

### Questions to discuss

What is an odd number? What is an even number?

What happens if you don't share by saying "one for you, one for me" could you get jumbled up? Could one person end up with more?

How can I share the chocolates equally?

How many chocolates on this plate? How many on this plate? Are they equal? If I had 11 chocolates what would happen?

How can I share objects equally? How many equal groups am I sharing the objects into? Are the groups equal? Are there any left over?

### **Task 4**

Collect 20 items. Use hoops/plates/circles on paper to represent your friends.

Can you share the items between 5 friends?

20 shared between 5 equals \_\_\_\_

Can you share the cubes between 2 friends?

20 shared between 2 equals \_\_\_\_

Can you share the cubes between 10 friends?

20 shared between 10 equals \_\_\_\_

### **Task 5**

Tim has 16 bananas.

He shares them equally between two boxes.

How many bananas are in each box?

Represent and solve the problem.

Joe has 15 oranges.

He shares them equally between three boxes.

How many oranges are in each box?

Represent and solve the problem.

Nina has 12 strawberries.

She shares them equally between four people.

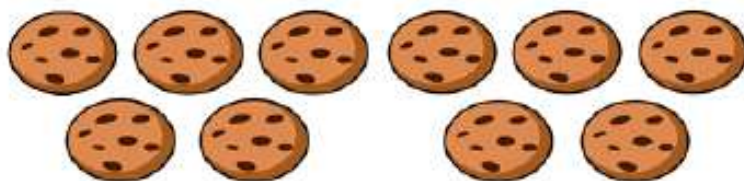
How many strawberries will each person have?

Represent and solve the problem.

### **Task 6**

#### Problem solving and reasoning

Dora has 10 biscuits.



She wants to share them equally at her party.

How many people could be at the party?

### Task 7

There are 10 cakes and 2 boxes.

An equal amount needs to be put into each box.



Jack

Put them into groups of 2



Eva

Share them into 2 groups.

Who is correct?  
Explain your answer.

### Task 8

Now you have done some work on division (sharing), can you think of some ways you have used division in everyday life at home and discuss why it is useful? I would love to receive some photos of you using division at home. Maybe you have 10 strawberries and your dad said you had to share them with your sister? Or you only had 6 biscuits left in the tin so you decided to share them out. I look forward to seeing how you have been using division in everyday life.

[I have added some additional tasks below that can be completed daily for practise.](#)

### Task 1 – Cbeebies Number blocks

I have put this as a task, however you can watch an episode each day just for fun. Cbeebies Number blocks is a good programme to help support the practical teaching of many mathematical concepts including problems that cover all four calculations. The show also shows doubling and halving, division and so much more.

### Task 2

Please continue to practise counting forwards and backwards from any given number to 100. You can use the 100 square to support your child in this task. Can you fill in the missing number in the 100 square? You could draw an empty 100 square for your child to have a go at filling in. You can then work on any gaps.

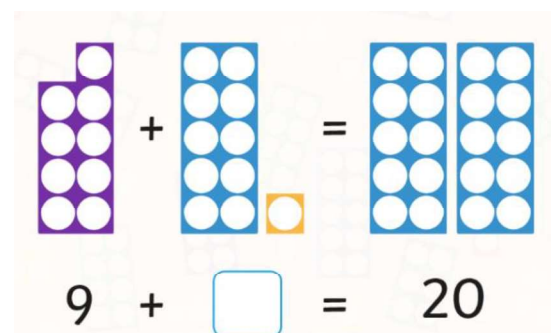
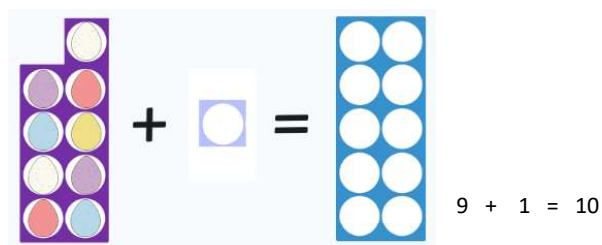
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Task 3

Practise your number bonds to 10 and 20 using drawings or practical object (addition)

If your child is not confident in number bonds to 10, please continue to work on them before moving onto number bonds to 20.

Can you use your knowledge of number bonds to 10 to help you work out the number bonds to 20?

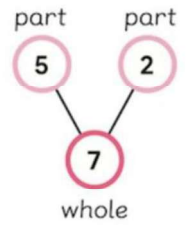


#### Task 4

How many ways can you make a 5, 6, 7, 8 or 9 and beyond. Are you quick with this? Do you know them without even having to work it out? Can you do it in your head? You can use part and whole model to record your ideas. Ask an adult to challenge you, can you work out all the ways in your head? This is something you can keep practising.

For example, how many ways can you make 7?

0 + 7   1 + 6   2 + 5   3 + 4   4 + 3   5 + 2  
6 + 1   7 + 0



Making 7, the 5 and 2 way



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#### Task 1

## 1.3 The Presentation



Mary and Joseph wanted to take Jesus to the Temple. They wanted to thank God for their beautiful baby. They met Simeon and Anna. They believed Jesus was the king of the world.

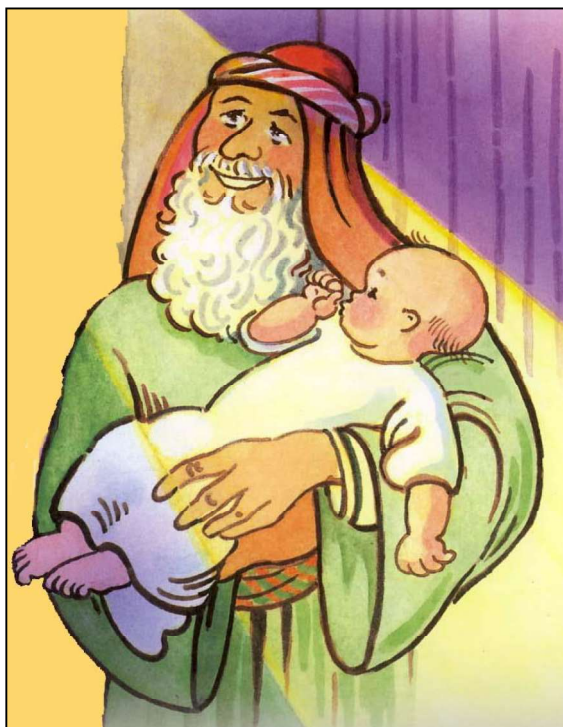
Ask your child the following questions and discuss their answers with them.

- Why did Mary and Joseph take Jesus to the Temple?
- What happened?
- What did Simeon say to them?

### 1.3 Jesus' Family take him to the Temple - activity

Pretend that you are Simeon. Write down how you feel about Jesus and what you said.

[AT 2 (i) L2]



How I feel

What I said

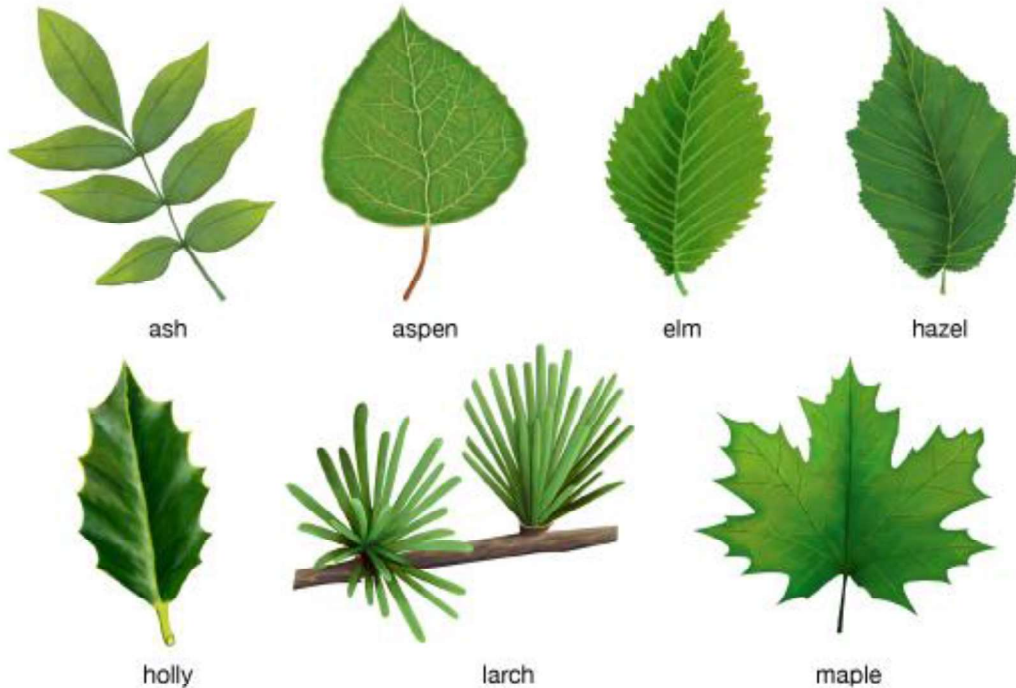


**Task 1**

Bark rubbings. How are the trunks of trees similar and different to each other? Attach a sheet of paper with masking tape to a tree. Rub over with a wax crayon. Encourage children to describe the texture of the bark. Ask the children to group trees according to their texture and/or colour. Children can label their bark rubbings with the name of the tree. They can label with descriptive words.

**Task 2**

Can you observe and identify trees by looking at their leaves? You could go on a walk to find different trees. How can you tell what tree it is?

**Leaves from different kinds of trees**

© Encyclopædia Britannica, Inc.

**Task 3**

In each of the four seasons, allow your child a chance to look at trees to find out which ones have leaves (evergreen) and which haven't (deciduous). You could research what the difference between evergreen and deciduous means if your child doesn't know. This is an ongoing task; your child could take photos of these trees so that can compare these to the same trees later in the year.

**Task 1**

How do the seasons affect us? Research this question and discuss this with an adult.

**Task 2**

Which season is your favourite and why? You could draw and paint a picture showing this and write some sentences to explain why.






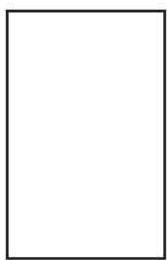
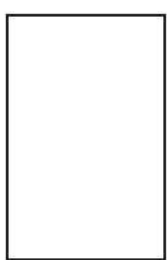
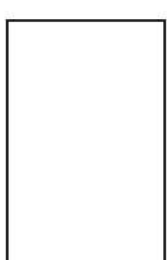
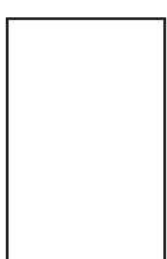
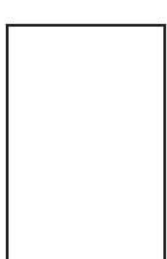
**Task 3**

Can you make a daily weather chart at home? What would you wear in this type of weather? Discuss daily weather patterns in the UK with an adult.

# 5 Day Weather Diary for The United Kingdom



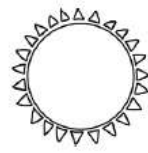
Draw the correct weather symbol for each day.

UK 	UK 	UK 	UK 	UK 
				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

## Weather Symbols



sunny and  
cloudy



sunny



rain



snow



cloudy



thunder and  
lightning



windy

Art / D&T

**Task 1**

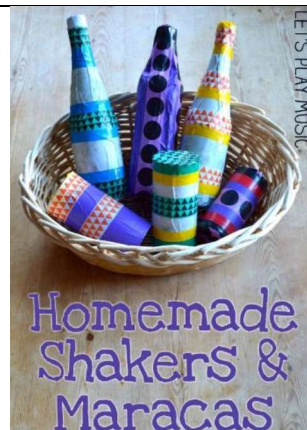
What materials do you have around the house? Can you draw a picture representing a season and collage it.

**Task 2**

In school, the children decided to make an instrument to give to Giant. They felt bad that Jack stole his harp! The children made a rice shaker. We then played along to this song.

<https://www.bbc.co.uk/cbeebies/makes/lets-go-club-rainbow-bottle-shakers>

<https://www.youtube.com/watch?v=l4GEKcGBt9w>



PSHE

**Task 1**

Should everyone be allowed to go to school? What are your thoughts? Why is education important?

**Task 2**

Mindfulness – can you find and watch a clip from Cosmic Kids YouTube. How does it make you feel? We have taken part in daily mindfulness in school. <https://www.youtube.com/watch?v=K7FUbTacs>

Lie comfortably on your back on the floor. Move your attention around your body by tensing and clenching your muscles and then relaxing them. Hunch your shoulders, then let them go.

Make your hands into fists then tighten the muscles in your arms before relaxing them. Continue to move around your body repeating this process.



Sit in a room with your eyes closed.

Ask someone else to spray a perfume or deodorant at the other side of the room and, keeping your eyes closed, try to notice the exact moment when the smell reaches you.



At the same time of every day, think of one thing to be thankful for.



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?

Have a go at one or all of the activities above.