

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)

REGISTRATION

05/02/26

If you
finish,
read!

look and say	look, say and write	cover and write	check and write again
door			
floor			
poor			
because			
find			

Please close the .

Sit down on the .

I am happy it's my birthday.

I can't my bag.

My cat got wet outside.

Write your own
sentences using:

door floor poor
because find

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 STAMINA!



look and say	look, say and write	cover and write	check and write again
door			
floor			
poor			
because			
find			

Please close the .

Sit down on the .

I am happy it's my birthday.

I can't my bag.

My cat got wet outside.

Write your own sentences using:

door	floor	poor
because	find	

look and say	look, say and write	cover and write	check and write again
door			
floor			
poor			
because			
find			

Please close the .

Sit down on the .

I am happy it's my birthday.

I can't my bag.

My cat got wet outside.

Write your own sentences using:

door floor poor
because find

ASSEMBLY

9am

SPELLINGS

It was a terrible skwosh getting all of our holiday clothes into the suitcase.

In Victorian times lots of children worked as chimni sweeps.

Kendra drew a picture of a doncee and a munke.

When we went on holiday to Wales, we had a wonedir through a beautiful valee.

Find the words from the list in the wordsearch below. The words can be written vertically or horizontally and might be forwards or backwards.



w	q	r	k	t	y	p	s	d	f	g
a	h	j	e	k	s	q	u	a	s	h
n	l	z	y	x	c	v	b	n	m	p
d	y	t	q	u	a	n	t	i	t	y
e	t	r	w	q	d	o	n	k	e	y
r	m	v	l	k	j	h	g	f	d	s
m	o	a	c	h	i	m	n	e	y	w
b	n	l	n	v	c	x	z	q	w	a
r	k	l	t	y	p	s	d	f	g	t
h	e	e	j	k	l	z	x	c	v	c
b	y	y	n	m	q	s	z	w	d	h

key
donkey
monkey
chimney
valley
want
watch
wander
quantity
squash

Which word on the list is missing from the wordsearch above?

Write a sentence using this missing word below.

LITERACY

5.2.26

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

3 IN 3

A handwriting practice sheet featuring 15 horizontal rows. Each row is defined by two parallel black lines. A solid pink vertical line is positioned on the left side of the first row, extending down to the bottom row. A dashed vertical line is positioned on the right side of the first row, extending down to the bottom row. Each row contains a solid yellow horizontal bar that spans the width between the pink and dashed lines, starting from the pink line and ending at the dashed line.

Thursday 5th February

T.B.A.T. write a narrative

The frog has returned for 3 nights- what happens next?

BLUE

How does the princess
feel towards the prince?

The princess feels



GREEN

How does the prince feel
towards the princess?

The prince feels ...

CLASS DISCUSSION

Today we're going to write the end section
of The Frog Prince.
The frog has returned for 3 nights and
returns as a prince

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	coach
King	happily	horses
prince	after	magic

KEY WORDS - verbs

watched	married	saw
promised	sat	followed
returned	slept	appeared

Conjunctions

because	if
so	but
and	however



Sentence starters

The princess woke up...

The frog waited ...

After 3 nights ...

The princess felt ...

The prince and princess ..

The story ends...

The princess reached her cosy bedroom and sat on the edge of her soft bed. She felt unsure about what to do next. The little frog waited by her feet, looking up at her with tired but trusting eyes. He had followed her all this way, hoping she would keep her promise.

Although she still felt nervous, the princess gently lifted the frog onto a cushion beside her. She placed him carefully, wanting him to feel safe and welcome. The frog settled down happily, as if he was exactly where he needed to be.

After three nights of the frog returning to her something magical happened. A bright, warm glow surrounded the frog. The princess watched in surprise. Slowly, the little frog began to change shape.

Where the frog had been sitting, a young prince now rested on the cushion. He looked kind and grateful, as though he had been waiting a very long time for the spell to be broken. The princess stepped back in amazement.

The prince stood up gently, smiling at her. The princess felt proud of herself for showing kindness and keeping her promise, even when it had been difficult.

From that day on, the princess and the prince became true friends. They spent their days exploring the gardens, playing in the sunshine, and sharing many happy moments together. And so, the story ended with friendship, happiness, and a promise kept.



Write your whiteboard words to
include today.

1 adjective

1 adverb

1 suffix word - ly -ful - est -er

CHALLENGE- an exclamation
sentence



MATHS

05.02.26 T.B.A.T. apply the 'make 10' strategy

3 in 3

1)

Write the missing numbers in the boxes.

12	
9	

8	5

2)

Ajay gets stickers for good work.

😊 = 1 point

★ = 3 points

Complete the table to show how many points Ajay has **altogether**.

	Stickers	Number of points
Ajay	😊😊★😊	

3)

Kemi has **20** seeds.

She gives some to Ben.

Kemi has **8** seeds left.

How many seeds does Kemi give to Ben?



seeds

CHALLENGE:

Make up your own word problem to match one of the bar models in question 1.

‘Make ten’

number bonds



partition



ones

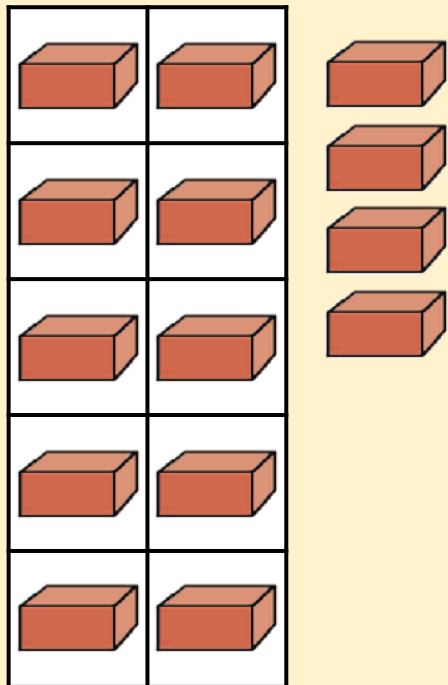


number line

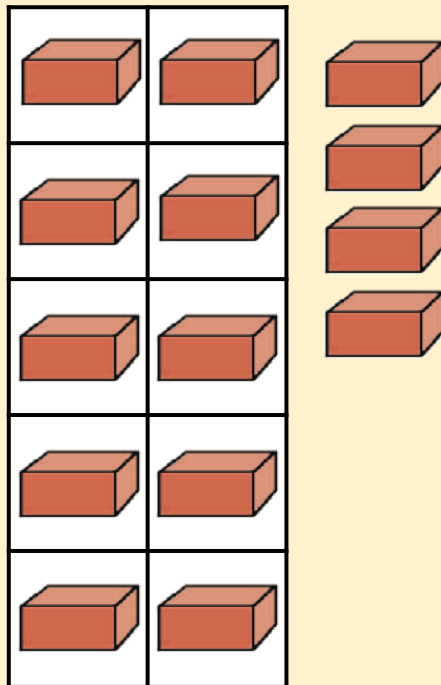
BLUE

GREEN

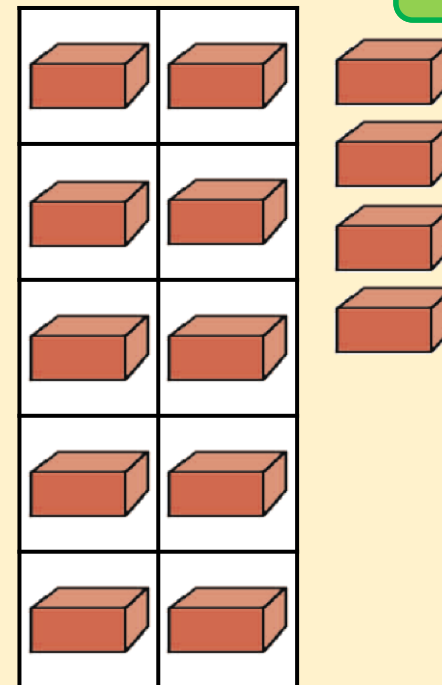
How can we use the 'Make ten' strategy?



$$14 - 3 = \underline{\quad}$$

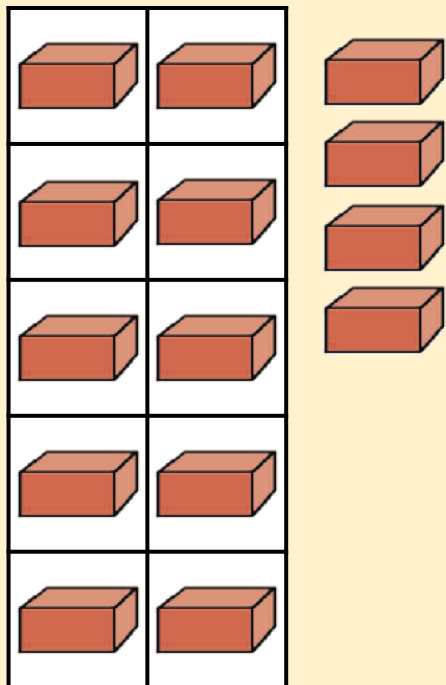


$$14 - 4 = \underline{\quad}$$



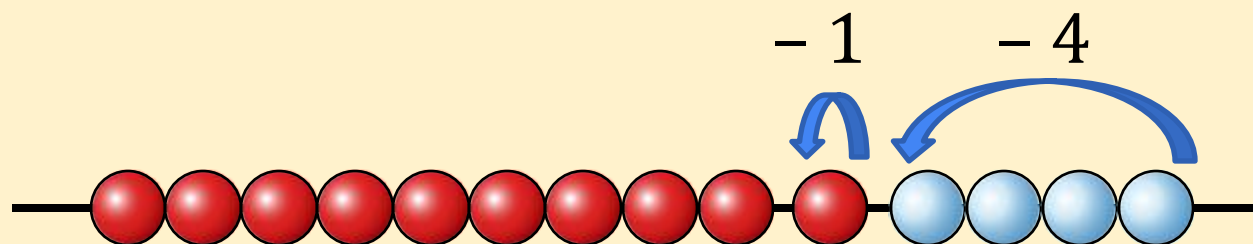
$$14 - 5 = \underline{\quad}$$

When can we use the 'Make ten' strategy?



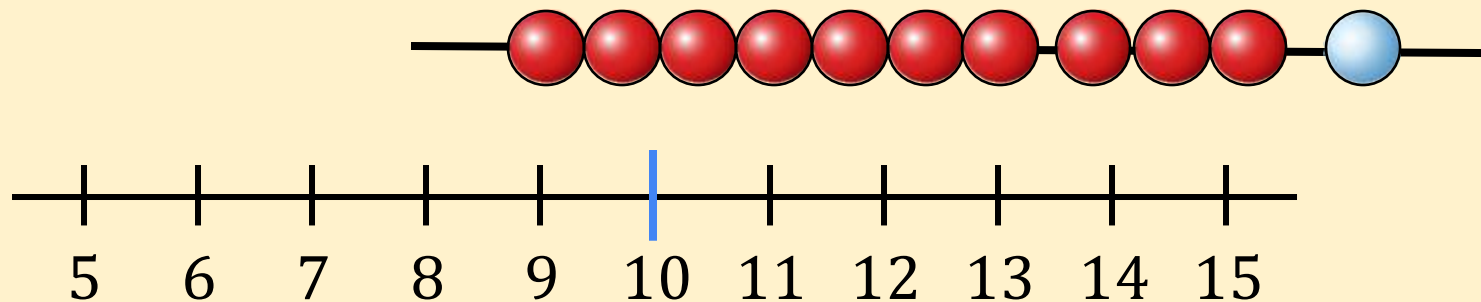
$$14 - 5 = 14 - 4 - 1$$

$$14 - 5 = \underline{\quad}$$

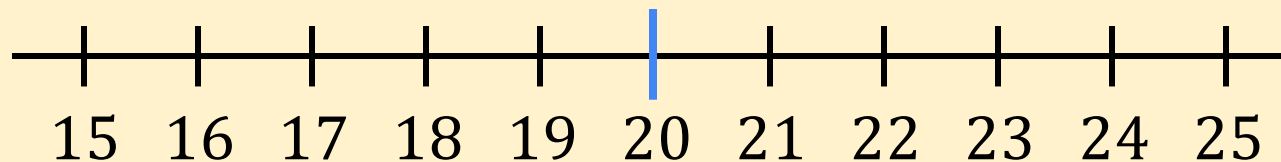


Using 'Make ten' to subtract

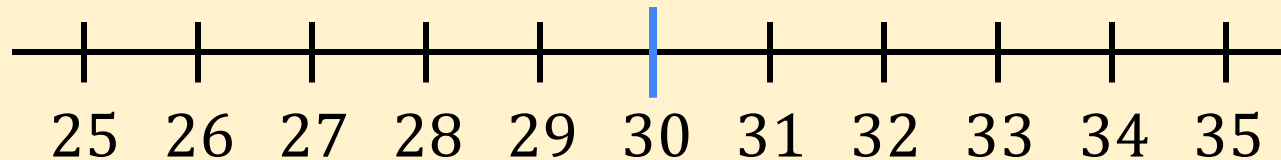
$$11 - 4 = 7$$



$$21 - 4 = \underline{\quad}$$



$$31 - 4 = \underline{\quad}$$



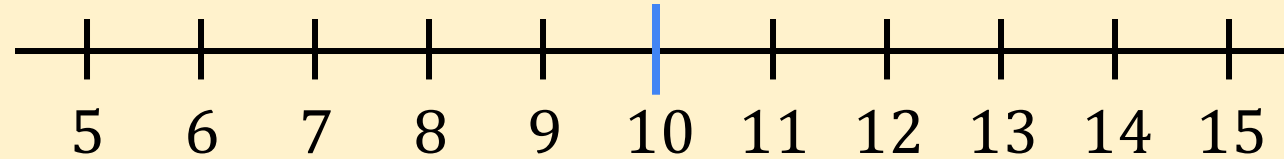
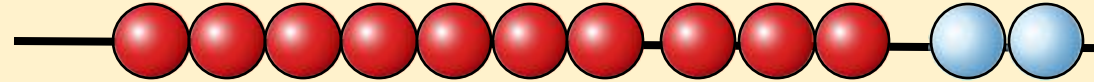


DYNAMIC REPRESENTATION
Build up your own representation,
'live' in the lesson
This image is for teacher planning only

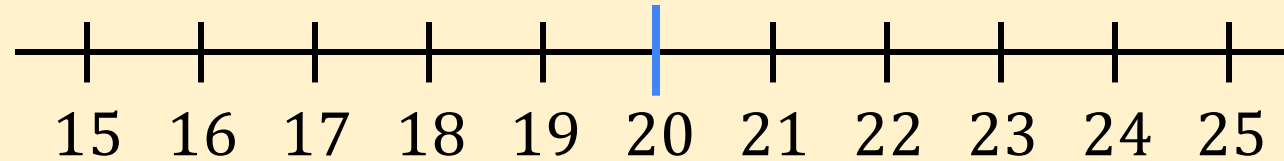


Using 'Make ten' to subtract

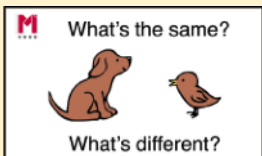
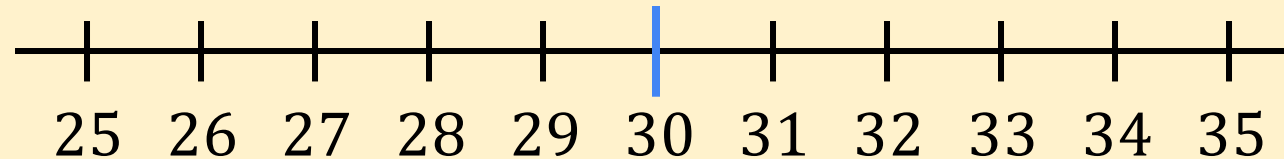
$$12 - 5 = 7$$



$$22 - 5 = \underline{\quad}$$

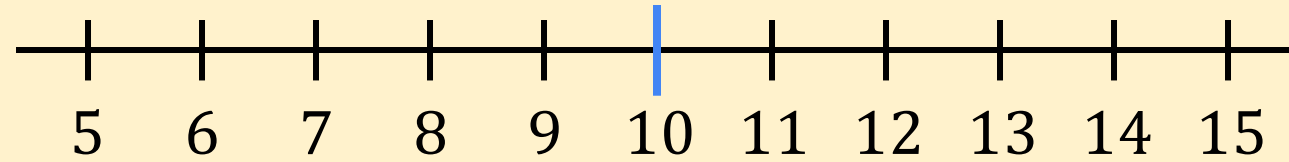
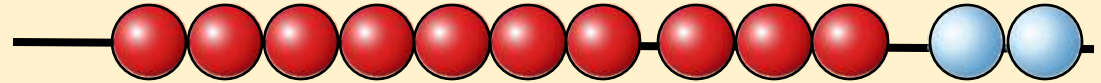


$$32 - 5 = \underline{\quad}$$

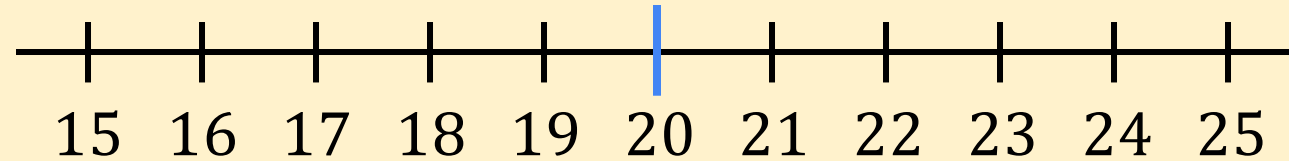




$$12 - 5 = 7$$



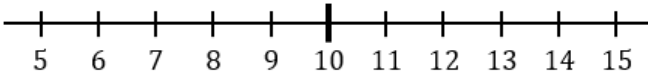
$$22 - 5 = \underline{\quad}$$

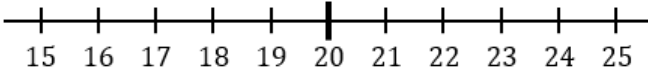


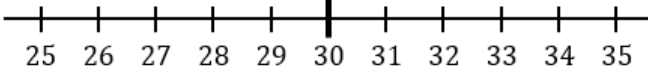


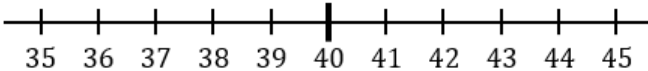
IND

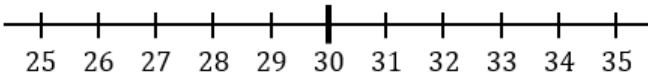
05.02.26 T.B.A.T. apply the 'make 10' strategy

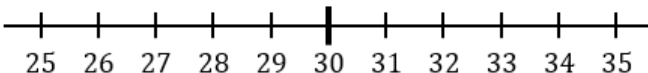
$$13 - 5 = \underline{\quad}$$


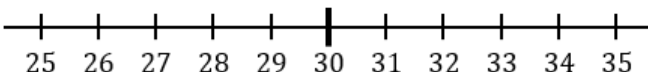
$$23 - 5 = \underline{\quad}$$


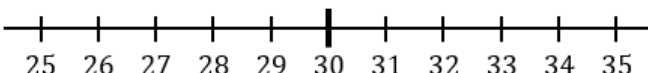
$$33 - 5 = \underline{\quad}$$


$$43 - 5 = \underline{\quad}$$


$$\underline{\quad} = 32 - 4$$


$$\underline{\quad} = 32 - 5$$


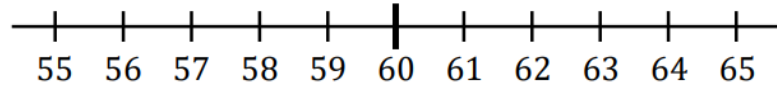
$$\underline{\quad} = 32 - 6$$


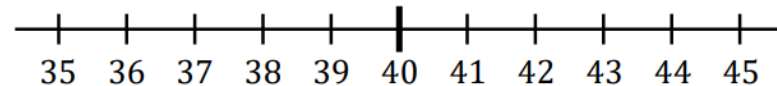
$$\underline{\quad} = 32 - 7$$


CHALLENGE:

Complete the two calculations below and make a mistake. Will your teacher spot the mistake and correct it?



$$63 - 7 = \underline{\quad}$$


$$\underline{\quad} = 44 - 9$$


GREATER DEPTH

At odds

Subtracting a 1-digit odd number from a 2-digit number always makes an odd number.

Using the 'Make Ten' strategy, is this always, sometimes, never true?

How will you convince your teacher you're right?

HISTORY

2

Unit 1: The Great Fire of London

Lesson 5: What damage did the fire cause?



Thursday 5th. February

Q: What damage
did the fire cause?



Challenge

Why couldn't the people of
London tear down the
houses?

1. What is a drought?

a strong wind

a lot of rain

a long time of hot, dry weather

2. the weather had made London_____.

damp

cold

dry

icy

3. What were buildings like in 1666? **(circle two)**

Made from bricks

Close together

Made from wood

Far apart

4. Why did some people not try to put out the fire (Circle **two**.)

They were scared

They were asleep

They were lazy

Thursday 5th. February

Q: What damage
did the fire cause?



Challenge

Why couldn't the people of
London tear down the
houses?

1. What is a drought?

a strong wind

a lot of rain

a long time of hot, dry weather

2. the weather had made London_____.

damp

cold

dry

icy

3. What were buildings like in 1666? **(circle two)**

Made from bricks

Close together

Made from wood

Far apart

4. Why did some people not try to put out the fire (Circle **two**.)

They were scared

They were asleep

They were lazy

Knowledge quiz 1.4

1. What is a drought?

a long time of hot, dry weather

a lot of rain

a strong wind

2. The weather had made London _____.

damp

cold

dry

icy

Knowledge quiz 1.4

3. What were buildings like in 1666? (Circle two.)

made from bricks

made from wood

close together

far apart

4. Why did some people not try to put out the fire?
(Circle two.)

they were scared

they were asleep

they were lazy



How did the Great Fire affect the people of London?



In this lesson, we are exploring the damage caused by the fire.

The key term for this lesson is **damage**.
To damage something means to break or ruin it.



What damage did the fire cause?

Key knowledge

- Most buildings in the centre of London were destroyed by the fire.
- Many Londoners lost their homes.
- We do not know how many people died in the fire.

Key vocabulary

- **damage**
- homeless
- shelter



How much of London was destroyed?

Most of the buildings in the centre of London were destroyed by the fire.

The fire burned many houses, leaving people homeless.

Before the fire, there were 109 churches in the City of London. The fire destroyed or badly damaged 87 of them.

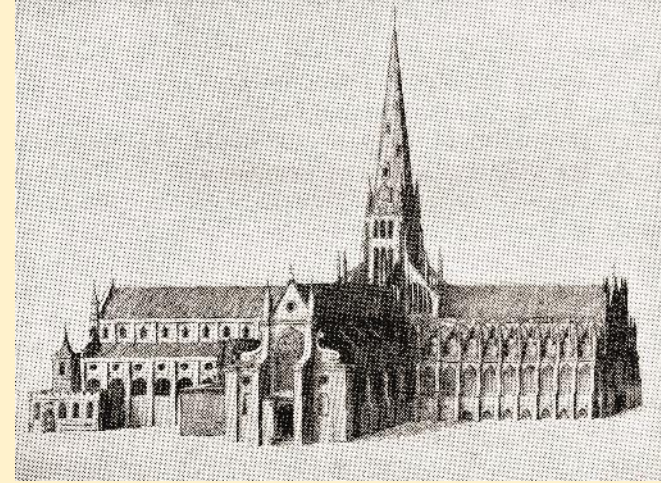


St Paul's Cathedral

The most famous building to be destroyed in the fire was St Paul's Cathedral.

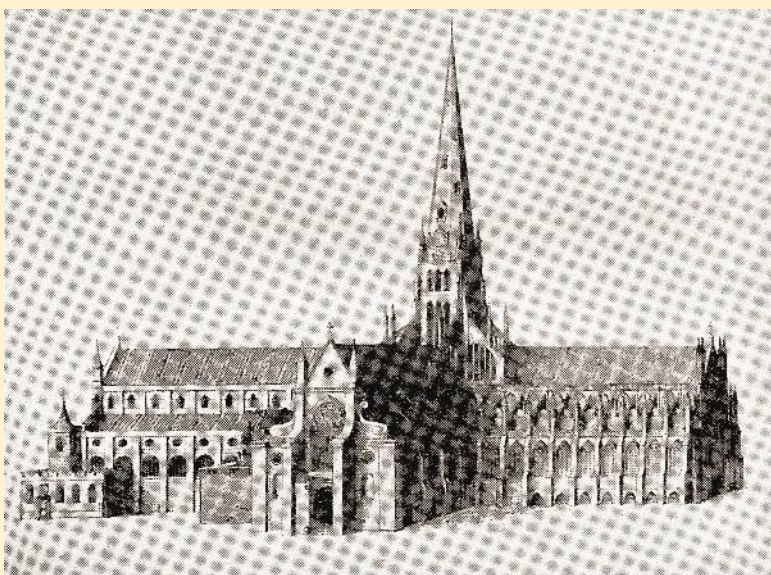
The cathedral was over 500 years old.

After the fire, St Paul's was rebuilt to become the cathedral we recognise today.



Which picture shows the old St Paul's Cathedral? Which picture shows the new one?

How can you tell?



People

Lots of people lost their homes in the fire.

Many homes burned down, but others had been pulled down to create fire-breaks and stop the spread of the fire.

People who were homeless took shelter in tents. These areas became homeless camps. Some people lived in the camps for up to eight years.



SCENE IN HIGHGATE FIELDS DURING THE GREAT FIRE OF LONDON, 1666.



Deaths

We do not know how many people died in the Great Fire of London. Only six deaths were recorded (written down). However, some other deaths may have been unrecorded in the chaos.

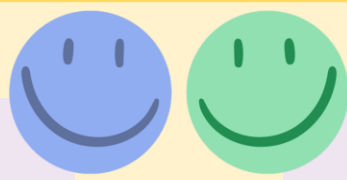
Other people died later, as a result of their injuries from the fire.

Many people who were homeless died of hunger, cold, or disease after the fire.



SCENE IN HIGHGATE FIELDS DURING THE GREAT FIRE OF LONDON, 1666.





Who do you think these people are?

How do you think they are feeling?



SCENE IN HIGHGATE FIELDS DURING THE GREAT FIRE OF LONDON, 1666.



This is Hanna.

She lived in a wooden house on Pudding Lane in 1666.

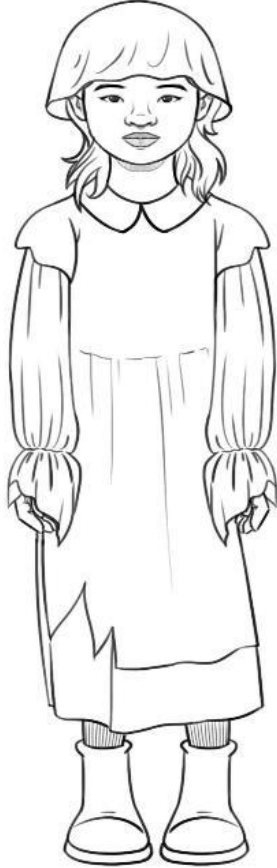


Why do you think she is sad?



This is Hanna.

She lived in a wooden house on Pudding Lane in 1666.



Hannah's Story: The Great Fire of London

Once upon a time, in the year 1666, there was a big fire in London. It started in a bakery on Pudding Lane and quickly spread through the city. Hannah, a ten-year-old serving girl, was working in a big house near the bakery.

During the Fire:

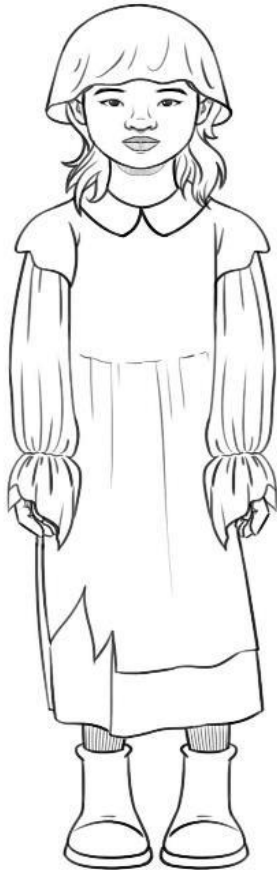
When the fire started, Hannah was very scared. The flames were huge, and the smoke made it hard to breathe. She quickly grabbed her few belongings and ran outside. The streets were crowded with people trying to escape. Hannah saw houses burning and people shouting for help. She held onto her master's hand tightly as they tried to find a safe place.

After the Fire:

After a few days, the fire finally stopped. Hannah and her master were safe, but their house was gone. They had to find a new place to live. Many people were homeless, and the city was in ruins. Hannah helped her master by carrying water and food. She also helped to clean up the mess left by the fire. Even though it was a scary time, Hannah was brave and did her best to help others. The city of London slowly started to rebuild, and Hannah hoped for a better future.

This is Hanna.

She lived in a wooden house on Pudding Lane in 1666.

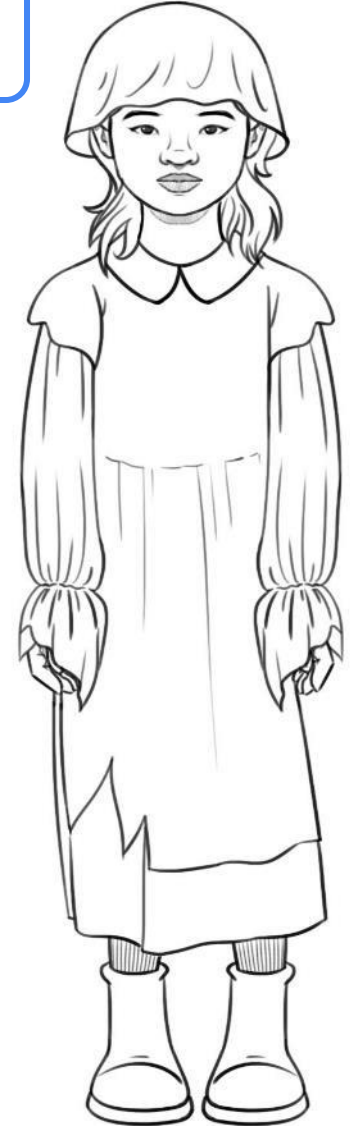


Hannah's family was also affected by the Great Fire of London. Her parents and siblings lived in a small house nearby. When the fire started, they had to leave their home quickly, just like Hannah did. They all met up in a safe place outside the city.

After the fire, Hannah's family found that their house was destroyed too. They had to stay with friends or in temporary shelters until they could rebuild their home. Even though it was a difficult time, Hannah was happy to be with her family, and they all worked together to start over. Hannah and her family showed great courage and strength during this challenging time, and they hoped for a brighter future as London began to rebuild.

This is Hanna. Why do you think she is sad?

homeless belongings destroyed family disease



This is Hanna. Why do you think she is sad?

homeless belongings destroyed family disease



WORD MAT

Hannah servant working house

Pudding Lane

flames scared smoke breathe belongings
outside streets crowded escape shouting
safety

homeless city ruins helped master
water food clean

scary brave help slowly rebuild house
destroyed shelters together courage
strength challenging future London

Hannah's master

Hannah's master

Hannah's master

Hannah's master

GREATER DEPTH

GREATER DEPTH

GREATER DEPTH

I would like to be / would not like to be an
historian because

GREATER DEPTH

I would like to be / would not like to be an
historian because

What damage did the fire cause?



Lesson 5:

What happened to people's homes and belongings?



What happened to people after the fire?



Learning review



What damage did the fire cause?

Key knowledge

- Most buildings in the centre of London were destroyed by the fire.
- Many Londoners lost their homes.
- We do not know how many people died in the fire.

Key vocabulary

- **damage**
- homeless
- shelter



RE

05.02.26 T.B.A.T. retell the story of waiting for God

3 in 3

KEY WORDS:

folktale
Content
Hindu

1 Who were the four friends in The Four Friends story? (Tick 1 correct answer)

☐ four animals

☐ four adults

☐ four children

2 What is the meaning of The Four Friends story? (Tick 1 correct answer)

☐ you should always have friends

☐ you should live in harmony with people

☐ you should always look after animals

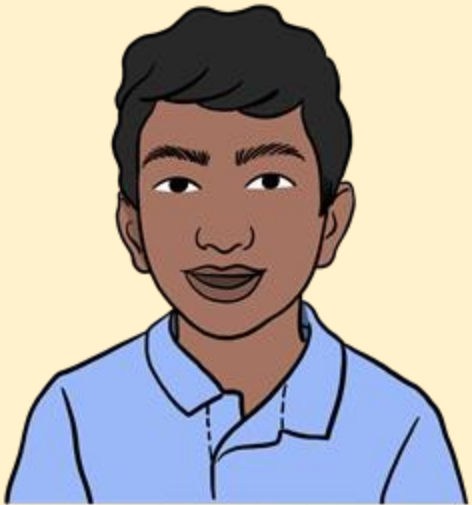
3 What is a deeper meaning of the story of The Blind Men and the Elephant? (Tick 1 correct answer)

☐ everybody is correct whatever they think

☐ there is only one correct answer

☐ people see the world differently

This is Het. He has a **Hindu** worldview.



Het

Hindu Dharma is full of stories that answer really big questions.

One of my favourites is waiting for God as it tries to answer the big question 'what does God look like?'.



The **folktale** about waiting for God



There once was a woman who loved God with all her heart. She cleaned and made delicious food for God.

What did the woman do to prepare for God's visit?

a

she went to the market to buy new clothes

b

she cleaned her house, decorated the door with flowers and cooked delicious food

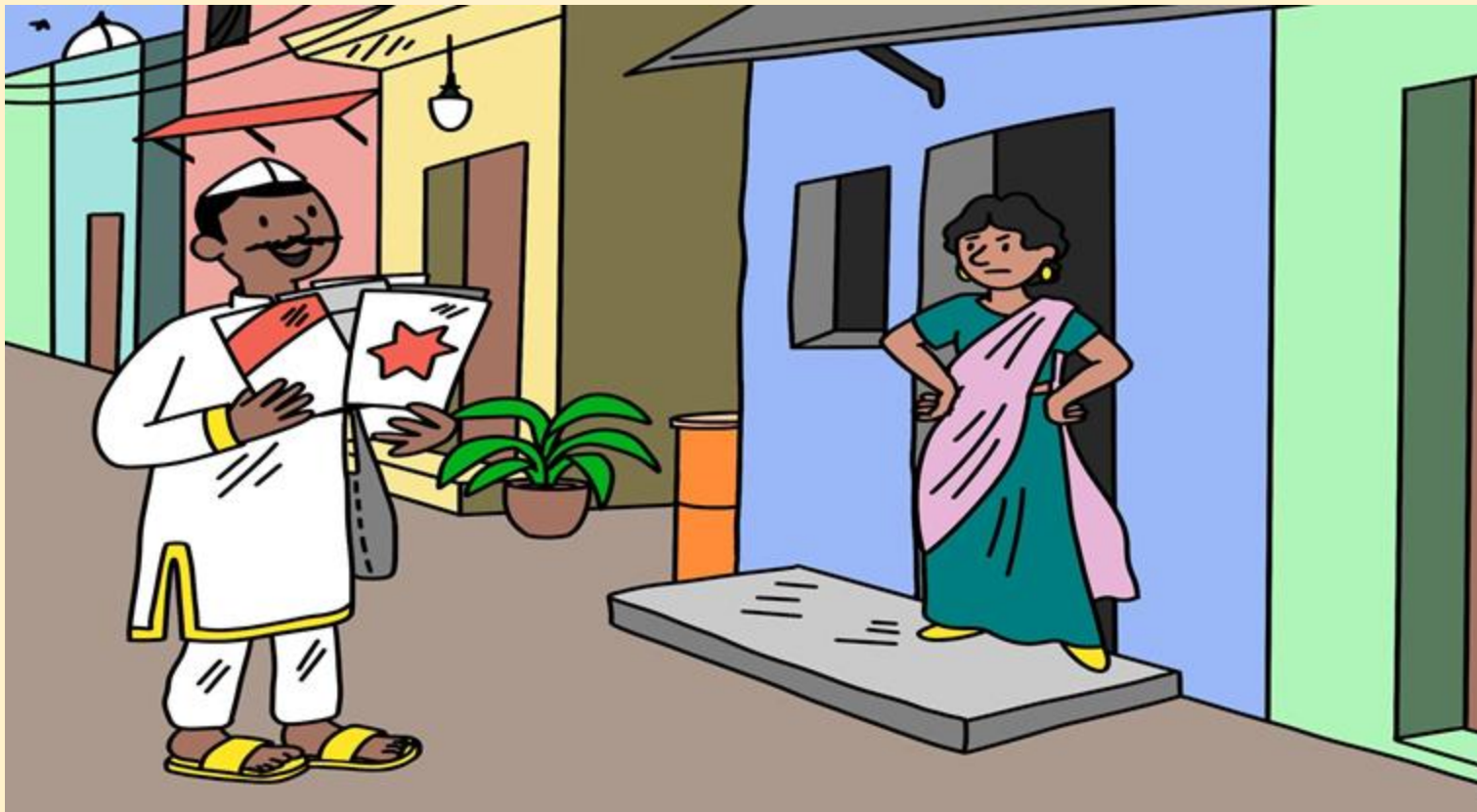
c

she told her neighbours to come and see God with her





The **folktale** about waiting for God



There was a knock at the door. Outside stood a tired man in simple clothes, holding a stack of magazines.



The **folktale** about waiting for God



There was another knock.
This time, it was her
neighbour's little girl.

True or false?

The woman turned away the people at her door.



True



False

Why?

She was too busy cooking and preparing for God's arrival, so she turned away the visitors without helping them.



The **folktale** about waiting for God



God smiled. "I did come, twice. Once as the magazine seller, and once as the little girl. But you did not see Me."

What did the woman learn at the end of the story?

a

that she needed to clean her house more often

b

that she should never open the door for strangers

c

that God is in everyone and kindness is the true way to welcome God



In the speech bubble, write what the woman might say after she learned that God is in everyone. Think about what she has learned and how she feels.

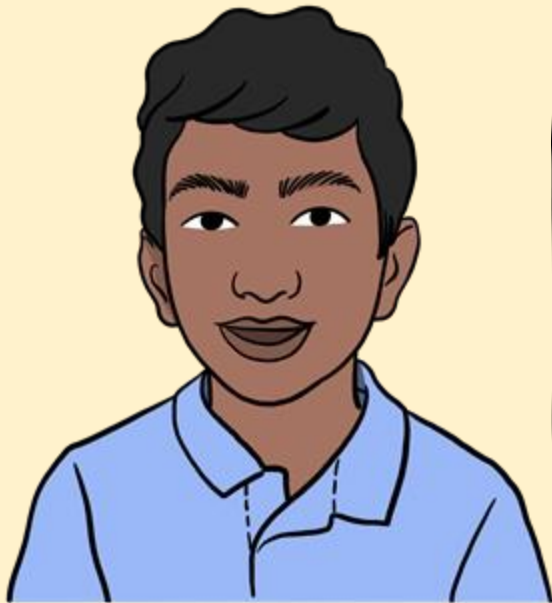


I have learned ...

I feel ...

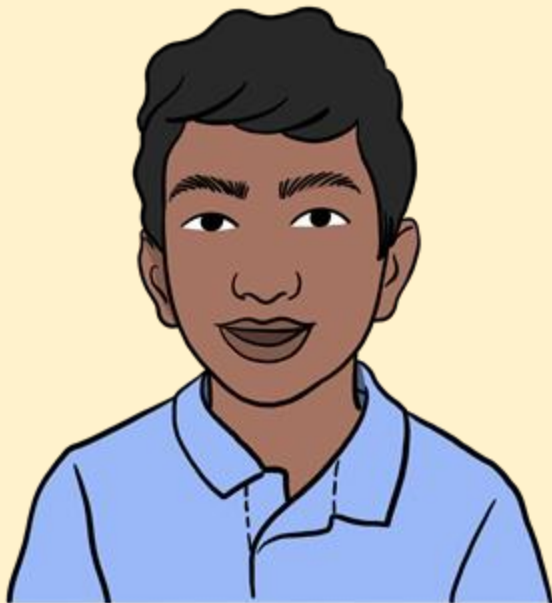
I will ...

Het has been thinking about the deeper meaning of the story of waiting for God.



Het

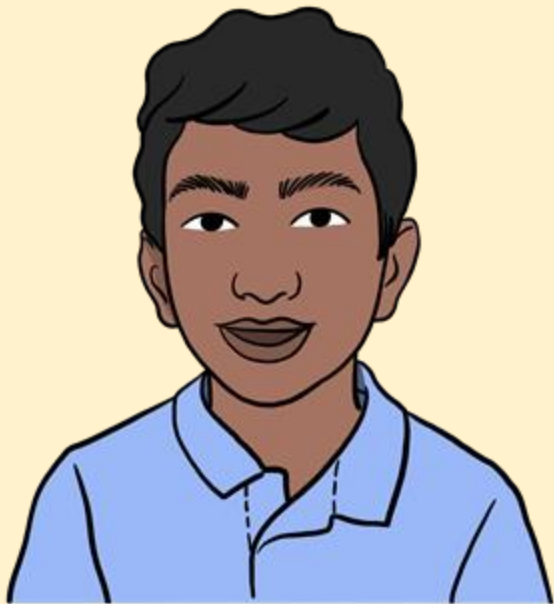
This story teaches me that I should treat everyone with kindness because we never know when we might be in the presence of something greater.



Het

At the end of the story, the woman realised her mistake and thought about what she had learned.

She learned that God is in everyone and that kindness is the true way to welcome God.



Het

There are many different **Hindu** stories. Many stories are passed down to each of my family members. My dad tells me I can pass them on when I get older.

These stories help me understand that there are different ways of understanding the mystery or truth in the story. As **Hindus** we can decide what part of the story will help us most in life.



Priya is Het's older sister

Hindu stories help me make sense of life's big questions and help me feel **content**.

I think being **content** means having peace and balance in your life. This is an important part of following the path of **Hindu** Dharma.

What makes you feel **content**?

True or false?

Being **content** means not having peace.

T True

F False ✓

Why?

Being **content** means having peace and balance in your life.

Use the words (**content**, **folktale**, deeper meaning, good choices) to complete the sentences:

A _____ is a traditional story passed down through generations.

Many **folktales** have a _____ that teaches important lessons.

Hindu stories may help people make _____ in life.

Being _____ means having peace and balance in your life.