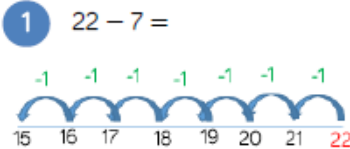


| Subject | Learning Objective | Context | Success Criteria (how to achieve the learning objective) | Organisation (activity, resources, differentiation in brief) |
|------------------------|---|------------|---|---|
| Speakers and listeners | To listen to each other's ideas | Guy Fawkes | <ul style="list-style-type: none"> • Listen • Take turns • Explain your ideas • Give your opinion | Conscience alley (see history) |
| Readers/History | To read carefully and order sentences correctly | Guy Fawkes | <ul style="list-style-type: none"> • read sentences • think about the story • put in correct order • read again to check they make sense | Staff/Year2/History Watch: https://www.youtube.com/watch?v=qGJ5G4UNFJI Learn sequence of events of the Gunpowder plot. Watch video. Sequence sentences from the story using arrows to link information. Plenary: what have you learned? (IWB Guy Fawkes v2 2009 sequencing) https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zjsqbdm https://www.bbc.co.uk/cbbc/watch/fawkes-13 |
| Writers | To sequence an historical event To use a range of time words | Guy Fawkes | <ul style="list-style-type: none"> • Think about the gunpowder plot • Say how it started • Say what happened in order • Use 'time' words: first, next, after, then, meanwhile, during, while, finally | Model how to write a sequence of events using time connectives – first, next, after, then, meanwhile, during, while, finally (see History) Children work individually to write sequence, using a recording template (cartoon strip) Green – have picture cues for 4 main events (make a plan, hide the barrels, get caught, fireworks night 1,3,5 & 7) |
| Spellers/Handwriters | To read and spell high frequency words | | <ul style="list-style-type: none"> • Read the word • Say the word • Write the word | Flash phonics recall Phonics Screening Practice activities: Real/nonsense word sorting Split digraph words Consonant clusters (sp,cl,bl,br,st) |
| Learning From Home | | | | Research Guy Fawkes and the events that led up to The Gunpowder Plot. Create your own cartoon strip explaining what happened. See Seesaw for an example https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zjsqbdm |

| Subject | Magic 10 | Learning Objective | Context | Success Criteria (how to achieve the learning objective) | Organisation (activity, resources, differentiation in brief) |
|------------------|--------------------|--|-------------|---|---|
| Mathematicians 1 | Number bonds to 20 | To subtract by partitioning | Subtraction | <ul style="list-style-type: none"> • Read number sentence • Make larger number with counters on frame • Take away smaller number in chunks | Use cubes/10s frame to demonstrate subtraction as taking away. Ask children to explain process. Introduce subtract/minus as alternatives to take away. Children to practise jumping back on number line outside (count when you land) Model on a numbered number line – counting back. Children practise on numbered number lines. |
| Mathematicians 2 | Number bonds to 20 | To subtract numbers using a number line | Subtraction | <ul style="list-style-type: none"> • Read the number sentence • Draw a line • Write the larger number at the far end of the line • Jump back the smaller number • Count back • Write the answer | <p>$22 - 7 =$</p> <p>Can you put the larger number in your head and count back the smaller number? Start at 22 and count back 7</p>  <p>Can you be more efficient eg. $24 - 4 =$ Demonstrate how to subtract on a drawn number line. Children to practise as a whole class on whiteboards. Activity on whiteboards Children who need support could use a pre-drawn number line/resources Children to choose a number sentence from the board to practise on their whiteboards. As above + encourage partitioning of single digit number to be more efficient. Harry and Jenny Problem Jack counting back</p> |
| Mathematicians 3 | 10 more/10 less | To subtract numbers using pictorial representati | Subtraction | <ul style="list-style-type: none"> • Read the number sentence • Draw a line | Recap on yesterday’s lesson. Remind them about being an efficient mathematician. Children to practise in books. Children to use practical number lines or cubes or tens frames to subtract numbers below 20 (This group to go out from start of session) |

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| | | ons | | <ul style="list-style-type: none"> • Write the larger number at the far end of the line • Jump back the smaller number • Count back • Write the answer | <p>Children to draw number lines to work out subtraction sentences 10s and 1s</p> <p>As above but using efficient method for subtracting ones</p> <p>Harry and Jenny Problem</p> <p>Jack counting back</p> |
| Mathematicians 4 (Friday) | | To subtract smaller numbers mentally | Subtraction | <ul style="list-style-type: none"> • Start at 25 • Roll the dice • Count back • Record your new total | <p>Teacher to model reverse Got it! For most of class to play</p> <p>Teacher to take intervention group to go over subtraction method</p> |
| Learning From Home | | | | | <p>White Rose</p> <p>https://whiterosemaths.com/homelearning/year-2/week-7-number-addition-subtraction/</p> <p>Seesaw message your class teacher for the accompanying worksheets</p> |

| Subject | Learning Objective | Context | Success Criteria (how to achieve the learning objective) | Organisation (activity, resources, differentiation in brief) |
|-----------------|---|------------|---|--|
| Historians 1 | To use a variety of sources to investigate the past. | Guy Fawkes | <ul style="list-style-type: none"> • <i>Look closely</i> • <i>Explain what you can see</i> • <i>Explain why</i> | Using P7 of IWB 'Guy Fawkes' What can you tell me about this picture? How do you know? Who might they be? Groups look at 2 different pictures of Guy Fawkes – one smiling, one not – children describe him. Look at both together. Why did the artists show him so differently? Plenary: what have you learned? Recap on the information used, which was the most/least helpful. Watch Horrible histories/BBC (http://www.bbc.co.uk/history/the_gunpowder_plot#p00l2xgm) video as introduction to the plot. |
| Historians 2 | To recognise that there are reasons why people in the past acted as they did, why events happened and what happened as a result | Guy Fawkes | <ul style="list-style-type: none"> • <i>Look and listen</i> • <i>Explain why Guy Fawkes tried to kill the King</i> • <i>Explain what happened and why</i> | Use PP KL 1 Gunpowder Plot simple story 'Guy Fawkes to tell the story. Ask the children to think about what they would have done. If clear divide, split children into 2 groups, each side puts their argument – conscience alley. http://www.show.me.uk/site/news/STO1236.html http://www.npg.org.uk/collections/search/largerimage.php?mkey=mw133799&search=ss&firstRun=true&sText=guy+fawkes&LinkID=mp01550&role=sit&rNo=1 picture of the plotters |
| Historians 3 | To place events in order on a timeline. | Guy Fawkes | <ul style="list-style-type: none"> • <i>Explain what happened</i> • <i>Read the sentences</i> • <i>Sequence the events in a line</i> | Recap on learning about gunpowder Plot. Use sequencing pictures to create a timeline of events. Discuss the size of the spaces between events to show shorter and longer time periods. Children to reason about the size of the spaces they have chosen to give. Play Guy Fawkes game http://www.bbc.co.uk/history/interactive/games/gunpowder/index_embed.shtml |
| Artists | To layer different materials | Fireworks | <ul style="list-style-type: none"> • <i>Choose the appropriate tools</i> • <i>Choose your colours</i> • <i>Paint carefully</i> • <i>Add details</i> | Paint a dark blue background. Create a London cityscape with outlines of buildings with black sugar paper/collage windows with yellow card Add fireworks onto the background with coloured pastels |
| Programmers | To understand that computer programmes need precise instructions | Coding | | Purple Mash – Crash Course Coding 2.3 continued |

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| Team players | To work sensibly with others | Real PE | | Real PE – Cog 2 - Social Lesson 1 - jumping |
| Gymnasts | To investigate different ways of travelling with control | Gym | <ul style="list-style-type: none"> • <i>Choose a shape</i> • <i>Make the shape</i> • <i>Control</i> • <i>Support foot/body part still</i> • <i>Hold for 3 seconds</i> | Real Gym – Cog 1 Lesson 3 |
| Musicians | To listen and appraise | Guy Fawkes | <ul style="list-style-type: none"> • <i>Listen</i> • <i>Is it loud/soft?</i> • <i>What instruments can you hear?</i> • <i>Why is it called Music for the Royal Fireworks?</i> • <i>Does the music match the title?</i> | Music for the Royal Fireworks – Handel Composition firework music (Twinkl PP) Children to listen to the music and draw what they feel on plain paper |
| Orienteers' | To learn basic orienteering symbols and colours | Orienteering | <ul style="list-style-type: none"> • <i>Look at key</i> • <i>Discuss key</i> • <i>Match up symbol with picture</i> | Matching Symbols: Children to look at key and symbols all together in small groups. Can you match the picture to the correct symbol? Check using key. Relay race to match symbols & pictures. |
| PSHE | To demonstrate empathy for other's views | Guy Fawkes | | (see history) |
| Home Learning | | | | Phonics screening spelling game |