

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</i> (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	<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</i> (1:45 - 2:00)	ENRICHMENT (PPA)

13/01/26



Hi! See how quickly you can correctly answer all these questions on the 10x table up to 12×10 . It couldn't be easier!!

$8 \times 10 = \dots$

$3 \times 10 = \dots$

$10 \times 10 = \dots$

$6 \times 10 = \dots$

$11 \times 10 = \dots$

$4 \times 10 = \dots$

$9 \times 10 = \dots$

$12 \times 10 = \dots$

$5 \times 10 = \dots$

$7 \times 10 = \dots$

$2 \times 10 = \dots$

$1 \times 10 = \dots$

$12 \times 10 = \dots$

$8 \times 10 = \dots$

$1 \times 10 = \dots$

$6 \times 10 = \dots$

$4 \times 10 = \dots$

$7 \times 10 = \dots$

$2 \times 10 = \dots$

$2 \times 10 = \dots$

$10 \times 10 = \dots$

$3 \times 10 = \dots$

$11 \times 10 = \dots$

$5 \times 10 = \dots$

$9 \times 10 = \dots$

$10 \times 10 = \dots$

$11 \times 10 = \dots$

$12 \times 10 = \dots$

$7 \times 10 = \dots$

$5 \times 10 = \dots$

$8 \times 10 = \dots$

$2 \times 10 = \dots$

$4 \times 10 = \dots$

$3 \times 10 = \dots$

$9 \times 10 = \dots$

$1 \times 10 = \dots$

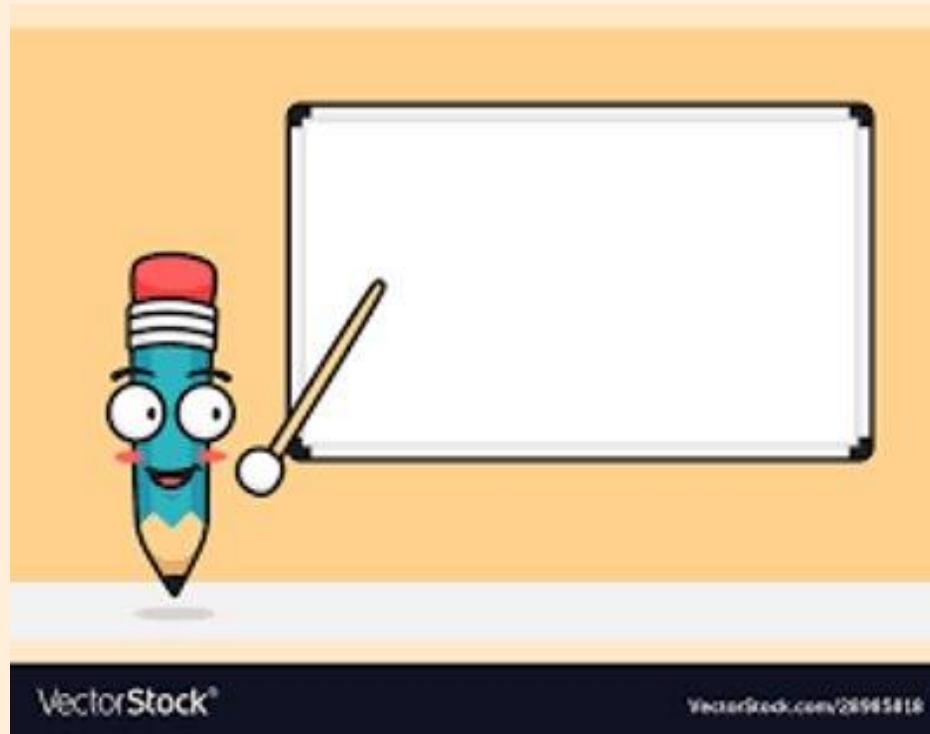
$6 \times 10 = \dots$

$10 \times 10 = \dots$

FINISHED



SPELLING



Double the final letter to
protect the short vowel
sound when you add –er
and -ed

Say the word and clap the syllables (beats).

pat

sad

knit

wrap

run



If a word...

has only one syllable

skip

ends with a single consonant

skip

and has a single vowel before
the consonant...

skip

Yes!

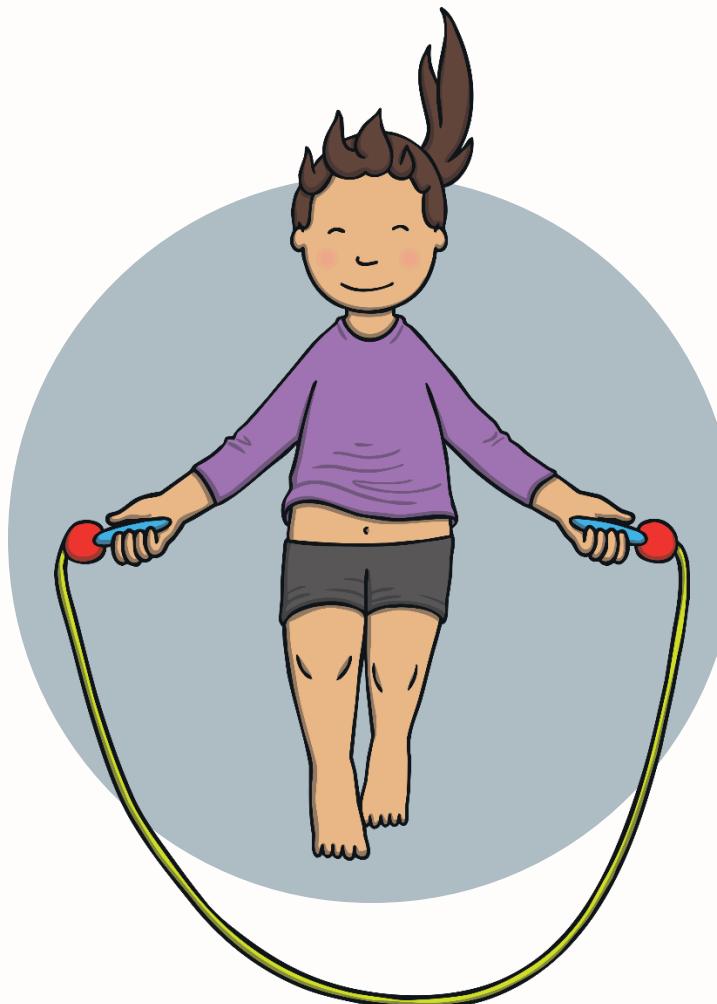
Yes!

Yes!
!

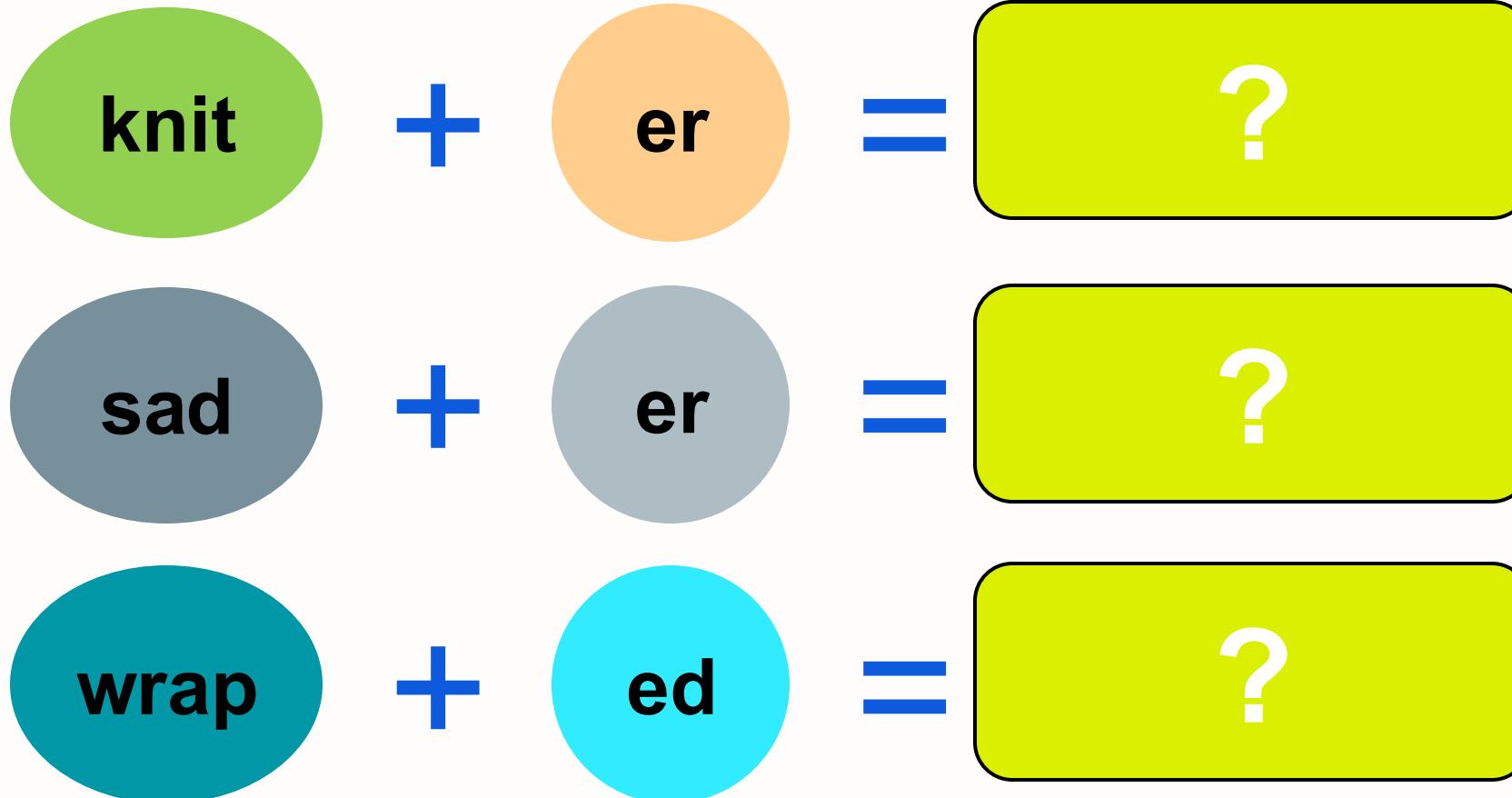


then the **consonant is doubled** before the suffix (ending) is added.

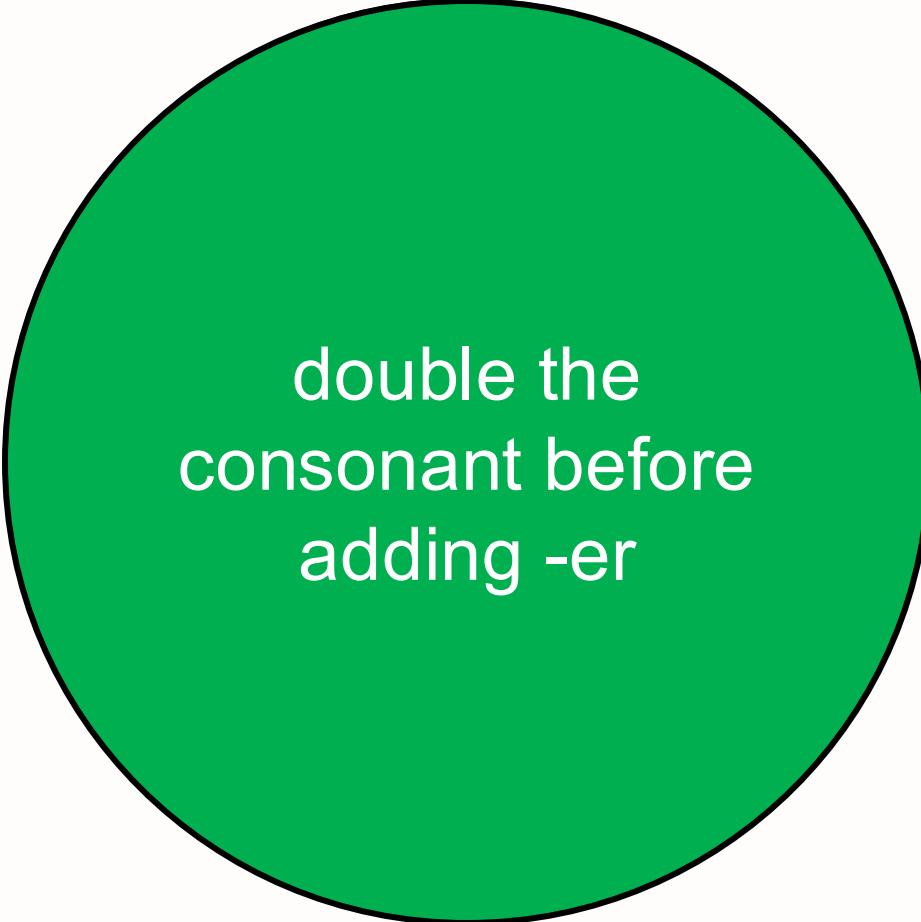
skipped



Think about this rule and add the endings shown to these words.



In words of one syllable, that end with a single consonant, with a single vowel before it...



double the
consonant before
adding -er

Here are this week's spellings to practise.

Can you write 3 of the words into sentences using the correct punctuation and letter formation?

knitted
knocker
wrapped
knitter
knocked

gnashed
wrapper
gnawed
gnasher





LITERACY

T.B.A.T. recognise common and proper nouns**London's Burning**

- 6 Bread is burning, bread is burning.
 12 Call the baker, call the baker.
 16 Fire, fire! Fire, fire!
 22 Fetch the water, fetch the water.
 26 Houses burning, houses burning.
 32 Flames are growing, flames are growing.
 36 Fire, fire! Fire, fire!
 42 Pour on water, pour on water.
 48 Streets are burning, streets are burning.
 54 Wind is blowing, wind is blowing.
 58 Fire, fire! Fire, fire!
 64 Fetch more water, fetch more water.
 68 London's burning, London's burning.
 74 Call the engine, call the engine.
 78 Fire, fire! Fire, fire!
 84 Pour on water, pour on water.
 90 Wind is stopping, wind is stopping.
 96 Flames are dying, flames are dying.
 102 No more fire! No more fire!
 108 Dry the water, dry the water.



1. Who is the first person that is called in the poem?



2. What effect has the poet created by repeating the phrase 'Fire, fire!'?



3. Can you order the events of the poem using the numbers 1-4?

- houses are burning
 London's burning
 bread is burning
 streets are burning

CHALLENGE:

Can you write another verse of the poem, following the same pattern?

Fire, fire! Fire, fire!
 Pour on water, pour on water.

BLUE

GREEN



Kyle has written the sentences below.

Toby woke up on friday. he
had to deliver the papers to
mr pepys.

Explain his mistakes.

COMMON NOUN OR PROPER NOUN?

A common noun is a naming word that is used for a person, animal, place or thing that doesn't have a specific name. It does not start with a capital letter.

For example: boy, fire, shop or diary.

A proper noun is a specific name for a person, place or thing. It always starts with a capital letter.

For example: Toby, London, Mr Pepys.

COMMON NOUN OR PROPER NOUN?

A noun is a naming word that represents a person, place or object.

a person

boy
girl
man
master
lady

a place

street
house
shop
bakery
church

an object

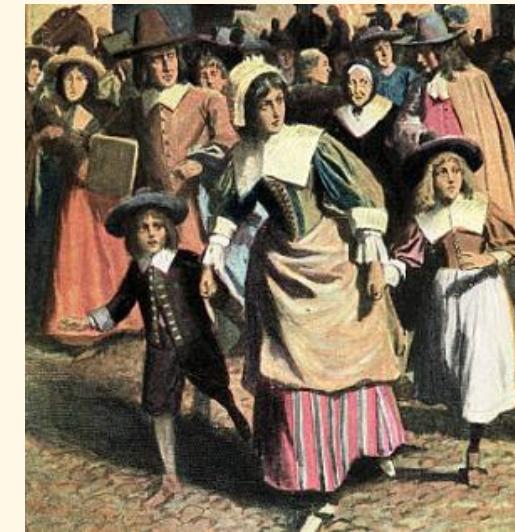
bucket
water
diary
ladder
horse

COMMON NOUN OR PROPER NOUN?

A common noun is a naming word for a person, place or object that not have a specific name.



buckets



people

It does not start with a capital letter, unless it is at the start of a sentence.

COMMON NOUN OR PROPER NOUN?

A proper noun is the specific name of a person, place or object.

Each of these people have a name that is specific to them.



Toby



Master



**Samuel
Pepys**

A proper noun always starts with a capital letter.

COMMON NOUN OR PROPER NOUN?

Which of the words below are proper nouns?

Mr Pepys

Toby

boy

street

diary

London

COMMON NOUN OR PROPER NOUN?

Some words can be used as a common noun or a proper noun.

Toby has a man who is his **master**.



"Toby! Get
up!" shouted **Master**.



COMMON NOUN OR PROPER NOUN?

Jayden has written the sentence below.

There are lots of people in the **S**treet.



I've used a capital letter for the
proper nouns in this sentence.

Is Jayden correct? Explain how you know.

Tuesday 13th January TBAT: recognise common and proper nouns

TBAT: punctuate sentences correctly

Sort the words in the word bank into common and proper nouns.

Common Nouns

Proper Nouns

1. London

2. master

3. diary

4. blanket

5. paper
shop

6. candle

7. Mr
Pepys

8. room

9. Toby

Write 4 sentences using the words above.

Punctuate your sentences correctly. REMEMBER capital letters and full stops

CHALLENGE: Explain what a **proper noun** always starts with. Why is this?

GREATER DEPTH: Explain how sometimes a word can be a common noun or a proper noun.



Common Nouns

Proper Nouns

P.E.

T.B.A.T. develop an understanding of dynamics and how they can show an idea.

YEAR 2

Dance

Lesson 2 - Secret Garden

[Print](#)

A cartoon illustration of a person with dark hair tied back in a purple hijab and a white long-sleeved shirt. They are wearing dark grey pants and are in a dynamic pose, one leg bent and the foot held high. A blue shadow of the person is cast on the blue background to the right. To the left of the person is a grey circular icon containing a speaker symbol, indicating a sound file.

T.B.A.T. develop an understanding of dynamics and how they can show an idea.

10
Mins

Warm Up and Introduction

Garden creatures:

- A** Q: Why do we use counts in dance? *To know which actions to do when and to stay in time with the music and with other people.*
- B** Sit pupils in a circle and introduce a clapping rhythm. Clap hands together twice, then slap hands on legs twice: clap, clap, slap, slap. Count with the pupils, 1, 2, 3, 4 (clap 1, clap 2, slap 3, slap 4).

Repeat the rhythm several times.

- C** Pupils suggest creatures that they might find in the garden. When pupils slap their legs, they say the name of a garden creature e.g. clap, clap, then whilst performing slap, slap, the pupils say 'spi-der' or 'lady-bird'. Whole class to perform the rhythm and allow each pupil to take a turn to say their garden creature.

Continue to join in the clapping rhythm whilst taking turns to say your creature name on the slap action.



T.B.A.T. develop an understanding of dynamics and how they can show an idea.

Warm Up

Busy bees:

Recap the bees dance performed in the previous lesson.

- A** Pupils find a space. Play the music and count pupils in, beginning by balancing on the spot for 8 counts.
- B** Next, pupils to perform 8 counts of actions on the spot e.g. jumping, spinning, wiggling.
- C** Next, pupils travel around the space for 8 counts e.g. jumping, sliding, crawling, skipping.
- D** Repeat the three different actions: balance, movement on the spot, travel.

Teacher note: as pupils do not have their own specific space (hoop) to work in, they will need to negotiate the space between each other and look for their own space to travel into.



T.B.A.T. develop an understanding of dynamics and how they can show an idea.

30
Mins

Skill Development

Introducing dynamics:

A Tell pupils:

- In dance, 'how' we perform our actions (dynamics) helps the audience to understand the story, character or emotion we are trying to show.
- For example a dance about a snowflake might use a spinning action, how the action is performed e.g. gently, softly, gracefully, will help the audience to know the dance is about a snowflake.
- It wouldn't use heavy or robotic spinning.

B Show pupils an action e.g. lifting your arm up in front of you. Tell them that this is our action, (what we do), explore how to perform the action (the dynamics).

Give pupils time to see how many different ways they can perform the action and share ideas. Dynamics for this could include quickly, slowly, gently, heavily, robotically, strongly, fluidly. Highlight that changing how we perform the action has an impact on what it is telling the audience.



T.B.A.T. develop an understanding of dynamics and how they can show an idea.

Garden animals:

Show pupils the garden animals on the visual.

- A** Pupils explore one action for each animal. Example actions: worm: wiggling action, snail: sliding action, butterfly: flapping action, bird: soaring action, frog: jumping action, spider: scurrying action.

Make this harder by thinking of more than one action. Make this easier by completing some of the animals together.

- B** Play the music and call out one of the animals. Pupils perform their action for 8 counts. Repeat this changing animal and prompting pupils as to what is coming next.



[Secret Garden dance L2](https://getset4education.co.uk/secret-garden-dance-l2/)
(getset4education.co.uk)

T.B.A.T. develop an understanding of dynamics and how they can show an idea.

Adding dynamics:

A As a class, talk through the dynamic words on the visual, pupils to discuss and then decide which dynamic they are going to use for which animal. Example actions and dynamics:

- worm: wiggling action, pulsing dynamic
- snail: sliding action, slow dynamic
- butterfly: flapping action, gentle dynamic
- bird: soaring action, fluidly dynamic
- frog: jumping action, explosive dynamic
- spider: scurrying action, quick dynamic

B Pupils practise each action with their added dynamic.

Make this easier by completing a couple of examples together.

C Play the music and call out one of the animals, pupils perform their action for 8 counts. Repeat this changing animal and prompting pupils as to what is coming next.



LUNCH

MATHS

13.01.26

T.B.A.T. Order from earliest to latest

3 in 3

Colin is reading a book just before going to sleep. What time is it?

1. Choose the more likely time.

eight o'clock

four o'clock

2.

What time is shown?

quarter past
seven

quarter past
three



3.

What time does the clock show?



13.01.26

T.B.A.T. Order from earliest to latest

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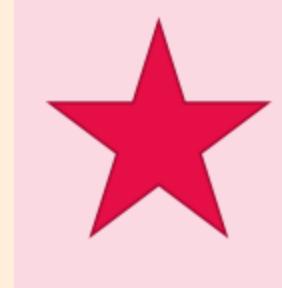
hour



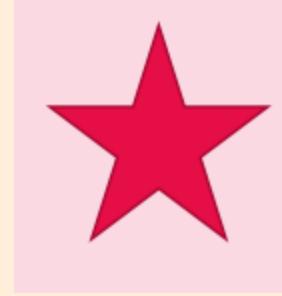
hour hand



scale

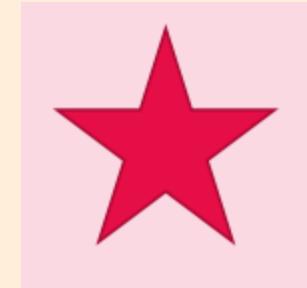


minute



minute hand

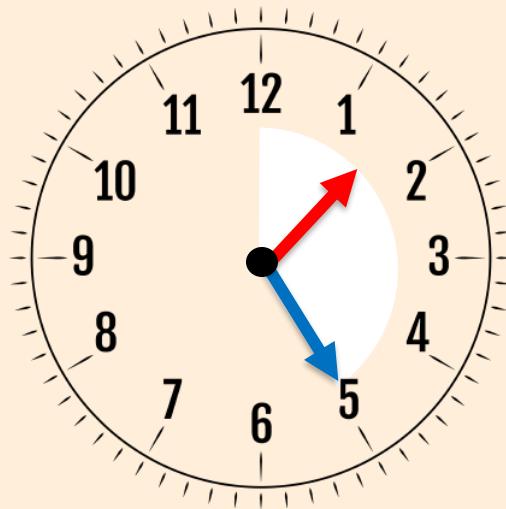
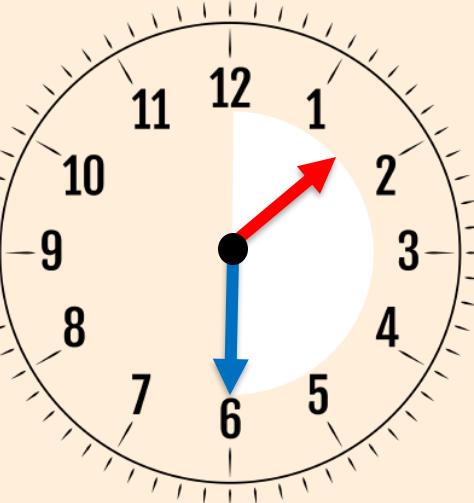
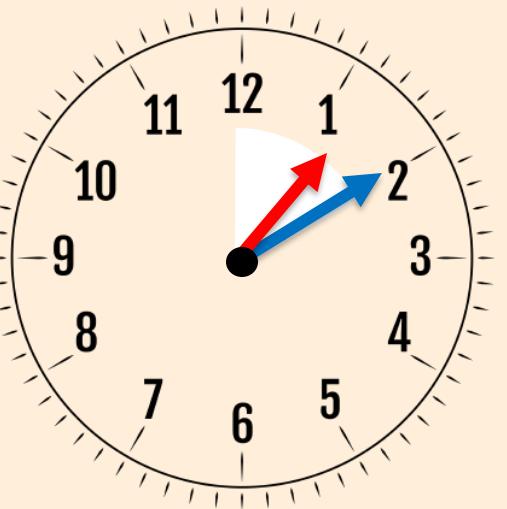
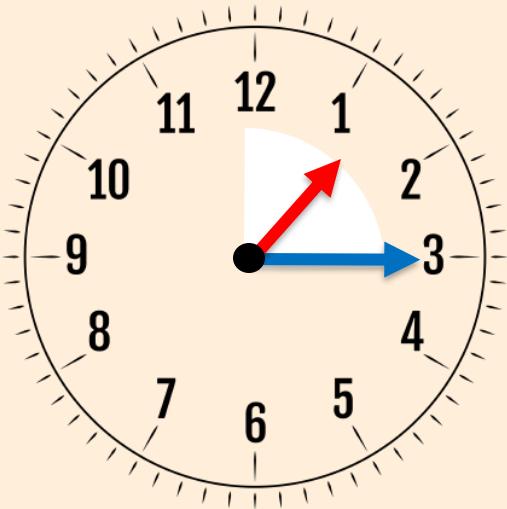
to



quarter to

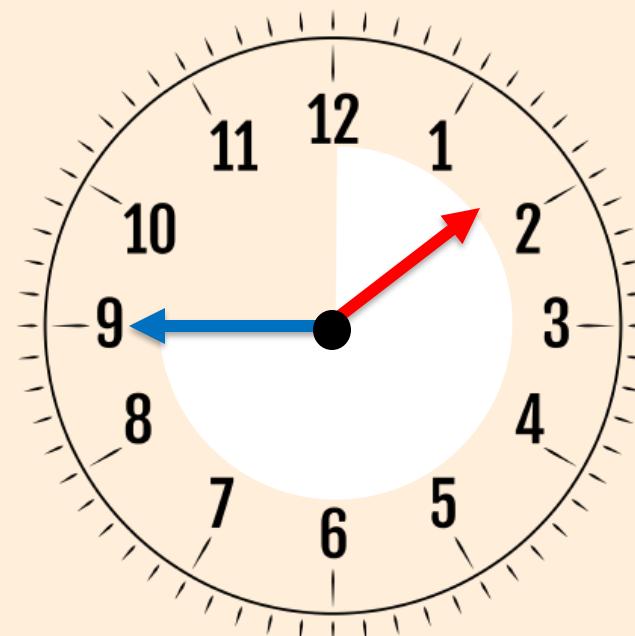
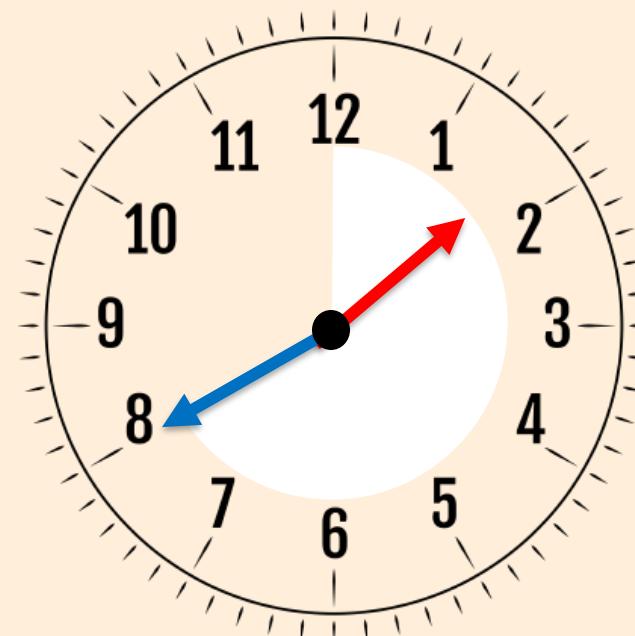
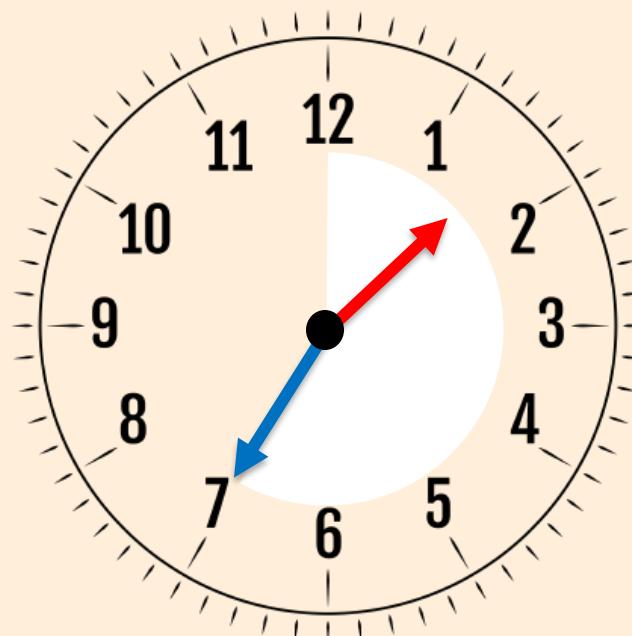


Write down the times shown on the clocks



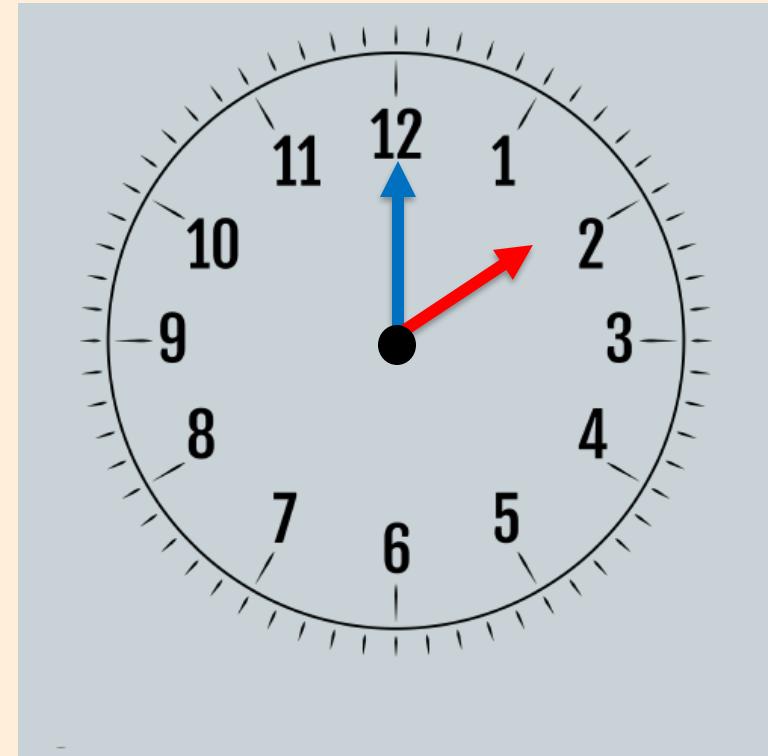
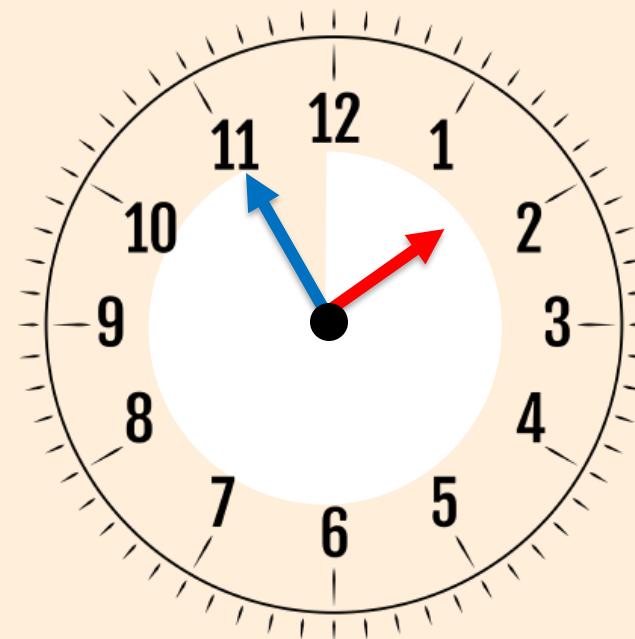
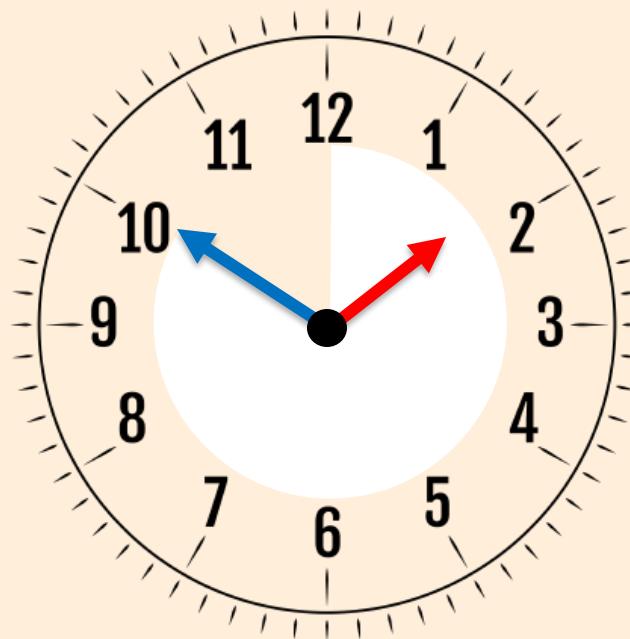
What times do the clocks show?

- How do you know?

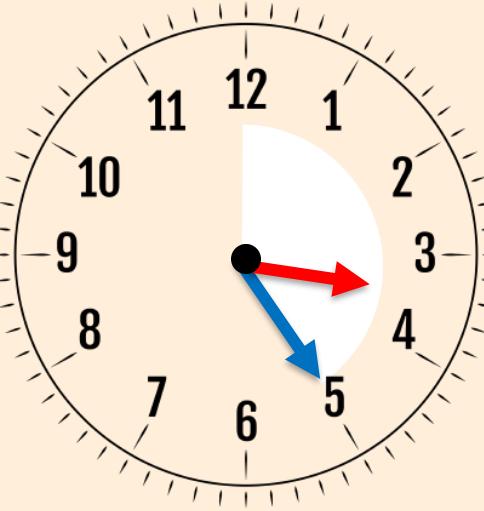
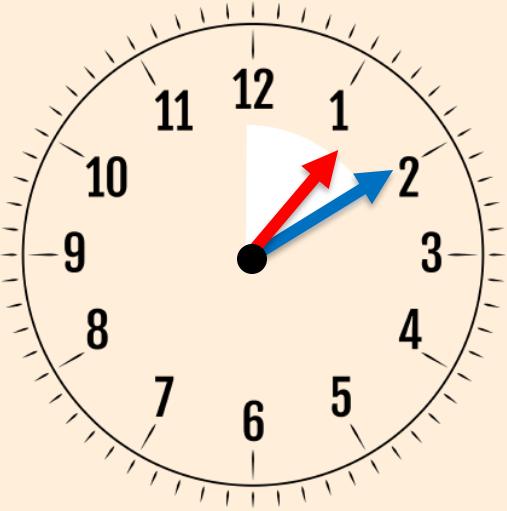
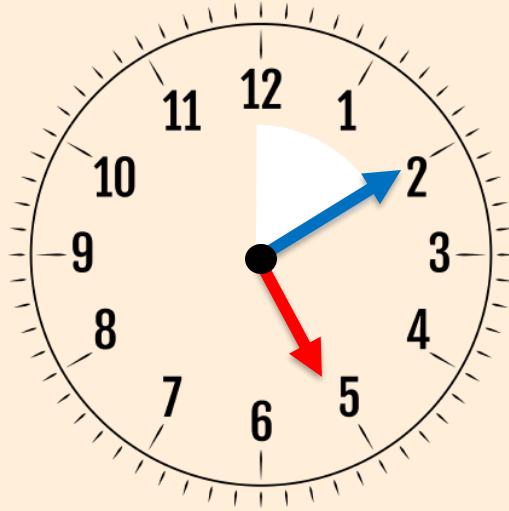
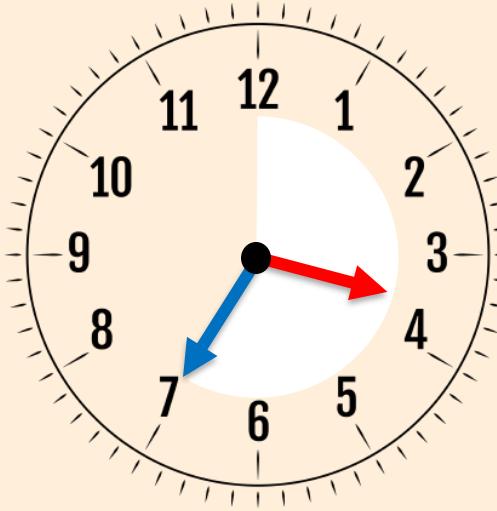


What times do the clocks show?

- How do you know?



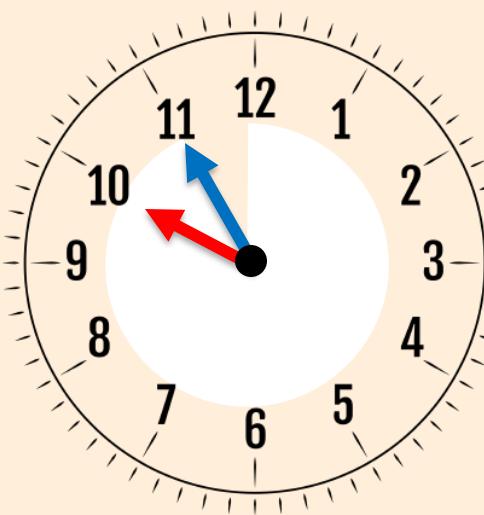
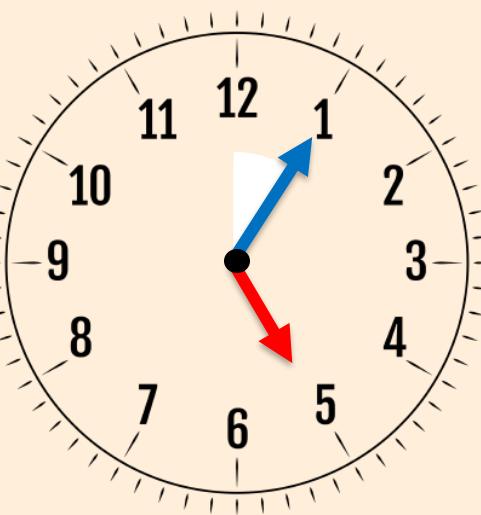
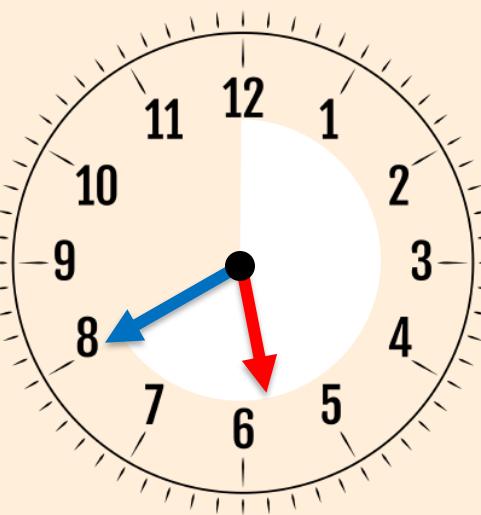
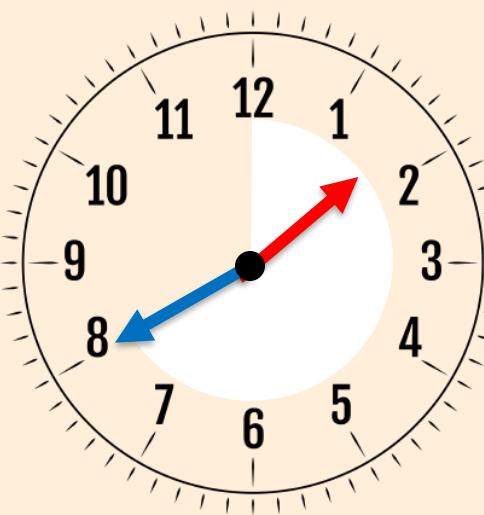
What times in the afternoon do these clocks show?



- Put them in order from earliest to latest.

Ordering time

- Here are four clocks showing different times in the afternoon.
- What times are they showing?
- Put them in order from earliest to latest.



Here are six clocks showing times in the afternoon.

Can you order the clocks from earliest to latest?



Challenge

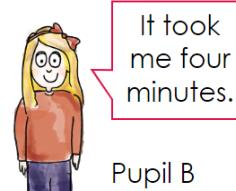
Three pupils raced around the playground

- Who came first in the race?
- How long did it take the winner to run their race?
- Who came second?
- Who came third/last?



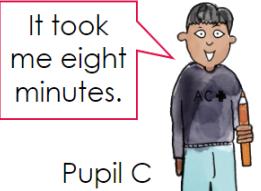
It took me six minutes.

Pupil A



It took me four minutes.

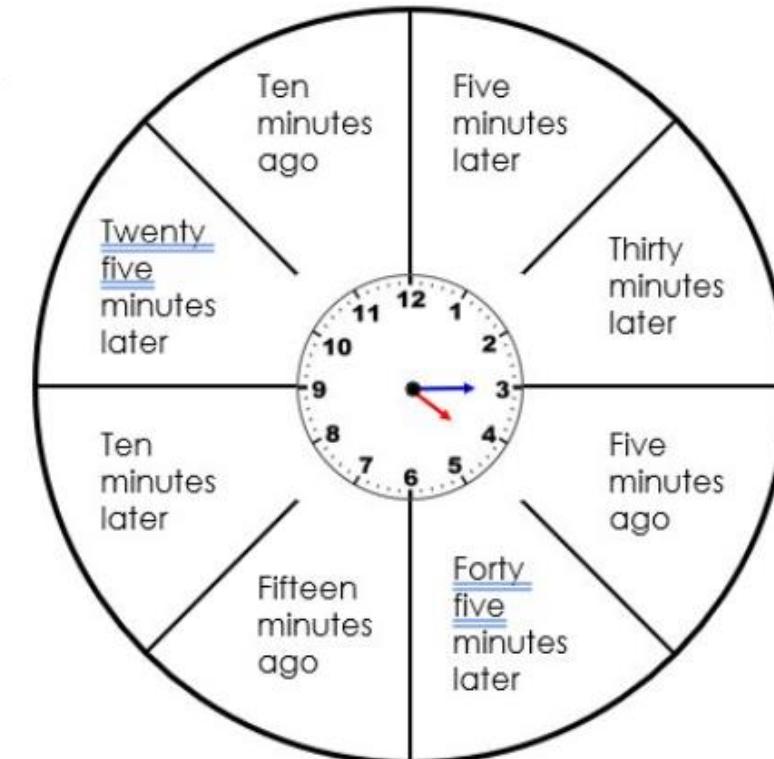
Pupil B



It took me eight minutes.

Pupil C

Greater Depth



COMPUTING
INVESTIGATORS

T.B.A.T. compare data using tally charts.

Counting and comparing data



Starter quiz

1 How can you find out how many objects there are in a group? (Tick **1** correct answer)

- make a guess
- ask someone to help you
- count them

2 Sam has 7 pens, Lucas has 2 pens and Jun has 4 pens. Who has the most pens? (Tick **1** correct answer)

- Sam
- Lucas
- Jun

3 Sam has 7 pens, Lucas has 2 pens and Jun has 4 pens. How many pens are there in total? (Tick **1** correct answer)

- 7
- 4
- 11
- 13

Keywords

data

tally

How many elephants can you see?



Andeep

There are four elephants.

How many tigers can you see?

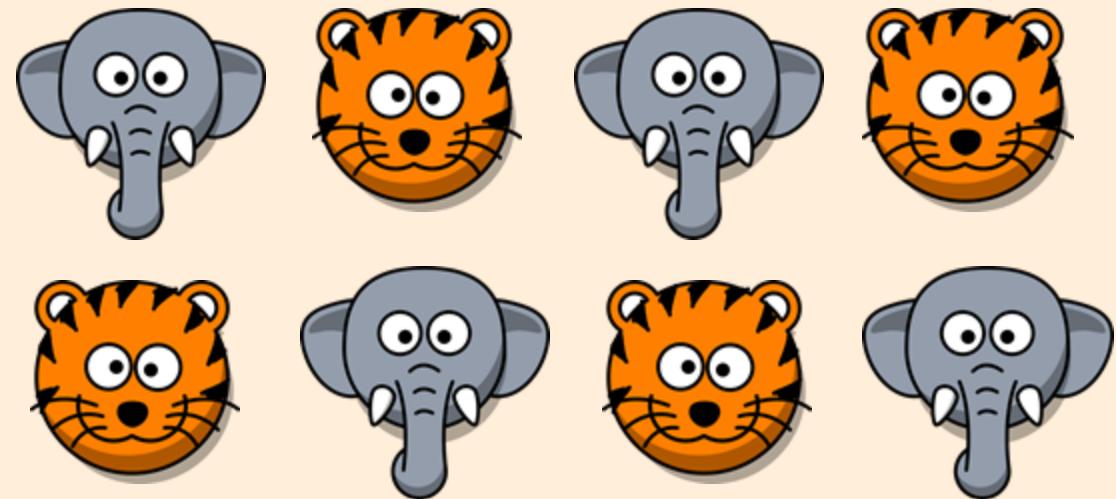


Sam

There are eight tigers.

It is easy to count small numbers of objects quickly.

When there is a much larger number of objects, or more than one type of object, you need an easy way to record the **data**.



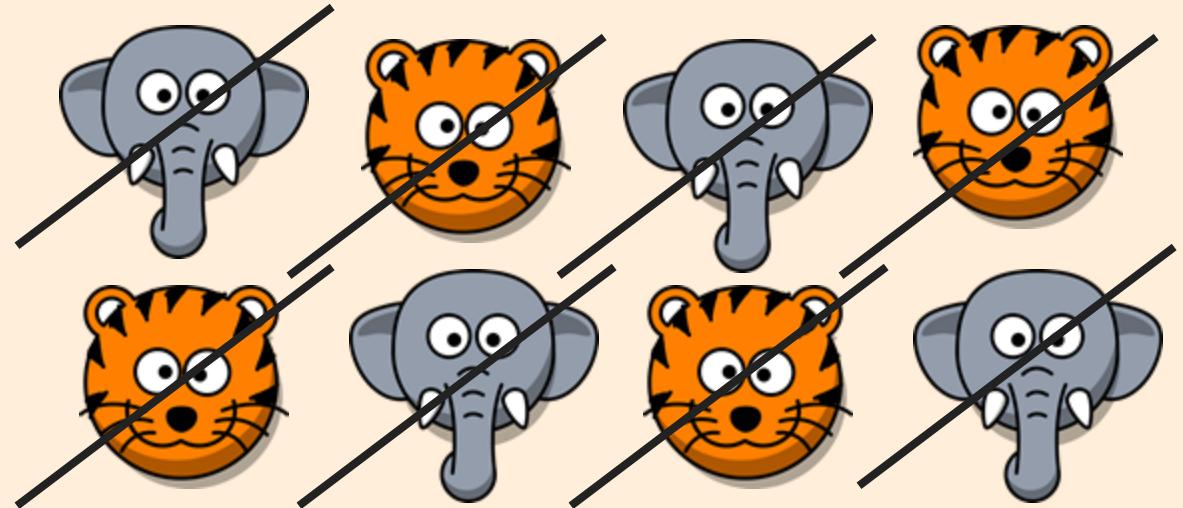
Data can be letters, numbers or pictures that have been collected.

The **data** you have collected so far is how many tigers and how many elephants you can see.

You can record your **data** with **tally** marks.

Each time you count an object, you put a mark in the table.

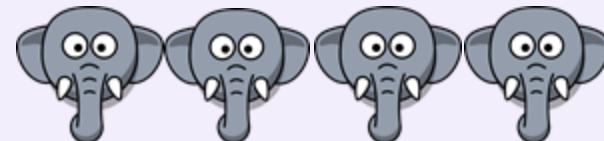
You can cross off the animals as you put the mark in the table.



	Tally	Total
elephants		4
tigers		4



How many animals are shown?



a

||||

✓

b

||

c

|||

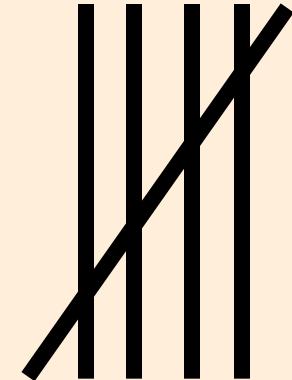
Tally marks are a quick way to record **data**.

They can be recorded easily using a pen and paper.

Animal	Tally	Total
elephants		4
tigers		4

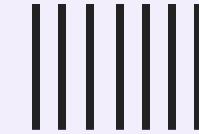
If there are five of an object, you change the way you add the fifth **tally** mark.

This will give you neat groups of five in the **tally** chart.



True or false?

These **tally** marks show the correct way to count seven objects.



True



False



Why?

You record counts of five with a diagonal line to make it easier to find the total.



Task A

Record data in a tally chart

Create a **tally** chart to find out how many animals are on the farm.

cows



pigs



chickens



sheep



Animal	Tally	Total
		
		
		
		

Task A

Record data in a tally chart



Feedback



||||



||||| / ||| ||



|||| |



||||

[worksheet.pdf](#)

When you collect **data**, you can use it to find answers to important questions.

- How many pupils in the class have hot school meals?
- Which film would the class prefer to watch?
- How many people are going on the school trip?

How many pigs are on the farm?

There are 12 pigs on the farm.

Animal	Tally	Total
		4
		12
		6
		5

Using the **data** collected on a **tally** chart, you can quickly find which object has been recorded the most or the least.

True or false?

You can use **tally** charts to see what is the most or least popular object.

T

True



F

False

What animal does the farmer have the fewest of?

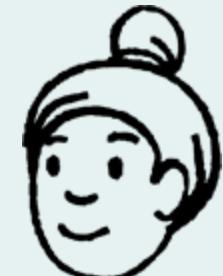
There are only four cows on the farm. That is the smallest number.

Animal	Tally	Total
		4
		12
		6
		5

Which animal does the zoo have the most of?

Animal	Tally	Total
		7
		8
		5
		4

The zoo has eight tigers.
That is more than the
other animals.



Andeep

Task B

Compare data on a tally chart

The class voted for their favourite animal.

Animal	Tally	Total
		
		
		
		

Which animal had the most votes?

Which animal had the fewest votes?

Which animal had more votes than the tiger?

The class voted for their favourite animal.

Animal	Tally	Total
		12
		8
		6
		4

Which animal had the most votes?

elephant

Which animal had the fewest votes?

zebra

Which animal had more votes than the tiger?

elephant

Task B

Compare data on a tally chart

The class voted for their favourite animal.

Animal	Tally	Total
		
		
		
		

Which animal had fewer votes than the leopard?

Which animal got eight votes?

Which animal got two more votes than the zebra?

The class voted for their favourite animal.

Animal	Tally	Total
		12
		8
		6
		4

Which animal had fewer votes than the leopard?

zebra

Which animal got eight votes?

tiger

Which animal got two more votes than the zebra?

leopard

Data can be letters, numbers or pictures that have been collected.

You can record your **data** with **tally** marks. When you count five items, you record it with a diagonal **tally** mark.

Using a **tally** chart, you can quickly see the most or least popular item.

ART

T.B.A.T. Explore expressive painting and colour mixing

Art

1. Name the three primary colours
2. The artist we looked at last week, Marela Zacharias, focused on:
a) clay models b) canvas paintings c) sculptures
3. What do you think the term 'expressive painting' means?

CHALLENGE: Can you name the secondary colours and say how each are made?

T.B.A.T. Explore expressive painting and colour mixing



[Expressive Painting & Colour Mixing \(accessart.org.uk\)](https://accessart.org.uk)

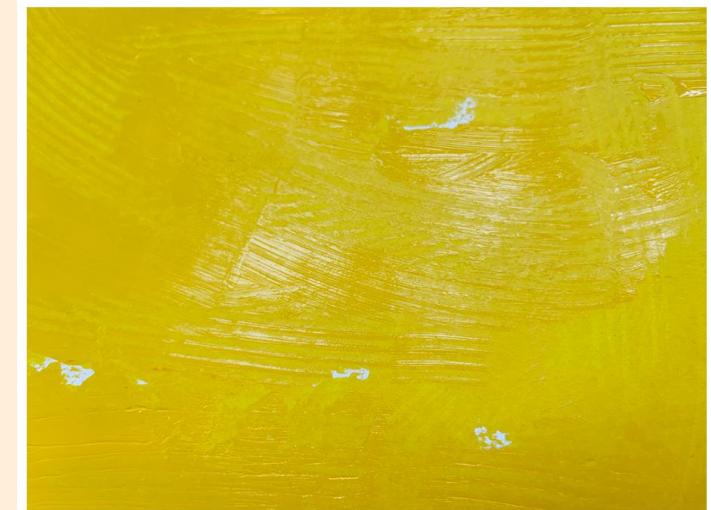
To Begin

Gather a selection of found and made “tools” to help children explore how they might apply paint to a page. Involve the children in this process so that they can practise creative thinking skills right from the start. Make sure each table has enough tools for all the children to use, and because they will be using them with different colours, try to have a few of each (ie. 20 or so cut pieces of card, 10 sticks etc).



Stage One – Primary Colours and Expressive Mark Making

In the first instance, use cut pieces of cardboard (see tools above) to “drag” paint across the page to create sheets painted with red, yellow and blue. Use the colour names and remind children these are primary colours. Using the card to apply the paint will save paint, and result in interesting painted surfaces. Each child should then have one A4 sheet painted with each primary colour. It’s not important to paint right to the edge but try to get the children to covers as much of the sheet as possible.



Next, when the sheets are dry (and the first coloured sheet should be dry by the time the third sheet is made), take the other two primary colours and apply paint to the sheet, using the tools above. So for example, on a red sheet, they will make marks with yellow paint and then blue paint.

The aim here is to enable the children to try to “discover”: as many types of mark as possible with the paint. Use the following pointers to guide the exploration:

- Think about the **tool** you are using – what kinds of marks does it make the first time you use it?
- Think about the **different ways you can use** that tool – can you **hold** it in different ways? Apply different **pressure**? Have different **amounts of paint** on the tool?
- Think about the **action** you use... Do you drag, flick, twist, draw, press, dab?
- Think about the **speed** with which you make a mark... Do you move the tool slowly or quickly?
- Does the tool make a **sound** when you paint? Does the sound influence how you use the tool?
- Introduce children to the idea that you can **scratch into wet paint** (for example with wire, twig or end of paintbrush) – this is called **Sgraffito**.
- Introduce children to the idea that you can work with **thick paint and not brush it out** – this is called **impasto**.

The aim of this is not to explore colour mixing, but there may be some accidental colour mixing if areas of the page are still wet, which you can embrace.

By the end of this section each child should have three sheets of paper painted in primary colours, each overlaid with experimental marks made in other primary colours.

