

Mill Green School

Learner Work Pack

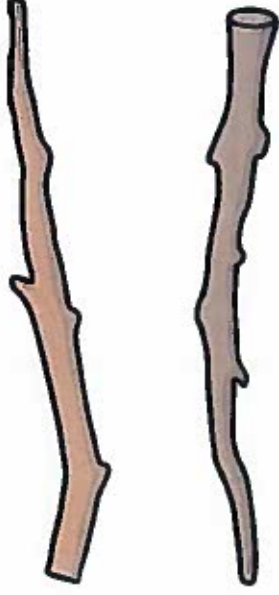
Land Art

Challenge Cards



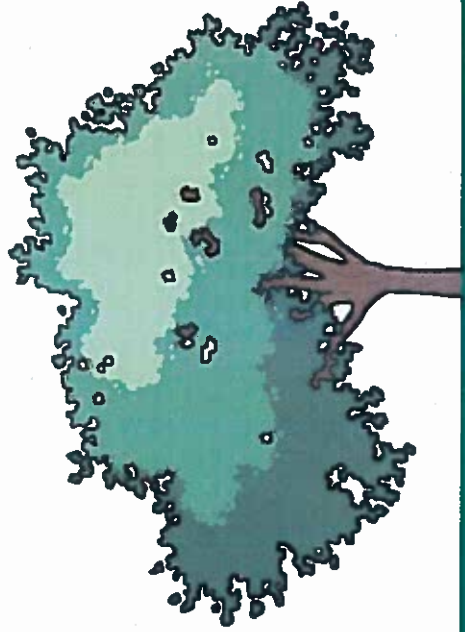
Land Art

Can you tie two sticks together using only natural materials?



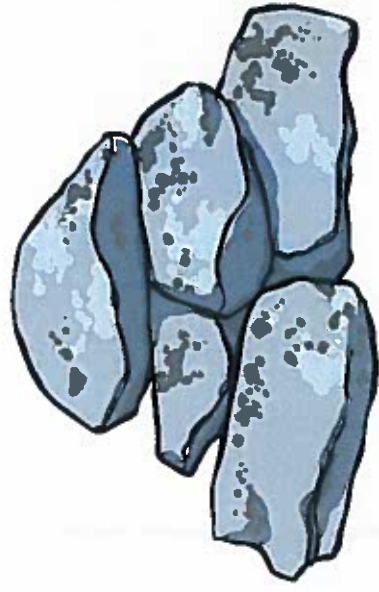
Land Art

Can you hang something from a tree?



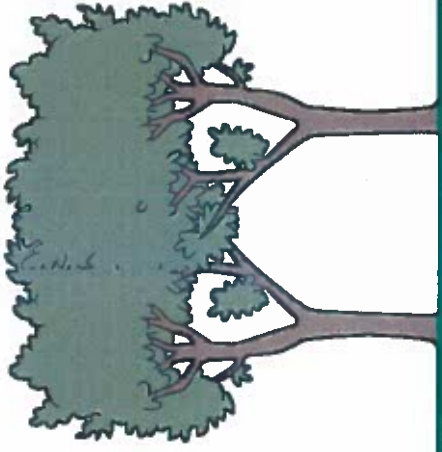
Land Art

Can you balance one object on top of another in an unusual way?



Land Art

Can you wedge something between two trees that will stay there on its own?



Land Art

Can you make an arch or a tunnel from natural materials?



Land Art

Can you find a piece of natural material that looks like something else? E.g. a face



Land Art

How many different colours of natural object can you find?



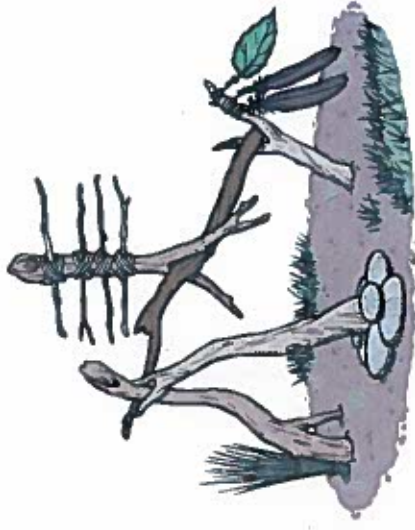
Land Art

Can you make a long line of leaves?



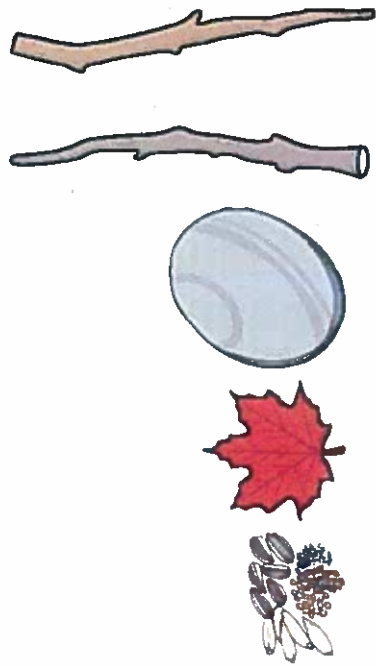
Land Art

Can you make something big that can be seen from a long way off?



Land Art

Can you make a line of stones, pebbles, twigs or leaves so that each object in the line is smaller than the last?



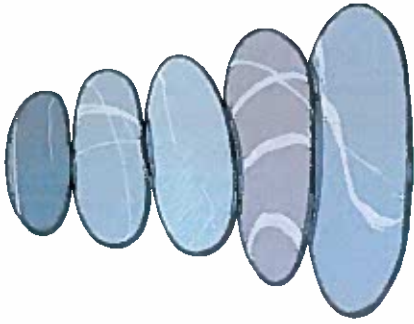
Land Art

Can you scratch a rock with something?



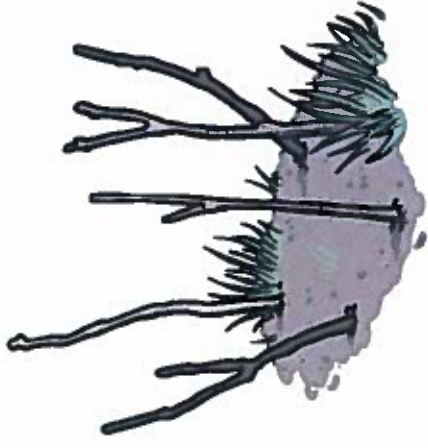
Land Art

How many stones can you balance on top of each other?



Land Art

Can you make a shape from sticks?



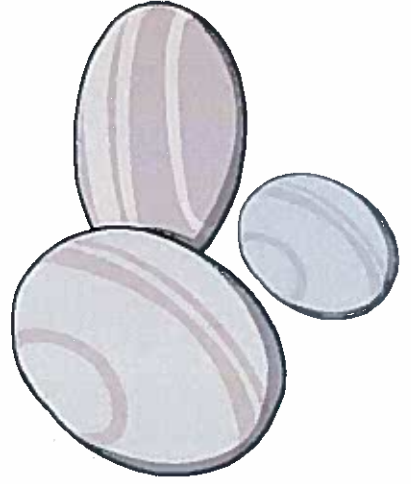
Land Art

Can you make a shape from leaves?



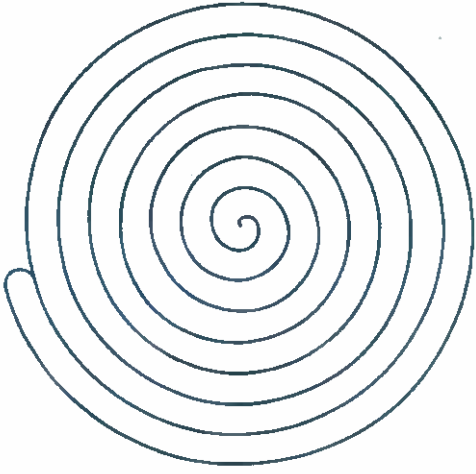
Land Art

Can you make a pattern with stones?



Land Art

Can you make a spiral?





red

twinkl.co.uk



purple

twinkl.co.uk



orange

[twinkl.co.uk](https://www.twinkl.co.uk)



brown

[twinkl.co.uk](https://www.twinkl.co.uk)



pink

twinkl.co.uk



green

twinkl.co.uk



black

[twinkl.co.uk](https://www.twinkl.co.uk)



yellow

[twinkl.co.uk](https://www.twinkl.co.uk)



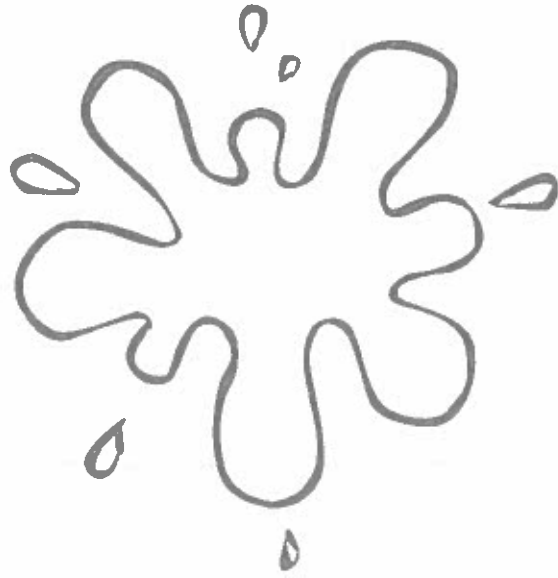
grey

[twinkl.co.uk](https://www.twinkl.co.uk)



blue

[twinkl.co.uk](https://www.twinkl.co.uk)



white

twinkl.co.uk



peach

twinkl.co.uk

Creative and messy fun ideas!

Giant chalk art on the outside walls/patio/path

Wash used household items ready for recycling. Sort out used items at home for recycling – put into the correct boxes and bags

Balloon splatter painting – simply blow up balloons in different sizes and use these as ‘paintbrushes’ to splatter designs on a large piece of paper or recycled card (cereal box etc)

Nature Weaving – find some sticks outside in the garden and fasten together using unwanted wool to make a simple frame. Find natural objects in the garden such as petals, leaves, herbs etc and weave into the frame – you could also weave in material by using up old fabric/unwanted clothes and wool.

Make your own ‘spice paints’ – add turmeric, cinnamon, paprika etc to white paint and a small amount of water – then off you paint! You could use natural materials from your garden as ‘paintbrushes’.

Pebble art – collect pebbles in your garden (or beach!) and decorate using paints, chalk or sharpies. Go one-step further and make some story stones using a favourite story – each pebble represents a part of the story.

‘How something sounds’ – listen to different types of music – try classical, pop, jazz, rock etc. Get your child to identify – is it loud/quiet? Is it fast/slow? Like/dislike? Maybe they can say the instrument – is it a piano or guitar? Is it a bell or a drum?

Make your own musical instruments from household items – shakers (rice/beans inside an empty bottle) guitar (cereal box and elastic bands) drum (empty chocolate tub/tin and a wooden spoon) decorate and play along to their favourite music.

‘How something looks’ – make rainbow spinners – cut 2 circles of card out of an old cereal box, divide into 4 sections and colour each section a different colour, thread a piece of string through the middle – and spin!

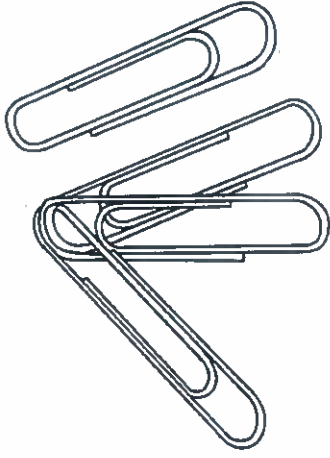
Make some ‘fake snow’ add a cup of baby oil to a box of cornflower in a bowl (you can add glitter if you wish) The result is very similar to moon sand (but smells nicer!) sensory play!

Sensory play in a sand pit - add water, natural items from the garden and/or toys

Make paper aeroplanes from recycled paper and origami animals from recycled paper (loads of free instructions online)

Indoor Fine Motor Skills Challenge Cards

How many paper clips can you join together?



Indoor Fine Motor Skills Challenge Cards

Can you collect 10 pieces of pasta and 5 peas from a tray using tweezers?



Indoor Fine Motor Skills Challenge Cards

Can you thread the strings around the shapes?

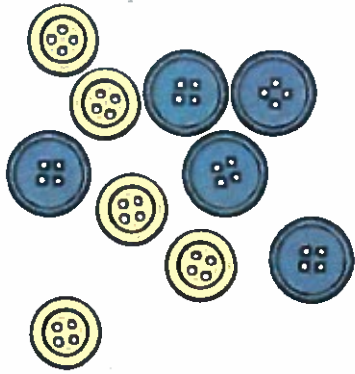


Indoor Fine Motor Skills Challenge Cards

How many bubbles can you pop with your fingers?

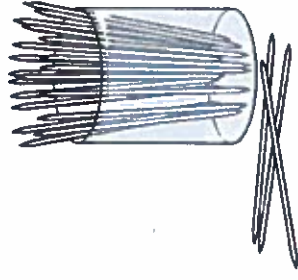
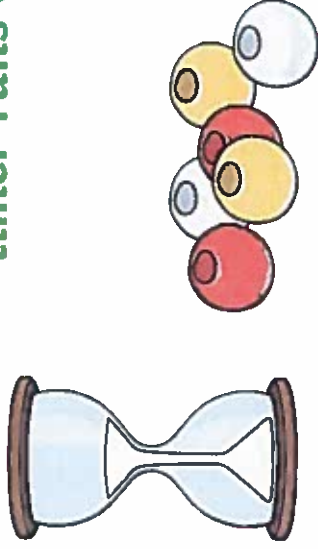


How many buttons can you fasten?



Can you work with a friend to catch beads on a blunt toothpick?

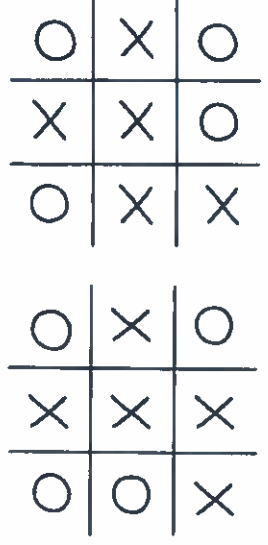
How many can you catch before the timer runs out?



Can you fill the paper with your fingerprints?



Can you fill the grid with circles and crosses? What pattern can you make?



Fine Motor Skills Activity Cards

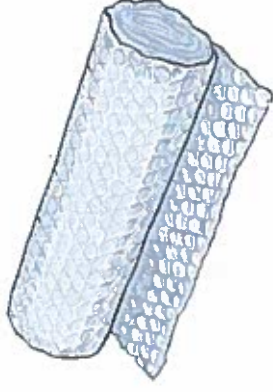


Fine Motor Skills

Use bubble wrap.

How many bubbles can you pop?

Can you beat your score next time?



Fine Motor Skills

Use a colander and pipe cleaners.

Can you thread the pipe cleaners
through the holes?

How many can you thread in a minute?



Fine Motor Skills

How many beads or buttons can you thread on a
lace or string?

Can you make a pattern using different colours?



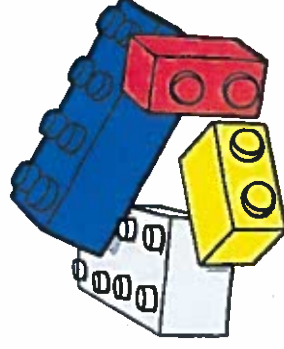
Fine Motor Skills

Use your thumb and finger to practise winding up toys. Watch them go, can you have a wind-up race?



Fine Motor Skills

Use small building bricks to make a construction. Can you push the bricks together and then pull them apart?



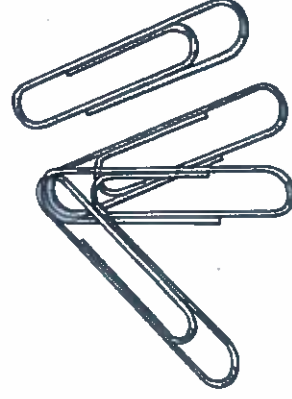
Fine Motor Skills

Use tweezers to see how many pieces of pasta, rice or pom-poms you can pick up.



Fine Motor Skills

Can you make a chain of paper clips?
Can you make a chain longer than a pencil, a ruler, a book or your table?



Fine Motor Skills

Use a mini hole punch – how many holes can you make in a piece of paper, card, tissue paper even leaves?



Fine Motor Skills

How quickly can you do up buttons or zips on a jacket or coat?



Fine Motor Skills

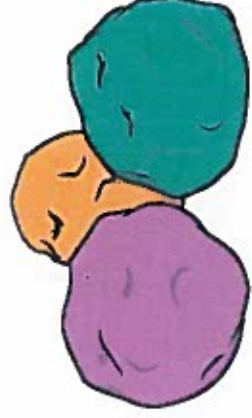
Pick up dominoes and make a long line next to each other, then knock them down!



Fine Motor Skills

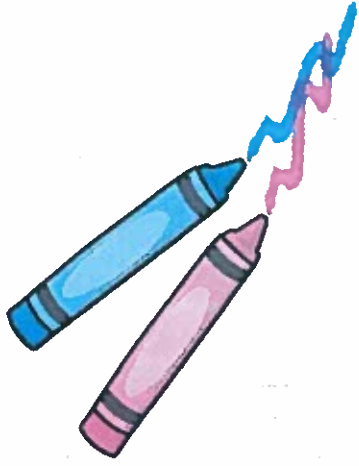
Use your thumbs and fingers to make a playdough meal!

What other foods could you make?



Fine Motor Skills

Trace around stencils with a pencil, felt tip, chalk or crayons.



Fine Motor Skills

Roll a ball of playdough. Push in golf tees. See how many marbles you can balance. Can you make a spiky hedgehog?



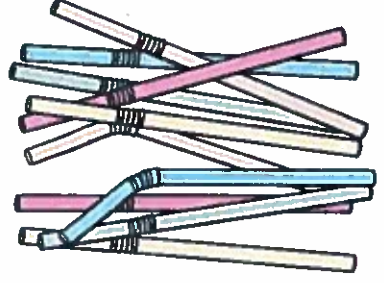
Fine Motor Skills

Use a sand tray and your finger, a feather, pipe cleaner, paint brush or spoon to make patterns, letters, numbers and shapes!



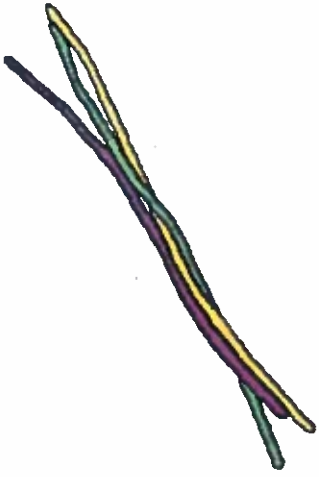
Fine Motor Skills

Chop up straws into small parts. Thread onto string or ribbon to make a necklace or bracelet.



Fine Motor Skills

Wind pipe cleaners around twigs to make mini snakes or curly worms!



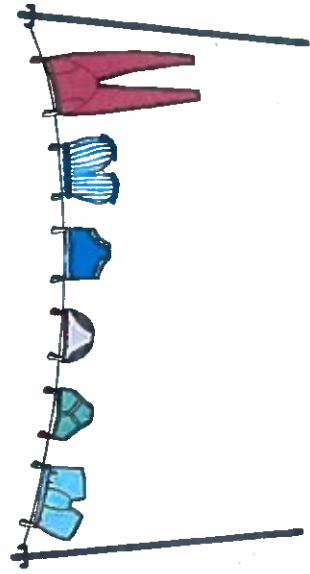
Fine Motor Skills

Use finger paints to make a fingerprint picture, painting or collage!



Fine Motor Skills

Use pegs to hang out washing on a washing line.
How many pieces can you hang out using two pegs?



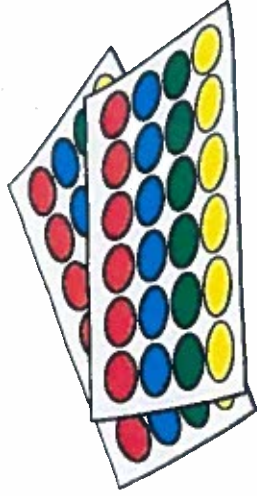
Fine Motor Skills

Use a cork board, mini hammer and wooden shapes to create a picture!



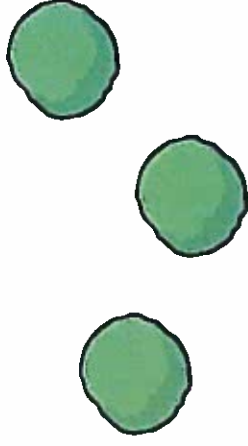
Fine Motor Skills

Use colourful sticky dots, to peel and stick to create a dotted picture!



Fine Motor Skills

Use an ice cream scoop or spoon to move pom-poms from one bowl to another. How quickly can you move 5, 10, 20?



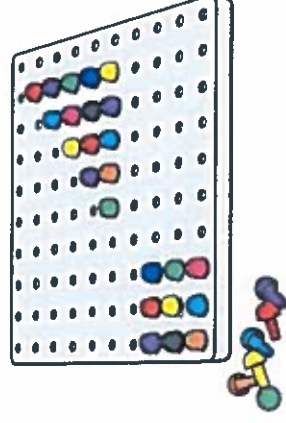
Fine Motor Skills

Sort coins into different colour groups. Then use money to post coins into a money box.



Fine Motor Skills

Use pegs and a peg board to make different pattern and pictures. Can you stretch elastic bands across the pegs to make shapes?



How to make Gloop

- 1. Pour some cornflour into a large tray.**
- 2. Slowly pour in some cold water. You need to play about with how much to add - you want it to be thin enough to move with your hands but not watery.**
- 3. Now the fun begins. Get your hands in and play with the gloop. It is magical as you can pick up chunks which are almost solid ...**
- 4. And then they fall like water back into the mixture.**
- 5. You can add glitter or food colouring to your gloop too.**

Mindfulness Challenge Cards

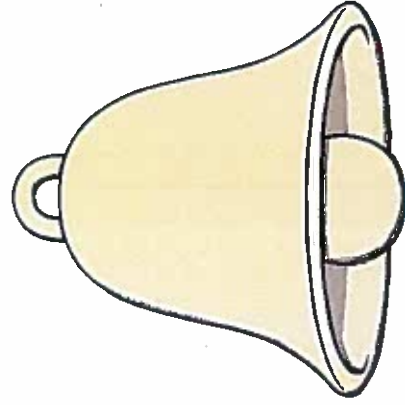


Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.



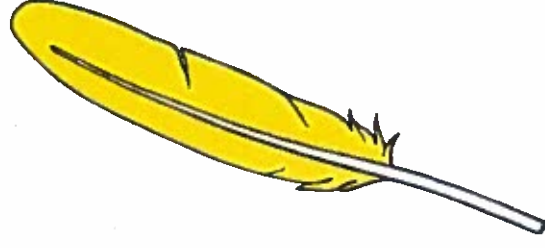
Ring a bell or make a lasting noise with another instrument or method.

Listen very carefully to the fading sound until you are sure you can no longer hear it.



Ask someone to drop a feather and watch it very closely as it floats to the ground.

Listen carefully to a piece of music and draw a line on a piece of paper which matches the feeling created by the music.



Close your eyes and ask a partner to pass you an object that you can hold in your hands.

Touch and turn the object, describing each aspect in detail to your partner and then swap places.



Lie on your back outside and close your eyes so you can use all of your senses except for sight.

Notice the feel of the air, the feel of the ground, the sounds that surround you and any smells that are present.



Lie with your back on the floor and place a soft toy on your tummy.

Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.

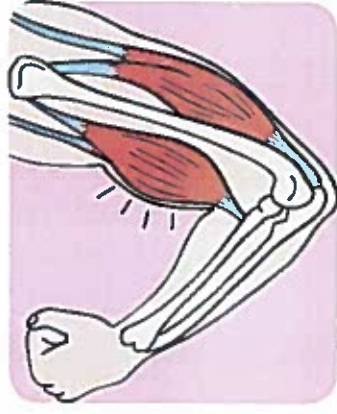


Find something with a strong and pleasant scent e.g. lavender or orange peel and place it close to your nose.

Try to concentrate just on the smell for a whole minute.



Lie comfortably on your back on the floor. Move your attention around your body by tensing and clenching your muscles and then relaxing them. Hunch your shoulders, then let them go.



Make your hands into fists then tighten the muscles in your arms before relaxing them. Continue to move around your body repeating this process.

Sit in a room with your eyes closed.

Ask someone else to spray a perfume or deodorant at the other side of the room and, keeping your eyes closed, try to notice the exact moment when the smell reaches you.



At the same time of every day, think of one thing to be thankful for.



When you are eating, slow the process right down and try to activate all your senses. Look carefully at your food before you eat it.

What does it look like? Bring it closer so you can smell it. What does it smell like?

As you place it in your mouth, be aware of the texture of the food and how it feels.

What does it taste like? Does the taste come in successive waves or all at once? Can you recognise the individual ingredients?

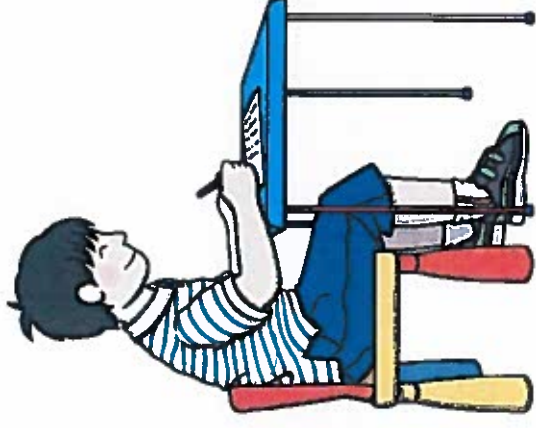
Take a walk and concentrate on the act of walking.
What movements does each leg perform in each stride?

Which part of your foot hits the ground first?

What does the ground feel like underneath your shoe/foot?



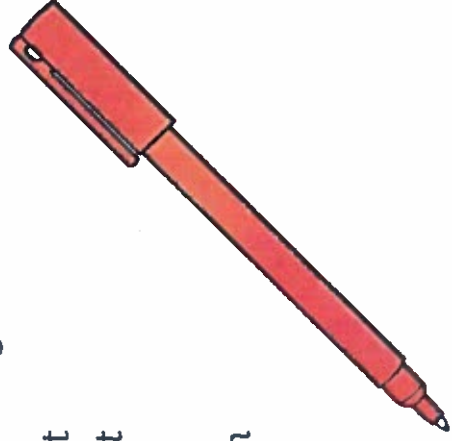
Try hot writing – choose a short period of time such as one minute and try to keep your pen or pencil moving for the entire time.



Choose a subject to focus your thoughts or simply write about whatever arises in your mind.

If you can't think of what to write then write 'I can't think of what to write...'

Do whatever you need to in order to keep writing.



Listen really carefully to what someone else is saying.

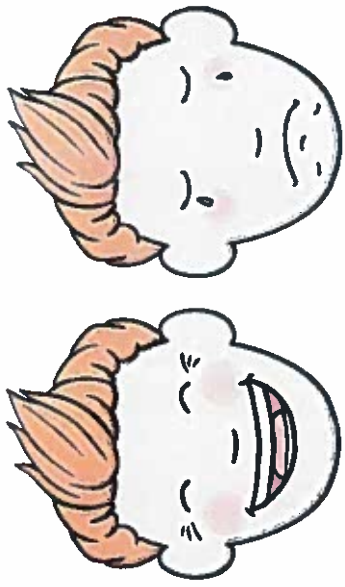
Stop doing anything else and give them your complete attention.

If you think of things you wish to say, let the speaker finish before you add your thoughts.



Take a moment to think about how you are feeling.
Which words would describe how you are feeling?

Can you trace back the origins of those feelings?





Chocolate

Edible Playdough Recipe

You will need:

3 cups icing sugar

$\frac{3}{4}$ cup powdered milk

113g softened butter

6 tbsp cocoa

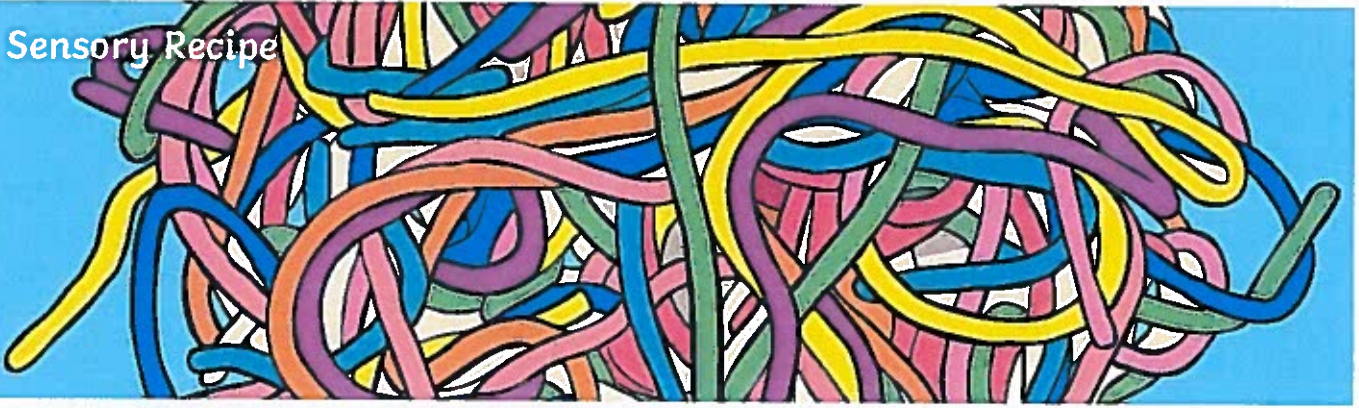
8 tbsp golden syrup

Method

1. Make sure the butter is nice and soft. Combine all of the ingredients in a bowl and stir together.
2. Work the mixture together to form a clay-like consistency.
3. Get playing!

*This recipe is intended to be used as soon as it has been made and not to be stored for future use.





Rainbow Noodles

Ingredients

Cooked pasta noodles/
spaghetti

Food colouring

Equipment

Bowls or containers

Tongs, cups, scoops,
bowls, spoons, etc.



Method

1. Prepare the noodles as instructed and then strain and rinse under cold water for several minutes.
2. Coat the noodles in a touch of oil to stop them sticking.
3. Divide the noodles into bowls (one bowl per desired colour) and add several drops of food colouring to each.
4. Mix well and allow to dry for 10-15 minutes.
5. Place the noodles in a sensory bin or container.
6. Add the tongs, cups, scoops, bowls, etc.
7. Children will enjoy exploring the noodles, either with their hands or the tools provided.

(This recipe is intended to be used as soon as it has been made and not to be stored for future use.)



Silly Stretchy Putty

Edible Sensory Recipe

You will need:

Cornflour

Smooth yoghurt – any flavour

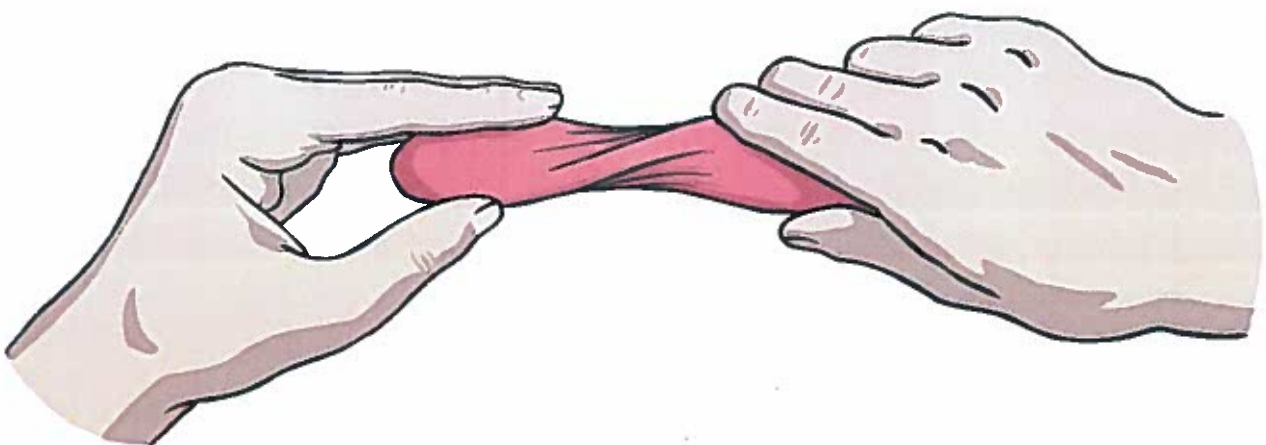
Bowl or tray

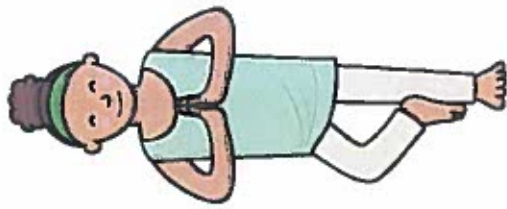
Method

1. Mix 1 cup of yoghurt and 1 cup of cornflour together.
2. Keep mixing until firm. Add more cornflour or yoghurt as needed.
3. Knead the dough until it is the consistency of stretchy putty.
4. Enjoy the stretchy, sticky dough! You may like to enhance the dough with a variety of non-edible additions.

*Please note that although this recipe is safe for children to taste and explore with their mouths, it is not intended for them to eat in large quantities.

*This recipe is intended to be used as soon as it has been made and not to be stored for future use. Supervise children at all times to ensure that small non-edible items do not become a choking hazard.

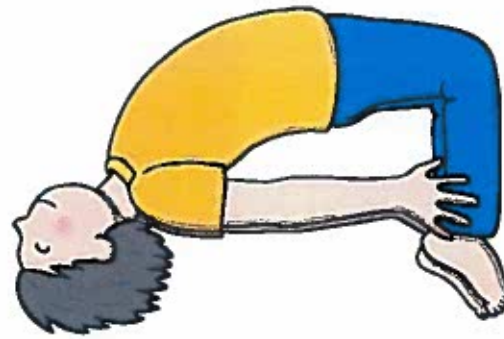




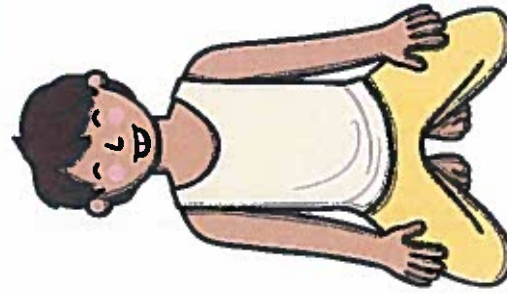
tree pose



cobra pose



camel pose



lion pose



mountain pose



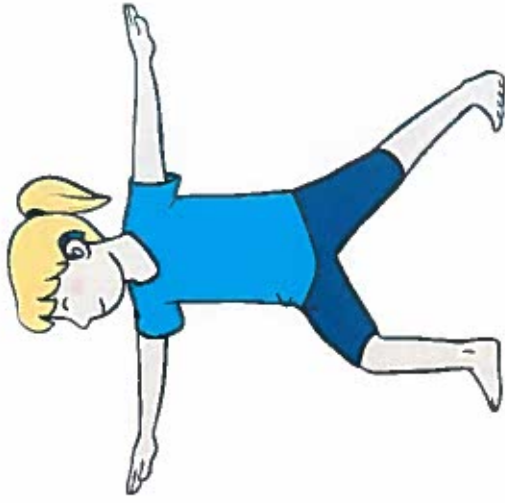
flamingo pose



butterfly pose



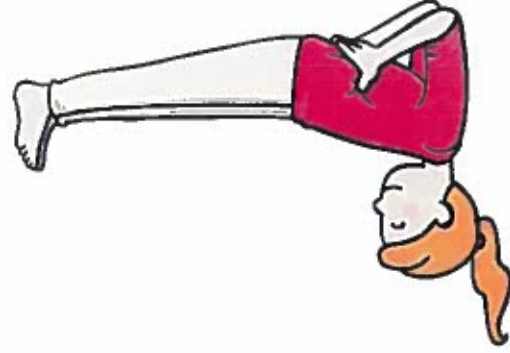
elephant pose



warrior pose



cow pose



shoulder stand pose










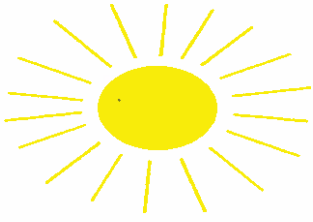


downward facing dog pose

Colour Match Activities

Name _____ Date _____

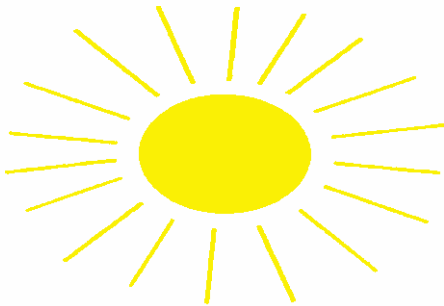
 Draw a line between the same pictures.

Colour Match Activities

Name _____ Date _____



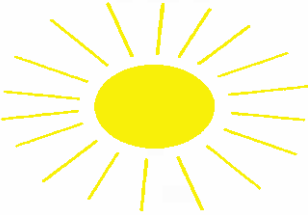


✂ Match the pictures to the colour words.



Colour Match Activities

Name _____ Date _____

 Write the correct colour words.

Colour Match Activities



Name _____ Date _____



BLUE	RED	ORANGE	BLACK
GREEN	PINK	WHITE	YELLOW

BLUE	RED	ORANGE	BLACK
GREEN	PINK	WHITE	YELLOW

BLUE	RED	ORANGE	BLACK
GREEN	PINK	WHITE	YELLOW

blue	red	orange	black
green	pink	white	yellow

blue	red	orange	black
green	pink	white	yellow

Colour Match Activities



Name _____ Date _____

Fill in the gaps.

1. London taxis are _____.
2. I like _____ apples.
3. During the spring _____ leaves grow on trees.
4. Oranges are _____ and round.
5. Blueberries are named after their _____ colour.
6. Roses could be red, yellow, _____ and even blue.
7. In summer the sun is bright _____.
8. In winter clouds are grey, but they are _____ in summer.

How Many?



How Many?



Classroom objects – initial sounds

Name _____ Date _____



Circle the initial sound.



r x s q



y g a w



r p sh g



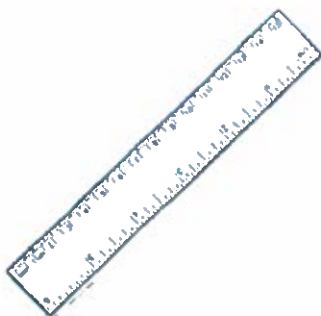
b l p o



e t r s



sh p o t



n r l c



p c d sh

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

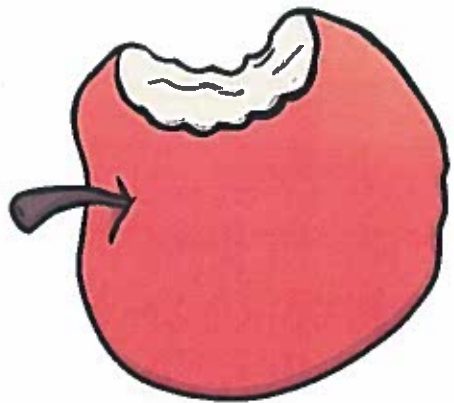
c



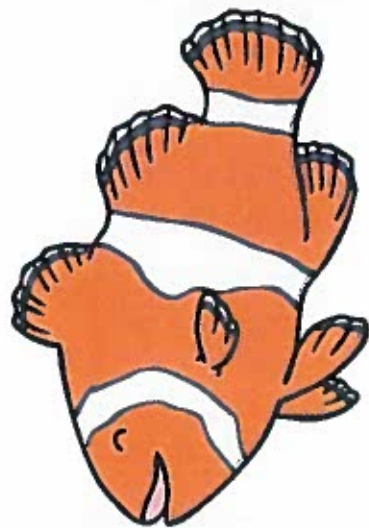
b



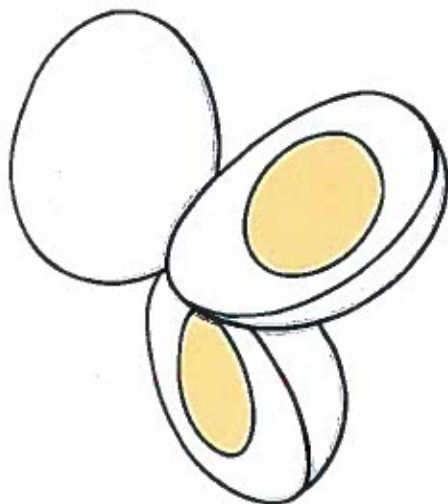
a



f



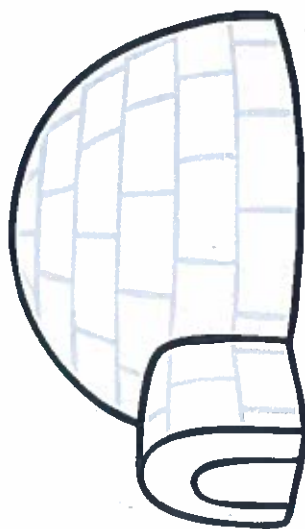
e



d



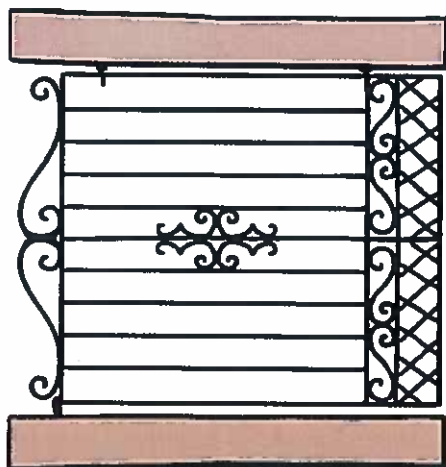
i



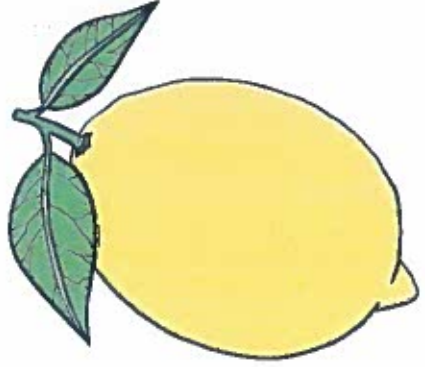
h



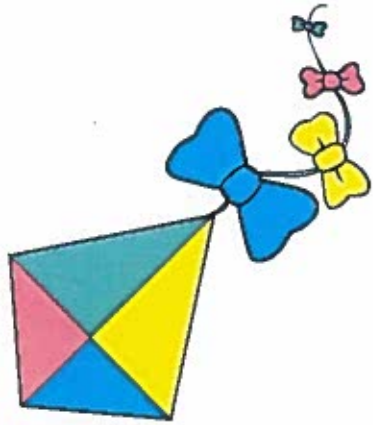
g



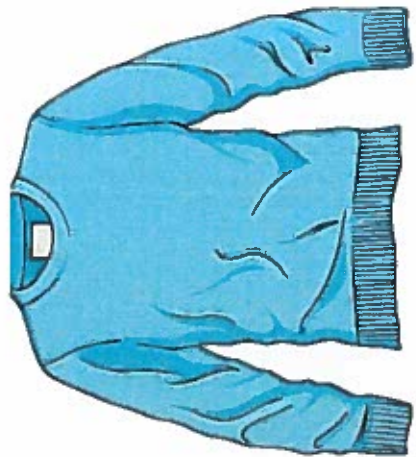
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k



j



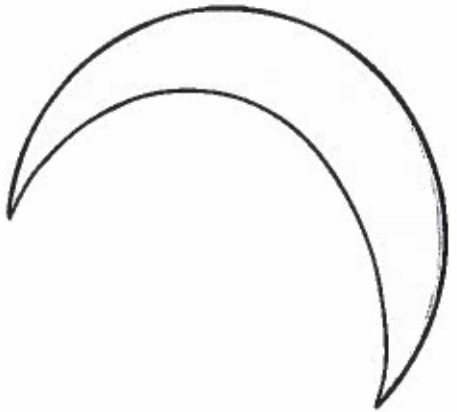
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n



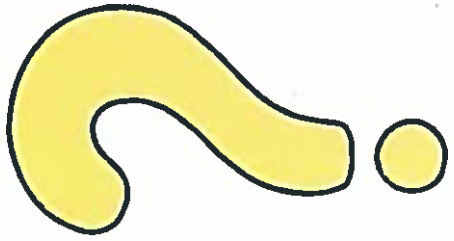
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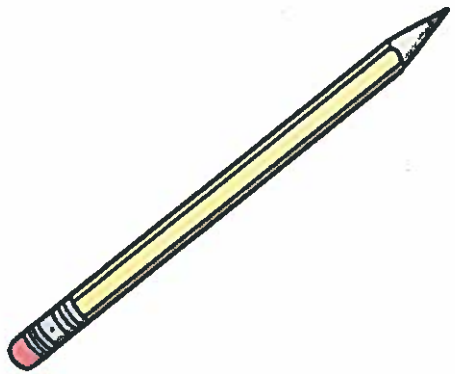
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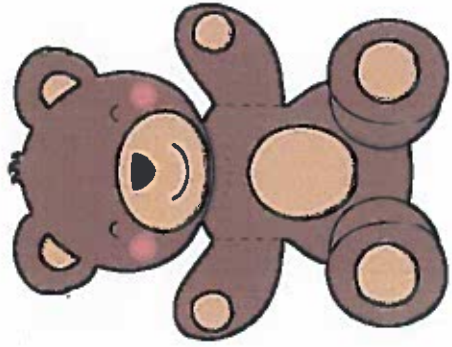
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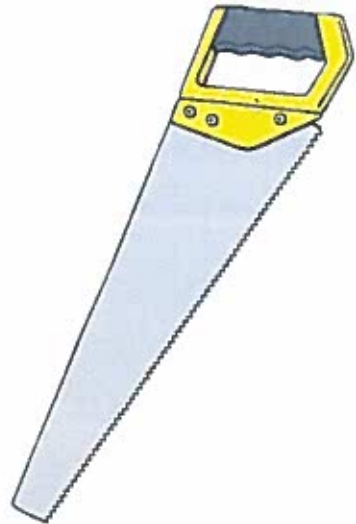
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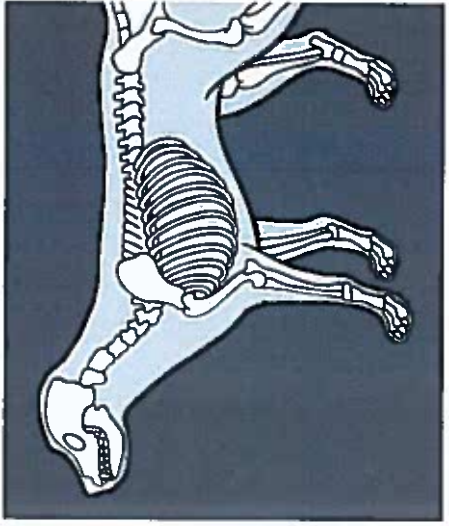
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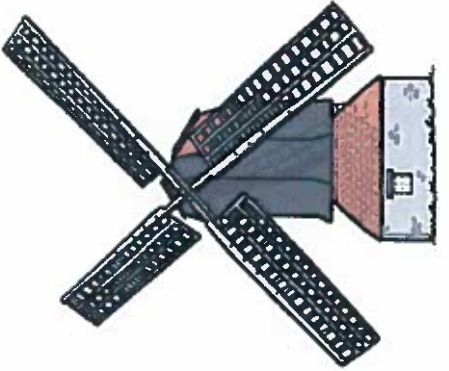
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X



W



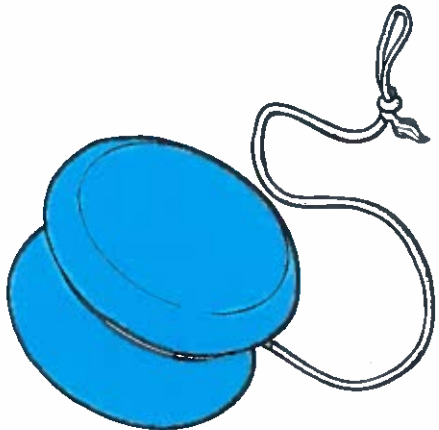
V



z









y



Adult ESOL alphabet chart

Name _____ Date _____

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		
			

Matching objects (M6)

Name _____ Date _____

Say the names and match the objects.



Initial sounds (M6-M8)

Name _____ Date _____

Write the sound and match the objects. a e r s



Initial sounds (M6-M8)

Name _____ Date _____

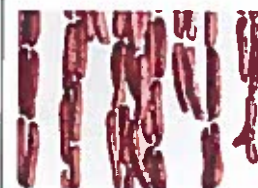
Write the sound and match the objects. m t e s



m



m



Words & sounds (M7-M8)

Name _____ Date _____

Write the sound. a e m r s t



Matching objects

Curriculum mapping



This resource covers many adult **pre-Entry literacy curriculum** elements including those below. Exact coverage will depend on the learner group and how the resource is used by the teacher.

Milestone 6

Communicating / speaking

SLc/M6.1 Use phrases with up to three key a) words b) signs c) symbols to communicate a) simple ideas b) choices c) events.

Reading

Rw/M6.1 Match familiar objects to: words, signs, symbols, images.

Rw/M6.2 Recognise/read and select a combination of up to five: words, signs, symbols linked to their personal vocabulary.

Milestone 7

Reading

Rw/M7.1 Recognise most letters of the alphabet on any given occasion.

Rw/M7.3 Recognise and select a combination of up to ten: words, signs, symbols linked to their personal vocabulary.

Milestone 8

Reading

Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound.

Rw/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.

Rw/M8.3 Recognise and read a growing repertoire of familiar words, signs, symbols which they encounter in daily life including a) own name b) name of close family member, carer or other person of personal significance c) own street name, house number.

Source:

http://webarchive.nationalarchives.gov.uk/20100415080816/http://www.dcsf.gov.uk/curriculum_preentry/

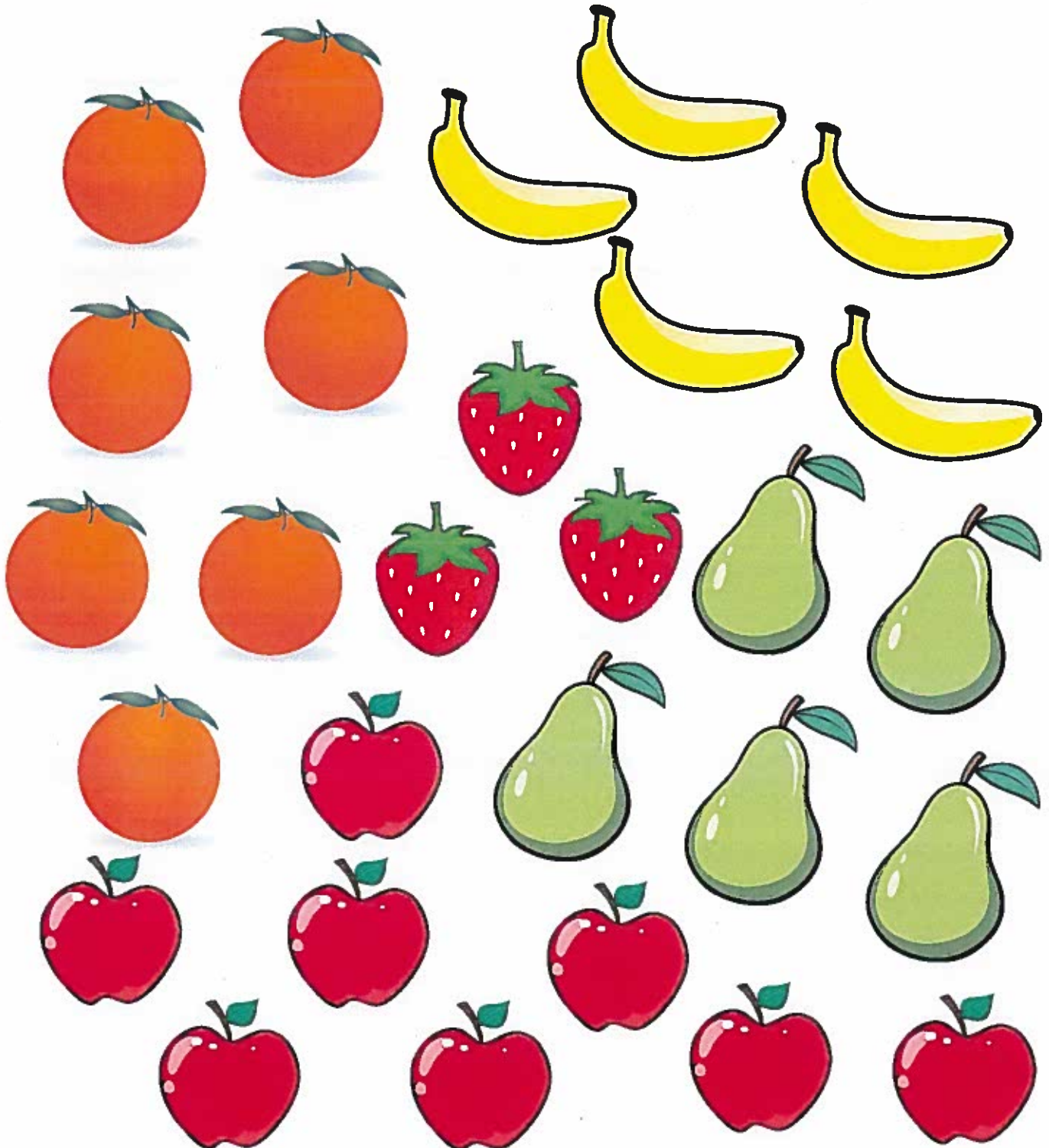
For links and related resources visit the download page for this resource at www.skillsworkshop.org.

Fruit maths

Name _____ Date _____



More, less or the same



Fruit maths

Name _____ Date _____



How many bananas are there?



How many oranges are there?



How many strawberries are there?



How many apples are there?



How many pears are there?

Fruit maths

Name _____ Date _____



Are there more bananas or apples?



Are there less oranges or pears?



Which fruit are the same number?





Which fruit is there most of?

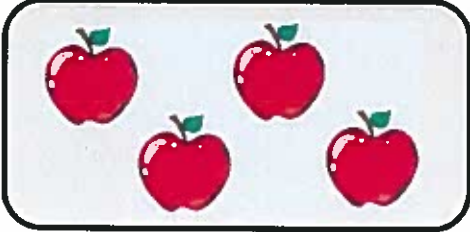




Which fruit is there least of?


Fruit maths




Name _____ Date _____

James has  4  apples.

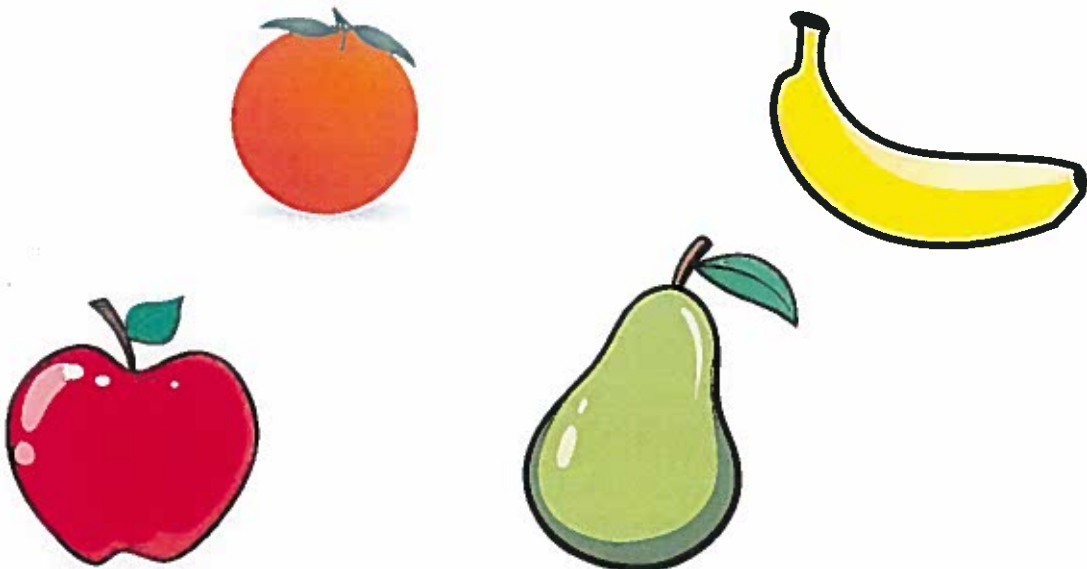



Ben has  6  apples.




  

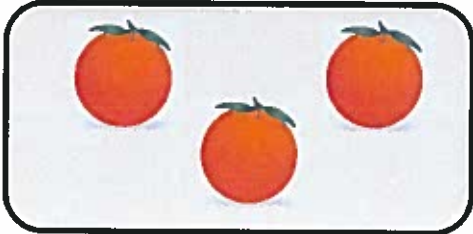
How many do they have altogether?




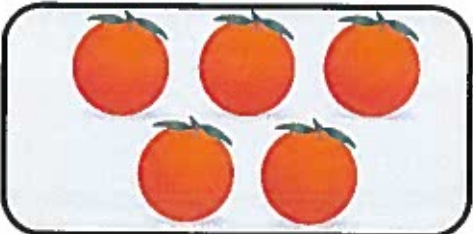
Fruit maths





Name _____ Date _____

Josh has  3 oranges.

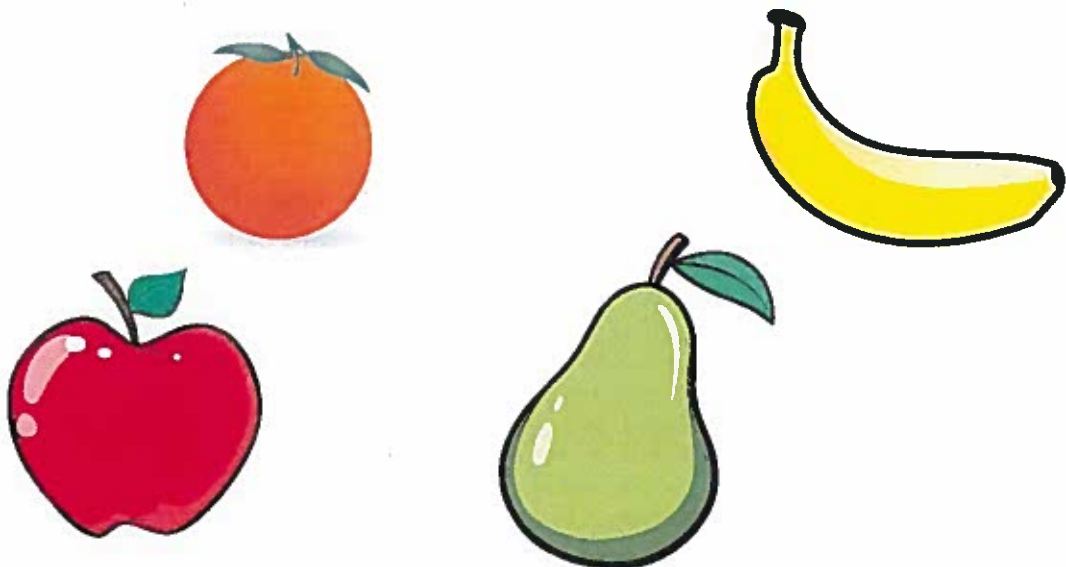



James has  5 oranges.





   


How many do they have altogether?



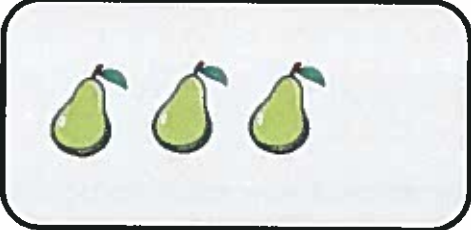






Fruit maths

Name _____ Date _____

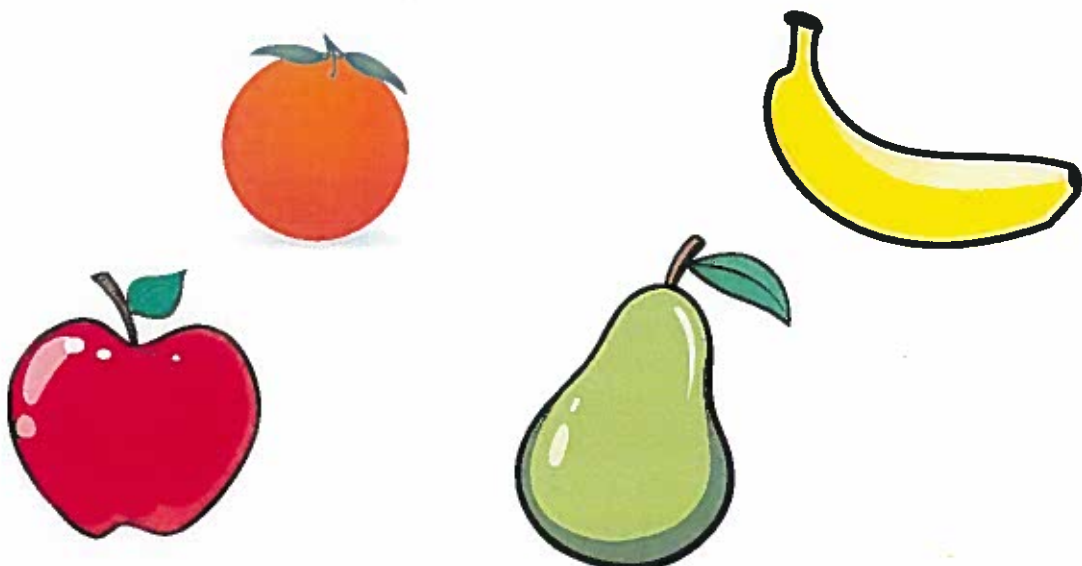
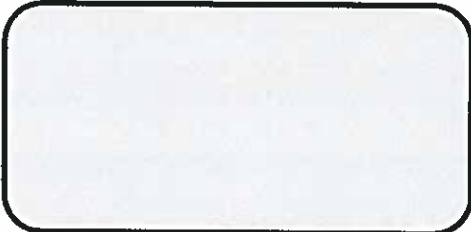
Josh has  7  pears.



 He eats  3. 

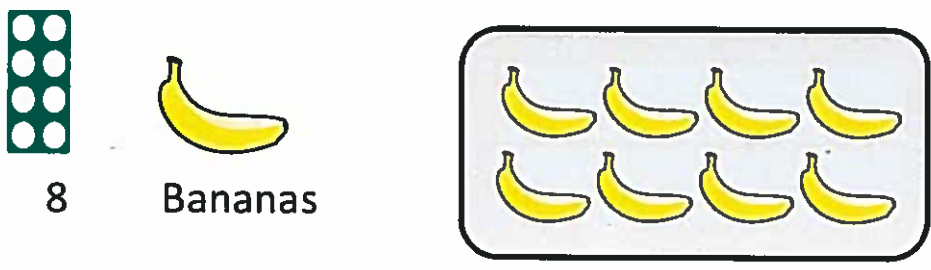
How many does he have now?



Fruit maths

Name _____ Date _____

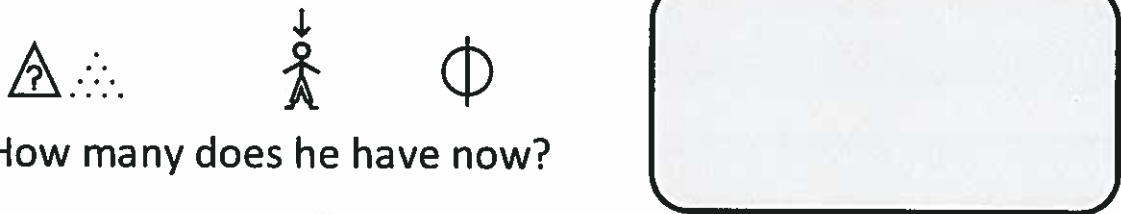
Ben has 8 Bananas



He eats 5



How many does he have now?



Teaching notes

Learners reference a front sheet displaying a collection of pictures of fruits to answer a series of questions covering: counting and comparing numbers to 10, words describing quantity, addition and subtraction.

Question texts are supported with Makaton symbols and with Numicon shapes to support pre-entry learners understanding.