

Lantern Path Books

The complete free printable collection

Every calm, screen-free printable from our free shelf, gathered into one file so you can print the whole collection in one go. Always free, always yours to keep.

More, and any new sheets we add, at lanternpathbooks.com/free



Cosy Reading Chart

Colour one lantern for every story you share together. Write the book's name on the line, then light up a lantern. Re-reading a favourite counts too.

Reader's name: _____

Chart started: _____

1 _____	2 _____	3 _____	4 _____	5 _____
6 _____	7 _____	8 _____	9 _____	10 _____
11 _____	12 _____	13 _____	14 _____	15 _____
16 _____	17 _____	18 _____	19 _____	20 _____

When all the lanterns are glowing, choose a cosy treat to celebrate. An extra bedtime story is our favourite. Find more free printables and books at lanternpathbooks.com/free





Oliver's Bedtime Routine

An eight-step wind-down for children ages 2–5, inspired by *Oliver Gets Ready for Bed*. Tick each step together as the sky goes dark.

1 Bath or wash ☐
warm water, calm voices

2 Soft scarf and pyjamas on ☐
cosy and ready

3 Brush teeth ☐
top, bottom, all around

4 Choose one book ☐
let them pick tonight's story

5 Read together ☐
snuggle in close

6 Dim the lamp ☐
lower the lights, lower our voices

7 Three slow breaths ☐
in through the nose, out like a sleepy owl

8 Settle and goodnight ☐
tuck in, leave a soft light if it helps

Tonight's bedtime helper: _____ Goodnight word: _____





Calm-Down Cards

Print, cut out, and keep these six cards handy. Offer one to a child when big feelings arrive. Concrete actions, no clinical language.

- - - - - cut along the dotted lines - - - - -



Three slow breaths

Breathe in while I count to three. Breathe out slowly, like blowing out a candle.



Squeeze and let go

Make tight fists. Hold for three. Then let your hands go soft and floppy.



Five quiet things

Look around and find five things you can see. Name them slowly, one at a time.



A sip of water

Take a slow drink of water. Feel it cool and quiet on the way down.



Hug something soft

Hold a soft toy, a blanket, or a grown-up. Stay as long as you need.



Feet on the floor

Press both feet flat on the ground. Feel how steady and still the floor is.





♥ How Am I Feeling?

Point to or circle the face that fits right now. There are no wrong feelings, all of them are okay to have.



Happy



Calm



Tired



Sad



Worried



Cross



Excited



Shy

When I have a big feeling, I can: take three slow breaths · ask for a hug · have some quiet time · tell a grown-up.

Today I feel this way because: _____





🕒 Weekly Meal Planner

Plan the whole week at a glance. Fill in each meal, stick it on the fridge, and write your shopping list from whatever's missing.

Meal	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Breakfast							
Lunch							
Dinner							
Snacks							

Shopping list: _____



Chore & Helper Chart

Pick a few small jobs, then colour or tick a star each day they're done. A calm way to share the little jobs around the house.

My job	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Make my bed							
Tidy my toys							
Brush my teeth							
Help at meal time							
Put my clothes away							
_____							

A full week of stars is a great week, choose a small treat together to celebrate.



★ Star Reward Chart

Choose a goal together, then colour one star each time it's reached. When all the stars are full, enjoy the reward.

I am working towards:

My reward when the stars are full:

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 ★

Catch the good moments. Notice effort, not just success, trying counts for a star too.





Cosy Reading Challenge

Twelve gentle reading challenges to tick off together over the weeks. Re-reading a favourite counts, the goal is to make reading feel warm and easy.

1 Read in a cosy den ☐
build one from blankets and cushions

2 Read to a pet or a toy ☐
they make a very good audience

3 Read a bedtime story ☐
snuggle in and slow right down

4 Read outside ☐
a garden, a park bench, or a porch

5 Read a book about animals ☐
then go and find some, real or in pictures

6 Read with a torch ☐
under the covers, like a little adventure

7 Read a story you have read before ☐
favourites are allowed, and encouraged

8 Read to a grown-up ☐
you be the reader this time

9 Read a funny book ☐
the kind that makes you both giggle

10 Read a book about feelings ☐
talk about a part that felt true

11 Read on a rainy day ☐
warm drink, blanket, no rush

12 Read your very own made-up story ☐
tell it out loud, or draw it

Reader's name: _____ Stars earned: ☆ ☆ ☆ ☆ ☆ ☆



★ Make Up a Story

Answer each part, then tell your story out loud or draw it. There are no wrong answers, the sillier and warmer, the better.

Who is your story about?

Where does it happen?

What were they doing when something surprising happened?

What was the problem?

Who helped, and how?

How did it all end?

Story title: _____ Told by: _____





☾ Three Good Things

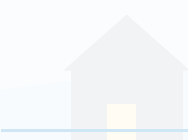
At the end of the day, write or draw three good things, even small ones. A gentle way to finish the day feeling settled and thankful.

Name: _____

Week beginning: _____

Day	Three good things about today

One kind thing I did today: _____





Brushing Teeth Chart

Colour a star each time teeth are brushed, morning and night. A calm, encouraging way to build the twice-a-day habit. Ages 2 to 8.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Morning							
Night							

Name: _____ When the chart is full, we will: _____

Calm Adult, Calm Child

A co-regulation card set for the calm corner and staff room

When a child is overwhelmed, the calm starts with us. A young child borrows a grown-up's steadiness - so the most useful first move is to settle our own body, then connect, then help. Print these cards for your calm corner, a lanyard, or the fridge.

The idea in one line

Calm yourself first. Then be the calm. Then - only then - help sort it out.

✧ 1. Regulate

settle your own body

✧ 2. Relate

connect, warm and close

✧ 3. Then help

talk it through, when calm

How to print, use and make it last

- Print at A4 or US Letter on normal colour settings - that's all you need.
- To reuse it for years, laminate it: cut-outs become wipe-clean cards, and fill-in pages take a whiteboard marker and wipe clean.
- Prefer to fill it in on screen? Open the PDF in a free PDF editor (or your web browser) and use the text tool.

Some big feelings take time. A calm grown-up helps even when it doesn't fix things straight away - you're not failing if a child stays upset for a while.

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From Lantern Path Books - a gentle support tool for calm moments, not medical or clinical advice.

Two Cards for the Grown-Up

What to do with your own body first - cut out and keep close

These two are for YOU, not the child. Managing your own calm is the part that works. Print on card, cut out, pop on a lanyard or by the calm corner.

✧ **Calm Yourself First**

Before you help a child, take ten seconds for you. They borrow your steadiness.

- Drop your shoulders
- Slow your out-breath
- Soften your face
- Quieten and slow your voice
- Use fewer words

✧ **Be the Calm**

Lend your steadiness - this is the active part, not a soft add-on.

- Get down to their level
- Stand side-on, not face-on
- Warm, gentle presence
- Offer rhythm - walk, rock, slow counting
- Wait. Don't try to reason yet

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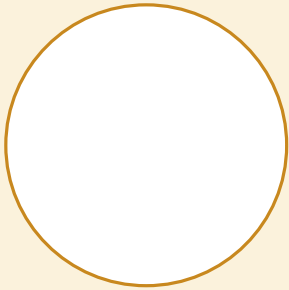
Name the Feeling

Putting the feeling into words - gently, no need to insist

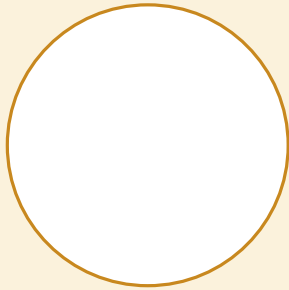
When a child can't find the words, lend them yours. Use the sentence below, and let them point to a feeling. Offer the word; you don't have to be right first time.

"You feel _____ because _____.
That makes sense."

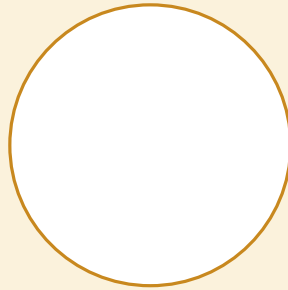
Point to how you feel:



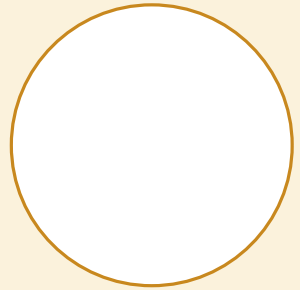
Happy



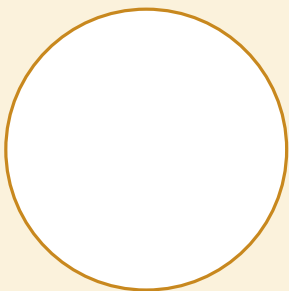
Sad



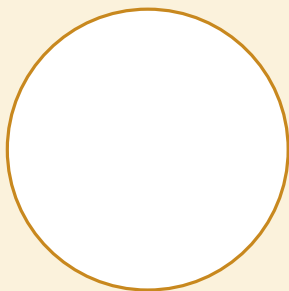
Angry



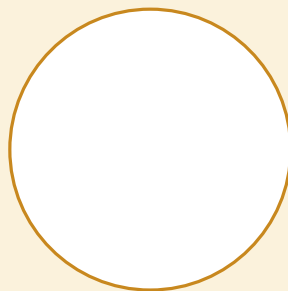
Scared



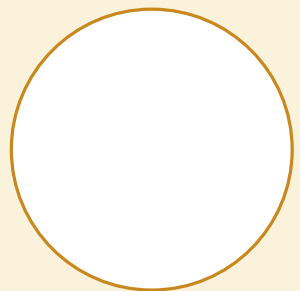
Worried



Frustrated



Tired



Calm

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The Big-Feelings Helper

Five calm steps - accept the feeling, hold the limit

A gentle order of moves for a big-feelings moment. The secret is step 4: every feeling is okay, but not every action is. That is the difference between calm support and 'anything goes'.

1 Notice

"I can see something is wrong." Tune in early, before it grows.

2 Connect

Get close and calm first. Warmth before words.

3 Name & accept the feeling

"It's okay to feel angry." Every feeling is allowed.

4 Hold the kind limit

"It's okay to be angry. It's not okay to hurt. I won't let anyone get hurt."

5 Sort it out together

Only once calm: "When you're ready, let's work out what to do."

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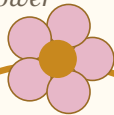
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Candle and Flower Breathing

Smell the flower... blow the candle, slowly

A calming activity for the calm corner. Trace the path together with a finger: smell the flower as you breathe in, then blow the candle slowly as you breathe out. Do it three or four times.

breathe in
smell the flower



breathe out, slowly
blow the candle



Always trace the picture together - it sets the slow pace. Keep the out-breath longer than the in-breath, and no holding your breath. Young children need the picture to pace it.

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Why These Cards Work

The research behind the pack, in plain words

Everything here is built on published research about how young children settle. We make supportive tools, not clinical advice - the notes below are accurate statements about the research, not promises about any one child.

What the research says

- This pack is built on the OPRE/UNC co-regulation practice framework: young children settle by borrowing a calm adult's steadiness.
- Putting feelings into words ("affect labelling") helps many children feel understood and settle.
- Naming and accepting the feeling while gently holding the limit (emotion coaching) supports calmer, kinder responses.
- Slowing the breath, with a longer out-breath than in-breath, is a simple, well-studied way to help a body feel calmer.

If you have concerns

A general support tool, not medical or clinical advice. For frequent, intense or lasting distress, talk with the family and a GP or child-health professional.

The research behind it

Murray, D. & Rosanbalm, K. (2015). Co-Regulation From Birth Through Young Adulthood: A Practice Brief. OPRE / UNC Frank Porter Graham.

Torre, J. & Lieberman, M. (2018). Putting Feelings Into Words: Affect Labeling as Implicit Emotion Regulation. *Emotion Review*.

Havighurst, S., Kehoe, C., et al. (2024). Randomised trial of an online emotion-coaching program. *Scientific Reports (Nature)*.

Tsznitman, G., Gross, J. & Tarullo, A. (2024). A few deep breaths and children's physiological arousal. *Dev. Psychobiology*.

Some big feelings take time. A calm grown-up helps even when it doesn't fix things straight away - you're not failing if a child stays upset for a while.

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The One-Page Calm Plan

Make the hard moments less likely - one page, for educators and carers

Most calm isn't won in the meltdown - it's built earlier, in the 'green' time: a predictable routine, smaller steps, the right space, a clear signal. Fill in this one page for a child who has tough moments, and you spend less of the day firefighting and more of it teaching.

The idea in one line

Plan the calm before the storm. Change the set-up, and the hard moment is less likely to come.

GREEN

set the day up to suit the child

AMBER

notice early signs, respond calmly

RED

keep everyone safe, then recover

How to print, use and make it last

- Print at A4 or US Letter on normal colour settings - that's all you need.
- To reuse it for years, laminate it: cut-outs become wipe-clean cards, and fill-in pages take a whiteboard marker and wipe clean.
- Prefer to fill it in on screen? Open the PDF in a free PDF editor (or your web browser) and use the text tool.

A general planning aid, not a clinical assessment. If a child's distress is frequent, intense or lasting, or anyone's safety is at risk, please involve the family and a qualified professional.

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My One-Page Calm Plan

Fill it in together - then everyone helps the same calm way

Start with GREEN (this is where the real work is). AMBER and RED are the back-ups for the harder moments.
Keep it where the team can see it.

GREEN *what keeps things calm*

A predictable routine that helps:

Make it easier - smaller steps, fewer demands at once:

Sensory & space that suits this child:

A gentle signal or visual cue we both use:

AMBER *early signs + calm responses*

Early signs I notice (before it gets big):

My calm responses (offer space, fewer words, a known choice):

RED *safety + recovery only*

Keep everyone safe (stay calm, give space, fewer words, move others if needed):

How we recover together (reconnect warmly, return to the routine gently, talk later):

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A Worked Example (early years)

Fill it in together - then everyone helps the same calm way

Here's one filled in, so it's not a blank page. Yours will look different - copy the shape, not the words. Notice how most of it lives in GREEN.

GREEN *what keeps things calm*

A predictable routine that helps:

Same order every morning, with a picture strip.

Make it easier - smaller steps, fewer demands at once:

Pack-away in two small steps, not 'tidy everything'.

Sensory & space that suits this child:

A quiet beanbag corner; noise-reducing time before group.

A gentle signal or visual cue we both use:

A 'two more minutes' card before a change.

AMBER *early signs + calm responses*

Early signs I notice (before it gets big):

Goes quiet, fists clench, leaves the group.

My calm responses (offer space, fewer words, a known choice):

Offer the calm corner + a choice: 'beanbag or window?'

RED *safety + recovery only*

Keep everyone safe (stay calm, give space, fewer words, move others if needed):

Calm voice, give room, keep others a step back, no crowding.

How we recover together (reconnect warmly, return to the routine gently, talk later):

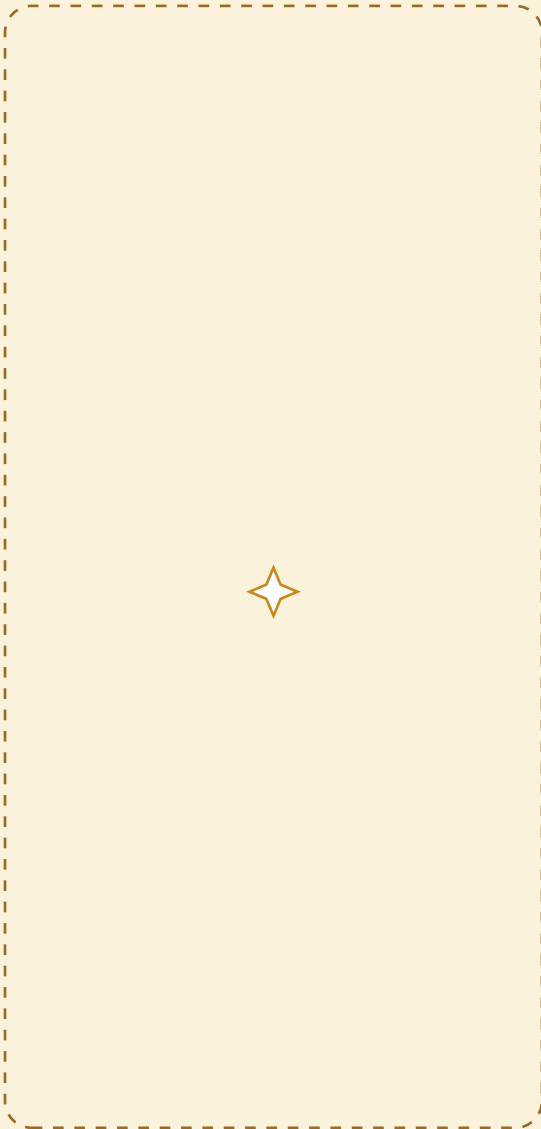
Sit nearby after; rejoin play; chat about it at pick-up.

First - Then Board

A simple, friendly way to show what's coming

Young children cope with changes far better when they can SEE the order. Show what comes first, then what comes next. Pop a routine card (or a quick drawing) in each box.

First



Then



Tip: keep it short and true - 'First pack-away, then story'. Once the 'first' is done, move to the next pair. Say it warmly, point as you go.

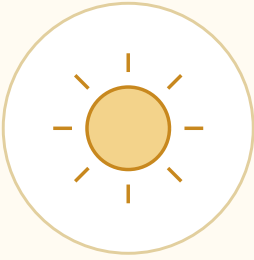
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Routine Cards

Cut out, mix and match for your First-Then board or a routine strip

Eight gentle everyday steps. Print on card, cut out, and arrange them to show the child what the day (or the moment) looks like. Blank ones too - draw your own.



Wake up



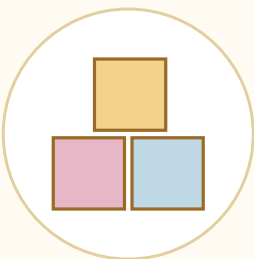
Wash



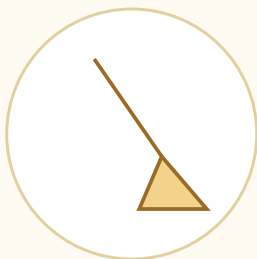
Eat



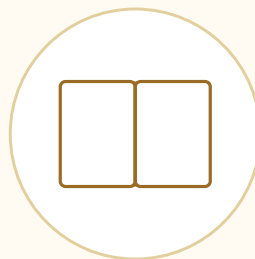
Brush teeth



Play



Tidy up



Story



Rest

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Why a Calm Plan Works

The research behind the plan, in plain words

This is a planning aid built on research about what makes hard moments less likely. We make supportive tools, not clinical advice - the notes below are accurate statements about the research.

What the research says

- When the day is set up to suit a child - predictable routine, smaller steps, the right space, a clear visual cue - hard moments happen less often. This is the proactive 'green' part of Positive Behaviour Support.
- In a 37-school randomised trial, school-wide Positive Behaviour Support was linked with about a third fewer discipline referrals (Bradshaw et al.).
- Visual supports and First-Then boards are recognised evidence-based practices for helping young children follow routines and changes.

A note on the RED band

The RED band is general safety and recovery only - stay calm, give space, keep everyone safe. It is never a plan for any physical hold or shutting a child away alone. If hard moments are frequent or unsafe, work with the family and a qualified professional on a proper support plan.

The research behind it

Bradshaw, C., et al. School-Wide Positive Behaviour Support: a 37-school group-randomised trial. (PBIS evidence base, pbis.org.)

National Clearinghouse on Autism Evidence & Practice (2020). Visual supports - identified evidence-based practice.

AEU SA (2024). State of Our Schools survey - 85% of educators spend too much time on behaviour (the time this plan helps win back).

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Talk About It

read together, the chatty way

Four little moves

Ask *an open question*
Listen *to their answer*
Add *a little more*
Ask again *keep it going*

Try asking

- * What can you see on this page?
- * What do you think happens next?
- * How do you think they are feeling?
- * Has anything like that happened to you?
- * I wonder why they did that?

There are no wrong answers.



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- * What can you see on this page?
- * What do you think happens next?
- * How do you think they are feeling?
- * Has anything like that happened to you?
- * I wonder why they did that?

There are no wrong answers.

Reading Together, the Chatty Way

Read with your child, not just to them

A picture book is even better as a conversation. Instead of only reading the words, pause and chat about the pictures and the story - ask, listen to what your child says, add a little, then ask again. Print the bookmarks and tuck one in each book.

The four little moves

Ask: an open question - one with more than a yes/no answer ("What can you see?").

Listen: to whatever your child says. There are no wrong answers.

Add a little: build on their words: "Yes - a big red dog! I wonder where he's going."

Ask again: follow their interest with one more question. Keep it light and short.

Why it helps

Reading with a child - asking, listening and adding to what they say - is one of the most studied ways to build words and a love of stories. It works because the child does the talking, not just the listening.

Every child chats at their own pace. If you have any concerns about your child's speech or language, your GP or a speech-language professional is a good place to start.

The research behind it

Whitehurst, G. J., et al. (1988). Dialogic reading (picture-book reading study). *Dev. Psychology*, 24(4).

What Works Clearinghouse (US Dept of Education) - dialogic / interactive shared reading: positive effects on oral language.

How to print, use and make it last

- Print at A4 or US Letter on normal colour settings - that's all you need.
- Print the bookmarks on card and laminate them, so they last for years - perfect to tuck in every book.
- Prefer it on screen? Open the PDF in a free PDF editor (or your web browser) to read or print.

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A gentle support tool for reading together - quiet, cosy picture books for ages 2 to 6.

Make It Stick

Playful ways to help learning last - for educators and carers

Two of the best-studied ways to help a child remember something are surprisingly simple: ask them to RECALL it (not just look again), and come BACK to it across a few spread-out days. This little kit turns both into a game - never a test.

The idea in one line

Ask them to remember it - don't just show it again. Then come back to it a few times.

✧ Recall it

bring it to mind, like a game

✧ Space it out

come back over a few days

✧ Keep it light

no clutter, one new thing

How to print, use and make it last

- Print at A4 or US Letter on normal colour settings - that's all you need.
- To reuse it for years, laminate it: cut-outs become wipe-clean cards, and fill-in pages take a whiteboard marker and wipe clean.
- Prefer to fill it in on screen? Open the PDF in a free PDF editor (or your web browser) and use the text tool.

Always a game, never a test. Forgetting is normal and fine - a missed day doesn't reset anything. Keep it short, warm and low-pressure.

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From Lantern Path Books - a gentle learning aid, playful practice not testing.

Tell Me 3 - the Recall Game

Six playful ways to ask 'what do you remember?'

After a story, a walk or a lesson, play one of these. The magic is the child doing the remembering out loud - not us repeating it. Print, cut out, keep on a ring, pick one.

✧ Tell me 3

three things you remember about it

✧ Show me

act one bit out with your hands or face

✧ Draw the best bit

the part you liked most

✧ Who & where?

who was in it, and where were they?

✧ What happened first?

...then what? ...and then?

✧ Teach your toy

tell a toy or a friend all about it

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The Come-Back Calendar

Visit it again - on Day 1, 3, 7 and 14 (give or take)

Pick one thing to help stick - a sound, a number fact, a new word, a story. Have a quick, friendly go on each of these days. Later than planned is completely fine.

What we're coming back to: _____

Day 1

the day we learn it - have a quick go together

☐

done! ____/____

Day 3

a tiny come-back: 'do you remember...?'

☐

done! ____/____

Day 7

one more gentle go - ask, don't just re-show

☐

done! ____/____

Day 14

a last friendly visit, then it's yours

☐

done! ____/____

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I Do - We Do - You Do

A simple, calm way to teach a new thing

When you show a new skill, hand it over in three gentle steps. Keep the page and your words uncluttered - one new thing at a time. Then it's time for the Recall Game and the Come-Back Calendar.

1

I do

Watch me. I show the whole thing, slowly, talking it through.
One new step at a time.

2

We do

Let's do it together. We try it side by side; I help where it's tricky.

3

You do

Your turn. You have a go on your own - I'm right here if you need me.

Keep the worked page plain - a busy, decorated page is harder to learn from than a calm one.

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Why These Tools Work

The research behind the kit, in plain words

This kit turns some of the best-studied ideas in learning into play. We make supportive tools, not clinical advice - the notes below are accurate statements about the research.

What the research says

- We remember things far better when we try to RECALL them (bring them to mind) than when we just read or look again. A quick 'tell me what you remember' beats showing it one more time.
- Coming back to the same thing across spread-out days - rather than all at once - helps it stick for the long run.
- When teaching something new, showing a full worked example and adding one new thing at a time (not a cluttered page) makes it easier to take in.

Keep it kind

Always a game, never a test or a grade. Forgetting is part of learning - the gentle come-back is exactly how it sticks. If you're ever worried about a child's learning, your teacher or GP is a good place to start.

The research behind it

Dunlosky, J., et al. (2013). Improving learning with effective techniques - practice testing & distributed practice rated 'high utility'.

Karpicke, J., et al. Retrieval practice with young/elementary learners.

Spacing-effect meta-analyses (distributed vs massed practice).

Sweller, J. - Cognitive Load Theory (worked-example effect; keep it uncluttered).

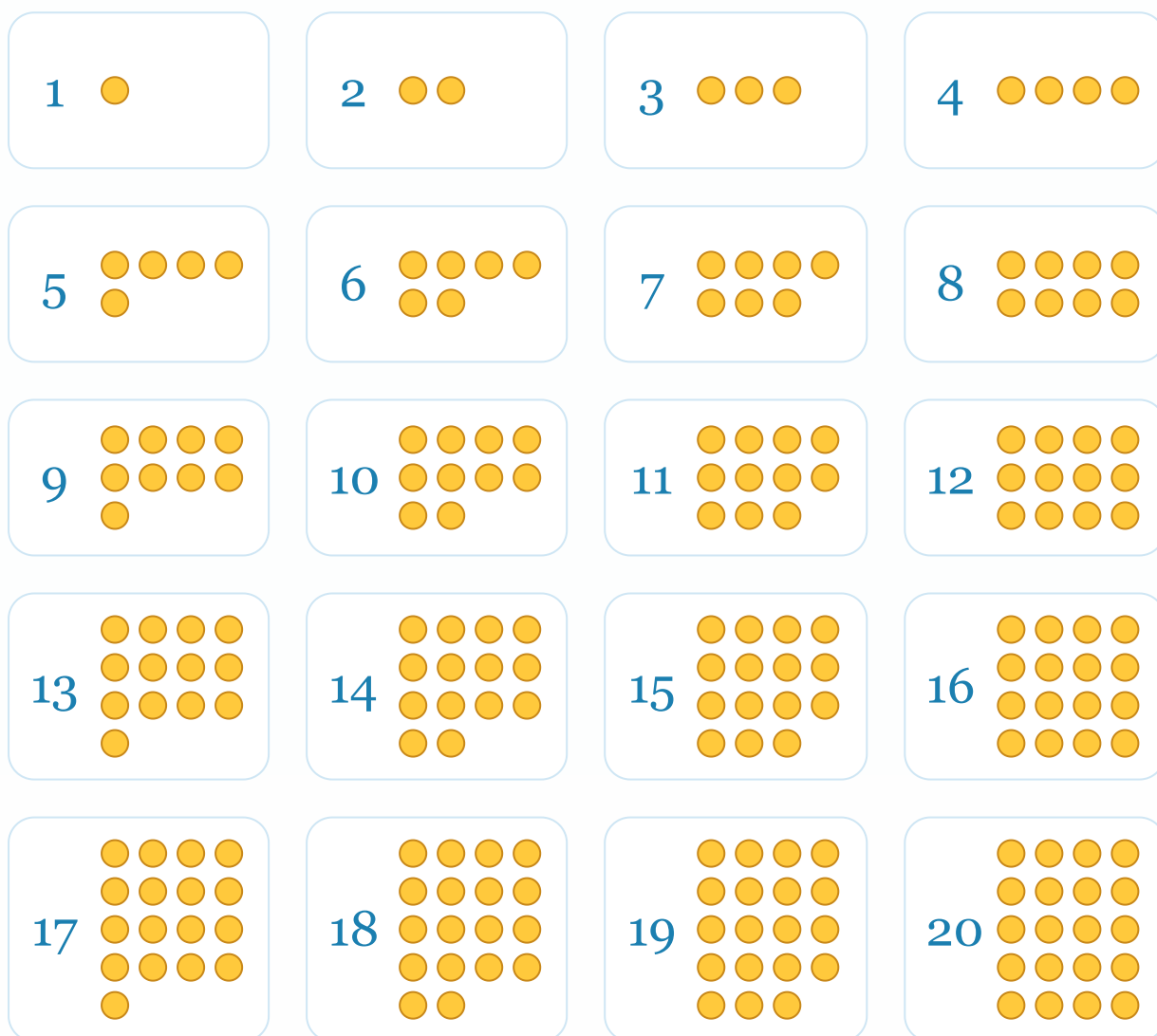
Lantern Path Books

From Lantern Path Books - a gentle learning aid, playful practice, not testing.



123 Numbers & Counting 1 to 20

Count the dots, say the number, and point as you go. A gentle first counting chart for the wall or the kitchen table.



Count out loud together, then try counting backwards from 10. Can you find 20 of something at home?





Times Tables 1 to 12

A complete multiplication square. Find a row and a column, follow them to where they meet, and read the answer.

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

The chart reads the same across and down, 6×7 and 7×6 both land on 42.



Blank Times Table Grid

The same multiplication square, but empty. Fill in every answer yourself, then check it against the finished chart. A brilliant five-minute daily test.

×	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Time yourself and try to beat it tomorrow. Once the whole grid is correct from memory, the times tables are truly learnt.



Times Tables Practice

Forty-eight mixed multiplication questions to work through. Write the answer on each line. Ready to print as a class set.

Write the answer for each one.

1. $2 \times 2 =$ _____

2. $3 \times 4 =$ _____

3. $4 \times 6 =$ _____

4. $5 \times 8 =$ _____

5. $6 \times 10 =$ _____

6. $7 \times 12 =$ _____

7. $9 \times 3 =$ _____

8. $10 \times 5 =$ _____

9. $11 \times 7 =$ _____

10. $12 \times 9 =$ _____

11. $2 \times 11 =$ _____

12. $4 \times 2 =$ _____

13. $5 \times 4 =$ _____

14. $6 \times 6 =$ _____

15. $7 \times 8 =$ _____

16. $8 \times 10 =$ _____

17. $9 \times 12 =$ _____

18. $11 \times 3 =$ _____

19. $12 \times 5 =$ _____

20. $2 \times 7 =$ _____

21. $3 \times 9 =$ _____

22. $4 \times 11 =$ _____

23. $6 \times 2 =$ _____

24. $7 \times 4 =$ _____

25. $8 \times 6 =$ _____

26. $9 \times 8 =$ _____

27. $10 \times 10 =$ _____

28. $11 \times 12 =$ _____

29. $2 \times 3 =$ _____

30. $3 \times 5 =$ _____

31. $4 \times 7 =$ _____

32. $5 \times 9 =$ _____

33. $6 \times 11 =$ _____

34. $8 \times 2 =$ _____

35. $9 \times 4 =$ _____

36. $10 \times 6 =$ _____

37. $11 \times 8 =$ _____

38. $12 \times 10 =$ _____

39. $2 \times 12 =$ _____

40. $4 \times 3 =$ _____

41. $5 \times 5 =$ _____

42. $6 \times 7 =$ _____

43. $7 \times 9 =$ _____

44. $8 \times 11 =$ _____

45. $10 \times 2 =$ _____

46. $11 \times 4 =$ _____

47. $12 \times 6 =$ _____

48. $2 \times 8 =$ _____

Name: _____ Score: _____ / 48 Use the Times Tables chart to mark it together afterwards.





123 Addition Practice

Forty-eight addition questions to solve, all within twenty. Write the total on each line. A calm, repeatable warm-up sheet.

Add the two numbers and write the total.

1. $2 + 2 =$ _____

2. $3 + 6 =$ _____

3. $4 + 10 =$ _____

4. $5 + 14 =$ _____

5. $6 + 18 =$ _____

6. $8 + 3 =$ _____

7. $9 + 7 =$ _____

8. $10 + 11 =$ _____

9. $11 + 15 =$ _____

10. $12 + 19 =$ _____

11. $14 + 4 =$ _____

12. $15 + 8 =$ _____

13. $16 + 12 =$ _____

14. $17 + 16 =$ _____

15. $18 + 20 =$ _____

16. $20 + 5 =$ _____

17. $2 + 9 =$ _____

18. $3 + 13 =$ _____

19. $4 + 17 =$ _____

20. $6 + 2 =$ _____

21. $7 + 6 =$ _____

22. $8 + 10 =$ _____

23. $9 + 14 =$ _____

24. $10 + 18 =$ _____

25. $12 + 3 =$ _____

26. $13 + 7 =$ _____

27. $14 + 11 =$ _____

28. $15 + 15 =$ _____

29. $16 + 19 =$ _____

30. $18 + 4 =$ _____

31. $19 + 8 =$ _____

32. $20 + 12 =$ _____

33. $2 + 16 =$ _____

34. $3 + 20 =$ _____

35. $5 + 5 =$ _____

36. $6 + 9 =$ _____

37. $7 + 13 =$ _____

38. $8 + 17 =$ _____

39. $10 + 2 =$ _____

40. $11 + 6 =$ _____

41. $12 + 10 =$ _____

42. $13 + 14 =$ _____

43. $14 + 18 =$ _____

44. $16 + 3 =$ _____

45. $17 + 7 =$ _____

46. $18 + 11 =$ _____

47. $19 + 15 =$ _____

48. $20 + 19 =$ _____

Name: _____ Score: _____ / 48 Count on from the bigger number if it helps.



123 Subtraction Practice

Forty-eight take-away questions to solve, with no negative answers. Write what is left on each line. Ready to hand out to the class.

Take the second number away and write what is left.

1. $2 - 1 =$ _____

2. $9 - 2 =$ _____

3. $12 - 4 =$ _____

4. $14 - 10 =$ _____

5. $16 - 12 =$ _____

6. $18 - 10 =$ _____

7. $20 - 4 =$ _____

8. $6 - 4 =$ _____

9. $10 - 7 =$ _____

10. $13 - 6 =$ _____

11. $15 - 10 =$ _____

12. $17 - 10 =$ _____

13. $19 - 6 =$ _____

14. $20 - 17 =$ _____

15. $8 - 6 =$ _____

16. $12 - 1 =$ _____

17. $14 - 7 =$ _____

18. $16 - 9 =$ _____

19. $18 - 7 =$ _____

20. $20 - 1 =$ _____

21. $6 - 1 =$ _____

22. $10 - 4 =$ _____

23. $13 - 3 =$ _____

24. $15 - 7 =$ _____

25. $17 - 7 =$ _____

26. $19 - 3 =$ _____

27. $20 - 14 =$ _____

28. $8 - 3 =$ _____

29. $11 - 8 =$ _____

30. $14 - 4 =$ _____

31. $16 - 6 =$ _____

32. $18 - 4 =$ _____

33. $19 - 16 =$ _____

34. $5 - 2 =$ _____

35. $10 - 1 =$ _____

36. $12 - 11 =$ _____

37. $15 - 4 =$ _____

38. $17 - 4 =$ _____

39. $18 - 17 =$ _____

40. $20 - 11 =$ _____

41. $7 - 6 =$ _____

42. $11 - 5 =$ _____

43. $14 - 1 =$ _____

44. $16 - 3 =$ _____

45. $18 - 1 =$ _____

46. $19 - 13 =$ _____

47. $4 - 2 =$ _____

48. $9 - 6 =$ _____

Name: _____ Score: _____ / 48 Count back, or use a hundred square to help.





🕒 Telling the Time

The short hand points to the hour; the long hand points to the minutes. Start with o'clock, half past, and the quarters, then read every hour on the clock.

🕒 The four times to know first



3 o'clock
3:00



quarter past 3
3:15



half past 3
3:30



quarter to 4
3:45

🕒 Every o'clock



1 o'clock



2 o'clock



3 o'clock



4 o'clock



5 o'clock



6 o'clock



7 o'clock



8 o'clock



9 o'clock



10 o'clock



11 o'clock



12 o'clock

Read it together: when the long hand points straight up it is o'clock; straight down is half past; to the right is quarter past; to the left is quarter to.





💰 Money: Coins & Notes

Every British coin and note, from one penny to fifty pounds. Name each one, say what it is worth, and practise counting them up together.

💰 Coins



One penny



Two pence



Five pence



Ten pence



Twenty pence



Fifty pence



One pound



Two pounds

💰 Notes



Five pounds



Ten pounds



Twenty pounds



Fifty pounds

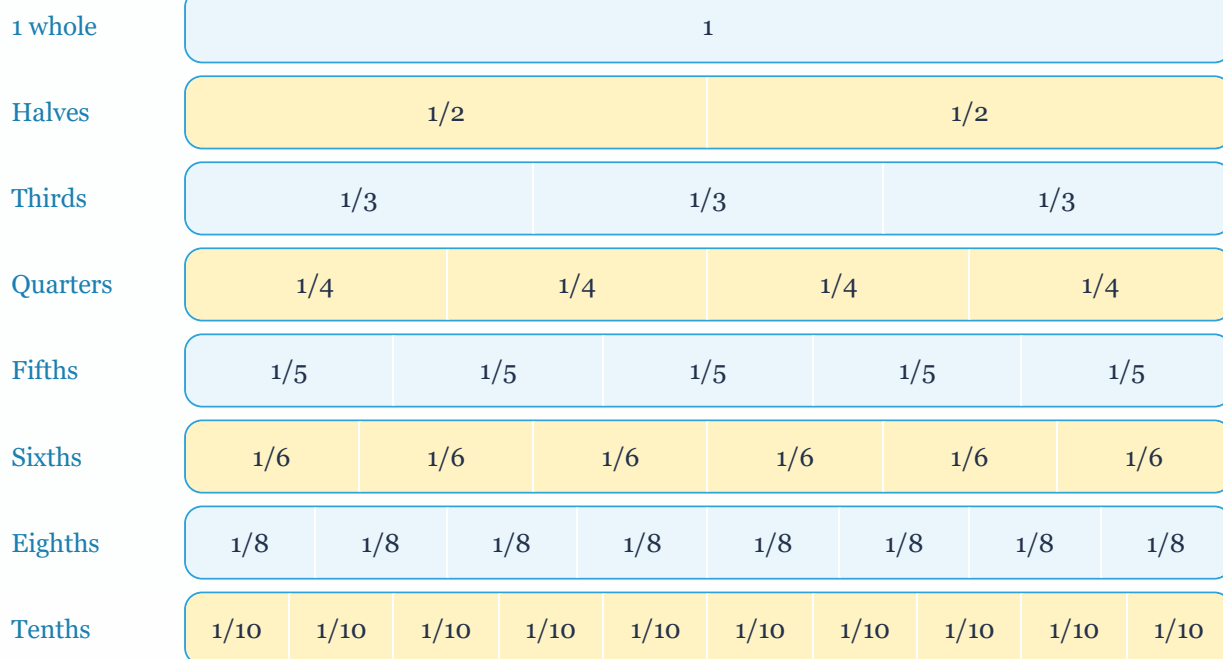
100 pennies make £1. Five pounds are blue-green, ten pounds brown, twenty pounds purple, fifty pounds red. Practise making the same amount in different ways, 50p can be two 20p and a 10p.





⊕ Fractions Wall

Every row is the same length. The more equal pieces we cut the whole into, the smaller each piece, but they always add back up to one whole.



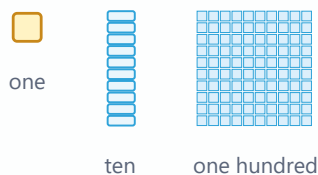
Two quarters make a half. Five tenths make a half. Lay a finger across the rows to see which fractions are the same size.





123 Place Value: Hundreds, Tens & Ones

Where a digit sits tells us how much it is worth. A fully worked reference for the wall, breaking eight numbers into hundreds, tens, and ones.



Number	Hundreds	Tens	Ones	In words
6	.	.	6	6 ones
24	.	2	4	2 tens + 4 ones
70	.	7	0	7 tens + 0 ones
156	1	5	6	1 hundred + 5 tens + 6 ones
308	3	0	8	3 hundreds + 8 ones
425	4	2	5	4 hundreds + 2 tens + 5 ones
609	6	0	9	6 hundreds + 9 ones
990	9	9	0	9 hundreds + 9 tens + 0 ones

In 156, the 1 is worth one hundred, the 5 is worth fifty, and the 6 is worth six. Same digits, different places, different values. A blank fill-in version is on the worksheets page.





123 Number Bonds to 10 & 20

The complete pairs of numbers that add up to ten and to twenty, a filled-in reference for the wall. Learn them by heart; they make every other sum easier.

Number bonds to 10

$$0 + 10 = 10$$

$$1 + 9 = 10$$

$$2 + 8 = 10$$

$$3 + 7 = 10$$

$$4 + 6 = 10$$

$$5 + 5 = 10$$

$$6 + 4 = 10$$

$$7 + 3 = 10$$

$$8 + 2 = 10$$

$$9 + 1 = 10$$

$$10 + 0 = 10$$

Number bonds to 20

$$0 + 20 = 20$$

$$2 + 18 = 20$$

$$4 + 16 = 20$$

$$6 + 14 = 20$$

$$8 + 12 = 20$$

$$10 + 10 = 20$$

$$12 + 8 = 20$$

$$14 + 6 = 20$$

$$16 + 4 = 20$$

$$18 + 2 = 20$$

$$20 + 0 = 20$$

Knowing that 6 and 4 make 10 means you also know $10 - 6 = 4$. Bonds work forwards and backwards. A blank fill-in version is on the worksheets page.





123 Hundred Square (1 to 100)

A full 1–100 grid for counting, number patterns, and finding ten more or ten less. Multiples of five and ten are shaded to help spot the patterns.

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

Try it together: count in tens down a column, find one more and one less, or colour in all the multiples of three.





Division Facts 1 to 12

Every division fact from the times tables, grouped by what you are dividing by. Print it big, laminate it, and put it on the wall beside the times-table square.

Dividing by 1

$1 \div 1$	= 1
$2 \div 1$	= 2
$3 \div 1$	= 3
$4 \div 1$	= 4
$5 \div 1$	= 5
$6 \div 1$	= 6
$7 \div 1$	= 7
$8 \div 1$	= 8
$9 \div 1$	= 9
$10 \div 1$	= 10
$11 \div 1$	= 11
$12 \div 1$	= 12

Dividing by 2

$2 \div 2$	= 1
$4 \div 2$	= 2
$6 \div 2$	= 3
$8 \div 2$	= 4
$10 \div 2$	= 5
$12 \div 2$	= 6
$14 \div 2$	= 7
$16 \div 2$	= 8
$18 \div 2$	= 9
$20 \div 2$	= 10
$22 \div 2$	= 11
$24 \div 2$	= 12

Dividing by 3

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

Dividing by 4

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

Dividing by 5

$5 \div 5$	= 1
$10 \div 5$	= 2
$15 \div 5$	= 3
$20 \div 5$	= 4
$25 \div 5$	= 5
$30 \div 5$	= 6
$35 \div 5$	= 7
$40 \div 5$	= 8
$45 \div 5$	= 9
$50 \div 5$	= 10
$55 \div 5$	= 11
$60 \div 5$	= 12

Dividing by 6

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

Dividing by 7

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

Dividing by 8

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

Dividing by 9

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

Dividing by 10

$10 \div 10$	= 1
$20 \div 10$	= 2
$30 \div 10$	= 3
$40 \div 10$	= 4
$50 \div 10$	= 5
$60 \div 10$	= 6
$70 \div 10$	= 7
$80 \div 10$	= 8
$90 \div 10$	= 9
$100 \div 10$	= 10
$110 \div 10$	= 11
$120 \div 10$	= 12

Dividing by 11

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

Dividing by 12

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

Division is the times tables in reverse, if $6 \times 7 = 42$, then $42 \div 7 = 6$ and $42 \div 6 = 7$.



123 Counting in Steps: 2s to 12s

How to count by each number up to twelve. Say each row out loud together, skip-counting is the quickest way into the times tables.

Count in 2s	2	4	6	8	10	12	14	16	18	20	22	24
Count in 3s	3	6	9	12	15	18	21	24	27	30	33	36
Count in 4s	4	8	12	16	20	24	28	32	36	40	44	48
Count in 5s	5	10	15	20	25	30	35	40	45	50	55	60
Count in 6s	6	12	18	24	30	36	42	48	54	60	66	72
Count in 7s	7	14	21	28	35	42	49	56	63	70	77	84
Count in 8s	8	16	24	32	40	48	56	64	72	80	88	96
Count in 9s	9	18	27	36	45	54	63	72	81	90	99	108
Count in 10s	10	20	30	40	50	60	70	80	90	100	110	120
Count in 11s	11	22	33	44	55	66	77	88	99	110	121	132
Count in 12s	12	24	36	48	60	72	84	96	108	120	132	144

Clap or jump on each number as you say it. The first number in every row is highlighted so you can find your starting point.



Addition Square 1 to 12

An add-any-two-numbers square. Find a number along the top and one down the side, follow them to where they meet, and read the total.

+	1	2	3	4	5	6	7	8	9	10	11	12
1	2	3	4	5	6	7	8	9	10	11	12	13
2	3	4	5	6	7	8	9	10	11	12	13	14
3	4	5	6	7	8	9	10	11	12	13	14	15
4	5	6	7	8	9	10	11	12	13	14	15	16
5	6	7	8	9	10	11	12	13	14	15	16	17
6	7	8	9	10	11	12	13	14	15	16	17	18
7	8	9	10	11	12	13	14	15	16	17	18	19
8	9	10	11	12	13	14	15	16	17	18	19	20
9	10	11	12	13	14	15	16	17	18	19	20	21
10	11	12	13	14	15	16	17	18	19	20	21	22
11	12	13	14	15	16	17	18	19	20	21	22	23
12	13	14	15	16	17	18	19	20	21	22	23	24

The square reads the same both ways, $4+9$ and $9+4$ both make 13. Spot the doubles running down the diagonal.





AB Alphabet Chart

A bright A-Z wall chart. Point to each letter, say its sound, and name the picture word together.

Aa apple	Bb ball	Cc cat	Dd dog	Ee egg	Ff fish
Gg goat	Hh hat	Ii igloo	Jj jam	Kk kite	Ll lion
Mm moon	Nn nest	Oo owl	Pp pig	Qq queen	Rr rain
Ss sun	Tt tree	Uu umbrella	Vv van	Ww whale	Xx box
Yy yo-yo	Zz zebra				

Trace each letter in the air with a finger, then find something in the room that starts with the same sound.





AB Handwriting Practice A to Z

Each letter, big and small, with a ruled line to copy on. The dashed middle line shows where the small letters sit.

Aa		Bb	
Cc		Dd	
Ee		Ff	
Gg		Hh	
Ii		Jj	
Kk		Ll	
Mm		Nn	
Oo		Pp	
Qq		Rr	
Ss		Tt	
Uu		Vv	
Ww		Xx	
Yy		Zz	

Sit tall, hold the pencil softly, and start each letter from the top. Take your time, neat and slow beats fast and messy.





123 Number Formation 0 to 9

Big, clear numerals to copy, with faint guides to trace. Say the number, trace it in the air, then write it on the line.

0 0 0 0 zero	1 1 1 1 one	2 2 2 2 two	3 3 3 3 three	4 4 4 4 four
5 5 5 5 five	6 6 6 6 six	7 7 7 7 seven	8 8 8 8 eight	9 9 9 9 nine

Always start each number at the top. Trace the pale numbers first, then have a go on your own underneath.





Shapes & Colours

Name each shape and each colour together, then go on a hunt around the room for something that matches.

Shapes



Circle



Square



Triangle



Rectangle



Star



Heart



Oval



Diamond



Colours



Red



Orange



Yellow



Green



Blue



Purple



Pink



Brown



Grey



Black



Days, Months & Seasons

The days of the week, the months of the year, and the four seasons, all on one calm reference page.

Days of the Week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Months of the Year

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

The Four Seasons

 Spring
 Summer
 Autumn
 Winter

Which day is it today? Which month? What season can you see out of the window?





My Reading Log

Write down each book you share, and colour a star for every one you finish. Little and often is what counts.

Name: _____

Class / year (if any): _____

Date	Book title	Who read it	Stars

Five shared books a week is a wonderful habit, and re-reading a favourite counts too.

