Year 1& 2

Summer B

Literacy

- Please keep reading every day!
- Read, Write Inc. phonics- to help the children to keep up with phonics which is vital to spelling, Read Write Inc. have produced teaching videos that I would like the children to watch each day. You can Google Read Write Inc. parents or the website is www.ruthmiskin.com>parents

Year one children should focus on the videos for Set 2 speedy sounds and Year two children, Set 3 speedy sounds but feel free to let them watch both- revision is always good! Set 2 is live at 10am each morning and set 3 at 10.30am

https://www.ruthmiskin.com/en/find-out-more/parents/

This site also has a selection of e-books that can be downloaded as reading books for the children.

Australia Topic

I have included in this pack our Cultural topic work which will focus on Australia this year. **The ideas for this topic are to last the whole term until the summer holidays.** Literacy has been incorporated into some of the activities so please ensure when you choose activities to complete with your child that you include some of these writing based ideas. **You do not need to complete every suggested activity.** However, please choose a selection from each of the headings to ensure broad coverage of the topic.

In addition to the Australia topic work, I have also included 3 weeks of maths work for the children. **Further maths work will be provided in pack 2 later in the term.**

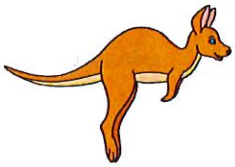
IDL focussing on spelling and Mathletics will of course continue to be available for children to use at home.

I would like to take this opportunity to thank you all for all of your hard work standing in for me with home-schooling! I appreciate for many of you this has been in addition to also trying to work from home yourselves, no mean feat! Of course a huge well done to the children too for adapting so well to these strange times! Please feel free as always to contact me to share your child's work or to ask any questions.

Nicola.Morris@swarland.northumberland.sch.uk

Nicola Morris

Australia



Swarland Primary School cultural topic Summer 2020.

The last half term of the year in Swarland is always our cultural topic! m We explore the life, cultures, traditions, stories, art and geography of a contrasting country to the UK. This year we have chosen AUSTRALIA! Some of you may be working on this topic in school, some of you may be working on it at home but we will all be working on the same activities!

We have tried to keep the suggested activities as open-ended as we can to offer practical and fun projects to be working on at home. These activities can be worked on until the summer holidays so spend as long as you like on each area, (you do not need to complete every activity) spending longer on those activities you particularly enjoy! Please do try to choose activities from all categories though to ensure breadth of curriculum. Remember, if you are working at home to keep sending pictures of your work to your teacher!

The geography of Australia

- Locate Australia on a world map. How does it compare to the UK? Label a map of the different states and territories of Australia.
- Create an Australian flag. You could draw, paint or even make the flag out of fabric! You could even use chalk to paint it on the ground outside if the weather is nice!
- Use the internet to research famous Australian landmarks e.g. The Great Barrier Reef or Ayres Rock. Create a poster, fact sheet or PowerPoint presentation to show what you have found out.
- Can you recreate a famous Australian landmark e.g. The Great Barrier Reef in a shoe box or Sydney Harbour Bridge out of Lego or matchsticks, perhaps a collage or painting of Bondi Beach? Or any of your own brilliant ideas!
- Australian animals– Create a fact file of an Australian animal, think about animals that aren't found in the wild in our country, poisonous spiders, snakes, kangaroos, wallabies or koalas!

Captain James Cook

- Captain James Cook first discovered Australia in April 1770. Use the internet to find out about who Captain Cook was and the voyage that led him to discover Australia. You might like to find out: What his ship was called, where did he land? Who did he have with him? What did he find there? Use a publishing package such as Word or Publisher to record the key points that you find. You might also like to import some images from Google.
- Draw a labelled picture of Captain Cook's ship, write around it what life was like on board.
- Many of the first people who were brought to live in Australia were convicts! Find out what life was like for them on board the ship. Make a list of the positive and negatives points of being sent to Australia from the UK.

- Write a diary entry from the point of view of a convict. How are you treated? How do you spend your days? What food do you eat? How are you feeling about the new life ahead of you?
- When Captain Cook and his men discovered Australia, there were already people living there. Who were they? How do you think they felt about the arrival of these strange new people?

Aboriginal People

- Watch Aboriginal dance and music on YouTube. https://www.youtube.com/watch?v=OhyKsEn6_So
- Traditional Aboriginal Food. Aborigines traditionally ate foods that may surprise you (and make your stomach turn!) Write a menu for an Aboriginal meal!
- Aboriginal art symbols. Aborigines used paintings, drawings and symbols on rocks and caves to tell others where food and water could be found and what animals were in the area. Have a go at creating some of these symbols and pictures yourself. If you can, send a picture of them to your teacher to see if they can unlock your code!
- Aborigines used plants and some creatures from the bush to create medicine. Find out what they used to treat: a cold, burns, headaches, sores and wounds and teething babies!
- Some Aboriginal tribes built shelters out of sticks and rocks, have a go yourself!

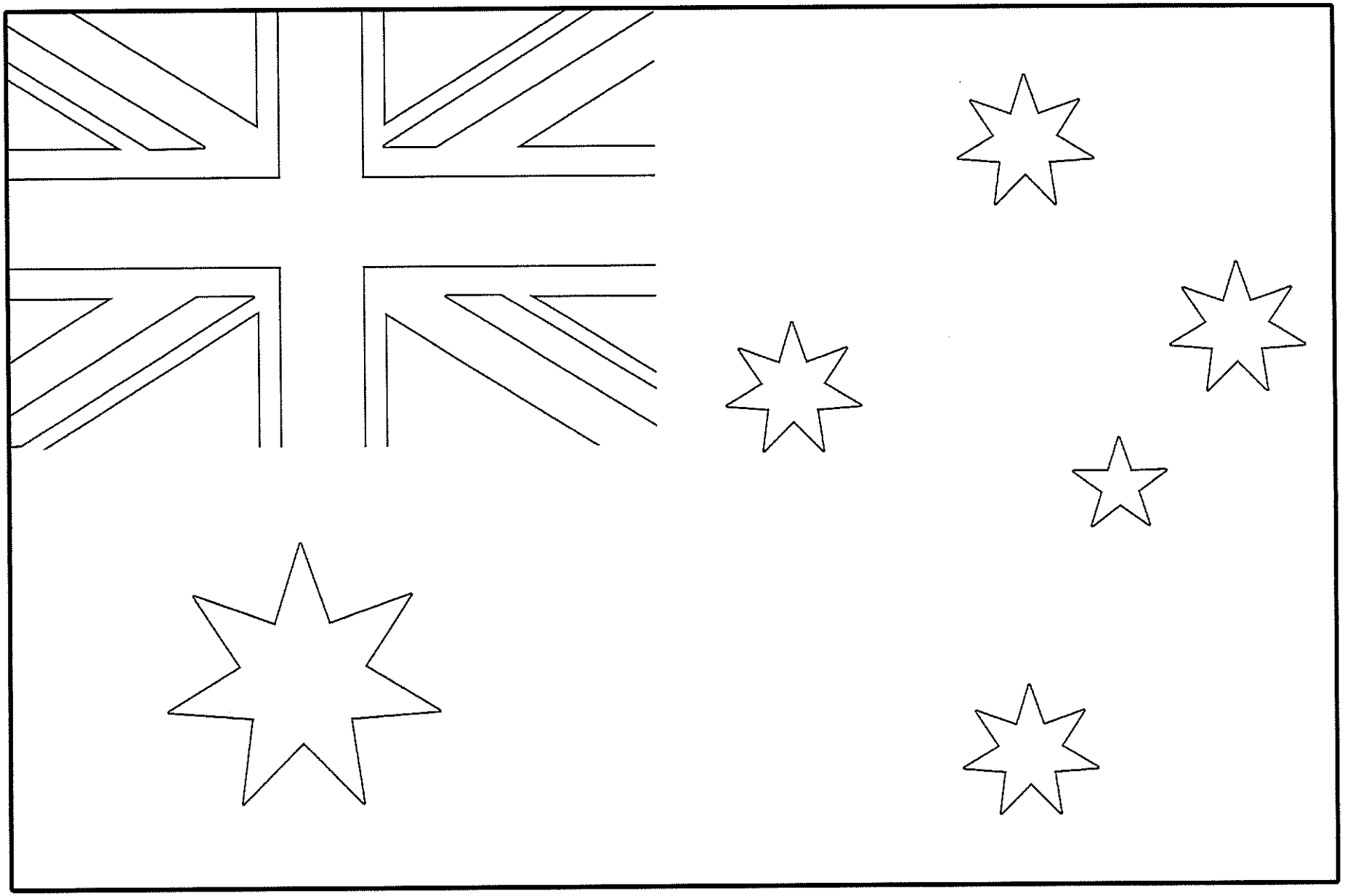
Aboriginal stories

- Storytelling is very important in Aboriginal culture! Listen to some traditional Aboriginal stories on You Tube. Try searching for: The Koala with the stumpy tail, The Rainbow Serpent, Tiddalick the frog, How the kangaroo got it's tail or, How the turtle got it's shell. What do all of the stories have in common?
- Try to write your own Aboriginal story– For Example: How the Kangaroo learnt to jump, or Why the spider has eight legs or perhaps, why the snake slithers.
- One of the ways that Aborigines tell stories is through the use of 'Dream Stones' and the stories told are called 'Dreaming Stories' These stories are told by drawing symbols and pictures onto rocks and then using these as prompts to tell the story. Choosing one of the stories you have watched on YouTube, collect some flat stones and make your own dream stones to tell one of the stories you have watched.

Traditional Aboriginal Art

- Traditional Aboriginal art consists of: body art, rock engraving, dot painting, symbols in the sand and rock painting. Look on Google images for some examples and fill in a comparison chart looking at the materials and colours used and the purpose of each of the examples of art.
- Try recreating some of the Aboriginal art you have seen (send us pictures please!)
- Listen to the Digeridoo and traditional Australian songs on You Tube (e.g Waltzing Matilda, Kookaburra etc.) Learn one of the songs. https://www.youtube.com/watch?v=lsvNUv5x370
- Make your own Digeridoo using cardboard tubes, decorate it with Aboriginal art!

Finally...if the weather is nice enjoy an 'Australian' barbecue in the garden!



Australia

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Build Australia

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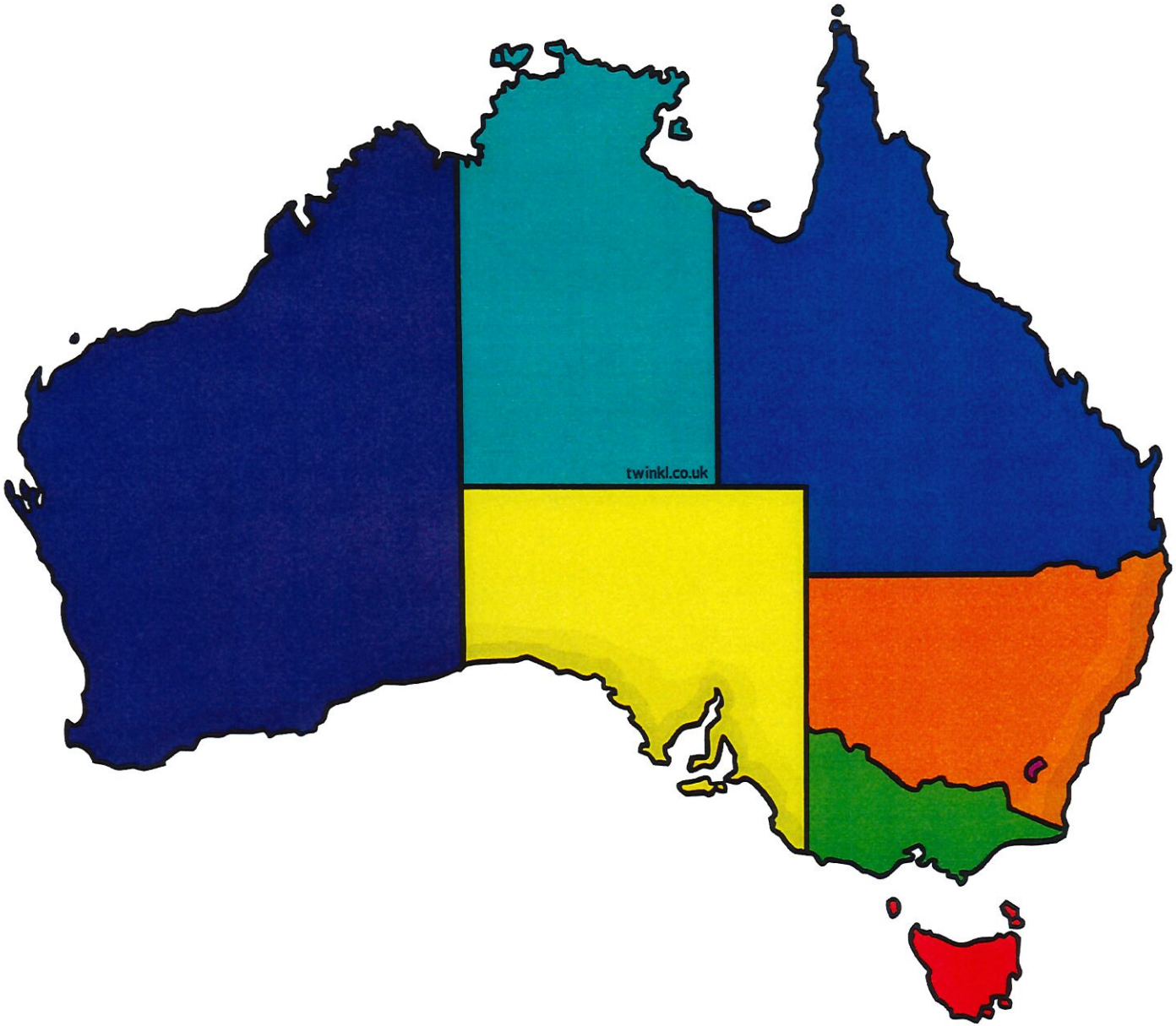
Build Australia

Cut out each state piece and assemble.



Build Australia

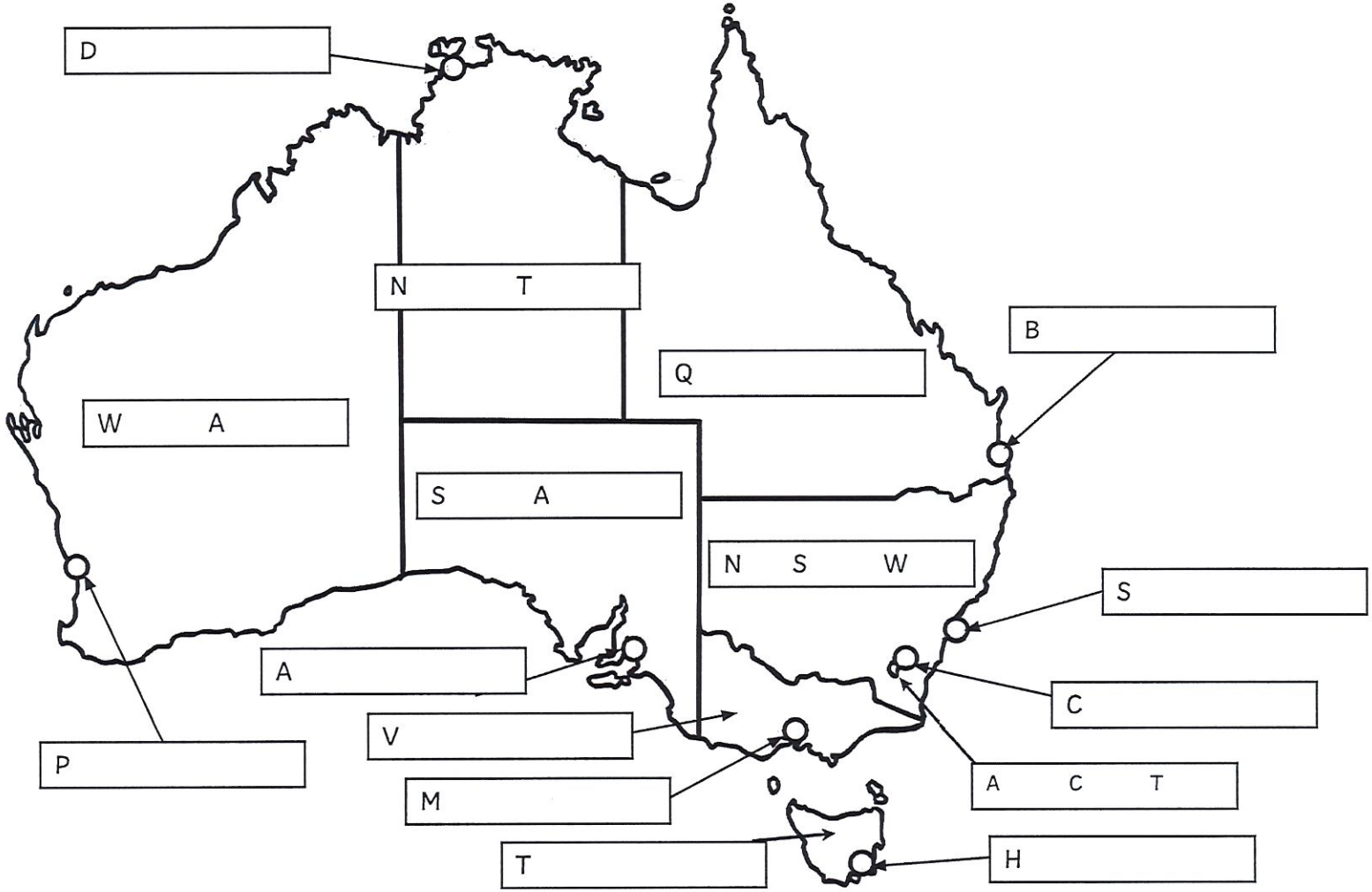
Cut out each piece and locate it on the map.

Western Australia twinkl.co.uk	Canberra twinkl.co.uk
Northern Territory	Sydney
South Australia	Melbourne
Queensland	Brisbane
New South Wales	Perth
Tasmania	Adelaide
Victoria	Hobart
Australian Capital Territory	Darwin

Australia's States and Territories

Have a look at the Australian map below. Use an atlas to help you label the capital cities of Australia. The beginning letter for each state, territory and capital city has been given to you. Cut and paste the correct labels onto your map of Australia. Colour in each separate state and territory in a different colour.

- Adelaide
- Australian Capital Territory
- Brisbane
- Canberra
- Darwin
- Hobart
- Melbourne
- New South Wales
- Northern Territory
- Perth
- Queensland
- South Australia
- Sydney
- Tasmania
- Victoria
- Western Australia



Australian Animal Report

Name of the animal: _____

Scientific classification (circle one):

amphibian	bird	fish
reptile	mammal	insect

Aboriginal name: _____

Size: _____

Average weight: _____

It is covered in (circle one):

fur	feathers	scales	skin

Diet: _____

_____

It gets its food by _____

_____

_____

Lifespan: _____

Habitat: _____

Interesting facts: _____

_____

_____

_____

Picture

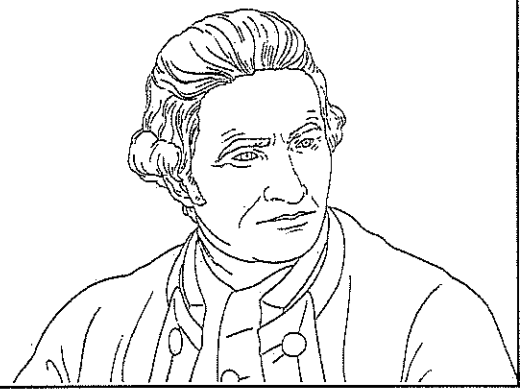
Where Is It Found?

Life Cycle

Life on Captain James Cook's Ship

Use the Internet or non-fiction books to research what life was like on board Captain James Cook's ship, Endeavour, during his voyages around the world.

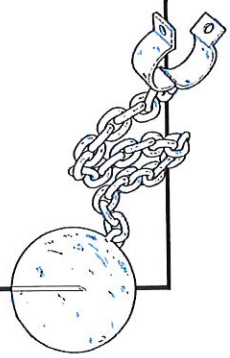
Draw the ship and add illustrations and annotations to show what you have learnt in the space below.



Convict Life
The Good and the Bad

Use what you know about convicts' lives to complete the chart below. Use your imagination and think carefully about the good and bad points of their daily lives.

Person	Positives	Negatives
Man		
Woman		
Child		



Challenge!

Can you think of some things a man, woman and child convict would have wished for to make their lives better? Write your thoughts on the back of this sheet.

Traditional Aboriginal Food

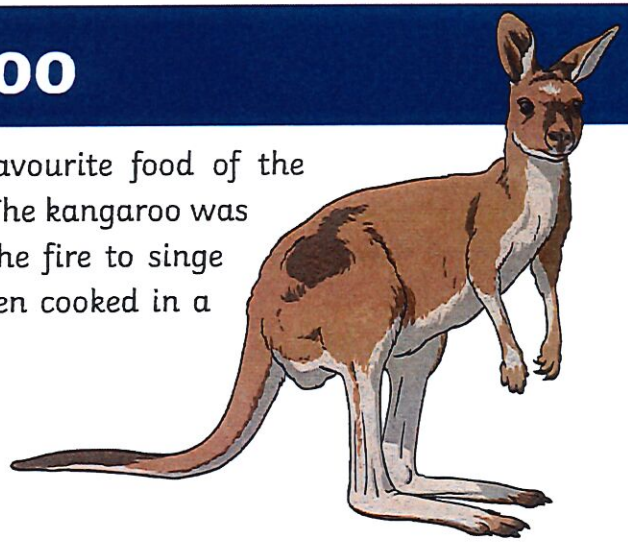
Fact Cards

twinkl

Traditional Aboriginal Food

Kangaroo

Kangaroo was a favourite food of the Aboriginal people. The kangaroo was hunted, tossed in the fire to singe off the hair and then cooked in a hole in the ground.



Traditional Aboriginal Food

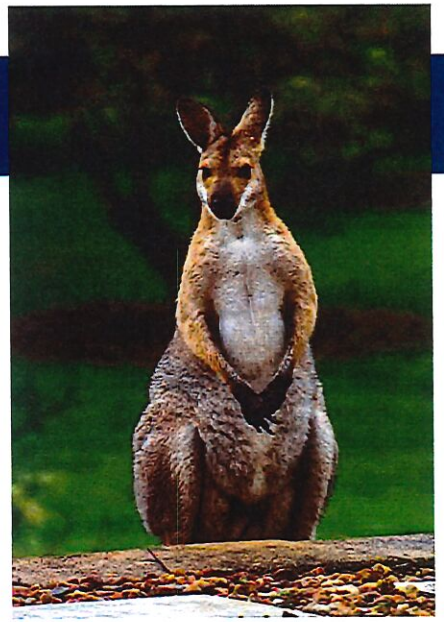
Emu

After the emu was speared, it was skinned and cooked on a fire. The emu skin was used for warmth.

Traditional Aboriginal Food

Wallaby

Often hunted in the cooler months, wallabies were sometimes hunted with the aid of dingoes. The dingoes would herd the wallabies towards the hunters who would spear them.



Traditional Aboriginal Food

Possum

Possum was a popular animal for hunting. After the possum was hunted, the fur was used for clothing. The meat was cooked on a fire.

Traditional Aboriginal Food

Lizard

Women and children hunted lizards. They would push a digging stick into the ground of a burrow, about a metre forward of the entrance. This was to find the hiding place of the lizards. Lizards were cooked on open fire coals for a short amount of time. The meat is tender, juicy and oily.

Traditional Aboriginal Food

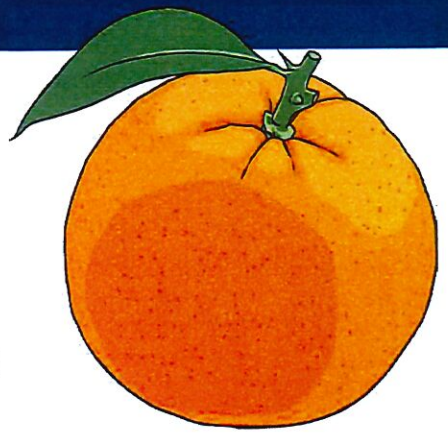
Snake

Snakes were a great food source for the Aboriginal People all over Australia and are also featured in many paintings and stories. Snakes taste like chicken.

Traditional Aboriginal Food

Wild Orange

This fruit hangs down off its plant on long stalks. It turns a yellow-green tint when ripe. Its creamy white flowers open during the night and wither before the end of the next day. They taste best if they are picked while orange inside and eaten straight away.



Traditional Aboriginal Food

Passion Fruit

The native passion fruit has green skin and white flesh. It is sweet and delicious.

Traditional Aboriginal Food

Bush Tomato

Aboriginal People would collect the sun-dried fruits of the small bush in the autumn and winter months. In the dried form, bush tomato can be stored for several years. The bush tomato is about the size of a small grape and is considered 'ripe' when it has dried on the bush and resembles a raisin.

Traditional Aboriginal Food

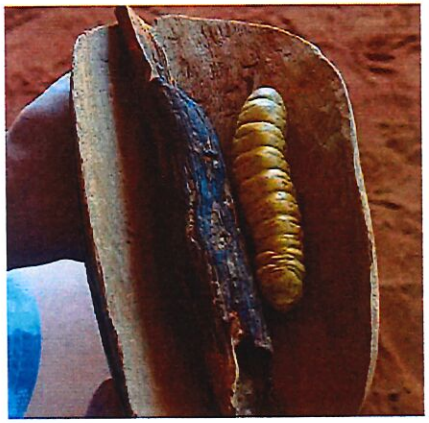
Bush Banana

Bush bananas are found on a winding vine that climbs up trees and shrubs. They have creamy flowers and green leaves. The flowers and young fruits are eaten raw. The older, mature fruit can be cooked lightly in hot earth.

Traditional Aboriginal Food

Witchetty Grub

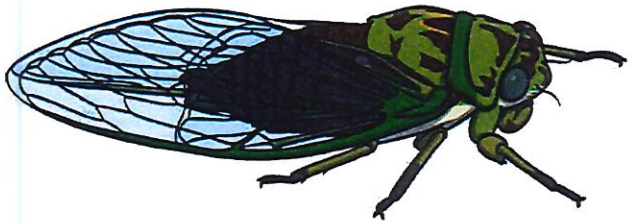
The witchetty grub is an important desert food. The grubs are found in the roots of the witchetty bush, which is found around Alice Springs and Central Australia. Aboriginal women and children most commonly dig for them. They can be eaten as is or very quickly cooked in the coals of a fire.



Traditional Aboriginal Food

Cicada

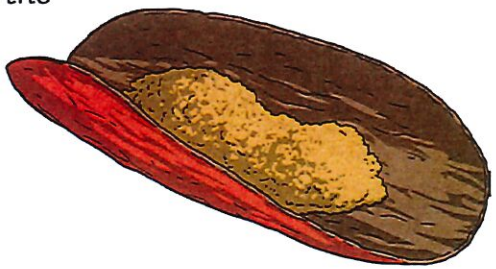
In order to hunt and cook cicadas, Aboriginal People would find cracks in the ground under bushes, lever up swollen roots and catch the cicadas. They would then either eat them raw or cook them in hot earth.



Traditional Aboriginal Food

Water Soakage

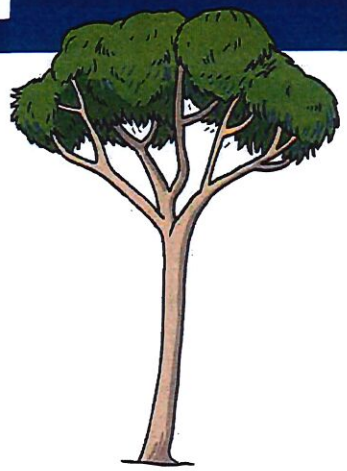
Aboriginal People would scoop out the sand or mud using a coolamon or woomera, often to a depth of several metres, until clean water gathered in the base of the hole. Knowing the precise location of each soakage was extremely valuable knowledge.



Traditional Aboriginal Food

Tree Root Water

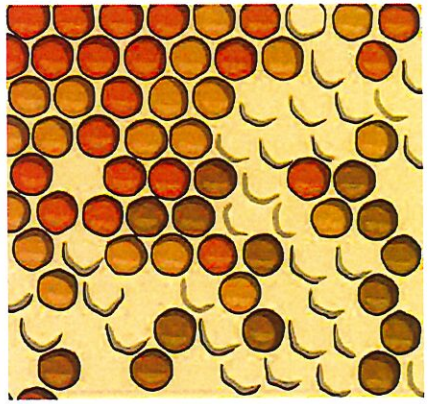
Tree roots store water. A lot of eucalyptus trees have long roots that extend many metres away from the trunk and close to the surface. This helped the Aboriginal People to find underground water.



Traditional Aboriginal Food

Honey

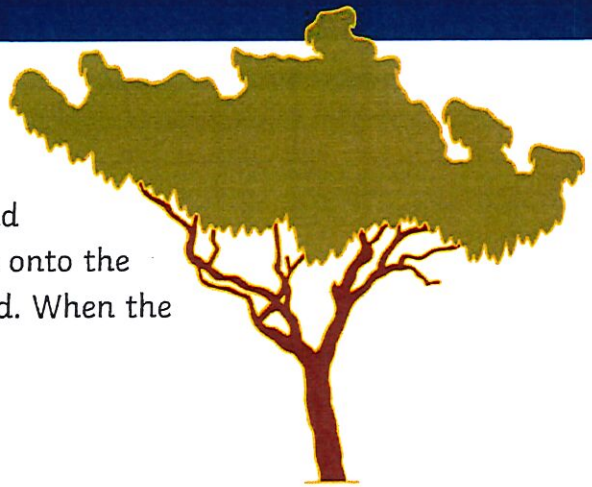
A 'sugar bag' was found in tree hollows. A small 'nose' protruded from the tree. This is chopped in half to split it open. The head part is retrieved first, where the larvae are, then the honey. Honey is gathered in a coolamon or billycan to be eaten later.



Traditional Aboriginal Food

Nectar

Ntewale is the flower of the bloodwood tree. It has a pale nectar. The flower was broken off and sucked, or nectar shaken onto the hand and the hand licked. When the flowers die off, the bush coconuts come.



Traditional Aboriginal Food

Bush Coconut

Bush coconuts are found on the Bloodwood tree. The size of an apple, with a rough exterior, a small grub can be found inside after breaking the fruit open and is usually eaten. The white flesh is also eaten.

Photo courtesy of Mark Marathon (@commons.wikimedia.org)

Traditional Aboriginal Food

Bush Plum Fruit

The bush plum fruit comes from a small deciduous tree that grows wild in the Northern Territory and Western Australia. It has an extremely high content of vitamin C and is also full of antioxidants, folic acid and iron.

Traditional Aboriginal Food

Bush Yam

The bush yam was another staple food of the Aboriginal People. The yam was hard to find because it grew up to 80 or 90cms underground. The yam was cooked by placing it under coals for about 20 minutes and then peeled before being eaten.

Traditional Aboriginal Food

Water hole

Waterholes were deep holes in the ground with walls made of rock. Sometimes, waterholes were surrounded by native trees which stopped the water from evaporating.

Traditional Aboriginal Food

Caterpillar

Caterpillars were a popular food source for Aboriginal People. Once caught, they were either eaten live and raw, or cooked quickly on a fire.

Traditional Aboriginal Food

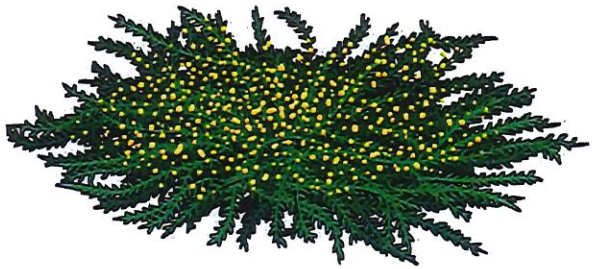
Mulga Seeds

The mulga seed is a staple food in the region and found on the ground in a plant that may spread up to a metre wide. The black seeds are produced in abundance and can be roasted then ground into a paste, or ground into a paste and then roasted.

Traditional Aboriginal Food

Wattle Seeds

The wattle seed comes from a shrub and the flowers are a bright, golden yellow. These were roasted and ground into an edible paste or eaten straight after roasting in the pod.



Traditional Aboriginal Food

Desert Raisin Fruit

When ripe, the fruit of the desert raisin looks like a small green tomato. These fruits ripen from July to August each year. If left on the bush, the desert raisin will dry and eventually resemble dried raisins.

Aboriginal Australian Art Symbols

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There is no written language for Aboriginal Australian people so important cultural stories are passed down through the generations by symbols and icons portrayed in artwork.

These symbols were used as a means of communication; communication of their lives on earth, their rituals, food and customs.

Symbols vary from region to region but they are generally understood and form an important part of Aboriginal Australian art. Aboriginal Australian art has been used for thousands of years to convey stories and messages that are extremely important to their culture. Aboriginal Australian artists create their works based on how the land was created, basing their subject matter mainly on patterns and animals.

The iconography used when applied to any surface then converts it to having religious or time-honoured meaning.

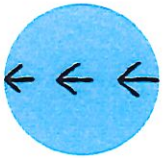
boomerang

bush berry

bush tucker

campfire

digging sticks


emu tracks

goanna tracks

heavy rain

human tracks

hunting boomerang

kangaroo tracks

man sitting

meeting place

moving kangaroo tracks

people sitting

possum tracks

rain

sandhill or cloud

snake

spear

sun or star

travelling resting place

water

water holes

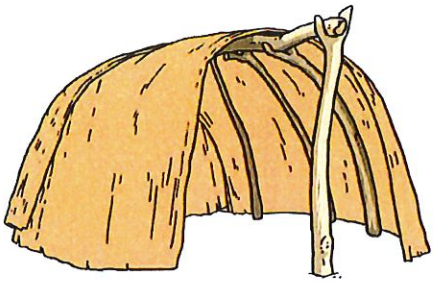
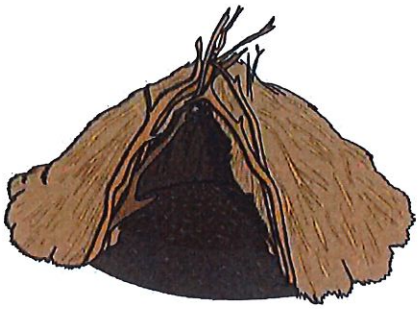
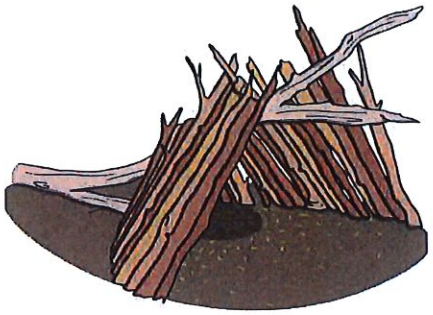
witchetty grub

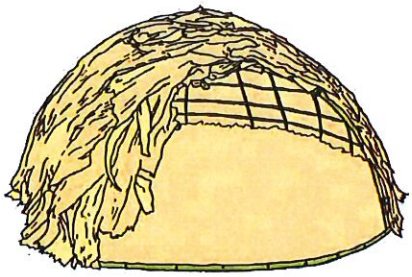
woman

women sitting

4 women sitting

Australian Indigenous Shelters

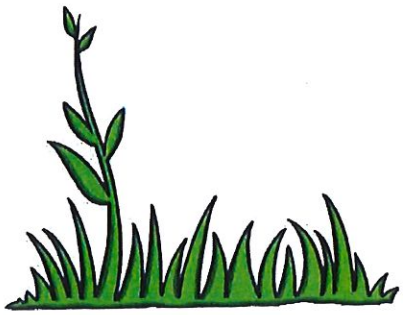


Shelters are made using some of these things:

branches

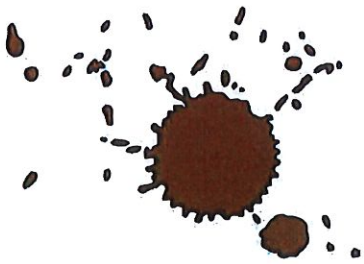
leaves

bark



grass

stones



mud

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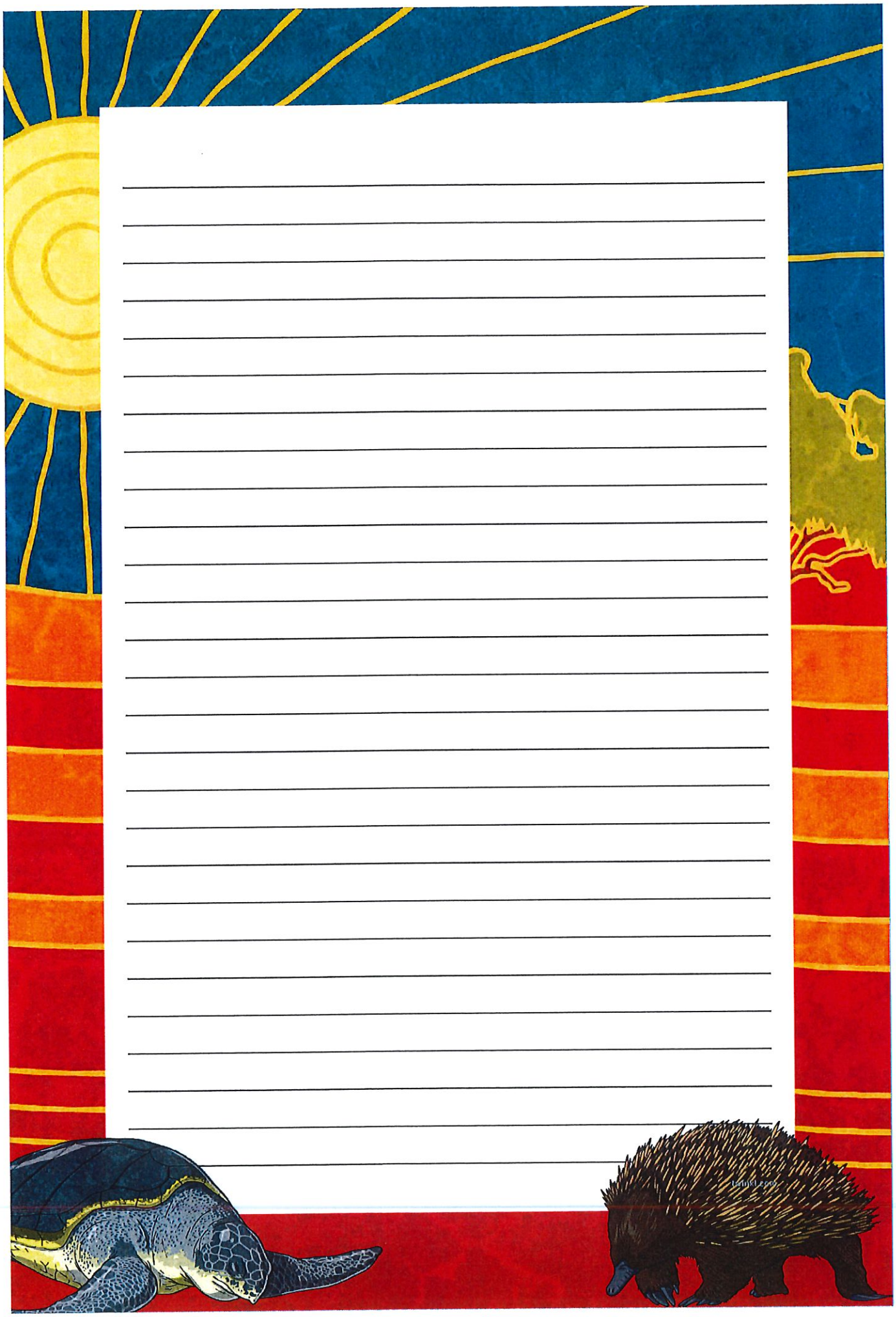


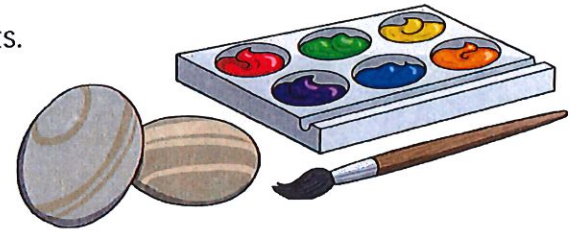
Translating Dreaming Stories with Stones

Lesson Plan

Create and use story stones in a similar way to Indigenous Australians, who used them to recall oral histories, with your class. This activity lends itself to small group discussions as each group translates a Dreaming story into a series of stones and orally recalls key points of the story.

You Will Need:

- A collection of fairly flat and similar sized stones. Depending on your local environment you could gather them as a class or buy some from a hardware store.
- Aboriginal Symbols Key (attached) for each group of students.
- Pencils, oil pastels or paint to put markings on the stones.
- Dreaming story for each group of students.



Instructions:

Indigenous people passed down stories and important information from generation to generation. They did this by using symbols painted on stones. They believed that the stones promoted thinking and memory skills.

Display and discuss with students the different symbols some Indigenous Australians used. Talk about how these symbols might be used to recall parts of a Dreaming story.

Next, divide your class into groups. Give each group a Dreaming story, stones and materials to mark stones.

Their goal is to translate their story into a series of stones. That way, students wont need the book by the end of the lesson and can tell the rest of their class their story.

You could also try translating other stories onto story stones or use them as writing prompts for students to create their own stories.

Aboriginal Symbols Key

boomerang

bush berry

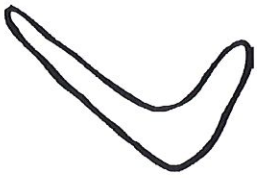
ants, fruits, flowers or eggs

campfire

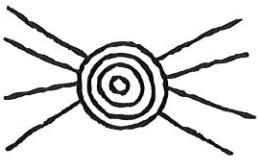
digging or clapping sticks

emu

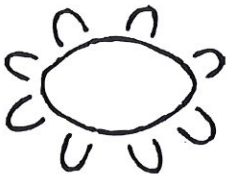
human tracks

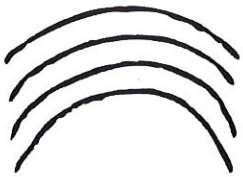

hunting boomerang

kangaroo tracks


meeting place

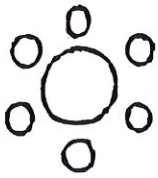
moving kangaroo tracks


people sitting


sandhill or cloud

snake

spear


star

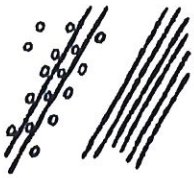
resting place

emu tracks

goanna tracks

animal tracks

person

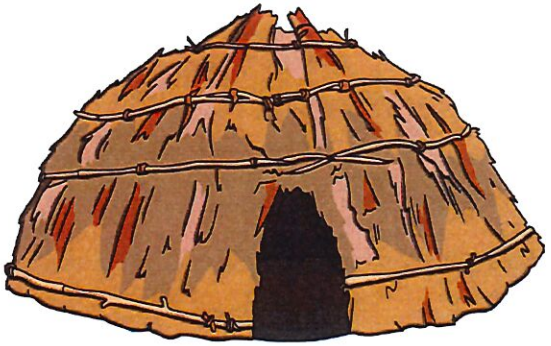

rain

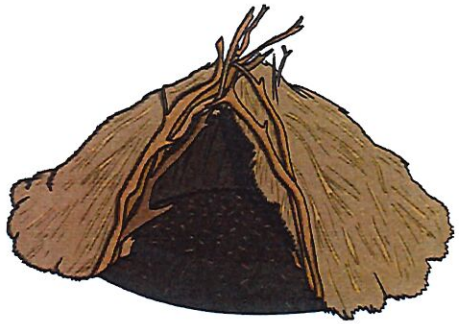
witchetty grub

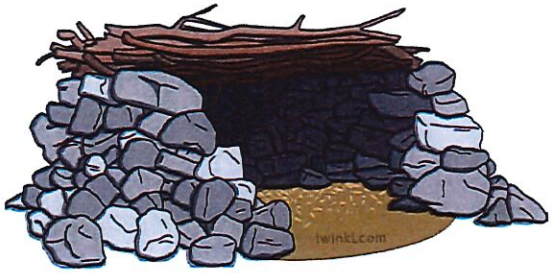
waterholes connected by running water

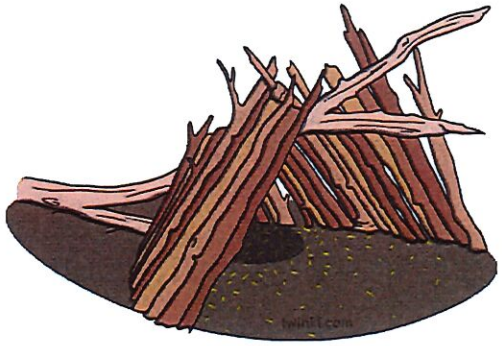
Dreaming - Story Stones

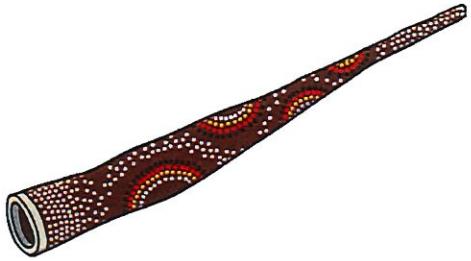
Simply print out the images (we recommend using a toner printer). Then cut them out and stick them onto a pebble or stone using a white glue (such as PVA). Start by putting a blob of glue onto the pebble, then place the image onto it. Then gently use your fingers to smooth out any air bubbles. Once dry, finish off by spreading some more glue gently over the entire pebble, to create a good seal.

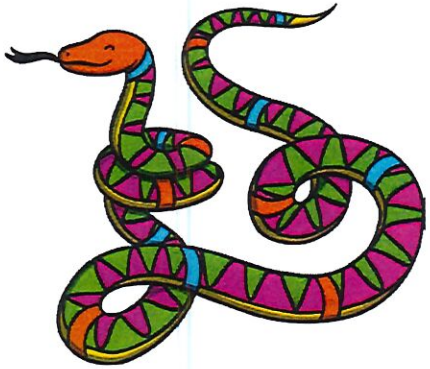


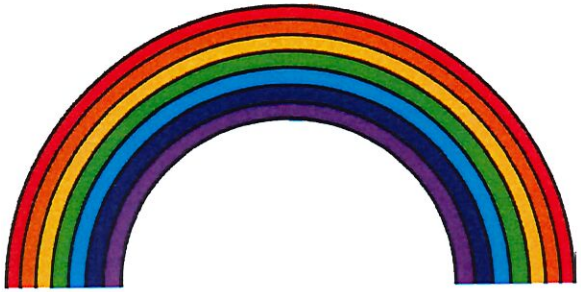












Traditional Aboriginal Art

Type of Art	Materials Used	Colours Used	Purpose	How Long Does it Last?
Body Art				
Rock Engraving				
Dot Painting				
Symbols in the Sand				
Rock Painting				

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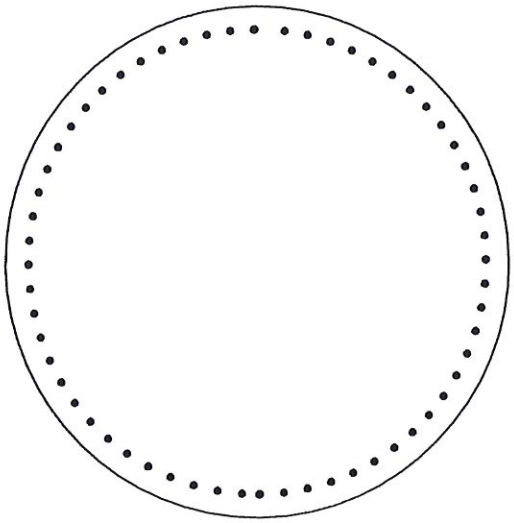
Dot Painting

Tips:

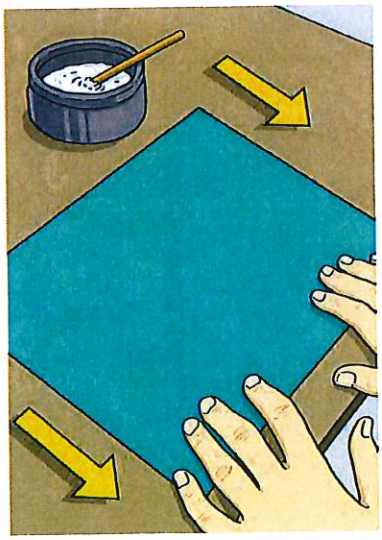
- Print onto card to hold the paint better.
- Paint can be any colour the student wishes; traditionally, earthy colours are used as paints were made from crushed rocks.
- Allow time for each circle to dry.
- Dots can be painted with a variety of materials including cotton buds, kebab skewers or pencils.
- Often, colours are repeated but they do not have to be in a pattern.

Techniques:

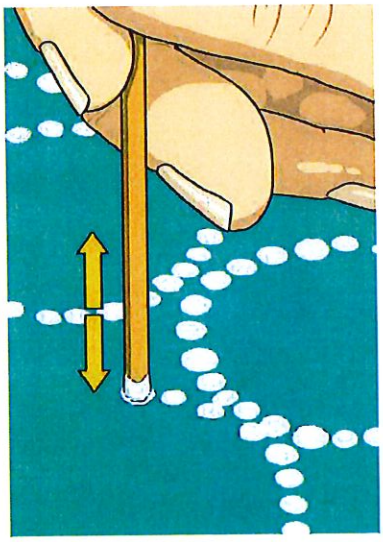
1. Dot paintings work best if the dots are started inside the lines.



2. Move the paper so that you are working close to your artwork and not leaning over. This will prevent the artwork smudging.

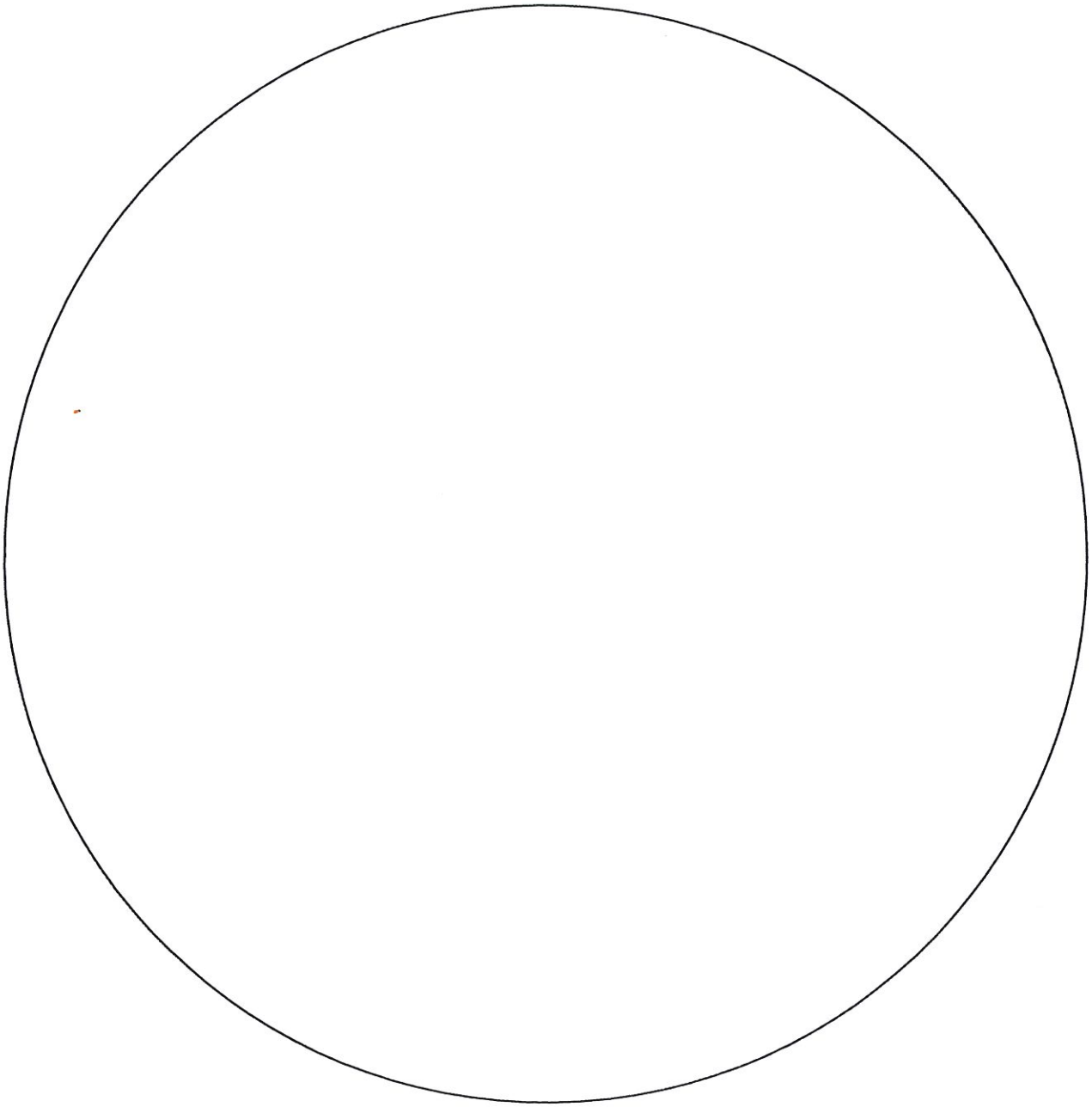


3. Hold the dot instrument straight and dot in an up and down motion.

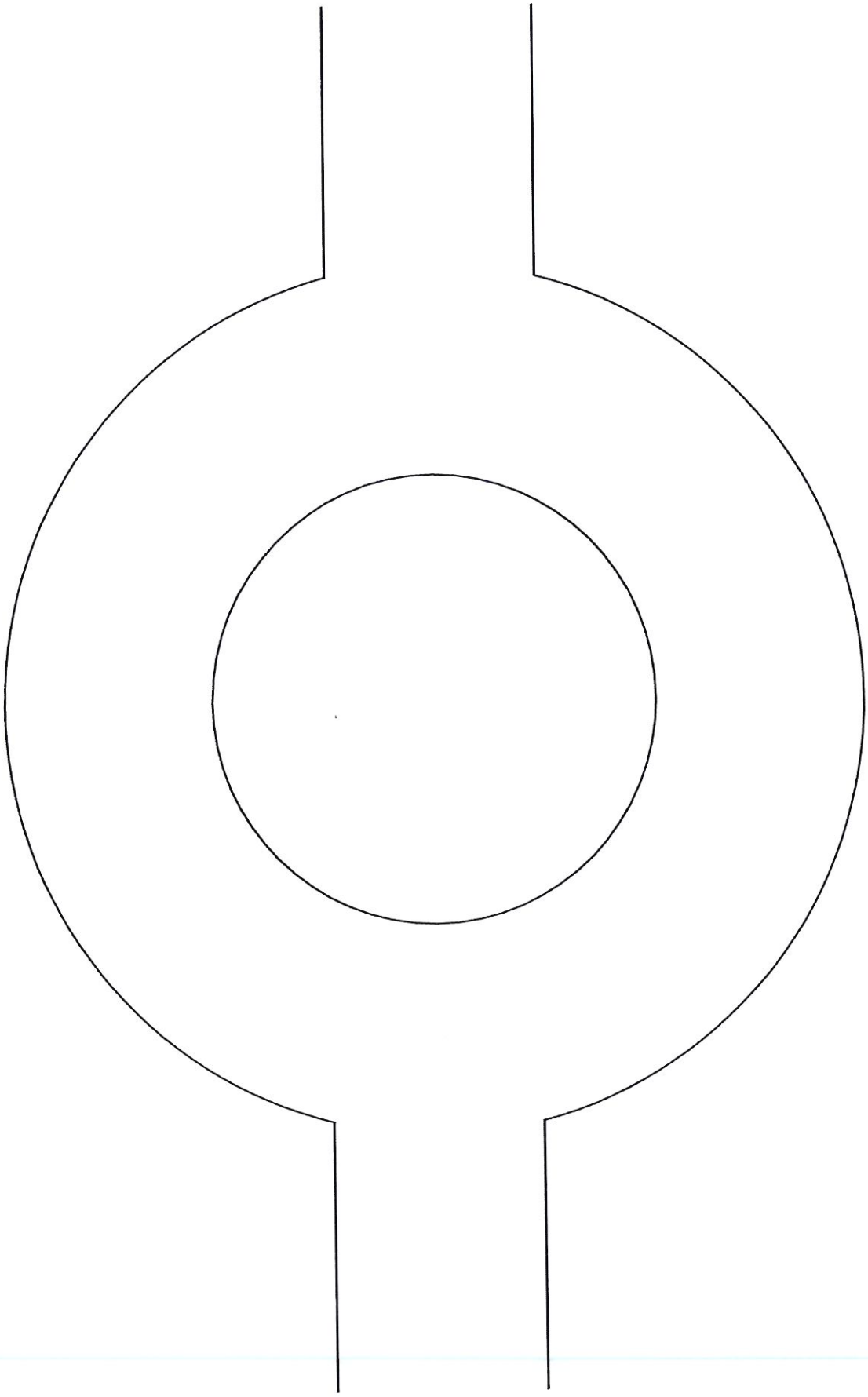


Dot Painting Template 1

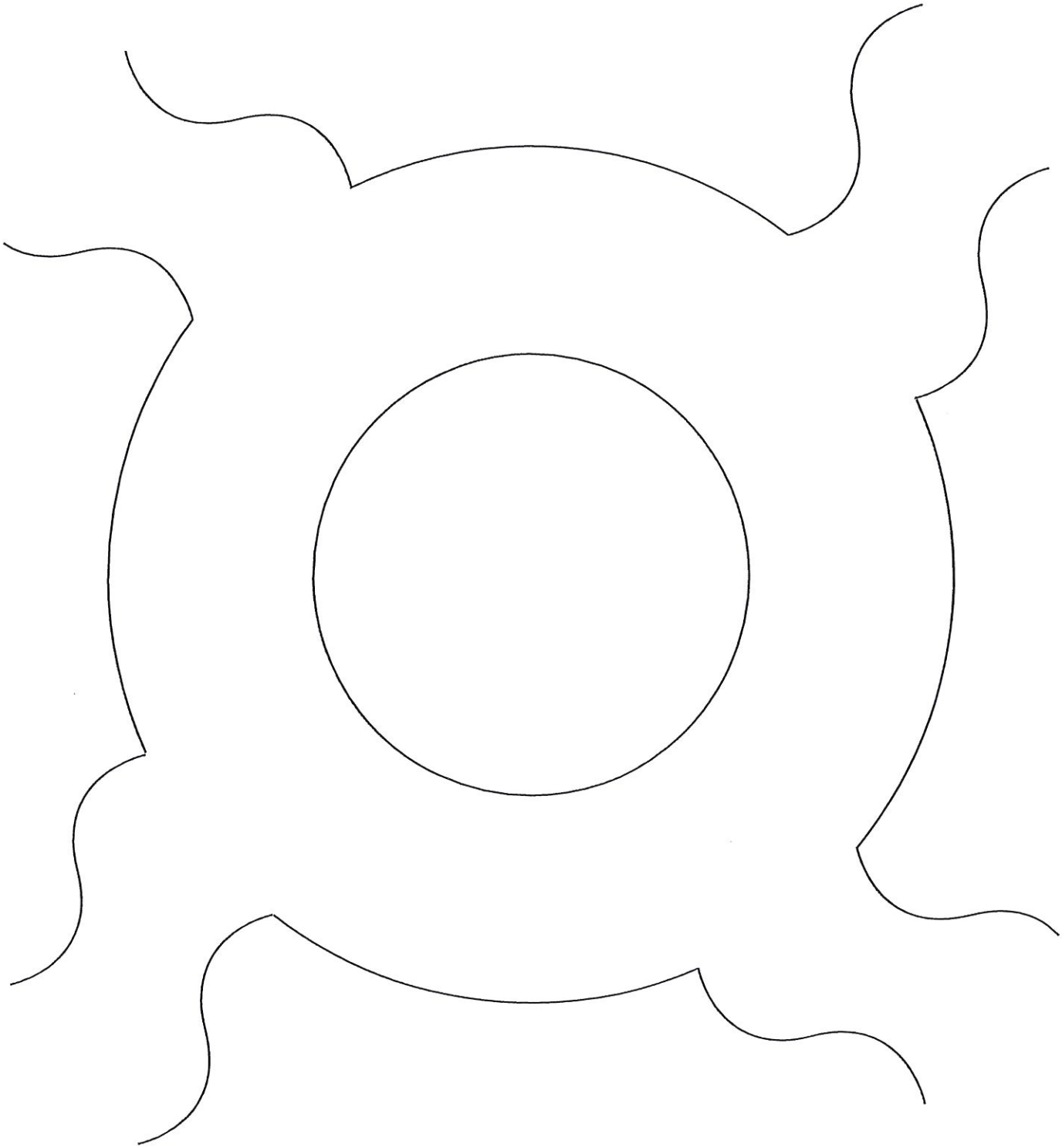
Fill the inside of circle with dots.



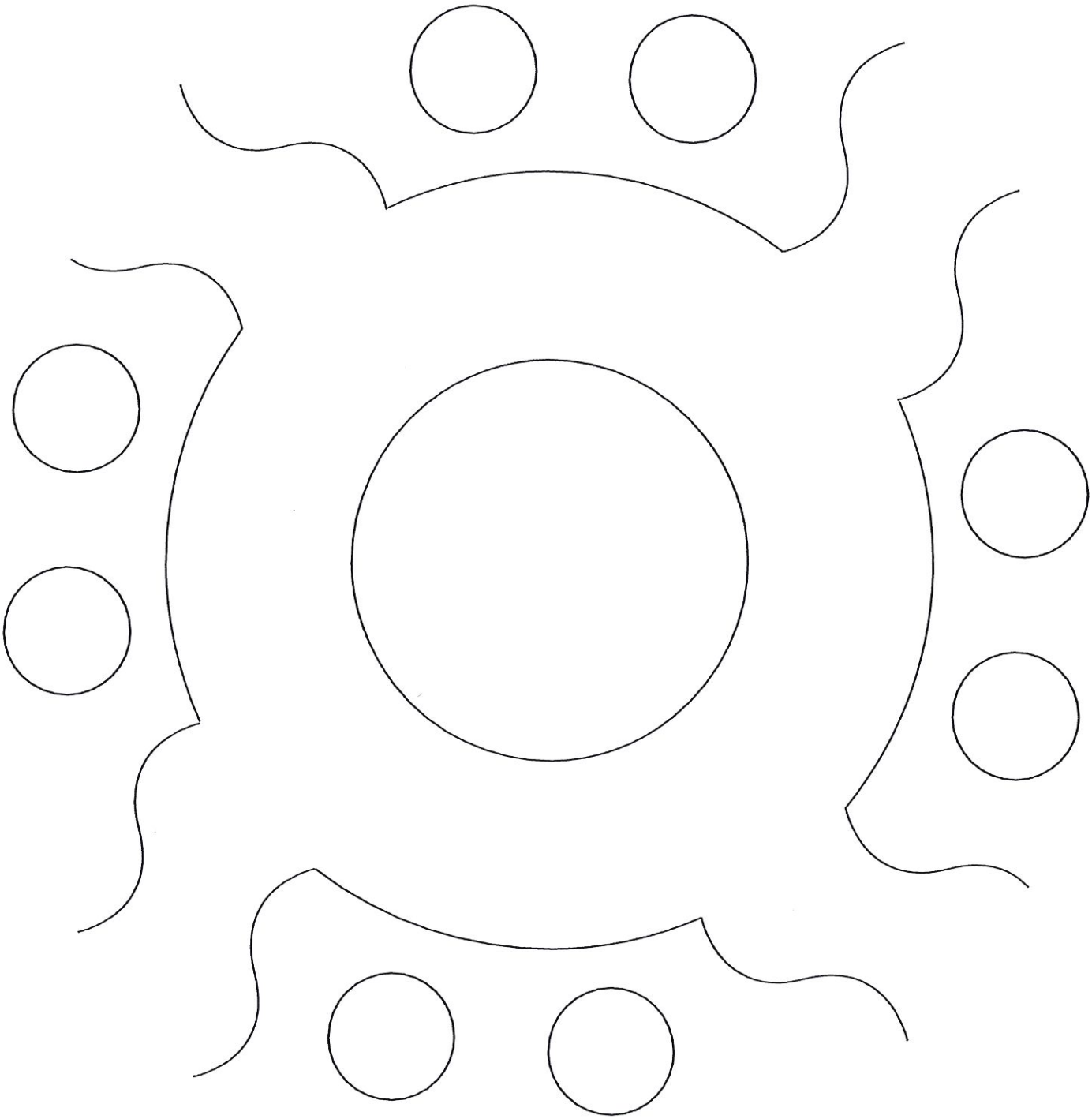
Dot Painting Template 2



Dot Painting Template 3



Dot Painting Template 4



Didgeridoo Craft

You will need:

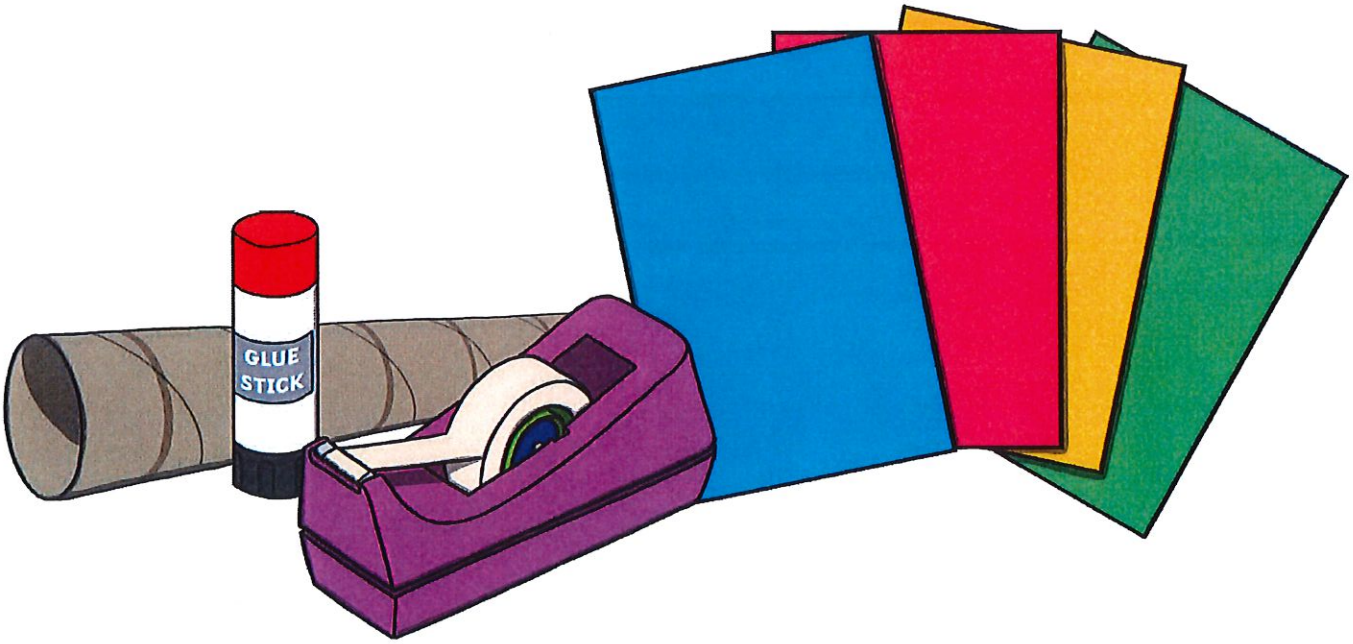
Wrapping paper tube

Several sheets of construction paper

Glue or tape

Instructions

1. Have students design artwork for their didgeridoo on the construction paper.
2. When the designs are complete, tape or glue the paper around the wrapping paper tube
3. Enjoy!



Maths: Number and Place Value

Learning From Home Activity Booklet

Programme of Study – Number and Place Value

Statutory Requirements	Activity Sheet	Page Number	Notes
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Number Card Challenge	**2**	
Count in multiples of twos, fives and tens	Missing Number Snakes	**3**	
Given a number, identify one more and one less	Number Bows	**4, 5**	
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Animal Matching (Numbers to 10)	**6**	
	Animal Matching (Numbers to 20)	**7**	
	Grab a Handful!	**8**	
Read and write numbers from 1 to 20 in numerals and words.	Number Practice	**9, 10, 11, 12**	
	Match the Number	**13, 14**	

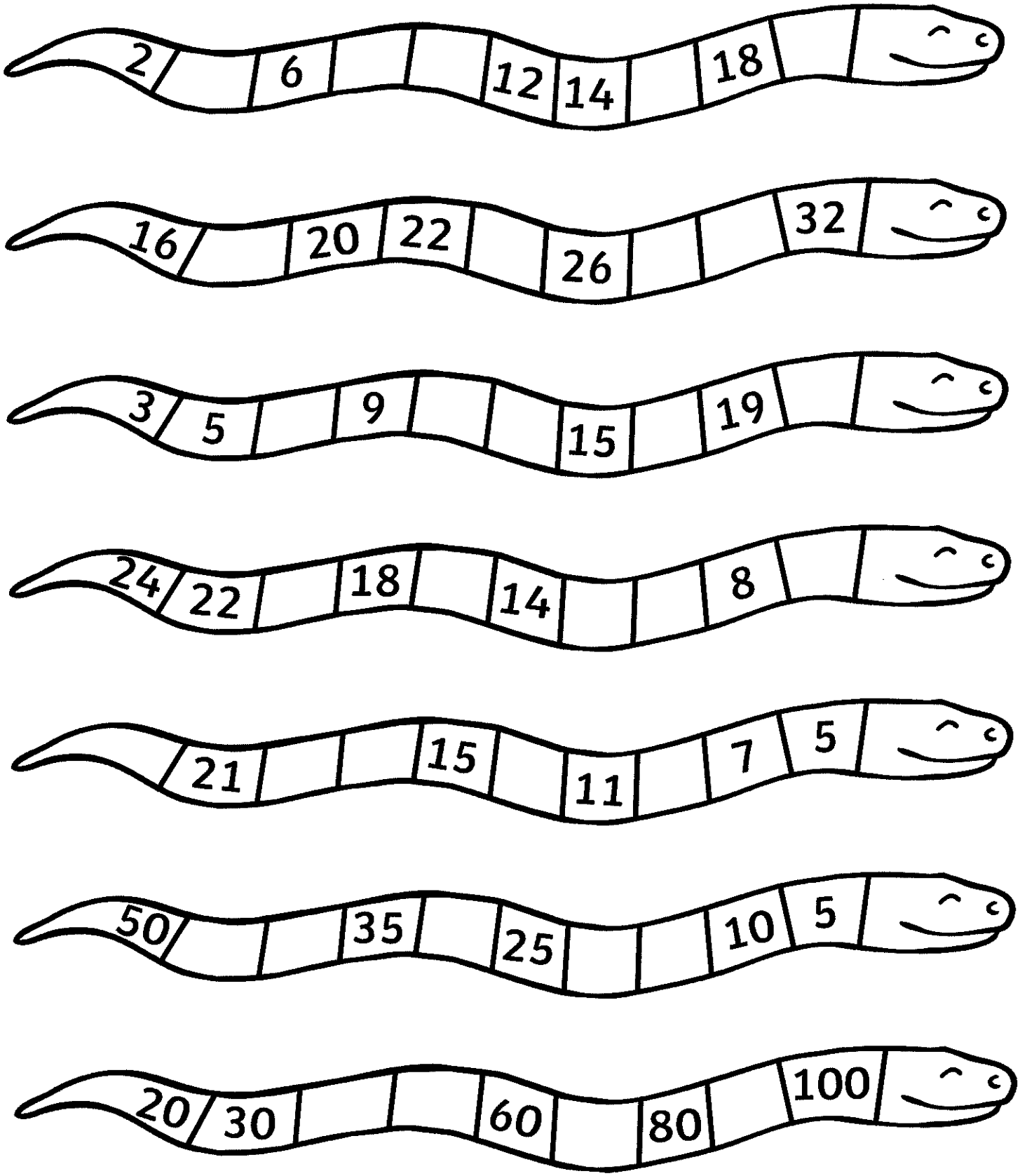
Number Card Challenge

Cut out these cards and shuffle them up. Place them face down. Take it in turns to choose a number from 0 to 100 (you could use 0 to 20 or 0 to 50 if you prefer). Take it in turns to pick a card from the pile and answer the question on the card about your number. If you get it right, you keep the question card. If you get it wrong, put the card at the bottom of the pile.

What is 3 more than your number?	Count on 10 from your number.	Which number comes after your number?
Count back 10 from your number.	Which number comes before your number?	Count on in 2s from your number.
Count from your number up to 100 (or 20 or 50).	Count back from your number to zero.	Is your number even or odd?

Missing Number Snakes

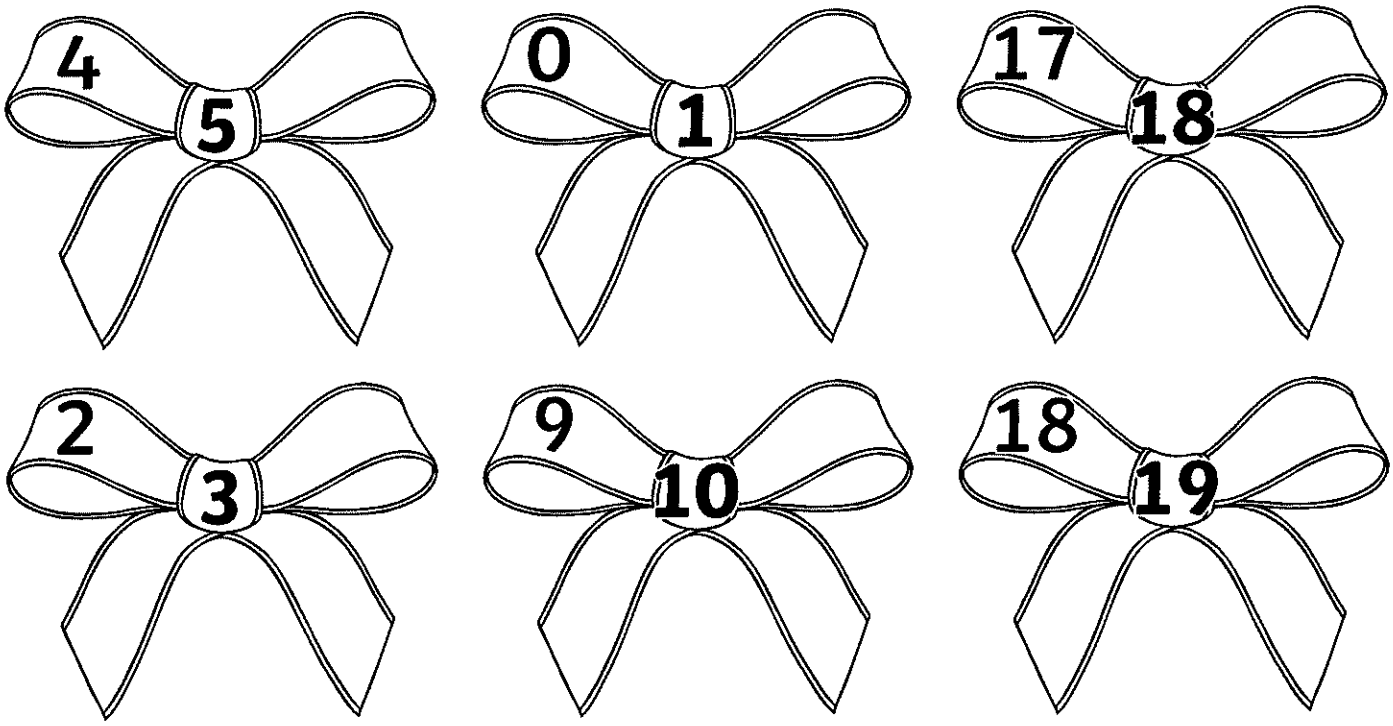
Fill in the missing numbers on the snakes. Be careful to check whether you are counting in 2s, 5s or 10s!



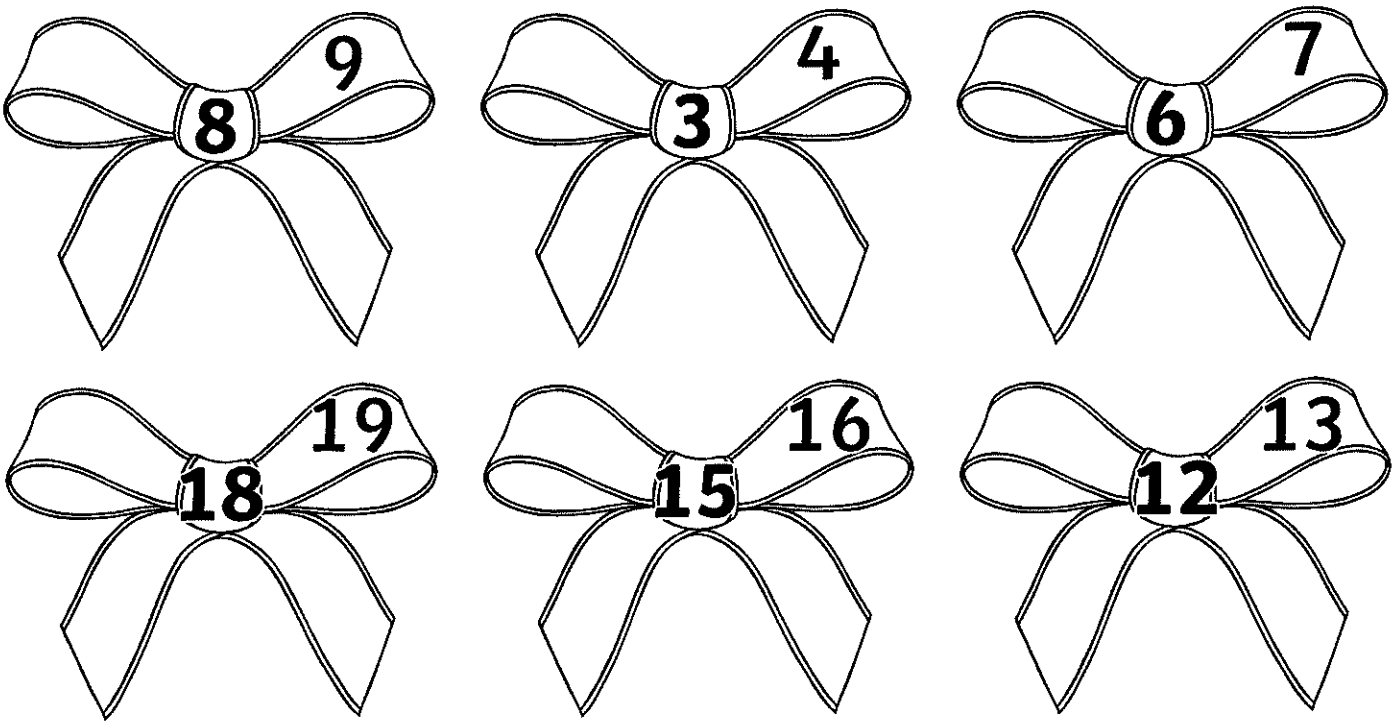
Number Bows - One More and One Less

Write the missing numbers on the bows.

Write one more.



Write one less.



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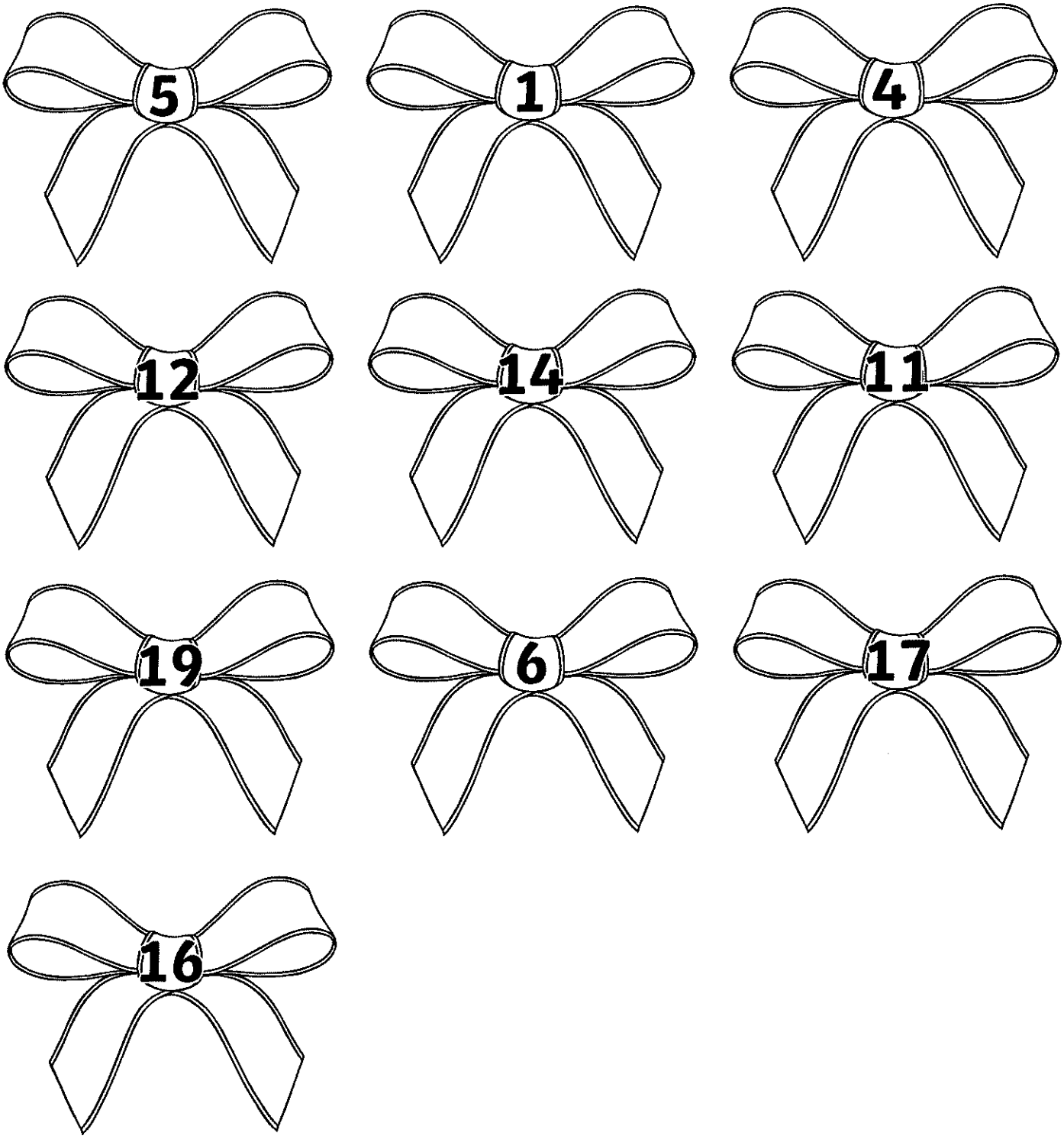
Write one less and one more.



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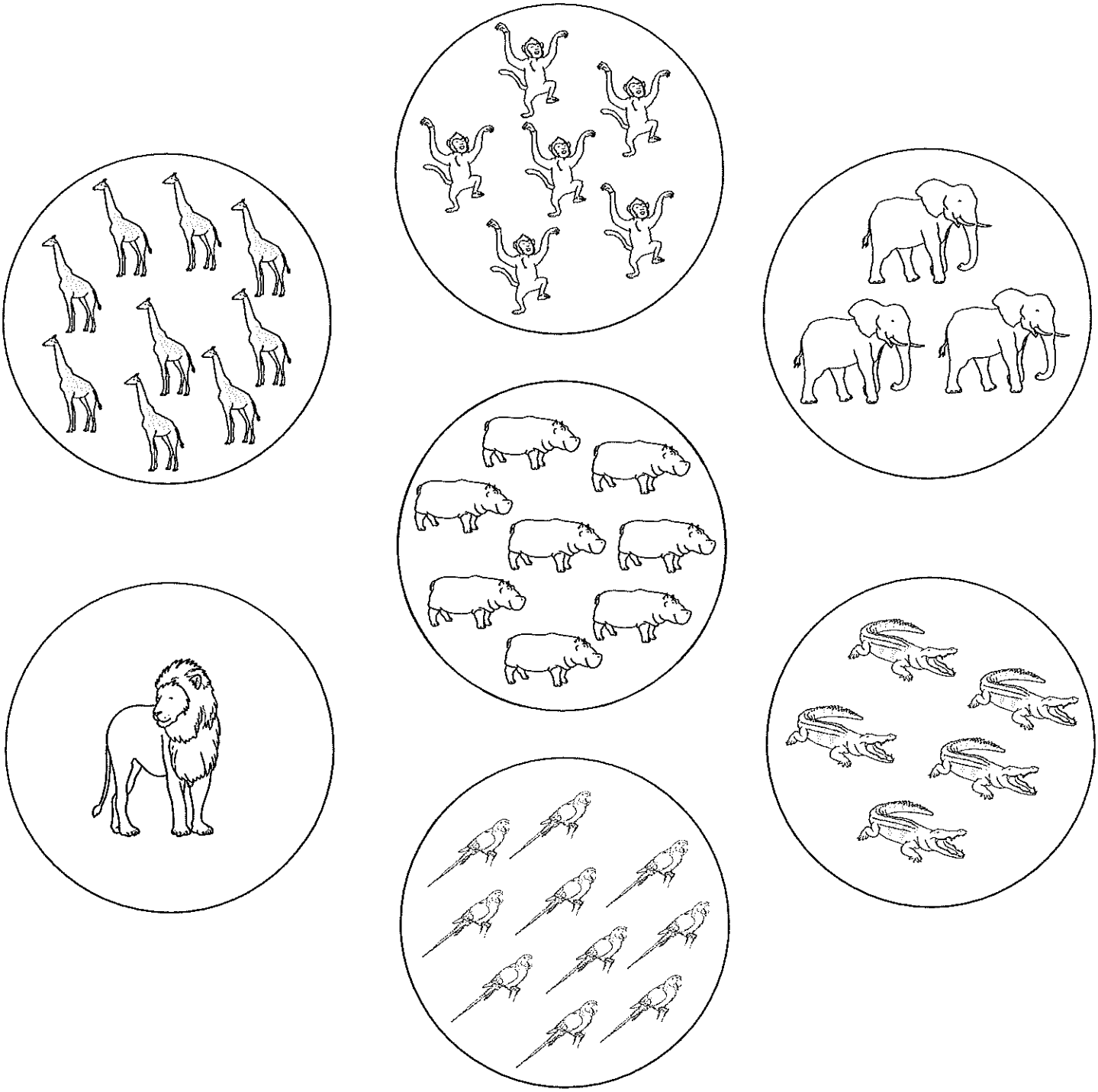
Animal Matching - Numbers to 10

How many animals in each group?
Count them, then write the number in the circle.

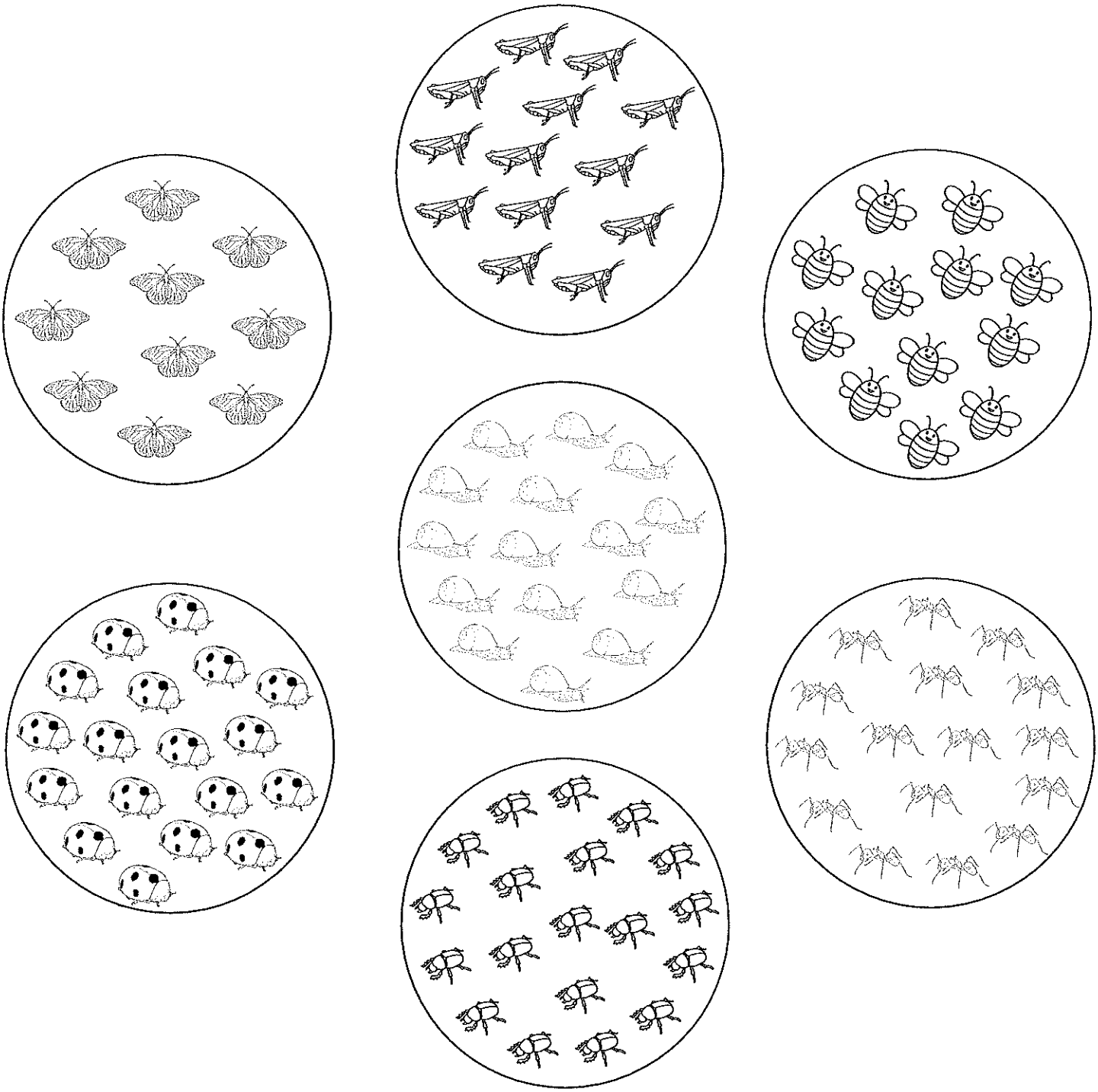


Now write each number on the number line.

0		2		4			7			

Animal Matching - Numbers to 20

How many animals in each group?
Count them, then write the number in the circle.



Now write each number on the number line.

0	1	2	3	4	5	6	7	8	9		11			14			17			20

Grab a Handful!

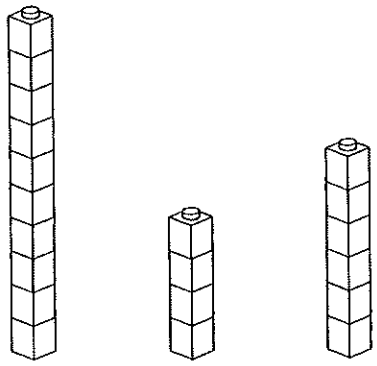
Fill a bag with beads, bricks, dried beans or other small items. The better you are at counting, the smaller the objects should be! Now take it in turns to 'grab a handful' and count them into a container. Write how many you have in your box. Whoever has more wins a counter. If you both have the same amount then you both win a counter. The winner is the person with the most counters after eight turns.

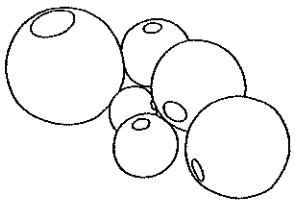
Challenge yourself by playing again, but this time the person with fewer objects wins a counter.

Tip: Encourage your child to count accurately by touching and/or moving each object and saying the number name as they do so. Help them to use the correct language of 'more', 'fewer', 'the same number' when comparing their number to yours.

My number								
My helper's number								

Your number								
Your helper's number								





Number Practice - 0 to 10

Copy the numbers by going over the dotted lines. Then write the number yourself along the line. Tell your helper the numbers as you write them.

0 0

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

9 9

10 10

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Number Practice - 11 to 20

Copy the numbers by going over the dotted lines. Then write the number yourself along the line. Tell your helper the numbers as you write them.

11 11

12 12

13 13

14 14

15 15

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16 16

17 17

18 18

19 19

20 20

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Match the Number - 0 to 10

Match each number to its word by drawing a line.

2
5
7
3
0
6
4
1
9
8
10

five
three
seven
nine
one
four
eight
six
two
ten
zero

Match the Number - 11 to 20

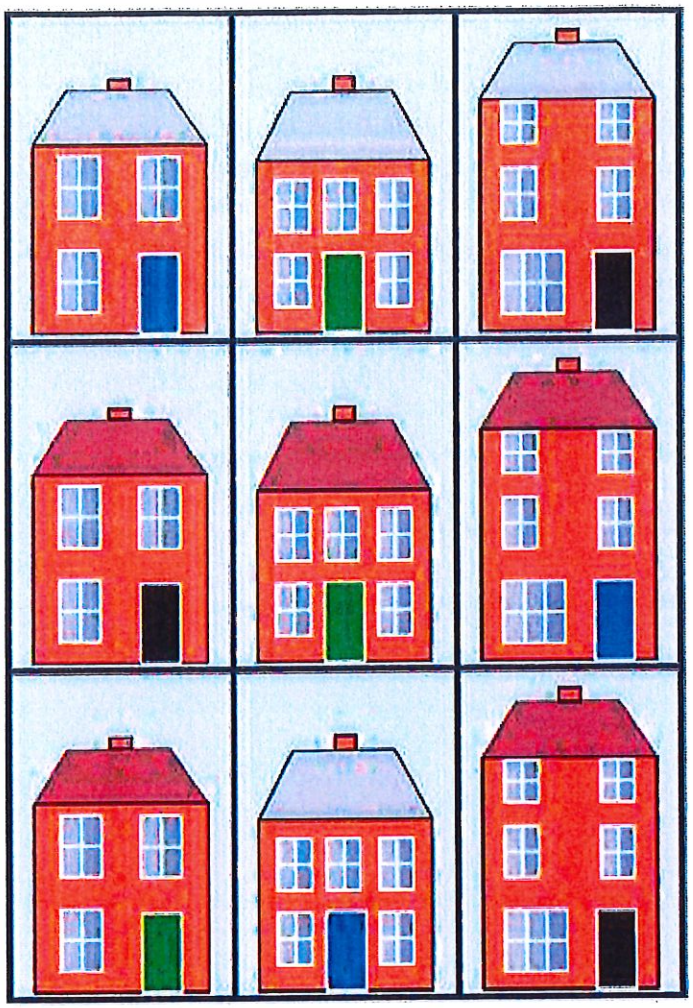
Match each number to its word by drawing a line.

15	sixteen
11	twenty
18	thirteen
20	seventeen
13	fifteen
14	nineteen
16	eleven
17	eighteen
12	fourteen
19	twelve

Sort the Street

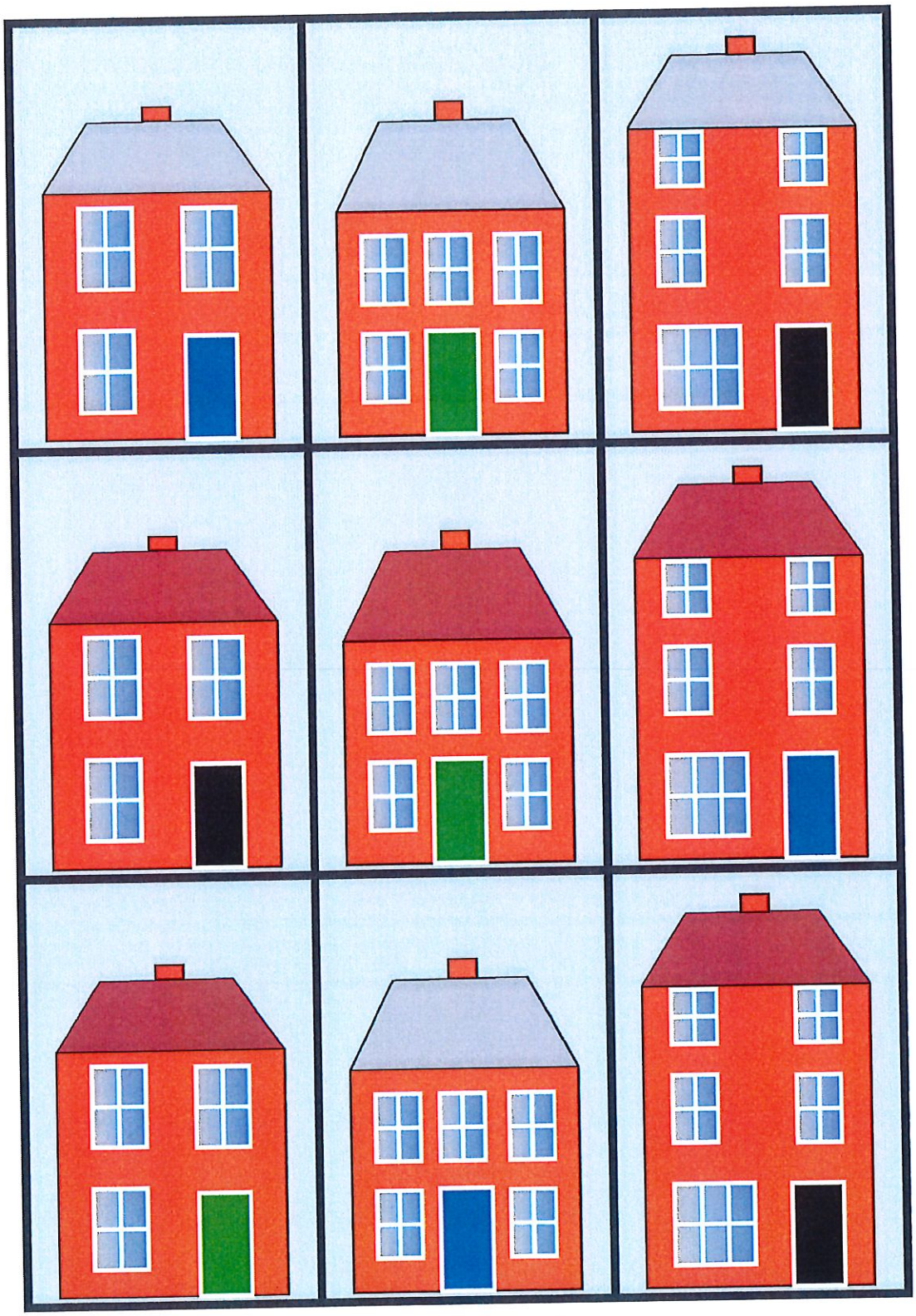
Stage: 1 Challenge Level: ★

Here is a picture of nine of the houses in my street:



Find as many different ways to sort them into groups as you can.
You may like to use this interactivity to drag the houses into groups.

Sort the Street



http://nrich.maths.org/5157
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Line of symmetry

You need:
some squared paper,
a red pen, a green pen and a blue pen.

Gopal had six squares: two red, two green, two blue.
He put them in a line.
The squares made a symmetrical pattern.

red	blue	green	green	blue	red

Arrange six squares in a line.
Make two squares red, two green and two blue.
Make the line of squares symmetrical.

How many different lines can you make like this?

13

Teaching objectives

Solve mathematical problems or puzzles.
Begin to recognise line symmetry.
Solve a problem by sorting, classifying and organising information.

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Teacups

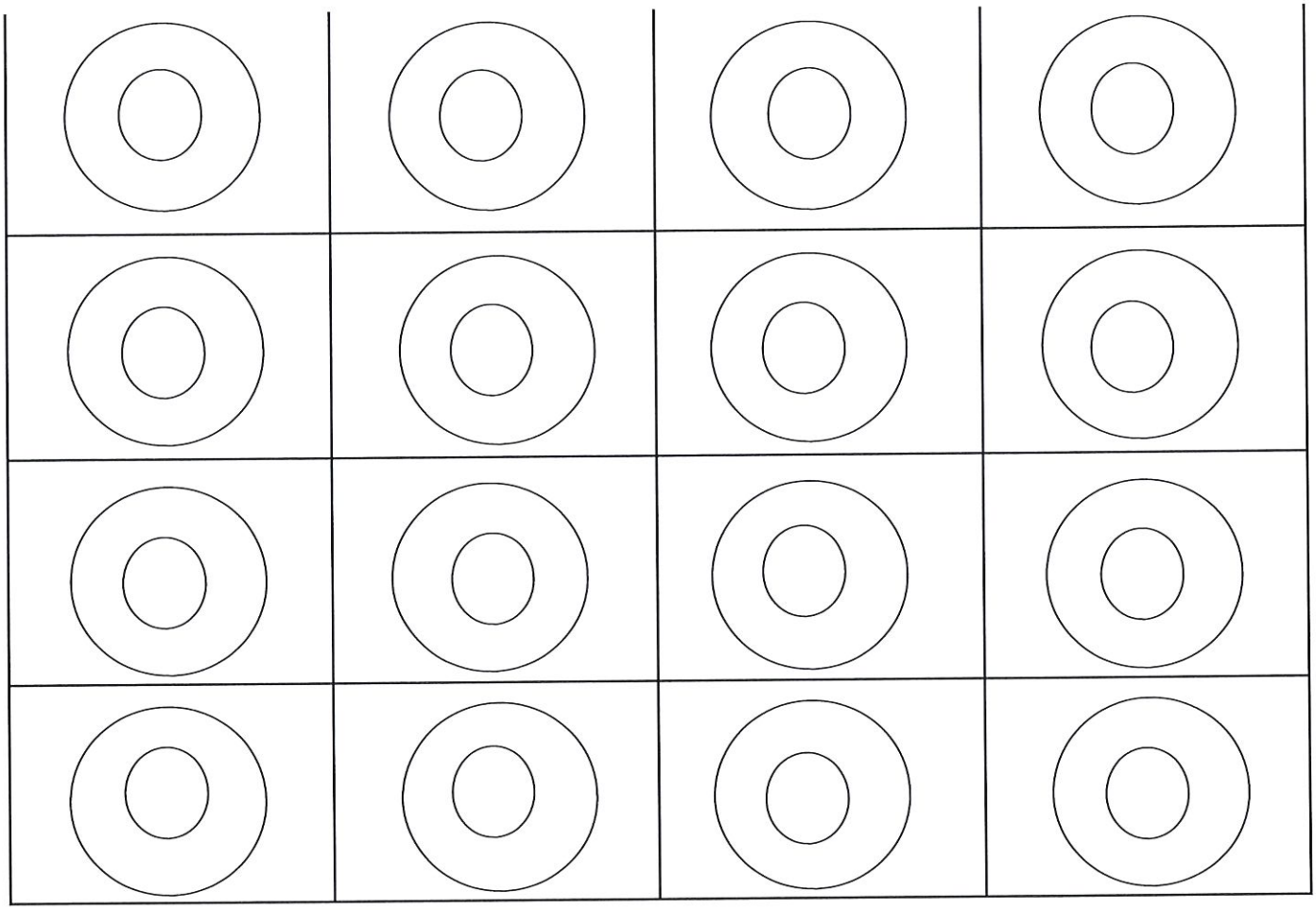
You have four green cups and saucers, four white, four red and four blue, and a small tablecloth.

Arrange the cups and saucers (each cup on top of a saucer) into the four by four grid, on the tablecloth, so that in every row and every column there is only one cup of each colour and one saucer of each colour.

AND

each cup and saucer combination is different from any other combination.

For example, you should have a red cup on a green saucer, a green cup on a green saucer, a blue cup on a green saucer, a white cup on a green saucer, and so on...



1) In any row there must only be one cup of each colour;

2) In any row there must only be one saucer of each colour;

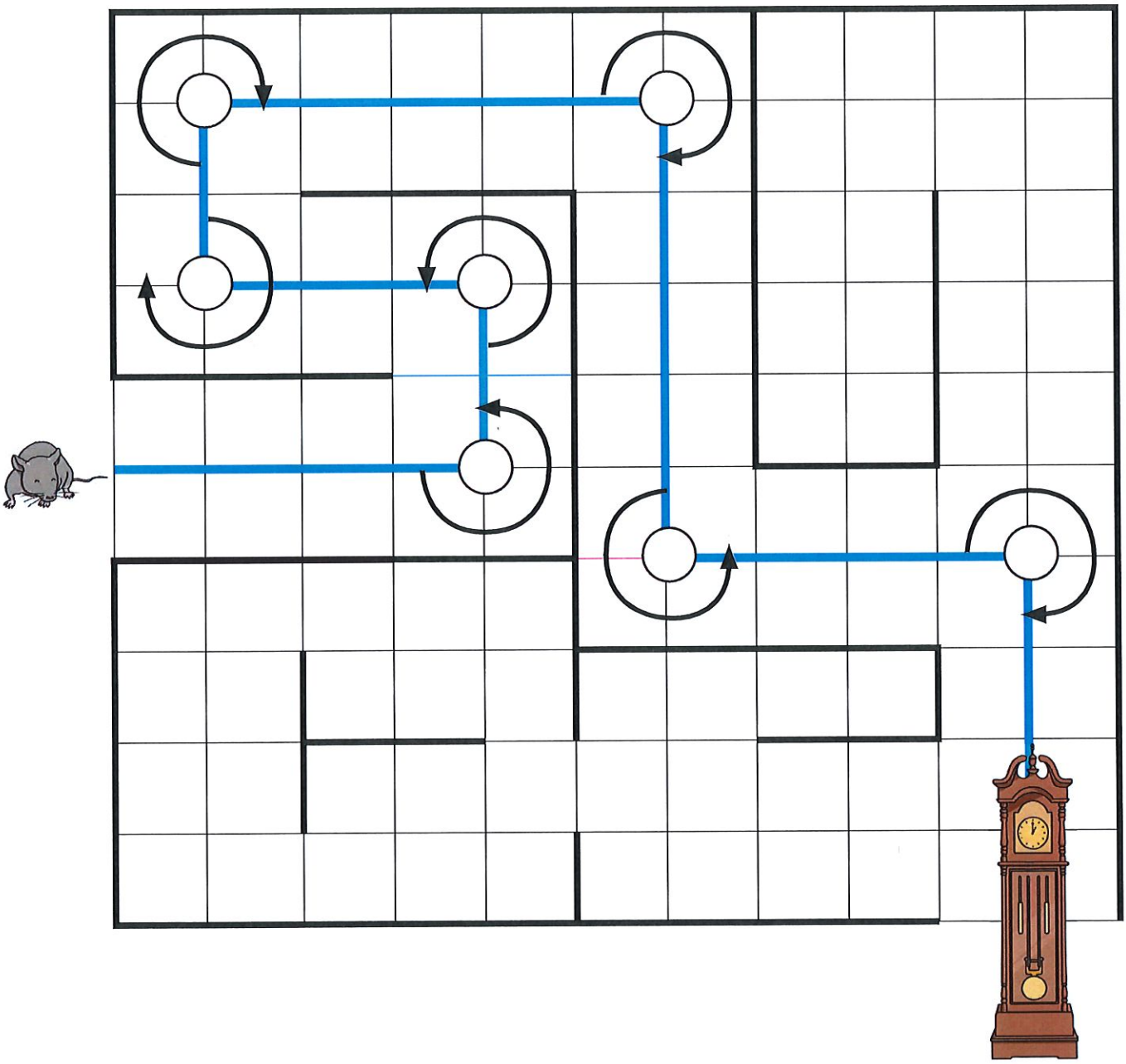
3) In any column there must only be one cup of each colour;

4) In any column there must be only one saucer of each colour.

Clockwise Corners

I can recognise and move in clockwise and anticlockwise turns.

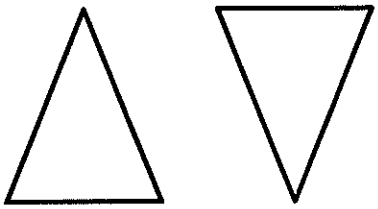
Follow Hickory's route through the maze to the clock. Colour the clockwise turns in green and colour the anticlockwise turns in red.



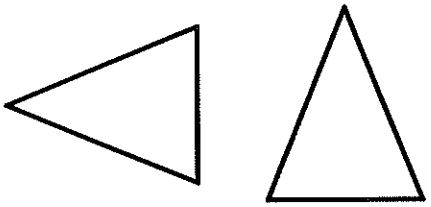
Learning Question: Can I describe the movements of an object?

Success criteria:

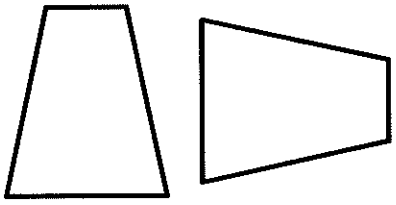
1. Have I used practical resources to describe a shape's movement?
2. Have I described the movement using whole turn, half turn or quarter turn?
3. Have I drawn shapes after a given turn?



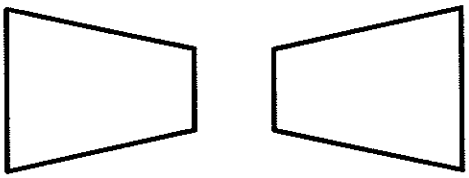
Half turn Quarter turn



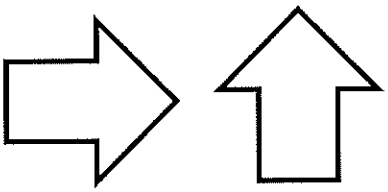
Half turn Quarter turn



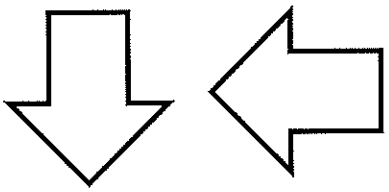
Half turn Quarter turn



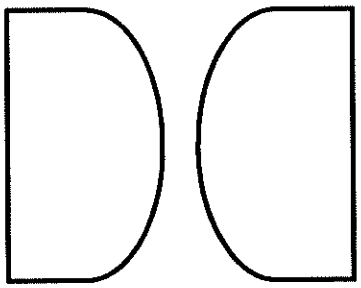
Half turn Quarter turn



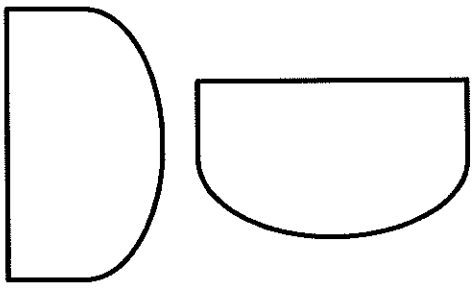
Half turn Quarter turn



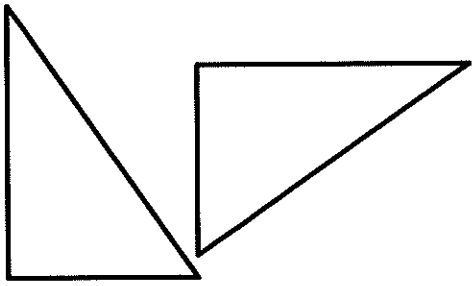
Half turn Quarter turn



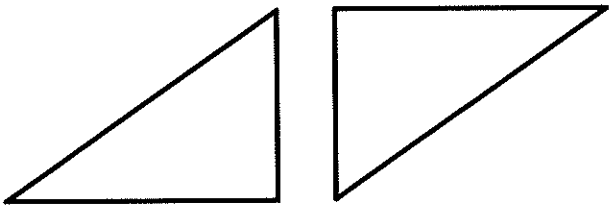
Half turn Quarter turn



Half turn Quarter turn



Half turn Quarter turn



Half turn Quarter turn

The Mystery of the Naughty Gnome in the Gnome Valley

Gnome Valley is a beautiful, well-cared for garden. It is home to the happiest community of gnomes ever to grace a garden. Or at least, it was.

All is not well in Gnome Valley. Over the past few nights, there have been strange things happening. First, a group of fisher-gnomes had their rods stolen. Then, the 'Welcome to Gnome Valley' sign was hidden in a tree. Last night, while all the gnomes were sleeping, the gnome guards had their red uniform hats decorated with yellow spots!

This morning, Gnome News has reported that a naughty gnome is the only explanation for these strange situations. Gnome Valley Police are worried and have called in Detective Gnome to get to the bottom of what's going on.

Can you help Detective Gnome solve the problems to discover which naughty gnome is behind the devious deeds?

Name	Male or Female?	Height	Sitting or Standing?	Headwear
Annie Angel-Wings	female	25cm	standing	wig
Billy Biggs	male	19cm	standing	hat
Cody Catch-Fish	male	32cm	sitting	cap
Fenella Fizzlebang	female	32cm	standing	cap
Harold Holmes	male	28cm	sitting	hat
Irene Inkpot	female	28cm	sitting	hat
Jessie Jump-About	female	30cm	standing	wig
Lucy Lock-It-Up	female	24cm	sitting	cap
Margaret Mix-Stirrer	female	36cm	standing	hat
Norbert Nigglesnark	male	31cm	sitting	wig
Olly Over-Here	male	25cm	standing	wig
Pearl Pin-Cushion	female	19cm	sitting	cap
Rosie Rainbow-Maker	female	44cm	sitting	cap
Captain Steve	male	29cm	standing	cap
Tommy Track-Tracer	male	33cm	standing	hat
Wayne Bow	male	39cm	sitting	wig

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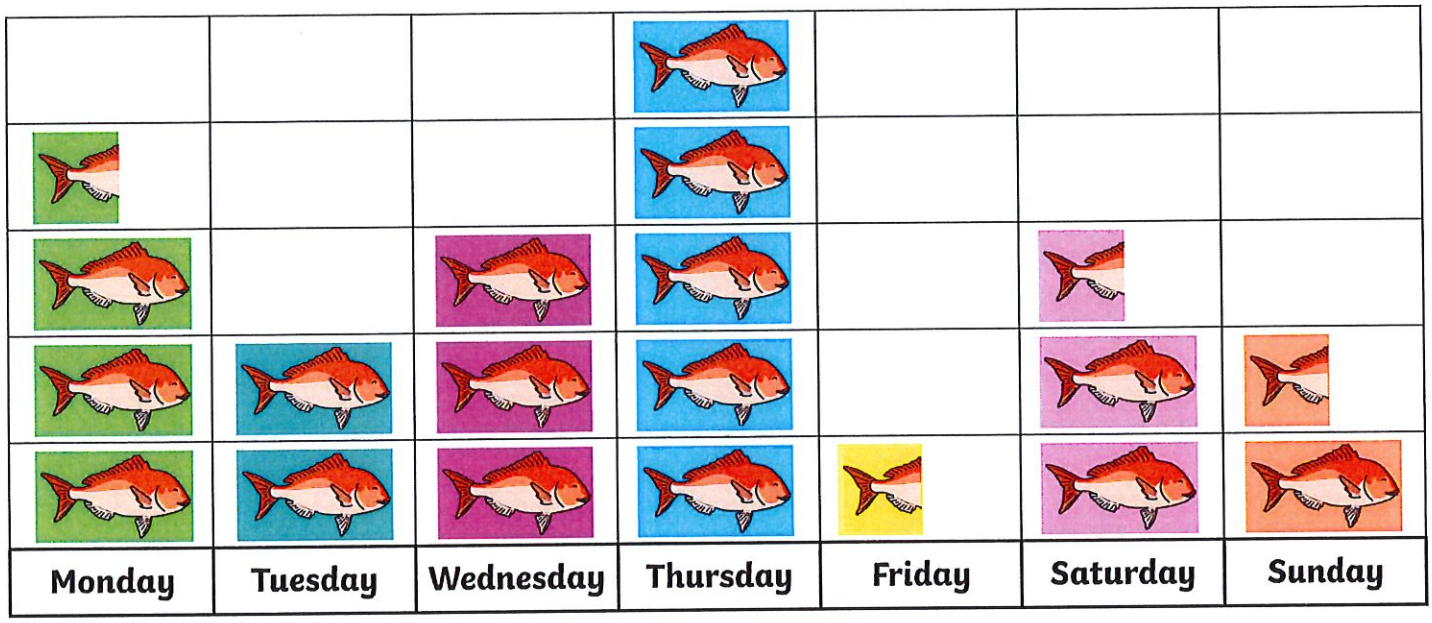
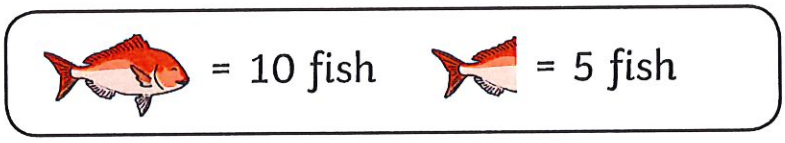
The Mystery of the Naughty Gnome in the Gnome Valley

Clue 1

Solve the answers to the questions about the pictogram and colour the answers in the grid. Then, arrange the words into a sentence to discover the first clue.

A Pictogram to Show the Number of Fish Caught by the Gnomes Each Day





50 female	**Monday** isn't	**Thursday** is
15 the	**5** naughty gnome	**40** male

How many fish were caught on Sunday? _____

On which day were most fish caught? _____

How many more fish were caught on Saturday than on Tuesday? _____

How many fish were caught at the weekend? _____

Clue 1: _____

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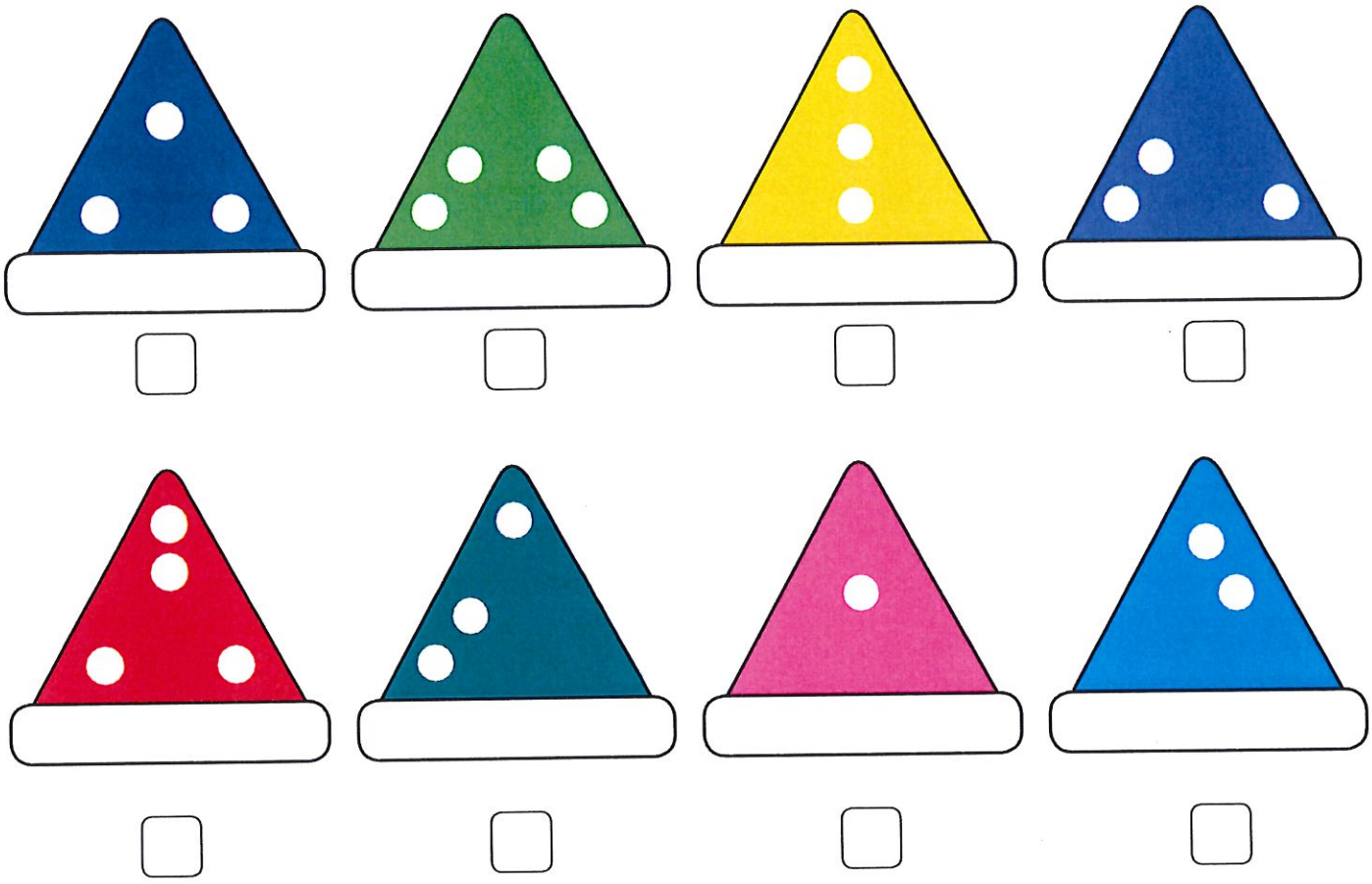
The Mystery of the Naughty Gnome in the Gnome Valley

Clue 2

Look at the gnome guard's hats.

Put a tick under the hat patterns that have a line of symmetry. ✓

Put a cross under the hat patterns that do not have a line of symmetry. ✗



If there are more ticks than crosses, the naughty gnome is less than 30cm tall.

If there are more crosses than ticks, the naughty gnome is more than 30cm tall.

Clue 2: _____

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The Mystery of the Naughty Gnome in the Gnome Valley

Clue 3

Check these maths calculations.

If a calculation is right, put a tick. ✓

If it is wrong, put a cross. ✗

	Right	Wrong
Half of 18 is 8.		
24 + 16 = 40		
40 ÷ 5 = 9		
30 - 22 = 8		
Double 7 is 17.		
6 × 2 = 14		
100 - 30 = 70		
5 × 5 = 25		
42 + 50 = 92		
Total		

If there are more ticks than crosses, the naughty gnome is **standing**.

If there are more crosses than ticks, the naughty gnome is **sitting**.

Clue 3: The naughty gnome is _____

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The Mystery of the Naughty Gnome in the Gnome Valley

Clue 4

Answer the maths calculations, then use the code breaker to find the last clue.

a	b	c	d	e	f	g	h	i	j	k	l	m
26	25	24	23	22	21	20	19	18	17	16	15	14

n	o	p	q	r	s	t	u	v	w	X	y	z
13	12	11	10	9	8	7	6	5	4	3	2	1

	Answer	Letter
35 ÷ 5		
20 - 1		
16 + 6		

	Answer	Letter
10 + 9		
36 - 10		
double 4		

2 × 10		
6 + 7		
half of 24		
30 - 16		
11 × 2		

30 - 4		

18 + 6		
double 13		
9 + 2		

32 - 20		
35 - 22		

Clue 4: _____

The naughty gnome is: _____

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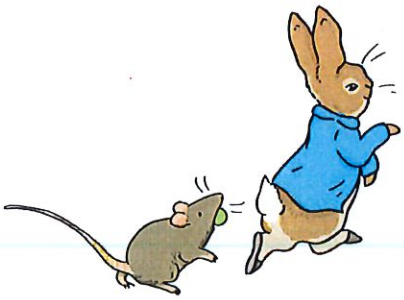
The Mystery of Peter Rabbit and the Beetroot Burglar

Peter Rabbit has been hard at work collecting vegetables from Mr McGregor's garden for the rest of his family.

He has been collecting piles of different vegetables next to the garden wall, ready to move back to the burrow later. He has collected lettuces, green beans, carrots, beetroot, cabbages and tomatoes.

As Peter hops back towards his vegetable pile, with a couple of cabbages, he notices that the pile is not as big as it was. Someone has stolen the beautiful beetroots!

Can you help Peter to find the missing vegetables and catch the beetroot burglar red-handed?



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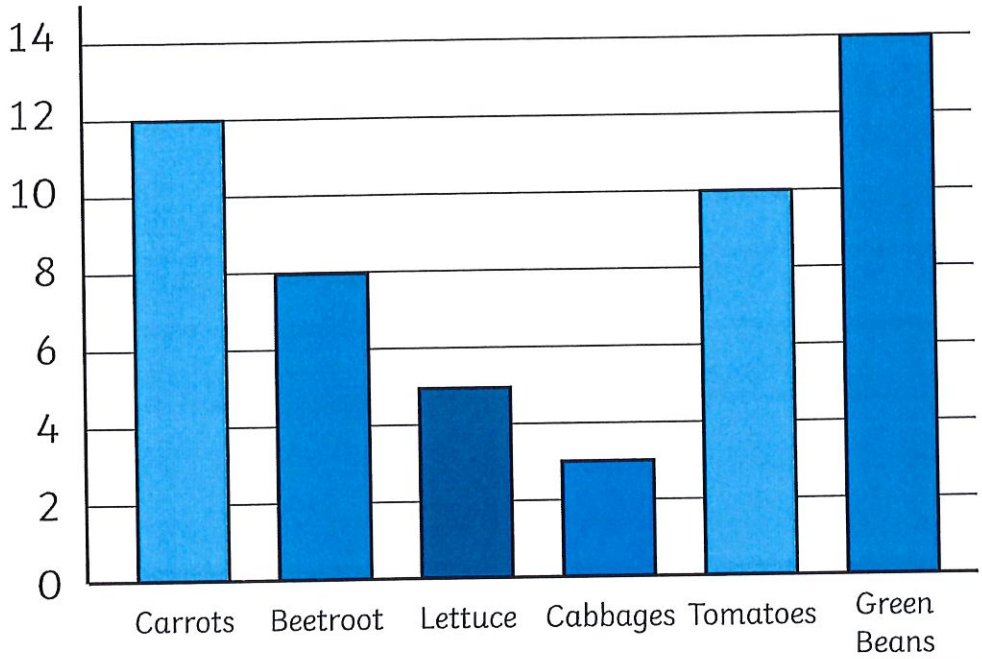
Character	Has fur	Boy or Girl	Tail length	Colour
Benjamin	yes	boy	short	brown
Flopsy	yes	girl	short	brown
Mopsy	yes	girl	short	brown
Cottontail	yes	girl	short	brown
Jemima Puddle-Duck	no	girl	no tail	white
Mrs Tiggywinkle	no	girl	short	brown
Jeremy Fisher	no	boy	no tail	green
Squirrel Nutkin	yes	boy	short	ginger
Tom Kitten	yes	boy	long	brown
Tailor of Gloucester	yes	boy	long	brown
Tom Thumb	yes	boy	long	brown
Hunca Munca	yes	girl	long	brown
Ribby (cat)	yes	girl	long	grey
Duchess (dog)	yes	girl	long	black
Samuel Whiskers (mouse)	yes	boy	long	brown
Miss Moppet (kitten)	yes	girl	long	grey
Mr Tod (fox)	yes	boy	long	ginger
Tommy Brock (badger)	yes	boy	short	black
Pigling Bland	no	boy	long	pink

Clue 1

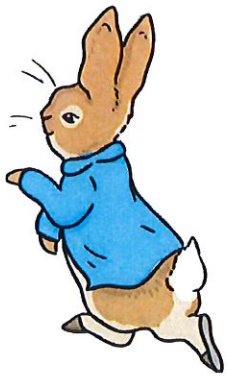
Here is a bar chart showing how many different vegetables Peter Rabbit has collected. Answer the questions and colour in the box, using the matching answers.

Use the words to make a sentence to find the first clue.



10 the	22 brown	lettuce beetroot	1 tail
8 has	carrots burglar	3 grey	4 fur

1. How many tomatoes did Peter collect?
2. Peter collected 5 of which kind of vegetable?
3. Did Peter collect more carrots or more tomatoes?
4. How many lettuces and cabbages did Peter collect?
5. How many more carrots than beetroot did Peter collect?



Answer to clue 1:

_____

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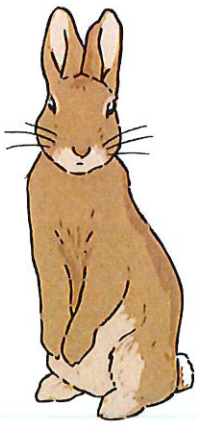
Clue 2

Check the answers to these maths problems.

If there are more true calculations, the beetroot burglar is a girl.

If there are more false calculations, the beetroot burglar is a boy.

	True	False
15 + 3 = 19		
34 + 4 = 38		
25 – 3 = 22		
Double 7 is 13		
Half of 20 is 10		
60 + 30 = 100		
65 – 7 = 58		
4 × 5 = 24		
10 ÷ 2 = 6		
Total		



Answer to clue 2:

The beetroot burglar is a _____.

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Clue 3

Discover what kind of tail the beetroot burglar has by colouring in the calculations with the answer 50 to find a route through the garden.

Start	20 + 30	50 – 5	20 + 20	90 – 50	30 + 30
40 + 9	40 + 10	50 + 0	60 – 10	100 – 50	30 + 20
35 + 7	60 – 9	30 + 10	25 + 15	100 – 60	25 + 25
60 – 20	15 + 40	10 + 10	42 + 8	38 + 12	49 + 1
90 – 70	45 + 10	20 + 20	65 – 15	36 + 24	66 – 26
30 + 10	25 + 15	100 – 60	54 – 4	35 + 7	60 – 9
short tail	long tail	no tail	short tail	long tail	no tail

Answer to clue 3:

The beetroot burglar has a _____.

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Clue 4

Fill in the missing number. Take the last number in each row and colour in the clue box below with the matching number.

The remaining box will tell you the colour of the beetroot burglar.

Count on in steps of 2.

0					

Count on in steps of 3.

0					

Count on in steps of 5.

20					

Count on in steps of 10.

30					

10 brown	15 white	80 grey	5 black	45 ginger

Answer to clue 4:

The beetroot burglar is _____.

The identity of the beetroot burglar is therefore _____.

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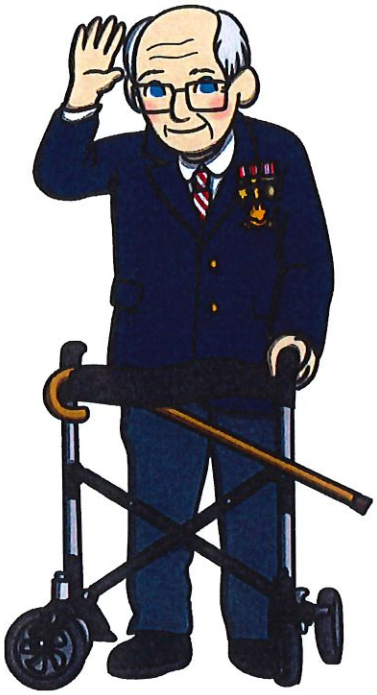
Captain Tom Moore

Captain Tom Moore is famous around the world because of the money he has raised for the National Health Service (NHS).

Who Is Captain Tom Moore?

Captain Tom is an ex-soldier from Bedfordshire. When he was younger, he was in the army and even fought in the Second World War.



Raising Money

Captain Tom decided to raise money for the NHS to say thank you to them. He set himself the challenge of walking 100 laps around his garden before his 100th birthday on 30th April 2020.

Why Is He Famous?

Captain Tom set himself a target of £1000, but word quickly spread about what he was doing and more and more people gave money.

So far, he has raised over 27 million pounds!

He even reached 100 laps two weeks before his birthday.

Did You Know...?

Lots of people have sent him birthday cards to say thank you.

Captain Tom Moore Questions

1. Where does Captain Tom live? Tick **one**.

   ◯ Bedfordshire

   ◯ Dorse

   ◯ London

2. When is Captain Tom's birthday? Tick **one**.

   ◯ June 30th

   ◯ May 30th

   ◯ April 30th

3. Who is Captain Tom raising money for? Tick **one**.

   ◯ The NHS

   ◯ Animals

   ◯ Children

4. How much money has Captain Tom raised? Tick **one**.

   ◯ 1 million pounds

   ◯ Over 27 million pounds

   ◯ 10 million pounds

5. How did Captain Tom raise money? Tick **one**.

   ◯ Walking

   ◯ Swimming

   ◯ Cycling