

Wednesday

22.10.25

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
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)
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22.10.25

NOUN WHO? WHAT?	VERB DOING?	ADVERB HOW? WHEN?	CONJUNCTIONS
girl	exploring	quietly	so
sea creatures	watching	carefully	but
seal	viewing	silently	because

REMEMBER:

CL . ! ?



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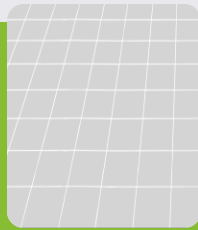
Spellings

Common Exception Words

Common exception words are words that don't follow a spelling rule and appear often in writing.



door



floor



again



wild



children



climb



parents



most



only



both

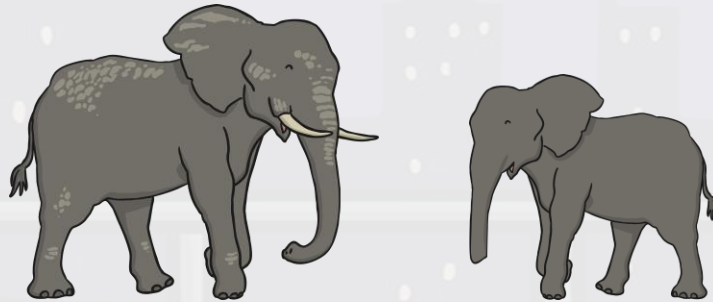
Common exception words often include **tricky** spellings.
A **mnemonic** is a way to help remember a tricky spelling.

Can you remember the mnemonics from yesterday?

It could be a saying that uses each letter in the word such as...

because

Big **E**lephants **C**an **A**lways **U**nderstand **S**mall **E**lephants



door floor again wild children climb parents most only

Here are this week's spellings to practise.

door

climb

floor

parents

again

most

wild

only

children

both

Can you
correct these
spellings of
the common
exception
words?

1. The teacher opened the classroom dor.
2. There were wyld animals in the story.
3. "Howld the balloon tight!" said mum.
4. I can run very farst.
5. Sarah had a hot barth.
6. Lucy was very kined to her sister.

[illegible]

LITERACY

Wednesday 22nd. October

T.B.A.T. write a narrative using correct punctuation

3 in 3

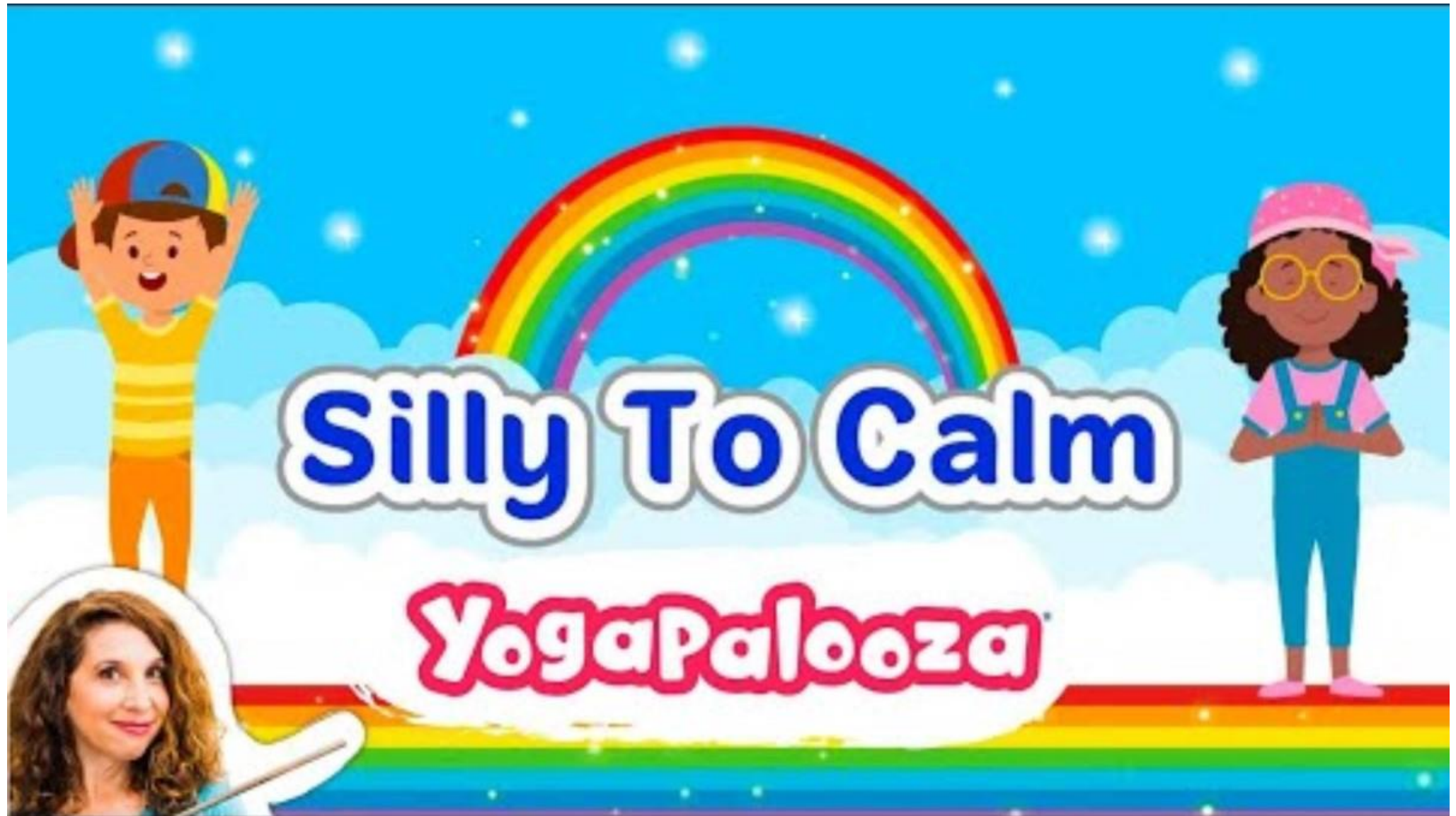
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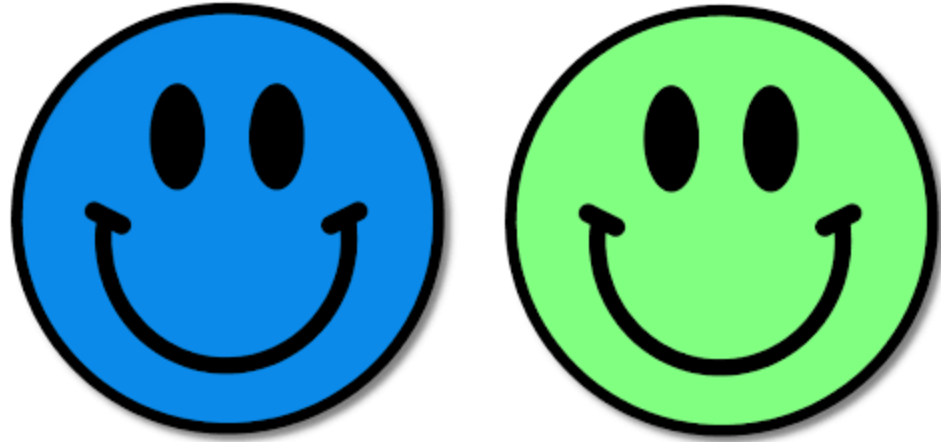
I I I

Ii Ii Ii

BRAIN BREAK



T.B.A.T. write a narrative using correct punctuation



Find the adjectives in this sentence

Mrs Cowpat was a jolly, lovely woman.

Can you change the adjectives to make them better?

T.B.A.T. write a narrative using correct punctuation

Recap the story when Claude arrives at the country fair.

What happened to Claude in the story?

What is the problem in your story?

How does it resolve it?



T.B.A.T. write a narrative using correct punctuation

Expand your sentences.

MODEL

Claude had breakfast and then went for a walk.

BECOMES...

Claude woke up really early and plodded downstairs. He looked around the kitchen for something yummy to eat. The best he could find was a cold sausage from yesterday's tea. He munched it up and then got his coat on ready to face the cold weather outside. He opened the door and plodded out into the fresh air.



T.B.A.T. write a narrative using correct punctuation

Re-write the story about Claude visiting the countryside.

Think about what happens and how it will resolve itself.

REMEMBER

Capital letters and Full stops

Could you include
and
because
?



CLASS ASSEMBLY

BREAK

P.E.



Lesson Pre-read

Q: What team skills have you learnt and used so far in this unit?

Learning Objective

To work with a group to copy and create a basic map.

Equipment



BEANBAGS - BLUE
x 14



BEANBAGS - GREEN
x 14



BEANBAGS - RED
x 14



COLOURING PENCILS
x 30



CONES - BLUE
x 14



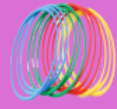
CONES - GREEN
x 14



CONES - RED
x 14



CONES - YELLOW
x 14



HOOPS
x 7



SKIPPING ROPES
x 7



TENNIS BALLS
x 21



FACE MAPS
Document

Open

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.

A In groups of four. Each pupil places their left hand between their legs for the person behind to hold with their right hand. Can the group walk along without breaking hands?

B Place cones at one end of the teaching area. Groups must 'elephant walk' to collect a cone and bring it back to their start line. Which team can collect the most cones? If a team breaks hands, then a cone is taken away from their group. Give pupils time to discuss the challenge before starting.

Move in time. Tell your teammates if they are going too fast or too slow.

Make this easier by placing the cones closer to the start line.



Hoop Race

In teams of four with two cones and one hoop. Teams place their cones 7m apart. Three pupils begin behind a start with the other pupil at the end cone with the hoop. The hoop player runs to collect their first teammate by placing the hoop over them and bringing them back to the start cone. The rescued player then becomes the next rescuer until all of the team have been saved.



Scoop the hoop:

In teams of four, each team has two skipping ropes and a start cone. Place the hoops around the space.

Pupils each hold one end of a skipping rope. They work as a team to scoop up a hoop using their ropes and transport it back to place it over their start cone. If they drop the hoop they must return to their start cone and start again. Once all hoops have been collected pupils count up their score.

Teams discuss their plan. Q: How will you pick up the hoops?

Move slowly and communicate with your team. Use your speaking, listening skills to work together. Focus and concentrate on your team.

Make this easier by allowing teams to use their hands to place the hoop on the ropes.



LUNCH

MATHS

22.10.25

T.B.A.T. use a ruler to measure length in centimetres



3 in 3

True or false?

1. The height of the classroom door is less than one metre. ☐
2. The length of the car park is about one metre. ☐
3. The width of the whiteboard is about one metre. ☐



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T.B.A.T. use a ruler to measure length in centimetres



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measure

ruler



centimetre

about



the same as

exactly





Introducing the centimetre

- A **metre** is a standard unit for measuring length.
- What if we need to measure smaller objects like gloves, hats and socks?





Introducing the centimetre

- A **metre** is a standard unit for measuring length.
- A **centimetre** is a standard unit for measuring length.
- A Dienes ones-block measures one **centimetre**.



There are **100 centimetres** in **one metre**.

100 **centimetres** = one metre





Let's estimate and measure objects

- I estimate that the _____ will be about _____ centimetres.
- The _____ is about _____ centimetres long.

*What's important to remember
when measuring with a ruler?*





Recording measurements in centimetres

- 2 centimetres = 2 cm
- 2 metres = 2 m



- Where might you have seen 'm' and 'cm' written before?





INDEPENDENT:

- *What's important to remember when measuring with a ruler?*

Object	Estimate	Measurement
scissors		
glue stick		
desk		
whiteboard		
book		
paper		
pencil		



Object	Estimate	Measurement
scissors		
glue stick		
desk		
whiteboard		
book		
paper		
pencil		

Object	Estimate	Measurement
scissors		
glue stick		
desk		
whiteboard		
book		
paper		
pencil		

CHALLENGE

Use your estimation skills and find at least four items that are:

- more than 15 cm
- less than 15 cm
- about 15 cm.

Look at your measurements and identify an odd one out (e.g. 'The book is the odd one out as it measures less than 16 cm and the rest measure greater than 16 cm').

GREATER DEPTH



Create a poster, or a set of instructions, which explains to a future Year 2 child what they need to do to measure accurately.

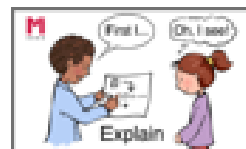
CHALLENGE

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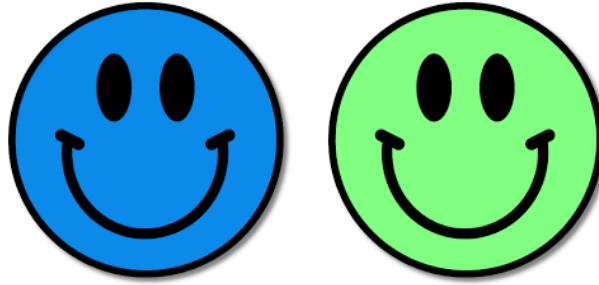
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Centimetres and metres

- 1 m = _____ cm
- 2 m = _____ cm
- 3 m = _____ cm
- 4 m = _____ cm



BREAK

ART Investigators

Showcase Collage



Aim

- I can make a collage about my work on nature sculptures.
- I can talk about my work on nature sculptures.

Success Criteria

- I can use good scissor skills.
- I can put different materials together to make a collage.
- I can say things that I like about my work.
- I can say things that I could improve about my work.

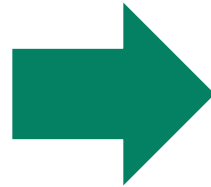
Our Work So Far: Nature Sculptures



Work by Andy Goldsworthy.

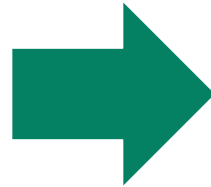
Our Work So Far

We have used pencils, crayons and paints to make sketches of natural objects.



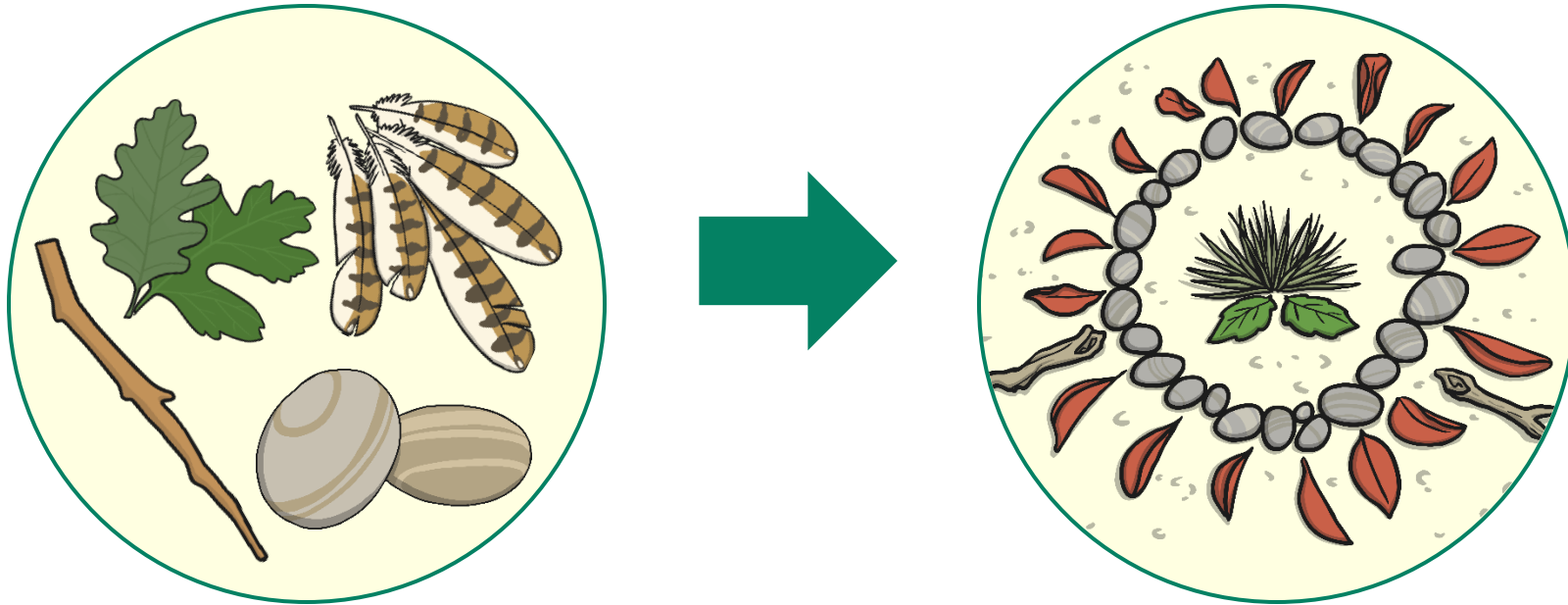
Our Work So Far

We have made observational drawing of natural objects.



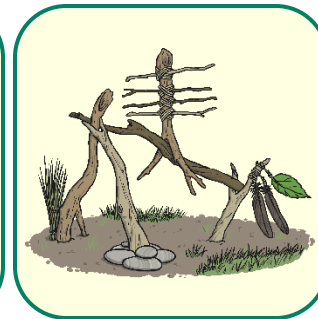
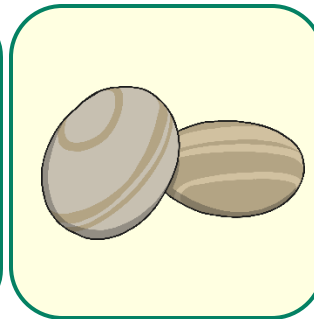
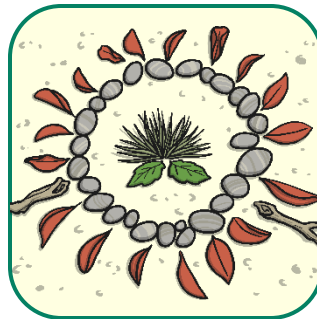
Our Work So Far

We have used natural materials to make our own little land art sculptures.



Showcase Collage

This week we are going to think about everything we have done.
We are going to make collages to display our work.



Showcase Collage

Which nature art that you made was your favourite?

Your 'explore
and collect'
activity?

Your
continuous line
drawing?

Your wax resist
autumn leaves?

What did you like about it best?

If you had to do it again, is there
anything you could do better?

Showcase Collage

Which natural materials did you like working with?



How did they look?

How did they feel?

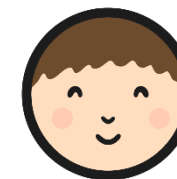
What did you like about them?

Showcase Collage

Which nature sculptures are your favourite?
Can you say why you like them?



Make a Showcase Collage



You will need...

A3 sugar paper
Autumn leaves and feathers
Photos of nature sculptures
Pictures of natural materials
Glue
Scissors
Paper
Pencils and crayons
Marker pens

1. You are going to make a collage of all your work on nature art.
2. Write or stick the title across the top.
3. Decorate your paper with pictures of natural materials you have used. Use the photos or draw your own.
4. If you like, you can even add some real natural materials!



Nature Sculptures Evaluation



Stick your photograph of your fantastic nature sculpture here!

This is my nature sculpture! I call it...

It is made of...

I made it by...

Something that I like about it is...

Something that could be improved about it is...

My favourite thing about it is...

Exhibition

An exhibition is where artists display their work to the public.

We should exhibit our brilliant Showcase Collages!
Think of some ideas for an exhibition.
Where can we display our collages so that people can see them?
Who would we like to show them to?
How can we make them stand out?
Any other ideas?

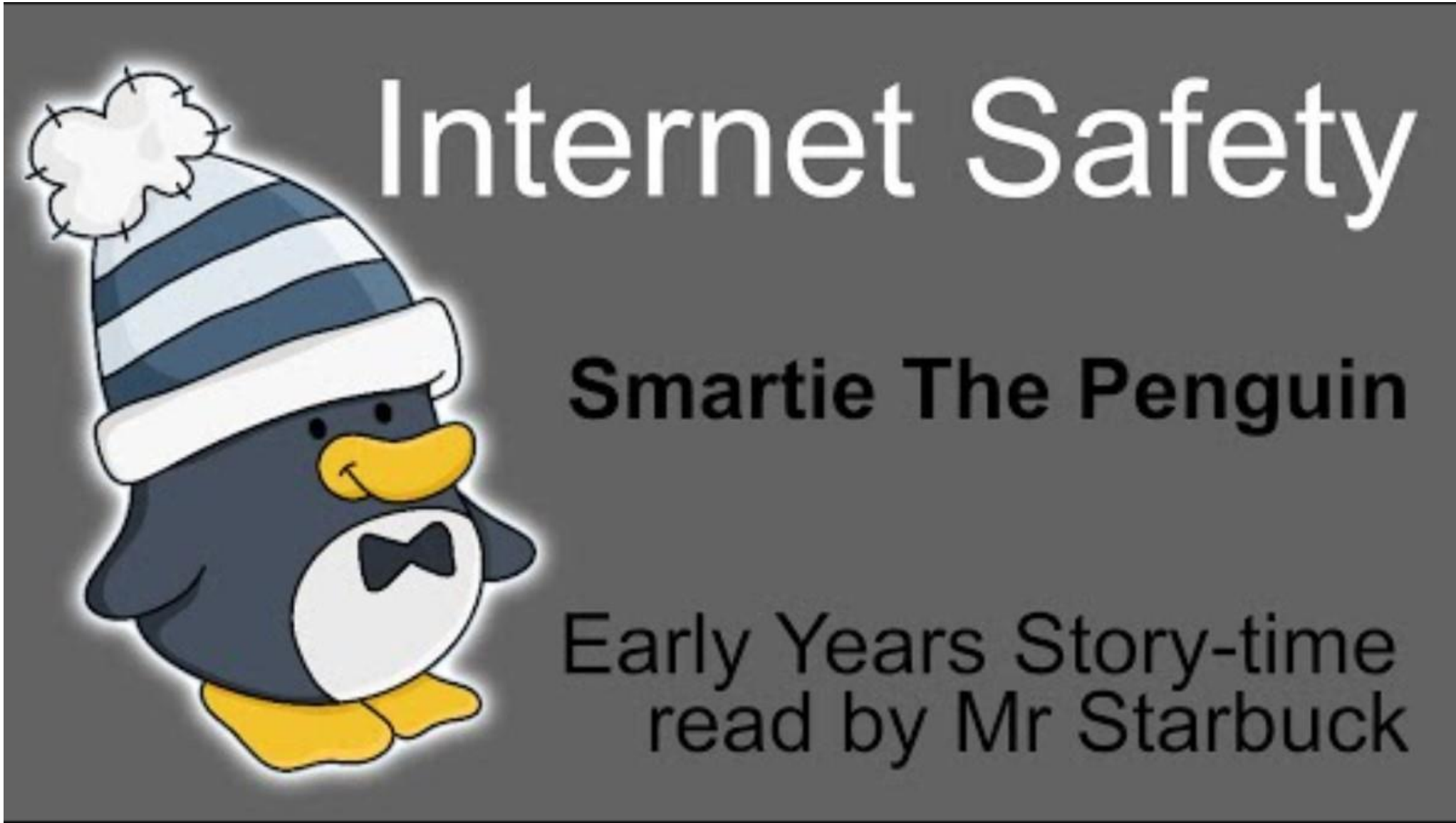


COMPUTING Pioneers

T.B.A.T. Explain how to keep yourself safe when using technology



T.B.A.T. Explain how to keep yourself safe when using technology



T.B.A.T. Explain how to keep yourself safe when using technology

Online Safety Dos and Don'ts

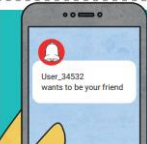
In your group, discuss the following online scenarios. Decide whether each one is something you should always do, sometimes do or never do. You might talk about differences between what is safe for you and what is safe for other people, such as adults. Cut out the scenario and stick it in the appropriate section in the table provided.



Use a photo of yourself for a profile picture.



Tell a trusted adult if you feel you are being bullied online.



Decline a 'friend request' from someone you don't know.



Meet someone in person you have only ever spoken to online.



Be respectful when posting in an online chat.



Post your address in an online chat.

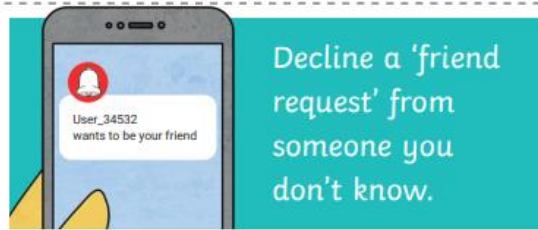
Online Safety Dos and Don'ts

Always	Sometimes	Never

T.B.A.T. Explain how to keep yourself safe when using technology

Online Safety Dos and Don'ts

In your group, discuss the following online scenarios. Decide whether each one is something you should always do, sometimes do or never do. You might talk about differences between what is safe for you and what is safe for other people, such as adults. Cut out the scenario and stick it in the appropriate section in the table provided.



Design Your Own Online Safety Poster

Staying safe online is very important. What different ways can you think of to keep yourself and your friends safe online?

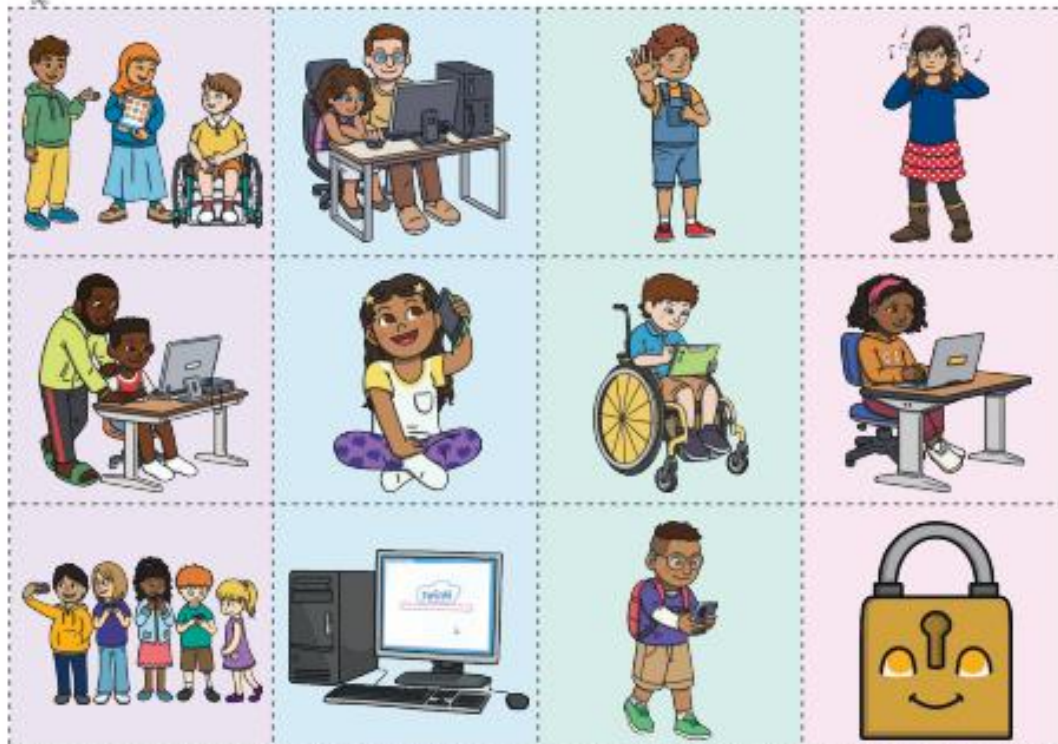
Use the tablet template and design a poster to show people how to stay safe online.

Your poster could include information about:

- personal information
- online gaming
- safe searching
- being kind online
- trusted adults



You might want to use some of these pictures on your poster.



Design Your Own Online Safety Poster

