Hundred Square

Let's get familiar with the 100 square!

Try practising some of these activities every day.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

100 square games and activities

- Pick a number to start from and count in 1's, 2's, 5's and 10's.
- Make it fun and count in funny voices – can you count like a robot or with a very high voice?
- Cover up several numbers on the 100 square. Can you work out which numbers are missing?
- Find all the numbers whose digits add up to 15. Then pick another total.
- Pick two numbers. Find the difference. Find the total.

Can you fill in the missing numbers?

2	3		
	13	14	
22		24	

34		36	37
44	45		47
		56	57

	69	70
78		
	89	90

41		43
51		53
	62	

6		
16	17	18
		28

	22	23	
31			34
41		43	44

74	75		77	78
84		86		88
	95			98

Let's Multiply!

It can help us in lots of areas of maths if we can quickly recall our multiplication facts.

Let's get practising our 3x, 4x, 6x and 8x table!

3x

1	x	3	=	3
2	x	3	=	6
3	x	3	=	9
4	x	3	=	12
5	x	3	=	15
6	x	3	=	18
7	x	3	=	21
8	x	3	=	24
9	x	3	=	27
10	x	3	=	30
11	x	3	=	33
12	x	3	=	36

4x

1	x	4	=	4
2	x	4	=	8
3	x	4	=	12
4	x	4	=	16
5	x	4	=	20
6	x	4	=	24
7	x	4	=	28
8	x	4	=	32
9	x	4	=	36
10	x	4	=	40
11	x	4	=	44
12	x	4	=	48

6x

1	x	6	=	6
2	x	6	=	12
3	x	6	=	18
4	x	6	=	24
5	x	6	=	30
6	x	6	=	36
7	x	6	=	42
8	x	6	=	48
9	x	6	=	54
10	x	6	=	60
11	x	6	=	66
12	x	6	=	72

8x

1	x	8	=	8
2	x	8	=	16
3	x	8	=	24
4	x	8	=	32
5	x	8	=	40
6	x	8	=	48
7	x	8	=	56
8	x	8	=	64
9	x	8	=	72
10	x	8	=	80
11	x	8	=	88
12	x	8	=	96

Learning Tips

- March like a soldier and chant the multiplication tables e.g. 1x3 = 3, 2x3 = 6…
- Play multiplication ping pong with one person batting the question and the other batting back the answer.

Quick Questions

1. 2 x 3 = ...

2. 5 x 6 = ...

3. 7 x 4 = ...

4. 6 x 8 = ...

5. 2 x 4 = ...

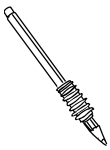
6. 3 x 3 = ...

7. 8 x 8 = ...

8. 1 x 6 = ...

9. 12 x 4 = ...

10. 4 x 3 = ...



Now try making your own 'quick 10' and test yourself or someone else!

Try practising your times tables every day!

Let's Multiply Some More!

It can help us in lots of areas of maths if we can quickly recall our multiplication facts.

Let's get practising our 7x, 9x, 11x and 12x table!

7x

1	x	7	=	7
2	x	7	=	14
3	x	7	=	21
4	x	7	=	28
5	x	7	=	35
6	x	7	=	42
7	x	7	=	49
8	x	7	=	56
9	x	7	=	63
10	x	7	=	70
11	x	7	=	77
12	x	7	=	84

9x

1	x	9	=	9
2	x	9	=	18
3	x	9	=	27
4	x	9	=	36
5	x	9	=	45
6	x	9	=	54
7	x	9	=	63
8	x	9	=	72
9	x	9	=	81
10	x	9	=	90
11	x	9	=	99
12	x	9	=	108

11x

1	x	11	=	11
2	x	11	=	22
3	x	11	=	33
4	x	11	=	44
5	x	11	=	55
6	x	11	=	66
7	x	11	=	77
8	x	11	=	88
9	x	11	=	99
10	x	11	=	110
11	x	11	=	121
12	x	11	=	132

12x

1	x	12	=	12
2	x	12	=	24
3	x	12	=	36
4	x	12	=	48
5	x	12	=	60
6	x	12	=	72
7	x	12	=	84
8	x	12	=	96
9	x	12	=	108
10	x	12	=	120
11	x	12	=	132
12	x	12	=	144

Learning Tips

- March like a soldier and chant the multiplication tables e.g. 1x9 = 9, 2x9 = 18…
- Play multiplication ping pong with one person batting the question and the other batting back the answer.

Quick Questions

1. 5 x 9 = ...

2. 3 x 12 = ...

3. 7 x 7 = ...

4. 8 x 9 = ...

5. 4 x 11 = ...

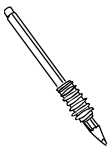
6. 2 x 7 = ...

7. 3 x 9 = ...

8. 10 x 7 = ...

9. 8 x 12 = ...

10. 9 x 11 = ...

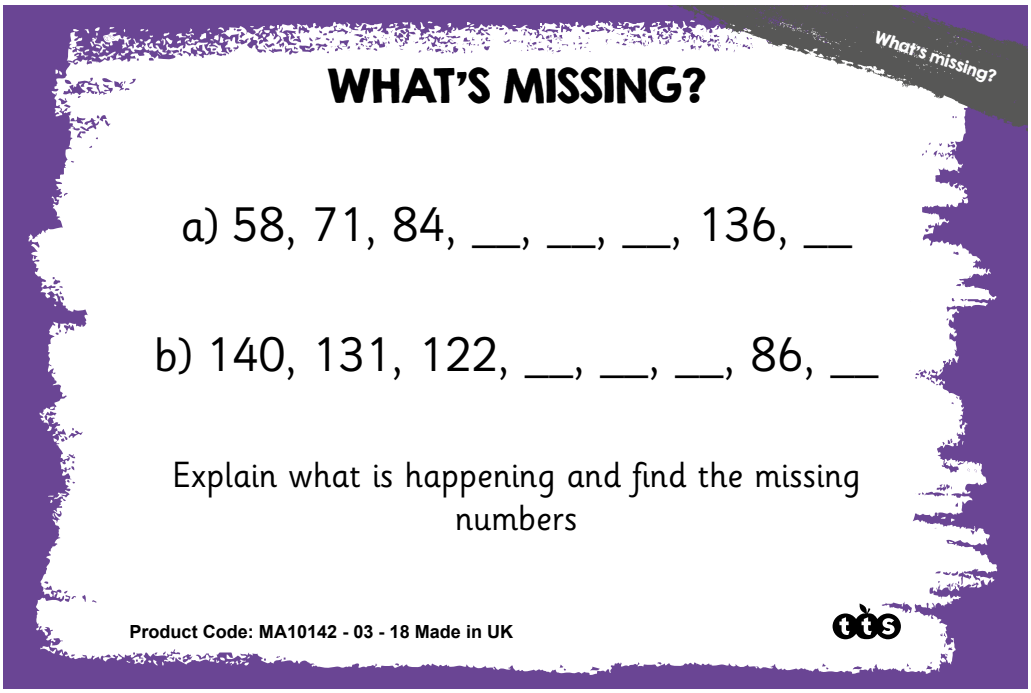


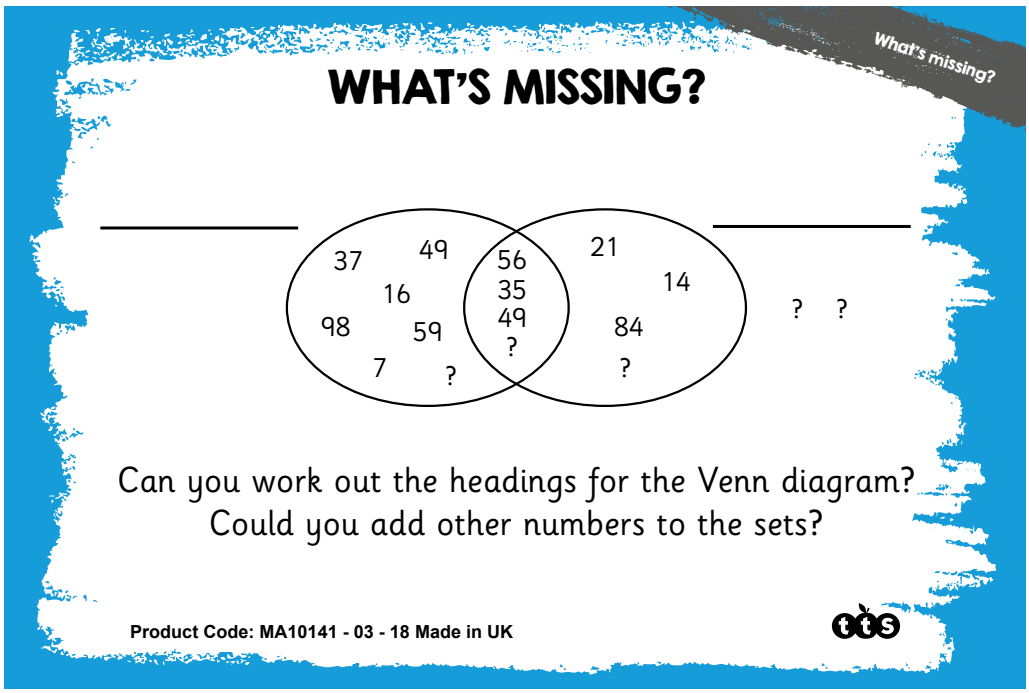
Now try making your own 'quick 10' and test yourself or someone else!

Try practising your times tables every day!

What's Missing?

Blue-Bot has been cheeky and stolen lots of numbers and operations. Become a maths detective and see if you can solve these problems and fill in the missing gaps.





WHAT'S MISSING?

What's missing?

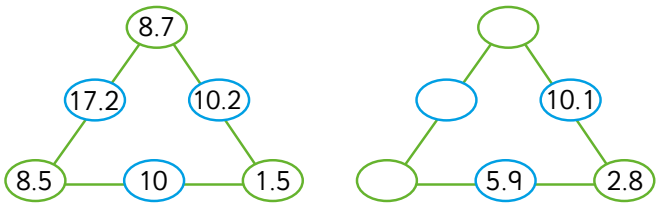
50__12__18 = 44
100__50__3 = 150
50__10__7 = 12
24__3__8 = 64
12__3__6 = 6
7__3__28 = 49

Find the correct operation signs to balance the equations, and add brackets when necessary

Product Code: MA10141 - 03 - 18 Made in UK

WHAT'S MISSING?

What's missing?



Explain what is happening and find the missing numbers

Product Code: MA10142 - 03 - 18 Made in UK

Dip & Pick

Have a go at our Dip & Pick problems...

1. 272 people attend a school brass band competition. There are 223 children and 16 teachers, the rest are parents. How many parents are there?
2. 286 children enter the brass band competition. There are 27 teachers who accompany them and 19 parents. How many people visit the museum altogether?
3. 272 people attend a school brass band competition. There are 223 children and 16 teachers, the rest are parents. One third of the parents are dads. How many dads are there?

1. Adult tickets on the front row at a pop concert cost £45.75. On the second to the tenth rows tickets cost £30.50. At the back they cost £15.25. Sita buys one adult ticket in each section. How much will it cost her?
2. Sita spends £137.25 on 3 tickets. How much did each ticket cost? Where in the concert hall would the seats be found?
3. Adam spends £91.50 on tickets for the Pop concert. What combination of tickets could he buy? Find all the possibilities.

Number and Place Value

Bee-Bot has been struggling with his maths.

Put your maths hats on and see if you can help him to solve these questions.

1.

Finish the sequence

36, 45, 54, 63, _, _, _

Product Code: MA10017 - 02 - 19 Made in UK

2.

Holly say that the arrow is pointing at a number which is greater than 5,000 but less than 5,500.

Is she correct?
Explain your thinking.

Product Code: MA10017 - 02 - 19 Made in UK

3.

Use the digit cards 2, 5,3 and 4.

2	5	3	4

How many different odd numbers can you make between 4,000 and 6,000.
Convince me you have found them all.

Product Code: MA10017 - 02 - 19 Made in UK

4.

Which of these numbers have a seven in the ten thousands place?

637,547	796,720	375,689
76,502	870,536	607,845

Product Code: MA10018 - 11 - 18 Made in UK

5.

Place the following in descending order.

52, -12, 21, -9, 37, -49

Product Code: MA10018 - 11 - 18 Made in UK

6.

Using the digit cards 6, 8, 3, 5 and 2.

6	8	3	5	2

Make 5 different 5-digit numbers.
Place them in descending order.

Product Code: MA10018 - 11 - 18 Made in UK

Record your answers and working out here.

1.

2.

3.

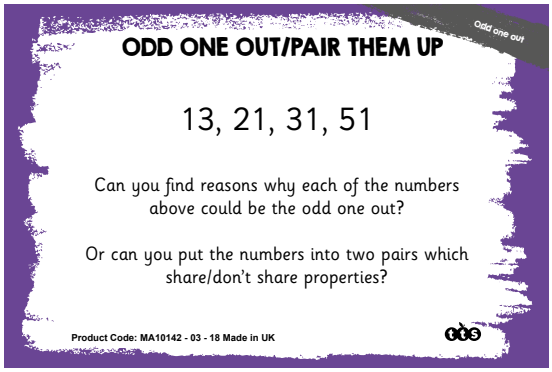
4.

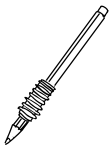
5.

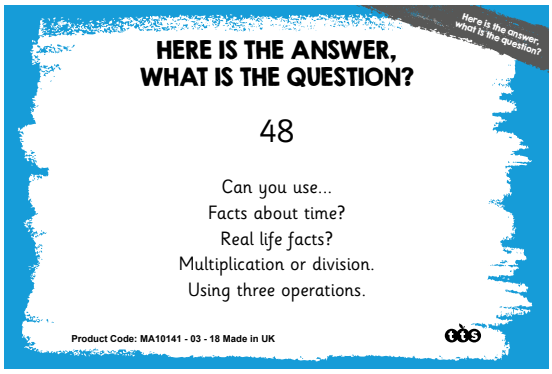
6.

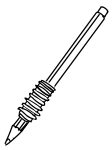
Reasoning

Test your knowledge and combine your mathematical skills to help solve these reasoning problems.









Silly or correct answer

CORRECT ANSWER

Find the correct answers for answer of 60

Which of these questions below have an answer of 60?

Half of 120, double 30, 15 + 15 + 15 + 15, 84 - 22 - 4
1/4 of 280, 600 ÷ 20, 5 x 10 + 10, 8 x 8 - 2
150 ÷ 2 - 20, 18 + 14 + 12 + 16, 1/3 of 150,
Double 15 + double 12 + double 3

Product Code: MA10141 - 03 - 18 Made in UK

Guess my number/zoning in...

GUESS MY NUMBER/ZONING IN

My number is

A 2 digit number
An even number of tens
A multiple of 6
One digit is double the other digit
Divisible by 7
1 less than a multiple of 5

Product Code: MA10141 - 03 - 18 Made in UK

You are a Maths Superstar!

Time to put your superhero cape on and apply your learning to solve these tricky problems!

NUMBER & PLACE VALUE

I think of a four digit number.
When rounded to the nearest 1000 my number rounds to 6000.
When rounded to the nearest 100 my number rounds to 6300.
When rounded to the nearest 10 my number rounds to 6350.

What could my number be? Find all possibilities.

ADDITION & SUBTRACTION

Using each of the digits 2, 7, 4, 5, 1, 3, can you make an addition calculation with the answer 400?

FRACTIONS

There are 30 children in a class.

$\frac{2}{5}$ of them are girls.

How many boys are in the class?

Product Code: MA00475 - 11 - 18 Made in UK

MEASURES - MONEY

Kerry bought 3 presents. The cheapest present cost £2.80, the most expensive present cost twice as much and the final present was exactly halfway between the prices of the other two presents.

How much did each present cost?

How much did she spend altogether?

Product Code: MA00475 - 11 - 18 Made in UK

More Problem Solving

Blue-Bot needs some help to solve these tricky problems …

1.

ADDITION & SUBTRACTION

TALK

Tim says that the number that lies halfway between 1.42 and 2.34 is 2.08 because 0.42 – 0.34 = 0.08.

Is he correct?

Explain your thinking.

2.

MULTIPLICATION & DIVISION

Josie and Bill both think of a number less than 100.
Josie's number is a multiple of 4 and a multiple of 6.
Bill's number is a multiple of 3 and a multiple of 5.

Is it possible for them to be thinking of the same number?

If so, what could that number be?

3.

FRACTIONS / DECIMALS / PERCENTAGES

Put these decimal fractions in order

0.36, 0.306, 0.036, 3.06, 3.6

Which decimal fraction is in the middle?

4.

FRACTIONS / DECIMALS / PERCENTAGES

TALK

Would you rather have $\frac{3}{5}$ of £10 or 70% of £10?

Explain your thinking.

5.

MEASURES - MONEY

Joel emptied his moneybox.

He had twenty 50p coins, thirty 20p coins and sixty 10p coins.

How much money did he have altogether?

6.

MEASURES - MONEY

Shoppers earn one voucher for every £15 they spend in the shop. I spend £68 on my shopping.

How many vouchers do I get?

I need ten vouchers to get a free gift.

How much more money do I need to spend?

Record your answers and working out here.

1.

2.

3.

4.

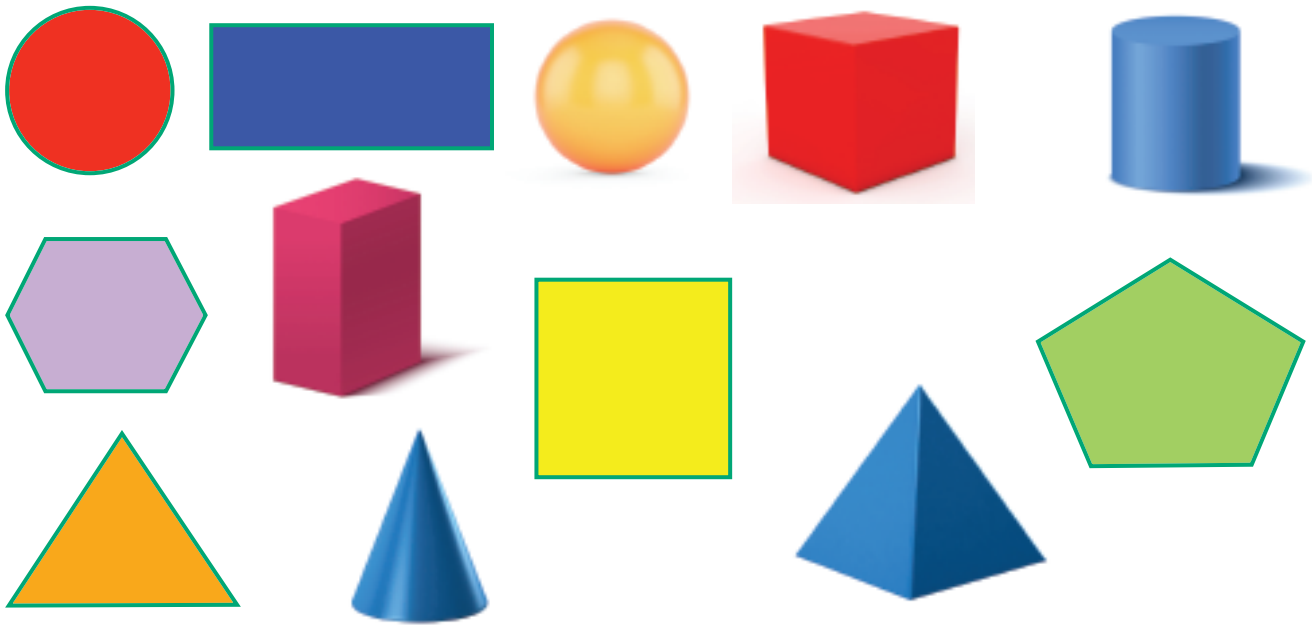
5.

6.

Shape Hunt!

Take a look at the 2D and 3D shapes below and discuss:

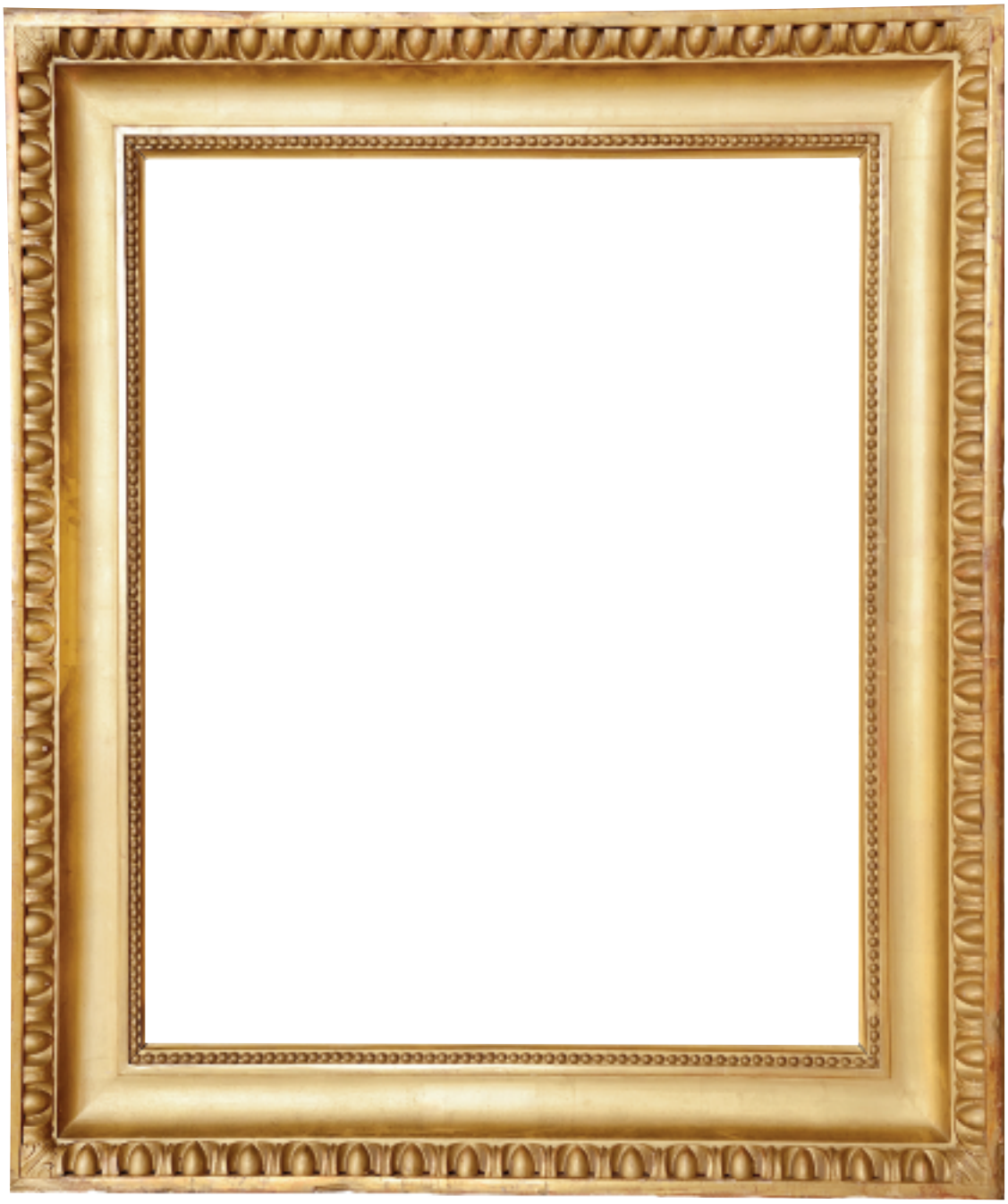
- What are the names of these shapes?
- Can you name the properties of each shape? (faces, vertices, edges)



What can you find?

- Go on a shape hunt around your home.
- Draw or stick pictures of the shapes that you find.

Draw your own picture using 2D and 3D shapes



What shapes have you used in your picture?

Mini Lava Lamps

This science activity will require a few items from your kitchen and an adult to help. Many thanks to **Sue Martin** for this amazing kitchen science lesson.

For the grown ups

Making 'lava lamps' seems like a difficult proposition for a group of primary school children – but it couldn't be easier! Gather together some readily available materials and they will be up and running in minutes. Now your children are learning about immiscible liquids, chemical reactions, dissolving; and having fun!

What you need

- Large jar or bottle with screw lid
- Cooking oil
- Alka-seltzerTM or effervescent vitamin C tablet
- Food colouring (optional)
- Water

What you do

1. Pour cooking oil into the test tube until it is approximately ¾ full.

2. Top up the tube or beaker with water. Leave about 1cm of space at the top to prevent overflowing. Notice that the water falls to the bottom of the bottle.

3. Break an Alka-seltzer or effervescent vitamin C tablet into around 6-8 small pieces and drop a piece into the test tube. Again, watch as it travels through the oil and into the water at the bottom. The water will begin to fizz and your mini lava lamp erupts into action.

4. As fizzing stops, add further pieces of tablet, until all bubbling ceases.

5. With a lid screwed on you can tip the jar or bottle back and forth, watching waves appear. (Be careful not to screw a lid onto the bottle or jar when the tablet is still active as pressure will build up in the container, either forcing the contents out as you open it or blowing the top off).

What's happening?

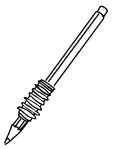
Water and oil are immiscible (they don't mix). Water is also denser than oil (i.e. for the same volume of each, water is heavier than oil). So the water sinks below the oil, which floats on top. Alka-seltzer and effervescent Vitamin C tablets contain chemicals that can only react together when they are wet. They are denser than both oil and water, so fall to the bottom of the test tube.

As soon as a piece comes into contact with the water layer, a reaction occurs between the chemicals, producing carbon dioxide (CO_2) gas. These CO_2 bubbles attach themselves to 'blobs' of the water like floats, causing them to rise to the surface, through the oil layer. There, the gas bubbles pop, the water loses its float and sinks back through the oil to the bottom of the test tube.

This process can continue whilst the tablet continues to react and produce CO_2. When the reaction stops, the two layers settle back. If you use Vitamin C tablets, dye (food colouring) is often also present in the tablet. This dissolves in the water layer and produces coloured 'lava'. The children may observe that this occurs over a short period of time rather than immediately. Dissolving is a physical change, which is reversible. The dye is simply dispersed in the water. A few drops of any food colouring may also be added to the bottle if colourless tablets such as Alka-selzer are used and will be observed to dissolve only in the water layer, to create coloured 'lava'.

Once the reaction is over, with a lid on the test tube you can observe the motion of oil and water as you rotate the test tube – the oil layer remains above the water. Even if it is shaken, mixing only occurs

Draw and label how you set up your experiment in the step boxes below:



Step 1

Step 2

Step 3

Step 4

Results – What happened? What have you learnt from this experiment?

STEM Activity

ACTIVITY 1 | SAILING BOAT

KS1/2

STEM Learning Objectives:

Science:
Explore resistance in water by making and testing a boat.

Technology:
Use a range of tools, equipment, materials and components.

Engineering:
Understand the forces acting on a sailing boat.

Maths:
Measuring and marking out.

Can you spot any hazards? How can you reduce the risks?

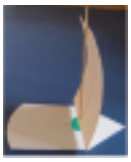
WHAT YOU NEED:

Materials:
- Polystyrene foam pizza disc
- A4 coloured card
- Plastic milk bottle lid
- Wooden skewer
- Decorations

Tools:
- Low melt glue gun
- Ruler
- Felt tip pens
- Large scissors
- Lump of poster tack
- Pencil
- Hole punch
- Water tray

WHAT YOU DO:

1. Use the felt tip and ruler to draw a boat shape on your pizza disc. Make it as long as the disc and quite wide to help prevent the boat capsizing. Cut out the boat base.
2. Place the poster tack on the table and press a bottle lid onto it with the open side downwards. Press down with the pencil to make a small hole in the middle. Don't make the hole too big as it needs to be a tight fit on the skewer.
3. Take out the poster tack and glue the lid down towards the front of the boat base. Push the pointed end of the skewer down through the hole in the lid and into the base.
4. Cut the sheet of coloured card so that it is shorter than the skewer, and trim it to your preferred shape. You can decorate it with a felt tip pen. Punch a hole in the middle of the top and bottom, then slide the sail onto the skewer.
5. Place the boat in the water tray and blow into the sail to make it move across the water. You can customise your boat by adding a sailor, flag, decorations etc. You could try to help it move faster, for example by changing the shape of the base to make it more streamlined.



STEM Explanation:

Gravity acts downwards on the boat, pulling it down onto the water.

The boat base is made from polystyrene foam pizza disc; this contains lots of little air pockets, making it buoyant so that it doesn't sink.

When you blow into the sail the boat moves across the water.

The resistance of the water (drag) slows the boat down.

If you make the boat more streamlined (e.g. by making the front pointed and rounding off the corners) this reduces the drag so the boat can go faster.

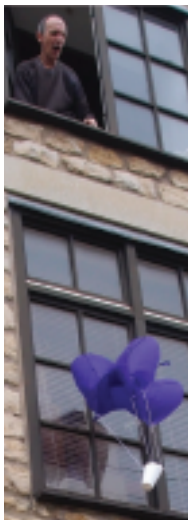
Draw and annotate your sailing boat here:

Explain two improvements you could make to your boat:

STEM Activity

ACTIVITY 5 | EGG PARACHUTE

KS1/2



STEM Learning Objectives:

Science:
Explore falling objects and the effects of air resistance.

Technology:
Engage in an iterative process of designing and making.

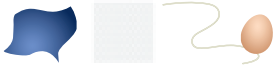
Engineering:
Design, make, test and improve a product.

Maths:
Measure time; compare duration of events.

Can you spot any hazards? How can you reduce the risks?

WHAT YOU NEED:

Materials:
- Large piece of thin material, e.g. broken umbrella with the spokes removed, bin bag, part of an old lightweight raincoat
- Plenty of packaging material, e.g. bubble wrap, packaging foam, cotton wool, egg box, yogurt pot, foam cup
- Thin string
- A hard boiled egg
- A raw egg



Tools:
- Scissors
- Transparent sticky tape
- Stopwatch

WHAT YOU DO:

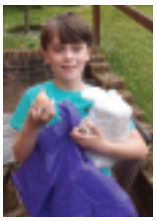
The aim is to construct a parachute to allow an egg to be dropped out of an upstairs window onto a hard surface without it breaking. Here are some suggestions:

1. Tie four or more strings near the corners or edges of the piece of thin material so that it will act as a parachute.
2. Use the hard boiled egg initially. Package it well, particularly underneath, to cushion the impact when it lands.
3. Attach the other end of the strings to the egg package or basket without getting the strings tangled up!

Ask an adult to hold the parachute by the middle, with the egg package hanging down, drop it out of an upstairs window onto hard ground (e.g. concrete). Time the descent of the egg and then check whether it has broken.

Modify and improve your design as required; for example you could make a larger parachute to slow the egg down more (time the descent to see if this has increased). You could change the number of strings or re-position them to improve your parachute, and/or use more packaging underneath the egg.

Once you are happy with your design, place the raw egg in the package instead of the hard boiled egg. Once it has descended, check whether the raw egg has broken.



STEM Explanation:

The egg and parachute are pulled downwards by gravity.

As they move down the air pushes against them.

The parachute is relatively large; the air resistance gives rise to an upward pull, slowing down the descent of the egg.

The egg must be packaged well to absorb and cushion the impact when it hits the ground.

To prevent the egg from breaking, you can try increasing the air resistance, cushioning the egg better, or both.

Draw and annotate your parachute here:

What was the result of your first test?

Explain how you improved or refined your design:

Core Movements

Work through these stretching activities every day and fill in your fitness log. Ask your Parent or Guardian to sign off your activity.

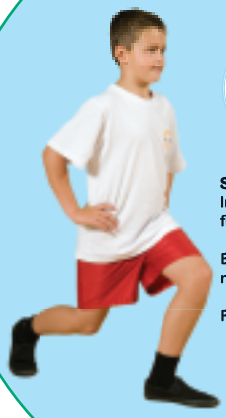
Bicycle Kick

1

Lay flat on your back with your arms and hands straight and touching the floor.
Copy the motion of being on a bicycle.

Lunging

2



Stand with your legs together and then lunge forward until one leg is right out in front of you.

Bend your knee and flex your hip so your rear leg is almost in contact with the floor.

Finally, return to your starting position.

Scissor Kick

3

Lie on your side with one arm stretched out and the other supporting your weight on the floor. Have your legs stretched out and toes pointed. Slowly lift your leg as high as you can lift it and hold for 5 seconds before gradually lowering to original position.

Toe Touch

4

Keep feet and legs together. Arch your back and stretch your arms and hands to reach and touch your toes whilst keeping your legs straight. Hold for 5 seconds and slowly go back to standing position.

Day	Number of Reps	Signed

Your Favourite Sport

Do you play a sport for school? Or as part of a club outside of a school? Do you watch a sport on TV or live sporting events? What is your favourite sport?

Tell me about your favourite sport, if you don't have one research one that you don't know about! What is interesting about your favourite sport? Why do you like it?

Explain the main rules of your favourite sport:

Draw a picture to show me your favourite sport:

Who do you admire that plays this sport?
Can you tell me something about them? Why do you admire them?

The Olympics

The Olympics began in Ancient Greece and ran every four years from 776BC to at least 393AD. The modern Olympic Games also began in Greece in 1896, taking place in Athens.

Over 200 nations now compete in the Summer and Winter Olympic Games which are held every four years.

The Paralympic games are also held every 4 years in the same year as the Summer Olympics and have done since 1960.

The five interlocking rings in blue, yellow. Black, green and white are known as the Olympic rings and was created in 1913.

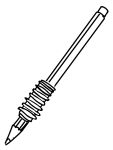
The rings represent all the colours of the flags in the world.

Activity

Imagine that you are a sports journalist for your local paper and have been asked to report on **an amazing day at the Olympic Games.**

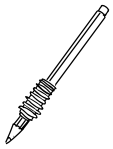
Luckily you have a time machine so you can travel to **any** Winter, Summer or Paralympic Games in either the past or the future.

Write up your article in the box provided – remember to lay it out in a newspaper article format.



Video Game Design

You have been asked to design a brand new online game suitable for boys and girls aged 7 – 11. The game should have a retro theme like the video games of the 1980's and 1990's.



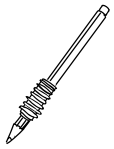
Your first task is to design the Protagonist of your game. As the game will follow a retro theme the hero should be designed in pixels.

Pixels are the tiny dots of coloured light that make up images when displayed on a screen, like a computer monitor.

Explain the key elements of the game; what is its name? Where is it set? What is the aim? How do you win/lose?

Video Game Design

Design your level that the user will see when the game starts – remember to think about your target audience and what will appeal to them when creating your design.



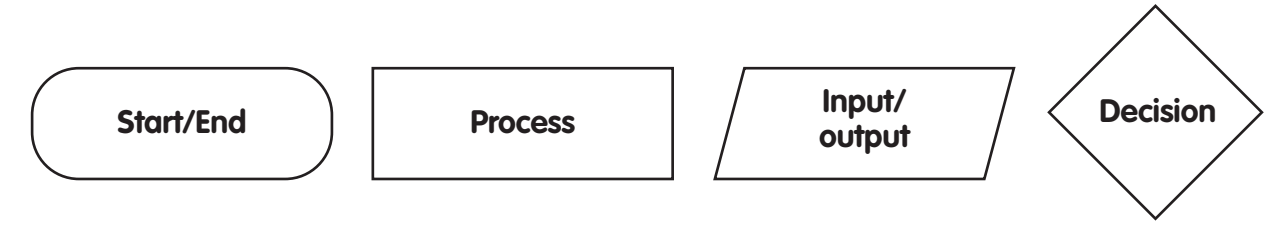
Inputs and Outputs

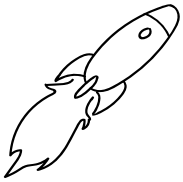
What will the input device be for your game? Draw your preferred device and label it to show how the user will input data.

List the outputs your game will make – think carefully!

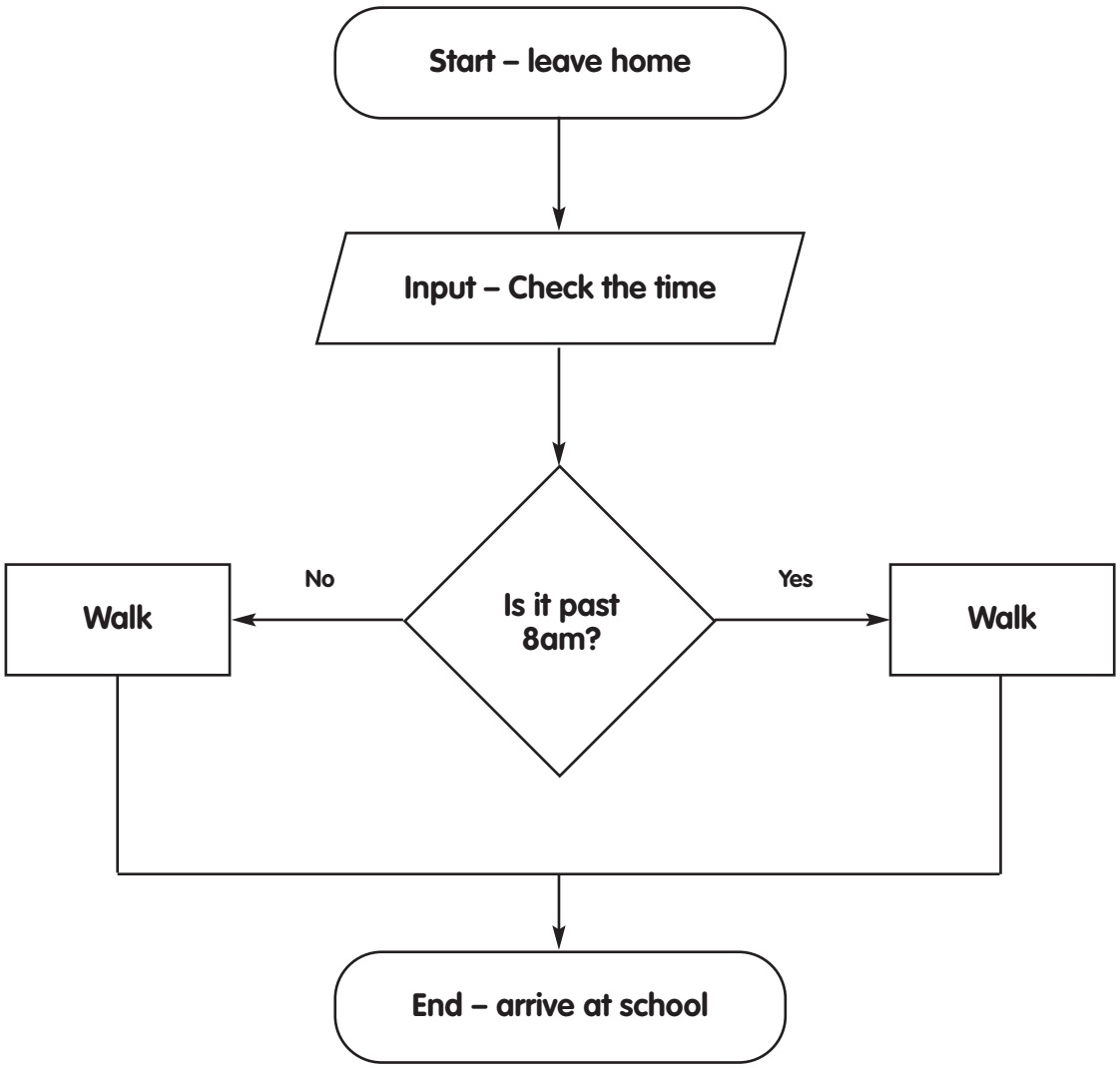
Video Game Design

Explain how the point system will work which causes you to win or lose the level. Use the flow chart symbols to create a flowchart which explains how the score is calculated.





Here is an example "Getting to School" flowchart to help you create your own



Design your flowchart here (**tip:** work in pencil or work it out on scrap paper first)

Our world – Night and day

Our planet Earth takes a year to orbit the Sun. As it does this, it spins on its axis once every 24 hours, giving us night and day.

Questions

1 Why does it get dark?

2 Why is it daytime on one side of the Earth when it's night time on the other?

Challenges

1 Make a table comparing differences between night and day where you live: for example, think about what people and animals do.

2 Write a short diary of your day and say what the time is.

3. Work out what time it is in New York when you start and finish school.

Key words

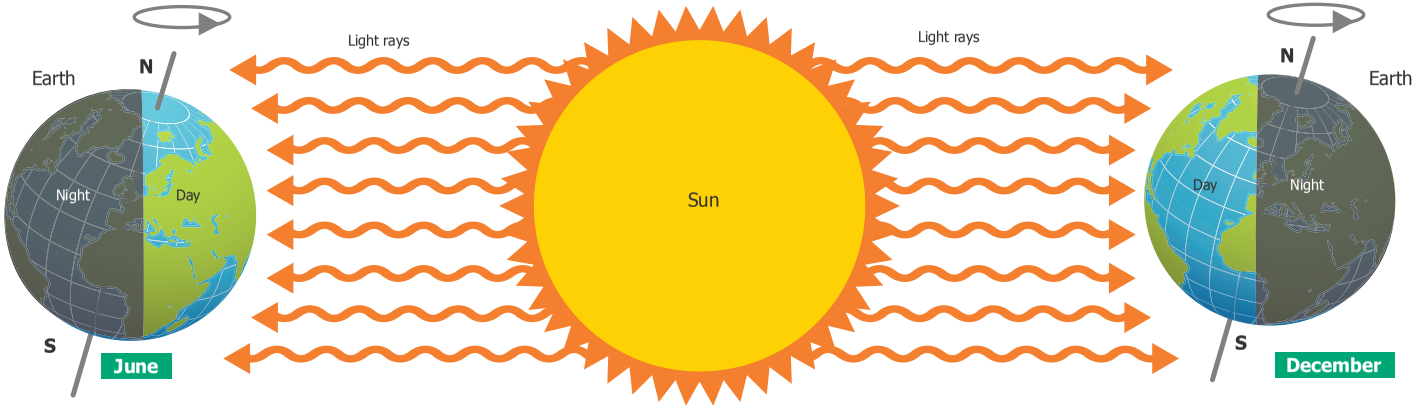
- Axis
- Earth
- Orbit
- Sun

Night and day

The Earth spins on its axis every 24 hours. Places which face towards the Sun get daylight. Places which face away from the sun get night.

Hours of daylight

As the Earth makes its yearly orbit, places tilted away from the Sun get less hours of daylight while those tilted towards it, get more.



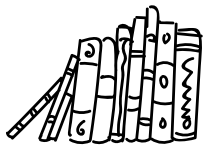
All in a day

When you're going to bed someone else is just starting their day! These clocks show the time in different parts of the world when it is midday in London, U.K.

Questions

1 Why does it get dark?

2 Why is it daytime on one side of the Earth when it's night time on the other?



Challenges

1 Make a table comparing differences between night and day where you live: for example, think about what people and animals do.

2 Write a short diary of your day and say what the time is.

3. Work out what time it is in New York when you start and finish school.

World – Continents

A continent is a huge expanse of land. The world is divided up into seven continents. Continents are divided up into countries.

Questions

1 Which continent do we live on?

2 What would happen if the world didn't have any borders?

Challenges

1 Match each continent shown on a globe with those shown on the map and say what you can see.

2 Design a passport and have a section for each continent, where you can add some important facts.

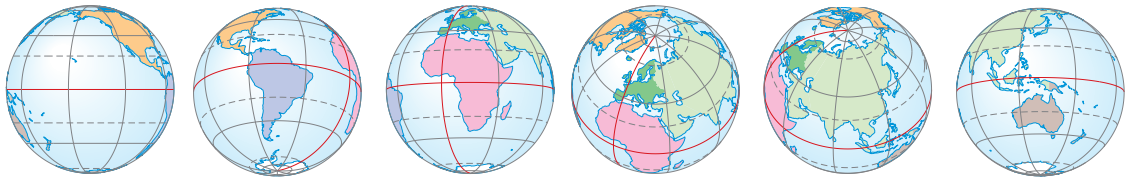
3 A new island has appeared that you can call your own! Give this new country a name, design a flag and draw a map of it to show its places and features.

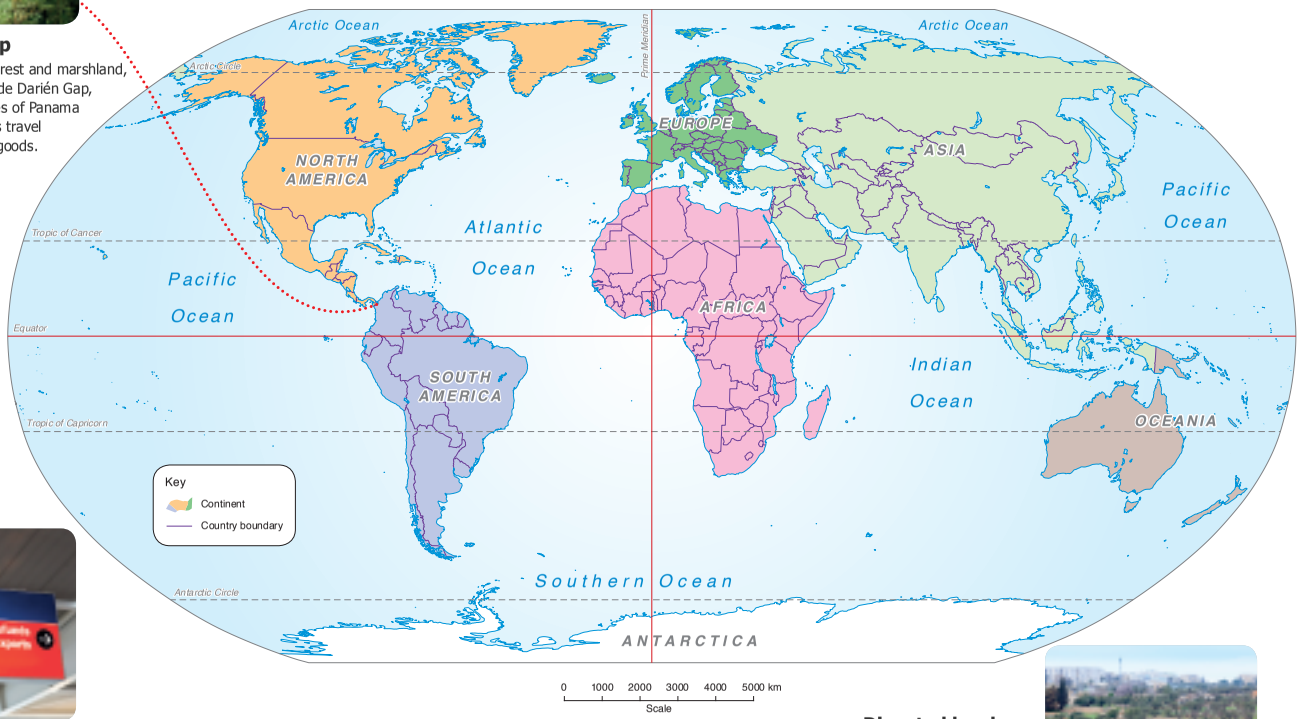
Key words

- Continent
- Country
- Border
- International

The Darién Gap

With no road, only forest and marshland, the 100-kilometre-wide Darién Gap, between the countries of Panama and Colombia, makes travel hard for people and goods.





Border control UK

A border control is where the movement of people, animals and goods in and out of a country can be monitored. People arriving from another country usually have to show their passport to get in or out.

Disputed borders

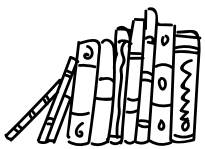
Some borders are agreed with everyone in the international community. Some borders, like that between Israel and Palestine, are argued over for many years.

Work through the questions and challenges.

Questions

1 Which continent do we live on?

2 What would happen if the world didn't have any borders?



1. Find and list the 5 oceans:

- .....
- .....
- .....
- .....
- .....

2. Find the equator. List the countries that sit on the equator:

.....

.....

.....

3. Find the country that you live in. Which countries and oceans border your country?

.....

.....

.....

What a Wonderful World

Create an A to Z of words all linked to our wonderful world!
Why not illustrate your A to Z too!

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 .....

My Family Timeline

A timeline is a listing of events in **chronological order.** This means that the events are shown in the order that they happened.

Here is an example of a TTS Bot Timeline:

January 2008
Bee-Bot was born

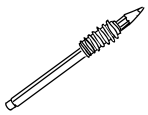
January 2013
Bee-Bot's brother Blue-Bot was born

June 2019
Rugged Robot was born

January 2020
Rugged Robot had a big adventure and won his first award!

Interview family members to find out key events that have happened in your family, for example births, marriages or first days at school. Write down all of these events and don't forget to record the date!

- Create your Family Timeline showing all the key events in chronological order.
- Draw pictures for each of your key events and remember to include dates.



Historical Timelines

There are so many changes in history that influence our lives today. Timelines help us to put these events in chronological order.

Complete these tasks to create your own historical timeline:

- Cut out the historical periods on page 101.
- Stick them in chronological order on your timeline.
- Research and record at least one key fact about each time period.
- Illustrate your timeline.

Extra Task:

- Are there any other historical periods or events you can add to your timeline?

Top Tip:

Look at whether the date says AD or BC.

Remember,

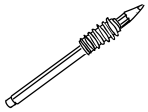
- AD is AFTER Jesus was born.
- BC was BEFORE Jesus was born.

You may find that different sources give slightly different dates for some time periods.

Why do you think this might be?

AD

Timeline



BC

Artefacts

We can learn a lot about the past by looking at artefacts. Historians look closely at artefacts and ask and answer questions to try and discover what it tells us about the past.

Become a Historian and look at these artefacts. Answer the questions and see what you discover about the past.

What do you think it is and why?

.....

.....

.....

.....

Who might have used it? Why do you think this?

.....

.....

.....

.....

What do you this is and why?

What do you think these artefacts are and why?

Who might have used them? Why do you think this?