Erina Heights Public School
Learning from Home – Stage 1

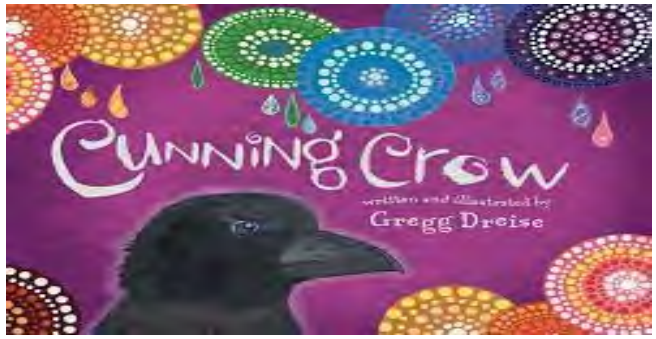
Term	1	2	3	4						
Weeks	1	2	3	4	5	6	7	8	9	10	11

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	1J Zoom Link	1B Zoom Link	2T Zoom Link	2/3L Zoom link
Morning	**Spelling**	**Spelling**	**Spelling**	**Spelling**	**Spelling**
	Reading Eggs or **Readtheory**	**Reading Eggs** or **Readtheory**	**Reading Eggs** or **Readtheory**	**Reading Eggs** or **Readtheory**	**Reading Eggs** or **Readtheory**
	Literacy/Writing Activities	**Literacy/Writing Activities** Cunning Crow	**Literacy/Writing Activities**	**Literacy/Writing Activities**	**Literacy/Writing Activities**
	Recess Break				
Middle	**Maths** Lesson 1	**Maths** Lesson 2	**Maths** Lesson 3	**Maths** Lesson 4	**Maths** Lesson 5
	Manga High	**Manga High**	**Manga High**	**Manga High**	**Manga High**
	Lunch Break				
Afternoon	**Olympic Activities**	**Olympic Activities**	**Olympic Activities**	**Olympic Activities**	**Olympic Activities**
Optional Activities	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

*Extension writing tasks are here if your student needs some extra work to complete.

Monday Writing Task Term 3 - Week 5

This week Stage 1 writing tasks will be the book below, titled 'Cunning Crow'



Predictions

I think this book will be about? _____

_____

What clues show you that this might be a Dreamtime story? _____

_____

The title of the story is 'Cunning Crow'. What does the word 'cunning' mean? _____

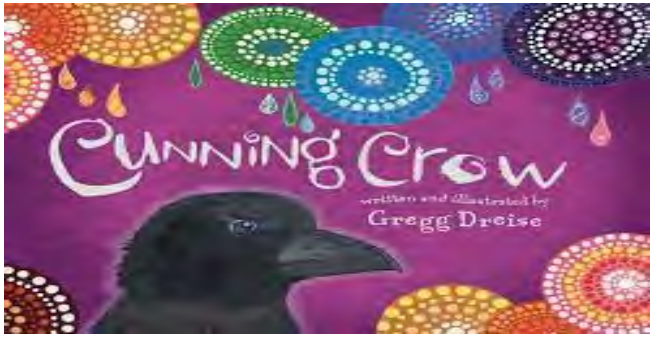
_____

Stories Shared with Elders / Grandparent

Aboriginal Elders are significant people who have an important role sharing stories from the past to future generations. For non-Indigenous children they might have a grandparent who shares stories with them. Think of someone in your life that tells you stories. Ask Mum or Dad if you can call your 'Elder / Grandparent' to share some stories with you. It would be great if these stories could be real life events that have a message you could learn from.

Reflections – was there a message in the story you had shared with you? Did you learn something? If yes. What was it?

Tuesday Writing Task Term 3 - Week 5



What the read aloud of the book **Cunning Crow**

https://www.youtube.com/watch?v=cpgrij2m9io

In the book it says 'Yet Waan was not happy'. Waan had colourful feathers just like the other birds but he was still not happy.

1. Write about a time in your life that you were given something but still wanted more. _____

_____

2. Write about a time in your life when you were jealous of someone or something they had. _____

_____

3. Why did they feel jealous? _____

_____

4. Is it okay to feel this way? _____

5. Is it okay to be different from one another? _____

Wednesday Writing Task Term 3 - Week 5

Watch the reading of the Cunning Crow again before answering the questions

1. Have you seen any of the birds from this story in real life? Yes / No

2. Are the birds the same colours as the ones in the story? Explain _____

_____

3. Where do you think this story took place? Why? _____

_____

4. Why do you think the birds all started off white in the Dreamtime? _____

_____

5. What do you think the message in the story is? _____

_____

Can you identify these colourful Australian birds?

rainbow lorikeet	cockatoo	mulga parrot
azure kingfisher	splendid fairy wren	galah
rosella	rainbow bee-eater	scarlet robin









Draw a picture of the Cunning Crow

Optional extension – Choose one of the birds in the pictures and complex an information report. Eg. Appearance, habitat, diet

Try to add 3 adjectives to these nouns. (Adjectives are describing words) eg the happ, funny, blonde teacher.

Eg. The happy, funny, blonde, teacher….

1. The _____ , _____ , _____ crow
2. The _____ , _____ , _____ rainbow
3. The _____ , _____ , _____ sun
4. The _____ , _____ , _____ fire
5. The _____ , _____ , _____ animals
6. The _____ , _____ , _____ birds

Week 5 – Stage 1 Extension Writing Activities

INSTRUCTIONS

1. Look at the photo

2. Use the sentence mat to write down different ideas the picture makes you think of.

MY SENTENCE MAT

Who?	What?	Where?
girl - Mandy	rode her bike	park
When?	**How?**	**Why?**
on the weekend	nervously	taking the Snowy for a walk for the first time.

3. Write expanding sentences using the words and ideas from your sentence mat like below

EXPANDING SENTENCES

WHO George
WHAT George rode his bike.
WHERE George rode his bike at the park.
WHEN George rode his bike at the park after school.
HOW George cheerfully rode his bike at the park after school.
WHY George cheerfully rode his bike at the park. after school because he wanted to play with his friends.

Another example

WHO Mandy

WHAT Mandy rode her bike.

WHERE Mandy rode her bike to the park.

WHEN Mandy rode her bike to the park on the weekend.

HOW Mandy nervously rode her bike to the park on the weekend.

WHY Mandy nervously rode her bike to the park on the weekend because it was the first time she had taken Snowy with her.

Monday – Extension writing

MY SENTENCE MAT

Who?	What?	Where?
When?	**How?**	**Why?**

WHO _____

WHAT _____

WHERE _____

_____

WHEN _____

_____

HOW _____

_____

WHY _____

_____

Tuesday – Extension writing

MY SENTENCE MAT

Who?	What?	Where?
When?	**How?**	**Why?**

WHO _____

WHAT _____

WHERE _____

_____

WHEN _____

_____

HOW _____

_____

WHY _____

_____

Wednesday – Extension writing

MY SENTENCE MAT

Who?	What?	Where?
When?	**How?**	**Why?**

WHO _____

WHAT _____

WHERE _____

_____

WHEN _____

_____

HOW _____

_____

WHY _____

_____

Thursday – Extension writing

MY SENTENCE MAT

Who?	What?	Where?
When?	**How?**	**Why?**

WHO _____

WHAT _____

WHERE _____

_____

WHEN _____

_____

HOW _____

_____

WHY _____

_____

Friday – Extension writing

MY SENTENCE MAT

Who?	What?	Where?
When?	**How?**	**Why?**

WHO _____

WHAT _____

WHERE _____

_____

WHEN _____

_____

HOW _____

_____

WHY _____

_____

Fractions of Shapes and Objects

Supervisor Information

Materials you will need:

- food (see lesson)
- **Lesson 1: Resource Sheet 1**

In this lesson the student will be learning to:

- use concrete materials to model a half or a quarter of a whole object;
- create quarters by halving one-half;
- describe the equal parts of a whole object;
- recognise that fractions refer to equal parts of a whole;
- recognise when objects and shapes have been shared into halves or quarters.

Background Information

In Stage 1, fractions are used in two different ways: to describe equal parts of a whole, and to describe equal parts of a collection of objects. Fractions refer to the relationship of equal parts to the whole unit.

Note: In Stage 1, the student does not need to use the term 'fraction' but instead can refer to it using the term equal parts.

Assist the student to cut out **Lesson 1: Resource Sheet 1** prior to beginning the lesson.

Watch and Learn

Watch the video for **Fractions and Decimals Unit 1**.

Supervisor Working with Student

Halves

In this unit you are going to be exploring equal parts of a whole. This could be equal parts of a whole shape, equal parts of a whole object or equal parts of a collection.

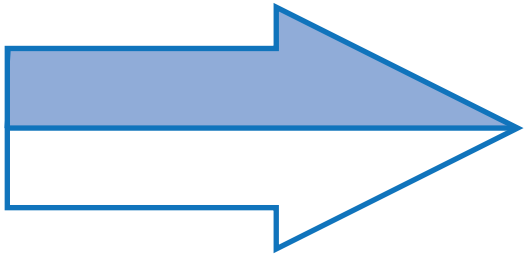
What is a half? How can you tell if something is one-half of a whole?

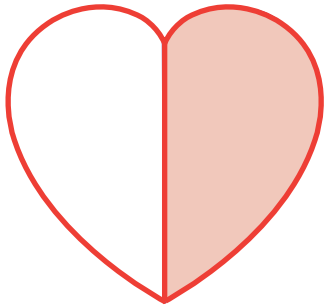
What shapes, objects or collections can you think of which can be divided into halves?

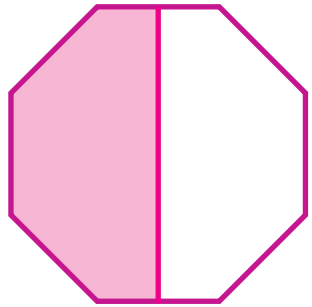
Look at these food items. They have been cut into halves which means that they have been cut into two equal parts.

We use the term 'one-half' to mean one part and 'halves' when referring to both parts.

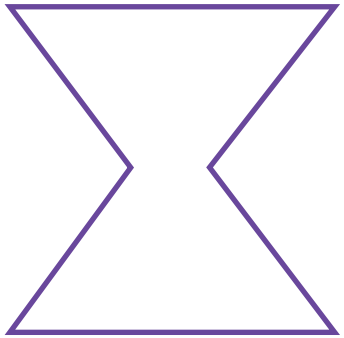
These shapes have been divided into equal parts. These parts are halves because there are two equal parts which make up each whole shape. One-half of each shape is shaded.

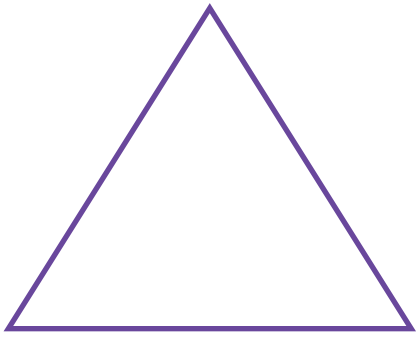


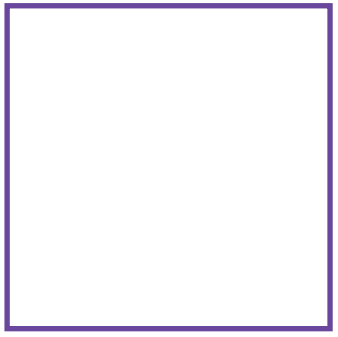


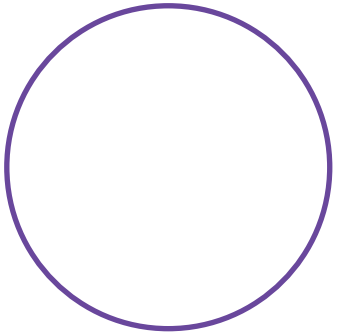


Separate the following shapes into two equal parts. Colour in one-half of each shape.





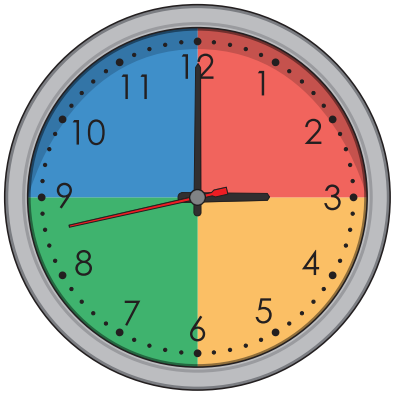




Quarters

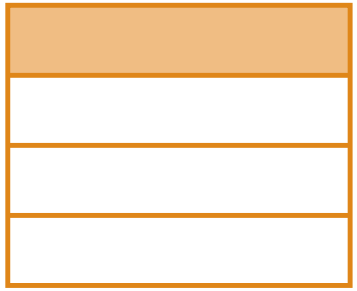
Look at these objects below.

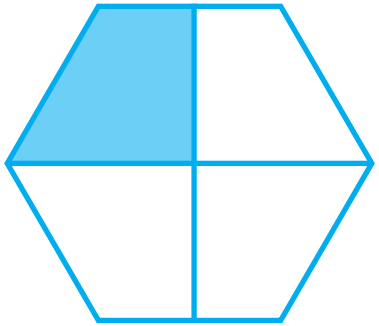
The chocolate bar is divided into quarters which means that there are four equal squares of chocolate.

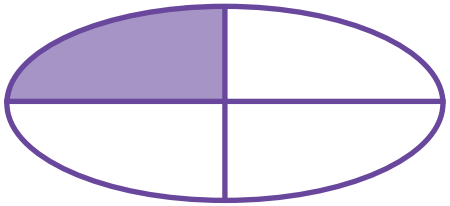


A clock can be divided into quarters. There are four equal parts of the clock.

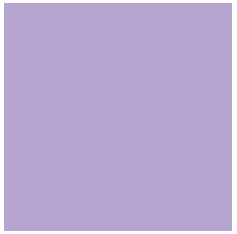
These shapes have been divided into equal parts. These parts are quarters because there are four equal parts which make up each whole shape. One-quarter of each shape is shaded.







Paper fractions - halves and quarters



You are now going to explore parts of a whole by folding paper shapes.

Place the two squares from **Lesson 1: Resource Sheet 1** in front of the student.

You can make halves and quarters by folding the paper in different ways.

Point to one purple square. **What is this shape? How do you know?**

Fold the shape to make halves of the square. What shapes are the halves? (rectangles or triangles depending on a vertical/horizontal or diagonal fold)

Now fold the second square to make halves in a different way. If the student created vertical or horizontal folds last time, encourage the student to make diagonal folds to create triangular halves and vice versa.

Point to each purple square in turn and ask: **What are the shapes of the halves? Point to one-half. Now point to the other half.**

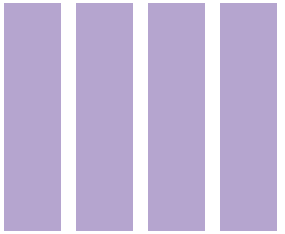
Now you are going to fold each of the purple squares to make quarters.

Choose the square that was folded in half diagonally, to make triangular halves. **How can we fold these halves to make quarters?** (wait for student response) **We can fold the paper in half again.** Assist the student if necessary.

Fold the halves in half again. Point to one quarter. Now point to the other quarters. How many quarters make up the whole shape? What shape are these quarters?

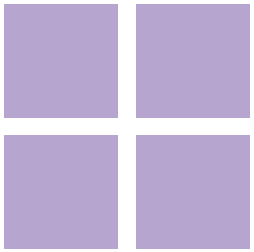
Choose the second purple square. **I would now like you to fold these halves into quarters.**

Remember to find quarters we fold a shape in half, and then we fold it in half again.



The student may choose to fold the halves into long thin rectangular quarters or perpendicular to the half folds to make square quarters.

What shape are these quarters? Describe them to me. Point to each quarter. How many quarters make up the whole shape?



How did you fold the paper differently to make these quarters?

Can you think of another way we could fold the paper to make quarters? If so, show me.

At the end of the activity, encourage the student to compare the size of each fraction in relation to the whole by asking:

Which part of the whole shape is bigger - one-half of the paper or one-quarter of the paper?

Food fractions

You are going to explore making halves and then quarters with different foods such as sandwiches or fruit and vegetables.

Support the student in doing this for safety reasons, providing a plastic knife if possible.

Once you have finished making fractions with food, complete the sentences below and draw a picture of the food showing the equal parts.

I made halves by _____

_____

_____

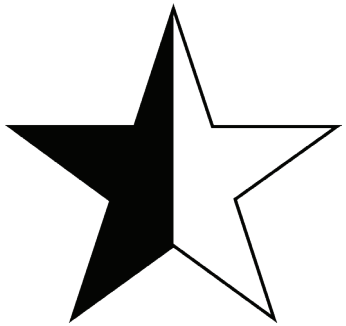
I made quarters by _____

_____

_____

Recognising halves and quarters

Look at these objects. Point to the objects below. **Decide whether the objects have been divided in halves or quarters. Write your answers in the boxes.**

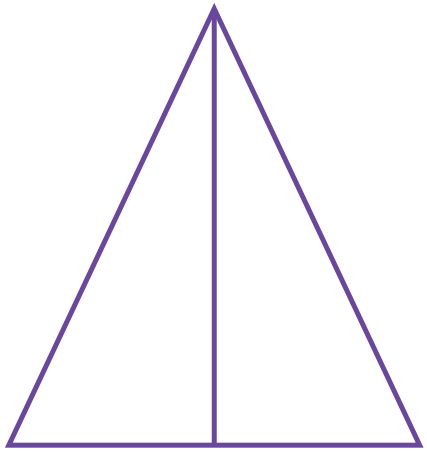


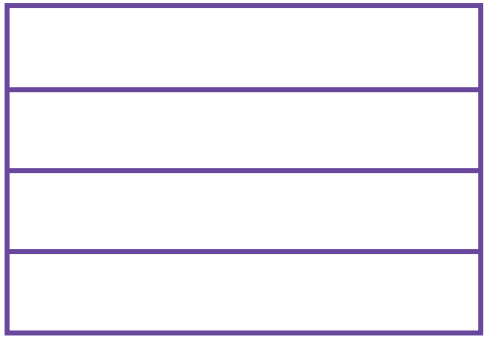
halves

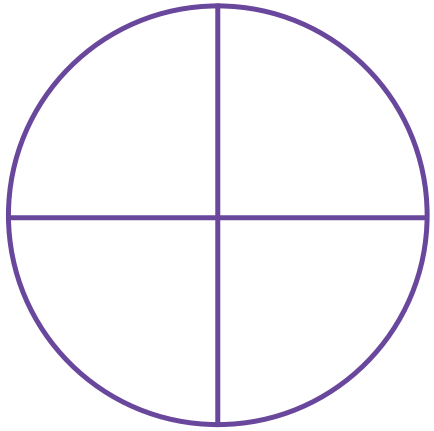
quarters

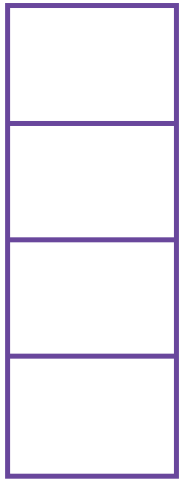
Look at these shapes. They have been all been separated into equal parts. Point to each shape in turn and ask: **How many parts has this shape been divided into? How do you know?**

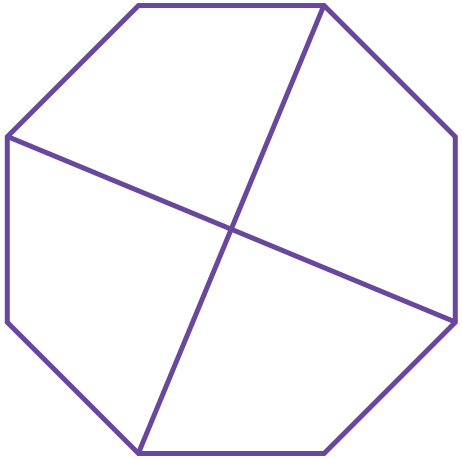
Once the student has identified each fraction, say: **Shade one-half the shapes divided into halves using a red pencil. Shade one-quarter of the shapes divided into quarters using a blue pencil.**











Lesson 1: Resource Sheet 1

Square 1

Square 2

Fractions of Collections

Supervisor Information

Materials you will need:

- counters
- **Lesson 2: Resource Sheet 1**

In this lesson the student will be learning to:

- use concrete materials to model a half and a quarter of a collection;
- describe equal parts of a collection of objects;
- recognise when a collection has been shared into halves and quarters.

Background Information

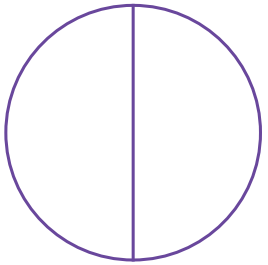
When using collections to model fractions, the student should understand the collection as being a 'whole' and the resulting groups as being 'parts of a whole'. It is important to allow the student to manipulate collections of real objects when problem solving.

Assist the student to cut out **Lesson 2: Resource Sheet 1** prior to beginning the lesson.

Supervisor Working with Student

Finding halves

In the previous lesson, we looked at parts of whole objects and shapes. You will now learn how to find parts of whole collections.



Place the counters and circle 1 (halves) from **Lesson 2: Resource Sheet 1** in front of the student.

How many parts has this circle been divided into? How do you know?

You are going to practise making halves of a collection by sharing counters into two groups.

Count 14 counters from the pile. To work out one-half of 14, you are going to share the counters between the two halves of the circle. Start by placing one counter in one half and then place one counter in the other half. Continue until there are no counters left.

Once the student has finished, ask: **Now that you have made two equal groups, each group is half of the total number in the collection. What is one-half of 14?**

7, because there are 7 counters in each half.

Repeat the steps above using collections of 18 counters and 26 counters.

Now use your counters and circle 1 to complete the following questions.

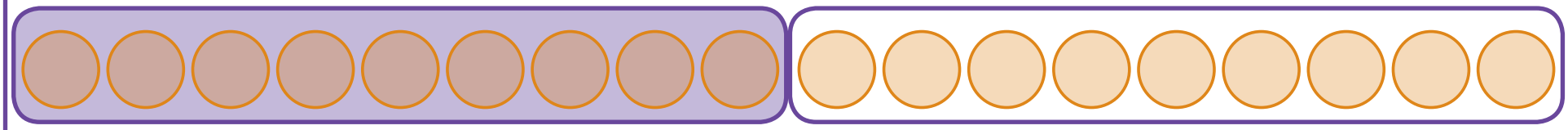
one-half of 6 is ☐

one-half of 32 is ☐

one-half of 22 is ☐

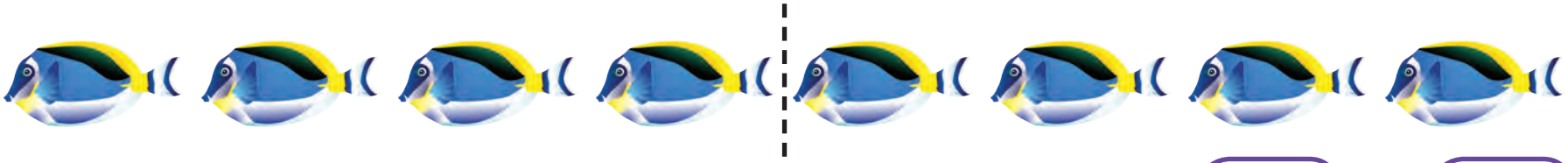
Look at these circles. There are 18 altogether. They have been divided into 2 equal halves. There are nine circles in each half.

Therefore, one-half of 18 is 9.



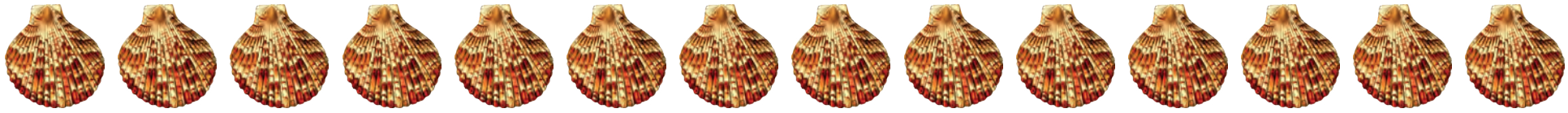
One-half of 18 is 9.

Here are some collections of fish and shells. Count the number of items in each collection.
Circle one-half of each of the collections and then complete the sentences.
To help you work out one-half, use counters and share them into two equal groups. You can also draw a line half way so that there is an equal number of fish or shells on either side. The first one has been completed for you.



One-half of 8 is 4

One-half of ☐ is ☐



One-half of ☐ is ☐

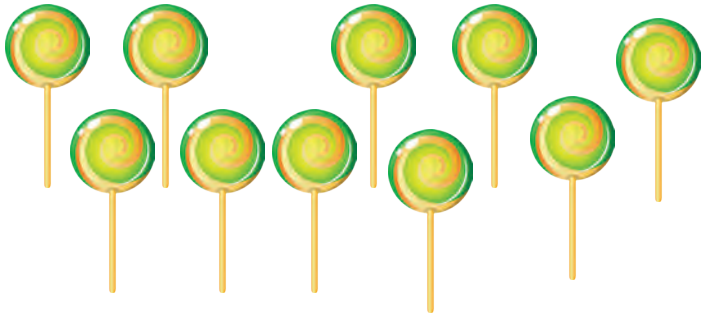
If you know how many objects or things are in one-half of a collection, you can complete the collection and find out how many there are altogether. Look at the example below.

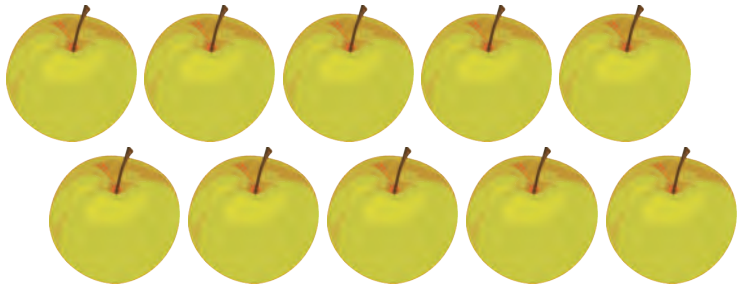
Point to the balloons. This is one-half of the collection, how many balloons are there in one-half of the collection?

There are 8 balloons in one-half of the collection. We know that halves have to be equal, so if there are 8 balloons in one-half of the collection, we know that there has to be 8 balloons in the other half of the collection. We can draw in the other half and then count and find out how many balloons there are in the whole collection.

16

Half of these collections are missing. Draw the other halves. Once you have finished, write the total number of objects in each collection inside the boxes.



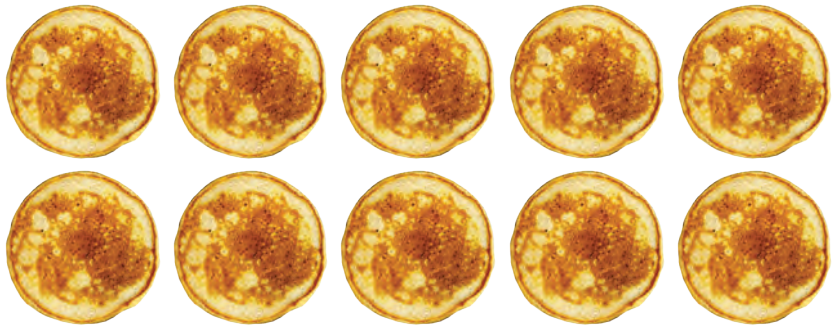


Sharing Pancakes

Read this story and solve the problem.

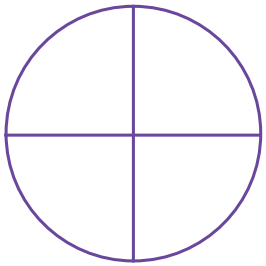
Two friends had enough mixture to make 10 pancakes. They want to share all of the pancakes so that they have one-half each. How could they share them so that they both get an equal part?

Show your answer below by circling one-half of the pancakes, or using a line to separate the whole collection into halves.



What is one-half of 10 pancakes?

Finding quarters



Place the counters and circle 2 from **Lesson 2: Resource Sheet 1** in front of the student.

How many parts has this circle been divided into? How do you know?

You are going to practise making quarters of a collection by sharing counters into four groups.

Count 12 counters from the pile. To work out one-quarter of 12, you are going to share the counters into the four quarters of the circle. Start by placing one counter in one quarter and then place one counter in another quarter. Continue placing one counter into each quarter until there are no counters left.

Once the student has finished, ask: **Now that you have made four equal groups, each group is one quarter of the total number in the collection. What is one-quarter of 12?**

3, because there are 3 counters in each quarter.

Repeat the steps above using collections of 16 counters and 24 counters.

Now use your counters and circle 2 to complete the following questions.

one-quarter of 8 is ☐

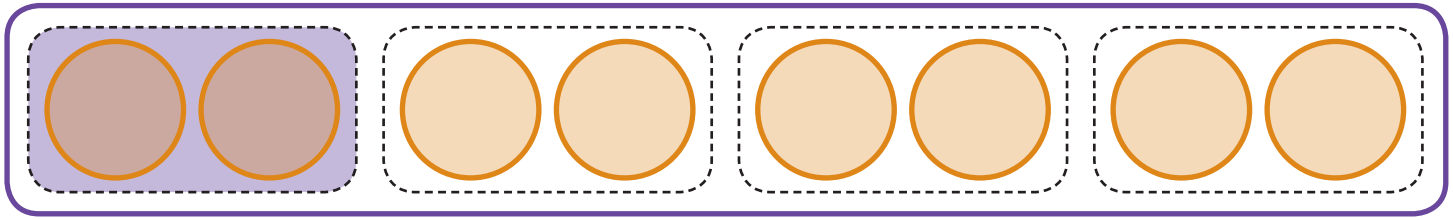
one-quarter of 20 is ☐

one-quarter of 28 is ☐

one-quarter of 32 is ☐

Look at these circles. There are 8 altogether. They have been divided into 4 equal quarters. There are two circles in each quarter. One-quarter has been shaded in.

Therefore, one-quarter of 8 is 2.



One-quarter of 8 is 2.

Circle one-quarter of this collection of apples and complete the sentence. Use counters to help you share the apples into four groups.

One-quarter of ☐ is ☐

Circle one-quarter of this collection of stamps and complete the sentence.

One-quarter of ☐ is ☐

Sharing Pancake Challenge

Previously you shared pancakes into halves. Now you need to share the following pancakes into quarters.

Four friends had enough mixture to make 20 pancakes. They want to share the pancakes so that they have one-quarter each. How could they share them so that they each get an equal part?

Draw your answer below and write a sentence to explain what you did.

How many pancakes did each friend get?

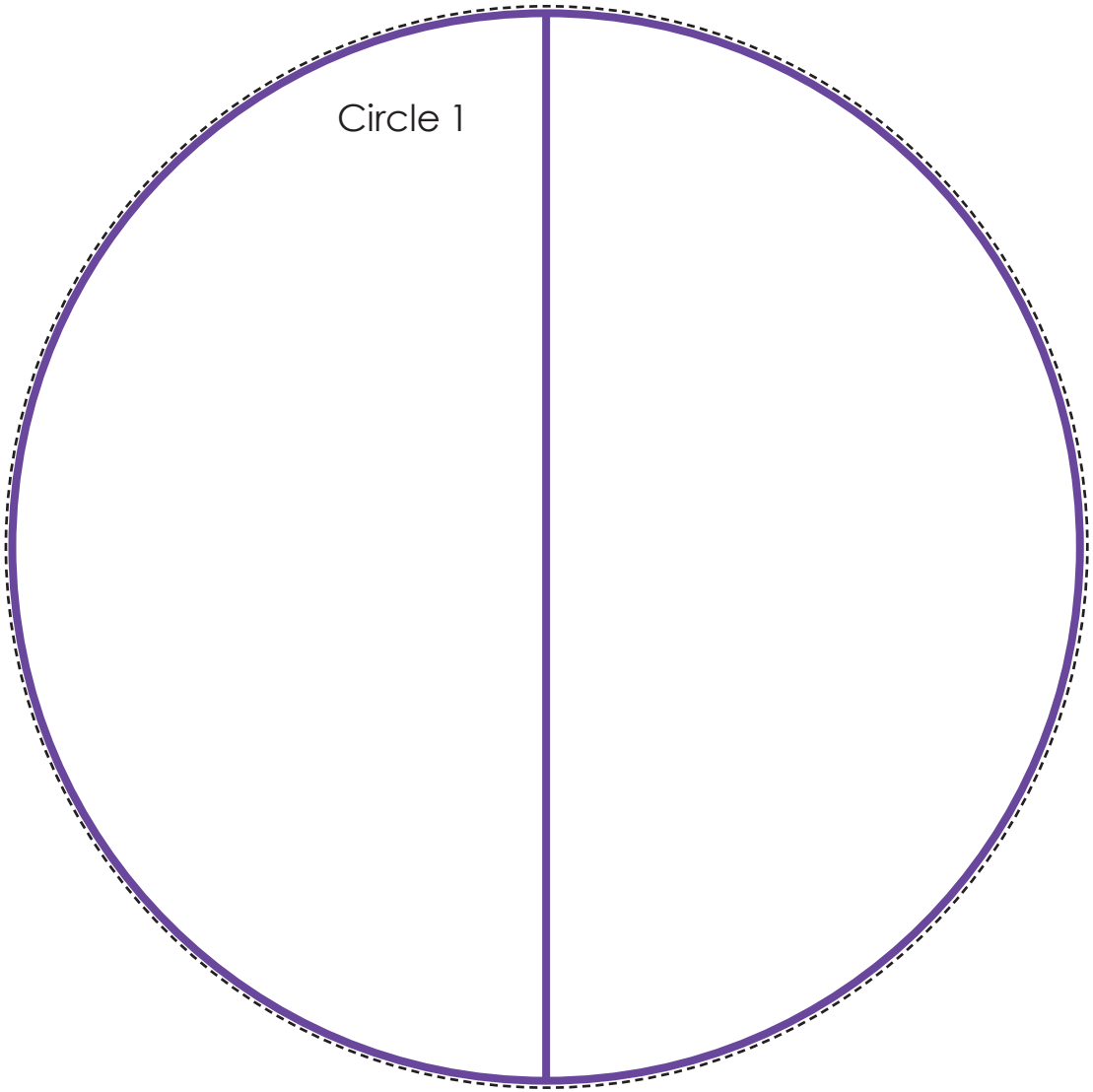
Recognising fractions

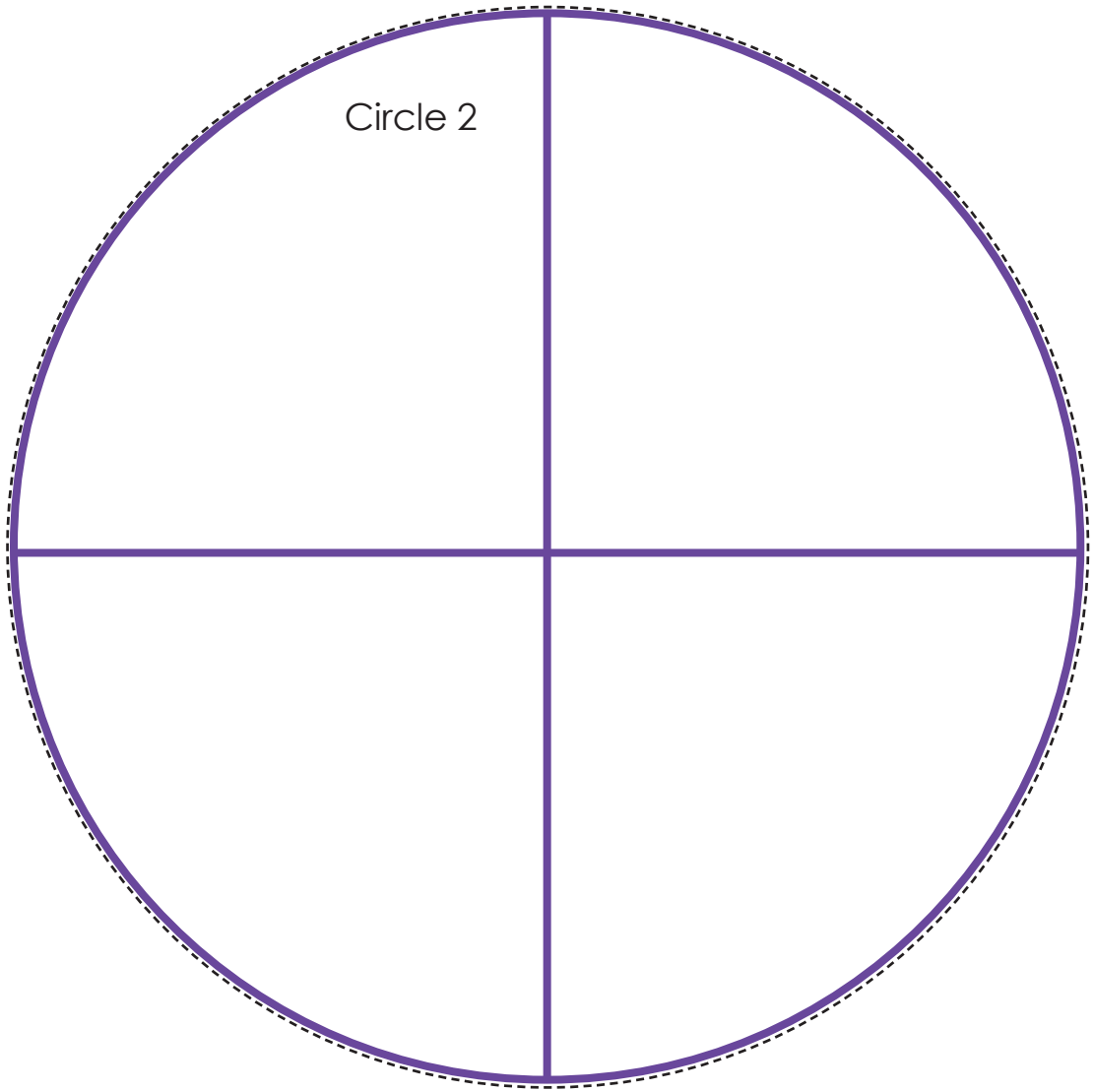
Look at the collections of objects below. Decide whether they have been shared into halves or quarters. Write the word halves or quarters in the box.

How many cupcakes make up the whole collection? How many cakes are in each part?

How many fish make up the whole collection? How many fish are in each part of the collection?

Lesson 2: Resource Sheet 1





Writing Fractions

Supervisor Information

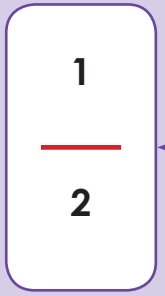
Materials you will need:

- colour pencils
- counters

In this lesson the student will be learning to:

- recognise when objects, shapes or collections have been shared into halves or quarters;
- record equal parts of whole objects and shapes, and the relationship of the parts to the whole, using pictures and the fraction notation for half ($\frac{1}{2}$), and quarter ($\frac{1}{4}$);
- record equal parts of a collection, and the relationship of the parts to the whole, using pictures and the fraction notation for half ($\frac{1}{2}$) and quarter ($\frac{1}{4}$).

Background Information



The fraction notation is written with one number on top of another. The top number is referred to as the **numerator** and represents the parts being dealt with. The bottom number is referred to as the **denominator** and represents the total number of equal parts which make up the whole shape, object or collection. It is not necessary for the student to distinguish between the roles of the numerator and the denominator in Stage 1. They may use the symbol $\frac{1}{2}$ to mean 'one-half', and similarly use $\frac{1}{4}$ to mean 'one-quarter'.

Supervisor Working with Student

Writing fractions

In this lesson, we are going to learn how to write the symbols to represent parts of a whole. Using a symbol is much quicker and easier to show this. The symbols are always written with one number on top of another number.

1 whole pizza

1

When we are dealing with a whole shapes or objects, we say there is one whole.

Here there is one whole pizza, represented as 1.

one-half of a pizza

$\frac{1}{2}$

The top number indicates the part of the whole we are dealing with. There is 1 part remaining so the top number is 1.

The bottom number indicates the total number of parts that make up 1 whole. This pizza was divided into two halves and so the bottom number is 2.

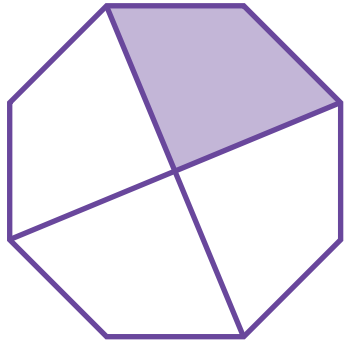
one-quarter of a pizza

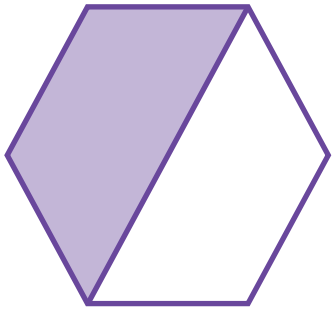
$\frac{1}{4}$

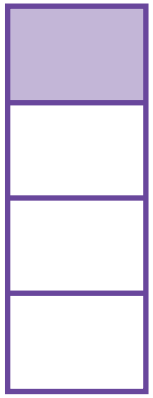
The top number indicates the part of the whole we are dealing with. There is 1 part remaining so the top number is 1.

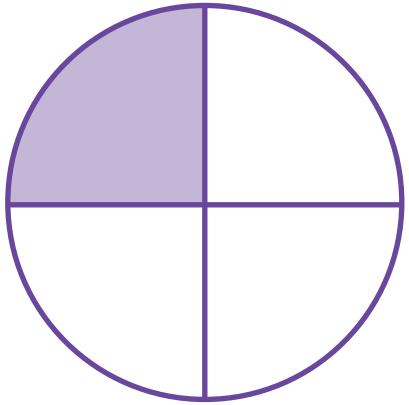
The bottom number indicates the total number of parts that make up 1 whole. This pizza was divided into four quarters and so the bottom number is 4.

Using the symbols for one-half or one-quarter, write if one-half or one-quarter of each shape has been shaded.



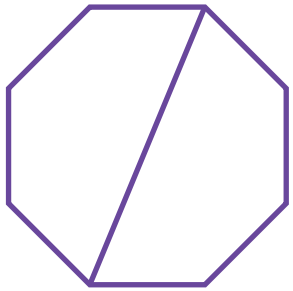






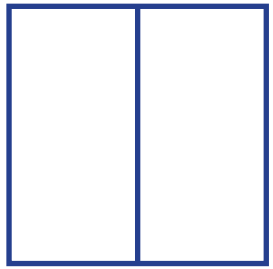
Colour one-half of each shape.

a.

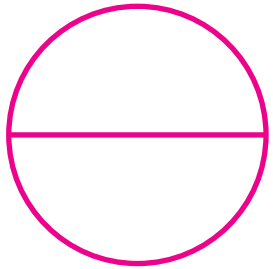


b.

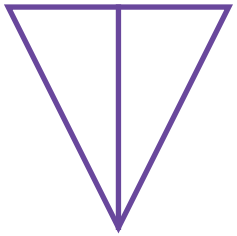
c.



d.

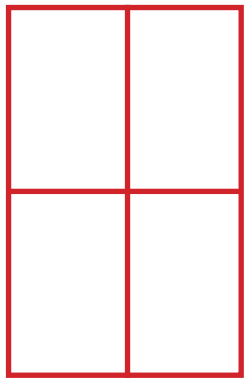


e.

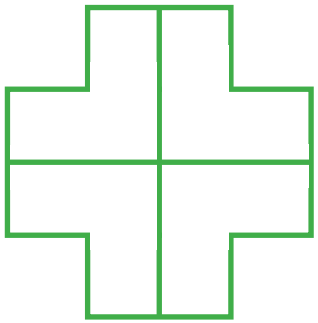


Colour one-quarter of each shape.

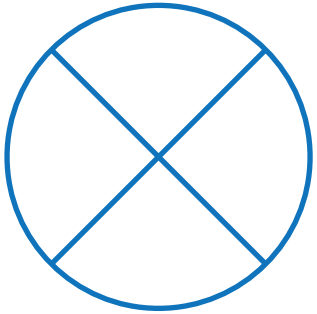
f.



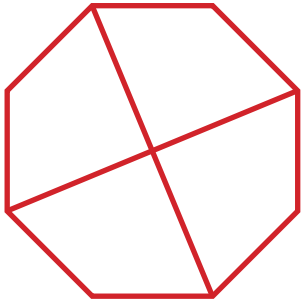
g.



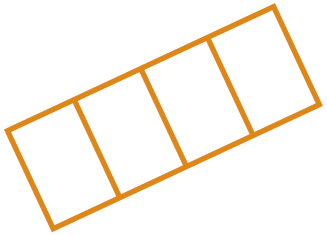
h.



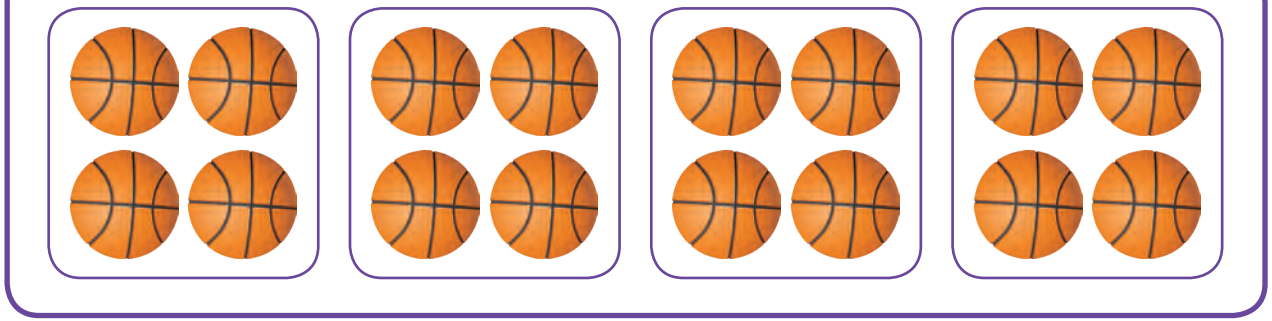
i.

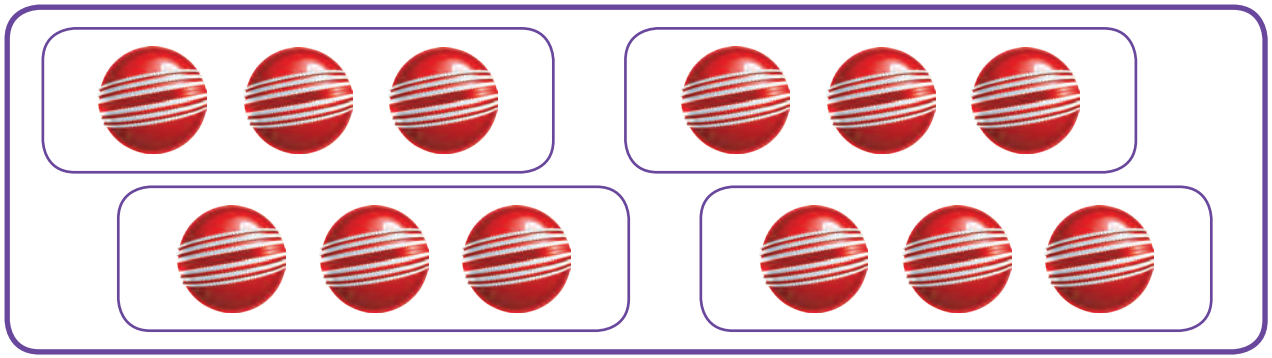


j.



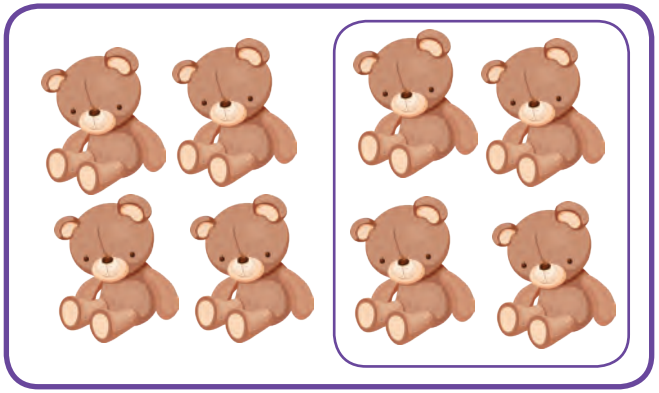
The following collections have been divided into equal parts. Decide whether they have been divided into halves or quarters and write your answers in the boxes.

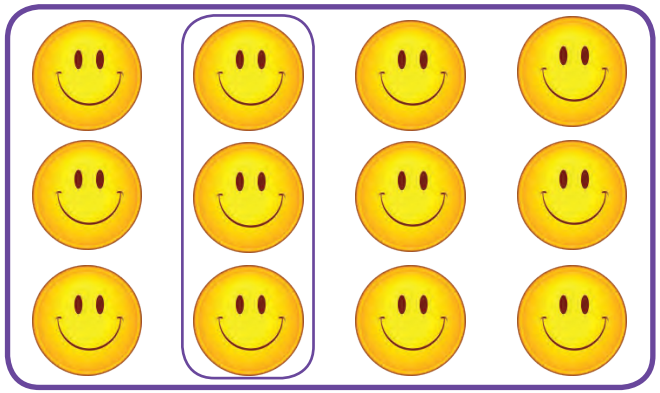


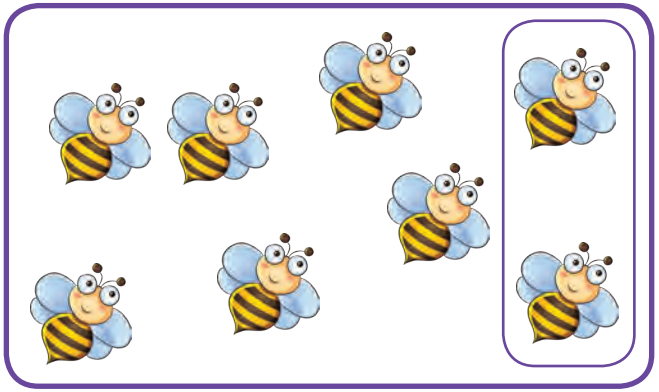


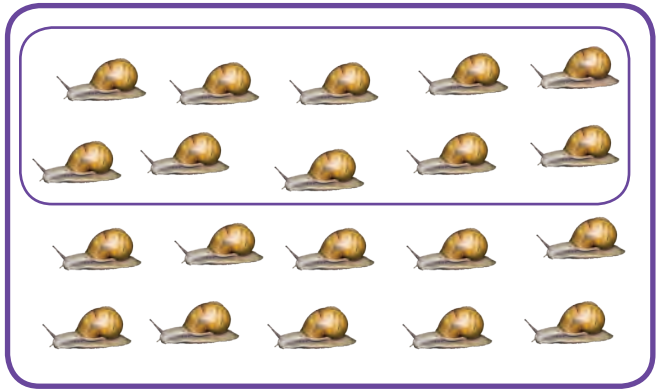
Decide whether one-half or one-quarter of each of the collections below has been circled. Write the symbol for one-half or one-quarter to show how many parts of the collection has been circled.

If required, encourage the student to count the number in each collection, and then to use counters to make groups equal to the number of items circled. If they make two equal groups, the collection has been separated into halves, if they make four equal groups, the collection has been separated into quarters.





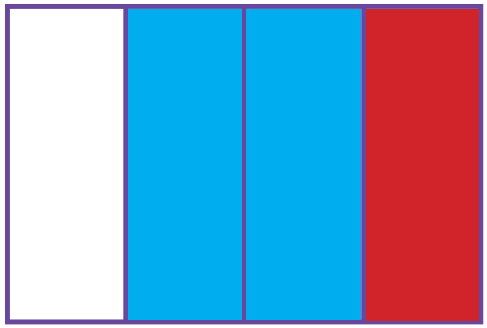


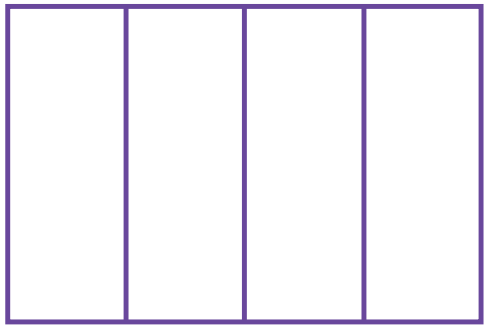


Challenge - Fraction Flags

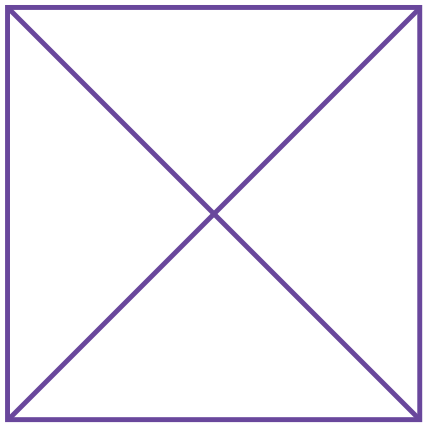
In this activity, it is important for the student to focus on how we find fractions of a collection instead of a shape. This will enable them to create different designs whereby they are shading the same fractions.

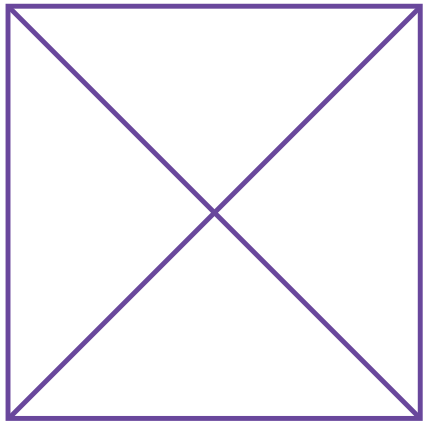
You are going to colour the flags in different ways. Look at the first rectangle below. The flag has been separated into quarters. One-half of the flag has been coloured blue, one-quarter has been coloured red and one-quarter has been left white. Colour the other two flags so that one-half is blue, one-quarter is red and one-quarter is white in different ways so that no flag looks the same.

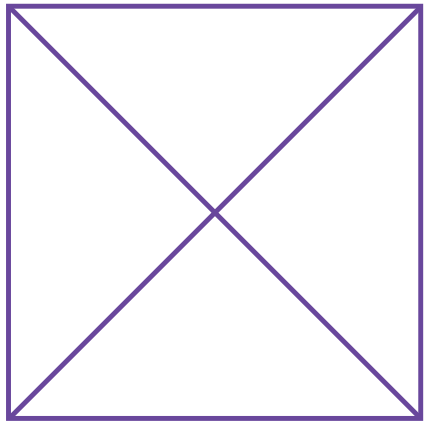




These three square flags have been separated into quarters. Colour each flag in a different way so that so that one-half is yellow, one-quarter is green, and one-quarter is white.







Birthday Party Fractions

Supervisor Information

Materials you will need:

- pop sticks
- counters or centicubes

In this lesson the student will be learning to:

- visualise fractions that are equal parts of a whole;
- use fraction language in a variety of everyday contexts.

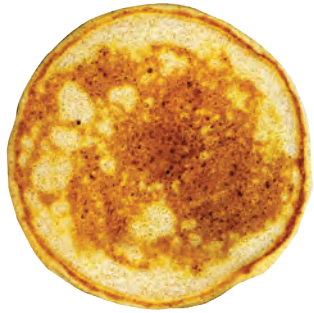
Background Information

In this lesson, the student will apply their understanding of fractions to a real-life context. Encourage the student to make drawings, use concrete materials such as centicubes or counters, or use other strategies when working out the fractions of collections.

Encourage the student to explain their strategies and answers using mathematical language.

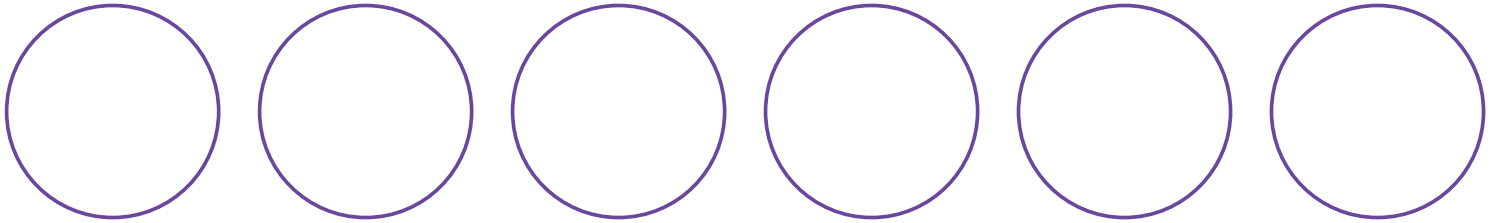
Supervisor Working with Student

Pancake halving



Read the problem below.

Chris had 6 pancakes and wanted to put jam on half of them. Colour the pancakes red to show how you would do this.



Once the student has finished, ask :

How many pancakes were covered with jam?

How many pancakes were left plain?

Now read and solve the next pancake problem.

Chris had 8 pancakes and he wanted to put maple syrup on half of them. Use the space below to draw how he can do this.

Party organising using fractions

Amy wants to have a birthday party. There will be 8 people in total, Amy and 7 of her friends. She wants to play party games, eat party food and enjoy some entertainment.

Help Amy plan for the party, by solving some problems.

Support the student in reading each question if necessary. Encourage them to use counting materials such as counters or spare paper to help them work out the answers.

Amy wants half of her friends to wear a blue party hat and the other half to wear an orange party hat. Amy will wear a hat too. How many hats will she need of each colour?

☐ orange hats

☐ blue hats

Amy wants each of the 8 people at her party to wear a sticker. She wants one-quarter to wear a blue sticker, one-quarter to wear a red sticker, one-quarter to wear a green sticker and one-quarter to wear a yellow sticker.

How many people at Amy's party will wear a green sticker?

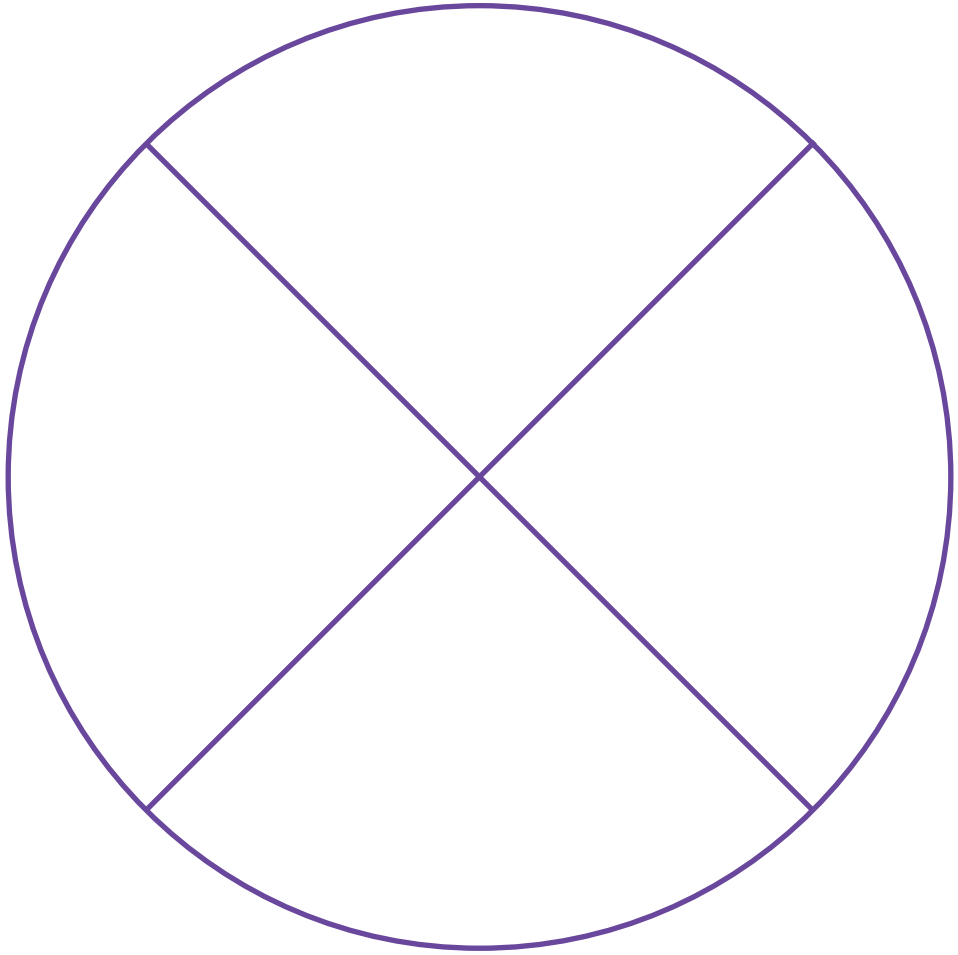
☐ people will wear a green sticker.

The magician will have 16 coloured balls. He will use his magic to make one-quarter of them disappear. How many balls will disappear?

Amy has 16 balloons to give to everyone at her party. One-half of the balloons are blue, one-quarter of the balloons are green and one-quarter of the balloons are pink. How many people at her party will get a blue balloon?

_____ people will get a blue balloon.

Help Amy with her birthday cake. Complete the cake by colouring the cake to show one-half of the cake with blue icing, one-quarter of the cake with yellow icing, one-quarter of the cake with green icing.



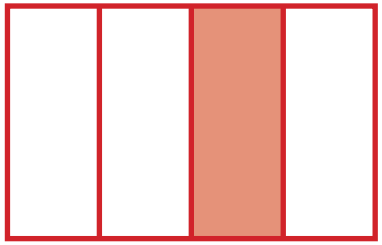
Skill Tester

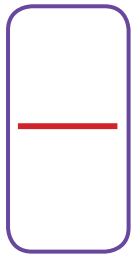
Student Name: _____

Make sure the student works on this Skill Tester **independently**. Your assistance to read and interpret instructions may be needed. Please give feedback on page 53 if the student was unable to complete the Skill Tester independently.

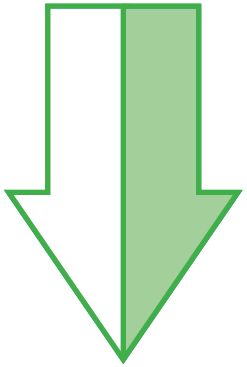
1. Using the symbols for halves and quarters, write if one-half or one-quarter of each shape has been shaded.

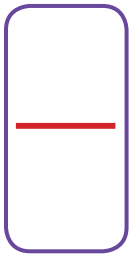
a.



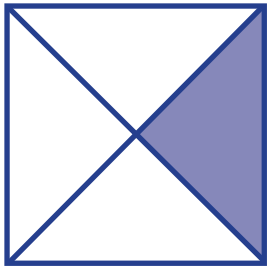


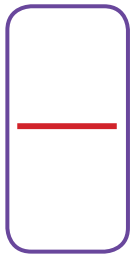
b.



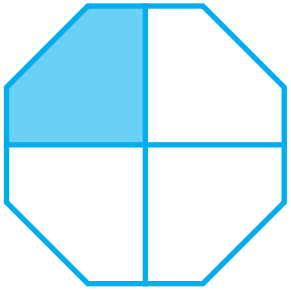


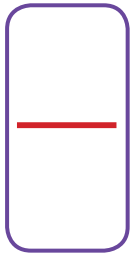
c.



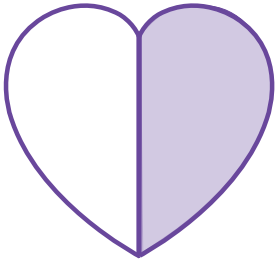


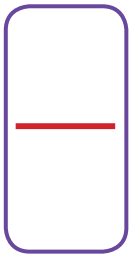
d.





e.

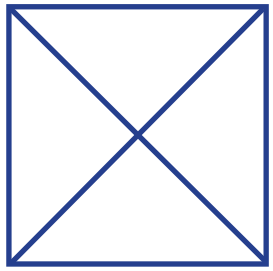




Student Name: _____

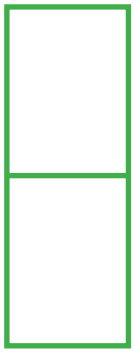
2. Using the words for halves and quarters, write on the line if each shape has been divided into halves or quarters. Shade in one-quarter of each shape.

a.



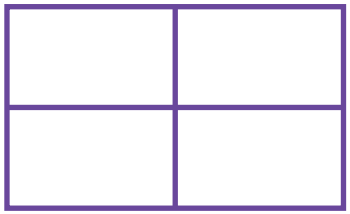
_____

b.



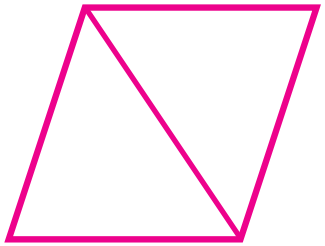
_____

c.



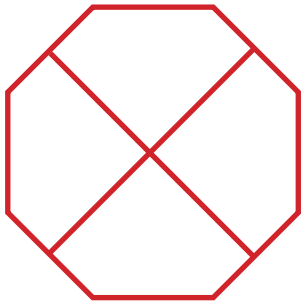
_____

d.



_____

e.



_____

3. The student will need an A4 sheet of paper for this question.

Fold the paper into quarters. Tick the box below if the student correctly folded the paper into quarters.

After you have folded the paper, write the symbol for one-quarter on each part. Tick the box below if the student writes the correct fraction notation.

Tick here if the student correctly folded the paper into quarters.	☐

Tick here if the student labels using the correct fraction notation.	☐

Student Name: _____

4. Circle the correct answer to show if these apples have been divided into halves or quarters.

halves quarters

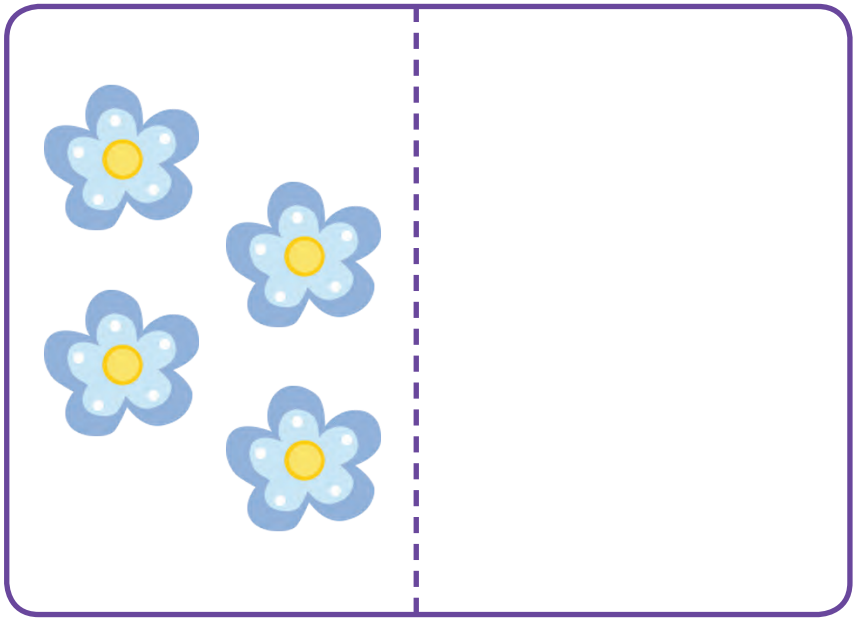
5. Draw a ring around one-half of the ice creams.

6. Draw a ring around one-quarter of the coins.

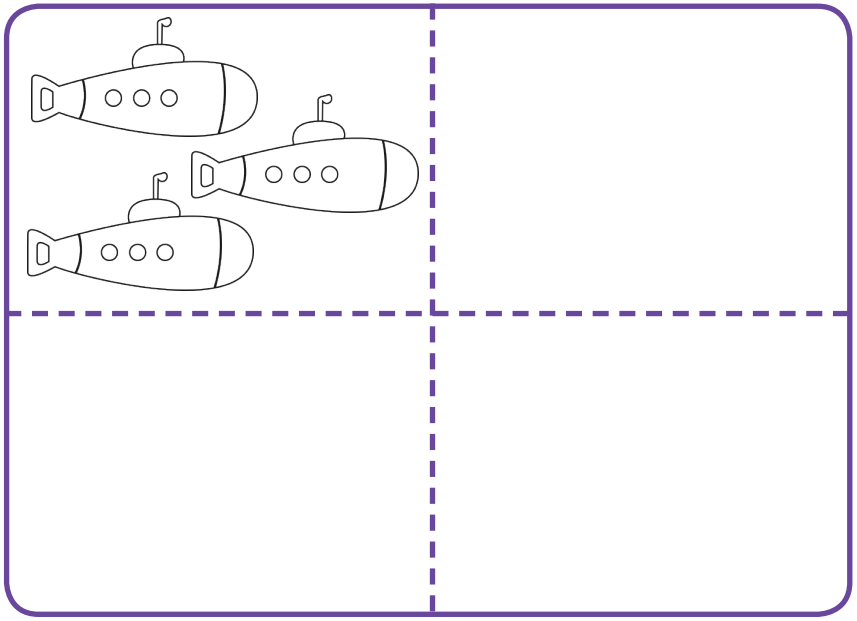
Student Name: _____

7. In the rectangle below colour one-half blue, one-quarter green and one-quarter red.

8. a. One-half of the collection is shown below. Complete the collection by drawing the other half.



b. One-quarter of the total collection of submarines is drawn. Draw the remaining submarines.



Student Name: _____

REC Discuss the following questions with the student. Record the student's answers for the teacher.

Working Mathematically

Solve the following fraction word problem. Use the space provided to help you work out the answer. Once you have finished, describe how you worked out each problem using the language about fractions. Use counters to help work out your answer if necessary.

There are 12 caterpillars around a pot plant. One-quarter are on the leaves and one-half are on the flowers. The rest of the caterpillars are on the ground around the pot. How many caterpillars are on the ground?

STAGE 1 OLYMPIC EXTENSION ACTIVITIES WEEK 4 & WEEK 5

SUSTAINABLE SPORT Design and create your own sports equipment using recycled materials. Discover how the Tokyo Games are the most sustainable Games ever held here. Tokyo 2021 Sustainability	**LEARN & DISCOVER!** Australia has a proud Indigenous Olympic history - learn more about our Indigenous Olympians. Tokyo 2021 Team	**FUN FACT** There are 37 Summer Olympic sports. How many have you tried? Select five sports that are new to you and learn more about them. Post some fun facts about them on Class Dojo	**LISTEN UP** Listen to our Olympics Unleashed Tokyo podcasts to hear from members of the Tokyo Team and other Australian Olympic news. Tokyo 2021 Unleashed Podcasts
DISCUS **How to play:** Line the kids up at one mark and use a frisbee (can either be foam or plastic). Mark each throw and see how far the "discus" can be thrown. **Equipment required:** Frisbee, a rock, or other marker to keep track of the distance of each throw.	**VOLLEYBALL** **How to play:** Set up a sports net or, if one isn't available, use a piece of rope or pool noodles set up between two chairs to create a "net." See how many times you can get the ball over the net. You can use a real volleyball, a beach ball or balloon. **Equipment required:** Net (classic, rope, or pool noodle) and ball (volleyball, beach ball, or balloon).	**GET IN TOUCH** Write a letter to the Olympian who inspired you the most during the Games! Send your letter to education@olympics.com.au	**SOCCER** **How to play:** Make a target on a wall using chalk or tape and have kids take turns shooting the ball at the bull's eye. Depending on your skill level, make the target lower or higher. Turn soccer into soccer bowling by using soccer balls to kick down different objects such as empty bottles, a giant Jenga tower, or plastic bowling pins. **Equipment required:** Soccer balls, pylons, tape/chalk, items for "bowling" down.
RHYTHMIC GYMNASTICS **How to play:** Using hoops, ribbons, balls, and music, use lots of room to get creative with the equipment. Swirl with their ribbons, pose and balance with balls, and use their hips or arms to rotate the hoops. We would love to see it filmed and posted on Seesaw **Equipment required:** Hoops, ribbons, balls, hoops, and music.	**BASKETBALL** **How to play:** Using two laundry baskets, tubs, or buckets, and a fun substitute for a ball (bean bag, toy, or a shoe. Toss the item into your team's basket, get a family member to play too. Players can only take three steps before they pass the throwing item or take a shot. **Equipment required:** baskets, throwing items.	**BALANCE BEAM** **How to play:** Indoors, use painter's tape to make a straight line on the floor. Walk forwards, backwards, and sideways. Outdoors, use a plank of wood, a rope, or make a line with chalk for the same activity. When your master a straight line, add semi-circles or zigzags to add a bit more of a challenge. **Equipment required:** balance beam (chalk, rope, wood).	**HURDLES** **How to play:** Use different items to make hurdles, Run and jump between them, have a go at making the intervals longer each time you make the jump! Hurdles can be items as simple as boxes, pylons with pool noodles duct-taped between them, or wasking baskets. Make sure you upload a video of you doing it to Seesaw **Equipment required:** choice of hurdles.