

| | | | | | | | | | | | |
|--|------------------------------|-------------------------|---------------|------------------------------|---------------|--------------------|---------------|-----------------------------------|---|-------------------------------|---------------------------|
| 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) |
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| THU (REBECCA) | Registration / Challenges | Phonics and Spelling | Literacy | Whole Academy Assembly | <i>BREAK</i> | Maths | <i>LUNCH</i> | Class Novel / Maths Meeting | RE (up to 1:30) | <i>BREAK</i> | Humanities (from 1:30) |
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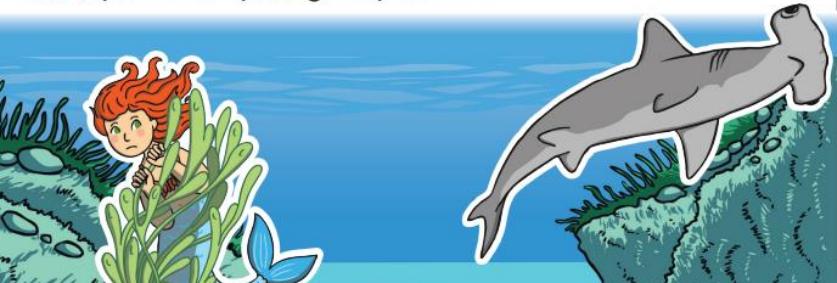
REGISTRATION

03/02/26

Diary of a Mermaid

5 Dear Diary, Friday 12th June

15 Today was the first day of summer. I woke up
22 early to see the bright, beautiful sunshine.
31 Mother asked me to visit my grandma on the
42 other side of the bay. I set off and swam very
49 quietly past the creepy shipwreck where the
58 grumpy, old shark lives. I didn't want to wake
67 him because I have heard that he is very
75 snappy! I also collected some beautiful shells to
83 cheer up Grandma. I arrived at Grandma's. She
91 looked very poorly but the shells made her smile.
100 I sang a happy tune that Grandma had taught
110 me on the way home. I forgot to swim quietly
114 past the spooky shipwreck...



Questions



1. Who did the mermaid go to visit?



2. Find and copy the expanded noun phrase
used to describe the sunshine.



3. Why did the mermaid swim quietly
past the creepy shipwreck? Explain your
answer.



4. What do you think might happen next?

If you
finish,
read!

Silent Reading

**YOU SHOULD ALWAYS HAVE A BOOK AT YOUR
DESK THAT YOU CAN USE FOR SILENT
READING AT ANY TIME.**

1. HAVE A GOOD FIT BOOK READY.
2. START READING SILENTLY RIGHT AWAY.
3. STAY IN ONE SPOT.
4. READ THE WHOLE TIME.
5. DO NOT DISTURB OTHERS.
6. BUILD STAMINAL!



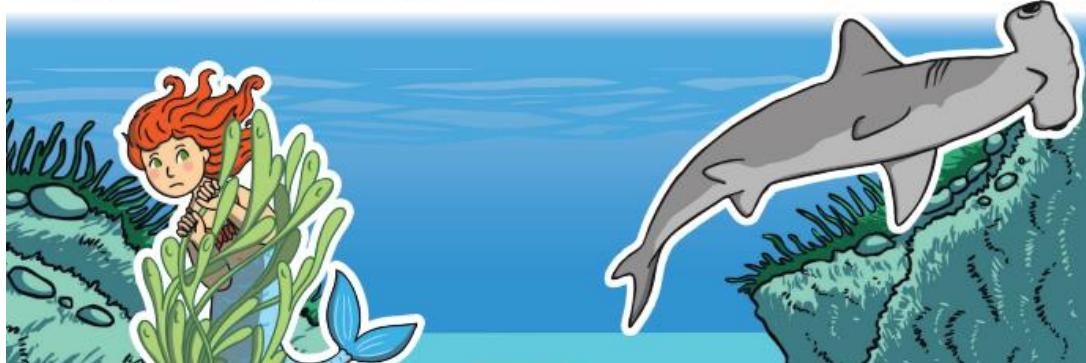


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SPELLINGS

Last week we looked at the ee sound spelt with a y.

Let's look at some words which have the 'ee' sound spelt 'ey'.

We most commonly use 'ey' at the end of words.

volley

journey

trolley

barley

turkey

honey

money

hockey

A
B
C

Classroom
Secrets★

Spelling

Now let's look at some words which have the short 'o' sound spelt 'a'.

We most commonly use 'a' to make the short 'o' sound after the letter 'w' or the letters 'qu' in the middle of words.

Can you think of other words starting with 'w' which follow this pattern?

wash

wand

wasp

waffle

quad

squad

squat

quality

A
B
C

Classroom
Secrets★

Spelling

Can you write these words into a command sentence?

Think about the correct punctuation.

wash

wand

wasp

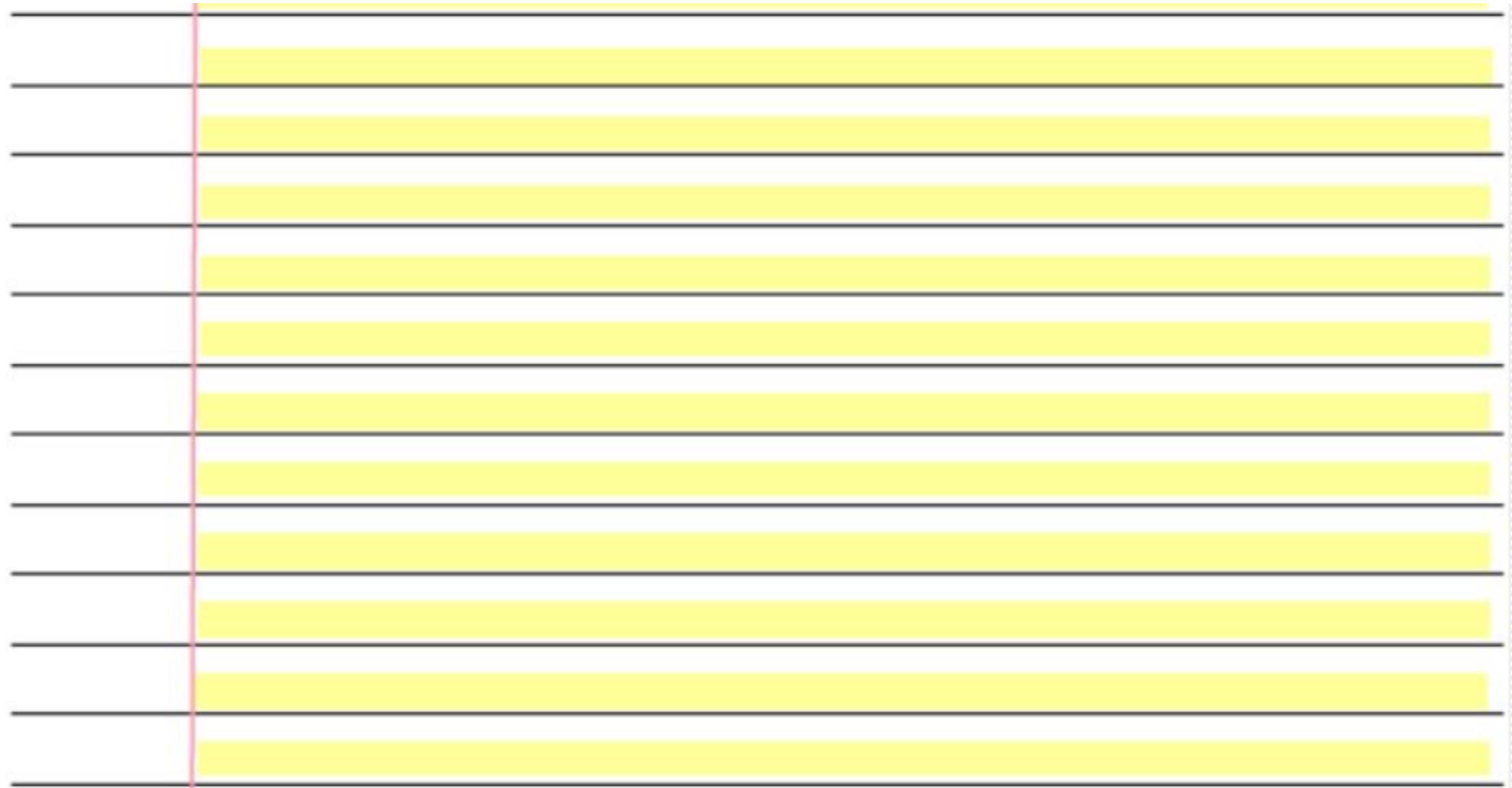
waffle

LITERACY

3.2.26

T.B.A.T. Join to short letters

3 IN 3



Tuesday 3rd February

T.B.A.T. write a narrative

Recap the story of The Frog Prince

BLUE

What happens to the golden ball?

The golden ball ...

What does the frog do with the golden ball?

The frog gets the golden ball ...

GREEN

What happened with the King when the frog arrived at the castle?

The king told the princess ...

How does the story end?

The story finishes ...



Today we're going to write the opening section of The Frog Prince, as far as the frog going to the castle for the first time.

Retell the story to this point

To write at Year 2 level, what do we need to include?



Sentences with capital letters and full stops

Common exception words spelt correctly
Letters formed correctly with finger spaces between words

Conjunctions- and, because, so, but

WORD BANK

KEY WORDS - nouns

| | | |
|-------------|--------|--------|
| princess | forest | well |
| golden ball | path | plate |
| frog | water | pillow |

KEY WORDS - verbs

| | | |
|----------|---------|----------|
| walked | played | saw |
| promised | dropped | followed |
| looked | spoke | appeared |

Conjunctions

| | |
|---------|---------|
| because | if |
| so | but |
| and | however |



Sentence starters

Once upon a time ...

The princess played ...

The princess sat ...

The frog told the princess ...

The frog promised ...

The princess left the frog ...

Once upon a time, there was a kind princess who lived in a bright, beautiful castle. She loved to play in the sunshine and visit the cool, green forest nearby.

One warm day, the princess carried her favourite golden ball to the forest. She loved to throw it high into the air and catch it again. Boing! Up it went. Back into her hands. But suddenly—oh no! The golden ball slipped through her fingers, rolled across the grass, and splashed into a deep, dark pond.

The princess sat by the water, peering in sadly. "What am I going to do?" she whispered.

Then, from the middle of the pond, she heard a little croak...

The princess sat sadly by the pond, staring at the ripples where her golden ball had disappeared. A little green frog sat on a lily pad, watching her with bright, shiny eyes. The frog noticed the golden ball at the bottom of the pond. The princess hoped he might be able to get it for her, and the frog seemed to understand.

With a splash, the frog dived into the deep, dark water. He swam down, moving quickly through the pond. After a short moment, he popped back up to the surface, holding the shiny ball.

The princess felt overjoyed as she collected her golden ball once again. She ran happily back toward the castle, while the little frog watched her go from his lily pad.

Your writing should answer all these questions- but you must write in complete sentences.

What is the princess doing?

How does the ball get dropped?

Where does the ball go?

How does the frog help?

What does the frog promise?

How does the princess help?

How does the princess and frog get back to the castle?

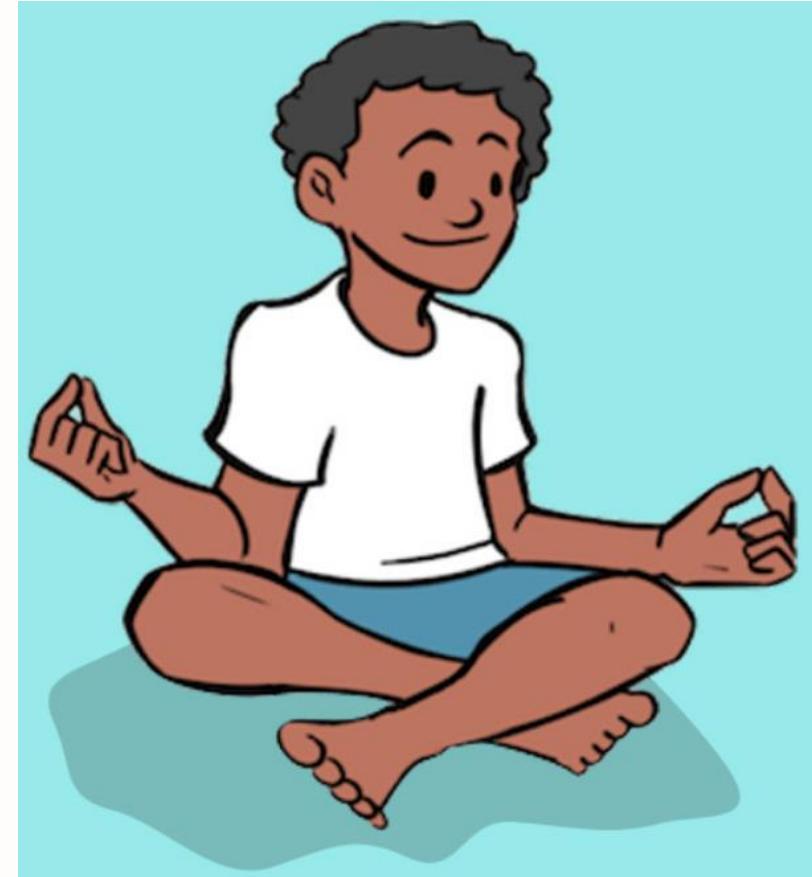
P.E.

Learning Objective

To develop an awareness of flexibility when completing yoga poses.

Success Criteria

- Use controlled breathing in through your nose and out through your mouth.
 - When breathing out, try to stretch a little further.





10
Mins

Warm Up and Introduction

Sunshine breath:

Show pupils the first slide on the 'On Safari' video. Tell them they will be exploring poses whilst on safari.

Q: What animals might you see on safari? Q: What do you think the weather is like on safari? Pupils are going to use their breath to say 'good morning' to the sun.

Pupils stand on their mat. Beginning with their hands together at their chest, they take a big deep breath in and lift their hands up high above their head. As they breathe out, ask them to split their hands and circle them back down towards their sides. Repeat this several times.

Try to move your body in time with your breath. Close your eyes as you do this.

On safari:

Pupils imagine they are on safari and are moving through the trees. Pupils skip around the space and respond to the following commands with the appropriate action:

- Duck: duck to get out of the way of a branch by touching the floor.
- Jump: jump to avoid a tree root.
- Swipe: quickly hop to the side on one foot then to the other side on the other foot to avoid branches.
- Swerve: swerve a tree by stopping and circling hips in a big circle.

Move safely around space, being aware of others and in between the gaps in the mats.

30
Mins

Skill Development

Satari poses:

Tell pupils that yoga helps us to develop our flexibility. Q: What is flexibility? Can you think of another activity that helps to develop flexibility? *Having good flexibility also helps us to have good posture and we are less likely to hurt ourselves. It also helps us have more movement in our joints.*

- A Teach pupils the safari poses using the video, pause the video to check technique.

When performing the poses, try to stretch a little further every few breaths. Practise each pose, breathing in for three counts and out for three counts.

- Cobra

As you push up, feel the stretch across your chest and stomach. Try to push up a little higher every few breaths.

- Elephant

Try to keep your back straight, let your arms flop and straighten the backs of your knees. Feel the stretch in your hamstrings (back at the top of your legs) and calves (back at the bottom of your legs).

Make this easier by using a slight bend in the knees.

- Lion

To challenge your flexibility, try to push your legs out wider so that you are lower to the ground.

- Giraffe

Make sure both feet face forwards. Feel the stretch in your glutes (bottom) and quads (thighs).

Make this harder by sinking the hips a little lower. Make this easier by putting the back knee down on the floor.

- Tree

Try to lift your non-standing foot high into your inner thigh of your standing foot. Open your hips by your non-standing knee facing sideways. Feel the stretch in your glutes (bottom) and hips.

Make this easier by placing the non-standing foot lower.

Animal kingdom:

Pupils begin on their mat in a circle. Choose one of the safari poses to perform. The pupil to the left of you copies the pose whilst you continue to hold it too. Then the person to their left joins in and so on until the pose has travelled all of the way around the circle, with everyone holding the pose.

Once the pose comes back to you, the pupil to your left chooses a new pose, the person to their left changes to match them and so on (everyone else continues to hold the original pose until the new pose arrives at them).

Repeat until all pupils have had an opportunity to choose a safari pose for the class to copy.

Focus on breathing in and out slowly to help you to hold the pose. Try to stretch a little bit further every few breaths.

Make this harder by allowing pupils to create their own safari inspired pose.

Lion footsteps:

One pupil (the lion) stands at one end of the teaching space, facing away from everyone else. All other pupils start at the opposite side of the teaching space. When the lion is facing away, the rest of the class tiptoe up towards them. When the lion turns around, everyone freezes in one of the safari yoga poses. Anyone who moves is sent back to the starting line. The first pupil to touch the lion's shoulder wins the game.

Once in your pose, focus and use your breathing to help you to stay balanced. Show honesty, if you move, go back to the start.

Make this harder by asking pupils to change the pose they do each time the lion turns around.

Teacher note: give pupils a moment to get into their poses, then once everyone is in their pose, wait a few seconds to see if anyone moves.

Lying in the sun:

Pupils:

- Lie down on their mat with hands by their sides and close their eyes.
- Imagine they are lying in the heat, they can feel the sand between their fingers and toes. Pupils take three big slow breaths in and out that last for three counts each.
- Continue breathing slowly whilst they do a mental body scan.
- Focus on feeling the heat from the sun, firstly on their toes and ankles, then their knees and legs.
- Recognise the feeling in their stomach and their chest, their shoulders and their arms and eventually their head.

Place your arms down by your sides and your legs hip width apart. Allow your feet to flop out to the sides.

LUNCH

MATHS

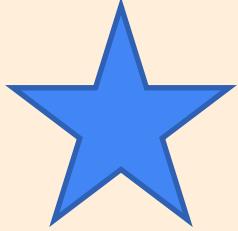
03.02.26 T.B.A.T. add using regrouping

3 in 3

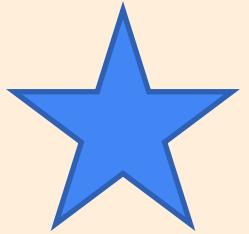
| | | | | | |
|----|-----------------------------------|----|-------------------------------------|----|---------------------------------------|
| 1) | $30 + \boxed{} = 100$ | 2) | $8 \times 2 = \boxed{}$ | 3) | $79 - 10 - 10 = \boxed{}$ |
|----|-----------------------------------|----|-------------------------------------|----|---------------------------------------|

CHALLENGE:

If I took away the number of minutes in an hour away from the answer to question 1, I would have the number 15? Am I correct? Explain.



‘Make ten’



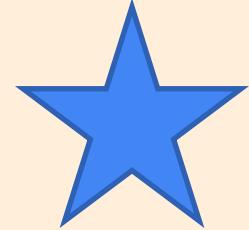
partition



regroup



tens

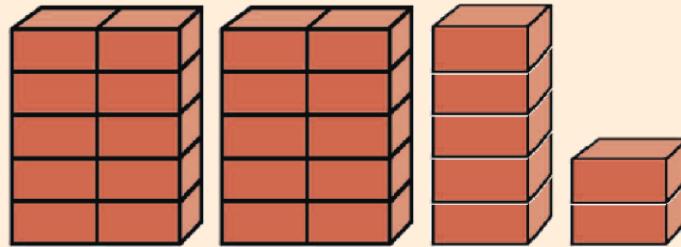


ones

Use Base 10 equipment to make the addition below. On your whiteboard, show how you would draw it out.

BLUE

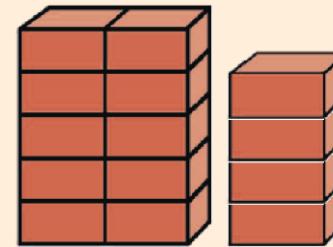
GREEN



27

+

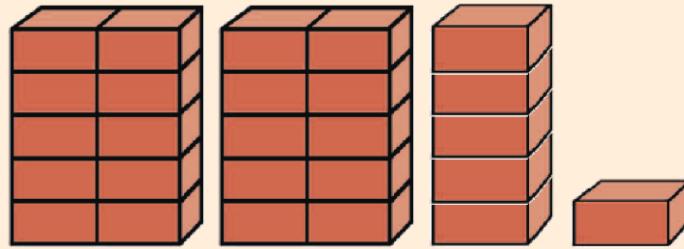
14



Use Base 10 equipment to make the addition below. On your whiteboard, show how you would draw it out.

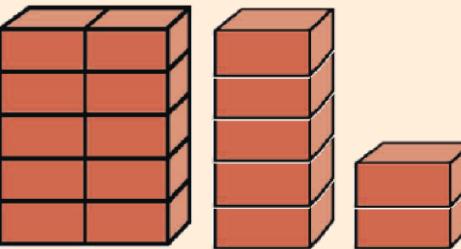
BLUE

GREEN



26

+



17



BLUE

GREEN

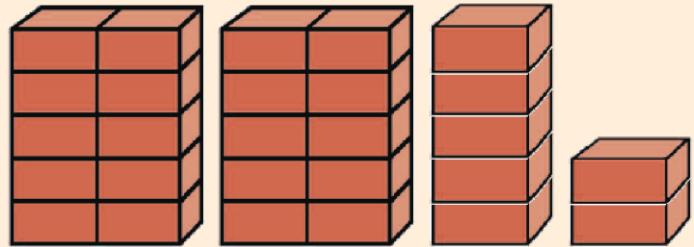
What patterns did you notice?

| | |
|-----------|-----------|
| $39 + 14$ | $48 + 26$ |
| $39 + 15$ | $48 + 25$ |
| $39 + 16$ | $48 + 24$ |
| $39 + 17$ | $48 + 23$ |

MODEL:

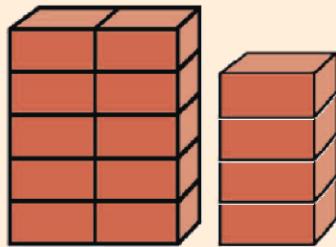
Partition both numbers.

Partition only one number.



27

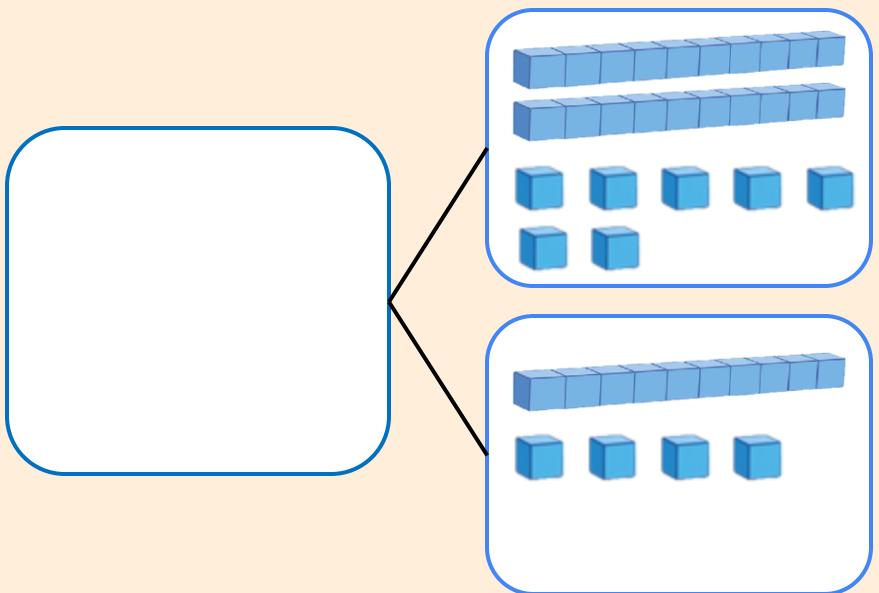
+



14

=

41





$$36 + 15 =$$



DANCE
ALONG

BANANA BANANA
MEATBALL

BLAZER
Fresh

GoNoodle.

IND

03.02.26 T.B.A.T. add using regrouping

$36 + 15 =$

$37 + 15 =$

$38 + 15 =$

$39 + 15 =$

$49 + 15 =$

$49 + 25 =$

$49 + 35 =$

$49 + 45 =$

**CHALLENGE:**

Luka thinks $29 + 35 = 65$ however he is incorrect.
What do you think Luka did wrong? What should it be?

GREATER DEPTH**Add what?**

Using 2-digit numbers, what could
the two addends be?

How many possibilities can you find?
Each equation must involve
regrouping.

54

$\underline{\quad} + \underline{\quad} = 54$

BREAK

COMPUTING

03.02.26 T.B.A.T. use attributes to compare objects

3 in 3

KEY WORDS:

1 Match the term with its definition. (Write the correct letter in each box)

| | |
|---|-------------|
| a | tally |
| b | pictogram |
| c | data |
| d | information |

| | |
|--|----------------------------|
| | collected facts |
| | uses pictures to show data |
| | counts items |
| | knowledge from data |

attribute
compare

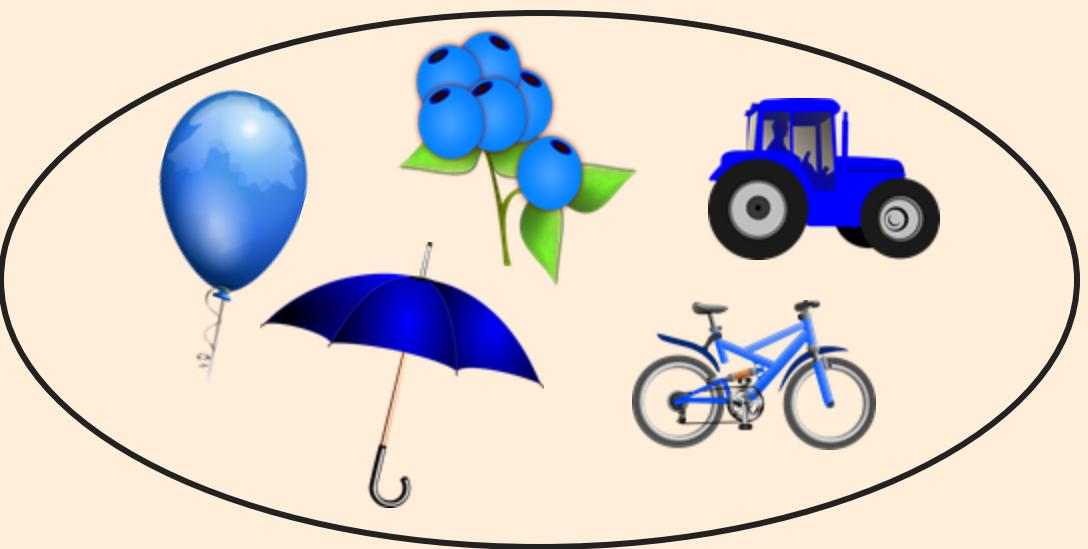
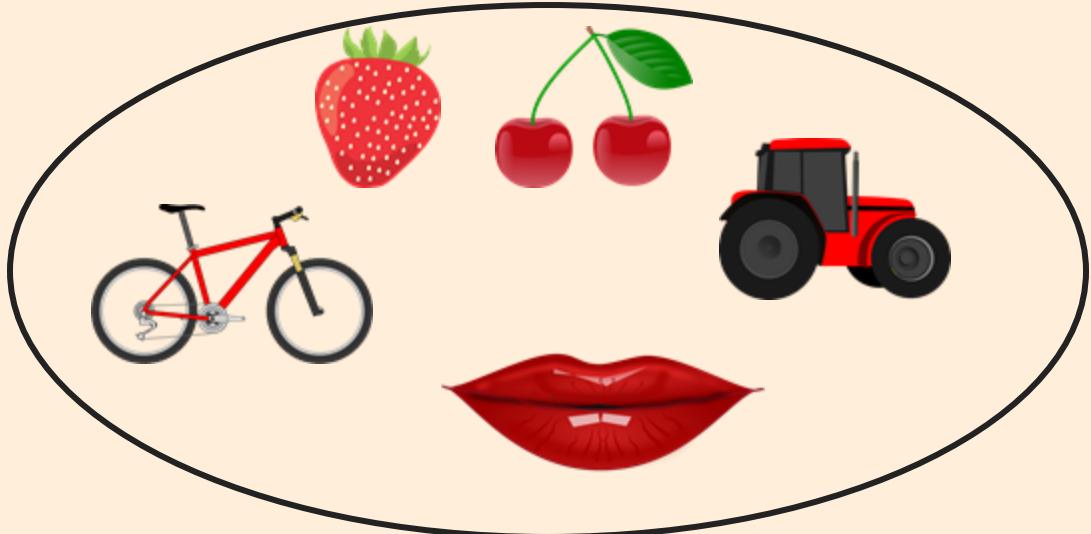
2 What do you use to record data on a computer? (Tick 1 correct answer)

- a book
- a pencil
- a paintbrush
- software

3 Which of these is a type of data? (Tick 1 correct answer)

- running
- singing
- numbers
- sleeping

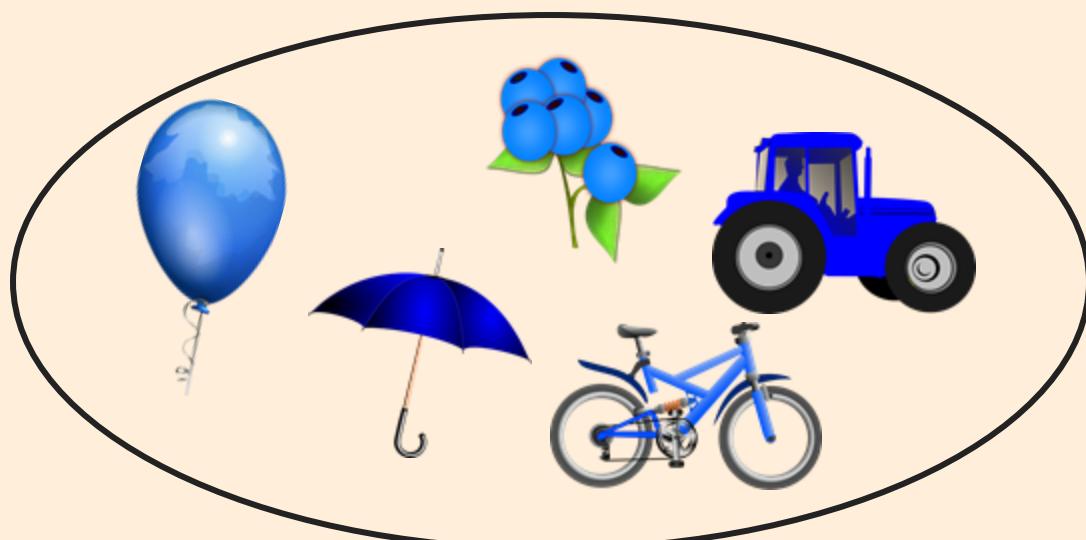
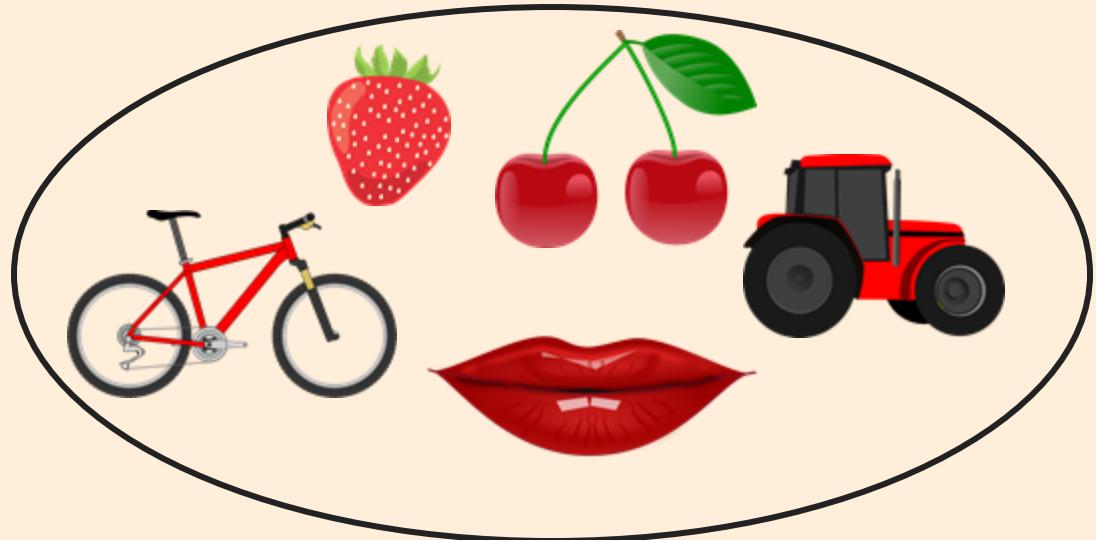
How are the objects grouped?



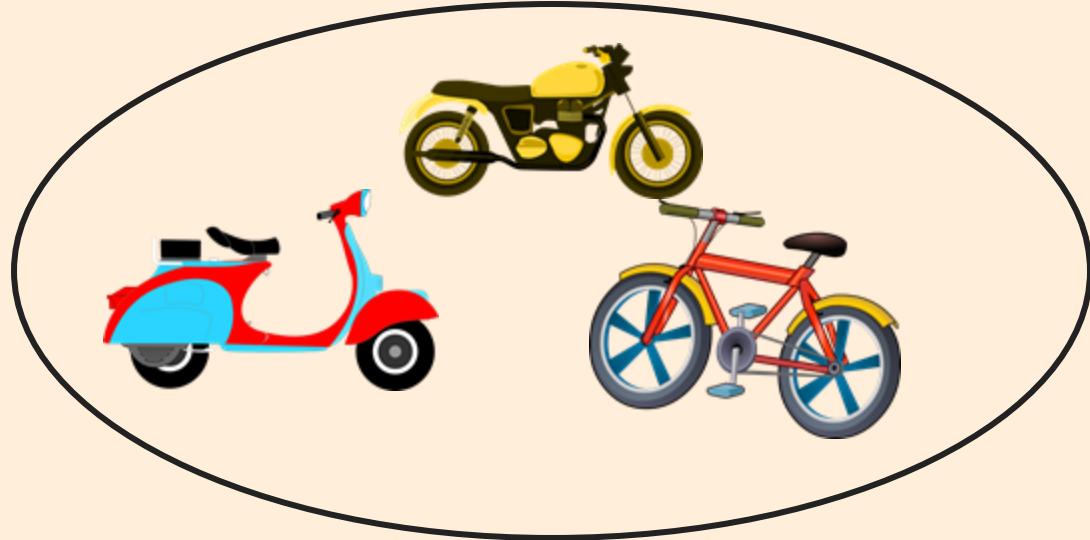
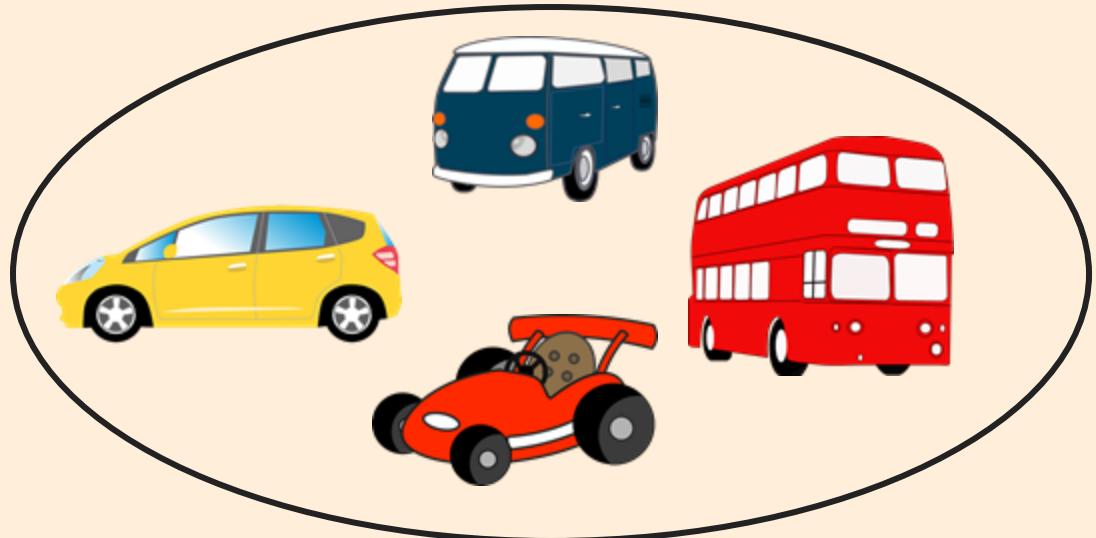
The objects are grouped by colour. There is a red group and a blue group.

Colour is an **attribute**. It is a way to describe the objects.

Objects can be grouped using different **attributes**.

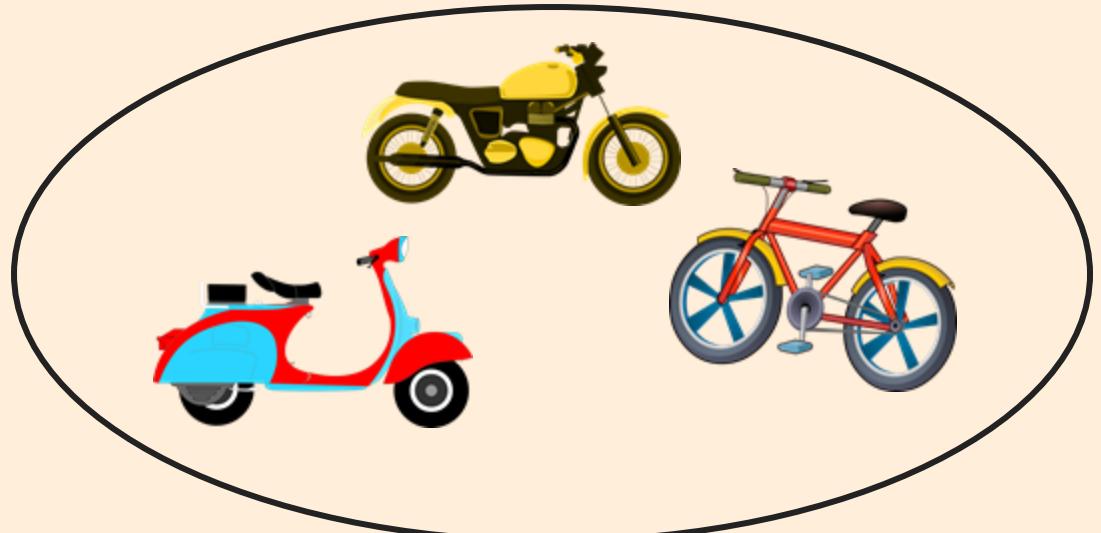
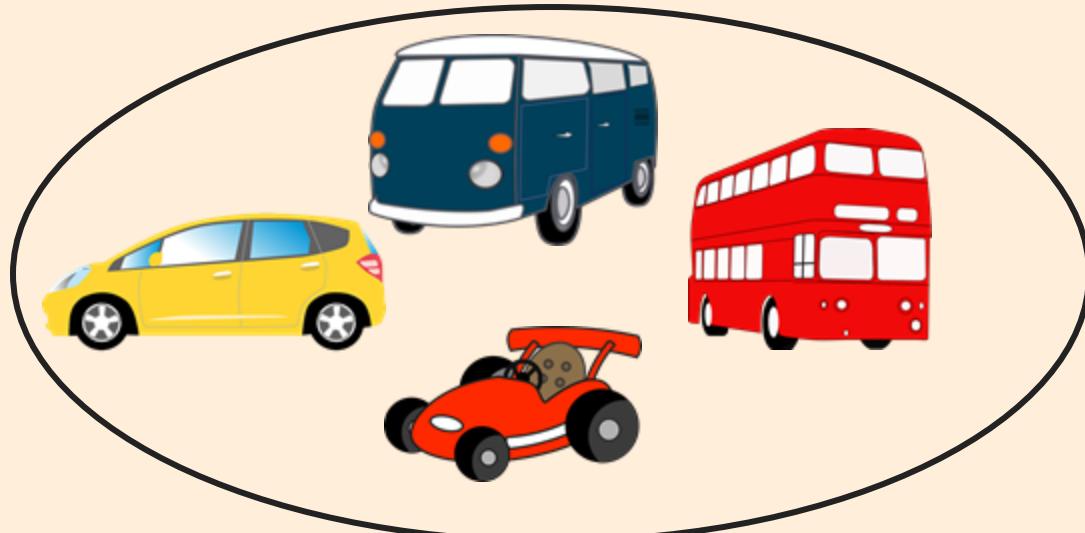


How do you think these objects have been grouped?

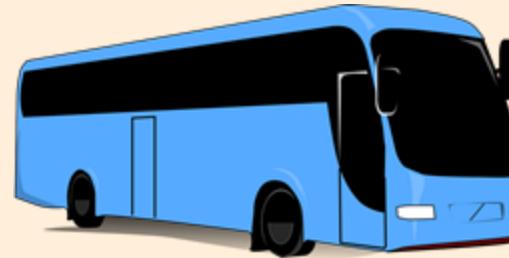


These objects have been grouped by the number of wheels they have.

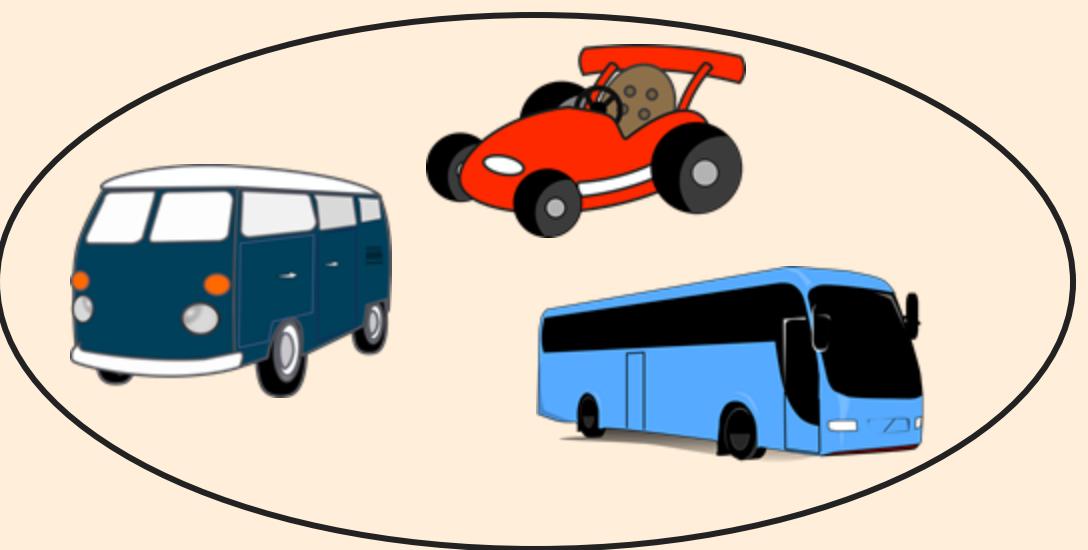
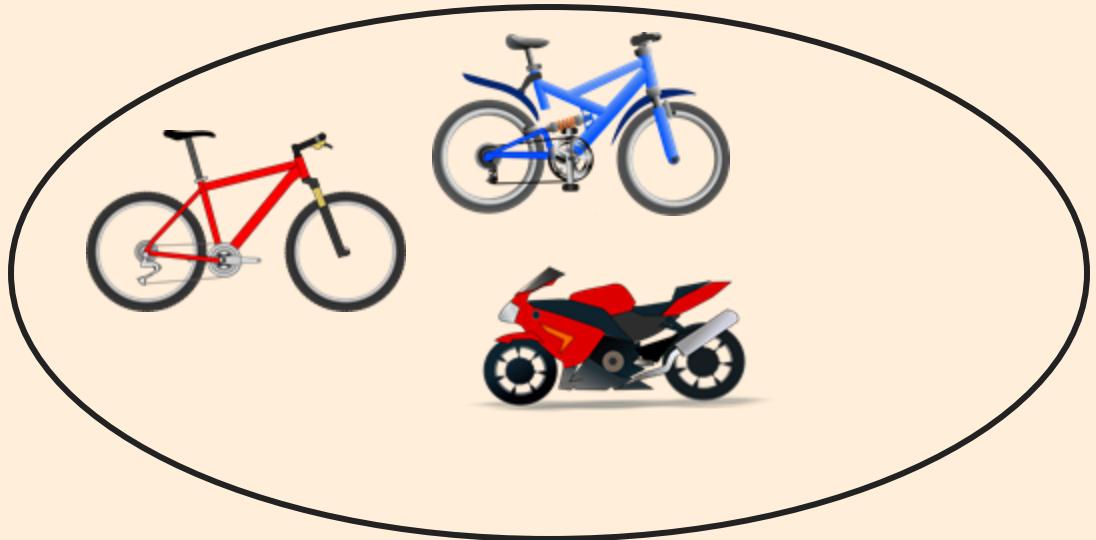
The number of wheels is an **attribute**. It is a feature that each of these objects has. Objects can be grouped using different **attributes**.



How could you sort these objects into two groups?



How could you group these objects?

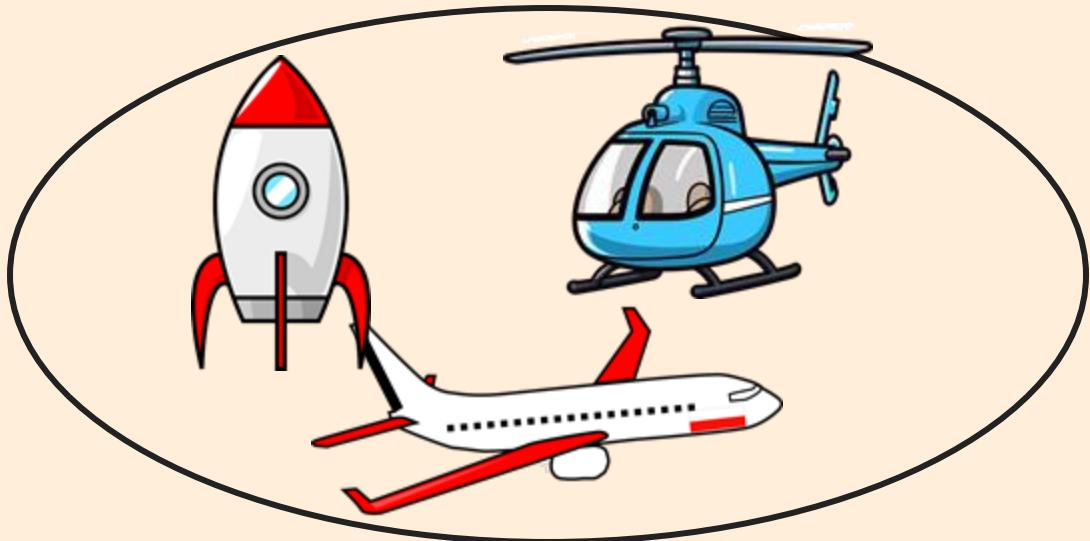
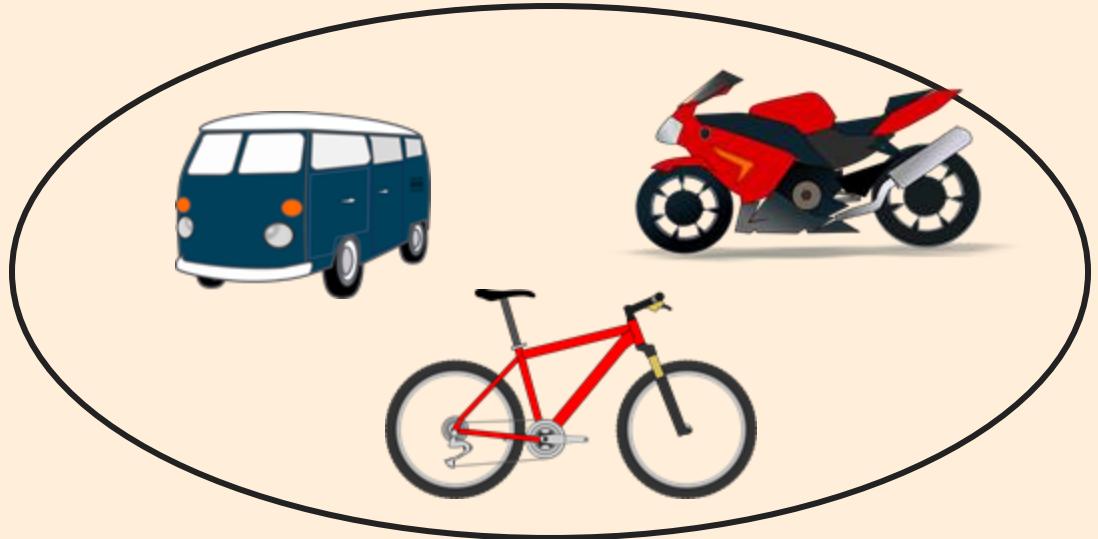


The objects could be grouped by number of wheels.

How could you sort these objects into two groups?



How could you sort these objects into two groups?



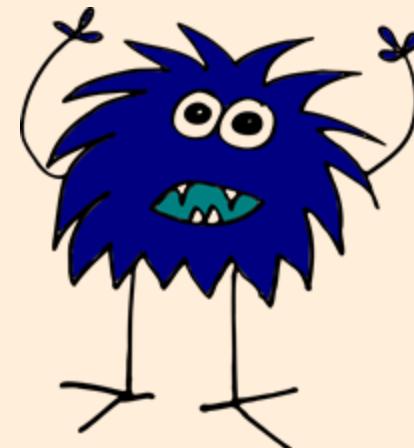
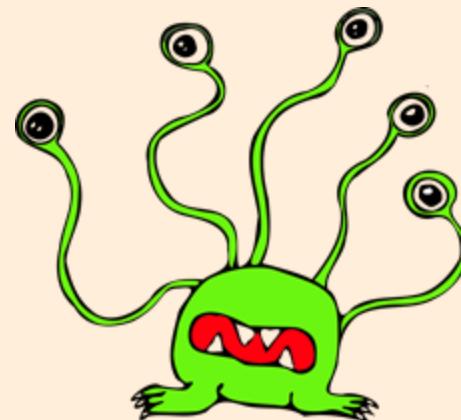
The objects could be grouped by whether they can fly or not.

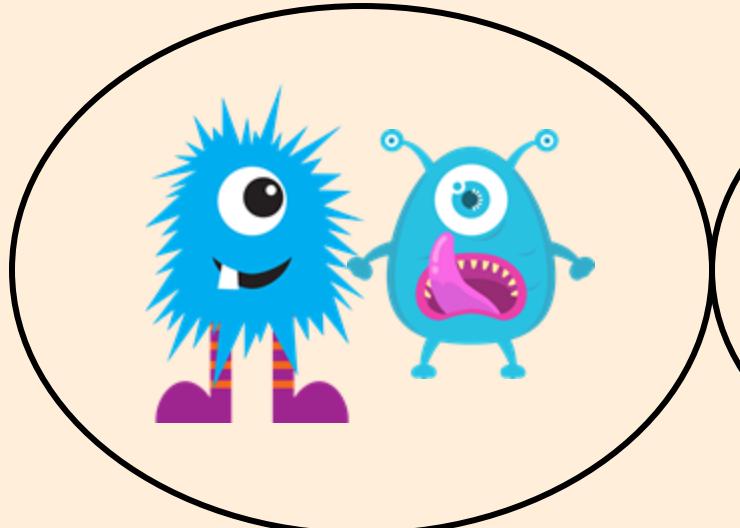
You can look at different features that a group of objects have in order to group them by that **attribute**.

Some of the **attributes** that you may group by are:

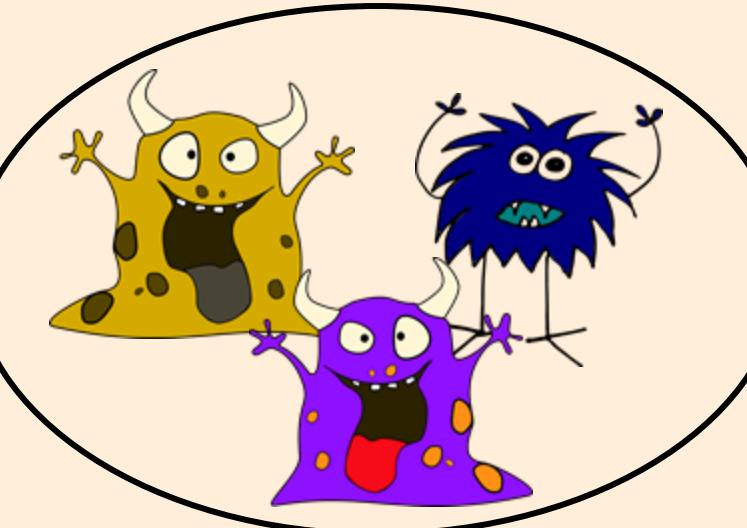
- How many legs does an animal have?
- What colour eyes do people have?
- How many wheels does the vehicle have?

How could the monsters be grouped?

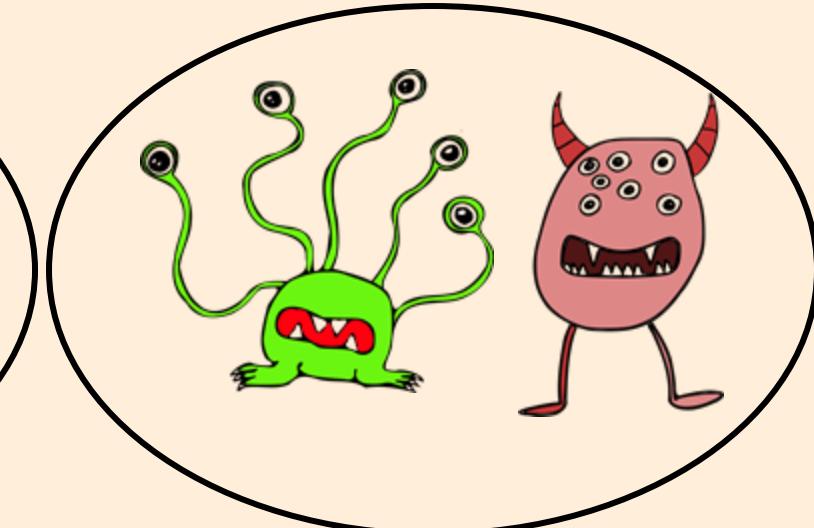




one



two

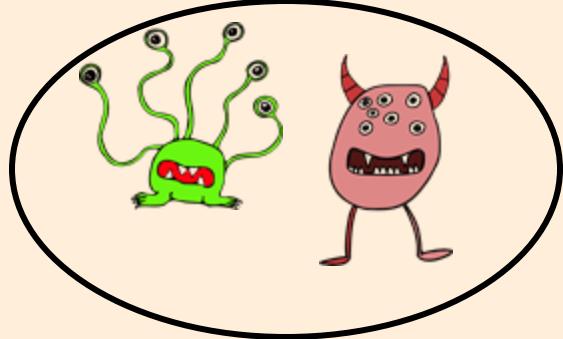
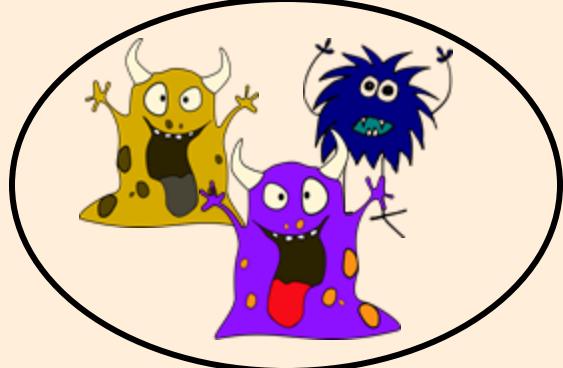
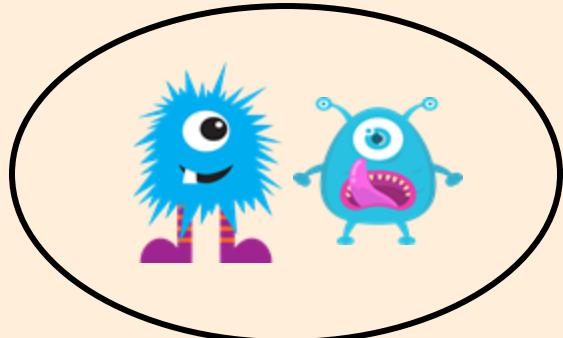


more than two



Jun

I have chosen to group them by the number of eyes each monster has.



Andeep

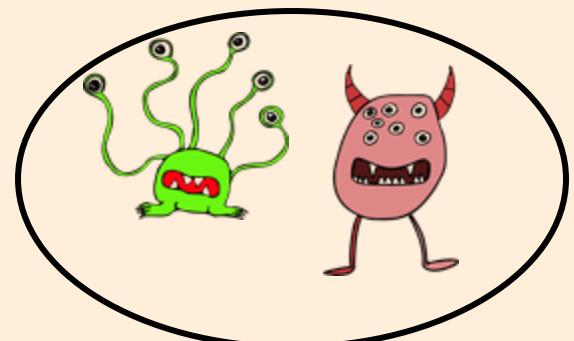
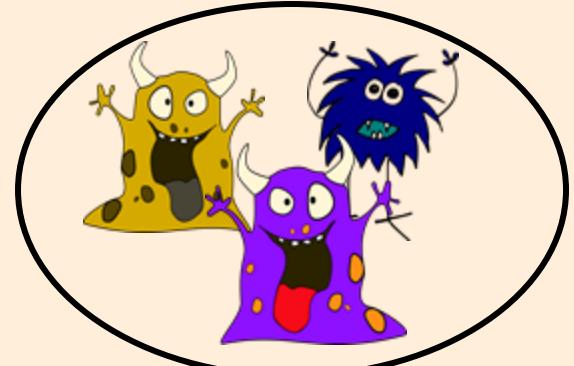
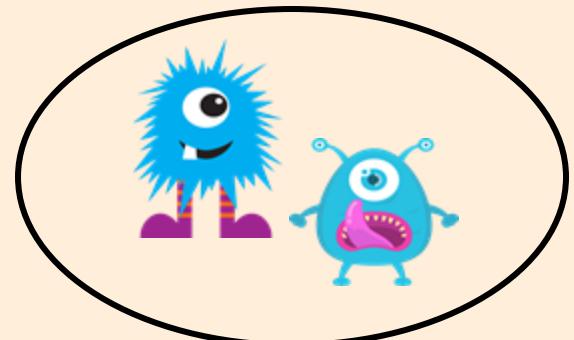
How could we record the data now that the monsters are sorted?

I think we could record them into a tally chart.



Sam

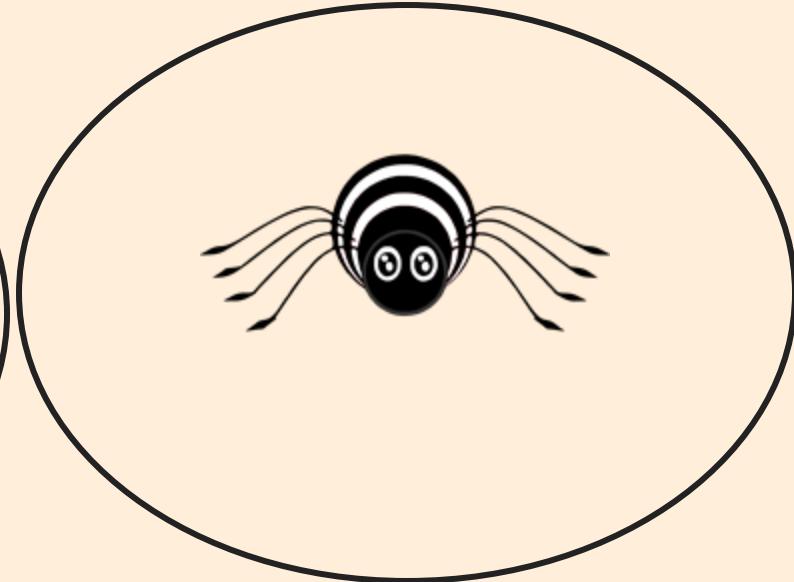
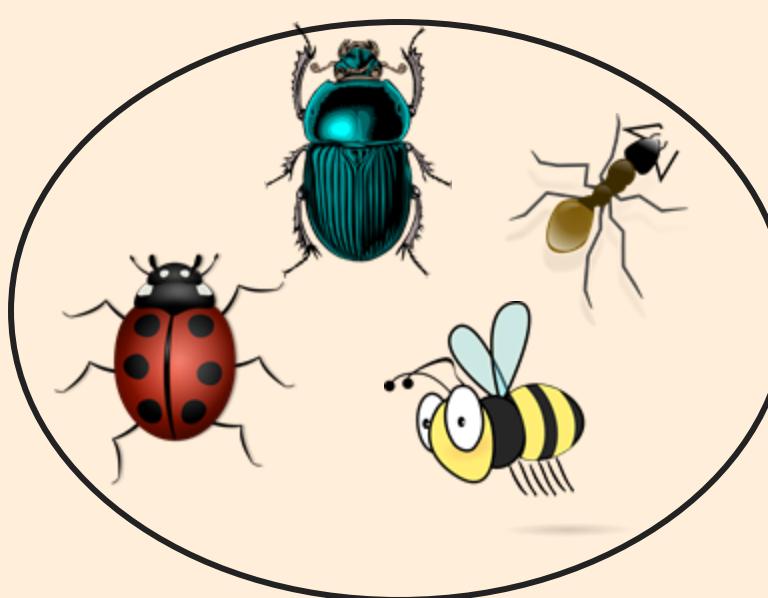
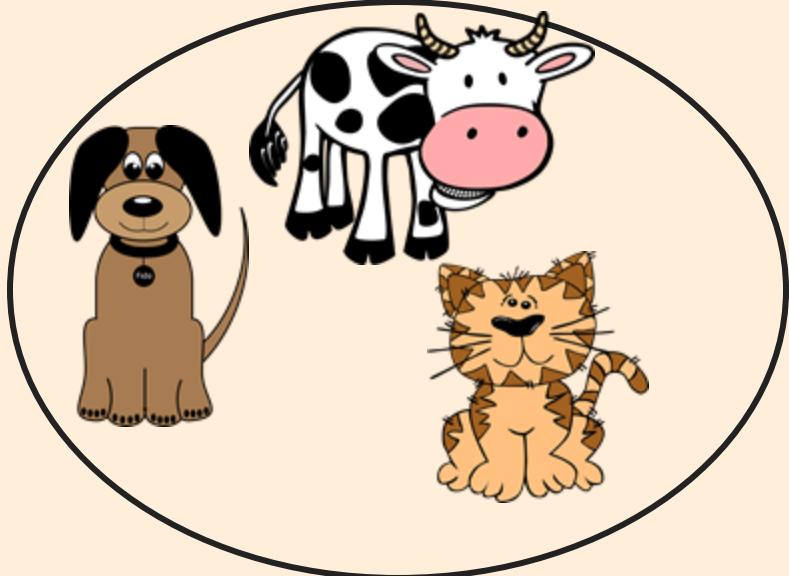
Record objects by attribute to create groups



Tally to show number of monsters with each number of eyes

| number of eyes | tally | total |
|---|-------|-------|
|  | | 2 |
|  | | 3 |
|  | | 2 |

What **attribute** has Sam used to sort the animals?



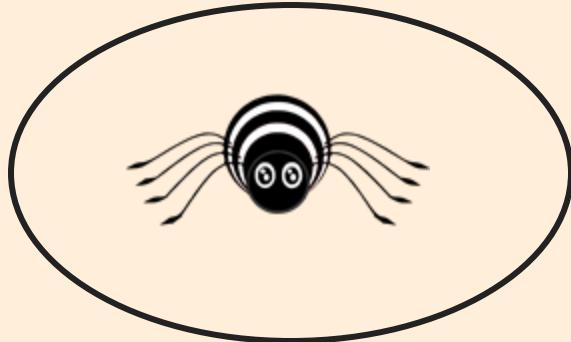
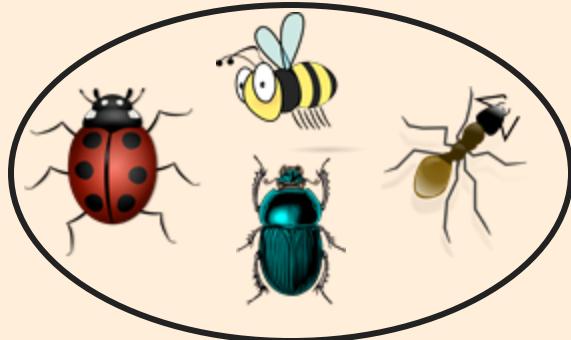
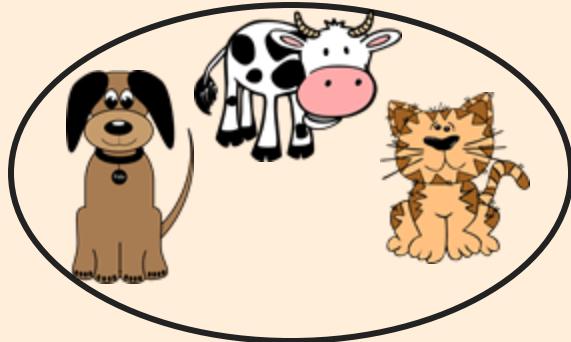
Sam

I sorted the animals by the number of legs they have.
The number of legs is the **attribute**.

You can record the data collected about objects' **attributes** on a tally chart.

Once you have a tally chart, you can use it to create a pictogram.

This gives us an opportunity to **compare** the data and find out the most and least popular objects.



A tally chart can be created to show the number of animals with different numbers of legs.

| number of legs | tally | total |
|----------------|-------|-------|
| 4 | | 3 |
| 6 | | 4 |
| 8 | | 1 |

Create and use pictograms to make comparisons



The tally chart can be used to create a pictogram.

| number of legs | tally | total |
|----------------|-------|-------|
| 4 | | 3 |
| 6 | | 4 |
| 8 | | 1 |

When creating a pictogram, you only use one animal to make the pictogram.

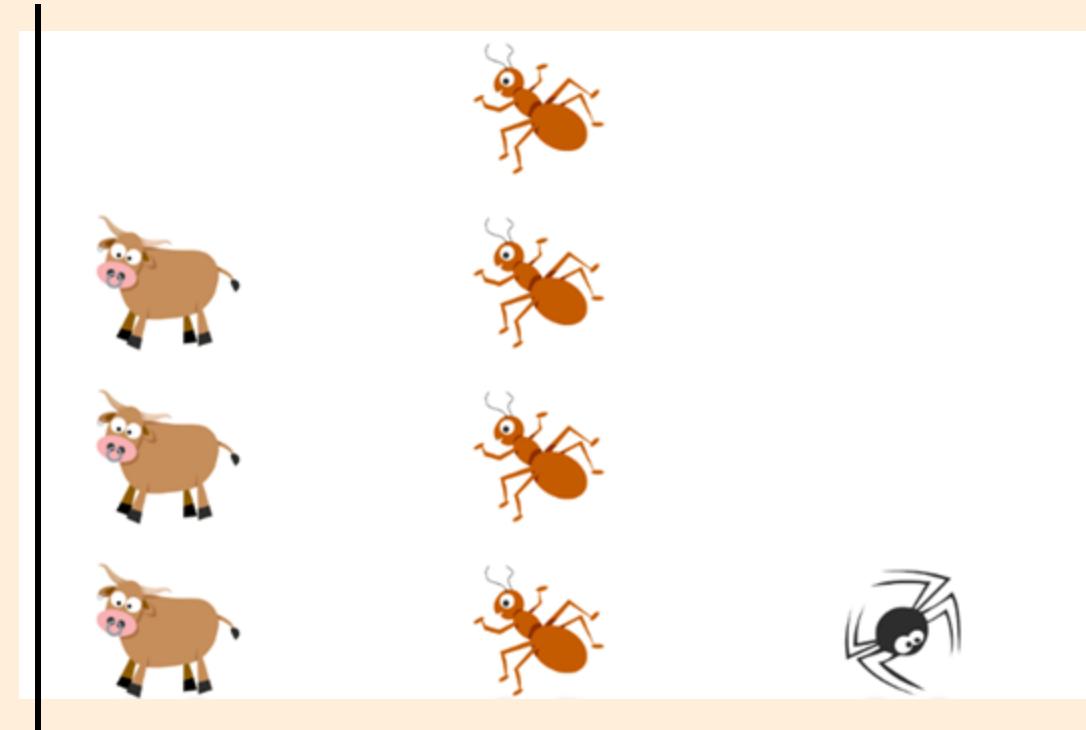
You could use a picture of a cow to represent all four-legged animals.

All the pictures in the pictogram need to be the same size, so that values can be **compared** easily.

Create and use pictograms to make comparisons

The tally chart can be used to create a pictogram.

| number of legs | tally | total |
|----------------|-------|-------|
| 4 | | 3 |
| 6 | | 4 |
| 8 | | 1 |



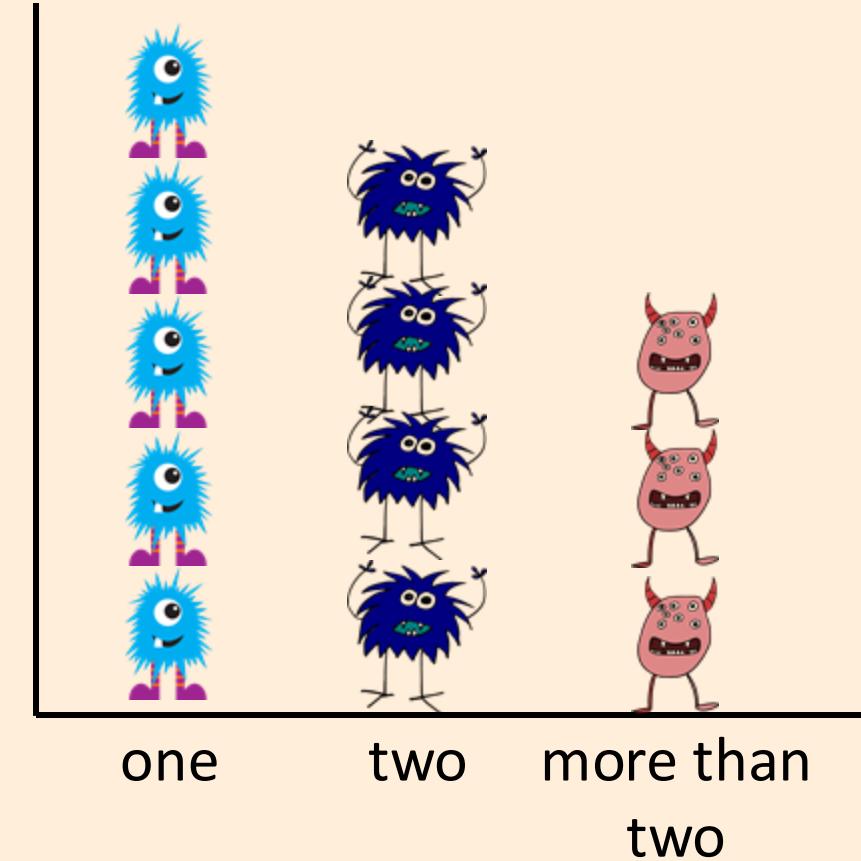
four legs

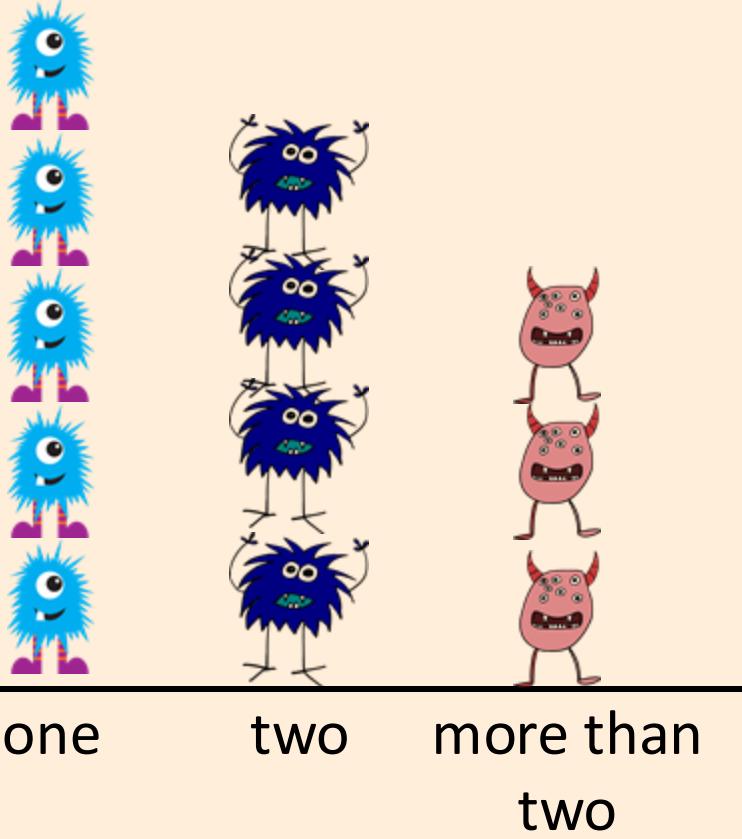
six legs

eight legs

More monsters joined the party, so the totals have increased.
This can be put into a pictogram.

| number of eyes | tally | total |
|---|-------|-------|
|  | | 5 |
|  | | 4 |
|  | | 3 |





Using the pictogram, I can see that there were more one-eyed monsters than any other type of monster.



Sam

**Attributes in data****Task A: Record objects by attribute to create groups**

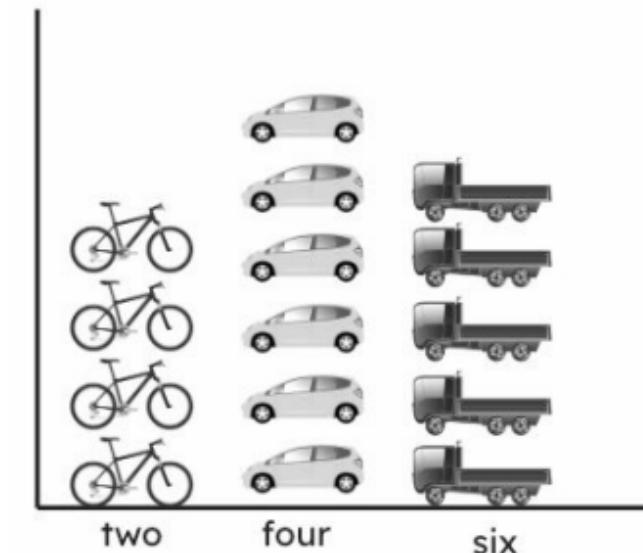
Create a tally chart of objects in the classroom grouped by shape. Add your chosen shapes to the tally chart. Use the tally chart to record the objects you see.



| shape | tally | total |
|-------|-------|-------|
| | | |
| | | |
| | | |
| other | | |

Task B: Create and use pictograms to make comparisons

Answer the questions based on the pictogram.



How many four-wheel vehicles?

How many more four-wheel vehicles than two-wheel?

What was the most popular number of wheels?

How many six-wheel vehicles?

How many more six-wheel vehicles than two-wheel?

What was the least popular number of wheels?

ART
Pioneers

Part One: Continuous Line Drawing

The Continuous Line Drawing warm-up exercise (we sometimes call it a squiggle drawing too) is a great way to get children (and adults) to focus their looking and free up their drawing.

The challenge is simple, keep your pencil or pen on the page as you make the drawing. If two objects stand apart, your line must travel across the page to meet the next object. Keep your drawing fluid and smooth, and try to match the speed of drawing with speed of looking – and try not to rush.

If a child says they have finished before the time is up, just gently ask them to keep drawing.

These drawings are as much about a journey as an outcome – though they are beautiful in their own right and children always seem to value the results.

