

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
<b>MON</b>	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)
<b>TUE</b>	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)
<b>WED (JIM)</b>	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
<b>THU</b>	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)
<b>FRI</b>	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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<b>FRI</b>	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)



Monday 3rd. February



Reading Paper 1

Assembly 10:00  
Children's mental health week

# MATHS

03.02.25



Arithmetic Paper 1

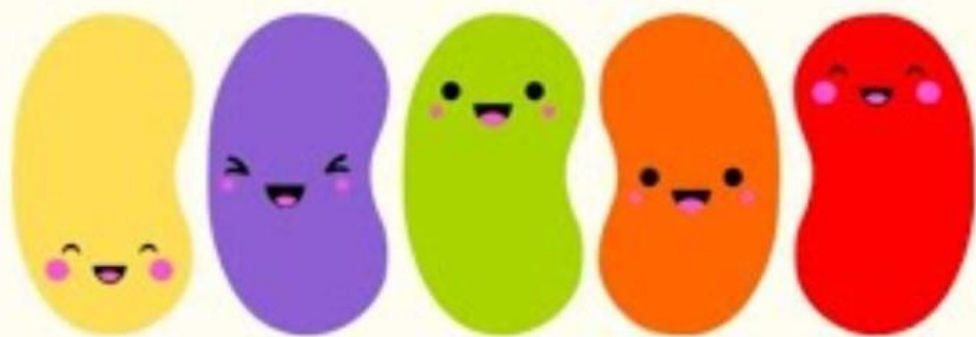
# Brain Breaks

5 MINUTES



IT'S TIME FOR A BRAIN BREAK!

# JELLY BEANS



SET A



P.E.  
In class



## Learning Objective

**To develop an awareness of flexibility when completing yoga poses.**

## Success Criteria

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- Use controlled breathing in through your nose and out through your mouth.
  - When breathing out, try to stretch a little further.







# Warm Up and Introduction

## Sunshine breath:

Show pupils the first slide on the 'On Safari' video. Tell them they will be exploring poses whilst on safari.

Q: What animals might you see on safari? Q: What do you think the weather is like on safari? Pupils are going to use their breath to say 'good morning' to the sun.

Pupils stand on their mat. Beginning with their hands together at their chest, they take a big deep breath in and lift their hands up high above their head. As they breathe out, ask them to split their hands and circle them back down towards their sides. Repeat this several times.

*Try to move your body in time with your breath. Close your eyes as you do this.*

## On safari:

Pupils imagine they are on safari and are moving through the trees. Pupils skip around the space and respond to the following commands with the appropriate action:

- Duck: duck to get out of the way of a branch by touching the floor.
- Jump: jump to avoid a tree root.
- Swipe: quickly hop to the side on one foot then to the other side on the other foot to avoid branches.
- Swerve: swerve a tree by stopping and circling hips in a big circle.

*Move safely around space, being aware of others and in between the gaps in the mats.*

30

Mins

# Skill Development

## Safari poses:

Tell pupils that yoga helps us to develop our flexibility. Q: What is flexibility? Can you think of another activity that helps to develop flexibility? *Having good flexibility also helps us to have good posture and we are less likely to hurt ourselves. It also helps us have more movement in our joints.*

**A** Teach pupils the safari poses using the video, pause the video to check technique.

When performing the poses, try to stretch a little further every few breaths. Practise each pose, breathing in for three counts and out for three counts.

- Cobra

As you push up, feel the stretch across your chest and stomach. Try to push up a little higher every few breaths.

- Elephant

Try to keep your back straight, let your arms flop and straighten the backs of your knees. Feel the stretch in your hamstrings (back at the top of your legs) and calves (back at the bottom of your legs).

Make this easier by using a slight bend in the knees.

- Lion

To challenge your flexibility, try to push your legs out wider so that you are lower to the ground.

- Giraffe

Make sure both feet face forwards. Feel the stretch in your glutes (bottom) and quads (thighs).

Make this harder by sinking the hips a little lower. Make this easier by putting the back knee down on the floor.

- Tree

Try to lift your non-standing foot high into your inner thigh of your standing foot. Open your hips by your non-standing knee facing sideways. Feel the stretch in your glutes (bottom) and hips.

Make this easier by placing the non-standing foot lower.

## Animal kingdom:

Pupils begin on their mat in a circle. Choose one of the safari poses to perform. The pupil to the left of you copies the pose whilst you continue to hold it too. Then the person to their left joins in and so on until the pose has travelled all of the way around the circle, with everyone holding the pose.

Once the pose comes back to you, the pupil to your left chooses a new pose, the person to their left changes to match them and so on (everyone else continues to hold the original pose until the new pose arrives at them).

Repeat until all pupils have had an opportunity to choose a safari pose for the class to copy.

Focus on breathing in and out slowly to help you to hold the pose. Try to stretch a little bit further every few breaths.

Make this harder by allowing pupils to create their own safari inspired pose.

## Lion footsteps:

One pupil (the lion) stands at one end of the teaching space, facing away from everyone else. All other pupils start at the opposite side of the teaching space. When the lion is facing away, the rest of the class tiptoe up towards them. When the lion turns around, everyone freezes in one of the safari yoga poses. Anyone who moves is sent back to the starting line. The first pupil to touch the lion's shoulder wins the game.

Once in your pose, focus and use your breathing to help you to stay balanced. Show honesty, if you move, go back to the start.

Make this harder by asking pupils to change the pose they do each time the lion turns around.

*Teacher note: give pupils a moment to get into their poses, then once everyone is in their pose, wait a few seconds to see if anyone moves.*

## Lying in the sun:

Pupils:

- Lie down on their mat with hands by their sides and close their eyes.
- Imagine they are lying in the heat, they can feel the sand between their fingers and toes. Pupils take three big slow breaths in and out that last for three counts each.
- Continue breathing slowly whilst they do a mental body scan.
- Focus on feeling the heat from the sun, firstly on their toes and ankles, then their knees and legs.
- Recognise the feeling in their stomach and their chest, their shoulders and their arms and eventually their head.

Place your arms down by your sides and your legs hip width apart. Allow your feet to flop out to the sides.

COMPUTING  
Investigators



## Lesson 4: Mats and routes

Year 2 – Robot algorithms





Lesson 4: Mats and routes

**To explain that programming projects can have code and artwork**

- I can explain the choices that I made for my mat design
- I can identify different routes around my mat
- I can test my mat to make sure that it is usable

## Artwork in computer programs

As well as instructions, computer programs contain artwork.

What artwork can you see in this program?

[scratch.mit.edu/projects/578827142](https://scratch.mit.edu/projects/578827142)



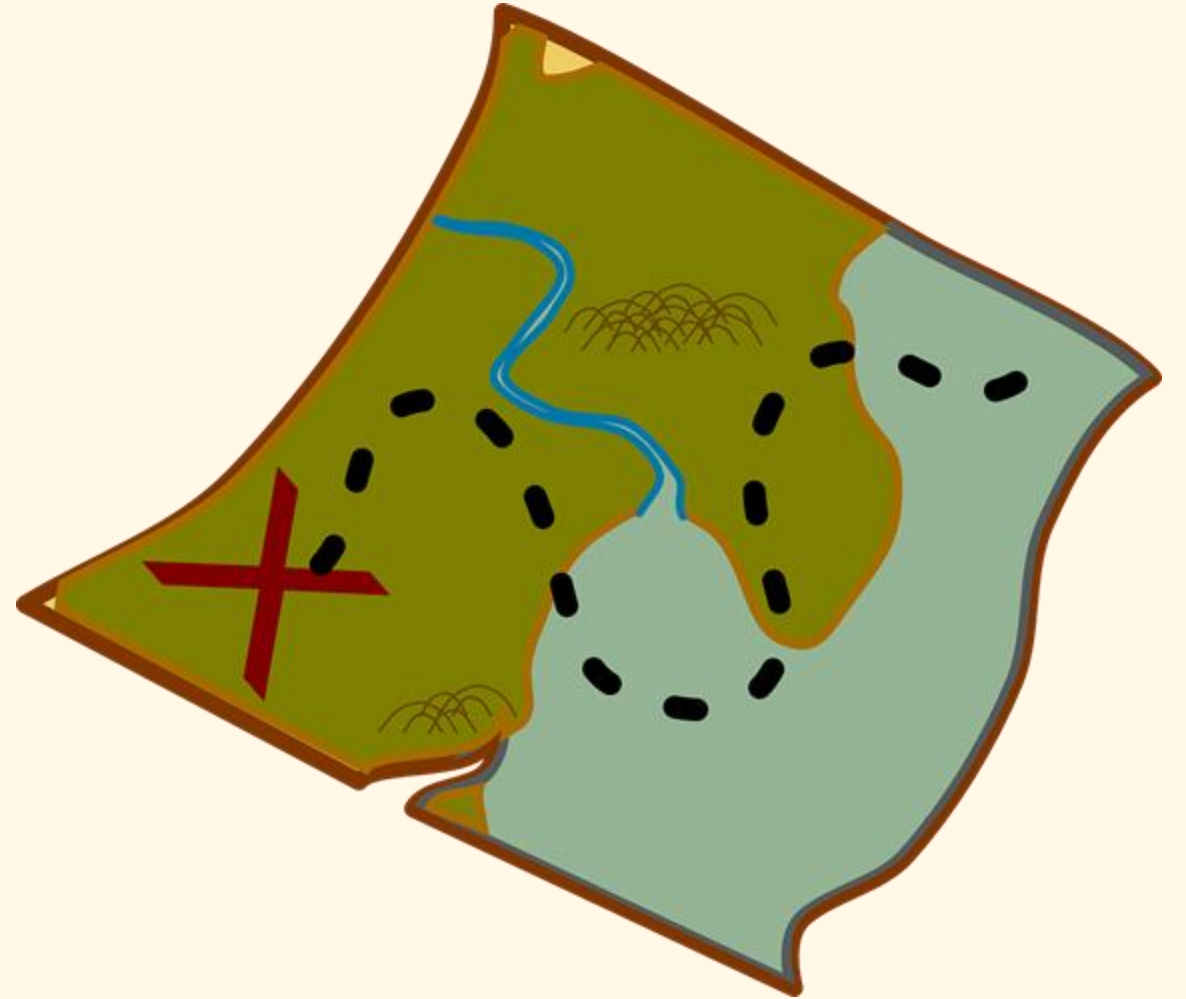
## Maps and mats

So far, you have used mats that were made for you. Today, you will be making your own.

You could include:

- Buildings
- Animals
- People
- Cars

Think, pair, share about your idea with a partner.



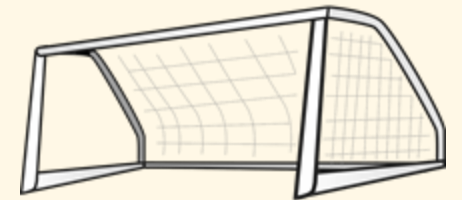
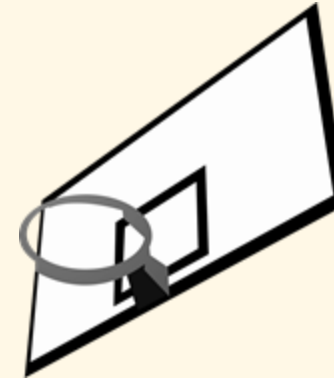
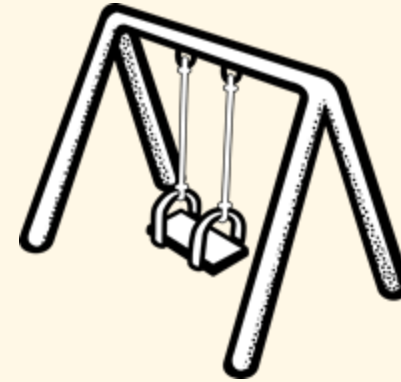
Mat design

1. Choose your theme.

# Playground

1. Think of 6 pictures to go with your theme.

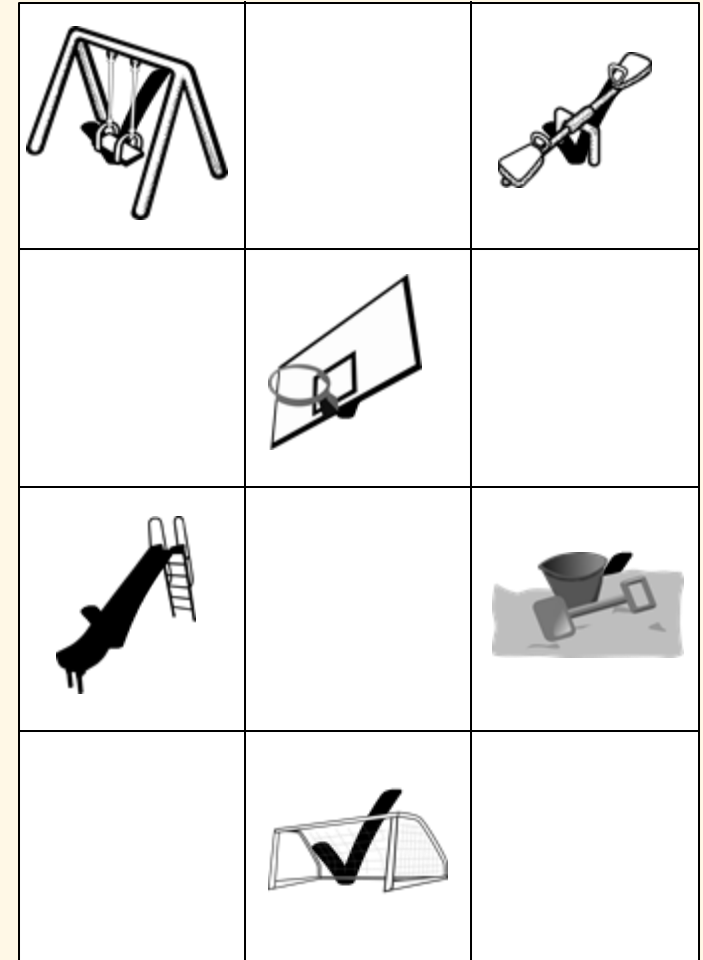
Think, pair, share.



## Mat design

3. Think about where to draw the pictures. **Do not put two pictures next to each other.**

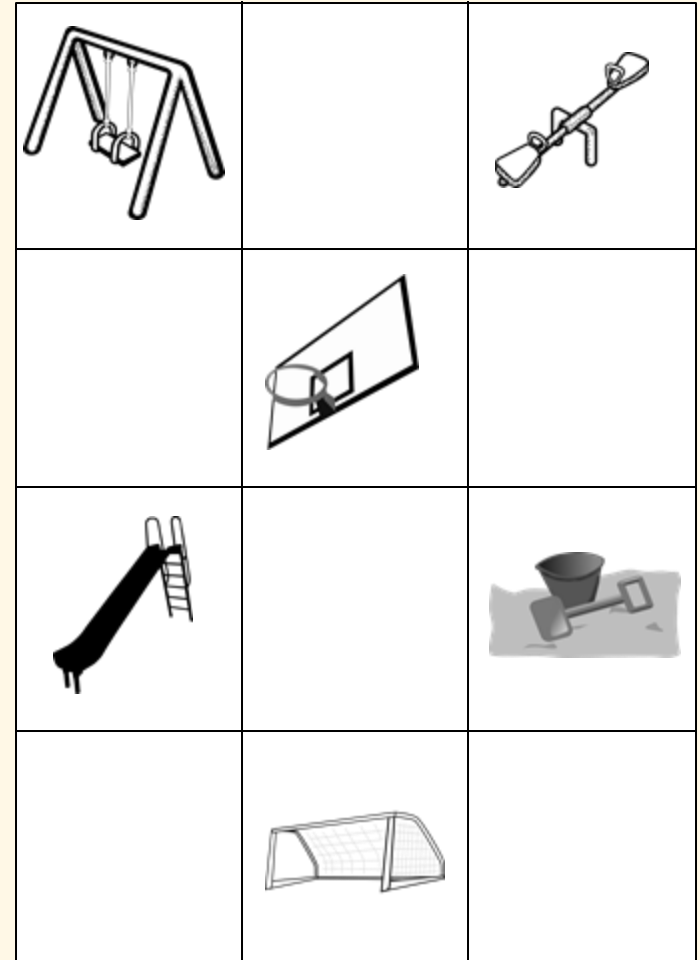
4. Draw your pictures onto the mat.



## Routes

It's time to use your mat.

1. Choose a start square and direction.
2. Choose an end square.
3. Plan two route algorithms to get from the start to the end.
4. Program your two routes on the robot.



## Obstacles










You will be adding obstacles to your mat. Make sure that you leave spaces so that the robot can still move.



# Obstacles

Place 3 obstacles on your mat. Try to place them so that there is still a way to visit every picture square on your mat.



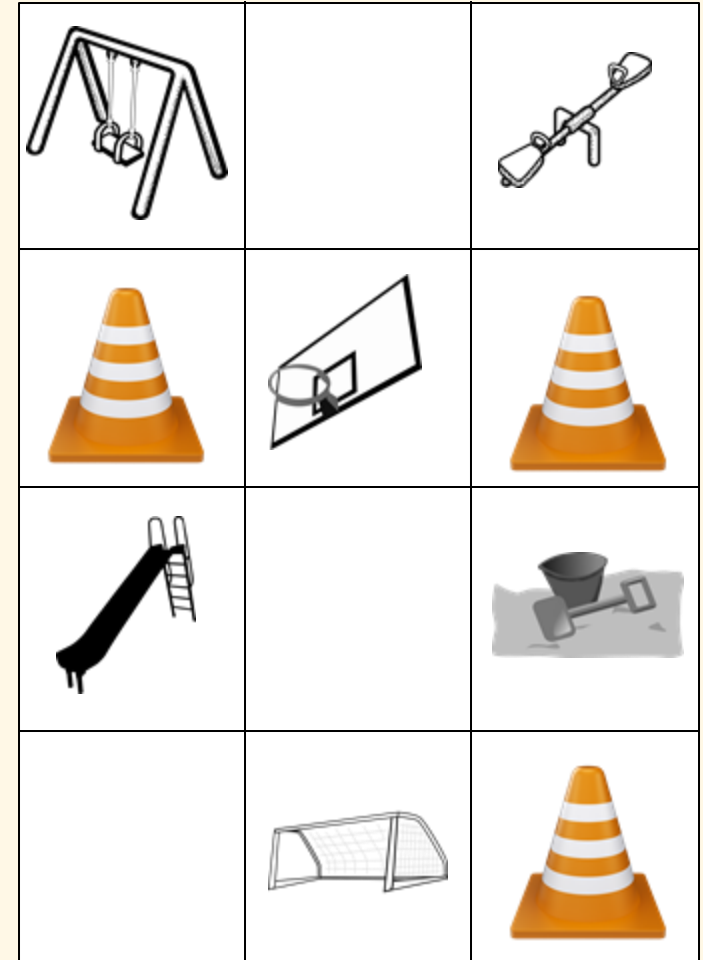
		
		
		
		



## Obstacles

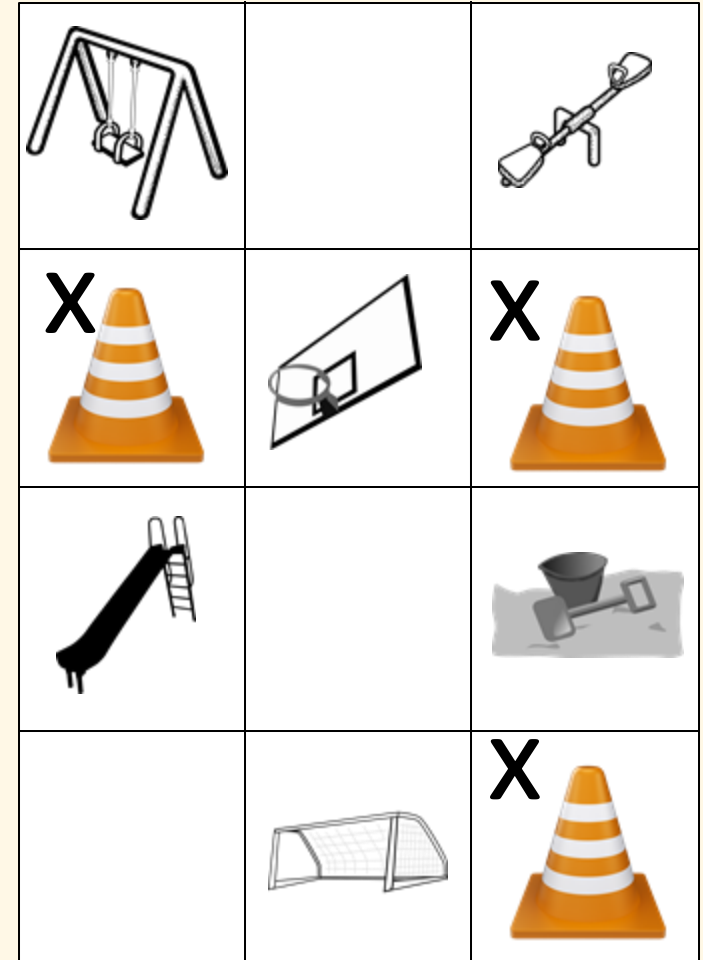
Now test your mat to see if you can get around the obstacles.

1. Choose a start square and direction.
2. Choose an end square.
3. Plan your route algorithm.
4. Test it with the robot.



## Obstacles

When you have tested everything and made sure that it all works, mark where the obstacles are. That way, you will know where to put them next lesson.



Programming and artwork

Computer programs can be more than just code.

Why do computer games feature artwork?

This image is from a paint program. What artwork can you see?



## How confident are you? (1–3)

- I can explain the choices that I made for my mat design
- I can identify different routes around my mat
- I can test my mat to make sure that it is usable

**3 – Very confident**



**2 – Unsure**



**1 – Not confident**



Next lesson

**In this lesson, you...**

Designed and tested a mat for the floor robot

**Next lesson, you will...**

Plan and test different routes around your mats

ART  
Pioneers

# Part One: Continuous Line Drawing

The Continuous Line Drawing warm-up exercise (we sometimes call it a [squiggle drawing](#) too) is a great way to get children (and adults) to focus their looking and free up their drawing.

The challenge is simple, keep your pencil or pen on the page as you make the drawing. If two objects stand apart, your line must travel across the page to meet the next object. Keep your drawing fluid and smooth, and try to match the speed of drawing with speed of looking – and try not to rush.

If a child says they have finished before the time is up, just gently ask them to keep drawing.

These drawings are as much about a journey as an outcome – though they are beautiful in their own right and children always seem to value the results.

