

Wednesday

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	10:00 Whole Academy Assembly (PPA)	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	Music (up to 1:30)	BREAK	Science (from 1:30)
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	Computing	BREAK	PE (Downstairs)
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	BREAK	PE (Upstairs)	LUNCH	Class Novel / Maths Meeting	Maths	BREAK	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy		BREAK	Maths	LUNCH	Class Novel / Maths Meeting	RE (up to 1:30)	BREAK	Humanities (from 1:30)
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	Golden Book / Reward Playtime (PPA)	BREAK (1:45 - 2:00)	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	10:00 Whole Academy Assembly (PPA)	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	Music (up to 1:30)	BREAK	Science (from 1:30)
TUE (NAT)	Registration / Challenges PPA (Claire Y.)	Phonics and Spelling PPA (Claire Y.)	Literacy	Guided Reading	BREAK	PE (Upstairs)	LUNCH	Class Novel / Maths Meeting	Maths	BREAK	Art / DT
WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	Computing	BREAK	PE (Downstairs)
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy		BREAK	Maths	LUNCH	Class Novel / Maths Meeting	RE (up to 1:30)	BREAK	Humanities (from 1:30)
FRI (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	Golden Book / Reward Playtime (PPA)	BREAK (1:45 - 2:00)	ENRICHMENT (PPA)

Morning Registration

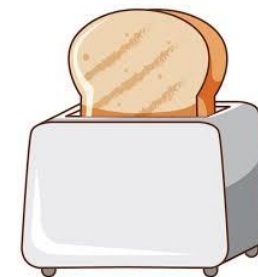
30/09/26

CHALLENGE

sad boy angry girl kite
broken because trapped string



I think the



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ARE YOU READY?

3



2



1



Reading

Do we know what the words mean?

naughty

baguette

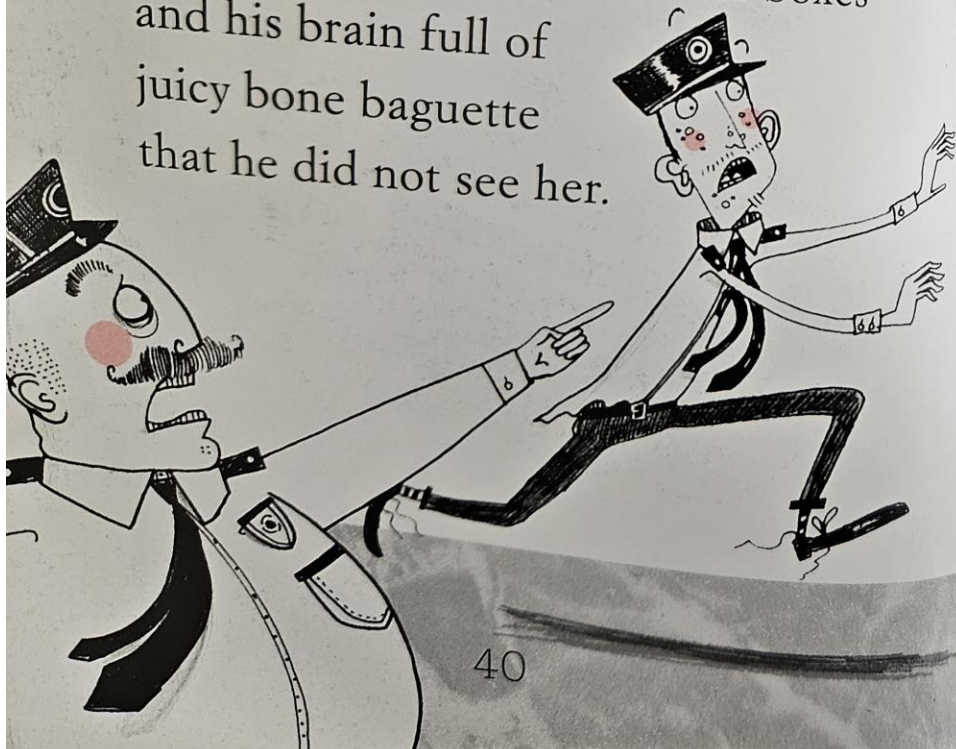
mayor

slap-up meal

Suddenly a naughty robber in a striped jumper and a mask came running past them, carrying one of the sculptures.

Two guards were running after her.

Claude's paws were so full of boxes and his brain full of juicy bone baguette that he did not see her.



The robber did not see Claude and all his boxes...

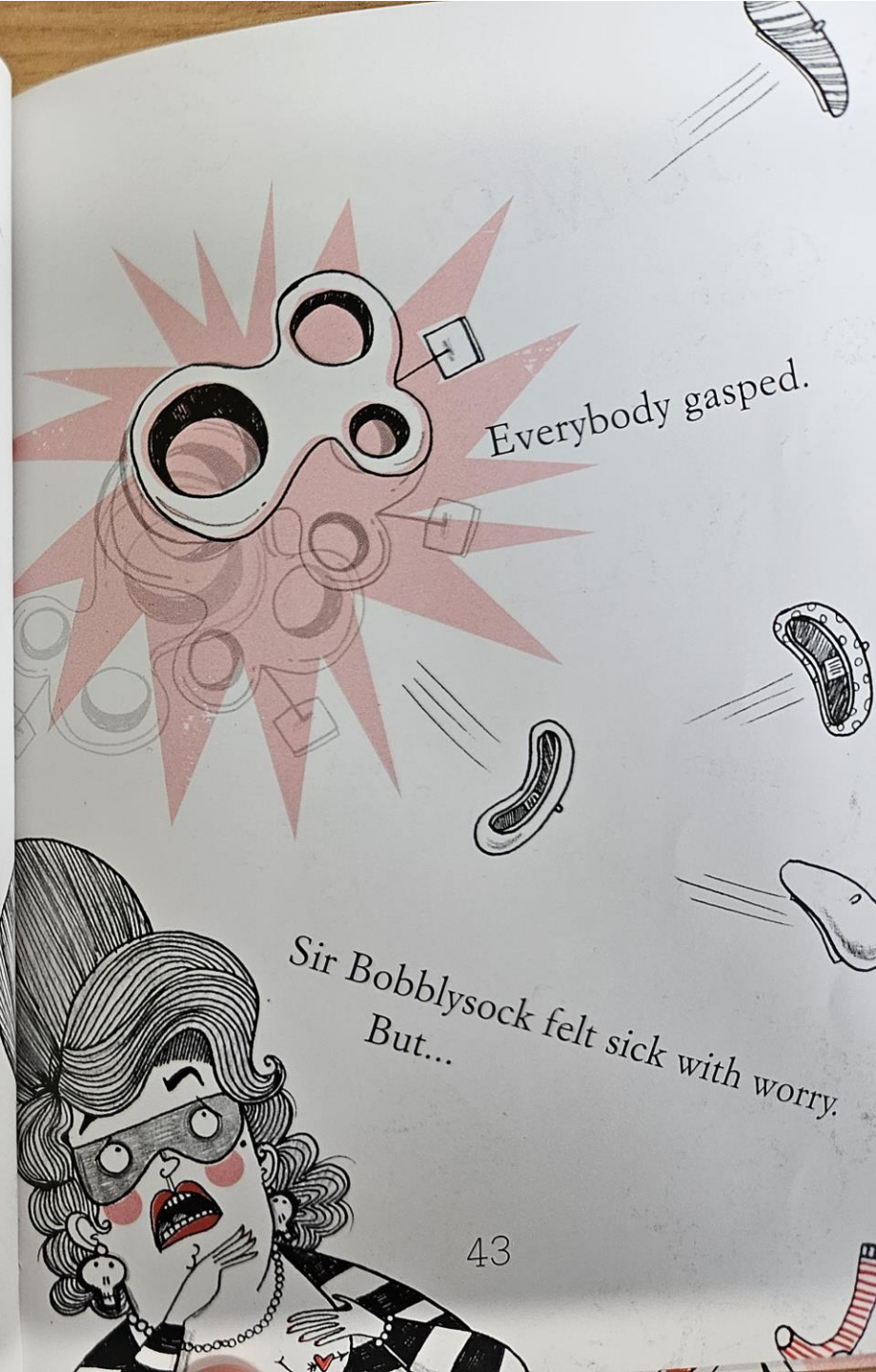


BUMP!
CRASH!
WALLOP!

Berets exploded everywhere.

The robber fell to the ground.

The sculpture went flying through the air.



Everybody gasped.

Sir Bobblysock felt sick with worry.
But...

...Claude saved the day!



Soon the Mayor arrived.
'Claude you are a hero!' he cried.

He gave Claude a medal and
whisked him and Sir Bobblysock
off for a slap-up dinner.



Back in the kitchen of Mr and Mrs Shinyshoes' house, Claude and Sir Bobblysock snuggled down in their beds. Claude closed his beady eyes.

A little later on, Mr and Mrs Shinyshoes came home from work.

'Where on earth has this medal come from?' asked Mrs Shinyshoes. 'Do you know anything about this, Claude?'

'Look, he's fast asleep!' laughed Mr Shinyshoes. 'We'll have to find out in the morning.'



LITERACY

Wednesday 30th. September

T.B.A.T. create a story map based on a known story

2 in 2

r



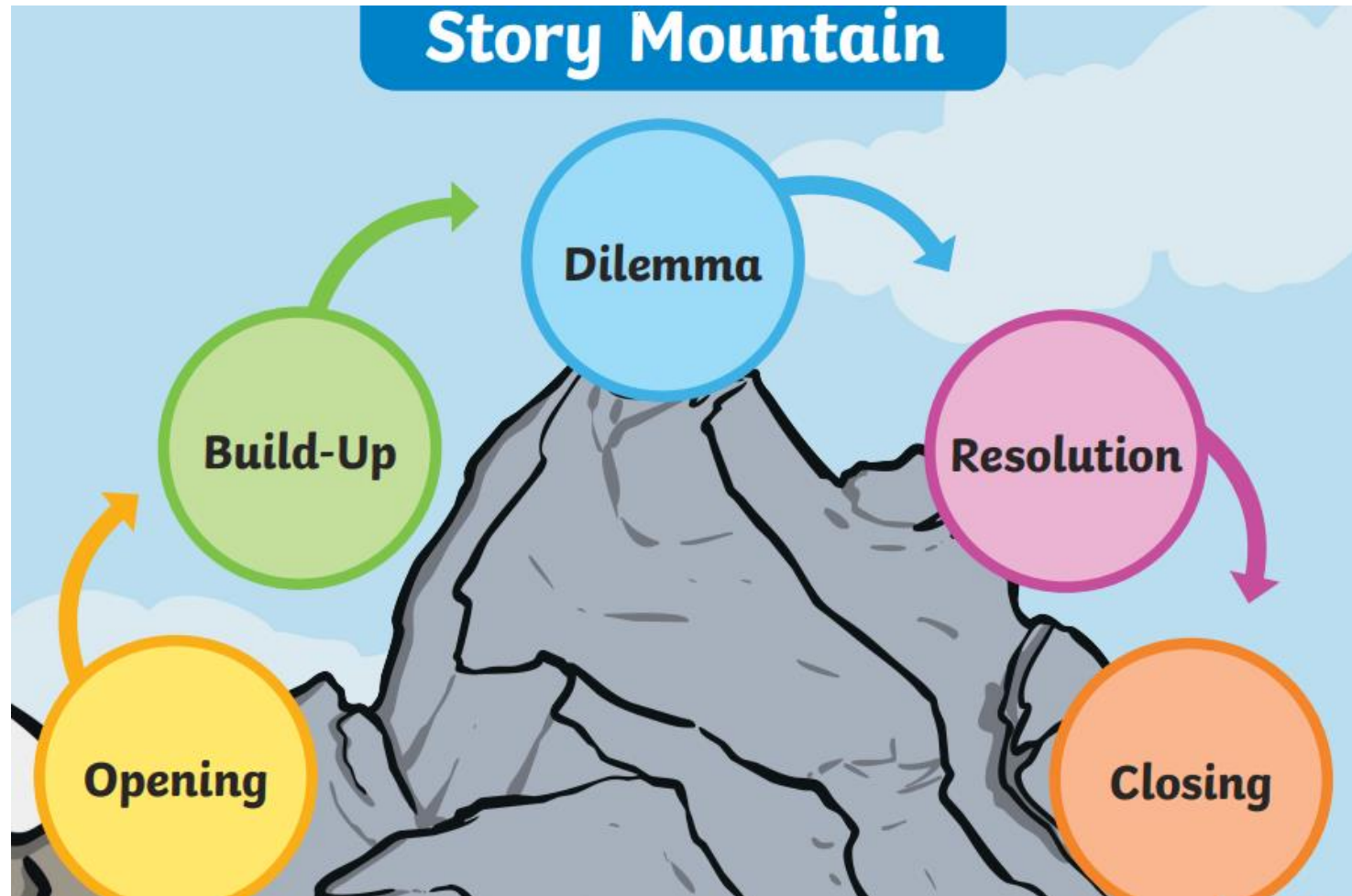
How many traditional stories can you think of?

Can you think of the good characters in the story?

Can you think of the villains in the story?

Tell your partner what happens in one of the stories

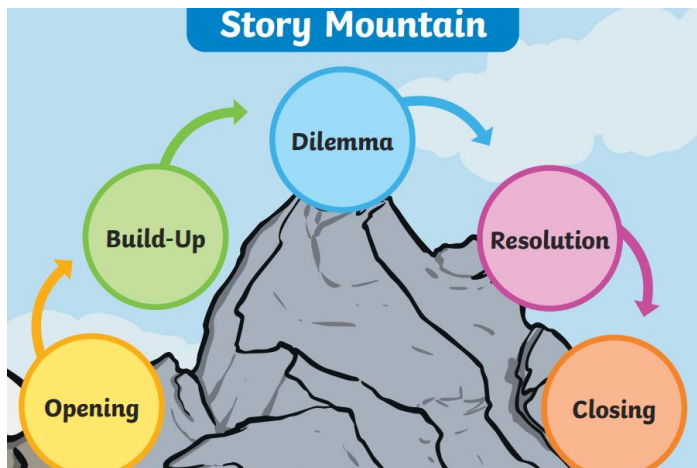
As a class talk through the story of a known fairy story.
How does it fit this story mountain?



T.B.A.T. create a story map based on a known story

Retell the story of Jack and the beanstalk

Think about how it fits with the story mountain



Jack sells his cow for some magic beans.



The magic beans grow into a beanstalk and Jack climbs up it.



At the top of the beanstalk lives a giant in a castle.



Jack takes some gold, a singing harp and a hen that lays golden eggs.

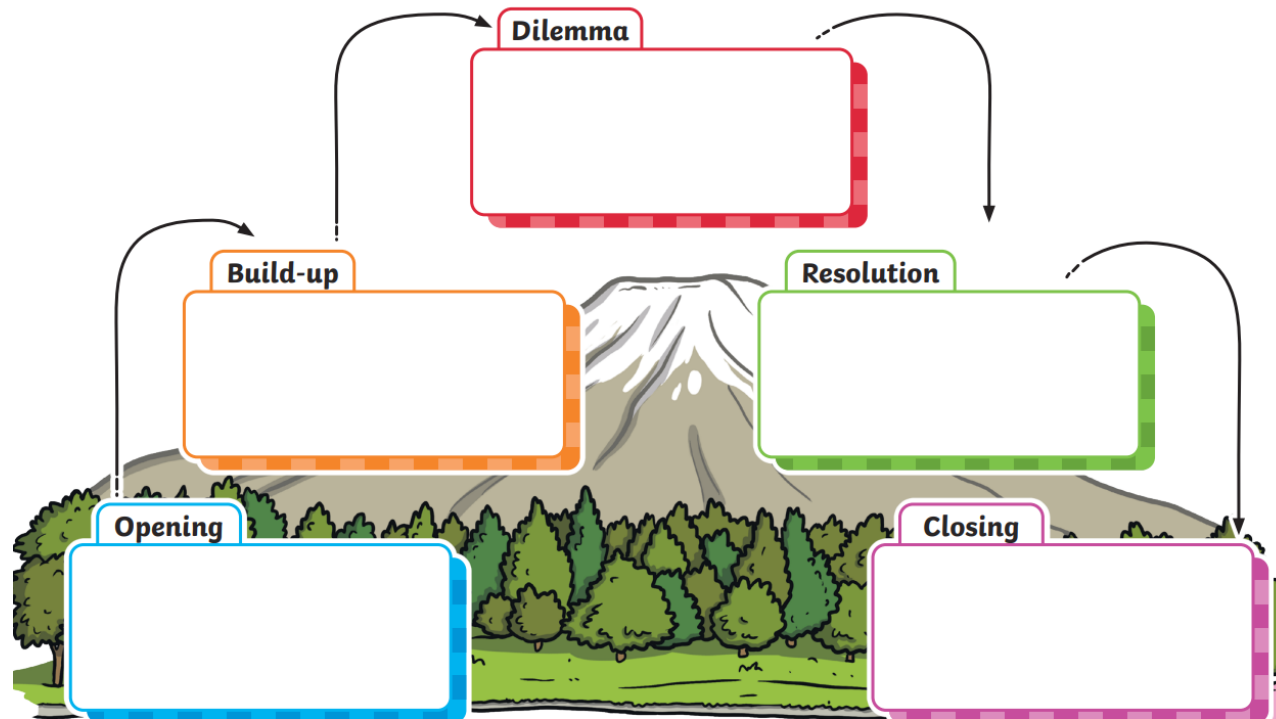
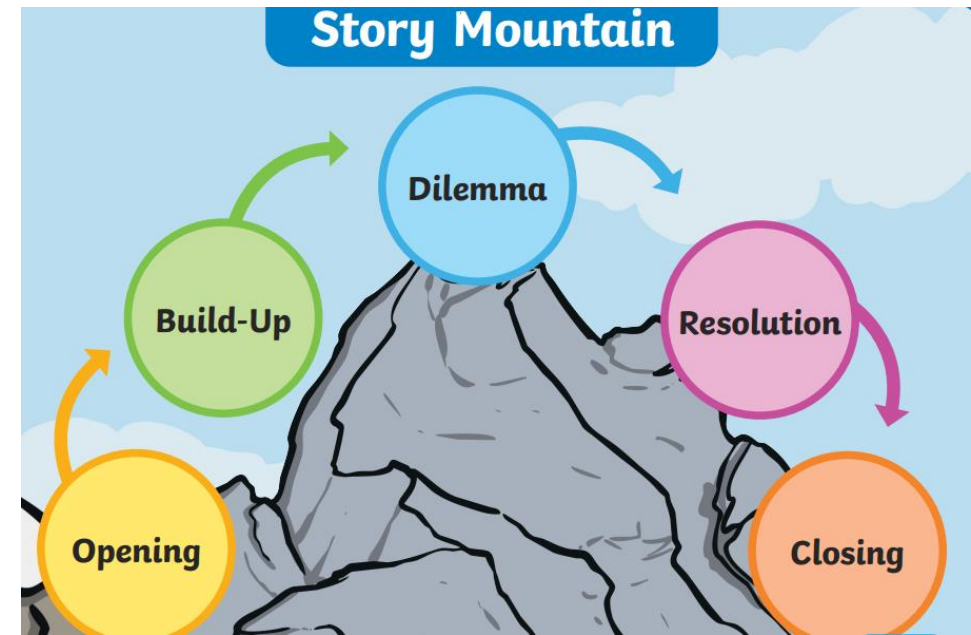


Jack is chased by the giant. Jack's mother cuts down the beanstalk with an axe.



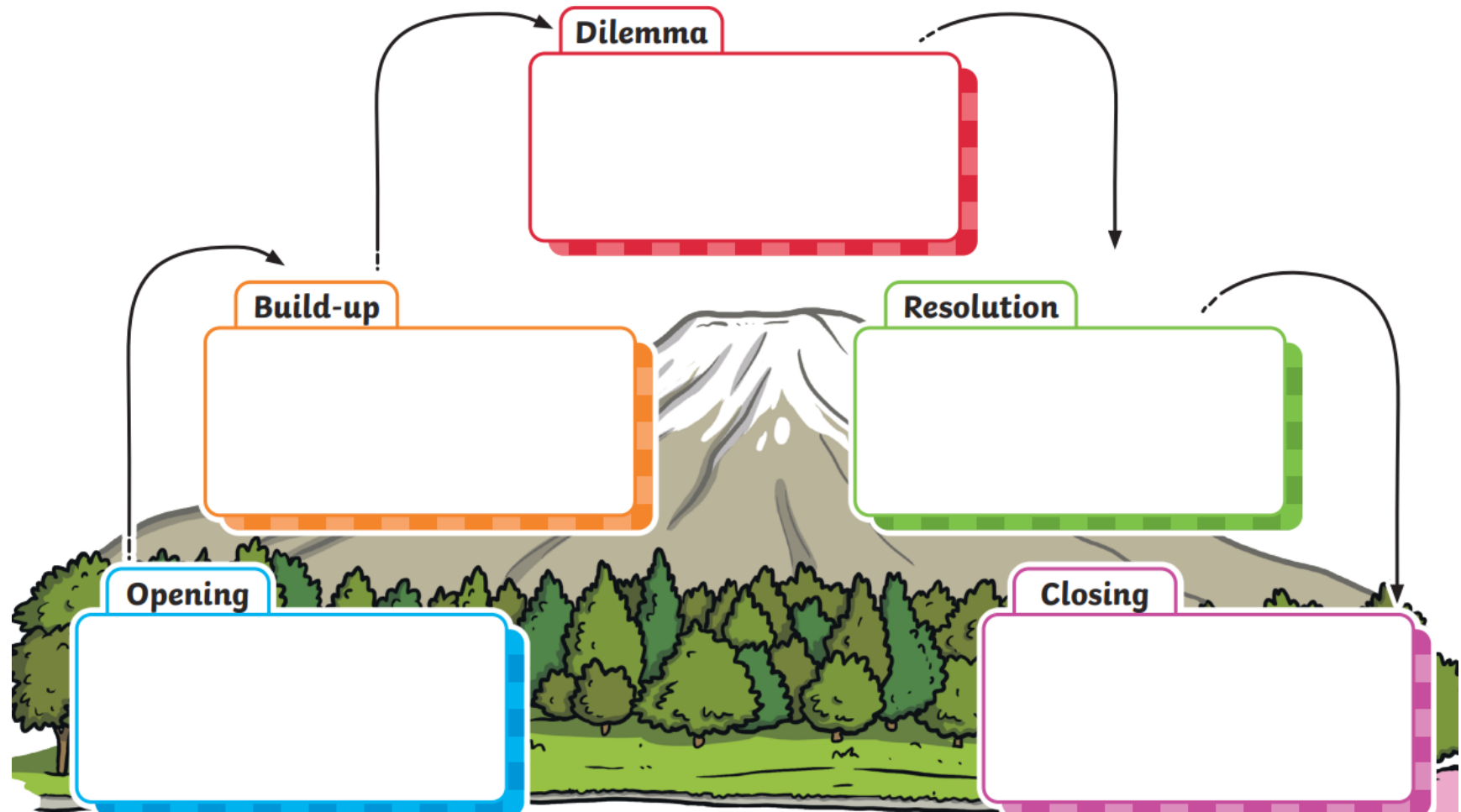
T.B.A.T. create a story map
based on a known story

Think about how it fits with
the story mountain



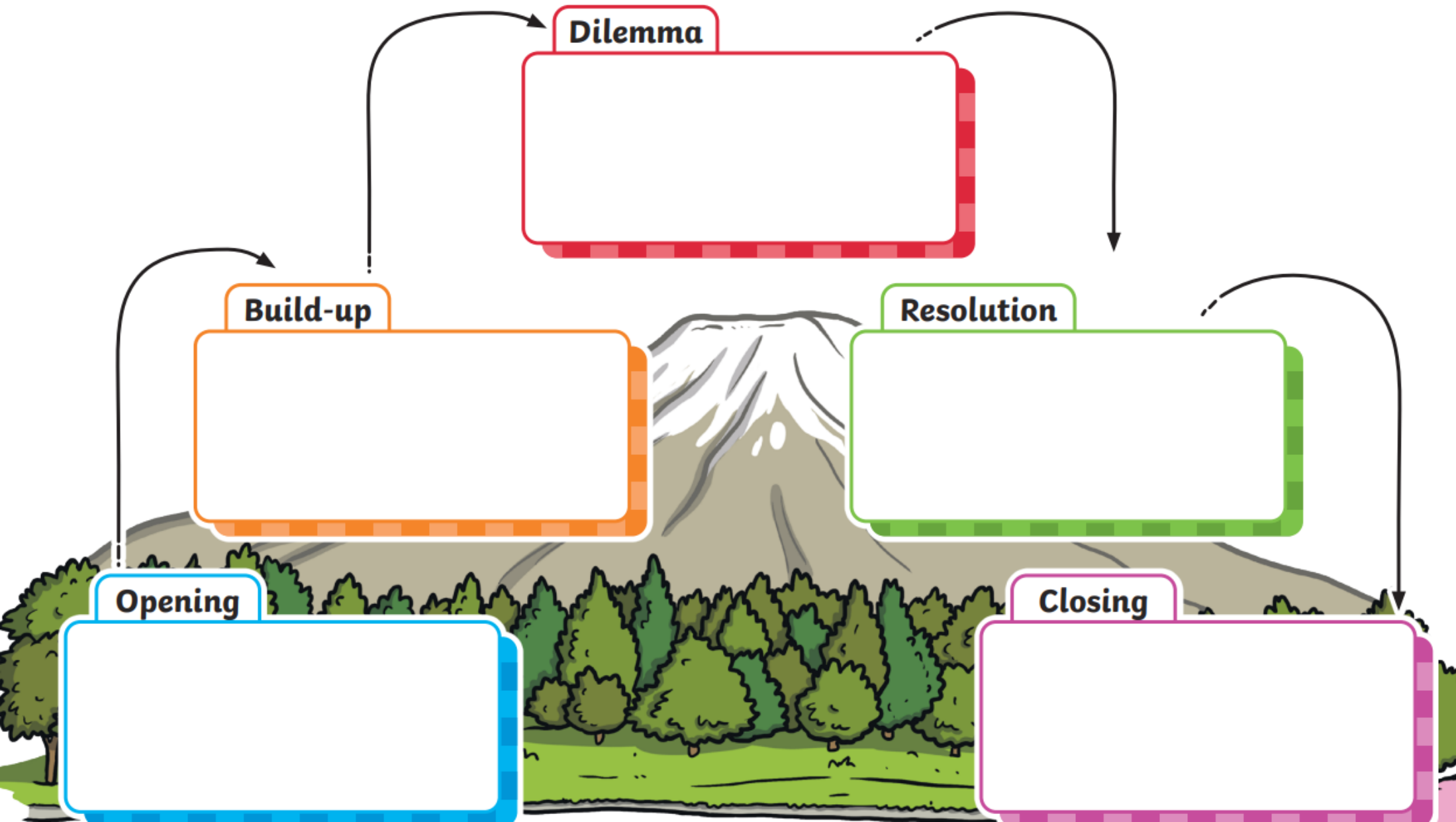
T.B.A.T. create a
story map based
on a known story

Draw pictures to
retell the
different parts of
Claude in the city.



Wednesday 30th September

T.B.A.T. create a story map based on a known story



BREAK

P.E.



Lesson Pre-read
Why are team building
skills important?

Learning Objective

To co-operate and communicate in a small group to solve challenges.



BLINDFOLDS
x 15



CONES
x 15



HOOPS
x 8



SKIPPING ROPES
x 8

WARM UP

Safe space:

A - Pupils stand in a space. They begin by walking around the area, moving in and out of each other.

Move around in the space, changing direction and avoiding other people.

B - Pupils move around in a different way e.g. skipping, jumping, side-stepping. Take suggestions from the pupils for the class to use. Look for the space. This will continually change as the pupils move. Keep your head up and look for your own safe to move into.

SKILL DEVELOPMENT

Create the pen:

In their groups of four with one skipping rope.

A On the teacher's pupils make different shapes with the rope e.g. circle or square or triangle. Once pupils pick up the rope, they cannot move their hands from that position. Ask them to imagine that they have super glue on them. Which group will complete the shape first?

Work together and listen to each others' ideas.

Make this easier by allowing the pupils to move their hands on the rope.

B This time, blindfold two members of the team who hold onto the rope. The other two members must explain to the pupils holding the rope what they have to do to create the shape that the teacher has called. Repeat changing over the team members.

Give short, clear instructions and work with the other member of the team who can see to describe what to do.

C Two pupils stay blindfolded. All players hold onto their rope and walk around the teaching space. Unblindfolded players must look after the safety of their team. Q: How will you order your team to look after each of you? When the teacher calls a shape, teams stop and create the shape with their rope. Repeat changing over the team members.

Give clear instructions.

Make this harder by having the teacher draw or show the shape with their hands, no speaking so the blindfolded players cannot hear the task.

SKILL DEVELOPMENT

Who are you?

Pupils stand in a circle. Teacher whispers a farm animal to each pupil (or points to one on the 'Who are you?' resource). COW, PIG, SHEEP, OWL, HORSE, DUCK, CHICKEN. Make sure pupils do not tell each other. *Teacher note: for a class of thirty ensure that there are at least seven different animals so that pupils end up in groups of four/five.*

On the teacher's command, pupils find all other pupils who are the same animal as them, but they are not allowed to use words. Q: How else can you communicate your animal? *Use actions or animal sounds.* Set a time limit of 3 minutes before supporting pupils into their groups.

Hold hands once you have found someone on your team so you don't lose them.
Make this harder by saying that they cannot make any noise.

SKILL DEVELOPMENT

Tractor:

In groups of four with one hoop (tractor) between them. All groups begin at a start line. Place an end line of cones 10m away.

Before beginning each challenge allow pupils to discuss the order they will go in and anything that will help them to move quickly whilst ensuring all team members are in contact with the hoop.

A The first pupil in each team must hold their hoop and run to the end line and back, then the second person must also hold the hoop and run to the end line and back, then the third and so on until the whole team have completed the race, whilst all holding the hoop.

Work as a team, if you go too fast and someone loses contact with the hoop you will have to start again. Decide on the order you will use before you start.

Make this harder by blindfolding the pupils who are third and fourth. How is this going to impact on what they do as a team? Pupils will need to consider keeping all team members safe.

B Repeat the game with pupils jumping to travel. Q: How will you jump in time? Do you want to change the order you used?

Make this harder by only allowing pupils to hop.

C Repeat the game with walking as the travelling action. This time, pupils are only allowed to use two fingers each to touch the hoop.

Discuss what you will need to do to be able to complete this before you start.

Make this harder by only allowing pupils to use one finger.

LUNCH

MATHS

END OF UNIT ASSESSMENT

Y2 U1 Post-Unit DQ1:



Which number fact is incorrect?

$$8 - 3 = 5$$

A

$$5 + 3 = 8$$

B

$$3 - 8 = 5$$

C

$$3 = 8 - 5$$

D

$$3 + 5 = 8$$

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Y2 U2 Post-Unit DQ2:



If I know ... $7 + 2 = 9$,

then I know $17 + 2 =$

?

A

19

B

15

C

18

D

37

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Y2 U2 Post-Unit DQ3:



Use number bonds within 10 to add the numbers in the equation.

$$35 + 3 = ?$$

A

65

B

37

C

38

D

32

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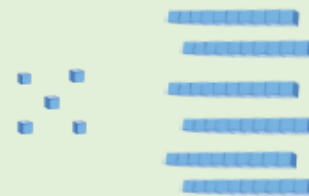
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Y2 U2 Post-Unit DQ4:



Use number bonds within 10 to complete the subtraction equation.

$$65 - 4 = ?$$



A

20

B

61

C

69

D

62

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Y2 U2 Post-Unit DQ5:



Which number fact is correct?

A
 $20 + 30 = 500$

B
 $90 = 50 + 40$

C
 $60 - 20 = 80$

D
 $30 = 20 - 50$

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Y2 U2 Post-Unit DQ6:



35 pupils brought a packed lunch and 23 are having school lunch. How many pupils are there altogether ?

35 pupils and 23 pupils

A
55

B
85

C
12

D
58

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Y2 U2 Post-Unit DQ7:



Which is the correct answer?



A
31

B
77

C
34

D
37

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Y2 U2 Post-Unit DQ8:



What is the total when you mentally add these three numbers?

5

7

5

A
12

B
17

C
7

D
18

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BREAK

COMPUTING Pioneers

30/09/26

T.B.A.T. identify I.T. in the workplace

1 Where are you more likely to find information technology? (Tick **1** correct answer)

- ☐ at the beach
- ☐ on a mountain
- ☐ at a train station

2 Why do farmers now use IT on their farms? (Tick **1** correct answer)

- ☐ to paint their barns
- ☐ to plant trees
- ☐ to check the weather and control machines

3 Which device helps us watch and record what is happening? (Tick **1** correct answer)

- ☐ scanner
- ☐ traffic light
- ☐ security camera

computer

a machine that can run programs

device

a type of machine



COMPUTERS AROUND US

People use IT at work.

They use **computers** to send emails, write documents and look up information.

The **computer** helps people work quickly and stay connected to other people.



Some people use printers at work.

A printer has a **computer** inside it that receives files and prints them onto paper.

This makes it easy to share important information.



Which **device** can you use to look up information?

a

laptop



b

printer



c

traffic light



Information technology is used in hospitals.

Doctors use special **devices** called medical scanners to see inside the body. The **computer** inside the scanner generates pictures from sound waves.

The pictures are sent to a screen. They help doctors check if everything is healthy.





Hospitals also use **computers** in **devices** that check your heartbeat or blood pressure.

The **computer** helps read the information quickly and shows it to the doctors so they can take care of you.



What **device** helps doctors check inside a patient's body?

a

medical traffic light

b

medical scanner



c

medical laptop



Most jobs now use IT.

Even jobs that did not need IT before now use it in some way.

Can you think of any job where people do not use any information technology?

Farmers use their knowledge and experience to decide when to water their plants.

Many farmers also use **computers** to check the weather and control watering machines.

A **computer** is one of the tools that a farmer uses to make sure the plants get just the right amount of water so they can grow strong and healthy.



Task B

Identify IT in a workplace



Choose one information technology **device**.



Task B: Identify IT in the workplace

Choose one information technology **device**.

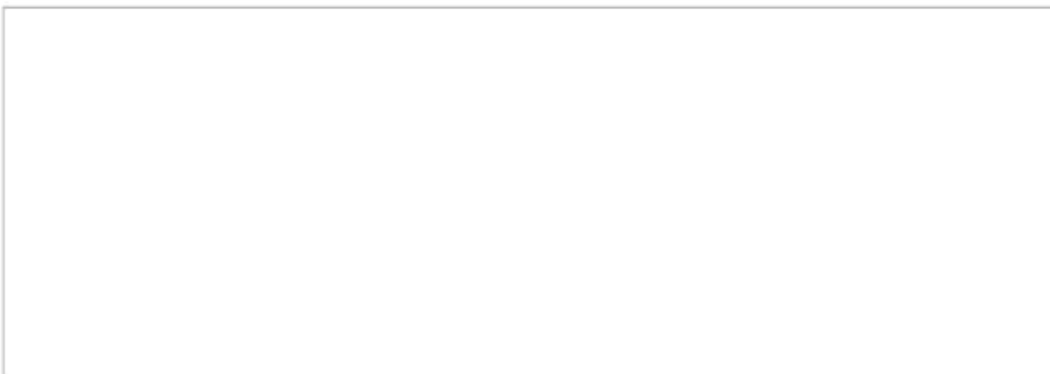


Write about why the **device** is important.

Use these sentence starters to help you.

_____ are important because _____.

If we did not have _____, then it would make it more difficult to _____.



Draw a picture of the **device**.

Task B: Identify IT in the workplace

Choose one information technology **device**.

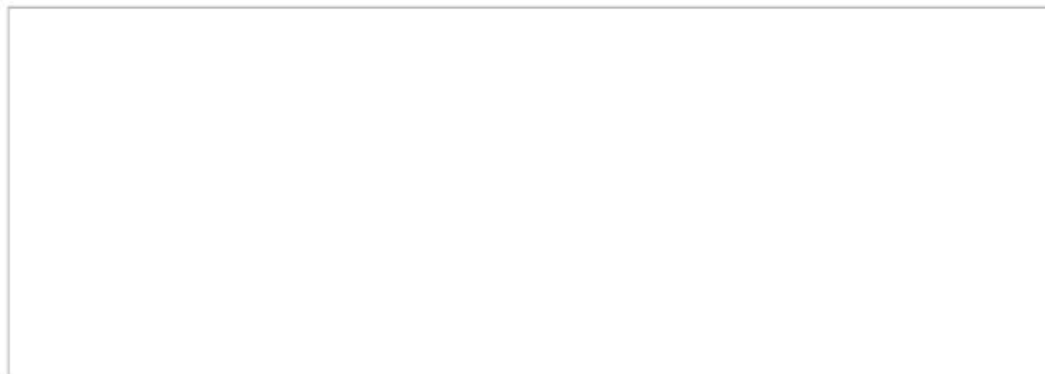


Write about why the **device** is important.

Use these sentence starters to help you.

_____ are important because _____.

If we did not have _____, then it would make it more difficult to _____.



Draw a picture of the **device**.

Choose one information technology **device**.

Write about why the **device** is important.

Use these sentence starters to help you.

_____ are important because _____.

If we did not have _____, then it would make it more difficult to _____.

Draw a picture of the **device**.



Traffic lights are important because they make roads safer.

If we did not have traffic lights, then it would make it more difficult to cross the road or drive to places.

Medical scanners are important because they help doctors look after people.

If we did not have medical scanners, then it would make it more difficult to know if someone was ill.



Summary

Information technology in the world

Information technology is used in many places.
We use it at home, at school, in shops and outside.

People use information technology to help them work in offices and hospitals.
Most jobs use information technology. Even jobs that did not use information technology in the past now use it much more.

ART Investigators

1 Why do we use scissors in art? (Tick **1** correct answer)

☐ To create shapes and designs

☐ To mix paint

☐ To make drawings

2 A collage is made by sticking different materials like _____ and _____ together to create art. (Tick **1** correct answer)

☐ paper and fabric

☐ paint and pencil

☐ clay and water

3 Sort action words (verbs) related to collage, print, cutting, and drawing. (Write the correct letter in each box)

a	stick
b	press
c	sketch

	printing
	collage
	drawing

Outcome

I can create an identity mood board.

Keywords

mood board	a collection of pictures, colours, drawings, and words that show ideas for art
identity	who you are and how you are different from others
overlapping	when images are layered on top of each other
collage	arranging different materials and sticking them together on a surface

Lesson outline

Create an identity mood board



What is identity?



What is a mood board?



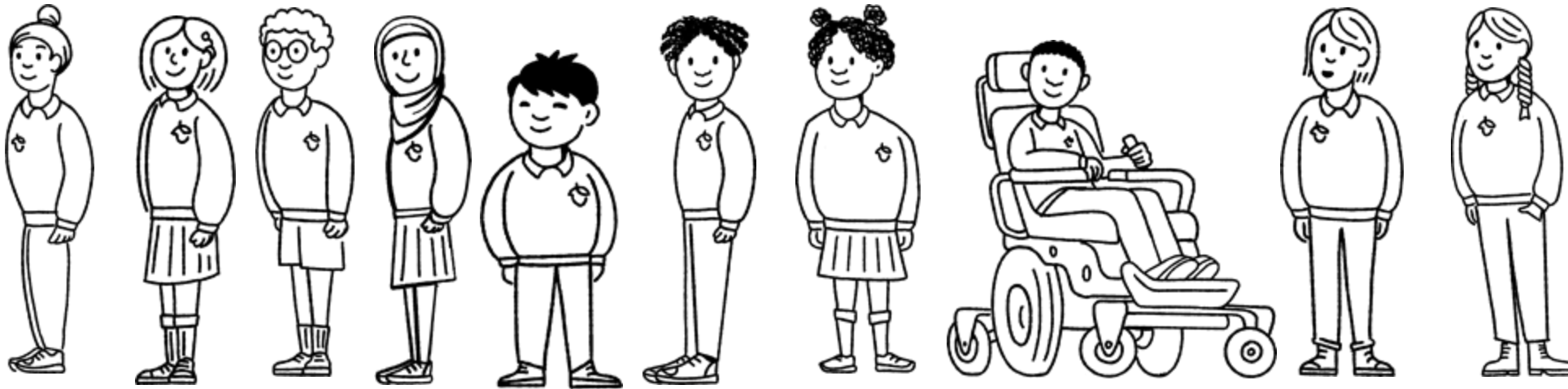
Creating a mood board to represent my identity

What is identity?



Explanation

Some people may have a similar story to you
and others may have very different stories.



Your **identity** is like a story about who you are.

I grew up in South Africa.

I am sometimes shy
around new people.

My hobbies are football
and bird watching.



Sofia

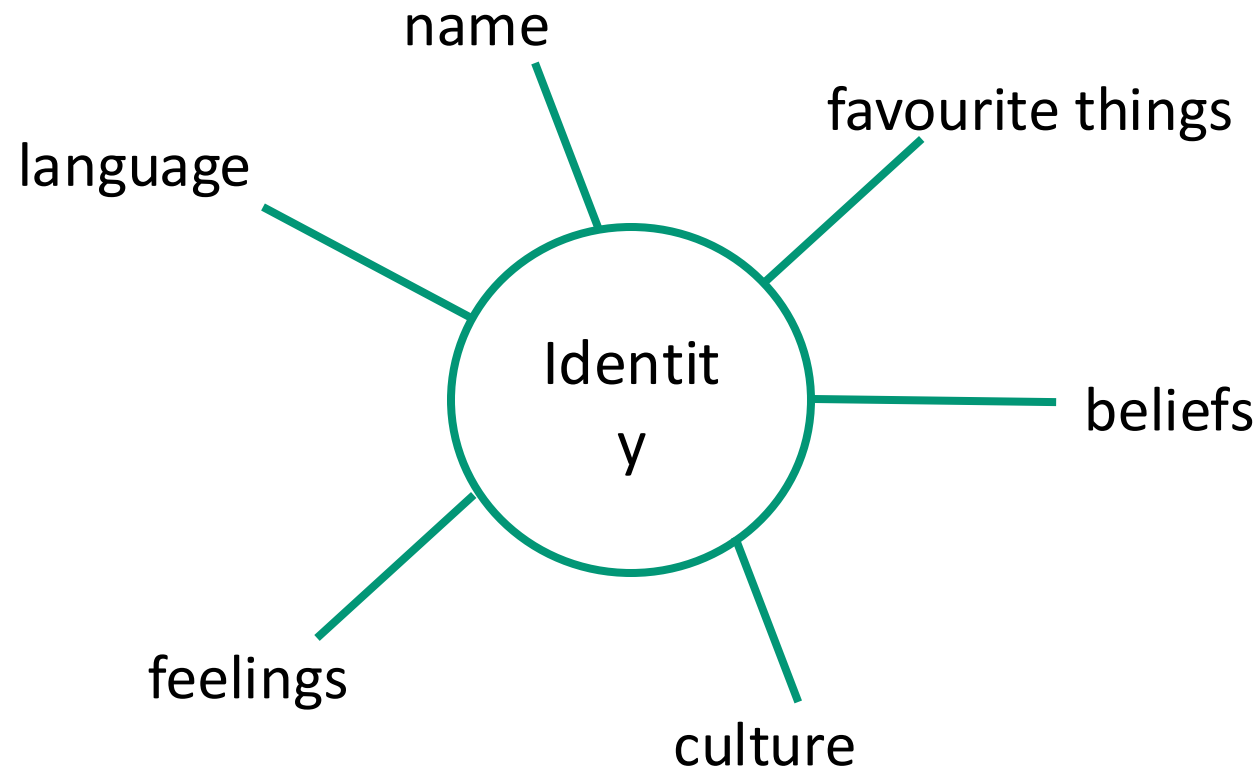
I now live in Newcastle, England.

I believe in being kind.

I live with my Mum and
sister.

I wear a hearing aid to help me
hear more clearly.

Identity is what makes you, you!



It is all the things that make you **special** and **unique** from everyone else.

Identity is all the things that make you special and _____ from everyone else.

a

unique



b

important

c

creative

Task A What is identity?



Draw or write down **five or more** of the things that make up your **identity**.

You may want to include:

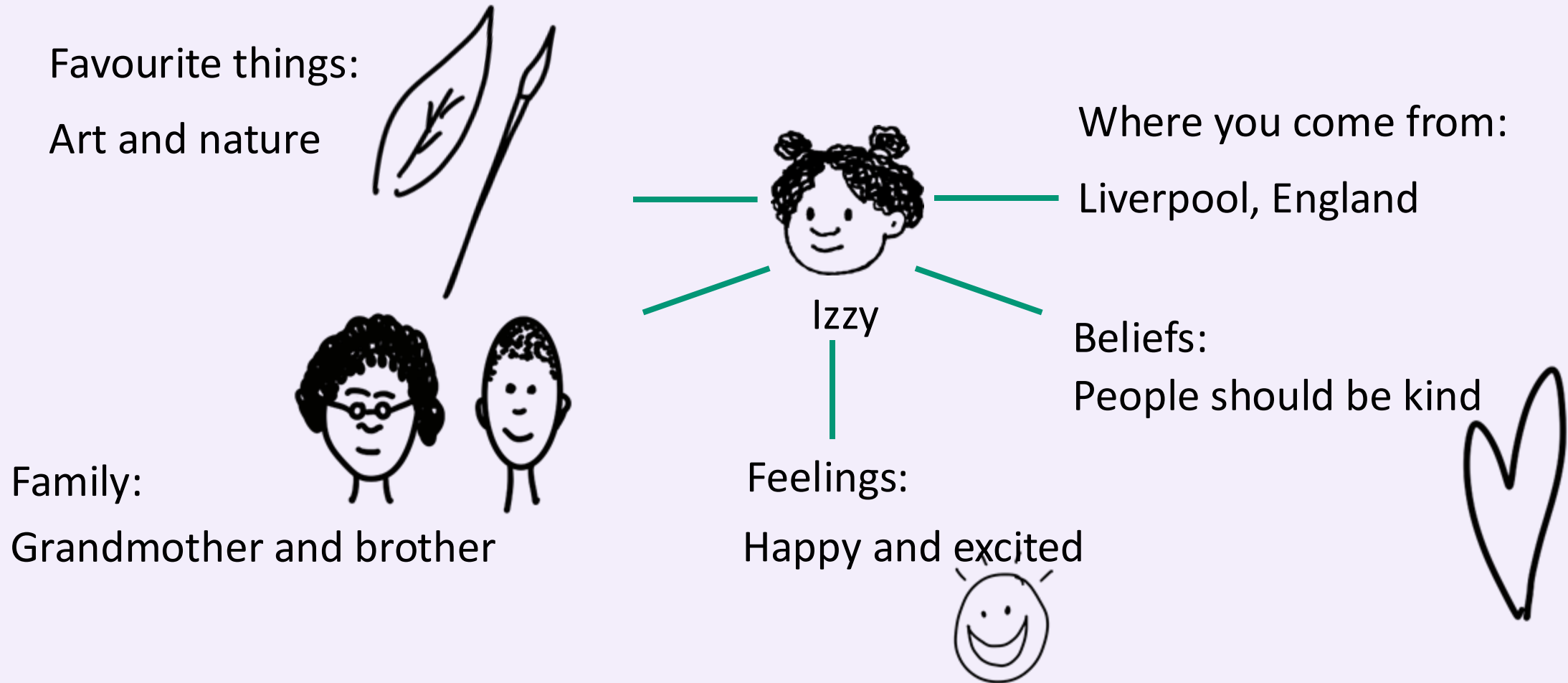
- your name
- your favourite things
- your family
- the things you do with your family
- where you come from
- your beliefs
- how you feel inside

Task A What is identity?



Feedback

You may have drawn or written something like this:



Lesson outline

Create an identity mood board



What is identity?

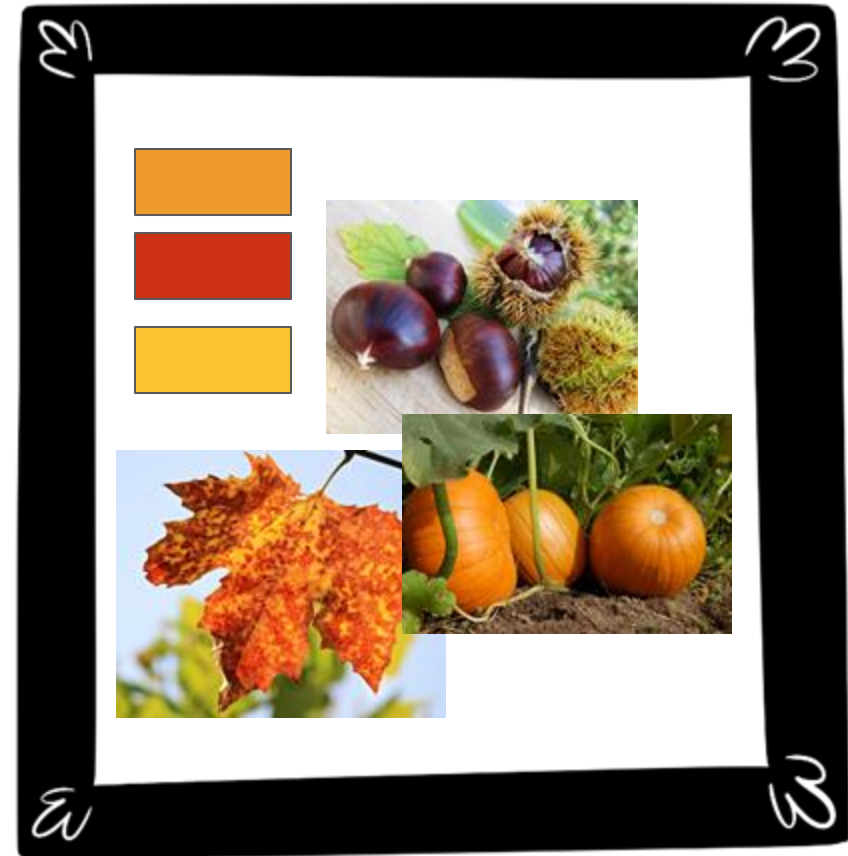


What is a mood board?

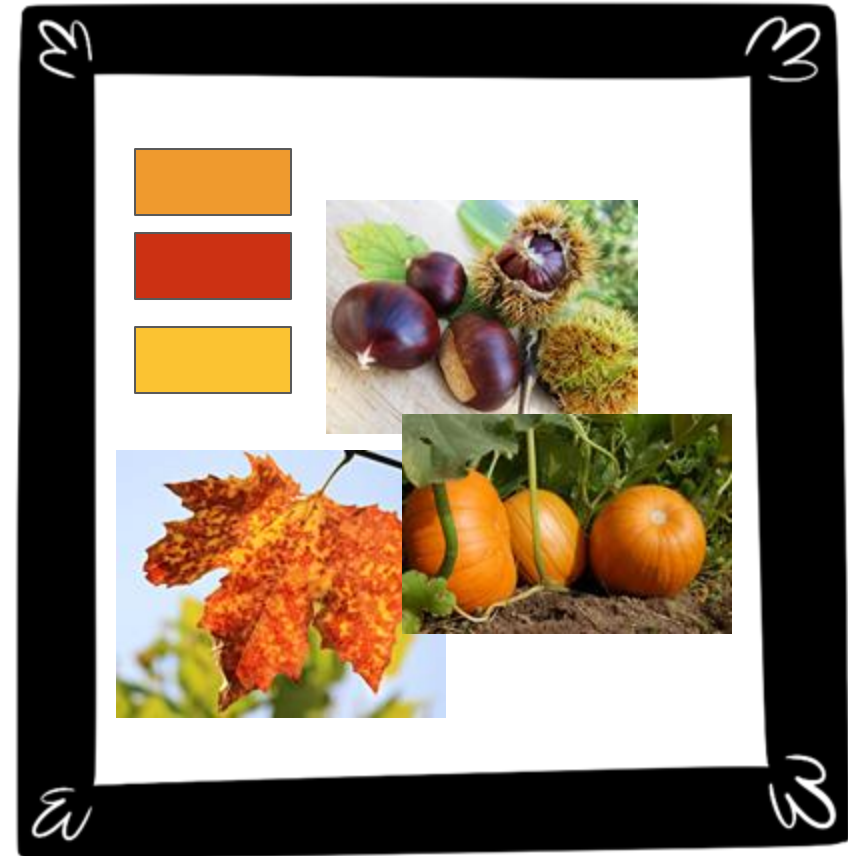


Creating a mood board to represent my identity

A **mood board** is a collection of images, colours, words and sometimes objects.



Artists use **mood boards** to plan and share their ideas or a theme.



Mood boards are used whenever people want to plan and share creative ideas.



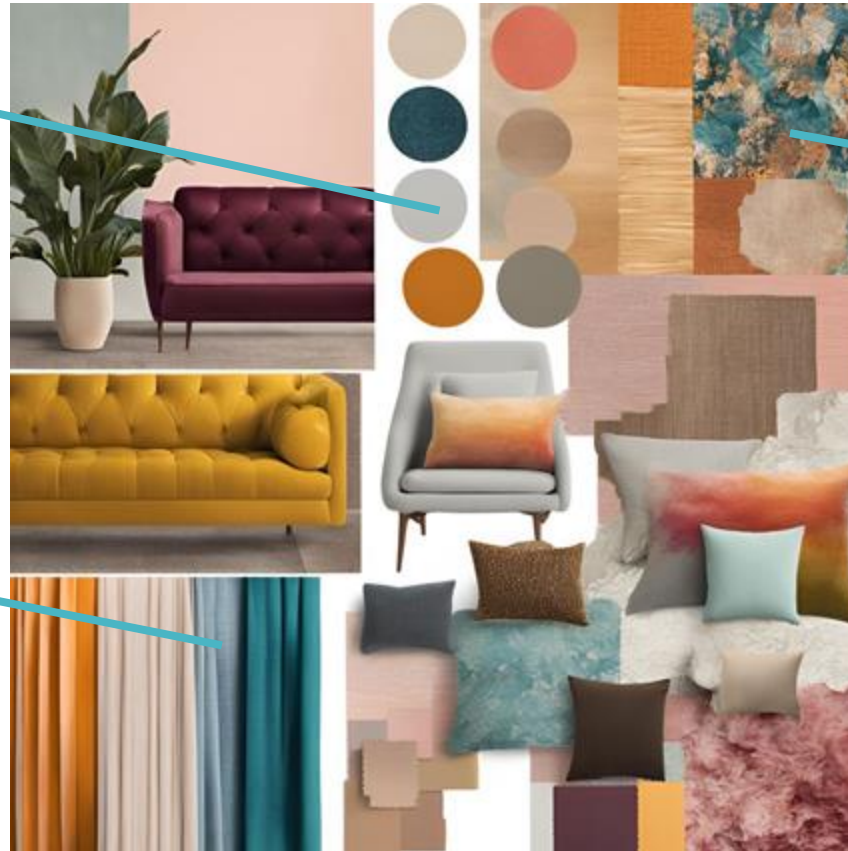
Fashion Designers use **mood boards** to create clothing collections.

Interior designers use **mood boards** to show ideas for decorating rooms.

colour theme

fabrics

patterns



In film or theatre, designers use **mood boards** to plan costumes, characters, sets and the ideas of a story.

characters



costumes

Mood boards are used when people want to show creative _____ .

a

tools

b

ideas

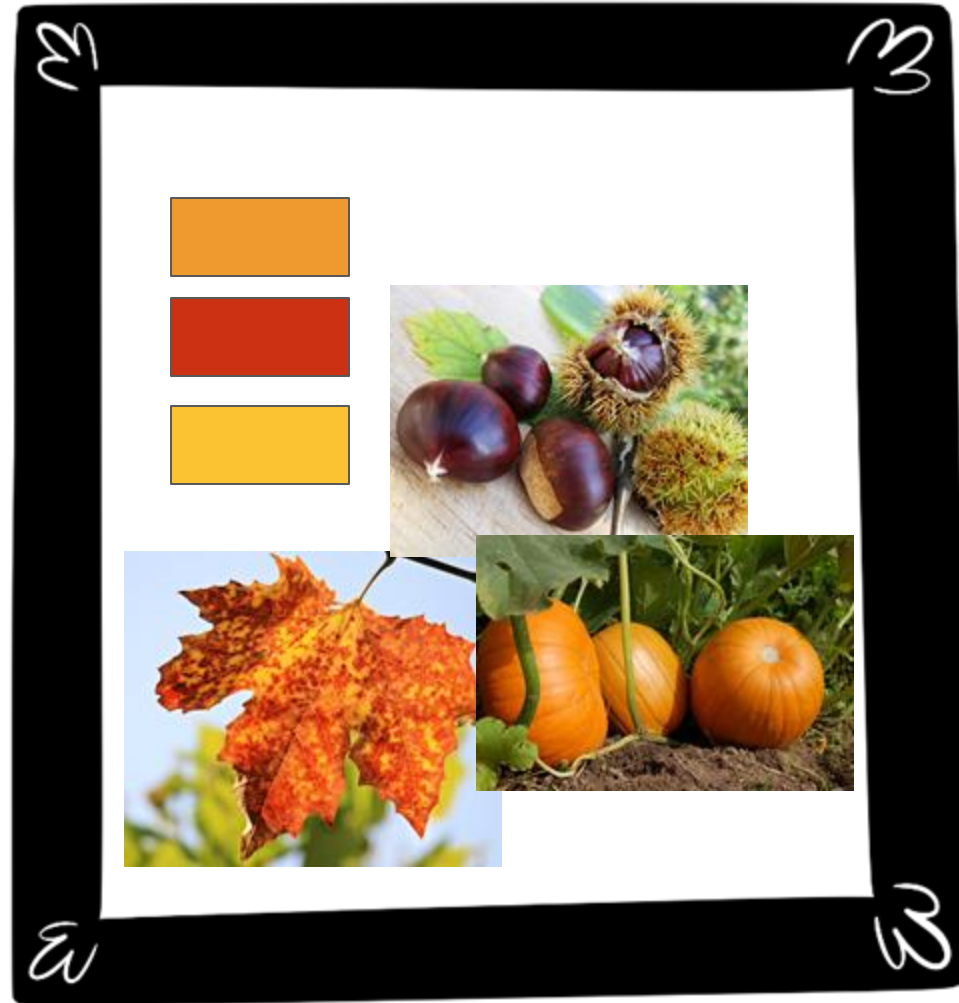


c

materials

Mood boards are used whenever people want to plan and share creative ideas.

What do you think
the idea or theme
might be for this
mood board?



What is a mood board?

The artist has chosen 'autumn' as the theme for this **mood board**.



autumnal colours

images that
represent
autumn

True or false?

A **mood board** is a collection of images, colours, words and sometimes objects.

T True ✓

F False

Task B What is a mood board?

1) Look at each **mood board** below and discuss what you think the theme is.



Task B What is a mood board?



Feedback

- 1) Look at each **mood board** below and discuss what you think the theme is.



Jacob

I think the theme could be parties or birthdays. I see balloons and a cake!



Task B What is a mood board?



Feedback

- 1) Look at each **mood board** below and discuss what you think the theme is.



Jun

I think the theme could be nature or animals. The colour scheme looks natural!



Task B What is a mood board?



Feedback

- 1) Look at each **mood board** below and discuss what you think the theme is.



Izzy

I think the theme could be cities or buildings. I see a skyline and different landmarks!



Lesson outline

Create an identity mood board.



What is identity?



What is a mood board?



Creating a mood board to represent my identity

Artists will collect images that represent their ideas from newspapers and magazines and take their own photographs before creating a **mood board**.



Izzy is creating a **mood board**.

She has collected images from magazines to create a **mood board** about her **identity**.



What do Izzy's images tell us about her **identity**?

She likes nature



She could be from
Liverpool

She feels happy

What does **not** make up your **identity**?

a

family

b

interests

c

weather



Identity includes things that make you special and unique, like your name, your family, where you come from.

The weather is not part of someone's **identity**.

Which **mood board** uses **overlapping**? the other we call it **overlapping**.





Artists sometimes use **overlapping** to make their **mood board** more interesting.

This also makes connections between the different pictures.



Artists often select a colour theme to include on their **mood board**.

Creating a mood board to represent my identity

I do: Cut out one image from a magazine or newspaper that represents your **identity**. Explain to a partner why you have chosen your image.



Remember to cut carefully and slowly.

You do: Cut out one image from a magazine or newspaper that represents your **identity**. Explain to a partner why you have chosen your image.

You may have chosen your image to represent:

- your favourite things
- your family
- the things you do with your family
- where you come from

- 1) Create a **mood board** to represent your **identity**.
 - cut out a range of images that represent your **identity** from magazines or newspapers.
 - arrange your images, explore different layouts until you are happy
 - **overlap** your images to make your **mood board** look more interesting
 - include a colour theme

- 1) Create a **mood board** to represent your **identity**.

You may have created:



Summary Create an identity mood board

Identity is what makes you unique.

A **mood board** is a collection of images, colours, words and sometimes objects.

Artists sometimes use **overlapping** to make their **mood board** more interesting.