

Monday

21.10.24

INVESTIGATORS (Miss Horton)	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>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Computing	<i>BREAK</i>	PE (Upstairs)
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
WED (JIM)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	PE (Downstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<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 (1:45 - 2:00)</i>	ENRICHMENT (PPA)
PIONEERS (Mrs Pettit)	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 (JIM)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	PE (Downstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
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Morning Registration

21.10.24

If I know... $1 + 9 = 10$	then I know... $11 + \underline{\quad} = 20$
If I know... $2 + 8 = \underline{\quad}$	then I know... $2 + \underline{\quad} = 20$
If I know... $3 + 7 = \underline{\quad}$	then I know... $\underline{\quad} + 17 = 20$
If I know... $4 + 6 = \underline{\quad}$	then I know... $12 + \underline{\quad} = 20$
If I know... $5 + 5 = \underline{\quad}$	then I know... $\underline{\quad} + \underline{\quad} = 20$
If I know... $\underline{\quad} + \underline{\quad} = 10$	then I know... $\underline{\quad} + \underline{\quad} = 20$
If I know... $\underline{\quad} + \underline{\quad} = 10$	then I know... $\underline{\quad} + \underline{\quad} = 20$
If I know... $\underline{\quad} + \underline{\quad} = 10$	then I know... $\underline{\quad} + \underline{\quad} = 20$

When finished, read.



21.10.24

If I know...	then I know...
$1 + 9 = 10$	$11 + \underline{\quad} = 20$
If I know...	then I know...
$2 + 8 = \underline{\quad}$	$2 + \underline{\quad} = 20$
If I know...	then I know...
$3 + 7 = \underline{\quad}$	$\underline{\quad} + 17 = 20$
If I know...	then I know...
$4 + 6 = \underline{\quad}$	$12 + \underline{\quad} = 20$
If I know...	then I know...
$5 + 5 = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = 20$
If I know...	then I know...
$\underline{\quad} + \underline{\quad} = 10$	$\underline{\quad} + \underline{\quad} = 20$
If I know...	then I know...
$\underline{\quad} + \underline{\quad} = 10$	$\underline{\quad} + \underline{\quad} = 20$
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21.10.24

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If I know...	then I know...
$\underline{\quad} + \underline{\quad} = 10$	$\underline{\quad} + \underline{\quad} = 20$
If I know...	then I know...
$\underline{\quad} + \underline{\quad} = 10$	$\underline{\quad} + \underline{\quad} = 20$
If I know...	then I know...
$\underline{\quad} + \underline{\quad} = 10$	$\underline{\quad} + \underline{\quad} = 20$

Little Wandle
Bridge to Spelling (Y2)
21/10/24

[Bridge-to-spelling_Whiteboard-display-week-1_Aug-23 \(1\).pptx](#)

Quick review: Display the sound

28



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Quick review: Display the previously taught graphemes

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Quick review: Display the new grapheme

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Quick review: Display the sound



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back



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Quick review: Display the previously taught graphemes

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back



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Quick review: Display the new grapheme

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Teach and practise: Display the word

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back



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Teach and practise: Add sound buttons

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back



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Teach and practise: Add sound buttons

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thumb

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autumn

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back



next

Practise and apply: How many syllables?

cat

kitten

chicken

school

raccoon

mosque

make

summer

thumb

autumn



back



next

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Review: Show me /c/

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back



next

BRAIN BREAK



LITERACY

Monday 21st. October

T.B.A.T. Identify and explain key information about characters and events

3 in 3

21.10.24

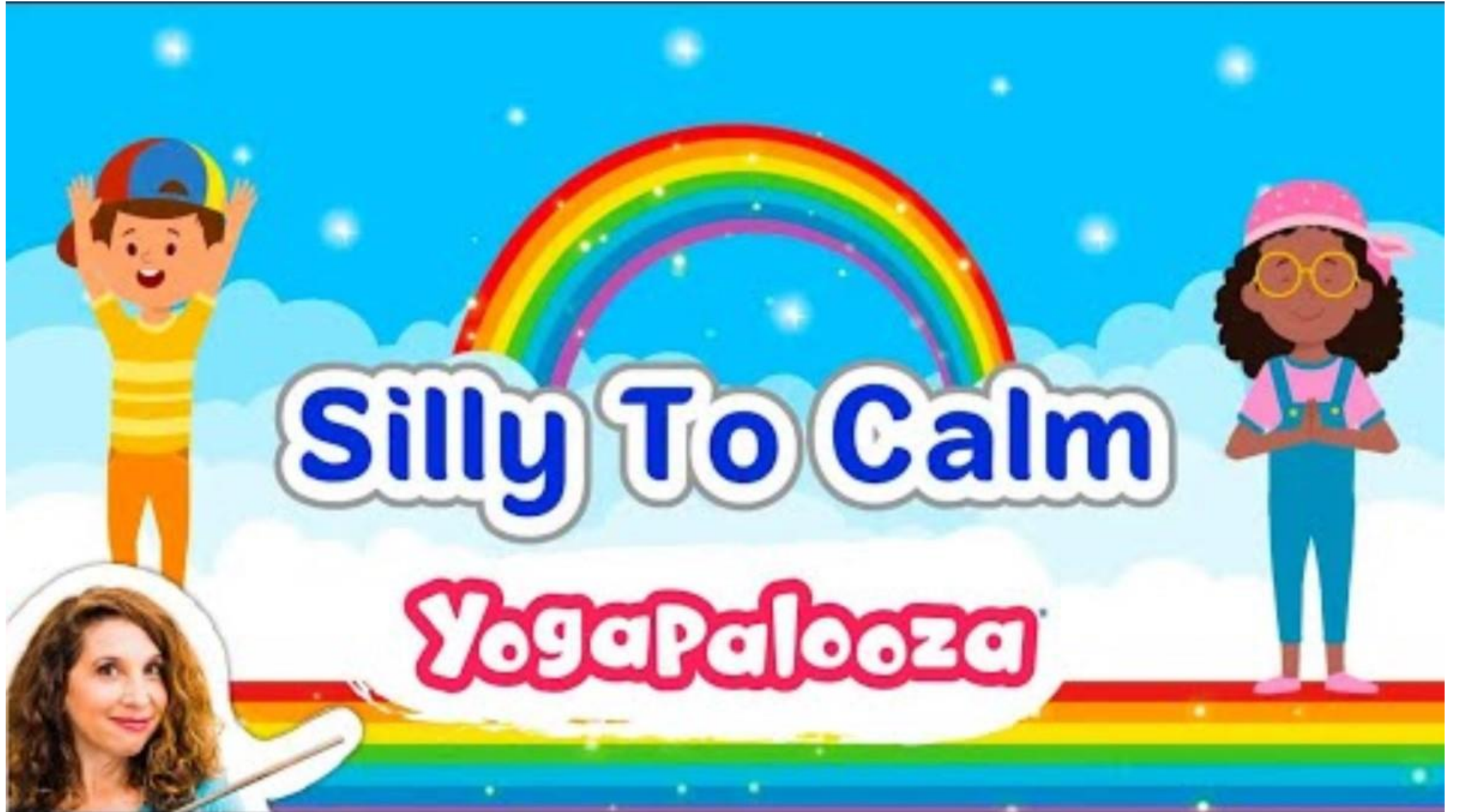
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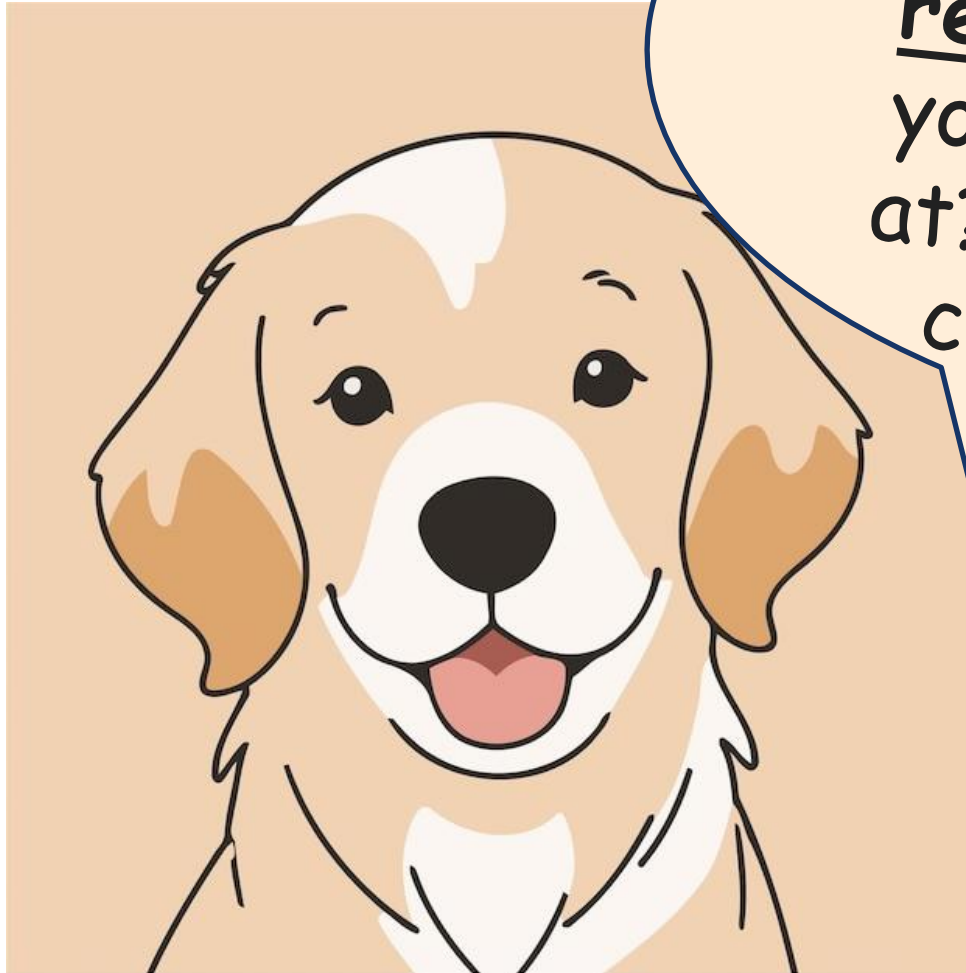
BRAIN BREAK





Monday 21st. October

T.B.A.T. Identify and explain key information about characters and events

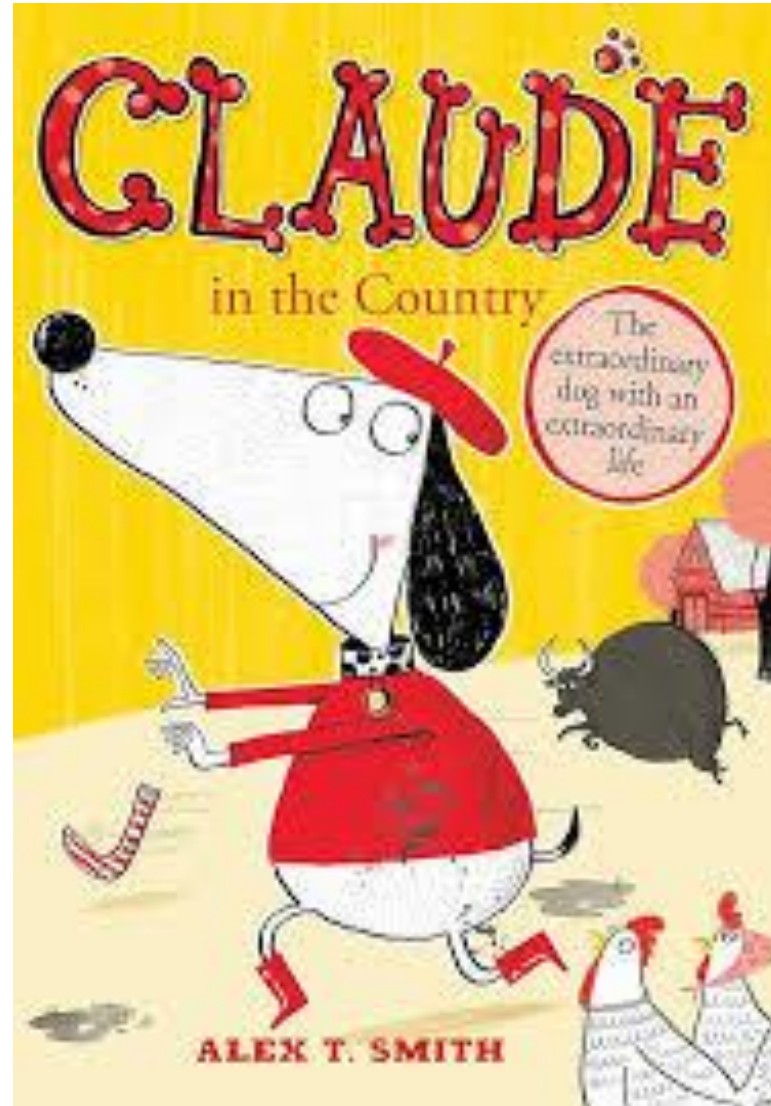


Woof!
I am Rex. I am a retriever. What do you think I am good at? Use the picture clues to help you.



Let's Explore **Rex Retriever** Questions Together

Read the extract from **Claude in the Country** and answer the questions as a class.



What Does Rex Retriever Do?

Rex Retriever helps with content domain **1b**:

Identify/explain key aspects of fiction and non-fiction texts,
such as characters, events, titles and
information.

This means that he is there to help you to answer questions by **finding the answer in the text**.



Rex might ask you what the characters are called, what they do, what the name of the chapter is or what you have learned about a particular topic.

The '5Ws' Question

A lot of questions asked by Rex Retriever will begin with:



Who? What? Where? When? Why?

Find the answer in the text and write it on the line.

Claude woke up one Thursday morning and decided that he needed some fresh air, after being stuck inside the **previous** day, as it was raining.

Q. **What** day was it?

Q. **Why** did Claude decide he needed some fresh air?



The 'Tick It' Question

This type of question will ask you something and give you some possible answers.

Read through all the answer options and tick the correct answer.

Always check **how many** answers the question wants you to tick.

He and Sir Bobblysock set off on their adventure to the countryside. Claude smelt a **peculiar** smell and soon discovered it was coming from a farm.

Q. Where did the smell come from? Tick one.

farm

city

house

barn

The 'Give Two' Question

For this type of question, you need to give two different answers.



You will find both of these answers in the text.

Claude had not gone far when a jolly woman started waving at them. "My name is Mrs. Cowpat, and I am the farmer here".

Claude offered to help her for the day, especially as it was the day of the country fair. People from all over the county came to **parade** their animals, show off their funny shaped vegetables and have fun at the games and rides. Claude enjoyed splashing around in the muddy puddles in his welly boots.

Name two things that Claude did on the day of the fair.

.....

.....

The 'Draw Lines' Question



For this type of question, you will need to use the information in the text to match one thing to the fact which matches it.

What can you do if you draw a line but change your mind?

Suddenly there was an enormous **yelp** coming from across the field. The **snooty-looking** judge had done something to upset the bull and make him angry. The **raging** bull was now chasing him around the field, the spiky horns heading for the judge's bottom! "Someone help me," shouted Mrs. Cowpat.

Draw lines to match the character with the action.

The judge

The bull

Mrs Cowpat

shouted for help.

chased the judge.

yelped.

BRAIN BREAK

rainbow relaxation

4
mins



Monday 21st. October

T.B.A.T. Identify and explain key information about characters and events

Claude woke up one Thursday morning and decided that he needed some fresh air, after being stuck inside the previous day, as it was raining. He and Sir Bobblysock set off on their adventure to the countryside. Claude smelt a peculiar smell and soon discovered it was coming from a farm. Claude had not gone far when a jolly woman started waving at them. "My name is Mrs. Cowpat, and I am the farmer here"

When did Claude wake up? _____

Monday 21st. October

T.B.A.T. Identify and explain key information about characters and events

Claude offered to help her for the day, especially as it was the day of the country fair. People from all over the county came to parade their animals, show off their funny shaped vegetables and have fun at the games and rides. Claude enjoyed splashing around in the muddy puddles in his welly boots.

- **What did Claude do in his welly boots?**
-
- **Where did people come from to visit the fair?**
-

Monday 21st. October

T.B.A.T. Identify and explain key information about characters and events

Suddenly there was an enormous yelp coming from across the field. The snooty-looking judge had done something to upset the bull and make him angry. The raging bull was now chasing him around the field, the spiky horns heading for the judge's bottom! "Someone help me," shouted Mrs. Cowpat. Claude remembered the cowboy film he had watched and bravely pulled out his lasso from under his beret and strutted into the ring. Sir Bobblysock was shaking with fright, and he did not dare look. The angry bull was charging around, and the poor judge was running as fast as he could to keep out of the way.

- **Who was chased around the field by the bull?**

-
- **Why was Sir Bobblysock shaking?**
-

PLENARY: What Might Rex Retriever Ask?

Rex Retriever might ask questions like these:

- Where is the story set?
- Who is the main character in the story?
- How is the problem resolved?
- Tell me one fact you have found out in this text about...
- Where in this book could I look if I wanted to know more about...?
- Which part of the story did you like the most? Why

PLENARY: Summing Up Rex Retriever

Prove your understanding of what Rex Retriever does by answering the following questions:

- What does Rex Retriever help you to do?
- What sort of question might Rex Retriever ask?
- What is the trickiest thing about Rex Retriever questions?



BREAK

MATHS

Investigators 10.50 - 11.50

Pioneers 1.05 - 1.55

21.10.24

T.B.A.T. use non-standard and standard units when measuring

1.

What comes next?

16, 26, 36, , ,

2.

Circle the ones.

72 91 35

3.

There are 39 toys on the shelf.

Five of the toys have been taken.

How many toys are left on the shelf?

CHALLENGE

$$32 + 17 = ?$$

21.10.24

T.B.A.T. use non-standard and standard units when measuring

1.

What comes next?

16, 26, 36, , ,

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CHALLENGE

$$32 + 17 = ?$$

Partitioning numbers



- **BLUE/GREEN:** Find three different ways of partitioning...

57

$$\begin{array}{l} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$
$$\begin{array}{l} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$


To use non-standard and standard units when measuring



length

long



longer

longest

short



shorter



shortest

measure

metre



Revising non-standard units





Revising non-standard units

- Let's measure items in our classroom.
- *The _____ is about _____ long.*
- *The _____ is longer than the _____.*
- *The _____ is shorter than the _____.*
- What's important to remember when measuring?

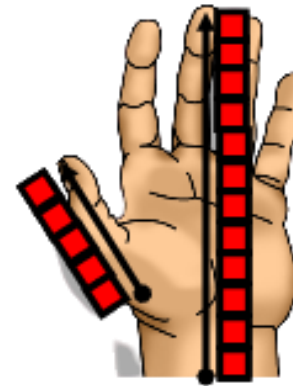




Paula went to the tailor for a new pair of mittens

She met Miss Wilkins who measured Paula's hands.

Miss Wilkins wrote down the measurements and gave them to Mr Malik, the tailor.



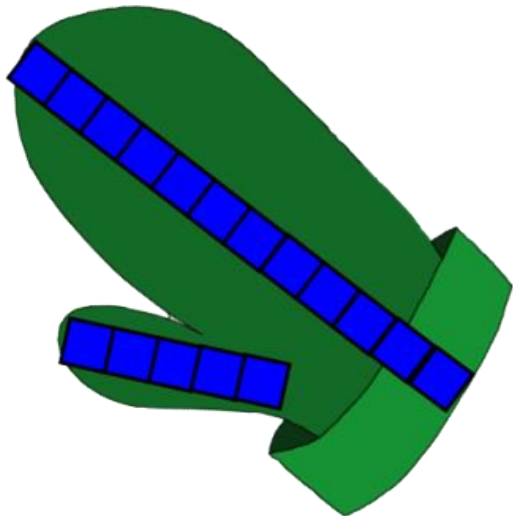
hand: 12 cubes long
thumb: 5 cubes long



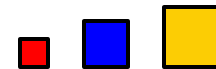


When Paula tried on the mittens, they were too big! Why?

- Mr Malik read the measurements and made a mitten for Paula.



hand: 12 cubes long
thumb: 5 cubes long



To use non-standard and standard units when measuring



- Work in pairs.
- Use a metre stick to find things that are:
 - shorter than one metre
 - about one metre
 - longer than one metre.
- *What's important to remember when measuring with a metre stick?*

Shorter than 1 metre (1 m)	About 1 metre (1 m)	Longer than 1 metre (1 m)



Shorter than 1 metre (1 m)	About 1 metre (1 m)	Longer than 1 metre (1 m)

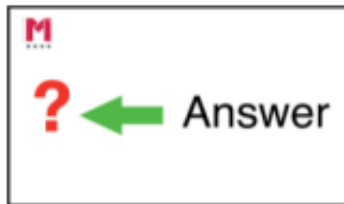
Shorter than 1 metre (1 m)	About 1 metre (1 m)	Longer than 1 metre (1 m)



CHALLENGE

After completing your table, challenge yourself to find an object that measures exactly 1 m. Check with your partner to see who is most accurate. How do you know?

GREATER DEPTH



If the answer is 'about one metre', what could the question be?



LUNCH

PE

Pioneers 10.45

Investigators 2.05



Lesson Pre-read

Q: What team skills have you learnt and used so far in this unit?

Learning Objective

To use teamwork skills to work as a group to solve problems.

Equipment



CONES
x 30



HOOPS
x 30



SKIPPING ROPES
x 16

WARM UP

Safe space:

A - Pupils stand in a space. They begin by walking around the area, moving in and out of each other.

Move around in the space, changing direction and avoiding other people.

B - Pupils move around in a different way e.g. skipping, jumping, side-stepping. Take suggestions from the pupils for the class to use. Look for the space. This will continually change as the pupils move. Keep your head up and look for your own safe to move into.

A In groups of four. Each pupil places their left hand between their legs for the person behind to hold with their right hand. Can the group walk along without breaking hands?

B Place cones at one end of the teaching area. Groups must 'elephant walk' to collect a cone and bring it back to their start line. Which team can collect the most cones? If a team breaks hands, then a cone is taken away from their group. Give pupils time to discuss the challenge before starting.

Move in time. Tell your teammates if they are going too fast or too slow.

Make this easier by placing the cones closer to the start line.



Hoop Race

In teams of four with two cones and one hoop. Teams place their cones 7m apart. Three pupils begin behind a start with the other pupil at the end cone with the hoop. The hoop player runs to collect their first teammate by placing the hoop over them and bringing them back to the start cone. The rescued player then becomes the next rescuer until all of the team have been saved.



Scoop the hoop:

In teams of four, each team has two skipping ropes and a start cone. Place the hoops around the space.

Pupils each hold one end of a skipping rope. They work as a team to scoop up a hoop using their ropes and transport it back to place it over their start cone. If they drop the hoop they must return to their start cone and start again. Once all hoops have been collected pupils count up their score.

Teams discuss their plan. Q: How will you pick up the hoops?

Move slowly and communicate with your team. Use you speaking, listening skills to work together. Focus and concentrate on your team.

Make this easier by allowing teams to use their hands to place the hoop on the ropes.



BREAK

COMPUTING
Investigators
1.05 - 1.55

COMPUTING
Investigators
1.05 - 1.55

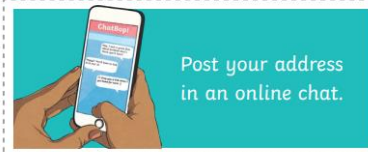
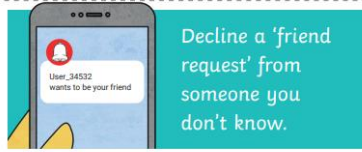
T.B.A.T. Explain how to keep yourself safe when using technology



T.B.A.T. Explain how to keep yourself safe when using technology

Online Safety Dos and Don'ts

In your group, discuss the following online scenarios. Decide whether each one is something you should always do, sometimes do or never do. You might talk about differences between what is safe for you and what is safe for other people, such as adults. Cut out the scenario and stick it in the appropriate section in the table provided.



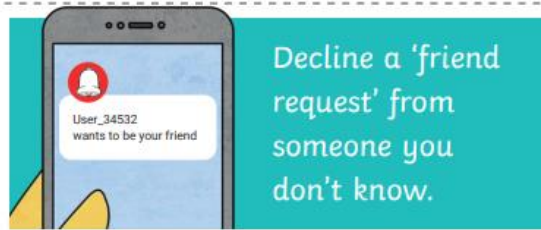
Online Safety Dos and Don'ts

Always	Sometimes	Never

T.B.A.T. Explain how to keep yourself safe when using technology

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ART

Pioneers 2.05 - 3.00

T.B.A.T. Explain how to keep yourself safe when using technology



Internet Safety

Smartie The Penguin

Early Years Story-time
read by Mr Starbuck

Showcase Collage



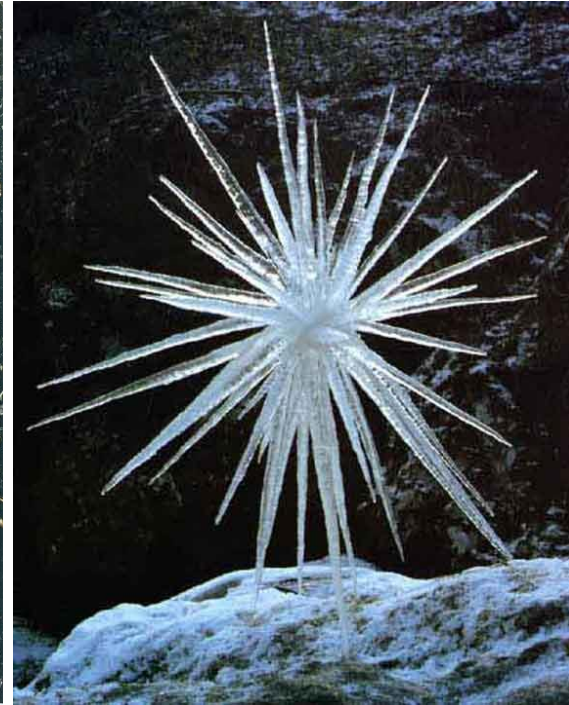
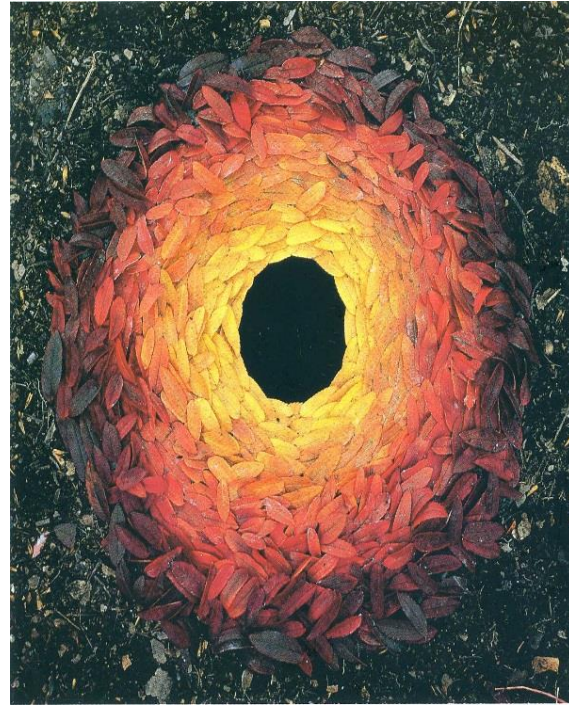
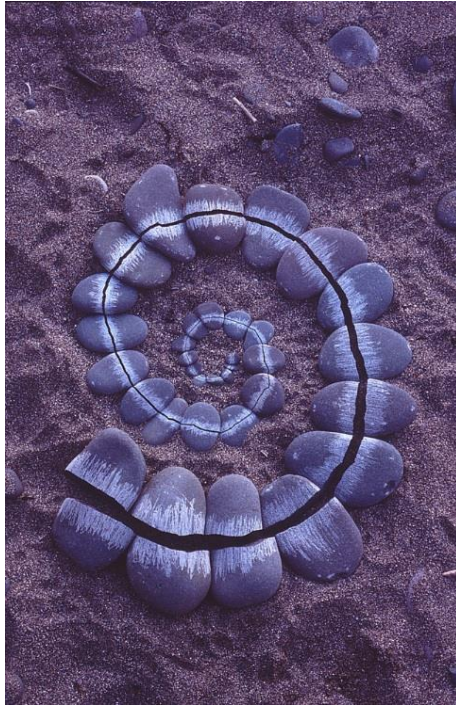
Aim

- I can make a collage about my work on nature sculptures.
- I can talk about my work on nature sculptures.

Success Criteria

- I can use good scissor skills.
- I can put different materials together to make a collage.
- I can say things that I like about my work.
- I can say things that I could improve about my work.

Our Work So Far: Nature Sculptures



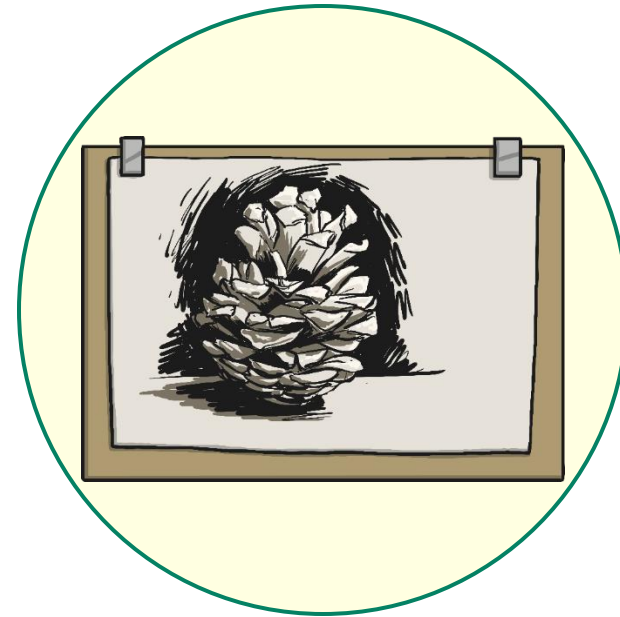
Our Work So Far

We have used pencils, crayons and paints to make sketches of natural objects.



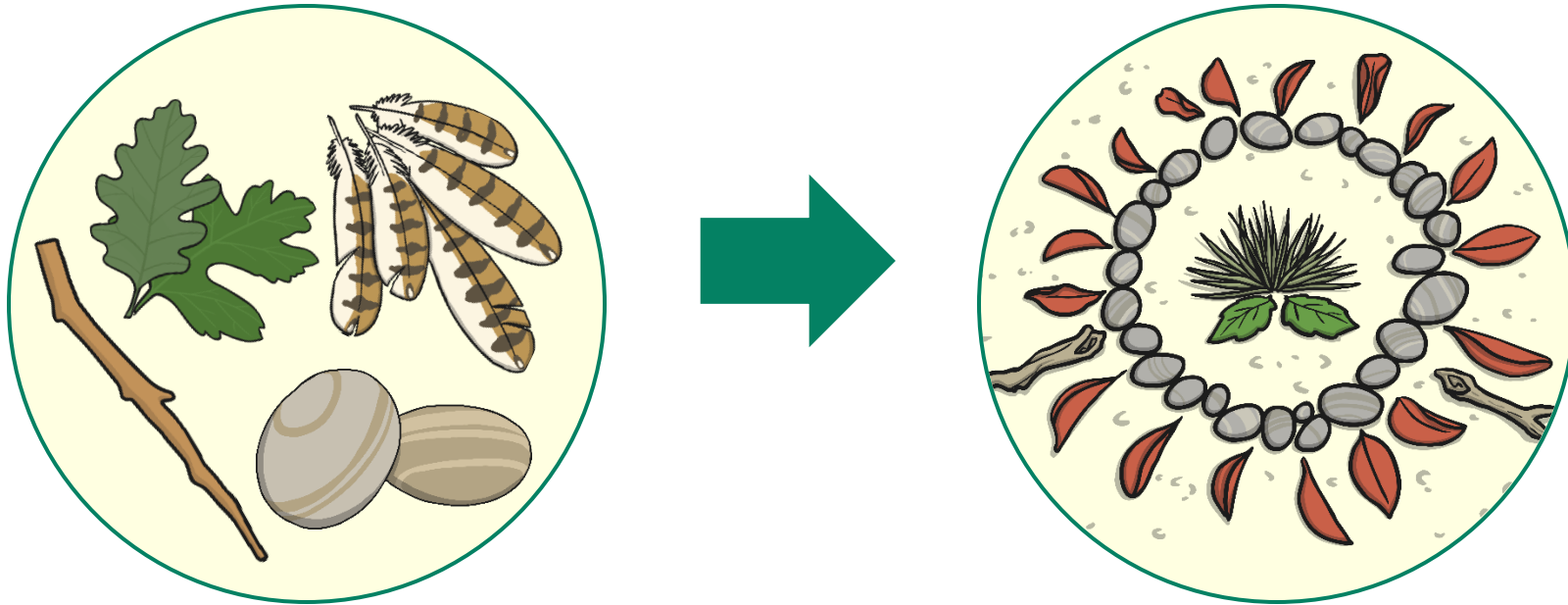
Our Work So Far

We have made observational drawing of natural objects.



Our Work So Far

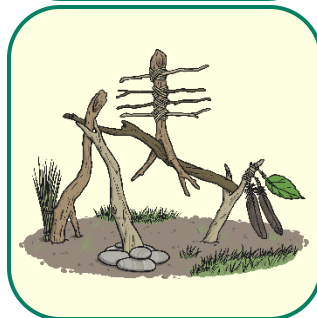
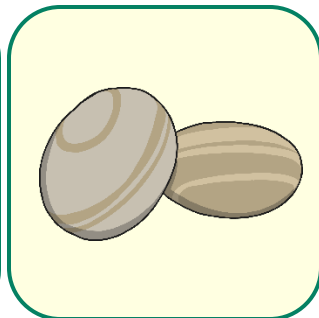
We have used natural materials to make our own little land art sculptures.



Showcase Collage

This week we are going to think about everything we have done.

We are going to make collages to display our work.



Showcase Collage

Which nature art that you made was your favourite?

Your 'explore and collect' activity?

Your continuous line drawing?

Your wax resist autumn leaves?

What did you like about it best?

If you had to do it again, is there anything you could do better?

Showcase Collage

Which natural materials did you like working with?



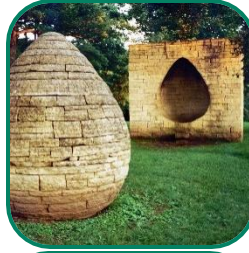
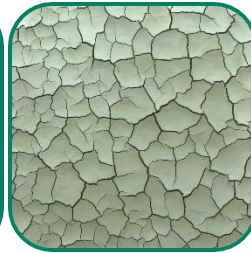
How did they look?

How did they feel?

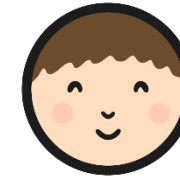
What did you like about them?

Showcase Collage

Which nature sculptures are your favourite?
Can you say why you like them?



Make a Showcase Collage



You will need...

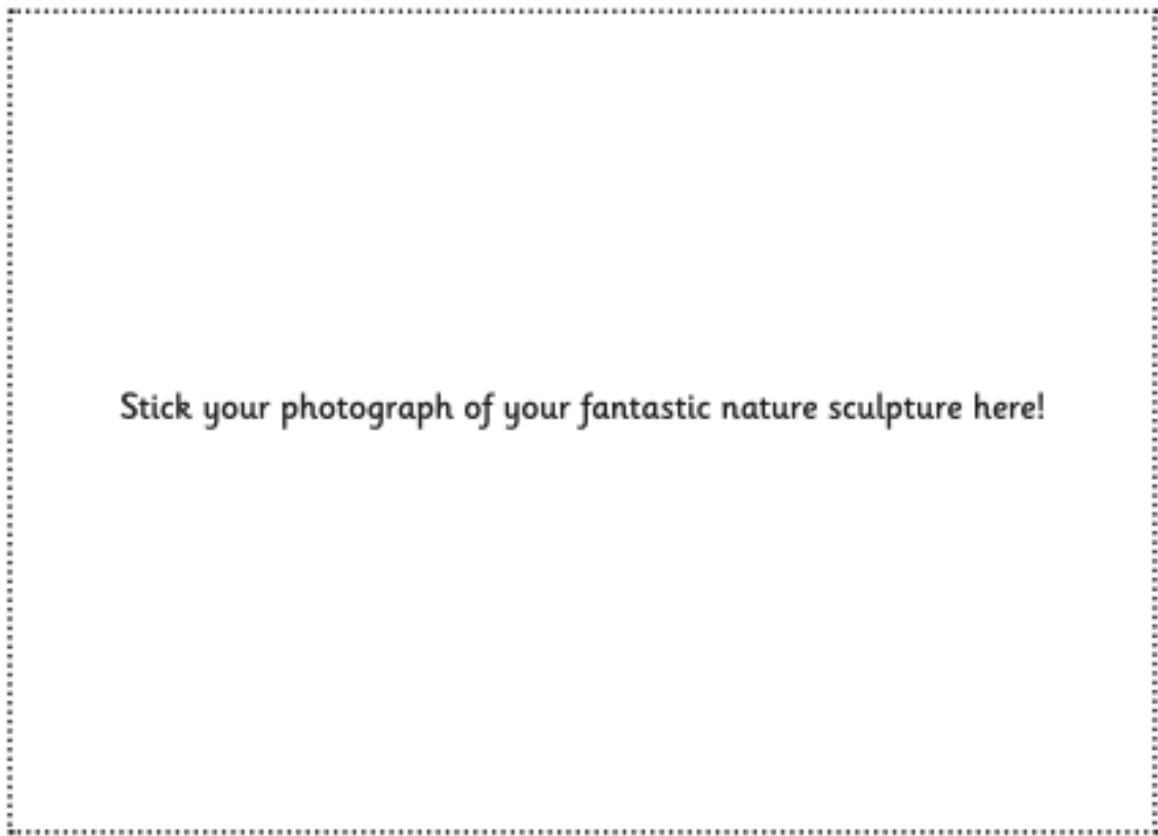
- A3 sugar paper
- Autumn leaves and feathers
- Photos of nature sculptures
- Pictures of natural materials
- Glue
- Scissors
- Paper
- Pencils and crayons
- Marker pens

1. You are going to make a collage of all your work on nature art.
2. Write or stick the title across the top.
3. Decorate your paper with pictures of natural materials you have used. Use the photos or draw your own.
4. If you like, you can even add some real natural materials!



Nature Sculptures Evaluation

.....



This is my nature sculpture! I call it...

.....
It is made of...

.....
I made it by...

.....
Something that I like about it is...

.....
Something that could be improved about it is...

.....
My favourite thing about it is...

.....

Exhibition

An exhibition is where artists display their work to the public.

We should exhibit our brilliant Showcase Collages!

Think of some ideas for an exhibition.

Where can we display our collages so that people can see them?

Who would we like to show them to?

How can we make them stand out?

Any other ideas?

