

Activity	Instruction	Support	Stretch
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### Healthy body



Flexible learning

Challenge pupils to create an exercise routine for the class to stay healthy!  
 Create a success criteria with your class e.g. must raise your heart rate, use a variety of moves etc.  
 Pupils decompose their routine into sections and write the algorithm for all of the steps involved - they can include annotation on repetition e.g. Star jumps x 10.  
 Over a few days, find time for the class to follow pupils' routines and evaluate these against the success criteria.

Pupils could sequence a set of cards illustrating the different exercise moves to create their algorithm.

Can pupils create more complex algorithms which require the user to assess how they are feeling and respond to their answers? E.g. If you are still not out of breath, do 10 more star jumps.

### Build-describe-reveal



Flexible learning

Pupils sit back to back in pairs across a table. One pupil secretly builds a Lego model. Then, whilst keeping this hidden, they then give their partner instructions for replicating it. They need to be precise in their instructions and their partner has to listen carefully. Once complete, the two pupils compare their models - they earn a reward if they are identical.  
*You will also need lego or other construction materials.*

Pupils could use vocabulary cards to support their spatial understanding.

Can pupils use mathematics vocabulary to improve the precision of their instructions, for example 'rotate through 90 degrees'?

### Time for a timetable



Can pupils create a timetable for the school day? This can help pupils become accustomed with any changes in school.  
 Pupils should focus on which is the important information to include in their timetable (abstraction). They could create their timetable as a poster for display in the classroom or postcard to take home with them.  
 If the school's routine changes, they can revisit and modify their timetables.  
*Blank timetable available to download.*

Pupils can use pictures to create a visual timetable.

Can pupils spot any patterns in the timetable? Lead a discussion to explore these.

### Flying the flag



Flexible learning

Pupils can design a flag to promote inclusivity. A numbered 8 x 4 grid (32 squares) is shown and every pupil allocated one square. Pupils share their ideas for the flag (e.g. people helping each other, people of different backgrounds playing together etc) and if feasible, collaborate with each other to produce sections of the flag (e.g. a large heart spread over two squares, a slogan spread across three squares). Pupils complete their square in pencil, check they line up with those of their peers, then colour in their square. All sections are connected together to create the class flag.  
*You will also need rulers, paper, and the worksheet download.*

Pupils will have a limited number of squares to complete and can produce a simplified design.

Pupils can create a design across a grid of a number of squares, including detailed measurements and angles.

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#### Our gratitude tree



Flexible learning

Ask each pupil to draw a leaf for a class display.  
Ask pupils to think about what's been really important to them and to write 5 things they're most thankful for on their leaves; they can accompany this with small drawings.  
Create a class 'Gratitude Tree' by combining all of the leaves over a large drawing of a tree.  
Explore with pupils the similarities and differences in what pupils are thankful for. Can pupils spot patterns across pupils' leaves e.g. pupils who were thankful for having their family were often also thankful for...  
*You will also need display materials to make a class tree. The worksheets for the leaf templates and the home activity can be downloaded.*

An additional adult can support less confident pupils by talking through what they feel thankful for and helping them to record this.

Can pupils perform data analysis on our tree? What is the most/least popular thing to be thankful for? How many different things are the class thankful for overall?

#### Let's play



Flexible learning

Challenge pupils to invent a new game they can play at break. Pupils can write out the set of the rules, the algorithm, for their game for others to play and test. Can pupils evaluate each other's games? What did they enjoy about playing it and how could it be improved?  
*You will also need some outdoor space.*

Pupils could start by modifying an existing game.

Can pupils incorporate a scoring system into their game? How does a player win or lose?

#### Sorting our bubble



Pattern

Can pupils work together in their group to find similarities and differences between themselves? What do the pupils have in common? Are there different ways to sort themselves? For example hair colour/eye colour/age/month or season of birth/favourite colour/favourite food/favourite animal.

Reduce the number of pupils in the group to 3 or 4.

Can pupils find any patterns in the sort? For example do children with brown eyes also have a springtime birthday?

#### Guess the pupil



Flexible learning

Ask a pupil to think of a pupil in the class - without telling anyone who - and describe them using just 5 key words or very short phrases, such as 'loves Minecraft'.  
Can anybody guess who it was they were thinking of after only these 5 bits of information?!  
The person which guesses correctly gets to go next. This game encourages pupils to abstract and think about the defining features or characteristics (ensure these are positive!) of the pupil they are thinking of.

Provide questions to prompt less confident pupils to think about key characteristics of other pupils. E.g. What subject do they enjoy? What games do they like playing?

Can pupils identify which of the key words used to describe pupils are more or less general? Which could be used to describe a number of pupils and which relate only to the pupil in question?