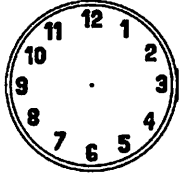
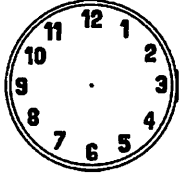
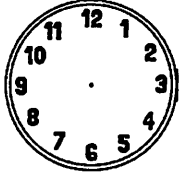
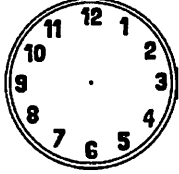
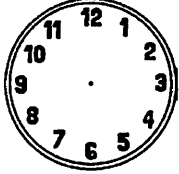
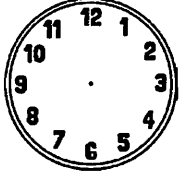
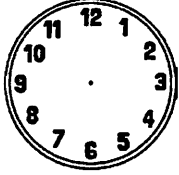
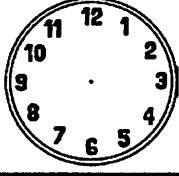



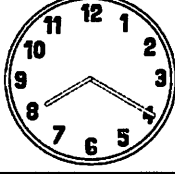
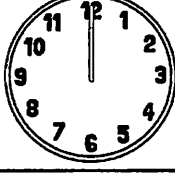

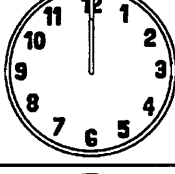
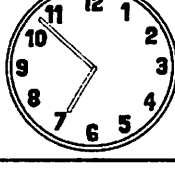


Converting Time

Time in Words	24 Hour Clock	12 Hour Clock	Analogue
seven o'clock in the evening	19:00	7:00p.m.	
		11:00a.m.	
	14:15		
		8:20p.m.	
midday			
		6:40p.m.	
midnight			
seven minutes to eight at night			

Converting Time

Time in Words	24 Hour Clock	12 Hour Clock	Analogue
seven o'clock in the evening	19:00	7:00p.m.	
eleven o'clock in the morning	11:00	11:00a.m.	
quarter past two in the afternoon	14:15	2:15 pm	
twenty past eight in the morning	8:20	8:20p.m	
midday	12:00	12:00 midday	
twenty to seven in the evening	18:40	6:40p.m.	
midnight	0:00	12:00 midnight	
seven minutes to eight at night	19:53	7:53 pm	



Estimating and Measuring

I can estimate and measure length in centimetres.



- 1) Choose six objects from around the room. Estimate how long you think the object is in centimetres, then use a ruler to measure it.

Object	Estimate (cm)	Measurement (cm)

- 2) Use your ruler to measure these lines:

a)

cm

b)

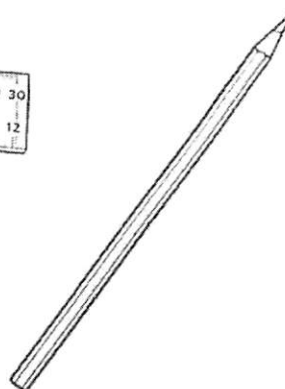
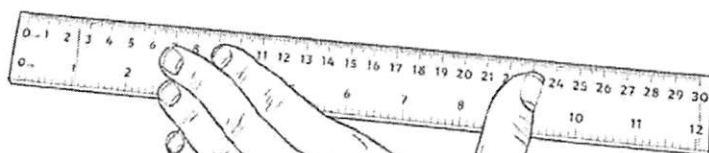
cm

c)

cm

d)

cm



Add 1000 to the following numbers

1. $2398 + 1000 =$

16. $11\,756 + 1000 =$

2. $4829 + 1000 =$

17. $14\,947 + 1000 =$

3. $8023 + 1000 =$

18. $25\,902 + 1000 =$

4. $3820 + 1000 =$

19. $49\,023 + 1000 =$

5. $7822 + 1000 =$

20. $100\,456 + 1000 =$

6. $3419 + 1000 =$

21. $134\,982 + 1000 =$

7. $6729 + 1000 =$

22. $249\,305 + 1000 =$

8. $5547 + 1000 =$

23. $56\,983 + 1000 =$

9. $1009 + 1000 =$

24. $701\,034 + 1000 =$

10. $345 + 1000 =$

25. $38\,382 + 1000 =$

11. $8563 + 1000 =$

26. $563\,902 + 1000 =$

12. $9017 + 1000 =$

27. $79\,826 + 1000 =$

13. $6730 + 1000 =$

28. $399\,027 + 1000 =$

14. $1193 + 1000 =$

29. $50\,231 + 1000 =$

15. $4508 + 1000 =$

30. $999\,000 + 1000 =$

Challenge

Can you add 1001, 1010 or 1100 to some of the questions? What about 10 000?

Counting in 4s, 8s, 50s and 100s

Complete the following sequences:

a) ___ 8 12 16 20 ___

f) ___ 64 56 ___ 40 32

b) 64 56 ___ 40 ___ 24

g) 350 400 ___ 500 ___ 600

c) ___ 100 150 200 ___ 300

h) 1100 ___ ___ 800 700 600

d) 900 ___ ___ 600 500 400

i) ___ ___ 84 80 76 72

e) 56 ___ 64 68 ___ 76

j) 80 88 ___ ___ 112 120

Continue the following sequences:

k) 4 8 12 ___ ___ ___ ___ ___

l) 8 16 24 ___ ___ ___ ___ ___

m) 50 100 150 ___ ___ ___ ___ ___

n) 100 200 300 ___ ___ ___ ___ ___

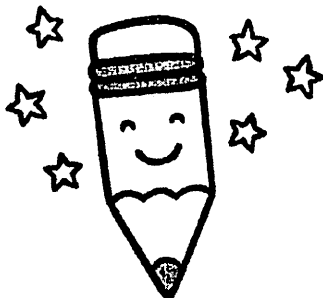
o) 80 84 88 ___ ___ ___ ___ ___

p) 1250 1200 1150 ___ ___ ___ ___ ___

q) 144 136 128 ___ ___ ___ ___ ___

r) 1500 1400 1300 ___ ___ ___ ___ ___

s) 124 120 116 ___ ___ ___ ___ ___



Challenge

Explain the relationship between counting in 4s and 8s and compare this to the relationship between counting in 50s and 100s.

Emoji Multiplication Mosaic

Multiplication 3×, 4×, 6×, 7× and 8× tables

Solve the maths problems to reveal the hidden picture. Each answer has a special colour:

8, 20, 21, 30, 35, 40, 60, 66, 77 = yellow

6, 12, 33, 48, 54, 63 = black

7, 15, 27, 36, 44, 56, 96 = white

14, 16, 18, 28, 42, 84 = pink

3×2	4×3	7×3	10×3	3×20	2×4	5×4	16×3	3×18
3×11	4×10	15×4	6×5	10×6	7×5	8×5	11×6	4×12
7×11	3×5	9×3	12×3	3×7	5×3	3×9	3×12	3×10
3×20	32×3	9×7	4×9	4×2	3×32	6×9	4×9	4×5
4×10	11×4	14×4	6×6	4×15	4×11	7×8	8×12	5×6
6×3	14×3	6×10	5×7	5×8	6×11	11×7	12×7	4×7
4×4	8×2	10×4	2×4	7×3	3×20	6×5	21×4	6×14
10×3	7×5	5×8	2×6	12×4	21×3	6×10	3×10	5×6
6×1	10×6	4×2	15×4	3×20	4×5	4×15	3×7	16×3
2×6	3×21	11×6	5×8	10×6	6×11	4×2	11×3	6×2

Challenge yourself
Do as many as
you can.

Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

1. Between 161 and 182:

6, 1, 7

--	--	--

H T O

4. Between 352 and 401:

2, 6, 3

--	--	--

H T O

7. Between 2850 and 2870:

9, 5, 2, 8

--	--	--	--

TH H T O

2. Between 295 and 311:

9, 2, 8

--	--	--

H T O

5. Between 573 and 601:

6, 5, 7

--	--	--

H T O

8. Between 1900 and 1930:

2, 1, 8, 9

--	--	--	--

TH H T O

3. Between 373 and 397:

8, 3, 9

--	--	--

H T O

6. Between 784 and 811:

8, 9, 7

--	--	--

H T O

9. Between 1000 and 1050:

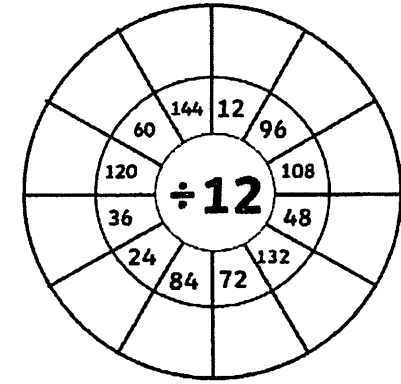
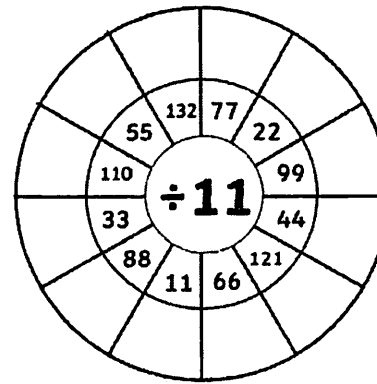
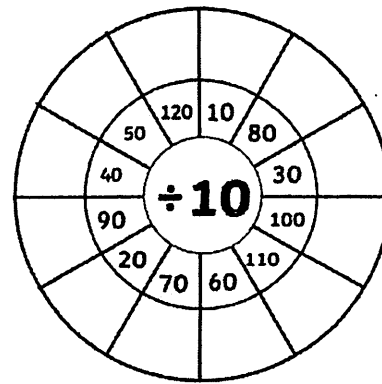
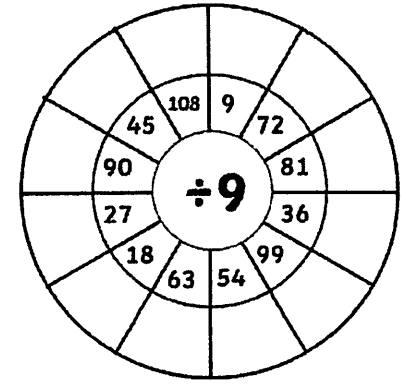
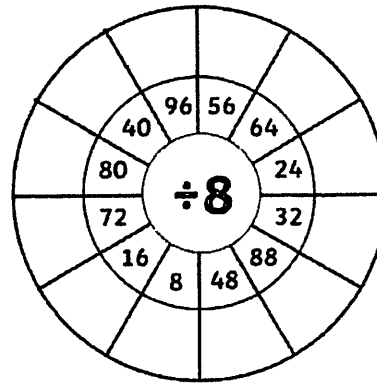
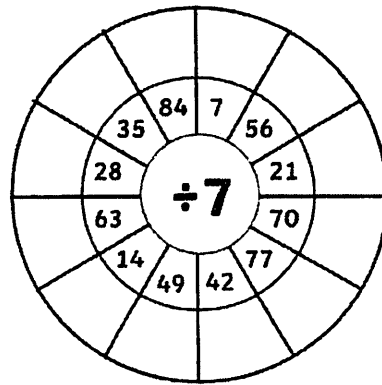
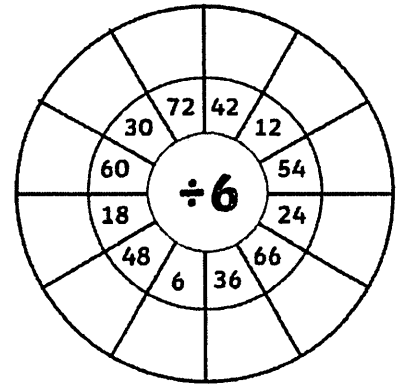
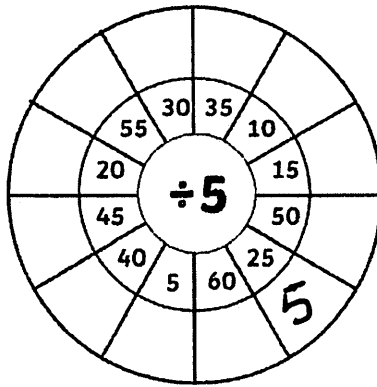
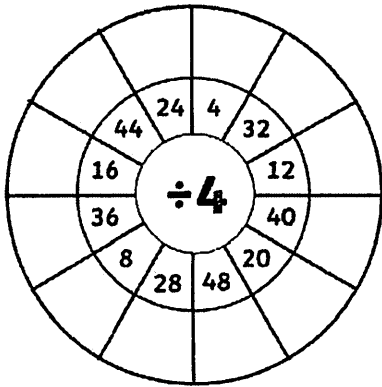
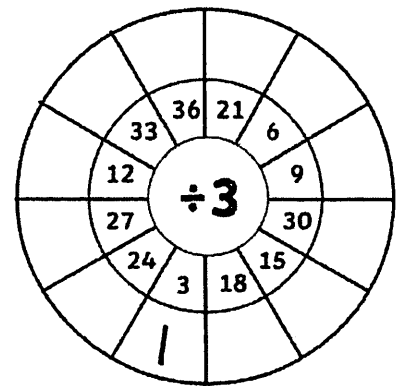
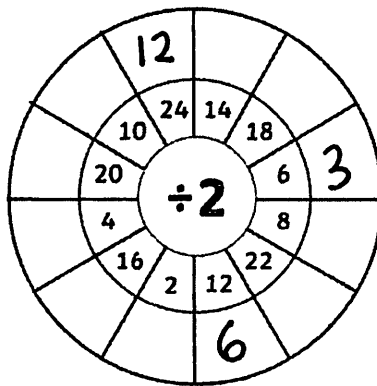
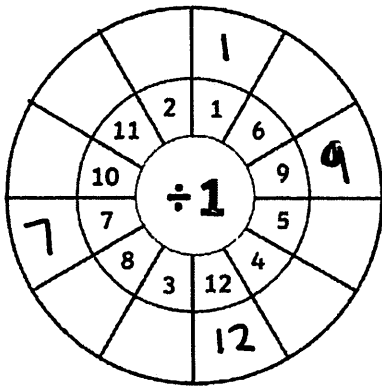
0, 1, 2, 4

--	--	--	--

TH H T O

Division Wheels

Divide the numbers by the middle number.



Subtraction Word Problems

Aim: I can solve subtraction word problems.



1. A shop has 76 pairs of socks. 33 pairs are white sport socks. How many other pairs are there?

2. There are 189 children in a school. 114 are in Key Stage 2, the rest are in the Foundation Stage and Key Stage 1. How many children are in the Foundation Stage and Key Stage 1 altogether?

3. There are 115 pencils in the cupboard. 82 are given out to the children. How many are left in the cupboard?



4. Edward buys a drink for 82p. He pays with a £1 coin. What change does he receive?

5. A flower market has 132 tulips. A florist buys 80 tulips. How many are left?

6. A sweet shop has 127 boiled sweets in a jar. One jar containing 64 sweets is sold. How many are left?

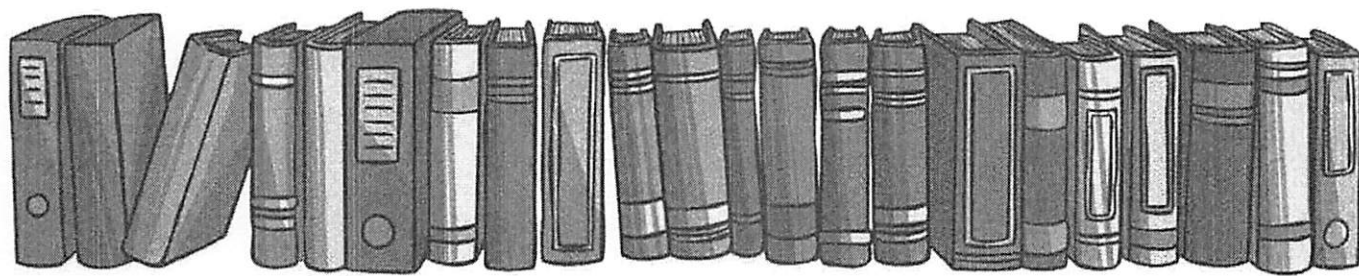


7. A farmer has 184 cows. He takes 97 to a new field. How many are left behind?

8. A school has a target of raising £175 for a local charity. So far they have raised £110. How much more is there to raise to reach the target?



9. A teacher counts all the Maths exercise books that her class has used during the year and finds that there are 137 in total. 96 are completed books. How many incomplete books are there?
-

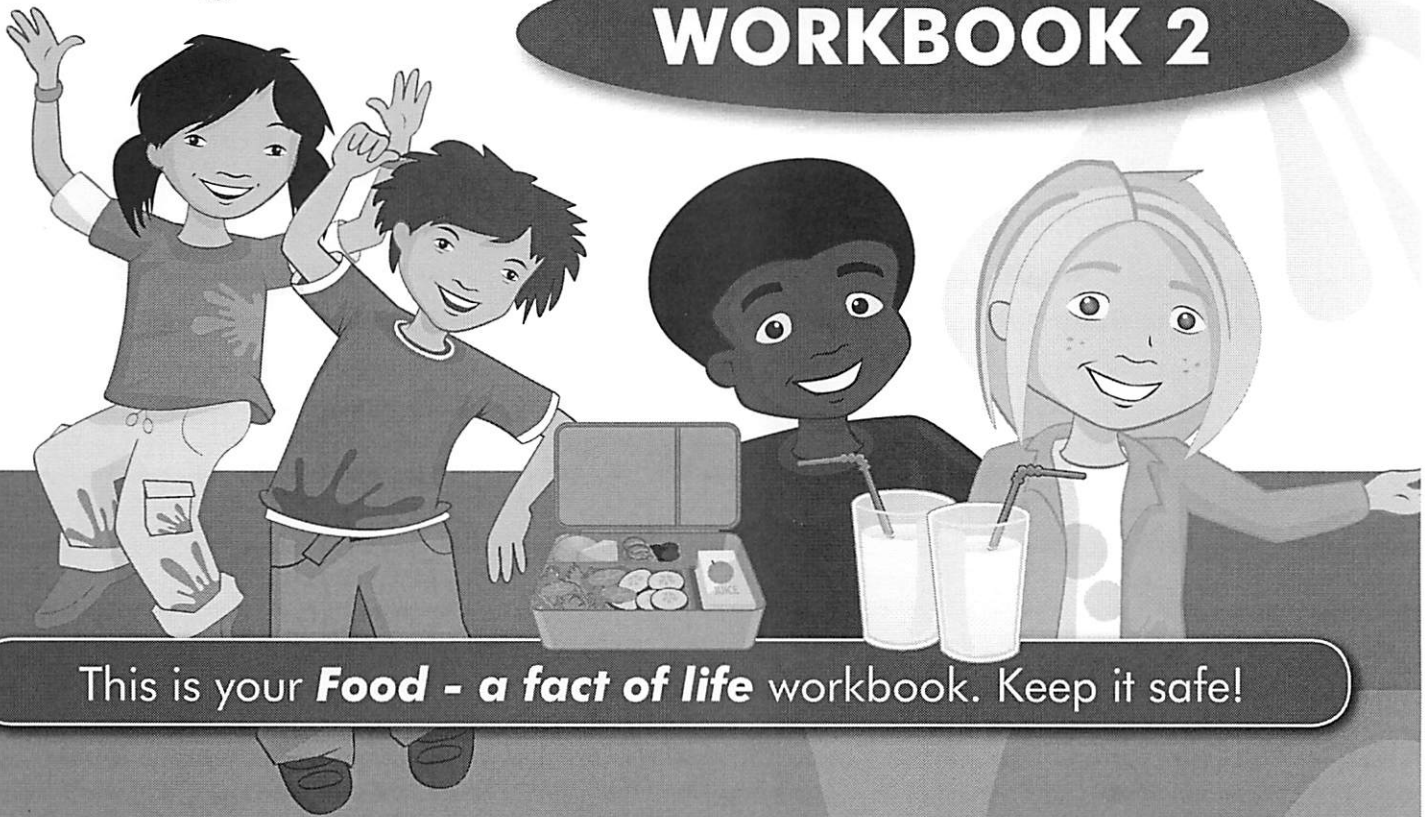


10. A school prints 282 letters for parents. 93 letters are given out on Thursday and the rest on Friday. How many letters are given out on Friday?
-

FOOD

a fact of life

WORKBOOK 2



This is your **Food - a fact of life** workbook. Keep it safe!

Name:

Date:



Ask your parent/carer to sign each page when you have completed the activity.

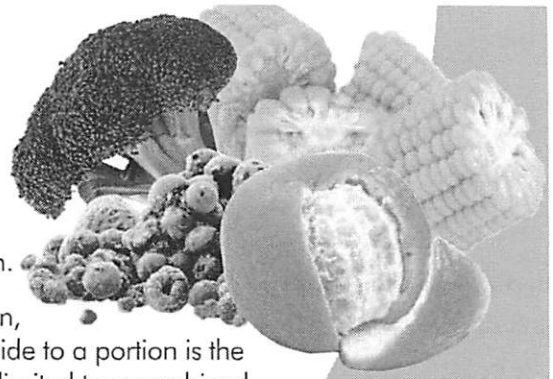


Remember to sign your pupil pledge after you finish each page.

5 A DAY!

Fruit and vegetables provide important vitamins and minerals to help keep us healthy. Fruit and vegetables also provide fibre for a healthy digestive system.

We should eat at least 5 portions of fruit and vegetables every day. Fresh, frozen, canned, dried and juiced all count. We should try to have a variety. A rough guide to a portion is the amount that fits in the palm of your hand. Fruit juice and smoothies should be limited to a combined maximum of 150ml per day.



Task

Write what you could eat at these mealtimes to get your 5 A DAY.

Breakfast

Lunch

Evening meal

Snacks

Task

Draw examples of each type of fruit and vegetable in the boxes below. Tick your favourite of each type.

Fresh

Frozen

Canned

Juiced

Dried



Parent/carer task

Check all the activities above have been completed. Why not create a tally chart for the family to complete to make sure everyone is having at least 5 portions of fruit and vegetables every day?



Parent/carer signature:



Pupil pledge: I will have at least 5 A DAY every day!



Eat breakfast!



A healthy breakfast...

- provides us with nutrients and energy;
- helps us to concentrate at school.

Task

We should have breakfast every day of the week. Do you?
Fill in the chart below for a week.

Day	Food	Drink
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Task

Design a healthy breakfast for you and a friend which includes food and drink from at least 3 of these groups from the Eatwell Guide.



Parent/carer task

Check all the activities above have been completed. Why not have a 'Breakfast week' at home – you could make breakfast together, try new breakfasts and eat breakfast together as a family?



Parent/carer signature: _____



Pupil pledge: I will eat breakfast every day!

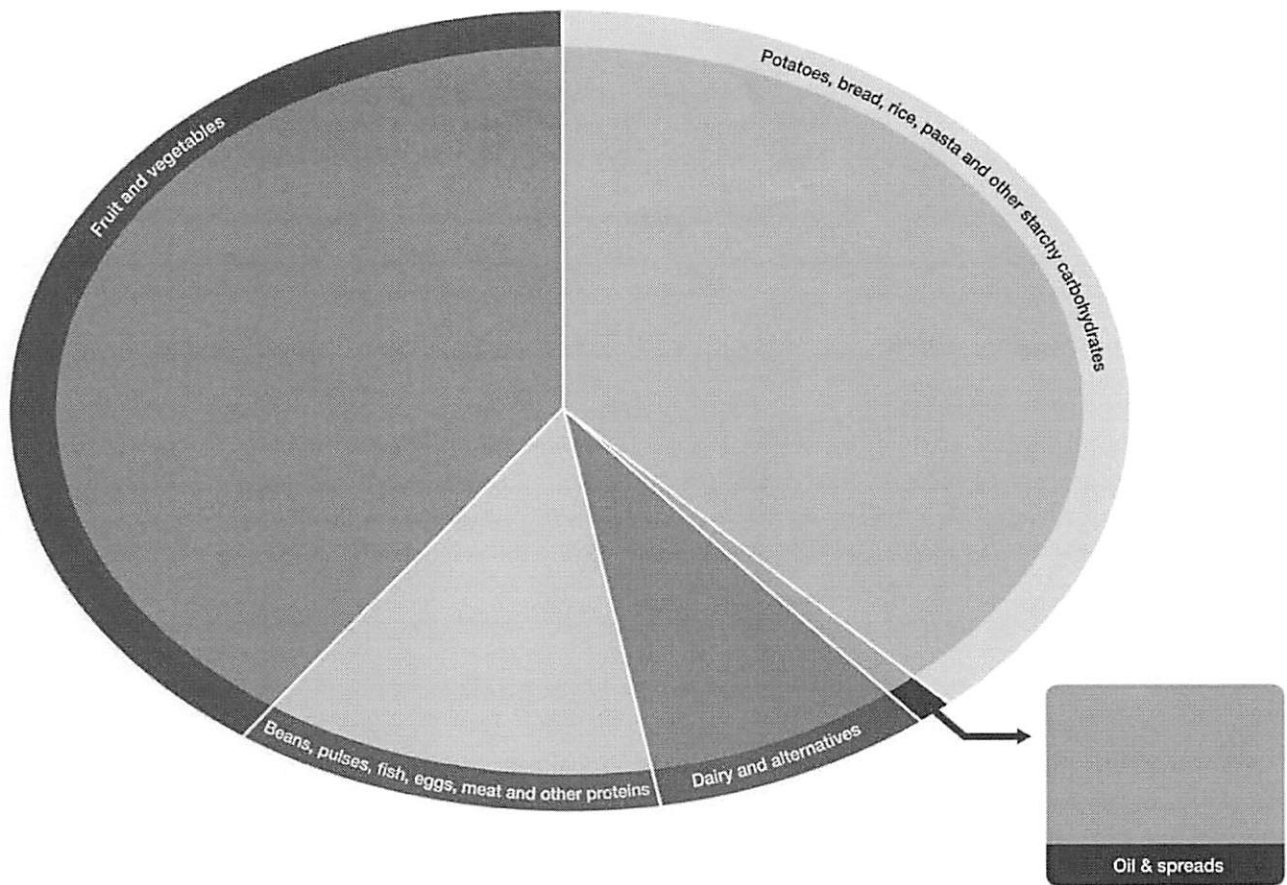
Eat well!



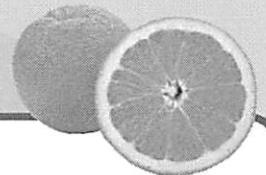
The Eatwell Guide shows us the different amounts and types of food we need to eat to have a healthy diet.

Task

Sort the food and drinks below into the correct food groups of the Eatwell Guide.



Different foods and drinks contain different amounts of energy. Energy is measured in kilojoules (kJ) or calories (kcal). Kilojoules is the metric measure.



Task

Read the labels on the foods below to find out how much energy they provide. Write three facts you find interesting or surprising when you compare the energy in the different foods.

Food	Energy (kJ/kcal) per 100g
Baked beans (canned)	_____
Bread (sliced loaf)	_____
Breakfast cereal	_____
Pineapple (canned)	_____

Interesting Facts

- _____
- _____
- _____

Eat well!



Task

Complete the food diary below with the food and drink you have over one day.

Food	Breakfast	Lunch	Evening meal	Snacks
Fruit and vegetables				
Potatoes, bread, rice, pasta and other starchy carbohydrates				
Beans, pulses, fish, eggs, meat and other proteins				
Dairy and alternatives				
Oil and spreads				

We need to have a balance and variety of different food and drinks to get the nutrients, fibre and water we need to stay healthy.

Task

Draw a line to match each food to the nutrient it provides.

Pasta

Tuna

Cheese

Oil

Orange

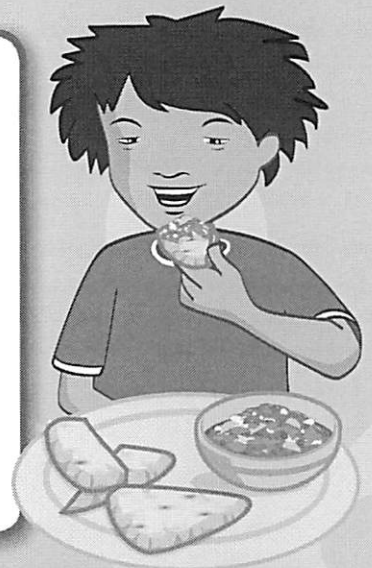
Vitamin (C)

Carbohydrate

Mineral (calcium)

Protein

Fat



Parent/carer task

Check that all the food and drink consumed during the day has been recorded. Why not plan meals and snacks for a day with your child. Check that your food and drink plan reflects the balance and variety of *The Eatwell Guide* over a period of time. You could make one of the meals in the plan with your child.



Parent/carer signature:



Pupil pledge: I will eat a healthy, varied diet.

Drink plenty!

We need to drink at least 6-8 drinks a day. We should drink more when it is hot or when we are being active.



Drink plenty of water



Have milk regularly



Limit fruit juice and/or smoothies to a combined total of 150ml per day

Task

Colour in a glass each time you have a drink.

	Number of drinks
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Did you have 6-8 drinks every day?

If not, how could you add more drinks to your day?



Parent/carer task

Do you have at least 6-8 drinks a day?

Why not record what you drink for a day to check you are drinking enough?



Parent/carer signature: _____



Pupil pledge: I will have 6-8 drinks a day! _____

Get active!

We need to be active for at least 60 minutes every day. Throughout the day we should sit less and move more.

WHAT COUNTS?

Activities which:

- Make us feel warmer
- Make us breathe harder
- Make our heart beat faster



Task

Write the letter by each activity where you think it belongs on the scale below. Add some extra activities to the scale.

- | | | |
|------------------------------|---------------------|-----------------------|
| a) Running fast | d) Swimming gently | g) Sitting in the car |
| b) Watching TV | e) Playing football | h) Walking to school |
| c) Playing tag at break time | f) Gardening | i) Riding a bike |



Task

Record your activity every day for a week.

	What activities did you do?	Minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

What was your favourite activity? _____

How could you spend less time sitting and more time moving? _____

How can you include more activities to count towards your 60 minutes? _____



Parent/carer task

Check that all the activity has been recorded in the diary. Why not try to do some activities with your child, e.g. going for a bike ride or making up your own active game at home?



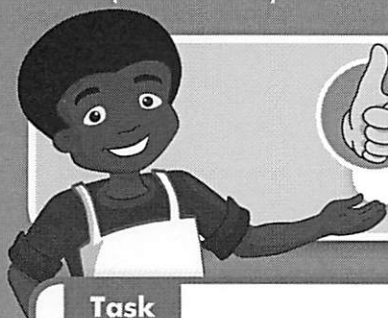
Parent/carer signature: _____



Pupil pledge: I will be active for 60 minutes every day! _____

Track your pledges

You have made 5 pledges in your workbook. Write a plan to achieve your pledges and then track them for a week. Tick each day when you achieve your pledge. Here are some examples of ways these characters are planning to meet their pledges.



I will be active at break and lunchtimes.



I will help make a healthy lunch.



Task

Write how you plan to complete each pledge. Track your progress for 5 days.

Pledge	Plan	Day 1	Day 2	Day 3	Day 4	Day 5

One week later

Did you achieve all your pledges for the 5 days? _____

Explain how you got on _____



Parent/carer task

Discuss your child's pledge with them and help them think of ways to achieve their pledge. Make your own healthy eating and activity promise and share with your child.



Parent/carer signature: _____

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Who is this?

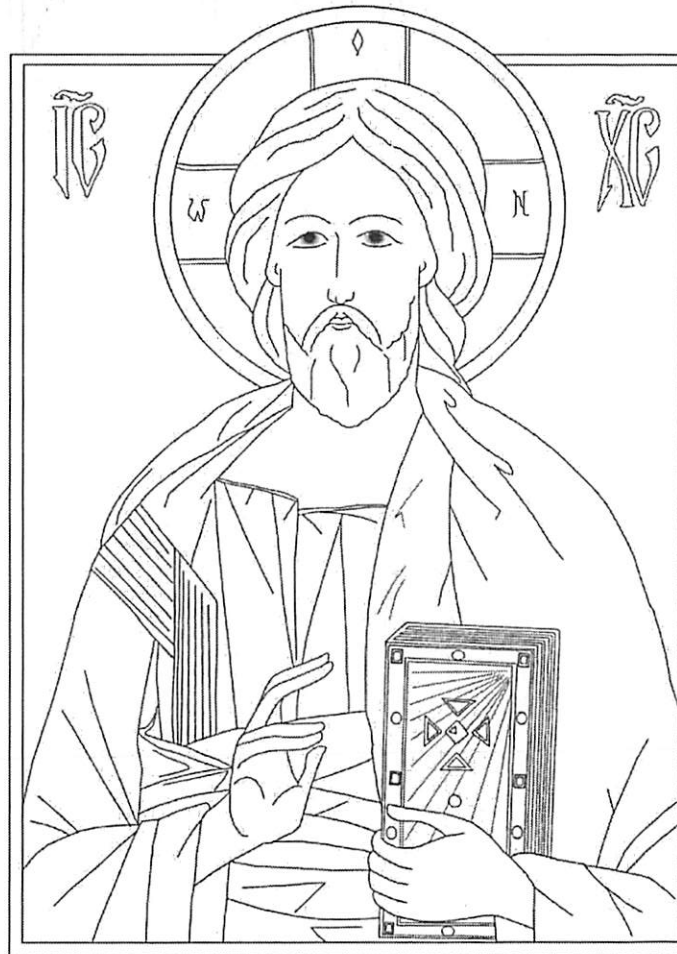
What book is this person holding?

The person is giving a 'teacher' blessing with their right hand, can you make that blessing with your hand?

Why is this teacher blessing the people?

This person told stories to teach people, what are these stories called?

Which is your favourite?



Name three things this person has taught people in our world

- 1.
- 2.
- 3.

The letters in the halo, translated spell 'I am'

Finish the sentence about the person with three different ideas (use bible quotes if you know them)

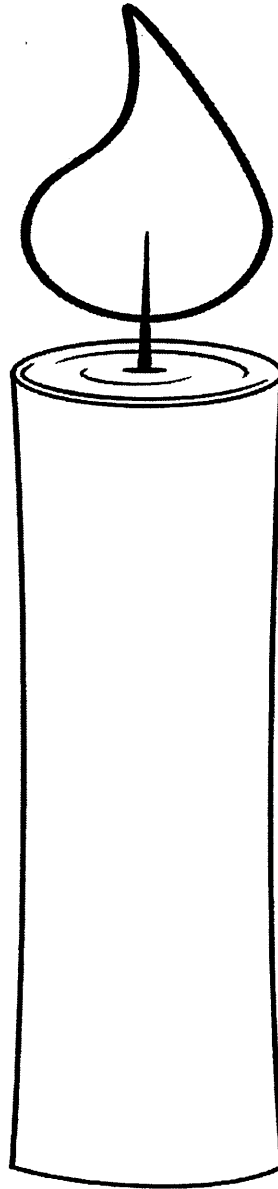
1. I am
2. I am
3. I am

In the painting the colours are: A red robe; a white and gold cloak; a golden book
Complete the image with these colours and other colours you think suitable for the image

What does a lit Baptism Candle represent?

Design the candle to show it is a special Baptism candle

A Baptismal candle reminds a catholic that the light of Christ shines in them.
Ways they can show this:



Baptism is important for Catholics because:

- 1.
- 2.
- 3.

Draw the other items that are important in a Catholic Baptism