

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	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Science	<i>BREAK</i>	Music - JIM (from 2:30)
WED	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Computing	<i>BREAK</i>	PE (Down stairs)
THU	Registration / Challenges	Phonics and Spelling	Literacy	Music	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Golden Book / Reward Playtime (PPA)	<i>BREAK</i> (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)

REGISTRATION

Complete the sentences to describe the position of the robot and the tractor.



The robot is on the _____ of the tractor.

The tractor is on the _____ of the robot.

Which of these have not been created by nature?

- city
- village
- forest
- shop

Circle the words that have the 'ay' sound in them.



Add an exclamation mark to the commands below.

Hurry up The cat is black

Who are you Wow

Tick the sentence that uses capital letters correctly.

- i go swimming in newtown.
- Halima and I love painting.
- BOBBY and i live in oldmill.

Extension: Write three sentences with names of people and 'I' in them.

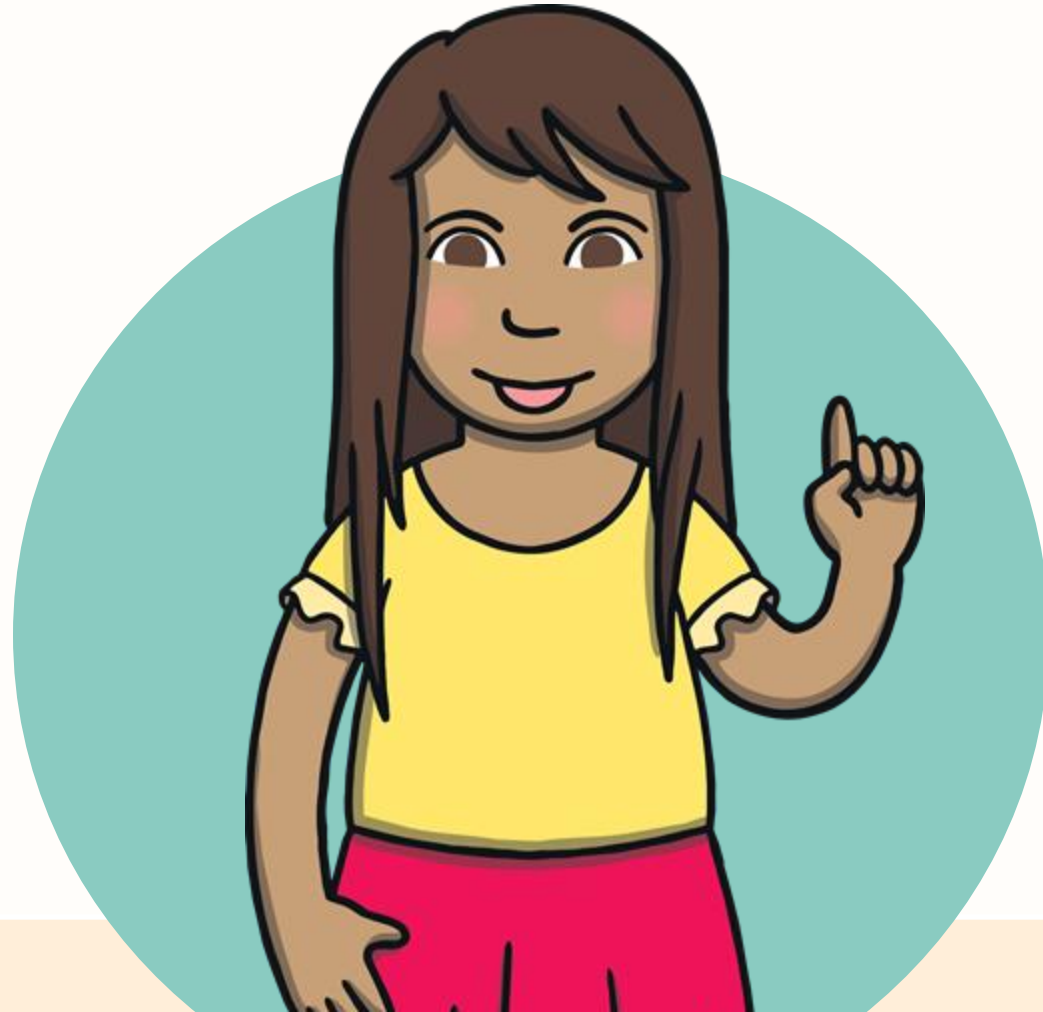
Underline the word that tells you the boy was unhappy.

He could not believe his eyes! The model he had spent so much time building, was laying on the floor in pieces. Quietly, he sobbed as he looked at the mess.

01/05/24



Today, we are learning to add the suffixes **-ment**
and **-ness** to words.



We know that if a suffix begins with a consonant, such as **-ment** and **-ness**, it is usually added straight onto the word. Click on each stone tablet and read the example words.

punish**ment**

soft**ness**

bold**ness**

excite**ment**

When **-ness** or **-ment** is added to each of these words the **y** is replaced by an **i** before adding the suffix.

happy



happ**i**ness

tidy



tid**i**ness

merry



merr**i**ment



Tell your partner how each word has changed when the suffix is added.

Check



If the word has

more than one
syllable

dizzy

and ends in **y**

dizzy

we replace the **y**

dizzi

There is an exception to this rule: if there is a vowel before the 'y', you don't change it to an 'i'. For example enjoy – enjoyment.

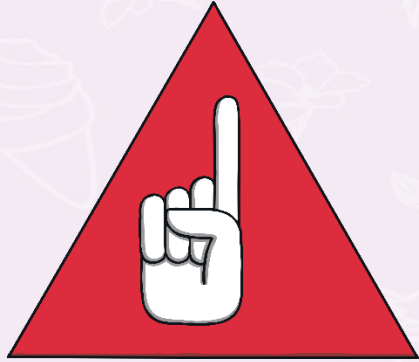
x

dizziness



Click me for Kit's teaching tips!

There is an exception to this rule.



To add **-ment** to the word **'argue'**,
you must remove the **'e'** before
adding the suffix.

argue + **ment** → ~~arguement~~ → **argument**

When **-ness** or **-ment** are added to a word, it becomes a **noun**.

There was a lot of excitement at the fair.

After the school trip, there was a feeling of tiredness among the children.

Let's have a go at spelling some words containing the
-ment and -ness suffix.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



Today, we have learnt...

to add the
suffixes **-ment**
and **-ness** to
words.

The adventure continues next lesson!

Literacy

Wednesday 1st May

T.B.A.T. find features of a biography

Wangari's father works for Sir Neylan, one of the ruling British colonists. The British claim the best land for themselves and insist that Kenyans take Christian names. As a result, Wangari is called Miriam during her childhood. The British grow richer by cutting trees to plant more tea.



Find in the text:

1. A subordinating conjunction
2. What was Wangari's Christian name?
3. What did the British claim?

Challenge

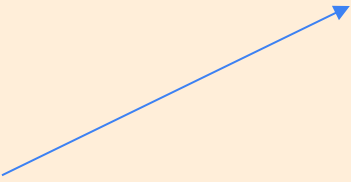
How do you think Wangari's father felt working for Sir Neylan?

Talk with a buddy...



biography

life



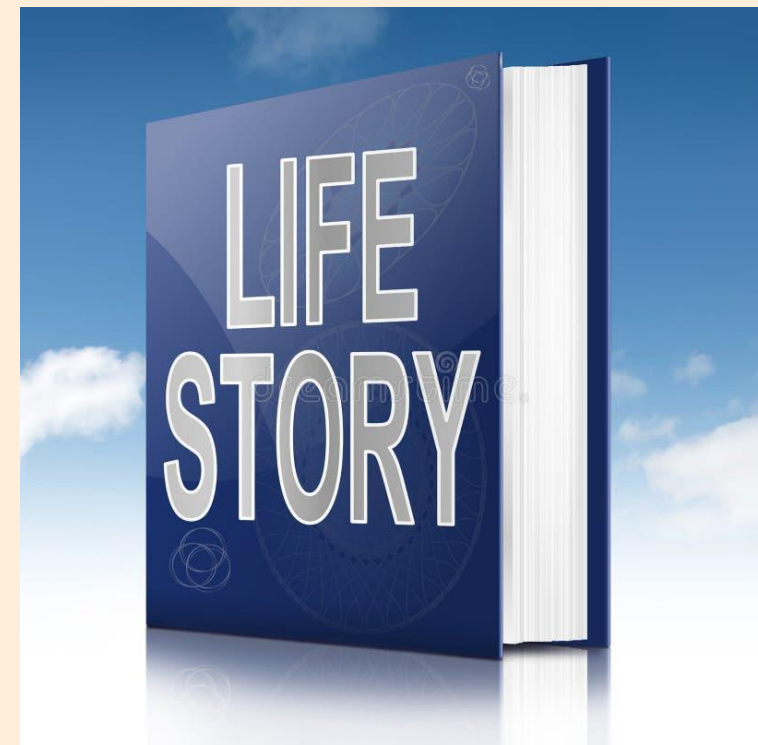
writing

What do you think a biography is?

A **biography** is a **non-fiction** text about someone's life.

Biographies are **true** pieces of text, based on **fact**, so biographers (the people who write biographies) have to do a lot of research. They use websites, letters, photographs, diaries and newspapers to help them.

- Because biographies are written by someone else, they are written in the **third person** (he/she/they).
- They are usually written in chronological order (the order in which events actually happened).



What are the features of a biography?

Purpose

Audience

Layout

Language

Punctuation

Features of a biography

past tense

title and subheading

third person (he,she,they)

Who, what, when, where, why

key dates

facts

Chronological order

Layout

The Life of Dame Jane Goodall

Jane Goodall devoted her life to living amongst chimpanzees and studying them in their natural environment. Interestingly, she made several ground-breaking observations about the social behaviour of chimpanzees, which helped people to better understand the evolution of humans. Read on to find out more about this dedicated animal rights activist and primatologist.

Early Life

Jane Goodall was born on 23rd April 1934 in London, England. From an early age, Jane loved animals and enjoyed exploring gardens and observing the wildlife she found. Her family moved around a lot during her childhood but, no matter where she lived, she was a happy child fascinated by nature. Even during the Second World War, Jane lived contentedly in Bournemouth and collected many pets (from snails to guinea pigs). She began to dream that one day she might be able to study animals in Africa.

Moving to Africa

After finishing at school, Jane saved all her money and finally achieved her dream of travelling to Africa. In 1957, at the age of 23, she took an office job in Kenya's capital city, Nairobi, where she worked for a palaeontologist. During this time, she had the opportunity to research chimpanzee behaviour, which she loved so much that she decided to extend her stay in Africa.

Observing Chimpanzees in their Natural Environment

In 1960, she moved from Kenya to Tanzania where she began to observe the creatures in Gombe Stream National Park. Instead of numbering the chimpanzees she observed, she gave them names and observed their unique personalities, which was unconventional and resulted in some criticism. In November 1960, she observed two chimpanzees making tools to extract termites from their mounds. This led to one of her most notable scientific discoveries, which was that chimpanzees utilise tools in a similar way to humans. She also observed that chimpanzees have close, and often complex, relationships with other chimps. These discoveries helped people to gain a deeper understanding of chimp behaviour and the close connections between chimpanzees and humans.

In summary, Jane Goodall is one of the most famous primatologists in the world. She has made discoveries that link back to Charles Darwin's theory of evolution and has contributed to crucial aspects of our understanding of human development. She will forever be remembered as one of history's most influential scientists.

What do you
notice about the
layout?

Title

chronological
order



Subheading

Paragraphs

The Life of Dame Jane Goodall

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WANGARI MAATHAI

A Forest Hero

Meet Wangari Maathai, a remarkable woman who loved trees and nature. She was born in Kenya, a beautiful country in the east of Africa. Let's explore and learn about her incredible life journey!

Early Life:

Wangari Maathai's story began in the small village of Ihithe in the near the base of Mount Kenya on the 1st of April 1940. She was one of five siblings and grew up in a traditional Kikuyu family, surrounded by the lush greenery of the countryside. Wangari spent much of her childhood exploring the forests, fields, and streams near her home. It was these forests, inhabited by bongo antelopes, monkeys and butterflies, where she developed a deep connection with nature.

Living in a rural community, Wangari learned valuable lessons from her parents and grandparents about the importance of respecting the land and its resources. Her mother, in particular, was a strong influence, teaching Wangari that a tree is worth more than its wood. Despite facing the challenge of a limited access to education for girls, Wangari's parents recognized her intelligence and determination. It was not until her elder brother Nderitu asked the question, "Why doesn't Wangari go to school?," that her parents encouraged her to pursue her studies. Being able to attend school filled Wangari with the passion for learning and the belief that knowledge can change lives.

Going to School:

As she progressed through school, Wangari's passion for learning continued to grow. Despite the financial constraints her family faced, she was determined to further her education. With the help of scholarships and the encouragement of her community, Wangari eventually earned a spot at the prestigious Loreto Girls' High School in Nairobi, the capital city of Kenya.

After completing her secondary school education, she passed her exams with flying colours at a time when very few women in Africa had learnt to read. But Wangari faced an important decision about her future. Despite offers to study abroad and pursue well paid career opportunities, she chose to remain in Kenya and attend the University of Nairobi, where she pursued a degree in biology. This decision was driven by her deep love for her country and her desire to make a positive impact on its people and environment.

Independent Task

You need to label where you can find:

- The title
- The sub-headings
- The introduction
- Paragraphs for each section
- Past tense words

Biography Checklist

Features		Evidence
Does it have a title?		
Does it have sub-headings?		
Does it have an introduction?		
Is it written in the third person?		
Is it in the past tense?		
Are there facts about a person's life?		
Are there dates and places to show when and where?		
Is it in chronological order?		

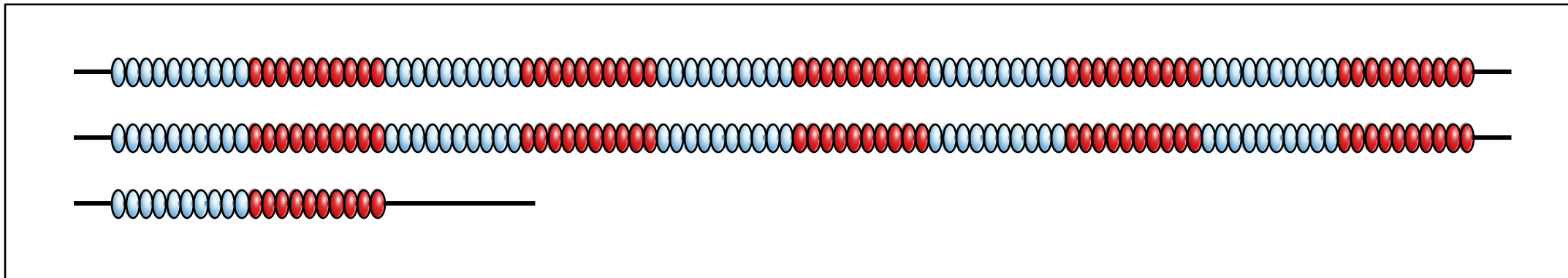
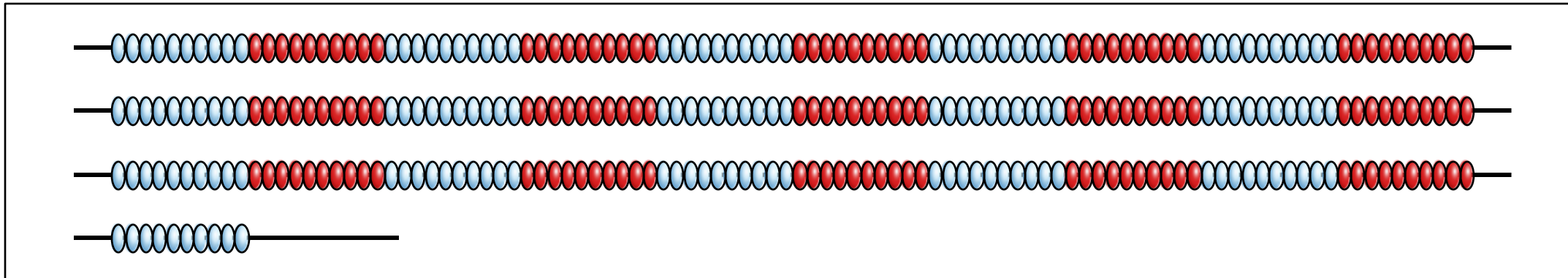
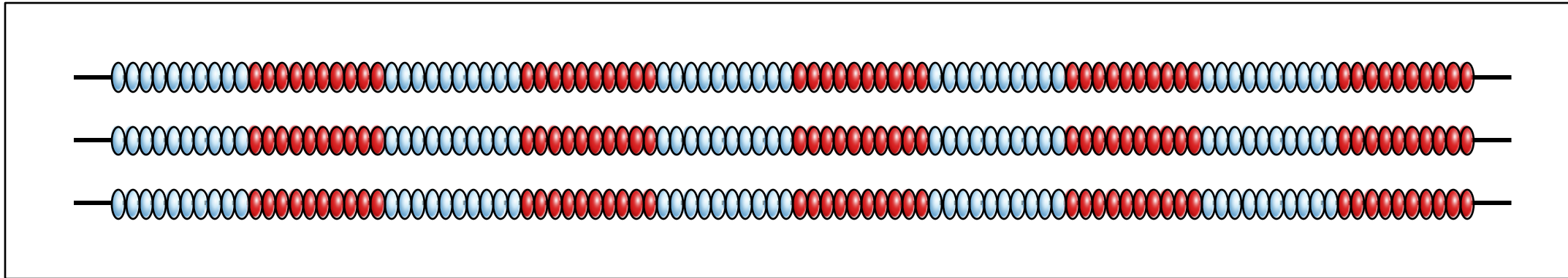
CLASS ASSEMBLY

MATHS

01.05.24

T.B.A.T. show the value of a 3-digit number in different ways

3 IN 3: What would be the number be if you had 100 more?



T.B.A.T. show the value of a 3-digit number in more than one way



Star Words

hundreds

tens



ones



place value

Dienes



regroup





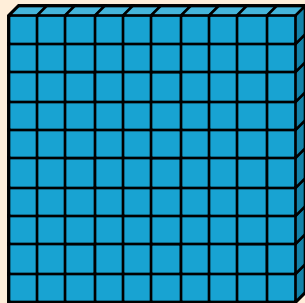
How can we make these numbers?

12

34

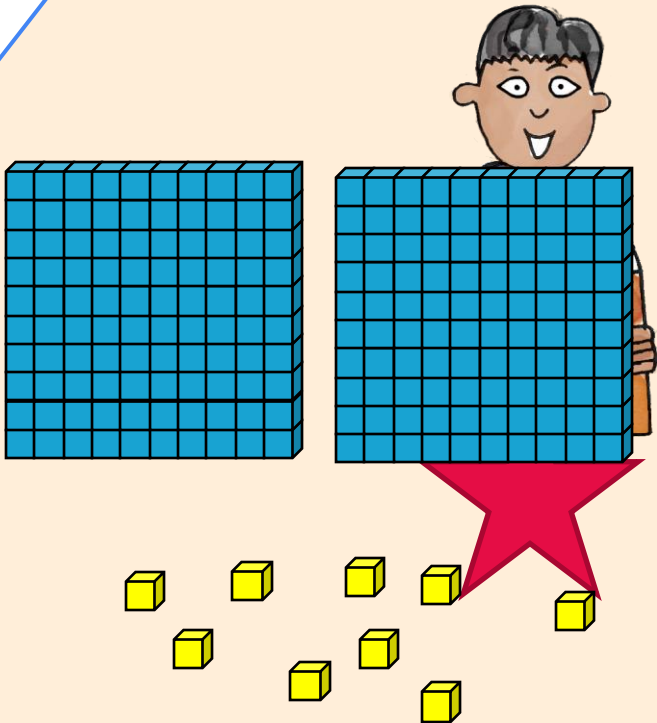
100

Hundreds	Tens	Ones





I've chosen 209.
I need two
hundreds, zero tens
and nine ones.



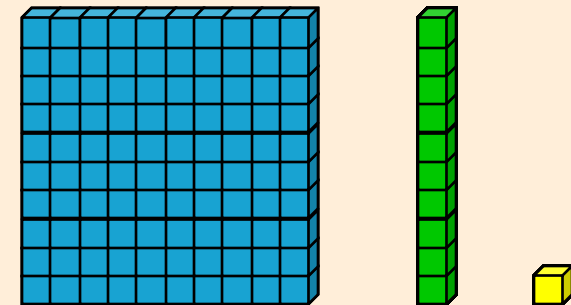
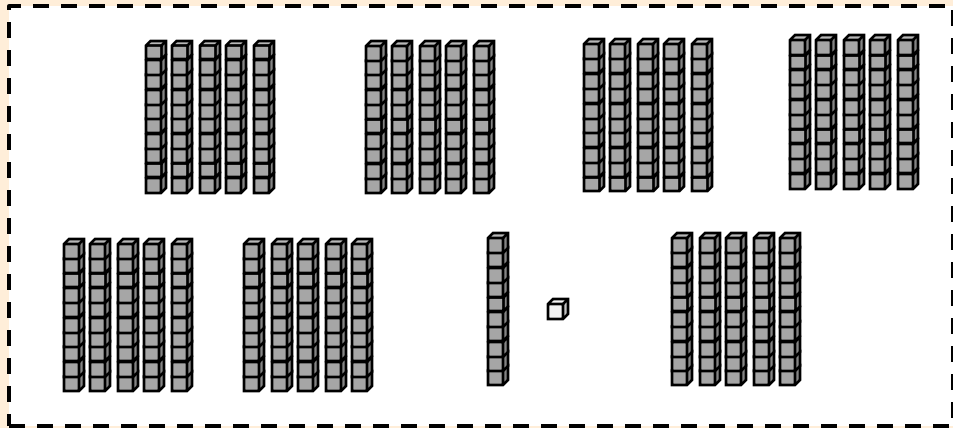
If I showed this using tens instead
of 100 blocks, I would have
20 tens. Am I correct? Try it out!

[CLICK HERE TO FIND OUT!](#)



hundreds tens ones place value Dienes regroup

How else could we represent 361?

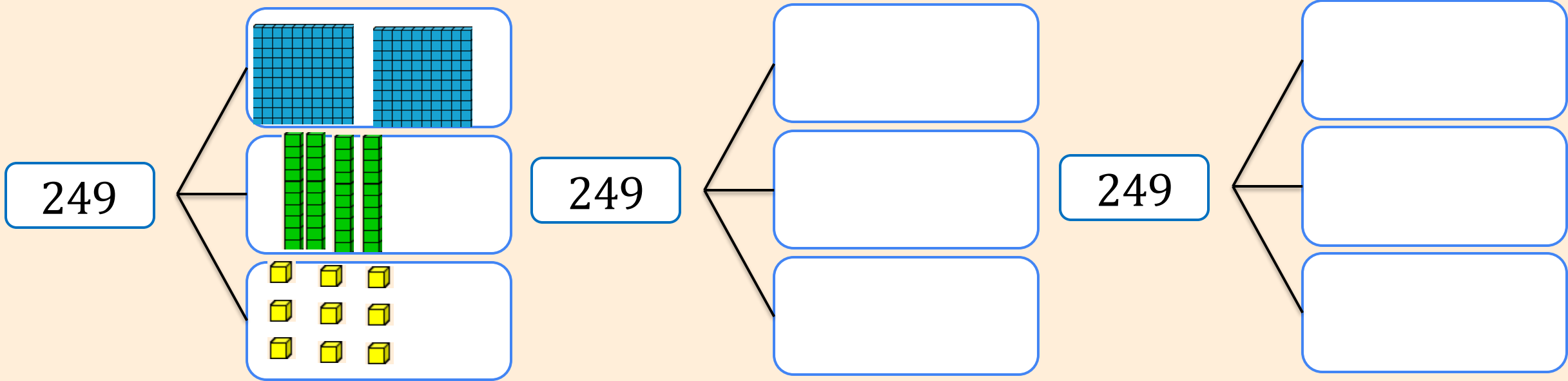


Develop Learning

To show the value of a 3-digit number in more than one way

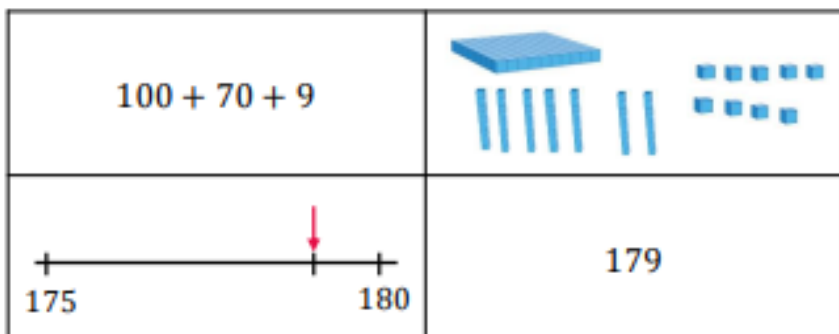
- Select a 3-digit number:
- Represent it in **three different ways** using Dienes.
- Record each way pictorially or write a description in words.

Example

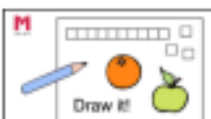


CHALLENGE

Compare the representations.
What's the same? What's different?

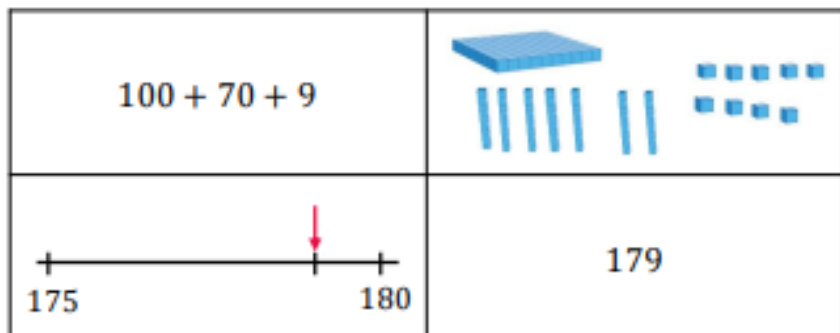


Create your own representations for this number.

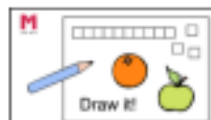


CHALLENGE

Compare the representations.
What's the same? What's different?



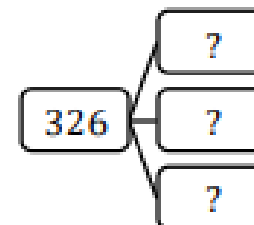
Create your own representations for this number.



GREATER DEPTH

Find different ways to partition **326** into **three parts** using the rules below.

- One of the parts must be an odd number.
- Each part cannot be greater than 300.
- Each part cannot be smaller than six.



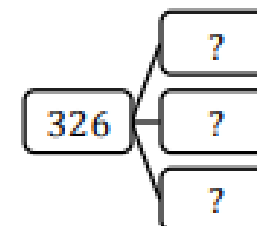
How many possibilities can you find?

•••	1 2 3
•••	1 3 2
•••	2 1 3
•••	2 3 1
•••	3 1 2
•••	3 2 1

GREATER DEPTH

Find different ways to partition **326** into **three parts** using the rules below.

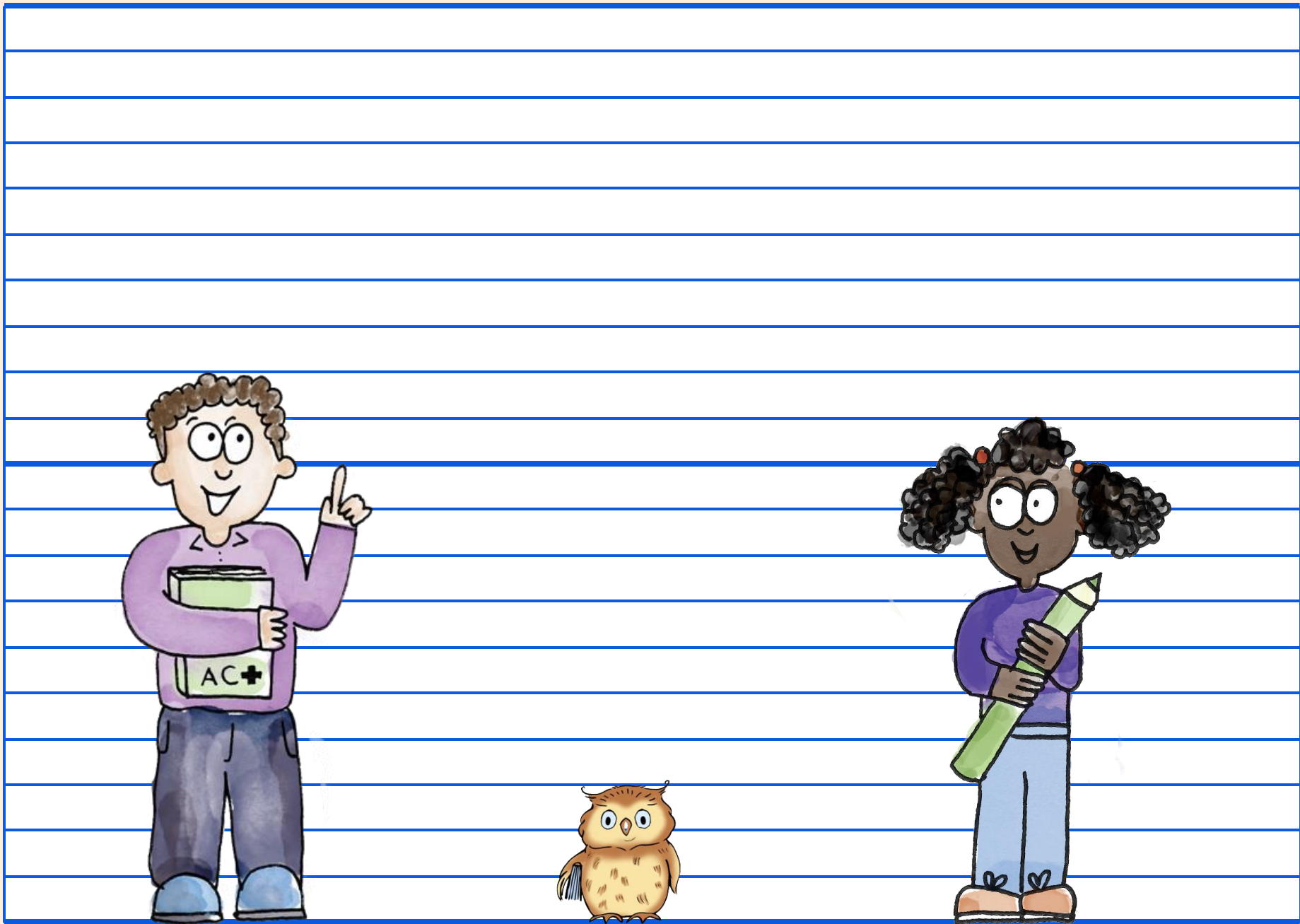
- One of the parts must be an odd number.
- Each part cannot be greater than 300.
- Each part cannot be smaller than six.



How many possibilities can you find?

•••	1 2 3
•••	1 3 2
•••	2 1 3
•••	2 3 1
•••	3 1 2
•••	3 2 1

200 cm
190 cm
180 cm
170 cm
160 cm
150 cm
140 cm
130 cm
120 cm
110 cm
100 cm
90 cm
80 cm
70 cm
60 cm
50 cm
40 cm
30 cm
20 cm
10 cm
0 cm



Plenary



h h h

H H H

Hh Hh Hh

half

house

hour

01.05.24

T.B.A.T. practice cursive writing and common
exception words

Brain Breaks



FLOW

GoNoodle.

Learning Objective

To develop hitting for distance to score more points.

Success Criteria

- Look at where the fielders are standing before deciding where to hit.

Whole Child Objectives

Social: To make decisions with others.

Emotional: To challenge myself to beat my own score.

Thinking: To identify which piece of equipment to use to allow me to hit the furthest.

Equipment



CONES
x 30



HOOPS
x 8



SMALL SPONGE BALLS
x 15



TENNIS RACKETS
x 8

10

Mins

Warm Up and Introduction

Batters and fielders:

Place 8 hoops around the space with 15 balls placed randomly inside.

A Split the class in half. One group are the fielders, the other the batters.

- Batters run from hoop to hoop, collecting one ball and throwing it into space.
- Fielders collect balls and place them in the hoops.

Rules: players can only move one ball at a time and must alternate the hoops that they use.

Q: Should the batters use an overarm or underarm throw? *An overarm throw to throw the ball further.*

After a few minutes count the number of balls not in a hoop, this is the batting team's score. Change roles and repeat.

B Q: When were the batting team successful? *When they threw the ball away from the fielders.* Play the game again. This time, batters must drop the ball and hit it with the palm of their hand after once bounce, instead of throwing it.

Use the flat of the hand to hit the ball. Use an open palm and keep the hand and arm strong.

30

Mins

Skill Development

Bronze, silver, gold:

Tell pupils that batters sometimes hit the ball with a bat. Just like in the warm up, hitting the ball far, and away from the fielders will give them more success.

A Place three cones to indicate a bronze, silver and gold. Pupils will explore hitting a ball for distance:

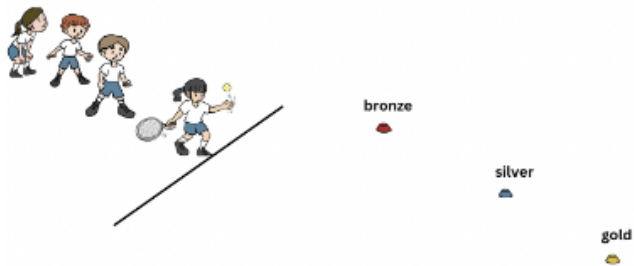
- If their ball lands between the bronze and silver cones, they achieve bronze.
- If their ball lands between the silver and gold cones, they achieve silver.
- If their ball lands past the gold cone, they achieve gold.

In groups of four with one tennis racket and ball, pupils take turns to hit the ball as far as they can.

Hold the ball in one hand, drop it on the floor and hit it using the centre of the racket after one bounce. Hit the ball quickly to get more power for it to travel further.

Make this harder by adding additional cones that are further away.

Teacher note: ensure all pupils are spaced out. Option to strike in the same direction, or stand with their backs to one another, hitting away from others in either a square or double line formation.



B This time, after the batter has hit the ball they run to either the bronze, silver or gold cone, attempting to make it back before the ball. The fielders begin behind the batter and run to collect the ball after it has been hit. 1 point for bronze, 2 points for silver, 3 points for gold. Rotate after each attempt.

Make this harder for the fielders by specifying they must pass the ball to each of them before they can return it to the line.

C Introduce a bowler. Bowler underarm bowls the ball to the batter, who hits it after one bounce. Fielders collect the ball and throw it back to the bowler, who holds it in the air and shouts 'stop'.

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.*

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 tries to hit the ball after one bounce. Fielders stand still until the second ball is hit.
- 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.

Batter: move the racket quickly to hit the ball further.

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

Bowler: wait by the hoop in a ready position and catch the balls being thrown by the fielders with wide fingers.

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



COMPUTING Pioneers

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

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

Is this information technology?



Yes

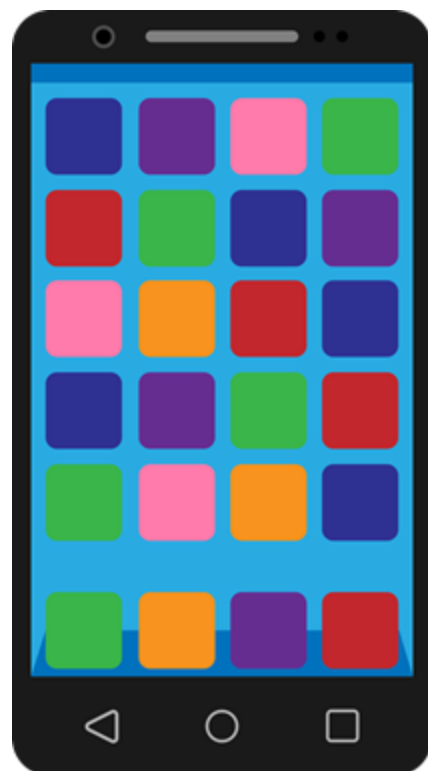


Unsure



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.

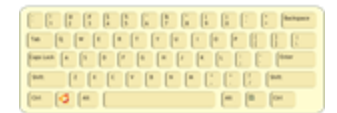
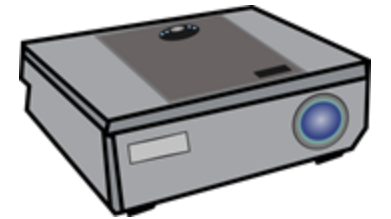
How do you use these devices?



Think, pair, share

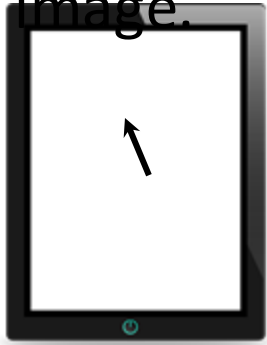
What are these devices?

What do you use them for?

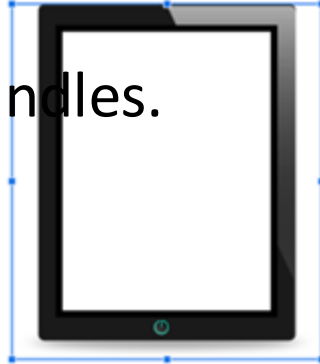


Resizing images

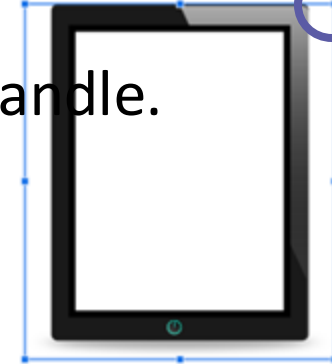
1. Move the cursor over the image.



2. Click the image to see the resizing handles.



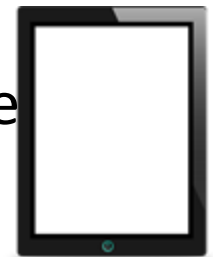
3. Click and hold the mouse button on one handle.



4. Drag the mouse to resize the image.



5. Release the mouse button.



Resizing images



IT in school

To help you do a job



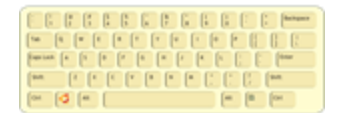
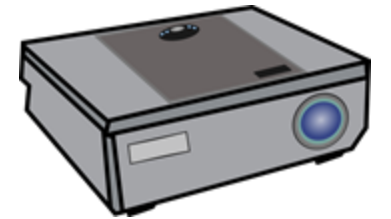
To talk to people

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

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?

15.04.24

Q. What is Architecture?

ART Pioneers

29.04.24

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

29.04.24

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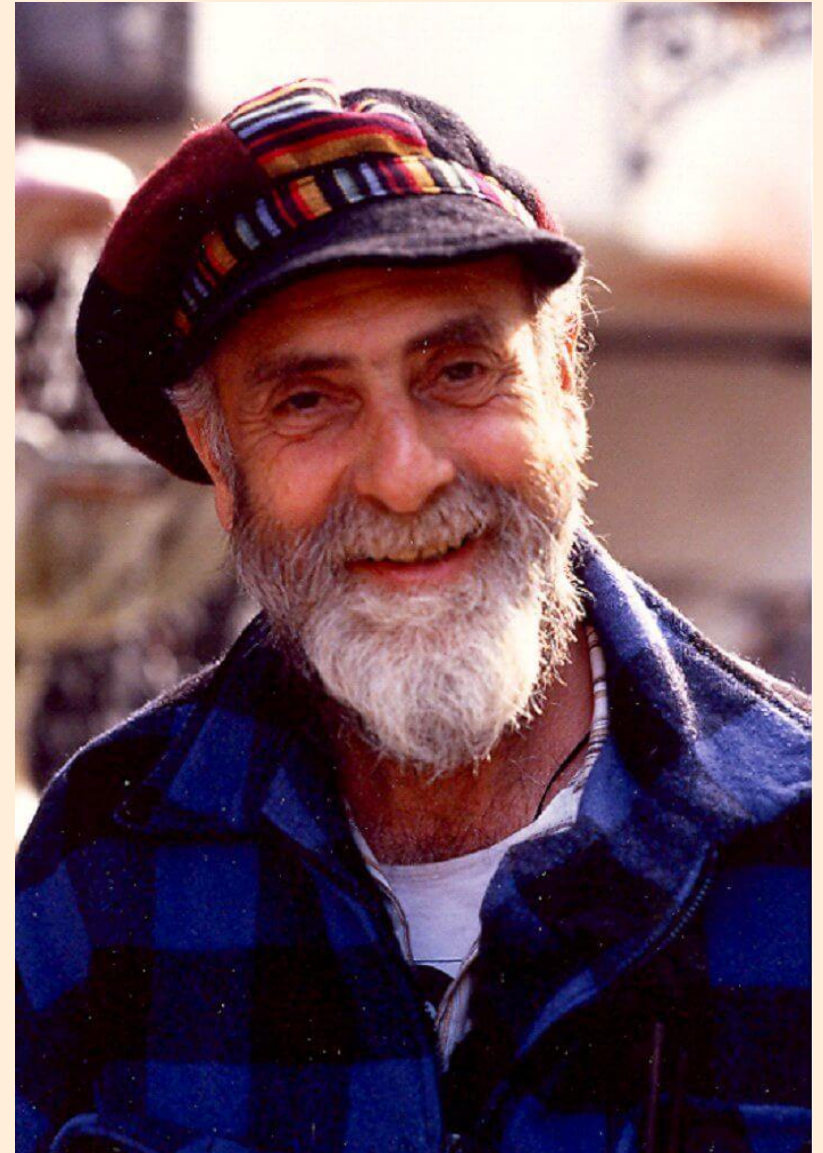
Hundertwasser the Architect

Friedrich Stowasser (1928-2000), better known by his pseudonym Friedensreich Regentag Dunkelbunt Hundertwasser, was an Austrian-born New Zealand artist and architect.

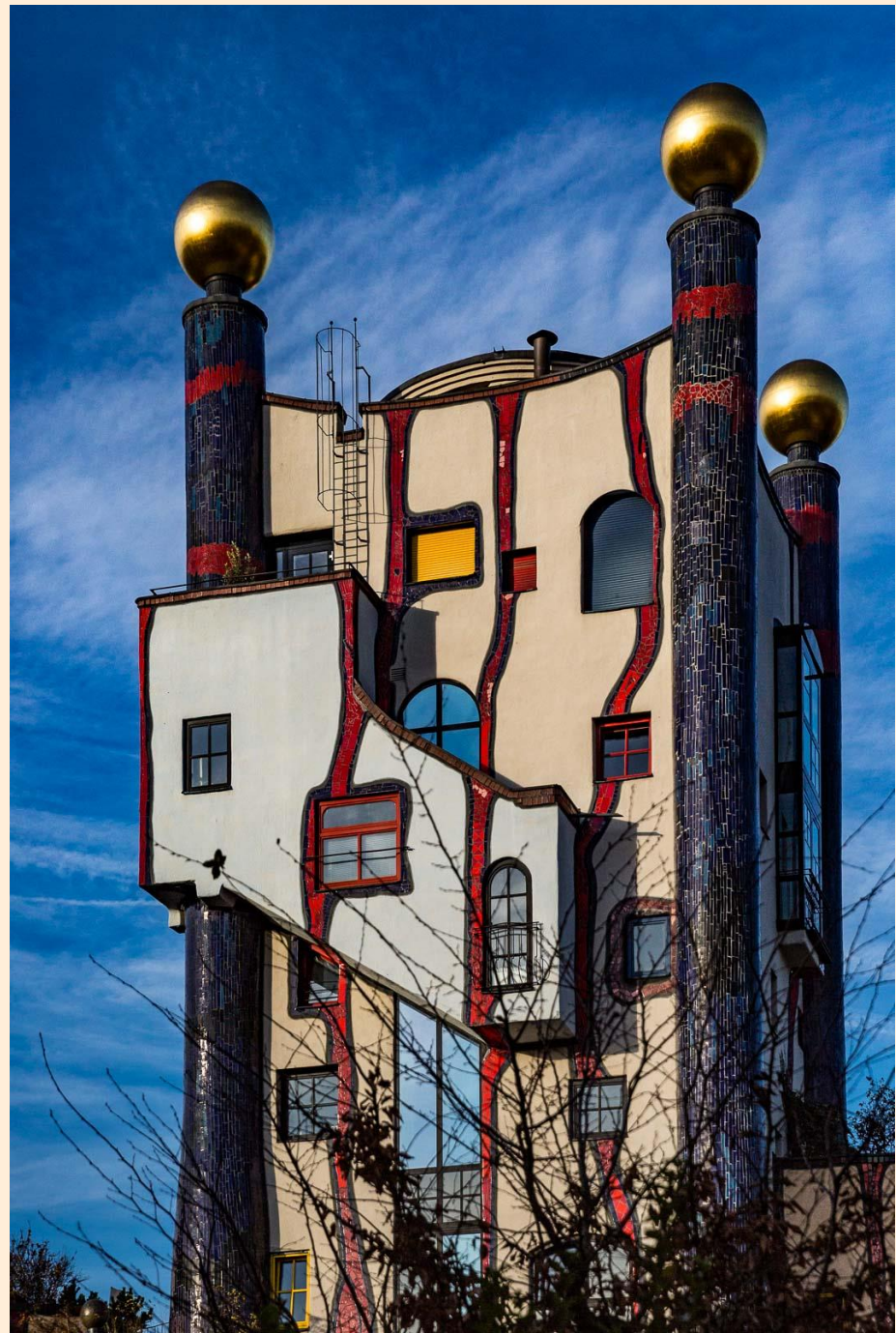
Hundertwasser started to work as an architect at the age of 55, having already built up his reputation as a painter.

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).