

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

# Year 2 Maths Activity Mat

⑥

## Section 1

There are 4 bridesmaids at a wedding. Each bridesmaid needs 5 roses in their bouquet. How many roses will there be altogether?

## Section 2

If **A** equals **10**, what is **B**?

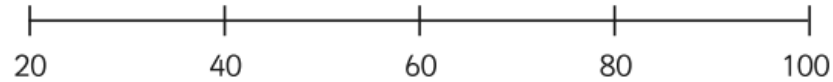
$$5 + A = B$$

$$B = \boxed{\phantom{00}}$$

## Section 3

Put these numbers on the number line:

35    50    75    90



## Section 4

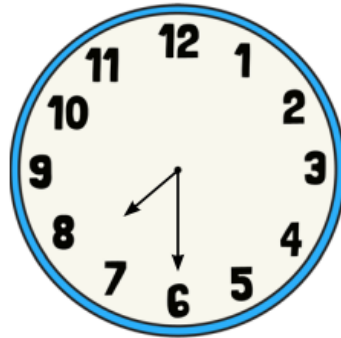
There are 16 cups on a shelf. Half of them are pink. How many of them are not pink?

## Section 6

Jane has 20 beads. She gives half of them to Naz. Then she gives 8 to Meg. How many beads does she have left?

## Section 7

Dan will go to bed at 9.30. How long is it until his bedtime?



## Section 8

Put the correct sign in:  $\times$   $+$   $\div$

$$9 \boxed{\phantom{00}} 4 = 13$$

$$3 \boxed{\phantom{00}} 5 = 15$$

$$1 \boxed{\phantom{00}} 9 = 10$$

$$10 \boxed{\phantom{00}} 5 = 2$$

## Section 5

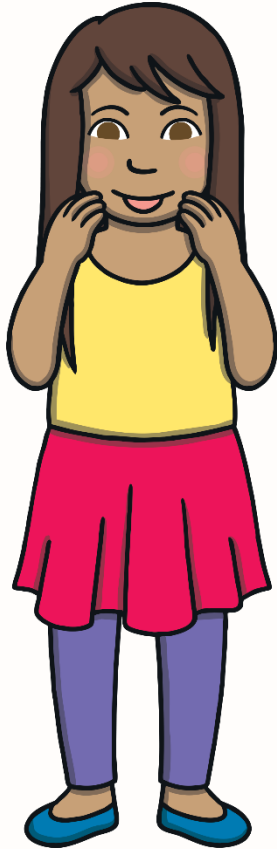
Can you show 2 different ways to make 28p?



13.05.25

T.B.A.T. recognise the -ed suffix as past  
tense.

Let's practise Sam's Sounds and common exception words!



Today, we are learning to read words that contain **-ed**.



Today, we will be learning the spelling rule of adding -ed to an unchanged root word.



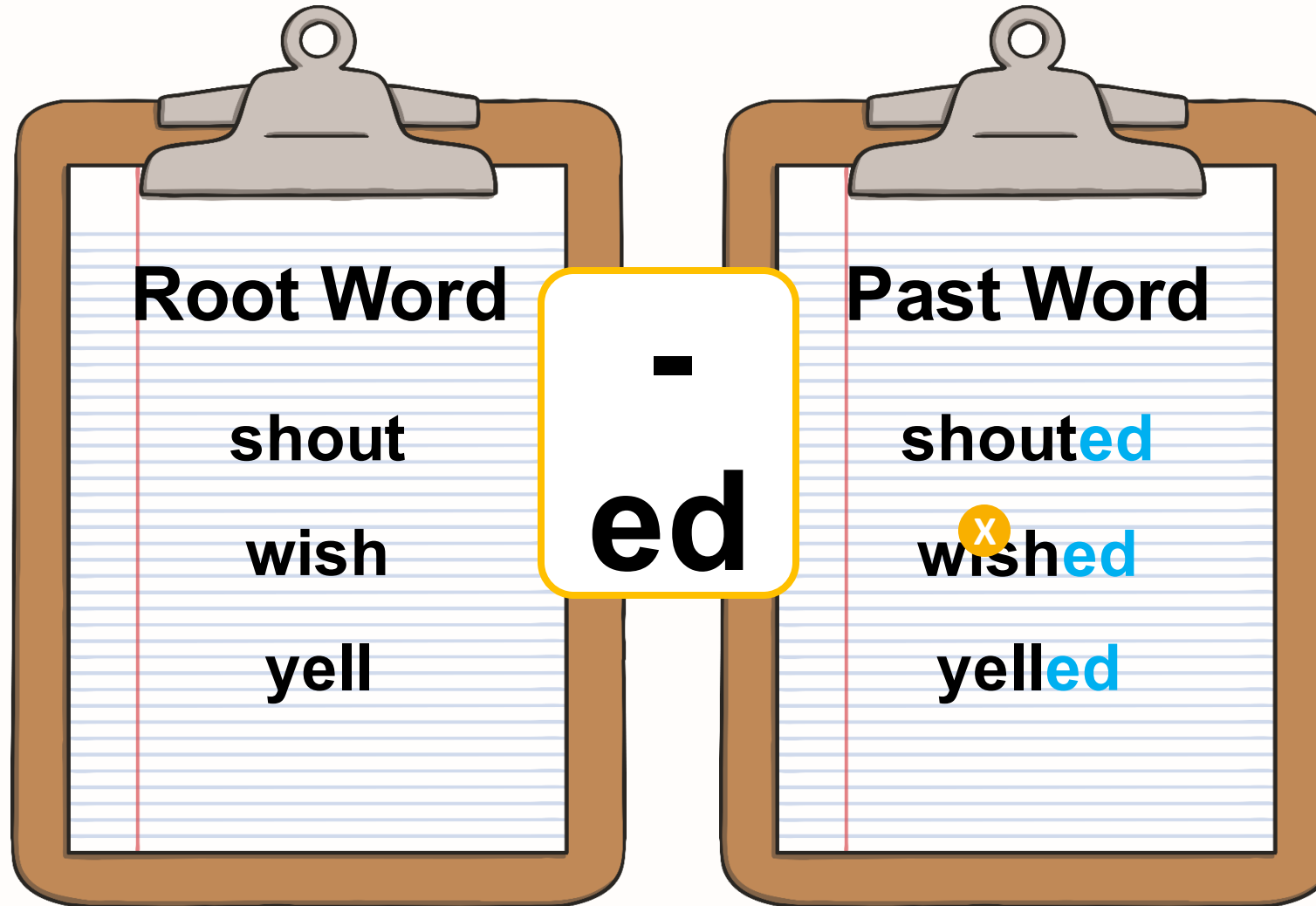
Sometimes, **-ed** can be added to an unchanged 'doing word' to make it past tense. 'Past tense' means that something has already happened.

ed

-ed is a word ending. A 'root word' is a word without a word starter or ending added to it. You may wish to refer to verbs as 'doing' or 'action' words.

X







Sometimes, **-ed** makes a /d/ or /t/ sound and sometimes, it makes the /id/ sound.  
Let's read these words:

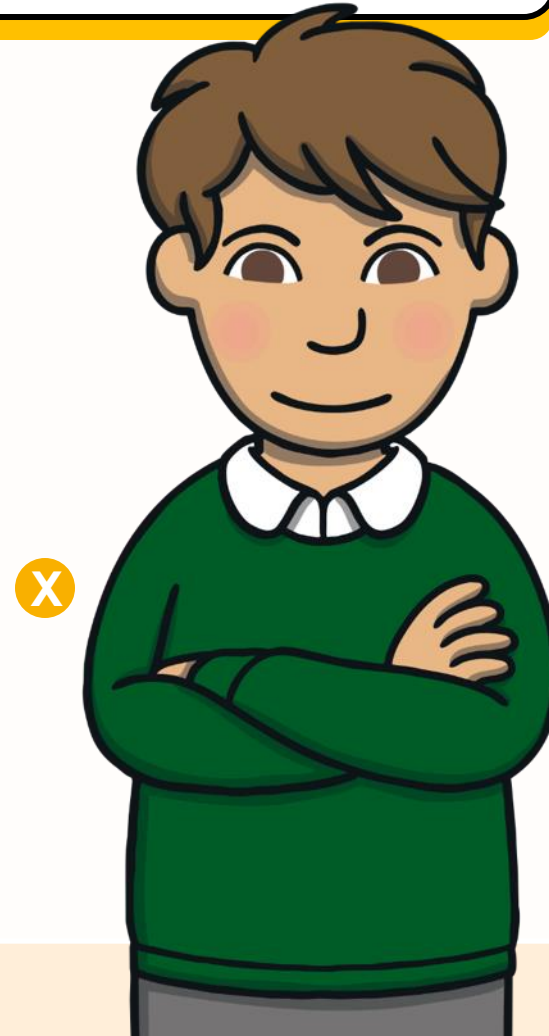
dressed

played

kissed

looked

showed





It was a drizzly April morning and the end of the school week. Mum was walking Kit and Sam to school. "I cannot wait to continue my lunchtime game with my friend Zain!" said Kit excitedly. "Me too!" replied Sam.



“Oh, what game is this?” asked Mum.  
“Gremlins versus Unicorns!” said Kit. “Zain is so fast that he keeps winning. We have to try and beat him today.”



“Gremlins versus Unicorns?” asked Mum. “How do you play that?”  
“It’s too complicated to explain,” declared Kit. Kit gave Sam a little wink and giggled.  
Just then, they spotted the school crossing guard.

# Safe Crossing

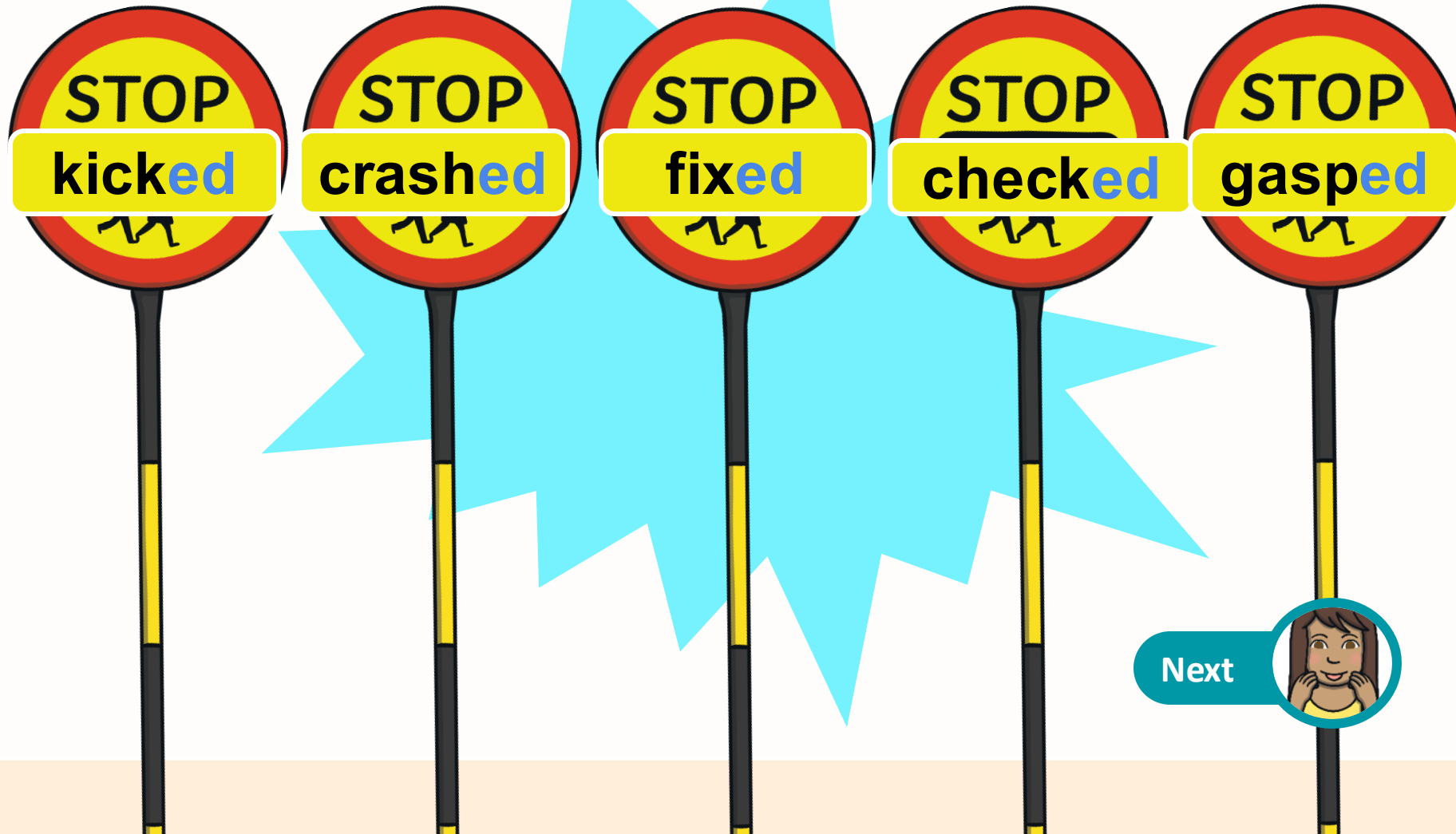
The school crossing guard is helping Kit, Sam and Mum to cross safely.  
Click each sign to reveal and read a word ending with **-ed**.



Remember, words ending with **-ed** can sound like /t/, /d/ or /id/.



**Click me for Kit's teaching tips!**

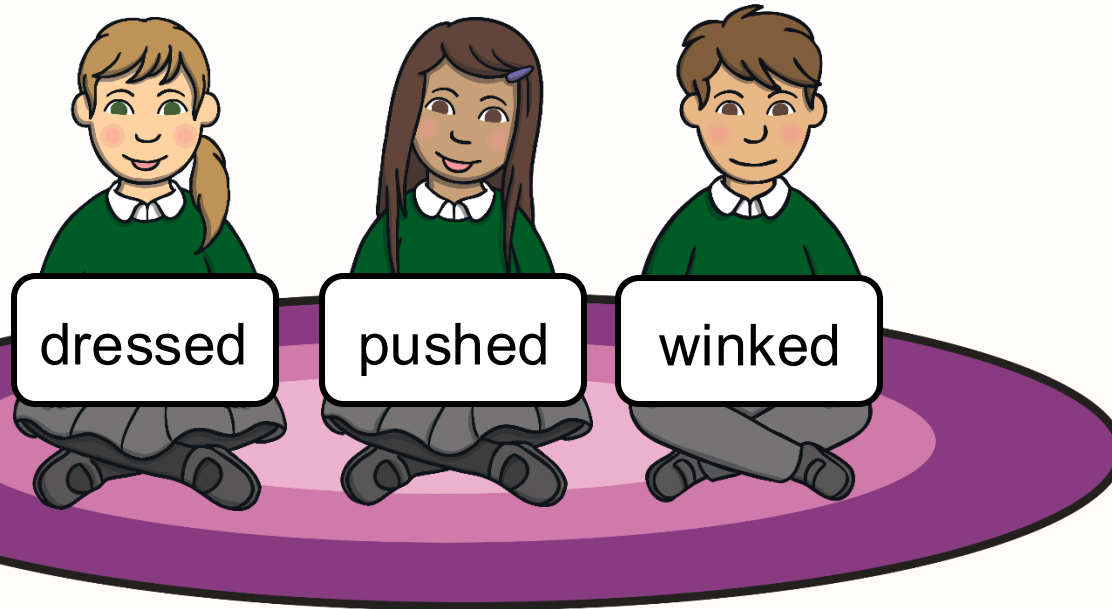


Next

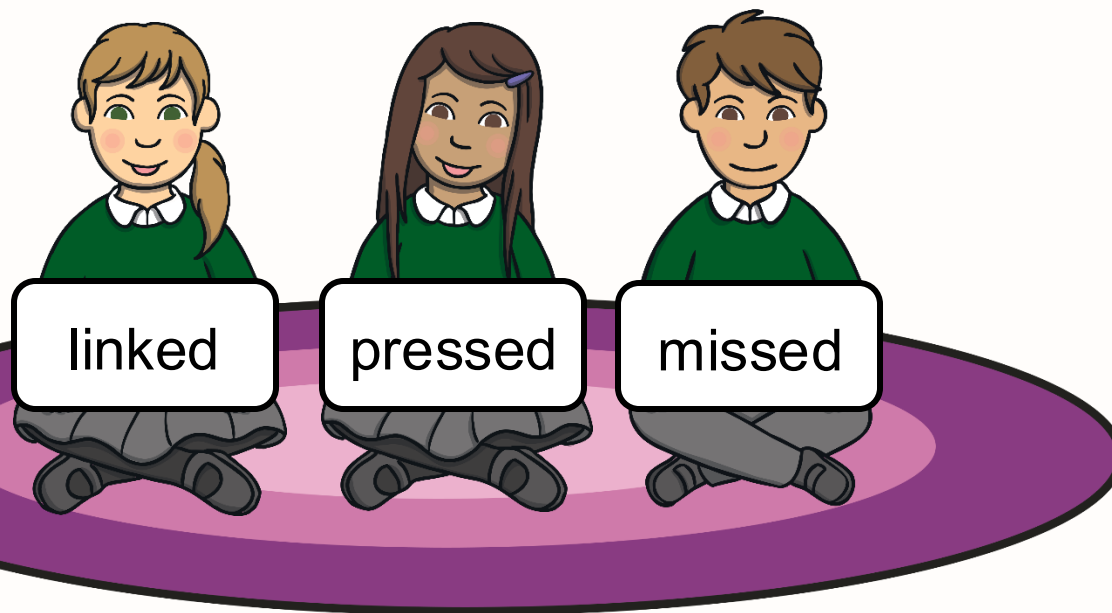
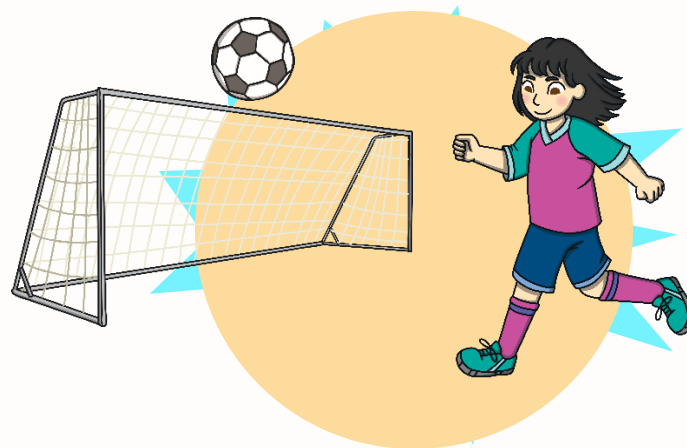
# Time for Phonics

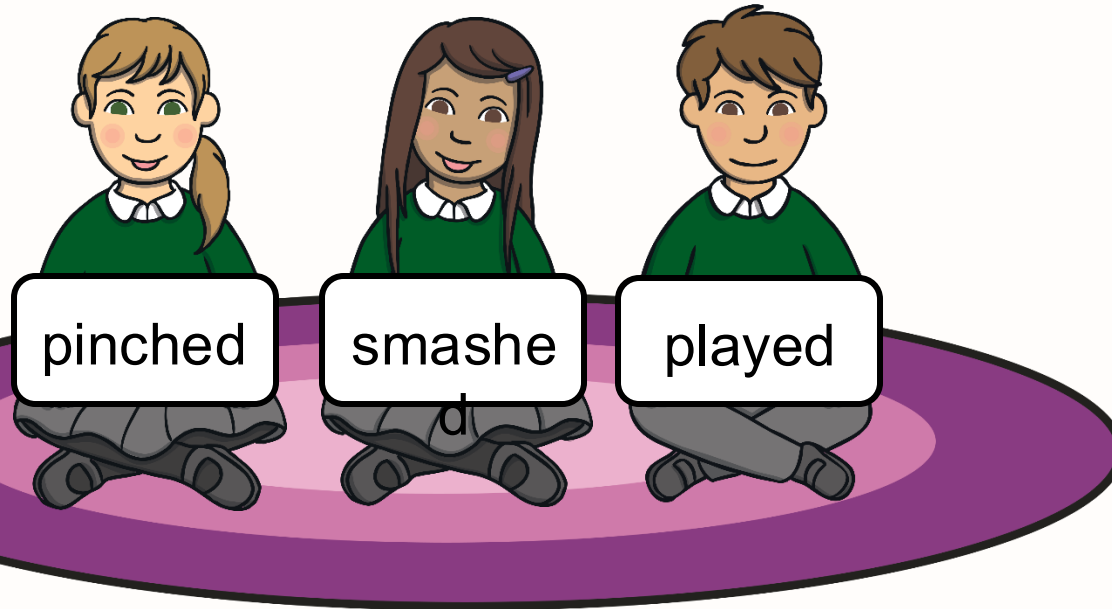
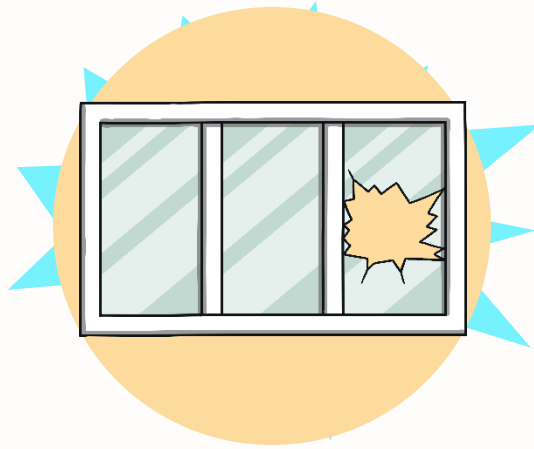
It was time for Phonics. Mrs Tan showed the children some words ending with **-ed**. Can you read each word and click the one that matches the picture?

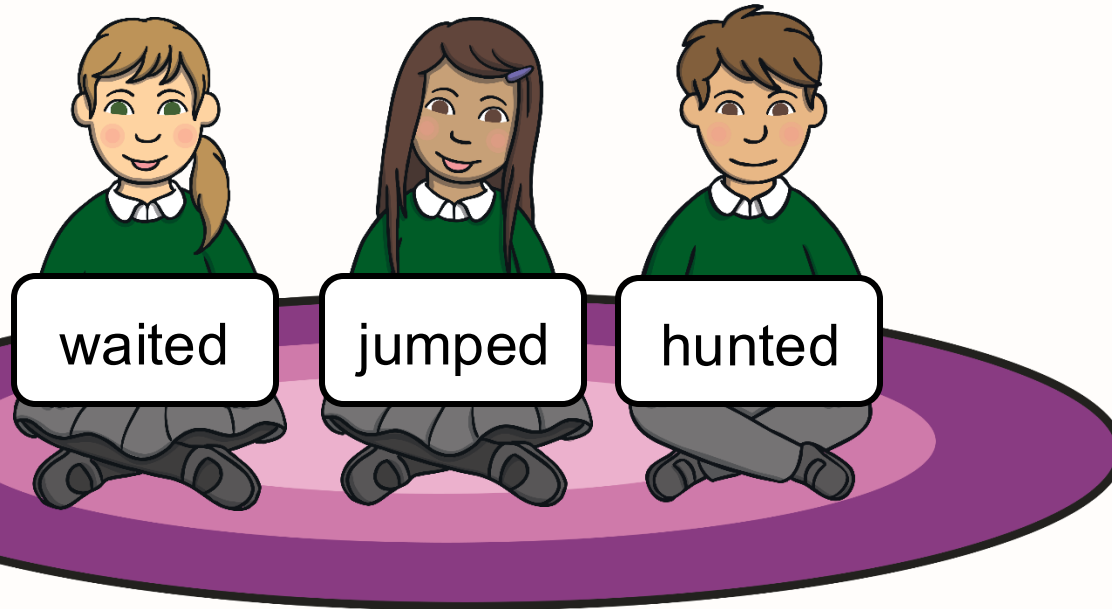


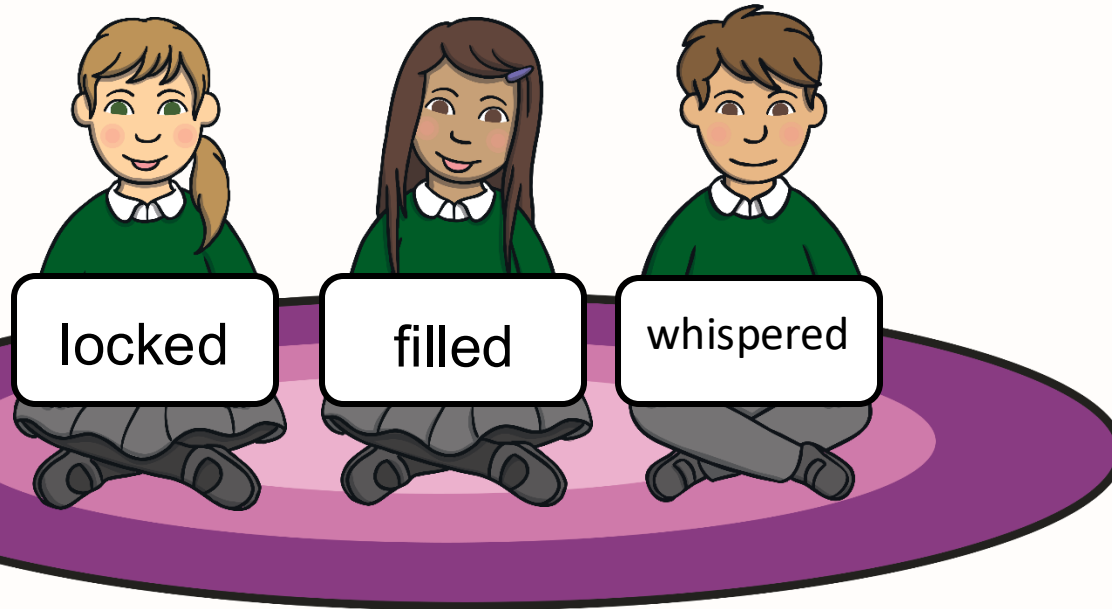












# Brain Breaks



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

LITERACY

Tuesday 13th May  
T.B.A.T. use apostrophes for possession  
3 in 3

Sort the words into the correct groups.

Coordinating conjunctions	Subordinating conjunctions

and because while so for although

Tuesday 13th May

T.B.A.T. use apostrophes for possession

What is an apostrophe and when do we use them?



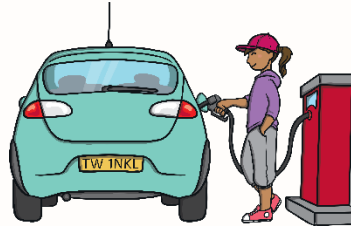
Can you write a sentence to describe each picture using an apostrophe to show possession? Click on the picture to see the answer.

**Nadia**



**This is Nadia's radio.**

**Rachel**



**This is Rachel's car.**

**Clara**



**This is Clara's train.**

**Owen**



**This is Owen's dog.**

**Kaylee**



**This is Kaylee's book.**

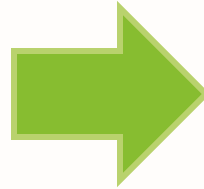
**Malik**



**This is Malik's rocket.**

Can you rewrite each sentence so that it includes an apostrophe to show possession? The first one has been done for you. Click the sentence to see if you were right.

Charlie is looking at the hoop that belongs to Isla.



Charlie is looking at Isla's hoop.

I ate a big slice of the cake that belongs to Tim.

**I ate a big slice of Tim's cake.**

These are the parents that belong to Aleena.

**These are Aleena's parents.**

Chloe got paint in the hair that belongs to Luna.

**Chloe got paint in Luna's hair.**

After playing all day, I had to lie down on the sofa that belongs to Derek.

**After playing all day, I had to lie down on Derek's sofa.**

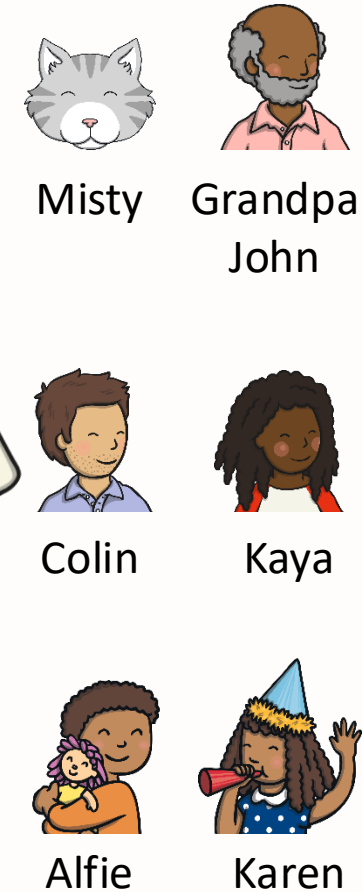
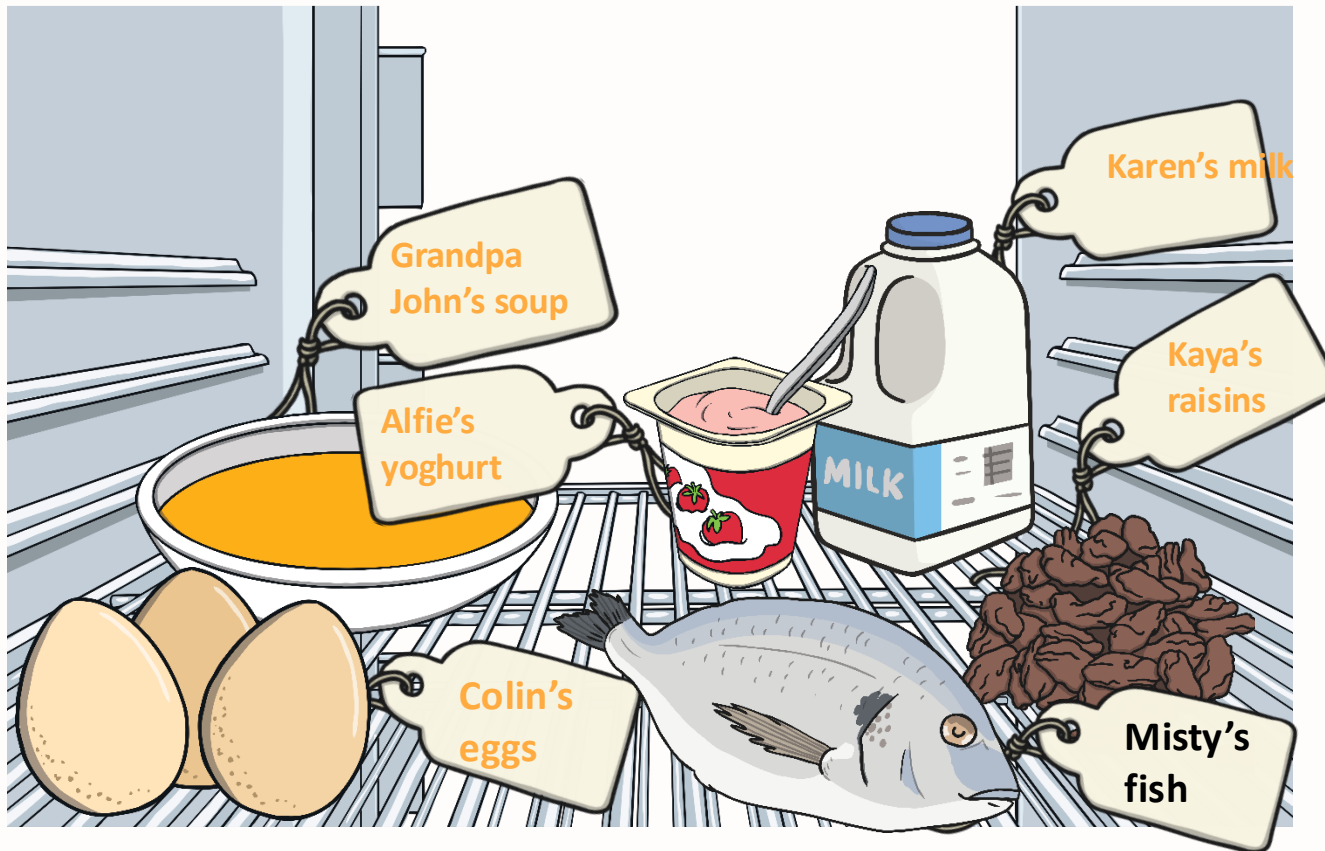
I washed the car that belongs to my uncle.

**I washed my uncle's car.**

Serena broke the necklace that belonged to her mum.

**Serena broke her mum's necklace.**

This family are very possessive of their food! Can you write labels for all the food in their fridge using apostrophes to show possession? One has been done for you.



Show  
answers

Can you write some labels for food in your fridge using apostrophes to show who they belong to in your family?

**DANNY  
GO!**



Tuesday 13th May

T.B.A.T. use apostrophes for possession

**Complete the phrases using an apostrophe for possession**

The cape belongs to Traction Man. - Traction Man's cape

The helmet belongs to Traction Man. -

The flowers belong to the garden. -

The boots belong to Traction Man. -

Tuesday 13th May

T.B.A.T. use apostrophes for possession

**Now can you write 3 sentences which use an apostrophe for possession.**

Traction Man's helmet is shiny and strong.

Scrubbing Brush's bristles are ready for cleaning.

The kitchen sink's drain is a dangerous place for Traction Man.



MATHS

13.05.25

T.B.A.T. compare and order millilitres and litres

**3 IN 3**

Look at the items below. For each one, tick what you think is a sensible estimate of their **capacity**.



**watering can**

- ☐ 4 ml
- ☐ 4 litres
- ☐ 40 ml



**bath**

- ☐ 1 litre
- ☐ 150 ml
- ☐ 150 litres



**cereal bowl**

- ☐ 500 ml
- ☐ 10 ml
- ☐ 5 litres

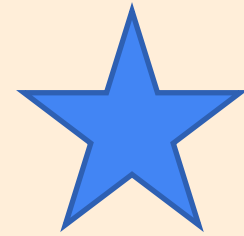




• **millilitres**



**litres**



• **different**

•

**compare**

**half**



• **double**



**altogether**

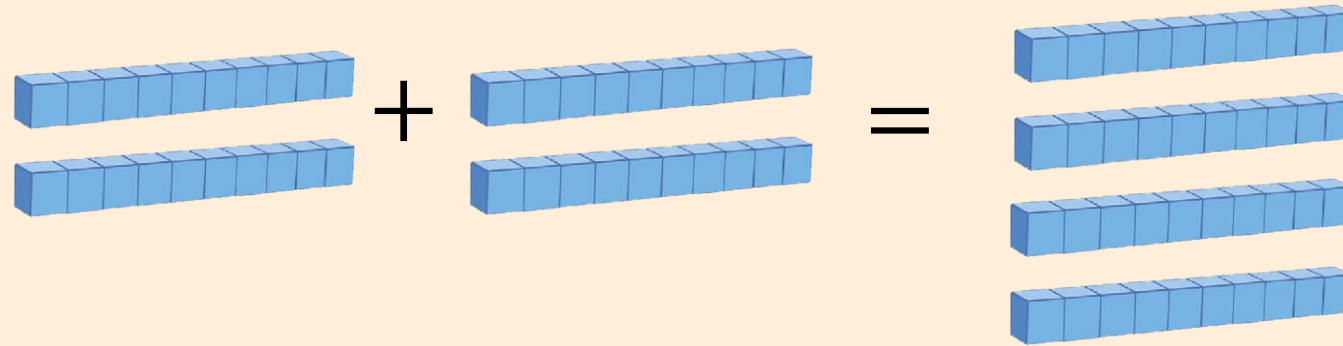


# Doubling and halving

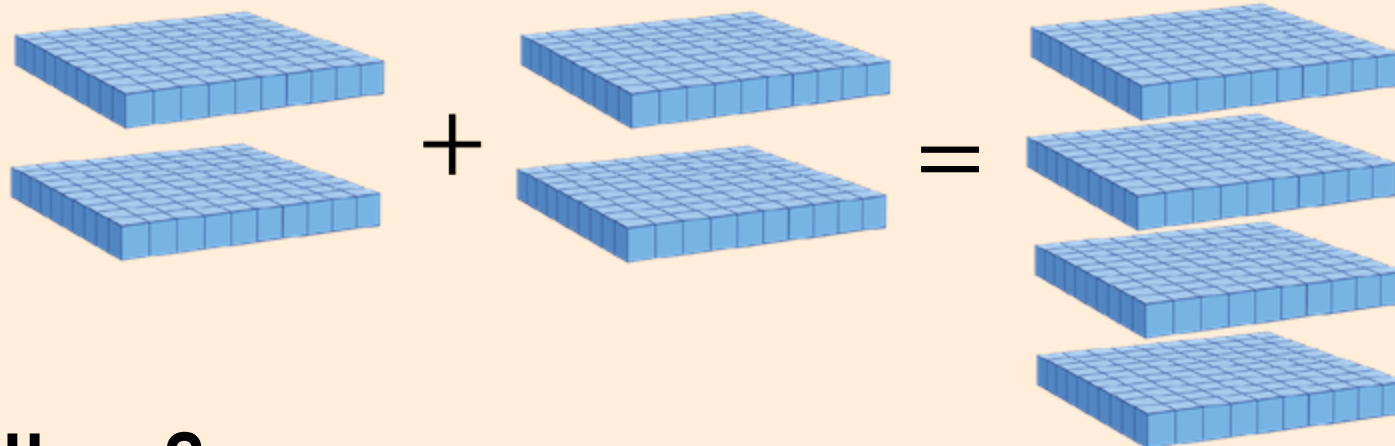
What is double two?



What is double 20?



What is double 200?



Can you see a pattern?



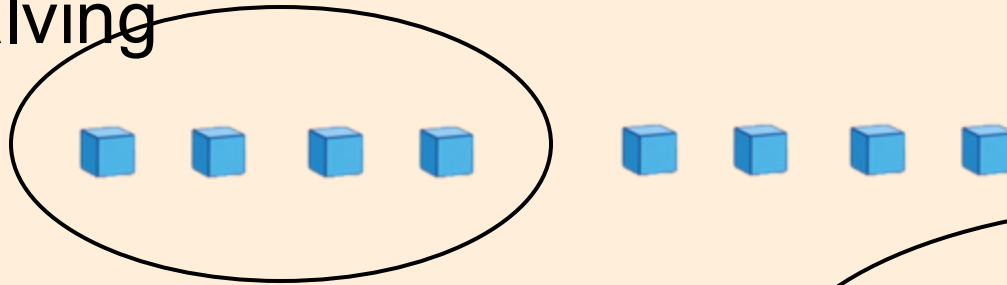
New Learning



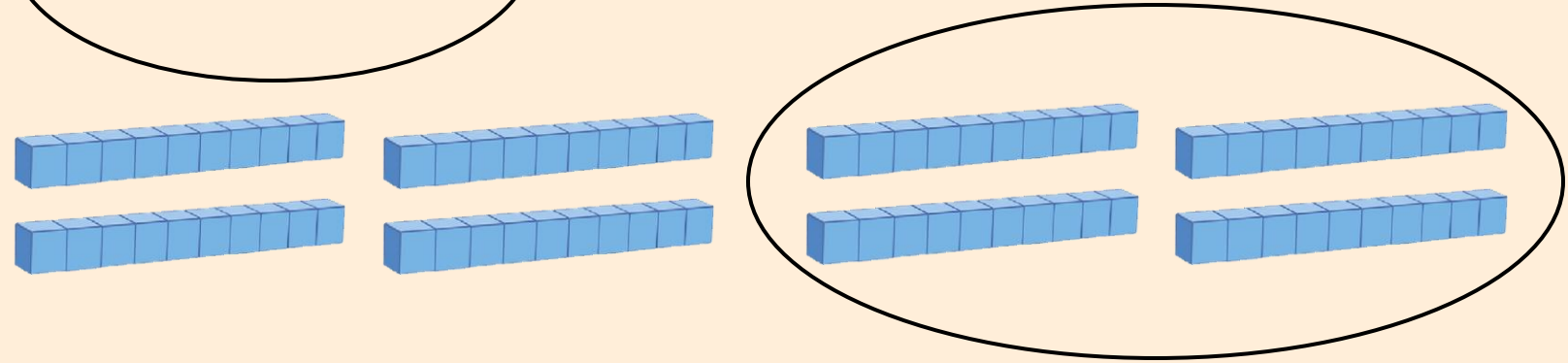


## Doubling and halving

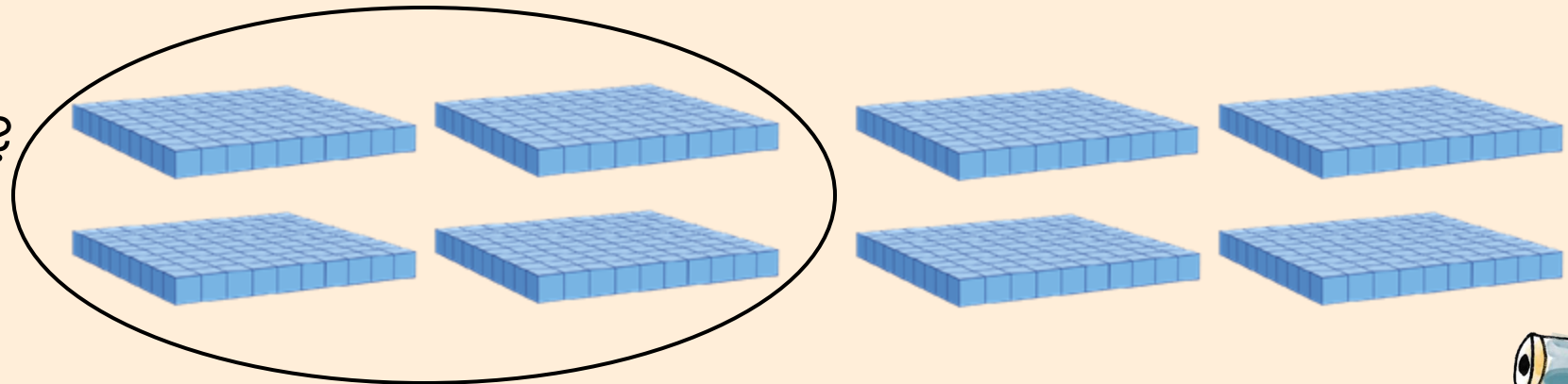
What is  $\frac{1}{2}$  of 8?



What is  $\frac{1}{2}$  of 80?



What is  $\frac{1}{2}$  of 800?



Can you see a pattern?





## Comparing volume and capacity

20 ml

1 l

500 ml

180 ml

Order these volumes from greatest to least.

○  ○  ○

greatest

least



600 ml

200 ml

400 ml

500 ml



Ian



Nessa



Stuart



Rob

Who has the most milk?

Who has the least milk?

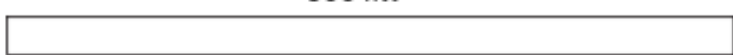
Order the amounts from least to most.

 <  <  < 

least ← → most

Ian has more milk than Nessa. How much more?

600 ml



200 ml



ml

How much milk do all four children have altogether?

l ml

600 ml

200 ml

400 ml

500 ml



Ian



Nessa



Stuart



Rob

Who has the most milk?

Who has the least milk?

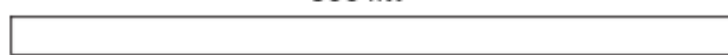
Order the amounts from least to most.

 <  <  < 

least ← → most

Ian has more milk than Nessa. How much more?

600 ml



200 ml



ml

How much milk do all four children have altogether?

l ml

Order these measurements



Plenary

80 ml

8 ml

88 l

8 l

88 ml

80 l



# Brain Breaks

**BREATHE**

**BRING IT DOWN**

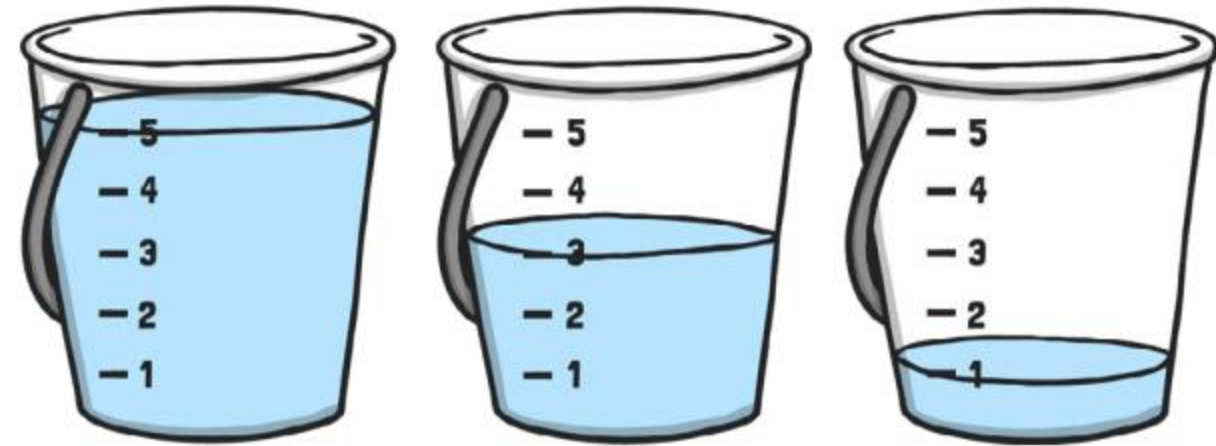
**FLOW**

GoNoodle.



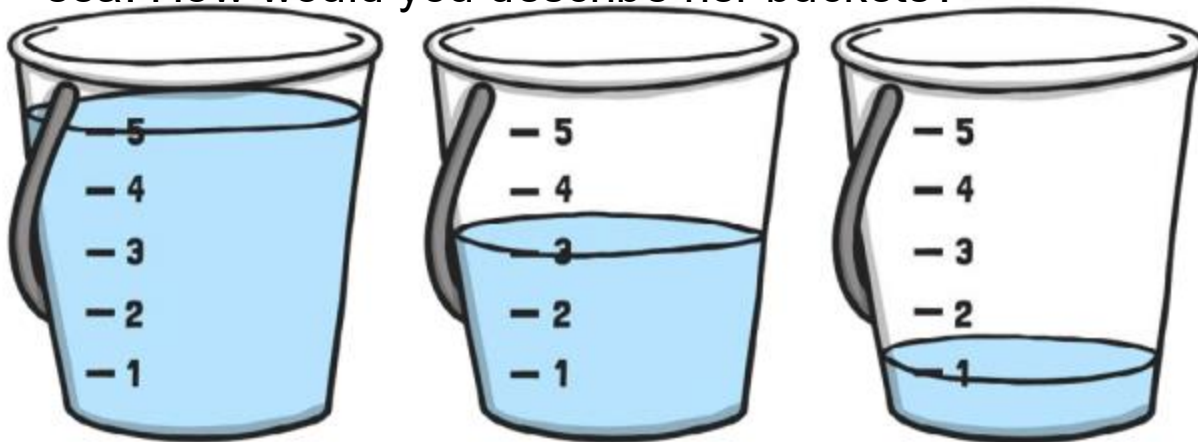
## CHALLENGE:

Ellie is on the beach. She is filling buckets from the sea. How would you describe her buckets?



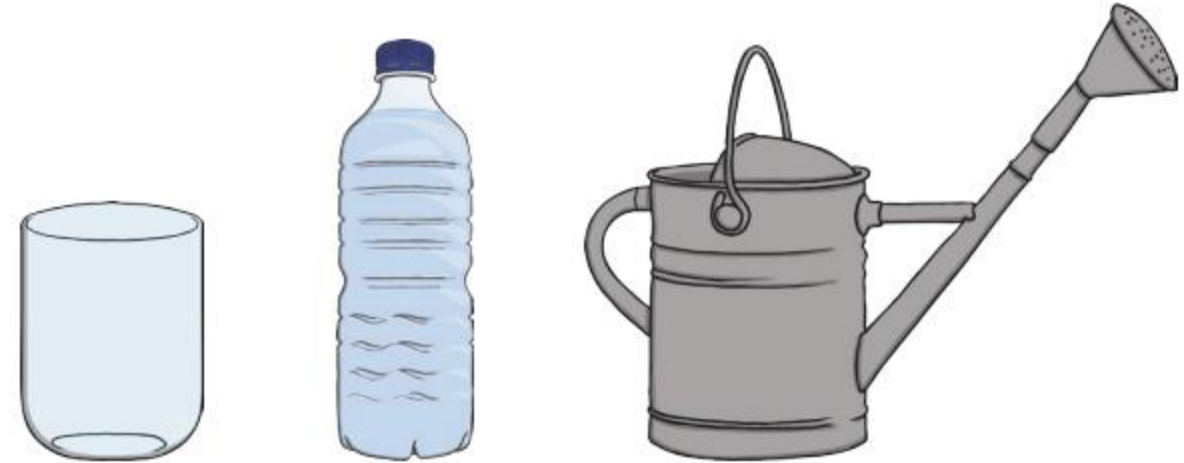
## CHALLENGE:

Ellie is on the beach. She is filling buckets from the sea. How would you describe her buckets?



## GREATER DEPTH:

Does the tallest container always hold the most water? Why? Why not?



## GREATER DEPTH:

Does the tallest container always hold the most water? Why? Why not?





LUNCH

# HANDWRITING

j j j

J J J

Jj Jj Jj

jelly

joke

T.B.A.T. practice cursive writing and common  
exception words

**Brain  
Breaks**



MUSIC  
1.00-1.30  
Mr Little

<https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home/LessonBank/years/Activity>

LOG IN DETAILS:

Username: jhorton@ohacademy.co.uk

PW: 4Tune1to3!

## LESSON LEARNING Patterns Lesson 1

- Performing steady beat patterns with a song
- Playing different patterns of steady beat within four beats, and matching to a simple score
- Performing and creating simple rhythms using a simple score

### Spider song

**Sing *Spider song* and count four-beat patterns**

Children:

- learn a song with a steady beat;
- follow a simple score to count patterns within four beats of a song;
- sing a song with counted four-beat patterns.

### Spider leg dance

**Identify a slow and fast pulse within a four-beat pattern**

Children:

- play a 'spider leg' steady beat with fingers, following a simple score;
- tap and compare different patterns of steady beat with a song;
- sing a song and accompany it with a tapped sequence of different steady beats.

## Spider rhythms

**Play spider rhythms by making sounds on selected beats**

Children:

- read a simple score to count out and clap rhythm patterns;
- select rhythm patterns and perform on percussion in two groups to accompany a song;
- create rhythms using a simple score.

[Collins Connect](#)

### WHAT YOU WILL NEED

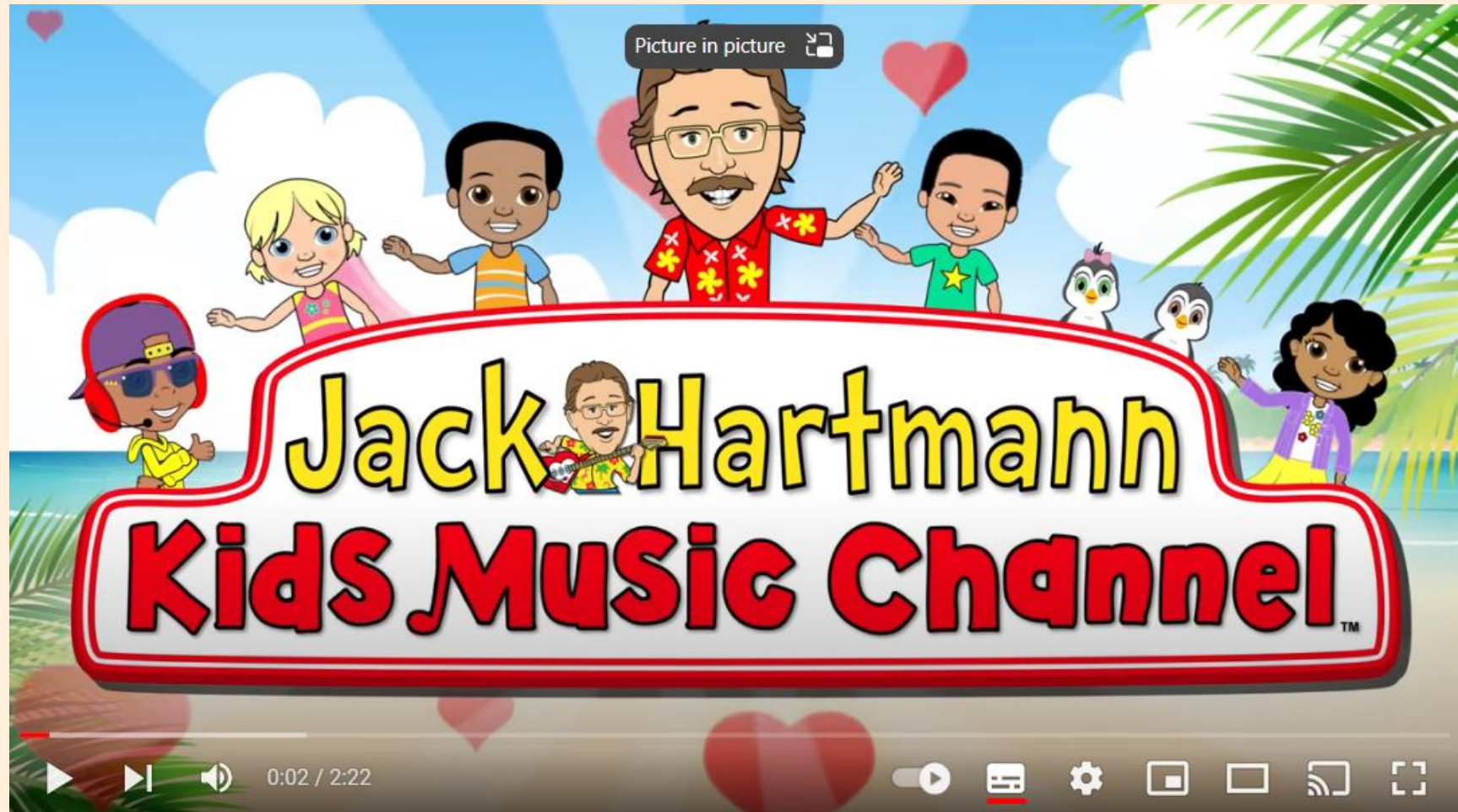
- A selection of untuned percussion

## VOCABULARY

- Beat
- Rhythm
- Metre
- Score
- Rhythm pattern



**Brain  
Breaks**



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

SCIENCE



13.05.25

T.B.A.T. Know what plants need to grow and stay healthy.

Key Question: Where will they grow?

3 in 3

Plants are a very important part of our environment because they provide us with oxygen to breathe and food to eat. Plants can be of different sizes, shapes and colours. And they can grow in soil like sunflowers or in water like water lilies.

1. What do plants provide for us? Circle **two**.

water oxygen food

2. Name one thing that can be different about plants.

.....

3. Where can they grow?

.....

## Thinking Time

Can you **make** a plant?  
What do you have to do to  
**make** a plant?



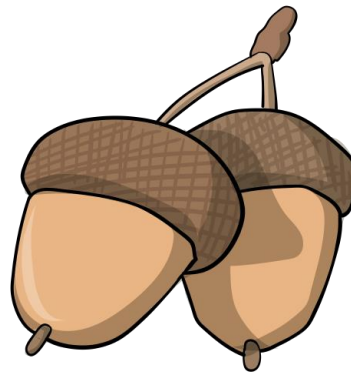
# How do you make a plant?

We can't **make** a plant. We have to **grow** plants.

Plants grow from **seeds**.

We looked at **seeds** in our last lesson. They come in all **shapes and sizes**.

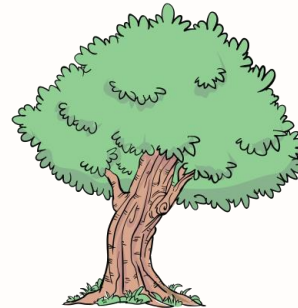
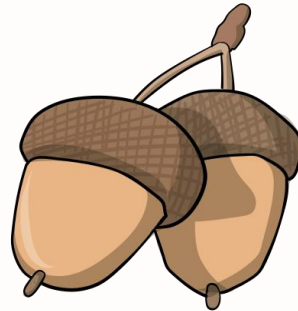
Can you guess what **type of plant** grows from these **seeds**?



Can you guess what type of plant grows from these seeds?



**sunflower**



**oak tree**



**watercress**



## Thinking Time



Think about what we need to  
keep it **healthy**.

How can we keep **plants healthy**?





## Thinking Time



Think about what we need to keep it  
**healthy.**

How can we keep **plants healthy?**

**Sunlight, water and a suitable temperature.**



## Class Activity

We have some **cress plants** that we are going to start growing.

We are going to put them in **different places** around the classroom and see what **happens to them**.

**Plant one** will be  
put somewhere  
**warm and sunny**  
and **will be**  
**watered daily**.

**Plant two** will be  
put somewhere  
**warm and sunny**  
and **will not**  
**be watered**.

**Plant three** will  
be put  
somewhere **cold**  
**and dark** and **will**  
**be watered**  
**daily**.

**Plant four** will be  
put somewhere  
**cold and dark**  
and **will not**  
**be watered**.



## Class Activity



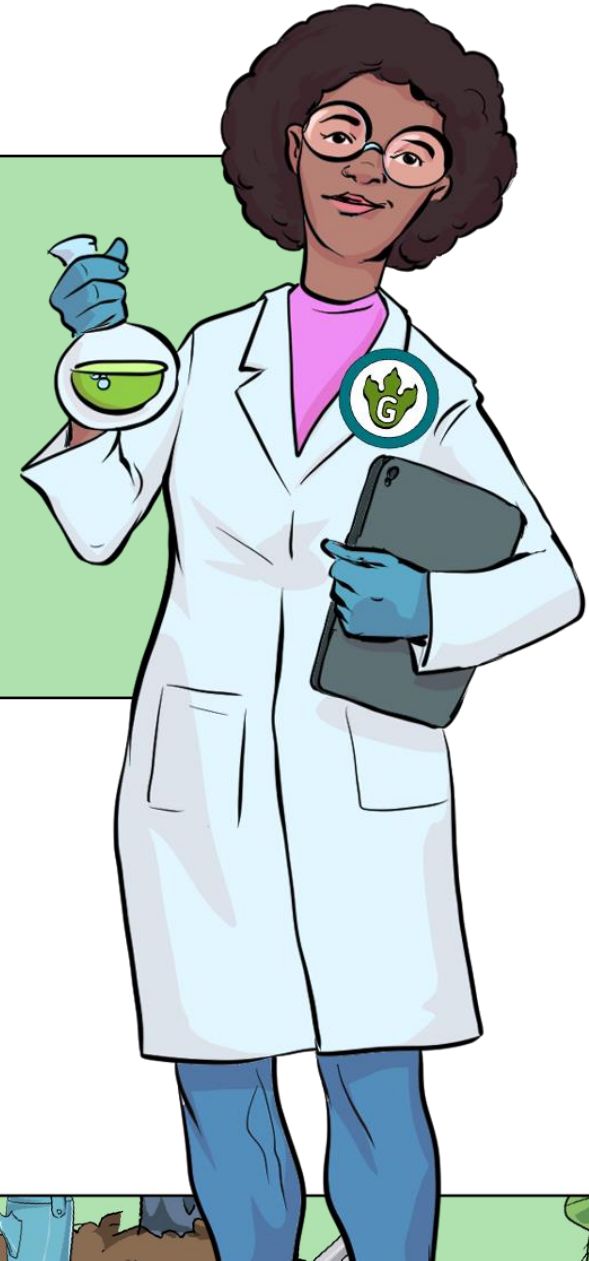
We will observe the **plants** again in a week  
to see **what has happened**.

What do you think will happen to **each plant**?

Complete the **worksheets** to  
explain your prediction.

### New Word Alert!

**prediction** – to say what you think  
will happen in the future





## Thinking Time



What happened to **each plant**?

**Plant one** will be  
put somewhere  
**warm and sunny**  
and **will be**  
**watered daily.**

**Plant two** will be  
put somewhere  
**warm and sunny**  
and **will not**  
**be watered.**

**Plant three** will  
be put  
somewhere **cold**  
**and dark** and **will**  
**be watered**  
**daily.**

**Plant four** will be  
put somewhere  
**cold and dark**  
and **will not**  
**be watered.**



# Activity



Prediction

Plant one will be put somewhere warm and sunny and will be watered daily.	Plant two will be put somewhere warm and sunny and will not be watered.	Plant three will be put somewhere cold and dark and will be watered daily.	Plant four will be put somewhere cold and dark and will not be watered.
---------------------------------------------------------------------------	-------------------------------------------------------------------------	----------------------------------------------------------------------------	-------------------------------------------------------------------------

I think plant one will \_\_\_\_\_

I think plant two will \_\_\_\_\_

I think plant three will \_\_\_\_\_

I think plant four will \_\_\_\_\_

## Keywords

die      yellow      wither      wilt      healthy

After one week, were your predictions correct?

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<https://ormistonacademiestrust.sharepoint.com/:b:/s/OHeAYear2/EYMtJ8QxjuhJnuKhLIJCSkIBLLAmz9uCa2mSiLgGSyeOIQ?e=0EkTPf>

# Challenge



If I put a plant under a running tap, it would be really healthy because it would be getting water all the time. Is this true?

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www.grammarsaurus.co.uk

<https://ormistonacademiestrust.sharepoint.com/:b:/s/OHeAYear2/EbqkHDYzDnhNnRsa6CFXPjsB-d8-X7NnYGrowGI9HrFeng?e=BCI5nQ>

MUSIC

BLOCK: Weather  
LESSON: Rainy Weather

MUSIC  
1.00-1.30  
Mr Little

[COLLINS HUB LINK](#)

LOG IN DETAILS:

Username: jhorton@ohacademy.co.uk

PW: 4Tune1to3!

BLOCK: Weather  
LESSON: Rainy Weather

MUSIC  
1.00-1.30  
Mr Little

<https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home/LessonBank/years/Activity>

LOG IN DETAILS:

Username: jhorton@ohacademy.co.uk

PW: 4Tune1to3!

## LESSON LEARNING

- Performing an updated version of a traditional nursery rhyme with a rap section included
- Accompanying a song with three different repeated word patterns

## TEACHING ACTIVITIES

## It's raining, it's pouring

Learn to sing 'It's raining, it's pouring'

Children:

- watch a performance of a song and identify word rhythms in the accompaniment;
- learn to sing and perform a weather song.

## Rainy rap

Learn to perform a rap

Children:

- watch a street dance which accompanies a rap and identify the connection with a song;
- learn and perform a weather rap.

## Rainy patterns

Accompany a song with three vocal accompaniment patterns

Children:

- learn three word rhythm patterns using a demonstration movie and a simple score;
- divide into two groups and perform a song, a rap and 'rainy' word rhythm accompaniments.

**Support:** Perform the rainy day song, rap and word rhythm accompaniments separately, then build one on top of another until all are combined.

## WHAT YOU WILL NEED

## VOCABULARY

- Rhythm pattern
- Accompaniment

## EXTENDED LEARNING

Once performed vocally, the three accompaniment patterns could easily be transferred to percussion instruments. The children could choose sounds for each pattern, eg: 'drip drop' (a xylophone playing E-C repeatedly); 'pitter-patter' (shakers); 'splash' (ringing metal sounds such as cymbal or triangle). In time, the patterns could be combined to create interesting textures for accompaniment.

## ♥ Rainy weather

In this lesson, children learn to sing 'It's raining, it's pouring'.

ACTIVITY 1

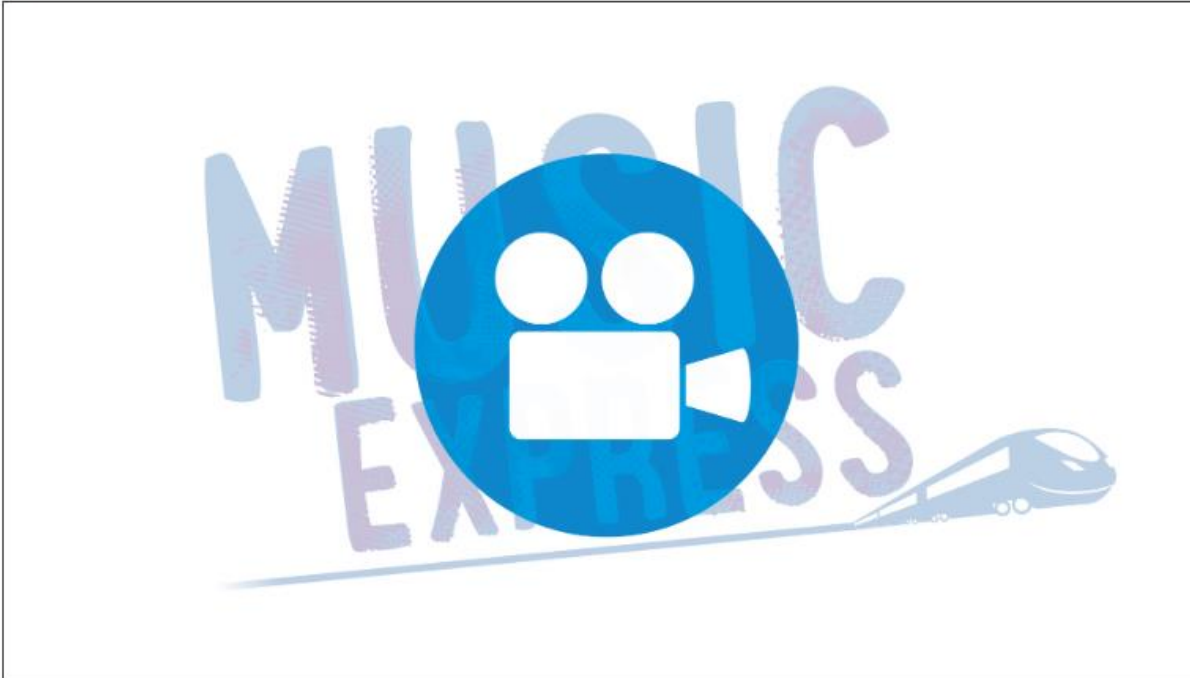
ACTIVITY 2

ACTIVITY 3

TEACHING NOTES

It's raining, it's pouring

## Step 1/2 - Watch



00:00 / 00:52

Song demo