



## SECOND LEVEL (P5, P6 and P7) LEARNING ACTIVITIES

Additional learning activities designed by Education Scotland can be found at:

<https://education.gov.scot/improvement/scotland-learns/search/?SortBy=0>

Learning Task Title	Curriculum Area	What is this?	Description of Learning Activity
Healthy Relationships and Online Safety	HWB Technology	This activity helps children understand that there are different kinds of friendships and relationships and that they can have face to face and online.	You can play the following game with your child:  <b><u>Play Like Share</u></b> is a three-episode animated series that helps keep 8-11 year olds safe from risks they might encounter online.  The  <b><u>Think U Know - Home activity pack</u></b> contains two 15-minute activities to do with your child to support their online safety at home.
Healthy Relationships and Online Safety	HWB Technology	This activity helps children understand that there are different kinds of friendships and relationships and that they can have face to face and online.	You can play the following game with your child:  <b><u>Band Runner</u></b> is an interactive game that helps reinforce key messages about online safety.  The  <b><u>Think U Know - Home activity pack</u></b> contains two 15-minute activities to do with your child to support their online safety at home.

<p>Food Preferences</p>	<p>HWB</p>	<p>This activity allows children to explore plant-based food items and think about why people have different preferences about eating certain foods.</p>	<ul style="list-style-type: none"> <li>• What do we mean by the term vegan?</li> <li>• Discuss foods eaten by people who are vegan.</li> <li>• What are the main differences between vegetarianism and veganism?</li> <li>• Make a list of 5 or 6 food items that could be eaten by someone who is vegan.</li> </ul> <p>You could look at items in your cupboard or fridge or from pictures in a magazine. Read the lists of ingredients and decide what could be eaten by someone who is vegan.</p>
<p>Food Preferences</p>	<p>HWB RME</p>	<p>This activity can allow children to find out about foods that are associated with certain religious festivals.</p>	<ul style="list-style-type: none"> <li>• Think about particular celebrations for different religions such as Easter for Christians or Eid al-Fitr for Muslims. Can you think of a few more examples for other faiths - Sikhism, Judaism, Hinduism?</li> <li>• Make a list of the different foods eaten at celebrations across the year.</li> </ul> <p>Find out why these foods are an important part of the celebrations.</p>
<p>Heroes</p>	<p>Literacy</p>	<p>In this writing activity, children create a description of a character with 'heroic' qualities.</p>	<p>Discuss with your child what they understand by the term 'hero'. Try to identify people who are heroes both in stories but also in real life. Ask your child to think about the different qualities that would make someone a hero?</p> <ul style="list-style-type: none"> <li>• Ask your child to write a detailed description of a new character who displays heroic qualities. Encourage them to use a range of descriptive language to convey to readers the key qualities of their character. Can they explain why this person is a 'hero'? They may want to give some background information and examples which explain what led to their character displaying these qualities and being described as a hero.</li> </ul>

<p><b>Book Characters</b></p>	<p><b>Literacy</b></p>	<p>This is an activity for children to explore a character from a book and demonstrate their understanding of the character's development in a story.</p>	<p>Think of a character from a well-known book you have read or a story you have enjoyed. What do you know about this character from the story? For example, their personality, likes and dislikes, friends or family, and where they live.</p> <p>Think of the things that happen to them during the story and how they feel.</p> <p>Write a list of questions you would like to ask your chosen character if you had the chance to interview them. For example, if your character was Jack, from 'Jack and the Beanstalk', you might ask him how he felt when he first saw the giant, or what he plans to buy with the gold that he brought back from the clouds.</p> <p>Try playing a game of 'Guess Who?', where you take on the role of your chosen character. Ask an adult to ask you questions which you can answer as your character. Can the adult guess who you are?</p>
<p><b>My Community</b></p>	<p><b>HWB</b></p> <p><b>Social Subjects</b></p>	<p>Children think about their local area and how it could be improved.</p>	<p>Your school might have a set of values. You might have been involved in creating them. Can you remember what they are? If you have access to the internet, you could check your school's website.</p> <p>Values, such as respect, honesty and kindness, are things we believe in, that help us to remember how to treat others.</p> <ul style="list-style-type: none"> <li>• Select a few values which you think are relevant to your own local community.</li> <li>• Write a persuasive letter to your local community councillor or your</li> </ul>

			<p>headteacher, suggesting the local community adopt your values. Make sure you highlight which values you have selected and why. Check your spelling and punctuation when you have finished.</p> <ul style="list-style-type: none"> <li>• Make a poster highlighting one of the values for display in your windows for your local community. Make sure your text is clear and big enough to be read from at least 2m away</li> <li>• Make your own values jar - or any container will do. <ul style="list-style-type: none"> <li>○ Cut 7 small pieces of paper and on each one, write one of your chosen values.</li> <li>○ Each morning over a week, select a piece of paper from the jar.</li> <li>○ Try to show the value written on the paper during the day through your behaviour and how you treat others.</li> </ul> </li> </ul>
Playing Cards	Maths & Numeracy	Children practice their mental maths strategies using playing cards.	<p>Use a set of playing cards, take out the face cards. Turn over 2 cards and ask your child to add the numbers together. If they answer correctly, they keep the cards. Challenge them to see how many cards they can collect in 2 minutes. You can also play the same game asking them to multiply the two numbers instead of adding them. If you don't have playing cards, try making 2 sets of number cards with the numbers 1 to 10.</p>
Cloud Spotting	Science	Children use a guide to identify clouds in the sky.	<p>It is sometimes nice to take a different view of the world. Why not take a moment to lie on the ground with your child and watch the clouds go by.</p> <p>The <b><u>Met Office cloud spotting guide</u></b> will help you to identify the different types of clouds they might see. To ensure your child's safety, please remember to advise your child not to look directly at the sun.</p>

<p>Planning a Day</p>	<p><b>Maths</b></p>	<p>In these activities, your child will work with the concept of time to help them to organise and plan daily activities.</p>	<p>In this activity, you will create a schedule to help Michael plan his day. A schedule is a plan of events with details of when each task will take place. The table below shows the things that Michael needs to do during a day. He plans to get up at 7 am and needs to be in bed by 8.30 pm.</p> <table border="1" data-bbox="1151 427 2058 1348"> <thead> <tr> <th data-bbox="1151 427 1700 531">Task to Do</th> <th data-bbox="1700 427 2058 531">Estimated Duration</th> </tr> </thead> <tbody> <tr> <td data-bbox="1151 531 1700 635">Maths homework</td> <td data-bbox="1700 531 2058 635">1 hour</td> </tr> <tr> <td data-bbox="1151 635 1700 738">Tidy bedroom</td> <td data-bbox="1700 635 2058 738">30 mins</td> </tr> <tr> <td data-bbox="1151 738 1700 842">Free choice time</td> <td data-bbox="1700 738 2058 842">3 hours</td> </tr> <tr> <td data-bbox="1151 842 1700 946">Help set the table for dinner</td> <td data-bbox="1700 842 2058 946">15 mins</td> </tr> <tr> <td data-bbox="1151 946 1700 1050">Put washing away</td> <td data-bbox="1700 946 2058 1050">20 mins</td> </tr> <tr> <td data-bbox="1151 1050 1700 1153">Gaelic homework</td> <td data-bbox="1700 1050 2058 1153">1 hour</td> </tr> <tr> <td data-bbox="1151 1153 1700 1257">Phone call to Gaelic buddy</td> <td data-bbox="1700 1153 2058 1257">30 mins</td> </tr> <tr> <td data-bbox="1151 1257 1700 1348">Go for a walk</td> <td data-bbox="1700 1257 2058 1348">1 hour</td> </tr> </tbody> </table>	Task to Do	Estimated Duration	Maths homework	1 hour	Tidy bedroom	30 mins	Free choice time	3 hours	Help set the table for dinner	15 mins	Put washing away	20 mins	Gaelic homework	1 hour	Phone call to Gaelic buddy	30 mins	Go for a walk	1 hour
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			<ul style="list-style-type: none"> <li>• Use the information in the table above to help Michael plan his day. The tasks can be split up across the day. For example, he could have 'free choice' three times a day for 1 hour. Think about if there are tasks which are better planned for certain times of the day.</li> <li>• Write out a schedule to show what Michael will be doing throughout the day. Remember you will need to include time for him to get dressed, eat his meals and get ready for bed. Try to record the times using 12 hour or 24 hour notation.</li> <li>• Now try to plan your own schedule for each day next week. Discuss with an adult the things you plan to do each day. Over the week see how accurate your schedule is and update it with any changes you need to make. At the end of the week, discuss your schedule with an adult. What did you spend most time doing? Were there things that you forgot to include in your planning? What things stayed the same each day? Are there times or activity lengths that changed?</li> </ul>				
Telling Time	Maths	Children experience being a timekeeper for the family.	Practise telling the time with your child. Use both digital and analogue clocks around your house. How many different items in your home can children find that tell the time? Ask your child to be the family 'timekeeper'. Make a plan for the day of when things will happen. For example, make the lunch at half past twelve, watch the news at six o'clock, get them to let everyone know when it is time for one of your planned events to happen.				

<p><b>Secret Codes</b></p>	<p><b>Maths</b></p>	<p>Children are encouraged to explore using pictures, symbols and codes to send messages.</p>	<p>The ancient Egyptians created a form of 'picture writing' called hieroglyphics that used symbols. Codes can be used to send secret messages. For example, those sent to soldiers, sailors and airmen during World War II.</p> <ul style="list-style-type: none"> <li>• There are lots of different types of codes. Some use numbers to represent letters, so 1 = A, 2 = B, 3 = C etc.</li> <li>• Others use a system or pattern to swap letters around. For example, your code might look like this:  A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  C D E F G H I J K L M N O P Q R S T U V W X Y Z A B</li> </ul> <p>Try this code to write your name.</p> <ul style="list-style-type: none"> <li>• Can you use the same code to decode this secret message?   <i>JCXG HWP YKVJ EQFGU!</i></li> <li>• Use the same code to create a secret message for someone else in your house.</li> <li>• Can you come up with a code of your own? You could use different shapes, symbols or numbers to represent each letter.</li> <li>• Make a note of your code and use it to write your own secret messages.</li> </ul>
<p><b>Inventing</b></p>	<p><b>Technology</b></p>	<p>Machines can make our lives easier. Can children use their imaginations to invent a new machine to use around the home?</p>	<p>Invent and design a machine to make something in our home life easier. Could it be a machine that washes the windows or does your schoolwork?</p> <ul style="list-style-type: none"> <li>• Label your invention carefully - What would it be made of? What special features would it have? What are all the particular bits of your</li> </ul>

			<p>invention for? How is it powered?</p> <ul style="list-style-type: none"> <li>• Use your imagination to think of a good name for your invention.</li> <li>• Create an advert for your invention. If your advert is for TV, make up a script and act it out. It could be an advert for a newspaper or magazine, so you can draw a picture and write some persuasive text.</li> <li>• Try to use language to convince others that they need to have your invention in their lives, so that they really want to buy it!</li> <li>• You could try to make a model of your invention using whatever materials you can find. For example, junk or materials for recycling).</li> </ul>
My Dream Bedroom	Technology  Literacy	This is an opportunity for your child to let their imagination run free, as they design a new bedroom of their dreams!	<ul style="list-style-type: none"> <li>• Use a large piece of paper to draw out the basic shape of your bedroom. Now imagine your dream bedroom. Add the bedroom furniture you would have, and create a plan to show what your fantasy bedroom looks like.</li> <li>• Make a list of the amazing features you would like in your bedroom. What colour scheme or theme do you want your room to be? What kind of furniture units could be added? What about a large video screen for gaming? How about a dressing area? Where would you store your clothes, books, games etc?</li> <li>• Make notes on separate pieces of paper and write some detail about the objects in your imaginary bedroom. Explain what you have added and why.</li> <li>• Display this plan in your room. Keep adding ideas when you have them.</li> <li>• Additional idea: You could add photos, magazine pictures, catalogue items or draw items to illustrate your ideas on the plan.</li> </ul>
Spelling Game	Literacy	Play games together to help children to learn letters, sounds, spelling and new words!	<ul style="list-style-type: none"> <li>• This activity is a game that will help us to learn about and explore 'compound' words. These are words that are created by joining two shorter words together. For example, sunshine, moonbeam, breakfast.</li> <li>• Select a word such as 'day', which is part of several compound words. This is our 'root' word.</li> <li>• Each player in the game writes as many words as they can which contain the word 'day'. For example, daybreak, daylight, daytime etc.</li> </ul>

			<ul style="list-style-type: none"> <li>• Look through each player's list to check that the words make sense, and award a point for each.</li> <li>• For additional challenge, a time limit could be set - how many words can you find in 30 seconds or 1 minute?</li> <li>• Encourage your child to think of other root words to begin a new game. Ideas include, night, book, sea, time, star.</li> <li>• Some authors use made-up compound words in their stories. For example, the 'Batmobile' is the name of the car driven by Batman, which has bat-like features.</li> <li>• Encourage your child to invent a compound word, then create an illustration and description. For example, a 'skymonkey' could be a monkey-like creature with wings that lives in the clouds and can fly. Let your imagination go wild!</li> </ul>
Headlines	Literacy	This activity focuses on getting to know letters and words, and on understanding and summarising the written word.	<ul style="list-style-type: none"> <li>• Ask your child to choose an interesting news article and read it to you. Ask your child some questions to check that they understand the whole article and the sequence of the story. Ask them to write down and summarise the main messages in the article.</li> <li>• Ask your child to come up with and write down an alternative headline to describe the article. The following link gives more information on the use of appropriate literary devices such as alliteration and onomatopoeia, which are often used to write catchy headlines: <a href="https://www.bbc.co.uk/bitesize/articles/zn26hbk">https://www.bbc.co.uk/bitesize/articles/zn26hbk</a> Help your child to create the alternative headline using exciting and colourful words to emphasise its meaning.</li> <li>• Ask your child to make and write down catchy headlines for other current news stories like those on BBC Newsround: <a href="https://www.bbc.co.uk/newsround">https://www.bbc.co.uk/newsround</a>.</li> </ul>

<p>Comic Strips</p>	<p>Literacy</p>	<p>In this activity, children will utilise their creative and imaginative skills to tell stories using words and pictures.</p>	<ul style="list-style-type: none"> <li>• Discuss with your child what they know about comic strips. Talk about features such as the use of pictures and limited text to tell a story. Encourage your child to look at some examples of comic strips. They can be found in newspapers, magazines, comic books or online. Ask your child to make a note of some of the features and ideas used in these examples. Your child can find out more about this on <a href="#"><b>BBC Bitesize</b></a>.</li> <li>• Ask your child to create their own comic strip. They should think about their story and how it will be told in pictures with only a few words. Their comic strip should have at least six pictures. Encourage your child to note all their ideas and begin to plan each picture box or frame.</li> <li>• As your child creates their comic strip, encourage them to use some of the ideas and features they noted. They may wish to use captions to narrate the story, or speech and thought bubbles for their characters. They can also add sound effects to make their comic more interesting. Once your child is finished, they can share their comic strip with someone and ask for feedback.</li> </ul>
<p>Puzzles</p>	<p>Literacy</p>	<p>This activity will encourage children to develop their understanding of letters and words to create and solve word puzzles.</p>	<ul style="list-style-type: none"> <li>• Encourage your child to look in a puzzle book, magazine, newspaper or online to find a crossword puzzle. Discuss the clues and how these are divided into 'clues across' and 'clues down'. Notice the layout of the puzzle grid, with words crossing over each other and empty squares filled with black ink. Squares where a word starts are numbered.</li> <li>• Explain to your child that they are going to create a crossword puzzle. Ask them to think of 10-15 words to include in their crossword. Check the words are spelled correctly.</li> <li>• Your child should think of a clue for each of their words. For example, if the word is 'golf', the clue could be, 'a sport that you play with clubs and a ball.' Now ask your child to make a grid for the crossword puzzle using a ruler or something with a straight edge. Make the grid 20 columns down and 20 rows across.</li> <li>• Your child should use a pencil to write the words very lightly in the grid. Once all of the words are written in the grid, ask your child to find the</li> </ul>

			<p>start of each word and number those squares in order. Your child should write out their clues to match the squares they have numbered. For example, if the word 'golf' is the first word in the grid and runs across then it will be clue 1 across. If it runs down, it will be clue 1 down.</p> <ul style="list-style-type: none"> <li>Finally, your child should colour in all the blank squares then carefully rub out the words in the grid. Their crossword is now ready for someone to complete.</li> </ul>						
Scots	Literacy Languages	This activity encourages your child to explore their knowledge of Scots and other languages.	<ul style="list-style-type: none"> <li>Here is a BBC Bitesize video of Elaine C Smith speaking about the Scots language: <a href="https://www.bbc.co.uk/bitesize/clips/zfpvcw">https://www.bbc.co.uk/bitesize/clips/zfpvcw</a> Elaine's favourite word is 'dreich' which is most commonly used to describe the weather when it is a rainy, grey day outside.</li> <li>Are there other Scots words that you and your child can think of? This activity works for any language - so you may wish to change it to French, Spanish, Urdu, Punjabi or any other language your child may know or have been learning in school.</li> <li>Here are some common Scots words from the Scottish Book Trust's 'Nation's favourite Scots word list'. Encourage your child to write the English word next to each one:</li> </ul> <table border="1" data-bbox="1151 981 2058 1326"> <tr> <td>bairn</td> <td></td> </tr> <tr> <td>bonnie</td> <td></td> </tr> <tr> <td>braw</td> <td></td> </tr> </table>	bairn		bonnie		braw	
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			<p>learning.</p> <ul style="list-style-type: none"> <li>• If you would like a list of common Scots words, why not use the one above and ask your child to write the English word next to each Scots one?</li> <li>• Once you have a list, ask your child to write sentences using as many of the words as possible. Perhaps your child can use their sentences to create a fun rhyme such as "nae much need fir claes the day when the sun's ablaze!"</li> <li>• Your child may also wish to try a Scots language crossword or wordsearch. You can find these and other games and activities on the <b>Scots Learning Centre</b> <b>website:</b> <a href="https://www.scotslanguage.com/learning">https://www.scotslanguage.com/learning</a></li> </ul>
Shopping	Maths	<p>We are all doing our shopping a little differently just now. Some families go to the supermarket for their shopping, other families do their shopping online. These activities will help your child to practise their numeracy and mathematical skills in a real life way.</p>	<p>For this activity you will need a receipt from a supermarket shopping trip, your online shopping order or you could use a supermarket online site to find prices.</p> <ul style="list-style-type: none"> <li>• Ask your child to find 10 items which each cost less than £3.</li> <li>• Encourage your child to make up receipts which show the totals for 2, 3, 4 or 5 of the items.</li> <li>• Ask your child to work out the total for each of the new receipts they have made.</li> <li>• Encourage them to calculate the change from £10 or £20.</li> <li>• Encourage your child to calculate a variety of price increases and reductions, for example calculate the new cost if the bill increases by 10% or is reduced by 20% .</li> <li>• Talk about the cost if there was a half price sale.</li> </ul>

Shopping 2	Maths	<p>We are all doing our shopping a little differently just now. Some families go to the supermarket for their shopping, other families do their shopping online. These activities will help your child to practise their numeracy and mathematical skills in a real life way.</p>	<p>To set up this activity, parents should select 6 different items from the weekly shop. Ask your child to sort the items into two groups - items measured in millilitres (ml) and litres (l), and items measured in grams (g) and kilograms (kg).</p> <ul style="list-style-type: none"> <li>• Discuss with your child their understanding of millilitres and litres and discuss how much liquid various items around the house would hold, for example, a teaspoon and a bath. For example ask questions like, 'Would a teaspoon of water hold more or less water than the bath?', 'Would the water in the bath be best measured in millilitres or litres?', 'How could we best measure the water on the teaspoon?'</li> <li>• Discuss with your child their understanding of grams and kilograms and discuss how the weight of the items would be measured, for example, a banana and a large bag of potatoes.</li> <li>• Help your child work out the combined weight or volume of 2, 3 or 4 different items?</li> <li>• Discuss with your child how many millilitres are in one litre, <math>\frac{1}{2}</math> a litre or <math>\frac{1}{4}</math> of a litre.</li> <li>• Discuss how many grams are in <math>\frac{1}{2}</math> or <math>\frac{1}{4}</math> kg.</li> </ul>
Telling Time	Maths	<p>This learning activity will help children to learn more about telling the time.</p>	<ul style="list-style-type: none"> <li>• Think about a timetable your class might use in school. This might have days of the week, times and pictures or writing.</li> <li>• Create a timetable of your day, from getting up to going to bed. The design is up to you.</li> <li>• Write the time you do each activity in 12 hour time, for example, 8.30 am or 3.30 pm.</li> <li>• Can you convert these times to 24 hour time, for example, 08:30 or 15:30?</li> <li>• This page - <b><u>What is analogue and digital time?</u></b> - can help you if you need a reminder on 12 and 24 hour time.</li> </ul>

Fractions	Numeracy	This learning activity will help children learn more about fractions.	<ul style="list-style-type: none"> <li>You are planning a party and you want to serve pizza. You buy <b>six</b> pizzas for your guests to share. You might find it helpful to draw pictures to help you complete this activity.</li> <li>Problem 1 - Guests will eat <math>\frac{1}{2}</math> of a pizza each. How many guests can you feed?</li> <li>Problem 2 - If each guest eats <math>\frac{3}{4}</math> of a pizza, how many can you feed now? Remember, drawing a picture might help.</li> <li>Problem 3 - If you wanted to buy enough pizza to feed four guests, how many would you need if they eat <math>\frac{3}{4}</math> of a pizza each?</li> <li>Problem 4 - What if you wanted to feed six guests? Or ten guests? Or 20? Is there any pizza left over depending on how many guests you have?</li> </ul>								
Ordering Numbers	Numeracy	These activities will help your child to use their knowledge of place value to order numbers in sequence.	<p>To complete this activity you will need to use your knowledge of larger whole numbers and the value of each digit. If you need a reminder you may find the following link helpful. <a href="#"><b>BBC Bitesize - What is place value?</b></a></p> <p>This table shows the population of some towns and cities in Scotland in 2016:</p> <table border="1" data-bbox="1059 911 1989 1350"> <tr> <td>Hamilton</td> <td>54 080</td> </tr> <tr> <td>Edinburgh</td> <td>488 050</td> </tr> <tr> <td>East Kilbride</td> <td>75 120</td> </tr> <tr> <td>Dunfermline</td> <td>53 100</td> </tr> </table>	Hamilton	54 080	Edinburgh	488 050	East Kilbride	75 120	Dunfermline	53 100
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			Dundee	148 280
			Inverness	47 290
			Arbroath	23 940
			Paisley	77 220
			Glasgow	612 040
			Dumfries	33 440
			Perth	47 430
			Galashiels	14 498
			Stirling	37 610
			Aberdeen	200 680

			<table border="1" data-bbox="1059 199 1991 531"> <tr> <td data-bbox="1059 199 1525 308">St Andrew's</td> <td data-bbox="1525 199 1991 308">17 580</td> </tr> <tr> <td data-bbox="1059 308 1525 416">Livingston</td> <td data-bbox="1525 308 1991 416">57 030</td> </tr> <tr> <td data-bbox="1059 416 1525 531">Coatbridge</td> <td data-bbox="1525 416 1991 531">43 960</td> </tr> </table> <ul data-bbox="1099 571 2018 754" style="list-style-type: none"> <li>• Put these places in order from the smallest population to the largest. To simplify this task you could choose five of the towns or cities.</li> <li>• Write down or explain to someone at home how you did this. Using the words ones, tens, hundreds, thousands, ten thousands, hundreds of thousands and place value may help with your explanations.</li> </ul>	St Andrew's	17 580	Livingston	57 030	Coatbridge	43 960
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Real life problem	Maths & Numeracy	These activities support your child to understand and use estimation in real life.	<p data-bbox="1072 802 2029 906">This activity will help you to use estimation to solve a real life problem. Imagine you have been asked to make a wooden frame for a picture you have painted.</p> <ul data-bbox="1099 951 2029 1390" style="list-style-type: none"> <li>• The picture is a rectangle with sides that measure 27 cm and 59 cm. The wood you need comes in 1 metre (100 cm) lengths.</li> <li>• Round the measurements to the nearest 10 cm to estimate how many 1-metre lengths of wood you need to order. You could draw a sketch of the frame and the lengths of wood on paper to help you in this activity. How much wood will you actually need and how much is actually left over? How close was your estimate? What size frame could you make with your leftover wood?</li> <li>• If you paint another picture with sides that measure 25.76 cm and 58.29 cm how much wood will you need?</li> <li>• Round the measurements to the nearest whole number to estimate how many 1-metre lengths of wood you need to order for this frame.</li> </ul>						

			<p>Estimate how much wood you will have left over to the nearest whole number.</p> <ul style="list-style-type: none"> <li>• Now calculate the exact amount of wood you would need to make the wooden frame and how much wood you now have left over. Was your estimate reasonable?</li> <li>• Do you have enough wood left to frame another picture you painted which measures 6.5 cm by 4.7 cm?</li> </ul>
Harry Potter	Numeracy	This learning activity encourages children to practise counting and the skills of addition and subtraction.	<ul style="list-style-type: none"> <li>• There are seven Harry Potter books and if you have read them you will know that they are different lengths. This list shows the number of words in each book. <ul style="list-style-type: none"> <li>○ Harry Potter and the Philosopher's Stone <b>76 944 words</b></li> <li>○ Harry Potter and the Chamber of Secrets <b>85 141 words</b></li> <li>○ Harry Potter and the Prisoner of Azkaban <b>107 253 words</b></li> <li>○ Harry Potter and the Goblet of Fire <b>190 637 words</b></li> <li>○ Harry Potter and the Order of the Phoenix <b>257 045 words</b></li> <li>○ Harry Potter and the Half-Blood Prince <b>168 923 words</b></li> <li>○ Harry Potter and the Deathly Hallows <b>198 227 words</b></li> </ul> </li> <li>• If you read the first two books how many words would you have read?</li> <li>• Round both numbers to the nearest 1000 before you add them to give you an estimate of the total.</li> <li>• Add the actual numbers. What was the difference in your two answers?</li> <li>• Try to do the same again to estimate and then find out exactly how many words are in all the books.</li> </ul>