PIONEERS (Molly)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Science	*BREAK*	Music - **JIM (from 2:30)**
WED	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Computing	*BREAK*	PE (Downstairs)
THU	Registration / Challenges	Phonics and Spelling	Literacy	Music	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**ENRICHMENT (PPA)**

INVESTIGATORS (Julia)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	PE (Downstairs)	*BREAK*	Computing
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music - **JIM (up to 1:30)**	*BREAK*	Science **(from 1:30)**
WED	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
THU (Annette)	Registration / Challenges	Phonics and Spelling	Literacy	Music	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**ENRICHMENT (PPA)**

sneaky	unsuspecting	big
green	surprised	slimy
lush	moonlit	tasty
cheeky	quiet	greedy

In the heart of the lush, green forest lived two cheeky snails, Sid and Sally. They were known as the petty thieves of the forest floor, always on the lookout for berries, leaves, and tasty snacks to pilfer from their neighbours. Their trail of slime was often found near the scenes of their latest heists.

Write the next 3 sentences in the story.

Monday 29th April
T.B.A.T.

3 in 3

1. Why do you think she 'planted millions of trees'?

2. Do you think she is an important person? Why?

3. Where do you think the story is set? Why?

WANGARI MAATHAI
The Woman Who Planted Millions of Trees

Franck Prévot
Illustrated by
Aurélia Fronty
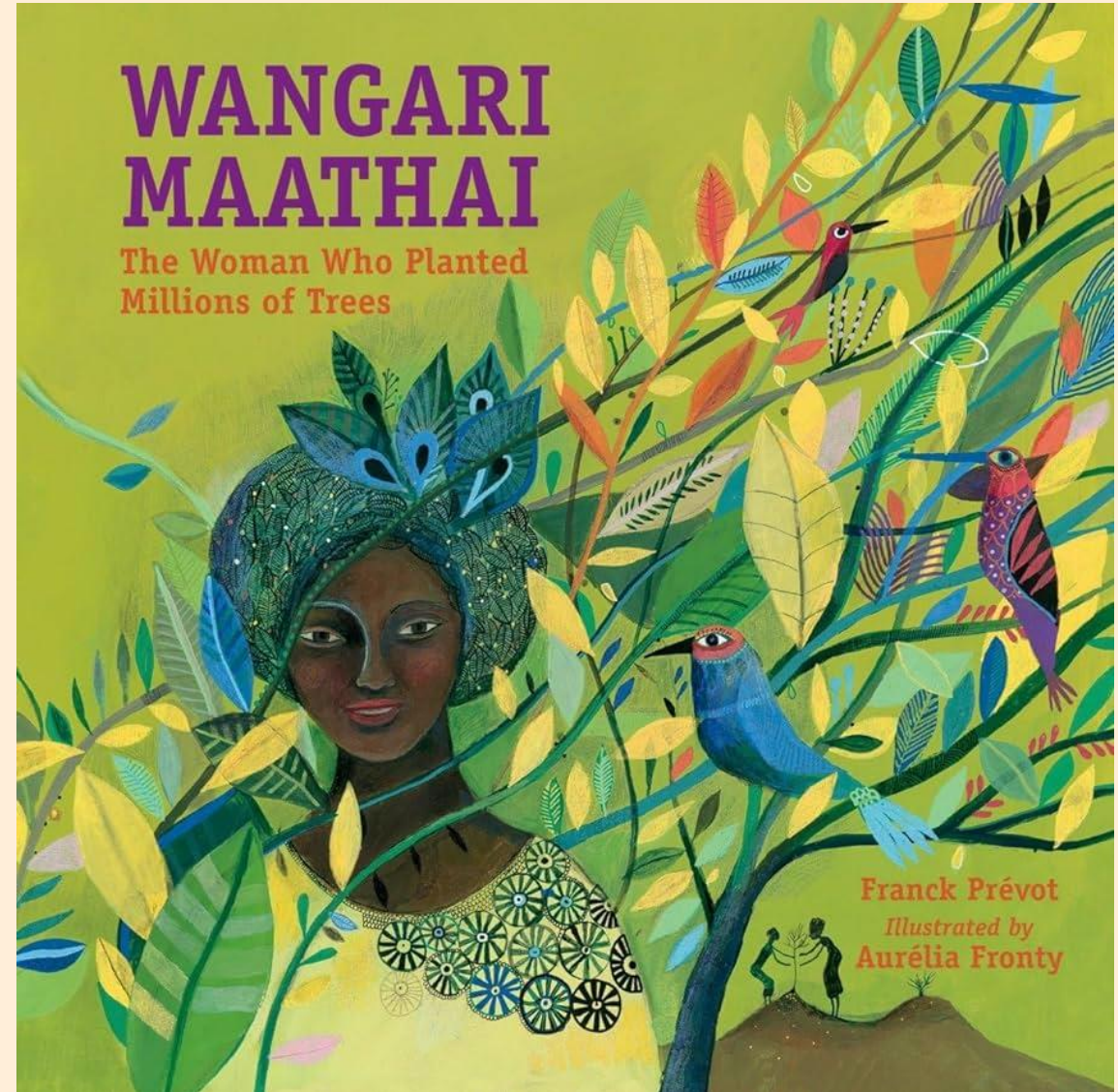
Think of a sentence to describe what is going on in the picture. Can you use an **expanded noun phrases**?

It's almost as if Wangari Maathai is still alive, since the trees she planted still grown. Those who care about the earth as Wangari did can almost hear her speaking the four languages she knew – Kikuyu, Swahili, English, and German – while she carried out her important work with important people. Wangari encouraged many women. She dug holes with them in the red soil – holes in which to plant hope for today and forests for tomorrow.

1)   What languages did she speak? (R)

----

2) Why does it feel it like Wangari is still alive? (R)

When Wangari planted a large-leafed ebony tree or an African tulip tree, she was reminded of her own roots. She was born in 1940 in the little village of Ihithe, across from the majestic volcano Mount Kenya, which her people consider holy. This is her story.

3) When and where was she born? (R)

----

4) '… across from the **majestic** volcano'. Circle **one** word which means the same as '**majestic**'. (V)

good   awesome   ordinary

The immense forest around Wangari's childhood home is populated by bongo antelopes, monkeys, and butterflies. The leopard, called the *ngari* by Wangari's people, lives here, too. It may be because *wa-ngari* means *"she who belongs to the leopard"* that Wangari feels as though she is part of the entire forest.

5) What do you think the word **immense** means? (V)

----

6) What do you think it would be like to be surrounded by these wild animals? Why? (I)

Wangari fetches water every day at the foot of the big *mugumo*, the generous fig tree. As the eldest sister of five siblings, she is the second lady of the house. She helps her mother with countless tasks: gathering wood for the fire, cooking, looking after the little children, and doing farm work.

7) Explain why the fig tree is described as **generous**? (E)

CHALLENGE: How would you feel taking on Wangari's tasks? Explain.

Assembly 10.00

MATHS

3 IN 3
Recognising tens and ones

Do Now

1)

19   10
      ☐

2)

72   ☐
      ☐

3)

83   ☐
      ☐

Star Words
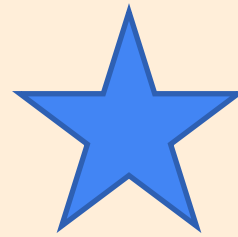
hundreds

tens

ones

place value chart

0–999

regrouping

Introducing the hundreds place
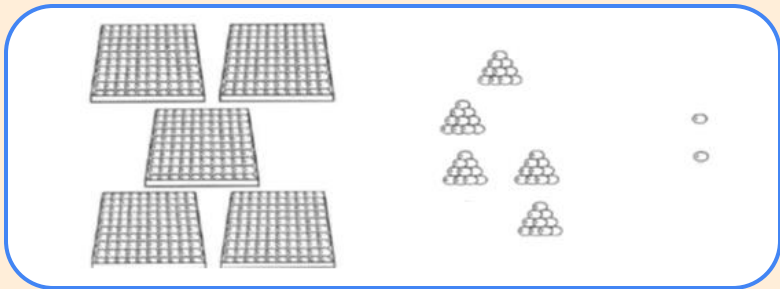
	Tens	Ones
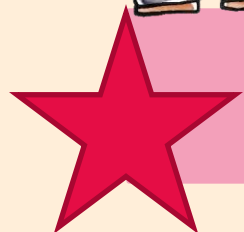
Which numeral matches each image?

- How do you know?

552 573 127 305
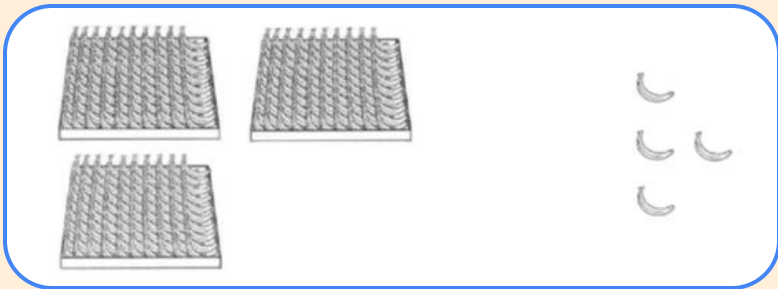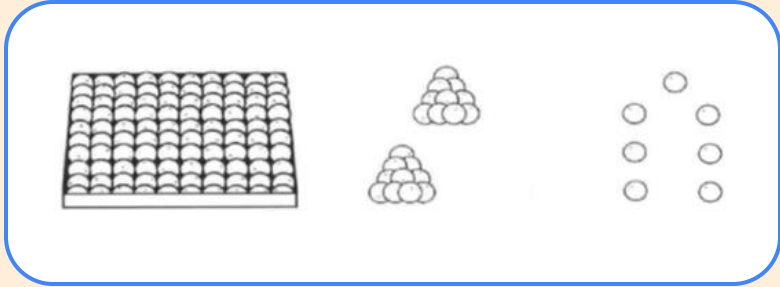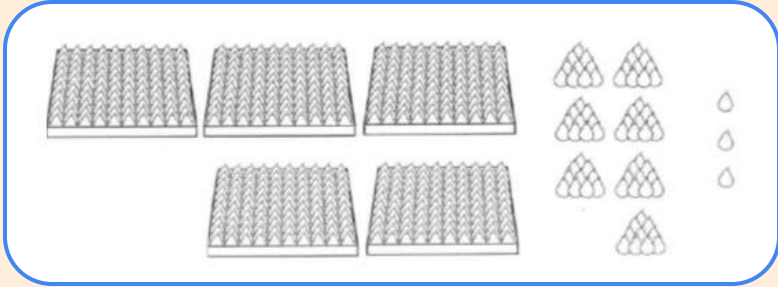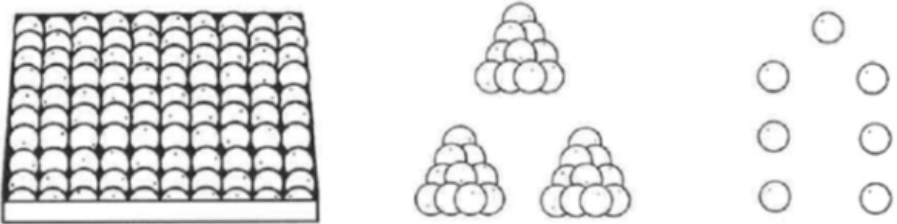
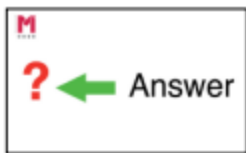- ## For each picture:

  - ○ count how many hundreds, tens and ones

  - ○ make a matching Dienes representation on a large place value chart

  - ○ write the numeral in the place value chart on the sheet.

Independent Task

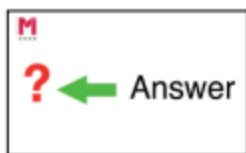| H	T	O

CHALLENGE:

Mystery number

- The hundreds digit is greater than six but less than the ones digit.
- The tens digit is an even number.
- The ones digit is eight.

What could my number be?
Is there more than one answer?
How do you know?

GREATER DEPTH:

Create your own clues for a mystery number where there is more than one answer. Share with a partner to see if they can find all your possibilities.

GREATER DEPTH:

Create your own clues for a mystery number where there is more than one answer. Share with a partner to see if they can find all your possibilities.

CHALLENGE:

Mystery number

- The hundreds digit is greater than six but less than the ones digit.
- The tens digit is an even number.
- The ones digit is eight.

What could my number be?
Is there more than one answer?
How do you know?

CHALLENGE:

Mystery number

- The hundreds digit is greater than six but less than the ones digit.
- The tens digit is an even number.
- The ones digit is eight.

What could my number be?
Is there more than one answer?
How do you know?

Guess my number

○ It is less than 500.

○ The digit in the hundreds place is one greater than three.

○ The digit in the ones place is the same as the hundreds digit.

Silent Reading

You should always have a book at your desk that you can use for silent reading at any time.

1. Have a good fit book ready.
2. Start reading silently right away.
3. Stay in one spot.
4. Read the whole time.
5. Do not disturb others.
6. Build stamina!

LET'S READ

P.E.

Learning Objective

To develop overarm throwing to limit a batter's score.

Success Criteria

- Finish with your hand pointing towards your target.
- Keep your elbow high in line with your shoulder.

Whole Child Objectives

Social: To communicate with teammates to decide together what to do.

Emotional: To play honestly when keeping score.

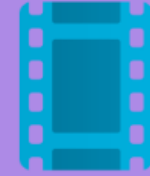**Thinking: To select the correct action for the situation.**

Equipment

CONES
x 30

HOOPS
x 8

TENNIS BALLS
x 15

OVERARM THROW
Video

Open

Download

Optional:

BEANBAGS

Warm Up and Introduction

Follow the leader:

In pairs. One pupil carries a ball, they are the leader.

A The leader travels around the area, partner to follow. Leader to be creative in how they travel e.g. sidesteps, skipping, jogging. On the command 'switch', the leader turns and uses an underarm to throw the ball to their partner.

Q: How can you catch successfully? *Use two hands, track and watch the ball as it comes towards you.*

Make sure your partner is looking at you before you throw. Don't move too quickly if you are the leader, remember that you are responsible for your partner too!

Make this easier by using a beanbag.

B Leader to use the ball as they travel e.g. move whilst passing the ball around their waist, bouncing the ball, throw and catch the ball to themselves. On the command 'switch' the leader throws the ball to their partner and their partner copies how the leader used the ball.

Repeat the activity with the other pupil choosing a way to use the ball as they travel with their partner then copying on the command 'switch'.

Encourage and support your partner by giving them a 'top tip' when they are copying how you used the ball.

Skill Development

Exploring technique:

In pairs with one ball. Pupils stand approx. four big steps apart and practise overarm throwing. Pupils help each other to improve their throwing using the teaching points. After pupils can comfortably throw over this distance, challenge them to take one step further apart.

Step forwards with the opposite foot to your throwing arm. Have your throwing elbow in line with your shoulder. Point your hand towards your target.

Make this easier by using a beanbag.

Scoring runs:

In groups of four with one ball and four cones. Pupils play 2v2.

- Place two cones 4m apart. One team stands at each of these cones with the ball, they are the fielders.
- Place the other two cones 8m apart, this team stands one behind the other at one cone, they are the batters.
- The batters take turns to run to their end cone and back, they score one point for each run they make.
- The fielders complete ten overarm throws then shout 'stop.'

How many runs can the batters score in this time? Change roles every ten passes.

Track and watch the ball and have hands out ready to catch with wide fingers. Step forwards with the opposite foot to the throwing arm. Make sure your partner is looking at you before you throw them the ball. Encourage your teammate as they run.

Make this easier for the fielders by decreasing the number of passes to eight or by using a beanbag. Make this harder for the fielders by increasing the distance they throw over.
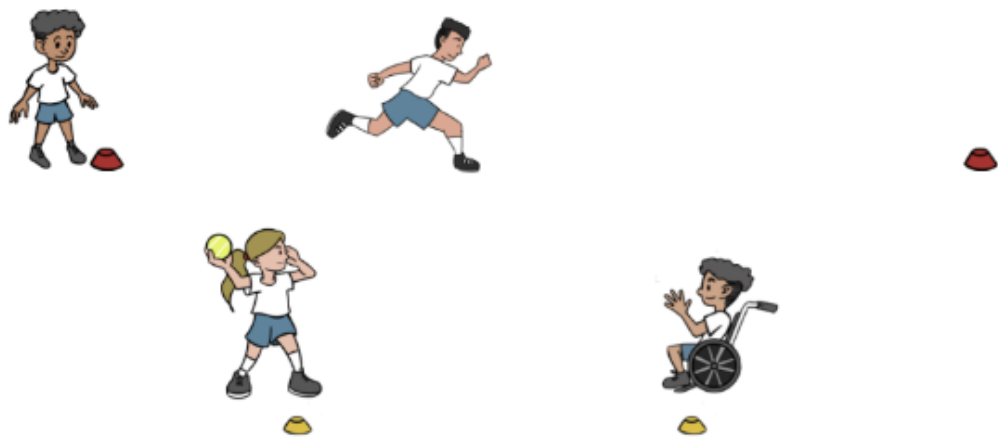
Scatterball:

In groups of four with two cones, two balls and one hoop. One pupil is the batter, the other three pupils are fielders.

Q: What is the role of fielders? *To collect the ball as quickly as possible and stop the batter from scoring.* Introduce a bowler. Explain that a bowler is part of the fielding team, their job is to throw (bowl) to the batter.

How to play:

- The bowler stands in a hoop opposite the batter, who is at a cone 3m away. Place another cone 6m away from the batter.
- The bowler bowls two underarm balls to the batter.
- The batter catches each ball one at a time and throws it out into the field of play. Fielders stand still until the second ball is thrown.
- The batter runs to the 6m cone and back, scoring a run each time they get to a cone.
- Batter stops once both balls are returned to the bowler in the hoop.

Batters have three turns each, then rotate positions. Q: Should the batter use an overarm or underarm throw? *An overarm throw, as it will travel further and give them more time to score points.*

Batter: throw away from the hoop and the fielders.

Fielders: communicate with each other about who is going to collect which ball. Use an overarm throw if you need to throw back to the bowler over a long distance and an underarm throw if it is over a short distance.

Bowler: wait by the hoop and catch the balls being thrown back by the fielders with wide fingers.

Make this harder for the batter by allowing the fielders to begin to retrieve the balls as soon as they are thrown.

ART
Pioneers

29.04.24

## Q. How does an architect express their feelings through their work?

Hundertwasser the Architect

Friedrich Stowasser (1928-2000), better known by his pseudonym Friedensreich Regentag Dunkelbunt Hundertwasser, was an Austrian-born New Zealand artist and architect.
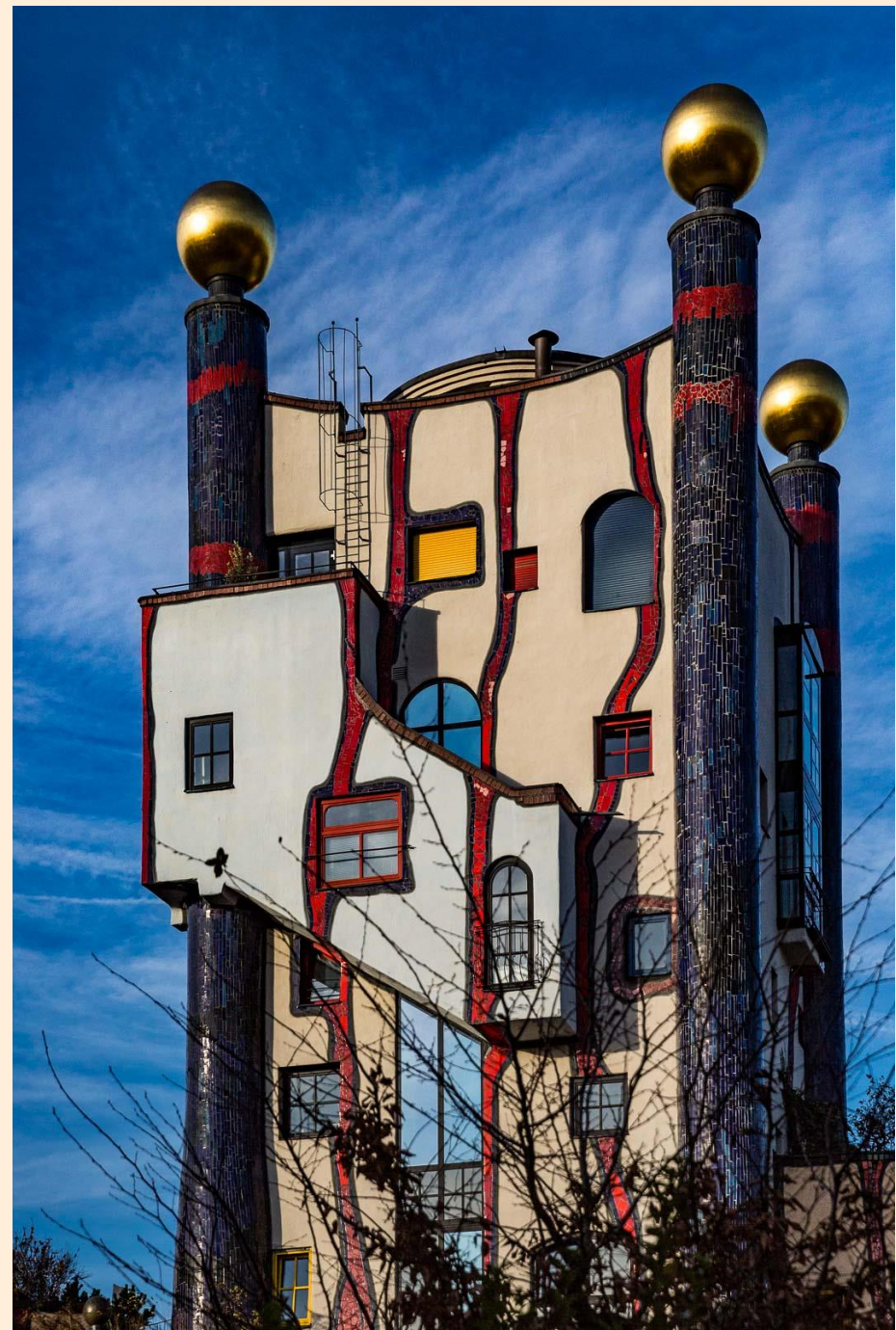
Hundertwasser started to work as an architect at the age of 55, having already built up his reputation as a painter.

He was known as an opponent of "the straight line" and his work is recognizable for his use of bright colors, hand-created decoration, distorted lines and his desire to be in touch with nature.

He like irregular forms and organic shapes.
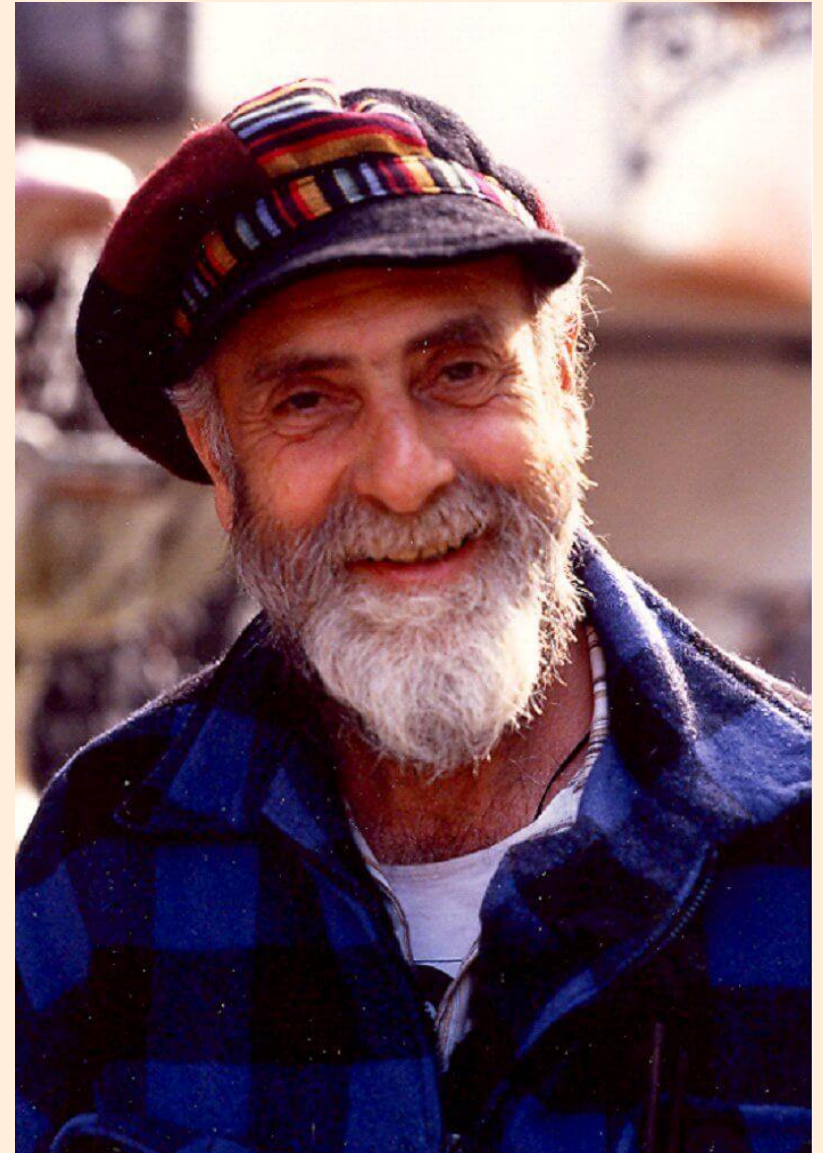
Use sketchbooks and the "Show Me What You See" method to help pupils with "Making Visual Notes" about what they see and think. They might use pen, pencil, coloured crayons, felt tips, to gather information and collect ideas as they see the images on the whiteboard. Make sure any notes they write can be single words (i.e. they don't have to write full sentences).

COMPUTING
Investigators

Lesson 2: IT in school

Year 2 – Computing systems and networks – Information technology around us

Lesson 2: IT in school

To identify information technology in the school

● I can identify examples of IT

● I can sort school IT by what it's used for

● I can identify that some IT can be used in more than one way

3

Think, pair, share

What is information technology (IT)?

Information technology is a computer or something that works with a computer.

Is this information technology?

Yes

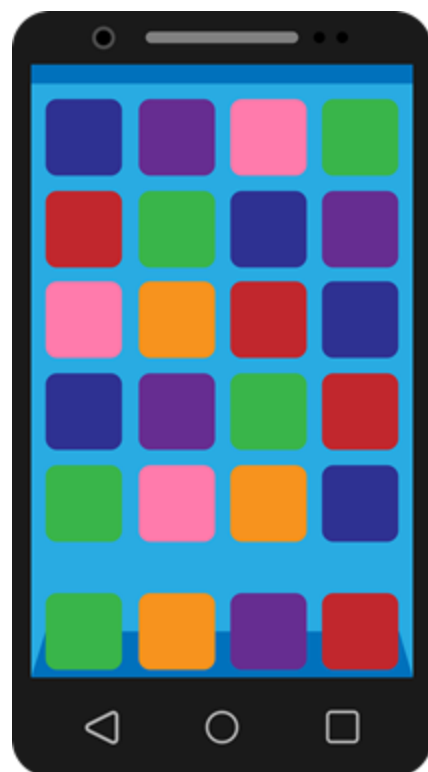Unsure

No

3

Is this information technology?

Yes

Unsure

No

Is this information technology?

Yes

Unsure

No

Is this information technology?

Yes

Unsure

No

IT at school

You have 5 minutes to look, think, and write about the IT you have in school.

What can you find?

Pair, share – What did you find?

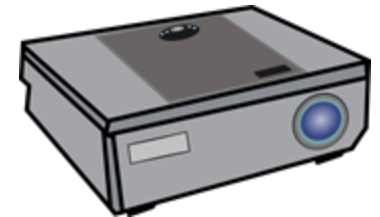Share the devices you found in school.

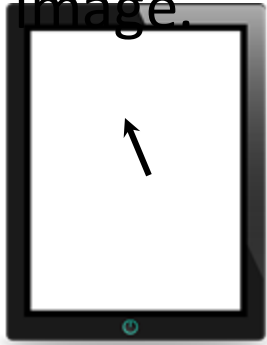**How do you use these devices?**

Think, pair, share

What are these devices?
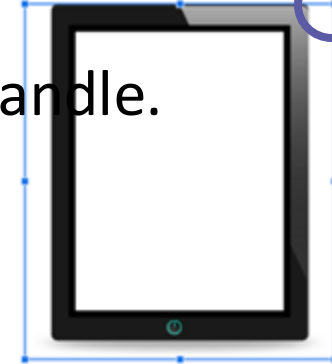
What do you use them for?

Resizing images

1. Move the cursor over the image.
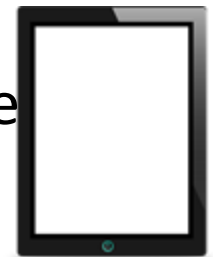
2. Click the image to see the resizing handles.

3. Click and hold the mouse button on one handle.

4. Drag the mouse to resize the image.

5. Release the mouse button.

4

Resizing images

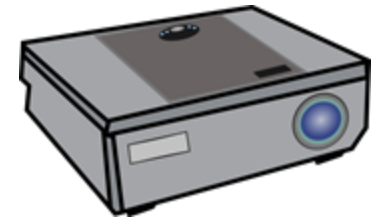## IT in school

To help you do a job

To talk to people

Life without IT

Choose one of the devices.

Think, pair, share

1. What would life be like without this device?
2. Would you miss it?
3. What would you do or use instead?

Devices

What examples of IT can you give that are used for the following things:

- Communicating with other people

- Playing on or watching things

- Helping you do a job

4

How confident are you? (1–3)

- I can identify examples of IT

- I can sort school IT by what it's used for

- I can identify that some IT can be used in more than one way

3 – Very confident

2 – Unsure

1 – Not confident

Next lesson

In this lesson, you…

Looked at information technology that is used in school

Thought about the different things that IT can help with and what life would be like without it

Next lesson, you will…

Look at information technology beyond school

Before the next lesson, can you identify any examples of information technology away from school?