

# Numeracy Week 1

# Monday 1<sup>st</sup> - Friday 5<sup>th</sup> June

## Task 1

### Place Value - Partitioning Use concrete materials to partition numbers and exchange

Revise- Place Value:

<https://www.youtube.com/watch?v=T5Qf0gSSJFI>

Use arrow cards, the cut-out place value blocks, or Mathsbot shown below to make different numbers up to 10,000 or beyond. Practise with the exchange. Exchange is when a ten in one place can be exchanged for one in the next place to the left, for example 10 hundreds could be exchanged for 1 thousand. Or you can remove one from the place and swap it for 10 in the place to the right e.g. one hundred can become 10 tens.



Mathsbot

<https://mathsbot.com/manipulatives/placeValueCounters>



Concrete materials to support this activity can be downloaded here:

<https://www.helpingwithmath.com/printables/tables/charts/place-value/2nbt1-arrow-cards01.htm>

Or

<https://www.teacherspayteachers.com/Product/Printable-Place-Value-Tools-751096>

Practise - Addition with no regrouping:

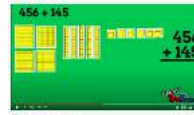
<https://www.mathplayground.com/galaxypalsto200.htm>

## Task 2

### Partitioning – Addition with regrouping

Learn:

<https://www.youtube.com/watch?v=kxl-6lAnJbc>



[https://www.mathplayground.com/video\\_add\\_subtract\\_3\\_digit\\_numbers.html](https://www.mathplayground.com/video_add_subtract_3_digit_numbers.html)



Practise:

### 3 DIGIT ADDITION with regrouping

#### PART A - THE BASICS

Complete each sum by adding together the two numbers

- |    |   |    |   |    |   |
|----|---|----|---|----|---|
| 1  | $\begin{array}{r} 594 \\ + 223 \\ \hline \end{array}$ | 2  | $\begin{array}{r} 436 \\ + 954 \\ \hline \end{array}$ | 3  | $\begin{array}{r} 198 \\ + 223 \\ \hline \end{array}$ |
| 4  | $\begin{array}{r} 365 \\ + 364 \\ \hline \end{array}$ | 5  | $\begin{array}{r} 788 \\ + 261 \\ \hline \end{array}$ | 6  | $\begin{array}{r} 487 \\ + 506 \\ \hline \end{array}$ |
| 7  | $\begin{array}{r} 156 \\ + 736 \\ \hline \end{array}$ | 8  | $\begin{array}{r} 614 \\ + 715 \\ \hline \end{array}$ | 9  | $\begin{array}{r} 349 \\ + 343 \\ \hline \end{array}$ |
| 10 | $\begin{array}{r} 176 \\ + 397 \\ \hline \end{array}$ | 11 | $\begin{array}{r} 768 \\ + 433 \\ \hline \end{array}$ | 12 | $\begin{array}{r} 552 \\ + 860 \\ \hline \end{array}$ |

Now make some sums of your own. You can check the answers by using a calculator.

## Task 3

### Partitioning – Subtraction with regrouping

Learn:

<https://www.youtube.com/watch?v=NXCSEkMLWtY>



Practise:

### Bouncy Balls

Try to catch these bouncy balls quickly!  
Subtract using regrouping.

$\begin{array}{r} 856 \\ - 669 \\ \hline \end{array}$	$\begin{array}{r} 287 \\ - 188 \\ \hline \end{array}$	$\begin{array}{r} 682 \\ - 244 \\ \hline \end{array}$
$\begin{array}{r} 443 \\ - 295 \\ \hline \end{array}$	$\begin{array}{r} 525 \\ - 336 \\ \hline \end{array}$	$\begin{array}{r} 336 \\ - 119 \\ \hline \end{array}$
$\begin{array}{r} 781 \\ - 374 \\ \hline \end{array}$	$\begin{array}{r} 977 \\ - 679 \\ \hline \end{array}$	$\begin{array}{r} 764 \\ - 188 \\ \hline \end{array}$
	$\begin{array}{r} 636 \\ - 467 \\ \hline \end{array}$	

Game:

Resources for this game will be sent out separately.



### Task 4

#### Measurement – length (or distance) in cms and mms

Learn:

Units of measure:

<https://www.youtube.com/watch?v=cKbmvLv-FRo>

How to measure:

<https://www.youtube.com/watch?v=dNcJ4-JVN5M>

(only listen up to 4mins 17secs as the video then goes on to teach measuring in inches) We will be measuring in cm and 1/2 cms.

Practise:

Use a ruler to measure different objects to the nearest **cm** or **1/2cm**.

Online game:

<https://www.topmarks.co.uk/maths-games/measuring-in-cm>

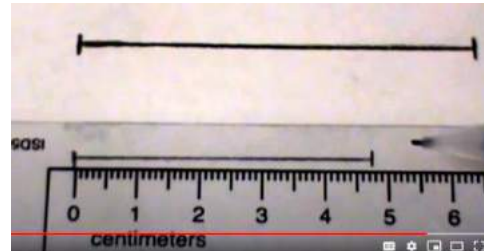


### Task 5

#### Measurement – length (or distance) in cms and mms

Learn:

<https://www.youtube.com/watch?v=iGQjDLWdk0M>



Practise:

Use a ruler to measure different objects to the nearest to the nearest **cm** and **mm**. Record your measurements in your jotter, remembering to state the units in the answer.

Online game:

<https://www.funbrain.com/games/measure-it>

### Daily Numeracy



<https://www.topmarks.co.uk/maths-games/daily10>

Or



# Numeracy Week 2

# Monday 8<sup>th</sup> - Friday 12<sup>th</sup> June

## Task 1

### Multiplying by 10, 100, 1000

Learn:

<https://www.youtube.com/watch?v=v1G6PXayO3Q>

Practise:

**Multiplying by 10, 100, and 1,000**

Write the answers in the boxes.

472 x 10 =     324 x 100 =     57 x 1,000 =

Write the answers in the boxes.

426 x 10 = <input type="text"/>	319 x 10 = <input type="text"/>	584 x 10 = <input type="text"/>
740 x 10 = <input type="text"/>	985 x 10 = <input type="text"/>	612 x 10 = <input type="text"/>
102 x 100 = <input type="text"/>	725 x 100 = <input type="text"/>	383 x 100 = <input type="text"/>
909 x 100 = <input type="text"/>	651 x 100 = <input type="text"/>	737 x 100 = <input type="text"/>
4,000 x 10 = <input type="text"/>	5,649 x 10 = <input type="text"/>	8,714 x 10 = <input type="text"/>
6,302 x 100 = <input type="text"/>	9,711 x 100 = <input type="text"/>	4,826 x 100 = <input type="text"/>

Find the number that has been multiplied by 100.

<input type="text"/> x 100 = 163,100	<input type="text"/> x 100 = 562,300
<input type="text"/> x 100 = 841,300	<input type="text"/> x 100 = 864,700
<input type="text"/> x 100 = 636,500	<input type="text"/> x 100 = 839,100
<input type="text"/> x 100 = 521,000	<input type="text"/> x 100 = 537,000

Write the answers in the boxes.

4,732 x 1,000 = <input type="text"/>	9,105 x 1,000 = <input type="text"/>
6,211 x 1,000 = <input type="text"/>	4,711 x 1,000 = <input type="text"/>
11,264 x 1,000 = <input type="text"/>	84,322 x 1,000 = <input type="text"/>
47,544 x 1,000 = <input type="text"/>	75,543 x 1,000 = <input type="text"/>
59,223 x 1,000 = <input type="text"/>	84,326 x 1,000 = <input type="text"/>

Find the number that has been multiplied by 1,000.

<input type="text"/> x 1,000 = 764,000	<input type="text"/> x 1,000 = 9,810,000
<input type="text"/> x 1,000 = 5,372,000	<input type="text"/> x 1,000 = 6,141,000
<input type="text"/> x 1,000 = 4,169,000	<input type="text"/> x 1,000 = 8,399,000

## Task 2

### Dividing by 10, 100, 1000

Learn and practice - BBC Bitesize:

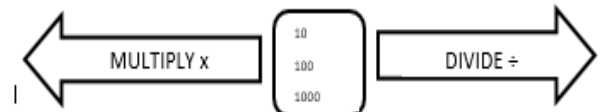
<https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/z2fkwx>

Practise:

*L.O. Multiplying and Dividing by 10, 100 and 1000*

**REMEMBER!** When you multiply your digits move left and when you divide your digits move right.

The distance they move depends on the amount of zeros in your number. If you are multiplying by 100 they move left, 2 spaces because 100 has 2 zeros! The decimal point does not move!



<p>a) 43 x 10 = .....</p> <p>b) 789 x 100 = .....</p> <p>c) 3.5 x 100 = .....</p> <p>d) 58.3 x 10 = .....</p> <p>e) 0.324 x 1000 = .....</p> <p>f) 2.098 x 100 = .....</p>	<p>a) 39 ÷ 10 = .....</p> <p>b) 410 ÷ 100 = .....</p> <p>c) 654 ÷ 1000 = .....</p> <p>d) 8.3 ÷ 10 = .....</p> <p>e) 342.5 ÷ 100 = .....</p> <p>f) 0.23 ÷ 100 = .....</p>
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<p>a) 73 x ..... = 7300</p> <p>b) 873 ÷ ..... = 87.3</p> <p>c) 0.802 x 100 = .....</p> <p>d) ..... ÷ 1000 = 42.09</p> <p>e) 9.231 x ..... = 923.1</p>	<p>f) 98.02 x ..... = 98020</p> <p>g) 9.002 ÷ ..... = 0.09002</p> <p>h) 2.0901 x ..... = 2090.1</p> <p>i) 0.124 ÷ ..... = 0.00124</p> <p>j) 18.9802 ÷ ..... = 1.89802</p>
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a) I start with the number 324. I subtract 268 from this and divide this answer by 10. What number do I end up with? .....

b) I start with the number 24. I multiply this by 36. I divide my answer by 100. What is my final number? .....

c) I think of a number. I add 7 to it and then divide it by 10. My answer is 3.8. What number did I start with? .....

## Task 3

### Multiplying and Dividing by 10, 100, 1000 in context – Word problems

Learn: - How to tackle word problems:

**CUBES** Strategy – **C**ircle, **U**nderline, **B**ox, **E**valuate, **S**how

<https://www.youtube.com/watch?v=n-Ap8lupmFs>

Now use the Cubes Strategy to solve the divide or multiply by 10,100 or 1000 word problem. Here is a guide to help you:

### Multiply and Dividing by 10,100,1000

10 000	1000	100	10	1	1/10	1/100	1/1000
				•			
				•			
				•			

<p><b>MULTIPLYING</b></p> <p>X 10    digits move LEFT 1 space</p> <p>X 100    digits move LEFT 2 spaces</p> <p>X 1000    digits move LEFT 3 spaces</p>	<p><b>DIVIDING</b></p> <p>÷ 10    digits move RIGHT 1 space</p> <p>÷ 100    digits move RIGHT 2 spaces</p> <p>÷ 1000    digits move RIGHT 3 spaces</p>
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1. Sam buys a stack of paper containing 100 sheets. Each stack costs £24.90. How much does each sheet of paper cost?
2. Lisa makes duvets for a living. Each bundle has 10 duvets in it. If one duvet is 4.7 centimetres thick, how thick is one bundle?
3. Sally measured the thickness of 100 sheets of paper as 385mm. How thick is each sheet?
4. Nick is improving his home and needs wood for shelving. He needs 1000 planks of wood, but they only come in packs of 10. Each pack costs £7.95, how much will he need to spend on wood?
5. Anne bought plastic to cover her books. She needed 41.5cm for each book. How much plastic did she need for 10 books?
6. Dianne measured the thickness of 1000 sheets of paper as 673mm. How thick is each sheet?



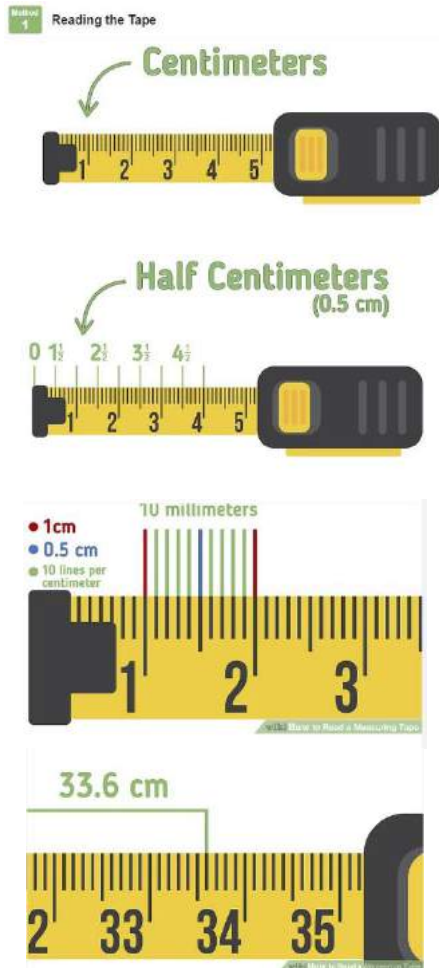
### Task 4

#### Measuring in Ms and cms using a tape measure

##### Learn:

This video explains the imperial and metric measures on a tape measure:

<https://www.youtube.com/watch?v=MzkrGpoL2h0&t=29s>



##### Practice:

Find a tape measure and have a go measuring larger things in your home! Write down what you

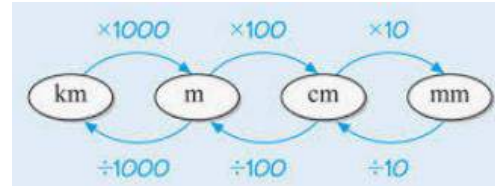
### Task 5

#### Measurement converting between cm and mm

##### Revise decimals:

<https://www.youtube.com/watch?v=KG6ILNOiMgM>

##### Learn converting between mm,cm and M:



<https://www.youtube.com/watch?v=5SVtWUdNcv4>

[https://www.youtube.com/watch?v=kOJFSH\\_Bn9U](https://www.youtube.com/watch?v=kOJFSH_Bn9U)



L.I - to convert measurements from cm to mm.

cm	mm
3cm	30mm
6cm	
8cm	
9.2cm	
10cm	
11.3cm	
15cm	
18.4cm	
21cm	
23.6cm	
24cm	
30cm	
30.5cm	
36cm	
38cm	
41.6cm	
48.7cm	

### Daily Numeracy

<https://www.topmarks.co.uk/maths-games/daily10>

Or



measured and remember to record the units.		
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## Task 1

### READING STRATEGIES – PREDICTION

This is the front cover for a novel we thought you might like.



Using the sentence starters below, write down your predictions based on what you see on the front cover.

My Mini Anchor Chart

## Making Predictions

A prediction is a guess about what will happen next in the story. You can use pictures or text clues to help you make your predictions.

Here are some ways to start your predictions:

- I predict that...
- I think \_\_\_\_\_ will happen because....
- When I read \_\_\_\_\_, it makes me think \_\_\_\_\_ will happen.
- I bet the character will...
- I wonder if \_\_\_\_\_ will happen next.

**When can I make a prediction?**

Before Reading	Look at the title and the pictures to help you make predictions.
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## Task 2

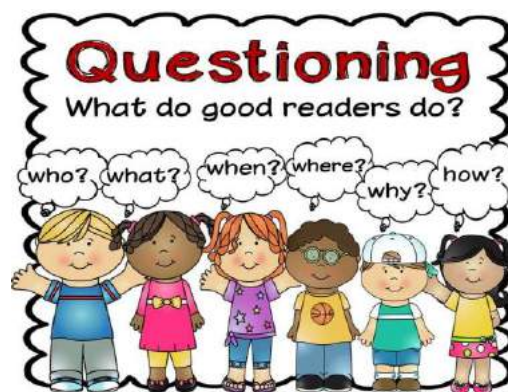
### READING STRATEGIES – QUESTIONING

This is the blurb for the 'Nothing to See Here Hotel' by Steven Butler.

*Welcome to The Nothing to See Here Hotel!  
A hotel for magical creatures, where weird is normal for Frankie Banister and his parents who run the hotel.*

*When a goblin messenger arrives at The Nothing to See Here Hotel, announcing the imminent arrival of the goblin prince Grogbah, Frankie and his family rush into action to get ready for their important guest. But it soon becomes obvious that the Banister family are going to have their work cut out with the demanding prince and his never-ending entourage, especially when it turns out the rude little prince is hiding a secret...*

Make a list of questions you have about this novel based on the front cover and blurb.



Try and write at least one question for each of the question words.

## Task 3

### WRITING – CHARACTER PLAN



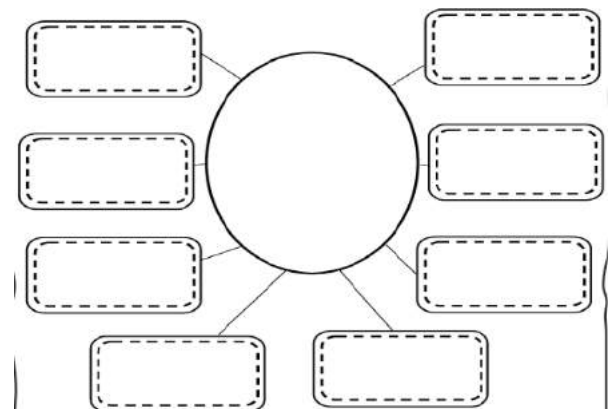
STEVEN B & STEVEN L

Please watch this short video from the author and illustrator of The Nothing to See Here Hotel. Look for Steve B and Steve L.

<https://authorfy.com/10minutechallenges/>

Create a character that would visit this hotel. Think about what your guest looks like e.g. shape and size. What magical powers they have and how they behave towards others within the hotel.

You can use this template or create one of your own. Put a word or a phrase in each box that describes your guest.





#### Task 4

### WRITING – CHARACTER DESCRIPTION

Use the character mind map activity you completed to write a paragraph about your character and why they are at the Nothing to See Here Hotel.

Think about and include details about their:

- Appearance
- Personality traits
- Interesting facts such as hobbies and interests, special talents, or magical powers.



Try and write for ten minutes then take some time to read over what you have written. Does it make sense? Have you remembered to write in complete sentences beginning each sentence with a capital letter and ending with a full stop?



#### Task 5

### GRAMMAR – PARTS OF SPEECH

Take a look at this photograph. Identify all the **Nouns**, **Adjectives** and **Verbs** you can.



Write the different 'parts of speech' that you can see in the picture.

<b>Nouns (people, places or things)</b>
<b>Adjectives (describing words)</b>
<b>Verbs (doing words)</b>

#### Daily Literacy



Take time to work on spelling and grammar activities on Sumdog.

#### SPELLING

Spelling list 33: Pattern focus <gn> for /n/ sound  
gnu, gnat, gnash, resign, gnaw, gnome, design, align, assign, gnarled, signpost, reign, feign, malign, designer, benign, foreigner, poignant.

Some of these are unusual words – you might need to check them in a dictionary!

Use your Spell Well Activity Sheet to complete your choice of spelling activities.



#### READING

We have emailed the first two chapters of 'The Nothing to See Here Hotel.' Maybe you would like to read these?

## Task 1

### WRITING – STORY PLANNING

This week, we would like you to write an imaginative story including your new guest and set in The Nothing to See Here Hotel.

It is always a good idea to plan your story before you begin writing. In class we have looked at Story Mountain/Plot Mountain. Here is a video that explains this further:

<https://youtu.be/NpWHZJZQDSE>

You can use this planning sheet to record your ideas ready for your next writing session.

Name:

Problem:

Build Up:

Solution:

Introduction:

Ending:

## Task 2

### WRITING – IMAGINATIVE STORY

Using your planning page, it is time to start writing your story.

Remember to stop every so often and check for missing punctuation and that your story makes sense to the reader. You should try to write a paragraph for each section of your story - the Beginning, Middle and End

Here are the Success Criteria for your story:

**Success Criteria for Narrative Writing**

- ✓ I will include a beginning, a middle and an ending.
- ✓ I will create a setting by writing about who, what, where and when.
- ✓ I will create a problem.
- ✓ I will solve the problem.
- ✓ I will include details and descriptions.
- ✓ I will write a satisfying ending.



## Task 3

### READING STRATEGIES – INFERENCE

#### Inferences



Here are some sentence starters from 'The Nothing to See Here Hotel.' Think about what might be happening in the text at this point and record in a table like the one below.

'For a second the terrifying leap made me forget what I was doing, or why we were trying to get downstairs so quickly.'  
(page 21)

'The goblin grinned a wonky grin at me and winked.'  
(page 27)

'The garden was crowded with guests dressed in their fanciest clothes.'  
(Page 41)

'Slowly the glowing coals at the bottom of the grate shifted and opened one eye.'  
(page 35)

'I stopped and gawped at the scene in front of me.'  
(page 68)

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

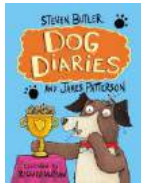
**WHAT INFERENCE DID YOU MAKE?**

Background Knowledge	Text Clues	Inference
+		=
+		=
+		=
+		=



## Task 4

### TALKING AND LISTENING



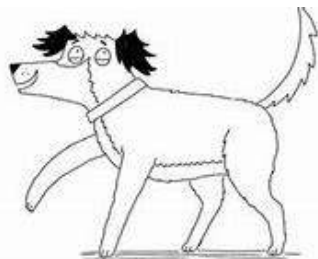
<https://youtu.be/3Odk38e4GCA>

Listen to Steven Butler reading an extract from another of his books 'Dog Diaries'

Try and use the steps outlined in the website below and get someone in your house to follow your instructions to draw a dog. You can add to them if required.

<https://www.penguin.co.uk/articles/children/2018/how-to-draw-a-dog-in-5-easy-steps.html>

Their finished drawing should look something like this...



## Task 5

### HANDWRITING

Copy this Scottish poem into your jotter in your neatest cursive handwriting.

**SCHOLASTIC**

## First Catch Your Haggis!

Through the heather, through the glen,  
Go the Highland hunting men.  
Wrapped warm in kilts 'gainst winter cold  
Only the bravest, and the bold.  
For who knows where the Haggis hides  
Amidst these frozen mountain sides?  
In the loch with neeps and tatties?  
Or lurking with the sheep and ratties?  
They seek him here, they seek him there  
But none can find the Haggis' lair.  
This 'chieftain of the pudding race'  
Is lying low without a trace.  
Only the piper and 'Selkirk Grace'  
Can summon Haggis to this place.  
But then with toasts, all passed around,  
We see the Haggis, firm and round.  
The humble Haggis, cooked and dressed  
Is here to feed men truly blessed.  
So let this gathering on Burns Day,  
Eat and drink and laugh and play.  
Then, for this Chief of Scottish rhyme,  
Let's sing Burns' song of 'Auld Lang Syne'!

By Brenda Williams

PHOTOCOPIABLE 1 [www.scholastic.co.uk/junioredplan](http://www.scholastic.co.uk/junioredplan) Junior

## Daily Literacy



Take time to work on spelling and grammar activities on Sumdog.

### SPELLING

Spelling List 34: <ph> <gh> for the /f/ sound

aphid, rough, hyphen, phrase, graphic, laugh, toughest, decipher, enough, phantom, autograph, apostrophe, triumph, amphibian, laughter, coughing, pharmacy, phenomenon.

Play this spelling game with someone at home.

### Roll and Spell

Roll the die. Write your next spelling word according to the matching die. Spell and say your word out loud when you finish.

	Write the word with your other hand.
	Write the word as fast as you can.
	Write the word with your eyes closed.
	Write the word the 'Fancy Nancy' way.
	Write the word in all capital letters.
	Write the word using tiny little letters.

# Health and Wellbeing/ Topic

# Monday 1st - Friday 12th June

You may select which tasks you wish to complete over the two-week period. You can complete as many as you like – it is your choice!



Our next topic is **DISCOVER SCOTLAND** – its geography, art, music, culture, myths, legends, and food!

## MYTHS and LEGENDS SOCIAL STUDIES

- Identify primary and secondary sources and be able to explain the difference.  
<https://www.youtube.com/watch?v=cqXHO7bTPnw>
- Draw a picture of Scotland's national animal.
- Create a timeline of the Loch Ness Monster apparent sightings.
  - Find out what a selkie is.
- On the map of Scotland locate the Kelpies, Loch Ness, and Shetland.



## MYTHS AND LEGENDS EXPRESSIVE ARTS

- Read people's quotes about the Loch Ness Monster and design what you imagine they saw.
- Research and create a picture inspired by the Kelpies.
- Listen to some traditional Scottish music and choreograph a dance inspired by mythical creatures.
- Write a news report script about the sighting of a mythical creature. Perform it to your family.



## MYTHS AND LEGENDS SCIENCE, TECHNOLOGY & ENGINEERING

- Design a contraption to catch a mythical creature and create a set of instructions to explain how it works.
- Research a Scottish mythical creature and create a fact file based on it.
- Research the Kelpies and find out how they were built. Create an advert for tourists.
- Inspired by the Kelpies, create a sculpture of a mythical creature using old packaging or Lego.



## LOCH NESS MONSTER

## SCOTTISH CULTURE - ART

Find out about a Scottish Artist. A PowerPoint has been sent to you. Or use the internet.

For example. <https://www.jolomo.com/>

Find out about Jolomo. Use his work as inspiration to create your own painting or drawing. Use hot and cold colours.



## SCOTTISH GEOGRAPHY



- Locate Scotland in a UK (United Kingdom), Europe and World map.
- Locate regions and cities of Scotland.
- Learn about human and physical features of Scotland. Human geography would include Castles – very important in Scotland!

## SCOTTISH CULTURE - MUSIC

- Research one instrument commonly played in Scottish Traditional Music.

### INSTRUMENTS OF SCOTLAND

The traditional instruments of Scotland are Accordion, Bagpipes, Fiddle, Guitar, Harp, Tin Whistle and Bodhran.



- Listen to a range of music. Discuss your thoughts and feelings.
- Use the Internet and books and find out more about some fantastic Scottish musicians!



# Health and Wellbeing/ Topic

Monday 1st - Friday 12th June

You may select which tasks you wish to complete over the two-week period. You can complete as many as you like – it is your choice!

## Health and Wellbeing

### What are your best qualities?

You are a very special, unique person with many special, positive qualities.

Based on your personal qualities.

Which job would be your ideal one?

You can listen to these songs for ideas and you can also use to revise the alphabet and phonics!

<https://www.youtube.com/watch?v=ORGLQudvMWE>  
<https://www.youtube.com/watch?v=r6Oxqyd5qUw>

### My Ideal Job

I can identify my own ambitions and ways to achieve them.



When I grow up, I want to be:

Explain why you want to do this job when you are older:

What do you need to do to achieve your ambition? Research any qualifications or work experience you need.

Describe the skills you will need to do this job. For example: I will need to show initiative to seek out appropriate work experience opportunities

Draw a picture of yourself in your dream job.

## Emotional and Mental Wellbeing

**Faces and feelings:** The ability to read emotions from facial expressions is a very important skill. One might even call it a superpower. People around the world use this skill when they communicate with each other.

- Watch this BBC Bitesize video.  
<https://www.bbc.co.uk/bitesize/clips/zyx6yrd>
- Make your own emoji poster to describe different feelings and faces. Be creative!

### HOW DO YOU FEEL?



## Social Wellbeing

### The Power of Kindness

“A single act of kindness throws out roots in all directions, and the roots spring up and make new trees.” -Amelia Earhart

### Colour your World with Kindness

<https://www.youtube.com/watch?v=rwelE8yyY0U>

Make your own Kindness Calendar for June.

<https://www.redcross.org.uk/get-involved/teaching-resources/kindness-calendar>



### Physical Wellbeing

Suggests different ways of being active and the positive effect this can have on health. Here there are some ideas for you:

#### Ceilidh Dance:

Watch the following videos and give it a try with a member of your family.

#### Canadian Barn Dance:

<https://www.youtube.com/watch?v=mc0yO39IRK>

#### Gay Gordons Dance:

<https://vimeo.com/89897876>

Find out all Scottish Dance instructions here:

<https://www.myceilidh.co.uk/ceilidh-dance-instructions>

**Yoga cosmic kids** uses storytelling to make yoga fun and help keep kids strong and calm.

<https://www.youtube.com/user/CosmicKidsYoga>

#### 51 Activities and Techniques for Teaching

**Mindfulness to Children** with the help of an adult choose one of the 51 mindfulness activities on the website

<https://www.waterford.org/resources/mindfulness-activities-for-kids/>

### Physical Education

**Daily Mile** Take a family member with you and run the Daily Mile.

#### Highland's Games Sport Activities:

Try one or more of these Highland Games activities and create your own Family Highland Games Event.

<http://www.sportshall.org/wp-content/uploads/2013/06/Highland-Games-Resource-Cards.pdf>



#### Activity Challenges

A fun 'compete against yourself' approach to physical activity with a focus on resilience and perseverance. The aim is to achieve bronze, silver or gold medals. We have a range of activity cards and videos:

<https://www.youthsporttrust.org/60-second-physical-activity-challenges>

**The Body Coach TV:** try one of Joe's daily work outs.

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>



### Jobs and Career Ladders

We are learning about different jobs and occupations.

Watch the video and complete one of the worksheets.

<https://www.youtube.com/watch?v=rPHdQmil0FU>

**Jobs**

Draw lines to match the picture to the correct word.

Write the correct label for each picture.

Finish this sentence:  
When I am older, I want to be a \_\_\_\_\_

**Jobs**

Draw lines to match the image to the correct word.

Fill in the gaps using the words from the box.

teacher dentist plumber hairdresser

A \_\_\_\_\_ helps children to learn new things.

Most people go to see a \_\_\_\_\_ every month for a trim.

If your kitchen tap isn't working or a pipe bursts, you can call a \_\_\_\_\_ to help.

Every six months or so, it is important to visit a \_\_\_\_\_ to check that your teeth are healthy.

Now choose three jobs and write your own sentences about them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_