

Thursday- Daily Breakdown

- 8.40 - 9.00 Register & Morning Challenge
- 9.00 - 9.30 Spelling-
- 9.30 - 10.00 Literacy
- PPA Assembly 10-1030
- BREAK
- 10.45 - 11.50 Maths
- LUNCH
- 12.40 - 1.00 STORY
- History
- 1.55 - 2.05 BREAK
- RE

VISUAL TIMETABLE



Morning
Challenge

Spelling

Literacy

Maths

Lunch

?

?

Year 2 Maths Activity Mat

6

Section 1

Sophie made 6 sandcastles. Jenny made double that amount. How many sandcastles did Jenny make?



Section 2

If the letter **A** is 10 can you work out what the letter **B** is?

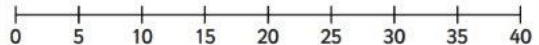
$$5 + A = B$$

B =

Section 3

Draw arrows on the number line where these numbers should be:

6 13 38



Section 4

Sophie scores 16 points on a computer game. Layla only scores 9. How many more points did Sophie score than Layla?



Section 5

How many ways can you make 28p with coins?

Section 6

16 birds are sitting on a roof. 10 more join them. Then 6 fly away. How many are on the roof now?

Section 7

Owen will go to bed in 1 hour. What time will this be?



Section 8

Put the correct sign in:

x	+	=
5		5 = 10
2		4 = 8
10	x	7 70

09.07.26



Lunches

Main: Sausage and sweetcorn pizza with pasta salad

Vegetarian: Margherita pizza with pasta salad

School Packed Lunch: Cheese, ham, tuna or jam

Spelling

KS1 Common Exception Words Family 21

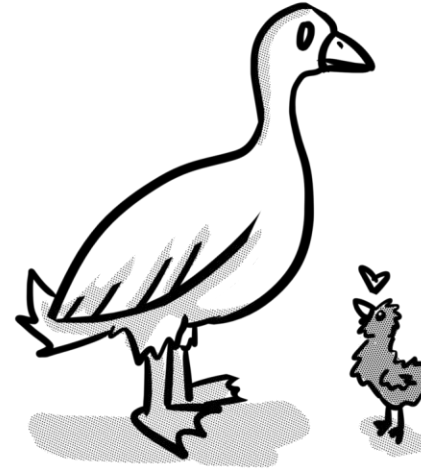
Ways to learn to spell these words

- ☐ Visual recall
- ☐ Mnemonics
- ☐ Segmentation
- ☐ Graphic representation
- ☐ Others...

Word family 21

o u lucky duck

could
should
would

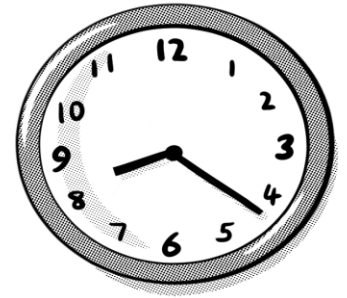


could

Meaning: **could** is used to suggest something is possible.

Example: I **could** do it if I had more time.

Your example:



Trick: c – o u lucky duck

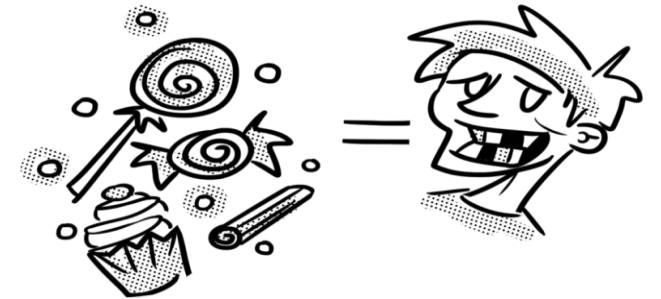
Now practise:

should

Meaning: **should** is used to suggest something must be done.

Example: You **should** brush your teeth twice a day.

Your example:



Trick: **sh** – **o** **u** **l**ucky **d**uck

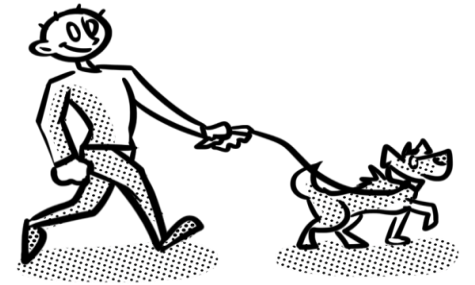
Now practise:

would

Meaning: **would** is used to suggest willingness or habit.

Example: Every day, he **would** get up and walk the dog.

Your example:



Trick: **w** – **o** **u** **l**ucky **d**uck

Now practise:

Word Search and Write

Find the eight common exception words hidden in the grid, then use them in the sentences below.

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

Once you've found all eight words, **write** them in the correct spaces in these sentences.

On my birthday, I will be seven years _____.

My _____ dog is not feeling very well.

Can you _____ my bag for me?

I _____ my teacher that I had finished.

Don't forget to lock the _____.

The necklace is made of pure _____.

I dropped my snack on the _____.

You should have worn your coat as it is very _____.

Literacy

Thursday 9th July
T.B.A.T. write a poem



Sulwe



Vocabulary

- Dark
- Light
- Glow
- Shine
- Twinkling
- Sparkling
- Sky
- stars

Grammar & Punctuation

Can you put some of these ideas into a sentence?

Night lonely dark coal

Sun happy bright shining

Can you build ideas for your poem with your partner?

The sun was shining as bright as ...

The darkness of night was like ...

The moon was shimmering ...

Thursday 9th July

TBAT: write a poem using the ideas from yesterday

MODEL WRITING:

The deep, dark sky
is as dark as a silent cave.

Bright, twinkling stars
shine like glitter on black velvet.

The soft, golden light
glows as gentle as morning sun.

My strong, beautiful heart
shines like a star in the night.

Darkness wraps the sky
like a calm, quiet blanket,
but the bright, hopeful light
breaks through like a shining dream.

Thursday 9th July

TBAT: write a poem using the ideas from yesterday

Can you write 3 lines about dark/ night and 3 lines about light/ day?

How will you order your ideas?

The light is ...

The sun shines ...

Daytime feels ...

The dark is ...

The moon shines ...

Night time feels ...

BREAK

MATHS

10.07.25

T.B.A.T. recognise grouping as division

3 in 3

1.

$5 \div 5 =$

2.

$100 - 20 =$

3. Use only these numbers to make a different number sentence each time. One is done for you.

70

7

10

7

x

10

=

70

x

=

÷

=

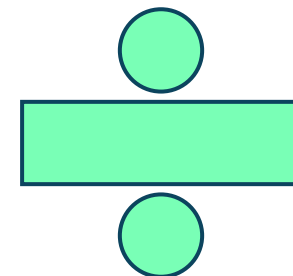
CHALLENGE: Write your own word problem for one of the calculations in number 3. How can you then change this word problem for the other calculations?

Division



We will now focus on the link between **repeated subtraction (grouping)** and **division**.

We will start by looking at the two slightly different models of **division**...



The sharing model of division

There are two slightly different ways of thinking about division: the **sharing** model of **division** and the **grouping** model of **division**.

Let's start with the **sharing** model of **division**...

Sasha has **10** seeds to plant. She **shared** them **equally** with her sister.
How many seeds do they each have?

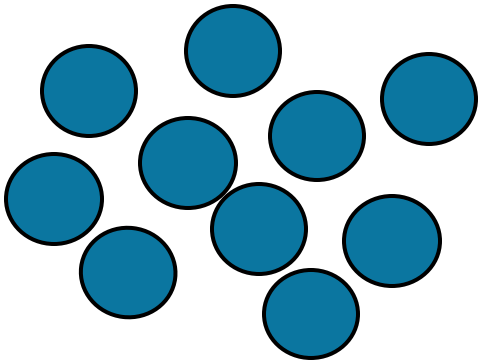
The words **shared** and **equally** tell us that we need to **divide 10** into **2** groups of the same size (equal).

There are **10** seeds and **2** people so we need to **share** 10 equally between 2.

The sharing model of division

Sasha has **10** seeds to plant. She **shared** them **equally** with her sister.
How many seeds do they each have?

Let's use counters to represent our seeds...



1 2 3 4 5

We can count how many counters there are in each group.

There are **5** counters.

10 shared equally
between **2** is **5**.

$$10 \div 2 = 5$$

Each sister will have **5**
seeds.

The grouping model of division

There are two slightly different ways of thinking about division: the **sharing** model of **division** and the **grouping** model of **division**.

Let's look at the **grouping** model of **division** using the same numbers as we did with the sharing model but a different problem...

My Jeffers has **10** socks in his washing pile. How many **pairs** of socks can he make?

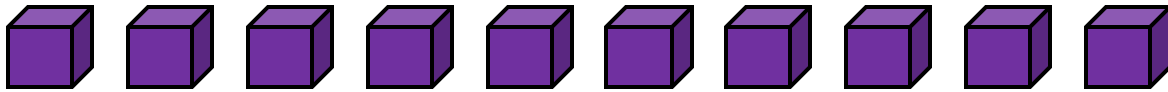
The word **pair** means two. This tells us we need to **group** the 10 socks into twos (pairs).

The grouping model of division

My Jeffers has **10** socks in his washing pile. How many **pairs** of socks can he make?

Let's use cubes to represent our socks...

It helps to put our 10 cubes in a row...



1

2

3

4

5

Now let's group them into pairs (twos).

We need to count how many pairs (twos) we have.

There are 5 pairs (twos).

We can make 5 pairs (twos) from 10.

$$10 \div 2 = 5$$

Mr Jeffers will have
5 pairs of socks.

The grouping model of division

Let's remind ourselves of the problems we used to look at the **sharing** model of **division** and the **grouping** model of **division**.

Sasha has **10** seeds to plant. She **shared** them **equally** with her sister.
How many seeds do they each have?

My Jeffers has **10** socks in his washing pile. How many **pairs** of socks
can he make?

We saw with both problems that our number sentence was the same:
 $10 \div 2 = 5$

Our answer for both problems was **5**.

The method or way we solved them was slightly different. With the **sharing model** we **shared** our total between two. With the **grouping model** we separated our total into **groups** of 2.

The grouping model of division

We are going to focus on the **grouping** model of **division**.

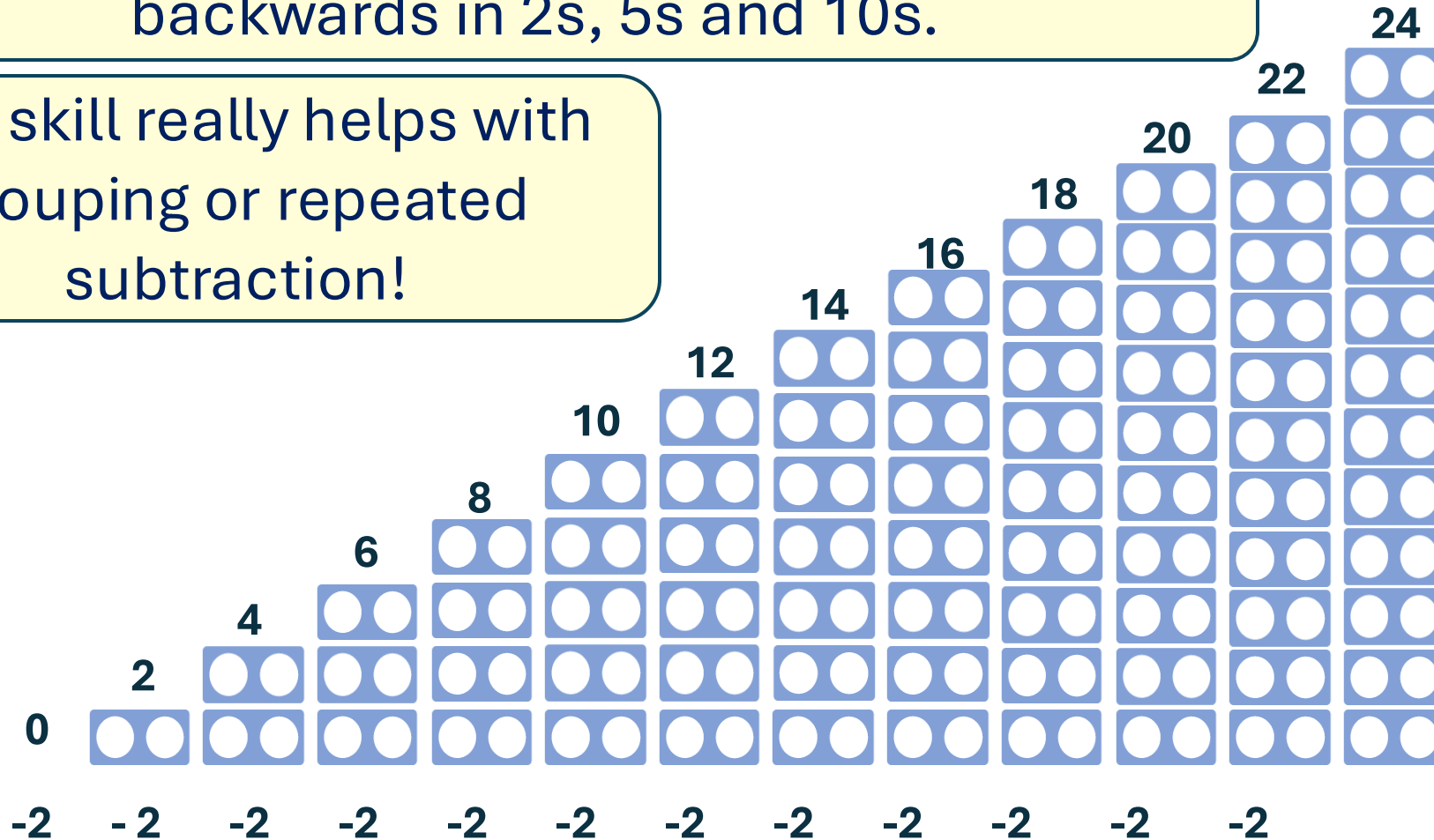
The **grouping** model is sometimes called **repeated subtraction**.

Let's look at counting again...

Revisiting counting back in twos

We have been learning to count forwards and backwards in 2s, 5s and 10s.

This skill really helps with grouping or repeated subtraction!



Start at 24

Count back in twos (2)

We can keep taking away (subtracting) 2 until we reach zero.

We have subtracted 12 groups of 2 from 24.

Grouping (repeated subtraction) represented as a division number sentence

How many twos (2) are there in eight (8)?

Start with eight (8).

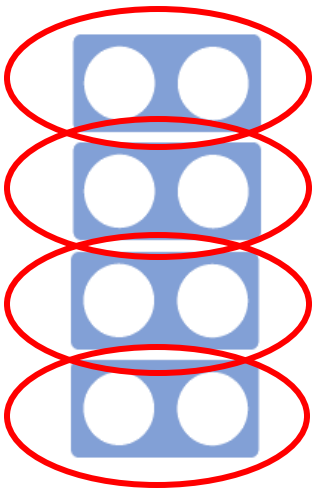
Group (or divide) eight (8) into twos (2).

The process of **grouping** to divide is sometimes called **repeated subtraction** because we are taking away (or subtracting) a group (of 2) each time from our whole (8) until we reach zero to see how many equal groups (of 2) there are.

$$8 - 2 - 2 - 2 - 2 = 0$$

We subtracted **4** groups of 2.

$$8 \div 2 = 4$$



Your turn

Holly is watching the Tour de France. She sees **12** bicycle wheels. How many bicycles did she see?



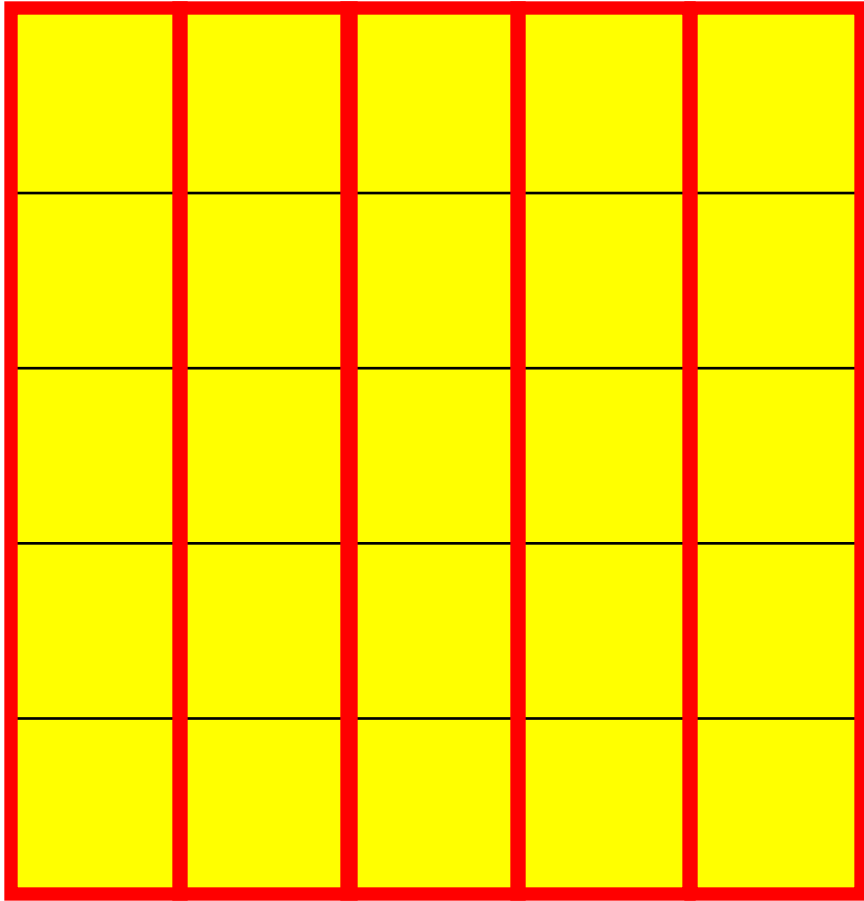
Use counters, cubes or Numicon to represent the problem.

Can you show this as grouping (repeated subtraction) and write the corresponding division number sentence?

÷

=

Using arrays to show grouping (repeated subtraction)



There are **25** bananas. They are sold in bunches of **5**. How many bunches are there?

Draw an array to represent 25 (bananas).

Draw around groups of 5 (the bunches).

Count how many equal groups of 5 you have.

We have 5 groups of 5.

$$25 - 5 - 5 - 5 - 5 - 5 = 0.$$

$$\mathbf{25 \div 5 = 5}$$

There are **5** bunches of bananas.



Your turn

20 roses are planted in rows of **5**. How many rows will there be?

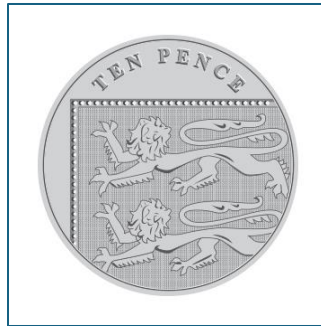


Use an array to represent the problem.

Can you write this as a repeated subtraction (grouping) and as a division number sentence?

Grouping (repeated subtraction) represented as a division number sentence

Ahmed has been saving **10p** coins. He has **80p** in total. How many 10p coins has Ahmed saved?



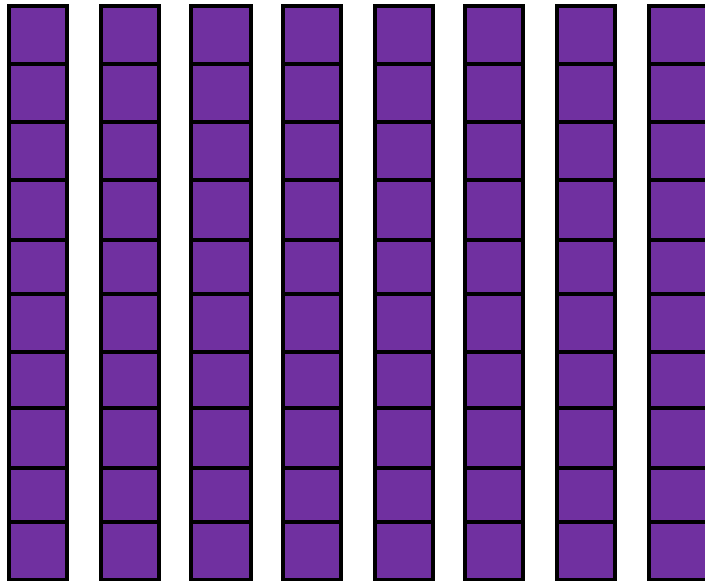
We could use Numicon, base ten rods or 10p coins to help us solve this problem...

Grouping (repeated subtraction) represented as a division number sentence

Ahmed has been saving **10p** coins. He has **80p** in total. How many 10p coins has Ahmed saved?



1 2 3 4 5 6 7 8



1 2 3 4 5 6 7 8

Use 10p coins or base ten rods to represent 80p.

Count how many 10p coins you have or how many base ten rods you have.

There are **8** groups of 10.

This can be written as the division number sentence:

$$80 \div 10 = 8$$

Ahmed has **8** 10p coins.

Your turn

60 children in Year 2 were put into teams of **10**. How many teams were there?

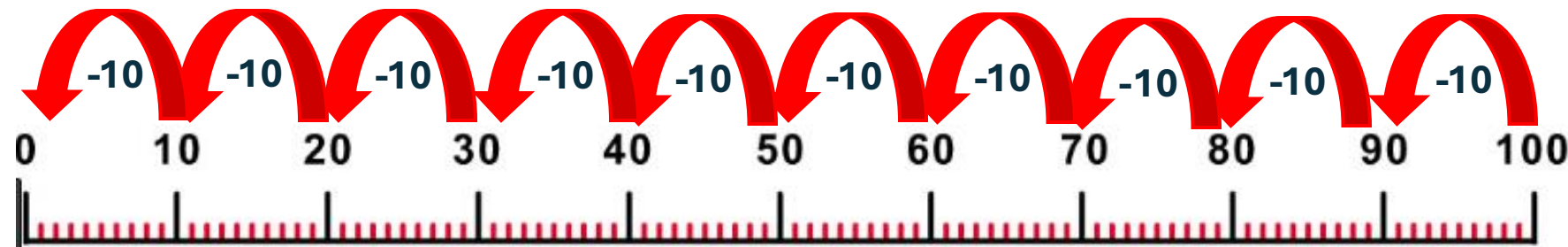
Use base ten rods to represent the problem.

Can you write this as a division number sentence?

Grouping (repeated subtraction) represented as a division number sentence

It is useful to look at grouping (repeated subtraction) on a number line.

Pencils are sold in boxes of 10. There are 100 pencils. How many boxes are there?



Start at 100.

Count back in
groups of 10
until you
reach zero.

We have subtracted 10 groups of 10.

$$100 - 10 - 10 - 10 - 10 - 10 - 10 - 10 - 10 - 10 - 10 = 0$$

$$100 \div 10 = 10$$

There are **10** boxes of pencils.

Your turn

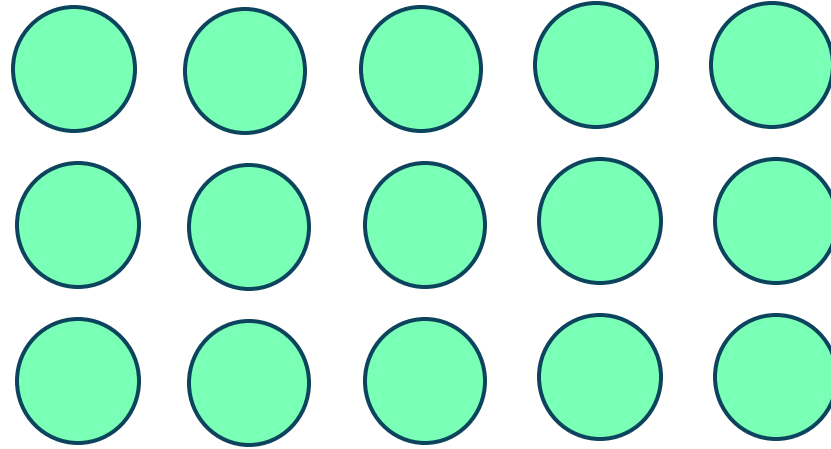
70 speckled frogs sit on logs. Only 10 speckled frogs can sit on one log. How many logs are needed for all the speckled frogs?



Use a number line to represent the problem.

Can you write this as a division number sentence?

Your turn

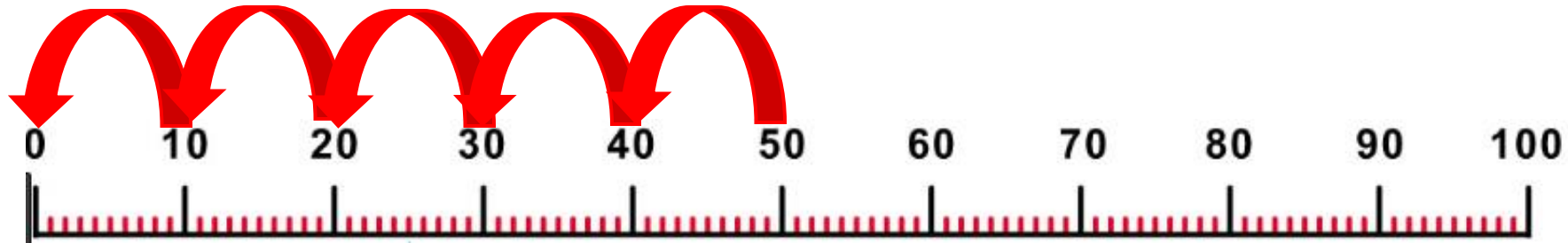


Write a grouping problem for this array.

Write the repeated subtraction to go with your problem.

Write the division number sentence to go with your problem.

Your turn



Write the repeated subtraction for this number line.

Write the division number sentence for this number line.

Your turn

Prove it!

40 objects can be **equally divided** into **groups** of **2, 4, 5 and 10**.

Use objects or pictorial representations to solve this problem.

Your turn

True or false?

I can group 22 pears into bags of 5 pears and there will not be any pears left over.



Prove your answer using a method of your choice such as objects, a picture of an array or a number line.



LUNCH

Thursday 9th July

TBAT: describe how Sophia Duleep Singh fought for women's right to vote.

1 Why did Marie Curie collect strange rocks in her laboratory? (Tick 1 correct answer)

- ☐ because she liked their colours
- ☐ because she sold them to earn money
- ☐ because she wanted to find invisible energy inside them

2 Henri Becquerel noticed that a strange mark appeared on the _____
when he placed a special kind of rock near it. (Fill in the blank)

3 Match each word to its correct meaning. (Write the correct letter in each box)

a	energy
b	laboratory
c	scientist

	a person who learns about science and carries out investigations
	a place for scientific experiments
	power that makes things work

4 How did Marie and Pierre Curie work together after they got married? (Tick 1 correct answer)

- ☐ they became teachers in Poland
- ☐ they opened a shop selling rocks
- ☐ they worked together studying rocks

Thursday 9th July

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Outcome

I can describe how Sophia Duleep Singh fought for women's right to vote.

Keywords

vote	when someone can vote, they are allowed to make a choice about who runs the country
fairness	treating people equally and making sure everyone has the same chances
Suffragettes	a group of people who wanted women to have the right to vote in Britain

Lesson outline

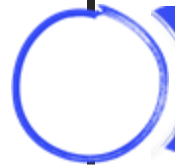
Sophia Duleep Singh, the princess who fought for women to have the vote



The Princess



The Suffragette



The difference she made

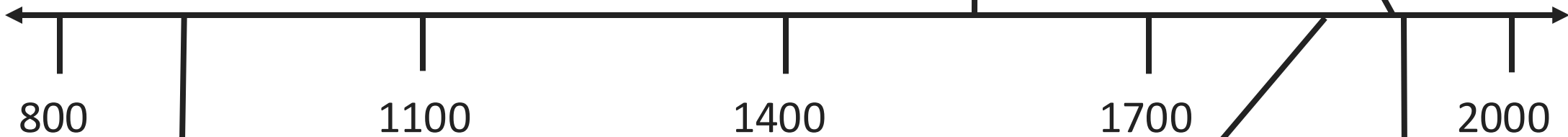
You may have learned about Al-Razi, Nicolas Copernicus, Ada Lovelace and Marie Curie before. Now we will learn about Sophia Duleep Singh, who lived over 100 years ago.



Nicolas Copernicus



Marie Curie



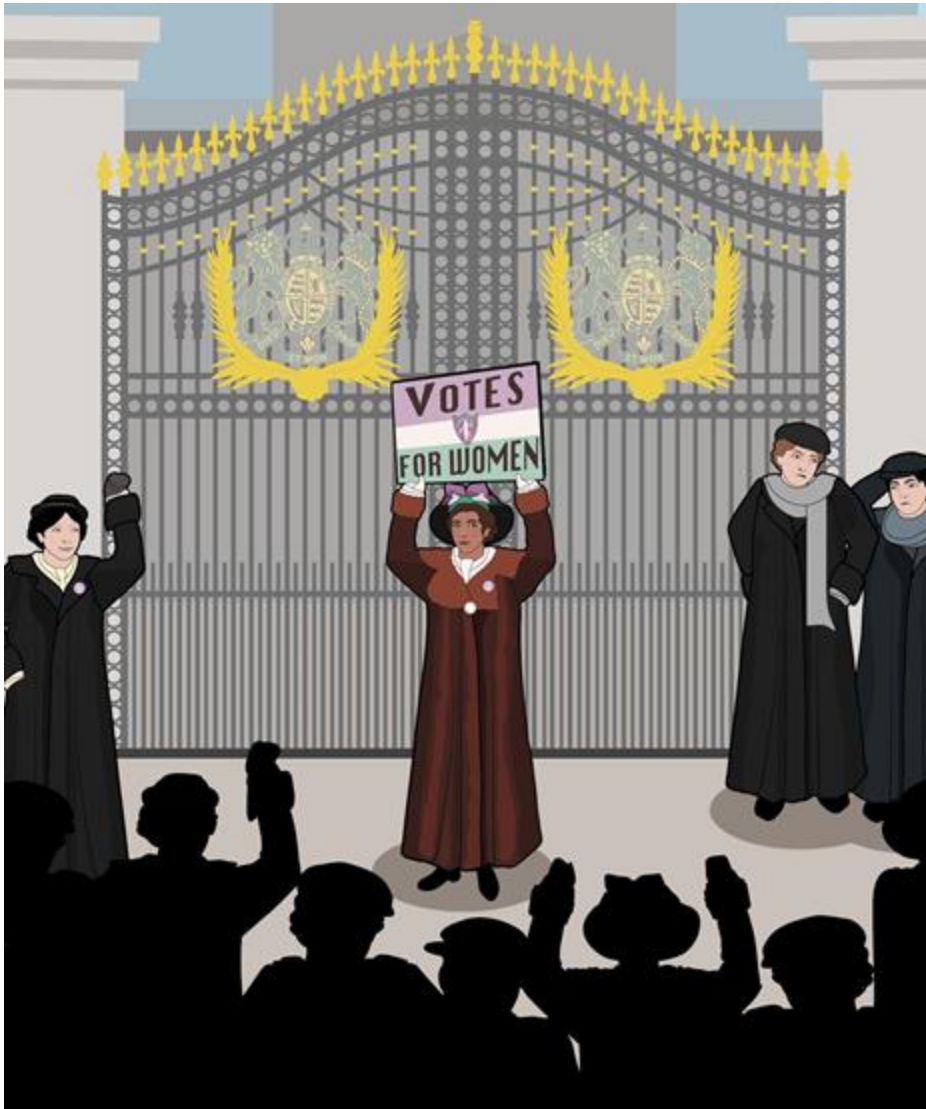
Al-Razi



Ada Lovelace



Sophia Duleep Singh



Sophia Duleep Singh stood outside Buckingham Palace asking for “**Votes** for Women”.



Sophia was born in England, but her family came from India and she was a princess.

Painting of Sophia's father, who was once a king in India.



Sophia grew up living a princess-like life in England. But when she visited India, she saw unfairness.

Lesson outline

Sophia Duleep Singh, the princess who fought for women to have the vote



The Princess



The Suffragette



The difference she made



Sophia learned about the **Suffragettes**, a group of women who wanted women to be able to **vote**.



Sophia worked hard to help the **Suffragettes**.

[Sophia Duleep Singh: The Suffragette Princess | KS1 History](#)

What did Sophia do to help the **Suffragettes**?

a

she baked cakes

b

she painted pictures of trains

c

she sold their newspapers



Sort these into two groups:

- selling **Suffragette** newspapers
- women should help choose how the country is run
- everyone should be treated **fairly**
- joining marches with her banner
- delivering supplies in a horse cart
- women should have the right to **vote**

Suffragettes believed ...	Sophia helped by ...

Hint:

- things the **Suffragettes** believed are what they thought or wanted
- things Sophia helped by doing are actions she took

Sort these into two groups. You should have answered:

Suffragettes believed ...	Sophia helped by ...
women should have the right to vote	selling Suffragette newspapers
women should help choose how the country is run	joining marches with her banner
everyone should be treated fairly	delivering supplies in a horse cart

Lesson outline

Sophia Duleep Singh, the princess who fought for women to have the vote



The Princess



The Suffragette



The difference she made



Sophia was a princess who chose to be brave.

A **Suffragette** poster made to persuade people to support **votes** for women.



After many brave women worked hard, the law changed and women can now **vote**.

True or false?

Sophia Duleep Singh won the right for women to **vote** all by herself.

T True

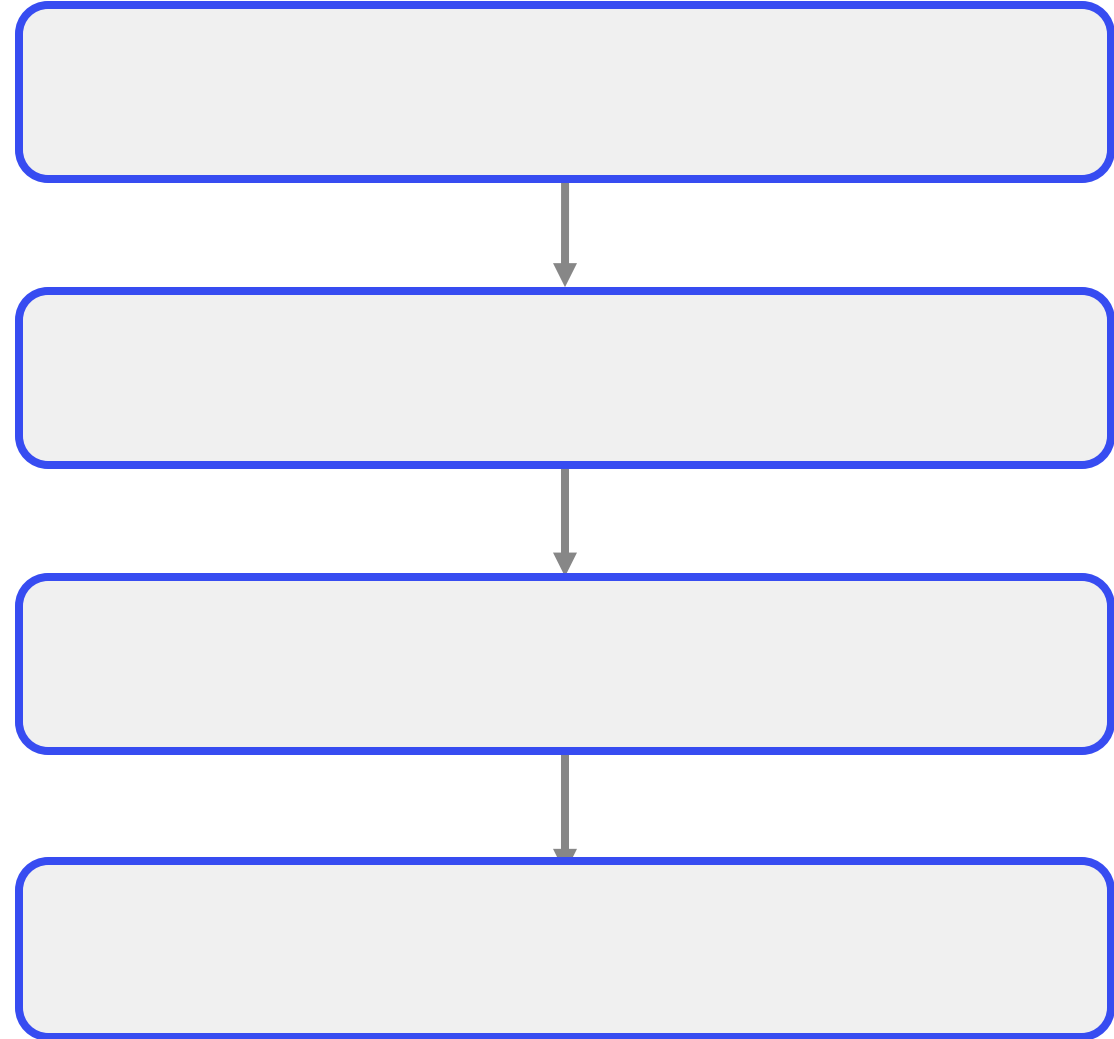
F False ✓

Why?

Many brave women worked together for many years to win the right to **vote**, and Sophia was one important part of that team.

1) Starting with the earliest, sort these events into time order:

- Sophia stood outside Buckingham Palace with a sign.
- Sophia was born in England.
- Sophia visited India and saw unfairness.
- Sophia lived like a princess at Hampton Court Palace.



1) Starting with the earliest, sort these events into time order:

- Sophia stood outside Buckingham Palace with a sign.
- Sophia was born in England.
- Sophia visited India and saw unfairness.
- Sophia lived like a princess at Hampton Court Palace.

Sophia was born in England.



Sophia lived like a princess at Hampton Court Palace.



Sophia visited India and saw unfairness.



Sophia stood outside Buckingham Palace with a sign.

2) Create a poster titled “Sophia the change-maker”.

Your poster must show:

- a picture of Sophia
- who she was
- what she fought for
- one brave thing she did
- why she is important today

Hint words for your poster:

princess, **fairness**, **vote**, women, brave, marches

2) Create a poster titled “Sophia the change-maker”.

Your poster could have looked like:

She showed that being **brave** matters more than being royal.



Sophia Duleep Singh was a **princess** who wanted **fairness**.

She fought for **women** to have the **vote**.

Even when the police tried to stop the **Suffragettes'** **marches**, Sophia stood strong.

Summary

Sophia Duleep Singh, the princess who fought for women to have the vote

Sophia Duleep Singh was an Indian princess who chose to stand up for **fairness**.

Over 100 years ago, women were not allowed to **vote**. Sophia joined the **Suffragettes** to help change this.

She marched, sold newspapers, and spoke out bravely.

Many brave women worked together for many years to win the **vote**.

Her courage helped women win the right to **vote**. Today, women in the UK can **vote** thanks to brave changemakers like Sophia.

Draw along

Kids Rule! Princess Sophia Duleep
Singh draw-along art tutorial

BREAK 1.55 - 2.05

Humanist reflection



Religious education

Unit Prayer: Is it possible to speak to God?

Outcome

I can explain how non religious people use reflection and meditation.

Keywords

meditation

taking time to be quiet, still and thoughtful

reflection

taking time out to think deeply and carefully about something important

mindfulness

a routine that helps people be calm and reflect

Lesson outline

Humanist reflection

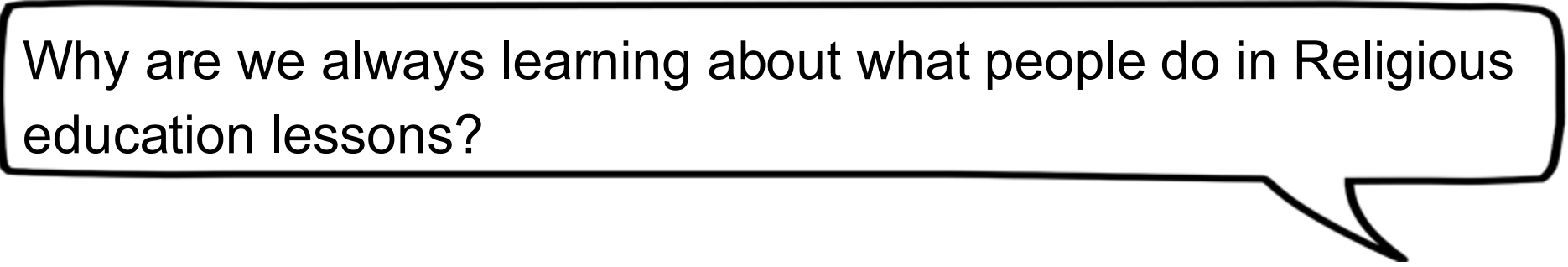


Does everyone pray?



When do people reflect or meditate?

Sam and Andeep are talking about Religious education.



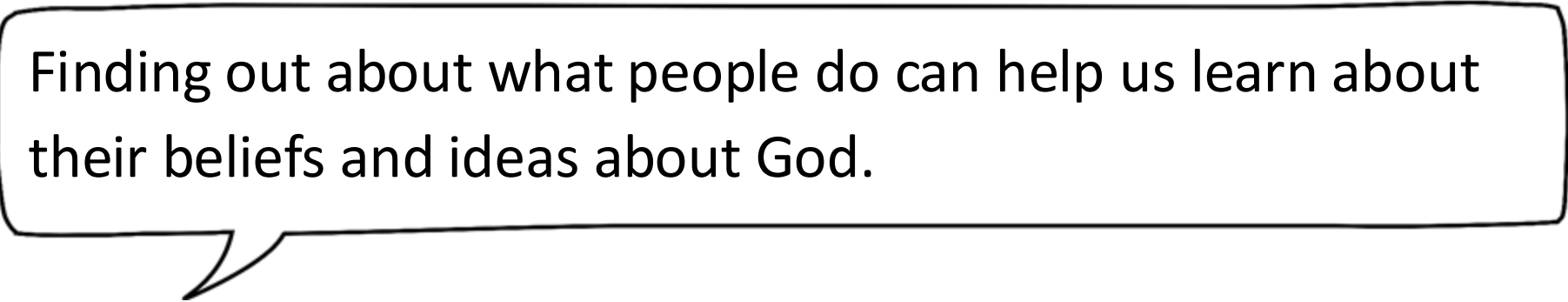
Why are we always learning about what people do in Religious education lessons?



Sam



Andeep



Finding out about what people do can help us learn about their beliefs and ideas about God.

In this lesson we will be finding out about **reflection** and **meditation**.



Sam

I've been learning about prayer. I found out it's a way people speak and communicate with God. But what about people who don't believe in God. Do they still pray?

I think people might not pray, but they still might take time to think and be calm.



Andeep

Do you think everyone prays? What else might they do?



Some people don't believe in God, so they don't pray.

But they might still enjoy peaceful, quiet time to think.

This is called **reflection**, taking time out to think deeply and carefully about something important.

Have you ever sat quietly and thought about something important?

Does everyone pray?

Reflection can help people understand their feelings or ideas.

People might **reflect** while:



going for a walk



listening to
calming music



sitting in a calm
space



in a group

What might help you feel calm and ready to **reflect**?



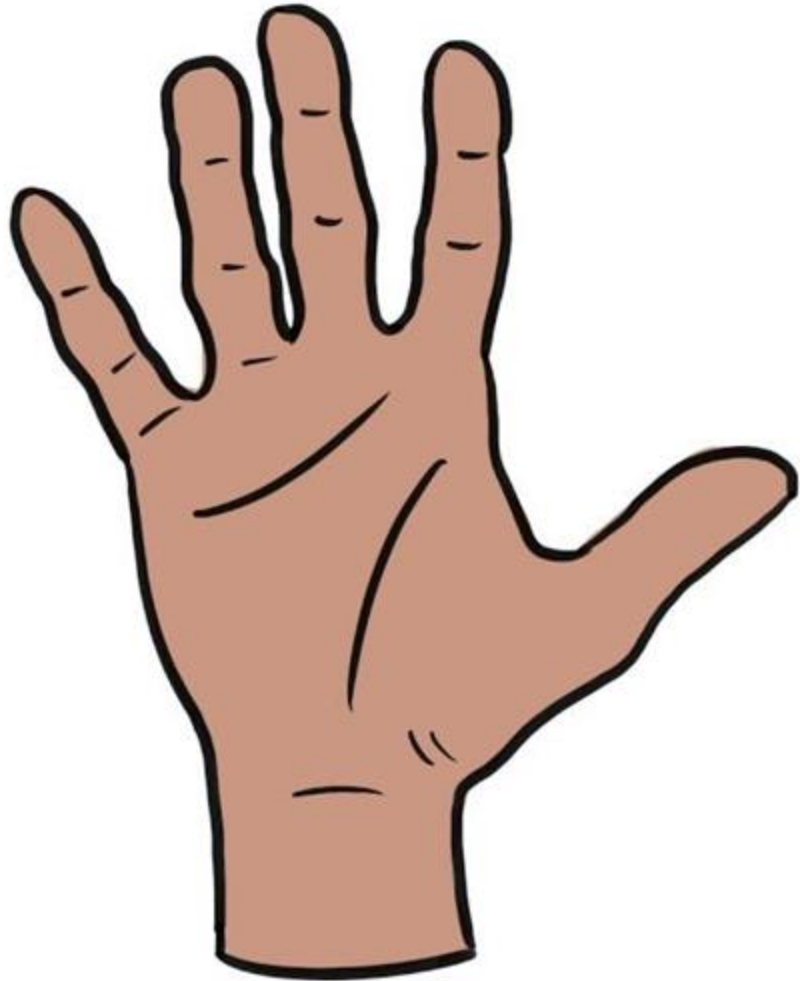
Sam

Some people take time to **reflect** instead of praying. Others might use **mindfulness** or **meditation** to feel calm and peaceful.

These calming activities help **people feel peaceful and focused.** Anyone can do **mindfulness** or **meditation**. You don't have to believe in God.



Andeep



Some people breathe in and out whilst tracing the outline of their fingers.

This helps them to slow their breathing and be ready for a mindful moment.

- Humanism is a non-religious worldview.
- Humanists don't believe in God.
- Humanists may use **reflection** and **mindfulness** in their daily lives.

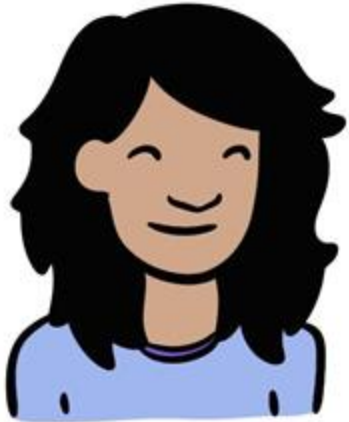


Sam

I'm curious to know how humanists might use **reflection** and **mindfulness**.
Let's meet Diane and Alan, who are humanists.



Diane and Alan



Diane

I don't pray, but I do take time to think about my day or how I can help others.

Sometimes myself and my wife Diane go for walks and find somewhere quiet in nature to **reflect**. I also enjoy listening to calming music before bed.



Alan

Task A

Does everyone pray?



Draw a line to match the picture with the phrase. They are all connected with **reflecting**.

listening to calming music

sitting in a calm space

going for a walk

in a group



Task A

Does everyone pray?



Feedback

Draw a line to match the picture with the phrase. They are all connected with **reflecting**.

You should have:

listening to calming music

sitting in a calm space

going for a walk

in a group



Lesson outline

Humanist reflection



Does everyone pray?



When do people reflect or meditate?

Sam and Andeep wonder about humanists.



Sam

I think humanists might take time to **reflect** after **something important has happened or at a special event.**
I think they also take time to think about **how they feel.**

I think humanists take time to **reflect** when **remembering someone special** or when trying to **make a kind or fair choice.**



Andeep



Andeep

Diane and Alan, can you tell me a time you took time out to **reflect**?



Diane and Alan

When we found out we were having a baby, we wanted to do something special as this was a big moment for us. We don't follow a religion, so we took time to **reflect** on what felt right for us. We wanted a day to share love and kindness with family and friends. Having time out to **reflect** meant we were able to consider a humanist naming ceremony.



Andeep

Hi Nell, how do you use **reflection** each day?



Nell

I use **reflection** to feel calm. First I like to focus on my breathing to slow it down. Then I might do some quiet colouring, taking time out **reflect** about things that are important to me. I don't pray, but I still stop and think about my day.

When do people **reflect**?



People might **reflect** when they feel worried or upset. Sitting quietly helps their **mind feel calm**.



People might **reflect** if they have a big decision. Taking time to think quietly helps them choose carefully.



People might **reflect** on what has happened in their day, whilst they're enjoying a peaceful moment.

Using the case studies from this lesson, explain why some people **reflect**.

You can use these sentence starters to help you complete your answer:

- Some people **reflect** when ...
- **Reflecting** can help someone feel ...
- Humanists **reflect** when ...

Using the case studies from this lesson, explain why some people **reflect**.

You may have written:

Some people **reflect** when they feel worried or upset. It helps them through tough times.

Reflecting can help someone feel calm and peaceful or enjoy a quiet moment.

Humanists **reflect** when they want to take time out to remember someone or when something important happens. They also **reflect** to help make good choices.

Some people find quiet moments helpful, but do not pray.

People who are not religious may value **reflection** and **meditation**.

Reflection and **meditation** may take different forms, such as **mindfulness**, or a time of silence with some music.

Humanists believe in treating others kindly and thinking carefully about life. They do not believe in God.

Humanists have special ceremonies like a naming ceremony where people come together, share thoughts, and often **reflect**.