

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
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THU	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	PE	<i>BREAK</i>	Computing
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)

Sorting Consonants and Vowels

Q. Sort the following letters

1. a,c,e,h

Consonants	Vowels

2. i,k,t,u

Consonants	Vowels

3. m,o,i,s

Consonants	Vowels

4. e,h,i,j

Consonants	Vowels

5. a,s,u,k

Consonants	Vowels

6. u,x,a,f

Consonants	Vowels

Sorting Consonants and Vowels

Q. Sort the following letters

1. e,t,h,u

Consonants	Vowels

2. a,e,i,r

Consonants	Vowels

3. l,a,g,o

Consonants	Vowels

4. n,f,e,i

Consonants	Vowels

5. e,o,k,y

Consonants	Vowels

6. i,t,e,k

Consonants	Vowels

FINISHED



Monday 20th January

T.B.A.T. answer questions about what is said and done

Tick the correct type of sentence. **a**

How far are we driving today,
Rebecca?

- statement
 question
 command



What type of word is 'quickly' in
this sentence? Circle one. **b**

He walked across the road quickly.

- verb
adverb
adjective



Use this noun phrase and these
adjectives to write an expanded
noun phrase in a full sentence. **c**

our house

big

dusty

Challenge

Can you write a sentence about a fire?

Introduction to Toby

Key Question: How has Toby reacted to the events of the Great Fire of London?



CHALLENGE

How is he feeling?

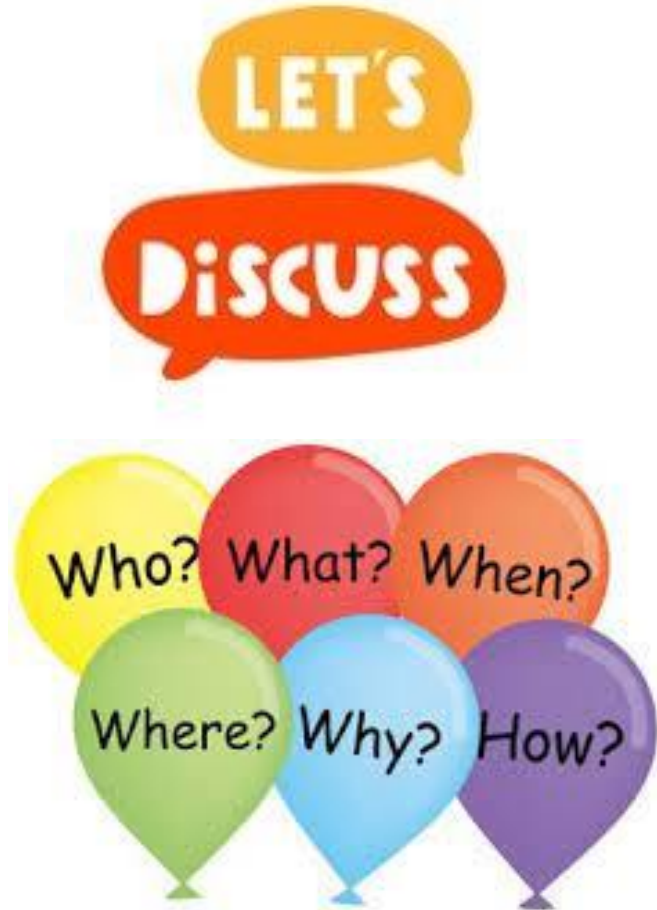
What would you do?

What might happen next?



RECAP

Using the story and what you already know can you answer these questions?



Who What When Where Why How Balloons

**Who is Toby? Who is Thomas Farriner?
Who is Samuel Pepys?**

What happened to the bakery?

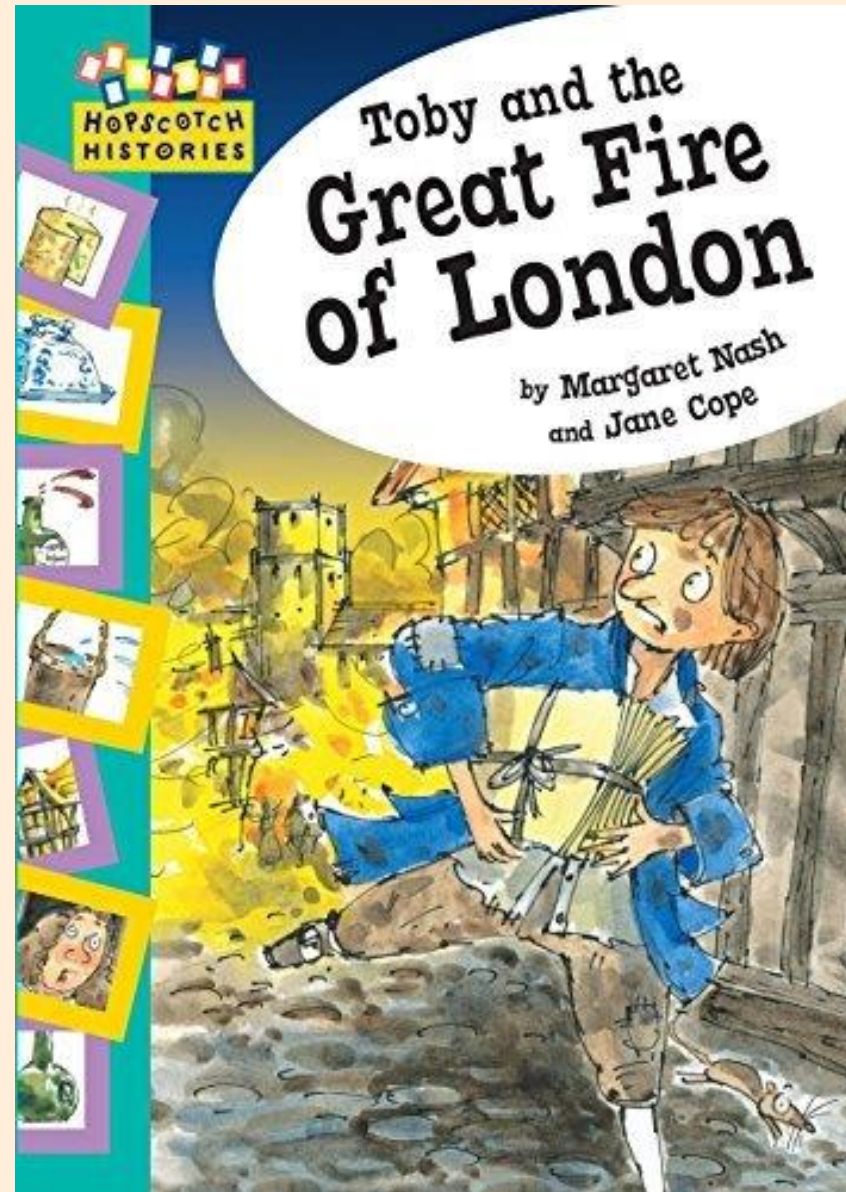
When did the fire start?

Where did people escape to?

Why did the fire spread so quickly?

How long does the fire last?

Recap and then Read onwards to Page 23



Monday 20th January TBAT: answer questions about what has been read and said

RETRIEVAL

What has happened to the diary so far?

SEQUENCE

What happens when Toby reaches Mr Pepys' house?

INFERENCE

How does Toby feel seeing the destruction?

SUMMARISE

Describe what London might look like during the fire

VOCABULARY

What do you think the word 'devastation' might mean?

PREDICTION

What might happen to Toby's house?

CHALLENGE

What would you do if you were Toby?
Would you fight the fire or would you run from it? WHY?

Greater Depth

How do you think Toby's master would react to him not being at work?
He is missing from work but he is fighting the fire.

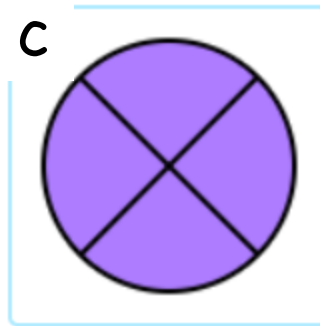
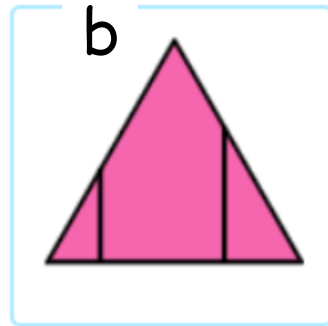
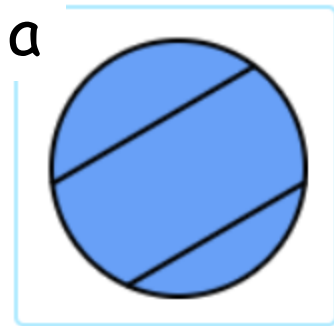
ASSEMBLY
9.45am

MATHS

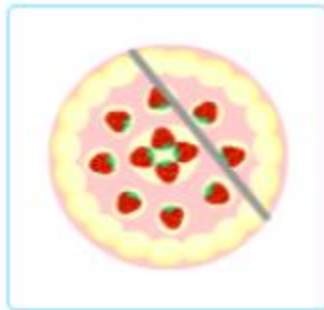
20.01.25

T.B.A.T. Link quarters to division

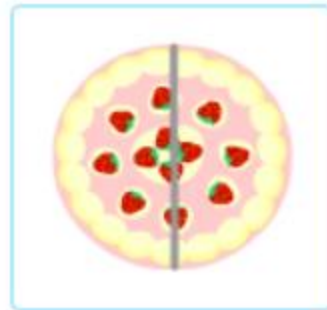
1) Which shape has equal parts?



2) Which pizza shows halves?

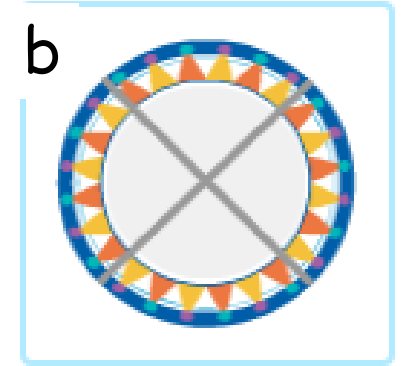
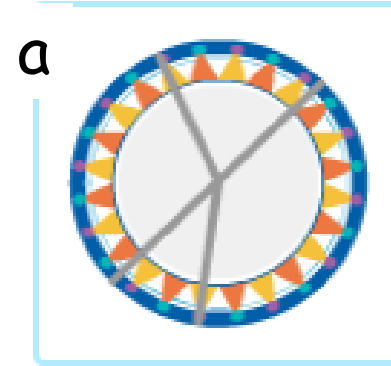


a



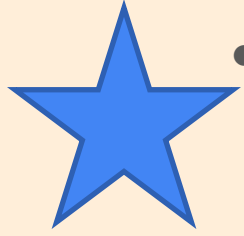
b

3) Which figure shows quarters?



CHALLENGE:

Can you think of a place where we have used fractions before? Explain where and why.



• **equal parts**

quarter



• **share**

whole



• **fraction**

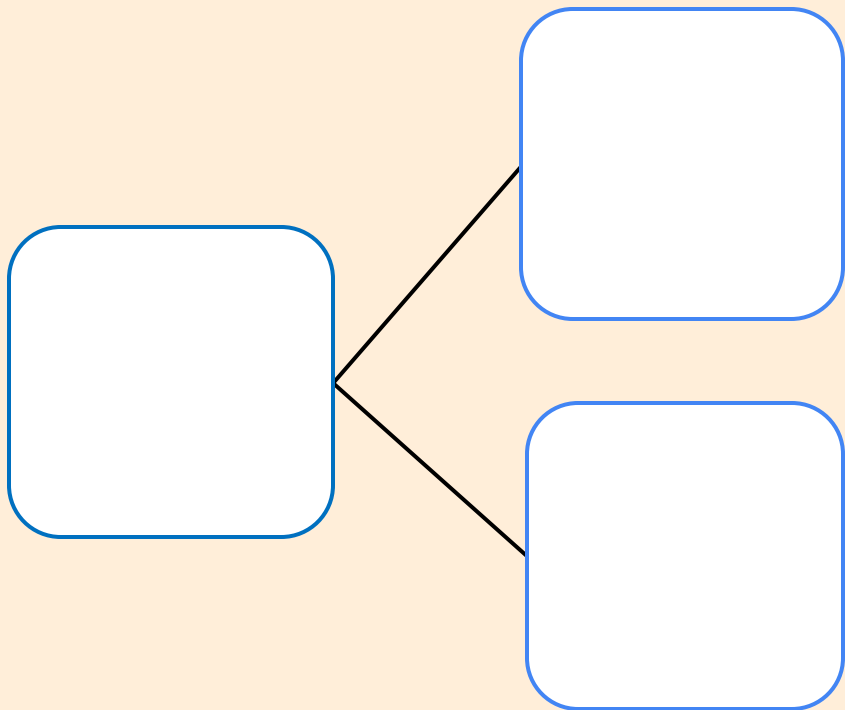
divide

half

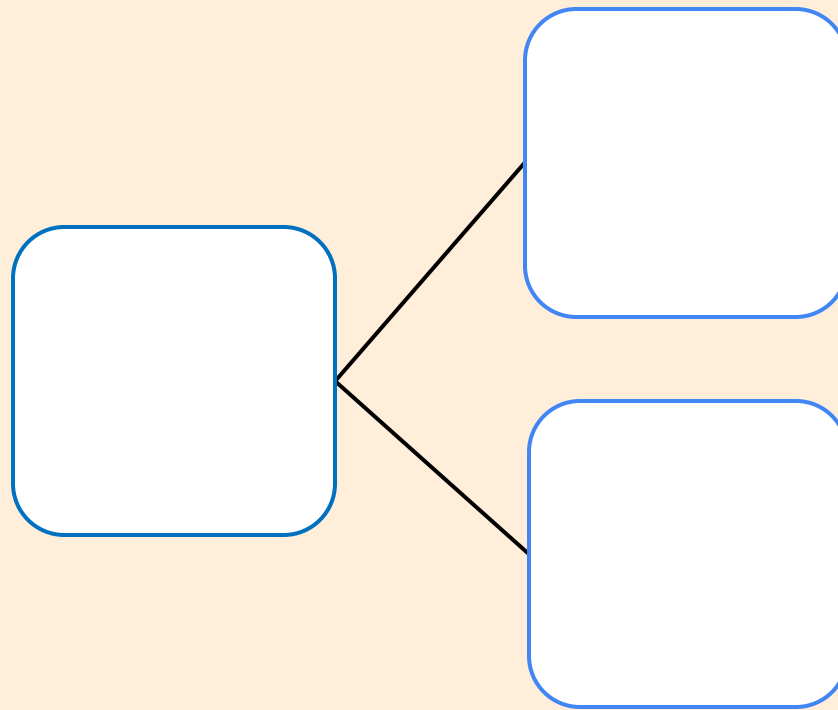


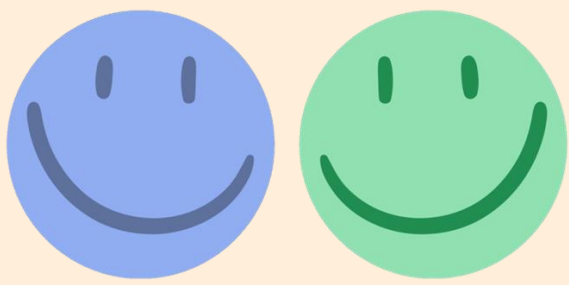
Dividing into two equal parts

• $2 \div 2 = 1$



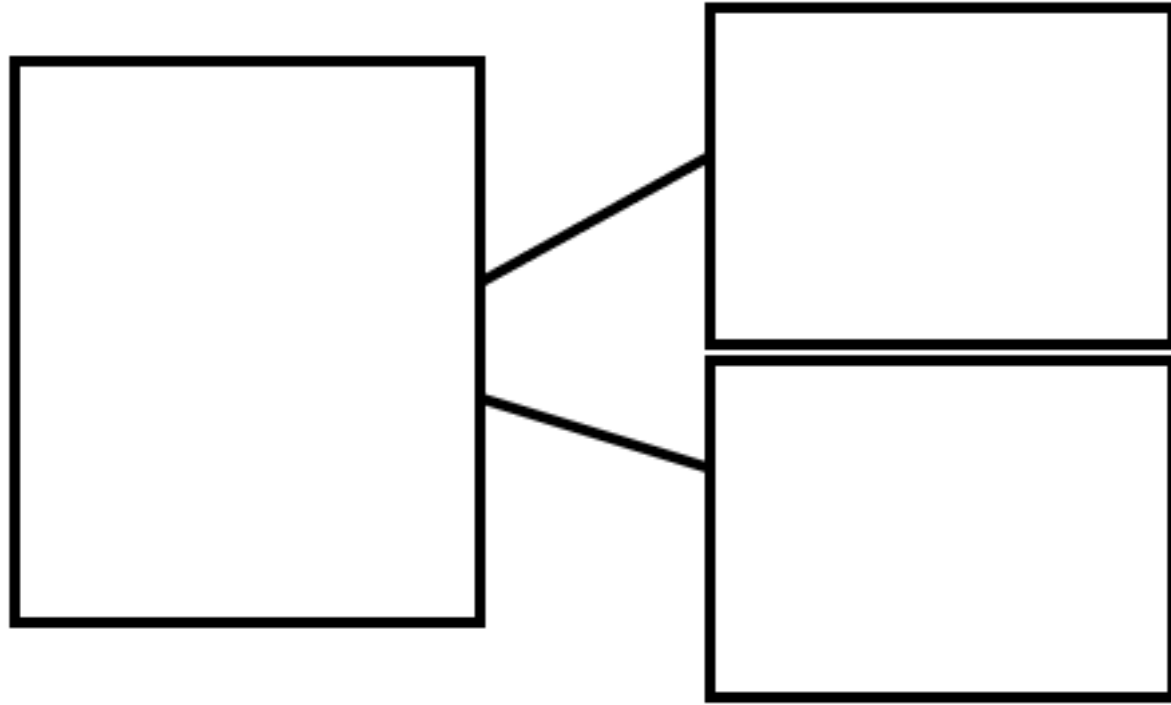
Half of 2 =





Finding half

$\div 2$



2

10

16

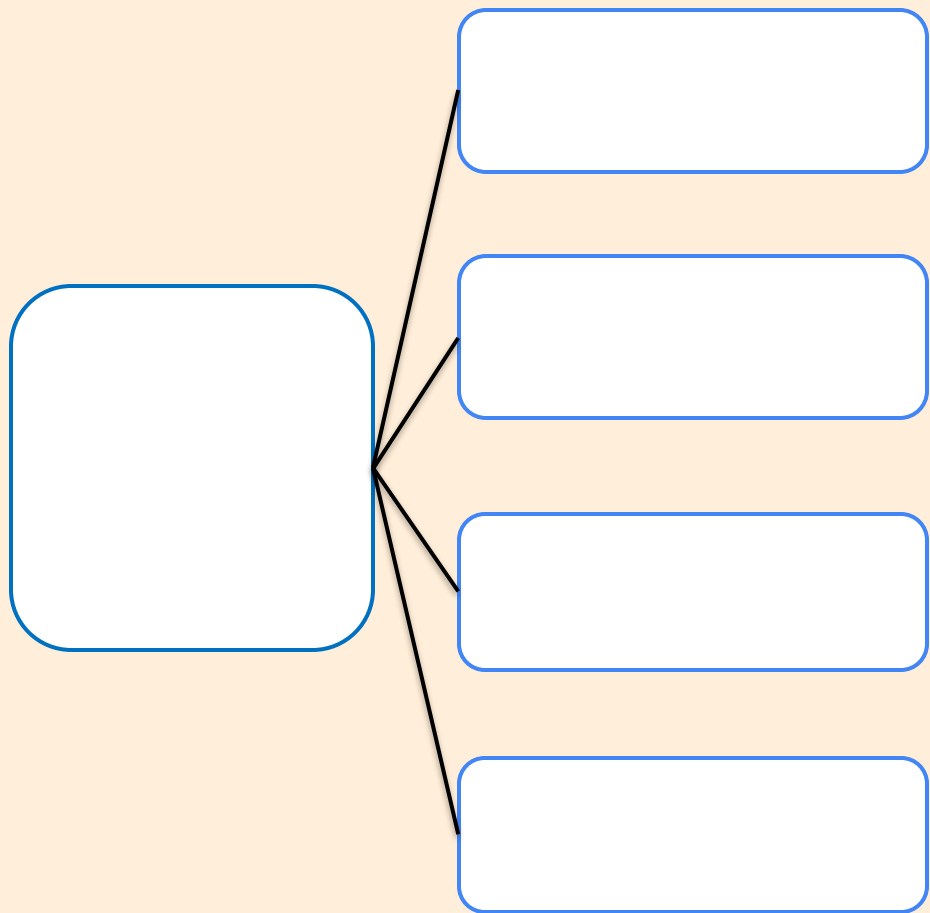
4

8

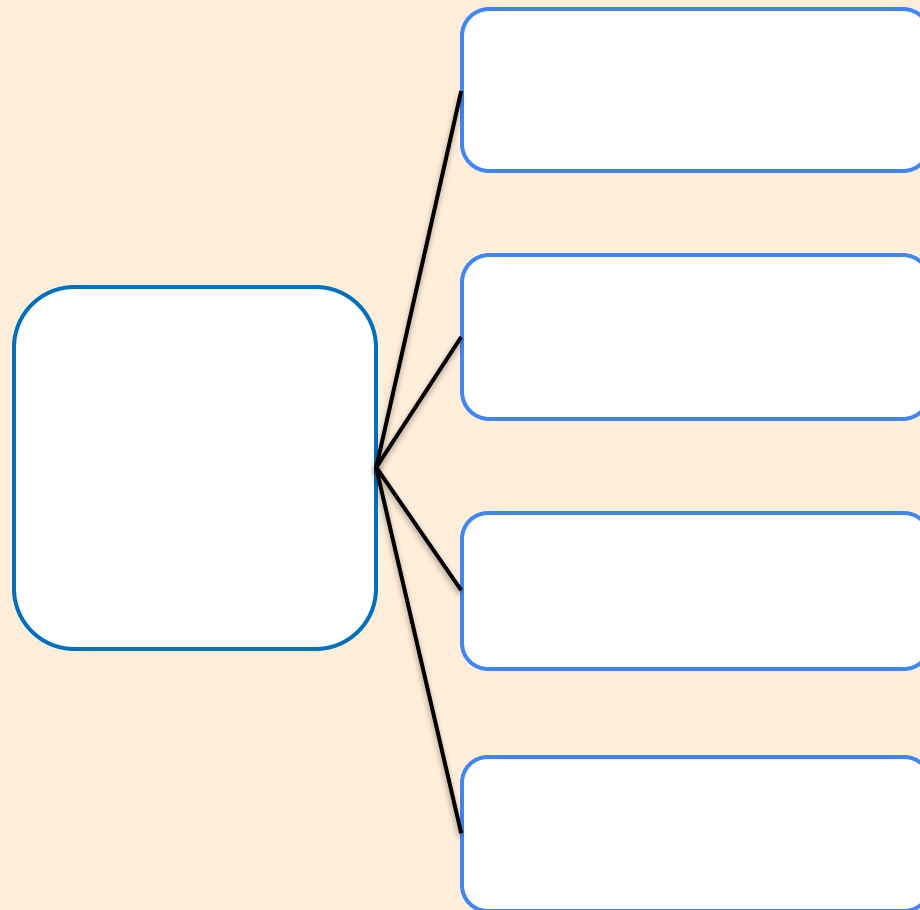
12

Dividing into four equal parts

• $4 \div 4 = 1$



A quarter of 4 =

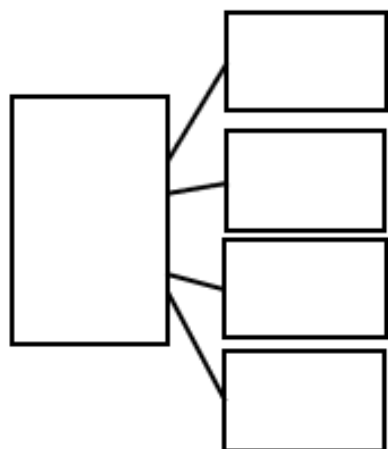
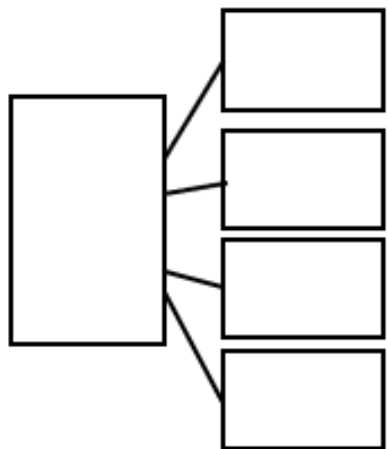


INDEPENDENT WORK



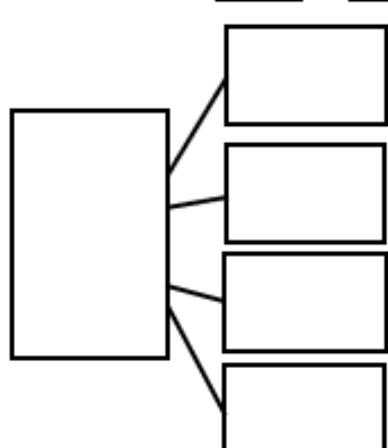
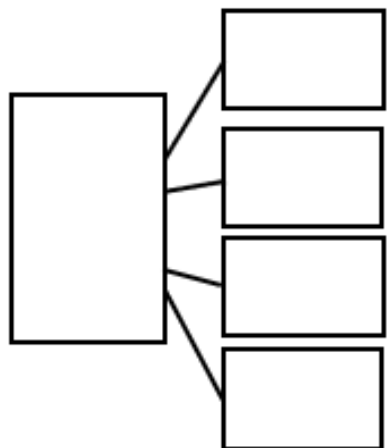
One quarter of 12 is

One quarter of 8 is



One quarter of 20 is

One quarter of 16 is



Challenge

Which of these statements are true and which are false?
Correct the false statements so they are true.

One half of eight is four. One quarter of eight is four.

One half of four is one. One quarter of twelve is three.

One half of sixteen is eight. One quarter of four is four.

One half of twelve is six. One quarter of sixteen is eight.

Greater Depth

Spot the difference and explain.



P.E.

Learning Objective

THEME: The Circus

To copy, remember and repeat actions using facial expressions to show different characters.

Success Criteria

- Change your expression to show the different characters.
 - Use clear, exaggerated actions.



Warm Up and Introduction



Circus characters:

Q: Have you ever been to the circus? What and who have you seen there? How do you feel at the circus?

A Pupils stand. Show the 'Circus Characters' resource. Talk through the following characters. Q: How might they move and how they might feel? After each character pupils explore movements discussed:

- The ringmaster: confident and proud as he marches. He welcomes everyone to the circus. He shows the audience what is on display by stretching one arm at a time wide and to the side in a big welcome.
- The acrobats: swing forwards and backwards smoothly, they might twist and turn as they fly through the air.
- The tightrope walker: travels carefully, with concentration, in straight pathways, holding their arms out to balance. They might turn slowly on the spot to change direction.
- The clown: jolly, bouncy movements, juggling, ride on the unicycle, pull handkerchiefs out of their pocket.
- The strongman/strongwoman: intense, strong bold shapes created when they show off their muscles and lift weight into the air.
- The audience: point in amazement, hold belly and laugh at the clown, look high and low, side to side, clasp face in anticipation, jump up and down and clap.

B Play the track 'Warm Up: Circus'. Pupils select one character from the image and travel around the space as that character. Can the teacher guess who they are? Repeat for a few rounds. Then ask pupils to change their character every 8 counts.

Use facial expressions as well as actions to help show your chosen character.

Make this easier by counting 8 counts out loud so pupils know when to change.



30

Mins

Skill Development

Teacher note: use the video resource 'Circus Ideas' for an example of all of the below.

Exploring actions and expressions, entering the circus tent:

Give each pupil a base station that they put in a space.

Explain that in the first part of their dance, pupils will enter the circus tent for the first time. Q: How would you feel when entering the circus tent? E.g. excited, happy, nervous. Q: How would you show this in your actions?

Pupils start anywhere on the outside of the teaching area. Give them 8 counts to get to their base station. All pupils should be at their base station on 8. Share good examples.

Actions could include pointing, skipping, running, spinning. Use dynamics that help to set the scene e.g. skipping excitedly, running quickly, spinning slowly etc. Use expression to show how you are feeling.



On the spot:

Once on their base station, pupils look around the tent pointing in one direction - 4 counts, then in another direction - 4 counts.

Practise entering the tent - 8 counts, pointing one direction - 4 counts, pointing in another direction - 4 counts. Practice with and without the track 'Circus', and with and without counting.

Use big, exaggerated movements with changes in expression e.g shocked, amazed. Use different levels for the two different pointing actions.

Make this harder by asking pupils to create their own 8 counts on the base station as the audience.



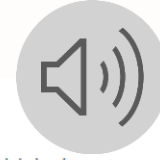
Clown phrase:

A Pupils begin at their base station and travel sideways, lifting their knees, using a straight pathway - 4 counts. Travel back to their base station using a straight pathway - 4 counts.

Think about what you are going to do with your arms as you travel.

B Pupils create their own juggling actions on the spot - 8 counts. They could juggle under their legs, high, low, behind their back etc.

Consider your facial expression in this motif. Can they show concentration on their face, looking at their juggling balls? Or perhaps, they keep dropping their juggling balls, how would they show that using their expression?



Exploring shapes, strongman/woman poses:

Pupils use different levels and body shapes to create the idea of 'the strongman/woman'. Pupils decide on two different shapes, each of which they move into for 4 counts, squeezing and holding the pose on count 4.

Change expression in these poses, tensing muscles and face, performing the actions strongly. Make clear shapes in your poses.

Make this harder by asking the pupils to create their two different shapes on two different levels.

Creating the dance:

Display the resource card 'Circus Dance' and practice the dance so far with and without the music, with and without counting.

- 8 counts - entering the circus tent and getting to a base station.
- 8 counts - pointing as the audience at their base station.
- 8 counts - a clown moving sideways in a straight line pathway, away and back to their base station.
- 8 counts - juggling.
- 8 counts - two strongman/woman poses, 4 counts each.

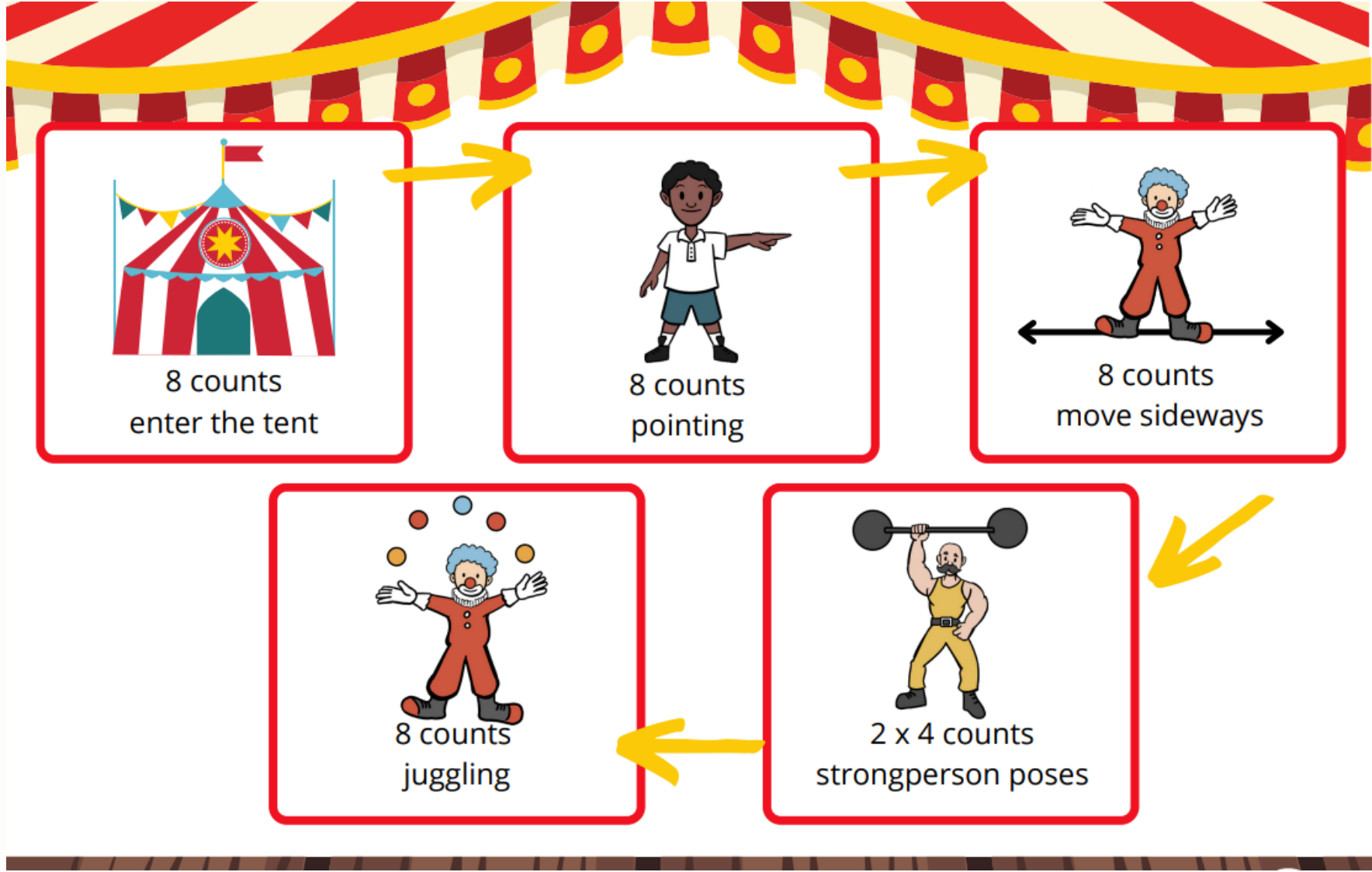
Performing the dance:

Sit half of the class at the front they are the audience. Q: What do you think makes a good audience member? E.g. showing respect, clapping each other at the end, not talking. Audience watch then change over.

Audience to provide feedback thinking about the key words used in the lesson. Encourage language such as 'staying in time with each other,' 'using counts of 8,' 'using interesting actions,' 'travelling at different levels,' 'using good facial expressions.'

Sit quietly whilst watching. Show respect for others by clapping at the end of the performance.





COMPUTING
Investigators

Lesson 2: Same but different

Year 2 – Robot algorithms



Lesson 2: Same but different

To explain what happens when we change the order of instructions

- I can use the same commands to create different algorithms
- I can use an algorithm to program a sequence on a floor robot
- I can show the difference in outcomes between two sequences using the same commands

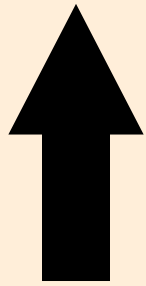
Order can be important

hœlɒ

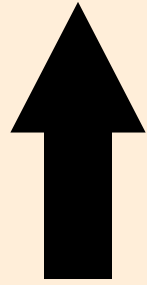
What do you think this means?

Different algorithms

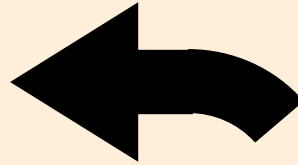
Create at least four different sequences using only these commands.



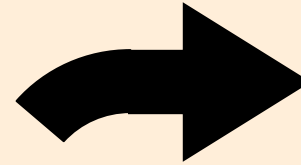
Forwards



Forwards



Left turn



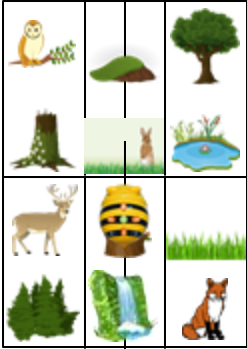
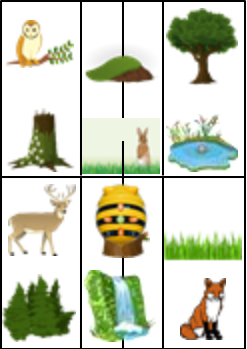

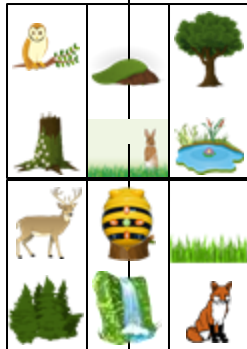
Right turn

Different algorithms

Fill in the four boxes under each mat using only the arrows shown.

Choose a different order for each algorithm.

Cross off a grey arrow when you've put it in a box.

 <p style="text-align: center;"> X ↑ ← → </p> <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%; text-align: center;">↑</td> <td></td> <td></td> <td></td> </tr> </table>	↑				 <p style="text-align: center;"> ↑ ↑ ← X </p> <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%; text-align: center;">→</td> <td></td> <td></td> <td></td> </tr> </table>	→			
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Different algorithms

Here is one example.

Complete your sheet. Try to make sure that all your algorithms are different.

A 4x3 grid of nature-themed images. The images are: Row 1: Owl on a branch, a mole's mound, a tree. Row 2: Tree stump, a rabbit, a pond. Row 3: A deer, a beehive, grass. Row 4: Pine trees, a waterfall, a fox. Below the grid are four arrows: a blue 'X' over an upward arrow, a grey 'X' over an upward arrow, a blue 'X' over a rightward arrow, and a blue 'X' over a leftward arrow. Below these are four boxes containing arrows: an upward arrow, a rightward arrow, an upward arrow, and a leftward arrow.

Different algorithms

1. Start from the tree stump, looking towards the rabbit.
1. Try one of your algorithms.
1. Mark on the sheet where the robot gets to.

You will need to do this for each of your algorithms.

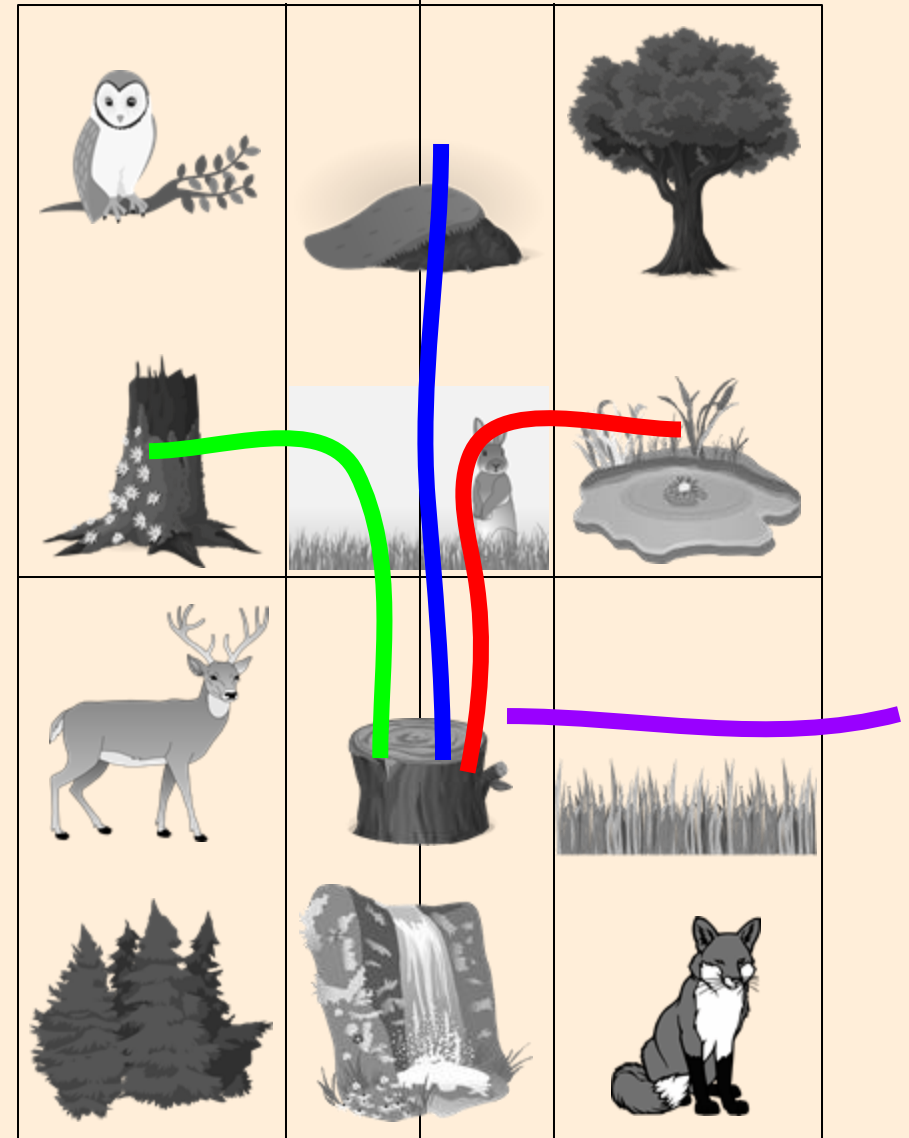
A 4x3 grid of nature-themed illustrations. The grid contains: Row 1: Owl, tree stump, tree; Row 2: tree stump, rabbit, pond; Row 3: deer, beehive, grass; Row 4: trees, waterfall, fox. A black arrow points from the text 'Start from the tree stump, looking towards the rabbit.' to the tree stump in the second row, first column. Below the grid are four grey arrows pointing right, each with a blue 'X' over it. At the bottom is a row of four boxes containing black arrows: up, right, up, left.

Same but different

Did using the same commands mean you always got to the same place?

Did your robot always take the same route?

Although you used the same commands, your algorithms were all different.



Next lesson

In this lesson, you...

Created four different algorithms using the same four commands

Learnt that using the commands in different orders produces different results

Next lesson, you will...

Look at programs for the floor robot and predict what the programs will do

ART

T.B.A.T. Explore expressive painting and colour mixing



[Expressive Painting & Colour Mixing \(accessart.org.uk\)](https://www.accessart.org.uk)



Using your backgrounds from last week, and a range of classroom equipment:

1. Choose a marking tool from the table
2. Think about how to use that tool: hold it in different ways, apply different pressure and change the amount of paint.
3. Are you going to: drag, flick, twist, press or rub?
4. Are you going to move quickly or slowly?





SGRAFFITO