

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
TUE (JIM)	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	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)
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)

REGISTRATION

Add the correct subordinating conjunction to this sentence.

when that if

Did you see her face _____ it started snowing?



a

What type of word is 'sitting' in this sentence? Circle one.

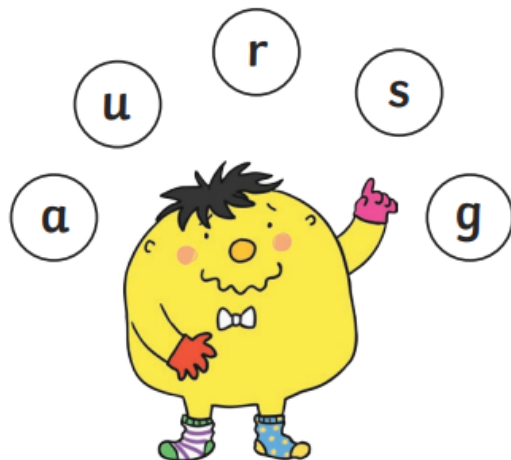
Jasmine was sitting in the sunshine.

noun verb adjective



c

Which year 2 common exception word has Mr Whoops been juggling with?



d

Find the hidden words.

move	t	w	s	s	a	p	a
pass	h	a	o	y	n	a	m
many	u	t	M	u	o	q	o
water	l	e	y	n	l	d	v
Mrs	x	r	p	s	y	d	e
would	y	o	c	o	s	r	M
	v	r	s	a	e	M	o

e

Use these noun phrases and adjectives to write a sentence with two expanded noun phrases.

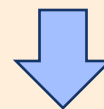
her bag that bike shiny
glittery small turquoise

f

Use these words to make two new compound words.

frame land card
door board

b



SPELLING

Strategies for learning spellings: mnemonic



SPELLING MNEMONICS

**HOW TO REMEMBER
HIGH FREQUENCY
WORDS**



What Is a Mnemonic?

A mnemonic is a system that helps us to remember something. We can think of it as a memory trick.

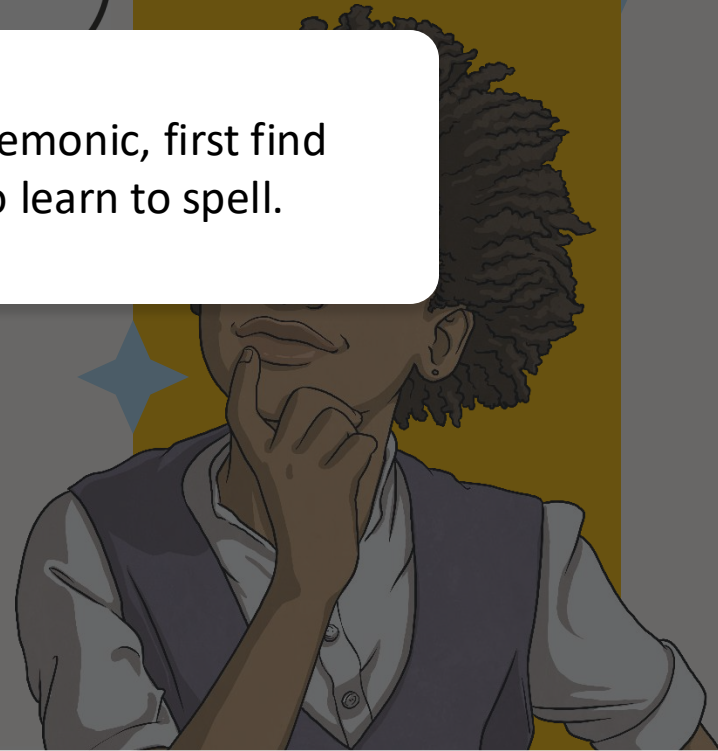
We can use one of these memory tricks to help us remember how to spell challenging words.



Spelling Mnemonics

busy

To create a spelling mnemonic, first find the word you want to learn to spell.



Spelling Mnemonics

busy

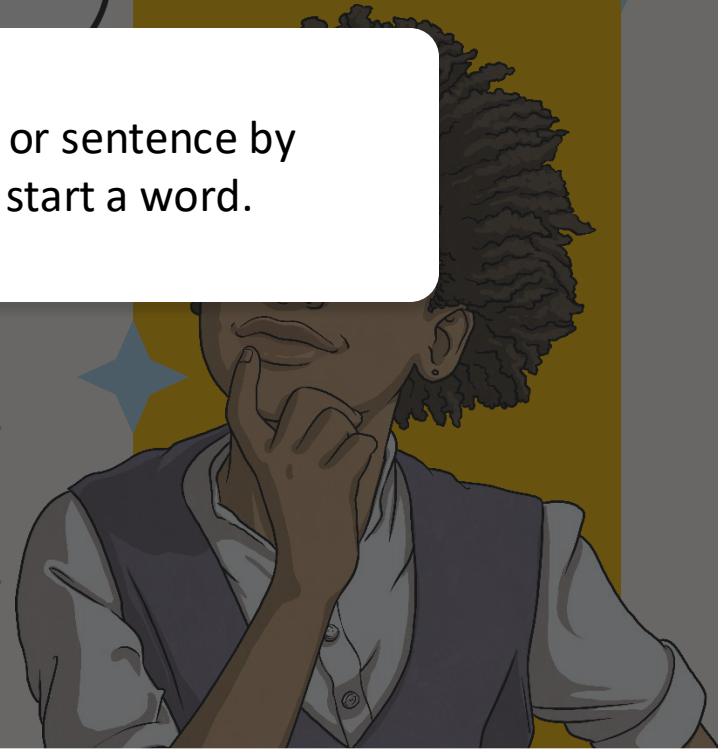
break

up

solid

yolks

Then, create a phrase or sentence by using each letter to start a word.



said

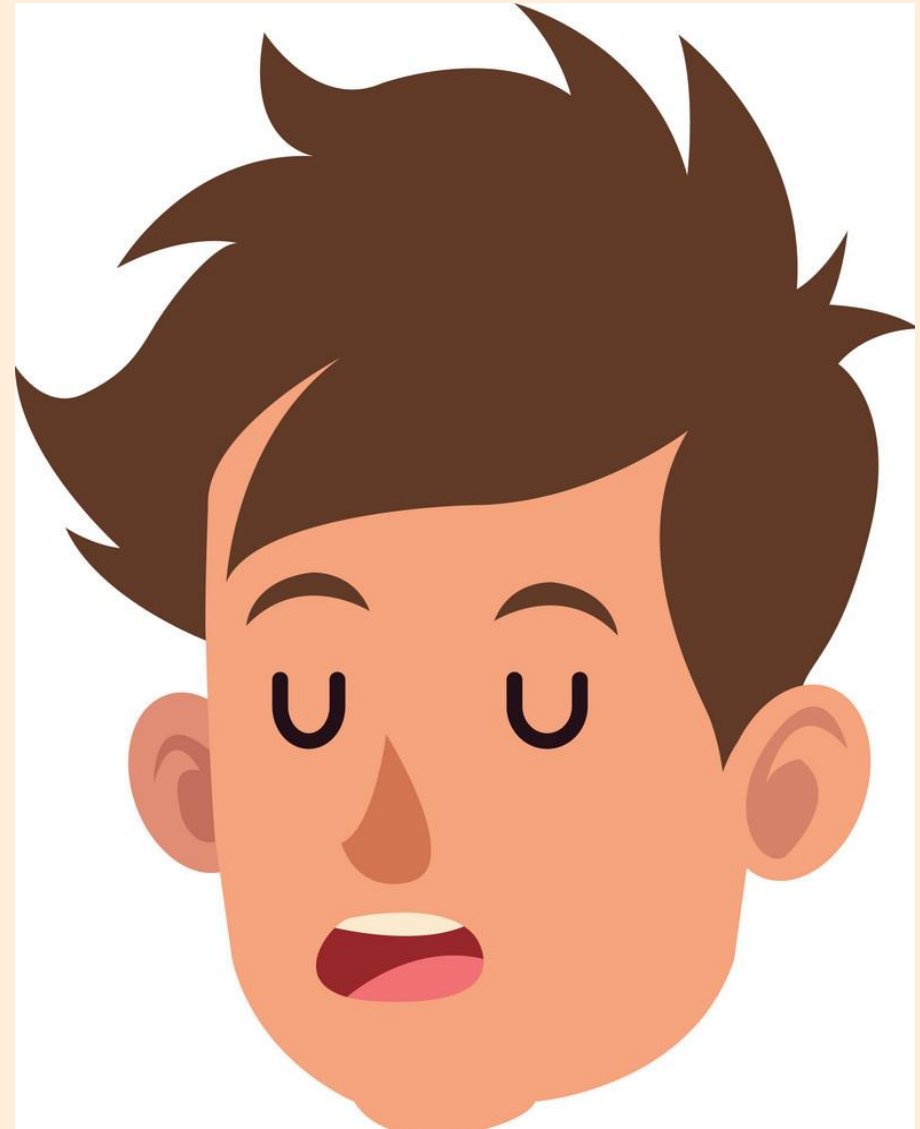
small ants in danger



- Th
- Ot
- Ra
- W
- Bu
- Co
- Ca
- Ve
- Vie
- He
- Oc
- Yel
- Of
- ter
- Sa
- Do
- Sa
- La
- Ha

come

can't open my eyes



- Th
- Ot
- Ra
- W
- Bu
- Co
- Ca
- Ve
- Vie
- He
- Oc
- Yel
- Of
- ter
- Sa
- Do
- Sa
- La
- Ha

here
here every rat eats

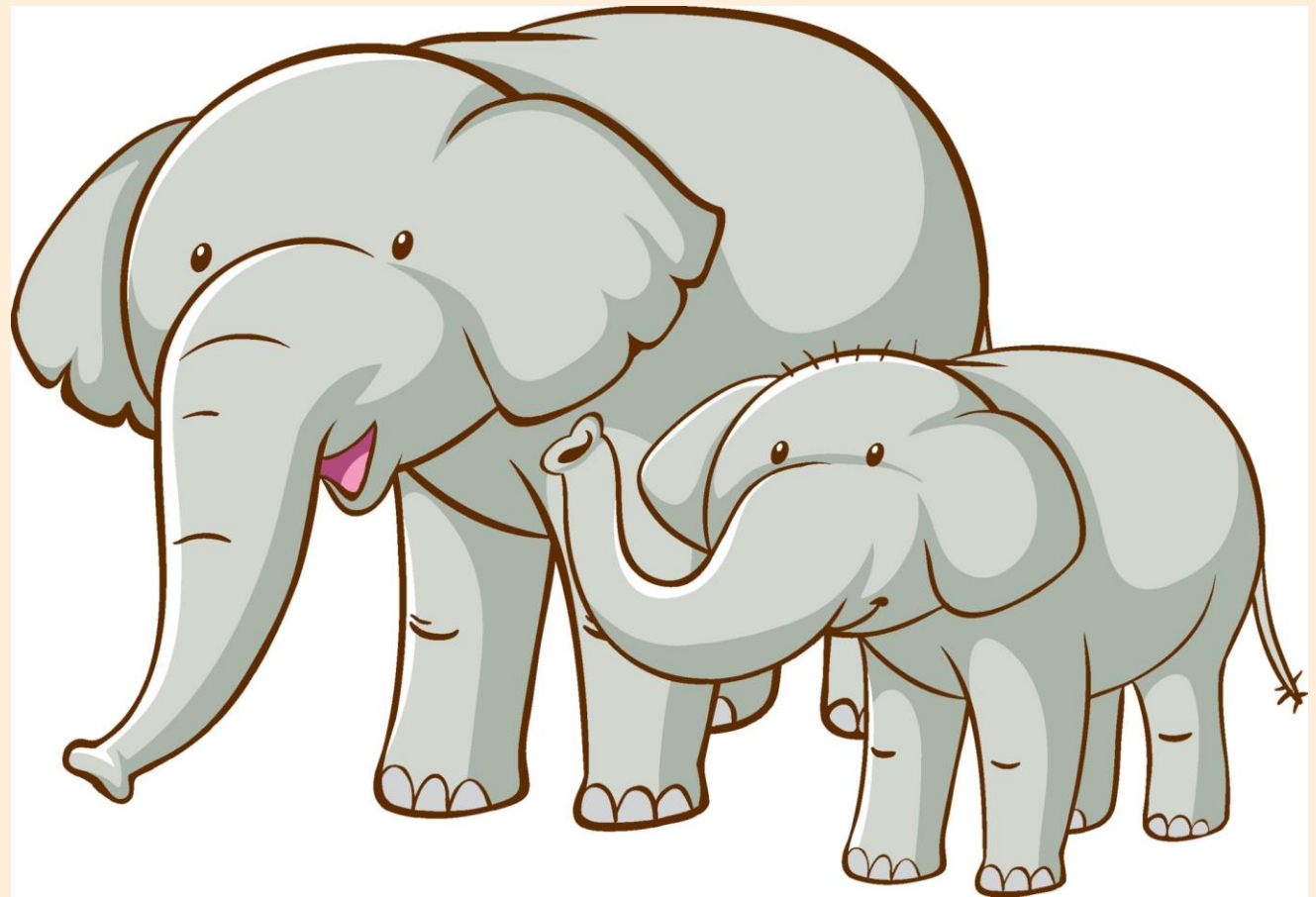


•Th
•Ot
Ra
•W
•Bu
•Co
•Ca
•Ve
•Vie
•He
•Oc
Yel
•Of
ter
•Sa
•Do
•Sa
•La
Ha

people
perhaps even odd
people like eels



**because
big elephants can
always understand small
elephants**



Listen to the mnemonic and write the words in your books.

LITERACY

T.B.A.T. write in complete sentences

1

Tick the correct word to complete the sentence below.

We were _____ on our topics.

Tick **one**.worked works working work

2

Add a **suffix** to the word fall to complete the sentence below.The autumn leaves are fall _____ to the ground.

3

What type of word is underlined in the sentence below?

Gran thought the flowers were pretty.Tick **one**.noun verb adjective adverb **CHALLENGE**The leaves fell **gently** to the ground.

The word in bold is an adjective.

True/false? Explain.



What do we remember about Queen Elizabeth II?

Queen Elizabeth had _____ children and ...

Queen Elizabeth lived in _____

What can we remember?

Add to the mind map from yesterday

What other facts do we know?

What else do we want to find out?

Read these facts about Queen Elizabeth



The Queen celebrated her 70-year reign in 2022. This milestone is known as the Platinum Jubilee.

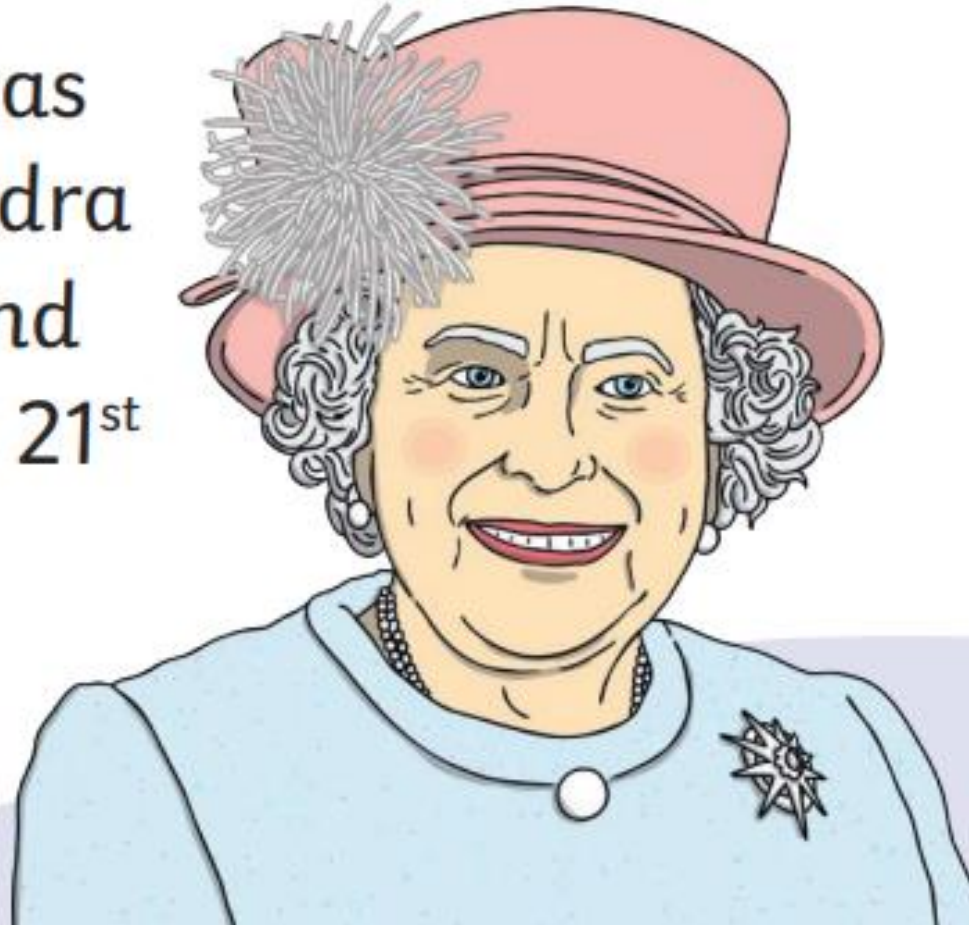
Read these facts about Queen Elizabeth

The Queen was the only person in the UK who was allowed to drive without a driving licence! She didn't need a passport to travel, either!



Read these facts about Queen Elizabeth

Her real name was Elizabeth Alexandra Mary Windsor and she was born on 21st April 1926.



Read these facts about Queen Elizabeth



The Queen was Head of the Armed Forces which means that she was the only person who could declare and end war with other countries.

Write

Write at least 2 facts about Queen Elizabeth using complete sentences.

Once complete - you can add a picture.

MATHS

28.02.25

T.B.A.T. subtract using 'make ten'

3 IN 3

1.
5 ÷ 5 =

2.
100 - 20 =

3. Use only these numbers to make a different number sentence each time. One is done for you.

70

7

10

7

x

10

=

70

x

=

÷

=



Do Now

Find the missing number in the patterns

- 45, 50, 55, 60, _____, 70, 75, 80
- 20, 30, _____, 50, 60, _____, 80
- 15, 18, _____, 24, 27, 30, _____, 36



To use the 'Make ten' strategy to subtract ones

'Make ten'

number bonds

partition

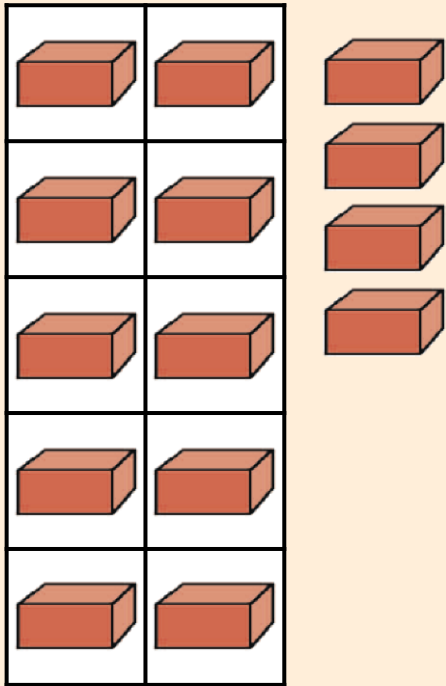
ones

number line

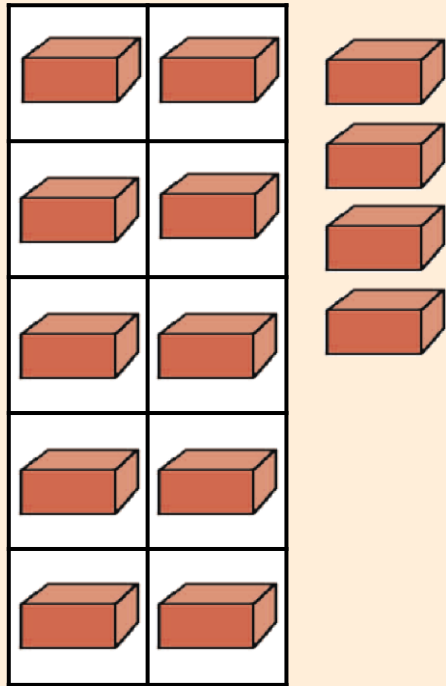




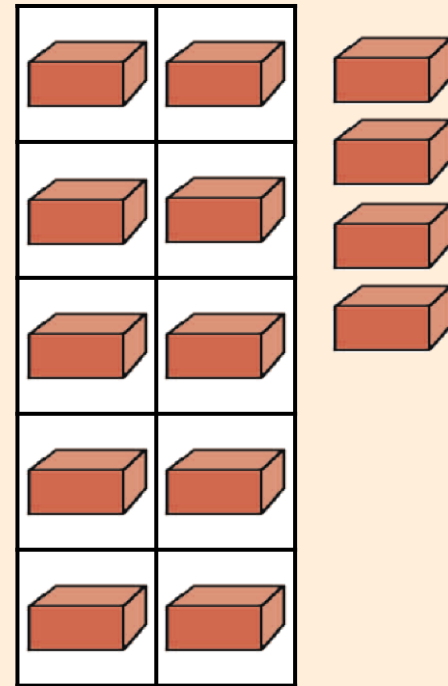
When can we use the 'Make ten' strategy?



$$14 - 3 = \underline{\quad}$$



$$14 - 4 = \underline{\quad}$$

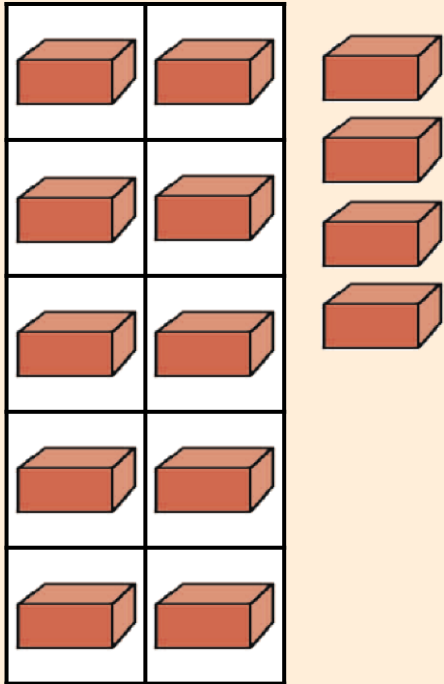


$$14 - 5 = \underline{\quad}$$

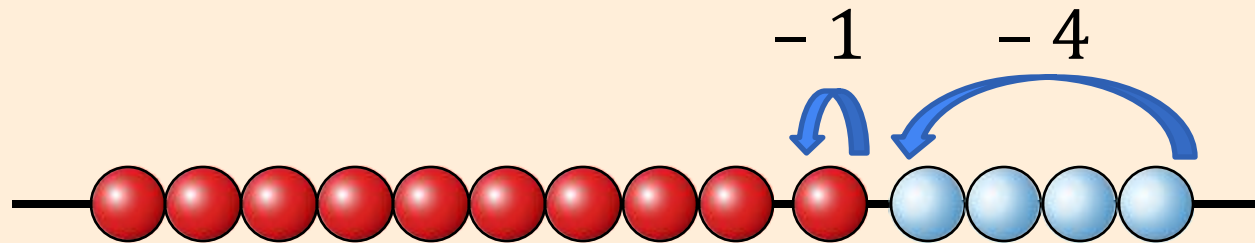




When can we use the 'Make ten' strategy?



$$14 - 5 = 14 - 4 - 1$$



$$14 - 5 = \underline{\quad}$$

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



Using 'Make ten' to subtract

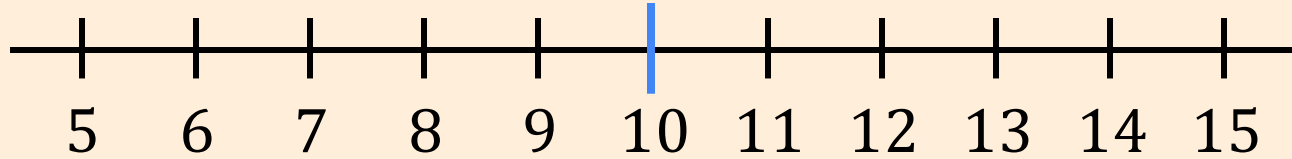
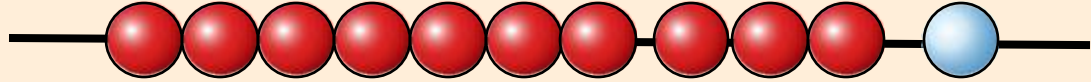


DYNAMIC REPRESENTATION
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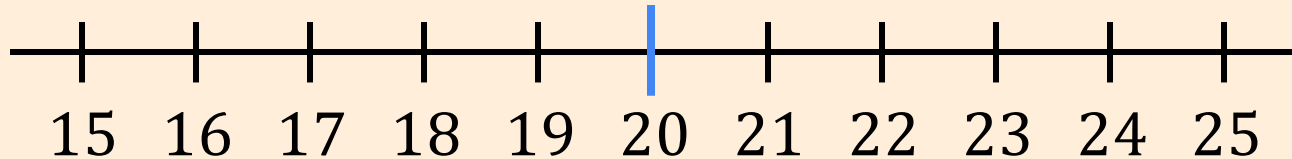


Develop Learning

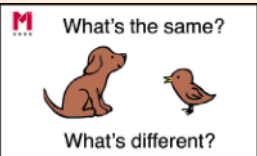
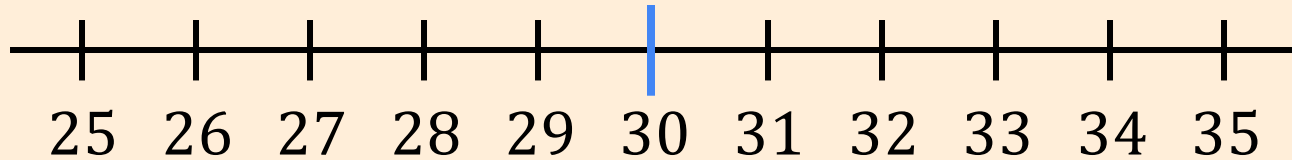
$$11 - 4 = 7$$



$$21 - 4 = \underline{\quad}$$



$$31 - 4 = \underline{\quad}$$



Using 'Make ten' to subtract

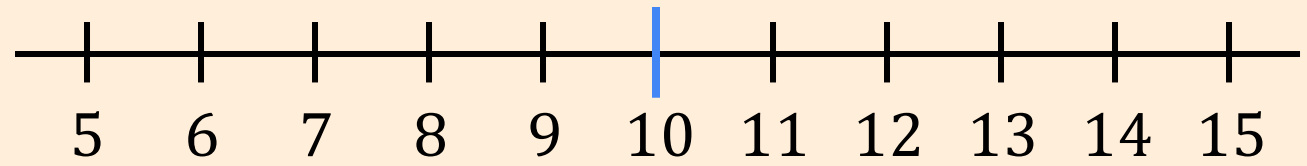
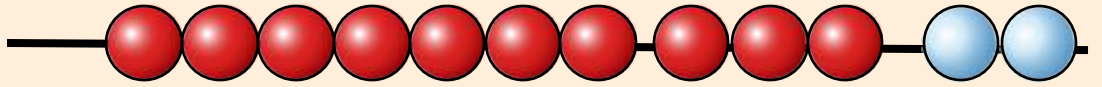


DYNAMIC REPRESENTATION
Build up your own representation,
'live' in the lesson
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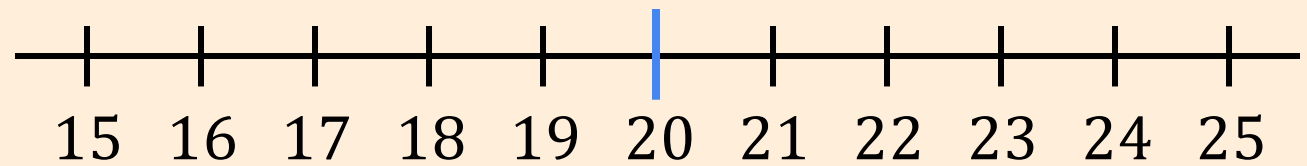


Develop Learning

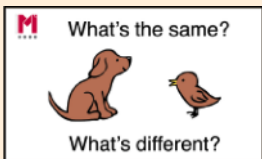
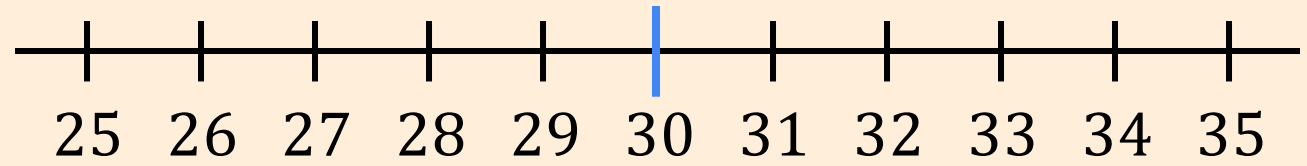
$$12 - 5 = 7$$



$$22 - 5 = \underline{\quad}$$



$$32 - 5 = \underline{\quad}$$



B

DANNY
GO!

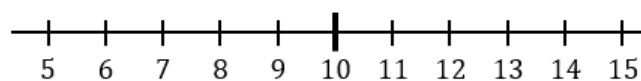


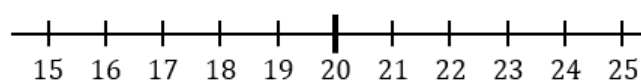
“JUST WANNA
JUMP!”

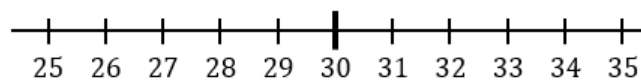


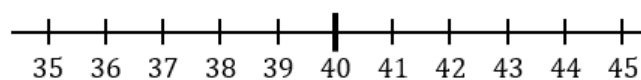
To use the 'Make ten' strategy to subtract ones

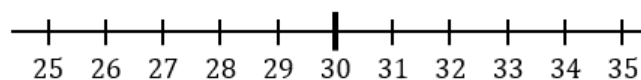
- Solve the equations.
- Record your mental calculations on the number lines.
- Demonstrate the 'Make ten' strategy on a bead string.

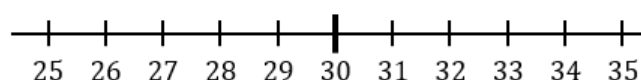
$$13 - 5 = \underline{\quad}$$


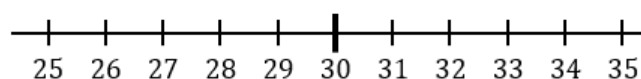
$$23 - 5 = \underline{\quad}$$


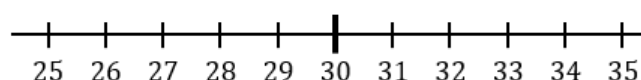
$$33 - 5 = \underline{\quad}$$


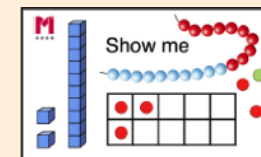
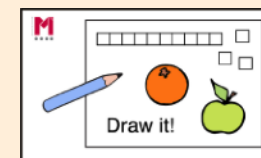
$$43 - 5 = \underline{\quad}$$


$$\underline{\quad} = 32 - 4$$


$$\underline{\quad} = 32 - 5$$


$$\underline{\quad} = 32 - 6$$


$$\underline{\quad} = 32 - 7$$


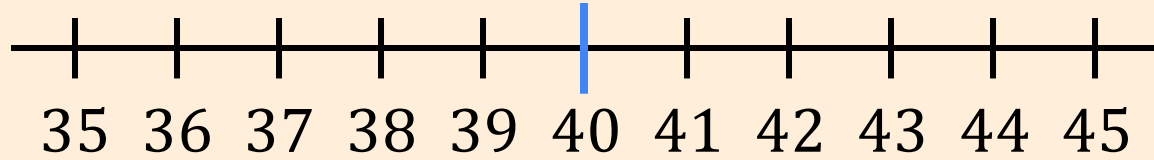


Independent Task

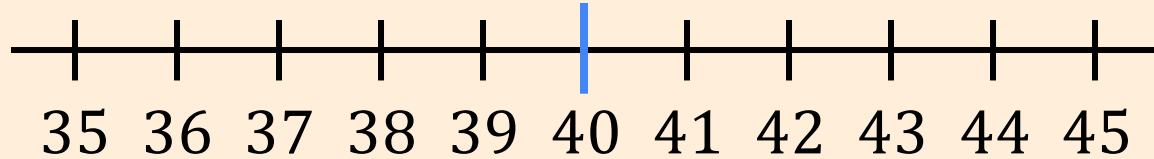


Are these equations correct?

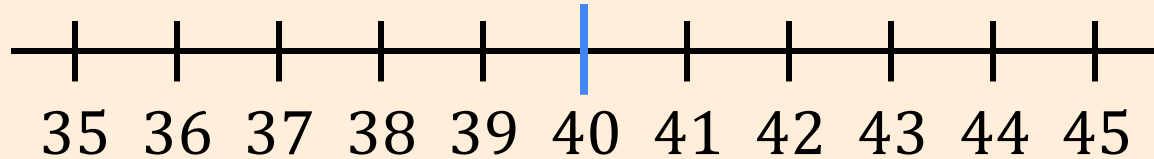
$$43 - 4 = 37$$



$$42 - 5 = 38$$



$$42 - 3 = 40$$



How can we check these answers using the inverse?



Plenary



PSHE

Be Mindful



Aim

- Understand why is it important to look after our minds and wellbeing.

Success Criteria

- I understand what the mind is.
- I can be still, quiet and calm.
- I can concentrate on something I am doing and block other things out.

The Big Questions



What is mindfulness?

How can we be mindful?



Reconnecting

It's All in the Mind



Have you heard the saying, 'It's all in the mind'?

We often hear the word **mind**,
but what does it mean?

Let's look at the word **mind** in
some sentences...



It's All in the Mind



Mind out when you cross the road.

It will give me peace of mind.

I really wouldn't mind a cold drink right now.

Mind your manners!

Never mind – we can wash it.

I can't get what happened out of my mind.

Great minds think alike.

Mind you, it might be better to wait.

Mind that drink – don't knock it over!

Would you mind passing the sauce, please?

It's All in the Mind

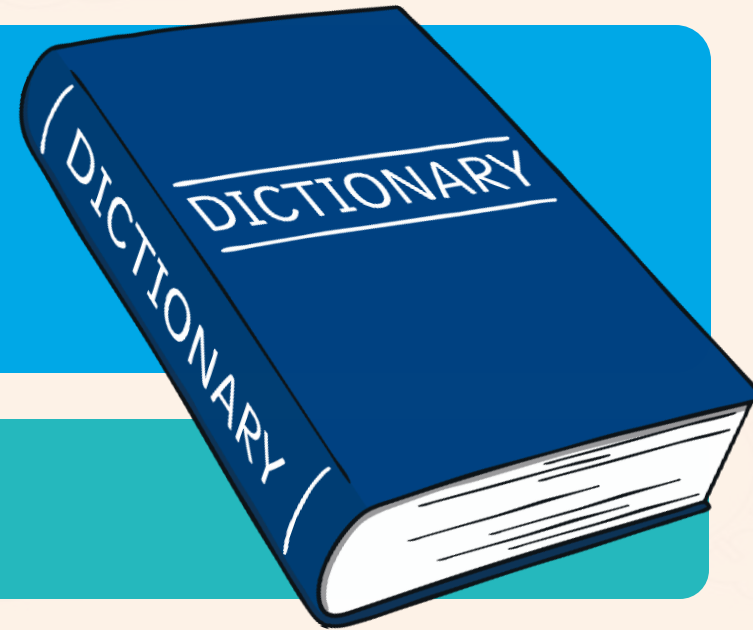


In the dictionary, it tells us that the **mind** is the part of a person that allows them to be aware of the world around them and all the things they experience.

The mind is what we use to think and to feel different emotions.

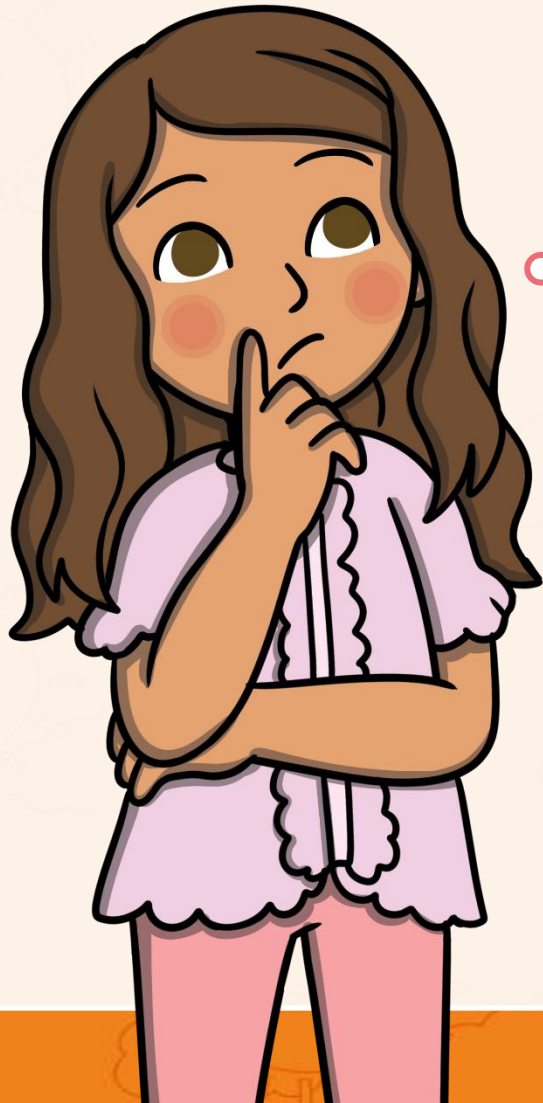
Our mind helps us to remember things and helps us to make decisions.

Our minds are all unique – they make us the people we are.



Exploring

What Is Being Mindful?



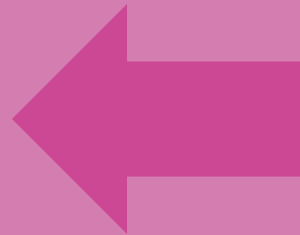
Being mindful means being aware of something or really focusing on something.

Being mindful also means concentrating on our own body and how we feel.

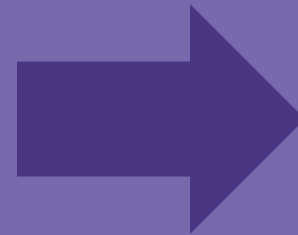
What Is Being Mindful?

When we are being mindful, we are focused on the moment we are in now – the **present**.

We are not thinking about the past and things that have already happened.



We are not thinking about the future and things that might or might not happen.



Why Is It Good to Be Mindful?

Sometimes our minds become full of unhelpful thoughts, like worries or fears.

To keep our mind healthy, it is good to give it a rest from worrying about things.

Concentrating on a calm, relaxing activity gives your mind a rest and can make you feel happier.



How Can We Be Mindful?



Focus on the things you can hear around you.

Go for a quiet, peaceful walk.

Sit quietly and concentrate on your breathing.



Look closely at something, such as a leaf or flower and notice all the details.

Focus carefully on the taste and feel of food you are eating.

Listen to some gentle, relaxing music with your eyes closed.

How Can We Be Mindful?

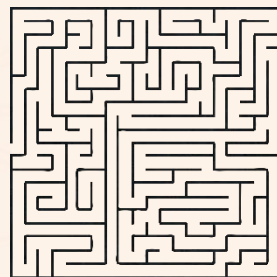


Another way to be mindful is to concentrate on an activity and try to block out the sights and sounds around you.

Some activities that are good to help you be mindful are...



drawing or
colouring



mazes and
word searches



playing a
musical
instrument



join the dots
activities



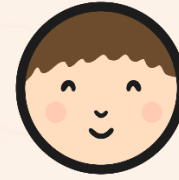
sewing or
threading
beads



doing a
jigsaw
puzzle

Consolidating

A Mindful Activity



Today, you are going to practise being mindful.

You will need to focus carefully on the colouring activity you are going to do.

You do not need to look at or talk to anyone else.

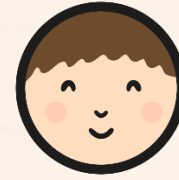
You will have some relaxing music on to help you to focus on your activity.

If a thought tries to pop into your head, just notice it, then let it drift gently away.



Notice how it feels to concentrate closely on something. Notice what happens to your body and your breathing when you are focused and calm.

A Mindful Activity



Look at all the detail in this drawing. If you were to colour it in, you would need to really focus on every tiny piece.

You could think really carefully about which colours to use and you could be really careful to keep your colours inside each tiny shape.

