

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



16.05.25

Write two sentences that each include the following:

- ☐ A subordinating conjunction
- ☐ Two words from the word bank.

Tick off each target when it has been completed!

courageous	castle	stumbled	abandoned
decrepit	clearing	hollow	peaceful
lonely	vines	immense	awe



Spellings

T.B.A.T. Listen and write common exception words.

Literacy

Friday 16th May
T.B.A.T. write the opening of a diary

3 in 3

the borl woz rolled down the hill

Write this sentence again, correcting **all** of the mistakes.

Edit and improve this sentence, adding a subordinating
conjunction.

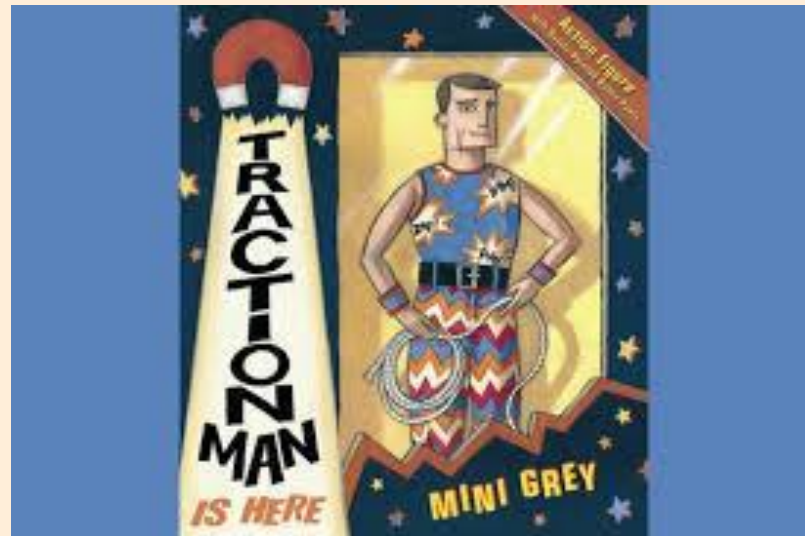
A diary

Write the opening section to a diary about Traction Man.

What might he do first thing in the morning?

What might he have for breakfast?

You are now Traction Man- write in the 1st person

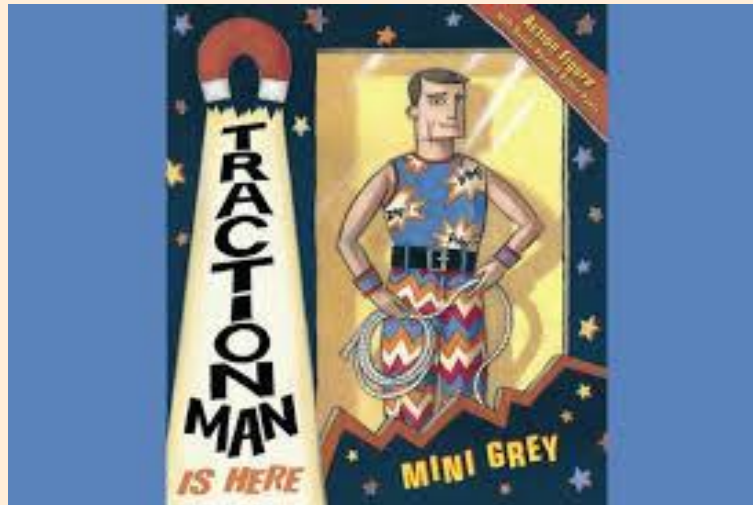


Dear Diary,

This morning, I woke up bright and early in my super-cool matchbox bed. My cape was a little crumpled, but I gave it a shake and I was ready for action!

For breakfast, I had a crunchy spoonful of cereal (with a splash of milk, of course). I had to wrestle a sneaky raisin that tried to escape my spoon—but Traction Man never gives up!

After breakfast, I zoomed off on my first mission of the day: rescuing Scrubbing Brush from the evil bubbles in the sink! I leapt from the toaster, slid down the spoon ramp, and SPLASH! Into the foamy water I went. It was slippery, but I grabbed Scrubbing Brush just in time. Mission complete



Can you include the following ideas from the table?

Conjunctions	Sentence starters	adverbs
because but so when	When After Next Then	slowly silently quickly suddenly
Suffix words	est er	ing ed
hopeful excitement joyful careless kindness movement punishment	runner fastest strongest	swimming laughed jumped

PSHE

Aim

- I can make good choices and consider the impact of my decisions.

Success Criteria

- I can understand that I can't choose what happens.
- I can understand that I can choose how I respond to things that happen.
- I can understand that the choices I make can affect how I feel.

The Big Questions



What choices do we have about things we say and do?

Can you think of any choices you have about what you say or do?

How can these choices affect how we feel?

How do you think the choices you make can affect the way you feel?

Talk about these questions with a partner.

If you feel happy to, share your ideas with the class.



Reconnecting

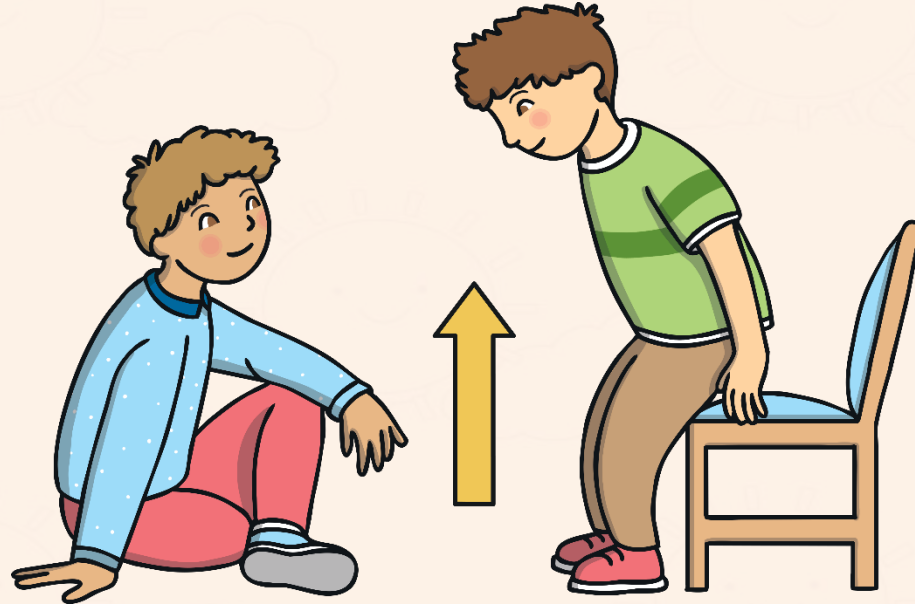
You Choose



In this game, you will have to make a choice, or decision, between two things.

We will need lots of space as you are going to move to the left or the right, depending on your choice.

So, stand up and listen to the instructions to play the game...



Move to
the right



if you like playing outside

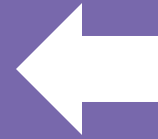
if you like discos and parties

if you would choose pizza for tea

if you like being on the stage

if you like non-fiction books

if you would like a pet cat



Move to
the left



if you prefer staying indoors

if you prefer going to the cinema

if you would rather have curry

if you would rather be in the audience

if you prefer fiction books

if you would prefer a pet dog

We all make choices about things we like or don't like and these can be different to what others choose – this makes the world an exciting place to live!

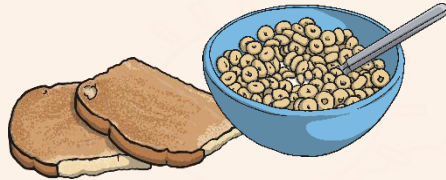
Exploring

Everyday Choices



Every day we get to make some choices. It might be...

what to have
for breakfast



what to wear



which book to
read at bedtime



what to play



who to play with

Everyday Choices



We also get to make choices about the things we say and do when something happens. The choices we make can affect how we feel.

Let's imagine a child in the playground calls you a mean name and pushes you.

You have a choice about how to respond...

You could call them a name back and push them, like they pushed you.

What might happen if you do this?

Talk to your partner about the consequences of this decision – that means, what might happen next.



Everyday Choices



What did you say might happen if you do the same thing back to the child who called you a name and pushed you?

How would that make you feel?

Now, with your talk partner, think about the other choices you have in this situation. What else could you choose to do if someone calls you a name and pushes you?

Good Choices



Before we make a choice, we need to think about the consequences.

We need to think about what might happen if we make that choice and how it will make us (and others) feel.



Making good choices can make us (and others) feel good.

Good Choices

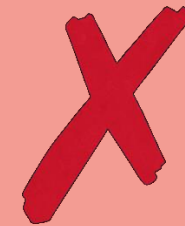


In life, we can't always choose what happens, but we can choose how we respond.

If we choose to respond in a positive way, we will feel better.



If we choose to respond in a negative way, we will feel bad.



Good Choices



Think about this...

You're at the park with your family. You want to go to the swings, slide and roundabout, but the rest of your family want to play crazy golf. They all vote and crazy golf wins.

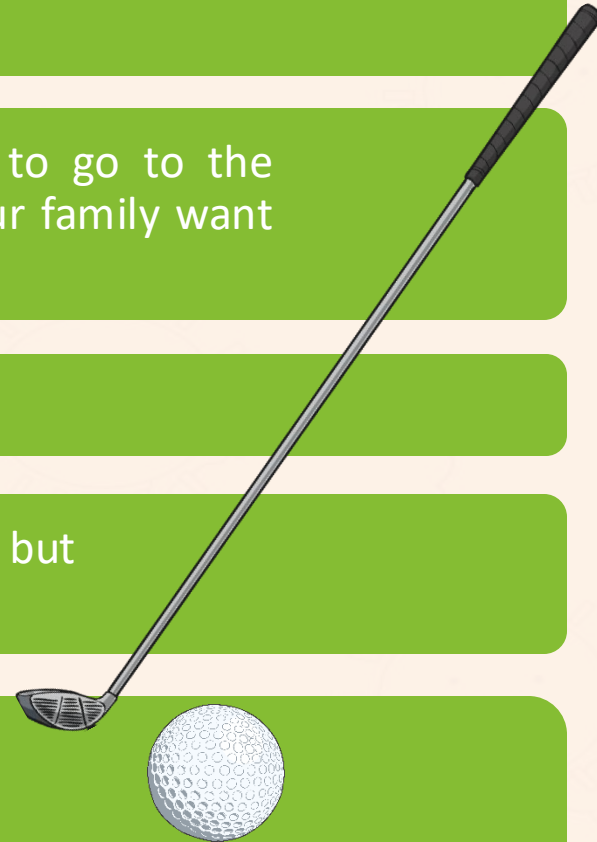
How would this make you feel?

You can't change the decision to play crazy golf, but you can choose how to respond.

You can get cross, sulk and sit out of the game.

OR

You can join in, have fun and maybe even win the game!



Good Choices



Good choices also include **healthy choices**.

What would happen if you chose to only ever eat sweets?

What would happen if you chose to stay in bed all day, every day?

What might happen if you chose not to use the pedestrian crossing when you needed to cross the road?

Making good choices helps us to stay happy, healthy and safe.



Good Choices



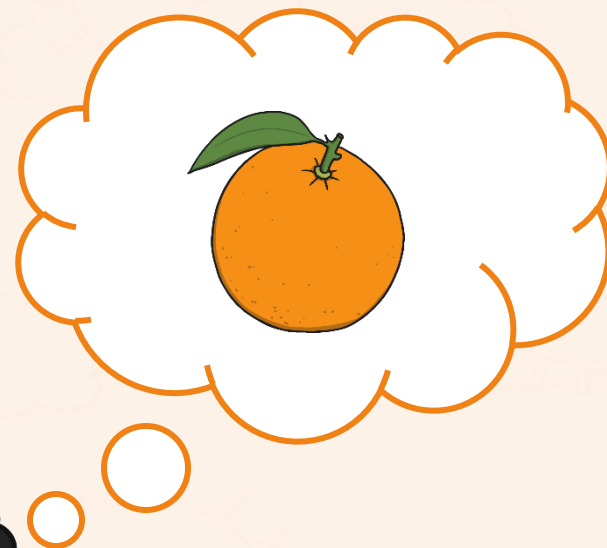
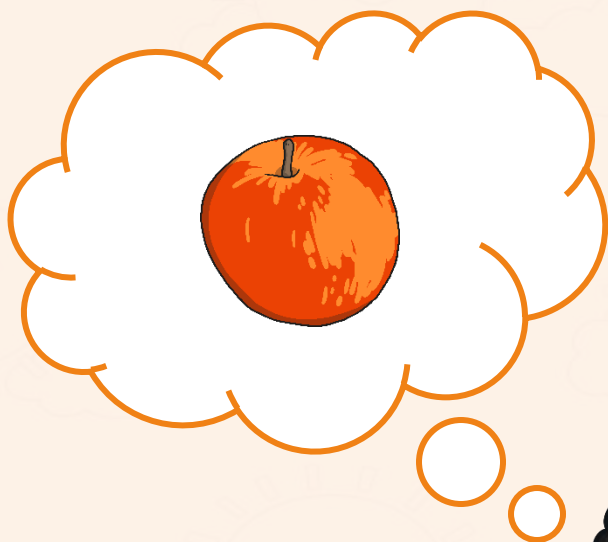
Making healthy choices can make us feel really good.

Getting a good night's sleep means we can feel rested and full of energy for the day ahead.

Eating sweet things only as occasional treats keeps our sugar intake low which is good for our body and our teeth.

Getting some fresh air and moving our bodies helps us feel good.

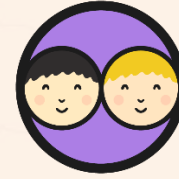




Consolidating

Reflecting

What Makes a Choice a Good Choice?



Talk to your partner and try to answer this question.

These words might be useful...

happy

helpful

safe

feel

affect

right

other people

good

respond

decision

unhappy

choose

healthy

The Big Questions



What choices do
we have about
things we say
and do?

How can these
choices affect how
we feel?



What have you learnt today that is
going to help you?

MATHS

Year 2 Volume and Capacity Quiz

Measurement

Measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary (AC9M2M01)

1. Circle some of the things you could use to measure how much this bucket can hold?



mark

☐

2. Circle some of the things you could use to measure how much this bucket can hold?



a) Should I choose pile A or pile B to compare?

b) Why is this important?

mark

☐

3. Let's look at some containers.

a) The _____ has the largest capacity.

b) The _____ has the smallest capacity.

c) The _____ has a bigger capacity than the _____.

d) The _____ has a smaller capacity than the _____.

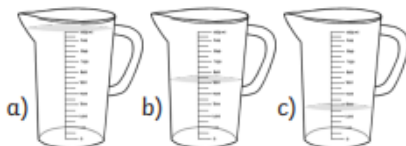


mark

☐

4. How much water is in the jugs?

d) Number the jugs from smallest, 1 to the biggest, 3.

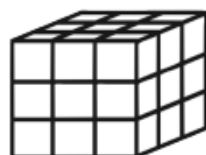


1. _____ 2. _____ 3. _____

mark

☐

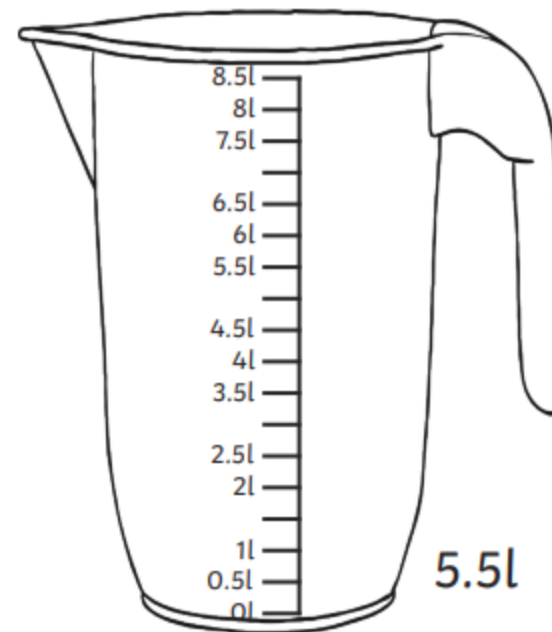
5. How many blocks will fit inside this box?



mark

☐


2l



Which container holds the least? Please circle.



Brain Breaks



[Let's Unwind | Flow | Meditation For Kids | GoNoodle - YouTube](#)