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

18.11.24

10 More, 10 Less

1a. What is 10 less than the number below?

VF

1b. What is 10 more than the number below?

VF

2a. Complete the number line.

17 27 37 ☐ 57 67 77 ☐ ☐

VF

2b. Complete the number line.

☐ 71 61 ☐ 41 31 21 ☐ ☐

VF

3a. Find the missing numbers:

A. 48 → 10 more → ☐

B. 56 → 10 less → ☐

C. 65 → 10 less → ☐

D. 81 → 10 more → ☐

3b. Find the missing numbers:

A. 89 → 10 more → ☐

B. 62 → 10 less → ☐

C. 53 → 10 less → ☐

D. 71 → 10 more → ☐

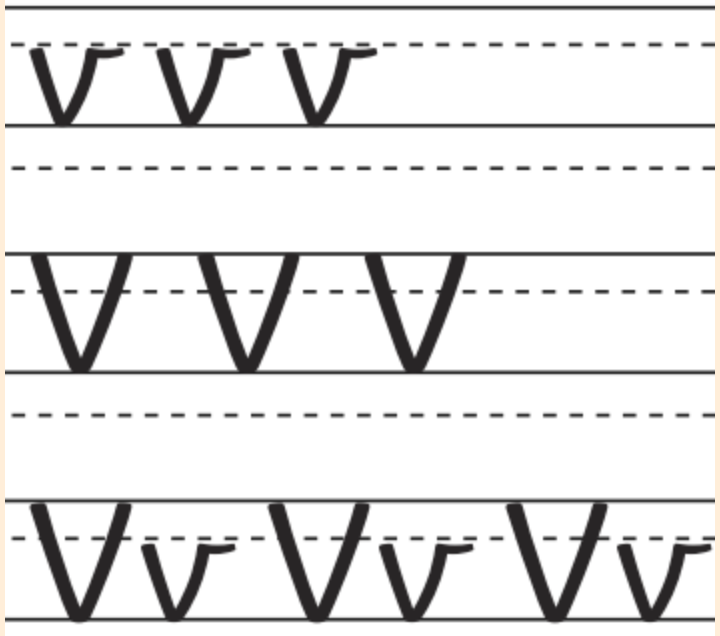
FINISHED

Literacy

Monday 18th November

T.B.A.T. Answer some questions and make some inferences

3 in 3



18.11.24

Monday 13th November T.B.A.T. Answer some questions and make some inferences

How many different sea creatures can you find?

BRAIN BREAK

Sharks

Sharks have lived in our oceans for more than 420 million years! That makes them older than trees!

How many years have sharks lived in our oceans? **Circle one.**

a) 402 million

b) 420 thousand

c) 420 million

d) 402 thousand

Penguins

Explore facts about our Humboldt Penguins and come and visit them at swimming around in their pool!

What type of penguin can you see at the Sealife Centre?

What type of habitat do you think they need?

Turtles

Turtles are ancient reptiles that have been around for over 200 million years! They shared our planet with the earliest Dinosaurs.

Find and copy 1 word which means very old.

What type of sea creature is the turtle? **Circle one.**

a) mammal

b) reptile

Crocodiles

Just 5 feet long, the African dwarf crocodile is one of the smallest crocodile species. This croc looks for food at night and eats mostly small animals like crabs, snails, frogs, and fish.

What do you know about the size of the African dwarf crocodile?

What food does the African dwarf crocodile like to eat?

Jellyfish

Jellyfish are older than all of our ancient reptiles. Scientists believe they first swam in our oceans around 500 million years ago!

How many years do scientists believe jellyfish have been swimming in our oceans? **Circle one.**

a) 500 thousand

b) 300 million

c) 400 thousand

d) 500 million

Seahorses

Seahorses, Seadragons and Pipefish are a curious group of creatures which all belong to the Syngnathidae family.

What is the name of the family that the seahorse belongs to?

Which other sea creatures belong to this family?

Rays

There are over 500 different species of Rays and Skate in our oceans and rivers. Their closest relative is the Shark; Rays evolved from Sharks around 150 million years ago!

Over how many different species of Ray and Skate are there?

Which sea creature is their closest relative?

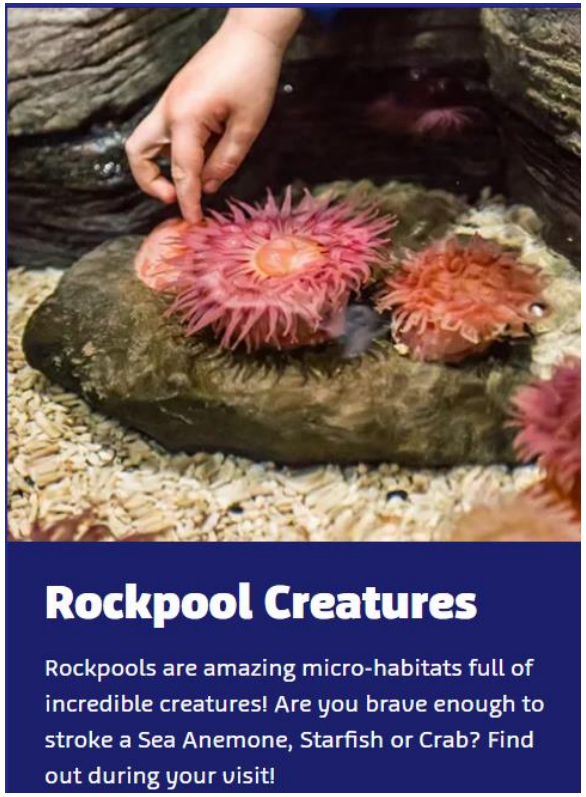
Rockpool Creatures

Rockpools are amazing micro-habitats full of incredible creatures! Are you brave enough to stroke a Sea Anemone, Starfish or Crab? Find out during your visit!

What type of habitat is a rockpool?

Name 1 creature which can be found in a rockpool?

CHALLENGE



Explain what a **microhabitat** is. Think about what you have been learning in science.

GREATER DEPTH

Which sea creature do you think you are going to find the most interesting? Explain your answer.

BREAK

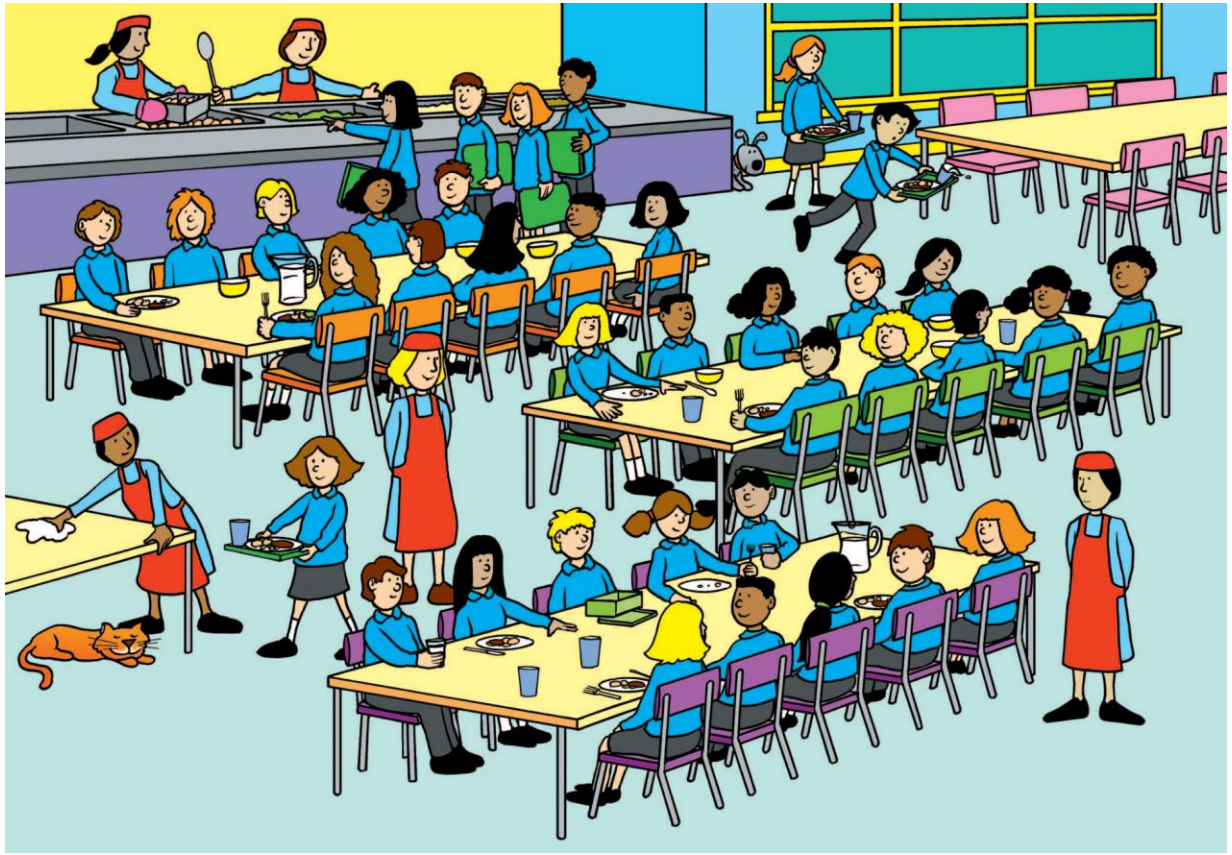
10:30 – 10:45

Maths

18.11.24

T.B.A.T. explore arrays using equal groups

3 in 3



1) How many **boys** are there?

2) How many **girls** are there?

3) How many **children** are there **altogether**?

CHALLENGE: Can you think of a quicker way to count all of the children? How would you do it and why?

part

unequal

equal

array

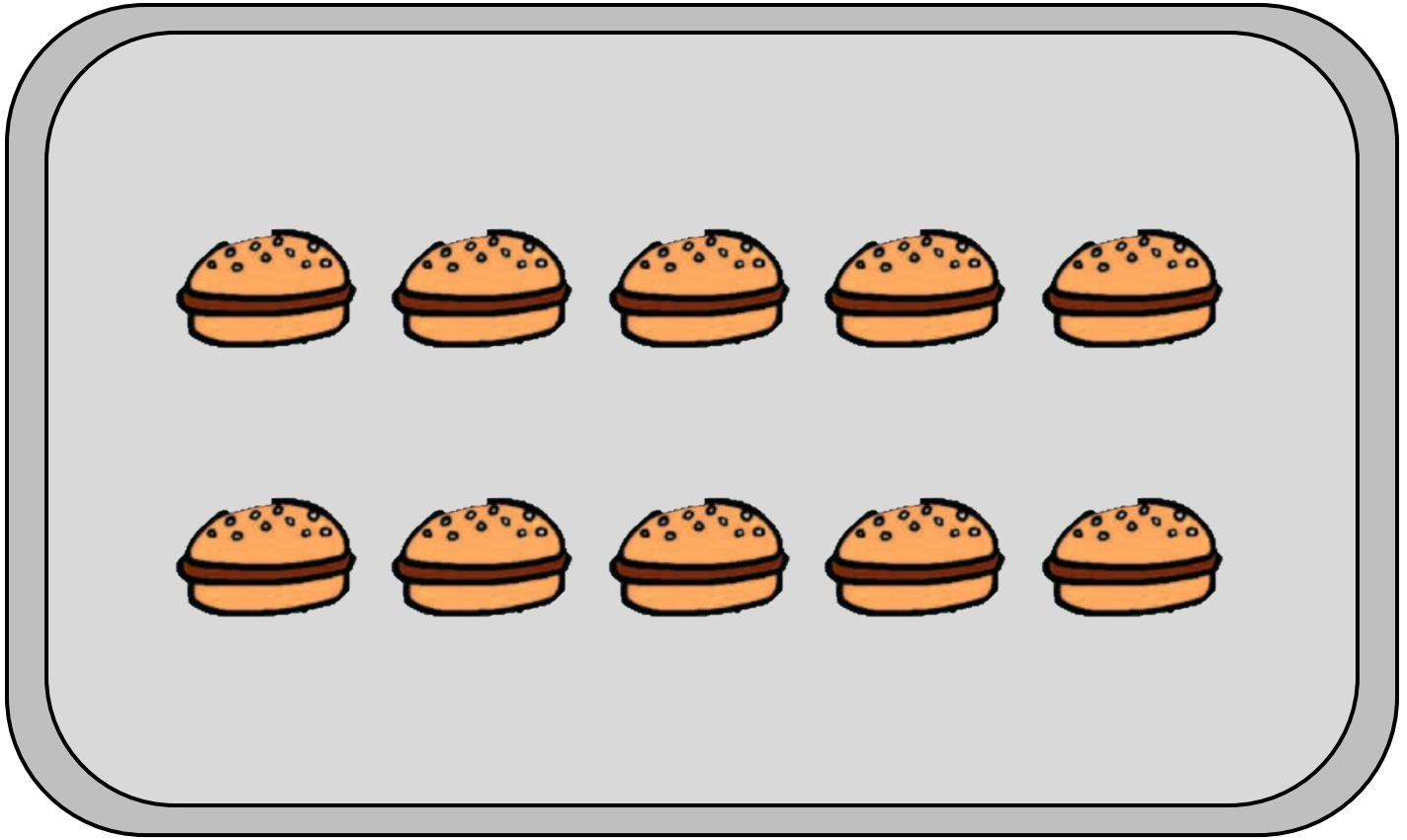
value

left over

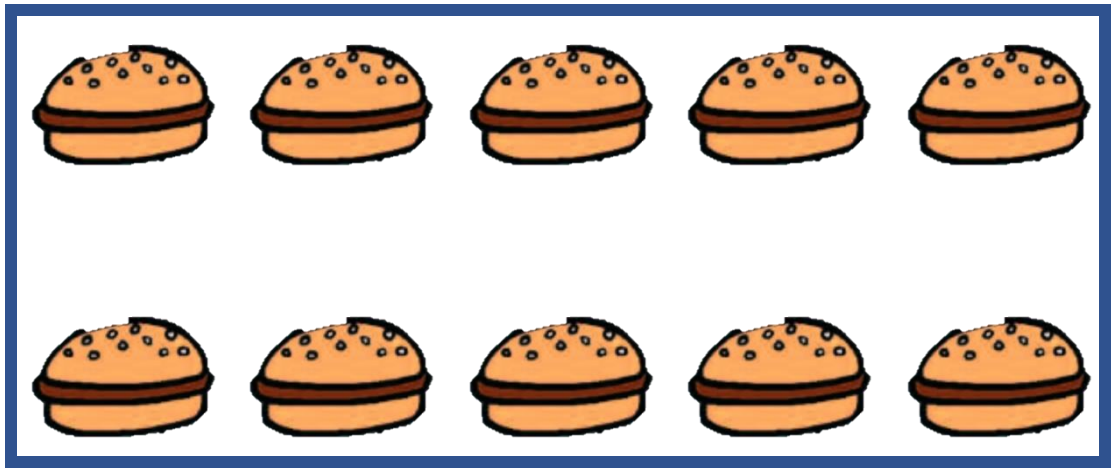
whole

A cook is preparing school dinners.

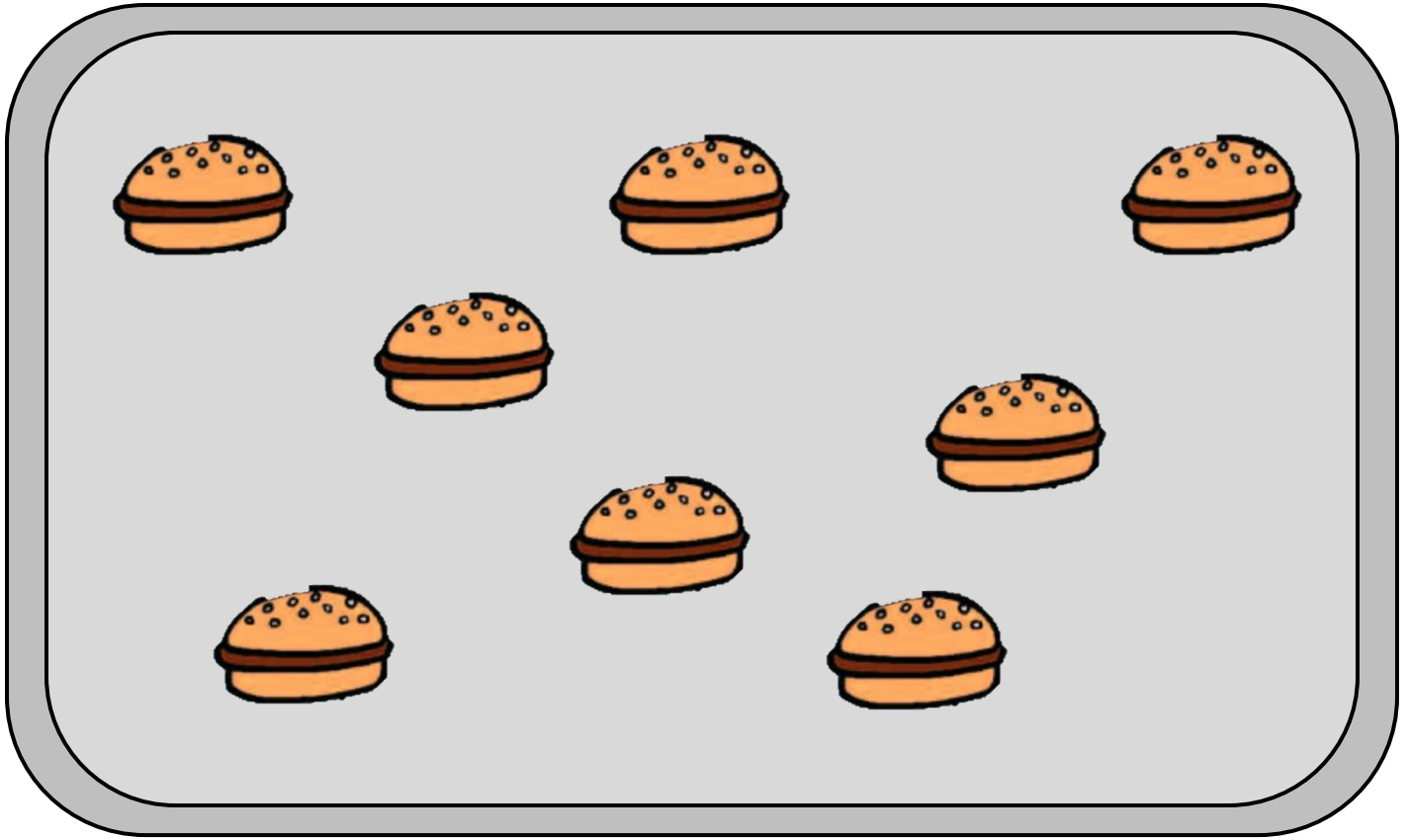
- What do you notice? What can you see?



What other arrays can be made with these burgers?

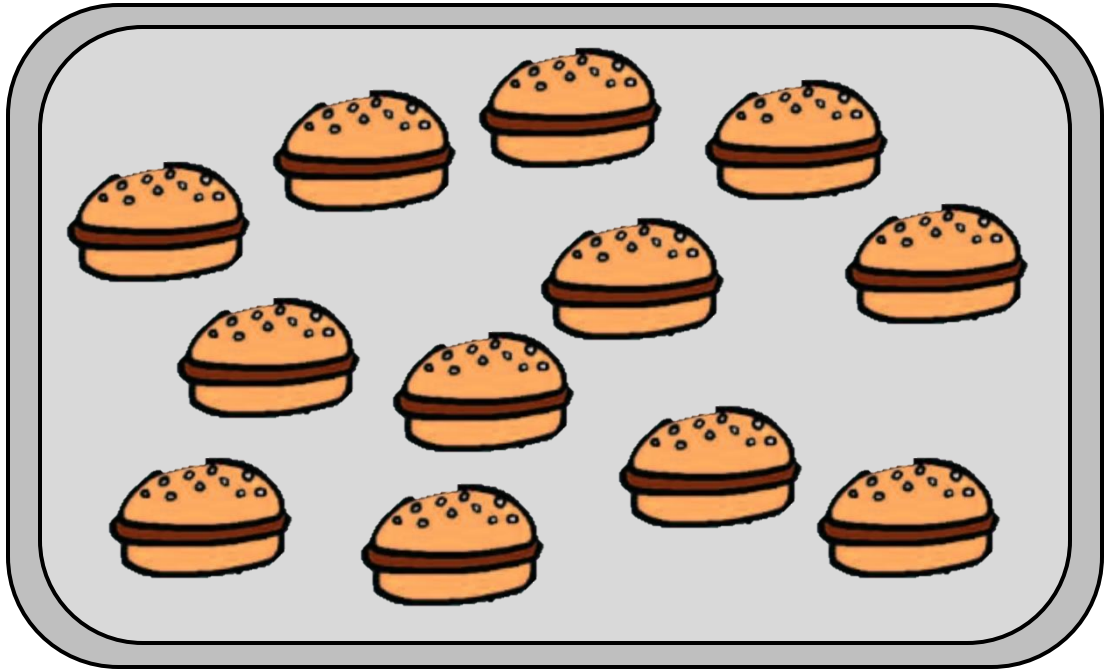


How many arrays can we arrange these burgers into?



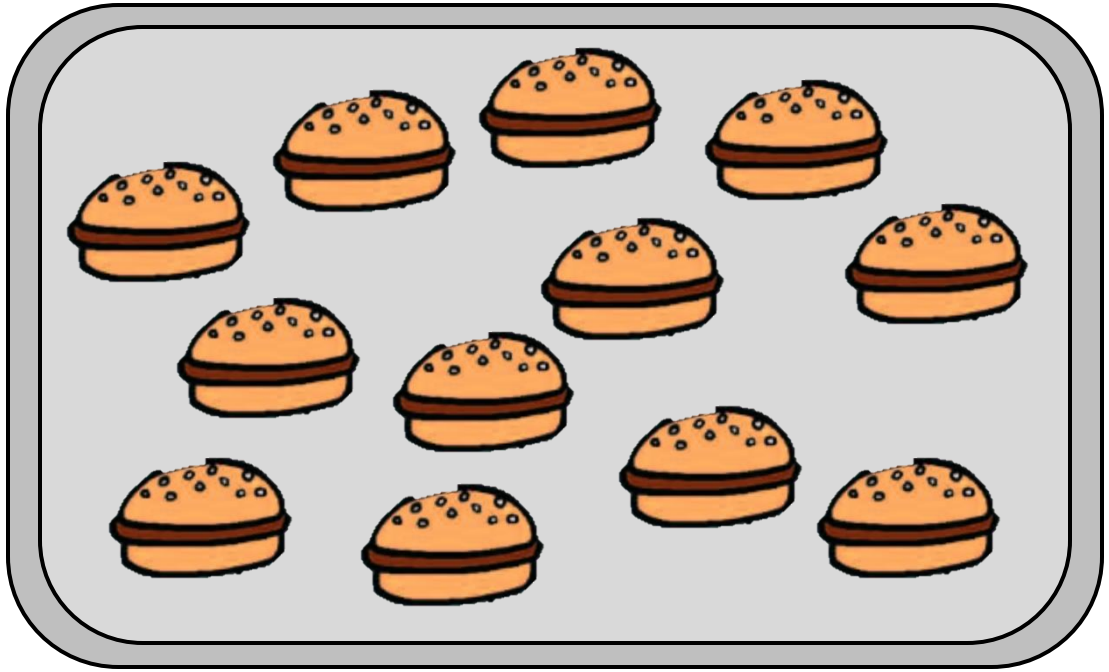
What arrays can you make with 12 burgers?

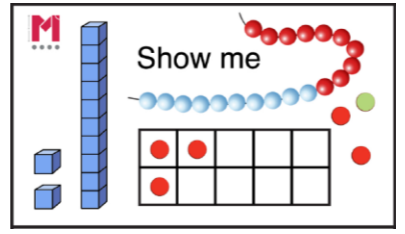
- I can see ____ equal groups, each with a value of ____. The whole is 12.



- part whole value equal unequal array left over

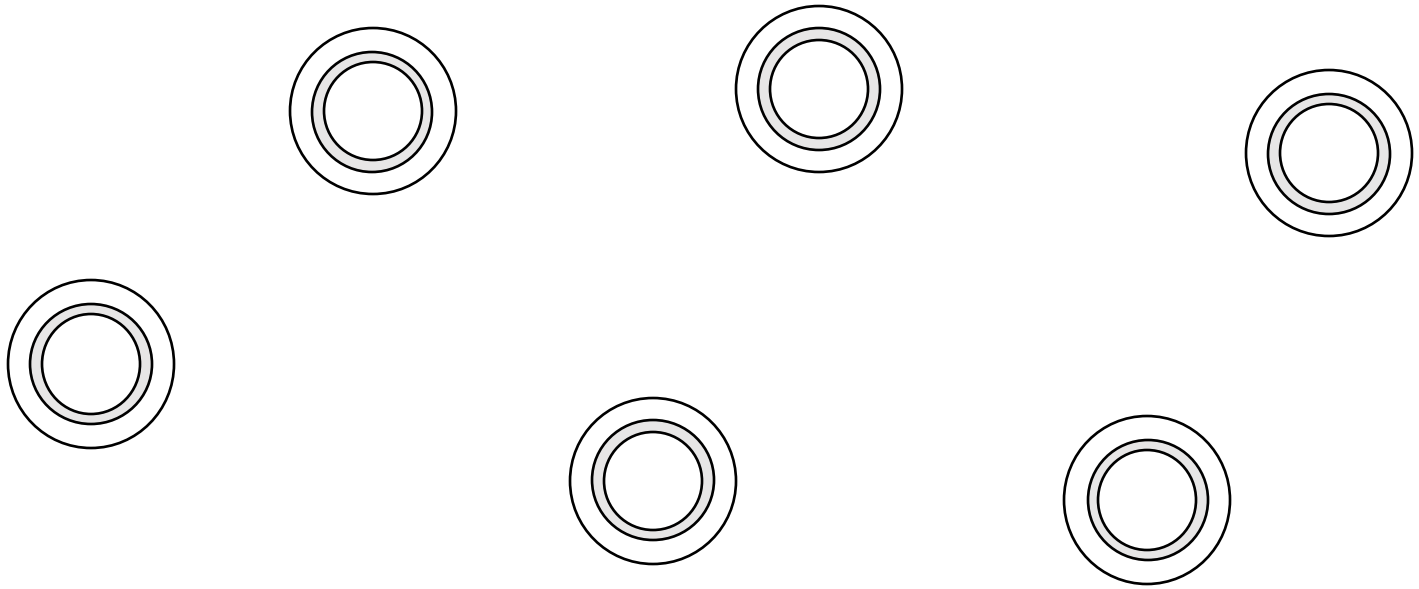
What arrays did you find?



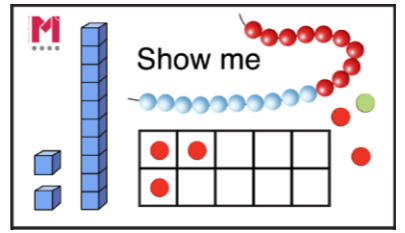


I can have…

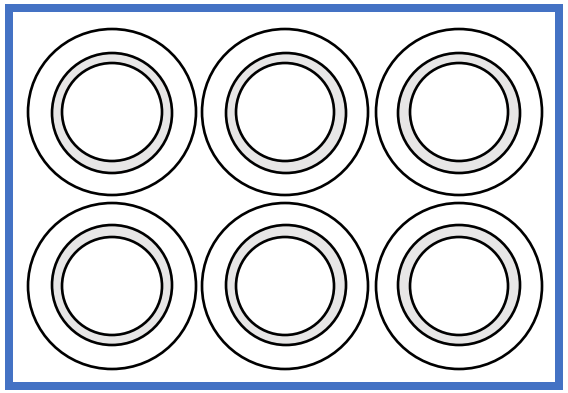
- …two arrays with 6 plates.

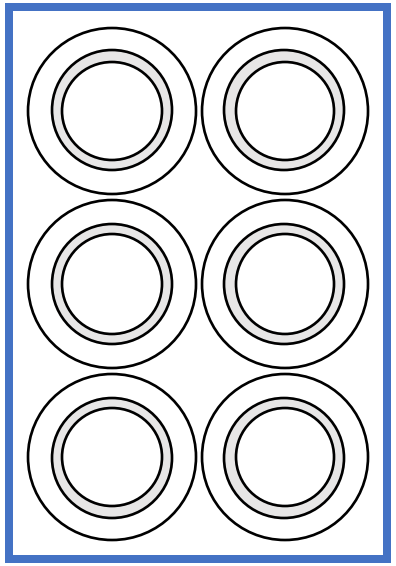


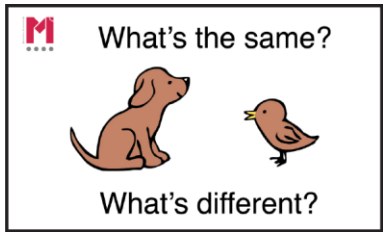
- Is the cook correct?
- What arrays can you make?



Are these two arrays the same?







18.11.24

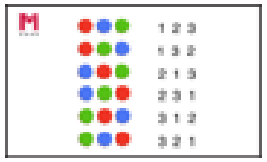
Select a number and explore how many different arrays you can make with that number.

12	15	11
7	18	16

I can see ____ equal parts.

Each part has a value of ____.

The whole is ____.



Have you found all possibilities?
How do you know?

CHALLENGE 18.11.24

I can make 4 arrays with 24 cubes.

Is this true or false?
How can you convince your teacher?

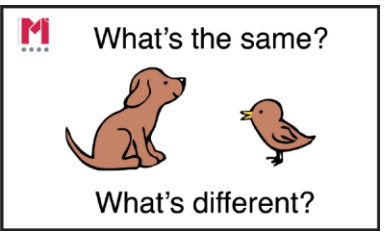
GREATER DEPTH 18.11.24

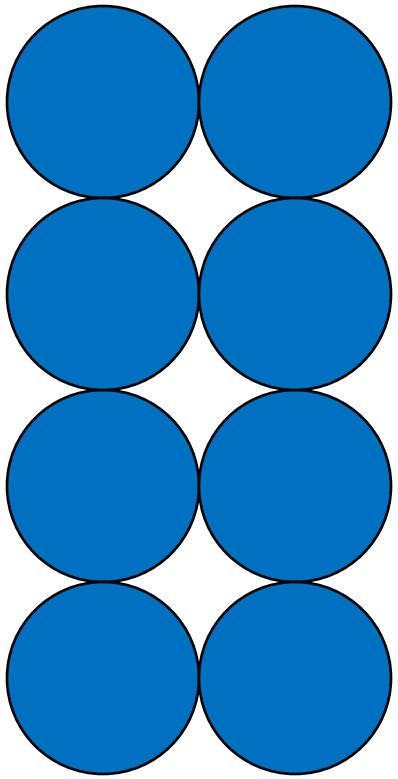
The greater the number of cubes, the more arrays I can make.

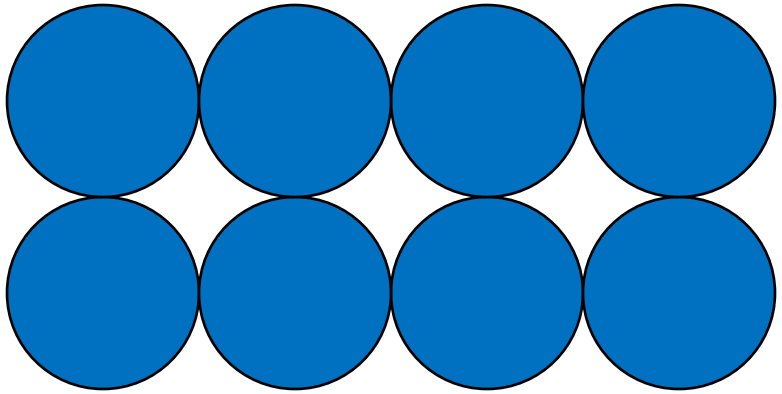
Explore whether this is this true or false.

- What can you do to convince your teacher?
- How many parts? What's the value of each part?
- Remember the parts must be equal.
- How could you record your work?

PLENARY: What's the same? What's diffe
What can you see?







P.E.

Lesson Pre-read

Q: What gymnastics skills have you learnt and used so far in this unit?

Learning Objective

To demonstrate different shapes, take off and landing when performing jumps.

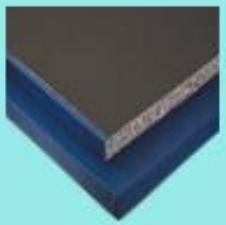
BASE STATIONS
x 6

CONES
x 4

SKIPPING ROPES
x 2

Optional:

BENCHES



MATS

WARM UP

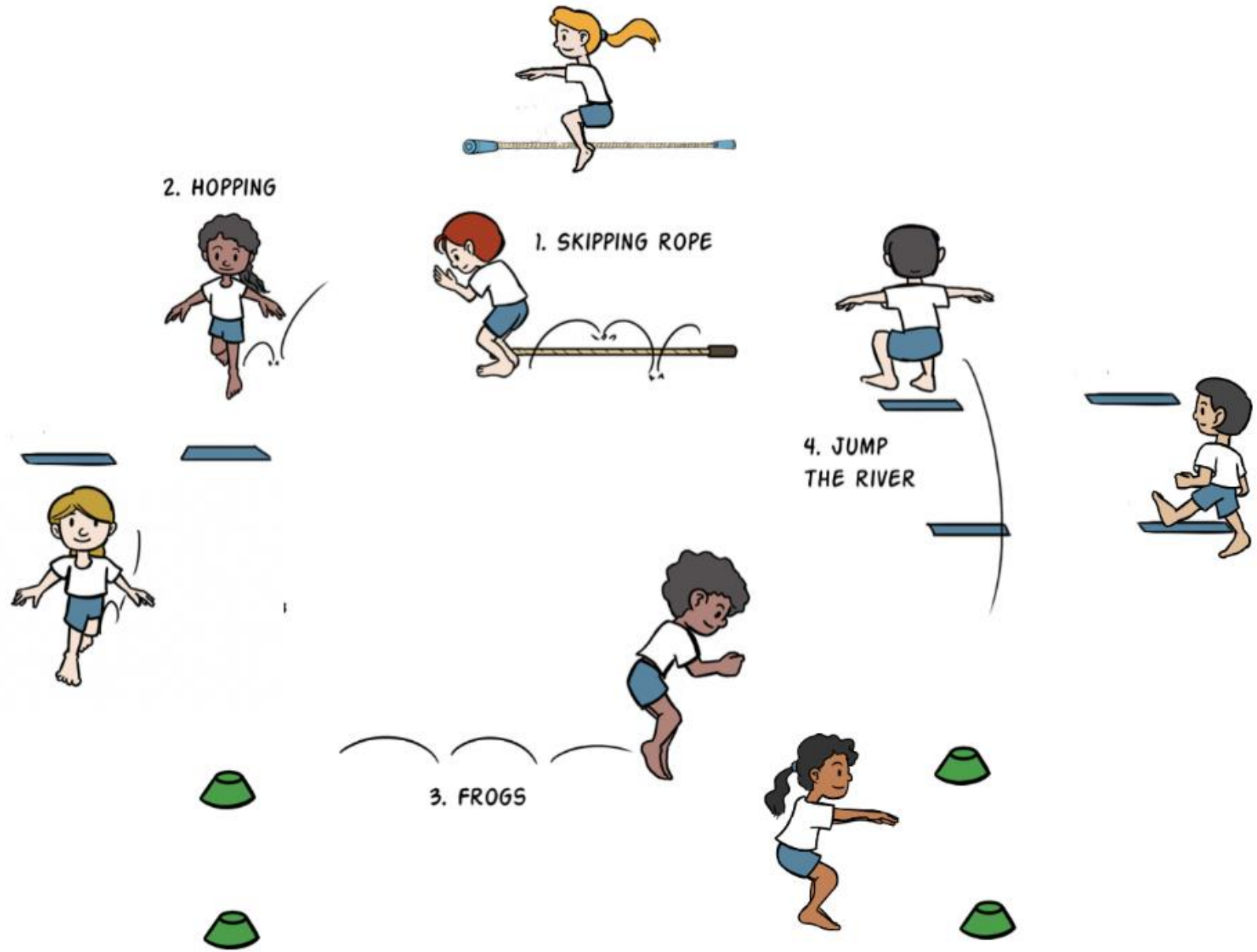
Foxes and rabbits:

Select three pupils to be the foxes, the foxes can walk. All of the other pupils are the rabbits and travel using bunny jumps, hands to feet.

If a fox catches a rabbit, the rabbit must jump on the spot (making bunny ears with their hands) until another rabbit comes to free them by tagging them on the shoulder.

Play the game without talking so that you can concentrate. Look to save players who are stuck.

Make this harder for the rabbits by selecting more foxes.


2. HOPPING
1. SKIPPING ROPE
4. JUMP
THE RIVER
3. FROGS

1. Skipping rope: jumping two feet side to side whilst travelling from one end of the skipping rope to the other.

Keep feet together and look straight ahead for good control.

2. Hops: place a base station half way down one side of the area, this indicates where pupils change feet.

Keep balanced landing on one foot with a soft bent knee.

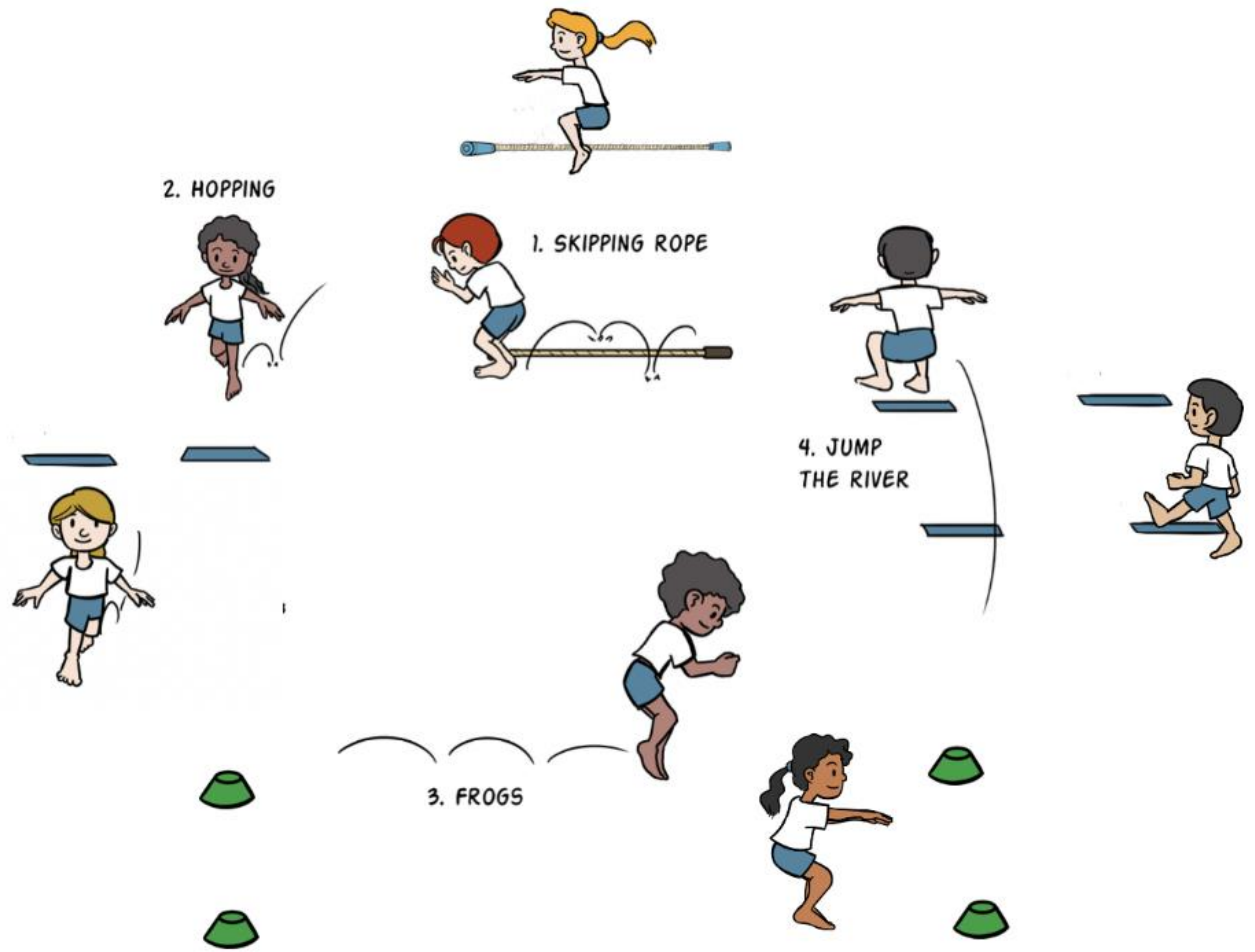
3. Frog jumps: pupils jump two feet to two feet, aiming to jump as far as possible.

Land with control after each jump, soft bent knees. Place your toes down and then your heels.

4. Jump the river: place two base stations 0.5m apart. Pupils take off with one foot and land with two, aiming to reach the second base station.

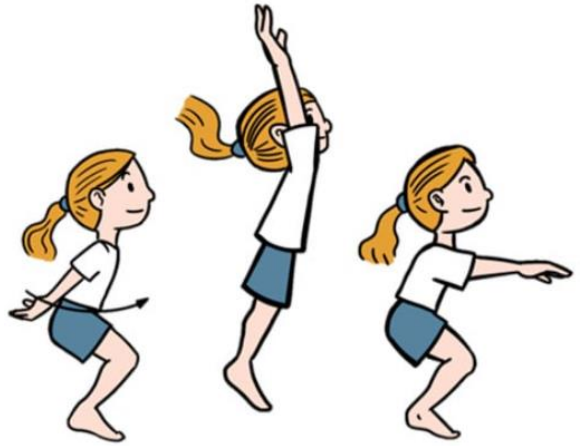
Make this harder by increasing the distance.

Soft knees on landing. Head and body upright.



Straight jump into landing position:

Show pupils a gymnastics landing position and ask them to copy.
Knees bent and arms extended in line with your shoulders. Looking straight ahead.



Pupils make a straight shape. Explain that this is the shape they will make in the air. Q: Can you describe the shape, is it wide or narrow? Pupils practice the straight jump landing in a landing position.
Hands start by your side. Swing your arms forwards until they are in line with your ears. Palms facing inwards. Keep your legs together and your toes pointed.
Make this harder by completing two straight jumps in succession or by adding in a quarter turn.

Linking jumps into a sequence:

Pupils work in their own space and link two jumps and a balance. Q: What is it called when we link actions together? *A sequence.* Q: How long should you hold a balance for? *5 seconds.* Q: How will the audience know when you have started and finished? *Use a starting and finishing position.*
Emphasize a controlled landing from the jump with knees bent. Look forward when jumping to help you to stay upright. Add in changes of direction to make the sequence interesting.
Make this harder by including a piece of apparatus. Can they jump from it or balance on top of it?

Computing

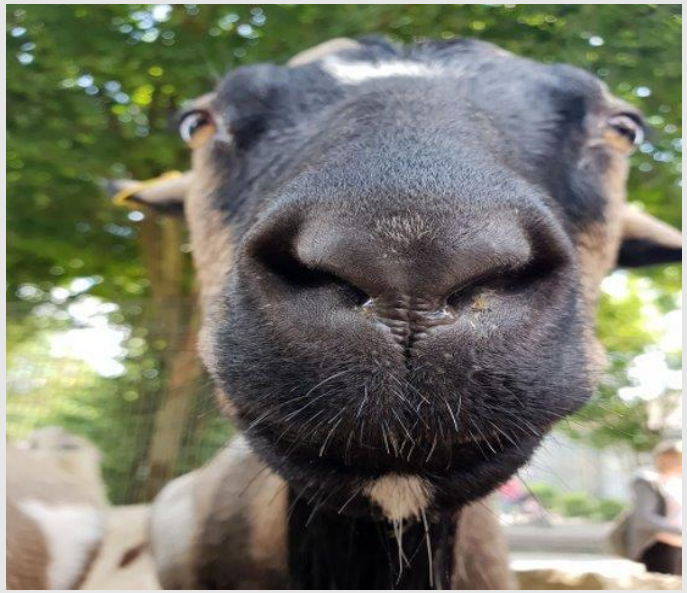
Investigators

Lesson 3: What makes a good photograph?

T.B.A.T. describe what makes a good photograph

National Centre for Computing Education

3 in 3: How could you improve these photographs?



What have you learned about taking photographs so far?

Taking a good photograph

Positioning: Is it obvious what the main subject of the photograph is?

Framing: Have you included everything you wanted to?

Subject: Are you close enough that you can see the detail?

Which photo of an elephant is better?

Which photo of a duckling is better?

Which photo of the boy is better?

Which photo of the sun chairs is better?

Which photo of a butterfly is better?

Now it’s your turn to take some photographs

In pairs, take photographs of:

- A classroom display
- A view out of the classroom window
- A group of coloured pencils

Paper framing

Use the paper frame template to help you plan your photograph and to decide whether your photo will look better in portrait or landscape.

- Partner A uses the paper frame to plan the composition
- Partner B takes the photograph

Swap roles for each photo you take.

Reviewing

Positioning: Is it obvious what the main subject of the photograph is?

Framing: Have you included everything you wanted to?

Subject: Are you close enough that you can see the detail?

Retaking

- Rate the photographs you have taken.
- Choose a photograph to retake. How will you make it better?
- Now take the photograph again. Can you make it better?

D.T.

Pioneers

Learning objective

✓ To understand that the shape of the structure affects its strength.

Success criteria

- ✓ I can understand the meaning of the words strength, stiffness and stability.
- ✓ I can understand there are different ways to fold paper to improve its strength and stiffness.
- ✓ I can build a strong and stiff structure by folding paper.
- ✓ I can test the strength of mu structure.

Vocabulary

- ✓ stable
- ✓ strong
- ✓ weak
- ✓ stiff
- ✓ test

Prediction

Which structure do you think is the strongest?

- ✓ Cylinder.
- ✓ Cuboid.
- ✓ Triangular prism.

Chair made of cardboard tubes

Link: 'igreenspot- Chair made of tubes'.

Fan Tube Project: Chair Made Of Cardboard Tubes - Green Design Blog

Discussion time!

- ✓ What is strength?
- ✓ What is stability?
- ✓ What is stiffness?
- ✓ Why are these important?
- ✓ How can you make structures stronger, stiffer and more stable?

How did you do?

- ✓ Whose structure held the lowest number of books?
- ✓ Whose structure held the highest number of books?
- ✓ Why do you think that was?