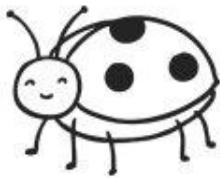


INVESTIGATORS (Miss Horton & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</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)

# REGISTRATION

# 14/01/26

If they feel threatened, ladybirds will bleed from their knees as a warning to predators. The yellow blood is called "reflex blood." It has a strong, horrible smell and taste. Ladybirds also stay safe by having bright colours which warn potential enemies that ladybirds are not at all tasty.



4. Give **two** things ladybirds do to protect themselves.

1. \_\_\_\_\_
2. \_\_\_\_\_

1 mark

According to an old legend from about 500 years ago, in some parts of the world aphids were sucking the juices from farmers' grape vines. The Catholic farmers prayed to Mary, Jesus's mother, for help. Soon the ladybirds came and ate the aphids. The farmers thought their prayers had been answered so they named the helpful beetles after Mary, who is also known as 'Our Lady'. The second part of their name - bird - was given because they can fly like a bird, so they ended up with the name ladybird!



5. Why were ladybirds given the second part of their name - 'bird'?

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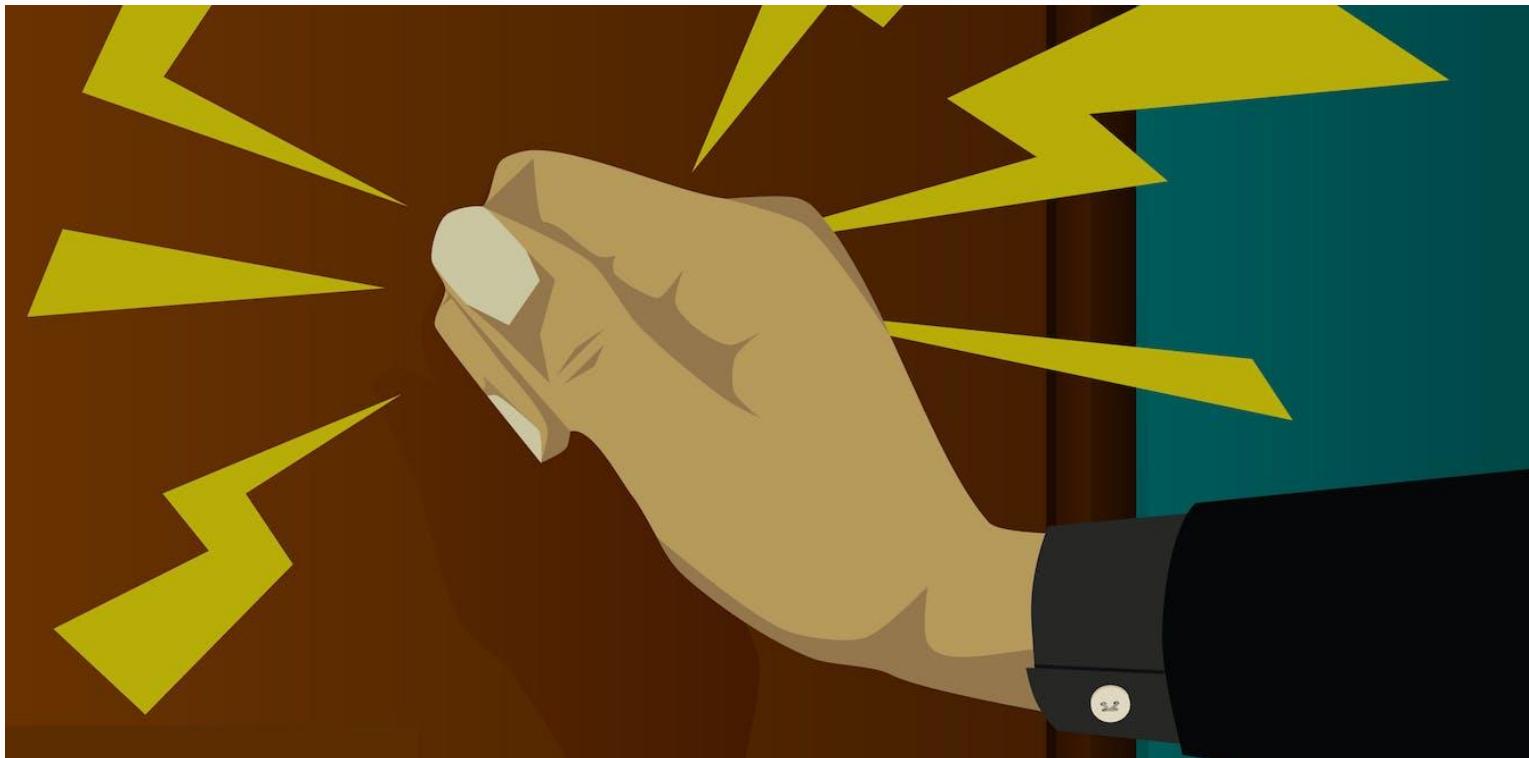
**FINISHED**



# SPELLING

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

# Adding -ed



ed



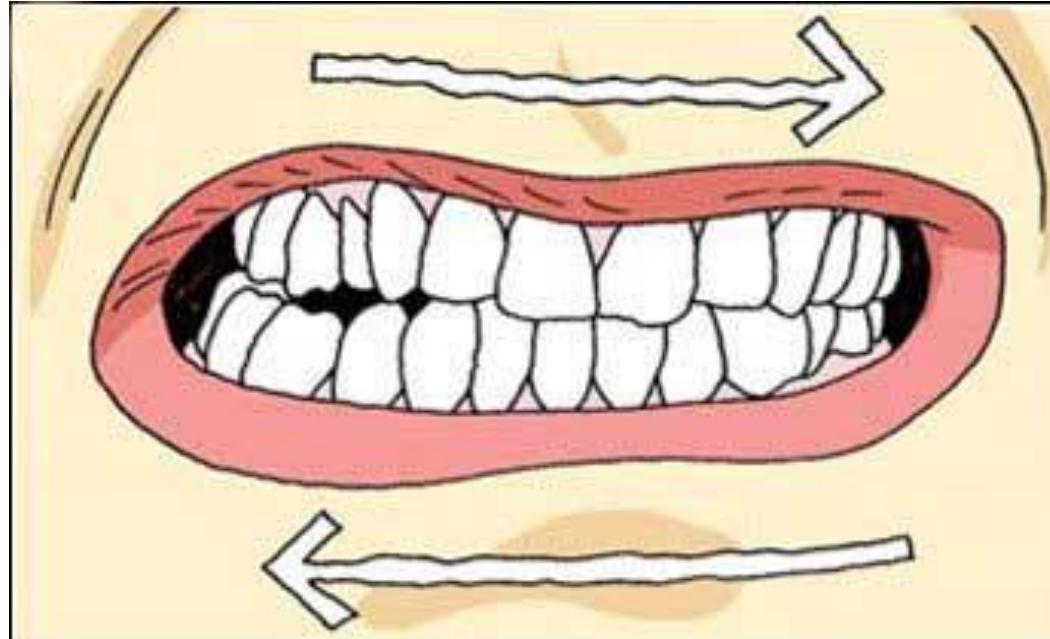
# Adding -ed



ed



## Adding -ed



ed



# Adding -ed

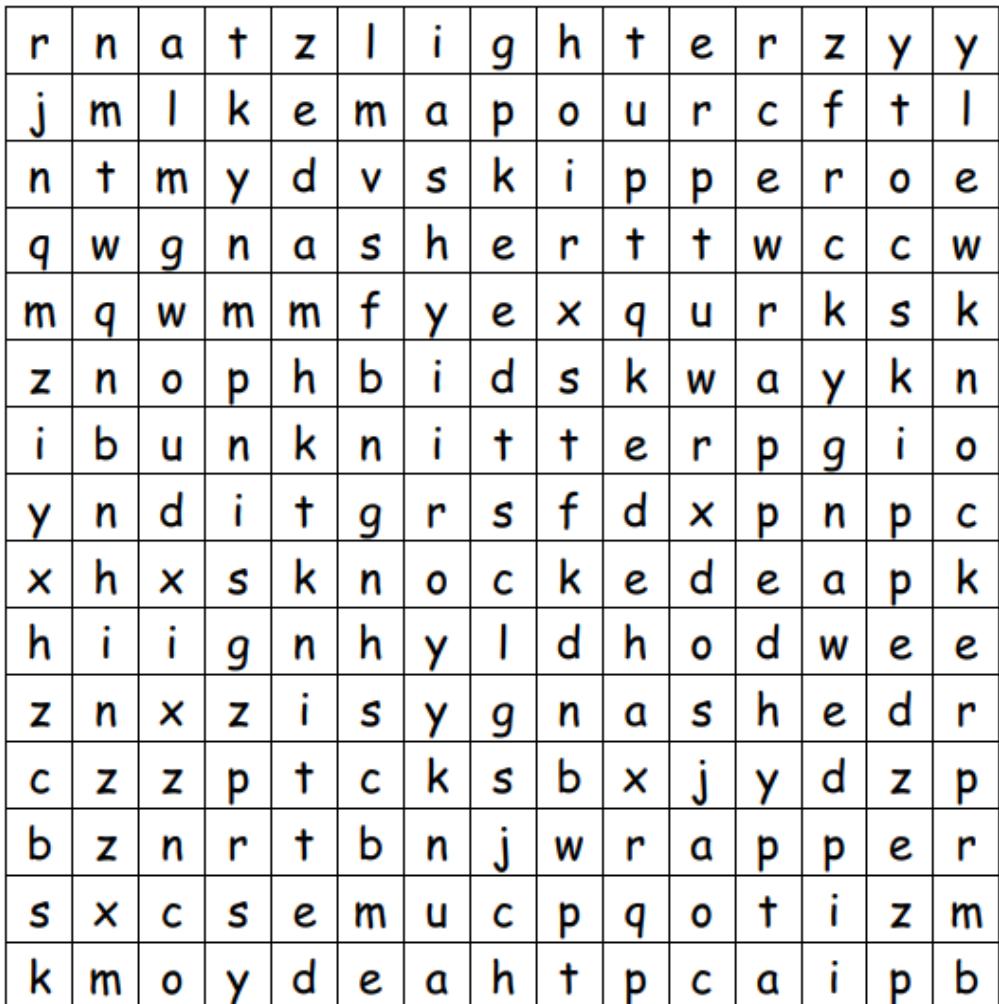


ed



## Double consonants before -er and -ed.

Find the weekly words containing the spelling rule in the wordsearch below.



wrapper

knitted

gnashed

skipper

wrapped

knocker

gnawed

skipped

knitter

knocked

gnasher

lighter

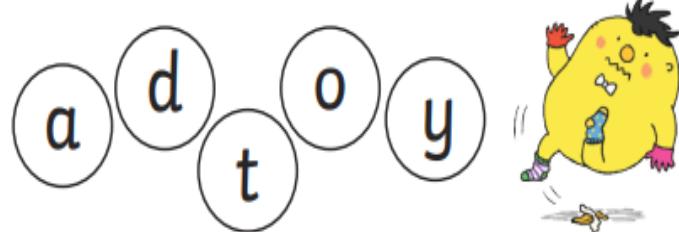
Write a sentence using two of the words from the wordsearch.

LITERACY

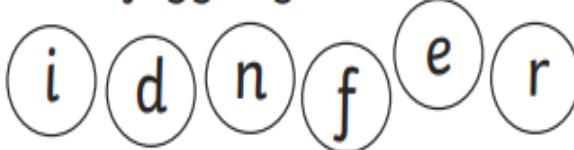
# Wednesday 14th. January

## T.B.A.T. place events in the correct order

Which common exception word, that you might remember from Year 1, has Mr Whoops been juggling with?



Which common exception word, which you might remember from Year 1, has Mr Whoops been juggling with?



Which Year 2 common exception word, has Mr Whoops been juggling with?



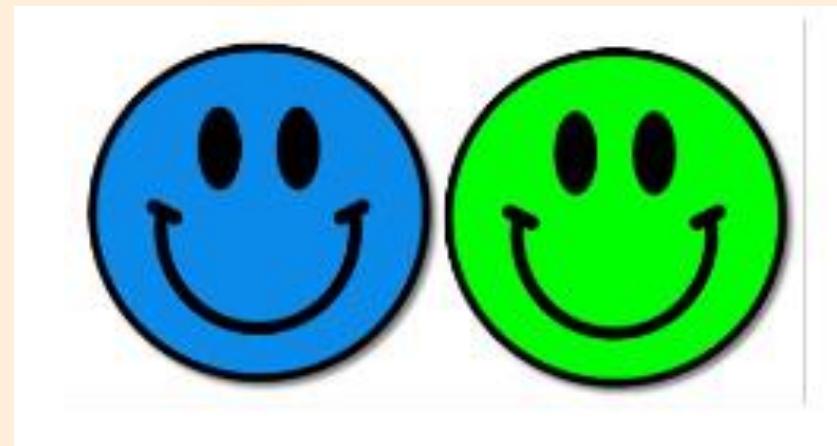
**CHALLENGE:** Write a sentence using one of the words above.

Wednesday 14th. January  
T.B.A.T. place events in the correct order

Re-read the story of Toby to page 14

What has happened so far?

How might Toby have been feeling?



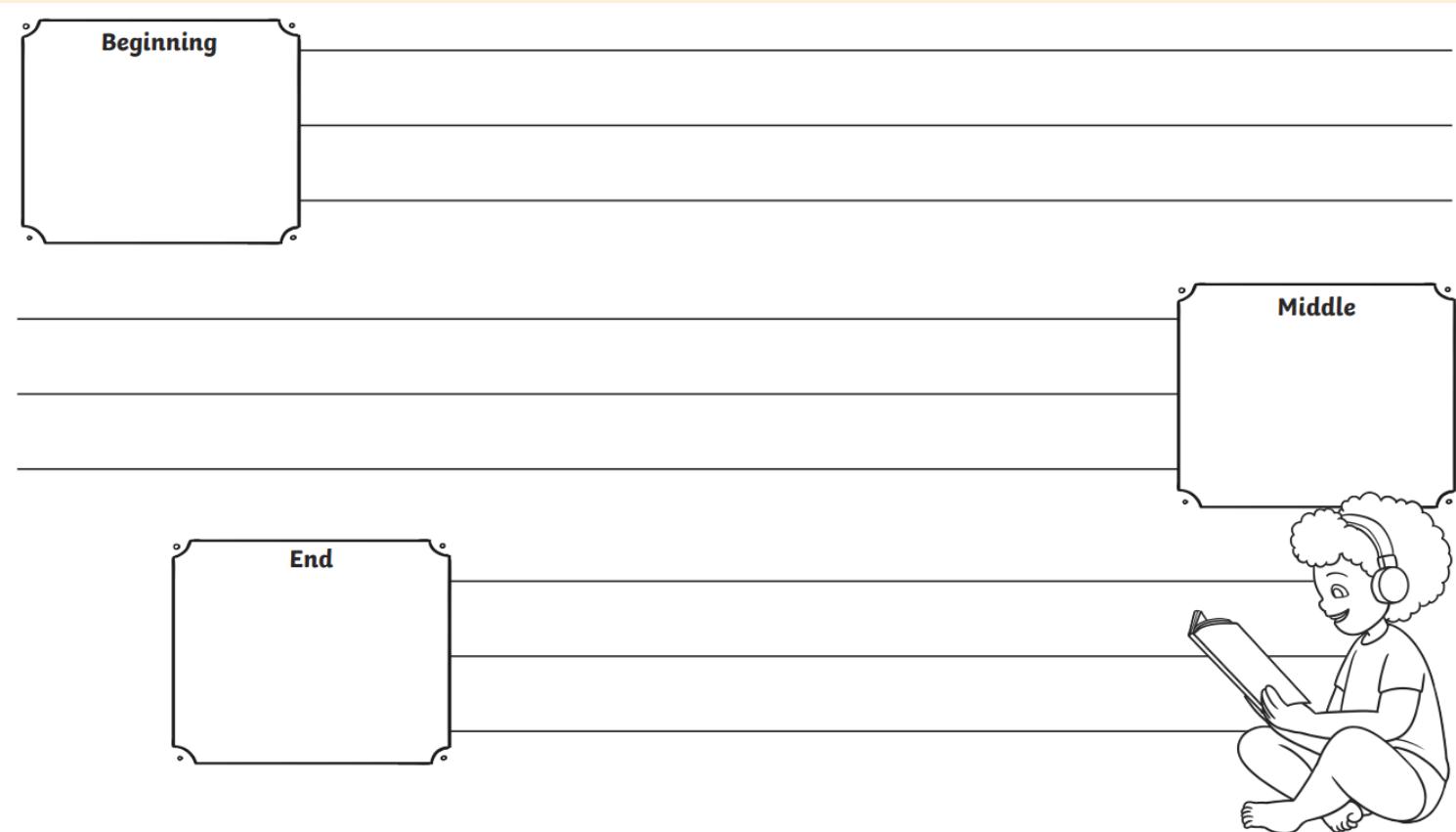
# Can you remember how stories are put together?

Beginning

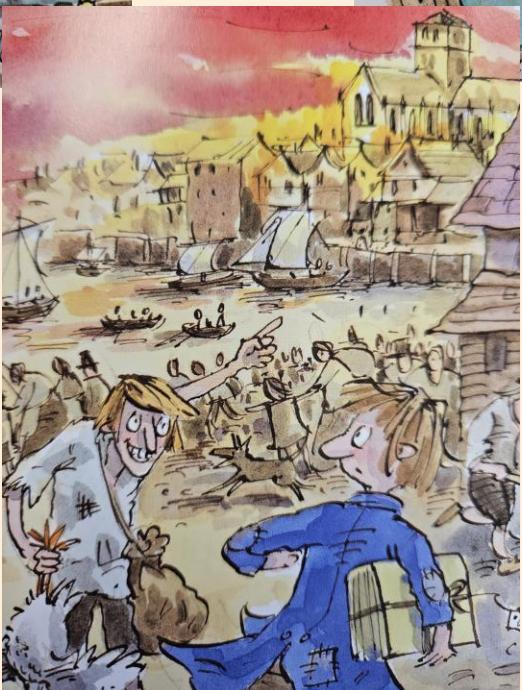
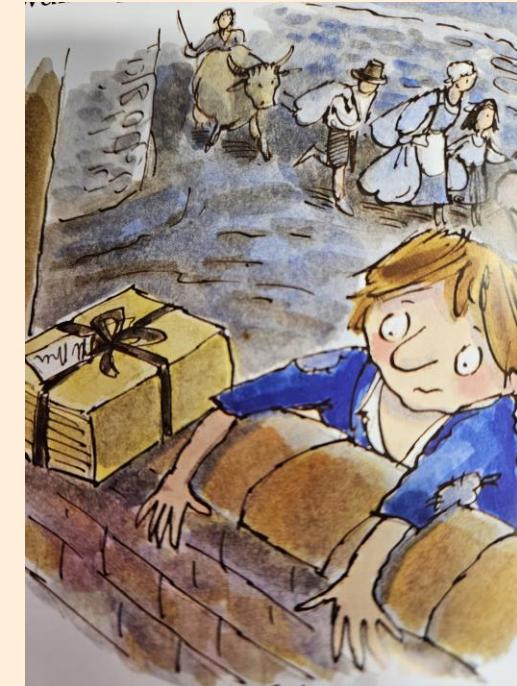
Middle

End

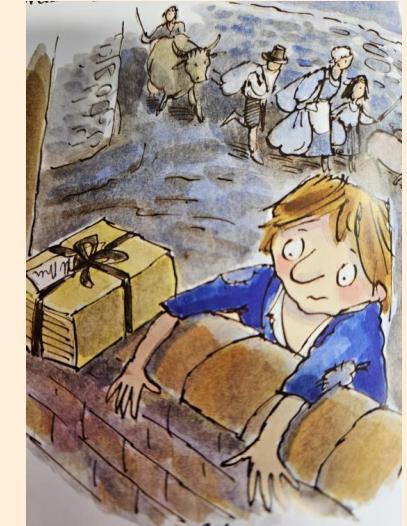
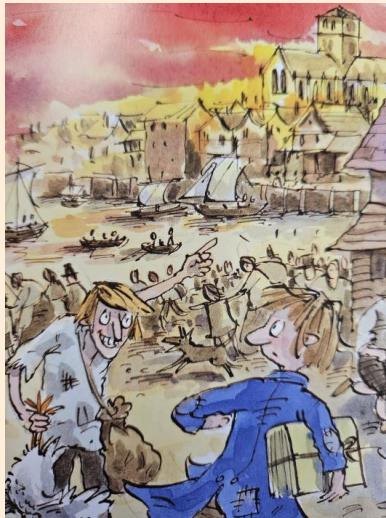
Recap the beginning and middle of our story so far.



# Can you put these pictures into the correct order?



# Now, write 1 sentence about each picture.



Toby	London	papers
asleep	running/ran	climbed
<u>knocked</u>	Samuel Pepys	fire
smoke	diary	master

Each sentence needs a capital letter and full stop.



BREAK

PE

**T.B.A.T. use counts of 8 to help you stay in time with the music.**

YEAR 2

# Dance

*Lesson 3 - Secret Garden*

[Print](#)

A cartoon illustration of a person with a purple hijab and a white shirt, sitting on a blue mat and stretching their legs. The person is barefoot and has a smile on their face. The background is a solid blue color.

# T.B.A.T. use counts of 8 to help you stay in time with the music.

10  
Mins

## Warm Up and Introduction

Planting actions:

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.*

- A** Introduce four actions for planting/gardening. These could include stamping, digging, scattering and pouring actions.
- B** Tell pupils they will perform each action for 8 counts, then 4 counts and finally 2 counts. Play the music and count aloud with the pupils as they perform the actions.

Perform your actions to the beat.

Make this harder by not counting aloud. Make this easier by performing actions for just 8 and 4 counts.

# T.B.A.T. use counts of 8 to help you stay in time with the music.

## Warm Up

Round and round the garden:

- A Pupils stand in a space and begin by walking, weaving in and out of each other.

Encourage good posture. Look for space to move into and change direction to avoid others.

- B Order the planting actions from the previous activity. After 8 counts of walking, pupils stop and perform 8 counts of the first action e.g. stamping. Then continue to walk for 8 counts before stopping and performing the next action for 8 counts e.g. digging. Repeat with the final two actions.

Can pupils remember what comes next?

Make this harder by not counting aloud to see who can stay in time.

*Teacher note: count aloud in 8s to help pupils know when to travel and when to change the action.*

# T.B.A.T. use counts of 8 to help you stay in time with the music.

30  
Mins

## Skill Development

Matching and mirroring:

- A** Tell pupils that in dance we use matching and mirroring to make our dance look interesting. Demonstrate each of these terms using simple actions with a pupil.
  - Matching: performing the same action at the same time e.g. both extending left arm.
  - Mirroring: reflecting the movements of another person as if they are a mirror image.
- B** Using the four actions from the warm up, in pairs pupils perform each action for 4 counts. The first time they perform the actions matching each other e.g. using the same leg/arm etc. at the same time.

Count in together so that you know when to start.

- C** Pupils perform the four actions again for 4 counts mirroring each other.

Make this easier by allowing pupils to stand face to face to do this.

# T.B.A.T. use counts of 8 to help you stay in time with the music.

## Over the garden wall:

- A** Tell pupils they are going to be creating a dance about two gardeners who see each other over the garden wall. Pupils use the planting actions they have learnt to create 16 counts which must include matching and mirroring. They can order the actions in any order.

Think about the dynamics of each action e.g. stamping heavily, digging slowly, scattering explosively, watering smoothly.

Make this harder by allowing the pupils to choose their own actions.

- B** Allow pupils time to practise.

## Performing the dance:

Sit half of the class at the front as the audience. Audience watch, then they change over. Audience to provide feedback to the performers thinking about the key words used in the lesson. Encourage language such as 'using counts of 8,' 'using interesting actions', 'matched each other on the watering action'.

Sit quietly whilst watching. Show respect for others by clapping at the end of the performance. Start with a positive first and then 'even better if....'.

LUNCH

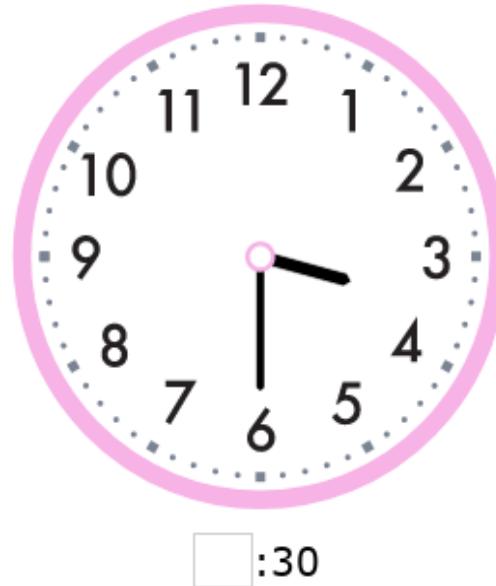
MATHS

14.01.26

## T.B.A.T. Write the time in words

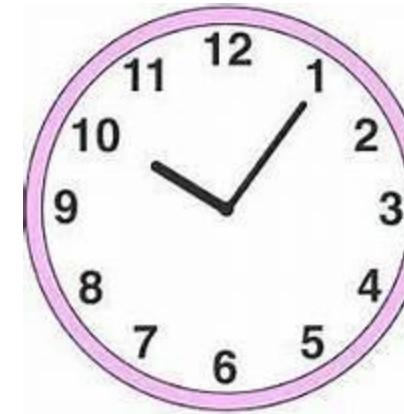
### 3 IN 3

1) What time does the clock show?



CHALLENGE:

2)



10 minutes to  
one

5 minutes  
past 10

3)



quarter past  
two

quarter to  
two

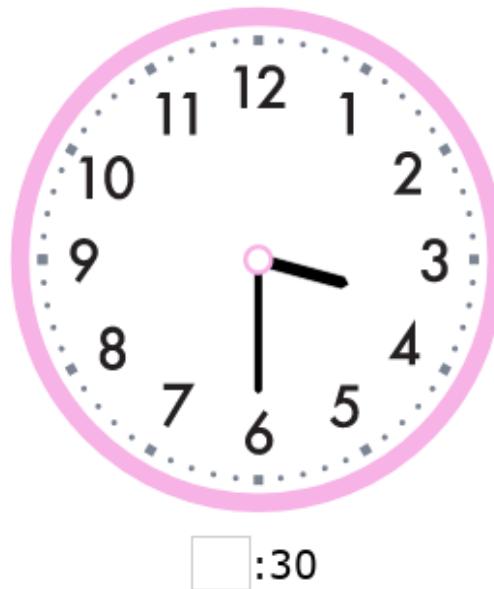
If I went to the library at 4 o'clock and I left at 4.25 p.m. How many minutes did I spend at the library? Explain how you worked it out.

14.01.26

## T.B.A.T. Write the time in words

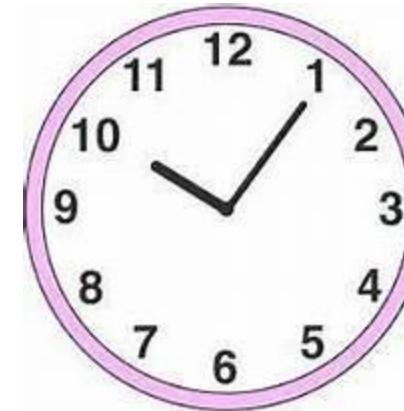
### 3 IN 3

1) What time does the clock show?



CHALLENGE:

2)



5 minutes  
past 10

3)



quarter to  
two

If I went to the library at 4 o'clock and I left at 4.25 p.m. How many minutes did I spend at the library? Explain how you worked it out.

**morning**



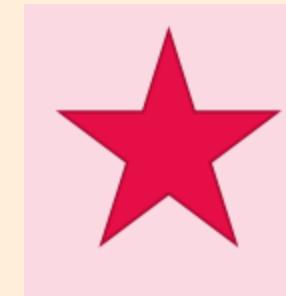
**afternoon**



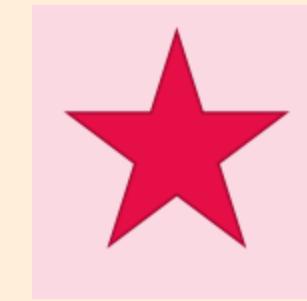
**night time**



**midday**



**evening**



**earlier**

**later**

# How long?



How long does it take to spend a day at school?



How long does it take to walk from the carpet to the table?

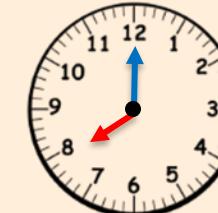
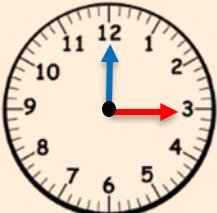
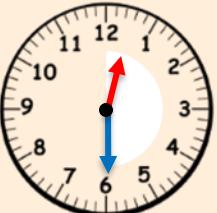
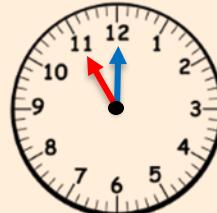
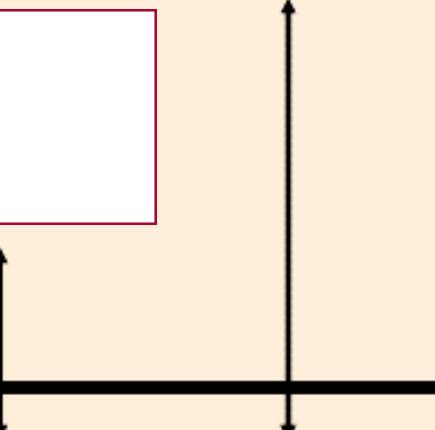
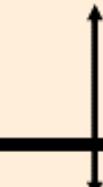
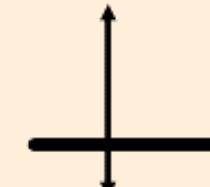
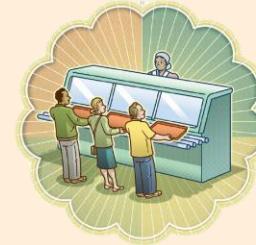


How long does it take to have a good night's sleep?

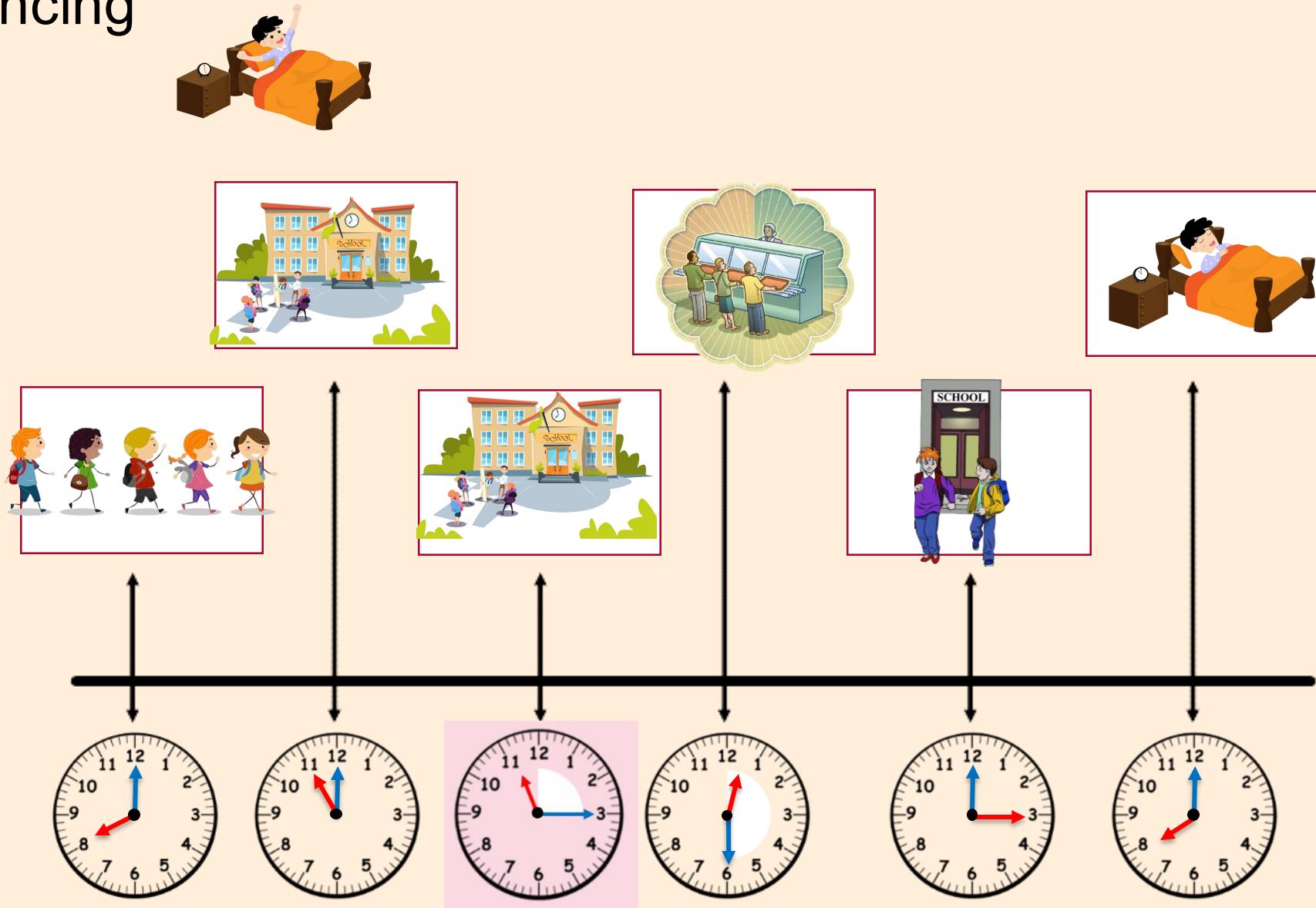
## Think about a usual Tuesday

- What time do you get up in the morning?
- What time do you have breakfast?
- What time do you come to school?
- What time do you have lunch?
- What time do you go home?
- What time do you have dinner?
- What time do you go to bed?

# Sequencing



# Sequencing



# Create your own timeline for a typical school morning

- Together, put the images in the order you do them each day.
- Decide what time you think each event happens.
- Draw the hands on the clock to show that time.



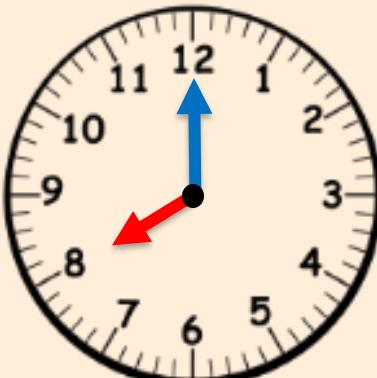
First thing in the morning I get out of bed. This usually happens about seven o'clock.

Next, I get dressed – I think this is about ten minutes after I get up, so about ten minutes past seven.



- morning      midday      afternoon      evening      night time      earlier      later

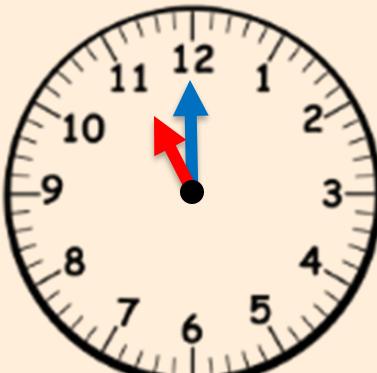
# Write the times in words



\_\_\_\_\_

\_\_\_\_\_

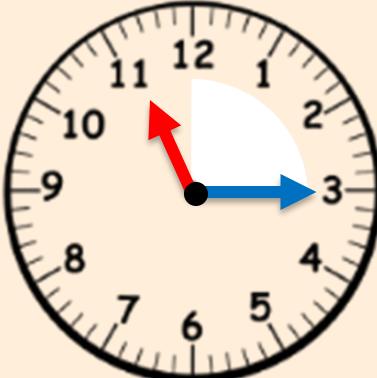
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

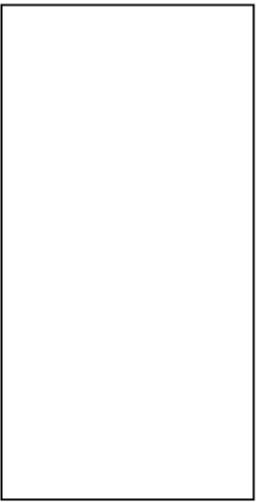
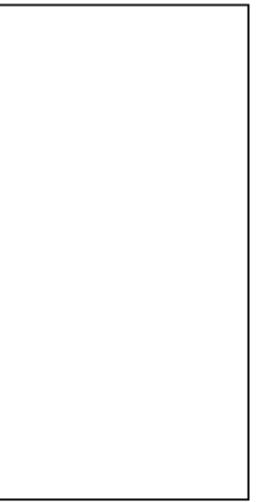
\_\_\_\_\_

## Greater Depth

## Challenge

### What time is it?

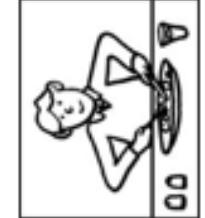
These clocks have each lost a hand. What time could it be? Draw the missing hand and an activity you might be doing at that time.



The time is



The time is



The time is



midday

morning

afternoon

night time

The time is



night time

one year	one minute	seven days	24 hours
60 seconds	about four weeks	12 months	one month
one hour	one week	60 minutes	one day

## Matching time

one year	one minute	seven days	24 hours
60 seconds	about four weeks	12 months	one month
one hour	one week	60 minutes	one day

COMPUTING  
PIONEERS

## 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?

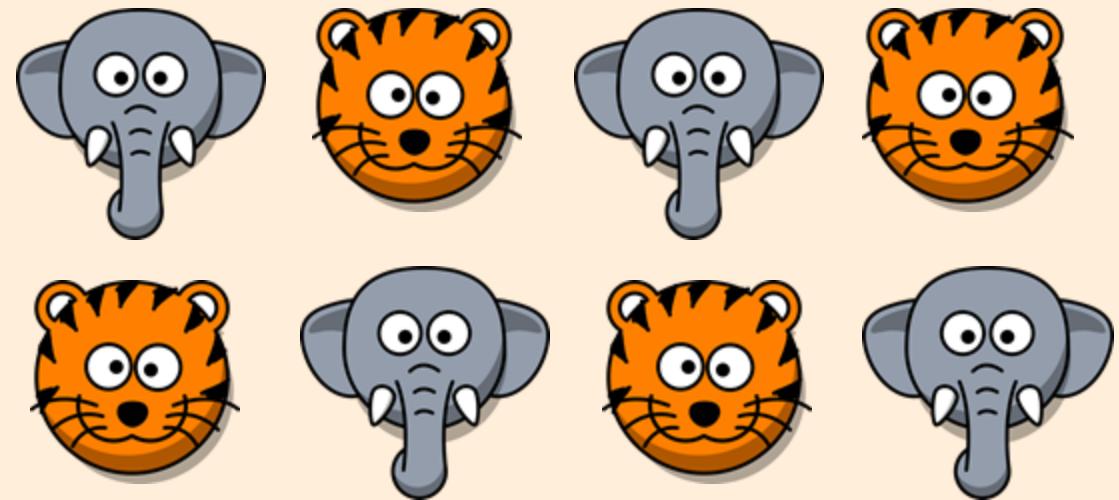


Sam

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**.



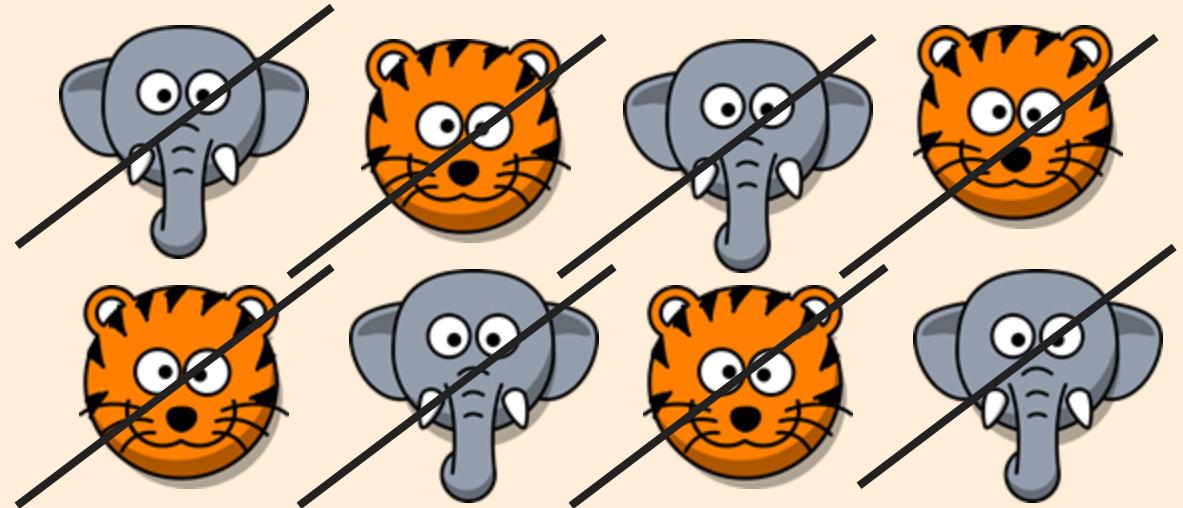
**Data** can be letters, numbers or pictures that have been collected.

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.

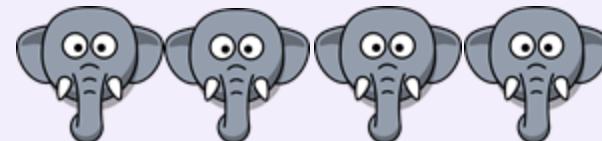
You can cross off the animals as you put the mark in the table.



	Tally	Total
elephants		4
tigers		4



How many animals are shown?



a

||||

✓

b

||

c

|||

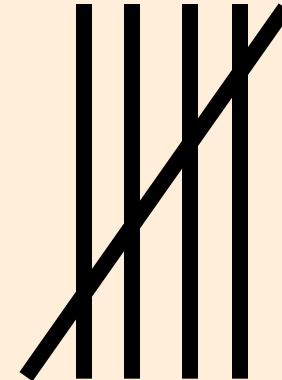
**Tally** marks are a quick way to record **data**.

They can be recorded easily using a pen and paper.

Animal	Tally	Total
elephants		4
tigers		4

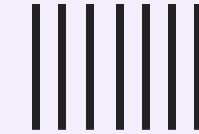
If there are five of an object, you change the way you add the fifth **tally** mark.

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

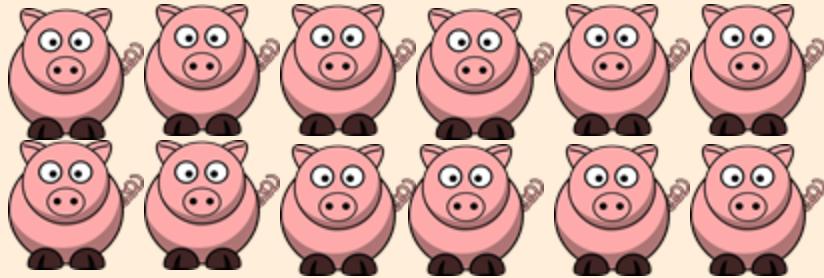
Record data in a tally chart

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?

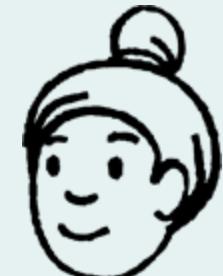
There are only four cows on the farm. That is the smallest number.

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  
INVESTIGATORS

## 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)

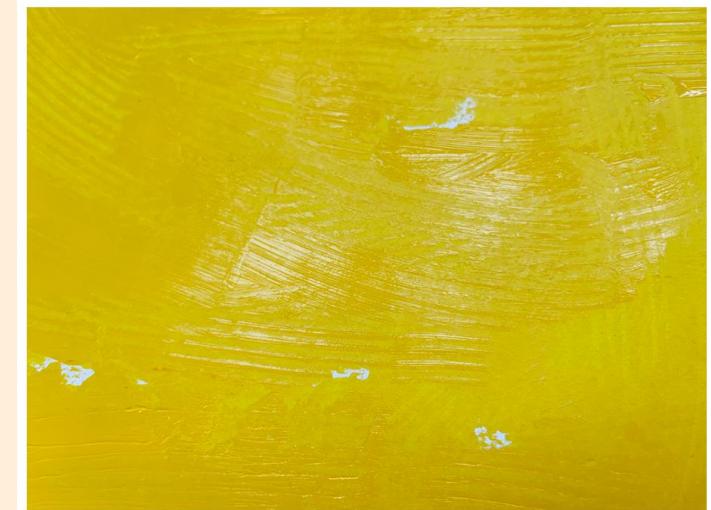
## To Begin

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.

