

## Year 2 Home Learning

Time frame: week beginning: 18.1.21

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work we have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



## Year 2 Timetable

Zoom	
Wake Up, Shake Up 8.30am 30 minutes	<p><b>'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am.</b></p> <p>Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!</p>
Registration	<ul style="list-style-type: none"> <li>• Be dressed in your uniform</li> </ul>

<b>9:30am – 9:35am</b>	<ul style="list-style-type: none"> <li>Have your resources to hand</li> <li>Registration</li> <li>Home learning for the day explained</li> </ul>
<b>Maths</b>  <b>9:35am – 9:55am</b>	<ul style="list-style-type: none"> <li>Teacher to teach the maths concept – up to 20 minutes.</li> <li>Pupils sent off to complete their work independently.</li> <li>Some pupils may stay on with teacher to discuss further.</li> </ul>
<b>English</b>  <b>11:30am – 11:55am</b>	<ul style="list-style-type: none"> <li>Teacher to teach the English concept – up to 20 minutes.</li> <li>Pupils to complete their work independently.</li> <li>Some pupils may stay on with teacher to discuss further.</li> </ul>
<b>Curriculum and Phonics</b>  <b>When you have completed Maths and English</b>	<ul style="list-style-type: none"> <li>Pupils to complete the curriculum work in the home learning document.</li> <li>Pupils to post their work on Seesaw to be marked by the teacher.</li> <li>During this time, pupils to have lunch and take some exercise.</li> </ul>
<b>Afternoon Registration</b> <b>2SB: 1:30pm – 1:45pm</b> <b>2G: 2:10pm – 2:25pm</b>	<ul style="list-style-type: none"> <li>Whole class reading session.</li> <li>Pupils to share their work and say goodbye for the day.</li> </ul>

## Maths

### Monday

#### Temperature Lesson 2: Estimating Temperature

**Learning Objective:** To be able to estimate temperature and read thermometers to confirm the estimate.

Textbook 2A Chapter 7 Lesson 2 Pages 166-169

Workbook 2A Chapter 7 Worksheet 2 Pages 220-222

**Learn the strategy:**

<https://classroom.thenational.academy/lessons/reading-the-temperature-in-degrees-celsius-chk68d?step=1&activity=video>

Support: See [Maths Resource 1](#) for a thermometer to support you in your learning.



Deepening: See [Maths Resource 2](#) and [Maths Resource 3](#).

### Tuesday

#### Picture graphs Lesson 1: Reading Picture Graphs

**Learning Objective:** To be able to read a picture graph with confidence

Textbook 2A Chapter 8 Lesson 1 Pages 172-173




Workbook 2A Chapter 8 Worksheet 1 Pages 229-232

**Learn the strategy:**

**Intro: (up to 1 minute and 51 seconds)**

<https://www.bbc.co.uk/bitesize/clips/zq4d2hv>

<https://www.khanacademy.org/math/cc-2nd-grade-math/x3184e0ec:data/cc-2nd-picture>

	<a href="#">graphs/v/picture-graphs</a> Support: Get your adult to read the questions to you today. You count in ones today!  Deepening: See <a href="#">Maths Resource 4</a>
Wednesday	<b>Picture Graphs Lesson 2: Reading Picture Graphs</b> <b>Learning Objective:</b> To be able to read and interpret a picture graph with confidence.  Textbook 2A Chapter 8 Lesson 2 Pages 174-177 Workbook 2A Chapter 8 Worksheet 2 Pages 233-236 <b>Learn the strategy:</b> <a href="https://classroom.thenational.academy/lessons/representing-and-interpreting-data-using-a-pictogram-64r66c?step=1&amp;activity=video">https://classroom.thenational.academy/lessons/representing-and-interpreting-data-using-a-pictogram-64r66c?step=1&amp;activity=video</a>  Support: Get your adult to read the questions to you today. You count in ones again today!  Deepening: See <a href="#">Maths Resource 5</a>
Thursday (1)	<b>Picture Graphs Lesson 3: Reading Picture Graphs</b> <b>Learning Objective:</b> To read and interpret a picture graph where the value of the picture can represent more than 1.  Textbook 2A Chapter 8 Lesson 3 Pages 178-181 Workbook 2A Chapter 8 Worksheet 3 Pages 237-240 <b>Learn the strategy:</b> <a href="https://classroom.thenational.academy/lessons/representing-data-in-a-tally-chart-and-pictogram-cmwk6r?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/representing-data-in-a-tally-chart-and-pictogram-cmwk6r?step=2&amp;activity=video</a>  Support: See <a href="#">Math Resource 6</a> and use the 2 times tables to help you today.  Deepening: See <a href="#">Maths Resource 7</a>
Thursday (2)	<b>Picture Graphs Lesson 4: Reading Picture Graphs</b> <b>Learning Objective:</b> To read and interpret a picture graph where the value of the picture can represent more than 1.  Textbook 2A Chapter 8 Lesson 4 Pages 182-183 Workbook 2A Chapter 8 Worksheet 4 Pages 241-244 <b>Learn the strategy:</b> <a href="https://www.khanacademy.org/math/cc-third-grade-math/represent-and-interpret-data/imp-picture-graphs/v/solving-problems-with-pictographs-2">https://www.khanacademy.org/math/cc-third-grade-math/represent-and-interpret-data/imp-picture-graphs/v/solving-problems-with-pictographs-2</a>  Support: See <a href="#">Maths Resource 6</a> and use the 5 times tables to help you today.  Deepening: See <a href="#">Maths Resource 8</a>
Friday	<b>Picture graphs Lesson 5: Reading Picture Graphs</b> <b>Learning Objective:</b> To read and interpret a picture graph where the value of the picture can represent more than 1.  Textbook 2A Chapter 8 Lesson 5 Pages 184-186 Workbook 2A Chapter 8 Worksheet 5 Pages 245-247 <b>Learn the strategy:</b> <a href="https://www.khanacademy.org/math/cc-third-grade-math/represent-and-interpret-data/imp-picture-graphs/v/solving-problems-with-pictographs-2">https://www.khanacademy.org/math/cc-third-grade-math/represent-and-interpret-data/imp-picture-graphs/v/solving-problems-with-pictographs-2</a>  Extra independent activity: See <a href="#">Maths Resource 9</a> to complete the multiplication and division

quiz here

Support: See [Maths Resource 6](#) and use the 10 times tables to help you today.



Deepening: See [Maths Resource 10](#)

## Writing

Monday

This week, we are focusing on Roald Dahl's 'The Twits'. We will be reading it over the next two weeks.

Listen to today's section of 'The Twits' by following the link [here](#).

Last week, we learned about contractions in Phonics. We used an apostrophe to make them. Today, we are using an apostrophe to show **possession**.

Watch the [video](#) to see how to form it correctly.

### Independent Task

Look at the picture of Mr and Mrs Twit.



Write at least 5 sentences which contain a possessive apostrophe about Mr Twit or Mrs Twit.

**Example:** Mr Twit's beard is very long. Mrs Twit's hair is straggly and messy.

Support: Put the words in order so they make a sentence. 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



Deepening: Write a sentence containing a possessive apostrophe about both Mr and Mrs Twit. Remember that if you are writing about two people, the possessive apostrophe comes after the second person's name only.

**Example:** Mr and Mrs Twit's clothes are dirty.



## Tuesday

Listen to today's section of The Twits about the description of Mrs Twit. You will be listening to [chapter 4](#) (click the chapters to hear them being read today). You can also re-listen to the description of Mr Twit by listening to the [first part](#) of the story again from yesterday.

Today we are writing our own description of Mr Twit. Listen to the description of Mr Twit again. Write down 2 interesting adjectives that were used to describe the character that you want to magpie for your own piece of writing today.

**Independent Task 1:** Using the picture of Mr Twit, label at least 5 of his features. Use the noun phrase structure of **adjective, adjective, noun**.


**Examples:** Long, dirty beard. One, bushy eyebrow.

**Independent Task 2:** When you have labelled the picture of Mr Twit, turn them into full sentences to make a description. Add some detail to it by thinking about the senses (e.g. what he smells like or what his beard feels like).

**Example:** Mr Twit has a long beard which is very dirty and feels like straw.

Make sure you green pen edit your work when you have finished to correct any mistakes or improve your writing by adding in extra detail.

Support: Only complete Independent Task 1.

 **Deepening:** In your writing, use at least one possessive apostrophe sentence which we practiced yesterday. Include the conjunctions 'and' or 'because' at least once in your writing.

## Wednesday

Listen to today's extract of The Twits about the tricks that they play on each other. You will need to listen to [Chapter 5](#) and [Chapter 6](#).

There are three stages to the tricks:

- 1) Planning the trick
- 2) Doing the trick
- 3) Reaction to the trick

You are going to write the next trick to create a Book of Tricks with the rest of your class.

Make a mind-map containing some ideas of other tricks that Mr and Mrs Twit could play on each other.

Send a photo of your mind-map of to your class teacher on Seesaw.

**Example:** Mr Twit puts superglue on Mrs Twit's chair. Mrs Twit puts stones in Mr Twit's boots.

Support: What tricks could The Twits play on each other with the objects below:

- 1) Superglue
- 2) Stones
- 3) A slug

## 4) A newspaper



Deepening: Can you act each of your ideas out? Remember to include the three stages when you are acting it out: Planning, Doing and the Reaction. You could ask someone at home to be another character or act it out by yourself. You can upload the video of you acting out your trick to Seesaw.

### Thursday

Today, we are going to plan our description of The Twits playing a trick on each other. Look at your mind-map from yesterday. Pick your favourite trick that you thought of.

We are going to use the planning grid in [English Resource 1](#) to help us.

Remember that when we are planning, we do NOT use full sentences, only key words and phrases.

**Independent Task:** Use the planning grid to describe what is happening in each of the three stages (**Planning the trick, Doing the trick, Reaction to the trick**). Include what the characters might be thinking or feeling. Use interesting adjectives.

#### Example:

<u>Planning the Trick</u>	Mr Twit angry and grumpy – wants revenge Goes to garden shed to look for small, plastic bottle
<u>Doing the Trick</u>	Drizzles sticky, white superglue on Mrs Twit's chair Distracts Mrs Twit when she sits down with a thump
<u>Reaction to the Trick</u>	Mrs Twit tries to stand up but is stuck to wooden chair Mr Twit laughs – sounds like snorting like a pig

Support: Instead of thinking of your own trick, listen to [The Glass Eye](#) trick and complete the planning grid for that trick. Use the pictures in [English Resource 2](#) to help you.



Deepening: Add to your plan by thinking about the five sentences. **Example:** Superglue smelt like cabbage because it was so old. Cold, soggy superglue soaked through dress.

### Friday

Today we are writing the **FIRST STEP** of our trick that we planned yesterday. **DO NOT** move onto the second or third stages today.


We are going to be writing in the past tense to show that it has already happened.

Can you colour in the past tense words in [English Resource 3](#)?

*If you are struggling, try putting the words into sentences e.g. Yesterday I went to the park. Yesterday I have pasta for dinner. (The first makes sense so is the past tense, the second doesn't so it's not the past tense!)*

Have a look at your plan that you created yesterday. Today, we are focusing on the FIRST BOX ONLY. This means, we are writing about planning or preparing the trick.

<u>Planning the Trick</u>	Mr Twit angry and grumpy – wants revenge Goes to garden shed to look for small, plastic bottle
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	<p>We will need to make full sentences and add detail to our planning from yesterday. Challenge yourself to write at least 5-10 interesting sentences.</p> <p><b>Example:</b> Mr Twit was so angry that his face was all red and blotchy. He wanted to play a trick on Mrs Twit to take revenge. He stomped all the way to the wooden garden shed. It smelt like rotten fish inside because it was so dirty and old. He looked for the tiny plastic bottle that was full of the stickiest superglue in the world! He knew exactly what he wanted to do with it. He wanted to stick Mrs Twit to her chair forever!</p> <p>Support: You will be describing the first stage of The Glass Eye trick. You can listen to it <a href="#">here</a>.</p> <p> Deepening: Use the conjunctions in your writing e.g. and, then, but, although, or.</p> <p>Can you use words containing the suffixes –ment and –ful in your writing?</p> <p>Here are some examples: excitement, colourful, enjoyment, painful, careful, disappointment, punishment, amazement.</p>
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## Reading

Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.

## Grammar, Spelling and Phonics

**Phonics:** Watch the video [here](#). Then complete [Phonics Resource 1](#).

Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Your spellings to learn are:

should

would

could

I'll

I'm

It's

See [Spelling Resource 1](#).

## Other Curriculum Subjects

Monday

**Science 1: What are the key aspects of a healthy diet?**

- Watch and complete this lesson.
- [What are the key aspects of a healthy diet?](#)

You will need: pencil and paper. See [Science Resource 1](#).

Tuesday

**RE-What rules do Christians follow?**

- Watch this story [video](#) about the 10 commandments
- See [R.E. Resource 1](#), cut out the cards and sort into 2 groups.  
Group A- true commandments, Group B- not true commandments
- Choose 3 of the 10 commandments and write how it can rule your life. [R.E. Resource](#)

	<p><a href="#">2</a> might help you</p> <p><b>Challenge:</b> Think of some examples of how the 10 Commandments affect people's lives?</p>
Wednesday	<p><b>Science 2 - Why is it important to be hygienic?</b></p> <ul style="list-style-type: none"> <li>• Watch and complete this lesson.</li> <li>• <a href="#">Why is it important to be hygienic?</a></li> </ul> <p>You will need: pencil and paper</p>
Thursday	<p><b>Music:</b> Your teacher will post the link to the music recorded lesson in the week to seesaw.</p> <p><b>PE:</b> Your teacher will post the link to the PE recorded lesson in the week to seesaw.</p>
Friday	<p><b>History: How did Florence Nightingale change the lives of soldiers and nurses?</b></p> <ul style="list-style-type: none"> <li>• Have a look at the sources (the pictures and writing from the time) in <a href="#">History 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="#">History Resource 2</a>. How did Florence Nightingale help fix the problem?</li> </ul> <p>Write a letter home as a nurse, or soldier, from Scutari Hospital. Describe the changes you have seen.</p>

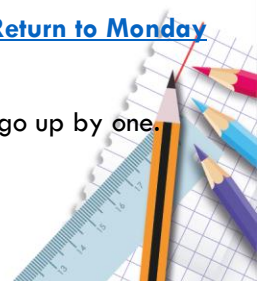
Miss Bevin and Miss Gordon

## Resources

### Maths Resource 1 – Support Monday

Many thermometers count by tens. There are small marks between each tens number and these marks go up by one.

[Return to Monday](#)





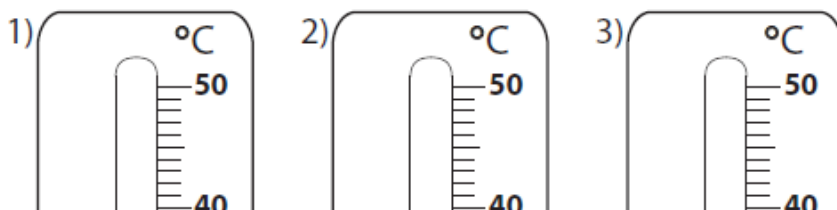


# Home Learning

## Maths Resource 2 – Deepening Monday (1)

Read the thermometers below and write what temperature they are showing. Be sure to use the correct units of degrees celsius in your answer.

[Return to Monday](#)



## Maths Resource 3 - Deepening Monday (2)

### 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

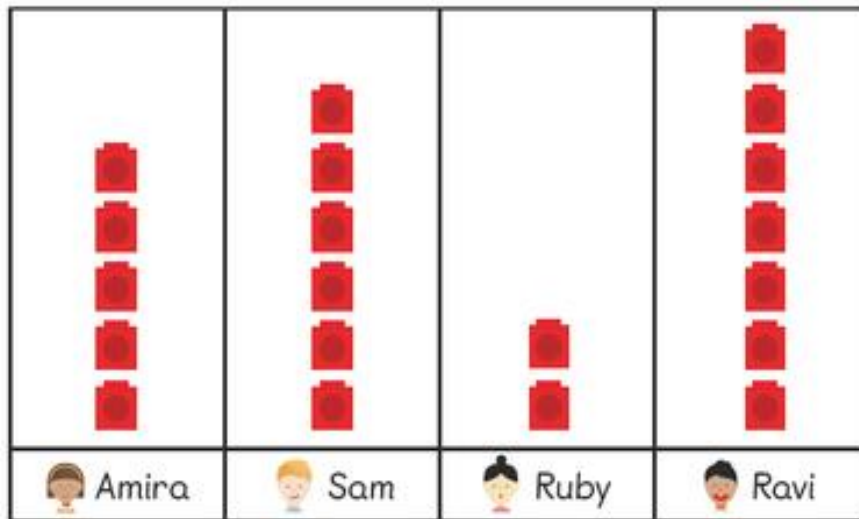
## Maths Resource 4 – Deepening Tuesday

[Return to Tuesday](#)

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

The pictogram shows the number of sweets four children have.

Sweets the Children Have



Each  stands for 1 sweet.

Describe the number of sweets the four children have.

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



Child	Tally
Amira	
Sam	
Ruby	
Ravi	

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

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Create a pictogram.


This tally shows the number of cars seen on Wix's Lane at 11 am.

Child	Tally
Amira	
Sam	
Ruby	
Ravi	

Represent the information shown in the tally chart in a pictogram. Have a go at drawing it yourself!

My Times Tables											
2 times table				5 times table				10 times table			
0	x	2	= 0	0	x	5	= 0	0	x	10	= 0
1	x	2	= 2	1	x	5	= 5	1	x	10	= 10
2	x	2	= 4	2	x	5	= 10	2	x	10	= 20
3	x	2	= 6	3	x	5	= 15	3	x	10	= 30
4	x	2	= 8	4	x	5	= 20	4	x	10	= 40
5	x	2	= 10	5	x	5	= 25	5	x	10	= 50
6	x	2	= 12	6	x	5	= 30	6	x	10	= 60
7	x	2	= 14	7	x	5	= 35	7	x	10	= 70
8	x	2	= 16	8	x	5	= 40	8	x	10	= 80
9	x	2	= 18	9	x	5	= 45	9	x	10	= 90
10	x	2	= 20	10	x	5	= 50	10	x	10	= 100
11	x	2	= 22	11	x	5	= 55	11	x	10	= 110
12	x	2	= 24	12	x	5	= 60	12	x	10	= 120

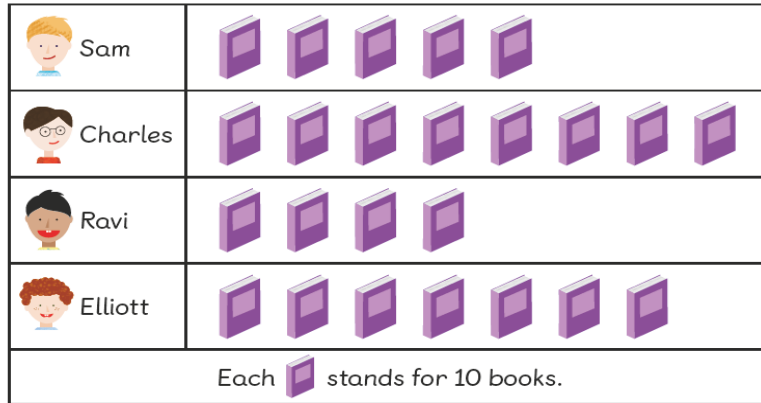
www.communication4all.co.uk





**Answer questions about this pictogram.**

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



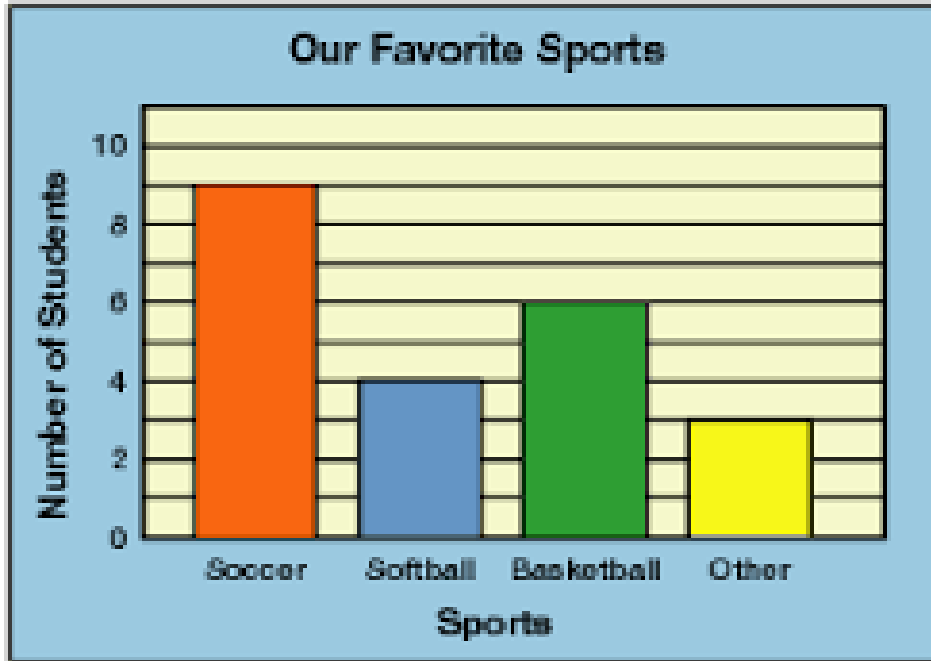
- How many books did Elliott read?
- Who read the most books last year?
- Who read the fewest books last year?
- How many fewer books did Sam read than Charles?
- How many more books did Charles read than Ravi?
- How many books did Sam and Ravi read altogether?



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.

Read graphs



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. If you can't add this to the graph, answer this question: If three more children were added to softball, how many children would there be now? \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

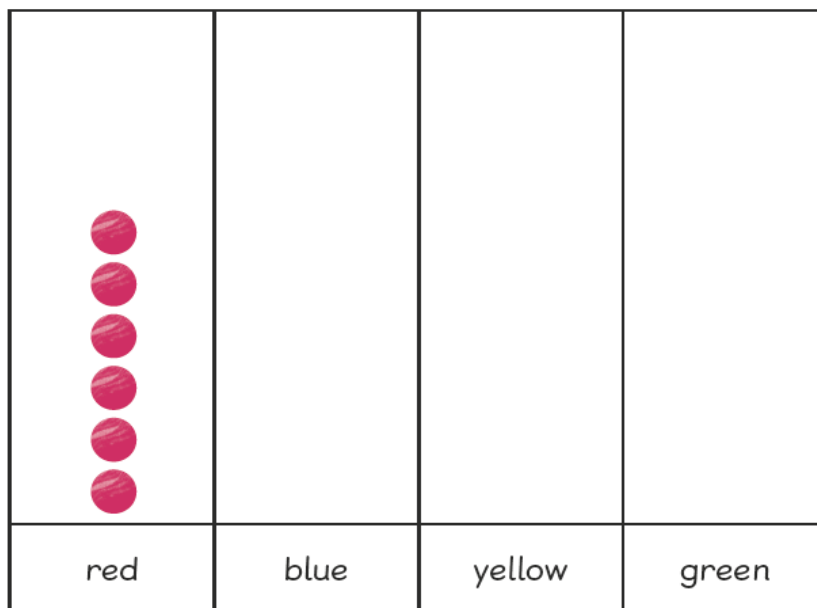
$10 \times 7 = \underline{\hspace{2cm}}$

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?





## 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.



# Home Learning

Planning the Trick

Doing the Trick

Reaction to the Trick



Stage 1: Planning the Trick



Stage 2: Doing the Trick



Stage 3: Reaction to the Trick






jumped	washed	went	making
see	sing	drawing	helped
waved	looked	making	drank

Date: \_\_\_\_\_ L.O.: To use soft 'g'

1) Read the words and put sound buttons on them. Now draw a matching picture.

Gems	
Hair-gel	
Cage	
Rage	

2) Use the picture to work out the missing word. Write it down and put the sound buttons on it.





magic	giraffe	<u>gortel</u>
<u>garch</u>	rage	ginger
cage	gemstone	<u>geelow</u>
gel	<u>gengur</u>	genius

magic

cage

genius

[illegible]

## Spelling Grid

My spellings to practise:

should

would

could

I'll

I'm

it's

Pyramid Writing:

Rainbow writing:







should		
would		
could		
I'll		
I'm		
it's		

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

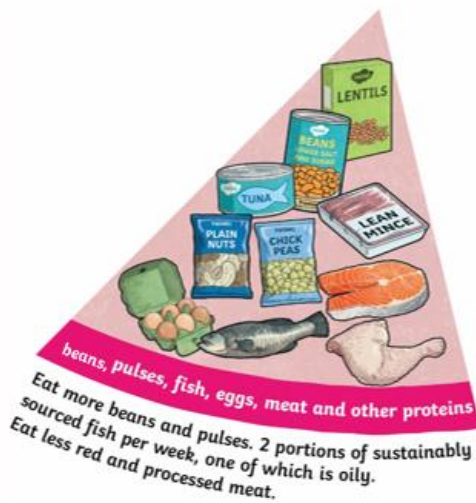
## Fruit and Vegetables



## Carbohydrates

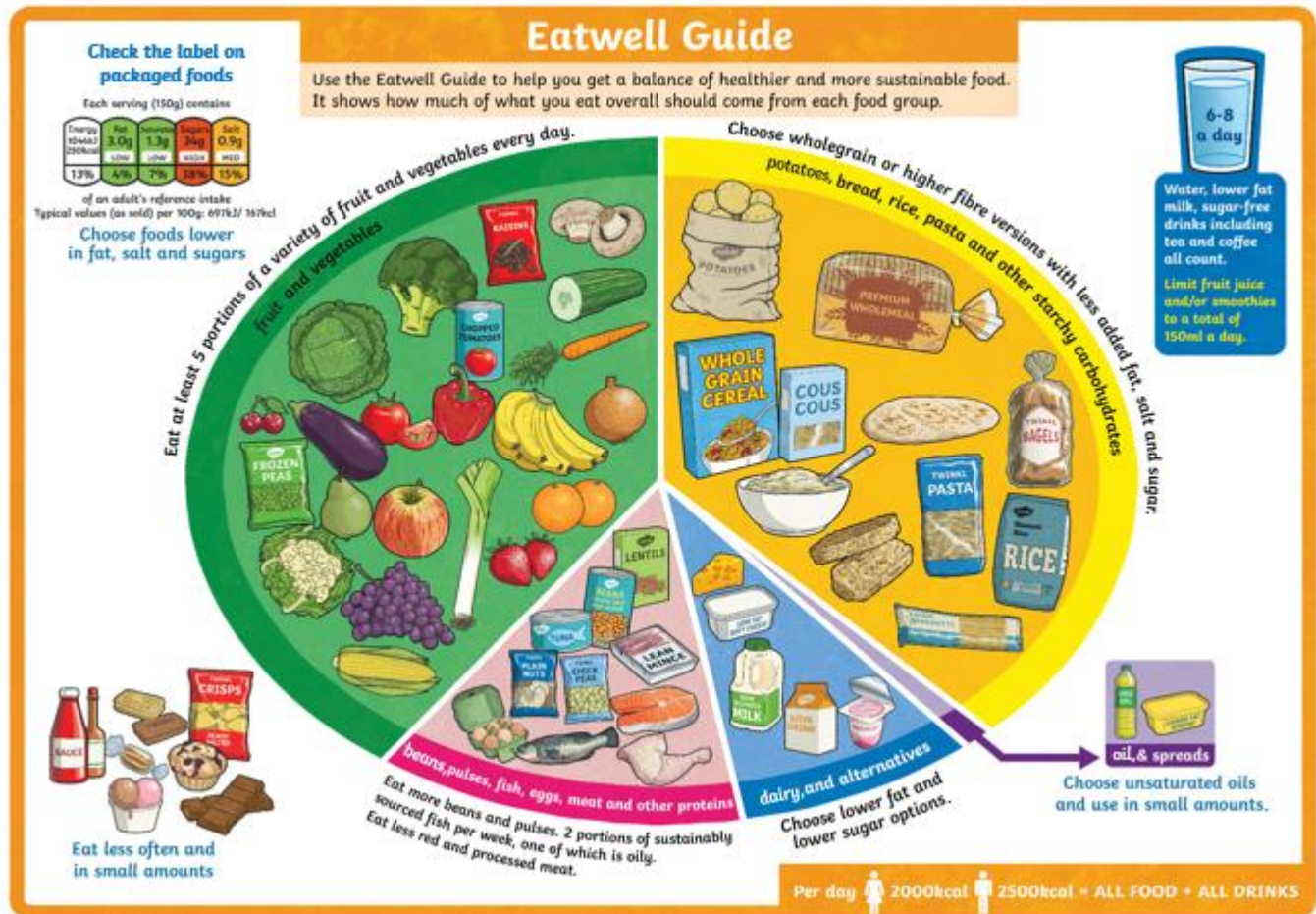


## Beans, Pulses, Fish, Meat and Other Proteins



## Dairy and Alternatives











'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.**

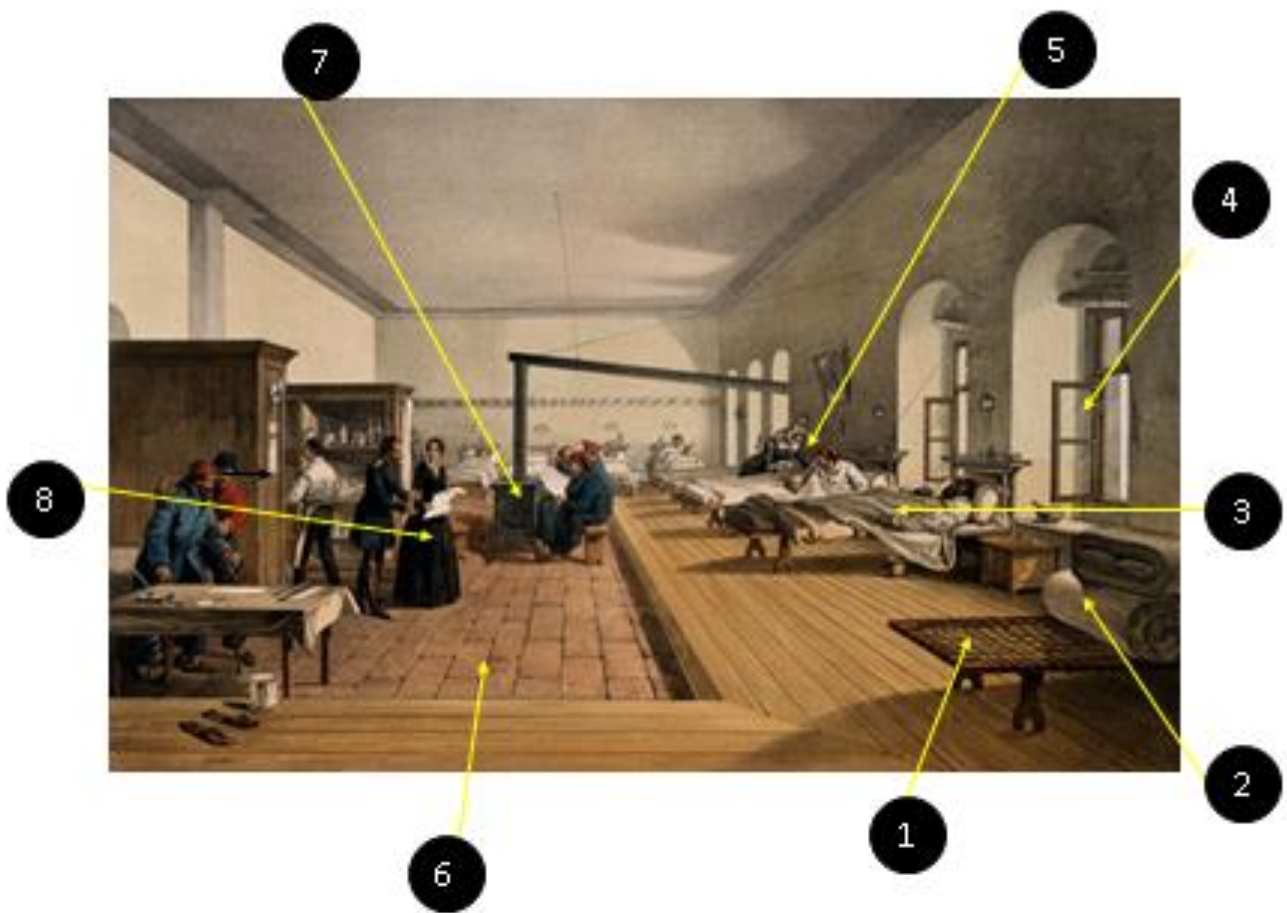
'All were swarming with rats, huge insects crawling all about their bodies and clothes. Many were covered with mud, dirt, blood and gunpowder stains. Several were very sick and lying on the floor. The sight was a terrible one and such as I had never before witnessed...

'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.**





Can you label the changes Florence helped make?

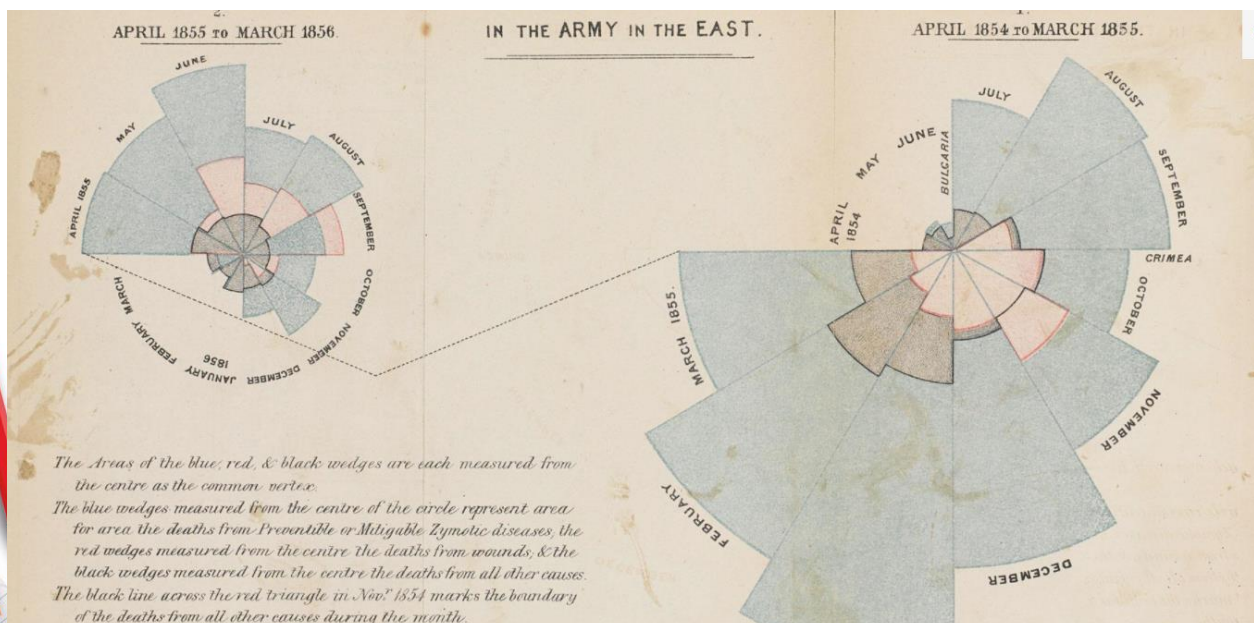


## Can you match the numbers?

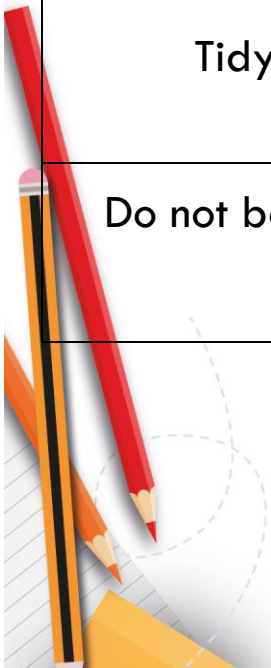
- Clean floors
- Patients are comfortable, mattresses on the bed
- Proper beds
- Fresh air
- Clean sheets
- Warm blankets
- Nurses
- Plenty of space
- The ward has a big heater in the middle.
- Organised nurse

"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:



No other gods besides God.	No idols, worship only God.
Eat all your dinner.	Do not run around the school.
Do not hurt others with words or actions.	Always treat God's name with respect.
Clean up your dishes.	Make your bed.
Have a day to rest and thank God for every week.	Obey your parents.
Do not steal from others.	Keep your promises to others and God.
Tidy away the books.	Always tell the truth.
Do not be envious or jealous of others.	Do not shout out in class.



	<b>The Ten Commandments</b>	<b>Explanation</b>
1	Thou shall have no other gods before me	Love God more than anything else
2	Thou shall not make any graven images	Do not make anything in your life more important than God
3	Thou shall not take the name of the Lord Thy God in vain	Always say God's name with love and respect
4	Remember the Sabbath day and keep it holy	Keep the Sabbath day special
5	Honour thy father and thy mother	Love and respect your mum and your dad
6	Thou shalt not kill	Do not hurt anyone
7	Thou shalt not commit adultery	Always be faithful to your husband or wife
8	Thou shalt not steal	Do not take anything that is not yours
9	Thou shalt not bear false witness	Always tell the truth
10	Thou shalt not covet	Be happy with what you have and do not wish for other people's things

