

Wednesday 30th September

Morning Challenge



Roast chicken



, gravy



, roast potatoes



and stuffing.



Quorn

grill



, gravy



, roast potatoes



and stuffing.

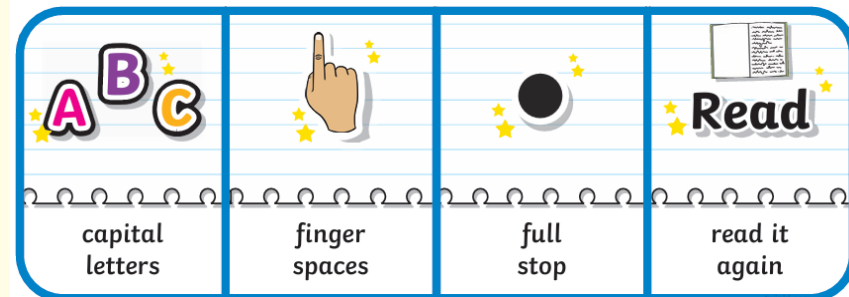


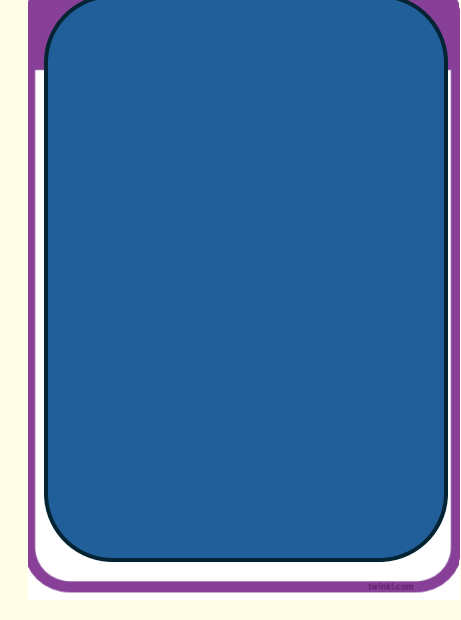
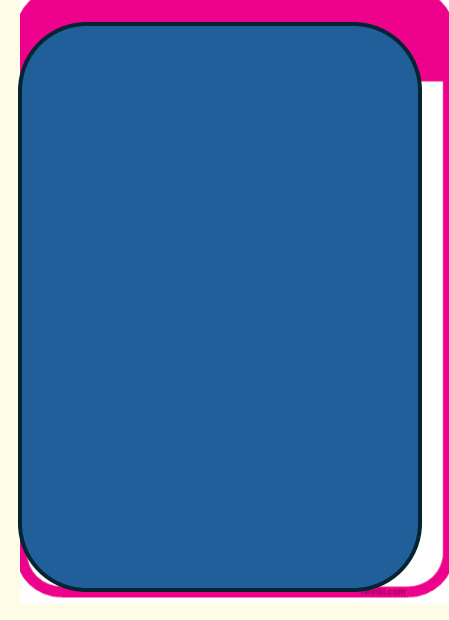
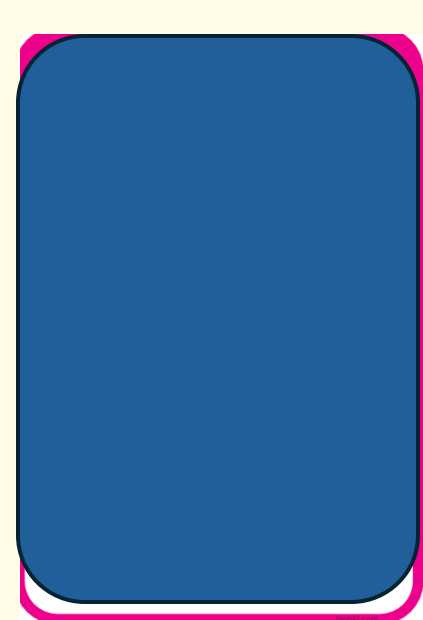
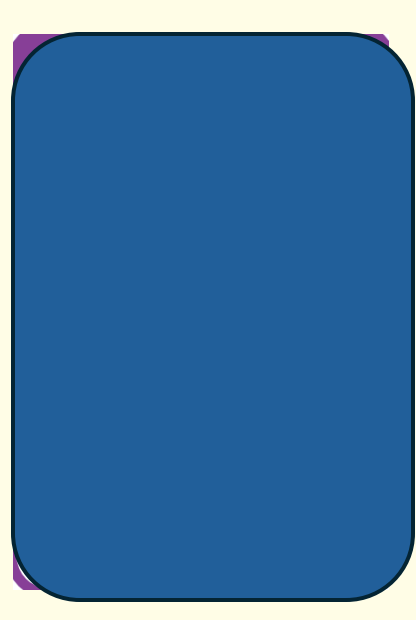
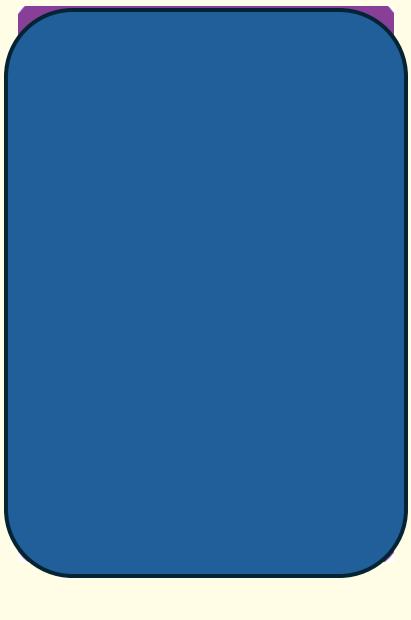
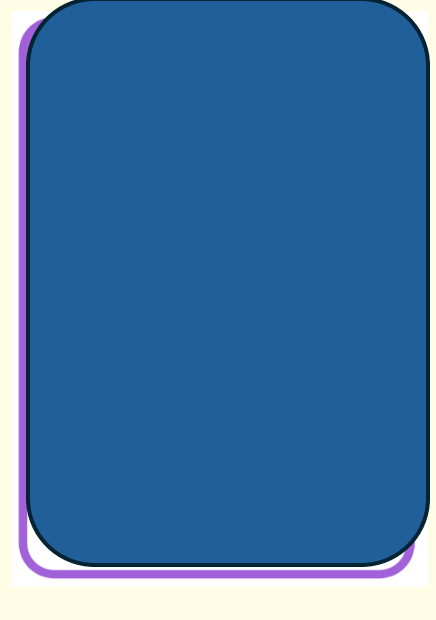
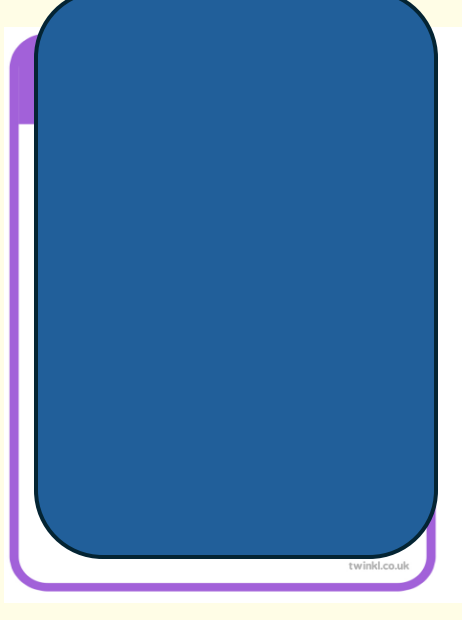
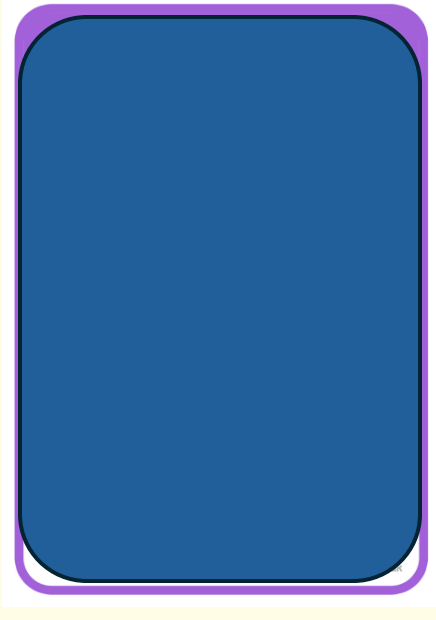
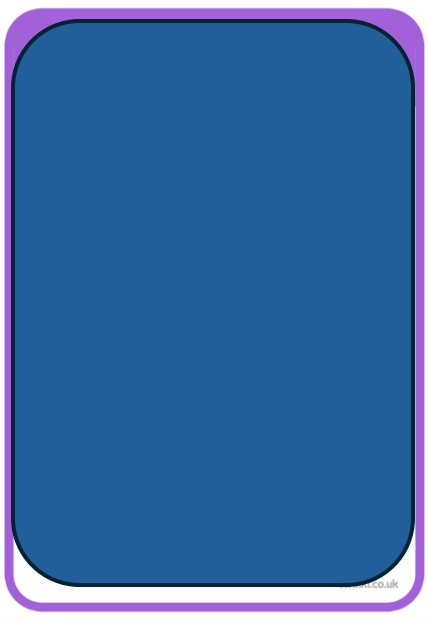
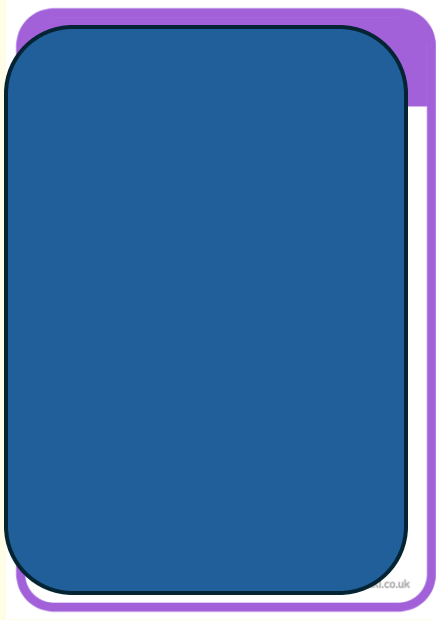
Jacket potato.



Sandwich

Practice writing your names while
sitting on the carpet.





Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

day

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

crayon

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

out

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

found

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

train

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

smear

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

little

like

said

says

into

out

The mouse is little.

I like playing with my sister.

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.



oi



oy

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

b-oy

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

j-oy

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

t-oy

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

e-n-j-oy

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

annoy

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

destroy

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

The boy smears crayons on
the carpet.

Wednesday 30th September

TBAT: read and write words with the alternative /oi/ grapheme /oy/.

Listen



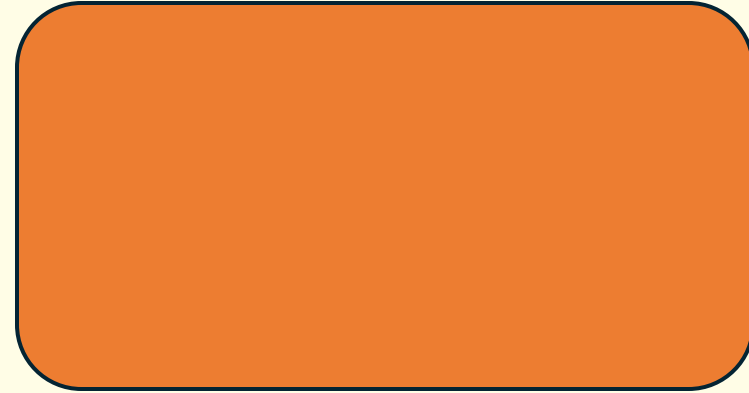
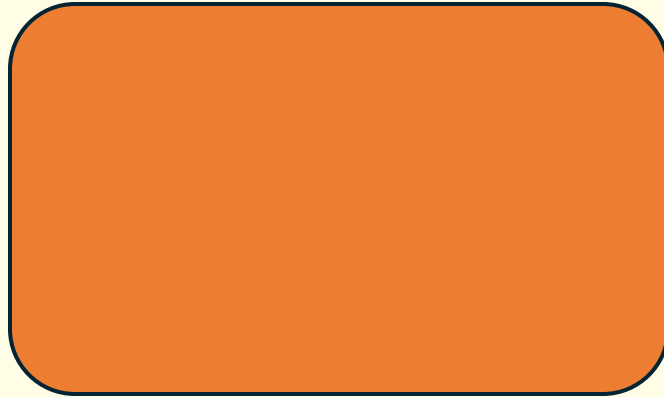
Say it



Write it



Check it



tricky
word



30.09.26

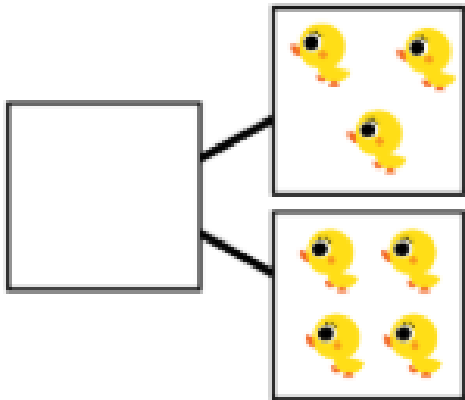
TBAT: combine two sets to find out how many altogether (counting on).

3 in 3 (on whiteboards)

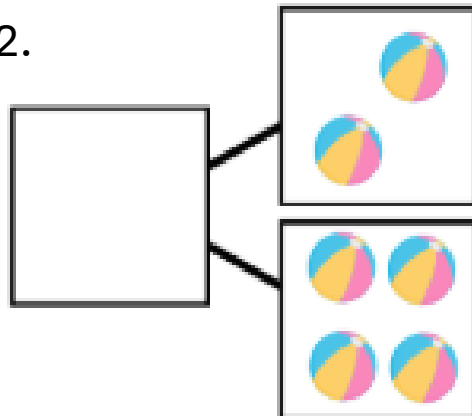
Challenge: What
number bonds make
ten?

Work out the wholes for each part-part whole.

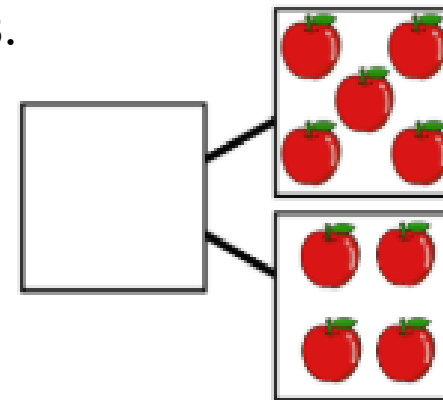
1.



2.



3.



part

plus



part

is equal to



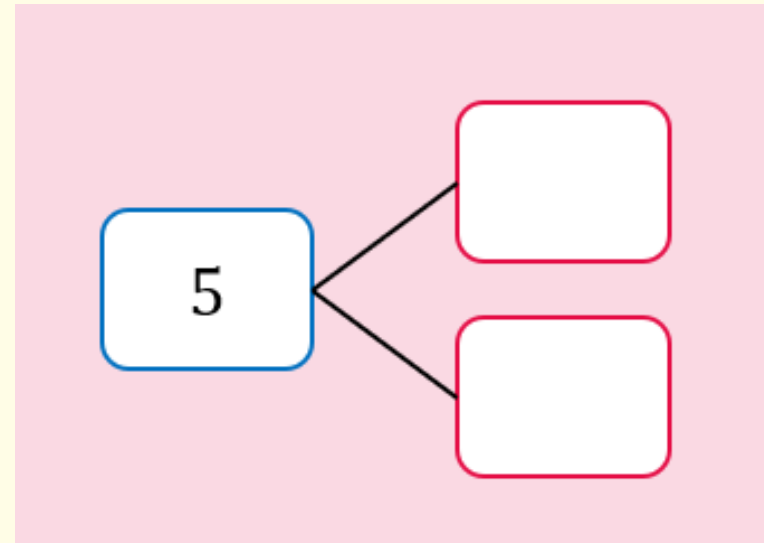
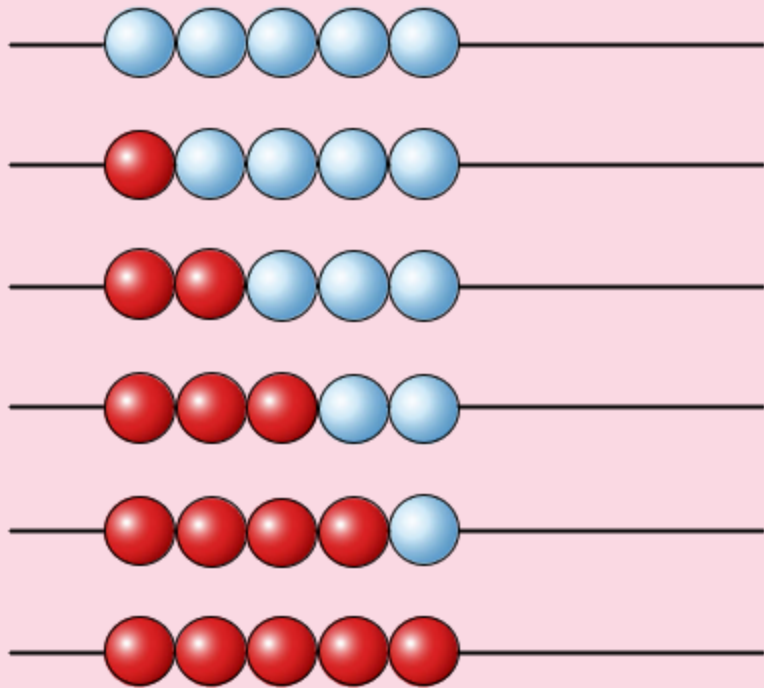
whole

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TBAT: combine two sets to find out how many altogether (counting on).

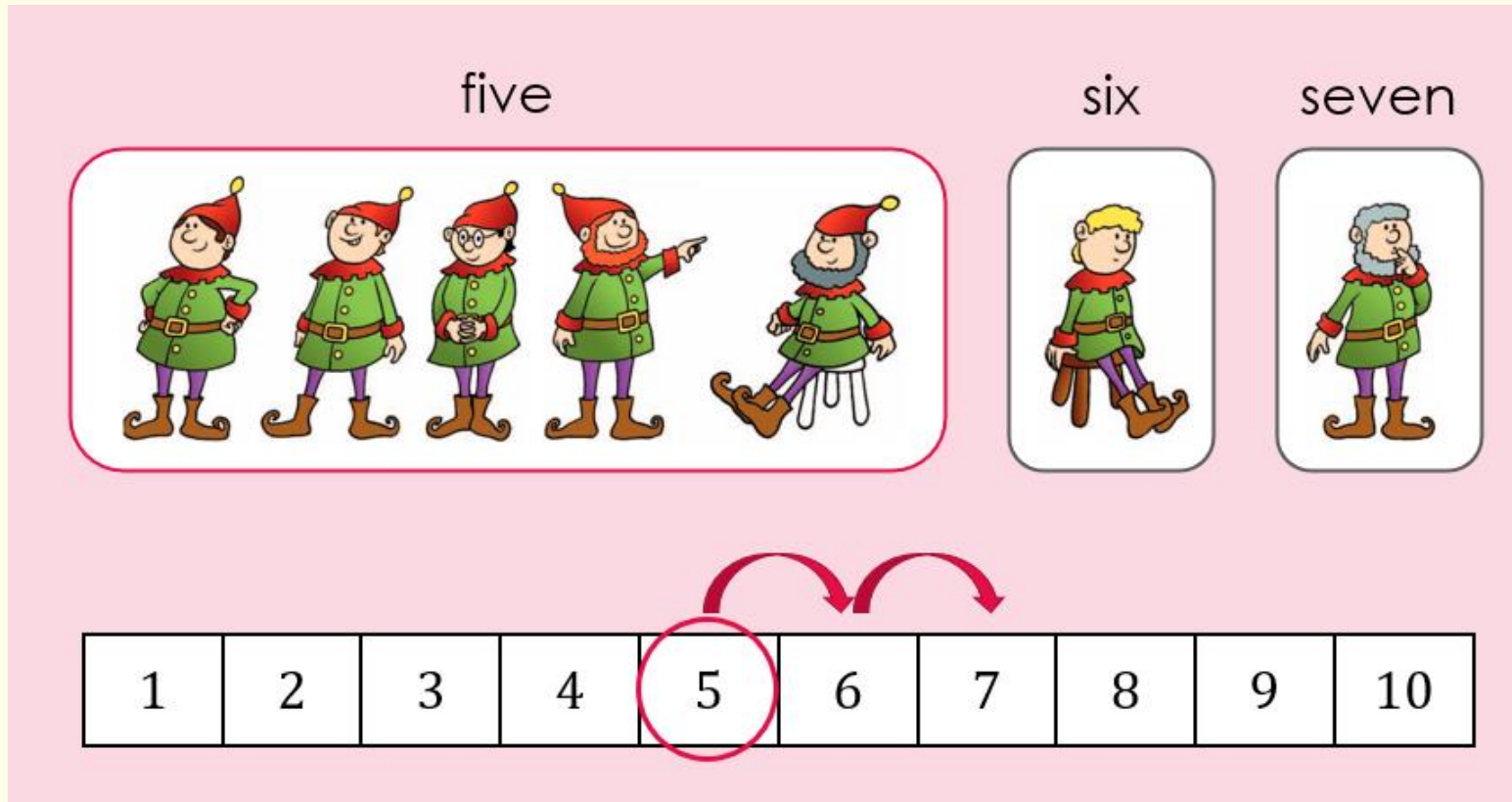
Class recap:

How can we make five?



30.09.26

TBAT: combine two sets to find out how many altogether (counting on).



Partner talk:

- 5 dwarves with hats.
- 2 dwarves without hats.

What is the best way to count the two parts?

Do we need to count all the dwarves again?

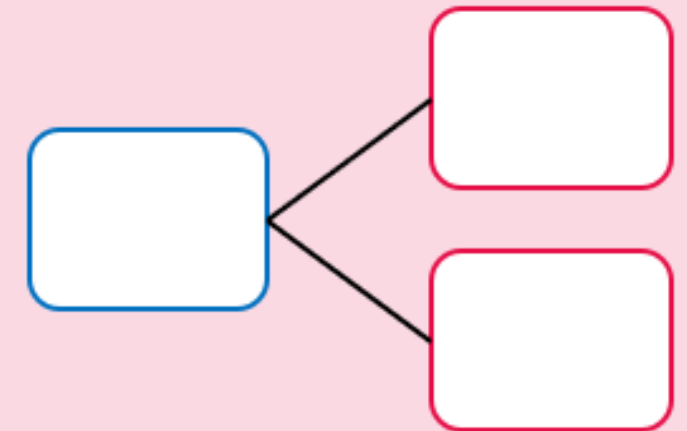
Lets start with five on our number track and count on two.

30.09.26

TBAT: combine two sets to find out how many altogether (counting on).



How many cups are filled with orange juice?
How many cups are empty?
How many altogether?



1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

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TBAT: combine two sets to find out how many altogether (counting on).

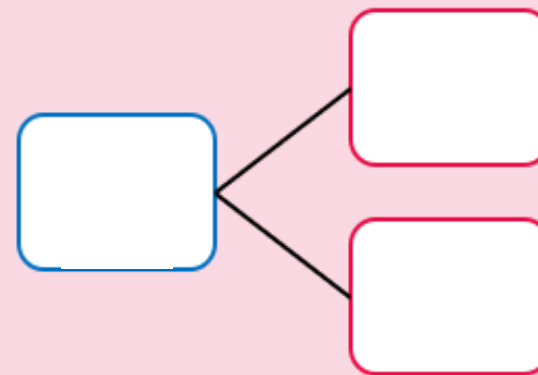
Partner task:



How many yellow flowers?

How many purple flowers?

How many flowers altogether?

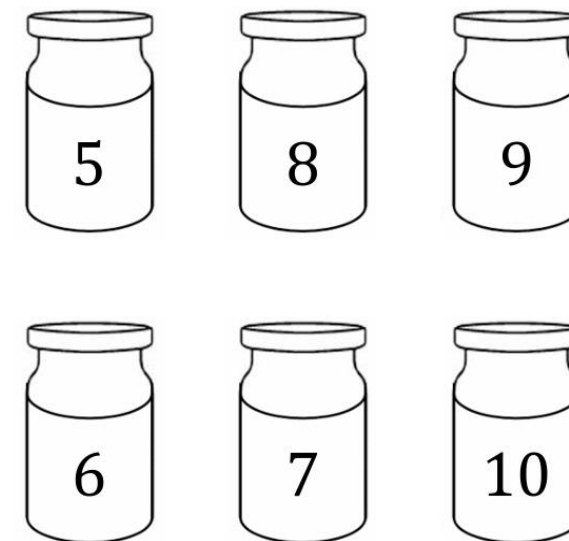
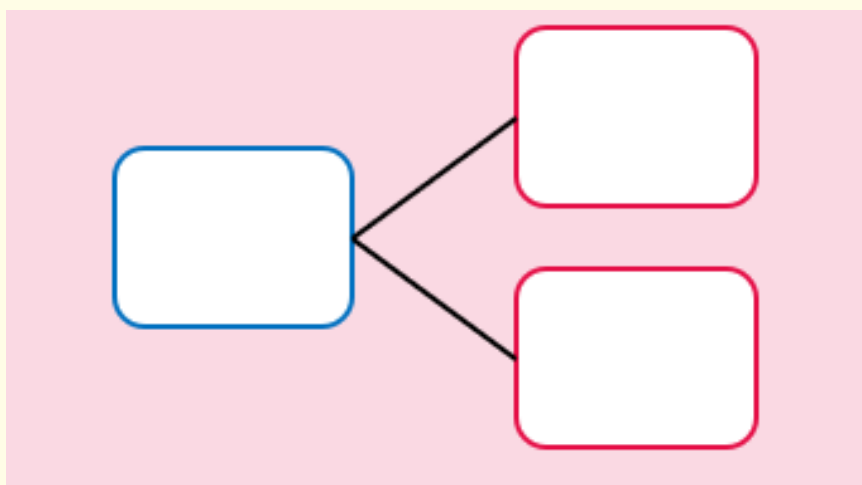


Challenge - What is my total if I added 3 more purple flowers?

TBAT: combine two sets to find out how many altogether (counting on).

There are **four sweets** in each jar at the moment. You get to keep a jar of sweets if you fill it to the target number!

Roll a die to see how many sweets you get. Count on from four to see which jar you can fill. Tick a jar once you fill it!



30.09.26

TBAT: combine two sets to find out how many altogether (counting on).

How many dwarves
are standing?

How many are sitting?

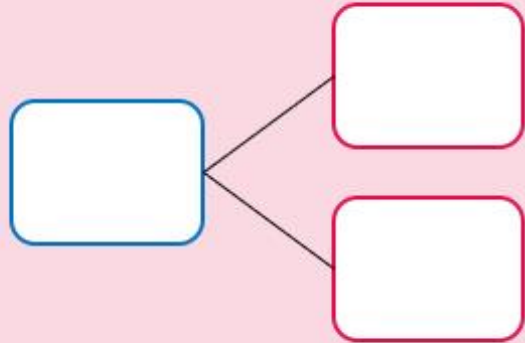


30.09.26

TBAT: combine two sets to find out how many altogether (counting on).

How many plates are round?

How many plates are oblong?



One part is ____.

The other part is ____.

Put ____ in my head.

Count on ____ using my fingers.

Blue -

How many plates are round?

Green -

How many plates are oblong/rectangular?

Blue/green -

How many plates altogether?

Challenge:

How many more plates would I need for the whole to be 10?

30.09.26

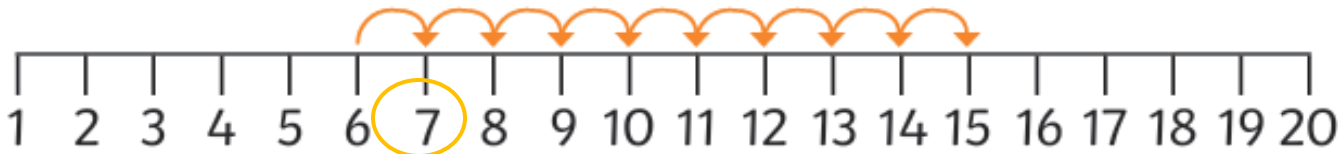
TBAT: combine two sets to find out how many altogether (counting on).

Farmer Clara has 7 cows and 9 sheep.
She uses the number line to count how many
sheep and cows there are altogether.



Clara

This number line represents
the calculation $7 + 9$.



Is Farmer Clara's statement correct?

Explain your answer.



Thumb Up



Thumb Down

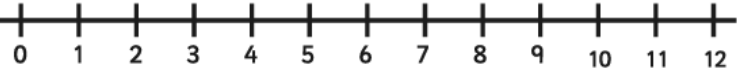
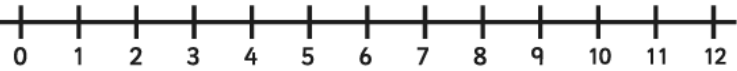
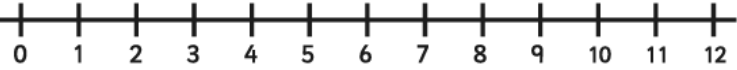
Farmer Clara is correct
because.....

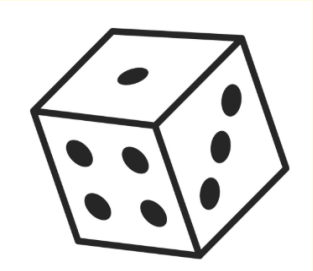
Farmer Clara is incorrect
because.....

30.09.26

TBAT: combine two sets to find out how many altogether (counting on).

In books:

$3 + 3 =$	
$8 + 1 =$	
$6 + 4 =$	



	+		=	
	+		=	

RP:

Bailey has written these sentences.



3 is a part.

3 is a part.

7 is the whole.

Is he correct? Complete the sentences to show how you know.

is a part.

is a part.

is the whole.

Bailey is correct.

Bailey is incorrect.

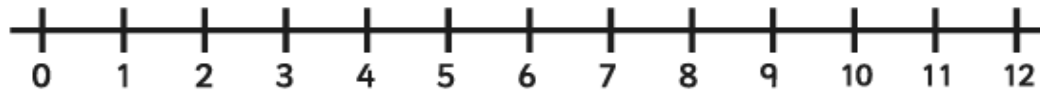
Tick

30.09.26

TBAT: combine two sets to find out how many altogether (counting on).

Challenge:

$$5 + 7 =$$



Mastery:

1. Match each image to a calculation and complete by counting on.

A.  + 

B.  + 

C.  + 

D. $9 + 6 =$

E. $10 + 3 =$

F. $7 + 5 =$

Mastery GD:

3. Tom and Alex are playing a board game.



Tom

I was on 12.
I have rolled a 5.



Alex

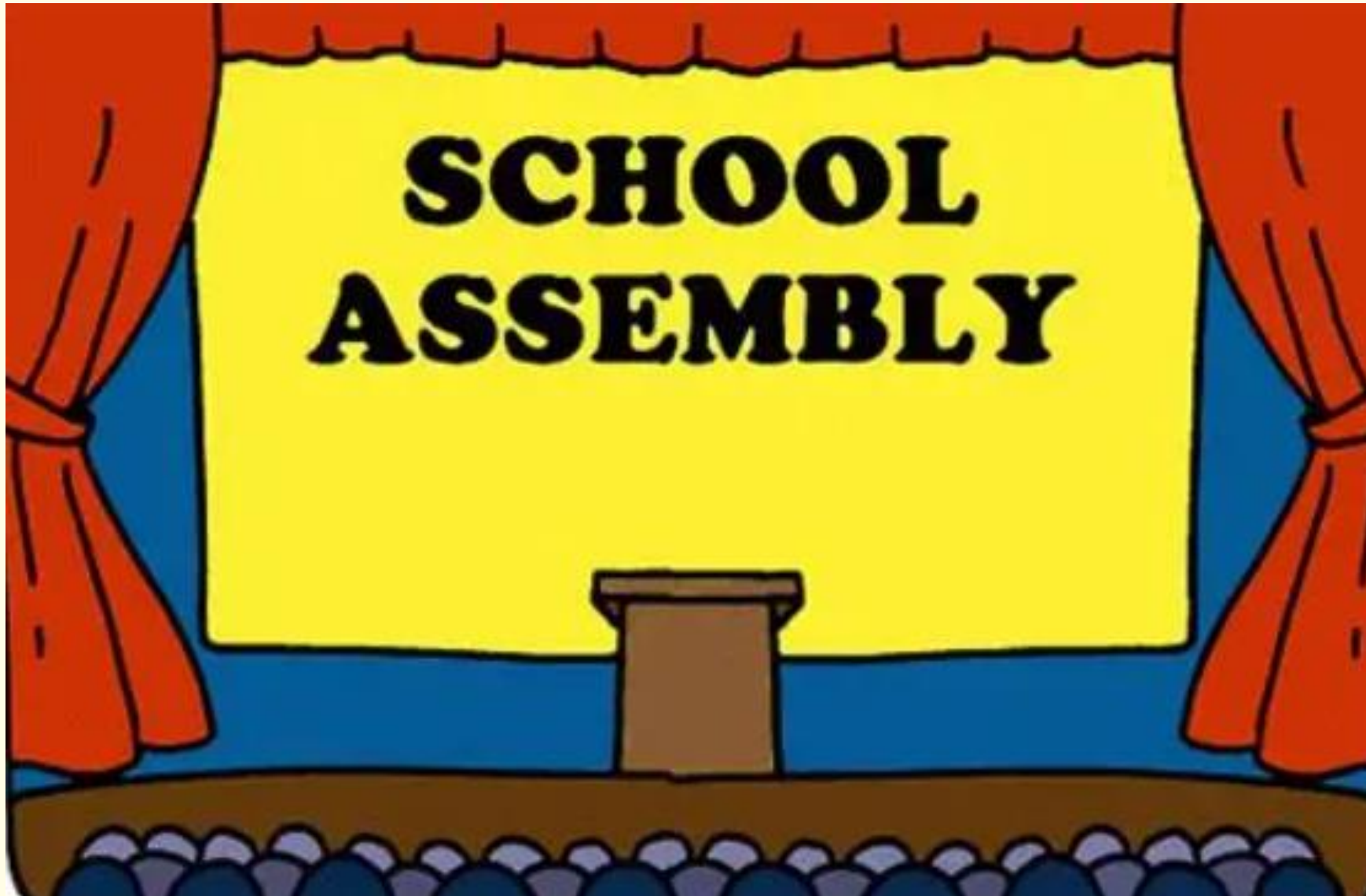
I was on 9.
I have rolled a 6.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Use the number lines to work out who is in the lead. Explain your answer.

Assembly 10am



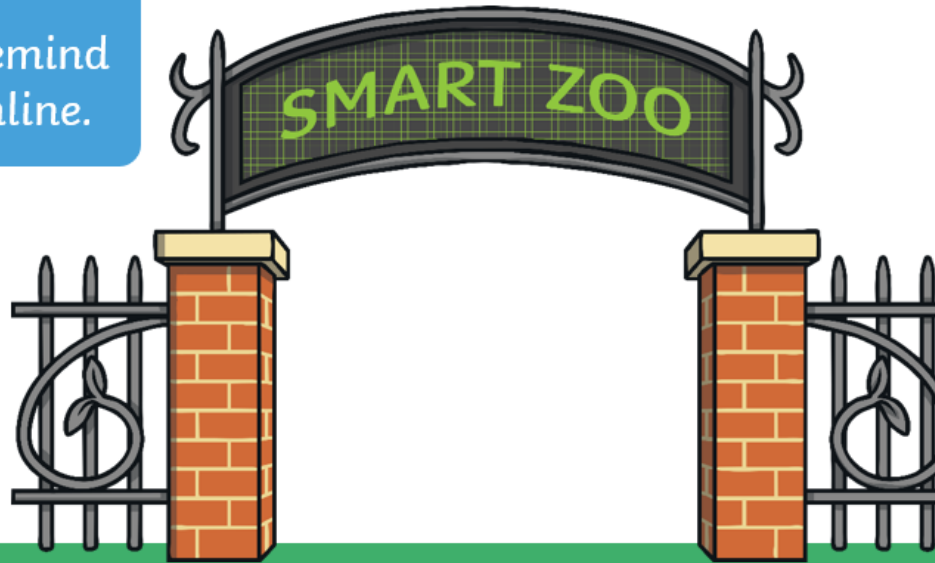
Wednesday 30th September

Q: How can I communicate safely online?

SMART Zoo

Welcome to SMART Zoo. This zoo is very special because all the animals love to go online and use the Internet!

This is Spud Smart. He's the zookeeper and it's his job to remind all the animals to stay safe online.



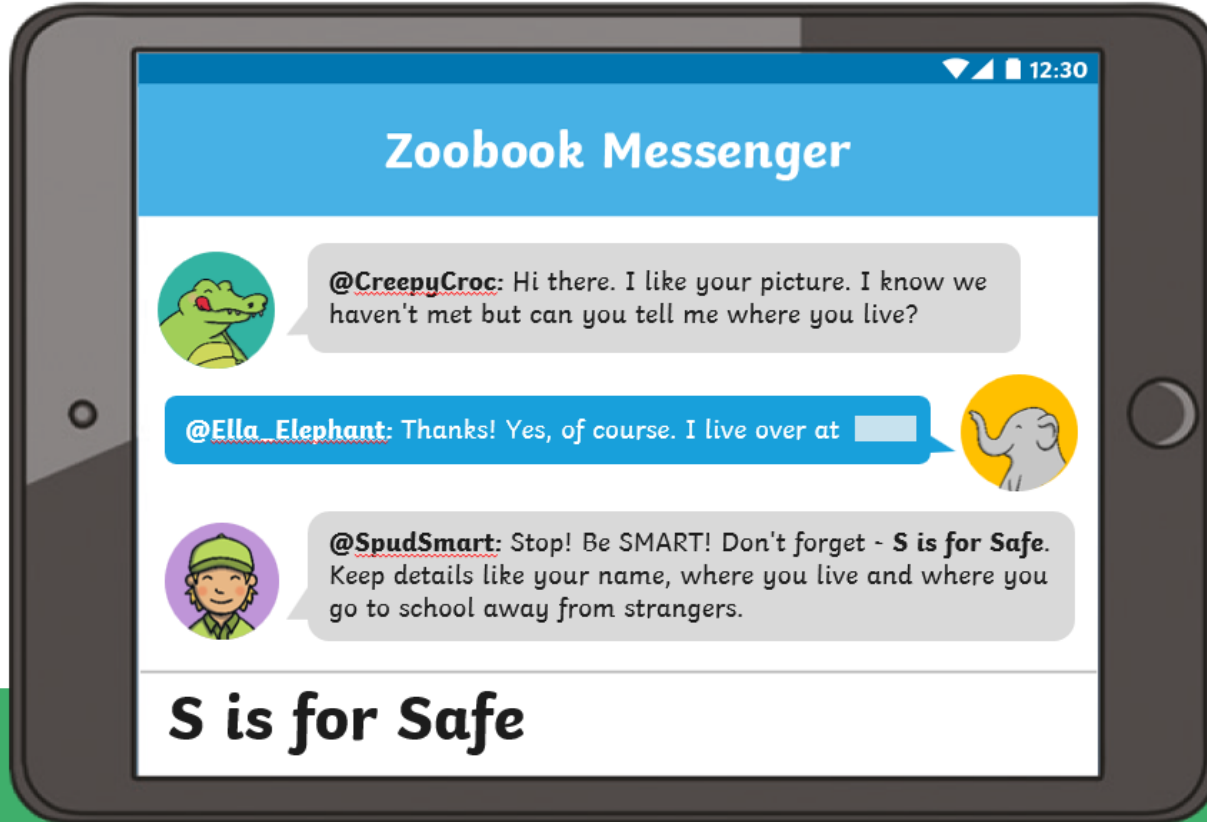
To do this, Spud follows the SMART rules.

Wednesday 30th September

Q: How can I communicate safely online?

Talk
Partners:

S for Safe

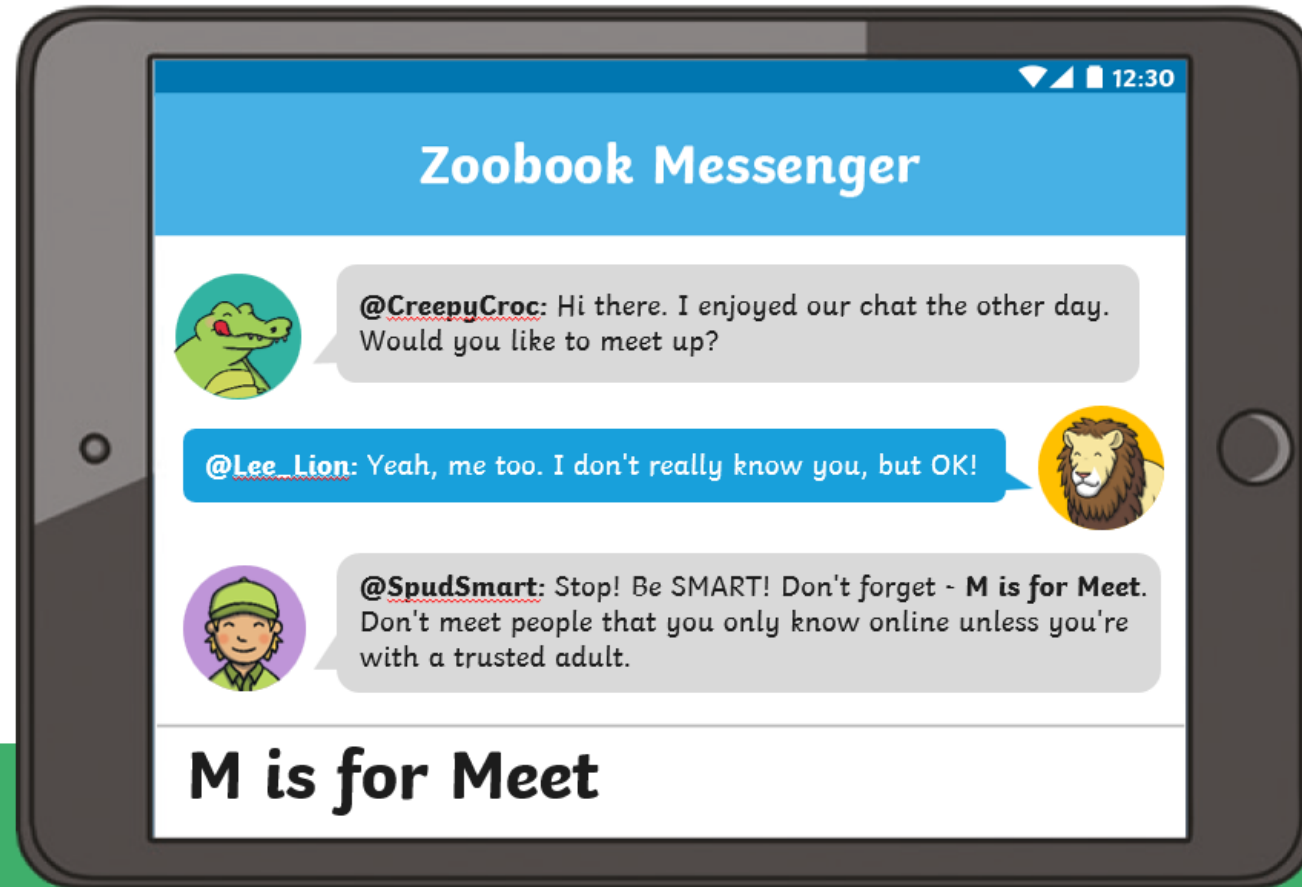


What should Ella Elephant have done?

Wednesday 30th September

Q: How can I communicate safely online?

M for Meet



What should Lee Lion have done?

Wednesday 30th September

Q: How can I communicate safely online?

A for Accept

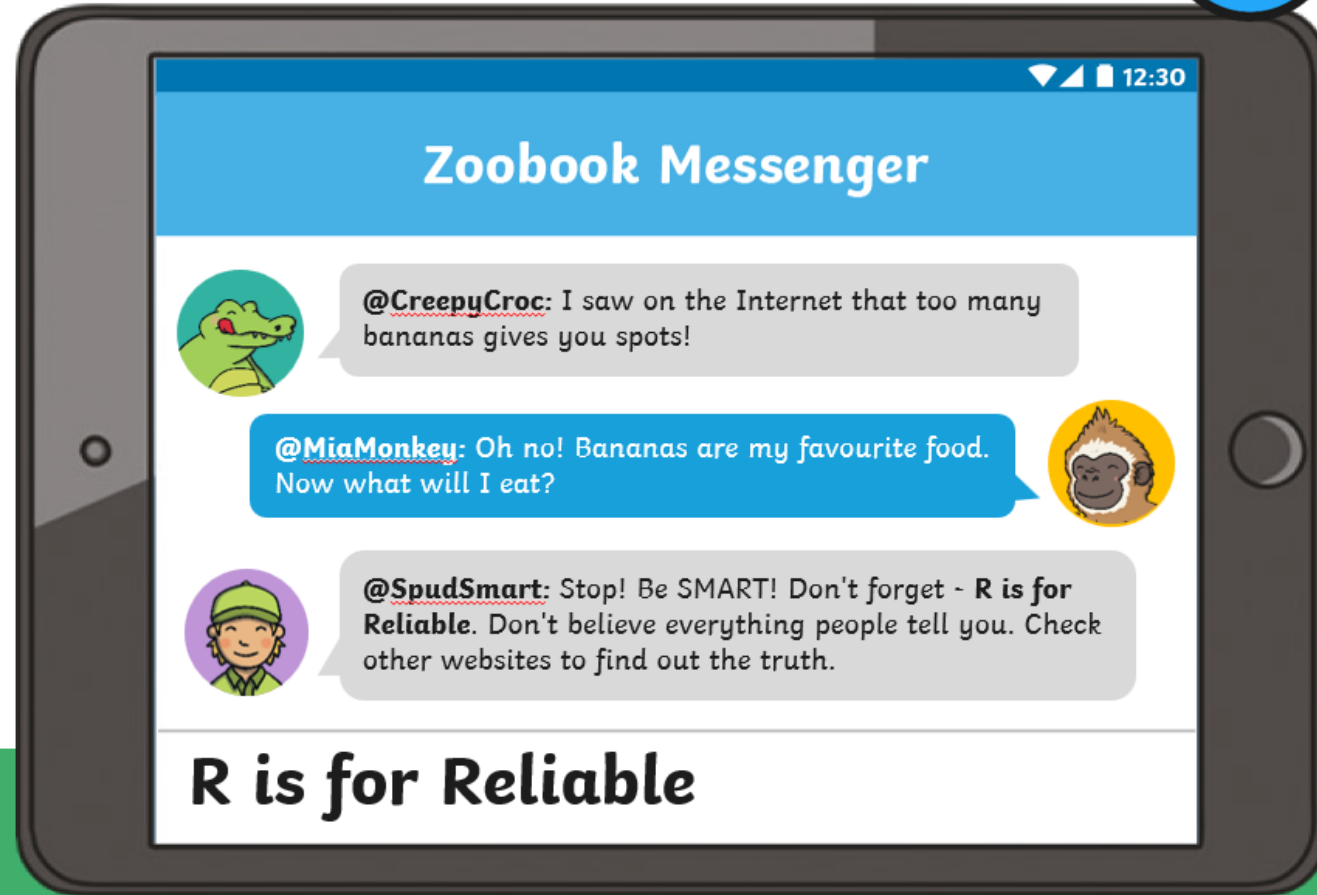


What should Mia Monkey have done?

Wednesday 30th September

Q: How can I communicate safely online?

R for Reliable



What should Mia Monkey have done? Talk to your partner.

Wednesday 30th September

Q: How can I communicate safely online?



Wednesday 30th September

Q: How can I communicate safely online?

What would you do if someone hurt or upset you in the playground? Talk to your partner.



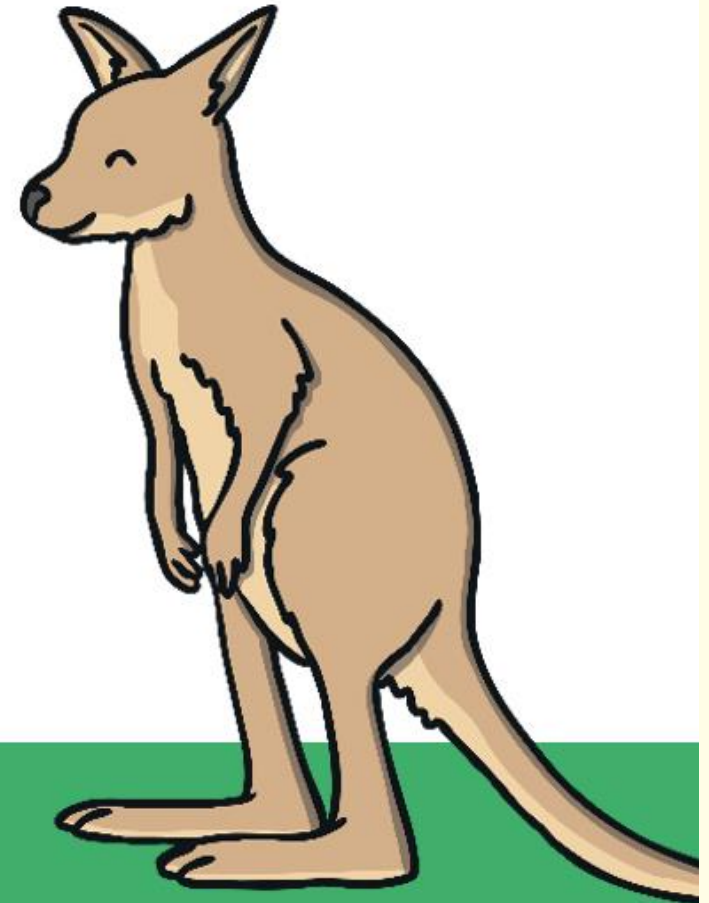
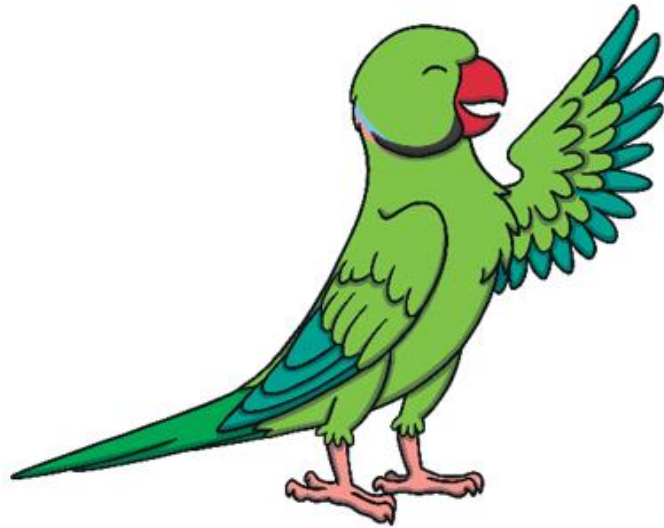
The online world is just the same.

If you see, hear or read something online that upsets you then tell a trusted adult straight away.

Wednesday 30th September

Q: How can I communicate safely online?

Two new animals have arrived at SMART zoo: Patty Parrot and Kia Kangaroo.



Can you help them to stay safe online?

Wednesday 30th September

Q: How can I communicate safely online?



Talk to your group.

Is the message safe?

What should Patty Parrot do?

Remember the SMART rules!

S is for **Safe**

M is for **Meet**

A is for **Accept**

R is for **Reliable**

T is for **Tell**

Wednesday 30th September

Q: How can I communicate safely online?

Plenary task:

Can you remember what rule each letter is for?

S _ _ _

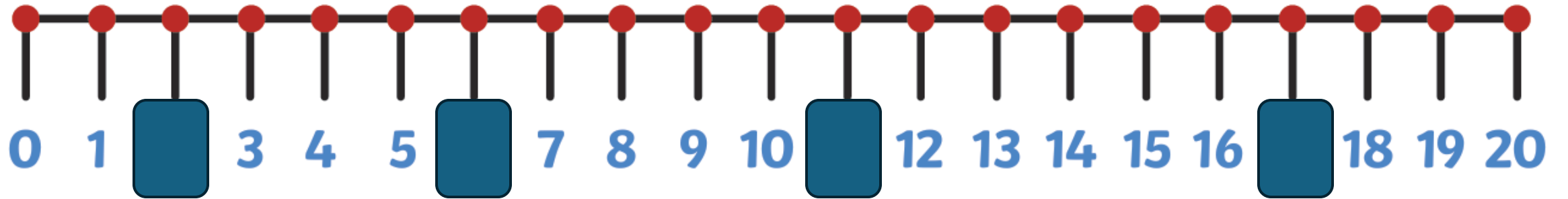
M _ _ _

A _ _ _ _ _

R _ _ _ _ _ _

T _ _ _

0-20 number line

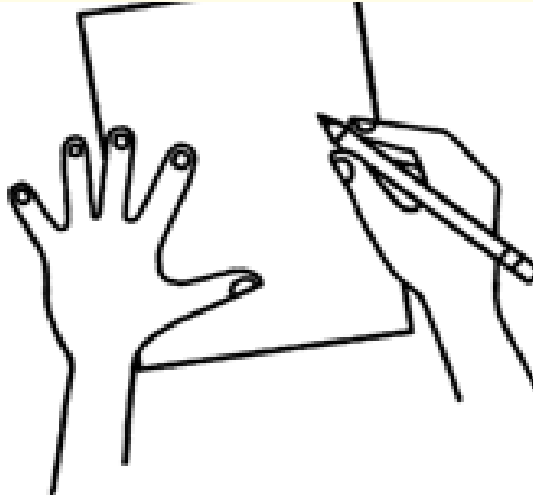


Wednesday 30th September

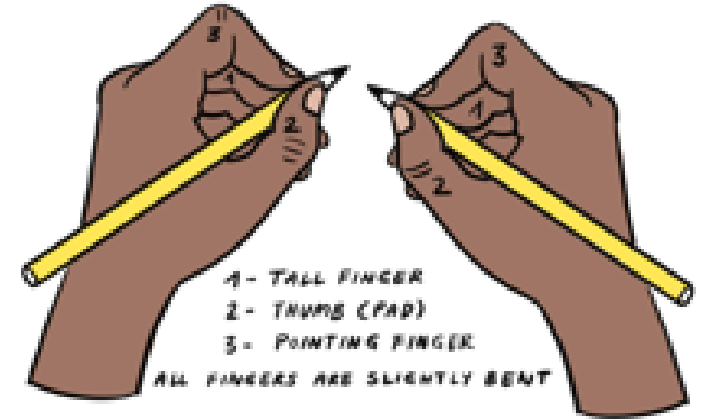
TBAT: form numerals 0 - 5.



- sit on a chair at a table
- feet flat on the floor
- back against the chair



- angle your paper correctly
- non-writing hand supports



- hold your pencil in the tripod grip

Wednesday 30th September

TBAT: form numerals 0 - 5.

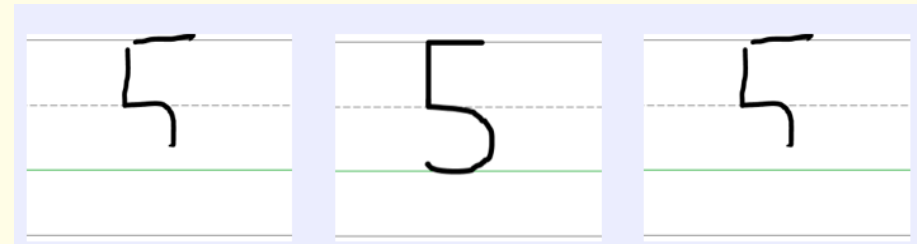
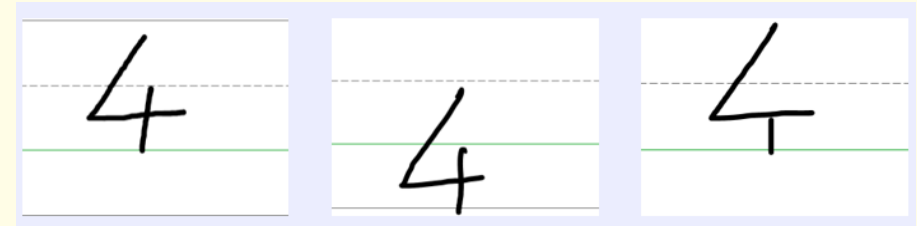
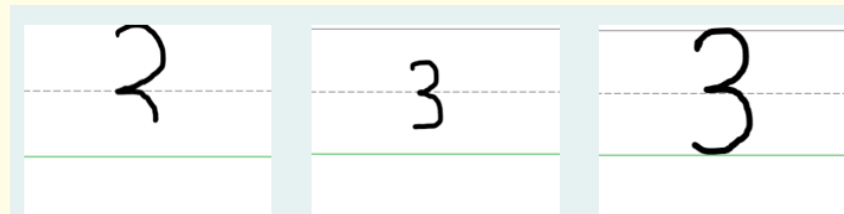
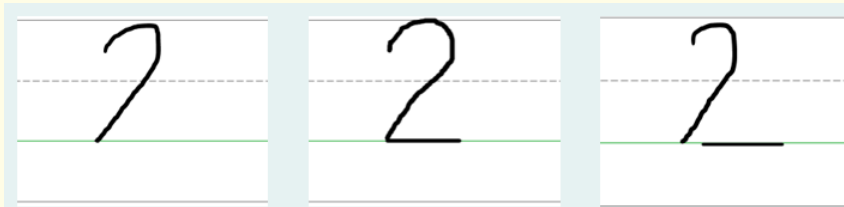
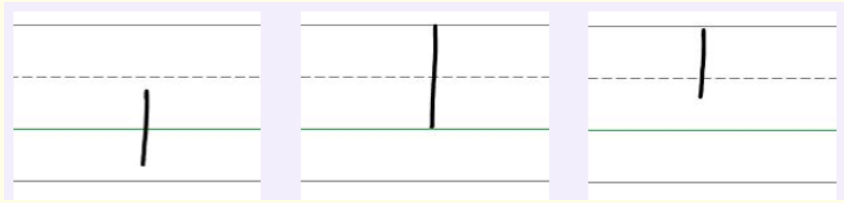
Warm up:

- Put the palms of your hands together.
- Now push them against one another.
- Fold your fingers around one another.
- Try to pull them apart.
- Repeat a number of times.



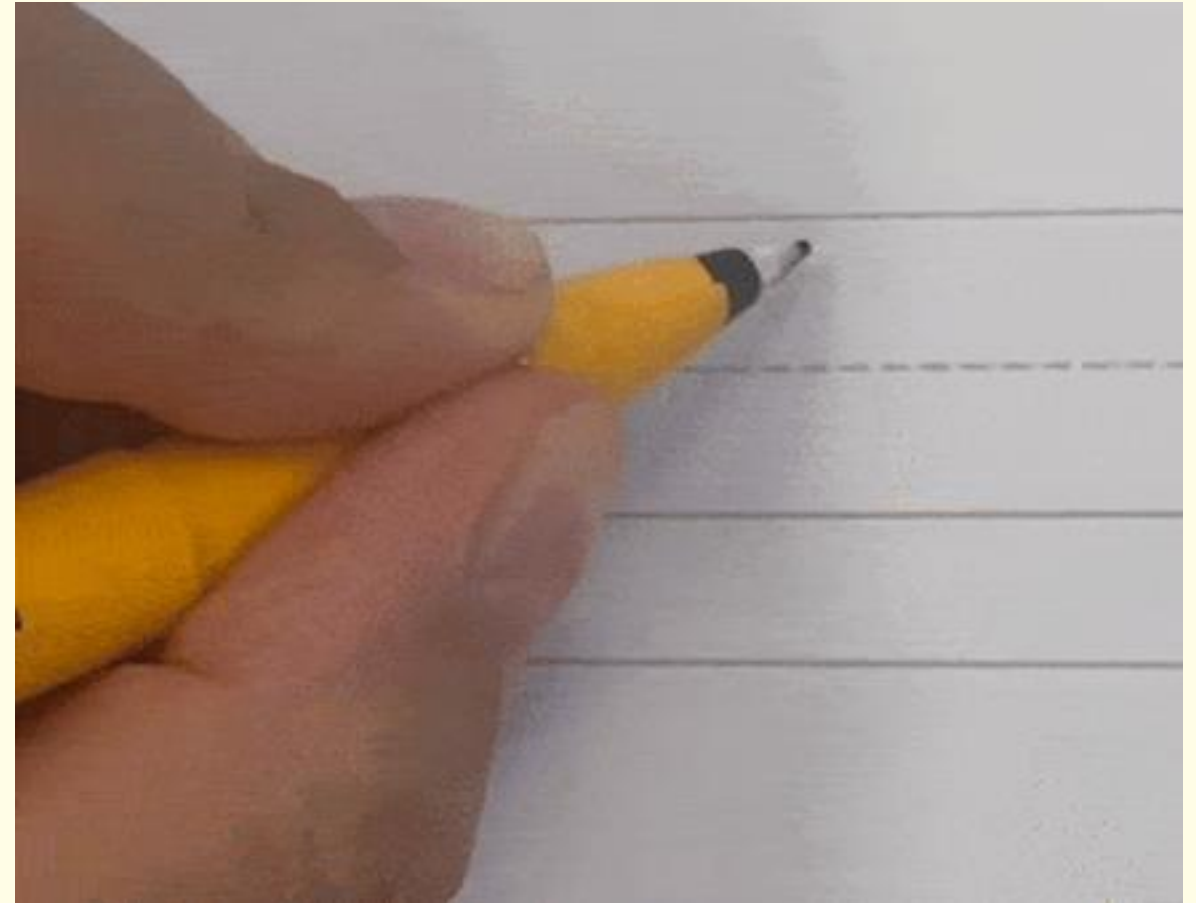
Wednesday 30th September
TBAT: form numerals 0 - 5.

Which of the numbers have been written correctly?



Let's write the **numeral 1**.

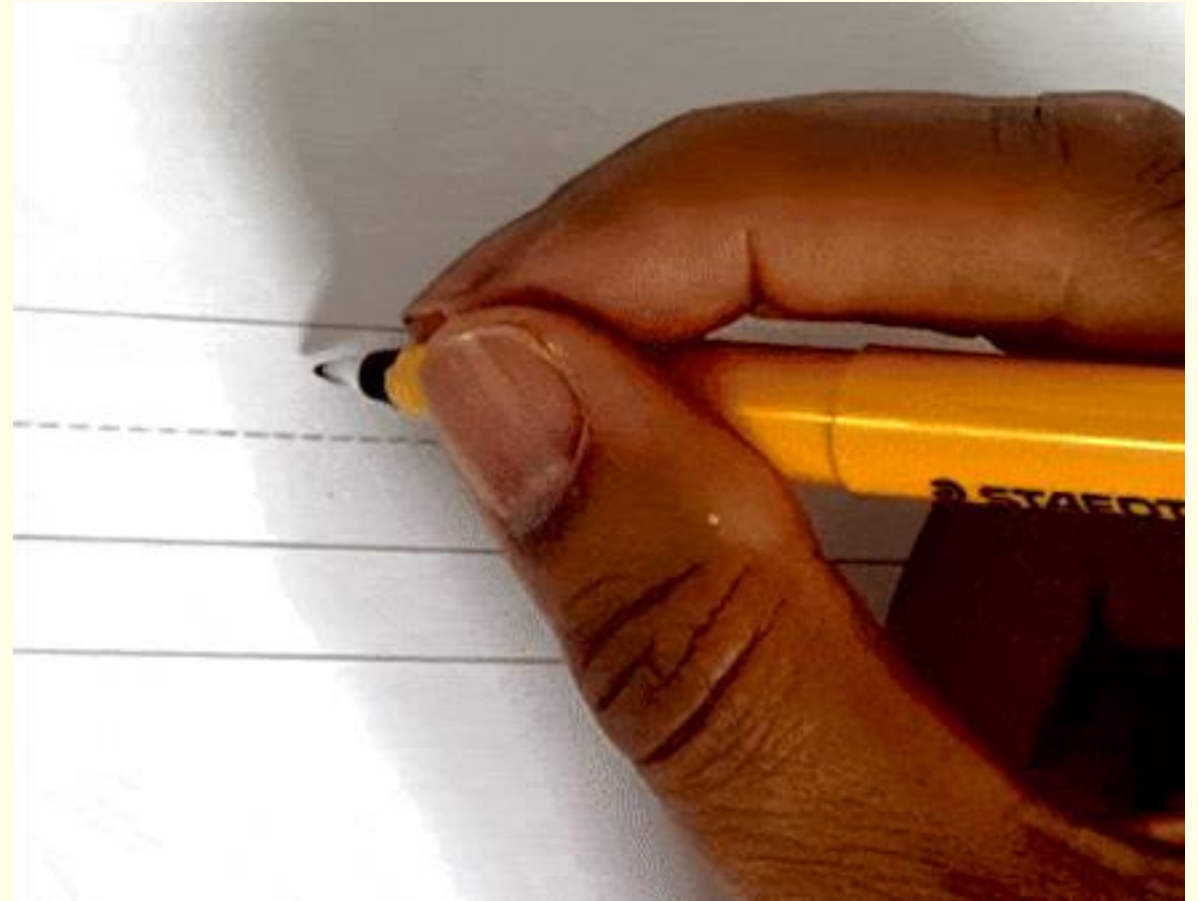
1. Sit comfortably and hold your pencil in the tripod grip.
2. Start on the ascender line.
3. Make a straight line down to the baseline.



Remember do not lift your pencil when forming the **numeral 1**.

Let's write the **numeral 2**.

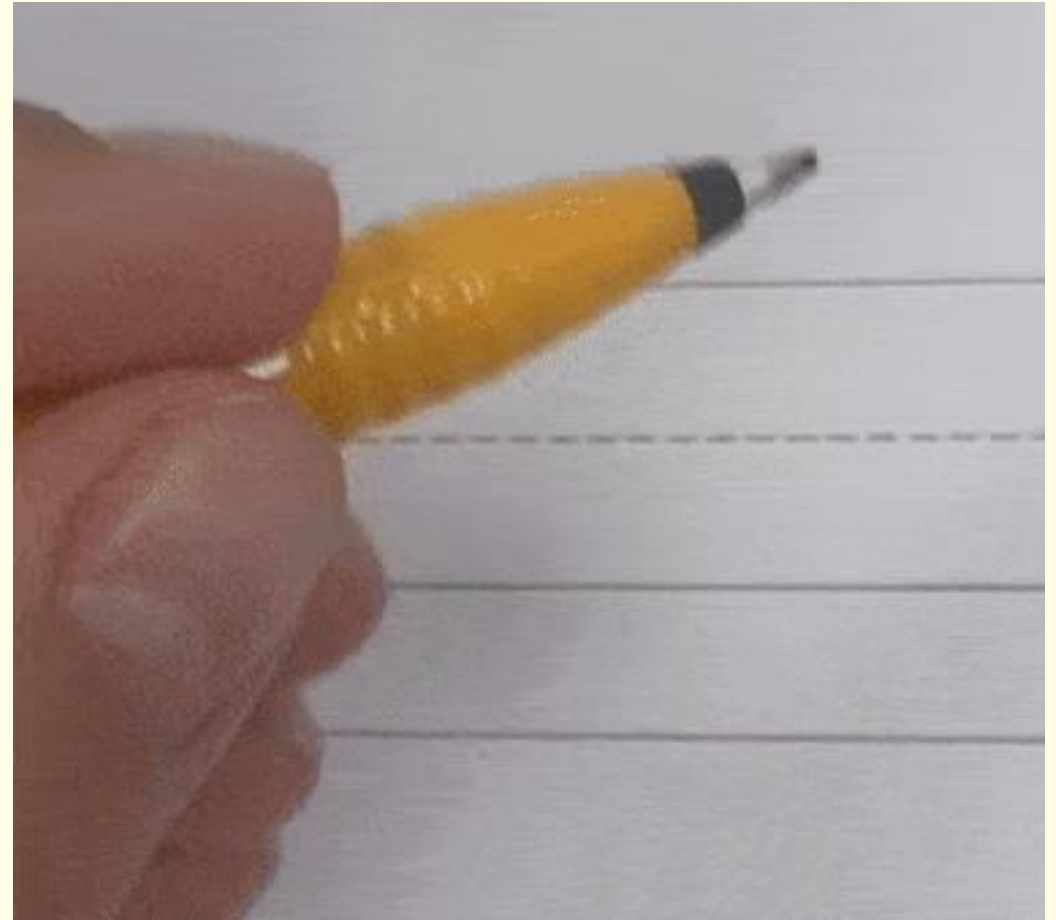
1. Sit comfortably and hold your pencil in the tripod grip.
2. Start just below the ascender line and curl up to the ascender line.
3. Curl around and down diagonally to the baseline.
4. Draw a straight, horizontal line on the baseline.



Remember do not lift your pencil when forming the **numeral 2**.

Let's write the **numeral 3**.

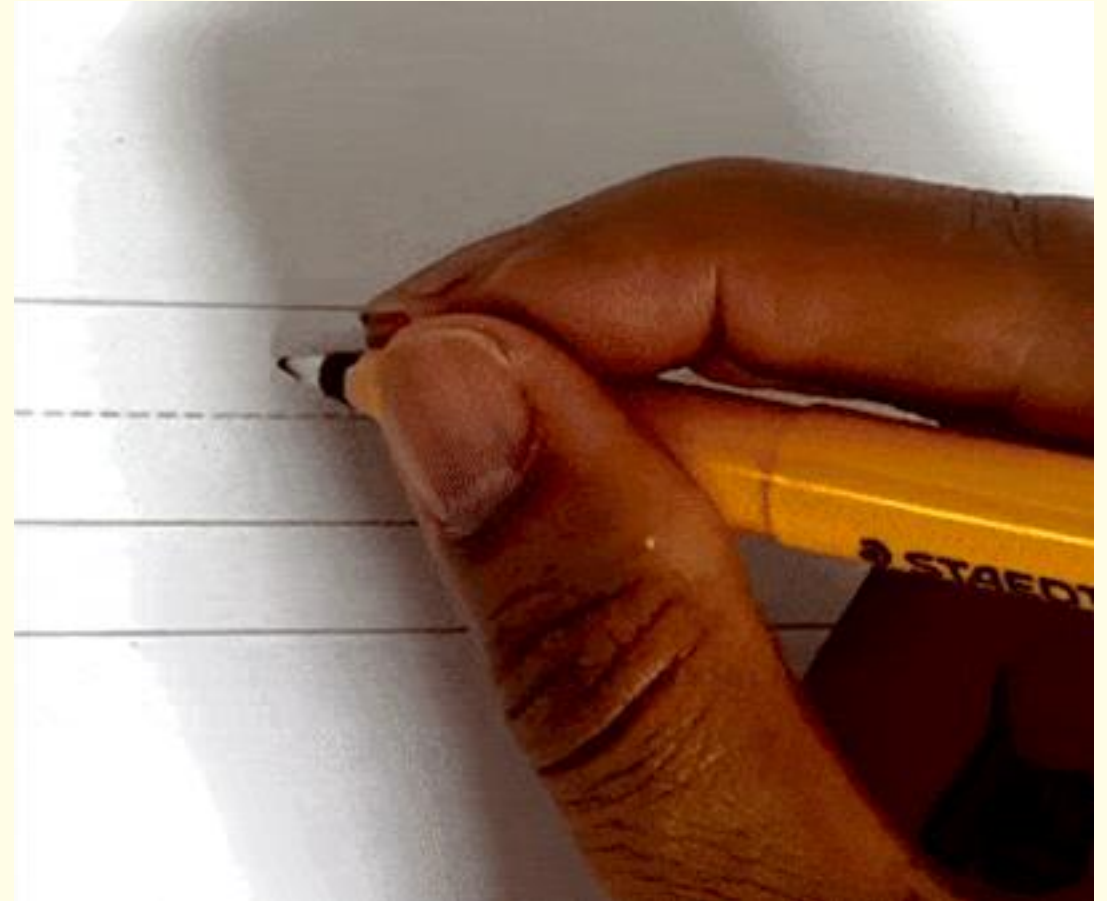
1. Sit comfortably and hold your pencil in the tripod grip.
2. Start just below the ascender line and go up to the ascender line.
3. Curl around to the x-height line in a clockwise direction and then curl around again in a clockwise direction to the baseline.



Remember do not lift your pencil when forming the **numeral 3**.

Let's write the **numeral 4**.

1. Sit comfortably and hold your pencil in the tripod grip.
2. Start between the x-height line and the ascender line.
3. Draw a diagonal straight line down to between the x-height line and the baseline.
4. Draw a straight line across and take your pencil off.
5. Draw a vertical line down from the x-height line to the baseline.



Let's write the **numeral 5**.

1. Sit comfortably and hold your pencil in the tripod grip.
2. Start on the ascender line and draw a straight line backwards on the ascender line.
3. Then draw a straight line down to the x-height line.
4. Curl forward, round and down to the baseline.



Remember do not lift your pencil when forming the **numeral 5**.

Wednesday 30th September

TBAT: create a range of patterns and marks using drawing tools.

Key vocabulary

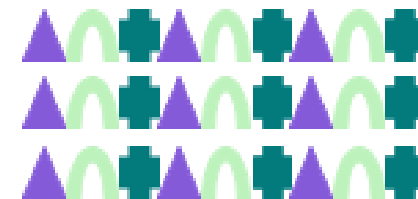
pattern

a repeated arrangement of shapes, colours, or lines



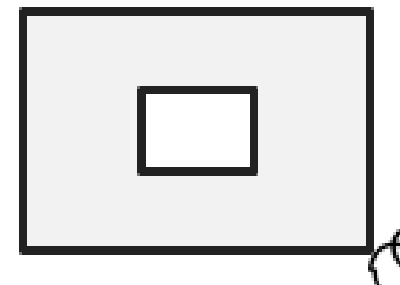
repeat

to use the same shape, colour, or line multiple times to create a pattern



viewfinder

a tool, like a small frame, that helps you focus on and choose what part of a scene you want to look at



Wednesday 30th September

TBAT: create a range of patterns and marks using drawing tools.

Talk partners

What is a **pattern**?



A **pattern** is something that **repeats** in a regular way.

Wednesday 30th September

TBAT: create a range of patterns and marks using drawing tools.

You might notice a **pattern** in shapes:



colours:



or numbers:

112112112

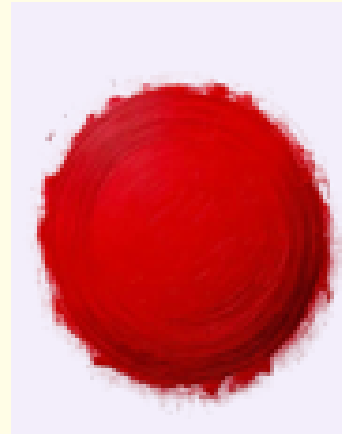
Where else might you notice **patterns**?

Wednesday 30th September

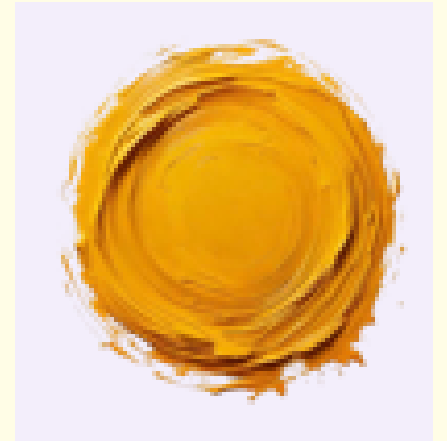
TBAT: create a range of patterns and marks using drawing tools.

Knowledge check

What comes next?



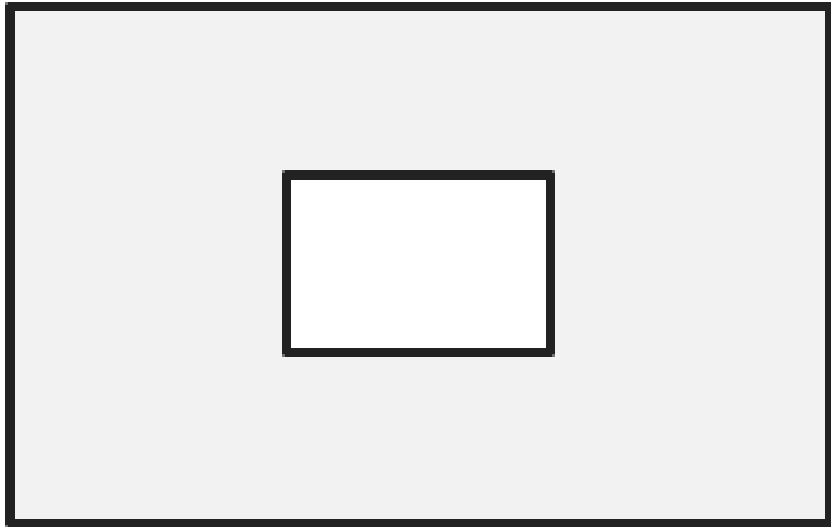
or



Wednesday 30th September

TBAT: create a range of patterns and marks using drawing tools.

Artists can use a **viewfinder** to help them find a **pattern** in the world around them.



A **viewfinder** is like a little window made of paper.

This tool helps an artist focus on a small part of what they see, making it easier to spot **repeating** shapes or colours.

Wednesday 30th September

TBAT: create a range of patterns and marks using drawing tools.



He uses his **viewfinder** to find a different **pattern**.

There are lots of triangle shapes, pointing in different directions.



Jacob

Wednesday 30th September

TBAT: create a range of patterns and marks using drawing tools.



Artists can also make their own drawing tools from different materials.

Different materials can help artists to make different **patterns.**

Wednesday 30th September

TBAT: create a range of patterns and marks using drawing tools.

This is Sofia's drawing tool to make **repeated** marks and **patterns**.



I think the ink will make interesting marks with this tool.



Sofia

Wednesday 30th September

TBAT: create a range of patterns and marks using drawing tools.

Using your drawing tools, create a range of patterns in your book.



The paper tube wrapped in string made this **pattern**.

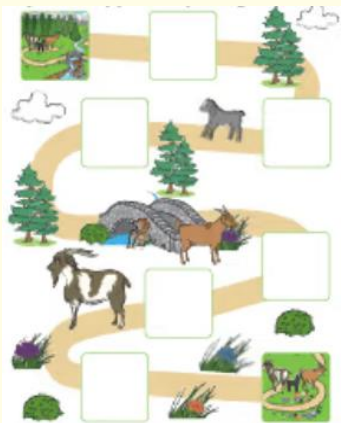


The feather and string can also make lined **patterns**.

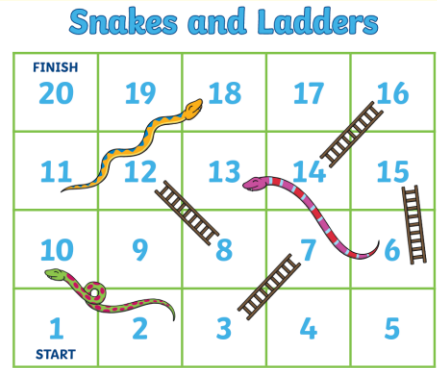


Independent tasks

Narrative Zone
Sequence the story.



Maths Zone
Race to 20.
Roll the dice and count on from the previous number. Move your counter that many spaces.



Discovery Den
Use locational language to describe where the goats are.



Creation Station
Create your pattern using different tools.

