

09/09/26

TO DO:

Check pencil tub

Sharpen pencils

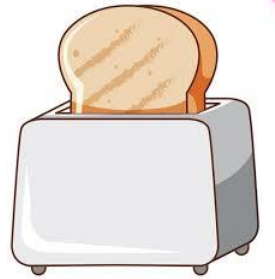
Complete 'Challenge'

Read independently

CHALLENGE



magical
enchanted
tall
huge
forest
trees



The castle was and
it was because it

SPELLING

YEAR 2 CEW

First Set

Wednesday 9th September
TBAT: use adjectives to describe

3 in 3

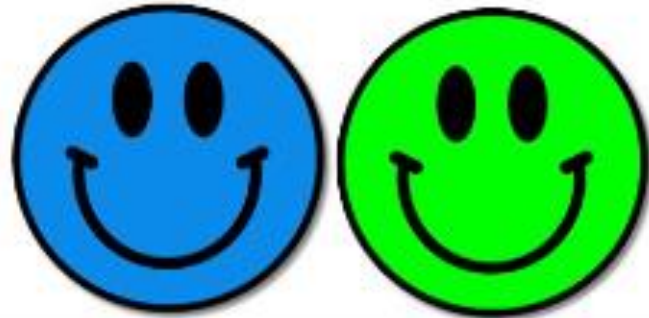
1. Give one noun
2. Give one verb
3. Give one adjective

CHALLENGE- Can you put them together into a sentence?

Wednesday 9th September
TBAT: use adjectives to describe

Can you remember what a noun is?

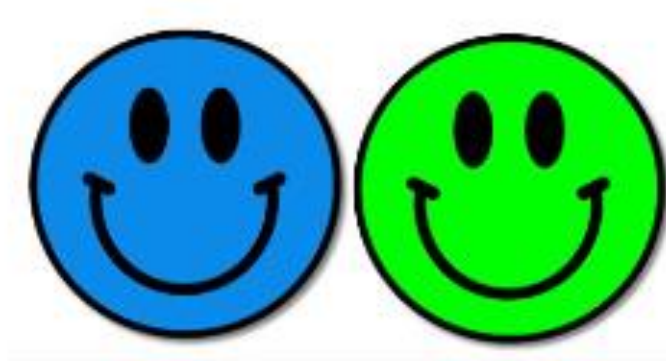
Can you give some examples?



Wednesday 9th September
TBAT: use adjectives to describe

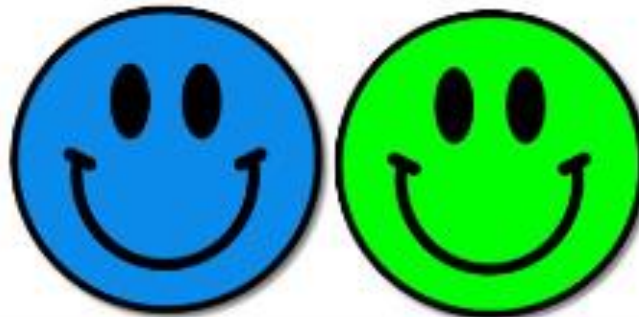
I'm holding an imaginary ball.
How might you describe the ball?

You have just used adjectives to describe.



Wednesday 9th September
TBAT: use adjectives to describe

Can you think of adjectives to describe these things?



REVOLTING RECIPE



In 'The Twits', Mrs Twit made Squiggly Spaghetti for Mr Twit. She made it using worms and tomato sauce!

What revolting recipe would you create?

My revolting recipe is called _____.

Draw a picture of your food or drink item below.

Can you think of words to describe your revolting recipes?

For example,

tangy tomatoes

wiggly worms

chewy pasta

stringy cheese

P.E.

10.50 - 11.50

Lesson Pre-read



Invasion games are games where there are two teams and two goals. Teams try to score in the opposite team's goal.

Football, handball, rugby, netball, basketball, hockey.

Learning Objective

To understand what being in possession means and support a teammate to do this.

Success Criteria

- Keep the ball close to your body to keep possession.
Look up and around you to see your teammate, space and any defenders.

Whole Child Objectives

Social: To communicate well with teammate to keep possession of the ball.

Emotional: To show empathy for teammates to give them time to succeed.

Thinking: To use creativity to keep possession of the ball.

Equipment



CONES
x 30



FOOTBALLS
x 15



PLAYGROUND BALL
x 15



TEAM BANDS
x 10

10

Mins

Warm Up and Introduction

Movers:

Tell pupils in invasion games:

- If a team has the ball, they are in possession and are known as attackers.
- If they don't have the ball, they are known as defenders.
- It is always important to be on the move, ready to react to changes in the game.

A Give 15 pupils a ball each, they are the attackers. All pupils travel around using a variety of movements e.g. jogging, skipping, side-stepping and hopping (whilst holding their ball if they have one). When the teacher says 'goal', pupils give their ball to a defender, change roles and their movement action.

Stay within the boundaries of the teaching area. Look for free space to move into. This will always be changing.

B Attackers move around whilst moving their ball e.g. dribble with hands, dribble with feet, throw and catch etc. Defenders choose their own way to travel as before. When the teacher says 'goal', pupils give their ball to a defender and change roles.

Hello ball:

In pairs. Attacker with a ball. Attackers complete the following ball skills on the spot until the defender completes the stated action. Once complete, defender says 'hello ball' and they change roles.

- Attacker moves the ball around their waist. Defender completes 10 x hops on each foot.
- Attacker moves the ball from hand-to-hand in the air. Defender completes 10 x jumps.
- Attacker moves the ball forward and back with one foot. Defender completes 10 x star jumps.
- Attacker bounces the ball from hand-to-hand. Defender completes 10 x hop scotch jumps (one foot, two feet, one foot etc).
- Attacker throws the ball up in the air and catches it before it drops. Defender completes 10 x runs around their partner, changing direction every two laps.

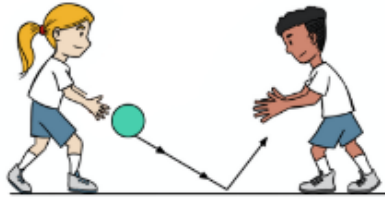
Keep possession of the ball:

Tell pupils it is good to have possession because it means you can score goals. In pairs with one ball, stand 3m apart. Aim is to keep possession by not losing control of the ball.

A Pairs send the ball to each other using a variety of passes. They can choose any type of pass (think about where to release it from) e.g. overhead, bounce, chest, shoulder or pass with their feet.

Check that your teammate is ready to receive the ball before passing to them. Call their name if they are not looking at you.

Make this harder by adding that they cannot pass the ball the same way twice in a row.



30
Mins

Skill Development

B How many passes can they complete in 1 minute? Rule: You can only hold on to the ball for 3 seconds.

Use soft touches when meeting the ball.

Make this harder by specifying that they can only hold the ball for 2 seconds.

C All pairs move around while passing the ball.

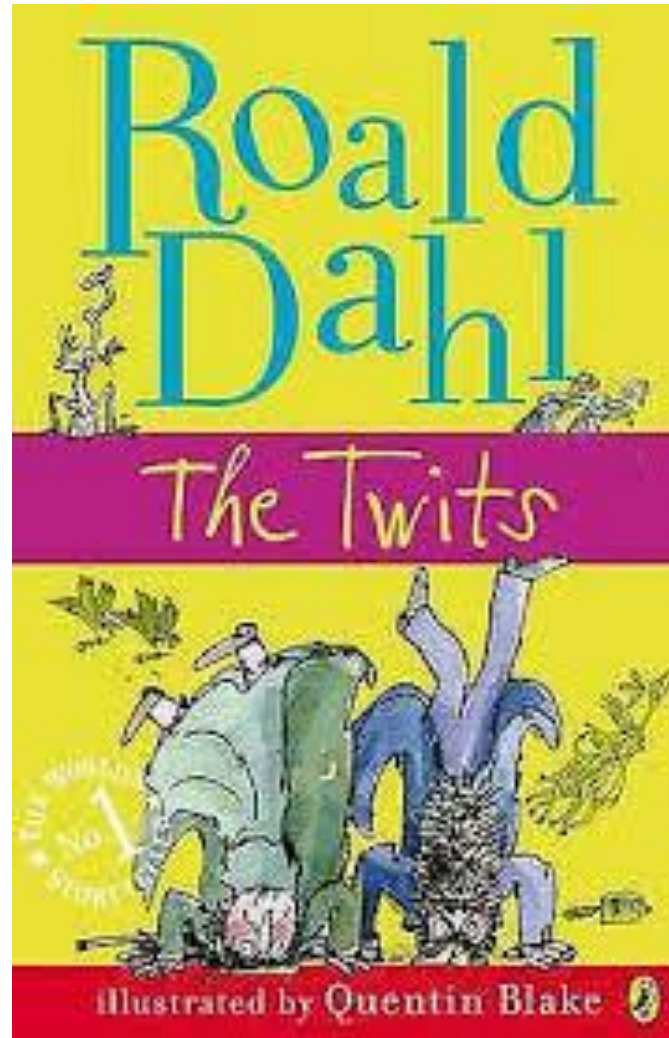
Keep the same speed as your partner and stay close to each other to keep possession. Focus on changing direction to find free space. Send the ball when your partner is looking at you.

Make this harder by keeping the 2 second rule.

D Introduce defenders who work in pairs by holding hands (three sets of taggers). They try to gain possession from any of the attackers but touching the ball. If successful, they swap with the passing pair. Rules: you cannot take a ball out of someone's hands and you can only run with the ball for 3 seconds before passing to your partner.

LUNCH

REGISTER & STORY



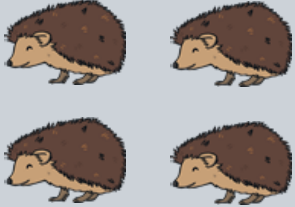
MATHS

1.05 - 1.55

09.09.26

T.B.A.T. partition 2-digit numbers

1. Place Value

Tens	Ones
	

What number is represented on the place value chart?

2. + and -

13

3

$$13 + 3 =$$



3. Reasoning

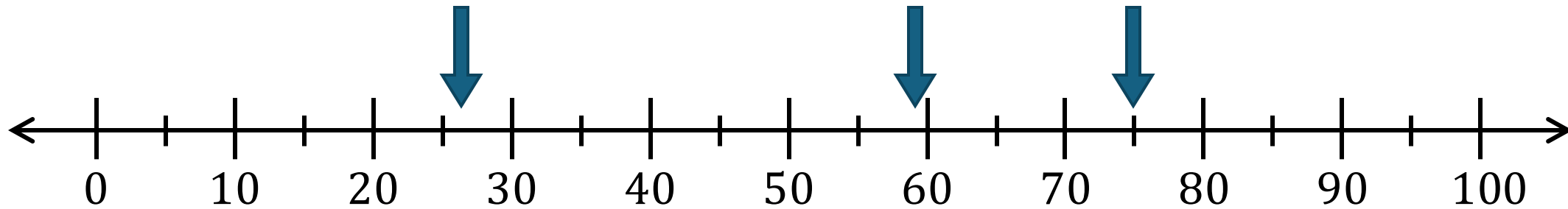
I have 26 cakes

I have 22 cakes

Henry thinks he has **more** cakes than Sally?
Is Henry correct? Explain why.



BLUE/GREEN: Estimating numbers



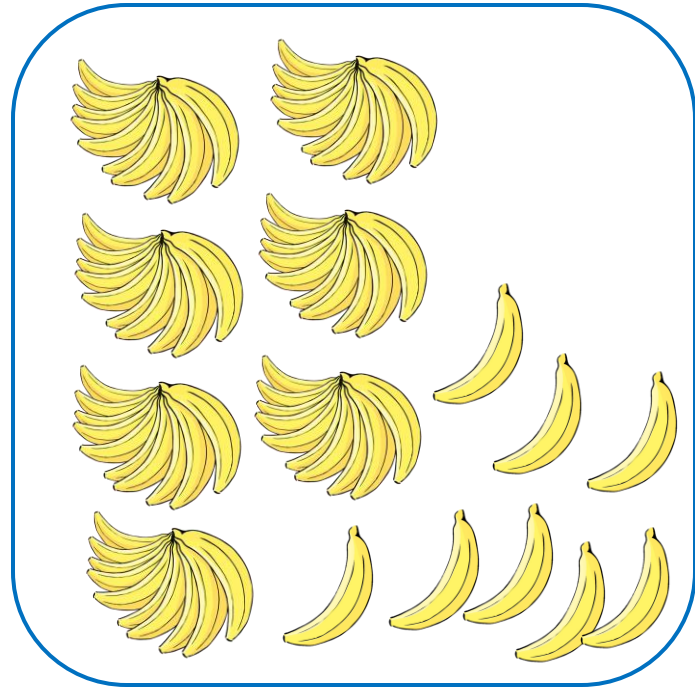


- **ones**  **tens** 
- **partition**  **2-digit number**
-  **value** **worth** 





Partitioning numbers into tens and ones

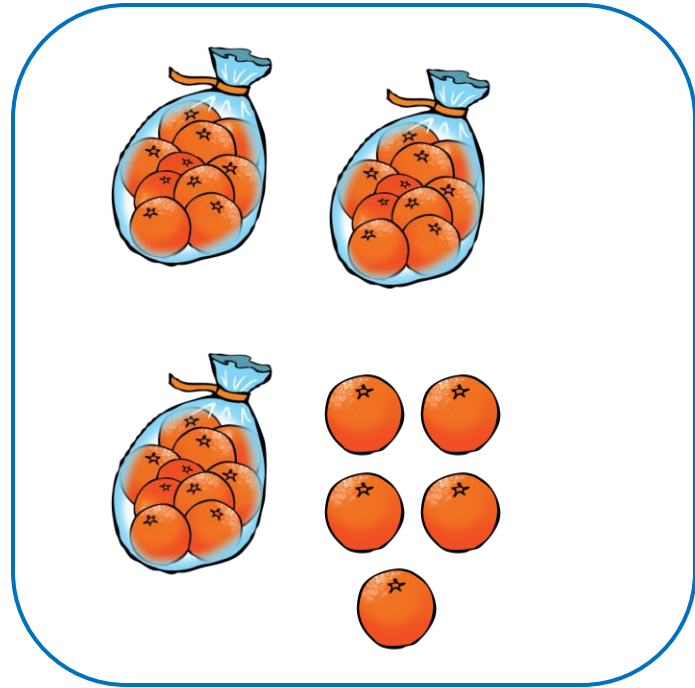


100





Partitioning numbers into tens and ones



YOU DO





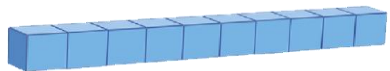
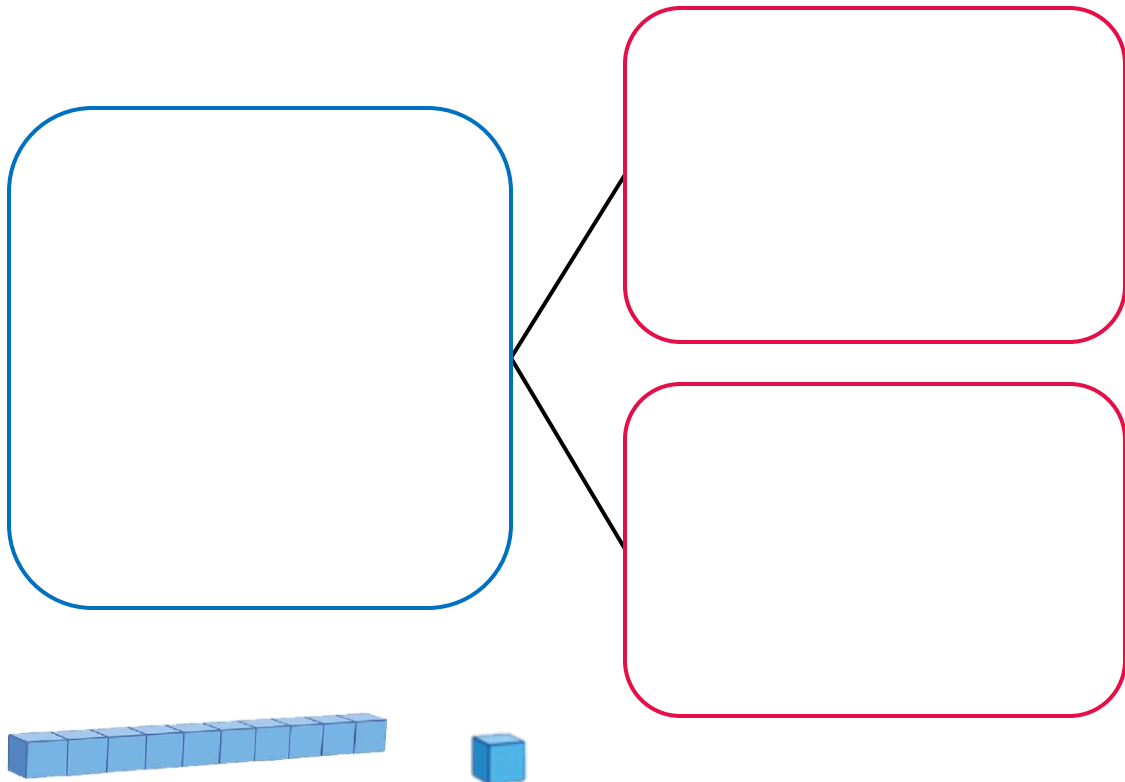
Partitioning

- How can we represent this number with Dienes?

45

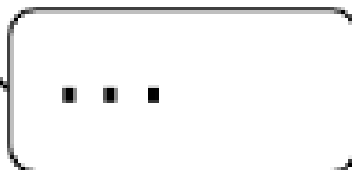
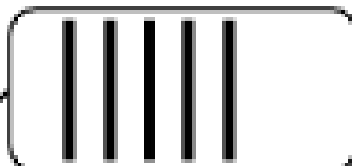
WE DO

Tens	Ones



53

53



Tens	Ones
5	3

$$53 = 50 + 3$$

35



Tens	Ones

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

64



Tens	Ones

$$64 = \underline{\quad} + \underline{\quad}$$

46



Tens	Ones

$$46 = \underline{\quad} + \underline{\quad}$$

09.09.26

T.B.A.T. partition 2-digit numbers

53 53 ... <table><tr><th>Tens</th><th>Ones</th></tr><tr><td>5</td><td>3</td></tr></table> 53 = 50 + 3	Tens	Ones	5	3	35 <table><tr><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td></tr></table> 35 = ____ + ____	Tens	Ones		
Tens	Ones								
5	3								
Tens	Ones								
64 <table><tr><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td></tr></table> 64 = ____ + ____	Tens	Ones			46 <table><tr><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td></tr></table> 46 = ____ + ____	Tens	Ones		
Tens	Ones								
Tens	Ones								

CHALLENGE

Use the clues given in the place value chart and number sentence to fill in the missing numbers.

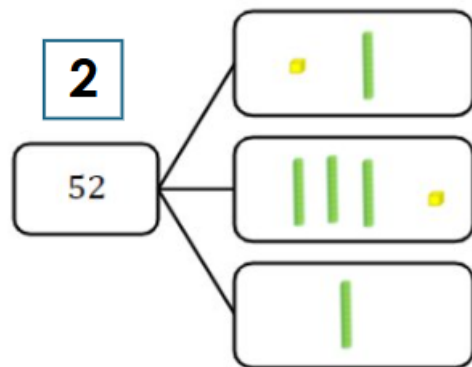
		<table><tr><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td></tr></table> 7 + ____ = ____	Tens	Ones		
Tens	Ones					
	..	<table><tr><th>Tens</th><th>Ones</th></tr><tr><td>7</td><td></td></tr></table> ____ = ____ + 2	Tens	Ones	7	
Tens	Ones					
7						

GREATER DEPTH

Which one of these does not represent 52?
Explain how you know

Spot the mistake

Which one of these does **not** represent 52?

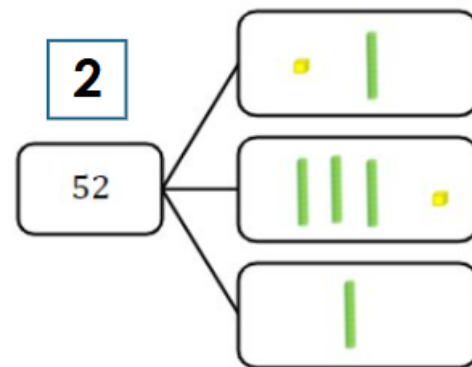


GREATER DEPTH

Which one of these does not represent 52?
Explain how you know

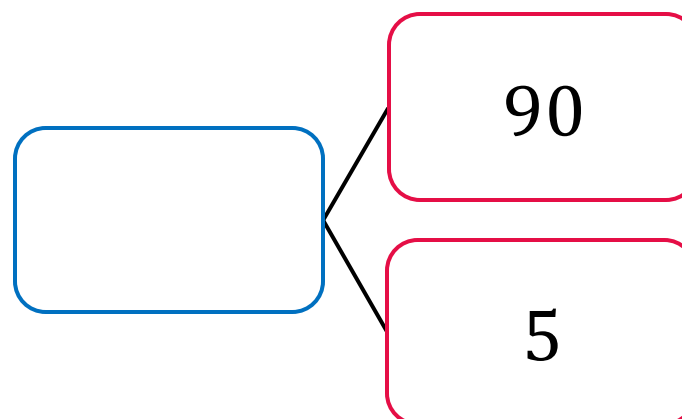
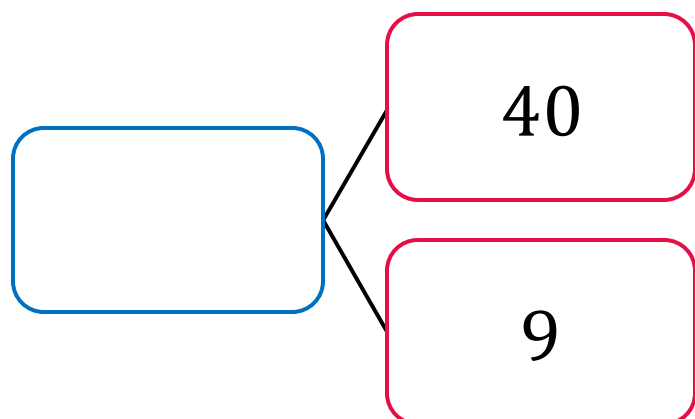
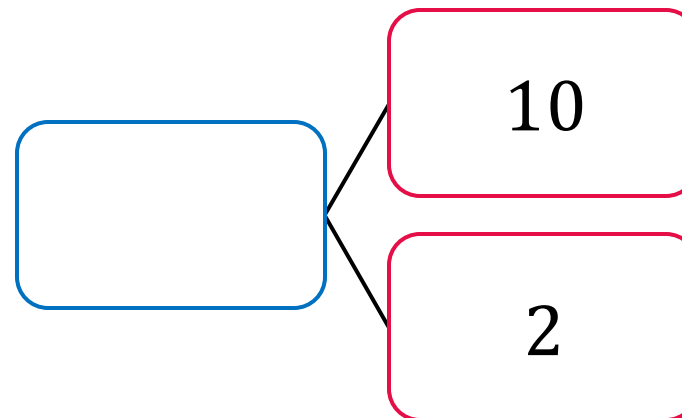
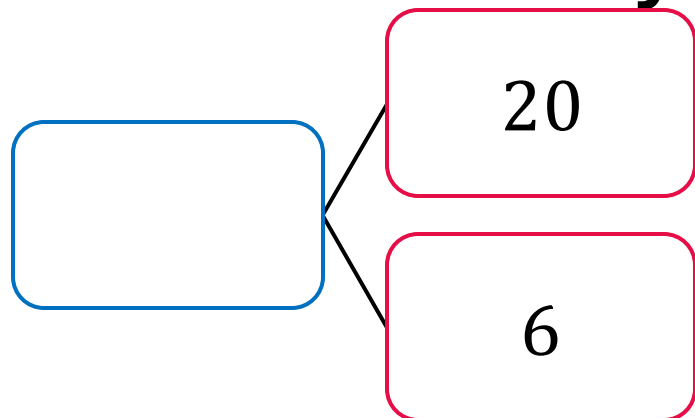
Spot the mistake

Which one of these does **not** represent 52?





Here are my parts. What's the whole?



Break

ART - Investigators

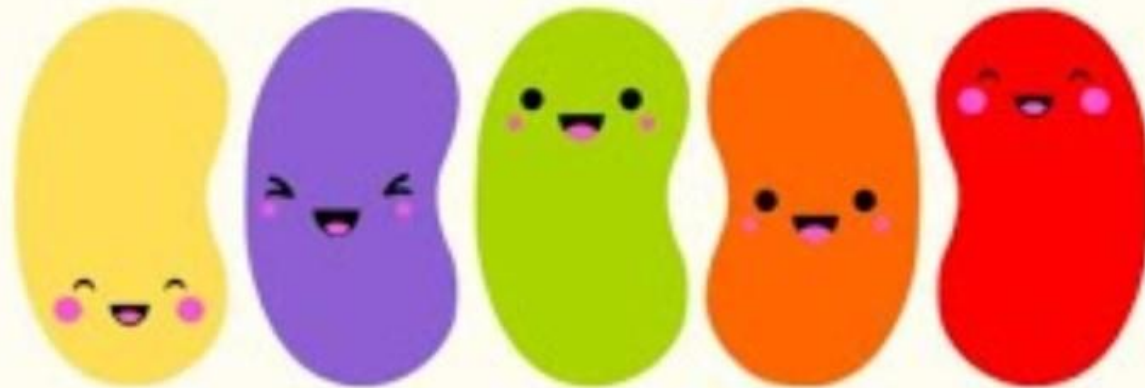
BRAIN BREAK

5 MINUTES



IT'S TIME FOR A BRAIN BREAK!

JELLY BEANS



SET A





Think!



Explore!



Draw!

Computing - Pioneers



Computing

Online Safety

Digital Footprints



Aim

- To understand that the information I put online leaves a digital footprint.

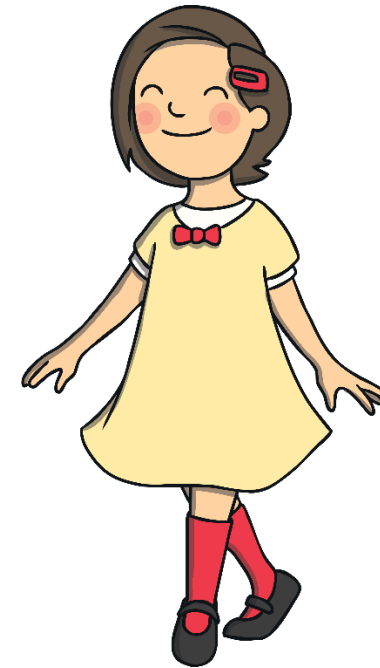
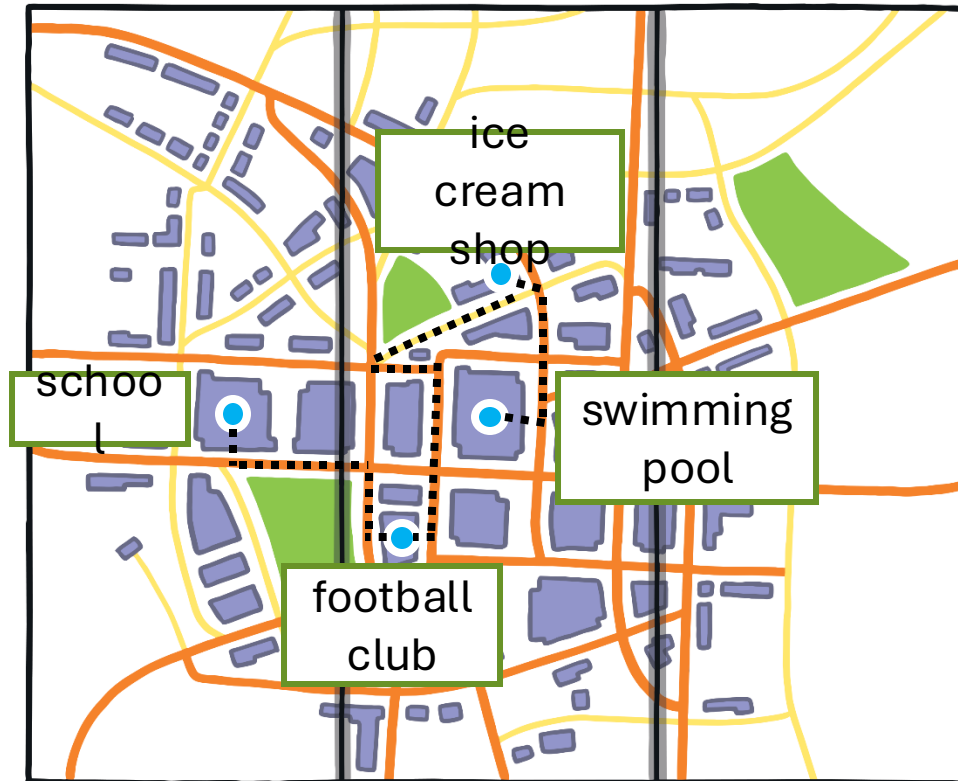
Success Criteria

- I can explain what 'digital footprint' means.
- I can explain how people might use the information I put online.
- I can explain how a digital footprint contains information about a person.

Footprints



Look at Penelope's footprints. On your whiteboard, list the places she has been.

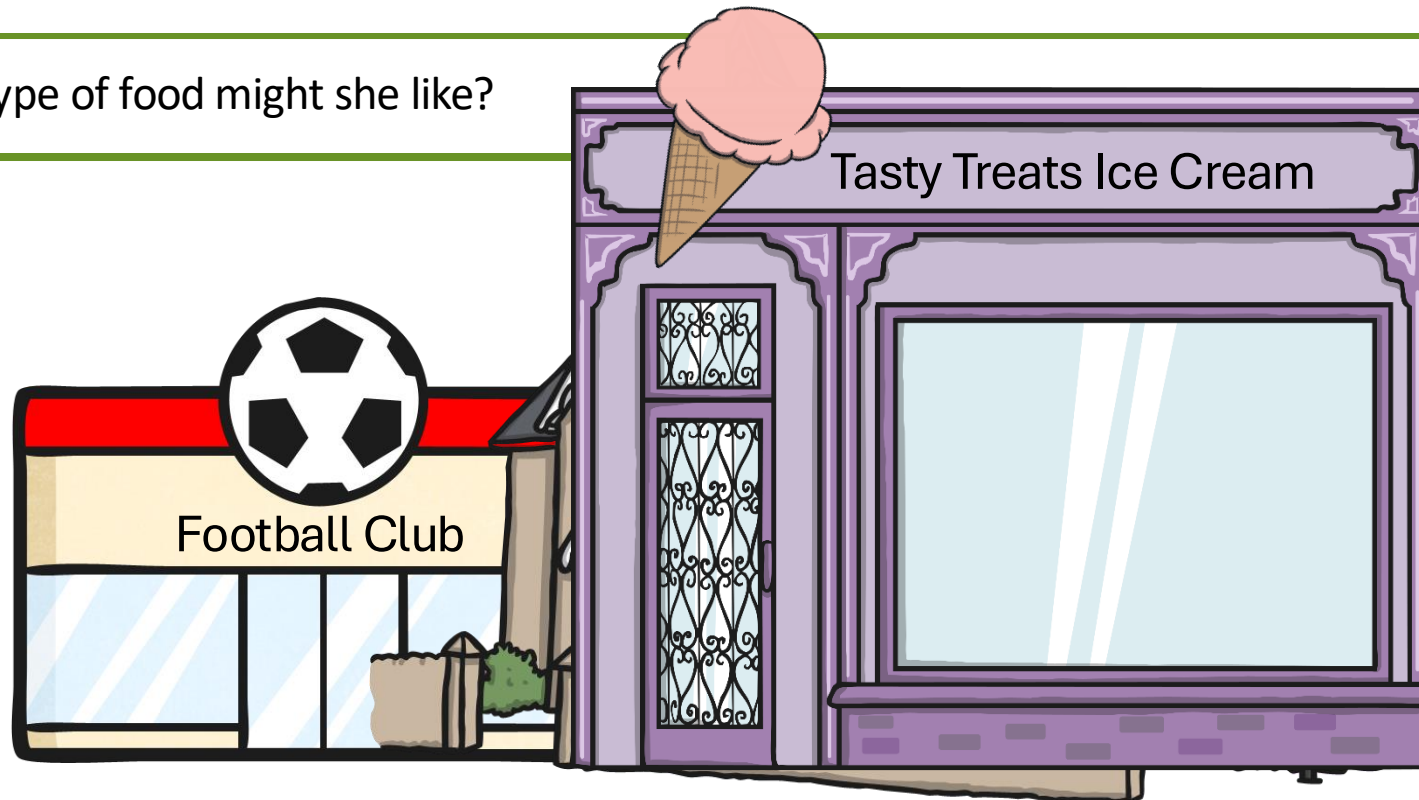


Footprints



We can tell some things about Penelope by looking at where she has been.

What type of food might she like?



Digital Footprints



When we go online, everything we do leaves a 'footprint' that other people can see, even if it's not something you have posted somewhere publicly.

What does the word **digital** mean?

Digital means anything to do with computer technology.



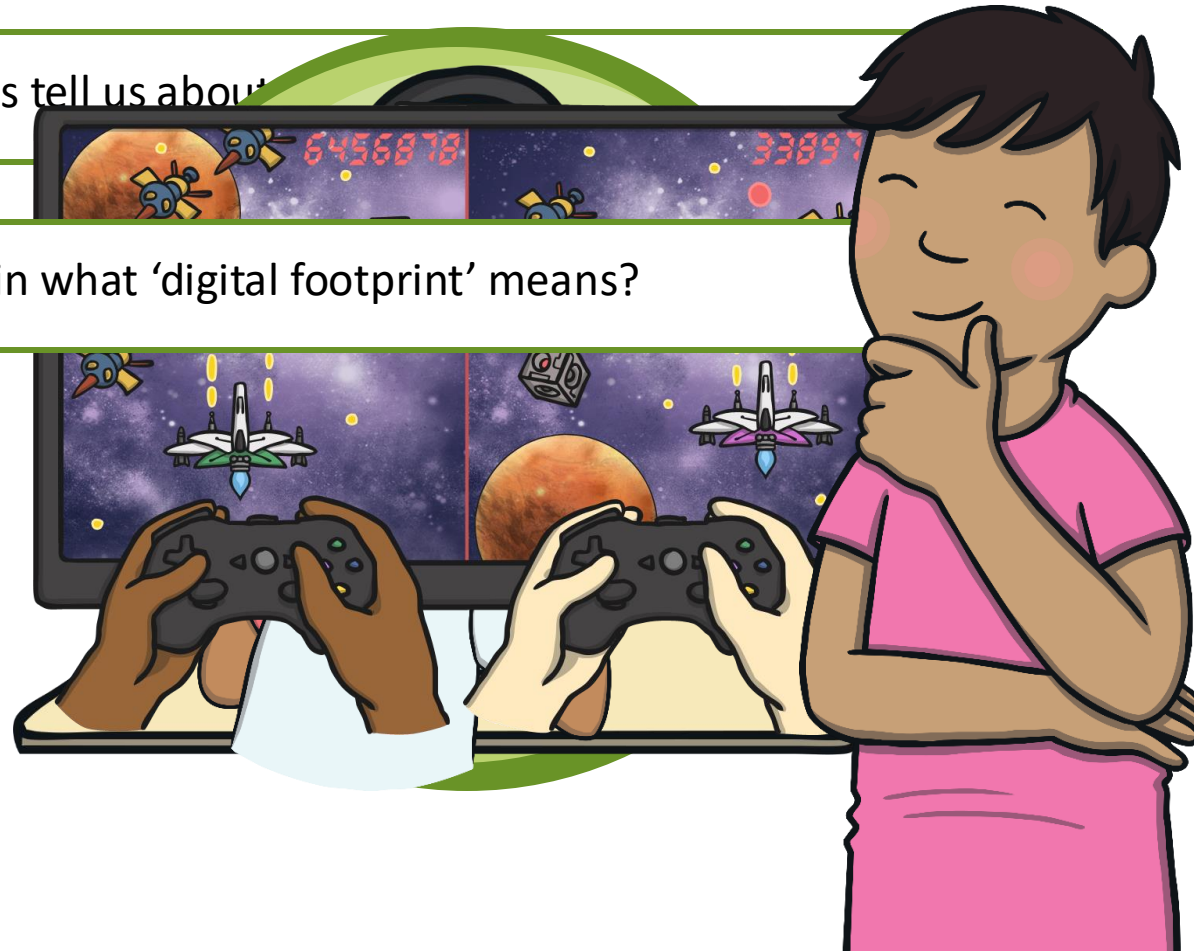
Digital Footprints



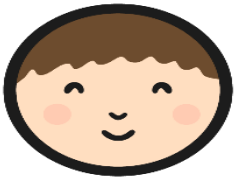
Can you tell me something that you have done online in the last week?

What might this tell us about

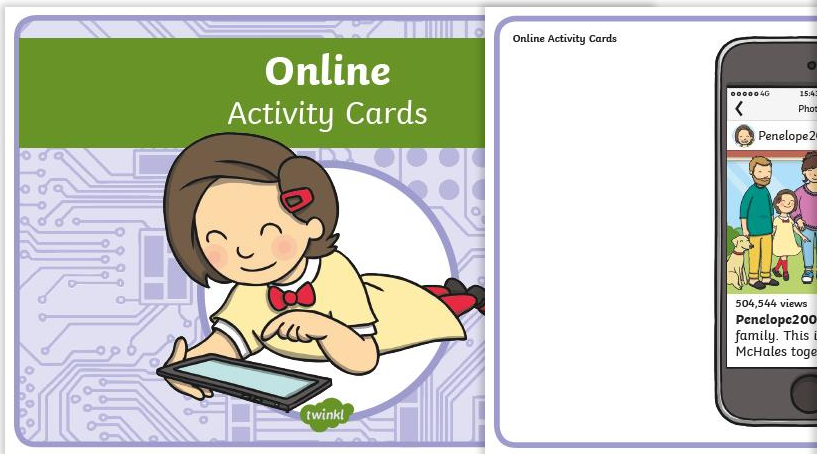
Who can explain what 'digital footprint' means?



All about Penelope



As you go, use the information that you find out to help fill in the **All about Penelope Activity Sheet**.



★

To understand that the information I put online leaves a digital footprint.

Use the **Online Activity Cards** to see how much information you can find out about Penelope just from looking at her digital footprint.

Full name	How did you know this?
Where she lives	
Football team	
Birthday	
Favourite animal	
Friends' names	
What does she want for her birthday?	
Other information	

★★★

All about Penelope

To understand that the information I put online leaves a digital footprint.

Use the **Online Activity Cards** to see how much information you can find out about Penelope just from looking at her digital footprint.

Full name	How did you know this?
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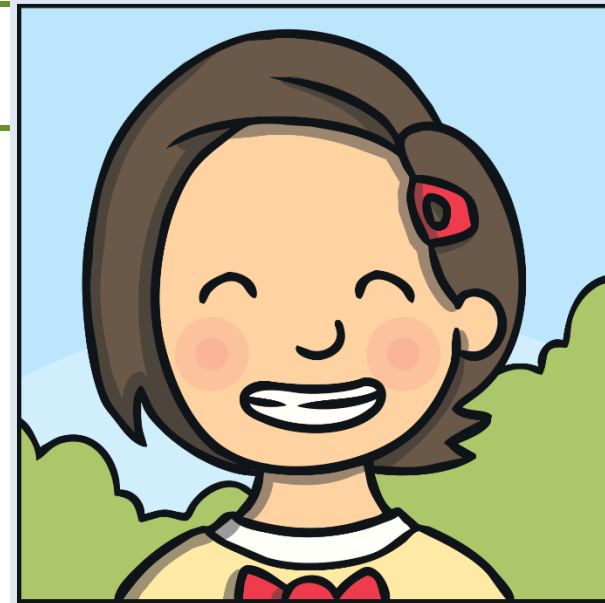
Computing | Year 2 | Online Safety | Digital Footprints | Lesson 1

How Much Do We Know?



What do we know about Penelope now?

- ✓ What is her full name?
- ✓ What town does she live in?
- ✓ What house number does she live at?
- ✓ What football team does she play for?
- ✓ What might she want for her birthday?
- ✓ When is her birthday?
- ✓ What animals is she interested in?
- ✓ What are her friends called?



How Much Do We Know?



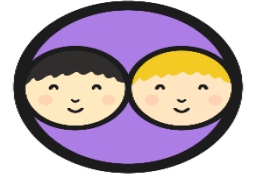
What other information could we work out from Penelope's posts?

If we know what town she lives in, and the colour of her uniform, what might we be able to work out?

All these tiny bits of information make up our digital footprint and all together, they tell us lots of information about a person.

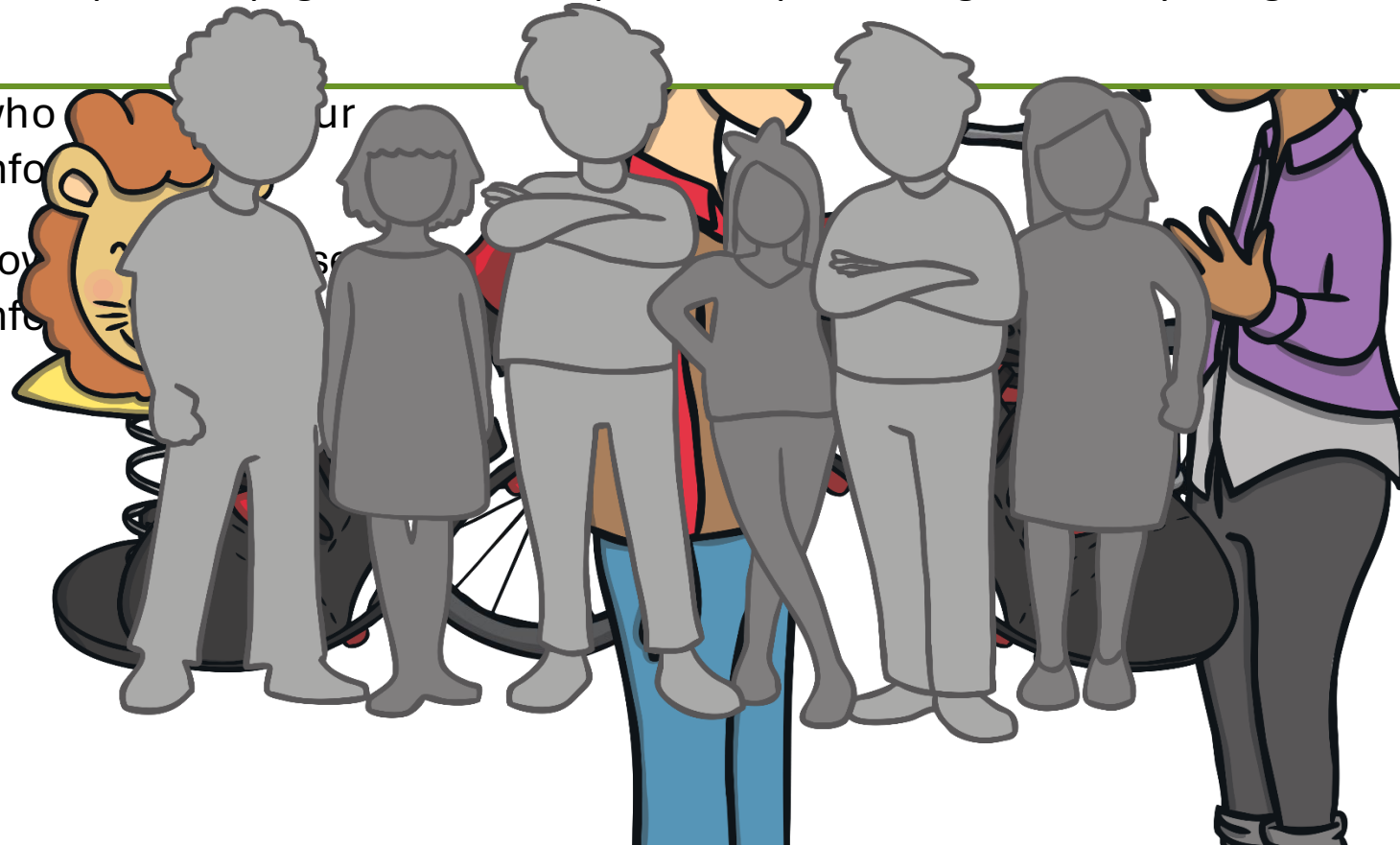


How Can Your Digital Footprint Be Used?



If you write a post somewhere publicly, who can see the information?

- ✓ who can see your info
- ✓ how your info is used



Aim



- To understand that the information I put online leaves a digital footprint.

Success Criteria

- I can explain what 'digital footprint' means.
- I can explain how people might use the information I put online.
- I can explain how a digital footprint contains information about a person.