

I'm not robot!

1. Cross out one half of these gingerbread men.



2. Colour in one quarter of these cakes.



Name: _____

Page 1

Division problems with remainders. Use the number line to help you.

- 1. $13 \div 5 =$ remainder
- 2. $24 \div 5 =$ remainder
- 3. $7 \div 5 =$ remainder
- 4. $36 \div 5 =$ remainder
- 5. $43 \div 5 =$ remainder
- 6. $21 \div 5 =$ remainder
- 7. $32 \div 5 =$ remainder
- 8. $44 \div 5 =$ remainder
- 9. $17 \div 5 =$ remainder
- 10. $25 \div 5 =$ remainder

Mystery Letter Puzzle A

Help Chewy solve the following problems and then colour the correct number on the puzzle sheet in red.

- A number before 3. ____
- A number after 6. ____
- A number between 11 and 13. ____
- A number between 23 and 25. ____
- A number after 12. ____
- A number before 15. ____
- A number between 16 and 18. ____
- A number before 24. ____
- A number between 18 and 20. ____
- A number after 21. ____

Name: _____

Counting & Cardinality: Number, less than, after and after, within.

Mixed addition, subtraction, multiplication and division (3)

It's mixed up addition, subtraction, multiplication and division today. I like the adding questions because they are easier!

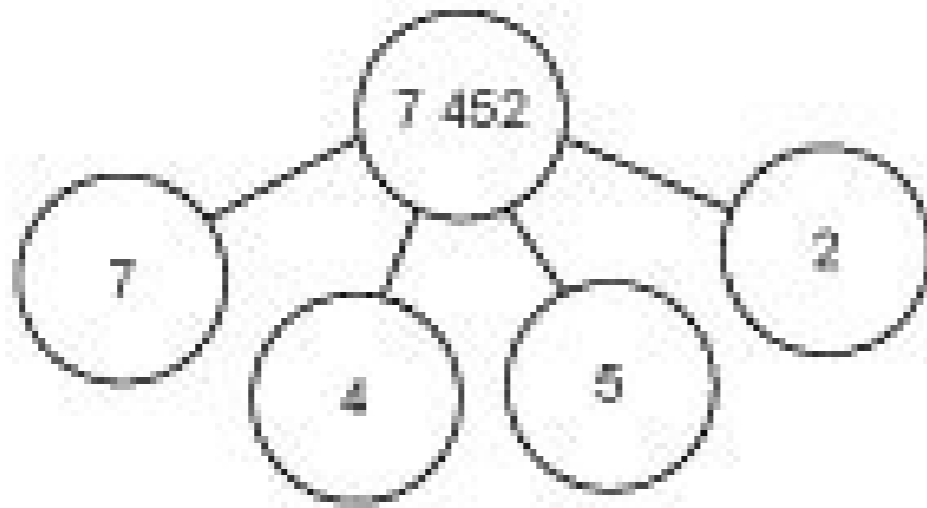
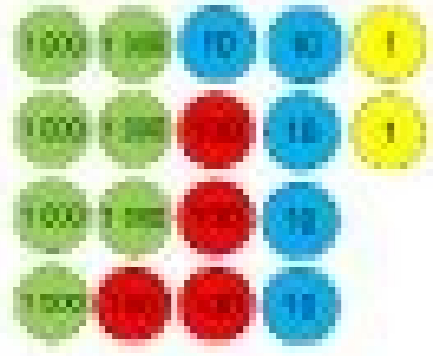
1. $310 + 900 =$
2. $65 \text{ take } 16 =$
3. Multiply 3 by 9 =
4. $28 + 4 =$
5. $700 - 450 =$
6. $6 \times 8 =$
7. Divide 42 by 6 =
8. $63 \text{ add } 54 =$
9. Take 360 from 420 =
10. $7 \times 12 =$
11. $63 + 9 =$
12. Add 51 to 89 =
13. Five times six =
14. $880 + 410 =$
15. $600 - 110 =$
16. $8 \times 8 =$
17. $56 + 7 =$
18. $520 + 540 =$
19. $76 - 29 =$
20. $30 + 5 =$

Name: _____ Page 1

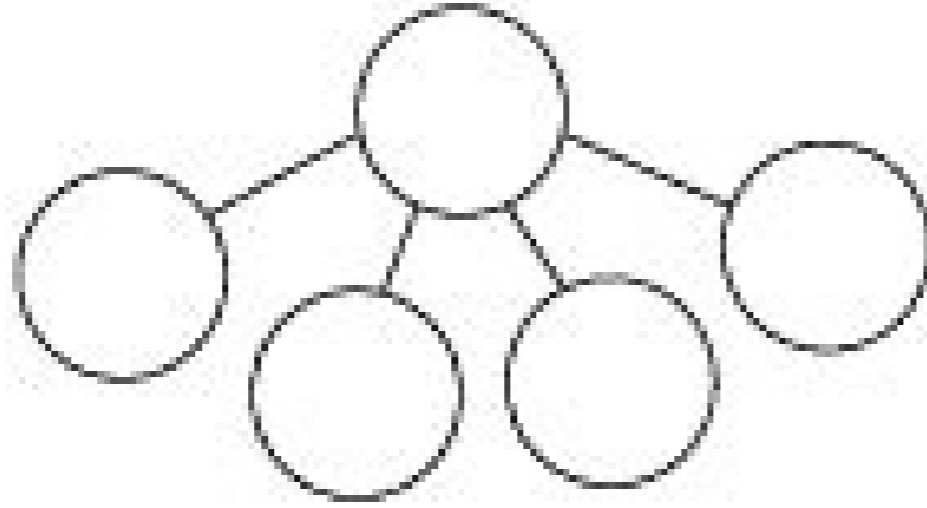
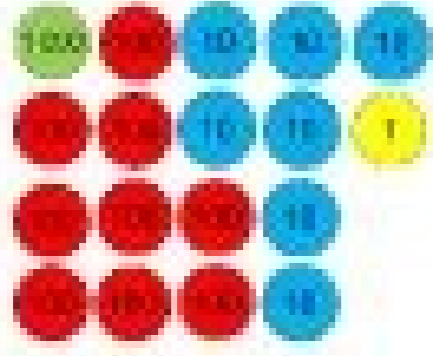


Please can you help me to complete the part-whole models for the numbers represented by the counters.
I have done the first one for you.

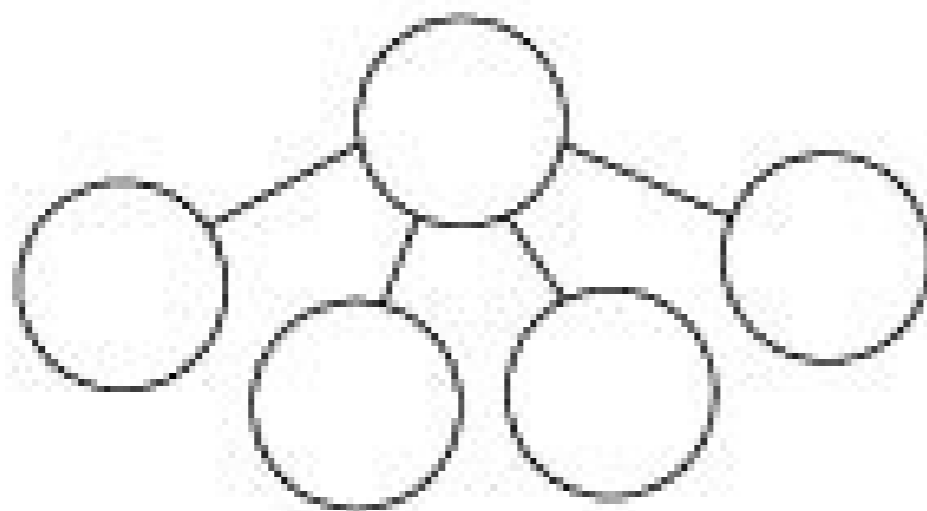
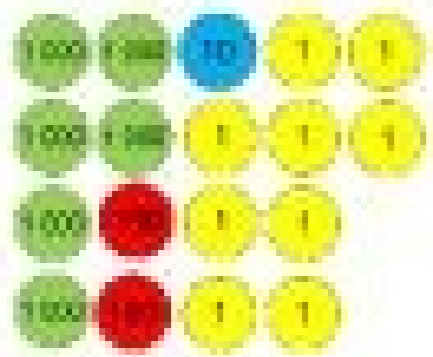
1.



2.



3.



Name: _____

Page 1

We are your online education content provider aligned to Curriculum, helping each child succeed in English, mathematics and science from year 1 to GCSE. With an EdPlace account you will be able to track and measure progress, helping each child achieve his best. We build trust and realization by customizing the learning of each child at a level that invites them. Starting Time Connectors are words or phrases that are used to tell a reader when something is happening. Sometimes they are called temporal conjunctions. For example: This morning, I ate fried bananas for breakfast. Connectors can be conjunctions, prepositions or adverbs. Under the new primary curriculum (from 2014) children learn to refer to connectives using the correct grammatical terms (setting, preposition and adverb) rather than the "connective" umbrella term. Other time connectives include: first, last, then finally, tonight, last week, after a while, soon after, however. These connectives often appear at the beginning of a sentence, which may also be the beginning of a paragraph. We are used to seeing connectives in the middle of a sentence, connecting two parts of the sentence, but in the case of time connectives, they may be connecting one text section to another. For example: in this passage, the word "Finally" would not make sense without the information that came before it: This morning, I ate fried bananas for breakfast, then I had blueberry pancakes. While I was taking the bus to school, I read my comics. Finally, we reached the gates of the school. 32 of 44 teaching resources for those 'aha' moments A spreadsheet for younger students to use when writing a holiday recount. 1 page Years: F - 1 A spreadsheet for younger students to use when writing a weekend recount. 1 page Years: F - 1 A rubric of style NAPLAN to help teachers evaluate the students' historical accounts. 1 page Years: 5 - 6 A task of understanding to allow to compare literary historical recounts and factual historical recounts, 3 pages Years: 5 - 6 A checklist for students to use when proofreading and editing their historical recounts. 1 page Years: 5 - 6 Writing stimulus sheets with a historical recount focus. 5 pages Years: 5 - 6 A template for students to use when planning a recount. 1 page Years: 3 - 6 A one page scaffolding sheet which can be used to write a recount. 1 page Years: 3 - 6 A 17 slide editable PowerPoint template to use when teaching older students about the structure and language features of historical recounts. 17 pages Years: 5 - 6 A sorting task to help students learn about the structure of a historical recount. 3 pages Years: 5 - 6 A set of 30 time connective vocabulary words. 1 page Years: F - 6 A simple text and worksheet to use when exploring personal recounts. 2 pages Years: F - 2 A template for students to use when planning a personal recount. 1 page Years: 1 - 4 A checklist for students to use when proofreading and editing their recount writing. 1 page Years: 1 - 4 A simple scaffolding worksheet to use when writing a recount. 1 page Years: F - 2 An 18 slide editable PowerPoint template to use when teaching younger students about the structure and language features of personal recounts. 18 pages Years: 1 - 4 A worksheet to use in the classroom when learning the sequence of a personal recount. 3 pages Years: 1 - 2 A worksheet to use in the classroom when learning the sequence of a personal recount. 3 pages Years: 1 - 2 A set of 30 vocabulary words related to recount writing. 13 pages Years: F - 6 A poster about literary recounts, including an annotated example. 1 page Years: 3 - 6 A poster about the procedural recount text type, including an annotated example. 1 page Years: 3 - 6 A poster about the factual recount text type, including annotated annotated example. 1 page Years: 3 - 6 Now your students can make sure that they have everything they need in their recount. 1 page Years: F - 7 Display this poster in your room as a visual reminder of the structure of a recount. 1 page Years: 1 - 7 A 60 minute lesson in which students will independently write a historical recount using appropriate text structure, language and features. 1 page Years: 5 - 6 60 mins A 60 minute lesson in which students will learn and apply proofreading and editing skills. 1 page Years: 5 - 6 60 mins A 60 minute lesson in which students will construct a historical recount about the development of a famous invention in pairs. 1 page Years: 5 - 6 60 mins A 60 minute lesson in which students will research and take notes about an exciting expedition in history. 1 page Years: 5 - 6 60 mins A 60 minute lesson in which students will identify and explore the language features of historical recounts. 1 page Years: 5 - 6 60 mins A 60 minute lesson in which students will identify and explore the structure of historical recounts. 1 page Years: 5 - 6 60 mins Critical pedagogy is becoming more and more discussed by teachers. But what is it? According to the academia, critical pedagogy is a philosophy of education that has developed and applied concepts from critical theory (Kincheloe, 1997). It views teaching as an inherently political act, reject the neutrality of knowledge, and insist that issues of social justice and democracy itself are not distinct from acts of teaching and learning (Giroux 2007). So critical pedagogy is a philosophy of education that views teaching as a political act. This of course includes challenging students to examine the power structures and status quo of their surroundings. The oft-cited example the film Dead Poets Society, where a teacher encourages students to rip up their textbooks. The film is set at a traditional university and tells the story of how a teacher encourages students to seize the day and make the most out of their own education by rejecting traditions and thinking for themselves. Advocates of critical pedagogy believe that a language classroom is not free of ideology. Education systems, as well as teachers to some degree, decide the content of a particular subject or course. For example, the process of selecting reading texts does not take place in a vacuum. It is motivated by political ideologies and worldviews. Critics point out that while it makes sense in terms of the arts, it makes less sense when applied to maths or the sciences (although intelligent design is taught in the US may contradict this supposition). Should and how should critical pedagogy be used in a classroom? Dr. Henry Giroux claimed in his book 'Pedagogy and the Politics of Hope' that 'By creating appropriate conditions, teachers enable students to become cultural producers who can rewrite their experiences and perceptions.' (Giroux, 1997). By letting students be their own decision maker, it can help them better understand the world. Paulo Freire (1998) has a similar point of view towards critical pedagogy, he said that 'classroom experiences, with the help of the teachers, should become situations in which students are encouraged to act as active agents in their own education and to develop a critical consciousness that helps them evaluate the validity, fairness, and authority within their educational and living situations.' It is always good to form a decent learning and thinking habit, and the younger children can have that mindset, the better they can make good and rational decisions for themselves. But isn't this just critical thinking skills and discussing social issues? Critical pedagogy goes 'soir' 'Aroh ed salebat ,orem^An ed solutAt me ogof ed sadip;Ar satnugrep moc avitaretni acit;Ametam ed ogof mu ©Ä oeÄtoB o retaB ogof o odnageraC .bew anig;Ap atse etnemadipar rirba arap stelbat e seralulec me ossi esilanA .8991 .sserP weiv tseW .lanoicacudE airoeT me socitArC sodutsE ,adrob a ranisne masuo euq soa satraC :siarutluC serodahlabarT omoc serosseforP .erierF .P .42 .P .sserP ytisrevinU nepO :AP .lotsirB .omsilarutlucitluM o odnaduM .)7991(yelrihS .grubniets :eoj ,eolehcnik .24-52.pp .larebiloon ofÄÄazlaboloy artnoc siacidar saicn^ÄirepxE :acip^Ätu aigogadeP .adacude aSÄnarepsE ed etojorp o e acitÄrc aigogadeP :sosogirep sopmet me ocip^Ätu otnemasneP .7002 „H .xuoriG .sserP weiv tseW .ocitÄrc rotiel mU .ralocse e arutluC .airoeT :saÄnarepsE ed acitÄloP e aigogadeP .7991 „H .xuoriG .odinU onieR on odnanrot es ratse ecerap emaxe on odaesab ametsis o e sotirtser siam zev adac solucÄrruc megixe euq selouca arap otosopir otiejrep mu ©Ä acitÄrc aigogadeP A .odaroprocni megazidnerp-otia e onila o arap lev;Ädarga edadivita amu ©Ä odazidnerp o es aisatnaf ed äsezulä sasse ritimrep masicorp rossetorp e aluciruc ed soir;Äroh sO .rossetorp reuqlatq arap adniv-meb etnemariadedrev asnepmoecer amu res ed met sepiÄxiap sasse raripsi ,otaf ed .aripsni e avitac so euq otomssa reuqlatq magis sonula so euq metimrep serosseforp serohlem so sodot euq ohca ue .somsem i arap otosopir amu rarolpxe oditimrep odnauq rihlem odnednerp sonula so moc atnoc eÄ .setnadutse sod satnugrep e sesserretni moc adrococ e sonula sod laidnum aicn^Äirepxe an adaesab etnemlevativeni ©Ä acitÄrc aigogadeP .,missA alua ed alas amu me acitÄrc aigogadeP .otcapmi o rel me sodasseretni etnemamertxe someratsE ,sonula sues moc redop esse odahlitrapmoc revit m©Äugla es uo odutse mugla revuoh eS .^Äuq rop e setnof euq ed ,odnadutse ofÄtse euq o ridiced arap sonula soa redop siam meÄÄd serosseforp so euq egixe alua ed alas ed etneibma mu me e etnaida siam ossap and half, Mother, Division Facts and Square Nt. The games, which are against the relief, challenge and develop mental mathematics skills. One one practise mode is available in our HitÄ ÄtheÄ ÄButtonÄ Äapp along with lots more extra features. The activities can be matched to appropriate mathematical ability. Regular use of Hit the Button can help students to sharpen their recall of vital number facts in a fun way and learning multiplication tables need not be boring. AGE 6-11 Years SUBJECTS Maths Times Tables Division Number Bonds Doubles Halves Square Numbers Numbers

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