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)**

12/11/26

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

Tens and Ones

Partition each number into tens and ones.
The first one has been done for you.

48	four tens and eight ones
32	
56	
73	
21	
67	
40	
9	

12/11/26

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

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Partition each number into tens and ones.
The first one has been done for you.

48	four tens and eight ones
32	
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40	
9	

ASSEMBLY

9am

SPELLING

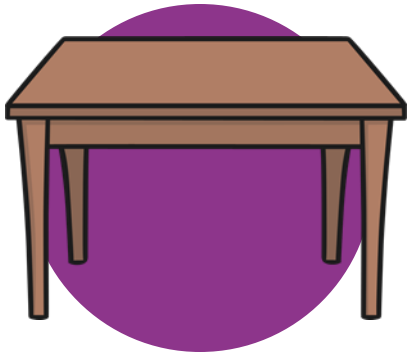
/l/ Spelt ‘le’

The sound /l/ is **often** spelt with **‘le’ at the end of words**, after two consonants (such as ‘pp’, ‘tt’ or ‘dd’).



Be Careful!

The sound /l/ is **sometimes** spelt with **‘le’ at the end of words**, after just one consonant.



ta**ble**



a**ble**



multip**le**

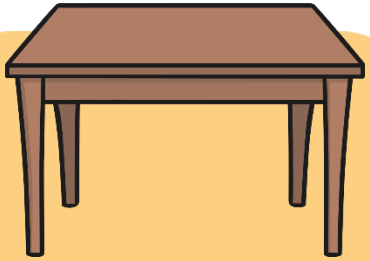
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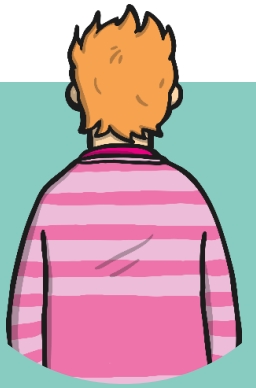
The sound /l/ is **sometimes** spelt with **‘le’ at the end of words**, after just one consonant.



Can you air write an ‘le’ with your finger?

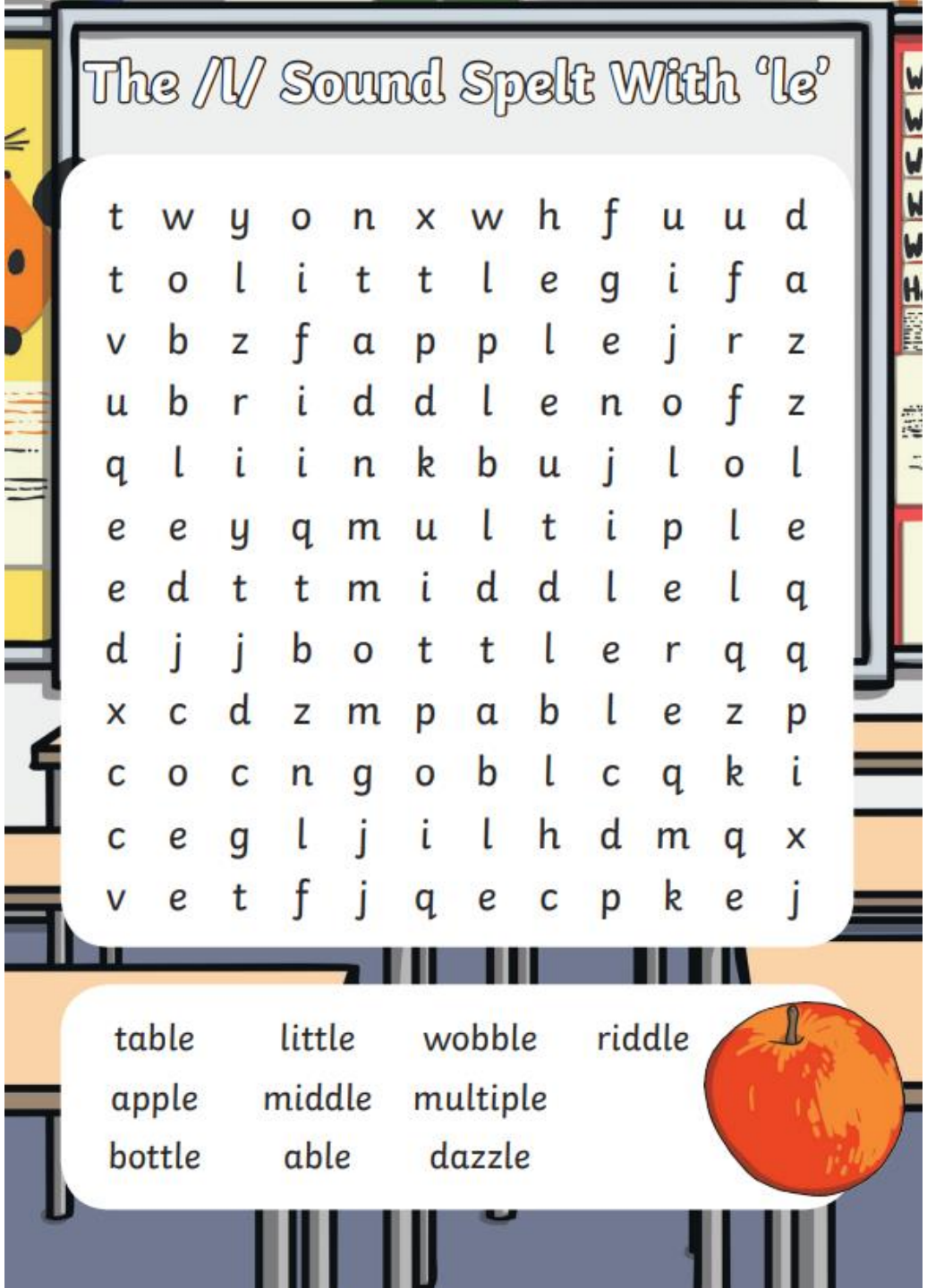


Can you write an ‘l’ on your table or the carpet?



Can you write either an ‘le’ or an ‘l’ on a partner’s back?

Can they tell what letters you have written?



Can you write one word into a sentence?

_____

_____

Can you write one word into a question?

_____

_____

Can you write one word into a command?

_____

_____

Can you write one word into an exclamation sentence?

_____

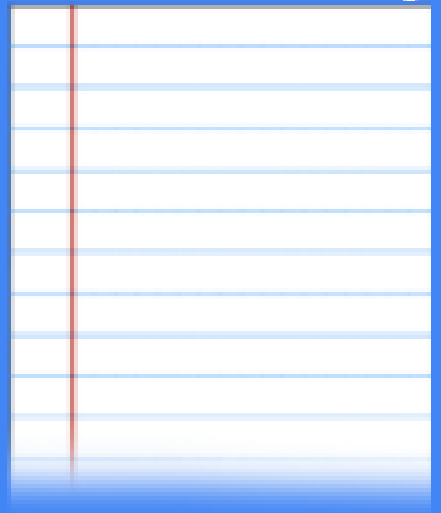
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BRAIN BREAK

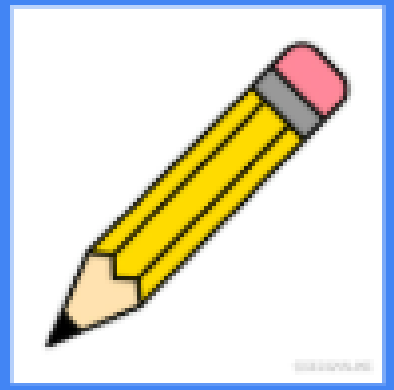


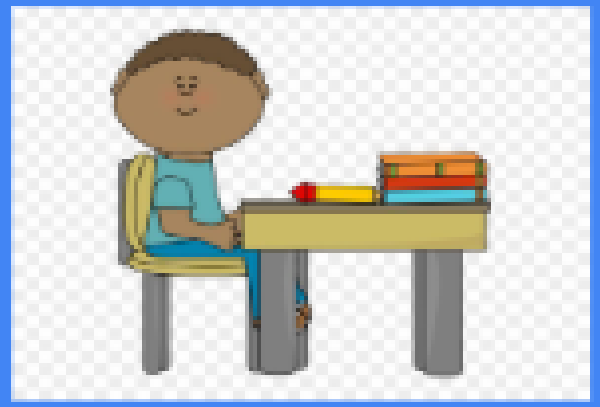
Literacy

Are you ready?











ARE YOU READY?



3



2



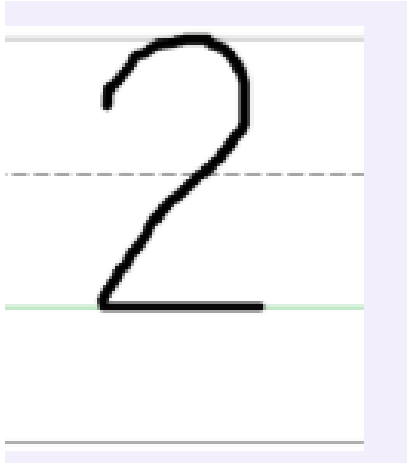
1



Thursday 12th November

TBAT: write a set of 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 instructions for how to make a monster pizza.

Explanation

Instructions for making something to eat are called a recipe. The different parts of a recipe look like this:

- title
- introduction
- ingredients list
- **instructions**

In this lesson, we'll be writing the **instructions.**

Explanation

Ingredients are the individual things you need to combine together to make something. They are mostly used when referring to making food.

Ingredients are written as a list and use bullet points to help make each one clear. They may also have units of measurement to tell the reader how much of each **ingredient** to use.

Ingredients

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

} **ingredients** list

Explanation

unit of measurement

Ingredients

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

bullet points are thick dots floating between the lines on a page

Did you use your plan?
Did you include a unit of measurement?

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

Monster Pizza Recipe

Have you ever wanted to make a disgusting pizza that only monsters would want to eat? These instructions will tell you how to make the most hideous pizza ever. Read on to learn how to make your very own monster pizza.

Ingredients

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

Explanation

We are writing **instructions** for making a monster pizza.

A set of **instructions** for making something that you eat is called a recipe.

Let’s take a look at what we are aiming to write by reading a full set of **instructions** for making a monster pizza.

Monster Pizza Recipe — title

Have you ever wanted to make a disgusting pizza that only monsters would want to eat? These instructions will tell you how to make the most hideous pizza ever. Read on to learn how to make your very own monster pizza! — Introduction

Ingredients

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

Ingredients list

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, carefully place the disgusting pizza into the oven and cook for 10 minutes.

Instructions

Explanation

When writing, it can be very helpful to use a plan to help guide you.

You may already have a plan for writing instructions on how to make a monster pizza.

If you don’t have a plan, you can use one that is already completed and provides these things:

- **ordering fronted adverbials**
- **imperative verbs**
- adjectives and nouns (to describe the ingredients)

Preparing to write

Explanation

	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

Discuss: Say the first three instructions of your recipe out loud.

Use your plan to help guide you.

	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

Check your sentences:

- Did you follow your plan?
- Did you include the **ordering fronted adverbials**?
- Did you use **imperative verbs**?

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.

Writing instructions

Explanation

When we write, we always try to do these things:

- Plan and say each sentence before we write it.
- Use punctuation where we know the rules.
- Vary our sentence types.
- Write letters neatly on the line in joined handwriting.
- Sound out words to spell them accurately.
- Read our sentences out loud to check they make sense and edit to improve our writing if necessary.

Writing instructions

Explanation

Here is the success criteria for your writing today:

I have written a number and ordering fronted adverbial for each instruction.	
I have written an imperative (bossy) verb for each instruction.	
I have used adjectives before some nouns to add description.	
I have read my writing back to check for any mistakes.	

Writing instructions

Explanation Check

I will write my **instructions**.

We are going to check using the success criteria.

I have written a number and ordering fronted adverbial for each instruction.	
I have written an imperative (bossy) verb for each instruction.	
I have used adjectives before some nouns to add description.	
I have read my writing back to check for any mistakes.	

Task B

Writing instructions

Practice

- Now you are going to write your **instructions** for making a monster pizza.

- Use the success criteria and your plan to help guide your writing.

I have written a number and ordering fronted adverbial for each instruction.	
I have written an imperative (bossy) verb for each instruction.	
I have used adjectives before some nouns to add description.	
I have read my writing back to check for any mistakes.	

BRAIN BREAK



Instructions

1) First, mix the sticky spider webs with the crusty dragon toenails 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 glowing slime sauce on top.
4) Next, gently sprinkle the toxic ogre skin and mouldy rat tails on top of the pizza.
5) Finally, carefully place the revolting pizza into the oven and cook for 10 minutes.

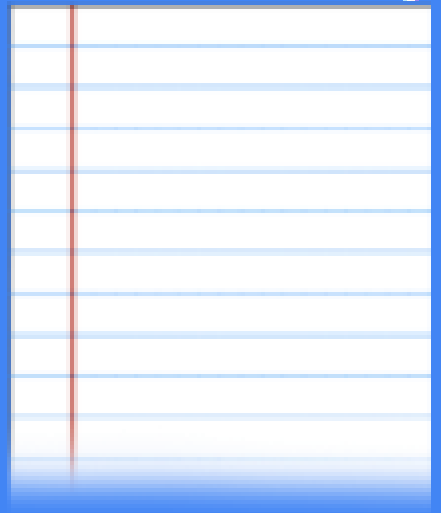
Summary

Writing instructions for making a monster pizza

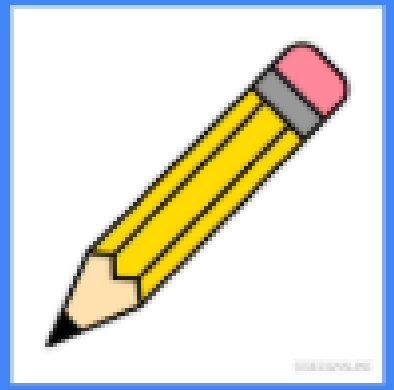
- **instructions** use numbers and **ordering fronted adverbials** to add order and sequence
- **instructions** contain **imperative verbs**
- **instructions** can contain adjectives to describe the nouns

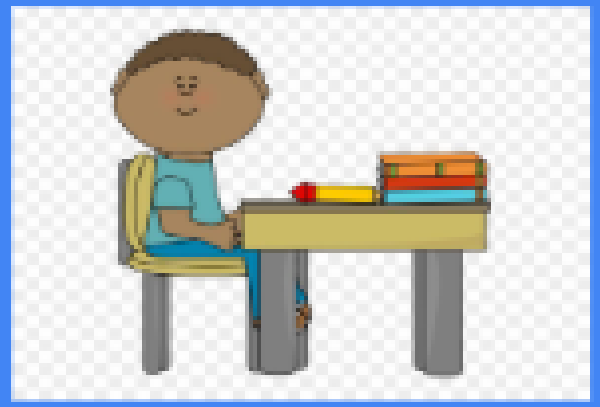
Maths

Are you ready?











ARE YOU READY?



3



2



1



12.11.26

T.B.A.T. represent and interpret data using a tally chart and scaled pictogram



3 IN 3

Place Value

6, 9, 12,... ?, ?, ?

What are the next 3 numbers in this sequence?

+ and −

10 + ☐ = 20

× and ÷

12 × 2 = ☐

Problem Solving



How many conkers did Henry collect in the park?

CHALLENGE: Missing Digits

☐7 > 53

How many different digits could go in the tens position? Explain how you know.

12.11.26

T.B.A.T. represent and interpret data using a tally chart and scaled pictogram



3 IN 3

Place Value

6, 9, 12,... ?, ?, ?

What are the next 3 numbers in this sequence?

+ and −

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Problem Solving



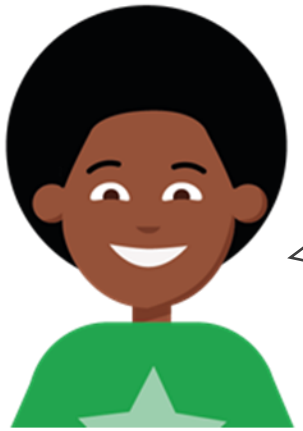
How many conkers did Henry collect in the park?

CHALLENGE: Missing Digits

☐7 > 53

How many different digits could go in the tens position? Explain how you know.

Year 1



I have learnt to count objects and compare groups to find which has more, fewer, the most or the least.

Year 2



- Interpret and construct simple scaled pictograms, tally charts, block diagrams and simple tables.

data

collect

sort

interpret

tally

block diagram

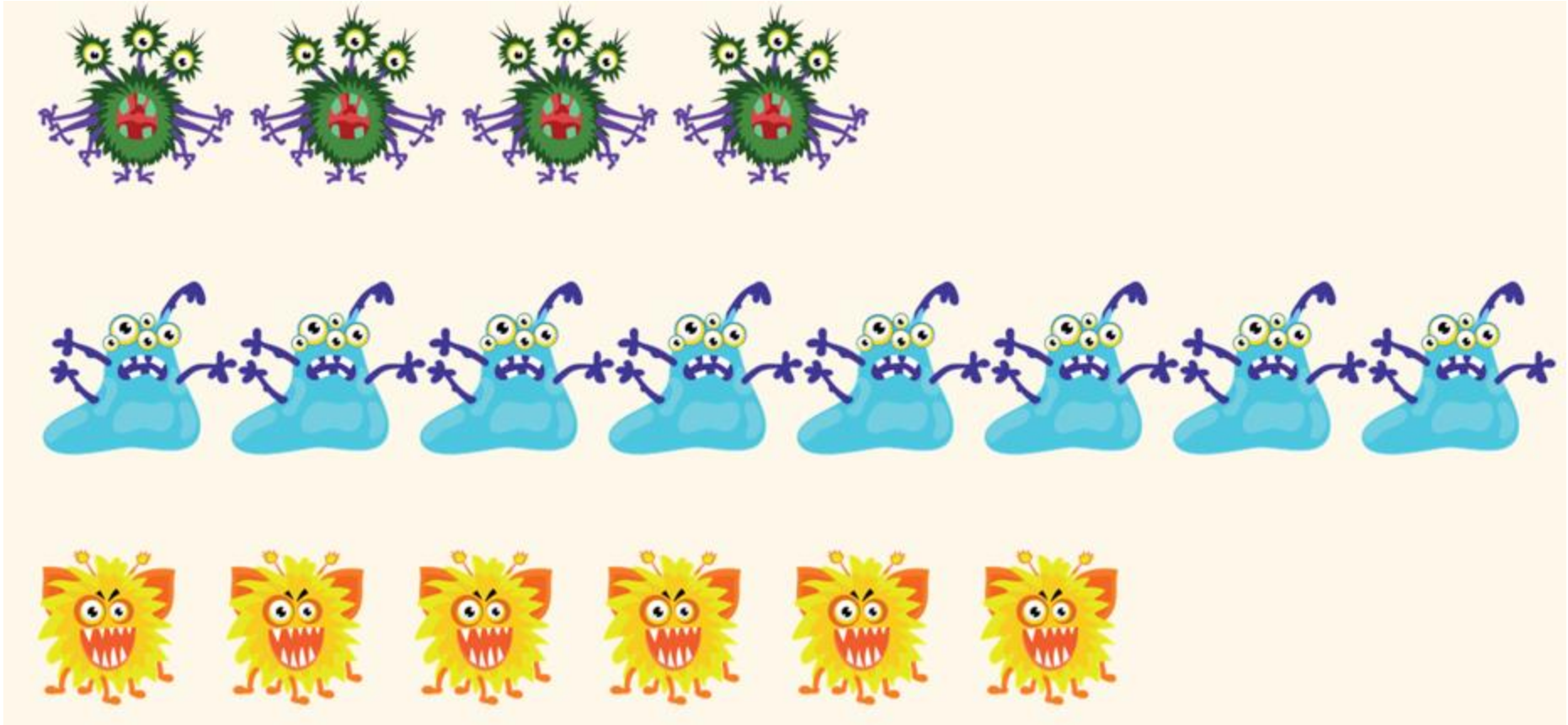
scaled



WARM UP



Divide the monsters by 2.





Let's Learn ...

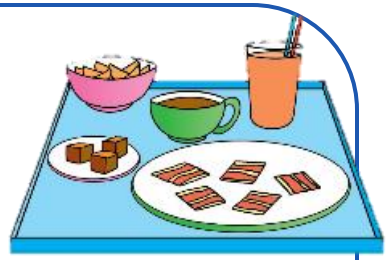
Tally charts

- During Apollo 11's moon mission, the astronauts had a choice of two meals.

- Salt, pepper, ketchup, hot pepper sauce, mayonnaise and mustard were also available.

Choose your favourite menu.

Meal A



- bacon squares
- peaches
- sugar cookie cubes
- coffee
- pineapple-grapefruit drink

Meal B

- beef stew
- cream of chicken soup
- date fruitcake
- grape punch
- orange drink





Let's Practise ...

Tally charts

Our class's preferred astronaut meals		
Meal	**Tally**	**Total**
Meal A		
Meal B		

Meal A



- bacon squares
- peaches
- sugar cookie cubes
- coffee
- pineapple-grapefruit drink

Meal B

- beef stew
- cream of chicken soup
- date fruitcake
- grape punch
- orange drink

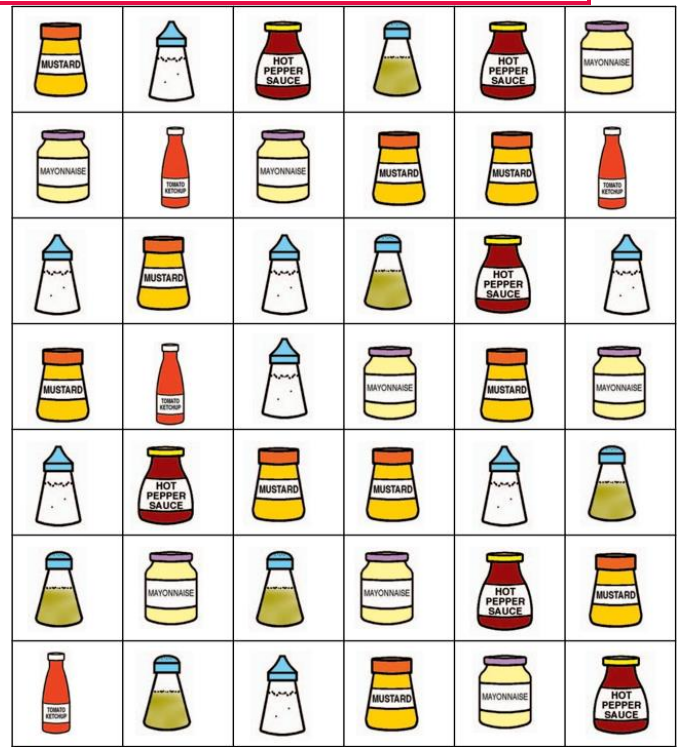




Matching data and tallies – what can you see?

Turn and TALK

There are one, two, three, four, five, six jars of hot pepper sauce.





This is the matching tally. There is a tally of five plus one more, which makes six.

𝍸 |	𝍸 |||
||||	𝍸 𝍸
𝍸 |||	𝍸 |



data collect sort interpret tally block diagram scaled

Let's Reason ...

Harry and Emma have collected data about their local shops.

Shop	Number of shops
food	4
money	2
clothes	5

= 2 shops

Shop	Number of shops
food	3
money	5
clothes	2

= 5 shops



Harry

I found more food shops than Emma.



Emma

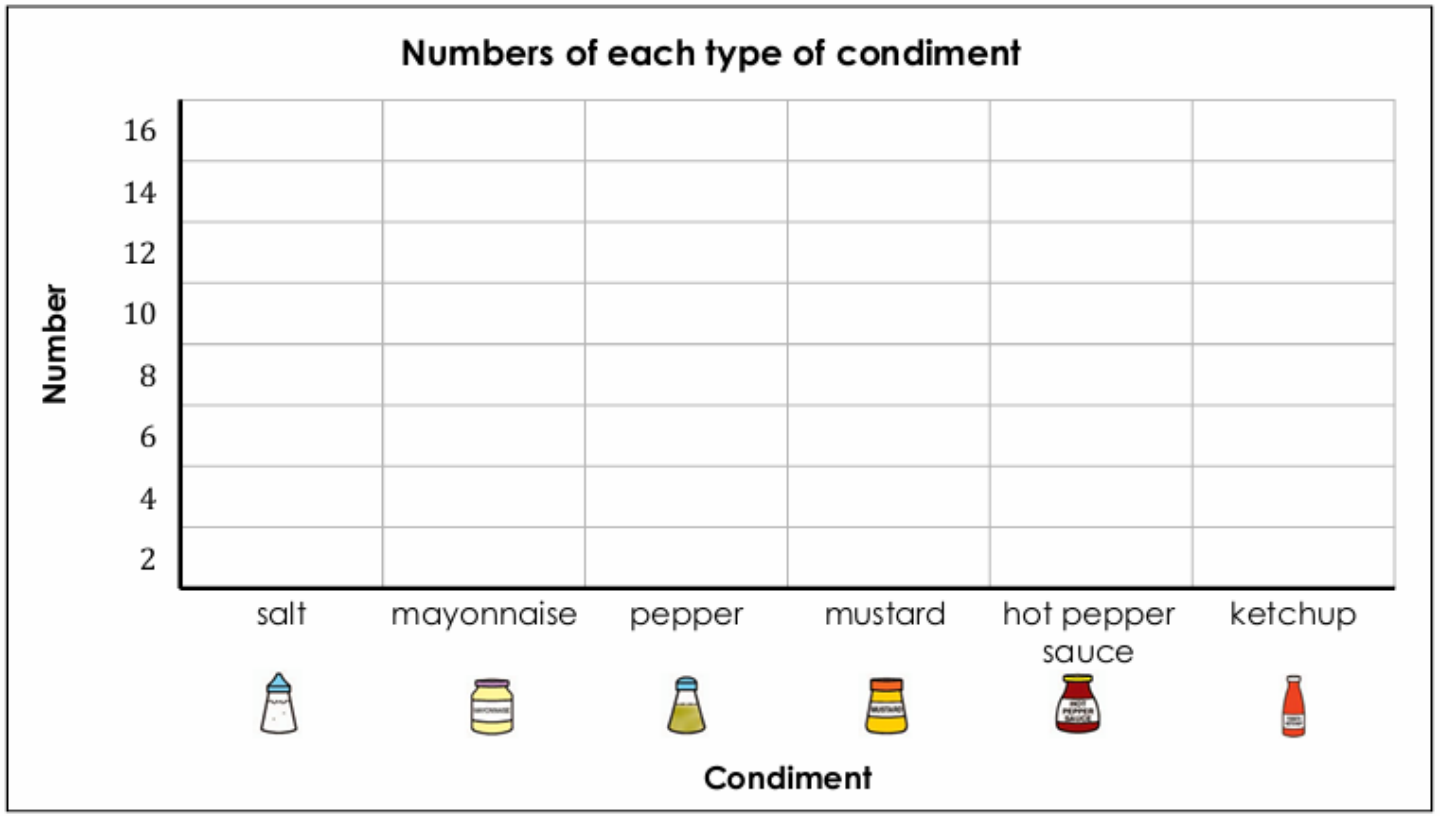
We found the same number of clothes shops.

Who is incorrect? Explain why.

BRAIN BREAK



1. Create a scaled block diagram



2. Interpret

a) How many pots of salt are there? _____

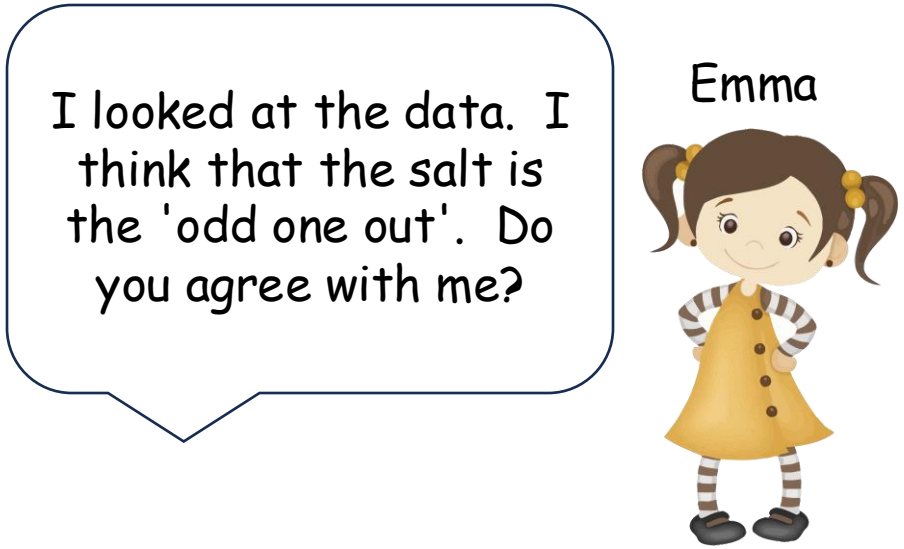
b) How many bottles of ketchup are there? _____

c) How many pots of pepper are there? _____

d) Which condiment is there the most of? _____

e) Which condiment is there the fewest of? _____

3. Reason



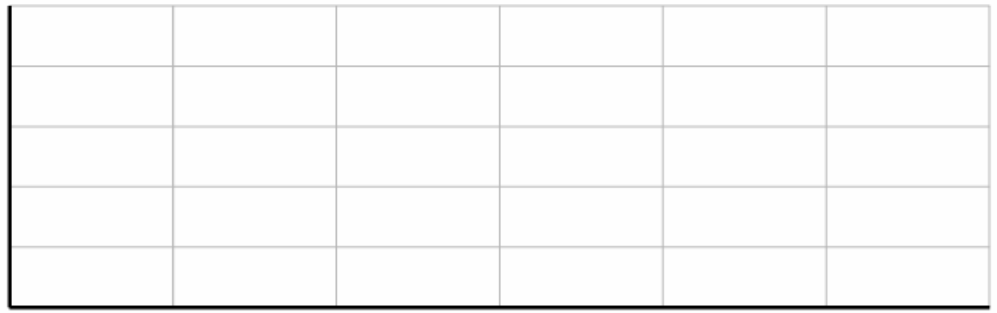
I agree / disagree with Emma because

---

3. Challenge!

What if each block represents **three condiments?**
Create and label the diagram below.

Numbers of each type of condiment



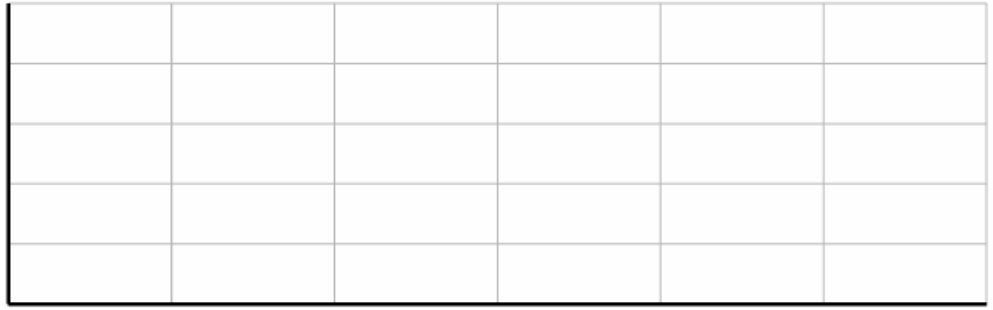
4. Greater Depth!

Think of another scale and try it out! Create a different block diagram. Compare each of your diagrams. What scale would you recommend to best present this data. Why?

3. Challenge!

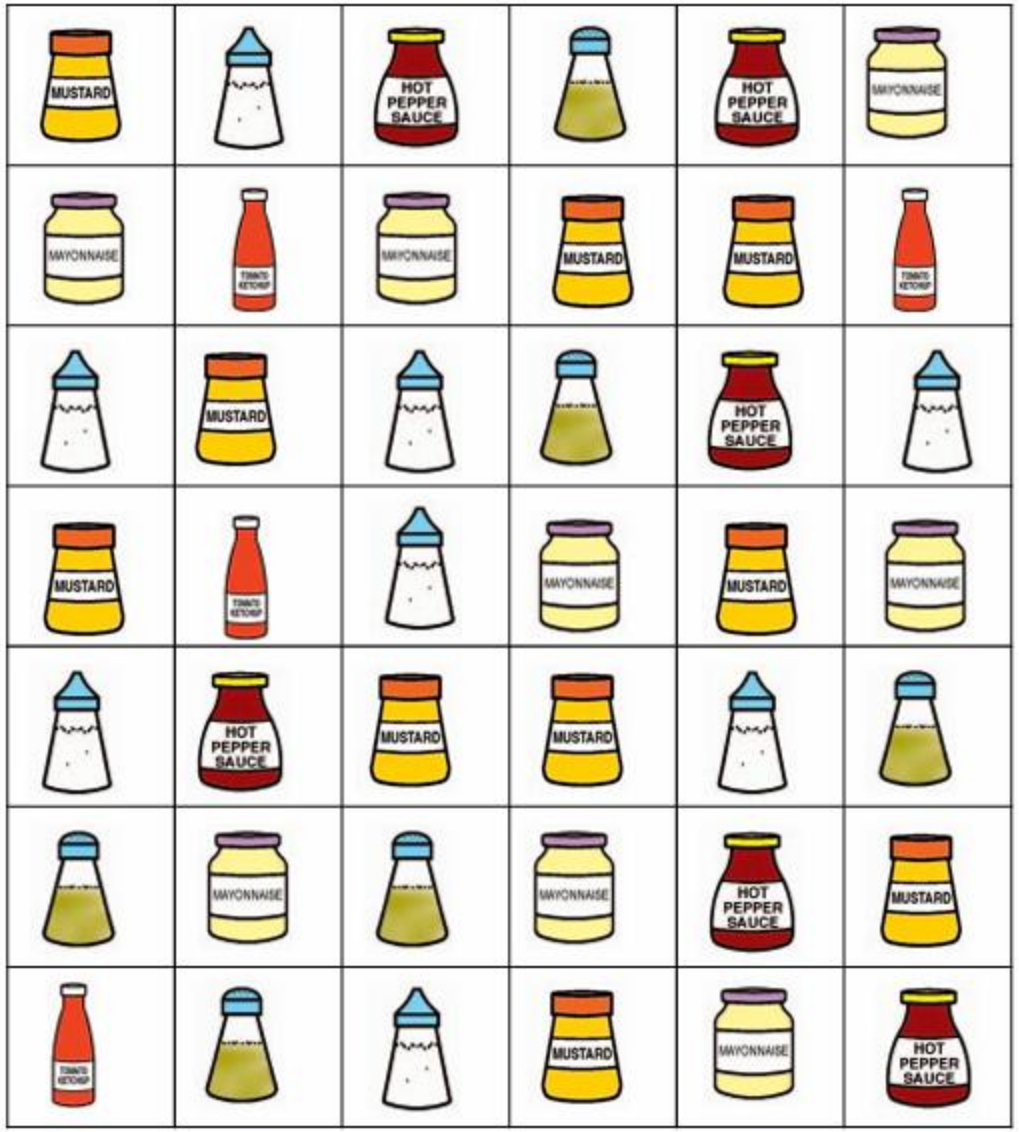
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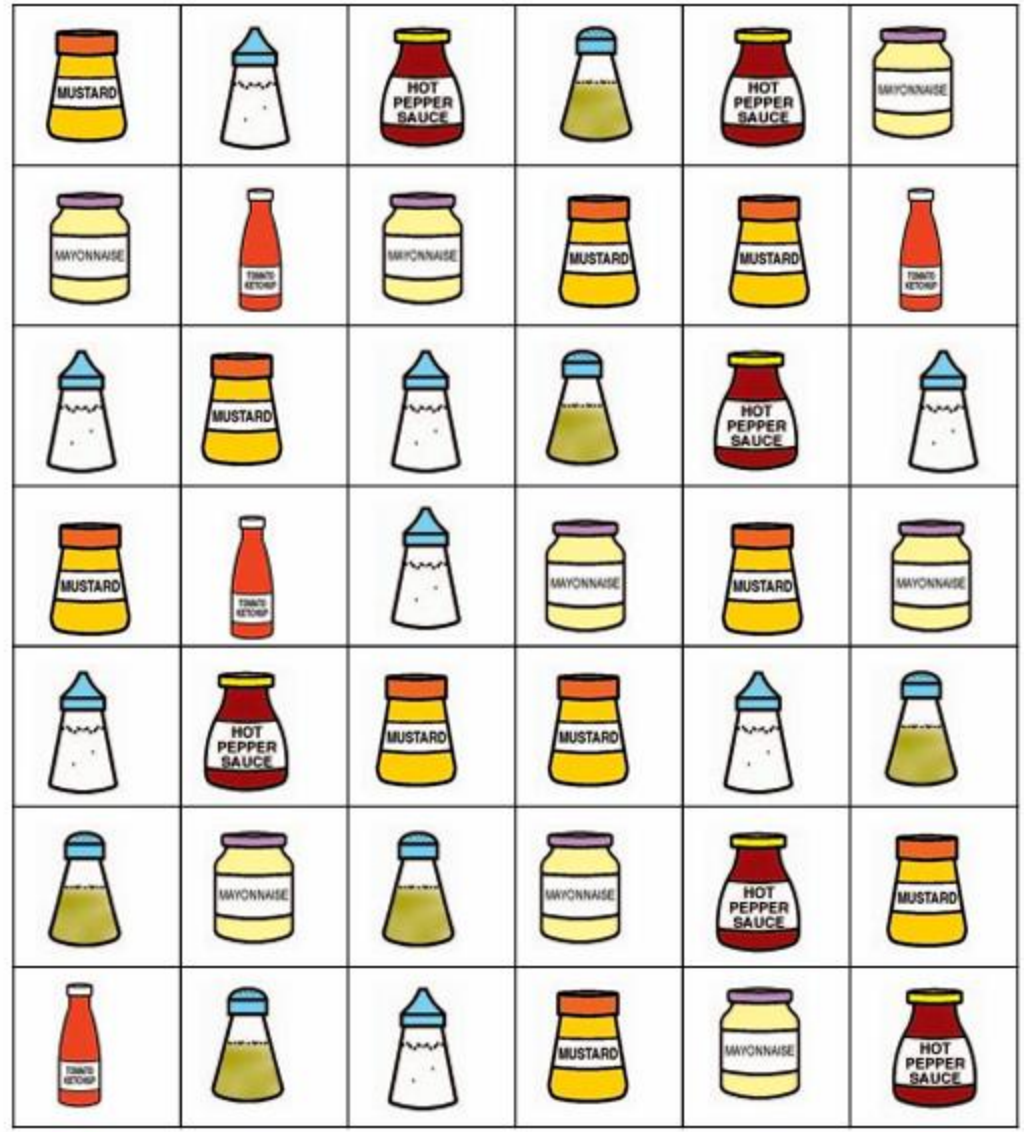
Numbers of each type of condiment



4. Greater Depth!

Think of another scale and try it out! Create a different block diagram. Compare each of your diagrams. What scale would you recommend to best present this data. Why?


MUSTARD
HOT PEPPER SAUCE
HOT PEPPER SAUCE
MAYONNAISE
MAYONNAISE
TOMATO KETCHUP
MAYONNAISE
MUSTARD
MUSTARD
TOMATO KETCHUP
MUSTARD
HOT PEPPER SAUCE
MUSTARD
TOMATO KETCHUP
MAYONNAISE
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HOT PEPPER SAUCE
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HOT PEPPER SAUCE


MUSTARD
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MAYONNAISE
HOT PEPPER SAUCE
MUSTARD
TOMATO KETCHUP
MUSTARD
MAYONNAISE
HOT PEPPER SAUCE

Lunch

R.E

Outcome

I can explain how some Christians in the UK celebrate harvest festival.

Keywords

harvest	gathering in crops that are ripe and ready
thanksgiving	showing gratitude
stewardship	looking after something carefully

Lesson outline

Harvest festival in the UK

- What is a harvest festival?
- How do Christians show care at harvest time?

Sam and Andeep are talking about Religious education.

Religious education often seems to be about people and the things they do. I wonder why?



Sam



Andeep

We can understand different worldviews by learning about how people behave. People show what is important to them by the things they do and the ways they celebrate.

In this lesson we will be learning by talking to different Christians about the celebration of **harvest** festival in the UK to help us understand Christian worldviews.

Sam and Andeep are talking about saying thank you.

After my birthday, my mum says I should write letters or emails to say ‘thank you’ to people who gave me presents.



Sam



Andeep

When we had a new baby in my family, we all went to the Gurdwara to say ‘thank you’ to God for the baby.

What are you thankful for?

David has a Christian worldview and attends an Anglican church.



When I pray, I often give thanks to God that I have somewhere safe to live and enough food for each day.

Prayers of **thanksgiving** are important to me. I say thank you to God every day.

David

What is a harvest festival?

Explanation



Look carefully at this photograph.

What can you see?

Where might this photograph have been taken?

Sophia has a Christian worldview and she goes with her family to an Anglican church.



Sophia

In my church we celebrate **harvest** by decorating the church with fruit, vegetables and flowers.

At the **harvest** festival service we bring tins and packets of food to church to add to the decorations. It looks really bright and colourful.

David explains how he celebrates **harvest**.



David

In my church we celebrate **harvest** by saying prayers and singing songs of **thanksgiving** to thank God for all his good gifts to us.

Sometimes we have a **harvest** lunch in the church hall after the Sunday service.

What is a harvest festival?

Check

Which of these might Christians do at a **harvest** festival? Choose two answers.

a decorate the church with fruit and flowers ✓

b decorate the church with fairy lights

c say prayers of **thanksgiving** to God ✓

Lesson outline

Harvest festival in the UK



How do Christians show care at harvest time?

Explanation



Harvest festival services are a time when many Christians think about the people who grow the food we eat.

Their **thanksgiving** prayers might include giving thanks for people in other countries who work hard to grow crops such as rice and tea.

How do Christians show care at harvest time?

Explanation



Many churches use **harvest** festival services to collect and distribute food and money to people in need.

Christians might collect food to donate to the local food bank.

They might give money to help people in the UK and other countries.

Sophia explains more about **harvest** festival celebrations at her church.



Sophia

My dad told me that in the past people usually brought fresh fruit and vegetables to church on **harvest** Sunday. That was the tradition.

Now we bring tins and packets of food as well. The tins and packets get donated to the food bank after the **harvest** service.

How do Christians show care at harvest time?

Explanation

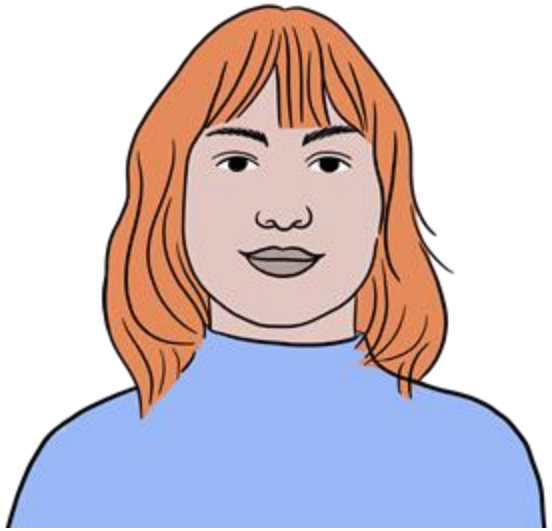


An environmental group planting trees

Many Christians believe that they should be good **stewards** of the earth because it was created by God.

Harvest services might include prayers and readings from the Bible about caring for the environment.

Niamh explains her ideas about **harvest**.



Niamh

I don’t go to church every week, but I like to go to a **harvest** festival service each year if I can.

I believe I have a responsibility to take care of the world. **Harvest** celebrations remind me to take this **stewardship** of the earth seriously.

Sam thinks that **harvest** festival is all about decorating the church.

Andeep tells her that there is more to it than that.

Can you help Andeep to tell Sam how Christians show care at **harvest** time?



Andeep



Sam

Some Christians might show care at **harvest** time by:

- donating food for the food bank
- being thankful for people who grow food in the UK and other countries
- remembering to be good **stewards** of the world God created
- giving money to help people in need
- being thankful and sharing with others

Did you think of any more ideas?

Summary

Harvest festival in the UK

Harvest is the gathering in of crops at the end of the growing season.

Harvest festival celebrates this season through **thanksgiving** events in church. Special songs and prayers may be used.

Many churches use **harvest** festival services to collect and distribute food and money to those in need locally and overseas.

Christians may also focus on **stewardship** by caring for the earth.

History

Thursday 12th November

TBAT: say what Great Yarmouth was like hundreds of years ago

1. What was Great Yarmouth formed on?

_____

2. Who were the first people to settle in Great Yarmouth?

_____

3. Why did this group of people settle there?

_____

CHALLENGE

Can you give 1 way that Great Yarmouth has changed?

_____

Thursday 12th November

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CHALLENGE

Can you give 1 way that Great Yarmouth has changed?

_____

Today's Key words

medieval charter market town wall herring

Thursday 12th November
TBAT: say what Great Yarmouth was like hundreds of years ago

Why did fishermen first settle in Great Yarmouth?

What is a harbour and why was it important to Great Yarmouth?

What do you think the word 'industry' means?

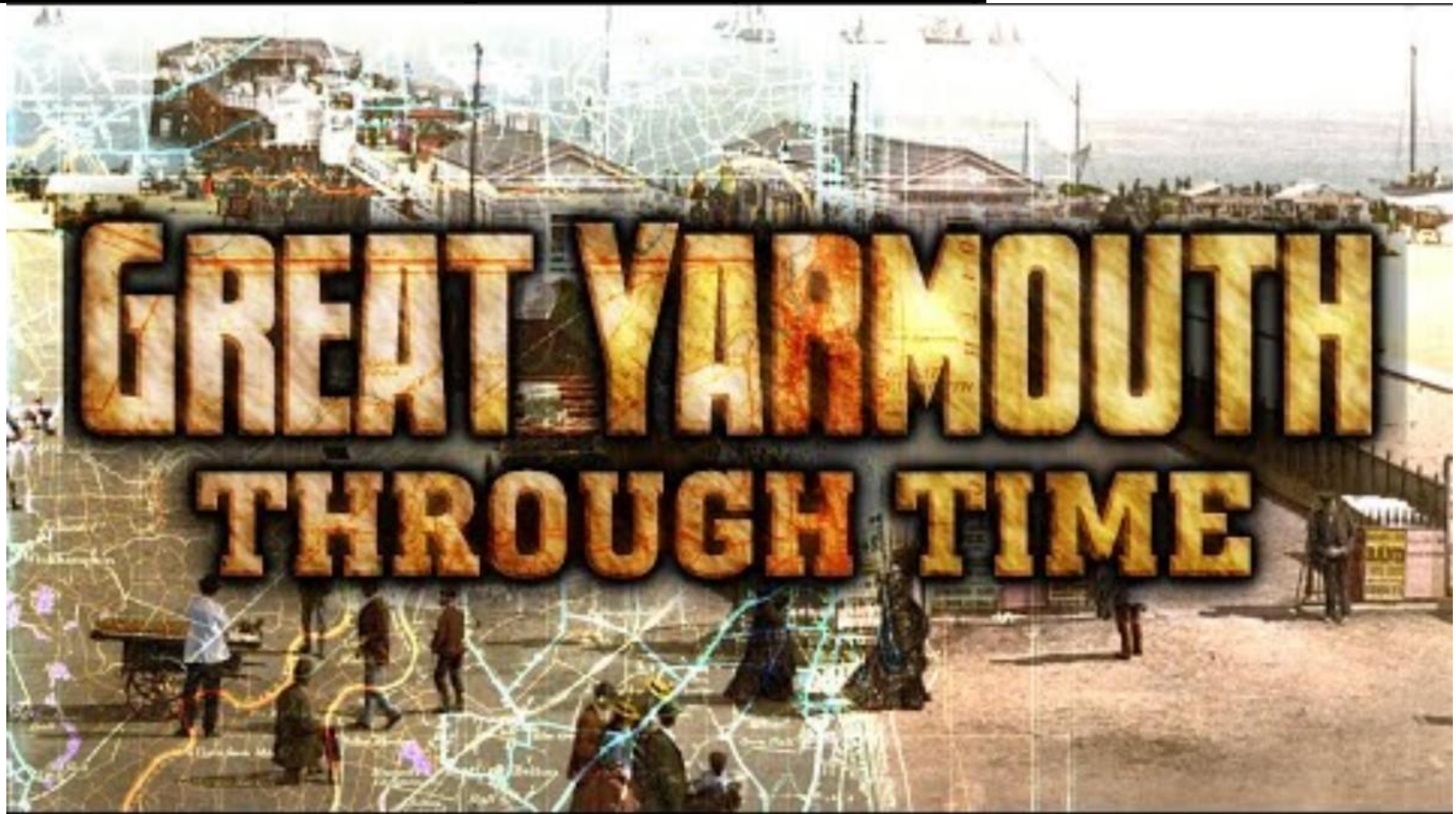


Key information

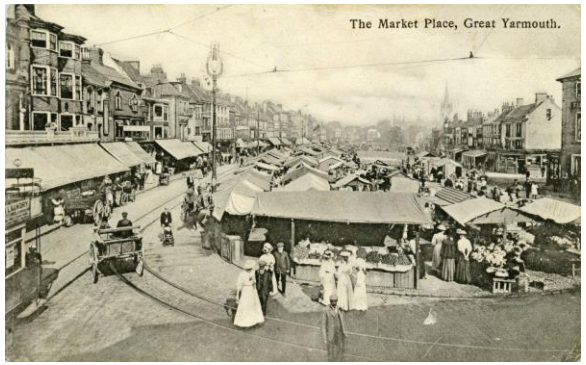
- Great Yarmouth was an important fishing town.
- It was famous for its herring fishing industry.
- The herring made the town wealthy.
- In 1208 King John granted the town a charter.
- A town wall was built to protect the town.
- St Nicholas Church became an important landmark.



How has Great Yarmouth changed? Use these pictures to help



Can you write a sentence about each picture?









Key words

Market

Industry

Fishing

Horse and cart

Trams lines

Trains

Fishing boats

Herring

Rows

Houses

Narrow

Thursday 12th November
TBAT: say what Great Yarmouth was like hundreds of years ago

- **CAN YOU ANSWER THESE QUESTIONS NOW?**
- **Can you describe what people did for work?**
- **Can you explain why fishing was important?**
- **Can you identify features of old Great Yarmouth?**
- **Can you compare Great Yarmouth in the past with today?**