

PIONEERS	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 Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
TUE	Registration / Challenges	Phonics Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Science	<i>BREAK</i>	Music JIM (from 2:30)
WED	Registration / Challenges	Phonics Spelling	Literacy	Class Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Computing	<i>BREAK</i>	PE (Downstairs)
THU	Registration / Challenges	Phonics Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
FRI	Registration / Challenges	Phonics Spelling	Literacy	PSHE	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Golden Book (PPA)	<i>BREAK (1:45 - 2:00)</i>	ENRICH (PPA)

INVESTIGATORS (Julia)	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	Whole Academy Assembly	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	PE (Downstairs)	BREAK	Computing
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	BREAK	Maths	LUNCH	Class Novel / Maths Meeting	Music - JIM (up to 1:30)	BREAK	Science (from 1:30)
WED	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	BREAK	PE (Downstairs)	LUNCH	Class Novel / Maths Meeting	Maths	BREAK	Art / DT
THU (Annette)	Registration / Challenges	Phonics and Spelling	Literacy	Music	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)

REGISTRATION



SATs Survival Arithmetic Practice

$$89 + 10 = \square$$

$$28 - \square = 22$$

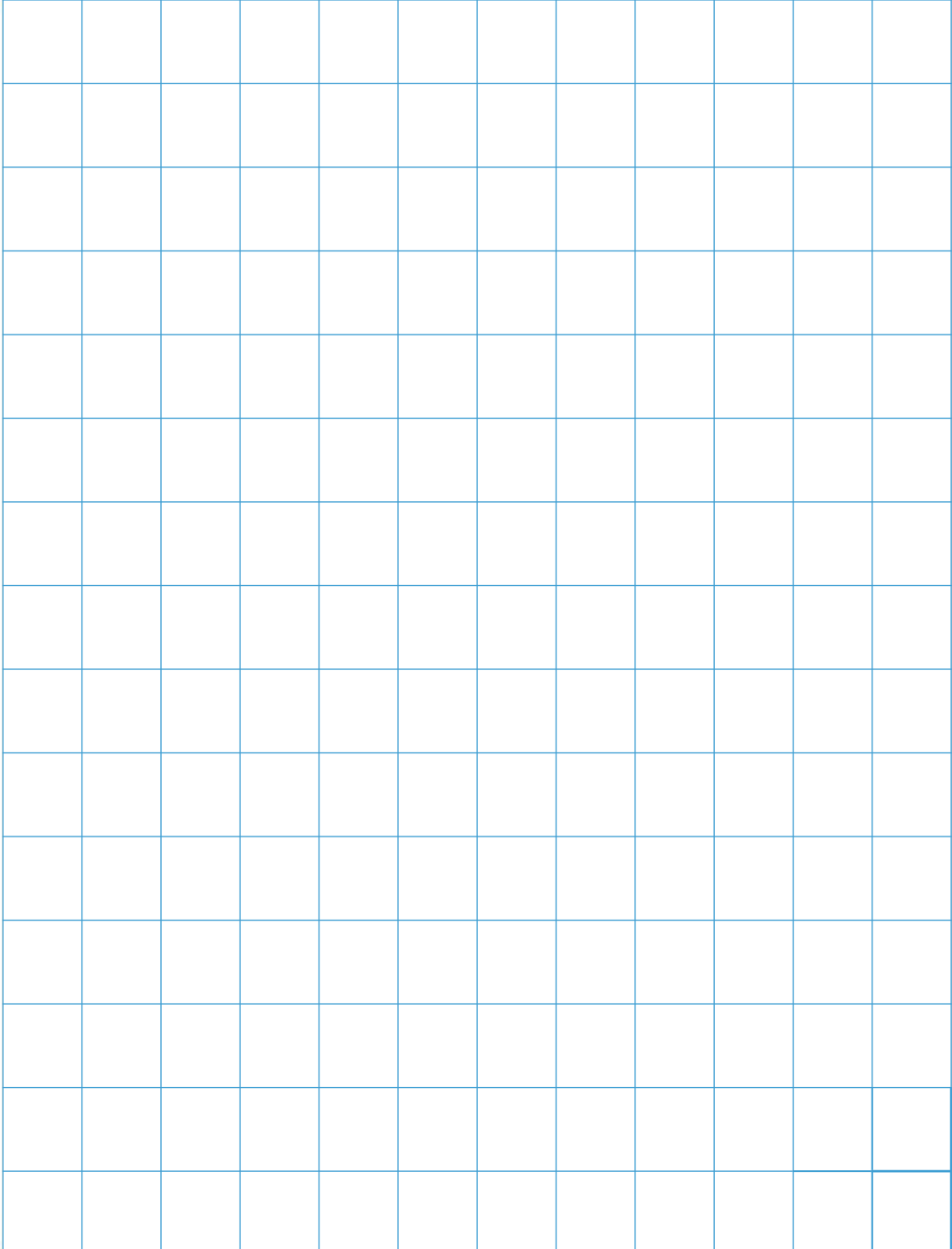
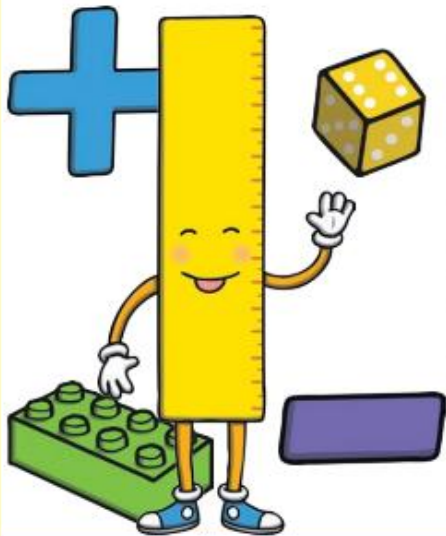
$$67 + 2 + 3 = \square$$

$$\square = 5 \times 4$$

$$110 \div 10 = \square$$

$$\frac{3}{4} \text{ of } 40 = \square$$

$$\frac{1}{2} \text{ of } 30 = \square$$



30.04.24

Brain Breaks



[Silly to Calm: Quick kids yoga movement break complete with dancing and breathing. - YouTube](#)

LITERACY

Tuesday 30th April

T.B.A.T. use subordinating conjunctions

Wangari's mother gives her a little garden. Wangari learns to dig and plant. In the shade of the big *mugumo*, her mother teaches her that a tree is worth more than its wood, an expression that Wangari never forgets.

1. 'big mugumo'

What **adjective** could be used instead of big?

2. Find 2 **nouns** from the first sentence.

3. Identify the **verb** which means the same as to share knowledge.



Challenge

How do you know Wangari never forgets the importance of her mother's lesson?

Tuesday 30th April

T.B.A.T. use subordination conjunctions.



recap

Co-ordinating conjunctions

join groups of words about similar things.

F

A

N

B

O

Y

S

Can you recall any of the subordinating conjunction words from FANBOYS?

Tuesday 30th April

T.B.A.T. use subordination conjunctions.



Subordinating conjunctions

join independent clauses with a dependent or subordinate clause.

I S A W A W A B U B

Can you recall any of the subordinating conjunction words from ISAWAWABUB?

Daughters must help their mothers before getting married and having children of their own.

Quote: Wangari Maathai – The Woman Who Planted Trees.

She receives her high-school diploma when very few African women even learn to read.

Quote: Wangari Maathai – The Woman Who Planted Trees.

Women can no longer feed their children, since plantations for rich people have replaced food-growing farms.

Quote: Wangari Maathai – The Woman Who Planted Trees.

Can you identify the **subordinating conjunctions** in the sentences above?

Daughters must help their mothers **before** getting married and having children of their own.

Quote: Wangari Maathai – The Woman Who Planted Trees.

She receives her high-school diploma **when** very few African women even learn to read.

Quote: Wangari Maathai – The Woman Who Planted Trees.

Women can no longer feed their children, **since** plantations for rich people have replaced food-growing farms.

Quote: Wangari Maathai – The Woman Who Planted Trees.

Can you identify the **subordinating conjunctions** in the sentences above?

Your Turn

before when since

girls		married
	mothers	
children		help

passes	read	African
	Wangari	
women	learnt	exams

feed	rich	women
replaced		people
plantations		farms

**DANNY
GO!**



MATHS

30.04.24

T.B.A.T. explore 3-digit numbers using the part-whole model

3 IN 3

100

348

10

261

914

1. Which numbers are more than 10 but less than 348?
2. Which numbers have 1 ten?
3. Which number is greater than 100 but less than 348?

CHALLENGE: How many different 3-digit numbers can you make using these digits? You can only use each digit once.

9

5

6

T.B.A.T. explore 3-digit numbers using the part-whole model

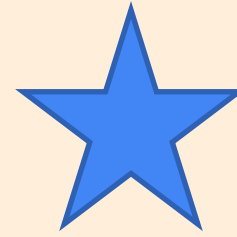
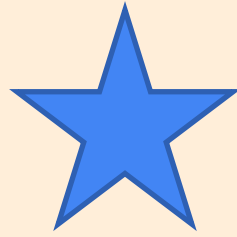


Star Words

hundreds



whole



tens

ones

parts



part-whole



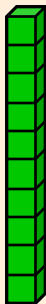
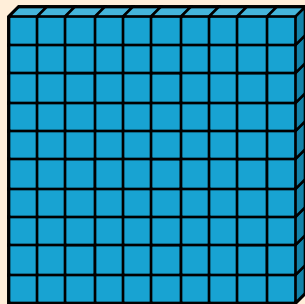
place value



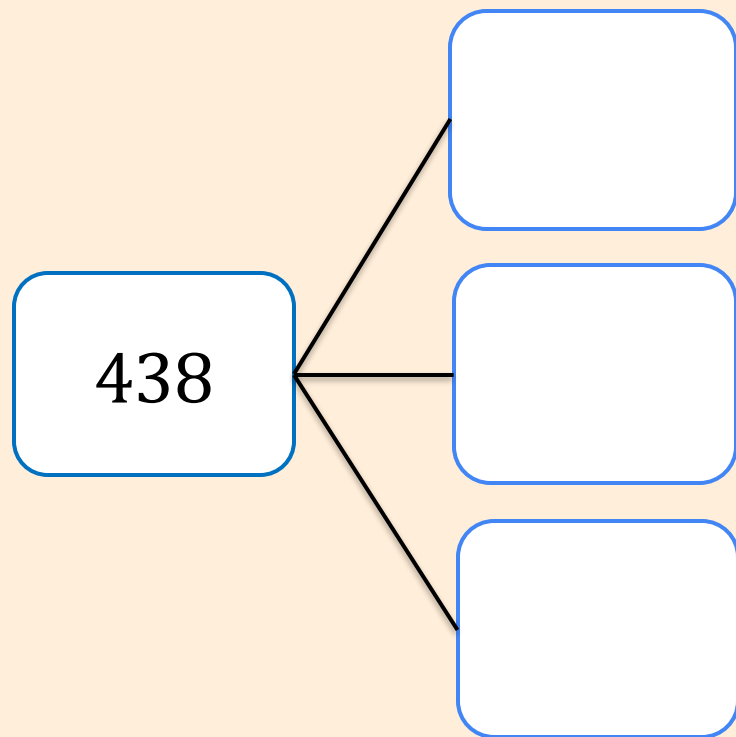
Exploring 3-digit numbers

438

Hundreds	Tens	Ones



Split 438 into three parts

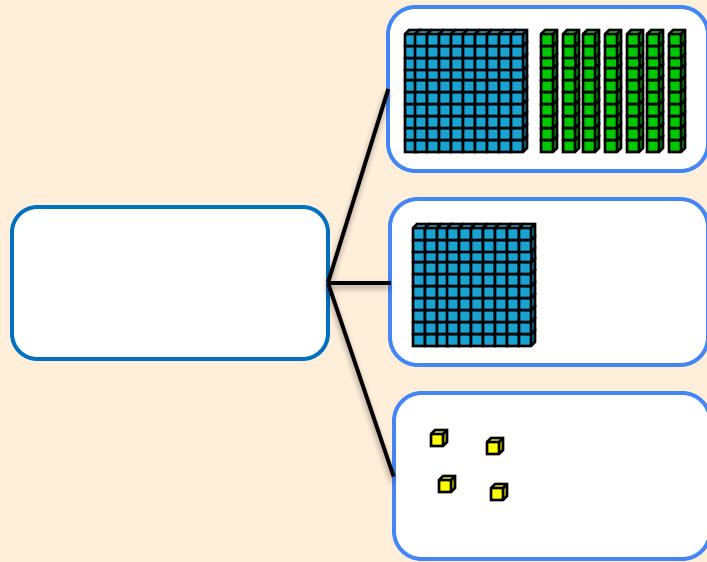


Exploring 274

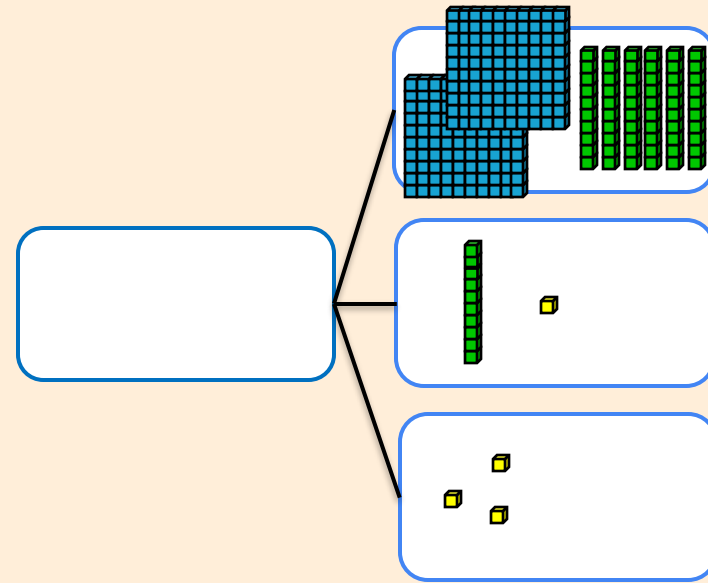


Let's Explore

The whole is 274. The parts are 170, 100 and four.



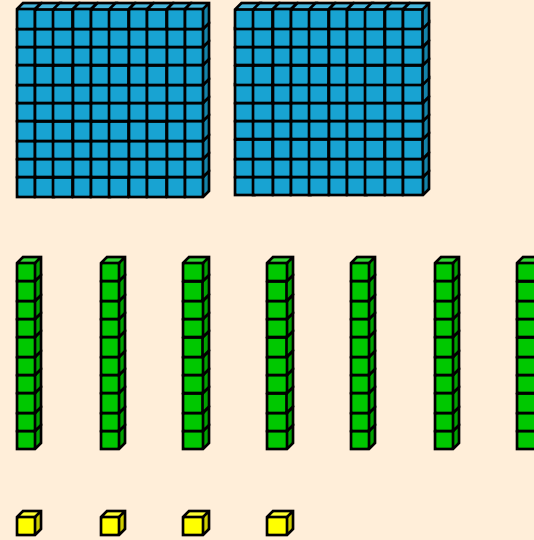
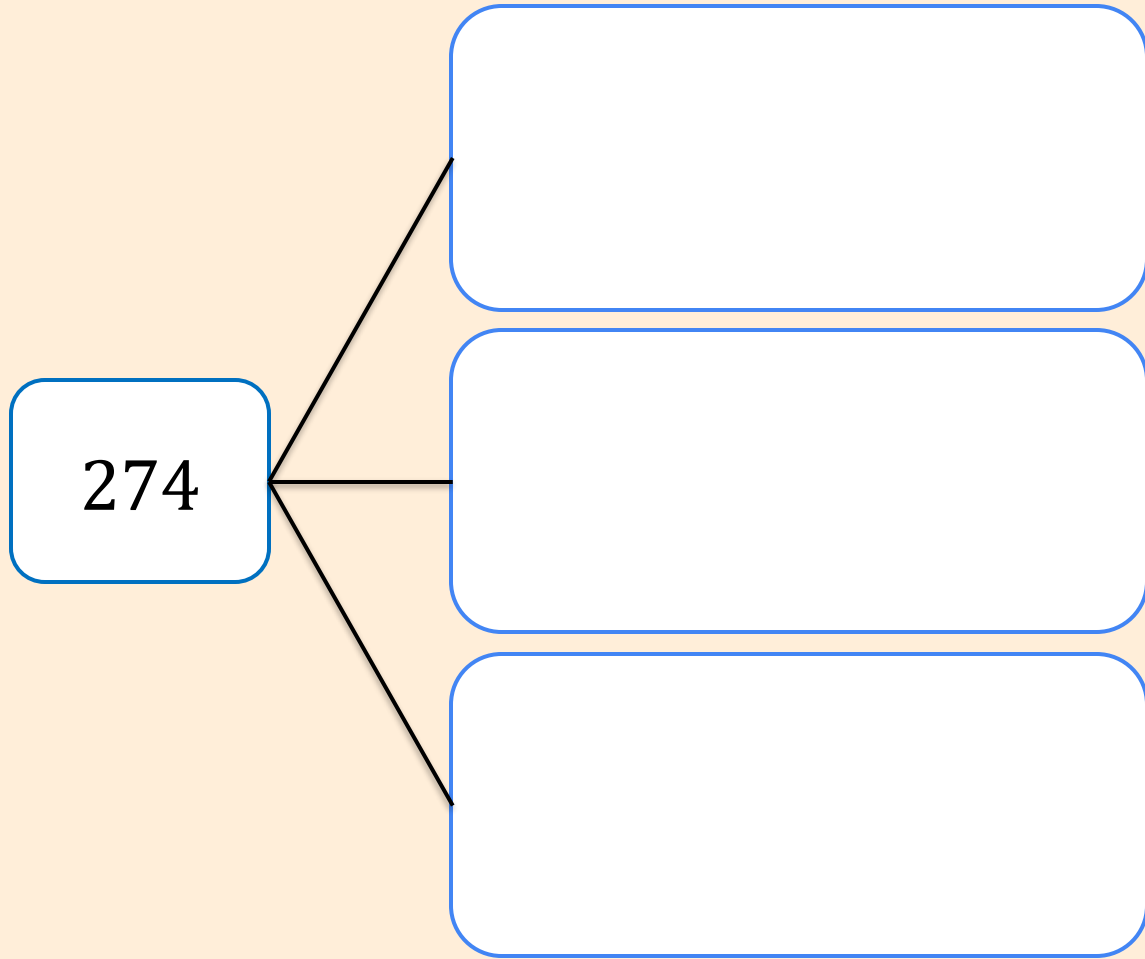
Now the parts are 260, 11 and three. The whole is still 274.



hundreds tens ones place value whole parts part-whole

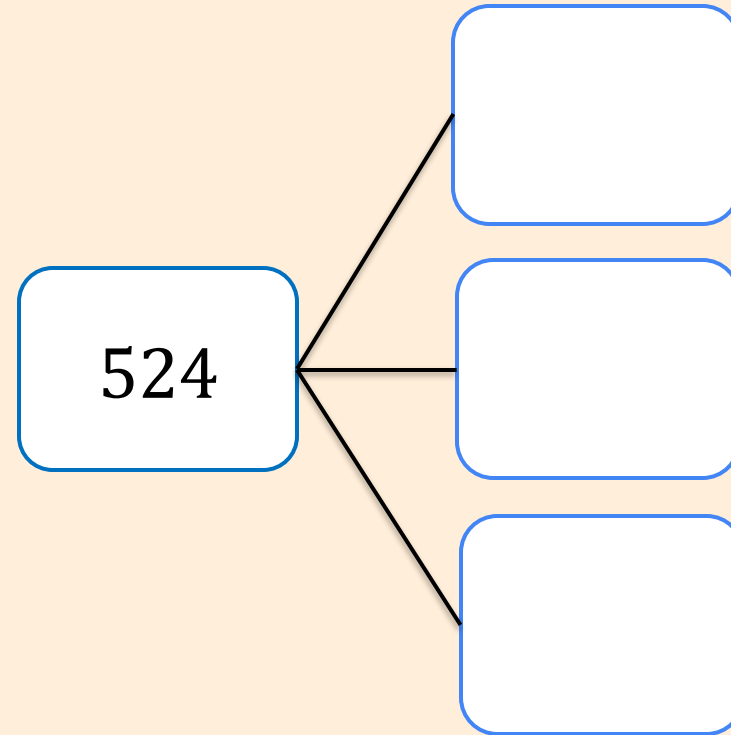


Different ways to show 274



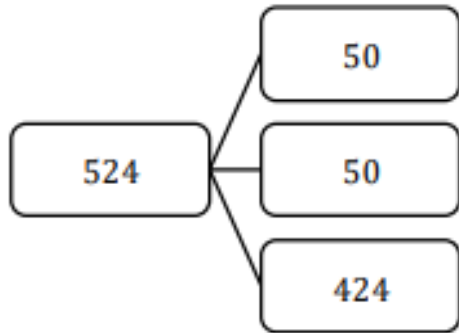
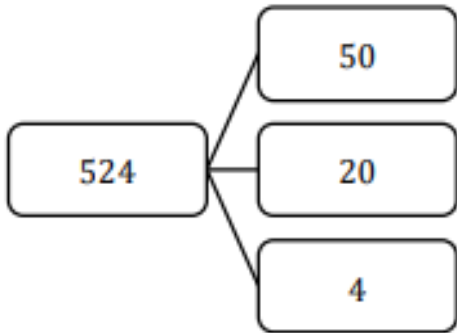
To explore 3-digit numbers using the part-whole model

- Show different ways of representing 524 on a three-part part-whole model.



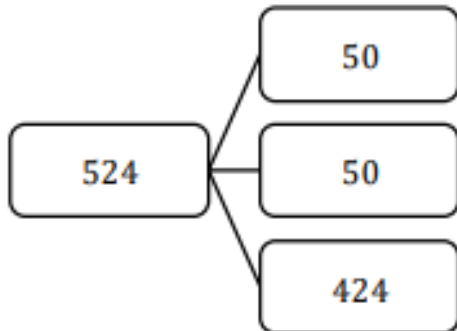
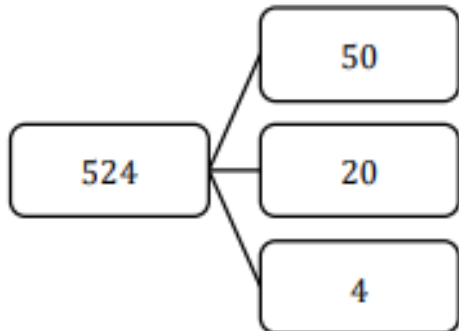
CHALLENGE:

Spot and correct any mistakes in these part-whole models. Explain why they are wrong.



CHALLENGE:

Spot and correct any mistakes in these part-whole models. Explain why they are wrong.

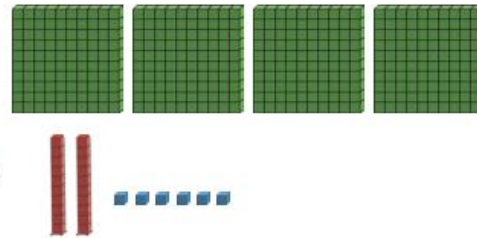


GREATER DEPTH:

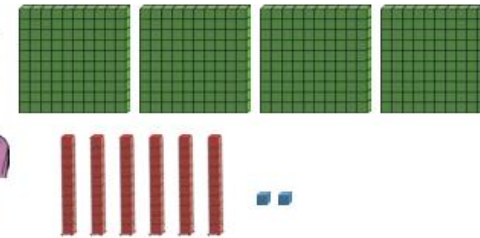
2) Lola and Marcel are using base ten to make the number 426.



Lola



Marcel



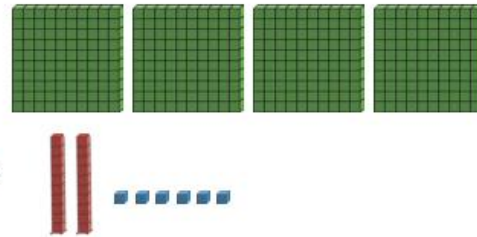
Who has represented the number correctly? Explain why.

GREATER DEPTH:

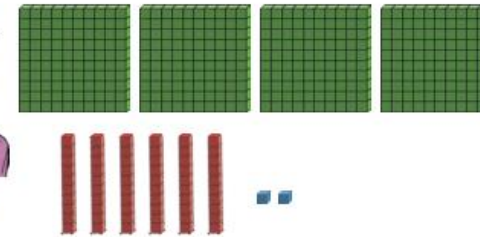
2) Lola and Marcel are using base ten to make the number 426.



Lola

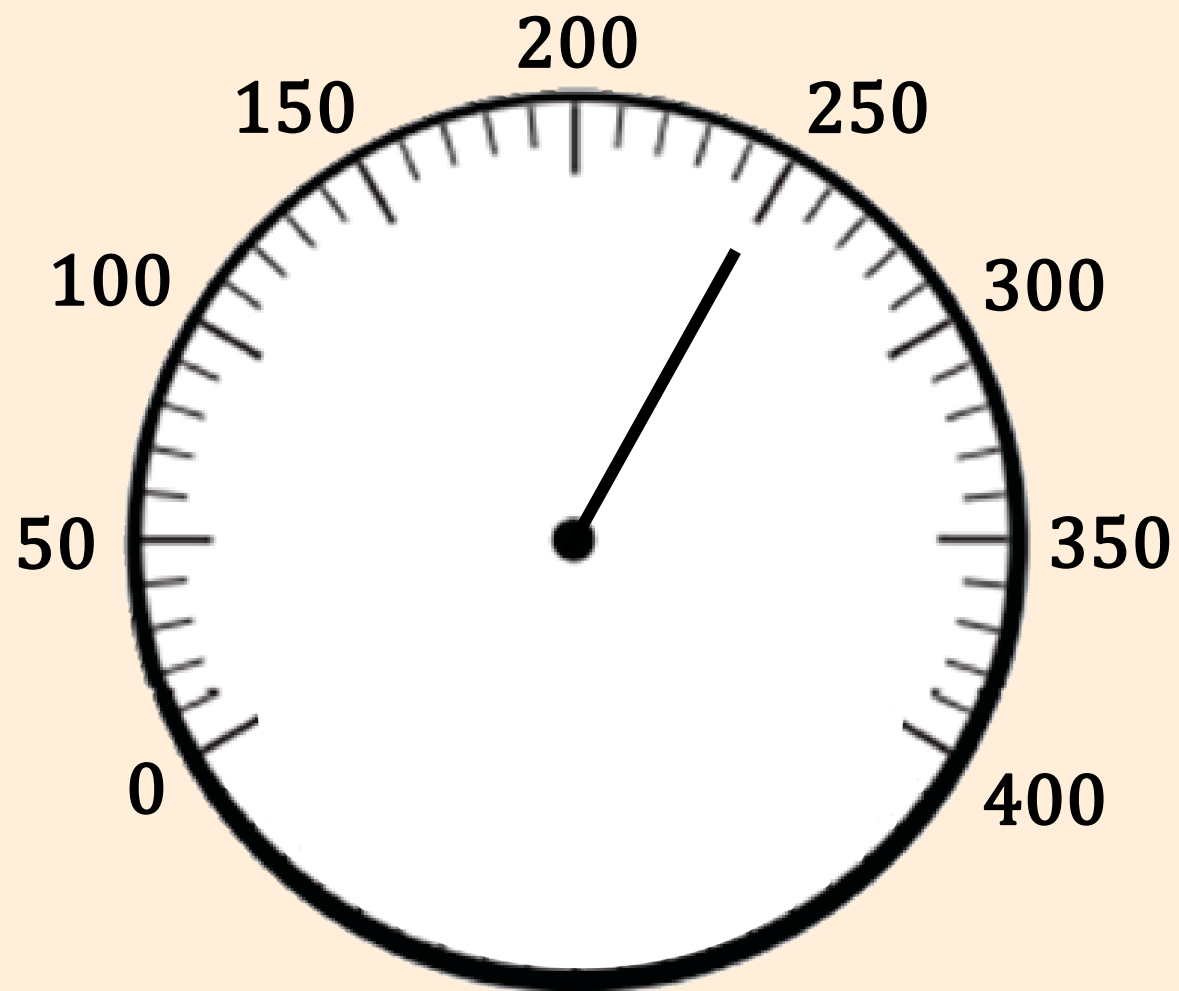


Marcel



Who has represented the number correctly? Explain why.

Numbers on a scale



Brain Breaks

BREATHE

BRING IT DOWN

FLOW

GoNoodle.

LUNCH

HANDWRITING

g g g

G G G

Gg Gg Gg

gold

grass

great

30.04.24

T.B.A.T. practice cursive writing and common
exception words

**Brain
Breaks**



BREATHE

MELTING

FLOW

GoNoodle

MUSIC
1.00-1.30
Mr Little

[COLLINS HUB LINK](#)

LOG IN DETAILS:

Username: jhorton@ohacademy.co.uk

PW: 4Tune1to3!

MUSIC
1.00-1.30
Mr Little

<https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home/LessonBank/years/Activity>

LOG IN DETAILS:

Username: jhorton@ohacademy.co.uk

PW: 4Tune1to3!

Unit: Weather

Musical focus: Exploring sounds
Subject link: Geography

[Collins Connect](#)

LESSON
1

LESSON PLAN

LESSON LEARNING

- Performing a rhythmic chant and playing an independent rhythm pattern to accompany it
- Listening in detail to a piece of orchestral music

WHAT YOU WILL NEED

- Three sets of untuned percussion instruments, eg tambourines, drums, wood blocks

TEACHING ACTIVITIES

Waiting for the bus

Perform a chant rhythmically and with actions

- Children:
- listen to a chant, identifying and describing the changes in the accompaniment;
 - listen to a rhythmic chant and join in with actions;
 - learn the rhythmic chant and perform with actions.

Waiting for the bus accompaniments

Perform vocal and instrumental ostinati to accompany a chant

- Children:
- use a simple score to accompany a chant with three word rhythm ostinati;
 - transfer word rhythm ostinati onto instruments in three groups;
 - perform a chant with actions and ostinati accompaniments.

Winter • The Four Seasons

Watch a performance of *Winter* by Vivaldi and consider how the music depicts the weather

- Children:
- listen to an orchestral performance and discuss how the music is descriptive;
 - compare the orchestral performance with the music that the children have performed and discuss the similarities;
 - explore the composer's own description of his music.

Support: Encourage the children to be discriminating about the sounds they select. Can they produce descriptive sounds for the words of each rhythm? They will need to think about the both volume and the accuracy of the rhythms as they accompany the chant.

VOCABULARY

- Duration
- Rhythm
- Ostinato
- Accompaniment

EXTENDED LEARNING

Working in two groups, take a well-known poem or nursery rhyme: one group repeatedly chants one line or phrase while the other group recites the complete rhyme. Try this with the children working in smaller groups or in pairs if they are confident.

♥ Wintry weather

This lesson features 'Winter' from *The Four Seasons* by Vivaldi.

ACTIVITY 1

ACTIVITY 2

ACTIVITY 3

TEACHING NOTES

Waiting for the bus

Step 1/2 - Listen

Waiting for the bus



Waiting for the bus on a winter's day,



There's an icy wind, and the sky is grey,



Shivering and shaking on the cold dark street,



So I'm rubbing my hands



as I stamp my feet.

MUSIC EXPRESS

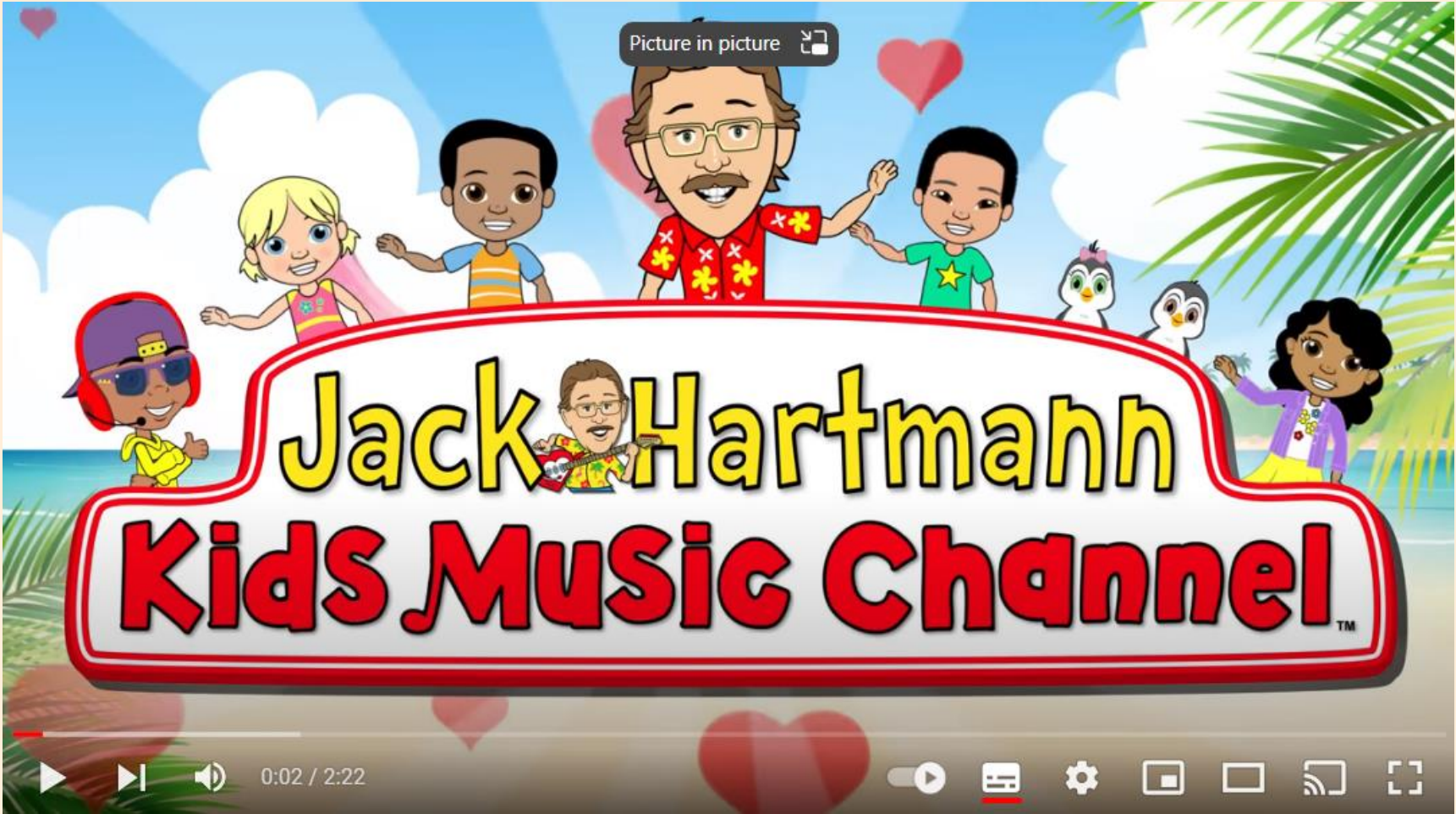


00:00 / 01:11

Performance



Brain Breaks



[Shake Break | Brain Breaks | Jack Hartmann - YouTube](#)

SCIENCE

SCIENCE



Key Question:
What do plants need?

Plants

I know what plants need to grow
and stay healthy.

www.grammarsaurus.co.uk

How can we keep plants healthy?

Plants **need water** to grow and keep healthy. Water helps the plants take in **nutrients** from the soil. It also keeps the plants **moist and flexible**. If you don't give them enough water, they can wither and die.

Did you Know?

It can also be dangerous to give your plants **too much water**. If you do this, the soil can get **water logged** and **drown the roots!**



A **healthy** plant.



A plant that **hasn't** had enough water.

How can we keep plants healthy?

Plants **need sunlight** to grow and keep healthy. The **Sun** provides warmth and energy for plants to survive. Plants use the Sun's energy to **make their own food** energy in their leaves. If the plant does not get enough sun it can **slow its growth** and even kill it.

Did you Know?

Too much sun can be a problem too, it can **dry** the plant and soil too quickly.



A **healthy** plant.

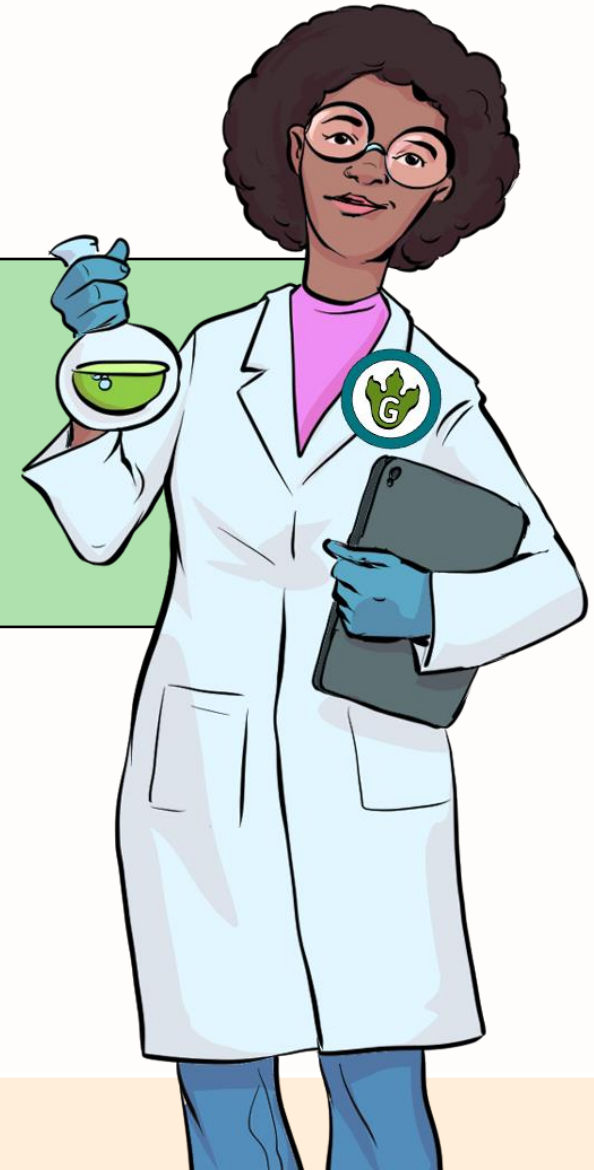


A plant that **hasn't had enough water**.

Independent Activity



We are now going to write a **set of instructions** on how to keep our **plants healthy**.



How can we keep a plant healthy?

True or False?

Make sure it eats lots of **fruit and vegetables**.

Make sure **it exercises** for 20 minutes a day.

Make sure it gets **lots of sunlight**.

Keep it at a **suitable temperature**.

Keep it in **the oven**.

Give it **water**.

Put it in a **dark cupboard**.

Keep it in **the fridge**.



Greater Depth

How are fruits and vegetables the same? How are they different?

List as many similarities and differences as you can.

similarities	differences
• _____ _____	• _____ _____
• _____ _____	• _____ _____
• _____ _____	• _____ _____

Greater Depth

How are fruits and vegetables the same? How are they different?

List as many similarities and differences as you can.

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• _____ _____	• _____ _____
• _____ _____	• _____ _____
• _____ _____	• _____ _____

MUSIC

Music

[The Collins Hub Educator > Library](#)

Unit – Sleep

Lesson – Yawning

Music

LEARNING OBJECTIVES *Children will:*

- Demonstrate an understanding of pitch through singing and movement
- Develop an understanding of pitch using tuned percussion
- Communicate ideas for a melody by writing note names
- Recognise and respond to the mood of a piece with movement

Teaching tips (Activity 1)

Allow children time to explore different yawns by themselves before performing them with the backing audio.

Visit the Knowledge Bank to watch the teacher support video on 'How to teach a song'.

Teaching tips (Activity 2)

If possible, when using xylophones either remove all unnecessary note bars or turn them over so that children can focus on the two notes they need to play. For glockenspiels, you can add sticky dots on the bars they need to play.

If you only have a few instruments, pairs of children could share instruments, taking a turn to play the pattern four times each.

Leave the *Rocking pattern* and/or *Invent your own rocking pattern* template (see printable resources) and chime bars for children to explore. They could practise playing the rocking pattern individually in their own time, or with the support of a teaching assistant or more confident child, or they could create their own rocking pattern and write the note names down for others to try out.

Visit the Knowledge Bank to watch the Elements of music video, 'Pitch.'

Teaching tips (Activity 3)

You could practise the swaying first in two straight lines, one behind the other with the children all facing the same way, to identify any children who have difficulty moving to the pulse or in the same direction as others.

If you have extra adults, they could position themselves around the circle to help the children all sway in the same direction. Check the children know which way to sway first, then give a starting signal, e.g. 'Ready, and left, right...'

TEACHING ACTIVITIES

Yawn song

Sing an echo song and explore the pitch shape with voices and movement

- Listen to a song and discuss the lyrics and mood
- Explore the way that movement can affect the voice
- Join in with the echoes of the song

Rocking pattern

Listen to an instrumental rocking pattern then copy and create similar accompaniments

- Listen to a musical interlude and play a two-note rocking pattern on tuned percussion
- Create a simple rocking accompaniment chosen from three notes and perform with a song

Thula sana

Identify characteristics of a South African lullaby and respond with movement

- Listen to a lullaby from South Africa and discuss the characteristics using musical language
- Respond to the song, finding the pulse and moving in time

VOCABULARY

lyrics

pitch

duration

notation

accompaniment

pulse