



Subject	Day	Focus						
Arithmetic	Monday	<p>Don't forget to use tens and ones, sharing, and counting on and back to work out the answers to today's arithmetic! Please let us know how you get on.</p> <table border="1"> <tr> <td>1. <math>62 + 9 =</math></td> <td>2. <math>76 - 23 =</math></td> </tr> <tr> <td>3. <math>6 \times 7 =</math></td> <td>4. <math>12 + 4 =</math></td> </tr> <tr> <td>5. <math>\dots + 9 = 13</math></td> <td>6. <math>22 + \dots + 2 = 26</math></td> </tr> </table>	1. $62 + 9 =$	2. $76 - 23 =$	3. $6 \times 7 =$	4. $12 + 4 =$	5. $\dots + 9 = 13$	6. $22 + \dots + 2 = 26$
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Problem solving - Maths	Monday	<p>Today we are learning to make a tally chart:</p> <ol style="list-style-type: none"> <li>1. Watch the video on tally charts and pause along the way to have a go at the learning tasks</li> <li>2. Can you have a go at making a tally chart at home? Don't worry if you don't have a printer, you can make one similar on any piece of paper. Some ideas of things to tally: fruit, tins, windows, people</li> <li>3. Upload a picture of your work onto tapestry, we'd <b>love</b> to see it! You can also ask us for help on tapestry, or any other questions you might have.</li> </ol>						
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<b>English</b>	Monday	<p>I can find and write expanded noun phrases. You will need to read The Rainbow Fish. <a href="https://lindfield-p.schools.nsw.gov.au/content/dam/doi/sws/schools/l/lindfield-p/lfh---week-3/The_rainbow_fish.pdf">https://lindfield-p.schools.nsw.gov.au/content/dam/doi/sws/schools/l/lindfield-p/lfh---week-3/The_rainbow_fish.pdf</a></p>
	Tuesday	I can use alliteration
	Wednesday	I can use similes
	Thursday	I can use commas in a list
	Friday	I can use different descriptive techniques to describe a character
<b>Phonics/Spelling Handwriting</b>		<p>Mrs Bond and Miss Coombs will be supporting our Phonics Groups with videos. Please go to <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> and use the home learning log in to access the resources and games with a focus on these sounds. Everyone will have spellings for the week, please check Tapestry for these.</p>

**Homework**

English	Complete 30 minutes of Lexia Learning
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## Weekly Learning Overview JHN

Wk. Beg: Week 1, Term 4

Year Group: 2

	<ol style="list-style-type: none"><li>1. Go to <a href="https://www.lexiacore5.com/">https://www.lexiacore5.com/</a></li><li>2. When asked for the Teacher email type lexia@jhn.org</li><li>3. Log in with your child's username and password</li><li>4. Start zooming up the levels!</li></ol>
Maths	Complete 30 minutes of Numbots 1. Go to <a href="https://play.numbots.com/">https://play.numbots.com/</a> 2. Type in John Henry Newman Academy as the school name 3. Log in with your child's username and password 4. Start learning those numbers!



Unit: Statistics		
Monday - 22.2.2	Me	Teacher
I can use tally to represent numbers		
I can count in 5s		
I can count tally marks to find a total or value		
I can understand different representations of numbers		

Fluency Practise

1. $62 + 9 =$	2. $76 - 23 =$
3. $6 \times 7 =$	4. $12 \div 4 =$
5. $\dots + 9 = 13$	6. $22 + \dots + 2 = 26$

Object	Tally	Total



<i>Unit: Under the Sea</i>		
<i>We are learning to write a character description</i>		
<i>Monday</i>	<i>Me</i>	<i>Teacher</i>
<i>I can describe a character using expanded noun phrases</i>		
<i>I can use simple subordination (and, to, so)</i>		
<i>I can find expanded noun phrase and use them in my writing</i>		

Can you find expanded noun phrases in this paragraph?

Stars twinkles overhead in the midnight sky. The only sounds were the crackling and spitting of the flames from the campfire. A gentle, cool breeze drifted across from the forest. The smell of gooey marshmallows toasting over the flickering fire wound their way up the children's noses. Flames stood tall like towers over the wood, their sparks illuminated the dark, shadows danced on their faces. The children were as still as statues. They sat, waiting to hear of the next tale to begin.

Can we think of words to describe the Rainbow Fish?  
What are these words?.....





Unit: Statistics		
Tuesday - 23.2.21	Me	Teacher
I can use tally to represent numbers		
I can count in 5s		
I can count tally marks to find a total or value		
I can understand different representations of numbers		

Fluency Practise	
1. $34 + 29 =$	2. $87 - 35 =$
3. $10 \times 9 =$	4. $40 \div 4 =$
5. $\dots + 23 = 43$	6. $8 + \dots + 2 = 26$

**Make tally charts**

1 Draw tally marks to represent each number.

a) 5       c) 4

b) 10       d) 16

2 There are some socks on a washing line.  
The socks are spotty, stripy or plain.

Complete the tally chart.

Sock	Tally
spotty	
stripy	
plain	

3 Class 2 tally the number of pencils, rubbers and rulers they have.

Items	Tally
pencils	
rubbers	
rulers	

Draw the items. The rulers have been drawn for you.

4 Here are some shapes.

a) Complete the tally chart to show how many of each shape there are.

Shape	Tally	Total

b) How did you do the tallying?  
Compare with a partner.

5 Whitney, Teddy and Jack tally how many jumps they can do in a minute.

Jumps	Tally	Total
Whitney		
Teddy		
Jack		

a)

Whitney My total is 11

Do you agree with Whitney? \_\_\_\_\_  
Explain your reasons.

b) How could Teddy's tallying be improved?  
\_\_\_\_\_

6 Make a tally chart for a topic of your choice.  
Compare answers with a partner.



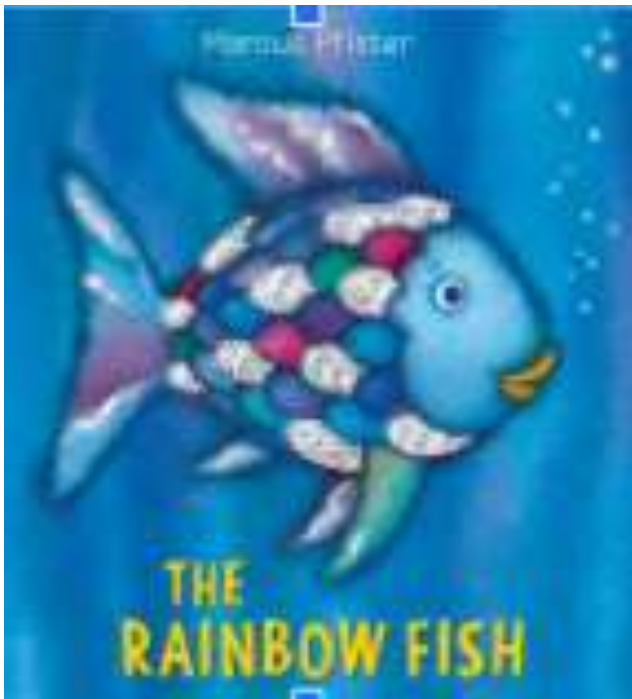
<i>Unit: Under the Sea</i>		
<i>We are learning to write a character description</i>		
<i>Tuesday</i>	<i>Me</i>	<i>Teacher</i>
<i>I can use alliteration</i>		
<i>I can use adjectives to describe.</i>		
<i>I can use capital letters and full stops.</i>		

*What is Alliteration? Can you find any in this paragraph?  
(Colour it in!)*

*The tornado tossed the branches of the tree into the rocky road. The crazy car collided with the fallen tree and skidded slowly into the snow piled high at the side of the highway. During this a cat climbed carefully through the open window and snatched the salty sardine from the precious plate on the table top. Smash! The plate plunged to the floor breaking badly.*

*Can we name different parts of the Rainbow fish? (Helpful to watch the videos for this!)*

*Can we add adjectives to make these into alliteration?*









Unit: Statistics		
Wednesday - 24.2.2	Me	Teacher
I can use pictures to represent numbers		
I can count in 5s		
I can count pictures to find a total or value		
I can understand different representations of numbers		

Fluency Practise

1. $24 + 36 =$	2. $96 - 43 =$
3. $12 \times 2 =$	4. $25 \div 5 =$
5. $5 \times 9 =$	6. $36 \div 2 =$

Object	Pictures	Total



Unit: Under the Sea		
We are learning to write a character description		
Wednesday	Me	Teacher
I can use similes		
I can use capital letters and full stops		
I can describe what a simile is		

What is a simile? Can you find them in this paragraph?

Charlie felt fear creep up his spine as he tiptoed like a ninja towards the lake. Crunch! Crunch! He stepped on another pile of bones but he had no choice. He needed to be as brave as a lion. He waded into the murky brown water. Suddenly, a humongous crocodile slithered like a snake into the depths and began to swim towards him.

Can you finish these to create your own similes?

The boy ran quickly like a \_\_\_\_\_.

The coins shone as brightly as \_\_\_\_\_.

Jessie swam as smoothly as a \_\_\_\_\_.

The giant laughed as loud as \_\_\_\_\_.

The bells tinkled like \_\_\_\_\_.

The man was as tall as a \_\_\_\_\_.

The baby was as quiet as a \_\_\_\_\_.

The boy on the skateboard whizzed by like a \_\_\_\_\_.

Can you write your own similes to describe Rainbow Fish?

Examples: Rainbow Fish is fast like a fox.





Unit: Statistics		
Thursday - 25.2.21		Me
I can use tally and pictures to represent numbers		Teacher
I can count in 5s		
I can count pictures and tally marks to find a total or value		
I can understand different representations of numbers		

Fluency Practise	
1. $54 + 26 =$	2. $43 - 21 =$
3. $16 \times 2 =$	4. $80 \div 10 =$
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**Draw pictograms (1-1)**

1 Some children make a picture using shapes.

a) Complete the pictogram to show how many of each shape they have used.

Shape	Key
Square	X = 1 shape
Rectangle	
Circle	
Triangle	

b) What do you notice about the number of squares and the number of rectangles?

1 There are some animals in a zoo.

a) Complete the pictogram to show how many of each animal there are.

Animal	Key
Lion	= 1 animal
Elephant	
Giraffe	

b) How did you complete the pictogram? Compare with a partner.

3 Pencils, rubbers and rulers have been mixed up in a tub.

The tally chart shows how many of each item there are.

Item	Tally
pencils	IIII
rubbers	IIIF IIII
rulers	IIIF I

a) Use the tally chart to complete the pictogram.

Item	Key
Pencils	= 1 item
Rubbers	
Rulers	

b) Mo draws a pictogram for the same items. Here is his pictogram.

Item	
Pencils	
Rubbers	
Rulers	

What mistakes has Mo made?  
How could his pictogram be improved?

4 There are some flowers in a garden.

- There are 4 sunflowers.
- There is 1 less daffodil than there are sunflowers.
- There are twice as many daisies as daffodils.
- There is the same number of tulips as daffodils.

a) Complete the pictogram.

Flower	Key
Sunflowers	= 1 flower
Daffodils	
Daisies	
Tulips	

b) How many flowers are in the garden in total?



<i>Unit: Under the Sea</i>		
<i>We are learning to write a character description</i>		
<i>Thursday</i>	<i>Me</i>	<i>Teacher</i>
<i>I can describe a character using commas in a list</i>		
<i>I can use capital letters and full stops</i>		

What are commas? Can you find them in this paragraph? Why are they there?

**Tom's favourite fruits are bananas, blueberries, strawberries and kiwis.**

**The dragon had long, sharp claws.**

**A hot dog, a type of sausage, is often served in a long bread bun.**

Can you use these sentence starters to write sentences using commas in a list?

*The Rainbow Fish is*

*He was*

*His scales are*

*Rainbow Fish's eyes are*

*His tail is*



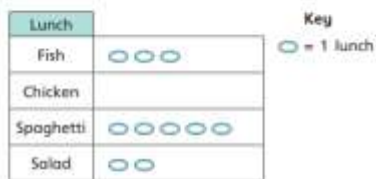


Unit: Statistics		
Friday 26.2.21	Me	Teacher
I can use tally and pictures to represent numbers		
I can count in 5s		
I can count pictures and tally marks to find a total or value		
I can understand different representations of numbers		

Fluency Practise	
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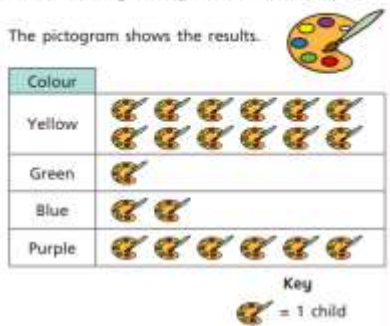
### Interpret pictograms (1-1)

1 The pictogram shows what some teachers had for school lunch.



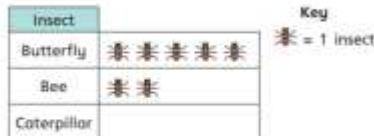
- a) Which lunch did the most teachers have? Tick your answer.  
 fish    chicken    spaghetti    salad
- b) Which lunch did the least teachers have? Tick your answer.  
 fish    chicken    spaghetti    salad
- c) How many teachers had chicken?

2 Class 1 were asked to choose their favourite colour out of yellow, green, blue and purple.



- a) How many children chose yellow?
- b) How many children chose green?
- c) How many more children chose purple than blue?
- How did you work this out?

2 The pictogram shows how many insects Class 2 saw on a bug hunt.



- a) Complete the sentences.
- Class 2 saw  butterflies.
- Class 2 saw  bees.
- Class 2 saw  caterpillars.
- Altogether Class 2 saw  insects.

b) Last summer I saw a bee hive. I do not think I could draw a pictogram to show all the bees.

Do you agree with Tommy?

4 Eva's friends vote for their favourite fruit.

- She draws a pictogram and says it shows:
- the same votes for apple and pear
  - melon got the fewest votes
  - plum got the most votes
  - grape got only 1 vote
  - grape got fewer votes than pear.

a) Draw a possible pictogram so that Eva's statements are true.



b) Draw a key for the pictogram.

= 1 vote





<i>Unit: Under the Sea</i>		
<i>We are learning to write a character description</i>		
<i>Friday</i>	<i>Me</i>	<i>Teacher</i>
<i>I can describe a character</i>		
<i>I can use capital letters and full stops</i>		
<i>I can use alliteration</i> <i>I can use a simile</i> <i>I can use commas in a list</i> <i>I can use expanded noun phrases</i>		

<i>This week we have been using 4 different techniques. Can you match them?</i>	
<i>Similes</i>	<i>The angry ant skipped slowly.</i>
<i>Alliteration</i>	<i>Mr Whiskers was fluffy, grey and quite fat.</i>
<i>Expanded noun phrase</i>	<i>The dark black cave was empty.</i>
<i>Commas in a list</i>	<i>Jack screamed like he'd seen a ghost.</i>

