Year 2

Monday

Morning Challenge

23.06.25
Morning Challenge

Literacy

Monday 23rd June

TBAT: answer questions based on what has been read to me

3 in 3

In springtime, the forest,
In summer, the sea,
In autumn, the mountains,
In winter, we freeze.

How nice, the old branches,
Bursting with buds,
The primrose and bluebell,
Freshly grown in the woods.

All green things unfolding,
Where merry birds sing!
I love in the woodlands,
To wander in spring.

Ah, wind, is it winter?
Yes, winter is here.
With snow on the meadow,
And ice growing near.

The daylight is short,
But the firelight is long.
Ice-skating's our sport,
Then, a story and song.

In springtime, the forest,
In summer, the sea,
In autumn, the mountains,
In winter, just me.

1. **Where the merry birds sing!** In this line, what does 'merry' mean?

_____

_____

2. Number these seasons from 1-4 to show the order they appear in the poem.

- ☐ autumn
- ☐ summer
- ☐ spring
- ☐ winter

3. How do you think the poet feels about springtime? Use evidence from the poem to explain your answer.

_____

_____

_____

Monday 23rd June

TBAT: answer questions based on what has been read to me

Can we recall what happened to Elliott in our story?

What does he find?

Where does he find it?

What problems does he have with the machine?

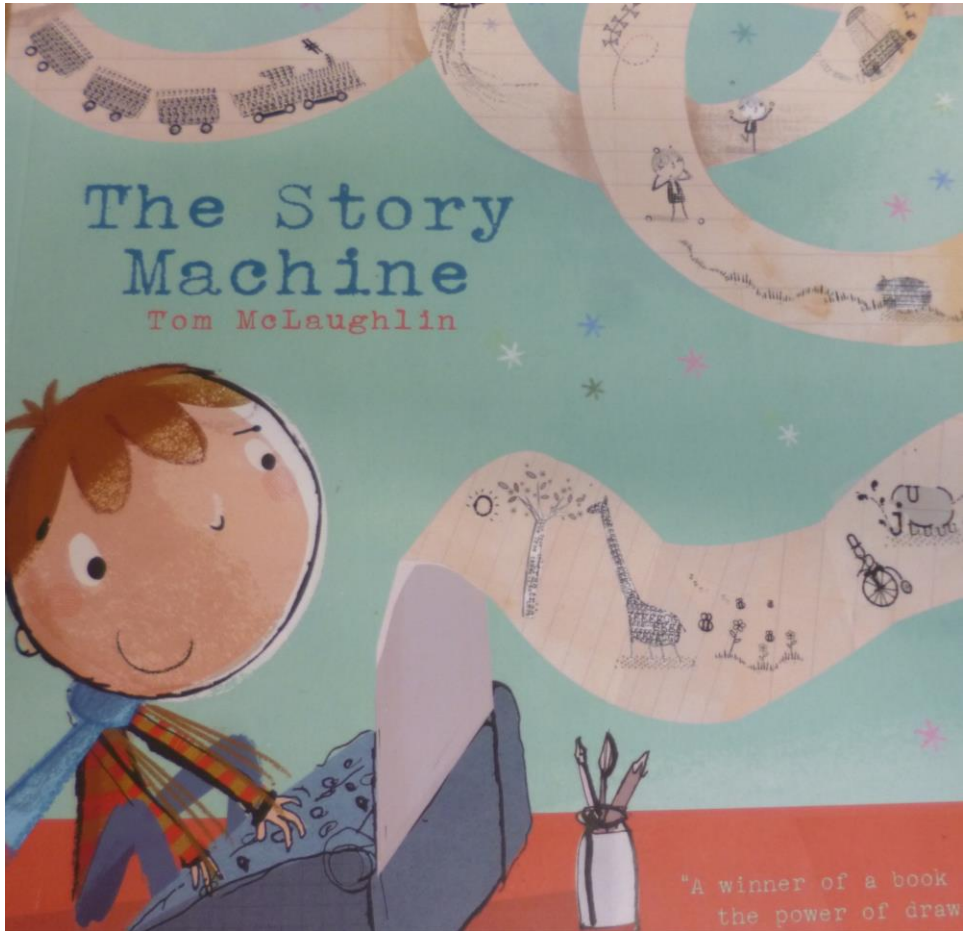
What does he make the machine do?

Monday 23rd June

TBAT: answer questions based on what has been read to me

Re-read the book

The Story Machine



Answer the questions in complete sentences

1. What kind of machine does Elliott find?
2. Why is Elliott confused about the machine at first
3. What does the machine start to make?
4. Why does Elliott find it hard to use the machine at first?
5. What happens when the machine breaks?
6. What does Elliott learn about himself by the end of the story?

CHALLENGE

- Why do you think Elliott liked the machine so much, even before he knew what it did?

- What can we learn about Elliott from the way he shares his stories with others?

BREAK
10.45 - 11.00

MATHS

23.06.25

T.B.A.T. understand relationships in multiplication

3 in 3

1)

Which number below shows sixteen?

16 61 60

2)

Write in digits 'twenty-four'

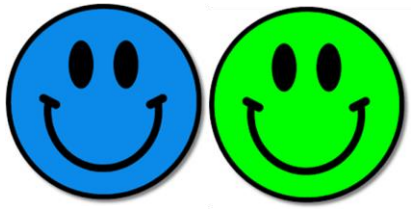
3)

34 can be partitioned into 20 + 14. True or false?

CHALLENGE:

If I know…then I know…

$$3 \times 2 = 6$$



multiplication

half

division

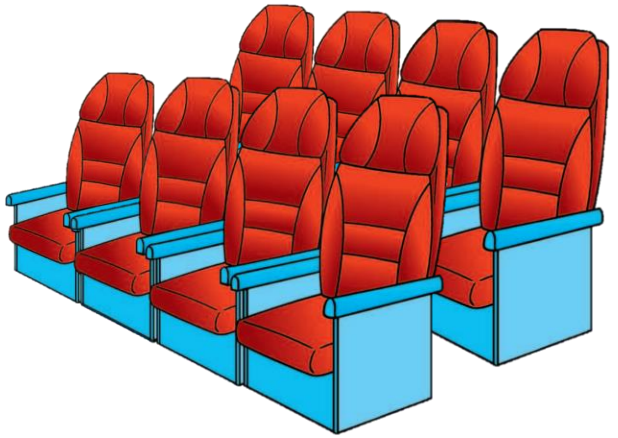
third

equal groups

quarter

On the plane, eight people are sat in their seats.

- How would you describe how they're arranged?

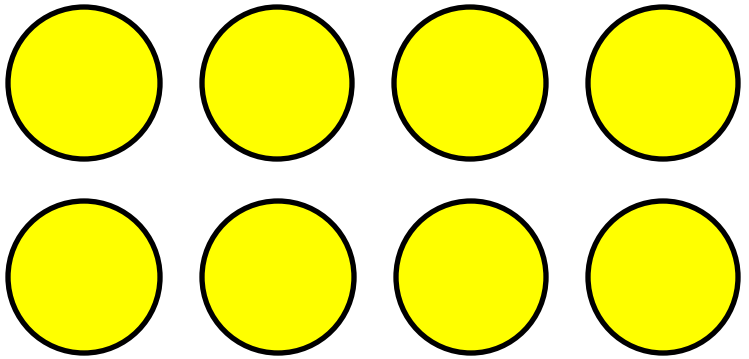


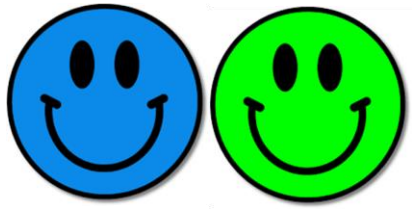
□ × □ = □

□ × □ = □

□ ÷ □ = □

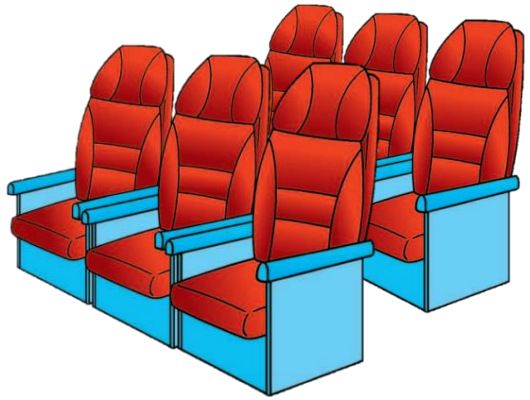
□ ÷ □ = □





On the plane, 6 people are sat in their seats.

- How would you describe how they're arranged?

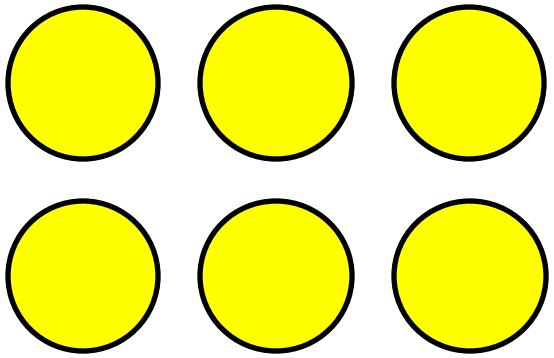


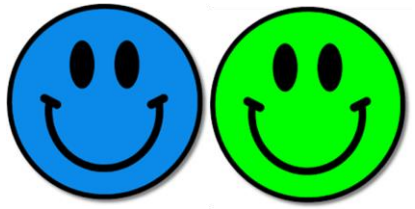
$$\square \times \square = 6$$

$$\square \times 3 = \square$$

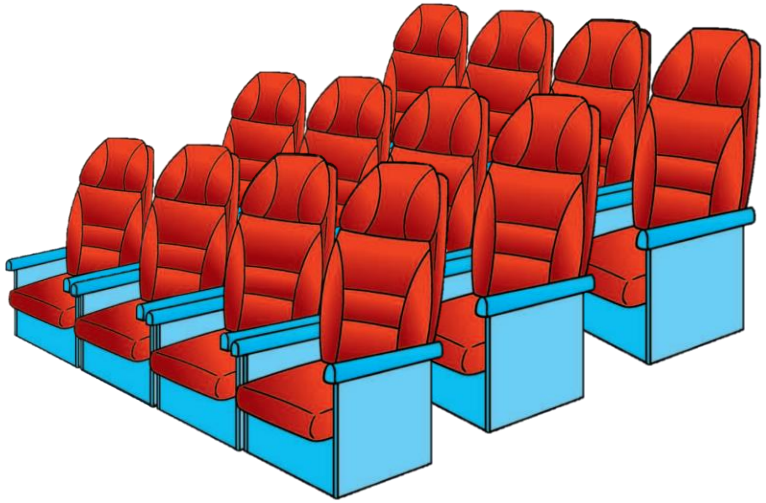
$$\square \div 2 = \square$$

$$\square \div \square = 2$$





On the plane, 12 people are sat in their seats.

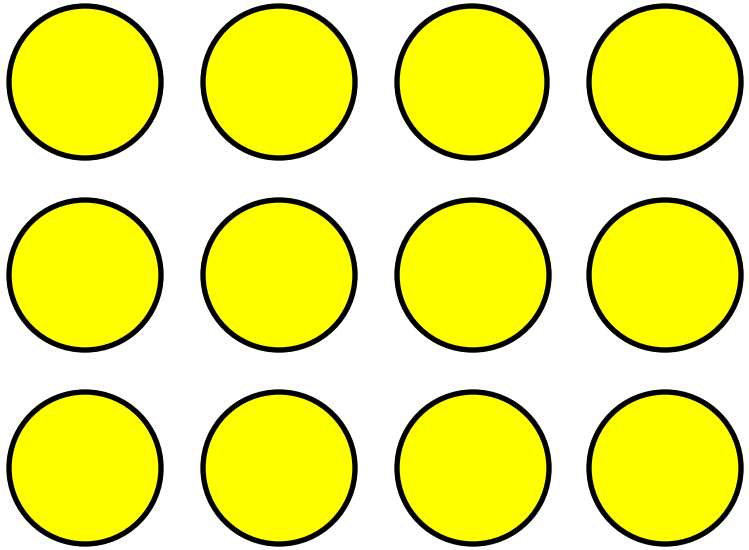


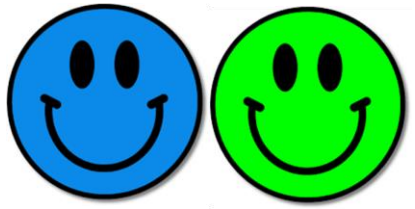
$\square \times \square = \square$

$\square \times \square = \square$

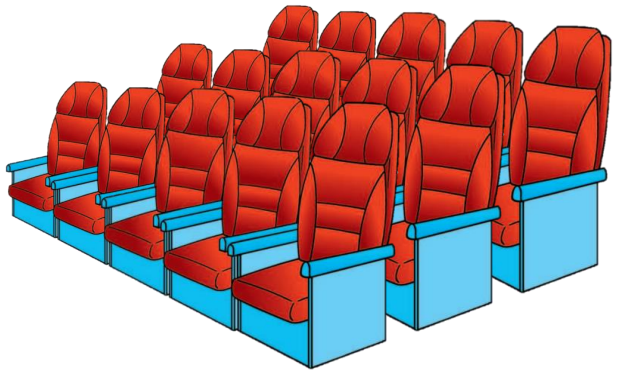
$\square \div \square = \square$

$\square \div \square = \square$





On the plane, 15 people are sat in their seats.

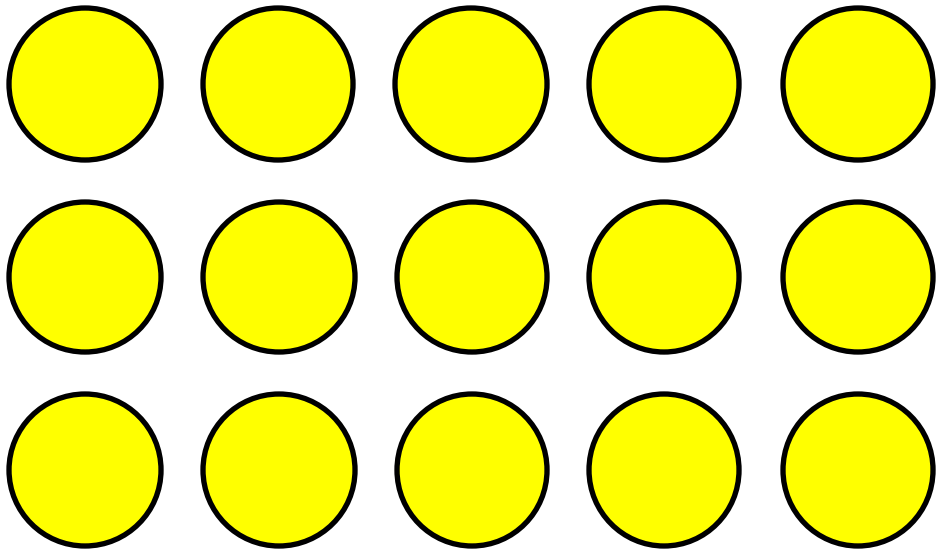


$\square \times \square = \square$

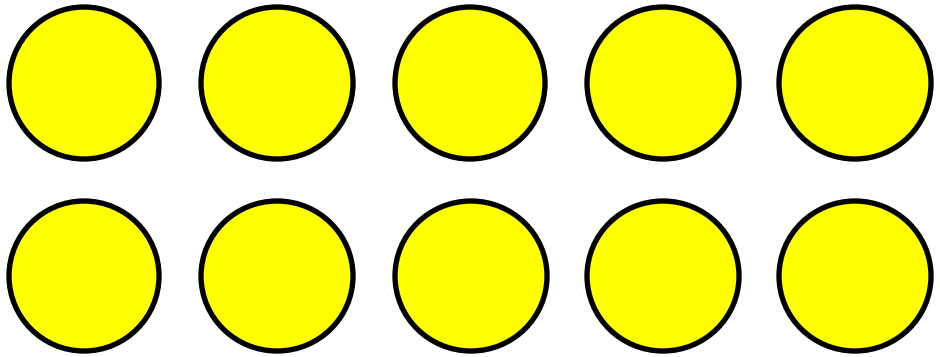
$\square \times \square = \square$

$\square \div \square = \square$

$\square \div \square = \square$



- Choose an array and describe it using six facts.



$5 \times 2 = 10$

$10 \div 2 = 5$

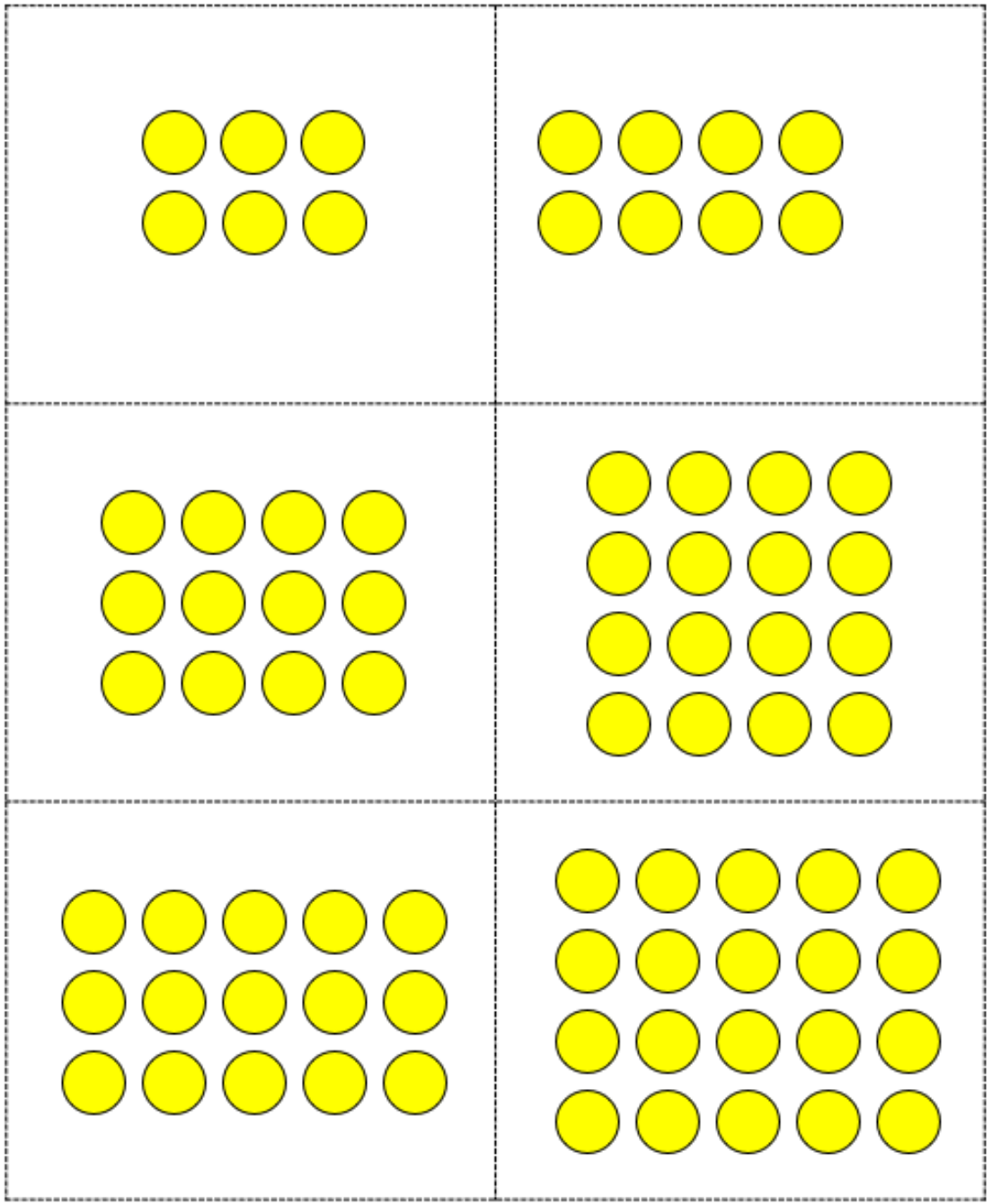
$2 \times 5 = 10$

$10 \div 5 = 2$

One half of ten is equal to five

One fifth of ten is equal to two

Choose an array and record the multiplication and division fact family and include the fractional language used to describe it.



CHALLENGE

Here are some fractions of a quantity. Using your knowledge, create an array for each and write down the multiplication and division facts to form the fact family.

$\frac{1}{4}$ of 20 is equal to five	$\frac{1}{3}$ of 12 is equal to four
$\frac{1}{4}$ of 16 is equal to four	$\frac{1}{3}$ of 15 is equal to five
$\frac{1}{4}$ of eight is equal to two	$\frac{1}{3}$ of six is equal to two
$\frac{1}{5}$ of 20 is equal to four	$\frac{1}{4}$ of 12 is equal to three
$\frac{1}{5}$ of 15 is equal to three	$\frac{1}{2}$ of eight is equal to four
$\frac{1}{2}$ of six is equal to three	

GREATER DEPTH:

Why could these also be derived facts?

$6 = 2 \times 3$

$3 = 6 \div 2$

$6 = 3 \times 2$

$2 = 6 \div 3$

$3 \times 2 = 6$

$\frac{1}{2}$ of $6 = 3$

$\frac{1}{3}$ of $6 = 2$

LUNCH

PE

Learning Objective

To consider how much power to apply when aiming at a target.

Success Criteria

- Point your arm in the direction of the target as the object is released.

Whole Child Objectives

Social: To congratulate others.

Emotional: To manage my emotions regardless of results.

Thinking: To be able to identify my own and others' success.

Equipment

BEANBAGS
x 15

CONES
x 60

PLAYGROUND BALL
x 15

TENNIS BALLS
x 15

Moving in space:

A Pupils find a space and begin jogging around.

Change direction to avoid others. Look for space away from others.

B Q: Can you suggest other ways to travel around to help you warm up and prepare your body for the lesson? *E.g. sidesteps, high knees, skipping etc.* Repeat using the pupil's suggestions.

Make this harder by reducing the space.

Trains:

A In pairs. Pupils stand one behind the other. Pupil at the front leads the travelling action with their partner copying. When the teacher says 'choo, choo', they change the leader and travelling action.

Keep a safe distance from your partner.

Make this harder by changing the direction of travel.

B In pairs with one ball. Pupils jog one behind the other, leader with the ball. When the teacher says 'choo, choo', the leader rolls the ball a little way in front, partner runs to over take and collect it. Change roles and continue. 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.*

Roll the ball softly with one hand. Not too big of an arm swing so that the ball rolls just in front of you.

30
Mins

Skill Development

Roll and slide:

A In pairs with one tennis ball, playground ball, beanbag and cone. Pupils stand approx. 4m apart. They place one ball and beanbag on the floor and explore rolling the first ball to each other. Q: What do you notice about how easy the ball is to roll?

Place the other objects safely to the side of you.

B Repeat the activity using the other ball, and then with sliding the beanbag. Q: Which object were you most accurate with?

To roll or slide the object, bend your knees, place your opposite foot to throwing arm forwards to help with balance. Use a straight arm, swing from back to front and finish with hand pointing at your target.

Make this harder by standing further apart.

Target cone:

A In pairs, with the same equipment. Pupils place their cone approx. 5m away from a start line. They take turns to roll/slide the three objects towards the target cone, trying to get it to stop as close as possible to it. Q: Which object were you most accurate with? Did you need to change the power you put on an action depending on the object? How did you do this? *To place more power on a movement move your hand quicker, to place less power on a movement move your arm slower.*

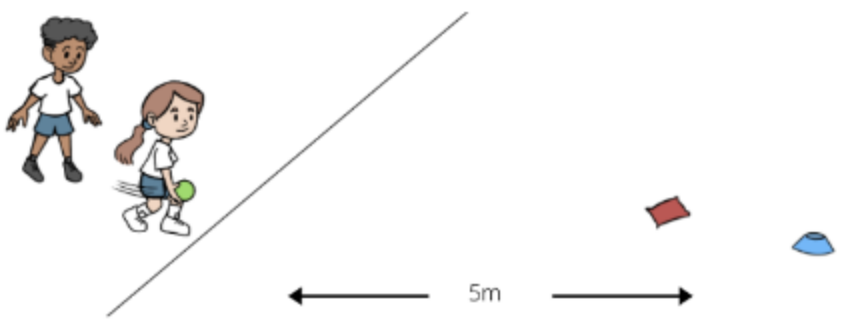
Make this easier by using a larger target e.g. two or three cones placed together. Make this harder by increasing the distance to the cone.

B Repeat the activity with the discussion points in mind.

C This time, pupils play against each other, selecting one object to play with. Pupils take turns to have one roll/slide to see who can get their object to stop closest to the cone. The winner earns one point. Play first to five points.

Take turns at who goes first and think about trying to move your opponent's object if you go second by hitting it with your own. Congratulate your opponent at the end of your game, regardless of the result.

Make this harder by selecting the object you were least accurate with. Make this easier by allowing pupils two attempts.



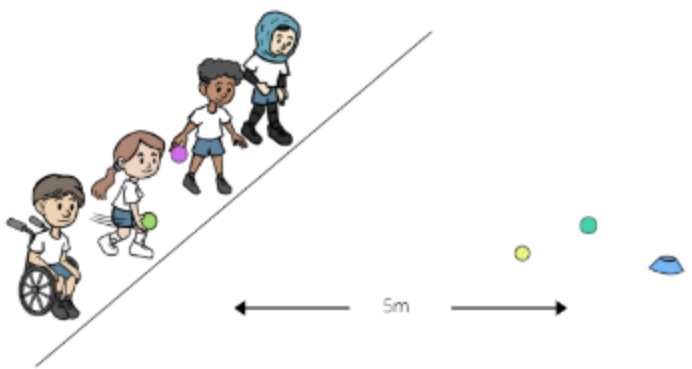
Bowls:

Pupils play 2v2. Each player selects one object to use. Place a target cone an agreed distance from a start line.

- Pupils from each team takes turns to roll or slide their object towards the target cone.
- Whichever team is furthest from the target after the first roll, gets to take the next roll.
- Pairs can score up to two points per round if both of their objects land closest to the target.
- Pupils play first to ten points.

Decide who will go first. Think about how to help your partner if you go second e.g. you might be able to roll your object to hit your partner's object closer.

Make this harder by only allowing pupils to use a ball. Make this harder by changing the distance of the cone after each round so pupils have to adjust aim and technique.



Croquet:

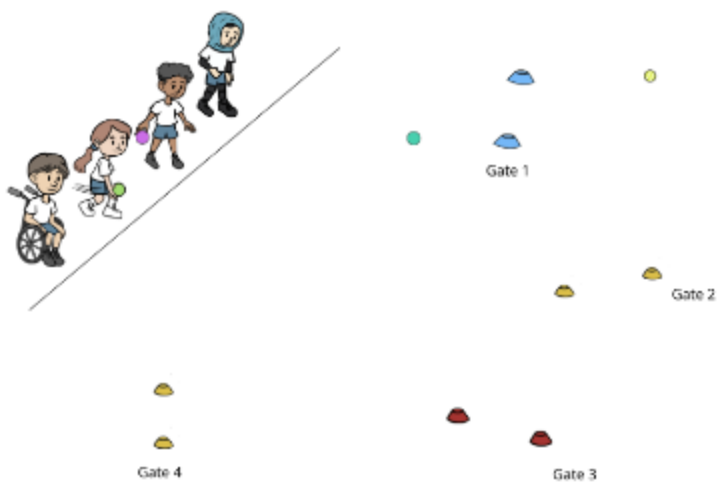
In the same groups with one ball each, pupils all play against each other. Each group sets up a circuit of four ‘gates’, using two cones for each gate.

- One at a time, pupils roll their ball through the first gate, attempting to make it to the final gate in the fewest number of turns.
- On their turn, pupils roll their ball from the spot where it had previously stopped.
- If a pupil’s ball has been knocked by another ball, the pupils roll the ball from the new location.
- Each pupil continues to take turns until they have completed the course.

Teacher note: pupils can choose how far apart their gates are from one another and how wide each gate is.

Think about how much power you want to put on the ball so that it doesn’t roll too far for the next gate. Finish with your hand pointing towards your target as you release.

Make this harder by having narrower gates or using the non-dominant hand. Make this easier by using a beanbag.



D.T.
Pioneers

T.B.A.T. Explore different design options

Success criteria

- ✔ I can understand that linkages use levers and pivots to create motion.
- ✔ I can think of two of my own points to add to the class design criteria.
- ✔ I can draw two moving monster designs that meet all points of my design criteria.
- ✔ I can design the linkage I will use to make my monster move.

Agree or disagree

Paper would be a good material to make a moving monster.

Do you agree or disagree and why?

2: Attention grabber

Monsters

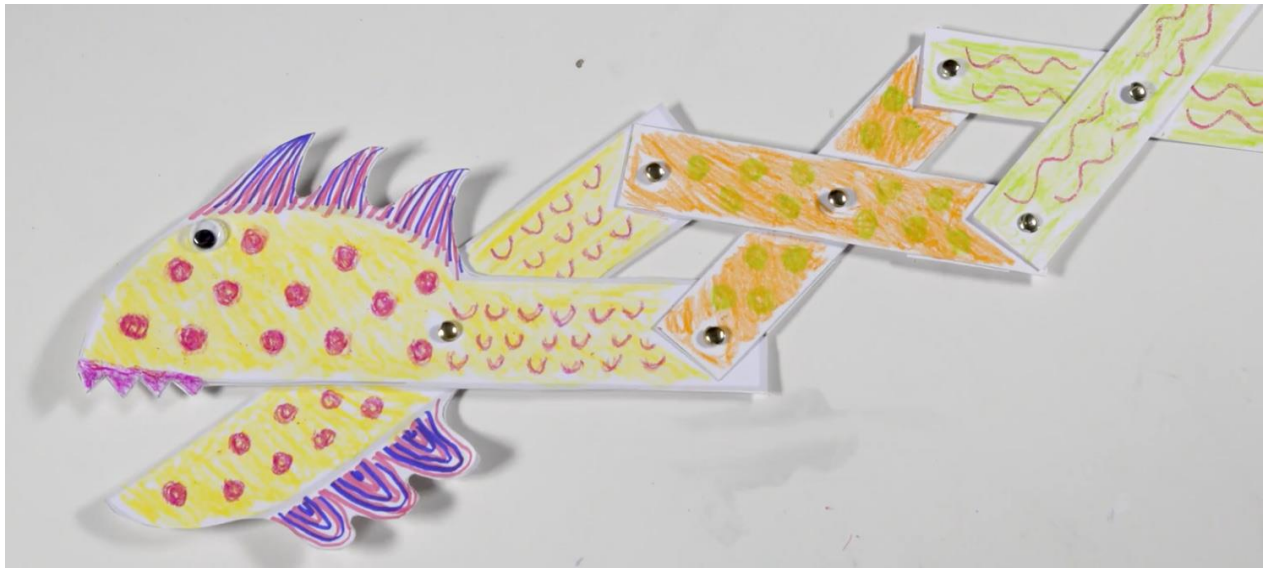
- ✔ What do monsters look like?
- ✔ What famous monsters do the children know about?
- ✔ What features do monsters have?

Presentation: Moving monster examples

Lesson 3: Designing my monster (kapowprimary.com)

The monster's facial features could include the following:

- ✔ Big teeth or fangs.
- ✔ Scary shape or coloured eyes.
- ✔ Fur or scales.



Spend a few minutes discussing what other features their monster should have, such as aesthetics, safety, materials, functionality and impact.

1.Sketching two different design ideas for their monsters and colouring them in.

2.Adding arrows to their designs to indicate the parts that move and the direction of movement.

3.Drawing a diagram of the linkage systems they have chosen based on the parts they want to move and the direction of movement.

The diagrams could also communicate the levers and pivots used and the input and output motion arrows.

Questions

- ✓ What are levers and linkages?
- ✓ What are pivots used for in linkages?
- ✓ What products use levers and linkages?
- ✓ What are design criteria?
- ✓ Why is it important to use design criteria?
- ✓ What materials can you use to make your monsters?

COMPUTING Investigators

Creating pictograms

Computing

Unit Using IT to organise and present data

Oak National Academy

Outcome

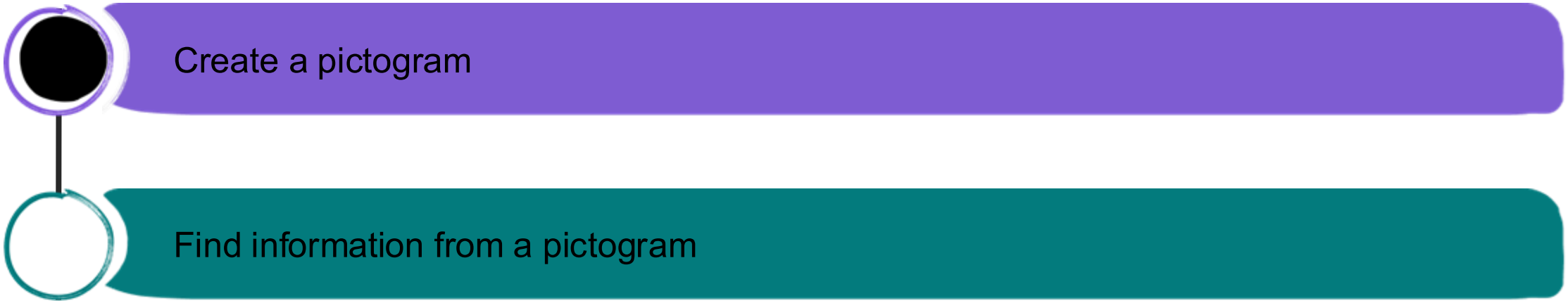
I can use a computer to present data as a pictogram.

Keywords

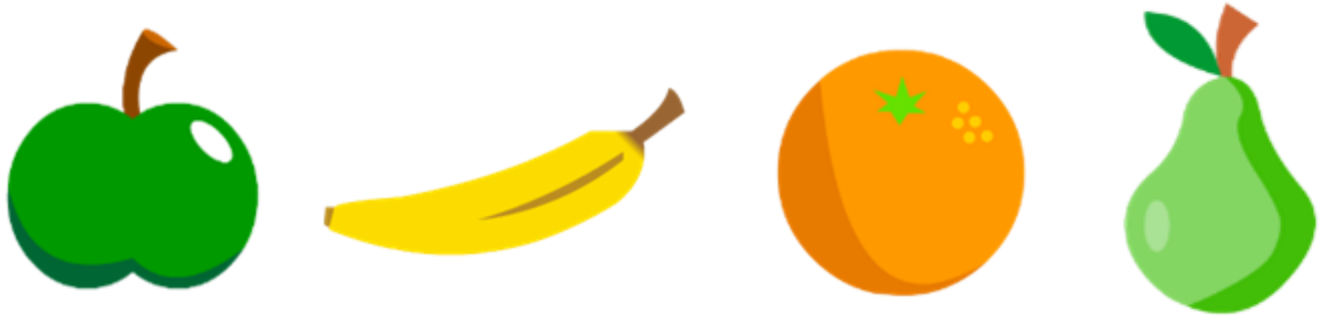
information	important knowledge or facts from the data collected
pictogram	a chart that uses pictures to display data

Lesson outline

Creating pictograms



What is your class's favourite fruit? How could you find out?



You could use a tally chart to collect the **information** quickly.

You can record the data in a tally chart and see which fruit is the most popular.

Fruit	Tally	Total
	|||	3
	||||	4
	||	2
	||||	4

Create a pictogram

Explanation

A tally chart can be used to collect data quickly. You can record it using a pen and paper.

After you collect the data, you can turn it into **information** by showing it as a **pictogram**. A **pictogram** helps us understand things, like which item is liked the most or the least.

Check

True or false?

This tally shows seven objects recorded.

T True ✓ F False

The tally shows one group of five and two more on their own.

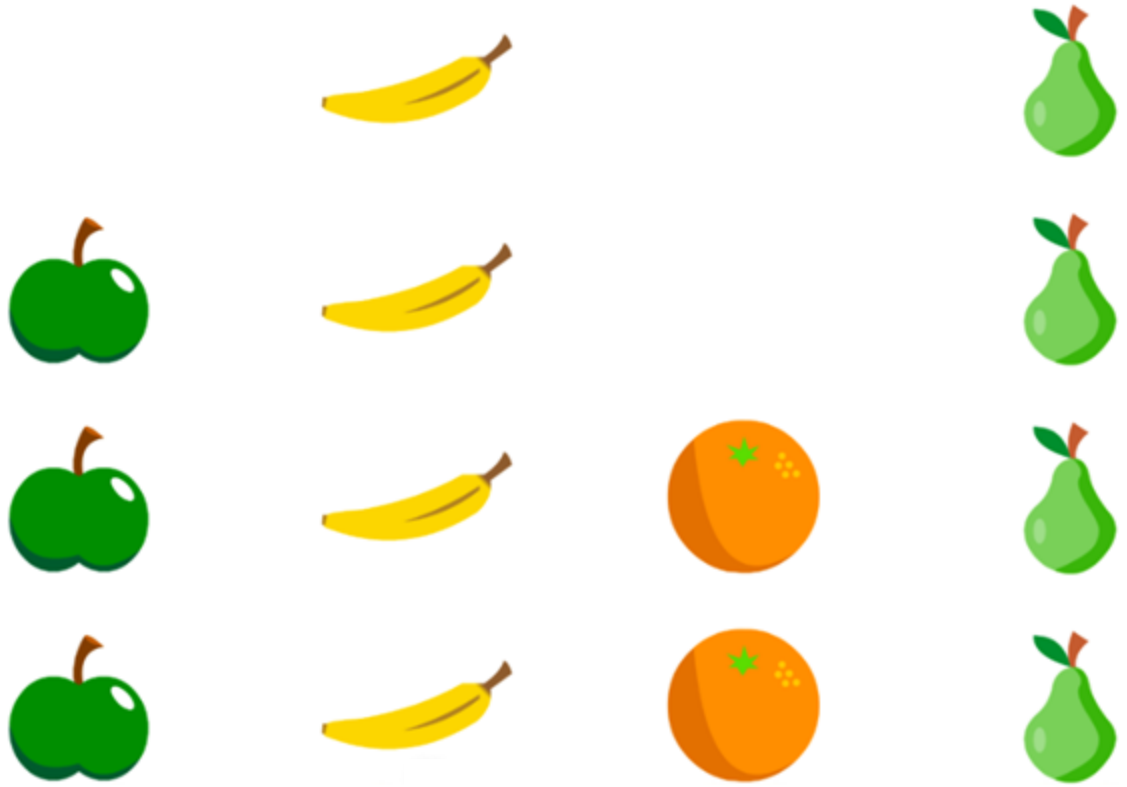
5 + 2 = 7

Create a pictogram

Explanation

You can use the data collected to create a **pictogram**.

Fruit	Tally	Total
	|||	3
	||||	4
	||	2
	||||	4

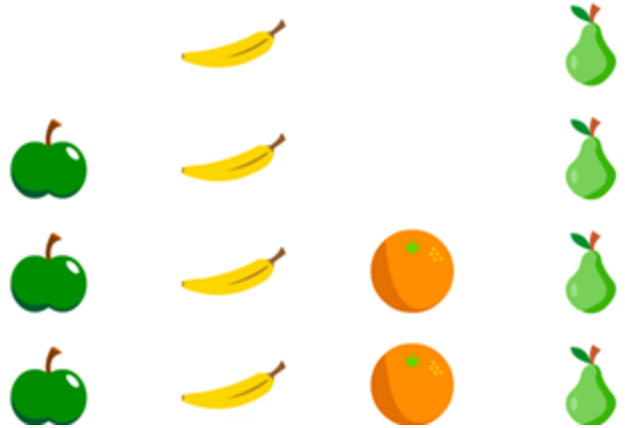


All images: Just2easy Ltd

The data collected from the tally chart is shown in the **pictogram**. You can then use the **pictogram** to display **information**.

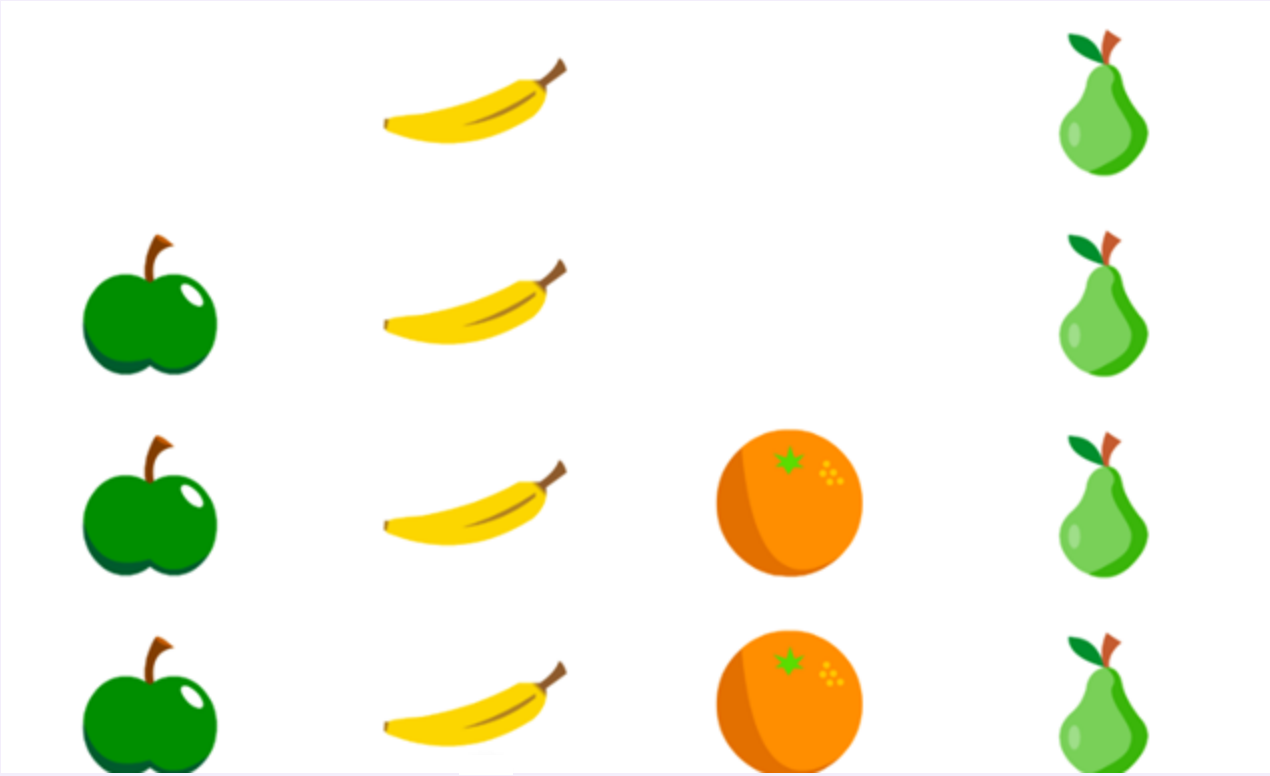
From the data you have collected, you can see that bananas and pears are the most popular.

Fruit	Tally	Total
	|||	3
	||||	4
	||	2
	||||	4



Check

Which fruit is the least popular?



Oranges are the least popular fruit. Only two people chose oranges.

Image: Just2easy Ltd

When you collect the data in a tally chart, you count how many there are of each object.

When you show the data in a **pictogram,** it is easier to see what is the most or least popular.

A **pictogram** makes it easier to understand the data and find out **information**.

You are going to create a **pictogram** showing how many minibeasts were found in the garden.

- Go to oak.link/pictogram.
- Click on ‘minibeasts’.

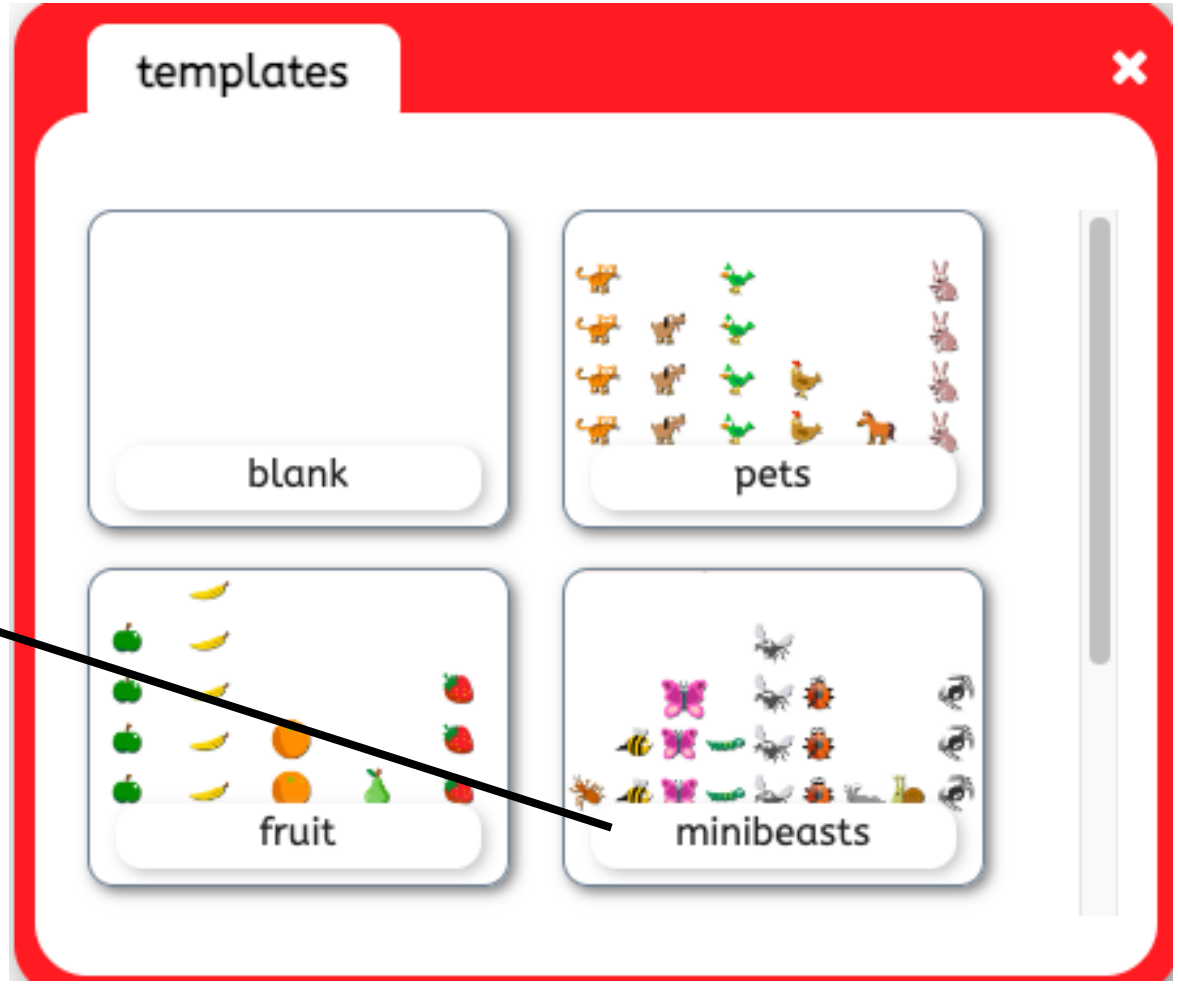
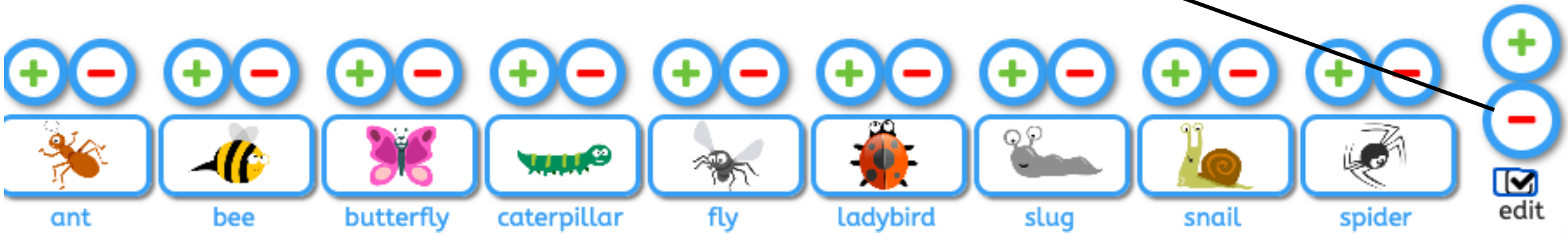


Image: Just2easy Ltd

Select ‘edit’ and ‘-’ to reduce the number of minibeasts to 5.



Use the + button above each minibeast to add your data.

You will be given data to make your **pictogram** in Task A.

Image: Just2easy Ltd

The pictures underneath the + and - buttons show the type of data that is being collected.

You do not count this picture!

Image: Just2easy Ltd

Make a **pictogram** using the tally chart to show how many minibeasts were found in the garden.

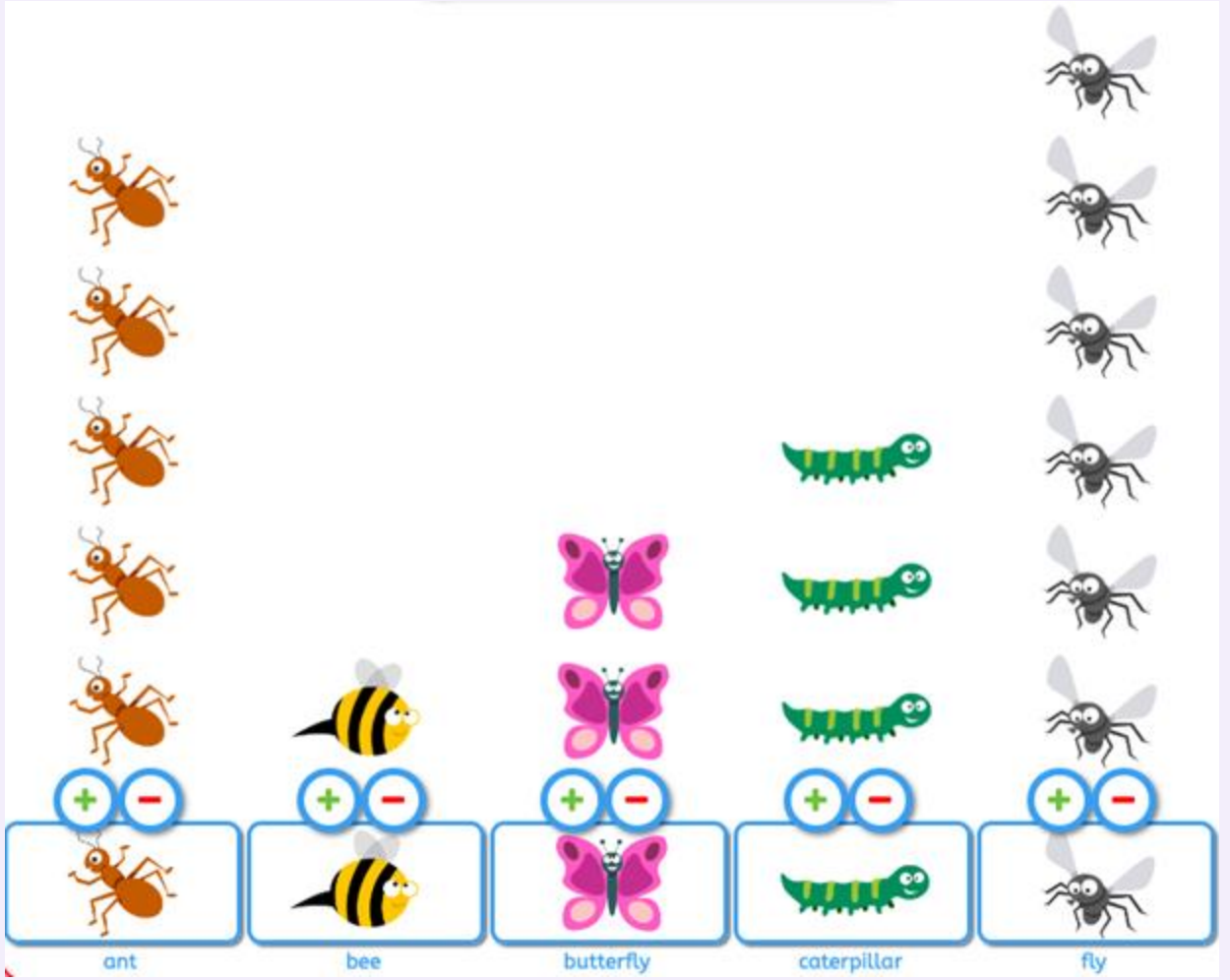
Minibeast	Tally	Total
	𝍸	5
	|	1
	||	2
	|||	3
	𝍸 |	6

Task A

Create a pictogram

Feedback

Minibeast	Tally	Total
	𝍸	5
	I	1
	II	2
	III	3
	𝍸 I	6



All images: Just2easy Ltd

Lesson outline

Creating pictograms

Find information from a pictogram

Explanation

You can use **pictograms** to find out **information**.

You could find out the answers to these questions:

- How many of each type of pet does our class have?
- What is everyone's favourite ice cream flavour?
- What is the most popular pizza topping?

This **information** can help to decide things like which flavour of ice cream or which type of pizza to buy.

Check

Why might we use a **pictogram**?

You can quickly find out **information** about the least and most popular objects. It can also give us **information** to help us in making decisions.

You can see from this **pictogram** that more people have dogs and no one that was asked has a pet horse.

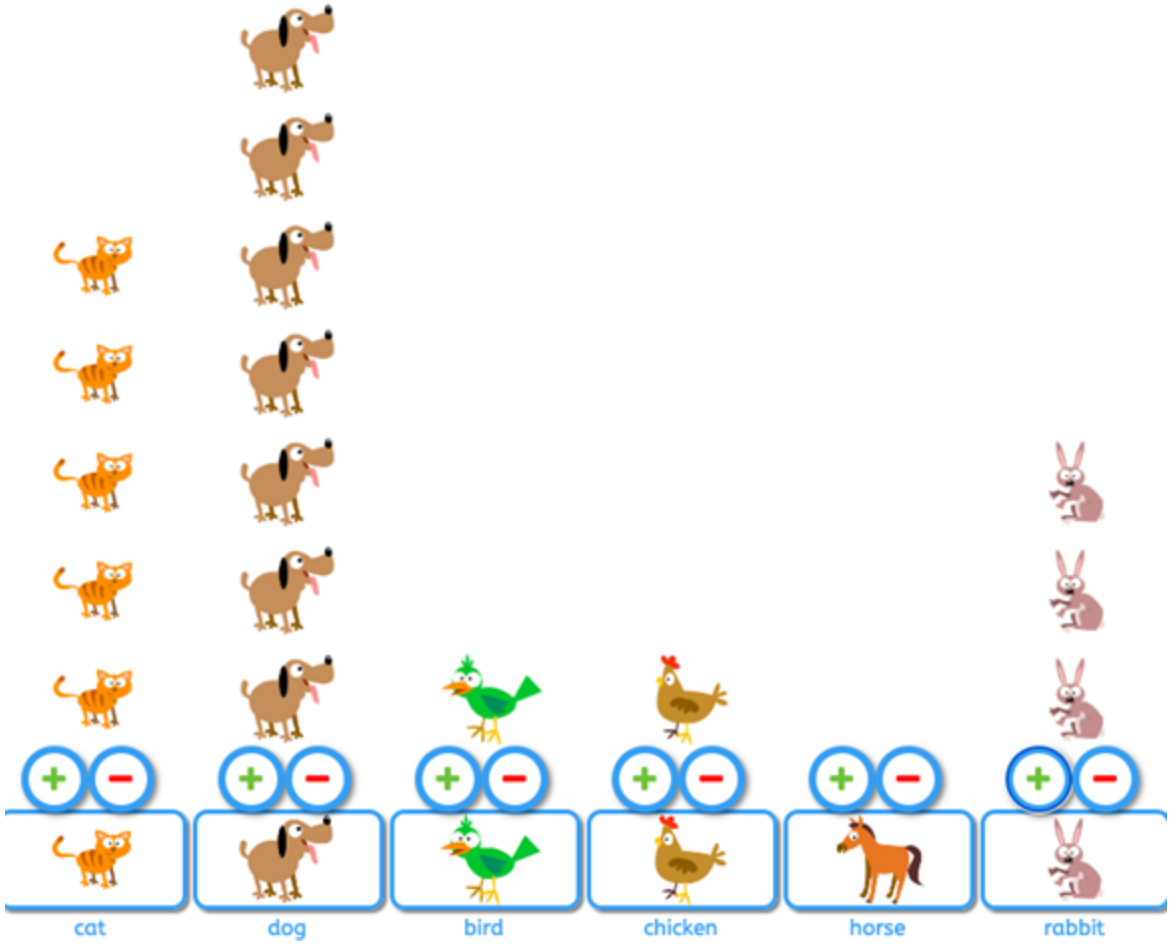


Image: Just2easy Ltd

Find information from a pictogram

Explanation

I can also see that five people own cats and three people own rabbits.

Lucas

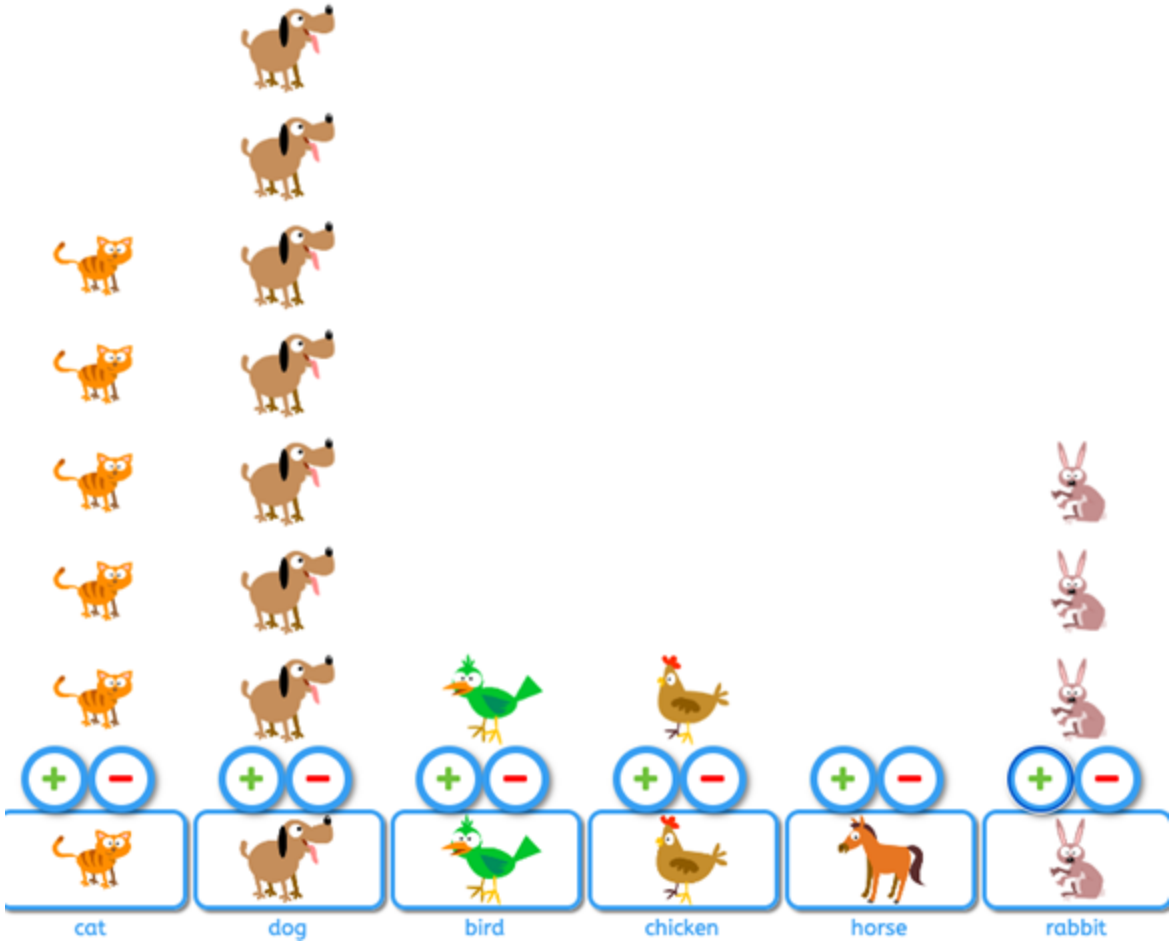


Image: Just2easy Ltd

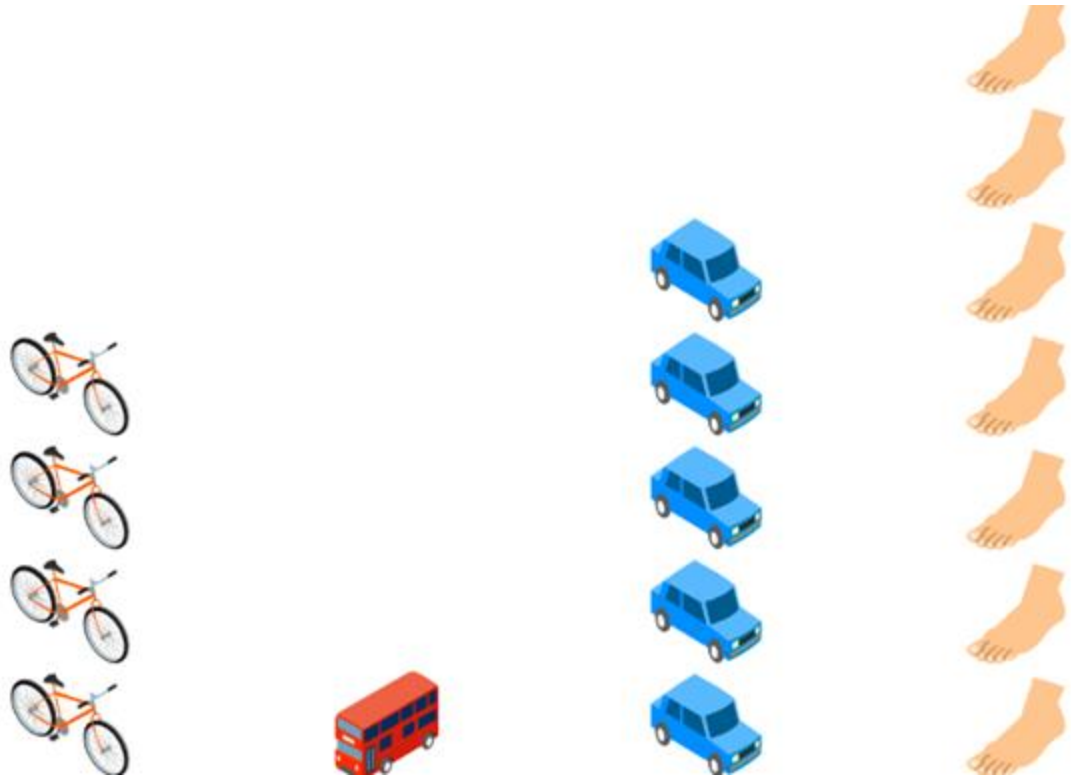
Check

Which type of weather happened the most frequently?

There was more rain than any of the other types of weather.

Image: Just2easy Ltd

Here is a **pictogram** showing how the class travelled to school.



Which was the most popular way to travel?

Which was the least popular way to travel?

How many children did we ask?

Image: Just2easy Ltd

How many children cycled to school?

How many more children travelled by car than by bus?

How many children travelled by bike or bus?

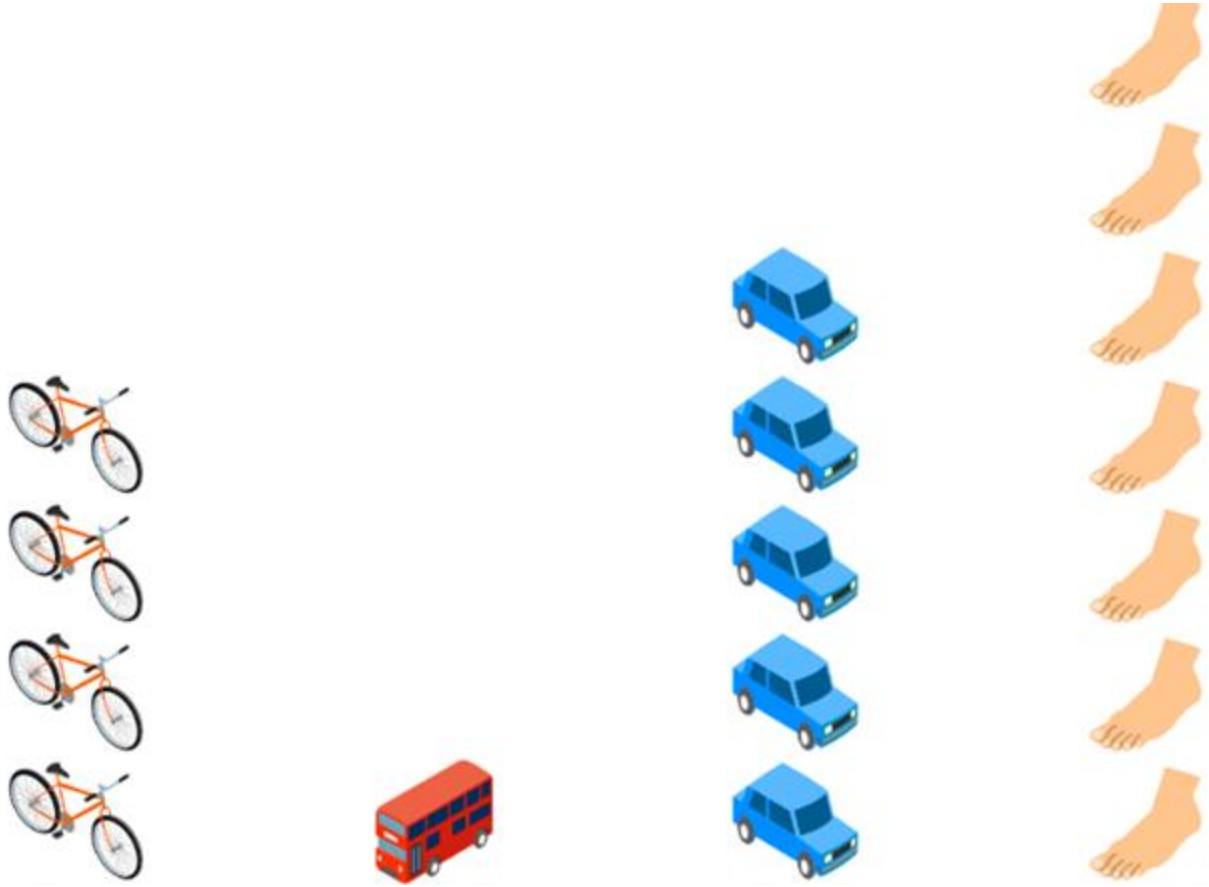


Image: Just2easy Ltd

Here is a **pictogram** showing how the class travelled to school.

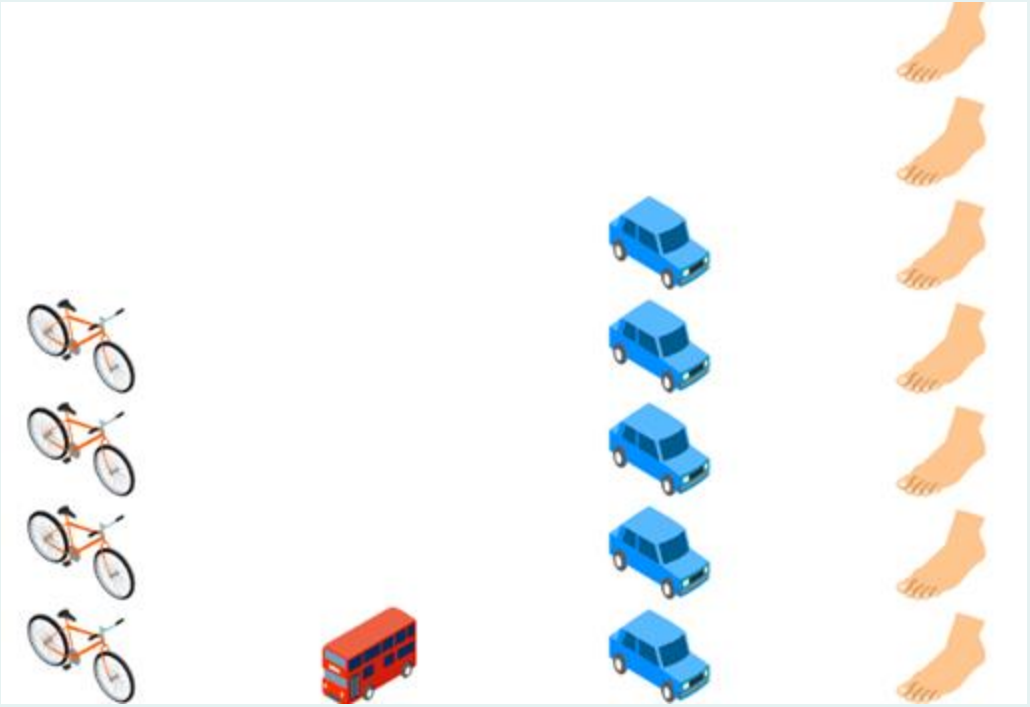


Image: Just2easy Ltd

Which was the most popular way to travel?

walking

Which was the least popular way to travel?

bus

How many children did we ask?

17

Task B

Find information from a pictogram

Feedback

How many children cycled to school?

four

How many more children travelled by car than by bus?

four

How many children travelled by bike or bus?

five

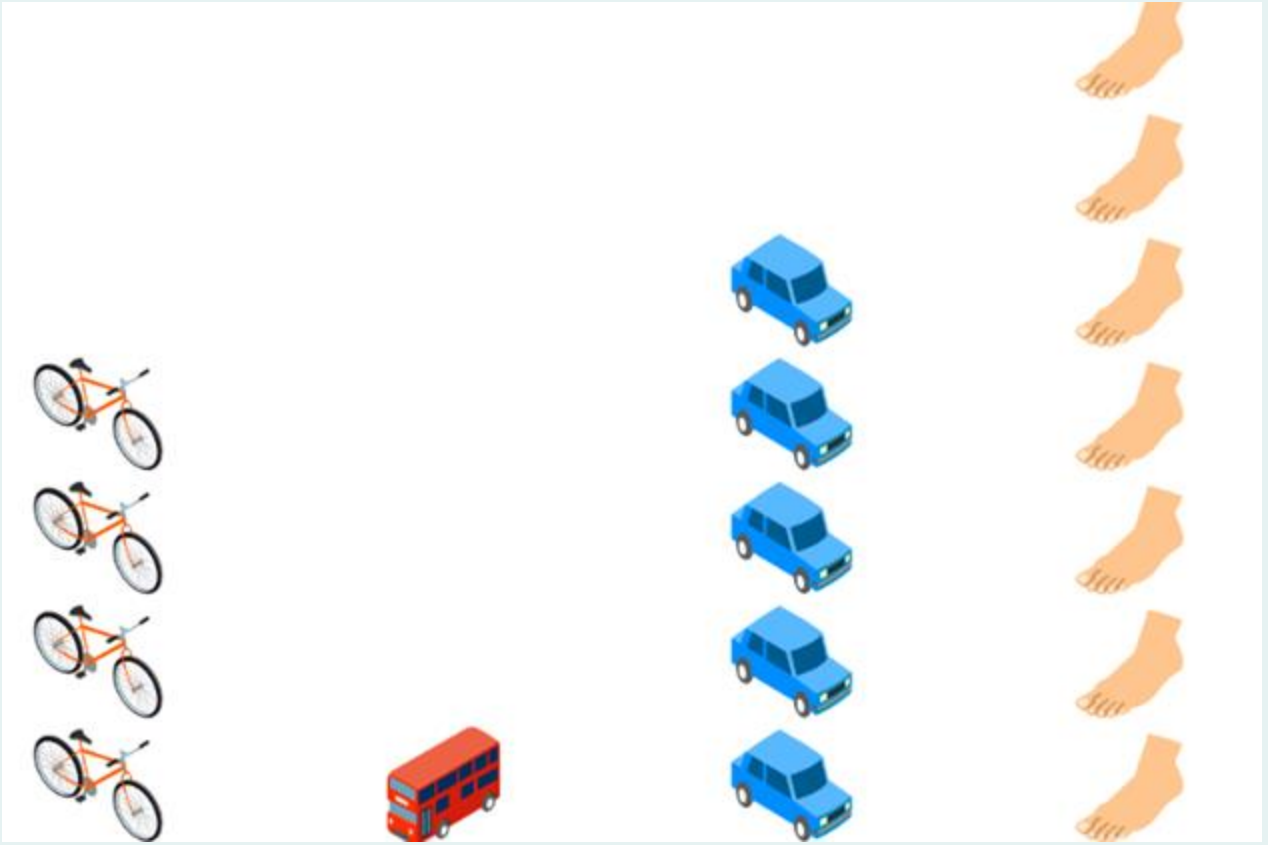


Image: Just2easy Ltd

Summary

Creating pictograms

Data can be collected in a tally chart to help us create a **pictogram**.

When you show data in a **pictogram**, it is much easier to find **information**.

A **pictogram** can quickly show you which objects are the most and least popular.