Monday

02.06.25

REGISTRATION







LITERACY

<u>Monday 2nd. June</u> <u>T.B.A.T. make inferences</u>

In a world where all sports were banned, the great stadiums stand silent and forgotten. Weeds wind their way through the cracks in the once bustling arenas, where fans once cheered with joy. These grounds, once vibrant with excitement, are now ghostly echoes of the past. Children pass by, hardly noticing the crumbling walls that hold secrets of the loud, thrilling games. It's hard to believe that these places were once filled with the roars of crowds.

Find in the text:

- 1. A word used to **describe** the stadium.
- 2. Which word means the same as bustling:

crowded	man-made
empty	joyful

3. What once filled the stadium?



CHALLENGE: Explain how you would feel if sport was banned. Give your reasons.





A reason is a <u>cause</u> or <u>explanation</u> for an action or an event.

'The reason I am hungry is because I didn't have much breakfast.'





We can say something about the characters that we meet because the author has described them but we can also find out more about them by what they do and say.

Obvious information



Some information about the character is **obvious**.

His enormous muscles flexed, showing off his strength and power.

The author has told us that the hero is very strong. This is **explicit** information.



Some information about the character isn't as obvious. Look at this example:

The fox looked up from licking her paw, sniffing the air and standing very still.

Saying something about the fox's character is trickier to find because you have to look harder for it. Sometimes we have to make an informed guess, based on what we know. This is called **inference**. It's a bit like being a detective, looking for all the clues.

Inference

The fox looked up from licking her paw, sniffing the air and standing very still.

A clue is that the fox is sniffing the air and standing still. This suggests that either she doesn't want to be found or that she might be about to hunt.

We could guess that the fox is suspicious and nervous.

Investigating characters

Let's investigate.



He had run halfway up the road before he began panting and puffing. Looking across at his athletic sister, she hadn't even broken a sweat yet.

Your turn

Read the extract below. Describe the character of Nim. Which information is **obvious**? What did you have to **infer**?



IN A PALM TREE, on an island, in the middle of the wide blue sea, was a girl. Nim's hair was wild, her eyes were bright, and around her neck she wore three cords. One was for a spyglass, one for a whirly, whistling shell and the other a fat, red pocket-knife in a sheath. With the spyglass at her eye, she watched her father's boat. It sailed out through the reef to the deeper dark ocean, and Jack turned to wave and Nim waved back, though she knew he couldn't see. IN A PALM TREE, on an island, in the middle of the wide blue sea, was a girl. Nim's hair was wild, her eyes were bright, and around her neck she wore three cords. One was for a spyglass, one for a whirly, whistling shell and the other a fat, red pocket-knife in a sheath. With the spyglass at her eye, she watched her father's boat. It sailed out through the reef to the deeper dark ocean, and Jack turned to wave and Nim waved back, though she knew he couldn't see.



What do we know about Nim? What can we infer?		CHALLENGE
Obvious Information	Inference	Who was Jack? Where do you think he was going?
		GREATER DEPTH
		What other characters can you think of that have been left alone? Explain who they are and what happened.

ASSEMBLY 10.00 - 10.30

BREAK

MATHS



CHALLENGE: Add the answer from Q1 and Q2 and divide by the number of shapes. What number do you have?







What strategy would you use?

26 + 30 = ____



Choosing addition strategies Solve each equation using a strategy of your choice.

- Then explain the strategy to your partner.
- How many other ways can you solve each equation?









What strategy would you use?

= 38 + 40

= 28 + 29







INDEPENDENT: Show your working out.



CHALLENGE:

3a. Ritesh went into a shop with 95p. He bought a train and a boat.



He thinks he still has enough money to buy some paints. Is he correct? Convince me.

CHALLENGE:

3a. Ritesh went into a shop with 95p. He bought a train and a boat.



He thinks he still has enough money to buy some paints. Is he correct? Convince me.

GREATER DEPTH:

1a. Jack is working out the missing number below.



Is Jack correct? Explain your answer

GREATER DEPTH:

1a. Jack is working out the missing number below.



Is Jack correct? Explain your answer



CHALLENGE:

3a. Ritesh went into a shop with 95p. He bought a train and a boat.



He thinks he still has enough money to buy some paints. Is he correct? Convince me. 04

• Why did you choose that strategy?

a)
$$54 + 29 =$$

b) ____= 78 + 9

First I... Oh, I see!





LUNCH

HANDWRITING

door	03.06.25 T.B.A.T. practice cursive writing and common exception words –
floor	
poor	
because	
find	
kind	
mind	
behind	

PE

Learning Objective

To develop the sprinting action.

Success Criteria

Balance when running by alternating arms and legs.

- Run on the balls of your feet.
- Take big strides when running fast.

Whole Child Objectives

Social: To communicate with others discussing technique.

Emotional: To work to my personal best.

Thinking: To understand what good technique looks like and can recognise it when I see it.

Equipment





Moving in space:

Pupils stand in their own space. They begin jogging around. Can they travel around in this space, showing a controlled jogging action and changing direction to avoid others? Q: When jogging, are you running at your fastest speed? *No, a controlled medium speed.*

Change the movement action to skipping, hopping and jumping.

Look for space to move in to away from others.

Car park:

Pupils jog around. Teacher will call out different instructions for pupils to respond to. When the teacher says 'car park' pupils quickly sit on the floor to park their car.

- green: jog around the teaching space
- · yellow: march high knees
- red: hold a balance on one foot
- · roundabout: spin around once on the spot
- · speed bumps: jump around the space

Soft, bent knees to jump and land.

Q: How does your body feel now you have warmed up? Can you recognise changes since before the warm up? *Heart beating faster, this moves blood around the body. Breathing faster, this means you are taking in more oxygen.*



Sprinting technique:

Tell pupils they are going to work on their sprinting technique. Q: When in life would sprinting be important? In pairs with two cones. Pupils begin one behind the other behind their start cone. They place their end cone 10m out in front of them.

A Pupils take turns walking to their end cone and back. Ask them to notice what they do with their body when they are walking. Q: What are you doing with your arms? How big is your stride? How high do your knees come?

B Repeat the activity with jogging and then sprinting. Consolidate their learning with a group discussion and draw out the key teaching points for sprinting. Bigger strides. Elbows are bent and arms move from pocket to mouth. High knee lift. Body upright. Run on the balls of your feet.

Catch me if you can:

Using the start cone from the previous activity, move the end cone up to 20m in front. In pairs, pupils stand one behind the other. Pupil A takes one step forward (around 0.5m). On the teachers' instruction 'go', pupil A tries to reach their end cone before pupil B tags them. Repeat a few times, changing roles each time.

Lift your knees high and fast.

Make this easier for pupil A by starting them 1m ahead of pupil B.



20 metres

Beat the cone:

A In pairs, both pupils begin behind a start line and number themselves A and B. Pupil A runs for 3 seconds, the teacher will say when to start and stop. Pupil B places a cone measuring where pupil A travelled to. Swap roles and repeat.

Take big strides. Keep looking straight ahead.

B Repeat the game, challenging the pupils to run past their cone.

Make this harder by decreasing the time given to reach their cone.



Cone relay:

A In groups of four with four cones. Pupils start one behind the other behind a start line. Stack the four cones 10m in front of each group. Pupils take turns to sprint to collect one of their four cones and bring it back to their team before tagging the next pupil to go.

B Give pupils feedback on the sprinting technique demonstrated and repeat the activity. This time, the pupils have two turns. First time they collect the cone and the second time they place the cone back.

Take small steps to slow down when you approach the cones.

Make this harder for a group by increasing the distance to the cones.



8

BREAK

1:55 - 2:10

COMPUTING Investigators
Lesson 1: Counting and comparing

Year 2 – Data and information – Pictograms



Objectives

Lesson 1: Counting and comparing

To recognise that we can count and compare objects using tally charts

- I can record data in a tally chart
- I can represent a tally count as a total
- I can compare totals in a tally chart

Counting objects



Question: How many elephants can you see?

4

Counting objects



Question: How many leopards can you see?

Counting objects



Question: How many tigers can you see?

4

Counting objects



Question: How many zebras can you see?

Counting animals



Question: Which animal is there most of?

Counting in fives

Did you see what happened on the tally chart when we got to the number 5?

When you make marks on a tally chart, you chunk them into groups of five.



Counting in fives: Each group of five looks like a gate.

Tally charts



Animal	Tally	Total
00		4
		6
		8
		3

Make your own tally chart

Can you make a tally chart to show how many animals there are on the farm?

It might help you to fold the paper to count the animals in each pen.





How many animals are there on the farm?





How many



How many







Animal	Tally	Total

Answers - Activity 1

How many animals are there on the farm?



Can you answer questions using a tally chart?

Animal	Tally	Total
		6
		12
		7
	III	5

Which animals does the farmer have most of?

Animal	Tally	Total
		6
		12
		7
		5

Which animals does the farmer have least of?

Animal	Tally	Total
		6
		12
		7
		5

How many chickens are there?

Animal	Tally	Total
		6
		12
		7
		5

The number of _____ is half the number of pigs.

Animal	Tally	Total
		6
		12
		7
		5

Can you answer some questions?



Plenary

Match the data



How do you know?



Plenary

Match the data



How do you know?



Plenary

Match the data



How do you know?





Assessment

How confident are you? (1–3)

- I can record data in a tally chart
- I can represent a tally count as a total
- I can compare totals in a tally chart





Next lesson

In this lesson, you ...

Recognised that you can count and compare objects using tally charts

Next lesson, you will ...

Recognise that objects can be represented as pictures

D&T (Pioneers) T.B.A.T. To look at objects and understand how they move. Lesson 1: Pivots, levers and linkages (kapowprimary.com)

Learning objective

 To look at objects and understand how they move.

Success criteria

- I can understand that mechanisms are a collection of moving parts that work together in a machine.
- I can understand that there is always an input and output in a mechanism.
- I can identify mechanisms in everyday objects.
- I can understand that a lever is something that turns on a pivot.
- I can understand that a linkage is a system of levers that are connected by pivots.
- I can help devise whole-class design criteria for what our moving monster should do.



Making It Move

Lever - The simplest type of mechanism is called a lever. A lever is a stiff bar which moves around a pivot. The pivot can be loose or fixed. Levers are used in many products.



Making It Move

Linkage - a mechanism made by connecting together levers around a pivot to produce the type of movement required.



Can you explain the difference between a lever and a linkage?

Identifying Levers and Linkages



Can you identify the levers and linkages? Discuss with your group and then click on the questions to find out the answers



Loose pivot - a split pin that joins card strips together.

Fixed pivot - a split pin that joins card strips to the backing card.

Can you identify and circle the pivots in these examples?



The levers are red and the linkages are green.



<u>Super Simple Machines: Levers</u> (youtube.com)



Levers and Linkages

Lesson 1: Pivots, levers and linkages (Classroom view) (kapowprimary.com)