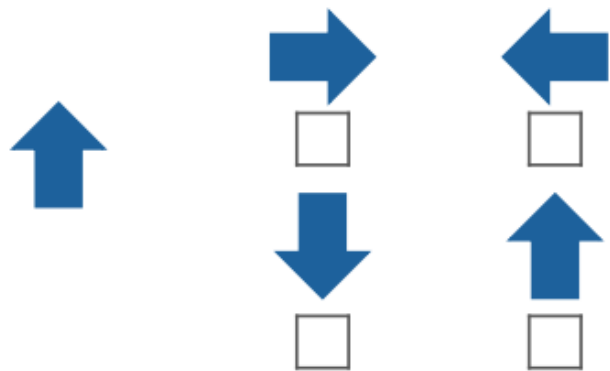


PIONEERS (Molly)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel /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

What will this shape look like after a quarter turn? Tick all possible answers.



Underline the letters in this address that should be capitals.

newtown primary school
24 south street
newtown

Extension: Write the address of your school with capital letters in the correct places.

What is the name of this flower?



daffodil

tulip

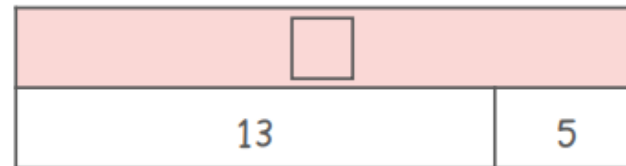
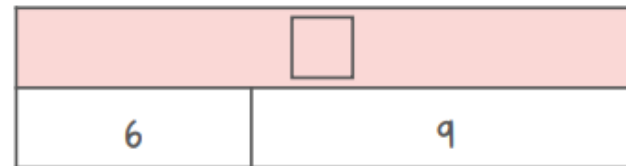
sunflower

Find the words in the wordsearch.

p	y	t	r	w	q	s	f
e	v	e	n	x	p	d	a
c	v	b	n	z	a	f	s
w	f	p	m	l	s	g	t
s	u	r	e	k	t	h	j

fast
even
sure
past

Complete the bar models by counting on.



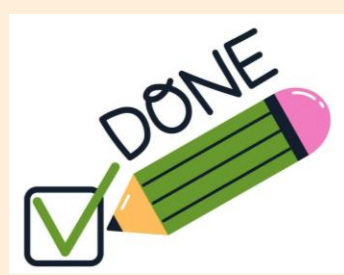
Complete the number tracks.

27	28	29		31	32	33	34	35	36
----	----	----	--	----	----	----	----	----	----

33	34	35	36	37	38	39		41	42
----	----	----	----	----	----	----	--	----	----

19		21	22	23	24	25	26	27	28
----	--	----	----	----	----	----	----	----	----

03/05/24



03.05.24

T.B.A.T. Listen and write common exception words.

Friday 3rd May

T.B.A.T. Write the beginning of a biography

A few days later Wangari is running joyfully to school with her brothers and cousins! She is thankful to Ndede for daring to ask the right question, and to her mother for making the decision that will change Wangari's life.



1. What is the word that means the same as **boldly**?
2. Find 2 verbs
3. Find a coordinating conjunction.

RECAP

Talk with a buddy...



Recap the **features** of a biography

Does it have a title?

Does it have sub-headings?

Does it have an introduction?

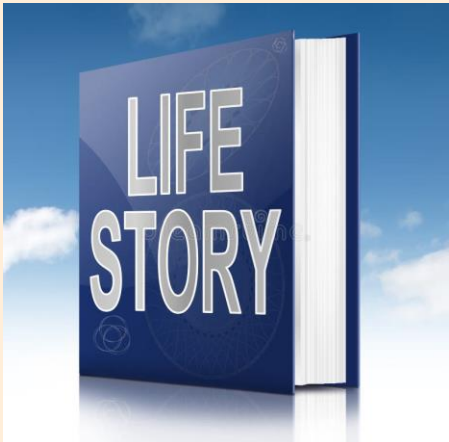
Is it written in the third person?

Is it in the past tense?

Are there facts about a person's life?

Are there dates and places to show when and where?

Is it in chronological order?



Independent Task

Write the title, introduction and first paragraph of your biography about Wangari Maathai.

WANGARI MAATHAI

A Forest Hero

Meet Wangari Maathai, a remarkable woman who loved trees and nature. She was born in Kenya, a beautiful country in the east of Africa. Let's explore and learn about her incredible life journey!

Early Life:

Wangari Maathai's story began in the small village of Ihithe in the near the base of Mount Kenya on the 1st of April 1940. She was one of five siblings and grew up in a traditional Kikuyu family, surrounded by the lush greenery of the countryside. Wangari spent much of her childhood exploring the forests, fields, and streams near her home. It was these forests, inhabited by bongo antelopes, monkeys and butterflies, where she developed a deep connection with nature. Her mother was a strong influence, teaching Wangari that a tree is worth more than its wood.

PSHE

Aim

- I can set myself goals and consider how to achieve them.

Success Criteria

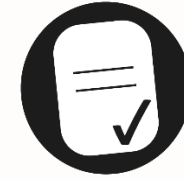
- Statement
- Statement
 - Sub
- I understand that positive thoughts can help me achieve my goals.
- I understand that resilience means trying again and not giving up.
- I can think of things I would like to learn, get better at or achieve.

The Big Questions



What are helpful and unhelpful thoughts?

What can we do if we find something challenging?



Talk quietly with a partner about how you might answer these questions.

Reconnecting

Positive and Negative Thoughts



We can have both positive and negative thoughts.

In your groups, look at the thoughts on your table.

I can do this.



I can't do this.



I am going to try and do this.



I am not even going to try to do this.



Sort them into two groups – positive thoughts and negative thoughts.

How did your group decide where each thought should go?
Share your ideas with the class.

I am useless at this.



I am finding this hard but I am going to keep going.



I am not going to do this because I might get it wrong.



I am going to have a go and if I make a mistake I will learn from it.



Exploring

Facing New Challenges



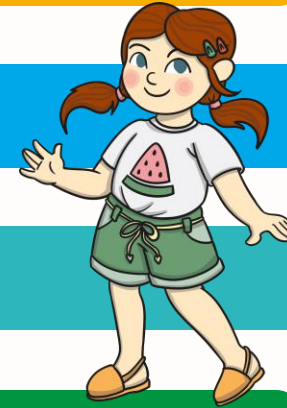
Throughout our lives, we come across new challenges. We constantly have to learn new skills or get better at things.

When you were a baby, you had to learn to walk and talk.

You learnt to feed and dress yourself.

You have also learnt to count, to draw, to write, to run and to jump.

Wow! That's a lot of challenges you've had over the years, but you have achieved so much!



Facing New Challenges



When we are facing a new challenge, it can be very useful to have a positive mindset.

All those positive thoughts that we have been learning about can be really helpful when we want to learn something new or get better at something we find hard.

Meet Miah and Peter...



Facing New Challenges



Miah thinks in a positive way.
When she has to try something new or learn a new skill, she thinks things like, 'This is exciting' or 'I'll give this my best shot'.



Peter thinks in a negative way.
When he has to try something new or learn a new skill, he thinks things like, 'This is too hard' or 'I'll never be able to do this'.



Which thoughts do you think are helpful and which are unhelpful?

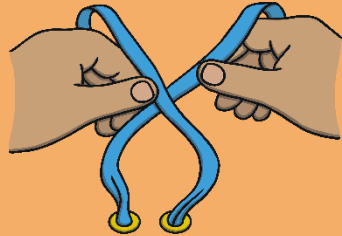
Whose thoughts will help them succeed in the new challenge?

Showing Resilience



What is **resilience**?

Not being
afraid to fail.



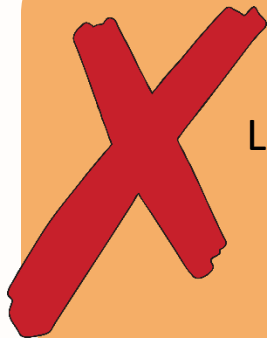
Trying again
and again.



Accepting when
things go wrong.



Learning from
mistakes.



Being prepared to give
something a go.



Not giving up!

Showing Resilience



Someone who shows resilience is someone who doesn't give up when they find something challenging.

They **persevere** – that means they stick at it and try again.

People who persevere have much more chance of succeeding.

If you give up at something straight away, you will never achieve your goal.

If you persevere and show resilience, you'll be able to get better at something and make steps towards achieving your goal.

It's like riding a bike...



Showing Resilience



If you gave up the first time you wobbled...

Or if you never got back on your bike after falling off...



You'd never get better and you'd never learn how to do it.

Go-Getters



Consolidating

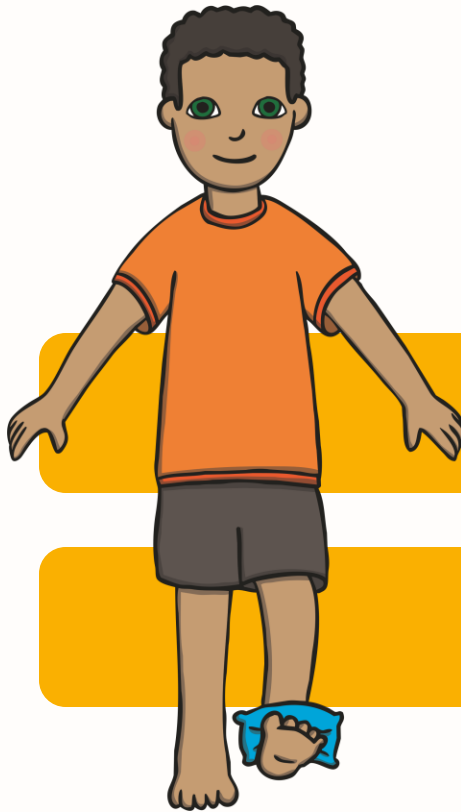
Reflecting

Consolidating

Take the Challenge!



Today you are all going to have a go at lots of different activities.



We are all different, so what one person finds challenging, another may find easy.

We can all learn to do something if we put time and effort into practising.

Take the Challenge!



What will you do to complete the challenges around the classroom today?

What sorts of thoughts will you have?

Will you need to persevere with something you find challenging?

Let's find out what the different challenges are...



Take the Challenge!



drawing

balancing

word search

tangram

dot to dot

tongue-twisters

Take the Challenge!



What sorts of thoughts were going through your head, or what were you saying when you were attempting a difficult challenge?

Did you have different thoughts in your head or make different comments during the challenges you found easier?

Which activity would you choose to do again, if you were allowed another try?

Why would you choose this one?



It is really important that we keep trying at things we find challenging. Use positive thoughts to help you do this!

Reflecting

My Goals



Setting goals for ourselves can help us learn and achieve new and exciting things.

Tell your partner something you would like to achieve, learn to do or get better at.

What will your goal be?

How will you achieve your goal?

What sorts of helpful thoughts will you use to help you achieve your goal?



We can all be go-getters if we show resilience and perseverance!

The Big Questions



What are helpful and unhelpful thoughts?

What can we do if we find something challenging?



What have you learnt today that is going to help you in your day-to-day life?

MATHS

03.05.24

T.B.A.T. accurately read scales within 1,000 units

3 IN 3:

Write these numbers in numerals

- three hundred and fifty-one
- nine hundred and eight
- one hundred and twenty

T.B.A.T. accurately read scales within 1,000 units



Star Words



0-999



scale



mark

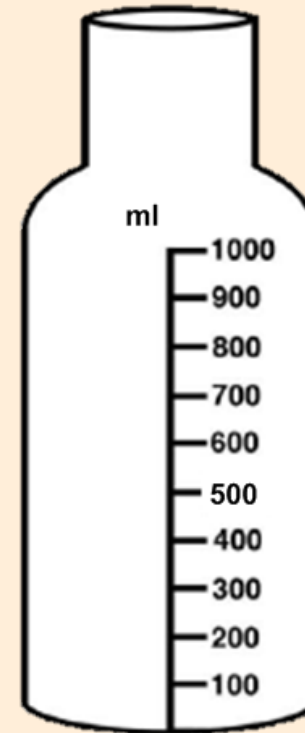
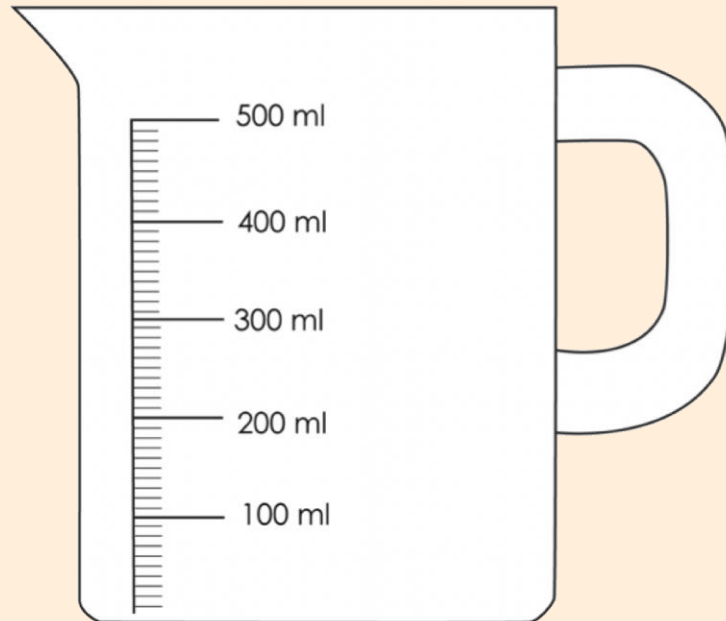
interval

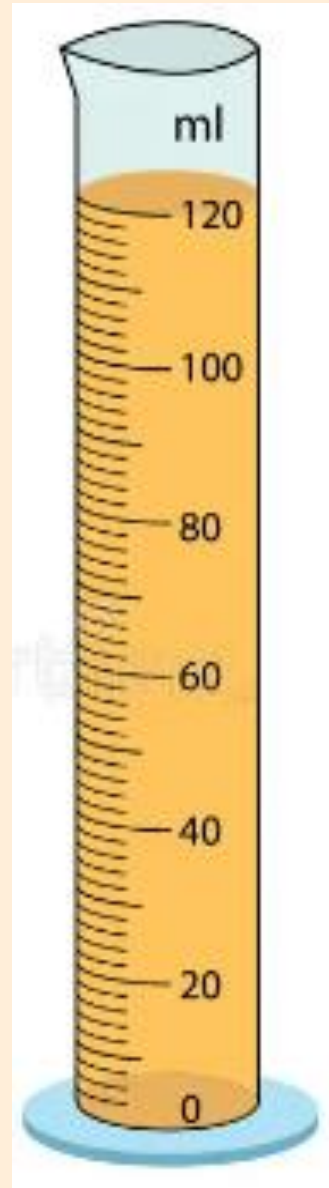




Reading scales

- What is each interval worth on the scale on your container?
- How do you know?
- What units is your container measuring in?





We have selected 100 ml. I need to pour enough sand into the jug to reach the 100 ml mark.

No - you have not got 100 ml in the jug because the sand

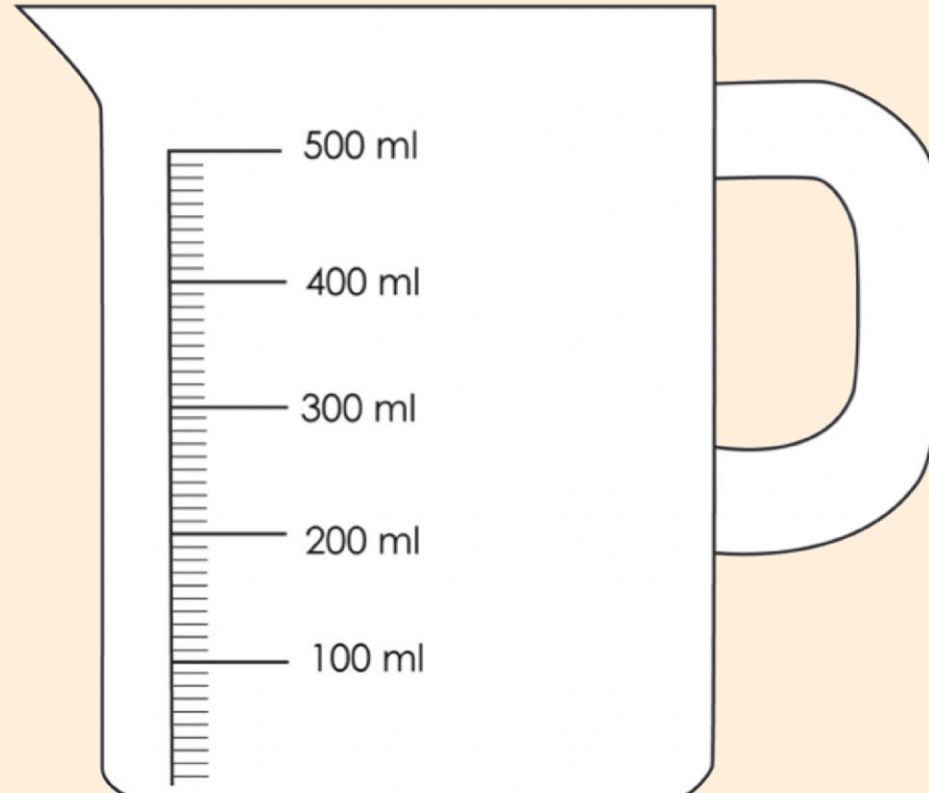
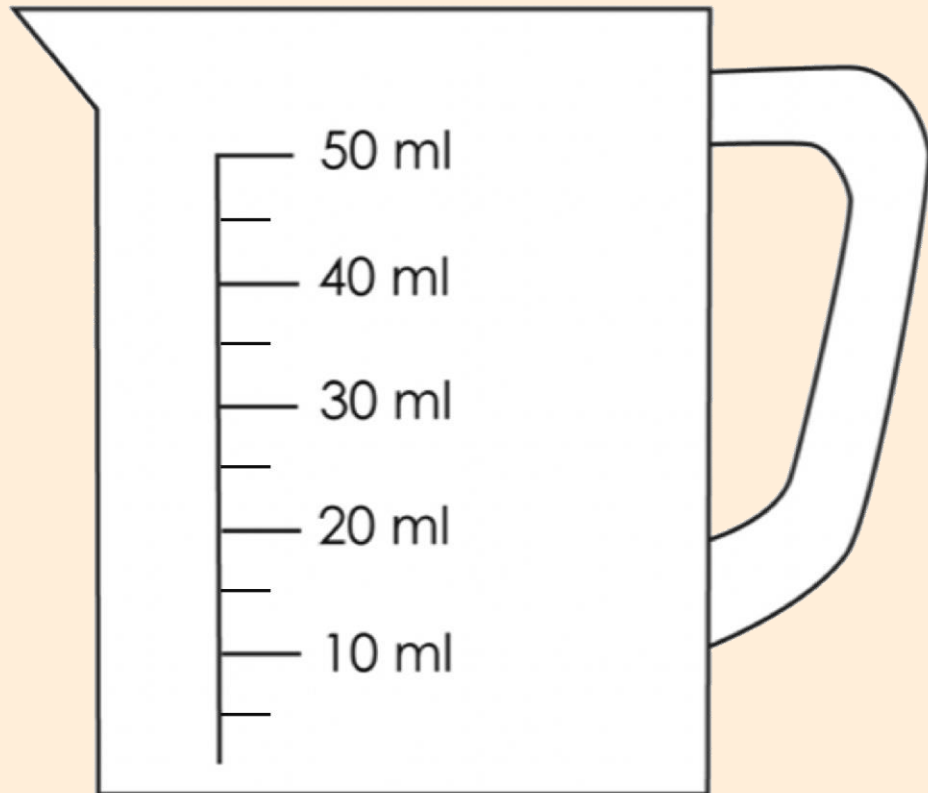


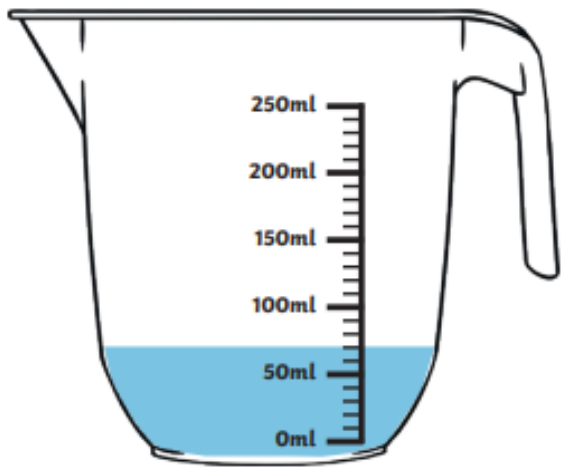
0-999 scale mark interval



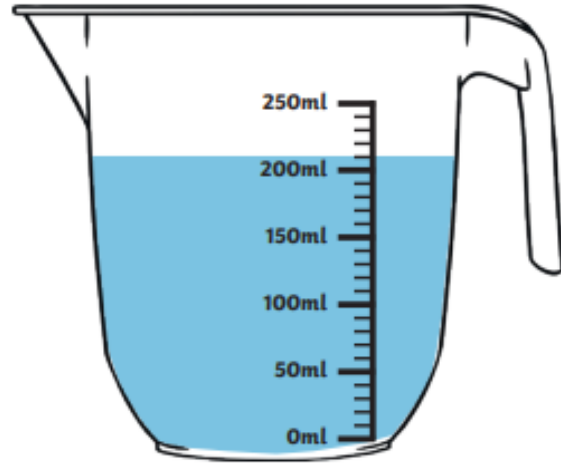
Interpreting scales

- What is each small interval worth? How do you know?

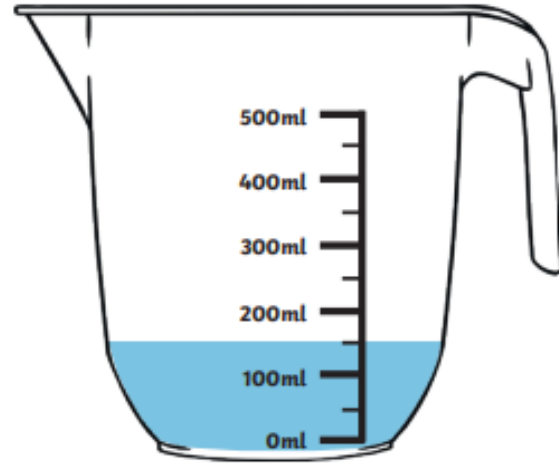




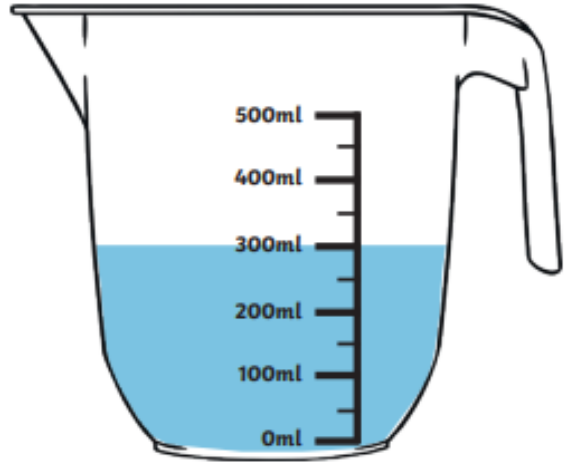
1. _____ ml



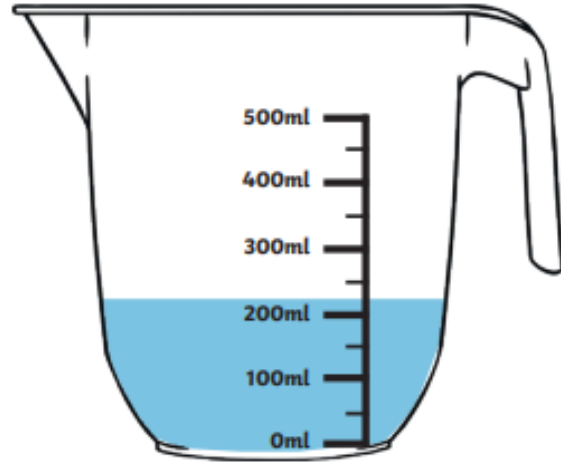
2. _____ ml



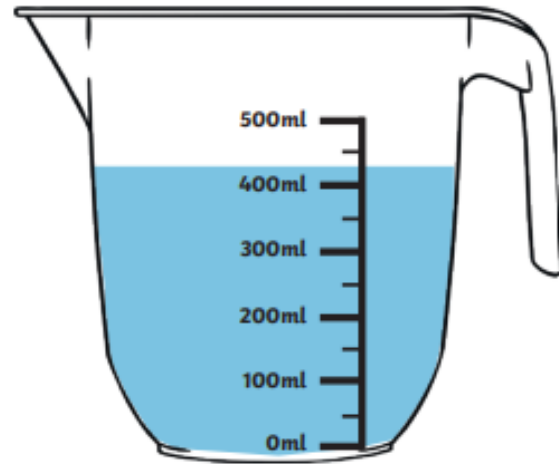
3. _____ ml



4. _____ ml



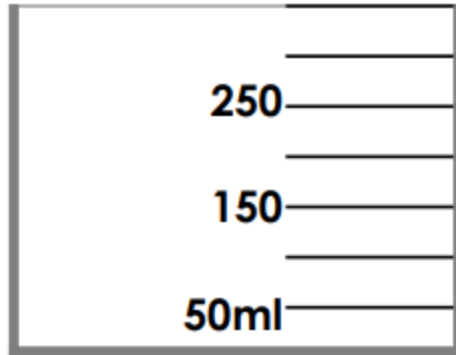
5. _____ ml



6. _____ ml

CHALLENGE:

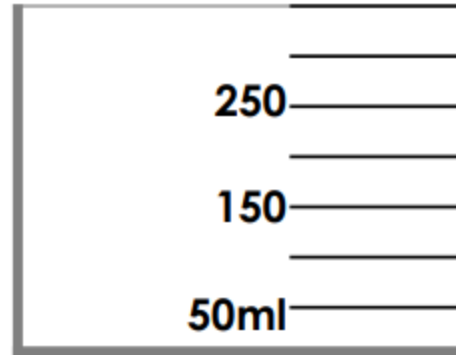
5b. Sadia has poured water into the container below. The volume is more than 50ml but less than 300ml.



How much water could she have?
Use arrows to label 3 possible answers.

CHALLENGE:

5b. Sadia has poured water into the container below. The volume is more than 50ml but less than 300ml.



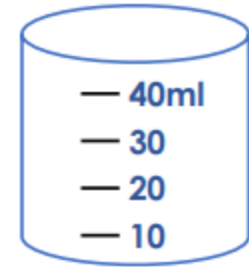
How much water could she have?
Use arrows to label 3 possible answers.

GREATER DEPTH:

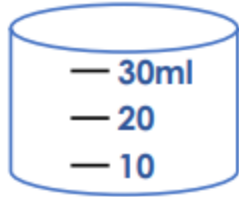
6a. The bottle contains 75ml. Could all of the liquid be poured into containers A and B?



Convince me!

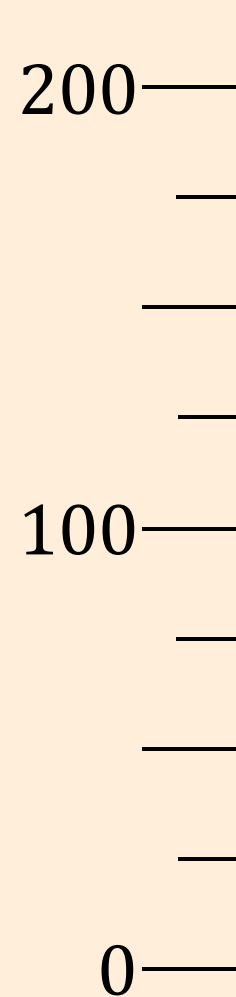


A



B

Find the missing numbers on this scale



Plenary



Brain Breaks



[Let's Unwind | Flow | Meditation For Kids | GoNoodle - YouTube](#)