

Day 1

Zim, Zam, Zoom

Phonics – Body Percussion

Reading – Zim, Zam, Zoom

English

Maths

WellComm activity

Creative activity

I can begin to blend segment sounds in words

Task: Read the activities and with your child complete the tasks set 1 per day—can you complete them all?

Oral Blending and Segmenting Home Learning Challenge

Listen carefully as you sound out these words: pin, sat, tap, net. How many letter sounds are in each word? Try counting on your fingers. E.g. 'e-a-t, 1-2-3'.



1.2.3...

With a grown-up, play a listening game about a visit to a farm. 'I went to the farm and I saw ...' – Instead of saying the animal name, split the word up into its 3 letter sounds. The other person has to identify the animal by blending the sounds together. For example: 'I went to the farm and I saw had a 'c-a-t.' - 'It's a cat!' Try the words; cat, dog, pig, cow, hen, sheep, goat, horse.

Emma the Explorer has a list of things she needs to take on her next adventure but she can't read it! Can you help Emma work out what she needs to pack in her bag? Sound out the words below and blend the sounds together to find out what she needs to take. You could draw pictures to help Emma know what she needs to take.

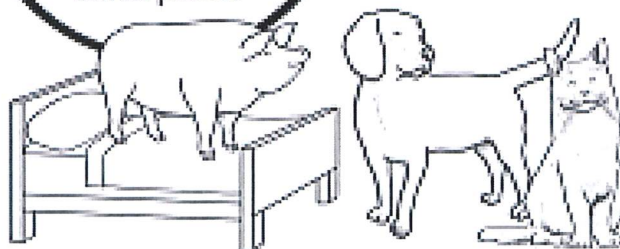
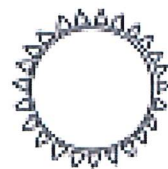
m-a-p
c-up
h-at
p-e-n
t-or-er

Play a listening and drawing game with a grown-up. Take it in turns to sound out a word by saying the letter sounds and then the other person has to draw the item! Try the words: hat, sun, ten, pan, box.

Robbie the Robot can only speak by saying the sounds of each word. Can you work out what Robbie is saying? Blend the sounds together to say the words.

t-ar
b-eat
b-u-s
v-a-n
c-oach
t-rain

Play a sounding out game with a grown-up. Look at the pictures below. Choose one and carefully sound out the word. Can the other person point to the correct picture?



ZIM ZAM ZOOM!

Brown rocket
green rocket
first I've ever seen rocket
best there's ever been rocket

ZIM ZAM ZOOM!



Rush rocket
roar rocket
zip about some more rocket
let me climb aboard rocket

ZIM ZAM ZOOM!

Blast rocket
fast rocket
overtaking Mars rocket
heading for the stars rocket

ZIM ZAM ZOOM!



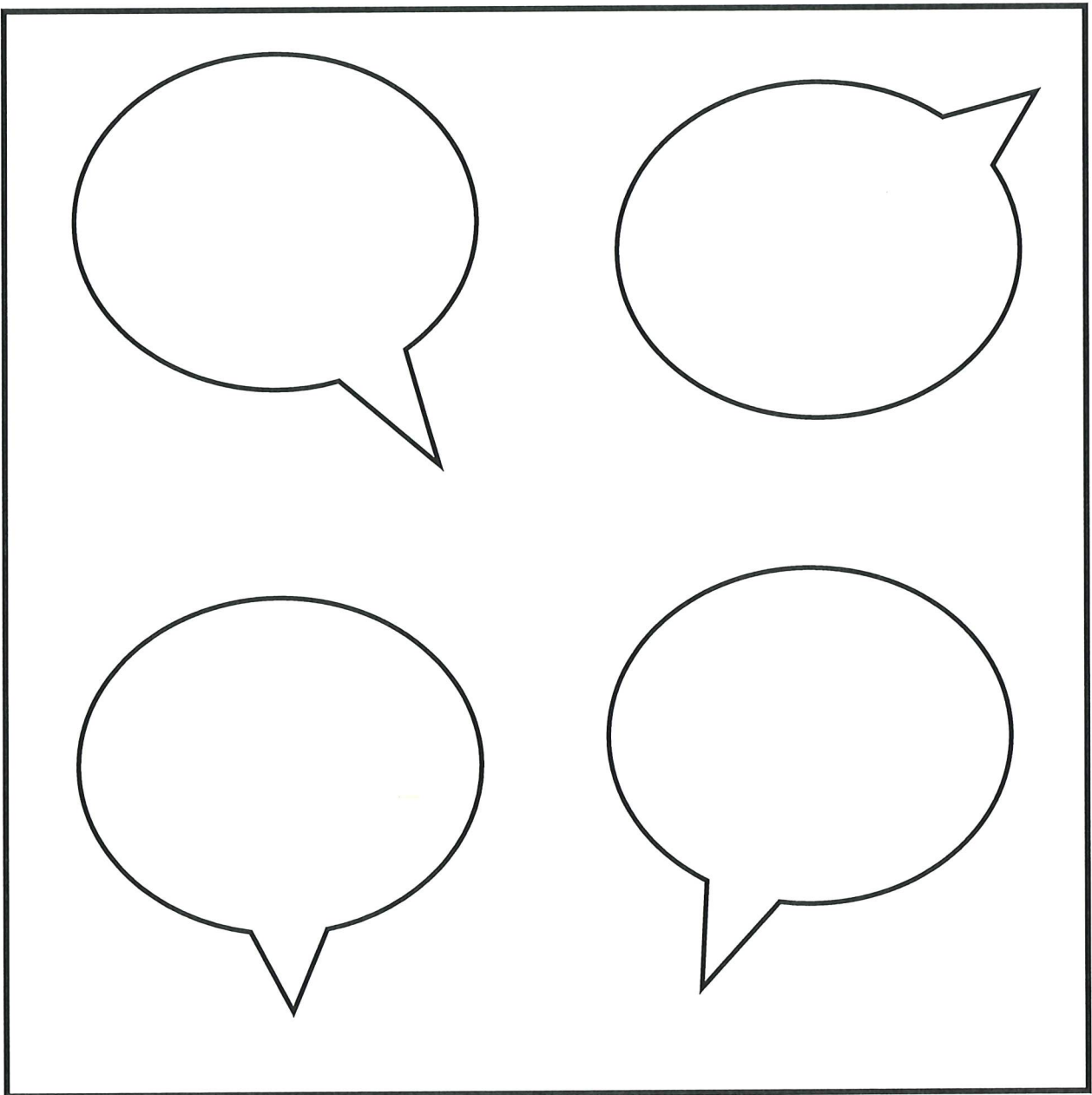
Red rocket
blue rocket
racing to the moon rocket
won't you come back soon rocket

ZIM ZAM ZOOM!

English Week 7 Day 1

I can say how I feel about a text

Task: Read the our text Zim Zam Zoom. Ask the children if they can see any letters from their name on the page? Ask the children to tell you what the poem is about? How does it make you feel? How does the poem describe the rocket? What do they make you want to do? In the space below write down what your child says. **Challenge: Does it remind you of another story? (Whatever Next)**

A large rectangular box with a black border, containing four empty speech bubble outlines. The bubbles are arranged in a 2x2 grid. Each bubble has a circular main body and a small triangular tail pointing outwards. The top-left bubble's tail points towards the bottom-right. The top-right bubble's tail points towards the top-right. The bottom-left bubble's tail points towards the bottom-left. The bottom-right bubble's tail points towards the bottom-left.

by _____

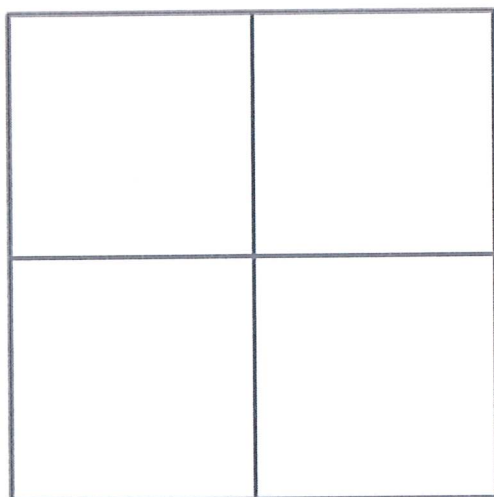
I can name and sort shapes

Task: Recap the names of the shapes—Square, Triangle, Circle, Rectangle and talk with your child about the number of sides it has and vertices (corners) Using the template below, cut out the shapes sorting them into the correct grid as you go. Let your child choose where to put them and see if they can get it right?

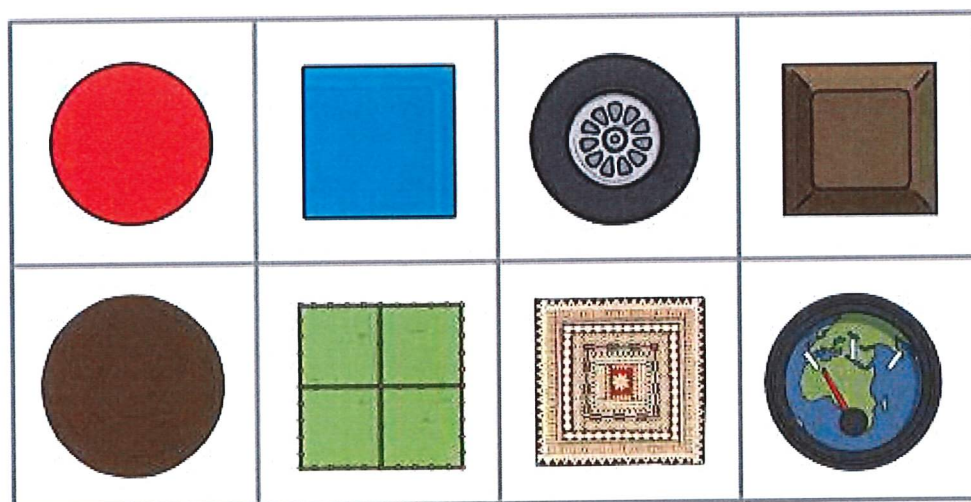
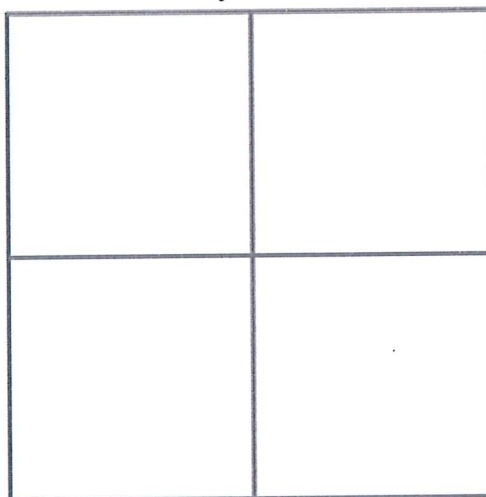
2D Shape Sorting

Cut and paste the shapes into the correct category.

circle



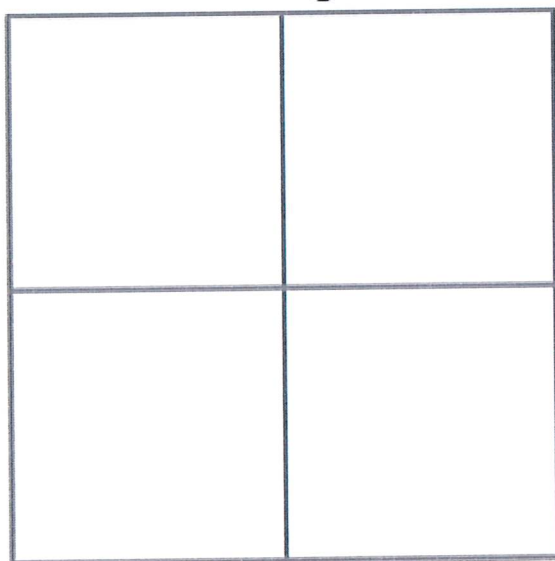
square



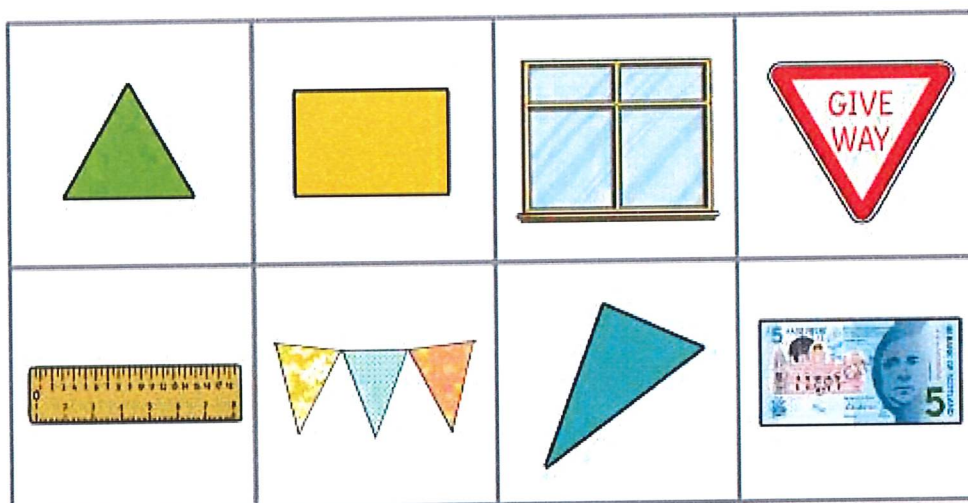
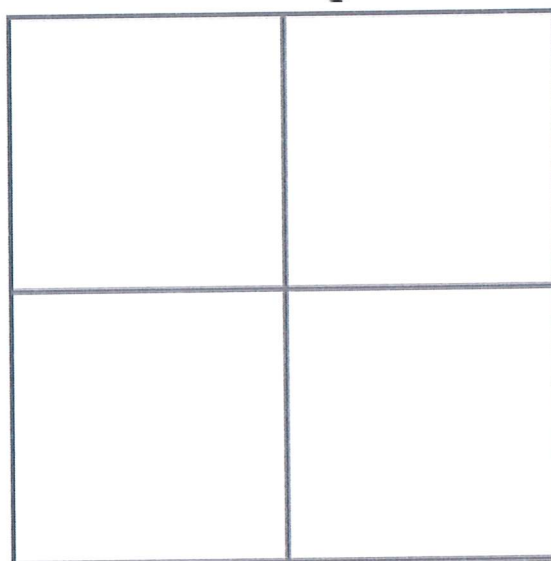
I can name and sort shapes

Task: Recap the names of the shapes—Square, Triangle, Circle, Rectangle and talk with your child about the number of sides it has and vertices (corners) Using the template below, cut out the shapes sorting them into the correct grid as you go. Let your child choose where to put them and see if they can get it right?

triangle



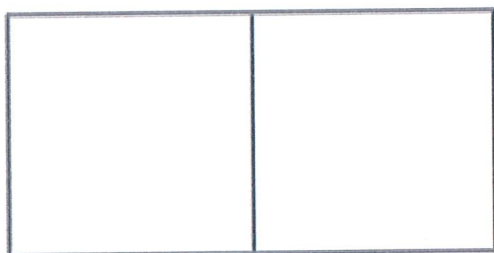
rectangle



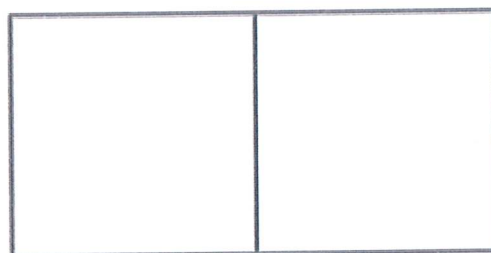
I can name and sort shapes

Task: Recap the names of the shapes—Star, Cross, Heart and Oval and talk with your child about the number of sides it has and vertices (corners) Using the template below, cut out the shapes sorting them into the correct grid as you go. Let your child choose where to put them and see if they can get it right?

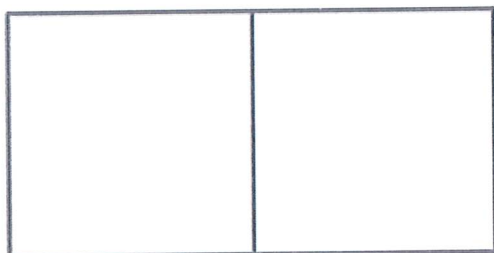
star



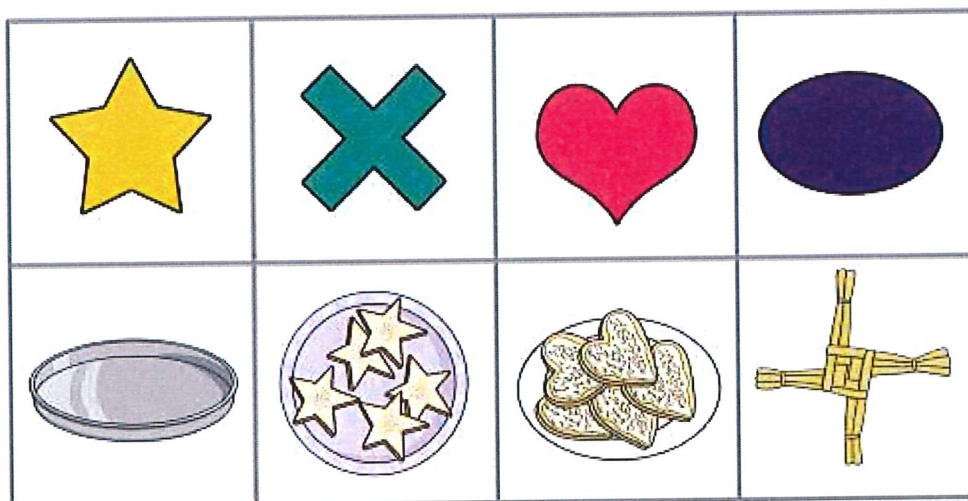
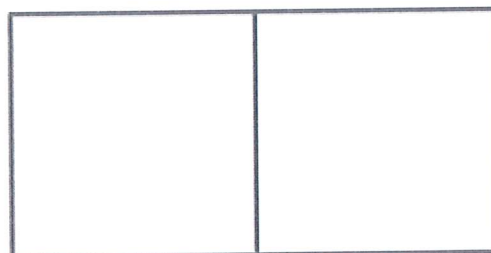
cross



heart



oval



Other things to try: 5b

Understanding 'who'



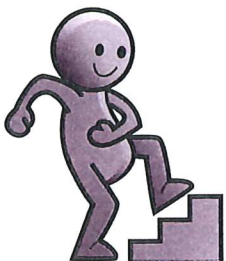
Why is this important?

Wh- questions are an integral part of everyday conversations and routines (e.g. 'Who's painting?'). Children need to be able to follow these instructions to be able to respond appropriately to the full range of 'wh-' questions.

What to do?

- Sit a small group of children in a circle: explain that you will be talking about what people are wearing.
- Make sure that the vocabulary relating to clothes is familiar and that everyone knows each other's name.
- Ask questions about what the children are wearing (e.g. 'Who's wearing a skirt?')
- If a child is unable to respond appropriately, model the right answer (e.g. 'Sophie's wearing a skirt').

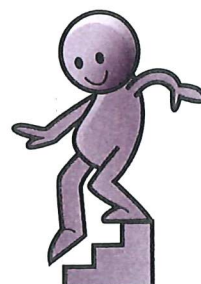
Step up



- Reduce the use of cues as you ask the questions.
- Ask harder questions (e.g. 'Who's wearing something warm?', 'Who's wearing something long and purple?').
- Include more children in the group.
- Generalise the understanding of the question by using it throughout the day (e.g. 'Who's playing with the bricks?', 'Who's eating an apple?').
- Try broadening the themes: these could include other concrete things such as what people look like (e.g. 'Who has brown eyes/long hair?' or more abstract themes such as 'Who likes painting?', 'Who's got a bike?'). This must be information that the other children in the group know.
- Use pictures and photographs.

Step down

- Keep the questions simple: 'Who's wearing a hat?' as opposed to 'Who's wearing long red socks?'
- Use gestures/signs as you ask the question – pointing may help.
- Work individually at first and then introduce one or two other children.
- Offering choices provides both a good model but also a clue (e.g. 'Who's wearing blue trousers, Hannah or Ahmed?').



I can use tools to make a paper rocket

Task: Using the template (On the next page) cut out the parts of the rocket. Using some glue put together the rocket. If you can take a picture and stick it to this page.

**Make Your Own
Space Rocket**



You will need:
Glue
Scissors
Ruler

1. Cut around all the parts of the rocket being careful around the small tabs.
2. Make the body of the rocket into a cylinder and glue the tab in place. Hold together while the glue dries.
3. Glue the nose cone to the body using a ruler to push the tabs in place.
4. Fold down the small tabs on the body and glue them to the nose cone.
5. Fold the feet on the dotted line and slot the into the cuts at the bottom of the rocket

Make Your Own Space Rocket



You will need:
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Scissors
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2. Make the body of the rocket into a cylinder and glue the tab in place. Hold together while the glue dries.
3. Glue the nose cone to the body using a ruler to push the tabs in place.
4. Fold down the small tabs on the body and glue them to the nose cone.
5. Fold the feet on the dotted line and slot the into the cuts at the bottom of the rocket

Fold and glue these tabs to the cone.

Curl the body of the rocket round and glue this tab to hold in place.



Cut down these black lines.



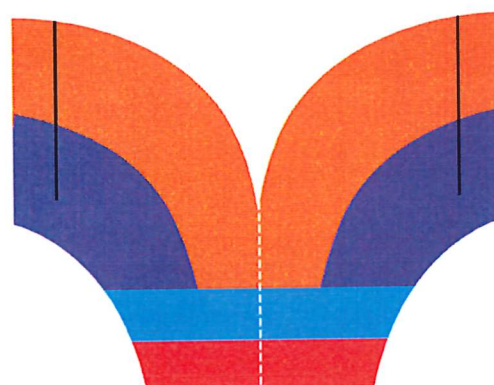
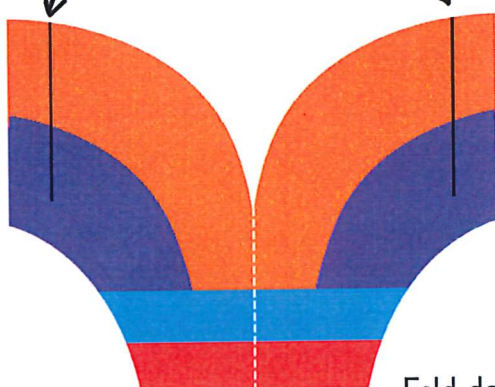
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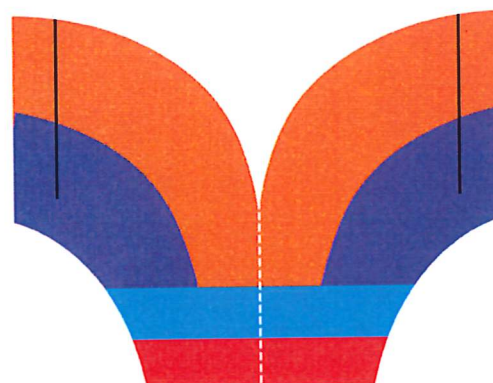
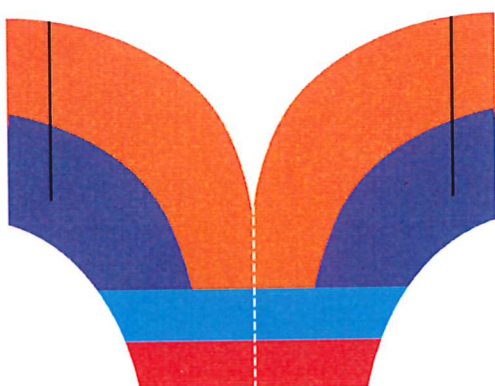


Glue this tab to here.

Cut down these black lines.



Fold down these dotted lines.



Day 2

Zim, Zam, Zoom

Phonics – Body Percussion

Reading – Zim, Zam, Zoom

English

Maths

WellComm activity

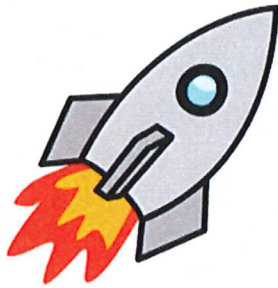
Creative activity – carry on from yesterday

English Week 7 Day 2

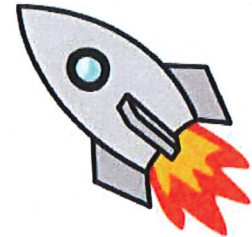
I can write zoom

Task: Re-read the Zim, Zam, Zoom text. Point to the word zoom and tell your child what it says. Ask them if they can see it anywhere else in the text. Ask your child if they know what zoom means (To go very fast). Ask your child to write or trace the word zoom and draw a picture to represent it.

Challenge: Can you take a picture of your child zooming around outside?



zoom



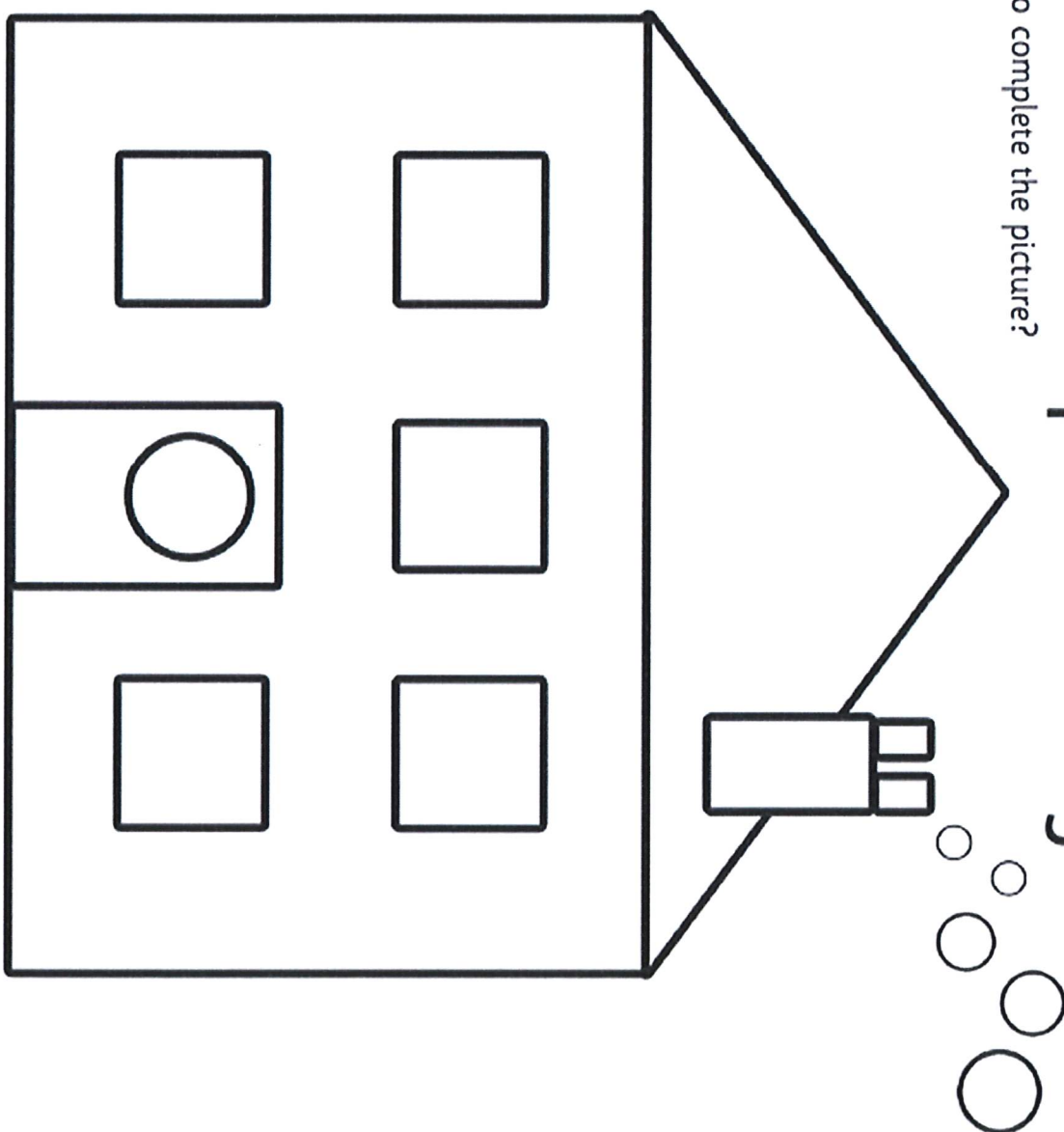
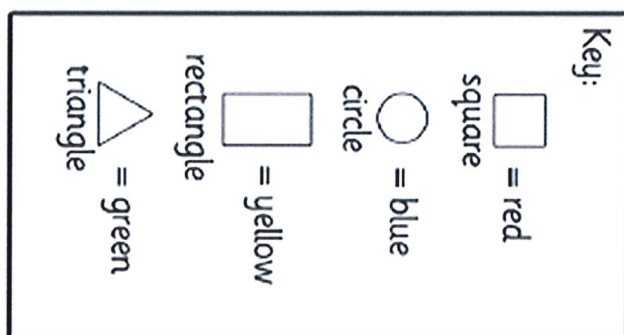
by _____

I can name 2d shapes

Task: Using colouring sheet ask your child to colour each shape the colour it matches in the key. Can they correctly find the shape? Change the key if you do not have these colours.

Can you colour the shapes to complete the picture?

2D Shape Colouring

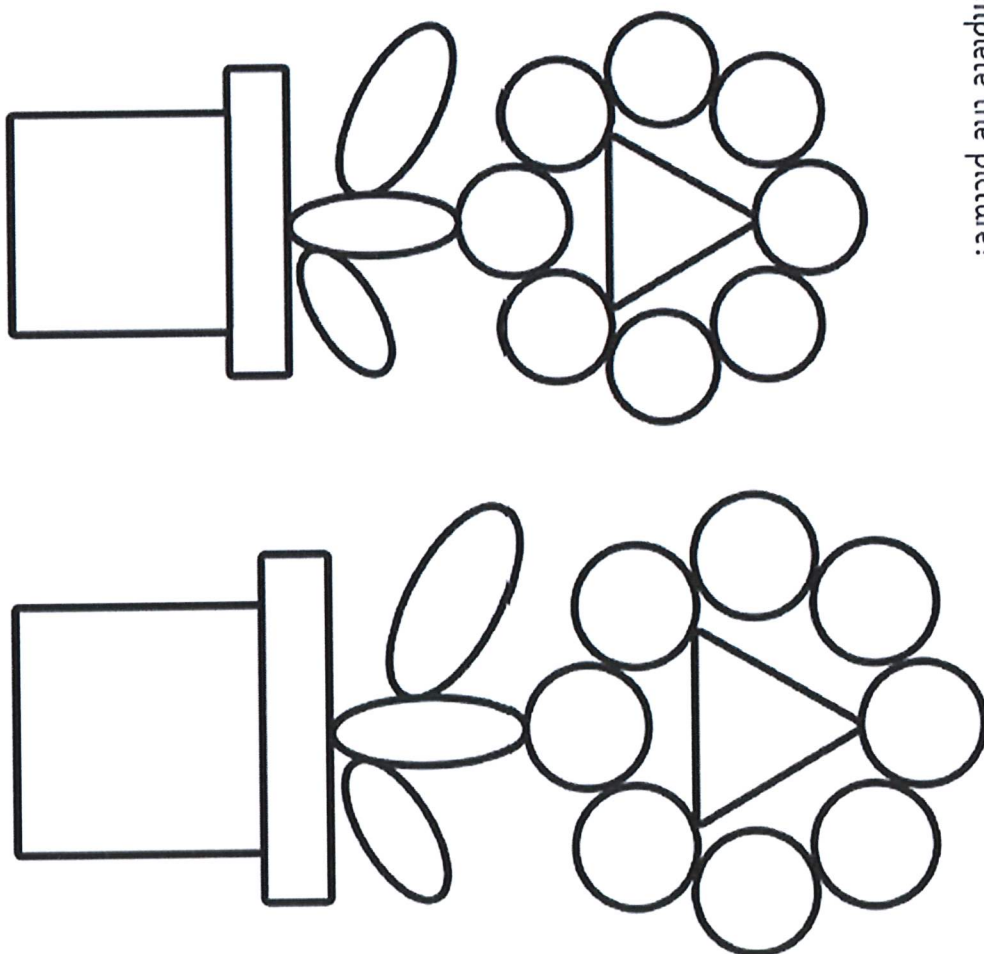
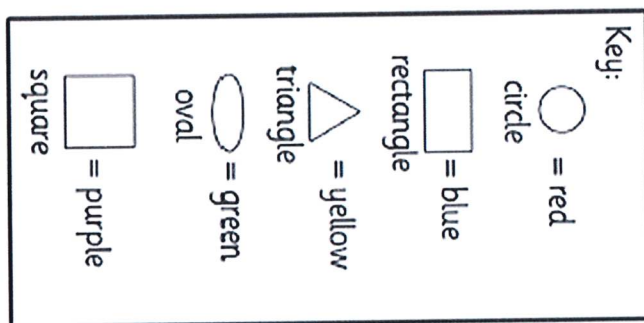


I can name 2d shapes

Task: Using colouring sheet ask your child to colour each shape the colour it matches in the key. Can they correctly find the shape? Ask how they know? Change the key if you do not have these colours.

2D Shape Colouring

Can you colour the shapes to complete the picture?



Other things to try: 5c

Sorting things that go together and being able to name the category



Why is this important?

Sorting into categories develops vocabulary skills by allowing children to compare how objects are similar, how they belong within certain groups and also the function of the groups (e.g. food – eat, clothes – wear, vehicles – drive). It also helps children learn new vocabulary and the category name (e.g. transport, vegetables).

What to do

- Gather pictures from familiar categories:
 - ★ Clothes
 - ★ Food
 - ★ Animals
 - ★ Transport
 - ★ Furniture

N.B. the pictures can be cut out of magazines and catalogues or printed from the computer.

- Put out two boxes: choose two categories (e.g. food vs. clothes). Explain to the child that the food goes in one box and the clothes in the other. Give the child a picture (e.g. hat) and ask the child:
 - ★ 'Is the hat food or clothes?'
- As you say the category names (e.g. food/clothes), point to the corresponding box to prompt the child.
- If the child is successful, reinforce: 'Well done, hats are clothes. We wear a hat on our head.'
- If the child fails to respond or puts the hat in the 'food' box, try again. If the child still finds the activity difficult, ask:
 - ★ 'Do we *wear* the hat or *eat* the hat?' – or provide a physical prompt.
- If the child fails to respond or doesn't correct the previous attempt, you post the picture and explain why, e.g.
 - ★ 'The hat goes in the clothes box. We wear the hat on our head so it's clothes. Let's try another one.'
- When all the pictures have been sorted, ask the child to name the category (e.g. food).

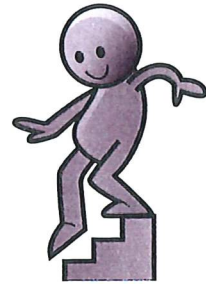


Step up

- Introduce a range of different categories (e.g. furniture, transport) and less familiar vocabulary (e.g. courgette, swimsuit).
- Try sorting into subcategories (e.g. hot vs. cold foods, winter vs. summer clothes).
- Play odd-one-out games where the child has to say why two pictures are the same and one is different.
- Let the child decide what the categories are (e.g. furniture/animals) and then let him/her sort the items.
- Have more than two categories to choose between.

Step down

- Start the category off showing where the items go. Have several pictures that are the same to provide reinforcement through repetition.
- Begin by sorting real objects (e.g. play food vs. doll's clothes).
- Have a toy-plate for the food to go on and a picture of a washing machine for the clothes so that the child can both relate the items to the category and also see what has already been matched.
- Start by teaching one category only (e.g. food) and then introduce clothes before mixing the two.
- Use food and clothes items that the child knows (e.g. apple rather than aubergine).



Day 3

Speaking and Listening – Tiny Happy People

Phonics – Body Percussion

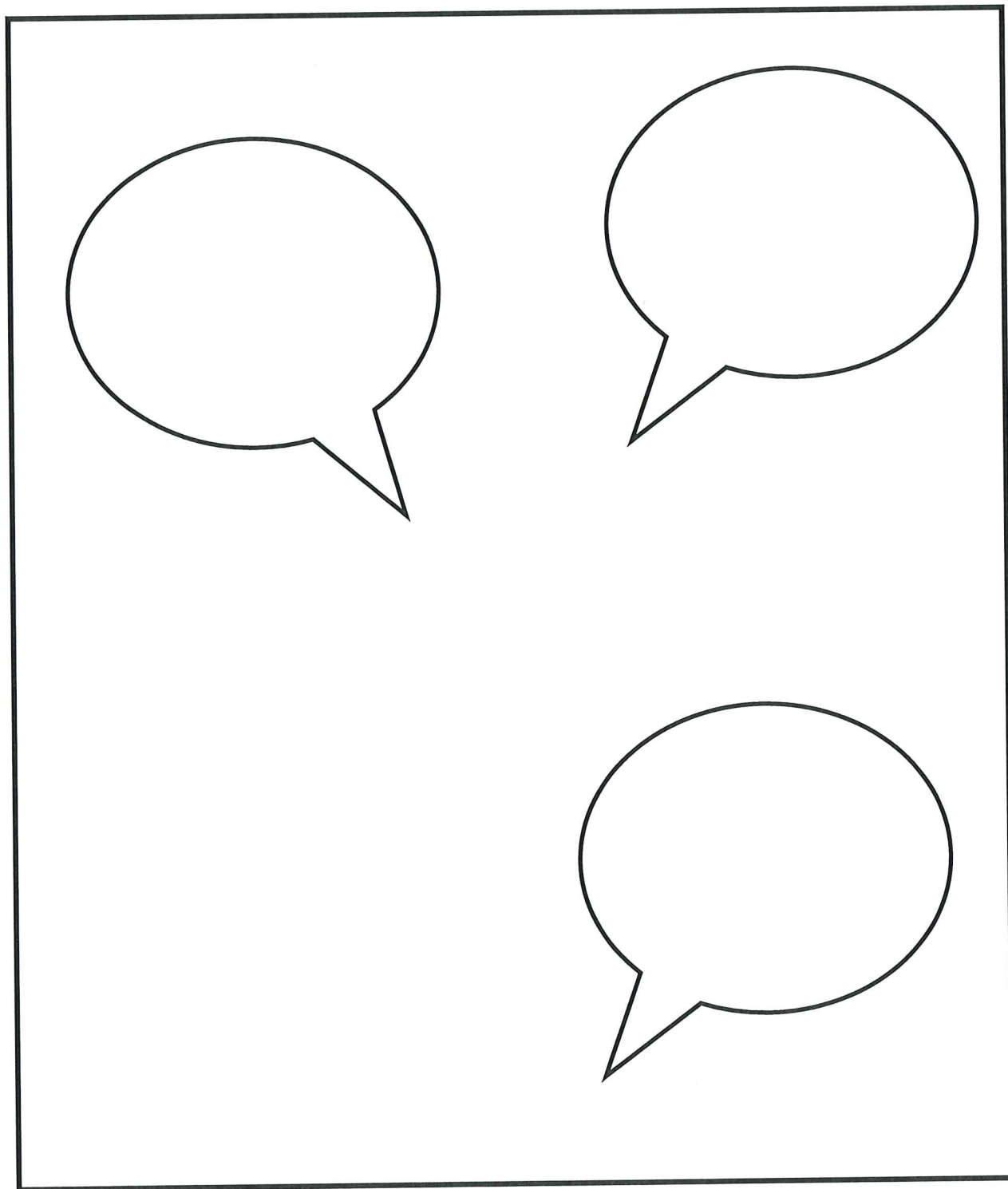
PE Activity

RE – Jonah and the Whale

Speaking and Listening -Week 7 Day 3

I can begin to develop my attention skills (sleepy time games)

Task: Watch the video from Tiny Happy People and play together the <https://www.bbc.co.uk/tiny-happy-people/sleepy-time-games/zn86xyc>—write down here the games you played and what your child said

A large rectangular box with a black border. Inside the box, there are three empty speech bubble outlines. Two are positioned in the upper half, one on the left and one on the right. The third is in the lower right quadrant. Each speech bubble has a circular body and a small tail pointing downwards and to the right.

by _____

Week 7 and 8 Day 3—PE

LO: I can move in a range of different ways

Task: Find a space where your child can move freely, without bumping into anything. Ask them to complete the following activities:

If you have access the internet you could also complete this Yoga session about going into space!

[https://www.youtube.com/watch?](https://www.youtube.com/watch?list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG&v=xlg052EKMtk&feature=emb_logo)

[list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG&v=xlg052EKMtk&feature=emb_logo](https://www.youtube.com/watch?list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG&v=xlg052EKMtk&feature=emb_logo)

Or search—Frozen | A Cosmic Kids Yoga Adventure!

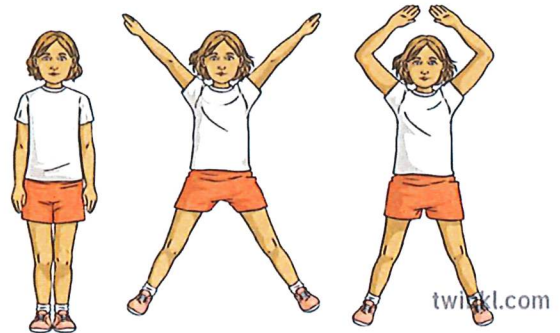
Can you do:

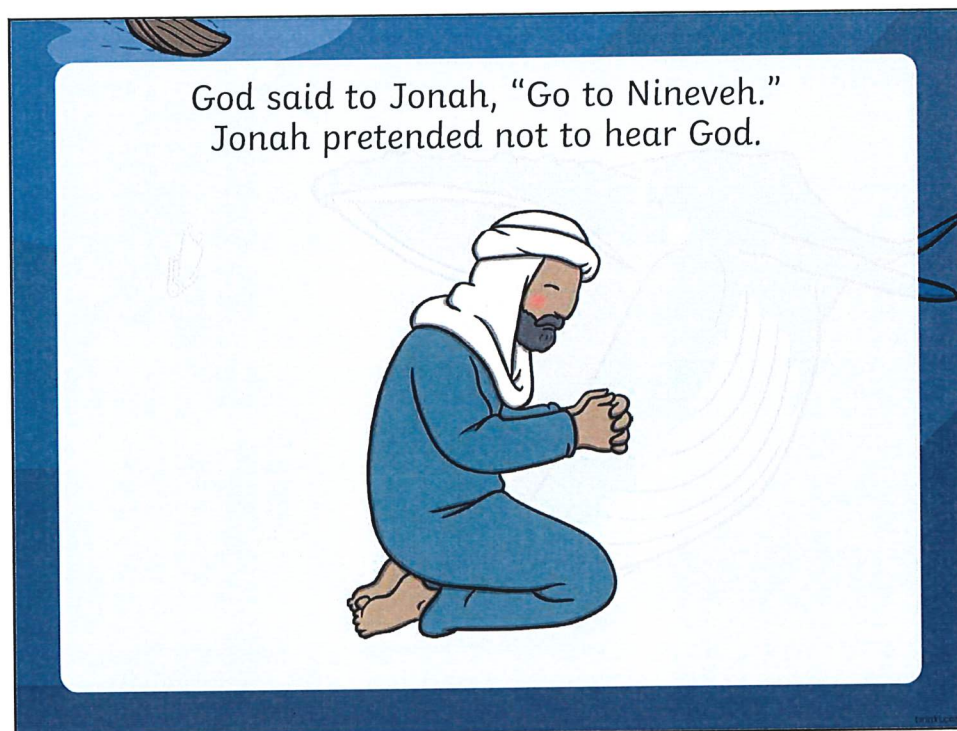
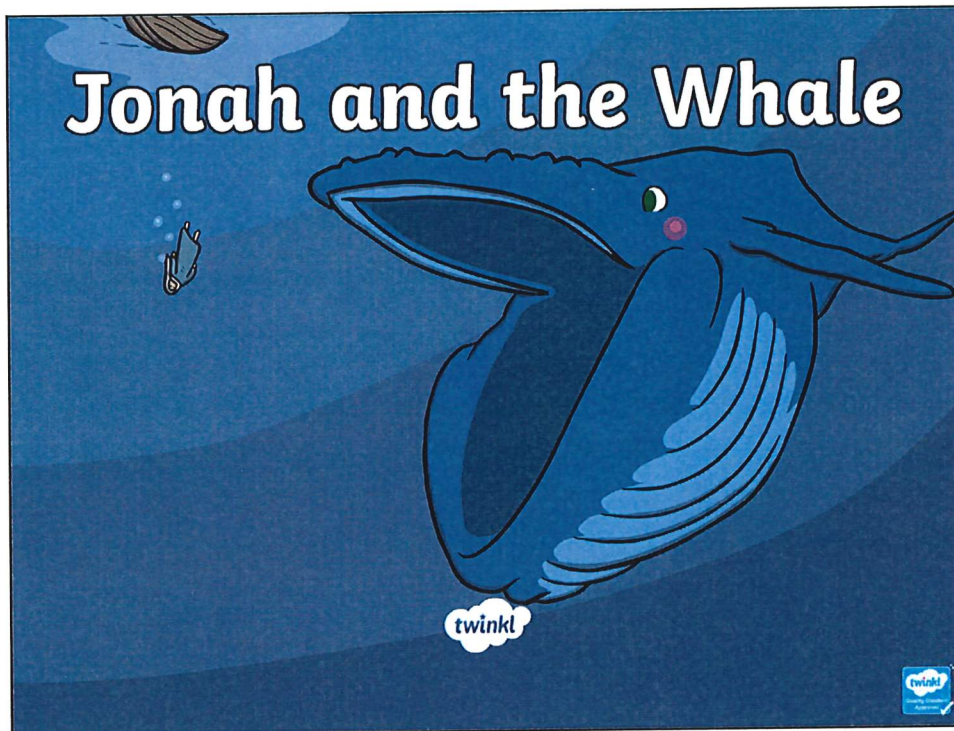
Dance to a song without stopping

Touch your toes and nose as many times as you can in a minute

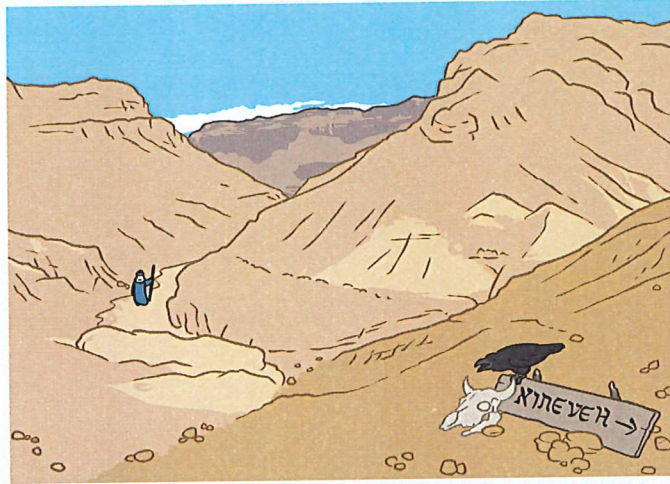
Sit down and stand up as many times as you can in a minute

Repeat 3 more times!

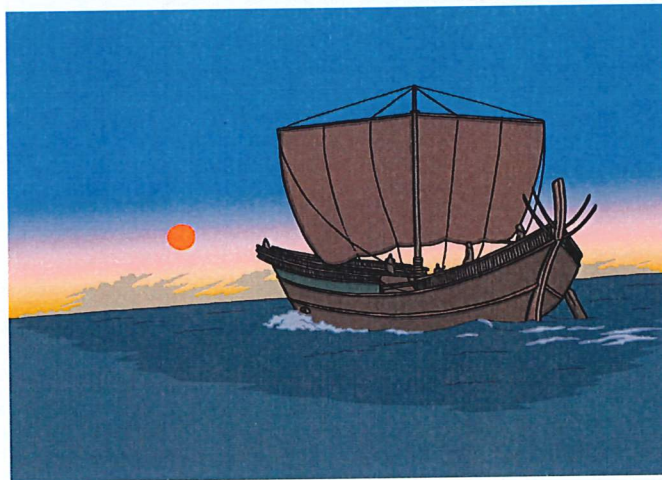




Jonah ran away from God because he didn't want to do what God was asking. He knew the people of Nineveh were bad.



Jonah ran to the sea and got on a boat that was going away from Nineveh.



Jonah fell sound asleep on the boat and God sent a storm.



The other people on the boat were scared and worried. They knew that something had made God angry.



They woke Jonah up and threw him into the sea. Jonah was swallowed up by a huge fish.



While Jonah was inside the fish, he said sorry to God and the fish spat Jonah out.



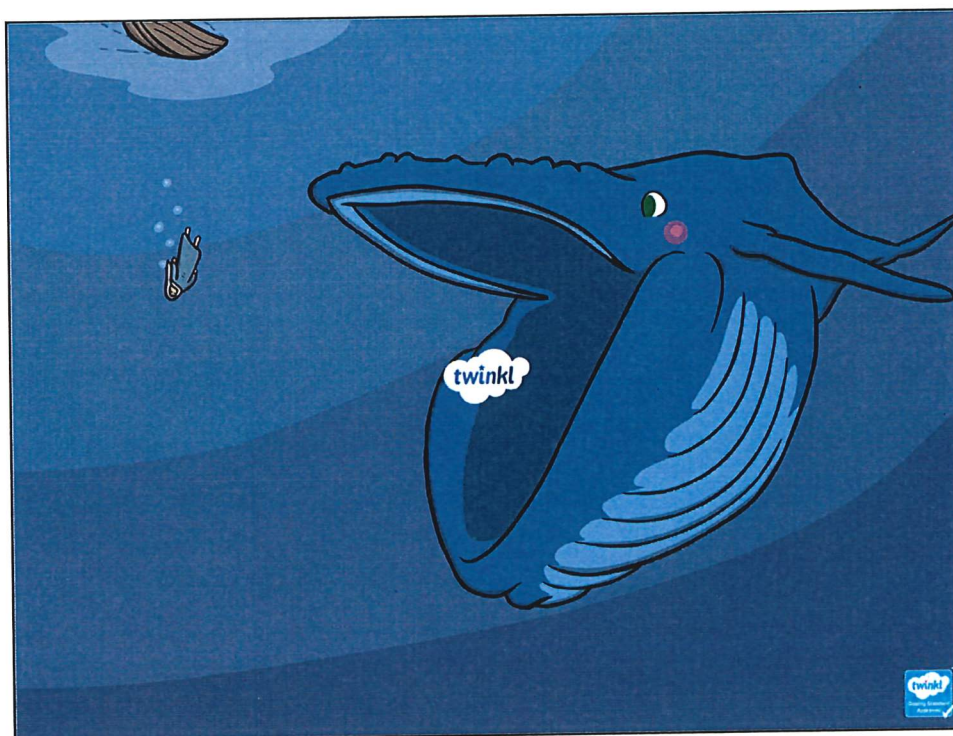
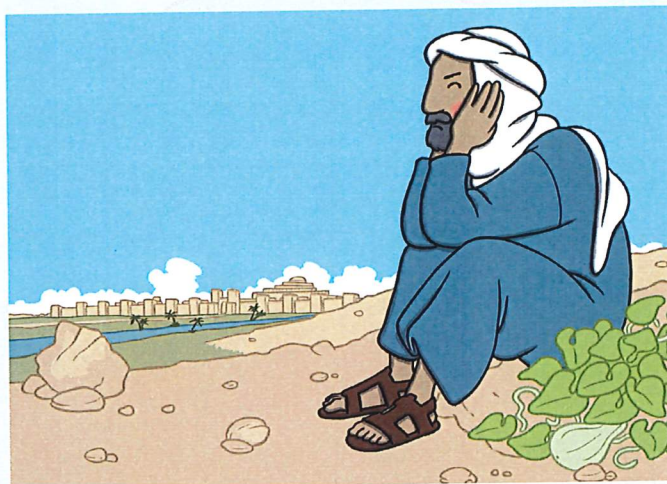
Jonah praised God and listened to Him.



Once again, God said to Jonah, "Go to Nineveh."



This time, Jonah went and the people of Nineveh listened to him. They also said sorry to God.



RE Week 7 Day 3—You will need the story of Jonah and the Whale

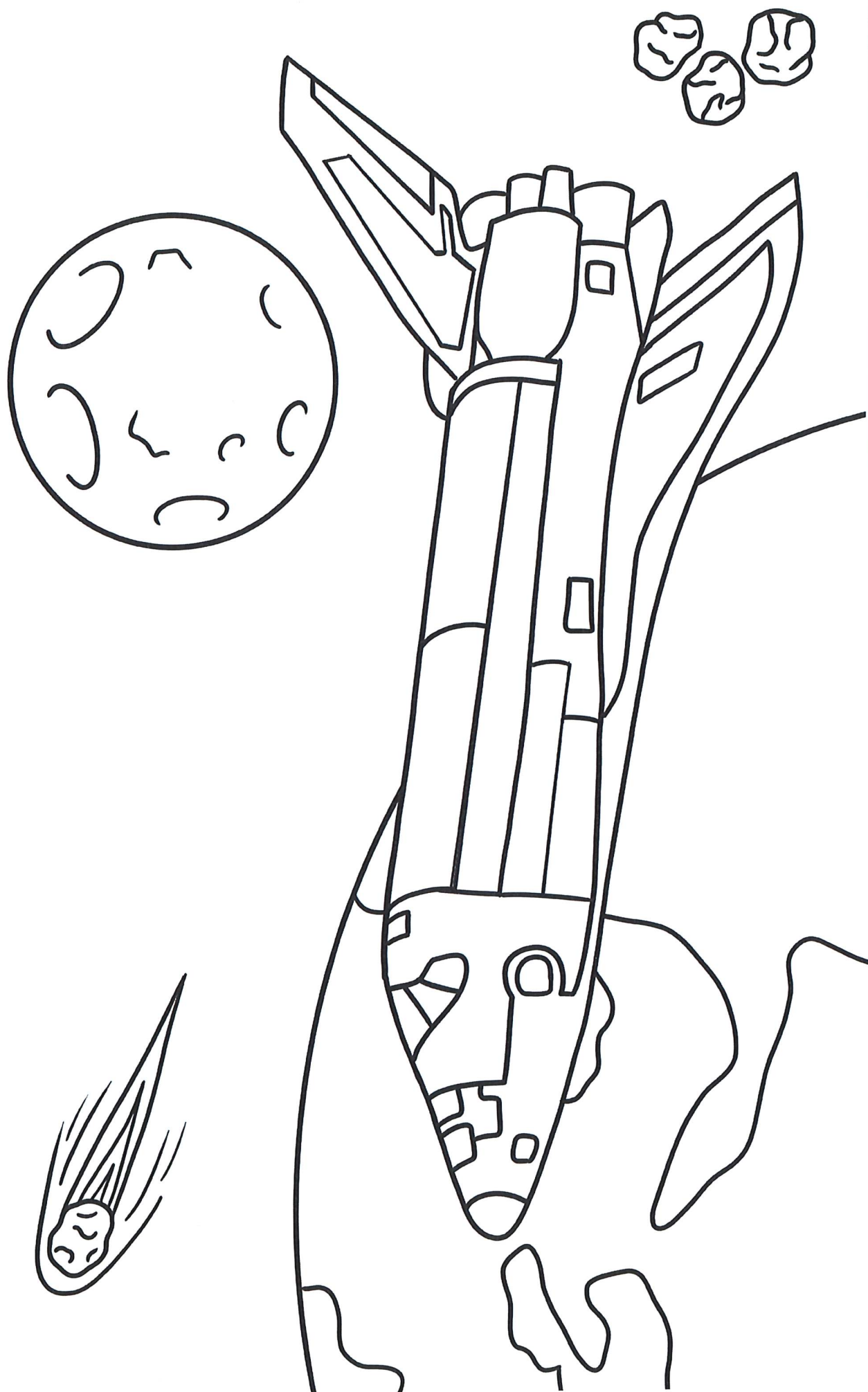
I can talk about who was a friend to God

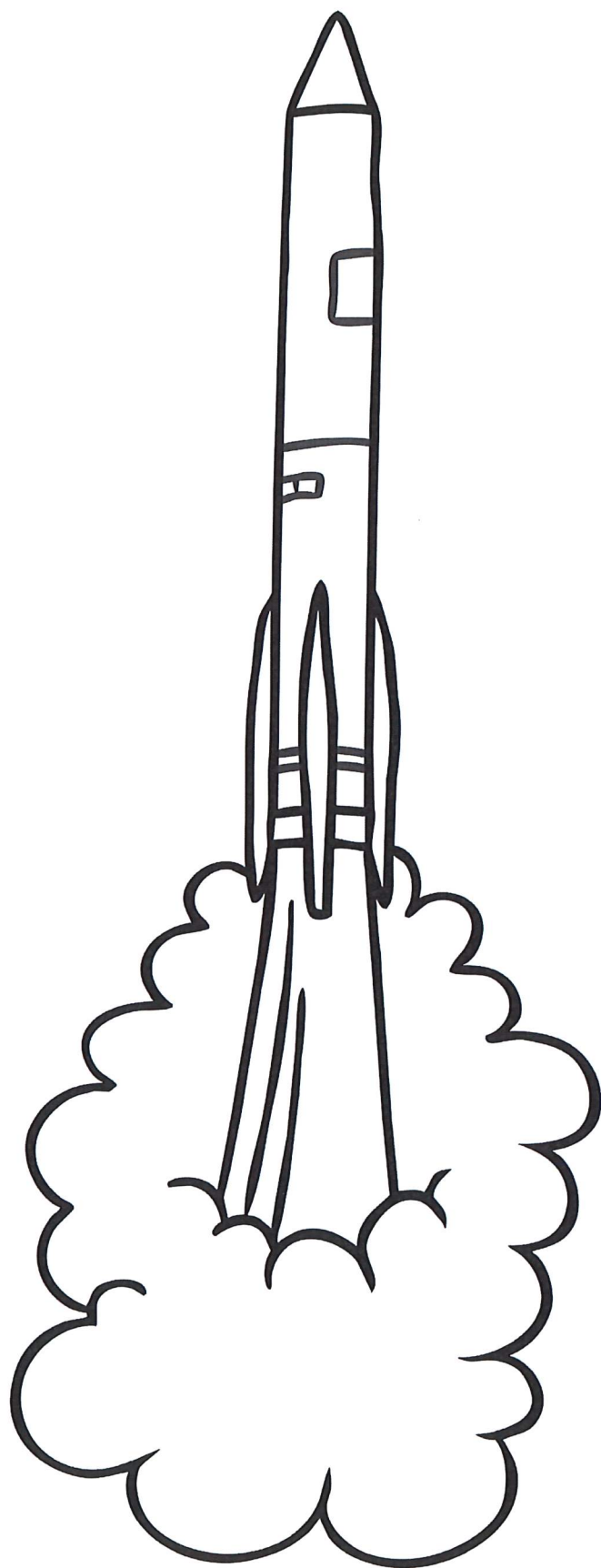
Task: Read the story of Jonah and the Whale to your child. Tell them that it is from a Special Book that Christians use called the Bible. It is from the part called the Old Testament. Once you have read the story ask the children the question in the bubbles and write down their answers. In the space at the bottom ask your child to draw a picture of the story.

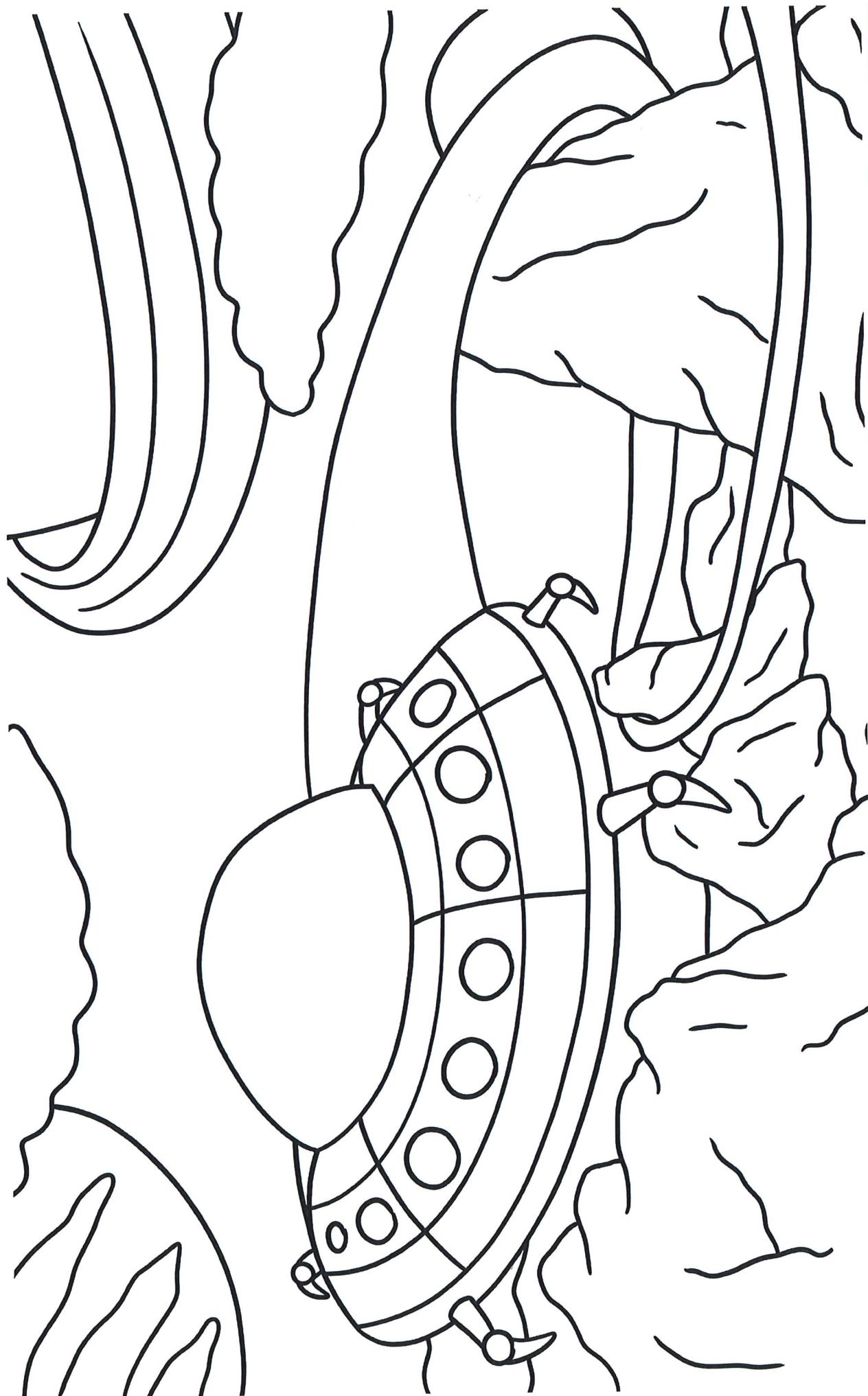
How did God help Jonah?

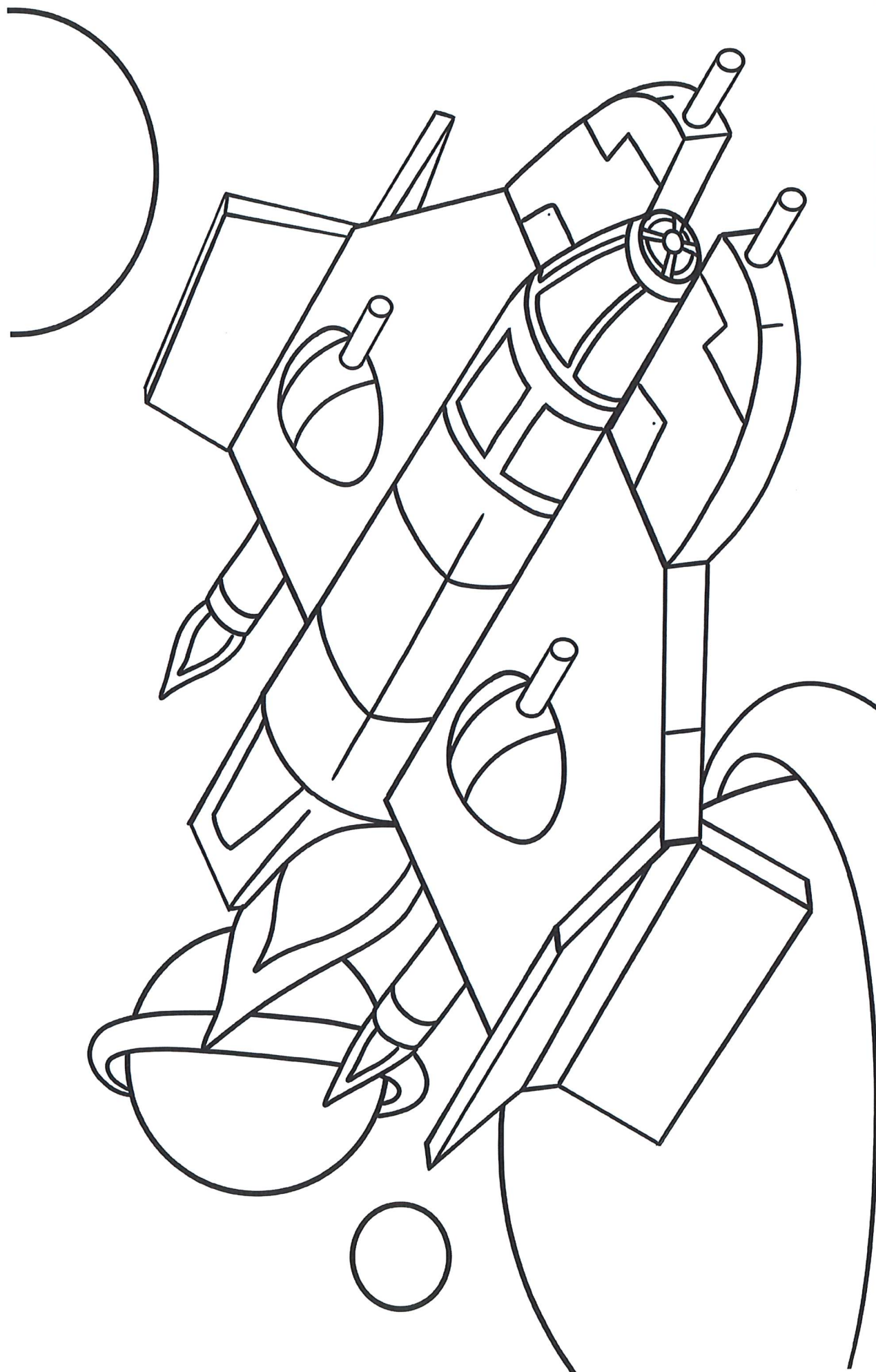
In this story who is a friend to God?

What did God want Jonah to do?









Day 1

Zim, Zam, Zoom

Phonics – Betha Game

Reading – Zim, Zam, Zoom

English

Maths

WellComm activity

Creative activity - use the lollipop sticks for
this

I can use alliteration

Task: Using the Bertha the Bus picture play Bertha the Bus goes to the Zoo. Tell your child you are going to use alliteration again and that it means, when two or more words start with the sound. Using the letter sheets say with your child “Bertha the Bus goes to the zoo and who does she see...” then see if you child can name the animals in the pictures. For example she sees...a bug, a bat, and butterfly. Cut the pictures out and show your child one at a time. Repeat this and remind your child that these words all start with the same sound. Keep your bus for the next pack as we will be sending home some more animals next time...

Bertha Goes to the Zoo Alliteration Pack

**Bertha the bus goes to the
zoo and who does she see?**



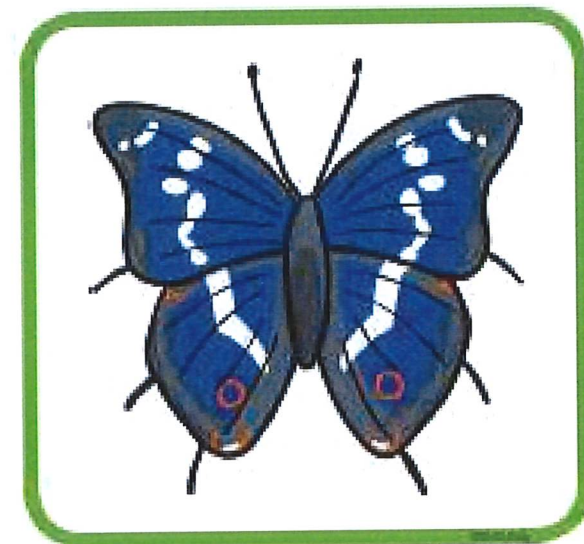
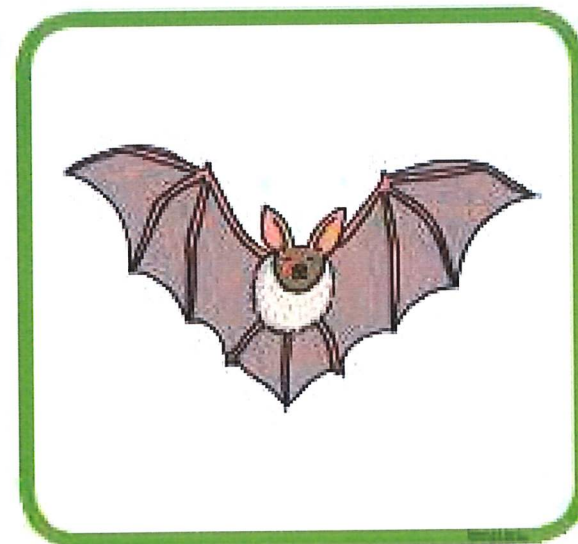
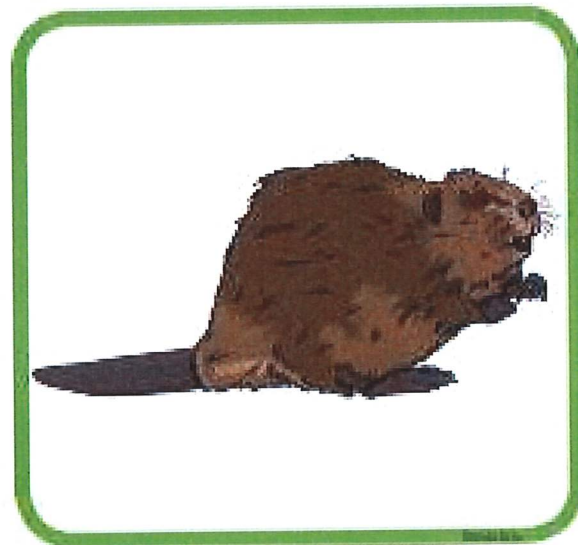
Phonics Week 8 Days 1 + 2

I can use alliteration

Resources—Letter pages

Bertha Goes to the Zoo Alliteration Pack

Cut the images out and create alliteration of what Bertha sees.

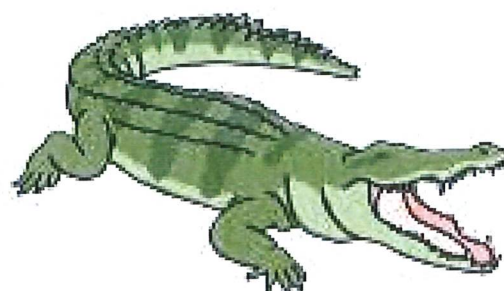
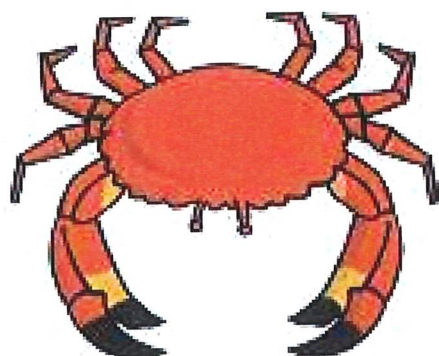
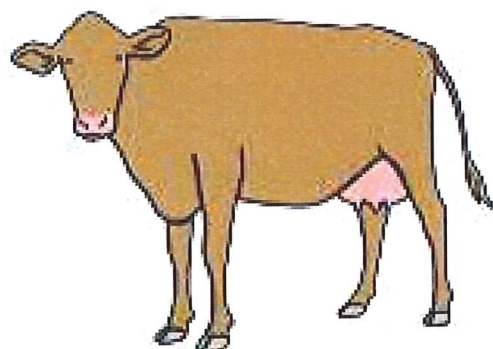
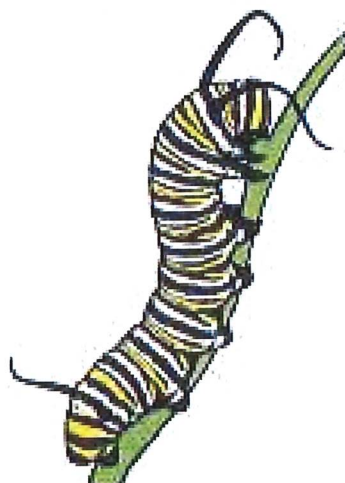
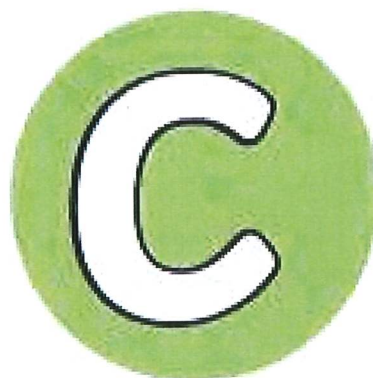


I can use alliteration

Resources—Letter pages

Bertha Goes to the Zoo Alliteration Pack

Cut the images out and create alliteration of what Bertha sees.



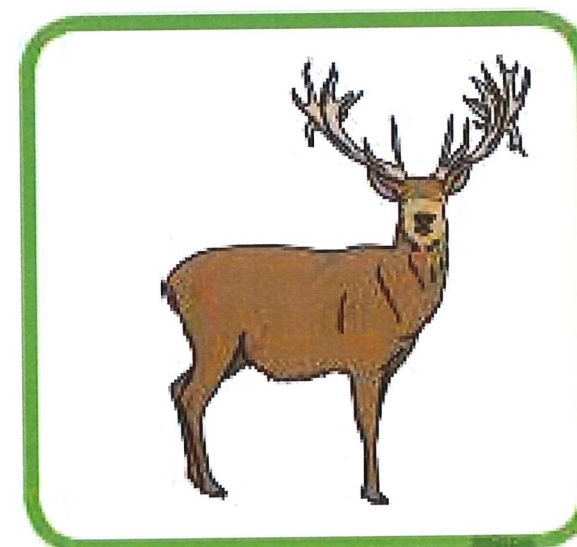
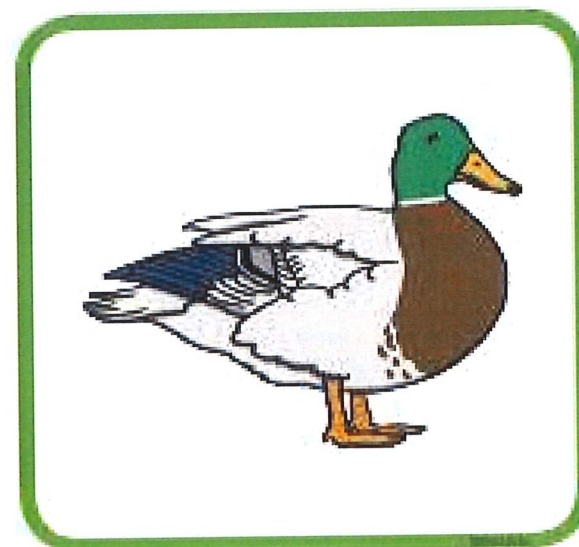
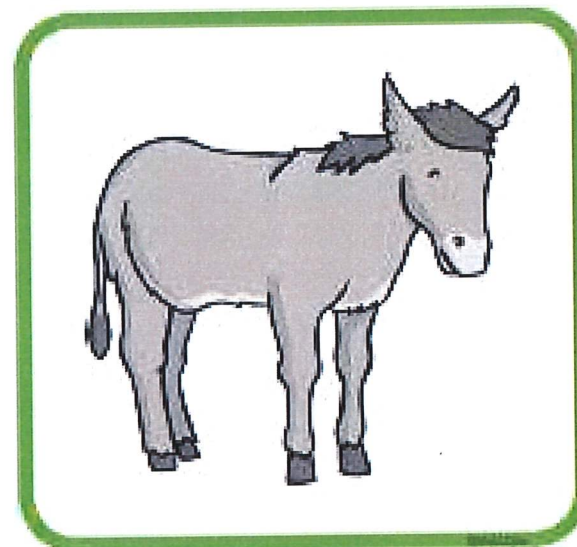
Phonics Week 8 Days 1 + 2

I can use alliteration

Resources—Letter pages

Bertha Goes to the Zoo Alliteration Pack

Cut the images out and create alliteration of what Bertha sees.



I can identify alliteration

Task: Re-read our Zim, Zam, Zoom text. Tell your child that today you are going to look for alliteration—just like we have done in phonics. Remind your child that alliteration is when two or more words start with the same sound (Zim, Zam, Zoom). Using the words below look for the matching alliterative word and write or draw it in the box beside it. **Challenge: Can you come up with your own alliterative word?**



Rush



Rocket

Roar



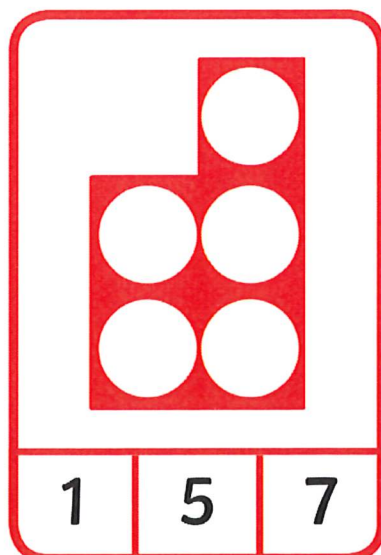
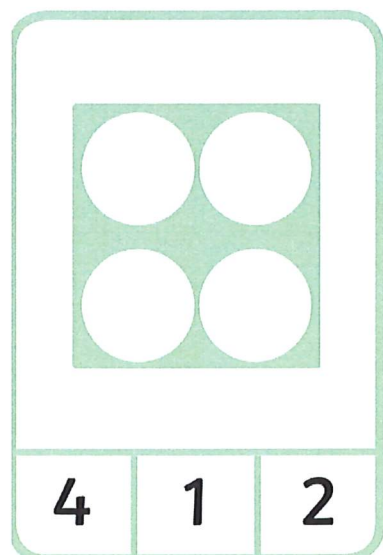
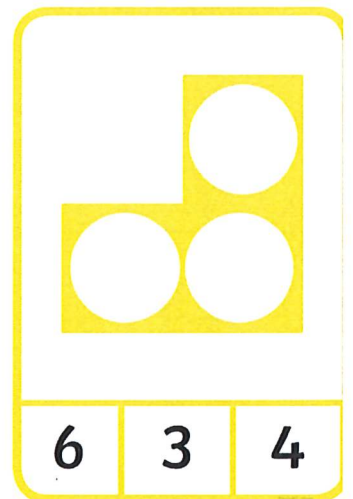
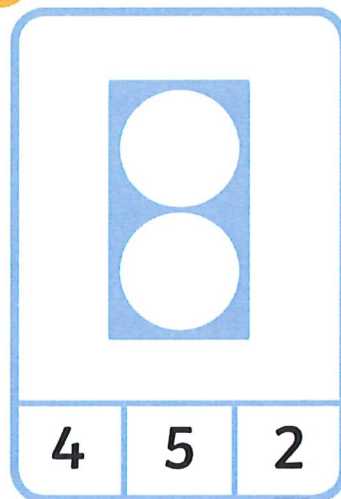
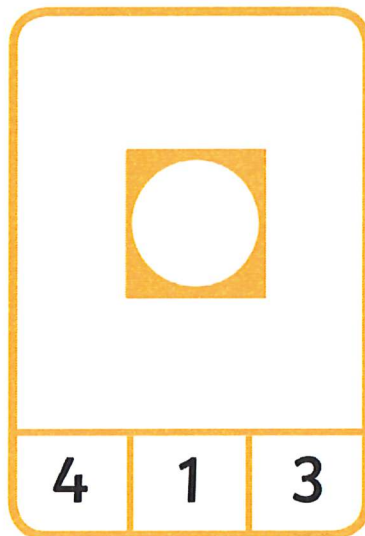
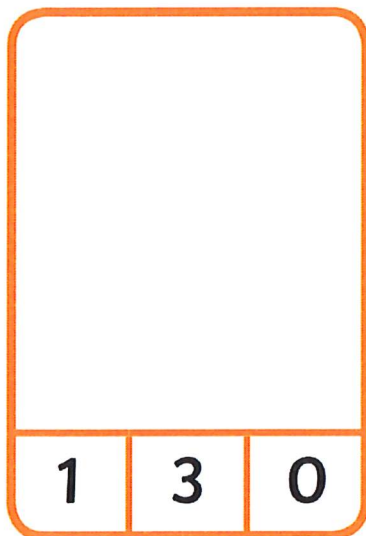
Zim, Zam

by _____

I can begin to match number to quantity

Task: Using the numicon pictures on the page, count the circles for each one. Make sure that your child touches each one as they count. Once you have the number, circle the correct numeral (number) at the bottom. Tell your child that this is what the number looks like when we write it.

Extra challenge ask your child to write the number too!



Other things to try: **5d**

Develop listening skills through games



Why is this important?

Listening games help develop attention skills. Listening is a learned skill which needs to be taught and needs practice to develop.

What to do

- Sing nursery rhymes and pause before a key word. Encourage the child to fill in the missing word, e.g.
 - ★ 'Baa Baa Black ...?'
 - ★ 'The Wheels on the ... Go Round and ...?'
 - ★ 'Hickory Dickory Dock, the Mouse Ran up the ...?'
- Read well-known repetitive stories (e.g. 'The Gingerbread Man', 'The Three Billy Goats Gruff', 'The Three Little Pigs'). Encourage the child to join in with the repetitive parts, e.g.
 - ★ 'Who's that tripp-trapping over *my* bridge?'
- ★ 'Then I'll huff and I'll puff and I'll blow your house down.'
- Play 'Musical Statues'/'Chairs'/'Bumps' in groups. Children have to listen to the music and 'stop' when the music stops.
- Play a shopping game where you ask the child to buy one, two or three items.
- Read a story (e.g. 'Goldilocks and the Three Bears'). The child has to listen for the name Goldilocks and perform an action when you say the word (e.g. stand up, hold up a picture of Goldilocks).
- Hide a musical toy and encourage the child to follow the noise to find it.

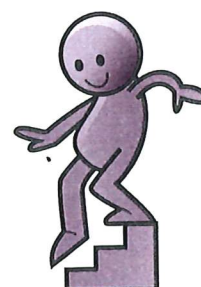


Step up

- Introduce more pauses in songs and stories as the child joins in the activity more and more.
- Listen to less obvious differences in sounds (e.g. animal noises or musical instruments).
- Introduce the instrument being played behind a screen. Give the child a couple of instruments to choose from – which one did he/she hear?

Step down

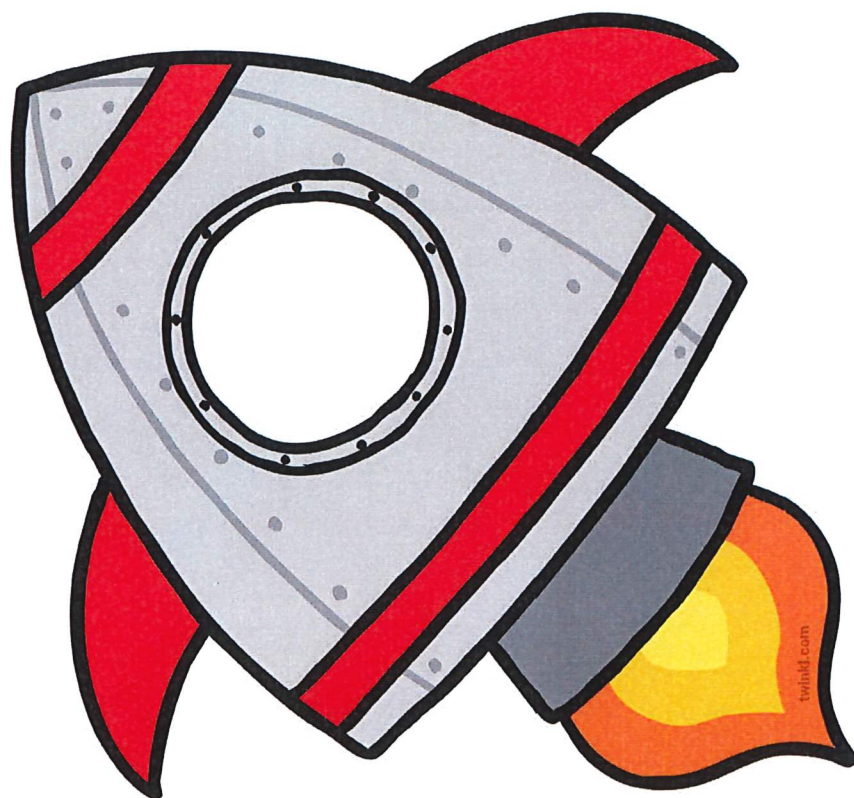
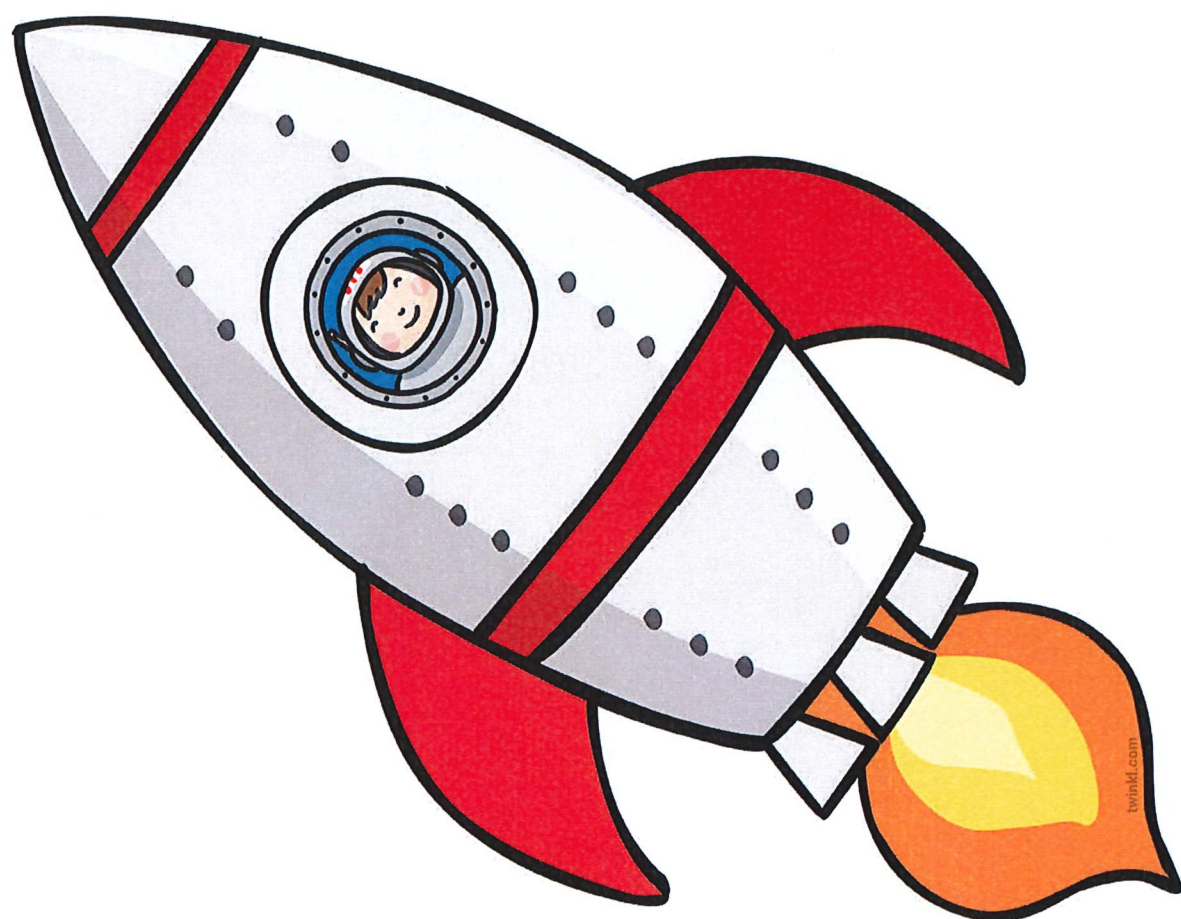
- Try the activities in a group of two children where the second child acts as a role-model for the first. The second child will demonstrate the activities and this may help the first child join in.
- Use a small range of activities and play them often.
- Pair a child with a mentor who will help to post items, stop and start the movements to the music, etc.

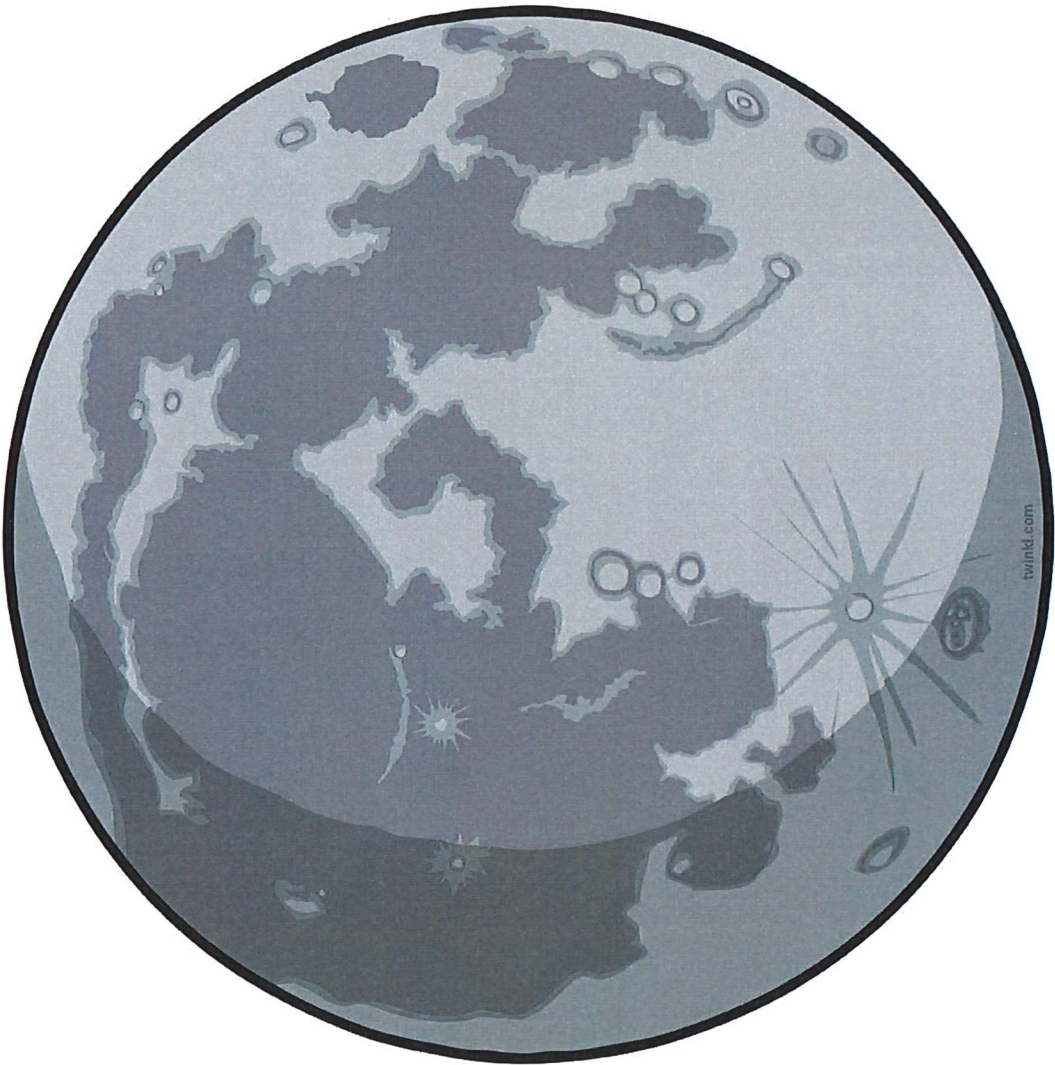
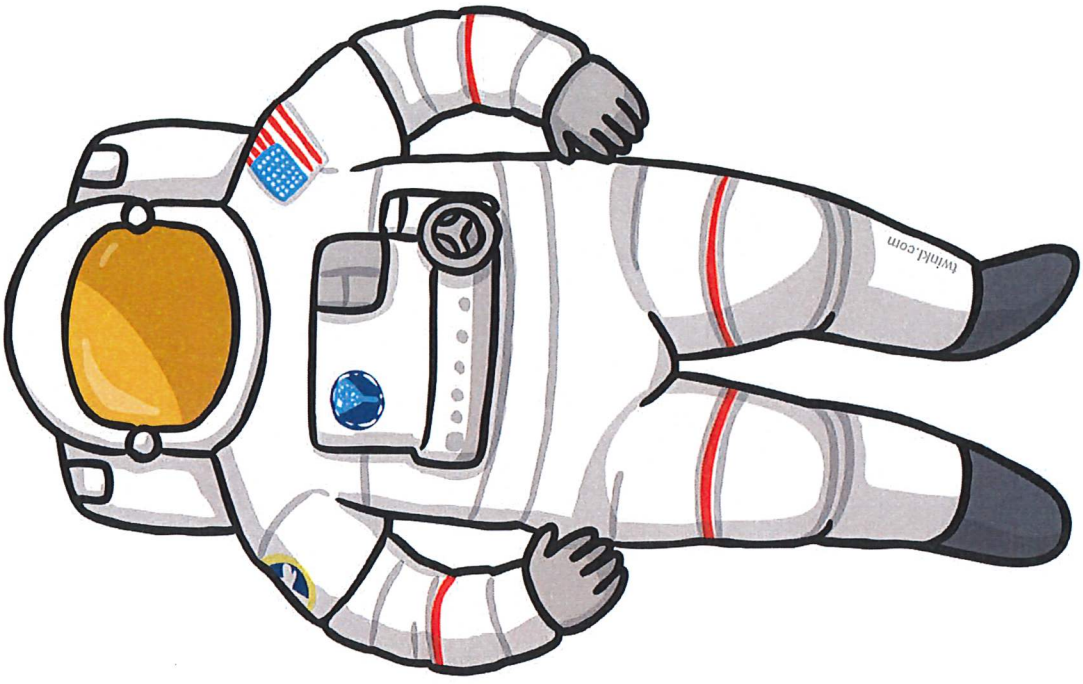


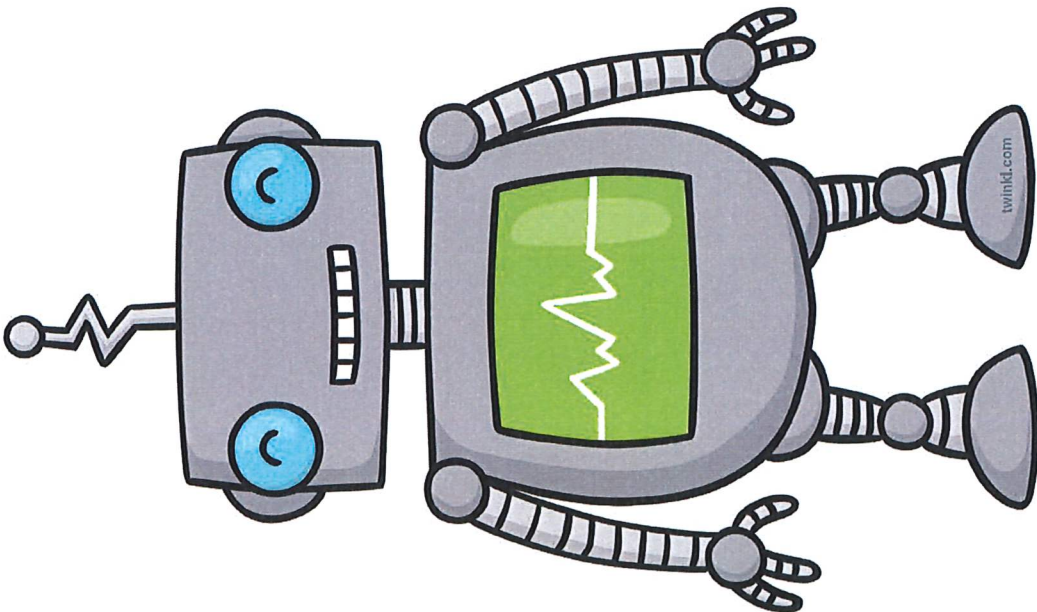
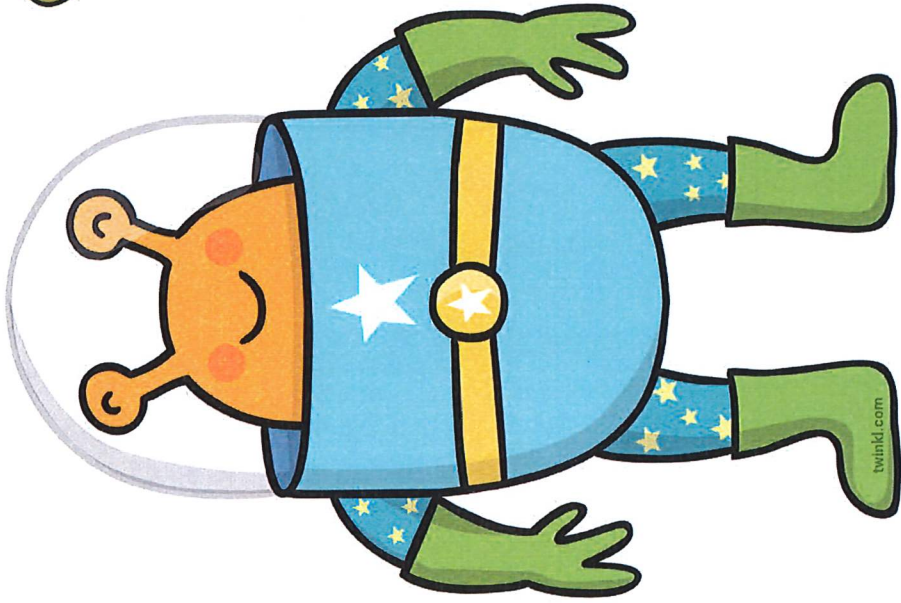
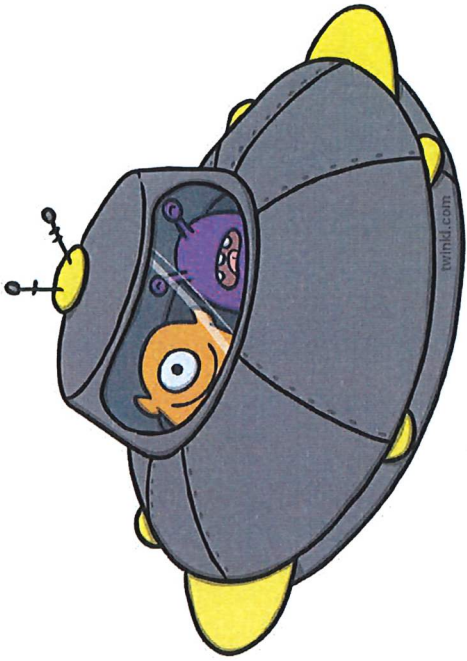
Creative -Week 8

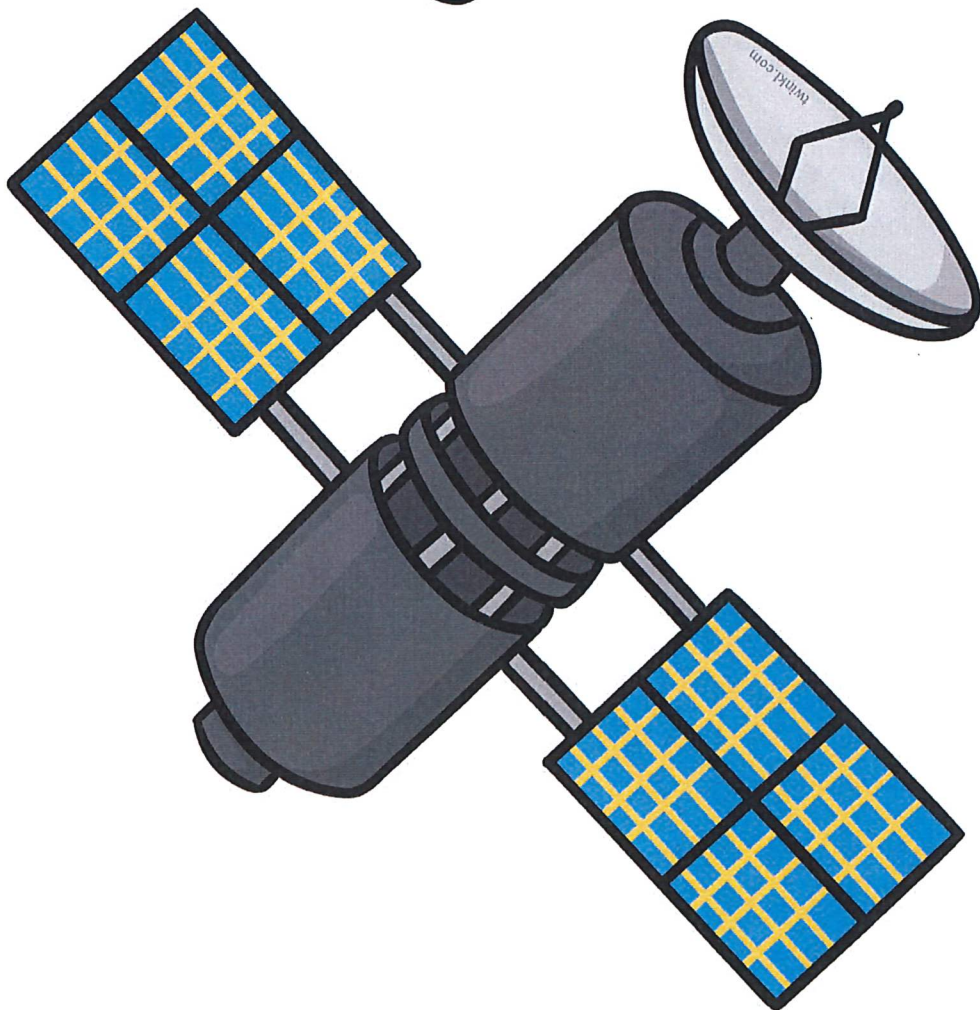
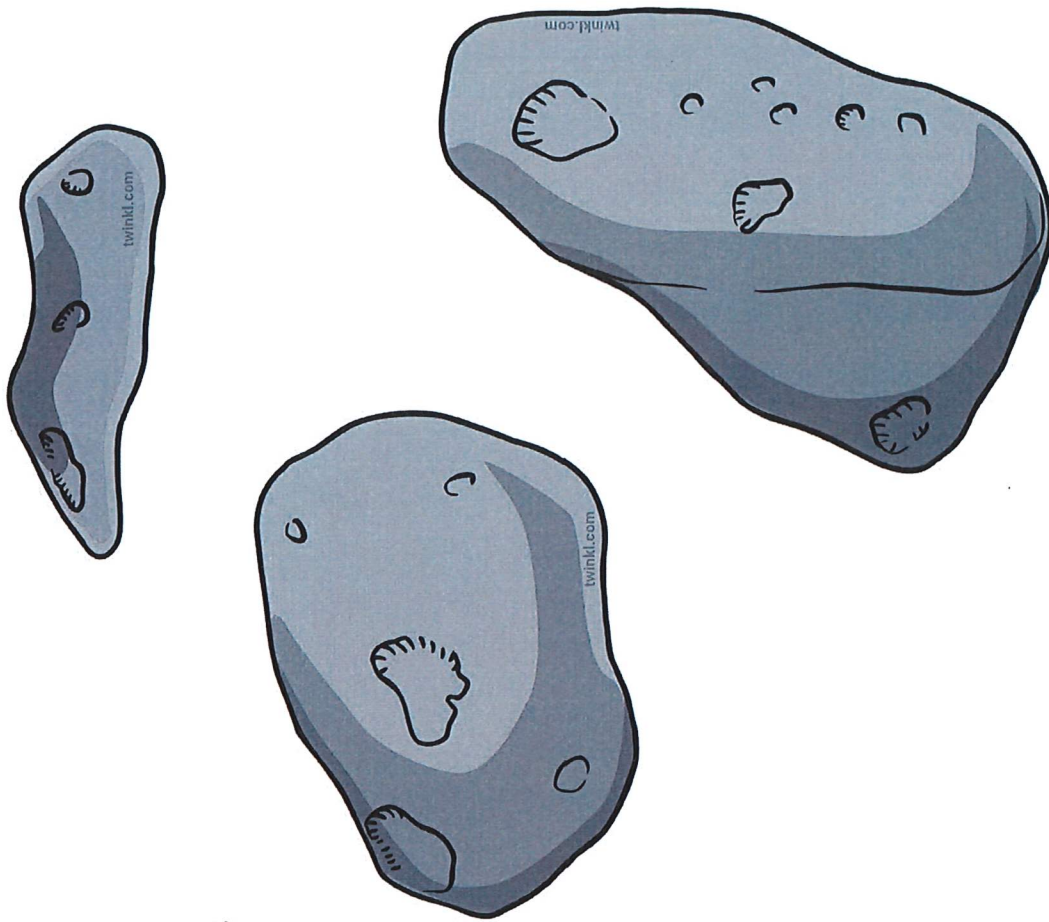
I can make a story—using resources

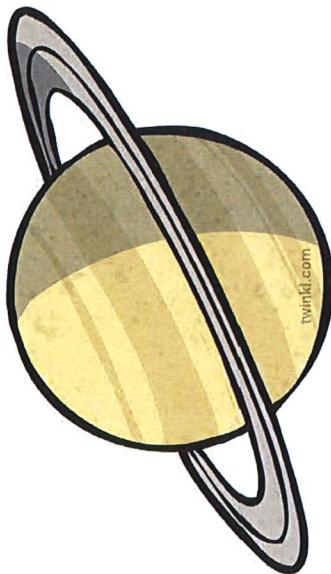
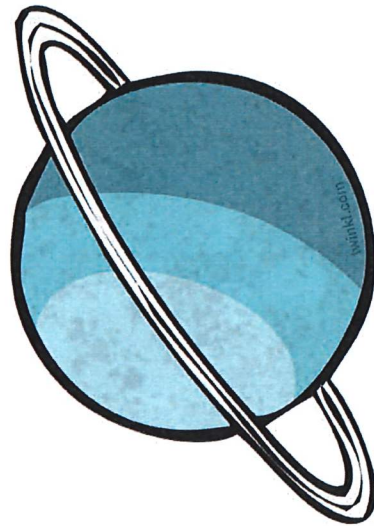
Task: Using a the templates on the next page and cut out the space pictures and attach them to the lollipop sticks. Then ask your child to make their own space story using the cut out pictures. Can you have a beginning middle and end? Can you make more than one story? Take a picture and email it to us at— nurse-ry@hollyhill.bham.sch.uk or stick it in here.











Day 2

Zim, Zam, Zoom

Phonics – Betha Game

Reading – Zim, Zam, Zoom

English

Maths

WellComm activity

Creative activity – carry on from yesterday

I can identify Rhyming words

Task: Re-read our Zim, Zam, Zoom text. Tell your child that today you are going to look for rhyme—just like we have done in phonics. Remind your child that rhyme is when two words sound the same at the end. (Red, bed, Fred) Using the words below look for the matching rhyming word and write or draw it in the box beside it. **Challenge: Can you come up with your own rhyming word?**

Mars



Soon

Blast



been

by _____

I can count accurately to 10

Task: Using the picture below and can you count how many of each object there are? The next page is where you can record your answers.

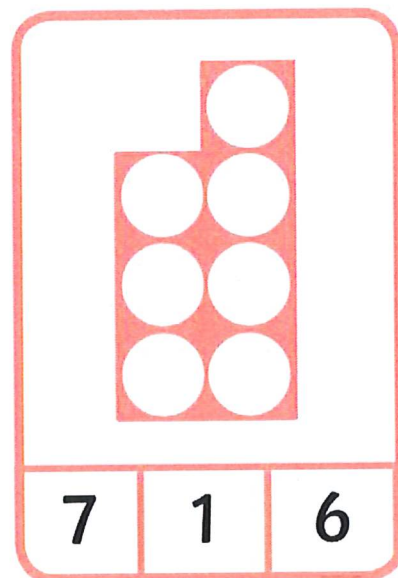
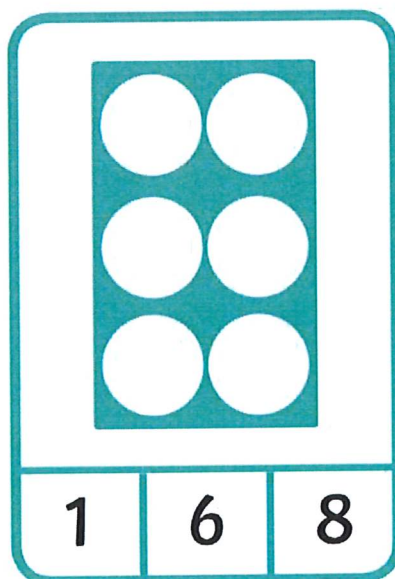
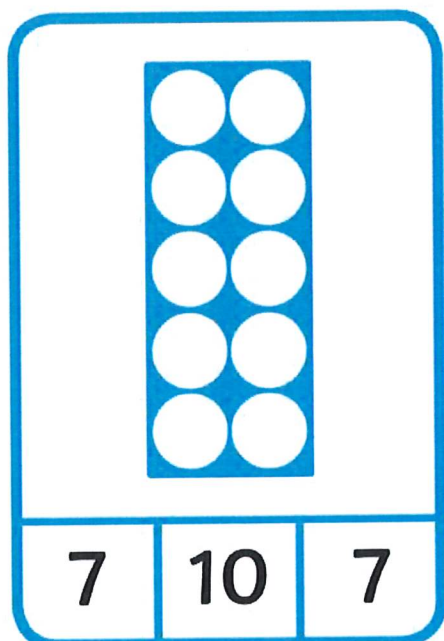
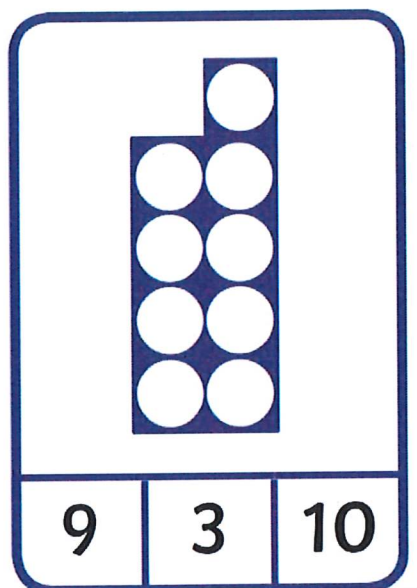
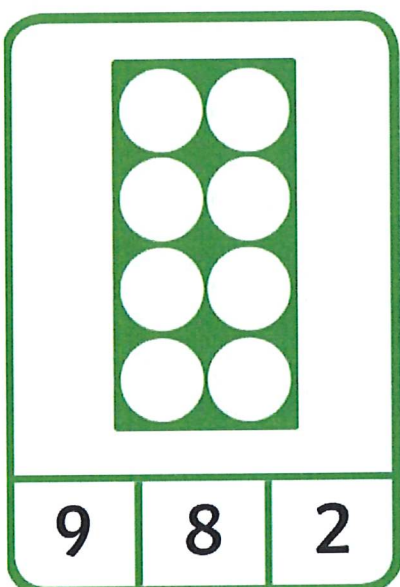
Space I Spy and Count to 10



I can begin to match number to quantity

Task: Using the numicon pictures on the page, count the circles for each one. Make sure that your child touches each one as they count. Once you have the number, circle the correct numeral (number) at the bottom. Tell your child that this is what the number looks like when we write it.

Extra challenge ask your child to write the number too!



Other things to try: 5e

Using the names of colours in a two-word phrase



Why is this important?

Colours are adjectives used to describe things in the world around us. By joining the colour with the name of something, children begin to build two-word phrases containing an adjective plus an object (e.g. 'red sock'; 'yellow pencil').

What to do

- Put a variety of red, yellow, blue and green objects into a bag (e.g. pencils, bricks, items of clothing, coloured cups/plates from doll's tea-set).
- Ask the child to take an item from the bag.
- Start by naming the colour and object for the child (e.g. 'blue cup', 'yellow brick').
- Encourage the child to join in by pausing and waiting for a response. If the child doesn't respond, offer a choice:
 - ★ 'Is it a yellow brick or a blue brick?'
 - ★ 'Is it a yellow pencil or a yellow sock?'
- If the child responds with either the colour or object name, pause and then model the two-word phrase:
 - ★ Child: 'Brick.'
 - ★ Adult pauses to see if child spontaneously 'corrects' to colour plus object.
 - ★ Adult gives choice or 'models' the two-word phrase emphasising the 'missed' word (e.g. 'Blue brick').



Step up

- Add items of more unusual colours (e.g. orange, purple, white).
- Share books and talk about the colours you see.
- Try to use the colour name in a short sentence (e.g. 'I found a blue boat', 'I can see a red pram').
- Add another describing word to the colour (e.g. 'Light blue', 'Dark red').

Day 3

Speaking and Listening – Tiny Happy People

Phonics – Betha Game

PE Activity

RE – Jonah and the Whale

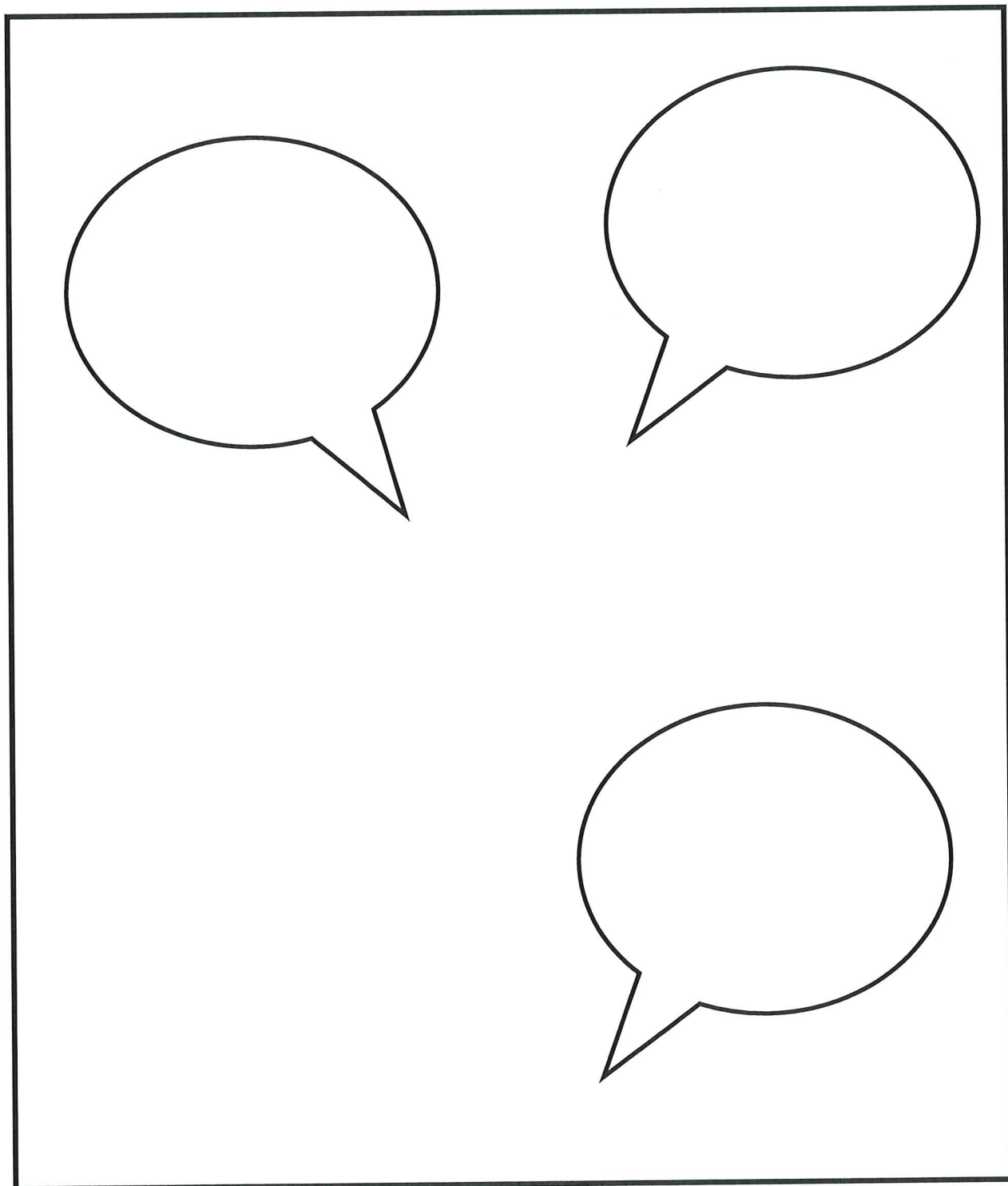
Extra resources you might want to use are
also included here for you

Speaking and Listening—Week 8 Day 3

I can match halves

Task: Watch the video from Tiny Happy People and have a go at making some food together. Record what your child does and says below

<https://www.bbc.co.uk/tiny-happy-people/what-can-we-make-to-eat/zrwg47h>

A large rectangular box with a black border. Inside the box, there are three empty speech bubbles. Two are in the top half, one on the left and one on the right. The third is in the bottom right corner. Each speech bubble has a circular body and a small tail pointing downwards and to the right.

by _____

Week 7 and 8 Day 3—PE

LO: I can move in a range of different ways

Task: Find a space where your child can move freely, without bumping into anything. Ask them to complete the following activities:

If you have access the internet you could also complete this Yoga session about going into space!

[https://www.youtube.com/watch?](https://www.youtube.com/watch?list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG&v=xlg052EKMtk&feature=emb_logo)

[list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG&v=xlg052EKMtk&feature=emb_logo](https://www.youtube.com/watch?list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG&v=xlg052EKMtk&feature=emb_logo)

Or search—Frozen | A Cosmic Kids Yoga Adventure!

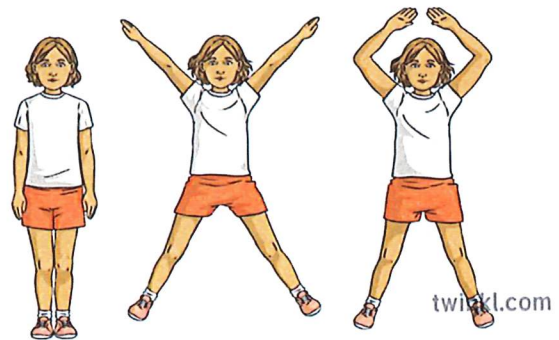
Can you do:

Dance to a song without stopping

Touch your toes and nose as many times as you can in a minute

Sit down and stand up as many times as you can in a minute

Repeat 3 more times!



RE Week 8 Day 3—You will need the story of Noah's Ark

I can talk about who was a friend to God

Task: Re-read the story of Jonah and the Whale. Ask them can they remember what the special book Christian use is called?. It is from the part of the Bible called the Old Testament. Once you have read the story ask the children the question in the bubbles and write down their answers. In the space below draw a picture of another friend to God—who are they?

How was Jonah a good friend to God?

Who is your else is a friend to God?

How did Jonah feel when God helped him?

Star

● 1

● 2

● 3

● 4

● 6

● 5

● 7

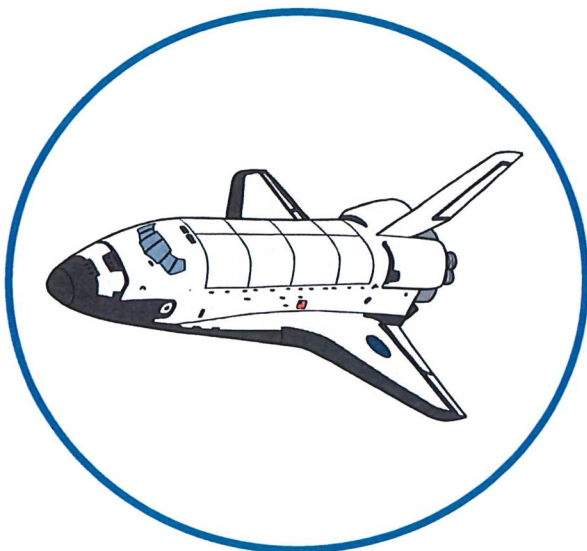
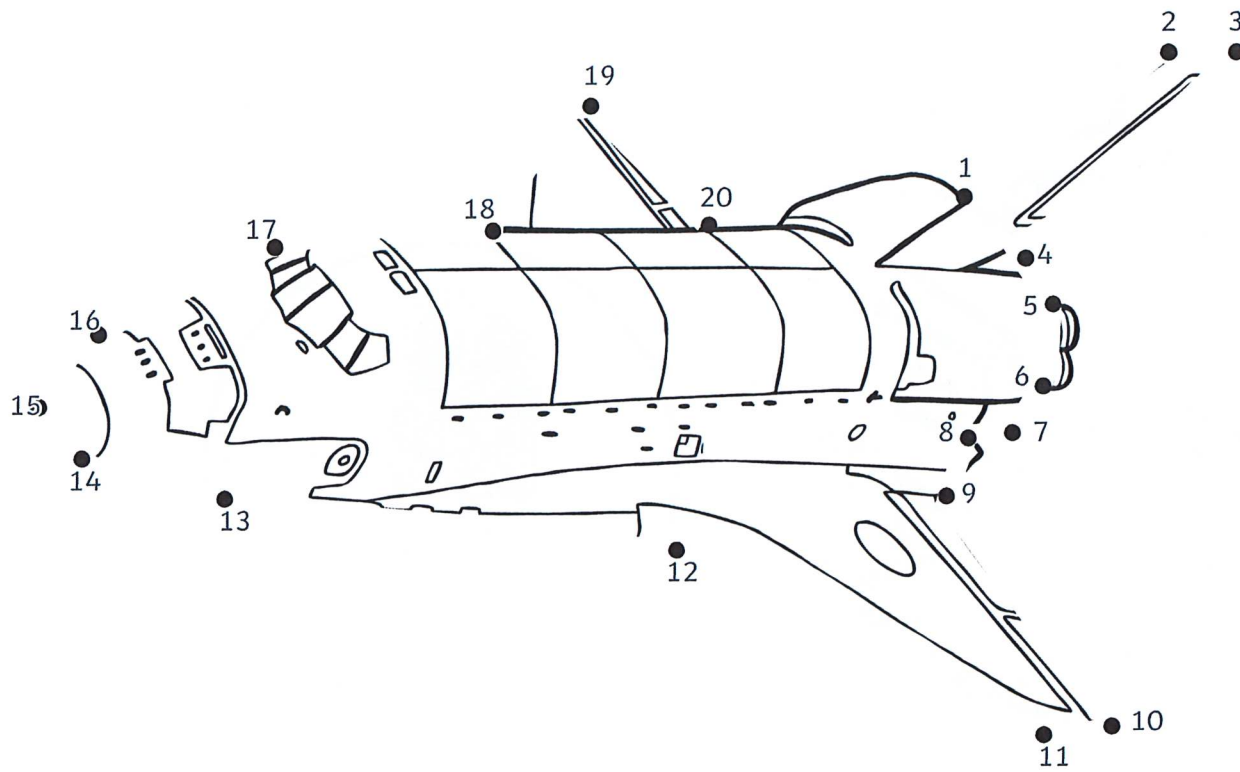
● 8

● 10

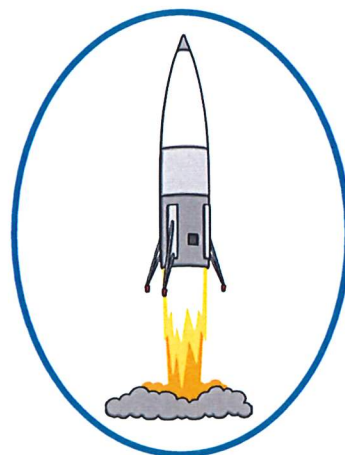
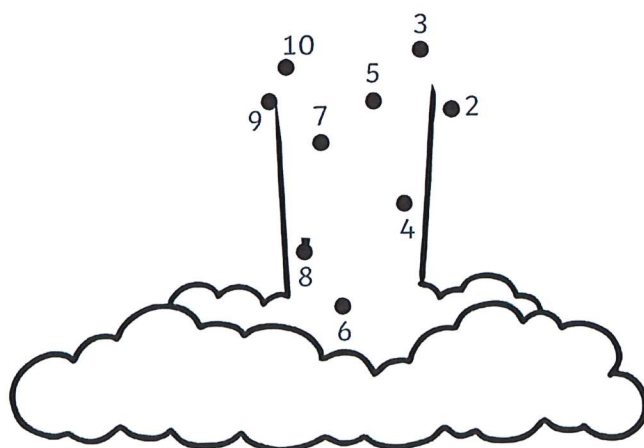
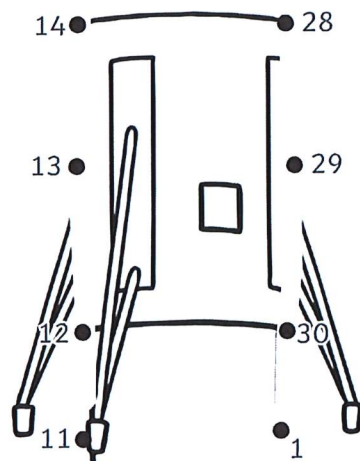
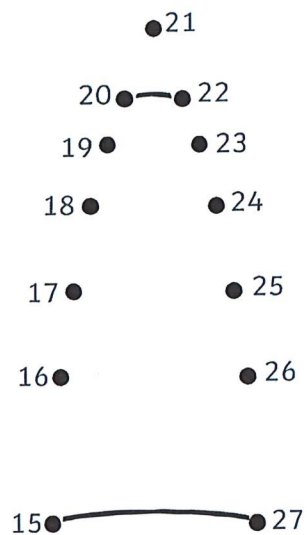
9 ●



Space Shuttle




Rocket





2D Shape Colouring

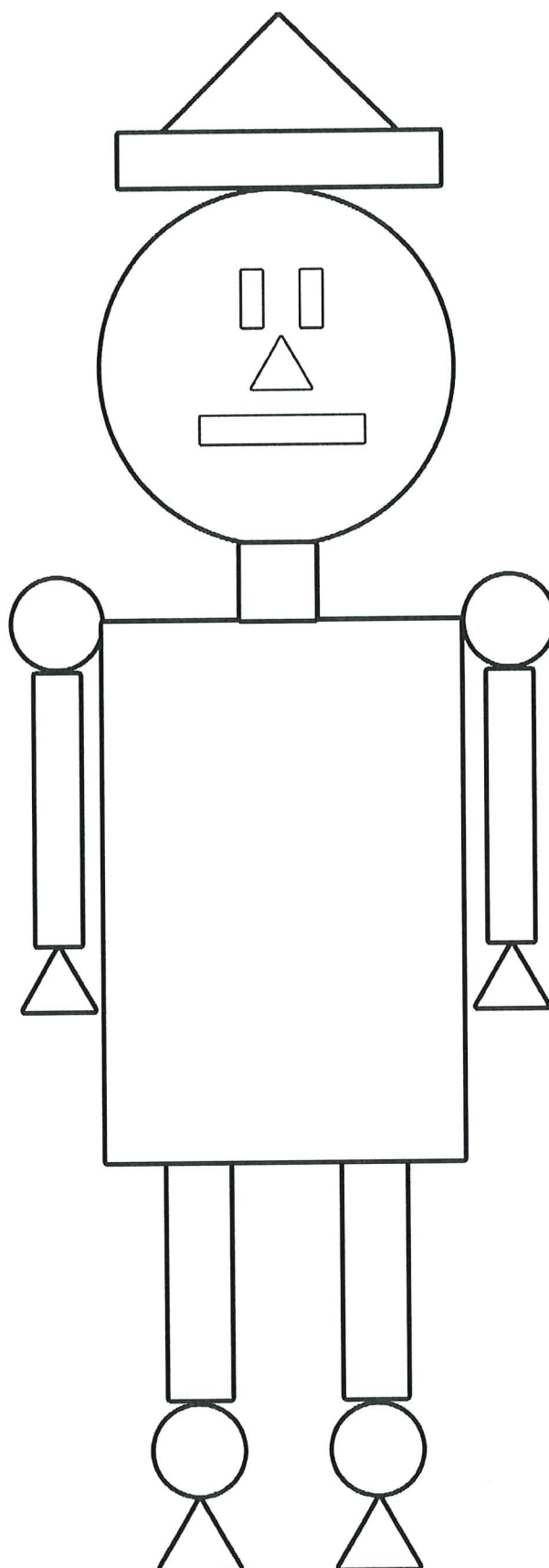
Can you colour the shapes to complete the picture?

Key:

 = red
rectangle

 = blue
triangle

 = yellow
circle



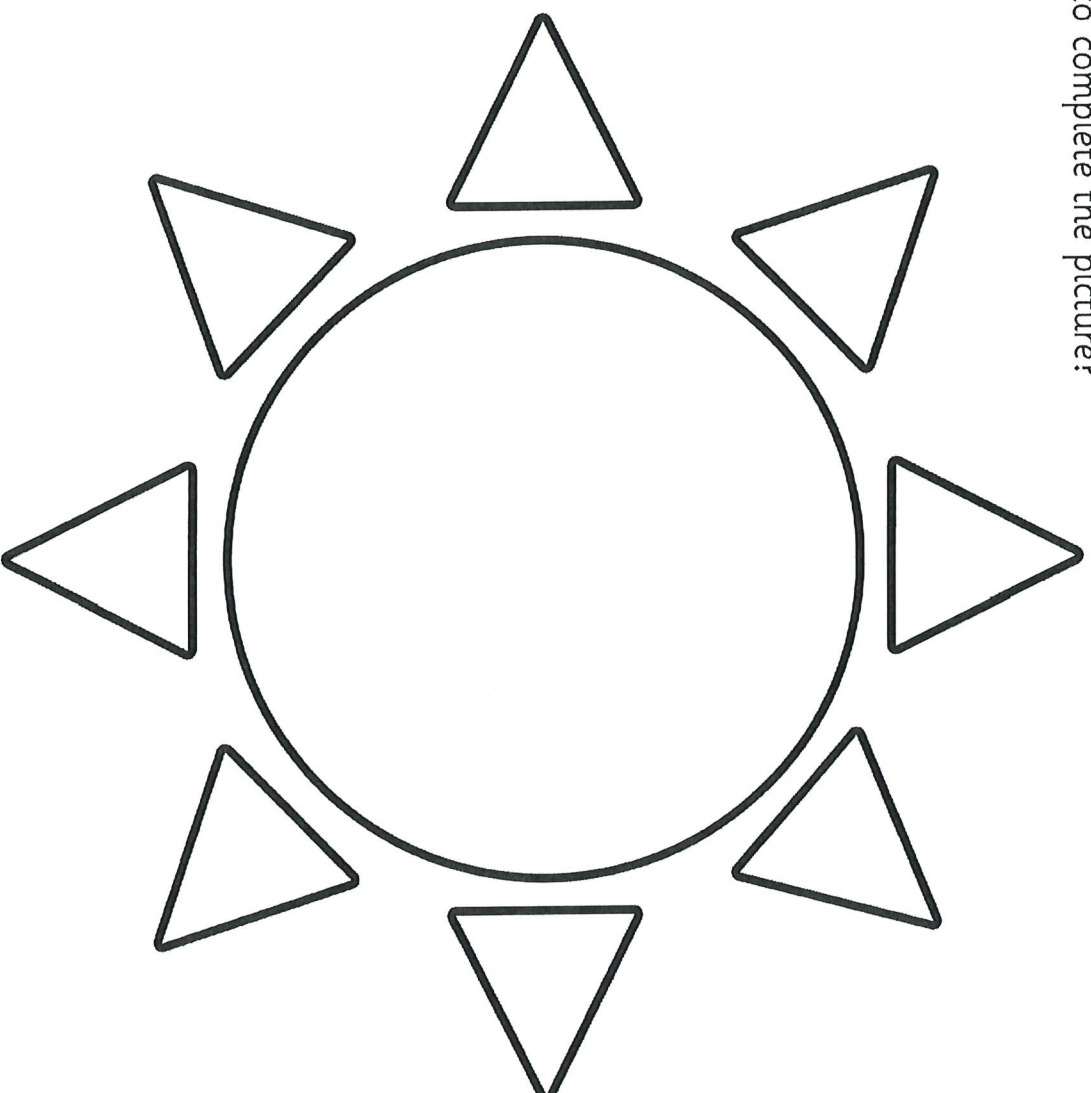
2D Shape Colouring

Can you colour the shapes to complete the picture?

Key:

○ = yellow
circle




△ = orange
triangle

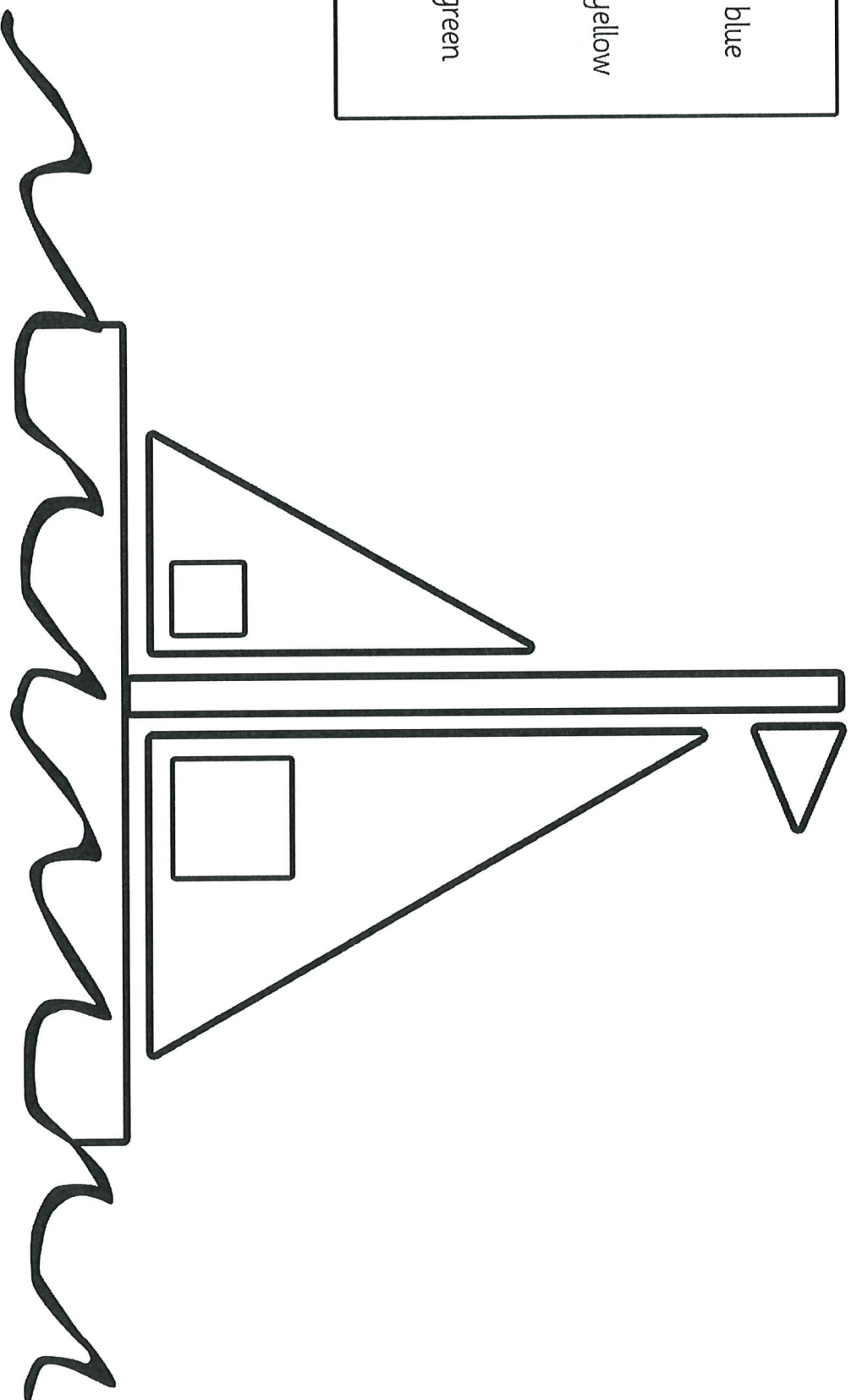


2D Shape Colouring

Can you colour the shapes to complete the picture?



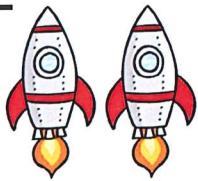


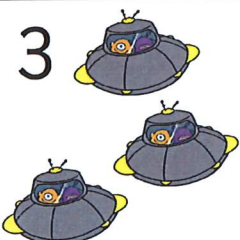

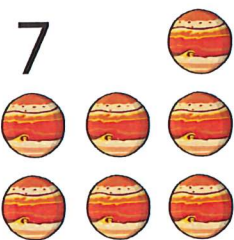
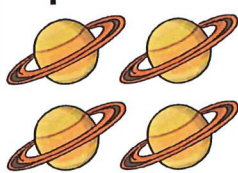
Key:

	= blue
rectangle	
	= yellow
triangle	
	= green
square	



Cut and Stick Number Ordering

Cut out the images and stick them down in the correct order on the boxes at the bottom.

10 	5 	2 	6 	8 
3 	1 	7 	4 	9 