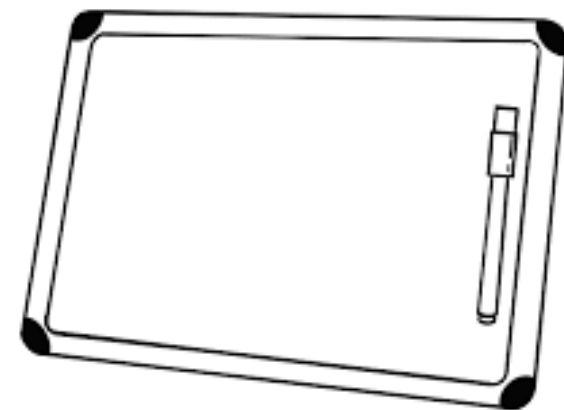


09.9.25



Number Bonds Challenges

Number Bonds Challenge 1

1) Find the answers to the number bond challenge.

2) Read a book from the bookshelf.

$1 + 4 =$	$0 + 5 =$	$3 + 2 =$
$3 + 3 =$	$2 + 4 =$	$3 + 3 =$
$4 + 1 =$	$1 + 4 =$	$4 + 2 =$
$6 + 0 =$	$5 + 1 =$	$5 + 0 =$
$2 + 4 =$	$4 + 2 =$	$2 + 4 =$
$3 + 2 =$	$0 + 5 =$	$3 + 3 =$
$5 + 1 =$	$6 + 0 =$	$1 + 5 =$
$0 + 6 =$	$2 + 4 =$	$6 + 0 =$
$3 + 3 =$	$5 + 1 =$	$4 + 1 =$
$2 + 3 =$	$3 + 2 =$	$0 + 5 =$
$3 + 2 =$	$4 + 1 =$	$5 + 1 =$
$1 + 5 =$	$0 + 5 =$	$2 + 4 =$
$3 + 3 =$	$2 + 3 =$	$1 + 4 =$
$4 + 2 =$	$1 + 4 =$	$3 + 2 =$

09.09.25

Number Bonds Challenges

Number Bonds Challenge 1

$1 + 4 =$	$0 + 5 =$	$3 + 2 =$
$3 + 3 =$	$2 + 4 =$	$3 + 3 =$
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$6 + 0 =$	$5 + 1 =$	$5 + 0 =$
$2 + 4 =$	$4 + 2 =$	$2 + 4 =$
$3 + 2 =$	$0 + 5 =$	$3 + 3 =$
$5 + 1 =$	$6 + 0 =$	$1 + 5 =$
$0 + 6 =$	$2 + 4 =$	$6 + 0 =$
$3 + 3 =$	$5 + 1 =$	$4 + 1 =$
$2 + 3 =$	$3 + 2 =$	$0 + 5 =$
$3 + 2 =$	$4 + 1 =$	$5 + 1 =$
$1 + 5 =$	$0 + 5 =$	$2 + 4 =$
$3 + 3 =$	$2 + 3 =$	$1 + 4 =$
$4 + 2 =$	$1 + 4 =$	$3 + 2 =$

09.09.25

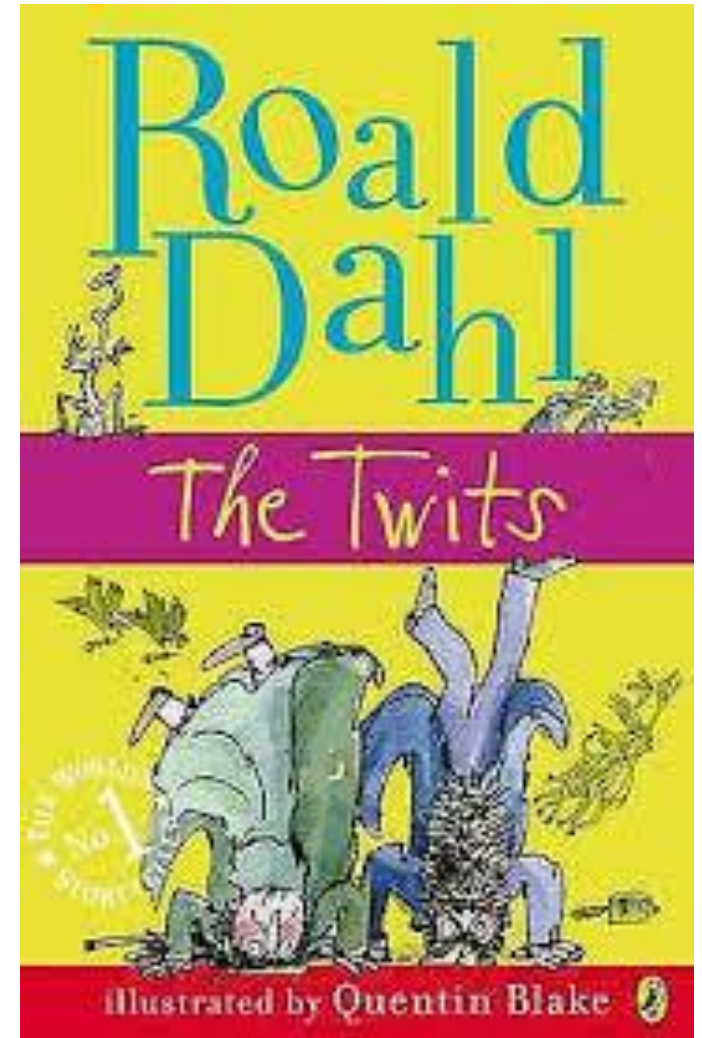
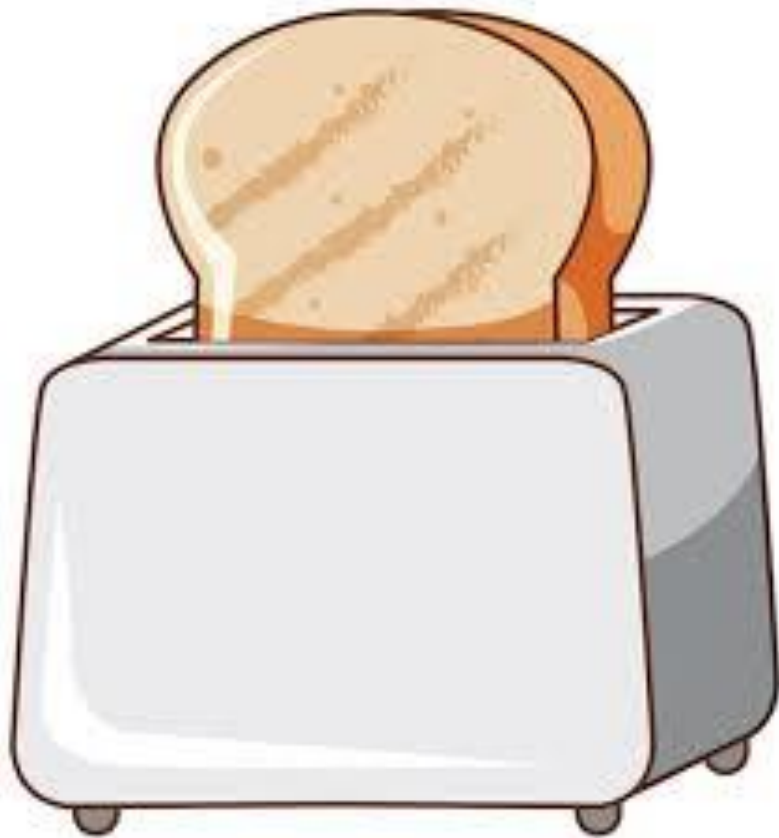
Number Bonds Challenges

Number Bonds Challenge 1

$1 + 4 =$	$0 + 5 =$	$3 + 2 =$
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$5 + 1 =$	$6 + 0 =$	$1 + 5 =$
$0 + 6 =$	$2 + 4 =$	$6 + 0 =$
$3 + 3 =$	$5 + 1 =$	$4 + 1 =$
$2 + 3 =$	$3 + 2 =$	$0 + 5 =$
$3 + 2 =$	$4 + 1 =$	$5 + 1 =$
$1 + 5 =$	$0 + 5 =$	$2 + 4 =$
$3 + 3 =$	$2 + 3 =$	$1 + 4 =$
$4 + 2 =$	$1 + 4 =$	$3 + 2 =$

TOAST AND STORY

8.50 - 9.05



SPELLING ASSESSMENT

Y1 CEW

9.05 - 9.20

BRAIN BREAK



Tuesday 9th. September

T.B.A.T. Identify and use adjectives to describe nouns



1. Look around the room.
2. Think about the people, places, animals and things you can see.
3. Share these with a buddy.

WHOLE CLASS



Look!



Think!



Share!

Tuesday 9th. September

T.B.A.T. Identify and use adjectives to describe nouns

On this sunny summer afternoon, Little Billy was kneeling on a chair in the living room, gazing out through the window at the wonderful world beyond.

Find the **nouns** in the sentence above.



WHOLE CLASS



Look!



Think!



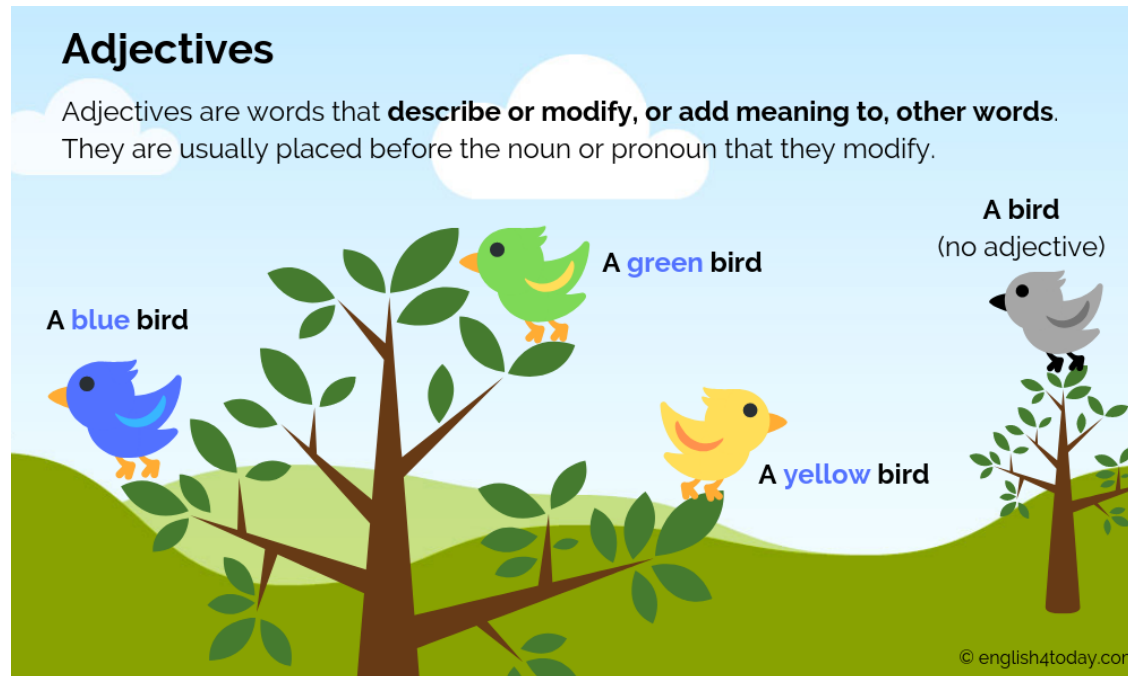
Share!

Tuesday 9th. September

T.B.A.T. Identify and use adjectives to describe nouns

On this sunny summer afternoon, Little Billy was kneeling on a chair in the living room, gazing out through the window at the wonderful world beyond.

Which words describe the nouns? Find the **adjectives** in the sentence above.



Look!



Think!



Share!

WHOLE CLASS

Tuesday 9th. September

T.B.A.T. Identify and use nouns

How many types of food can you think of?

Think for yourself

Share with your partner

Share with the class



Look!



Think!



Share!

Tuesday 9th. September

T.B.A.T. Identify and use nouns

Which of these do you think that Mr Twit
might get stuck in his beard?



BRAIN BREAK

A vibrant, cartoon-style graphic for a children's yoga session. The background is a bright blue sky with white clouds and a large, multi-colored rainbow arching across the top. In the center, the text "Silly To Calm" is written in a large, blue, bubbly font with a white outline. Below it, the word "YogaPalooza" is written in a red, bubbly font with a white outline. On the left, a cartoon boy with brown hair, wearing a yellow and white striped shirt and orange pants, stands with his arms raised in a joyful pose. On the right, a cartoon girl with dark skin, wearing a pink cap, yellow-rimmed glasses, a pink shirt, and blue overalls, stands with her hands clasped in a prayer position. At the bottom, a horizontal rainbow stripe runs across the width of the image. In the bottom left corner, there is a circular inset featuring a photograph of a woman with long, wavy brown hair, smiling.

Silly To Calm

YogaPalooza

Tuesday 9th. September

T.B.A.T. Identify and use nouns

Can you write a description of Mr Twit's
beard?

Can we read these words together?

beetles butter cheese chips chocolate sauce cornflakes
crumbs dirt fish fingers ice cream jam scrambled eggs soup
spiders spinach stew toast tomato ketchup worms



Look!



Think!



Share!

MR TWIT'S BEARD

Imagine what other foods you might find in Mr Twit's beard and write an ingredients list.



One spoonful of _____

A few _____

A handful of _____

A dollop of _____

Some _____

A sprinkle of _____

Finally, lots of _____

CHALLENGE

Can you add your own sentence to the list?

Break

PE

SKILL DEVELOPMENT

Keep possession of the ball:



Possession is **good** 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.

Pairs send the ball to each other using a variety of passes. They can choose any type of pass, 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.



Lesson Pre-read

Invasion games are games where there are two teams and two goals. Teams try to score in the opposite team's goal.

Football, handball, rugby, netball, basketball, hockey.

Learning Objective

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

Equipment



CONES
x 30



FOOTBALLS
x 15



PLAYGROUND BALL
x 15



TEAM BANDS
x 10

WARM UP

Movers:

- 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 half of the 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.

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.

When coming close to someone, stop and control your ball. Keep looking up to know where other people are.

SKILL DEVELOPMENT

Keep possession of the ball:



Possession is **good** 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.

Pairs send the ball to each other using a variety of passes. They can choose any type of pass, 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.

SKILL DEVELOPMENT

Keep possession of the ball:

How many passes can they complete
in 1 minute?

Rule: You can only hold on to the ball
for 3 seconds.



SKILL DEVELOPMENT

Keep possession of the ball:

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.



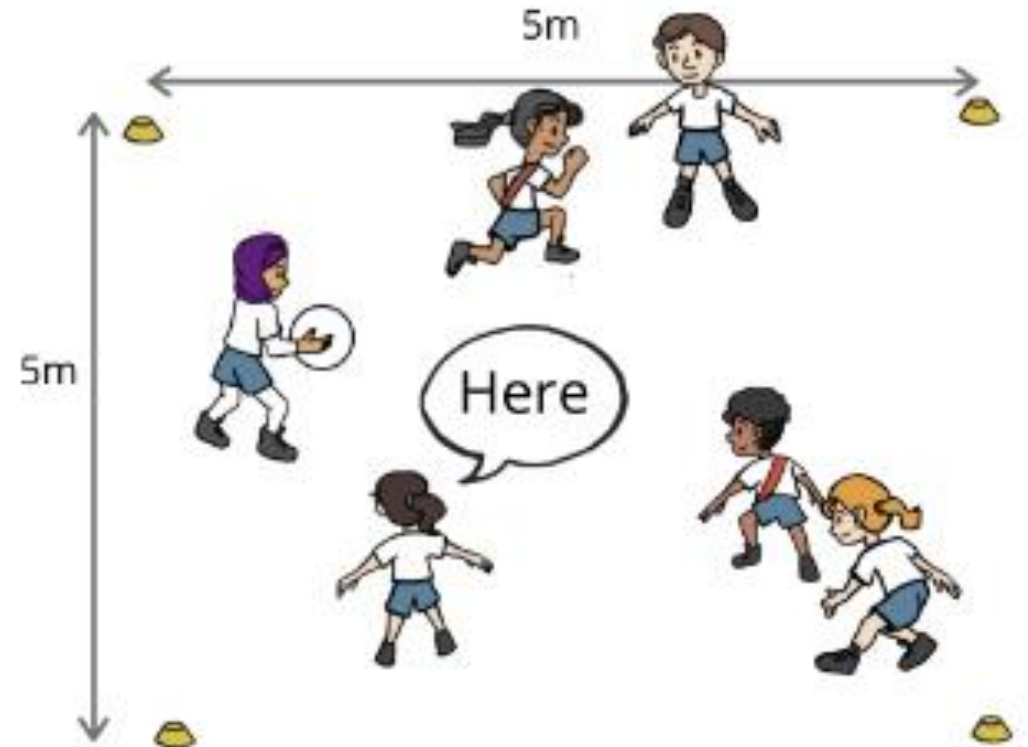
Possession game:

Pupils work in groups of six with one ball and four cones. Create a 5m x 5m area. Four attackers play against two defenders.

Attackers aim to make ten passes without the defenders touching the ball. They can use any pass of their choice. They can only keep the ball for 3 seconds. Change the defence every few minutes.

Move into space away from the defenders.
Send the ball away from defenders and to someone in space.

Make this easier by playing to eight passes.
Make this harder by stating that attackers must use a different pass to the one that they received



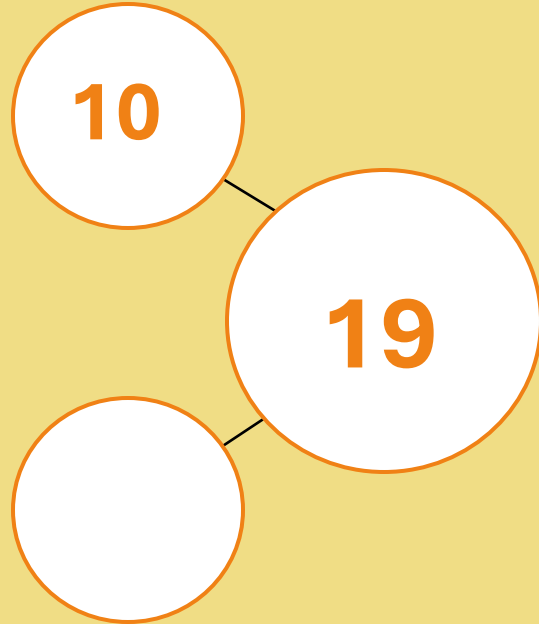
Lunch

MATHS

09.9.25

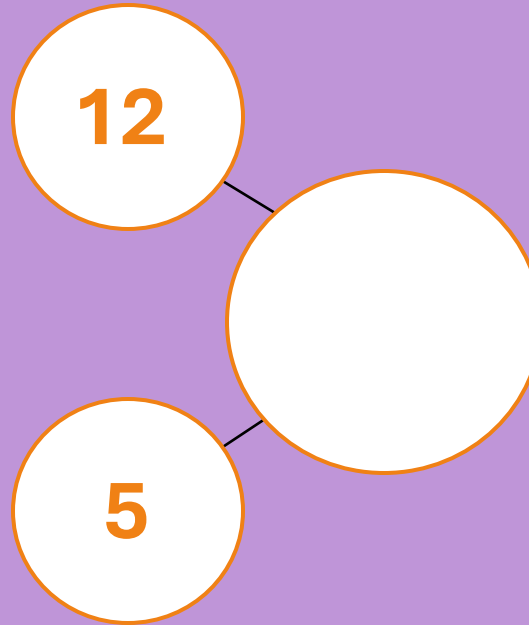
T.B.A.T. identify tens and ones in a 2-digit number

1. Place Value



What is the missing number?

2. + and -



$$12 + 5 =$$

3. Reasoning

34, 35, 37, 38



What number has Henry missed out?

09.9.25

T.B.A.T. identify tens and ones
in a 2-digit number

09.9.25

T.B.A.T. identify tens and ones
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in a 2-digit number

09.9.25

T.B.A.T. identify tens and ones
in a 2-digit number



BLUE/GREEN: Counting in fives

- Let's count forwards and backwards in fives.





To identify tens and ones in a 2-digit number

-

ones



tens

-

1-digit number



2-digit number



-



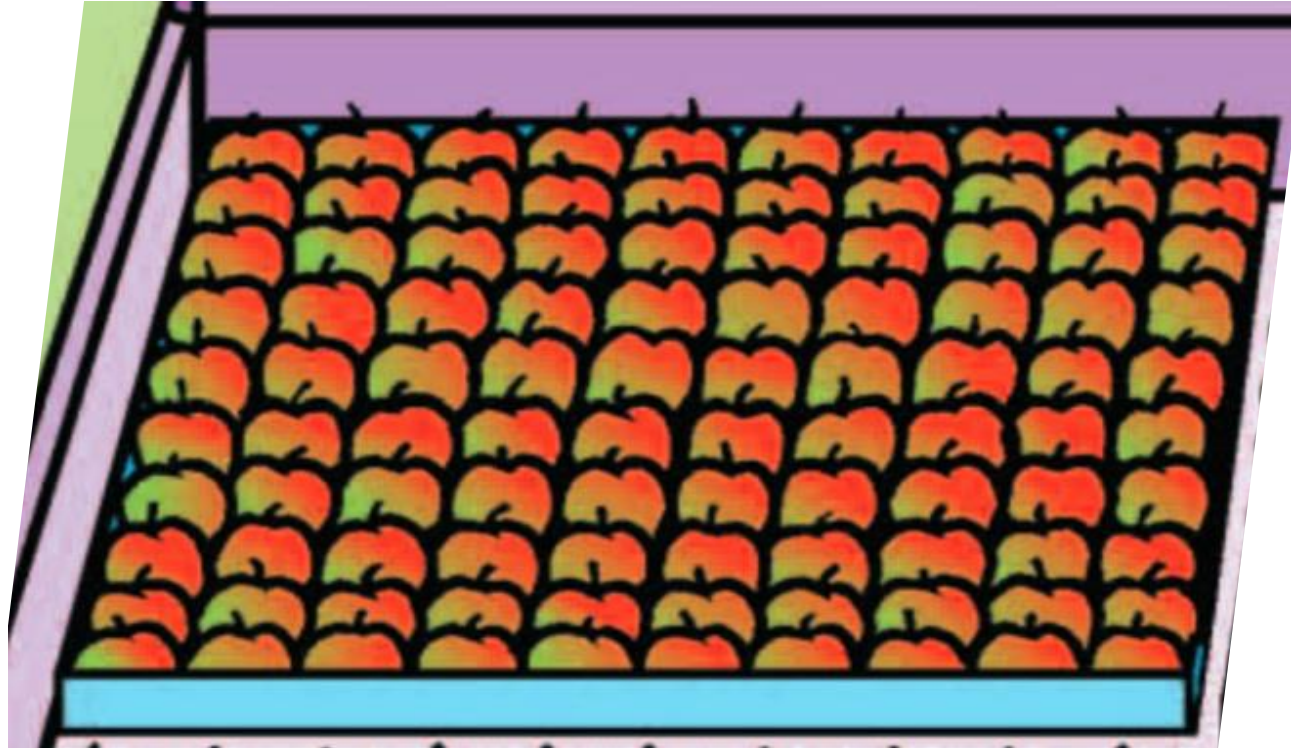
value

worth





- How many apples are in each **row**?
- How many apples are in a **box**?



I think there are
_____ apples
because ...





Use cubes to represent **46** apples.

Now use cubes to represent **64** apples.

What's the same?
What's different?

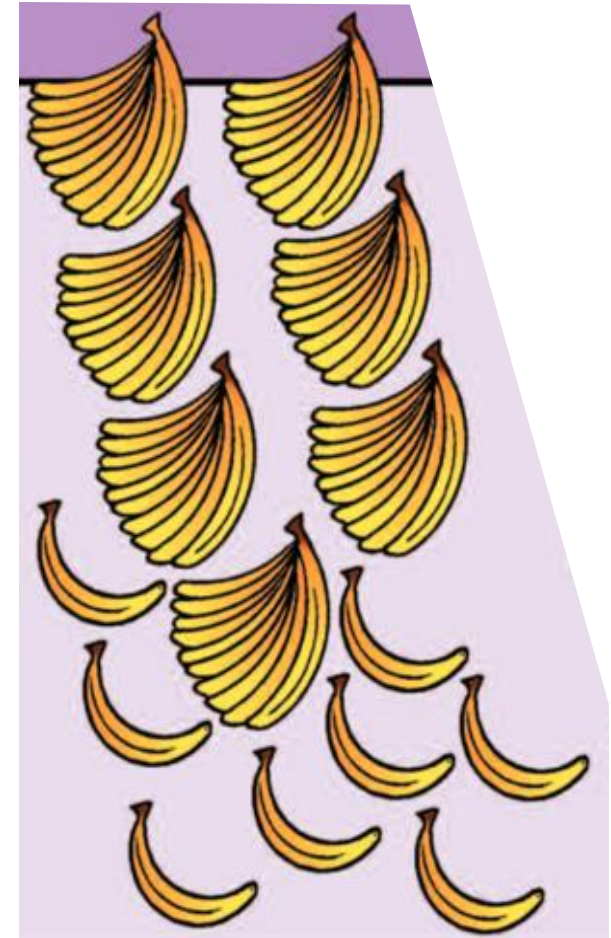
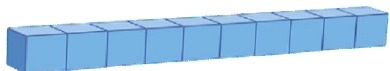




Representing 2-digit numbers

- There are tens and ones.

Tens	Ones



How could we show this on a bead string?



Representing 2-digit numbers

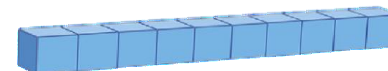


There are tens

and ones.

There are altogether.

Tens	Ones



BRAIN BREAK



	10s	1s
	10s	1s
<div>62</div>	10s	1s
<div>60</div>	10s	1s

Use Dienes on a place value chart to represent how many fruit there are.

CHALLENGE

What numbers are represented on the

a

Tens	Ones

b

Tens	Ones
1	9

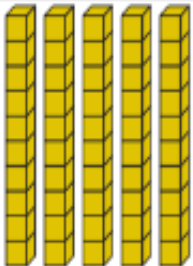

c

Tens	Ones

GREATER DEPTH

Simon is trying to make the number 61.
Is he right? Can you explain your answer?

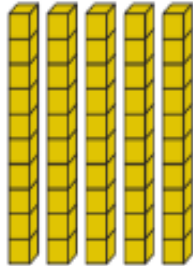



Tens	Ones
	

GREATER DEPTH

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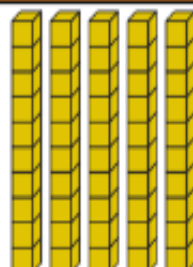



Tens	Ones
	

GREATER DEPTH

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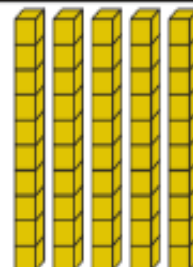



Tens	Ones
	

GREATER DEPTH

Simon is trying to make the number 61.
Is he right? Can you explain your answer?



Tens	Ones
	

Break

ART - Pioneers

Tuesday 9th. September

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

[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.



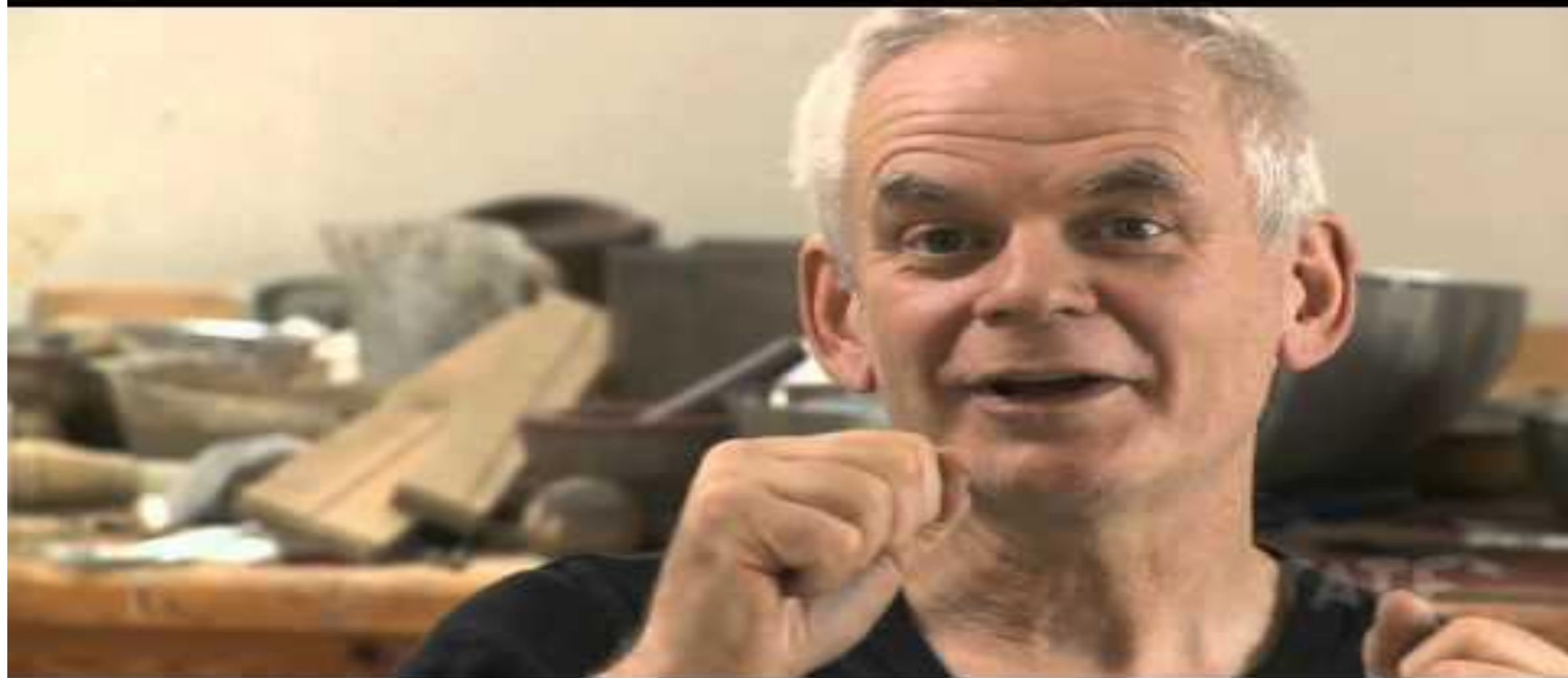
WHOLE CLASS



Think!



Say it!



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?



Think!



Say it!



WHOLE CLASS

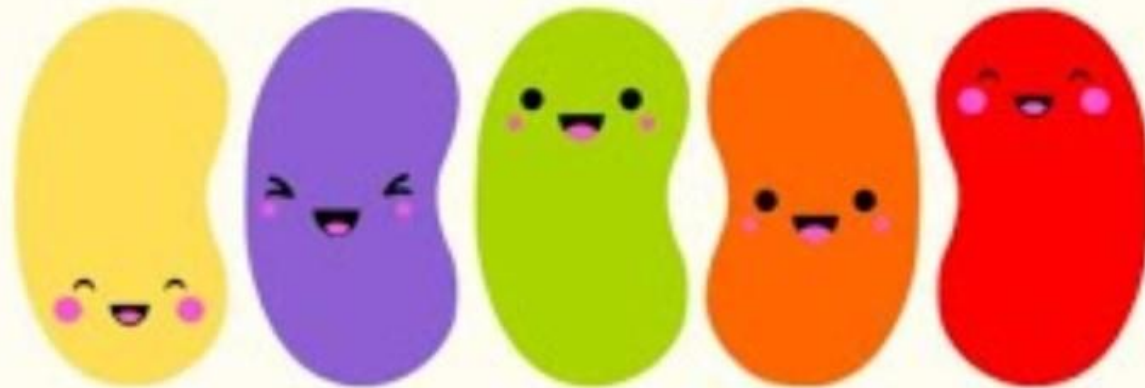
BRAIN BREAK

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 - Investigators