

<b>PIONEERS (Molly)</b>	<b>08:30 - 08:50</b>	<b>08:50 - 09:20</b>	<b>09:20 - 10:10</b>	<b>10:10 - 10:30</b>	<b>10:30 - 10:45</b>	<b>10:50 - 11:50</b>	<b>11:50 - 12:40</b>	<b>12:40 - 1:05</b>	<b>1:05 - 1:55</b>	<b>1:55 - 2:05</b>	<b>2:05 - 3:00</b>
<b>MON</b>	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i><b>BREAK</b></i>	PE (Upstairs)	<i><b>LUNCH</b></i>	Class Novel / Maths Meeting	Maths	<i><b>BREAK</b></i>	Art / DT
<b>TUE</b>	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i><b>BREAK</b></i>	Maths	<i><b>LUNCH</b></i>	Class Novel / Maths Meeting	Science	<i><b>BREAK</b></i>	Music - <b>JIM</b> (from 2:30)
<b>WED</b>	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i><b>BREAK</b></i>	Maths	<i><b>LUNCH</b></i>	Class Novel / Maths Meeting	Computing	<i><b>BREAK</b></i>	PE (Down stairs)
<b>THU</b>	Registration / Challenges	Phonics and Spelling	Literacy	Music	<i><b>BREAK</b></i>	Maths	<i><b>LUNCH</b></i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i><b>BREAK</b></i>	Humanities (from 1:30)
<b>FRI</b>	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	<i><b>BREAK</b></i>	Maths	<i><b>LUNCH</b></i>	Class Novel / Maths Meeting	<b>Golden Book / Reward Playtime (PPA)</b>	<i><b>BREAK</b></i> (1:45 - 2:00)	<b>ENRICHMENT (PPA)</b>

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

# REGISTRATION



Write two sentences that each include the following:

- A subordinating conjunction
- Two words from the word bank.

Tick off each target when it has been completed!

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enchanted

powerful

concoction

mystical

potions

magical

elixir

colourful

experiment

ingredients

smoke

apparatus



08/05/24



Spelling


Let's practise Sam's Sounds and common exception words!



A yellow-bordered rounded rectangle containing two images. The top image is a solid black silhouette of a ship. The bottom image is a colorful illustration of a knight in armor holding a shield with a yellow fleur-de-lis on a green background. A blue play button icon is centered at the bottom of the box.

A blue-bordered rounded rectangle containing a solid black silhouette of a castle. A blue play button icon is centered at the bottom of the box.

Today, we are learning how to add an **-ed** ending to words. We are also learning about the different sounds the endings can make.

Sometimes, **-ed** makes a /d/ or /t/  sound and sometimes, it makes the /id/ sound. These pronunciations can vary depending on regional accents.

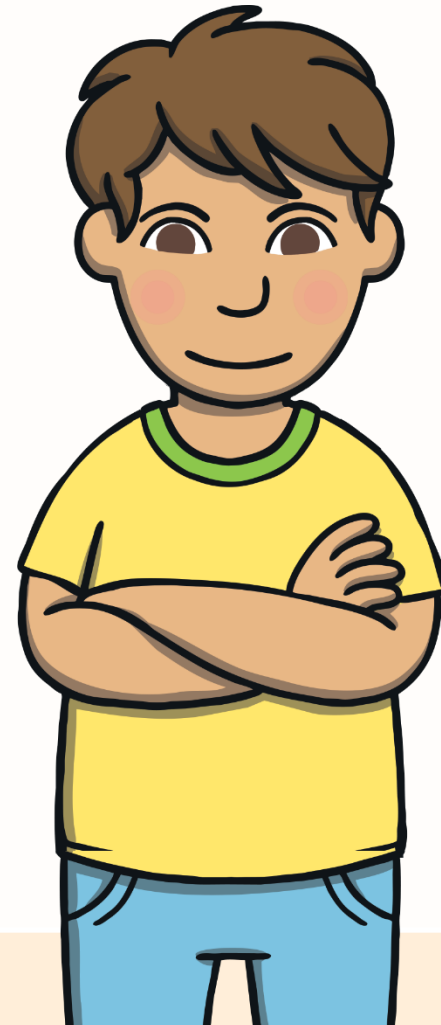


Click me for Kit's teaching tips!

When adding **-ed** to this week's focus words, you don't need to change the root word at all.

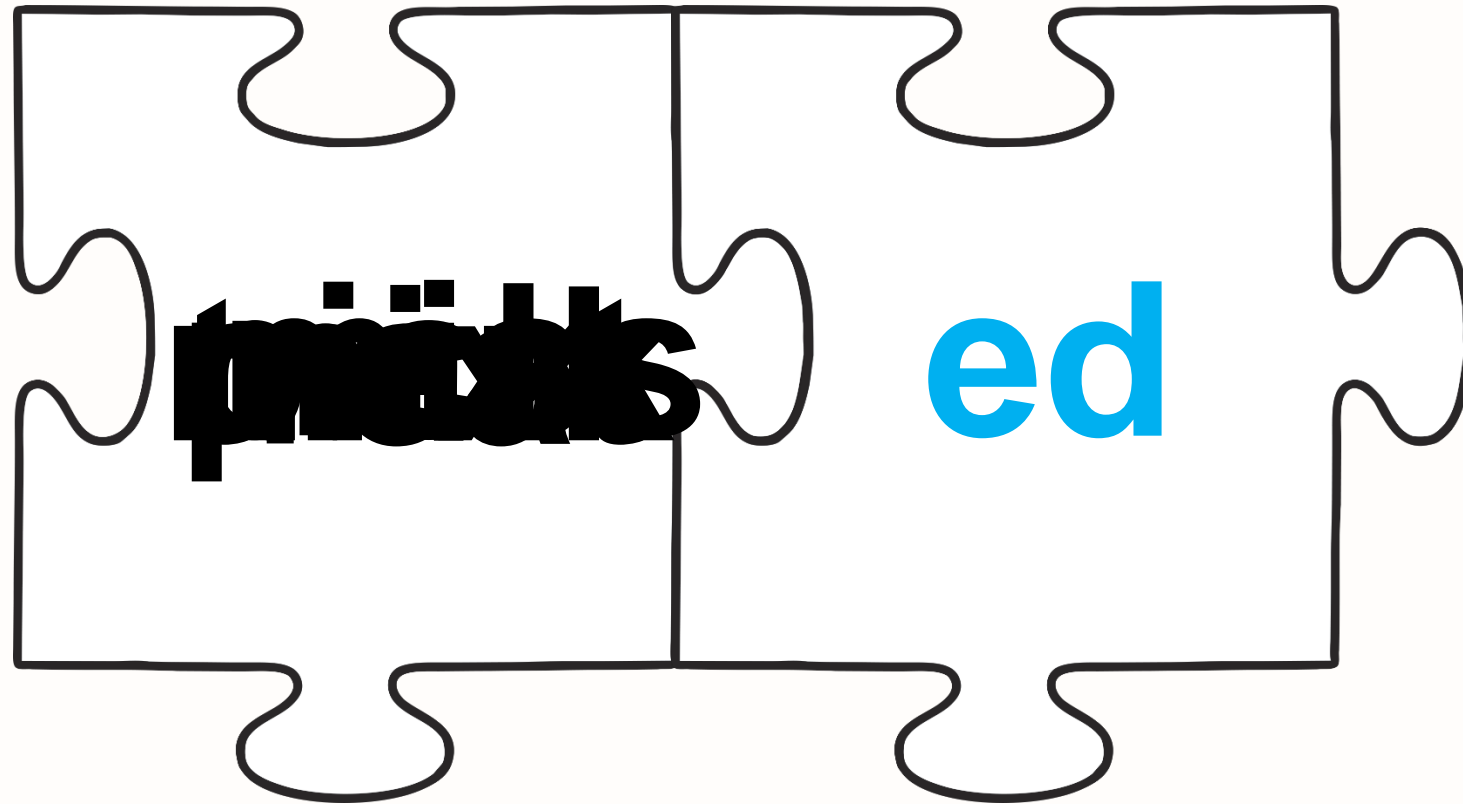
**kick + ed**  
**= kicked**

**-ed**  
**play + ed**  
**= played**



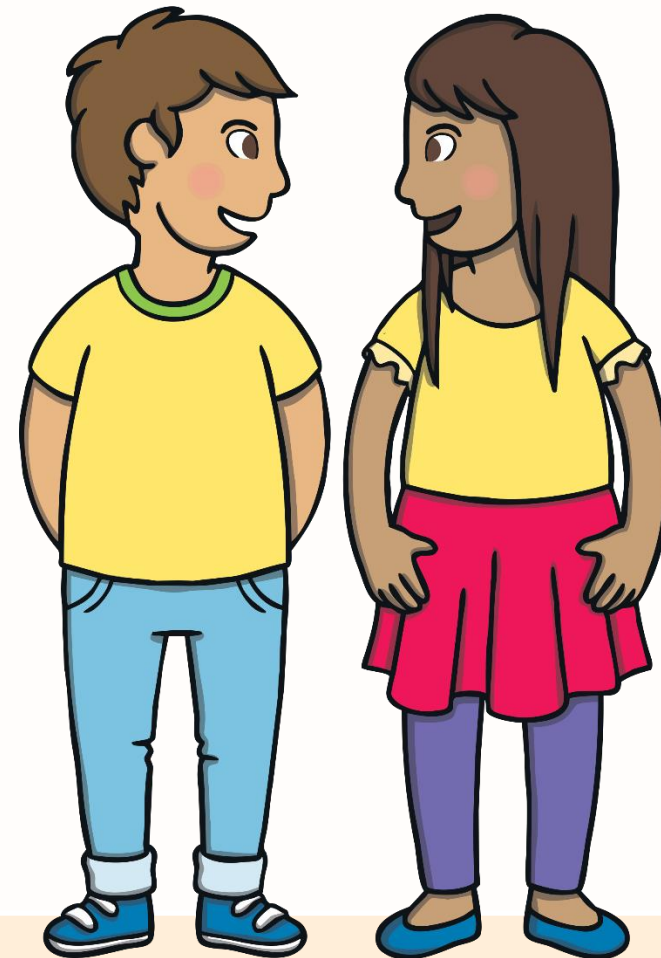


Let's add **-ed** to some doing words to make them past tense.



Sometimes, **-ed** makes the /d/ or /t/ sound and sometimes, it makes the /id/ sound. Let's read these examples together.

/t/	/d/	/id/
looked kicked	played enjoyed	hunted started





After their phonics lesson, the children headed outside to play.  
“I need to think of a new game to play,” sighed Kit.  
“Why don’t we choose some play equipment from the shed?” suggested Jake.

**/d/**

**/t/**

**/id/**

**licked**

Check



**/d/**

**/t/**

**/id/**

**enjoyed**

Check



**/d/**

**/t/**

**/id/**

rained

Check



**/d/**

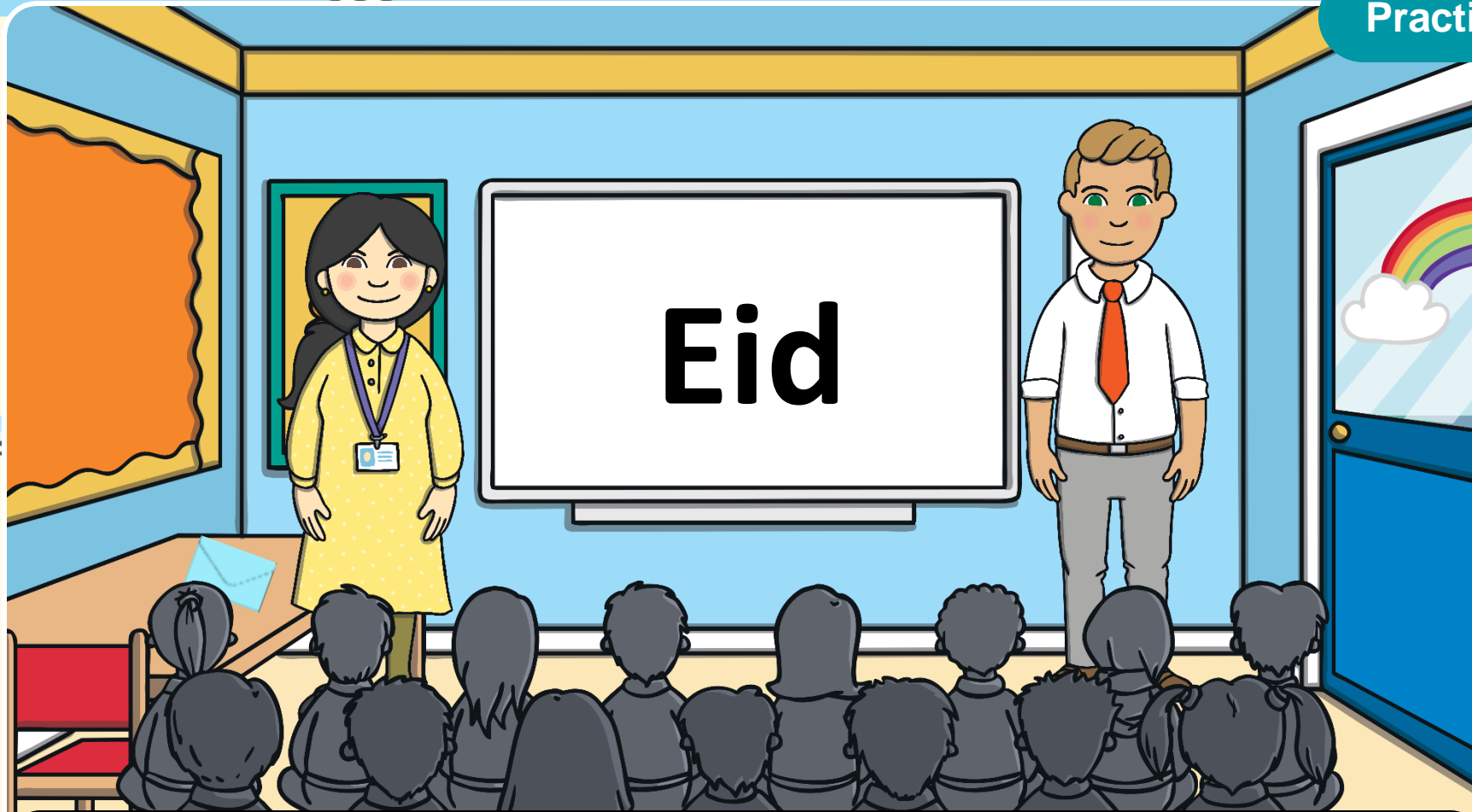
**/t/**

**/id/**

**needed**

Check

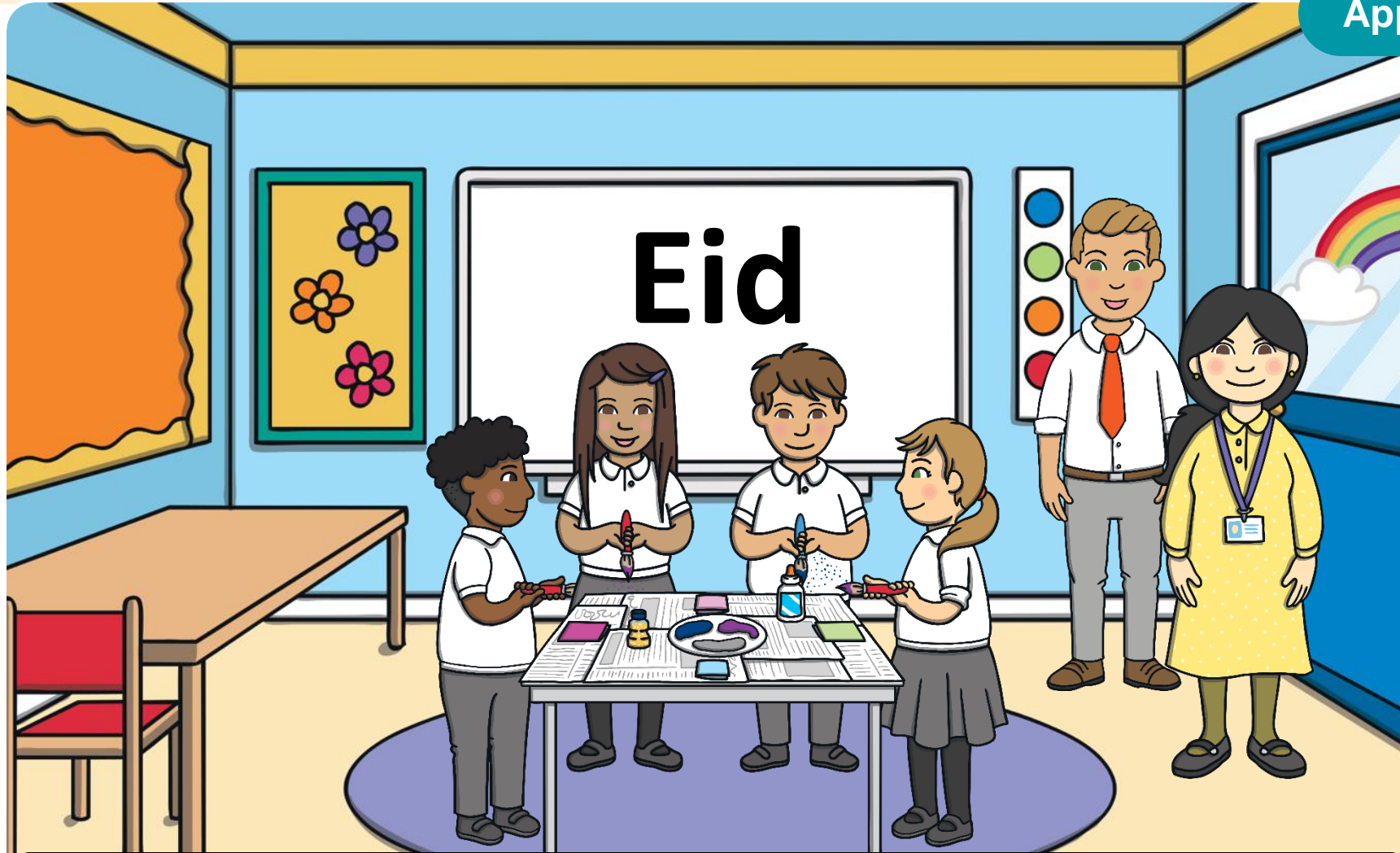




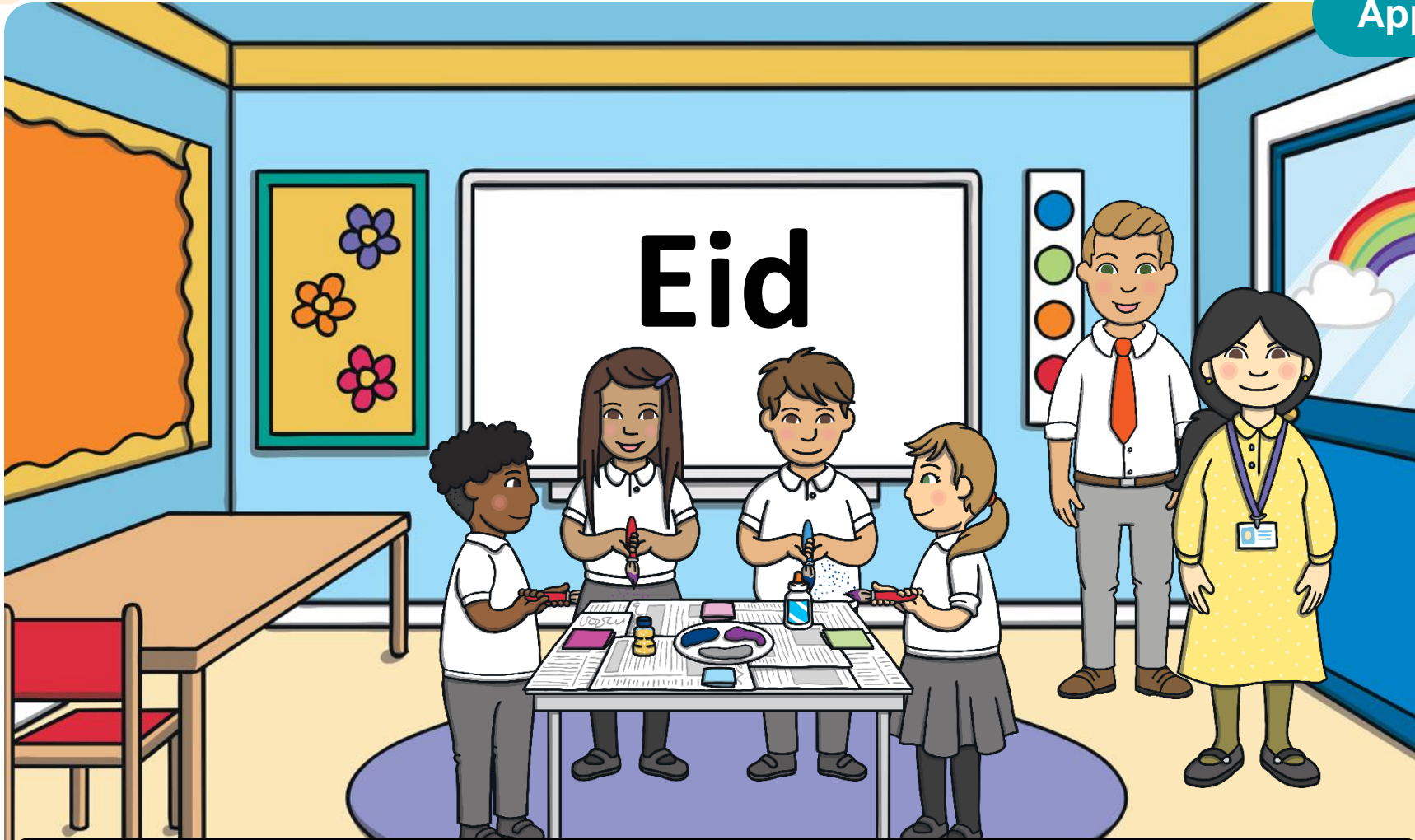
When the children returned to the classroom, they found that Mrs Tan had put some coloured card on each table.

“Come and sit on the carpet and learn a little about Eid Al-Fitr,” said Mrs Tan. “Does anyone already know anything about Eid?”





“These cards look lovely,” said Mrs Tan. “We will hang them up to dry while we go to lunch. This afternoon, we will write messages inside.”



The children finished off their Eid cards in the afternoon. They were so focused on the task that the time flew by. To Kit and Sam's surprise, Mr Adams announced it was home time.

# Today, we have learnt...

how to add an **-ed** ending to words and to recognise the different sounds the endings can make.



The adventure continues next lesson!

/d/	/t/	/id/

rained	loved	yawned
hated	jumped	licked
painted	walked	hopped

Literacy

Wednesday 8th May

T.B.A.T. visually plan part of a biography

Wangari also discovers that even in a great, free, independent country, some places are forbidden to black people. Just like at home, some schools are for white people only. During the 1960s angry African Americans demand the same rights as white people.

**Find in the text:**

1. An expanded noun phrase
2. What places are forbidden to black people?
3. What word means the same as demand? **Circle one.**

order    ask    answer    wonder



**Challenge**

Was it right for the African Americans to feel angry? Explain.

Talk with a buddy...



biography

life

writing

Why is it important for a biography to be  
in order?

## Where to put events...

What clues can I use to put these events in the correct order?

**first**

People all over the world took notice and gave her a famous prize.

**second**

Wangari died in 2011, but we can think of her every time we see a beautiful tree.

**last**

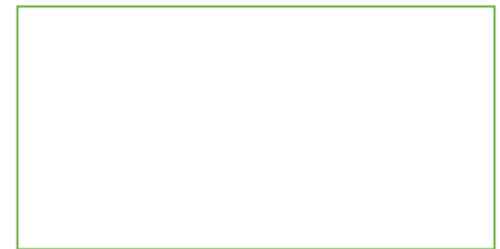
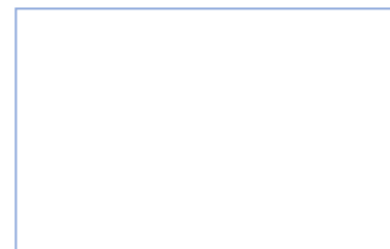
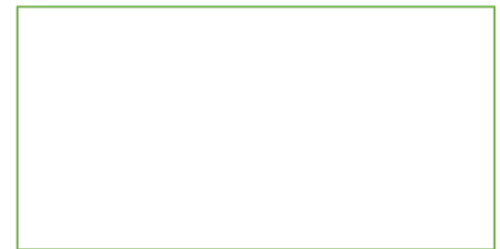
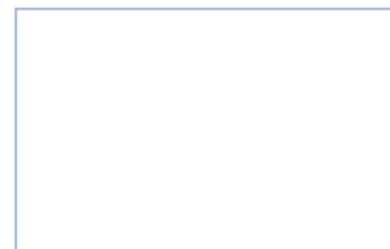
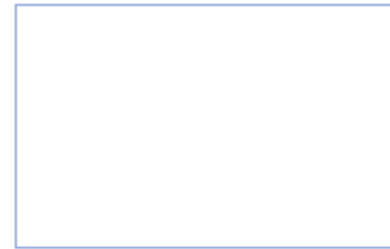
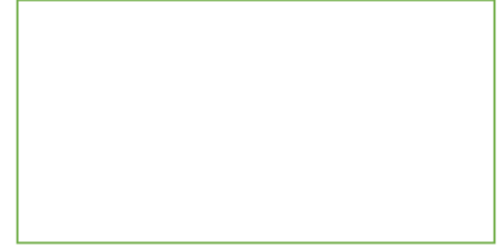
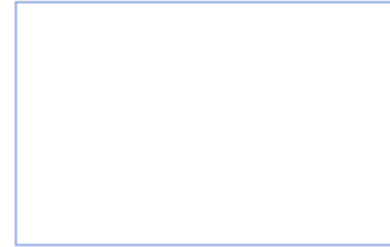
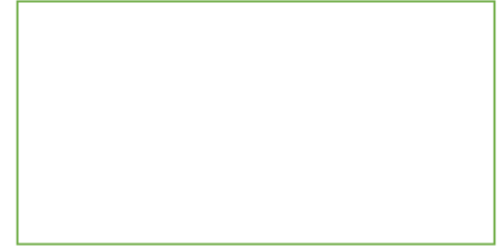
At the American university, Wangari learnt many new things.



# Independent Activity

1. organise the events of Wangari's life from beginning to end.

draw a picture to match what is happening in the event.



# CLASS ASSEMBLY

MATHS

- Jay checked the temperature of his classroom at the end of each school day. He did this every day for one school week.



- The lowest temperature was on Wednesday.
- The highest temperature was on Friday.
- The temperature on Monday was less than 18 degrees Celsius.
- The temperature on Tuesday was more than the temperature on Thursday.

DO NOW

17 18 the 24 22 14



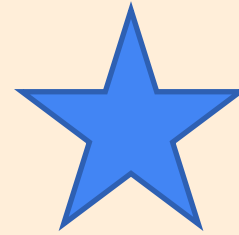


To read temperature in degrees Celsius on a thermometer

• **temperature**



**thermometer**



• **degrees Celsius**

•

°C



• **warmer**



**cooler**





## Hot and cold temperatures

Has anyone ever had their temperature taken?

Who took it and why?

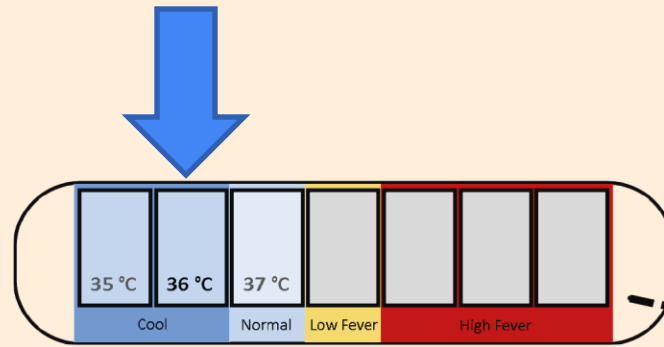
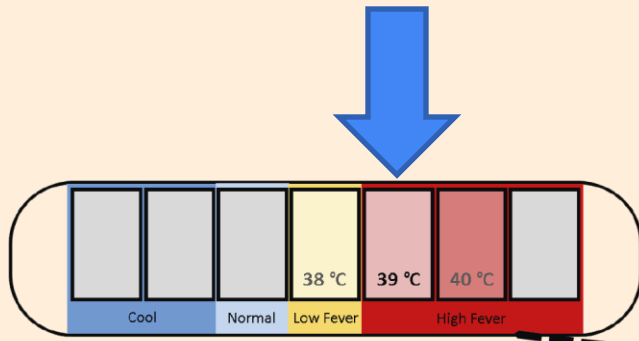
How did they take your temperature?





# Hot and cold temperatures

What are these children's temperatures?





## Reading the temperature

The temperature of the water in the first cup is approximately 9 °C.



The second cup has a temperature of 41 °C.  
This water is hotter than the first cup.



temperature

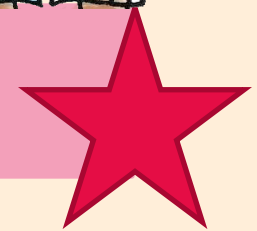
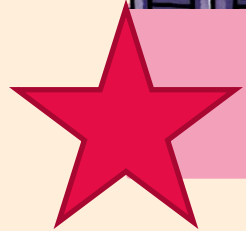
thermometer

degrees Celsius

°C

warmer

cooler







Degrees warmer and degrees cooler

## Average temperatures for May

Spain	Greece	Italy	Iceland	Germany
20 °C	19 °C	15 °C	10 °C	18 °C



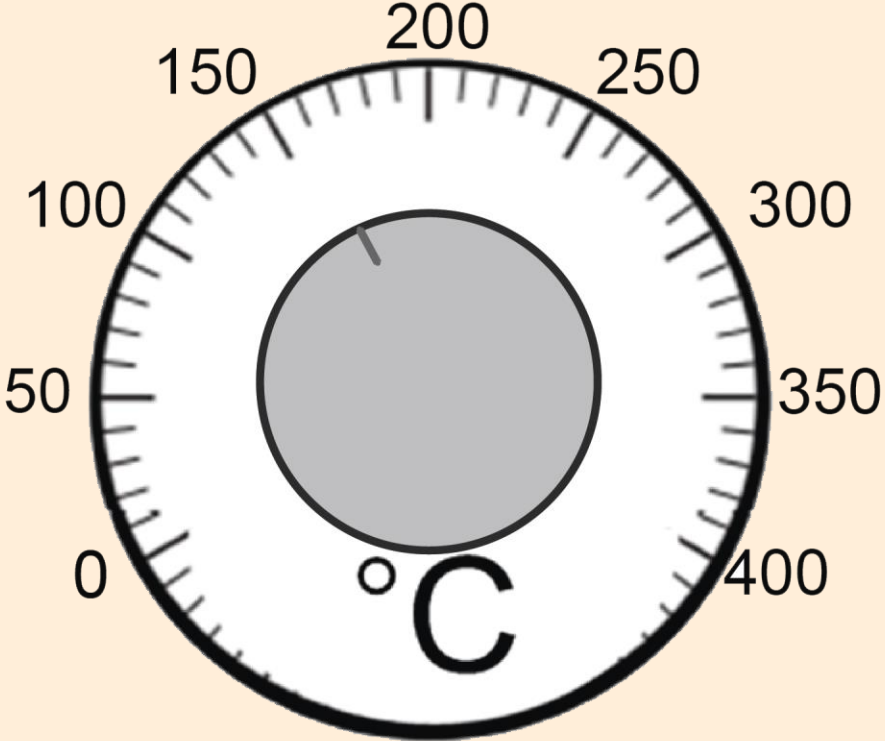


To read temperature in degrees Celsius on a thermometer

- **Representing and comparing temperature**
- Complete the Task Sheet.
- Use a bead string to 'prove' your answers.
- Can you draw bar models to represent the word problems?



What are the scales on the thermometer and the dial?



Plenary



HANDWRITING

k k k

08.05.24

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

K K K

Kk Kk Kk

kind

king

# Brain Breaks



P.E.

## Learning Objective

**To be able to get a batter out.**

### Success Criteria

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- Look at where the batter is before making a decision about where to send the ball.
  - Make sure the person you are throwing to is looking at you.

### Whole Child Objectives

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**Social: To communicate with my team to limit a batters score.**

**Emotional: To show honesty when keeping score.**

**Thinking: To make quick decisions.**



# Equipment



**CONES**  
*x 40*



**HOOPS**  
*x 8*



**TENNIS BALLS**  
*x 10*



**TENNIS RACKETS**  
*x 5*

Optional:



**PLAYGROUND  
BALL**

10

Mins

# Warm Up and Introduction

## Roles:

Q: Can you name any of the players we have learnt about so far in striking and fielding games? *Bowler, batter, fielder.*

Q: What is the job of each of these players? *Bowler, bowls the ball to the batter. Fielders collect the ball quickly to stop the batter scoring. A batter hits the ball and moves to score points.*

## Batters and fielders:

Place 8 hoops around the space with 15 balls placed randomly inside.

**A** Split the class in half. One group are the fielders, the other the batters.

- Batters run from hoop to hoop, collecting one ball and throwing it into space.
- Fielders collect balls and place them in the hoops.

Rules: players can only move one ball at a time and must alternate the hoops that they use. Q: Should the batters use an overarm or underarm throw? *An overarm throw to throw the ball further.*

After a few minutes count the number of balls not in a hoop, this is the batting team's score. Change roles and repeat.

**B** Q: When were the batting team successful? *When they threw the ball away from the fielders.* Play the game again. This time, batters must drop the ball and hit it with the palm of their hand after once bounce, instead of throwing it.

Use the flat of the hand to hit the ball. Use an open palm and keep the hand and arm strong.

30

Mins

# Skill Development

## Stumping out:

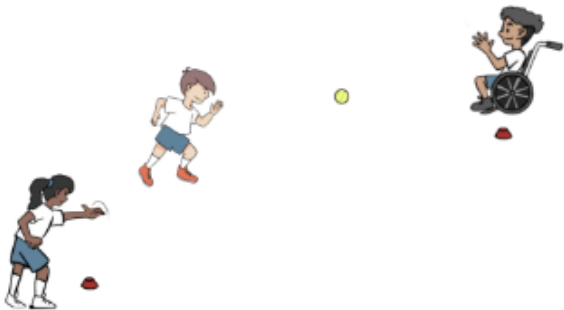
Explain that in striking and fielding games, the fielding team can also get a batter out to stop them from scoring. One way to do this is to 'stump' a batter out. This means, touching the ball to the cone that a batter is running to before the batter gets there.

- A** In groups of three with two cones and one ball. Two pupils are the fielders and begin at a cone, the batter starts next to the fielder with the ball.
- The fielder with the ball shouts 'go' and throws the ball to the other fielder at the other cone approx. 5m away.
  - The batter starts running towards the cone, the fielders attempt to get the batter out by touching the ball to the cone before the batter gets there.

Q: What skills do you need to use to get the batter out? *Throwing and catching*. Have four turns as the batter and change.

Point your throwing hand towards your target after you have thrown to help with accuracy. Track the ball as it comes towards you and catch with wide fingers.

Make this easier for the fielders by allowing them to roll the ball or by using a beanbag.



**B** Increase the distance between the cones. Q: What type of throw do you think you should now use? *Overarm*. Repeat the activity, having four turns as the batter and change.

Keep your elbow high and step with the opposite foot as you throw. Be ready to move towards the ball to catch it if needed.



## Catching or stumping out:

Tell pupils another way to get a batter out is if a fielder catches the batted ball.

- In their threes, the batter starts with the ball at one cone. One fielder starts behind the two cones and one in front.
- The batter throws the ball up in the air, then starts to run to each cone, scoring one point for each run.
- The fielders can get the batter out either by catching the ball before it bounces more than once or by stumping the batter out at the cone they are running to.

Have three turns then change roles.

Begin in the ready position and track the ball as it is thrown. If you do not catch it, throw to the fielder to stump the batter out.

Make this easier for the fielders by increasing the distance between the cones or allowing two bounces.



## Quick decision:

In groups of six with two cones, one ball and a racket.

Introduce a new role on the fielding team, the 'back stop'. This fielder stands behind the batter and collects the ball if the batter misses. They can also stump a batter out at the batting cone.

Pupils play 5v1.

- Fielding team: one bowler, one back stop, one fielder to stand at the non batting cone, two other fielders in space.
- Batting team: one batter.

How to play:

- The bowler underarm bowls to the batter, allowing it to bounce once before the batter hits the ball.
- Batter begins to score points by running to each cone, one point for each time they reach a cone.
- Fielders attempt to catch the batter out after one bounce or stump the batter out by getting the ball to the cone that the batter is running towards before the batter gets there.

Batters see how many points they can score before they are caught or stumped out. Have two turns then change roles.

Look at where the batter is running before deciding which cone to throw the ball to, to get the batter out. Make sure the person you are throwing to is looking at you.

Hit the ball quickly to get it to travel further. Be honest in the score you get and know that being honest is more important than winning.

Make this easier for the batter by allowing them to throw the ball. Make this easier for the fielders by increasing the distance between the cones to give the fielders more time to make a decision about where to send the ball.



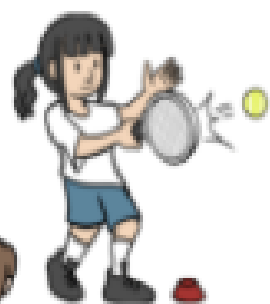
Fielder



Fielder



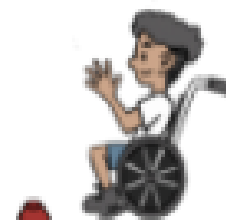
Bowler



Batter



Backstop/  
wicket keeper



Fielder

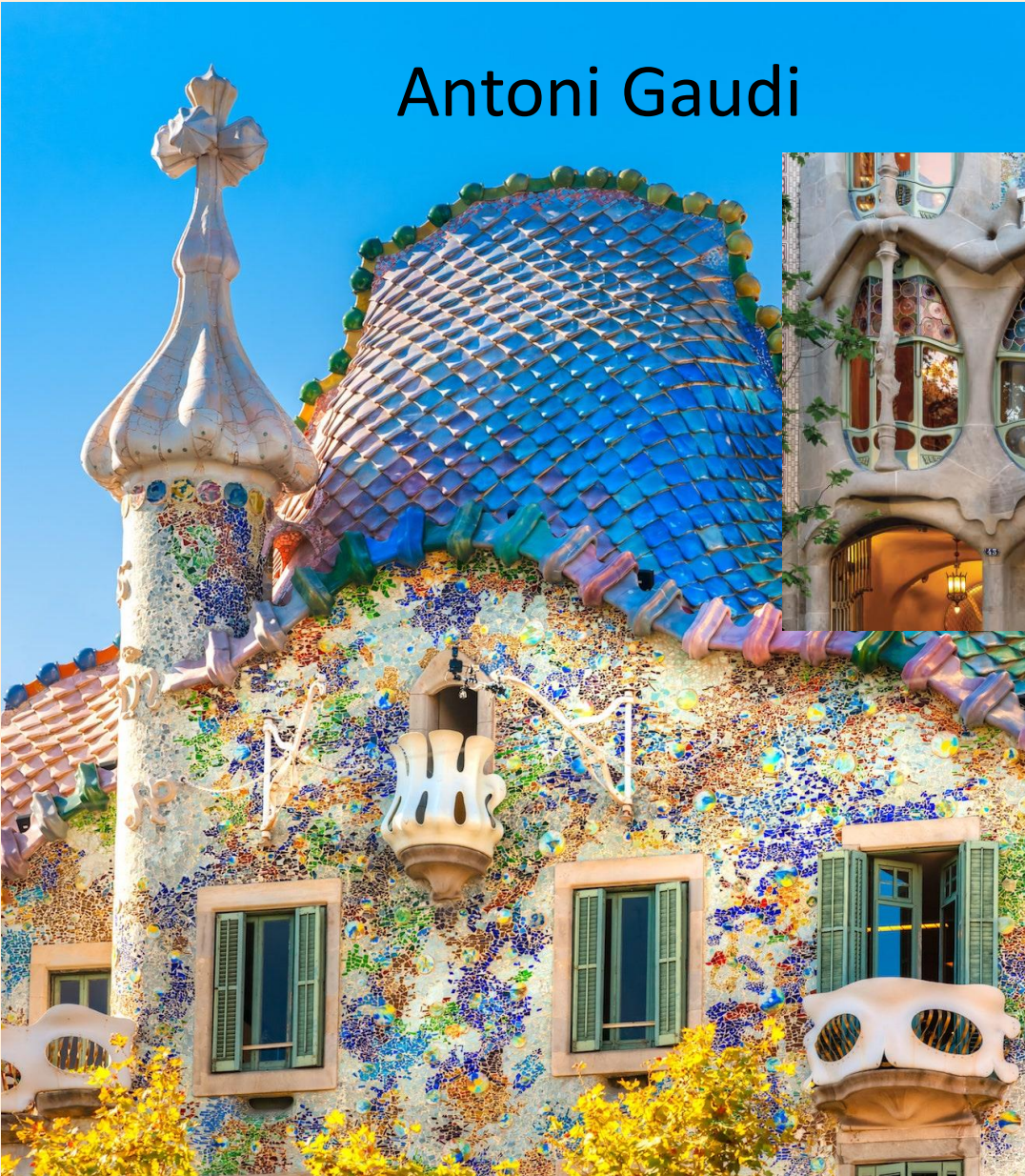
ART

T.B.A.T. design a piece of architecture



Let's look at some architecture for inspiration!

Antoni Gaudí







Zaha Hadid



Frank Gehry

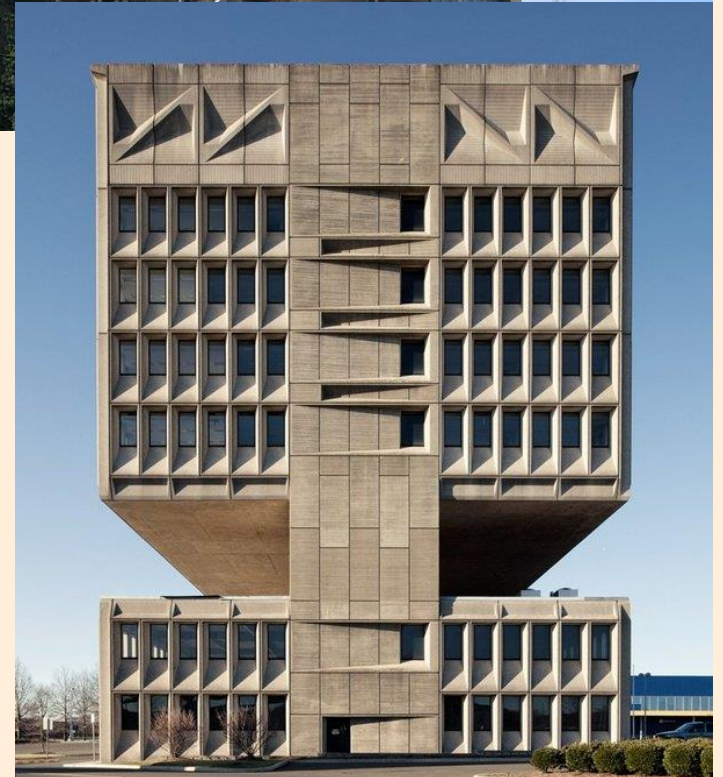




# Architectural styles

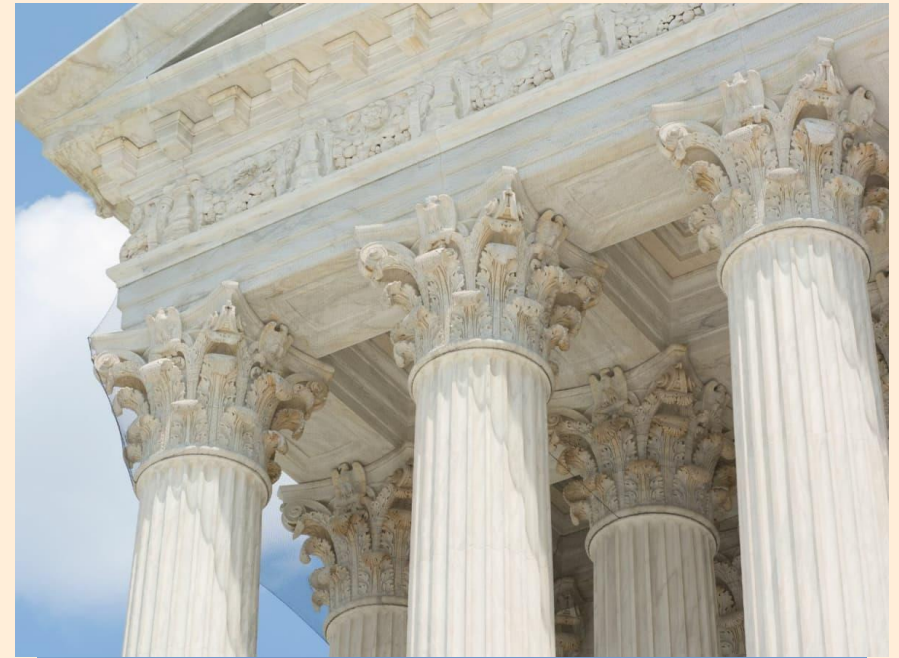


brutalism





# Architectural styles



Ancient  
Greek





# Architectural styles



Eastern  
Asian  
temples a  
nd  
pagodas



# Plan out your architectural piece

**My Design**

