

Monday

## **Clock Face Template**

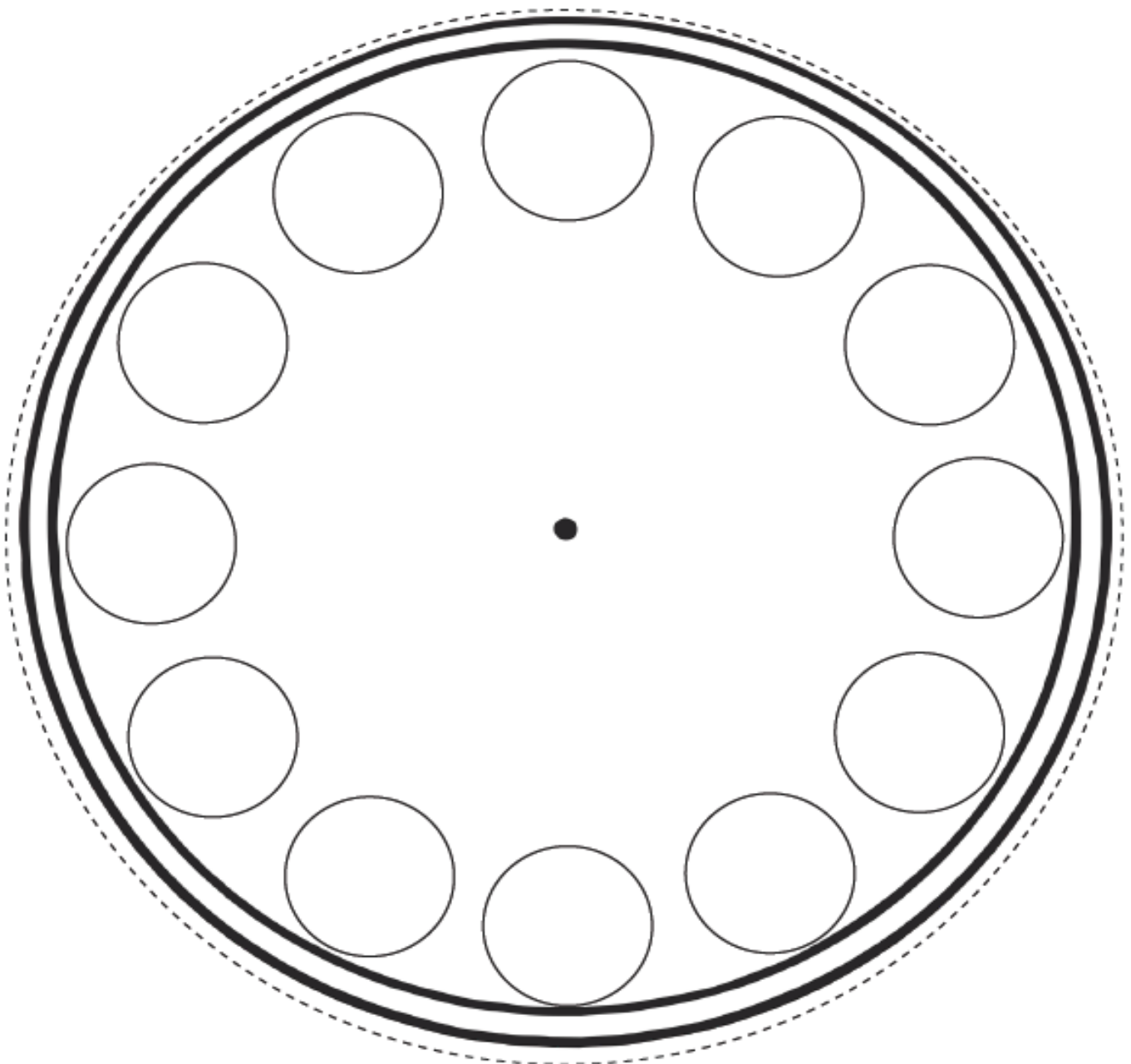
**You will need:**

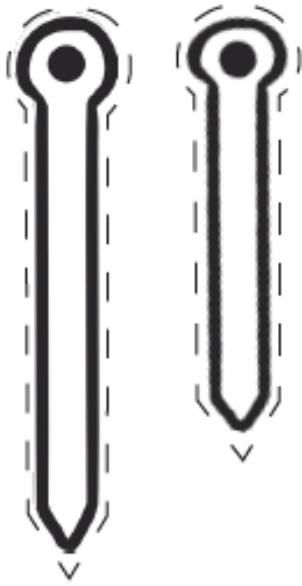
- Scissors
- A split pin

Cut out the clock face and the clock hands.

Stick the numbers in the correct place.

Attach your clock hands with a split pin.





12

4

9

2

3

8

11

5

7

10

1

6

*Now use your clock to show these times.*

one  
o'clock

two  
o'clock

three  
o'clock

four  
o'clock

five  
o'clock

six  
o'clock

seven  
o'clock

eight  
o'clock

nine  
o'clock

ten  
o'clock

eleven  
o'clock

twelve  
o'clock

# Draw time: O'clock

Draw the times on the clocks.



12 o'clock



3 o'clock



7 o'clock



6 o'clock



4 o'clock



1 o'clock



11 o'clock



8 o'clock



10 o'clock



5 o'clock



2 o'clock



9 o'clock

## Monday Challenge

True or false?

- a) At 12 o'clock the hour hand and minute hand point at the same number. \_\_\_\_\_
- b) At 9 o'clock the hour hand will point at 12.  
\_\_\_\_\_

## Tuesday

### Read time: Half past

Write the times shown on the clocks.



# Draw time: Half past

Draw the times on the clocks.



Half past 3



Half past 9



Half past 2



Half past 8



Half past 4



Half past 10



Half past 11



Half past 1



Half past 5



Half past 6



Half past 12



Half past 7



## Tuesday Challenge

Match the clocks to the correct time.



Half past 3



Half past 2



Half past 1



The time shown is half past six.

Is Rob correct?  
Explain how you know.

## Wednesday

### Read time: Quarter past

Write the times shown on the clocks.



# Draw time: Quarter past

Draw the times on the clocks.



Quarter past 4



Quarter past 7



Quarter past 2



Quarter past 9



Quarter past 5



Quarter past 8



Quarter past 11



Quarter past 3



Quarter past 10



Quarter past 6



Quarter past 12



Quarter past 1

## Wednesday Challenge



The time shown is  
quarter past 3.

Is Jess correct?  
Explain how you know.

## Thursday

### Read time: Quarter to

Write the times shown on the clocks.





# Draw time: Quarter to

Draw the times on the clocks.



Quarter to 2



Quarter to 5



Quarter to 10



Quarter to 7



Quarter to 11



Quarter to 4



Quarter to 3



Quarter to 1



Quarter to 8



Quarter to 12



Quarter to 9



Quarter to 6

## Thursday

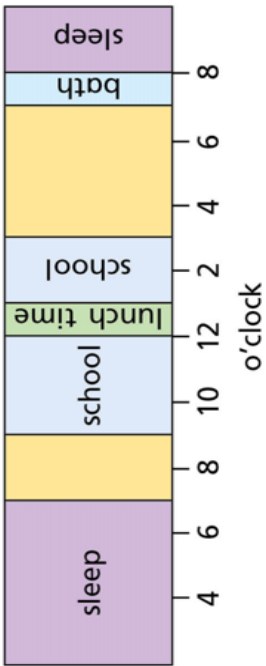
The bus leaves every quarter past the hour and quarter to the hour.



Which buses can Dom get if he catches the bus between the times shown above?

## Friday

The bar model shows a section of Dexter's day.



*Example*

*Use this bar to help you draw a bar model to show what you do in a day. (Look at the example above to help).*

Friday Challenge

Can you use your bar model to write some sentences about your day. *Example: At 12 o'clock I have my lunch.*

English Resources

Monday



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Wednesday

*Nouns*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Adjectives*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



*Verbs*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Adverbs*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## TEN TIPS

for sharing stories with children & young people of all ages

Sharing stories is a statistically fun way to celebrate the joy of books and reading with children of all ages, and spark their imagination. Parents, carers, siblings and friends spending just 10 minutes a day reading with children can help to create readers for life.

**1 BE PREPARED**

Starting a story should be FUN for everyone involved – even the grown-ups! Try to read through the story in advance, to avoid any surprises that might trip you up.

**2 GET COMFY**

Is everyone comfortable? Can you be heard? Is there enough light? If your children are easily distracted, they can draw or play quietly while you read; they'll still reap the benefits of your storytelling.

**3 HOLDING THE BOOK**

You should be able to read the text and your children should be able to see both the pictures and you, too. If you hold it wide open and to the side or put it between legs, you have a base to hold to guide our pictures or make good gestures.

**4 GET INTO CHARACTER**

Don't be embarrassed to use voices and songs, as they are a great way to bring stories to life. Can high or low or change the speed from fast to slow to show the difference between characters.

**5 MIX IT UP**

Changing songs grabs attention, builds suspense or adds humour. Try slowing down or speeding up for different scenes.

**6 VARY THE TONE**

Contrasting your tone is good for sharing both voices and narration. Try switching from monotone to musical, and whispering can also be great fun as it feels like a secret.

**7 ADD MOVEMENT/PROPS**

Makes your movements as big or small as you like and invite children to join in. Arms and legs can become a whole host of fantastic props!

**8 MAKE IT INTERACTIVE**

Involve your listeners. Ask them to repeat sentences, add sound effects, count and name what they see or guess what's coming next.

**9 DISCUSS AS YOU READ**

Try to relate the book to other things happening in the world. By setting an example, your listeners will become active, engaged readers who make their own connections.

**10 TAKE IT TO A NEW LEVEL**

Challenge children with stories above their reading level. When you get to something difficult or new, stop and repeat it slowly. Tell them what it means and give other words that mean the same thing; then see it again in another context.

## Make Your Own Books

You can make fantastic books from just single sheets of paper. Here are four ideas, ranging from simple to complex for pupils from Foundation to KS4.

## Basic folding for all books



In the landscape position fold paper in half.



Fold in half again.



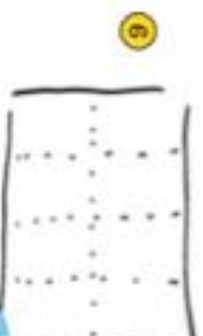
Open this fold.



With the fold at the top fold downwards in half.



Open the sheet.



You have eight rectangles.

These fantastic book-making ideas have been created exclusively for World Book Day by Paul Johnson, Paul is director of the Book Art Project, the main aim of which is raising standards of writing through the book arts.

You can make hundreds of different books from these eight rectangles.



# Make Your Own Books

## Make a HOUSE BOOK

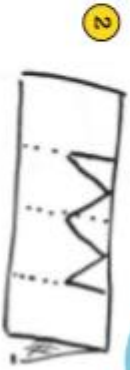
If possible, teach the class the basic folding on p.1.

Each pupil will need:

- A4 or an A3 sheet of paper
- Scissors
- Flat pens, coloured pencils, etc.



1 Fold the open sheet in half lengthways.



2 On the second and third panels children draw the roof shape.



3 With the folded edge touching their tummies children cut each crease to about half way.



4 To make the roof, cut triangles from the middle of the second and third panels.



5 Turn upside down and push the left and right edges to the middle.



6 On one of the middle panels draw a right angle.



7 When this is cut and opened it becomes a door.

### CONTENT IDEAS

- 'In my house lives...'
- On the side panels, children can retell a traditional story that involves a house (for example, *The Gingerbread Man* or *The Three Little Pigs*) or invent a story of their own.
- Imagine this is a tree house. What special occasion is happening?

# World Book Day

## Book Scavenger Hunt

You will need lots of books for this activity! You can play at school, at home, or in a library. Find each of the items from the list below in the books you have. Use the table to record the book you found the item in, the page number, and whether it was a picture or a word, or both. How many can you find?

| Item                                     | Book in which it was found | Page number | Word, picture or both? |
|--|----------------------------|-------------|------------------------|
| Witch                                    |                            |             |                        |
| Elephant                                 |                            |             |                        |
| Porridge                                 |                            |             |                        |
| Duck                                     |                            |             |                        |
| Train                                    |                            |             |                        |
| Teddy Bear                               |                            |             |                        |
| Bus                                      |                            |             |                        |
| Frog                                     |                            |             |                        |
| King                                     |                            |             |                        |
| A character shouting                     |                            |             |                        |
| A happy ending                           |                            |             |                        |
| A surprise                               |                            |             |                        |
| A moral or a lesson which can be learned |                            |             |                        |
| Something made up                        |                            |             |                        |
| A mystery                                |                            |             |                        |

Can you set each other challenges if you manage to finish the list?

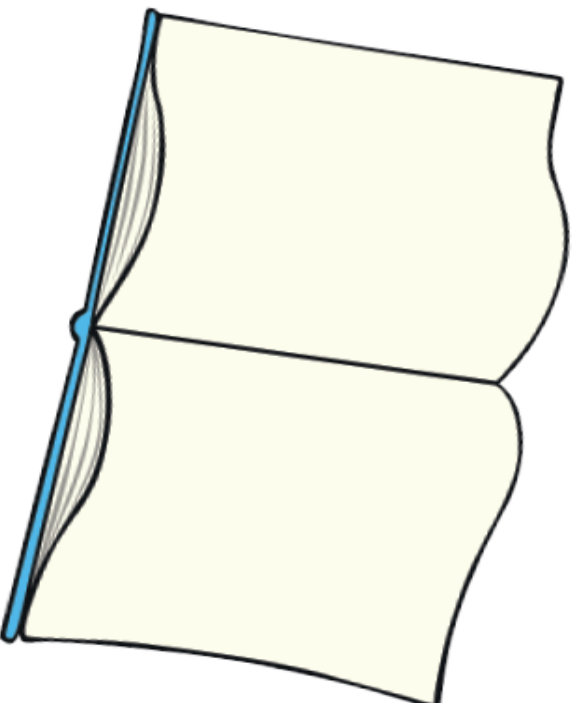
# World Book Day Top 5s



My top 5 authors

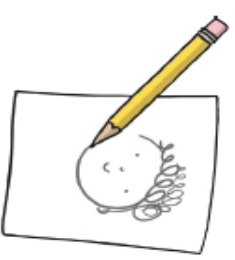
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

My picture of my favourite picture in a book



My top 5 favourite illustrators

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Top 5 favourite lines in a book

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

My top 5 favourite characters

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



My top 5 favourite books

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



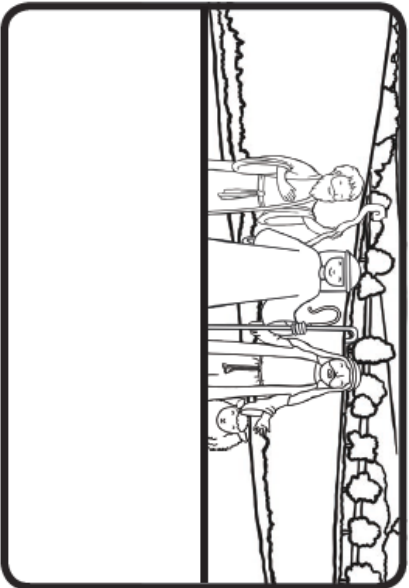
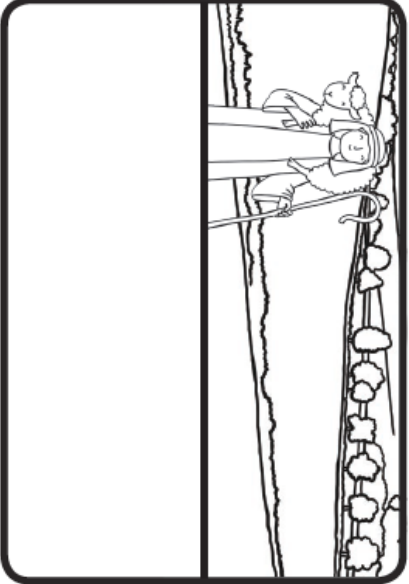
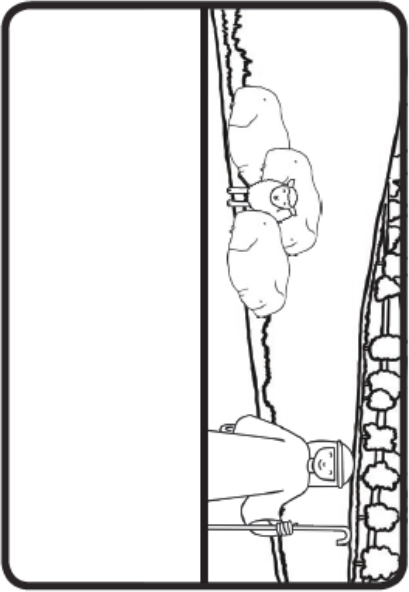
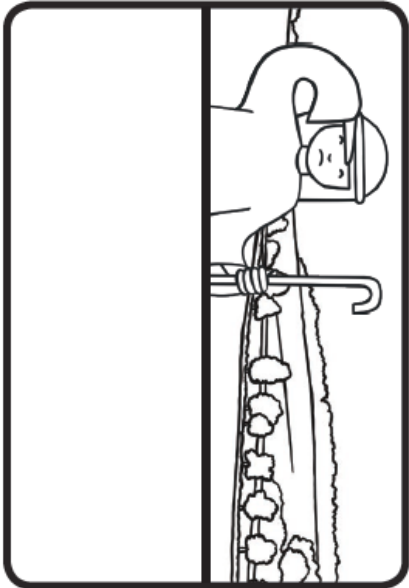
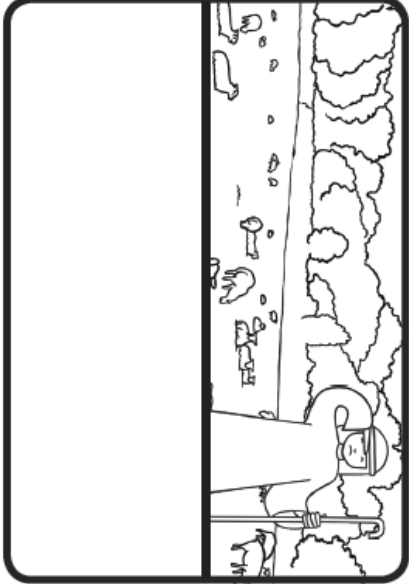
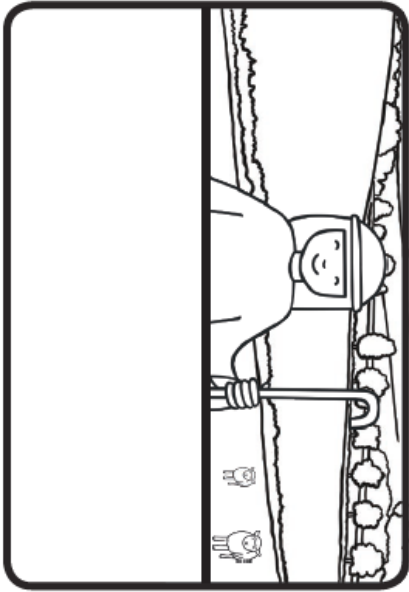


## Afternoon Resources

Tuesday - RE

### The Lost Sheep

Can you match the text to the pictures and stick them in the correct order? Check you have the story set out properly before you stick it down.





The shepherd was very worried and went out to look for his lost sheep.

The shepherd was so happy, he threw a party to celebrate!

A shepherd had 100 sheep. He cared for them very much and made sure no animals came to attack them.

Every evening he took them back to the sheep fold and counted them. One evening he only counted 99.

Finally, he found it! It had got trapped amongst some rocks.

The shepherd carried his sheep home and made sure it was safe.



# 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                |
| <input type="text"/> | <input type="text"/> |

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                |
| <input type="text"/> | <input type="text"/> |

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?

How have the School Values helped you?

Write here how each value helped you with your personal best



# World Book Day

e r c g v h z s r b v t  
r y l b o r j w p a b f  
m r x q h s j l g c o c  
q i c a x t h r e e o t  
v z t a y l g t w t k b  
t h i l t r i g e r l e  
a p i g s x h t e e h a  
o c q t d a y y t d o r  
u u a f l e r z h l t s  
k o e e w o r l d u e t  
g e h a t j a o q p r o  
i m g s x y y o p k y m

world  
book  
day  
story

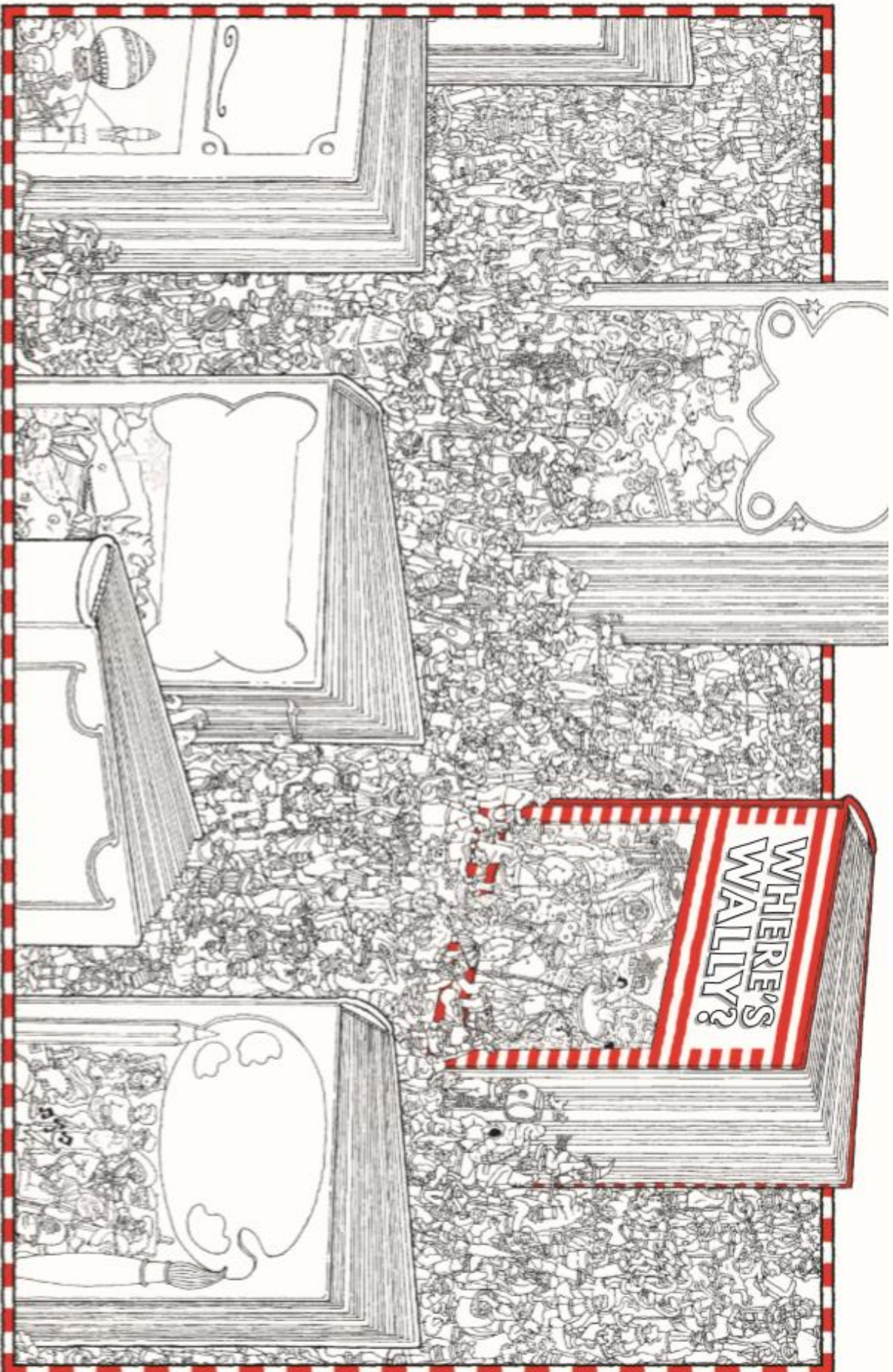
three  
bears  
red  
little

goats  
cat  
hat  
pigs

Use one or more of the words to help you write  
a famous book title: \_\_\_\_\_







**WHERE'S WALLY?  
THE ULTIMATE  
COLOURING CHALLENGE!**

Bring this busy scene to life by colouring it in!  
Can you find Wally and his lost colouring pencil too?  
Post your picture @WalkerBooksUK #wallycolouringchallenge

Where's Wally? © 1987 - 2013 Simon Steadman, published by Walker Books Ltd. "Where's Wally?" is a ® & © Simon Steadman Steadman Limited. All rights reserved.





**Garlinge Primary School and Nursery**



## World Book Day

Thursday 4<sup>th</sup> March 2021

Friday 12<sup>th</sup> February 2021

Dear Parents and Carers,

**On Thursday 4<sup>th</sup> March** it is National World Book Day. This is a day where we will celebrate all that is great about books and reading. With schools still closed to most pupils at this time, we have decided as part of this year's celebration, we would like to give you the opportunity to enter an online competition in partnership with Coram Beanstalk, Crayola and [very.co.uk](http://very.co.uk). Children are encouraged to draw or make their favourite book character using arts and craft materials.

To enter the 'World Book Day' competition for the chance to win a bundle of fabulous Crayola goodies, children need to simply draw, paint or craft their favourite book character and post a picture of their masterpiece on social media on **Thursday 4<sup>th</sup> March**. The competition will open at midnight on 3<sup>rd</sup> March and close at midnight on 4<sup>th</sup> March.

Make sure to use the hashtag [#VeryWBDR](https://twitter.com/VeryWBDR) and tag [@beanstalkreads](https://twitter.com/beanstalkreads) so organisers can find your entry for the competition and share your picture as part of their virtual gallery! Entries will be accepted on Twitter, Facebook, Instagram and Linked In.

**The competition is open to children of all ages, but please ask your child to seek your guidance, support and agreement before entering the competition and posting on social media.**

Winners will be chosen at random by a panel made up of Coram Beanstalk, Very and Crayola and the winners will be announced on Monday 8<sup>th</sup> March.

**coram**  
**Beanstalk**  
Reading • Growing • Thriving



Details of the prizes and how/when they will be provided:

- Prizes have been donated to Coram Beanstalk and Very by Crayola and are worth a minimum of £100. There is one main prize consisting of £300 worth of Crayola arts and crafts supplies, as well as seven highly commended prizes worth £100 each. The Promoter reserves the right to offer an alternative prize in the event of the original prize being unavailable. Prizes are non-negotiable, non-transferable and there is no cash alternative.
- Prize winners will be contacted by Coram Beanstalk/Very via a reply to the social media post of their drawing.
- On being contacted, winners will be required to provide a contact name and delivery address for their prize to be delivered to.
- Prize winners' details will be passed onto Crayola who will deliver the prize bundles directly to the winner from their distribution centre.

It would be wonderful to see as many entries as possible from our school community on social media.

Children may still wish to dress up as their favourite book character on this day, as we usually do at [Garlinge](http://Garlinge). Pupils will also take part in planned activities, either through remote learning or in school, including exploring their favourite books, and characters within them.

Your child will also be issued with a £1 gift token, which they can exchange at their local book shop for 1 of 10 exclusive, new and completely free World Book Day £1 books. Or if they'd prefer, they can use their book token to get £1 off any full price book instead. These will be issued when your child returns to school.

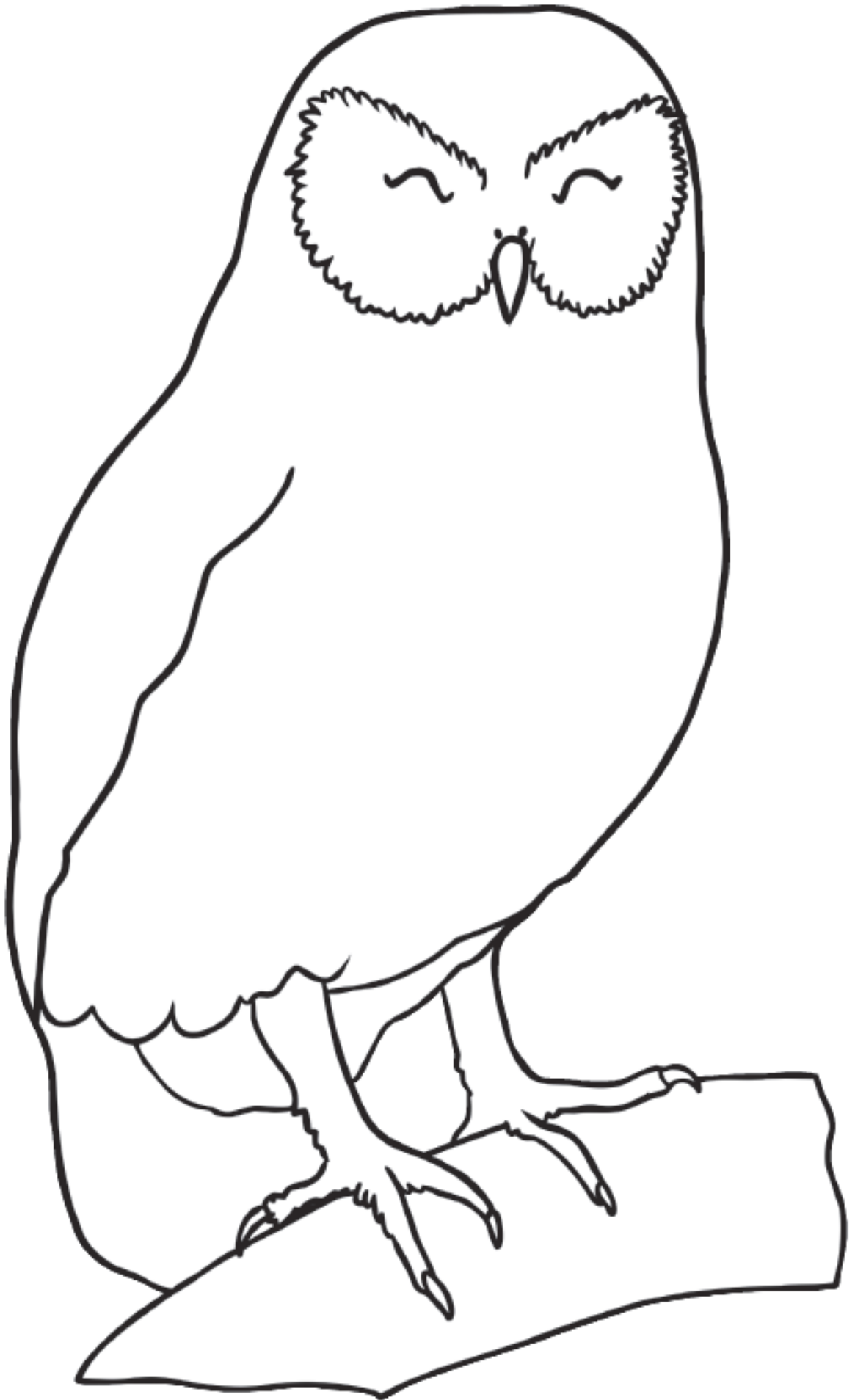
We look forward to another fantastic 'World Book Day' and to seeing lots of creative masterpieces online!

Yours faithfully,

Mr I Millership  
English Subject Leader

Miss Jenkins  
Art and Design Subject Leader





## 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

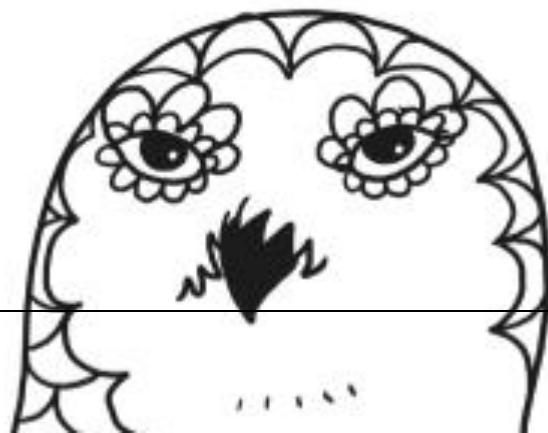
<https://www.youtube.com/user/CosmicKidsYoga>

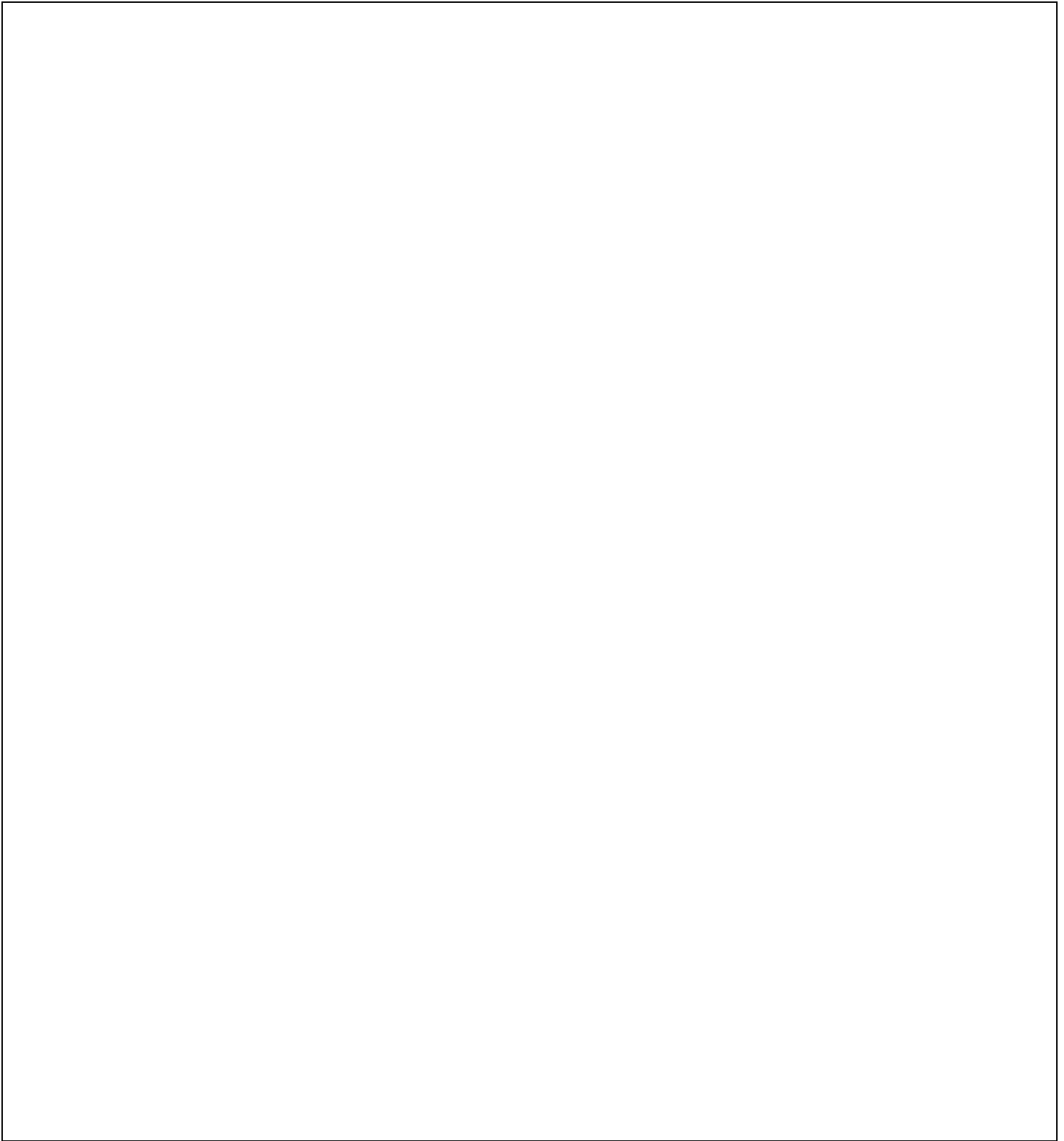
### Get active with Joe Wicks

Click on the link to access the session:

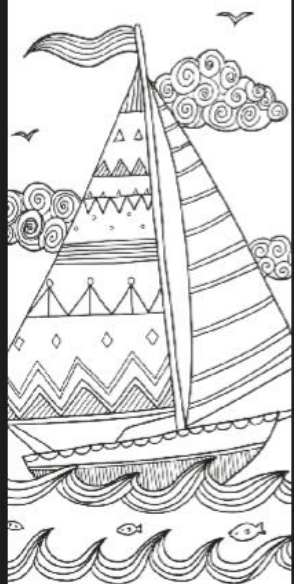
<https://www.youtube.com/user/thebodycoach1>

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





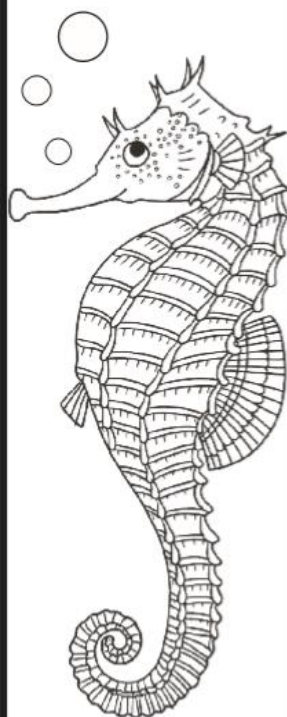
This bookmark is for...



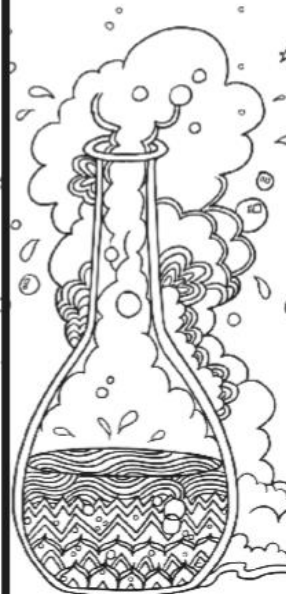
This bookmark is for...



This bookmark is for...



This bookmark is for...



This bookmark is for...



This bookmark is for...



This bookmark is for...



This bookmark is for...





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.



[twinkl.com](https://www.twinkl.com)

When you are eating, slow the process right down and try to activate all your senses. Look carefully at your food before you eat it.

What does it look like? Bring it closer so you can smell it. What does it smell like?

As you place it in your mouth, be aware of the texture of the food and how it feels.

What does it taste like? Does the taste come in successive waves or all at once? Can you recognise the individual ingredients?

[twinkl.com](https://www.twinkl.com)

Choose a subject to focus your thoughts or simply write about whatever arises in your mind.

If you can't think of what to write then write 'I can't think of what to write...'

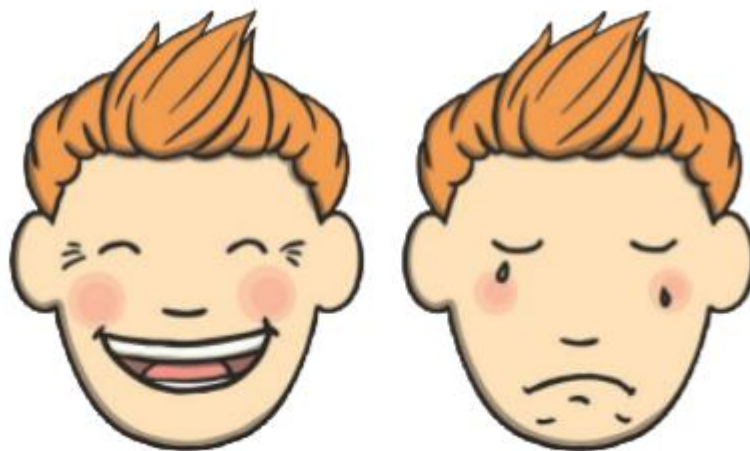
Do whatever you need to in order to keep writing.



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Take a moment to think about how you are feeling. Which words would describe how you are feeling?

Can you trace back the origins of those feelings?



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