

INVESTIGATORS (Miss Horton & Mrs Karasava)	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	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	PE (Downstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Computing
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<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 & Mrs Karasava)	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 (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
TUE (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
WED (REBECCA)	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>	Computing
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
FRI (REBECCA)	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)

Monday

Morning Registration

1) Complete the sentence.

29.09.25

Use the word bank to help you. You will need to add some words of your own.



gremlin goblin because kitten
stomp squash escape

I think the

2) Read a book from the bookshelf.

LITERACY

Monday 29th September

T.B.A.T. make a plausible prediction about what might happen next based on what has been read so far.

2 in 2

1. Tell me 1 fact about Claude

.....

.....

2. What do you think might happen in the art gallery?

.....

.....



T.B.A.T. make a plausible prediction about what might happen next based on what has been read so far.



What has happened so far in the art gallery?

What has Claude seen?

How do you think he might be feeling?

CHALLENGE- Share what you think might happen next

T.B.A.T. make a plausible prediction about what might happen next based on what has been read so far.

Read pages 40-46

CLAUDE

in the City

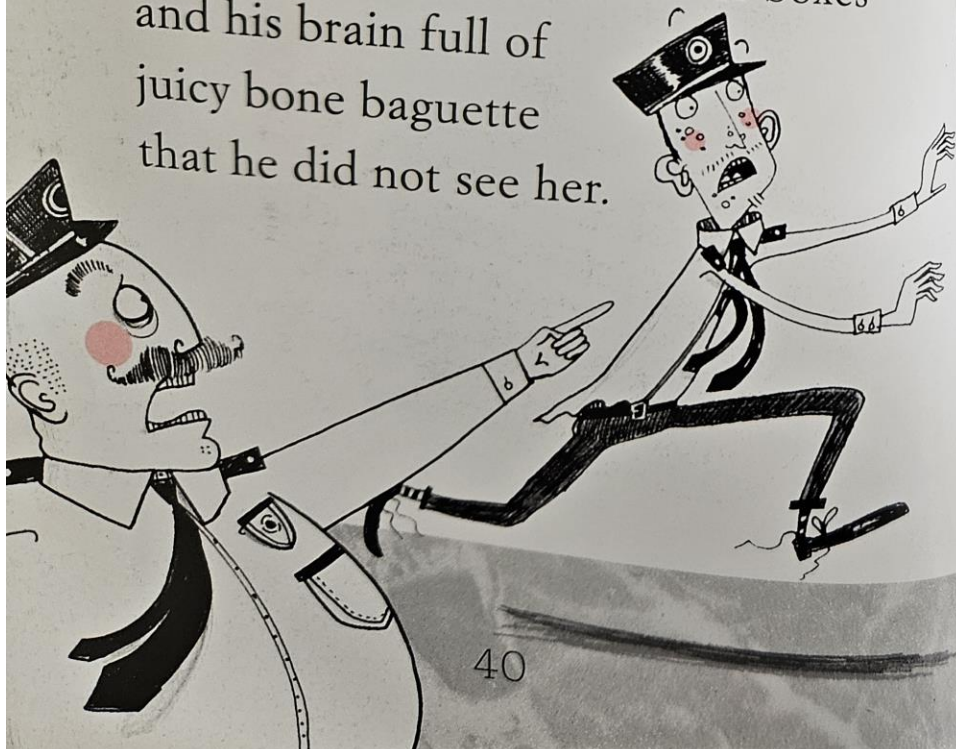


ALEX T. SMITH

Suddenly a naughty robber in a striped jumper and a mask came running past them, carrying one of the sculptures.

Two guards were running after her.

Claude's paws were so full of boxes and his brain full of juicy bone baguette that he did not see her.



The robber did not see Claude and all his boxes...

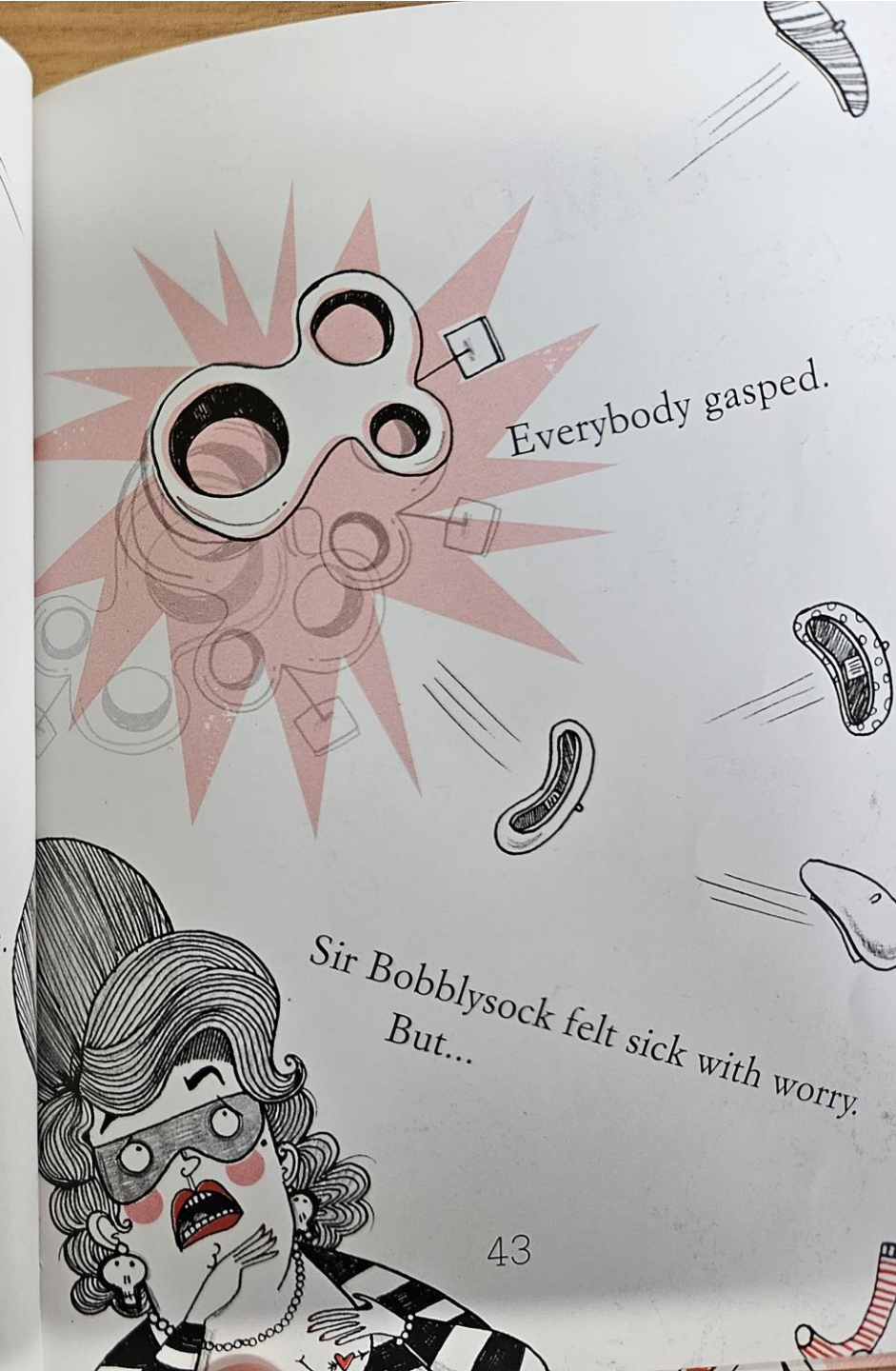


BUMP!
CRASH!
WALLOP!

Berets exploded everywhere.

The robber fell to the ground.

The sculpture went flying through the air.



...Claude saved the day!



Soon the Mayor arrived.
'Claude you are a hero!' he cried.

He gave Claude a medal and
whisked him and Sir Bobblysock
off for a slap-up dinner.



Back in the kitchen of Mr and Mrs Shinyshoes' house, Claude and Sir Bobblysock snuggled down in their beds. Claude closed his beady eyes.

A little later on, Mr and Mrs Shinyshoes came home from work.

'Where on earth has this medal come from?' asked Mrs Shinyshoes. 'Do you know anything about this, Claude?'

'Look, he's fast asleep!' laughed Mr Shinyshoes. 'We'll have to find out in the morning.'



BRAIN BREAK



RECALL QUESTIONS

1. What did the robber wear?

The robber wore ...

2. What happened to the robber when she tried to escape?

The robber ...

3. What went 'flying through the air'?

The _____ went flying through the air.

4. What did Claude receive for 'saving the day'?

Claude received ...

PREDICTION QUESTIONS

1. How do you think Claude is feeling after saving the day and why?
2. What do you think he will tell Mr and Mrs Shinyshoes?
(Will he tell the truth or make up a new story?)
3. What do you think he will do next? Where might his next adventure take him?

CHALLENGE: How did the robber feel and why?

Assembly

BREAK

MATHS

29.09.25

T.B.A.T. add two 2-digit numbers.

1. Place Value



How many leaves are there?

Write the answer using **words**.

2. + and -

22

4

$$22 + 4 = \underline{\hspace{2cm}}$$

3. Reasoning

If I count back from 100, I will say the number 65



Is Henry correct?
Explain why.

BLUE/GREEN: Derive the answers using known facts

$$. 26 + 30 =$$

$$. 51 - 20 =$$

$$32 + 60 =$$

$$44 - 20 =$$

•

part

whole



•

ones

tens



•



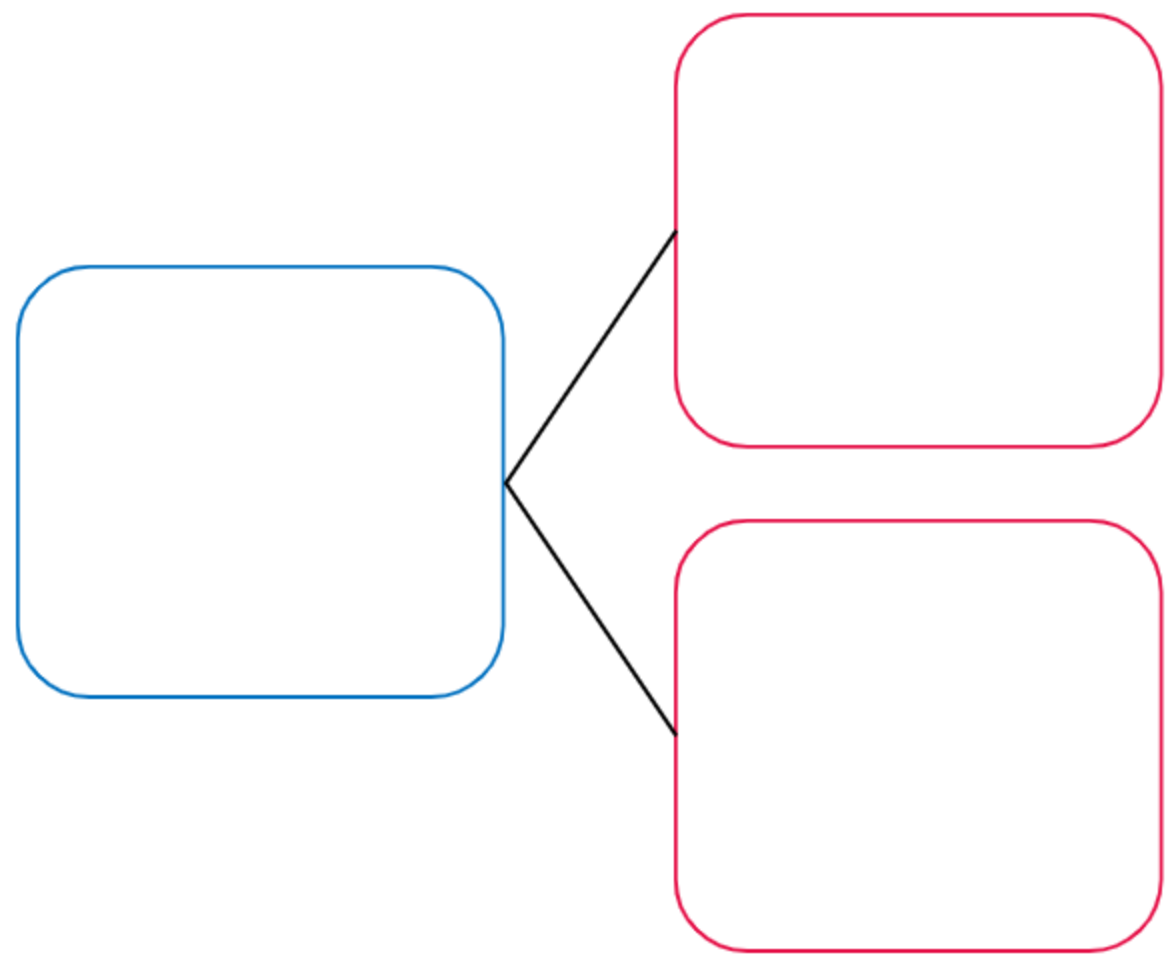
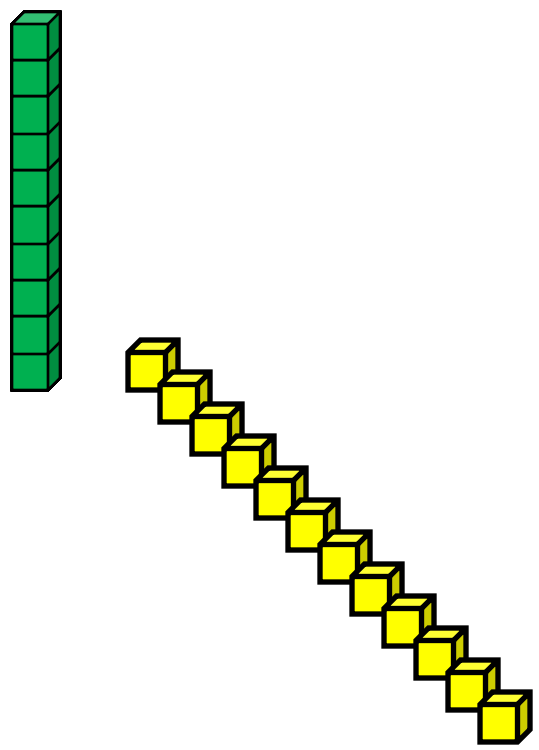
‘If I know ... then I know ...’



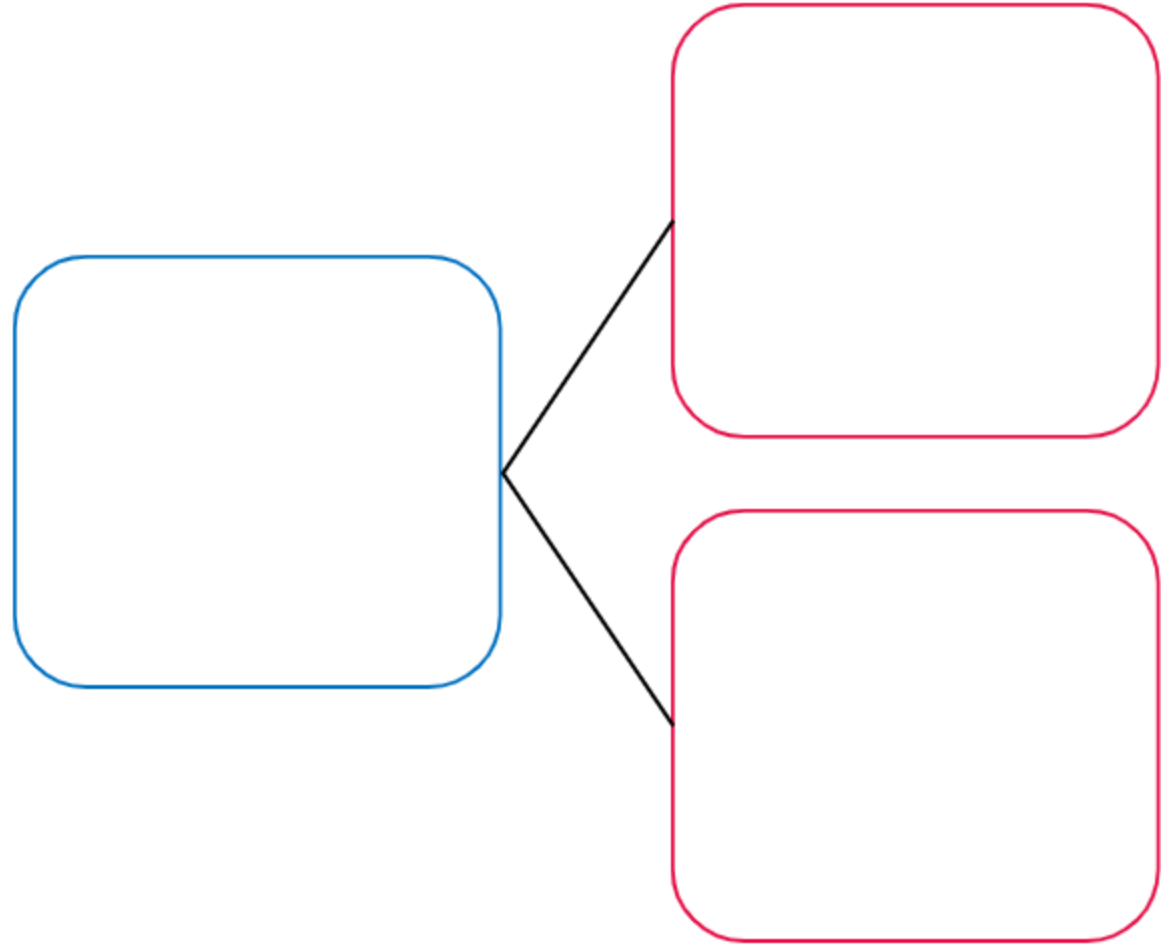
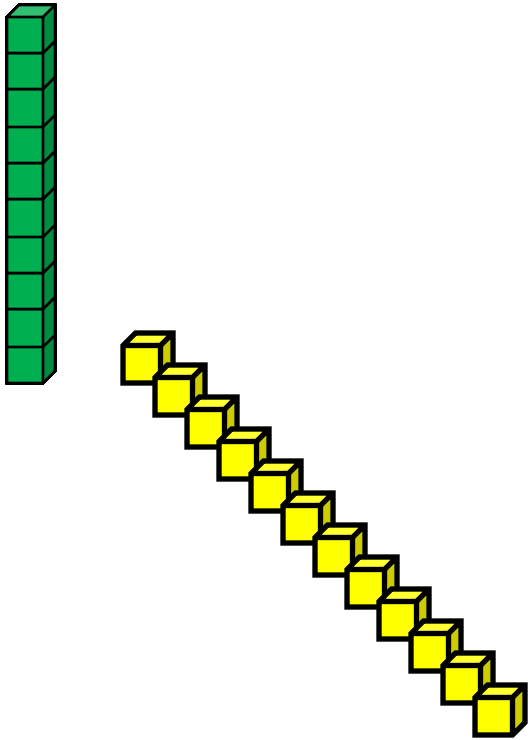
•

partition

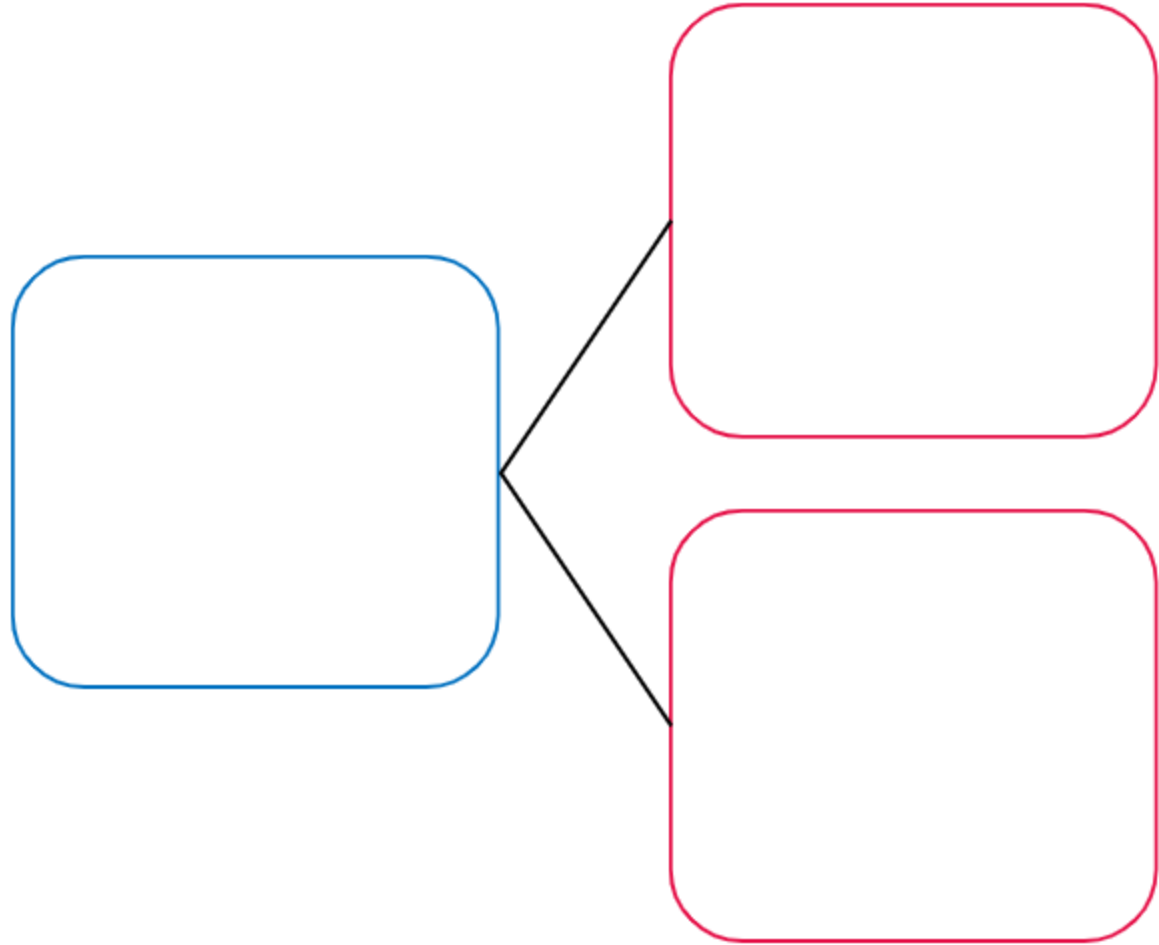
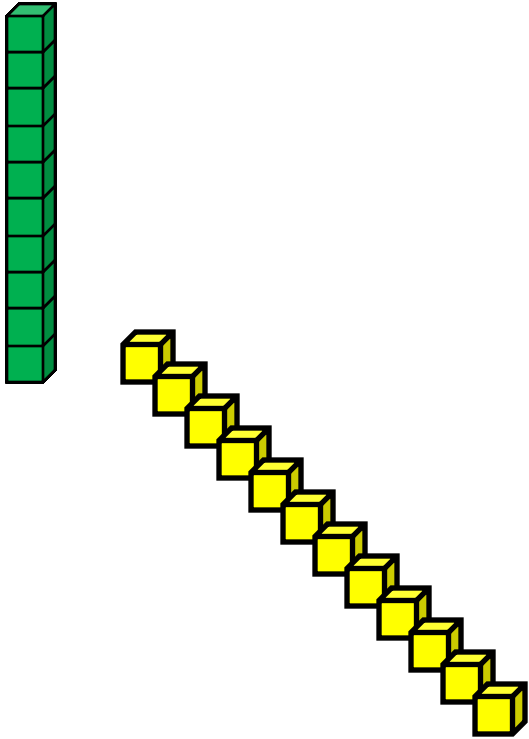
On Monday, **63** people are in their homes and **24** people are on the bus. How many people are there altogether?



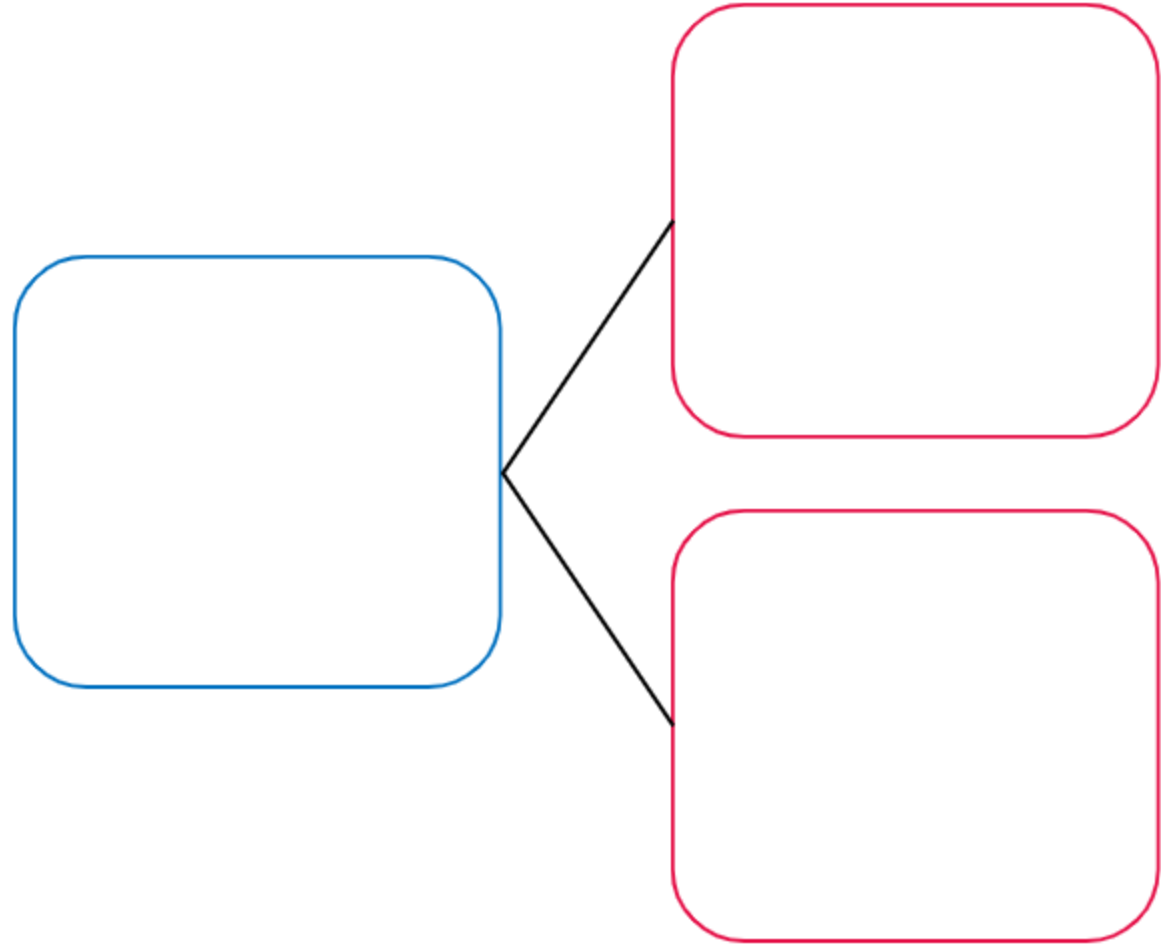
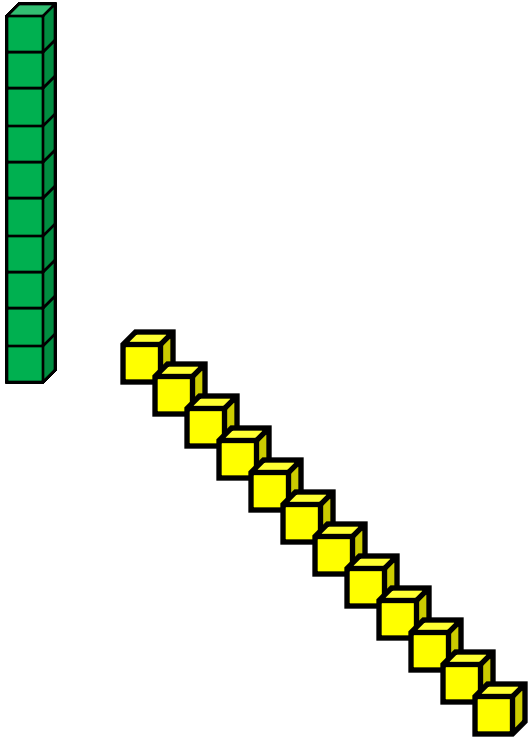
On Tuesday, 52 people are in their homes and 35 people are on the bus. How many people are there altogether? Which known number bonds will help us solve this?



$$41 + 25 =$$



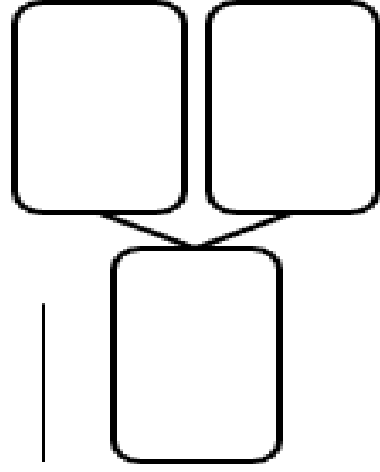
$$45 + 21 =$$



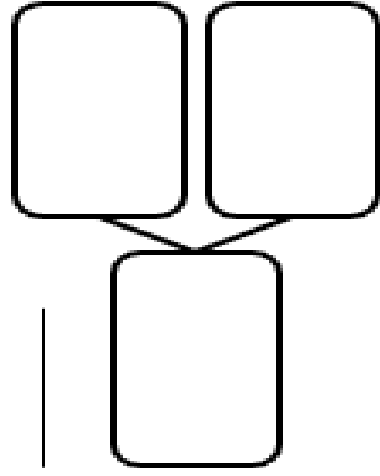
BRAIN BREAK



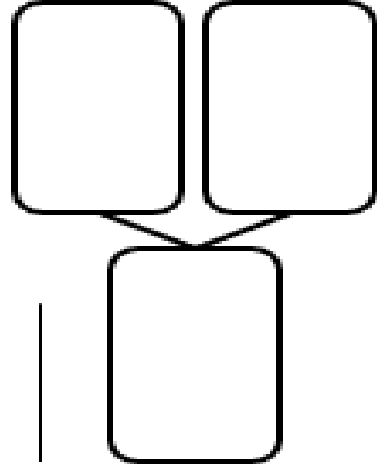
$$36 + 42 = \underline{\hspace{2cm}}$$



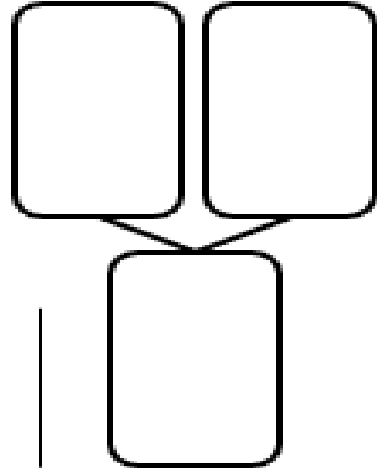
$$32 + 46 = \underline{\hspace{2cm}}$$



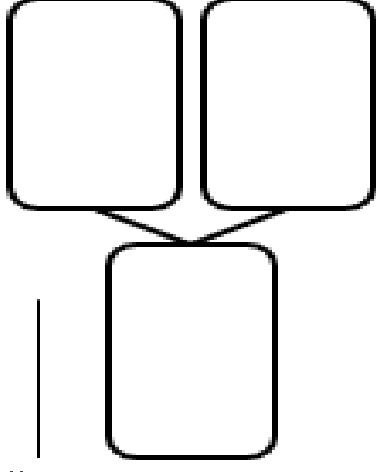
$$46 + 42 = \underline{\hspace{2cm}}$$



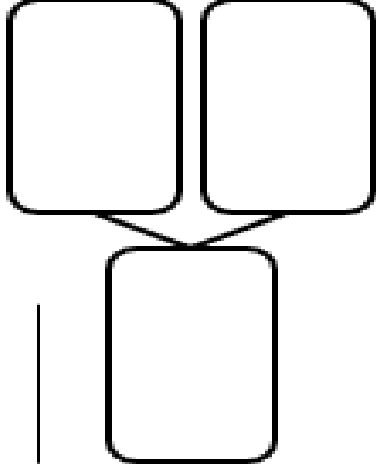
$$42 + 46 = \underline{\hspace{2cm}}$$



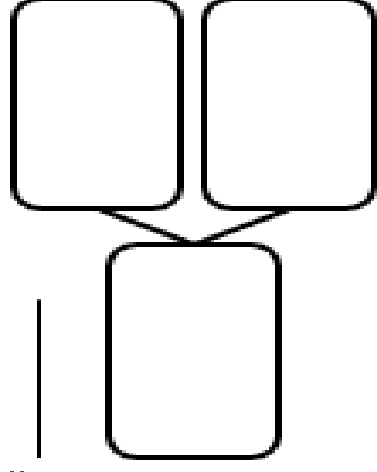
$$36 + 42 = \underline{\hspace{2cm}}$$



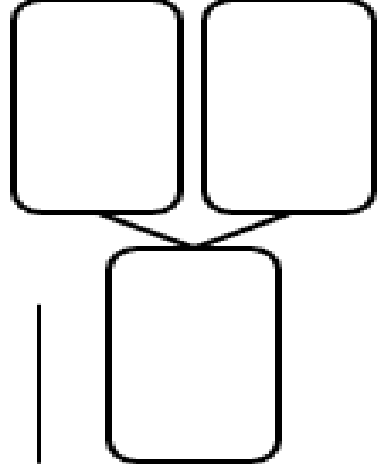
$$32 + 46 = \underline{\hspace{2cm}}$$



$$46 + 42 = \underline{\hspace{2cm}}$$



$$42 + 46 = \underline{\hspace{2cm}}$$



CHALLENGE

1a. Use the number cards to complete the calculations below.



$$\square + \square = 75$$

$$\square - \square = 36$$

PS

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

GREATER DEPTH



27p

42p

29p

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

R

CHALLENGE

1a. Use the number cards to complete the calculations below.



$$\square + \square = 75$$

$$\square - \square = 36$$

PS

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

GREATER DEPTH



27p

42p

29p

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

R

CHALLENGE

1a. Use the number cards to complete the calculations below.



$$\square + \square = 75$$

$$\square - \square = 36$$

PS

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

GREATER DEPTH



27p

42p

29p

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

LUNCH

Spellings

Here are this week's spellings to practise.

Can you spot what the pattern is?

We'll learn more about it this week

race
ice
cell
city
fancy

face
space
bicycle
circle
spicy

Try hard to learn them
and the rule we have
looked at today.



HANDWRITING



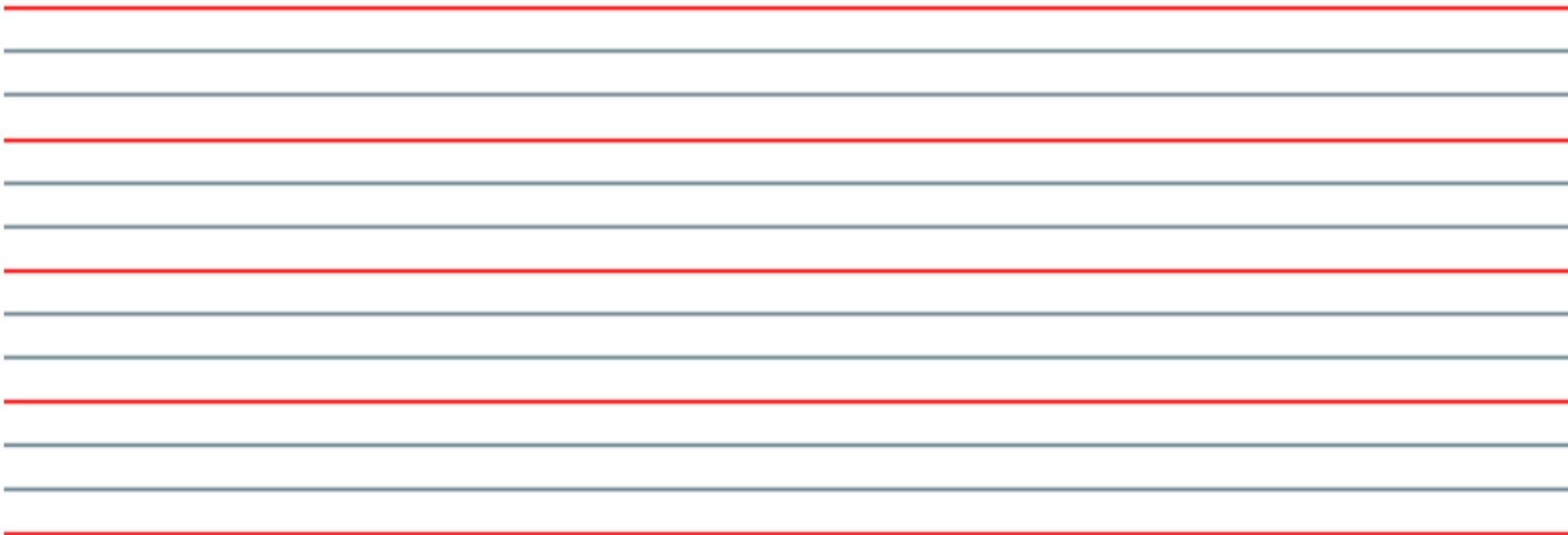
My Letter Formation Strip



a b c d e f g h i j k l m

n o p q r s t u v w x y z

twinkl.com



Music


Y2 HARVEST SONG

For The Harvest

(Group 2)

1. We're singing a **harvest song**,
We're singing a **song of praise**,
For all of the **food that's grown**,
We're **grateful** for the **sun and rain**.

Words and Music by Mark and Helen Johnson © 2012 & 2016 Out of the Ark Ltd, CDJ Song No. 5286658



The image shows a digital interface for a song. The title 'For The Harvest' is at the top in a dark red font. Below it, '(Group 2)' is written in a smaller, italicized font. The song lyrics are listed with the first line numbered '1.' and the word 'harvest' highlighted in green. The words 'song of praise', 'food that's grown', and 'grateful' are also highlighted in green. At the bottom right, there is a cartoon illustration of three children: a boy with dark skin and curly hair, a girl with light skin and blonde hair, and another boy with dark skin and curly hair. They are all smiling and waving. The bottom of the screen features a control bar with various icons for navigation and playback.

MUSIC EXPRESS

<https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home/LessonBank/years/Activity>

♥ John Kanaka

In this lesson, children perform a call and response song.

BREAK

Science

29/09/25

T.B.A.T. investigate which materials are absorbent and explain how suitable they are for different uses.



Starter quiz

1 What is the name of the planet that we live on? (Tick **1** correct answer)



- ☐ Earth
- ☐ the Moon
- ☐ the United Kingdom
- ☐ the Sun

3 Which of these materials causes little or no harm to our planet? (Tick **1** correct answer)



- ☐ plastic
- ☐ metal
- ☐ bamboo

2 Some materials can harm our planet when they are made. Which word means the same as harm? (Tick **1** correct answer)



- ☐ damage
- ☐ help
- ☐ natural

KEYWORDS

suitable

material

property

absorbent

investigate

29/09/25

T.B.A.T. investigate which materials are absorbent and explain how suitable they are for different uses.



Starter quiz

1 What is the name of the planet that we live on? (Tick **1** correct answer)



- ☐ Earth
- ☐ the Moon
- ☐ the United Kingdom
- ☐ the Sun

3 Which of these materials causes little or no harm to our planet? (Tick **1** correct answer)



- ☐ plastic
- ☐ metal
- ☐ bamboo

2 Some materials can harm our planet when they are made. Which word means the same as harm? (Tick **1** correct answer)



- ☐ damage
- ☐ help
- ☐ natural

KEYWORDS

suitable

material

property

absorbent

investigate

Different objects are made of different **materials**.

Why do you think this is?



These buckets and spades are made of plastic.



This sieve is made of metal.

What **material** is a cereal box usually made from?

Why do you think it is made from this material?



cereal box

A cereal box is made from cardboard.

Cardboard is strong and rigid so it can be folded and made into a box.

The **properties** of **materials** make them **suitable** or unsuitable for particular uses.



cushions

Suitable means that a material is right for a particular use.



Alex

These cushions are made from cotton fabric. Why is this a suitable material for a cushion?

When we make an object, we use the material that is most ...

a

strong.

b

suitable.



c

unsuitable.

What are these objects used for?

What **property** do these **materials** need to have to do their jobs?



a sponge



towels



kitchen rolls

These materials soak up liquids like water. Do you know what we call this property?

These materials are **absorbent**.

Which of these is a property of materials?

a

absorbent



b

wood

c

cotton fabric

What can a material do if it is absorbent?

a

not let any light through

b

be moulded into different shapes

c

soak up liquids



Why do you think that being **absorbent** can be a useful **property**?



water spill



hand drying

It can be useful when we want to absorb or soak up liquids, such as after a bath or shower, or when cleaning up spills.

We can use **absorbent materials** to make objects that will soak up liquids, such as a sponge or flannel.



using a sponge to
wash a car



using a sponge to
clean a sink



using a flannel to dry
hands

Which of these objects should be made from an absorbent material?

a

a book

b

a sponge



c

a table

1. Which of these objects need to be made from an absorbent material?



bath mat



ruler



towel



umbrella









computer



sponge

1. Which of these objects need to be made from an absorbent material?

You may have presented your answers like this:

made from absorbent material	not made from absorbent material
<div data-bbox="300 675 659 912"></div> <div data-bbox="293 919 578 981" data-label="Caption">bath mat</div> <div data-bbox="715 672 1077 912"></div> <div data-bbox="721 919 901 981" data-label="Caption">towel</div> <div data-bbox="524 1018 886 1255"></div> <div data-bbox="514 1263 744 1325" data-label="Caption">sponge</div>	<div data-bbox="1274 672 1633 912"></div> <div data-bbox="1274 919 1431 981" data-label="Caption">ruler</div> <div data-bbox="1847 678 2211 915"></div> <div data-bbox="1847 933 2132 995" data-label="Caption">umbrella</div> <div data-bbox="1569 1012 1931 1250"></div> <div data-bbox="1556 1263 1865 1328" data-label="Caption">computer</div>

2. Go on an absorbent materials hunt around your classroom or home.
 - a. Which objects can you find that are made of absorbent materials?
 - b. Why do these objects need to be made with an absorbent material?



a sitting room



a classroom

2. Go on an absorbent materials hunt around your classroom or home.



a mop



kitchen roll



a tea towel



tissues



a cloth



Sam

These objects need to be made of an absorbent material to clear up liquid spills or sneezes, and to clean or to dry things that are wet.

BRAIN BREAK

rainbow relaxation

4
mins



Sofia and Lucas want to find out which **materials** are **absorbent**. They have found some materials to test.

When scientists test materials, they can record their results in a table.



Lucas

material	absorbent or not?
tracing paper aluminium foil cotton wool hard plastic	



Sofia

Lucas and Sofia talk about different ways in which they could **investigate materials** to find out if they are **absorbent**.

Materials that are absorbent soak up water. If we drip water over each material, we can observe if they soak up the water.

We could pour a cup of water into a small tray and put a material into the tray. Then we can take it out and squeeze it to see how much water has been absorbed.



Lucas

Do you have any other ideas for how to investigate which materials are absorbent?



Sofia

Sofia and Lucas start to plan their **investigation**. They collect the things that they need.



jug of water



tracing paper



cotton wool



paper kitchen roll



tray



hard plastic



plastic sponge



aluminium foil

Lucas and Sofia **investigate** by pouring some water into a tray and then putting a **material** into the water.

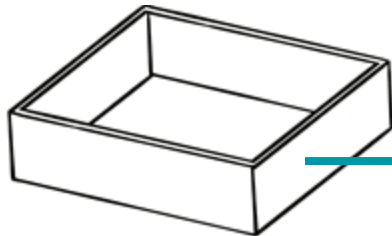
They leave it in the water for a minute, then take it out and squeeze it over an empty tray, observing how much water comes out.



soak each material in water, then squeeze



water drops squeezed out



empty tray for catching water

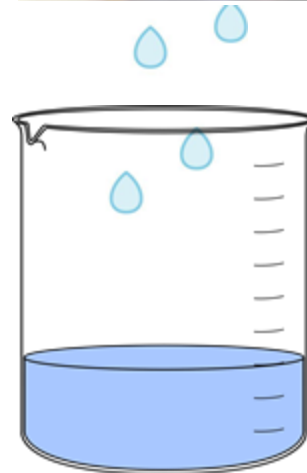
Sofia and Lucas record their results in a table:

material	can I squeeze water out of it?	absorbent or not?
tracing paper	no	X
cotton wool	yes - a lot	✓
paper kitchen roll	yes - a bit	✓
plastic sponge	yes - a lot	✓
hard plastic	no	X
aluminium foil	no	X

To investigate which material is most absorbent, we need to measure how much water we can squeeze out of it.



Lucas



squeezing water into a
measuring beaker

We can squeeze the water into a measuring beaker and measure exactly how many millilitres come out of each material.



Sofia

We can hold different materials up to the light to find out which ones are absorbent.



Alex

We can feel materials to find out which ones are absorbent.



Aisha

We can drip water onto different materials to find out which ones are absorbent.



Izzy

Who is correct?

Izzy is correct. Absorbent materials soak up water so we can test materials to see if they are absorbent by dripping water over them.

Which material will be most suitable for mopping up a spilled drink? Test different materials to see whether or not they are absorbent.

materials

cling film
aluminium foil
paper kitchen roll
newspaper
plastic sponge
plastic bag
cotton wool



spilled drink

Will you test the materials in the same way as we did, or have you thought of a different way?



Sofia

Which material will be most suitable for mopping up a spilled drink?

material	how much water? (ml)	absorbent or not?
cling film	0	X
aluminium foil	0	X
paper kitchen roll	12	✓
newspaper	3	✓
plastic sponge	15	✓
plastic bag	0	X
cotton wool	5	✓

A sponge or paper kitchen roll are the most suitable materials for mopping up a spilled drink. This is because the most amount of water was squeezed out of them.

Summary

Absorbent materials

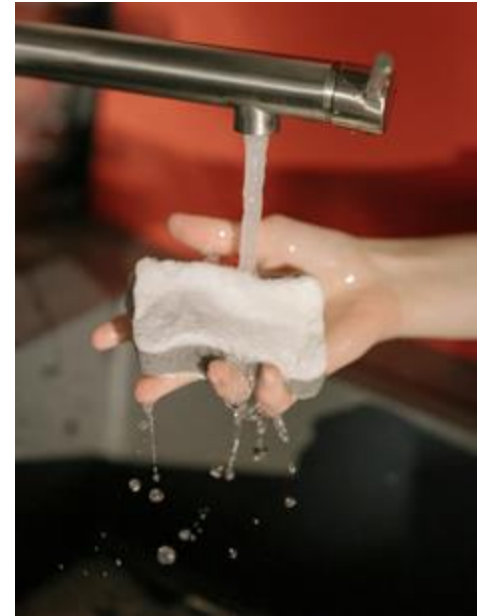
The properties of materials make them suitable or unsuitable for particular uses.

Being absorbent is one such property of some materials.

If a material is absorbent, it soaks up something, often a liquid such as water.

Some materials are absorbent, and this makes them suitable for certain uses.

Scientists test materials to find out which are absorbent and which are not.



an absorbent
sponge

BRAIN BREAK

MARIO'S AUTUMN RUN

**BRAIN
BREAK**

