

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)

## What Is a Ladybird?



Ladybirds are a type of beetle.

They have a hard shell that covers their longer wings.

The shell opens up when the ladybird wants to fly.

Just like all other insects, ladybirds have 6 legs.

Ladybirds are also known as ladybugs or lady beetles.



16/01/26 Morning Challenge  
Answer the questions using your own words.

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## Ladybird Colours and Patterns



Ladybirds can be different colours, such as red, orange, brown, yellow, black, white and grey.

Some ladybirds have spots or patterns but some have no pattern at all.



What do you notice about these ladybirds?  
How are they the same?  
How are they different?

## How Do Ladybirds Keep Safe?



A ladybird's colours help to keep them safe. Their bright colours act as a warning to other animals that they do not taste nice and they shouldn't eat them!

Ladybirds also have another way of protecting themselves. They can release a liquid from their legs that smells and tastes horrible.

What colour is the ladybird in the photo?  
Can you see its little legs?



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## Where Do Ladybirds Live?

Ladybirds live in many places around the world, although not in the cold, polar regions.

They live in gardens, forests, woodlands and fields. They can also live in towns and cities.



Wow! What a lot of ladybirds.  
Why do you think they are all on the grass?

SPELLING

What word is missing from the sentence?

Remember silent letters and double consonants.

I \_\_\_\_\_ on the door to see if my friend was home.

I put the \_\_\_\_\_ in the bin.

The rabbit \_\_\_\_\_ on the carrot.

My grandma \_\_\_\_\_ me a new jumper.

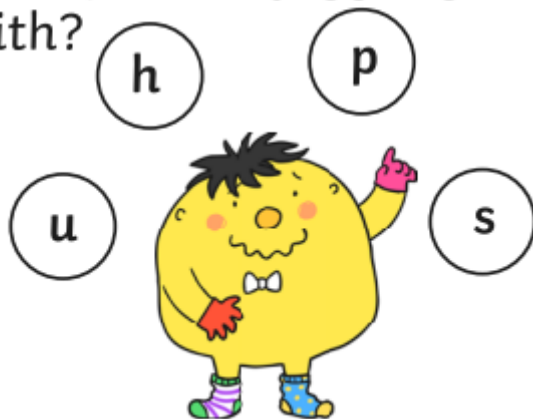
He \_\_\_\_\_ up a present.

LITERACY

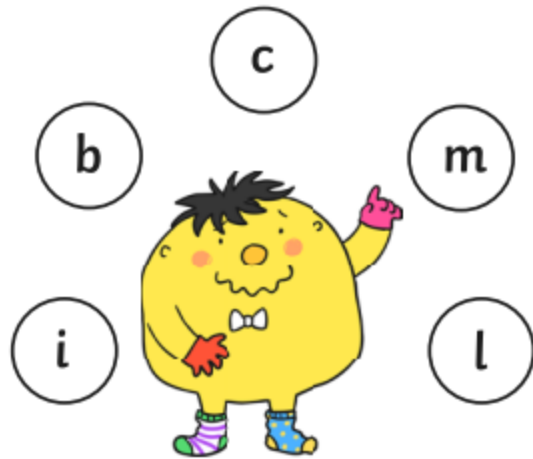
Friday 16th. January

T.B.A.T. write in the first person- diary entry

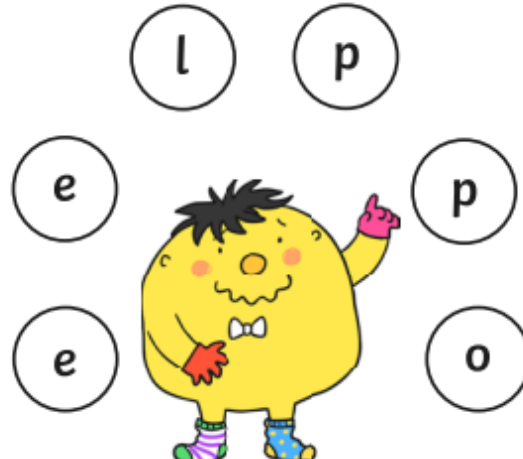
Which common exception word that you might remember from year 1, has Mr Whoops been juggling with?



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



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



**CHALLENGE:** Write a question sentence with one of the Y2 common exception words.

BLUE: What has happened to Toby so far?  
GREEN: How has he been feeling? What might he have been thinking?

Read to the end of page 20



## WHOLE CLASS

As a class create word banks  
about Toby's thoughts, feelings  
and actions

Feelings

Actions/ Events

Thoughts

## WHOLE CLASS

As a class create word banks  
about Toby's thoughts, feelings  
and actions

### Feelings

unsure  
confused  
stunned  
bold  
anxious  
shocked  
relieved  
afraid

### Actions/ Events

- master shouted
- leapt out of bed
- ran quickly out of the house
- saw the fire for the first time
- heading to Mr Pepys' house
- climbed the wall
- delivered the papers

### Thoughts

- Why was he shouting at me?
  - I couldn't believe my eyes when I saw the fire.
- I knew that I needed to run.
- Crazy gentleman

Write a diary as if you are Toby.

Think about his efforts to help during the fire, his emotions and his thoughts

A large, blank sheet of white paper with horizontal lines, resembling a notebook page. The lines are evenly spaced and extend across the width of the page. The paper is slightly offset to the right, showing a small portion of the orange background on the left.

model

MATHS  
End of Unit Assessment

## Complete the sentence:

There are \_\_\_\_\_ hours in one day.

A

12

B

60

C

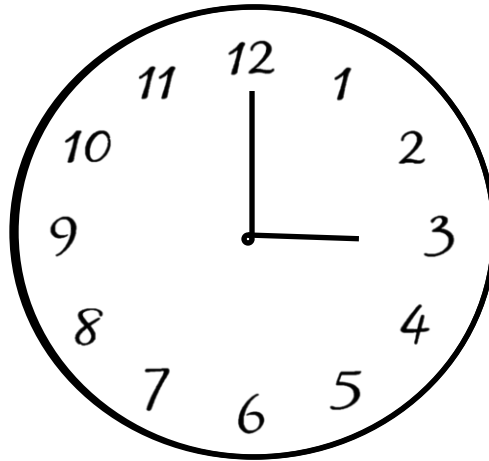
24

D

1

The time now is 3 O'clock.

What will the time be in 60 minutes?



**A**

3 O'clock

**B**

Half past 3

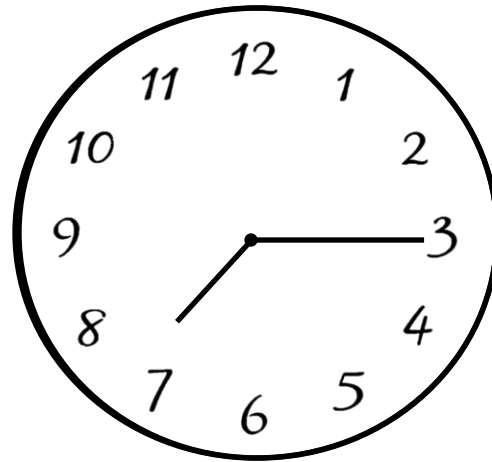
**C**

5 O'clock

**D**

4 O'clock

# What time is shown on the clock?



**A**

Quarter past 7

**B**

Quarter past 8

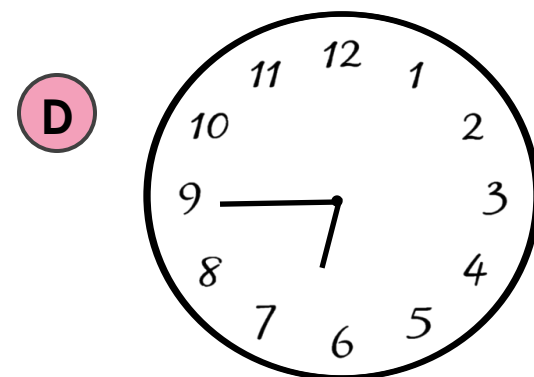
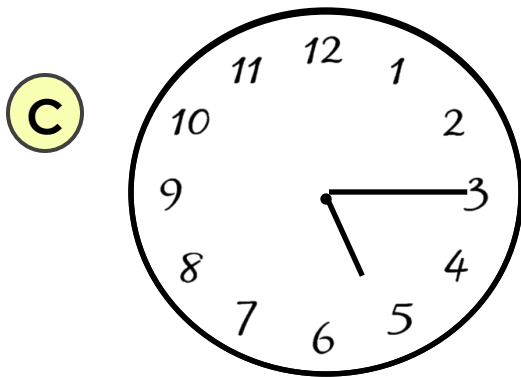
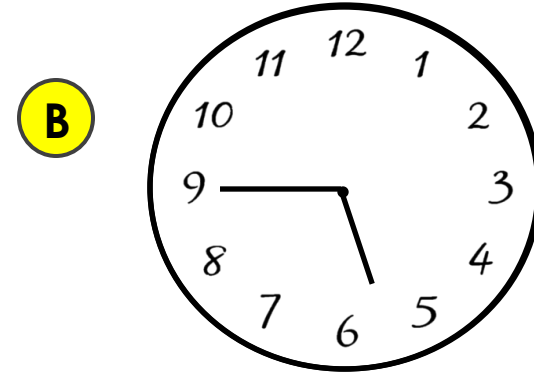
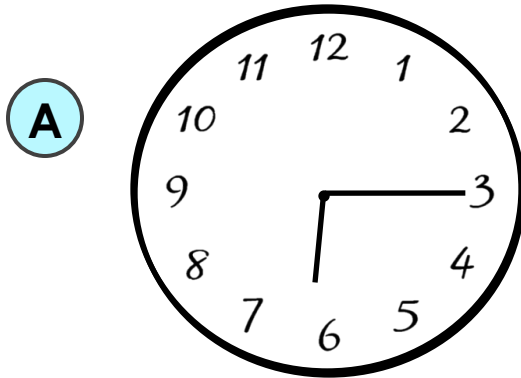
**C**

3 minutes past 7

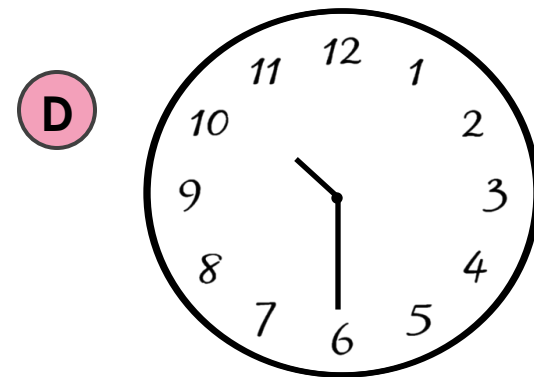
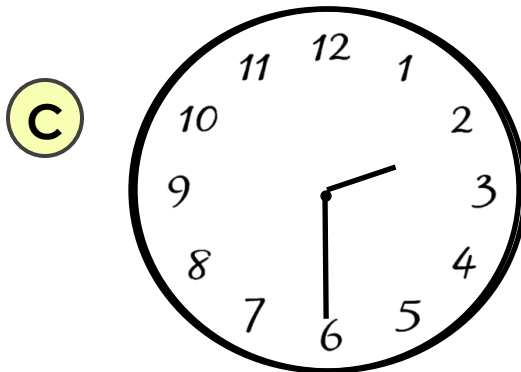
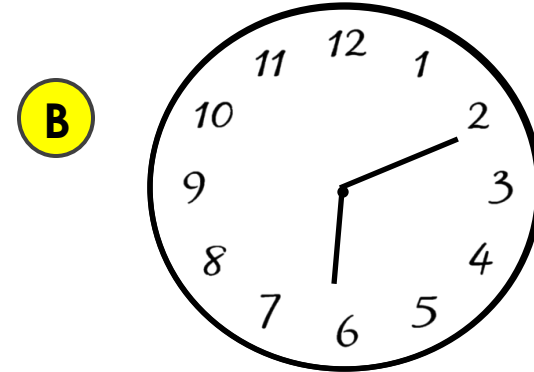
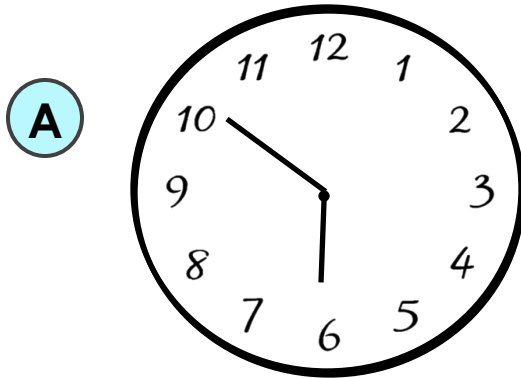
**D**

Quarter to 7

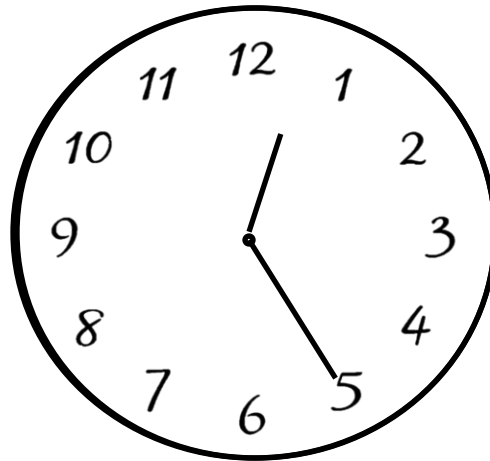
Which clock shows quarter to 6?



Which clock shows ten past 6?



# What time is shown on the clock?



**A**

5 past 12

**B**

5 O'clock

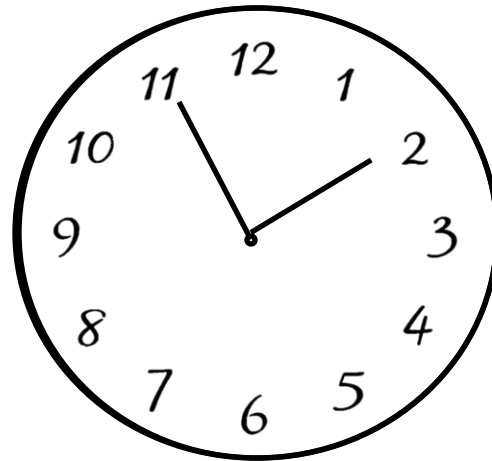
**C**

25 past 12

**D**

25 minutes to one

# What time is shown on the clock?



**A**

Ten past 11

**B**

Two O'clock

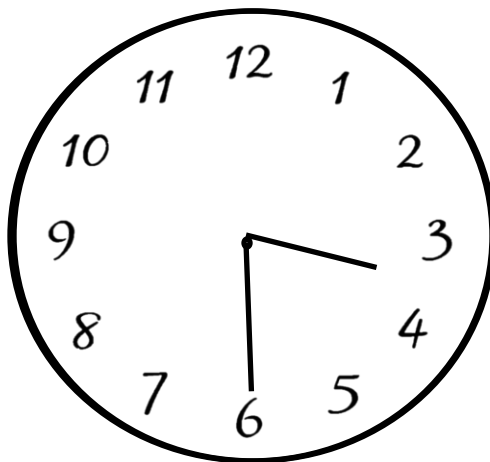
**C**

11 minutes to 2

**D**

Five minutes to 2

The clock shows the time at the moment. What will the time be in 5 minutes time?



**A**

Half past 3

**B**

Twenty five past 3

**C**

Half past 11

**D**

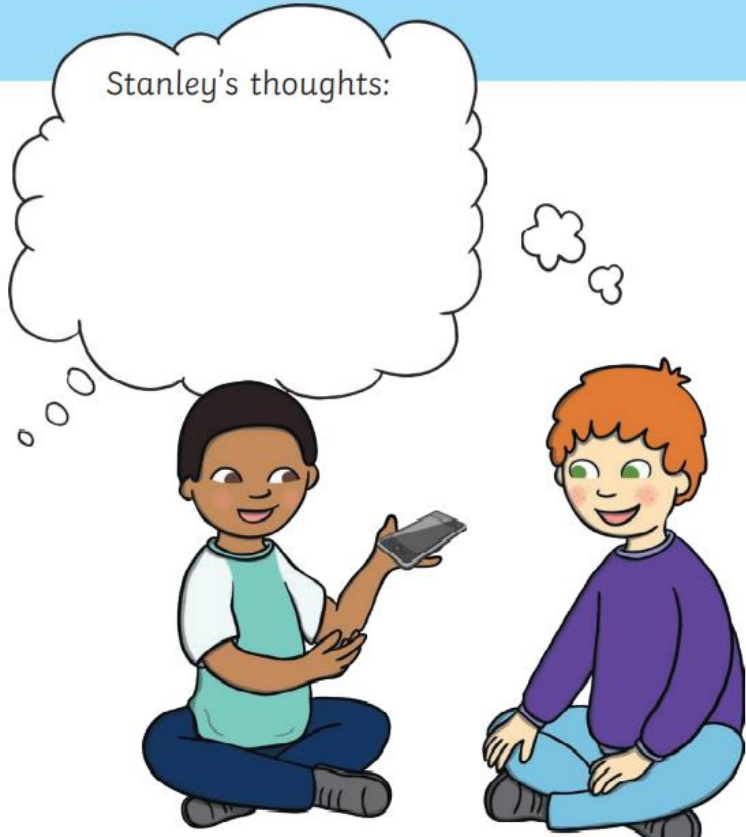
Twenty five minutes  
to 4

P.S.H.E.

T.B.A.T. Feel included and include others in your games

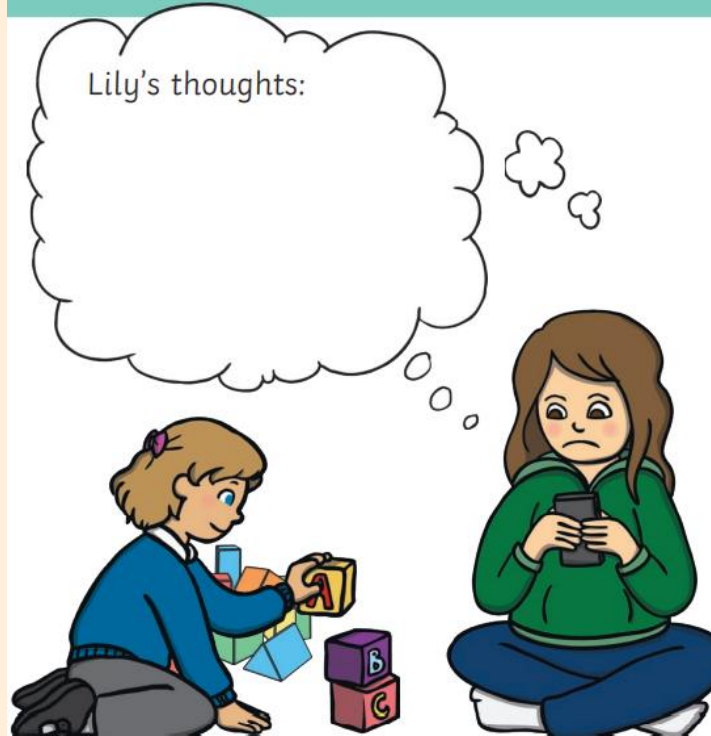
**I shared my device with Stanley because he didn't have a device.**

Stanley's thoughts:



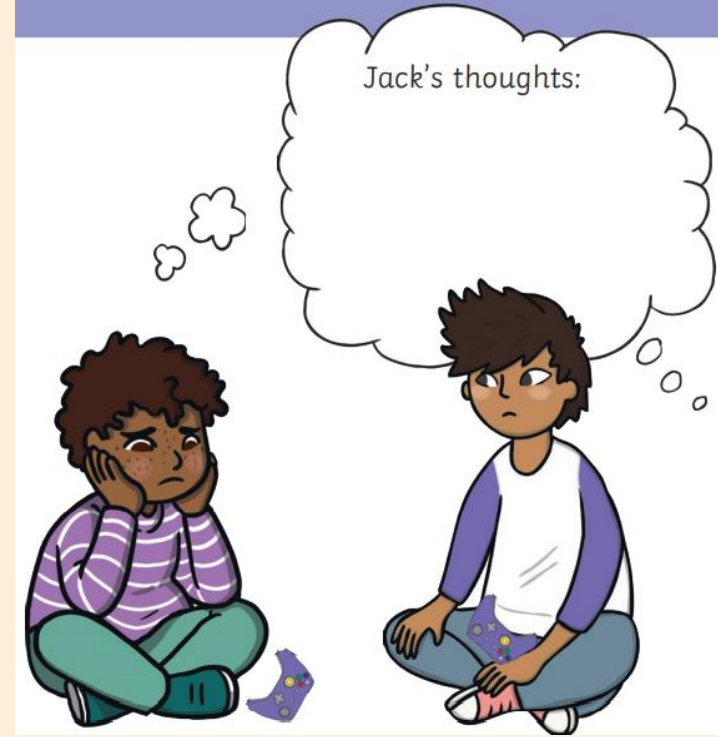
**Lily and I both like to build with blocks. Lily was using the blocks that I wanted to use. I told Lily she had an ugly face.**

Lily's thoughts:



**I like to play video games with my friend Jack. We lost the game because Jack missed a pass. I yelled at Jack and told him he was a bad player.**

Jack's thoughts:





Use a range of words that describe your feelings and discuss them with your partner or your class.

# Have you ever heard or said this phrase?

‘They won’t let me play with them.’

How did it make you feel?



# Can we all play?

Are there any reasons why you might not be able to join in with a game when you ask your friends?



# Was it difficult?

How did you adapt the game or why did you decide not to let others join in?

Share your ideas and observations with a partner, then share them with the class.



Think of a time when you felt included.

How did you feel?

Use a range of feeling words  
and discuss them with your  
partner or your class.

## T.B.A.T. Feel included and include others in your games

You are working on a team challenge in class, what could you do to make everyone feel included?



A new child starts in your class, what could you do to make them feel part of the school?

