

Week Beginning 29<sup>th</sup> June 2020

**Monday 29<sup>th</sup> June 2020**

Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p><b><i>Different ways of spelling the same sound</i></b> ay, ai, a-e</p> <p>ay - may I play ai – snail in the rain a-e – make a cake</p> <p>Remember to use your yellow speed sounds book.</p> <p><b><i>Words to learn this week:</i></b> play stay plain mainly amaze place they animal</p> <p>Can you find any other words that use these sounds and add them to your list?</p>	<p><b>Objective:</b> To listen to an information text.</p> <p>Link to lesson video and activities: <a href="https://classroom.thenational.academy/lessons/to-listen-to-an-information-text/activities/1">https://classroom.thenational.academy/lessons/to-listen-to-an-information-text/activities/1</a></p> <p>In this lesson, we will listen to an information text about a fictional creature called a green-winged flay. We will then answer some questions. An information text is a piece of writing that gives you knowledge or information about something such as an animal or country.</p> <p><b>Focus words to read and understand:</b> <b>appearance</b> – what something looks like, <b>habitat</b> – where something lives, <b>diet</b> – what something eats, <b>animals</b>, <b>beak</b>, <b>tropical</b> – somewhere hot and humid, usually near the sea, <b>beach</b>, <b>palm tree</b>, <b>share</b>, <b>holiday</b>.</p> <p><b>Listen to the information text</b> – provided in resources below.</p> <p><b>Questions to answer (linked to our subheadings) :</b> What does appearance mean? What does the word habitat mean? What does the word diet mean?</p>	<p><b>Objective:</b> To count to 100.</p> <p>Link to lesson video and activities: <a href="https://whiterosemaths.com/homelearning/year-1/Summer-Term-Week-9-lesson-1-Counting-to-100">https://whiterosemaths.com/homelearning/year-1/Summer-Term-Week-9-lesson-1-Counting-to-100</a></p> <p>Can you make yourself a 100 square? It should look like this the copy in Monday's resources.</p> <p>Can you find the number 3? Now find all the number that end in 3. Say them aloud (3, 13, 23 etc). Notice how all the number are in a column. Find all of the numbers that start with the number 3. Say them aloud (30, 31, 32 etc). Notice how these numbers move across the 100 square in a row.</p> <p>Now find these numbers: forty-two, sixty-six, eighty and ninety-nine. Did you find them using the rows/columns? Try to do this rather than counting along in 1s, get to know your 100 square so you can quickly find what you need. Can you use your 100 square to find the number that is one more than: 42, 66, 80, 99? Notice how you slide along one space to the right or forward, except for 80, we moved to the beginning of the next row, just like we would when reading.</p> <p>Now find one less than: forty-eight, seventy-six, sixty-one and ninety. What did you do this time? (slide one space left or back except for 61, we moved to the end of the previous row).</p> <p>Look at the tasks for Monday in the resources below, you will be applying previous methods of counting</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle</p> <p>Complete Monday 29<sup>th</sup> Joe Wicks work out here: <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p> <p>Alternatively, use the Joe Wicks activity cards (Set 2) provided at the end of this planning document to guide your own work out.</p> <p>These cards will be updated each week until the summer holidays so you will have four different workouts to keep and practice.</p>	<p><b>Key question:</b> What is an Ocean?</p> <p><a href="https://classroom.thenational.academy/lessons/what-is-an-ocean">https://classroom.thenational.academy/lessons/what-is-an-ocean</a></p> <p>Welcome to our first lesson on our new unit called the Oceans and Seas. Today, we will be learning about the 5 oceans on our earth and the location of them in relation to the 7 continents. We will be ordering them in size and discussing why the oceans are always in motion. In this lesson you will need a pencil, a piece of paper or an exercise book and your wonderful brain.</p>

Tuesday 30<sup>th</sup> June 2020

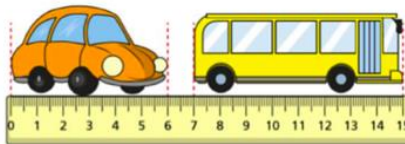



Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p><b>Different ways of spelling the same sound:</b> ay, ai, a-e</p> <p>ay - may I play ai – snail in the rain a-e – make a cake</p> <p>Can you spot the ‘ay’ sound in these words? <b>play, strain, name, stay, plain, amaze</b></p> <p>Sound them out and then blend the words.</p> <p><b>Spellings</b> – read the list provided in Monday’s planning. <b>Focus: place</b> – notice the ‘soft c’ making the ‘s’ sound in between the split digraph.</p> <p>Now look, cover, write and check for this word too.</p>	<p><b>Objective:</b> To create a creature.</p> <p>Use this link to complete today’s lesson: <a href="https://classroom.thenational.academy/lessons/to-create-a-creature/activities/1">https://classroom.thenational.academy/lessons/to-create-a-creature/activities/1</a></p> <p>We need to think about the key parts of the creature: 1. head - 2. body - 3. limbs (arms, legs, wings, tail) Start with the creature’s head, think about its eyes – How many/ How big? Its mouth or beak – How big? Can you see teeth? Also, does it have anything on top of its head? For example, feathers, spikes or horns? Next think about the body – How big will it be compared to its head? Will it have skin, fur, scales or feathers? What colour or colours will it be? Finally think about the limbs, or parts that come from the body – legs, arms, wings, tail. How big or small are each of these things. Does it have 2 or 4 or more arms or legs? What do its feet look like? Does it have sharp claws? Be creative and use your imagination! Add some labels to your image of your creature. Remember, each part of your creature’s body is a <b>noun</b> (a person, place or thing) . <b>Adjectives</b> describe nouns – so for each body part think of a describing word or two too. e.g. <b>small, red beak / bright green wings / long brown tail / soft brown feathers</b></p>	<p><b>Objective:</b> To partition numbers.</p> <p>Link to lesson video and activities: <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a> Summer Term - Week 9, lesson 2 – partitioning numbers</p> <p>Today we will focus on 2-digit numbers, partitioning into tens and ones using different representations:</p> <ul style="list-style-type: none"> <li>part whole</li> <li>pictures</li> <li>tens and ones frames</li> <li>number sentences</li> </ul> <p>2-digit numbers have a tens number and a ones number, for example: fifty-two is 50 and 2 more, or 5 lots of ten and 2 ones. So, we would say <b>52</b> has <b>5</b> tens and <b>2</b> ones</p> <p>Have a look at Tuesday’s Maths Tasks below. Can you start with what you do know to work out what you don’t know? What number is missing?</p> <p>Have a go at completing the number sentences too.</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p> <p>Complete Tuesday 30<sup>th</sup> Joe Wicks work out here: <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p> <p>Alternatively, try <b>‘Transport Tuesday’</b></p> <p>Can you stay active for at least 30 minutes using;</p> <p>a scooter a bike a pogo stick a skateboard</p> <p>Remember to be careful and stay safe, always and stay in your garden or with an adult if you are outside your home.</p> <p>Can you learn any new tricks?</p>	<p><b>Key question:</b> Where are the world’s oceans?</p> <p><a href="https://classroom.thenational.academy/lessons/where-are-the-worlds-oceans">https://classroom.thenational.academy/lessons/where-are-the-worlds-oceans</a></p> <p>Today, we will be learning about the 5 oceans on our earth and the location of them in relation to the 7 continents. We will be looking at which continents surround the oceans. We will then compare the difference between an ocean and a sea. In this lesson you will need a pencil, a piece of paper or an exercise book and your wonderful brain.</p>

Wednesday 1<sup>st</sup> July 2020

Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p><b><i>Different ways of spelling the same sound</i></b> : ay, ai, a-e</p> <p>ay - may I play ai – snail in the rain a-e – make a cake</p> <p>Read the words, underline the ‘ay’ sounds: <b>away, train, lace, delay, amazed,</b></p> <p>Recap previous sounds. Read the sentence below and spot all of the previous sounds we have learned: <b>The short horse rode to the new house.</b></p> <p>Can you read this sentence fluently, with no sounding out before you move on?</p> <p><b>Spelling focus:</b> mainly – notice - ‘ai’ sound. Also ‘ee’ sound made with ‘y’ Cover and write 3 times.</p>	<p><b>Objective:</b> To develop a creature.</p> <p>Use this link to complete today’s lesson: <a href="https://classroom.thenational.academy/lessons/to-develop-my-creature/activities/1">https://classroom.thenational.academy/lessons/to-develop-my-creature/activities/1</a></p> <p>Today we are going to be thinking about your creature’s habitat and diet – so that you are an expert about them before you write your information text tomorrow and Friday.</p> <p><b>Habitat</b> – think about where your creature lives.</p> <ol style="list-style-type: none"> <li>– draw and label where your creature lives – this might be in a tree, underground or in a cave.</li> <li>Think about what the weather is like where your creature’s habitat is. hot, cold, humid, dry. Write it down.</li> <li>Think about where in the world your creature’s habitat is e.g. in the mountains, by the sea, in a field or in a dessert. Write it down.</li> </ol> <p><b>Diet</b> – think about what your creature eats.</p> <ol style="list-style-type: none"> <li>Is it a carnivore (eats meat), a herbivore (eats plants and leaves) or an omnivore (eats meat and plants)? Think about what kind of food will be available to your creature in your chosen habitat. If it is near the sea for example it may eat fish but if it is up a mountain it is unlikely to eat fish because they will not be available nearby. Write and/or draw these to help you.</li> <li>How does your creature catch its prey or reach or find the plants it eats? Does it creep up? Is it good at hunting?</li> <li>If your creature is a carnivore – how much does it need to eat each day/week to survive? If it is a herbivore – how much grass/many plants/berries does it need to eat to survive? Does it spend all day grazing to get enough food?</li> </ol>	<p><b>Objective:</b> To compare numbers.</p> <p>Link to lesson video and activities: <a href="https://whiterosemaths.com/homelearning/year-1/Summer-Term-Week-9,lesson-3-Comparing-numbers">https://whiterosemaths.com/homelearning/year-1/Summer-Term-Week-9,lesson-3-Comparing-numbers</a></p> <p>We’ve had a go at comparing numbers before, but now our numbers are getting bigger!</p> <p>Remember we use:</p> <ul style="list-style-type: none"> <li>less than &lt;</li> <li>more than &gt; or greater than &gt;</li> <li>equal to = or the same as =</li> </ul> <p>Look carefully at the representations of 2-digit numbers in Wednesday’s Maths tasks. Talk about what you notice. Is there anything the same? For example, two numbers may have the same number of ones but a different number of tens. Can you identify which is the larger number? How do you know?</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p> <p>Complete Wednesday 1<sup>st</sup> Joe Wicks work out here: <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p> <p>Alternatively, use the Joe Wicks activity cards (Set 2) provided at the end of this planning document to guide your own workout.</p> <p>These cards will be updated each week until the summer holidays so you will have four different workouts to keep and practice.</p>	<p><b>Key question:</b> How deep is the ocean?</p> <p><a href="https://classroom.thenational.academy/lessons/how-deep-is-the-ocean">https://classroom.thenational.academy/lessons/how-deep-is-the-ocean</a></p> <p>Today, we are going to be learning about the different depths of the ocean. The ocean is very deep and humans can only explore parts of it. The deeper you go, the more diverse the animals who live there become. In this lesson you will need 1 piece of paper, a pencil and your wonderful brain.</p>

Phonics/Spelling	Reading / Writing	Maths	Physical	Foundation				
<p><b>Different ways of spelling the same sound:</b> ay, ai, a-e</p> <p>ay - may I play</p> <p>ai – snail in the rain</p> <p>a-e – make a cake</p> <p>Can you read these sentences and spot all the different ‘ay’ sound spellings?</p> <p>It rained all day so we could not play. It was such a shame.</p> <p>We stayed in lots of different places in Spain.</p> <p><b>Spelling focus:</b> they – ‘ay’ sound spelled with ‘ey’</p> <p>animal - 3 syllables a/ni/mal</p> <p>Cover the list from this week and see how many you can spell correctly. Can you write each word three times?</p>	<p><b>Objective:</b> To begin to write an information text.</p>	<p><b>Objective:</b> To compare numbers (part 2)</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p>	<p><b>Key question:</b> Why are oceans important?</p>				
	<p>Today’s lesson link:</p> <p><a href="https://classroom.thenational.academy/lessons/to-begin-to-write-my-information-text/activities/1">https://classroom.thenational.academy/lessons/to-begin-to-write-my-information-text/activities/1</a></p>	<p>Link to lesson video and activities:</p> <p><a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a></p> <p>Summer Term - Week 9, lesson 4 – comparing numbers (2)</p>	<p>Complete Thursday 2<sup>nd</sup></p> <p>Joe Wicks work out here:</p> <p><a href="https://www.youtube.com/channel/UCAXW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAXW1XT0iEJo0TYIRfn6rYQ</a></p>	<p><a href="https://classroom.thenational.academy/lessons/why-are-our-oceans-important">https://classroom.thenational.academy/lessons/why-are-our-oceans-important</a></p>				
	<p>First you must decide what your creature is going to be called. This will be your heading/title.</p> <p>Can you magpie ideas from the shared text for your information text opening. Can you start with a question? Give a small amount of detail about the creature such as the colour. Then lead your readers to read on to find out more information.</p> <p>Use your plans from Tuesday (your picture of your creature’s appearance) to begin to write your information text. Turn each of the labels into a new sentence. Start at the head and work your way down it’s body.</p> <p>You must remember:</p> <ul style="list-style-type: none"><li>• Heading/Title</li><li>• Subheadings</li><li>• Capital letters to start sentences</li><li>• Capital letters for proper nouns</li><li>• Small spaces between words</li><li>• All sounds / words in words</li><li>• Punctuation . ? !</li></ul> <p>Take your time and remember to:</p> <p><b>THINK</b> your sentence – use your story map pictures to help,</p> <p><b>SAY</b> your sentence – out loud a couple of times to help you remember it,</p> <p><b>WRITE</b> your sentence – one word, one sound at a time!</p> <p><b>CHECK</b> your sentence – does it make sense? Have you used all of the words you intended to? Use your high frequency word and common exception word charts to help with spelling too.</p>	<p>Continuing to compare numbers:</p> <p>Remember we use:</p> <ul style="list-style-type: none"><li>• less than &lt;</li><li>• more than&gt; or greater than &gt;</li><li>• equal to = or the same as =</li></ul> <p>Today using place value charts.</p> <p>It is always important to record 2-digit numbers correctly as we can change the value of a number depending on where we place the digits. For example, if we say a number has 3 tens and 4 ones, we are saying the number is 34. But if we mix those up and record it as 4 and 3 we have changed the number to have 4 tens and 3 ones. Place value frames help us, as the tens number always comes first:</p> <table><tr><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td></tr></table> <p>Look carefully at the tasks on Thursday’s Maths Tasks page and complete them. You can draw them out easily, so no need for a printer.</p>	Tens	Ones			<p>Alternatively, use the Joe Wicks activity cards (Set 2) provided at the end of this planning document to guide your own workout.</p> <p>These cards will be updated each week until the summer holidays so you will have four different workouts to keep and practice.</p>	<p>In this lesson, we will be learning about the importance of our oceans. They are a huge part of our planet and we need to look after them. We will be gaining more understanding of the size of the oceans and how important they are to life on Earth. You will need a piece of paper, a pencil and your wonderful brain.</p>
Tens	Ones							



Phonics/Spelling	Reading / Writing	Maths	Physical	Foundation
<p>Different ways of spelling the same sound: ay, ai, a-e</p> <p>ay - may I play</p> <p>ai – snail in the rain</p> <p>a-e – make a cake</p> <p>Can you write the different ways of spelling ‘ay’ we have been learning this week?</p> <p><b>Spelling quiz/check.</b></p> <p>Write each of the words your grown up tells you from the list we have been learning. Think carefully about which spelling of the “ sounds you need.</p> <p>You may want to write these words in sentences or phrases too.</p>	<p><b>Objective:</b> To continue to write an information text, edit and improve</p> <p>Use this link to complete today’s lesson:  <a href="https://classroom.thenational.academy/lessons/to-continue-to-write-my-information-text/activities/1">https://classroom.thenational.academy/lessons/to-continue-to-write-my-information-text/activities/1</a></p> <p>Read what you have written so far (introduction and appearance) before continuing with the information text. You will need the work you did on Wednesday (habitat and diet plans). Leave a line under yesterday’s work and write the subheading ‘Habitat’. Use your plans to write your three sentences about your creature’s habitat. Leave a line and write the subheading ‘Diet’. Use your plans to write the three sentences about your creature’s diet. Finish with a concluding sentence – magpie from the shared text. ‘Now you know all about the...’</p> <p>Refer to the success criteria to remind yourself what we need to include to be the best writers.</p> <p>Once you have written the whole text it is time to check the whole text and make any changes that are needed. Give yourself ticks for capital letters at the start of sentences, correct use of punctuation. If you have missed any, correct them now. Finally give yourself a tick every time you have used your own ideas!</p>	<p><b>Objective:</b> To use reasoning and problem-solving skills</p> <p><b>Remember, start with what you do know to work out what you don’t know.</b></p> <p><b>Challenge 1</b></p> <p>Here is a toy car and a toy bus:</p>  <p>How much longer is the bus than the car?</p> <p><b>Challenge 2</b></p> <p>Here are 3 beanbags:</p>  <p>They are placed on a see-saw:</p>  <p>Which beanbag is the heaviest?</p> <p><b>Challenge 3</b></p> <p>Lewis makes a repeating pattern:</p>  <p>Lewis repeats the pattern. What is the shape in the 50<sup>th</sup> position?</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p> <p>Complete Friday 3<sup>rd</sup> Joe Wicks work out here:  <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p> <p>As it is ‘feel good Friday’ again, use the provided yoga poses to help you stretch. Which stretches are becoming easier to do? Are you noticing that you are becoming more flexible as the weeks go by? (see sheet at the end of this planning pack)</p> <p>Remember to hold each pose still, with control. If you can, play some calming instrumental music too.</p> <p><b>Remember:</b> Never continue to bend or stretch or hold a pose if you become uncomfortable. Listen to your body, it will tell you when to stop. We are all different and can stretch, twist or bend differently.</p>	<p><b>Objective:</b> To relax and find calm</p> <p><b>Feel good Friday!</b></p> <p>To continue to look after your mental and physical wellbeing take some time today to be kind to yourself and nurture your mental health.</p> <p>We all have different ways of doing this. I continue to enjoy gardening and walking my dogs along the local tracks, especially when it is sunny! It is usually quiet and it gives me time to think and clear my head. I often have my best ideas when I am out walking too.</p> <p>Think about what calm, non-screen, activities you enjoy doing and do your best to allow yourself at least 30 minutes of this.</p> <p>That includes grown-ups too!</p>

## Information text: **The Green-Winged Flay**

Have you ever seen a green-winged flay? They are largely plain animals with bright green wings. This is how they get their name, the green-winged flay. Read on to find out more.

### **Appearance**

The green-winged flay has bright green wings that will amaze you! They also have a small red beak. Alongside this they have a long brown tail.

### **Habitat**

The green-winged flay likes to live in tall palm trees mainly in tropical places. This means you often see them on holiday. They need to stay near the sea for food so you might see them on beaches too.

### **Diet**

The green-winged flay loves to eat fish. They can dive very quickly so they can catch them. They need to eat about 15 fish a day to stay alive.

Now that you know more about the green-winged flay, I wonder if you could spot one on your next holiday.

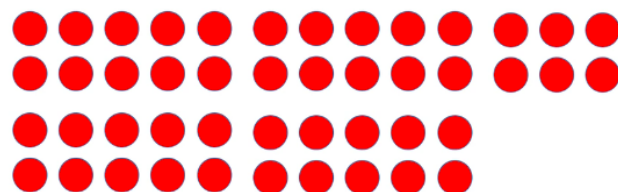
Monday Maths Tasks:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Find these numbers on the one hundred-square:

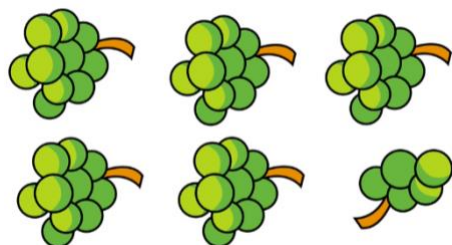
- fifty - two
- seventy- three
- 95
- thirteen
- twenty-one
- 39
- forty-eight
- sixty-four
- 88

How many counters are there? How would be best to count them?



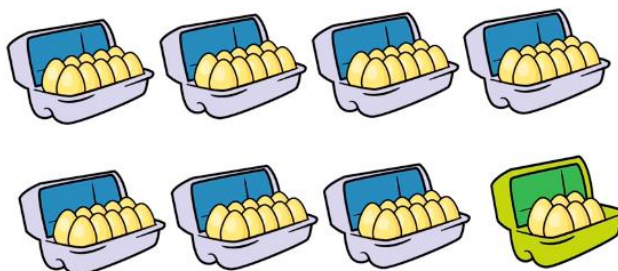
There are \_\_\_\_\_ counters.

How many grapes are there? How would be best to count them?



There are \_\_\_\_\_ grapes.

How many eggs are there? How would be best to count them?



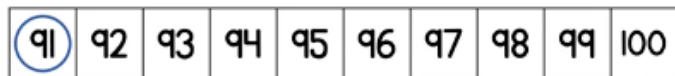
There are \_\_\_\_\_ eggs.

**Monday Maths Task part 2:**

**Counting forwards using a number track.**

**Count along the first one, reading the numbers.**

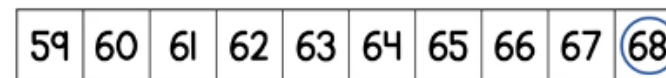
**Now can you count along the second one with the numbers hidden?**



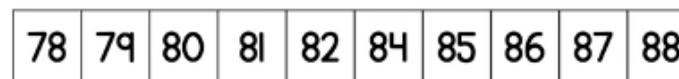
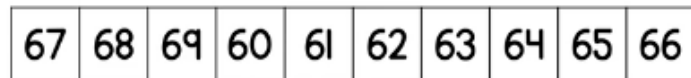
**Counting backwards using a number track.**

**Count along the first one, reading the numbers.**

**Now can you count along the second one with the numbers hidden?**



**Can you spot the mistakes?**



**Explain your thinking and reasoning to someone.**



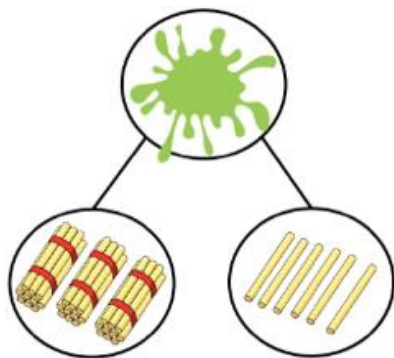
**Tuesday Maths Tasks:** Look carefully at the pictures. Start with what you do know, to work out what you don't know.

### Part whole models

1. Look at the parts.

How many tens? How many ones?

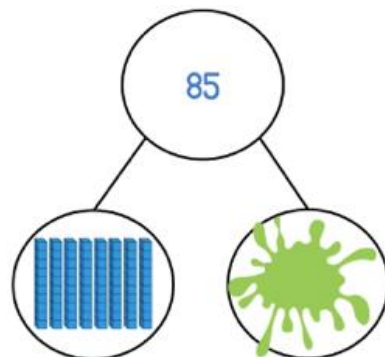
So what is the whole number?



2. Look at the whole number.

We can see the tens.

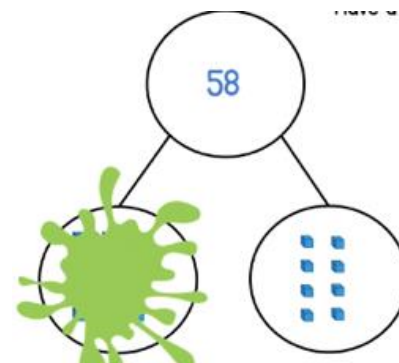
How many ones are missing?



3. Look at the whole number.

We can see the ones.

How many tens are missing?

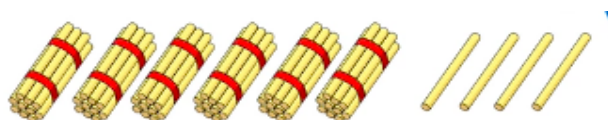


### Pictorial representations

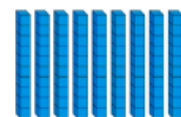
4. Complete the sentences below each picture. Blue is the whole number. Orange is the tens number. Red is the ones number.



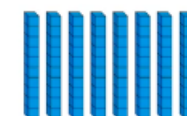
has  tens and  ones



has  tens and  ones

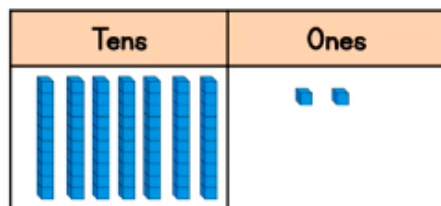


has  tens and  ones

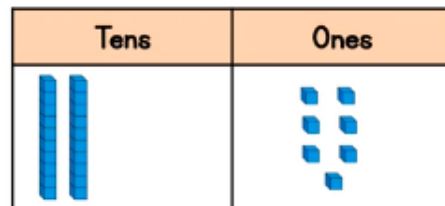


has  tens and  ones

### 5. Tens and Ones Frames



has  tens and  ones



has  tens and  ones

Challenge:

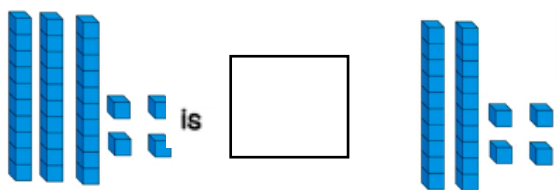
91 has  tens and  one

has 8 tens and 3 ones

49 has  tens and  ones

has 5 tens and 6 ones

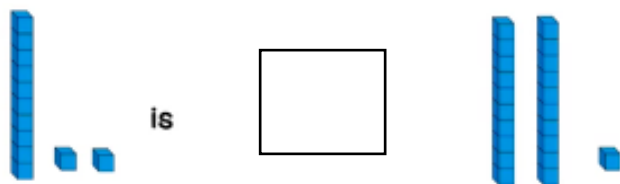
**Wednesday Maths Tasks:** Identify the numbers shown in the pictures then complete the sentences and add the correct symbol to the picture too. You can easily draw these images, no need for printer.



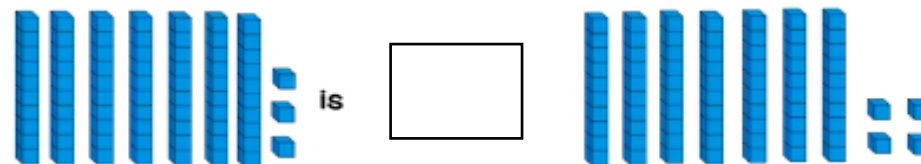
\_\_\_\_\_ is \_\_\_\_\_ than \_\_\_\_\_.



\_\_\_\_\_ is \_\_\_\_\_ than \_\_\_\_\_.



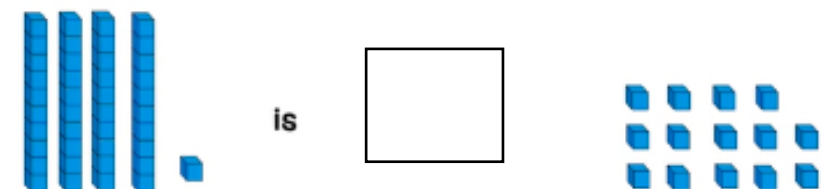
\_\_\_\_\_ is \_\_\_\_\_ than \_\_\_\_\_.



\_\_\_\_\_ is \_\_\_\_\_ than \_\_\_\_\_.

Now read these sentences and add the missing symbols.

90 is  80    26 is  36    57 is  59



\_\_\_\_\_ is \_\_\_\_\_ than \_\_\_\_\_.

**Challenge:** Complete these sentences using the correct symbols:

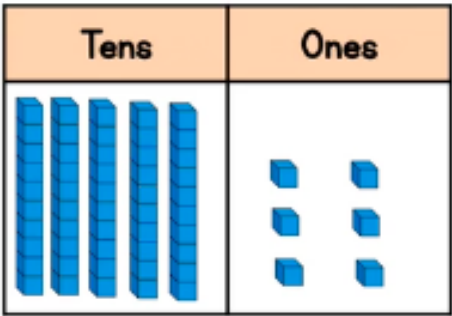
Seventeen is \_\_\_\_\_ 7 tens and 0 ones.

Sixty-two is \_\_\_\_\_ 2 tens and 6 ones.

3 tens and 9 ones is \_\_\_\_\_ 39.

50 + 9 is \_\_\_\_\_ sixty.

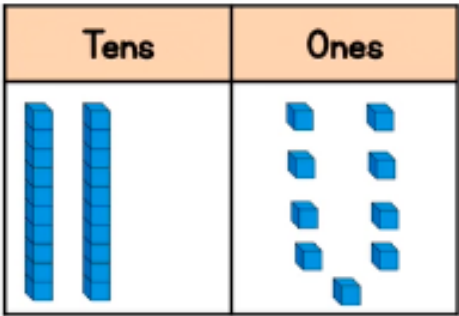
**Thursday Maths Tasks:** Look carefully at the place value frames. Work out the numbers and how you could compare them using the words **less than**, **greater than** or **equal to**. The first one has been started for you.



5 tens and 6 ones

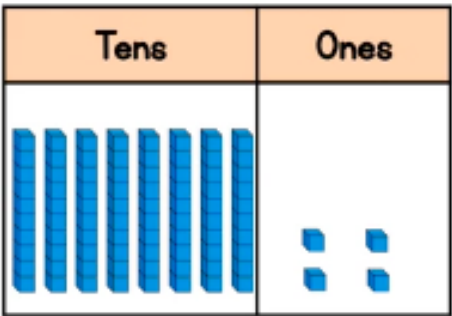
is 56

56 is \_\_\_\_\_



\_\_\_\_\_ tens and \_\_\_\_\_ ones

is \_\_\_\_\_



\_\_\_\_\_tens and \_\_\_\_\_ones

is \_\_\_\_\_

\_\_\_\_\_ is \_\_\_\_\_



\_\_\_ tens and \_\_\_ ones

is \_\_\_\_\_

Which number is the greatest in each pair? Circle it.

1.

Tens	Ones
5	6

Tens	Ones
6	5

2.

Tens	Ones
7	8

Tens	Ones
1	9

Comparing tens and ones with symbols:

22 \_\_\_\_\_ 72

80 \_\_\_\_\_ 69

55 \_\_\_\_\_ 57

66 \_\_\_\_\_ 44

15 \_\_\_\_\_ 50

100 \_\_\_\_\_ 99

45 \_\_\_\_\_ 54

78 \_\_\_\_\_ 87

32 \_\_\_\_\_ 23

## Joe Wicks 8-minute workout 2

These cards have been created to illustrate the exercises demonstrated by Joe in his workout videos. You can use the cards by themselves or watch the video for this work out on YouTube:

[https://www.youtube.com/watch?time\\_continue=262&v=EDC-plCTBbc&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=262&v=EDC-plCTBbc&feature=emb_logo)

Each exercise is performed for 35 seconds, with a 25-second rest in-between but you can make this harder by repeating the exercise for up to 1 minute with a 1 minute rest in between.

### Running and Punching

1. Run on the spot with forward punches.
2. Punch the opposite arm with the opposite leg running.

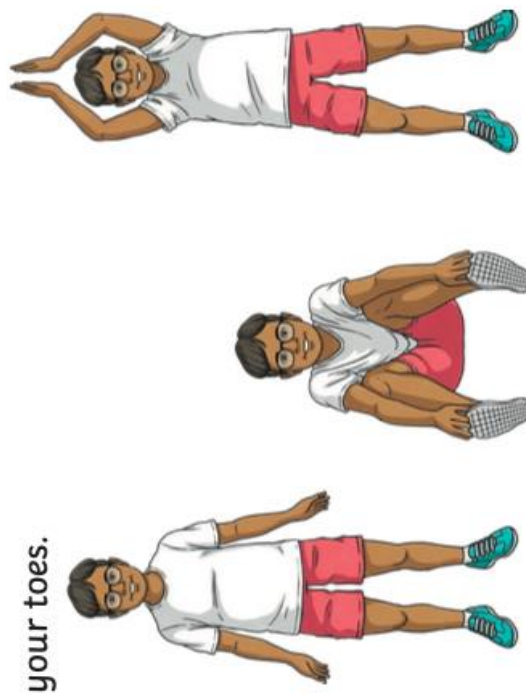
**How quickly can you go? Try sprinting for the final 10 seconds.**



REST

### Sit down, Touch Toes, Stand up, Clap

1. Sit down.
2. Put your legs out in front of you and touch your toes.
3. Stand up.
4. Clap your hands above your head.
5. Repeat.



REST

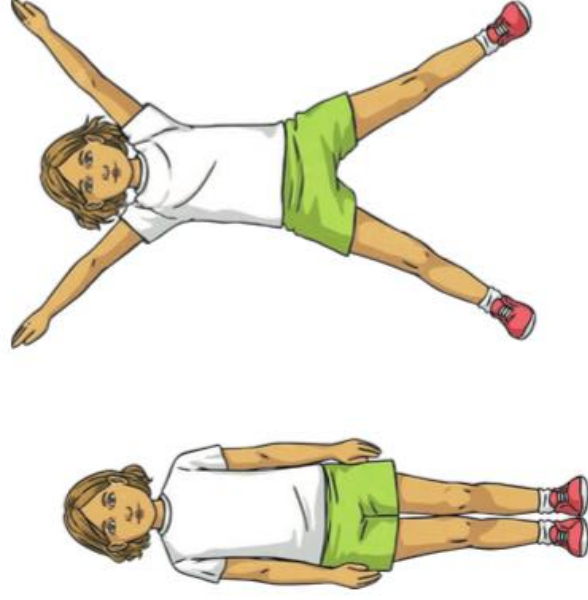
# Star Jumps

**Make sure you have enough room for this exercise!**

1. Stand straight with your arms by your side and feet shoulder-width apart.
2. Jump upwards, bringing your arms and legs out to make a star shape as you land.
3. Jump upwards again to bring your feet and arms back to the starting position.

**How many star jumps can you do in 35 seconds?**

**Try turbo star jumps!**

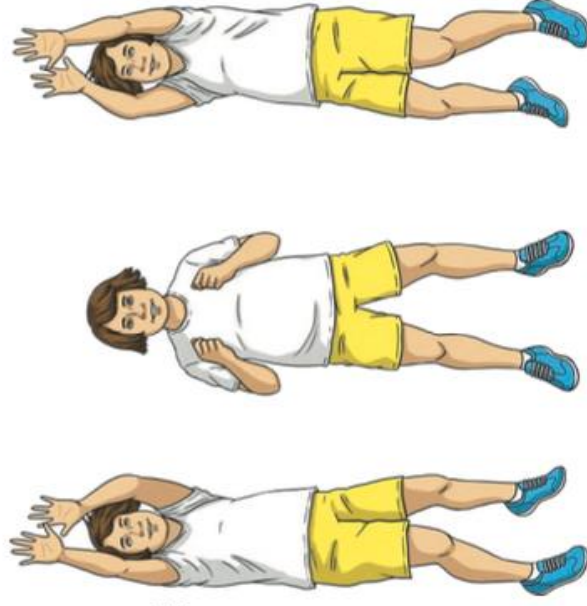


REST

# Basketball Throws

1. Shoot an imaginary basketball at an imaginary basketball hoop.
2. Shuffle along a few steps and shoot another hoop!
3. So, it's shoot – shuffle – shoot – shuffle back – shoot and so on.

**This is a great exercise for the leg muscles.**



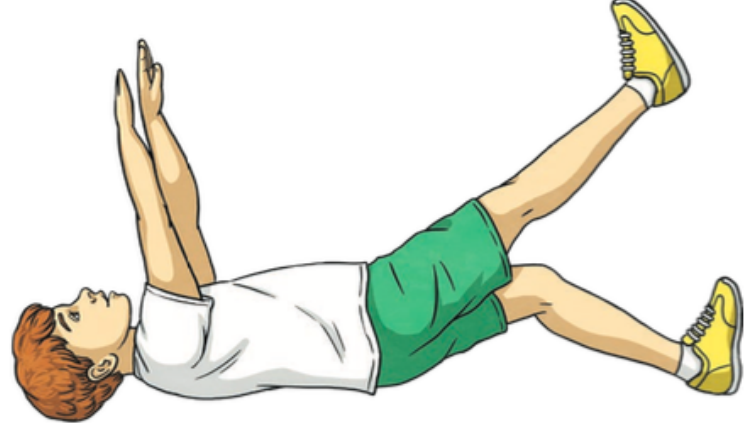
REST



## Mummy Kicks

1. Put your arms out in front of you and cross your hands over each other.
2. As you do this, begin kicking your feet out in front of you as well.
3. Continue crossing your hands, one above the other, alternating the hand on top, as you kick your feet.

**This is a great one for your coordination!**



REST

## Squat, Squat, Lunge, Lunge

1. Start with your feet a bit wider than shoulder-width apart.
2. Squat down twice.
3. Lunge back with one leg, return to standing and then lunge back with the other leg.
4. Repeat.

**Try to stay balanced throughout the exercise.**



REST



## Mountain Climbers

1. Start on the floor in a press-up position.
2. Bring each knee up to your chest one at a time.

**You will feel this in your arms and upper body!**

**Stop and shake it off for a few seconds if it gets too hard! You've got this!**

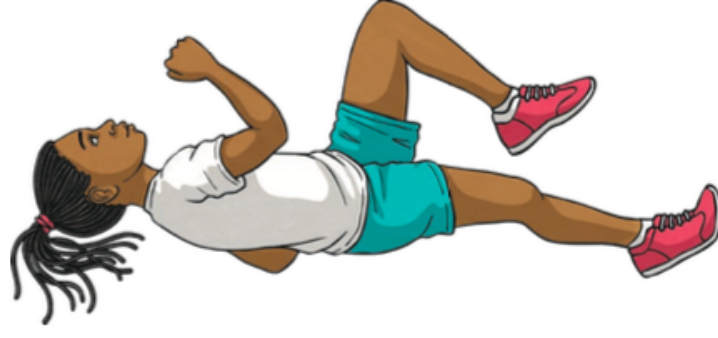


REST

## Sprinting on the Spot

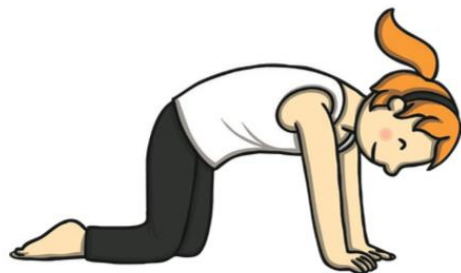
1. Sprint on the spot as fast as you can.
2. Pump with your arms at the same time.

**Can you alternate between low, fast sprinting and high-knee sprinting?**



REST

Yoga poses:



cat pose



tree pose



flamingo pose



mountain pose



cobra pose



camel pose



lion pose



butterfly pose



elephant pose



warrior pose



shoulder stand pose



downward facing dog pose



cow pose