

Year 5

The ability to retain and recall information is central to improving memory, knowledge and learning. Here is a suggested list of activities to complete with your child at home to support the recall and retention of knowledge and skills and develop their knowledge on the wider curriculum.

	Practical activities (no internet required);	Links for online learning;
Writing	<p>Writing Ideas and Prompts: Imagine a giant box is delivered to your front doorstep with your name on it. What's inside and what happens when you open it?</p> <p>Write an exciting story that includes these 5 words: apple, train, elephant, paper, and a banjo.</p> <p>Write about 3 places you would like to travel someday. What do these three places have in common?</p> <p>You are a mad scientist and have invented a new vegetable. What is it called? Use your 5 senses to describe it. What does it look like? What does it taste like? What does it feel like? What does it smell like? What sound does it make when you chew it? Most importantly: <i>Is it safe to eat?</i></p> <p>You are walking through the forest when one of the trees starts talking to you. What does it say? What do you do?</p> <p>Imagine you are a reporter interviewing your role model. What questions would you ask? What would you want to find out about them? It could be a family member, a celebrity, a friend...</p> <p>Rewrite the ending of your favourite fairy tale. For example, what would have happened if Cinderella never went to the ball?</p> <p>Creative Writing Checklist:</p> <ul style="list-style-type: none"> • Exciting adjectives • Expanded noun phrases • Relative clause • Adverbs (describing verbs) • Fronted adverbials • Correct punctuation (CL , . ! ? ""') 	National Academy/LBQ – please see class dojo.
Reading	<p>Daily Reading: Read a book that they enjoy. It can be a novel, comic or short story. Children to read for 20 minutes a day. Listen to them read if you can to support them.</p> <p>Here are some questions to ask your child when they are reading to develop their comprehension skills:</p> <ul style="list-style-type: none"> • What is the genre of this story? • Is this book fiction or nonfiction? How do you know? • Who are the main characters? • What happens at the beginning/end? • What is the problem in this story? • How did this story make you feel? • What other books have you read with similar characters or themes. • How are you alike or different from the main character in the story? • Why do you think the character acted like he/she did? • What questions do you still have? What are you wondering? • What would you like to ask the author or one of the characters? • What is the main idea of the story? • What were the most important parts of the story? 	National Academy/LBQ - please see class dojo.

Maths

Addition:

Give the children 4 random numbers and another 4 random numbers. Children to add the numbers together using the formal written method of column addition.

$$\begin{array}{r}
 38 \\
 + 93 \\
 \hline
 131 \\
 \hline
 \end{array}$$

1

Subtraction:

Give the children 4 random numbers and another 3 random numbers. Children to subtract the numbers together using the formal written method of column subtraction.

$$\begin{array}{r}
 6712 \\
 - 56 \\
 \hline
 16 \\
 \hline
 \end{array}$$

Multiplication:

Give the children a 2 digit number and a 4 digit number. Children to use the short multiplication method to solve it. If they struggle, reduce the size of the numbers instead to a 1 digit multiplied by a 2 or 3 digit number.

24×6 becomes

$$\begin{array}{r}
 24 \\
 \times 6 \\
 \hline
 144 \\
 \hline
 \end{array}$$

Answer: 144

342×7 becomes

$$\begin{array}{r}
 342 \\
 \times 7 \\
 \hline
 2394 \\
 \hline
 \end{array}$$

Answer: 2394

2741×6 becomes

$$\begin{array}{r}
 2741 \\
 \times 6 \\
 \hline
 16446 \\
 \hline
 \end{array}$$

Answer: 16 446

Division:

Children to use the bus stop division to divide a 4 digit number by a 1 digit number. For a challenge, get the children to divide to the first 2 decimal place values.

$186 \div 6 =$

$$\begin{array}{r}
 031 \\
 6 \overline{) 186} \\
 \underline{18} \\
 06 \\
 \underline{06} \\
 0
 \end{array}$$

no groups of 6 can be made $1 \times 6 = 6$
 $3 \times 6 = 18$

National Academy/LBQ -please see class dojo.

Science

Object Hunt

If the weather is nice, go on a walk and try this Great Object Hunt: Out and About.

- Find two different leaves, and describe their similarities and differences.
- Find something that light can pass through
- Find something you can use to make a reflection
- Find something that looks heavier than you
- Find something that is alive
- Find something that you can make noise with

Changing States

Make an egg fit into a bottle without breaking it.

You will need:

- Uncooked egg
- Pan of boiling water
- Glass of vinegar
- A wide-mouthed glass bottle

The method

1. Submerge the egg in a glass of vinegar for two days: the shell will become rubbery.
2. Heat the bottle in hot water – remember to use gloves or a tea towel when handling it.
3. Rest the egg on the neck of the bottle.
4. As the air inside the bottle cools down, it will contract and suck the egg down.

Floating Ping Pong Balls

Make two ping pong balls float in the air flow of a hairdryer at the same time, without hitting each other.

You will need:

- Two ping pong balls
- A hairdryer

The method

1. Switch on your hairdryer, making sure it is on the cool setting.
2. Hold it with the nozzle pointing upwards.
3. Place one of the ping-pong balls into the stream of air.
4. Try and place another ball into the same stream of air – on top of the first ball.

Scared Pepper

Move pepper away from you without touching it.

You will need:

- Ground black pepper
- A bowl
- Water and washing up liquid or soap

The method

1. Fill the bowl with water.
2. Add some pepper to the top of the water, do not stir it in.
3. Dip your finger into the water, note down what happens.
4. Put a small amount of soap on your finger.
5. Dip it back into the water.
6. What happens to the pepper?

Instant Ice Cream

Make this instant ice cream! Yum...

<https://great-rollright.oxon.sch.uk/wp-content/uploads/2020/06/SMG-Learning-Activities-Instant-Ice-Cream.pdf>

Object Hunt

If the weather is nice, go on a walk and try this Great Object Hunt: Out and About.

<https://great-rollright.oxon.sch.uk/wp-content/uploads/2020/06/Science-Museum-Group-Great-Object-Hunt-Out-And-About.pdf>

Polishing Pennies

Make old pennies sparkle with some simple chemical reactions.

<https://classroom.thenational.academy/lessons/polishing-pennies-all/#slide-2>

Lava Lamp

Build a funky lava lamp.

<http://www.sciencefun.org/kidszone/experiments/lava-lamp/>

Use the link below to find lots of cool and exciting experiments:

<http://www.sciencefun.org/kidszone/experiments/>

<p>Computing</p>	<p><u>Kitchen computing</u> Recipes are culinary algorithms; looking at similar recipes can develop the computational thinking concepts of abstraction and generalisation. For example, ask students to compare different versions of recipes, such as different fruit salads or tomato pasta sauces and create a template for a general version of the recipe; they will have to generalise to find the core of the recipe and use abstraction to find the most appropriate level of detail to write it. Students then take their general recipe and use that to create a new dish, perhaps with a fantasy character such as Super Mario Spaghetti in mind. They may need to debug their recipe if it doesn't taste too good!</p> <p><u>Conditional questions</u> Conditional statements are about making choices in algorithms: IF this THEN that ELSE the other. Students can see how simple statements and conditions can be combined to form complex behaviour. A simple start to this activity is "Simon says": "IF the instruction starts 'Simon says.' THEN do it ELSE spin around." You can make this more complex with more conditional statements: "IF I say an odd number THEN sit down ELSE IF I say a number larger than ten THEN touch your head." You can easily invent your own questions and statements to integrate the activity with other subjects, such as true/false questions about history. Activities such as these help children to explore key computing concepts and think about their application to real world contexts before returning to a 'plugged' environment to create and share their own programs.</p> <p><u>Simon says obstacle course:</u> Blind fold your participant and give them several instructions to follow to get through the obstacle course. You have to create an algorithm to beat the course.</p>	<p>Purple Mash will be available online. (Passwords available from office, please email school if you have lost it)</p>
<p>History</p>	<p><u>Tudor Food</u> The Tudor people ate a lot of fresh food because there was no way of storing food to be eaten later. There was no such thing as freezers or fridges in the Tudor times. They ate with fingers, knives and spoons. There were no forks. Here is a list of what they ate:</p> <ul style="list-style-type: none"> • Meat (badger, wild boar, blackbird, peacock, pigeon, pig) • Bread • Fruit and Vegetables (pears, apples, plums and cherries) • Fish (eel, pike, trout and salmon) <p>Imagine you live in the Tudor times, what would you have for dinner? Design your own plate of Tudor food. Make sure it's yummy!</p> <p><u>Tudor Ships</u> There are several reasons why the Tudors might have decided to explore. These included:</p> <ul style="list-style-type: none"> • The excitement of traveling to new places where no British people had ever been. • To become rich by finding new places to trade and to bring back expensive goods like spices, silk and precious metals. • To find a new place to live where they would be able to practise their religion in freedom. People in Tudor times were very religious. It must have been very hard for them during the 118 years the Tudor kings and Queens ruled because they were often forced to change their religion depending on the religion of the reigning monarch. • To find a better place to live. <p>Imagine you are Tudor who wants to explore new places. Design your own Tudor ship!</p> <p><u>Tudor Houses</u> Most ordinary homes in Tudor times were half timbered - they had wooden frames and the spaces between were filled with small sticks and wet clay called wattle and daub. Tudor houses are known for their 'black-and-white' effect.</p> <p>Task 1: Go on a walk around your local area and see if you can spot any houses that look like this:</p> <p>Task 2: Can you design your own Tudor house?</p> 	<p><u>Henry VIII</u> Henry VIII is probably the most well-known of the Tudor kings. He was a very selfish person and by the end of his life everyone was afraid of him, mainly because of his ruthless behaviour toward anyone who didn't agree with him. Watch the link below to find out more about him: https://www.youtube.com/watch?v=X1ZKbFz7558 Create an information leaflet on Henry VIII, use the website link to learn about more facts: http://www.primaryhomeworkhelp.co.uk/tudors/kings/henry8.htm</p> <p><u>Henry and his 6 Wives</u> Learn this song about King Henry and his wives: https://www.youtube.com/watch?v=-fadCAHjN-s Create a mind map about what happened to each of his wives.</p> <p><u>How did Henry Change England</u> Learn about the life of Henry VIII and how he changed England forever. This lesson includes:</p> <ul style="list-style-type: none"> • three videos focusing on how and why Henry VIII changed England • two activities to test your knowledge <p>https://www.bbc.co.uk/bitesize/articles/zdj8wtv</p> <p><u>Tudor Food</u> The Tudor people ate a lot of fresh food because there was no way of storing food to be eaten later. There was no such thing as freezers or fridges in the Tudor times. They ate with fingers, knives and spoons. There were no forks. Have a look at this website to discover what food the Tudors ate: http://www.primaryhomeworkhelp.co.uk/tudors/food.html Imagine you live in the Tudor times, what would you have for dinner? Design your own plate of Tudor food. Make sure it's yummy!</p>

<p>Geography</p>	<p>Mountain Tourism Tourists are attracted to mountains for many reasons. Mountains can be places for leisure activities. Many people like to ski on mountains. Other people like to climb mountains. Some people like to just visit mountains to take photos and admire their beauty. Have a think about what else you can do on a mountain and create a mind map of your ideas. Think of the things you might do in summer or winter.</p> <p>Volcanos A volcano is a landform (usually a mountain) where molten rock erupts through the surface of the planet. Here is how to create your own volcano to see how a volcano erupts – make sure to do this outside! You will need:</p> <ul style="list-style-type: none"> • 10 ml of dish soap • 100 ml of cold water • 400 ml of white vinegar • Food colouring • Baking soda slurry (fill a cup about $\frac{1}{2}$ with baking soda, then fill the rest of the way with water) • Empty 2 litre soda bottle <p>Instructions:</p> <ol style="list-style-type: none"> 1) Combine the vinegar, water, dish soap and 2 drops of food colouring into the empty soda bottle. 2) Use a spoon to mix the baking soda slurry until it is all a liquid. 3) Eruption time! ... Pour the baking soda slurry into the soda bottle quickly and step back! <p>Local exploration: Can you find any mountains or hills near your local area? Maybe take a trip to Rivington Pike a famous hill. What features can you spot?</p> <p>Creating a Poster Using this information below, can you create a funky information poster all about mountains:</p> <ul style="list-style-type: none"> • The dictionary defines a mountain as that which is 'higher and steeper than a hill'. • A mountain is a landform that rises high above the surrounding terrain in a limited area. They are made from rocks and earth. • Generally, mountains are higher than 600 metres. Those less than 600 metres are called hills. • Mountains usually have steep, sloping sides and sharp or slightly rounded ridges and peaks. • Mountains can be rocky and barren. Some have trees growing on their sides and very high mountains have snow on their peaks. • Some common features of mountains include the following: the summit, or the top of a mountain; the slope, or side of the mountain; and a very steep valley between young mountains, known as a gorge. • Mountains exist on every continent and even beneath our great oceans. • Some of the highest mountains are at the bottom of the sea. Hawaii is at the top of a volcanic mountain in the Pacific Ocean. More than half the mountain is below water. • The largest range of mountains is in the Atlantic Ocean. • Mountains cover one-fifth of the earth's land surface, and occur in 75 percent of the world's countries. • Mountains are formed through varying causes, there are several distinct types of mountains. • Mountain ranges are long chains or groups of mountains. Ranges are usually 1,000 or more miles long. • The Rocky Mountains and the Himalayan Mountains are examples of mountain ranges. • A group of mountain ranges is called a mountain system. For example, the mountain systems of the United States include the Rockies and the Appalachians. • Mountains are home to approximately one-tenth of the world's people • More than half of the world's fresh water originates in mountains, and all the world's major rivers are fed from mountain sources. 	<p>Mountain Tourism Tourists are attracted to mountains for many reasons. Use the link to explore what you can do on a mountain and the disadvantages and advantages: http://www.primaryhomeworkhelp.co.uk/mountains/tourism.htm Create a mind map of all the information you have learnt.</p> <p>Volcanos A volcano is a landform (usually a mountain) where molten rock erupts through the surface of the planet. Watch the video to learn about how volcanos erupt: https://www.youtube.com/watch?v=IAmqsMQG3RM Follow the link below to discover to create your own volcano: http://www.sciencefun.org/kidszone/experiments/how-to-make-a-volcano/</p> <p>Highest Mountains Create a mind map and use your internet research skills to discover the 14 highest mountains in the world. Make sure to include their height. You could even rank them 1st, 2nd and 3rd. Make sure to make your mind map colourful!</p> <p>Types of Mountains Watch the video link to explore how the different types of mountains and how they are formed: https://www.youtube.com/watch?v=UaaWaglv9no Use the website link to discover more information and create a poster for the different types of mountains: http://www.primaryhomeworkhelp.co.uk/mountains/types.htm#types</p> <p>Local exploration: Can you find any mountains or hills near your local area? Maybe take a trip to Rivington Pike a famous hill. What features can you spot?</p> <p>Creating a Poster Using this information below, can you create a funky information poster all about mountains: http://www.primaryhomeworkhelp.co.uk/mountains.htm#:-:text=A%20mountain%20is%20a%20landform,600%20metres%20are%20called%20hills.</p>
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<p>Art</p>	<p>Continuous Line Drawing In this session we be exploring line as a way of recording the world around us with a continuous line. Draw a person, pet or object but make sure you keep your pen and pencil on the page. Think carefully about where you want to start and finish because you must not remove your pen/pencil from the paper.</p> <p>Self Portrait Think carefully about how you have felt during the last few weeks. Can you think of 5-10 words to describe your emotions? Draw a self-portrait of yourself and write different words to describe your feelings around your portrait.</p> <p>Landscape art: Find a beautiful landscape spot, maybe in your garden, or the local park. Take your pen and paper. Try your best to re-create the landscape with your pencil, remember to use your sketching skills.</p> <p>Draw your parent: Get your parent to sit as still as possible and draw them their own portrait, try to be as accurate as possible.</p> <p>Draw a futuristic world: Think of a futuristic world. Draw all the items you would expect to see and label them.</p>	<p>The Circle Challenge How many circular objects can you think of? You will use your imagination and creativity to beat this challenge! https://classroom.thenational.academy/lessons/the-circle-challenge/</p> <p>Origami In this session we will be creating craft from Japan. The Japanese are famous for their ancient art of paper folding. https://classroom.thenational.academy/lessons/origami-primary/</p> <p>Be Kind Follow this Art for Kids Hub tutorial on how to draw heart hands ('Be Kind to Everyone!') https://www.youtube.com/watch?v=s0lWrlEpUYo</p> <p>Continuous Line Drawing In this session we be exploring line as a way of recording the world around us with a continuous line. Draw a person, pet or object but make sure you keep your pen and pencil on the page. https://www.youtube.com/watch?v=OWeMpBlgguA</p>
<p>DT</p>	<p style="text-align: center;">Online and Offline Learning:</p> <p>Design your own go-kart: Using a piece of paper draw your perfect go-kart.</p>  <p>Label: Label your go-kart with all the parts that it needs. Wheels, chassis, steering wheel etc.</p> <p>Gathering materials: Go scavenging to find the materials you need! Get Creative!</p> <p>Building: Build your go-kart using the parts you have gathered.</p> <p>Test: Test your go-kart on a hill, does it go, does it work? What happened when you tested it?</p> <p>Evaluate: If something didn't work, can you fix it or upgrade your go-kart?</p>	
<p>RE</p>	<p>Local Visit Visit a local place of worship and study the architecture. Look closely at the stained glass windows. Do they tell a story? What colours can you see? What is happening in the artwork? What do you think it means to that religion?</p> <p>Stained Glass Window Art In churches, you will often see stained glass windows telling a story about a religious event that is important to that religion. Draw your own stained glass window depicting what is currently going on with your life in lockdown.</p> <p>Comic Strip Create a comic strip of the story below about Jesus walking on water:</p> <p>Jesus Walks on Water – Matthew 14:22-33 Jesus sent His disciples across the sea of Galilee one night while He went to the mountains to pray. The disciples obeyed and went to their boat. But during the night there was a storm. The disciples worked hard to get the boat to the other side.</p> <p>Early in the morning they saw a man walking on the water. They were scared. They did not know it was Jesus coming to be with them. Jesus called to the disciples in the boat and told them not to be afraid. Jesus told them who He was. As Jesus came to them the storm began to calm.</p> <p>Peter asked Jesus if he could walk on the water too. Jesus told him to get out of the boat and walk to Him. Peter was surprised to walk on the water. But soon he started looking at the waves and the storm. When he took his eyes off Jesus he began to sink. Jesus reached out and caught Peter. They went together into the ship.</p> <p>After they were in the boat the Bible says that the disciples worshiped Jesus. They began to realize that Jesus really was the son of God.</p> <p>Art Piece Using the story above, can you draw a picture that encompasses the whole story?</p>	<p>Comic Strip Use this link to read some short stories about Jesus. Create a comic strip about any one of your chosen short stories. https://www.whatchristianswanttoknow.com/5-great-bible-stories-about-jesus-for-kids/</p> <p>Stained Glass Window Art In churches, you will often see stained glass windows telling a story about a religious event that is important to that religion. Draw your own stained glass window depicting what is currently going on with your life in lockdown.</p> <p>Local Visit Visit a local place of worship and study the architecture. Look closely at the stained glass windows. Do they tell a story? What colours can you see? What is happening in the artwork? What do you think it means to that religion?</p> <p>Art Piece Use this link to read some short stories about Jesus. Can you draw an picture that encompasses the whole story? https://www.whatchristianswanttoknow.com/5-great-bible-stories-about-jesus-for-kids/</p>

<p>Music</p>	<p><u>Tempo</u> Tempo is the speed of the music. Music can be really fast, really slow or somewhere in between. Love songs and sad pieces of music are often slow. Fast songs can be happy and make you want to move around. Here are some musical terms about tempo:</p> <ul style="list-style-type: none"> • adagio – slow • accelerando – speed up • allegro – quick <p>Sing your favourite song to your adult and ask them to test you using these musical terms. You can also get your adult to sing a song too! When one person is singing, the other person needs to shout out one of these musical terms and the singer needs to sing in the correct tempo.</p> <p><u>Making Found Sounds</u> Found sounds can be collected anywhere - in your home, out on the street, or even underwater. Jules Rawlinson is a composer who doesn't use pianos or violins. He can make sounds from scraping a chair, banging cups or stretching masking tape. Look around the room that you are in. What could you make sounds with? Encourage children to explore sounds around the home that could be recorded. Anything that moves or can safely be struck, scraped or twanged can be investigated. Compose a piece of music using found sounds. It might be fun to create a band with your family members or perform live in front of your family!</p> <p><u>Call and Response</u> If someone calls out to you, do you respond? Call and response can be used in music, too. You can clap a rhythm and have your child clap it back to you. You can sing and have a child sing back. Are you seeing how many ways you can use call and response? Don't forget to reverse the roles. Having your child lead and then you echo is a great way to get them listening to what they are doing. You could use a variety of things in the house to make sounds and your child has to repeat using a different sound. It's easy! Just make a sound or sing something and then the other person respond! You can add a beat by clapping your hands or stamping your feet. Have fun and explore the different ways you can use call and response.</p> <p><u>Dynamics</u> Dynamics are how loud or quiet music is. Dynamics are used to create different feelings in all kinds of music. Italian words are often used for dynamics in music:</p> <ul style="list-style-type: none"> • Pianissimo - very quiet • Forte - loud • Fortissimo - very loud • Diminuendo - gradually getting quieter • Crescendo - gradually getting louder <p>Sing your favourite song to your adult and ask them to test you using these musical terms. You can also get your adult to sing a song too! When one person is singing, the other person needs to shout out one of these musical terms and the singer needs to sing using the correct dynamics.</p>	<p><u>Tempo</u> Tempo is the speed of the music. Music can be really fast, really slow or somewhere in between. Love songs and sad pieces of music are often slow. Fast songs can be happy and make you want to move around. Here are some musical terms about tempo:</p> <ul style="list-style-type: none"> • adagio – slow • accelerando – speed up • allegro – quick <p>Sing your favourite song to your adult and ask them to test you using these musical terms. You can also get your adult to sing a song too! When one person is singing, the other person needs to shout out one of these musical terms and the singer needs to sing in the correct tempo. Here are some songs to try this with:</p> <p>Bruno Mars – Count on Me https://www.youtube.com/watch?v=Yc6T9iY9SOU</p> <p>Katy Perry – Firework https://www.youtube.com/watch?v=9iBLwZMEug8</p> <p>Zara Larsson – Symphony https://www.youtube.com/watch?v=V-6na1EPTNw</p> <p><u>Making Found Sounds</u> Follow the link for a range of activities involving 'found sounds' below': https://www.bbc.co.uk/bitesize/articles/zrvj2sq</p> <p>Compose a piece of music using found sounds. It might be fun to create a band with your family members or perform live in front of your family!</p> <p><u>Call and Response</u> If someone calls out to you, do you respond? Call and response can be used in music, too. Click the link below to learn a fun call and response song: https://www.youtube.com/watch?v=YOyV8BZVGPk</p> <p>You can also clap a rhythm and have your child clap it back to you. You can sing and have a child sing back. Are you seeing how many ways you can use call and response? Don't forget to reverse the roles. Explore the different ways you can do call and response. Having your child lead and then you echo is a great way to get them listening to what they are doing.</p> <p><u>Dynamics</u> Use the link below to explore dynamics through a range of activities. https://www.bbc.co.uk/bitesize/articles/z4gmt39</p> <p>Sing your favourite song to your adult and ask them to test you using these musical terms. You can also get your adult to sing a song too! When one person is singing, the other person needs to shout out one of these musical terms and the singer needs to sing using the correct dynamics.</p>
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<p>PSHE</p>	<p>Create a helping hand Draw around your hand and, on each finger, write down the names of 5 people you would go to if you experienced bullying. Decorate your hand with lots of colours!</p> <p>Being a Good Friend Create a mind map of all the things it takes to be a good friend. Make sure it is colourful!</p> <p>Stop Bullying Poster Create a colourful poster to help stop bullying. Here is a lovely idea below:</p> 	<p>Create a helping hand Draw around your hand and, on each finger, write down the names of 5 people you would go to if you experienced bullying. Decorate your hand with lots of colours!</p> <p>For the birds This film can be used to discuss, 'What is bullying?' Watch the short film and think about what the video tells us. https://www.literacyshed.com/for-the-birds.html</p> <ul style="list-style-type: none"> • Does it have a message? • Who are the mean ones? • Why are they mean? • Are any of the small birds worse than others? Is there a moral to the story? • Could we give it a new title? <p>Think about these questions and create a mind map of all your answers.</p> <p>Different types of Bullying</p> <p>Watch the link below to look at the different types of bullying: https://www.youtube.com/watch?v=w6FpxnhRssw Create a mind map of the different types of bullying and how you could help prevent it.</p>
<p>PE</p>	<p>Obstacle course: Create your own obstacles course at home using whatever items you want. You could even have a race against your parents. Here are some ideas on the movements you can include in your obstacle course:</p> <ul style="list-style-type: none"> • Crawling • Jumping • Skipping • Hopping. <p>Sprint: Have a sprint race and time yourself from one place to another. Time yourself each time or get an adult to count. Can you beat your time?</p> <p>Long distance running: Go on a long distance run in your local park. Time yourself. How long can you run for?</p> <p>Have a dance: Dance to your 5 favourite pieces of music.</p>	