



## Home Learning Package 2

# PiXL Pick and Mix Activities

© Commissioned by The PiXL Club Ltd. MARCH 2020

This resource is strictly for the use of The PiXL Club Ltd member schools during the life of the membership only. It may NOT be copied, sold, or transferred or made available by whatever means to a third-party non-member during or after membership. Until such time it may be freely used within the PiXL member school by their teachers and authorised staff and any other use or sale thereof is strictly prohibited.

All opinions and contributions are those of the authors. The contents of this resource are not connected with, or endorsed by, any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written notification.

## Contents

### Page

- 3. Guidance for use
- 4. Planning your day
- 5. Kindness activities
- 6. Keeping connected suggestions
- 7. Reading together activities
- 8. Phonics activities
- 9. Reading Bingo
- 10. Vocabulary activities
- 11. Number Knowledge
- 12. Fresh air activities
- 13. Super Science
- 14. Writing activities
- 15. Talk Tasks
- 16. Exercise suggestions
- 17. Arts activities
- 18. Additional materials
- 26. Suggested websites to support home learning
- 27. PiXL Apps guidance

## **Guidance for use**

### **What is the Home Learning Pick and Mix package?**

The Home Learning Pick and Mix package offers a range of activities that parents can use to support learning at home. These learning activities are standalone but cover key areas of the curriculum in a fun and engaging way. Activities can be used or adapted for all ages and stages of learning.

We have called the package Pick and Mix to highlight the flexibility it gives you in selecting key learning activities for each day. Activities are organised by subject or focus so that parents and children can select a varied diet that suits the rhythm of their home learning pattern.

A possible blank timetable has been provided to help you structure each of your days so that there is a stimulating and engaging mix of activities for the children, should you wish to do so. Activities are also low preparation and most require no printing so they can also be used with little or no planning.

This package contains a set of Pick and Mix activities related to the curriculum and also other suggested activities to develop children's thinking skills and enhance their wellbeing.

### **Activity Sheets**

The Pick and Mix packs contain a summary of possible activities in each area of learning. This is then followed by additional materials and/or guidance, where appropriate and necessary. Please note that most of the activities do not require any additional sheets so you will not find additional materials for every listed activity.

### **Different challenges**

Some activities have been divided into three levels of challenge to allow you to target them appropriately for those pupils. As a very rough guide, the three levels are:

- Challenger - Years 1 - 2
- Contender - Years 3 - 4
- Champion - Years 5 - 6

## Planning your day


We have populated a single day as a suggestion of how parents may choose to structure this. This is only a suggestion and families should decide how best to use the activities provided.

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>Morning</b>	<i>Exercise</i>	<i>Exercise</i>	<i>Exercise</i>	<i>Exercise</i>	<i>Exercise</i>
	<i>Reading together/ Phonics</i>	<i>Reading together/ Phonics</i>	<i>Reading together/ Phonics</i>	<i>Reading together/ Phonics</i>	<i>Reading together/ Phonics</i>
	<i>Writing activity</i>				
<b>Break</b>	Playtime				
	<i>Number Knowledge</i>				
	<i>Kindness activity</i>				
<b>Lunch</b>	Lunch and free choice				
<b>Afternoon</b>	<i>Super Science</i>				
	<i>Talk task</i>				
	<i>Fresh air activity</i>	<i>Fresh air activity</i>	<i>Fresh air activity</i>	<i>Fresh air activity</i>	<i>Fresh air activity</i>
	<i>PiXL Apps</i>				
	<i>Independent Reading</i>	<i>Independent Reading</i>	<i>Independent Reading</i>	<i>Independent Reading</i>	<i>Independent Reading</i>

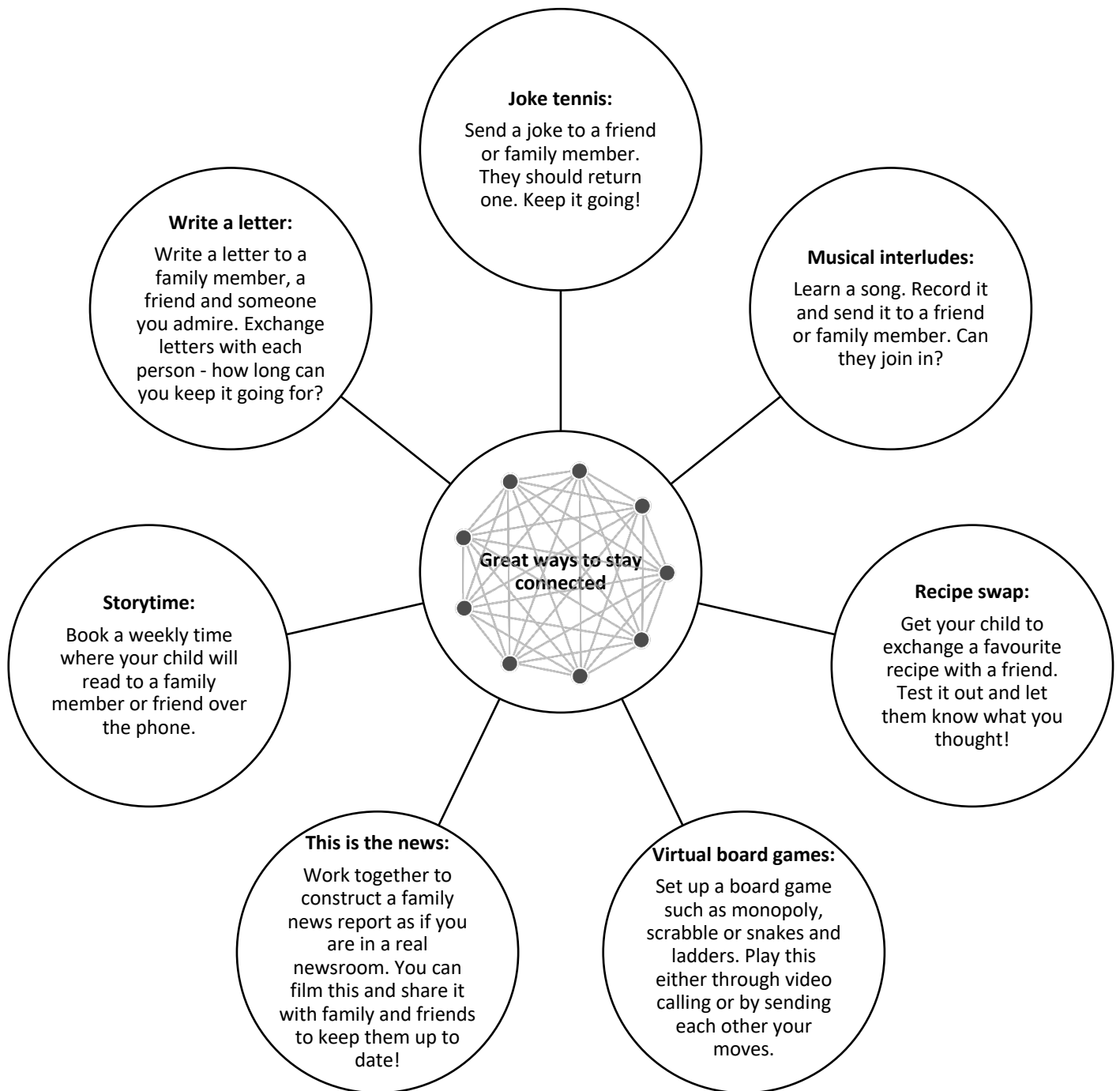
Activities from the PiXL Pick and Mix can be used as a regular part of pupils' staple diet. You may also choose to include some or any of the following across the course of the week. We have made some suggestions about aspects to address daily in the timetable. Other areas could include:

- Arts activities (including music, art, drama)
- Wellbeing and Kindness activities
- Sharing and reading books, stories, poems and newspapers
- Fresh air activities
- Phonics and early reading activities
- Talk Tasks and Big questions
- Keeping connected activities

## PiXL Pick and Mix Activities: Kindness

<p><b>Activity:</b> Kindness compliment ripple</p> <p>Explain to children how kindness creates a ripple effect. Kindness grows on kindness. Discuss how we can show kindness to someone by giving them a compliment. Practise passing compliments to one another about different things e.g. something they have done, the way they behave, how they make you feel etc. This could even be through a phone call, a message or an email.</p> <p><b>Try this:</b> Try to notice how you feel if someone gives you a compliment.</p> <p><b>Discussion:</b> Do you think you can make kindness never-ending?</p>	
<p><b>Activity:</b> Patience</p> <p>Discuss what it means to be patient. Can you remember any times you have had to show patience? Was it easy? Explain that for most of our day we are with other people and whether we are playing or working, we need to show patience. Patience can be shown by waiting our turn, letting others have time to think about their answer or making sure someone has finished talking before you start to talk. Can you list five synonyms (words that mean the same) and five antonyms (words that mean the opposite) for patience?</p> <p><b>Try this:</b> Try to notice why it is sometimes hard to be patient.</p> <p><b>Discussion:</b> Do we only need to be patient some of the time?</p>	<p><b>Activity:</b> How giving and receiving kindness makes us feel</p> <p>Discuss how kindness makes us feel cared for and that we get those same feelings when we show kindness. Through kindness we can make ourselves and someone else feel good. Explain how easy it will be to start making our world more caring with simple acts of kindness. Cut out some heart chains and fill the hearts with drawings of acts of kindness they have received or given. Around the pictures write words about how it made them feel.</p> <p><b>Try this:</b> Smile at someone at in your house and notice how far it can spread.</p> <p><b>Discussion:</b> Does being kind mean pleasing others?</p>
<p><b>Activity:</b> Situations where kindness is difficult</p> <p>Is it easy to ALWAYS be kind? Share examples where it can be difficult. For example, if you are in a rush or if you worry what others will think of you. How can we deal with these situations? Explain that these situations are known as 'dilemmas'. Make up an acrostic poem using each letter of the word 'dilemma' to start each line, which gives key messages about what to do when it is difficult to be kind.</p> <p><b>Try this:</b> Try spotting situations where being kind can be tricky. What makes it tricky?</p> <p><b>Discussion:</b> Is there a difference between kindness and caring?</p>	<p><b>Activity:</b> Motivation behind kindness</p> <p>Why are people kind to others? Discuss the meaning of 'motive/motivation'. What could be the motivation for being kind? Possibilities: for a reward, because it is a rule/expectation, because they want to please someone/be kind, because it makes you feel good to be kind. Rank the reasons given in terms of which one is the best reason.</p> <p><b>Try this:</b> Try to think about the jobs you see adults doing. What part does being kind play in their job?</p> <p><b>Discussion:</b> How does the motivation for the act of kindness affect how the giver and the receiver feel?</p>

## PiXL Pick and Mix Activities: Keeping connected



There are many great games that you can play, even when separated from your friends and family. Here are some ideas to get you started:

Taboo

The Yes/No game

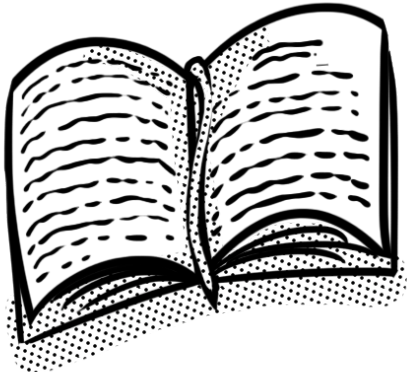
I'm thinking of a number...

In my suitcase I packed... (memory game)

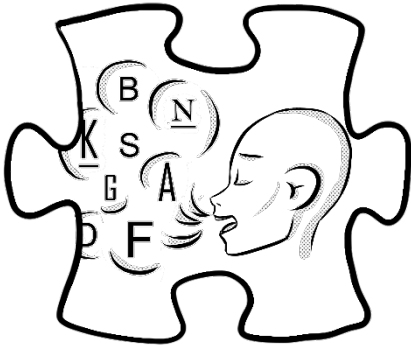
Alphabet fruits/sports/films/books

## PiXL Pick and Mix Activities: Reading together

*A text for each activity has been provided at the back of the booklet.*

<p><b>Learning focus:</b> Understanding poetry</p> <p>Share the poem 'My Best Friend'. Read each line and ask children to read/say it back to you. Identify key features such as rhyme, verses, repetition etc. Explore the hidden meaning of the poem (the friend is actually very unkind). What makes a good friend? Sort the actions from the poem into 'kind/unkind' and add your own ideas.</p> <p><b>Questions you could ask as you read:</b></p> <ul style="list-style-type: none"> <li>• Do you think this 'friend' is really a good friend?</li> <li>• What does she do that shows this?</li> <li>• Who/what do you think the last verse is referring to?</li> <li>• How do you know this?</li> </ul> <p>What do the following words mean: loyal, adore, menace?</p>	
<p><b>Learning focus:</b> Identify how a character feels</p> <p>Share the story 'The Kite'. Have you ever flown a kite before? Discuss how Tyler behaved when he was given the kite. Explore how his feelings had changed by the end of the story. How do you know? Collect words that demonstrate how he felt before/after flying the kite.</p> <p><b>Questions you could ask as you read:</b></p> <ul style="list-style-type: none"> <li>• How did Tyler feel about the kite when he was first given it?</li> <li>• What does Tyler do that tells you he was disappointed?</li> <li>• What was the weather like? How do you know?</li> <li>• How did the kite move in the air? Which words tell you this?</li> </ul> <p>How did Tyler feel about the kite at the end of the story?</p>	<p><b>Learning focus:</b> Vocabulary in context</p> <p>Read the text 'Forces' with your children. Highlight any words that are unfamiliar and discuss their meanings. Create your own glossary to explain the meaning of any words that they are unsure of.</p> <p><b>Questions you could ask as you read:</b></p> <ul style="list-style-type: none"> <li>• What do you already know about forces? Can you name any forces?</li> <li>• Do you know anything that we use that contains magnets or uses magnetism?</li> <li>• Which materials do you think would be magnetic in this room? How do you know?</li> <li>• What does it mean when it says that you would know about gravity if you had lost your grip on the monkey bars? What would happen? Do you know why?</li> </ul>
<p><b>Learning focus:</b> Asking questions</p> <p>Read the text 'Deciduous and Evergreen Trees'. One person will become the quiz master on evergreen trees and the other person to become the quiz master on deciduous trees. Children should use the text to come up with five or more questions about their type of trees. Give each person a chance to ask and answer their questions. Who won?</p> <p><b>Questions you could ask as you read:</b></p> <ul style="list-style-type: none"> <li>• What is the difference between a deciduous and an evergreen tree?</li> <li>• Can you name some types of deciduous/evergreen trees?</li> <li>• What happens to an evergreen tree if you cut it down?</li> <li>• Do you know what trees need to survive?</li> <li>• Why do deciduous trees lose their leaves in winter? Have you ever seen a deciduous/evergreen tree?</li> </ul>	<p><b>Learning focus:</b> Performance poetry</p> <p>Read the 'Left and Right' poem aloud. Have you ever forgotten something or been late? Read the poem again, verse by verse. Act out each part of the poem. Discuss facial expressions, movement and tone of voice. <i>(This is a good opportunity to check children's knowledge of left/right, personal organisation and road safety!)</i></p> <p><b>Questions you could ask as you read:</b></p> <ul style="list-style-type: none"> <li>• Where were the people heading? <i>(To school)</i></li> <li>• Are the people in the poem related? How do you know? <i>(Siblings – it says 'sister')</i></li> <li>• What did she leave at home? <i>(Her book)</i></li> <li>• What happened when they got to school? <i>(The gate was shut)</i></li> <li>• Why do you think the poem is called 'Left and Right'? <i>(Play on words)</i></li> <li>• Can you identify any homonyms or homophones in this poem? <i>(left/left, right/write/right)</i></li> </ul>


## PiXL Pick and Mix Activities: Phonics activities

<p><b>Learning focus:</b> Initial sounds scavenger hunt</p> <p>Practise saying single letter sounds (phonemes) in sets:</p> <ol style="list-style-type: none"> <li>1. s a t p</li> <li>2. i n m d</li> <li>3. g o c k</li> <li>4. e u r y</li> <li>5. h b f l</li> <li>6. j v w x</li> </ol> <p>Take a set each day – can you find an item in your home the begins with each of the letter sounds (phonemes) in a set? For example:</p> <p>Set 1. sock, apple, tin, pan</p> <p>Can you complete all of the sets in a week? For an extra challenge, can you order them in alphabetical order?</p>	
<p><b>Learning focus:</b> Build and blend</p> <p>Write each of these letters on sticky notes or squares of paper that can be moved around. Practise blending single letters (graphemes) to read simple words, using the letters in each set above. Start with just Set 1 letters (graphemes) – how many words can you make with just these letters? (For example s-a-t, p-a-t, t-a-p etc.)</p> <p>The next day, add the letters (graphemes) from Set 2. How many words can you build and blend now? See if you can beat your score each day.</p> <p>Challenge: How many 3, 4, 5 or 6 letter words can you make? Which generate more words – Sets 1-3 or Sets 4-6?</p>	<p><b>Learning focus:</b> Tricky Word Slam</p> <p>Tricky words are those that cannot be read using Phonics. These are sometimes referred to as common exception words. There is a list of examples at the back of the booklet. Choose a small number (4-6) of tricky words and practise reading these with your child. Lay them out in a row. Say a tricky word and your child should try to beat you to it by 'Slamming' the correct word with their hand. Introduce new tricky words one at a time.</p> <p>Challenge: Include a red herring. Say a word that isn't in the pile – if children recognise this, they shout out 'Red herring!' and win a point. If they miss it, you win the point.</p>
<p><b>Learning focus:</b> Silly Sentences</p> <p>Choose a 'focus phoneme' (a sound that you want to focus on). Collect as many words as you can that contain this phoneme. Write each on a square of paper or a sticky note. Have fun moving the different words around to create silly sentences. For example:</p> <p><i>chair, chopped, chimp, chose, chores, cheeky, chatting</i></p> <p><i>A cheeky chimp chose chopping chairs instead of chores and chatting.</i></p> <p>Challenge: Can you substitute new words into your silly sentence? What is the shortest/longest/funniest/silliest sentence you can make?</p> <p>Challenge: Try a new phoneme each day. Which phoneme is the easiest/trickiest/silliest? Can you create a sentence where every word contains your focus phoneme?</p>	<p><b>Learning focus:</b> Messy Letters</p> <p>Fill tubs, trays, the bath, the sink or anything else with a flat surface with different <b>safe</b> household substances (see below for ideas). Challenge children to show you the correct letter formation for each sound that you give by writing it into the trays. Start with graphs (1 letter, 1 sound e.g. s, f, t), move on to digraphs (2 letters, 1 sound e.g. sh, ai, er) and, for an extra challenge, try trigraphs (3 letters, 1 sound e.g. igh, air, ear).</p> <p>Some of our favourite substances include: washing up liquid, vegetable oil, paint, baked beans, custard, ketchup, gravy, sand, rice, flour.</p> <p>Challenge: This is also a great, fun way for children of all ages to practise simple spellings – they can 'write' into the trays using their fingers, a pencil, the end of a paintbrush or anything that will make a mark.</p>



## PiXL Pick and Mix Activities: Reading Bingo

*How many of these reading activities can you complete?*

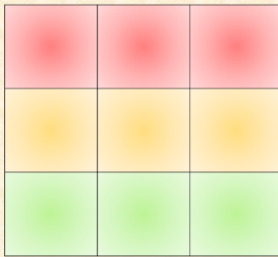
Read a postcard. Read a letter. How are they both similar and different? Can you write one of your own?	Listen to an audio book. (Children's books are currently free on Audible)	Read and follow a recipe. Was it easy or difficult? What helped or didn't help? How did the dish turn out?	Read a book or a poem by an author you have never read before. Would you like to read on? Why?	Read standing up. Read sitting down. Which is easiest? Why? When would either be appropriate?
Read for more than 20 minutes in one go.	Find your favourite three words in what you have read. Why are these your favourite? What do they mean? Can you use them in a sentence?	Read a book review. Would you want to read this book now? Why?	Choose a book or poem that you really love. Create your own read-aloud by recording yourself reading this.	Read a story. Tell it to someone else in your own words.
Choose a book that you think will be boring. Read it for 10 minutes. At the end of this time, rate the book out of 10 (1/10 = AWFUL! 10/10 = BEST BOOK EVER!) Read on for another 10 minutes. Has your rating changed? Why?	Read while no one is watching.	Would you recommend your current reading book to a friend? Explain why. Give it a score out of 5 stars and then say or write a review in two sentences.	Read outside.	Read the next page or chapter of your book. Read it in your head first. Read it a second time using a whisper voice. Read it a third time, this time aloud and with as much expression as you can manage!
Join in with an author read-along.	Find the five most challenging words in what you have read. Can you explain what they mean? Test your family!		Read a news article. Make up a headline to convey the key message.	Read a whole book.
Read to someone younger than you for 10 minutes. This could be in person or by phone.	Read by torchlight or while you are hiding.	Read two poems by the same author.	Read to someone older than you for 10 minutes. This could be in person or by phone.	Read independently for 10 minutes. Summarise what you have read. Can you reduce this to the ten most important words of your summary?
Read in a room you don't normally read in.	When you have finished reading, write three questions you have about what you have read so far. Review these questions when you have finished your book. Can you answer them now?	Read instructions for a game. Can you play the game? Did you have to return to the instructions?	Choose someone to recommend a reading book to. Who are they? Why are you recommending this book?	Choose two new books. Read only the first page of each book. Which book will you read in full? Why? Explain.

## PiXL Pick and Mix Activities: Vocabulary activities

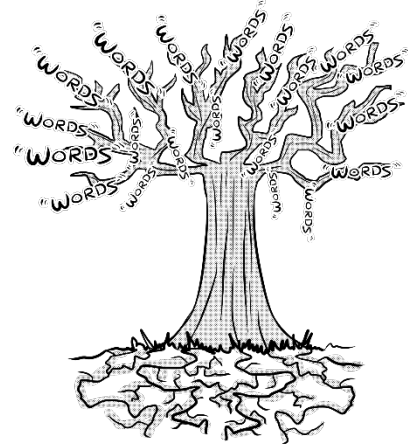
### Learning focus: Synonyms

Draw out the Synonym Bingo cards (see examples below - three levels of challenge available). Can children list 3, 6 or 9 synonyms for the word they have been given? Ask them to use these words in context to show that they understand what they mean.

#### Synonym Bingo

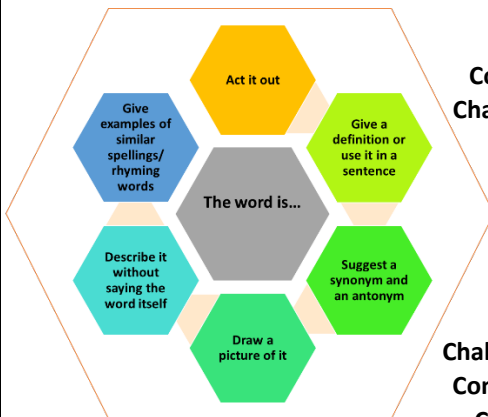


**Challenger:**  
3, 6 or 9 synonyms for 'friend'  
**Contender:**  
3, 6 or 9 synonyms for 'unkind'  
**Champion:**  
3, 6 or 9 synonyms for 'genuine'



### Learning focus: Understanding word meaning

Spin or choose from the word spinner. How many of these activities can they complete in 15 minutes?



**Challenger:** fire  
**Contender:** sleep  
**Champion:** habitat

**Challenger:** magnet  
**Contender:** gravity  
**Champion:** force

### Learning focus: Strength of meaning

Give children groups of related words (see examples below - three levels of challenge available). Ask them to order the words according to their strength of meaning. Can they order them in a different way?

- **Challenger:** slowly, quickly, gently, speedily, swiftly
- **Contender:** soar, flutter, hover, glide, fly
- **Champion:** gusty, squally, blustery, still, breezy
- **Challenger:** warm, boiling, blazing, hot, scalding
- **Contender:** run, sprint, jog, amble, plod
- **Champion:** shout, wail, holler, scream, bellow

### Learning focus: Root word meanings

Discuss the root meaning of 'metre' (measure), 'mill' (thousand) and 'micro' (small). How many words can children collect that use these root words? What does each word mean?

### Learning focus: Roots, prefixes and suffixes

Play Chain reaction. Give children a starting word and they then have to change either the root, prefix or suffix to create a new word. See how long a chain you can make. Model with this example: **unhappy**; **unlike**; **likely**; **softly**, **softness**.

### Learning focus: Comparing vocabulary

Use the templates for ranking and sorting vocabulary (found at the back of the booklet) to encourage children to discuss the meaning of new vocabulary. There are examples provided but these could be replicated with examples from their own reading books or new and interesting words that they have come across during the day.

### Learning focus: Upcycling your vocabulary

Encourage children to 'upcycle' their vocabulary as they speak during the day. Here are some examples to get you started: Instead of...

*raining say precipitating*

*chewing say masticating*

*toilet say lavatory*

*explain say elucidate*

## PiXL Pick and Mix Activities: Number Knowledge

### Learning focus: Number bonds tennis

To be played as a pair or more! The first person 'serves' a number less than 100 (or 10 or 20 depending on your child's stage of learning) to the second person who has to respond by saying the number to make it up to 100 (or 10 or 20) within a 5-second time limit. If the receiver responds correctly within the time, they serve to the next player. If the receiver responds incorrectly, or outside the time limit, the server wins the point and serves again to the next player in the opposing team. Continue to play up to a set time limit and identify the number tennis champions. For an extra challenge, play while passing a ball or beanbag between you at the same time!



### Learning focus: Place value – Attic numbers

Show children the Attic symbols used for numbers by the Ancient Greeks who lived near Athens around 600 BC. Show some examples of how numbers could be written. Children could have a go at writing: their age; the year they were born; the number of people in their family; their house

Arabic	Attic Greek
0.25	Ϟ
0.5	Ϛ
1	ϛ
5	ϙ
10	Ϡ
50	Ϟ
100	ϙ
500	ϙ
1 000	ϙ
5 000	ϙ
10 000	ϙ
50 000	ϙ

number; the number of legs on a spider or 10 spiders etc. Ask children to test you by creating a true/false quiz for you to complete!

### Learning focus: Finding possibilities/addition – Sudoku

Show the example and explain that the aim of a Sudoku puzzle is to fill every square in the grid with a picture, shape or number. Every box, row or column must contain one of each picture, shape or number. Solve the animal puzzle together, discussing strategies. Give children one of each of the examples to complete then ask them to create their own version using shapes, symbols or a code that they might create themselves. Examples and templates can be found at the back of the booklet.


### Learning focus: Sequencing numbers – Counting

Select a number to count up/back in according to stage and age of children. This could be from a car number plate, the age or birthday of someone in the house or the number of apples in the fruit bowl! Possibilities could include: Multiples of a set number, e.g. 2s/5s/10s; Square or prime numbers; Fractions: count in halves/quarters; Shapes: say the name of a 2-D shape increasing the number of sides each time – how far can you go? E.g. triangle, square, pentagon ...

Challenge: Begin a sequence and ask children to identify/continue the pattern. For example, 1, 3, 6, 10 (difference increasing by one each time) or use the Fibonacci sequence 0, 1, 1, 2, 3, 5, 8 ... the next number is found by adding the 2 previous numbers.

### Learning focus: Doubling – Number chains

Start with a number between 1 and 9. Double the number. If the answer is greater than 10, subtract 10. Then double again ... Continue.

Ask children to describe what they notice. For example: 6, 12, 2, 4, 8, 16, 6, 12, ...

Try different starting numbers.

*Alternative chain:* Write down any 2-digit number. Reverse the digits and find the difference between the two numbers. Do the same with the answer ... and again. The chain stops when you reach a single-digit number. Try other starting numbers, e.g. 25, 67. What do you notice?

## PiXL Pick and Mix Activities: Fresh air activities

Go outside. Look up.  
What are the 5  
highest things you  
can see? What are  
the 5 smallest things  
you can see?

Before you go  
outside, predict 5  
things that you think  
you will see. Did you  
see them all? Will  
they be there  
tomorrow?

Use Google Maps to  
plan your daily walk.  
Write directions.  
Follow them. Did  
they work?

Hunt for shapes in  
the outside world.  
Can you find 10  
different shapes?  
Which are natural  
and which are man-  
made?



Be a smell detective.  
Walk outside and  
record all the  
different scents you  
smell. Describe them  
and name them, if  
you can!

Measure the distance  
of your outside space  
in the number of  
footsteps it takes to  
cross it. What about  
if you use giant  
footsteps?

Use the RSPB website  
to find out about  
birds that live in your  
local area. Look for  
them next time you  
are outside.

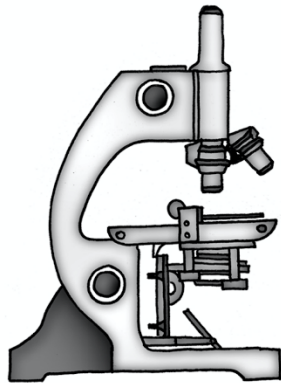
Go on a minibeast  
hunt. How many  
different vertebrates  
and invertebrates can  
you find?

Collect small sticks,  
stones, leaves or  
shells when you are  
outside. Create a  
work of natural art  
from these.

Find 10 living things  
in your outside space.  
How could you sort  
these?

Go outside. Look  
down. What are the 5  
brightest things you  
can see? What are  
the 5 smoothest  
things you can see?

## PiXL Pick and Mix Activities: Super Science

<p><b>Learning focus:</b> Sound</p> <p>Investigate how sound travels, by making Ear Gongs from a coat hanger and some string. Cut two pieces of string the same length and tie one to each corner of the coat hanger. Wrap each piece of string around your fingers and put your fingers in your ears. Lean forward so the coat hanger hangs down without touching anything. Then either get someone to tap it with an object or knock it against a table, to make it vibrate.</p> <p><b>Try this:</b> How does the sound change when you use longer or shorter string? Or different materials?</p>	
<p><b>Learning focus:</b> Forces</p> <p>Make an air-powered rocket launcher to propel a cardboard mouse into the atmosphere. Using the paper and sticky tape, make a cone shape. Add string for a tail. Place the cone on top of a plastic milk carton. Squeeze the milk carton. The rocket mouse should fly up into the air.</p> <p><b>Try this:</b> What happens when you push the sides of the carton? How could the rocket be slowed? How does the size of the container affect how the rocket mouse flies?</p>	<p><b>Learning focus:</b> Forces</p> <p>Make gravity-free water! Can you turn a cup of water upside-down without the water pouring out? Put a piece of cardboard over the end of a full glass of water, making sure there are no air bubbles. Turn the glass upside down. Take away the hand holding the cardboard.</p> <p><b>Try this:</b> Try changing the amount of water in the cup. Does adding more water to the cup make it easier or harder to prevent the water from spilling?</p>
<p><b>Learning focus:</b> States of matter</p> <p>Can you fish for ice? Place ice cubes in the cup of water. Try to "fish" for an ice cube with a piece of string. What happens? Place the string in the water and across the top of the ice cube. Sprinkle a little bit of salt across the ice cubes. Wait for a minute or so. Pull the string out and see what you have caught!</p> <p><b>Try this:</b> How does the amount of salt you use affect how long the ice stays stuck?</p>	<p><b>Learning focus:</b> Plants</p> <p>Create an environment where you can see plants breathe. Fill a glass or glass bowl with luke-warm water. Remove a leaf from a tree or plant (do not just pick one up off the ground as an 'active' leaf is needed). Place the leaf in the bowl of water and put something on top of it so it is fully under the water. Put the bowl in a sunny spot. Wait for an hour and then have a look with a magnifying glass, if available. You should see small bubbles that form around the leaf.</p> <p><b>Try this:</b> Does warmer water give more bubbles? How do different leaves compare?</p>
<p><b>Learning focus:</b> Properties of materials</p> <p>Dancing spider races. Lay out aluminium foil, and fold at the edges to make a tray (to keep the water in). Using a NEW dry erase marker (not washable), draw on some spiders. Pour water around the spiders, causing the spiders to lift off the foil. Blow into your straws at the spiders to make them move.</p> <p><b>Try this:</b> Do they move faster if you lift the tray? Experiment with different surfaces e.g. glass, laminate table-top, plates.</p>	<p><b>Learning focus:</b> Earth, Moon and Sun</p> <p>Make a homemade sundial and discover how to use the sun to keep track of time. Use the point of a pencil to poke a hole in the centre of a circle of cardboard. Secure the pencil with the pointed end standing up. Check the clock. Just before the clock strikes the next hour, take the dial outside and place the plate on a flat surface in the sun. Start marking the hours on the sundial. Write the time next to the line you draw.</p> <p><b>Try this:</b> Try to do this several hours in a row if possible. Are there any patterns?</p>



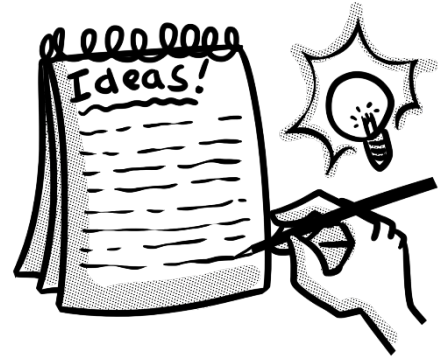
## PiXL Pick and Mix Activities: Writing activities



**Learning focus:** Descriptive writing

What would it be like to fly a kite? Describe this picture in words, sentences or a whole paragraph.

**Challenge:** Use adjectives, adverbs, a simile and a metaphor.



**Learning focus:** Research and record key facts

Can children create a factfile about hedgehogs or any other nocturnal animal? What do they already know? What can they find out? Collect key information and record in words, sentences or as a whole factfile.

**Challenge:** Create a quiz to go with your factfile.

**Learning focus:** Creating a list

Ask children to create a list of what they think a good *friendship* is. Focus on the relationship rather than just being a friend. Explore ideas such as fairness, equity, trust and kindness. Children to write the ingredients of a good friendship and explain how it feels to have a good friendship with someone.

**Learning focus:** Sequencing ideas

Ask children to talk through what they do to get ready for school in the mornings. What do they have to remember? What order do they do it in? Children could write about their morning routine, using time words (next, later, firstly, afterwards) to organise their thinking.

**Learning focus:** Creative writing

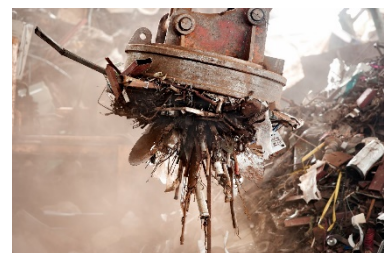
Share the story of 'Five Children and It' (versions are available on BBC and Audible). Explain that the sand fairy in this story grants the children wishes. If you were granted 3 wishes what would they be and why? Explore their ideas and ask children to write their responses.

**Learning focus:** Labelled diagrams

Draw and label the different parts of a tree with key scientific vocabulary. Discuss appropriate names e.g. branches, leaves, trunk.

**Challenge:** Explain the function of each of these parts. Use full sentences and punctuate them accurately.

**Challenge:** Now, can you label the parts of a sunflower correctly too?



**Learning focus:** Setting description

Discuss what a scrapyard is. Collect ideas about what it might be like there. Use the senses to organise ideas e.g. see, smell, hear. Children could write a setting description of a scrap metal yard or even write a whole story!

**Challenge:** Start each sentence differently.

## PiXL Pick and Mix Activities: Talk Tasks

Use these questions to generate high-level thinking and discussion – this could be over dinner, out on a walk or as a standalone learning activity.

Should children have to wear school uniform?

If you say sorry and don't mean it but the person you are apologising to thinks you do, does that count as an apology?

Would it be a good thing to be famous?

If you always got everything you ever wished for, would you always be happy?

Junk food should all be banned forever.

Is it more important to be correct or to be nice?

Are books better than television?

If you could make one rule that everyone in the world had to follow, what would that rule be?

Should every child have a pet?

Should children be allowed to choose what they learn at school?

If animals could talk, how would the world be different?


Are mistakes good or bad?

What would life be like if you couldn't read or write?

What is the most important thing you have ever learnt?


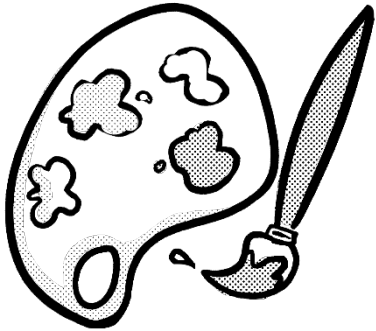


## PiXL Pick and Mix Activities: Exercise activities

<p><b>Stepping stones</b></p> <p>Set up a start line, 3 markers in a row (this could be small cones, tins from the cupboard or chalk on the pavement) and a finish line. How many different ways can children hop, skip and jump through the markers to the finish line? For example:</p> <p>hop, skip, jump</p> <p>hop, skip, hop</p> <p>...and so on.</p> <p><b>Challenge:</b> What about if you have 4 markers?</p>	
<p><b>A Thousand Steps</b></p> <p>How many different ways can you complete a thousand steps? Can you think of a new way each day? Try these to get started: walking, jogging on the spot, marching, hopping from foot to foot, side-stepping, backwards and forwards in a square, galloping.</p> <p><b>Challenge:</b> Complete a thousand steps a day, every day for 10 days!</p>	<p><b>Skipping success</b></p> <p>Skipping ropes can be made out of any type of weighted string e.g. washing line. Watch <a href="#">Dan the Skipping Man</a> on his website. Can you challenge yourself to complete the Pretzel, the Rodeo or the Butterfly? How many skips can you do in a minute? Can you beat your score?</p> <p><b>Challenge:</b> Teach someone else your favourite skipping trick.</p>
<p><b>Design a workout</b></p> <p>Design and lead a workout for the members of your household to complete. Can you include 5 different moves? How long will it last? Which muscles will you exercise? What will you say to motivate everyone?</p> <p><b>Challenge:</b> Plan a week's worth of daily workouts.</p>	<p><b>Challenge time</b></p> <p>How many of the following exercises can you complete in 60 seconds? Try each week to beat your score!</p> <p>Star jumps, Bunny hops, Lunges, Squats, Burpees, Press ups</p> <p><b>Challenge:</b> Can you sustain this over 2 minutes?</p>
<p><b>Bend and flex</b></p> <p>Many yoga poses have names of common animals or elements of nature. They often require great flexibility and balance to achieve. Can you design your own pose for the following?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The tree</li> <li><input type="checkbox"/> The swan</li> <li><input type="checkbox"/> The frog</li> <li><input type="checkbox"/> The cobra</li> <li><input type="checkbox"/> The mouse</li> <li><input type="checkbox"/> The sunflower</li> </ul> <p><b>Challenge:</b> Research and practise some real yoga poses.</p>	<p><b>Balancing act</b></p> <p>Can you create balances using only the body parts listed below? How long can you hold them for?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> one foot</li> <li><input type="checkbox"/> one hand and one foot</li> <li><input type="checkbox"/> no feet</li> <li><input type="checkbox"/> no hands or feet</li> <li><input type="checkbox"/> both shoulders</li> <li><input type="checkbox"/> opposite foot and hand</li> </ul> <p><b>Challenge:</b> Can you combine these into a sequence and perform it as a routine?</p>



## PiXL Pick and Mix Activities: Arts and Humanities

<p><b>History focus – The Vikings – Runic Riddles</b></p> <p>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.</p> <p>Create your own runic letters and write a riddle for historians to decipher in the future. Note: If clay or playdough is available, children can ‘carve’ their letters and symbols.</p> 	
<p><b>Musical Challenges</b></p> <p>How many of these musical challenges can you complete?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn to sing a new song</li> <li><input type="checkbox"/> Sing a song with someone else</li> <li><input type="checkbox"/> Make a musical instrument from kitchen utensils</li> <li><input type="checkbox"/> Play along to a drum beat on a saucepan</li> <li><input type="checkbox"/> Listen to a song from the 1950s, 1960s, 1970s, 1980s, 1990s, 2000s, 2010s and 2020!</li> <li><input type="checkbox"/> Write about your favourite song</li> <li><input type="checkbox"/> Make up alternative lyrics to a song you already know</li> <li><input type="checkbox"/> Sing lyrics from a song you know to a different melody</li> </ul>	<p><b>Geography focus – The United Kingdom</b></p> <p>Use old newspapers and magazines to recreate a collage of a map of the United Kingdom. Use an atlas or Google Earth to help you understand the terrain and physical features of key areas and select colours and textures that reflect this e.g.</p> <ul style="list-style-type: none"> <li>• greys for urban areas</li> <li>• greens for rural areas</li> <li>• blue for rivers and lakes</li> <li>• graduated colours to white for mountains</li> <li>• yellows for coastal areas/beaches.</li> </ul> <p>Use small, thumbnail-sized pieces of paper and layer them together to create your own UK collage.</p>
<p><b>Geography focus – World Art</b></p> <p>Challenge yourself to travel the world through artwork. Can you produce one piece of artwork from each of the seven continents of the world and plot them onto a world map to show where they originated? Here are some suggestions:</p> <ul style="list-style-type: none"> <li>• Jackson Pollock-inspired splatter art</li> <li>• Frida Kahlo-inspired symbolism</li> <li>• Picasso-style cubist painting</li> <li>• Japanese Shodo (calligraphy)</li> <li>• Tribal Saharan art</li> <li>• Maori masks</li> <li>• Edward Wilson-style ice-scapes.</li> </ul>	<p><b>Artist study</b></p> <p>Choose one of the famous artists below to research. Challenge yourself to complete the following:</p> <ol style="list-style-type: none"> <li>1. Key facts about the artist e.g. place and date of birth, style, famous works, inspiration.</li> <li>2. Replicate a piece of their work in part or in full. How closely did yours match it?</li> <li>3. Create an original work in the style of the artist.</li> <li>4. Reproduce a piece of their work in black and white.</li> </ol> <p>Possible artists: Monet, Kandinsky, David Hockney, Andy Warhol, Picasso, John Constable, Georgia O’Keefe, Emil Nolde.</p>
<p><b>History focus – The Romans – Mosaics</b></p> <p>Mosaics became popular from the first century AD. They were made from small pieces of coloured glass or stone. Artists first drew the design before spreading plaster and pressing the glass into it.</p> <p><i>Equipment: Black paper, glue, scraps of coloured paper</i></p> <ul style="list-style-type: none"> <li>• Create a design.</li> <li>• Tear paper into small squares.</li> <li>• Arrange the squares into your design.</li> <li>• Glue the pieces down, leaving small gaps between each piece.</li> </ul>	

## Reading together: Additional Materials

### My Best Friend

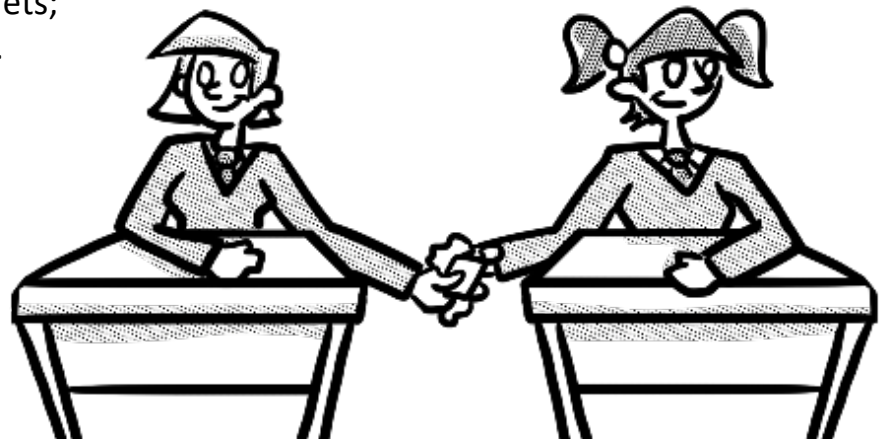
My best friend's an angel,  
My best friend's a queen.  
My best friend's a menace;  
She's really rather mean.

My best friend adores me,  
My best friend can share.  
My best friend ignores me;  
She loves to pull my hair.

My best friend's a wonder,  
My best friend's not shy.  
My best friend tells secrets;  
She always seems to lie.

So  
I guess  
She's not *really*  
My real best friend  
At all

Because...



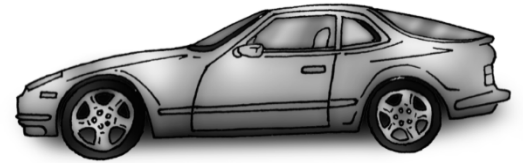
My *real* best friend is loyal,  
My real best friend can't talk.  
My real best friend just barks and wags  
When we go out for walks.

## Reading together

# The Kite

Tyler had been looking forward to his birthday for weeks. Now he was down to his last present. It was long, thin and light. No way could it be the remote-controlled car he had longed for. "And this is from Great Uncle Gordon," said his mum, trying to sound more cheerful than she was feeling. She had done her best, but she could tell Tyler was disappointed.

He tore off the paper. It was a kite. "Great," muttered Tyler and threw it to one side. Then he stomped off to his room. Mum quietly slipped the kite out of sight.



A couple of months later, the family were in the local park. It was a bright, breezy day. Tyler was running around, having a great time scrambling over the climbing frames and chasing his friends around.

Now and again, he jogged over to take a sip from his bottle of water. "You know that kite you got for your birthday?" said Mum. "Mind if we give it a go?"

"Go for it," replied Tyler before dashing off again.

Dad watched while Mum and Dylan, Tyler's younger sister, set up the kite. Mum checked which way the wind was going, then held on to the ends of the twin strings while Dylan held the kite above her head.

Mum walked backwards about thirty paces. Dylan stretched as high as she could. There was a strong gust. Mum tugged on the strings and the kite jerked out of Dylan's hands.

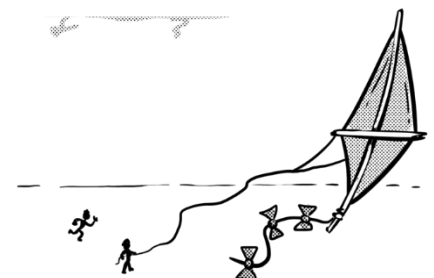
"Hooray!" cried Dylan as the kite climbed into the sky with its colourful tail swirling beneath it.

"Come and have a go," said Mum.

Dylan squealed and gasped as it ducked and danced on the breeze. Suddenly, Tyler was by her side, asking to have a go. She handed him the string holders. Mum gave him a few tips on what to do.

Soon, he was laughing and cheering. He couldn't take his eyes off it. Before long, he was able to control each spiral and swoop.

It was only when his arms started to ache that he let the others have another go. "Happy birthday, love," grinned Mum.



## Reading together

# Left and Right

Right, we're heading out the house,  
We've *finally* left for school!  
Look left then right then left again,  
But see no cars at all.

The moment we arrive at school,  
My sister gives a cry...  
She's gone and left her book at home,  
So back there we must fly.

I reckon it's right to rush right back,  
But it's left us looking late.  
We have to use the office door...  
They've already locked the gate.

I sit down in class, my teacher barks -  
"Right, write the date out fast!"  
I'm left to catch up super quick...  
The kid who's always last!



## Reading together

# Deciduous and Evergreen Trees

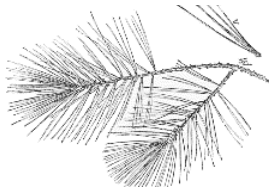
*Have you ever wondered why some trees keep their leaves all year long and some trees don't? Read on to find out more...*

### Introduction

We have lots of different types of trees in the UK. These trees can be sorted into two main groups – **deciduous** and **evergreen**. **Deciduous** sounds like a complicated word, but it just means trees that shed their leaves in the autumn and grow new leaves in the spring. **Evergreen** is a name for trees that keep their leaves all year long.

### Evergreen Trees

Pine, Spruce, Holly and Fir trees are all evergreen trees. They are grown for lots of different reasons: for shade, for their fruit such as cones (pinecones) and for Christmas trees. These trees only stay green while they are still growing in the ground. If we cut them down, their leaves very quickly turn brown and fall off!



Evergreen trees stay green because they can make their own food all year round. They have thick, waxy leaves which are rolled up tight, like long, thin, green needles. The shape of the leaves allows them to store water in freezing temperatures; this helps them to make food even when there isn't

much sunlight.



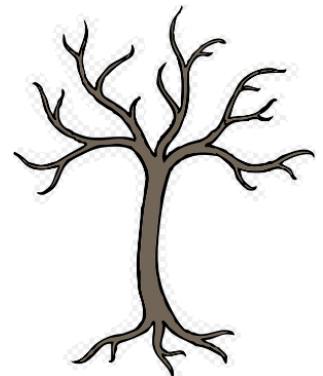
### Deciduous Trees



Oak trees are deciduous. These trees lose their leaves before the winter comes. Their leaves turn lots of different colours before finally turning brown and falling off. New leaves start to grow again in March.

Oak trees use their leaves to make food. They need sunlight and water to do this. Because it gets colder and there is less sunlight in winter the trees stop making food, so they don't need their leaves. They become dormant (they go to sleep) until the

springtime comes and there is more sunlight to make food again. Other deciduous trees that grow in the UK are Ash, Beech and Sycamore trees.



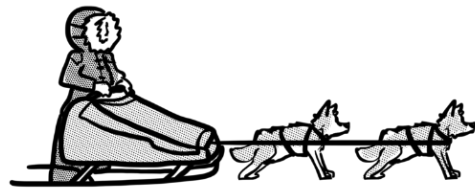
## Reading together

# Forces

There are many ways to explain what a force is. Perhaps the simplest way to think of a force is as something that can make an object move from one position to another. If an object is not staying still, there is (or was) a force that caused that movement. What is more, the object will continue to move until there is another force working in the opposite direction.

Many forces are very easy to spot. There are ones that involve pushing, like when you are rolling a giant snowball to make the body of a snowman. There are also ones that involve pulling, such as a team of huskies with a sledge. In both cases, you can clearly see who or what is doing all the work. It all depends on whether they are behind or in front of the object as it moves.

**pushing force**



**pulling force**

There are, however, some forces that you cannot see at all. We don't mean things like the wind in the sails of a boat – that force is invisible because we can't see air, although we can still feel it. No, we're talking about things like gravity – the force that pulls objects towards the centre of the Earth. You can't see it. You can't even feel it in the same way that you can sense the brush of the breeze through your hair. However, you will certainly know about it if you've ever lost your grip on the monkey bars!



Magnetism is another force you can only notice by the effects it has on certain materials. It's almost magic the way a magnet can pick up a nail, let alone the way it can still work through different materials. Have you ever seen iron filings moving around on a piece of card because there is a magnet shifting underneath?

If that's hard to wrap your head around, magnetism can be both a pushing and a pulling force ... at the same time! It all depends which end, or pole, of another magnet is closest. We call these opposite ends north and south. The north pole will attract the south pole of another magnet but repel the north.

So, if you have a magnet and you know which way round its poles are, you can also work out which is the north end and which is south of any other magnet, just by moving it close enough. The proof will be in the pudding, as they say ... or rather the pushing or the pulling!





This image shows where each letter should begin and the direction that the pencil should travel.

Children can practise tracing these with their fingers, a pencil, a paintbrush or anything else that they can think of. They can also use this to help them practise writing letters either on paper, or in other substances, as in the activity 'Messy letters'.

## Vocabulary: Additional Materials

Rank these words from 1 to 5.  
Explain how you have ranked them.

- black
- sharp
- stack
- crack
- tossed

*Have you tried alphabetical order, the number of letters, the number of phonemes or strength of meaning?*

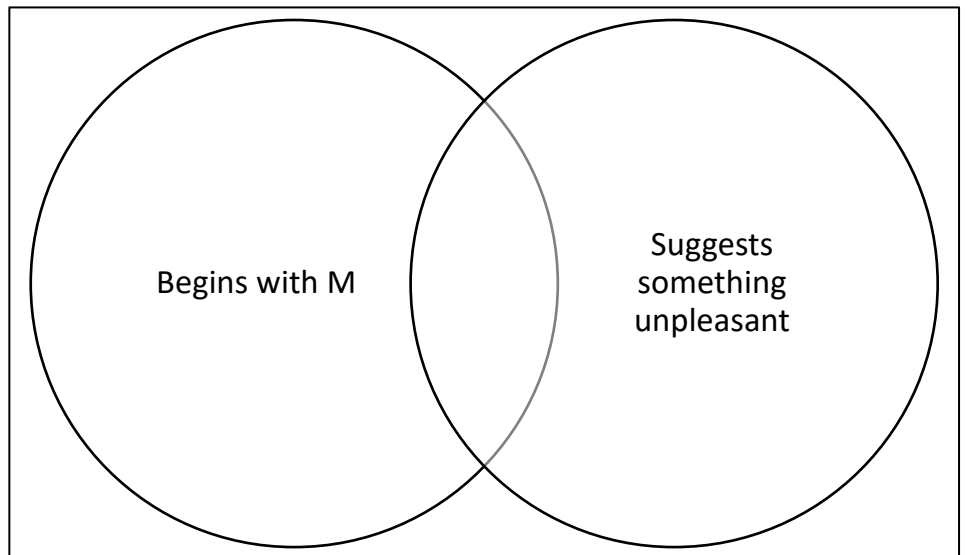
Challenger

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Sort these words into this Venn diagram:

- metal
- monster
- mountain
- mayhem
- manhunt
- meltdown

Contender



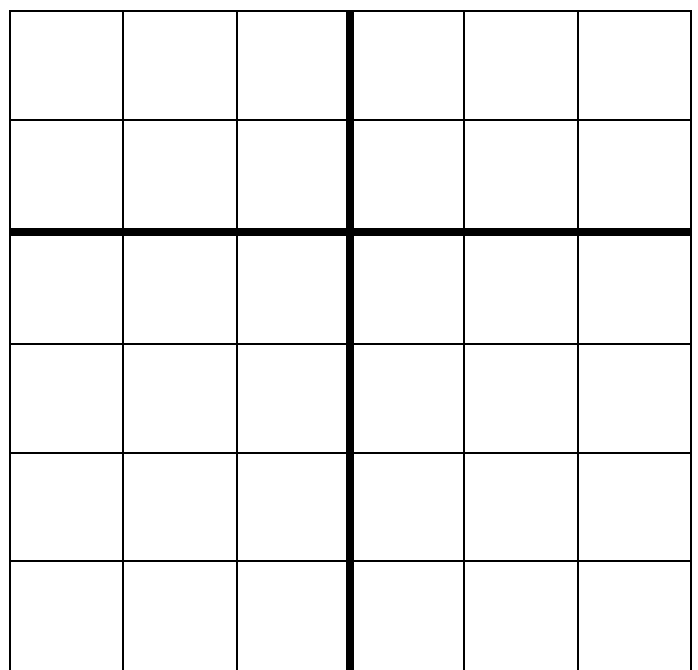
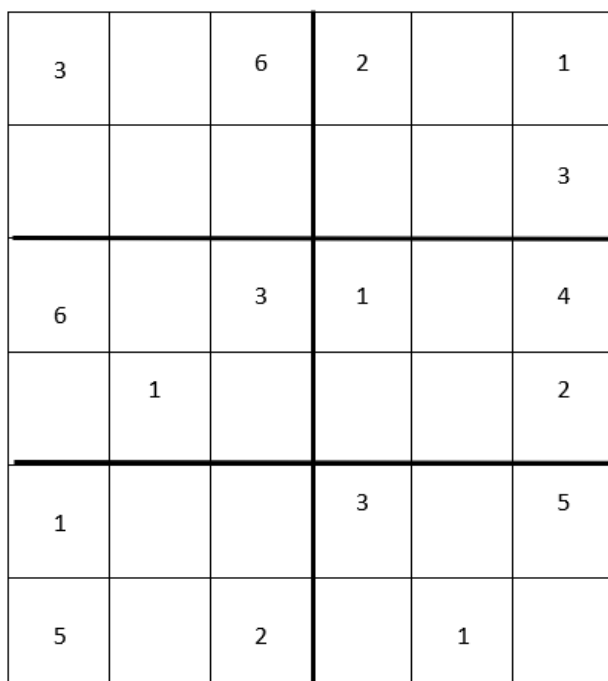
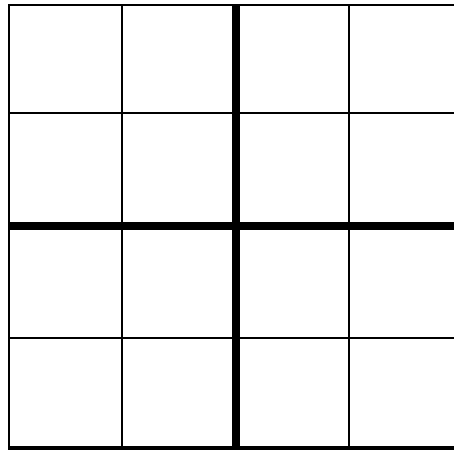
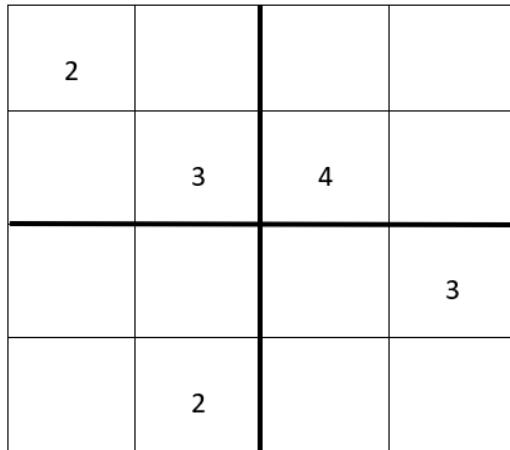
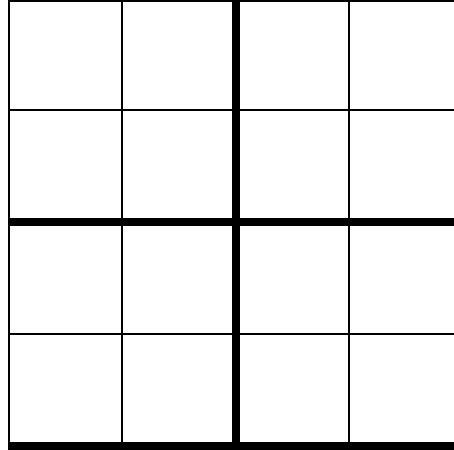
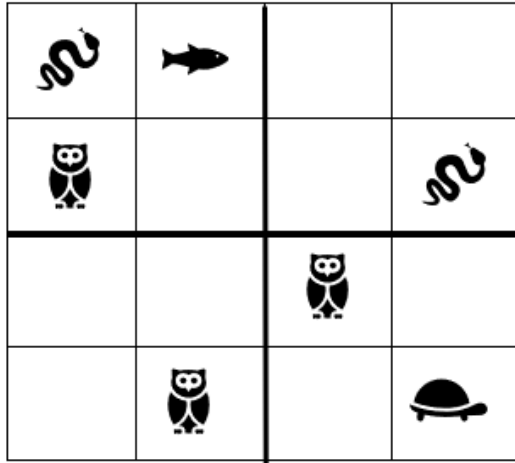
Choose 12 words from your reading book.  
Decide how you will sort the words into this Carroll diagram. Add your own headings and sort your chosen words.

Champion




## Number Knowledge: Additional Materials

Complete each Sudoku and then create your own using shapes or numbers.



## Suggested websites to support home learning:

### Reading

A large number of providers have made books available to read or listen to online. Here are just two examples.

- ☐ **Audible**  
Children's books free to stream on a desktop, laptop, phone or tablet.  
<https://stories.audible.com/start-listen>
- ☐ **Book Trust**  
<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>

### Mathematics

- ☐ **I See Maths**  
Live streaming of KS2 Mathematics lessons – two lessons a day  
<http://www.iseemaths.com/home-lessons/>
- ☐ **Mathematics Mastery**  
Free resources which can be shared with parents.  
<https://www.mathematicsmastery.org/free-resources>
- ☐ **Primary MyMaths**  
Free subscription to Primary MyMaths until September. *Please note that this free access will convert to a full subscription in September 2020 so don't forget to cancel it if you do not wish to continue.*  
[https://admin-oupform.edcowebistes.co.uk/mm/request-a-primary-mymaths-free-trial/form?region=uk&\\_ga=2.133712012.34820920.1584369786-64416819.1530729460](https://admin-oupform.edcowebistes.co.uk/mm/request-a-primary-mymaths-free-trial/form?region=uk&_ga=2.133712012.34820920.1584369786-64416819.1530729460)

### Mental Health and Wellbeing

- ☐ **Child Mind Institute**  
Support families during Covid-19. This includes live chats with experts and a range of comprehensive resources.  
<https://childmind.org/coping-during-covid-19-resources-for-parents/>

### Art

- ☐ **The Artful Parent**  
A range of free, interesting art activities for parents to do with children at home.  
<https://www.facebook.com/artfulparent/>

### Physical Activity

- ☐ **Supermovers**  
An initiative from the BBC and the Premier League which gets pupils physically active whilst learning.  
<https://www.bbc.co.uk/teach/supermovers>

### Other

- ☐ **National Geographic**  
A large range of interesting resources across the whole curriculum.  
<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

## Using the PiXL Apps:

PiXL Primary offers three apps which can be used by all pupils. These are part of your school's membership and do not have any additional costs. The apps are as follows:

1. Times Tables
2. Unlock: Vocabulary
3. The Edge: Character

The apps are available on the following platforms and can be accessed by searching for PiXL Apps in an app store or online.

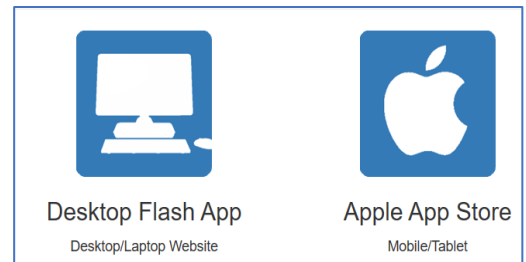
Pupils can access all three apps using the same login. Instructions for accessing these are below.

Your child's school will be able to provide you with their log in details. You will be required to enter three fields of information, as follows:

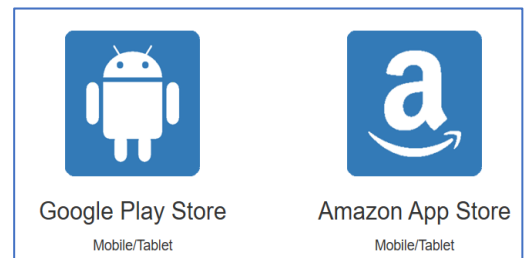
**Welcome to the PiXL Unlock App**

PLEASE COMPLETE ALL OF THE FIELDS ABOVE TO LOGIN

**Login**



## Available platforms



Teachers can track pupils' engagement and success on the results analysis function.