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	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Computing
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (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	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Computing
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**ENRICHMENT (PPA)**

REGISTRATION

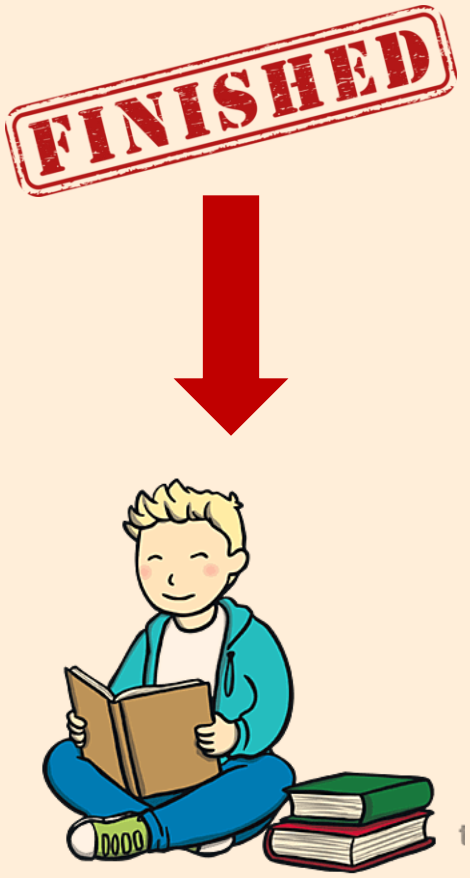
21/01/26

Can you apply the rule to other words?

To make sure that you understand the rule, try adding '-ed' and '-ing' to these words too. Watch out for the tricky ones!

Verb	Add -ed	Add -ing
dab		
wet		
top		
mix		
clap		
wrap		

Can you think of any other words to add to the list?



When a root word ends in a consonant then e, drop the e before adding –ing.

Adding ‘-ing’

Look at and read this word.

Listen to the vowel sound.
Is it long or short?

put

The vowel sound is short.

Adding ‘–ing’ to one consonant

Veronica’s Notes

If the vowel sound is:

A **short** sound
with only **one**
consonant after it…

to add ‘–ing’, we:

double the consonant in the spelling and add ‘–ing’.

put

putting

Adding ‘–ing’ to one consonant

lap	beg	nod
lapping	begging	nodding

Adding ‘–ing’ to two consonants

back

How do we add ‘–ing’ to this word?

Adding ‘–ing’ to two consonants

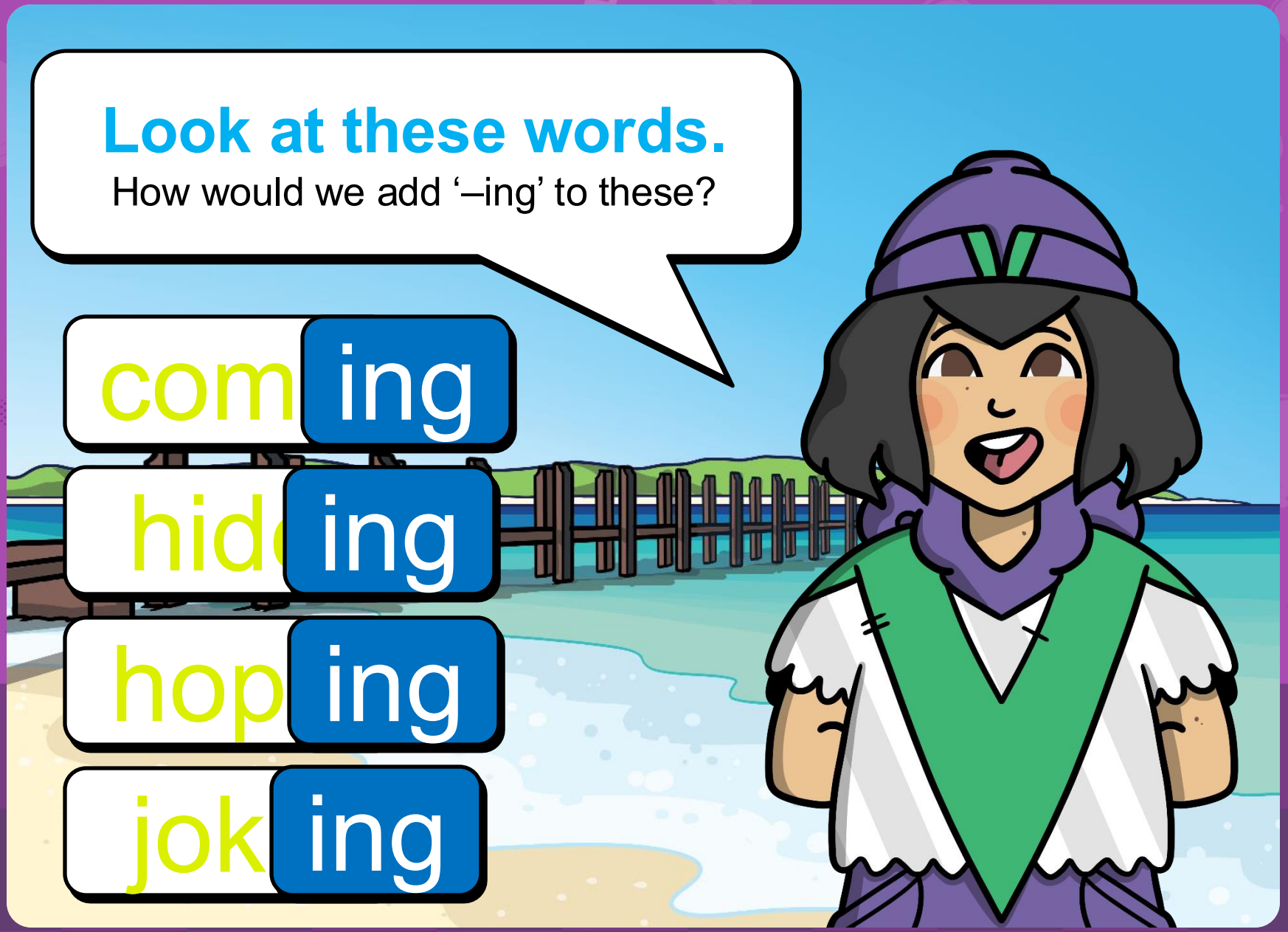
back ing

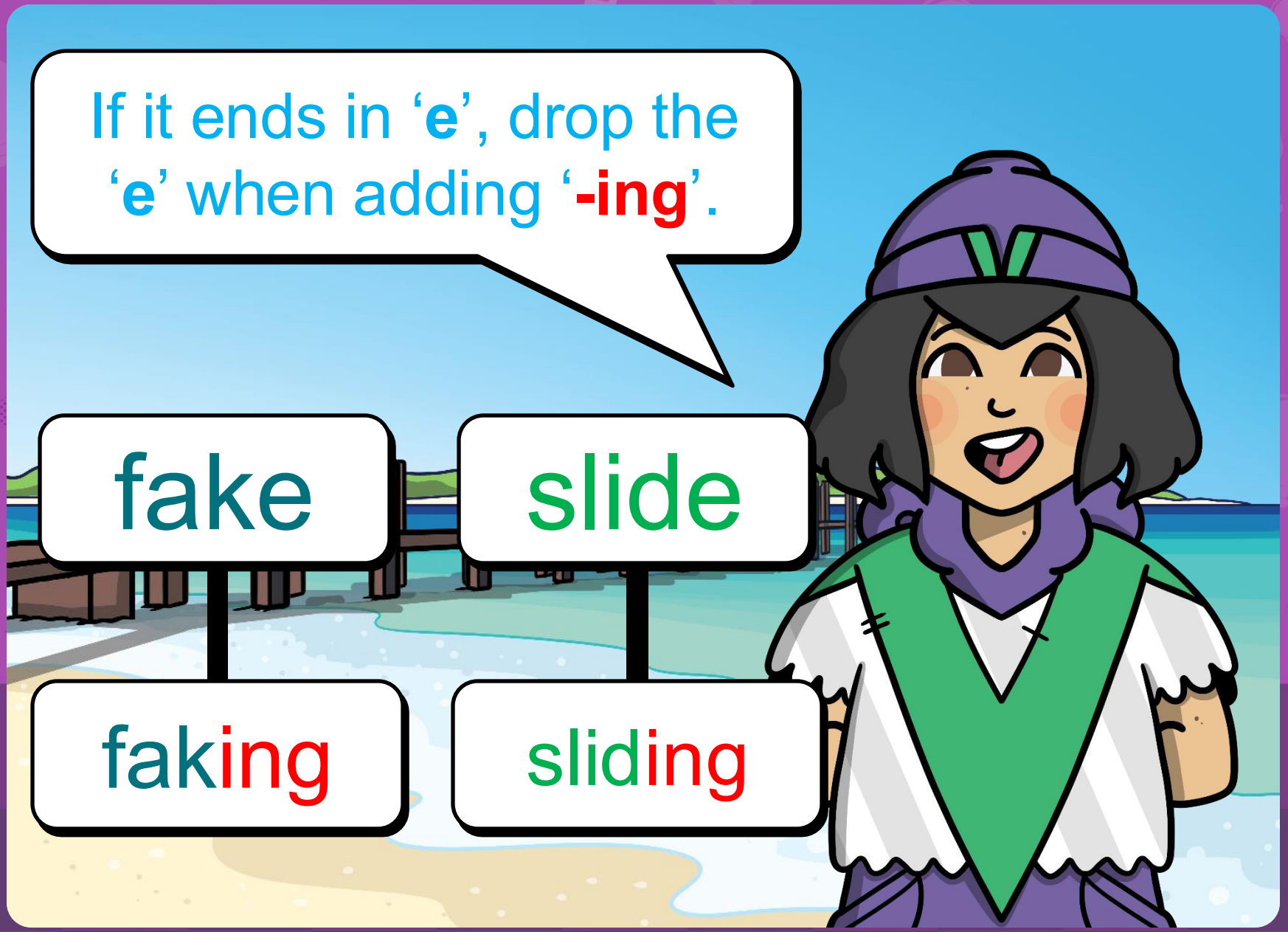
If the vowel is a short sound but has more than one consonant after it,
then just add ‘-ing’.

Adding –ing to two consonants

lift	stand	peck
lifting	standing	pecking

Can you think of any more words like these?


Look at these words.
How would we add '–ing' to these?
coming
hiding
hoping
joking


If it ends in ‘e’, drop the ‘e’ when adding ‘-ing’.
fake
slide
faking
sliding


Use this rhyme to help you remember:
‘Take off the e, add i-n-g.’
fake
slide
faking
sliding

How do you think we add ‘-ing’ to these words?

Veronica’s Notes

break	breaking
leap	leaping
chew	chewing
sleep	sleeping
cheat	cheating
float	floating
boil	boiling
sail	sailing

These words have a **long vowel sound**, so we just add ‘-ing’.

Spelling Games: -ed | Play Word List Games Online

Learn to spell: **-ed** using the spelling games on this page.

Spelling games

Free games

Spelling Snowball
Winter spelling fun!
1 m

Against the Clock
Spelling 'against the clock'.
2 m

Egg Hunt
Crack the eggs!
1

Mayan Temple
Try the temple spelling puzzle.
2

Word Search, small
The classic English word game.
1 m

Monkey Business
It's bananas! 3

Brain Breaks

[Silly to Calm: Quick kids yoga movement break complete with dancing and breathing. - YouTube]

Literacy

3 in 3

Wednesday 21st January
T.B.A.T. plan a letter

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

u h o e s

_____

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

e e r w h

_____

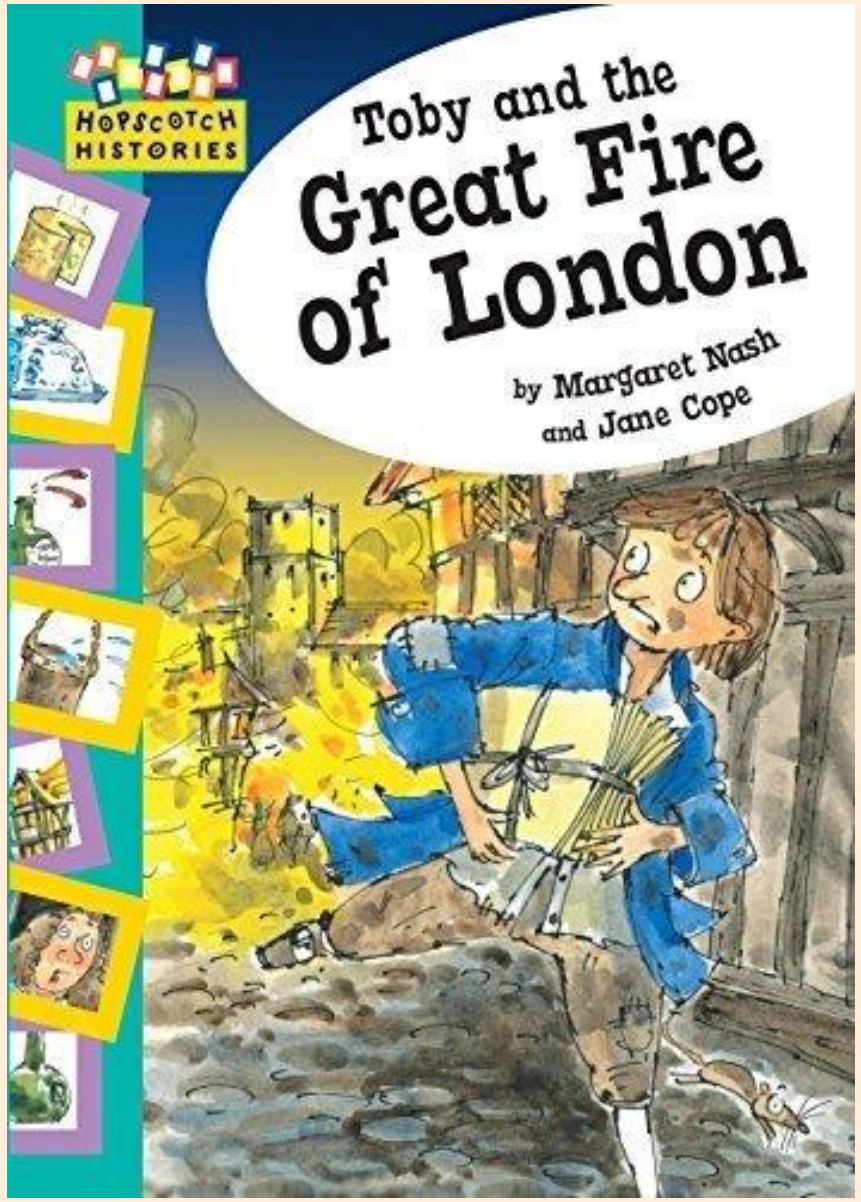
Which Year 2 common exception word has Mr Whoops been juggling with?

i d b n e h

_____

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

Read to the end of Page 29



Tell you partner the key events of the fire

What has Toby had to do? **Toby has had to ...**

Where has he had to go? **He has had to go ...**

CH: What happened during the fire?
… because ….

14 Scribble Street,

Woolwich,

London.

Tuesday 4th. September 1666

Dear Thomas,

I hope this letter finds you safe and well. I want to share with you what has happened in the city of London this week.

A few days ago, a terrible fire broke out in London. It started in a bakery on Pudding Lane and quickly spread through the city.

The flames were fierce and unstoppable, burning down houses, shops, and even churches. Many people have had to leave their homes to find safety.

The streets were filled with smoke, and the sky turned dark with ash. People were scared and tried their best to save their belongings and help each other.

I am hopeful that everything will improve once the fire has been stopped. Take care, my friend, and remember to stay safe.

Your friend, Toby.

	Address:
	14 Scribble Street, Woolwich, London.
	Date: Tuesday 4th. September, 1666
Dear Thomas,	
1st. Paragraph: Reason for writing	
2nd. Paragraph: What happened at the start and where did it happen?	
3rd. Paragraph: Describe what was happening with the flames, the buildings and the people.	
4th. Paragraph: Describe what was happening with the smoke and what the people were feeling.	
5th. Paragraph: Be positive!	
From _____	

Challenge

Write the opening sentence of your letter.

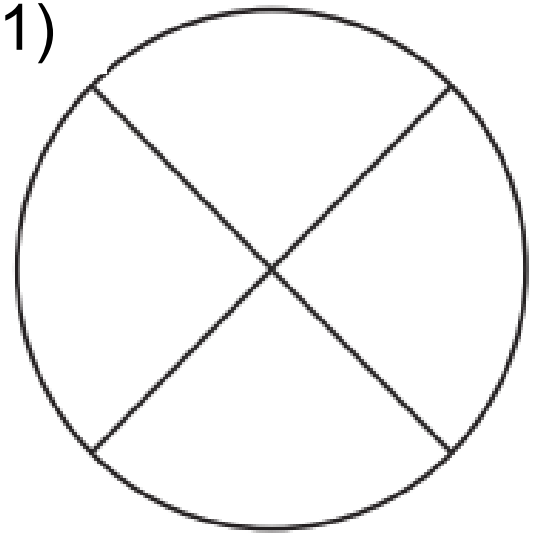
Think how you will engage the reader and want them to read onwards.

MATHS

21.01.26

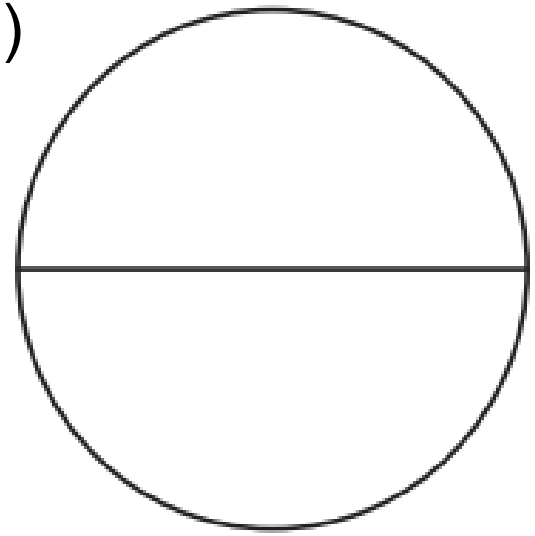
T.B.A.T. Identify half of a shape

1)



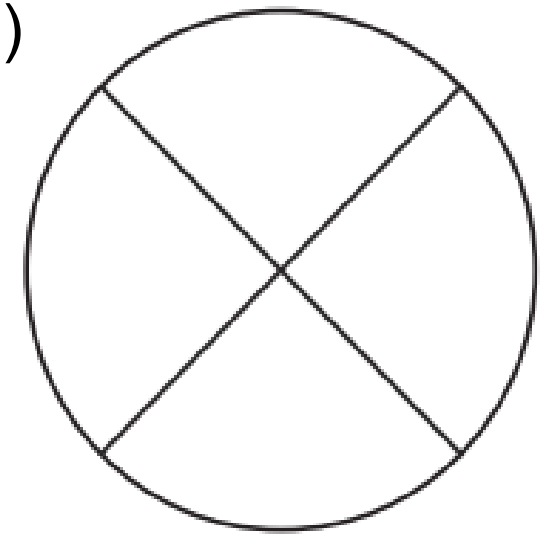
one quarter

2)



one half

3)



three quarters

CHALLENGE:

How would you work out one half of 12? Explain how you did it.

- fraction
- numerator
- vinculum
- denominator

half

whole

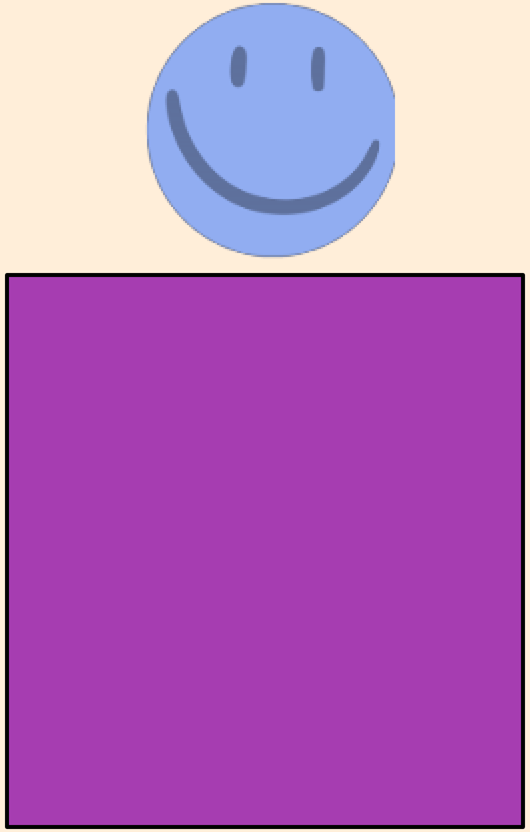
divide

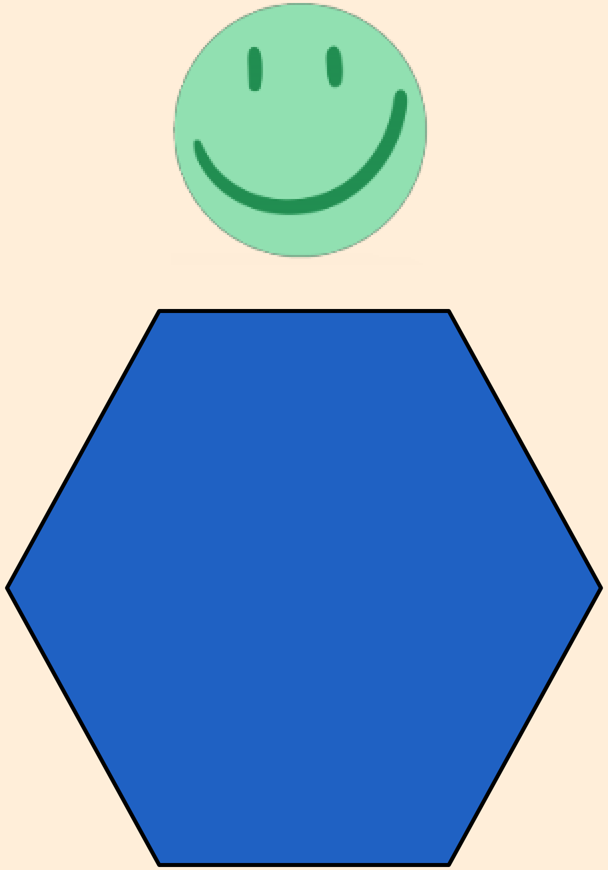
equal parts

Identifying half

- Where could you draw a line to make two equal parts?

diagonal
horizontal
vertical
middle
equal
across
down
Up
left
right





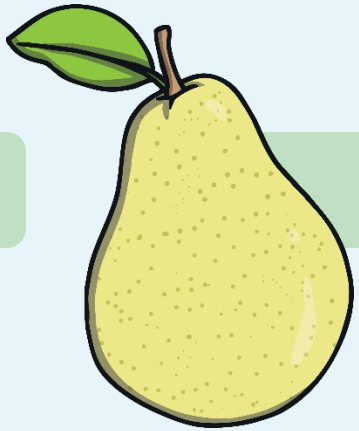
I would draw my line ….............................. because ….................................

Remember It

Which pictures show the whole object?

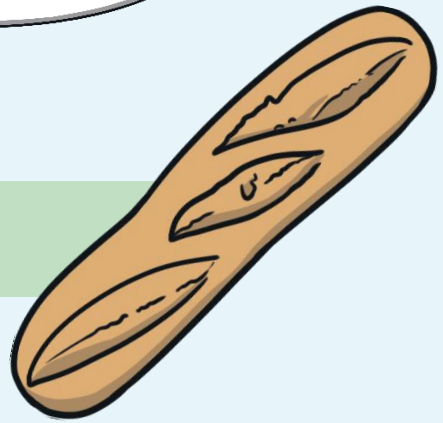
How do you know?

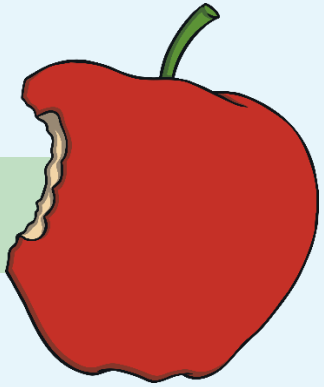
Not whole



Whole

Whole





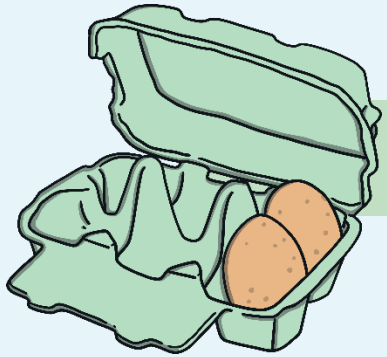
Not whole

Click on each picture to check your answers.

Remember It

Which pictures show the whole quantity?

How do you know?

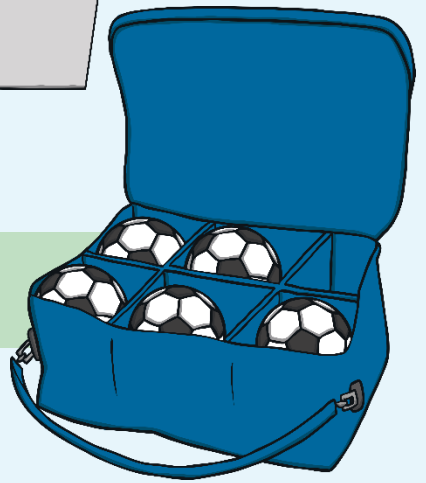


Not whole

Whole

Whole

Not whole

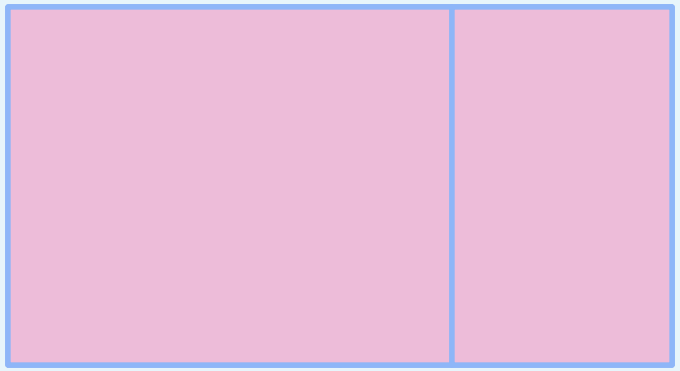


Click on each picture to check your answers.

Equal Parts of Shapes

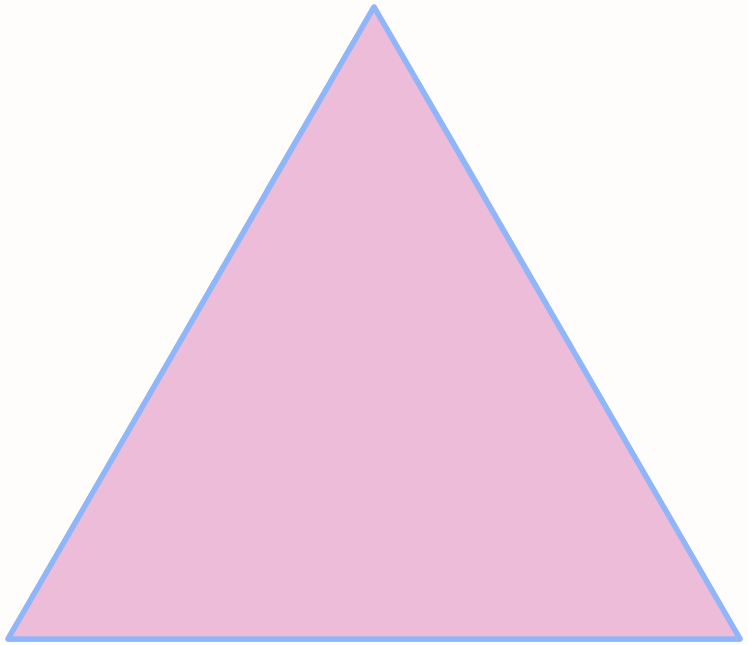
What does whole mean?

What does unequal mean?



Equal Parts of Shapes

What do we call the whole shape?



A triangle

Has it been split into equal parts?

No. The parts are not equal.

How do you know?

Equal Parts of Shapes

What do we call the whole shape?

A rectangle

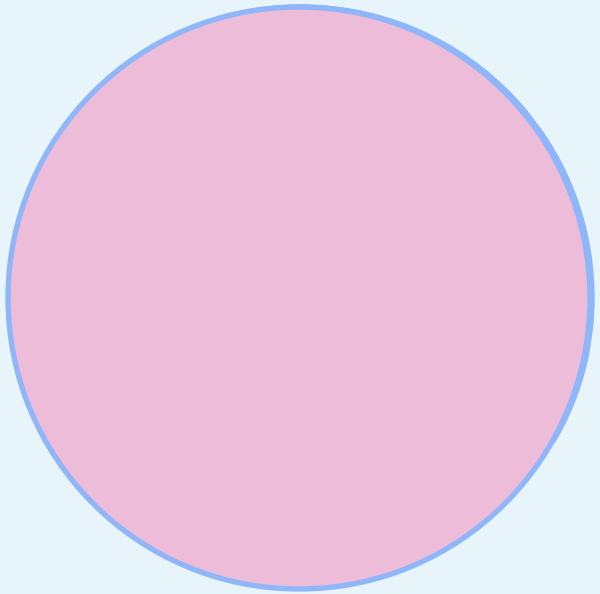
Has it been split into equal parts?

Yes. The parts are equal.

How do you know?

Equal Parts of Shapes

What do we call the whole shape?



A circle

Has it been split into equal parts?

No. The parts are not equal.

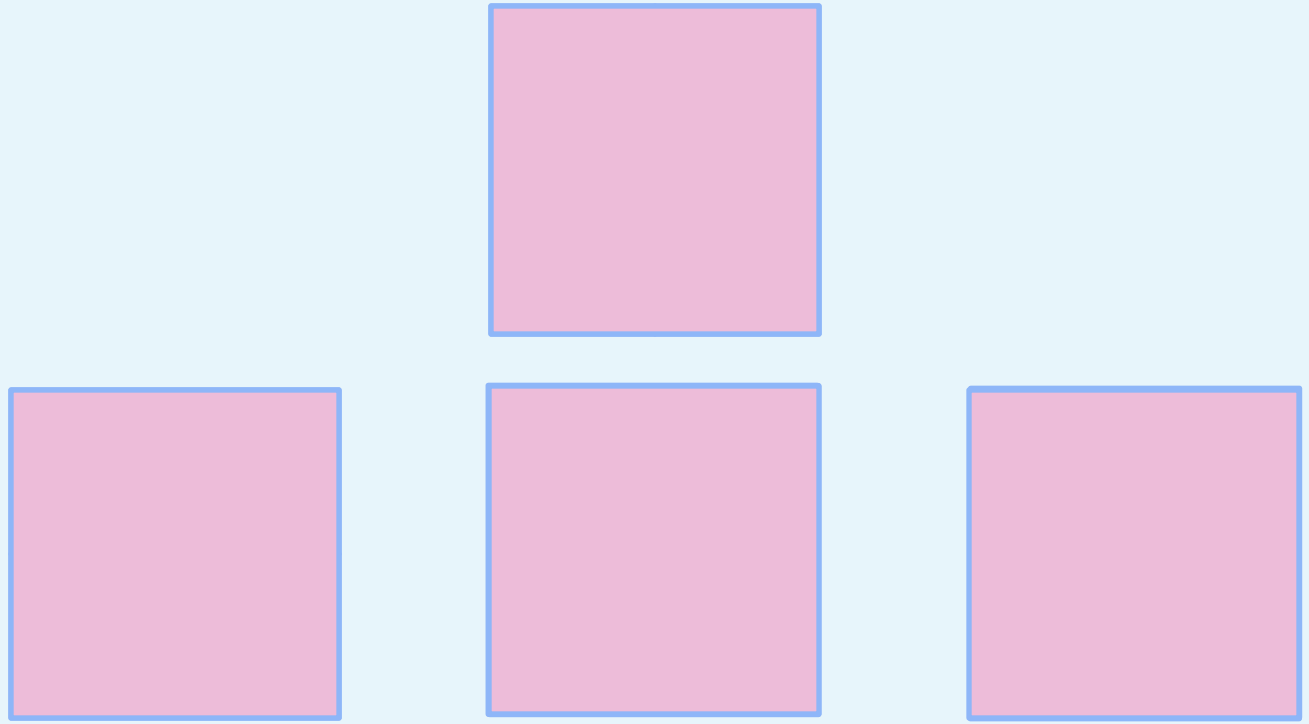
Can you explain why?

Equal Parts of Shapes Challenge

Will equal parts of a shape always look the same?

Split the square into 2 equal parts.

Are there more ways to split the square into 2 equal parts?



Equal Parts of Shapes Challenge

Will equal parts of a shape always look the same?

Can the square be split into 3 equal parts?

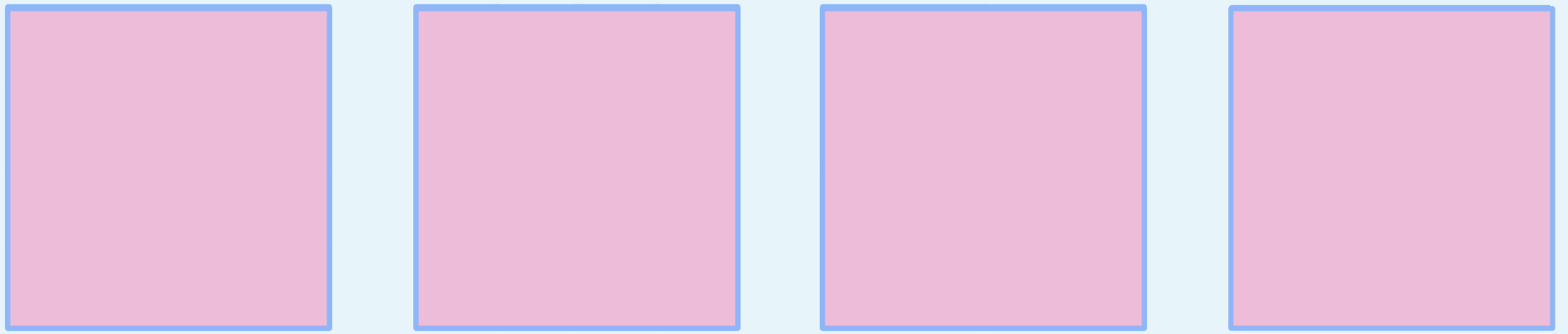
Is there more than 1 way to split the square into 3 equal parts?

Equal Parts of Shapes Challenge

Will equal parts of a shape always look the same?

What if the square was split into four equal parts?

Are there more ways to split the square into 4 equal parts?



Equal Parts of Quantities

How many cookies are in the whole group? **4**

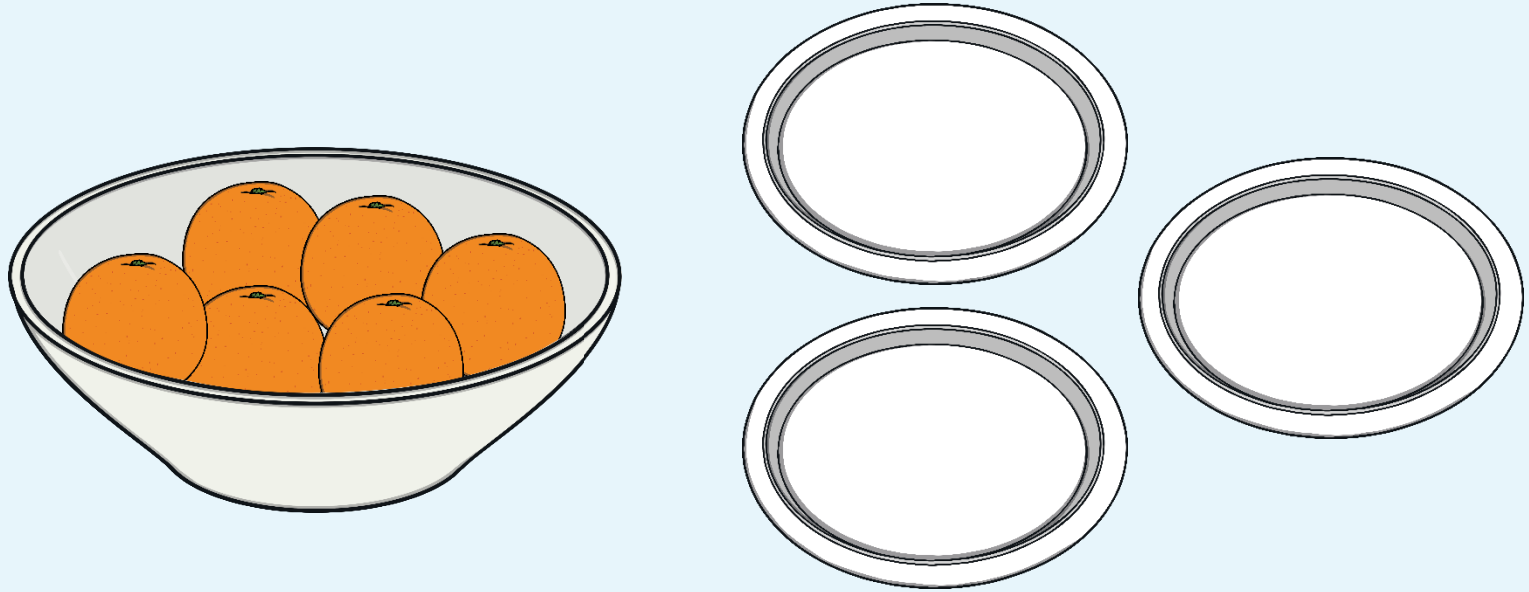
How many parts has the group been split into? **2**

Are the parts equal? **Yes. The parts are equal.**

How do you know?

Equal Parts of Quantities

How many oranges are in the whole group? **6**



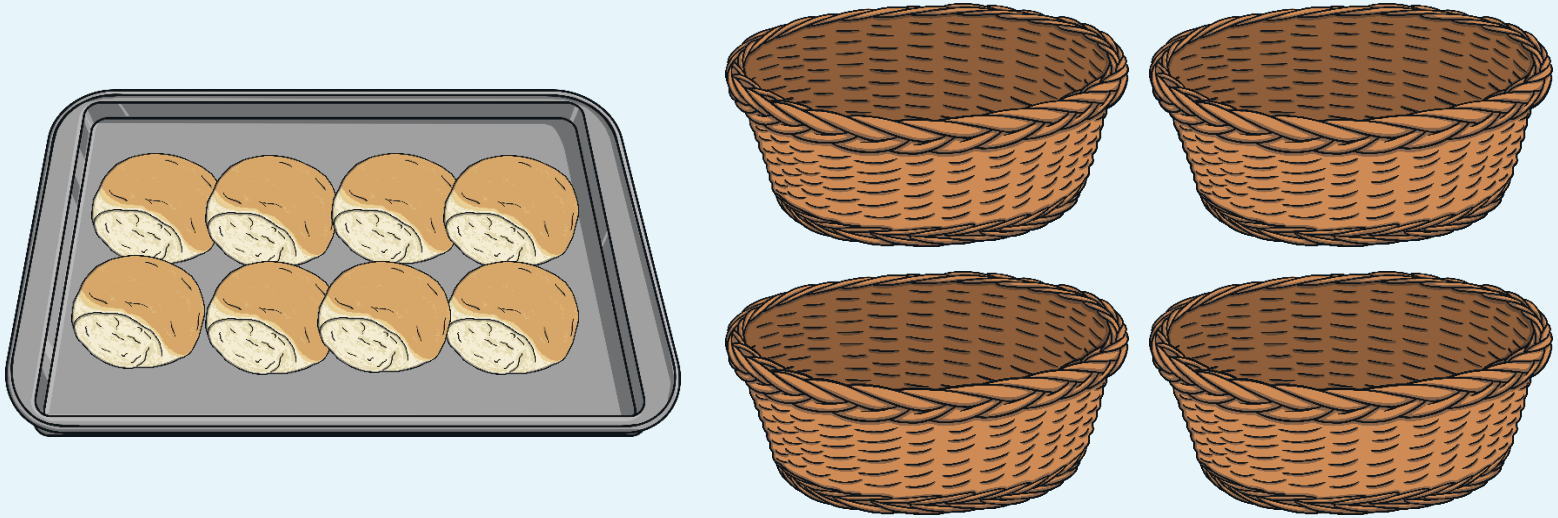
How many parts has the group been split into? **3**

Are the parts equal? **Yes. They are equal parts.**

What can you tell me about each part?

Equal Parts of Quantities

How many bread rolls are in the whole group? **8**



How many parts has the group been split into? **4**

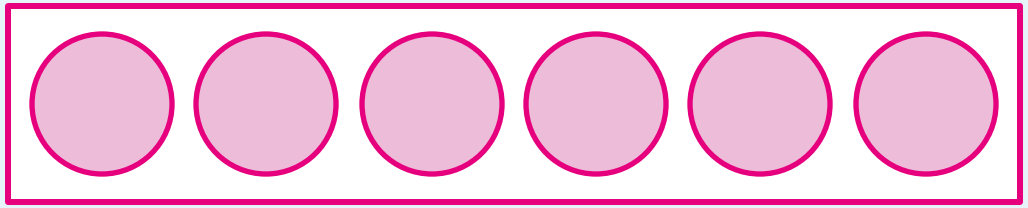
Are the parts equal? **No. They are not equal parts.**

How can you make the groups equal?

Equal Parts of Groups Challenge

Will equal parts of a whole group always look the same?

How many counters are in the whole group? **6**

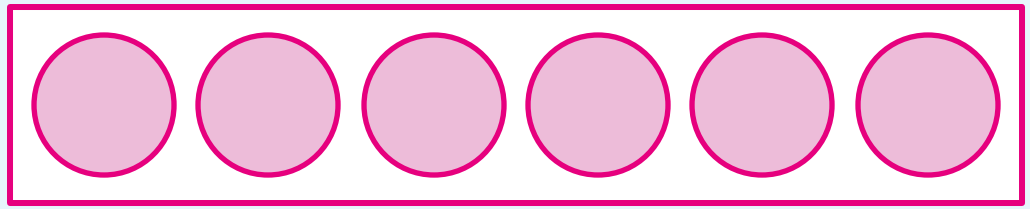


Split the whole group into 2 equal parts.

What can you tell me about the groups?

Equal Parts of Groups Challenge

What if I split the 6 counters into 3 equal groups?



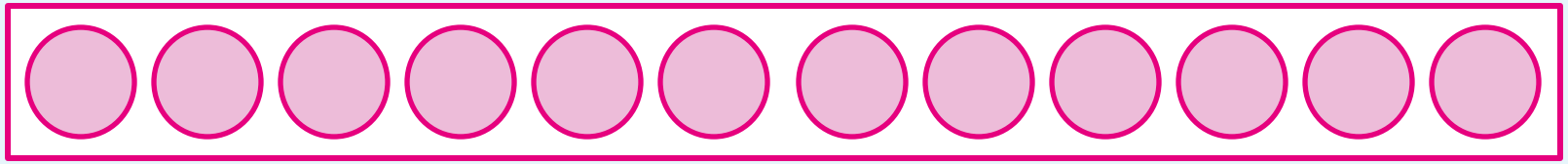
What do you notice about the groups?

Make Equal Groups With Objects

Work with a learning partner.

Find 12 objects.

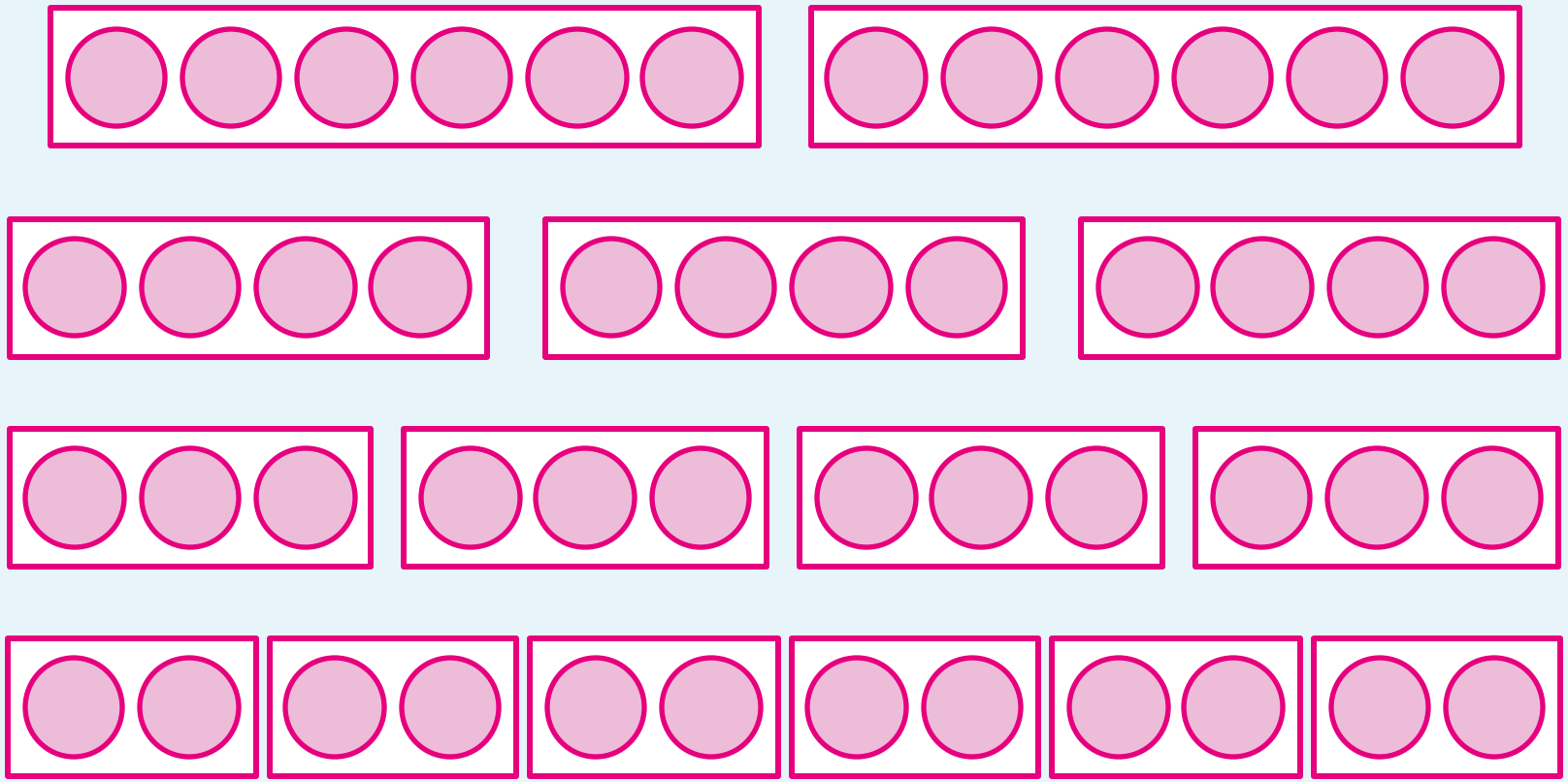
This is your whole group.



How many different ways can you find to make equal groups?

Make Equal Groups With Objects

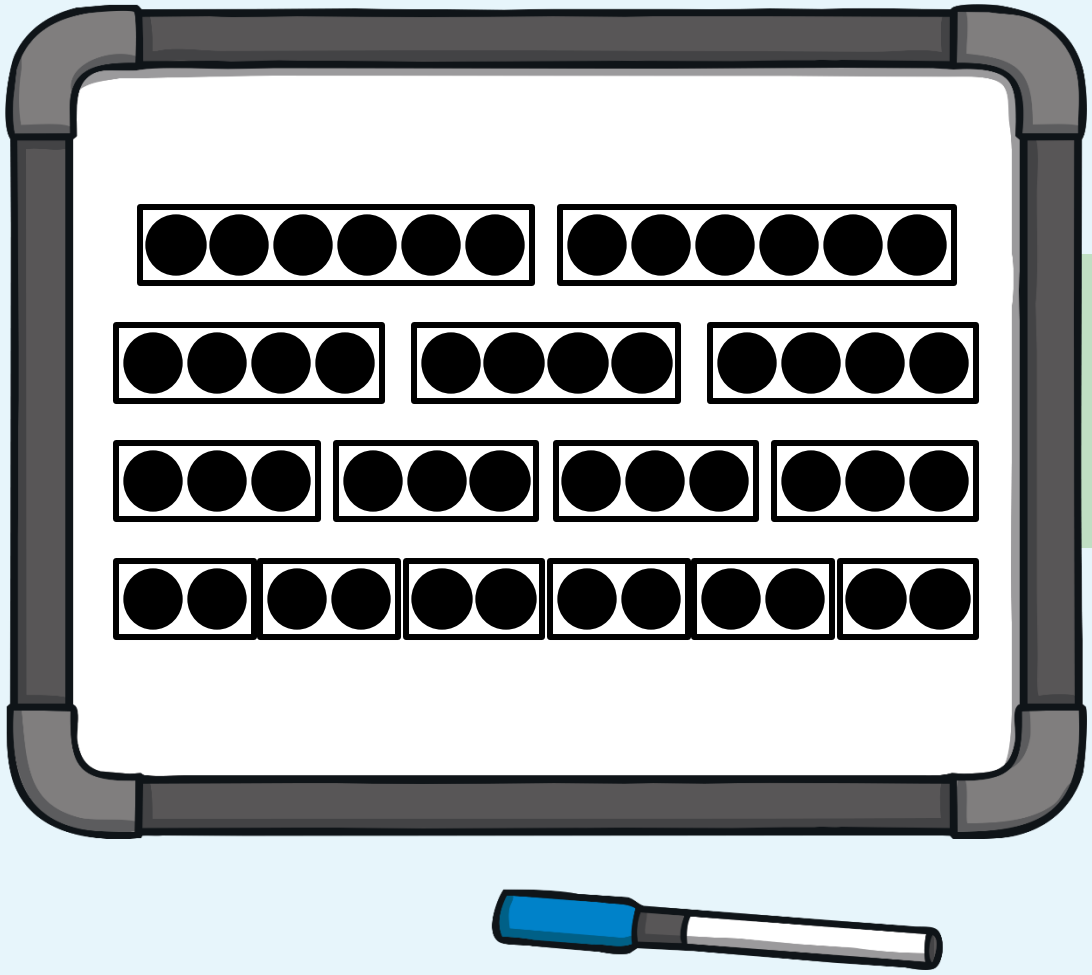
How many different ways did you find?



What can you tell me about the groups?

Make Equal Groups With Jottings

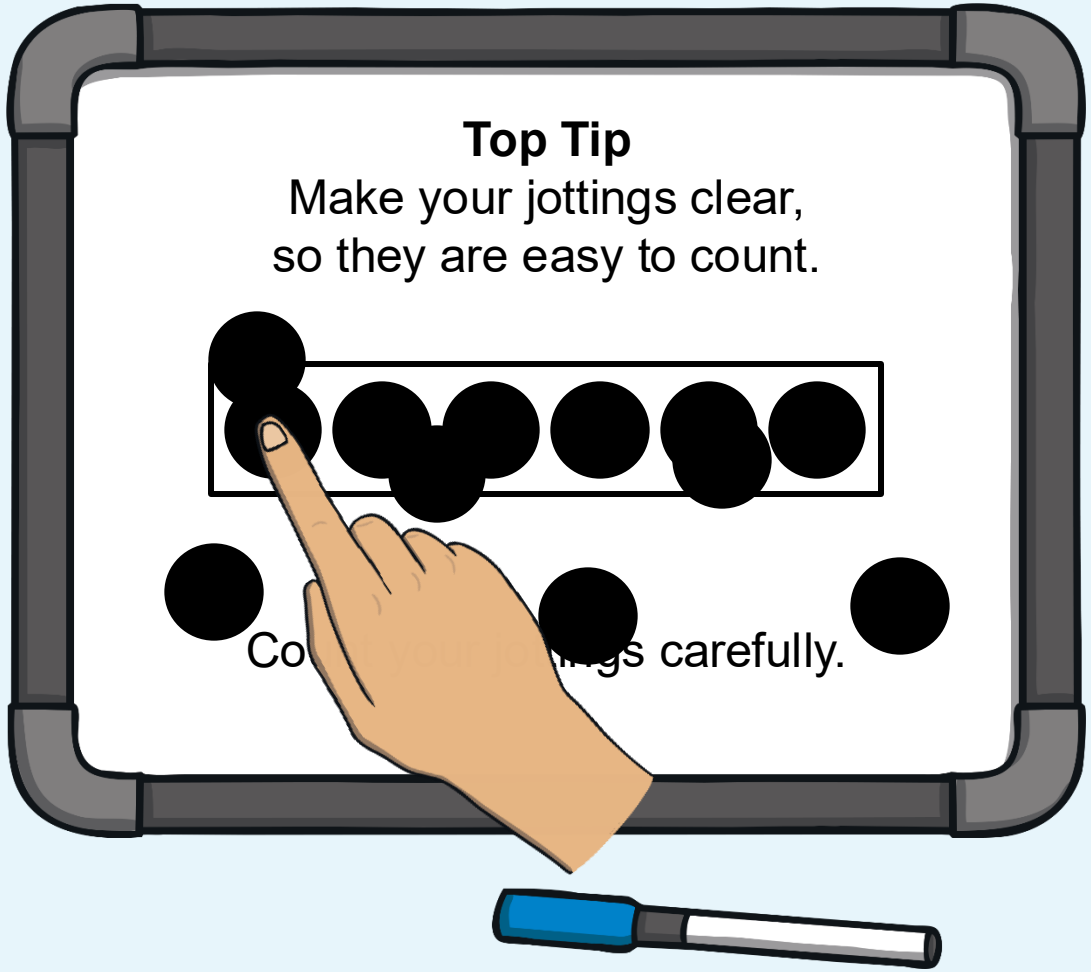
You could also use jottings to show your ideas.



Top Tip
Remember to count your jottings carefully.

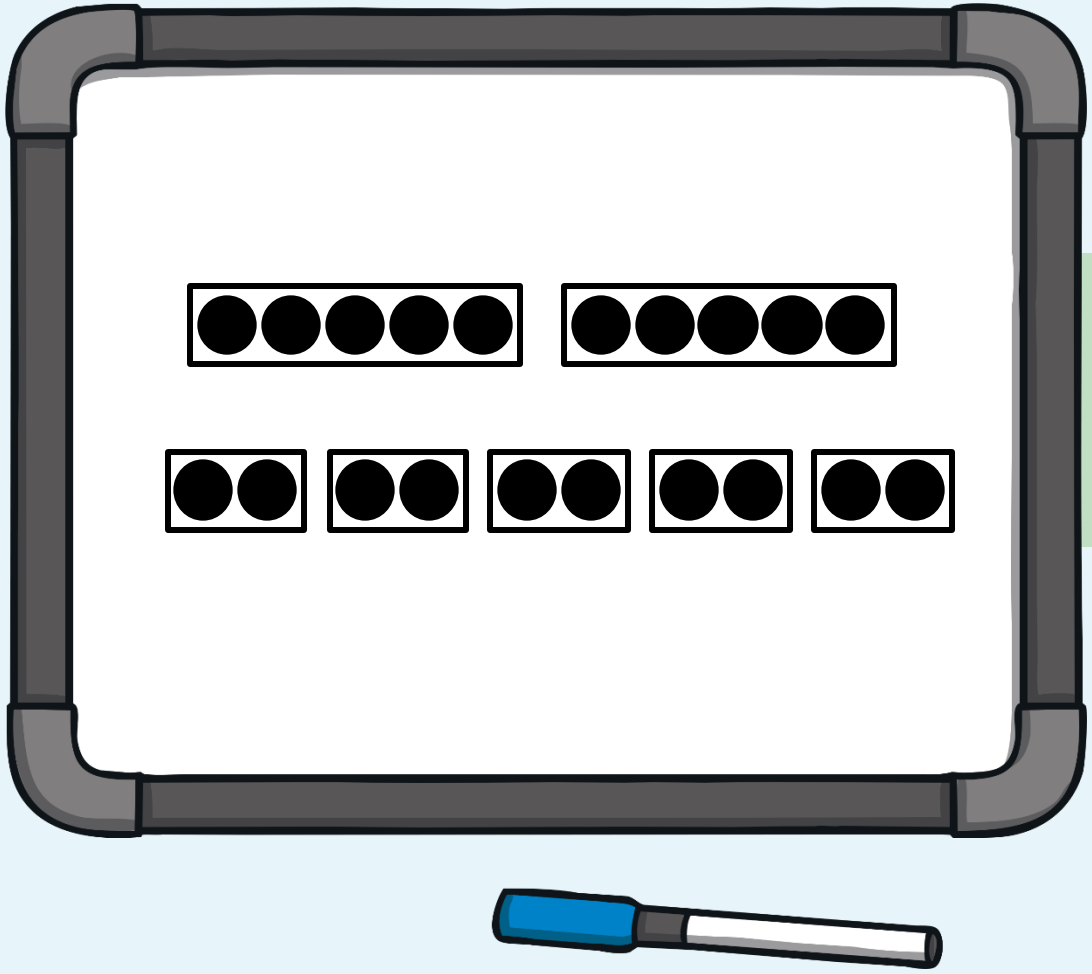
Make Equal Groups With Jottings

You could also use jottings to show your ideas.



Make Equal Groups With Jottings

Find different ways to split 10 into equal groups.

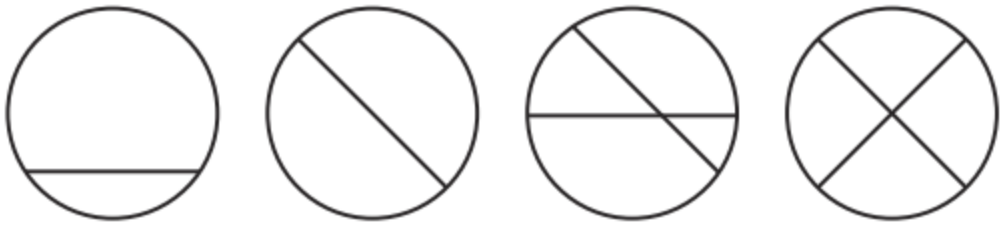


What do you notice?

21.01.26

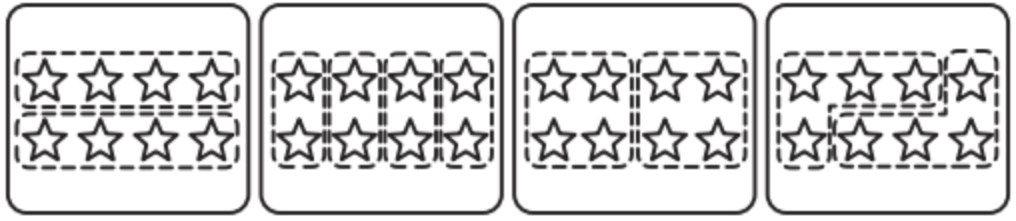
INDEPENDENT WORK

Tick the shapes that have been split into equal parts.



Draw lines to split the shapes into equal parts.

Tick the groups that have been split into equal parts.



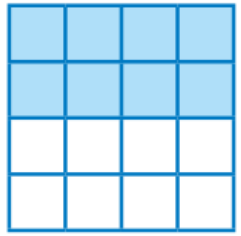
Draw rings to split each group into equal parts.

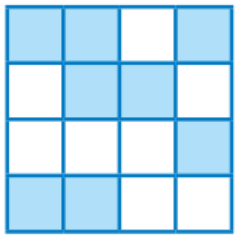
Challenge

Can you split the donuts into unequal groups?

Ben and Zahra both think they have shaded equal parts of their shapes.

Ben





Zahra

Greater Depth

Are they correct?
Explain how you know.

Could Ben and Zahra have shaded the shape into equal parts in any other ways? Prove it.

LUNCH

PE

Learning Objective

THEME: The Circus
To explore pathways and levels.

Success Criteria

- Use counts of 8 to help you stay in time with the music.

10 *Mins*

Warm Up and Introduction

The circus:

A Pupils stand. Show them the 'Circus Characters' resource. Remind pupils of the circus characters they explored in the previous lesson and give them time to explore these movements again to the track 'Circus Warm Up'.

- The ringmaster: confident and proud as he marches. He welcomes everyone to the circus. He shows the audience what is on display by stretching one arm at a time wide and to the side in a big welcome.
- The acrobats: swing forwards and backwards smoothly, they might twist and turn as they fly through the air.
- The tightrope walker: travels carefully, with concentration, in straight pathways, holding their arms out to balance. They might turn slowly on the spot to change direction.
- The clown: jolly, bouncy movements, juggling, ride on the unicycle, pull handkerchiefs out of their pocket.
- The strongman/strongwoman: intense, strong bold shapes created when they show off their muscles and lift weight into the air.
- The audience: point in amazement, hold belly and laugh at the clown, look high and low, side to side, clasp face in anticipation, jump up and down and clap.

B Teacher begins as the ringmaster. They march around the space with pupils copying until they name another character, at which point all pupils change their actions to match the named character. Teacher to name a pupil to become the ringmaster, all pupils march around the space until the ringmaster names another character.

Make this harder by asking pupils to explore other things they might see at the circus that is not on the visual.

30
Mins

Skill Development

Rehearsal:

Tell pupils they are going to practice their circus dance so far. Q: Can you remember the characters included in your dance? Can you remember the order of your dance?

Give pupils one base station each and ask them to stand in a space. Show pupils the 'Circus Ideas' video resource. Then display the 'Circus Dance' visual and go through the dance so far. With and without the track 'Circus' with and without counting.

Tightrope walker:

Teacher note: the tightrope walker will not be added into their performance this lesson they are exploring actions to use in their final lesson.

Tell pupils:

- In dance, performers can use different pathways to show an idea or create an interesting performance.
- In the clown section of the dance, pupils used a straight pathway that moved in a sideways direction.
- Can they describe different pathways e.g. curved, zigzag, triangular etc?

Pupils choose their own pathway to represent the idea of a tightrope walker - travel for 8 counts using one pathway - travel 8 counts using a different pathway.

Q: How might a tightrope walker move? Would they move quickly or slowly?

Consider your facial expression e.g. are you a serious tightrope walker, or not so good? Can you show this on your face? Use other actions to show this e.g. a wobble, arms out wide to balance, stepping one foot in front of the other, pointed toes.

Make this easier by asking the pupils to select another base station that they take 8 counts to get to and then repeat. Make this harder by asking the pupils to change the direction that they travel in e.g. backwards, sideways.

Exploring balances:

A Pupils explore and choose two balances, one high and one low. Pupils add their balances to their tightrope pathway e.g. travel 8 counts, balance 8 counts, travel 8 counts, balance 8 counts.

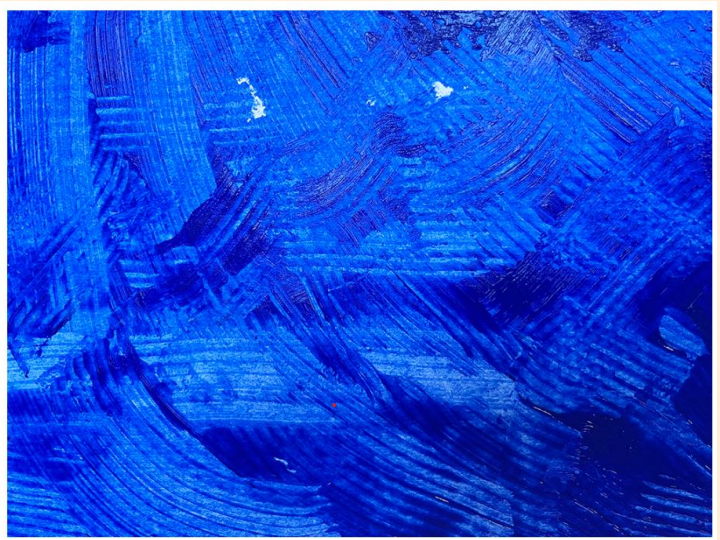
Use clear and interesting shapes that you can easily get into and out of.

B Invite pupils to show their pathway and balances to the class and allow the class an opportunity to copy and practice the examples.

ART

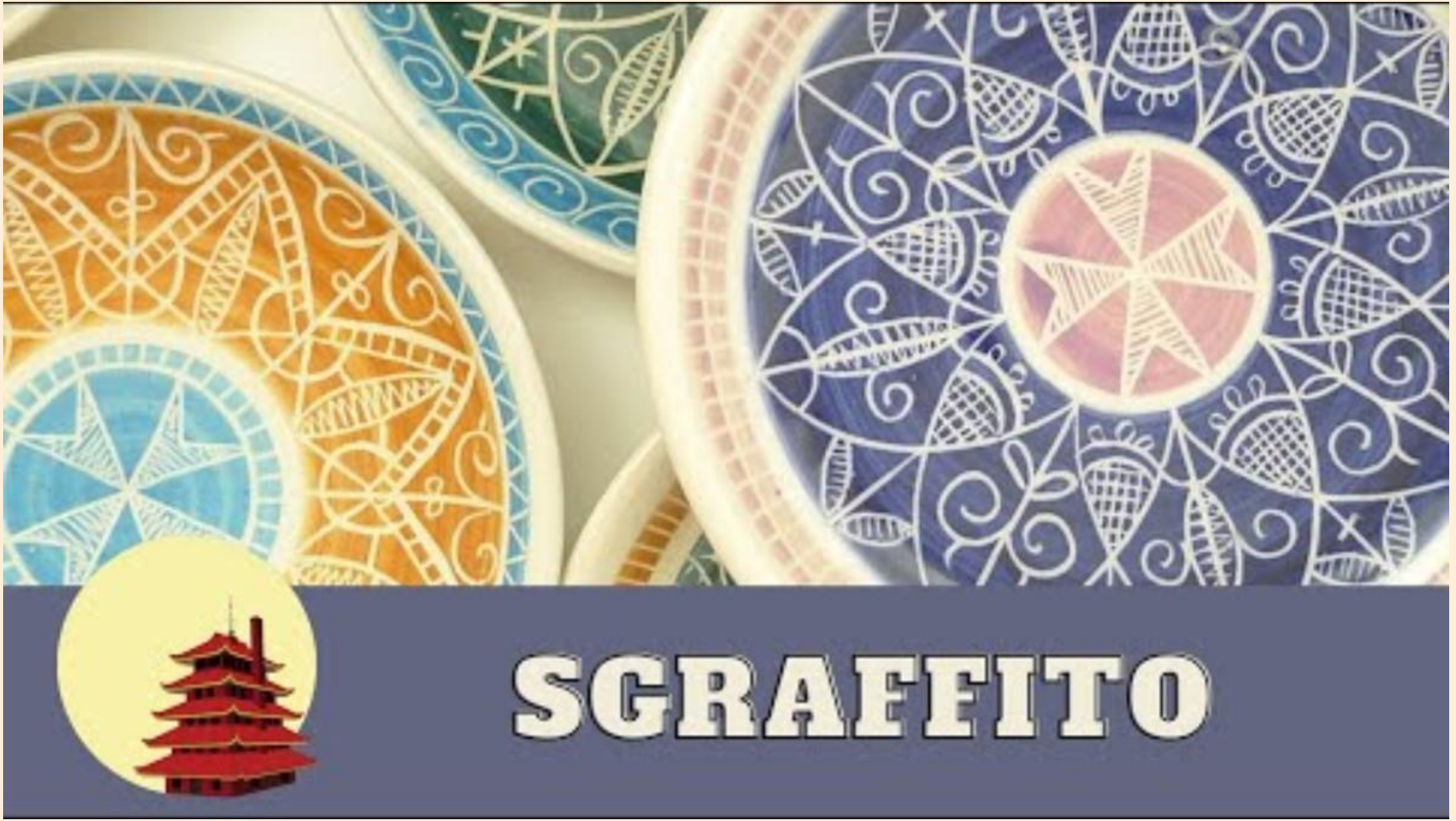
T.B.A.T. Explore expressive painting and colour mixing

Expressive Painting & Colour Mixing (accessart.org.uk)



Using your backgrounds from last week, and a range of classroom equipment:

1. Choose a marking tool from the table
2. Think about how to use that tool: hold it in different ways, apply different pressure and change the amount of paint.
3. Are you going to: drag, flick, twist, press or rub?
4. Are you going to move quickly or slowly?



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