


# Year 2 Home Learning Spring 1 Week 3



Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

Home learning is planned to:

- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English	
Live explanations at 9.30am each day.	
<p><b>Monday</b> <u><a href="#">Explanation video</a></u></p>	<p><b>LAUNCH – be creative</b></p> <p><b>Listen and read along</b> to <i>The Twits – part 1</i> by Roald Dahl <a href="#">here</a>.</p> <p><b>Grammar</b> – apostrophes are used when we write contractions and they are also used to show possession.  <a href="#">Watch this</a> to recap when we use apostrophes for contractions.  <a href="#">Watch this</a> to find out what the possessive apostrophe is and when we use it.</p> <p><b>Look</b> at a picture of <i>The Twits</i> (see <a href="#">English resource 1</a>).</p> <p><b>Write</b> sentences using the possessive apostrophe when describing some of the things belonging to Mr or Mrs Twit, underneath the picture (use <a href="#">English resource 2</a>).                      E.g. Mr Twit's stinky beard is full of mouldy cheese. If this is too tricky, use <a href="#">English resource 2 support</a> to create sentences with the possessive apostrophe.</p>
<p><b>Tuesday</b> <u><a href="#">Explanation video</a></u></p> <p></p>	<p><b>WRITE – a character description</b></p> <p><b>Listen and read along</b> to <i>The Twits- part 2</i> by Roald Dahl (<a href="#">chapter 4</a>, <a href="#">chapter 5</a> and <a href="#">chapter 6</a>).</p> <p><b>Read</b> an example character description (see <a href="#">English resource 3</a>)</p> <p><b>Look</b> at the word bank and think about how to describe Mr Twit (see <a href="#">English resource 4</a>). Remember to use your senses to describe what he is like (looks like, smells like, feels like and sounds like).</p> <p><b>Write</b> a description of Mr Twit (you can use <a href="#">English resource 5</a>).</p> <p>Can you include different sentence types and interesting sentence starters in your descriptions to hook your reader?</p>
<p><b>Wednesday</b> <u><a href="#">Explanation video</a></u></p>	<p><b>EXPLORE – ideas for a trick</b></p> <p><b>Listen and read along</b> to <i>The Twits – part 3</i> by Roald Dahl <a href="#">here</a>.</p> <p>Make sure you have finished listening to <i>The Twits – part 3</i>. Today, you are going to create the next nasty trick for Mr or Mrs Twit to play on each other. The tricks so far include the glass eye in Mr Twit's drink, the frog in Mrs Twit's bed, the wormy spaghetti for Mr Twit's dinner and Mrs Twit getting the shrinks.</p> <p><b>Think</b> of what Mr or Mrs Twit could do next as their trick. Some ideas might include</p>

	<p>cooking a revolting recipe, putting something horrid in their bed/ shampoo/ food, etc.</p> <p><b>Draw</b> a picture of your Twit trick and write a short caption to describe what the trick is. Try to include a picture of the start of trick (the planning of the trick), the trick happening and the reaction to the trick at the end (see <a href="#">English resource 6</a>).</p>
<p><b>Thursday</b> <b><u>Explanation</u></b> <b><u>video</u></b></p>	<p><b>PLAN – a narrative</b></p> <p><b>Listen and read along</b> to <i>The Twits- part 4</i> by Roald Dahl <a href="#">here</a>.</p> <p><b>Read</b> an example plan of narrative writing about A Twit Trick (see <a href="#">English resource Z</a>)</p> <p><b>Look</b> at your drawing of your own Twit trick from yesterday.</p> <p><b>Plan</b> your writing using <a href="#">English resource 8</a> (or <a href="#">English resource 9</a> for support). There are prompt questions down the side to help you plan your ideas.</p> <p>Can you use longer words with suffixes (ful, less, ment and ness suffix) in your plans today? Your <a href="#">phonics video</a> from this week can help you with this.</p>
<p><b>Friday</b> <b><u>Explanation</u></b> <b><u>video</u></b></p> <p></p>	<p><b>WRITE – the story opening</b></p> <p><b>Listen and read along</b> to <i>The Twits- part 5</i> by Roald Dahl (<a href="#">chapter 14</a>, <a href="#">chapter 15</a> and <a href="#">chapter 16</a>).</p> <p><b>Look</b> at your drawing of your own Twit trick and re-read your plan from yesterday.</p> <p>Today, you will write the opening of your Twit trick.</p> <p><b>Read</b> an example of narrative writing about A Twit Trick (see <a href="#">English resource 10</a>)</p> <p><b>Write</b> your opening of your Twit trick (not the whole trick), using your plan to help you. You will need the first box from your plan for this. If you used English resource 9 to plan yesterday (support), re-write the opening of a trick from the pictures in your own words.</p> <p>Can you include descriptive noun phrases (e.g. ugly, mean man), longer words with suffixes (excitement, hairiness, ugliness, helpful, fearful, useless, etc) and feeling details (e.g. Mrs Twit felt full of excitement when she...)?</p>
<p><b>Spelling</b></p>	<p>Practise reading and spelling these words.</p> <ul style="list-style-type: none"> <li>• should</li> <li>• would</li> <li>• could</li> </ul> <p>Write them in sentences.</p>
<p><b>Phonics</b></p> <p></p>	<p>Click <a href="#">here</a> to watch this week's spelling lesson (ment and ness suffix).</p> <p><b>Spelling resources</b> – Try ** first then move to * if this is too challenging, or *** if you'd like more of a challenge.</p> <p><a href="#">*spelling resource 1</a>  <a href="#">**spelling resource 2</a>  <a href="#">***spelling resource 3</a></p> <p>You can find additional Phonics and spelling resources by clicking on the following links (free resources):</p> <p><a href="https://www.lettersandsounds.org.uk/for-home/year-1">https://www.lettersandsounds.org.uk/for-home/year-1</a>  <a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a></p>

**Reading Group Links – please attend on your child’s usual reading day**

<b>2B</b>	1.30pm	Links on Parentmail
<b>2P</b>	1.30pm	Links on Parentmail
<b>2W</b>	3.00pm	Links on Parentmail
<b>2M</b>	3.00pm	Links on Parentmail







## Maths


Live explanations at 11am each day




**For Wednesday Lesson B (will show as 'Curriculum'):**

Live explanation at 1.30pm for 2M and 2W

Live explanation at 3pm for 2B and 2P

<b>Monday</b> <b><u>Explanation</u></b> <b><u>video</u></b> 	Textbook 2A, Chapter 7: Temperature, Lesson 2: Estimating Temperature
	<a href="#">Learn the strategy</a> See <a href="#">maths resource 1</a> for a thermometer
	Deepening: see <a href="#">maths resource 2</a> and <a href="#">maths resource 3</a>
<b>Tuesday</b> <b><u>Explanation</u></b> <b><u>video</u></b> 	Textbook 2A, Chapter 8: Picture Graphs, Lesson 1: Reading Picture Graphs
	Learn the strategy <a href="#">Here</a> (up to 1 minute and 51 seconds) OR <a href="#">Here</a>
	Deepening: see <a href="#">maths resource 4</a>
<b>Wednesday</b> <b>A</b> <b><u>Explanation</u></b> <b><u>video</u></b> 	Textbook 2A, Chapter 8: Picture Graphs, Lesson 2: Reading Picture Graphs
	<a href="#">Learn the strategy</a>
	Deepening: see <a href="#">maths resource 5</a>
<b>Wednesday</b> <b>B</b> <b><u>Explanation</u></b> <b><u>video</u></b> 	Textbook 2A, Chapter 8: Picture Graphs, Lesson 3: Reading Picture Graphs
	<a href="#">Learn the strategy</a>
	Deepening: see <a href="#">maths resource 6</a>
<b>Thursday</b> <b><u>Explanation</u></b> <b><u>video</u></b> 	Textbook 2A, Chapter 8: Picture Graphs, Lesson 4: Reading Picture Graphs
	<a href="#">Learn the strategy</a>
	Deepening: see <a href="#">maths resource 7</a>
<b>Friday</b> <b><u>Explanation</u></b> <b><u>video</u></b> 	Textbook 2A, Chapter 8: Picture Graphs, Lesson 5: Reading Picture Graphs
	<a href="#">Learn the strategy</a>
	Consolidation: complete a multiplication and division quiz (see <a href="#">maths resource 8</a> ) Deepening: see <a href="#">maths resource 9</a> .

<b>Curriculum</b>	
Live explanations at 1.30pm for 2M and 2W Live explanations at 3pm for 2B and 2P	
<b>Science</b> <a href="#">Explanation video</a>	<b>What is a healthy diet?</b> <ul style="list-style-type: none"> <li>• Watch and complete this lesson.</li> <li>• <a href="#">What is a healthy diet?</a></li> </ul> You will need: pencil and paper ( <a href="#">support here</a> )
<b>Science</b> <a href="#">Explanation video</a>	<b>What are the key aspects of a healthy diet?</b> <ul style="list-style-type: none"> <li>• Watch and complete this lesson.</li> <li>• <a href="#">What are the key aspects of a healthy diet?</a></li> </ul> You will need: pencil and paper ( <a href="#">support here</a> )
<b>History</b> <a href="#">Explanation video</a> 	<b>How did Florence Nightingale change the lives of soldiers and nurses?</b> <ul style="list-style-type: none"> <li>• Have a look at the sources (the pictures and writing from the time) in <a href="#">Resource 1</a>. What problem did hospitals in the Crimea have?</li> <li>• Have a look at the sources (the pictures and writing from the time) in <a href="#">Resource 2</a>. How did Florence Nightingale help fix the problem?</li> <li>• Write a letter home as a nurse, or soldier, from Scutari Hospital. Describe the changes you have seen.</li> </ul>
<b>Curriculum</b>	
You can complete these independently over the week e.g. when you are not reading with your teacher	
<b>RE</b> <a href="#">Explanation video</a>	<b>What happens if we don't follow the rules?</b> <ul style="list-style-type: none"> <li>• Everyone in the country from the Queen to small children all have to follow the law- a set of rules to keep everyone safe and happy</li> <li>• Watch this <a href="#">video</a>.</li> <li>• See <a href="#">RE resource 1</a>. Sort the cards into 'rules' or 'laws' and give a reason why.</li> <li>• Write a letter to Fred to explain what the difference between a rule and a law is.</li> </ul> Challenge: Are there any laws that you think ever country should have? Do you think it is ever ok to break the law?
<b>PSCHE</b> <a href="#">Explanation video</a>	<b>What can we do when we feel worried?</b> <ul style="list-style-type: none"> <li>• Recap: what is a worry? How can we deal with worries? Remember that everyone worries and that is ok.</li> <li>• Read through the situations in the book <i>What's worrying you?</i> (PDF attachment) and consider how it might make you feel and what you might think.</li> <li>• Create a poster/ fact file to explain ideas and strategies to use when different scenarios arise that make you feel worried.</li> </ul>
<b>Art</b>	<b>Which colours go well together?</b> <b>Watch</b> Ms Green on this <a href="#">video</a> to recap and learn more about colour theory. <b>Make</b> a colour wheel using objects you can find. <b>Make</b> an abstract shape picture and colour with warm or cool colours.

<p><b>Music</b></p>	<p><b>Rhythm Reading: Crotchet, Minim, Quaver and Crotchet Rests</b>          You will need a wooden spoon for this lesson.          Follow and join in with Ms Hughes on the <a href="#">video</a></p> <div style="text-align: center;">    </div> <div style="display: flex; justify-content: space-around; text-align: center;"> <div> <p><b>CROTCHET</b> TA</p> </div> <div> <p><b>QUAVERS</b> TI-TI</p> </div> <div> <p><b>MINIMS</b> TO-E</p> </div> </div>
<p><b>PE</b></p>	<p><b>Warm up:</b> Yoga class</p> <ul style="list-style-type: none"> <li>Let's put it all together! Are you ready for a yoga lesson using the yoga poses from week 1? Find a space on a carpet or a yoga mat and watch the video <a href="#">here</a>.</li> </ul> <p><b>Physical Activity:</b> Strength</p> <ul style="list-style-type: none"> <li>Let's give you some more exercises. This time can you do the following exercises 20 times: step clap, squats, high step, skipping rope and side plank? Follow the video <a href="#">here</a> to see the exercises.</li> <li>If you can't remember all of them, watch the first exercise, pause the video, perform it, and then start the video for the second exercise. Take a rest in between if you need it. <b>GOOD LUCK!</b></li> </ul> <p><b>Superhero Dance:</b>          Our Super Heroes are back conquering the world! Dance along with the <a href="#">video</a> here</p> <ul style="list-style-type: none"> <li>Fly and jump from the rooftops in your magic boots</li> <li>Creep everywhere wrapped in an invisible cloak</li> <li>See through walls and all around you with X-ray glasses</li> <li>Punch and push the baddies away with strong gloves</li> <li>Melt onto the floor and lie down in your pyjamas</li> </ul> <p>Which Super Hero are you? Have you invented a new super hero with special powers that can make you jump higher, stretch wider and freeze in a balance without wobbling?!</p>

**Talking Together**

Come and join your teacher and your class on Friday for a reflection and celebration of the week. Click on your class link below.

<b>2B</b>	3.00pm	Links on Parentmail
<b>2P</b>	3.00pm	Links on Parentmail
<b>2W</b>	1.30pm	Links on Parentmail
<b>2M</b>	1.30pm	Links on Parentmail

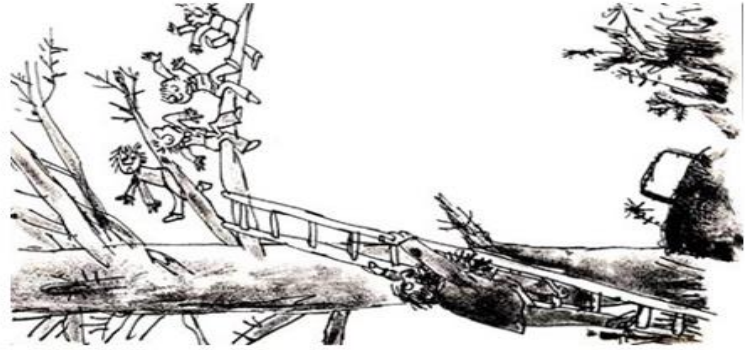
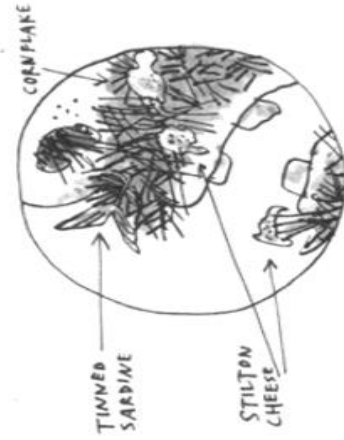
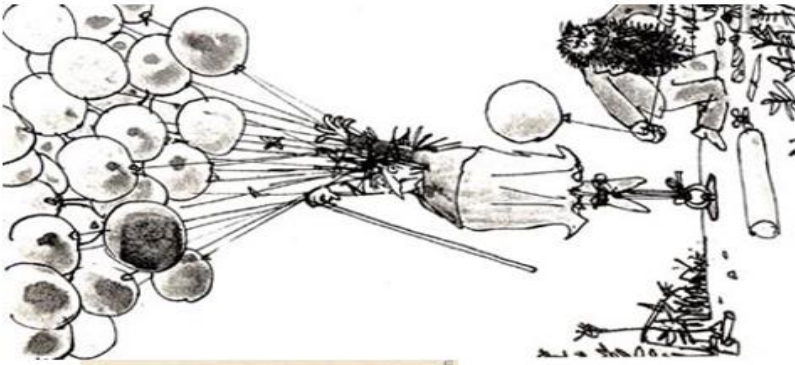


# Resources

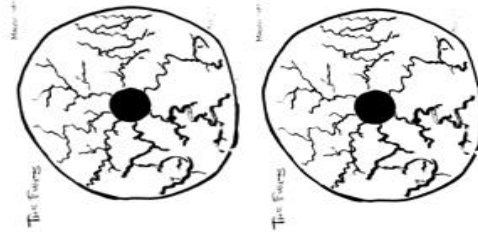
## English resources

### English resource 1

The Twits – Pictures of things that belong to them.



© Illustration Quentin Blake



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**WALT: use the possessive apostrophe**



Mr Twit's \_\_\_\_\_ is \_\_\_\_\_.

Mrs Twit's \_\_\_\_\_ is \_\_\_\_\_.

**Word bank**

beard      hair      eyes      nose      teeth  
walking stick      dress      jacket      eyes

Now write your own sentences about Mr and Mrs Twit using the possessive apostrophe (use the pictures in English resource 1 to help you with ideas).

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**WALT: use the possessive apostrophe (support)**



Put the words below in order so they make a sentence that makes sense. Put a circle around the possessive apostrophe when you have completed each sentence.

Mrs Twit's	messy.	hair	is
is	Mr Twit's	mouth	grinning.
dress	is	Mrs Twit's	green.
evil.	eyes	look	Mr Twit's

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Now create your own sentence using the wordbank below to help.

Mr Twit's \_\_\_\_\_ is \_\_\_\_\_.

Mrs Twit's \_\_\_\_\_ is \_\_\_\_\_.

**Word bank**

beard      hair      eyes      nose      teeth  
 walking stick      dress      jacket      eyes

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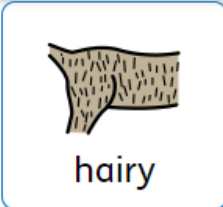

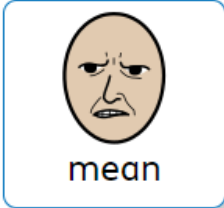



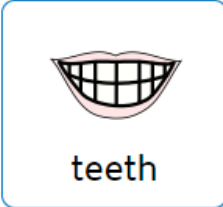


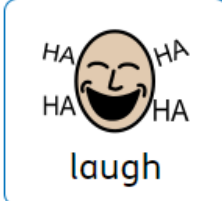
## Model Text

### Character description: Baby Twit

If you thought Mr and Mrs Twit were bad, then you won't believe how ugly Baby Twit was. I bet you have never seen such an ugly baby. The problem was that Baby Twit was born ugly. He was born with a long scratchy beard. Whoever heard of a baby with a beard? His beard was full of baby sick and smelly old milk, which had been there for weeks. It was all knotted because it was so dirty. He was never washed because Mr and Mrs Twit were just as dirty. You would not want to go anywhere near him because the smell was just too bad. Hold your noses ladies and gentlemen. How awful the smell was! Baby Twit wore ripped, denim dungarees and a stained yellow jumper. The yellow jumper was covered in old food and rotten milk. Yuk! Baby Twit really was a revolting little twit.

## Word bank



 <p>ugly</p>	 <p>hairy</p>	 <p>smelly</p>
 <p>mean</p>	 <p>dirty</p>	 <p>nasty</p>
 <p>beard</p>	 <p>teeth</p>	 <p>clothes</p>
 <p>eye ball</p>	 <p>walking stick</p>	 <p>laugh</p>

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**WALT: describe**



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## English resource 6

Draw a picture of your Twit trick and write a short caption to describe what the trick is.

The opening of the trick (Mr or Mrs Twit planning the trick)

Draw:

The trick

Draw:

The reaction to the trick

Draw:

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# English resource 7

## Model Plan: Narrative

Who are you writing for? (Audience)	Children who enjoy Roald Dahl stories	Why are you writing? (Purpose)	To entertain children with detailed descriptions and details
Title	The Twits		

The opening	Mrs Twit – woke – wanted revenge on Mr Twit!
What did they need?	Collected the equipment – dirty – shampoo bottle – covered in gravy – snotty tissues. Stickiest – strongest – glue – from garage. Super- Stick glue!
What did they do?	Mrs Twit – poured glue – into shampoo bottle. Put – bathroom. Mrs Twit thought –revenge – this will teach him. Mrs Twit cackled like a witch to herself. Excited!
How did they feel?	
The Trick	That evening – Mr Twit went – to shower.
What did they do?	Mr Twit – in shower – grabbed shampoo – straight onto head! Rubbed shampoo with hands – that's strange – he thought – Why sticky?
What did they think?	Mrs Twit - trembled with excitement Scrub – scrub – scrub. Pulled out – chunks of hair! Did she buy me new shampoo – asked himself?
How did they feel?	Mrs Twit – couldn't wait to see – finally – revenge!
The reaction	Mrs Twit told Mr Twit her trick – she laughed
How did Mrs Twit feel?	Mrs Twit laughed hysterically
How did Mr Twit feel?	Mr Twit coughed – spluttered – screamed - shouted at Mrs Twit Mrs Twit – red face - clenched fists - eyes - about to pop out of head
What did they think?	Mrs Twit thought – best trick she had ever thought of. MrTwit thought – how could she get her own back? – Mrs Twit better watch out!

Detail Grid	Thinking/feeling detail	Describing detail	Explain why detail?
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# English resource 8

## WALT: plan a narrative

Who are you writing for? (Audience)	Children who enjoy Roald Dahl stories	Why are you writing? (Purpose)	To entertain children with detailed descriptions and details
Title	The Twits		

The opening	
What did they need?	
What did they do?	
How did they feel?	
The Trick	
What did they do?	
What did they think?	
How did they feel?	
The reaction	
How did Mrs Twit feel?	
How did Mr Twit feel?	
What did they think?	

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Detail Grid	Thinking/feeling detail	Describing detail	Explain why detail?
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**WALT: plan a narrative (support)**

Sequence the Twit trick pictures below into the correct order and write a short caption to describe what is happening in the picture.



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## Model Text

### A narrative: A Twit Trick

Early one morning, Mrs Twit woke up in her cosy bed and decided that she was going to play a trick on her nasty husband, Mr Twit. She wanted to get revenge for all the nasty things he had done to her. This would pay him back.

Once Mrs Twit had decided her plan, she went to get all the equipment that she needed. First she went to the bin and grabbed an old filthy shampoo bottle which was covered in old gravy and nasty used tissues. Next, she grabbed the stickiest and most dangerous glue that she could find in the garage. It was called Super-Stick! Can you guess what she was going to do? She poured the glue into the shampoo bottle and placed the bottle in the bathroom, right next to the shower. This will get him, she thought. Mrs Twit cackled and howled with laughter as she waited for Mr Twit. How excited she was!

That night, Mr Twit went for a long shower. The trick was all set. He grabbed the shampoo and poured it straight onto his head. He started to rub the shampoo, but his hands became stuck. He thought it was very strange. 'Why is this so sticky?' Mr Twit wondered. He kept scrubbing but the shampoo was so sticky that it pulled out chunks of his hair! Mr Twit left the shower with patches of hair missing from his sore head.

A few minutes later, Mr and Mrs Twit sat in the living room and they didn't speak. All of a sudden, Mrs Twit looked at Mr Twit and asked: 'do you want to know why your shampoo was so sticky?'. Mr Twit grumbled at his wife. 'Because it wasn't shampoo. It was super glue!' Mrs Twit bellowed with laughter, as she bounced out of the room in tears of laughter.

Mr Twit said to himself, "I will get you back. Just you wait and see.'

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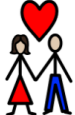



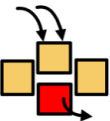
# Spelling resources

Spelling resource \*

**WALT: Use -ment and -ness suffixes correctly\***

Read the word. Write the word with the -ment or -ness suffix.

Remember! When a word ends in -y, it changes to an i before adding the suffix.

Root word	Add -ment or -ness suffix
happy 	
Silly 	
Disappoint 	
Sad 	
Engage 	
Ill 	
Kind 	
Dark 	
Replace 	

## Spelling resource \*\*

### **WALT: Use -ment and -ness suffixes correctly \*\***

Choose a word from the table below. Try adding -ment and -ness to each word. Use the word in a sentence.

Remember! When a word ends in -y, it changes to an i before adding the suffix

### **Choose the noun from the word bank to fill in the blank.**

happy	silly	merry	agree
disappoint	refresh	engage	ill
replace	dark	kind	state

excitement	payment	argument
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I was full of \_\_\_\_\_ when it snowed last year.

punishment	equipment	enchantment
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The PE cupboard is full of \_\_\_\_\_.

cleanliness	illness	sadness
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Sage was full of \_\_\_\_\_ when Sage's friend laughed at them.

goodness	silliness	brightness
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Thank \_\_\_\_\_ it is Friday!

homeless	illness	happiness
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Bob has a terrible \_\_\_\_\_.

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## Spelling resource 3\*\*

### **WALT: Use -ment and -ness suffixes correctly \*\*\***

Choose a word from the table below. Try adding -ment and -ness to each word. Use the word in a sentence. Remember! When a word ends in -y, it changes to an i before adding the suffix.

happy	silly	merry	agree
disappoint	refresh	engage	ill
replace	dark	kind	state

**Choose the noun from the word bank to fill in the blank.**

excitement	payment	argument
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I was full of \_\_\_\_\_ when it snowed last year.

punishment	equipment	enchantment
------------	-----------	-------------

The PE cupboard is full of \_\_\_\_\_.

cleanliness	illness	sadness
-------------	---------	---------

Sage was full of \_\_\_\_\_ when Sage's friend laughed at them.

goodness	silliness	brightness
----------	-----------	------------

Thank \_\_\_\_\_ it is Friday!

homeless	illness	happiness
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Bob has a terrible \_\_\_\_\_.

amazement	argument	movement
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Unfortunately, the children had an \_\_\_\_\_.

weakness	argument	amazement
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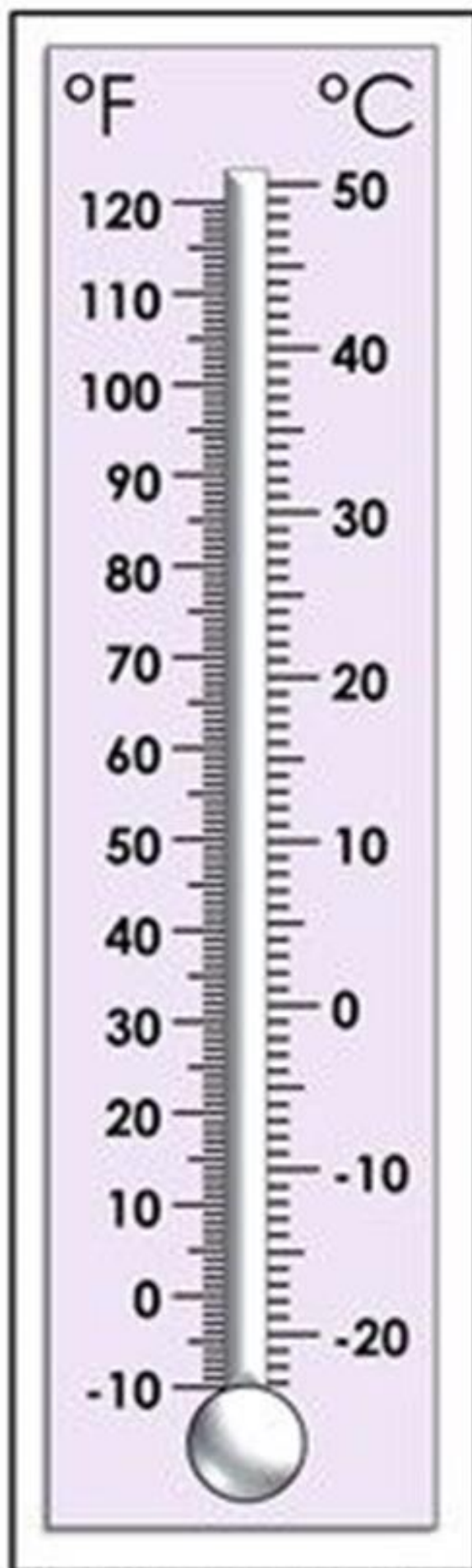
Year 2 are always full of \_\_\_\_\_ when they learn something.

**Now write your own sentences using these nouns with suffixes ment and ness.**

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Maths Resources

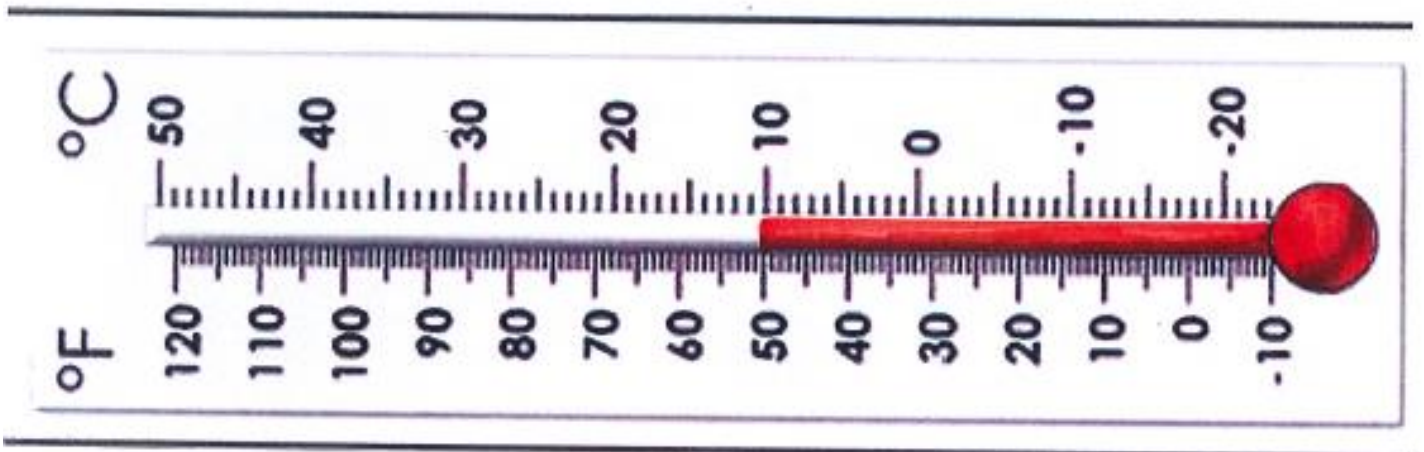
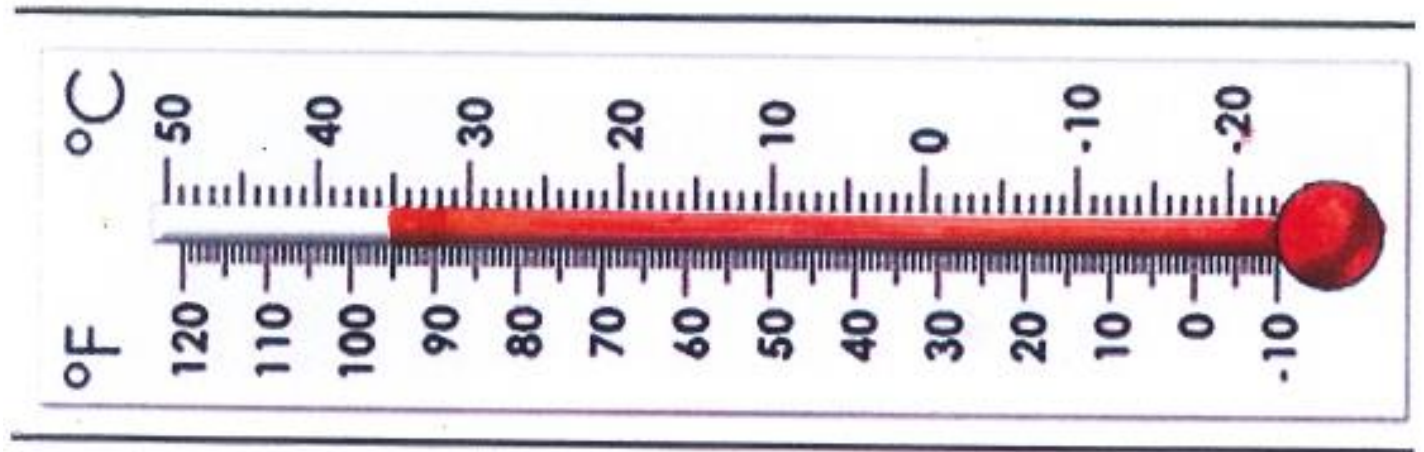
Maths resource 1





## Maths resource 2

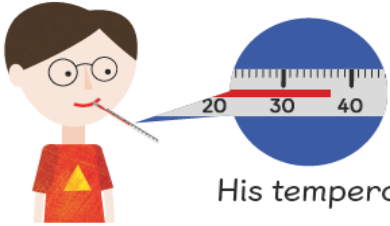
Read the thermometers below and write what temperature they are showing.

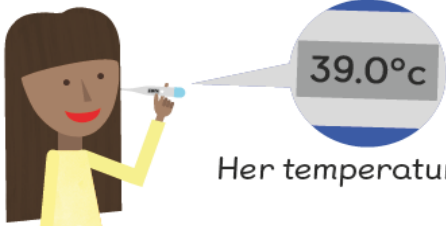


# Maths resource 3

## Deepening: measure temperature

2 Estimate the temperatures.

(a)  His temperature is about  °C.

(b)  Her temperature is about  °C.

Complete Worksheet 2 – Page 220 – 222

### Mind Workout

Elliott checked the temperature outside his house at a certain time on Monday. He did the same every day for another 4 days.

13 °C

17 °C

23 °C

21 °C

16 °C

- (a) The highest temperature was on Thursday.
- (b) The lowest temperature was on Monday.
- (c) The temperature on Wednesday was more than 20 °C.
- (d) The temperature on Friday was less than the temperature on Tuesday.

What was the temperature each day?

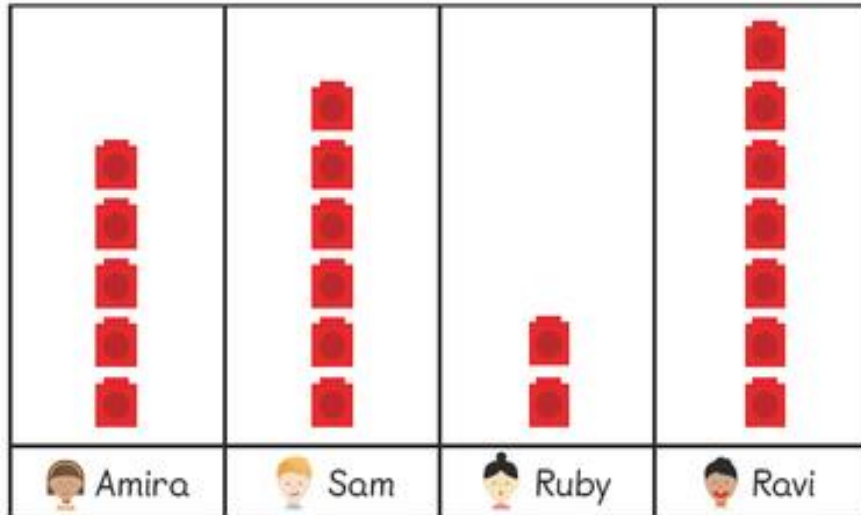
Monday	Tuesday	Wednesday	Thursday	Friday
<input type="text"/> °C	<input type="text"/> °C	<input type="text"/> °C	<input type="text"/> °C	<input type="text"/> °C

# Maths resource 4

## Deepening: read pictograms

The pictogram shows the number of sweets four children have.

Sweets the Children Have



Amira has 5 sweets.  
Sam has 6 sweets.  
Ruby has 2 sweets.  
Ravi has 7 sweets.



Each  stands for 1 sweet.

Describe the number of sweets the four children have.

Represent the information shown in the pictogram in a tally chart.

Child	Tally
Amira	
Sam	
Ruby	
Ravi	

Write your own questions that you could answer from the pictogram or tally chart.

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## Maths resource 5

Deepening: create a pictogram

This tally shows the number of cars seen on Belleville Road at 11 am.

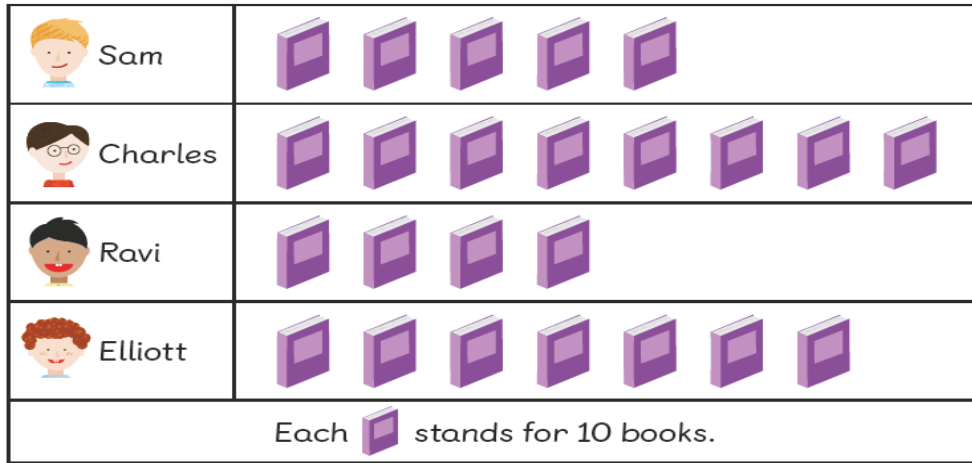
Child	Tally
Amira	
Sam	
Ruby	
Ravi	







Represent the information shown in the tally chart in a pictogram.

# Maths resource 6

Deepening: answer questions about this pictogram.

The pictogram shows the number of books each boy read last year.



- (a) How many books did Elliott read? 
- (b) Who read the most books last year? 
- (c) Who read the fewest books last year? 
- (d) How many fewer books did Sam read than Charles? 
- (e) How many more books did Charles read than Ravi? 
- (f) How many books did Sam and Ravi read altogether? 



I read 75 books last year.  
How can I show the number of books I read on the pictogram?

\_\_\_\_\_ read the most books.

\_\_\_\_\_ read the least books.

Sam read \_\_\_\_\_ books.

Elliott read \_\_\_\_\_ books.

Charles read \_\_\_\_\_ books.

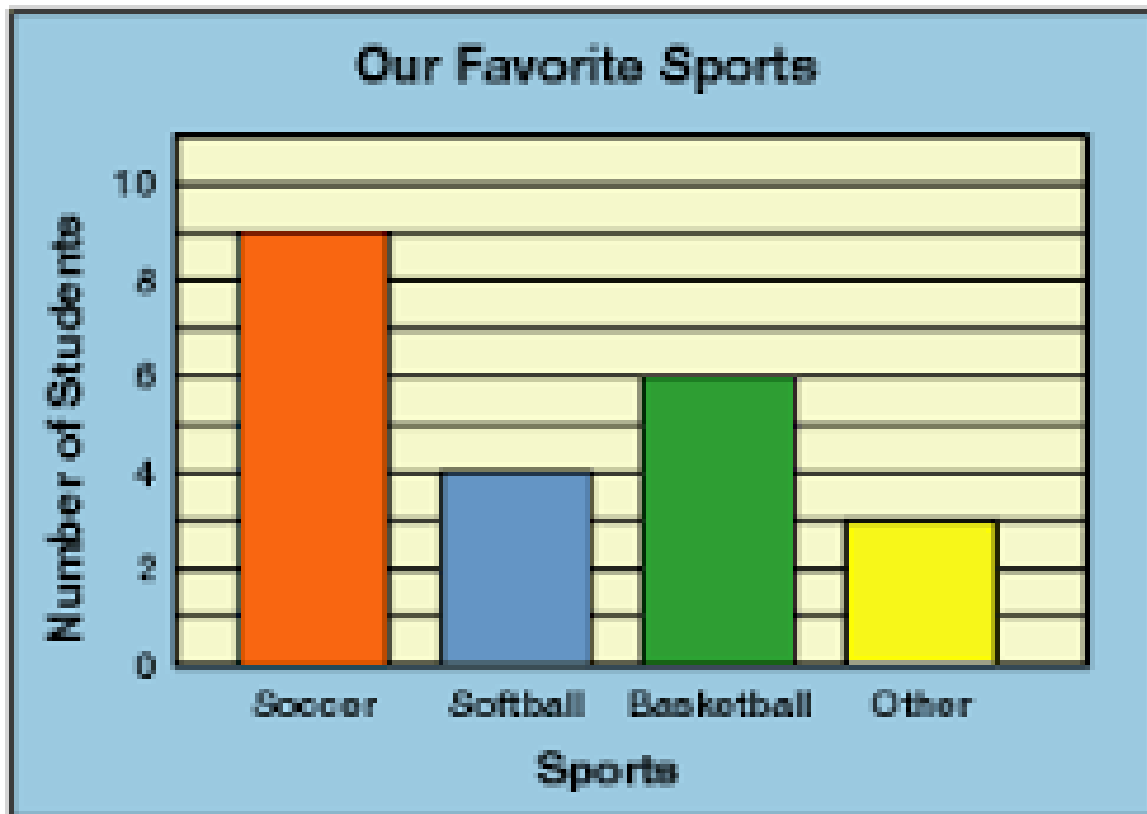
Ravi read \_\_\_\_\_ books.

The children read \_\_\_\_\_ books altogether.

Elliott read \_\_\_\_\_ more books than Ravi.

Sam read \_\_\_\_\_ fewer books than Charles.

**What else can you tell from this pictogram?**



1. How many children like softball the best? -

\_\_\_\_\_

2. How many children like soccer the best?

\_\_\_\_\_

3. What does 'Other' mean?

\_\_\_\_\_

4. How many children were asked altogether? \_\_\_\_\_

5. How many more children like soccer than basketball? \_\_\_\_\_

6. How many fewer children like softball than basketball? \_\_\_\_\_

7. Three more children were asked and they all liked softball best.  
Add this to the bar graph. [Back to top](#)



## Maths resource 8

### Multiplication and division quiz.

$16 \div 2 = \underline{\hspace{2cm}}$

$5 \div 5 = \underline{\hspace{2cm}}$

$110 \div 10 = \underline{\hspace{2cm}}$

$18 \div 2 = \underline{\hspace{2cm}}$

$25 \div 5 = \underline{\hspace{2cm}}$

$60 \div 10 = \underline{\hspace{2cm}}$

$5 \times 2 = \underline{\hspace{2cm}}$

$10 \times 10 = \underline{\hspace{2cm}}$

$3 \times 5 = \underline{\hspace{2cm}}$

$10 \times 2 = \underline{\hspace{2cm}}$

$7 \times 2 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$

$0 \times 10 = \underline{\hspace{2cm}}$

$2 \times 10 = \underline{\hspace{2cm}}$

$5 \times 12 = \underline{\hspace{2cm}}$

$10 \times 7 = \underline{\hspace{2cm}}$

Deepening question: Ravi has 3 pencil cases. Each case has 5 pencils inside. Hannah has 4 pencil cases. Each case has 2 pencils inside. Who has the most pencils in total?

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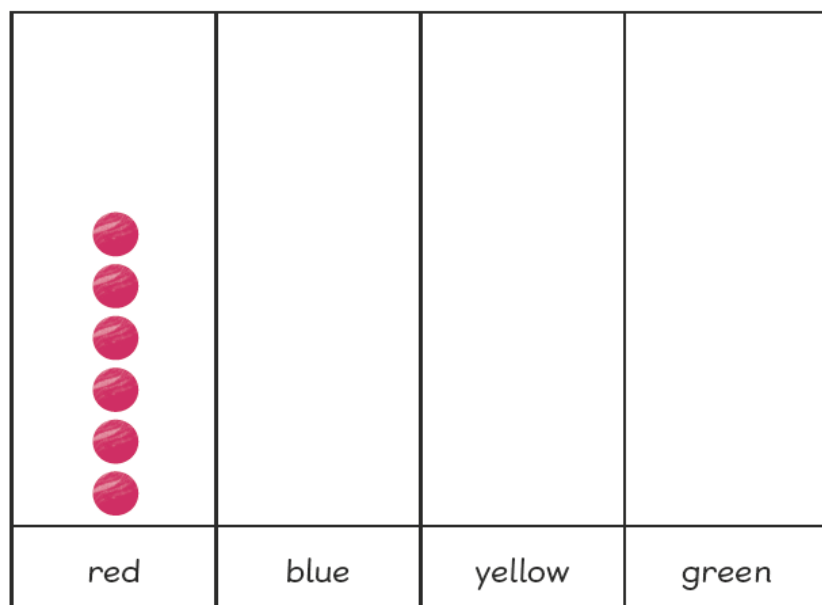
# Maths resource 9

## Deepening: read pictograms

### Mind Workout

Elliott has 20 red, blue, yellow and green marbles.  
He has 3 more red marbles than blue marbles.  
He has 9 green marbles.  
Complete the pictogram.

Elliott's Marbles




Each  stands for 1 marble.

- (a) Elliott has  blue marbles.
- (b) Elliott has  yellow marbles.
- (c) Elliott has the most number of  marbles.
- (d) Elliott has the least number of  marbles.

Is there another way to draw the pictogram?



Use  to help you find the number of each type of marble.

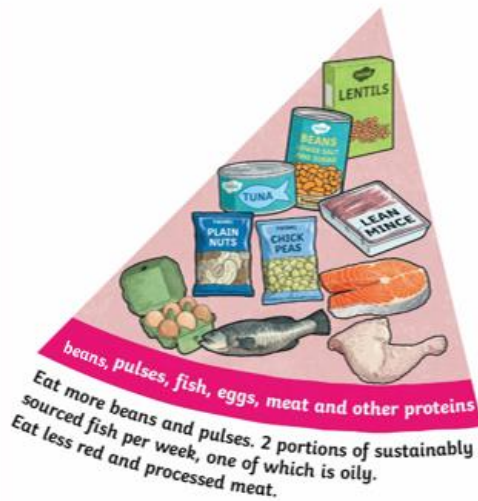
## Fruit and Vegetables



## Carbohydrates



## Beans, Pulses, Fish, Meat and Other Proteins



## Dairy and Alternatives





# Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

## Check the label on packaged foods

Each serving (150g) contains

	Energy	Fat	Saturated Fat	Carbohydrate	Sugars	Fibre	Protein	Salt
100%	239kcal	10.0g	6.5g	45.0g	12.0g	1.0g	8.0g	1.5g
50%	119kcal	5.0g	3.2g	22.5g	6.0g	0.5g	4.0g	0.75g

of an adult's reference intake  
\*Typical values (as sold) per 100g: 691kJ/ 163kcal

Choose foods lower in fat, salt and sugars



Water, lower fat milk, sugar-free drinks including tea and coffee all count.  
Limit fruit juice and/or smoothies to a total of 150ml a day.

Choose wholegrain or higher fibre versions with less added fat, salt and sugar.  
potatoes, bread, rice, pasta and other starchy carbohydrates



fruit and vegetables  
Eat at least 5 portions of a variety of fruit and vegetables every day.



oil & spreads  
Choose unsaturated oils and use in small amounts.

dairy and alternatives  
Choose lower fat and lower sugar options

beans, pulses, fish, eggs, meat and other proteins  
Eat more beans and pulses. 2 portions of sustainably sourced fish per week, one of which is oily.  
Eat less red and processed meat.

Eat less often and in small amounts



Per day 2000kcal 2500kcal • ALL FOOD • ALL DRINKS



History  
Resource 1



'The men were kept in rooms without blankets or decent food. Unwashed, they were still wearing their army uniforms that were stiff with dirt and blood.' **Florence Nightingale describing the hospital in her diary.**

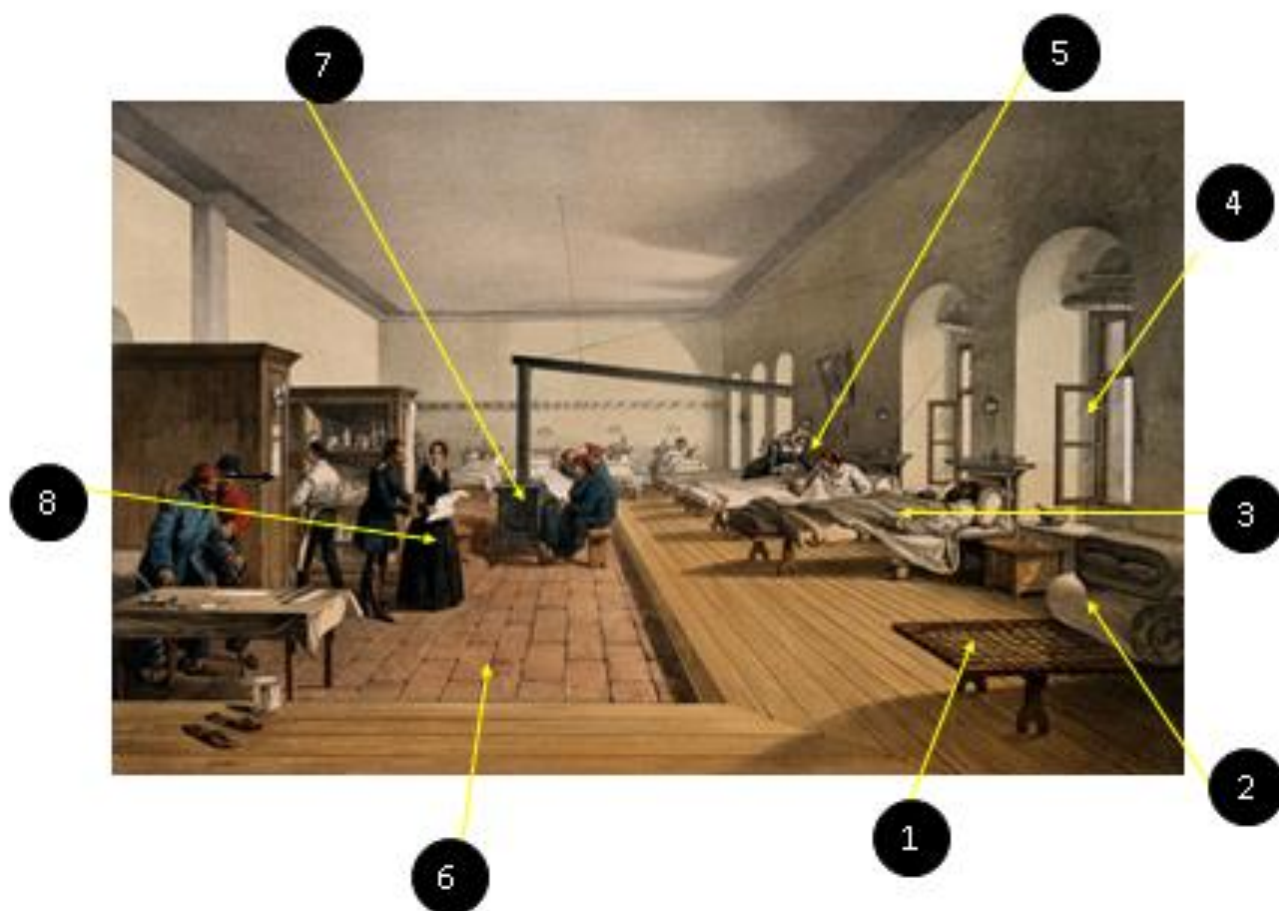
'All were swarming with rats, huge insects crawling all about their bodies and clothes. Many were covered with mud, dirt, blood and gunpowder stains. Several were very sick and lying on the floor. The sight was a terrible one and such as I had never before witnessed...

'There have been no arrangements for this hospital. Until some hours after the arrival of the men there were no stores, no medical staff nor any food for the men to eat. During this afternoon I had to treat the wounds and wants of 74 helpless men all on my own.' **Army Surgeon Henry Bellew describing the hospital.**

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Can you label the changes Florence helped make?

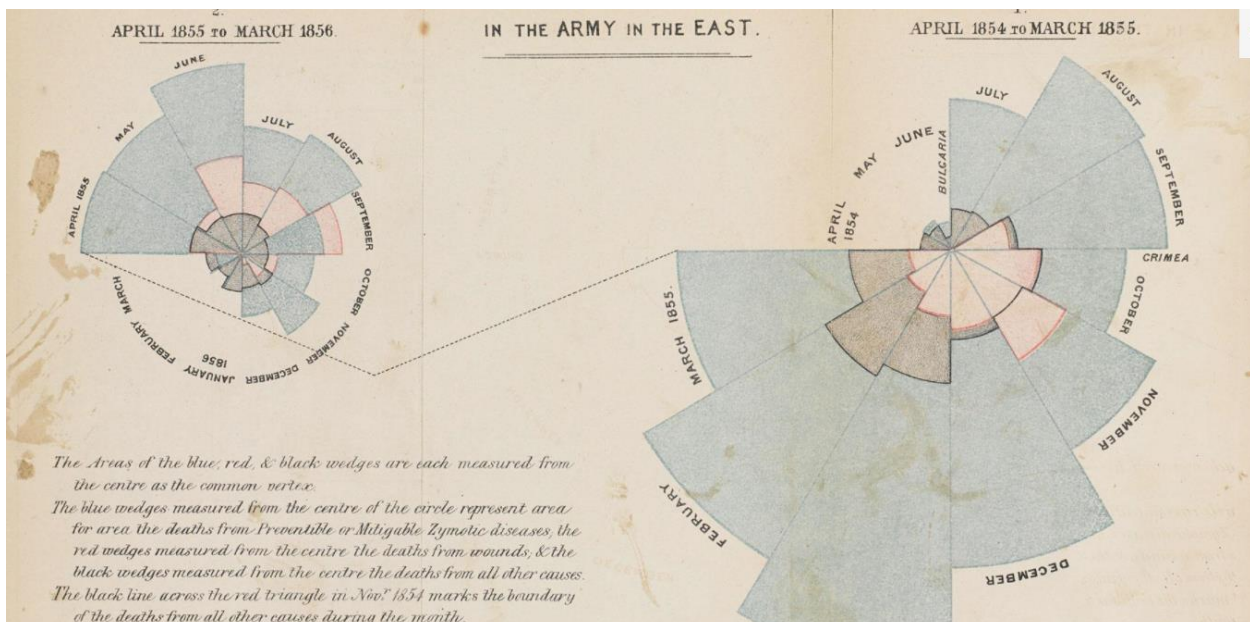


Can you match the numbers?

- Clean floors
- Patients are comfortable, mattresses on the bed
- Proper beds
- Fresh air
- Clean sheets
- Warm blankets
- Nurses
- Plenty of space
- The ward has a big heater in the middle.
- Organised nurse

“She is a "ministering angel" without any exaggeration in these hospitals, and as her slender form glides quietly along each corridor, every poor fellow's face softens with thankfulness at the sight of her. When all the medical officers have gone to bed for the night and silence and darkness have settled down upon those miles of sick in their beds, she may be seen alone, with a little lamp in her hand, making her rounds.” **The Times report on Crimea**

Florence was not popular with everyone. Some thought she had taken charge when others should have been doing the work, and when she returned to England she spent the rest of her life using Maths to work out how to make hospitals better. She used charts to show how people had fallen ill, like this one:



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<p>A child ripped a book in the classroom.</p>	<p>A person broke into a house.</p>	<p>A person stole a car.</p>
<p>A child ran in the corridor.</p>	<p>A child called out loudly in assembly without being asked.</p>	<p>A person stole money from the store.</p>
<p>A child used the iPad at home when her parent told her she wasn't allowed.</p>	<p>A person stole a bag of sweets from the store.</p>	<p>A child took a bag of sweets from the cupboard at home without asking a parent.</p>