

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)
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<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 Maths Activity Mat

⑤

## Section 1

Gina and Milly equally shared out a bagful of cherries. There was one left over. Both girls had 12 cherries.

How many cherries would have been in the bag?

## Section 2

Fill in the missing boxes:

$$\square + 15 = 30$$

$$60 - \square = 34$$

## Section 3

Complete these statements:

$\frac{1}{2}$  of 20 is .....

$\frac{1}{4}$  of 20 is .....

$\frac{3}{4}$  of 20 is .....

## Section 4

How many 10ps would you need to make £2?



## Section 5

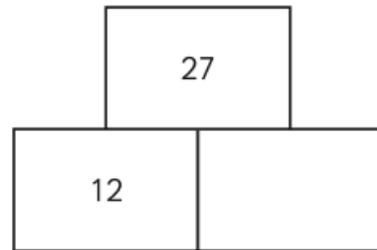
Which times table are these numbers from?

5    20    15    35    40    55

## Section 7

Addition Pyramid

**Tip:** The bottom numbers add together to make the top number.



## Section 8

How many minutes are there in 2 hours?

How many minutes are there in  $1\frac{1}{2}$  hours?

Show your working out.

## Section 6

If I count 12 pairs of socks, how many socks are there altogether?



15/05/25

T.B.A.T. add the suffix –ed on the root  
word.

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



A yellow-bordered rounded rectangle containing two illustrations. The top illustration is a black silhouette of a steam train. The bottom illustration is a cartoon knight wearing a red hat and blue tunic, holding a green shield with a yellow fleur-de-lis. A blue play button icon is centered at the bottom of the box.

A blue-bordered rounded rectangle containing a black silhouette of a castle with multiple towers. A blue play button icon is centered at the bottom of the box.

Today, we are learning to spell words ending with **-ed**.



When we do this, the words become past tense.

rush → rushed

~~reach~~ → ed

reached

chill chilled



# Adding -ed

Let's add **-ed** to some doing words. Write the new words down.  
Can you read the new words with a partner?



Teach

jumped

looked

yelled

shouted

crossed

Check





It was the day of Zain's party. Kit and Sam ran through the entrance of Oakwell Park and towards the brightly coloured bunting and balloons in the distance. Mum and Dad followed closely behind.



# Celebrations

Zain and Omar tell Kit and Sam all about their Eid celebrations. Listen to their sentences. Can you spell the words ending with **-ed**?



We woke up and got  
dressed.



Our family visited us  
in the morning.



Check



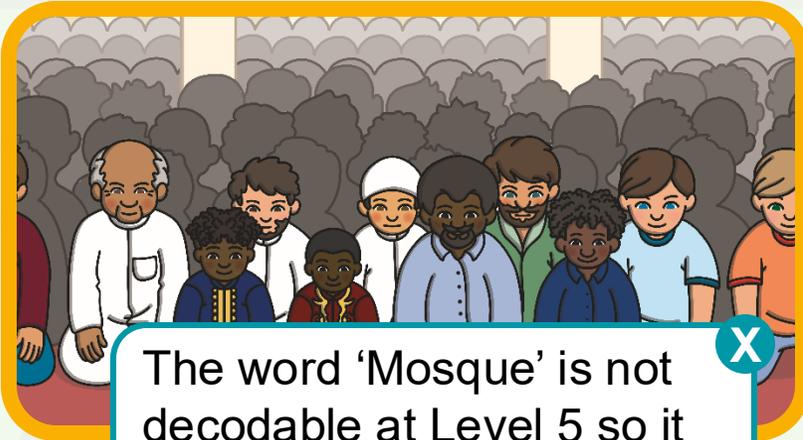
Hint



visit



We attended the Mosque  
and aprayed together.



The word 'Mosque' is not decodable at Level 5 so it can be read by an adult.



Click me for Kit's teaching tips!

Check



Hint



attend  
pray





Dad cooked lots of meals for us  
and we had a feast.



Check



Hint



cook



In the evening we  
played games.



Check



Hint



play



## Spelling Practice

Write the following words containing the  
-ed suffix.

1.

2.

3.

4.

5.

6.

LITERACY

Tick the correct type of sentence.

What a great day we had at the zoo!

exclamation

command



**a**

Match these words to their opposites:

happy

kind

even

uneven

unhappy

unkind

**b**

Change these adjectives into adverbs using the suffix 'ly'.

quiet \_\_\_\_\_

slow \_\_\_\_\_

**c**



Re-write this sentence with the correct tense of the missing word.

I will \_\_\_\_\_ on the chair.

sitting

sit

sat

**d**

Use drama to retell your adventure of  
Traction Man from yesterday.

In groups share your ideas and create a  
new adventure that combines  
everybody's ideas.

MATHS

15.05.25

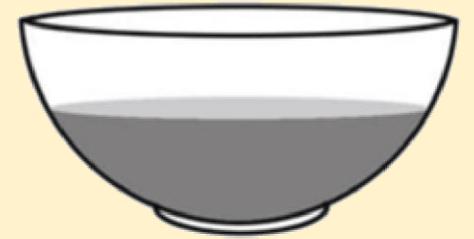
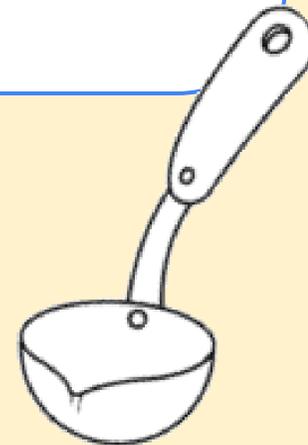
T.B.A.T. solve capacity and volume word problems

3 in 3

There are ten ladles of soup in a large pot.  
The soup is poured into three small bowls: A, B and C.  
Bowl A has more soup than Bowl C.  
Bowl B has more soup than Bowl A.

How many ladles could be in each bowl?  
Make sure the numbers add up to ten ladles.

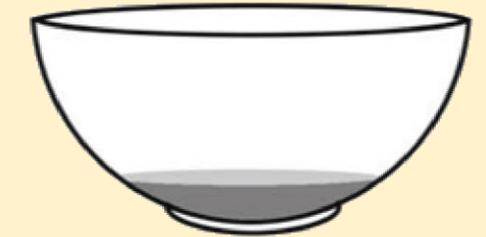
Find 3 possibilities.  
Use ten cubes if you need to.



A



B



C

T.B.A.T. solve capacity and volume word problems

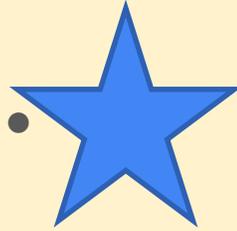


Star Words

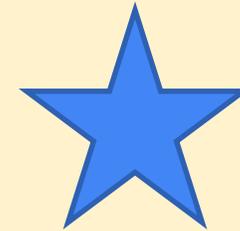
• **part**



**whole**



**total**



• **bar model**

**equation**

• **litre**

• **volume**

**millilitre**



# Understanding word problems



What do I know about  
measure?

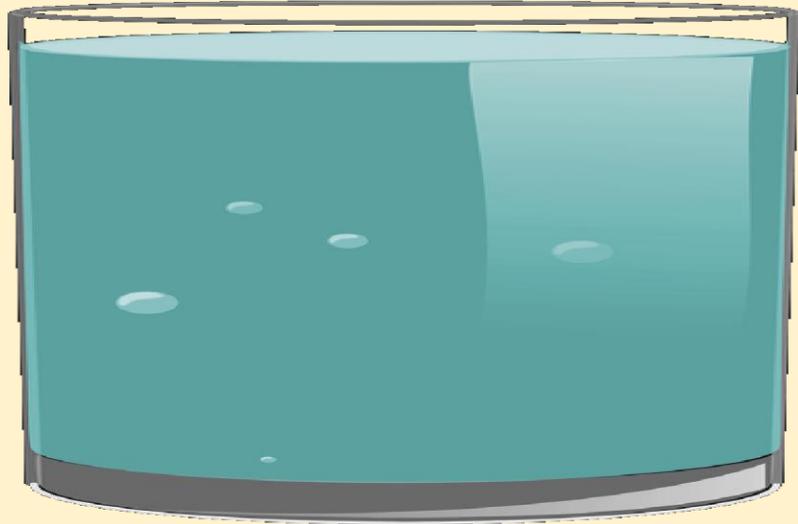
What do I know about  
addition and  
subtraction within 1,000?

What do I know about  
fractions?





- Tom needs to fill a tank up. The tank has a capacity of 90 litres. He has poured 60 litres of water into the tank.
- How much more can he fit in the tank?



What are you trying to find out?

What do you know about the problem?

Which bar model might you draw?



# Read the problems and sort them into groups

- You must decide what the groups are.
- Make sure you can explain how you have sorted them!



I think we should sort them by thinking ..... about problems. For example, .....

Shannon collects two types of medicine for her grandad. She collects 40 ml of one type and 80 ml of another. How much medicine does she collect in total for her grandad?

Doctor Milly Litre is making some medicine. She needs 74 ml but has dropped some on the floor. The doctor is left with 29 ml. How much does she now need to make to reach 74 ml?

Debbie needs 24 ml of medicine and Tom needs 45 ml of medicine. How much medicine do they need altogether?

Doctor Milly Litre has got a beaker with a capacity of 55 ml. She has put 33 ml of medicine in. How much more can she fit into the beaker until it has reached full capacity?

Billy needs to have a dose of 8 ml once a day for five days. How much medicine does the doctor need to make for Billy?

Sue has got a 30 ml of medicine in one bottle. Her daughter needs to take 5 ml at a time. How many spoonfuls of medicine can she get from one bottle of medicine?

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### **CHALLENGE:**

Jackie has 1.7l of lemonade, Natalie has 800ml and Sam has 350ml. How much more does Jackie have than the total amount of Natalie's and Sam's?

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### **GREATER DEPTH:**

Denis shares his 3 ½ l bottle of cola with 5 friends. How much (in millilitres) will they get each if he wants to save 500ml?

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## How did you solve the Independent Task?

- How did you represent the problem to help you see what you needed to do?
- How did you know which operation to use?
- How did you perform the calculation?
- How did you check your answer?



# Brain Breaks



[Animal Dance and Freeze | Fun Movement Brain Break | Jack Hartmann - YouTube](#)

l l l

L L L

Ll Ll Ll

last

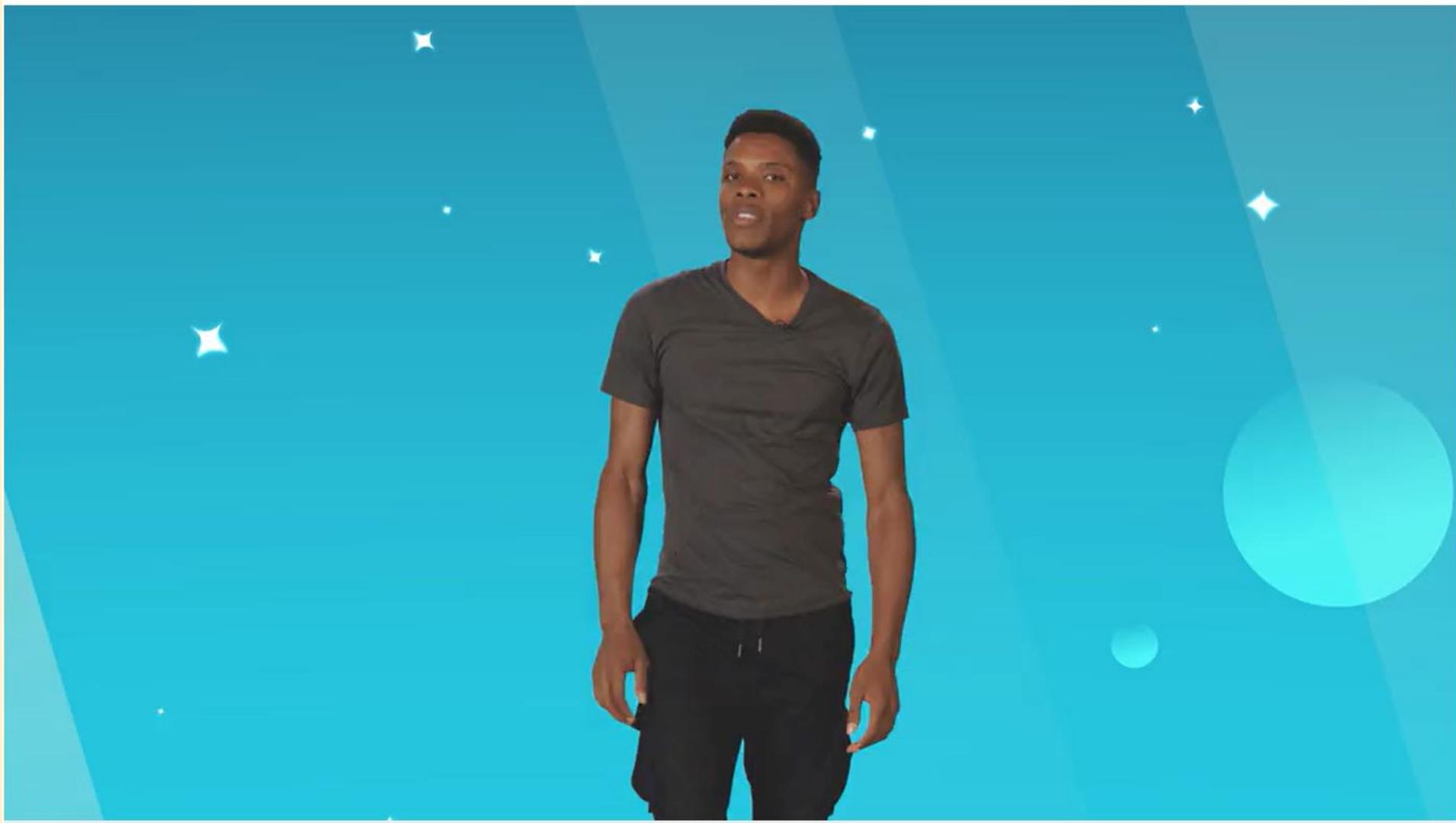
love

09.05.24

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

## Brain Break

# PSHE KS1 / KS2: A Moment in Nature | Moodboosters - BBC Teach



R.E.  
Investigators

# Lesson 4

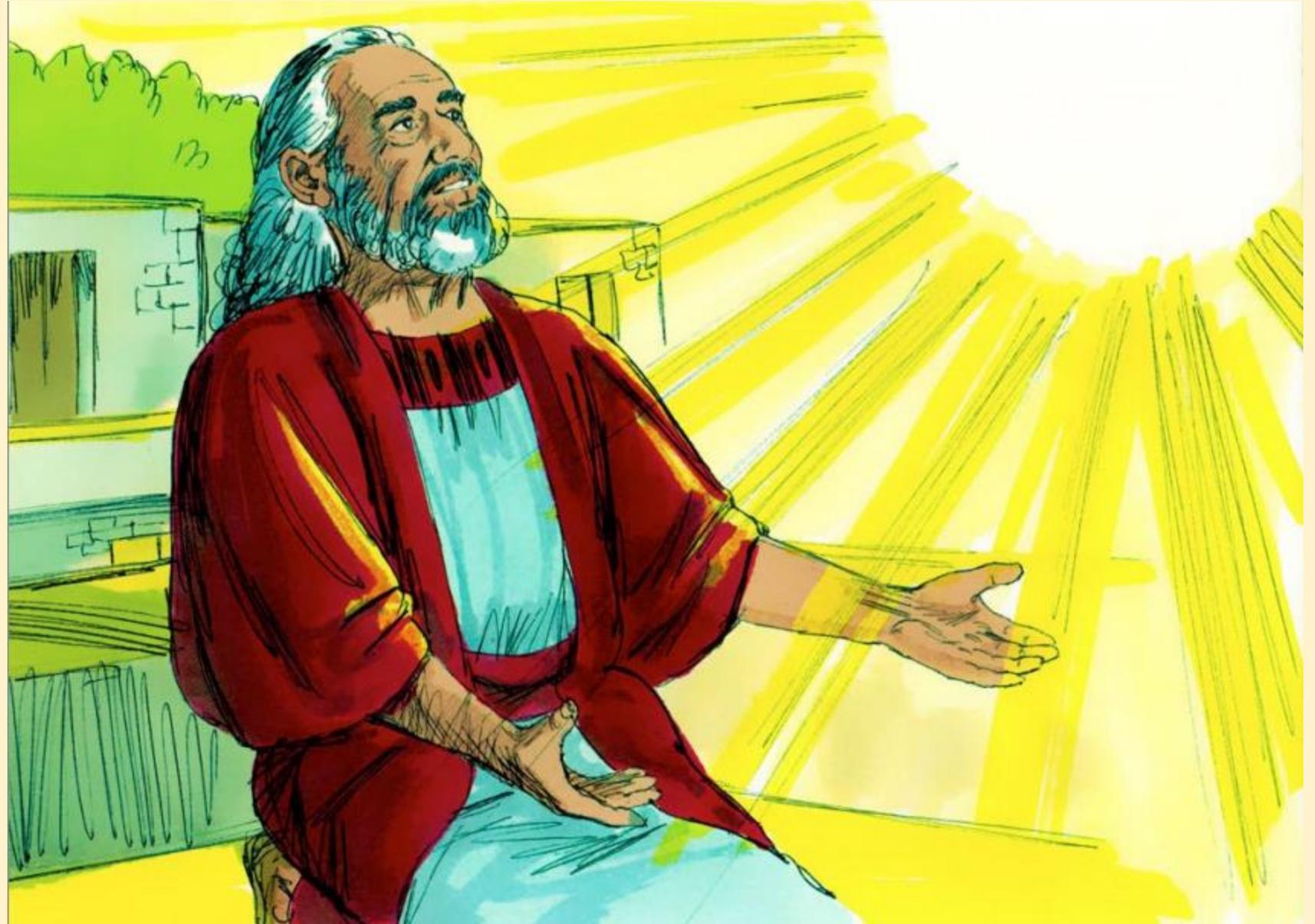
Who was Noah?

**What makes a rainbow?**



**After Adam and Eve, there was a long time before God wanted to talk to humans again.**

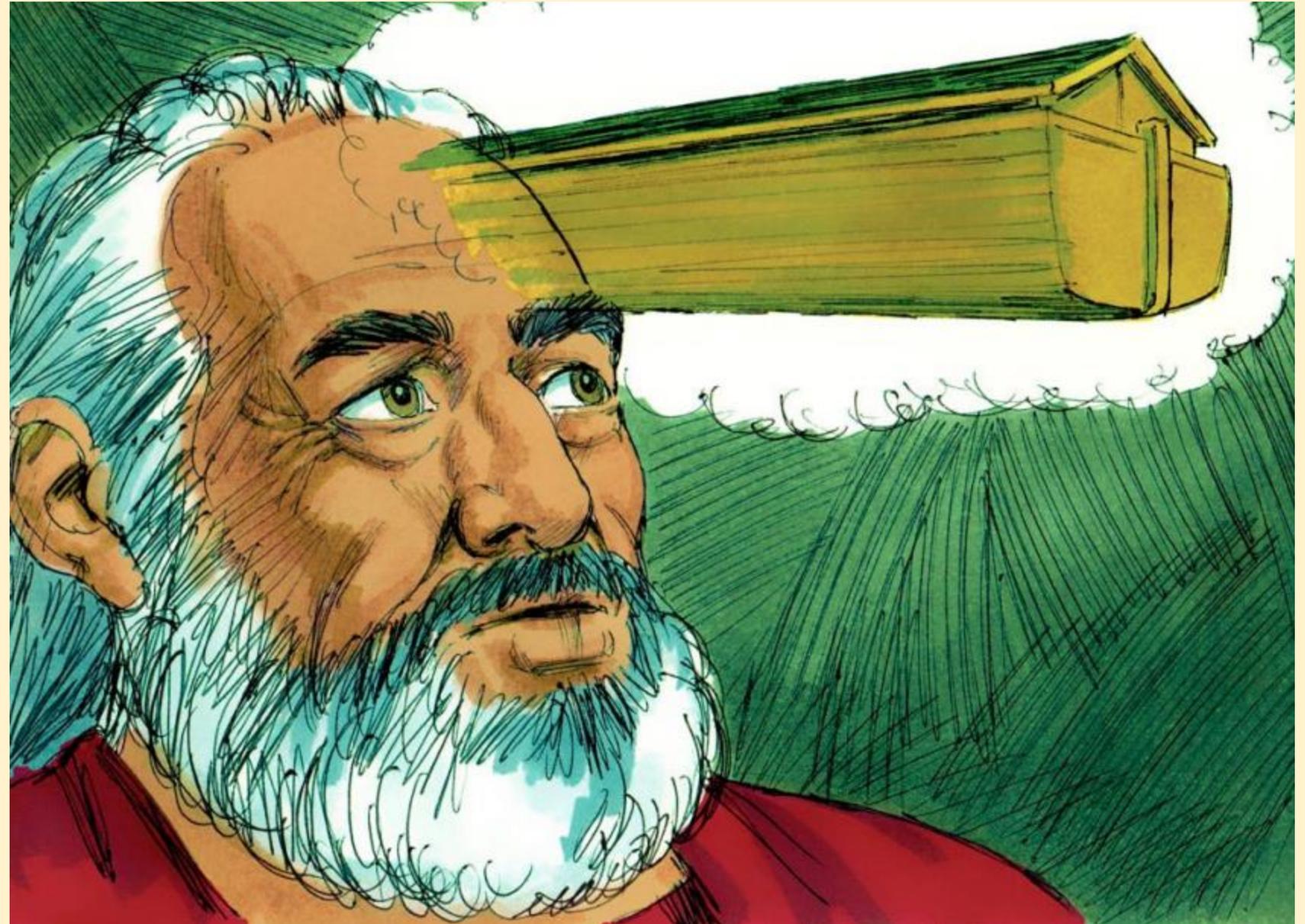
**One day, God saw a man called Noah and decided he was good. God wanted to help him out.**

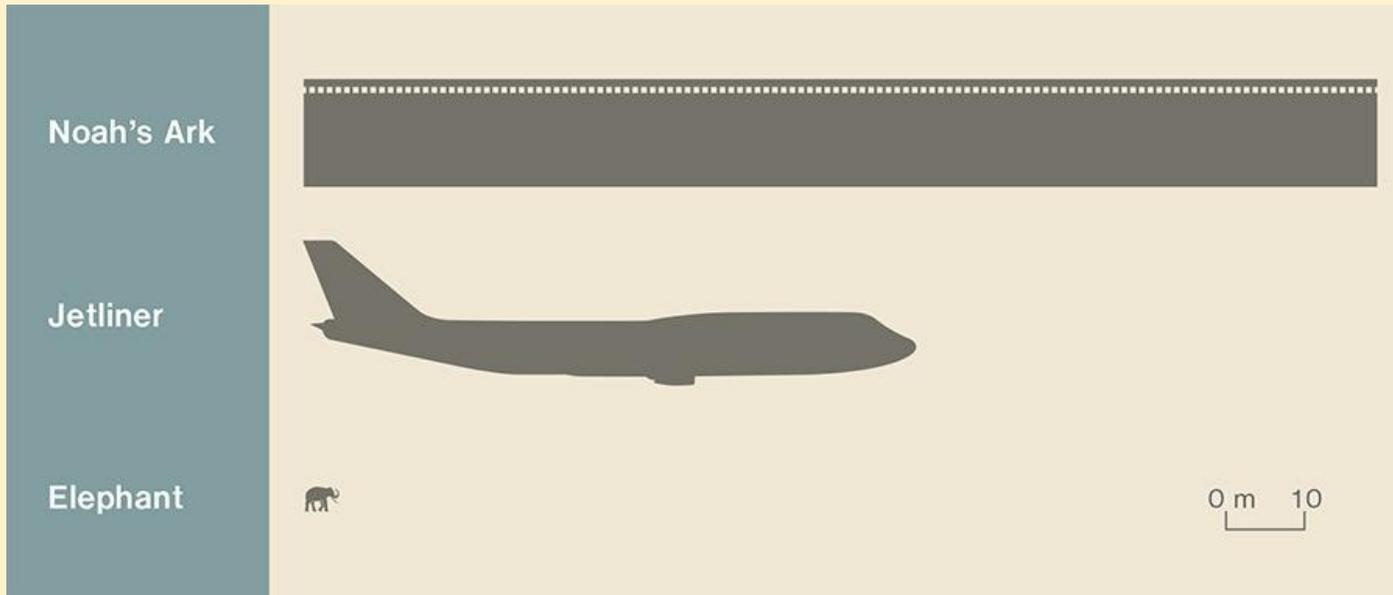


**God was tired of watching humans be awful to each other. So God decided he would get rid of all the bad humans and start over.**

**God chose Noah and his family to be the new start.**

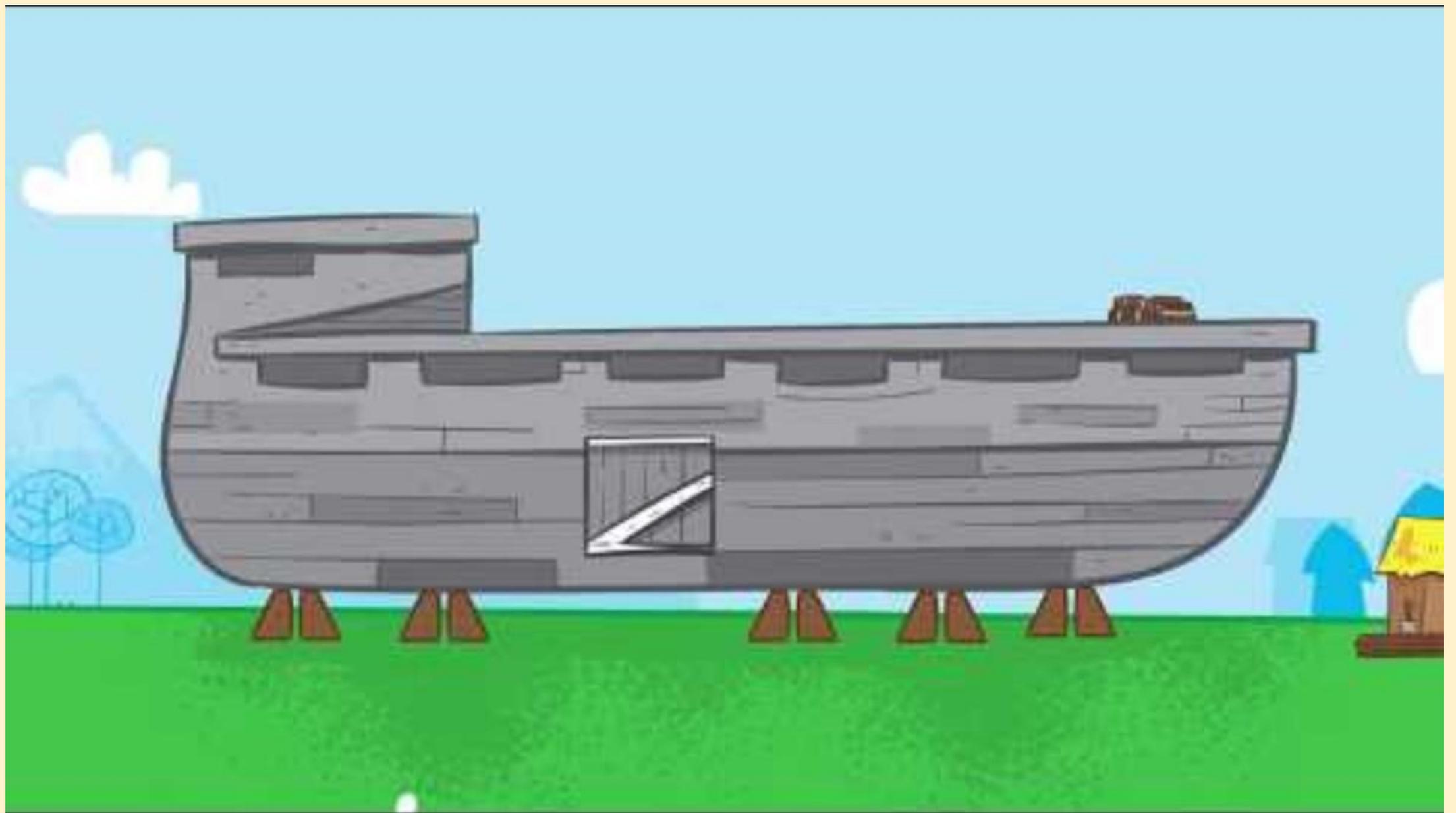
**God asked Noah to build a boat...**





**There was one man that pleased God. He was called Noah. One day God spoke to him and warned him: 'I am going to send a flood to destroy the world.'**

***God told Noah to build a big boat, 450 feet long, 75 feet wide and 45 feet high. He told him to fill it with every kind of living creature - animals, birds and reptiles. Noah and his family would be safe too.***





**For forty days the rain came down without stopping. The water got deeper and deeper, until the boat was floating high above the ground.**

**After a while, Noah wanted to find out if there was dry land anywhere on the Earth.**

***How do you think Noah did this?***

***Work in pairs to design a way to find land, you only have access to the animals and animal food. There is no electricity in this time.***

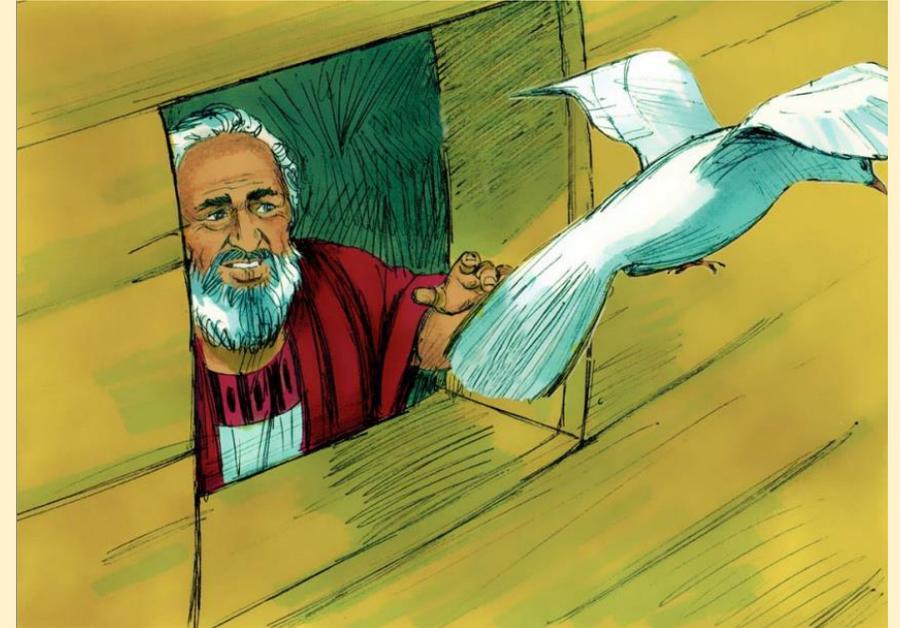
**Noah sent out birds to discover if there was dry land. First he sent a raven and then a dove. The dove came back to the boat because there was nowhere to rest.**

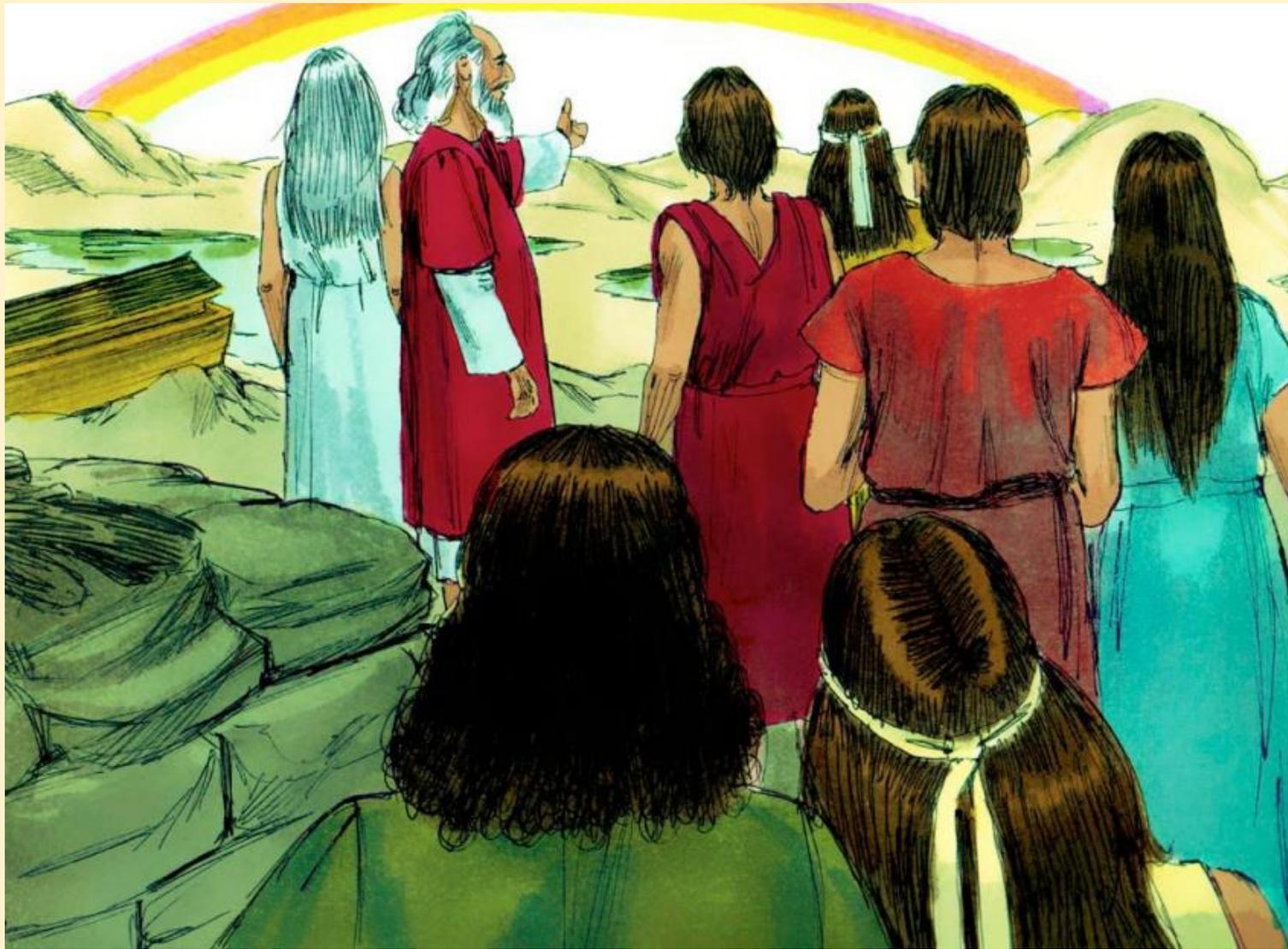
**Noah sent out another dove. This time it came back with an olive branch in its mouth - a sign that there were trees somewhere on the earth. The next time he sent the dove out, it did not return.**

***Choose some people to come to the front of the lesson and act as Noah and his family.***

***Ask them how are they feeling?***

***What might they be saying to each other?***





**God told Noah that it was safe to leave the ark. He led his family, the animals, birds and reptiles onto dry land.**

***Noah and his family found a place to worship God. A rainbow appeared. God spoke: 'I won't ever punish people for their evil behaviour like this again. This rainbow will be a sign to you forever that I will keep My promise.'***

**Christians see rainbows as proof God will make the rain stop, so they aren't afraid.**

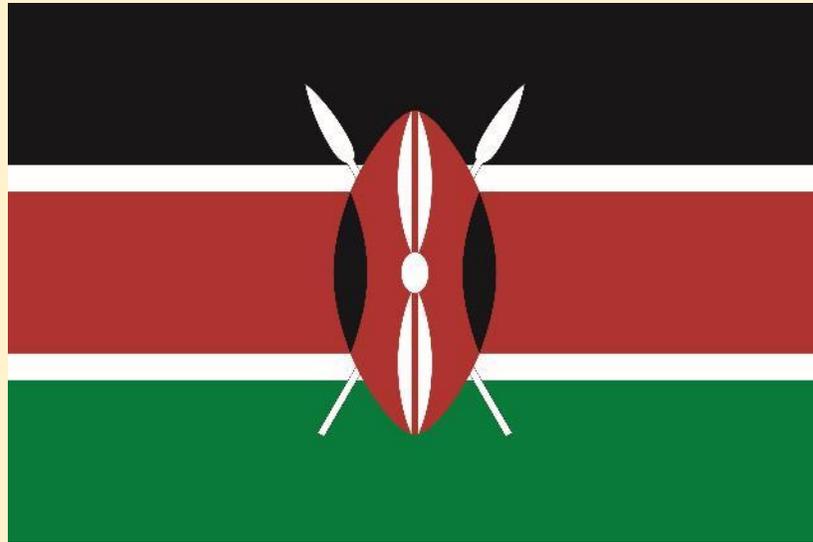


LAUGH AND GROW  
BIBLE FOR KIDS

GEOGRAPHY

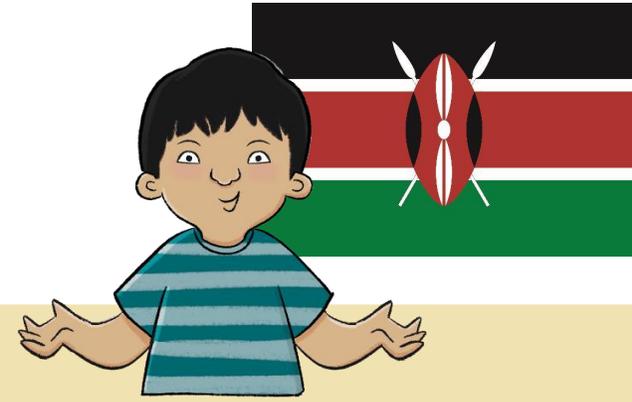
## Unit 2: Life in Kenya

### Lesson 3: What is the landscape of Kenya like?



## 02.05.24 Life in Kenya

### Q: What is the landscape like in Kenya?



#### 3 in 3

1. What kind of seasons does Kenya have?

**wet and dry seasons**

**hot and cold seasons**

2. 'Climate' means ...

**typical weather pattern  
in a specific area**

**what the weather  
is like today**

3. Kenya lies on the ...

**North Pole**

**Equator**

**border**

#### CHALLENGE

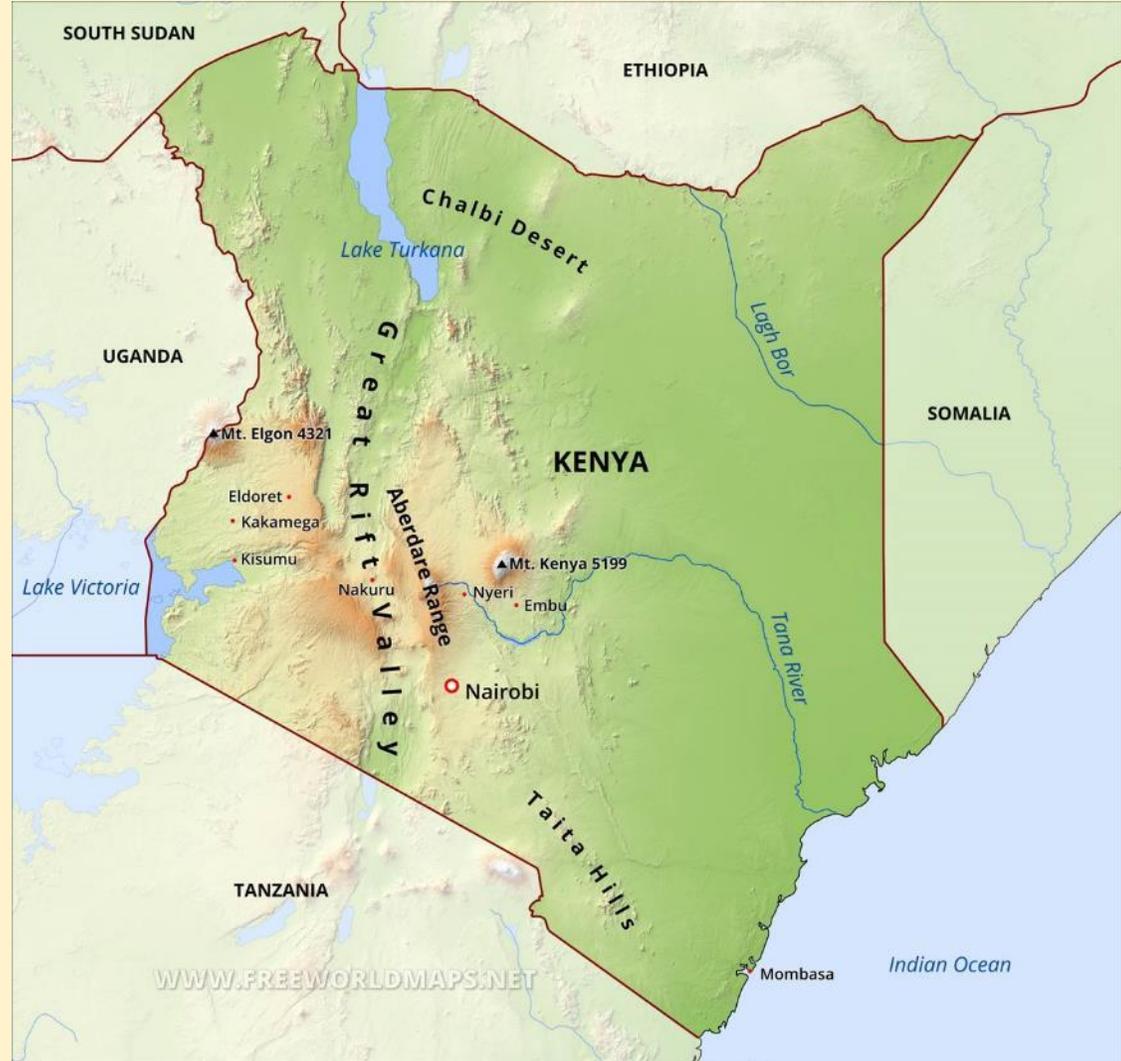
Kenya is colder than the United Kingdom.

**true**

**false**

Can you explain how you know?

Look carefully at this map of Kenya. What can you tell about the landscape?





The key term in this lesson is **savannah**.  
The savannah is an area of tropical grassland,  
dotted with trees.

### Key knowledge

- There are many different landscapes in Kenya.
- Mount Kenya is the tallest mountain in Kenya, and it is an extinct volcano.
- The Great Rift Valley runs through Kenya.
- Kenya has two deserts.
- A lot of Kenya is tropical grassland called savannah.

### Key vocabulary

**coast**

**desert**

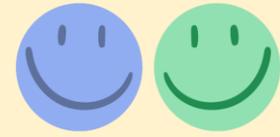
**mountain**

**savannah**

**valley**



Here are some photographs of Kenya.  
What physical and human features can you see?



# What is the landscape of Kenya like?

The main rivers in Kenya are the Galana and the Tana. During July and August, the massive wildebeest migration can be seen crossing the Mara river into the Maasai Mara Reserve.



# Wildebeest Migration



Lesson 1: Read



## What is the landscape of Kenya like?

Kenya has some large cities with busy roads, tall buildings, and lots of people. **Nairobi** is the capital city of Kenya. It is known for its buzzing city life and monuments.



## What is the landscape of Kenya like?

Some of the biggest **lakes** in Kenya are **Lake Turkana** and **Lake Victoria**—Lake Victoria is also in Tanzania and Uganda. Flamingos gather at **Lake Nakuru** in huge numbers.



## What is the landscape of Kenya like?

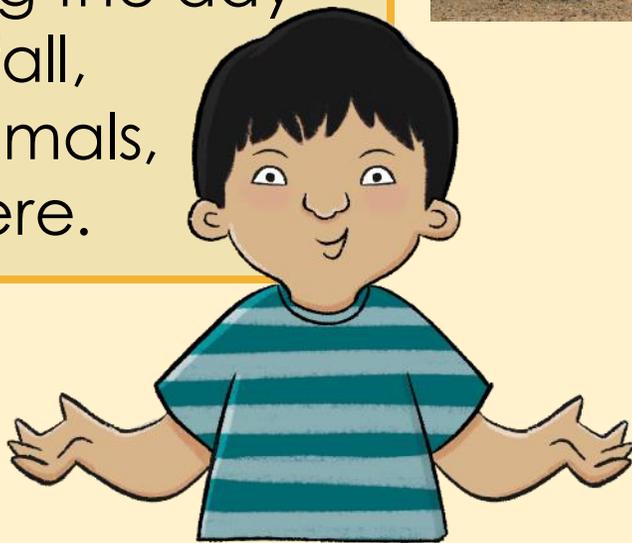
**Watamu** is a small town on the **coast**. It is known for its marine national park, clear turquoise waters, and amazing beaches. Endangered green sea turtles use its beach as an egg-laying site.



## What is the landscape of Kenya like?

There are two **deserts** in Kenya: the **Chalbi** and the **Nyiri** desert. The Chalbi desert is in northern Kenya. The Nyiri desert is in southern Kenya.

As the deserts have scorching temperatures during the day and not much rainfall, very few plants, animals, and people live there.



# What is the landscape of Kenya like?

Villages are scattered in the countryside. Many people in villages live a traditional way of life that hasn't changed much for hundreds of years.



## What is the landscape of Kenya like?



Near the **mountains**, in the highlands of Kenya, the weather is cooler than other parts of the country. There are lots of farms here. **Maize**, **coffee**, and **tea** crops are grown. These earn the country lots of money, so they are called 'cash crops'.



## What is the landscape of Kenya like?

### **Mountains and valleys**

In Kenya, there are tall mountains and deep **valleys**.

**Mount Kenya** is the tallest mountain in Kenya and the second tallest in Africa. At the top (or summit) you will find steep peaks that look like pyramids. Even though Kenya is on the Equator, these peaks are covered in snow because they are very high.

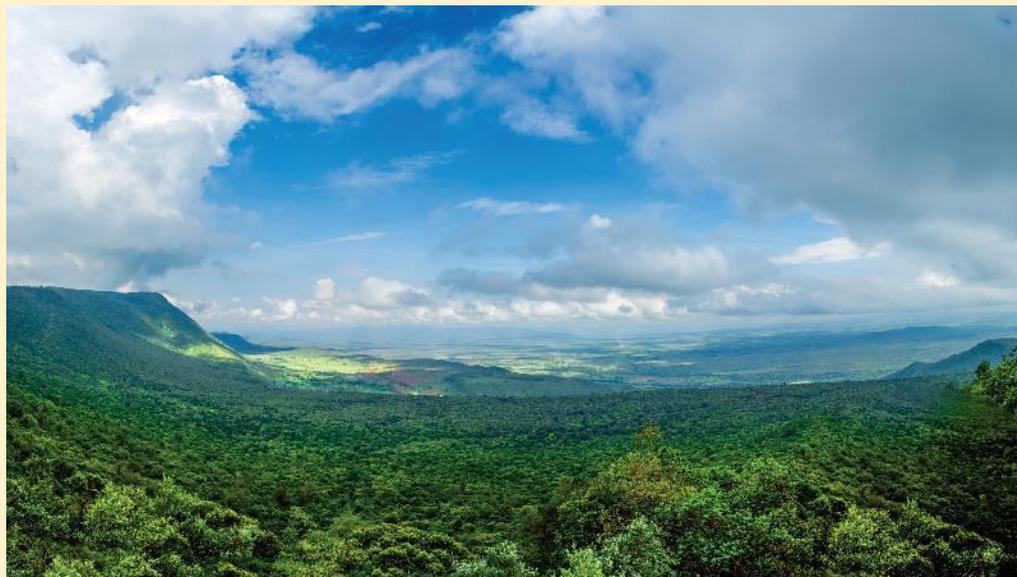


# What is the landscape of Kenya like?

## Mountains and valleys

A valley is a low area of land between mountains or hills. Valleys often have rivers running through them.

Between the mountains in Kenya is an area called the **Great Rift Valley**. This is a 6,000 mile crack in Earth's crust. Much of it is in Kenya, where it cuts the country in two.



## What is the landscape of Kenya like?

### Grasslands and savannahs

Kenya also has lots of grassland areas.

A lot of Kenya is covered by African **savannah**. A savannah is tropical grassland, dotted with trees. These areas are where you can find many of Kenya's national parks and game reserves.



## What is the landscape of Kenya like?

### Grasslands and savannahs

The 'Big Five' can be found countrywide in the national parks and game reserves. The Big Five animals are: **lion**, **leopard**, **rhinoceros**, **buffalo**, and **elephant**. Kenya is a popular tourist destination.

Many people go on safari in Kenya to try and see the animals. A safari is a trip you take to see animals in their natural habitats.



**INDEPENDENT TASK:** complete the table for each landscape. Make a list of the physical features and describe each setting using sentences.

steep

rocky slopes

snowy peaks

grassland

big five

Savannah		
Picture	Physical features	Description
	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>	
Mount Kenya		
Picture	Physical features	Description
		



In this lesson, we are going to learn about the different landscapes found in Kenya.

Key term: The **savannah** is an area of tropical grassland, dotted with trees.

Sort the physical and human features into if they are found in the UK, Kenya, or both.

UK	Both	Kenya
Loch Ness		River Tana

Big Five	river	London	Nairobi	desert
River Thames	farm	Ben Nevis	<del>River Tana</del>	savannah
mountain	tall buildings	Mount Kenya	valley	town
	city	lake	<del>Loch Ness</del>	



## GREATER DEPTH: In your own words...



Which of the landscapes in Kenya are similar to those found in the UK? Which are different?



# What is the landscape of Kenya like?

## Key knowledge

- There are many different landscapes in Kenya.
- Mount Kenya is the tallest mountain in Kenya, and it is an extinct volcano.
- The Great Rift Valley runs through Kenya.
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## Key vocabulary

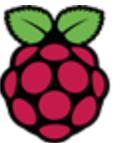
- coast
- desert
- mountain
- **savannah**
- valley



# COMPUTING Pioneers

## Lesson 2: IT in school

Year 2 – Computing systems and networks – Information technology around us



Lesson 2: IT in school

**To identify information technology in the school**

- I can identify examples of IT
- I can sort school IT by what it's used for
- I can identify that some IT can be used in more than one way

Think, pair, share

# What is information technology (IT)?

Information technology is a computer or something that works with a computer.

Is this information technology?



**Yes**

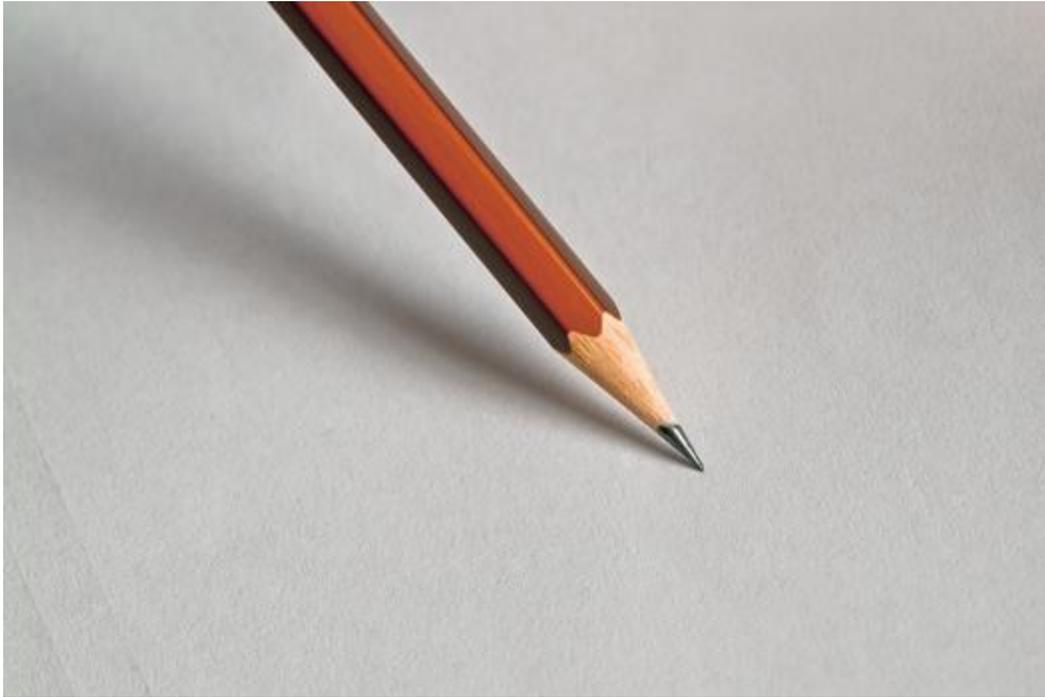


**Unsure**



**No**

Is this information technology?



**Yes**

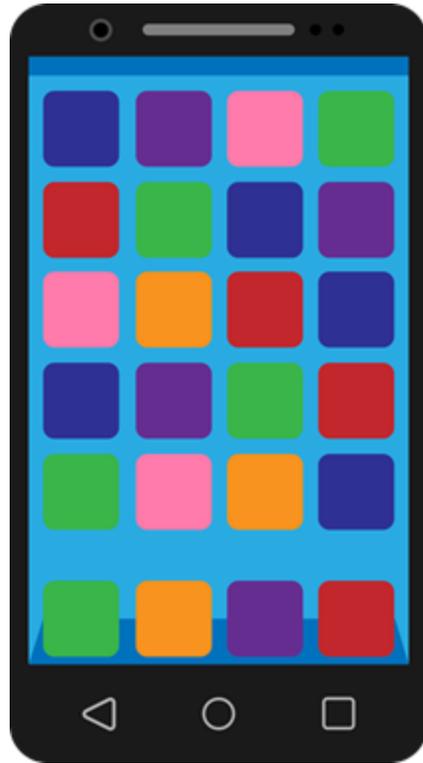


**Unsure**



**No**

Is this information technology?



**Yes**



**Unsure**



**No**

Is this information technology?



**Yes**



**Unsure**



**No**

IT at school

You have 5 minutes to look, think, and write about the IT you have in school.

What can you find?



Pair, share – What did you find?

Share the devices you found in school.

**How do you use these devices?**



Think, pair, share

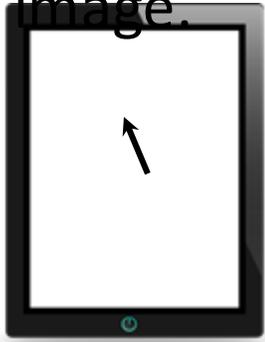
What are these devices?

What do you use them for?

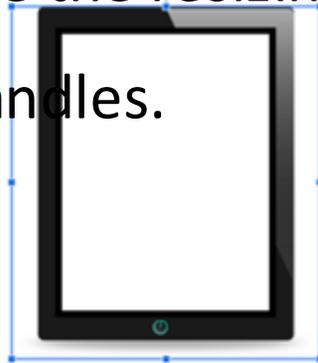


## Resizing images

1. Move the cursor over the image.



2. Click the image to see the resizing handles.



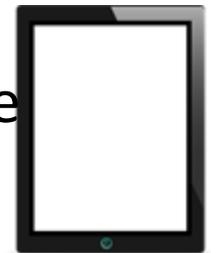
3. Click and hold the mouse button on one handle.



4. Drag the mouse to resize the image.



5. Release the mouse button.

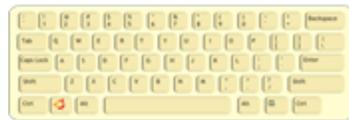


Resizing images



## IT in school

To help you do a job



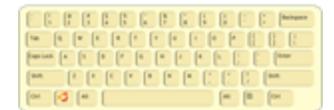
To talk to people

## Life without IT

Choose one of the devices.

### Think, pair, share

1. What would life be like without this device?
2. Would you miss it?
3. What would you do or use instead?



## Devices

What examples of IT can you give that are used for the following things:

- Communicating with other people
- Playing on or watching things
- Helping you do a job

How confident are you? (1–3)

- I can identify examples of IT
- I can sort school IT by what it's used for
- I can identify that some IT can be used in more than one way

**3 – Very confident**



**2 – Unsure**



**1 – Not confident**



Next lesson

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

Looked at information technology that is used in school

Thought about the different things that IT can help with and what life would be like without it

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

Look at information technology beyond school

Before the next lesson, can you identify any examples of information technology away from school?