

Maths Resources

Monday

Recognise a half

1 Complete the sentences.



The whole cake is split into

equal parts.

Each part is worth a _____.

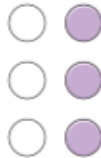
This can be written as

2 Which diagrams have one half shaded?

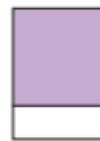




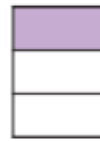




3 Is $\frac{1}{2}$ of each shape shaded? How do you know?



a)



b)

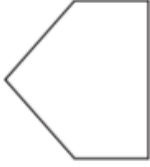
4 Colour $\frac{1}{2}$ of each shape.



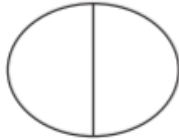
a)



c)



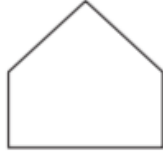
e)



b)



d)

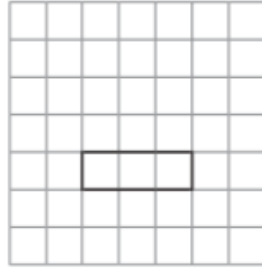


f)

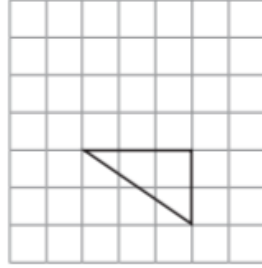
5 Colour $\frac{1}{2}$ of the square. Show four different ways.



6 Only $\frac{1}{2}$ of each shape has been drawn. Draw the missing half to make the whole.



a)



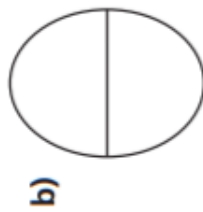
b)

Recognise a half

4 Colour $\frac{1}{2}$ of each shape.



e)



f)



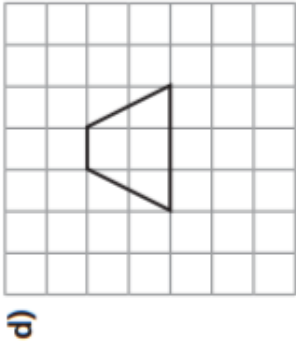
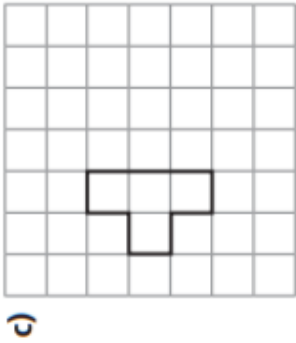
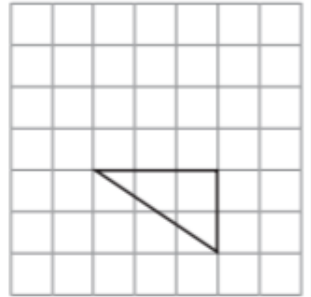
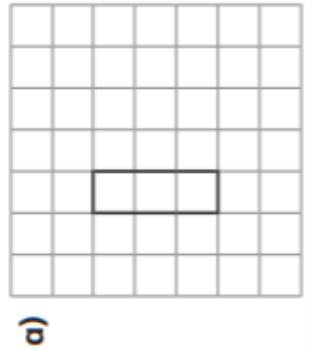
5 Colour $\frac{1}{2}$ of the square.



Show four different ways.

6 Only $\frac{1}{2}$ of each shape has been drawn.

Draw the missing half to make the whole.



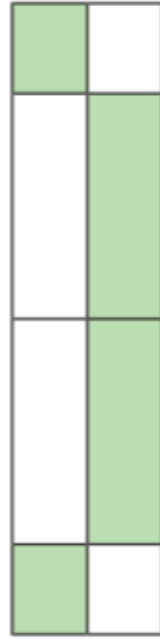
7 Draw a cross halfway along each line.

a) _____

b) _____

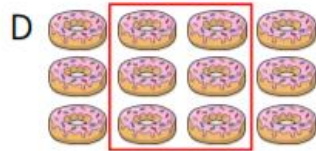
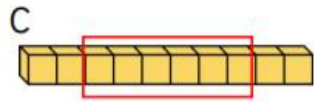
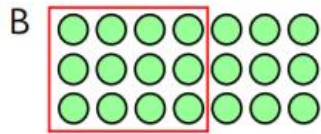
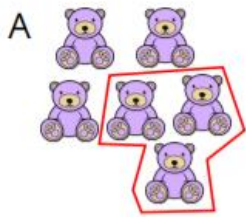
8

The shaded part of this shape does not show a half because the shape is not split into 2 equal parts.



a) Is Tommy correct?
 b) How do you know?
 Talk about it with a partner.

Each picture represents one half.
Spot the mistake. Explain your answer.



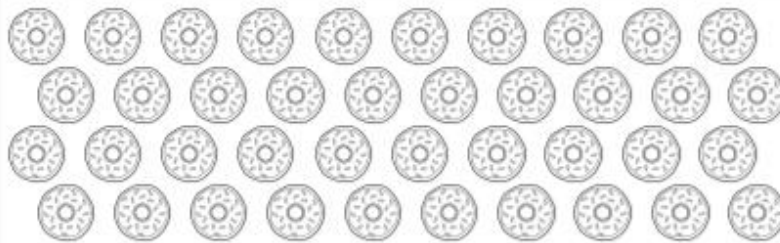
To show one half, I would need to shade in 4 triangles.



Is Mo correct? Explain how you know.
Colour the picture to show one half.

Tuesday

b



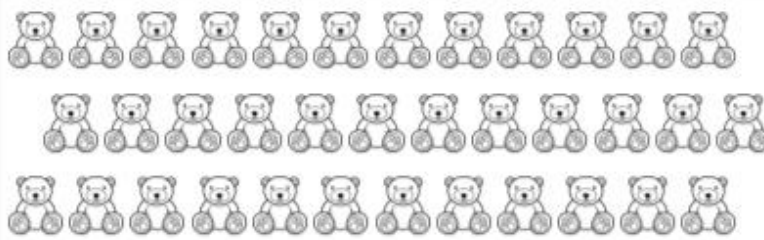
The whole is _____.



of _____ = _____.



c



The whole is _____.



of _____ = _____.



2 Find a $\frac{1}{4}$ of the amounts below.

a The whole is 28.



of _____ = _____.



c The whole is 16.



of _____ = _____.



b The whole is 48.



of _____ = _____.



d The whole is 24.

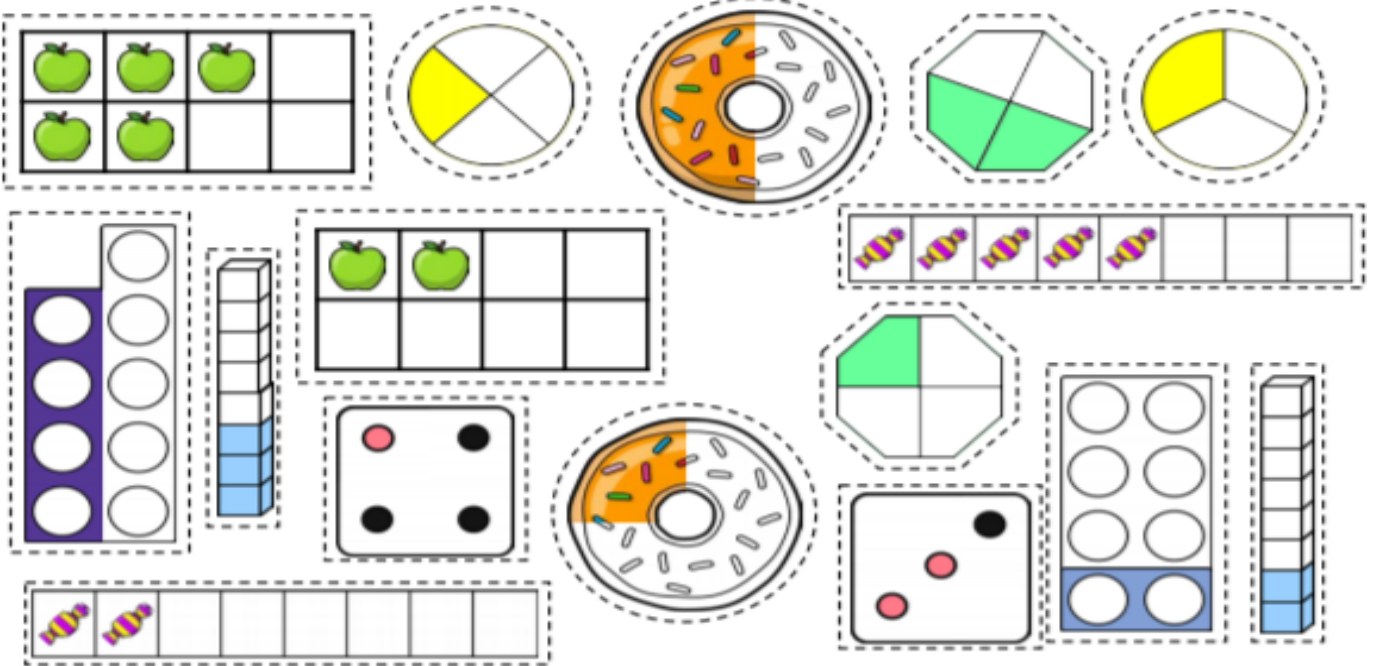


of _____ = _____.



Sort the pictures under the correct headings.

$\frac{1}{4}$	Not $\frac{1}{4}$





I have $\frac{1}{4}$ of £20.



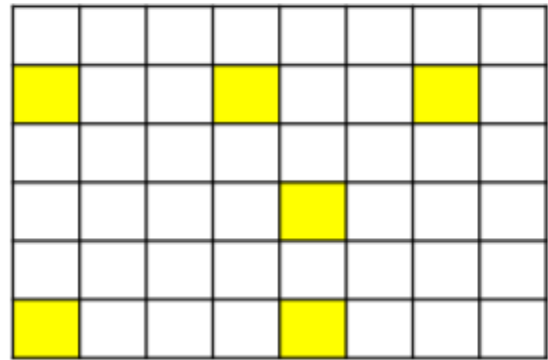
I have a half of £12.

Who has the most?

Explain your answer.

Part of a shape has been shaded.

Continue to shade the shape to show $\frac{1}{4}$.

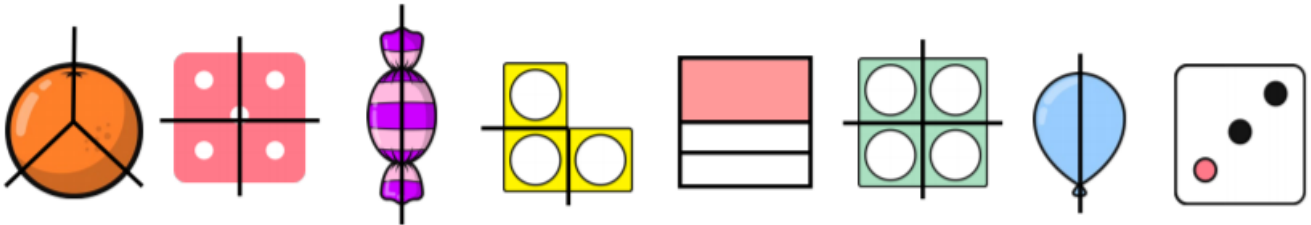


Wednesday

2 Match the pictures to the correct statement.

It shows $\frac{1}{3}$

It does not show $\frac{1}{3}$

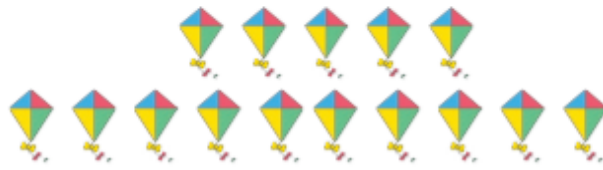


3 Shade $\frac{1}{3}$ of the shapes below.



one third of is

kites



$\frac{1}{3}$ of is

one third of is

cats



$\frac{1}{3}$ of is

Now try these:

Draw **3** stars then find one third.

Draw **12** flowers then find one third.

$\frac{1}{3}$ of **3** is

One third of **3** is

$\frac{1}{3}$ of **12** is

One third of **12** is



6 Solve the problems.

- a) Find $\frac{2}{4}$ of £8 b) Find $\frac{2}{4}$ of 24 kg

How did you work out the answers?

7 Write the missing number.

$$\frac{\square}{2} = \frac{\square}{4}$$

8

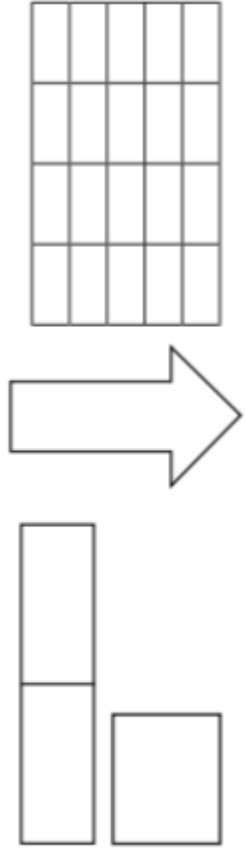


You cannot find $\frac{2}{4}$ of this shape as you cannot divide it into 4 equal parts.



a) Do you agree with Dexter?
Talk about it with a partner.

b) Colour $\frac{2}{4}$ of each shape.



Talk to a partner about how you did it.



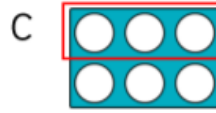
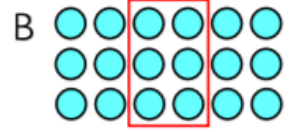
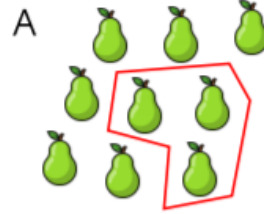
To show one third I will shade less than 5 triangles.



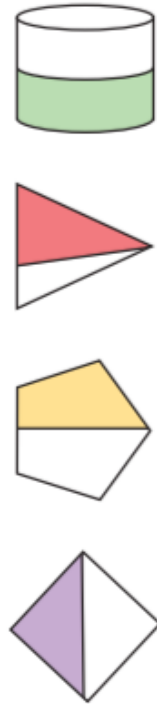
Is Jess correct? Explain how you know.

Colour the picture to show $\frac{1}{3}$.

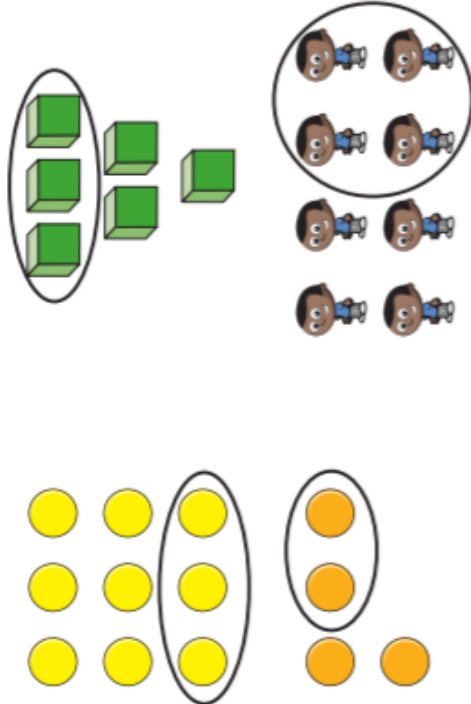
Each picture represents one third.
Spot the mistake.
Explain your answer.



1 Which shapes have $\frac{1}{2}$ shaded?



2 Which groups have $\frac{1}{2}$ circled?



3 Here are two bar models.

a) Colour $\frac{2}{4}$ of the bar model.



b) Colour $\frac{1}{2}$ of the bar model.



What do you notice? Talk to a partner.

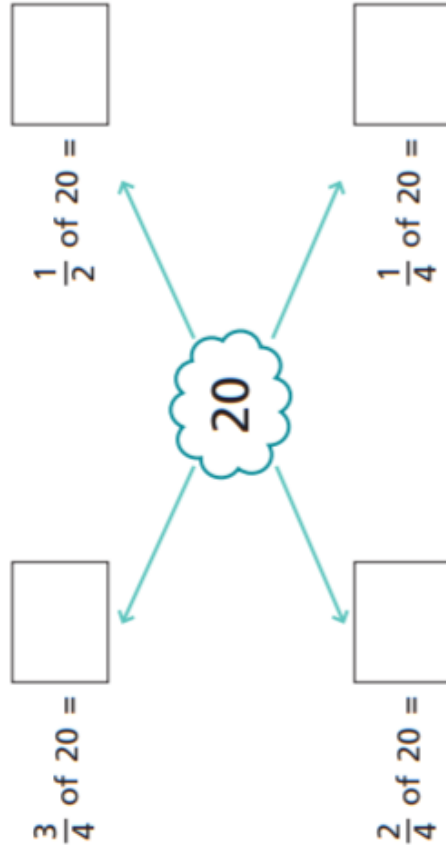
4 Use the sweets to help you answer the questions.



a) What is $\frac{1}{2}$ of 12? c) What is $\frac{2}{4}$ of 12?

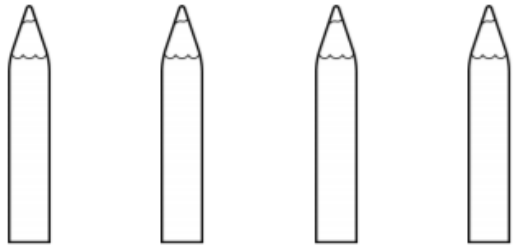
b) What is $\frac{1}{4}$ of 12?

5 Write the missing numbers.



1 Colour $\frac{3}{4}$ of the objects below then complete the sentences.

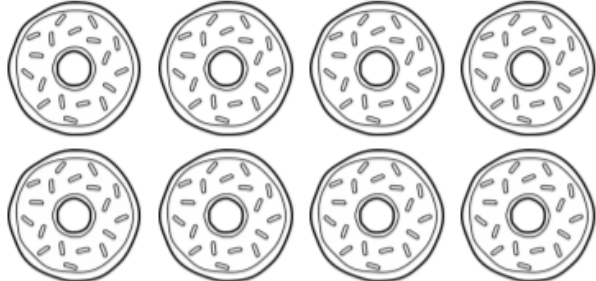
a



The whole is _____.

$\frac{3}{4}$ of _____ = _____.

b



The whole is _____.

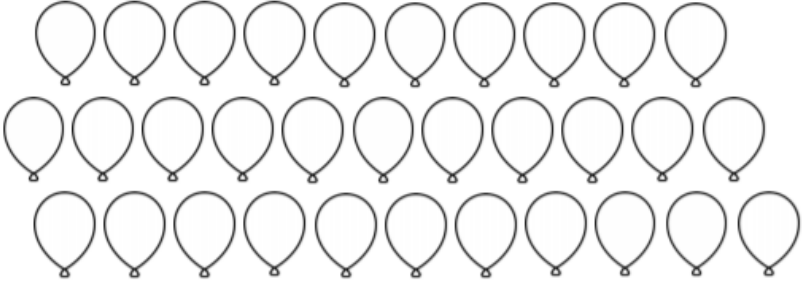
$\frac{3}{4}$ of _____ = _____.

c

The whole is 24

of _____ = _____.

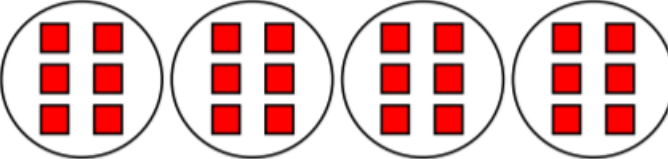
d



The whole is _____.

of _____ = _____.

e



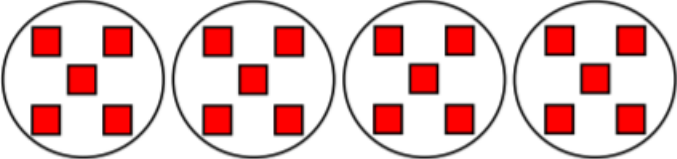
One quarter of _____ is _____

Two quarters of _____ is _____

Three quarters of _____ is _____

Four quarters of _____ is _____

f



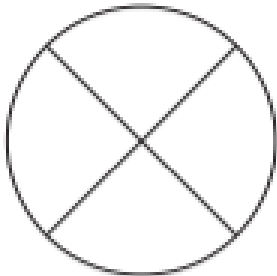
One quarter of _____ is _____

Two quarters of _____ is _____

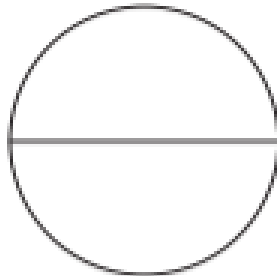
Three quarters of _____ is _____

Four quarters of _____ is _____

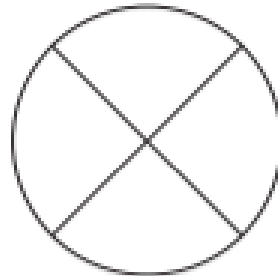
Year 2 - Read and Colour the Fractions



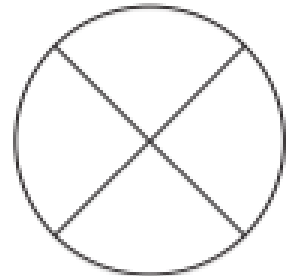
one quarter



one half



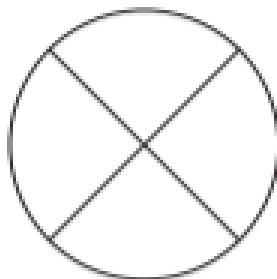
three quarters



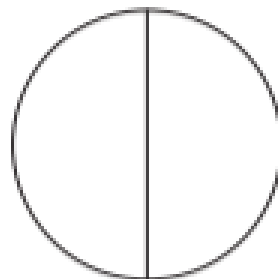
whole



one third



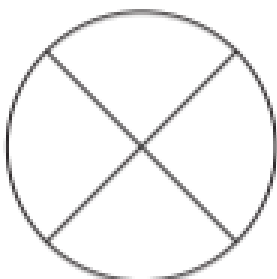
one quarter



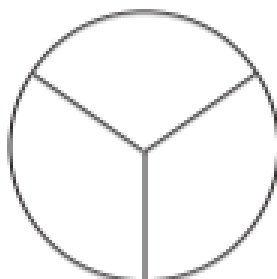
whole



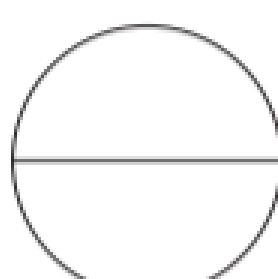
two thirds



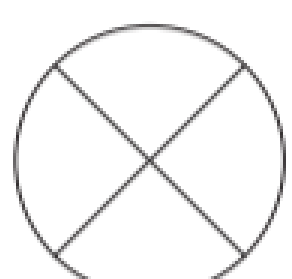
whole



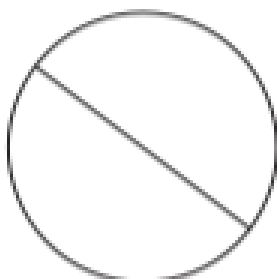
one third



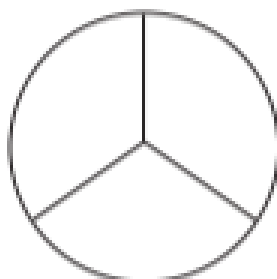
one half



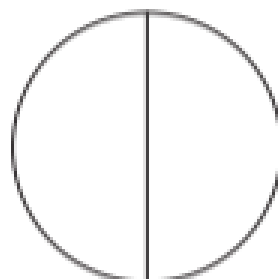
two quarters



$\frac{2}{2}$



$\frac{2}{3}$



$\frac{1}{2}$



$\frac{1}{3}$

English Resources

Monday

There was once a lion who lived with a little girl called Iris. He was a brave, kind lion, who saved the Mayor's best candle sticks from some robbers. He was the town hero and Iris loved him. However, one weekend, Grandma was coming to stay whilst Iris's mum and dad went away. The lion would have to hide, as grandmas can get anxious if they find a lion in the house. But where could he go? Behind the curtains? Under Grandma's bed? It wasn't going to be easy. Iris loved her Grandma she always brought interesting things with her. This time, she brought an absolutely enormous box. "It's just a few hats and bits and bobs!" said Grandma. "They're very heavy hats and bits and bobs," grumbled mum and dad, as they headed the box upstairs to Grandma's bedroom. But Iris was excited. "Can we play dressing up?" she said. "We'll see," said Grandma. She never even spotted the lion. She just thought he was a coat stand. In fact, it turned out to be quite easy hiding the lion from Grandma, because she was so short-sighted. First, she thought he was a lamp. Then she thought he was a towel. She even mistook him for a sofa. She never even noticed when the lion sneaked behind them all the way to the supermarket. "Ah tunal" said Grandma, and she piled twenty-two tins into the trolley. Plus forty-three pints of milk, two dozen bananas and fifty-seven jars of honey and forty pots of crunchy peanut butter.

"What a lot of food," said Iris. Grandma explained that she often got peckish in the night. On the bus home, Iris asked if they could play with the great dressing-up box when they got back, but Grandma said, "we'll see." And in the end there wasn't time as Grandma spent, so long making mountains of sandwiches. "I do like a snack at bedtime," she said and she took the whole tray up to the bedroom. Later, when Iris should have been asleep, she heard some strange sounds coming from Grandma's room. The lion tried to pull her away. "It's only Grandam having a snack," said Iris. But did Grandma normally make those noises?

Prediction



Visualise

Word Match Up Spelling Activity

1. Join up the two parts of the sentences with one of the words from the box down the side of the page.

Jake held up his certificate _____.

In the middle of winter, it can be _____ cold outside.

The moon shone _____ in the black velvet sky.

A _____ figure stood still in the churchyard.

The fan looked _____ at his idol on the stage.

_____, the clown had a big orange wig, huge blue shoes and a purple nose.

A strange looking ghost hovered _____ into the darkened room.

James waited _____ for his exam results.

The hikers walked _____ into the thick mist.

I'll _____ be going to the party if I start to feel better.

proudly

ghostly

blindly

bitterly

brightly

spookily

adoringly

amusingly

anxiously

certainly

2. Now choose 5 of the words. Write each word into a sentence below.

Don't forget capital letters and full stops!

Nocturnal Animals

What Is a Nocturnal Animal?

Nocturnal animals are mostly active at night and sleep during the day. Many of them have an excellent sense of smell and very good hearing. Some nocturnal animals also have special eyesight. These extra strong senses make it easier for them to hunt, but it also means they can see predators more easily. Animals that are active during the day and sleep at night are called diurnal.



Seeing in the Dark

Some animals, like cats, have eyes that adapt to seeing in both the day and night. However, many nocturnal animals have specially adapted eyes. Many people think that bats are blind but they can actually see almost as well as humans. However, at night, their hearing is more important to them. This is because bats use a special sense called echolocation to help them navigate at night. The bats make sounds and when the sound hits an object, it makes an echo. Bats then use this to judge how close they are to things. Owls have very large eyes compared to the size of their bodies which helps them to see well in the dark.

Nocturnal Animals in the UK

In the UK, nocturnal animals can be found in many places, including woodlands, towns, fields and parks. These animals include badgers, foxes, owls, bats and hedgehogs.



Some nocturnal animals are protected because there are too few of them in the wild. This means they are endangered. In the UK, hedgehogs are endangered. This is because their natural habitats are being destroyed by things such as pollution and construction work. It is important to look after natural habitats so that these animals can thrive.



Did You Know?

A fox's hearing is so good they can hear animals digging underground! This can really help foxes to hunt for prey at night.

Questions

1. What do **diurnal** animals do? Tick one.

- They are active at night and asleep in the day.
- They are active during the day and asleep at night.
- They are active during the day and at night.

2. Name three places nocturnal animals can be found in the UK.

3. What word is used to describe the environment an animal lives in?

4. Draw a line to match the word to its meaning.

navigate

become adjusted to
certain conditions

adapt

guide or steer
someone/something

predator

an animal that
preys on others

5. In your own words, what does the word **nocturnal** mean?

6. Do you think it is important to protect the habitats of endangered animals? Why?

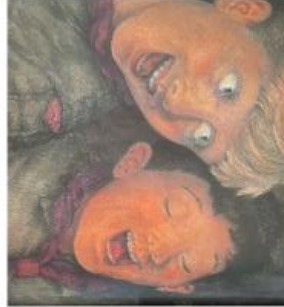
Answers

- What do **diurnal** animals do? Tick one.
 - They are active at night and asleep in the day.
 - They are active during the day and asleep at night.**
 - They are active during the day and at night.
- Name three places nocturnal animals can be found in the UK.
Any three from the following: woodlands, towns, fields, parks.
- What word is used to describe the environment an animal lives in?
habitat

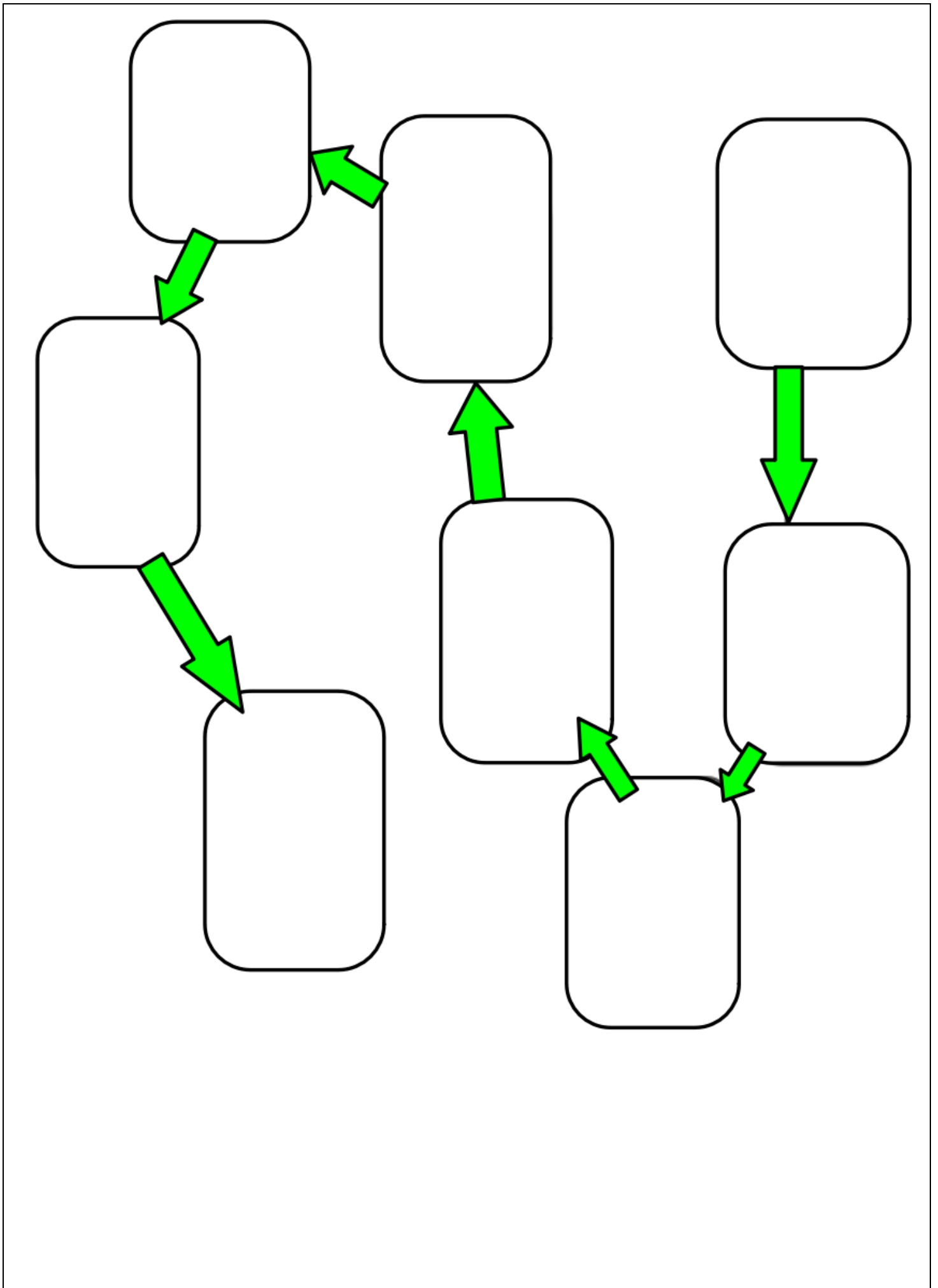
- Draw a line to match the word to its meaning.



- In your own words, what does the word **nocturnal** mean?
In children's own words. Answer should relate to animals being active/awake at night and asleep/resting during the day.
- Do you think it is important to protect the habitats of endangered animals? Why?
Children's own answers.



Can you sequence these pictures from the story into the story map below?



Afternoon Resources

Monday - PSHCE

Be Yourself



Speak Up! Discussion Cards

twinkl

Speak Up! Discussion Cards



Only children who have made a mess should help to tidy the classroom.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study

Speak Up! Discussion Cards



Children should wear a school uniform to school each day.

Speak Up! Discussion Cards



Children should be allowed to eat, or not eat, whatever they want to.

Speak Up! Discussion Cards



Children should be allowed to play football on the whole playground every day.

Speak Up! Discussion Cards



Children should be able to decide when they go to bed.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study.

Speak Up! Discussion Cards



Children should help with jobs at home.

Speak Up! Discussion Cards



Children should keep their bedroom tidy.

Wednesday - PE



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?

Speed Jump



How many can you do in 2 minutes?

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?

Star Jumps



How many in 1 minute?

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?

AGILITY



How many laps or minutes did you complete?

CREATE YOUR OWN CHALLENGE

8. 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?

How have the School Values helped you?

Write here how each value helped you with your personal best



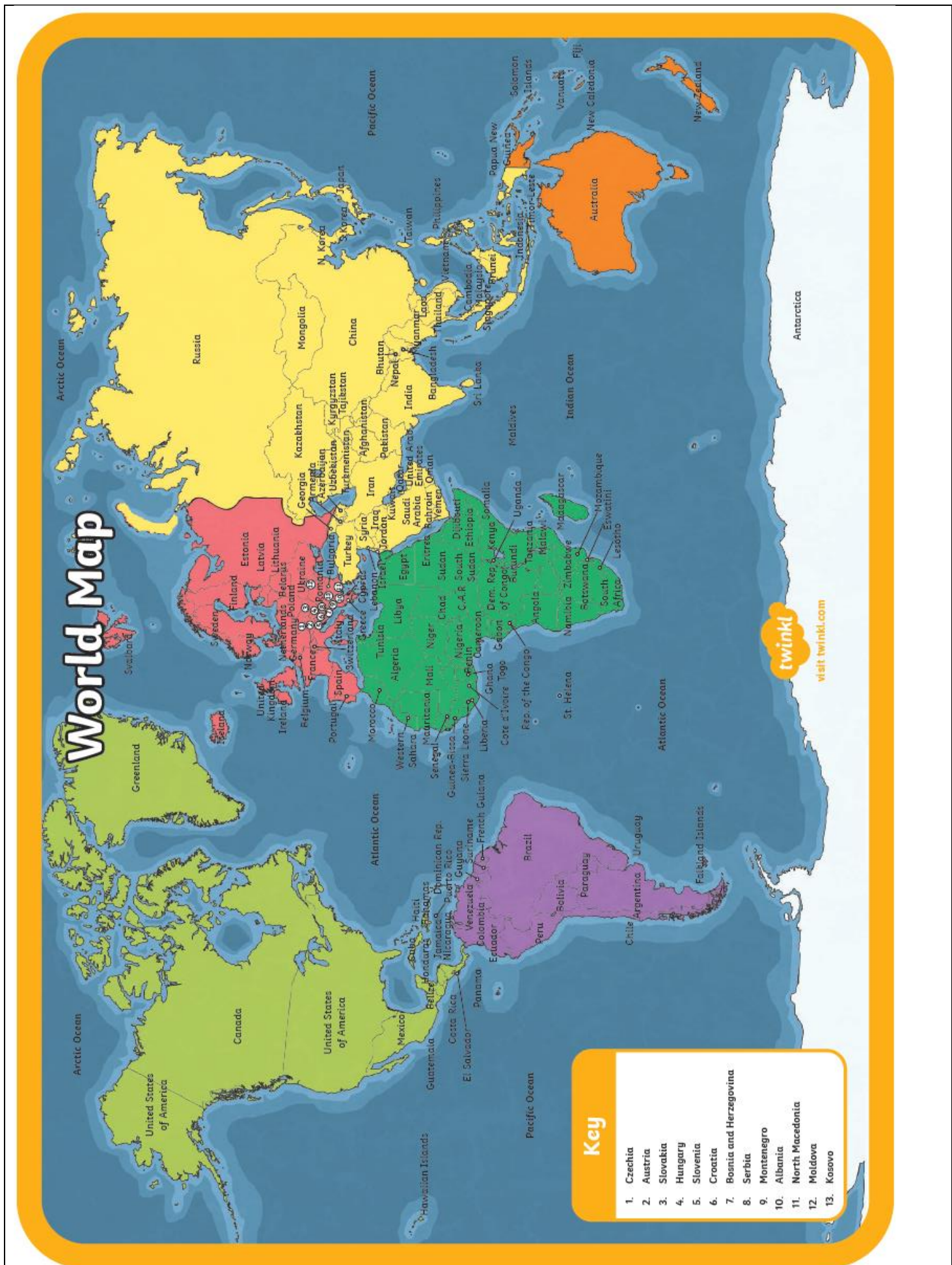
Thursday - Science

What I know

What I would like to know

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Friday



World Map

Key

1. Czechia
2. Austria
3. Slovakia
4. Hungary
5. Slovenia
6. Croatia
7. Bosnia and Herzegovina
8. Serbia
9. Montenegro
10. Albania
11. North Macedonia
12. Moldova
13. Kosovo

Other Activities and Resources

From Monday 11 January, CBBC, BBC Two, BBC iPlayer and BBC Red Button will all be offering up lots of content for students including daily lessons which will be made available online too.

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

<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>

Get active with Joe Wicks

Click on the link to access the session:

<https://www.youtube.com/user/thebodycoach1>

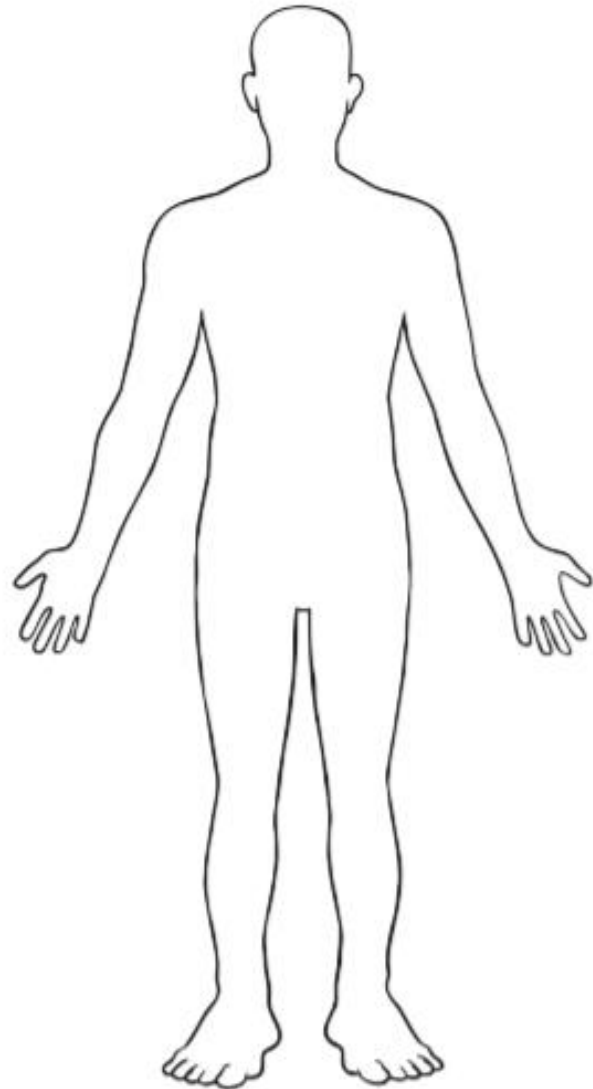
(live work out at 9am Monday, Wednesday and Friday)



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.

Colouring Fractions

Follow the instructions and colour the cars.

Colour half the cars **yellow**

Colour a quarter of the cars **red**

Colour a quarter of the cars **blue**



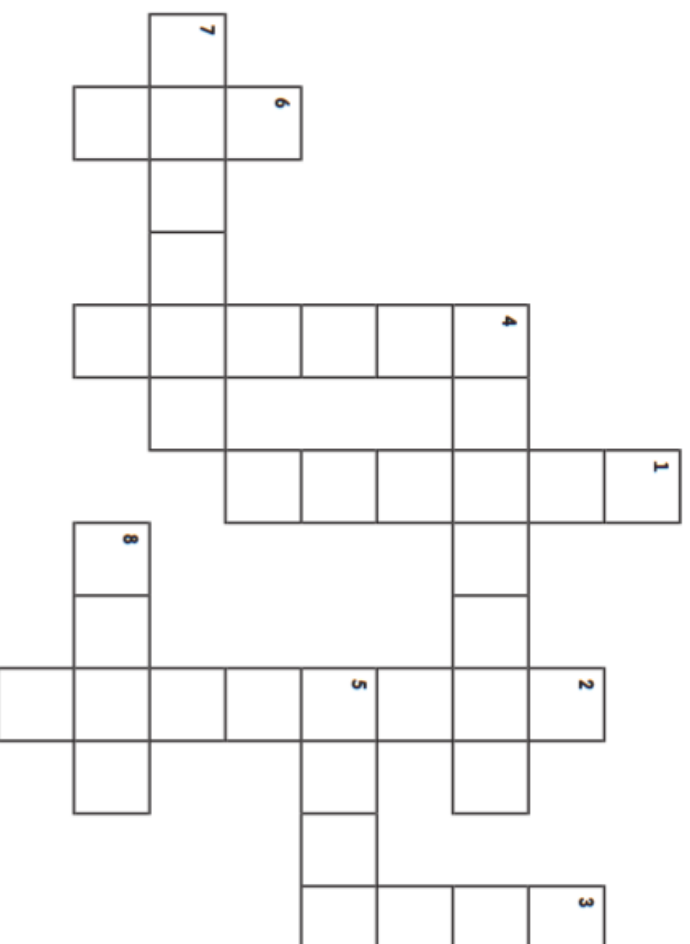
Phase 3 Crossword

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

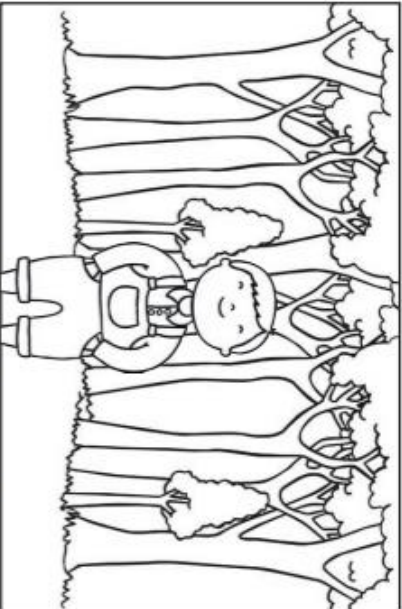
Across

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.

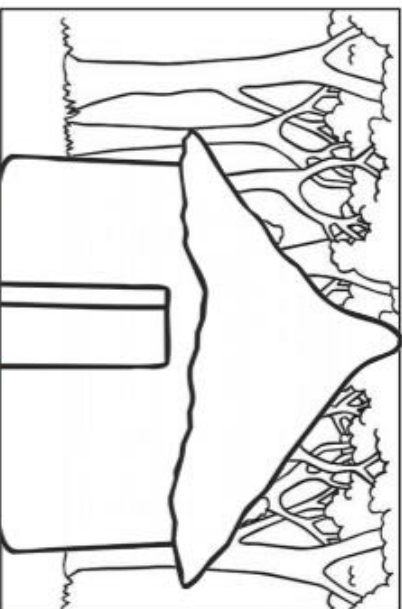
Down

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.

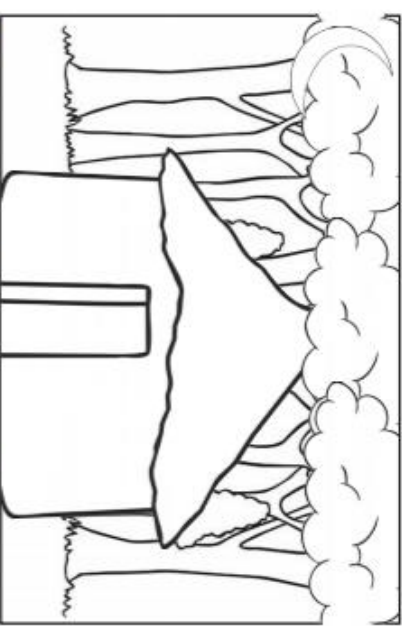
The Light in the Night



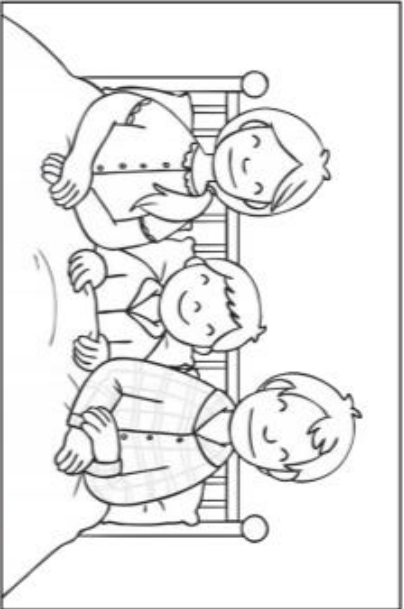
Dwight was in the woods. He often went to the woods with his mum and dad.



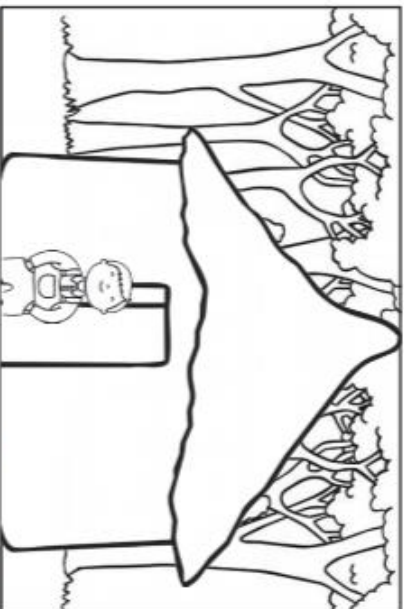
They had a hut that had beds in it. In the summer, they slept in the hut.



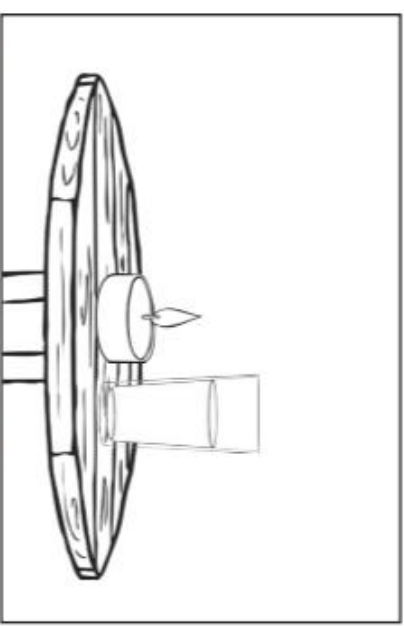
The wood was dark at night. The hut was dark too. It did not contain a light.



Dwight slept next to his mum and dad, as he often got a fright.



One night in winter, Dwight had to sleep in the hut, as his mum and dad went to hunt for food.



Then, he did see a bright light. His mum and dad had put it next to his bed. He did not need to feel afraid.

Hot and Cold Habitats Animal Matching Activity

Carefully cut out the animals below and stick them onto the correct habitat on the second sheet.



Hot and Cold Habitats Animal Matching Activity

Hot Habitat

Cold Habitat

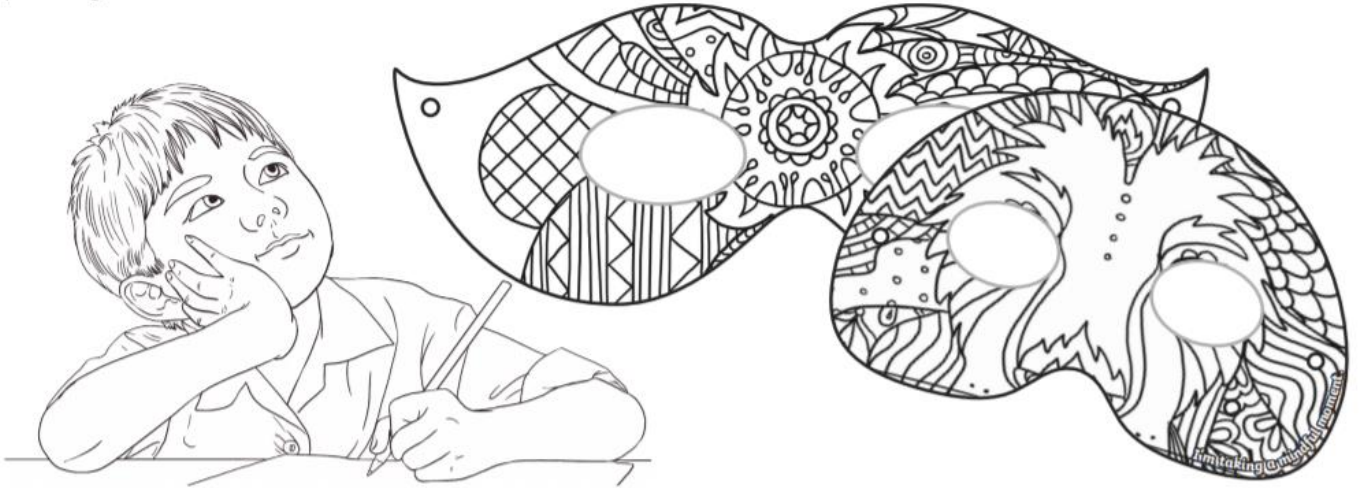
Mindfulness

Take a Brain Break Colouring Mask

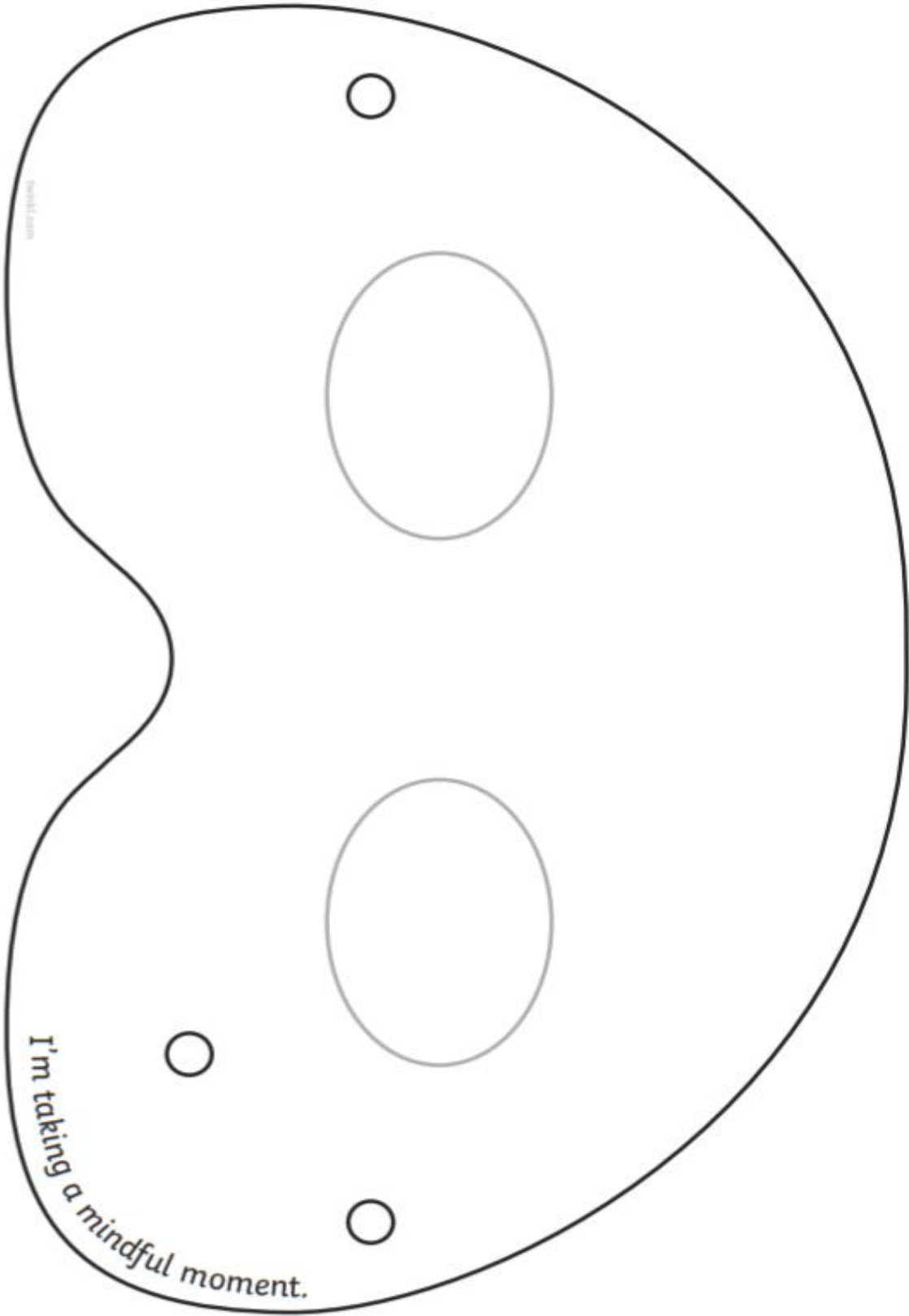
Taking time to be creative, quiet and focused can help our minds to feel and stay well – especially during more challenging times. As you colour the mask below, focus on relaxed breathing and really enjoy what you are doing. Try to let go of any busy or worrying thoughts and let your mind take a moment to be calm.

Once you have finished colouring the mask, cut it out and, with adult support, attach a piece of string or elastic to make the headband.

You can wear your mask at any time when you are taking a brain break, when you are having a mindful moment or when you are practising meditation.

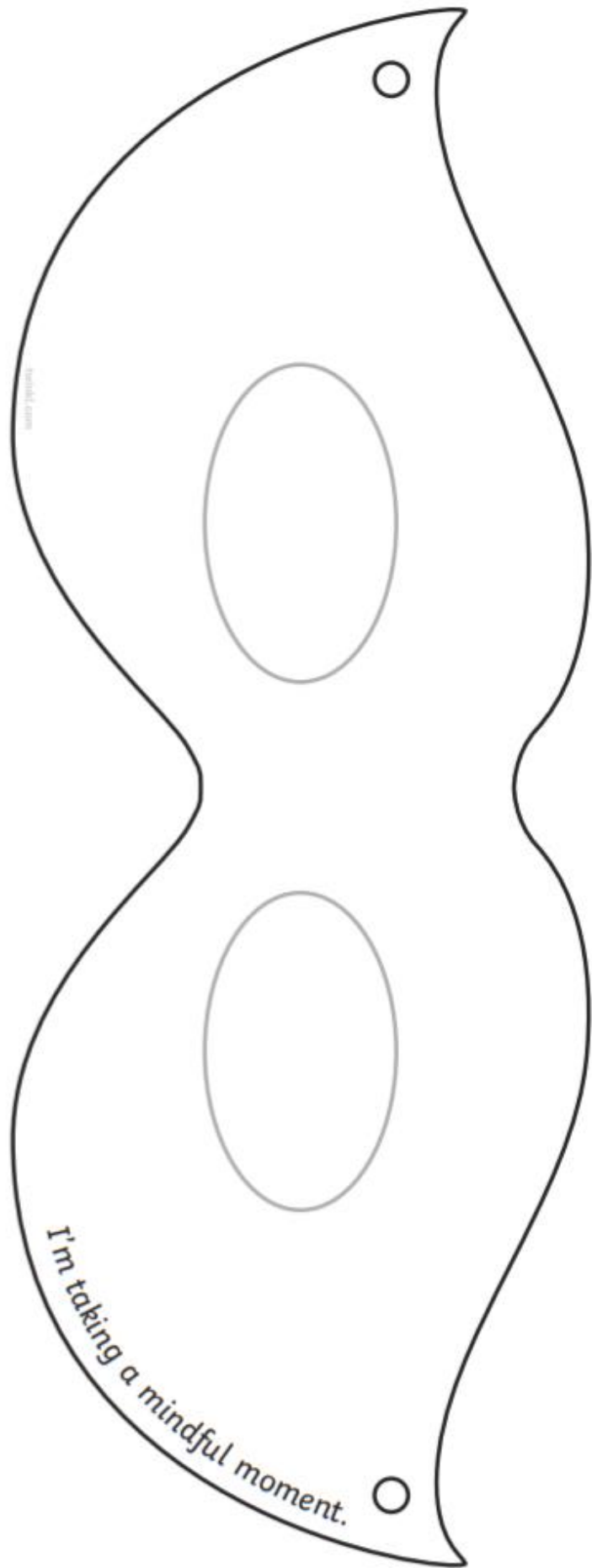


Can you design your own mindful mask? Or maybe use one of the templates. Does your mask belong to a character? Maybe you can tell us about them?



www.123paper.com

I'm taking a mindful moment.



I'm taking a mindful moment.

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I'm taking a mindful moment.



Taking a mindful moment.