

Wednesday

08.10.25

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
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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
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# Morning Registration

08.10.25

WHO?	DOING?	WHAT?	WHERE?
woman	looking after	treasure	hidden location
lady	keeping safe	fortune	buried underground
person	hiding	jewels	treasure room

Many years ago, there was a mysterious

REMEMBER:

CL . ! ?



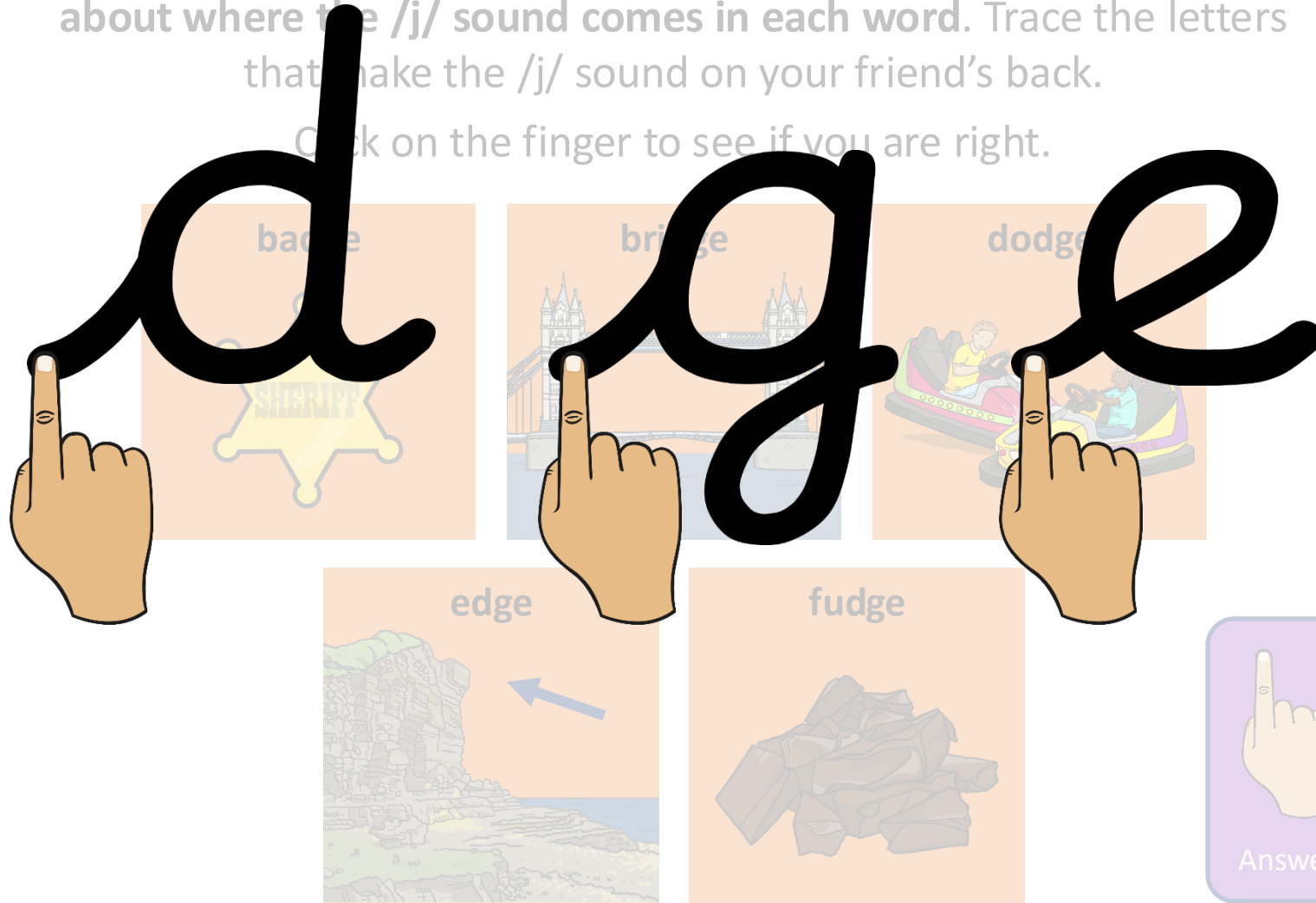
shutterstock.com - 254058089



# Spellings

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 make the /j/ sound on your friend's back.

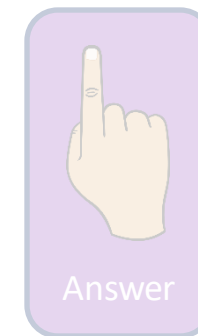
Click on the finger to see if you are right.



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.

The image shows a large, stylized black letter 'g' in the center. Two hands are pointing at the letter: one hand points to the 'g' and the other points to the 'e'. Below the 'g' is a card labeled 'age' with an illustration of an elderly woman. Below the 'e' is a card labeled 'huge' with an illustration of a man. To the right of the 'e' is a card labeled 'change' with an illustration of two children. Below the 'age' card is a card labeled 'village' with an illustration of a village. Below the 'huge' card is a card labeled 'age' with an illustration of a bag. A blue arrow points from the 'e' to the 'g'.



Remember this week's spelling words and the pattern.



badge	age
edge	huge
bridge	change
dodge	charge
fudge	village





Can you use the spellings to calculate the word with the most points?

Check the ge and dge endings.

Use the letter scores to find out which of your '-dge' and '-ge' spelling words would score the most points. The first one has been done for you.

a<sub>1</sub>

b<sub>3</sub>

c<sub>3</sub>

d<sub>2</sub>

e<sub>1</sub>

f<sub>4</sub>

g<sub>2</sub>

h<sub>4</sub>

i<sub>1</sub>

j<sub>8</sub>

k<sub>5</sub>

l<sub>1</sub>

m<sub>3</sub>

n<sub>1</sub>

o<sub>1</sub>

p<sub>3</sub>

q<sub>10</sub>

r<sub>2</sub>

s<sub>1</sub>

t<sub>1</sub>

u<sub>1</sub>

v<sub>4</sub>

w<sub>4</sub>

x<sub>8</sub>

y<sub>4</sub>

z<sub>10</sub>

spelling word	values	total
badge	3 + 1 + 2 + 2 + 1	9
edge		
bridge		
dodge		
fudge		
age		

**LITERACY**

Wednesday 8th October

T.B.A.T. Write a poem

2 in 2



My Letter Formation Strip

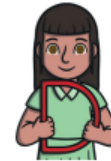


a b c d e f g h i j k l m  
n o p q r s t u v w x y z

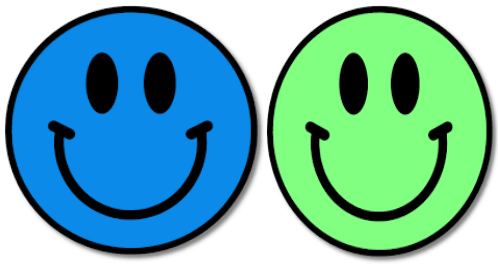
twinkl.com



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



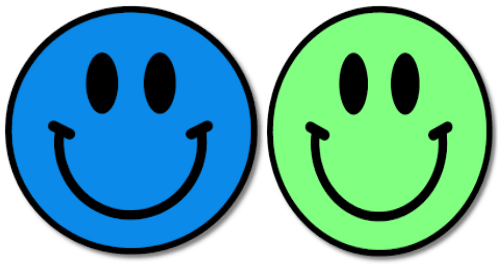
Read these poems aloud.  
Which ones do you like?

What do we do at harvest time,  
Harvest time, harvest time?  
What do we do at harvest time,  
Harvest time in the autumn?

We pick the apples at harvest time,  
Harvest time, harvest time.  
We pick the apples at harvest time,  
Harvest time in the autumn.

We dig the carrots at harvest time,  
Harvest time, harvest time.  
We dig the carrots at harvest time,  
Harvest time in the autumn.

We gather the grain at harvest time,  
Harvest time, harvest time.  
We gather the grain at harvest time,  
Harvest time in the autumn.



Read these poems aloud.  
Which ones do you like?

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;  
parsnips, too.

Lots to eat for me and you.

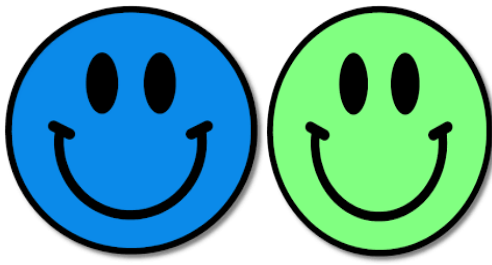
**Anita Killick**

Thank you farmer, thank you farmer,  
For the food, for the food.

Harvest, harvest! Harvest, harvest!  
It's delicious! It's delicious!

Thank you farmer, thank you farmer,  
For the apples, for the apples.

Harvest, harvest! Harvest, harvest!  
They're delicious! They're delicious!



Tasty food to eat for lunch,  
Eat for lunch, eat for lunch.  
Tasty food to eat for lunch,  
Grown on farms.

Tasty carrots for my lunch,  
For my lunch, for my lunch.  
Tasty carrots for my lunch,  
Grown on farms.

Tasty beans to eat for lunch,  
Eat for lunch, eat for lunch.  
Tasty beans to eat for lunch,  
Grown on farms.

Tasty cabbage for my lunch,  
For my lunch, for my lunch.  
Tasty cabbage for my lunch,  
Grown on farms.

Thank you so much for my lunch,  
For my lunch, for my lunch.  
Thank you so much for my lunch,  
Grown on farms.

## T.B.A.T. Write a Harvest poem

In groups, share your ideas from yesterday.

What ideas did you have for Harvest?

## T.B.A.T. Write a Harvest poem

As a class we are going to write a poem.

Then we're going to practice reading the poem aloud.

Model



# CLASS ASSEMBLY

What do you like about school?

What would you change in  
school?

If there was a magic wand,  
what would you change?

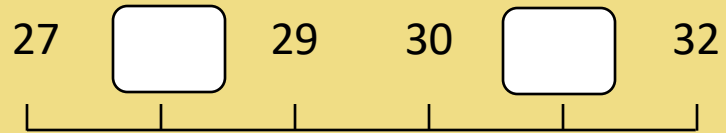
**BREAK**

**MATHS**

08.10.25

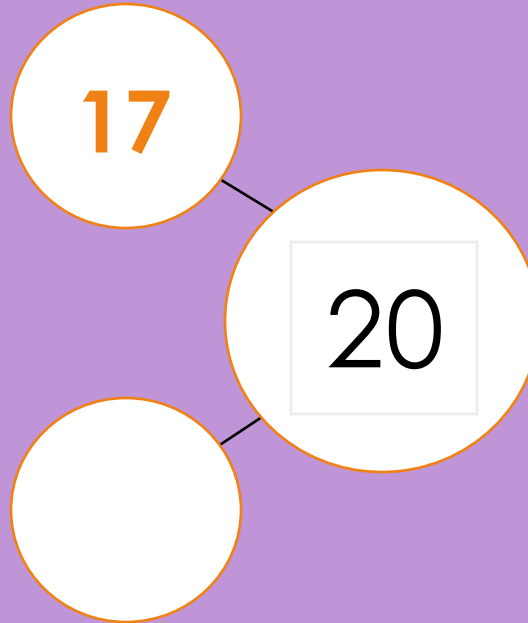
**T.B.A.T. create and label bar models.**

### 1. Place Value



What are the missing numbers on the number line?

### 2. + and -



$$20 - \square = 17$$

### 3. Reasoning

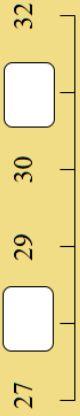
If I count in multiples of 2, I will say the number 15.



Is Henry correct?  
Explain why.

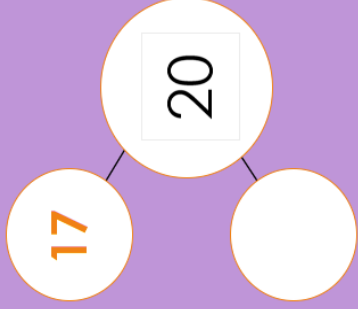
A large empty rectangular box for writing an answer.

## 1. Place Value



What are the missing numbers on the number line?

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$$20 - \square = 17$$

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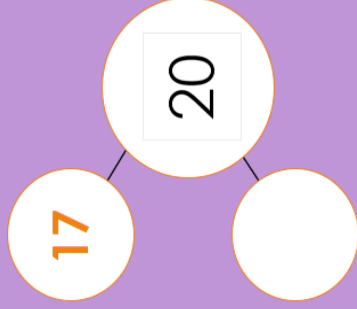
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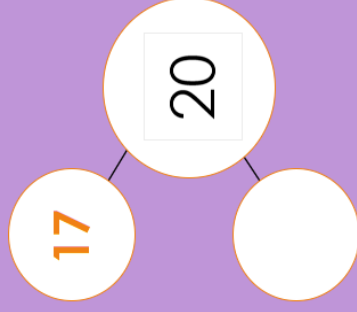
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## 1. Place Value



What are the missing numbers on the number line?

2. + and -



$$20 - \square = 17$$

## 3. Reasoning

If I count in multiples of 2, I will say the number 15.



Is Henry correct?  
Explain why.







Solve these missing number problems

$$17 + \square = 30$$

$$3 + \square + 6 = 16$$

$$30 - \square = 13$$

$$\square - 12 = 13$$

- **part** **whole**
-  **add**  **subtract** 
- **value** **worth** 
-  **known** **unknown**
- **bar model** 



There are five apples and four oranges.  
How many pieces of fruit are there  
altogether?



There are nine bananas. Four are yellow and the rest are green. How many bananas are green?



There are 12 apples and four oranges.  
How many pieces of fruit are there  
altogether?



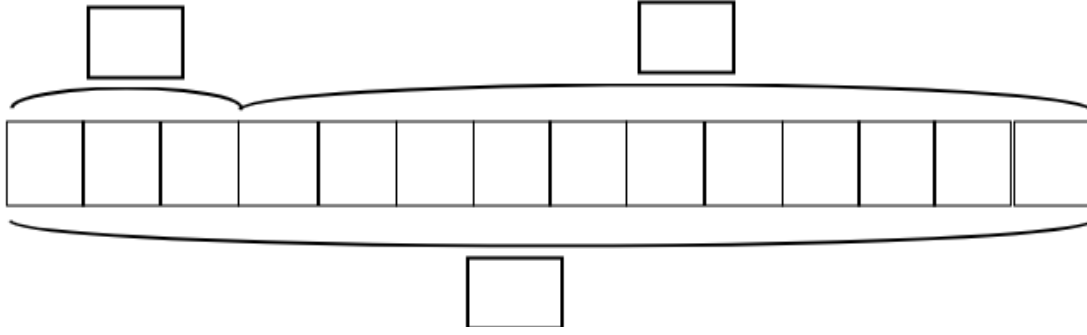
There are 16 bananas. Four of the bananas are yellow and the rest are green. How many are green?



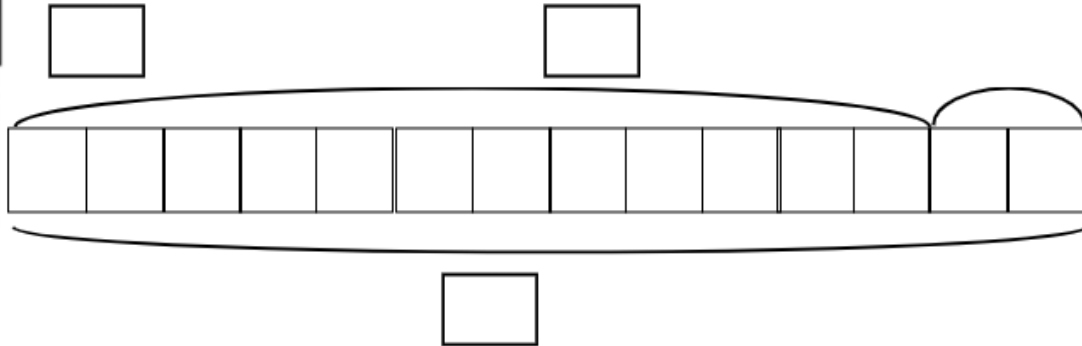


08.10.25

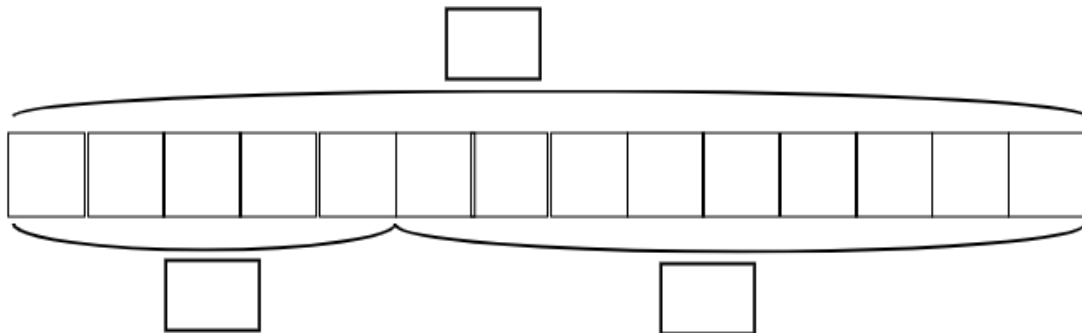
The fruit seller has 14 carrots. He sells three. How many carrots are left?



There are 12 apples in a bowl. Two more are added. How many are there now?



There are 14 bananas. Five are yellow and the rest are green. How many are green?



## CHALLENGE

THE SWEET SHOP PUZZLE!  
Amira buys 8 strawberry sweets and 5 lemon sweets.



Draw a bar model to show how many sweets Amira has altogether.

- Label each part of the bar model with the correct number and sweet type.
- Write a number sentence to match your bar model.

## GREATER DEPTH

- Think of two types of sweets and how many of each someone might buy.
- Write a short word problem using your numbers.
  - Draw and label a bar model to match your problem.
- Swap with a partner and solve each other's sweet shop puzzles!

LUNCH

P.E.



Lesson Pre-read  
Why are team building  
skills important?



# Learning Objective

## To communicate effectively and develop trust.

# Equipment



**BLINDFOLDS**  
*x 15*



**CONES**  
*x 50*

# 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.

# Where to?

Place a number of cones around the space. In pairs with one blindfold. Pupil A is blindfolded. Pupil B must guide their partner to a specified cone.

**A** Once blindfolds are on the teacher holds up a coloured cone. Pupil B's guide their partner to each of the cones matching that colour using their voice. After a few minutes change roles.

Talk to your partner using clear directions such as forwards, stop, backwards etc. to help to support guide them. The pupil guiding is responsible for their partner's safety. Be sensible in the instructions you give to keep your partner safe.

**B** Repeat the challenge. This time, pupils must guide their partner to the relevant cones and step over it once they arrive.

Make this harder by asking pupils to step sideways over the cone.

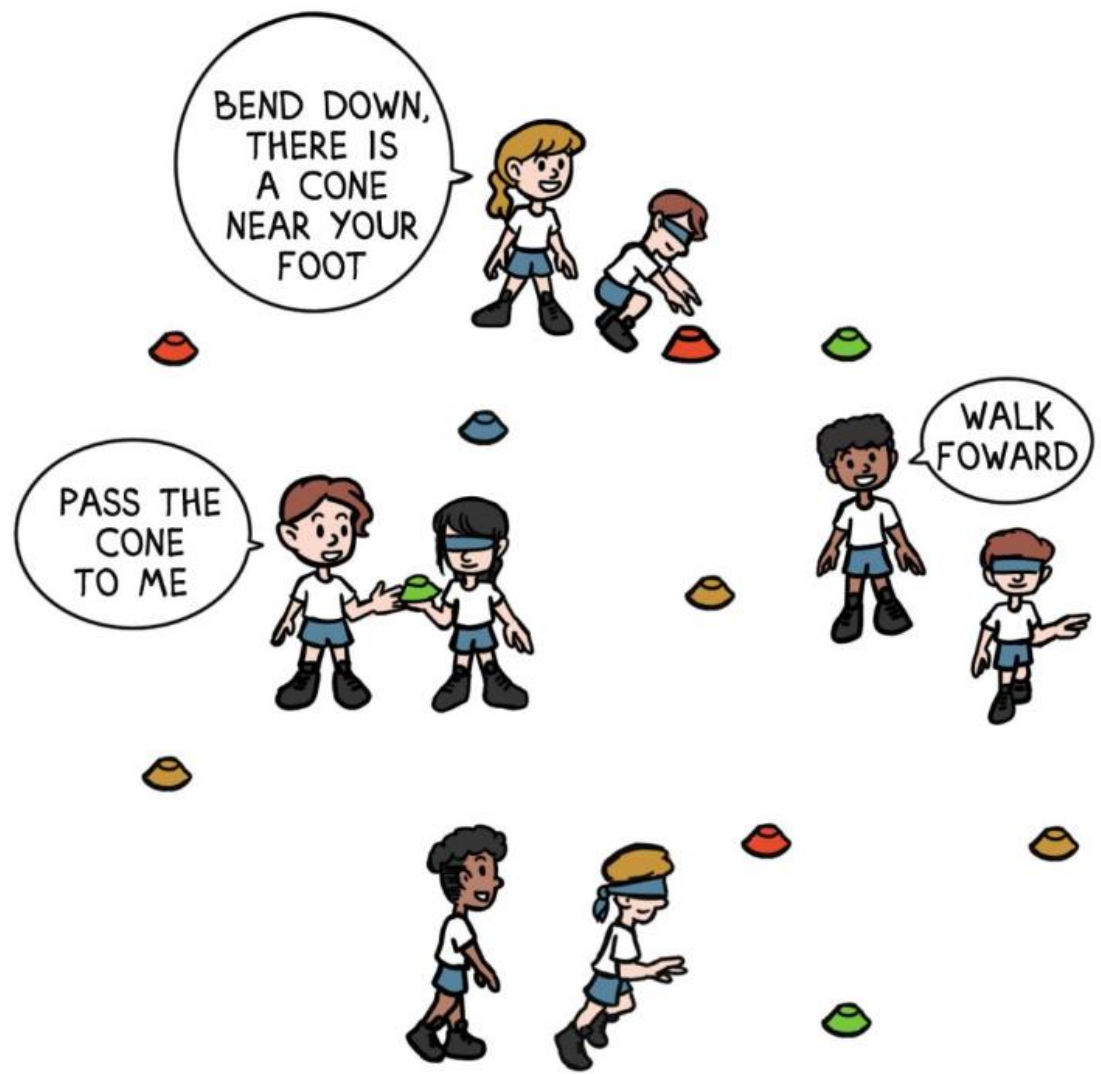


# Collect the cones:

Using the scattered cones. In pairs, pupil A is blindfolded. Pupil B guides their partner to collect the cones. Pupil B is not allowed to touch the cone until pupil A hands it to them. Which pair can collect the most cones? Change roles.

Support your partner by clearly describing what you want your partner to do. Use short instructions. For example, 'forwards two steps, bend down.' Be honest when completing the challenge and play to the rules.

Make this harder by allocating extra points for different coloured cones.



## Obstacle course:

In pairs, pupil A is blindfolded. Pupil B guides their partner through an obstacle course using just their voice. Set out a simple obstacle course using equipment such as:

- benches to crawl along
- cones to jump over
- skipping ropes to walk along
- base stations to step on
- tunnels to crawl through

Change roles.

Stay close to your partner so you can support and help them and use clear instructions. Be encouraging when speaking to your partner to help them to trust you.

Make this easier by allowing pairs to hold hands.

**BREAK**

# COMPUTING Pioneers

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

[Year-2B-The-Adventures-of-Smartie-the-Penguin.pptx](#)

# ART Investigators



Wednesday 9th. 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.

