

Week Beginning 6<sup>th</sup> July 2020

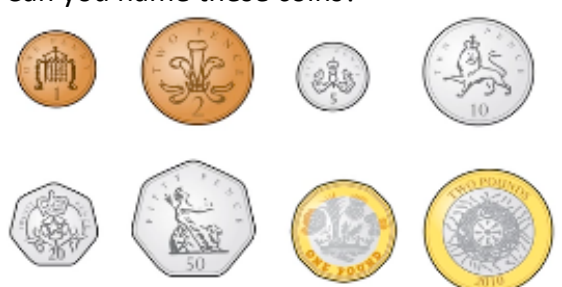
Monday 6<sup>th</sup> July 2020

Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p><b><i>Different ways of spelling the same sound</i></b> oi, oy</p> <p>oy – toy for a boy oi – spoil the boy</p> <p>Remember to use your yellow speed sounds book.</p> <p><b><i>Words to learn this week:</i></b> soil moist coin toy destroy joy firstly finally</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 a story. Eddie's Garden and How to make things Grow by Sarah Garland</p> <p>Link to lesson video and activities: <a href="https://classroom.thenational.academy/lessons/to-listen-to-a-story-729700">https://classroom.thenational.academy/lessons/to-listen-to-a-story-729700</a></p> <p>In this lesson, we will listen to the story of Eddie's Garden and then answer some questions about it. What are instructions? – They tell us how to do something. <b>Focus words to read and understand:</b> <b>soil, seed, dig, water, sunlight, weeds, flower pot, garden centre, pea, sunflower.</b></p> <p><b>Listen to the story</b> - provided in resources below.</p> <p><b>Questions to answer:</b> What 3 things did Eddie buy from the garden centre? What 4 things do plants need to grow?</p>	<p><b>Objective:</b> To be able to order numbers.</p> <p>Link to lesson video and activities: <a href="https://whiterosemaths.com/homelearning/year-1/Summer%20Term%20-%20Week%2010%20lesson%201%20-%20Ordering%20numbers">https://whiterosemaths.com/homelearning/year-1/Summer Term - Week 10 lesson 1 – Ordering numbers.</a></p> <p>Ordering numbers up to 100. Find these number on a one hundred square: 83, 8, sixty, 45, fifty-one.</p> <p>Now order these numbers from smallest to greatest. You can use the one hundred square to help you. Write them out in order using numerals. (8, 45, 51, 60, 83)</p> <p>Now order the same numbers from greatest to smallest. How can you use the one hundred square to help you this time? What do you do differently? Where do you start? Which direction do you move in this time?</p> <p>Order these numbers from smallest to greatest using the one hundred square: 68, 95, 14, 37, 77.</p> <p>Now order these numbers from greatest to smallest using the one hundred square: 26, 100, 62, 10, 88.</p> <p>Now look at the maths tasks in the resources section to compare and order tens and ones.</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle</p> <p>Complete Monday 6<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 3) 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 explorer?</p> <p>This week you will be learning all about some inspirational women explores. In this lesson, you will be learning about what an explorer is and focusing on the qualities and attributes that an explorer may have. Follow this link to find out more... <a href="https://classroom.thenational.academy/lessons/what-is-an-explorer">https://classroom.thenational.academy/lessons/what-is-an-explorer</a></p>

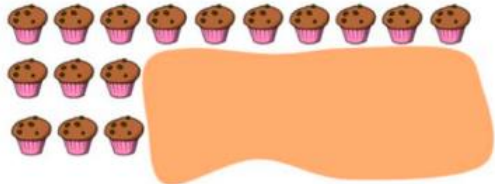







Tuesday 7<sup>th</sup> July 2020

Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p><b>Different ways of spelling the same sound:</b> oi, oy oy – toy for a boy oi – spoil the boy</p> <p>Can you spot the 'oy' sound in these words? <b>boil, toy, spoil, boy, coil, royal</b> Sound them out and then blend the words. <b>Recap previous sounds:</b> cake, launch, play, <b>Spellings</b> – read the list provided in Monday's planning. <b>Focus: destroy</b> – break into 2 syllables des/troy Now look, cover, write and check for this word. <b>moist</b> – use your Fred Fingers to sound out all 4 sounds. Now look, cover, write and check for this word.</p>	<p><b>Objective:</b> To commit a set of instructions to memory.</p> <p>Use this link to complete today's lesson: <a href="https://classroom.thenational.academy/lessons/to-commit-a-set-of-instructions-to-memory">https://classroom.thenational.academy/lessons/to-commit-a-set-of-instructions-to-memory</a></p> <p>In this lesson, we will be doing an instruction map so that we can remember the key parts of planting a seed. Listen to these instructions: <u>How to plant your garden</u> 1. Firstly dig the soil and take out any weeds. 2. Next rake the soil and make lines with a twig. 3. After that lie the seeds down in the lines and cover them with soil. 4. Water the soil until the earth is moist. 5. Next write labels so you know what you have planted. 6. Then get some plant pots and fill them with soil. 7. Add the seeds and put more soil on top. 8. Finally, water the soil and put the spots outside in the sunlight. 9. Watch your garden grow. Now draw your own instruction map using each of the steps in the instructions. Tell your instructions to someone else to help you remember.</p>	<p><b>Objective:</b> To recognise coins.</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 10, lesson 2 – recognising coins.</p> <p>Different countries have different coins. Today we are looking at the coins you will use in the UK. Look carefully at the picture of coins in Tuesday's <b>task resource 1</b>. Can you name them all? Can you find real coins to match these in your home? How could we sort them? (colour, size, shape, words) Take a good look at them!</p> <p><b>Task resource 2.</b> Look at the coins in the picture – ordering coins by value. Look at the numbers on the coins, order them using these numbers.</p> <p><b>Task resource 3.</b> Compare the value of the coins shown.</p> <p><b>Task resource 4.</b> Comparing 1p and £1 coins Comparing 2p and £2 coins.</p> <p><b>Task resource 5 &amp; 6.</b> Recognising and counting coins.</p> <p><b>Task resource 7</b> – questions to think about related to coins.</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p> <p>Complete Tuesday 7<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> Who is Amelia Earhart?</p> <p>In today's lesson you are going to be learning all about Amelia Earhart. She is one of America's most well-known and adventurous aviators, who made history when she completed the first solo flight across the Atlantic Ocean. We will be listening to and then drawing the story of her incredible life. Follow this link to find out more.. <a href="https://classroom.thenational.academy/lessons/who-is-amelia-earhart">https://classroom.thenational.academy/lessons/who-is-amelia-earhart</a></p>

Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p><b>Different ways of spelling the same sound:</b> : oi, oy</p> <p>oy – toy for a boy</p> <p>oi – spoil the boy</p> <p>Read the words, underline the ‘oy’ sounds: <b>royal</b>, <b>soil</b>, <b>destroy</b>, <b>moist</b></p> <p>Recap previous sounds. Read the sentence below and spot all of the previous sounds we have learned: <b>There was a sort of race for the cake.</b></p> <p>Can you read this sentence fluently, with no sounding out before you move on?</p> <p><b>Spelling focus:</b> firstly – use Fred Finger to break into 6 sounds f-i-r-s-t-l-y. Notice which ‘ir’ sound isn’t used and that the ‘ee’ sound on the end is written with a ‘y’.</p>	<p><b>Objective:</b> To understand how to make a noun plural.</p> <p>Use this link to complete today’s lesson: <a href="https://classroom.thenational.academy/lessons/o-understand-how-to-make-a-noun-plural">https://classroom.thenational.academy/lessons/o-understand-how-to-make-a-noun-plural</a></p> <p>This lesson is all about plural nouns. We will be learning about adding the suffix -s to a noun to make it plural. (More than one)</p> <p>Recap: a noun is a person, place or thing. e.g. Mrs Banks, pen, table. Can you think of some of your own nouns?</p> <p>Singular nouns – means there is only one</p> <p>Plural nouns – means we have more than one</p> <p>Examples:</p> <p>one dog or many dogs – notice the added suffix ‘s’</p> <p>one box or many boxes – notice the added suffix ‘es’. Usual used after an x, ch or sh.</p> <p>A good way to remember which suffix to use is to see if when saying the plural if it adds an extra syllable e.g:</p> <p>frog (1 syllable) or frogs (still 1 syllable)</p> <p>brush (1 syllable) or brushes (2 syllables)</p> <p>Together with your grown-up, spot the noun in these sentences and make them plurals:</p> <p>Take your <b>seed</b> - <b>seeds</b></p> <p>Get your <b>plant pot</b> – <b>plant pots</b></p> <p>Sit on the <b>bench</b> – <b>benches</b></p> <p><b>Can you rewrite these sentences using the plural nouns?</b></p> <ol style="list-style-type: none"> <li>1. Take your seed.</li> <li>2. Take your pot.</li> <li>3. Check your plant.</li> </ol> <p><b>Challenge task:</b> Can you write three sentences which each include a noun in the plural? Will you use ‘s’ or ‘es’?</p>	<p><b>Objective:</b> To recognise notes.</p> <p>Link to lesson video and activities: <a href="https://whiterosemaths.com/homelearning/year-1/Summer-Term-Week-10,lesson-3-Recognising-notes">https://whiterosemaths.com/homelearning/year-1/Summer-Term-Week-10,lesson-3-Recognising-notes</a></p> <p>Yesterday we were recognising coins, today we are recognising notes. Look at the picture is Wednesday’s <b>task resource 1</b>. Can you name them all? Can you find real notes to match any of these in your home? Fifty-pound notes are not very common so you may not find this one!</p> <p>Can you order them by value, least to greatest?</p> <p><b>Task resource 2.</b> Comparing value of notes.</p> <p><b>Task resource 3 &amp; 4.</b> Recognising and counting notes.</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p> <p>Complete Wednesday 8<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 3) 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> Who is Valentina Tereshkova?</p> <p>In today’s lesson we are going to be learning all about Valentina Tereshkova. She was the first woman to go into space! We will be listening to and drawing the story of her phenomenal life. Get your space suit ready so we can blast off into space! Follow this link to find out more... <a href="https://classroom.thenational.academy/lessons/who-is-valentina-tereshkova">https://classroom.thenational.academy/lessons/who-is-valentina-tereshkova</a></p>

Phonics/Spelling	Reading / Writing	Maths	Physical	Foundation
<p><b>Different ways of spelling the same sound:</b> oi, oy oy – toy for a boy oi – spoil the boy Can you read these sentences and spot all the different ‘oy’ sound spellings? <b>The boy saw that the soil was moist as it had rained all day.</b> <b>The toy was destroyed by the spoilt girl.</b> <b>Spelling focus:</b> <b>Finally</b> – suffix ‘ly’ added to the word ‘final’ to make it an adverb of time. So we must make sure we use ‘ll’ for the sound ‘l’ and ‘y’ for the ‘ee’ sound on the end too. Cover the list from this week and see how many you can spell correctly.</p>	<p><b>Objective:</b> To begin to write instructions.</p> <p>Today’s lesson link: <a href="https://classroom.thenational.academy/lessons/to-begin-to-write-my-instructions">https://classroom.thenational.academy/lessons/to-begin-to-write-my-instructions</a></p>	<p><b>Objective:</b> To count coins and understand value.</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 10, lesson 4 – Counting coins</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p> <p>Complete Thursday 9<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><b>Key question: Who was Gertrude Bell?</b></p> <p>In today’s lesson, you will be learning about a famous female explorer called Gertrude Bell. She was best known for her travels to the Middle East. She helped lots of countries in the Middle East communicate after WW1. Follow this link to find out more... <a href="https://classroom.thenational.academy/lessons/who-was-gertrude-bell">https://classroom.thenational.academy/lessons/who-was-gertrude-bell</a></p>
	<p>First, recap the focus words from Monday’s session. You may want to have these available as a word bank as you will need almost all of the words in your writing.</p> <p>Today we will start to write our instructions, using our instruction map. Turn each of the pictures into a new instruction sentence.</p> <p>To be successful you must remember:</p> <ul style="list-style-type: none"> <li>Title (<u>How to grow plants</u>)</li> <li>Subheading (<u>You will need</u>)</li> <li>Bullet pointed list (seeds, soil, flowerpots)</li> <li>Subheading (<u>Instructions</u>)</li> <li>Numbered steps (1 – 9)</li> <li>Firstly, Next, Then, After that, Finally or ‘bossy verbs’ Water, Add, Watch</li> <li>Capital letters to start sentences</li> <li>Plurals (-s or -es)</li> <li>Punctuation .</li> </ul> <p>Take your time and remember to: <b>THINK</b> it – <b>SAY</b> it – <b>WRITE</b> it – <b>CHECK</b> it Use your high frequency word and common exception word charts to help with spelling too.</p>	<p>Can you name these coins?</p>  <p><b>Thursday task resource 1.</b> Counting coins – 1p and £1</p> <p><b>Task resource 2.</b> Counting coins – 2p and £2</p> <p><b>Task resource 3.</b> Counting coins 5p and 10p</p> <p><b>Task resource 4.</b> Counting coins 20p and 50p</p> <p><b>Task resource 5 &amp; 6.</b> Finding a coin with an equal value to the coins shown.</p> <p><b>Task resource 7.</b> Finding totals of groups of mixed coins. Comparing values.</p>	<p>Alternatively, use the Joe Wicks activity cards (Set 3) 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>	

Friday 10<sup>th</sup> July 2020

Phonics/Spelling	Reading / Writing	Maths	Physical	Foundation
<p>Different ways of spelling the same sound: oi, oy oy – toy for a boy oi – spoil the boy</p> <p>Can you write the different ways of spelling 'oy' we have been learning this week?</p> <p><b>Spelling quiz/check.</b> Write each of the words your grown up tells you from the list we have been learning. Think carefully about which spelling of the 'oy' sounds you need. You may want to write these words in sentences or phrases too.</p>	<p><b>Objective:</b> To continue to write instructions, edit and improve.</p> <p>Use this link to complete today's lesson: <a href="https://classroom.thenational.academy/lessons/o-continue-to-write-my-instructions">https://classroom.thenational.academy/lessons/o-continue-to-write-my-instructions</a></p> <p>Today we will finish off our writing and then edit our work, making sure that we have punctuated our instructions accurately. Read what you have written so far before continuing with the instructions.</p> <p>Refer to the success criteria to remind yourself what we need to include to be the best instruction writers. 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:</p> <ul style="list-style-type: none"> <li>• <b>capital letters</b> at the start of each sentence</li> <li>• correct use of <b>full stops</b> at the end of sentences</li> <li>• <b>plurals</b> -s or -es used correctly e.g. seeds, weeds, lines, labels, pots</li> </ul> <p>If you have missed any, correct them now.</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> – 30 cakes are arranged in an array. Some of the cakes are hidden.</p>  <p>How many cakes are hidden?</p> <p><b>Challenge 2</b> – Rani has 38p</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">I have 10p more than Rani.</div>  </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-top: 10px;">I have 20p less than Eva.</div> <p>How much money does Eva have?</p> <p><b>Challenge 3</b> –</p> <p>If  ×  = 25</p> <p>and  ×  = 100</p> <p>Work out the value of  × </p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p> <p>Complete Friday 10<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>As it is 'feel good Friday' again, use the provided yoga poses to help you stretch. If you have been using these each week, you will now be able to recognise the poses by name and have developed your flexibility and strength to hold these poses for longer and with increased control. (See sheet at the end of this planning pack) 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. We all have different ways of doing this. This week I am hoping to see my baby nephews in their own house for the first time since lockdown began! They are now almost 7 months old! I know this will boost my happiness and put a huge smile on my face. I hope it won't be long before I can hold and hug them too. Think about what calm, non-screen, activities you enjoy doing and do your best to allow yourself at least 30 minutes of this. That includes grown-ups too!</p>

## **Eddie's Garden and How to Make Things Grow** - by Sarah Garland

"Can I have a garden of my own?" said Eddie.

"OK" said Mum.

"And me!" said Lily.

"Well," said Mum. "First we need to write a list and then we can go to the garden centre."

So, Eddie helped her to make a list and then off they went.

When they got to the garden centre there were lots of things to buy. The main things they needed were seeds, a bag of soil and some flower pots.

"Pot for me!" said Lily.

When they got home, Eddie turned to his Mum and said, "What do plants need to grow?"

"What do you need?" said Mum.

"I need food," said Eddie.

"Drink for me!" said Lily.

"That's what plants like," said Mum. "They need food from the earth, rain to drink, air to grow and sunlight for warmth and light."

"Ok," said Eddie. "I'll remember those things."

The next day bright and early they got up and it was time to get digging. So Eddie dug up the earth and he pulled up all the weeds to get it ready.

"Stop that!" said Mum looking at Lily. "Worms are good for the earth but they are not good for eating!"

"Good for me!" said Lily.

Then Eddie raked the earth so that it was all smooth and Mum showed him how to draw a line in the earth with a twig. Then he planted pea seeds one by one along the line before covering them over with soil. Then he watered them with a watering can.

"Water me!" said Lily.

"No!" said Mum.

The next day Eddie wanted to plant more seeds and Mum said they could plant some more seeds in pots. So, they got lots of flower pots and yogurt pots. They even got an old boot and they poured the earth inside. Then they watered the earth to make sure it was really moist. Then they chose the seeds and they carefully laid them on the earth before they covered them back over and pressed them down. Then they had to wait.

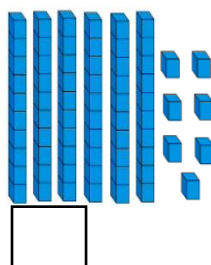
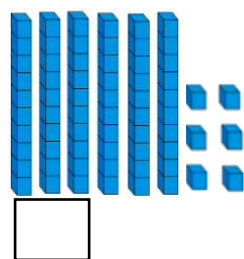
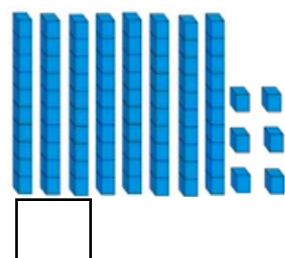
Days passed and the rain fell down and the sun came out. Each day Lily and Eddie would check their plants until one day they saw a little green shoot and some strong leaves starting to grow.

Soon all of their plants would be ready.



# Monday Maths Tasks: Comparing tens and ones.

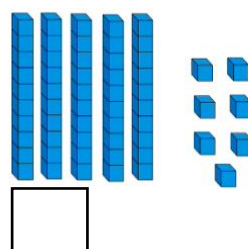
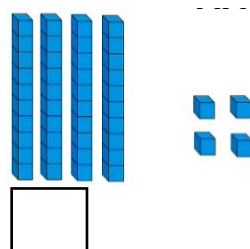
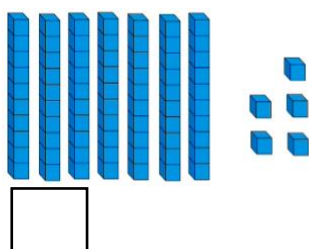
1. Label each pictorial representation of numbers then order the numbers from smallest to greatest.



smallest

greatest



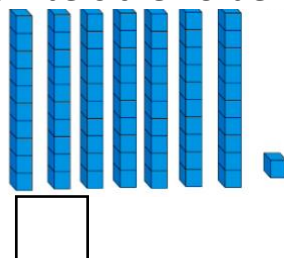
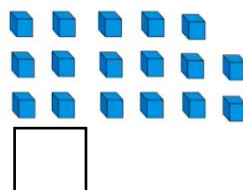
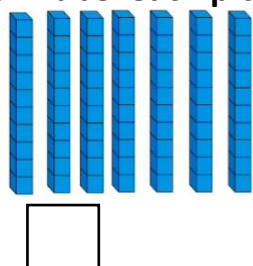


smallest

greatest




Now label each pictorial representation of numbers then order the numbers from greatest to smallest.



greatest

smallest




Now order these numbers from smallest to greatest:

61 66 69 60 – what do you notice about these numbers? What is the same? What is different? Now try the ones below:  
89 86 80 84

Now order these numbers from smallest to greatest:

67 27 97 47 - what do you notice about these numbers? What is the same? What is different? Now try the ones below:  
60 90 75 10

## Tuesday Maths Tasks:

1. How can we sort these coins?



2. Put these coins in order from smallest to greatest **value**:



3. Compare the value of these coins using the words and symbols:  
**is greater than** or **>** and **is less than** or **<**



4. Look at these coins. What is the same? What is different?



Which coin has the greater value?  
Which coin is worth less?  
Use the words to help you understand.



5. Look carefully at the picture and complete the sentences:



There are \_\_\_\_ 1p coins.  
There are \_\_\_\_ 2p coins.  
There are \_\_\_\_ 10p coins.  
There are \_\_\_\_ 20p coins.



6. Now try these:



There are \_\_\_\_ 5p coins.

There are \_\_\_\_ 50p coins.

There are \_\_\_\_ £1 coins.

There are \_\_\_\_ £2 coins.

7. Think about different ways you can become more familiar with coins at home.

How many coins do you have?

Which coins do you have?

Do you have more or less coins than someone else in your house?

Are your coins worth more or less than that person's coins?

### Wednesday Maths Tasks:

1. How can we sort the notes? What is the same? What is different?

Which note is the smallest? Which note is the largest?

Look at the numbers – we can see the value of the notes by looking at the numbers.

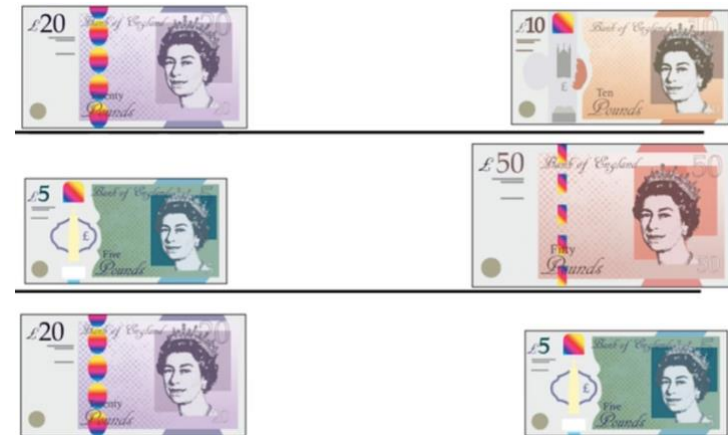
Can you put these notes in order from the least to the greatest **value**?

What do you notice about the **size** of the notes as the value gets greater?



2. Compare the value of each pair of notes using the words or symbols

**greater than** or **>** and **less than** or **<**



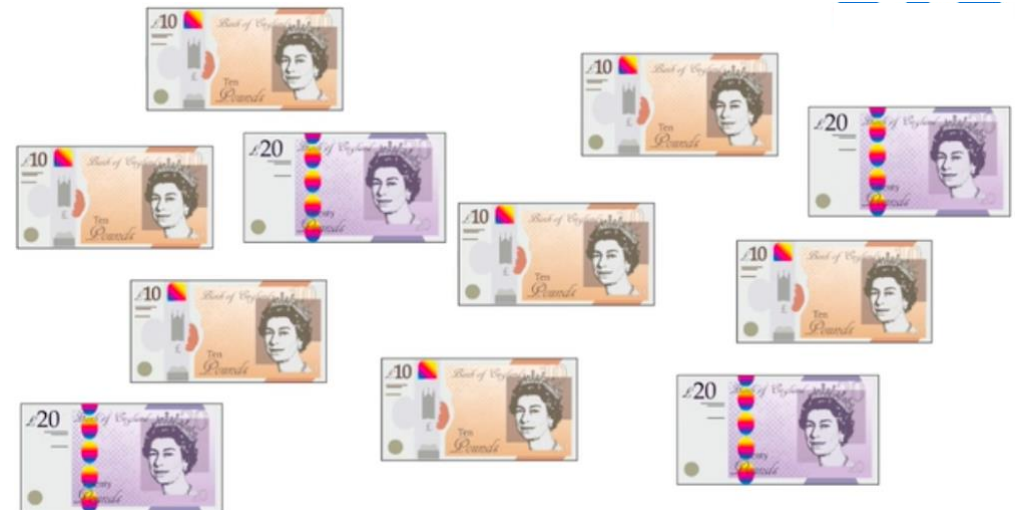
3. How many? Count the notes and complete the sentences.



There are \_\_\_\_ £5 notes.

There are \_\_\_\_ £50 notes.

4. How many? Count the notes and complete the sentences.



There are \_\_\_\_ £10 notes.

There are \_\_\_\_ £20 notes.

### Thursday Maths Tasks:

Remember: When we record pence the 'p' symbol goes **after** the number and when we record pounds the '£' symbol goes **before** the number.

1. Count the coins and record the value.

We count 1p coins or pennies in ones.



We count £1 coins or pounds in ones too.



**Talk about:** What is the same? What is Different?  
Which group of coins has the **greater** value?

2. Count the coins and record the value.

We count the value of 2p or two pence coins in twos.



We count the £2 coins or two pounds in twos too.



**Talk about:** What is the same? What is different?  
Which group of coins has the **greater** value?

3. Count the coins and record the value.

We count 5p coins in fives.



We count 10p coins in tens.



**Talk about:** What is the same? What is Different?  
How many 5p coins are there? How many 10p coins are there?  
Which group of coins has the **greater** value?

4. Count the coins and record the value.

We count the value of 20p or twenty pence coins in twenties.  
Use the number line to help.



We count the value of 50p or fifty pence coins in fifties.  
Use the number line to help.



**Talk about:** What is the same? What is different?  
Which group of coins has the **greater** value?

5. Finding equal coins. Here are all of the coins that we have:



Sometimes we can put coins together that will equal one coin.  
For example:



Now try this one. Which coin is worth the same as these four 5p coins? Remember to count in fives!



6. How many  are equal to  ?

How many  are equal to  ?

\_\_\_\_\_ 10p coins are equal to one 20p coin.

\_\_\_\_\_ 1p coins are equal to one 5p coin.

7. How much money is there? This is how much money I had in my pocket on three different days:

Monday:



There is \_\_\_\_\_ p

Wednesday:



There is \_\_\_\_\_ p

Friday:



There is £ \_\_\_\_\_ and \_\_\_\_\_ p

On which day did I have the **greatest** amount of money? \_\_\_\_\_

On which day did I have the **least** amount of money? \_\_\_\_\_



## 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 here, select Active 8, Workout 3: <https://www.twinkl.co.uk/resources/twinkl-move/joe-wicks-twinkl-move-Active-8-Workout-3>

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.

## Walkouts

1. Start standing tall.
2. Place both hands on the floor and walk them out into a press-up position.
3. Tap each shoulder with the opposite hand one at a time.
4. Walk your hands back and stand up tall.

**You can take out the shoulder-taps to make this less challenging.**

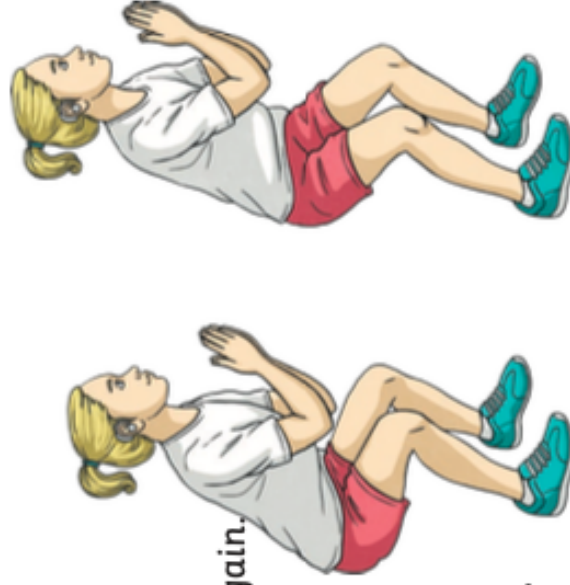


REST

## Lateral Squats

1. Start with your feet a bit wider than shoulder-width apart.
2. Squat.
3. Take a step to the right, staying low and squat again.
4. If there's space, repeat this - going the same way a few times.
5. Then squat and step to the left a few times.

**Remember to keep low and to have a straight back.  
This exercise will strengthen your quadriceps.**



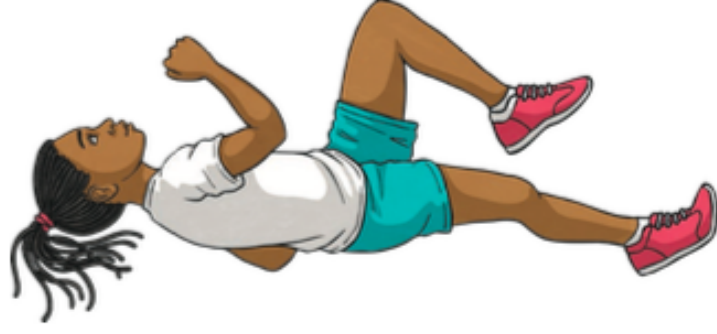
REST



## Running on the Spot

1. Run as fast as you can on the spot.
2. Remember to pump your arms as you are running.

**Try pressing the turbo button for the last 10 seconds.**



REST

## Side Lunges

1. Start with your feet together.
2. Lunge to one side, bending at the knees and hips.
3. Step your lunging foot back to the centre.
4. Lunge to the other side.
5. Keep your back straight.



REST

## In and Outs

1. Start in a press-up position.
2. Walk one foot in and then the other.
3. Walk one foot back out and then the other.

**If your upper body starts to get tired, stop and shake out your arms for a few seconds.**



REST

## Sumo Squats

1. Turn your feet out and start in a wide stance.
2. Squat down really low into a sumo position and back up again.
3. Push through your heels and drive upwards to stand up tall.
4. Remember to keep a straight back.

**Can you hold the sumo position for the last 5 seconds?**



REST

## Box Push-Ups

1. Start with your arms straight and your hands and knees on the floor.
2. Lower your upper body down towards the floor by bending your arms.
3. Straighten your arms to bring your upper body back up again.



**The lower you get to the floor, the harder this exercise will be.**

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

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



REST

## Running and Punching

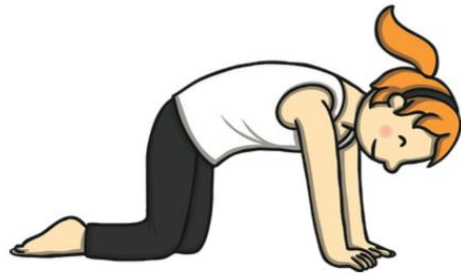
1. Run on the spot with forward punches.
2. Use opposite arms and legs: when your left knee is raised, punch with your right fist.
3. Bring your knees up high.

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



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