

## Maths

LI – To know what a tally chart is.



Home learning focus:

In this lesson we will be looking at tally charts and thinking about their purpose and how they help us when collecting data.

This lesson includes:

- Success criteria
- Teaching slides
- Activity



Equipment you will need: A pencil and a piece of paper.

Warm up: Counting in 5s

<https://www.youtube.com/watch?v=amxVL9KUmq8>

This week we are going to be learning about data collection. How we might collect data. What tables, charts and graphs might look like and how these can help us. **What is data?**

<https://www.bbc.co.uk/bitesize/topics/zg6tyrd/articles/zgg9pbk>

'Data' means 'information'. You can collect data by showing it in tables, charts or graphs. It will make the information easier to read and understand.

**Who knows what this is?**



Run through more examples of counting tallies.

Match the tallies to their totals.

A		21
B		16
C		8
D		29

Activity:

For your activity we would like you to complete the tally charts that you have been given (see resources). There is also an extra tally count sheet that you can see how long it takes you to count up. Who will get the fastest time?

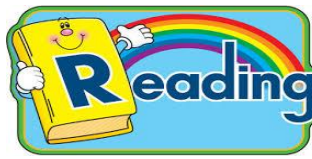
Click on the link below for an interactive game to support your learning.

<https://www.bbc.co.uk/bitesize/topics/zg6tyrd/articles/zgg9pbk>  
[https://www.softschools.com/math/data\\_analysis/tally\\_chart/](https://www.softschools.com/math/data_analysis/tally_chart/)

## Monday

### English

LI To be able to predict what might happen next.



Home Learning Focus:

Today we will look at the story called Wilfred Whiskers.

Read the text provided (within the resources section) which focuses on the story about Wilfred Whiskers.

Discuss the story with an adult, then have a go at recording your ideas, using the example of the Guided Reading template (within the resources section) to organise your recording. Firstly, you will need to ask yourself 'I Wonder...?' questions. Next, you will need to ask your adult to read the text whilst you close your eyes and visualise. What do you see? Can you draw your visualisation on your paper?

Finally, you will need to record your prediction on your paper. What you think will happen next?

Equipment needed: You will need a piece of paper, a pencil and colouring pencils.



This lesson includes:

- Steps to Success
- Read the text
- Discuss the text
- Independent work

Please click on the link to access your learning:

Zoom link:

Join Zoom Meeting 11am with Mrs Wasway



<https://zoom.us/j/93104574370?pwd=ZDFnL0RMWU9rUVRWSVluMG9CdjBhZz09>

Meeting ID: 931 0457 4370  
Passcode: ONsNmt

## PHSCE

LI – To know how to be a good friend.



Home learning focus

In this lesson we will continue on from last week's lesson. You thought then about what makes a good friend.

Today, you will think about how to look at the importance of friendship.

Equipment needed: You will need a pencil, ruler and piece of paper.



This lesson includes:

- Video
- Quiz
- Activity

Click on the link to access your learning:

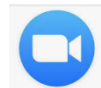
<https://www.bbc.co.uk/bitesize/articles/zhmprnd>

Please join us for a story at the end of the day (2:45pm). We look forward to seeing you.



Please click the link below:

Zoom link:



Join Zoom Meeting at 2:45pm:

<https://zoom.us/j/98897139444?pwd=c05YdzFIYmhyalhSMFIFTUZ0aFBYUT09>

Meeting ID: 988 9713 9444  
Passcode: N3SX0t

Zoom link:  
Join Zoom Meeting  
9:30am with Miss  
Beaumont



Join Zoom Meeting  
<https://zoom.us/j/6483828231?pwd=ZFNCbERKR2VnZUN2NExDWFFoQkQyZz09>

Meeting ID: 648 382 8231  
Passcode: tY8rSq

**Tuesday**

**Maths**

**LI** – To make a tally chart.



Home learning focus:

In this lesson we will be looking at our understanding of data collection and how we will make our own tally chart.

This lesson includes:

- Success criteria
- Data collection teaching slides
- Online activity
- Independent work

Equipment you will need:  
A pencil and a piece of paper



Warm up: Counting in 5s

<https://www.youtube.com/watch?v=amxVL9KUmq8>

Let's recap what we found out yesterday. **Who can tell me what a tally chart is? What does it mean by data collection? What rules do we know that we need to keep when making tally marks?**

<http://www.snappymaths.com/other/handlingdata/barcharts/interactive/talliesmm/talliesimm.htm>

Let's look at an example:

Complete the tally chart.

Favourite colour	Tally	Total
Blue	III	
Red	II	
Yellow		
Green		

**What information does it show us? What can we see?** Discuss tally marks and how they are drawn as 4 sticks that we then cross over with the 5<sup>th</sup> mark. **Can we count the total of people who liked each colour? Fill in tally chart with totals. What did we count?**

Let's try another example:

Complete the tally chart for Year 2

Year group	Tally	Total
Year 1		10
Year 2		19
Year 3	I	21
Year 4		17

**What could the title be for this tally chart? Can you complete the tally marks?**

**English**

**LI** To be able to compare bakeries past and present.



Home Learning Focus:

In this lesson we will look at and compare the differences between a bakery in 1666 and a modern bakery.

Equipment needed: You will need a pencil, a piece of paper and coloured pencils.



This lesson includes:

- Warm up
- Video
- Discussion
- Activity
- Independent work

Today we will take a look around the Modern Provider bakery in Margate and meet the baker. We will look at the different features of a modern bakery and compare them to Thomas Farriner's bakery in 1666. **How did they bake their products? How is this different to today? Did they make croissants in 1666?** Together, we will complete a sorting activity focussing on the features of past and present bakeries. Following on from this, you will be able to complete an independent activity.

Activity:

For your activity, we would like you to draw two pictures - one modern bakery and a bakery from 1666. After, you will need label the different features of each bakery. Can you challenge yourself to write some

**RE**

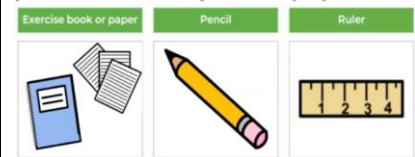
**LI** - To know the story of Hanukkah/Chanukah.



Home learning focus:

Today, we will be looking at the story of Hanukkah. What does the story of Chanukah make us think about? How do Jewish people think about miracles at Hanukkah?

Equipment needed: You will need a pencil, ruler and piece of paper.



This lesson includes:

- Video
- Activity

Click on the link to access your learning:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-hanukkah/z47wxyx>

**Activity**

Today, we have been looking at the Jewish festival Hanukkah. About the fun things that Jewish families do at Hannukah...About how important remembering the story of 'The miracle of the oil' is to celebrating Hannukah...I wonder what things you try to remember together in your family? What games you play and what stories you tell? What fun do you have?

Can you create a poster to show us your reflections?

**Activity:**

For your activity we would like you to look at the Baker items sheet and create your own tally chart (see resources).

Click on the link to support your learning:

<http://www.snappymaths.com/other/handlingdata/barcharts/interactive/tallies/mm/talliesimm.htm>

**Zoom link:**

Join Zoom Meeting  
9:30am with Miss  
Beaumont



<https://zoom.us/j/6483828231?pwd=ZFNCbERKR2VnZUN2NExDWFFoQkQyZz09>

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sentences explaining any differences or similarities between the bakeries?

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with Mrs Wasway



<https://zoom.us/j/93104574370?pwd=ZDFnLORMWU9rUVRWSVluMCG9CdjBhdz09>

Meeting ID: 931 0457 4370  
Passcode: ONsNmt

Please join us for a story at the end of the day (14:45). We look forward to seeing you.



Please click the link below:

**Zoom link:**

Join Zoom Meeting at  
2:45pm:



<https://zoom.us/j/6483828231?pwd=ZFNCbERKR2VnZUN2NExDWFFoQkQyZz09>

Meeting ID: 648 382 8231  
Passcode: tY8rSq

**Wednesday**

**Maths**

**LI** – To know what a pictogram is.

Item		Total
Bat		7
Ball		9
Gloves		6

**Home learning focus:**

In today's lesson we will continue our look at collecting data and we will move on to start looking at pictograms.

**This lesson includes:**

- Success criteria
- Warm up
- Pictogram video
- Example teaching slides
- Activity

**Equipment you will need:**

A pencil and a piece of paper.



**Warm up:**

<https://www.bbc.co.uk/teach/superheroes/ks1-maths-the-5-times-table/zhbm47h>

**Quick recap:** from this week. **What does it mean to collect data? How have we presented our information/data so far this week?**

Let's look at some pictogram examples:

Watch the following video for an introduction into pictograms:

<https://www.bbc.co.uk/bitesize/clips/zg4d2hv>

**So what does a pictogram show us? What did the one in the video show? Let's look through some examples:**

**English**

**LI** To be able to describe Thomas Farriner.



twinkl.com

**Home Learning Focus:**

In this lesson we will use adjectives to describe Thomas Farriner.

**Equipment needed:** You will need a pencil, a piece of paper and coloured pencils.



**This lesson includes:**

- Warm up
- Recap conjunctions
- Video
- Discussion
- Activity
- Independent work

Today we will talk about who Thomas Farriner was. After looking at a picture of Thomas Farriner, we will think of adjectives to describe the way he looks. We will also be thinking carefully about how he might have felt. We will then discuss how he might have felt being responsible for the Great Fire of London. **What should he do? How is he feeling? If you were the baker how could you stop the fire?**

**PE with team Garlinge**

**Personal Challenge Home Learning**



**Home learning focus:**

Back during the summer term some of the key worker children had weekly challenges using socks. We called this 'The Sock Olympics'. The PE team have come up with and planned a personal challenge card available here

<https://www.garlingeprimary.co.uk/home-school-learning> under the PE and Sport section of our home learning.

The PE team have also put a link to a variety of videos to support this.

Watch staff members challenge you!

<https://youtu.be/y8nWcJxb2c4>

The sheets can also be found in the resources page for the year 2 planning.

Have fun and see if you can beat your own personal challenge!

**The TEAM GARLINGE Personal Challenge Activity Card**

**What is it?**  
We would like you to complete the following challenges which 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 adopt the activities to suit you and your environment!  
Because this is about YOUR personal best and YOU improving YOUR skill!

**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 **easy** and **hard** 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](mailto: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](mailto:PE@garlinge.kent.sch.uk)  
Go Team Garlinge!

**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 score!  
For every challenge you complete you will also earn points for your House!  
Write how the School Values helped you.

Transport		Total
Car		8
Walk		
Bus		
Cycle		

KEY: ● = 1

Fruit		Total
Apple		
Banana		7
Orange		5
Grapes		
Pear		3

KEY: ● = 1 fruit

**Activity:**

Let's gather some information about your toys and objects at home. Using the data provided (see resources) can you build your own visual pictogram using objects from home. Can you email in a photograph of your work?

Click on the link to support your learning:

<https://www.softschools.com/math/data-analysis/pictograph/games/>

<https://www.bbc.co.uk/bitesize/clips/zg4d2hv>

**Zoom link:**

Join Zoom Meeting 9:30am with Miss Beaumont



<https://zoom.us/j/6483828231?pwd=ZFNCBERKR2VnZUN2NEExDWFFoQkQyZz09>

Meeting ID: 648 382 8231  
Passcode: tY8r5q

In our writing we will try to use the conjunctions **because** and **but** to extend our sentences.

**Activity:**

Firstly, draw a picture of Thomas Farriner. Then, write three descriptive sentences to describe Thomas Farriner and how he might have felt. Challenge yourself to include **because** and **but** in your sentences.

Here's some links to support your learning:

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

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**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.  
**Give yourself 5 points for every minute!**

**One leg Balance**  
LEFT RIGHT  
How long can you balance?

**2. Arm Holds**  
Place 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 your right arm.  
**Give yourself 5 points for every minute!**

**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 basket. Choose how many steps you would like to throw from and see how many times you can throw your ball of socks into the basket, collect, return and throw again.  
**Give yourself 5 points for every 10 successful throws!**

**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!  
**Give yourself 5 points for every 10 successful claps!**

**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 5 points for every jump!**

**Speed Jump**  
How many can you do in 2 minutes?

**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.  
**Give yourself 5 points for every 10 successful jumps!**

**Star Jumps**  
How many in 1 minute?

**7. Agility**  
Jog on the spot and get 1 point for each minute you can do without stopping.  
**Remember to pace yourself! Give yourself 5 points every 5 minutes you can jog on the spot!**

**AGILITY**  
How many laps or minutes did you complete?

**8. CREATE YOUR OWN CHALLENGE**  
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!

Feel free to email any pictures to [pe@garlinge.kent.sch.uk](mailto:pe@garlinge.kent.sch.uk)

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Meeting ID: 988 9713 9444  
Passcode: N3SX0t

**Maths**

LI - To draw a pictogram

Item		Total
Bat		7
Ball		9
Gloves		6

**Home learning focus:**

In this lesson we will be looking at how to draw our own pictograms.

**This lesson includes:**

- Success criteria
- Warm up
- Pictogram example teaching slides
- Activity

Equipment you will need:  
A pencil and a piece of paper.



**Warm up:**

<https://www.bbc.co.uk/teach/super-movers/ks1-maths-the-5-times-table/zhbm47h>

**Thursday**

**English**

LI To be able to design a bakery menu.



**Home Learning Focus:**

In this lesson we will design our own bakery menu.

Equipment needed: You will need a pencil, a piece of paper and coloured pencils.



**Science**

LI -To know about properties of different materials.



**Home learning focus**

In this lesson we will discover what happens to different materials when they are put in water.

**This lesson includes:**

- Video
- Quiz
- Activity

Equipment needed: You will need a pencil, ruler, some materials, water and piece of paper.



What did we do in yesterday's lesson?  
 What did you go away and do for your activity? Share some examples.

Food	Tally	Food	Tally
Pizza		Pizza	
Chips		Chips	
Salad		Salad	

KEY: ● = 1

Animal	Tally	Animal	Tally
Dog		Dog	
Cat		Cat	
Rabbit		Rabbit	
Hamster		Hamster	

KEY: ○ = 1

Colour	Tally	Total
Blue	○○○○○○	6
Red		
Green		

There are double the amount of red than blue.

There are 4 less green than red.

Check understanding of these.

Can you spot the mistake?

Colour	Tally	Colour	Tally	Total
Red		Red	●●●●●●●●●●	10
Blue		Blue	●●●●●●●●●●	10
Green		Green	●●●●●●●●●●	10
Pink		Pink	●●●●●●	6

Activity:

For your independent learning in this lesson, we would like you to think back to Tuesday's tally chart that you made of the yummy bakery items. Can you now put this information into a pictogram? (see resources). You can cut out the pictures or draw them yourselves.

Click on the link to support your learning:

<https://www.youtube.com/watch?v=qenKu-GJAE8>

<https://www.bbc.co.uk/bitesize/clips/zg4d2hv>

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This lesson includes:

- Warm up
- Video
- Discussion
- Activity
- Independent work

Today, will look at the features of a menu. What does a menu need to have? We will look at how different foods are described on a menu.

What information do we need to know? How do they make food sound appetising? What kind of adjectives do they use? How inviting does the menu look? What designs have they used?

We will have a go at describing some different foods together as class before starting our independent work.

Activity:

Create your own menu! What will your bakery be called? What will you sell? Describe your different products and don't forget to include the price! As a suggestion, you could even draw each of the different items to really tempt the customer! Will you use colours or patterns to decorate your menu?

Why not pretend to have your own bakery? Can you make a till and see if your family members can pay for your products? Please remember make sure you give them the right change!

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Click on the link to access your learning:

<https://www.bbc.co.uk/bitesize/topics/zrsgkr7/articles/zpd6hyc>

Activity:

Can you choose one of these activities to complete:

- Can you put different materials in water? What happens? Can you discuss?
- <https://www.science-sparks.com/how-waterproof-is-it/>
- Can you design a waterproof coat? What material could you use? How could you test what material to use? Can you design a poster to show your experiment and what material you could use for your waterproof coat?

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Meeting ID: 648 382 8231  
 Passcode: tY8rSq

Friday

Maths

LI – To interpret pictograms.

Hair colour	Tally	KEY: ○ = 1
Black	○○○○○○○○○○○○○○○○	
Brown	○○○○○○○○○○○○○○○○	
Blonde	○○○○○○○○○○○○○○○○	
Ginger	○○○○○○○○○○○○○○○○	

Home learning focus:

In this lesson we will be looking at pictograms. We will be asking and

English

LI To answer questions about a text.



Geography

LI- To learn about the UK and its four countries.



