

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

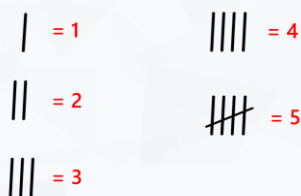
<https://www.youtube.com/watch?v=amxVL9KUmq8>

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.

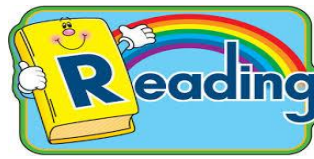
<https://www.bbc.co.uk/bitesize/topics/zg6tyrd/articles/zgg9pbk>

https://www.softschools.com/math/data-analysis/tally_chart/

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 Miss Hebditch

Join Zoom Meeting

<https://us04web.zoom.us/j/2556122929?pwd=THJNbFFqUnhQSEVrcDgzWDk3RXhVdzO9>

Meeting ID: 255 612 2929

Passcode: BKZ7x0



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:

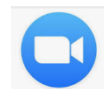
Join Zoom Meeting at 2:45pm:

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<https://us04web.zoom.us/j/2556122929?pwd=THJNbFFqUnhQSEVrcDgzWDk3RXhVdzO9>

Meeting ID: 255 612 2929

Passcode: BKZ7x0



Zoom link:



Join Zoom Meeting 9.30am with Miss Hebditch

<https://us04web.zoom.us/j/2556122929?pwd=THJNbFFqUnhQSEVrcDgzWDRk3RXhVdzO9>

Meeting ID: 255 612 2929
Passcode: BKZ7x0

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		5
Red		5
Yellow		2
Green		3

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 5th 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		21
Year 4		17

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,

RE

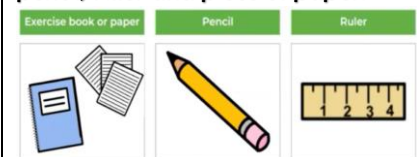
LI - To know the story of Hanukkah/Chanukah.



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?

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

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/talliesimm/talliesimm.htm>

Zoom link:

Join Zoom Meeting
9:30am with Miss Hebditch



<https://us04web.zoom.us/j/2556122929?pwd=THJNbFFqUnhQSEVrcDgzWDk3RXhVdzO9>

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you will need label the different features of each bakery. Can you challenge yourself to write some sentences explaining any differences or similarities between the bakeries?

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Join Zoom Meeting 11am with Miss Hebditch



<https://us04web.zoom.us/j/2556122929?pwd=THJNbFFqUnhQSEVrcDgzWDk3RXhVdzO9>

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

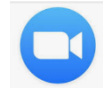


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Zoom link:

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Meeting ID: 255 612 2929
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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.



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

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!

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>

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9:30am with Miss Hebditch

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
Great Fire of London. What should he do? How is he feeling? If you were the baker how could you stop the fire?

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>

Zoom link:

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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 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 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!

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.

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.
How long can you balance on your left leg and on your right leg?

2. Arm Holds
Raise one arm and time how long you can hold it for. Stop the time when you put your arm down.
Then how long you can raise your left arm and on your right arm.
How long can you hold your left arm and your right arm?

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 you can throw your ball of socks into the bucket. collect, return and throw again in 1 minute.
How many times can you throw your ball of socks into the bucket 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!
How many claps can you do before you catch the socks?

One leg Balance
LEFT RIGHT
How long can you balance?

Arm Holds
LEFT RIGHT
How long can you hold your arms in the air?

Sock Throw
How many can you do in 1 minute?

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!
How many times can you jump over the socks in 1 minute?

6. Star Jumps
Jog on the spot and get 1 point for each minute you do without stopping.
Remember to pace yourself!
Remember to pace yourself!
Remember to pace yourself!
How many times can you do star jumps in 1 minute?

7. Agility
Jog on the spot and get 1 point for each minute you do without stopping.
Remember to pace yourself!
Remember to pace yourself!
Remember to pace yourself!
How many times can you do agility exercises in 1 minute?

8. CREATE YOUR OWN CHALLENGE
Can you create your own challenge that helps with...
Balance
Co-ordination
Clapping
Bouncing
Throwing or Catching!
How many times can you do your own challenge in 1 minute?

Speed Jump
How many can you do in 2 minutes?

Star Jumps
How many in 1 minute?

AGILITY
How many legs or minutes did you complete?


PERSEVERANCE - How many or how long you can do a challenge without giving up!
RESPECT - Remember to respect your body, only do what you can!
TEAMWORK - Can you work with someone you like with and help each other?

Feel free to email any pictures to pe@garlinge.kent.sch.uk

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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

Thursday

English


LI To be able to design a bakery menu.



Home Learning Focus:

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.

- 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/supermovers/ks1-maths-the-5-times-table/zhbm47h>

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

Food	Tally	Food	
Pizza		Pizza	
Chips		Chips	
Salad		Salad	

KEY: ● = 1

Animal	Tally	Animal	
Dog		Dog	
Cat		Cat	
Rabbit		Rabbit	
Hamster		Hamster	

KEY: ○ = 1

Colour		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		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-GUAE8>

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

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



In this lesson we will design our own bakery menu.

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, 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!

Zoom link:
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with Miss Hebditch



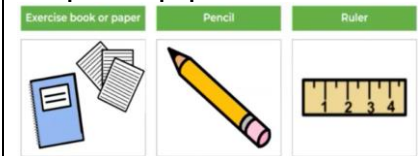
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This lesson includes:

- Video
- Quiz
- Activity

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



Click on the link to access your learning:

<https://www.bbc.co.uk/bitesize/topics/zrsgk7/articles/zpd6hyc>

Activity:

Can you choose one of these activities to complete:

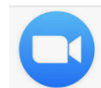
- Can you put different materials in water? What happens? Can you discuss?
- <https://www.science-sparks.com/how-waterproof-is-it/>
- Can you design a waterproof coat? What material could you use? How could you test what material to use? Can you design a poster to show your experiment and what material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

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Maths

LI – To interpret pictograms.

Hair colour	
Black	
Brown	
Blonde	
Ginger	

KEY:  = 1

Home learning focus:

In this lesson we will be looking at pictograms. We will be asking and answering questions about pictograms and the information that they give us.

This lesson includes:

- Success criteria
- Warm up
- Examples and teaching slides
- Activity

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



Warm up:





<https://www.youtube.com/watch?v=BGWMPqh04o4>


So far this week we have looked at Tally Charts and how to create them. We then moved on to pictograms.

What they are? What they are used for?
And how to create them.





Today we will look at the questions we can ask surrounding the information presented to us in a pictogram.


Let's have a look.

Hair colour	
Black	
Brown	
Blonde	
Ginger	

KEY:  = 1

How many black? _____ How many ginger? _____
How many brown? _____ How many altogether? _____
How many blonde? _____

Ice-cream	
Vanilla	
Chocolate	
Strawberry	
Mint	

KEY:  = _____

There are _____ people who like vanilla.
There are _____ more people who prefer chocolate to strawberry.
There are _____ less people who prefer mint to vanilla.

Activity:

We would like you to complete the worksheets (see resources). There are several questions about the pictograms for you to answer.

Click on the link to access a video to support your learning:
<https://vimeo.com/501674074>

Friday

English

LI To answer questions about a text.



Home Learning Focus:

In this lesson we will read a text and answer questions.

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



This lesson includes:

- Warm up- i-e split digraph
- Video
- Read text
- Activity
- Independent work

Today, we will look at a factual text about The Great Fire of London. We will read it together and look at its features. **Where is the title? Why are there separate boxes? What information do the different parts of the text include?**

Together we will look at some questions and discuss different strategies to find the answer. **Where can we look in the text? What word can we look for?**

Activity:

For our activity today, we are going to answer questions about a text focussed on The Great Fire of London. Use the text to help you, underline or highlight key words.

Link to support your learning:

<https://www.youtube.com/watch?v=o9JSTYL7vyc>

Zoom link:
Join Zoom Meeting 11am
with Miss Hebditch



Geography

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



Home learning focus:

In this lesson we will be learning about the capital cities of the countries in the UK, major landmarks and features of the UK.

This lesson includes:

- Video
- Quiz
- Online Activity
- Map work

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



Click on the link to access your learning:

<https://www.bbc.co.uk/bitesize/articles/z2kxsxbk>

Activity:

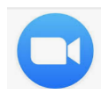
Can you label the countries of the UK on the map? (see resources)

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<https://us04web.zoom.us/j/2556122929?pwd=THJNbFFqUnhQSEVrcDgzWDk3RXhVdzO9>

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