

Ideas on how to help your child at home during the holidays.

We have put together some ideas for activities that you might want to try over the Summer Holidays. It is important to relax and take a break from home schooling but there are fun games that you can play to help your child to revise what they have already learnt in Year Two ready for September.

Please also watch the transition video which will introduce the teachers working in Year 3 and show you around the Junior school.

The video is on the Devonshire Junior website, whole school transition.

<https://www.devonshirejunioracademy.org/whole-school-transition>

https://www.youtube.com/watch?v=mZLR6_FNXLg

During the Summer, one of the best ways to support your child is through reading.

Reading

Remember you can still access Bug Club.

Recommended books to read to your child or read together.

Little People, Big Dreams series of books

➤ **Little People, Big Dreams Series - Empowering Children to Dream Big**

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

Read longer chapter books together that interest them, spark their imagination and share lots of new language and complicated sentences

➤ **Michael Morpurgo -The Butterfly Lion – Reading so if you want to find out what happens...**

<https://www.youtube.com/watch?v=YVQd2li8CgQ>

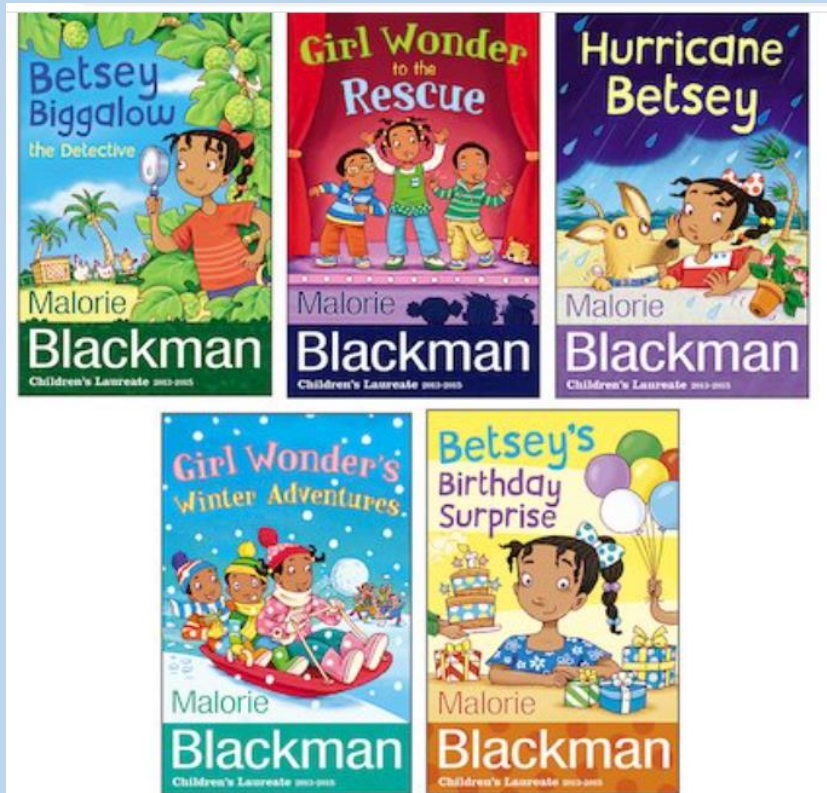
➤ **Read Aloud Stories for Kids Flat Stanley by Jeff Brown**

https://www.youtube.com/watch?v=OkO_qyas7a0

Don't be tempted to watch the film! This is a long video about 30 minutes, so it requires concentration. You could split it into 2 or 3 sections instead.

➤ **The Magic Finger by Roald Dahl**

<https://www.youtube.com/watch?v=L06VOUPFofU>



- (e.g. Flat Stanley by Jeff Brown/Fantastic Mr fox/The Magic finger by Roald Dahl/The Butterfly Lion Michael Morpurgo/Operation Gadget Man by Malorie Blackman)
- **Don't forget to practise your handwriting ready for Year 3**

Make sure your child is forming letters from the correct starting point and in the right direction.

Then they are ready to join correctly.

Handwriting 1

Handwriting

- ✓ starting point
- ✓ direction
- ✓ letters sit on line
- ✓ size~ tall letters /small letters
- ✓ tails under line
- ✓ lower case/capitals
- ✓ flicks ~ leading to joins
- ✓ paper orientation relaxed grip

1. curly caterpillar letters (**anti-clockwise movement**)

c o a d g q s f e

2. one armed robot family (**down, up and over movements**)

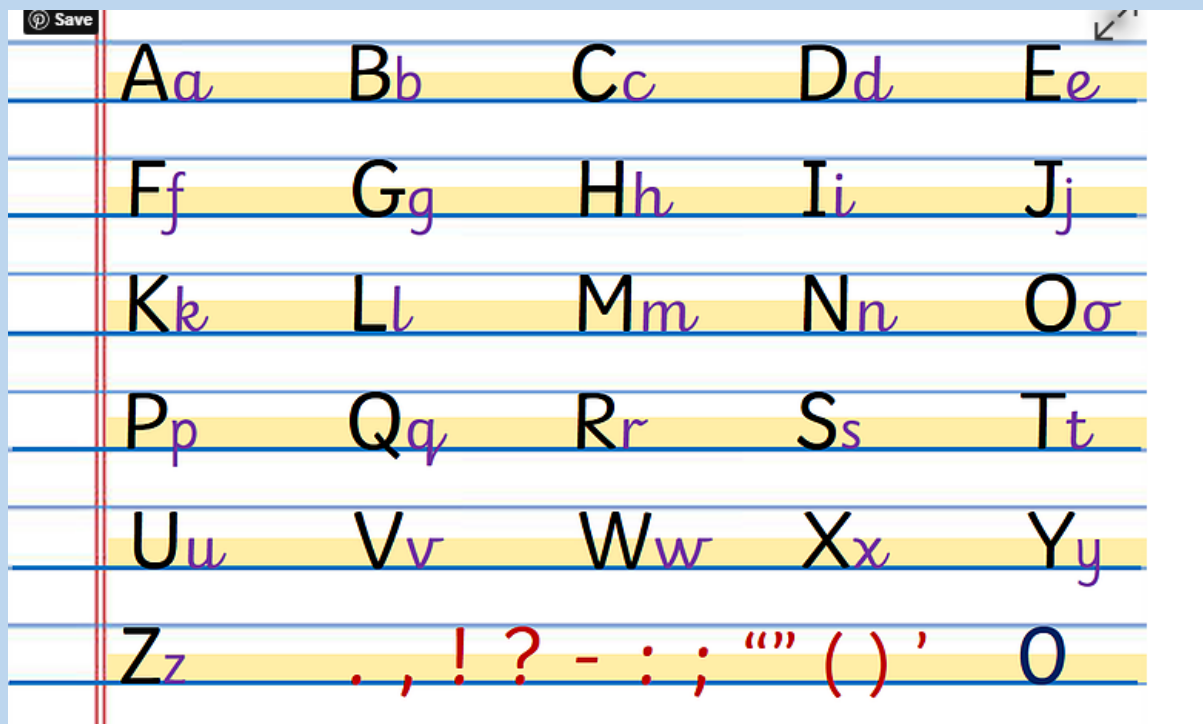
r n m h b p k

3. Long ladder family (**mainly down and round movements**)

l i t j u y

4. Zig zag monsters (**diagonal movements**)

v w x z



Handwriting 2

diagonal join to ascender (e.g. at)

This join is used to join letters in this box . . .

a b c d e h i k l m n p s t u

to letters in this box.

b f h k l t

diagonal join, no ascender (e.g. da)

This join is used to join letters in this box . . .

a b c d e h i k l m n p q s t u

to letters in this box.

e i j m n p r u v w y

** a c d g o q s*

horizontal join, no ascender (e.g. wo)

This join is used to join letters in this box . . .

f o r v w

to letters in this box.

e i j m n p r u v w y

** a c d g o q s*

horizontal join to ascender (e.g. oh)

This join is used to join letters in this box . . .

f o r v w

to letters in this box.

b f h k l t

break letters

Joins are not made from these letters.

g j y

Joins are not made to or from these letters.

x z

* anticlockwise letters

Phonics - Year 2 sounds

We have learnt many sounds and spelling rules in phonics. Look at the sounds below and tell your adult what spelling rules you can remember.

There are lots of games on Education City to play with these sounds and the Common Exception Words.

The **al** sound spelt a before l and ll (all tall fall)

The /o/ sound spelt a after w and qu (qu**an**tity, squ**a**sh, wa**n**t, wa**t**ch)

The /ur/ sound spelt or after w (w**or**d, w**or**k, w**or**m, w**or**ld)

The /or/ sound spelt ar after w (w**a**r, wa**r**m, towa**r**ds)

The /zh/ sound spelt s (treas**u**re, televis**i**on, pleas**u**re, vis**u**al)

Words ending in **-tion** (station, vacation)

Adding **-ed, -ing, -er and -est** to a root word ending in -y with a consonant before it.

Adding the endings **-ing, -ed, -er, -est** and **-y** to words ending in -e with a consonant before it (hiking, hiked, hiker, nicer, nicest, shiny)

Adding **-ing, -ed, -er, -est** and **-y** to words of one syllable ending in a single consonant letter after a single vowel letter (doubling up)

Adding **-es** to words ending in -y (flies, tries, babies)

The suffixes adding **-ment, -ness, -ful, -less and '-ly'** to the end of words

Contractions (**I'm, you're, we're**)

The possessive apostrophe (singular nouns) **Megan's, the girl's**

When you read a book, look out for these sounds and word endings.

Can you play some spelling games so that you can spell words with these sounds ready for year 3?

Below are some word searches for you to enjoy

Common Exception Words

h o u r e f s h i j k i
m n o p y r u t u v w m
o z a b e d g s g h i p
v l m n o p a h s t u r
e x y z a b r o w f g o
i j k l m n o u o r s v
s u r e y z a l u d e e
g h i j k l m d l p q r
s t u v w h o z d b c d
e f g h i j k l m n o p
q c o u l d w h o l e b
p r o v e h i j k l m n

hour
move
prove
improve

sure
sugar
eye
could

should
would
who
whole

Common Exception Words

m o s t e f t h i p k l
m n o p q r o t u r w x
o z a b c d l f g e i j
n l m g o l d r s t u v
l x y z l b c d t t g h
y j k l d n o p e y r t
u v w x y z a b a d e f
g h i j b r e a k p a r
o l d v w x y z a b t d
e f g h i j k l m n o p
q r s t e v e r y z a b
b o t h g h i j k l m n

most
only
both
old

cold
gold
told
every

great
break
steak
pretty

Common Exception Words

b b b d e f a t h e r l
 e p a t h r s t c v w x
 a z t b c d e f l p i j
 u l h n o p q r a a u v
 t x y z a g r a s s g h
 i j k l m n o p s s s t
 f v w x l z a b c d e f
 u h i p a s t n o p q r
 l t u v s x y z a l c d
 e f a s t j k l m a o p
 q r s t u v w x y n a b
 a f t e r h i j k t m n

beautiful
 after
 fast
 last

past
 father
 class
 grass

pass
 plant
 path
 bath

Common Exception Words

a n y b m f c h i j k p
 m w o u o r h t u v w a
 a a a s n d r e g h i r
 n t m y e p i v s t u e
 y e y z y b s e e e g n
 i r h l m n t r q v s t
 a g a i n z m y c e e s
 g h l m k l a b o n q r
 m r f r w x s o a b c d
 e f g s i j k d m n o p
 p e o p l e w y y z a b
 c l o t h e s j k l m n

any
 many
 clothes
 busy
 people

water
 again
 half
 money
 Mr

Mrs
 parents
 Christmas
 everybody
 even

Practise your reading skills using the sheets below

English

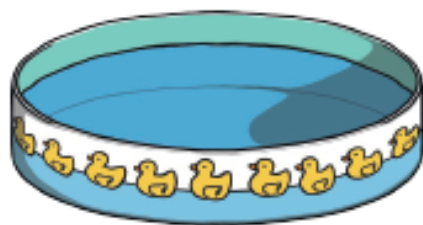
Read the beginning of the story **Aziz's Beach** and answer the following questions.

Aziz's Beach

It was a boiling hot summer day on the Cherry Tree Estate. Aziz and his friends were feeling grumpy. It was too warm inside. It was too warm outside. "What we need," said Aziz, "is a beach!" His friends all started laughing. Aziz always had a crazy plan. "We live in a block of flats miles away from the beach!" giggled Aziz's friend Leah, trying to hold back tears of laughter. "My dad is at work, and so is your mum. We could never get to the beach in a million years!"



But Aziz was not put off. First, he went to the builders, who were building a wall outside. "Please can I have some of your sand?" asked Aziz. "I'm making a beach," he told them proudly. The builders started chuckling so hard they nearly fell over. "You've made our day with that," sniggered one of the builders, "and just for that son, you can have this bag of sand!"



Next, Aziz went to the shop on the corner. It was a treasure trove that sold everything, from rubber rings to tins of beans. "I don't have any money," sighed Aziz to the shopkeeper, "but I need a paddling pool. It's not for me, it's for a beach." The shopkeeper beamed. "What a cheeky boy

you are!" she chortled. "And just for your cheekiness, I will give you an extra large blow-up paddling pool and throw in some buckets and spades for free too. As long as I can visit your beach when it's finished!" she smirked.

Aziz panted home, carrying his heavy load. On the way, he passed by a cheerful, tinkling ice cream van. The man in the van looked tired and bored.

Aziz's Beach

"It is such a hot day but I haven't sold so much as a lolly!" he complained. Aziz had an idea. "Excuse me," said Aziz, peeking over the counter, "but if I can make a beach outside my flat, you will get a lot more customers." The ice cream man rolled his eyes. "A beach! Around here! Fat chance, lad!" he shouted, shooing Aziz away. The ice cream man called after him, "The day I see a beach around here is the day I give away all my ice creams for free!" Aziz smiled to himself.



When he got home, Aziz saw his neighbour watering the plants outside her flat. "Please can I borrow your hose?" asked Aziz politely. By now, he knew just what to say... "It's for a beach!" The neighbour was surprised but she did not laugh. "A beach is a serious business," she said, handing over the hose solemnly, "but I don't think you can do it alone."

Aziz's Beach

1. Who does Aziz not ask for help with his beach? Tick one.

- ☐ the builders
- ☐ the postman
- ☐ the neighbour
- ☐ the shopkeeper

2. Why were Aziz and his friends grumpy at the beginning of the story?

3. Find and copy all the words in the story that mean 'laughing' or 'laughed.'

4. The story says that by the time Aziz got to his neighbour 'he knew just what to say.' What did he know to say and why?

5. Find and copy a noun phrase that is used in the story.

6. In the story, the neighbour handed 'over the hose solemnly'. What do you think the word 'solemnly' means? Tick one.

- ☐ stupidly
- ☐ seriously
- ☐ angrily

Aziz's Beach

7. What do you think will happen next in the story? Can you write your own ending for the story?

Barbecue Suffixes Plate-up!

Can you put the barbecue food on the right plate? Each of the barbecue foods shows a different root word. Can you draw lines to match the root words with the suffixes that can be added to them to make new words? When you are finished, write the new words next to the barbecue. Some spellings will need to change.



happy _____
 hope _____
 thought _____
 beauty _____
 home _____
 soft _____

Holidays: Past and Present!

Can you fill in the missing boxes in the table, changing the sentences to past or present tense?

Past Tense	Present Tense
We went to the park and played in the garden every day.	*
*	Our flight is delayed by six hours.
It was more fun than the pool!	*
*	The water in the pool is green and I hate the food.
*We went to Spain.	*
	*I eat my favourite food (fish and chips) whenever I want.

Maths

Below is a list of maths skills that you will need to know ready for year 3. Don't worry if you do not know everything on the list. Just pick a few that you find tricky and try to practise them

Year 2 Maths Assessment Targets Colouring Sheet

Number - Number Place and Value	I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	Number - Fractions
	I can recognise the place value of each digit in a two-digit number (tens, ones).	I can write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	
	I can identify, represent and estimate numbers using different representations, including the number line.	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	Measurement
	I can compare and order numbers from 0 up to 100; use <, > and = signs.	I can compare and order lengths, mass, volume/capacity and record the results using >, < and =.	
	I can read and write numbers to at least 100 in numerals and in words.	I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	
Number - Addition and Subtraction	I can use place value and number facts to solve problems.	I can find different combinations of coins that equal the same amounts of money.	
	I can solve problems with addition and subtraction:	I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	
	• using concrete objects and pictorial representations, including those involving numbers, quantities and measures	I can compare and sequence intervals of time.	
	• applying my increasing knowledge of mental and written methods	I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	
	• recall and use addition and subtraction facts to 20	I can know the number of minutes in an hour and the number of hours in a day.	
	• fluently, and derive and use related facts up to 100	I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	Shapes
	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including:	I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	
	• a two-digit number and ones	I can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].	
	• a two-digit number and tens	I can compare and sort common 2-D and 3-D shapes and everyday objects.	
	• two two-digit numbers		
	• adding three one-digit numbers		
	• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot		
	• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		

Number - Multiplication and Division	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.
	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
Geometry - Position and Direction	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
	I can order and arrange combinations of mathematical objects in patterns and sequences.
	I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Statistics	I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
	I can ask and answer questions about totalling and comparing categorical data.

Practicing Number Facts

It's important for you to learn number bonds to 10 e.g. $4 + 6 = 10$; $3 + 7 = 10$ and number bonds to 20 e.g. $14 + 6 = 20$; $12 + 8 = 20$ by heart.

- Play 'ping pong'

You say a number and they reply with how much more is needed to make 10, 20, 100 or 1000.

Try to answer quickly without counting or using fingers. E.g. make 100 you shout 40 they shout 60.

- Throw two dice.

Can you...



- find the total of the numbers (+),
- the difference between them (-)
- or the product (x). •

- Use a set of playing cards (without the picture cards). Turn over two cards and ask your child to add or multiply the numbers.

- If they answer correctly, they keep the cards. How many cards can they collect in two minutes?

- Play 24 with a pack of playing cards using all of them. You need 4 players each puts a card down and first one to make 24 using any or all of the 4 operations and using all or some of the cards. First one to make number keeps all the cards. E.g. you put down a Jack, 2 hearts, 7 spades and 2 clubs. You could say $2 \times \text{Jack} + 2 \text{ hearts} = 24$.

- Give your child a number fact

– e.g. $5 + 8 = 13$. Ask them what else they can find out from this fact – $50 + 80 = 130$, $8 + 5 = 13$, $13 - 8 = 5$, $130 - 50 = 80$ etc.

- Make up rhymes together to help your child remember tricky times tables.

Rehearse times tables by counting in 'steps' of 2,3, 5 and 10.
Count using silly voices e.g. robot.

- Adding circles

For this game, you need a dice and pencil and paper. Each of you should draw four circles on your piece of paper. Write a different number between 2 and 12 in each circle. Roll the dice twice. Add the two numbers. If the total is one of the numbers in your circles, then you may cross it out. The first person to cross out all four circles wins.

- Dicey coins –

For this game you need a dice and about twenty 10p coins. Take turns to roll the dice and take that number of 10p coins. Guess how much money this is. Then count aloud in tens to check, e.g. saying ten, twenty, thirty, forty... If you do this correctly, you keep one of the 10p pieces. First person to collect £1 wins.

- Speedy pairs to 10

Make a set of 12 cards showing the numbers 0 to 10, but with two 5s. If you wish, you could use playing cards. Shuffle the cards and give them to your child. Time how long it takes to find all the pairs to 10. Repeat later in the week. See if your child can beat his / her time.

- Circle trios –

Draw four circles each on your piece of paper. Write four numbers between 3 and 18, one in each circle. Take turns to roll a dice three times and add the three numbers. If the total is one of the numbers in your circles, then you may cross it out. The first to cross out all four circles wins

Finding change

You'll first need to check that your child understands what change is and why it is given.

Have fun playing 'Shop'

Set up shop and take turns to pay for items with more money than they cost.

Use subtraction and counting on methods to calculate change.

So, for example, if something costs **30p** and you pay with a **50p coin**, they could count up in tens to see that 20p change is needed.

If something costs 7p and you give them 10p, their number bonds knowledge will suggest that $10 - 7 = 3$.

Children will also need to become familiar with working out change from **£1**.

Remember **£1 = 100p**

Give them a scenario where they want to buy a chocolate bar costing **30p**.

To calculate their change, they need to work out £1 subtract 30p.

they could do this using a number line, or perhaps with **ten 10p coins**. Continue to practise with various multiples of ten (60p, 20p, 80p, etc.) then move onto other numbers (45p, 67p, 28p, etc.)

You can then move on to finding change from notes such as £5, £10, £20!

Are we there yet?

- Mark important dates on a calendar
- Discuss what time you should start getting ready
- Time how long it takes to travel to different locations
- Estimate how long it takes you to:
 - brush your teeth?
 - drive to the shops?
 - get dressed
 - jump up and down 10 times?
- Investigate how long it is to your children's birthdays (in months, weeks, days or hours)
- List your daily schedule. What time do you get up? What time do you go to school?
- Find our arrival time if it is, for example, 10 am now and it will take us 30 minutes

Maths Games Galore!

Making maths fun is the key to improving maths skills and knowledge. There are loads of enjoyable games you can play with your child. Games like these will test their maths skills without them even realising it. It's a win win!

- Play card games; e.g., Snap, Go Fish, Find the Pair
- Play games: e.g., Hop-Scotch, Snakes and Ladders, Connect 4, Noughts and Crosses, draughts. Is there a strategy?

Don't forget to practise your multiplication. The quicker you are at times tables, the easier your maths work will be.

Multiplication Summer Mosaic

Solve the calculations to reveal the hidden picture. Each answer has a special colour.

red = 1-12

green = 40-55

blue = 60-80

yellow = 90-120

white = 13-39

7×2	8×2	12×5	6×10	3×10	7×2	8×5	4×10	9×5
3×5	7×10	11×2	5×5	8×10	6×5	5×10	3×5	11×5
12×5	9×2	12×2	6×5	7×5	6×10	8×5	4×10	9×5
7×10	9×10	10×10	10×11	10×12	8×10	3×5	8×5	9×2
1×2	2×2	1×5	3×2	4×2	5×2	12×2	5×10	5×5
10×2	1×10	6×2	2×2	3×2	11×2	4×5	8×5	8×2
4×5	1×5	4×2	5×2	1×2	7×2	8×5	4×10	9×5
9×10	1×10	2×2	6×2	3×2	10×10	5×10	9×5	11×5
10×12	1×2	6×2	4×2	1×5	10×11	8×5	4×10	9×5

We hope you enjoy using some of these super ideas for things to do at home with your new friend Harold the happy, healthy giraffe.

SCARF values = **S**afety, **C**aring, **A**chievement, **R**esilience & **F**riendship



Hello, I'm Harold the giraffe.

I know that to look after myself I need to try to do these five different things every day. These will help me to stay happy and healthy.

There's....

1. Be Active
2. Get Creative
3. Mindful Moments
4. Connect with Others
5. Give to Others

Mmmm! Let me see. I'm going to start with *Be Active* - I can do some exercises at home for that - star jumps and running on the spot.

For *Get Creative* I might do some drawing, or maybe some puzzles. Oh! And there's my home-learning pack from school - and I'm writing this diary!

For *Mindful Moments* I'm going to do some colouring. Maybe you'd like to do some too? You can draw your own pictures.

Connecting - that's easy! I'll talk to my grandma and my friends Derek and Kiki. They're all at home, so my mum will help me to connect safely online with them, later.

Give to others. Hmmmmm. I know! I'll help by doing some tidying up later.

There's so much to remember! I'm glad that my mum helped to make my Daily Routine Chart You could make a chart too.



My daily routine planner

(name) _____

	<i>My being active plan</i>	<i>My getting creative plan</i>	<i>My connecting with others plan</i>	<i>My helping others plan</i>	<i>My mindful moments plan</i>
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Here are some ideas for you during the summer holiday....Have fun!

I'm doing *two* things, from my list of the five things, that will help me to keep happy and healthy! Can you guess what they are?

Well, one is to Get Creative - cooking is creating something! The other is Give to Others - I'm giving my mum a helping hand in the kitchen. She said that I can peel the carrots and the onion (that might make my eyes water a bit!) and some other bits of veg that need using up, but we don't want to throw away; mum says that soup is great for using things up!

I'm really excited about learning something new.

It's going to be lovely to meet all your friends again in September.



It made me sooo happy when I saw Kiki, the Kangaroo, and Derek, the Penguin, the other day. It made me realise how much I appreciate them. They always make me laugh and if I'm ever sad they're great at cheering me up!

Sometimes we do fall out, but we always make up very quickly! I suppose it's normal to argue, but being able to make friends again is the sign of a super-duper, fab friendship!

All this has reminded me of an activity sheet, which you could do - it's all about thinking about our friends.

Draw your own picture of me. Draw and write about your friends in school.



I thought I could tell you all about my SCARF - why I wear it and what it means.

Did you know that each letter of SCARF stands for a different word? I think I do...

So the first letter is 'S'. Have you got any guesses what that stands for? It's Safety.

There are a lot of things we can do to stay safe at the moment. Most importantly I stay at home and inside, but if I ever go out (like to the shop) I wash my hands very thoroughly with warm soapy water.

That's not the only way we can stay safe, either. It's important to stay safe on the internet, like when I call my friends or grandparents. My mum is great at helping me stay safe online, but she helps me to stay safe with other things too, at home, like using scissors if I'm cutting something out, or using a knife if I'm chopping fruit or veg.

I'm going to be telling you about the second letter in my SCARF - 'C'.

Can you guess what it stands for? It's Caring! I always try to be very kind and caring. You can be caring in lots of different ways, too - big and small! One way we can care for people is by helping them. In fact, that reminds me of a song Libby sent to me, which is 'I'd do anything' from the musical Oliver Twist. It's all about doing things for others and helping the people you care about! Ahh!

<https://www.youtube.com/watch?v=ey0D53Dxl3M>

What sort of things do you do to show that you care about people? Let me know! It's especially important at the moment to help and care for other people. That's what all our key workers are doing, as well as grown-ups at home. In fact, each and every one of us are all helping each other in different ways.

I'm going to tell you about the third letter of my SCARF. It's 'A' for Achievement. Since lockdown started I think I've achieved lots of things, even if they're only small!

...Try some of my fun ideas ...or learn to spell some new tricky words.... or learn your times tables!

The fourth letter of my SCARF is 'R' for Resilience. Resilience is all about picking yourself up again when things go wrong, or bouncing back when you've been feeling sad. I think I've been resilient in lots of ways during lockdown - and I'm sure you have too! For example, it makes me sad that I can't see my friends, but when I start to feel lonely I call them online or do something else to distract myself - then I'll feel happy again! Sometimes I find my school work a bit tricky and want to give up! But instead of quitting I ask my mum or dad for help and we work it out together - that's resilience!

And you'll never guess what the last letter 'F' stands for... it's Friendship!

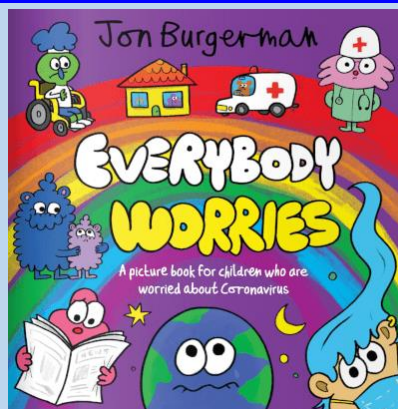
It's important to remember that even if we can't actually *see* our friends and play with them, we can still communicate and have fun together! That's why I call Kiki and Derek. We always have such a laugh! How are you keeping in touch with your friends?

Everybody Worries

My friend Kiki, the Kangaroo, (do you remember Kiki? She's the one who likes to bounce!) told me about a book she read *all* about not worrying too much about the virus, even though it can sound a bit scary!

Would you like to read it? You can also watch it being read by the author, Jon Burgerman

<https://www.youtube.com/watch?v=ST3WHJt4fZw>



Kim's Game



Kim's game – have you ever played it? It's a memory game, so it helps to keep my brain active. You could play it too! It's easy. Here's how...

- Collect some small objects from around the house, then put them on a tray or a table.

- Give people who are playing one minute to memorise the objects.
- When the minute's up, cover the objects with a tea towel or cloth.
- How many can they name from memory? No peeking under the tea towel! (Derek couldn't peek because he wasn't even in the same house as me!)

Even though we were in separate homes it was still really fun.



Get creative

Books

I love reading and I love books. Stories are like adventures that you can carry around, keep close to you and peek into when you have time or if you're bored. You can travel to a whole other place when you're reading a book, even though you're actually just sitting still in a chair or lying quietly in bed!

My favourite book *at the moment* is called *You Choose*. Do you know it? I love it because it takes me to amazing places that I can go to in my imagination, now that I can't go very far outside.

Do you remember my daily planner?

It has all the things I need to try to do every day, to keep happy and healthy. There are five things...

1. Be Active
2. Get Creative
3. Mindful Moments
4. Connect with Others
5. Give to Others

Well, my friend Alex has made a special drawing of the five things. I've called it my Wellbeing Wheel!

This week I'm going to try to do all five things every day

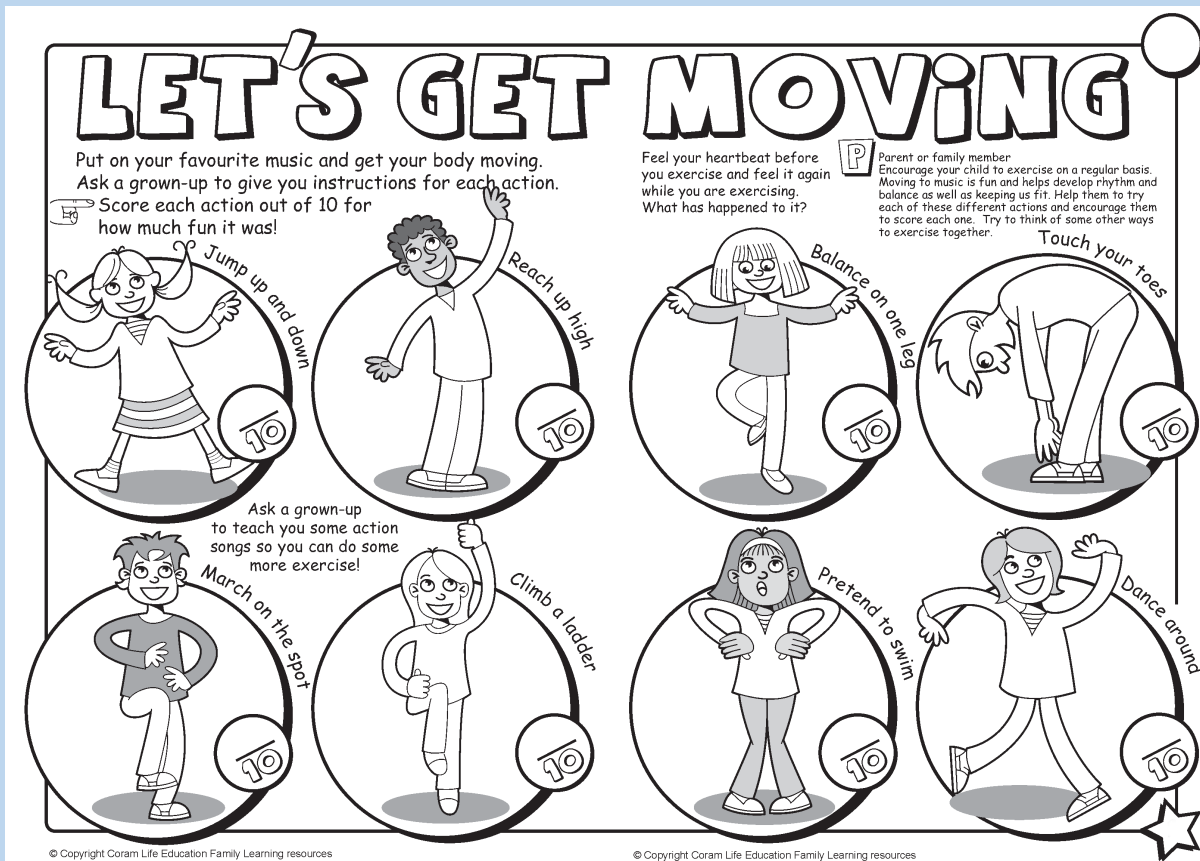
You Choose

by Pippa Goodhart and Nick Sharratt

<https://www.youtube.com/watch?v=jRmn8bIjp6c>



My activity is called *Let's Get Moving*. You can do the exercises to music if possible - or even just sing along as you do them, if you don't have any music! Singing is a type of exercise, too! It makes our lungs stronger. If you can print the page below that would be great! Don't worry if you can't - you can just look at it on the screen and give each exercise a mark out of 10.



The Wellbeing Wheel - things we can do each day to help us feel happy and healthy.

I wonder what I could do? Oh, I remember now that my mum found a really amazing film of a pufferfish (not a real one!) doing some calming breathing. I think I'll watch the film and practise my calming breathing. It's really useful for when I feel upset or grumpy. I can do it when I get cross, like when things don't go right. I do ten pufferfish breaths, and that helps me to calm down. Do you have something that you do to help, if you need to calm down? Maybe you could try the pufferfish breathing, too!

Here's where you can watch the film - remember to check with a grown-up before you do, though.

PUFFERFISH CALMING BREATHING

<https://www.youtube.com/watch?v=gLbK0o9Bk7Q>

I'm finding it hard to go to sleep at night and even harder to wake up, than to get up at my usual school time in the morning. It's so light in the evening, too! Do any of you have the same problem? I think it's because I went to bed a little bit later during the holidays and I got up a little bit later, too. Now my sleep is all upside down!

Hey! That gives me an idea of something I can try today...



Six Special Sleep tips! Try this sleep quiz....

1. To help your body go to sleep, which is better, a or b?

- a) Go to bed at the same time, every night - including at weekends.
- b) Vary the time that you go to bed - it makes no difference.

2. Exercise is great for keeping healthy, but when it comes to helping you sleep which is better, a or b?

- a) Exercise during the daytime and at least 2 to 3 hours before bedtime.
- b) Exercise just before you go to bed, because it will tire you out.

3. Now a question about eating and drinking before bedtime. Which is better, a or b?

- a) Only have a small snack and a small drink before bedtime - and not too close to bedtime.
- b) Have lots to eat and drink before bedtime, so that you won't be hungry in the night.

4. This next question is about activities to do before bedtime. Which is better, a or b?

- a) Do relaxing things in the hour before bedtime - such as reading a book or listening to music.
- b) Play some games and keep busy in the hour before bedtime, so that you'll be tired out.

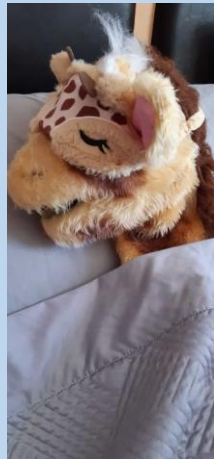
5. Which of these helps us to sleep better, a or b?

- a) Dim the lights, switch off all screens (tablets, TVs etc.) at least an hour before bedtime and relax - best of all in a darkened room.
- b) Play some computer games before bedtime to tire your brain out.

6. And the last question - which is better, a or b?

a) Try to get sunlight for part of the time during the daytime, so that your body knows when it's night time. That could be sitting near a window for part of the day, especially in the morning.

b) Don't worry about getting any daylight during the day - it doesn't make any difference.



I slept a lot better last night. If you look at the photograph of me you might be able to guess what helped me!

Yes! It was my new giraffe eye-mask! It helped to block out the light so that I was able to get to sleep much quicker.

Did you see my sleep quiz? Here it is again - this time with the answers and some reasons for why these sleep tips work, from sleep scientist Matthew Walker...

Six Special Sleep tips quiz ANSWERS

1. To help your body go to sleep, which is better, a or b?

a) Go to bed at the same time, every night - including at weekends.

b) Vary the time that you go to bed - it makes no difference.

CORRECT ANSWER IS: a) This is because our bodies work better - and sleep much better - when we have regular routines. So going to bed at the same time every night and getting up at the same time every morning, is the **NUMBER 1** best thing that scientists recommend for getting a really good night's sleep!

2. Exercise is great for keeping healthy, but when it comes to helping you sleep which is better, a or b?

a) Exercise during the daytime and at least 2 to 3 hours before bedtime.

b) Exercise just before you go to bed, because it will tire you out.

CORRECT ANSWER IS: a) It's true that exercise helps us to sleep better, but not too near to bedtime, because that just wakes us up and makes us feel all lively! So quiet calm activities before bedtime are the best.

3. Now a question about eating and drinking before bedtime. Which is better, a or b?

a) Only have a small snack and a small drink before bedtime - and not too close to bedtime.

b) Have lots to eat and drink before bedtime, so that you won't be hungry in the night.

CORRECT ANSWER IS: a) Eating and drinking a lot before we go to bed gives our tummy a lot of work to do, so that can keep us awake. Small snacks or just a drink are best.

4. This next question is about activities to do before bedtime. Which is better, a or b?

a) Do relaxing things in the hour before bedtime - such as reading a book or listening to music.

b) Play some games and keep busy in the hour before bedtime, so that you'll be tired out.

CORRECT ANSWER IS: a) Calm, relaxing things - like the pufferfish breathing that we did on Monday - really help us to get ready to go to sleep...zzzzzz! Games and keeping busy make it harder for our brains to calm down and drop off.

5. Which of these helps us to sleep better, a or b?

a) Dim the lights, switch off all screens (tablets, TVs etc.) at least an hour before bedtime and relax - best of all in a darkened room.

b) Play some computer games before bedtime to tire your brain out.

CORRECT ANSWER IS: a) Scientists have proved that screens can make brains more active - and active brains find it hard to switch off and go to sleep. So we need to switch off screens at least an hour before bedtime to get the best night's sleep.

6. And the last question - which is better, a or b?

a) Try to get sunlight for part of the time during the daytime, so that your body knows when it's night time. That could be sitting near a window for part of the day, especially in the morning.

b) Don't worry about getting any daylight during the day - it doesn't make any difference.

CORRECT ANSWER IS: a) It's also true that having bright lights - including lots of daylight - help our brains to get into a routine of when to be **WIDE AWAKE** and when to be *calming down*! So dimming the lights an hour before bedtime really helps.

How did you do? Did you get all the answers?

Give to others

Books about Caring



I've been thinking of *my* favourite books about caring for each other, kindness and friendship.

One that I thought of is *No Matter What* by Debi Gliori. It's all about loving someone and caring for them all the time, no matter what they might be like! It's one of my favourite books ever - it makes me all happy and sad... at the same time!

Here's a picture of me with it, maybe you could read it too!

No Matter What by Debi Gliori

<https://www.youtube.com/watch?v=nNobXA5OHAM>

by Martin Waddell

<https://www.youtube.com/watch?v=TPQRiSTYFH0>