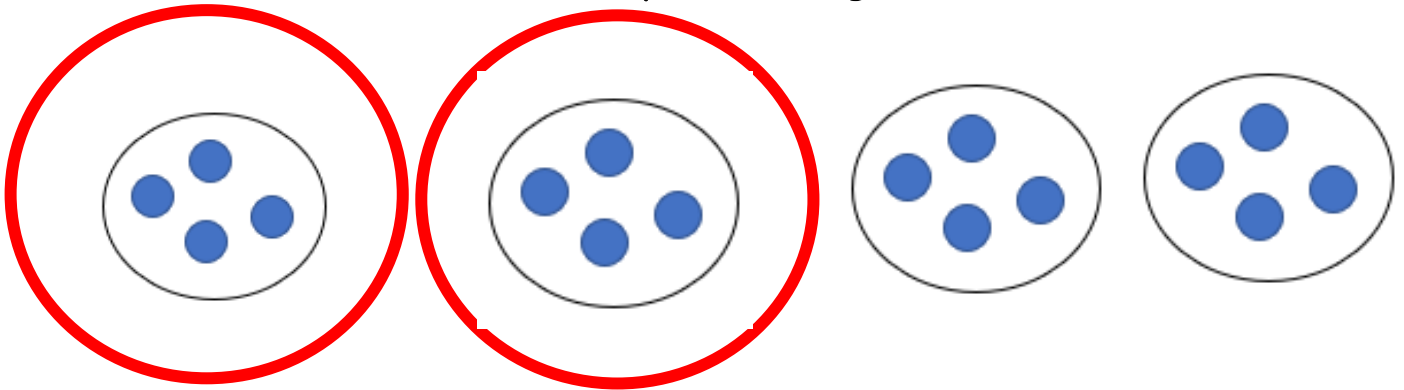


Resourcefulness loves finding things out and solving problems.

Fractions/ Lesson 4 (Finding non-unit fractions)

A non-unit fraction is a fraction where the numerator (the number on the top half of the fraction is greater than 1).

Choose your challenge



$$2/4 \text{ of } 16 = 8$$

Follow the same steps as finding a unit fraction but circle the number of groups according to the numerator (The number on top of the fraction)

Silver

$2/4$ of 12

$2/3$ of 18

$2/4$ of 20

$3/4$ of 24

Gold

True or false

$2/4$ of £8 is the same as $2/3$ of £9.

RESOURCEFULNESS



Resourcefulness loves finding things out and solving problems.

Lesson 5/ Counting in Fractions

Choose your challenge

Remember when a fraction has the same numerator and denominator that equals 1 whole. For example, $4/4 = 1$

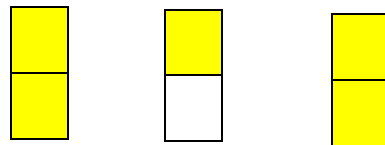
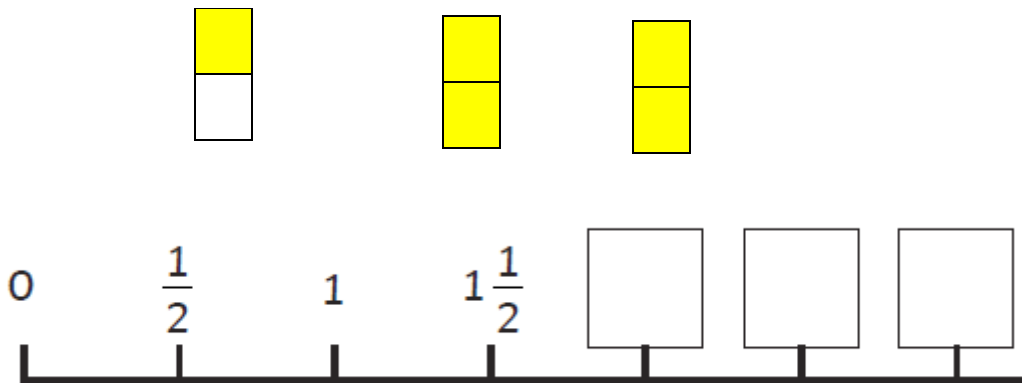
Bronze

Fill in the missing fractions and draw the correct fractions underneath.

RESOURCEFULNESS

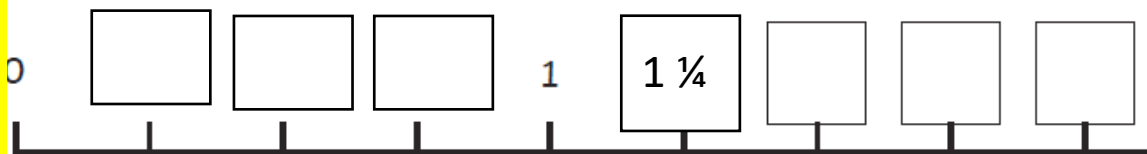


Resourcefulness loves finding things out and solving problems.



Silver

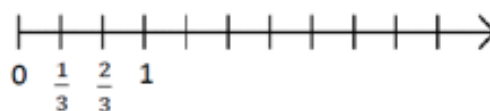
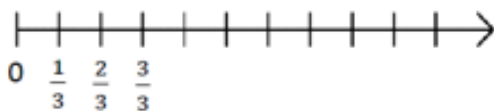
Can you label this number line counting in $\frac{1}{4}$.



Gold

Complete each number line.

What's the same, what's different?



To be completed in 3 ½ minutes.

Number Bonds to Up to Ten							Name										
9+0		1+5		10+0		9+1		5+2		6+4		1+4		0+2		8+2	
3+2		2+8		1+1		6+3		2+6		5+4		2+2		0+4		3+6	
2+4		4+5		5+5		1+2		6+1		7+3		3+0		0+5			
5+3		3+7		2+3		0+7		1+6		7+3		4+0		0+8			
1+8		3+5		4+4		4+2		3+4		1+7		1+0		0+9			
0+3		4+3		7+0		1+3		0+10		1+9		5+0		8+1			
3+1		6+2		0+6		2+0		0+0		7+2		6+0		2+7			
7+1		4+6		4+1		3+3		7+2		8+0		0+1		5+1			

To be completed in 3 ½ minutes.

Number Bonds Bridging Ten							Name						
10+2		10+10		4+9		9+6		8+4		9+2		6+9	
3+8		6+7		2+9		9+8		10+5		7+8		6+5	
9+3		8+3		9+10		10+1		8+9		3+9		10+3	
6+6		7+9		5+10		8+8		10+7		4+8		2+10	
7+5		8+10		4+10		1+10		10+6		9+4		6+8	
5+9		3+10		5+8		5+7		8+6		6+10		8+7	
7+7		10+4		7+4		9+9		4+7		10+9		9+5	
8+5		10+8		5+6		7+10		7+6		9+7			

Name:

Date:

Bronze times table test (1x, 2x, 5x, 10x)

2 minute 30 seconds

$1 \times 1 =$	$5 \times 3 =$	$5 \times 9 =$	$2 \times 7 =$
$2 \times 5 =$	$10 \times 1 =$	$2 \times 8 =$	$1 \times 4 =$
$2 \times 10 =$	$10 \times 6 =$	$10 \times 5 =$	$5 \times 4 =$
$5 \times 8 =$	$1 \times 6 =$	$2 \times 1 =$	$10 \times 2 =$
$10 \times 3 =$	$5 \times 10 =$	$10 \times 10 =$	$1 \times 9 =$
$1 \times 7 =$	$2 \times 2 =$	$5 \times 1 =$	$10 \times 7 =$
$2 \times 6 =$	$1 \times 10 =$	$1 \times 2 =$	$5 \times 5 =$
$10 \times 9 =$	$2 \times 9 =$	$1 \times 8 =$	$2 \times 3 =$
$5 \times 2 =$	$5 \times 6 =$	$10 \times 8 =$	$10 \times 4 =$
$1 \times 3 =$	$2 \times 4 =$	$5 \times 7 =$	$1 \times 5 =$

_____/40 Attempt number: _____ Time taken: _____

Numberline: Yes or No

Name:

Date:

Bronze times table test (1x, 2x, 5x, 10x)

2 minute 30 seconds

$1 \times 1 =$	$5 \times 3 =$	$5 \times 9 =$	$2 \times 7 =$
$2 \times 5 =$	$10 \times 1 =$	$2 \times 8 =$	$1 \times 4 =$
$2 \times 10 =$	$10 \times 6 =$	$10 \times 5 =$	$5 \times 4 =$
$5 \times 8 =$	$1 \times 6 =$	$2 \times 1 =$	$10 \times 2 =$
$10 \times 3 =$	$5 \times 10 =$	$10 \times 10 =$	$1 \times 9 =$
$1 \times 7 =$	$2 \times 2 =$	$5 \times 1 =$	$10 \times 7 =$
$2 \times 6 =$	$1 \times 10 =$	$1 \times 2 =$	$5 \times 5 =$
$10 \times 9 =$	$2 \times 9 =$	$1 \times 8 =$	$2 \times 3 =$
$5 \times 2 =$	$5 \times 6 =$	$10 \times 8 =$	$10 \times 4 =$
$1 \times 3 =$	$2 \times 4 =$	$5 \times 7 =$	$1 \times 5 =$

_____/40 Attempt number: _____ Time taken: _____

Numberline: Yes or No

Life Processes

All living things do certain things to stay alive.

These are called life processes.

Animals, including humans, do these things.



Plants do too, although they do them in different ways.



We can remember these things by thinking about **Mrs Gren**.



Life Processes

Characteristics of living things

Movement
Respiration
Sensitivity

Growth
Reproduction
Excretion
Nutrition

MRS GREN



MOVEMENT:



A sunflower moves to turn its face towards the sun.



A hare runs to escape from danger.



RESPIRATION:



Mammals breathe through their mouths and noses.



Plants take in and give out gases through their leaves.



SENSITIVITY:



Animals use their senses to see, hear, taste, touch and smell the world around them.



Plants can also detect changes in the environment. This mimosa plant curls up when you touch it!

GROWTH:



This ocean mola started life as an egg not much bigger than a full stop. It will grow to weigh about 1000 kg- this is the same size as a large bull!



Bamboo can grow up to 3cm every hour



REPRODUCTION:



This wolf spider has her babies on her back.



Each seed contains a tiny miniature plant ready to grow.

EXCRETION



How do you get rid of waste products from your body?



Left over gases and water leave plants through their leaves.



NUTRITION



Some animals eat plants, and some eat other animals. Bears eat both, like people!



Green plants make their own food using the energy from the sun.

Activity: Using the labels below, cut out and sort the pictures as to whether they are dead, alive or never have been alive.

Dead	Alive	Never alive



MONDAY MOVERS

Physical literacy/skills

On Your Marks, Set, Go

ACTIVITY

- How fast can you get to your marker and back again?
- Place two markers five metres apart on the floor (five big steps)
- How many laps can you complete in 30 seconds?
- Can you beat your score?
- This challenge can be repeated several times

Why not try the following:

- Create a shape/running track to run around adding more markers
- Race against people in your household or as a relay team. Have fun

EQUIPMENT NEEDED

- Markers e.g. toilet roll, shoes, beakers, timer



15mins

How can you demonstrate honesty throughout this challenge?

Did you go around the marker?

TOP TIPS

Make sure you slow down on your approach to the marker

Why not try this now? <https://funetics.co.uk/for-parents/funetics-home/>

MAKE IT EASIER...

- Hop, skip, leap, jump, try different ways of getting to the marker and back again

MORE OF A CHALLENGE

- Try different race starting positions: sitting down, lying on your front. How many can you complete in 30 seconds?

MAKE IT INCLUSIVE

- Come up with a theme for your race: animals, space rockets, cars
- Can you create different ways of moving to your target e.g. walk, crawl, leap

LEAD OTHERS

- Can you organise a race for your household – one lap or two laps, it's up to you?

MONDAY MOVERS

Physical literacy/skills

Obstacle Course

ACTIVITY

- Create a fun obstacle course
- This could include running, hopping, skipping, balance test, crawling, leaping and even a throw
- Make it fun and safe
- Get creative
- Draw out your plan and then put it into action
- Video example <https://youtu.be/37PIj3kc9LE>



MAKE IT EASIER...

- Give your course a theme and look at different ways of moving around the course, e.g.: animals/space

MORE OF A CHALLENGE

- Increase the number of times you complete a challenge or compete against someone in your household

MAKE IT INCLUSIVE

- Play indoors/outdoors
- Create your own course with obstacles you are confident in

LEAD OTHERS

- Can you create a warm-up for your household?



15mins

How can you demonstrate self belief throughout this challenge?

Believe in yourself – keep going even if the obstacles are hard – you can do it!

TOP TIPS

Can you include a run, jump and throw in your course

Why not try this now? Youth Sport Trust 60 second obstacle challenge – how many can you jump over in 60 seconds? [Click here](#) for more 60 second challenges

Some PE ideas

TUESDAY CHALLENGE

Speed Bounce Challenge

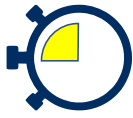
! Personal Challenge

ACTIVITY

- Watch the clip to see how to complete this challenge safely at home
<https://www.youtube.com/watch?v=3cKdMXvBDnQ&feature=youtu.be>
- Jump sideways across a line or rolled up towel as many times as you can for 20 seconds
- Keep your feet together and try to land on two feet
- Count how many times you land either side of the line/towel
- Record your score then try to beat it after a rest

EQUIPMENT NEEDED

- A rolled-up bath towel or cereal box
- A stopwatch/mobile phone



How can you demonstrate honesty throughout this challenge?

Compete against yourself and beat your Personal Best score

15mins

TOP TIPS

Keep your feet and knees together and your knees soft on each landing

Why not try this now?

Make the barrier higher by adding another towel or a taller cereal box

MAKE IT EASIER...

- Jump across a line or joint in the cement on a patio. Reduce the time

MORE OF A CHALLENGE

- Once you've beaten your PB, try to equal it in 19 seconds rather than 20

MAKE IT INCLUSIVE

- Hold onto the back of a chair to give you stability and use a line on the floor. Move wheelchair side to side

LEAD OTHERS

- Teach a member of your family to complete the challenge

TUESDAY CHALLENGE

Jump for Distance

! Personal Challenge

ACTIVITY

- Starting on two feet, how far can you jump, landing on two feet (standing long jump)?
<https://www.youtube.com/watch?v=FIBONNWWYxel>
- Complete the activity again but this time taking off on one foot (this is the hop)
- Progressing, hop as far as you can, alternating take off between left and right foot
- Add a step after the hop so you now have hop-step
- Finally add a jump to create three phases; hop-step-jump (triple jump)
- Record all of your distances and then try to beat them

EQUIPMENT NEEDED

- Socks, tea towels or towels to jump over
- A tape measure or piece of string



How can you demonstrate honesty throughout this challenge?

Challenge yourself to beat your Personal Best score with each jump

15mins

TOP TIPS

Remember for all activities, keep your head up, swing your arms forward

Why not try this now?

https://www.youtube.com/watch?v=cRj0t1GwbLo&list=PLYGRaIuWMT0jv3An2WEgsQ4gGFy_9t1jDL&index=7

MAKE IT EASIER...

- Concentrate on mastering the foot pattern hop. Step jump

MORE OF A CHALLENGE

- Try the triple jump combination hop, step, jump getting further each time

MAKE IT INCLUSIVE

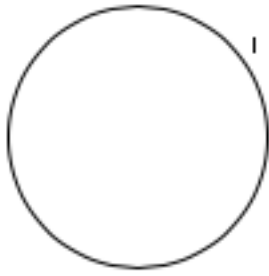
- Practice a change of foot pattern on the spot. Single push on a wheelchair

LEAD OTHERS

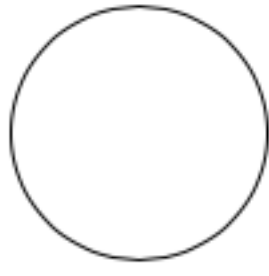
- Teach another member of your family to jump and hop further

RESOURCES TO SUPPORT MATHS

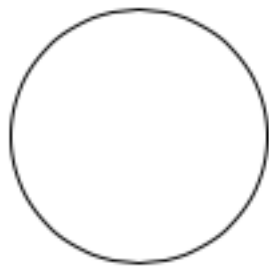
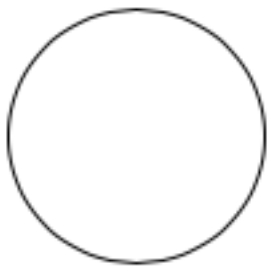
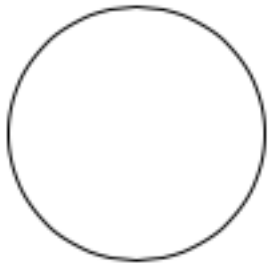
Use these circles to share the numbers equally.



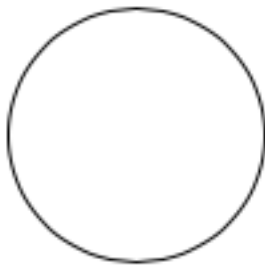
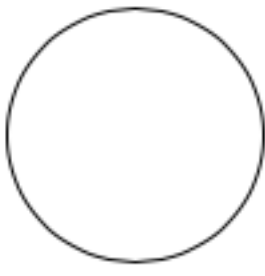
1



$\frac{1}{2}$



$\frac{1}{3}$



$\frac{1}{4}$

