

2C Resources Pack Week Beginning 22.3.21

Maths Resources

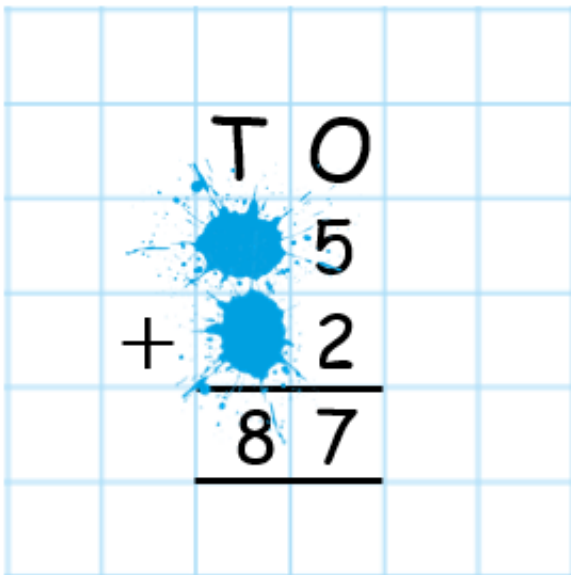
Monday

Rewrite these number sentences using the column method and find the answers.

- 1) $34+13=$
- 2) $47+22=$
- 3) $51+37=$
- 4) $65+14=$
- 5) $36+32=$
- 6) $43+35=$
- 7) $67+11=$
- 8) $54+20=$

Challenge

Can you work out what the missing numbers are? (there maybe more than 1 way).



Tuesday

Rewrite these number sentences using the column method and find the answers.

- 1) $34+17=$
- 2) $49+32=$
- 3) $58+37=$
- 4) $25+16=$
- 5) $36+26=$
- 6) $43+39=$

7) $57+15=$

8) $44+26=$

Challenge

Can you work out what the missing numbers are?

		T	O		
			5		
	+		7		
			<hr/>		
			4	2	
			<hr/>		
			1		

Wednesday

Rewrite these number sentences using the column method and find the answers.

1) $74-23=$

2) $57-12=$

3) $89-37=$

4) $65-14=$

5) $96-42=$

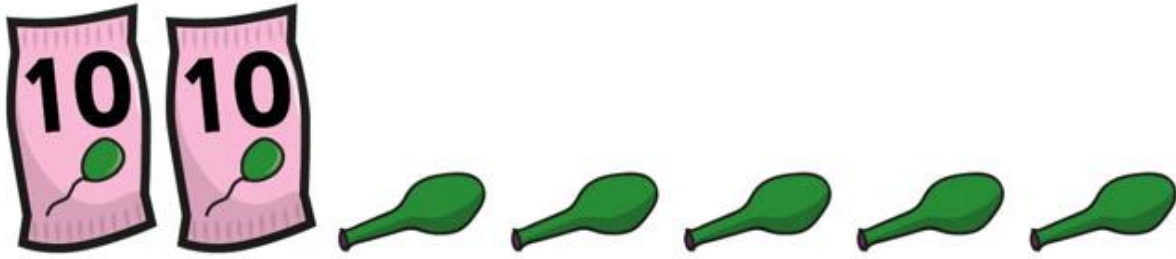
6) $53-31=$

7) $48-25=$

8) $79-50=$

Challenge

Rosie has 25 balloons.



Scott has 11 fewer balloons than Rosie.

How many balloons does Scott have?

Calculate the answer to the following:

$$\begin{array}{r} 75 \\ - 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 57 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 38 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ - 44 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 33 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 67 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ - 26 \\ \hline \\ \hline \end{array}$$

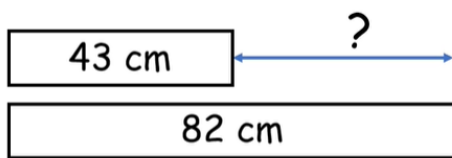
$$\begin{array}{r} 82 \\ - 55 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 47 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ - 53 \\ \hline \\ \hline \end{array}$$

Challenge

How many more cm did Ron's marble roll?



$$82 - 43 =$$

	T	O
	8	2
-	4	3

Monday

Taxi Drivers

Fire Fighters

Police Officers



Road Workers

Nurses

Paramedics

Wednesday

.....

Moon

Stars

Road/Street

Houses



Sounds

Sky

.....

Animal Fact File

Description

Diet

Habitat

Interesting fact: _____

Mindfulness Challenge Cards

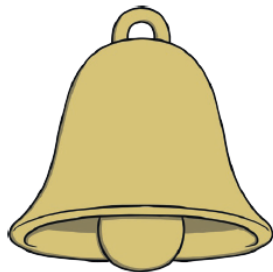


Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.



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

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



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

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



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

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



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

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



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

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



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

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





The TEAM GARLINGE

Personal Challenge Activity Card



What is it?

We would like you to complete the following challenges whilst you are at home. The challenges have been chosen to help you in your future PE lessons.

The aim is to complete the challenges that you can and use the school values to help you improve! As long as you complete the challenges safely, you can adapt the activities to suit you and your environment!

Because this is about YOUR personal best and YOU improving YOUR skills!

THE CHALLENGE:

Have a go at the different activities and record your scores on the score card or a piece of paper.

Practice the activities to see if you can improve your best scores!

For every challenge you complete you will also earn points for your House!

Write how the School Values helped you.

IMPORTANT

Please remember that these challenges have been designed to hopefully enable all abilities to participate in a personal best challenge.

Each activity has an **easier** and **harder** option for your child to try.

The challenges can be adapted to sitting and adapted to individual's abilities.

Please email PE@garlinge.kent.sch.uk for further guidance if needed.

You will need:

- A ball of socks!
- Stopwatch/timer or clock
- Paper and a pen
- A bucket or target

Share your success!

If you would like your child's picture of them doing the challenges, uploaded onto the school website or Twitter page, then please email pictures and permissions to PE@garlinge.kent.sch.uk
Go Team Garlinge!

Personal Challenge

Score Card

Name: _____

Class: _____

HOUSE COLOUR: _____

1. LEG BALANCE

Balance on 1 leg and time how long you can balance for. Stop the time when your other foot touches the floor.

Time how long you can balance on your left leg and on your right leg.

Try from a seated position

Can you hold your balance with your eyes closed?

One leg Balance

LEFT

RIGHT

How long can you balance?

2. Arm Holds

Raise one arm and time how long you can hold it for. Stop the time when you put your arm down.

Time how long you can raise your left arm and on your right arm.

Is it easier to hold your arm to the side or out in front?

Can you hold something like your water bottle whilst holding your arm out?

Arm Holds

LEFT

RIGHT

How long you can hold your arm in the air?

3. Sock Throw

Find a target, for example a piece of paper or bucket, choose how many steps you would like to throw from and see how many times can you throw your ball of socks into the bucket, collect, return and throw again in 1 minute.

Try placing your target closer to you

Try aiming for a smaller target

Sock Throw

How many can you do in 1 minute?

4. Clap and Catch

Throw your ball of socks into the air and see how many times you can clap before you catch them. You will get 1 point for every clap you do - remember you have to catch the socks to score!

Throw your socks and see how many times you can clap or tap your leg before the socks land on the floor.

Can you clap and then catch with one hand?

Clap and Catch

What is your highest number of claps?

5. Speed jumping

Place your ball of socks on the floor and see how many times you can jump over them and back in 1 minute!

Give yourself 1 point for every jump!

Try stepping over the socks

Can you keep going without stopping for 1 minute?

6. Star Jumps

How many star jumps can you do in 2 minutes? Remember to pace yourself. If 2 minutes is too long then try 1 minute to start with.

Try lifting your arms up and down from a seated position

Can you keep going without stopping?

7. Agility

Jog on the spot and get 1 point for each minute you can do without stopping.

Remember to pace yourself! Swing your arms in your chair and 1 point for each minute you do without stopping.

Lay out your socks apart from each other, eg. 10 steps apart

How many times can you run and touch each sock in 2 minutes? Get 1 point every time you touch a sock, how many points can you get?

CREATE YOUR OWN CHALLENGE

Can you create your own challenge that helps with...



Balance
Co-ordination
Jumping
Running

Throwing or Catching?

ALWAYS MAKE SURE YOU CARRY OUT ALL CHALLENGES IN A SAFE WAY!

PERSEVERANCE – How many or how long you can do a challenge without giving up?

ASPIRATION – Can you aspire to achieve these targets? Can you Aspire to do more?

RESPECT – Remember to respect your body, only do what you can!

TEAMWORK – Can you work with someone you live with and help each other?

Speed Jump



How many can you do in 2 minutes?

Star Jumps



How many in 1 minute?

AGILITY



How many laps or minutes did you complete?

Thursday - Science

Dependency



Living things in a habitat **depend** on each other. This means they need each other to stay alive.

Squirrels and oak trees are part of a woodland habitat.

Why might this squirrel need an oak tree to stay alive?

Food: Acorns are a squirrel's favourite food.



Safety: Living high in an oak tree gives squirrels protection from foxes and badgers, and gives them a safe place to have babies.

Shelter: The oak tree protects the squirrel from the wind, cold and rain, and bigger animals.



Dependency

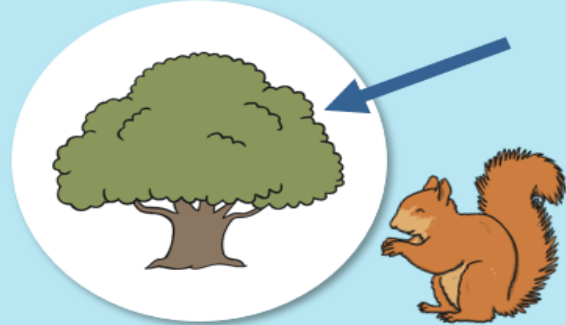


Why does an oak tree need a squirrel?

The oak tree needs the squirrel to **spread its seeds**.

The squirrel collects lots of acorns, and buries some to save for later.

It carries them far away from the tree and hides them under the ground, away from other animals.



Sometimes the squirrels forget to go and dig them up again.

These acorns grow into new oak trees.



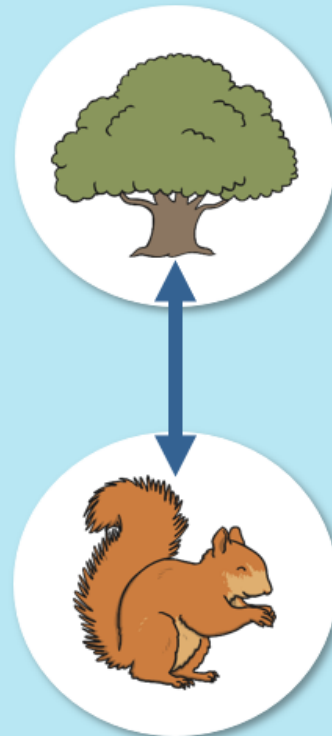
Dependency



The squirrel needs the oak tree for **food** and **shelter**.

The oak tree needs the squirrel to **spread seeds** so new trees can grow.

The oak tree and the squirrel **depend** on each other. This means they need each other to stay alive.



Dependency



Why do foxes need squirrels?

Foxes **eat** squirrels.

Why do foxes need oak trees?

If there were no oak trees, there would be fewer squirrels, so there would be less food for the foxes.



Dependency



Can anyone think how the foxes are helping the oak trees?

If there were no foxes, there would be more squirrels.

The squirrels might eat all of the acorns and then no new oak trees could grow.

All of the living things in this habitat depend on each other to survive.



All living things depend on one another- this means they need other living things to survive.

Cut out the labels and stick them on the activity sheet to show how the living things in the Arctic depend on each other, then complete the sentences below.



Plants need animals to _____. Animals need plants for _____ and _____.

Some animals _____ other animals.

Word Bank: food, spread seeds, eat, shelter

<https://www.bbc.co.uk/literize>

<https://www.phonicsplay.co.uk/>

<https://play.numbots.com>

<https://www.ictgames.com/>

<https://www.topmarks.co.uk/>

<https://www.twinkl.co.uk/resources/parents> (very easy for parents to sign up to a whole host of activities)

<https://www.unlockthebox.co.uk/escape-rooms-for-kids/> (educational escape room fun)

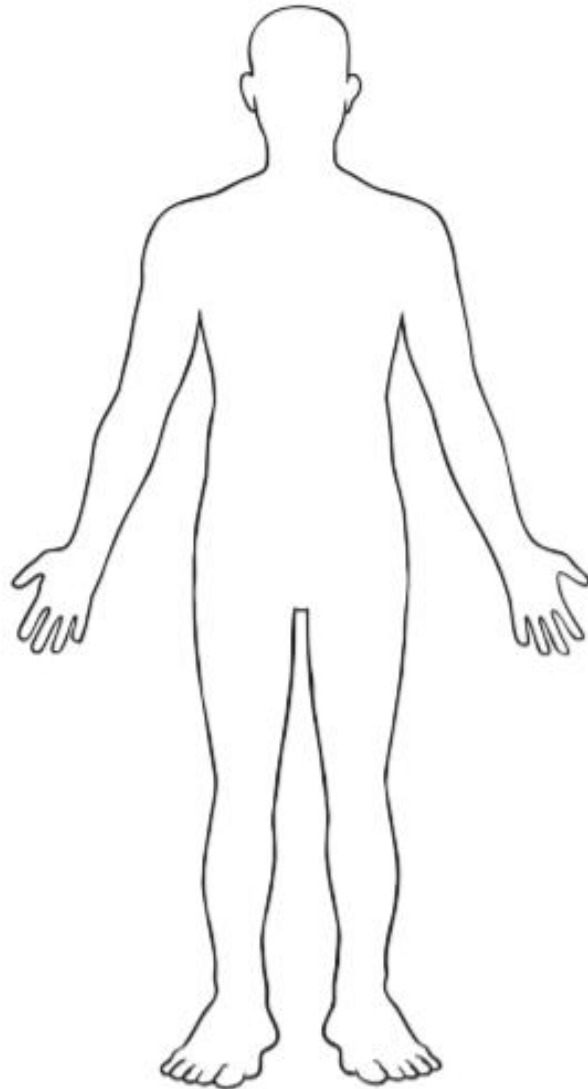
Health and Wellbeing Activities

<https://www.youtube.com/user/CosmicKidsYoga>

How Do You Feel Right Now?

Choose a colour for each of the emotions below. Use that colour to draw where you feel that emotion in your body right now. Add any other emotions to the outline if you wish.

Emotion	Colour
Love	
Fear	
Anger	
Sadness	
Happiness	



Use this box to write down any thoughts or feelings you have right now.

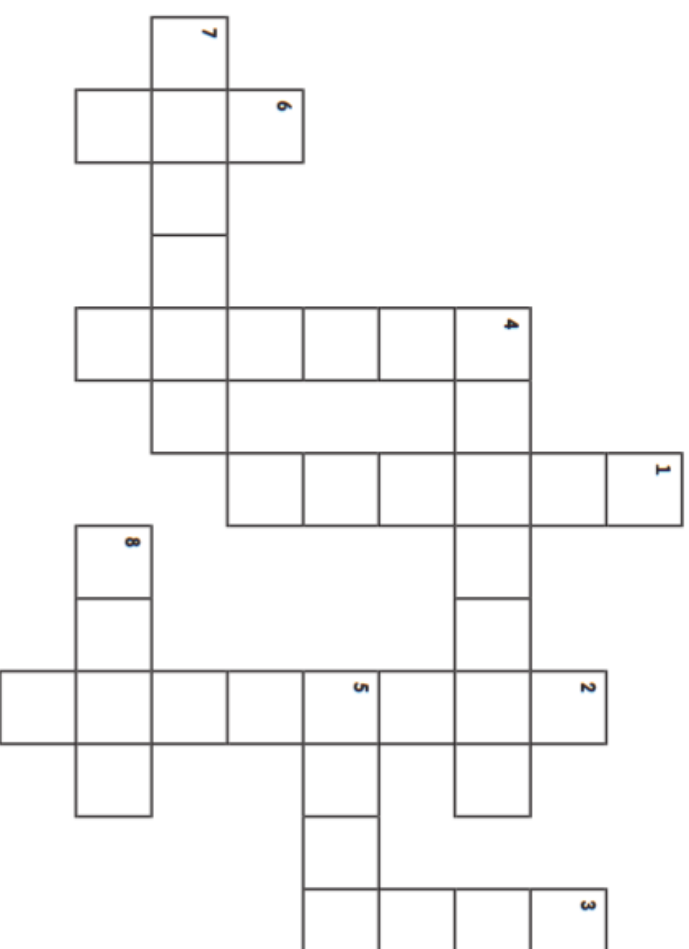
Phase 3 Crossword

Across

4. A farm bird that we eat the eggs of.
5. I needed to _____ my shirt in to my trousers.
7. This tool is for banging nails.
8. The ring was made of _____ gold.

Down

1. There was _____ in Snow White's apple.
2. The cushions were made of soft _____.
3. The partner of a knife.
4. A spider's home.
6. Candles are made from this.



Phase 4 Crossword

Across

1. What we do with our brains.
- 2 The Queen makes a Christmas _____ every year.
5. Beauty and the _____.
6. Another word for young people.
7. An ape that is very similar to humans.
10. You wash your hair with this.
11. Standing on your hands.

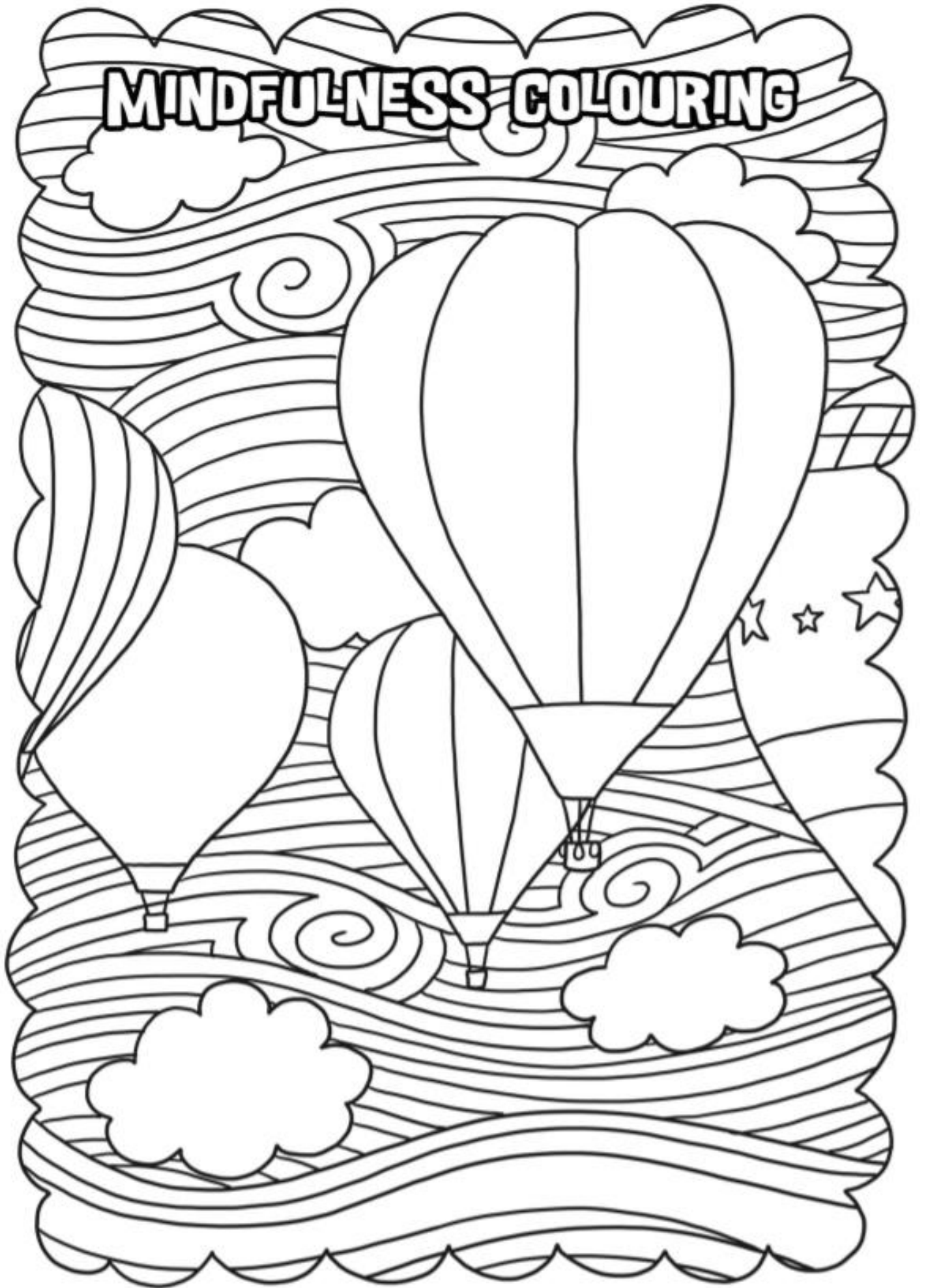
Down

1. Another word for turning.
2. A lunch food that is made of bread and a filling.
3. The lightning made a huge _____ noise.
4. I was _____ing a lot from being hurt.
8. The tiger did a fierce _____.
10. A garment for your head.

The crossword puzzle grid is shown with the following structure:

- Across 1:** 5 squares, starting at row 1, column 1.
- Across 2:** 8 squares, starting at row 1, column 6.
- Across 3:** 6 squares, starting at row 2, column 1.
- Across 4:** 4 squares, starting at row 2, column 5.
- Across 5:** 4 squares, starting at row 3, column 1.
- Across 6:** 3 squares, starting at row 3, column 5.
- Across 7:** 3 squares, starting at row 3, column 6.
- Across 10:** 6 squares, starting at row 4, column 1.
- Across 11:** 7 squares, starting at row 4, column 2.
- Down 1:** 3 squares, starting at row 2, column 3.
- Down 2:** 3 squares, starting at row 2, column 4.
- Down 3:** 3 squares, starting at row 2, column 5.
- Down 4:** 3 squares, starting at row 2, column 6.
- Down 8:** 3 squares, starting at row 3, column 4.
- Down 9:** 3 squares, starting at row 3, column 5.
- Down 10:** 6 squares, starting at row 4, column 5.

MINDFULNESS COLOURING



mindfulness
colouring

