

Various Activities

Here is a selection of different activities to keep you busy!

Art

Geography focus – The United Kingdom

Use old newspapers and magazines to recreate a collage of a map of the United Kingdom. Use an atlas to help you understand the terrain and physical features of key areas and select colours and textures that reflect this e.g.

- greys for urban areas
- greens for rural areas
- blue for rivers and lakes
- graduated colours to white for mountains
- yellows for coastal areas/beaches.

Use small, thumbnail-sized pieces of paper and layer them together to create your own UK collage.

Artist study

Choose one of the famous artists below to research.
Challenge yourself to complete the following:

1. Key facts about the artist e.g. place and date of birth, style, famous works, inspiration.
2. Replicate a piece of their work in part or in full. How closely did yours match it?
3. Create an original work in the style of the artist.
4. Reproduce a piece of their work in black and white.

Possible artists: Monet, Kandinsky, David Hockney, Andy Warhol, Picasso, John Constable, Georgia O'Keefe, Emil Nolde.

History focus – The Vikings – Runic Riddles

Viking letters were known as runes. Each rune is formed from straight and diagonal lines so they were easy to carve into wood or stone. Most surviving runic inscriptions exist on stone monuments. Runes were shrouded in mystery because very few people could read or understand them.

Create your own runic letters and write a riddle for historians to decipher in the future.

Note: If clay or playdough is available pupils can 'carve' their letters and symbols.



Storytime

Create a story bowl

Give/show pupils a bowl containing five objects. Can they create a story using these five objects and tell it to someone else? How are stories similar and different? Some suggested objects include:

- a kitchen utensil
- plastic/wooden characters
- an item of classroom equipment e.g. ruler
- a foil-wrapped sweet
- a magnifying glass/binoculars
- a medal or trophy
- a key
- a blank postcard

Make your own story dice

Support pupils to create three dice from a net pattern. Ask them to write the names of six different:

- settings
- characters
- story dilemmas

This should give them their own set of story dice where they can roll them and generate different combinations of settings, characters and story dilemmas.

Encourage pupils to tell their stories, create story maps, write parts of or whole stories and illustrate their story in a cartoon strip.

Access free children's books from Audible

Choose three stories based only on their titles. What do you think each will be about? Discuss clues from the front page and from the title of the book.

Hold a vote and decide which book you will listen to as a class. At the end of each chapter ask pupils to:

- a. Summarise what they have heard OR
 - b. Predict what might happen next OR
 - c. Pose a question that they'd like to find out the answer to OR
 - d. List their favourite word or phrase from the chapter OR
 - e. Write a headline that encapsulates the main theme of the chapter.
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Collaborative Challenge – Get the whole family involved!

Construction (20 minutes including testing)

Focus on working together as a team and sharing/developing ideas.

Challenge: Using 10 sheets of newspaper or A3 paper and 50cm of tape, build a tower that holds a book 15cm above the table for at least 3 seconds. The tower should be free-standing which means no taping or holding it to the table!

Try this: Are there any shapes that are stronger than others? Does the type of paper make a difference? What is the best way to communicate ideas and suggestions when working in a team?

Initiative (30 minutes including testing)

Challenge: Can you construct a working greenhouse from milk cartons, straws and sticky tape? Can you select living organisms to live inside? Can the greenhouse provide them with all they need to survive?

Enquiry (30 minutes)

Challenge: Can you make a working umbrella using the supplies below?

- Household materials (sponges, lolly sticks, coffee filters, paper plates etc.)
- Small toys (e.g. Lego people or dinosaurs)
- Glue, tape, string etc.
- Scissors

Trial and error (30 minutes including testing)

Challenge: Create a cardboard marble run which takes exactly 30 seconds from top to bottom. How can the marble's path be sped up and/or slowed down?

Creativity (20 mins)

Challenge: Take an everyday object and find ways to make it work better, e.g. be lighter, smaller, more useful, multifunctional etc. Examples of objects could include a pen, trainer, cup or torch.

Additional materials can be used to make the changes, e.g. cardboard tubes, plastic bag, string, tape, scissors etc.

Wellbeing

Fitness (30 Min)

Discuss what it means to be physically fit. Explain what happens to our bodies when we exercise. Agree how much fitness young people need to complete each week. Ask pupils to write down all the different ways they could keep each body part fit and healthy.

Working in groups, ask pupils to design a circuit of fitness activities which they could do at home. Think of any equipment they could use or be creative, e.g. using tin cans or bottles of water for weights. Alternatively, complete this as a practical activity and give pupils lots of different equipment to choose from to make up their own circuit of activities. Groups can show their circuits or demonstrate them to the class.

Being Positive (30 Min)

Explain that we are not always happy and positive and that sometimes we have other feelings which is okay. The main thing is to try and be positive even when we don't feel happy and to get through times when we feel sad by being positive. Ask pupils to give examples of when they have been positive in the last week. E.g. By doing something nice for someone, smiling, saying thank you or by trying at something which they find hard.

Write down a positive action or word on a strip of paper and place in a jar. When someone needs a boost, they can take an idea from the jar.

Motivation (30 Min)

Ask the class to discuss what we mean by motivation and what motivates them. Share stories of all the times that they have felt motivated to do something and the times when they haven't felt motivated. Then, ask the class why working with others can help to motivate them. Explain how positive messages and thoughts can help us stay motivated – even when we give those messages to ourselves!

Mirror, Mirror – pupils draw a mirror frame and write five compliments to themselves in their mirror. Whenever pupils need a lift, they can look in their mirror and give themselves a boost of confidence.

Connections (30 Min)

Explain to the class what connections are (our support network). Ask pupils if they can name people who they are connected to. Discuss the importance of family and friends. Ask pupils to interview someone in their class and find out more about the important people in their lives and why they are important to them.

Gratitude jar – pupils can write down ten people or things in their life that they are grateful for. Encourage them to think about why they are specifically grateful for those people or things. Invite pupils to share some examples with the class and summarise the lesson about the importance of keeping connections in their life.

Physical Activities

Trust Trail

Aim: to direct a partner safely through an obstacle course

You need: markers, hoops (a range of equipment to create an obstacle course); blindfolds (scarves or strips of material work well).

Explain that pupils are going to create their own simple/safe obstacle course and direct their partner, who will be blindfolded, through it.

Rules: verbal instructions only. No physical guiding. Remain at least two metres away from partner.

Discuss strategies and skills needed, e.g. clear instructions; listening well; trusting someone. Remind pupils about safety. Pupils divide into pairs, set up their course and take it in turns to direct their partner through the trail.

This is a good opportunity to discuss visual impairment. How did it feel when you couldn't see? How much did you rely on your partner?

