

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

04/02/26

If you
finish,
read!

SiLen+ 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 stamina!**



MORNING CHALLENGE 04/02/26

Draw lines to match the representations with the fractions.



$$\frac{1}{2}$$



$$\frac{1}{3}$$



$$\frac{1}{4}$$

Divide and shade the rectangles to show the unit fractions.

$$\frac{1}{4}$$



$$\frac{1}{2}$$



$$\frac{1}{3}$$



Write the unit fraction to match the representations.



Draw a ring around the correct number of circles to show the unit fractions.



$$\frac{1}{2}$$



$$\frac{1}{3}$$



$$\frac{1}{4}$$

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$$\frac{1}{3}$$



$$\frac{1}{4}$$

Spelling Rules

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.

wash

wand

wasp

waffle

quad

squad

squat

quality

A
B
C

Classroom
Secrets★

Spelling



Patterns

Tricky Words

-dge	o	-ies	o	-less	o
-ge	o	ing, ed, er, est	o	-ly	o
-g	o	ing, ed, er, est	o	contractions	o
soft 'c'	o	all / al	o	-tion	o
kn / gn	o	-ey	o		
wr	o	wa	o		
-le	o	wo	o		
-el	o	s = zh	o		
-al	o	-ment	o		
-il	o	-ness	o		
shy i -> y	o	-ful	o		

Choose a year group.

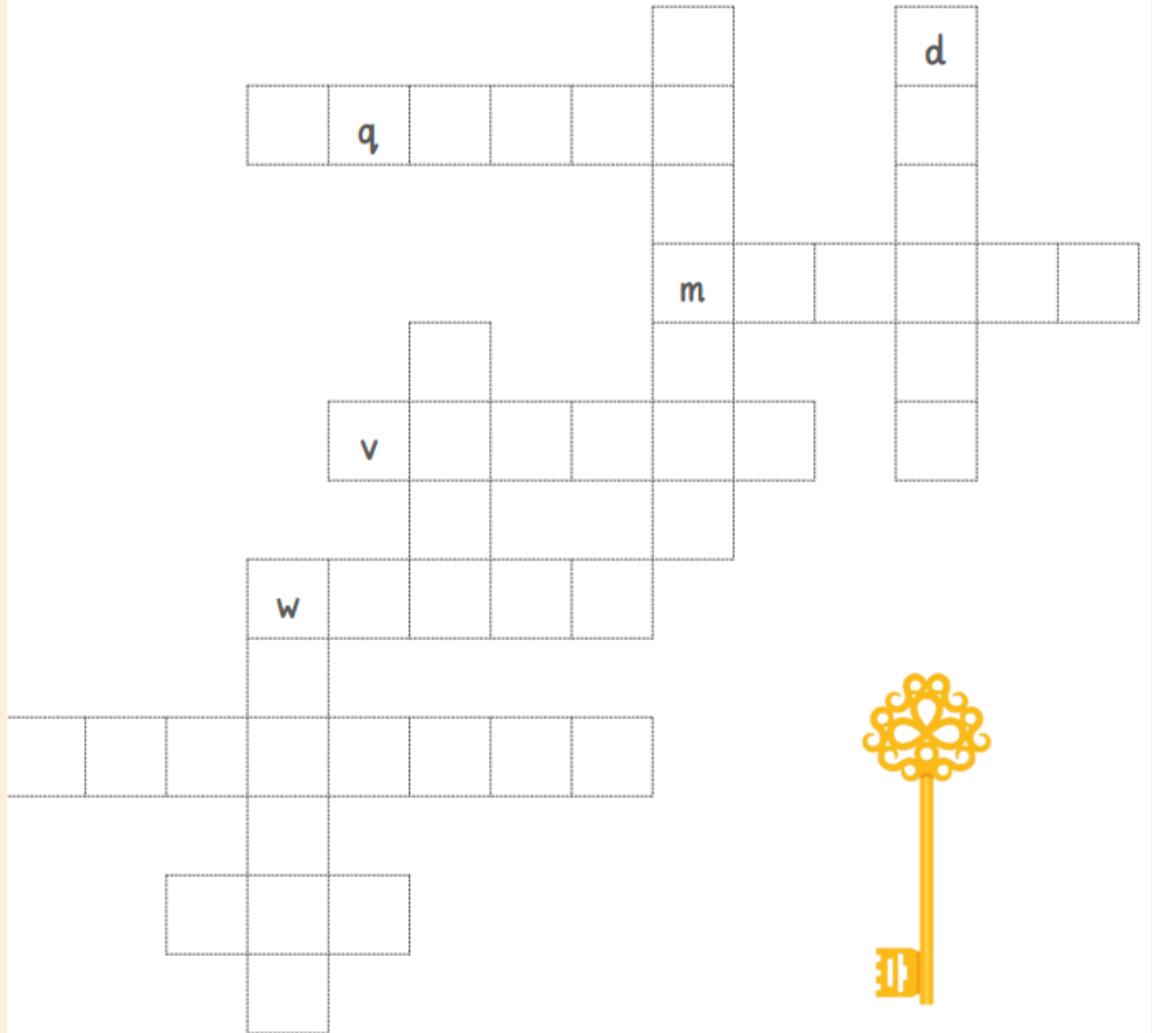
Choose a tab.

Then choose a set of words.

Finally press 'go'



Complete the criss cross using the words from your spelling list below.



3 letters

key

5 letters

watch

6 letters

donkey
monkey
valley
wander
squash

4 letters

Want

7 letters

chimney

8 letters

quantity

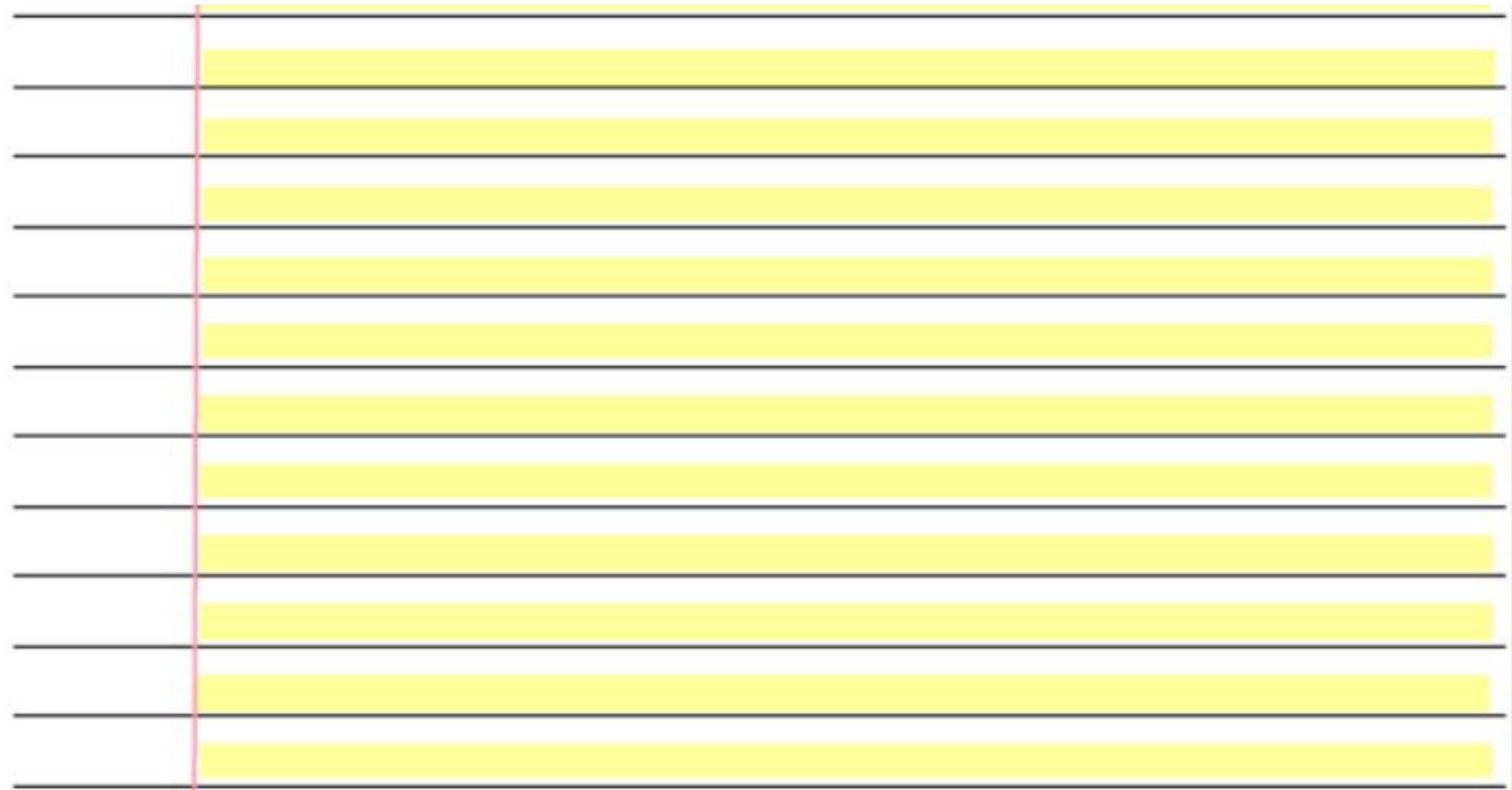
Write the words into sentences.

Literacy

4.2.26

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

3 IN 3



Wednesday 4th February

T.B.A.T. write a narrative

The frog has arrived at the castle. What happens next?

BLUE

How does the princess feel towards the frog?

The princess feels

GREEN

How does the frog feel towards the princess?

The frog feels ...



Today we're going to write the middle section of The Frog Prince.

The frog arrives at the castle and asks for food and a bed. We will stop before the 3 night.

Retell the story to this point

REMEMBER: 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	castle	door
King	food	plate
frog	sleep	pillow

KEY WORDS - verbs

walked	knocked	saw
promised	ate	followed
looked	slept	appeared

Conjunctions

because	if
so	but
and	however



Sentence starters

The frog knocked ...

The princess was surprised ...

The King told the princess ...

The frog ate ...

The frog slept ...

The princess felt ...

That evening, the princess sat at the long dining table in the warm, bright castle hall. Candles flickered gently, and delicious food was being served. She was just about to enjoy her meal when she heard a soft tapping sound at the big wooden door.

The princess froze for a moment. The frog had followed her home from the forest. He waited patiently outside, hoping she would remember the promise she had made.

The little frog hopped inside. He looked very small in the grand hall. The princess watched him closely, her heart beating a little faster.

The frog sat beneath her chair, gazing up at her. He seemed tired from his journey and hopeful that she would let him stay. Slowly, the princess lifted him onto the chair beside her. Even though she felt nervous, she wanted to be kind and keep her promise.

The frog sat quietly, happy to be included. The princess began to relax. In fact, he seemed gentle and polite.

When the meal was over, the princess went to her room to get ready for bed. She walked slowly, wondering what she should do next. The little frog followed her up the stairs, one careful hop at a time, staying close behind her.

**Brain
Breaks**



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

Learning Objective

To copy and remember actions linking them into a flow.

Success Criteria

- Order poses so that they flow easily from one to the other.

Work with your partner, sharing ideas and listening to each other.

Whole Child Objectives

Social: To work with others, sharing ideas to create a flow.

Emotional: To show confidence to share my ideas with the class.

Thinking: To make quick decisions with others to solve a challenge.

10
Mins

Warm Up and Introduction

Focus:

Sitting in good sitting pose, pupils begin with a few mindful statements to help them to focus. Pupils:

- Place a hand on their head and say 'I am ready to be mindful'.
- Place a hand on their throat and say 'I am ready to share my ideas'.
- Place a hand on their heart and say 'I am ready to try my best'.

Bumblebee breath:

Tell pupils the poses in this lesson are inspired by farmyard animals. Q: Have you ever been to a farm? What animals would live on a farm?

Pupils slowly inhale for a count of three. On the exhale 'buzzzz' like a bee. Repeat a few times.

[Notice the sensation that you feel as you make the sound.](#)

Animal walk:

In pairs, one pupil begins as the leader, with their partner following. The leader decides on a way to travel around the space in the style of a farmyard animal and their partner copies. On the command 'change', pupils switch the leader and change the way they travel.

[Try to use different levels or body parts to travel on. Move with control and quality, being mindful of others.](#)

30

Mins

Skill Development

Farmyard poses:

Q: How can you improve your balance, strength and flexibility with these yoga poses? *Improve balance by focusing on something still and move into and out of the poses slowly. Improve strength by holding the poses for a few breaths. Improve flexibility by using breath to extend and stretch muscles.*

A Teach pupils the different poses using the video resource.

- **Butterfly**

Feet turned in and soles of the feet pressed together. Try to flap knees down towards the floor. Use elbows to push knees for an extra stretch.

- **Cow**

Place hands and knees on the floor, hands underneath shoulders. Arch back, tilt hips and keep neck long, looking up.

- **Cat**

Place hands and knees on the floor, hands underneath shoulders. Curve back, looking back towards your stomach.

- **Dog**

Keep both hands and feet on the floor. Look back between your legs. Hips up and back, with a flat back.

- **Goat**

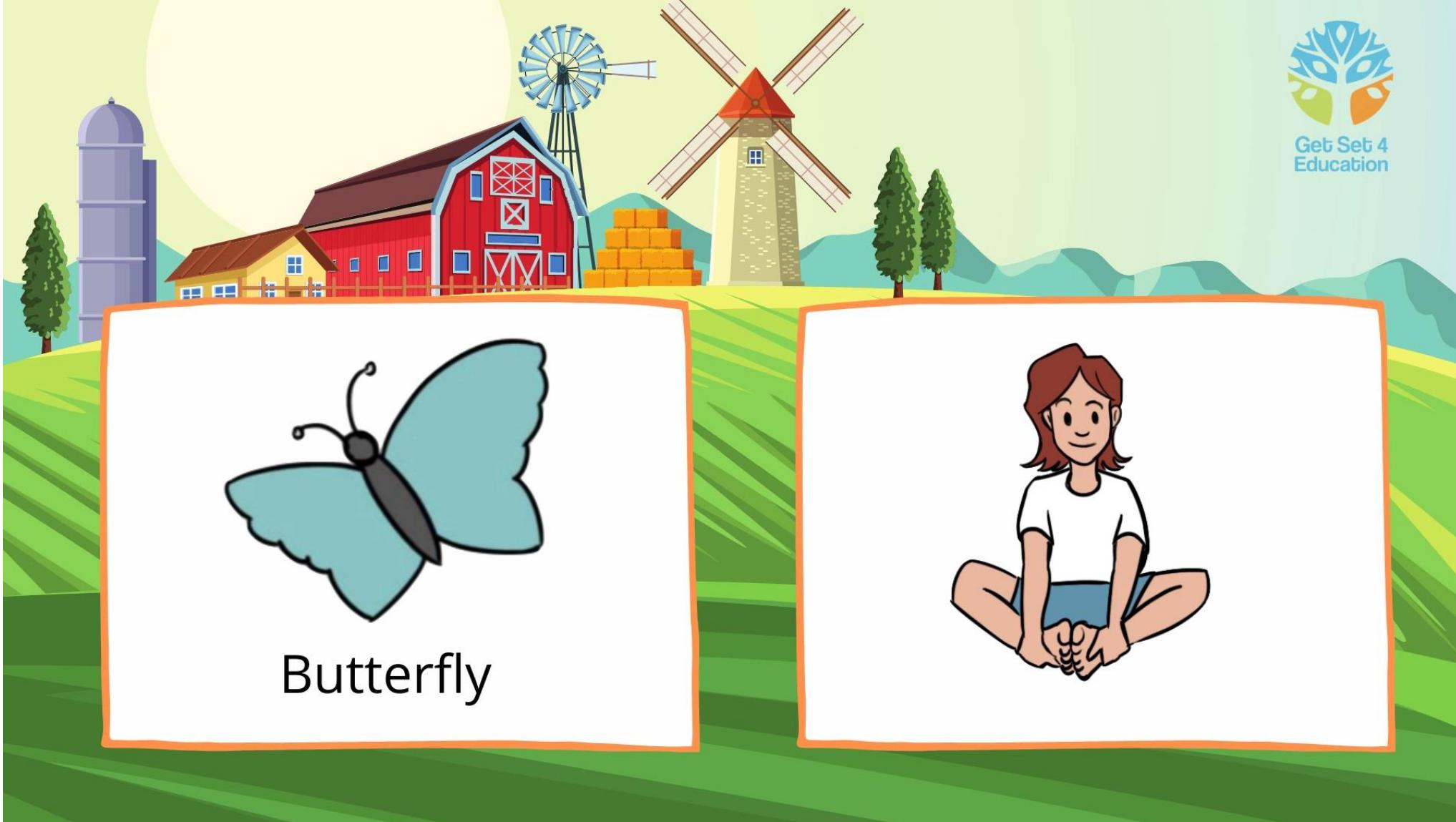
Place one foot forwards and one back, hip width apart. Both feet face forwards. Arms lift above head.

Make this harder by lifting the back leg.

- **Bird**

Place both feet together, bending knees. Both arms lift back behind the body.

Make this harder by going on tiptoes.



Butterfly

LUNCH

MATHS

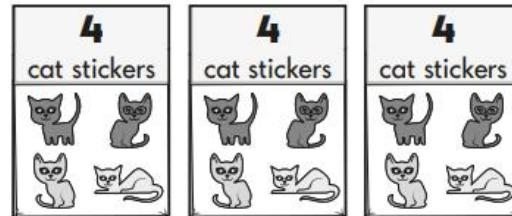
04.02.26 T.B.A.T. add using regrouping (2)

3 in 3

1)

Sam has **3** sheets of cat stickers.

Each sheet has **4** stickers.



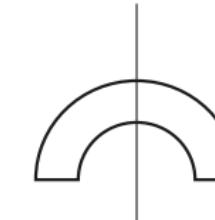
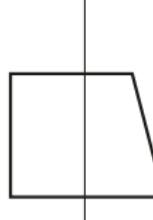
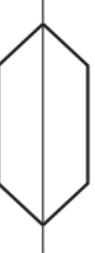
How many stickers does Sam have **altogether**?

2)

Sita draws a line of symmetry on each of these shapes.

One of her lines of symmetry is **wrong**.

Draw a **cross** on the shape where the line of symmetry is **wrong**.



3)

Draw **two** lines to match the times.

One is done for you.

1 week

7 days

10 days

1 hour

30 minutes

60 minutes

1 day

20 hours

24 hours

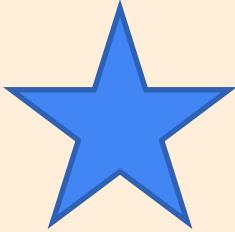
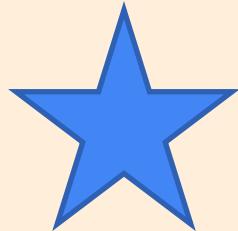
CHALLENGE:

If I started watching my television programme at 9.30 and I watched it for an hour and a half, what time would I have finished?

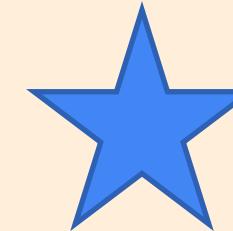
'Make ten'



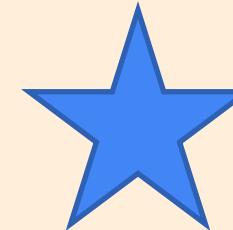
regroup



partition



tens



ones

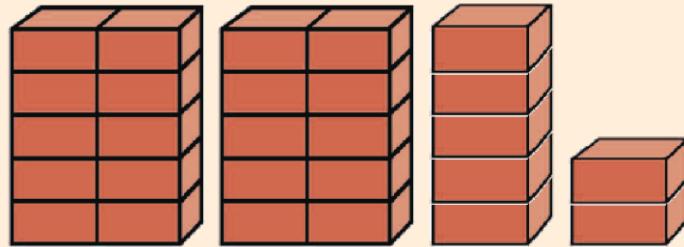
number line



BLUE

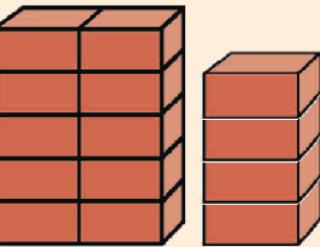
SHOW ME: I can use the 'Make ten' strategy.

GREEN



27

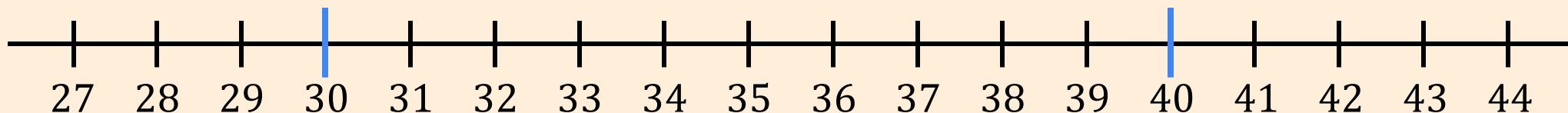
+



14

=

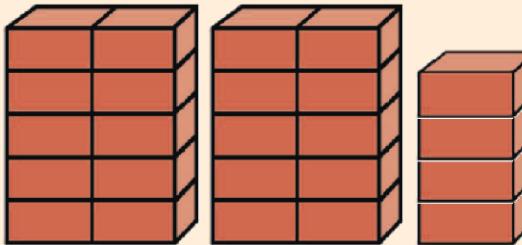
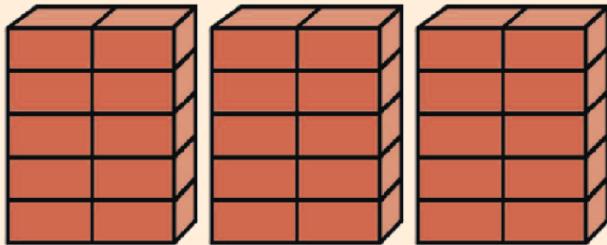
41



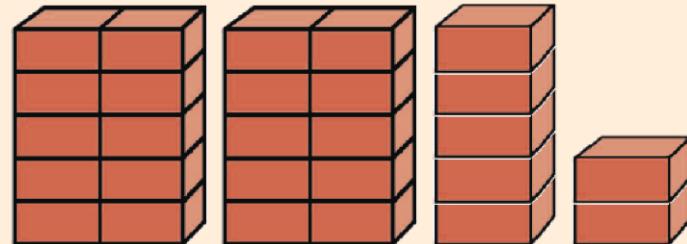


SHOW ME: I can use the 'Make ten' strategy.

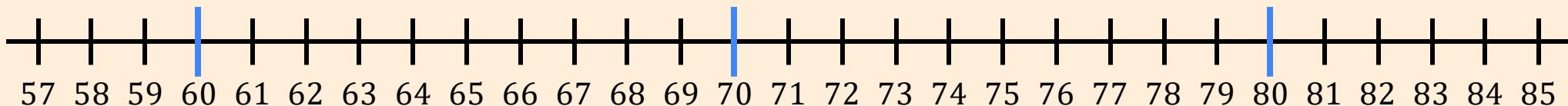
BLUE



GREEN



$$57 + 24 =$$



BLUE

GREEN

What patterns did you notice?

$39 + 14$

$48 + 26$

$39 + 15$

$48 + 25$

$39 + 16$

$48 + 24$

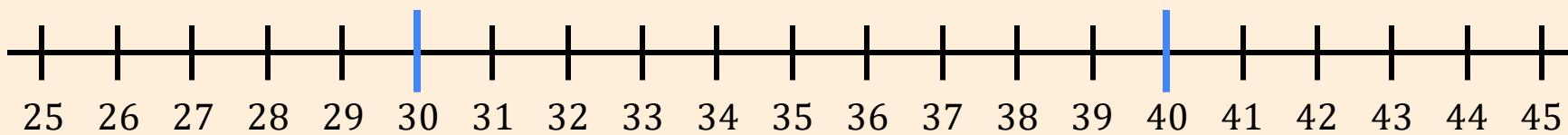
$39 + 17$

$48 + 23$

Solve the missing digit

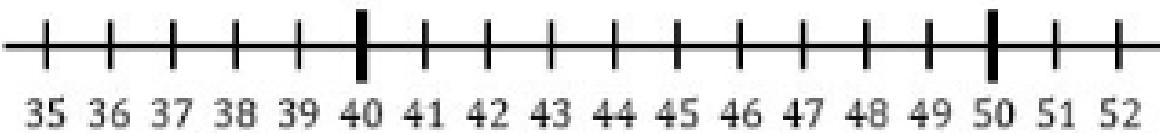
$$25 + 1\blacksquare = 42$$

I think I can use a number line to find the missing ones digit.





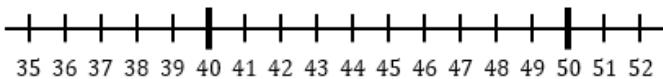
$35 + 16 = \underline{\quad}$



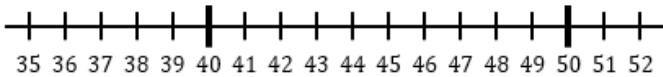
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04.02.26 T.B.A.T. add using regrouping (2)

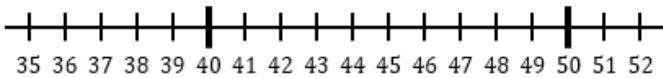
$35 + 16 = \underline{\hspace{2cm}}$



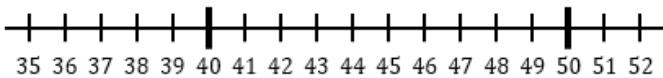
$35 + 17 = \underline{\hspace{2cm}}$



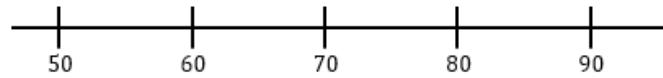
$36 + 15 = \underline{\hspace{2cm}}$



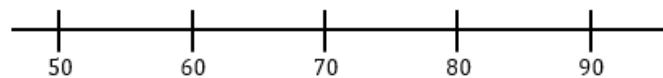
$36 + 16 = \underline{\hspace{2cm}}$



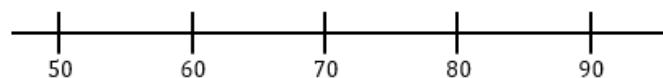
$49 + 15 = \underline{\hspace{2cm}}$



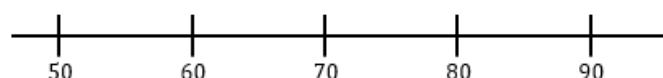
$49 + 25 = \underline{\hspace{2cm}}$



$49 + 35 = \underline{\hspace{2cm}}$



$49 + 45 = \underline{\hspace{2cm}}$



CHALLENGE:

How many calculations can you create that, when using the 'Make Ten' strategy, will have an answer of **63**?



GREATER DEPTH

Adding to cross the ten

Jerry thinks that when you add two 2-digit numbers together, you will always need to regroup.

What would you do to convince him?

What examples and non-examples could you use?



DINOSAUR STOMP

BREAK

COMPUTING

04.02.26 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

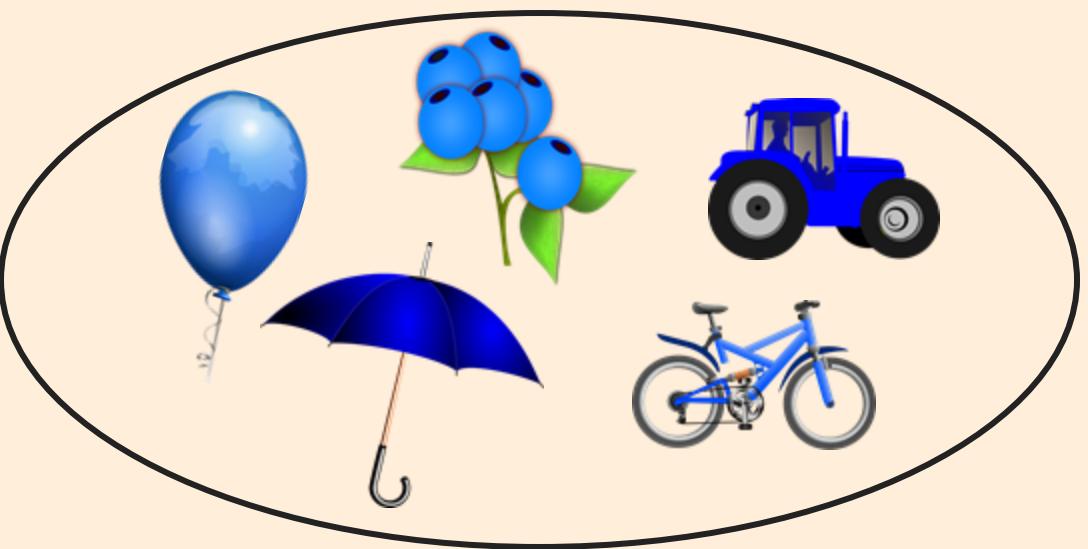
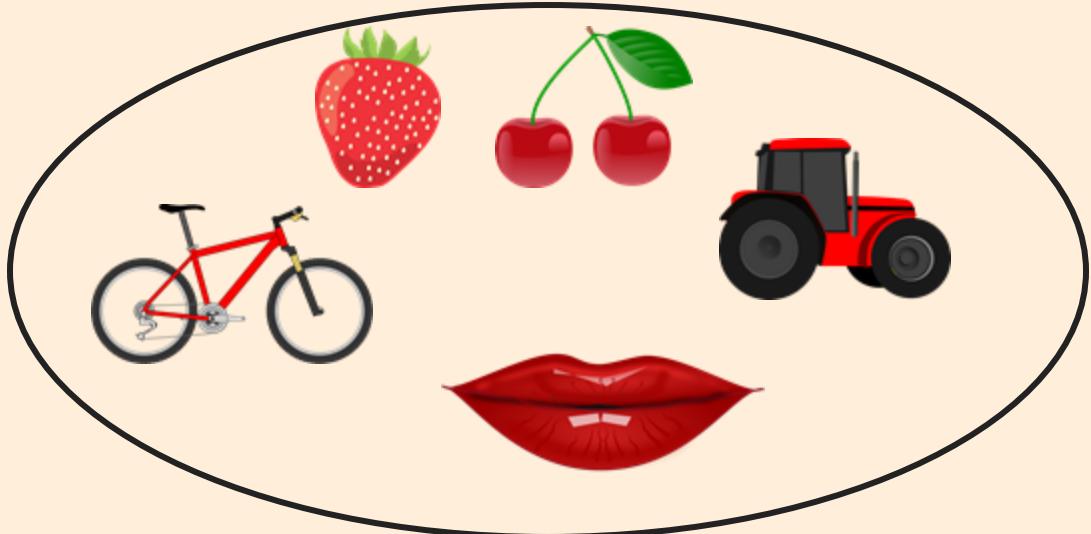
2 What do you use to record data on a computer? (Tick 1 correct answer)

- a book
- a pencil
- a paintbrush
- software

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

- running
- singing
- numbers
- sleeping

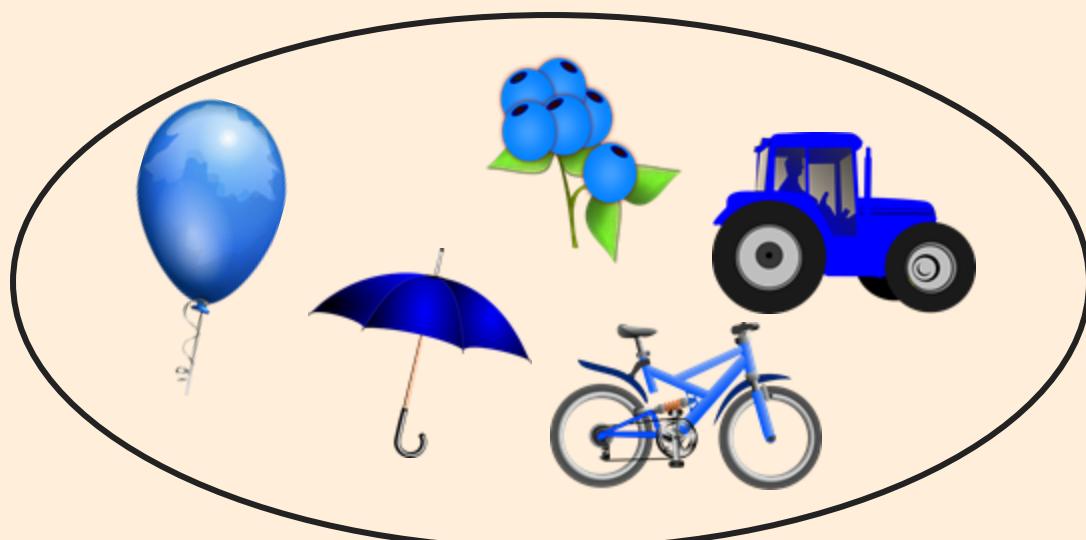
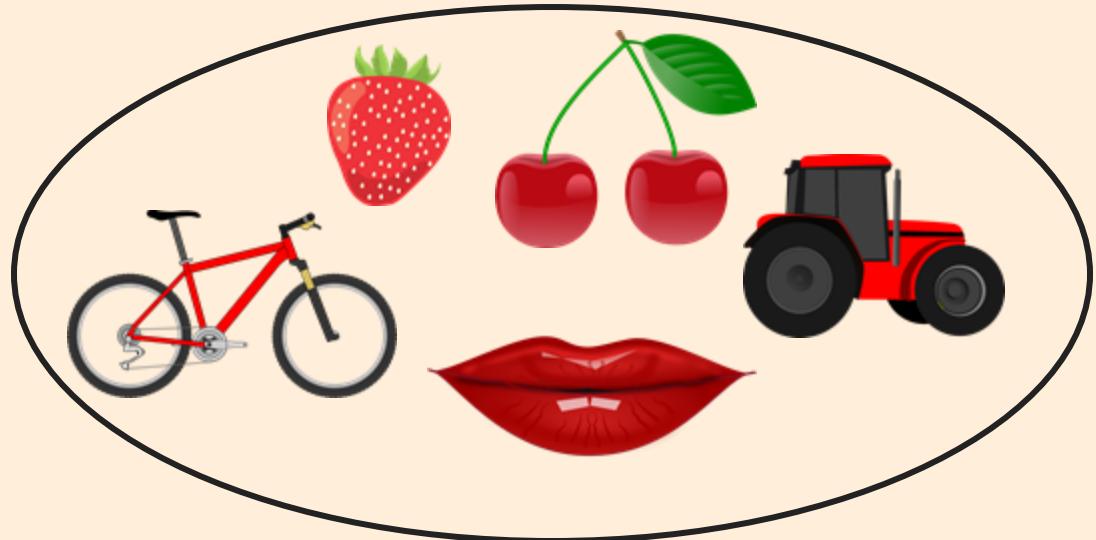
How are the objects grouped?



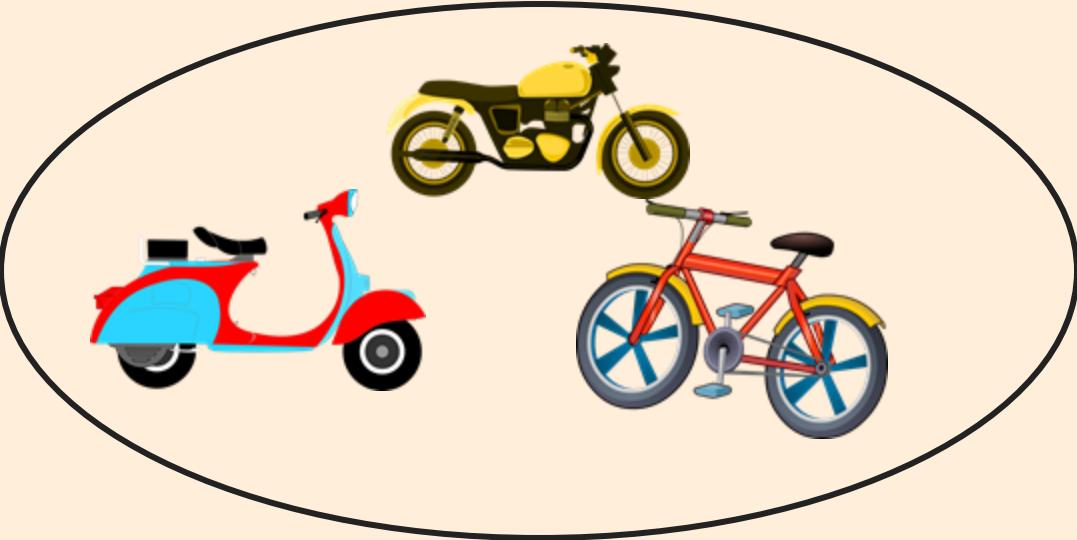
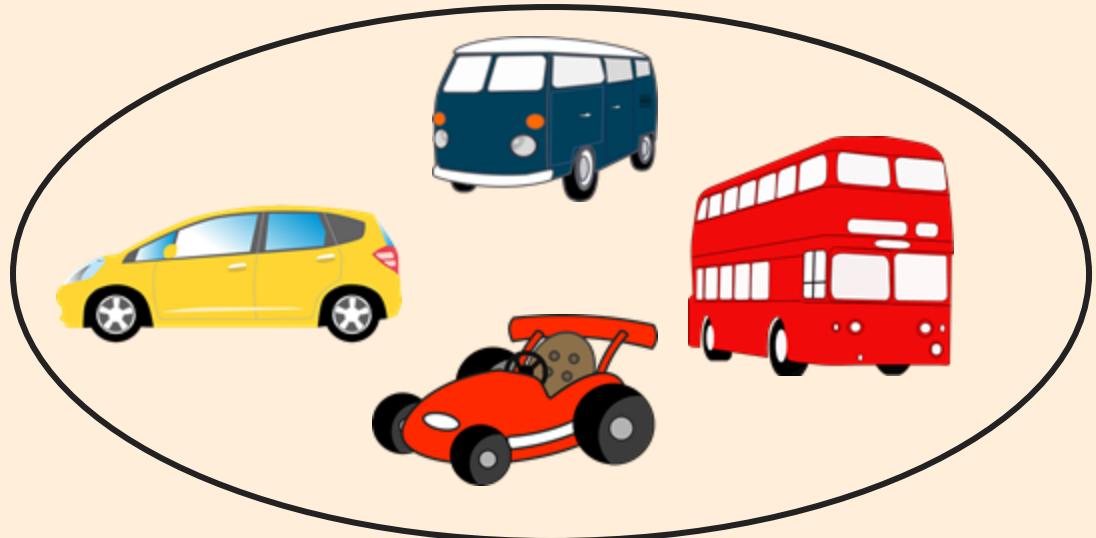
The objects are grouped by colour. There is a red group and a blue group.

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

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

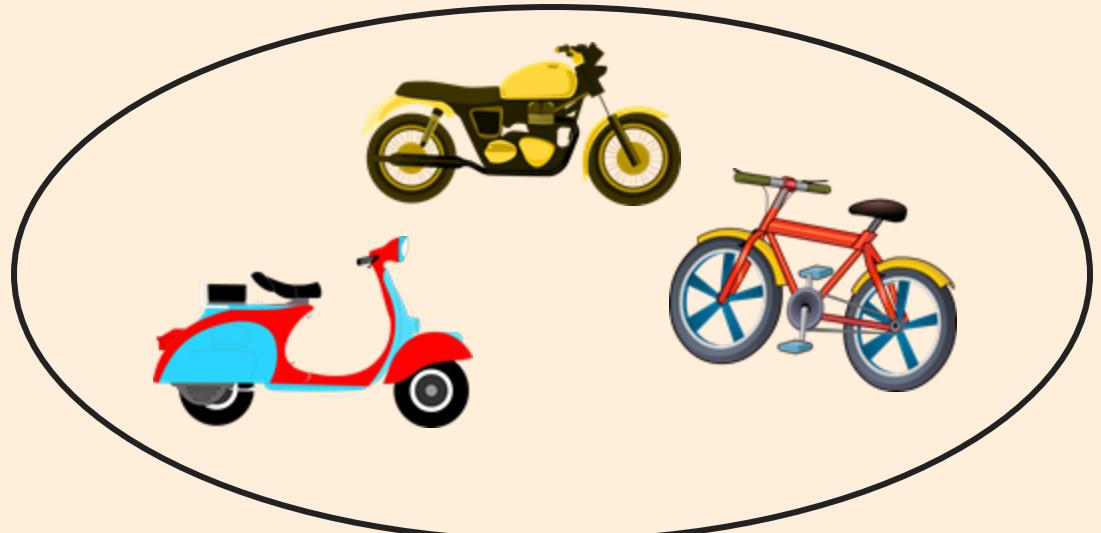
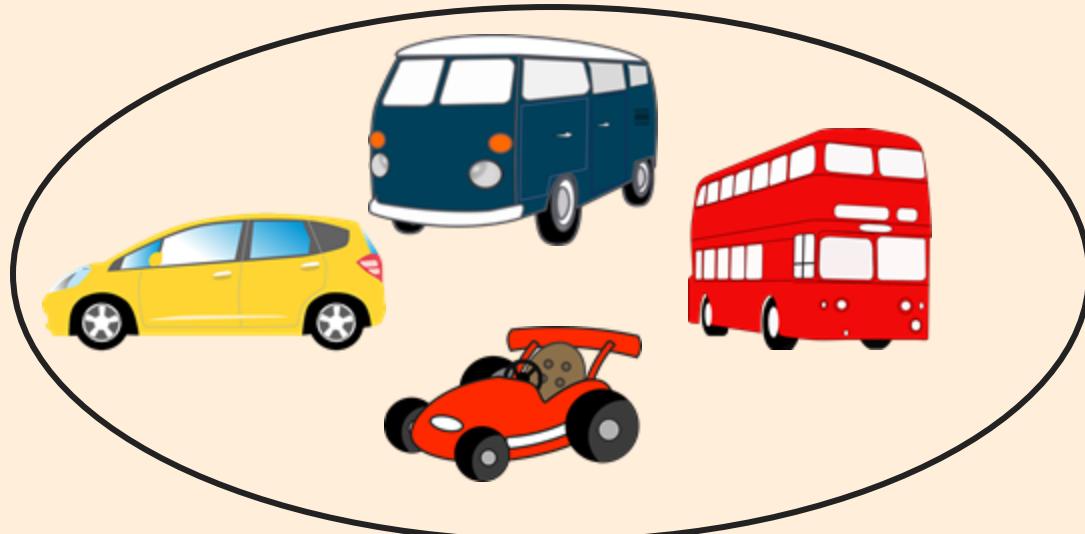


How do you think these objects have been grouped?

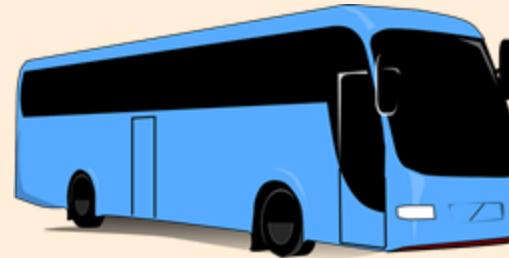
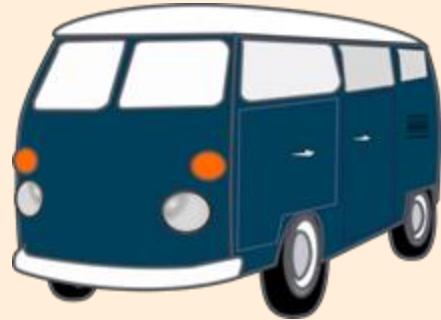


These objects have been grouped by the number of wheels they have.

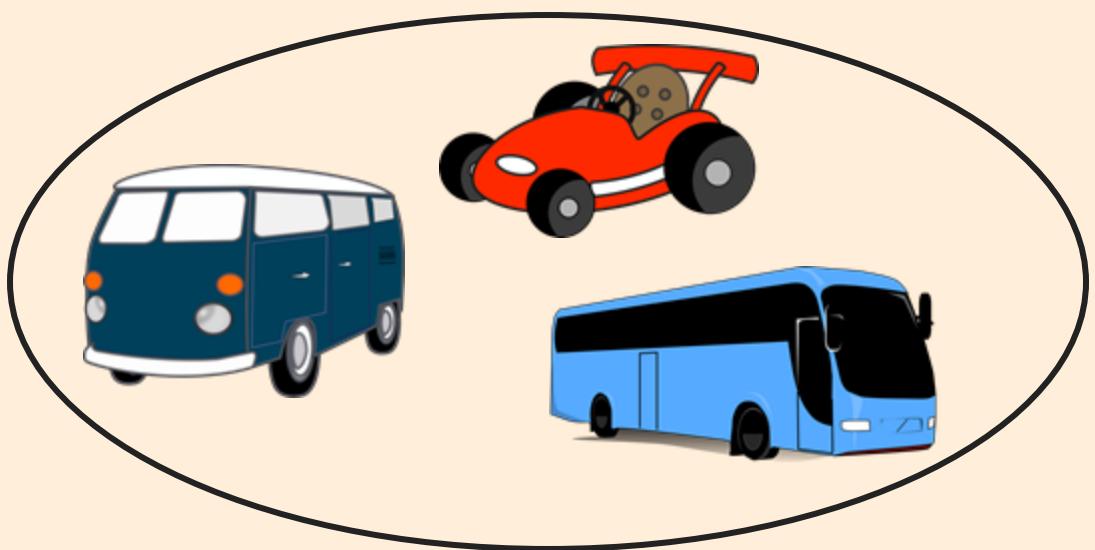
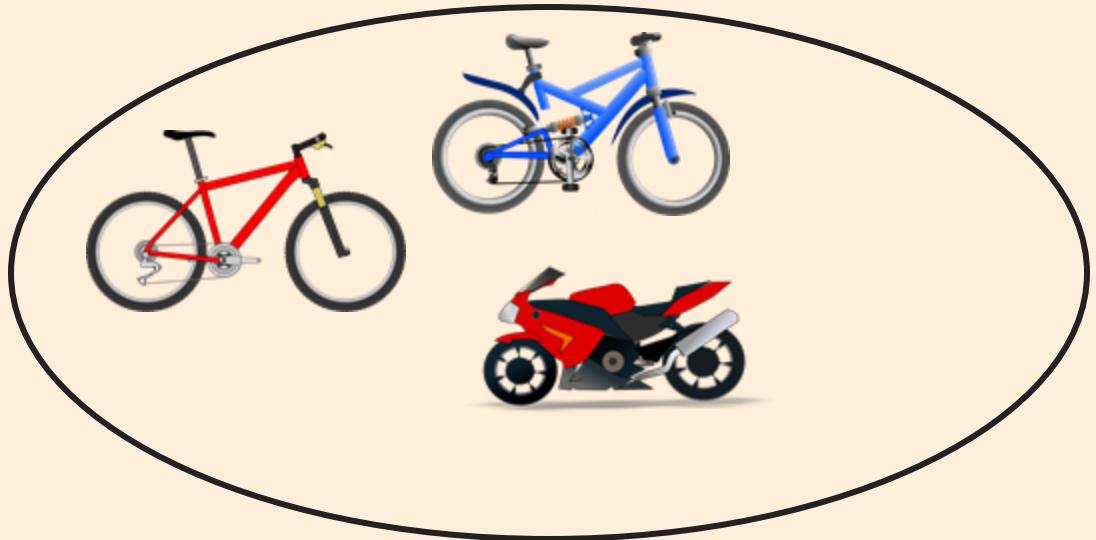
The number of wheels is an **attribute**. It is a feature that each of these objects has. Objects can be grouped using different **attributes**.



How could you sort these objects into two groups?



How could you group these objects?

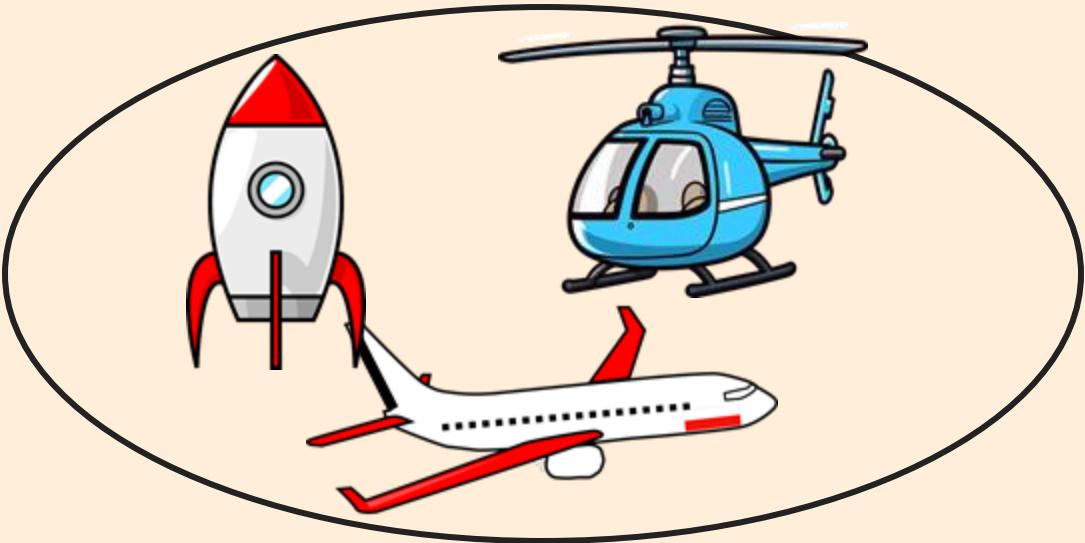
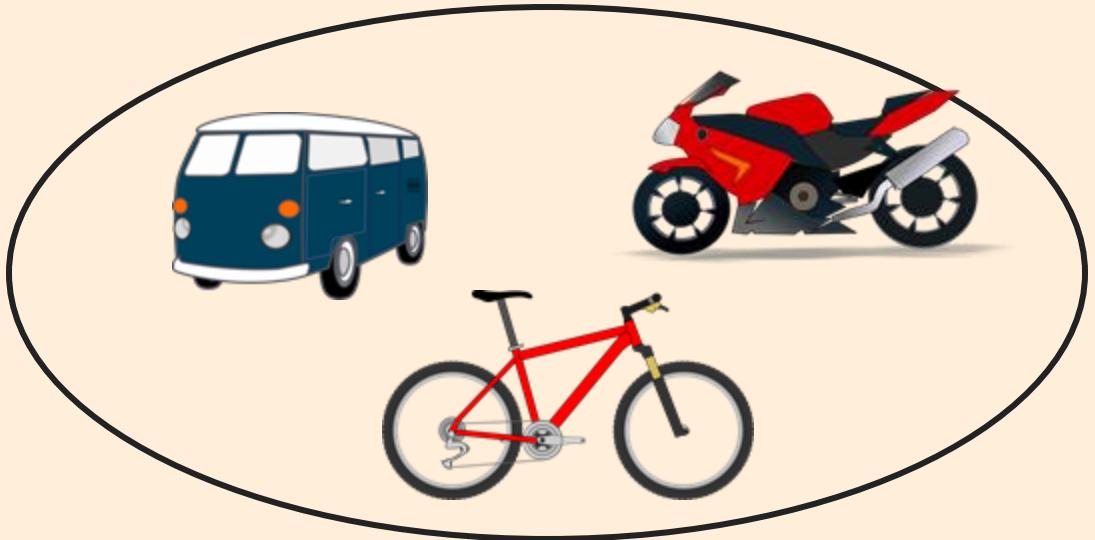


The objects could be grouped by number of wheels.

How could you sort these objects into two groups?



How could you sort these objects into two groups?



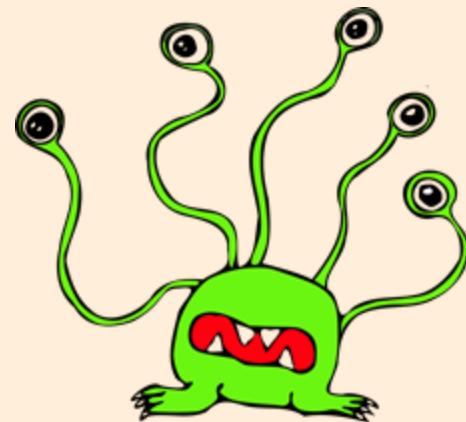
The objects could be grouped by whether they can fly or not.

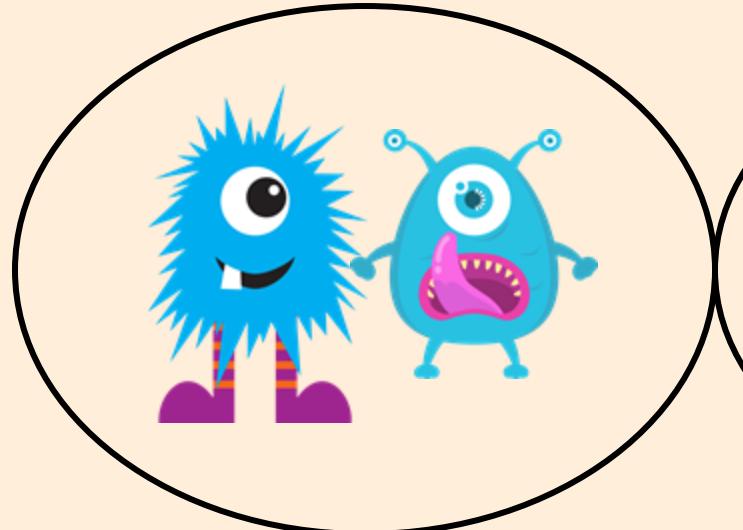
You can look at different features that a group of objects have in order to group them by that **attribute**.

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

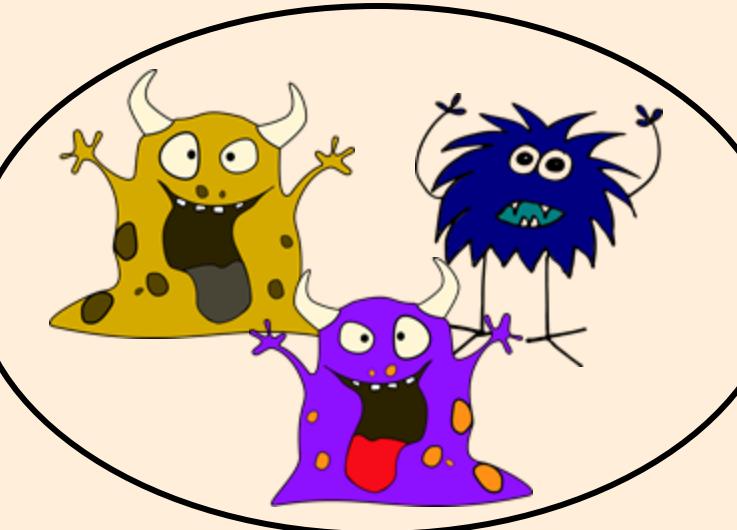
- How many legs does an animal have?
- What colour eyes do people have?
- How many wheels does the vehicle have?

How could the monsters be grouped?

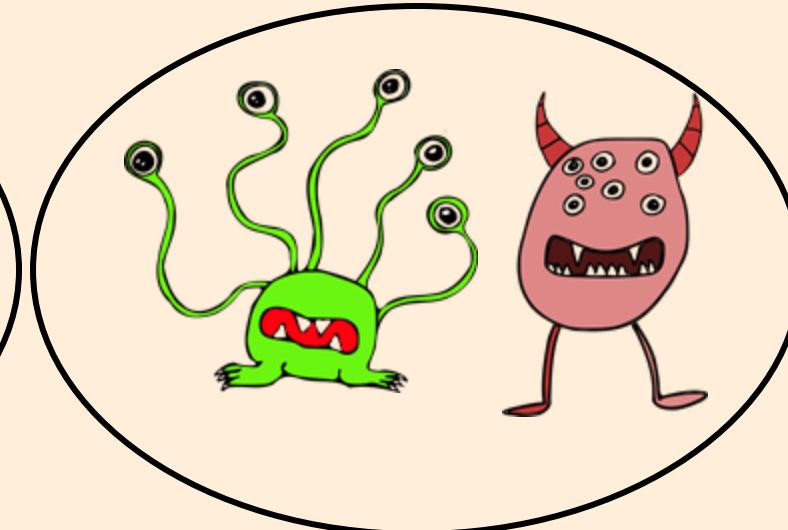




one



two

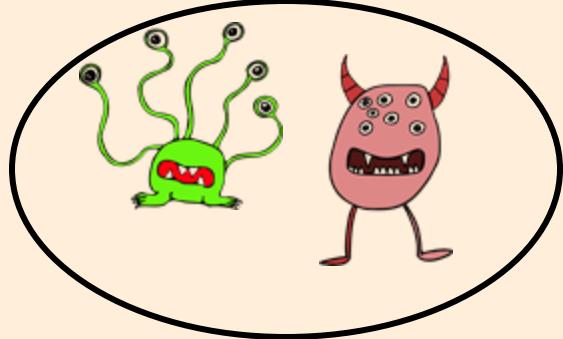
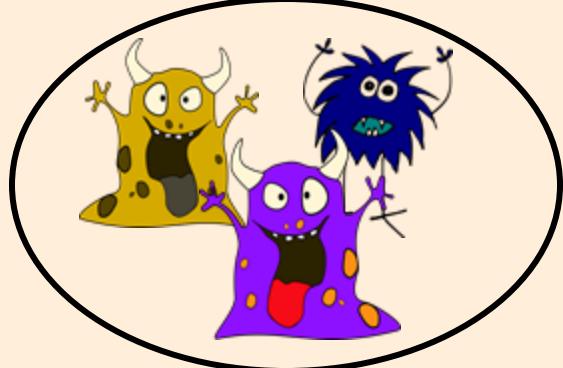
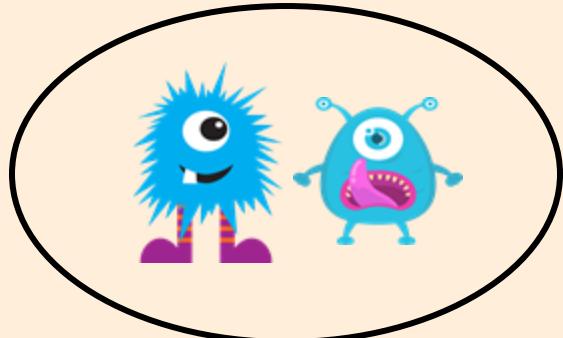


more than two



Jun

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



Andeep

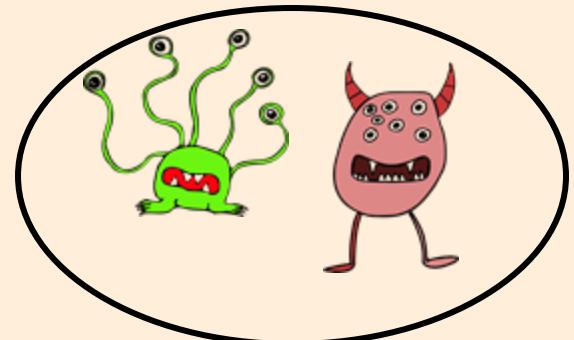
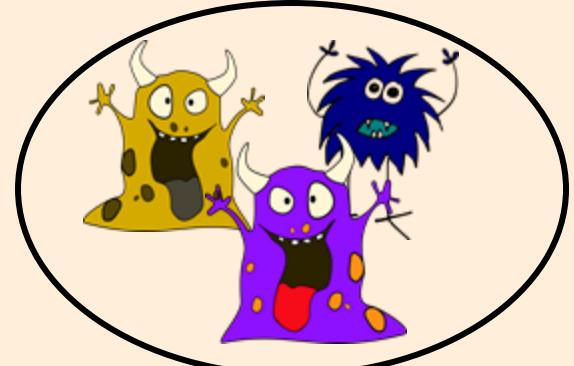
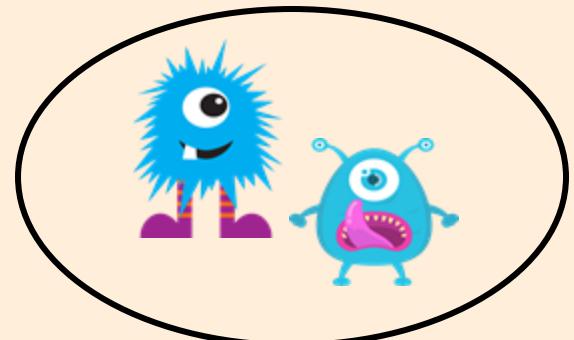
How could we record the data now that the monsters are sorted?

I think we could record them into a tally chart.



Sam

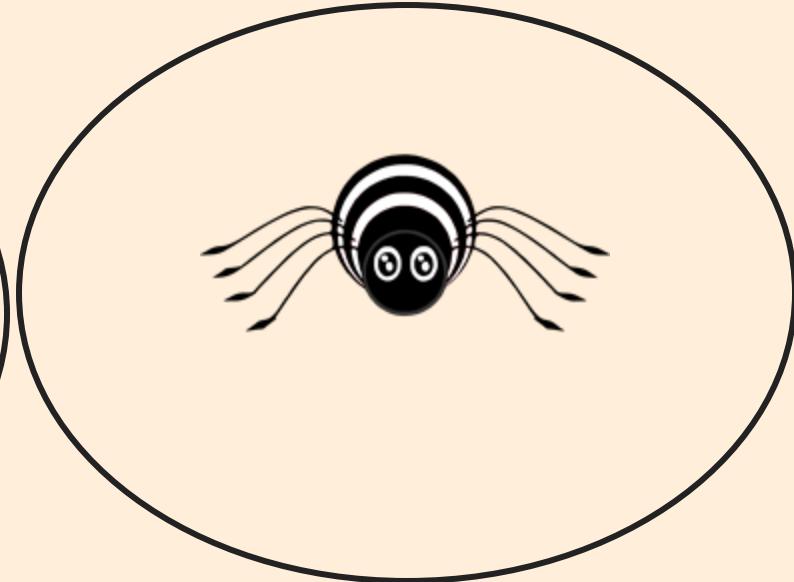
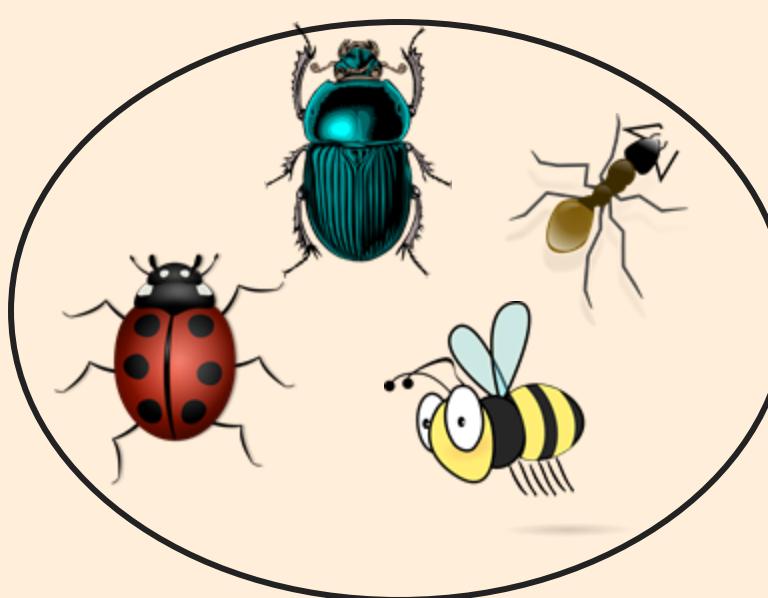
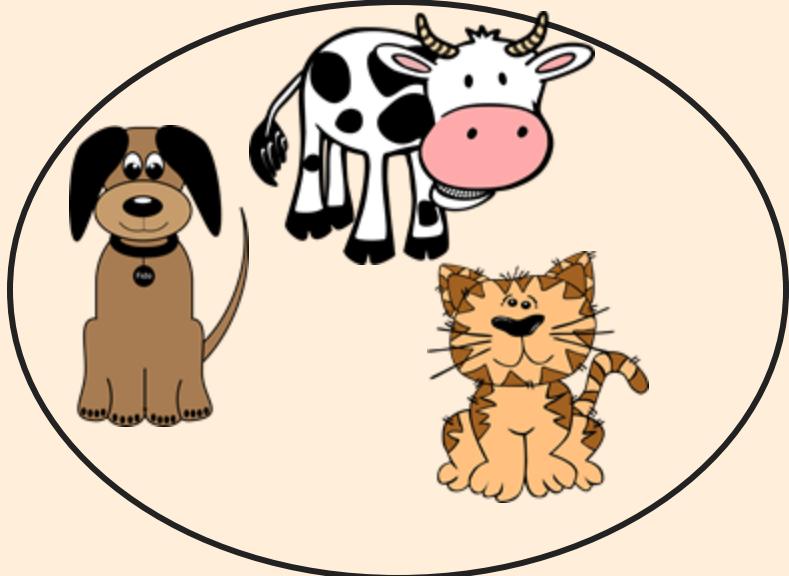
Record objects by attribute to create groups



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?



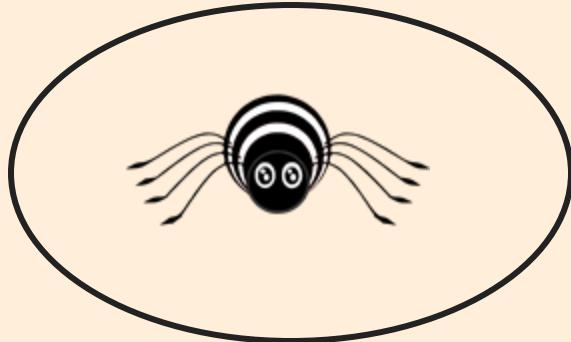
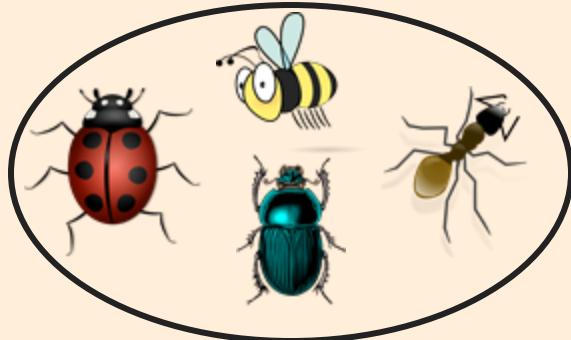
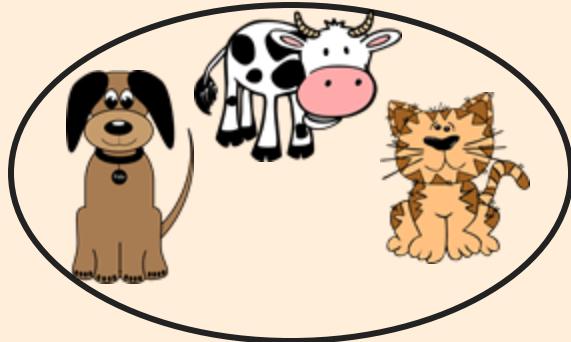
Sam

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.

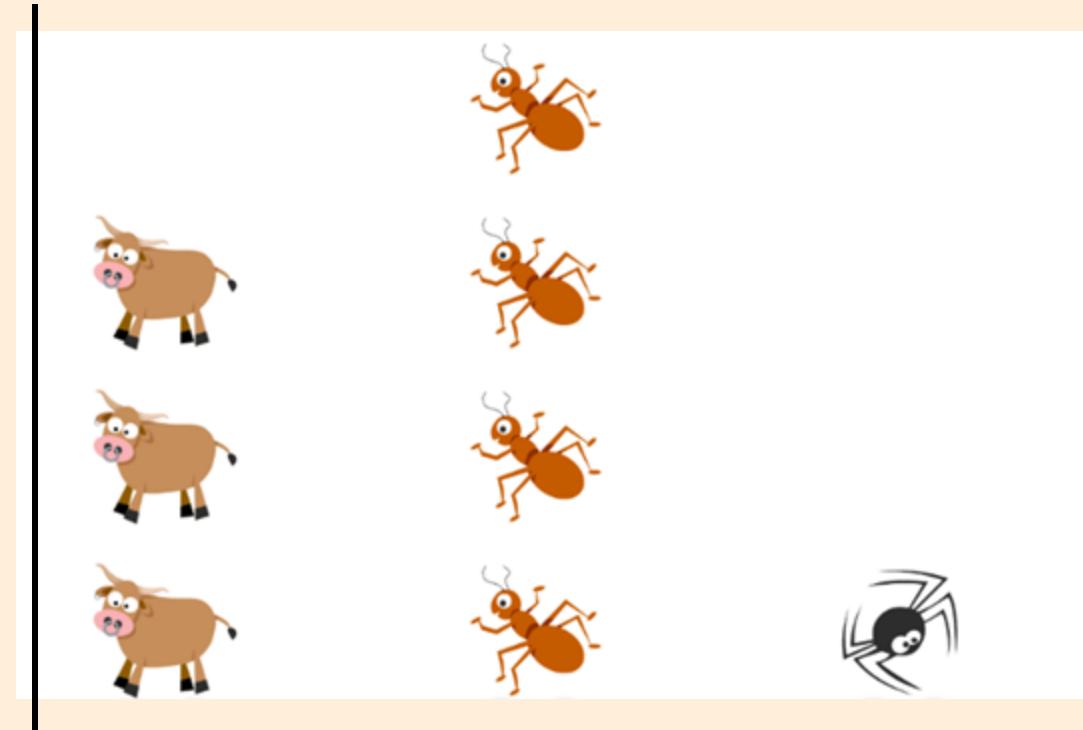
You could use a picture of a cow to represent all four-legged animals.

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



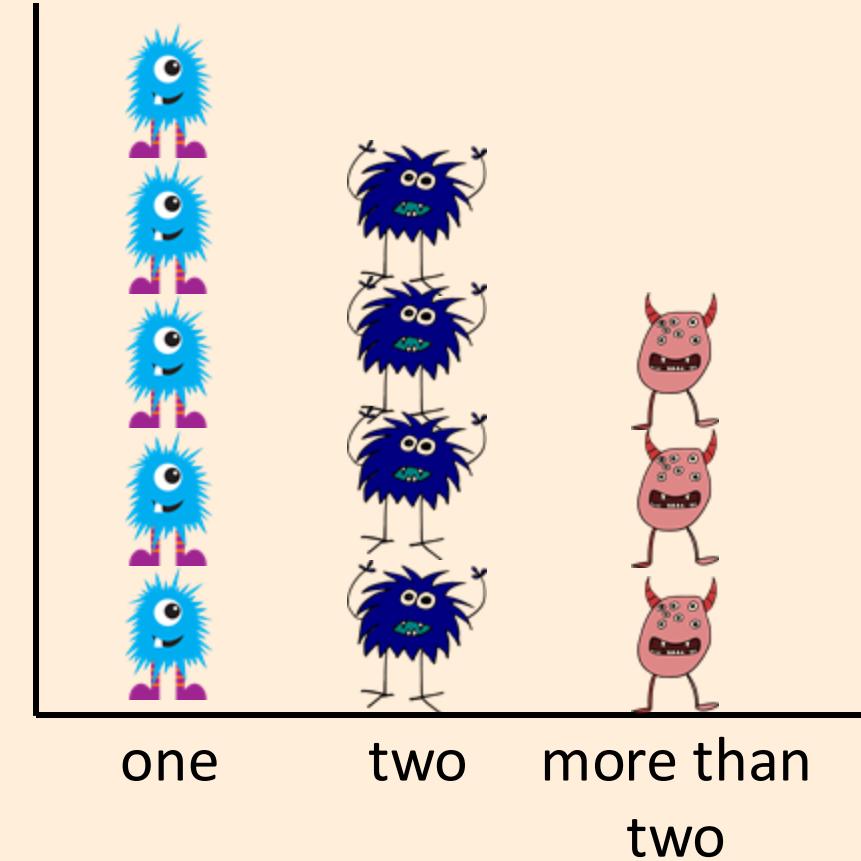
four legs

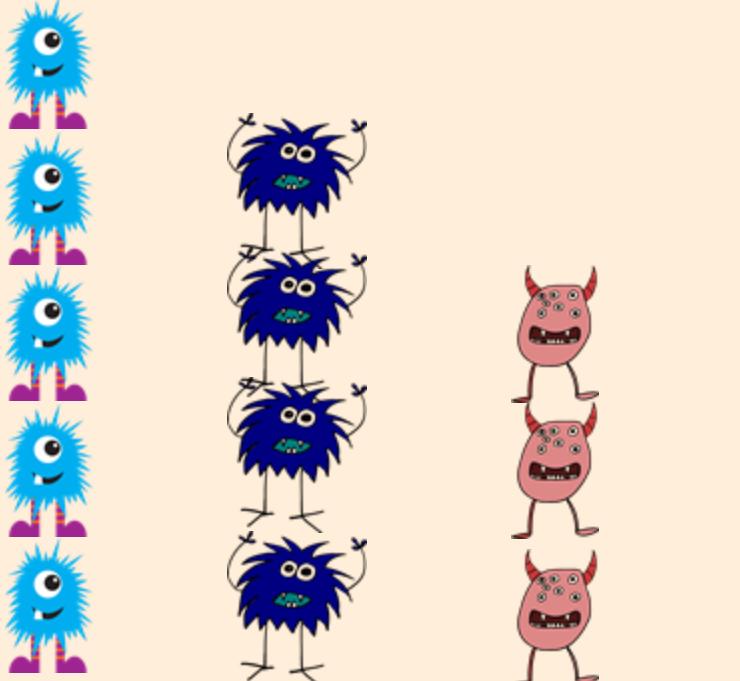
six legs

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





one two more than
two



Sam

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

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

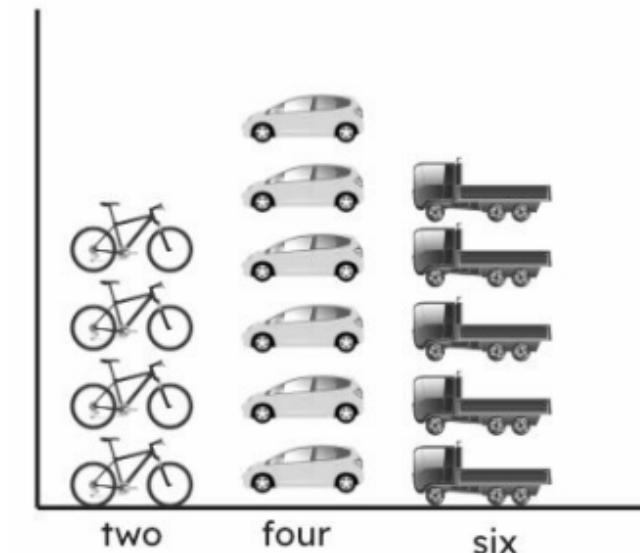
Create a tally chart of objects in the classroom grouped by shape. Add your chosen shapes to the tally chart. Use the tally chart to record the objects you see.



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.

