10.09.25

Find as Many Words as You Can!

L	V	U	N
O	T	E	S
A	V	R	T
N	T	P	I

Points

3 letters = 1 point

4 letters = 1 point

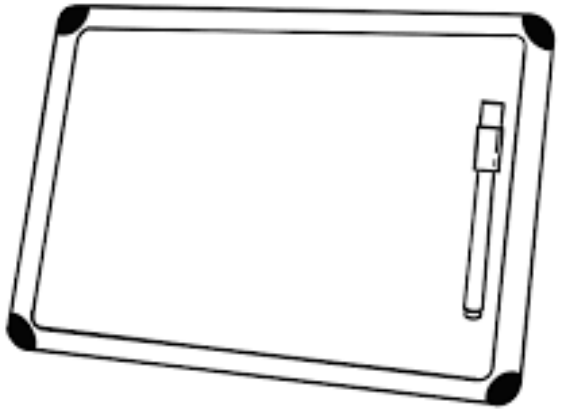
5 letters = 2 points

6 letters = 3 points

7 letters = 5 points

8 letters = 9 points

Bagel
Breakfast
Books



SPELLING
YEAR 2 CEW
First Set

Wednesday 10th September
TBAT: use adjectives to describe

3 in 3

1. Give one noun
2. Give one verb
3. Give one adjective

CHALLENGE- Can you put them together into a sentence?

Wednesday 10th September
TBAT: use adjectives to describe

Can you remember what a noun is?

Can you give some examples?

Wednesday 10th September
TBAT: use adjectives to describe

I'm holding an imaginary ball.
How might you describe the ball?

You have just used adjectives to describe.

Wednesday 10th September
TBAT: use adjectives to describe

Can you think of adjectives to describe these things?

REVOLTING RECIPE

In 'The Twits', Mrs Twit made Squiggly Spaghetti for Mr Twit. She made it using worms and tomato sauce!

What revolting recipe would you create?

My revolting recipe is called _____ .

Draw a picture of your food or drink item below.

Can you think of words to describe your revolting recipes?

For example,

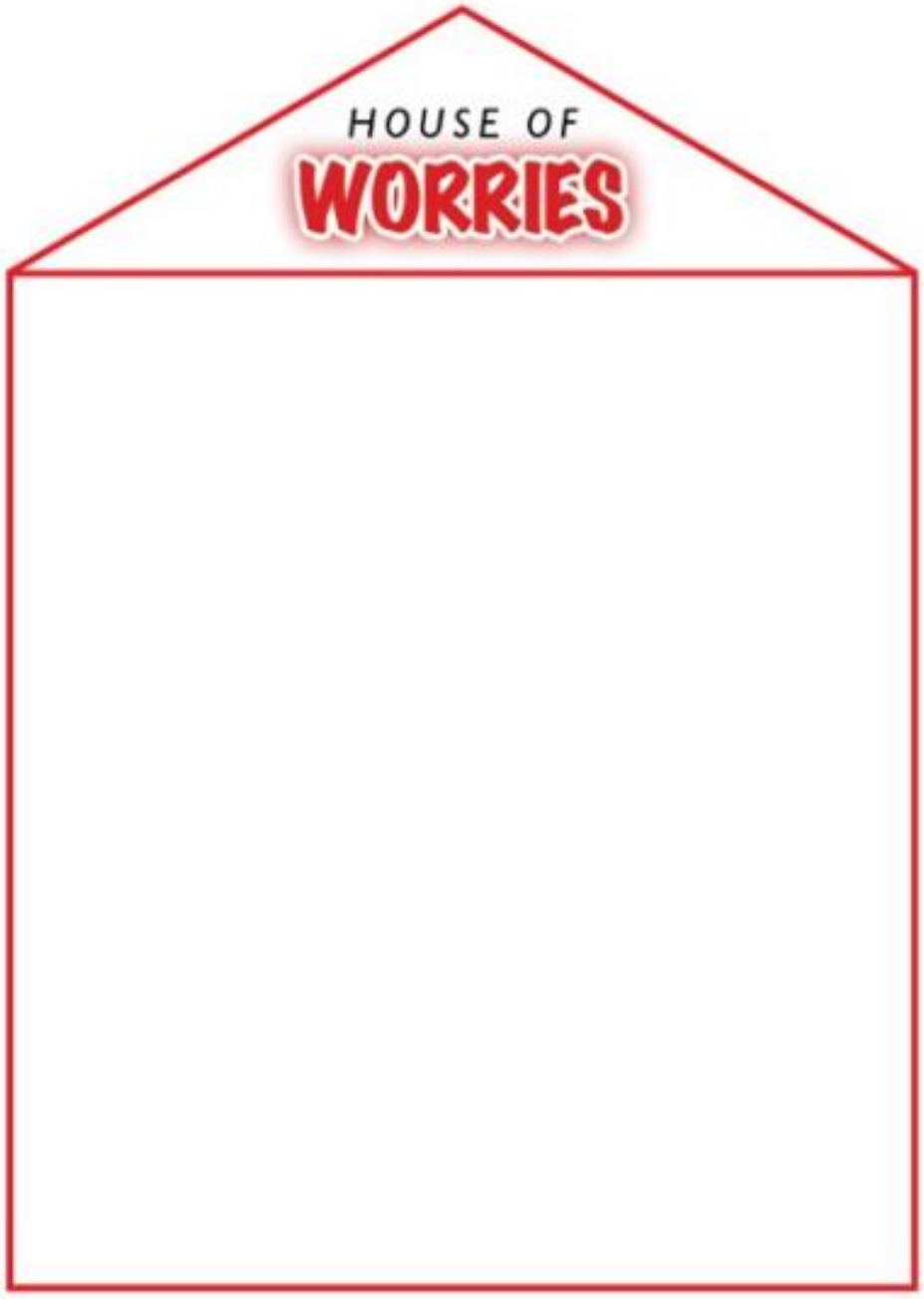
tangy tomatoes
wiggly worms
chewy pasta
stringy cheese

CLASS ASSEMBLY

10.09.25

How is this character feeling?

Why might this character be feeling like this?



What makes you feel like this?

How could we make ourselves feel less worried?

P.E.
10.50 - 11.50

Learning Objective

To understand what being in possession means and support a teammate to do this.

Success Criteria

- Keep the ball close to your body to keep possession.

ok up and around you to see your teammate, space and any defenders.

Whole Child Objectives

Social: To communicate well with teammate to keep possession of the ball.

Emotional: To show empathy for teammates to give them time to succeed.

Thinking: To use creativity to keep possession of the ball.

Equipment

CONES
x 30

FOOTBALLS
x 15

PLAYGROUND BALL
x 15

TEAM BANDS
x 10

10
Mins

Warm Up and Introduction

Movers:

Tell pupils in invasion games:

- If a team has the ball, they are in possession and are known as attackers.
- If they don't have the ball, they are known as defenders.
- It is always important to be on the move, ready to react to changes in the game.

A Give 15 pupils a ball each, they are the attackers. All pupils travel around using a variety of movements e.g. jogging, skipping, side-stepping and hopping (whilst holding their ball if they have one). When the teacher says 'goal', pupils give their ball to a defender, change roles and their movement action.

Stay within the boundaries of the teaching area. Look for free space to move into. This will always be changing.

B Attackers move around whilst moving their ball e.g. dribble with hands, dribble with feet, throw and catch etc. Defenders choose their own way to travel as before. When the teacher says 'goal', pupils give their ball to a defender and change roles.

Hello ball:

In pairs. Attacker with a ball. Attackers complete the following ball skills on the spot until the defender completes the stated action. Once complete, defender says 'hello ball' and they change roles.

- Attacker moves the ball around their waist. Defender completes 10 x hops on each foot.
- Attacker moves the ball from hand-to-hand in the air. Defender completes 10 x jumps.
- Attacker moves the ball forward and back with one foot. Defender completes 10 x star jumps.
- Attacker bounces the ball from hand-to-hand. Defender completes 10 x hop scotch jumps (one foot, two feet, one foot etc).
- Attacker throws the ball up in the air and catches it before it drops. Defender completes 10 x runs around their partner, changing direction every two laps.

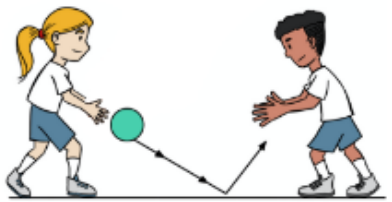
Keep possession of the ball:

Tell pupils it is good to have possession because it means you can score goals. In pairs with one ball, stand 3m apart. Aim is to keep possession by not losing control of the ball.

A Pairs send the ball to each other using a variety of passes. They can choose any type of pass (think about where to release it from) e.g. overhead, bounce, chest, shoulder or pass with their feet.

Check that your teammate is ready to receive the ball before passing to them. Call their name if they are not looking at you.

Make this harder by adding that they cannot pass the ball the same way twice in a row.



30 *Mins*

Skill Development

B How many passes can they complete in 1 minute? Rule: You can only hold on to the ball for 3 seconds.

Use soft touches when meeting the ball.

Make this harder by specifying that they can only hold the ball for 2 seconds.

C All pairs move around while passing the ball.

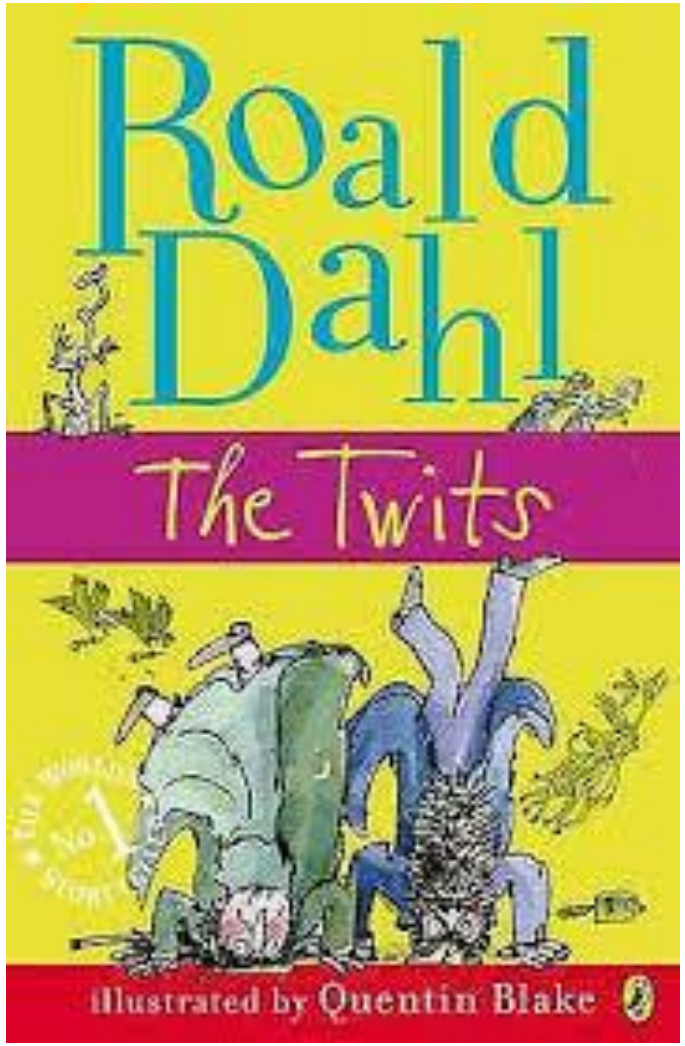
Keep the same speed as your partner and stay close to each other to keep possession. Focus on changing direction to find free space. Send the ball when your partner is looking at you.

Make this harder by keeping the 2 second rule.

D Introduce defenders who work in pairs by holding hands (three sets of taggers). They try to gain possession from any of the attackers but touching the ball. If successful, they swap with the passing pair. Rules: you cannot take a ball out of someone's hands and you can only run with the ball for 3 seconds before passing to your partner.

LUNCH

REGISTER & STORY

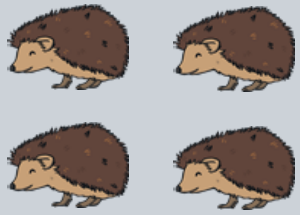


MATHS
1.05 - 1.55

10.09.25

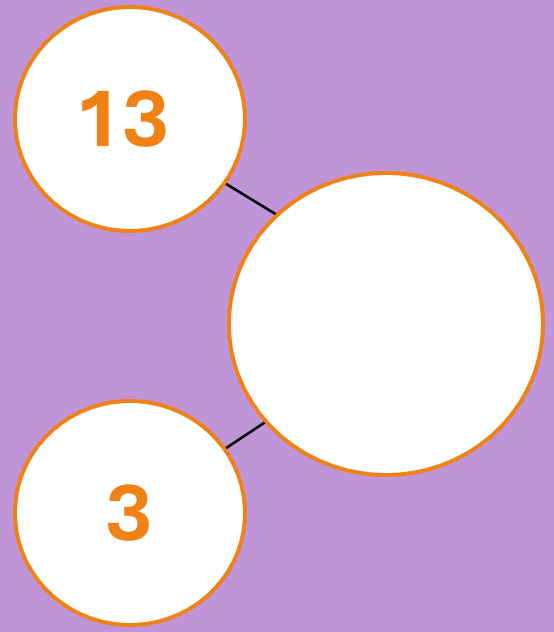
T.B.A.T. partition 2-digit numbers

1. Place Value

Tens	Ones
	

What number is represented on the place value chart?

2. + and -



13 + 3 =

3. Reasoning

Henry thinks he has **more** cakes than Sally?
Is Henry correct? Explain why.

11.09.24

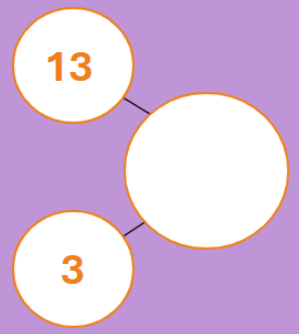
T.B.A.T. partition 2-digit numbers

1. Place Value

Tens	Ones
	

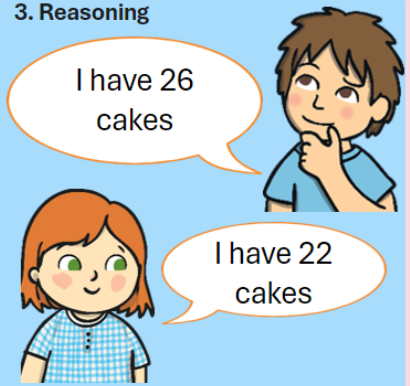
What number is represented on the place value chart?

2. + and -



13 + 3 =

3. Reasoning



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11.09.24

T.B.A.T. partition 2-digit numbers

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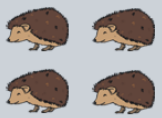
Tens	Ones
	

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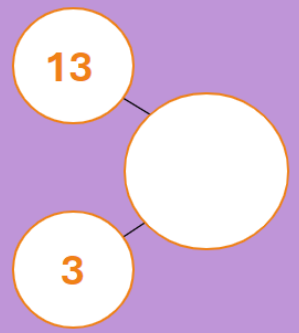
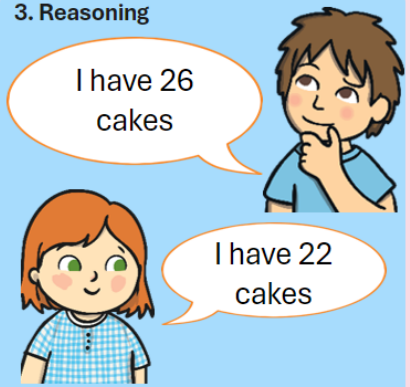


13 + 3 =

3. Reasoning



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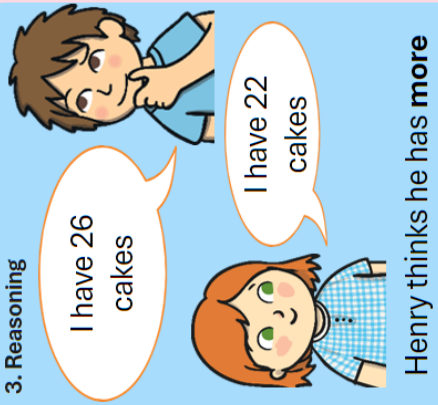
11.09.24

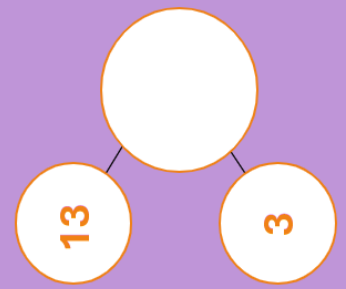
T.B.A.T. partition 2-digit numbers

3. Reasoning



Henry thinks he has **more** cakes than Sally?
Is Henry correct? Explain why.

2. + and -



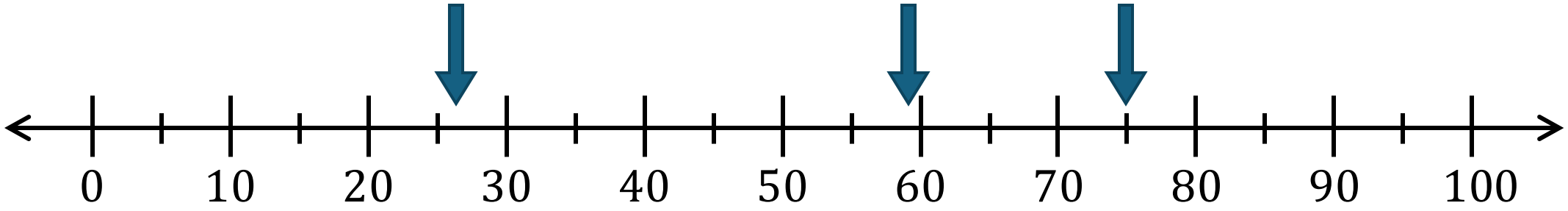
13 + 3 =

1. Place Value

Tens	Ones
	

What number is represented on the place value chart?

BLUE/GREEN: Estimating numbers

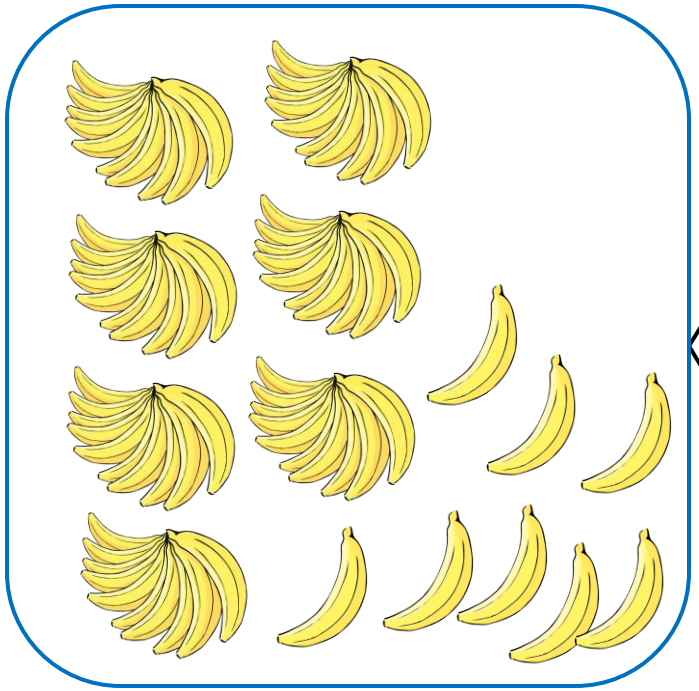


To partition 2-digit numbers

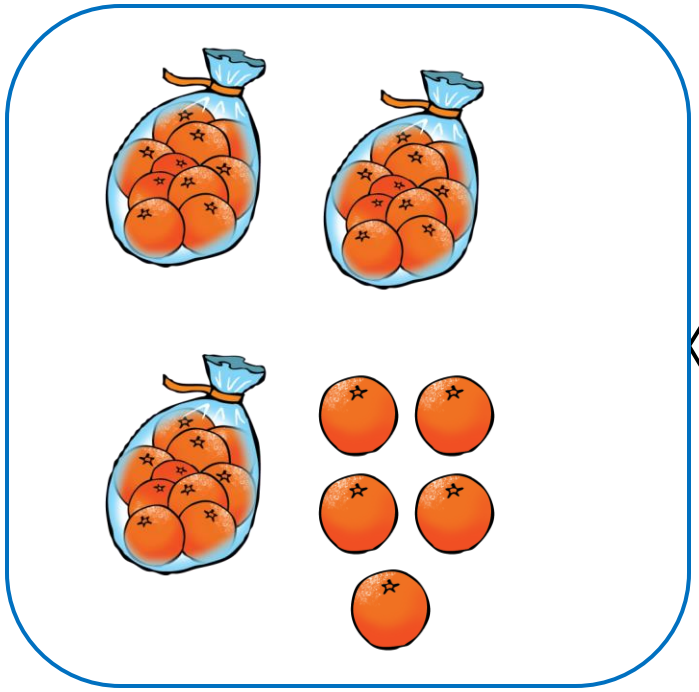
- **ones** **tens**
- **partition** **2-digit number**
- **value** **worth**


OPEN

Partitioning numbers into tens and ones



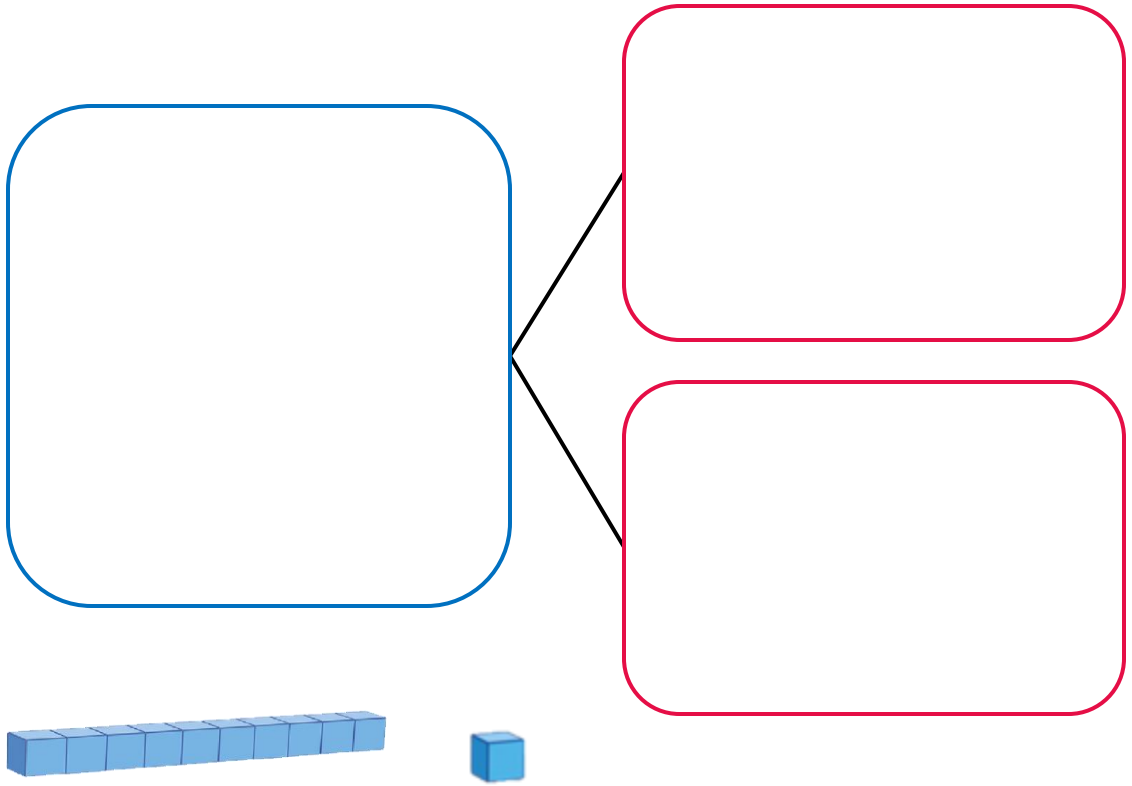
Partitioning numbers into tens and ones



Partitioning

- How can we represent this number with Dienes?

45

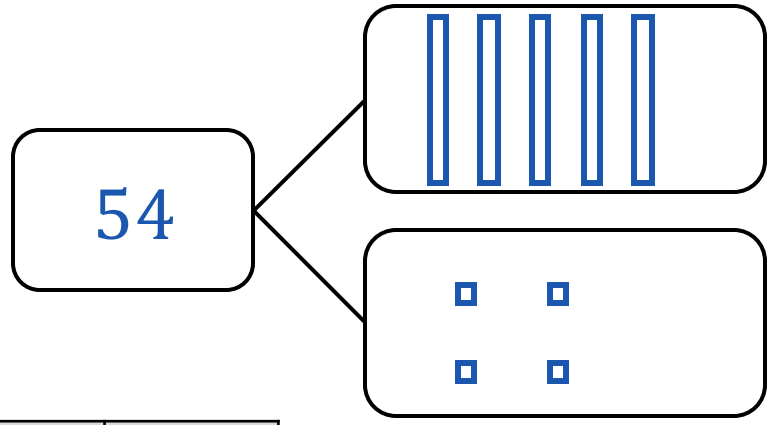


Tens	Ones

- Make the 2-digit number using Dienes on a part-whole model. Partition it into tens and ones.

- Record the whole in digits and draw the parts.
- Write the correct digits in the place value chart.
- Complete the equation.

54



Tens	Ones
5	4

$54 = \underline{50} + \underline{4}$

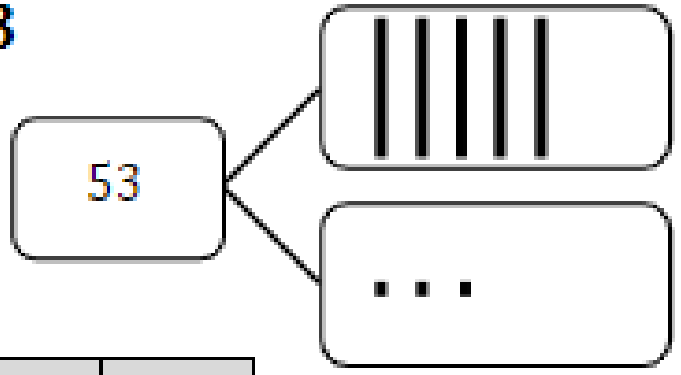
What number patterns can you spot?

Independent Task

Make the 2-digit number using Dienes on a part-whole model. Partition it into tens and ones.

- Record the whole in digits and draw the parts.
- Write the correct digits in the place value chart.
- Complete the equation.

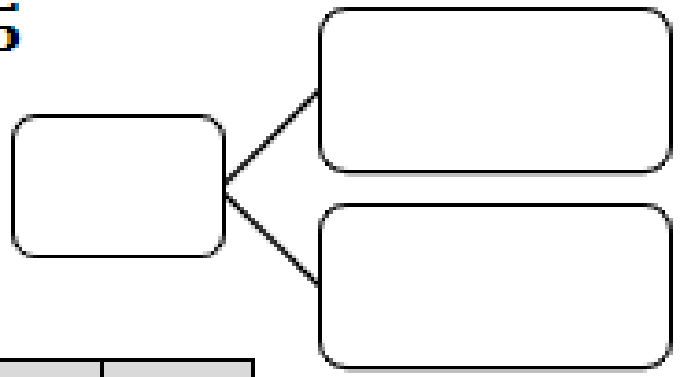
53



Tens	Ones
5	3

53 = 50 + 3

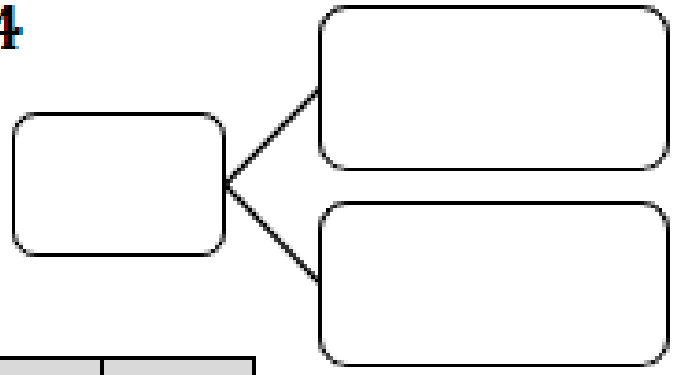
35



Tens	Ones

35 = _____ + ___

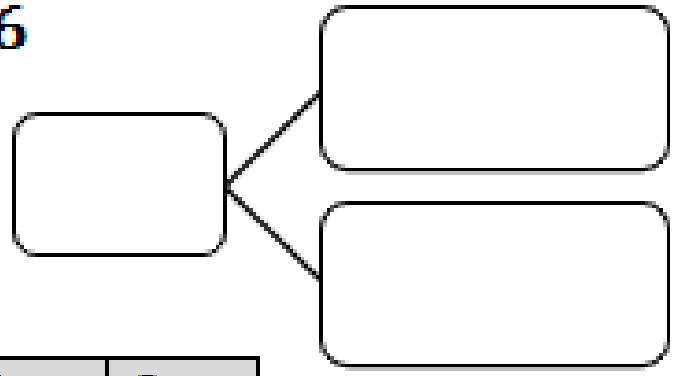
64



Tens	Ones

64 = _____ + ___

46

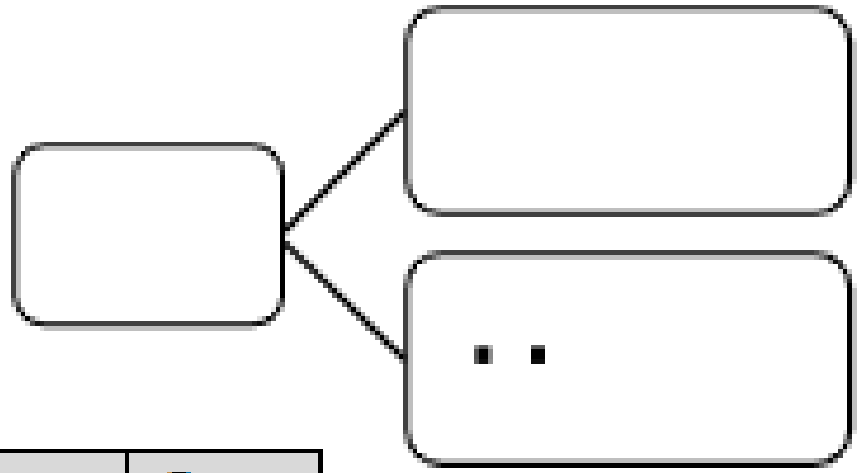


Tens	Ones

46 = _____ + ___

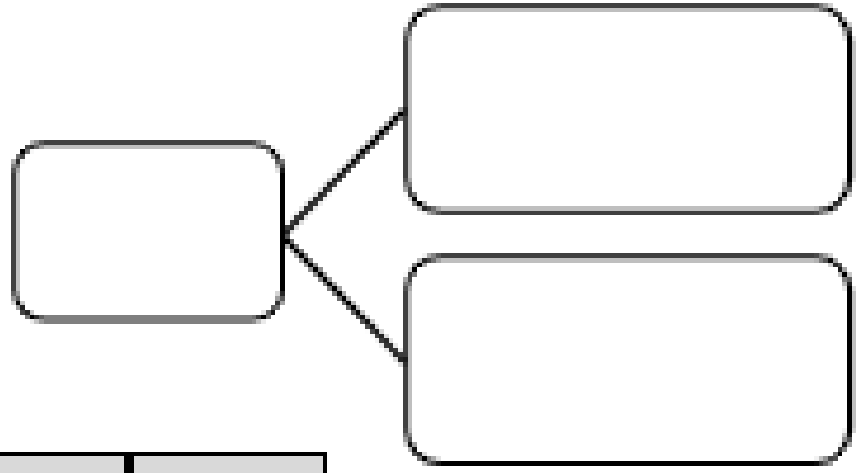
CHALLENGE

Use the clues given in the place value chart and number sentence to fill in the missing numbers.



Tens	Ones
7	

_____ = _____ + 2



Tens	Ones
2	

7 + _____ = _____

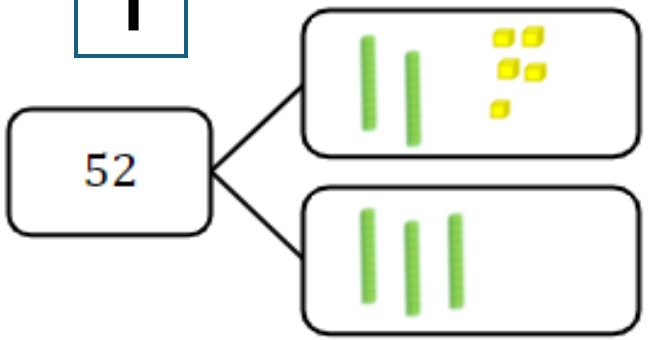
GREATER DEPTH

Which one of these does not represent 52?
Explain how you know

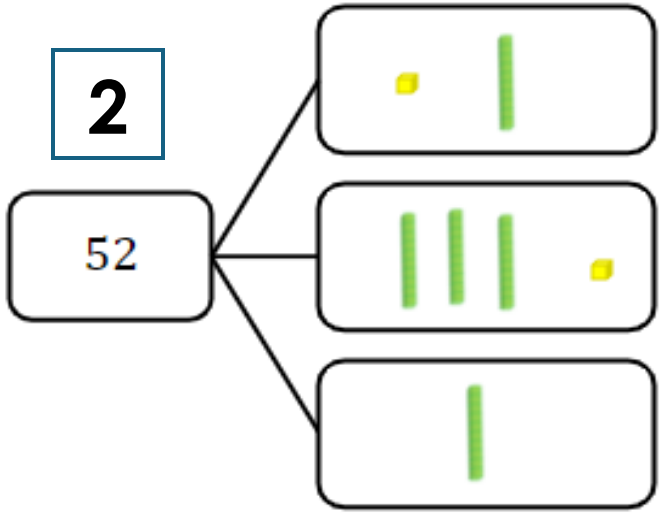
Spot the mistake

Which one of these does **not** represent 52?

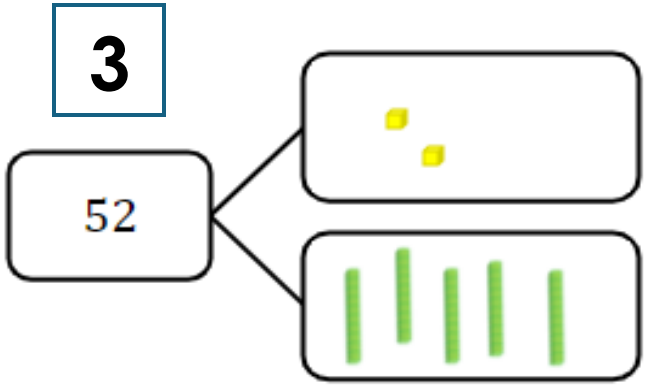
1



2

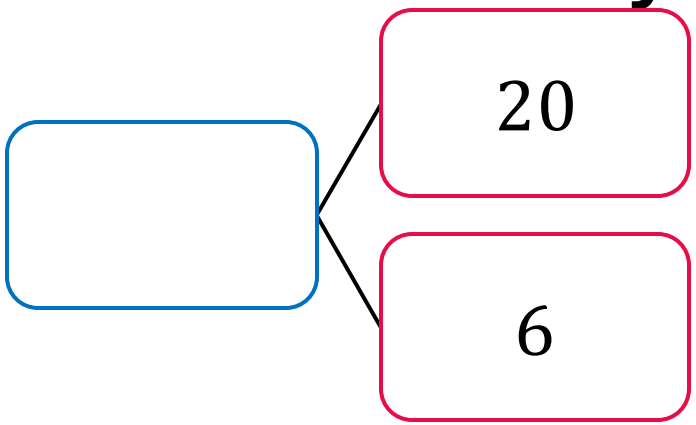


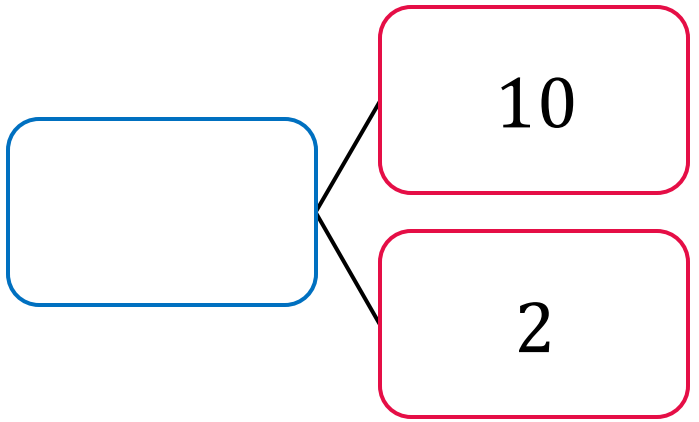
3

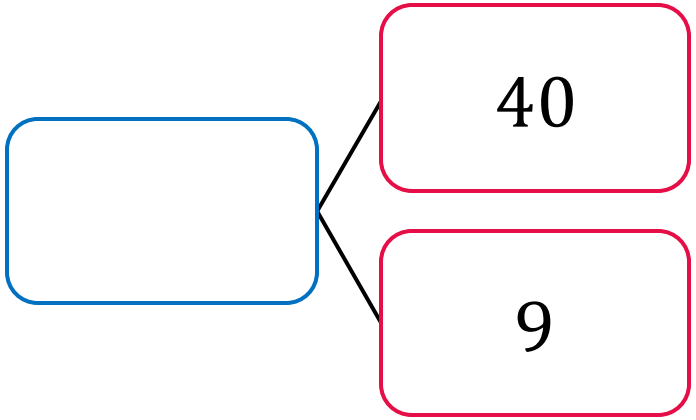


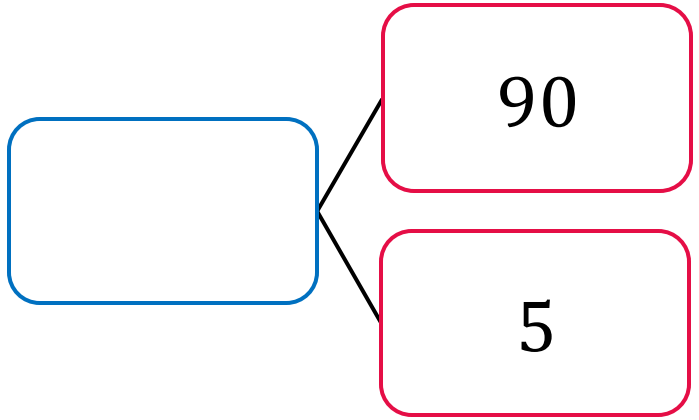
Here are my parts. What's the whole?

? ← Answer









Break

ART - Investigators

Wednesday 10th. September

T.B.A.T. explore my local environment (school, home, etc) and collect things which catch my eye.

Think!

Say it!

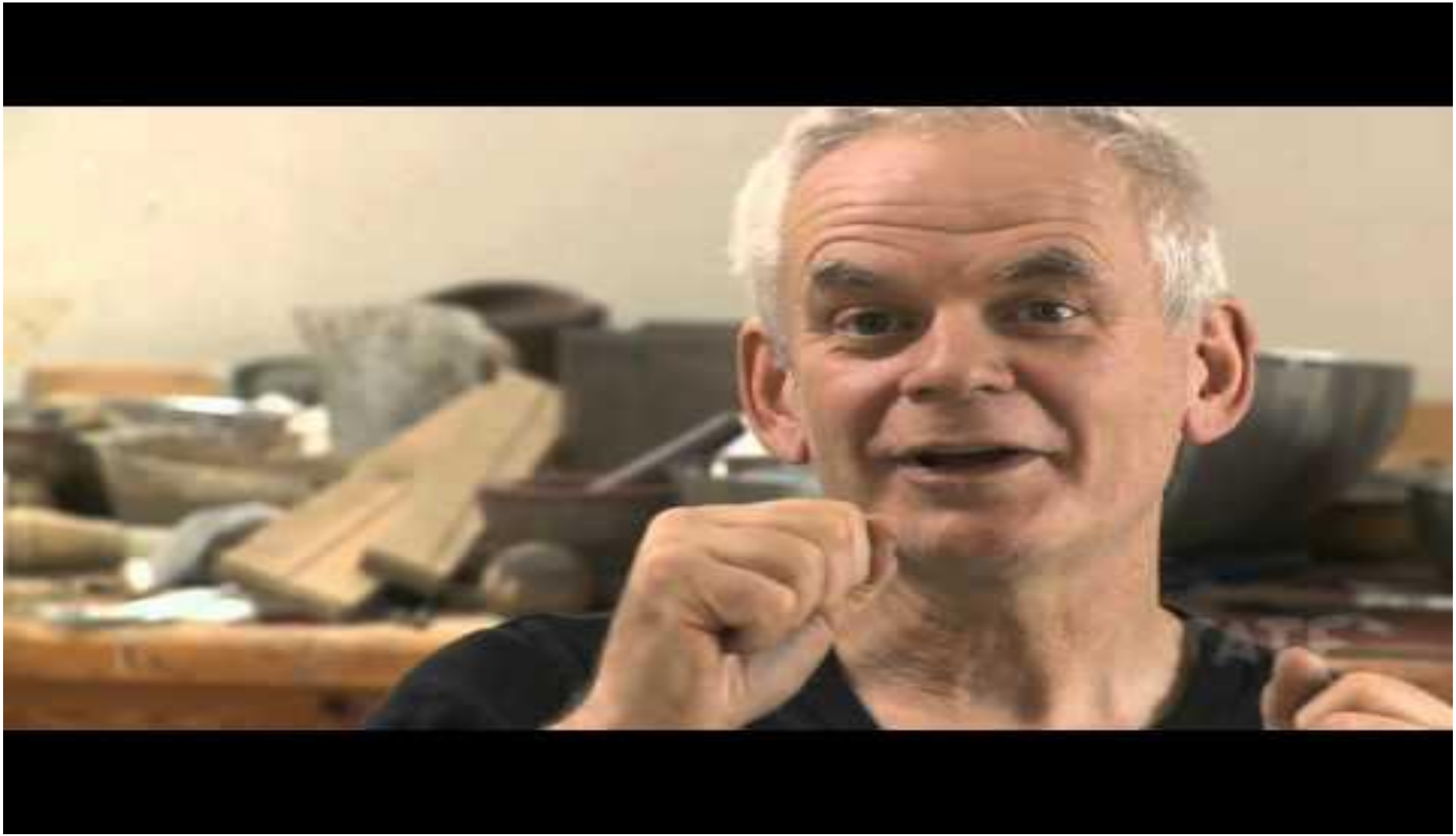
Video Link

Andy Goldsworthy

Andy Goldsworthy is a British Sculptor who has become know for making art from things he finds in the landscape. Sometimes he creates the artwork in the landscape itself (he calls this "land art"), but in this video he shares how he takes ice and rocks from the landscape and lets it make a "drawing" as it thaws in his studio.

The video is suitable for children, however depending upon the abilities/experience of the children in your class you may wish to watch the video yourself, then turn the sound down as you play it to the children, using your own voice to help share what the artist is doing.

WHOLE CLASS



Think!

Andy Goldsworthy says: “Art has this amazing ability to show you what’s there.”

What do you think he means by that?

Do you like the artwork in the video more because you can see how it has been made?

How much control does Andy have over the artwork he makes? Does he want more control?

Say it!

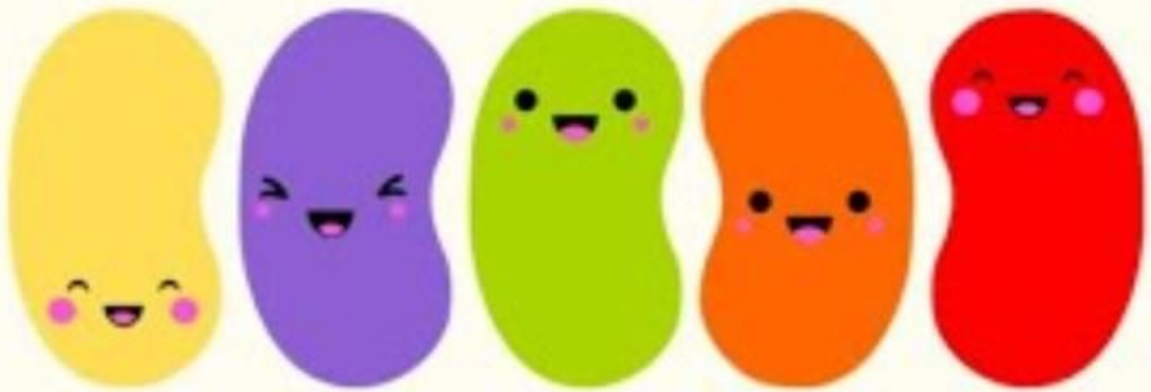
WHOLE CLASS

BRAIN BREAK

5 MINUTES

IT'S TIME FOR A BRAIN BREAK!

JELLY BEANS



SET A

Use sketchbooks to make visual lists of places and things you could explore and collect in your school, home and area.

Think!

Explore!

Draw!

INDEPENDENT

Computing - Pioneers

10.09.25

T.B.A.T. Explain how other people may look and act differently online and offline

Outcome Criteria

- I know that people can choose different pictures online to what they actually look like in real life.
- I can explain why someone might want to change their appearance online.
- I can describe ways in which people might make themselves look different online.

10.09.25

T.B.A.T. Explain how other people may look and act differently online and offline

Key Questions:

What ways can people be different to us online?

10.09.25

T.B.A.T. Explain how other people may look and act differently online and offline

Key Questions:

Physical appearance - How could someone show things about their physical appearance online? Why might someone want to do this? Why might they not?

Why would someone want to show a different physical appearance online to how they actually look offline?

10.09.25

T.B.A.T. Explain how other people may look and act differently online and offline

Key Questions:

What is a profile picture? What might you include in it? What can you change about it?

10.09.25

T.B.A.T. Explain how other people may look and act differently online and offline

Activity:

Hide your face, what questions could your friend ask to determine that you are really you?

Challenge:

Which bits of our identity do we include online, and which bits do we keep offline?

What is an avatar?

Images f rom Pixabay

Create your avatar

Who's who?

Can you match up each pupil to their avatar?

=

Ryan

=

Sally

About avatars

- What can you tell about someone from looking at their avatar?
- Is an avatar supposed to look like you?
- Is it possible to have more than one avatar?
- Can you change your avatar?