

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
<b>MON (JIM)</b>	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
<b>TUE (JIM)</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</b>	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
<b>THU</b>	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	PE	<i>BREAK</i>	Computing
<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)

# REGISTRATION

# Year 2 Spring 2 Maths Activity Mat 1

## Section 1

Circle true or false

$34 + 25 = 59$  True / False

$33 - 17 = 16$  True / False

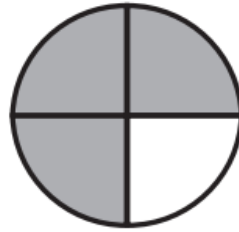
$7 \times 5 = 30$  True / False

## Section 2

What shape has 4 sides?

## Section 3

What fraction is shaded?



## Section 4

There are 31 butterflies and caterpillars. 19 of the insects are caterpillars. How many are butterflies?



## Section 5

What is the total of the coins?



## Section 6

Which rope is the longest?





## Section 7

Put these numbers in order, largest to smallest.

78, 123, 19, 56, 157

## Section 8

 = 4    = 6    = 5

 x  =



# Spelling

strategies for learning words: /o/ sound spelt  
'a' after 'w' and 'qu'

# Sound out and read

want

wander

quality

watch

squash

quarrel

The vowel  
'a' makes  
the /o/  
sound

What do you notice about words?

What do they all have in  
common?

Click for  
the  
answer

Brain  
Breaks



[Silly to Calm: Quick kids yoga movement break complete with dancing and breathing. - YouTube](#)

LITERACY

# Tuesday 25th February

## T.B.A.T. make inferences from a text

**1** Tick the sentence that is correct.

Tick **one**.

Lilly saw her friend in the pool and wave.

Lilly saw her friend in the pool and waved.

Lilly sees her friend in the pool and wave.

Lilly sees her friend in the pool and waved.

**2** Underline the **expanded noun phrase** in the sentence below.

Jane carried the large, heavy bag of apples.

**3** Tick the sentence that is a statement.

Tick **one**.

Steven shouted loudly.

Can you play the piano?

Stir the mixture quickly.

Wow that is amazing!

### Challenge

The squirrel climbed up the tree.

Add an adverb to the sentence above.





## VOCABULARY

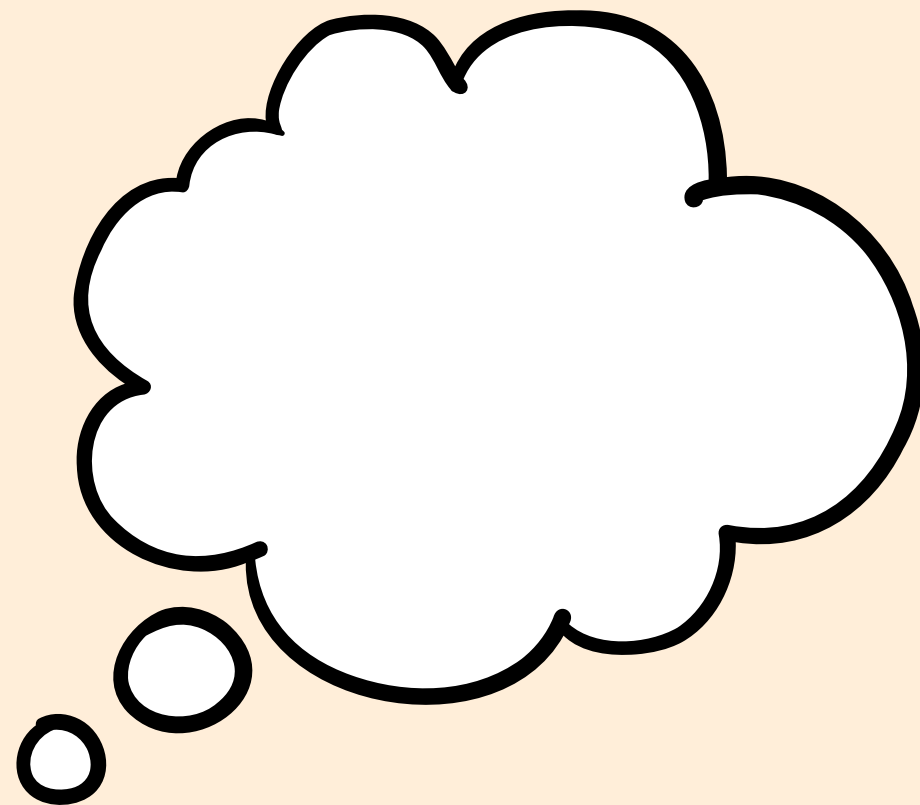
What do you think these words mean?

Childhood

British

Monarchy

Commonwealth





# The Life of Queen Elizabeth II

Queen Elizabeth II was Queen of the United Kingdom for 70 years. No other king or queen in British history ruled for this long. Elizabeth became Queen in 1952 when she was only 25 years old.



## Childhood

Princess Elizabeth was born in London on 21<sup>st</sup> April 1926.

Her full name was Princess Elizabeth Alexandra Mary Windsor. She had one younger sister called Margaret. The Princesses did not have to go to school. They had teachers at home.

### Did You Know...?

Queen Elizabeth II had two birthdays but only one was her real birthday.





## Family

Queen Elizabeth II had a big family. She was married to Prince Philip. They were married for 73 years and had four children.

They also had eight grandchildren and 12 great-grandchildren.



## Who Is the New King?

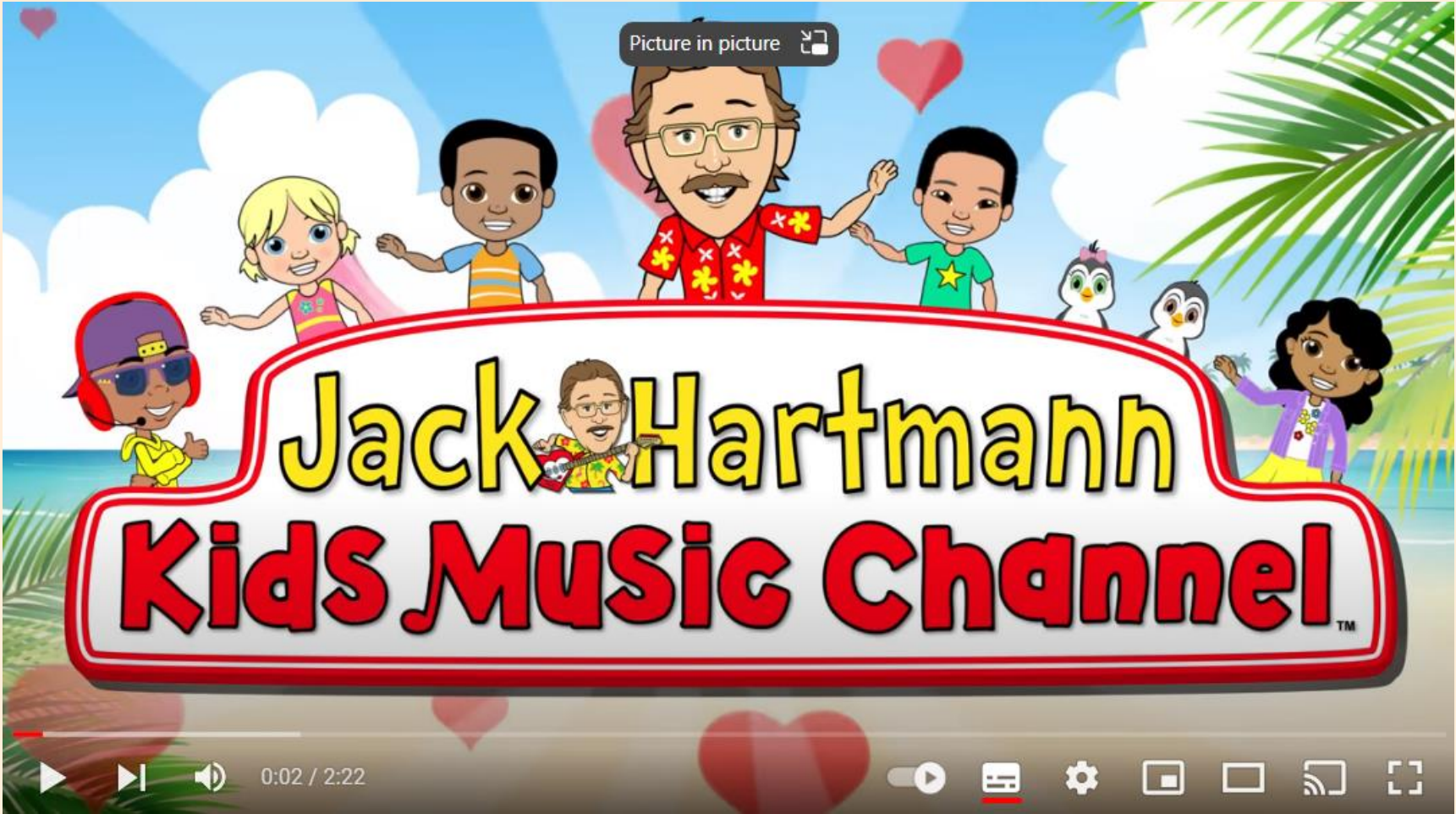
Queen Elizabeth II sadly died on 8<sup>th</sup> September 2022. Her eldest son has become His Majesty King Charles III. Queen Elizabeth II will be remembered for her long rule and the work she did in the UK and the Commonwealth countries.

### Fun Fact

Queen Elizabeth II's favourite dogs were corgis.



# Brain Breaks



[Shake Break | Brain Breaks | Jack Hartmann - YouTube](#)

## Use the text to answer these questions about Queen Elizabeth II

- Who was Queen Elizabeth II married to?
- How many children did Queen Elizabeth II and Prince Philip have?
- When and where was Princess Elizabeth born?
- Who was Princess Elizabeth's younger sister?

# What is inference?

Inference refers to the ability to understand and deduce information that is not written in a text. It's about reading between the lines and making educated guesses based on the clues provided.

For example, if a story says, "Tom put on his coat and grabbed his umbrella,"

What do you think the weather is like?

# Use inference to answer these questions about Queen Elizabeth II

- Why do you think the princesses did not go to school?
- What impact do you think that Queen Elizabeth II's had on the UK and the Commonwealth countries? How was her work important?
- How might Queen Elizabeth II's long rule be remembered by people in the UK and the Commonwealth?

## Challenge

How do you think Queen Elizabeth II's family felt when she became queen?

## Greater Depth

What makes a good leader?

Why do we need to remember and learn about Queen Elizabeth II?



ASSEMBLY

MATHS

25.02.25

# T.B.A.T. add using 'make ten'

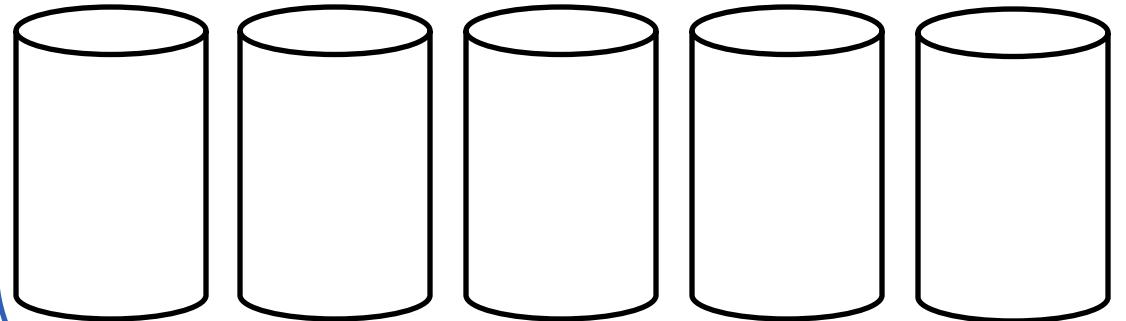
3 IN 3

1  
2 + 8 + 2 =

2  
 = 17 - 3

3. A teacher has **20** pens and **5** pots. He puts the same number of pens in each pot.

How many pens go in each pot?





**'Make ten'**



**number bonds**

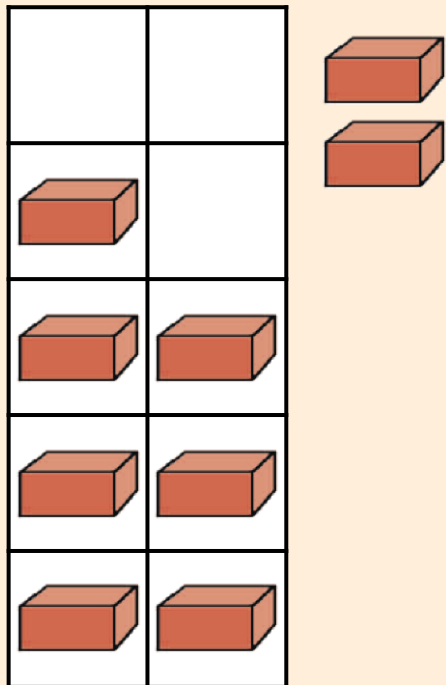
**partition**

**ones**

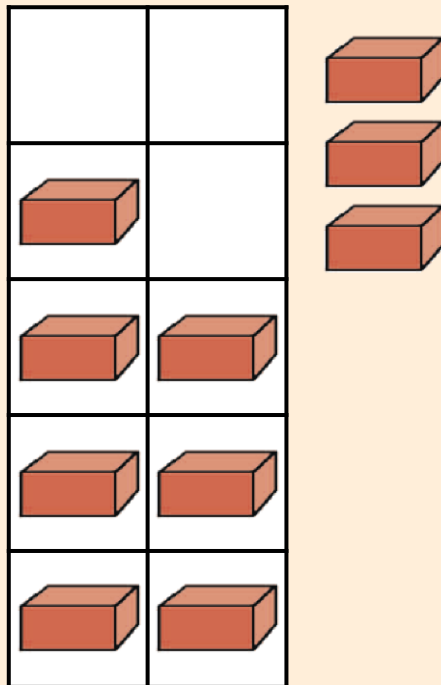


**number line**

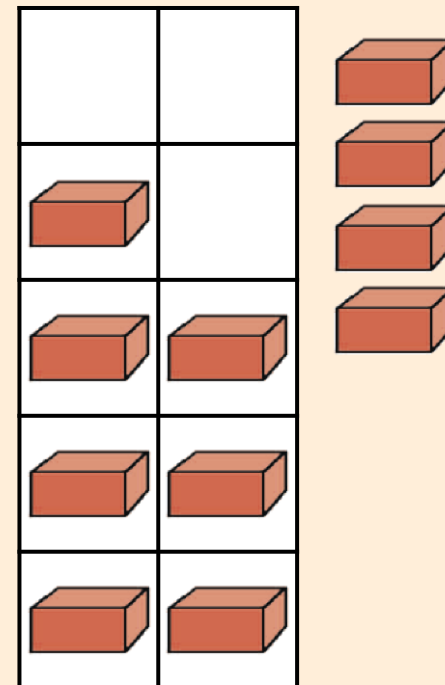
When can we use the 'Make ten' strategy?



$$7 + 2 = \underline{\quad}$$

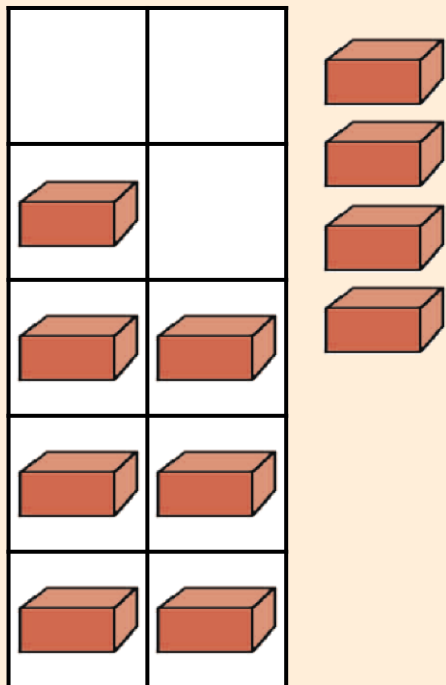


$$7 + 3 = \underline{\quad}$$

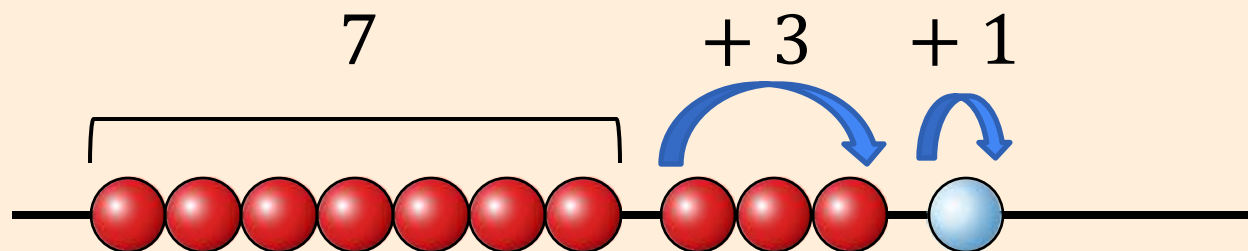


$$7 + 4 = \underline{\quad}$$

When can we use the 'Make ten' strategy?



$$7 + 4 = 7 + 3 + 1$$



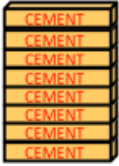
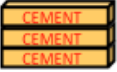


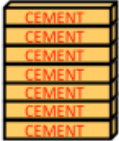



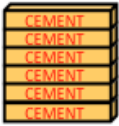
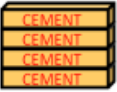


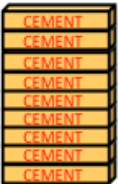

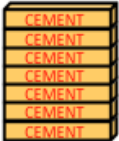

$$7 + 4 = \underline{\quad}$$



**DYNAMIC REPRESENTATION**  
Build up your own representation,  
'live' in the lesson  
*This image is for teacher planning only*



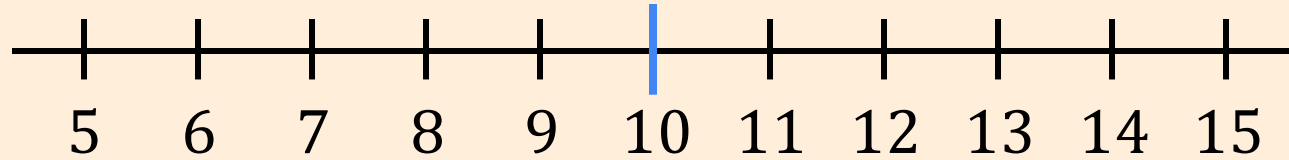


 8 +  3	 3 +  4
 7 +  5	 6 +  5
 6 +  4	 8 +  1
 9 +  5	 7 +  2

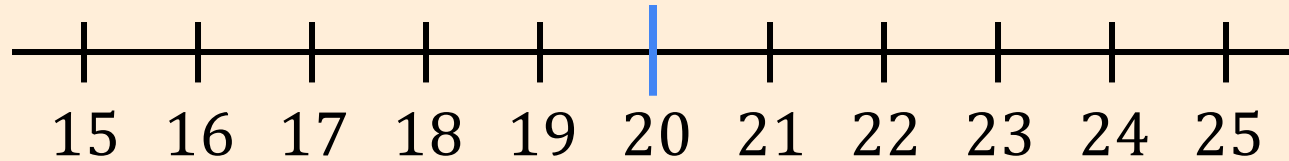


'Make ten'    number bonds    partition    ones    number line

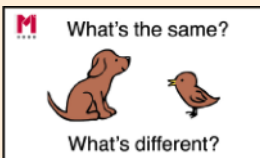
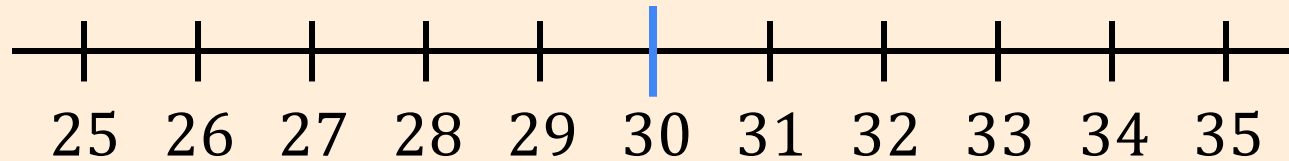
$$8 + 4 = \underline{\quad}$$



$$18 + 4 = \underline{\quad}$$

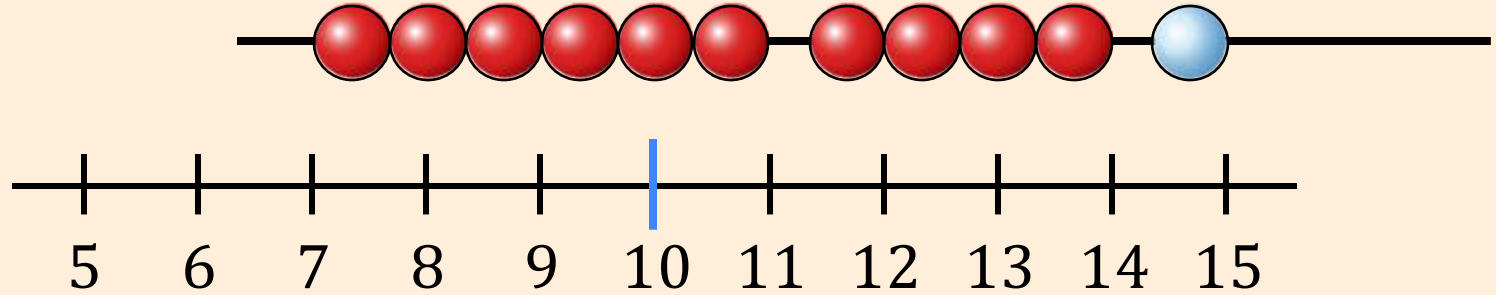


$$28 + 4 = \underline{\quad}$$

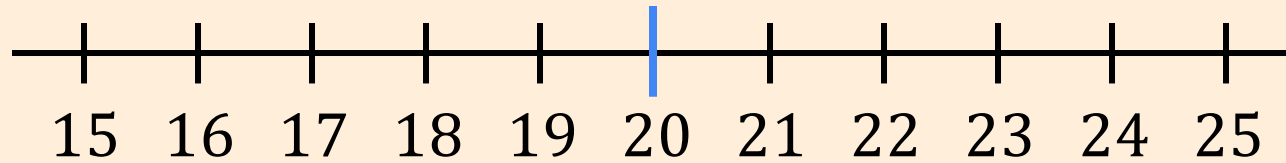




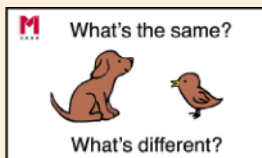
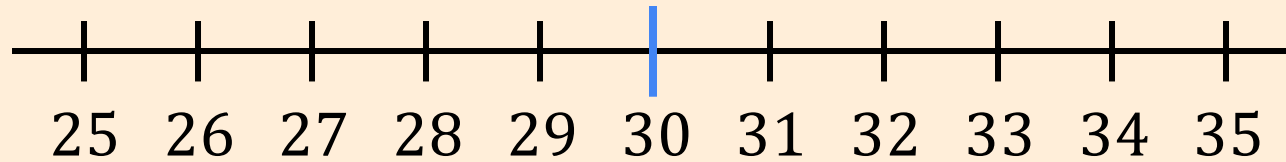
$$6 + 5 = \underline{\quad}$$



$$16 + 5 = \underline{\quad}$$



$$26 + 5 = \underline{\quad}$$



Brain  
Bre

DANCE  
ALONG

BANANA BANANA  
MEATBALL

BLAZER  
Fresh

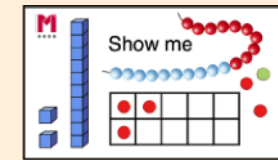
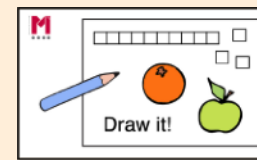
GoNoodle.

# To use the 'Make ten' strategy to add ones

- Solve the equations.

- Record your mental calculations on the number lines.

- Demonstrate the 'Make ten' strategy on a bead string.



$9 + 6 = \underline{\quad}$

$19 + 6 = \underline{\quad}$

$29 + 6 = \underline{\quad}$

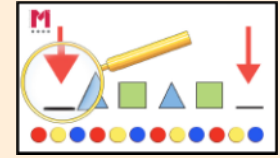
$39 + 6 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$18 + 7 = \underline{\quad}$

$28 + 7 = \underline{\quad}$

$38 + 7 = \underline{\quad}$



# What are the missing equations?

- How do you know?

$$9 + 7 = 16$$

$$19 + 7 = 26$$

$$29 + 7 = 36$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$8 + 3 = 11$$

$$18 + 3 = 21$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + 3 = 41$$

LUNCH

# HANDWRITING

T.B.A.T. accurately form the descender  
'n'.

north

noun

noise

sandy

under

final

SCIENCE



25/02/25

T.B.A.T. describe the importance for humans to eat the right amounts of different types of food (1).

3 in 3

## Why Do We Need Food?

Food keeps us healthy and helps us grow.

Food gives us energy to be able to do things during the day.

Without proper nutrition, your body can't survive.



When you eat a balanced diet, your body obtains the fuel and nutrients it needs to function properly.



For example:

- Your body needs minerals to make hormones, build bones and regulate your heartbeat.
- Water is needed to flush out toxins, transport nutrients to cells or perform other vital bodily processes.

1. Give 1 reason why we need food.

.....

2. Find and copy 1 thing that a **balanced diet** gives us.

.....

3. What will happen if we don't have proper **nutrition**?

.....

**CHALLENGE:** Explain why we need minerals.



**DO YOU  
REMEMBER?**

**Fruit and Vegetables**

**Bread, Rice, Potatoes & Pasta**

**Milk and Dairy**

**Meat, Fish, Eggs and Beans**

**Fat and Sugar**

# How Can We Make the Right Food Choices?

## Food labelling

Nutrition labels can help you choose between products and show whether the food is high in fat, salt and added sugars.

Colour-coded nutritional information tells you if the food has high, medium or low amounts of fat, saturated fat, sugars and salt.



Sugar 0.9g	Fat 20.9g	Sat Fat 10.8g
1%	29%	54%
LOW	MEDIUM	HIGH

Green is a low amount, amber is a medium amount and red is a high amount. If you buy a food that has all or mostly green on the label, it's a healthier choice.

# What Should We Be Eating? *'The Eatwell Plate'*

To be healthy, nutritious food is needed to provide energy for the body. A variety of food is needed in the diet because different foods contain different substances that are needed to keep you healthy.

An average meal should be made up of one-third carbohydrates and one-third fruit and vegetables, with the remaining one-third split between dairy, protein and a little bit of fat.



# Fruit and Vegetables

Fruit and vegetables are a good source of vitamins and minerals, including vitamin C and potassium.

They're an excellent source of dietary fibre, which helps maintain healthy digestion.



A diet high in fibre can also reduce your risk of heart disease, stroke and some cancers.

Fruit and vegetables help to keep your body healthy, to grow and repair and to fight against infections.

They taste delicious and there's a wide variety to choose from.



# Fruit and Vegetables

## What counts as 1 portion of fruit and vegetables?

A **portion of fruit** (80g) is roughly equivalent to:

- 1 slice or half a large **fruit** e.g. a slice of melon or half a grapefruit
- 1 medium size **fruit** e.g. an apple
- 2 small size **fruits** e.g. 2 plums or satsumas
- 3 heaped tablespoons of cooked vegetables
- 1 medium tomato or 7 cherry tomatoes



**Eat at least 5 everyday!**

# Bread, Rice, Potatoes & Pasta

(and other starchy foods)

Starchy foods are a good source of energy and the main source of a range of nutrients in our diet.

As well as starch, they contain fibre, calcium, iron and B vitamins.

**You should eat lots of these foods everyday.**

Remember - potatoes don't count as one of your fruit or vegetables!



Watch out for the added fats used when you cook and serve them; this is what increases the calorie content.



# Milk and Dairy

(and other non-dairy products)

Milk and dairy products are great sources of protein and calcium. To make healthier choices, go for lower-fat milk and dairy foods.

Our bodies need protein to work properly and to grow or repair themselves. Calcium helps to keep our bones and teeth strong.

The calcium in dairy foods is particularly good for us because our bodies absorb it easily.



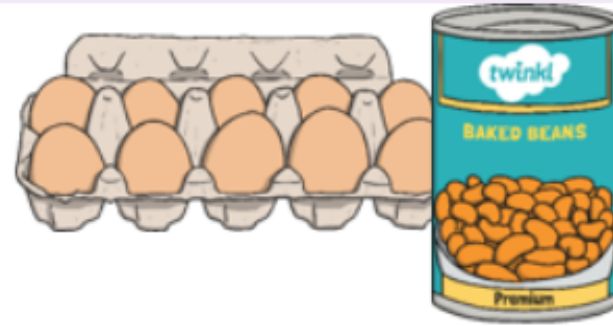
*What counts as 1 portion of Milk and Dairy?*

200ml glass of milk;  
150g or a pot of yogurt;  
30g or a matchbox sized piece of hard cheese.

You should eat 2-3 portions of these every day.



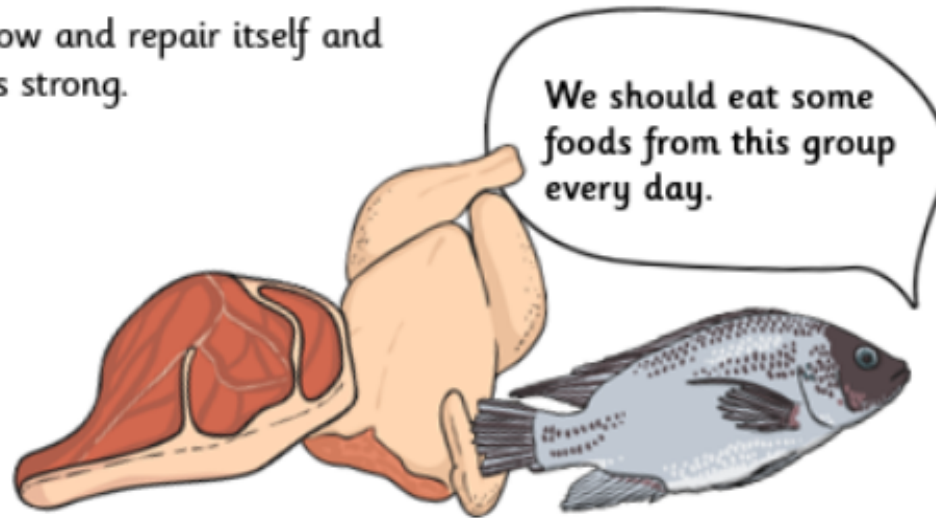
# Meat, Fish, Eggs and Beans



Meat is a good source of protein, vitamins and minerals in your diet.

These foods help the body to grow and repair itself and keep hair, skin, muscles and nails strong.

Some meats are high in saturated fat, which can raise blood cholesterol levels.



We should eat some foods from this group every day.

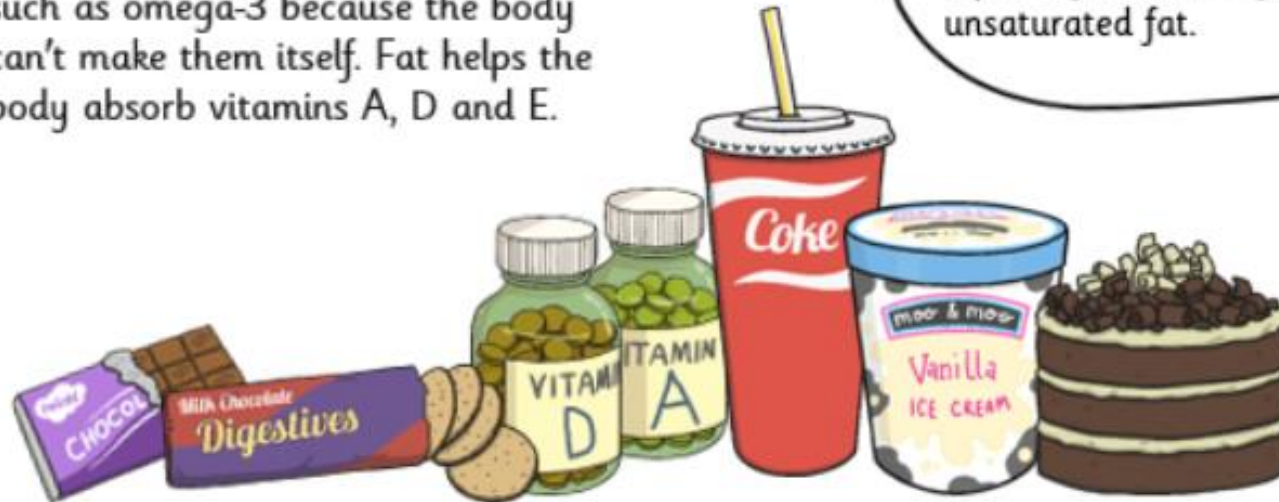
## Foods and Drinks High in Fat and Sugar

These foods provide the body with energy, warmth and insulation around vital organs.

Too much fat in your diet can raise cholesterol, which increases the risk of heart disease.

A small amount of fat is an essential part of a healthy, balanced diet. Fat is a source of essential fatty acids such as omega-3 because the body can't make them itself. Fat helps the body absorb vitamins A, D and E.

Current UK government guidelines advise cutting down on all fats and replacing saturated fat with some unsaturated fat.



# Independent Activity

Now, we are going to see what you have learnt!

You are going to design a healthy balanced meal.

Remember, your meal should contain some of all the food groups. It should include about  $\frac{1}{3}$  carbohydrates and  $\frac{1}{3}$  fruit and vegetables. Don't include too much fatty or sugary foods.



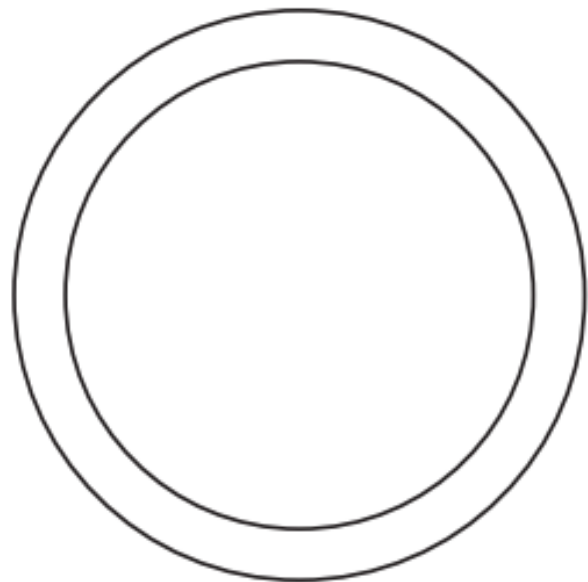
Main Meal



Dessert



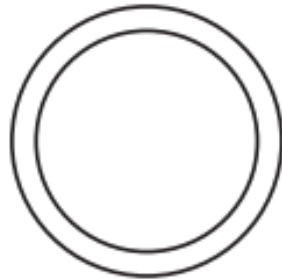
Drink



**Main Meal**



**Drink**



**Dessert**

1. Draw a healthy balanced meal on the plates above. Remember, you should have at least  $\frac{1}{3}$  fruit or vegetables and at least  $\frac{1}{3}$  carbohydrates. You should not have much sugar in your meal.

2. Explain what you have drawn.

---

---

3. Have you drawn a healthy balanced diet? **YES / NO** because

---

---

4. Why is it important to have a healthy balanced diet? Give 2 reasons.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

# Challenge

Write the **foods** in the correct column.

Protein	Dairy	Carbohydrates	Fruit and Vegetables	Fat and Sugar

milk, fish, beef, chocolate, melon, oil, potatoes, butter, cheese, broccoli, yoghurt, pasta, chicken, bread, rice, strawberries, crisps, carrots

## Greater Depth

Complete the sentences.

- There are \_\_\_\_\_ main food groups.
- You should try to eat five portions of fruit and vegetables every \_\_\_\_\_.
- Carbohydrates give us a lot of \_\_\_\_\_.
- Meat, fish and eggs are all types of \_\_\_\_\_.

**day, protein, energy, five**



www.grammarsaurus.co.uk



Eat less often and  
in small amounts



1. Which vegetable was the **most** popular?

---

2. Which vegetable was the **least** popular?

---

3. What was the **difference between** the most popular and least popular vegetables?

---

4. What was the **total number** of people you asked?

---

## True or False?

**Sweets are good for you.**

**You should try and eat at least 5  
portions of sugar a day.**

**You should try and eat at least 5 portions  
of fruit and vegetables a year.**





# True or False?



**Sweets are good for you.**

**No!** However, you are allowed to have sweets as part of a balanced diet.

**You should try and eat at least 5 portions of sugar a day.**

**No!** You should try and eat at least 5 portions of fruit and vegetables a day.

**You should try and eat at least 5 portions of fruit and vegetables a year.**

**No!** You should try and eat at least 5 portions of fruit and veg a day.



MUSIC

Pioneers and Investigators

# MUSIC EXPRESS

AGE  
6-7

## Unit: Storytime

**Musical focus:** Exploring sounds  
**Subject link:** English

LESSON

1

### LESSON PLAN

#### LESSON LEARNING

- Combining sounds to create a musical effect
- Understanding how music, dance and drama can combine in storytelling

#### WHAT YOU WILL NEED

- A selection of percussion instruments on a tray
- A selection of percussion instruments and other soundmakers for composing activity

# TEACHING ACTIVITIES

## Sound games

Identify two percussion instruments played at the same time by their sound

Children:

- recognise images of instruments by name;
- explore sounds of percussion instruments;
- play a listening game to identify two percussion instrument sounds played at the same time.

## The Nutcracker storyboard

Consider how the music reflects the action in *The Nutcracker ballet*

Children:

- listen to descriptive ballet music as they follow a storyboard;
- discuss the sounds and storytelling in the music;
- choose sounds to represent the story, using storyboard images as a structure.

## VOCABULARY

- Timbre
- Texture
- Dynamics
- Tempo
- Duration
- Pitch
- Structure
- Melody
- Rhythm

Literacy /  $\frac{TA}{\text{Maths Pick Up}}$

# Our Nutcracker storyboard music

Perform music depicting 'the Nutcracker' storyboard

Children:

- compose music in five groups, each group interpreting one of the story scenes;
- listen to and evaluate each group's composition;
- create a class performance and decide on an ending together;
- record and evaluate their performance as a class.

**Support:** Play **Sound games** with two distinctive instruments at first, eg drum and shaker. Gradually build the children's confidence by selecting instruments which are closer in sound quality (timbre), eg claves and castanets.

## EXTENDED LEARNING

Explore the story and ballet of **The Nutcracker** more fully, researching the composer Tchaikovsky.