

# Weekly Home Learning Timetable

Year 4-WB 11.05.20

## Monday

### English

**Focus- To retrieve facts from a text.**

<https://www.thenational.academy/year-4/english/news-report-reading-comprehension-fact-retrieval-year-4-wk3-1#slide-1>

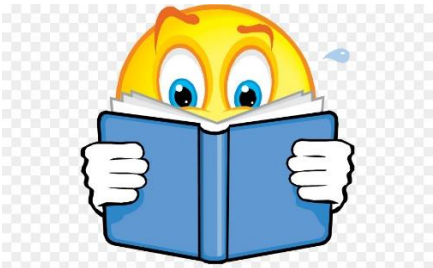
Follow the link above to a lesson where you will look at retrieving



facts from a news report, taken from Willy Wonka and the Chocolate Factory – Augustus Gloop seen floundering in a chocolate river!

Use the text to answer the fact retrieval questions.

You can record your retrieved facts in your workbook.



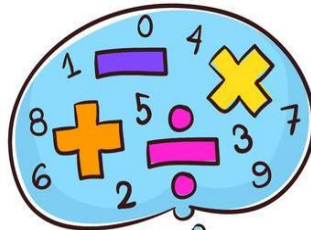
### Maths

**Focus- To be able to make a whole**

<https://whiterosemaths.com/homelearning/year-4/>

Follow the link above and watch the video for **Summer Term week 1 lesson 1**. This will take you to a lesson where you will be reminded of how to make a whole. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.

Can you show them as part whole models?



### Science

**Focus- To design a wildlife-friendly garden.**

Imagine that you have been given a small piece of land and have been told to create a wildlife garden. What would it look like? Draw a diagram of your wildlife garden and label it. What do you plant? What other features will you include? What sort of wildlife do you hope to attract?



The following website will help get you started:

<https://www.rspb.org.uk/birds-and-wildlife/advice/gardening-for-wildlife/>

If you scroll down the following website, you will come across a series of booklets that might help you if you are aiming to attract particular types of wildlife:

<https://www.wildaboutgardens.org.uk/>

Remember to make your designs bold, clear, colourful and informative!

## Tuesday

### English

**Focus- – To explore inference questions using a news report.**

<https://www.thenational.academy/year-4/english/news-report-reading-comprehension-inference-year-4-wk3-2>

Follow the link above to a lesson where you will look at a news report about Augustus Gloop falling in to the chocolate river.



Use your learnt skills to answer the text related questions.

You can record your answers in your workbook.

### Maths

**Focus- To be able to write mixed numbers as decimals**

<https://whiterosemaths.com/homelearning/year-4/>

Follow the link above and watch the video for **Summer Term week 1 lesson 2**. This will remind you how to write mixed numbers as decimals. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.

How many different ways can you represent decimals?

### French

**Focus- To revise how you are feeling in French.**

This video lesson begins by revising how we greet each other and then explores in greater depth how to explain how we are feeling in French. Some of you may remember a lot of this, others of you can use it as useful reminder. Enjoy!

<https://www.youtube.com/watch?v=gT8G40-eD9o>



## Wednesday

### English

**Focus-- To identify the features of a text.**

<https://www.thenational.academy/year-4/english/news-report-identifying-the-features-of-a-text-year-4-wk3-3>

Follow the link above to a lesson where you will understand and identify the features of a newspaper report.

You can record your features of a newspaper report in your workbook.

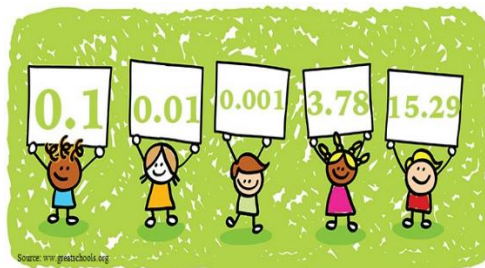


### Maths

**Focus- To be able to compare decimals**

<https://whiterosemaths.com/homelearning/year-4/>

Follow the link above and watch the video for **Summer Term week 1 lesson 3**. This will take you to a lesson where you will be reminded how to compare decimals. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.



### Geography

**Focus- To learn how to use contours, keys and symbols to help improve map reading skills.**

<https://www.bbc.co.uk/bitesize/articles/zjdm6v4>

Follow the link above to a lesson where you will learn about how to use contours, keys and symbols to help you develop your map reading skills.

The lesson includes:

- A video demonstrating how to use contours, keys and symbols
- A video recap on maps and map reading
- Two activities to build on the knowledge. (See resource sheet below)



## Thursday

### English

**Focus- – To focus on the use of inverted commas.**

<https://www.thenational.academy/year-4/english/news-report-spag-focus-inverted-commas-year-4-wk3-4>

SPAG focus - Follow the link above to a lesson where you will look at using inverted commas, work through some examples and then answer SPAG related questions.

You can record your answers in your workbook.

### Maths

**Focus- To be able to order decimals**

<https://whiterosemaths.com/homelearning/year-4/>

Follow the link above and watch the video for **Summer Term week 1 lesson 4**. This will take you to a lesson where you will be reminded how to order decimals using a number line. Complete the activity section. You can record the answers to the questions in your book. The activity can be found in the resources section below.

Can you create your own number lines to show different decimals?

### PE

**Focus- To have fun while developing my fitness levels.**

Use the resources below to play 'Fun Fitness Bingo'.



It is really important that we all keep active during this time so we hope you have fun playing the game. Why don't you invent your own fitness game that you can play with your family.

Take photos of the games in action and share with your class teachers if you wish.

## Friday

### English

**Focus- – To focus on the use of inverted commas.**

<https://www.thenational.academy/year-4/english/news-report-write-a-news-report-year-4-wk3-5>

Follow the link above to a lesson where you will be guided on how to write your own newspaper report. You will read through a newspaper report, then write your own report following the guidance and structure demonstrated. Make sure you use the word bank and success criteria. Reflect back on the week's learning to help you.

You can write your newspaper report in your workbook. Please feel free to email your fabulous report to your class teacher to read!

### Maths

**Focus- To be able to solve problems involving number**

**Game time!**  
**Place Value Battle**  
(For 2 or more players)



Each player should draw a set of four squares next to each other on a piece of paper, as if you were going to write a four-digit number.

Take it in turns to roll a die and write it on their chosen place value square. The aim of the game is to be the player with the greatest four-digit number at the end of the game. Good luck!

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Why not challenge yourself to see who can be the closest to 1000 by adding two three-digit numbers.


### Art

**Focus –To learn how to draw a family portrait**

We are all spending lots of time with our families and also missing family members we can't see at the moment. Try using the guidance in the resources section below to have a go at drawing a family portrait.

You could use any medium you wish to add colour to your portrait or you may like to keep it as a pencil drawing.

If you are happy with your portrait, maybe you could frame it for your home!

Why don't you send a picture of your completed efforts to your class teacher. They would love to see them!



Try to make up your own rules and email them to your teacher.



### Other activities for the week

#### Email your teacher

Why don't you ask an adult to help you write an email to your class teacher? We would love to hear from you to see how you are and what you have been doing to keep busy during this time. Maybe you could send a photo of yourself doing something fun at home, learning a new skill or working on a home learning activity. We are all missing you very much and hope to see you soon!



#### Our class emails are:

Miss Rowden - [4A@garlinge.kent.sch.uk](mailto:4A@garlinge.kent.sch.uk)

Mr Cowan - [4B@garlinge.kent.sch.uk](mailto:4B@garlinge.kent.sch.uk)

Mrs Goode - [4C@garlinge.kent.sch.uk](mailto:4C@garlinge.kent.sch.uk)

Mrs Greenfield - [4D@garlinge.kent.sch.uk](mailto:4D@garlinge.kent.sch.uk)



#### Times Table Rock Stars

Continue to use Times Table Rockstars to practise your times tables. Email your class teacher if you have any issues with the programme and they will be able to help you.

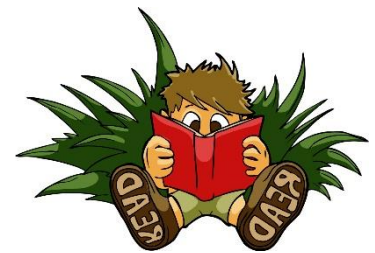
#### Spellings

Continue to practise your Year 3/4 spellings (see below). Ask someone to test you on 10 at a time. How many can you spell? Keep track of the ones you get right and the ones you still need to practise.

#### Reading

Read daily if you can. Try reading a book by a different author. Maybe an adult could help you arrange to read a story over the phone or through Facetime to a member of your family who you haven't seen for a while. I'm sure they would love discussing the story and characters with you.

Maybe you could have some fun, thinking of somewhere new and cosy to read at home or in the garden. Take a photo and send to your teacher if you wish.



#### Cookery

Try out one ( or more) of the recipes from this link on our school website: <https://www.garlingeprimary.co.uk/website-content/from-the-kitchen-week-3-supermarket-swaps-1588668184.pdf>



Cooking is an important life skill and it's great fun getting creative in the kitchen. Send picture of any lovely meals you cook to your class teacher if you wish!



## Art/Well being

Create your own 'Gratitude Jar'. Sit down with a member of your family and discuss the meaning of gratitude. Discuss things you are grateful for and write those ideas on pieces of paper. When ready, fill an empty jar with your notes of gratitude. Any jar will do, but you could make the jar look really good by decorating it with stickers, ribbon etc. You could get into the habit of adding notes to your jar each time you think of something new. Also, the jar could give you a welcome 'boost' if you are feeling sad as it will remind you of things that you have to be grateful for. Maybe other members of your family would enjoy adding to the jar too!



## Resources

### Year 3 and 4 Statutory Spellings

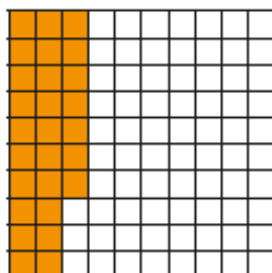
accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

## Monday Maths

### Lesson 1

# Make a whole

1 Here is a hundred square.



a) How many hundredths are shaded?

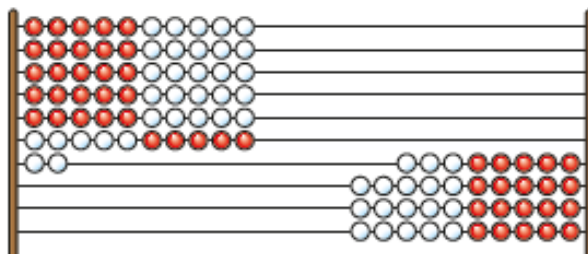
b) How many more hundredths do you need to shade so that the whole hundred square is shaded?

c) Complete the sentence.

hundredths +  hundredths = 1 whole

2 Here is a Rekenrek with 100 beads.

Each bead is one hundredth of the whole.



Complete the sentences.

a)  hundredths are on the left.

b)  hundredths are on the right.

c)  +  = 1



3 Fill in the missing digits.

a) 1 tenth =  hundredths

d) 32 hundredths =

b)  $\frac{2}{10} = \frac{\text{}}{100}$

e) 0.4 =  tenths

c) 70 hundredths =  tenths

f) 50 hundredths =

4 Dora has shaded 4 tenths of a hundred square.



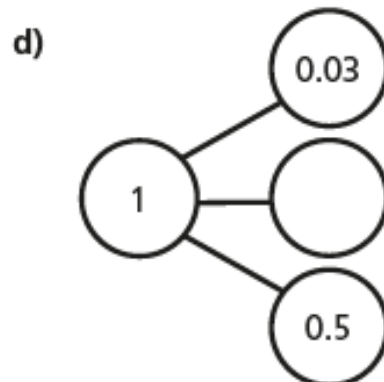
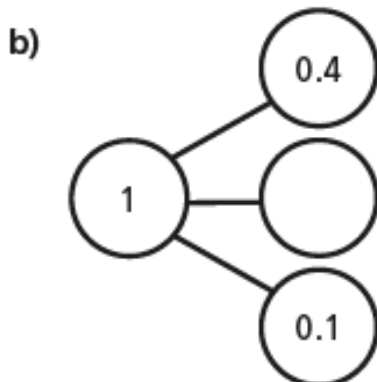
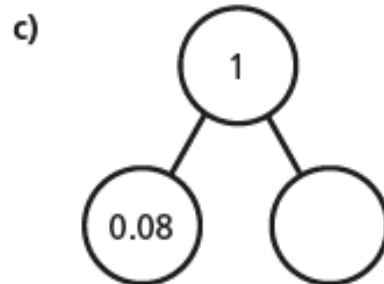
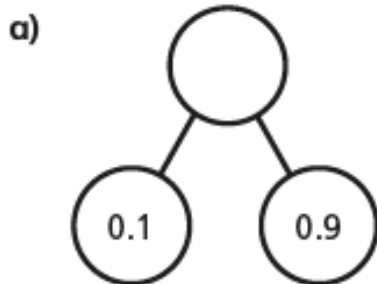
I need to shade 96 more squares to fully shade it.

Do you agree with Dora? \_\_\_\_\_

Explain your reasoning.



5 Complete the part-whole models.



6 Tick the calculations that do not sum to 1

$$0.4 + 0.6$$

$$0.4 + 0.06$$

$$0.04 + 0.06$$

$$0.8 + 0.92$$

$$0.08 + 0.92$$

$$0.92 + 0.08$$

How did you work this out?



7 Mo has a metre-long piece of ribbon.

He cuts off a piece of ribbon 24 cm long.

What is the length of the remaining ribbon?

The length of the remaining ribbon is  m.

8 Fill in the missing numbers.

a)  $0.1 + \boxed{\phantom{000}} = 1$

d)  $0.15 + 0.64 + \boxed{\phantom{000}} = 1$

b)  $\boxed{\phantom{000}} + 0.01 = 1$

e)  $0.15 + \boxed{\phantom{000}} + 0.65 = 1$

c)  $0.03 + \boxed{\phantom{000}} = 1$

f)  $\boxed{\phantom{000}} + 0.04 + 0.5 = 1$





9 Two identical bead strings have a total length of 64 cm.

Would the total length of three of these bead strings be longer or shorter than a metre? \_\_\_\_\_

Explain how you know.

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10 Here are eight number cards.

$\frac{6}{10}$	$\frac{19}{100}$	0.2	0.5	$\frac{8}{10}$	0.01	$\frac{30}{100}$	0.4
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Use the number cards to make each calculation correct.

You can use each number once only.

$$\square + \square = 1$$

$$\square + \square + \square = 1$$

$$\square + \square + \square = 1$$

How many other ways can you find to make a total of 1?

# Write decimals

- 1 Make the number represented on each of the place value charts. Complete the sentences to describe each number.

a)

Ones	Tenths	Hundredths
1 1 1	0.1 0.1	0.01 0.01 0.01 0.01 0.01

There are  ones,  
 tenths and  
 hundredths.

The number is

b)

Ones	Tenths	Hundredths
	0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01

There are  ones,  
 tenths and  
 hundredths.

The number is

c)

Ones	Tenths	Hundredths
1 1 1		0.01 0.01 0.01 0.01 0.01 0.01 0.01

There are  ones,  
 tenths and  
 hundredths.

The number is

d)

Ones	Tenths	Hundredths
1 1 1	0.1 0.1 0.1 0.1 0.1 0.1 0.1	

There are  ones,  
 tenths and  
 hundredths.

The number is



2 Make each number on a place value chart.

Write the value of the underlined digit.

a) 6.31 \_\_\_\_\_

b) 12.09 \_\_\_\_\_

c) 0.07 \_\_\_\_\_

d) 56.82 \_\_\_\_\_

3 Alex says the number on the place value chart is 3.4

Ones	Tenths	Hundredths
● ● ●		● ● ● ●

Do you agree with Alex? \_\_\_\_\_

Explain your answer.



4 Fill in the zeros needed as placeholders for each number.

a)

T	O	Tths	Hths
3	2		4

d)

T	O	Tths	Hths
		5	

b)

T	O	Tths	Hths
	2		4

e)

T	O	Tths	Hths
	2		

c)

T	O	Tths	Hths
			4

f)

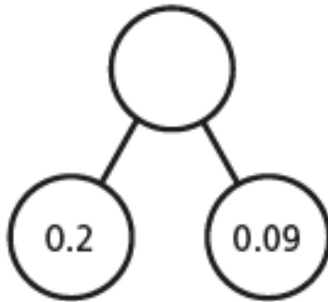
T	O	Tths	Hths
3		5	

Compare answers with a partner.

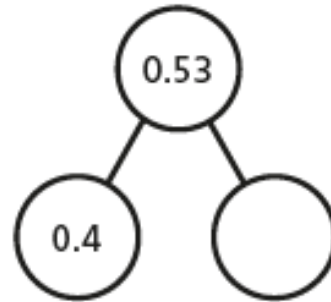


5 Complete the part-whole models.

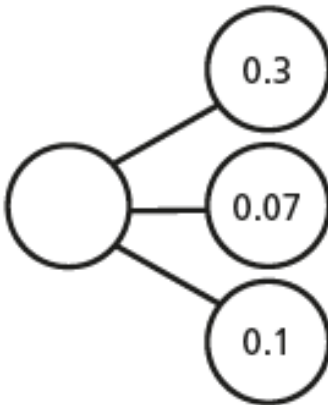
a)



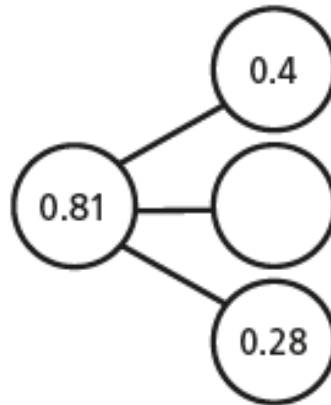
c)



b)

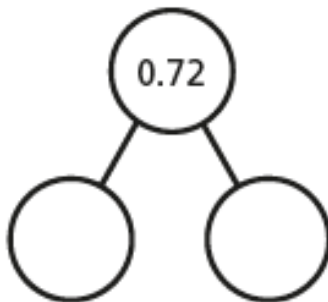


d)



6 Here is a part-whole model.

Partition 0.72 in three different ways and complete the number sentences.



$$\square + \square = 0.72$$

$$\square + \square = 0.72$$

$$\square + \square = 0.72$$

7 Eva is asked to show 10 tenths on a place value chart.

Here is her answer.

Ones	Tenths	Hundredths

Is Eva correct?



8

Here are five number cards.

Annie, Rosie, Jack, Dora and Whitney take one card each.

0.06

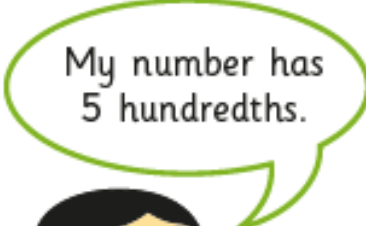
0.4

0.2

0.05

0.03

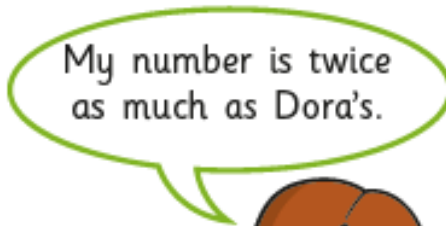
Use the clues to work out which number they each have.



My number has  
5 hundredths.



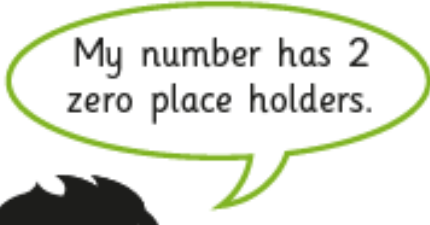
Annie



My number is twice  
as much as Dora's.



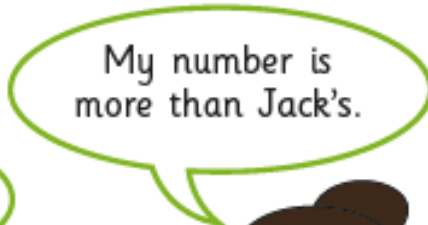
Rosie



My number has 2  
zero place holders.



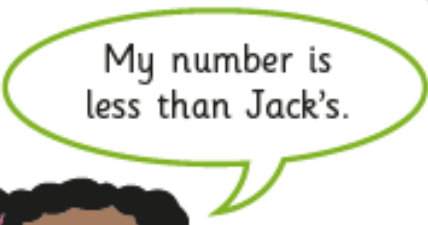
Jack



My number is  
more than Jack's.



Dora



My number is  
less than Jack's.



Whitney

Annie

Dora

Whitney

Rosie

Jack

Did your partner use the same method?





# Compare decimals

1 Write  $<$  or  $>$  to compare the decimals.

a) 

○		Tths		Hths	
		0.1 0.1		0.01 0.01 0.01 0.01	

 ○ 

○		Tths		Hths	
		0.1 0.1 0.1		0.01 0.01 0.01 0.01 0.01	

b) 

○		Tths		Hths	
1 1 1		0.1		0.01 0.01 0.01 0.01 0.01	

 ○ 

○		Tths		Hths	
1 1 1		0.1 0.1 0.1 0.1 0.1 0.1		0.01 0.01 0.01 0.01 0.01 0.01	

c) 

○		Tths		Hths	
1 1 1		0.1		0.01 0.01 0.01 0.01 0.01 0.01	

 ○ 

○		Tths		Hths	
1 1		0.1 0.1		0.01 0.01 0.01 0.01 0.01	

d) 

○		Tths		Hths	
1 1		0.1 0.1		0.01 0.01 0.01 0.01 0.01 0.01	

 ○ 

○		Tths		Hths	
1 1		0.1 0.1		0.01 0.01 0.01 0.01 0.01	

Did you have to compare all the columns for every question?

2 Draw counters to make the statements correct.

a) 

○		Tths		Hths	
1 1 1		0.1		0.01 0.01 0.01 0.01	

 $<$ 

○		Tths		Hths	

b) 

○		Tths		Hths	
1 1 1		0.1		0.01 0.01 0.01 0.01	

 $>$ 

○		Tths		Hths	
1 1 1					

3 Write  $<$  or  $>$  to compare the decimals.

a) 

○	•	Tths	Hths
7	•	6	8

○

○	•	Tths	Hths
7	•	0	2

b) 

○	•	Tths	Hths
3	•	2	5

○

○	•	Tths	Hths
3	•	9	6

c) 

○	•	Tths	Hths
0	•	4	1

○

○	•	Tths	Hths
0	•	2	9

d) 

○	•	Tths	Hths
1	•	0	3

○

○	•	Tths	Hths
1	•	2	0

e) 

○	•	Tths	Hths
2	•	7	2

○

○	•	Tths	Hths
2	•	7	1

4 Complete the place value charts to make the statements correct.

a) 

○	•	Tths	Hths
6	•	2	8

 $<$ 

○	•	Tths	Hths
	•		

b) 

○	•	Tths	Hths
3	•	2	6

 $>$ 

○	•	Tths	Hths
3	•		

c) 

○	•	Tths	Hths
9	•	9	8

 $<$ 

○	•	Tths	Hths
	•		

d) 

○	•	Tths	Hths
1	•	4	6

 $>$ 

○	•	Tths	Hths
	•	8	

- 5 Ron and Amir have each made a number using counters on a place value chart.

Ron's looks like this:

Ones	Tenths	Hundredths
	●●●●	●●

Amir's looks like this:

Ones	Tenths	Hundredths
●●●		

My number is greater than Amir's, because I have used twice as many counters.



Do you agree with Ron? \_\_\_\_\_

Explain your reasoning.



- 6 Draw exactly 8 counters in each chart to represent a number that matches each statement.

a) a number less than 0.76

Ones	Tenths	Hundredths

b) a number more than 5.74

Ones	Tenths	Hundredths

c) a number between 5.13 and 5.29

Ones	Tenths	Hundredths

How many different answers are there for each statement?





7 Write  $<$  or  $>$  to compare the numbers.

a)  $3.2 \bigcirc 3.8$

c)  $1 \bigcirc 0.99$

b)  $1.46 \bigcirc 1.43$

d)  $0.16 \bigcirc 0.8$

8 Fill in the missing digits to make the statements correct.

a)  $0.34 < 0.3\underline{\hspace{1cm}}$

d)  $1.3\underline{\hspace{1cm}} < 1.3\underline{\hspace{1cm}}$

b)  $2.42 > 2.4\underline{\hspace{1cm}}$

e)  $2.\underline{\hspace{1cm}}2 > 2.\underline{\hspace{1cm}}2$

c)  $0.74 < 0.\underline{\hspace{1cm}}2$

f)  $0.8\underline{\hspace{1cm}} < 0.\underline{\hspace{1cm}}9$

Is there more than one answer for each?



9 Here are four digit cards.

7

0

3

1

Use each digit card once to make this statement correct.

$$\square . \square > \square . \square$$

How many possible answers are there?



# Order decimals

**I** Here are four numbers on place value charts.

a) What number is represented in each place value chart?

**A**

Ones	Tenths	Hundredths
1 1 1	0.1	0.01 0.01 0.01 0.01

**B**

Ones	Tenths	Hundredths
1 1 1 1	0.1	0.01 0.01 0.01 0.01

**C**

Ones	Tenths	Hundredths
1 1 1	0.1	0.01 0.01 0.01 0.01 0.01

**D**

Ones	Tenths	Hundredths
1 1 1	0.1 0.1	0.01 0.01 0.01

b) Write the numbers in ascending order.

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smallest

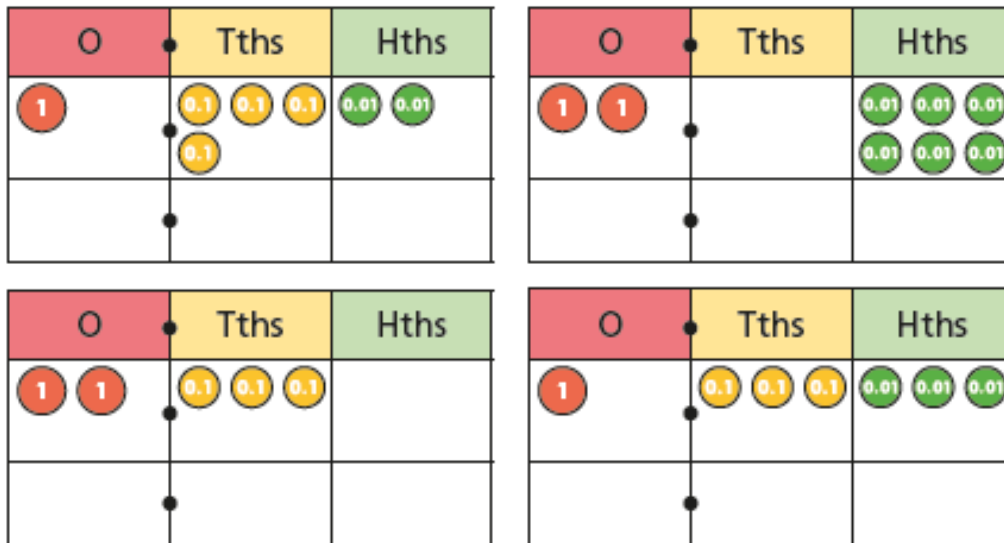
greatest





2

a) Write digits to show the number represented in each place value chart.

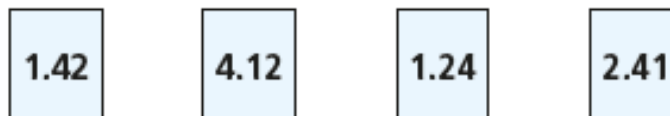


b) Write the numbers in ascending order.

---

3

Write the numbers in descending order.

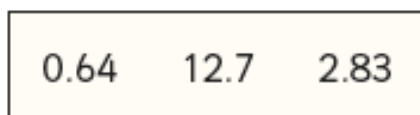


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4

Teddy's teacher asks him to put some numbers in ascending order.

Here is his answer.



Do you agree with Teddy? \_\_\_\_\_

Talk about it with a partner.



- 5 Annie and Dexter are comparing the decimals 4.12 and 4.8



Annie

4.12 is greater than 4.8, because 12 is bigger than 8



Dexter

4.12 is smaller than 4.8, because 12 hundredths is less than 8 tenths.

Who do you agree with? \_\_\_\_\_

Explain your answer.



- 6 Write  $<$  or  $>$  to complete the statements.

Decide whether the numbers are ascending or descending in each part.

a) 3.2  3.8  3.9 \_\_\_\_\_

b) 0.41  0.38  0.25 \_\_\_\_\_

c) 4.2  4.17  4.085 \_\_\_\_\_

- 7 Write the numbers in ascending order.

a) 2.38   0.97   1.45   1.81

\_\_\_\_\_

b) 0.64   0.7   0.09   0.46

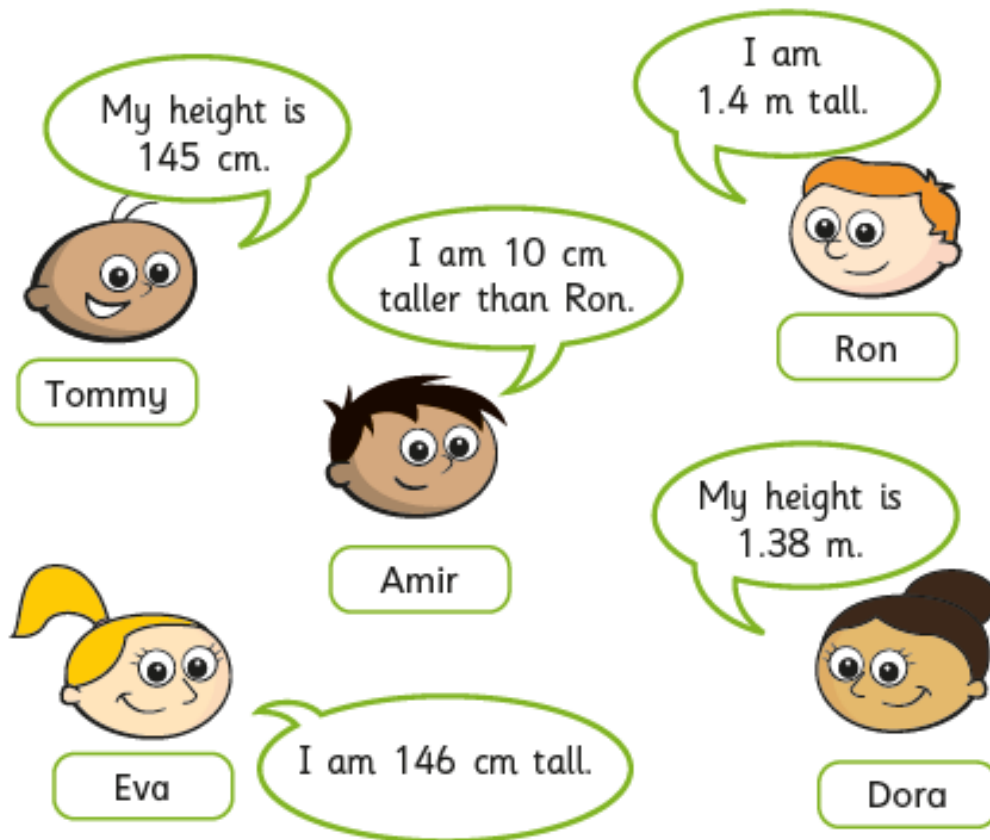
\_\_\_\_\_

c) 12.3   2   7.83   0.99

\_\_\_\_\_

8

Tommy, Ron, Amir, Dora and Eva have measured their heights.



Write the children's names in order from shortest to tallest.

---

9

Here are two lists of numbers.

Use the digits 0 to 9 once each to complete the lists.

ascending order     $\_ \_ . 4 \_$      $\_ \_ . 41$      $7 . \_ 9$      $\_ \_ . 41$

descending order     $\_ \_ . 41$      $7 . \_ 9$      $\_ \_ . 41$      $\_ \_ . 4 \_$

Compare answers with a partner.

Is there more than one way to complete each list?



## Make Your Own Contour Island!

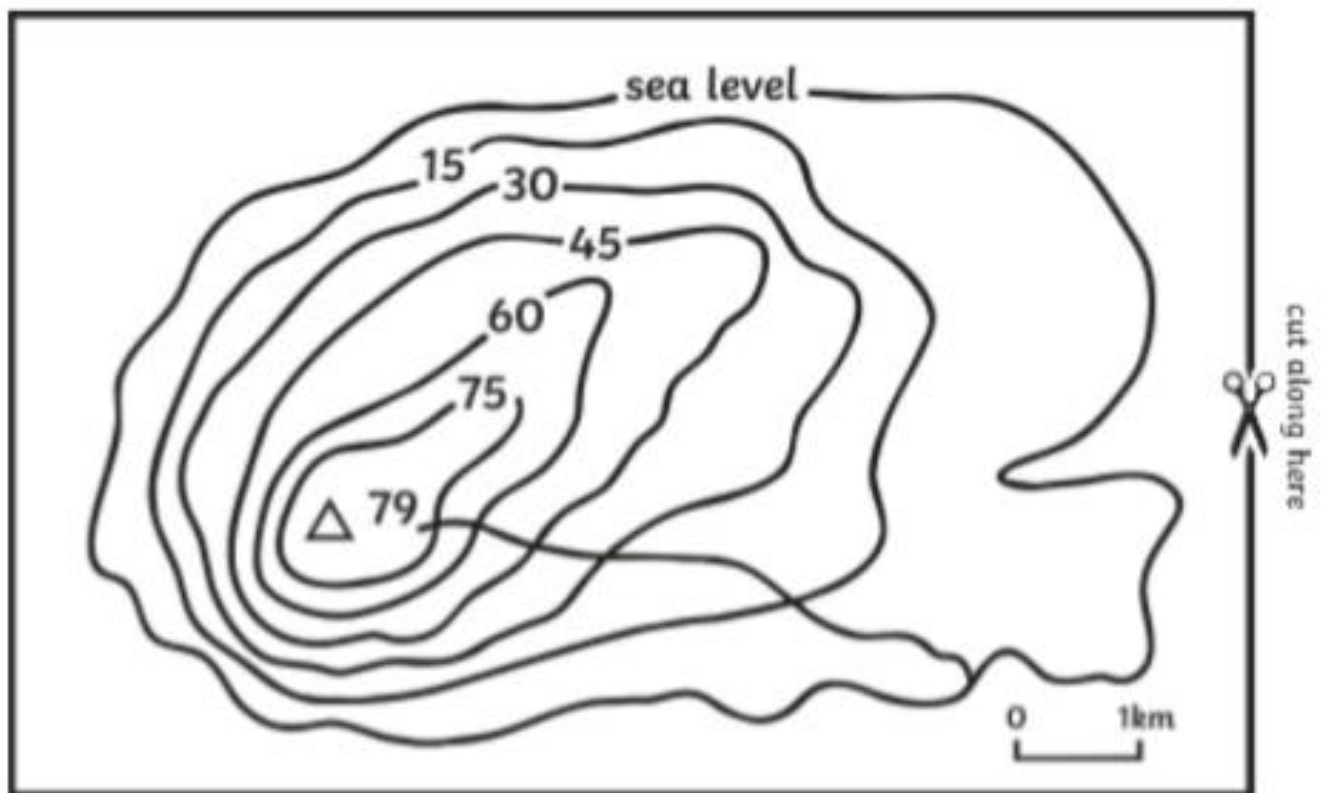
**You will need:**

- card (cereal box)
- scissors
- glue
- coloured pencils or paint



**Instructions:**

1. Cut out the box below to create your paper template. Trace around the edge of the rectangle onto a piece of card and cut it out. This will form the sea on which the island will be built.
2. On the paper template, cut around the edge of the island along the line which says 'sea level'. **On a new piece of card**, draw around the island and cut out the shape. Glue it onto the rectangle of card.
3. Cut around each contour line in turn and copy each layer onto a piece of card. Glue each layer onto your island.
4. Colour or paint your model and add some landmarks. Remember to add the scale.



# Fun Fitness Bingo

## Fun Fitness Bingo

## Guidance

Here are some suggestions for how to use the Fun Fitness Bingo resources.

1. Print off the Fun Fitness Bingo Board and Fun Fitness Bingo Cards. Cut out the cards, muddle them up and place them in a container. Pick out a card at regular intervals of time and aim to carry out each exercise for 30 seconds. Once you have completed each exercise, cover it up with the card. Continue doing this throughout the day until all of the exercises on the board have been covered over. Perhaps you could set an alarm to remind you when it's time to exercise!
2. Print off the Fun Fitness Bingo Board and choose an activity to carry out at regular intervals throughout the day. To pick an exercise at random, close your eyes, put your finger down on the board and do whichever exercise your finger landed on.
3. Have the Fun Fitness Bingo Board up on your computer screen and choose an activity to carry out at regular intervals throughout the day. To pick an exercise at random, close your eyes, place your finger on the screen and do whichever exercise your finger landed on.

Can you complete all of the exercises in one day? You might want to pick two or three at a time and do them all in one go with a short ten-second break in-between each one. Or maybe you could do each exercise more than once, with a short ten-second break in-between?
















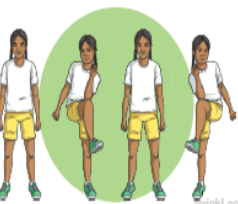






## Fun Fitness Bingo

<b>Backwards Lunges</b> 	<b>Climb the Rope</b> 	<b>Upwards Punches</b> 	<b>Sumo Squats</b> 	<b>Frog Jumps</b> 
<b>Shoulder Taps</b> 	<b>Twist and Jump</b> 	<b>Front Kicks</b> 	<b>Side Lunges</b> 	<b>Marching on the Spot</b> 
<b>Star Jumps</b> 	<b>Squats</b> 	<b>Forward Punches</b> 	<b>Elbow to Knee</b> 	<b>Box Push-Ups</b> 
<b>High Knees with Punches</b> 	<b>Squat with Punches</b> 	<b>Upper Cuts</b> 	<b>Mummy Kicks</b> 	<b>Running on the Spot</b> 

Aim to do each exercise for 30 seconds.



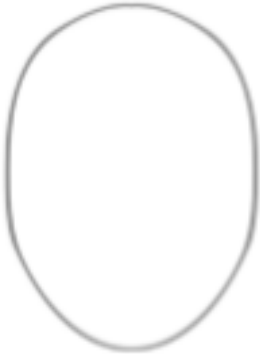
# Fun Fitness Bingo Cards

<b>Backwards Lunges</b> 	<b>Climb the Rope</b> 	<b>Upwards Punches</b> 	<b>Sumo Squats</b> 	<b>Frog Jumps</b> 
<b>Shoulder Taps</b> 	<b>Twist and Jump</b> 	<b>Front Kicks</b> 	<b>Side Lunges</b> 	<b>Marching on the Spot</b> 
<b>Star Jumps</b> 	<b>Squats</b> 	<b>Forward Punches</b> 	<b>Elbow to Knee</b> 	<b>Box Push-Ups</b> 
<b>High Knees with Punches</b> 	<b>Squat with Punches</b> 	<b>Upper Cuts</b> 	<b>Mummy Kicks</b> 	<b>Running on the Spot</b> 

# Create a Family Portrait


A portrait is a drawing of a person. It shows a person's face and sometimes part of their shoulders. Use these step-by-step instructions to draw portraits of people in your family. You could draw portraits of family members you can't see at the moment, to help you think about them.

**1.**



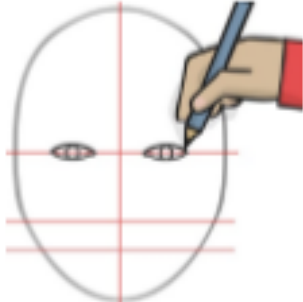
Draw an oval lightly with a pencil. There are ovals included in this pack in case you find it difficult to draw one.

**2.**



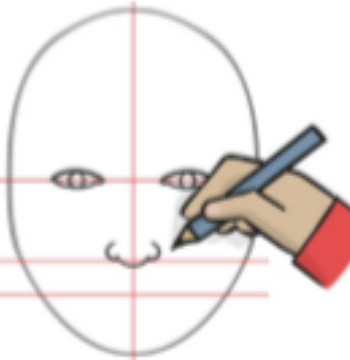
Using a ruler, draw the lines in the order shown. These lines will be rubbed out later so make sure you draw them lightly.

**3.**



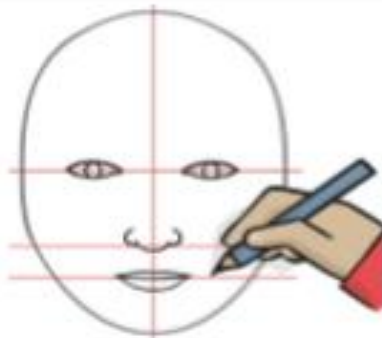
On the middle line, draw the eyes. Both eyes should be the same distance away from the line that goes down the face. The top part of each eye should be above the line; the bottom part should go below.

**4.**



On the line going across below the eyes, draw the nose.

5.



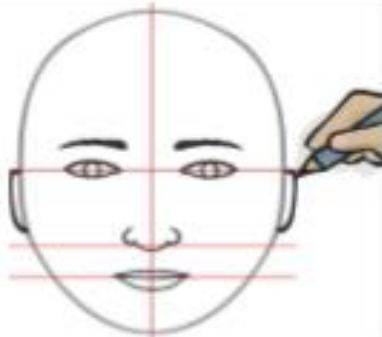
On the line underneath the nose, draw the lips. The top lip should be above the line; the bottom lip should go below.

6.



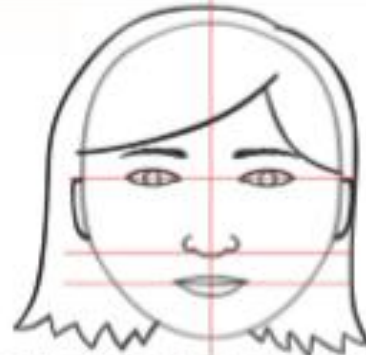
Draw the eyebrows slightly above the eyes.

7.



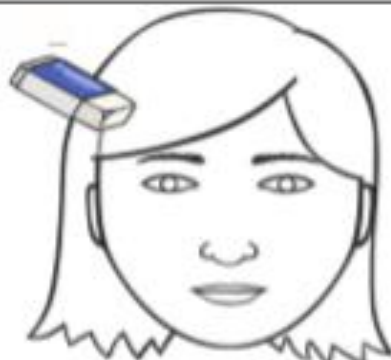
Draw the ears either side of the face. Start each ear on the eye line and finish each ear before the nose line.

8.



Draw the hair. The hair should start in the oval but go outside of it.

9.



Rub out the guide lines used for the eyes, nose and lips. Rub out any of the oval that is covered by hair.

10.



Colour in your portrait. You could use crayons, colouring pencils, felt-tip pens or paint.