

Tuesday - Daily Breakdown

- 8.40 - 9.00 Register & Morning Challenge
- 9.00 - 9.30 Spelling
- 9.30 - 10.30 Literacy
- BREAK
- 10.45 - 11.50 Maths
- LUNCH
- 12.40 - 1.15 STORY
- 1.15 - 1.55 LION KING DRESS REHEARSAL
- 1.55 - 2.05 BREAK
- 2.05 - 2.55 MUSIC – Lion King songs



shutterstock.com - 2162133393



shutterstock.com - 2162133393

08.07.25

In Year 2, they carried out an investigation into what runner beans need to grow. Group 1 put their bean on the windowsill and watered it every day. Group 2 put their bean in a cupboard and watered it every day. Group 3 put their bean in the fridge and watered it every day. Group 4 put their bean on the windowsill but did not water it. At the end of 4 weeks, Bean 1 was tall, green and healthy. Bean 2 was spindly and yellow. Bean 3 and Bean 4 had not grown at all.

What have you learnt about growing plants? Explain in a short paragraph.

We found out that runner beans ...



LITERACY

Tuesday 8th. July
T.B.A.T. can start sentences with capital letters
3 in 3

In Case of Fire

By Samuel Pepys

Fires are dangerous. They can even burn down large parts of a city. Here's how to keep your property safe.

What you need

servant, cart and spade

What you do

- First, make sure your servant knows to wake you up if there is a fire nearby.
- If you have time, load your belongings onto a cart and ride them to safety.
- Then, go back home and dig a hole in your garden.
- Go to your larder and find your finest cheese.
- Put the cheese in the hole and cover with soil.
- Run away!

1. Which step in the instructions suggests these were written for a long time ago?
Give a reason for your choice.

2. Why did Samuel Pepys think you should bury your cheese in case of a fire?
Tick one.

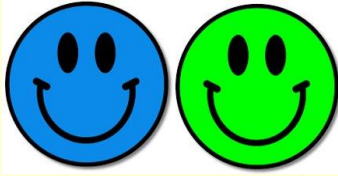
to cook it slowly ☐

to stop the fire ☐

to keep it safe ☐

3. Find and copy one word that means the same as a large food cupboard.

CHALLENGE: What is the *more likely* purpose of this text – to instruct others about what to do in case of a fire or to entertain the reader? Why?



Vocabulary

A **letter** is a symbol we use to represent a sound in a word.

l e t t e r

I made these words using just the letters from the word **letter**:
let, reel, tree, eel.

A **capital** letter is an uppercase letter.

c a p i t a l

How many words can you make using the letters in **capital**?

Tip: Write the letters of the word on sticky notes so you can move them around.

Capital letters



Quick-fire GPS recall

Punctuation

Capital letters are used at the
beginning of a sentence and for
proper nouns

Insert three capital letters:

Yesterday we all went to visit **S**adie in **D**orset.

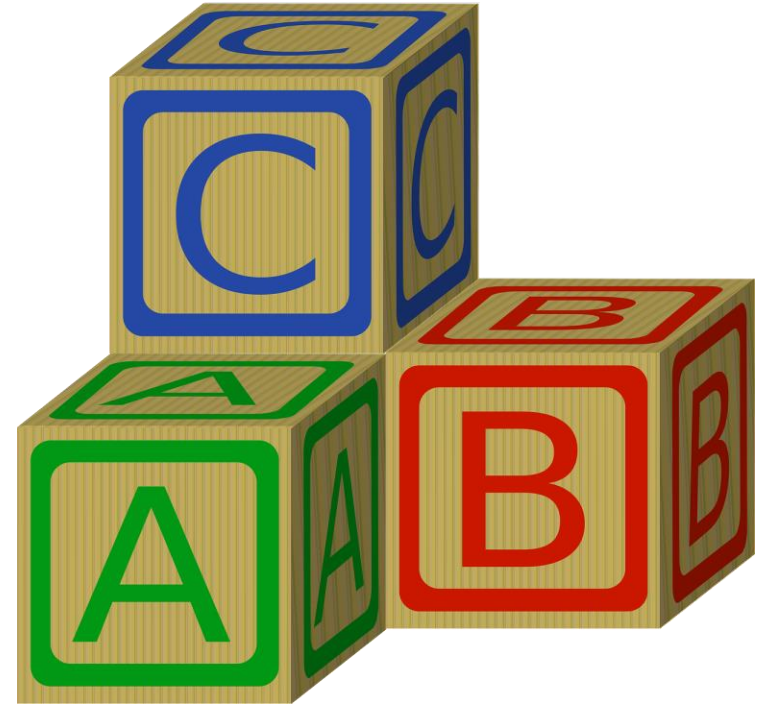
Capital letters

Sentences always start with a **capital letter**.

Whose toys are those?

You can sit down over there.

Let's go for a walk to the park.



Capital letters

A **sentence** is a group of words that make sense by themselves. It must include a verb.

She took my favourite toy train.



Contains a verb and makes sense.

He with the blue teddy bear.



Does not contain a verb. Does not make sense.



Capital letters

Remember, you need a **capital letter** for the start of a new sentence. This won't always be the start of a new line.

They ran along the road towards the beach. **Everyone** was looking forward to building sandcastles.



Capital letters have been used at the start of a new sentence.

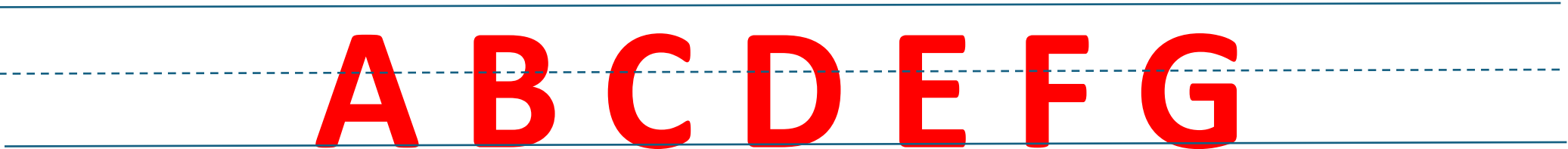
They ran along the road towards **The** beach. everyone was looking **Forward** to building sandcastles.



Capital letters have been used at the start of a new line, not a new sentence.

Capital letters

Make sure that your **capital letters** are tall! Take particular care with the capital letters that take the same form as the lower case letters, e.g. C, M, O, P, S, U, V, W.



A B C D E F G

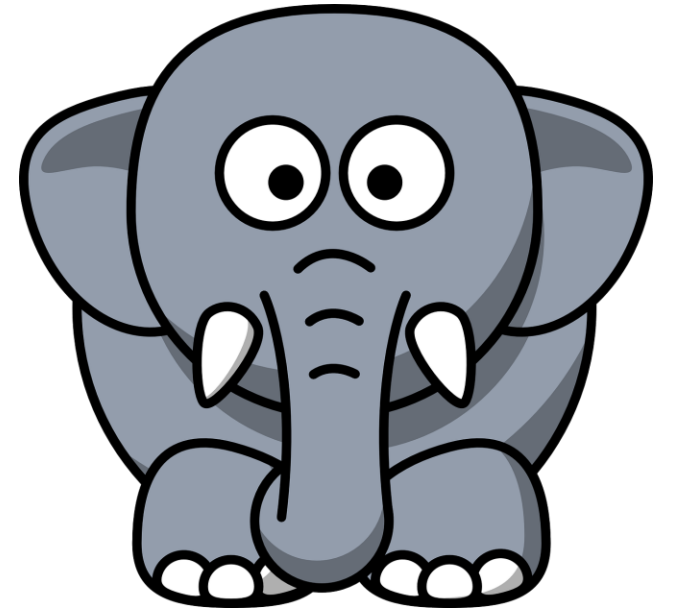
The image shows a handwriting practice area with three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The capital letters A, B, C, D, E, F, and G are written in red, bold font. All letters are tall, starting from the bottom line and reaching the top line. The letters C, M, O, P, S, U, V, and W are not shown, but the instruction implies they should also be tall.

Watch out: capital letters should never be joined!

Your turn

Circle both words that should start with a **capital letter**.

the elephant plodded through the grass. he was
trying to find somewhere to get a drink of water.



Remember: use a **capital letter** at the start of a sentence.

How did you do?

Circle both words that should start with a **capital letter**.

the elephant plodded through the grass. he was
trying to find somewhere to get a drink of water.



Remember: use a **capital letter** at the start of a sentence.

Your turn

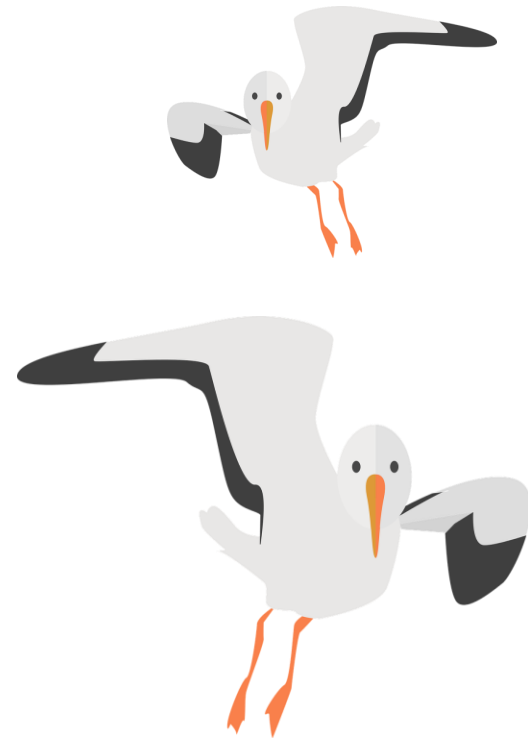
Which passage is punctuated correctly?

A) The seagulls were very noisy. They were all trying to steal our food.

B) the seagulls were very noisy. They were all trying to steal our food.

C) The seagulls were very Noisy. They were all trying To steal our food.

D) The seagulls were very Noisy. they were all trying To steal our food.



How did you do?

Which passage is punctuated correctly?

A) The seagulls were very noisy. They were all trying to steal our food.

B) the seagulls were very noisy. They were all trying to steal our food.

C) The seagulls were very Noisy. They were all trying To steal our food.

D) The seagulls were very Noisy. they were all trying To steal our food.



Your turn

Correct the passage below by inserting the missing **capital letters**.

we painted some pictures of animals at
school today. my jumper got very messy.



How did you do?

Correct the passage below by inserting the missing **capital letters**.

We painted some pictures of animals at school today. My jumper got very messy.



Your turn

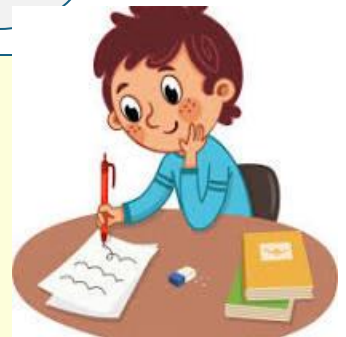
Rewrite the passage below so that it is punctuated correctly.

my friend loves to play football. she is very good at it and
scores lots of goals.



CHALLENGE:

- 1) Write 2 of your own sentences to go with the picture.
- 2) Add another sentence but make it a question.
- 3) Add another sentence but this time make it an exclamation sentence.



How did you do?

Rewrite the passage below so that it is punctuated correctly.

My friend loves to play football. **S**he is very good at it and scores lots of goals.



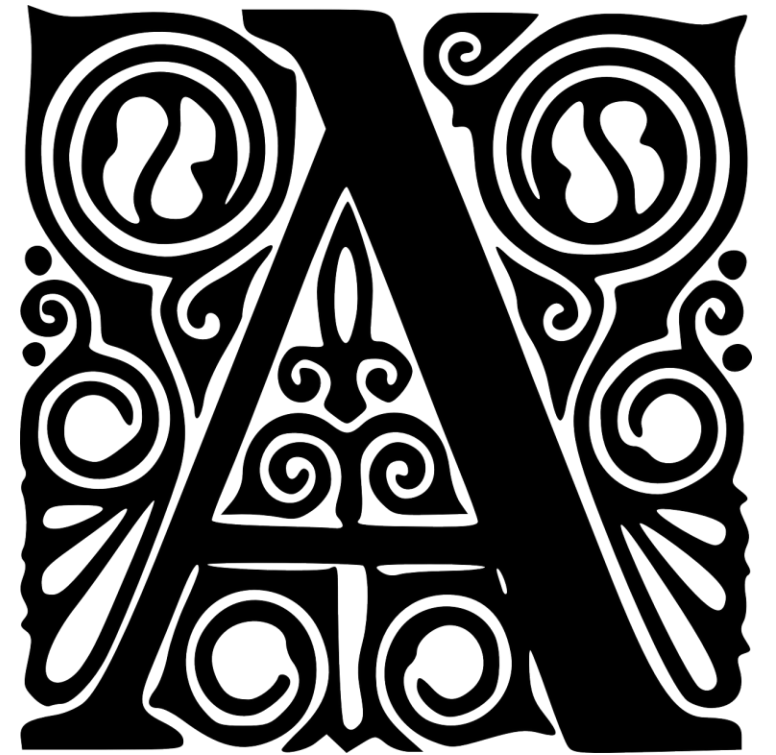


CHALLENGE – Example

Harry was sitting at his table. He had been asked to write a story. What should he write it about? I've got an idea!

Remember

- A sentence always starts with a **capital letter**.
- A sentence is a group of words that make sense together. It must include a verb.
- Remember, you need a **capital letter** for the start of a new sentence. This won't always be the start of a new line.



BRAIN BREAK



BREAK

MATHS

08.07.25

T.B.A.T. understand difference as subtraction

1.

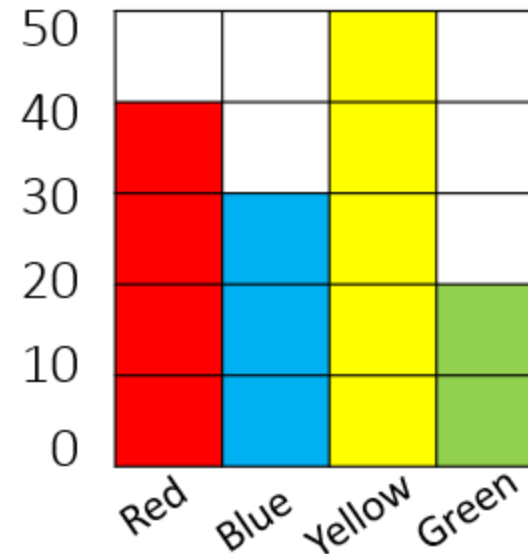
$$21 + 8 =$$

2.

$$45 - 10 - 10 =$$

3. How many more points have yellow got than green?

Number of team points



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

Revisiting subtraction

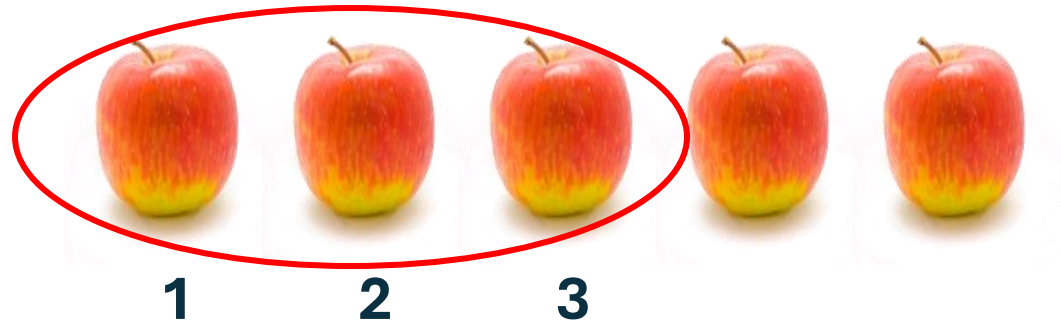


Quick-fire Maths recall

Numbers

Subtraction is **taking away** one number or quantity from another.

$$5 - 2 = 3$$



We have 5 apples to begin with.

We subtract (take away) 2 apples.

We count how many we have left.

Our answer is 3.

Revisiting finding the difference



Quick-fire Maths recall

Numbers

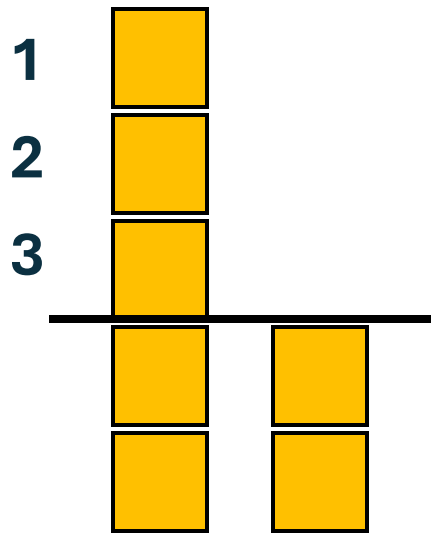
The **difference** is found when you **subtract** numbers.

Finding the **difference** is a slightly different way of thinking about subtraction.

Let's look at an example...

Revisiting finding the difference

What is the difference between 5 and 2?



We can see that both 5 and 2 have two cubes.

But 5 has **three more** cubes than 2.

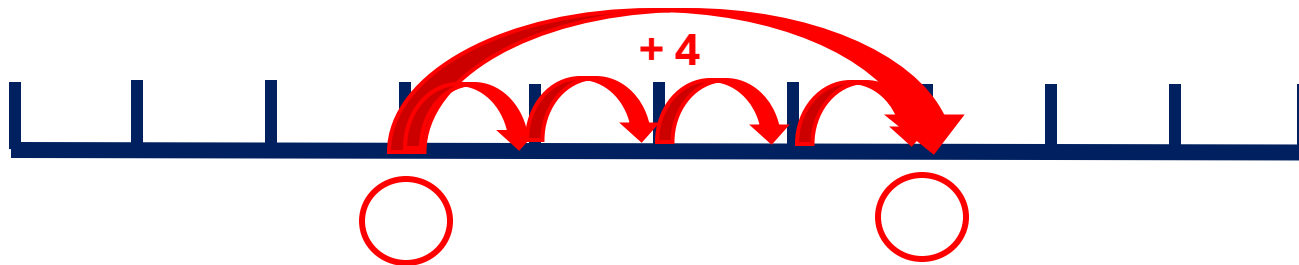
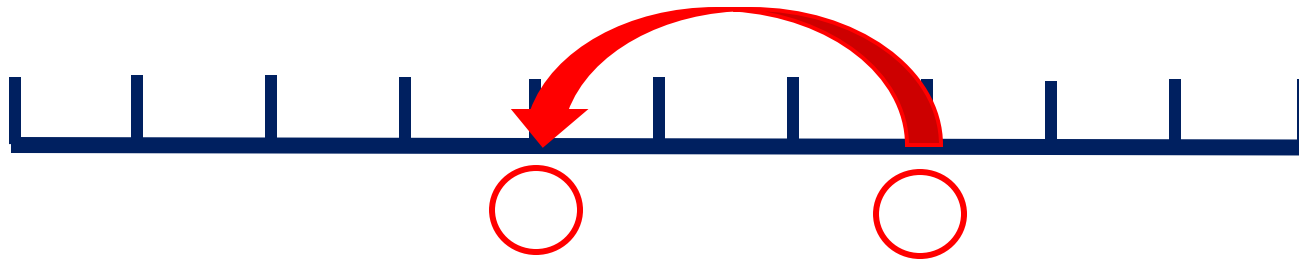
The **difference** between 5 and 2 is 3.

Of course, we can still answer 'find the difference' questions using subtraction:
 $5 - 2 = 3$.

Revisiting subtraction and difference

Let's look again at the slightly different models for subtraction and finding a difference on a number line.

Look at this calculation: $7 - 3 = 4$



The **subtraction** model:

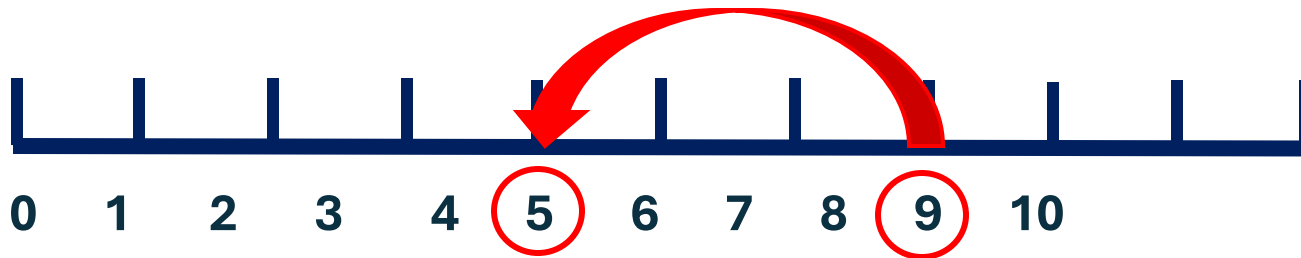
- start at 7;
- count back (or take away) 3;
- our answer is 4.

The **difference** model:

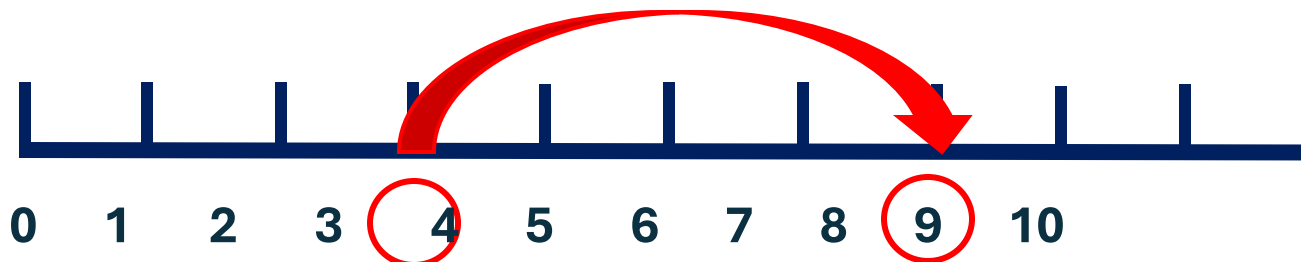
- start at 3;
- count up to 7 to find the difference between 7 and 3;
- count how many we counted up by;
- our answer is 4.

Revisiting subtraction and difference

The **subtraction** (or take away) model:



The find the **difference** model:



We can answer both models of subtraction and difference by carrying out the calculation

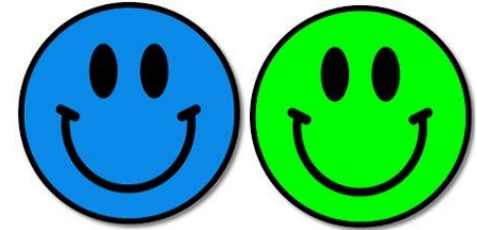
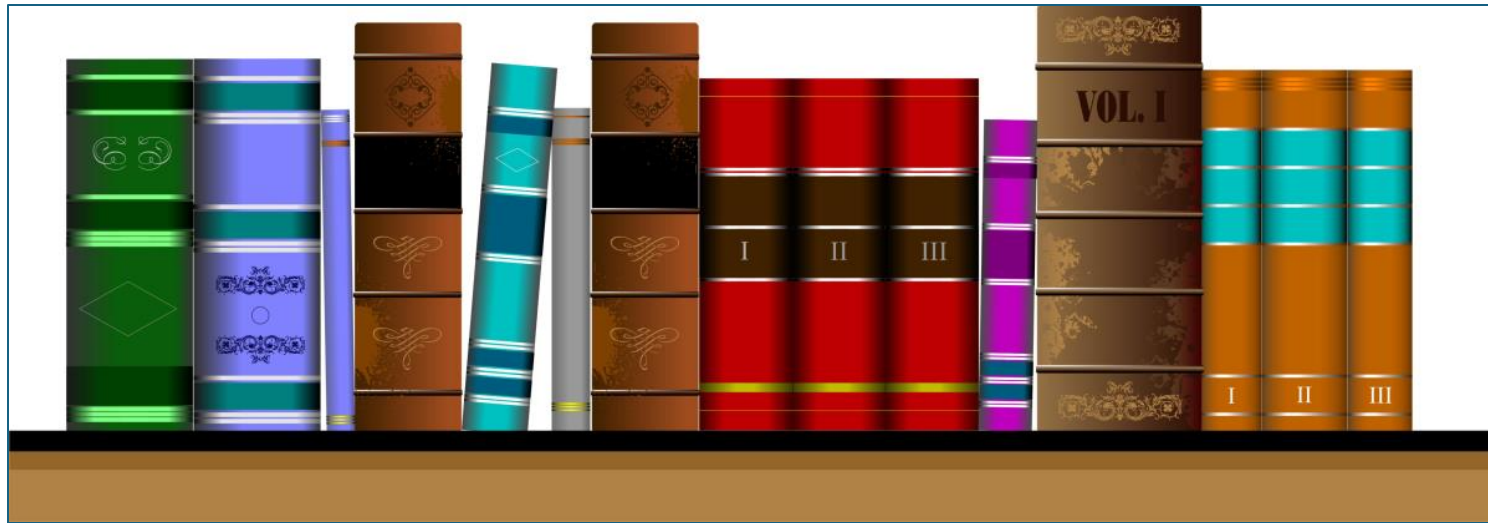
$$7 - 3 = 4.$$

However, it is important to understand the slightly different ways of thinking about subtraction. This will help us to solve problems. Let's look at an example...

Finding the difference and subtraction

Sometimes problems are explained to us in sentences (word problems).

Ahmed has 15 books on his shelf. He has read 8 of them. How many books has he got left to read?



Let's use counters to represent the problem.

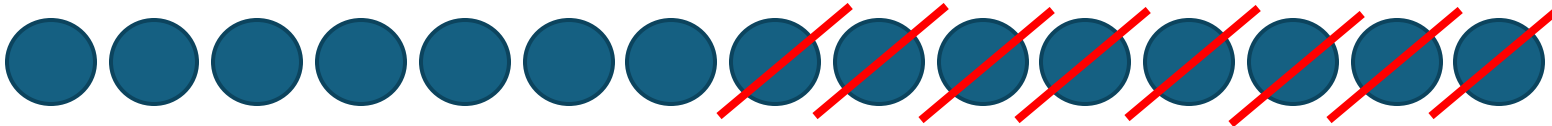
Finding the difference and subtraction

Ahmed has 15 books on his shelf. He has read 8 of them.
How many books has he got left to read?

7

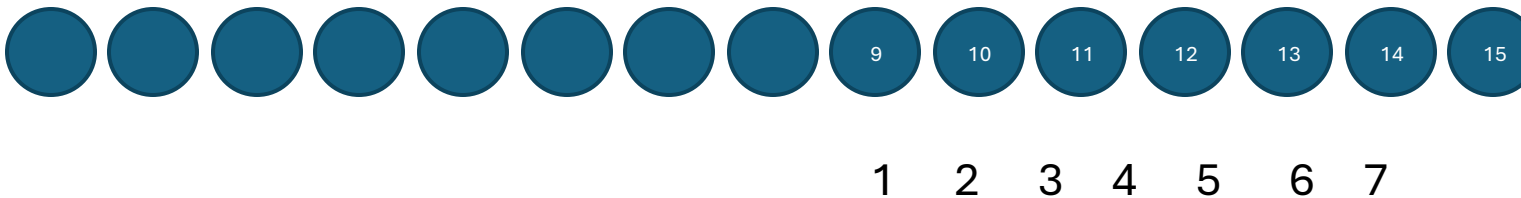
The **subtraction** model:

- Count 15 counters (books!)
- Subtract (or take away) 8.
- Count how many 'books' are left: **7**.



The **difference** model:

- Count out 8 counters (books).
- Count how many more 'books' you need to reach 15.
- Count how many counters you needed: **7**.



How many more?

Sometimes we use the words, 'How many more...?' in a word problem:

Ashley picked 5 strawberries and Leah picked 2 strawberries. **How many more** strawberries did Ashley pick?



Be careful, the word '**more**' may make us think of addition but the term, '**How many or how much more...**' refers to the **find the difference** model of subtraction.

For larger numbers, we can use base ten .

Let's reveal the numbers and solve the problem...

How many more?

Ashley picked 35 strawberries and Leah picked 22 strawberries. **How many more** strawberries did Ashley pick?

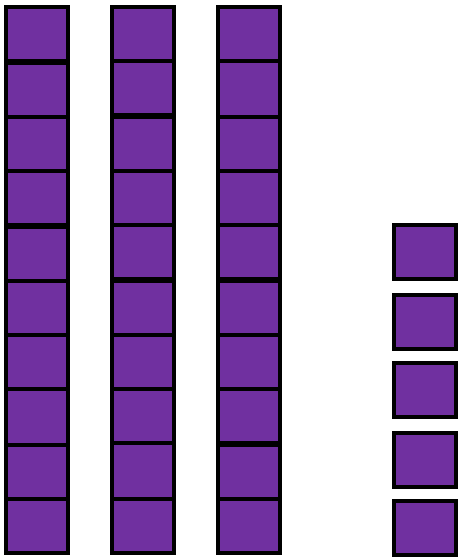
The **subtraction** model

Represent Ashley's strawberries with three tens rods (30) and five ones: 35.

Subtract Leah's amount by removing two tens rods (20) and two ones (2). The remaining amount is your answer: 13.

$$35 - 22 = 13$$

Answer: 13 strawberries



How many more?

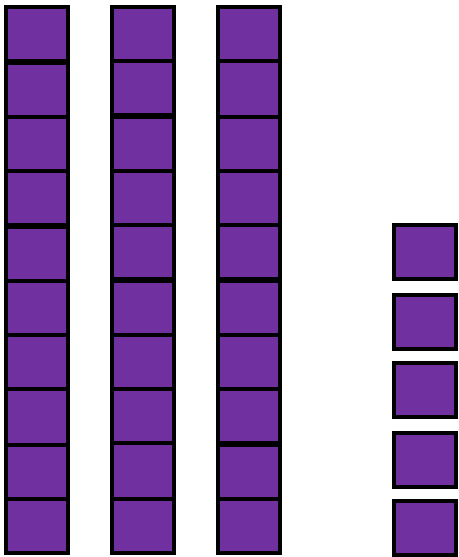
Ashley picked 35 strawberries and Leah picked 22 strawberries. **How many more** strawberries did Ashley pick?

The **find a difference**
model

Represent Leah's strawberries with two tens rods (20) and 2 ones (2).

Find how many more you need to make Ashley's amount: 35. The number you needed to make Ashley's amount is your answer: 13.

The **difference** between 35 and 22 is **13**.
Answer: **13 strawberries**



How many more...?

We can also use a number line to solve, 'How many more...?' problems.

Samira and Jay count their money. Samira has 25 and Jay has 17p. v
much more does Samira have than Jay?

Be careful, the word '**more**' may make us think of addition but the term, '**How many or how much more...**' refers to the **find the difference** model of subtraction.

Let's reveal the numbers and solve the problem...



How many more...?

Samira and Jay count their money. Samira has 25 and Jay has 17p.
 How much more does Samira have than Jay?

Samira



Jay



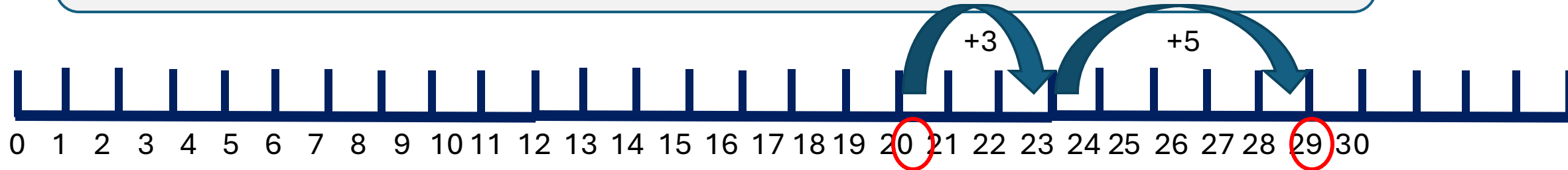
It may help to represent the problem with money.

Be careful: Jay has more coins but Samira's coins have a greater value.

Let's use a number line to solve the problem...

How many more...?

Samira and Jay count their money. Samira has 25p and Jay has 17p.
How much more does Samira have than Jay?



Mark Jay's amount on your number line: **17**

Mark Samira's amount on your number line: **25**

Count on from 17 to 25 to **find the difference** between them:

$$17 + 3 = 20$$

$$20 + 5 = 25.$$

Add together the steps: $3 + 5 = 8$.

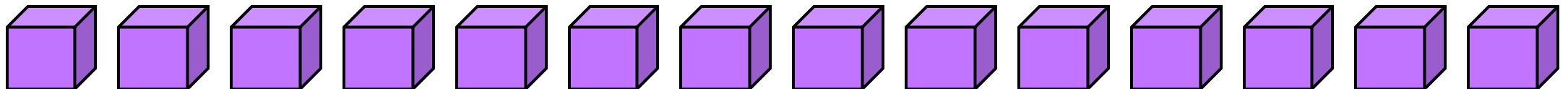
Samira has **8p** more than Jay.

Your turn

Ginny is **14** years old and her brother Milo is **6** years old. What is the **difference** between their ages?

Represent the problem using counters or cubes.

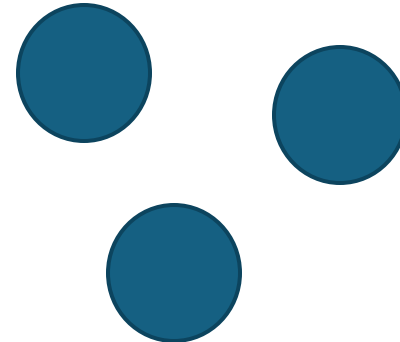
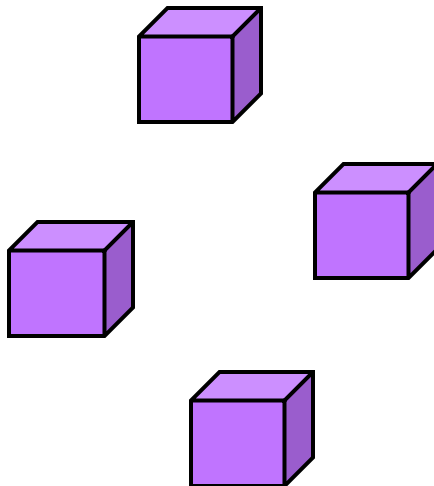
Write the calculation (number sentence) you need to solve this problem.



Your turn

What is the difference between 18p and 11p?

Use objects to represent this problem.



Your turn

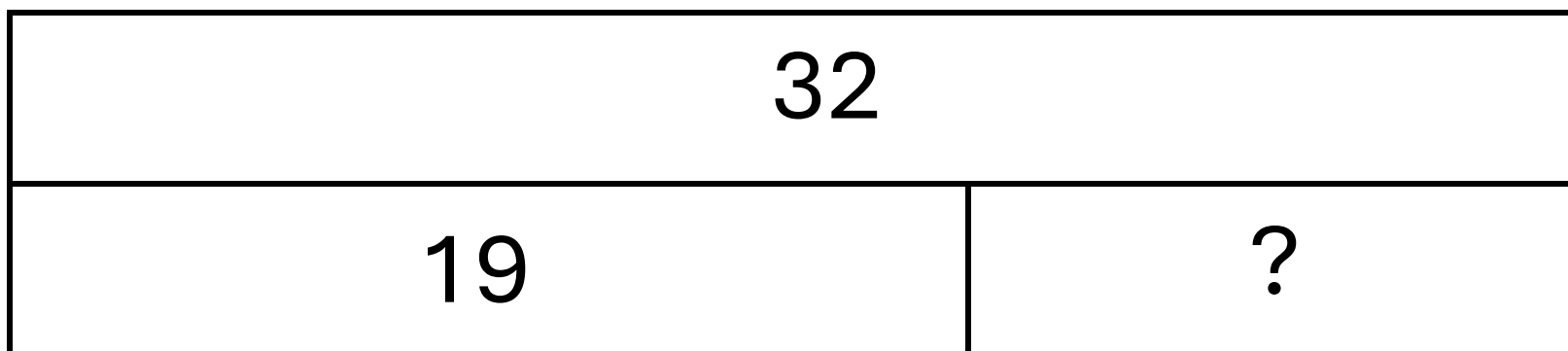
Layla lines up two rows of paper clips for a science experiment. One line of paper clips is 9cm long. When she places the second line next to it, the total length of the paper clips measures 22cm. How long is the other line of paper clips?



Use some objects to help solve this problem.

Problem solving and reasoning

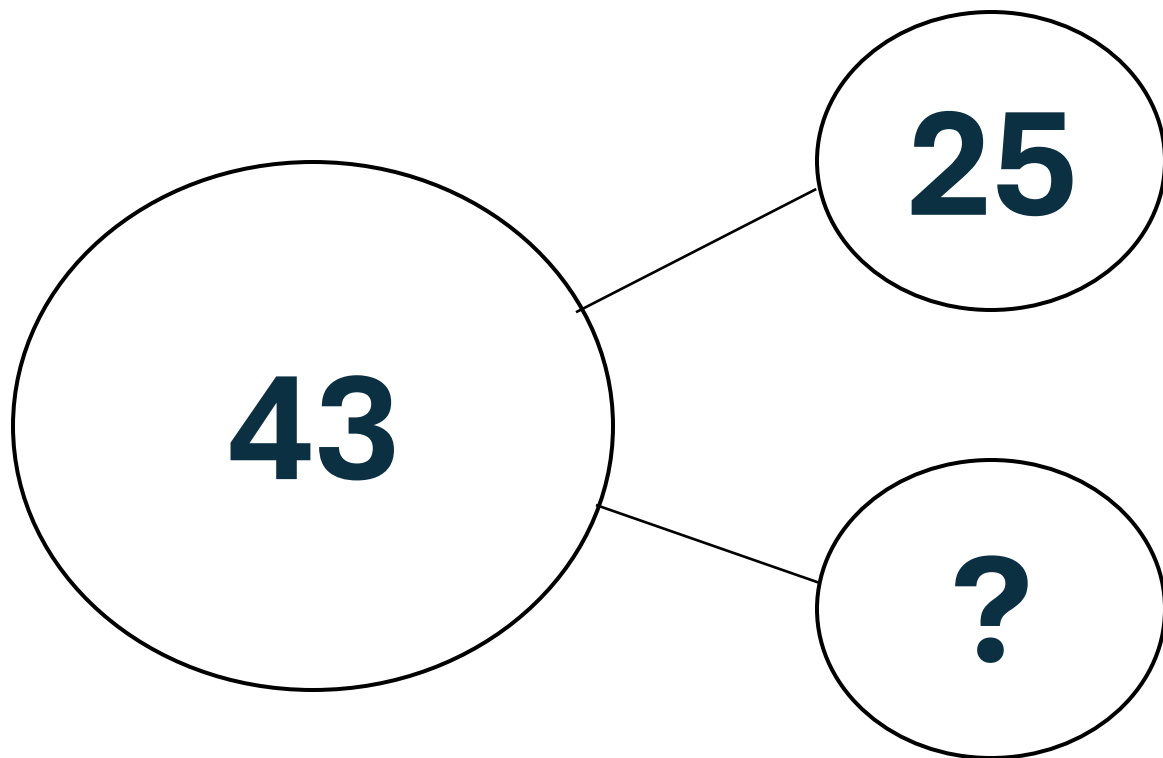
Find the value of the missing number in this bar model.



As these numbers are larger, use base ten equipment or a number line to help you solve this problem.

Problem solving and reasoning

Find the value of the missing number in this part-part-whole model.



As these numbers are larger, use base ten equipment or a number line to help you solve this problem.

Problem solving and reasoning

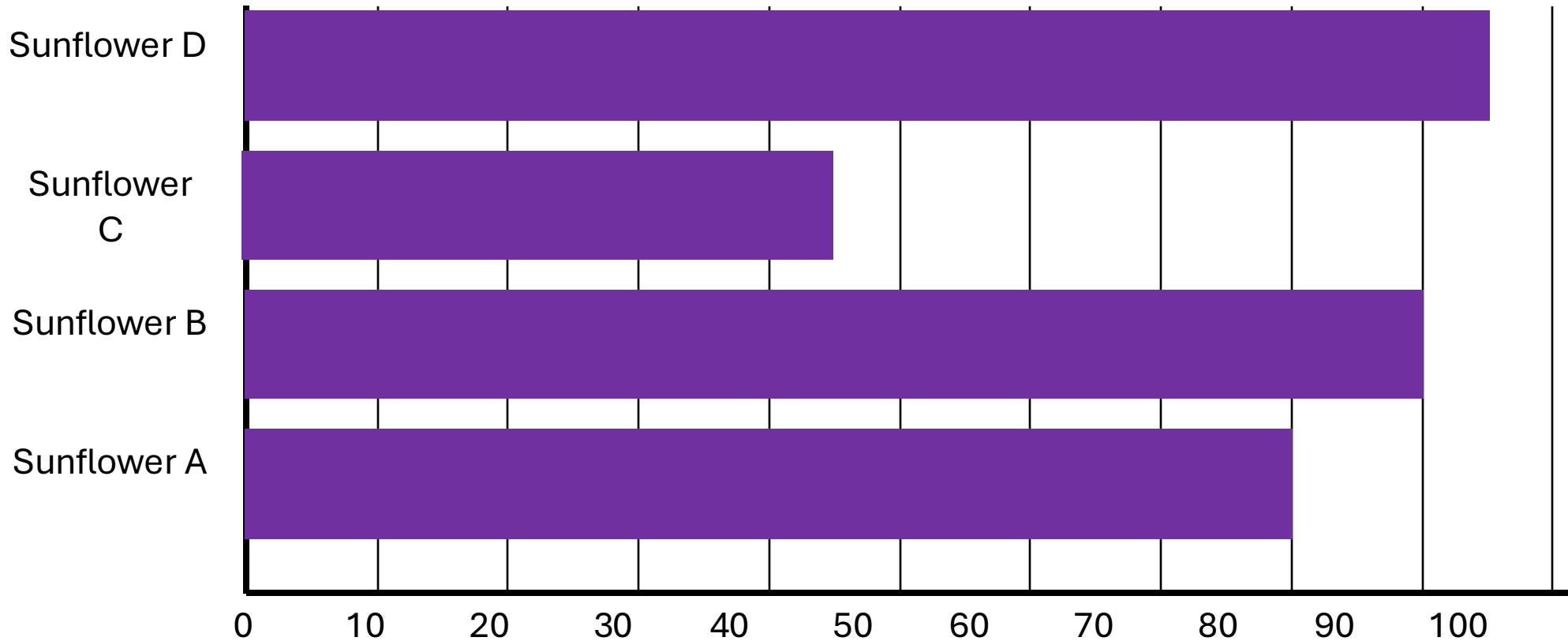
Today is the 12th April and my birthday is on the 21st April. How many more days are there until my birthday ?



Use some objects to help solve this problem.

Problem solving and reasoning

How tall
sunflowers
have grown



How much taller is Sunflower D than Sunflower C?

LUNCH

LION KING DRESS REHEARSAL

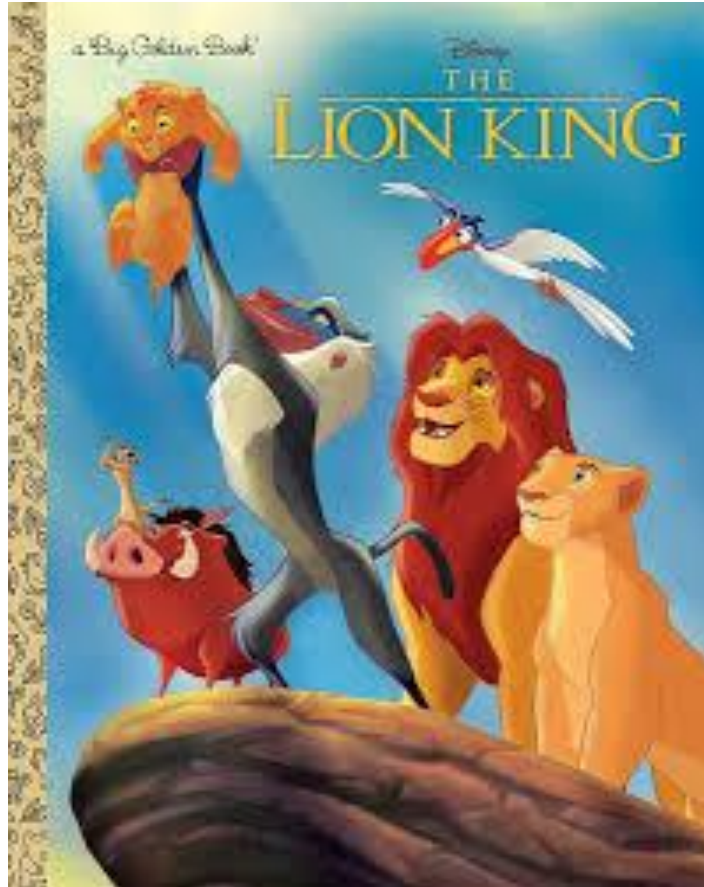
(Hall)

1.15 - 1.55

BREAK

MUSIC

MUSIC – Lion King Sing-along & Colour



[I Just Can't Wait To Be
King - Lion King \(Karaoke
Version\)](#)

[I Just Can't Wait to Be
King \(from The Lion King\)](#)

[Hakuna Matata \(No
Worries\) - Simba, Timon,
Pumbaa \[Hakuna Matata
SCENE\] /// The Lion King
\(1994\)](#)