

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)



10.11.25

REMEMBER: CL . ! ?



NOUN WHO? WHERE?	VERB DOING?	ADVERBIAL HOW? WHEN?	CONJUNCTIONS
family parents seaside	relaxing enjoying picnicking	happily today in the summer	when but because



BRAIN BREAK



Literacy

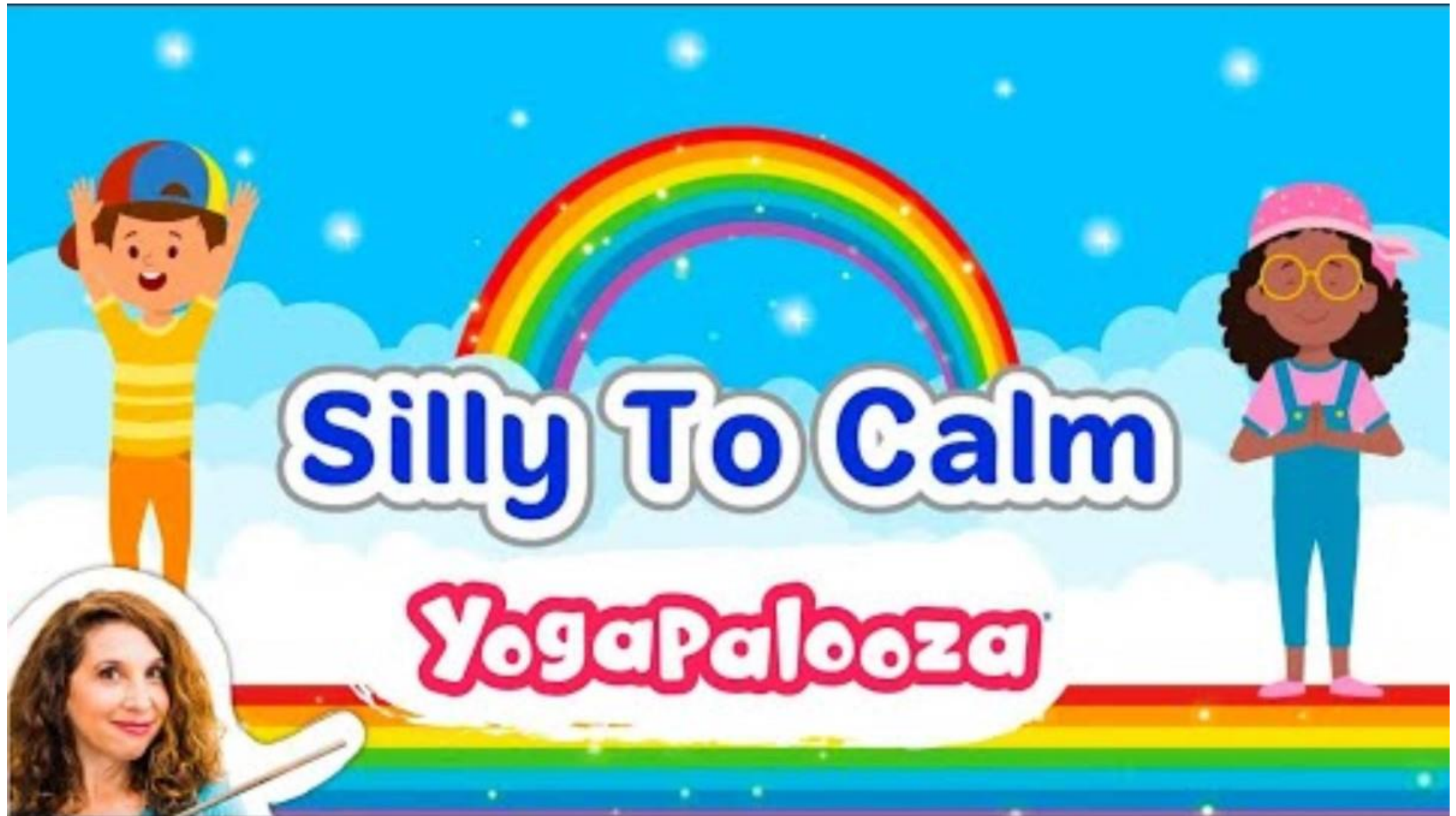
Monday 10th November

T.B.A.T. answer questions in discussion with the teacher

3 in 3

The image shows a series of horizontal lines for handwriting practice. There are four sets of lines, each consisting of a top red line, a middle blue line, and a bottom red line. The lines are evenly spaced and extend across the width of the page.

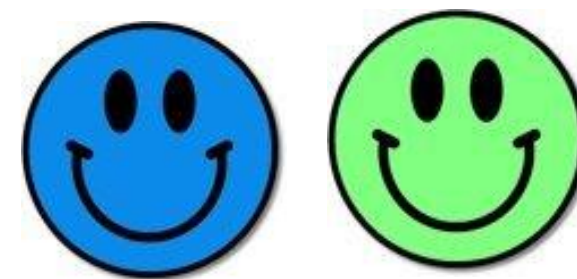
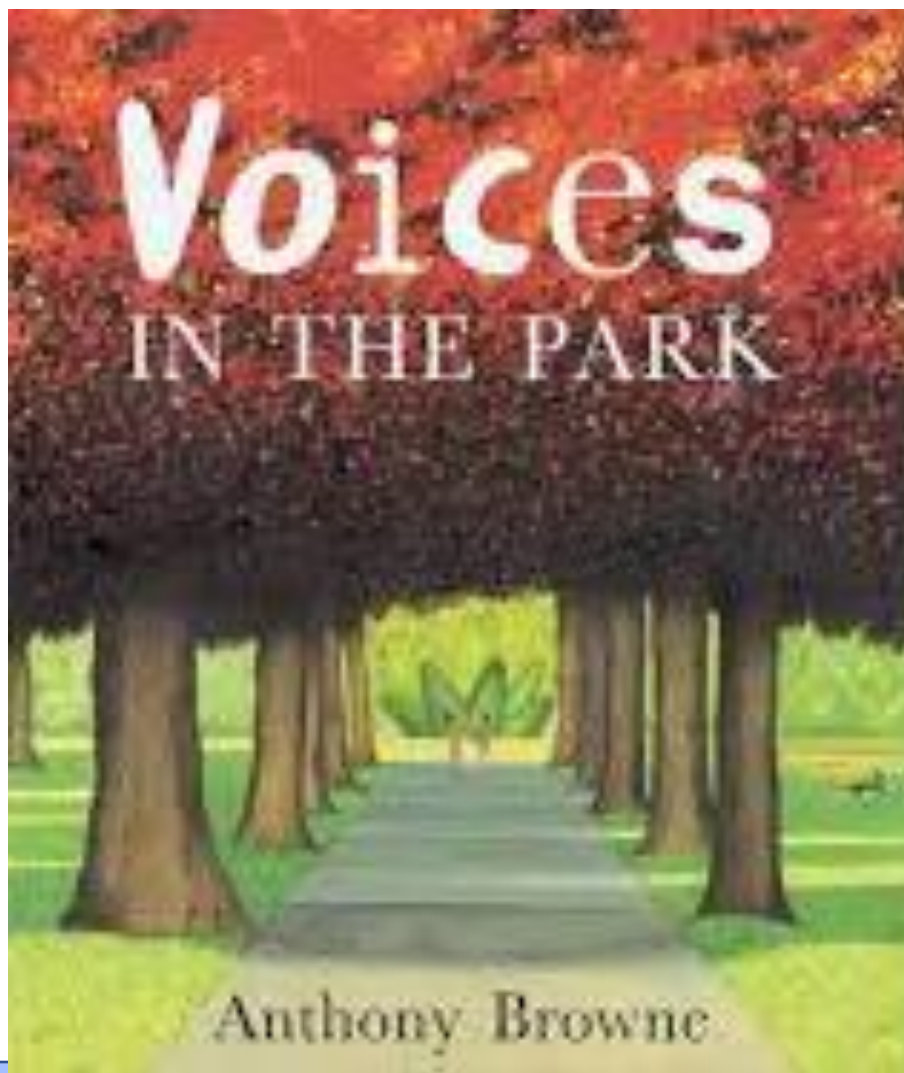
BRAIN BREAK



T.B.A.T. answer questions in discussion with the teacher.



TALK ABOUT IT!



What voices might
you hear in a
park?

T.B.A.T. answer questions in discussion with the teacher.



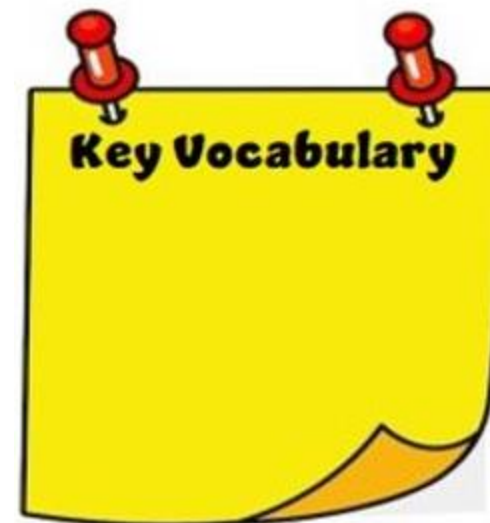
READ IT!



TALK ABOUT IT!

Do we know the meanings of these words?

pedigree scruffy mongrel



[Voices In The Park](#)

T.B.A.T. answer questions in discussion with the teacher.

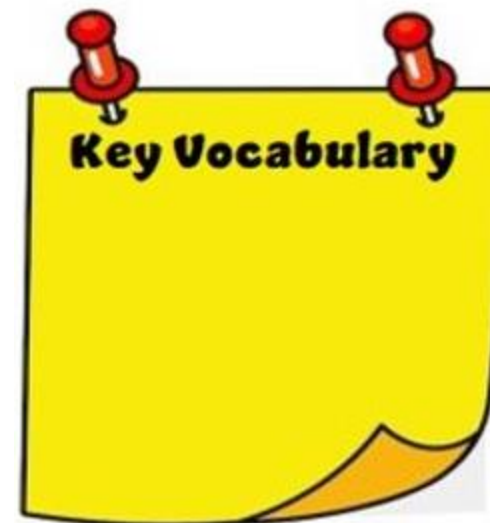


READ IT!



TALK ABOUT IT!

Read the first voice of
Voices in the Park



[Voices In The Park](#)

BRAIN BREAK

rainbow relaxation

4
mins



What do you notice about the park?

Who do you see in the park?

What do you think the lady feels when she walks into the park?

☐ Happy ☐ Cross ☐ Excited

How do you think the dog feels when it runs around?

Why do you think the lady looks a bit cross?

Predicting

What do you think will happen next in the story?

CHALLENGE

If you could add something to the park, what would it be?

Assembly

10.00

BREAK

10.30 - 10.45

Maths

10.11.25

T.B.A.T. compare length and heights

3 in 3

Write these numbers in words:

• 32

• 23

• 48

CHALLENGE: Find the total of all 3 numbers and write the answer in words.

- Write the names of the dogs in **increasing** order of height.

Spike

28 cm

Spot

16 cm

Rex

56 cm

Jack

26 cm



- Write the names of the dogs in **decreasing** order of height.

Bob

32 cm

Ted

14 cm

Bonnie

53 cm

Topsy

62 cm



measure



length



longer

shorter



centimetre



Remember It

Click the correct box to complete the statement.

The post box is _____ the girl.

the same height as

taller than

shorter than



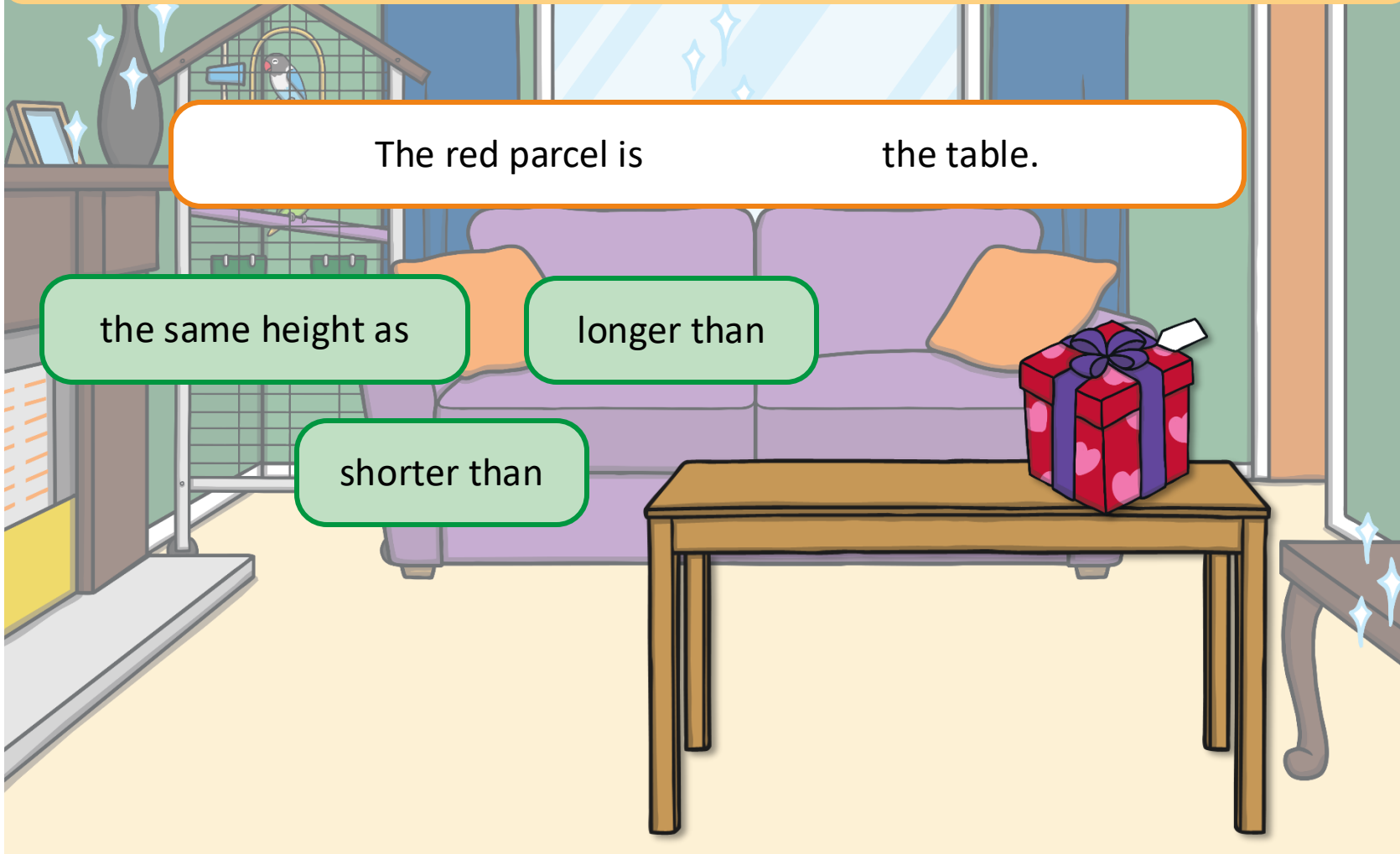
Click the correct box to complete the statement.

The red parcel is the table.

the same height as

longer than

shorter than



Remember It

Click the correct box to complete the statement.

15 is 20.

equal to

greater than

less than

Remember It

What do each of these symbols mean? Click on each symbol to find out.

<

less than

>

greater than

=

equal to

Is there anything that helps you to remember which symbol is which?

Click the correct box to compare the numbers.

29 23

<

>

=

Compare Heights



Zane

Who is the **tallest** postal worker?

Is it easy to see? Why?

How could we make it easier?

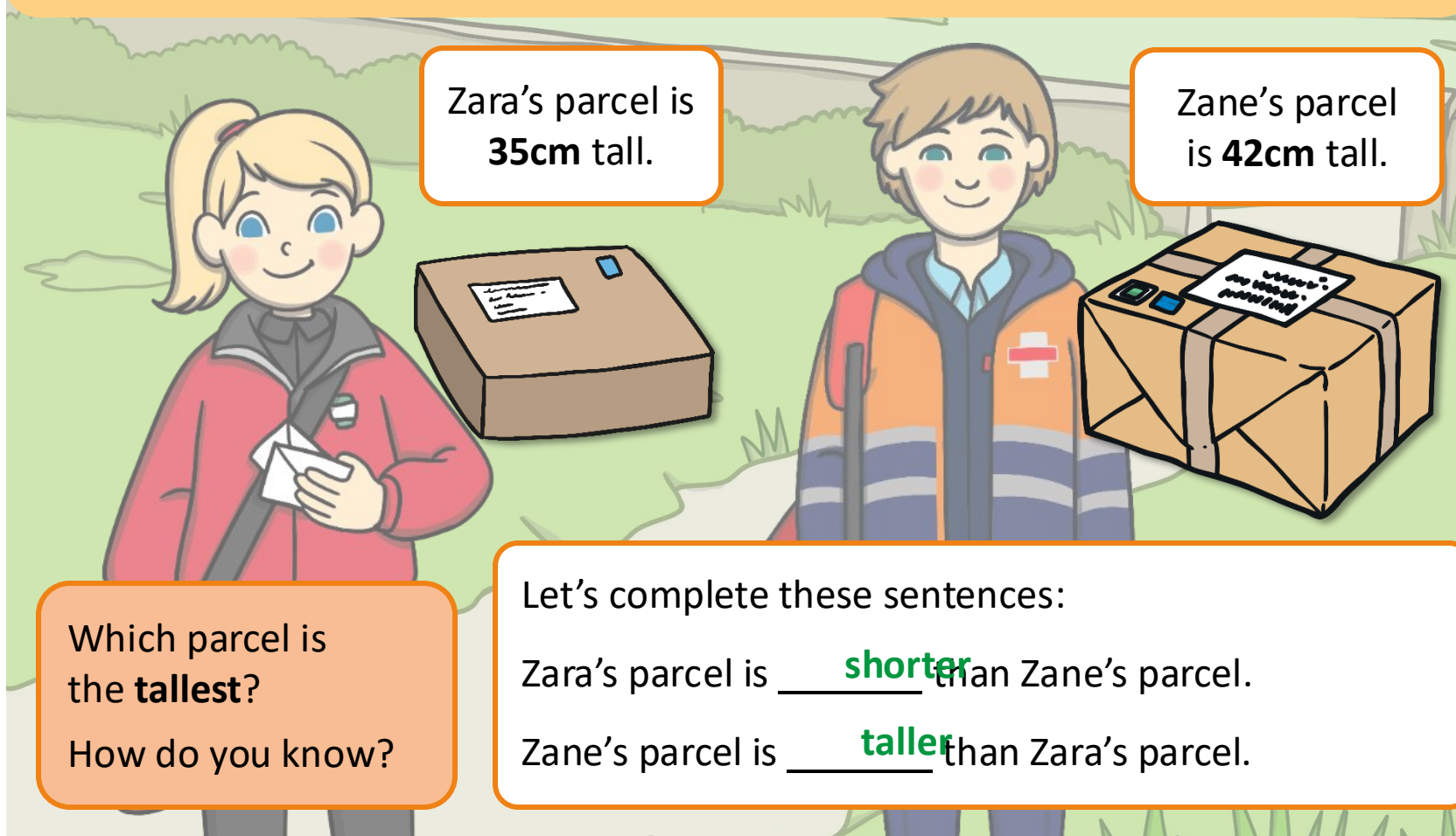
Phillipe

Zara

Zane is the **tallest**.
Phillipe is the **shortest**.
Zara is **taller than** Phillipe but **shorter than** Zane.

Compare Heights

It is also easier to compare the **heights** of objects if we already know the measurement of how tall they are.



Compare Heights

Compare the heights of these parcels using the words:
taller than, shorter than or the same height as.



26cm

taller than

24cm



1m

the same height as

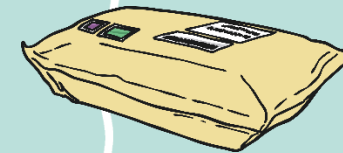
1 metre



13cm

shorter than

20cm



H

Click to show each answer.

?

Compare Heights

Use $<$, $>$ or $=$ to complete these statements.

87cm

$>$

24cm

4m

$<$

40m

13cm

$=$

13 centimetres

How can you check that you are correct?

Compare Lengths

Which post vehicle is the longest?

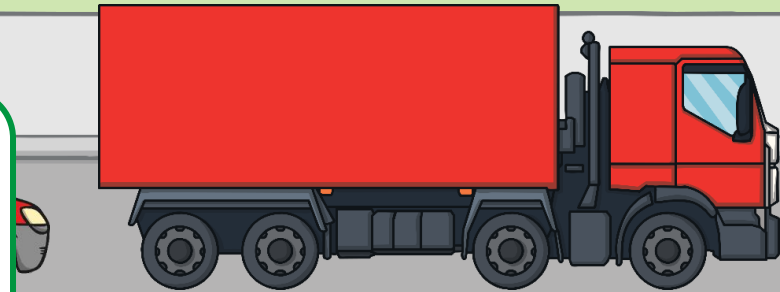
Is it easy to see? Why not?

How could we make it easier?

The lorry is the **longest**.

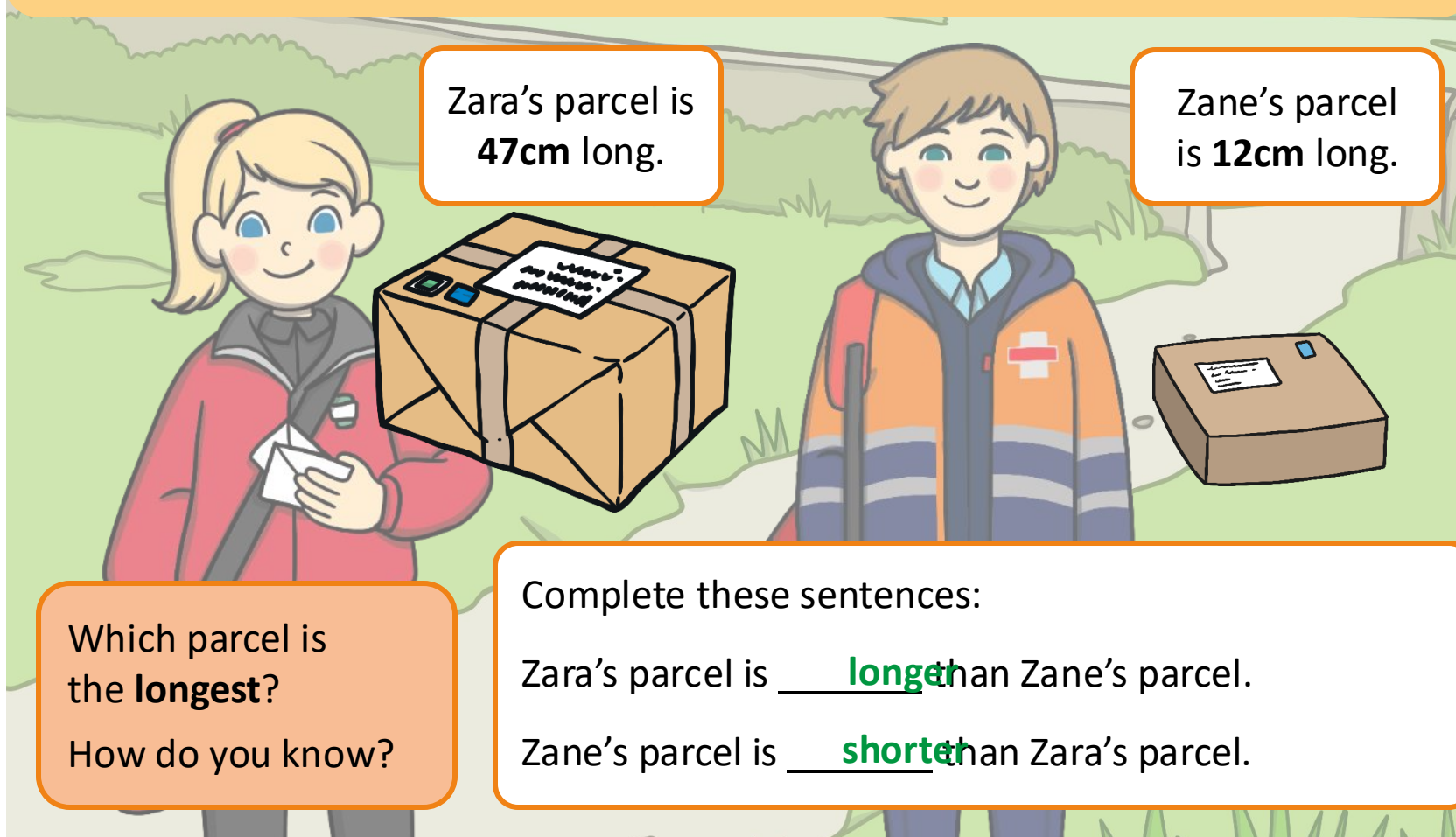
The van at the top is the **shortest**.

The van in the middle is **longer than** the top van but **shorter than** the lorry.



Compare Lengths

It is also easier to compare the **length** of objects if we already know the measurement of how long they are.



Zara's parcel is
47cm long.

Zane's parcel
is **12cm** long.

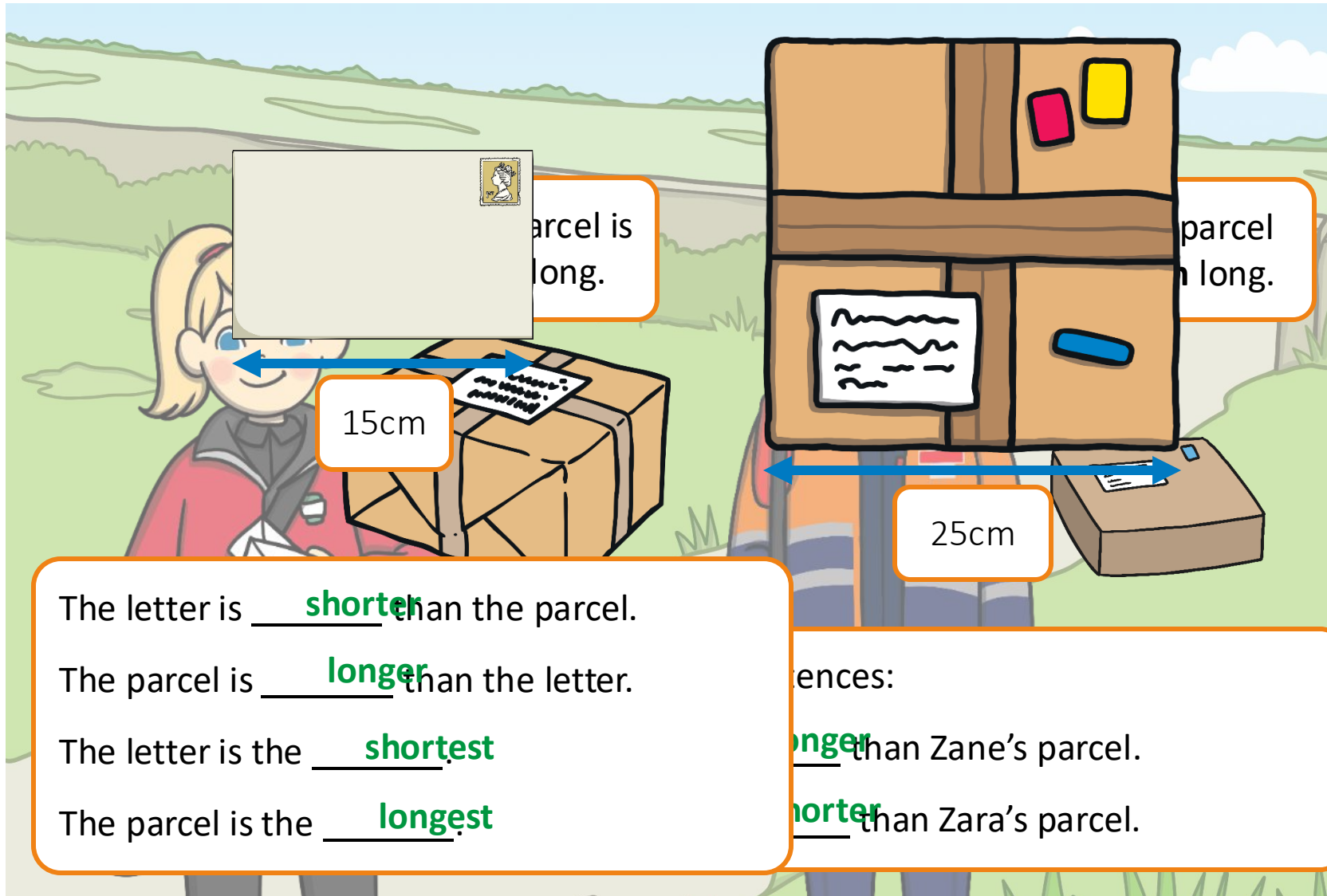
Which parcel is
the **longest**?
How do you know?

Complete these sentences:

Zara's parcel is longer than Zane's parcel.

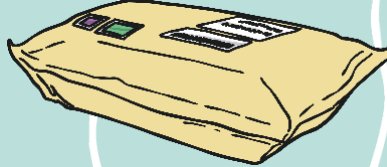
Zane's parcel is shorter than Zara's parcel.

Compare Heights



Compare Heights

Compare the lengths of these parcels using the words:
longer than, shorter than or the same length as.

	46cm	shorter than	74cm	
	45 centimetres	longer than	40cm	
	13cm	the same length as	13cm	
Click to show each answer.				

Compare Heights

Use $<$, $>$ or $=$ to complete these statements.

100cm

$=$

100cm

14m

$<$

41m

1m

$>$

3 metres

How can you check that you are correct?

Compare Measurements

Use $<$, $>$ or $=$ to complete this statement.

$$13\text{cm} + 12\text{cm}$$

$$>$$

$$13\text{cm} + 10\text{cm}$$

$$13\text{cm} + 12\text{cm} = \\ 25\text{cm}$$

$$13\text{cm} + 10\text{cm} = \\ 23\text{cm}$$

**25cm is
greater than 23cm**

What can we do to work out which inequality symbol we should use?

We could find out the value of each side.

Then we could compare the values.

Compare Measurements

Decide whether to use $<$, $>$ or $=$ to complete these statements.

$$15\text{m} - 5\text{m} = 10\text{m}$$

 $>$

$$15\text{m} - 10\text{m} = 5\text{m}$$

$$6\text{cm} + 19\text{cm} = 25\text{cm}$$

 $=$

$$7\text{cm} + 18\text{cm} = 25\text{cm}$$

$$25\text{cm} - 15\text{cm} = 10\text{cm}$$

 $<$

$$16\text{cm} - 5\text{cm} = 11\text{cm}$$

$$25\text{cm} - 15\text{cm} = 20\text{m}$$

 $=$

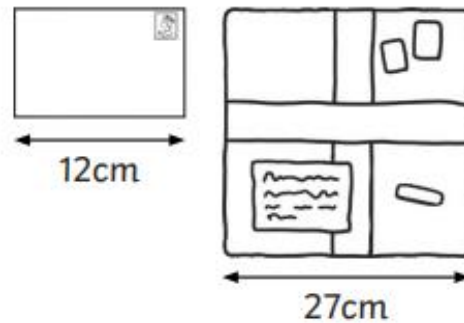
$$12\text{m} + 8\text{m} = 20\text{m}$$

Can you explain to a partner how you chose which symbol to use?

Complete the sentences using **longer than**, **shorter than** or **the same length as**.

The letter is _____ the parcel.

The parcel is _____ the letter.



Compare these measurements using **greater than**, **less than** or **equal to**.

32cm is _____ 37cm.

17cm is _____ 17 centimetres.

19m is _____ 91m.

Compare these measurements using **<**, **>** or **=**.

31cm 31cm 49cm 52cm 10 metre 1m

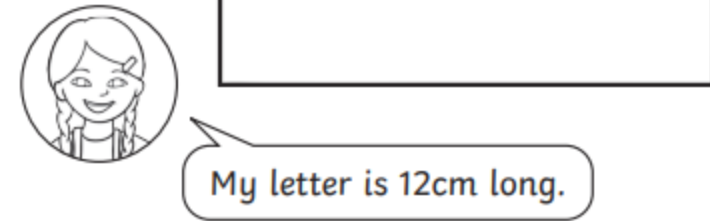
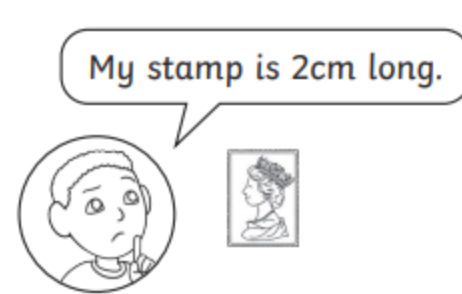
Complete these statements using **<**, **>** or **=**. Work out the calculations to make it easier to compare them.

45cm + 10cm = _____ 55cm + 7cm = _____

10m + 2m = _____ 6 metres + 6 metres = _____

31cm - 15cm = _____ 13cm - 2cm = _____

Challenge!



How many stamps would fit across the **length** of the letter? Prove it.

GREATER DEPTH

Use <, > or = to compare the totals:

5 stamps 1 letter

2 letters 12 stamps

10 stamps 3 letters

LUNCH

Spellings and Handwriting

What do these words have in common? How are they all the same? How are they different?

table

able

apple

wobble

bottle

multiple

little

dazzle

middle

riddle

Science

10/11/25



Starter quiz

T.B.A.T. explain that most plants produce seeds, which grow into new plants

1 Which of these is a plant? (Tick **1** correct answer)

☐

salmon

☐

oak tree

☐

kitten

2 Which of these is **not** a plant? (Tick **1** correct answer)

☐

frog

☐

grass

☐

tulip

3 Which of these is a plant? (Tick **1** correct answer)

☐

apple tree

☐

soil

☐

worm

Keywords

plant

A living thing that grows in the ground. It has roots, a stem, and leaves. Some plants have flowers or fruit. Plants need sunlight, water, and air to grow.

seed

A small part of a plant that can grow into a new plant. It has everything it needs to start growing when it gets water, warmth, and soil.

root

The part of a plant that grows underground. It holds the plant in the soil and takes in water and nutrients to help the plant grow.

shoot

The part of a plant that grows above the ground. It includes the stem, leaves, and sometimes flowers. Shoots grow upwards towards the sunlight.

hand lens

A small magnifying glass that helps us look closely at tiny things. It makes things look bigger so we can see more detail.

Where do plants come from?



Explanation

There are lots of different types of plants.



Plants in the park

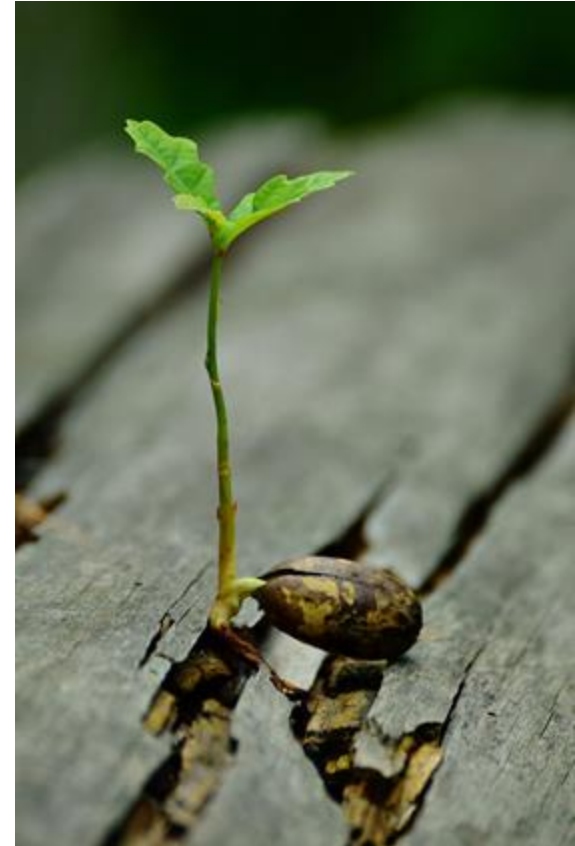
Where do plants come from?

Where do plants come from?

Most (but not all) plants grow from seeds.

Inside of a seed is everything it needs to help it begin to grow.

Where do seeds come from?



Plant growing from a seed

Where do plants come from?

Each type of plant makes its own type of seed, which grows into a new plant.



Poppy seeds



Horse chestnut seeds (conkers)



Pea seeds

Plants with flowers, such as poppies, grow from their seeds.



This horse chestnut tree has taken many years to grow from its seed.



Where do plants come from?



Check

Where do plants come from?

A

People put plants in the ground

B

The soil makes new plants

C

Seeds grow into plants



Do all seeds look the same?



Check

True or False?

All seeds come from shops and factories.

T **True**

F **False**



I think this because . . .

A you can not buy seeds in shops.

B sometimes seeds made by plants are sold in shops.





Which statement is false?

A

Plants with flowers can grow from seeds.

B

Fruit and vegetables can grow from seeds.

C

Trees can grow from seeds.

D

All plants grow from seeds.



BREAK

Do all seeds look the same?

Different types of seeds can look and feel very different to each other.



Sunflower seeds



Mustard plant seeds



Pomegranate seeds

What words would you use to describe these seeds?

Do all seeds look the same?

Some seeds are large!

These seeds from the coco de mer tree are the largest and heaviest in the world.



Coco de mer
seeds

Coconuts are large seeds that grow on the coconut palm tree.



Coconuts

Do all seeds look the same?

Some seeds are small.

Poppy seeds are less than one millimetre (mm) in length.



poppy seeds

Seeds from plants called orchids are the smallest in the world, the size of dust!



orchid flowers

Do all seeds look the same?



Check

True or False?

All seeds are the same size.

T True

F False



I think this because . . .

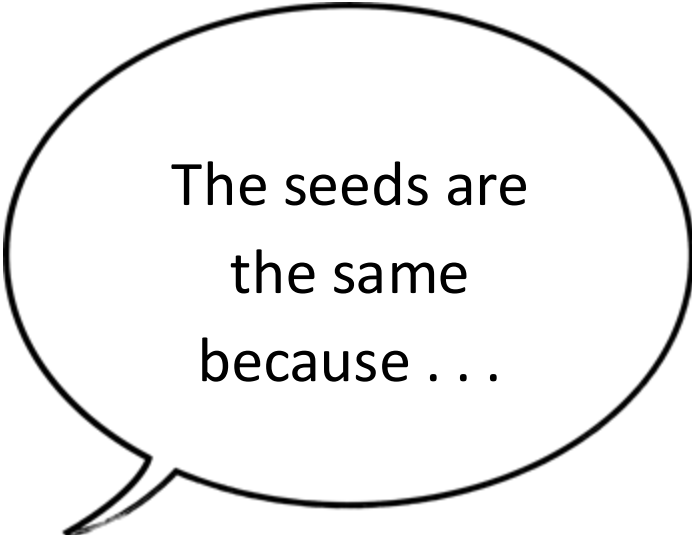
A different types of seeds can be different sizes.



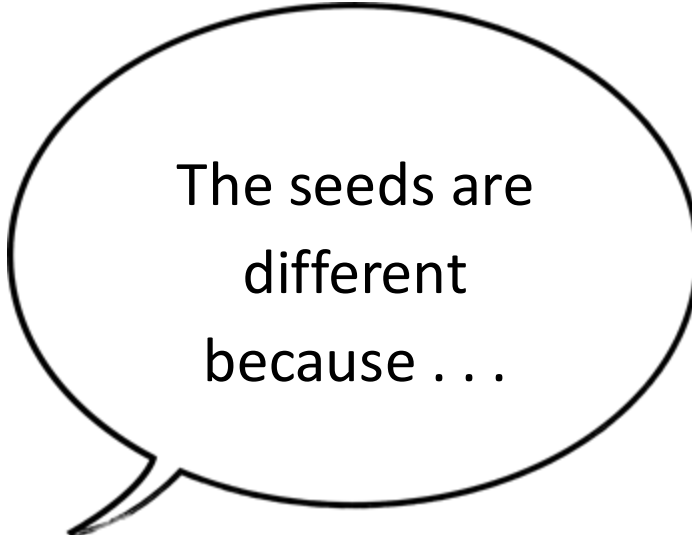
B different types of seeds are the same size.

- a) Seeds can be different to each other in lots of ways.

Observe some seeds with a hand lens. **Talk** to a partner about how the seeds are the same and how they are different.



The seeds are
the same
because . . .

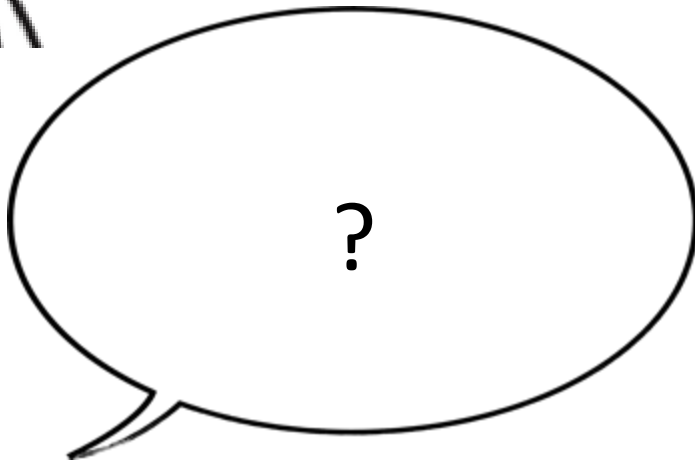


The seeds are
different
because . . .

- a) **Talk** to a partner about how the seeds are the same and how they are different.



My seeds are
the same
shape.



My seeds have
different
patterns on
them.



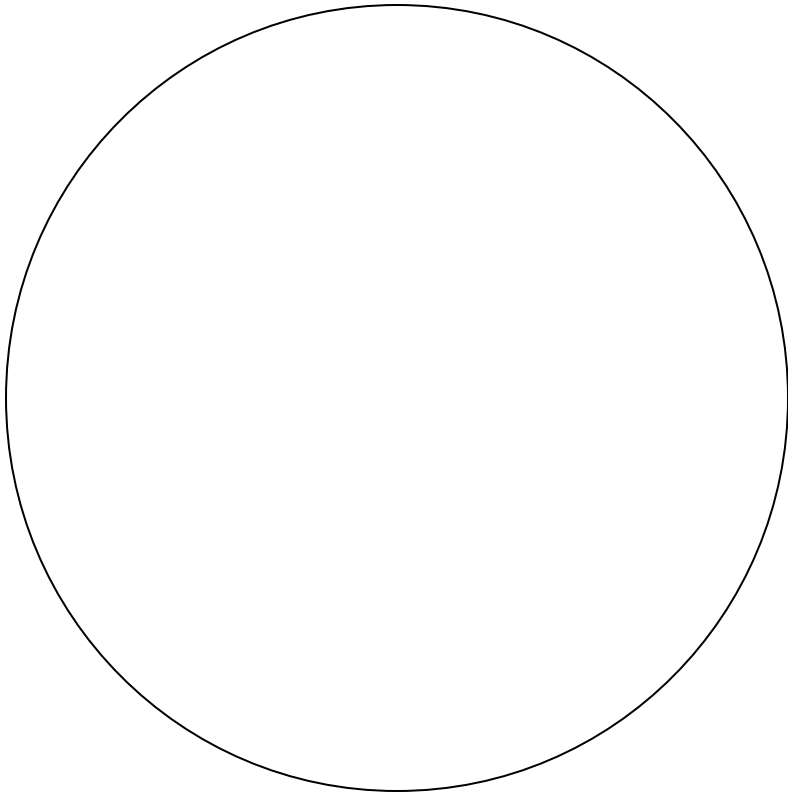
My seeds are
different
sizes.



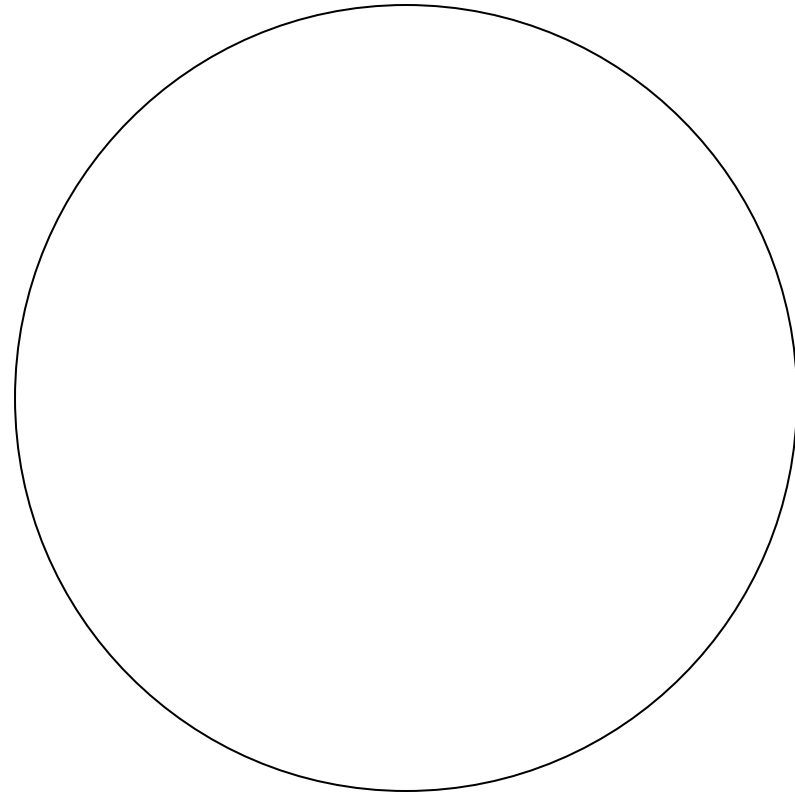
b) **Sort** the seeds into different groups.

You might look at size, shape, colour or something else.

These seeds are . . .



These seeds are . . .



How do seeds start to grow?

When it has everything it needs, a new plant grows out of the seed.



Plants starting to grow from seeds



Do you know what is happening here?

A shoot grows up for sunlight.

Roots grow down for water.

How do seeds start to grow?



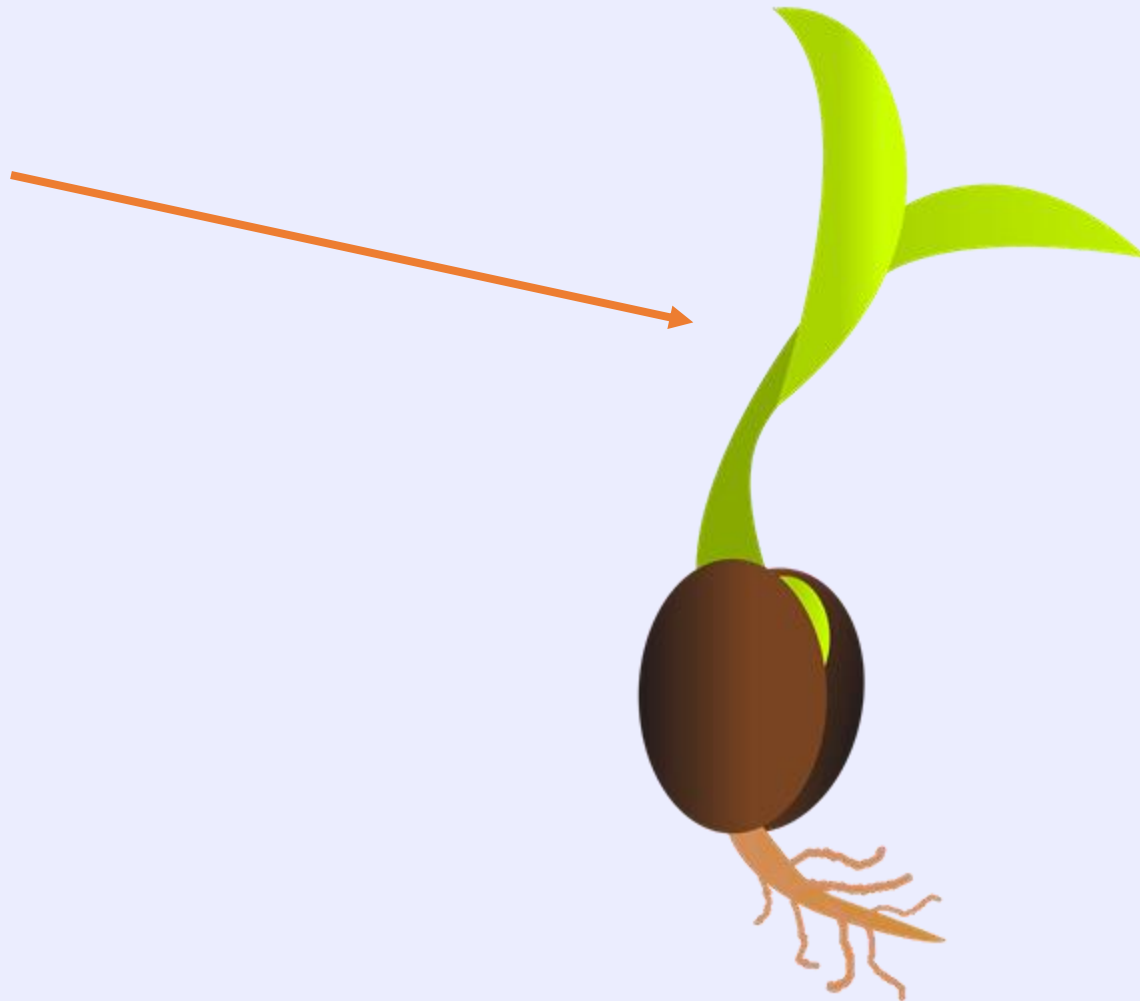
Check

What is the arrow pointing to?

A root

B shoot

C seed



How do seeds start to grow?



Check

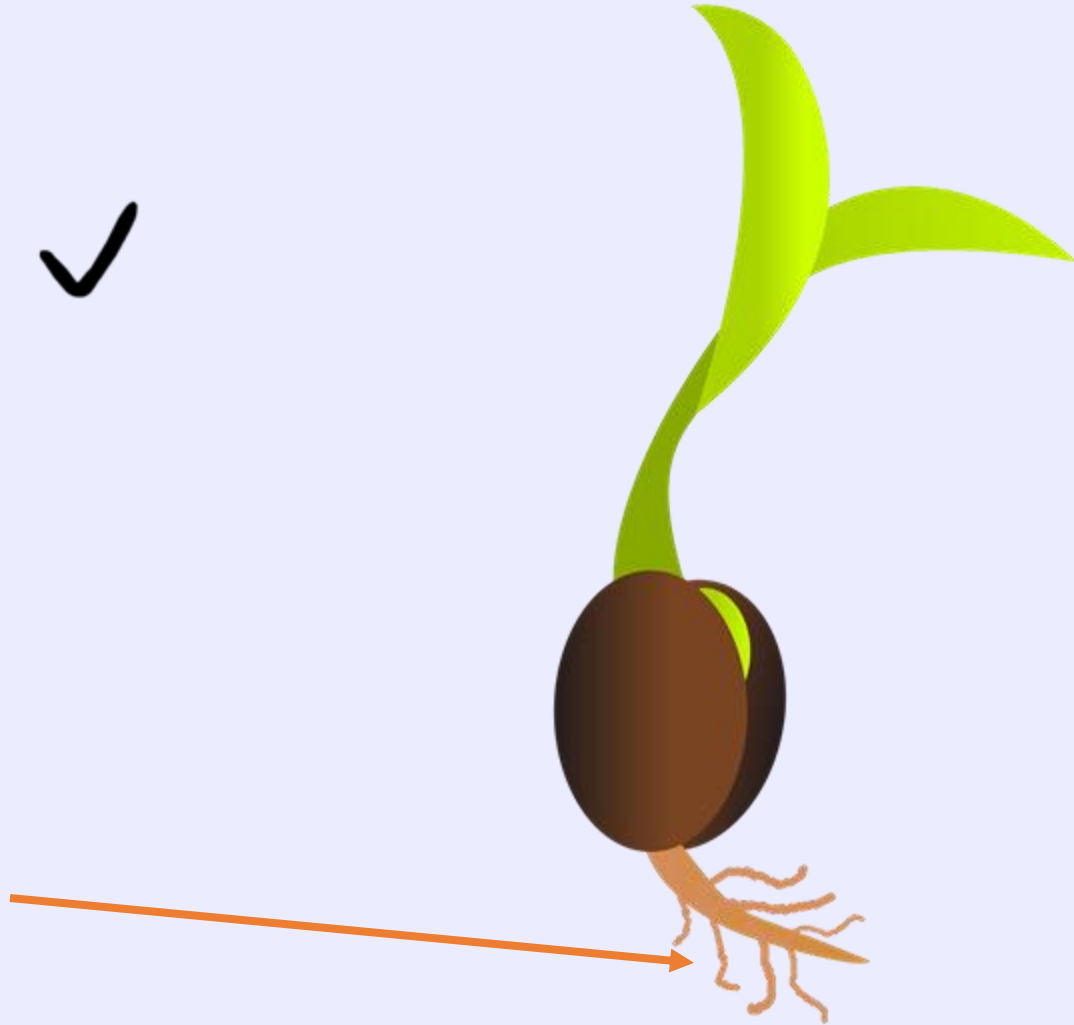
What is the arrow pointing to?

A root



B shoot

C seed

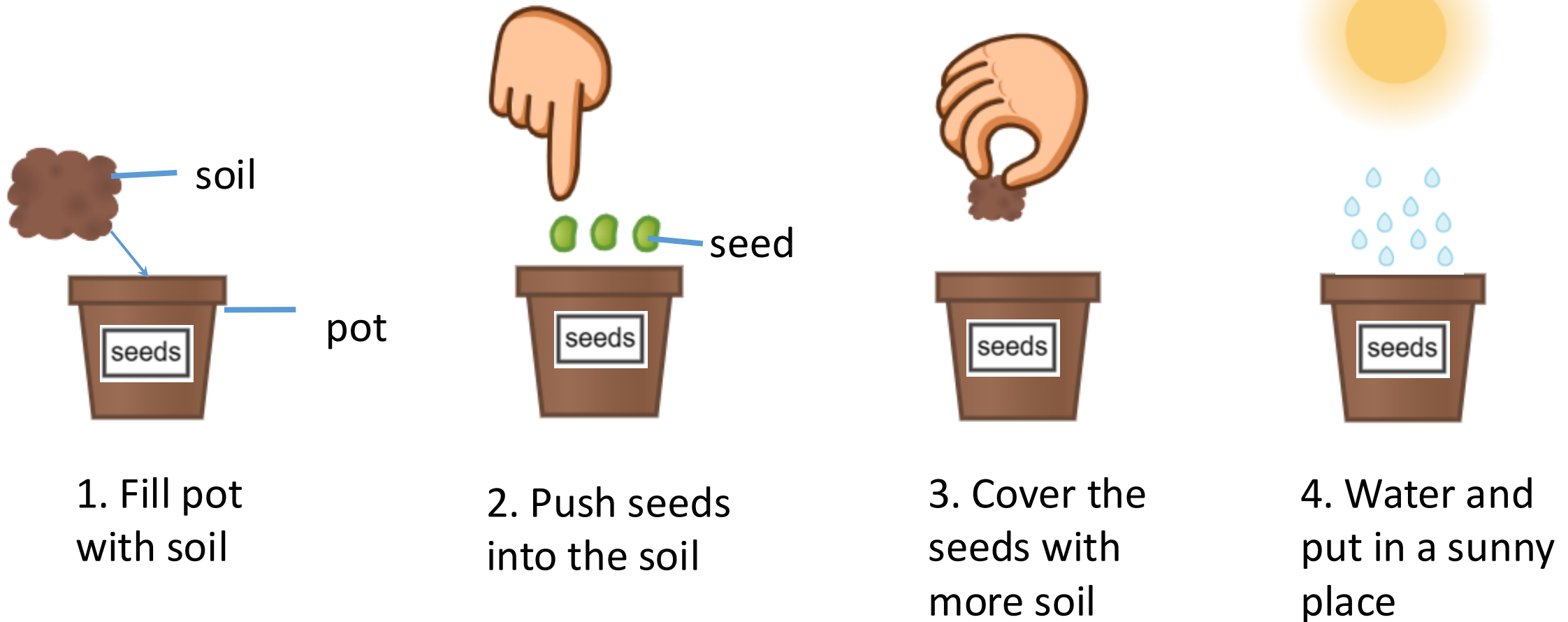


Seeds take time to grow. We can plant them and observe what is happening over a number of weeks.

Watch the video to show you what to do when planting seeds.



a) Plant some fast-growing seeds and get ready to watch them grow over the next few weeks.



b) Draw what has grown today in the first plant pot on your chart.

today	after 1 week	after 2 weeks	after 3 weeks	after 4 weeks	after 5 weeks	after 6 weeks
						

Try to record what you observe each week.

c) **Write** your own instructions explaining how to plant seeds.

1.



2.



3.



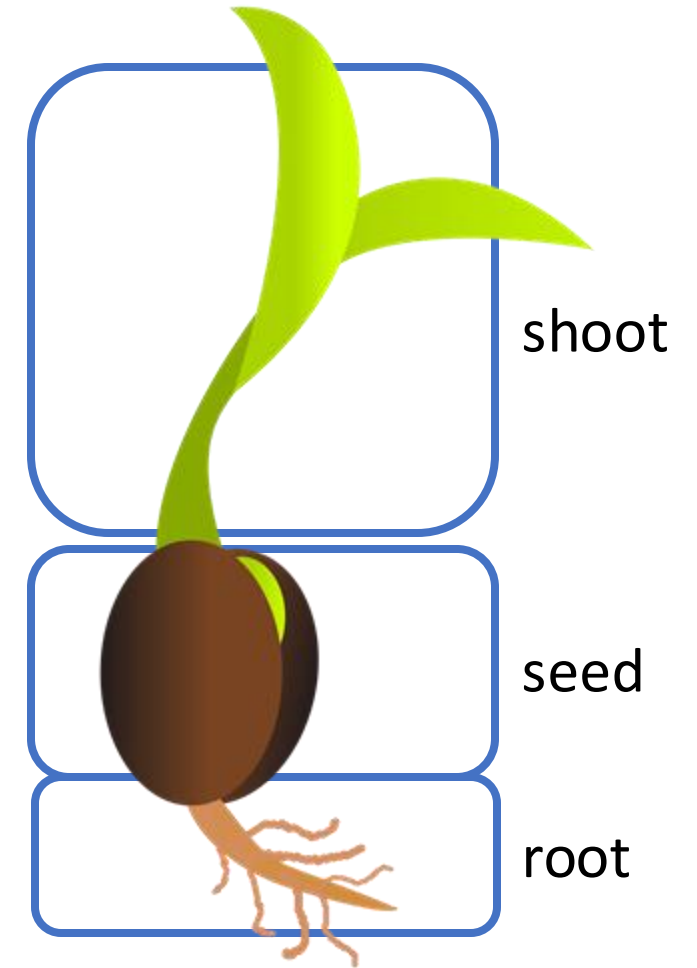
4.



Most plants produce seeds which grow into new plants.

Different types of plants can grow from different types of seeds.

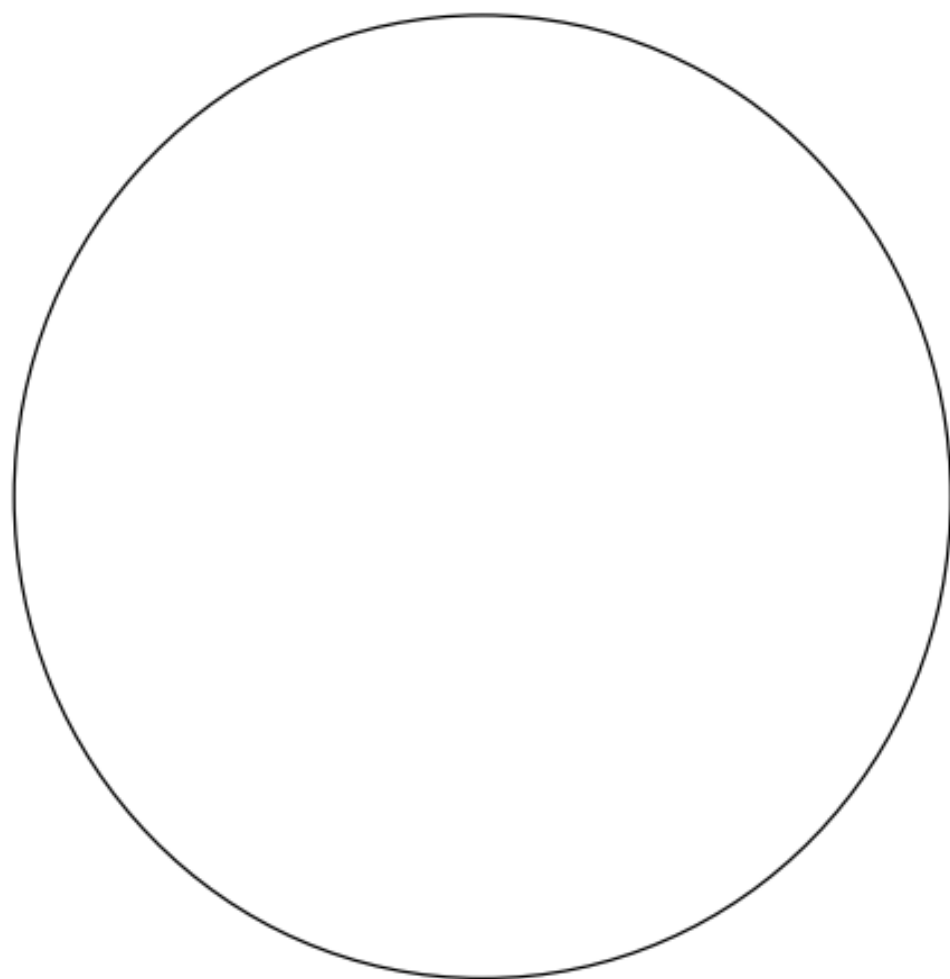
When a seed begins to grow into a plant, a root grows down and a shoot grows up.



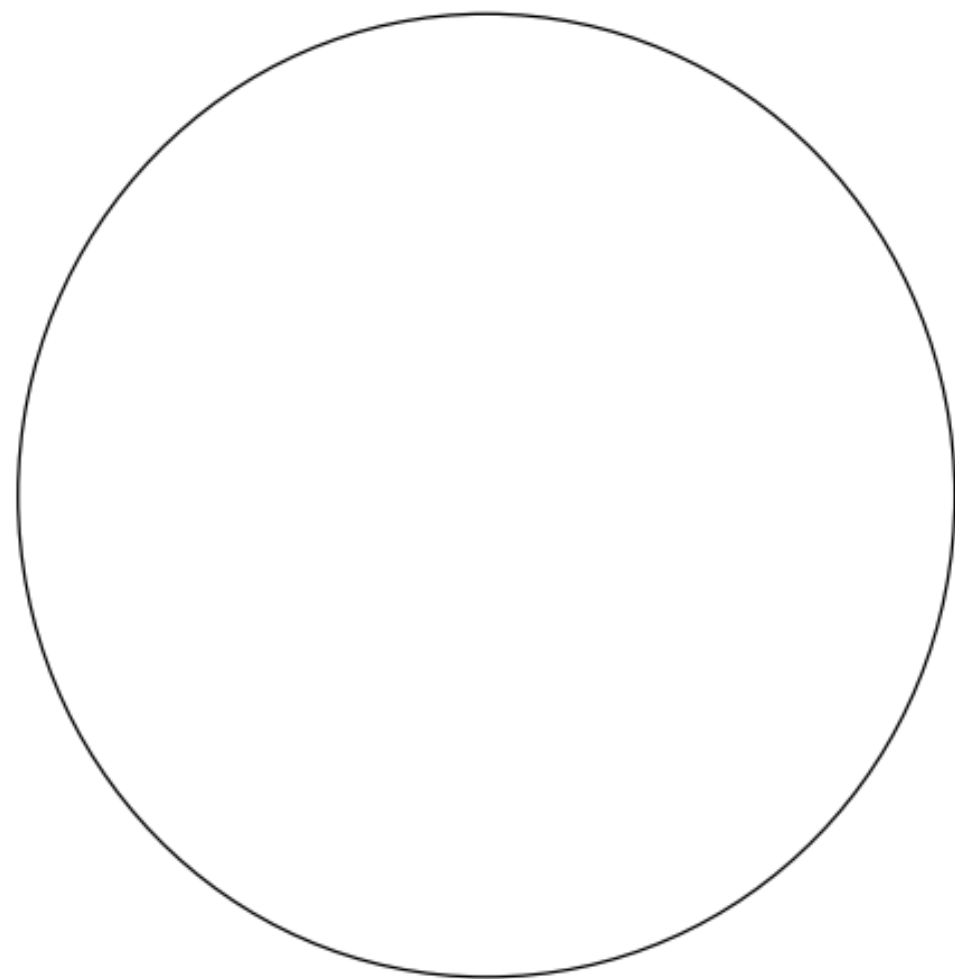
Sort the seeds into different groups.

You might look at size, shape, colour or something else.

These seeds are ...



These seeds are ...



CHALLENGE

The seeds
are the same
because . . .

[illegible]

The seeds
are different
because . . .

[illegible]

CHALLENGE

The seeds
are the same
because . . .

[illegible]

The seeds
are different
because . . .

[illegible]

1.	
2.	
3.	
4.	



1.	
2.	
3.	
4.	



MUSIC

10.11.25

T.B.A.T. keep a steady beat at different tempi and within a four-beat metre

YEAR 2 AGE 6–7 TOYS

MUSIC
EXPRESS

Musical focus	Listening, responding, playing Listening to keep a steady beat; marking selected beats and identifying changes in tempo	Cross-curricular link PSHE
Elements focus	Duration (pulse and rhythm), tempo, timbre	

Lesson 1 – Toys moving

Keep a steady beat at different tempi then mark selected beats within a four-beat metre

LEARNING OBJECTIVES *Children will:*

- Listen to pieces of music, matching them to images
- Listen and respond to a steady beat in different tempi
- Listen to music in a four-beat metre and mark selected beats

WHAT YOU WILL NEED

- Space to move to the beat on the spot

LISTENING PIECES AND SONGS

Soldier's march by Matthew Holmes (active listening)
Dinosaur stomp by Matthew Holmes (active listening)
Pogo stick boing by Matthew Holmes (active listening)

TEACHING ACTIVITIES

Toys on the move

Listen to three pieces of music and match them to images

- Listen to *Soldier's march*, *Dinosaur stomp* and *Pogo stick boing* and match the music to the images
- Compare the tempi (speed) of the steady beat in the three pieces of music

Stomp, march, boing?

Listen and respond to a steady beat at three different speeds (tempi)

- Listen to the three listening pieces from Activity 1 and move in time to the steady beat of each
- Listen to the compilation audio and respond to the changes in tempo with the correct movement

Toy beat marking

Listen and mark selected beats within a four-beat metre

- Listen to the toy moving patterns and identify the four-beat metre
- Chant and perform actions to identify the four-beat patterns in music extracts
- Perform the four-beat patterns at the same time in two then three groups, marking the selected beats

VOCABULARY

tempo/tempi
beat
metre