



Reception learning at home: 15th June 2020

Good morning everyone! Please remember that this grid is guidance. You do not have to complete every activity and can adapt it to suit your child.



NEW!

The Oak National Academy is an online school backed by the government. Recorded lessons, ideas and resources for all primary year groups are available for free and with no login required. If you would like to use these resources either to supplement the Welwyn St Mary's learning grids or just as a change of scene please follow the link below and select for your year group and subjects required.

<https://classroom.thenationalacademy/year-groups/>

Climb the learning skills steps! Aim to get as high as you can.

A big part of the EYFS framework is the 'Characteristics of effective learning'. These focus on the children developing skills that they can use across their whole education. Some examples of these skills are; encouraging children to focus, trying for themselves, adapting, persisting and having their own ideas. Where possible, try to let your child have a go at activities for themselves, it really does not matter if they spell a word incorrectly as it shows they are using their phonic knowledge. See if they can make changes if faced with challenges.

<p>I can organise what I need to use when I am learning with some help. I can pack away when I have finished.</p> 	<p>I can get started on my own or with just a little help.</p>	<p>I can concentrate and keep going on a task, even if I find it tricky.</p> 	<p>I can talk about / evaluate my success.</p> <p>I can talk about what I could do differently next time.</p>
<p>Step 1: get organised.</p>	<p>Step 2: be independent.</p>	<p>Step 3: focus and persevere.</p>	<p>Step 4: set your own standards.</p>

Start each day with a workout. It activates your brain!

PE with Joe Wicks <https://www.youtube.com/watch?v=qGKGNzNbWjU> or dance moves with <https://www.thisgirlcan.co.uk/activities/disney-workouts/> or Les Mills <https://watch.lesmillsondemand.com/born-to-move/season:1/videos/born-to-move-marvel-let-s-go> or BBC Supermovers <https://www.bbc.co.uk/teach/supermovers> or yoga through storytelling <https://www.youtube.com/user/CosmicKidsYoga>

Read aloud to an adult every day.

Free banded books on - <https://www.oxfordowl.co.uk/>

Decodable comics on:

<http://www.phonicsplaycomics.co.uk/comics.html>

Everyday

- Practise reading tricky words.
- Continue to practise flashcards, ensuring you revisit previous sets too.

Talk with an adult about your book.

Read any book on - [oxfordowl.co.uk](https://www.oxfordowl.co.uk) and use the questions in the front and back covers to talk about your reading.

When reading, focus on:

- Decoding - can you sound out and blend the words aloud?
- Expression - start to use different voices and volumes to tell a story.
- Can you recognise tricky words in the story?



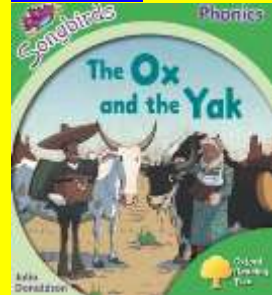
This week - Please read and discuss one of these books (or all if you want to).

Please explore the questions inside the front cover and discuss them.

There are also opportunities for discussion after the story (see inside the back cover).

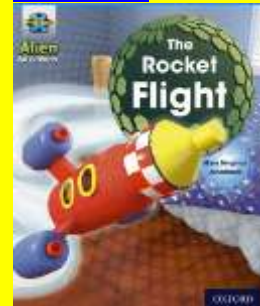
Red level - The Ox and the Yak

https://www.oxfordowl.co.uk/api/digital_books/1419.html



Yellow Level - The Rocket Flight

<https://www.oxfordowl.co.uk/api/interactives/13019.html>



Blue level - Painting the Loft

https://www.oxfordowl.co.uk/api/digital_books/1345.html



Phonics and Handwriting

Each day think about these -

I can sound out words using my phonic knowledge.

I can form my digraphs/trigraphs correctly.

I can read some tricky words.

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/videos?disable_polymer=1 If you follow this

When practising any sound, please have a go at writing it on its own, then in words.

We will be revisiting phase 3 diagraphs and trigraphs and the tricky words. These are - me, he, we, she, be, they, all, are, was, my, her, you.

Please see '2do' section on Purple Mash for phonics games too.

link, you will be directed to some phonics lessons on YouTube.

Monday - ur

<https://www.youtube.com/watch?v=0uVVJXbc870>

- hear the sound aloud, you say it, your child repeats it.
- write the sound ur.
- <https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zjv4vk7>
- write words with ur in. For example, hurt, burn, turn, curd, fur, burst, church, blur, curl. You could go on a hunt round the house for items that have this sound in.
- have a go at writing a caption such as 'She hurt her burn.'
- <https://new.phonicsplay.co.uk/resources/phase/2/buried-treasure> select the sound 'ur' and have a go at reading the words, then say whether it is a real or pretend word. You could also choose Picnic on Pluto.
<https://new.phonicsplay.co.uk/resources/phase/3/picnic-on-pluto>

Tuesday - ow

<https://www.youtube.com/watch?v=GJtvjxBYg7I>

- hear the sound aloud, you say it, your child repeats it.
- write the sound ow.
- <https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/z64j47h>
- write words with ow in. For example, brown, cow, how, now, cowl, crown, growl, howl. You could go on a hunt round the house for items that have this sound in.
- have a go at writing a caption such as 'My cow was brown.'
- <https://www.ictgames.com/mobilePage/bingoOriginal/index.html> - select the ur/ow from phase 3 and have a go at reading the words.

Wednesday - oi

https://www.youtube.com/watch?v=IRTITdRL_cU

- hear the sound aloud, you say it, your child repeats it.
- write the sound oi.
- <https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zfj6jhw>
- write words with oi in. For example, coin, boil, soil, oil, join, foil, point. You could go on a hunt round the house for items that have this sound in.
- have a go at writing a caption such as 'You point to the soil.'
- https://www.ictgames.com/dinosaurEggs_phonics/mobile/ - select oi. You could also revisit the sounds you have learnt in previous weeks.

	<p>Thursday - ear</p> <p>https://www.youtube.com/watch?v=EneZ1UubxSA</p> <ul style="list-style-type: none"> - hear the sound aloud, you say it, your child repeats it. - write the sound ear. - https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/z4p3pg8 - write words with ear in. For example, ear, hear, beard, fear, near, gear, rear. You could go on a hunt round the house for items that have this sound in. - have a go at writing a caption such as 'He fears my beard.' <p>https://new.phonicsplay.co.uk/resources/phase/2/dragons-den - select ur, ow, oi and ear to practise all words. You could also try this game - https://new.phonicsplay.co.uk/resources/phase/3/pick-a-picture</p>
	<p>Friday - Tricky words</p> <p>https://www.youtube.com/watch?v=R0871YrRpgY</p> <p>Choose a selection of the tricky words. See which your child can read. Remind them that these words cannot be sounded out. Have a go at writing some of the tricky words.</p> <p>Remember to identify which part of the word is tricky, such as in my; the y sounds like igh/I.</p>

This week's focus is non-fiction texts. Please read this story on Oxford Owl

Ballet - https://www.oxfordowl.co.uk/api/digital_books/1212.html

<p>Writing</p> <p>REMEMBER</p> <p>A capital letter at the start of a sentence.</p> <p>A full stop at the end of a sentence.</p> <p>Finger spaces in between words.</p> <p>CHECK</p> <p>Lower case letters.</p> <p>Hold your pencil correctly.</p> <p>Can we read it?</p>	<p>Handwriting every day:</p> <ul style="list-style-type: none"> - Practise forming letters with a correct starting point and direction. - Practise writing tricky words. - Practise writing the words from your flashcards. <p>This week, when we are writing, we are going to focus on how to make a sentence clear for the reader. We will do this through using finger spaces, a capital letter and full stop. We will also be trying to write simple sentences, adding more information each day.</p> <p>Throughout the week focus on: I can use finger spaces. I can use a full stop. I can use capital letters.</p> <p>Monday I can find information in a non-fiction book.</p> <p>This week, we are looking at non-fiction books and how we can use them. Start by reading 'Ballet'. Can you see the contents page? What does that tell us? What is an index page?</p> <p>Can you write 3 facts you have found out from the story? You could tell us which page they were on.</p> <p>Tuesday I can write instructions.</p> <p>https://www.bbc.co.uk/bitesize/clips/zhj9wmn - Watch this clip of a clown trying to balance on a beam. See if you can write instructions of how to balance on a beam. Include time language such as, 'first', 'next', 'then'.</p>
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Challenge - can you write reasons for each step? For example, first look ahead so you do not fall over.

Wednesday **I can write a list.**

Today, we would like you to make a list of ways to keep your body healthy. We know that the ballet dancers were stretching so they were warmed up properly.

Can you think of 3 or 4 things you could do to stay healthy? Parents, this could include exercise, drinking water, sleeping, healthy diet, hygiene.

Can you make a list of these ideas and why we need to do them?

For example, I need to wash my hands to get rid of germs.

Challenge - can you say how often or when you need to do any of these things? For example, brushing your teeth? Washing hands?

Thursday **I can write information about my favourite sport.**

Today, choose your favourite sport. It could be tennis, football, gymnastics, rugby, swimming etc.

Can you write some information about the sport? This could include:

- What you need to wear for it.
- What kind of warm up you do.
- Why it is important to warm up.
- Where you do it.
- Your favourite thing about the sport.

Challenge - can you make your own non-fiction book using page numbers and a contents page?

Friday **I can write information about my favourite sport.**

Today, build on your information about the sport. Remember, sound out words using your phonic knowledge.

Can you check you have used finger spaces, full stops, capital letters?

Can you add photos or drawings?

Can you add a little more information?

Can you upload a picture of your story to Purple Mash? Or type your instructions on 2Build a story?

Maths	<p>Daily</p> <p>Can you start each day by saying the day, date, weather? What day was it yesterday? What will tomorrow be? You could do the same for months of the year. Can you say which day/month comes before or after? Try starting from different days/months. Today is Friday, let's see what comes next? It's June, can we say the months in order from here?</p> <p>Also, practise counting forwards and backwards up to 20. You could practise saying 1 more and 1 less too. Challenge yourself: Have a go at saying 3 more or even 3 less!</p>
	<p>Monday I can take away objects and say a number sentence aloud.</p> <p>Today we are thinking about subtraction. But we need to start with addition...</p> <p>First find a large box (maybe a shoe box or toy box). Put toys one at a time into the box so your child cannot see them inside, but counting them all together as you put them in. Ask: "Can you show on your fingers how many are hidden?" (so make sure to begin with there are no more than 8).</p> <p>Add one to the box, without showing the objects inside, and ask your child to show on their fingers, "How many are there now?" Then show how many are inside the box and count to check.</p> <p>What if we add two more?</p> <p>What if we take one out? Two out?</p> <p>Imagine there are 10 in there and I take out 6 - how would you know how many were left?</p> <p>Say the number sentences out loud as you take away the toys.</p> <p>Continue to take away toys from the box in different combinations and say the subtraction sentences.</p> <p>Challenge - how can you work out if you have thought of all the subtraction sentences depending on how many toys were in the box at the beginning?</p>
	<p>Tuesday I can take away objects and record number sentences</p> <p>Today we are carrying on with subtraction. We would like you to choose a number card from 10 to 20 (only works with even numbers). Halve the number you have chosen, i.e. 14 to 7 (use objects to help you halve it).</p> <p>Write this number in the middle of your paper and play the game from last week, The answer is...(7) What's the question?</p> <p>. Say them out loud as you write them using the correct language. Use a group of objects to help you to work out your answers. So if you have a group of 10 objects, how many do you have to take away from that group to get to 7? (3) Double check your answer by counting the remaining objects in the group. Then select more objects. Remember you have to have more objects than 7 - it could be 8 objects (8-1=7 or 9-2=7, 12-5=7 etc.)</p> <ul style="list-style-type: none"> - Challenge yourself each day to see if you can think of more subtraction sentences or get quicker by setting yourself a time, i.e. 2mins each day.
	<p>Wednesday I can name 3D shapes.</p> <ul style="list-style-type: none"> - Today we want to make sure you remember four of the 3d shapes. Watch this link to the singing walrus: https://www.youtube.com/watch?v=guNdJ5MtX1A

- Can you find any of these shapes in your house?
- Talk about the shapes.
- Can you remember all their names?
- How many did you find?
- Which shapes did you find the most of?

Thursday **I can name 3D shapes and describe their properties.**

Today we want to make sure you remember yesterday's shapes but also some new ones. Watch the BBC bitesize clip <https://www.bbc.co.uk/bitesize/clips/zps34wx> and pay particular attention to their properties.

Can you find any of these shapes in your house? Collect as many as you can.

Talk about the shapes and their properties.

Which ones would make the best towers? Why is that? How tall can you build your tower before it topples over?

Which shapes are not good for building towers? Why?

Can you upload a picture of your tallest tower on Purple Mash?

Friday **I can name 3D shapes and describe their properties.**

- Today we are looking in more detail at cubes and cuboids and thinking about their differences.
- Watch this clip all about cubes and cuboids on BBC bitesize <https://www.bbc.co.uk/bitesize/clips/zy7xn39>
- How many cubes can you find in your kitchen?
- How many cuboids? How can you tell the difference?
- Can you spot any others while you are out and about today and over the weekend?
- Just to make sure you remember the 3D shape called cylinder, watch this clip all about cylinders on BBC bitesize <https://www.bbc.co.uk/bitesize/clips/zvg9jxs>
- How many cylinders can you find in your kitchen?
- Can you remember the properties of a cylinder? Can you find cylinders anywhere else in your home?
- Complete the 3D shape sheets enclosed in the resources. They look like this...



Recommendations from your friends



Victor has been learning about symmetry and has made some symmetrical pictures using Numicon.



Alexander has made a dinosaur coming out of an egg. It's fantastic!

Harriet made a scarecrow and put it in her garden. She has used a range of materials to make the hair, clothes and face.

Poppy made some Elderflower cordial. I think we'd all like her recipe!



Keep sharing your fantastic learning on Purple Mash and we can then recommend activities to your friends!

Purple Mash

Well done to all of you who have logged in to Purple Mash and had a go at the weekly themed 2Dos. It has been lovely to see your work and to be able to give you a personal comment.



You can also upload photos of your home learning so that we can see all the lovely things you've been doing.

In your yellow work folder, under your name, you will see a 'Home Learning' folder. Go into this and click 'Upload'. This allows you select any file you have saved on your computer.



Sumdog - Download the app!

You can access your own personal account by using the following details:

The **username** is your **first name and first letter of your surname**. For example: Joe Bloggs= joeb

The **password** for your account is **WSM**. This will be changed in due course and made more secure once children return to school.

The school code is **welwynst**.

Family challenge project for the week beginning 15.06.2020:

The Human Body

What interests you about this project? You could:

Understanding the World

Have a look on these websites and see what you can discover about your body

<https://www.natgeokids.com/uk/discover/science/general-science/15-facts-about-the-human-body/>

<https://www.natgeokids.com/uk/discover/science/general-science/your-digestive-system/>

<https://www.natgeokids.com/uk/discover/science/general-science/human-brain/>

<https://www.natgeokids.com/uk/discover/science/general-science/human-eye/>

Could you do an experiment to look at germs? You could get 5 slices of bread; each one will need labelling. For the first piece, put it in a bag labelled 'untouched'. For the second piece of bread, touch the bread all over and do not wash your hands before doing so. Label this 'unwashed'. For the third piece, wash your hands thoroughly and then touch the bread all over. This should be labelled 'washed hands'. For the fourth, use hand sanitiser on your hands. For the final piece of bread, wipe it over things like your computer, your TV remote etc. Put each bag in the same place and over a few days observe what happens. Can you make predictions? Why do you think this happened?

How many bones are in the human body? Can you research and find any animals with the same number or similar? We have the same number of bones in our neck as a giraffe. Can you compare the differences between our bones such as the length, the position of the bones or the flexibility of our necks?

We have 5 senses, sight, taste, touch, smell and hearing. Could you conduct an experiment to see what happens if you have 1 sense that isn't used. You could cover your eyes and see how it feels to walk. You could hold your nose and try to taste different foods, guessing what they are.

Follow this link and explore a wide range of activities. You could find out how to stop the spread of sneezes as well as other activities. <https://www.globalhealthhomeschool.org/activities/>

<https://www.science-sparks.com/breathing-making-a-fake-lung/> Could you create a model lung to see how we breathe?

Can you create your stomach and how it works? <https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment>

In ancient Egypt, bodies were mummified when someone died. Could you have a go at mummifying some fruit? What could you use? What would be the best thing to prevent it rotting? You could try a few different methods and compare them at the end. https://www.teachprimary.com/learning_resources/view/ks2-science-ancient-egypt

Use this link to learn all about Henna hand decoration and how to create the patterns <https://www.art-is-fun.com/henna-hand-designs>

At the heart of the Buddhist faith is the ability to meditate and appreciate the moment (mindfulness.)

Use this link <https://www.ltl.org.uk/free-resources/> and click on 'Buddhism lesson idea' to create a miniature Zen garden, a Labyrinth or a Mandala and enjoy being present in the moment. Take time to just be.



[https://www.ltl.org.uk/free-resources/](#) Upload your pictures onto Purple Mash and tell us how it made you feel.

<p>Expressive Art and Design</p>	<p>Can you use different parts of your body to create music? You could use your hands, your feet or your voice. What about your legs? What about your cheeks? Could you record yourself creating music with your body?</p> <p>Watch clips of Stomp (they are a percussion group that uses parts of their bodies to make music and also everyday objects like brooms). https://www.nigelclarkepresenter.co.uk/stomp-play-annos-africa-charity-gig/ Scroll down the page to click on the video.</p> <p>Can you create a self-portrait using different materials? Which one enables you to get the most detail? Pencils? Paint? Why?</p> <p>Can you create a human body out of pasta? You could use different types of pasta to represent different bones. Can you label the parts of the body? If you are in KS2, what else do you know about these parts of the body?</p> <p>Can you create your body using food? This time, think about the organs. You could use a cauliflower for the brain, lychees for eyes etc.</p> <p>Could you create your own x-ray art? You will need black paper, flour or icing sugar, cotton wool buds or pasta. Lay a part of your body on the paper. Cover it in flour, remove and see the outline. Then create the bones inside using the cotton wool or pasta.</p> <p>Could you learn the words to head, shoulders, knees and toes? Can you change the body parts? Can you miss one each round? https://www.youtube.com/watch?v=fvEtwhui1k0</p>
<p>Other</p>	<p>Sensory games: play games which use your senses.</p> <p>Make a feely box/ feely bag and get someone to hide an object in it. Can you use your sense of touch to work out what it is? Get someone to blindfold you then listen to them make a noise. Can you work out what the noise is without seeing it? Play 'There's a monster in the garden' with a blindfold on. Can you work out who was speaking in a funny voice? Play 'Blind man's bluff'. Try to work out what you can taste or smell when you are blindfolded. Did you guess correctly?</p> <p>How do deaf people communicate? Learn some simple sign language starting with letters of the alphabet at https://www.youtube.com/watch?v=IYhAAMDQI-Q Then join in with Jack Hartman to 'see it, say it, sign it' https://www.youtube.com/watch?v=WP1bIVh1ZQM</p>

	<p>Optical illusions are fun to try and work out. Take a look at this site https://kids.niehs.nih.gov/games/riddles/illusions/index.htm</p> <p>Also, try Forest Bathing to explore your senses. https://www.tl.org.uk/free-resources/ Scroll down until you find 'Forest Bathing' and click on the tab. 'It is simply spending time in and with nature, letting it invade our being using all of our senses. It is good for your health and wellbeing - encouraging the children to use mindfulness to absorb their surroundings.' When you get home you could draw a picture and write about all the things you experienced. Get creative and make a picture using natural materials (twigs, leaves, stones etc). You could even write a poem.</p> <p>Here are some books linked to the human body. Read them and then make your own information book?</p> <p>https://www.oxfordowl.co.uk/api/interactives/12969.html - Your body, Inside out</p> <p>https://www.oxfordowl.co.uk/api/digital_books/2098.html - What's inside me?</p> <p>https://www.oxfordowl.co.uk/api/digital_books/1464.html - What's that noise?</p> <p>https://www.oxfordowl.co.uk/api/interactives/26343.html - A hole in my tooth</p>
Challenge	<p>Can you design a book token? You could win £10 for all of your class. https://www.nationalbooktokens.com/create-a-national-book-token-for-your-class</p> <p>See below for the Virtual Pentathlon - you could upload your scores to Purple Mash by Wednesday June 17th for us to share with Mr O'Neil</p> <p>Website links -</p> <p>Activity 1 - https://www.youtube.com/watch?v=JlpNSOp8x8&list=PL6DK6xTdLkmwBkVBukZZ2L_oTT6VXErNO&index=2</p> <p>Activity 2 - https://www.youtube.com/watch?v=tf7YG9xwscA&feature=youtu.be</p> <p>Activity 3 - https://www.youtube.com/watch?v=20d_MA76CdQ&list=PL6DK6xTdLkmwBkVBukZZ2L_oTT6VXErNO&index=4</p> <p>Activity 4 - https://www.youtube.com/watch?v=jB1NWHOqpTA&list=PL6DK6xTdLkmwBkVBukZZ2L_oTT6VXErNO&index=5</p> <p>Activity 5 - https://www.youtube.com/watch?v=Vu554a26Dg&list=PL6DK6xTdLkmwBkVBukZZ2L_oTT6VXErNO&index=6</p>

VIRTUAL PENTATHLON

This virtual pentathlon is made up of 5 different events:

- Shuttle Runs
- Standing Long Jump
- Vertical Jump
- Speed Bounce
- Target Throw

Record your score for each event on the results table.



This challenge is linked to the School Games value of Self Belief
How can you demonstrate Self Belief throughout this challenge?
Be realistic in what you think you can achieve. Set yourself a target to reach for each event. Give it your BEST shot!

Can you be a Leader?

- Explain or demonstrate to a member of your household the events
- Teach another member of your household how to take part in each activity and challenge them to a mini competition




HERTFORDSHIRE SCHOOL GAMES



VIRTUAL PENTATHLON

ACTIVITY 1: 20 X 5M SHUTTLE RUNS

- Run 20 shuttles between points 5m apart as quickly as possible
- Each way is one shuttle



HEALTH & SAFETY TIPS

- Ensure surface is flat, dry and clear from obstacles
- You have sufficient space around the activity

EQUIPMENT NEEDED

- Tape measure
- Cones
- Stopwatch

BUT WHAT ELSE CAN I USE?

- 30cm Ruler – 17 x to make 5m
- Jumpers
- Watch or phone timer

MAKE IT EASIER

- Move the cones closer together
- Do 10 shuttle runs

MAKE IT A CHALLENGE

- Move the cones further apart
- Do 30 shuttle runs

MAKE IT INCLUSIVE

- Wheel between the 2 points using your wheelchair
- Use your support or someone to help you walk the distance


SCORING

- Record your time to 2 decimal places in the table (e.g. 31.57 seconds)

VIDEO

- Link to video can be found [here](#)

HERTFORDSHIRE SCHOOL GAMES



VIRTUAL PENTATHLON

ACTIVITY 2: STANDING LONG JUMP

- Start from standing on two feet in line with the 0 on the measuring tape
- Jump as far as possible and land on two feet
- If you fall or step back you should not record the jump – have another go!



HEALTH & SAFETY TIPS

- Ensure surface is flat, dry and clear from obstacles
- You have sufficient space around the activity

EQUIPMENT NEEDED

- Tape measure

BUT WHAT ELSE CAN I USE?

- 30cm Ruler – mark out distance
- Remember 100cm = 1m

MAKE IT EASIER

- Take off from one foot and land on two

MAKE IT A CHALLENGE

- Add something to jump over to increase the height of your jump

MAKE IT INCLUSIVE

- If you can't jump you have 2 options
- As far as you can step in 1 go
- As far as you can go with 1 push in a wheelchair or 2 seconds in an electric wheelchair

SCORING

- Record your jump in meters to 2 decimal places to the back of your foot (e.g. 1.74m)

VIDEO

- Link to video can be found [here](#)

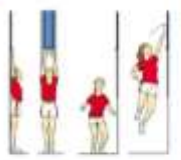
HERTFORDSHIRE SCHOOL GAMES



VIRTUAL PENTATHLON

ACTIVITY 3: VERTICAL JUMP

- Mark height by standing with back and heels against the wall, both arms stretched up and legs straight – stick scale onto wall at this point
- Turn side on and move 20cm away from the wall
- Jump and stick a piece of tape on the scale at the highest point you can manage
- Record the number reached



HEALTH & SAFETY TIPS

- Ensure surface is flat, dry and clear from obstacles
- You have sufficient space around the activity

EQUIPMENT NEEDED

- Printed Scale
- Tape/post it note

BUT WHAT ELSE CAN I USE?

- Tape measure or 30cm Ruler
- Blue tack or marker pen

MAKE IT EASIER

- Take a step in before jumping

MAKE IT A CHALLENGE

- Complete three jumps in a row without stopping and see if you can hit the same point each time

MAKE IT INCLUSIVE

- Wheelchair users measure their stretch from their head to the tip of their fingers
- Measure from the bottom of the jump – lift feet as high as possible


SCORING

- Record the height of your jump to the nearest cm (e.g. 56cm)

VIDEO

- Link to video can be found [here](#)

HERTFORDSHIRE SCHOOL GAMES



VIRTUAL PENTATHLON

ACTIVITY 4 - SPEED BOUNCE

- Jump over the wedge as many times as possible in 20 seconds
- Speed bounce must be a 2 footed jump – both feet leave the ground simultaneously and land simultaneously



MAKE IT EASIER

- Remove the wedge and then jump over the flat line on the floor

MAKE IT A CHALLENGE

- Increase the size of wedge

MAKE IT INCLUSIVE

- Wheel backward and forward over a line – wheels must clear it!
- Hold on to the back of a chair for stability

HEALTH & SAFETY TIPS

- Ensure surface is flat, dry and clear from obstacles
- You have sufficient space around the activity

EQUIPMENT NEEDED

- Wedge
- Stopwatch

BUT WHAT ELSE CAN I USE?

- Rolled up towel or kitchen roll
- Watch or phone timer

SCORING

- Record the number of bounces you complete (e.g. 24)

VIDEO

- [Link to video can be found HERE](#)

HERTFORDSHIRE SCHOOL GAMES



VIRTUAL PENTATHLON

ACTIVITY 5 - TARGET THROW

- Stand behind a line and throw 3 items into a target 5m away
- Move the target to 5m and repeat the process
- 4 points if your item lands in the target
- 2 points if your item bounces out of the target or hits the floor before landing in the target



MAKE IT EASIER

- Use a high colored target e.g. washing basket or large target

MAKE IT A CHALLENGE

- Change the target to a flat object on the ground such as a hoola hoop
- Use a smaller diameter target

MAKE IT INCLUSIVE

- Adjust the target distance or size
- Roll the objects rather than throw

HEALTH & SAFETY TIPS

- Ensure surface is flat, dry and clear from obstacles
- You have sufficient space around the activity

EQUIPMENT NEEDED

- Tape measure
- Target
- Bean Bags

BUT WHAT ELSE CAN I USE?

- 30cm Ruler (100cm +5m)
- Washing Basket, Dug's Bed or bin
- Ball of socks

SCORING

- 4 points for a direct hit
- 2 points for a bounce in or out
- Record your score out of a maximum of 24

VIDEO

- [Link to video can be found HERE](#)

HERTFORDSHIRE SCHOOL GAMES



VIRTUAL PENTATHLON RESULTS

SCHOOL NAME

CHILD'S FIRST NAME

YEAR GROUP

EVENT	RESULT
1. SHUTTLE RUNS	<input style="width: 100%;" type="text"/>
2. STANDING LONG JUMP	<input style="width: 100%;" type="text"/>
3. VERTICAL JUMP	<input style="width: 100%;" type="text"/>
4. SPEED BOUNCE	<input style="width: 100%;" type="text"/>
5. TARGET THROW	<input style="width: 100%;" type="text"/>

HERTFORDSHIRE SCHOOL GAMES

