

Year 3 Home Learning Project	
Week 1: 20th April - 24th April	My Home
Weekly Maths Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p>Monday: Create your own calendar showing how many days are in each month (see template). Can you record the birthdays of people who live in your home?</p> <p>Tuesday: Put the times and the events in the correct place on the table. Can you add some events of your own? Complete the questions about how many hours there are in a day.</p> <p>Wednesday: Create a diary of your day using pictures from waking up until going to sleep (see template). Use an analogue clock to note the times of different activities (am and pm).</p> <p>Thursday: Read the time on an analogue clock to the nearest 5 minutes (see worksheet). https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</p> <p>Friday: Read the time on an analogue clock to the nearest minute (see worksheet). http://www.ictgames.com/mobilePage/hickoryDickory/index.html</p> <p>The Brain Stretcher: Order the times shown on the clocks from earliest to latest</p>	<p>All writing tasks can be found on Seesaw and in your learning pack. Each day, find your daily writing task and log-in to Seesaw if you have access.</p> <p>Monday: Watch this clip to scrub up on your knowledge of prepositions. Then, find your learning task. https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd</p> <p>Tuesday: Watch this clip to remind yourself about adverbials. Then, find your learning task. https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3</p> <p>Wednesday: Find Wednesday's writing task in your learning pack and on the Seesaw platform.</p> <p>Thursday: Find today's learning task. You will need to access this link by Michael Rosen to help you to identify the features of a recount. https://www.youtube.com/watch?v=ReOpCqUZu9w&feature=youtu.be</p> <p>Listen to the WAGOLL here: https://www.youtube.com/watch?v=dceRIRILaqk&feature=youtu.be</p> <p>Friday: Find today's learning task. Watch Mrs Andrews' success criteria bingo video on the school website or on Seesaw. https://www.youtube.com/watch?v=CoWOobkI2qU</p>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p>Weekly spellings (Y3/4 Spelling List) famous, favourite, February, forward, fruit</p> <p>Miss Wakeman's spelling group: 2 from above, their, the, them</p> <p>Can you create a <i>wordsearch</i> using your spelling words?</p> <p>Les Taupes: Complete Spelling Zone on page 19, Unit 5. Watch Geraldine the Giraffe to find out more about the -ture suffix. https://www.youtube.com/watch?v=zcR_3dQ51x8</p> <p>Then, complete the following: Dots and dashes, Word changers, Dictation, Four-in-a-row, Choose the right word, Special focus 2-Homophones</p> <p>Les Herissons and Les Canards: Complete Spelling Zone on page 24, Unit 6. You are adding the suffix -ation.</p> <p>Then, complete the following: Dots and dashes, Word changers, Dictation, Four-in-a-row, Choose the right word</p>	<p>Text: Fidget Spinners</p> <p>Monday: Read the text</p> <p>Tuesday: Re-read the text and answer <i>vocabulary</i> questions</p> <p>Wednesday: Re-read the text and answer <i>retrieval</i> questions</p> <p>Thursday: Re-read the text and answer <i>inference</i> questions</p> <p>Friday: Re-read the text and answer <i>author's choice</i> questions</p> <p>You can answer the questions on Seesaw or in your notebook if you do not have access to an electronic device.</p>

Learning Project - to be done throughout the week

Science: Create a colour strip using colours that you have at home (see example and template and access Seesaw). Look at the different plants in your home, garden or when out for your daily exercise, and match these to your colour strip. Did you manage to find a plant to match each colour? Look at where these plants are located and what you have to do to the plants to keep them alive. What five things do plants need to survive? Can you explain why they need each of these things? Think about different environments e.g. the rainforest, the desert. Do you think all plants need the same things to grow and survive? Why? What do you think will happen if a plant's needs are not met?

Computing: On Purple Mash, you will have been set a 2Do called 'All About Me' where you will need to create a poster with basic information about yourself. If you do not have access to a computer, create a bright and colourful poster on paper. Include: information about your family or who you live with, your hobbies, likes and dislikes, anything else you wish to share about yourself e.g. your favourite place to go on holiday.

Athletics: Find a safe space (where it is safe to **run** e.g. in the garden) and play the following game:

1. Grab 10 toys and 2 towels
2. Share them equally between you and a family member
3. Use the towels to make a home.
4. Go and hide your family member's five toys, then they hide your toys.
5. On the count of 3, both go and find your toys and bring them to your home. The first one to find their 5 toys wins! Play as many times as you wish.

Challenge: Can you think of your own game that requires using the same skill? (running)

Visit the *Change4Life* website and click on 'Bo Peep's Herd and Seek' for visual instructions on how to play the game. Enjoy!

Spanish: If you have access to a computer, log in to your Seesaw account and complete the task 'El clima-the weather'. Read the instructions carefully and listen to the new words/phrases to name the weather you remember. If you do not have access to a computer, create your own weather chart (see example to the right) and draw/label the different types of weather in Spanish. In your learning pack, you will find some Spanish weather word cards to help you label your weather chart in Spanish.



Art: Make your own journal/diary by watching Mrs Andrews' video 'How to make a journal' (link on the school website or <https://youtu.be/kWatTJImkKo>). You will write in your diary every Friday in your writing sessions.







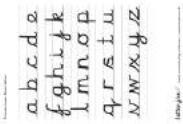






Mindfulness: Create your own mindfulness colouring sheet using the first letter of your name. Using a pencil, draw your letter in bubble writing so it fills an A4 page. Fill the letter with patterns and drawings of your favorite things e.g. your pet, your family or your hobbies. Then decorate it using colouring pencils or felt-tips.

Additional learning resources parents may wish to engage with

<https://www.dkfindout.com/uk/animals-and-nature/plants/>
<https://www.nhs.uk/change4life/activities>

#TheLearningProjects

Monday	PE e.g. Joe Wicks live on Youtube at 9am or Athletics (available on Seesaw or within learning pack)	Times Table Rock Stars  Maths (available on Seesaw or within learning pack) 	Break 30 mins 	Writing (available on Seesaw or within learning pack)	Reading Masters  Read text (available on Seesaw or within learning pack)	Spelling (see RWInc book) 	Lunch 1 hour 	Handwriting (write spelling words in the cursive style) 	Select and complete a Learning Project (available on Seesaw or within learning pack) 	ERIC Time or Mindfulness s e.g. colouring 
Tuesday										
Wednesday										

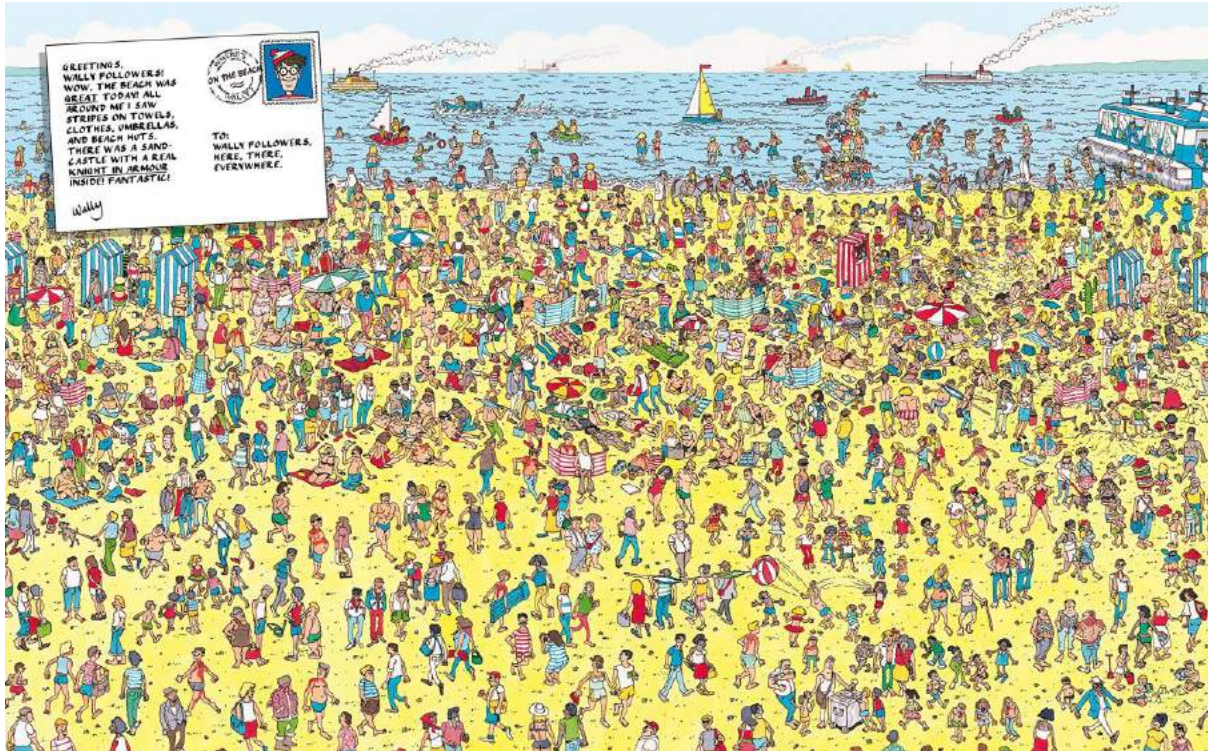
Thursday						Reading Masters  Re-read text and answer inference questions					
Friday						Reading Masters  Re-read text and answer author's choice questions					

Suggested Year 3 Timetable

Monday - Prepositions

Watch this clip to remind yourself about prepositions

<https://www.bbc.co.uk/bitesize/topics/zw8p8mn/articles/zw38srd>



A preposition combines with a noun or pronoun to tell us time, location, or movement. Here are some prepositions :		
Time	Location	Movement
during before after since from to on until upon through by	on behind in over in front of between above below near through beside	around against across into on off from down up towards away from
Example: I will meet you <u>after</u> school.	Example: Stand <u>between</u> the two trees.	Example: Please run <u>around</u> the oval twice.

Time:

Wally visited the overcrowded beach after he'd hidden at the train station.

Location:

The grey-haired woman is sat beside the man wearing red trunks.

Movement:

The elegant yacht sailed across the calm waters.

Task 1:

Describe Wally's location - remember to include one of the prepositions above!

Task 2:

Describe the time, location or movement of your pet, family member or other object in your home. Underline the prepositions that you have used.

Task 3:

Highlight or underline the prepositions in the sentences below.

I always go to the park before school.

My little brother always sits in front of the television.

The wire-haired dog chased the scared cat up a tall oak tree.

Tuesday - Adverbials

Watch this clip to remind yourself about adverbials

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3>

Remember, adverbials are words or phrases that give more information to the sentence.



Task:

Identify the adverbials from the sentences stolen from Mrs Andrews' diary and re-write the sentences so that the adverbial is at the start (a fronted adverbial) - don't forget your comma after your fronted adverbial.

One has been done for you:

The main clause and the adverbial stay the same. We just move them around.

I went for a walk with my dog after I completed my work.

After I completed my work, I went for a walk with my dog.

I had a juicy apple snack around 3.30pm.

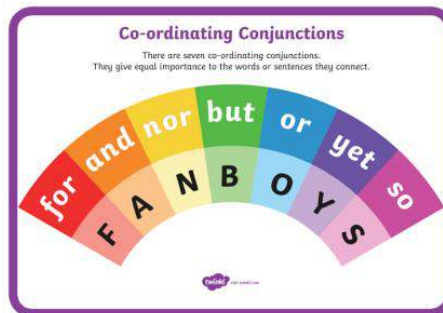
I complete the Joe Wicks YouTube videos before I have my breakfast.

I sat at the table and ate my tuna and cucumber sandwich at 12 o'clock.

I read my new book quietly.

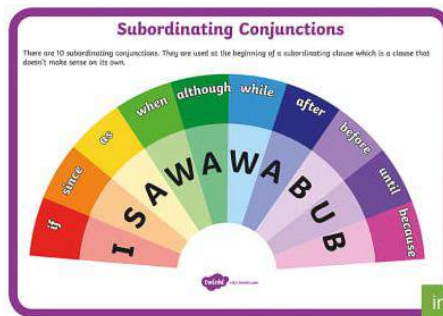
Wednesday - Conjunctions

Conjunctions are used to link two clauses together.



Coordinating conjunctions link two independent clauses together.

I went to visit my Grandma. She was asleep.
*I went to visit my Grandma **but** she was asleep.*



Subordinating conjunctions link an independent clause and a dependent clause together.

*We visited the beach today **because** my sister wanted to splash in the sea.*

We can also move the clauses around...

***Because** my sister wanted to splash in the sea, we visited the beach today.*



Task 1: Insert a coordinating conjunction (FANBOYS) to link two clauses

A small kitten followed me home _____ I gave it a bowl of milk.

The dog has won many prizes _____ he doesn't know many tricks.

Would you like to go to the movies _____ would you rather stay at home tonight?

Task 2: Insert a subordinating conjunction (ISAWAWABUB) to link two clauses. Choose from the options below:

because	when	while	if
---------	------	-------	----

Rosie left the house _____ her parents were sleeping.

The boys did not go to the park _____ they went to the zoo.

Take the cake out of the oven _____ it has turned brown.

_____ you don't try, you will definitely lose.

Task 3: Highlight or underline the conjunctions in these sentences. Are the coordinating or subordinating conjunctions?

Would you like popcorn or would you nachos?

Because I spent all of my pocket money in one day, I am grounded.

Thursday - Features of a recount (diary entry)



Recount: re-telling of a real life, past experience by telling the reader what happened.

Watch this video of Michael Rosen telling you all about recounts

<https://www.youtube.com/watch?v=ReOpCqUZu9w&feature=youtu.be>

Task 1: Read Mrs Andrews' diary entry (recount). See next page.



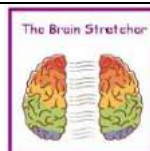
Task 2: You will notice that Mrs Andrews has highlighted some features. You will need to match the features to the areas highlighted. This will create a success criteria for writing a fantastic diary entry.



signature	fronted adverbials (there are 6 examples - can you find them all?)	past tense
greeting	first person	date

Task 3: Can you highlight, in Mrs Andrews' diary entry, examples of:

- Commas in a list?
- Coordinating conjunctions (FANBOYS)?
- Subordinating conjunctions (ISAWAWABUB)?
- Apostrophes for possession (Mrs Andrews' diary)?



How do you know the diary entry is written in chronological order (in order of how the events happened)?

Friday 27th March 2020

Dear Diary,

I plan to write an entry each week until we are able to go outside again. This week, I have been getting used to staying at home and working from home.

On Monday, I took my usual 30 minute drive to school so that I could record home learning videos for the children in year 3. I spent my morning recording videos before having lunch. Lunch was delicious! I had an egg sandwich on brown bread, a chunk of succulent watermelon, a handful of red grapes and a homemade chocolate brownie. Before I travelled home, I bought a few non-perishable items to donate to the foodbank and collected my dog, Evie. Sadly, I couldn't take Evie for a long walk because of the heavy rain. Instead, I patiently waited for Boris Johnson's speech to the UK about how life will be different for a little while.

At 6 o'clock on Tuesday, I woke up early to take Evie for a frosty walk even though she looked to comfy to disturb. There were lots of people walking their dogs but everyone stayed at least 2 metres apart.

Throughout the morning, I attended online meetings and began planning the online learning for year 3. Because it was sunny and warm outside, I sat on the doorstep to munch my lunch quickly before attending another meeting. My dog was happy to have my company so she sat on my lap all day.

Wednesday, Thursday and Friday were very similar because I was working from home as I have to self-isolate for the next 14 days. The sun has been shining so it was nice to have the windows open whilst I worked but also to sit outside while I ate my lunch. On Friday evening, I cooked shortbread using only three ingredients by following Miss Hunter's amazing video on the school website. Although I wanted to eat them all, I did share some!

I will write again next Friday. See you in a week!

From,

Mrs Andrews

Friday - Writing a Diary Entry (recount)





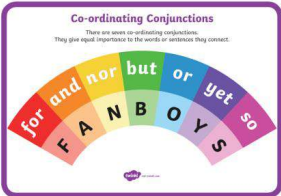
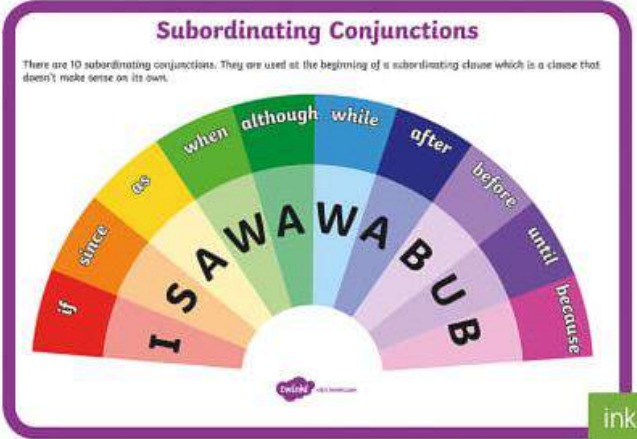
Task 1: Write down 3 features of a diary entry (you found evidence of these in Mrs Andrews' example yesterday).

Watch Mrs Andrews' success criteria bingo on this link:

<https://www.youtube.com/watch?v=CoWOobkI2qU>

Task 2: Write your own diary entry for this week. You can either write it in the diary that you made and decorated or the notes section on Seesaw.

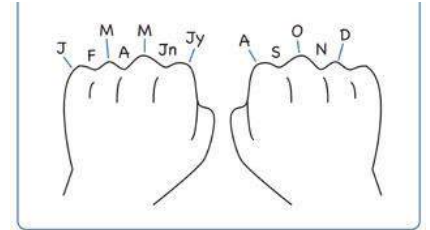
Use the information below to help you structure your writing.

 <p>Things you MUST include</p>	 <p>Things you could include</p>
<p>Date</p>	<p>Commas in a list</p>
<p>Start with Dear Diary,</p>	<p>Mum popped to Sainsbury's for food and bought watermelon, oranges, bananas and apples.</p>
<p>Fronted adverbials to sequence writing</p> <p>On Monday, On Friday evening, When I woke up, After breakfast, Before lunch, At 8 o'clock, Sadly, Patiently, Reluctantly, Once the sun had gone down, After the sun had risen,</p>	<p>Coordinating conjunctions to link two clauses On Tuesday, I wanted to play outside but Mum told me I had to do my remote learning instead.</p>  <p>Subordinating conjunctions to link two clauses I sat on the doorstep to munch my lunch because it was sunny and warm outside.</p>
<p>First person (I, we)</p>	<p>Because it was sunny and warm outside, I sat on the doorstep to munch my lunch.</p>
<p>Past tense (-ed suffix (played))</p>	
<p>End with a signature (from, Jacob)</p>	
<p>Chronological order (in order of how it happened)</p>	
<p>Paragraphs - start a new paragraph for each day you are writing about.</p>	

Maths

Monday: Create your own calendar showing the number of days in each month. Can you record the birthdays of people who live in your home?

30 days has September, April, June and November,
All the rest have 31 except February,
Which has 28 days clear and 29 each leap year.



The image displays a blank calendar grid for the year 2020. It is organized into three rows and four columns. Each month is represented by a rounded rectangle containing a 5x7 grid of squares for days. The month names are written in colored text above each grid:

- January:** 5x7 grid of squares.
- February:** 5x7 grid of squares.
- March:** 5x7 grid of squares.
- April:** 5x7 grid of squares.
- May:** 5x7 grid of squares.
- June:** 5x7 grid of squares.
- July:** 5x7 grid of squares.
- August:** 5x7 grid of squares.
- September:** 5x7 grid of squares.
- October:** 5x7 grid of squares.
- November:** 5x7 grid of squares.
- December:** 5x7 grid of squares.



Complete the sentences.

There are _____ minutes in an hour.

100, 16, 60, 6, 10

There are _____ hours in a day.

10, 20, 42, 24, 12

There are _____ days in a year.

300, 365, 360, 366

There are _____ months in a year.

10, 20, 42, 24, 12

There are _____ seconds in a minute.

30, 60, 90, 24, 6

There are _____ days in a leap year.

300, 365, 360, 366

Leap years happen every _____ years.

4, 2, 3, 1, 5

Tuesday: Complete the table and fill in the gaps in the sentences below.



1 day = 24 hours

Morning	Afternoon	Evening	Night

Going to bed

Getting ready
for school

Brushing your teeth
when you wake up

Noon

3 o'clock

Breakfast

Sunrise

4 p.m.

Sunset in
summer

Brushing your
teeth before bed

Dinner

Dawn

Assembly

8 o'clock

Midnight

Midday

Eleven o'clock

Lunch

There are ____ hours in a day.

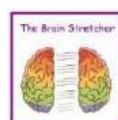
There are ____ hours in a school day.

There are ____ hours in 2 days.

There are ____ days in a week.

There are ____ days in a fortnight.

There are approximately ____ weeks in month.



Mo

I get up at 7 o'clock in the morning and go to bed at 7 o'clock at night. This means I have been awake for a full day.

Do you agree with Mo?
Explain your answer.

Wednesday: Create a diary of your day using pictures from waking up until going to sleep e.g. 7.30am - Shower, 7.45am - Get Dressed, 8am - Eat Breakfast etc.



AM is until noon (midday), PM is until midnight

[illegible]

Thursday: Read the time on these clocks to the nearest 5 minutes. If you're feeling confident try the next set of questions where the minutes aren't labelled for you. Have a go at this game if you finish:

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>













What time is it? Count in 5s to see how many minutes there are to the hour.







Write the time as digits and words.



Time: _____

Words: _____



Time: _____

Words: _____



Time: _____

Words: _____



Time: _____

Words: _____



Time: _____

Words: _____



Time: _____

Words: _____



Time: _____

Words: _____



Time: _____

Words: _____



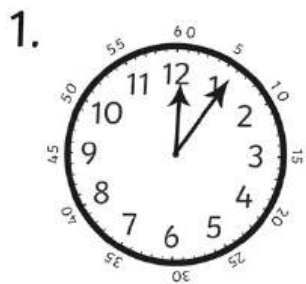
Time: _____

Words: _____

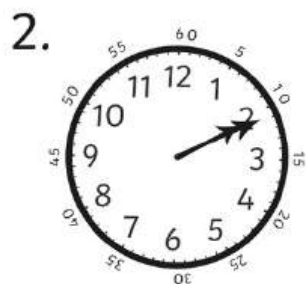
Friday: Read the time on these clocks to the nearest minute.

Have a go at this game if you finish:

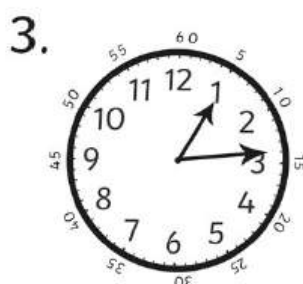
<http://www.ictgames.com/mobilePage/hickoryDickory/index.html>



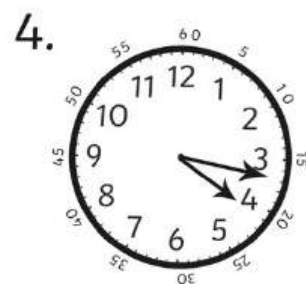
----- minutes
past 12



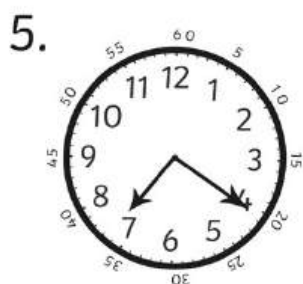
----- minutes
past 2

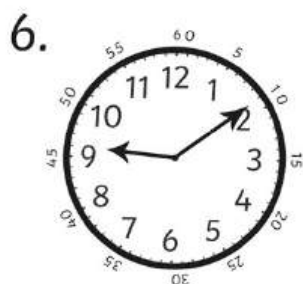


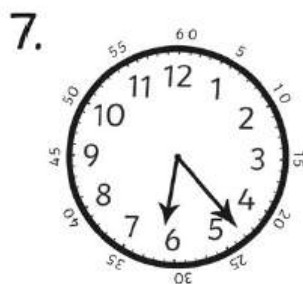
----- minutes
past 1

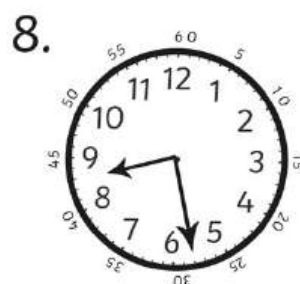


----- minutes
past 4

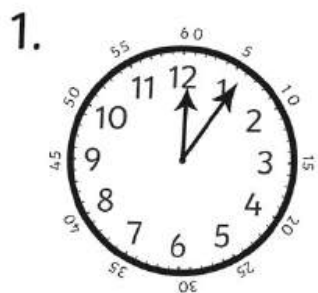


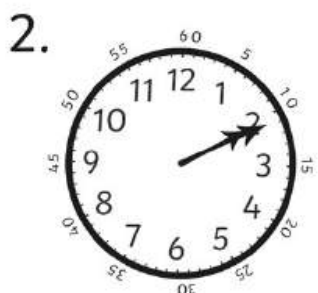


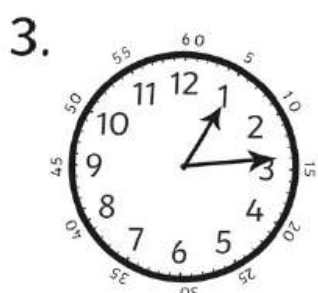


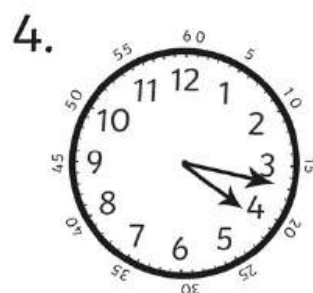


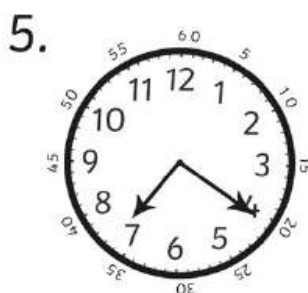
These are a bit more challenging!

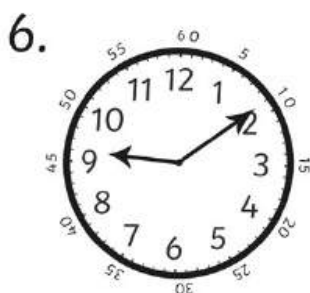


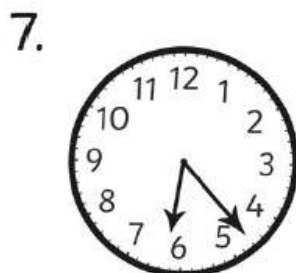


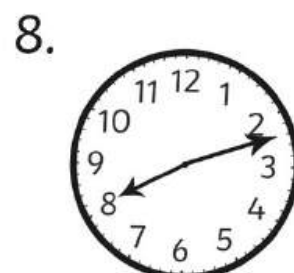




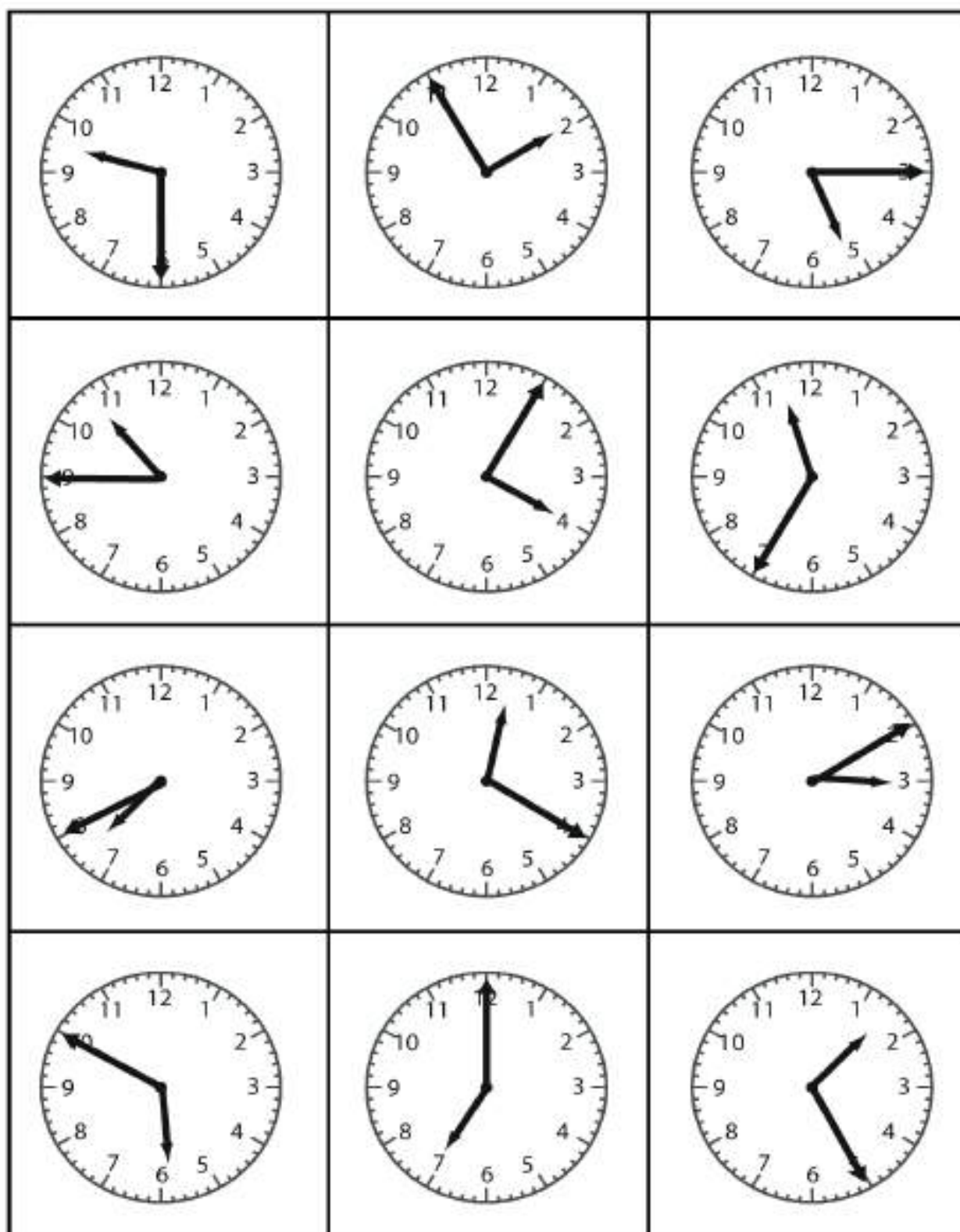








Week 1 The Brain Stretcher Task: If you want to further challenge yourself this week, have a go at ordering these times from earliest to latest. You can either cut them out or write them in the correct order.






Reading Masters

Monday:

Read the text.

Tuesday:

Re-read the text. Here is some vocabulary and the definitions:

gadget	small machine or device that does something useful
ball bearing	small metals balls placed between moving parts of a device or machine 
ceramics	items made of clay or porcelain 
titanium	light, strong, white metal
vibration	rapid movement back and forth
index finger	the finger next to your thumb 
patented	official right to be the only person allowed to make or sell a new product
Attention Deficit Hyperactivity Disorder	condition where people are extremely active or unable to concentrate on anything for very long

Highlight these words in the text. Are they any other words you are unsure of? Research the definitions of these using a dictionary or by using <https://www.collinsdictionary.com/dictionary/english>.

Wednesday:

Re-read the text and answer these *retrieval questions*:

1. What are fidget spinners made from?
2. Why are they made from different materials?
3. How do you make a fidget spinner spin?
4. Why did Catharin Hettinger create the fidget spinner?
5. Why have some schools banned fidget spinners?

Thursday:

Re-read the text and answer these *inference questions*:

1. What do you think makes fidget spinners different to most high-tech toys today?
2. How do you think a fidget spinner can help a person concentrate?
3. What are your thoughts of fidget spinners being used in schools?

Friday:

Re-read the text and answer these *author's choice* questions:

1. Why has the author used subheadings?
2. Look at 'How to use a fidget spinner'. Why has the author used bullet points?
3. What type of text is this: newspaper, explanation text or poem? How do you know?
4. The author has titled the text 'Fidget Spinner'. Do you think this is an appropriate title? Why/why not?

Fidget Spinners

Fidget spinners are gadgets with a ball bearing in the middle and three 'branches' coming from the centre. The branches of the gadget spin around the middle.

They are made from a range of materials like stainless steel, brass, ceramics, titanium, copper and plastic. The use of different materials changes the vibration and length of time that the toy spins.



How to Spin a Fidget Spinner

- Hold the middle of the spinner between your index finger and thumb as if you are picking it up.
- Flick one of the outside branches with your middle finger and watch it spin.

How the Fidget Spinner Began

Fidget spinners were created by an American inventor, Catherine Hettinger, in the early 1990s. She was ill but still caring for her eight-year-old daughter and found she didn't have the energy to play with her as much as she would have liked. Catherine began inventing toys for her daughter and between the two of them, they created the first fidget spinner.

Disaster!

In 1997, the fidget spinner toy was patented, which means the person who created it has rights over it to protect the idea from being copied.

However, a patent has to be renewed every few years and in 2005 Hettinger didn't have enough money to renew the patent. She lost the rights over the design and now any company can freely make their own versions. The companies make a lot of money from them but have to give none of it to Hettinger. When she owned the patent, Hettinger would have been making most of the money from the product.

Uses of the Fidget Spinner

Some people believed that the fidget spinner would be useful for helping people to concentrate. It was found to be an especially useful gadget to help children who have Attention Deficit Hyperactivity Disorder (ADHD) or other special educational needs that affect concentration spans. It is thought that the sensory

experience of the spinner vibrating and creating patterns helps some children with specific needs, to concentrate or to calm down.

The fidget spinners are also used to reduce stress by helping the user to 'zone out' and clear their mind. Because of this, many office workplaces are seeing a rise in workers using finger spinners to ease stress and nervous energy within adult workers.

Fidget Spinners in School

Some schools have banned fidget spinners as they say they are a distraction to other pupils and can negatively affect learning. They could also pose a potential safety hazard.

Some parents of children with Special Educational Needs (SEN) are concerned that banning the devices will cause their children to lose concentration and/or feel 'different' to their peers if they are allowed them but their friends are not.

Look

Trace

Copy

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Look

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famous

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February

February

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forward

fruit

fruit

Science

Create a colour strip using colours that you have at home. Look at the different plants in your garden, and match these to the colour strip. Look at where the plants are located. Did you manage to find a plant that matches each colour?



What five things do plants need to survive? Why do they need each of these things?

1.

2.

3.

4.

5.

Think about different environments e.g. desert or rainforest. Do all plants need the same things to survive? Why/why not?

What do you think will happen if a plants needs are not met?

clouds
las nubes



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snow
la nieve



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sun
el sol



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sun and clouds
sol y nubes



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overcast
nublado



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wind
el viento



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rain
la lluvia



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thunder and lightning
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rainbow
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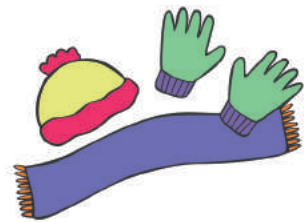
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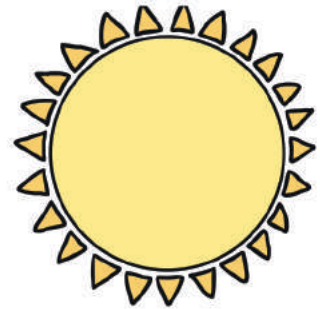
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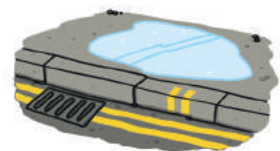
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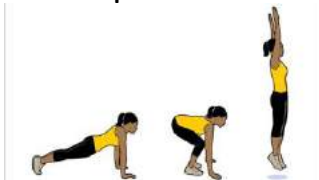
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Daily PE Sessions

Daily PE instead of Joe Wicks	Monday	Tuesday	Wednesday	Thursday	Friday
Activity	<p>Ready... Steady... Roll a dice (1-6)! <i>Roll the dice at least six times. Remember to catch your breath between activities and drink water if you are feeling thirsty.</i></p> <p>When you roll a:</p> <ol style="list-style-type: none"> 1: 10 x star jumps 2: Jump forwards and backwards 5 times 3: Throw a ball up into the air and catch it with two hands 5 times. Can you throw and catch the ball without dropping it? 4: jog on the spot and lift your knees up as high as you can for 1 minute! 5: Find a safe place to sprint on the spot, passing an object from one hand to the other. Do this for 1 minute. 6: Find a safe spot e.g. garden and run around in circles without falling over. How many times can you sprint around in circles without falling over? 	<p>Ready... Steady... Roll a dice (1-6)! <i>Roll the dice at least six times. Remember to catch your breath between activities and drink water if you are feeling thirsty.</i></p> <p>When you roll a:</p> <ol style="list-style-type: none"> 1: For 1 minute, jump as high as you can, bending your knees when you land. 2: For 30 seconds, jump from side to side (left to right and right to left) 3: Throw a ball up into the air and catch it with one hand 5 times. Can you throw and catch the ball without dropping it? 4: For 1 minute, jog on the spot and gently kick your heels against your body. 5: Find a safe place to sprint on the spot, for 1 minute, passing an object around your body. 6: Find a safe spot e.g. garden and sprint backwards and forwards for 1 minute. Try not to fall over! 	<p>Ready... Steady... Roll a dice (1-6)! <i>Roll the dice at least six times. Remember to catch your breath between activities and drink water if you are feeling thirsty.</i></p> <p>When you roll a:</p> <ol style="list-style-type: none"> 1: 10 x tuck jumps 2: Jump on one leg and switch legs after thirty seconds (do this for 1 minute) 3: For 1 minute, dribble a ball with your nose and try not to let it roll away! 4: For 2 minutes, jog on the spot and gently kick your legs out in front of you 5: Find a safe place to sprint on the spot, for 1 minute, passing an object under your legs in a figure of eight 6: Find a safe spot (e.g. garden) and sprint from side to side (left to right and right to left) for 1 minute 	<p>Ready... Steady... Roll a dice (1-6)! <i>Roll the dice at least six times. Remember to catch your breath between activities and drink water if you are feeling thirsty.</i></p> <p>When you roll a:</p> <p>1: 10x burpees</p>  <ol style="list-style-type: none"> 2: Jump like a frog 15 times and say 'ribbet' for each jump you do 3: Dribble a ball under your foot, for 1 minute, without it rolling away 4: For 1 minute, jog on the spot and move your arms forwards and backwards as if you are swimming 5: Find a safe place to sprint on the spot, for 30 seconds, passing an object under your arms in a figure of eight 6: Find a safe spot (e.g. garden) and sprint on the spot as fast as you can for as long as you can! 	<p>Ready... Steady... Roll a dice (1-6)! <i>Roll the dice at least six times. Remember to catch your breath between activities and drink water if you are feeling thirsty.</i></p> <p>When you roll a:</p> <ol style="list-style-type: none"> 1: Choose your own jump and jump 10 times. What was your favourite one of the week? 2: Jump like your favourite animal 5 times. 3: Throw a ball from one hand to the other hand for 1 minute. Challenge: Move your arms further apart. 4: Jog on the spot without stopping for 2 minutes. 5: Sprint on the spot, for 1 minutes, holding an object in one hand. Don't drop it! 6: Sprint side to side, forwards and backwards and in circles for 2 minutes.