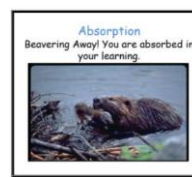


## Home Learning Grid

This is the home learning grid for the week beginning 25<sup>th</sup> January 2021. Please use this as a grid to support planning your child's home learning. Additional resources will be made available on 'google classrooms', to support your child to access these activities. A daily reading and counting task are important to support your child to access their education but remember to have fun!

This week Class 1 will continue to focus on the learning behaviours of **perseverance** and **managing our distractions**, but we will also be focusing on the learning behaviour: **absorption**.




Now you are becoming more used to your learning routines at home, you are probably becoming better at managing those distractions, like the hedgehog. It is important to keep being that tortoise and preserve, even when you've had enough, so try and become absorbed and engaged in your learning, like the beaver, to gain that real sense of pride and passion in what you are all achieving! Please do remember to keep sending your learning into Mrs Jackson. This will help me to plan and create learning that will help your children remain engaged and meet their individual learning needs.

I have attached some learning behaviour celebration cards at the end of the home learning grid. If you feel your child has shown some fantastic learning behaviours this week, please do send them in because we will be celebrating these in school and at home with you all!

	Farway C of E Primary School - Class 1 – week beginning 25 <sup>th</sup> January				
	Lesson 1	Lesson 2	Break time	Lesson 3	Lesson 4
<b>Monday</b>  Please read for at least 10 minutes every day with an adult or a sibling.  <i>You can use the Bug Club online books to access books in line with your child's phonics ability.</i>	<b>Phonics -</b> <a href="https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0#bugclubphonics">https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0#bugclubphonics</a> <b>Reception -</b> Phase 3, unit 9, phoneme 'igh', written as 'igh'.  <b>Year 1</b> Phase 5, Unit 27, phoneme /sh/ alternatives.  <b>Year 2</b> Phase 6, unit 29, suffix ending '-s', as plural morpheme.	<b>R.E - WALT: think about sacred places for Jewish people.</b>  Recap with the children what we mean by <b>sacred</b> and special places. Can they remember any of the sacred items we looked at last week, from the Christian church and recap what they mean to Christians?  <b>Task 1</b> Show the children some images and artefacts linked to Judaism, are they able to talk about which religion these are linked to? What do they already know? Show the children a board split into three sections. Section one labelled 'What I know', section two 'what I want to find out' and section three 'what I have learnt'. Record children's ideas on to the board (as a class record onto post it notes and display on the working wall).  <b>Task 2</b> Explain to the children that they are going to be finding out about the sacred places of worship for Jewish people.	Have a mind break (20 mins) - get a drink and run around the garden or do something you enjoy. For ideas visit:  <a href="https://www.cosmickids.com/mindfulness-meditation-videos-kids/">https://www.cosmickids.com/mindfulness-meditation-videos-kids/</a>	<b>Maths</b> Get those brains active by moving those bodies, whilst recapping counting in 5s. <a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-5-times-table/zhbm47h">https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-5-times-table/zhbm47h</a>  <b>Reception</b> WALT: explore time and seasons <a href="https://classroom.thenational.academy/lessons/exploring-and-discussing-time-and-the-seasons-6mwp8c">https://classroom.thenational.academy/lessons/exploring-and-discussing-time-and-the-seasons-6mwp8c</a>  <b>Year 1</b> <b>WALT: recap adding equal groups</b>  <a href="https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/</a> - add equal groups.	<b>P.E</b> This afternoon spend time getting your bodies active! I have attached an activity sheet at the bottom of this grid to encourage mini-workouts throughout the week. It is a great way to keep those minds and bodies healthy during lockdown!  <b>Task 1</b> Warm those bodies up by having a go at this 'stay active' video: <a href="https://video.link/w/qRBBb">https://video.link/w/qRBBb</a>  <b>Task 2</b> Go outside for some fresh air and complete your mile run. This is a

		<p>Watch the link attached to explore a Jewish synagogue and sacred Jewish artefacts.  <a href="https://www.bbc.co.uk/bitesize/clips/zcf_gkqt">https://www.bbc.co.uk/bitesize/clips/zcf_gkqt</a> - make notes on the items you learn about during the clip.</p> <p>Talk to the children about the synagogue and show them the clip of a virtual tour around a synagogue. Can they spot any of the artifacts you explored at the beginning of the lesson?</p> <p>Have a look at some photos of some famous synagogues, including: The <b>Grand Choral Synagogue</b> of St. Petersburg, <b>Tempio Maggiore di Roma</b>, The <b>Leopoldstädter Tempel</b>,</p> <p>What do the children notice about all the synagogues? They look very grand don't they!</p> <p>Task 3  Children will look more closely at the images of the Jewish sacred artifacts (Ner tamid, Ark, Torah scroll, Bimah, tallit (prayer shawl), tefillin, Kippah (skullcap) and hannukiah.)  Watch the video clip below -  <a href="https://www.bbc.co.uk/bitesize/clips/zd9_jxnb">https://www.bbc.co.uk/bitesize/clips/zd9_jxnb</a>.</p>	<p><b>Year 2</b>  <b>WALT: solve multiplication problems using pictures</b></p> <p><a href="https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/</a> - multiplication sentences using pictures</p>	<p>great way to get you heart and lungs moving, breathing in lots of fresh air!</p> <p><b>Have fun!</b></p>
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		<p>It is a video clip showing a Jewish child talking through their Jewish artefacts around their home.</p> <p>Spread the images of Jewish artefacts out on your table - with the text to accompany the images. Ask your child to have a go at matching up the definition with the correct image.</p> <p>Finally, ask your child to draw their favourite sacred Jewish artefact and write a short sentence to explain why this is their favourite. For example: 'My favourite sacred Jewish artefact is the Hanukkah because the shape reminds me of a rainbow and the candles remind me of my own beliefs, that Jesus is the light of the world.'</p> 			
<b>Tuesday</b>  Please read for at least	<b>Phonics</b> <a href="https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0#bugclub-phonics">https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0#bugclub-phonics</a>	<b>Literacy</b> WALT: use capital letters correctly. On Friday, you were asked to have a go at writing your own non-fiction page about your chosen reptile, in the style of Dino Dinners.	Have a mind break (20 mins) - get a drink and run around the	<b>Maths</b> <a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-number-patterns-with-maggie-magpie/zvv7rj6">https://www.bbc.co.uk/teach/supermovers/ks1-maths-number-patterns-with-maggie-magpie/zvv7rj6</a>	<b>Science</b> – Dinosaur Dentist.  Read children 'Harry and the Dinosaurs visit the Dentist' – discuss

<p>10 minutes every day with an adult or a sibling.</p>	<p><b>Reception</b> - Phase 3, unit 9, phoneme 'oa', written as 'oa'.</p> <p><b>Year 1</b> Phase 5, Unit 27, phoneme /e/ written as 'ea'.</p> <p><b>Year 2</b> Phase 6, unit 29 suffix ending - 'es', after 'ss', 'x'.</p>	<p>Today, we will be looking at these and practising 'marking and revising' our own work, making sure we have used capital letters correctly.</p> <p>Task 1 - watch the video link below to learn more about how and when we use a capital letter in our writing.  <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-where-do-you-put-capital-letters/zkbhf4j">https://www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-where-do-you-put-capital-letters/zkbhf4j</a></p> <p>Task 2 - Look at the sentence sheets attached. Rewrite the sentences in your book, correcting the mistakes that Andy has made, to ensure the sentences have used capital letters correctly.</p> <p>Task 3 - Look at your own writing from Friday. Check where and how you have used capital letters in your writing and correct any errors, should you need to (using a purple pen).</p>	<p>garden or do something you enjoy. For ideas visit:  <a href="https://www.cosmickids.com/mindfulness-meditation-videos-kids/">https://www.cosmickids.com/mindfulness-meditation-videos-kids/</a></p>	<p><b>Reception</b>  <b>WALT: explore and discuss days of the week</b>  <a href="https://classroom.thenationalacademy/lessons/exploring-and-discussing-the-days-of-the-week-and-daily-events-6ngkgc">https://classroom.thenationalacademy/lessons/exploring-and-discussing-the-days-of-the-week-and-daily-events-6ngkgc</a></p> <p><b>Year 1</b>  <b>WALT: make arrays</b>  <a href="https://classroom.thenationalacademy/lessons/to-explore-arrays-part-1-6mvkcd">https://classroom.thenationalacademy/lessons/to-explore-arrays-part-1-6mvkcd</a></p> <p><b>Year 2</b>  <b>WALT: use arrays</b></p> <p>Recap what we mean by arrays, following the link below:  <a href="https://classroom.thenationalacademy/lessons/to-explore-arrays-part-1-6mvkcd">https://classroom.thenationalacademy/lessons/to-explore-arrays-part-1-6mvkcd</a></p> <p>Then watch this link and have a go at using arrays to see the commutativity of multiplication facts.  <a href="https://whiterosemaths.com/homelearning/year-2/spring-">https://whiterosemaths.com/homelearning/year-2/spring-</a></p>	<p>the importance of looking after our teeth. What is the role of the dentist? Discuss sugar and the affects it has on teeth decay.</p> <p>Do you think dinosaurs ate sugar?</p> <p>Explain, Dinosaurs would not have been able to visit the dentist. Look at images of different dinosaur teeth. Use the <a href="#">Dinosaur teeth sorting cards</a> to sort them into groups of meat eaters and plant eaters. Have a go at making either a herbivore or carnivore dinosaur tooth using salt dough.</p> <p>When it's dry you could paint it and decorate it, or create more dinosaur teeth - then arrange to create</p>
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				<a href="#">week-2-number-multiplication-and-division/</a> - using arrays.  <a href="https://classroom.thenational.academy/lessons/to-explore-arrays-part-1-6mvkcd">https://classroom.thenational.academy/lessons/to-explore-arrays-part-1-6mvkcd</a> - embed learning	<p>an enormous dinosaur jaw.</p> <p>Find out about the teeth of modern-day carnivores, herbivores and omnivores.</p> <p><b>Note:</b> Carnivores' teeth are sharp, pointed or serrated for tearing up the flesh of their prey. Herbivores' teeth are large or flat, ideal for grinding up plants. Only a few species of dinosaur were omnivore.</p>
<b>Wednesday</b>  Please read for at least 10 minutes	<b>Phonics</b> <a href="https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0#bugclubphonics">https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0#bugclubphonics</a> <b>Reception</b> - Phase 3, unit 9, phoneme 'oo'	<b>Literacy</b> <b>WALT: use bullet points</b> Today, you are going to start planning your own non-fiction piece, in the style of Dino Dinners, about prehistoric animals. Children need to research: what do we mean by prehistoric animals? Can you name four prehistoric animals that you find interesting?	Have a mind break (20 mins) - get a drink and run around the garden or do something you enjoy.	<b>Maths</b> <b>Reception</b> <b>WALT: use everyday language to talk about and sequence daily events</b> <a href="https://classroom.thenationalacademy/lessons/using-everyday-language-to-talk-about-and-sequence-daily-events-60tkad">https://classroom.thenationalacademy/lessons/using-everyday-language-to-talk-about-and-sequence-daily-events-60tkad</a>	<b>DT - Sockasaurus Rex</b> Can you create your very own Sockasaurus Rex?  Plan your ideas and choose appropriate materials for embellishing your sock

<p>every day with an adult or a sibling.</p>	<p>(long), written as 'oo'.</p> <p><b>Year 1</b> Phase 5, Unit 27, phoneme /w/ /o/, written as 'wa'.</p> <p><b>Year 2</b> Phase 6, unit 29, suffix ending - 'es', after 'ch', 'sh', 'tch'.</p>	<p><a href="https://kids.nationalgeographic.com/animals/prehistoric-animals/">https://kids.nationalgeographic.com/animals/prehistoric-animals/</a></p> <p>Ask them to choose their favourite prehistoric animal and collect as much information about their animal, that they can.</p> <p><b>Bullet points</b> are a great way to help collect the most important information / facts from a larger piece of writing. Watch the video link for more information <a href="https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z2yydxs">https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z2yydxs</a></p> <p>Have a go at using bullet points to gather and plan the most important information about your chosen prehistoric animal, that you would like to include in your fact page.</p> <p>For example:</p> <div data-bbox="613 1177 1052 1281"> <ul style="list-style-type: none"> <li>• When they lived</li> <li>• How big they were</li> <li>• Herbivore or carnivore</li> </ul> </div>	<p>For ideas visit: <a href="https://www.cosmickids.com/mindfulness-meditation-videos-kids/">https://www.cosmickids.com/mindfulness-meditation-videos-kids/</a></p>	<p><b>Year 1</b> <b>WALT: make doubles</b> <a href="https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/</a> - make doubles</p> <p><b>Year 2</b> <b>WALT: continue using arrays</b> <a href="https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/</a>  <a href="https://classroom.thenational.academy/lessons/to-explore-arrays-part-2-71hp2t">https://classroom.thenational.academy/lessons/to-explore-arrays-part-2-71hp2t</a> - challenge</p>	<p>to create a sock dinosaur. Stick or sew felt, googly eyes and other decorative materials to a brightly coloured sock. Then, evaluate the success of their design.</p> <p><b>Note:</b> To further refine their needlework skills, children could sew triangular spines and a tail to the back of old hooded tops to create dinosaur outfits for themselves. Perfect for a dinosaur party.</p> <ul style="list-style-type: none"> <li>• <a href="#">Making a Sockasaurus dinosaur puppet</a></li> </ul> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Brightly coloured socks</li> <li>• Googly eyes</li> <li>• Felt</li> <li>• Card</li> </ul>
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		<p>When children have gathered enough information to write about, support them to look through their notes and highlight any <b>technical vocabulary</b> they have used.</p> <p>Children need to use a dictionary / thesaurus to find out what each of these words mean - this will enhance their understanding and help them to be beavers, absorbed in their learning</p>			<ul style="list-style-type: none"> <li>• Glue</li> <li>• Sewing materials</li> <li>• Old hooded tops</li> </ul>
<p><b>Thursday</b></p> <p>Please read for at least 10 minutes every day with an adult or a sibling.</p>	<p><b>Phonics</b>  <a href="https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0#bugclub_phonics">https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0#bugclub_phonics</a>  <b>Reception</b> - Phase 3, unit 9, phoneme 'oo' (short), written as 'oo'.  <b>Year 1</b> Phase 5, Unit 27, phoneme /u/, written as 'o'.</p>	<p><b>Literacy</b>  <b>WALT: prioritise key information and discuss why it will engage the reader.</b></p> <p>Pupils to complete their <b>Text structure</b> chart using their information (an example is at the bottom of this home learning grid) - talking through why the information they are including is important and will engage the reader.</p> <p>Have they included <b>technical vocabulary</b>? <b>Conjunctions</b> to join sentences together?</p>	<p>Have a mind break (20 mins) - get a drink and run around the garden or do something you enjoy.  <a href="https://www.cosmickids.com/mindfulness-meditation">https://www.cosmickids.com/mindfulness-meditation</a></p>	<p><b>Maths</b>  <b>Reception</b>  <b>WALT: measure short periods of time</b>  <a href="https://classroom.thenational.academy/lessons/using-ordinal-language-when-sequencing-events-and-measure-short-periods-of-time-6nh6at">https://classroom.thenational.academy/lessons/using-ordinal-language-when-sequencing-events-and-measure-short-periods-of-time-6nh6at</a>  <b>Year 1</b>  <b>WALT: make equal groups by sharing (recap).</b>  <a href="https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-">https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-</a></p>	<p><b>Art - Dinosaur eggs</b></p> <p>Make dinosaur eggs using malleable materials, such as mud, playdough and/or clay (see instructions for how to make playdough a home below).</p> <p>Explore ways of changing the shape of the materials by rolling, squeezing and pressing, and changing textures by</p>



	<p><b>Year 2</b> Phase 6, unit 29, language session.</p>	<p>Is there any further information could they include? Change?</p> <ul style="list-style-type: none"> <li>- Maybe you could ring a loved one you are missing and share the information you have gathered with them.</li> </ul>	<p><u>-videos-kids/</u></p>	<p><u>and-division/</u> - make equal groups sharing (recap)</p> <p><b>Year 2</b> <b>WALT: make equal groups by sharing.</b></p> <p><a href="https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/</a> - make equal groups sharing</p> <p><a href="https://classroom.thenational.academy/lessons/to-share-a-total-equally-and-find-the-number-of-groups-part-1-65hkad">https://classroom.thenational.academy/lessons/to-share-a-total-equally-and-find-the-number-of-groups-part-1-65hkad</a></p>	<p>adding sand, glitter and other textural materials. Arrange the eggs in the egg laying formations of different types of dinosaur.</p> <p><b>Note:</b> The <i>Maiasaura</i> laid their eggs in a circle. <i>Sauropods</i> laid theirs in a row as if they were laid while walking. <i>Hypselosaurus</i> laid football-shaped eggs in groups of five, while the <i>Protoceratops</i> cleverly laid theirs in a spiral.</p> <p>Maybe you could try moulding your egg shape around a toy dinosaur?</p> <p><b>Children with sensitive skin may need to wear gloves in case of skin irritation.</b></p>
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					<b>Practical resources</b> <ul style="list-style-type: none"> <li>• Mud, dough or clay</li> <li>• Sand, glitter and other textural materials</li> </ul>
<b>Friday</b>  Please read for at least 10 minutes every day with an adult or a sibling.	<b>Phonics</b> <a href="https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0#bugclubphonics">https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0#bugclubphonics</a>  <b>Reception</b> Phase 3, unit 9, language session.  <b>Year 1</b> Phase 5, Unit 27, language session.  <b>Year 2</b> Recap plural endings - <a href="https://www.bbc.co.uk/teach/s">https://www.bbc.co.uk/teach/s</a>	<b>Literacy</b> <b>WALT: write a dual-voice text about my chosen pre-historic animal.</b>  Using their key information and text structure charts children need to write their information text into their books. Today, children will be writing the voice of the author.  Remember: this voice is written in a more serious, factual manner (using bullet points, information text, technical language and subtitles) to inform the reader key information about their chosen prehistoric animal.  Please encourage the children to complete this piece of writing	Have a mind break (20 mins) - get a drink and run around the garden or do something you enjoy. <a href="https://www.cosmickids.com/mindfulness-meditation-videos-kids/">https://www.cosmickids.com/mindfulness-meditation-videos-kids/</a>	<b>Maths</b> <b>Reception</b> <b>WALT: consolidate our learning</b> <a href="https://classroom.thenational.academy/lessons/consolidating-learning-64rpct">https://classroom.thenational.academy/lessons/consolidating-learning-64rpct</a>  <b>Year 1</b> <b>WALT: continue making equal groups by sharing</b> <a href="https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/</a> - make equal groups by sharing  <b>Year 2</b> <b>WALT: make equal groups by grouping</b>	<b>Science - same or different?</b>  Label the parts of a dinosaur's body on a large-scale diagram or picture. Look at images of dinosaur skeletons, identifying the main features. Compare with the parts of a lizard's body, discussing any differences.  <b>Note:</b> One of the main differences between a dinosaur and a lizard's body is the hip bone – some dinosaurs were

	<p><a href="https://www.killswise.com/plurals/z7trpg8">killswise/plurals/z7trpg8</a></p> <p>Have a go at turning singular nouns into plural nouns - sheet attached.</p>	<p>independently. I love seeing what they can do independently, but if they become upset then a little guidance is fine. Please remember to send me a copy of their writing for their books in school!</p> <p>When children have written their information piece, encourage the children to re-read their writing. Proof checking for spellings, punctuation, past tense, conjunctions, technical vocabulary. These can be amended in a purple pen (if you have one or a different coloured pen, if not).</p>		<p>Recap - what we mean by making equal groups by grouping, watching the video link below:  <a href="https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/</a> - make equal groups grouping (<b>recap</b>)</p> <p><b>Then have a go at the main task:</b>  <a href="https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/</a> - making equal groups by grouping</p>	<p>able to walk on two legs.</p> <ul style="list-style-type: none"> <li>• <a href="#">Dinosaur labelling</a></li> <li>• <a href="#">Dinosaur and reptile skeletons</a></li> </ul> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Paints, pens or sticky notes</li> </ul>
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Example of the Text Structure - to support your writing. Please use the ideas from your own Text Structure you created last week.

Text Model	Practising writing	Independent writing
<b>Information voice:</b> <b>T-Rex</b>	<b>Information voice:</b> <b>chameleon</b>	
They lived over 65 million years ago. From nose to tail they measured 12 metres long They were one of the fiercest carnivores to have ever lived on earth.	Are a distinctive and highly specialised group of <u>Old World</u> Lizards. There are over 202 different species of chameleons. They have the ability to change colour.	
Very strong bite, good sense of smell meant it could eat the largest herbivores	Most distinctive eyes of any reptile, each eye can move independently, seeing the whole way around their head.	
Babies covered in downy fluff to keep them warm	Insectivore, which means they mainly eat insects.	
<b>Dinosaur voice:</b>	<b>Chameleon voice:</b>	
'I like eating sick and injured dinosaurs that pong!'	'I like eating juicy insects and my long tongue can catch them up to 60 cms away.'	
'I am a giant with a giant's appetite and love rotten meat.'	'I can change my skin colour to camouflage myself so I can hide from predators.'	

## Perseverance

Keep trying and never give up even when learning is difficult. A tortoise is slow but they persevere and get there in the end.



\_\_\_\_\_ has behaved like a 'Tortoise' at home  
by.....

## Managing Distractions

You need to recognise and reduce the things that distract you from your learning.  
A hedgehog manages its distractions by curling up into a tight spiky ball.



\_\_\_\_\_ has behaved like a 'Hedgehog' at home  
by.....



# EAST DEVON SCHOOL GAMES PE AND PHYSICAL ACTIVITY AT HOME – KS1&2 WEEKLY GUIDE TO IDEAS 25/1/21



	Monday	Tuesday	Wednesday	Thursday	Friday
Activity idea 1 (imoves & BBC Supermovers)	<a href="#">BBC Supermovers - Fit and Well KS1</a>  <a href="#">BBC Supermovers – Teamwork - KS2</a>	<a href="#">imoves KS1 Body Blast – Jump and wiggle</a>	<a href="#">imoves-Fit Challenge – KS1 &amp; KS2 Quick Blast</a>	<a href="#">imoves disco 4-7 yrs</a>  <a href="#">imoves disco 7-11 yrs</a>	<a href="#">Boogie Beebies KS1 Barnyard Boogie</a>
Activity idea(s) 2	<a href="#">Joe Wicks - Daily workout</a> or <a href="#">The Daily Mile at home</a>	<a href="#">The Daily Mile at home</a>	<a href="#">Joe Wicks - Daily workout</a> or <a href="#">The Daily Mile at home</a>	<a href="#">The Daily Mile at home</a>	<a href="#">Joe Wicks - Daily workout</a> or <a href="#">The Daily Mile at home</a>
Activity idea 3 (Well –Being)	<a href="#">BBC Super Mood Movers – wellbeing KS2</a>	<a href="#">BBC Super Mood Movers – Giving something back - KS2</a>	<a href="#">BBC Supermovers Champions – Active Me KS2</a>	<a href="#">Cosmic Kids Yoga -Moana Adventure KS1 &amp; KS2</a>	<a href="#">Action calendar – Use your personal strengths</a>
Activity idea 4 (Physical skills)	<a href="#">Avoid the defenders KS1 &amp; KS2</a>  <a href="#">video</a>	<a href="#">Climb the ladder KS1 &amp; KS2</a>  <a href="#">video</a>	<a href="#">This is PE -Five to One</a>	<a href="#">This is PE –Reaction Wall</a>	<a href="#">Inside Out</a>
Activity idea 5 (Personal & Family Challenges)	<a href="#">YST After School Sports Club – Core stability pre-recorded</a>	<a href="#">YST After School Sports club - Live 5pm</a>	<a href="#">Cosmic Kids Yoga – Squish the Fish KS1</a>	<a href="#">YST After School Sports club - Live 5pm</a>	<a href="#">Feeling Flexible</a>  <a href="#">video</a>