

Monday

Animal Habitats

Woodland

Creature	Tally	Number
wood ant		
hedgehog		
small fly		
slug		
caterpillar		
squirrel		

What is woodland? _____

Heathland

Creature	Tally	Number
wood ant		7
hedgehog		0
small fly		20
slug		7
caterpillar		9
squirrel		0

Monday - Timed challenge







Mad Maths Minutes		Mad Maths Minutes	
Counting Tallies Set A		Counting Tallies Set B	
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Tuesday

Things We Find in a Bakery



Can you make a tally chart to show how many different items there are in the bakery?

Bakery Item	Tally	Total
 Bread roll		
 Pretzel		
 Caramel Slice		
 Croissant		
 Bread		
 Muffin		

Objects/Toys from home	Tally	Total
Pink Objects		5
Blue Objects	II	7
Yellow Objects		3
Black Objects	I	11
Red Objects	I	6

Can you build a physical 3D pictogram using objects from your house? They could be food items, toys, clothes - anything 😊
 This activity is to help begin your understanding of pictograms.

Challenge

You can always do a 2nd one for us and draw your own tally chat to go with it!

Thursday

Things We Find in a Bakery



Can you use this data to create a pictogram showing the number of items found in the bakery?

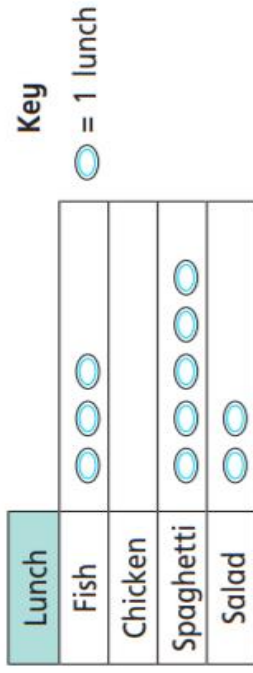
A pictogram showing items in a bakery

Number of items										
	Pretzel	Croissant	Bread	Muffin	Caramel slice	Bread roll				

Items

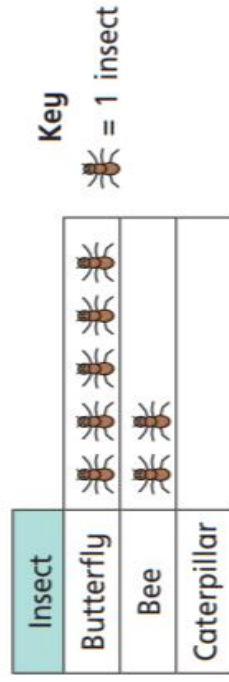
Interpret pictograms (1-1)

1 The pictogram shows what some teachers had for school lunch.



- a) Which lunch did the most teachers have?
- b) Which lunch did the least teachers have?
- c) How many teachers had chicken?

2 The pictogram shows how many insects Class 2 saw on a bug hunt.



- a) Complete the sentences.
Class 2 saw butterflies.
Class 2 saw bees.

Class 2 saw caterpillars.

Altogether Class 2 saw insects.

b)

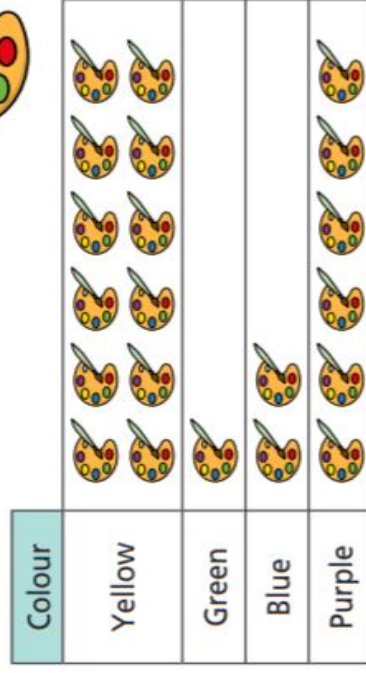


Last summer I saw a bee hive. I do not think I could draw a pictogram to show all the bees.

Do you agree with Tommy?

3 Class 1 were asked to choose their favourite colour out of yellow, green, blue and purple.

The pictogram shows the results.



Key
 = 1 child

Interpret pictograms (1-1)

Class 2 saw caterpillars.

Altogether Class 2 saw insects.

b)

Last summer I saw a bee hive. I do not think I could draw a pictogram to show all the bees.







Do you agree with Tommy?

3 Class 1 were asked to choose their favourite colour out of yellow, green, blue and purple.

The pictogram shows the results.



Colour	
Yellow	
Green	
Blue	
Purple	

Key

 = 1 child

a) How many children chose yellow?

b) How many children chose green?

c) How many more children chose purple than blue?

How did you work this out?

4

Eva's friends vote for their favourite fruit.

She draws a pictogram and says it shows:

- the same votes for apple and pear
- melon got the fewest votes
- plum got the most votes
- grape got only 1 vote
- grape got fewer votes than pear.

a) Draw a possible pictogram so that Eva's statements are true.

b) Draw a key for the pictogram.



Wilfred Whiskers

Wilfred Whiskers lived at 3, Orangeblossom Avenue. His front door was a little hole in the skirting board of the kitchen. His back door led to the larder. This was the most important part of the house for Wilfred Whiskers and his family. It was full of good things to eat.

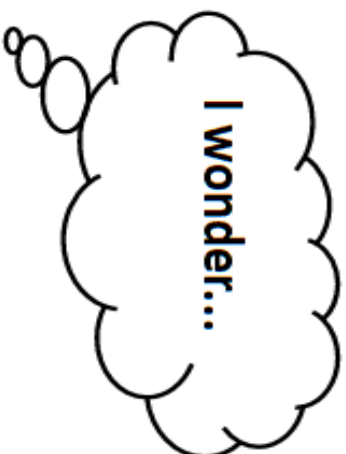
Wilfred Whiskers lived with his mum and dad, Mr and Mrs Whiskers, and all his brothers and sisters. Wilfred Whiskers wasn't sure how many. Some days he thought there were nine and some days he thought there were ten.

Wilfred Whiskers couldn't count very well. He was also bad at adding up. He was best at eating up. He was fat. He was very fat. He looked like a hairy golf ball.

"A young mouse should not be so round," said Mr Whiskers.

"What?" said Wilfred Whiskers. He was dreaming of biscuit crumbs. "You're too fat," said Mr Whiskers. "If you're not careful, you'll get stuck one day."

Prediction



Visualise

Monday

Wednesday



The Great Fire of London

In the early hours of Sunday 2nd September, 1666, a fire started in the bakery on Pudding Lane. Thomas Farriner, the baker, had forgotten to put out the fire he had made to bake the bread. The fire got out of control and before long, the bakery was alight. The fire then quickly spread to nearby buildings.

The buildings in London at that time were made of wood and were built very close together, which meant the fire could spread easily from one building to the next.



Did You Know...?

Even after the Great Fire of London, a national fire service was not formed until 1866.

There were no firefighters in 1666, so the people in the city had to fight the fire themselves. They used leather buckets filled with water from the River Thames, but this didn't work very well. On Sunday evening, they started pulling down houses to stop the fire spreading as the wind was strong and it was helping to spread the fire. Soon, people were running from the fire, taking their belongings onto boats on the river.

On Tuesday, the fire destroyed St Paul's Cathedral.

Luckily, on Wednesday, the wind wasn't as strong and this helped to slow the fire down. The people were able to fight it with buckets of water to stop the flames spreading. Soon after, the fire was finally put out.



Much of London had been destroyed by the fire and had to be rebuilt. The new buildings were made of brick and were built further apart to try to stop any future fire from spreading so far.



The Great Fire of London

Answer the following questions using full sentences.

1. When did the Great Fire of London begin?

2. Where did the fire start?

3. What was the name of the baker?

4. Why did the people of the city have to fight the fire?

5. Why did the fire spread so easily? Give two reasons.

6. On what day did the fire destroy St Paul's Cathedral?

7. What were the new buildings made from? Why?

8. When was the first fire service started?

9. How do you think the people of London felt when the city was on fire?

The Great Fire of London Answers

1. When did the Great Fire of London begin?

The fire began on Sunday 2nd September, 1666.

2. Where did the fire start?

The fire started in a baker's shop on Pudding Lane.

3. What was the name of the baker?

The baker's name was Thomas Farriner.

4. Why did the people of the city have to fight the fire?

The people of the city had to fight the fire because there were no firefighters in 1666.

5. Why did the fire spread so easily? Give two reasons.

The fire spread easily because the buildings in London at that time were made of wood and were built very close together.

6. On what day did the fire destroy St Paul's Cathedral?

St Paul's Cathedral was destroyed on Tuesday.

7. What were the new buildings made from? Why?

The new buildings were made from brick to try to stop any future fire from spreading so far.

8. When was the first fire service started?

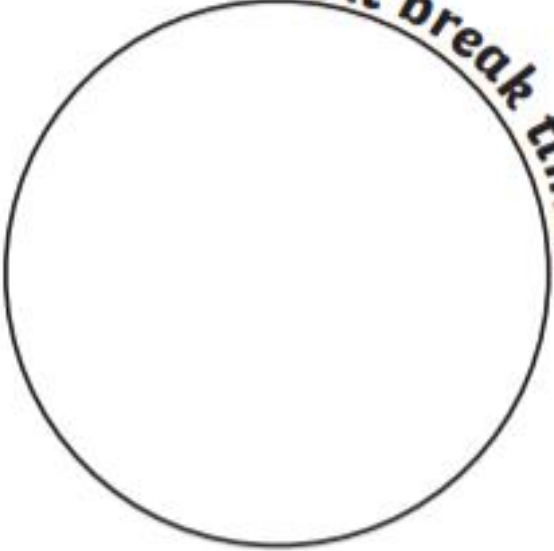
The first fire services were started after the Great Fire of London, in 1666.

9. How do you think the people of London felt when the city was on fire?

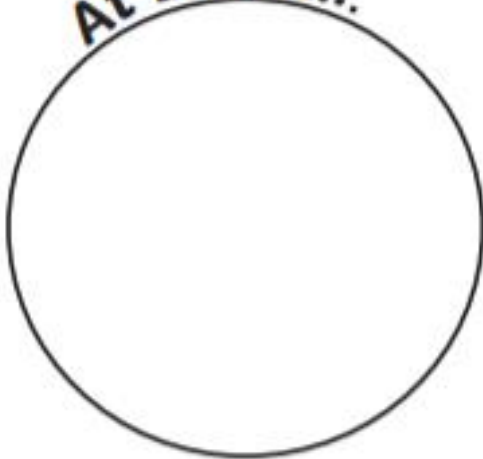
Accept any reasonable response.

How can _____ be a good friend?

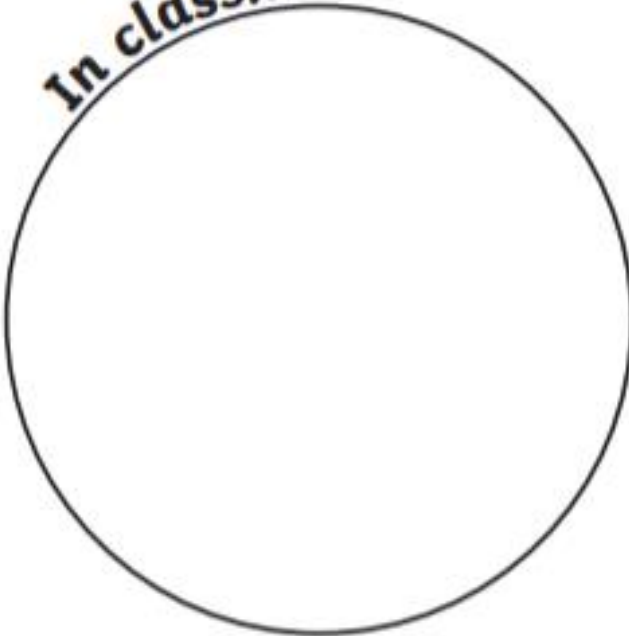
At break time....



At Lunch...



In class...





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...

8.



- 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



Empty rounded rectangular box for writing.



Empty rounded rectangular box for writing.



Empty rounded rectangular box for writing.



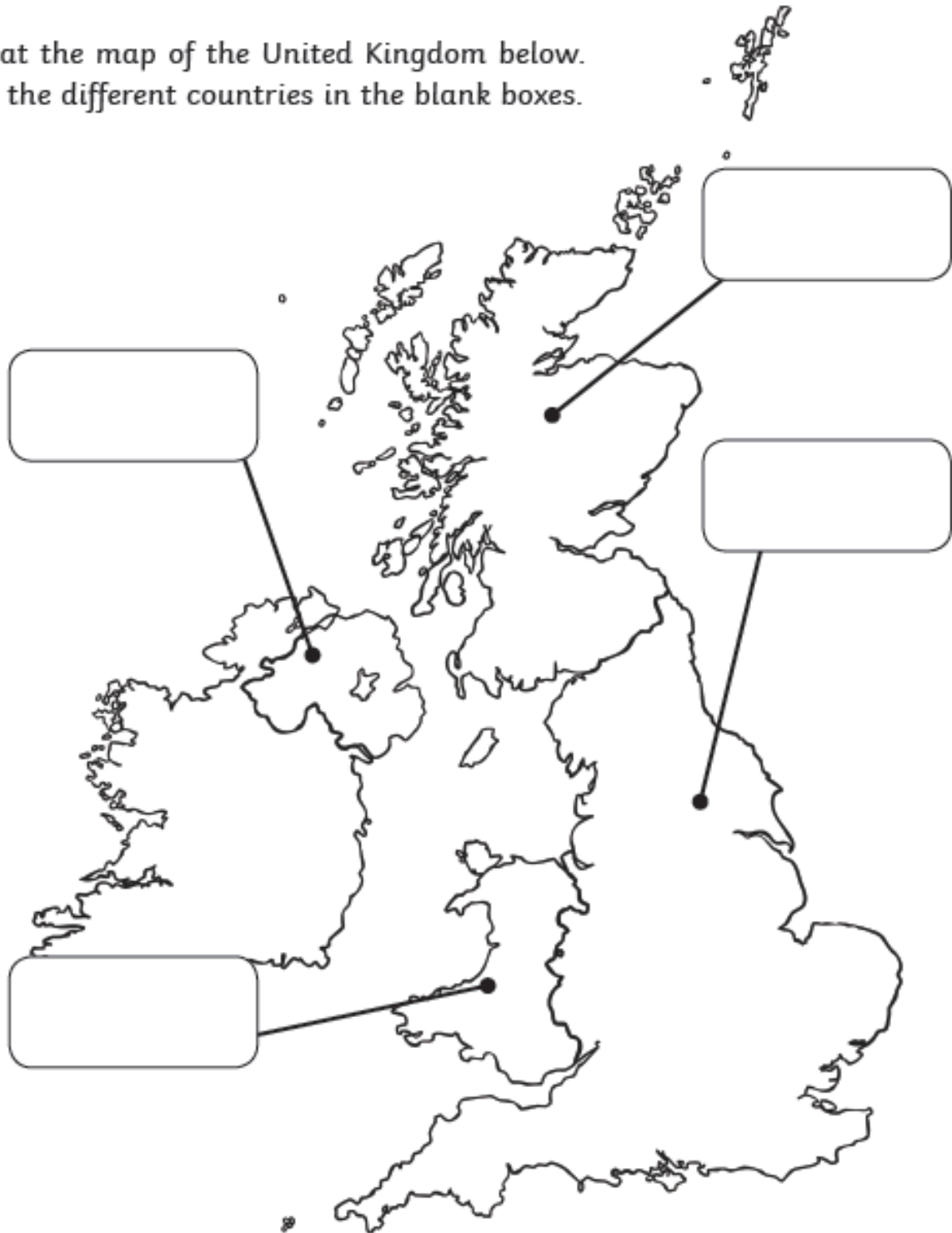
Empty rounded rectangular box for writing.

Waterproof

Not Waterproof

Countries of the United Kingdom

Look at the map of the United Kingdom below.
Label the different countries in the blank boxes.



Use the name of the countries below to help you.

England

Scotland

Wales

Northern Ireland

Other Activities

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/litesize>

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

<https://play.numbots.com>

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

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

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>



Snakes and Ladders 2, 3 and 5 Times Tables

You will need...

- The Snakes and Ladders Board
- Game board
- A dice
- A counter per player



How to play...

1. Players take it in turns to roll the dice. The player with the highest number goes first, the player with the second highest goes second and so on.
2. When it's their turn, players move their counter the number of spaces shown on the dice and answer the calculation they land on.
3. If the answer given to the calculation is correct, play continues as usual:
 - landing on a snake's head - the player slides their counter down the snake;
 - landing at the bottom of a ladder - the player moves their counter up the ladder.
4. If the answer given to the calculation is incorrect, the player misses a go.
5. The first player to reach the finish is the winner!

20	20 $2 \times 5 =$	21 $10 \times 6 =$	22 $5 \times 8 =$	23 $10 \times 3 =$	Finish
19	19 $2 \times 6 =$	18 $10 \times 2 =$	17 $2 \times 1 =$	16 $2 \times 12 =$	15 $10 \times 11 =$
10	10 $5 \times 9 =$	11 $2 \times 5 =$	12 $10 \times 9 =$	13 $5 \times 4 =$	14 $2 \times 10 =$
9	9 $10 \times 12 =$	8 $5 \times 10 =$	7 $5 \times 6 =$	6 $2 \times 7 =$	5 $5 \times 0 =$
		1 $2 \times 3 =$	2 $10 \times 4 =$	3 $5 \times 6 =$	4 $10 \times 7 =$
					Start

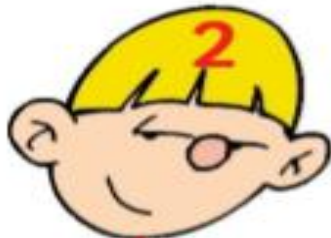
Tell me a time when you felt...



surprised



worried



shy



sad



angry



happy

What do you want to happen? Name/date.....

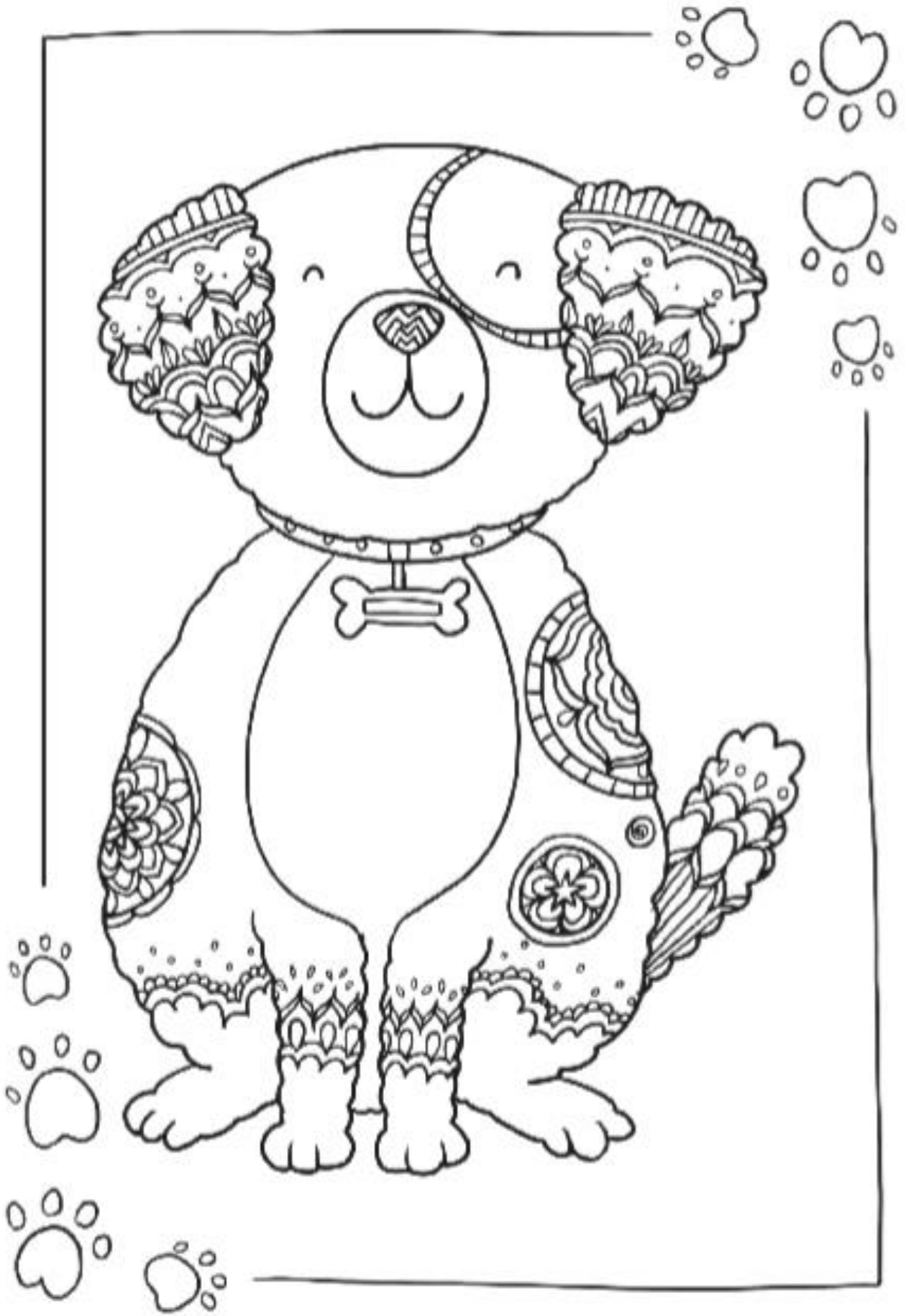
Where are you now? What makes you feel at that place, and not one place lower or higher? What can you try to do to move along the scale? How can you try to help yourself?

What tiny change can you try to make? Who can help you?

Do you think that anybody can feel at level 10 all of the time? Why, or why not?

1-----2-----3-----4-----5-----6-----7-----8-----9-----10



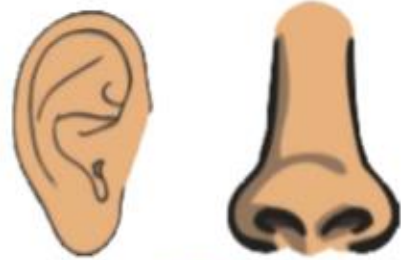


15 star jumps.



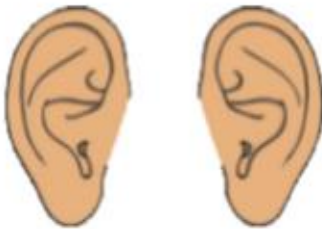
twinkl
www.twinkl.com

Touch your nose, then touch your right ear. Touch your nose, then touch your left ear. Repeat 15 times.



twinkl
www.twinkl.com

Touch your right ear with your left hand and touch your left ear with your right hand. Swap hands. Repeat 15 times.

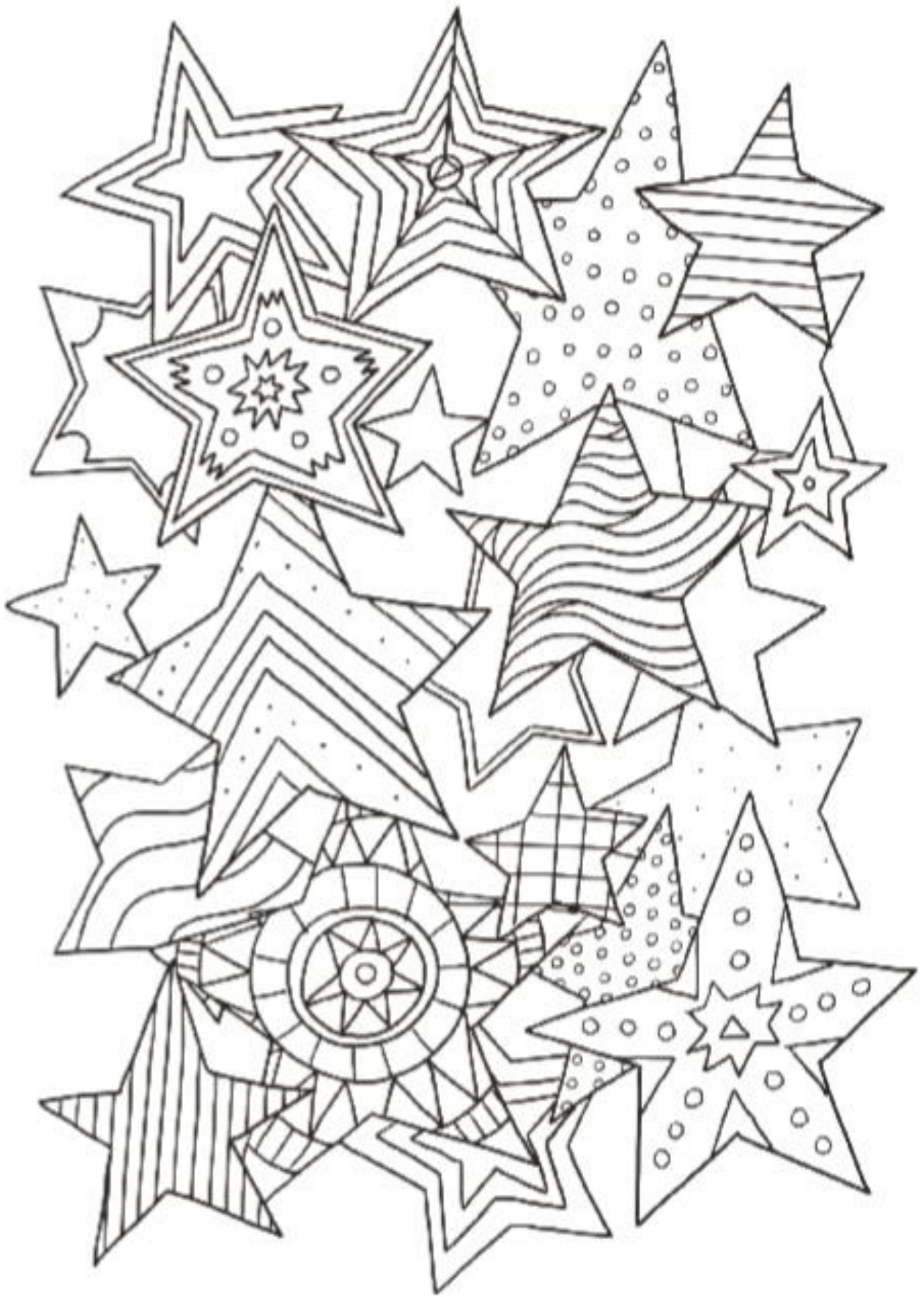


twinkl
www.twinkl.com

Touch your toes on your right foot and then your toes on your left foot. Repeat 15 times.



twinkl
www.twinkl.com



Can you practise your times tables using these interactive games?

<https://play.ttrockstars.com/auth/school/student/41925/password>

Email your teacher if you need a reminder of your login and password.

<https://www.bbc.co.uk/teach/superheroes/ks1-maths-collection/z6v4scw>

<https://www.topmarks.co.uk/mathsgames/5-7-years/multiplication-and-division>



History

<http://www.fireoflondon.org.uk/game/>



Science

Bird

During and the RSPB Society Protection are asking to take

Big Schools bird is and spot as many You could



Birdwatch and spot different birds. In today's lesson we will look at what a then can you go and look in your garden or go out for a walk and try and different birds as you can? even record your results at <https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-birdwatch/>.

The Big Watch. January February, (The Royal for the of Birds) children part in the

Equipment needed:

You will need:

A pencil and the survey.

This lesson includes:

- A video
- A survey
- A hunt around your garden or outside.

please click on the link to access the video:

<https://www.bbc.co.uk/bitesize/topics/z6882hw/articles/z6v4shyc>

please click on the link to access the survey sheet, you will also find this in the resources below:

<https://www.rspb.org.uk/globalassets/downloads/kids-schools/big-schools-birdwatch-downloads/survey-sheets-2021/rspb-big-schools-birdwatch-teaching-resources-counting-sheets-tens-english-version.pdf>

Survey



House sparrow

I saw



Blackbird

I saw



Blue tit

I saw



Robin

I saw



Starling

I saw



Chaffinch

I saw



Woodpigeon

I saw



Magpie

I saw

