

2C and 2D Term 3 Week 6 Week Beginning 8.2.21

Maths

LI – To draw a pictogram 1:2

Pet	
Dog	
Cat	
Rabbit	
Fish	

= 2 animals

Home learning focus:

In this lesson we will be looking at pictograms and how we can draw pictograms where each picture represents 2.

This lesson includes:

- Success criteria
- Teaching slides
- Activity

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



Warm up: Counting in 2s

<https://www.youtube.com/watch?v=GvTcpf5nOMQ>

This week we are going to be continuing our learning about pictograms. We will be looking at scaled pictograms. Today we will be focusing on how we can draw a pictogram where each picture represents 2.

They saw 10 ostriches and 2 horses.

Key = 1 animal

Animals	
Ostriches	
Horses	

Key = 2 animals

Animals	
Ostriches	
Horses	

If we look at the first pictogram each triangle represents 1. There is a lot of data so we can make it easier to draw by making each triangle represent 2. We will need 5 triangles to represent 10 Ostriches because $5 \times 2 = 10$. We will need 1 triangle to represent 2 horses because $1 \times 2 = 2$.

Use the tally chart to complete the pictogram.

Pet	Tally	Pet	
Dog		Dog	
Cat		Cat	
Rabbit		Rabbit	
Fish		Fish	

= 2 animals

Look at the data collected in the tally chart. We can use this data to draw a pictogram. In this pictogram each square represents 2 animals. **Can you complete the pictogram?**

Click on the link to see a short video of how to draw a pictogram:

<https://www.youtube.com/watch?app=desktop&v=qenKu-GUAE8>

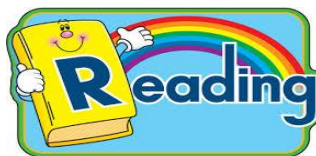
Activity:

For your activity we would like you to use the data in the tally charts to draw

Monday

English

LI - To be able to predict what might happen next.



Home Learning Focus:

Today we will look at the story called Dogger, written by Shirley Hughes.

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

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. For example, I wonder when he last saw Dogger? 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? How could the story end?

This lesson includes:

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

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



Please click on the link to access your learning:

<https://www.youtube.com/watch?v=jNOYGrf5jes>

Zoom link:

Join Zoom Meeting 11am with Mrs Warr



Join Zoom Meeting

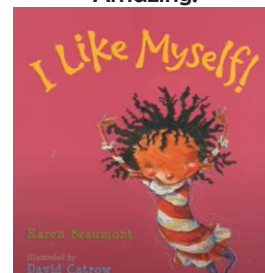
<https://zoom.us/j/7608431084?pwd=YO51RXRlcS93Y2lrczVTaWdobzhzUT09>

Meeting ID: 760 843 1084

Passcode: q7Qb1V

PSHCE

LI- To think about what makes me Amazing.



Home Learning Focus:

We have been thinking about how to be a good friend. Today we will think about what makes up special. We are all fantastic and wonderful in our own unique way. No one in the world is like us. There are things that we are great at and things that we can be proud of. Sometimes it is a special talent and sometimes it is our perseverance or that we are kind and a good friend. **What are your good qualities? Are you kind? Are you good at sharing? Do you persevere or try your best? What are you good at? What do you like about yourself? What makes you happy? Are you funny, do you make your friends or family laugh? Are you great at reading?**

This lesson includes:

- Video links
- Discussion time
- Self reflection
- Independent Work

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



Activity:

Why don't you ask your adult what makes you special to find out what they like about you? Use the sheet in the resources. Tell us all about you.

Please click on the link to access your learning:

<https://www.youtube.com/watch?v=wTlyUKznXzk>
<https://www.youtube.com/watch?v=LrPm7BasRBo>

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:



2C and 2D Term 3 Week 6 Week Beginning 8.2.21

the pictograms, **remember, each picture should represent 2** (see resources). There is a challenge too! Can you complete it?

Zoom link:



Join Zoom Meeting 9.30am
With Mrs Warr

Join Zoom Meeting

<https://zoom.us/j/7608431084?pwd=Y051RXRlCS93Y2lrczVTaWdobzhzUTO9>

Meeting ID: 760 843 1084

Passcode: q7Qb1V

Zoom link:

Join Zoom Meeting at
2:45pm with Mrs
Warr



join Zoom Meeting

<https://zoom.us/j/7608431084?pwd=Y051RXRlCS93Y2lrczVTaWdobzhzUTO9>

Meeting ID: 760 843 1084

Passcode: q7Qb1V

Maths

LI – To draw a pictogram 1:5

Use the information to complete the pictogram about the number of books read in each class.

Class	Books	Class	Books
Class 1	10	Class 1	10
Class 2	15	Class 2	15
Class 3	20	Class 3	20
Class 4	25	Class 4	25
Class 5	30	Class 5	30
Class 6	35	Class 6	35

Key = 5 books

Home learning focus:

In this lesson we will be looking at pictograms and how we can draw pictograms where each picture represents 5.

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=r176jXYwct8>

This week we are going to be continuing our learning about pictograms. We will be looking at scaled pictograms. Today we will be focusing on how we can draw a pictogram where each picture represents 5.

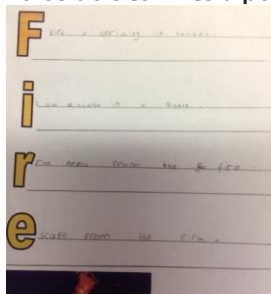
Relatives	Key = 5 relatives called
Grandmas	
Uncles	
Cousins	

This pictogram shows the relatives that children have called. If we look at the pictogram the key tells us that each smiley face represents 5 because there is a lot of data. **How many Grandmas were called?** We need to look at the Grandma row and count in 5's. There are 4 smiley faces, $4 \times 5 = 20$ so this shows that 20 Grandmas were called. **How many Uncles were called?** We need to look at the Uncles row and count in 5's.

Tuesday

English

LI -To be able to write a poem.



Home Learning Focus:

Today we will find out about and write our own acrostic poems.

This lesson includes:

- Steps to Success
- Warm up
- Main teaching
- Activity
- Independent work

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



We will look together at acrostic poems and find out what their features are. We will discuss how each letter down the side is the first letter of the sentence on that line. It is important with an acrostic poem that the words you write are related to the word down the side.

Together we will brainstorm different words that are related to the great fire of London that we could use in our acrostic poem.

Here are some links that can help you with your learning:

<https://www.youtube.com/watch?v=3w8sG42LMpc>

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/ztdvw6f>

ICT

LI- To learn about internet safety, Article 16: Right to privacy; Article 17: Access to information from the media



Home learning focus:

In this lesson we will be learning how to keep safe on the internet.

This lesson includes:

- Video
- Independent work

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



Click on the links to access your learning:

<https://www.saferinternet.org.uk/detective-digiduck-virtual-assembly-3-7s>

<https://www.bbc.co.uk/teach/live-lessons/safer-internet-day-live-lesson/zdh2wnb>

Activity:

Can you create a poster to show how you can be safe on the internet?

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:

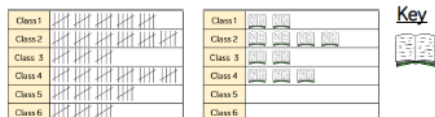
Zoom link:



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There are 8 smiley faces, $8 \times 5 = 40$ so this shows that 40 Uncles were called. **How many Cousins were called?** We need to look at the Cousins row and count in 5's. There are 7 smiley faces, $7 \times 5 = 35$ so this shows that 35 Cousins were called.

Use the information to complete the pictogram about the number of books read in each class.



Look at the data collected in the tally chart. We can use this data to draw a pictogram. In this pictogram each book represents 5 books. **How can we complete the pictogram?** We need to count the tallies to see how many books we need for each class in the pictogram. Class 1 has read 25 books, $5 \times 5 = 25$ so we need 5 pictures of books for class 1. Class 2 has read 30 books, $6 \times 5 = 30$ so we need 6 pictures of books for class 2. Class 3 has read 15 books, $3 \times 5 = 15$ so we need 3 pictures of books for class 3. Class 4 has read 30 books, $6 \times 5 = 30$ so we need 6 pictures of books for class 4. **Can you complete the pictogram for classes 5 and 6?**

Click on the link to see a short video of how to draw a pictogram:
<https://vimeo.com/504483835>

Activity:

For your activity we would like you to use the data in the tally charts to draw the pictograms, **remember, each picture should represent 5** (see resources). There is a challenge too! Can you complete it?

Zoom link:



Join Zoom Meeting 9.30am
With Mrs Warr

Join Zoom Meeting

<https://zoom.us/j/7608431084?pwd=Y051RXRlcS93Y2lrczVTaWdobzhzUT09>

Meeting ID: 760 843 1084
Passcode: q7Qb1V

<https://www.youtube.com/watch?v=uAxMzRgXJf8>

Please click on the link to access your learning:
Zoom link:
Join Zoom Meeting 11am
with Mrs Warr



Join Zoom Meeting

<https://zoom.us/j/7608431084?pwd=Y051RXRlcS93Y2lrczVTaWdobzhzUT09>

Meeting ID: 760 843 1084
Passcode: q7Qb1V

Join Zoom Meeting at 2:45pm with Mrs Warr

Join Zoom Meeting

<https://zoom.us/j/7608431084?pwd=Y051RXRlcS93Y2lrczVTaWdobzhzUT09>

Meeting ID: 760 843 1084
Passcode: q7Qb1V

Wednesday

Maths

LI - To draw a pictogram 1:10

Weather	
Rain	
Sun	
Snow	

KEY: = 10

Home learning focus:

In this lesson we will be looking at pictograms and how we can draw pictograms where each picture represents 10.

English

LI To identify different parts of speech.

Parts of Speech

A part of speech is a category to which words are assigned in accordance with their function.

verb

noun

adverb

pronoun

conjunctions

adjectives

preposition

m1000

Home Learning Focus:

PE with team Garlinge

Personal Challenge Home Learning



Home learning focus:

2C and 2D Term 3 Week 6 Week Beginning 8.2.21

This lesson includes:

- Success criteria
- Teaching slides
- Activity

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



Warm up: Counting in 10s

<https://www.youtube.com/watch?v=Rd5DBkP9avw>

This week we are going to be continuing our learning about pictograms. We will be looking at scaled pictograms. Today we will be focusing on how we can draw a pictogram where each picture represents 10.

Weather	Number	Weather	
Rain	80	Rain	☐☐☐☐☐☐☐☐☐☐
Sun	50	Sun	☐☐☐☐☐☐☐☐
Snow	20	Snow	☐☐☐☐

KEY: ☐ = 10

This pictogram shows days of weather. If we look at the pictogram the key tells us that each blue square represents 10. **Why do you think each picture represents 10?** Each picture represents 10 because the numbers are larger. There were 80 days of rain $8 \times 10 = 80$ so we need to draw 8 squares. There were 50 days of sun $5 \times 10 = 50$ so we need to draw 5 squares. There were 20 days of snow $2 \times 10 = 20$ so we need to draw 2 squares. To help us we can count in 10's.

Animal	Tally	Animal	
Cow		Cow	☐☐☐☐☐☐☐☐☐☐
Pig		Pig	☐☐☐☐☐☐☐☐
Horse		Horse	☐☐☐☐☐☐☐☐
Chicken		Chicken	☐☐☐☐☐☐☐☐☐☐

Look at the data collected in the tally chart. We can use this data to draw a pictogram. In this pictogram each square represents 10 animals. **How can we complete the pictogram?** We need to count the tallies to see how many squares we need for each animal in the pictogram. There are 40 cows, $4 \times 10 = 40$ so we need 4 squares for cows. There are 30 pigs, $3 \times 10 = 30$ so we need 3 squares for pigs. There are 25 horses, here $2 \times 10 = 20$ so we need 2 squares for 20 horses and then we need half a square because 5 is half of 10, $20 + 5 = 25$ for the rest of the horses. There are 45 chickens, here $4 \times 10 = 40$ so we need 4 squares for 40 chickens and then we need half a square because 5 is half of 10, $40 + 5 = 45$ for the rest of the chickens.

Click on the link to see a short video of how to draw a pictogram:

<https://vimeo.com/504483835>

Activity:

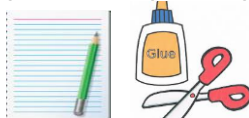
For your activity we would like you to use the data in the tally charts to draw the pictograms, **remember, each picture**

In this lesson we will identify and sort three different parts of speech.

This lesson includes:

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

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



Today we will recap our learning of different parts of speech including verbs, nouns and adjectives. We will discuss what each one is and think of our own examples.

Next, we will identify each of the different parts within sentences.

The **fluffy, black cat** was **sitting** on the **mat** and **looking** out the **window**.

Together we will sort a mixture of words, into the word class.

Activity:

For your activity, you will need to complete the sentences for each part of speech, then cut and stick the words into the right column.

Challenge: Can you think of some of your own words?

Click the links below to support your learning:

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

<http://www.bigbrownbear.co.uk/noun/s/>

Zoom link:

Join Zoom Meeting 11am with Mrs Cope

<https://zoom.us/j/99271421982?pwd=YjVCNktTNFcdsNytLcDNzOQ04L3ZpUT09>

Meeting ID: 992 7142 1982

Passcode: 2AUc4R

Over the last few weeks whilst at home we have suggested taking part with the weekly challenges set by the PE team. You will have seen the challenge cards previously (see resources) 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 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 skills!

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 **IMPORTANT!** 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 sock
• Stopwatch/timer or clock
• Paper and a pen
• A bucket or bag

Share your success!
If you would like your child's picture of them doing the challenge, 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 score!
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.
Time how long you can balance on your left leg and on your right leg with your arms outstretched.
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.
Time how long you can raise your left arm and on your right arm.
How long can you hold your left arm and on 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 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 sock to score!
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 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.
How many can you do in 2 minutes?

7. Agility
Jog on the spot and get 1 point for each minute you can do without stopping. Remember to pace yourself!
How many laps or minutes did you complete?

8. CREATE YOUR OWN CHALLENGE
Can you create your own challenge that helps with...
Balance
Coordination
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!
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

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:



2C and 2D Term 3 Week 6 Week Beginning 8.2.21

should represent 10 (see resources).
There is a challenge too! Can you complete it?

Zoom link:



Join Zoom Meeting 9.30am
With Mrs Warr

Join Zoom Meeting

<https://zoom.us/j/7608431084?pwd=Y051RXRlcS93Y2lrczVTaWdobzhzUT09>

Meeting ID: 760 843 1084
Passcode: q7Qb1V

Join Zoom Meeting at 2:45pm:

<https://zoom.us/j/95343264438?pwd=NCG9ZUDVSWHR6bGtUMVVORkIjcklyQT09>

Meeting ID: 953 4326 4438
Passcode: CKVH4m

Thursday

Maths

LI – To interpret pictograms

Hair colour	
Black	KEY: = 2
Brown	
Blonde	
Ginger	

Home learning focus:

In this lesson we will be looking at how we answer questions about the data shown in 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:

Let's remind ourselves about pictograms
<https://www.bbc.co.uk/programmes/p017ksvf>

This week we have been looking at pictograms where the pictures have represented either 2, 5 or 10. Today we are going to look at some pictograms, think about what they show and then answer some questions about them.

Hair colour	
Black	KEY: = 2
Brown	
Blonde	
Ginger	

What is this pictogram showing us?
What question do you think was asked to get the data?

This pictogram shows us what hair colour people have. Look at the key.
How many does each picture represent?
Each picture represents 2. So we will need to remember to count in 2's.



English

LI - To be reflect on what we have learnt this term.



Home Learning Focus:

In this lesson we will recap our learning about the Great Fire of London.

This lesson includes:

- Warm up
- Video
- Recap our learning
- Quiz
- Independent work

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



Today we will mind map all the things we have learnt about the Great Fire of London. We will do the Ultimate Great Fire Quiz to put all our amazing knowledge to the test!

Activity:

For your activity you need to get your thinking cap on to answer a quiz about all the facts you know about the great fire of London.

<https://londonducklings.co.uk/kids-quiz-great-fire-london/>

Write your top 3 facts and draw a picture of the Great Fire to go with it. Remember to use capital letters, finger spaces and full stops!

Science

LI -To be able to identify and compare the suitability of a variety of everyday materials.



Home learning focus

Which material is best at letting light through?

In this lesson we will discover what happens when we shine a light on different different materials. We will discover what translucent, transparent and opaque means.

Transparent, Translucent and Opaque



I can see the toys through the transparent glass.

Transparent

All light passes through.

Translucent

Some light passes through.



I can nearly see through the bottle.



Opaque

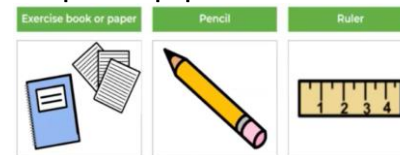
No light passes through.

It is opaque so I cannot see through it!



This lesson includes:

- Video
- Activity

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



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- a) How many people have blonde hair? 15
- b) Find the difference between people with ginger hair and black. 
- c) How many more people with brown hair than black? 

Lets look at the questions and use the pictogram to help us answer them. **How many people have blonde hair?** To answer this question, we need to look at how many squares there are in the blonde part of the pictogram. There are 7 full squares so $7 \times 2 = 14$ and then there is 1 half square so that is $1.14 + 1 = 15$ so 15 people have blonde hair. **Find the difference between people with ginger hair and black.** To answer this question we need to look at how many people have black hair and how many people have ginger hair. 17 people have black hair and 6 people have ginger hair so $17 - 6 = 11$. The difference between people with ginger hair and black is 11. **How many more people with brown hair than black?** 22 people have brown hair and 17 people have black hair. $22 - 17 = 5$ so 5 more people have brown hair than black hair.

Click on the link to see a short video of how to draw a pictogram:
<https://vimeo.com/504484570>

Activity:

For your activity we would like you to use the data in the pictograms to help you answer the questions.

Zoom link:



Join Zoom Meeting 9.30am with Mrs Cope

<https://zoom.us/j/92641739373?pwd=eHBkdEZnZHZ2enpTZGdrMEJEaOxzQT09>

Meeting ID: 926 4173 9373
 Passcode: 2dLAHg

Here's some links to support your learning:

<https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-story/z4xx7nb>

<https://www.bbc.co.uk/cbbc/quizzes/grisly-great-fire-quiz>

<http://www.fireoflondon.org.uk/game/>

Zoom link:

Join Zoom Meeting 11am with Mrs Cope



<https://zoom.us/j/99271421982?pwd=YjVCNktTNFdsNytLcDNzOQ04L3ZpUT09>

Meeting ID: 992 7142 1982
 Passcode: 2AUc4R

Click on the link to access your learning:

<https://www.bbc.co.uk/bitesize/clips/zg6r82p>
https://www.youtube.com/watch?v=wL_yVzBH40Q

Activity:

Can you sort materials around your house into transparent, translucent and opaque?
 Please find the sheets in the resources area.

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:



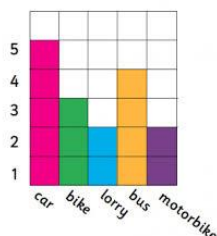
<https://zoom.us/j/95343264438?pwd=NlG9ZUDVSWHR6bGtUMVVORkIjcklyQT09>

Meeting ID: 953 4326 4438
 Passcode: CKVH4m

Friday

Maths

LI – To understand block diagrams



Home learning focus:

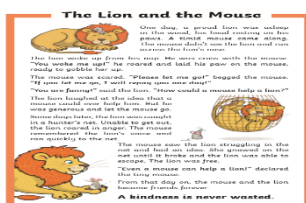
In this lesson we will be looking at block diagrams. What are they? and how we use them to answer questions.

This lesson includes:

- Success criteria
- Warm up
- Pictogram example teaching slides

English

LI - To answer questions about a text.



Home Learning Focus:

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

This lesson includes:

- Warm up- Phonics Activity
- Video
- Read text
- Activity
- Independent work

Art

LI- To make a piece of art inspired by the Great Fire of London



Home Learning Focus:

Today we will make a piece of art

Equipment needed: You will need a piece of paper, coloured pencils or crayons, black paper (or a black

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Activity

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



Warm up:

Let's look at the difference between block diagrams and pictograms.
<https://numberock.com/lessons/bargraphhsandpicturegraphs/>

In our learning about statistics we have been looking at tallies, tally charts and different pictograms.

Tallies

Complete the tally chart.

Favourite colour	Tally	Total
Blue		
Red		
Yellow		
Green		

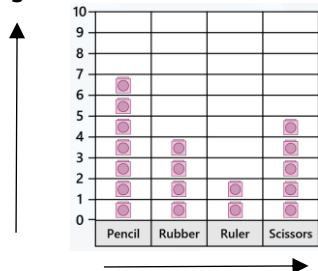
Tally Chart

Key ▲ = 2 animals

Animals	
Ostriches	▲▲▲▲
Horses	▲

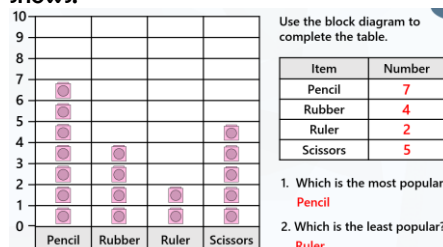
Pictogram

Today we are going to look at a different way of presenting data. We are going to be looking at block diagrams.



This is a block diagram. **How is this different from a pictogram?** The scale goes up the side and the names of the blocks go along the bottom.

Lets look at what a block diagram shows.



We can use a table of data to complete the block diagram. The table tells us that there are 7 pencils so we have to colour the pencil block up to the number 7. The table tells us that there are 4 rubbers, so we have to colour the rubber block up to the number 4. We can also answer questions about the block diagram. **Which is the most popular?** The pencil block is the tallest, so this is the most popular. **Which is the least popular?** The ruler block is the lowest, so this is the least popular.

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



Today, we will look at a text called The Lion and the Mouse. We will read it together and look at it's 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 called The Lion and the Mouse. Read the text carefully, then use strategies to support you to find the answers to your questions. For example, you could underline or highlight key words or sentences within the text.

Link to support your learning:

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

Zoom link:

Join Zoom Meeting 11am with Mrs Cope



<https://zoom.us/j/99271421982?pwd=YjVCNktTNFdsNytLcDNzOQ04L3ZpUT09>

Meeting ID: 992 7142 1982
Passcode: 2AUc4R

pencil/pen), glue and scissors.



Activity:

Watch the video and follow along to make your very own Great Fire of London art.

If you don't have black paper or card why not try colouring in thick white strips with black crayon or pencil.

You could even try collaging red and orange tissue paper or fabric strips to add texture to your fire!



Please click on the link to access your learning:

<https://www.youtube.com/watch?v=Z98F5gomHuc>

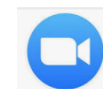
Please join us for a story at the end of the day (2:45pm). We look forward to seeing you.



Please click the link below:

Zoom link:

Join Zoom Meeting at 2:45pm:



<https://zoom.us/j/95343264438?pwd=NjY3ZlU0VjVWVHbGtUMVVRkUjcklyQT09>

Meeting ID: 953 4326 4438
Passcode: CKVH4m

2C and 2D Term 3 Week 6 Week Beginning 8.2.21

Click on the link to see a short video of about block diagrams.

<https://vimeo.com/504485413>

Activity:

Think about what you know about tallies, tally charts, pictograms and block diagrams to complete your work.

Zoom link:



Join Zoom Meeting 9.30am
with Mrs Cope

<https://zoom.us/j/92641739373?pwd=eHBkdEZnZHZ2enpTZGdrMEJEaOxzQT09>

Meeting ID: 926 4173 9373

Passcode: 2dLAHg