

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
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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)
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MORNING CHALLENGE 18/03/26

Times Table Hunt: 2x, 3x, 5x and 10x Table

Detective Dog is on the hunt for some missing numbers from the 2x, 3x, 5x and 10x tables. Can you help him find them?

13. $12 \times 5 =$ 

15. $12 =$  $\times 3$

20. $8 \times$  $= 40$

14. $7 \times$  $= 70$

16. $11 \times 10 =$ 

21. $7 \times$  $= 14$

17. $5 \times 3 =$ 

22. $18 =$  $\times 3$

18. $30 =$  $\times 3$

23. $45 =$  $\times 5$

19. $10 \times 2 =$ 

24. $8 \times 2 =$ 



18/03/26

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 STAMINA!**



Times Table Hunt: 2x, 3x, 5x and 10x Table

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Spelling

-ful, -less, -ly suffix

Look at the root words, how can we add the suffixes to these words?

Word bank

bad
play
hope
care
sad
colour
harm

ful

less

ly

Literacy

Wednesday 18th March

T.B.A.T. recognise features of a narrative

3 in 3

Year: 2 Unit: 15 Practising joining to and from r: air

BACK FORWARD



▶
▶
=

air



NOTEPAD

WORD BANK

- airless
- chairlift
- despairing
- fairground
- fairly
- repaired
- stairway
- unfairly
- more

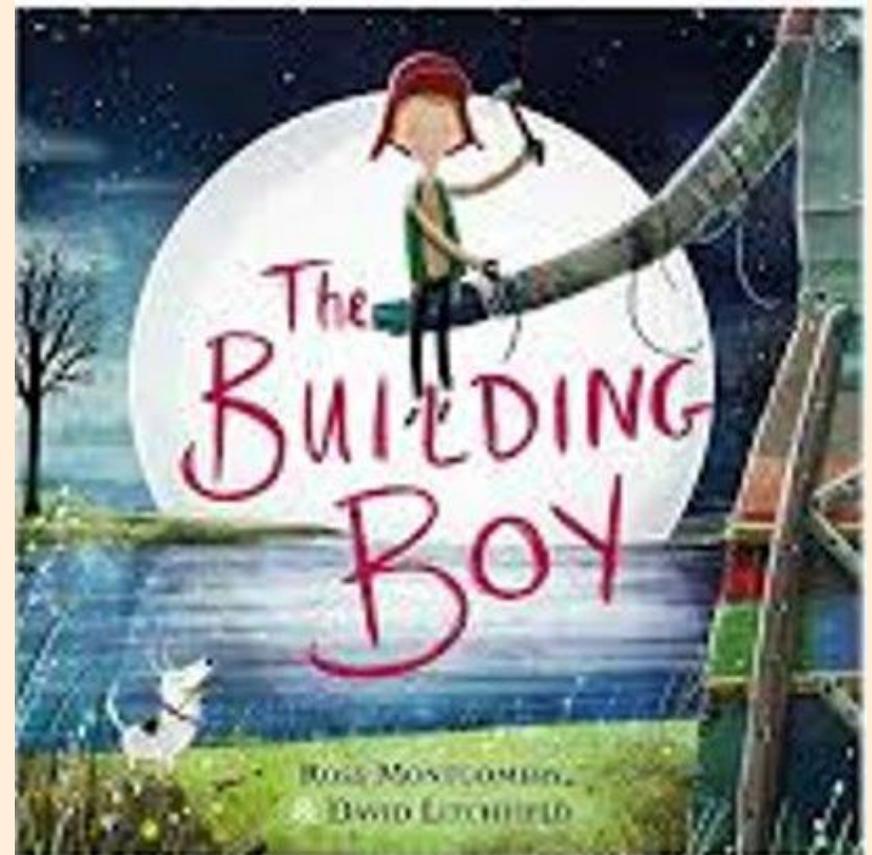
Wednesday 18th March TBAT: write in complete sentences

Tell your partner what happens in the story, **The Building Boy**.

Did you like the story?

I liked the story because ...

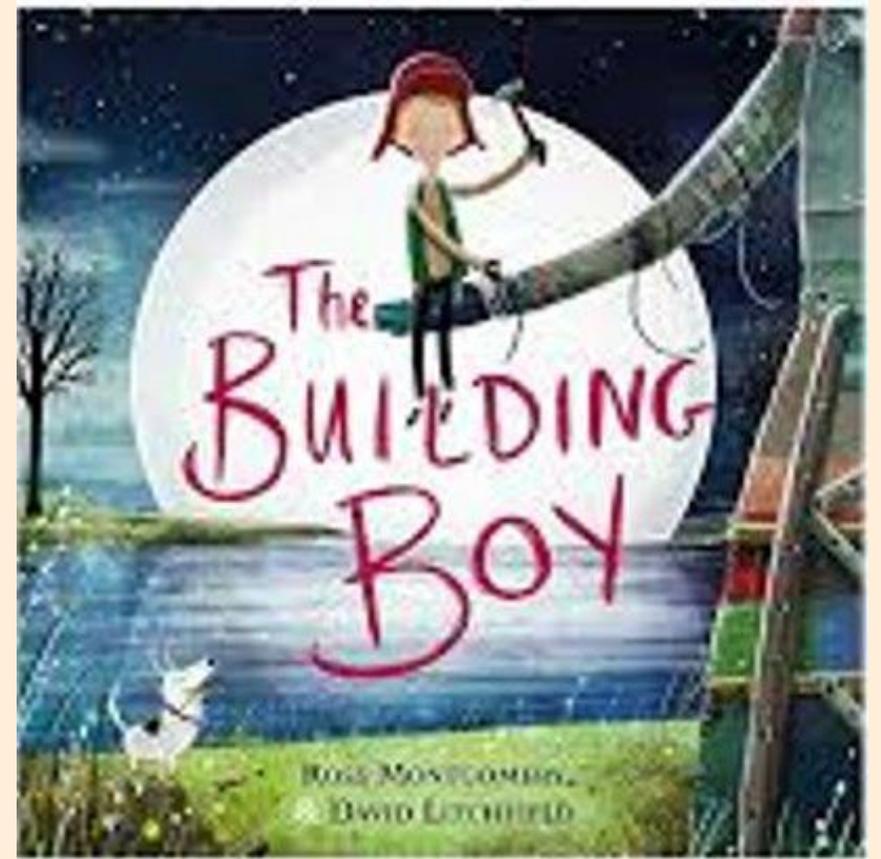
I didn't like the story because ...



Wednesday 18th March TBAT: write in complete sentences

Today you're are going to retell the story of The Building Boy

We are going to write the beginning of the story.



WORD BANK

KEY WORDS - nouns

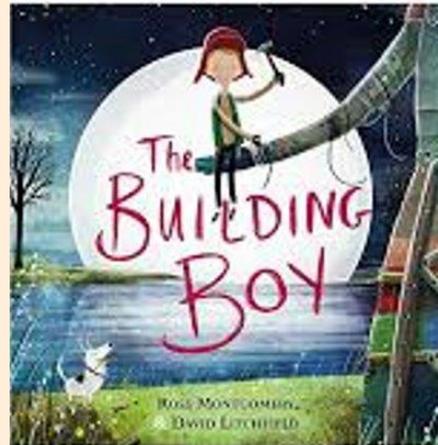
boy	sea	buildings
Grandma	city	rooftops
architect	skyscraper	mountains
hill	house	bricks

KEY WORDS - verbs

read	moved
looked	swam
walked	splashed

Conjunctions

because	if
so	but
and	however



Sentence starters

Grandma went into the ...

They walked through the ...

They saw ...

Eventually they saw ...

On the hill there was ...

The house was not ...

Brain
Breaks



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

Challenge

Read over your work and check that it makes sense.

Have you check the common exception words?

Have you checked your work for capital letters and full stops?

CLASS ASSEMBLY

P.E.

Learning Objective

To track and receive a rolling ball.

Success Criteria

- Make eye contact before sending the ball.
- Watch the ball and get your body behind it by moving your feet as it comes towards you.

Whole Child Objectives

Social: To make safe decisions when working around others.

Emotional: To be honest in the games I play

Thinking: To identify what I can do to be successful.

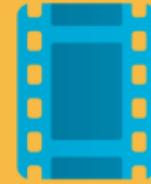
Equipment



CONES
x 30



TENNIS BALLS
x 15



TRACKING A BALL
Video

Open

Download

Optional:



**PLAYGROUND
BALL**

10

Mins

Warm Up and Introduction

Finding space:

A Pupils stand in a space. They jog around the area, showing an awareness of space and each other. Change the movement action e.g. side steps, skips, heel flicks etc.

Spread out and find space to move into, away from others.

B Explore completing these actions whilst travelling in different directions e.g. forward, backward and sideways.

Trains:

A In pairs, pupils stand one behind the other. Pupil at the front leads the travelling action with their partner copying. When the teacher says 'choo, choo', they change the leader and travelling action.

Keep a safe distance from your partner.

Make this harder by changing the direction of travel.

B In pairs with one ball. Pupils jog one behind the other, leader with the ball. When the teacher says 'choo, choo', the leader rolls the ball a little way in front, partner runs to over take and collect it. Change roles and continue.

Roll the ball softly with one hand. Not too big of an arm swing so that the balls rolls just in front of you.

C As above, this time pupils vary how far and in which direction they roll the ball for their partner. Q: How will you send the ball further? *Roll the ball with more power. Gain more power by using a higher swing of your arm and roll at speed.*

Be sensible when making decisions. being mindful of others

30

Mins

Skill Development

Roll and stop:

In pairs with one ball. Pupils stand five big steps apart.

- A** Pupils roll the ball to one another, stopping the ball with any part of their body. Q: Can you remember the teaching points for rolling from last lesson?

Hold the ball in one hand. Step forward with the opposite foot to throwing hand. Swing your arm and let go of the ball when your hand is pointing to the target.

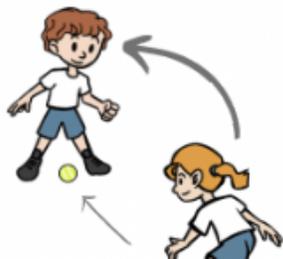
- B** Repeat the task. This time, pupils are only allowed to stop the ball with their hands.

Begin in the ready position to receive. Move your feet to get in line with the ball. Keep your eyes on the ball and stop it with wide fingers.



- C** Repeat the task. This time, pupils roll the ball in any direction, partner must run so that the ball travels through straddle legs, thrower runs around partner to collect. Repeat for a few minutes then change roles.

Consider how quickly and where you send the ball so that you are still successful.



Send and track:

Scatter cones around the teaching area:

A In pairs, pupils begin at the same cone with one ball between them. The pupil without the ball runs to stand at another cone. Once there, their partner rolls the ball to them and then finds a new cone and so on so that they move around the area.

Don't move to a cone too far away from your partner. Make eye contact before sending the ball. Call your partner's name if they are not looking at you. Scoop the ball with two hands.

Make this easier by playing with a bigger ball.

B In pairs, one pupil is the sender, the other is the tracker.

- Senders try to score points for their team by rolling the ball to hit a cone.
- If successful, they start at the hit cone and select a new target cone.
- Trackers try to stop other senders from scoring by stopping balls with their hands.
- They cannot stop the same ball twice in a row.
- Balls must roll to the cones, not bounce.

After a few minutes, pupils discuss how they were successful in their role then swap.

Trackers begin the ready position so that you can change direction quickly. Senders consider adapting your technique for cones further away.



LUNCH

MATHS

18.03.26

T.B.A.T. Sort 3D shapes

3 IN 3

STAR WORDS

1 How much change will I get from £1?



2 I bought the following items. How much did it cost altogether?



3 Which coins could I use to pay for this orange?



faces



vertex



vertices



edges



apex



properties

18.03.26

T.B.A.T. Sort 3D shapes

3 IN 3

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2

I bought the following items. How much did it cost altogether?



3

Which coins could I use to pay for this orange?



18.03.26

T.B.A.T. Sort 3D shapes

3 IN 3

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How much change will I get from £1?



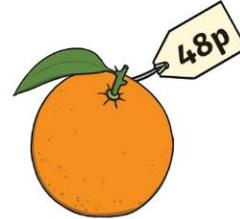
2

I bought the following items. How much did it cost altogether?



3

Which coins could I use to pay for this orange?

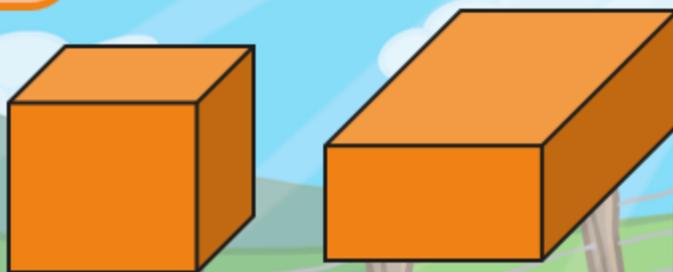




Compare the 3D Shapes.

What is the same?

They both have:



What is different?



Compare the 3D Shapes.

What is the same?

They both have

What is different?

The sphere has faces.

The cylinder has faces.



Compare the 3D Shapes.

What is the same?

Both shapes have faces.

Both shapes have edges.

Both shapes have vertices.

What is different?

The triangular-based pyramid has triangular faces.

The triangular prism has triangular faces and rectangular faces.

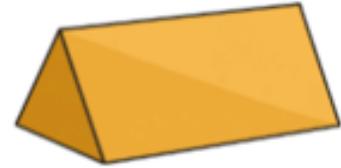
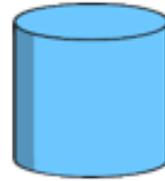
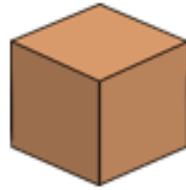
The triangular-based pyramid has vertices.

The triangular prism has vertices.

The triangular-based pyramid has edges.

The triangular prism has edges.

Can you sort these 3D shapes into the 2 sets?



**at least
1 circular face**

**at least
1 triangular face**

Which shape didn't belong
in either set?

Can you explain why?





Sorting 3D Shapes

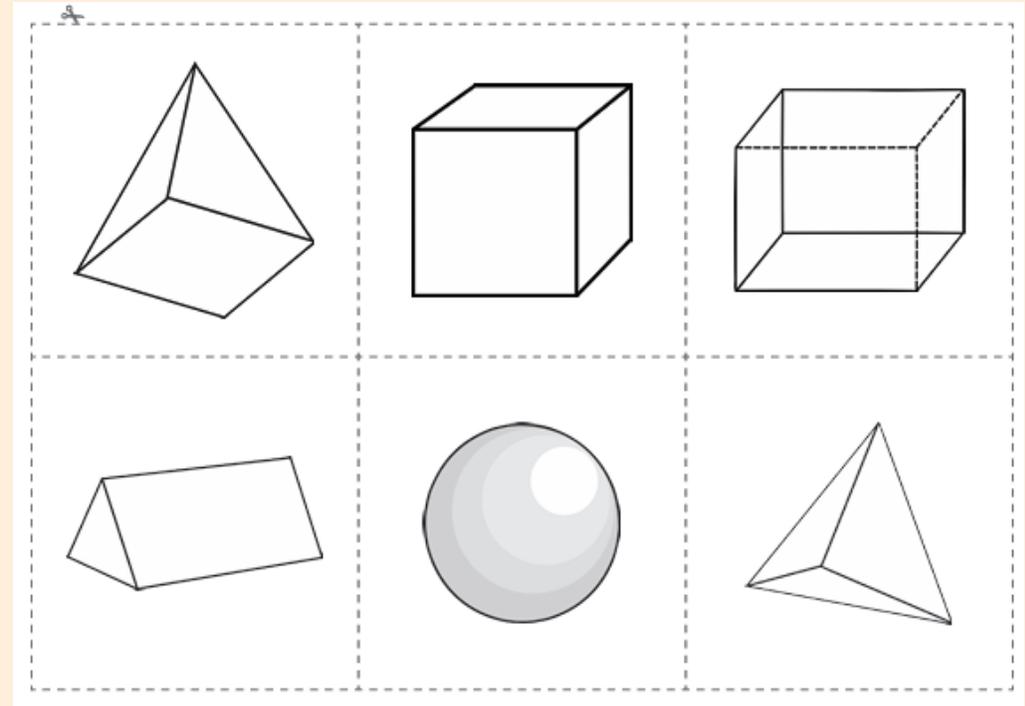
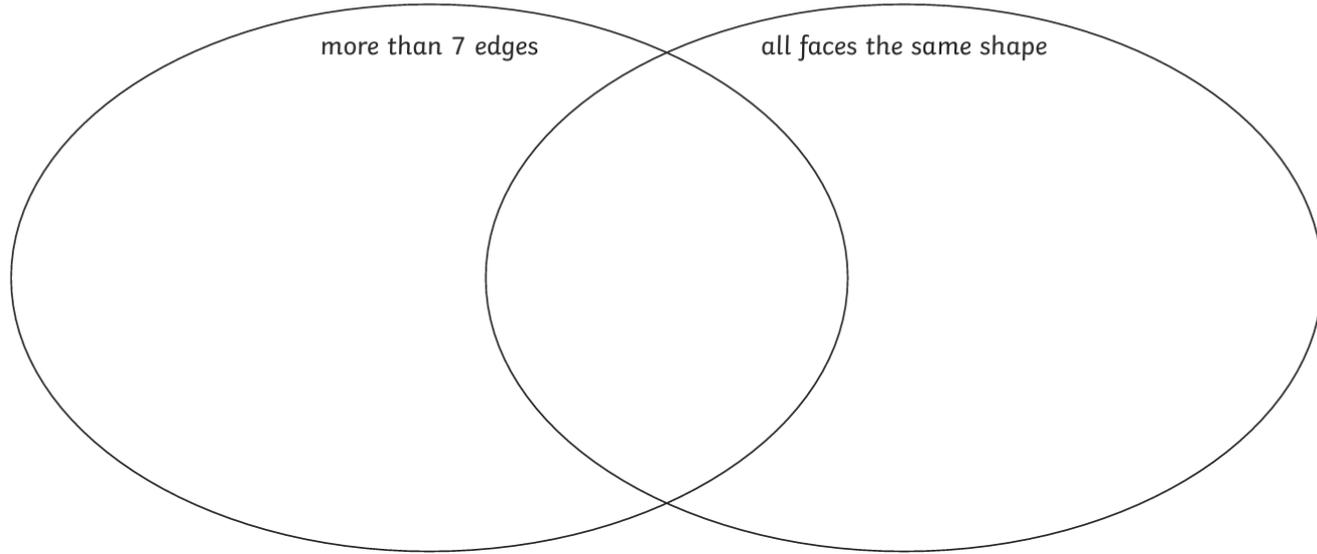
To sort 3D shapes according to their properties.

Cut out the pictures of 3D shapes and stick them in the correct space on the Venn diagram.

The 3D shapes that don't belong to either set can be stuck onto the space outside of the Venn diagram.

more than 7 edges

all faces the same shape

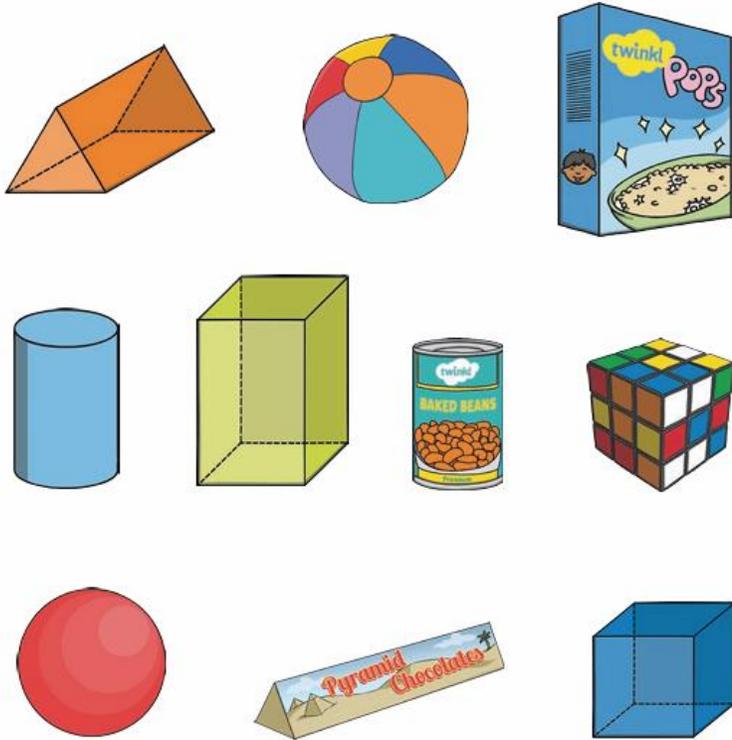


Brain Breaks



CHALLENGE

How might you sort these objects?



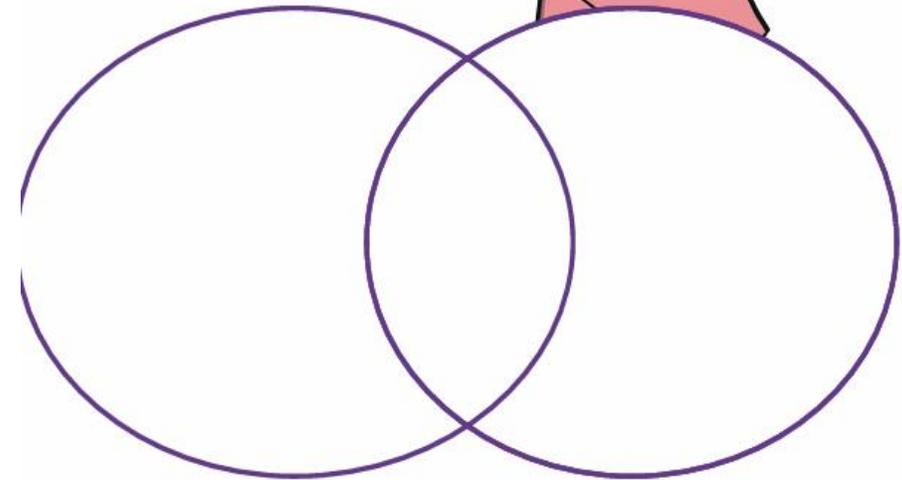
Label each group.

GREATER DEPTH

Anna is investigating shapes.

Some shapes have both flat faces and curved surfaces.

Is Anna correct?



flat faces

curved surfaces

Sort 3D shapes into a Venn Diagram and explain what you notice.

DT
Investigators

Learning objective

- ✓ To select balanced combinations of ingredients.

Success criteria

- ✓ I can select foods from specific food groups.
- ✓ I can describe the taste of different foods.
- ✓ I can explain why I have chosen to put foods together.



Speak like an expert

Work with a partner
- take turns telling
them something
about preparing
food for one
minute.

Who is Jamie Oliver? What is his connection to food and schools?

Jamie Oliver



Who is Jamie Oliver? What is his connection to food and schools?

Dear children,

I work for a charity that teaches children and families about eating healthily. The work of chef Jamie Oliver has inspired our charity. He has campaigned for children to have access to healthy school lunches.

It is too easy for children to choose less healthy snacks and meals. Fast food can be a treat, but it often contains deep-fried carbohydrates and too much fat for one meal. It would be great if more fruit and vegetable options were available.

We believe it is important that all children have access to nutritious food and schools are a great place to make sure this happens.

We need your help.

Please design a healthy wrap that includes fresh ingredients from these food groups: protein, fruits or vegetables and dairy.

Demonstrate your knowledge of healthy choices by designing a healthy meal children will like. It can truly make a difference.

Yours faithfully,

Zara Chang

zara.chang@healthyfoodfuture.org.uk



Dear children,

I work for a charity that teaches children and families about eating healthily. The work of chef Jamie Oliver has inspired our charity. He has campaigned for children to have access to healthy school lunches.

Design criteria

As a class agree on design criteria for a new wrap based on the letter.

The design brief letter highlights that the wrap should:

- Be balanced.
- Include protein, fruits or vegetables and dairy products.
- Be tasty and something children will like.
- Write the agreed criteria on a flipchart page and add to a display for use later in the unit.

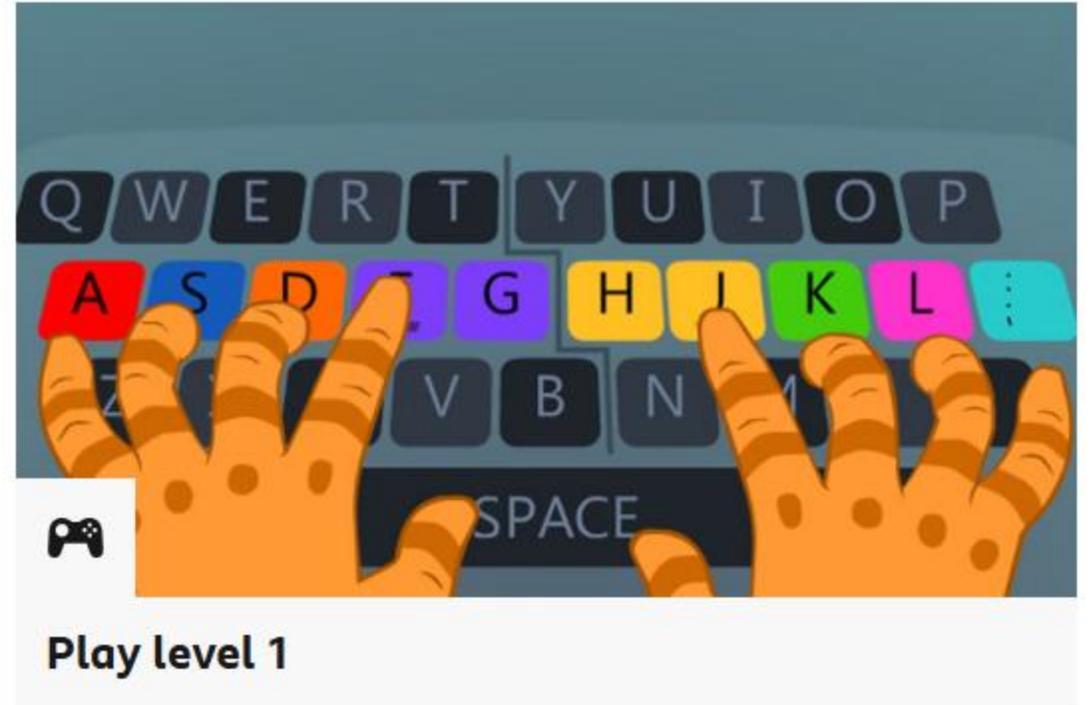
COMPUTING Pioneers



Level 1: Starts with the home row keys

In this level you will begin by learning to touch type the keys on the home row as well as letters e, i, r and u.

- Stage 1: f d s a j k l ; g h
- Stage 2: e i
- Stage 3: r u



Play level 1 and click on the button to select the stage you want.