



## Home Learning Package 3

# PiXL Pick and Mix Activities

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## Guidance for use

### **What is the Home Learning Pick and Mix package?**

The Home Learning Pick and Mix package offers a range of activities that parents can use to support learning at home. These learning activities are standalone but cover key areas of the curriculum in a fun and engaging way. Activities can be used or adapted for all ages and stages of learning.

We have called the package Pick and Mix to highlight the flexibility it gives you in selecting key learning activities for each day. Activities are organised by subject or focus so that parents and children can select a varied diet that suits the rhythm of their home learning pattern.

A possible blank timetable has been provided to help you structure each of your days so that there is a stimulating and engaging mix of activities for the children, should you wish to do so. Activities are also low preparation and most require no printing so they can also be used with little or no planning.

This package contains a set of Pick and Mix activities related to the curriculum and also other suggested activities to develop children's thinking skills and enhance their wellbeing.

### **Activity Sheets**

The Pick and Mix packs contain a summary of possible activities in each area of learning. This is then followed by additional materials and/or guidance, where appropriate and necessary. Please note that most of the activities do not require any additional sheets so you will not find additional materials for every listed activity.

### **Different challenges**

Some activities have been divided into three levels of challenge to allow you to target them appropriately for those pupils. As a very rough guide, the three levels are:

- Challenger - Years 1 - 2
- Contender - Years 3 - 4
- Champion - Years 5 - 6

## Planning your day

We have populated a single day as a suggestion of how parents may choose to structure this. This is only a suggestion and families should decide how best to use the activities provided.

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>Morning</b>	<i>Exercise</i>	<i>Exercise</i>	<i>Exercise</i>	<i>Exercise</i>	<i>Exercise</i>
	<i>Reading together/ Phonics</i>				
	<i>Writing activity</i>				
<b>Break</b>	Playtime				
	<i>Number Knowledge</i>				
	<i>Kindness activity</i>				
<b>Lunch</b>	Lunch and free choice				
<b>Afternoon</b>	<i>Super Science</i>				
	<i>Talk task</i>				
	<i>Fresh air activity</i>				
	<i>PiXL Apps</i>				
	<i>Independent Reading</i>				

Activities from the PiXL Pick and Mix can be used as a regular part of pupils' staple diet. You may also choose to include some or any of the following across the course of the week. We have made some suggestions about aspects to address daily in the timetable. Other areas could include:

- Arts activities (including music, art, drama)
- Wellbeing and Respect activities
- Sharing and reading books, stories, poems and newspapers
- Fresh air activities
- Phonics and early reading activities
- Talk Tasks and Big questions
- Keeping connected activities

We have also included some simple guidance for working with pupils for whom English is an additional language at the back of the booklet.

## PiXL Pick and Mix Activities: Talk Tasks

Use these questions to generate high-level thinking and discussion – this could be over dinner, out on a walk or as a standalone learning activity.

Is a phone still a phone if you cannot use it to contact someone?

Isn't all money just borrowed?

No one person should ever be allowed to earn more than 1 million pounds a year.

Are lessons still lessons if you don't learn anything?

All knowledge should be free for everyone.

Everyone should be a vegetarian.

It should be compulsory for every child to join a sports club.

All zoos should be shut down and banned.

What is the most important subject that you learn at school?

If you are on a plane, are you flying?

If you are doing nothing, are you still doing something?

Is it better to be a teacher or to be a pupil?

Parents should be fined if children don't do their homework.

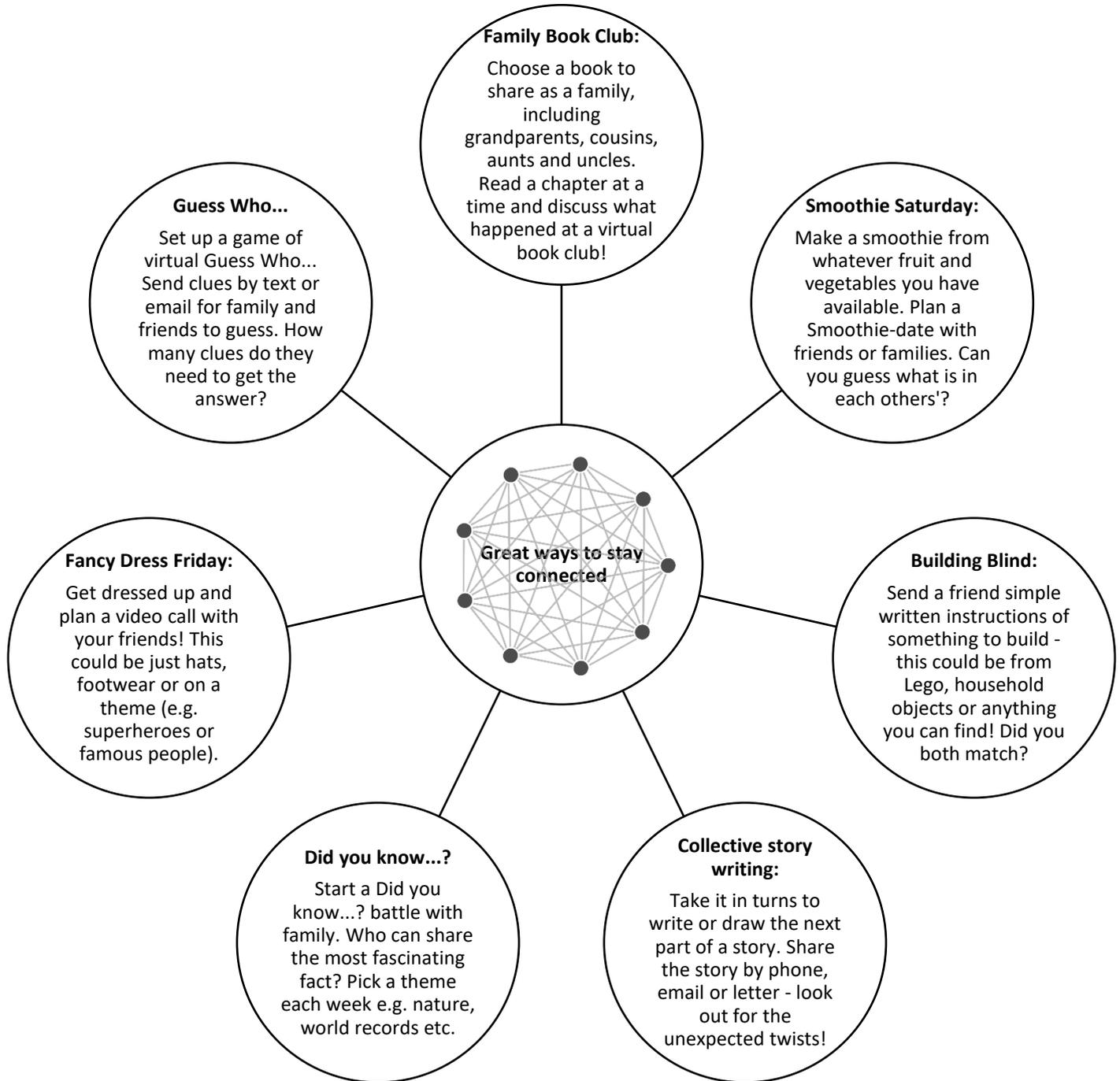
Is a water bottle still a water bottle if it is empty of water?



## PiXL Pick and Mix Activities: Respect

<p><b>Activity:</b> Like versus respect</p> <p>What is the difference between ‘like’ and ‘respect’? One idea may be that if we like somebody, we enjoy their company and want to spend time with them. If we respect someone, we recognise their qualities and treat them as we would wish to be treated ourselves. Using a Venn diagram ask children to list the qualities in people who we like and those in people who we respect and identify any which overlap into both. How much of an overlap is there? Which set is it best to belong to? Presumably, being both liked and respected.</p> <p><b>Try this:</b> Try to think about some famous people. Do you like them or respect them?</p>	
<p><b>Activity:</b> Self-respect</p> <p>Explain that we should also respect ourselves and recognise our own special value. Ask children to give you examples of things that can be done to show self-respect (forgive your mistakes; stay safe; exercise; building your confidence; eat healthily; be honest with yourself; inspire your mind...). Create a self-respect board game. Next to ladders, write something you can do to respect yourself (move forwards) and next to snakes write something that shows you don’t respect yourself (move backwards). Play the game together.</p> <p><b>Try this:</b> List reasons why self-respect is important.</p>	<p><b>Activity:</b> Appreciate the value of laws, rules and traditions</p> <p>How would you greet the Queen if she visited your home? Explain that there is no rule that says we need to bow or curtsy, but it has become a tradition over the centuries. We can show our appreciation for laws, rules and traditions by showing them respect. By not breaking rules we also show we respect them. Collect ideas about rules or traditions that you follow as a family. Draw or write about these traditions.</p> <p><b>Try this:</b> Should we only respect our own laws and rules? Discuss.</p>
<p><b>Activity:</b> Respect tower</p> <p>Build a tower from blocks or Jenga together. Discuss examples of how you had to show respect – advising each other, taking turns etc. Explore why this is important. Use sticky notes and write or draw promises of ways they will show respect this week. Build a ‘Tower of Respect’ with all their promises.</p> <p><b>Try this:</b> Try to reflect on the reasons why we should respect others.</p>	<p><b>Activity:</b> Respect for the community</p> <p>Remind children what is meant by ‘community’ and discuss the range of communities to which they belong, e.g. their family, class, school, local area/village, clubs etc. Putting the needs of others in our community first is an important way of showing respect. How do people show respect for the people and property in your home? Draw up a set of ‘Respect Rules’ for how you can respect your family and home.</p> <p><b>Try this:</b> In your local community, try to notice when people and property are treated with respect.</p>

## PiXL Pick and Mix Activities: Keeping connected



**There are many great games that you can play, even when separated from your friends and family. Here are some ideas to get you started:**

Boggle

I'm thinking of a number...

Pictionary

Anagrams

The previous Talk Tasks can also act as great discussion starters.

## PiXL Pick and Mix Activities: Reading together

*A text for each activity has been provided at the back of the booklet.*

<p><b>Learning focus:</b> <i>Retrieve key information from a text</i> Read the fact sheet 'The United Kingdom'. Use this to create a 'top 5 facts' about each country of the United Kingdom. Can you add any other information that you find out through your own research?</p> <p><b>Questions you could ask as you read:</b></p> <ul style="list-style-type: none"> <li>• Do you know the capital cities of each country of the United Kingdom?</li> <li>• How is each country similar and different?</li> <li>• What do you think it would be like to live in Scotland/Wales/Northern Ireland?</li> </ul>	
<p><b>Learning focus:</b> <i>Understanding poetry</i></p> <p>Share the poem 'My Shadow'. Explain that Robert Louis Stevenson was also the author of many other stories including <i>Treasure Island</i>. Highlight words that rhyme and explore rhyming couplets (two consecutive lines of a poem that rhyme). Explore the idea of personification – how has the shadow been made to seem like a real person?</p> <p><b>Questions you could ask as you read:</b></p> <ul style="list-style-type: none"> <li>• Why is the shadow 'very like' the author of the poem?</li> <li>• How does the author make the shadow sound like a real person?</li> <li>• Which words rhyme? What is the rhyming pattern of the poem?</li> <li>• Why do you think the author calls the shadow a coward?</li> <li>• Is it possible for the shadow to stay in bed?</li> </ul>	<p><b>Learning focus:</b> <i>Prediction</i></p> <p>Share the story 'The Tinderbox'. What is the story about? How would you describe the character of the witch? Read the story and then make predictions about what might happen next. What are the possible alternatives? Does it depend on the character of the witch or the character of the soldier?</p> <p><b>Questions you could ask as you read:</b></p> <ul style="list-style-type: none"> <li>• Are there any words you don't recognise in this text? (<i>knapsack, tinderbox etc.</i>)</li> <li>• What do you think happened next? What clues are there in the text?</li> <li>• Would you do as the witch had asked? Why?</li> <li>• How would you describe the characters of the witch and the soldier?</li> </ul>
<p><b>Learning focus:</b> <i>Vocabulary in context</i> Read the text 'The Water Cycle'. Highlight any words that are unfamiliar and discuss their meanings. Create your own glossary.</p> <p><b>Questions you could ask as you read:</b></p> <ul style="list-style-type: none"> <li>• What are the four stages of the water cycle? Can you explain how they are related?</li> <li>• Are there any words that you don't understand in the text? (e.g. <i>precipitation, vapour, everlasting</i>)</li> <li>• Is water a solid, liquid or gas? Can it change state? How do you know?</li> </ul>	<p><b>Learning focus:</b> <i>Asking questions</i> Share the story 'The Secret of the Staffroom'. Discuss what happened in the story and the questions that this raises. Encourage children to pose questions about the characters, the setting and the plot. <b>Challenge:</b> Can they create a hypothesis about who the teachers really were, using evidence from the text?</p> <p><b>Questions you could ask as you read:</b></p> <ul style="list-style-type: none"> <li>• Why was Lily sneaking past the staffroom?</li> <li>• What was going on in the staffroom?</li> <li>• What does this suggest about who the teachers really were?</li> </ul>

## PiXL Pick and Mix Activities: Phonics activities

<p><b>Learning focus:</b> Phonics hop – recognising letters</p> <p>Practise saying single letter sounds (phonemes) in sets:</p> <ol style="list-style-type: none"> <li>1. s a t p</li> <li>2. i n m d</li> <li>3. g o c k</li> <li>4. e u r y</li> <li>5. h b f l</li> <li>6. j v w x</li> </ol> <p>Take a set each day. Draw them on the floor outside in chalk or on strips of paper inside. Start by just saying a sound and children have to jump to it. Then, move on to saying a word beginning with the sound. Can they hear it? Can they recognise it? Gradually increase the number of sounds on the floor to make it more challenging.</p>	
<p><b>Learning focus:</b> Build and blend</p> <p>Practice pronouncing sounds correctly using the <u>'Making Sounds Into Words'</u> tool on Oxford Owl.</p> <p>Once you are confidently pronouncing each sound, press three sounds in a row to sound out short words. Can they blend the individual sounds to work out which word you are spelling out?</p> <p><b>Challenge:</b> Can you write each sound as you hear it, with the correct letter formation, then read it back?</p>	<p><b>Learning focus:</b> Link letters with sounds</p> <p>Create your own flashcards! Say a sound from the sets above. Children have to write this on one side of a piece of paper. On the other side, they should draw something that begins with this sound e.g. 's' – sock. Once children are confident with single letter sounds (graphs), progress onto digraphs and trigraphs (guidance found at the back of the booklet).</p> <p>Challenge: Can you add the word as well as the image?</p>
<p><b>Learning focus:</b> Mystery bag – Segmenting words into sounds</p> <p>Choose a few objects that contain the sounds you are focusing on with your child. Put them in a bag. Allow them to put their hand in the bag to feel an item. Feel it carefully and describe it. Can they guess what it is? Say the word aloud and segment into its individual sounds e.g. pan – p - a - n.</p> <p><b>Challenge:</b> Can you count the sounds? Have a go at writing them down.</p>	<p><b>Learning focus:</b> Online Phonics games</p> <p>Use the free online games at <a href="#">Phonics Play</a> to practise blending sounds to read words. Here are some of our favourites:</p> <ul style="list-style-type: none"> <li>• Buried Treasure</li> <li>• Dragon's Den</li> <li>• Picnic on Pluto</li> <li>• Pond Life Plurals</li> </ul>
<p><i>For pupils who are learning long vowel phonemes and further graphemes (as outlined in the guidance at the back of the booklet), simple activities such as 'How many sounds... (e.g. in the word lights)?' or 'How many ways can you spell the sound... (e.g. f: ff/ph)' or 'Which is the odd one out... (e.g. snake, train, cake)?' are a great way to practise the skills of blending and segmenting. Crucially, pupils should have the opportunity to read every day – even if it is labels, signs or texts that aren't reading books.</i></p>	

## PiXL Pick and Mix Activities: Reading Challenge

What is the maximum number of points you can collect? Why not play against a friend?

5 points	10 points	15 points	20 points	25 points
Read for 5 minutes every day for 5 days.	Read for 10 minutes every day for 5 days.	Read for 15 minutes every day for 5 days.	Read for 20 minutes every day for 5 days.	Read for 25 minutes every day for 5 days.
Share a story with an adult.	Read a chapter of a story.	Read a chapter of a story by an author you haven't read a book by before.	Read a chapter of a story recommended to you by someone else.	Read two stories by the same author.
Tell someone about a story you have read: <ul style="list-style-type: none"> <li>main characters</li> <li>setting</li> <li>plot</li> </ul>	Retell a story you have read in the order that it happened.	Tell someone about a story you have read and suggest another story that it is similar to.	Describe the characters from a story you have read. Explain how they are similar to characters from another story that you have read.	Explain the plot from a chapter of a story that you have read giving information about: <ul style="list-style-type: none"> <li>the plot</li> <li>the author's style</li> <li>who you would recommend it to</li> </ul>
Read a poem.	Read a poem that rhymes.	Read a poem that rhymes and describe the rhyming pattern.	Read two poems by the same author. How are they similar/different?	Read two poems by different authors on the same theme. Describe the poetic conventions included in both poems.
Follow a recipe. What did you make? Was it easy to follow?	Read a set of instructions for a game. Play the game.	Compare a set of instructions with a recipe. How are they similar/different?	Identify the organisational devices used in a recipe.	Compare recipes from two different recipe books or websites. What are the similarities and differences in how they are organised?
Give three reasons why reading is an important skill to learn.	Make a list of all of the times you need to read in a day.	Explain how reading helps you in your normal school day.	Is reading important for maths and Science? Explain your thinking.	Explain how reading will help you in later life.
Talk about your favourite book.	Share your favourite book with someone else.	Give three reasons why your favourite book is brilliant!	Recommend your favourite book to a friend or family member, explaining why they should read it.	Write a book review about your favourite book (you could even post it on Amazon!). Give clear reasons about who would enjoy it and why.
Find out about your family's favourite books. 	Make a list of ten people you know. What are their favourite books? Why?	Find out the favourite books of: <ul style="list-style-type: none"> <li>someone older than you</li> <li>someone younger than you</li> <li>someone the same age as you</li> </ul>	Choose ten classic books. Conduct a survey of your family and friends. Find out: <ul style="list-style-type: none"> <li>how many they have read</li> <li>which they enjoyed most</li> </ul>	Create a timeline of your family's favourite books. Which is the oldest? Choose one to read and discuss with the person who suggested it.
<b>Challenge yourself to earn as many points as you can. Can you get to 40 points? How about 75? What about 100?</b>				

## PiXL Pick and Mix Activities: Vocabulary activities

<p><b>Learning focus:</b> Word a day</p> <p>Choose a word a day to create your own Vital Vocabulary booklet using the template below. This could be a word that you hear or read in your book, or just a word that you find interesting. Check out Susie Dent's website for ideas.</p> <div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Word: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px; vertical-align: middle;"></span></p> <p>Picture: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 50px; vertical-align: middle;"></span></p> </div> <div style="width: 50%;"> <p>Synonym: _____</p> <p>Antonym: _____</p> <p>My definition: _____</p> <p>Used in context: _____</p> </div> </div> </div>	
<p><b>Learning focus:</b> Make a word web</p> <p>Start with three words in the middle of a page. How can you connect these words? Add extra branches with other connected words and connect these to the original words and new words. How big a web can you make? What is the maximum number of connections you can make to any single word?</p> <p>Suggestions to get started:</p> <ul style="list-style-type: none"> <li>• <b>Challenger:</b> spider, thread, octagon</li> <li>• <b>Contender:</b> evaporate, ice, coat</li> <li>• <b>Champion:</b> evolve, habitat, predator</li> </ul>	<p><b>Learning focus:</b> Use in context</p> <p>Give children the groups of words below. Can they use each word in a group in an appropriate context?</p> <p><i>For example: I would nibble a biscuit, munch an apple and gobble a cake.</i></p> <ul style="list-style-type: none"> <li>• <b>Challenger:</b> nibble, munch, gobble</li> <li>• <b>Contender:</b> jog, run, sprint</li> <li>• <b>Champion:</b> consider, ponder, debate</li> </ul> <ul style="list-style-type: none"> <li>• <b>Challenger:</b> jump, leap, dive</li> <li>• <b>Contender:</b> sip, drink, gulp</li> <li>• <b>Champion:</b> tug, pull, jerk</li> </ul>
<p><b>Learning focus:</b> Range of vocabulary</p> <p>Play the Yes/No game together. Each person has three lives. Ask questions to one another – you are not allowed to say 'Yes' or 'No'! Lose a life each time you do. Who can be crowned the winner? How many different ways can you avoid saying 'Yes' or 'No'?</p>	<p><b>Learning focus:</b> Root detective</p> <p>How many words can you collect that contain the root words below?</p> <p><b>tri</b> (meaning three)      <b>ward</b> (meaning direction)</p> <p><b>tele</b> (meaning far, at a distance)      <b>port</b> (meaning move)</p>
<p><b>Learning focus:</b> Ambitious vocabulary</p> <p>Give pupils a sentence using unambitious vocabulary. Ask them to uplevel the sentence by swapping in more ambitious language. Suggestions for starting sentences below:</p> <ul style="list-style-type: none"> <li>• <b>Challenger:</b> The garden was warm and green.</li> <li>• <b>Contender:</b> The blue sea was cold and clear.</li> <li>• <b>Champion:</b> The leopard jumped high.</li> </ul>	<p><b>Learning focus:</b> Idioms</p> <p>Can you guess the origins of these popular idioms? Why not research them and find out?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ...get out of jail free card</li> <li><input type="checkbox"/> ...long in the tooth</li> <li><input type="checkbox"/> ...cost an arm and a leg</li> <li><input type="checkbox"/> ...piece of cake</li> </ul>

## PiXL Pick and Mix Activities: Number Knowledge

<p><b>Learning focus:</b> addition and subtraction</p> <p><b>Activity: Alphabet codes</b> Recap the number of letters in the alphabet and explain that the value of each letter corresponds to its place in the alphabet, e.g. A = 1, B= 2 etc. Tasks:</p> <ul style="list-style-type: none"> <li>• How much is your forename/middle name/surname worth? What is the total?</li> <li>• What is the difference between the value of your forename and surname?</li> <li>• Can you work out the value of all of your family's names?</li> <li>• Which word would have the greatest/smallest value?</li> </ul>	
<p><b>Learning focus:</b> addition and subtraction; vocabulary</p> <p><b>Activity: Palindromes.</b> Explain that a palindrome is a word or sentence that reads the same back to front, e.g. RADAR; MUM. How many can pupils think of? What would a palindromic number look like? Write one down, e.g. 242.</p> <p>Task: write down a 2 or 3-digit number. Reverse it and add the two numbers. Reverse the answer. Add the two numbers and so on. Is the answer always a palindrome? Do all 2 or 3-digit numbers eventually become a palindrome? Adjust level of challenge as appropriate.</p>	<p><b>Learning focus:</b> properties of 2-D shape</p> <p><b>Activity: Guess the shape.</b> <i>You will need: a selection of 2-D shapes (or images of them or household objects that represent them).</i></p> <p>Remind children of key shape properties: number of sides/angles; lines of symmetry; types of angle; number of diagonals. Hide a shape and challenge children to find out what it is with a limit of only 5 questions which must only be answered with 'Yes' or 'No', e.g. Is it a quadrilateral? Has it got 4 sides?</p>
<p><b>Learning focus:</b> Place value; strategic thinking</p> <p><b>Activity: Biggest, smallest, closest.</b> One to play together! This game can be adapted to any level. The aim is to create the biggest number. Sketch 3 boxes to represent hundreds/tens/ones into which you will each write a digit. Taking it in turns, turn over a digit card and decide which box to place the number in. Once it is written, it cannot be changed. The person with the highest value number is the winner and scores a point. Play for 10 rounds. Adaptations: vary the number of digits; insert a decimal point. Aim for the lowest number or set a target number to get closest to.</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">6</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">4</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">1</div> </div>	<p><b>Learning focus:</b> Fractions</p> <p><b>Activity: Flag designs.</b> <i>You will need: squared paper (this can be printed or drawn out). The suggested size of flag is a 12 x 5cm design.</i></p> <p>Imagine that the Queen has challenged the nation to create a new national flag (or could be a flag to represent family/school/a sports team). Design a new one with the following rules:</p> <ul style="list-style-type: none"> <li>• <b>Challenger:</b> red, white and blue <math>\frac{1}{3}</math> each.</li> <li>• <b>Contender:</b> red <math>\frac{1}{2}</math>; blue and white <math>\frac{1}{4}</math> each.</li> <li>• <b>Champion:</b> red <math>\frac{2}{6}</math>; blue <math>\frac{4}{12}</math> and white <math>\frac{1}{3}</math>. Can children make the design symmetrical?</li> </ul>

## PiXL Pick and Mix Activities: Fresh air activities

### Sound detective:

Go outside. Listen carefully. How many sounds can you hear? What is making each sound? How could you sort these?

### Hunting for colours:

Go outside. How many colours can you see? Sort these under key colour headings e.g. blue: sky, car, ball; green: grass, leaf etc.

### Enjoy some outdoor yoga.

Have a go at creating these positions:

- boat pose
- bridge pose
- cat pose

Use the [Woodland Trust](#) website to help you identify trees in your local area. How many can you find?



### Create your own 'treasure' hunt.

Hide five objects in an outside area – challenge your family to find them without clues!

### Create a 5-minute natural sculpture.

Can you:

- balance something
- join something
- lean something?

### Make an outdoor bingo game.

Plan a list of things you need to look for on your walk. Share this with a friend. Did you find them all?

### Perform a play or dance outside.

Watch some of the productions on the [National Theatre](#) website for inspiration!

### Go on a penny walk.

At each junction, flip the penny – heads: turn left, tails: turn right. Where does it take you?

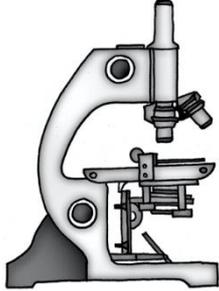
### Share an outside story.

This could be a mind story, a story book or something that you make up!

### Collect sticks, stones or leaves.

Can you create a repeating pattern? What is the rule of the sequence (e.g. stick, stick, stone, leaf)?

## PiXL Pick and Mix Activities: Super Science

<p><b>Learning focus:</b> <i>States of Matter</i> Pour half a cup of milk into a small zip-lock bag and seal it. Add ice into a large zip-lock bag, then add 6 tablespoons of salt to lower the freezing point of the ice. Put the small zip-lock bag inside the large bag and seal. Shake and squeeze the bag for 5 minutes, after which the ice-cream should have formed. <b>Try this:</b> Does how much salt you add or how much you shake the bag make the ice cream freeze faster? Do different milks behave in the same way?</p>	
<p><b>Learning focus:</b> <i>Properties of materials</i> Heat a cup of milk, so it's hot, but not boiling. Stir in 4 tablespoons of vinegar. Stir for about 1 minute and you will begin to see clumps of plastic as the vinegar breaks down the protein in the milk. Separate the solid from the liquid and use some towels to press all the liquid out of the plastic milk. <b>Try this:</b> What happens if you use different types of milk? Different vinegars?</p>	<p><b>Learning focus:</b> <i>States of Matter</i> Make it rain inside by adding a small amount of hot water into a jar. Place a plate over the top of the jar and leave for a few minutes. Add ice to the plate and watch to see what happens inside the jar.</p>
<p><b>Learning focus:</b> <i>Micro-organisms</i> Stick pieces of large paper together to create a large area approximately 4m x 1m to represent a sneeze zone. Draw 10-30 faces or stick people anywhere in the sneeze zone. Use a 'nose' (water sprayer) whilst standing at the end of the paper and spray it twice. Measure how far the water droplets travelled from the end of the paper. Count how many people on the paper were affected by the sneeze. Now repeat again but put a hand in front of the 'nose' and subsequently a tissue in front of the water sprayer. What are the best ways to stop sneezes spreading? <b>Try this:</b> What might the problems be with just using your hand to protect others from sneezes?</p>	<p><b>Learning focus:</b> <i>Digestion</i> Make your own digestive system! Use scissors to cut up some food e.g. bread, like your front teeth do. Add some water for saliva to break down the food further and make it easier to swallow. Mash it further with a fork to represent the molars. Scoop the 'food' into a sandwich bag to model food passing from mouth to stomach. Add some vinegar to show what acids do in the stomach to further break down the food. Mash up the contents of the bag to simulate the action of the stomach muscles on the food, to empty into the small intestine (a pair of tights). Squeeze all the liquid through the nylon tights to show how the body absorbs all the nutrients from it. Once squeezed, wrap the nylon tight in paper towels and squeeze all the moisture out of the compacted sold mass. Model that the water is removed in the large intestine. Cut a hole in the end of the nylon tight and push out all of the 'poo' or faeces that remains!</p>
<p><b>Learning focus:</b> <i>Absorption</i> Cut strips of paper towel into equal sizes. On the short side, use coloured pens to make blocks in the colours of the rainbow and allow to dry. Put only one end in a dish and pour water into the bottom of the dish. Watch as a rainbow grows. <b>Try this:</b> What happens if you use a black pen? What colours do you see? Why?</p>	<p><b>Learning focus:</b> <i>Light</i> Investigate the impact of the sun by smearing sunscreen onto some black paper and then spreading it around. Put the paper in direct sunlight for a few hours. Compare the difference in colour of the paper between the areas with sunscreen and where it wasn't applied. <b>Try this:</b> What happens if you change the type of sunscreen? Brand? Factor?</p>

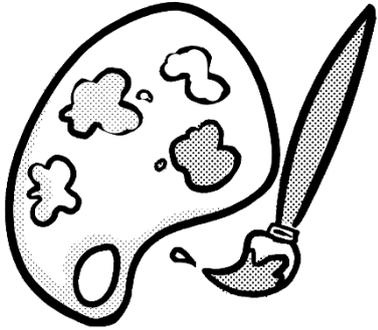
## PiXL Pick and Mix Activities: Writing activities

<p><b>Activity:</b> Postcards <b>Learning focus:</b> Description</p> <p>Write two postcards as if you are on holiday in two different countries of the United Kingdom. What details could you include about each country? What would be different?</p> <p><b>Challenge:</b> include an example of hyperbole (an exaggerated statement, not meant to be taken literally).</p>	
<p><b>Activity:</b> My teacher is an alien! <b>Learning focus:</b> Suggesting possibility</p> <p>Imagine that your teachers really were aliens, like in the story 'The Secret of the Staffroom'. What would be different about your day? Add your own ideas about how your school day might be different.</p> <p><b>Challenge:</b> Use modal verbs to indicate possibility (might, may, could).</p>	<p><b>Activity:</b> 'My Shadow' – rhyming couplets <b>Learning focus:</b> Playing with rhyme</p> <p>Match the words in the boxes on the template below to create rhyming pairs. Experiment with building your own rhyming couplets about each of the images.</p> <p><b>Challenge:</b> Thread your couplets together to make your own rhyming verse.</p>
<p><b>Activity:</b> Where you live <b>Learning focus:</b> Persuasive writing</p> <p>Imagine that you work for the Tourist Board. Someone has written to you to find out what it is like where you live. Write back, telling them all about where you live and persuading them to visit.</p> <p><b>Challenge:</b> Use superlatives (e.g. most, best, smartest, biggest etc.) to add interest.</p>	<p><b>Activity:</b> Your ultimate school trip <b>Learning focus:</b> Sequencing ideas</p> <p>Plan your ultimate school trip. Where would you go? What would you do? Who would come with you? Plot out the day from start to finish, using time adverbials to sequence your writing.</p> <p><b>Challenge:</b> Use 5 different subordinating conjunctions.</p>
<p><b>Activity:</b> The Water Cycle <b>Learning focus:</b> Organising information</p> <p>Use the template below to create Knowledge Organisers about the water cycle.</p> <p><b>Challenge:</b> Use organisational devices to structure your writing (bullet points, headings, sub-headings etc).</p>	<p><b>Activity:</b> 'The Tinderbox' <b>Learning focus:</b> Continue a narrative</p> <p>Continue the story of 'The Tinderbox', explaining what happens next. This could be as a story map or in writing. What does the soldier do underground? Does he make it back to the witch? What happens then?</p> <p><b>Challenge:</b> Include an unexpected twist!</p>

## PiXL Pick and Mix Activities: Exercise activities

<p><b>Activity:</b> 5 Times Ten  <i>You need: something to jump over (e.g. a rope/stick, something to throw (e.g. a cushion) a marker and a ball.</i></p> <p>Challenge pupils to do 10 repetitions of the following tasks:</p> <ol style="list-style-type: none"> <li>1. Bounce the ball, alternating the side of the rope/stick for each bounce.</li> <li>2. Pass the ball in a figure of 8 around the knees.</li> <li>3. Hold the ball above the head and balance on one leg for 10 seconds. Swap legs.</li> <li>4. Sit behind the rope/stick. Throw the cushion up and catch with your knees or ankles.</li> <li>5. Stand behind the stick. Throw the cushion to land as close to a specific mark as possible. 10 points for a hit! Run and collect. Repeat 10 x – how many did you score?</li> </ol>	
<p><b>Activity:</b> Target Throw</p> <p>Set up a series of 5 targets, each further away than the last:</p> <p>Target 1 – 1 point          Target 2 – 5 points          Target 3 – 10 points          Target 4 – 25 points          Target 5 – 50 points</p> <p>Give children a small cushion or beanbag to throw. How many points can they score in 10 throws? Is it better to aim for less points and be more accurate or aim for the maximum points but risk missing the target?</p>	<p><b>Activity:</b> Living room circuits</p> <p>Set up your own living room circuit. Spend 2 minutes at each station with 30 seconds break between activities. Get your family to join in too! Some suggestions to get you started:</p> <ul style="list-style-type: none"> <li>• Running man on the rug</li> <li>• Lunges by the lamp</li> <li>• Squats by the sofa</li> <li>• Tricep dips by the table</li> <li>• Burpees by the bean bag</li> <li>• Plank by the play area</li> </ul>
<p><b>Activity:</b> Mirroring</p> <p>A family activity! Each person has a chance to take the lead. Everyone else has to mirror what they do – remember this means you will be using the opposite arm/leg etc! Try this out using balances, yoga poses, stretches or fast activities. Can you catch them out?</p>	<p><b>Activity:</b> Dancing</p> <p>Dancing is a great way to start the day. Choose your favourite song and have a boogie on the spot. Maybe you could make up your own family routine to a song you all love. Or, if you want something a bit more structured, join in with one of the free dance classes on the <a href="#">Dance East YouTube channel</a>. See <a href="#">here</a> for the timetable.</p>

## PiXL Pick and Mix Activities: Arts and Humanities

<p><b>Design a Haka:</b></p> <p>Watch examples of the Maori Haka. Research the origins of this – the New Zealand rugby team is a great place to start for this.</p> <p>Plan, design, rehearse and perform your own examples of the Haka. Record them and share them with friends and family!</p> 	
<p><b>Attempt a mime:</b></p> <p>Research the origins of mime artistry, from the Ancient Greeks to the famous mime artists of early film.</p> <p>Have a go at telling your own story in mime form. Perform it and even record it! Can your audience understand your story line?</p> <p>Find out about famous mime techniques and see if you can learn some of the most famous mime sketches. Here are some suggestions to get you started:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> trapped in a box</li> <li><input type="checkbox"/> walking a dog</li> <li><input type="checkbox"/> pulling a rope</li> <li><input type="checkbox"/> walking on a windy day</li> </ul> 	<p><b>Have a go at origami:</b></p> <p>Have an origami challenge – can you fold a boat that floats for at least 60 seconds?</p> <p>Alternatively, use the free printable templates on the Origami Fun website to have a go at origami. Some of our favourites include:</p> <ul style="list-style-type: none"> <li>• <a href="#">The four-point star</a></li> <li>• <a href="#">Lotus flower</a></li> <li>• <a href="#">Pelican</a></li> <li>• <a href="#">Jumping Frog</a></li> </ul>  <p>For an extra challenge, research the origins of origami and find out about the origami world records!</p>
<p><b>Make a natural dreamcatcher:</b></p> <p>Go outside. Collect any natural materials that you can find. Create your own natural dreamcatcher. To challenge yourself:</p> <ul style="list-style-type: none"> <li>• Make it symmetrical.</li> <li>• Only use thread to construct it.</li> <li>• Use four different materials.</li> <li>• Give it three hanging components.</li> <li>• Include a circle, a triangle and a star shape.</li> </ul> <p>Perhaps you could even sketch some of the dreams that it might catch at night...</p>	<p><b>Notice, draw, appreciate:</b></p> <p>Draw a miniature sketch of something that you can see out of the window. Keep it simple, using pencil outlines and basic shapes. Choose to add to it using:</p> <ul style="list-style-type: none"> <li>• watercolours</li> <li>• coloured pencils</li> <li>• wax crayons</li> <li>• anything else you can think of!</li> </ul> 

## Reading together: Additional Materials

### The United Kingdom

#### Introduction

The UK is where we live. UK is short for the United Kingdom of Great Britain and Northern Ireland. It is made up of **four** countries – **England, Northern Ireland, Scotland** and **Wales**. Each one has its own capital city – **London** for England, **Belfast** for Northern Ireland, **Edinburgh** for Scotland and **Cardiff** for Wales.

**Northern Ireland**  
This is the only country which is not on the mainland of Great Britain. It is part of the island of Ireland. Northern Ireland has lots of stunning countryside. It also has the largest lake in the UK called Lough Neagh. Cloud-carrying winds from the Atlantic Ocean mean it is often wet and overcast there.

**Scotland**  
The country in the north of the UK is Scotland. A large part of it is covered with towering mountains, which is why it is often called the Highlands. The weather tends to be colder than the rest of the UK and they get the most snow there in the winter months.

**Wales**  
Wales is a green, hilly country on the western side of Great Britain. The highest mountains are in the north, the tallest of which is Mount Snowdon. Lots of people visit Wales to go mountain climbing. Although people in Wales mainly speak English, Wales actually has two main languages. **Welsh** is spoken by over half a million of the three million people who live there. Visitors will notice that road signs are usually written in both languages.

**England**  
England is the largest of the four countries that make up the United Kingdom. It tends to be warmer and drier than the rest of the UK, especially towards the south and east. It is mainly covered with lowlands and gently rolling hills. More people live in England than any other country in the UK. The longest river in England is the River Thames. It is 215 miles long.

- General questions you could ask as you read:**
- Do you know the capital cities of each country of the United Kingdom?
  - How is each country similar and different?
  - What do you think it would be like to live in Scotland/Wales/Northern Ireland?

**Seas and oceans**  
The UK is surrounded by water. The Irish Sea is in between Northern Ireland and Great Britain. The English Channel (to the south) lets us travel to France and the North Sea is to the east between Scotland and England. A lot of Scotland's coast is attacked by the ferocious waves of the Atlantic Ocean.

## Reading together: Additional Materials

### *My Shadow*

by Robert Louis Stevenson

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way.  
He stays so close beside me, he's a coward you can see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepy-head,  
Had stayed at home behind me and was fast asleep in bed.



#### **General questions you could ask as you read:**

- Why is the shadow 'very like' the author of the poem?
- How does the author make the shadow sound like a real person?
- Which words rhyme? What is the rhyming pattern of the poem?
- Why do you think the author calls the shadow a coward?
- Is it possible for the shadow to stay in bed?

## Reading together: Additional Materials

### The Tinderbox

A soldier came marching along the high road - left, right! A left, right! He had his knapsack on his back and a sword by his side, for he had been to the wars and was now returning home.

An old Witch met him on the road. She was very ugly to look at: her bottom-lip hung down to her chest.

'Good evening, Soldier!' she said. 'What a fine sword and knapsack you have! You are the very picture of a fine soldier! You ought to have as much money as you can carry!'

'Thank you, old Witch,' said the Soldier.

'Do you see that great tree there?' said the Witch, pointing to a tree beside them. 'It is hollow within. You must climb up to the top, and then you will see a hole through which you can let yourself down into the tree. I will tie a rope round your waist, so that I may be able to pull you up again when you call.'

'What shall I do down there?' asked the Soldier.

'Get money!' answered the Witch. 'Listen! When you reach the bottom of the tree you will find yourself in a large hall; it is light there, for there are more than three hundred lamps burning. Then you will see three doors, which you can open - the keys are in the locks. If you go into the first room, you will see a great chest in the middle of the floor with a dog sitting upon it; he has eyes as large as saucers, but you needn't trouble about him. I will give you my blue-check apron, which you must spread out on the floor, and then go back quickly and fetch the dog and set him upon it; open the chest and take as much money as you like. It is copper there. If you would rather have silver, you must go into the next room, where there is a dog with eyes as large as mill-wheels. But don't take any notice of him; just set him upon my apron, and help yourself to the money. If you prefer gold, you can get that too, if you go into the third room, and as much as you like to carry. But the dog that guards the chest there has eyes as large as the Round Tower at Copenhagen! He is a savage dog, I can tell you; but you needn't be afraid of him either. Only, put him on my apron and he won't touch you, and you can take out of the chest as much gold as you like!'

'Come, this is not bad!' said the Soldier. 'But what am I to give you, old Witch; for surely you are not going to do this for nothing?'

'Yes, I am!' replied the Witch. 'Not a single farthing will I take! For me you shall bring nothing but an old tinder-box which my grandmother forgot last time she was down there.'

'Well, tie the rope round my waist!' said the Soldier.

'Here it is,' said the Witch, 'and here is my blue-check apron.'

Then the Soldier climbed up the tree, let himself down through the hole, and found himself standing, as the Witch had said, underground in the large hall, where the three hundred lamps were burning. Well, he opened the first door. Ugh! There sat the dog with eyes as big as saucers glaring at him...



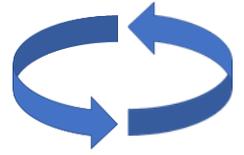
#### General questions you could ask as you read:

- Are there any words you don't recognise in this text? (*knapsack, tinderbox etc.*)
- What do you think happened next? What clues are there in the text?

## Reading together: Additional Materials

### The Water Cycle

When you hear about *the water cycle*, do you imagine some kind of bike that travels on water? This would make sense but the water cycle actually describes how water moves through the Earth's surface, atmosphere and below ground. This is a process that continues in an everlasting circle, which is where the word 'cycle' comes in. Let's find out more.



#### Solid, liquid and gas

You might be used to water being a runny liquid that you use for drinking, washing and playing in but it can also exist as a solid (ice) and a gas (steam or water vapour). The water cycle describes water's journey from liquid to vapour to liquid again, sometimes becoming a solid in between.

#### Evaporation

The water cycle is powered by the heat of the sun. It warms up water in places like oceans and lakes which makes it turn from a liquid into a gas and rise up into the sky. This process is called *evaporation*. The water vapour collects in the sky to create clouds.



#### Condensation

In a process named *condensation*, water vapour in the clouds cools until it becomes water once more.

#### Precipitation

This liquid water then falls from the sky. It could take the form of rain or snow but also as sleet or hail. Sleet is when liquid water freezes before it hits the ground and hail is small lumps of ice and snow that can drop from the clouds during a thunderstorm. This step of the cycle is *precipitation*.

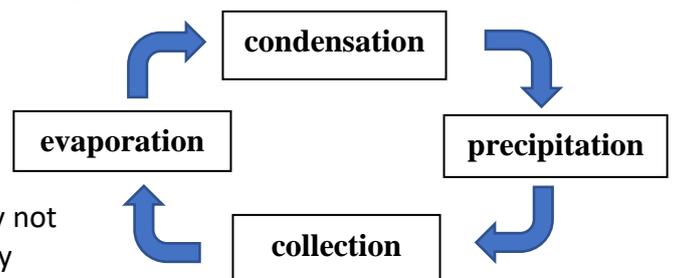


#### Collection

The fourth stage of the water cycle is *collection*. During this process, fallen water collects in oceans and lakes before it evaporates into the sky to continue the cycle.

#### Wonderful water

Water is essential for all life on earth. Because water is recycled and does not leave the earth, it has been around for millions of years, meaning that you might be drinking water that a dinosaur once drank! You may not know that about three quarters of your body is actually made up of water!



#### **General questions you could ask as you read:**

- What are the four stages of the water cycle? Can you explain how they are related?
- Are there any words that you don't understand in the text? (e.g. *precipitation*, *vapour*, *everlasting*)
- Is water a solid, liquid or gas? Can it change state? How do you know?

## Reading together: Additional Materials

### The Secret of the Staff Room



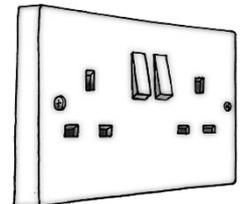
What would her friends say if they saw her? With a quick look over her shoulder, Lily ducked under the barrier. It wasn't that she particularly wanted to go back into school but if her folks got another call from her teacher about her homework, it would be disastrous. So, having left it behind *again*, she just had to go back and get it. Yes, all the children would have left by now, but teachers never went home – everybody knew that.

It would only occur to her later that she should have just gone to the front door and asked – no one would have minded. Besides, she could see that the office was closed. It could take ages for one of the teachers to stop whatever it was they did after school and notice her waiting. So, when she spotted that Mr Khan had left the back door of his classroom open, she grasped the opportunity without really thinking.

This was beginning to feel like an adventure. Her next challenge was to sneak past the staff room door unnoticed. She was just about to try when Ms Eastwood came around the corner. Ducking behind a storage cupboard, Lily felt a surge of unexpected sympathy, seeing how completely drained the teacher looked. She wasn't ready for what happened next, however. Ms Eastwood simply ground to a halt, a few steps from the staff room door.

Before Lily could decide what to do next, Mrs Cruz, the head teacher, appeared. Tutting quietly, she lightly squeezed Ms Eastwood's shoulder and her eyes immediately reopened. "Looks like you need to recharge your batteries," smiled Mrs Cruz and she guided her still sluggish colleague through the door.

Seizing her moment, Lily crept along the corridor. The staffroom door was still open and an extraordinary sight met her eyes. Mrs Cruz was sitting beside Ms Eastwood, guiding her outstretched hand into a brightly coloured, octagonal container of Treat Selection chocolates – nothing particularly unusual about that except that the container was pulsing with pale blue light and the teacher was clearly regaining her energy.



By the time Lily had reached her classroom, retrieved the homework and made her way back, there was a queue of teachers waiting silently outside the staffroom. She had to wait about five minutes before they had all shuffled in and closed the door so that she could get past and get out again.

As she made her way back around the outside of the school, she couldn't resist having a peak in at the staff room window. By the faint light of the chocolate box, she could see that all the teachers were sitting stock-still in rows with one shoe off and Mrs Cruz was crawling around the floor.

Straining her eyes, Lily could just make out that she was plugging charging leads into a socket in the soles of their feet. When the last one was done, she picked up her coat and bag, flicked a switch on the wall and left. All the seated teachers remained still but began to glow gently.

With her head still swirling, Lily just about managed to duck back under the car park barrier and around the corner when she heard Mrs Cruz's car coming. She turned out of the school drive and the barrier closed behind her, leaving her "staff" to revive overnight.

#### **General questions you could ask as you read:**

- Why was Lily sneaking past the staffroom?
- What was going on in the staffroom?
- What does this suggest about who the teachers really were?

Additional Phonics Materials



This image shows where each letter should begin and the direction that the pencil should travel.

Children can practise tracing these with their fingers, a pencil, a paintbrush or anything else that they can think of. They can also use this to help them practise writing letters either on paper, or in other substances, as in the activity 'Messy letters'.



## Additional Writing materials: Postcards

Write each postcard as if you are on holiday in two different countries of the United Kingdom. What would be different about each place? What key information can you include about each country?

A blank postcard template with a red and blue striped border. The postcard is divided into two sections by a vertical line. On the right side, there is a green postage stamp with wavy cancellation lines and three horizontal lines for an address.

A blank postcard template with a red and blue striped border. The postcard is divided into two sections by a vertical line. On the right side, there is a green postage stamp with wavy cancellation lines and three horizontal lines for an address.

**Additional Writing materials: Playing with rhyme**

Match the words in the box into rhyming pairs. Can you create a silly rhyming couplet about each of the images below? **Challenge:** Thread your rhyming couplets together as a rhyming verse.

**Challenger:**

moon	rocket
space	trip
ship	tune
pocket	guitars
stars	chase

**Contender:**

balloon	sun
hide	fast
beside	tonne
blast	baboon
whizzing	fizzing

**Champion:**

caught	feared
astronaut	solar
plume	polar
cheered	tide
zoom	hide




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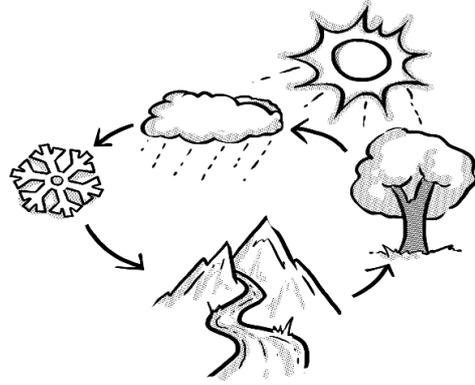
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## Additional Writing materials: The Water Cycle

Create your own Knowledge Organiser about the water cycle. **Challenge:** Use headings, subheadings and bullet points to organise your writing.

What is a the water cycle?



Key vocabulary:

What I already know about the water cycle:

Questions I have about the water cycle:

## Suggested websites to support home learning:

### Reading

A large number of providers have made books available to read or listen to online. Here are just two examples.

- Audible**  
Children's books free to stream on a desktop, laptop, phone or tablet.  
<https://stories.audible.com/start-listen>
- Book Trust**  
<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>

### Mathematics

- I See Maths**  
Live streaming of KS2 Mathematics lessons – two lessons a day.  
<http://www.iseemaths.com/home-lessons/>
- Mathematics Mastery**  
Free resources which can be shared with parents.  
<https://www.mathematicsmastery.org/free-resources>
- Primary MyMaths**  
Free subscription to Primary MyMaths until September. *Please note that this free access will convert to a full subscription in September 2020 so don't forget to cancel it if you do not wish to continue.*  
[https://admin-oupform.edcowebsites.co.uk/mm/request-a-primary-mymaths-free-trial/form?region=uk&\\_ga=2.133712012.34820920.1584369786-64416819.1530729460](https://admin-oupform.edcowebsites.co.uk/mm/request-a-primary-mymaths-free-trial/form?region=uk&_ga=2.133712012.34820920.1584369786-64416819.1530729460)

### Mental Health and Wellbeing

- Child Mind Institute**  
Support families during Covid-19. This includes live chats with experts and a range of comprehensive resources.  
<https://childmind.org/coping-during-covid-19-resources-for-parents/>

### Art

- The Artful Parent**  
A range of free, interesting art activities for parents to do with children at home.  
<https://www.facebook.com/artfulparent/>

### Physical Activity

- Supermovers**  
An initiative from the BBC and the Premier League which gets pupils physically active whilst learning.  
<https://www.bbc.co.uk/teach/supermovers>

### Other

- National Geographic**  
A large range of interesting resources across the whole curriculum.  
<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

## Using the PiXL Apps:

PiXL Primary offers three apps which can be used by all pupils. These are part of your school's membership and do not have any additional costs. The apps are as follows:

1. Times Tables
2. Unlock: Vocabulary
3. The Edge: Character

The apps are available on the following platforms and can be accessed by searching for PiXL Apps in an app store or online.

Pupils can access all three apps using the same login. Instructions for accessing these are below.

Your child's school will be able to provide you with their log in details. You will be required to enter three fields of information, as follows:

**Welcome to the PiXL Unlock App**

Please enter your school id

Please enter your userid

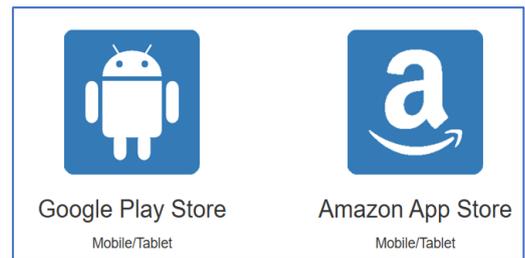
Please enter your password

PLEASE COMPLETE ALL OF THE FIELDS ABOVE TO LOGIN

**Login**



## Available platforms



Teachers can track pupils' engagement and success on the results analysis function.

## Supporting children whose first language is not English

### Language

- Listen to stories. Access the free children's books on [Audible](#) to make sure that pupils hear stories every day.
- Create your own dictionary using sticky notes. Choose 10 words a day to create pages for, including the English word, the translation to your own language and an image to help you remember it.

### Experiences

- Cook together, following recipes in English. Read or listen to the recipe first and highlight key words. Make sure you match ingredients and equipment to words in the recipe. [Jamie Oliver's Keep Cooking and Carry on](#) is a great place to start!
- Watch plays and performances. Can you retell the stories you have watched? The National Theatre has free productions of popular and classic tales published on their website.

### Connecting

- Become the teacher. Encourage your child to teach someone who also has English as an additional language the new English that they have learnt. This could be a weekly 'lesson' or even a word of the day.
- Use text, emails and letters to practise communicating in written English. Build up slowly - start with just a one or two-line message, gradually working up to including an extra line each day.

*Regular interaction with friends and family will be essential to continuing to build children's language. Use the Keeping Connected activities at the beginning of the booklet to support this.*

Choose a theme each day. Learn key words related to this theme.

Some ideas are:

- shapes
- weather
- colours
- food
- travel

Use the [British Council Learn English website](#) to help children build their vocabulary through songs, games and online teaching activities.

Make a 'How to...' video. Record your child demonstrating and explaining how to make something – this could be a Lego model, some craft or some baking.

Create quizzes. Encourage your child to write quiz questions for the family to complete about topics they are interested in or have studied at school.

## Questions to ask while reading with your child

Reading with your child should be a fun and enjoyable activity, above all. Asking them questions should not feel laborious but should instead be a part of actively sharing the reading experience with them. Use some of the question starters below to help bring variety to your questioning and help them develop as a reader.

### KS1: Word meaning

- What does this word mean?
- Which word in the text means the same as...?
- Which words show that...?
- In this sentence, this word/phrase means...
- Explain the meaning of this sentence.

### KS1: Retrieving key details

- Where did...?
- What made... do that?
- At the beginning of the story, ... was feeling... How do you know?
- Give two examples of...
- True or False – insert *statement about the text*
- Point to a word/phrase/sentence that tells you that...

### KS2: Retrieving information

- According to the text, approximately/what/how/why/ give **one**...
- How do you know that...
- True or False – insert *statement about the text*
- Look at the paragraph beginning. What/where/when did...
- Identify two/three examples of...

### KS2: Making inferences

- How can you tell that...?
- What evidence is there to show...?
- What kind of person do you think...was? Explain your answer.
- Why did the author use those words?
- What impression do you get of...?
- Which group of words shows that...?