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)**

10/11/26

MORNING CHALLENGE

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HOPE EDUCATION
Inspire · Create · Educate

41 – 15 =

95 – 68 =

52 – 24 =

64 – 36 =

36 – 17 =

78 – 49 =

83 – 59 =

36 – 14 =

65 – 23 =

19 – 17 =

99 – 27 =

50 – 18 =

81 – 69 =

71 - 19 =

10/11/26

MORNING CHALLENGE

1	2	3	4	5	6	7	8	9	10
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31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HOPE EDUCATION
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SPELLING

Types of Sentence

There are four types of sentence…



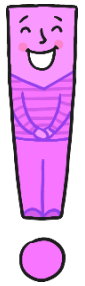
statement



command



question



exclamation

Statement

A statement is a sentence that simply tells the reader something.



The dog was growling.

Question

This type of sentence asks a question. Use a question mark **?** at the end of a sentence to show that you are asking a question.



Why is your room so messy?

Command

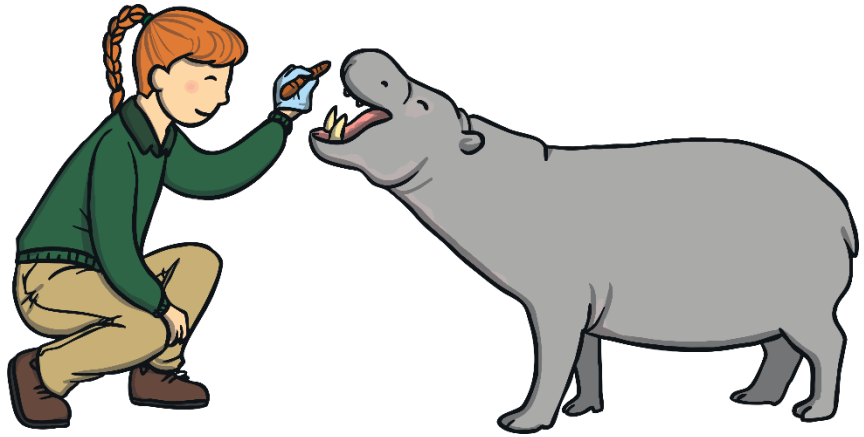
A command is when you are telling someone to do something. Commands usually start with a verb.



Go and brush your teeth.

Exclamation

An exclamation is a sentence beginning with ‘what’ or ‘how’. It is a full sentence, including a verb, which ends with an exclamation mark.



How exciting, I love going to the zoo!

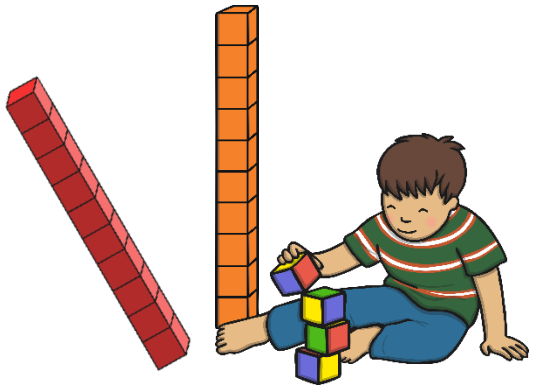
The koala climbed down the gum tree.



Is this a statement, question, command or exclamation?

Click to reveal the answer

It’s going to fall.



Is this a statement, question, command or exclamation?

Click to reveal the answer

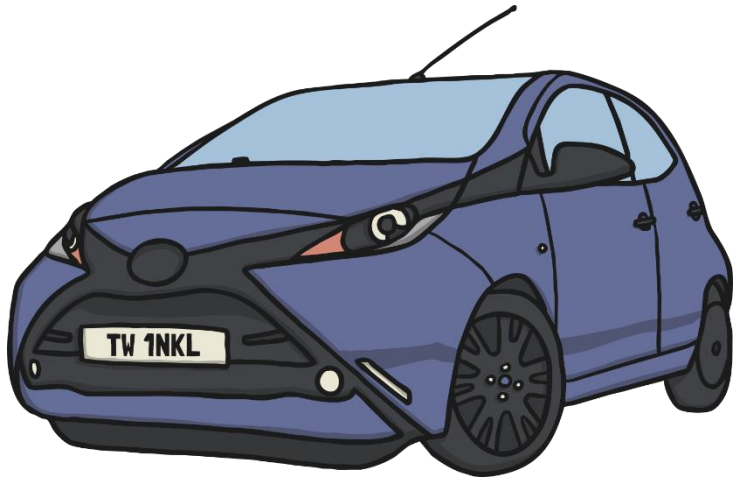
Have you seen my new shoes?



Is this a statement, question, command or exclamation?

Click to reveal the answer

What a fast car that is!



Is this a statement, question, command or exclamation?

Click to reveal the answer

This week's spellings all end in the l sound spelt le

table	able
apple	wobble
bottle	multiple
little	dazzle
middle	riddle

Can you use the spelling words to write a sentence, question and command?

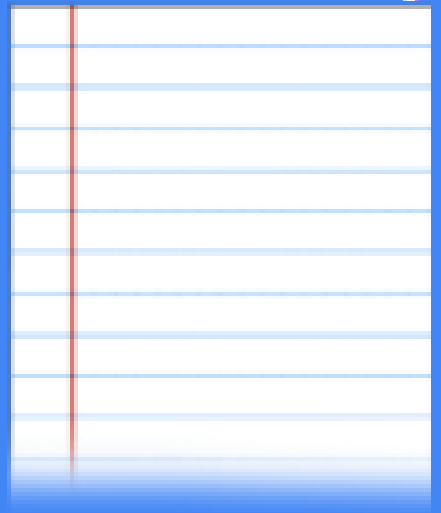
CHALLENGE- Can you write an explanation sentence using a spelling word?

BRAIN BREAK

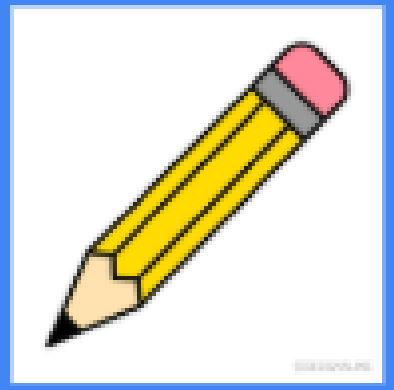


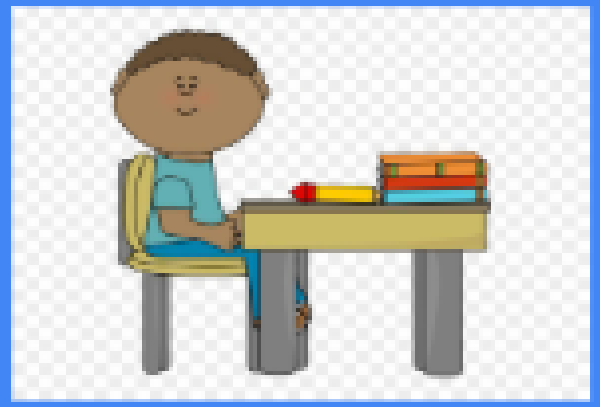
Literacy

Are you ready?











ARE YOU READY?



3



2



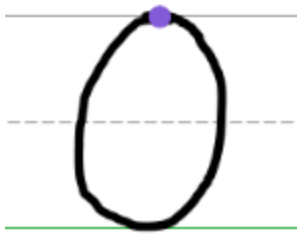
1



Tuesday 10th November

TBAT: write a plan which will support me when writing my instructions

3 in 3







CHALLENGE:

1. Look at your Year 2 common exception word mat.
2. Spot words with the 'Letter of the Day'.
3. Have a go at writing them. Remember to think about the size of your letters.

Outcome

I can write a plan that will support me when writing instructions for how to make a monster pizza.

Explanation

Your imagination is a unique tool that can help you to create absolutely anything just by using your mind.

You'll need your imagination today because we are going to be **planning** to write instructions for how to make a monster pizza!

What is a monster pizza? It can be whatever you want! Something that a monster would like to cook and eat with ingredients that can be strange, unique and wonderful.

Explanation

Monster Pizza Recipe

title

Ingredients

- 300g of spider webs
- 1 teaspoon of alien eggs
- 200ml of dog's drool
- slime sauce
- witch's warts
- mermaid scales

ingredients

Instructions

1) First, mix the slimy alien eggs with the pungent dog's drool in a large bowl and slowly knead together to make the dough.
2) Then, roll the rotten dough into a flat circle.
3) After that, spread the stringy slime sauce on top.
4) Next, gently sprinkle the poisonous witch's warts and fragile mermaid scales on top of the pizza.
5) Finally, place the disgusting pizza into the oven and cook for 10 minutes.

Explanation

A recipe is a list of instructions.

Instructions contain verbs to tell the reader what to do.

These verbs are called **imperative verbs**.

The **imperative verbs** make the instructions very similar to commands as they are bossy and tell the reader what to do.

Explanation

Let’s play a game! I’ll use **imperative verbs** to tell you what to do. They will be bossy!

stand up

sit down

stand up

smile

jump

freeze

Explanation

Well done! Time to make things trickier! You'll need to use your drama skills here as I'll be using **imperative verbs** that will need you to pretend you have objects with you.

stir

mix

knead

roll

sprinkle

spread

Did you notice that the **imperative verbs** you acted out were all verbs that you will need to use in your recipe?

- stir
- cut
- mix
- roll
- sprinkle
- spread





Explanation

Can you spot the **imperative** (bossy) **verbs** in this instruction from our recipe for making a monster pizza?

First, mix the alien eggs with the dog's drool in a large bowl.

imperative verb

Then, roll the dough into a flat circle.

imperative verb

Explanation

Instructions are written in chronological order. To help the reader follow them in the correct order, **ordering fronted adverbials** are used to sequence them.

For example:

1) First, mix the slimy alien eggs with the pungent dog's drool in a large bowl and slowly knead together to make the dough.
2) Then, roll the rotten dough into a flat circle.
3) After that, spread the stringy slime sauce on top.

Explanation

Ordering fronted adverbials all have capital letters at the start because they are sentence starters.

They also have commas after to tell the reader that the **ordering fronted adverbial** has ended.

After that, spread the stringy slime sauce on top.

This is exactly the same as other types of **fronted adverbials**.

Explanation

When we write a **plan**, we use notes.

Notes are short and capture key vocabulary and important information.

The purpose of notes is to help the writer to organise information easily for future use. Notes guide us when writing.

Here is the planning template we'll be using to write our instructions for making a monster pizza.

The **plan** gives you a chance to have your **ordering fronted adverbials, imperative verbs** and adjectives and nouns ready to use when writing.

	ordering fronted adverbial	imperative verb	adjective + noun
1. 	First,	mix	_____ alien eggs - pungent _____
2. 		roll	_____ dough - flat circle

Task B

Writing the plan

Practice

1. Complete the second column on your **plan** to decide the order of your **ordering fronted adverbials**.

- Next,
- Then,
- First,
- Finally,
- Second,

	ordering fronted adverbial	imperative verb
1. 		
2. 		
3. 		
4. 		
5. 		

Task B

Writing the plan

Feedback

1. Complete the second column on your **plan** to decide the order of your **ordering fronted adverbials**.

- Next,
- Then,
- First,
- Finally,
- Second,

	ordering fronted adverbial	imperative verb
1. 	First,	
2. 	Second,	
3. 	Then,	
4. 	Next,	
5. 	Finally,	

2. Complete the third column on your **plan** to decide which **imperative verbs** you will use.

- roll
- sprinkle
- spread
- mix
- cook
- place

	ordering fronted adverbial	imperative verb
1. 	First,	mix
2. 	Second,	
3. 	Then,	
4. 	Next,	
5. 	Finally,	

2. Complete the third column on your **plan** to decide which **imperative verbs** you will use.

- roll
- sprinkle
- spread
- mix
- cook
- place

	ordering fronted adverbial	imperative verb
1. 	First,	mix
2. 	Second,	roll
3. 	Then,	spread
4. 	Next,	sprinkle
5. 	Finally,	cook

3. Complete the final column on your **plan** to decide the adjectives and nouns you'll be using in each instruction.

	ordering fronted adverbial	imperative verb	adjective + noun
1. 	First,	mix	_____ alien eggs - pungent _____
2. 	Second,	roll	_____ dough -flat circle

Task B

Writing the plan

Practice

	ordering fronted adverbial	imperative verb	adjective + noun
1. 	First,	mix	_____ alien eggs - pungent _____
2. 	Second,	roll	_____ dough-flat circle
3. 	Then,	spread	_____ slime sauce
4. 	Next,	sprinkle	poisonous _____ and _____ mermaid scales
5. 	Finally,	cook	_____ pizza

BRAIN BREAK



Planning to write instructions for how to make a monster pizza

	ordering fronted adverbial	imperative verb
1. 		
2. 		
3. 		
4. 		
5. 		

adjective + noun
1st topper:
_____
_____
_____ dough-flat circle
_____ slime sauce
2nd topper:
_____
_____ pizza

Task B

Writing the plan

Feedback

	ordering fronted adverbial	imperative verb	adjective + noun
1. 	First,	mix	slimy alien eggs - pungent dog drool
2. 	Second,	roll	rotten dough-flat circle
3. 	Then,	spread	stringy slime sauce
4. 	Next,	sprinkle	poisonous witch's warts and fragile mermaid scales
5. 	Finally,	cook	disgusting pizza

Summary

Planning to write instructions for how to make a monster pizza

- **imperative verbs** make the instructions very similar to commands as they are bossy and tell the reader what to do
- instructions are written in chronological order and use **ordering fronted adverbials** to sequence them
- a **plan** is written in note form and will help guide us when writing

BREAK

P.E.



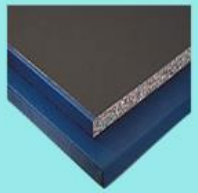


Lesson Pre-read

Q: What team skills have you learnt and used so far in this unit?

Learning Objective

To perform gymnastic shapes and link them together.



MATS
x 15

Shapes



star
- arms in line with shoulders
- hands extended

pike
- arms in line with shoulders
- legs together
- toes pointed



- legs together
- arms and legs straight and lifted off the ground

dish



arch



- legs together
- arms and legs straight and lifted off the ground



tuck
- knees together
- back straight
- roll shoulders down away from ears



front support
- shoulders over hands
- head looks straight down
- body stays in a straight line



straddle
- arms and legs extended
- arms stay shoulder height in line with legs



back support
- hips lifted
- hands face feet
- toes aim to touch the ground

WARM UP

Put the mats out:
Pupils need one mat between two.



Straight, star:
Pupils travel in between the gaps in the mats in the following ways:
jogging
jumping
Hopping
Pupils continue to travel between the mats. When the teacher calls straight or star, pupils find a mat and hold the shape for 5 seconds. Pupils can choose to create the shape lying down or standing up.



Shapes:

Pupils sit two to a mat. Teach the following gymnastics shapes with teacher showing and pupils copying.

Make this harder by testing pupils on the shapes learnt. Call out a shape and ask pupils to perform it without showing them.



star



straddle



pike



dish



tuck



back support



front support



arch

Traffic lights:

For safety, pupils are only allowed to jog between the mats, not on them.
Pupils begin standing in a space and respond to the following instructions:

- green: jog around
- amber: straight jump on the spot

Soft knees, arms straight and raised.

- red: hold a balance for 5 seconds
- zebra crossing: lie on a mat in a straight shape
- railway crossing: create a star shape
- speed bump: jump two footed
- car park: sit in a tuck shape

Show a different balance each time. Use different levels or body parts to balance on.

Make this easier by gradually adding in the instructions.

Copying a sequence:

Tell pupils, in gymnastics when we link different actions together we create a **sequence.** A little bit like a story that has a beginning, middle and end.

Working on a mat, pupils link the following three shapes into a sequence. **Straight, into back support, into pike variation.**

Hold each shape for 5 seconds so that people can see them clearly. Extend your toes and fingers in the shapes.

Make this harder by lifting one leg in the back support.

As the shapes linked nicely together there were no messy movements between them. Invite some pupils to share their sequence.







Learning Objective

To demonstrate different shapes, take off and landing when performing jumps.

What shapes can you remember from last week?

WARM UP

Balance Flip

Pupils travel around the space in one of three ways; walking, striding, on tip toes.

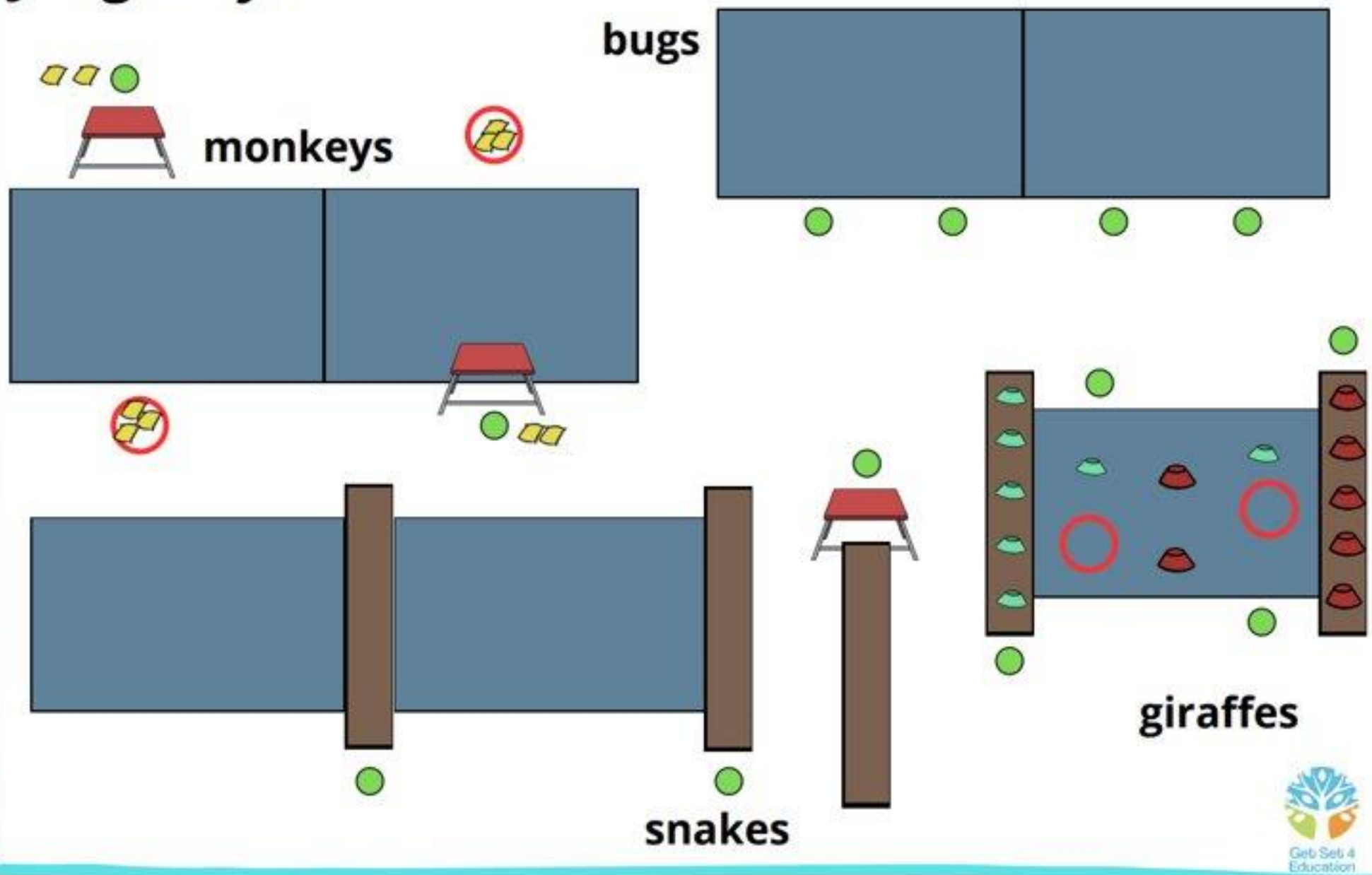
When the teacher says 'balance', they will show either a red or green cone.

The children pick a balance from the board on the green or red side and hold it for 5 seconds on a mat.





Jungle Gym



Geb Seti 4 Education

Jungle gym:

Organise apparatus using the 'Apparatus Set Up - Jungle Gym' resource. Introduce pupils to the jungle gym activities. Teachers can choose to allocate groups to each station, ensuring sufficient time on each task or allow free choice.

Keep queues short at each area, look for space on other tasks to ensure you are more active in the lesson.

Teacher note: the entry points are marked with base stations.

1: Bugs: Pupils use mats to roll across - straight, barrel or forward (if competent) and exit the roll with a balance. Q: Which shapes and balances link best with the end of the roll? E.g. after a forward roll, a pike balance links well due to the end body shape.

Make this easier by suggesting suitable roll and balance combinations. Make this harder by encouraging new and creative balances.

2: Monkeys: Pupils collect a banana (beanbag) from a hoop, climb the agility table carefully and create and perform a banana balance (using their beanbag balanced on a part of their body). Pupils then jump from the table to land onto the mat, placing the banana in the hoop opposite.

Star jump: hands start by your side. Move to a star shape, palms facing downwards, toes pointed.
Straight jump: hands start by your side. Swing them forwards until they are in line with your ears, palms facing inwards, legs together, toes pointed. Finish with knees bent. Look straight ahead.

Make this harder by creating shape jumps.

3: Snakes: Pupils use the benches and angled beams to slide (on their front or back) pulling from their hands and arms. At the end of the apparatus pupils create a suitable balance which links to the low action. Q: Which balances could link best with your low body shape? Why?

Make this harder by pushing body weight against the bench. Make this easier by lifting chest off the bench.

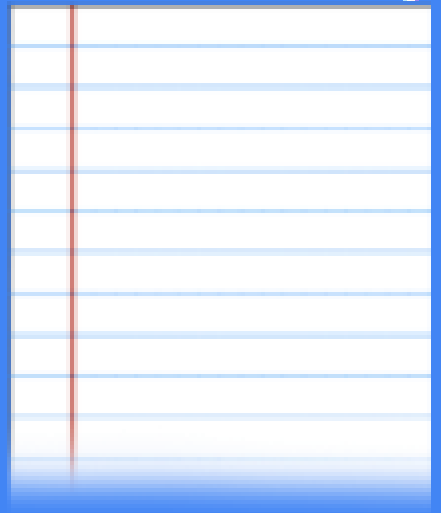
4: Giraffes: Pupils avoid the cones on mats and benches, these are the spiky leaves. Pupils travel using high actions e.g. stretched walking, leaps and jumps to avoid the equipment. They use the hoops for balances. Q: Can pupils link high actions and high balances?

Squeeze muscles needed for the balance.

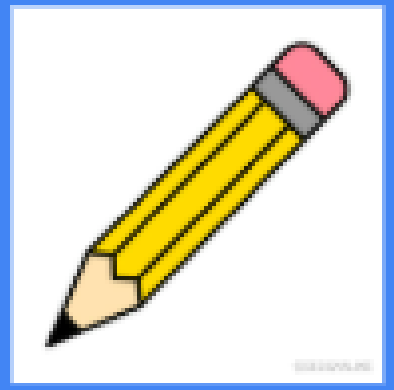
Lunch
11:50 – 12:40

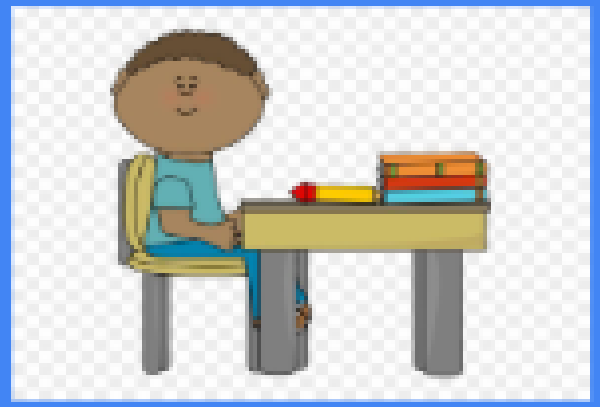
Maths

Are you ready?











ARE YOU READY?



3



2



1



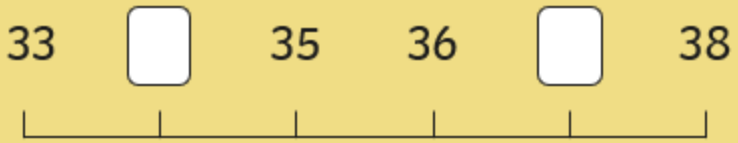
10.11.26

T.B.A.T. represent and interpret data using a block diagram and table



3 IN 3

Place Value



Put the missing numbers on the number line.

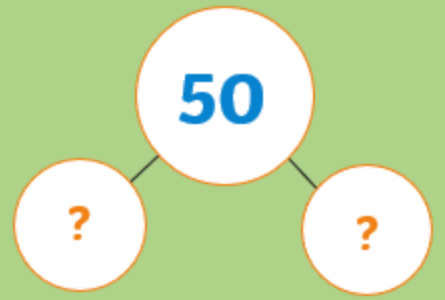
+ and −

$8 + \square = 20$

× and ÷

$9 \times 2 = \square$

Problem Solving



Find three different ways to complete this part-whole model.

CHALLENGE:

Always, Sometimes, Never? When 10 is added to a 2-digit number, only the tens digit changes.

Is this: always true? sometimes true? never true?

Explain.

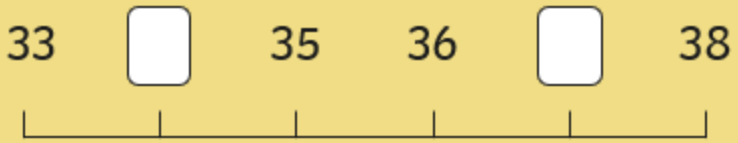
10.11.26

T.B.A.T. represent and interpret data using a block diagram and table



3 IN 3

Place Value



Put the missing numbers on the number line.

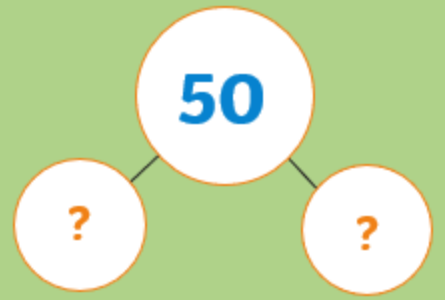
+ and −

$8 + \square = 20$

× and ÷

$9 \times 2 = \square$

Problem Solving



Find three different ways to complete this part-whole model.

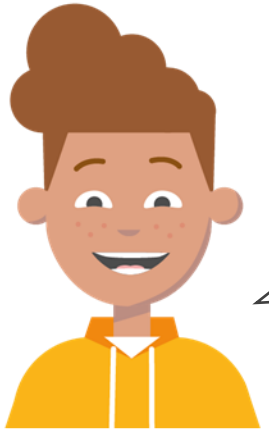
CHALLENGE:

Always, Sometimes, Never? When 10 is added to a 2-digit number, only the tens digit changes.

Is this: always true? sometimes true? never true?

Explain.

Year 1



I have learnt to use the language of equal to, more than, less than (fewer), most and least.

Year 2

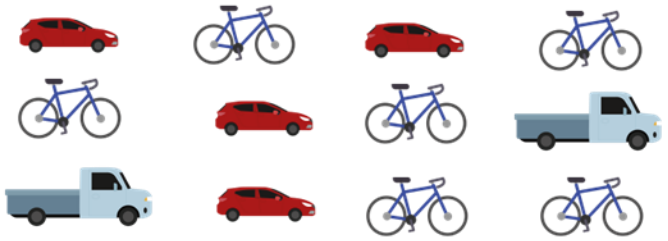


I have learnt to make tally charts and simple tables.

WARM UP



1. Complete the table using the images:



Vehicle	Number
car	
bike	
van	



2. Which vehicle is the most popular?
How many vehicles are there in total?

3. Find more than one way to complete this table using the clues:

Animal	lion	zebra	monkey	parrot
Total	8		4	

The number of zebras is the same as the total number of lions and monkeys.
There are fewer parrots than monkeys.

data

collect

sort

interpret

table

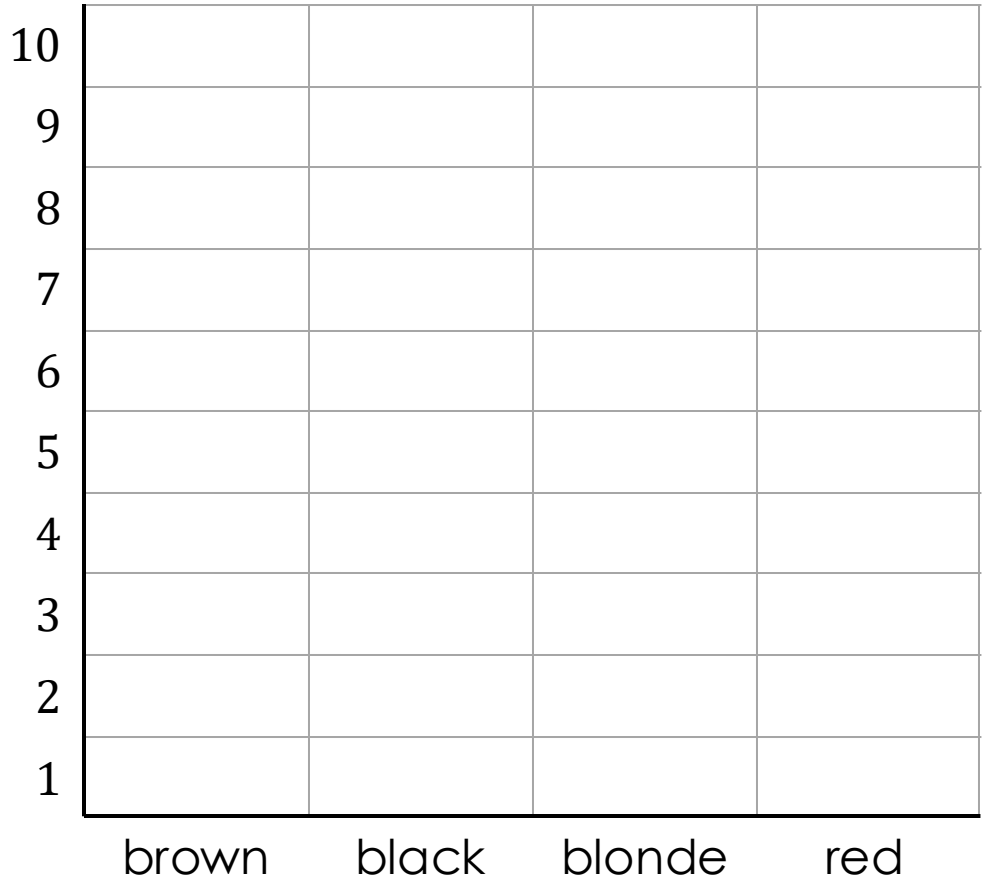
block diagram



Let's Learn ...

Collecting data

Hair colours of the pupils in our class



- Which is the most common hair colour? How do you know?
- Which hair colour is least common? How do you know?
- How many people have brown, black, blonde and red hair?





Let's Learn ...

Interpreting a block diagram to complete a table

- Let's use the information in our block diagram to make a table.

Hair colours of the pupils in our class	
Colour	**Number of pupils**
brown	
black	
blonde	
red	
Total	





What kind of information could we collect?



Turn and TALK

data collect sort interpret table block diagram

Let's Reason ...

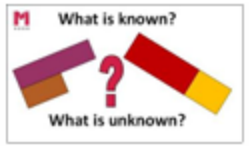
BRAIN BREAK



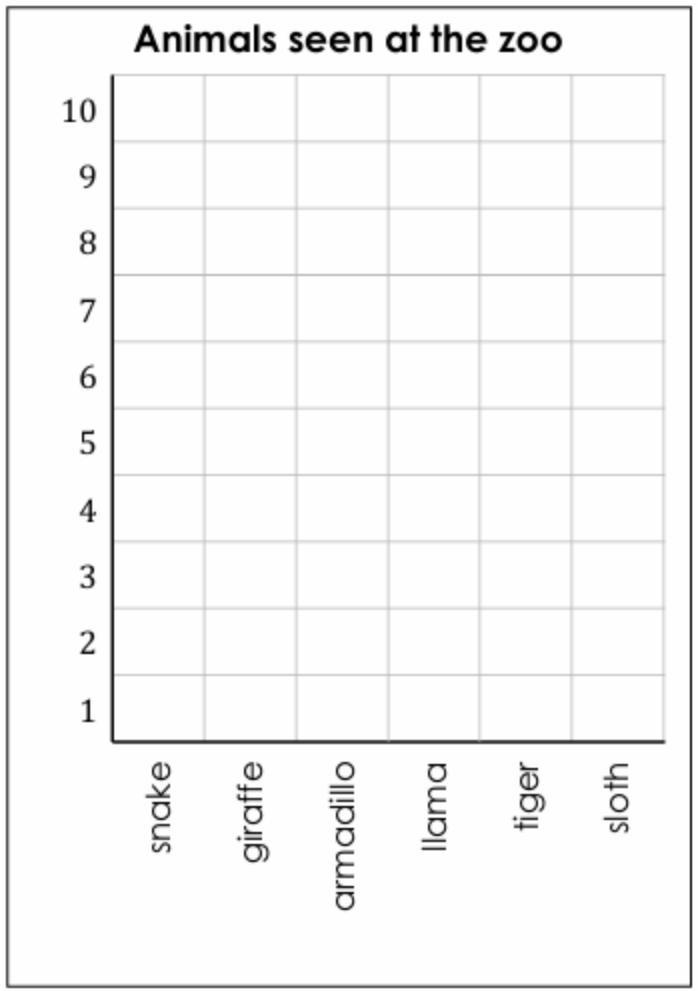
1. Missing Data

Missing data

Daisy has made a frequency table to show the number of animals she saw on a visit to the zoo.



Animal	Number at the zoo
snake	9
giraffe	10
armadillo	2
llama	7
tiger	2
sloth	1



2. Reason

I saw more giraffes than I did snakes.



Is Ella correct? Explain your answer.
Ella is correct/incorrect…

3. Challenge!

Write 3 questions that you could ask a buddy to answer suing the block diagram.

4. Greater Depth!

Daisy visited the zoo again the next day. She saw:

- 3 more snakes
- 2 fewer giraffes
- 4 more sloths

Without drawing a new graph:

- Work out the new number of each animal.
- Which animal would now be the most common?
- Which two animals would have the same number?
- Explain how you know.

BREAK

COMPUTING

Investigators

DT

Pioneers

Card slider mechanisms



Design and technology

Unit Levers and sliders: moving cards

Oak National Academy

Outcome

I can explore and create slider mechanisms using paper and card.

Keywords

slider	a bar which moves backwards and forwards along a straight line
guide	a piece of material used to keep mechanisms in place and control movement
slot	the hole through which a lever or **slider** is placed to enable movement

Lesson outline

Card slider mechanisms

- Features of slider mechanisms
- Make a slider mechanism

Features of slider mechanisms

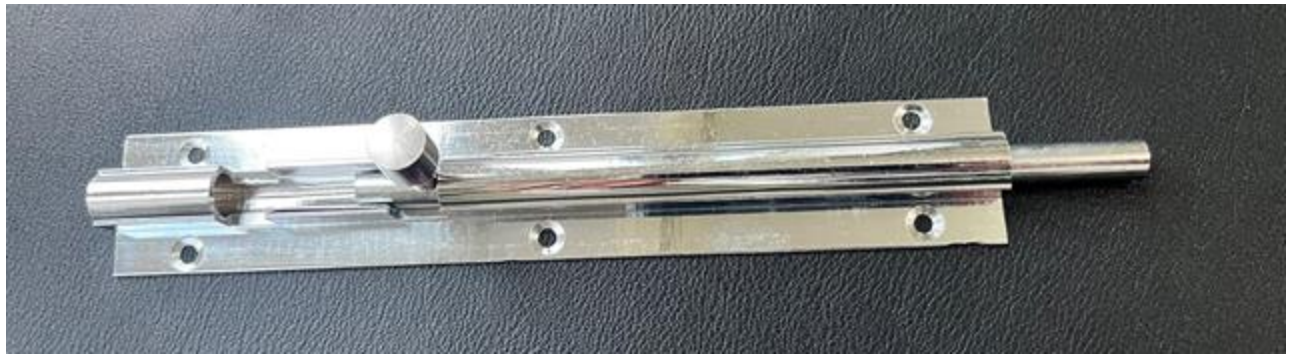
Explanation

There are lots of different types of mechanisms.

A **slider** is one type of mechanism.



sliding drawer



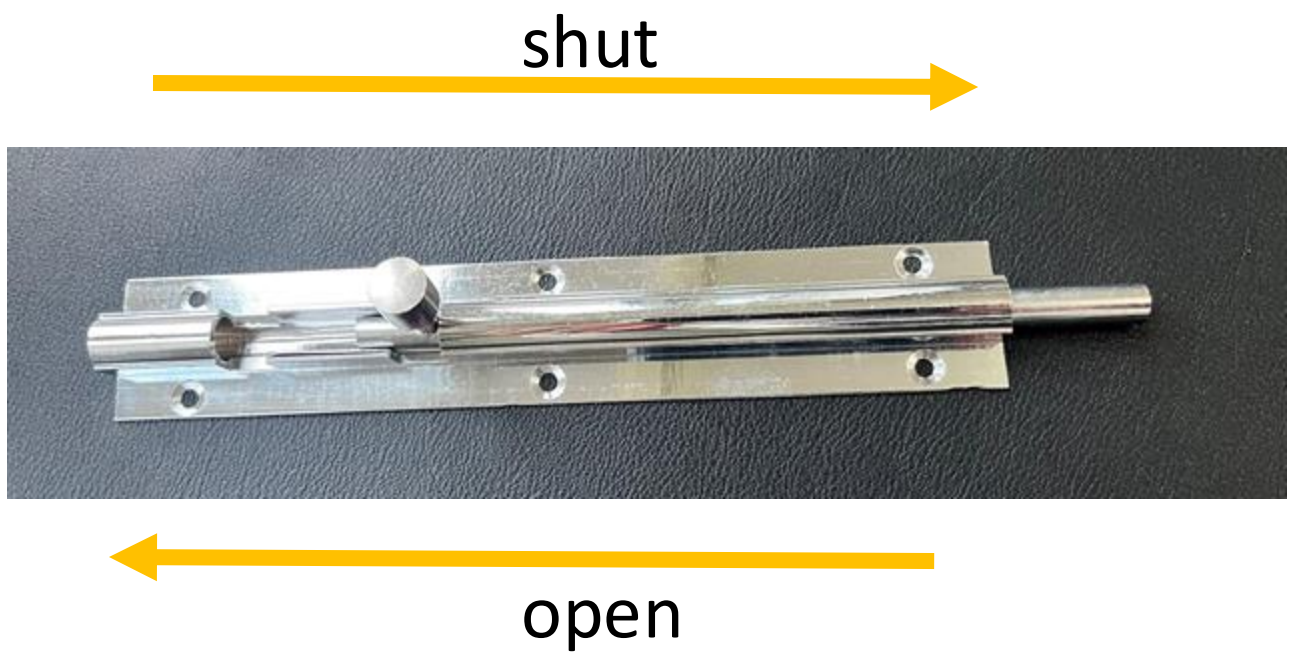
slide lock

Features of slider mechanisms

Explanation

This is a slide lock for a gate. It is a **slider**.

A **slider** moves in a straight line. It can move forwards and backwards, or up and down.



Features of slider mechanisms

Explanation

A **slider** is a rigid bar.

The word rigid means that it does not bend.



Check

True or false?

A **slider** moves in a straight line.

T **True** ✓ F **False**

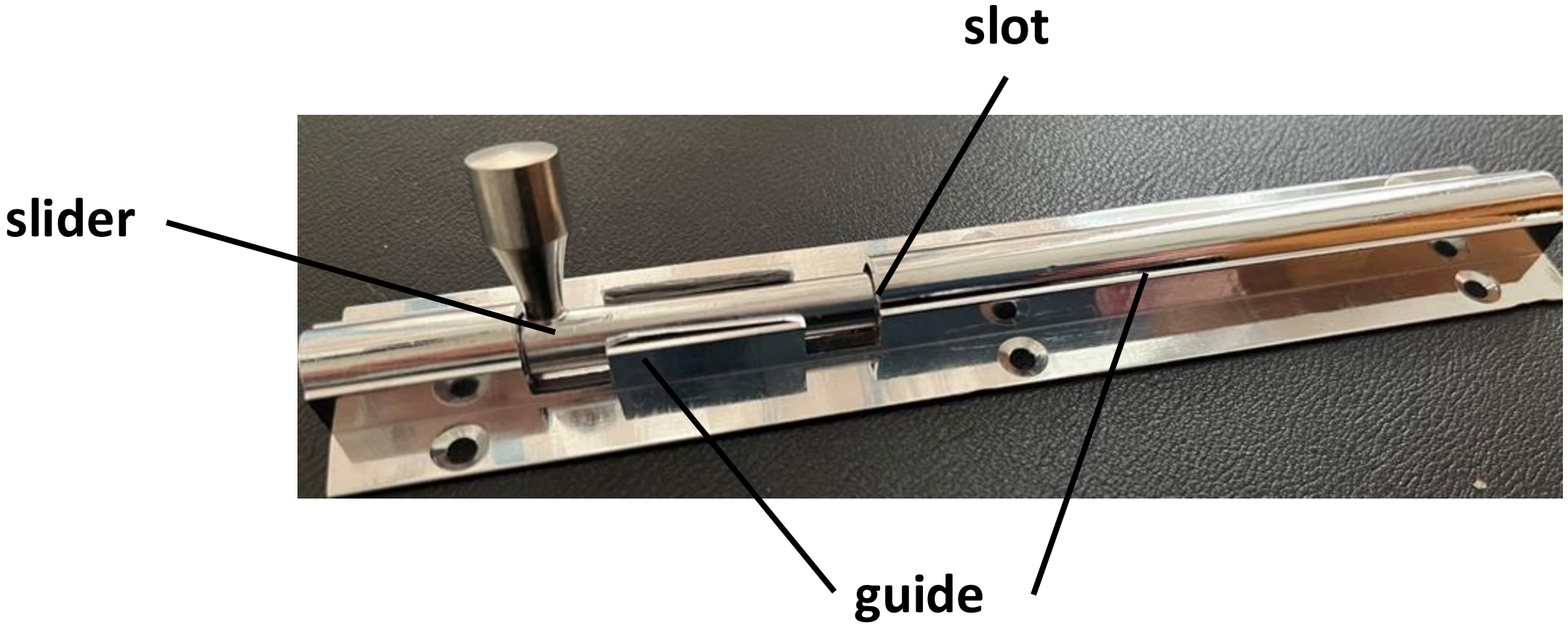
Why?

The **slider** moves from side to side or up and down by sliding in a straight line. A **slider** is a rigid bar.

Features of slider mechanisms

Explanation

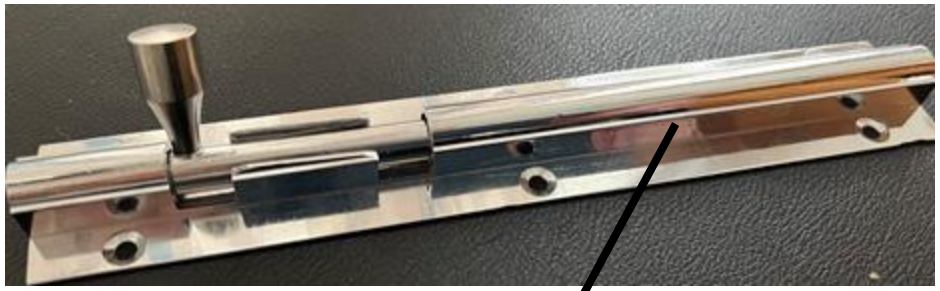
This slide lock is made from metal and it has three main parts:



Explanation

The **guide** is a piece of material that holds the **slider** in place.





Imagine a train track and something moving along a track - the wheels move between the **guides**.

Check

True or false?

The guide keeps the slider in the correct place.

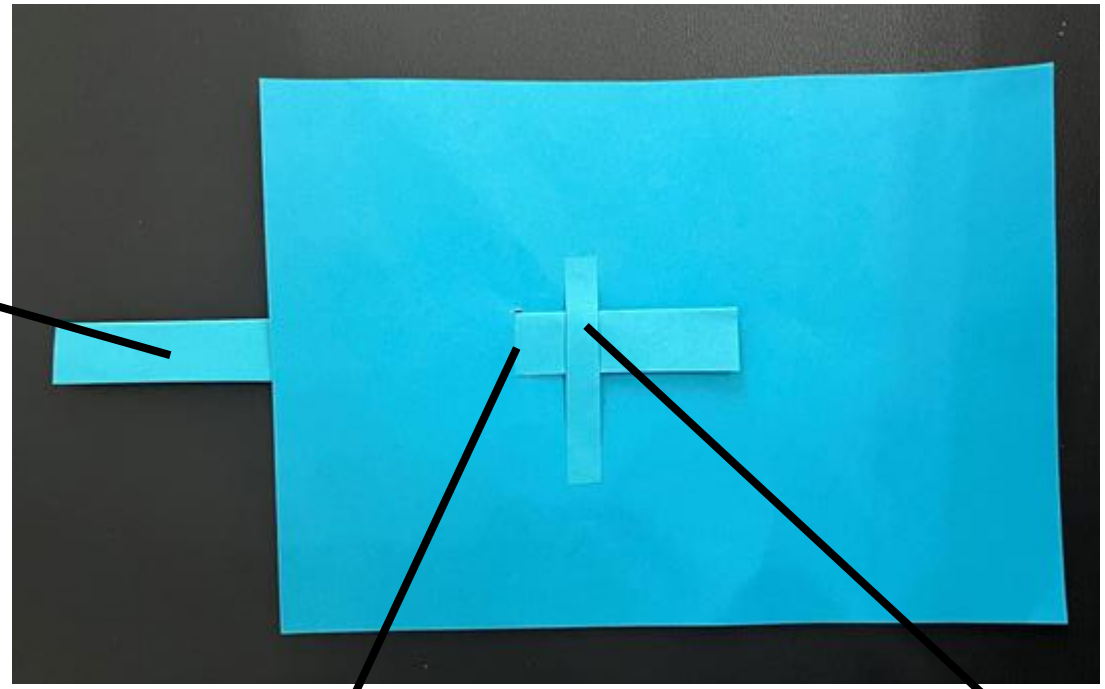
T True ✓ F False

Why?

The **guide** makes sure the **slider** moves correctly. It works a bit like a train track, keeping the **slider** in place.

Explanation

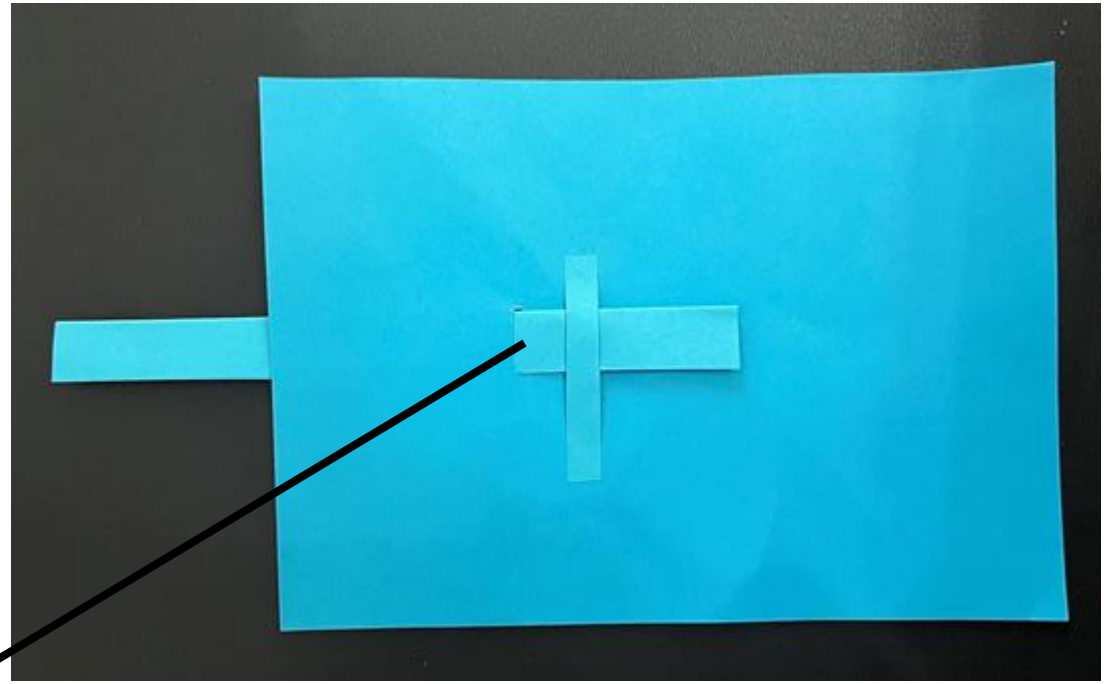
The **slider** mechanism on this card also has 3 main parts…



Features of slider mechanisms

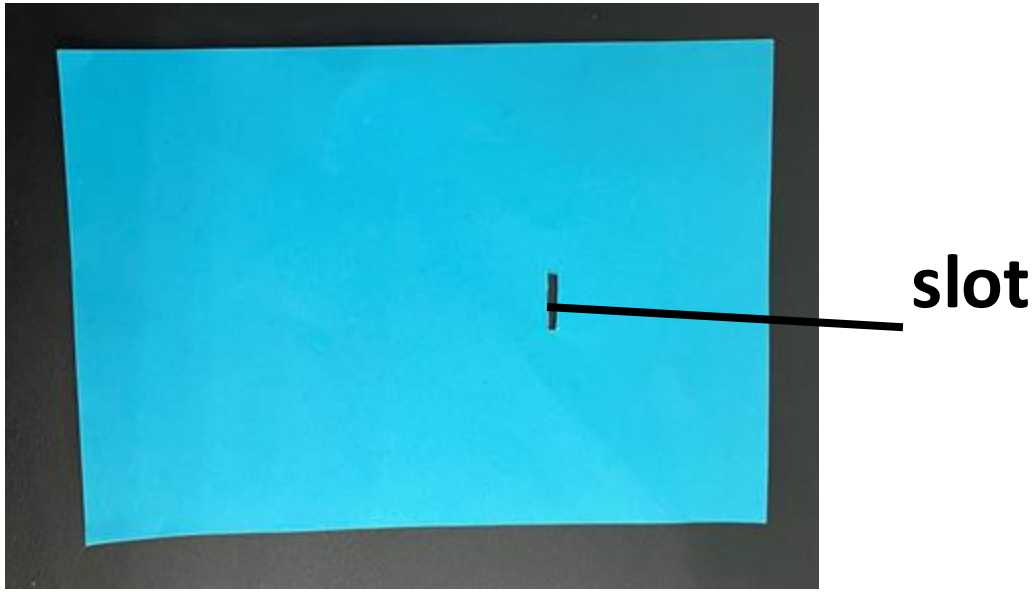
Explanation

The **slot** hides or covers the **slider** mechanism. These are often found in moving cards or books.



A **slot** can be created by folding a piece of card slightly, then cutting along the fold with scissors.

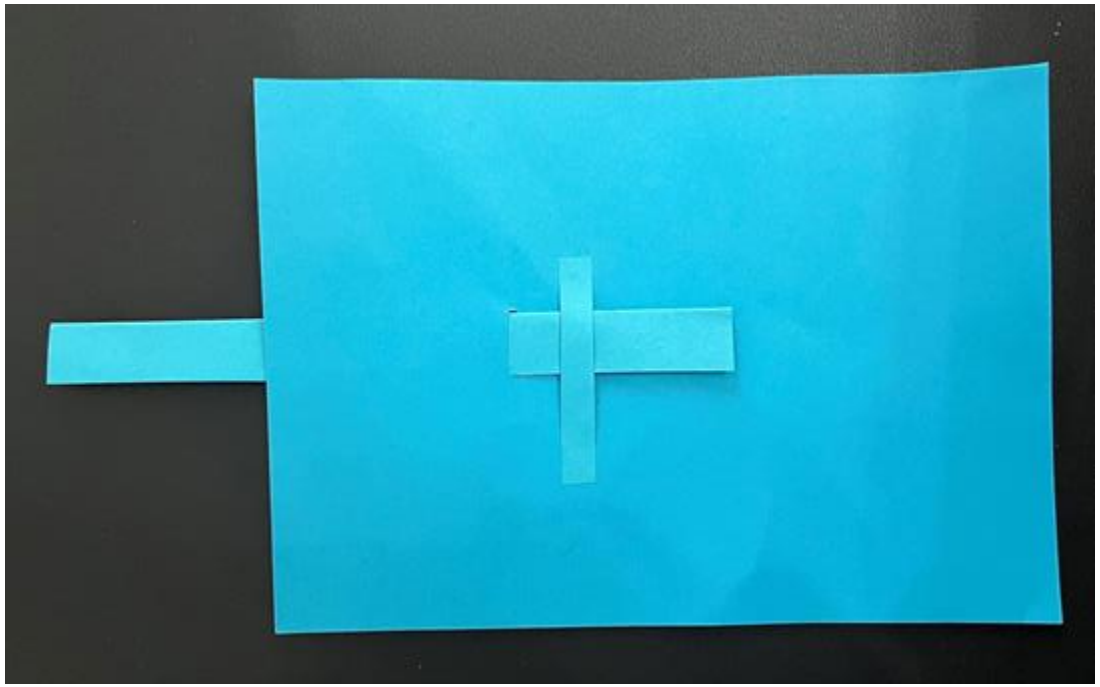




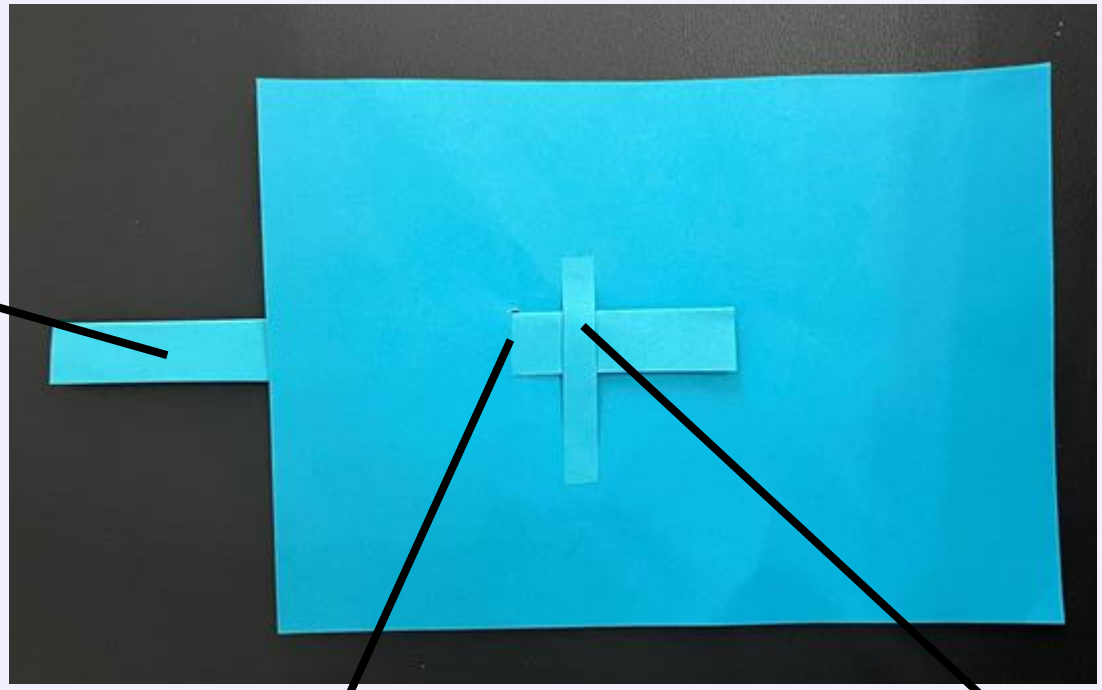
The **slot** needs to be slightly longer than the width of the **slider** bar, to let the **slider** bar move easily.

Label the parts of a **slider** mechanism.

1) **slider**
2) **guide**
3) **slot**



This is how your **slider** diagram should look.



Lesson outline

Card slider mechanisms



Scissor safety tips

hold scissors carefully

try to sit down when using scissors

never point scissors at anyone



scissors are not a toy

use the right scissors for the material

When you make a **slider** mechanism, it is very important to cut carefully and accurately, so the **slider** moves smoothly.



To cut carefully:

1. Hold the paper in one hand and the scissors carefully in the other.
2. Cut along the line carefully, stopping at the end of each line.
3. If you are turning a corner, turn the paper round, not the scissors.

Check

True or false?

When you cut round the corner, turn the scissors.

T **True**

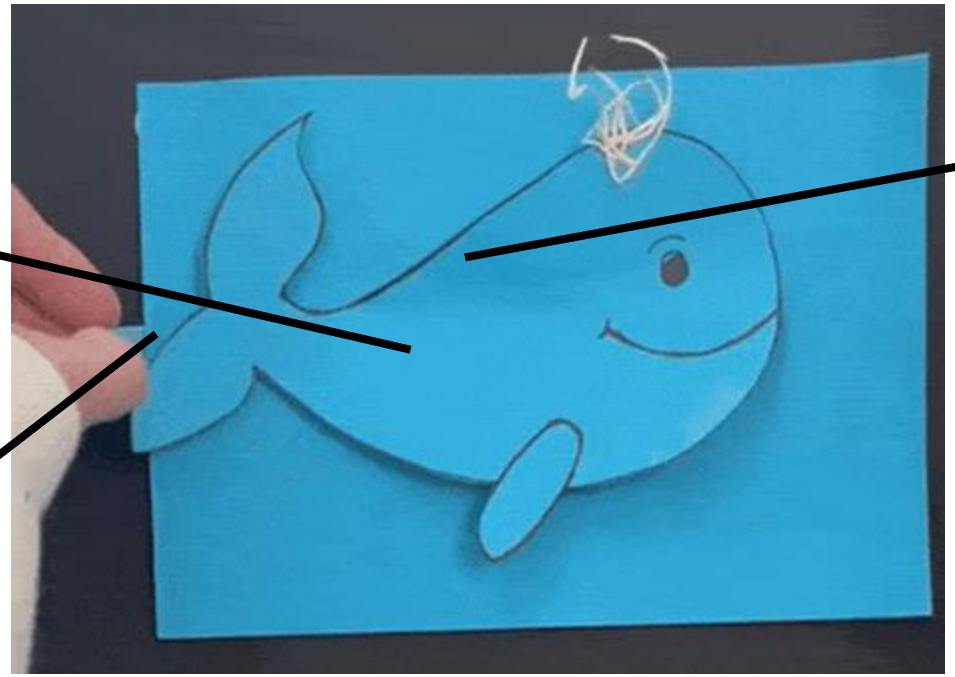
F **False** ✓

Why?

Remember to cut slowly and to turn the paper round, rather than turn the scissors.

This shows the **slider** mechanism in place within a card.

picture



guide and **slot** these are behind the picture, making sure that it slides correctly.

slider

cardboard

A **slider** does not use split pins to make a pivot.

Check

True or false?

Slider mechanisms in celebration cards use split pins.

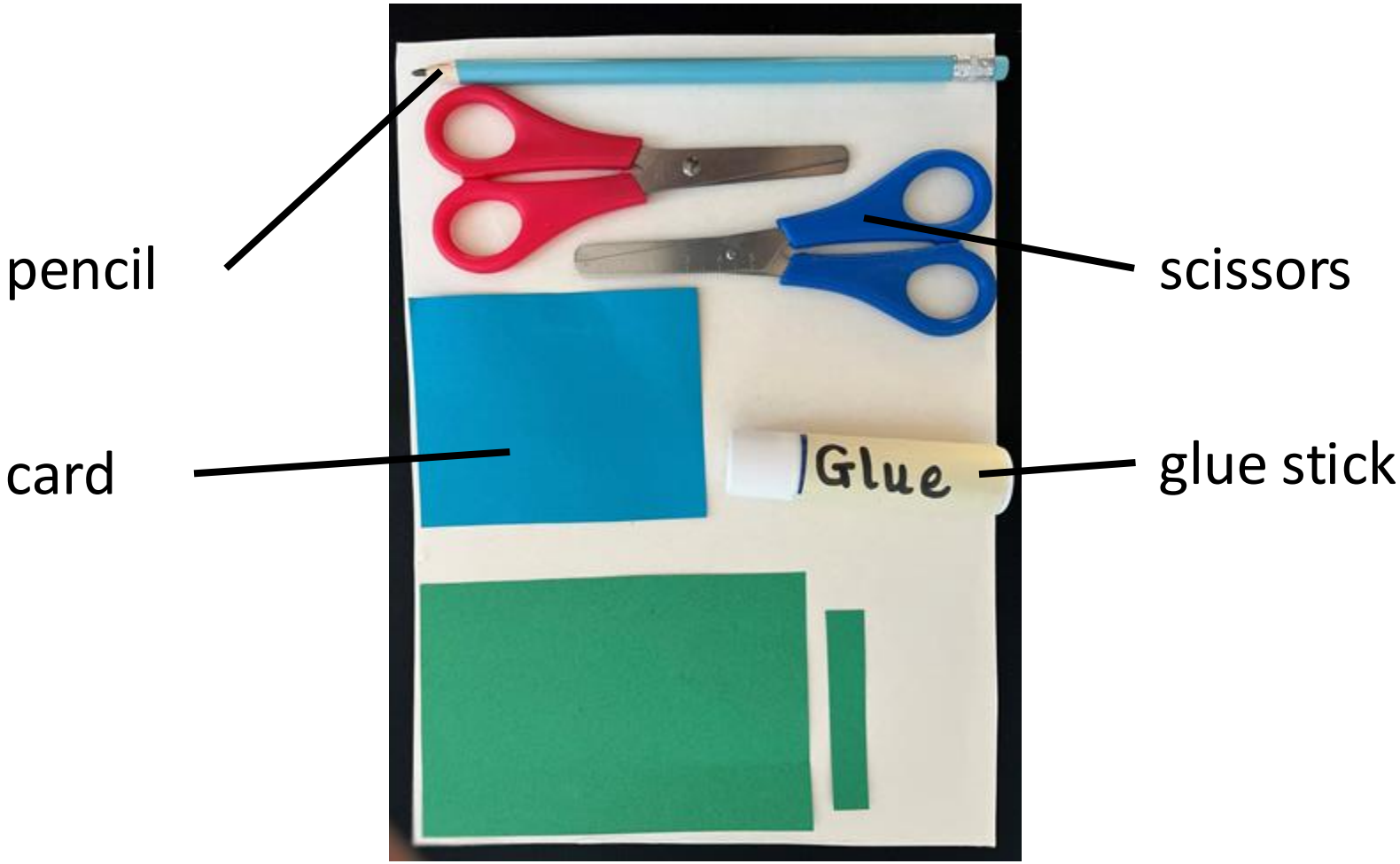
T **True**

F **False** ✓

Why?

A **slider** does not use split pins because the **slider** does not turn on a pivot. A **slider** moves in a straight line.

To make a **slider**, we need these materials and pieces of equipment:



1) Draw and cut out the moving picture for the front of your celebration card.

   Be creative, think about what you want to move and how it could move in a sliding motion.

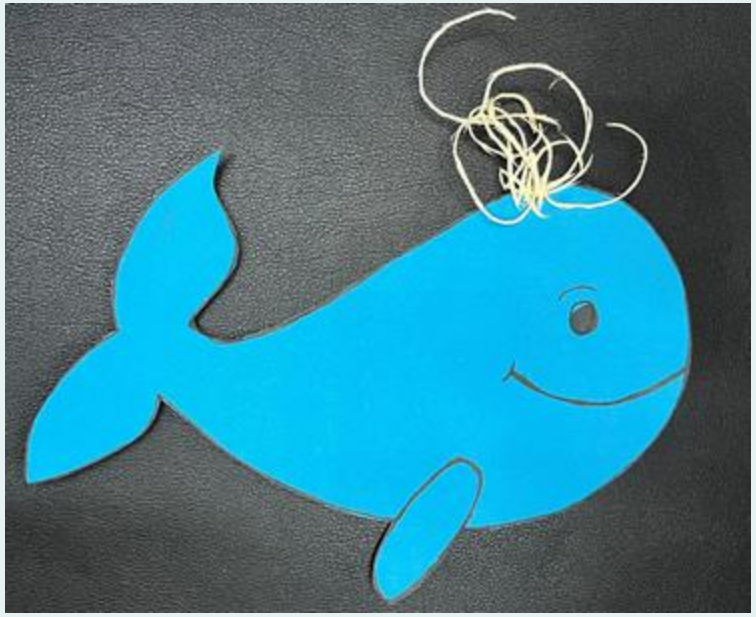
Task B

Make a slider mechanism

Feedback

1) This is Andeep's picture for his **slider**. He told his peers that it was going to move side to side.

movement



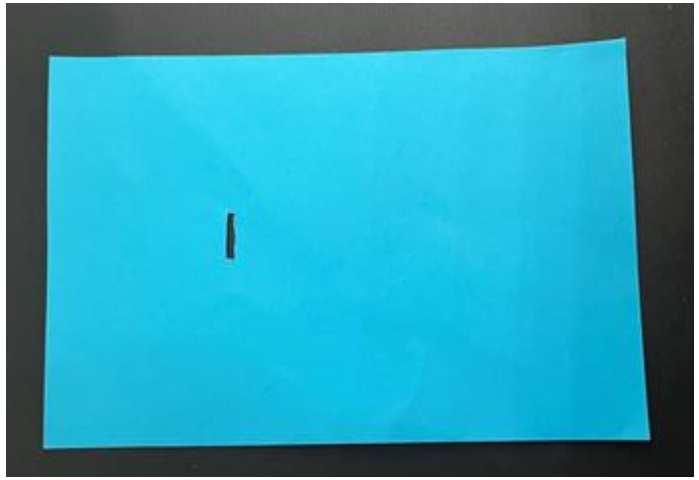
movement



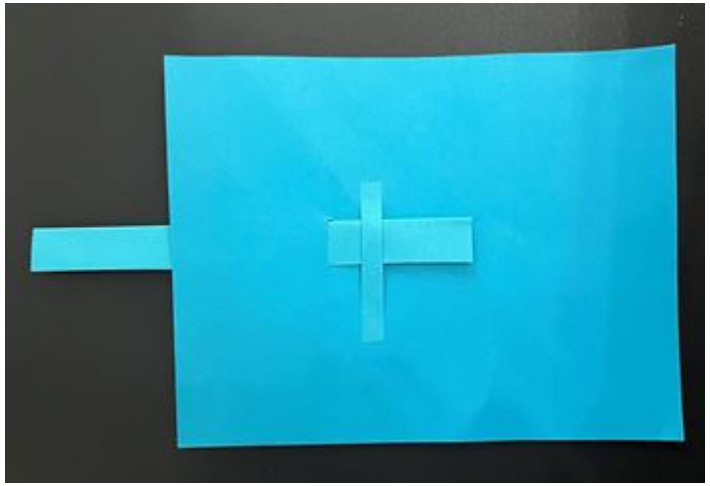
Andeep

2) Make a **slider** using the cardboard template.

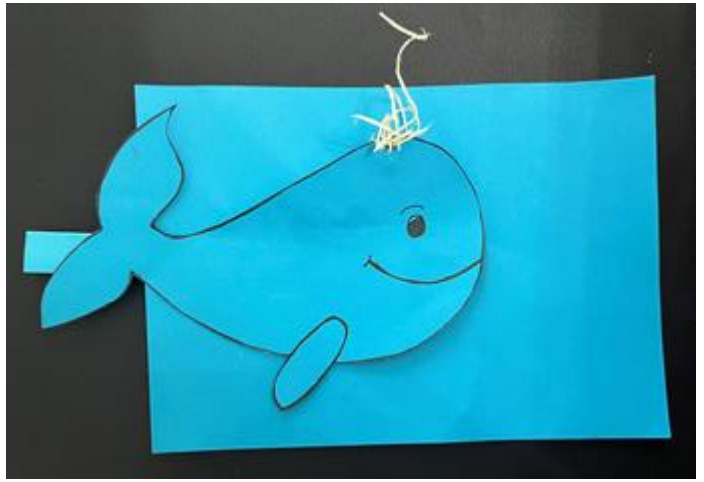
You should:



Cut the **slot** in the card which is slightly longer than the width of the **slider** bar.



Using extra card, add **guides** and **slider** bar.

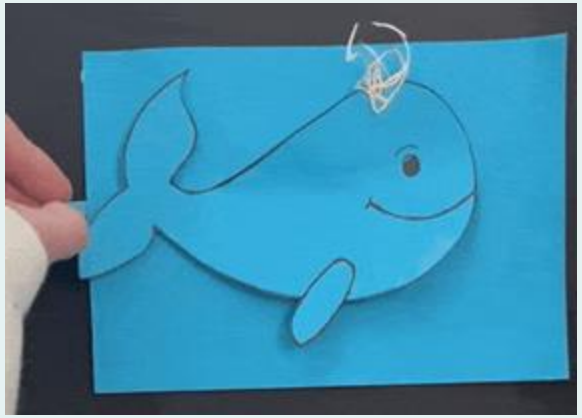


Glue your picture in place and check it works.

2) Make a **slider** using the cardboard template.

You should have:

- ☑ Cut the **slot** in the card.
- ☑ Used the extra card to add **guides** and **slider** bar.
- ☑ Glued your picture in place and checked it works.



Summary

Card slider mechanisms

Mechanisms make something move and include **sliders**.

Sliders are rigid bars which move backwards and forwards along a straight line.

Sliders have a **guide**, which is used to keep it in place.

When constructing **sliders**, it is important to cut and measure accurately.