



## SRP

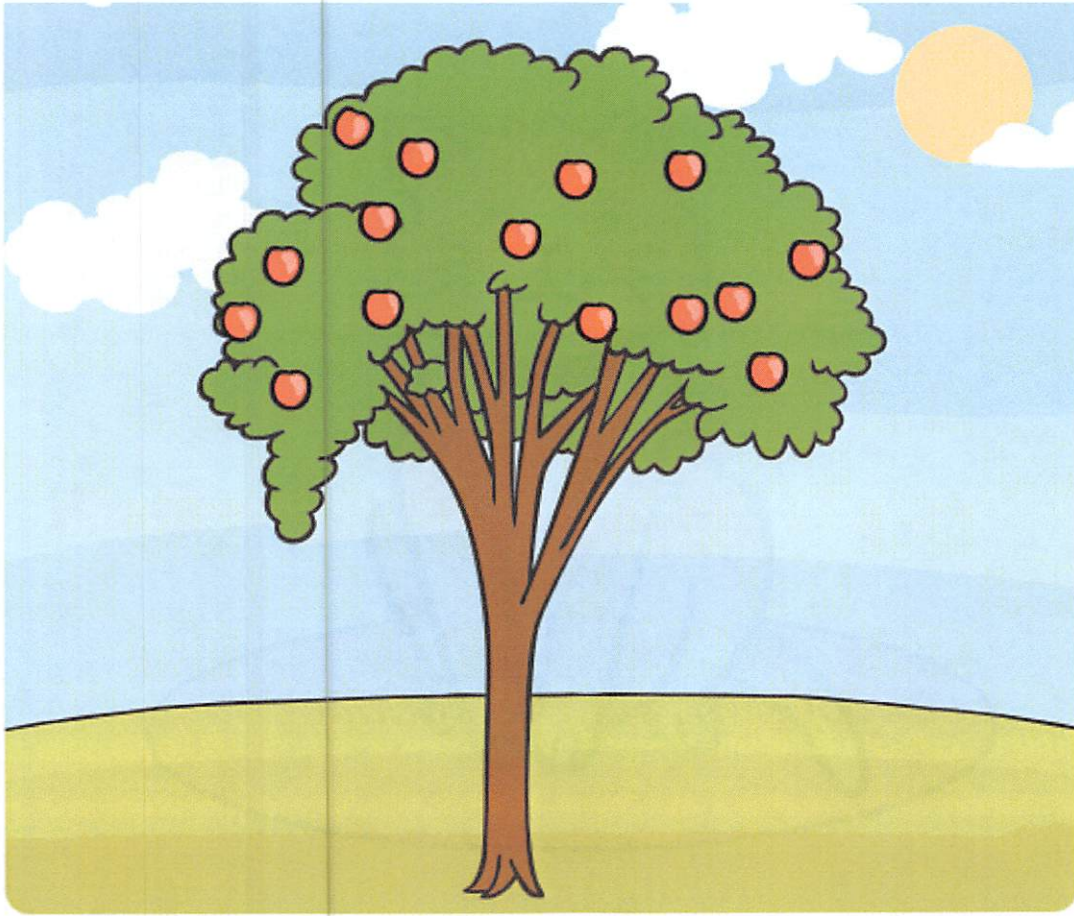
### Home Learning Pack

We have put together a learning pack of things you could do with your child at this time. We have tried to address lots of issues and find activities that match all of our children's range of abilities. Therefore, if you find some of these activities are not right for your child, please feel free to skip them out and replace them with an activity of your choosing instead. I am sure you can appreciate the range of abilities we cater for in our SRP and the reason for us to provide work that all children can access.

In addition to this pack, there are many online platforms you could also access to support your child's learning through this difficult time:

<a href="https://www.sumdog.com/user/sign_in">https://www.sumdog.com/user/sign_in</a> -	<a href="https://www.twinkl.co.uk/">https://www.twinkl.co.uk/</a>
<a href="https://play.ttrockstars.com/auth/school/student">https://play.ttrockstars.com/auth/school/student</a>	<a href="https://classroomsecrets.co.uk/home-online-learning/">https://classroomsecrets.co.uk/home-online-learning/</a>
<a href="https://www.bbc.co.uk/bitesize/maths">https://www.bbc.co.uk/bitesize/maths</a>	
<a href="https://www.nationalnumeracy.org.uk/family-maths-toolkit">https://www.nationalnumeracy.org.uk/family-maths-toolkit</a>	<a href="https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/">https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/</a>
<a href="https://www.transum.org/Parents/">https://www.transum.org/Parents/</a>	<a href="https://www.masterthecurriculum.co.uk/">https://www.masterthecurriculum.co.uk/</a>
<a href="https://mathszone.co.uk/">https://mathszone.co.uk/</a>	<a href="https://primarystareducation.co.uk/covid-19-year-1/">https://primarystareducation.co.uk/covid-19-year-1/</a>
<a href="http://www.primaryresources.co.uk/maths.htm">http://www.primaryresources.co.uk/maths.htm</a>	<a href="http://www.mrsmactivity.co.uk/free-resources-2/">http://www.mrsmactivity.co.uk/free-resources-2/</a>
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<a href="https://www.e-learningforkids.org/">https://www.e-learningforkids.org/</a>	<a href="https://www.switchzoo.com/">https://www.switchzoo.com/</a>
	<a href="https://www.seussville.com/">https://www.seussville.com/</a>

Can you make a sentence?



tree

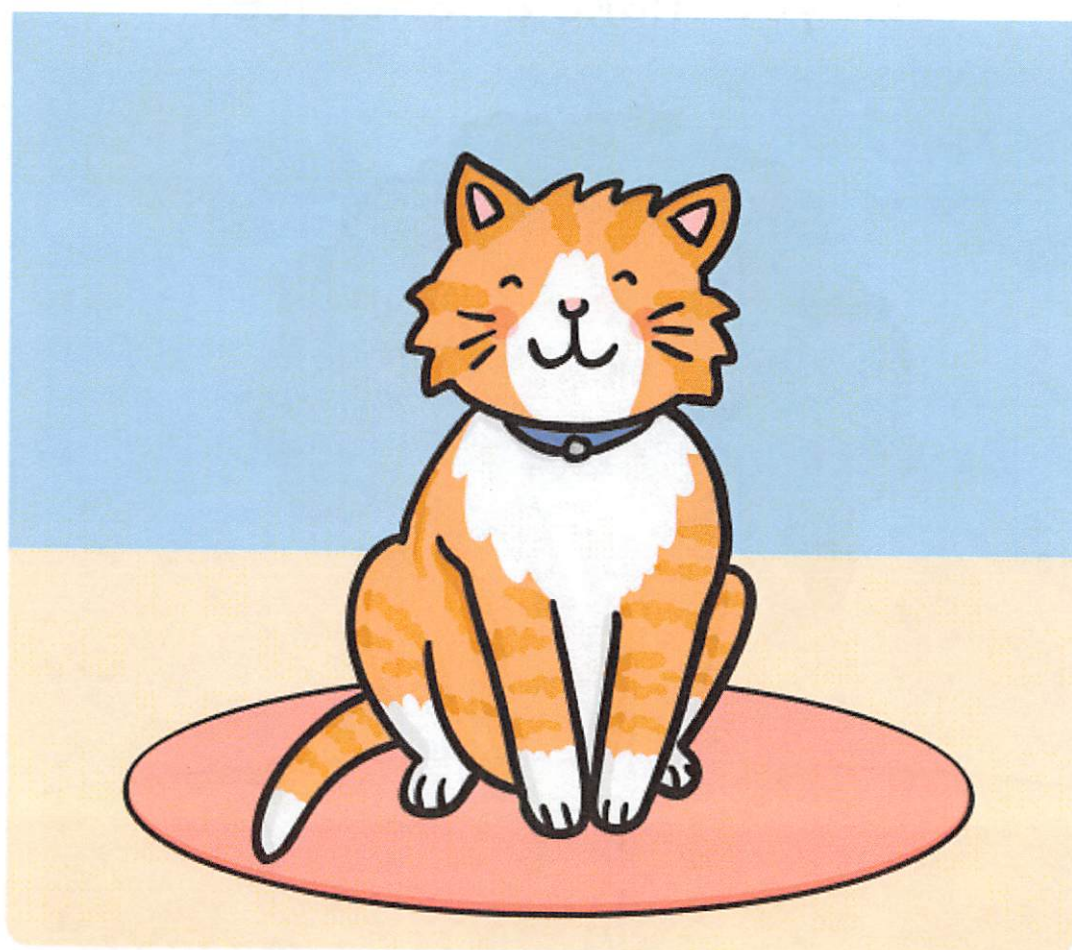
apples

red

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cat

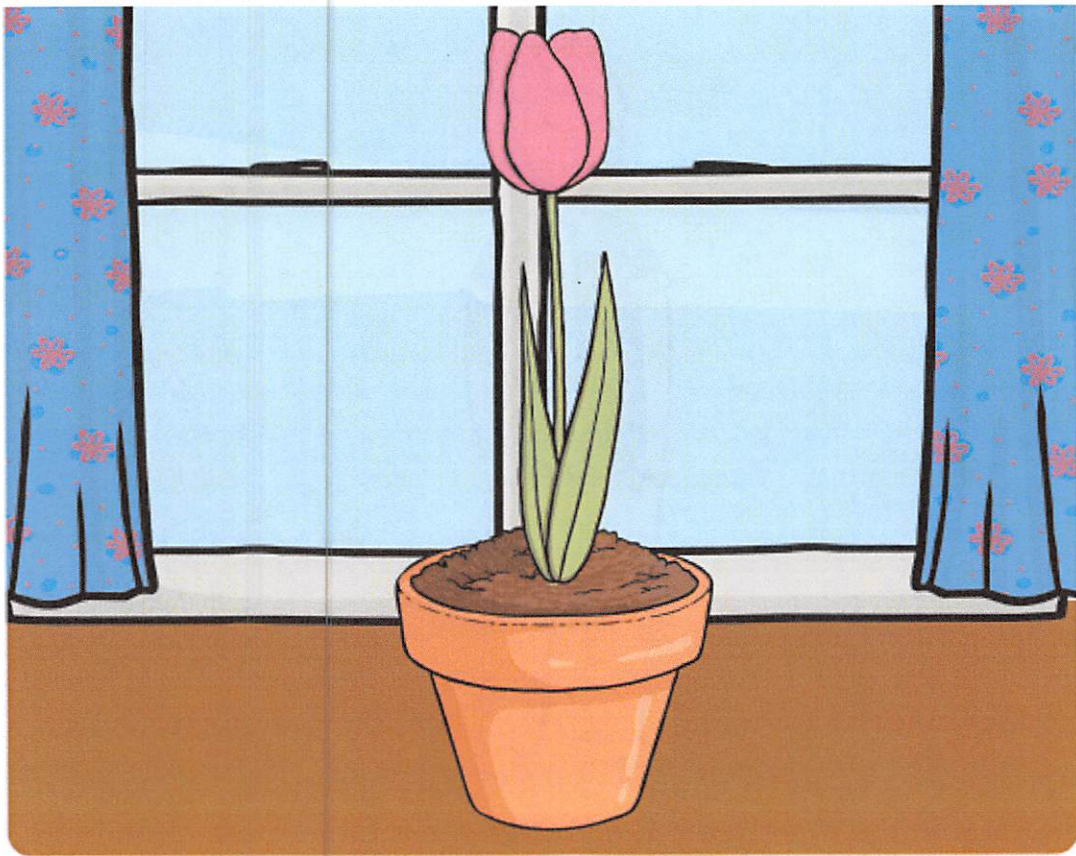
red

mat

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petals

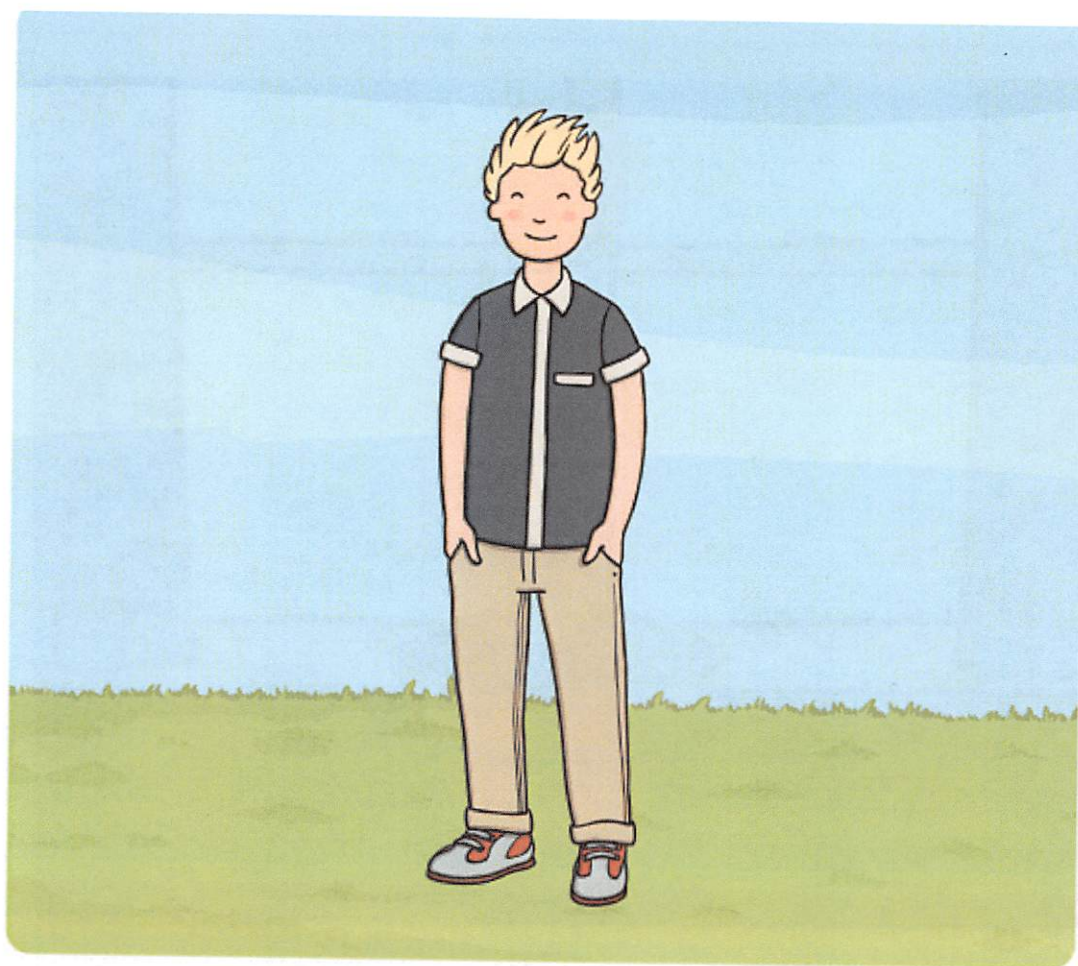
pink

flower

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blue

boy

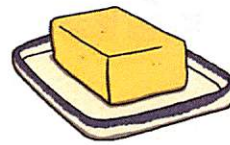
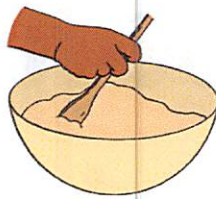
shirt

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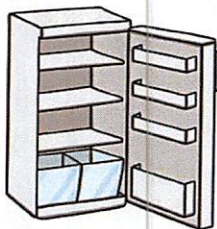
1



2

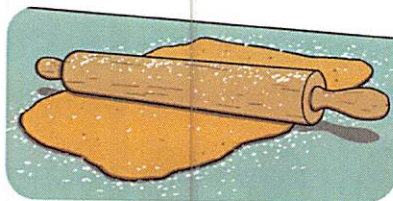


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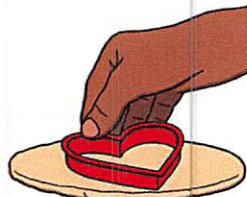


**30 minutes**

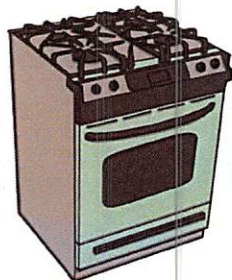
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6



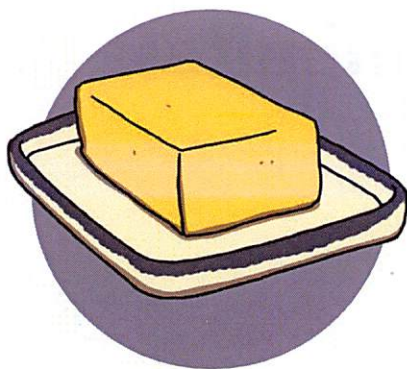
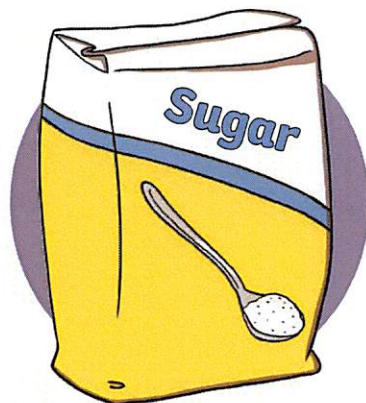
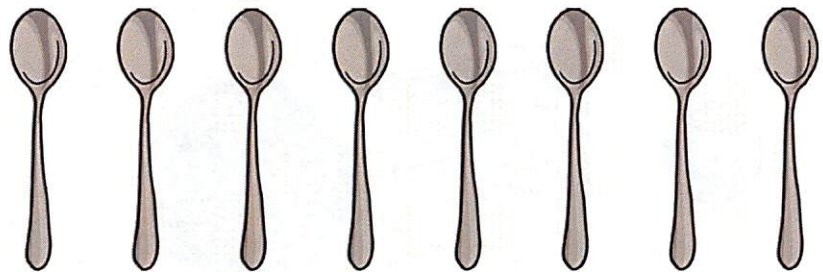
**12 minutes**

7





# Tablespoon Biscuit Recipe







## Sentence Planner - Question Cards

✂ Use these question cards to make your own sentence planners.



## Photocopy Master

## Sentence Planner



✂ Use the question cards to make a sentence planner.


Photocopy Master

Sentence Planner



✂ Use the question cards to make a sentence planner.

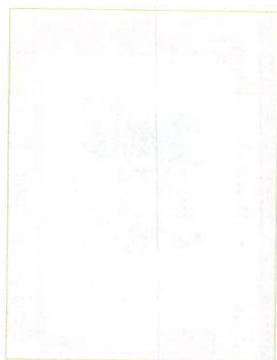
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## Photocopy Master

✂ Use the question cards to make a sentence planner.

## Sentence Planner

A large rectangular area with a yellow border, divided into four quadrants by a vertical and a horizontal line, intended for writing a sentence.

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## Sentence Planner - Who/What Doing/Like/What



who?



what doing?



what like?



what?

e.g. The boy ate the green apple.  
She liked the stripy socks.

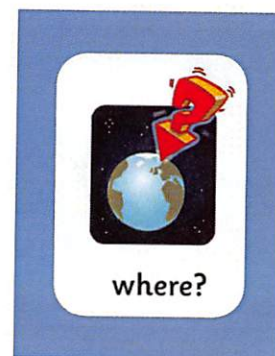
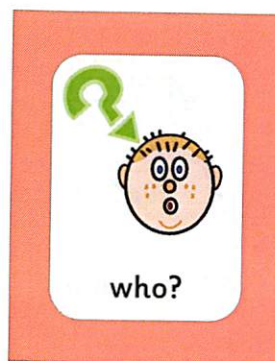
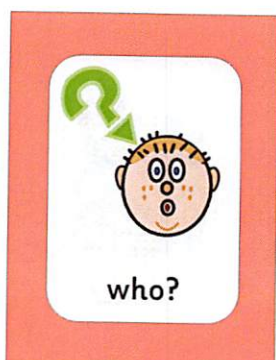
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Photocopy Master



## Sentence Planner - Who/What Doing/Who/Where

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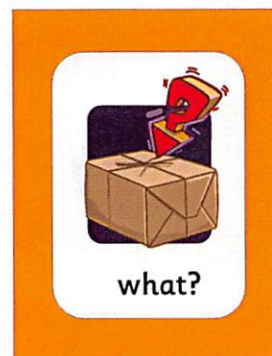
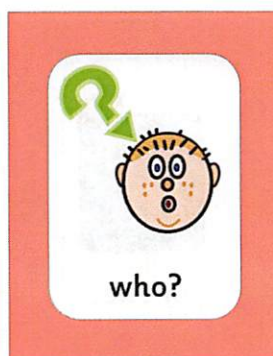
Large empty rectangular box for writing a sentence.

e.g. The boy played with his friends in the park.  
Emma told Jane about school.

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## Sentence Planner - Who/What Doing/Who/What



Blank area for writing a sentence using the Who/What Doing/Who/What structure.

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e.g. Mum gave the baby a bottle.  
Djamel wanted Dad's phone.





## Sentence Planner - Who/Not/No/What Doing/Who



e.g. The girl wasn't speaking to her friend.  
Ed hasn't seen Joe.

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## Sentence Planner - Who/Not/No/What Doing/What



Blank area for writing a sentence using the words on the cards.

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e.g. Harry hasn't opened his bag.  
Grandad won't borrow that book.

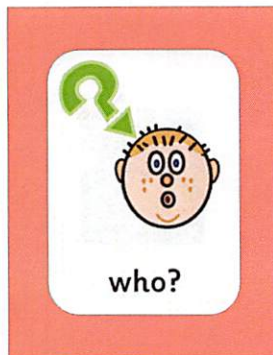


## Sentence Planner - Who/Not/No/What Doing/Where



e.g. Mary is not going to the park.  
Dad wasn't sitting in the lounge.

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A large empty rectangular box for writing a sentence.

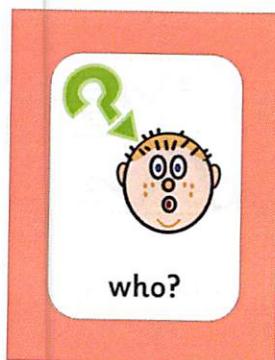
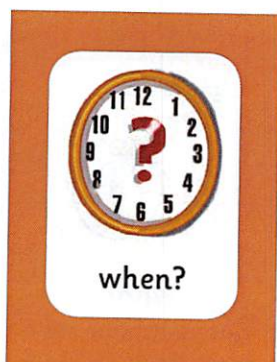
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e.g. The man is not running.  
Shelley won't play.





## Sentence Planner - When/Who/What Doing/What



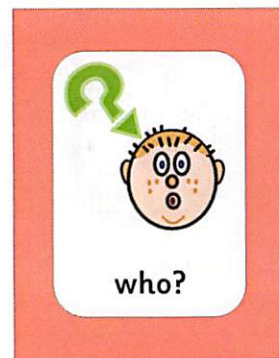
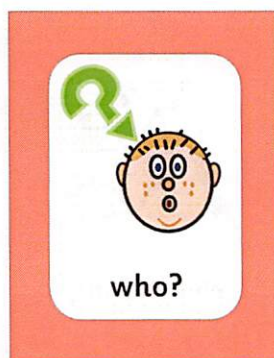
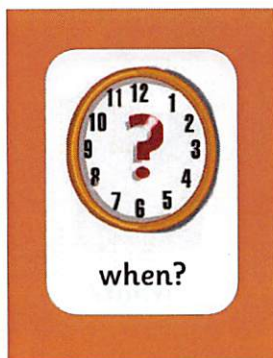
Blank area for writing a sentence using the provided icons.

e.g. Next assembly Gill will get a certificate.  
Last week the boy lost his phone.

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## Sentence Planner - When/Who/What Doing/Who



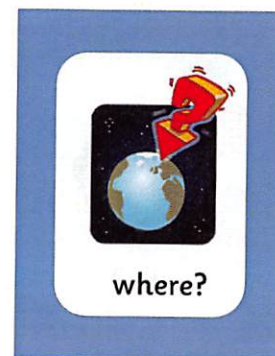
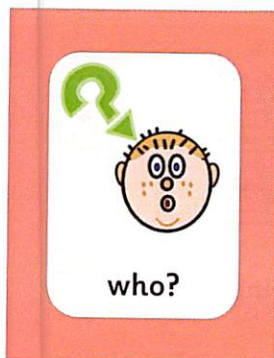
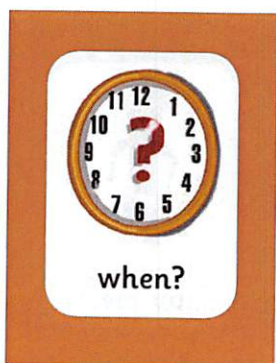
Blank area for writing a sentence using the prompts above.

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e.g. This morning Tom played with Ella.  
One day the cat will catch that mouse.



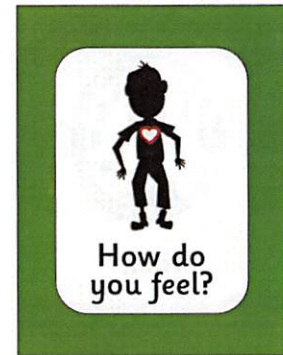
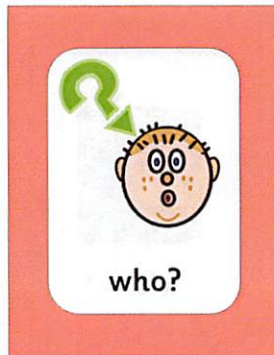
## Sentence Planner - When/Who/What Doing/Where



Blank area for writing a sentence using the planner.

e.g. Last night Tom went to the football club.  
Next Christmas Sarah wants to go to the North Pole.

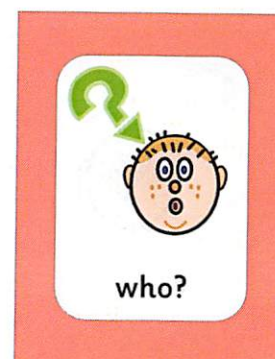
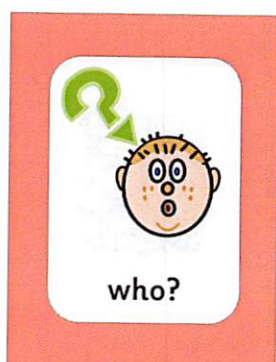
## Photocopy Master Sentence Planner - Who/What Doing/Feeling...



Blank area for writing a sentence.

e.g. Chensie was happy.  
Mum was angry.

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Blank area for writing a sentence.

e.g. The dog chased the cat.  
Mary hugged her Gran.

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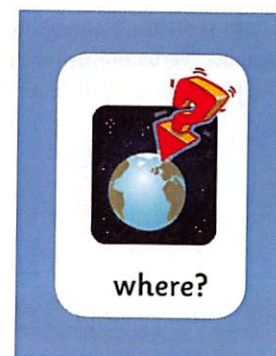
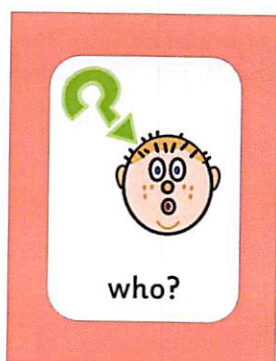
Blank area for writing a sentence using the Who/What Doing/What cards.

e.g. Tom drank the juice.  
Sarah is cleaning the car.

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Photocopy Master Sentence Planner - Who/What Doing/Where



e.g. The boy is playing in the garden.  
The cat slept on the bed.

## How To Use The Sentence Planners

**Objective:** These sentence planners help children with expressive language difficulties during spoken or written activities. They are colour coded, for example, verbs are yellow, nouns are orange. They provide a structure for spoken and written language for children. They are also useful for children with English as an additional language.








**When to use:** Use these sentence planners during spoken or written activities. You could provide laminated copies of the sentence planners around the class. Sentence planners for a variety of sentence types are provided. You may like to use the colour coded pictures to build your own sentence types.

**Colour coding:** Extend the colour coding around the classroom. For example, on display boards print or colour in words in their coded colour, so verbs are yellow, people & names are pink, nouns are orange, etc. Colour coding is an excellent strategy for children who struggle with both understanding language and using language.

# Roll It Read It RWI Red Words – Set 4

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	even	key	mother	eye	friend
	friend	even	key	mother	eye
	eye	friend	even	key	mother
	mother	eye	friend	even	key
	key	mother	eye	friend	even
	even	key	mother	eye	friend









# Roll It Read It RWI Red Words – Set 4

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	through	baby	only	told	why
	why	through	baby	only	told
	told	why	through	baby	only
	only	told	why	through	baby
	baby	only	told	why	through
	through	baby	only	told	why

## Roll It Read It RWI Red Words – Set 4







Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	ball	Mr	Mrs	bear	other
	other	ball	Mr	Mrs	bear
	bear	other	ball	Mr	Mrs
	Mrs	bear	other	ball	Mr
	Mr	Mrs	bear	other	ball
	ball	Mr	Mrs	bear	other



# Roll It Read It RWI Red Words – Set 4







Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	one	people	February	grey	another
	another	one	people	February	grey
	grey	another	one	people	February
	February	grey	another	one	people
	people	February	grey	another	one
	one	people	February	grey	another



## Roll It Read It RWI Red Words – Set 4

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	do	these	four	because	can't
	can't	do	these	four	because
	because	can't	do	these	four
	four	because	can't	do	these
	these	four	because	can't	do
	do	these	four	because	can't

## Roll It Read It RWI Red Words – Set 4

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	by	laugh	April	don't	July
	July	by	laugh	April	don't
	don't	July	by	laugh	April
	April	don't	July	by	laugh
	laugh	April	don't	July	by
	by	laugh	April	don't	July









# Roll It Read It RWI Red Words – Set 4

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	going	over	fourteen	orange	Wednesday
	Wednesday	going	over	fourteen	orange
	orange	Wednesday	going	over	fourteen
	fourteen	orange	Wednesday	going	over
	over	fourteen	orange	Wednesday	going
	going	over	fourteen	orange	Wednesday

# Roll It Read It RWI Red Words – Set 4







Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	they	half	Monday	eight	eighteen
	eighteen	they	half	Monday	eight
	eight	eighteen	they	half	Monday
	Monday	eight	eighteen	they	half
	half	Monday	eight	eighteen	they
	they	half	Monday	eight	eighteen









## Roll It Read It RWI Red Words – Set 3

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	would	great	son	water	should
	should	would	great	son	water
	water	should	would	great	son
	son	water	should	would	great
	great	son	water	should	would
	would	great	son	water	should

# Roll It Read It RWI Red Words – Set 3



Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	caught	bought	walk	could	anyone
	anyone	caught	bought	walk	could
	could	anyone	caught	bought	walk
	walk	could	anyone	caught	bought
	bought	walk	could	anyone	caught
	caught	bought	walk	could	anyone









## Roll It Read It RWI Red Words – Set 3

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	once	buy	worse	thought	talk
	talk	once	buy	worse	thought
	thought	talk	once	buy	worse
	worse	thought	talk	once	buy
	buy	worse	thought	talk	once
	once	buy	worse	thought	talk

# Roll It Read It RWI Red Words – Set 3







Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	two	small	love	many	here
	here	two	small	love	many
	many	here	two	small	love
	love	many	here	two	small
	small	love	many	here	two
	two	small	love	many	here









## Roll It Read It RWI Red Words – Set 3

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	were	brother	any	their	where
	where	were	brother	any	their
	their	where	were	brother	any
	any	their	where	were	brother
	brother	any	their	where	were
	were	brother	any	their	where

## Roll It Read It RWI Red Words – Set 3







Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	does	tall	come	watch	who
	who	does	tall	come	watch
	watch	who	does	tall	come
	come	watch	who	does	tall
	tall	come	watch	who	does
	does	tall	come	watch	who









## Roll It Read It RWI Red Words – Set 2

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	want	go	old	some	he
	he	want	go	old	some
	some	he	want	go	old
	old	some	he	want	go
	go	old	some	he	want
	want	go	old	some	he

## Roll It Read It RWI Red Words – Set 2







Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	to	me	call	her	there
	there	to	me	call	her
	her	there	to	me	call
	call	her	there	to	me
	me	call	her	there	to
	to	me	call	her	there









## Roll It Read It RWI Red Words – Set 2

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	what	all	was	we	so
	so	what	all	was	we
	we	so	what	all	was
	was	we	so	what	all
	all	was	we	so	what
	what	all	was	we	so







# Roll It Read It RWI Red Words – Set 1

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	your	are	be	of	no
	no	your	are	be	of
	of	no	your	are	be
	be	of	no	your	are
	are	be	of	no	your
	your	are	be	of	no

# Roll It Read It RWI Red Words – Set 1

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	I	the	my	you	said
	said	I	the	my	you
	you	said	I	the	my
	my	you	said	I	the
	the	my	you	said	I
	I	the	my	you	said



# Roll It Read It RWI Red Words

This pack contains nineteen Roll It Read It games for the Read Write Inc Red Words. They have been organised into the 4 sets. Each board covers five words from the set with the words repeated six times.

Great to consolidate their learning, using for interventions or even send home.

Credits

**CRESCENT CITY**  classroom





# Read Write Inc - Red Words

## Roll It Read It

### Roll It Read It RWI Red Words – Set 2

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

•	what	all	was	we	so
••	so	what	all	was	we
•••	we	so	what	all	was
••••	was	we	so	what	all
•••••	all	was	we	so	what
••••••	what	all	was	we	so

### Roll It Read It RWI Red Words – Set 4

Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

•	going	over	fourteen	orange	Wednesday
••	Wednesday	going	over	fourteen	orange
•••	orange	Wednesday	going	over	fourteen
••••	fourteen	orange	Wednesday	going	over
•••••	over	fourteen	orange	Wednesday	going
••••••	going	over	fourteen	orange	Wednesday

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.

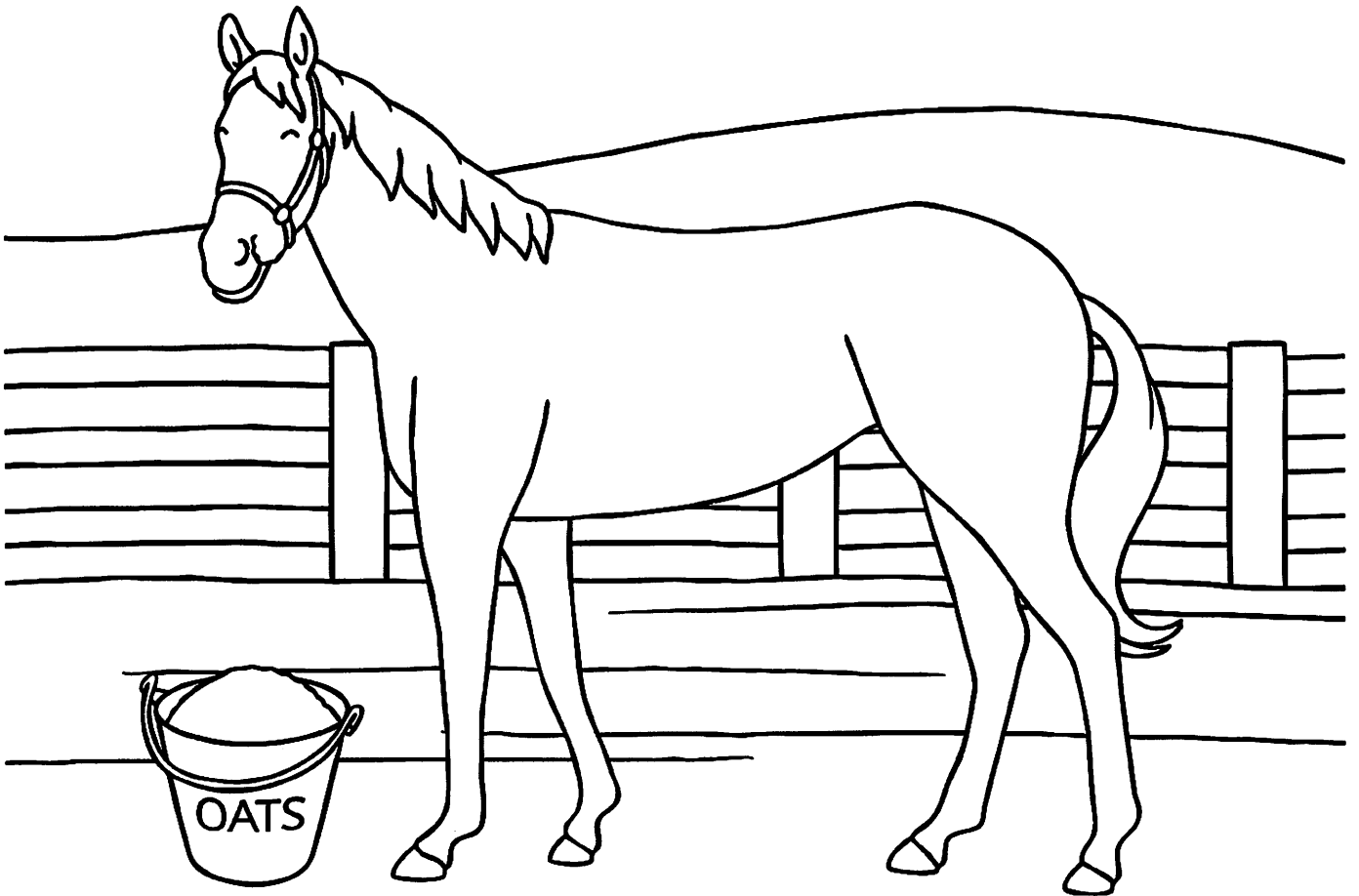


1. My helmet has red stripes.
2. My ball has orange spots.
3. My left shoe is yellow.
4. My right shoe is green.
5. My top has grey stripes.
6. My shorts have blue spots.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.

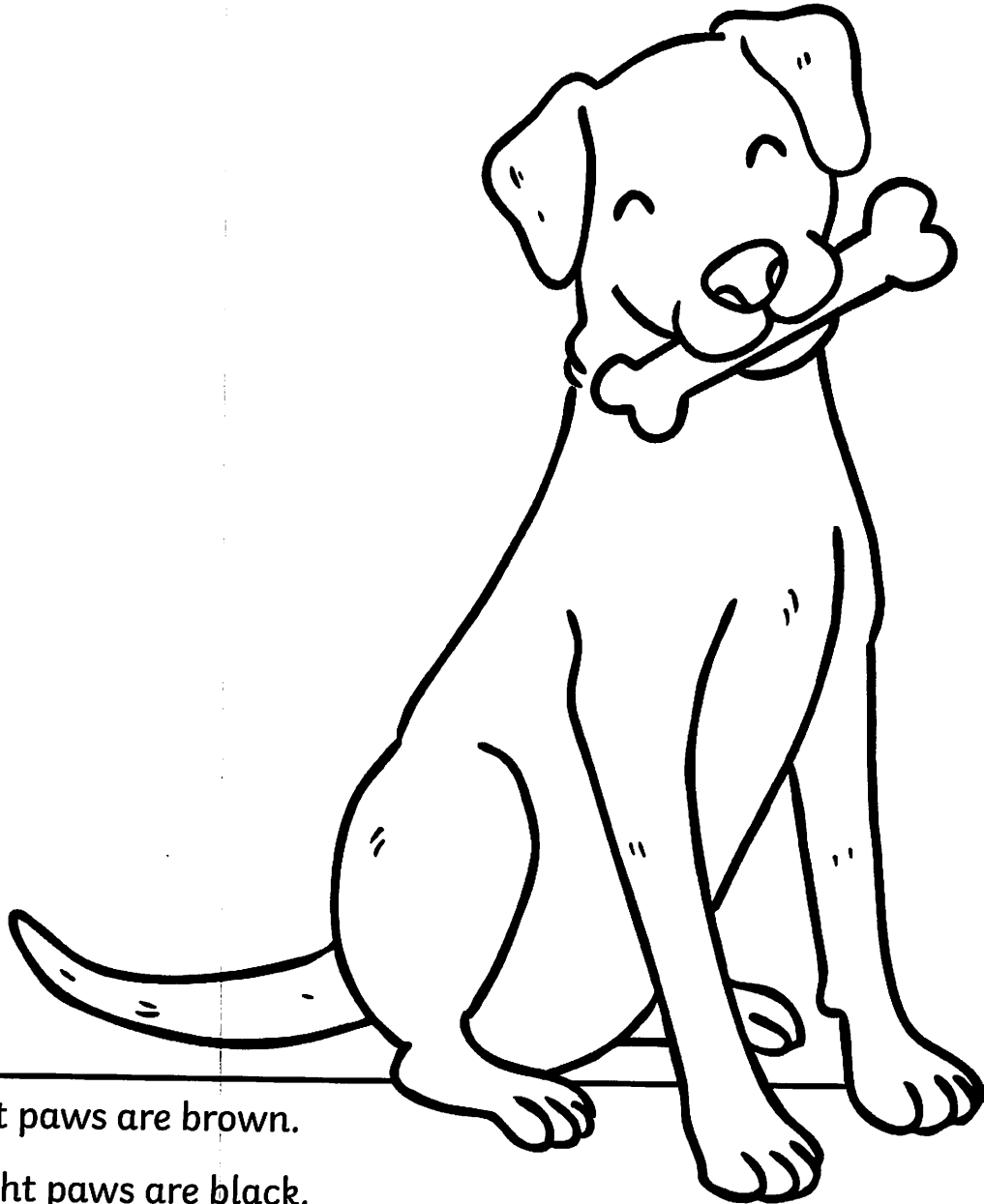


1. My front legs are black.
2. My back legs are brown.
3. My mane and tail are brown.
4. My body has black stripes.
5. The grass is green and yellow.
6. My hooves have ginger spots.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



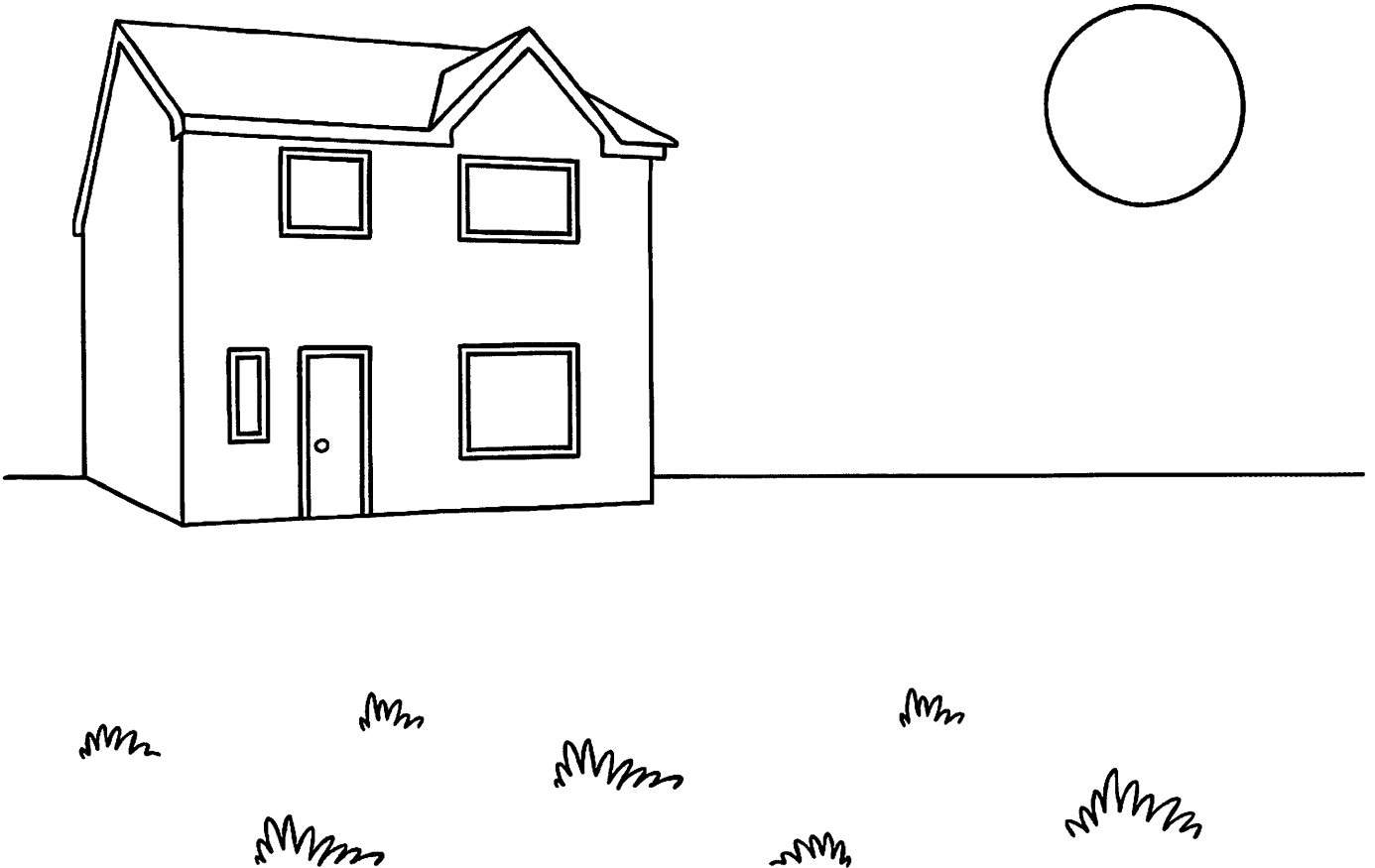
1. My left paws are brown.
2. My right paws are black.
3. My ears have ginger spots.
4. My tail has black stripes.
5. My nose is a dark brown.
6. My fur has brown spots.



# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.

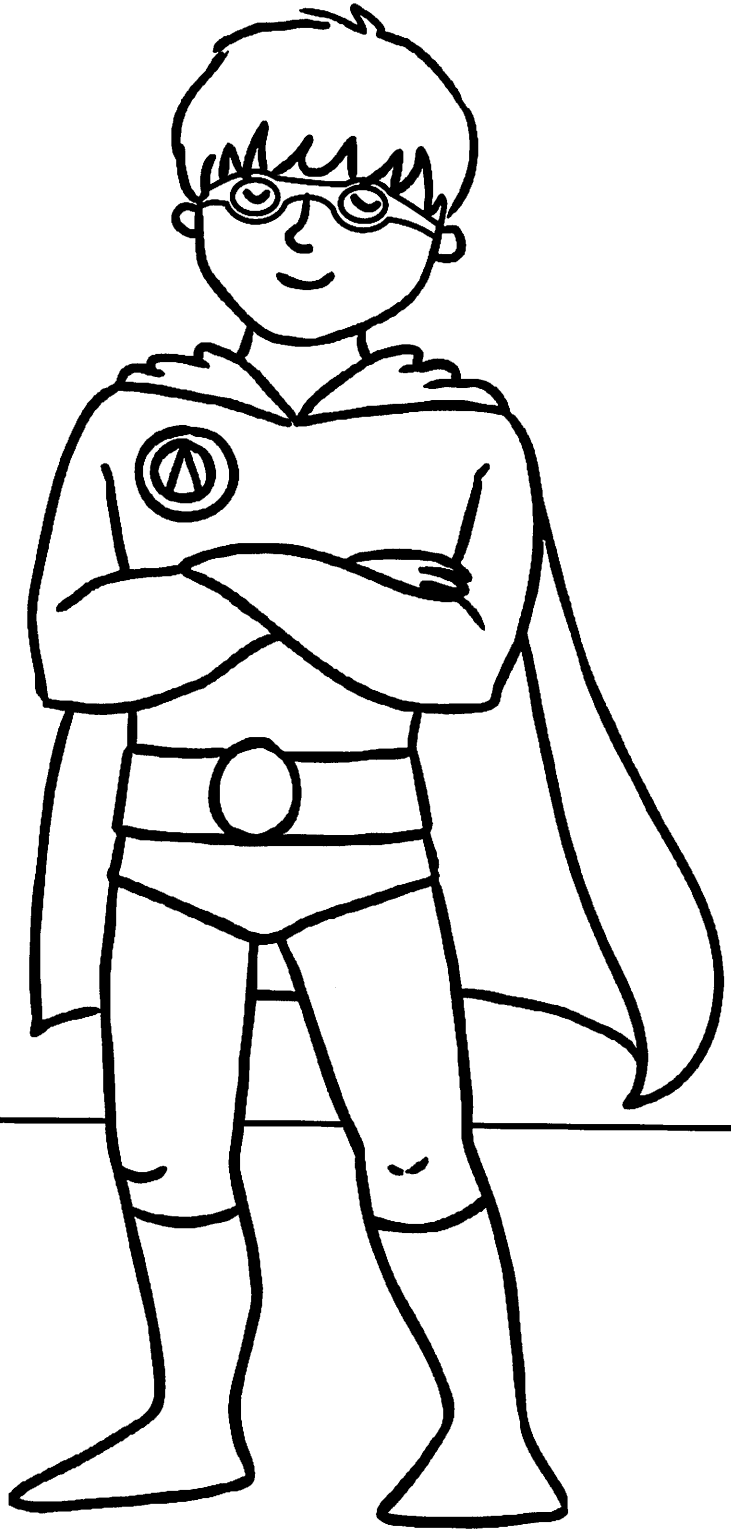


1. The top windows are blue.
2. The bottom windows are yellow.
3. The sun has yellow stripes.
4. The roof has red spots.
5. The bricks have red stripes.
6. The grass is green and yellow.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.

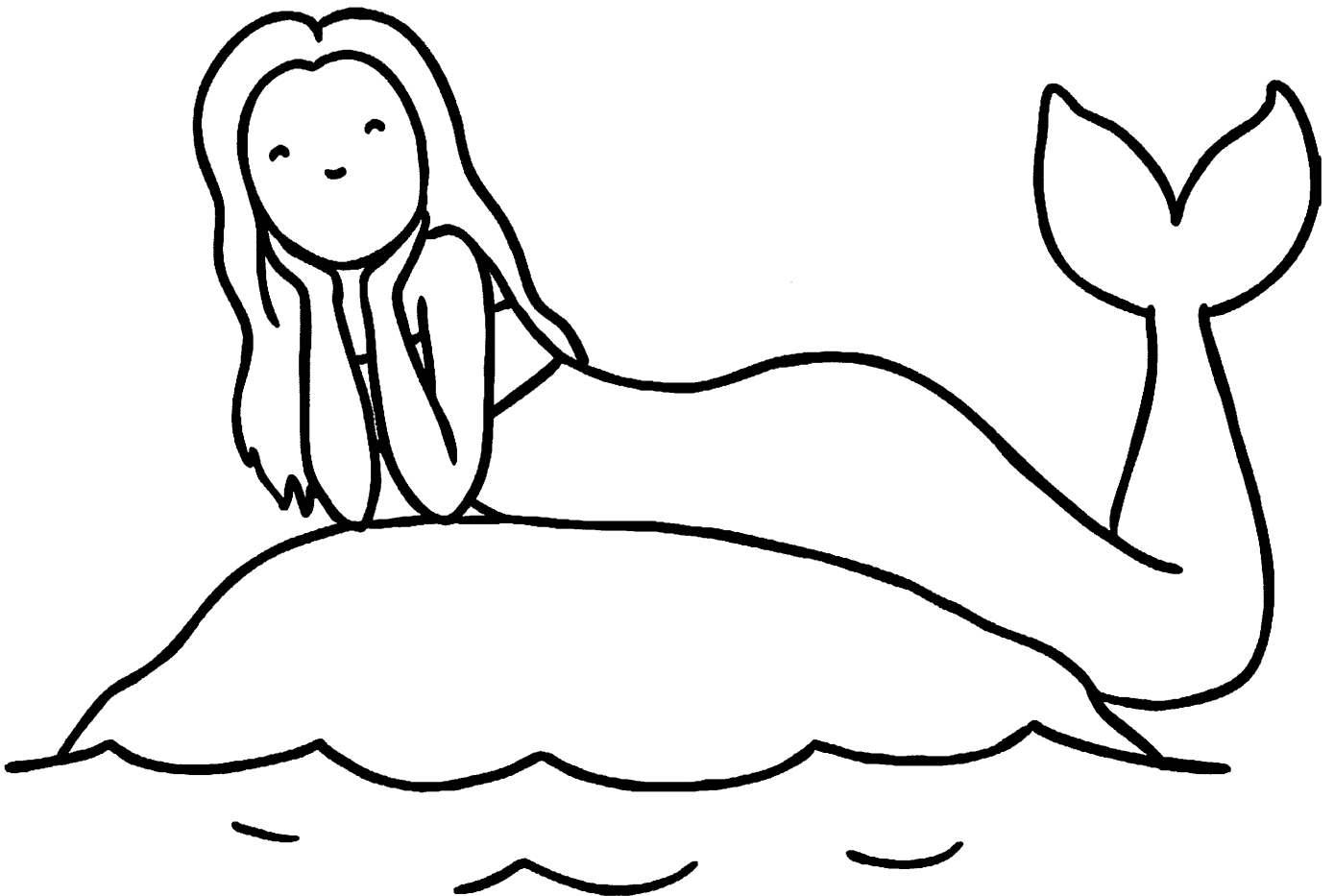


1. My right foot is yellow.
2. My left foot is green.
3. My cape has red stripes.
4. My buckle is gold and blue.
5. My suit is blue and black.
6. My mask has red stripes.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.

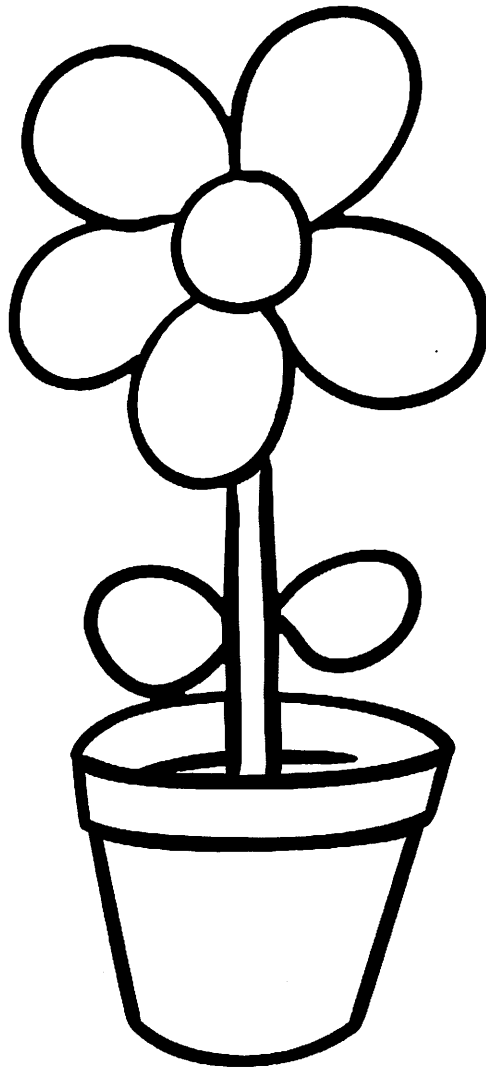


1. My hair has golden spots.
2. My tail is green and blue.
3. The sea is blue and white.
4. The rock has grey stripes.
5. My left eye is blue.
6. My right eye is green.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



1. The petals are pink and yellow.
2. The left leaf is green.
3. The right leaf is red.
4. A spider is under the flower.
5. The pot has green stripes.
6. A bee is next to the flower.



# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



1. My shorts have green spots.
2. My t-shirt is green and blue.
3. My hat is yellow and blue.
4. My beach ball is purple and blue.
5. My sunglasses are black and white.
6. I am next to a yellow flower.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.

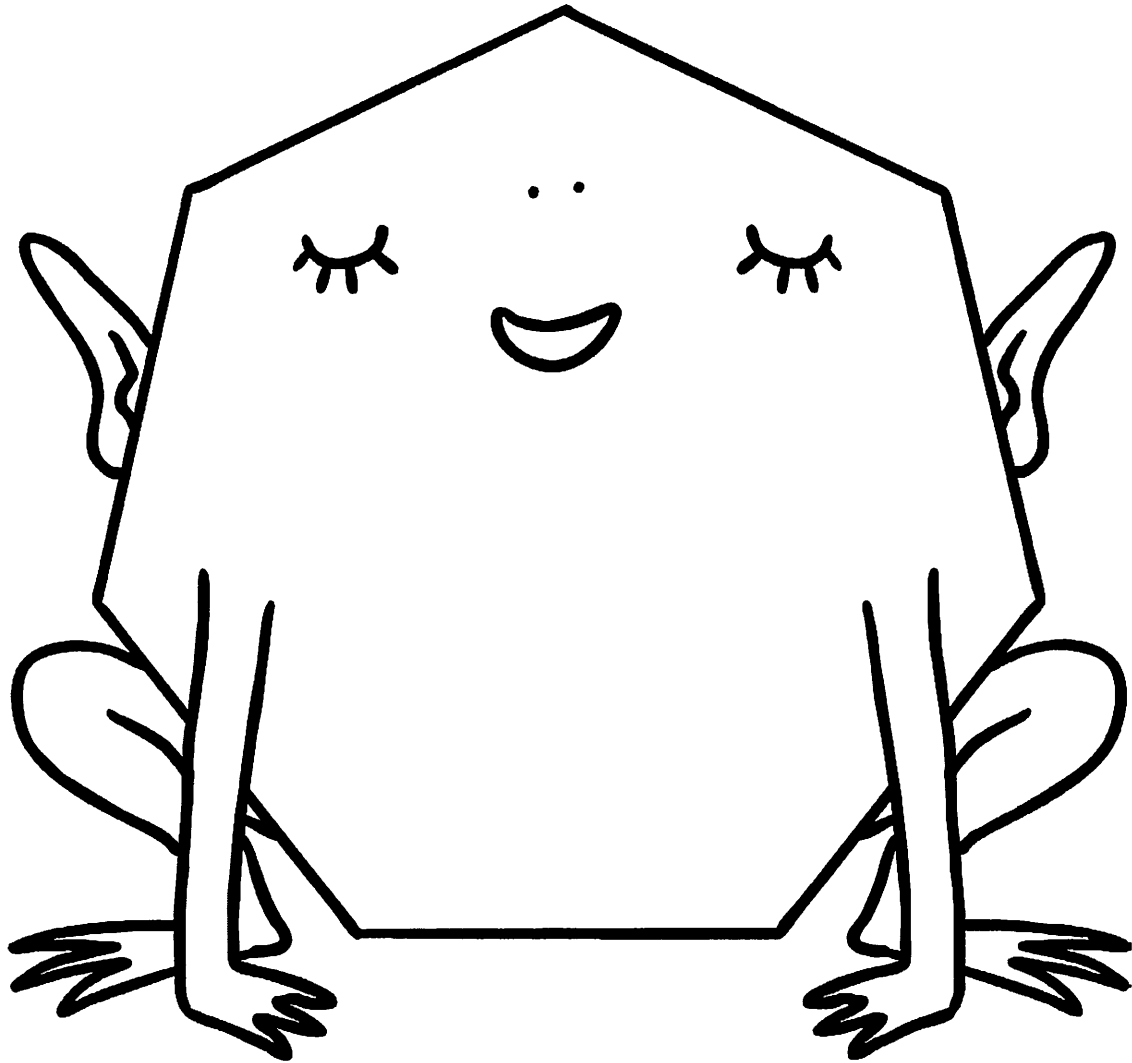


1. My skirt is pink and green.
2. My t-shirt has black spots.
3. My sunglasses are green and pink.
4. My hat has blue stripes.
5. My bucket is red and blue.
6. My spade has red stripes.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.

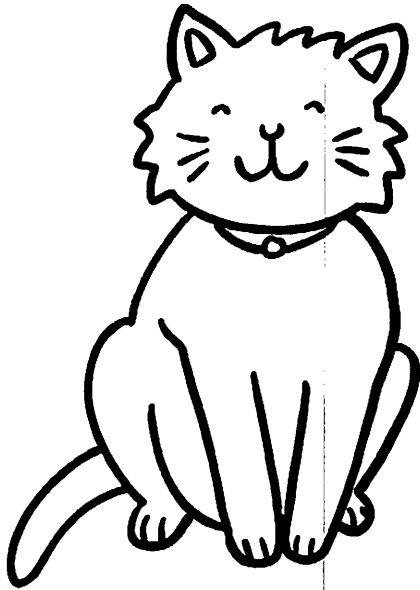


1. My left arm is pink.
2. My body has red spots.
3. My right arm is purple.
4. My ears have green spots.
5. My left leg is blue.
6. My right leg is yellow.

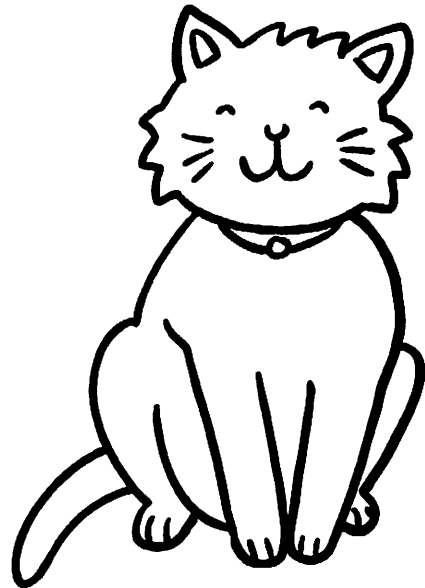
# Reading Comprehension

## Three Key Words

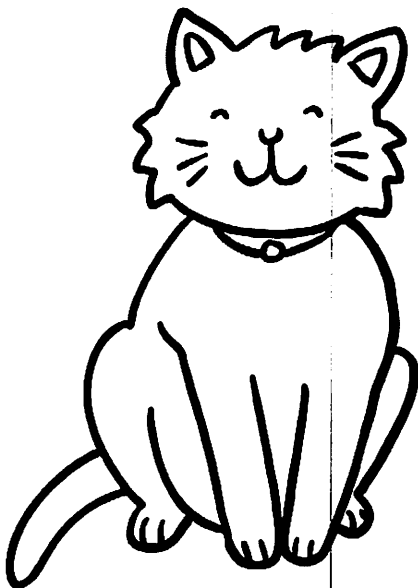
Read the sentence and colour the picture.



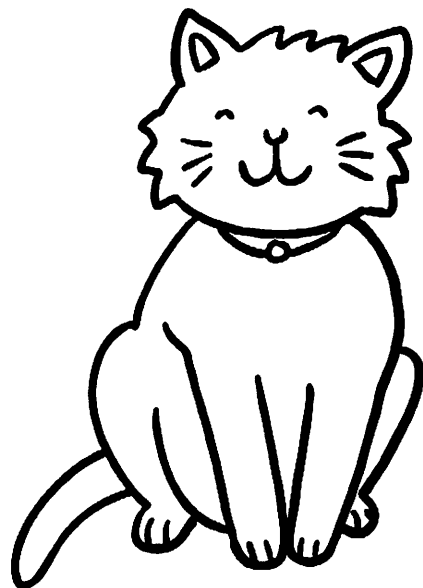
I have black and yellow stripes.



I have orange and black spots.



I have black and white stripes.



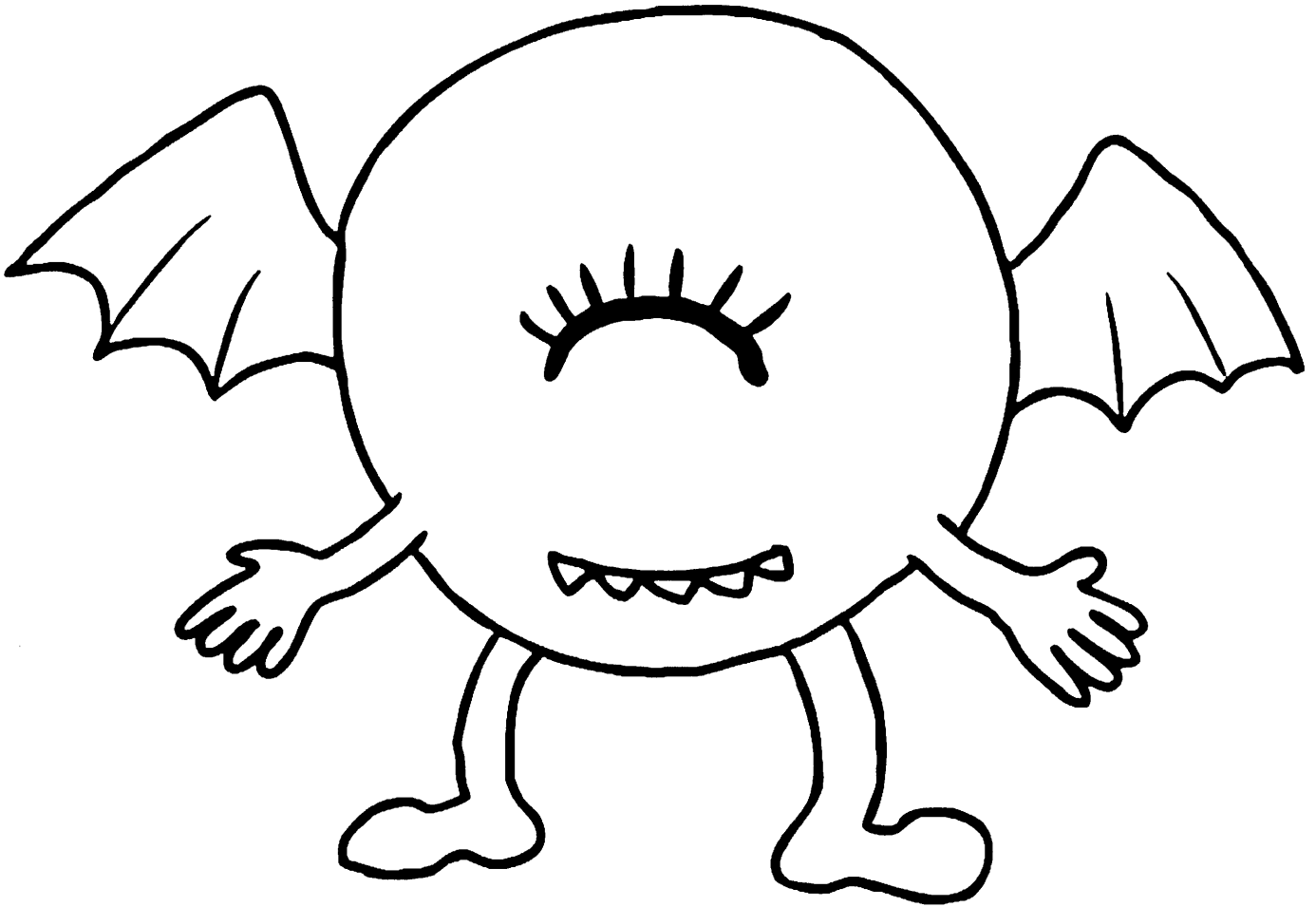
I have blue and green stripes.



# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



1. My left arm is yellow.
2. My right leg is orange.
3. My wings are purple and green.
4. My right arm is blue.
5. My left leg is green.
6. My body is red and black.

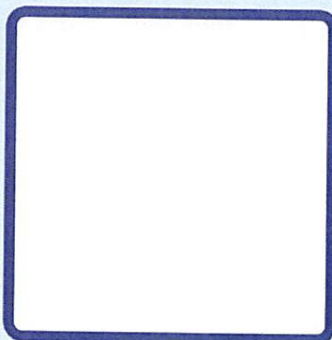




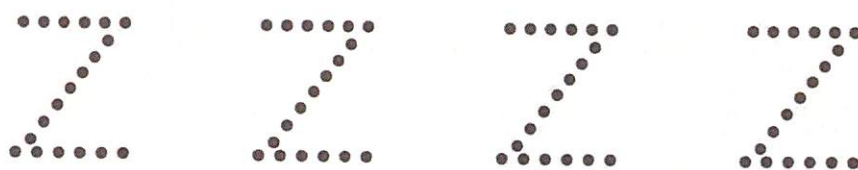
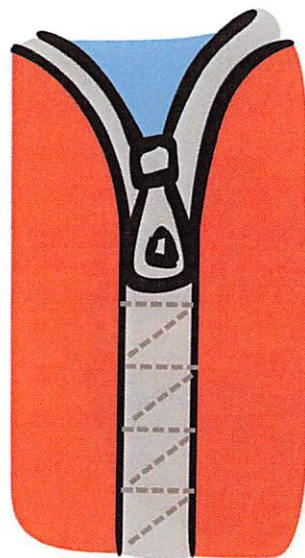
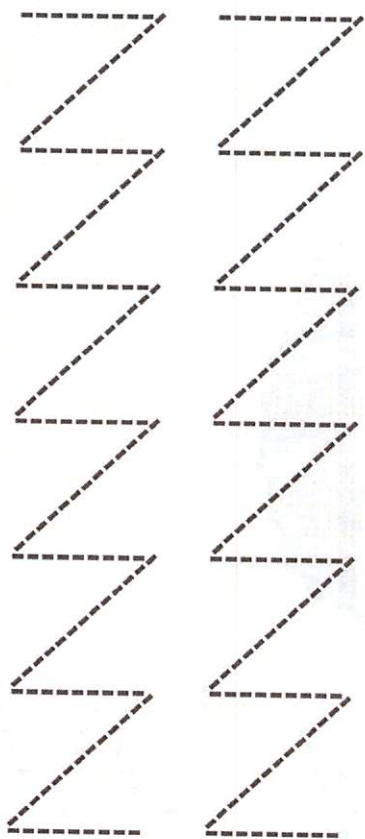
?

What happens next?

Draw your idea in the box  
and write a sentence.



## Making Zigzags (z)





## Making Zigzags (w)



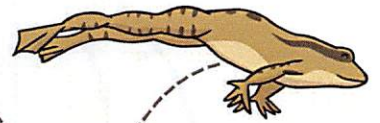
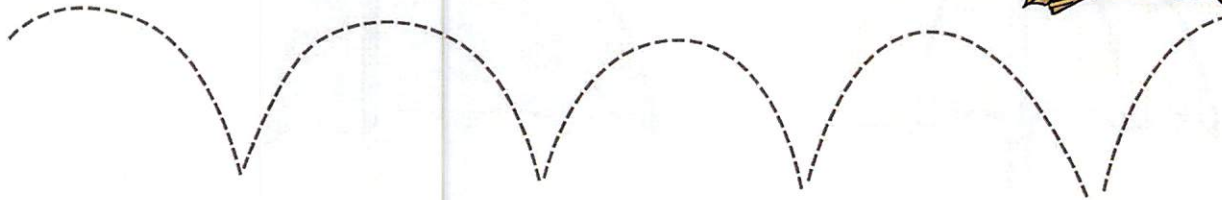
## Making Wavy Lines (s)



## Making Circles (o)



## Making Curved Lines (n)

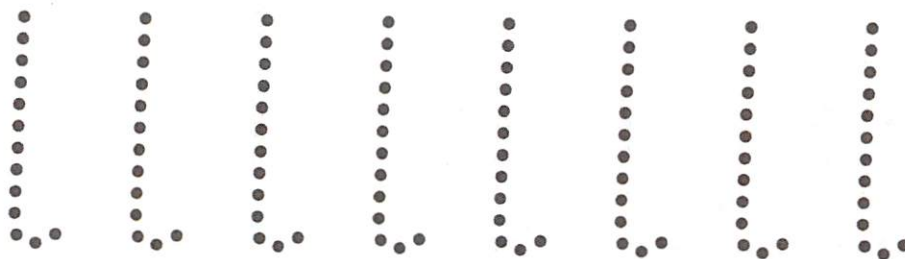




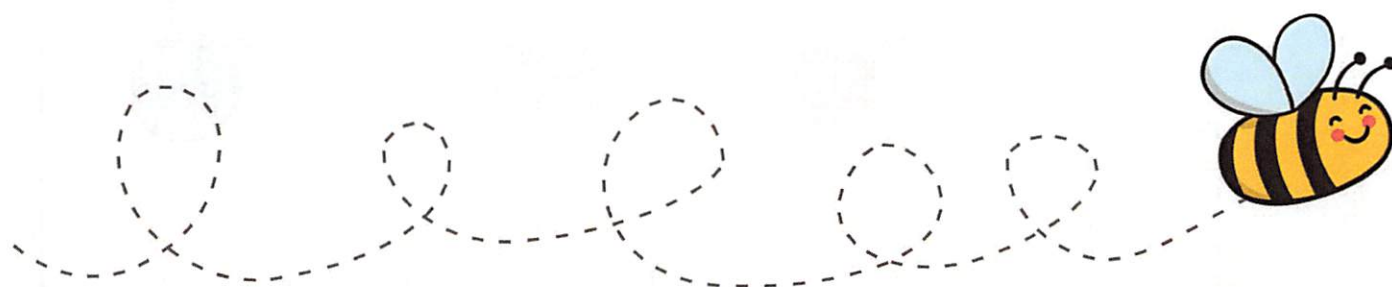
## Making Curved Lines (m)



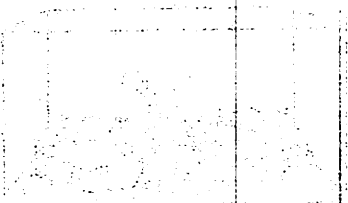
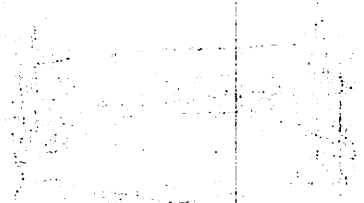
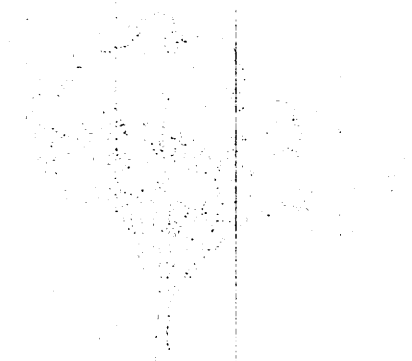
## Making Straight Lines (l)



## Making Loops (e)



1970-1971 Star 100-001 Star 100-001

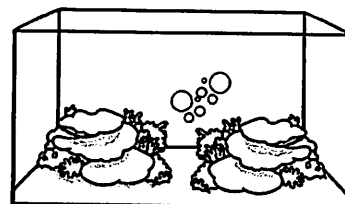
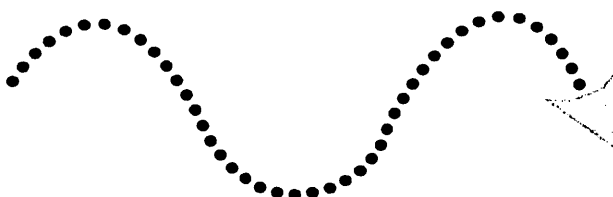
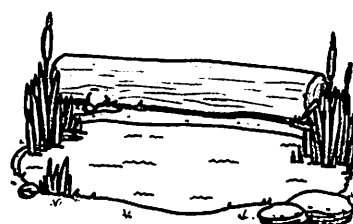
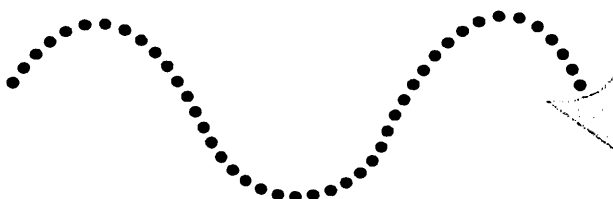
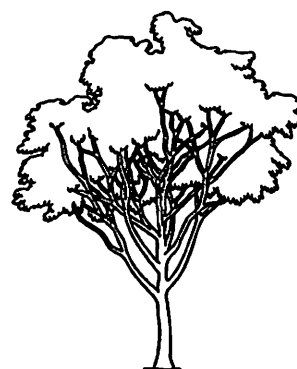
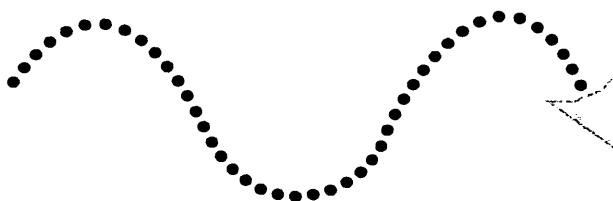
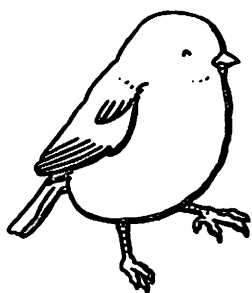
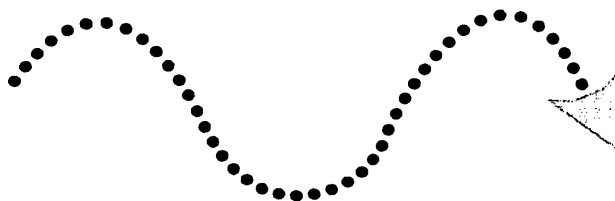
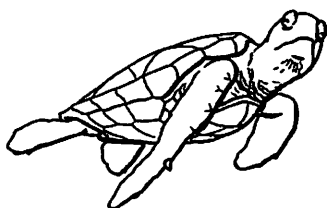


100-001

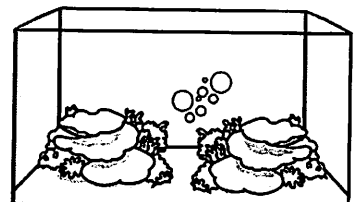
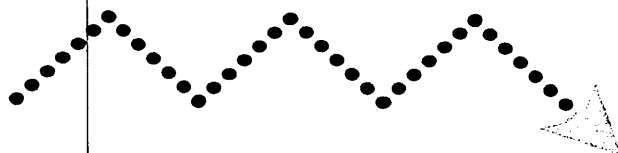
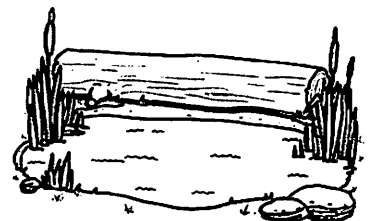
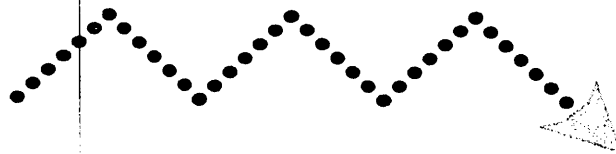
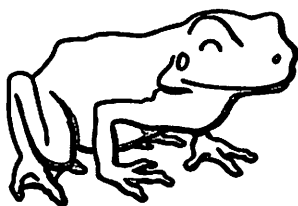
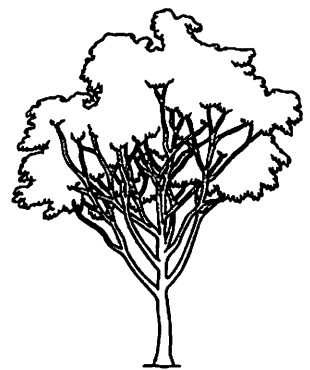
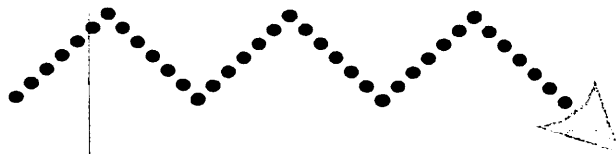
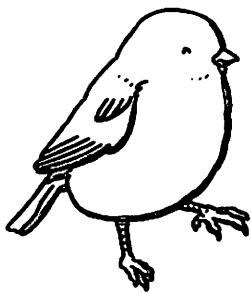
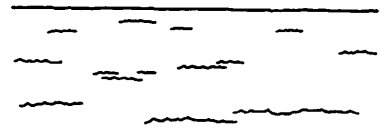
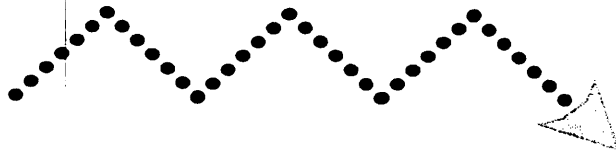
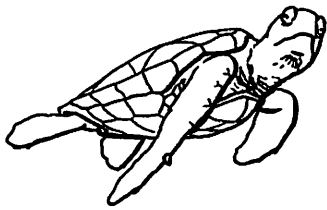




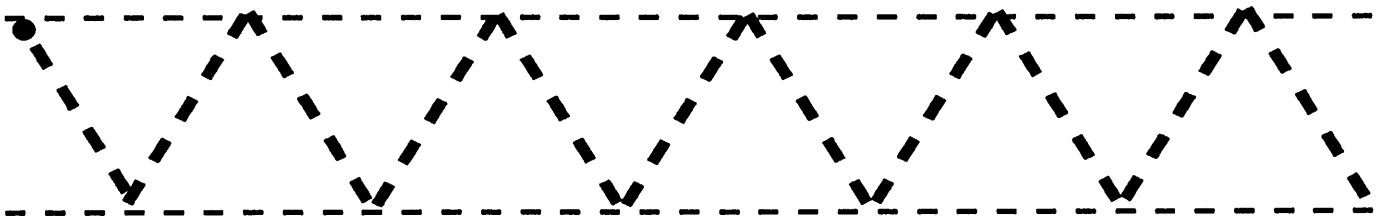
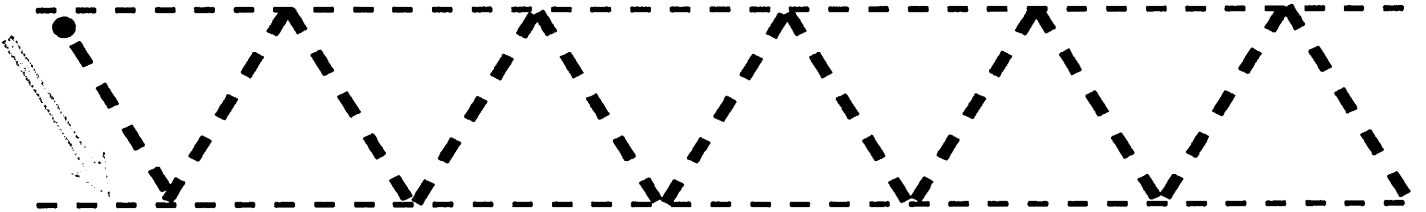
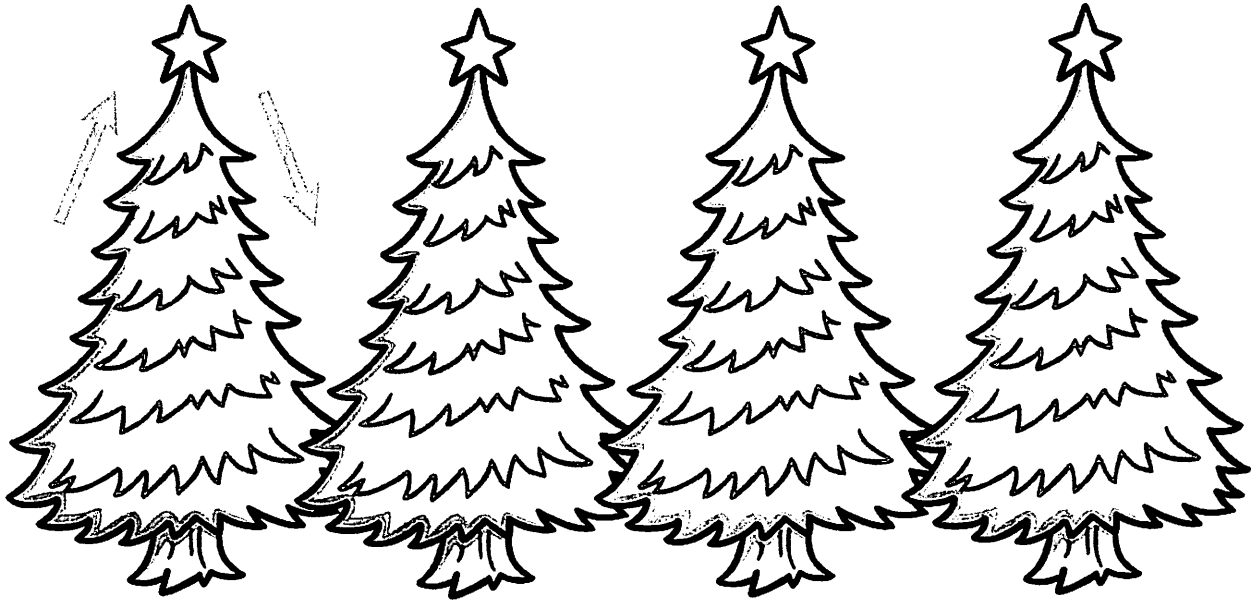
Trace the lines to help the animals get home.



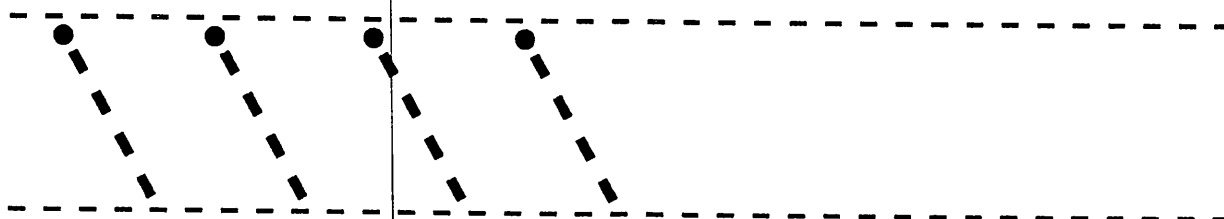
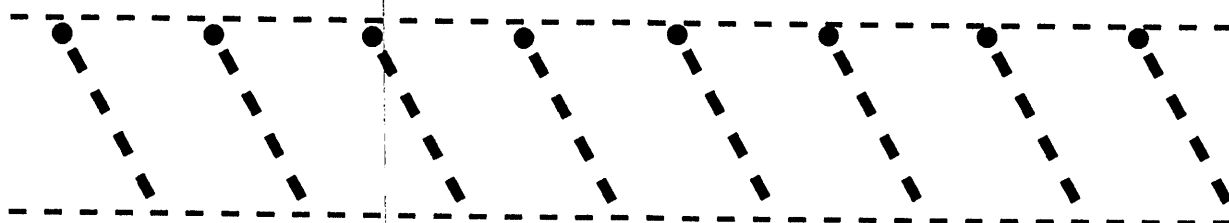
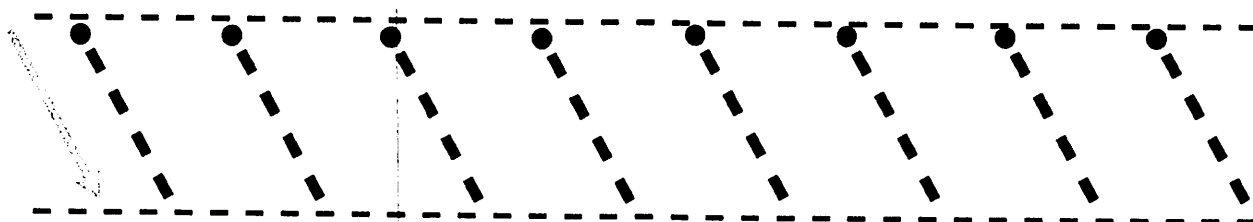
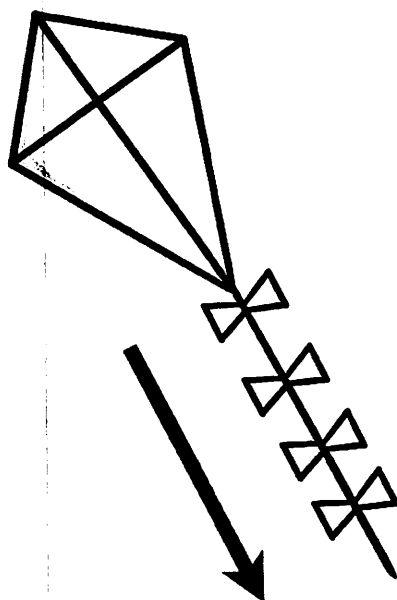
Trace the lines to help the animals get home.



Trace the dotted lines.

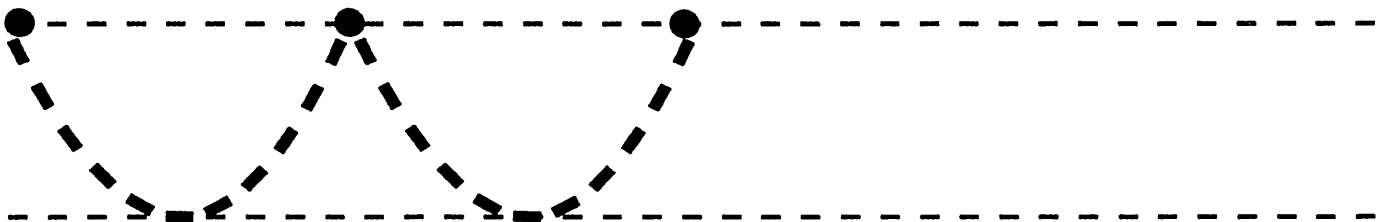
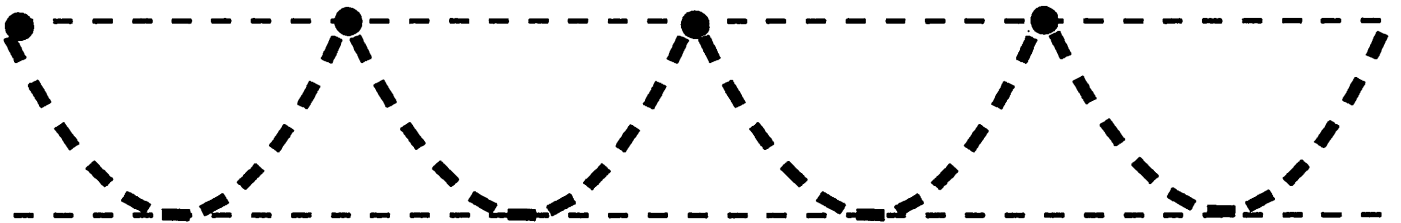
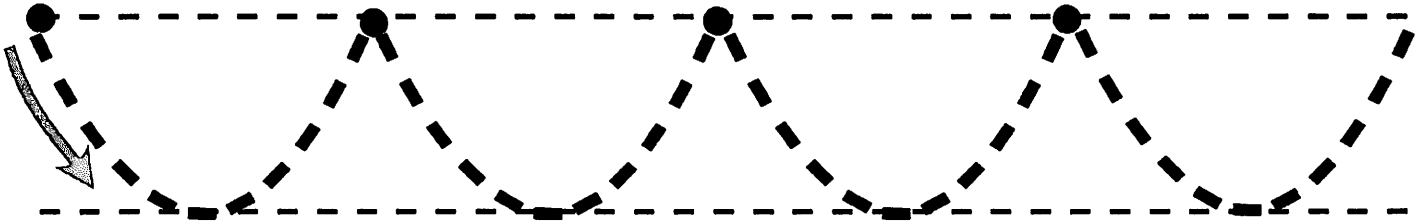
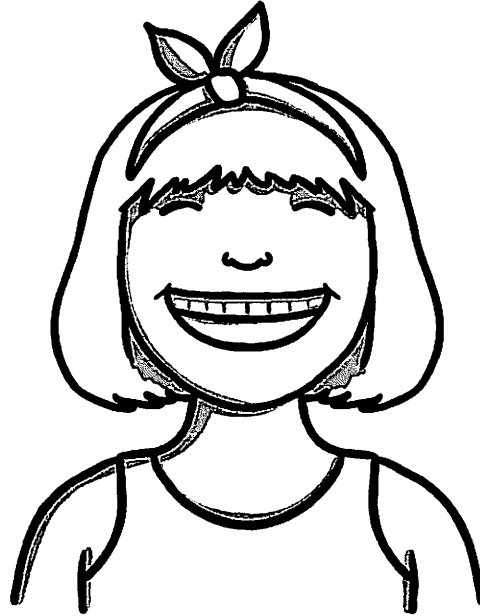


Trace the dotted lines to from top to bottom.

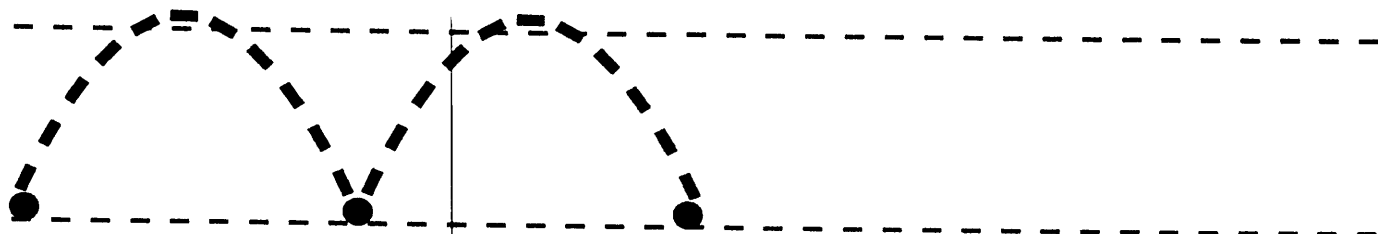
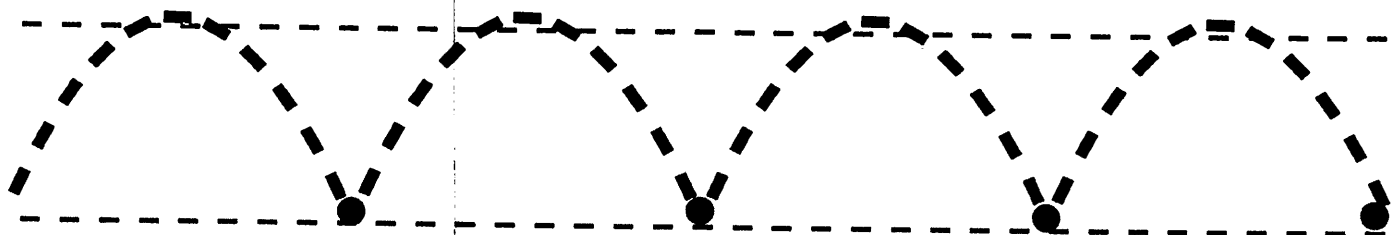
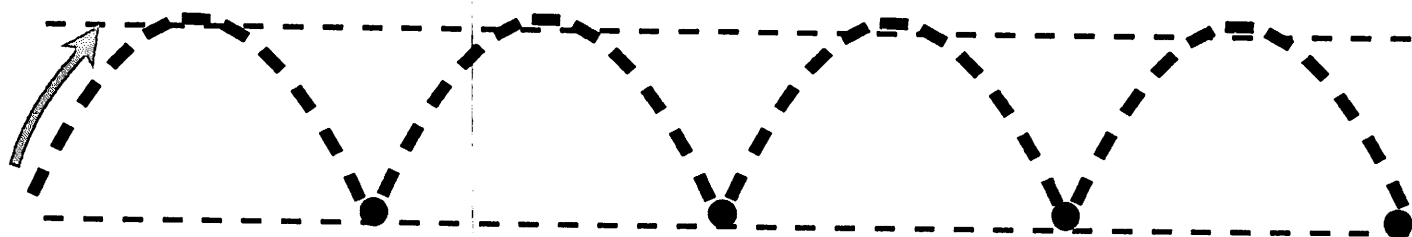
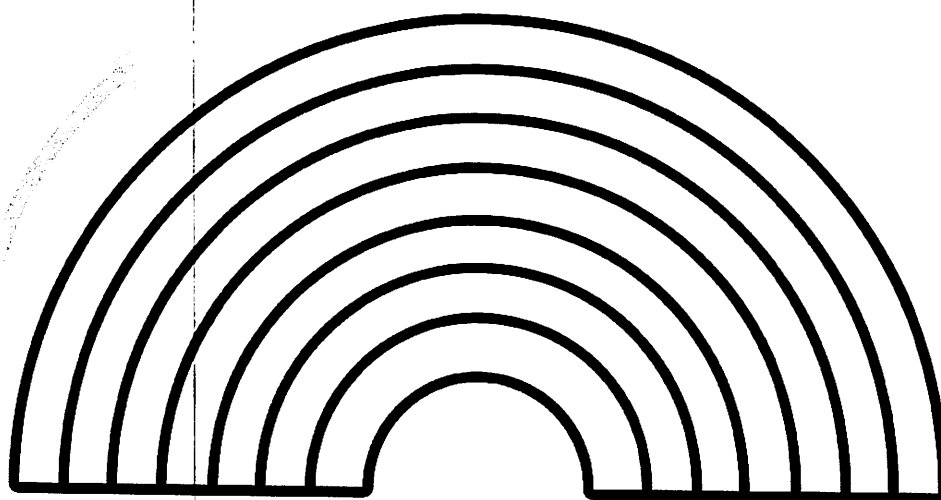




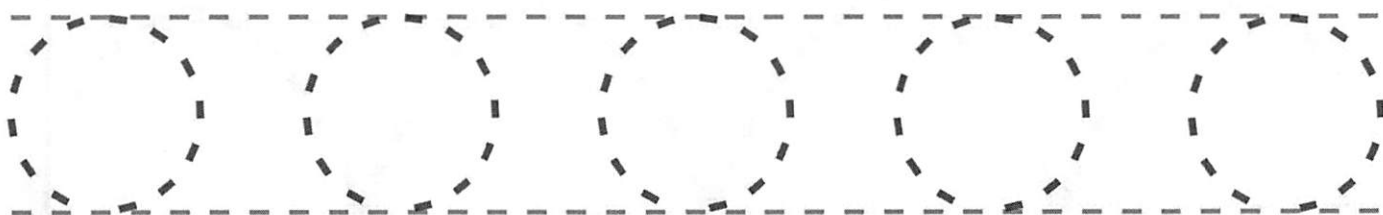
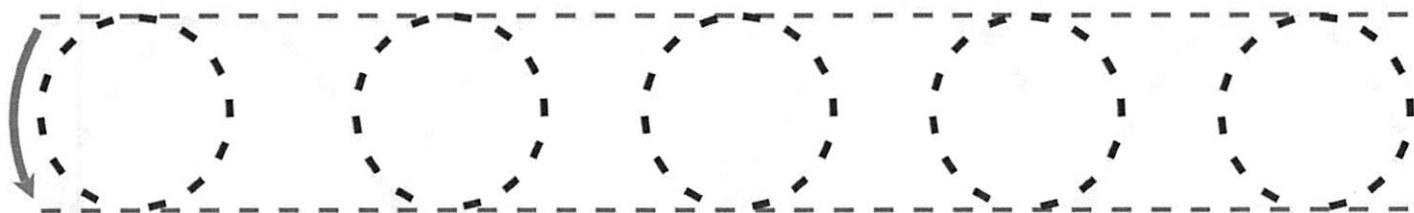
Trace the dotted lines.



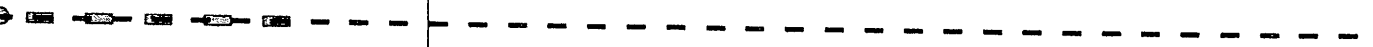
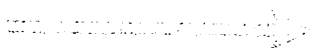
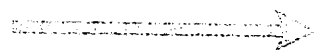
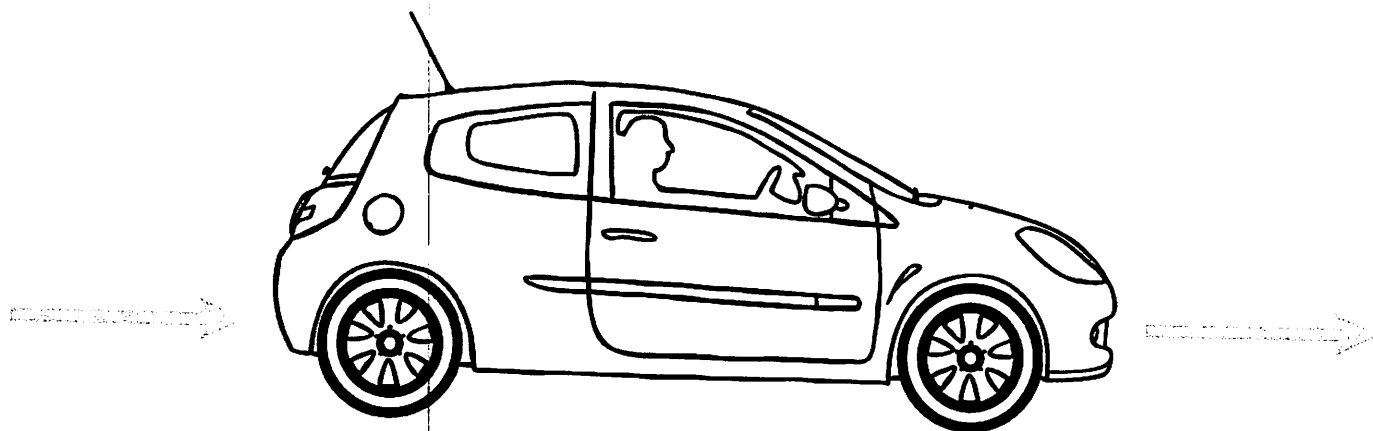
Trace the dotted lines.



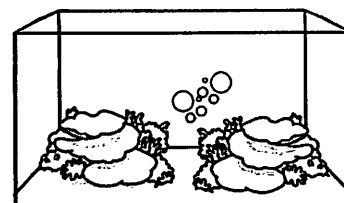
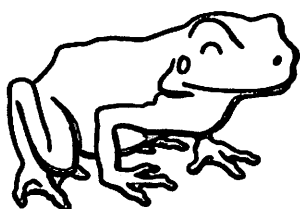
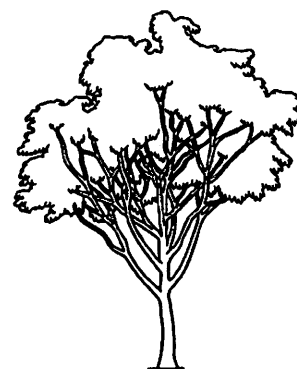
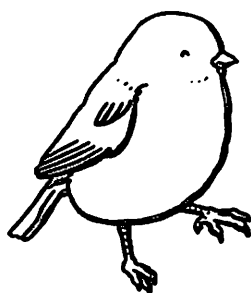
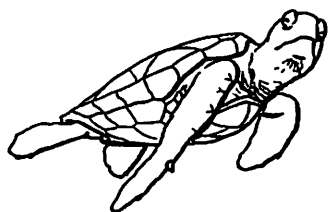
Trace the dotted lines.



Trace the dotted lines from left to right.

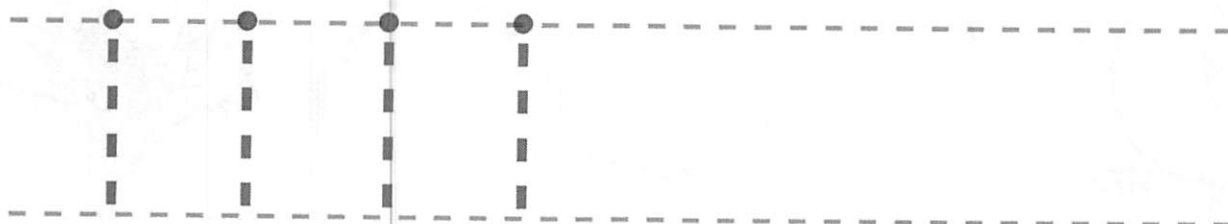
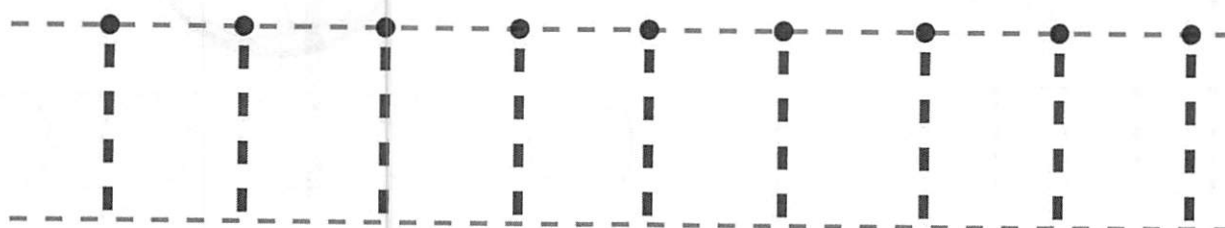
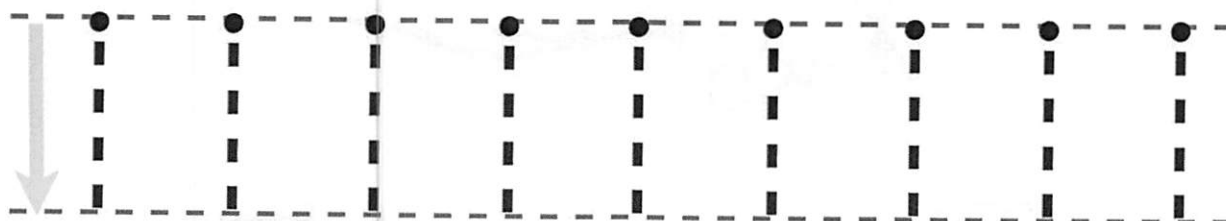


Trace the lines to help the animals get home.

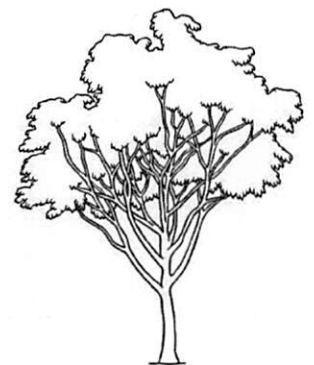
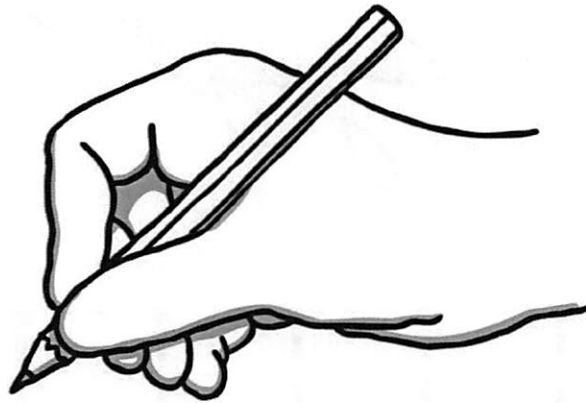




Trace the dotted lines to from top to bottom.

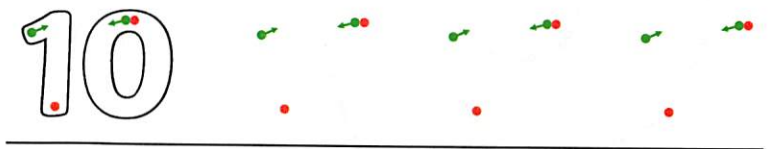
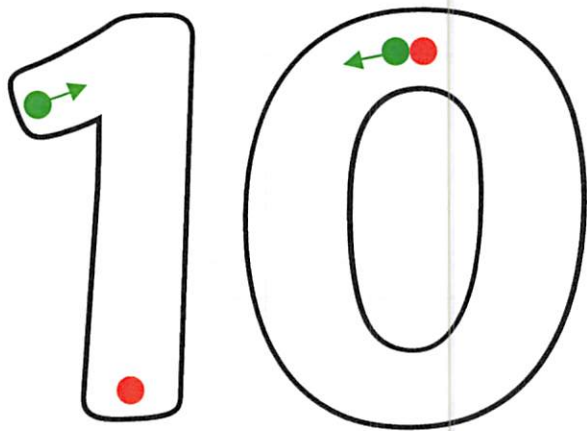


# My Pencil Control Workbook

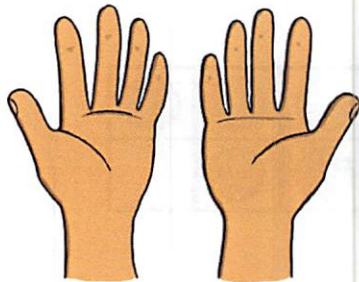


# All About Number 10

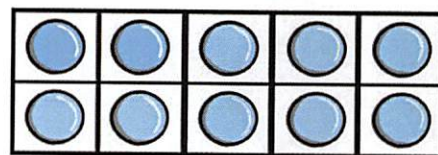
## Number Formation Activity



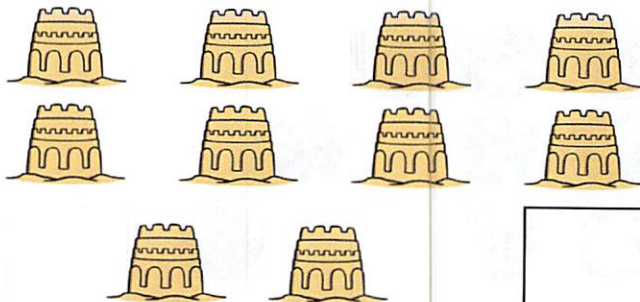
How many fingers are being shown?



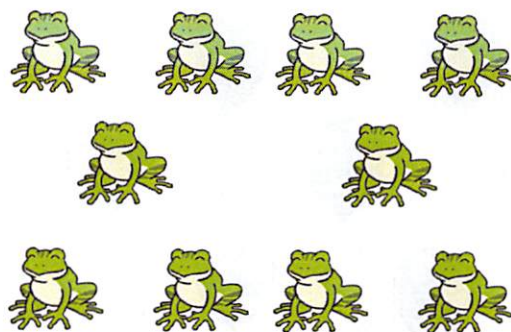
How many counters are in the ten-frame?



How many sandcastles can you see?

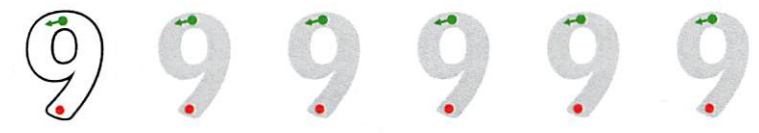


How many frogs are there?

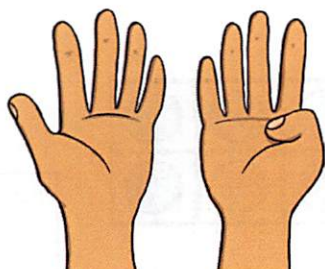


# All About Number 9

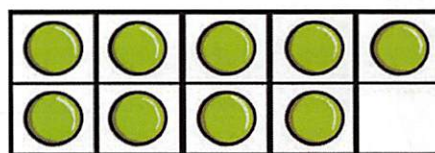
## Number Formation Activity



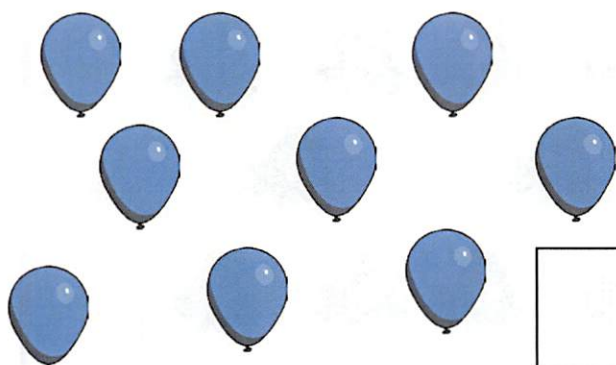
How many fingers are being shown?



How many counters are in the ten-frame?



How many balloons can you see?



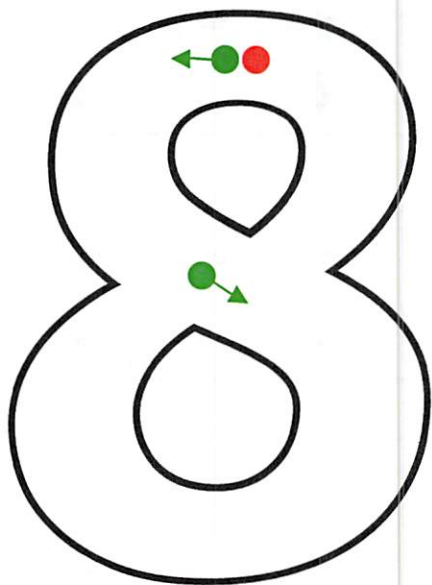
How many cakes are there?



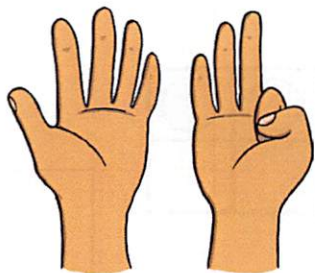


# All About Number 8

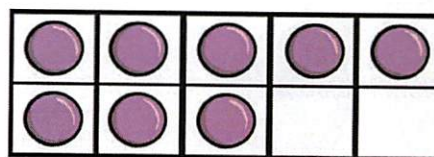
## Number Formation Activity



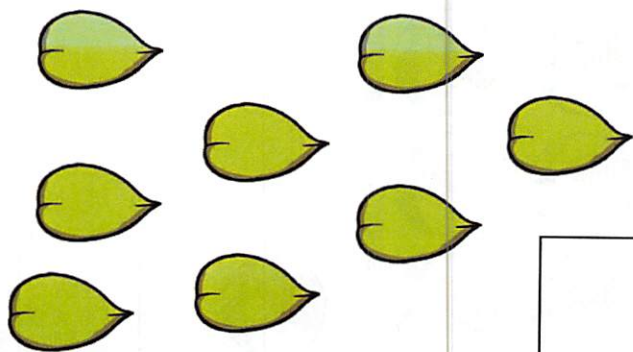
How many fingers are being shown?



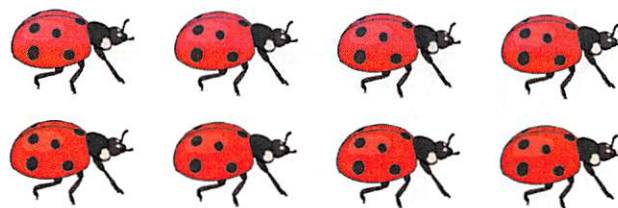
How many counters are in the ten-frame?



How many leaves can you see?



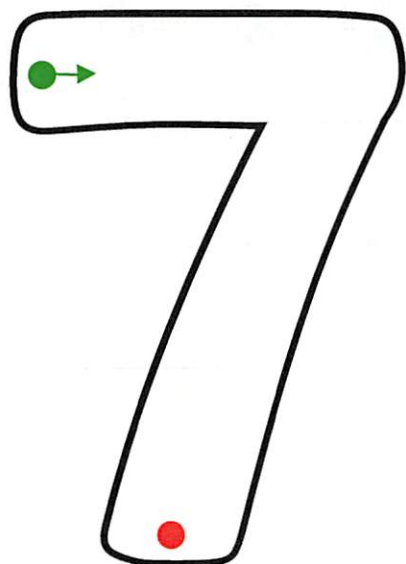
How many ladybirds are there?



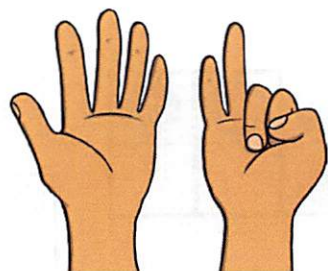


# All About Number 7

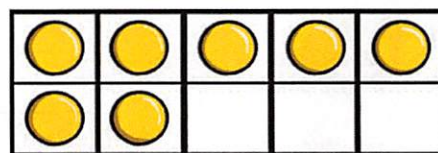
## Number Formation Activity



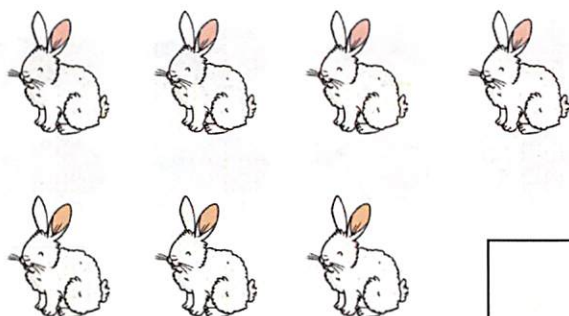
How many fingers are being shown?



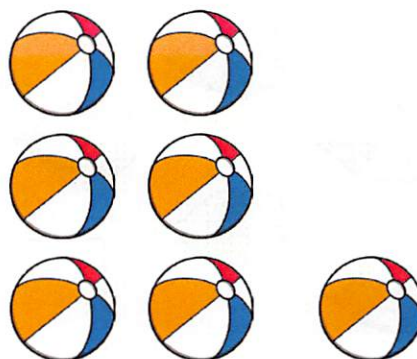
How many counters are in the ten-frame?



How many rabbits can you see?

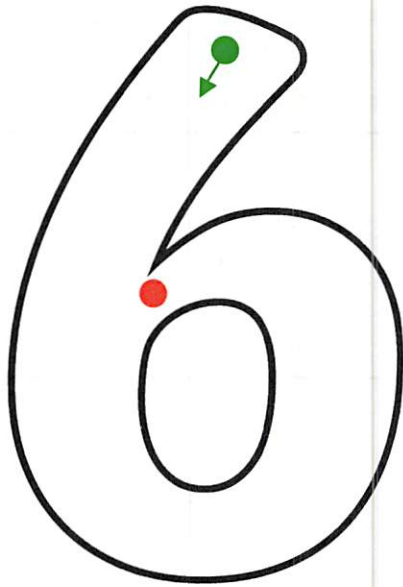


How many balls are there?

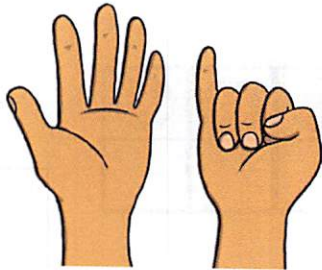


# All About Number 6

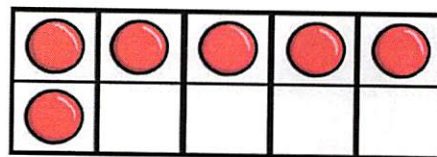
## Number Formation Activity



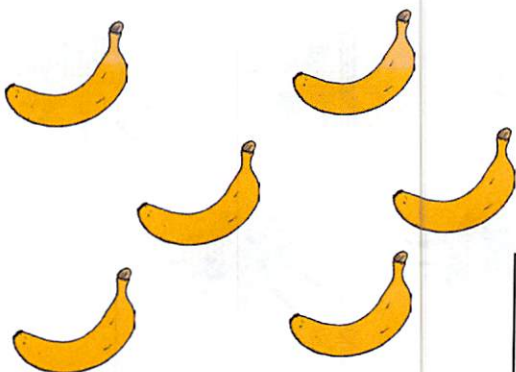
How many fingers are being shown?



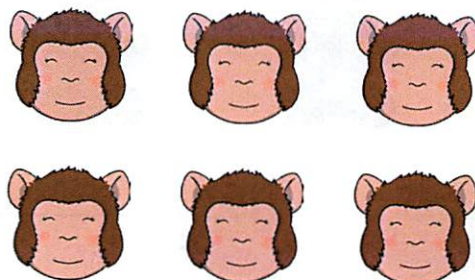
How many counters are in the ten-frame?



How many bananas are there?

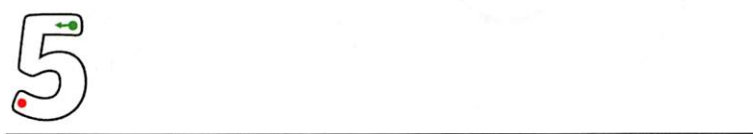
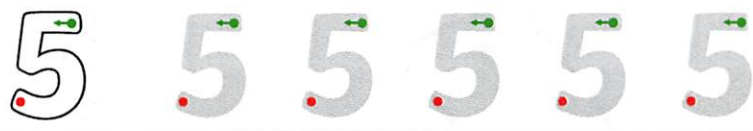


How many monkeys can you see?

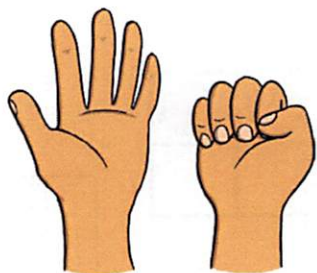


# All About Number 5

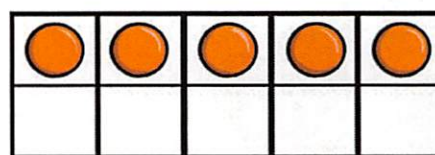
## Number Formation Activity



How many fingers are being shown?



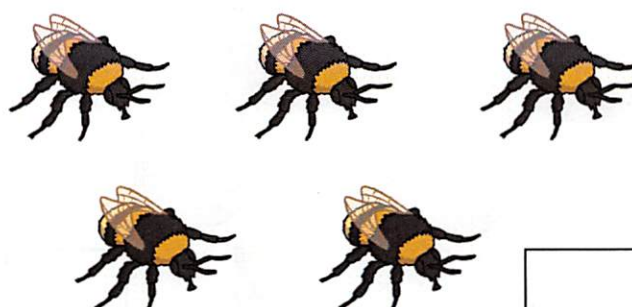
How many counters are in the ten-frame?



How many teddy bears are there?



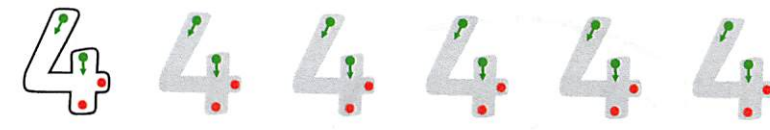
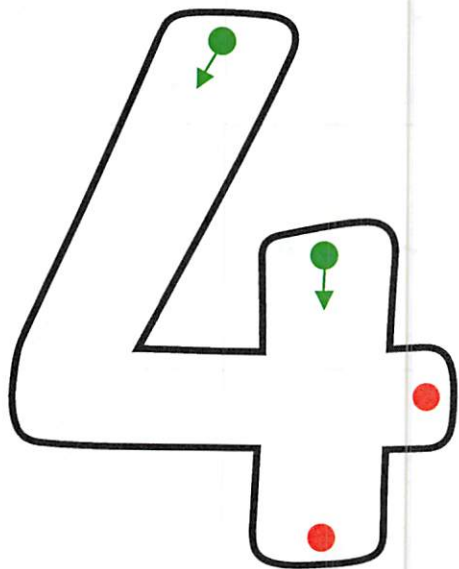
How many bees can you see?



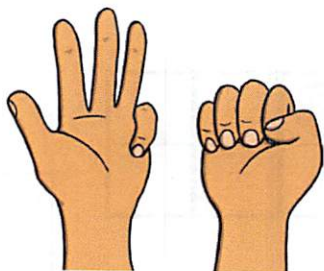


# All About Number 4

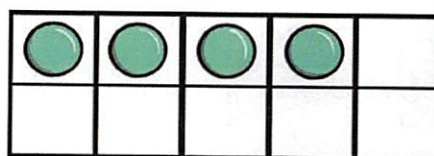
## Number Formation Activity



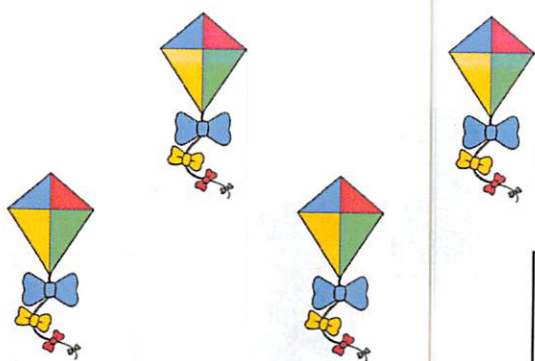
How many fingers are being shown?



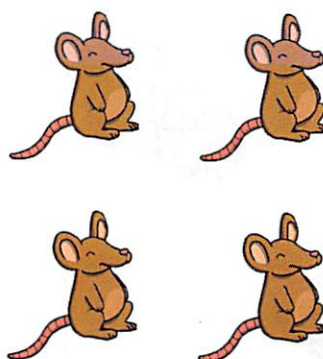
How many counters are in the ten-frame?



How many kites are there?

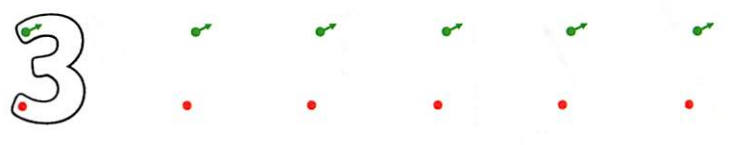
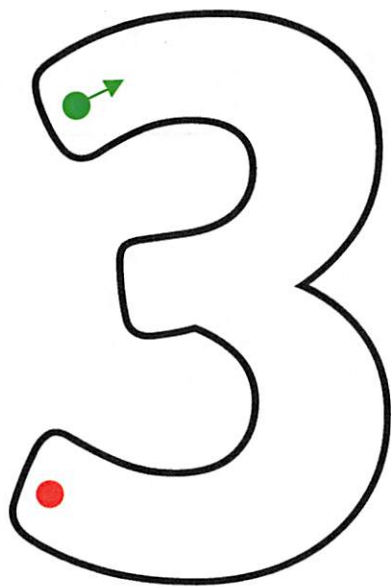


How many mice can you see?

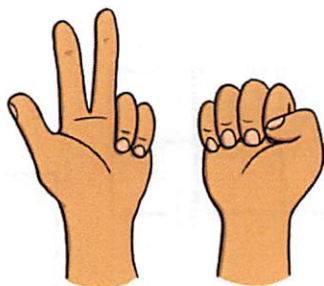


# All About Number 3

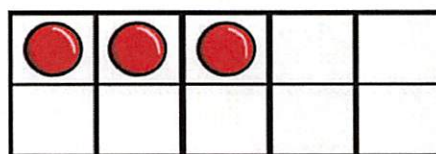
## Number Formation Activity



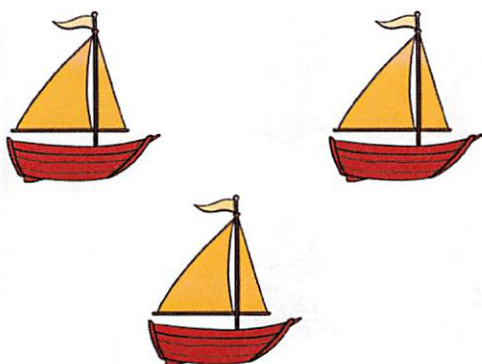
How many fingers are being shown?



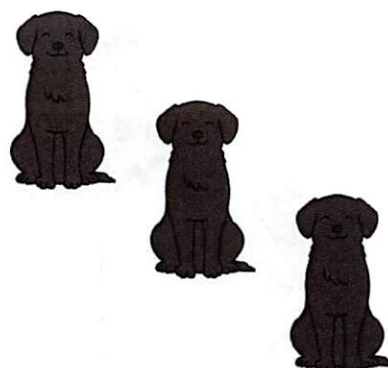
How many counters are in the ten-frame?



How many boats can you see?



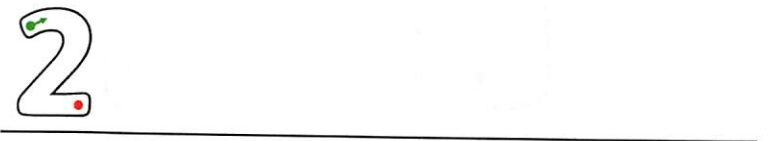
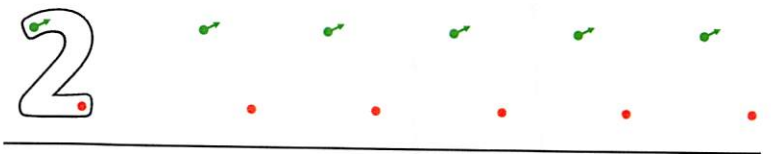
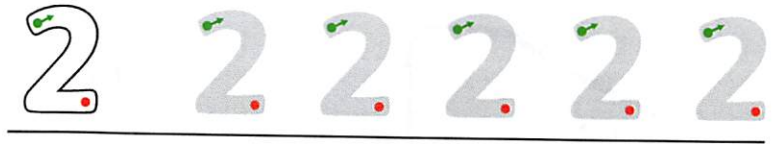
How many dogs are there?



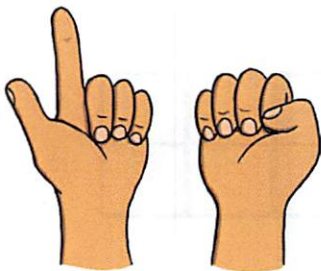


# All About Number 2

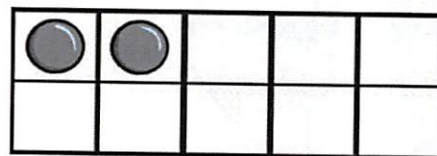
## Number Formation Activity



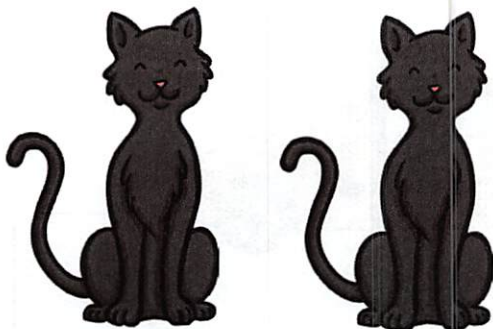
How many fingers are being shown?



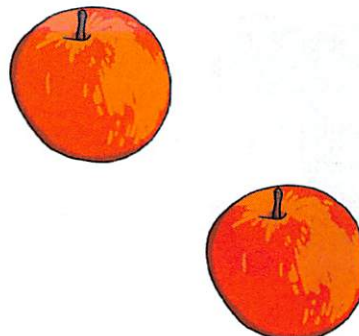
How many counters are in the ten-frame?



How many cats can you see?

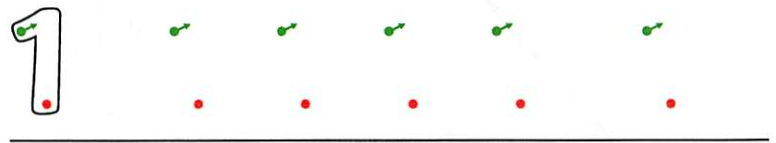
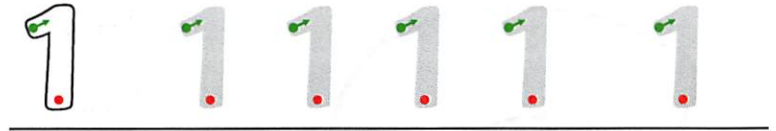
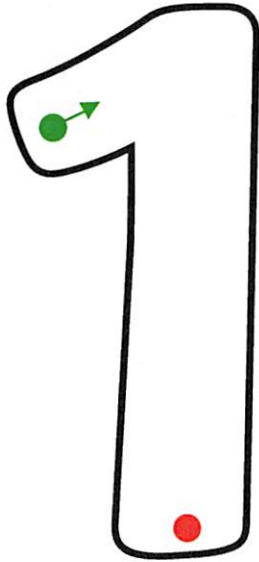


How many apples can you see?

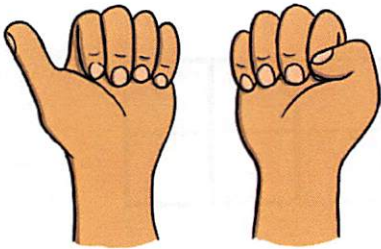


# All About Number 1

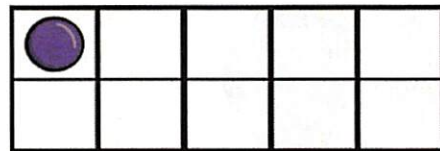
## Number Formation Activity



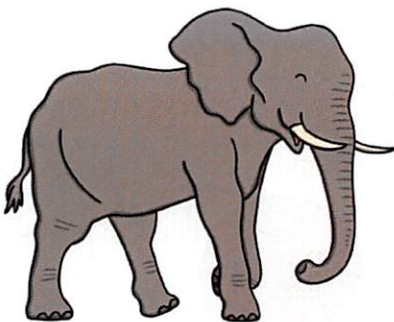
How many fingers are being shown?



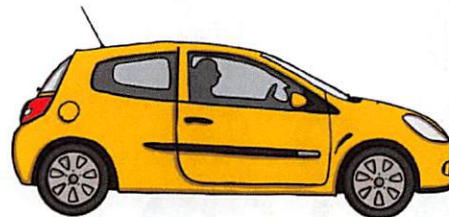
How many counters are in the ten-frame?



How many elephants can you see?

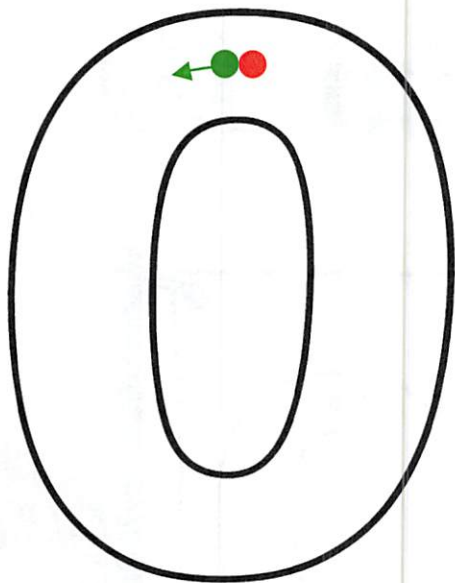


How many cars can you see?

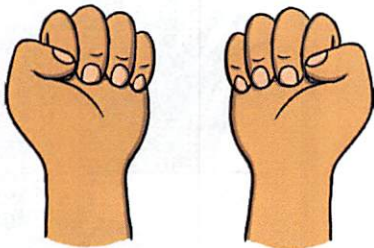


# All About Number 0

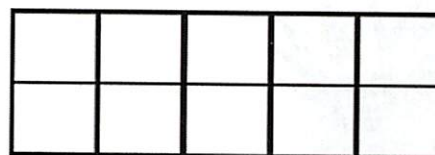
## Number Formation Activity



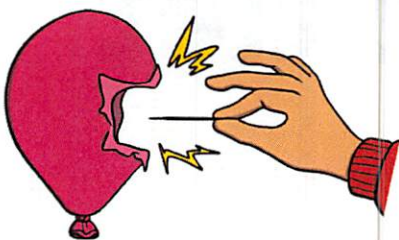
How many fingers are being shown?



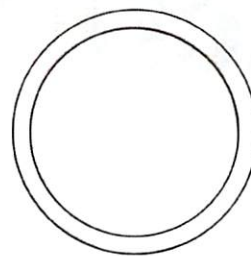
How many counters are in the ten-frame?



Oh no! Teddy had 1 balloon but it popped. How many balloons does he have left?

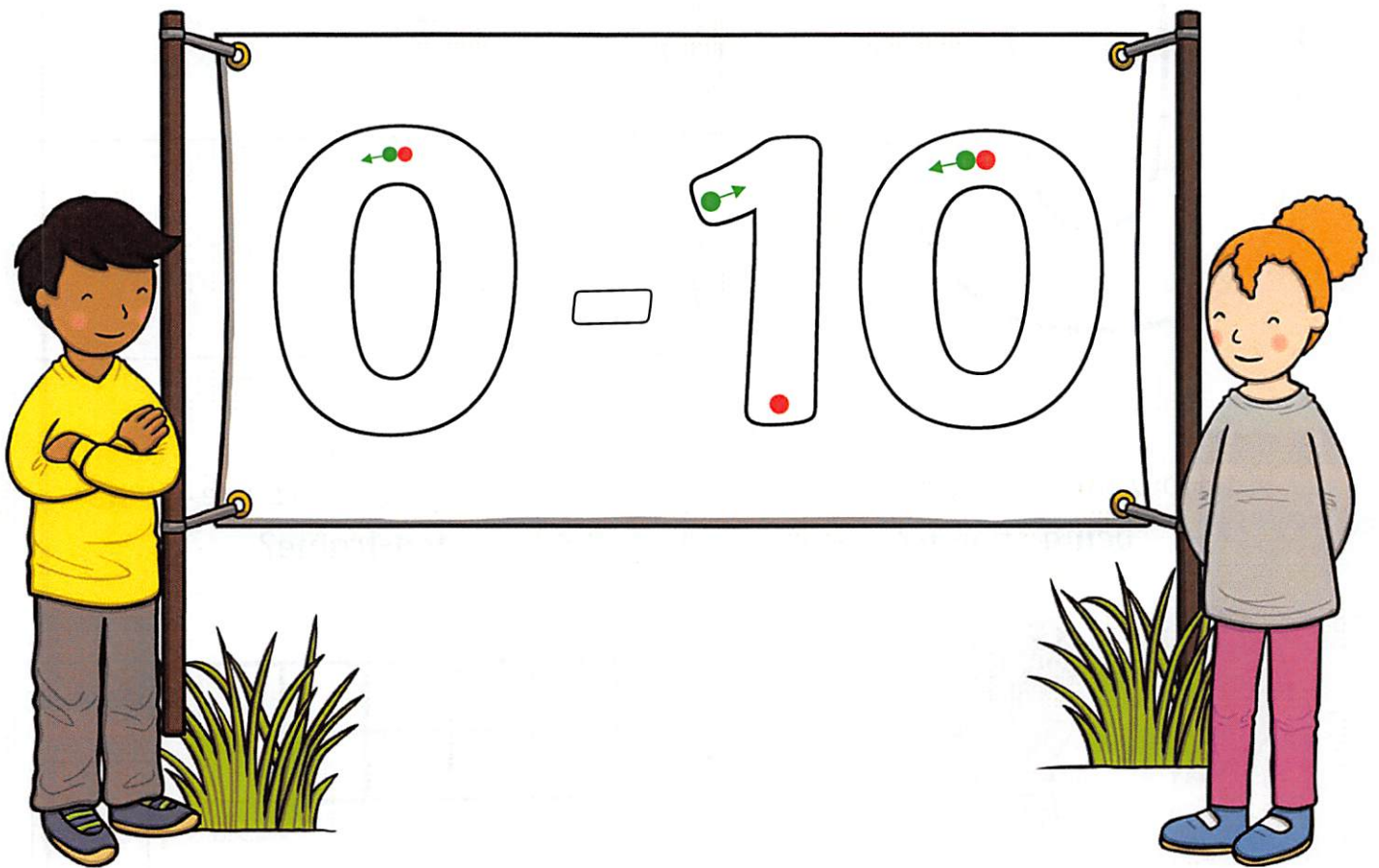


Teddy's friends were very hungry!  
How many cakes are left on the plate?





# All About Numbers 0 to 10



## Number Formation Activity Booklet

1000

1000

1000

1000

1000

1000

1000

1000

1000

1000

1000

1000

1000

1000



# Number Formation Activity

Can you trace the numbers?

0 0 0 0 0 0 0 0 0 0

1 1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5 5

6 6 6 6 6 6 6 6 6 6

7 7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9 9

planets

furniture

sweet  
food

things  
that need  
batteries

wild  
animals

things  
that need  
electricity

ball  
Sports

kitchen  
tools

toys

hot  
drinks

pets

fruit

clothes

instruments

jobs

vegetables

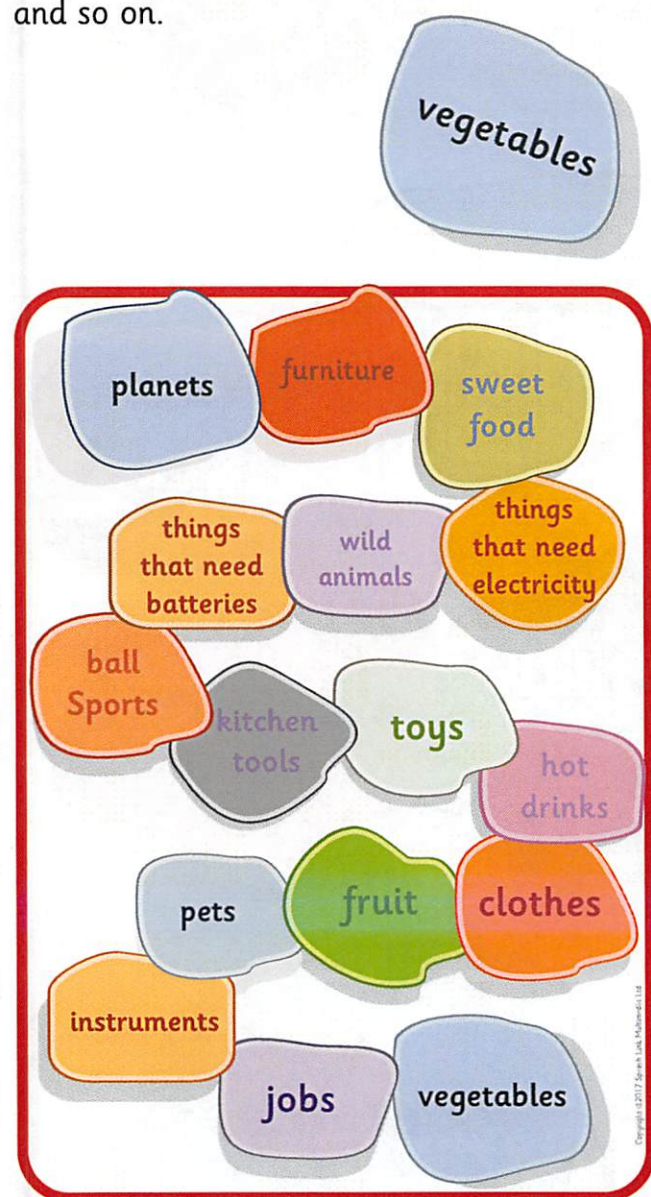


# Naming Game Board

**Objective:** This game focuses on categories of words. Being able to categorise words is an important skill when learning new vocabulary.

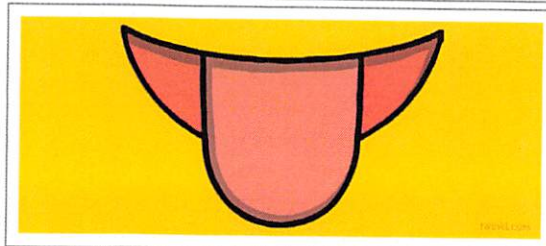
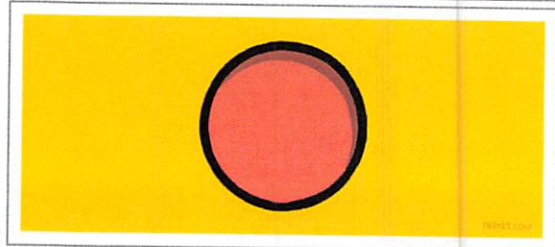
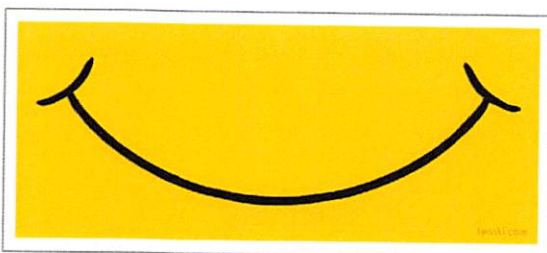
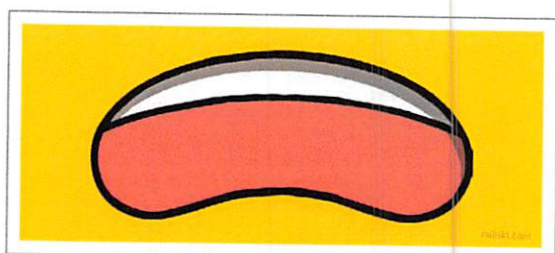
**How to play:** Use one naming board for each player. You will need counters and a die. Each player takes a turn to roll the die and move to the corresponding square on the board. Then the player names the number of things shown on the die from that category.

For example, if you roll a 5 and land on wild animals, you must name 5 wild animals, and so on.

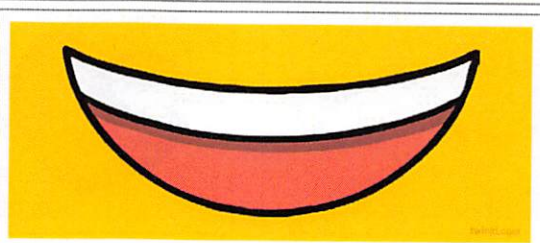
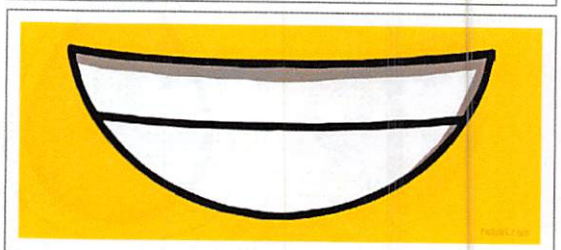
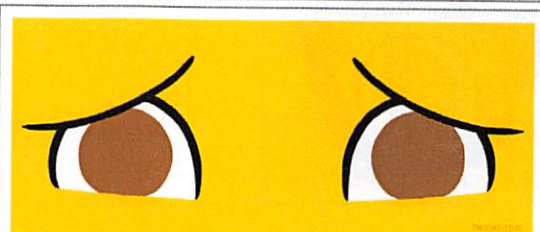
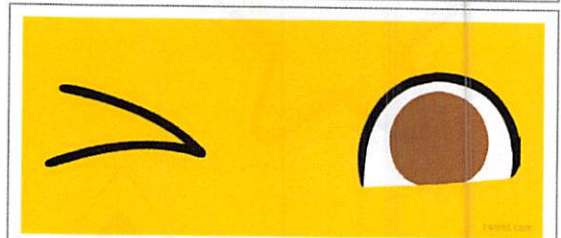
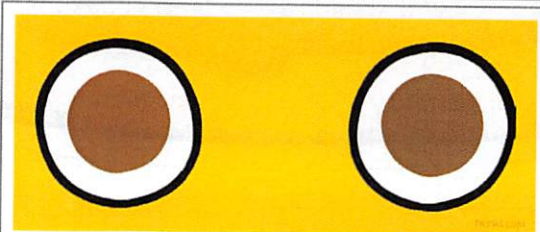
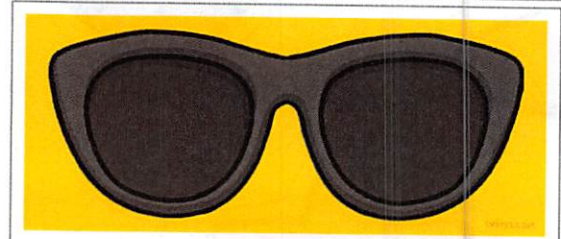
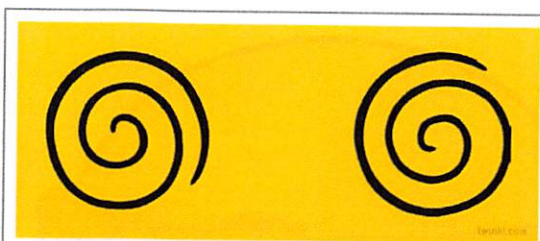
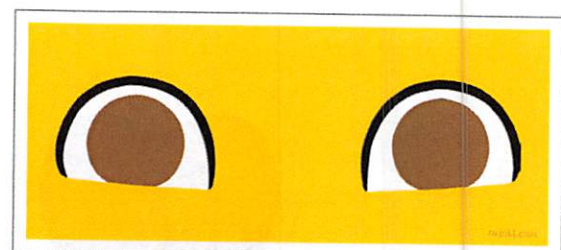


To make this game easier: Ask children to only name one item from the category on their turn. Or ask every member of the group to name one item in that category.

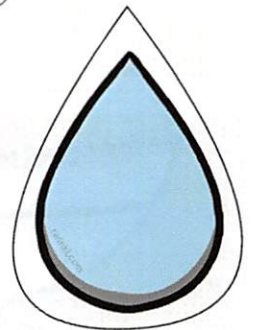
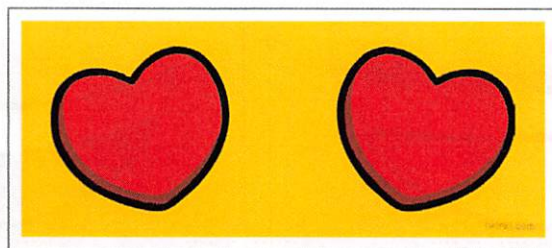
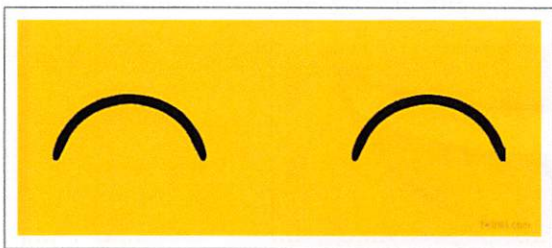
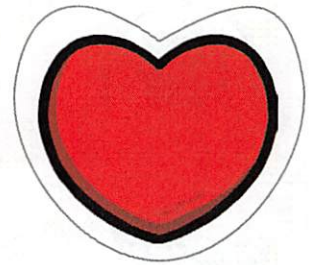
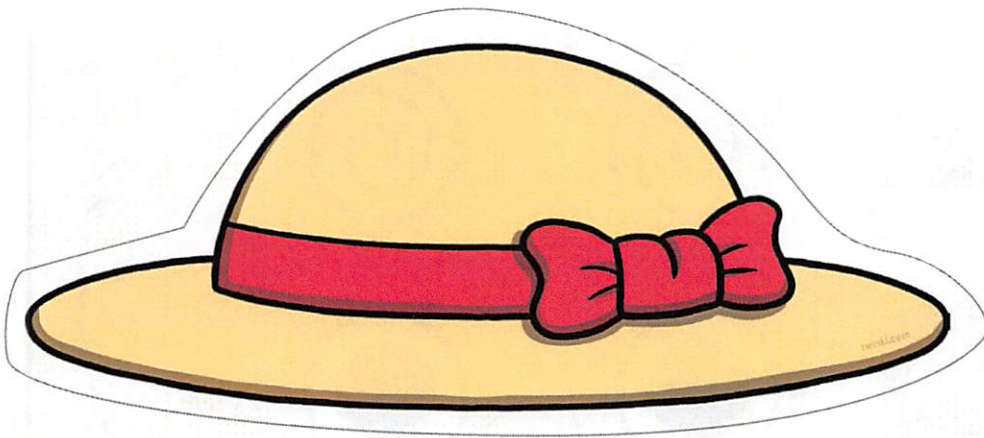
To make this game harder: Ask children to name items within subcategories every so often, for example when they land on 'fruit' ask pupils to name a soft fruit, a red fruit, a fruit with a stone, etc.

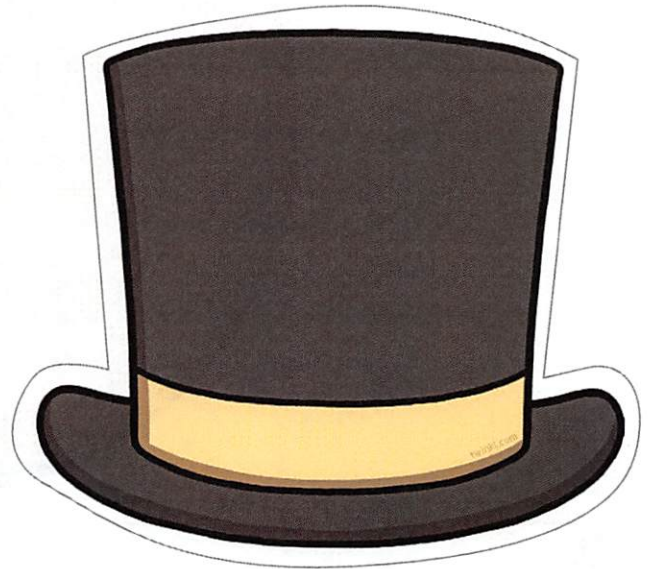
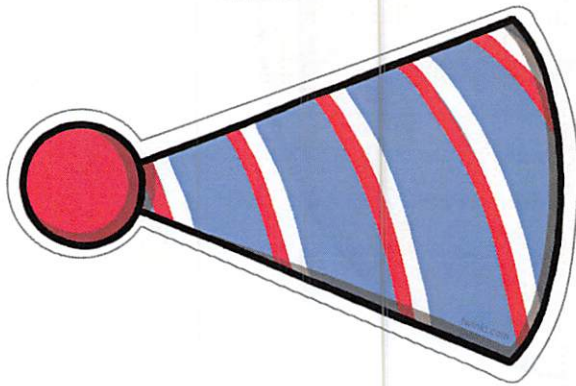
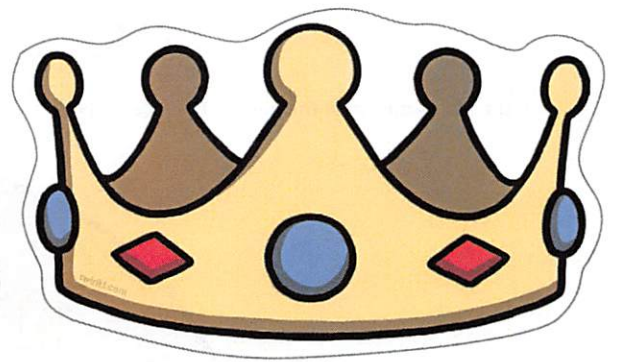
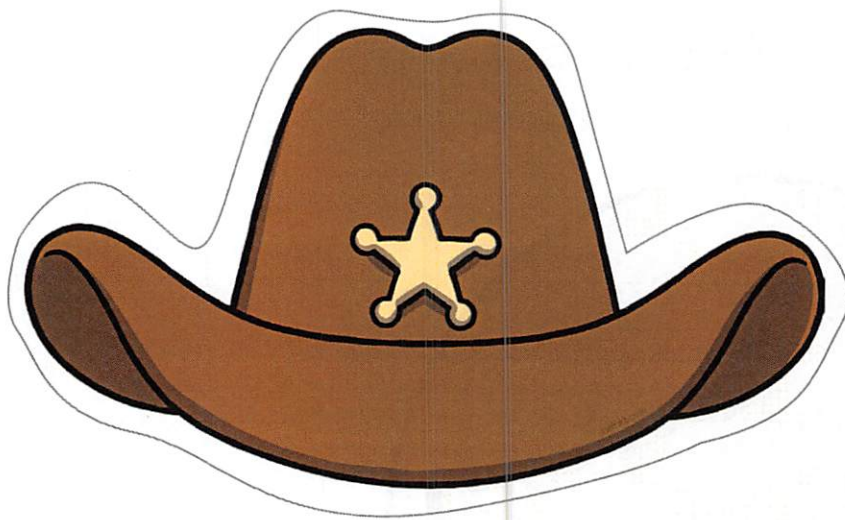












## Make an Emoji Face

Cut out the pieces and stick them on to the face to make an emoji face! How do you think your emoji is feeling?

