

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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12.11.25

REMEMBER: CL . ! ?



NOUN WHO? WHERE?	VERB DOING?	ADJECTIVES	CONJUNCTIONS
car desert sun	driving trapped travelling	sweltering dry boiling	when but because



SPELLING

Year 2 Term 1B

Week 1

The /l/ Sound Spelt With 'le'

EUROPE

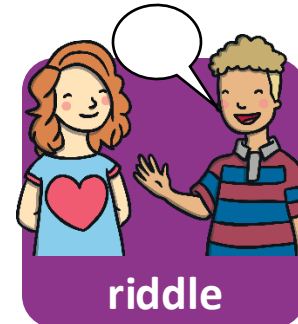
Who?
What?
When?
Where?
Why?
How?



twinkl

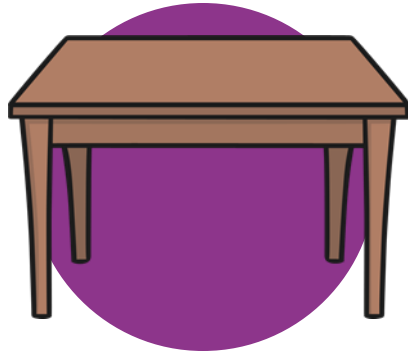
/l/ Spelt 'le'

The sound /l/ is **often** spelt with '**le**' at the **end of words**, after two consonants (such as 'pp', 'tt' or 'dd').



Be Careful!

The sound /l/ is **sometimes** spelt with 'le' at the end of words, after just one consonant.



table



able



multiple

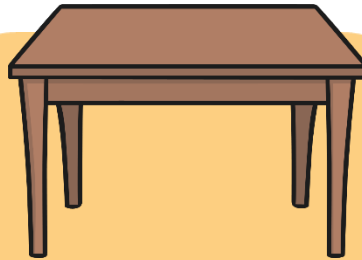
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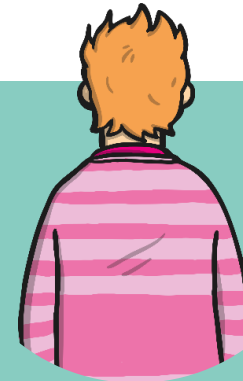
The sound /l/ is **sometimes** spelt with '**le**' at the end of words, after just one consonant.



Can you air write an 'le' with your finger?



Can you write an 'l' on your table or the carpet?



Can you write either an 'le' or an 'l' on a partner's back?

Can they tell what letters you have written?

Just add 'le'

ab__

dazz__

pood__

midd__

wobb__

Write the correct 'le' words under the pictures.











Write a sentence containing the following 2 words: **poodle** and **ankle**.

Write a sentence containing the following 3 words: **bottle**, **apple** and **table**.

Literacy

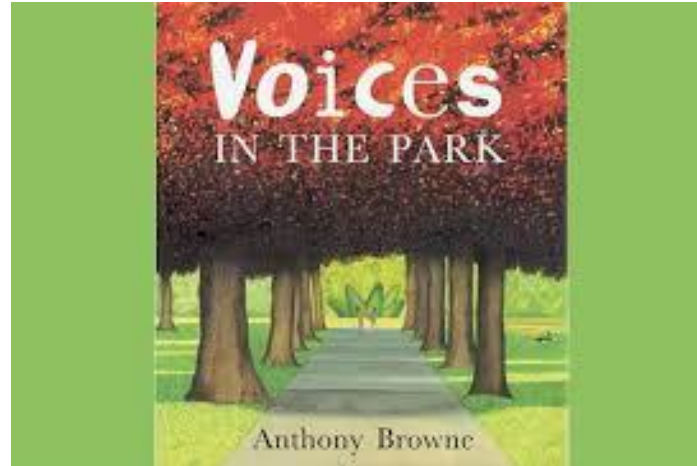
Wednesday 12th November
T.B.A.T. retell a version of the story

3 in 3



Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a top red line, a middle blue line, and a bottom red line, providing a guide for letter height and placement.

Wednesday 12th November
T.B.A.T. retell a version



Read the rest of the book. Fourth Voice
[Voices In The Park](#)



Wednesday 12th November
T.B.A.T. retell a version



Which voice was your favourite?

Why did you like that one?



Wednesday 12th November
T.B.A.T. retell a version

What would you do in the park?

Who might you meet in the park?

(As a class, mind-map your ideas)



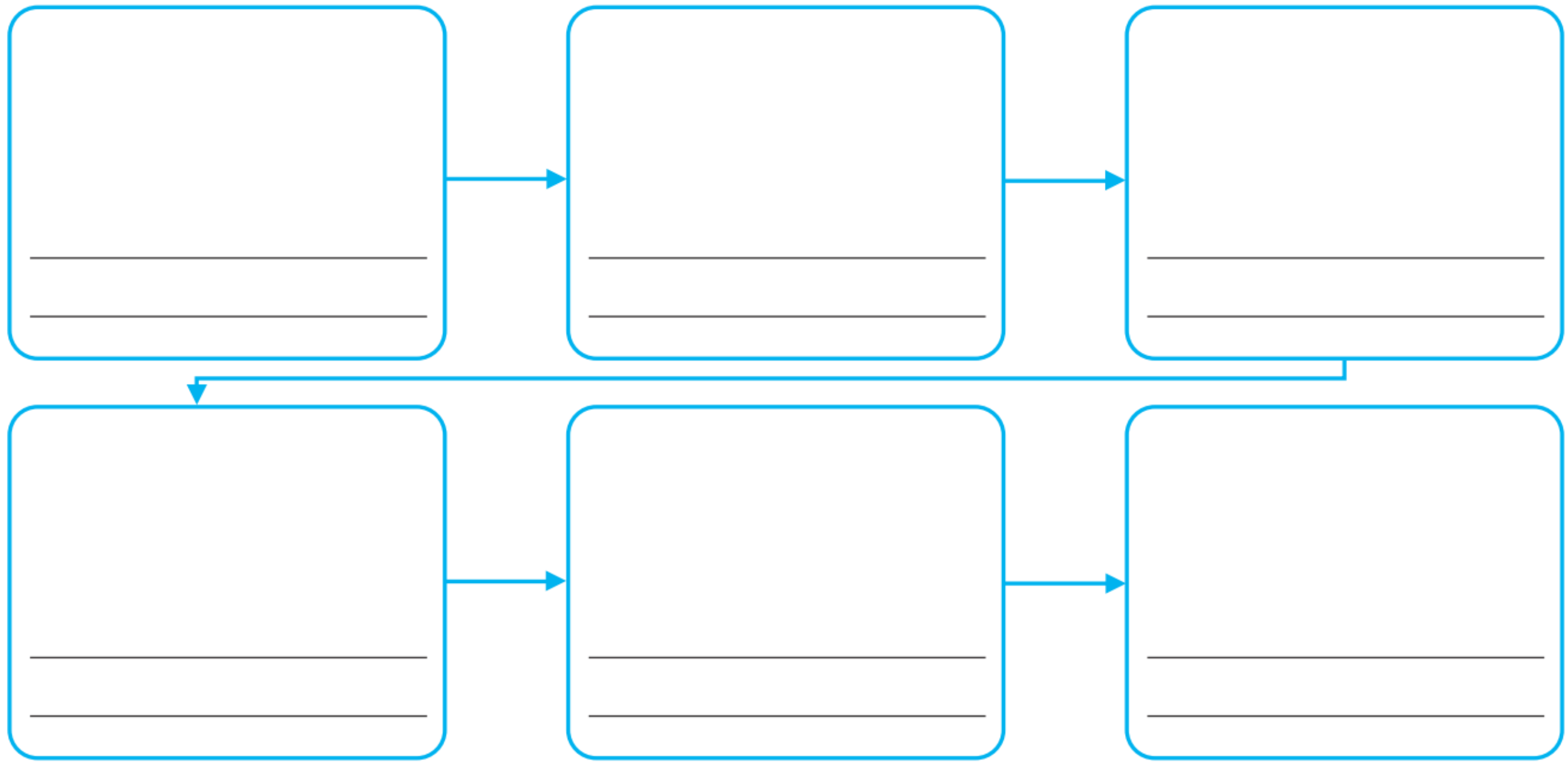
Wednesday 12th November
T.B.A.T. retell a version

Create a storyboard of your journey through the park.

What might you do?

Who might you meet?





Class

Assembly

School Council &

Show and Tell

P.E.

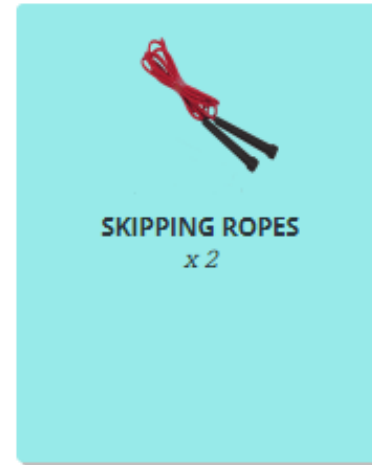
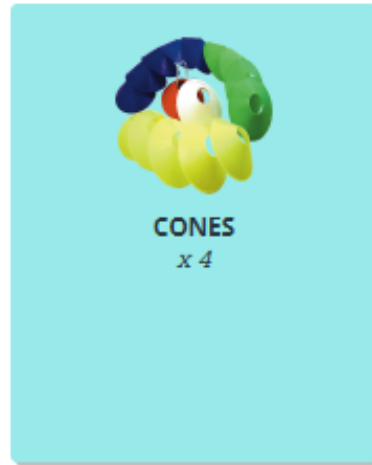
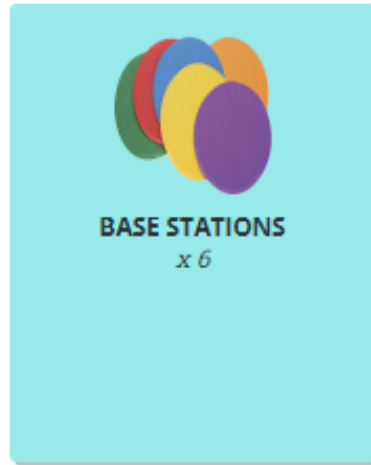


Lesson Pre-read

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

Learning Objective

To demonstrate different shapes, take off and landing when performing jumps.



Optional:



WARM UP

Foxes and rabbits:

Select three pupils to be the foxes, the foxes can walk. All of the other pupils are the rabbits and travel using bunny jumps, hands to feet.

If a fox catches a rabbit, the rabbit must jump on the spot (making bunny ears with their hands) until another rabbit comes to free them by tagging them on the shoulder.

Play the game without talking so that you can concentrate. Look to save players who are stuck.

Make this harder for the rabbits by selecting more foxes.



WARM UP

Shapes and stretches:

A - Pupils sit in a space. Recap the key gymnastic shapes: tuck, straddle, pike, dish, arch, star. Hold each shape for 5 seconds.

B - Remind pupils that stretches help to prepare our muscles for exercise, they also help to improve our flexibility. In straddle reach to one foot at a time stretching the back of their legs. In pike stretch forward to place stomach of thighs.

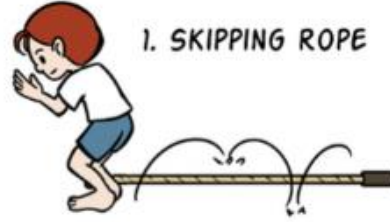
Show good body tension in your shapes by squeezing your muscles.

Make this harder by also practising the front support and back support.





1. SKIPPING ROPE



4. JUMP
THE RIVER



2. HOPPING



3. FROGS



1 Skipping rope: jumping two feet side to side whilst travelling from one end of the skipping rope to the other.

Keep feet together and look straight ahead for good control.

4 Jump the river: place two base stations 0.5m apart. Pupils take off with one foot and land with two, aiming to reach the second base station.

Make this harder by increasing the distance.

Soft knees on landing. Head and body upright.

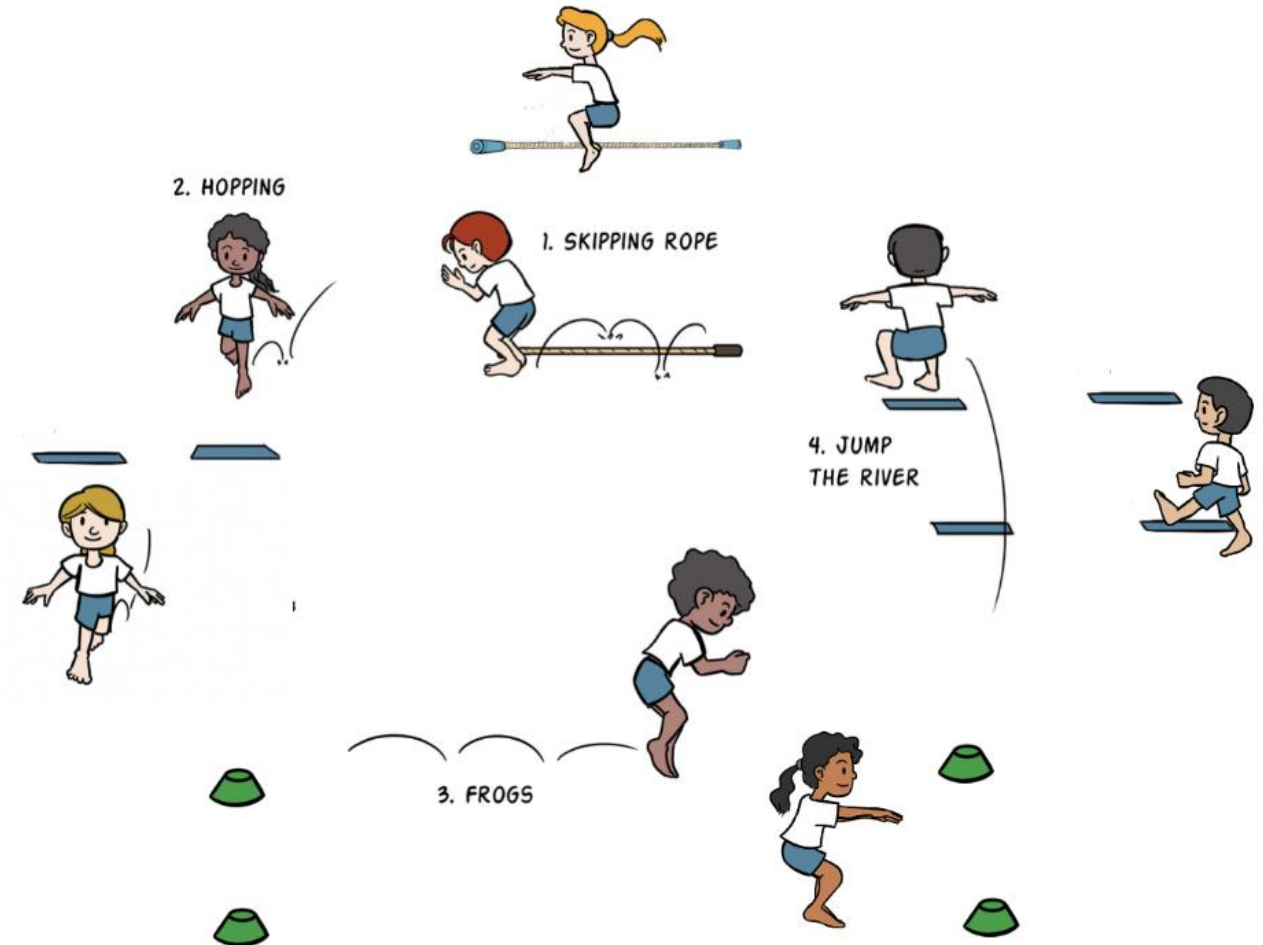
2 Hops: place a base station half way down one side of the area, this indicates where pupils change feet.

Keep balanced landing on one foot with a soft bent knee.

3 Frog jumps: pupils jump two feet to two feet, aiming to jump as far as possible.

Land with control after each jump, soft bent knees.

Place your toes down and then your heels.



Straight jump into landing position:

Show pupils a gymnastics landing position and ask them to copy.

Knees bent and arms extended in line with your shoulders. Looking straight ahead.

Pupils make a straight shape. Explain that this is the shape they will make in the air. Q: Can you describe the shape, is it wide or narrow? Pupils practice the straight jump landing in a landing position.

Hands start by your side. Swing your arms forwards until they are in line with your ears. Palms facing inwards. Keep your legs together and your toes pointed.

Make this harder by completing two straight jumps in succession or by adding in a quarter turn.

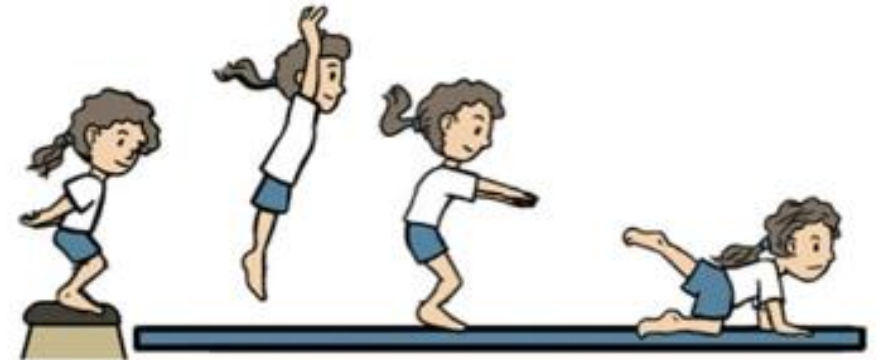


Linking jumps into a sequence:

Pupils work in their own space and link two jumps and a balance. Q: What is it called when we link actions together? *A sequence*. Q: How long should you hold a balance for? *5 seconds*. Q: How will the audience know when you have started and finished? *Use a starting and finishing position*.

Emphasize a controlled landing from the jump with knees bent. Look forward when jumping to help you to stay upright. Add in changes of direction to make the sequence interesting.

Make this harder by including a piece of apparatus. Can they jump from it or balance on top of it?



LUNCH

Maths

12.11.25

T.B.A.T. solve word problems - length

3 in 3

1) Put the ice lollies in order from shortest to tallest.



a

b

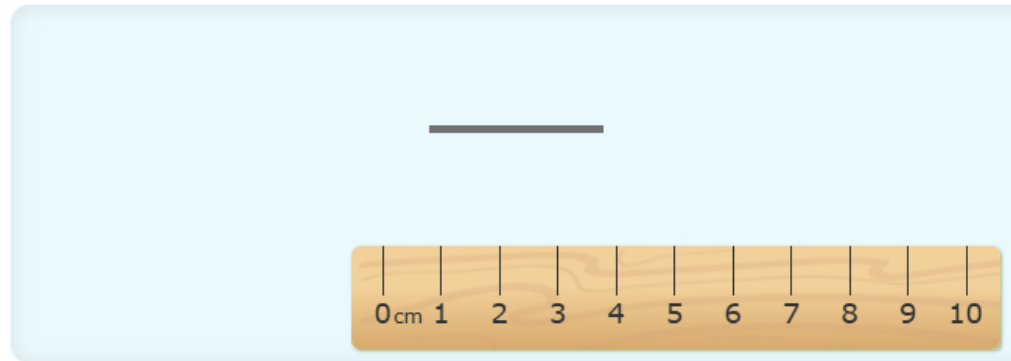
c

2) Which is a better estimate for the length of a piece of string cheese?

12
centimetres

12 metres

3)



The line is about centimetres long.

CHALLENGE: What would you use to measure the playground and why? explain your answer using 'because'.

12.11.25

T.B.A.T. solve word problems - length

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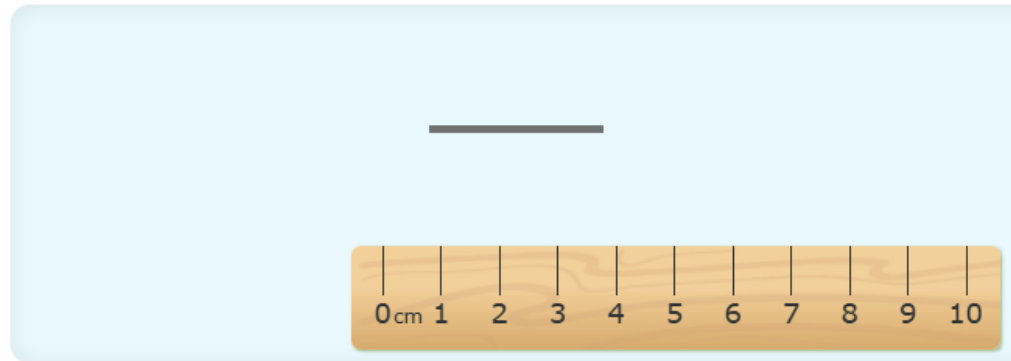
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The line is about centimetres long.

CHALLENGE: What would you use to measure the playground and why? explain your answer using 'because'.

- Calculate the answer:

$$63\text{cm} + 42\text{cm} =$$



- Calculate the answer:

$$23\text{cm} - 75\text{cm} =$$



length

part



whole



unknown

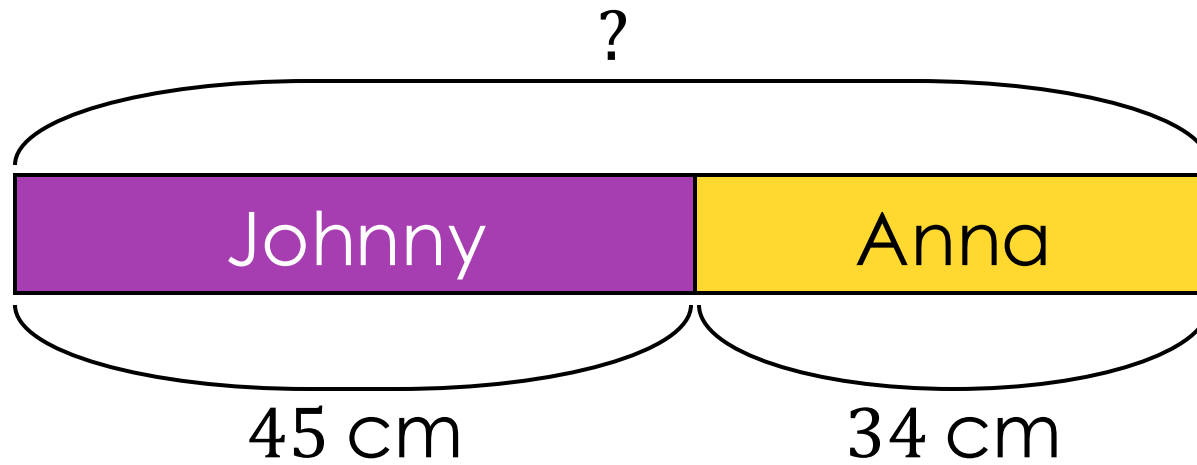


known



One-step word problems

- Johnny's arm is 45 cm long and Anna's arm is 34 cm long. What is the total length of both their arms?

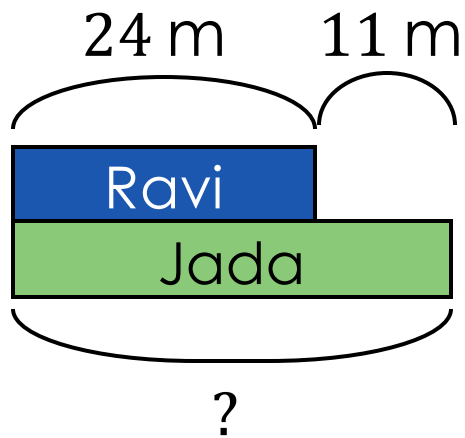


- What is a sensible estimate?
- How can we check our answer?

Length word problems

- Ravi walked 24 m from his house to the shop. Jada walked 11 m more. How far did Jada walk?

I know the distance for Ravi, so I can label his bar ? m.
I don't know the value for Jada's bar, but it must be longer.
I know the difference, so I will label it as 11 m.



The calculation we need to solve is ? m + ? m.
I estimate the answer will be more than 30 m, because I know that two tens plus one ten is three tens.



• length part whole known unknown



Two-step word problems

The toy car has a length of 34 cm. The toy car and toy caravan together have a length of 78 cm. How long is the toy caravan?

- *How can I calculate this?*



Two-step word problems – model example

The length of the mini whiteboard is 22 cm. The length of the DVD box is 17 cm. What is the total length of the mini whiteboard and DVD box?



Lisa had a piece of ribbon 45 cm long. She cut it into three pieces. The first piece is 12 cm long and the second piece is 13 cm long. How long is the third piece?



Claire walked 52 m from her house to the shop. Then, she walked to the playground which was 21 m from the shop. Finally she walked to the bus stop which was 24 m from the playground. How far did Claire walk?



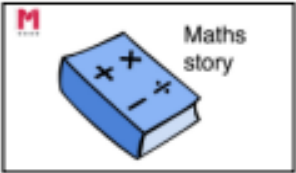
The length of the pen is 14 cm. The length of the pen and pencil together is 29 cm. How long is the pencil?



Jenny's ribbon was 57 cm long. She cut 12 cm off the ribbon. Then, she cut 23 cm off. How long is the ribbon now?



CHALLENGE



Write a two-step word problem involving 12 cm and 13 cm.

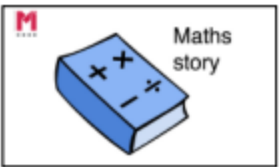
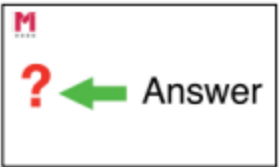
GREATER DEPTH

If this is the answer ...

The answer to a problem involving length is 28 cm.

Write three different word problems which would give this solution.

- One must include a comparison of two lengths.
- One must include addition.
- One must be a two-step problem.



BREAK

COMPUTING

Investigators

11.11.25

T.B.A.T. use a digital device to take a photograph

Learning objectives

- I can recognise what devices can be used to take photographs
- I can talk about how to take a photograph
- I can explain what I did to capture a digital photo

What is different about these images?



Can you sort these devices?



Can take
photographs

Cannot take
photographs



Have you ever seen someone take a photograph?

- What did they taken a photo of?
- What did they use to take a photo?
- What did they do to take the photograph?



When is it OK to take someone's photo?

Taking photos can be lots of fun, but not everyone wants to be in them.

Before taking anyone's photo, you should ask them if it's OK. If they say that it is OK, you can take it.

If they say they don't want to, find someone else to take a photo of!



How do you take a good photograph?

1. Hold the device firmly with both hands.
2. Point the camera lens at the subject.
3. Look into the viewing window or screen.
4. Move the device until you see everything clearly.
5. Press the capture button.



Taking a photograph

A part of
the building

Something
far away

A portrait

A nature
shot

A selfie

An action
shot

Something
close up

Can these take photos?

Cut out these images and make two groups: 'can take photographs' and 'cannot take photographs'.



Can take
photographs



Cannot take
photographs

Resources are updated regularly — the latest version is available at: ncce.io/tcc.

This resource is licensed under the Open Government Licence, version 3. For more information on this licence, see ncce.io/ogl.

Photos showcase

Show your partner the best photo that you took with the camera.

Explain:

- Why do you like this one?
- What did you have to do to take it?



How confident are you? (1–3)

- I can recognise what devices can be used to take photographs
- I can talk about how to take a photograph
- I can explain what I did to capture a digital photo

3 – Very confident



2 – Unsure



1 – Not confident



ART

Pioneers

11.11.25

T.B.A.T. explore the concept and features of structures and the stability of different shapes.

1: Recap and recall



Before starting this unit, you might want to check that children can recall that:

- ✓ A client is a person I am designing for.
- ✓ Design criteria are a list of points to ensure the product meets the client's needs and wants.

They could have previous knowledge of the following, but this unit reinforces that:

- ✓ A structure is something that has been made and put together.
- ✓ The shape of materials can be changed to improve the strength and stiffness of structures.
- ✓ Cylinders are a strong type of structure.

04.11.24

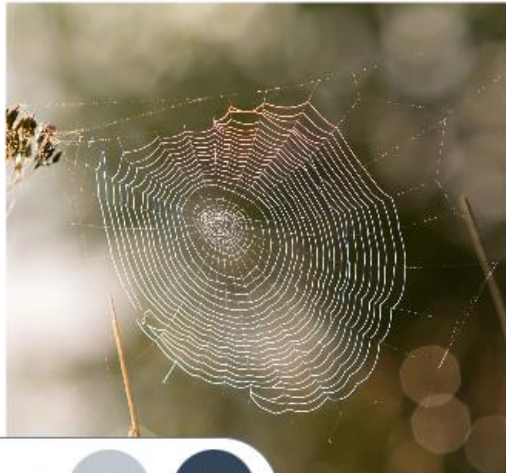
T.B.A.T. explore the concept and features of structures and the stability of different shapes.

2: Attention grabber



Presentation: Vocabulary

Natural: Found in nature



1 of 4



Ask the children to walk or look around the classroom (or a wider environment, such as the playground or hall) to identify different man-made and natural structures.

✓ Man-made: buildings, chairs, tables, toys or buildings.

✓ Natural: snail shells, spider webs, ant nests, trees or bird nests.

Sort the children into pairs and ask them to work with their partner to list or draw the structures they find on a whiteboard and identify whether they are 'natural' or 'man-made'.

Ask the children to share the different functions of each structure with the class. For example, the snail shell is for protection and the table is for working on.

Optional – provide each child with a copy of the *Knowledge catcher* (see link: [Assessment – D&T Y2: Baby bear's chair](#)) and ask them to complete it to the best of their ability. Explain that at the end of the unit, they will revisit it, adding more information in a different colour.

Go through slides 1–4 of the *Presentation: Vocabulary*, which introduces the vocabulary for the lesson and explains each definition.

04.11.24

T.B.A.T. explore the concept and features of structures and the stability of different shapes.

Explore

To explore stability, the children will conduct an experiment. Give each child a copy of the *Activity: 3D shapes worksheet*, a piece of stiff cardboard and a ball of modelling dough to create the shapes (pyramid, sphere, cuboid and cylinder). Explain to the children that they will work with the same piece of modelling clay for each shape so that the stability test is fair.

Play the children the *Pupil video: Exploring stability* and follow the steps. The video can be replayed or left to run in the background for the children to refer to it. Alternatively, model making the shapes and testing stability yourself.

The children's shapes do not need to be accurate, but keep an eye out for features that would affect stability, such as a flat base or edges that need to be rounded. Ensure hands are dry as wet modelling dough becomes slimy and gets everywhere!

Analyse the results by explaining that the lower the card's height when the shape toppled, the lower the angle and, therefore, the less stable the shape is. If the shape stays standing when one end is tilted to 10 cm, it is more stable than one that falls over at 5 cm.

The three key features of a stable, free-standing structure are:

- ✓ A low height.
- ✓ A wide base.
- ✓ A flat base.

The children should find that the low-rise pyramid and cuboid are the most stable, and the sphere and cylinder are the least stable.

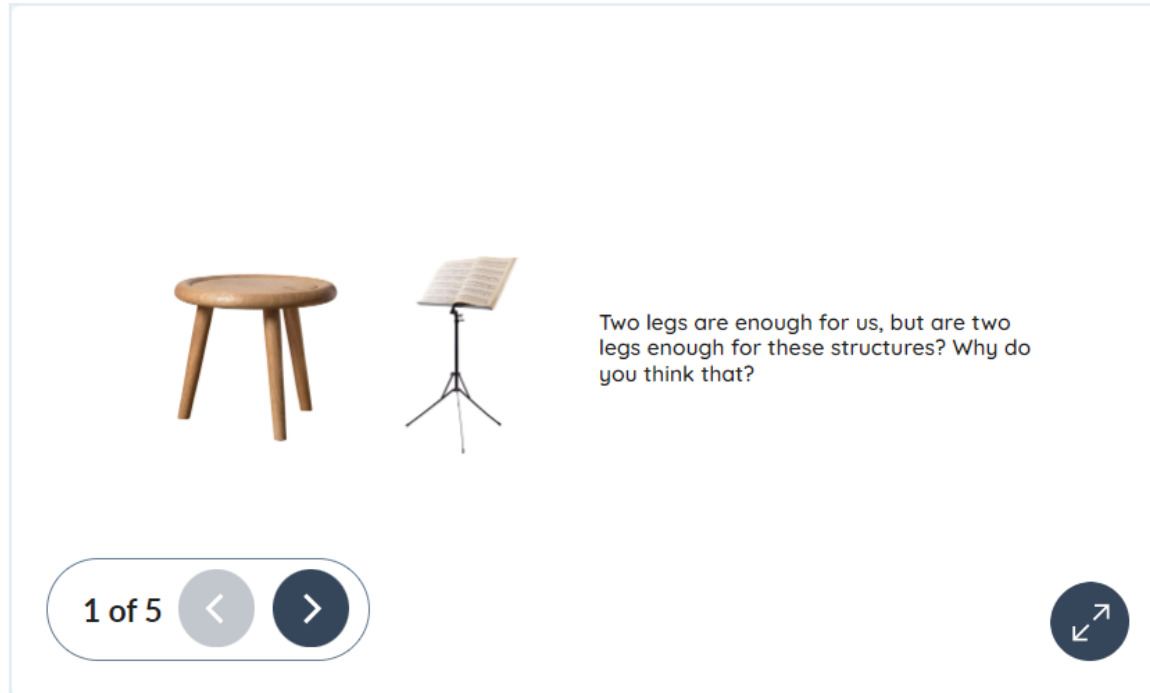
This can be further illustrated by repeating the experiment with several pyramids of varying proportions. For example, a tall and narrow pyramid or one that is wide and low could be made. The children should see that the tall, narrow structures topple when tilted at the lowest angle.

Allow time for the children to complete the experiment and note down their results.

04.11.24

T.B.A.T. explore the concept and features of structures and the stability of different shapes.

Presentation: Testing stability



Discuss

Display slides 1–4 of the *Presentation: Testing stability* and discuss what features can make a structure stand up and stop it from falling over.

Use the presentation to explore the following structural designs:

- ✓ **Multiple legs:** Ask the children to stand on one leg, both feet apart and then on all fours. What do they notice? This should demonstrate that one way of helping structures to stand is to use more legs to support their weight (e.g. a tripod for a music stand or a three-legged stool). Point out that the material of the structure also adds to its stability.
- ✓ **Flat base:** Ask children to describe the base of the pyramid and traffic cone (flat, quite large, square/triangular/circular). Using three-dimensional shapes, ask a child to stand these shapes upside down. Why does this not work? Would it work on its side? What would happen if the world's mountains were turned upside down?
- ✓ **Spheres:** Is a sphere stable? Why/why not?
- ✓ **Stools:** Widening the base and lowering the centre of gravity can improve stability in a structure. A stool is an excellent example of a stable structure no matter which way round it is because one end has legs, and the other has a wide, flat base. Also, if it is a small stool, it is less likely to topple over since it is lower to the ground.