

Ronald the Rhino

*Please read the Twinkl story '[Ronald the Rhino](#)' before completing this comprehension.

Ronald the Rhino is so big and strong.
In the Javan forest is where he belongs.

His dusky grey skin is very well worn.
At the front of his head is a beautiful horn.

He eats fallen fruits from the damp forest floor,
But Ronald is sad; he longs for much more.

"Why am I special?" he says with a tear.
"I live by myself, I have no friends here.



All of the animals
Have a grand trait,
Something unique
That makes them just great."



"I've got it!" he cries, a smile creeps up his face,
And he wiggles and jiggles all over the place.

"I'll be a leopard
With beautiful spots,
All yellowish fur
And dark brownish dots."

Ronald sets off
To hatch out his plan,
And through the dense forest
His eyes start to scan.

Ronald looks sad, unsure what to do.
He lets out a sigh; he's feeling so blue.

"Why am I special?" he says with a tear.
"I live by myself, I have no friends here."

"All of the animals have a grand trait.
Leopard has spots that make him just great."

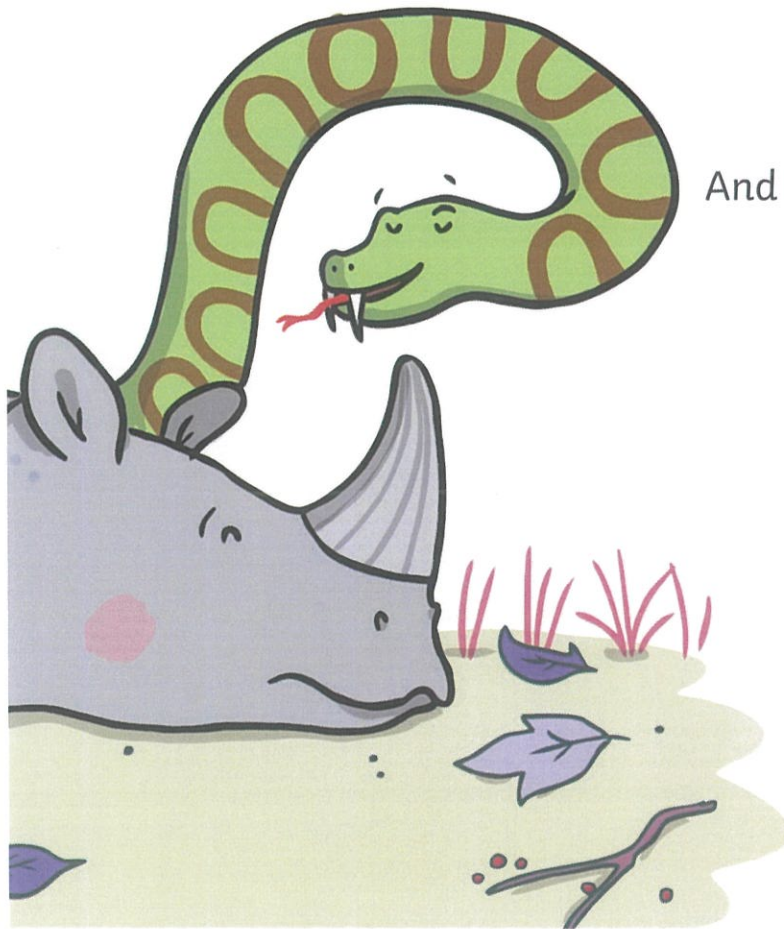
"I've got it!" he cries, with a smile on his face,
And he wiggles and jiggles all over the place.

"I'll be a python, my body so strong,
With smooth patterned skin and a tongue nice and long!"

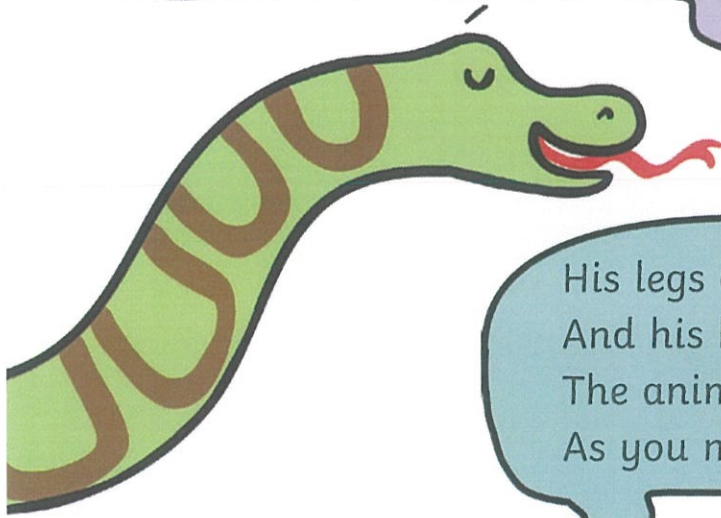
He starts right away and gets down on the ground.
He slides through the mud with a terrible sound.



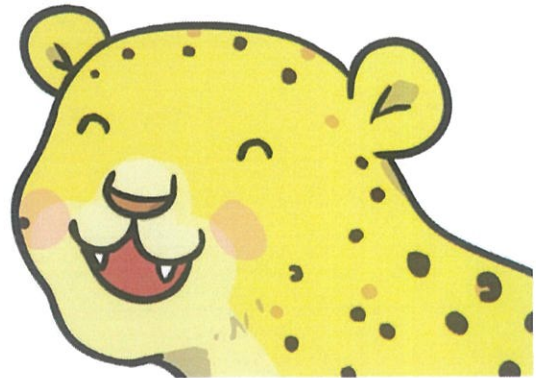
But as Ronald moves,
He lets out a wail;
His body is sore
And bent round like a snail.



His skin is tough and looks like great armour,
His eyes sparkle brightly - he's a real charmer!



His legs are so strong
And his horn is the best,
The animals love him,
As you may have guessed.

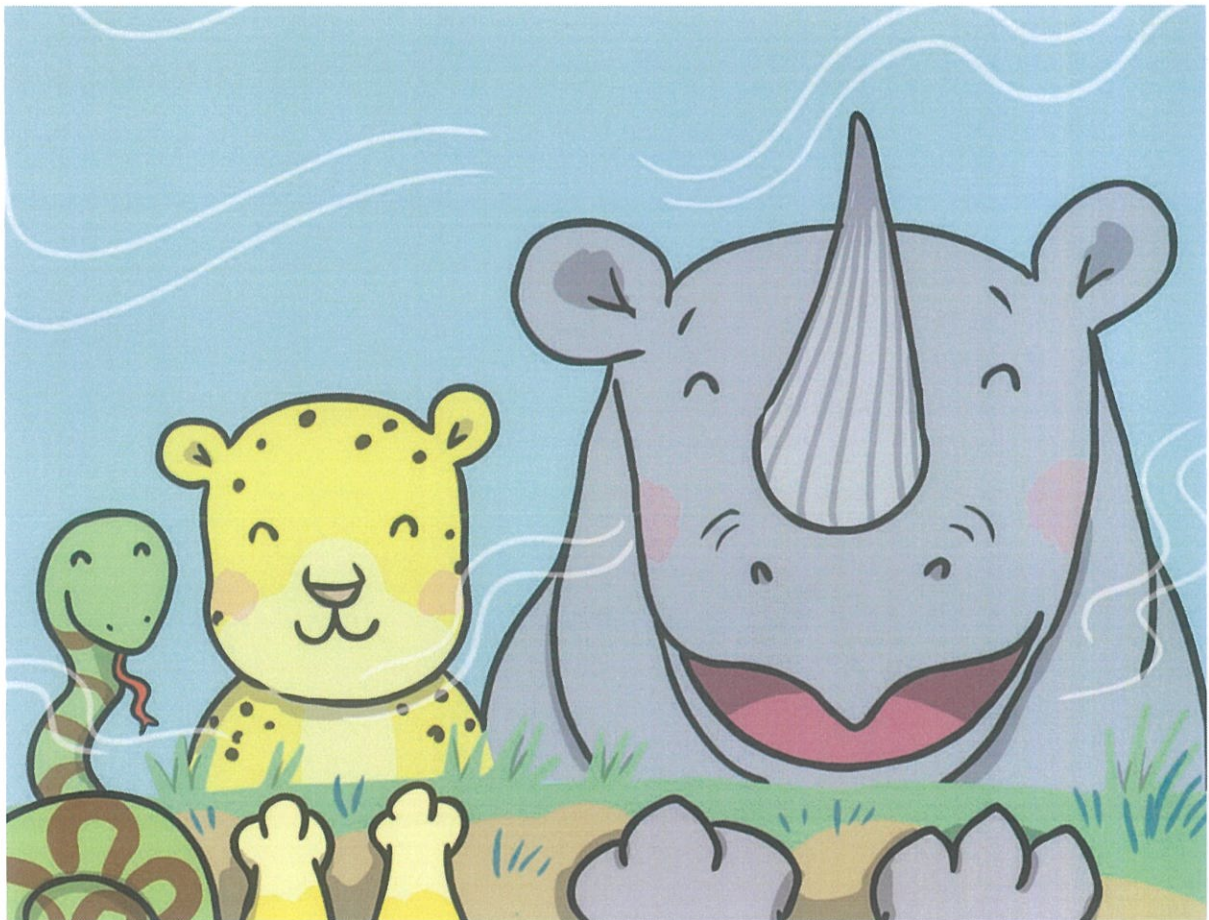


"I want to be like him!" Ronald cries out,
His eyes shining bright as his feet dance about.

So into the forest they set off to find
This mystery animal that might change his mind.

He stops as he sees it
And then gasps out loud.
Leopard and Python
Could cry, they're so proud.

He grins at the animal that he can see,
"By golly,
It's amazing,
It's wonderfully...
...Me!"



Questions

You will need to read pages 3-4 to answer these questions.

1. Finish this sentence: "His skin is tough and looks like...."

2. What "sparkles brightly"?

3. Who is the mystery animal that Leopard and Python are describing?

4. Why did Leopard and Python feel like crying?

5. How did Ronald feel when he saw himself in the water?

6. Which animal would you like to be like out of the story? Why?

Questions

You will need to read pages 1-4 to answer these questions.

1. Which adjective is used to describe Ronald's horn?

2. How would people know Ronald was upset without him talking?

3. What does 'unique' mean?

4. Find and copy the phrase Ronald uses to describe Leopard.

5. What does Ronald say when he gets a good idea?

6. When Ronald is trying to be like Python, what animal is he actually compared to?

7. Where is Python when he sees Ronald trying to be like him?

8. What other animal do you think Ronald could have pretended to be like? Why?

9. Why are Leopard and Python proud of Ronald?

Name: _____

Date: _____

e a

steal _____ steal _____

real _____ real _____



dream _____ dream _____

cream _____ cream _____

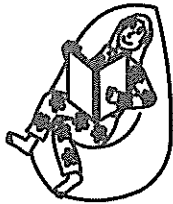
leaves

clean _____ clean _____

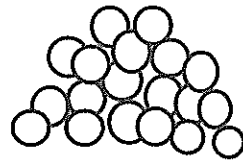
steal



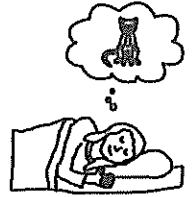
r _ _ d



p _ _ s



dr _ _ m



Use each word in a sentence to show the correct meaning.

read _____

reed _____

creak _____

creek _____

Build new words from each base word.

Present Tense

Past Tense

Present Tense

Past Tense

read			clean		
dream			steal		
steam			creak		

Name: _____

Date: _____

e e



sleep

steel _____ steel _____

kneel _____ kneel _____

wheel _____ wheel _____

creep _____ creep _____

sleep _____ sleep _____

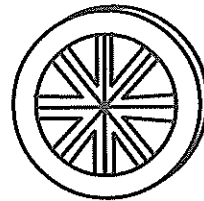
steel



kn _ _ l



wh _ _ l



r _ _ l



Use each word in a sentence to show the correct meaning.

steel _____

steal _____

reel _____

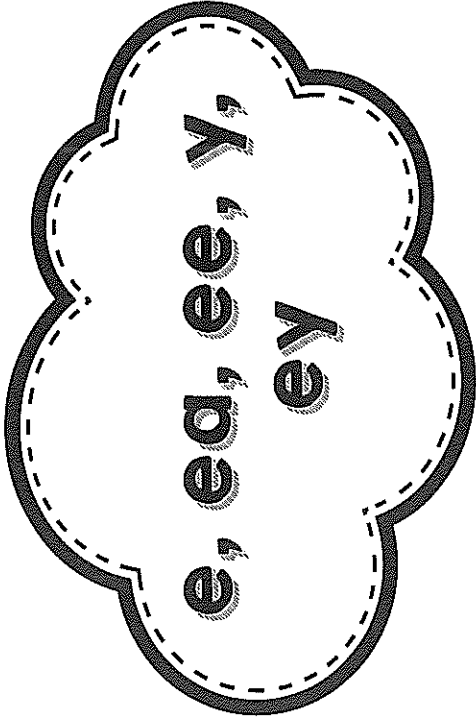
real _____

"I need more _____." groaned Mum.

Will you _____ the orange for me?

The _____ fell off the cart.

The chair's legs are made of _____.



Activity Grid

Sort your spelling words into their phoneme groups (e,ea,ee,y,ey).	Use glue to write out each spelling word. Sprinkle glitter over the glue.
Jumble up the letters of your spelling words. Give them to a partner to unjumble.	Write out your spelling words in rainbow colours.
Using a container of water and a paintbrush, paint each of your spelling words on some concrete.	Build your spelling words using Lego or blocks.
Write out each of your spelling words using dots.	Write out your spelling words. Circle the sound you are learning about.
Count the number of letters in each spelling word. Write them in order from shortest to longest.	Write as many words as you can that rhyme with each of your spelling words.

Spelling Words

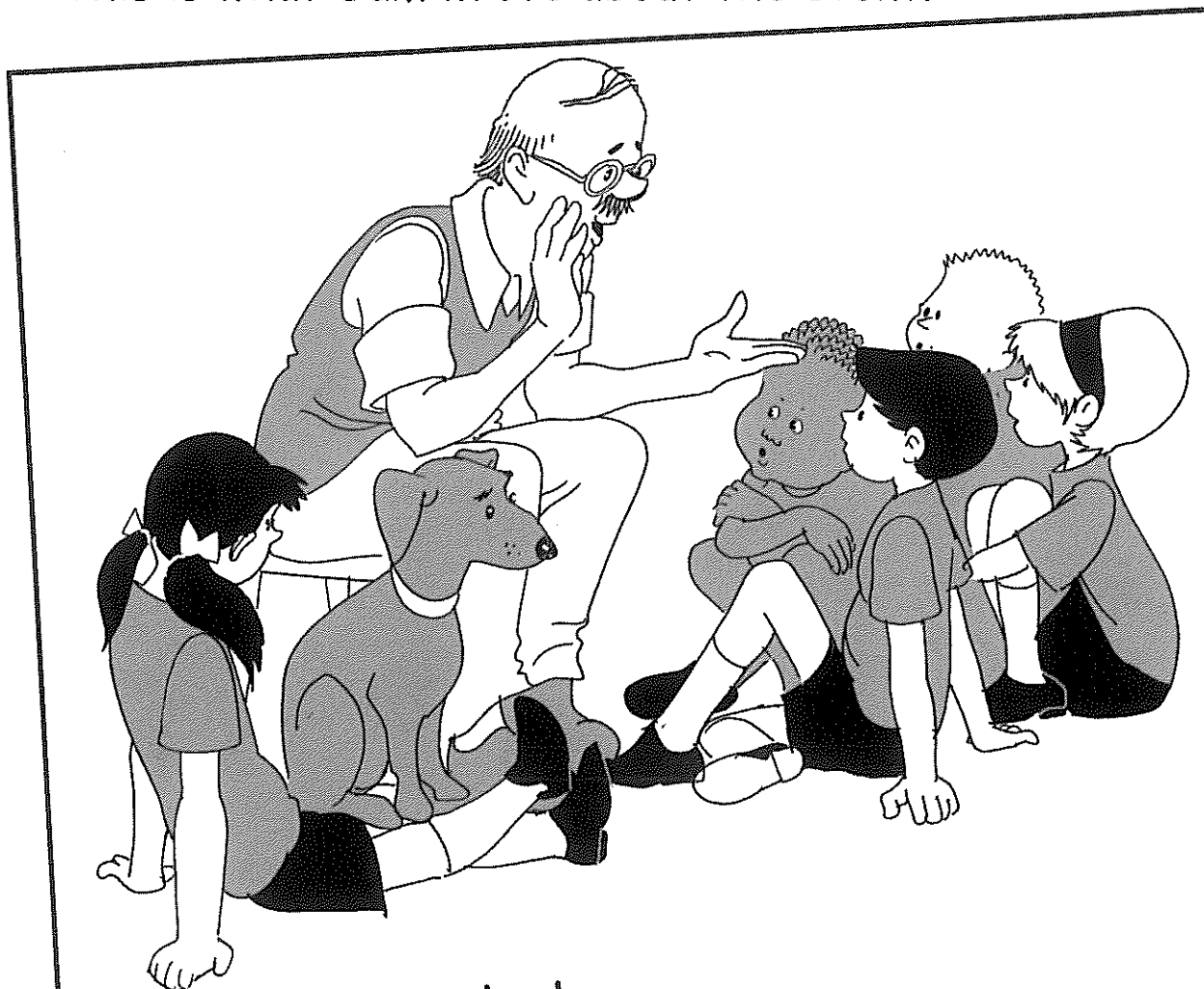
1. bee
2. week
3. me
4. meat
5. clean
6. beach
7. early
8. keep
9. key
10. any

Extension

1. library
2. asleep
3. meeting
4. busy
5. ugly

A Special Event

Last Tuesday a storyteller came to Sam's school.
This is what Sam wrote about the event.



Story Teller in School

Last Tuesday a storyteller came to school. He read us a funny story that he had written about a dog that was always getting into trouble. The best part was when he brought in his dog and I got to stroke it. I felt really happy.

Task

Your task is to write a recount of a special event that has happened in your school.

Name _____ Date _____

A Special Event

Title:

What happened?

The best part was ...

How I felt ...

Name _____

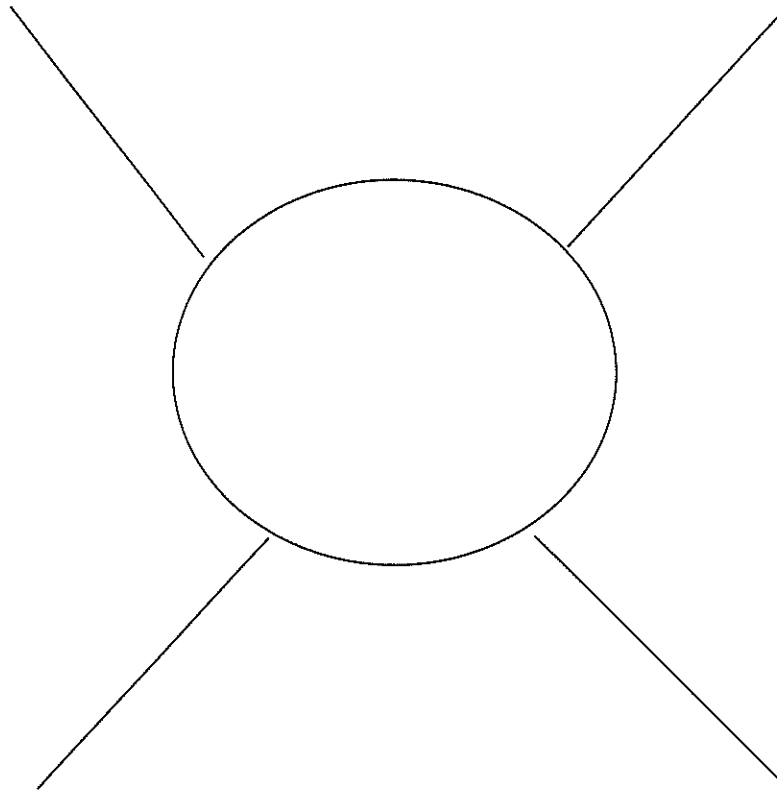
Date _____

A Special Event

Title:

Information Books

What have you found out?



What special words have you learned?

Name

Date



**An Adventure in
My New Boat**
Warm-up Activities

1. What would be an interesting setting for a story about a boat?

.....

2. Say how a certain sea creature almost capsized your boat after you and your friends encountered it.

.....
.....
.....

3. Imagine you came across a pirate ship. Describe the pirate leader (or his parrot).

.....
.....
.....
.....
.....

4. What might happen on one of your boating adventures?

.....
.....
.....
.....
.....

Name

Date

**An Adventure in
My New Boat**
My Story



Not finished yet? Continue on another piece of paper

My Sketch

Date:



c c

e e

ace ace

race race

face face

We raced to face the fence

We

906 906

Date:



g g

y y

gag gag

yell yell

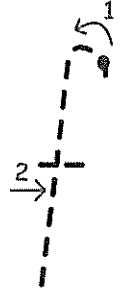
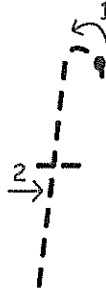
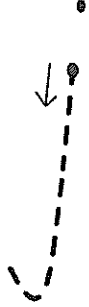
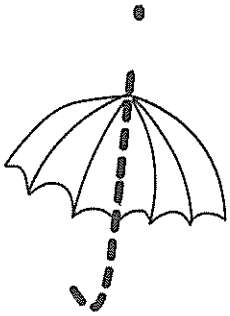
gaggle gaggle

He yelled at the gaggle of geese.

He

5 5

Date:



j j

f f

jar jar

far far

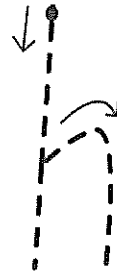
jiffy jiffy

The farm has fresh jam in a jar.

The

4 4

Date:



i i

h h

him him

hi hi

thin thin

I have said hello to him.

I

4 4

What was your favourite part of yesterday?



Write a thank you card to someone.



Which season are you most grateful for and why?



What is your favourite activity to do?



Write about a time you were able to help someone.



What is one special skill you have that you feel proud of?



What is your favourite day of the week and why?



Write about your favourite place outdoors.



Write about your favourite place indoors.



What is one of your happiest memories?



Think of one person in your family and write about why you are so grateful for them.



What do you love most about yourself and why?



Write about your favourite time of day.



Who is someone that inspires you?



What is the best thing about where you live?



Write about a challenge you've overcome.



What is something you are looking forward to?



When was the last time you felt really sad? What is something good that came out of that feeling?



What have you created that makes you feel proud?



Write about an opportunity you've had to learn something new.



Describe your favourite taste and how it makes you feel.



What do you love most about your body?



Describe your favourite celebration.



What is one thing you can't stop thinking about?



What is a big change in the world that you'd like to make?



Write a list of your five favourite places and why you are grateful for them.



What is a talent that you have used today?



Write about the last time someone made you laugh.



Write about the last time someone made you smile.



What is something or someone who makes you feel safe?



How are you able to help people in need?



What mistake are you grateful for?



List five ways you can share happiness with others today.



What hobbies or activities would you miss if you were unable to do them?



Think about someone in your life who can be hard to get along with. Write down one quality about them that you are grateful for.



What part of your morning routine are you most grateful for?



Write about a time someone helped you when you were hurt.



What is your favourite way to move your body?



What is your least favourite time of year? Think of three reasons to be grateful for that time of year.



Think about someone you see every day. What is it about that person that you are most grateful for?



Think about what life was like one year ago. Write five reasons you are grateful for your experiences since then.



What is your favourite natural element: earth, air, fire or water? Why?



What is your favourite colour and why?



What is your favorite of the five senses: taste, sight, touch, sound or smell? Why are you grateful for this sense?



Write about three items that you own and feel grateful for.



*How do your family and friends help
to make your life happy?*



*What is something you did today that
you'd love to do every day?*



*How would you rate today from 1 to 10?
Why are you grateful for today?*



What is your favourite word right now? Why?

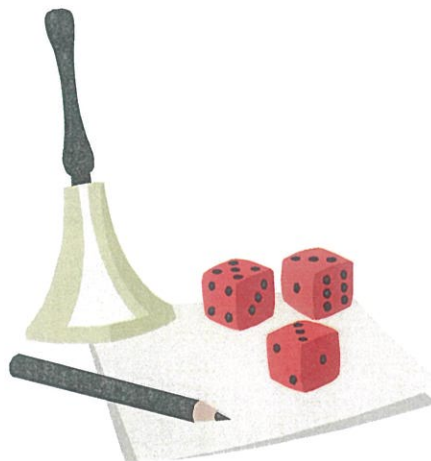


*What part of your evening routine are
you most grateful for?*



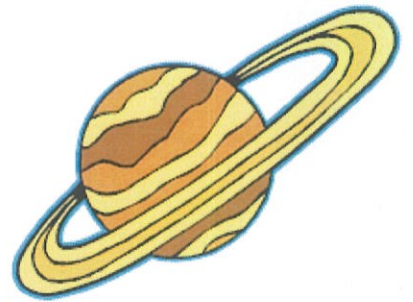
Useful Hints:

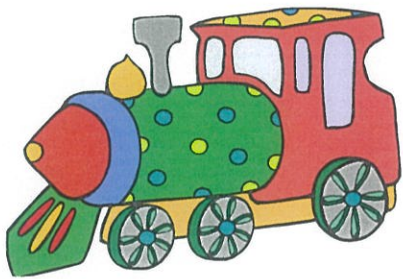
- Use dice for pre-lesson warm ups as a whole class activity
- Have a 'roll off' - in pairs write as many words beginning with the same blend in one minute. Team to write the most words correctly wins
- Have students write extra words and illustrate to create a blends word wall display in your classroom
- Use for fun during lesson breaks and for keeping fast finishers entertained!
- Print on cardboard to increase durability



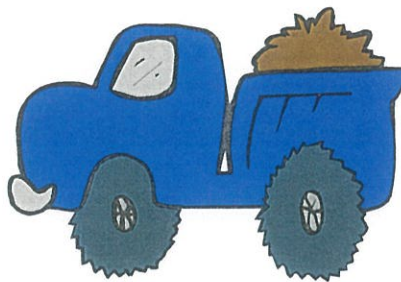


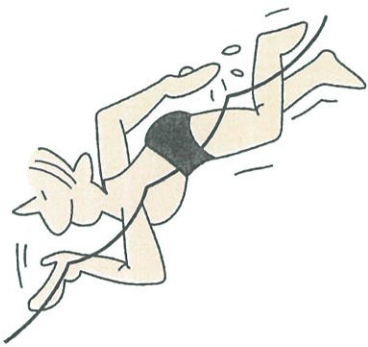
pi





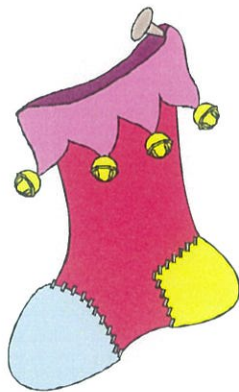
tr





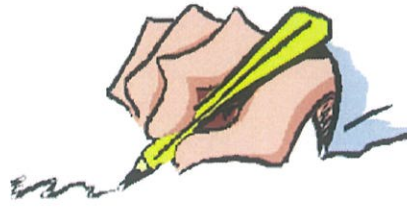
SW



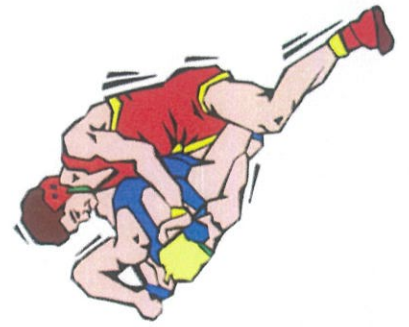


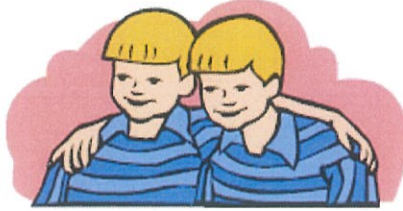
st



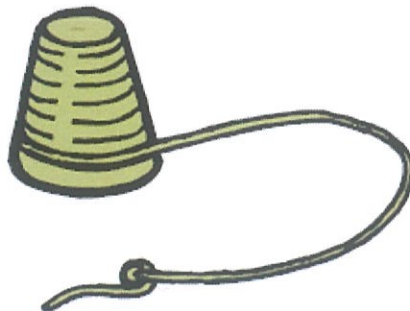


wr





tw



Numbers to 999 – counting by 1s (continued)

4 Use the grid on page 4 to help you fill in the puzzle pieces.

a

111	112	
121		

b

121		

c

163		

d

128		

e

151		

f

	182	

5 Use what you know about number patterns to fill in these puzzle pieces.

a

212	213	

b

325		
335		

c

	507	508

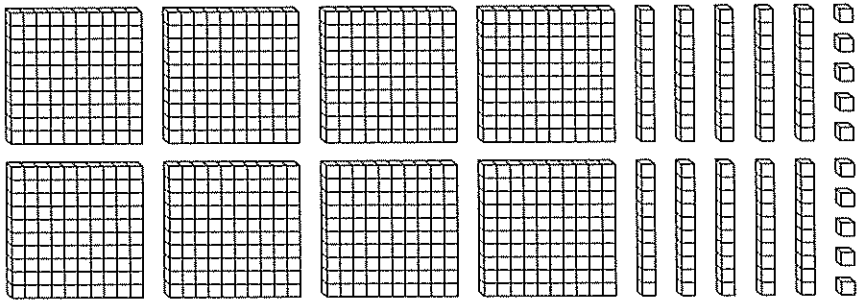
These numbers are much bigger. How can the grid on page 4 help me with this?



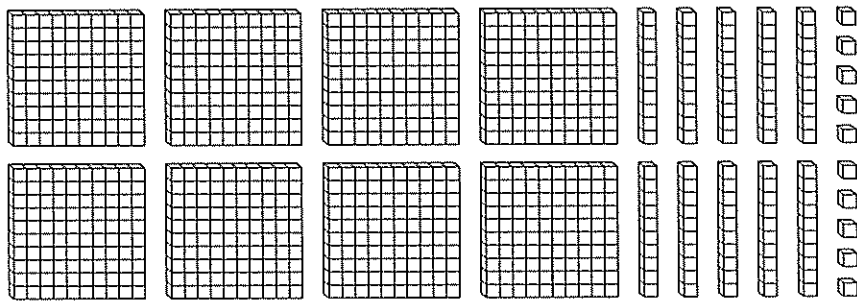
Numbers to 999 – matching numbers to amounts

2 Colour the base-10 blocks to match the number.

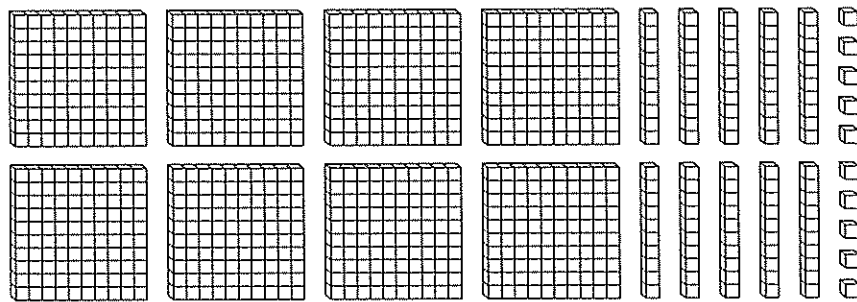
a 346



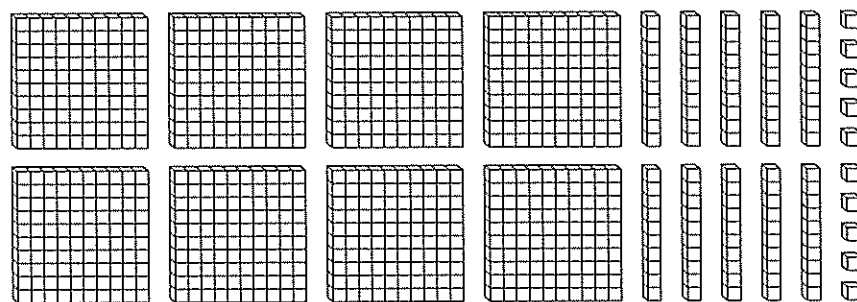
b 538



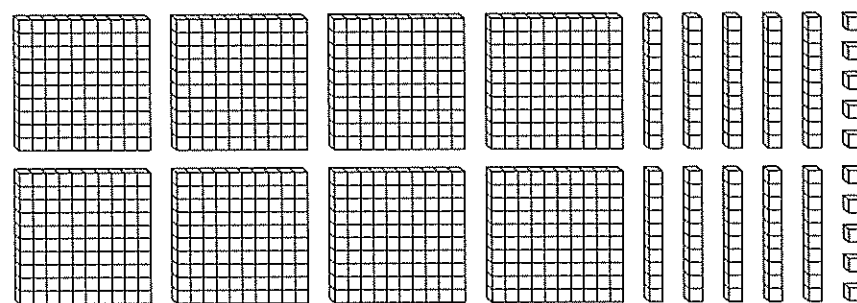
c 761



d 111



e 550



Place value to 999 – matching numbers to amounts

1 Wally, our work experience boy, tested this page for us. We think he may have got a little carried away with his colouring. Check each one and put a cross through any blocks that shouldn't be coloured.

a

153

b

272

c

355

d

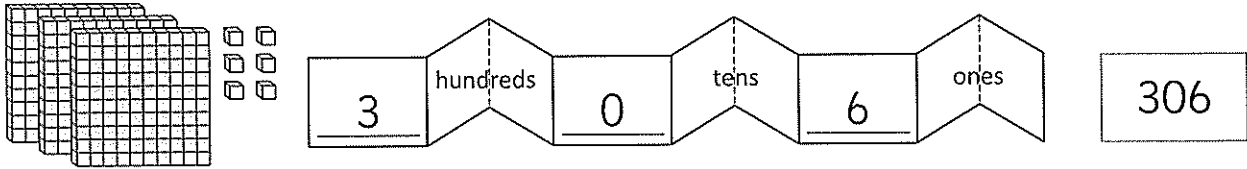
409

e

139

Place value to 999 – zero as place holder

We use a zero to record when there are no tens or units in a number.



There are 3 hundreds 0 tens and 6 ones.

1 Write the number and fill in the numeral expander. Make sure you put in the zero if you need to!

a 110

b

c

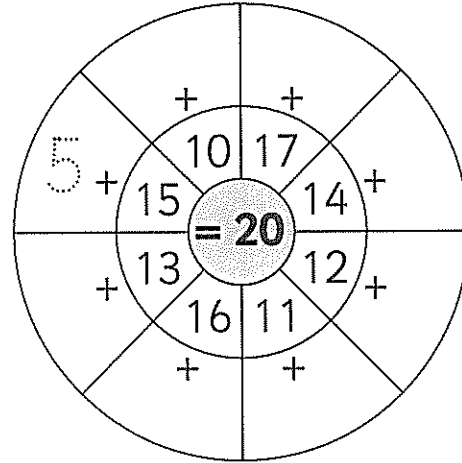
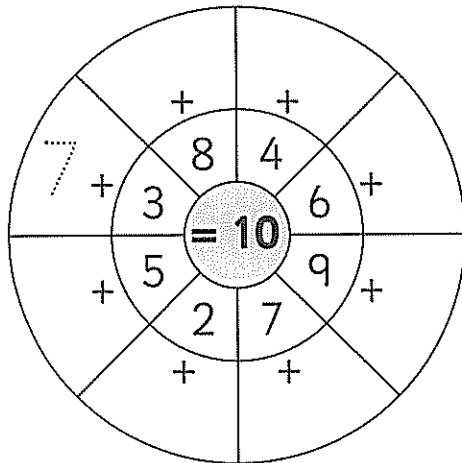
d

e

Addition – revising basic number facts

Knowing your basic addition facts is handy. It means you don't have to keep on working out the same answers all the time!

1 Finish the addition number wheels.



2 Fill in the missing numbers in these facts.

a $5 + 2 = \square$

b $7 + 3 = \square$

c $\square + 5 = 9$

d $6 + 7 = \square$

e $3 + 9 = \square$

f $7 + \square = 15$

3 Write 4 addition facts for each number.

a

10

	+		=	10
	+		=	10
	+		=	10
	+		=	10

b

20

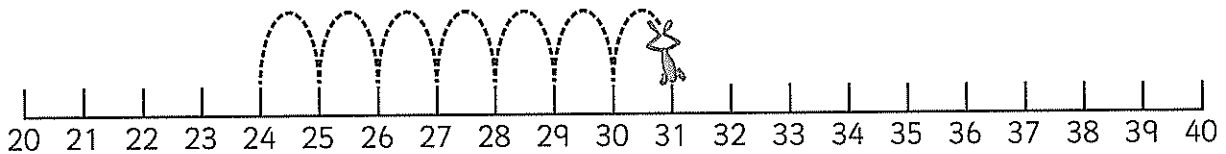
	+		=	20
	+		=	20
	+		=	20
	+		=	20

Addition – using number lines

Number lines are handy tools to use when adding.

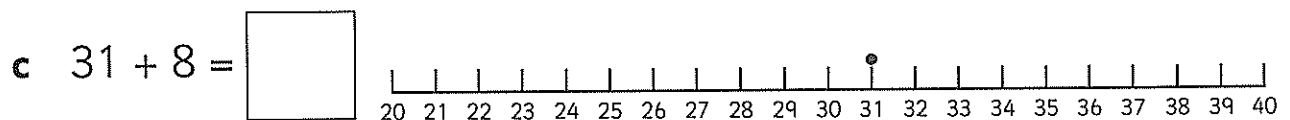
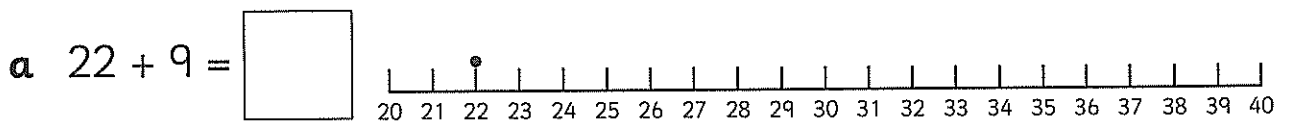
Look at $24 + 7 = \boxed{?}$

We start at 24 and jump 7 spaces. It's important to remember to count the jumps or spaces, not the numbers!

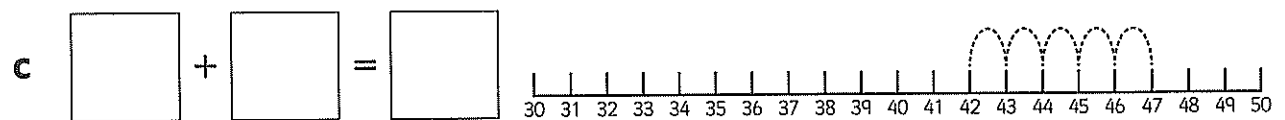
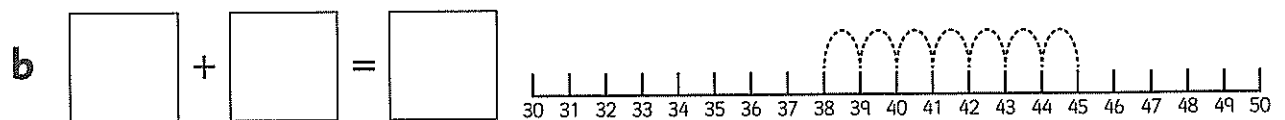
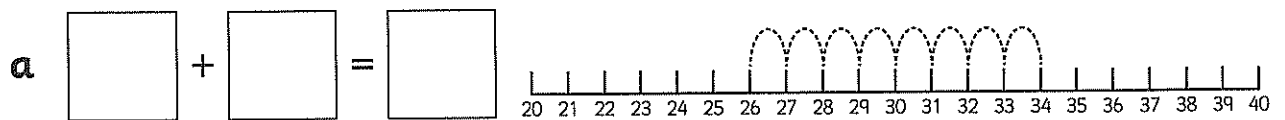


$24 + 7 = 31$

1 Jump along the number lines and finish each number fact.



2 Trace the jumps and finish the facts.



Skip counting – by 2s

1 Some numbers are missing. Write them in and say them out loud as you go.

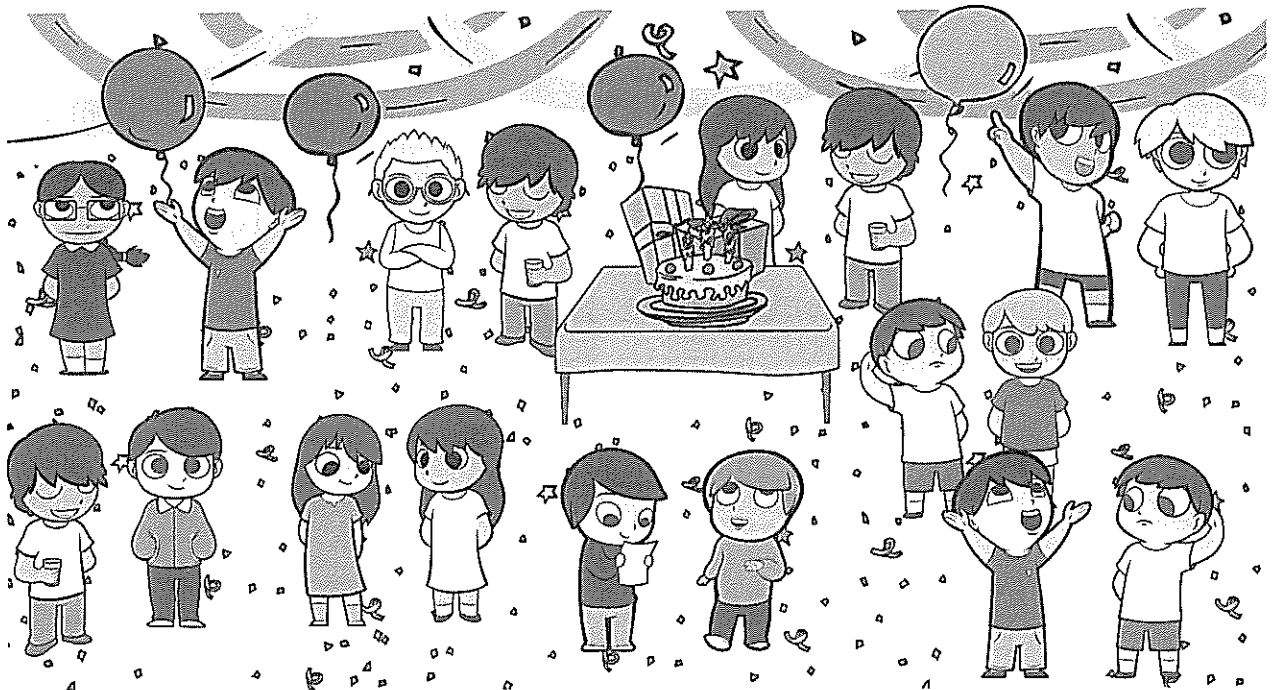
Start and go

1	2	3	4	5		7		9	
11		13		15		17		19	
21		23		25		27		29	
31		33		35		37		39	
41		43		45		47		49	

What were you counting by?

I was counting by

2 How many people are at the party? Circle groups of two.



Skip counting – by 2s, 5s and 10s

- 1 a Complete the grid. Try going **down** the columns, not **across** the rows. Can you find and follow the patterns?

1	2	3	4	5		7		9	
11	12	13	14	15	16	17	18	19	
21		23	24	25				29	
31	32	33		35		37		39	
41		43		45		47		49	
	52		54		56		58		60
	62	63			66	67			
71			74				78		80
			84		86				
	92			95		97		99	100

- b Now colour the chart like this.
- If you say the number when you count by 2s give it a yellow stripe.
 - If you say the number when you count by 5s give it a green stripe.
 - If you say the number when you count by 10s give it a red stripe.
-

2 What do you notice

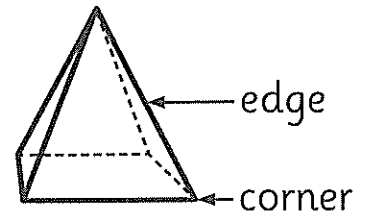
- a about the numbers that have 3 stripes?
- b about the numbers that only have a green stripe?
- c about the numbers that have a yellow stripe?



3D space – faces, edges and corners

Edges are formed when 2 **faces** meet.

Corners are formed when 2 or more edges meet.

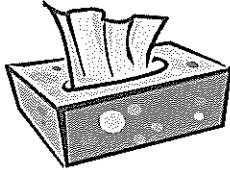

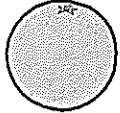
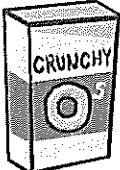
This square pyramid has 5 **faces**.
It has 8 **edges** and 5 **corners**.



You will need:  a partner  classroom objects

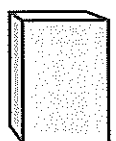
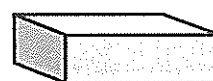
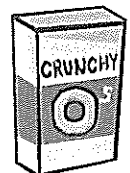
What to do:

Your task is to investigate the faces, edges and corners of some common classroom or household objects. Record the number of each to finish the fact files.

 <input type="text"/> faces <input type="text"/> edges <input type="text"/> corners	 <input type="text"/> faces <input type="text"/> edges <input type="text"/> corners	 <input type="text"/> face <input type="text"/> edges <input type="text"/> corners	 <input type="text"/> faces <input type="text"/> edges <input type="text"/> corners
---	---	---	---

What to do next:

Draw lines to join the objects with their matching solids below.



Position – describing position

Left and **right** are terms we often use when we are talking about position.



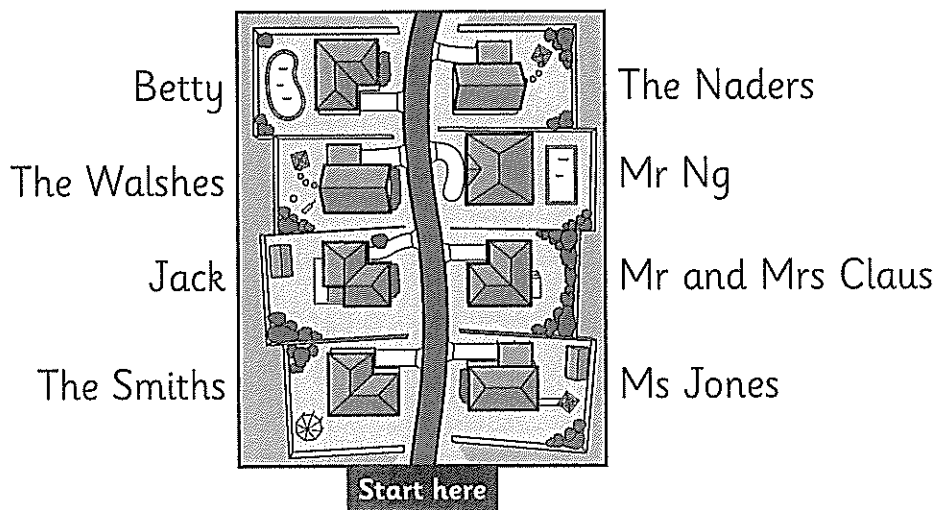
left



right

1 Colour:

- a the **left** hand blue
- b the **right** hand green
- c the **left** shoe yellow
- d the **right** shoe orange
- e the **right** flower pink
- f the **left** flower purple



2 Who lives at:

a the 2nd house on the right?

b the 3rd house on the left?

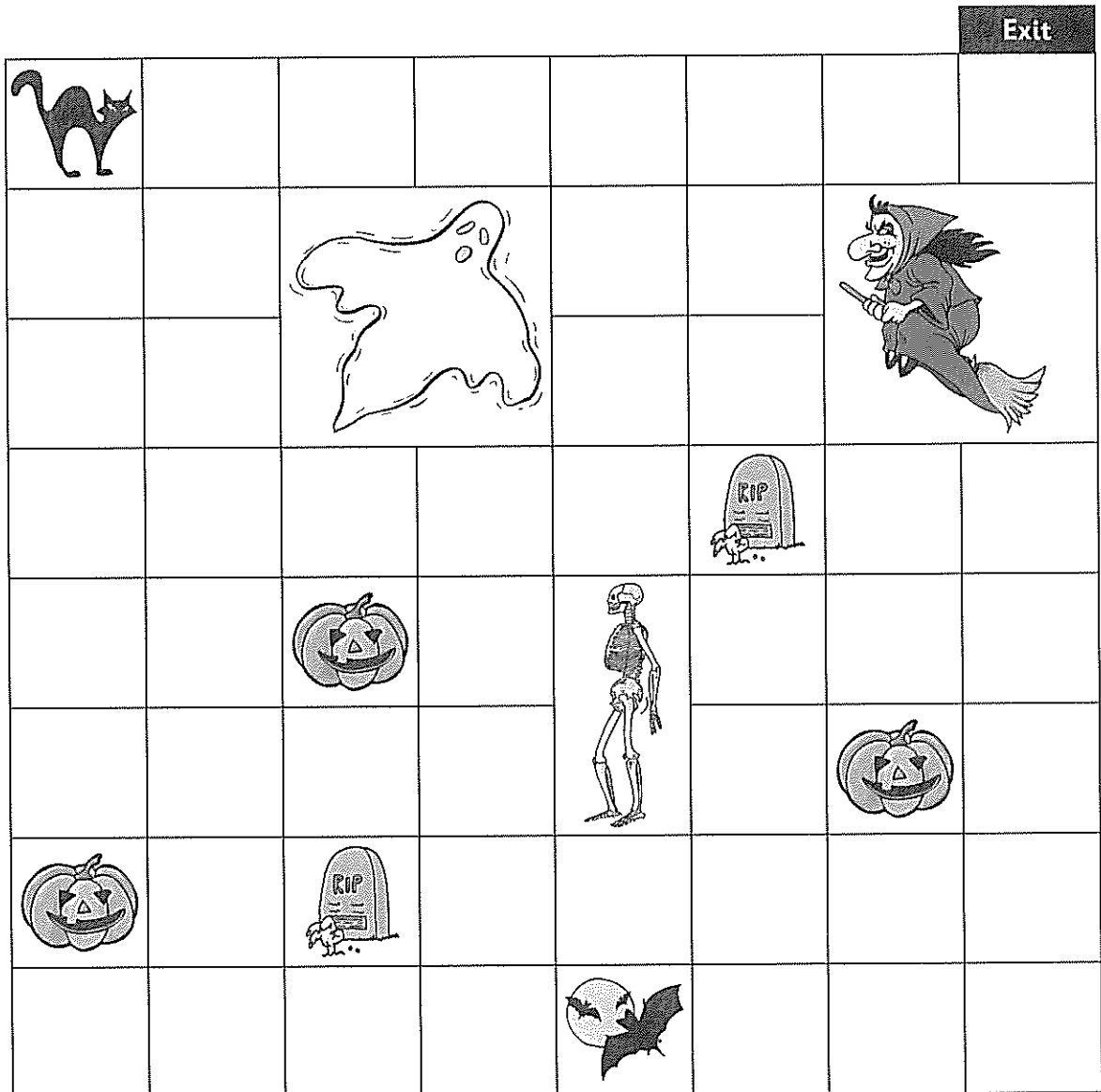
c the 1st house on the left?

d the 4th house on the right?

Position – paths and directions

- 1 Wally's class turn their classroom into a Haunted House for the school fete.
- a Colour the path Wally takes to get through the house without bumping into anything scary.

Up 2 Left 3 Up 3 Right 1 Up 3 Right 3



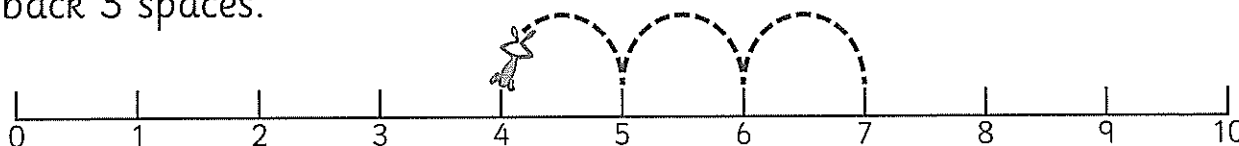
L   R

- b Find another path that Wally could take. Record it here.

Subtraction – difference

‘I am thinking of 2 numbers. They have a difference of **3**. The **bigger** number is **7**.’

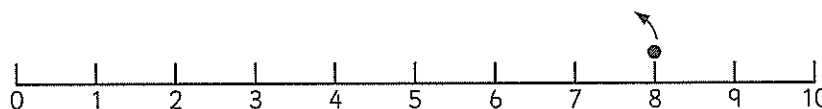
We know the bigger number is 7. To find the difference we jump back 3 spaces.



$$7 - 3 = 4$$

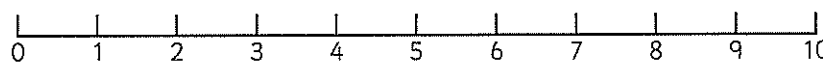
1 Show the jumps and solve the problem.

a I am thinking of 2 numbers. They have a difference of **5**.
The **bigger** number is **8**.



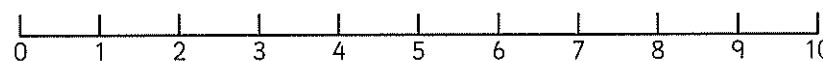
I start on . I jump back . $8 - 5 =$

b I am thinking of 2 numbers. They have a difference of **2**.
The **bigger** number is **4**.



I start on . I jump back . - =

c I am thinking of 2 numbers. They have a difference of **3**.
The **bigger** number is **7**.



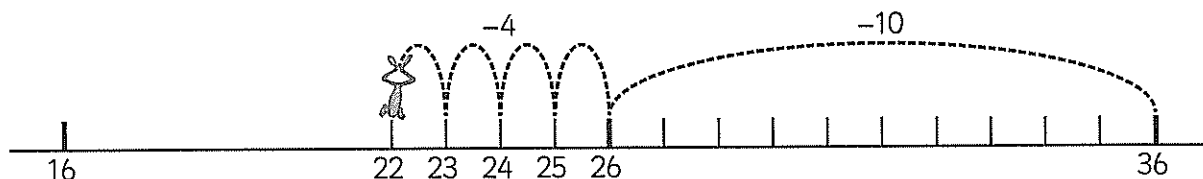
I start on . I jump back . - =

Subtraction – jump strategy

We can also use number lines to help us subtract 2-digit numbers.

$$36 - 14 = \boxed{?}$$

14 is 1 ten and 4 ones. We jump back 1 ten, then 4 ones.



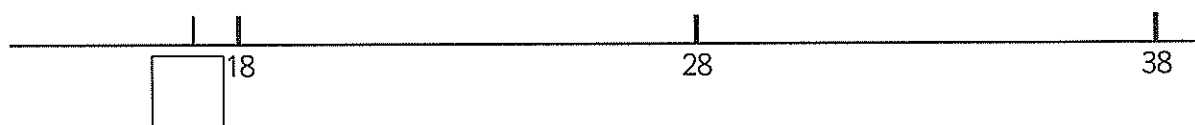
$$36 - 14 = 22$$

- 1 Use the jump strategy to solve these problems. Show the jumps and fill in the missing numbers on the number lines.

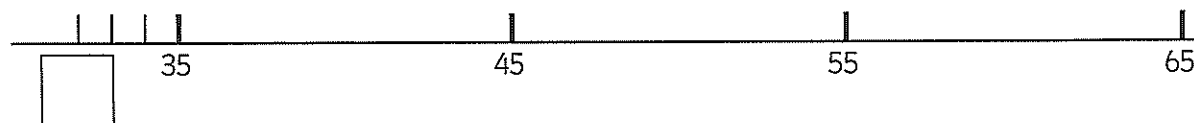
a $59 - 22 = \boxed{}$ 22 is _____ tens and _____ ones



b $38 - 21 = \boxed{}$ 21 is _____ tens and _____ one



c $65 - 33 = \boxed{}$ 33 is _____ tens and _____ ones



Time – months of the year

1 a Fill in the missing letters in these months of the year.

J _ _ n _ _

A u _ _ _ s t

_ _ _ p t _ _ m b _ _ _

J _ _ n _ _ a r _ _

_ _ _ l y

A p _ _ _ _

M a r _ _ _

N _ _ v e m _ _ _ _

O _ _ t _ _ b _ _ _

M _ _ _

_ _ e c _ _ _ b _ _ r

F e _ _ r u _ _ _ _


b Number them 1 to 12, starting with January.

2 Guess the mystery months.

a I come after April but before June. I am

b I have 7 letters in me.
I have an 'o' and a 'b'. I am

c I am the 2nd last month of the year. I am

	January	February	March	April	May	June
	July	August	September	October	November	December

Time – seasons

Many places experience 4 seasons in a year. Each season lasts for 3 months. Hot places near the equator often only have 2 seasons, called the wet and the dry.

You will need:  3 partners  scissors  the next page



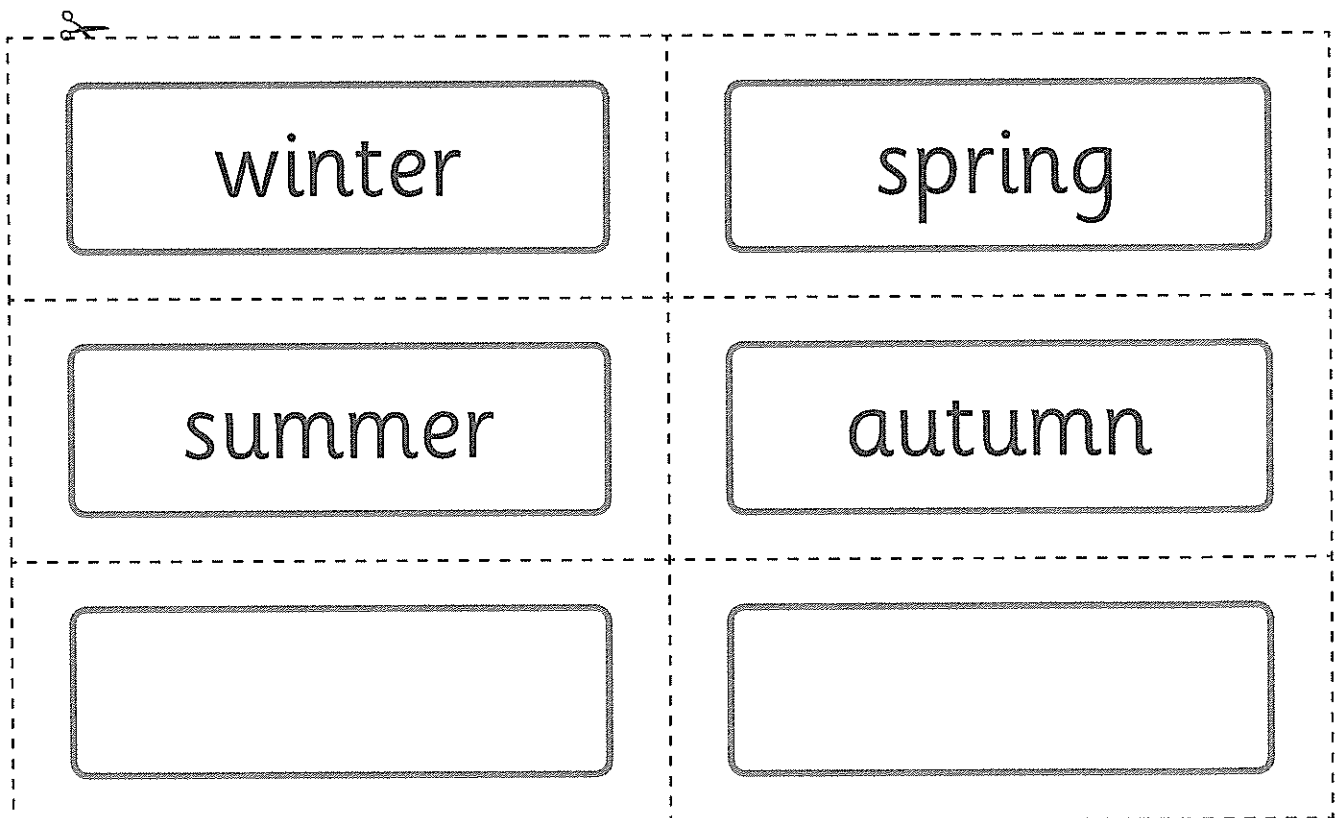
What to do:

Find out which months match the seasons where you live.

Cut out the four seasons. Without looking, choose a season each. Now cut out the months of the year (on page 7) and place them face down.

Take turns turning over a month card. If it matches your season, keep it. If it doesn't, put it back. The winner is the 1st player to collect all 3 matching months.

If you live somewhere with just 2 seasons, make cards to match your seasons and play with one partner.



Time – seasons



January

February

March

April

May

June

July

August

September

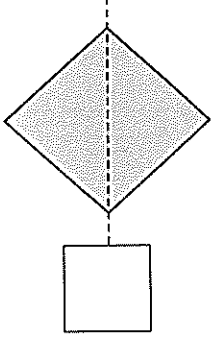
October

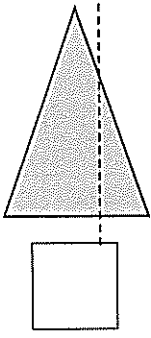
November

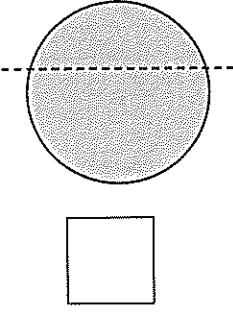
December

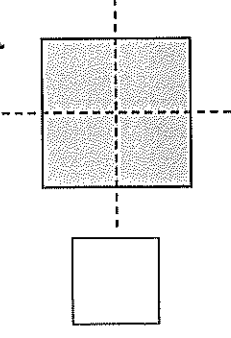
Fractions – equal parts

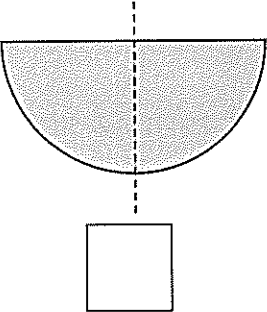
1 the shapes that have been divided into **equal** parts.

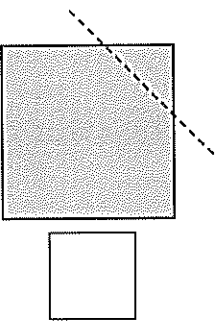
a 

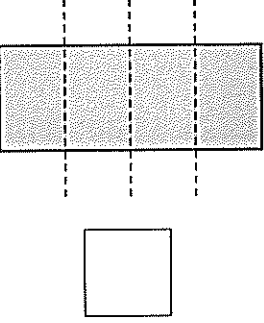
b 

c 

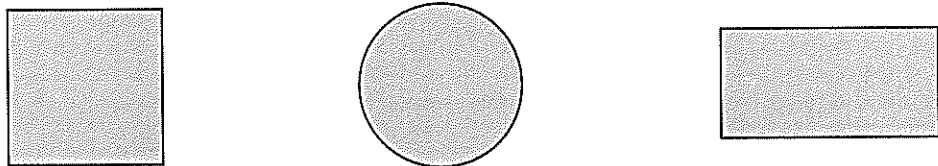
d 

e 

f 

g 

2 Divide these shapes into equal parts.



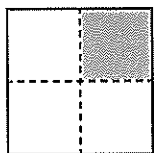
Is there only one way to do this? Compare your shapes with someone else at your table. Have you divided them the same way? Is one of you wrong or can you both be right?

3 You and your partner have been given these chocolates. Divide the group into 2 equal parts so you each get a fair share.



Fractions – quarters

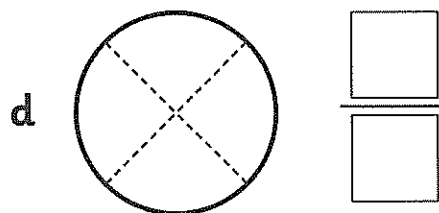
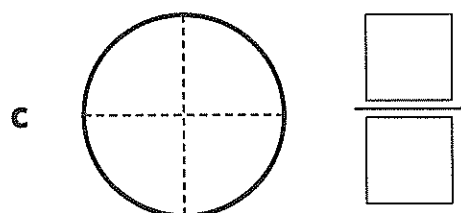
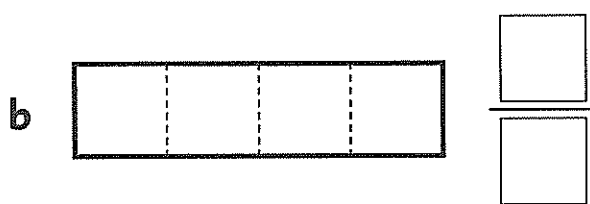
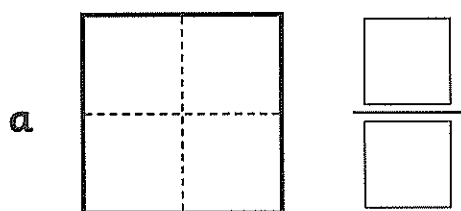
When we divide a shape or group into 4 equal parts, we call each part a **quarter**. We can write this as:



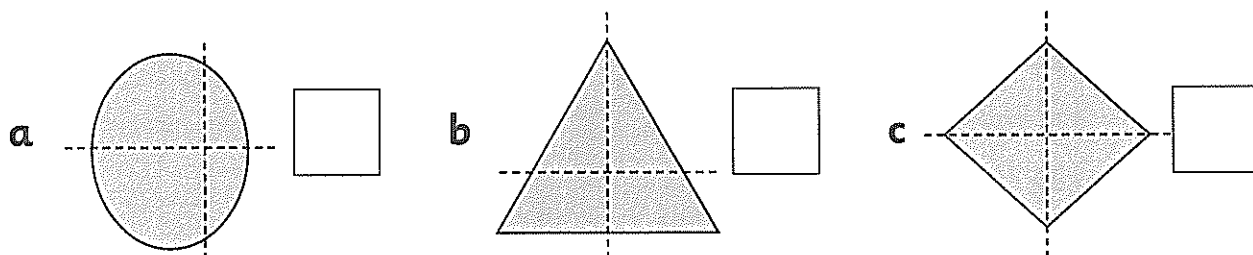
$$\frac{1}{4} \quad \frac{\text{Number of shaded parts}}{\text{Number of equal parts}}$$

- 1 Can you think of 3 places or times you hear the word quarter?
Brainstorm with the people at your table.

- 2 Shade one quarter of each shape and write the fraction.



- 3 Are these shapes cut into quarters? Write Y or N.



Sorting Energy

Cut, sort and paste the pictures onto the table.













light energy	sound energy	heat energy




1. Which things can produce sound, heat and light energy?

2. Compare your answers with a friend. Are their answers the same as yours?
Discuss with them where you decided to place each item.

More Energy!

Can you think of some more items that would fit under the headings?
Go ahead and add them in!

 <p>recorder</p>	 <p>lightning</p>	 <p>megaphone</p>	 <p>fire</p>
 <p>candle</p>	 <p>lamp</p>	 <p>radio</p>	 <p>barbecue</p>
 <p>trumpet</p>	 <p>bird chirp</p>	 <p>hairdryer</p>	 <p>oven</p>

 <p>recorder</p>	 <p>lightning</p>	 <p>megaphone</p>	 <p>fire</p>
 <p>candle</p>	 <p>lamp</p>	 <p>radio</p>	 <p>barbecue</p>
 <p>trumpet</p>	 <p>bird chirp</p>	 <p>hairdryer</p>	 <p>oven</p>

Balloon Rocket - Experiment

Goal

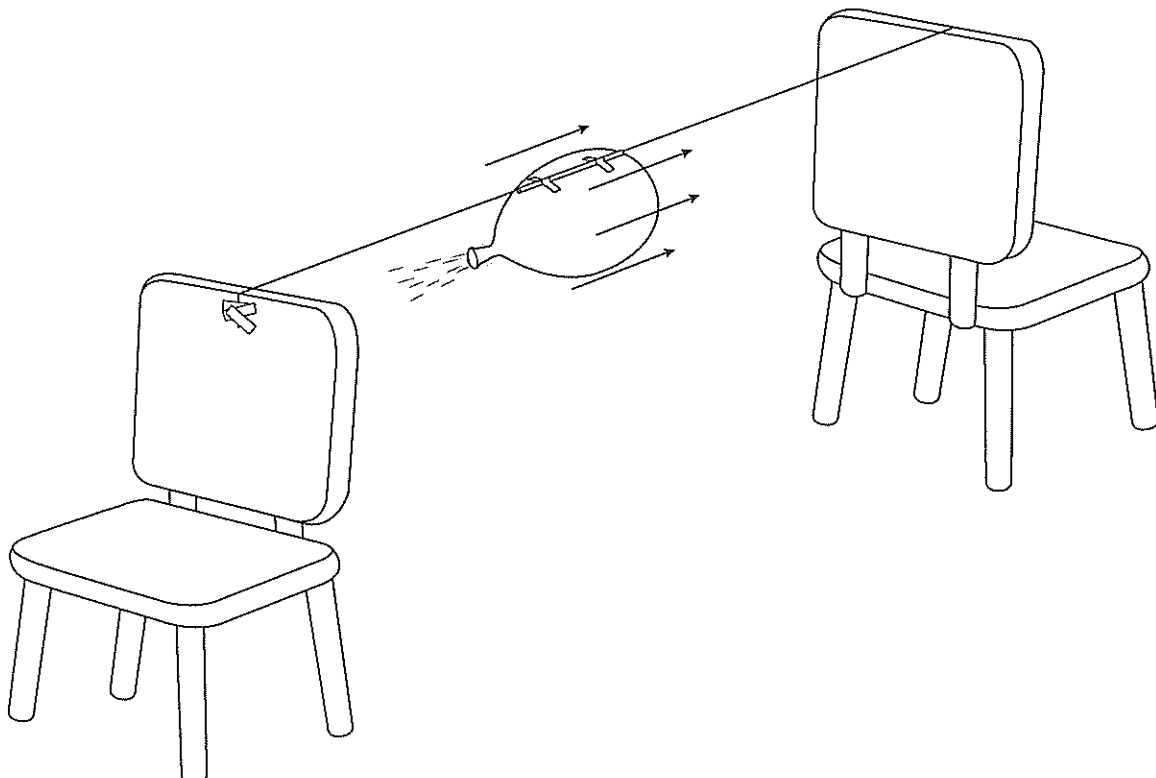
In this experiment, you will investigate how energy can make things move.

Materials

- 1 balloon
- 1 drinking straw
- 1 ball of string
- Adhesive tape
- 2 chairs

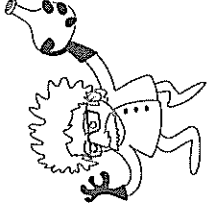
Steps

1. Tape one end of the piece of string to a chair.
2. Put the other end of the string through the straw.
3. Pull the string tight and tape it to another chair (at least 4 big steps from the first chair).
4. Blow up the balloon, but don't tie the end in a knot. Keep hold of the end of the balloon.
5. Tape the balloon to the straw.
6. Let go of the balloon.
7. Record your observations.

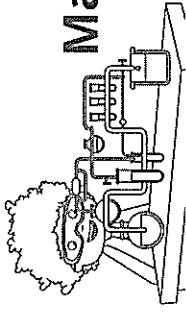


Name _____

Date _____



Making Science Predictions



Draw a picture of all the materials
before the experiment.

Draw a picture of what you predict
will happen **during** the experiment.

Draw a picture of what you predict
will happen **after** the experiment.

A large, empty rectangular box with a black border, intended for drawing the materials used in the experiment before it begins.A large, empty rectangular box with a black border, intended for drawing a prediction of what will happen during the experiment. A small black arrow points from the bottom center of this box to the top center of the box above it.A large, empty rectangular box with a black border, intended for drawing a prediction of what will happen after the experiment. A small black arrow points from the bottom center of this box to the top center of the box above it.

Bend it! Stretch it! Squash it!



Observations

Some things you can squash; some things you can bend; some things you can stretch; and some things you can twist. When you let them go, some things go back to their original shape.

Science activity

Color in all things that you can bend. Place a check mark (✓) by things you can squash. Place an (✗) by things that you can stretch, but will then go back to the shape they were before.



sponge



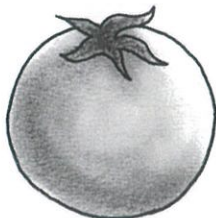
plastic comb



paper ball



rubber ball



tomato



plastic ruler



rubber band



newspaper

Science exploration

⚠ Take extra care - ask an adult to supervise you.

Describe all the properties of a rubber band.



wooden spoon

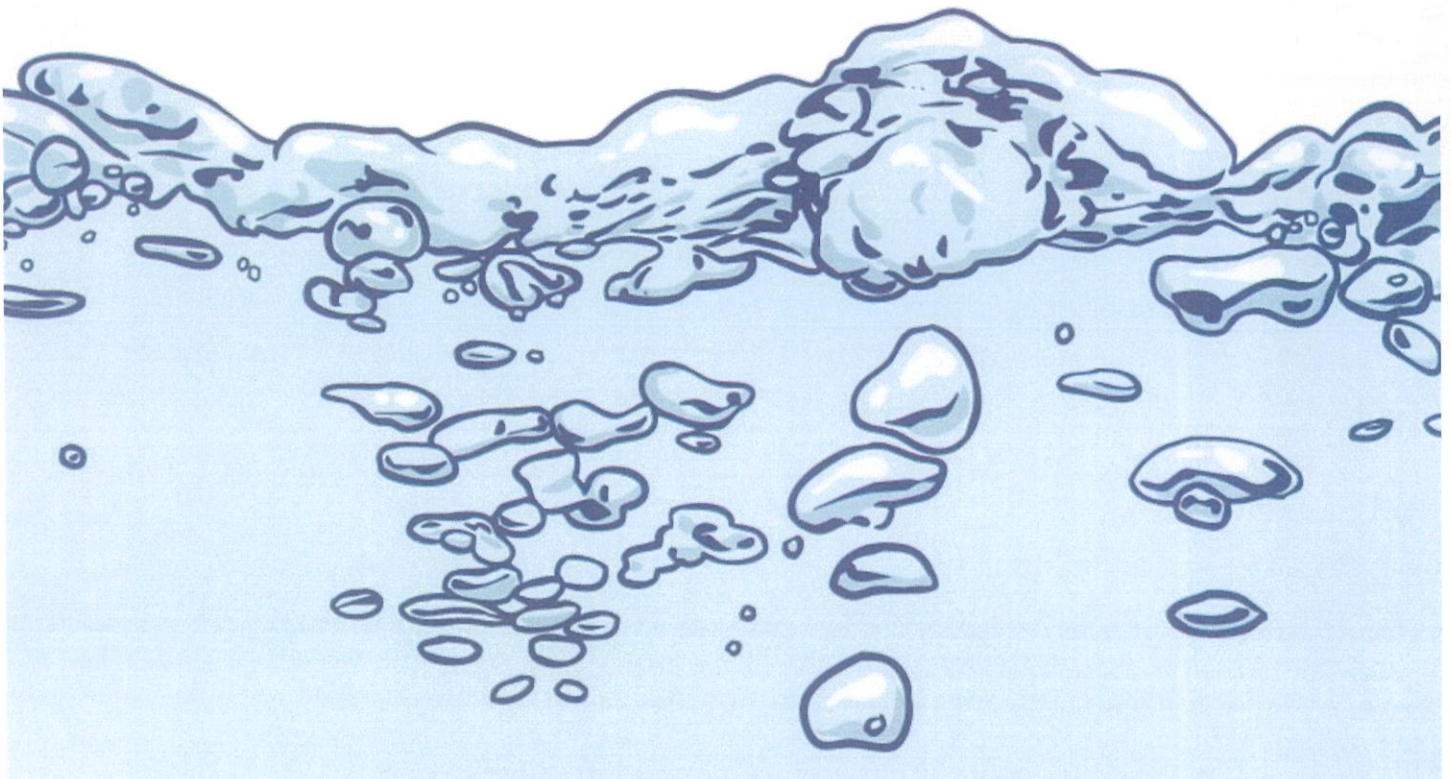
Heat Energy

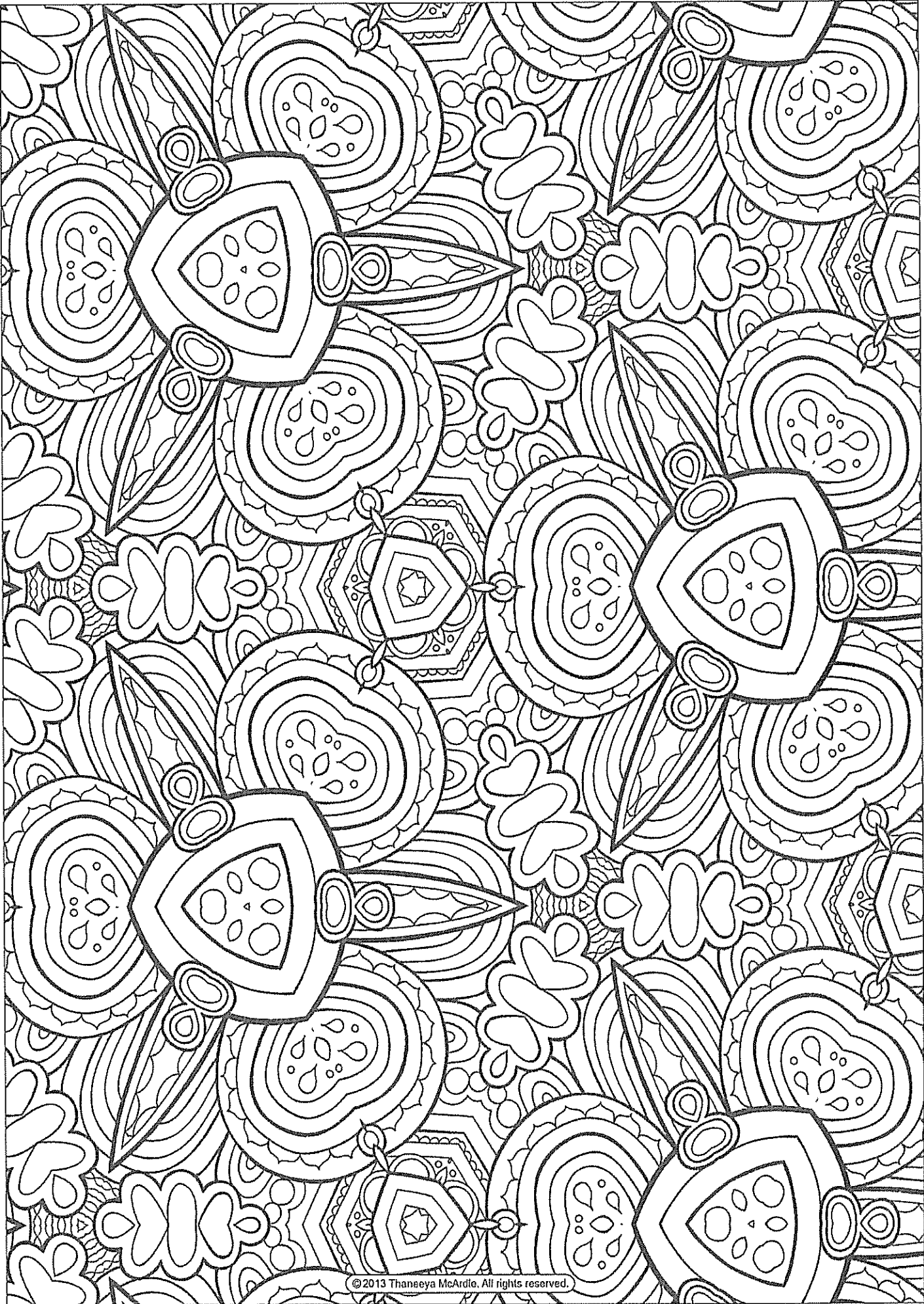
You will need:

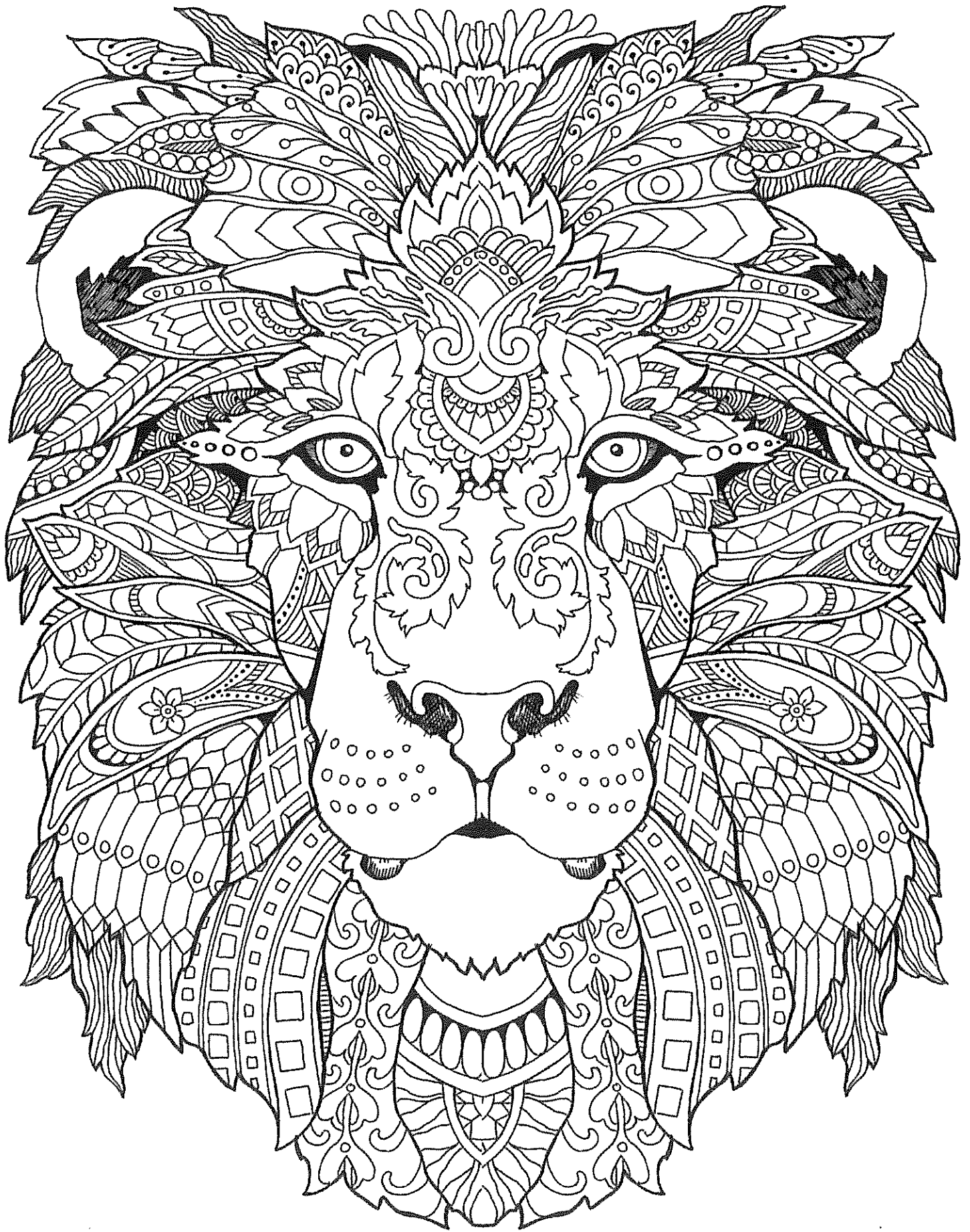
- food colouring
- clear container of cold water
- clear container of warm water

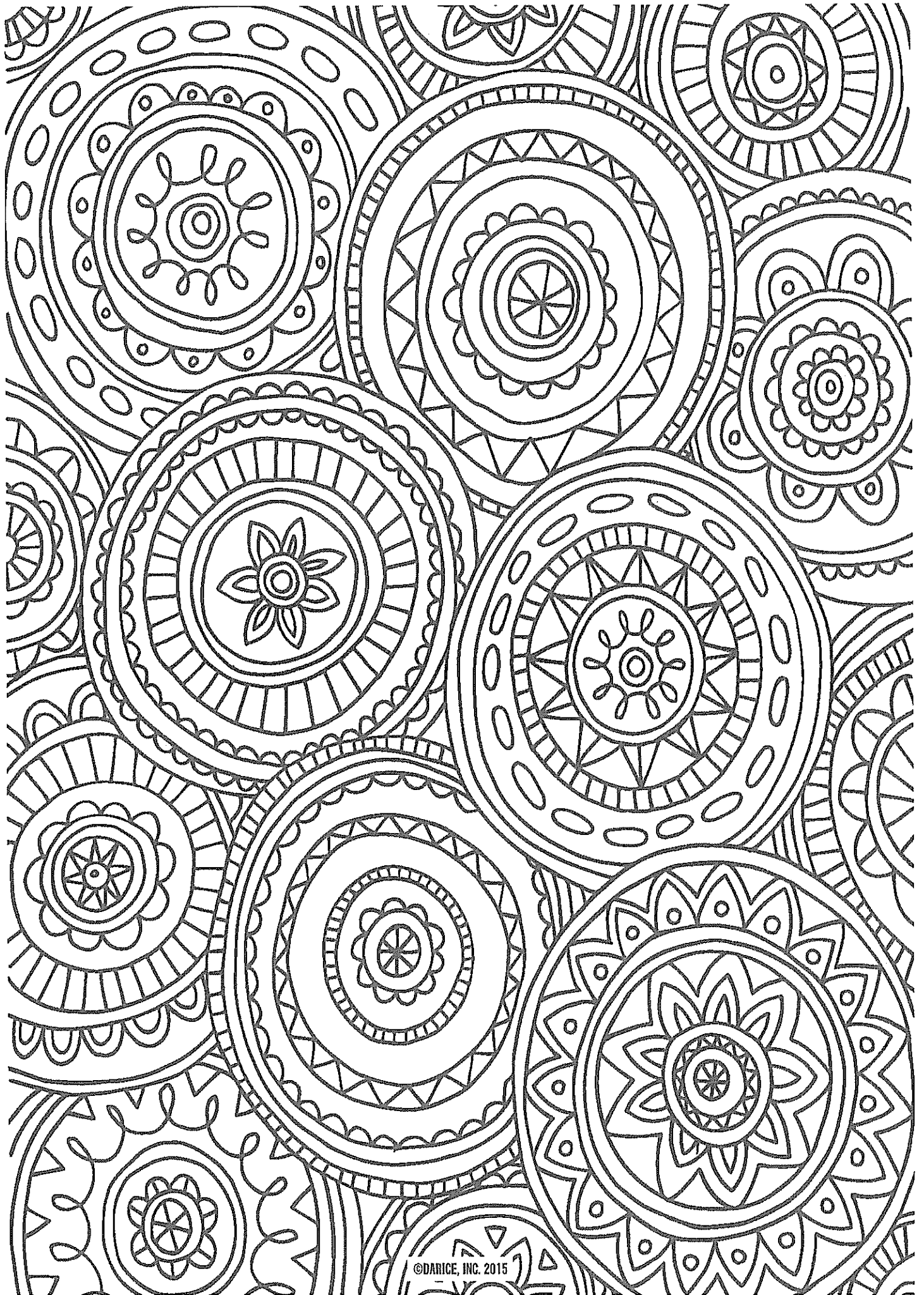
Instructions

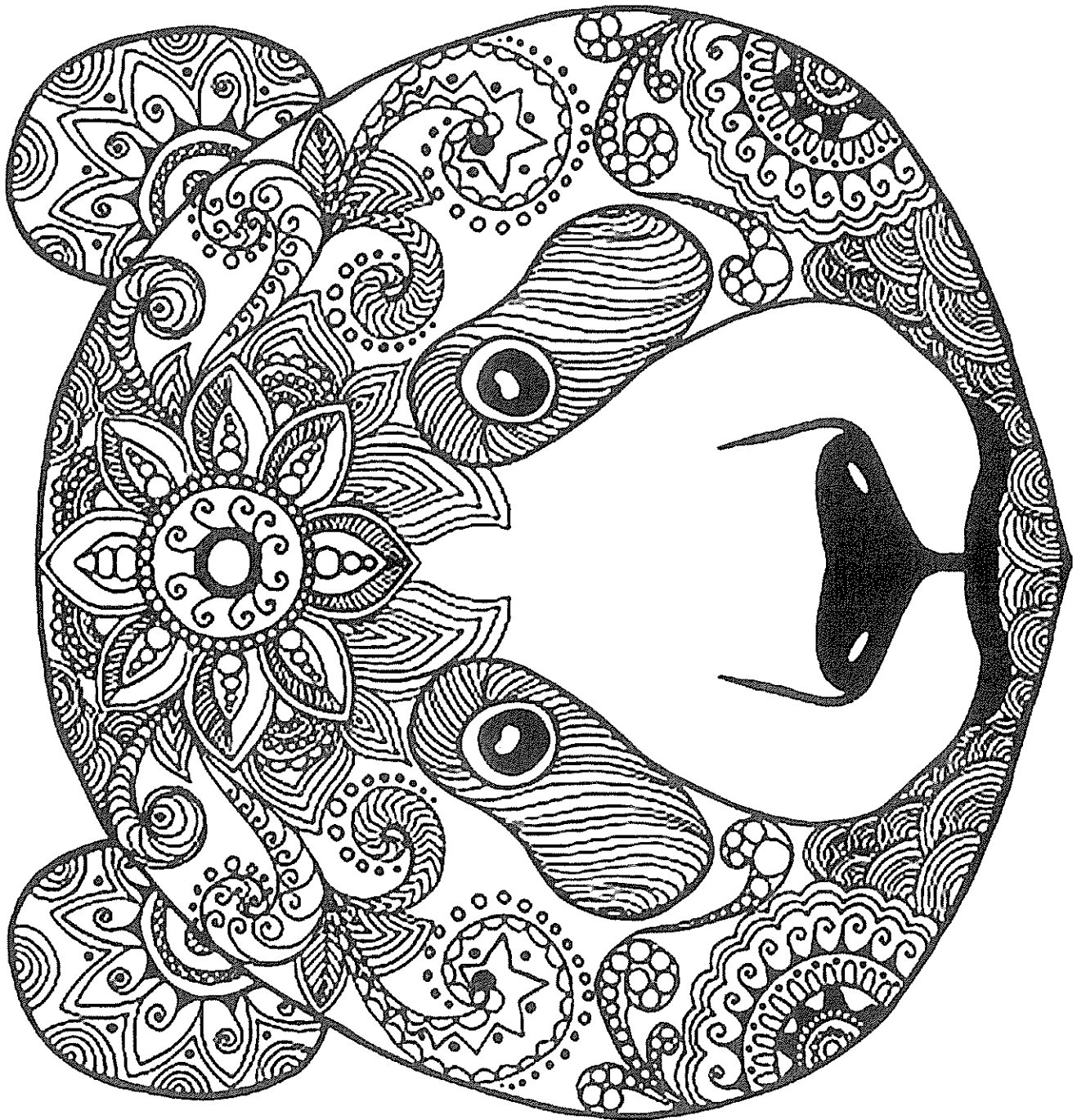
1. Feel the water temperature in each container.
2. Place a drop of food colouring into the centre of each container of water.
3. Observe how the food colouring moves in the water. Make suggestions about what you see happening and why.













what's

fit activity for kids your name

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

A jump up & down 10 times

N pick up a ball without using your hands

B spin around in a circle 5 times

O walk backwards 50 steps and skip back

C hop on one foot 5 times

P walk sideways 20 steps and hop back

D run to the nearest door and run back

Q crawl like a crab for a count of 10

E walk like a bear for a count of 5

R walk like a bear for a count of 5

F do 3 cartwheels

S bend down and touch your toes 20 times

G do 10 jumping jacks

T pretend to pedal a bike with your hands for a count of 17

H hop like a frog 8 times

U roll a ball using only your head

I balance on your left foot for a count of 10

V flap your arms like a bird 25 times

J balance on your right foot for a count of 10

W pretend to ride a horse for a count of 15

K march like a toy soldier for a count of 12

X try and touch the clouds for a count of 15

L pretend to jump rope for a count of 20

Y walk on your knees for a count of 10

M do 3 somersaults

Z do 10 push-ups

MY GARDEN GROWS

Task

Experiment with organic shapes to create a lovely garden scene.

Materials

Acrylic paint
Cartridge paper
(to paint on)
Scissors
Glue
A paintbrush
Coloured cover paper (to glue the
shapes on)



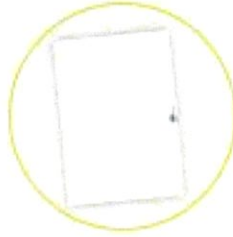
Procedure

1. Imagine you are sitting in a beautiful garden. Think about the organic shapes you would see around you. Organic shapes usually have some curves and may be difficult to put a name to.
2. Think about which colours remind you of a garden and choose two of these. You will use one colour for the shapes you make and a different colour for the paper to glue them on. You will be painting the paper to cut the shapes from.
3. Using your chosen colour, paint the cartridge paper.
4. Allow your page to dry.
5. Begin cutting organic shapes from your painted paper.
6. Arrange the shapes on your coloured paper. You may decide to move them around a few times until you are happy with where they are placed.
7. Once you are happy with your design, glue the shapes on one at a time.



Kandinsky Circle Painting

You will need...



A3 painting template



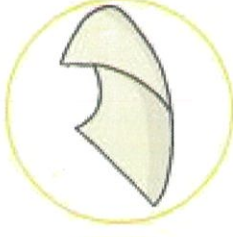
Paint in lots of colours



Brushes



Water



A rag

1. Experiment with mixing colours together. Use white to make them lighter, and black to make them darker. Practice until you have lots of colours that you like.
2. In each square of your template, paint a dot. Use a different colour for each one.
3. Remember: Swish, wipe and blot!
4. Round each dot, paint a circle in a different colour.
5. Round each circle, paint an even bigger circle in a new colour.
6. Finally, fill in any white space you have left in each square in another colour.



<p>Task 2: Games past and present</p> <p>Which games did children play in the past?</p> <p>Do children still play these games now?</p> <p>Sort the games into the columns</p>		
IN THE PAST	IN THE PRESENT	PAST AND PRESENT