

Year 6

Learning Grid for week beginning: 27.4.20

All of our activities have been designed to try to avoid the need for printing of any kind, although of course you can print if you want to. Remember, you should always check with an adult before using the internet and remember to tell an adult if you see something that makes you feel uncomfortable. There's further guidance from the NSPCC [here](#).

Maths		English		Theme	Physical	Social
Arithmetic	Further tasks	Reading	Writing (including spelling, punctuation & grammar)			
<p>Arithmetic: keep building your accuracy and fluency in mathematics by answering these questions in no more than 30 minutes each day.</p> <p>Remember, you can copy the equations on to some scrap paper before you answer each one as arithmetic is not always mental maths. The focuses for this week are:</p> <p>Arithmetic 1 – Adding large numbers. You could do the inverse to check your answers if you have spare time.</p> <p>Arithmetic 2 – Subtracting large numbers.</p> <p>Arithmetic 3 – finding the missing number by using the inverse</p> <p>Arithmetic 4 – finding the missing number by sometimes using the inverse</p> <p>Arithmetic 5 – Using algebra to calculate with numbers.</p>	 <p>Go to White Rose Maths website – click here Go to Year 6</p> <p>Click on 'Summer Term – Week 1 (w/c 20 April)'</p> <p>Watch the video for Lesson 2 then complete 'Get the Activity,'. You could write your answers on some scrap paper or in your Home Learning book if you have it.</p> <p>Watch the video for Lesson 3 then complete the questions in 'Get the Activity'.</p> <p>Watch the video for Lesson 4 then complete the questions in 'Get the Activity'. or in your Home Learning book if you have it.</p> <p>You will also be set Mathematics, so be sure to log in and complete those too!</p>	<p>Aim to read for 25 minutes every day, with an adult when you can.</p> <p>Ebooks links: MyOn – click here Collins – click here Oxford – click here Link to check whether there's a quiz – click here</p> <p>Link to do Accelerated Reader quizzes from home: https://ukhosted56.renlearn.co.uk/1894764/</p> <p>Reading task: Complete Activity 6. This week, you will be planning and writing your own portal stories. This is an extract from a portal story and will help you recognise some of the features that are required to write an effective portal story!</p>	<p>Writing Each day, work your way through an activity. Be sure to have a notebook to hand, so you can start jotting down ideas for the portal story that you will plan and write towards the end of the week!</p> <p>When you do write your portal story on Friday, include all of the features you will have practised during the week! For example: pattern of three, semi-colons, adverbials, characterisation, etc.</p> <p>Spelling: Begin learning the list of spellings given to you on the pages below. These are adjectives that can be used to describe a character.</p> <p>You will find a range of activities to help you practise these and will also be assigned these spellings on Spelling Shed.</p> <p>Perhaps you could include some of these within your portal story!</p>	<p>Geography:</p> <ol style="list-style-type: none"> Complete the blank map of North and South America with the names of the countries and their capital cities. Choose and compare 2 animals that can be found in North America in two different climates. Remember that Canada is also part of North America! Create a fact file on Mount Rushmore using the questions to guide you in your research. 	 <p>Click on the above picture to go to the website!</p> <p>The Olympics may have been postponed but we can compete against each year group to see who can travel the furthest.</p> <p>Our school has been set up on the "Get Set Travel to Tokyo" so don't forget to log your family's activity!</p> <p>This week, complete at least two from:</p> <ul style="list-style-type: none"> Be Boulder Listen Up! House Workout <p>Screenshots have been included below to help you navigate the website!</p>	 <p>Pick someone in your household to write a little note or card for to let them know something you appreciate about them.</p> <p>Complete the 'communicating with others' task in the learning pack.</p> <p>There are lots more Wheel of Wellbeing tasks here you would like to have a go at a few others.</p>



Arithmetic 1

- a) $345,787 + 444,111 = \underline{\hspace{2cm}}$
- b) $\underline{\hspace{2cm}} = 567,441 + 323,558$
- c) $437,882 = 400,000 + \underline{\hspace{2cm}} + 7000 + 800 + 80 + 2$
- d) $367,556 + 421,458 = \underline{\hspace{2cm}}$
- e) $532,609 + 421,866 = \underline{\hspace{2cm}}$
- f) $231,441 + 5.76 = \underline{\hspace{2cm}}$
- g) $\underline{\hspace{2cm}} = 120,432 + 2567.32$
- h) $454,323 + 127,448 = \underline{\hspace{2cm}}$
- i) $84,323 + 13,567 = \underline{\hspace{2cm}}$
- j) $170,548 + 867,232 = \underline{\hspace{2cm}}$
- k) $65,807 + 21,216 = \underline{\hspace{2cm}}$
- l) $756.21 + 657.32 = \underline{\hspace{2cm}}$
- m) $4352 + 18,756 = \underline{\hspace{2cm}}$
- n) $5421 + 11,346 = \underline{\hspace{2cm}}$
- o) $789 + 87,256 = \underline{\hspace{2cm}}$



Arithmetic 2

a) $324,765 - 124,665 = \underline{\hspace{2cm}}$

b) $\underline{\hspace{2cm}} = 129,432 - 80,505$

c) $895,307 - 135,666 = \underline{\hspace{2cm}}$

d) $222,867 - 48,543 = \underline{\hspace{2cm}}$

e) $650,609 - 421,866 = \underline{\hspace{2cm}}$

f) $2600 - 5.768 = \underline{\hspace{2cm}}$

g) $\underline{\hspace{2cm}} = 935,440 - 71,569$

h) $512,600 - 87,751 = \underline{\hspace{2cm}}$

i) $40,450 - 875 = \underline{\hspace{2cm}}$

j) $8 - 3.4 = \underline{\hspace{2cm}}$

k) $65,807 - 21,216 = \underline{\hspace{2cm}}$

l) $3456 - 2300 = \underline{\hspace{2cm}}$

m) $435,890 - 12,030 = \underline{\hspace{2cm}}$

n) $542,125 - 5000 = \underline{\hspace{2cm}}$

o) $2780 - 67.93 = \underline{\hspace{2cm}}$



Arithmetic 3

- a) $6500 + \underline{\hspace{2cm}} = 8700$
- b) $11,500 = 9,655 + \underline{\hspace{2cm}}$
- c) $\underline{\hspace{2cm}} - 5600 = 13,400$
- d) $\underline{\hspace{2cm}} + 8 = 201$
- e) $32,609 + \underline{\hspace{2cm}} = 75,400$
- f) $\underline{\hspace{2cm}} = 8500 + 300$
- g) $21,000 = 15,456 + \underline{\hspace{2cm}}$
- h) $5120 - \underline{\hspace{2cm}} = 300$
- i) $4,025 + \underline{\hspace{2cm}} = 6321$
- j) $\underline{\hspace{2cm}} - 840 = 15,320$
- k) $\underline{\hspace{2cm}} - 2121 = 18,540$
- l) $750 + \underline{\hspace{2cm}} = 1200$
- m) $435 + \underline{\hspace{2cm}} = 1700$
- n) $5410 + \underline{\hspace{2cm}} = 11,200$



Arithmetic 4

a) $7400 + \underline{\hspace{2cm}} = 12,400$

b) $\underline{\hspace{2cm}} = 1900 + 3100$

c) $5200 - \underline{\hspace{2cm}} = 5000$

d) $5600 - \underline{\hspace{2cm}} = 5000$

e) $7800 - \underline{\hspace{2cm}} = 5000$

f) $2500 + \underline{\hspace{2cm}} = 5000$

g) $1345 + \underline{\hspace{2cm}} = 5000$

h) $8765 - \underline{\hspace{2cm}} = 5000$

i) $1560 + \underline{\hspace{2cm}} = 5000$

j) $96,700 - \underline{\hspace{2cm}} = 50,000$

k) $\underline{\hspace{2cm}} - 21,216 = 50,000$

l) $\underline{\hspace{2cm}} - 43,600 = 50,000$

m) $435 + \underline{\hspace{2cm}} = 50,000$

n) $54000 - \underline{\hspace{2cm}} = 50,000$

o) $4321 + \underline{\hspace{2cm}} = 500,000$



Arithmetic 5

If $A=40$, $B=150$, $C=1.5$, $D=9$, answer these problems. Remember, if you have a letter next to a number, for example $5D = \underline{\quad}$, you multiply the number by what D is worth.

$$A + B = \underline{\hspace{2cm}}$$

$$D - C = \underline{\hspace{2cm}}$$

$$A - C = \underline{\hspace{2cm}}$$

$$2A = \underline{\hspace{2cm}}$$

$$2A - D = \underline{\hspace{2cm}}$$

$$3B + C = \underline{\hspace{2cm}}$$

$$4D + B = \underline{\hspace{2cm}}$$

$$D^2 = \underline{\hspace{2cm}}$$

$$D^2 + B = \underline{\hspace{2cm}}$$

$$A + B + C + D = \underline{\hspace{2cm}}$$

$$B - A - C - D = \underline{\hspace{2cm}}$$

$$DA = \underline{\hspace{2cm}}$$

$$DA - A = \underline{\hspace{2cm}}$$

$$C + C + C + C = \underline{\hspace{2cm}}$$



Arithmetic Answers



Remember to use these only once you have completed the questions for yourself – a good idea might be to get an adult to help you check your answers and to help with anywhere you went wrong!

Arithmetic 1 – Answers:

- | | |
|---------------|--------------|
| a) 789,898 | i) 97,890 |
| b) 890,999 | j) 1,037,780 |
| c) 30,000 | k) 87,023 |
| d) 789,014 | l) 1,413.53 |
| e) 954,475 | m) 23,108 |
| f) 231,446.76 | n) 16,767 |
| g) 122,999.32 | o) 88,045 |
| h) 581,771 | |

Arithmetic 2 – Answers:

- | | |
|-------------|------------|
| a) 200,100 | i) 39,575 |
| b) 48,927 | j) 4.6 |
| c) 759,641 | k) 44,591 |
| d) 174,324 | l) 1156 |
| e) 228,743 | m) 423,860 |
| f) 2594.232 | n) 537,125 |
| g) 863,871 | o) 2712.07 |
| h) 424,849 | |

Arithmetic 3 – Answers:

- | | |
|-----------|-----------|
| a) 2200 | i) 2296 |
| b) 1845 | j) 16,160 |
| c) 19000 | k) 20,661 |
| d) 193 | l) 450 |
| e) 42,791 | m) 1266 |
| f) 8800 | n) 5790 |
| g) 5544 | |
| h) 4820 | |

Arithmetic 4 – Answers:

- | | |
|---------|-----------|
| a) 5000 | i) 3440 |
| b) 5000 | j) 46,700 |
| c) 200 | k) 71,216 |
| d) 600 | l) 93,600 |
| e) 2800 | m) 49,565 |
| f) 2500 | n) 4000 |
| g) 3655 | o) 495,69 |
| h) 3765 | |

Arithmetic 5 – Answers:

- | | |
|----------|----------|
| a) 190 | i) 231 |
| b) 7.5 | j) 200.5 |
| c) 38.5 | k) 99.5 |
| d) 80 | l) 360 |
| e) 71 | m) 320 |
| f) 451.5 | n) 6 |
| g) 186 | |
| h) 81 | |

Spelling rules – Adjectives to describe a character



Spellings
amiable
obnoxious
disagreeable
grotesque
repugnant
exquisite
courageous
gargantuan
valiant
delightful

Introduction	Today the children will discover a spelling list full of adjectives they can use to describe character. Can they think of any good adjectives to describe characters, these can be positive or negative.
Main Teaching Activity	<p>Get the children to look at the spelling list and write a synonym or an antonym for each word in the list. They can use a dictionary if they are struggling with any words in the list.</p> <p>Share their answers with the class and discuss any misconceptions.</p>
Independent Activity	<p>Get the children to choose five of the words to write a sentence for. They could use more than one of the spelling list words in each sentence if it makes sense. Share with a partner to check spellings.</p> <p>Share sentences with the class.</p>

Spelling rules – Adjectives to describe a character



Create a sentence for 5 of the words in your list, if you want a challenge, why not add two words to each sentence?

Spellings
amiable
obnoxious
disagreeable
grotesque
repugnant
exquisite
courageous
gargantuan
valiant
delightful

Your word	Your sentences



Spelling rules – Adjectives to describe a character



Use the look, say, cover, write, check method here!

- Look at the word
- Say the word
- Cover the word
- Write the word
- Check your spelling
- Repeat!

This table can be drawn onto a piece of paper to avoid having to print it off.

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
amiable					
obnoxious					
disagreeable					
grotesque					
repugnant					
exquisite					
courageous					
gargantuan					
valiant					
delightful					

Spelling rules – Adjectives to describe a character



The following words can be sorted into positive and negative descriptions of a person.

For example, if a person is 'amiable', they are friendly. This is therefore a positive description.

This table can be drawn onto a piece of paper to avoid having to print it off.

Spellings
amiable
obnoxious
disagreeable
grotesque
repugnant
exquisite
courageous
gargantuan
valiant
delightful

Sort you spellings into the correct column.	
Positive	Negative
Create a sentence for one negative adjective and one positive adjective.	

Spelling rules – Adjectives to describe a character



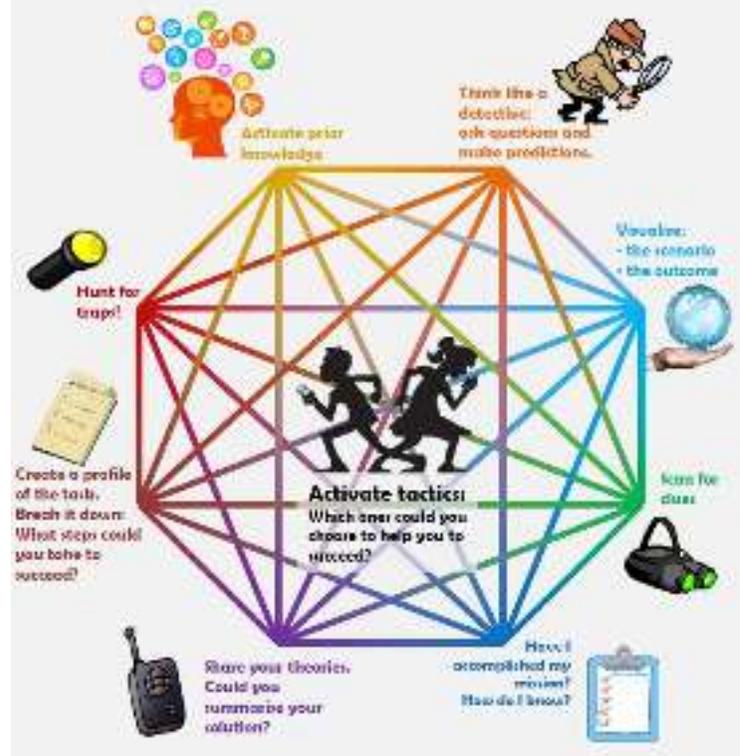
Spellings
amiable
obnoxious
disagreeable
grotesque
repugnant
exquisite
courageous
gargantuan
valiant
delightful

Sort you spellings into the correct column.	
Positive	Negative
amiable exquisite courageous gargantuan valiant delightful	obnoxious disagreeable grotesque repugnant

Create a sentence for one negative adjective and one positive adjective.	

Reading task

Agents of... **UNDERSTANDING**



★ Activity 6: Comprehension

Read this extract from *The Snow-Walker's Son* by Catherine Fisher. You can listen to the extract here: <https://soundcloud.com/talkforwriting/doors>

The door was the last one in the corridor.

As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.

The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.

'Get on with it!' the big man growled. 'Let me see what she keeps in there!'

The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit.

He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.

The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.

Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.

© Catherine Fisher 2011 from *The Snow-Walker's Son*, published by Red Fox, by permission of the author

1. **The door was the last one in the corridor.**

What is the significance of the word *last*? Can you think of another context where the word *last* has a significant meaning? e.g. *the last chance*.

2. How do the opening lines [highlighted above] set the mood of the story?

What are your immediate impressions?

3. Having spent a great deal of time reflecting on the significance of doors and their appearance, what does this description suggest to you?

4. Why has Fisher described the iron chain as being 'hefty'? What could the significance of this word be in the context of the story?

5. **Darkness and a damp smell oozed through the black slit.**

How does this make you feel as a reader? What is the relevance of both darkness and a damp smell? Do either of these surprise you; if so, why?

Activity 7: Grammar & Sentence Work

a. Pattern of three:

Fisher uses the **pattern of three** actions in a sentence to advance the action and inject a sense of pace into her writing. This helps to balance description, action and dialogue. e.g.

- The keeper **hung** his lantern on a nail, **took** the key from a dirty string around his neck, and **fitted** it into the keyhole.
- With both hands he **turned** the key, then **tugged** out the red chain in a shower of rust and **pushed** the door.
- He **stepped** well back, **handed** the stranger the lantern, and **jerked** his head.

★ Can you come up with three of your own sentences using this skill?

b. Semicolon for independent clauses

A semicolon can be used between independent clauses that are closely related in theme. In the following sentences, Catherine Fisher chooses to use semicolons in both of these sentences rather than using a joining word (conjunction) like *because*.

- The keeper grinned; he knew fear when he heard it.
- He had no tongue to speak with; she'd made sure he kept her secrets.

★ In your opinion, why has she made this choice and what impact does it have on you as the reader?

★ Can you write two or three sentences of your own that illustrate the power of the semicolon over the use of a conjunction?

c. Adverbs – roving reporters

In the sentences below, the adverb 'slowly' is used to describe how the man enters the room. Adverbs are like roving reporters – they can be moved around the sentence, e.g.

- a. The man went in, slowly
- b. Slowly, the man went in.
- c. The man went slowly in.
- d. The man slowly went in.



By changing the position of the adverb, we can often either alter the meaning or add emphasis to a sentence. In this instance, by placing the *slowly* at the end, we infer that the character has a heightened awareness of the situation they are in and therefore deliberately enters with caution.

★ Try playing around with the adverb position in the following sentences. Consider how it alters the meaning and where the emphasis is best placed.

1. *Cautiously*, Samantha crept towards the door that stood before her.
2. *Sadly*, the boy stared out of the window.

★ Now try this out with a sentence of your own.

Activity 8: Through the eyes of a character



One of the things I love exploring when I'm writing is what must be going on in a character's mind. Whenever I read great portal stories, I always try to put myself into the shoes of the character, to try to imagine how they must be feeling as they discover this passageway to a new world. How must Alice have been feeling as she fell through the never-ending tunnel into Wonderland?

First, think of your character – it's easier if you base this on someone you know.

- What are they called?
- What do they look like?
- What sort of a person are they (miserable/friendly/kind/aggressive)?
- What do they say?
- What do they do?
- How do they treat other people?
- How do other people treat them?

Now compose a short piece of descriptive writing based on seeing a mysterious door through the eyes of your character. To do this, we will use a simple opener to drop the reader straight into the action:

Samantha stared. ...
Ali hesitated. ...

We will also try to use some of the tools we explored in *The Snow Walker's Son*. Look at this example:

Samantha stared. There, rising out of the cliff, was an unfamiliar door: its metallic panels were tarnished in rust. Paint flaked off the brittle walls that made up its frame and the door handle rattled in the bitter breeze. Slowly, Samantha gazed all around her, took a deep breath and stepped forward.

Here are the tools I used:

<ul style="list-style-type: none">• Show the setting through the eyes of the main character (MC)	Samantha stared.
<ul style="list-style-type: none">• Describe the door/portal. (You may like to use two sentences that are closely linked in meaning and connect them with a semicolon.)	There, rising out of the cliff, was an unfamiliar door; its metallic panels were tarnished in rust.
<ul style="list-style-type: none">• Add some more detail.	Paint flaked off the brittle walls that made up its frame and the door handle rattled in the bitter breeze.
<ul style="list-style-type: none">• Include an adverb to hint at how the MC feels. Remember, you can move the position within the sentence.	Slowly,
<ul style="list-style-type: none">• Use the pattern of three to advance the action and inject a sense of pace into your writing.	Samantha gazed all around her, took a deep breath and stepped forward.



★ Now imagine your main character is walking along the road when they come across a mysterious doorway. Describe this through their eyes. Use my model above to help you.

Session 9: Planning a portal story

Nearly all portal stories follow a similar pattern:

- Main character (MC) finds magical portal & enters new world
- Describe new world
- MC explores this new world & encounters a problem
- MC has to escape & return through the portal
- MC cannot find portal again (sometimes brings back a memento of new world)

Once you have identified the pattern of the story, the possibilities are endless. Let your imagination run free. Brainstorm lots of ideas and then decide which captures your interest as a writer. Before you start, take a look at my top tips.

Top tips for story writing:

- **Start in a world/a setting that you know well** – it is far easier to describe something familiar to you, e.g. a garden, your school, your local town, etc.
- **Use a stimulus (e.g. picture) for the new world** – an image will help you focus in on the detail and describe what is there.
- **Let your ideas flow** – don't worry about spelling, handwriting or presentation ... you can go back and edit this later.

Here are a couple of ideas to open your mind to the world of possibility:

Underlying Pattern	Story idea 1	Story idea 2
Main character (MC) finds magical portal and enters new world	Elif is playing in her Grandmother's garden and notices a small fairy door. Touches door and shrinks/ enters.	Josh and Archie playing hide and seek in their house. Archie opens hatch in the roof and discovers new world.

Describe new world	Arrives in an underground world full of caves, giant toadstools and magical creatures.	Transported to life onboard an enormous sailing ship in Tudor England.
MC explores new world and encounters a problem	Elif explores new world and enters an area strictly forbidden. Picks magical flower.	Ship is thrown into battle.
MC has to escape and return through the portal	Alarms sound and Elif runs. She is chased through the magical world by unknown threat and escapes.	Archie desperately searches for portal and way back to own world.
MC cannot find portal again (sometimes has brought back a memento of new world)	Elif cannot find fairy door again, but the cut flower lives on forever reminding her of her journey.	Archie escapes with small pouch of gunpowder in his pocket.

- ★ Using this underlying pattern, plan a few portal stories of your own. You may like to draw upon your own personal experience as well as your wider reading and imagination. I have also included two pictures in case they help you.



You could start off with a few mind maps to jot down lots of ideas (a mind dump!) before boxing up your story.

Extended writing task:

Things to remember when writing:

- Accurate use of punctuation
- Hook your reader in from the beginning.
- Focus on what's important.
- Make every word earn its place. If it doesn't contribute to the story (or will make it sound like you are rambling) then don't use it! It's better to have 1-2 pages of outstanding writing than 6 pages of unnecessary information!
- Showing and not telling: how can you show that your MC is scared? How can you show that the trees are tall?
- Use metaphors and similes to help with your description.
- Use a dictionary/thesaurus to help with spellings and synonyms.
- Avoid repetition of ideas/words – unless it's for effect.

Avoid writing this all in one go. Take your time! The best writers think about their ideas over a few days. They also reread, edit and redraft several times!

Session 10: Writing your own story

You now have all of the tools required to write your own portal story. You may like to write about a more traditional portal that leads you to a magical world, or you may prefer to draw upon your personal experiences, as we have explored throughout this unit.

To recap on all the key points we've been learning:

- Describe the portal in detail.** You may want to show the portal through the eyes of the main character.
- Think about what lies on the other side of the door.** Allow yourself the opportunity to write about what interests you and what is important to you.
- Great writers steal ideas ('magpie') from other great writers.** Reflect upon the portal stories that you have loved reading and consider what made these so engaging. Try to bring in some of these skills and techniques into your own work.
- Enjoy it.** Writing is all about sharing a passion for words, stories and the world of possibility. If you love the story you are writing – so too will your reader.

★ **Now write your portal story, drawing on all that you have learned. Don't forget to share or publish your work – great writing deserves an audience!**



Theme task:

You completed a similar activity last week. This time, try and fill in as much as possible without looking up the answers!

How many did you get?

You can also do a similar activity online!
[Click here](#)

1. Find and label 10 countries and their capital cities in **North America**.
2. Find and label 10 countries and their capital cities in **South America**.



Challenge:
Research and record an interesting fact for each labelled country or its capital city.

Theme task:

Mount Rushmore is a very famous landmark found in the USA. Use the following questions to help you create a fact file.

- Who are these people?
- Why have their faces been carved into rock?
- Why here?
- What did these people do?
- What are they famous for?
- Were they all carved at the same time?
- How were they carved?
- What other interesting facts are there?



Physical task:

REGISTER LOGIN

GET SET

TRAVEL TO TOKYO

ABOUT GET SET

GET SET+

Home > Travel to Tokyo

Travel to Tokyo

The Tokyo 2020 Games may not be happening this year but you can still get active, stay connected and win prizes with Travel to Tokyo, Team GB and ParalympicsGB's official, free programme for children aged 5-11 and their families.

Tell us who you are to get started.

TEACHERS

FAMILIES

GET YOUR FAMILY INVOLVED

Your school team is waiting for you to join in the fun. Get active and beat your goals together.

[How does it work?](#)

FIND SCHOOL

LOG ACTIVITY

HOME ACTIVITIES

Click on 'log activity'

Physical task:

TRAVEL TOKYO

REGISTER | LOGIN

GET SET GO

RESOURCES COMMUNITY TRAVEL TO TOKYO ABOUT GET SET GET SET+

Home / Find a school / Travel to Tokyo / Log Activity

LOG ACTIVITY

Are you back from the playground? Have you just had a swimming lesson? Log your activity here to help you learn on their journey in Tokyo. You will need to know your school's postcode and your team name to log activity.

Find your school

CT20 3QU

Sandgate Primary School

THERE ARE NO REGISTERED SCHOOLS IN THAT POSTCODE. ARE YOU SURE THIS IS THE RIGHT POSTCODE?

WHAT ACTIVITY DID YOU DO?

BALL GAMES IN THE WATER MOVE & DANCE

TOKYO TEN ACTIVITIES

Share Page

PARENT RESOURCES

TEACHER RESOURCES

TOKYO TEN ACTIVITIES

Type in the school
postcode (CT20 3QU) and
click on Sandgate Primary
School.

Physical task:

Select Team
YEAR 4

WHAT ACTIVITY DID YOU DO?

 BALL GAMES	 IN THE WATER	 MOVE & DANCE
 ON WHEELS	 MARTIAL ARTS	 PLAYGROUND
 WALK & RUN	 ADVENTURE	 OTHER

DID YOU ENJOY IT?

HOW LONG DID IT TAKE?

hours | mins

HOW HARD DID YOU WORK?

HOW MANY FAMILY MEMBERS TOOK PART?

ME

CHILDREN ADULTS

0 0

Select which activity you did and complete the rest of the page.

Physical task:



The Tokyo 2020 Games may not be happening this year but we can still get active.

The Tokyo 2020 Games may not be happening this year but we can still get active.

Get Ready! Our school is getting active with Team GB and Paralympics GB by joining the Travel to Tokyo challenge. We want you to travel the distance to Tokyo by getting active as a family. There are weekly school prizes to be won too!

FIND OUT MORE – [here](#)

LOG ACTIVITY – [here](#)

KEEP TRACK OF PROGRESS – [here](#)

We will be encouraging the entire school community to travel the distance to Tokyo by getting active.

We have turned each year into a **Travel to Tokyo team** (EYFS Team, Year 1 Team, Year 2, Year 3, Year 4, Year 5 and Year 6). All the physical activity your family does at home will count towards their journey to Tokyo. All they need to do is record their activity on our easy-to use **Log Activity page**. Which team can travel the furthest?

There are lots of ideas for getting active on the **Travel to Tokyo website**. You don't need lots of equipment or space – playing in the garden or having a dance off to your favourite song – if it gets their heart pumping, it all counts!

This week, pick at least two of the following activities to have a go at:

Be Boulder	Listen Up!	House Workout
-------------------	-------------------	----------------------

Physical task:

10 Mins



BE BOULDER

じっと我慢

Jitto Gaman

Adventure



Activity type

Home Away Indoor Outdoor

Equipment

Dice



How to play



2

The climbers crouch on their hands and feet (no knees) - this is the rest position.

1

Pick one person to be the dice thrower, the rest will be climbers and agree what the numbers on the dice mean. For example:
1 = left hand
2 = right hand
3 = left foot
4 = right foot
5 = rest
6 = change thrower

3

The thrower throws the dice. The climbers lift the matching body part off the floor and try to stay balanced. Keep throwing until someone falls over or a 6 is thrown, then change the thrower. Who can follow the correct moves and stay balanced longest?

4

Keep going to see who can balance for the longest time! Speed up the game so climbers must change positions faster!

5

Lift up two body parts at once to make it more challenging. For example:
1 = left hand and right foot
2 = right hand and left foot
3 = left hand and left foot
4 = right hand and right foot

Variations

- Play sitting on a chair or standing and raise arms and legs.
- Follow a trail around the floor, alternating hands and feet to touch each trail marker.

Challenge yourself

- Can you balance without wobbling?
- Can you stretch out your lifted arm or leg?
- Can you keep going for longer than last time?

What next?



Try something similar

Bouldering, indoor climbing, adaptive climbing, adventure playground, monkey bars, balance beam



Try something different

Swimming, water polo, diving, sailing



Log your activity and find more Tokyo Ten activities and resources at getset.co.uk/travel-tokyo

Physical task:

10 Mins



LISTEN UP!

よく聞いて!
Yoku kiite!

Ball Games



Activity type

Home

Away

Indoor

Outdoor

Equipment

- A jingle jar: a clean jam jar containing two handfuls of dried peas, lentils, rice or pasta (something that rattles)
- Blindfold

How to play

2
Player A sits on the floor at one end of the room. Player B moves to different places in the room and rattles the jingle jar. Player A points to where Player B is. Are you correct?

4
Player A sits in the middle of the room, with the jingle jar behind them. Player B moves along the floor to "steal" the jingle jar. Player A points to Player B if they hear them coming or going. If correct, Player B must start again.

1
Ask Player A to wear a blindfold. Player B rattles the "jingle jar". Try these challenges to test your goobal skills. You'll need to listen carefully!

3
Player A sits in the middle of the room. Player B tries to roll the jingle jar past Player A - to the left or the right. Can Player A stop it?

5
Swap roles so both players have a go at wearing the blindfold.

Variations

- With more players, roll the jingle jar across a circle. Player A sits in the middle and tries to stop the jar.
- With more players, more than one Player can try to "steal" the jingle jar.
- Player B guides Player A across the room by rattling the jingle jar.

Challenge yourself

- Can you point to the correct place or stop the jingle jar more often?
- Can you play with more people moving about?
- Can you play in a larger space?

What next?



Try something similar
Goobal, five-a-side football, target shooting, cricket (for visually impaired players)



Try something different
Tandem cycling, guide running, swimming, judo (for visually impaired players)



Log your activity and find more Tokyo In activities and resources at getset.co.uk/travel-tokyo

Physical task:

10 Mins



HOUSE WORKOUT

かじたいそう | Kaji taisō

Tokyo Ten activities are 10-minute activities designed to get everyone moving. Try this activity out in school as part of a whole-school active assembly, or as an energiser for the class. Set it as an active homework challenge for families, and see if they can add new moves to the routine!

Move & Dance



Activity type

Home

Away

Indoor

Outdoor

Equipment

Music



How to play



1. Super Sweeper

Pretend to sweep the floor. Push forward with right hand and right foot 4 times. Do the same on the left 4 times. Repeat.

2. Window Wiper

Pretend to clean the windows. Reach up with right hand and make 4 big circles. Do the same with the left hand. Repeat.

3. Washing-up Wiggler

Pretend to reach for dishes. Step right with right foot and stretch right with both hands. Do the same on the left. Repeat 8 times.

4. Laundry Linger

Pretend to hang out the washing. Bend knees and touch the floor. Stand up and stretch both hands high. Repeat 4 times.

5. Play some music

Play some music. Create a routine using all 4 moves. Repeat as many times as you can!

Variations

- Make up your own moves for other housework chores.
- Hold a tin of beans in each hand to act as weights.

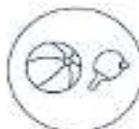
Challenge yourself

- Can you work faster?
- Can you push and stretch further?
- Can you move for longer?

What next?



Try something similar
Aerobics, cheerleading, boxercise, salsa, Zumba®



Try something different
Basketball, volleyball, football, rugby, hockey



Log your activity and find more Tokyo Ten activities and resources at getset.co.uk/travel-tokyo