Tuesday

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	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	Music (up to 1:30)	BREAK	Science (from 1:30)
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	BREAK	PE (Downstairs)	LUNCH	Class Novel / Maths Meeting	Maths	BREAK	Computing
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	BREAK	PE (Upstairs)	LUNCH	Class Novel / Maths Meeting	Maths	BREAK	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	RE (up to 1:30)	BREAK	Humanities (from 1:30)
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	Golden Book / Reward Playtime (PPA)	BREAK (1:45 - 2:00)	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	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	Music (up to 1:30)	BREAK	Science (from 1:30)
TUE (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	BREAK	PE (Upstairs)	LUNCH	Class Novel / Maths Meeting	Maths	BREAK	Art / DT
WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	BREAK	PE (Downstairs)	LUNCH	Class Novel / Maths Meeting	Maths	BREAK	Computing
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	RE (up to 1:30)	BREAK	Humanities (from 1:30)
FRI (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	Golden Book / Reward Playtime (PPA)	BREAK (1:45 - 2:00)	ENRICHMENT (PPA)

Morning Registration

22	+	10	=	_

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





Spellings

Spelling the phoneme //ji// with '-dge', and '-ge' at the end of words.

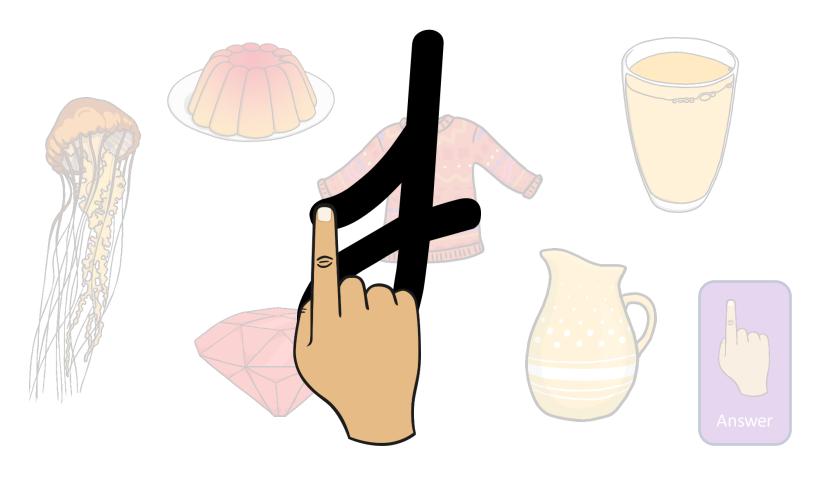




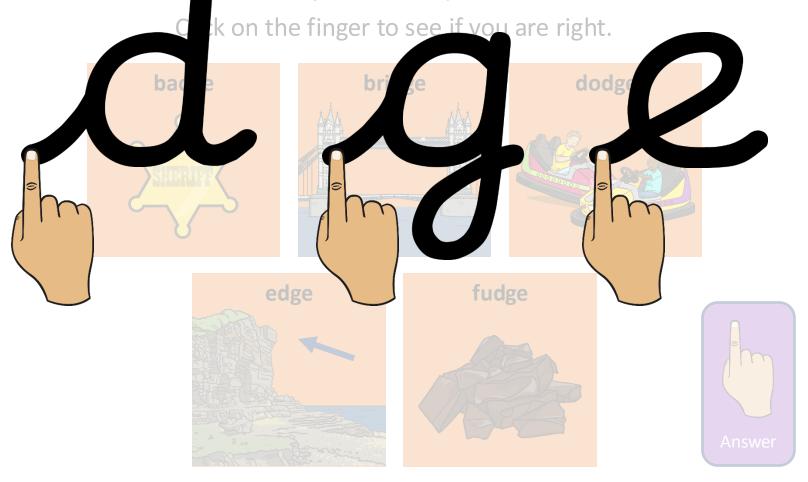


Trace the letter in the air.

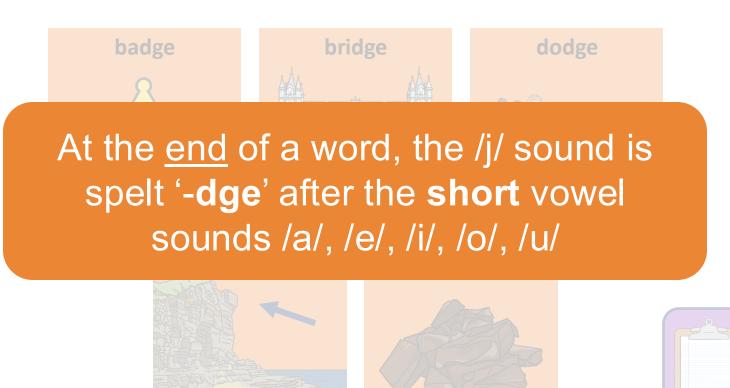
Click on the finger to so you are right.



These words have the /j/ phoneme in them. Say each word. Think about where the /j/ sound comes in each word. Trace the letters that hake the /j/ sound on your friend's back.



Can you and your friend think of a rule for when to use the trigraph '-dge' to spell the sound /j/?





These words have the /j/ phoneme in them. Think about where the /j/ sound comes in each word. Trace the letters that make the /j/ sound on your hand.

Click on the finger to see if you are right. huge age village

Do these words fit into the rule we have just seen?

Talk to your friend and think of a rule for using the digraph

'-ge' to spell the sound /j/.



Watch out!

After all other sounds (vowels or consonants) the /j/ sound is spelt '-ge' at the end of a word.







Choose a –dge or –ge word from the list to finish these sentences.

My best friend has moved to a different charge village 5 miles away. Gran's phone is on **charge** in the huge kitchen. Daniel had a **huge** slice of watermelon badge for pudding. I got my first aid **badge** at scouts village yesterday.

Do you know what tense these sentences are in?

TENSES

Past Tense- means something has already and it is now in the past

Present Tense-means the action is happening currently.

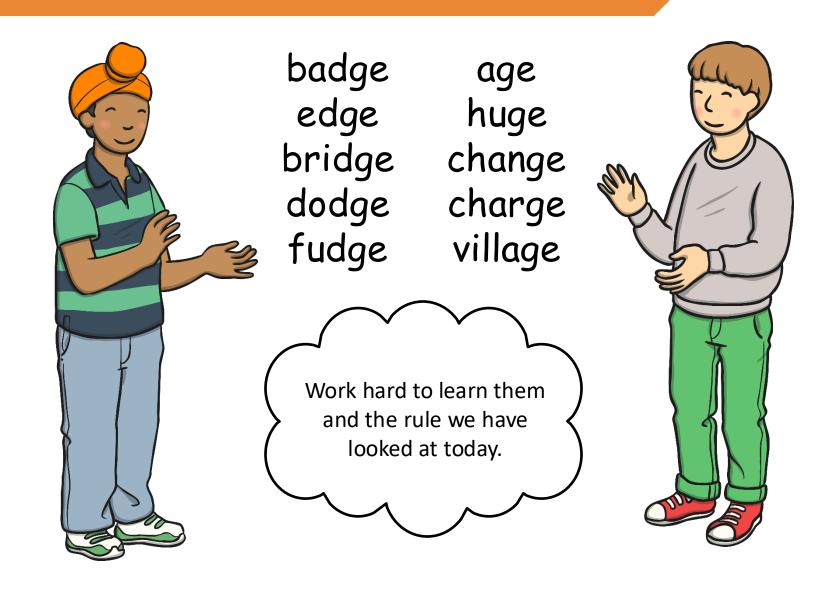
Can you sort these verbs into past and present tense?

running jumped hopped swimming

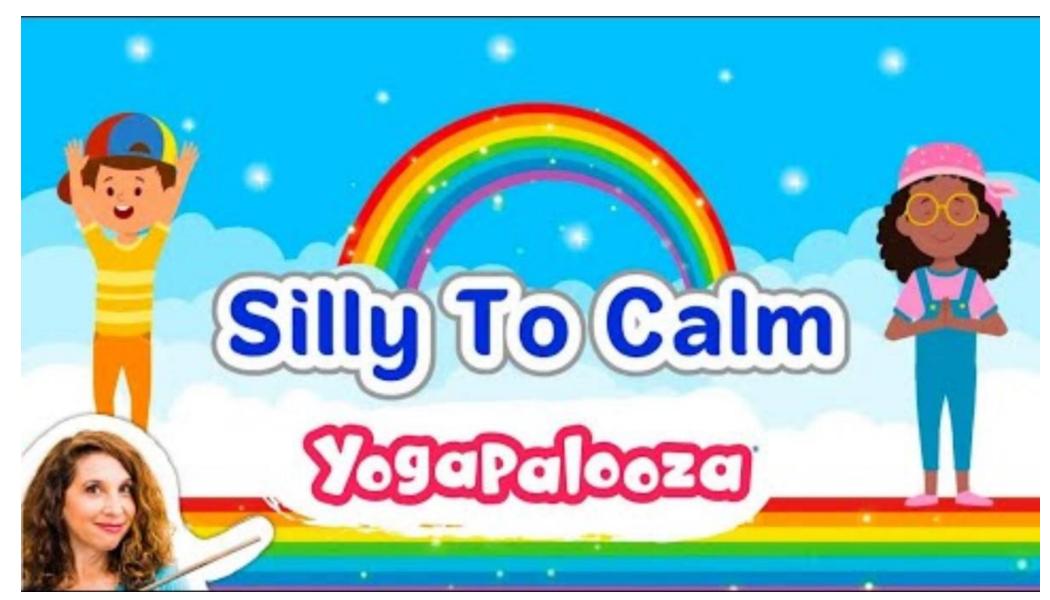
shouted talking ate ran

What do you notice about the verb endings?

Can you write one sentence in the past tense and one sentence in the present tense, using our spelling words?



BRAIN BREAK



LITERACY

	<u>Tuesday 7th October</u>
3 in 3	
<u></u> b b	
3 B B	
Bb Bb Bb	
b b BBBBB -	

Tuesday 7th October

T.B.A.T. Plan about real events - Harvest Poetry

Read the following poems.





Which one do you prefer and why?

Like liquid gold the wheat field lies,
A marvel of yellow, russet and green,
That ripples and runs, and floats and flies,
Like golden fairies twirling as they dance,
Swirling in the gentle breeze.

I give you thanks,
For the golden harvest,
For the amber fields of corn and the orange
glow of pumpkins,
Harvest means farmer gathering their
crops,
Food for sharing with one and all.

The plentiful harvest is gathered in,
Golden fields and colourful orchards have
given their share,
Grains, fruit and vegetables for everyone,
Open your hearts and share the bounty,
Thank you for the blooming summer and the
autumn beauty.

Harvest time is here again,
Cut the corn and sift the grain,
Pick the apples on the trees,
In the chilly autumn breeze.
Dig the carrots,
The parsnips too,
Lots to eat for me and you.

<u>Tuesday 7th October</u> <u>T.B.A.T. Plan about real events - Harvest Poetry</u>

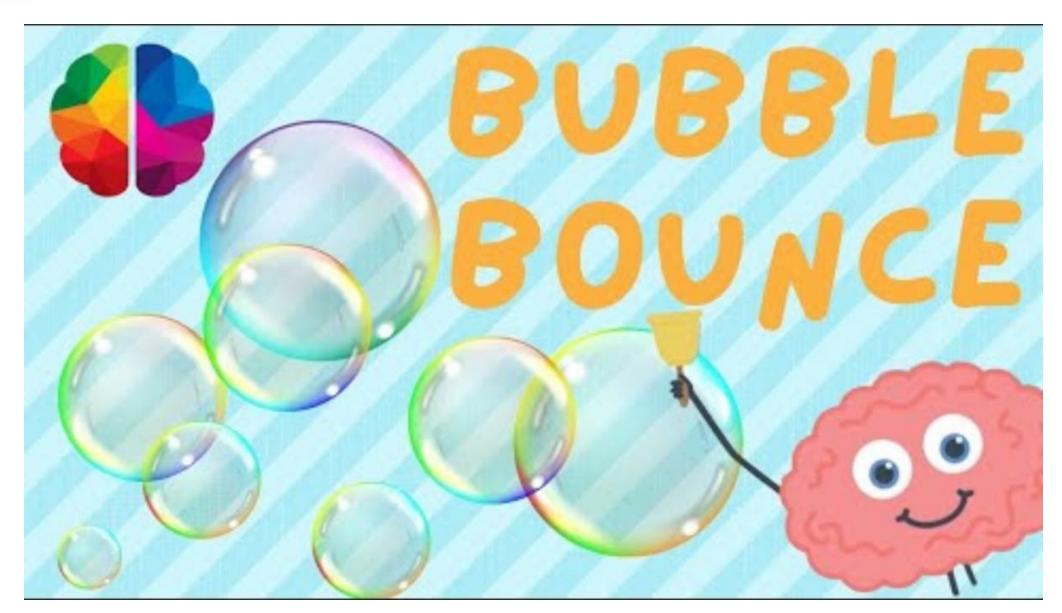
How many words can you think of that are linked to the Harvest?



What do we need to remember about sentences? What do they need?

we picked apples from the tree
the farmer planted seeds in the field
can you see the golden wheat
the sun shines the rain falls the crops grow
CHALLENGE
we have carrots potatoes and pumpkins
do you like bread made from grain

BRAIN BREAK



<u>Tuesday 7th October</u> <u>T.B.A.T. Plan about real events - Harvest Poetry</u>

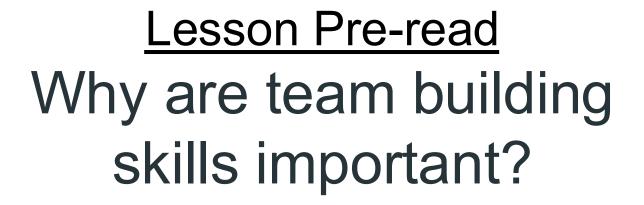
Can you answer these questions about the Harvest?

Where does it start?
How does it grow?
When is it harvested? How is it harvested?
How does the harvest move?
Is the harvest made into anything else?

BREAK

PE







Learning Objective

To create a plan with a group to solve the challenges.

Equipment





WARM UP

Safe space:

A - Pupils stand in a space. They begin by walking around the area, moving in and out of each other.

Move around in the space, changing direction and avoiding other people.

B - Pupils move around in a different way e.g. skipping, jumping, side-stepping. Take suggestions from the pupils for the class to use.Look for the space. This will continually change as the pupils move. Keep your head up and look for your own safe to move into.

SKILL DEVELOPMENT

Captain's on the deck:

Tell pupils in this game they need to use their listening skills to follow the instructions. If they are unsure they can watch others to confirm the instructions. Pupils jog around the space responding to the following instructions:

forwards

Look for space to move into, change direction when you come close to another pupil.

backwards

Look over your shoulder. Lift your knees high so that you do not trip over.

Sideways

Use side steps to travel, changing your leading leg every few steps.

Introduce the commands:

- Scrub the deck: on your knees pretending to scrub.
- Climb the rigging: pretend to climb a ladder.
- Submarine: lie on your back with one leg in the air.
- Row the boat: sit opposite a partner and pretend to row.



Pass the ship:

A The whole class stands holding hands in a circle. There are four different coloured hoops placed over linked hands at different points in the circle. The task is to pass the hoops around the circle without breaking hands. Note the time it takes for the hoops to return to their starting positions.

In teams of five with one hoop. Pupils stand in a circle and hold hands. Pupils must get the hoop to travel all the way around the circle and back to the start without letting go of their hands. Which group is the fastest?

Make this harder by blindfolding one member of the team.

B Q: How were you successful? Share ideas and repeat the task, challenging pupils to try to beat their time.

Watch as you pass the hoop to the next person, it may help if you lift your hand high as they try to get it over their head.



Cross the sea:

A In groups of five with three hoops. Pupils must get to the other side of the sea (teaching area) without stepping in the sea. Give the pupils 1 minute to discuss what they are going to do before starting the race.

B Pupils discuss the effectiveness of their group and how they could improve. Then repeat the task again.

Share ideas and listen to each other before deciding on a solution. Listening to other people might give you an idea that you hadn't thought of. Make this easier by giving the teams more hoops.

Make this harder by specifying that someone must be either inside or in contact with the hoops at all times or they will lose the hoop.

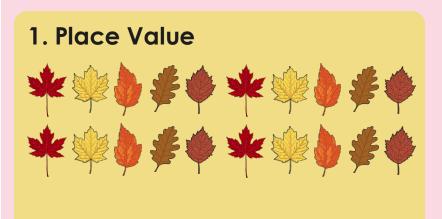


LUNCH

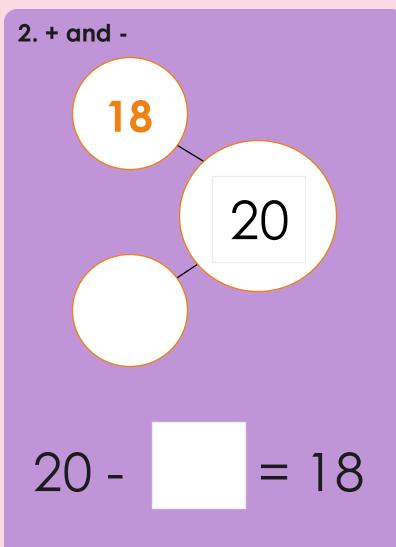
MATHS

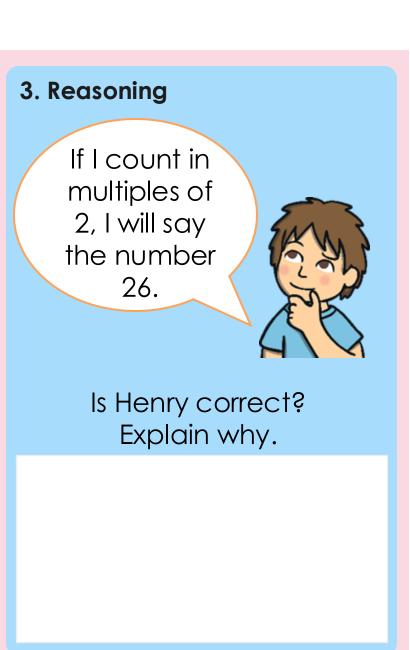
07.10.25

T.B.A.T. represent information as a bar model.



How many leaves are there?
Write the answer using words.





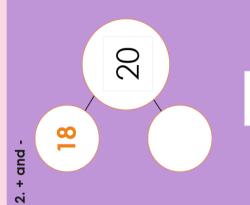
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I.B.A.T. represent information as a bar model.



How many leaves Write the answer using words are there?

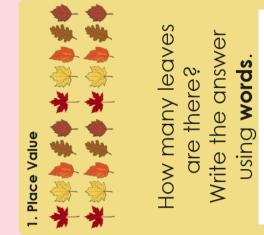
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Is Henry correct? Explain why. multiples of 2, I will say the number 26. If I count in 3. Reasoning

07.10.25

I.B.A.T. represent information as a bar model.

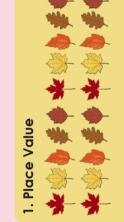


20 8 2. + and -

Is Henry correct? Explain why. the number 26. multiples of If I count in 2, I will say 3. Reasoning

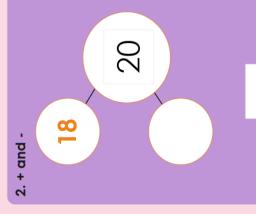
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I.B.A.T. represent information as a bar model.



How many leaves Write the answer using words. are there?

 ∞



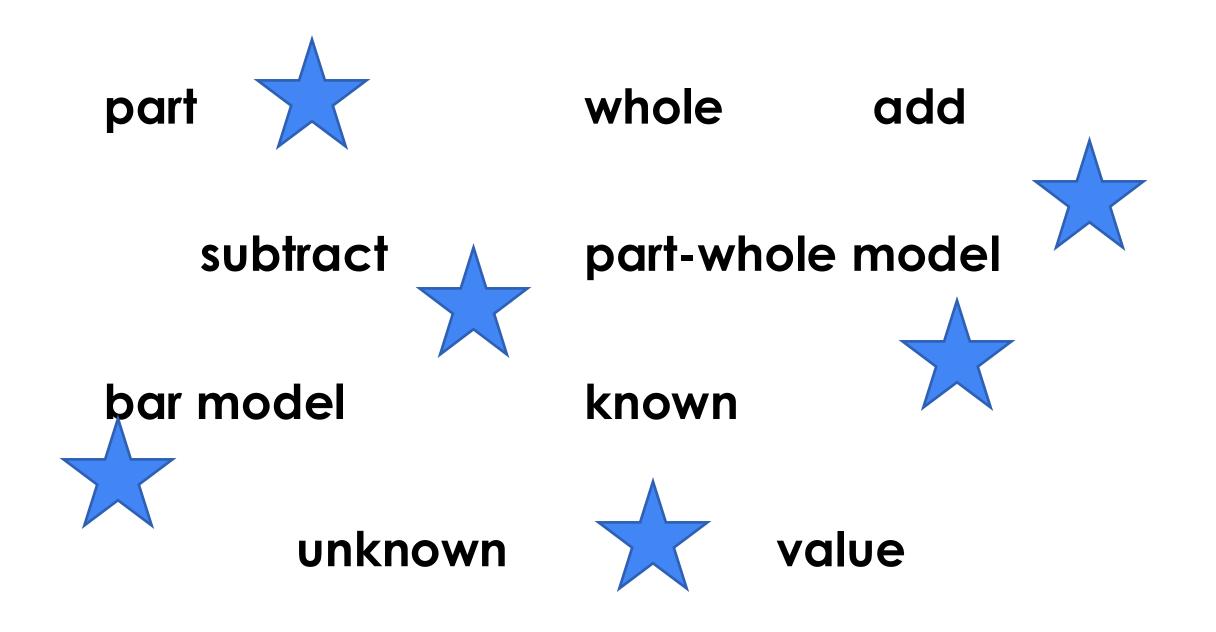
Is Henry correct? Explain why. 2, I will say the number multiples of 26.

If I count in

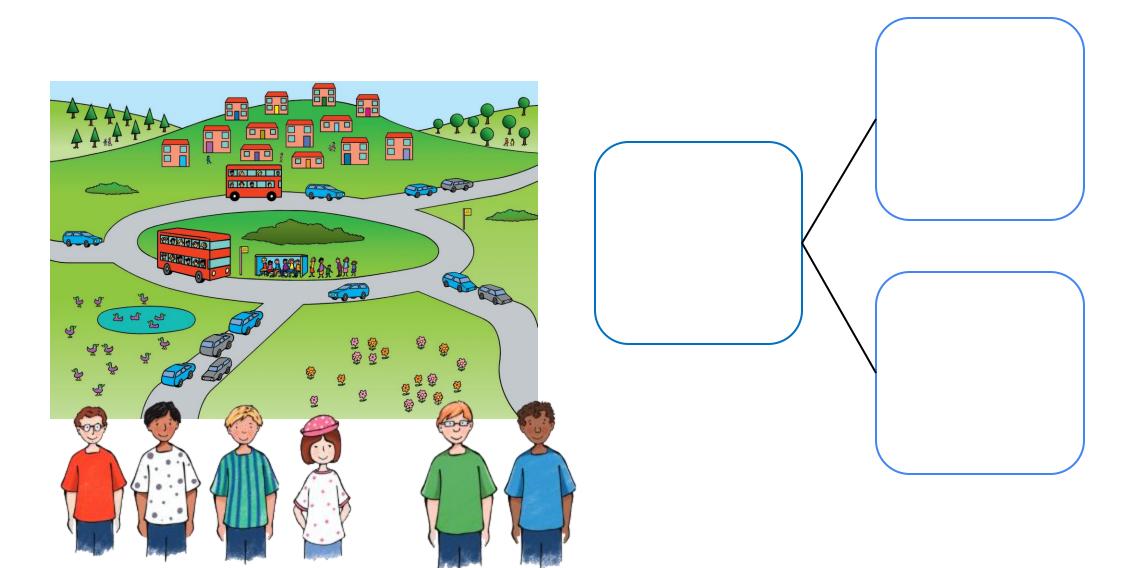
3. Reasoning

Write these numbers in words

- . 34
- . 52
- . 76
- . 81
- . 99

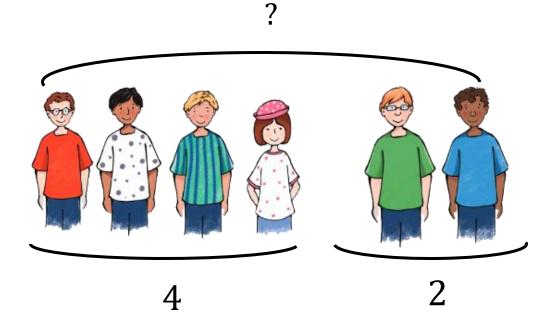


Four people got on the bus. Then, two more people got on the bus. How many people are on the bus now?

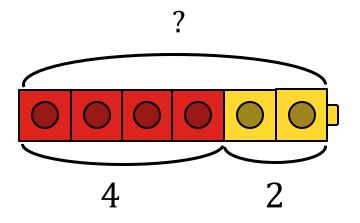


Augmentation and reduction word problems (numbers within ten)

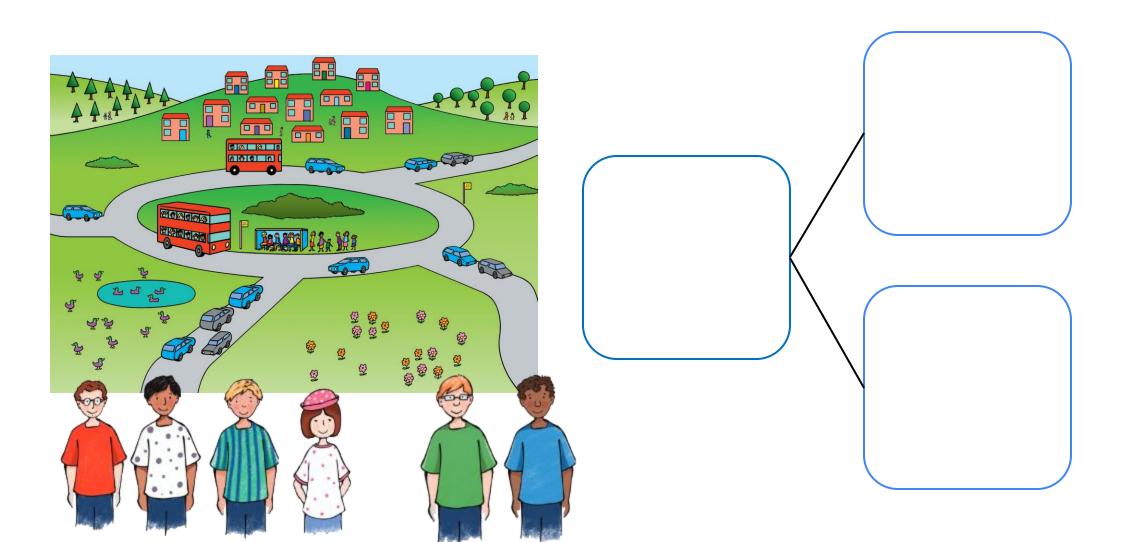
With figures:



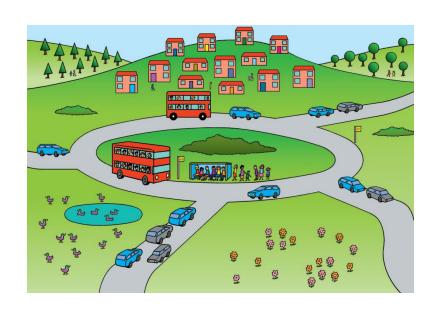
With cubes:



There are six people on the bus. Then, four people get off the bus. How many people are on the bus now?



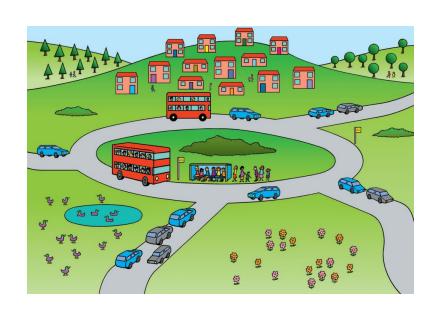
There are 14 people on the bus. Then, five people get on the bus. How many people are on the bus now?







There are 19 people on the bus. Then, five people get off the bus. How many people are on the bus now?







BRAIN BREAK



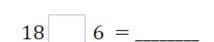
07.10.25

bus. Then, six more people | bus. Then, six people get are on the bus now?

Seven people are on the bus. Then, eight people get on. How many people are on the bus now?



Twelve people get on the there are 18 people on the get on. How many people off. How many people are on the bus now?



Nine people are on the bus. Then, eight people get on. How many people are on the bus now?

CHALLENGE

TOY SHOP TROUBLE

Liam went to the toy shop and bought:

- 15 toy cars
- 9 action figures

Later, he gave 6 toy cars to his friend.

Draw a bar model to show how many toy cars Liam had and how many he gave away.

GREATER DEPTH

Draw another bar model to compare the number of toy cars and action figures.

Answer these questions using your bar models:

- How many toy cars does Liam have now?
- How many more toy cars than action figures did Liam buy?
 - How many toys did Liam buy altogether?

COMPUTING Investigators

T.B.A.T. understand the impact of screen time, password sharing and online bullying

<u>Year-2B-The-Adventures-of-Smartie-the-Penguin.pptx</u>

ART Pioneers

Monday 7th. October

T.B.A.T. use wax resist and watercolour, wax crayon in my observational drawings.





Part Two – Wax Resist with Crayons.

On an A4 page, draw the chosen natural object one more time using a wax crayon.

Try to fill the page, using as much space

as possible.





Part Three – Watercolour over the wax sketch.

Using a paintbrush and natural, earthy colours, wash over the sketch to reveal the wax crayon drawing underneath.

