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
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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)**

20.11.24

PLACE VALUE TENS AND ONES 1

Fill in the number of tens and ones.

23 =	2	tens	3	ones
36 =	_____	tens	_____	ones
61 =	_____	tens	_____	ones
89 =	_____	tens	_____	ones
14 =	_____	ten	_____	ones
90 =	_____	tens	_____	ones
43 =	_____	tens	_____	ones
55 =	_____	tens	_____	ones

FINISHED

9:00 – 9:20

Bridge to Spelling

/c/

c

k

ck

ch

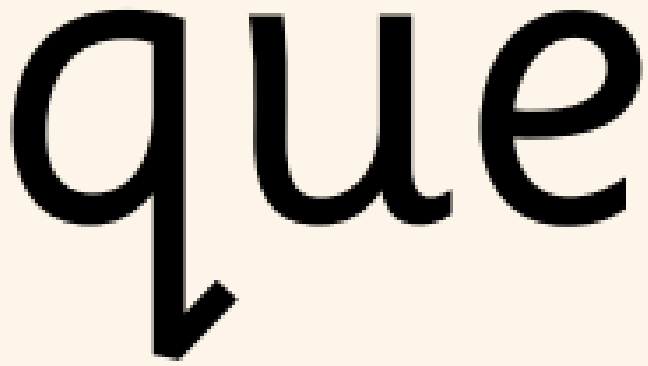
cc

que

What we know so far...

c k ck ch cc

New Grapheme!



/m/

m

mm

mb

mn

What we know so far...

m mm mb

New Grapheme!

Say the words fluently!

/m/
m
mm
mb
mn

cat	kitten	chicken
school	raccoon	mosque
make	summer	thumb
autumn		

/c/
c
k
ck
ch
cc
que

Add the sound buttons.

/m/
m
mm
mb
mn

cat	kitten	chicken
school	raccoon	mosque
make	summer	thumb
autumn		

/c/
c
k
ck
ch
cc
que

How many syllables?

/m/
m
mm
mb
mn

cat	kitten	chicken
school	raccoon	mosque
make	summer	thumb
autumn		

/c/
c
k
ck
ch
cc
que

/m/

m

mm

mb

mn

Spell these words

/c/

c

k

ck

ch

cc

que

/m/

m

mm

mb

mn

Check you spellings

/c/

c

k

ck

ch

cc

que

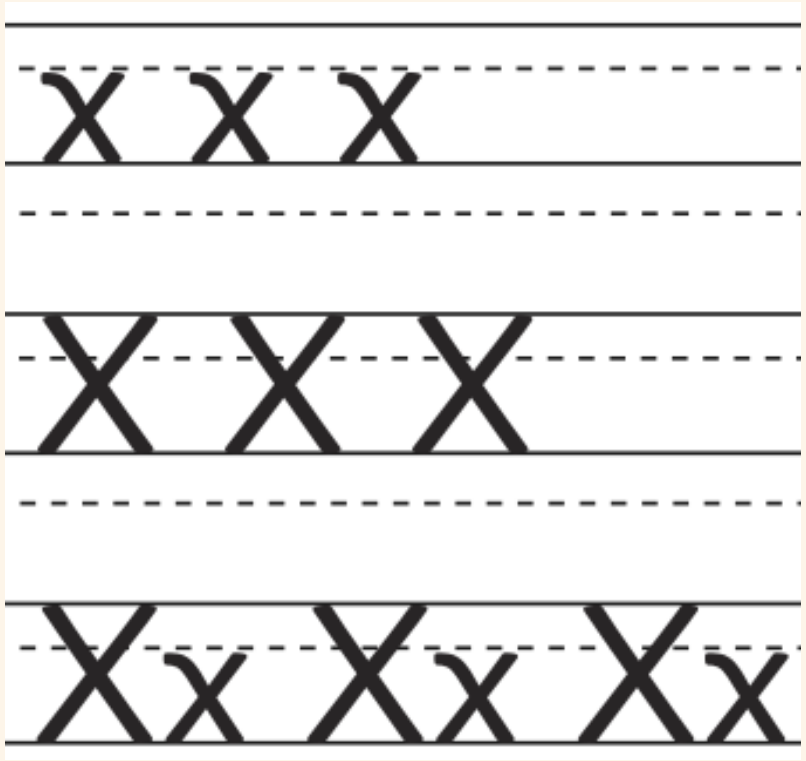
Literacy

Wednesday 20th November

T.B.A.T. recognise features of a fact-file

20.11.24

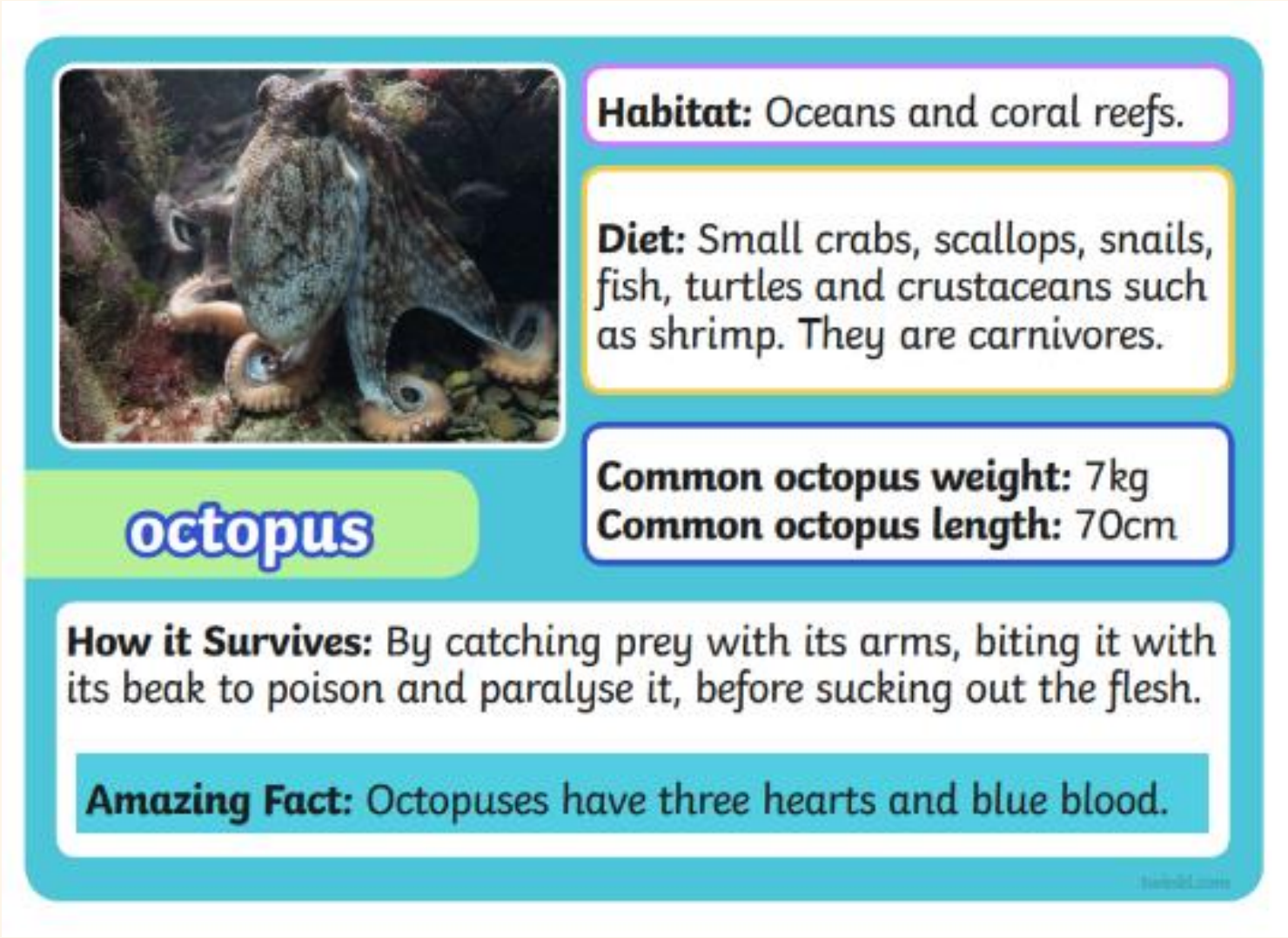
3 in 3



What do we notice about the layout of the fact-file?

How is it different to a story?

What do we notice about the sentences? Are they all the same?



Look at the features of a fact-file

Non-Chronological Reports

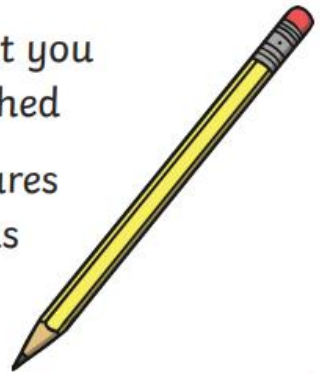
We write non-chronological reports to give people information on a particular subject.

Examples

- non-fiction book
- information leaflet
- fact sheet or fact file

Structure

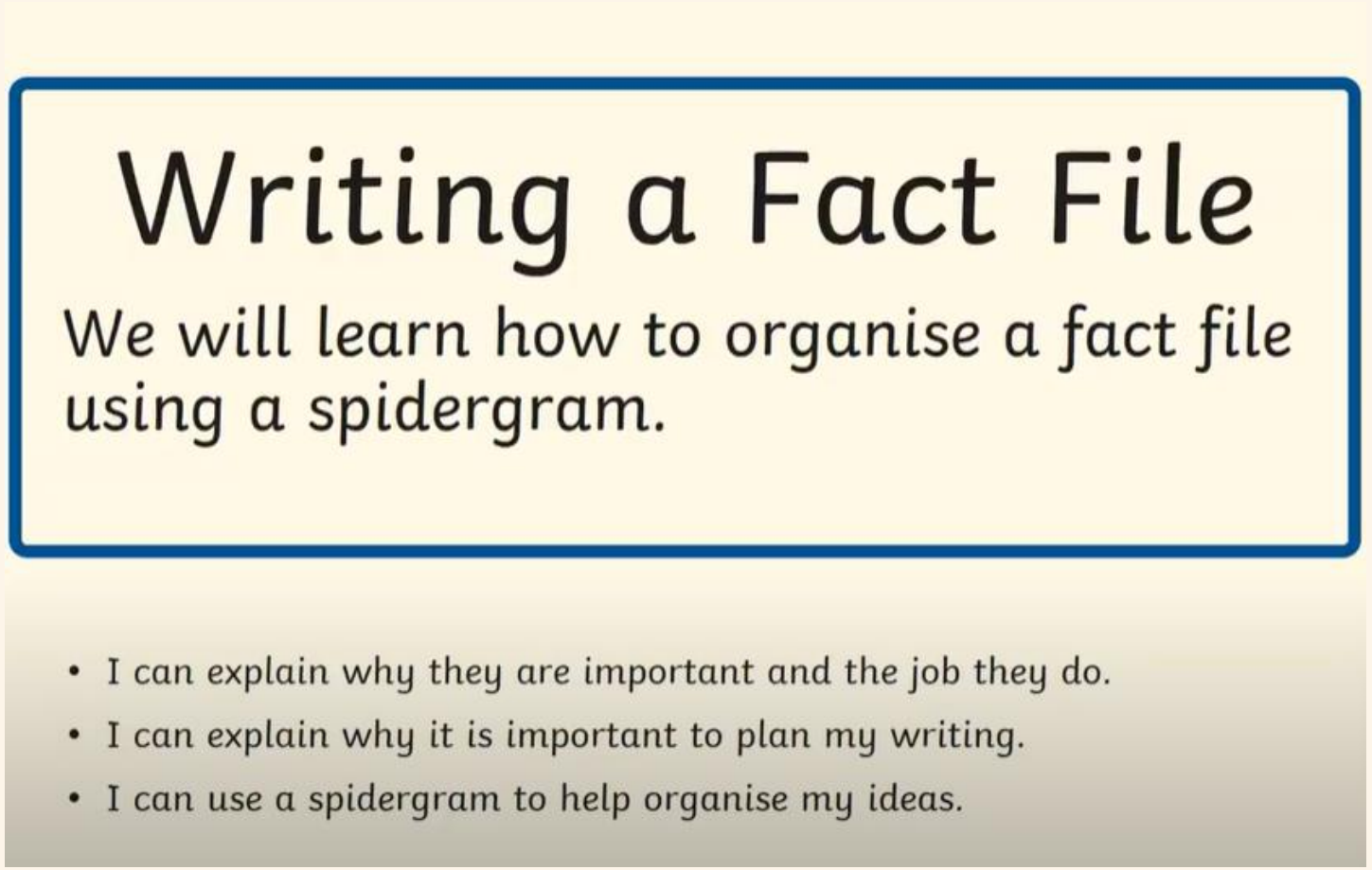
- use a title
- write an introduction
- put your information into sections
- give each section a sub-heading
- use facts that you have researched
- include pictures with captions



Language Features

- use formal language, e.g. habitat, astronaut, monarch
- remember your full stops and capital letters
- add apostrophes to show possession, e.g. The King's birthday.
- use 'that', 'because', 'when' and 'if' to create longer sentences

Writing a Fact File



All About the Arctic

The Arctic is an area of icy land and sea around the North Pole. The coldest temperature ever recorded in the Arctic was -68°C! Even though it is very cold, lots of plants, animals and people call the Arctic their home.

The North Pole

The North Pole is the northernmost place on Earth. The North Pole is not a country. It is in the Arctic Ocean.

Lots of people think that the North Pole is on land but it isn't. North Pole is actually covered in a very thick sheet of ice. The ice is so thick that it is possible to walk on top of it.

Did you know?

The sun is in the sky all day and all night during the summer months at the North Pole. The sun rises each year around 21st March and does not set again until around 21st September. In the winter months, there is no sunlight at all at the North Pole. It is completely dark from when the sun sets in September until it rises again in March the following year.

Read through the fact-file

Can you recognise the features that we have talked about?

Arctic Animals

The Arctic is home to lots of different types of animals. Many of these animals are specially adapted so that they can live in the cold climate.

One mammal that lives in the Arctic is the polar bear. Polar bears have lots of fat under their skin to help them to stay warm. They also have a thick layer of fur.

A polar bear's feet are large and wide and this allows it to travel across the soft snow.

Another animal that lives in the Arctic is the Arctic fox. During the winter, their fur is white to blend in with the snow. During the summer, their fur changes to brown so that they can blend in with the plants they hide amongst. Their fur is thick and this keeps them warm in the cold climate.

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Label up the features of the fact-file

Arctic Animals

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Maths

10:45 – 11:50 (Pio)

1:05 – 1:55 (Inv)

20.11.24
T.B.A.T. explore division

3 in 3

Write these numbers in words

35

21

43

CHALLENGE: Which number would you choose as the **odd one out** and **why**?

divide

part

share

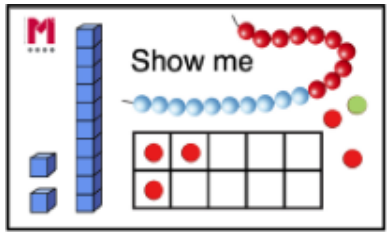
equal

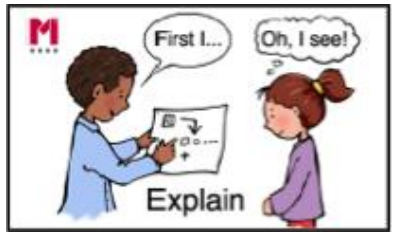
value

whole

How would you work it out?
What could you do?

- There are 18 children altogether.
- There are three rows on the carpet.
- How many children will be in each row?





Division as sharing

- There are 18 children altogether. There are two rows on the carpet. How many children will be in each row?

I know the value of the whole. The whole is ?. There are ? children altogether.

I know how many parts there are. There are ? parts because there are ? rows on the carpet.

divide share value equal part whole

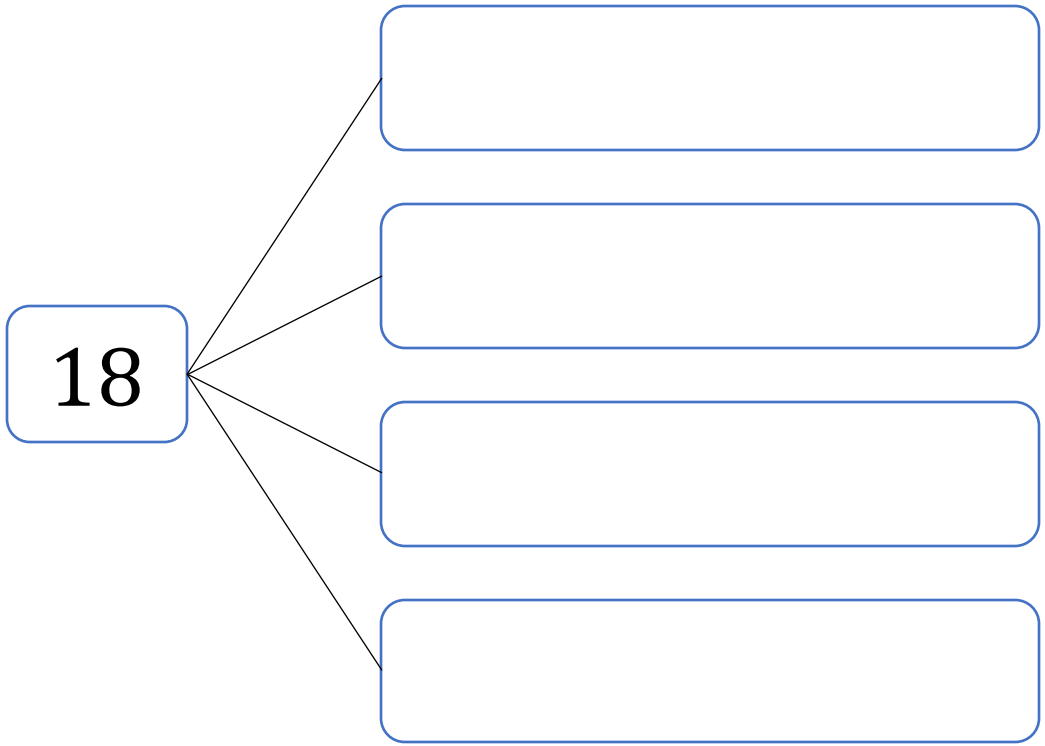
What if…?

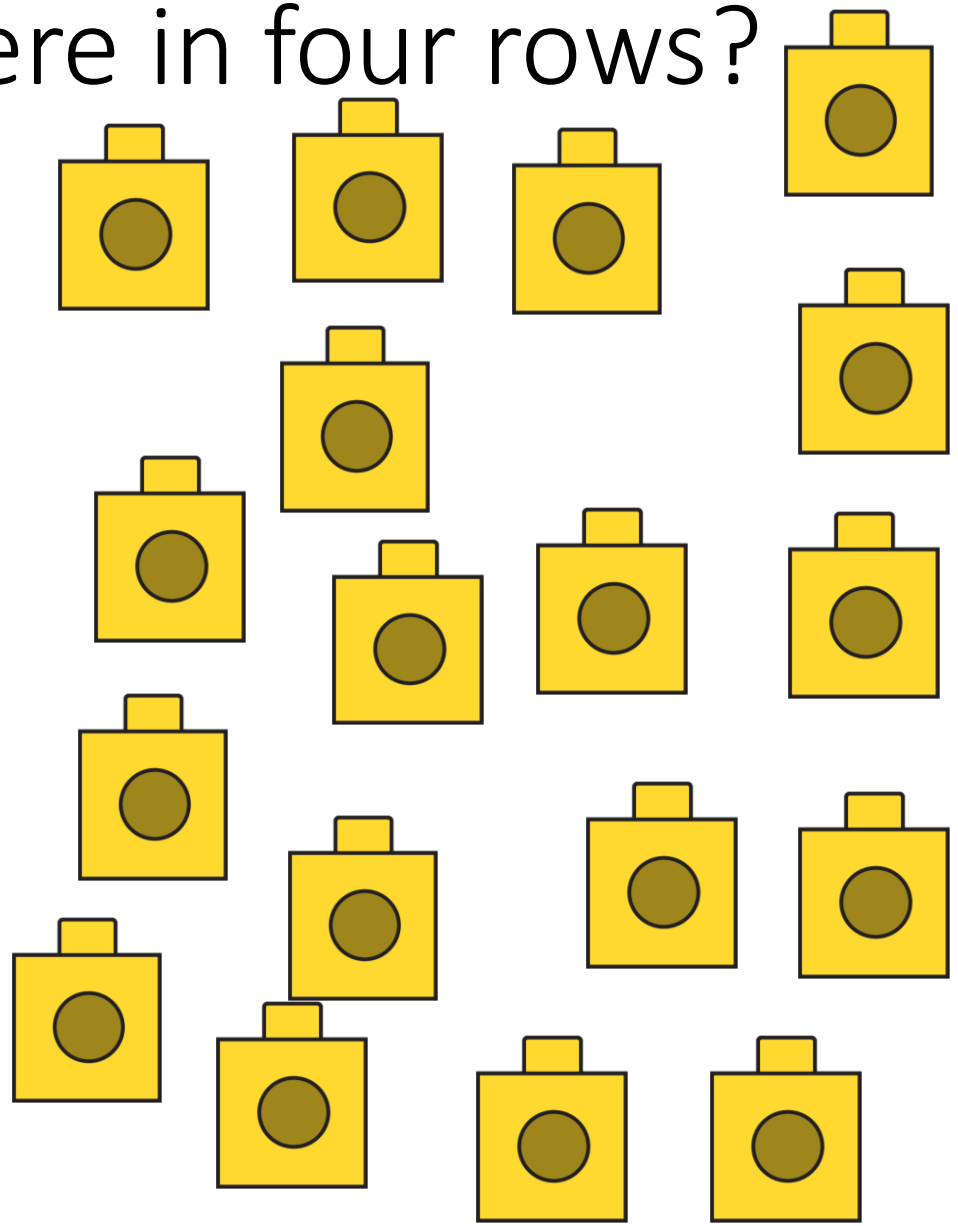
What if there are still 18 children, but there are nine rows? How many children would sit in each row?

What if…?

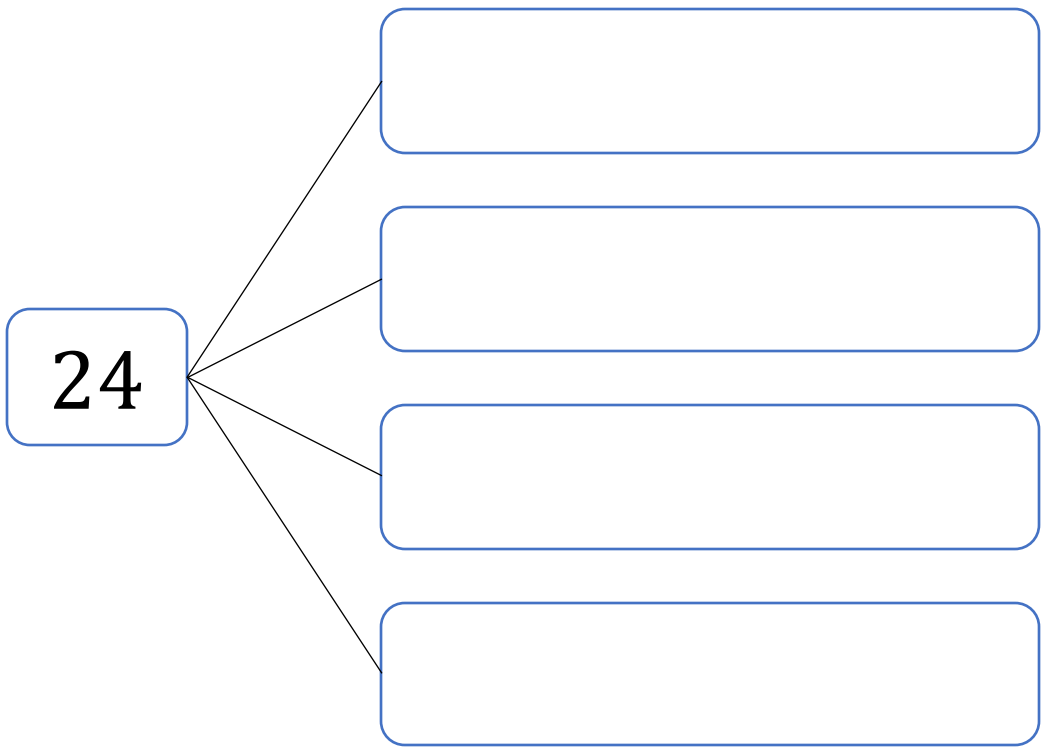
What if there are still 18 children, but they were shared into six rows? How many children would sit in each row?

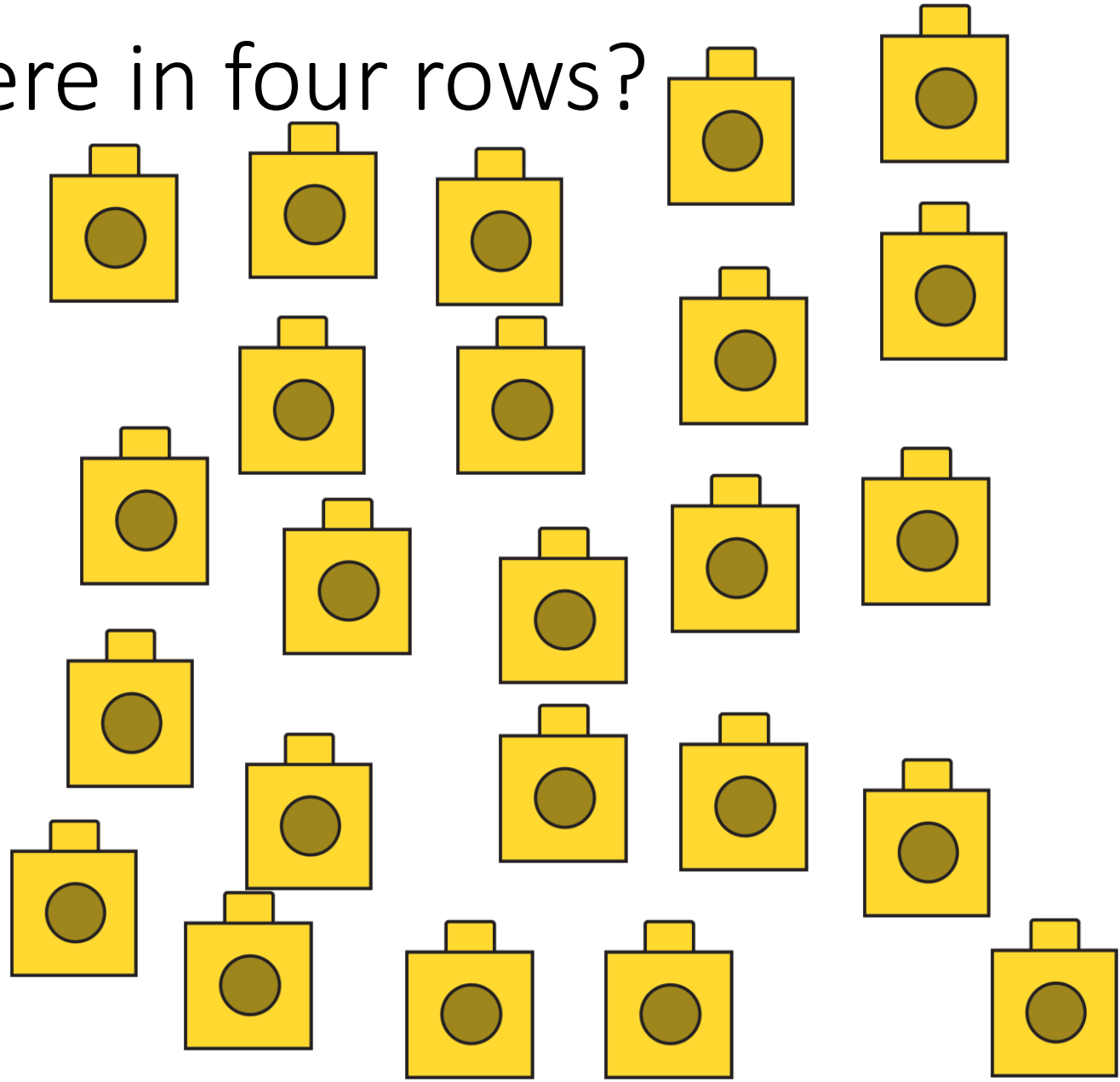
What if the 18 children were in four rows?





What if the 24 children were in four rows?





20.11.24

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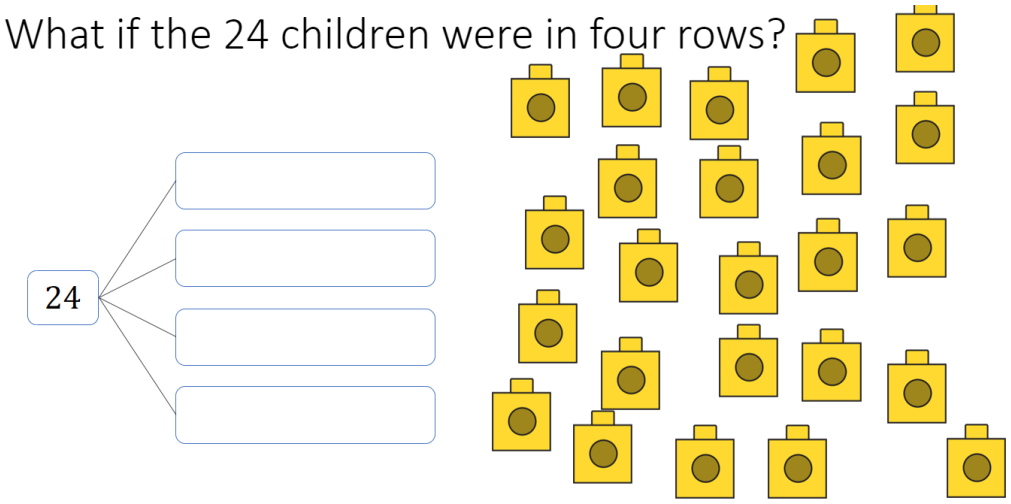


How do you think the carpet spaces could be arranged for 24 children?

How could you represent each possibility?

Use 24 cubes. Share out your 24 cubes into rows. How many different ways can you do it? Draw out your different arrays.

CHALLENGE 20.11.24

Maya wants to buy a bag of marbles that she can share equally with her friends when playing.

Explore how she could share each bag into equal groups.

GREATER DEPTH 20.11.24

Which bag of marbles should she buy?
Justify, prove and explain your reasoning

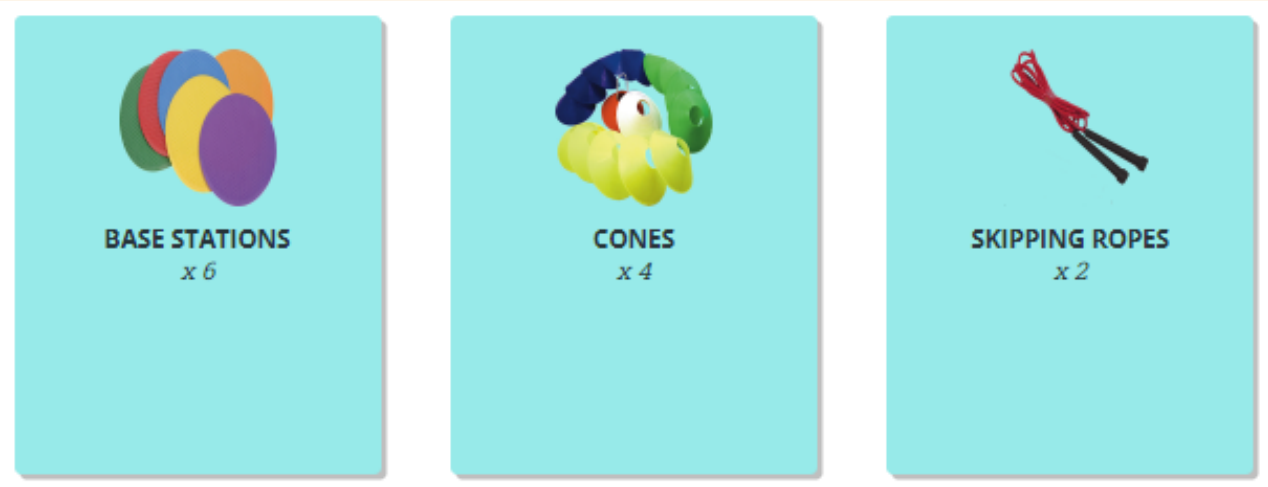
P.E. Investigators

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.



Optional:

WARM UP

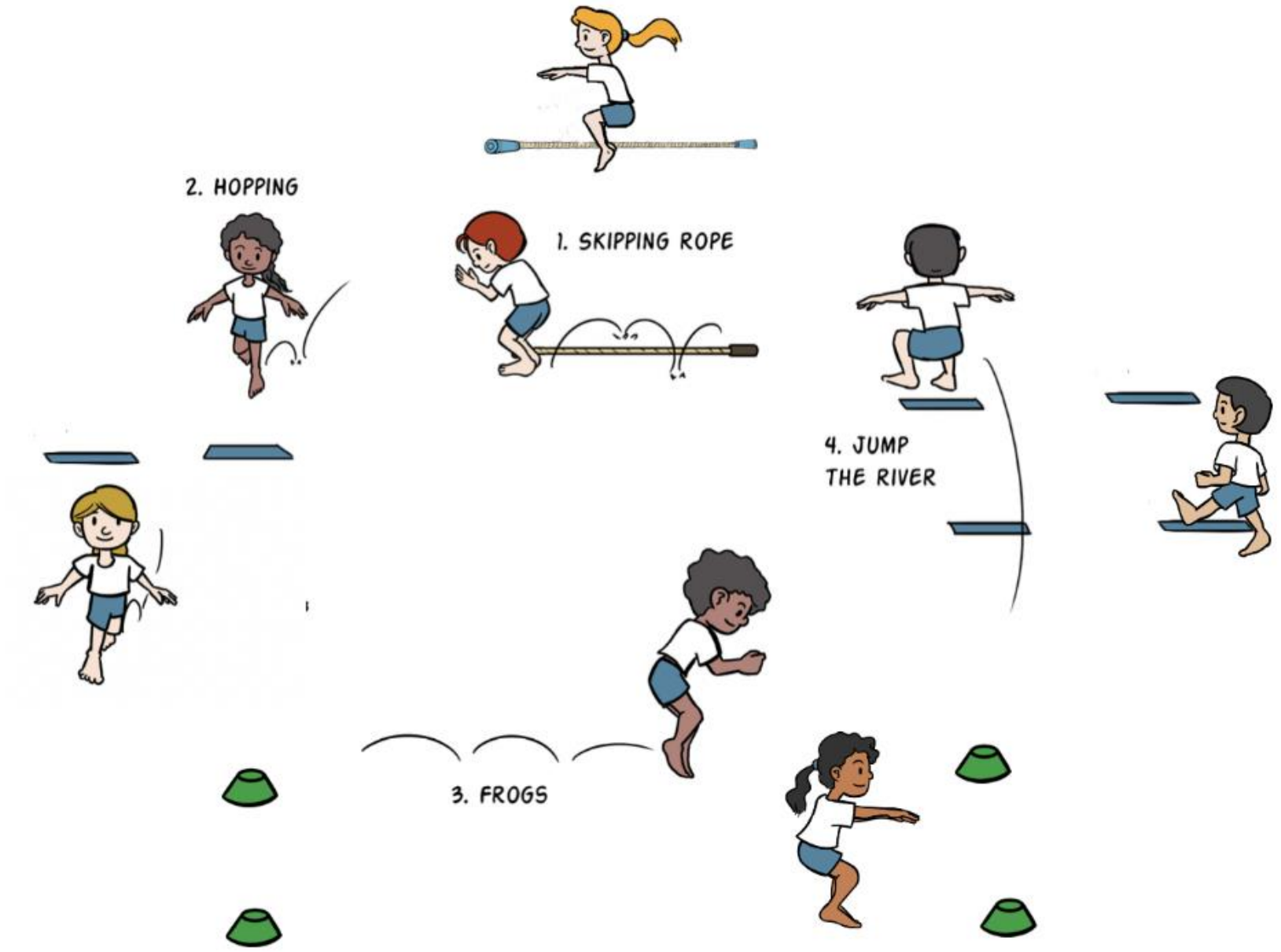
Foxes and rabbits:

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.

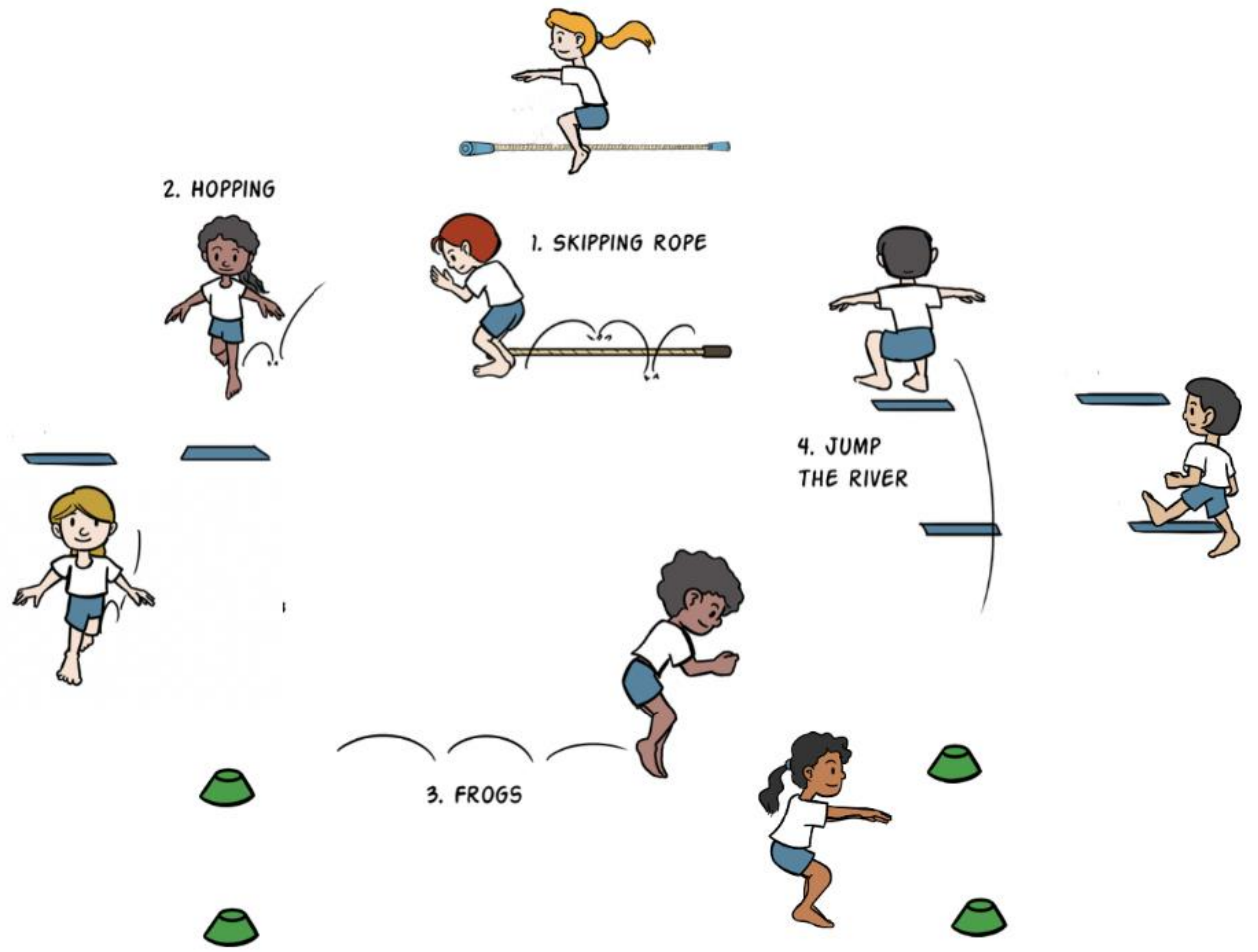
3 Frog jumps: pupils jump two feet to two feet, aiming to jump as far as possible.

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.

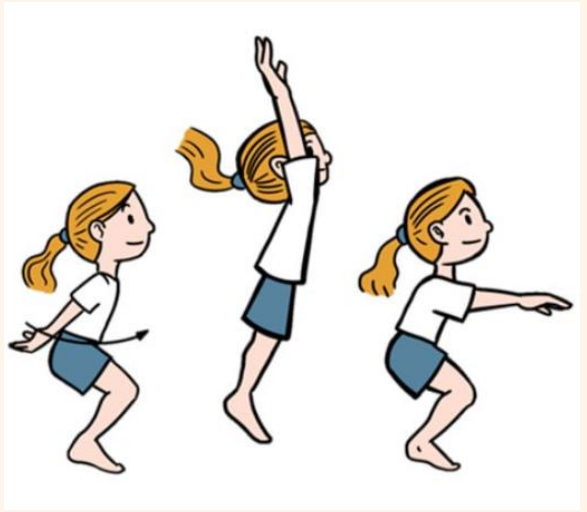
Soft knees on landing. Head and body upright.



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?

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?

R.E.
Pioneers

Lesson 9

How did Muhammad come to write down the Qur’an?


The Story of Muhammad and the Angel Jibril

Muslims believe the Qur’an to be the actual word of Allah, revealed to Muhammad, the last and greatest of the prophets, by the angel Gabriel (Jibril). The first revelation took place in the year 610 CE, when Muhammad was 40. The Qur’an is always treated with the utmost respect. Many Muslim children learn to recite it by heart, an achievement which earns them the title of Hafiz. Many of the people and stories that are found in the Bible also appear (in different versions) in the Qur’an.

Here is a story about a man called Muhammad. He brought the words of a very special book to the world, and he was told these words in a very special way.

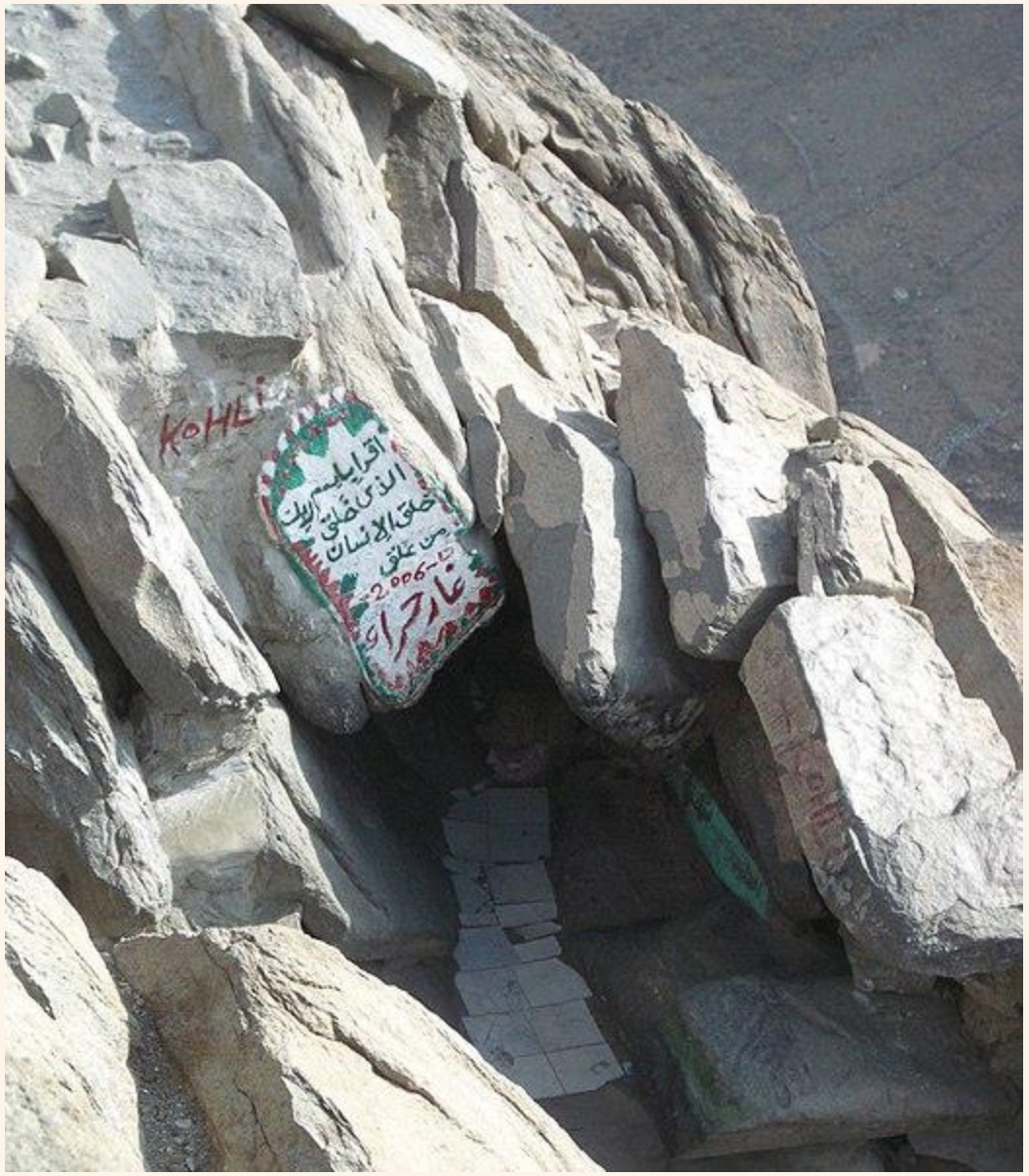
Muhammad lived a long time ago, in the far distant land of Arabia. He lived with his wife in a busy, bustling city called Makkah. Muhammad sometimes liked to get away from the noisy, crowded city. There were times when he needed to be somewhere very still and very quiet, where he could be completely on his own.

We all feel like that sometimes, don't we?

Muhammad had a special place where he went to be alone. It was a cave. Here Muhammad could think quiet thoughts and pray to God.

Muhammad's cave was near the top of a mountain called the Mount of Light. This wasn't the sort of mountain that is covered with tall fir trees and snow. It rose up out of the hot desert and the sun burned down brightly on its rocky slopes.

One night Muhammad sat in the cave watching the sun go down. The sky was filled with beautiful colours: reds and yellows and oranges. As it grew dark, Muhammad lay down, wrapped his cloak around him and fell asleep.



While he was asleep, a messenger came to visit him. This was no ordinary messenger. It was one of God's special angels. It was Jibril, the angel God sent when the message was really important.

God's message for Muhammad was written on a scroll. Jibril held out the scroll and told Muhammad to read it. Muhammad had never learned to read or write, and so he couldn't read the words on the scroll.

For a second time, the angel Jibril ordered Muhammad to read the words on the scroll. Muhammad still could not read them. But when Jibril commanded Muhammad to read the words for the third time, something very wonderful and mysterious happened.

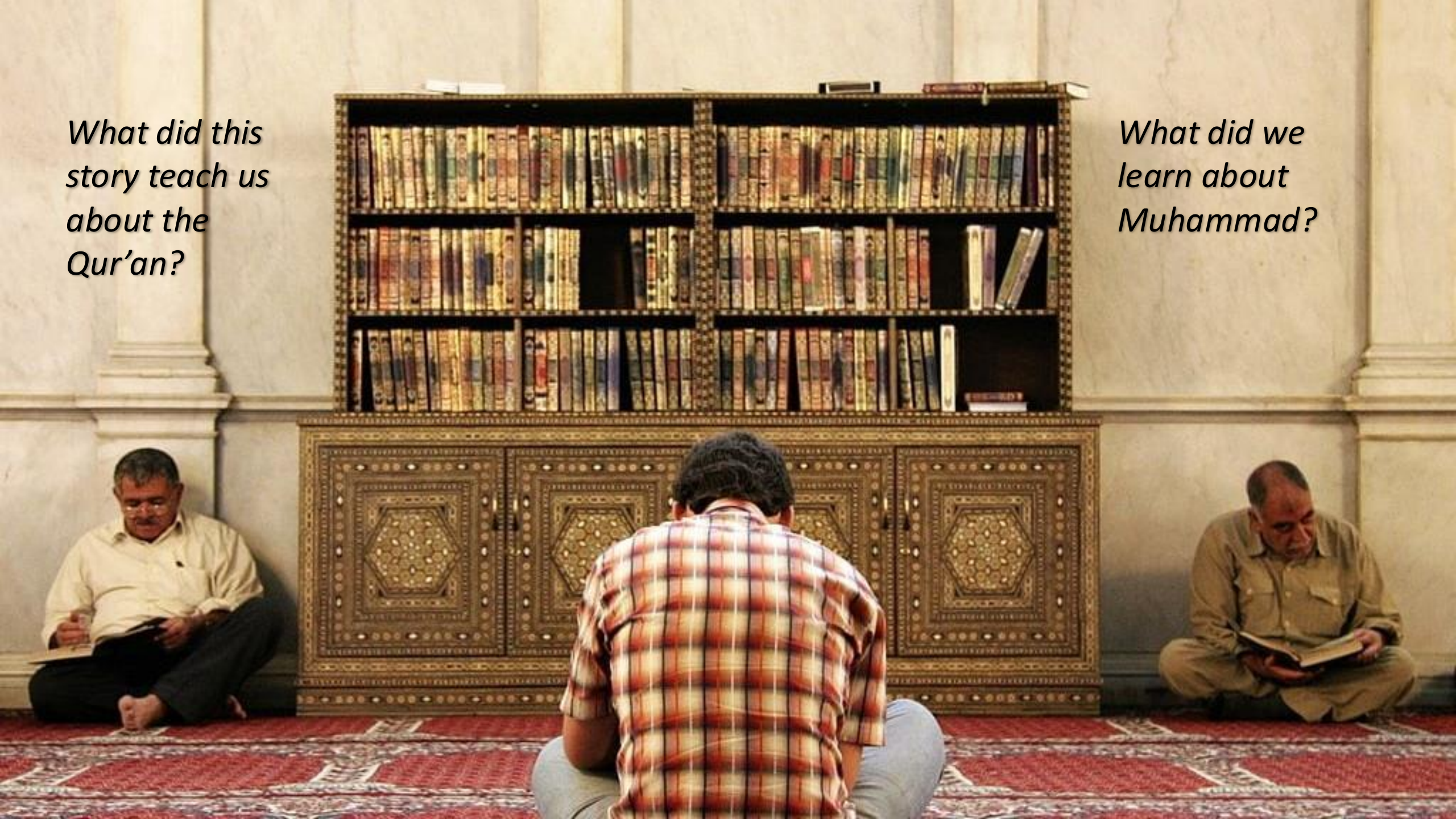
Muhammad started to say the words on the scroll, and he knew that the words he was speaking had come straight from God. He knew that he would always remember these words. It was as though the words had been written on his heart.

Muhammad suddenly felt very afraid. He ran out of the cave, but as he clambered down the mountain-side he heard a voice from above, “Muhammad! You are the messenger of God and I am Jibril.”

Muhammad looked up. There, towering above him, was Jibril. The great figure of the angel filled the entire sky. Whichever way Muhammad looked, there was Jibril.

Muhammad ran as fast as his legs would carry him, all the way back to the city of Makkah.

When Muhammad told his wife and friends about the messages from God they wrote the words down. In those days, they didn’t have paper, so they wrote on other things: stones, leaves, bits of bone and bits of leather. All the bits of writing were put together to make a book called the Qur’an. It became the most precious and the most special book of all to people who are Muslims, because they believe it contains the very words of God.


What did this story teach us about the Qur'an?
What did we learn about Muhammad?

ANTI-BULLYING CAFE.pptx (sharepoint.com)

Geography Pioneers

20.11.24

Q. Why are some parts of Earth hot and some parts cold?

3 in 3

1. Which continent is the coldest, driest, and windiest in the world?

Asia **Antarctica**

2. Which of these landmarks can be found in Antarctica?

the South Pole **the North Pole**

3. Which of these features would you find in Antarctica?

rainforest **glacier** **savannah**

CHALLENGE

Which of the following animals are found in Antarctica? (Circle **two**.)

- **Orca**
- **giant panda**
- **leopard seal**

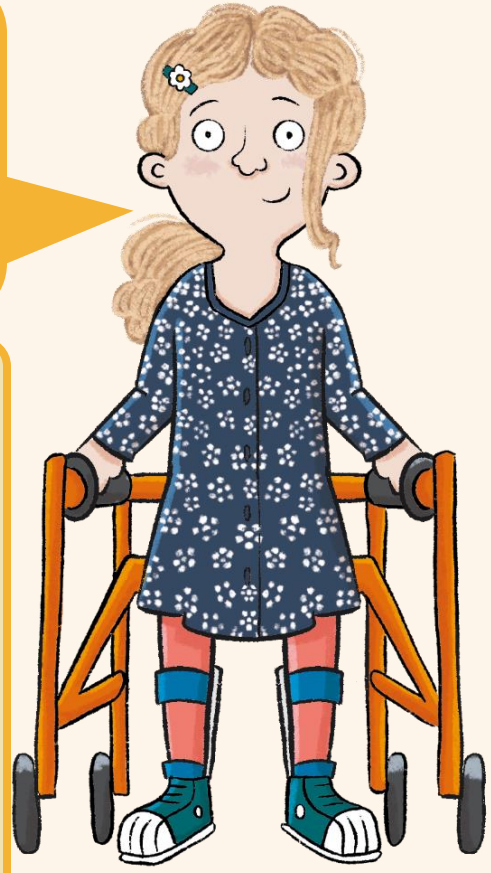
BLUE / GREEN

Can you remember the names of the continents and oceans?

Can you name any countries in Antarctica?

Lesson 10: Group task

The key term in this lesson is **hemisphere**.
A hemisphere is half of Earth—the top half is the Northern Hemisphere, and the bottom half is the Southern Hemisphere.



Key knowledge

- Earth is split into two hemispheres: the Northern Hemisphere and the Southern Hemisphere.
- The middle of Earth is called the Equator. Most places at the Equator are very warm.
- Climate is the typical pattern of weather.
- There are seven different climate zones across the world.

Climate zone **Equator** **hemisphere**

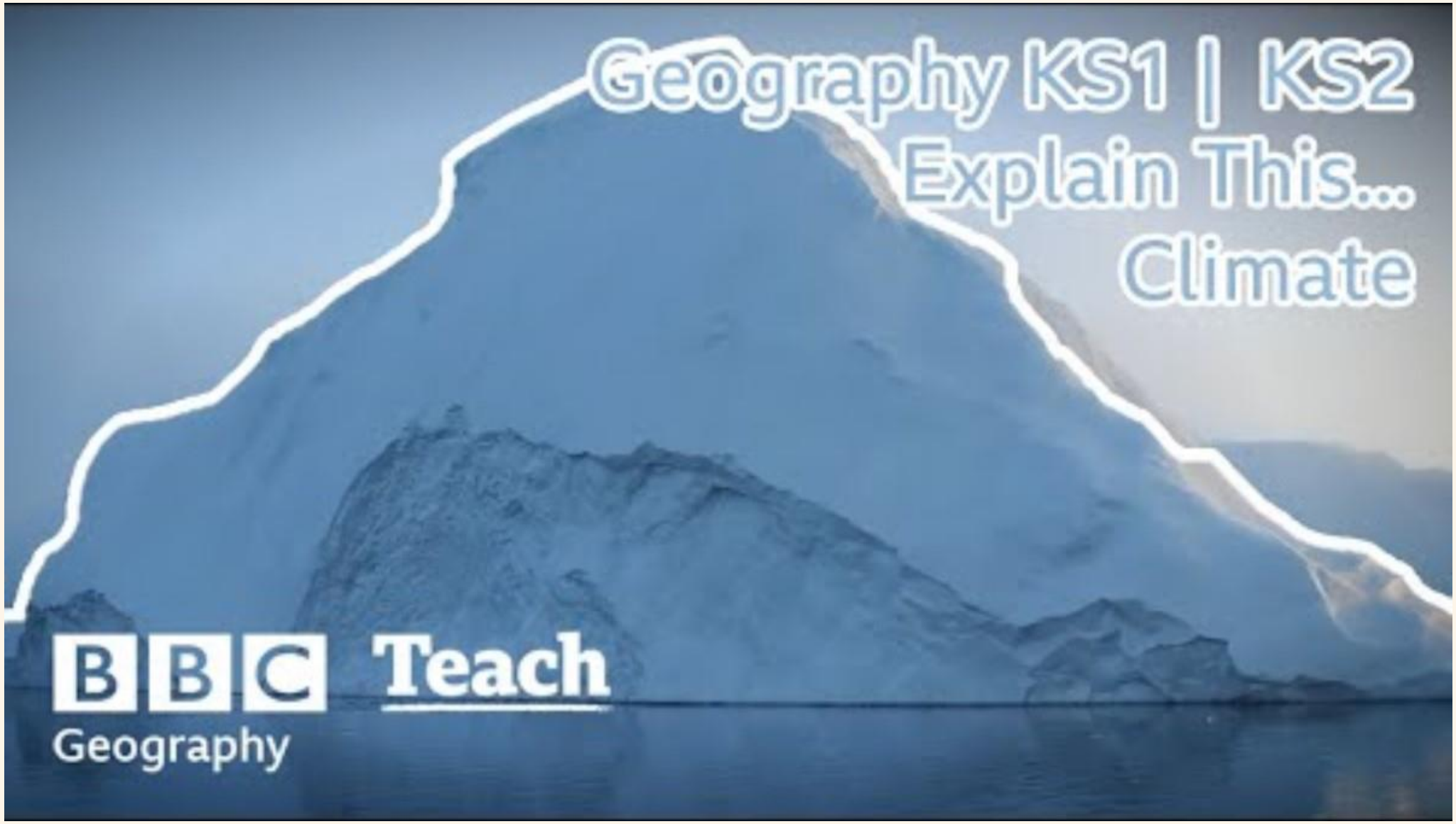
Lesson 10: Key term

Have you ever visited somewhere really hot? What was it like?

Where do you like being best—hot or cold places?

Have you ever visited somewhere really cold? What was it like?

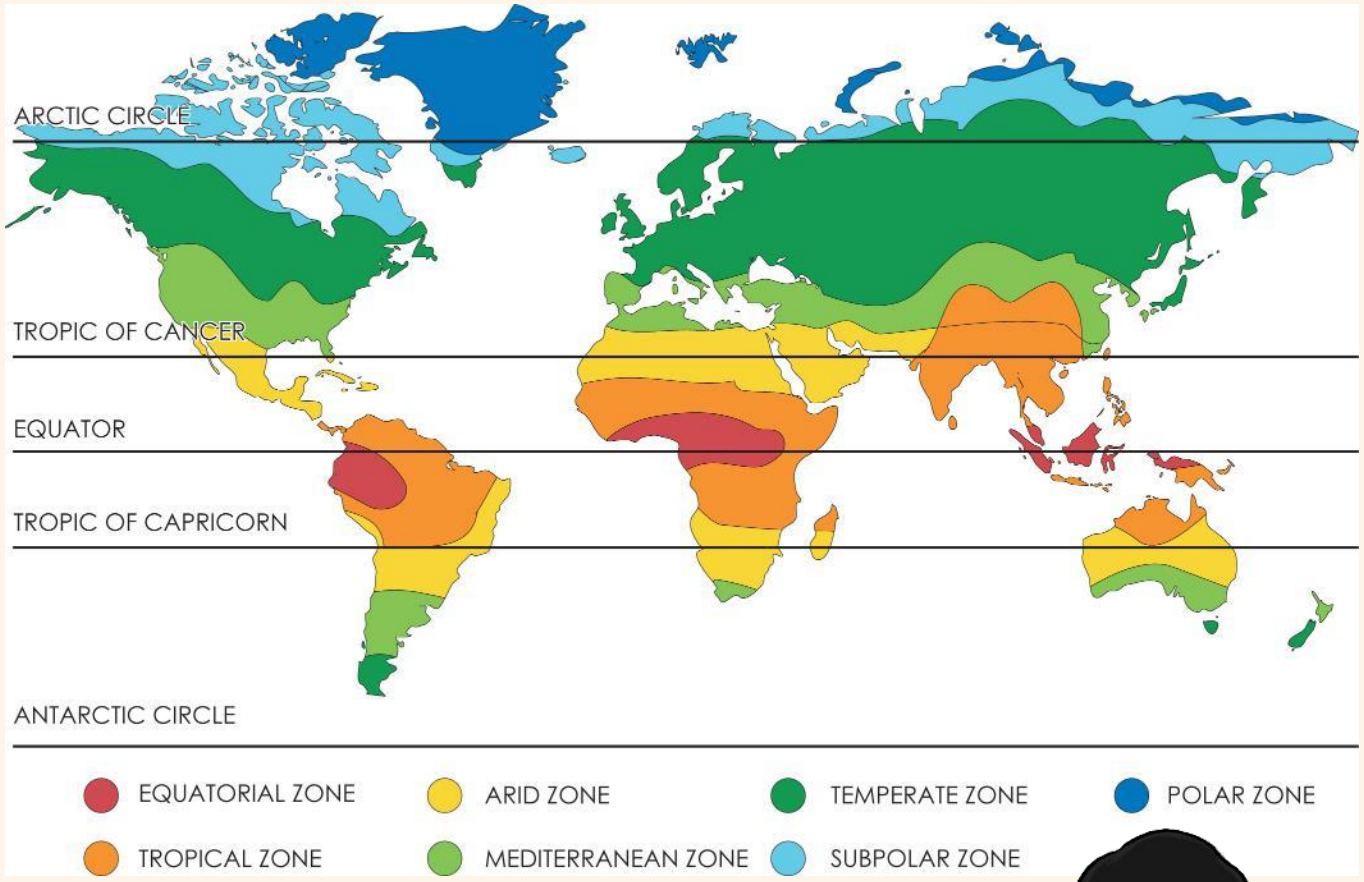
Lesson 10: Talk task


Geography KS1 | KS2
Explain This...
Climate
BBC Teach
Geography

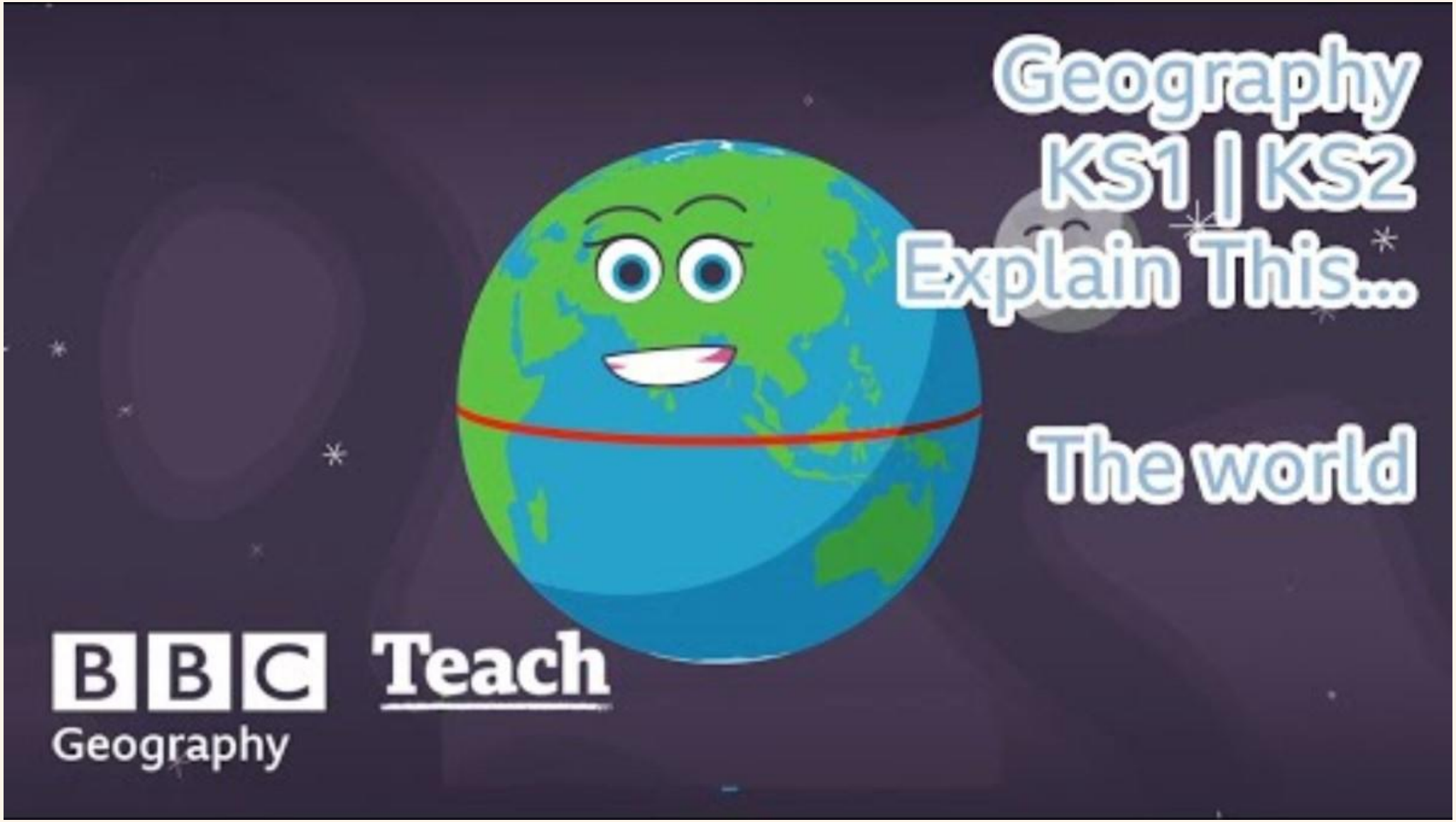
Climate zones

Climate is the typical pattern of weather over a period of 30 years.

When we talk about the climate of a place we are talking about the patterns of temperature (how hot or cold) and the rainfall (how much rain falls). There are seven different **climate zones** across the world.



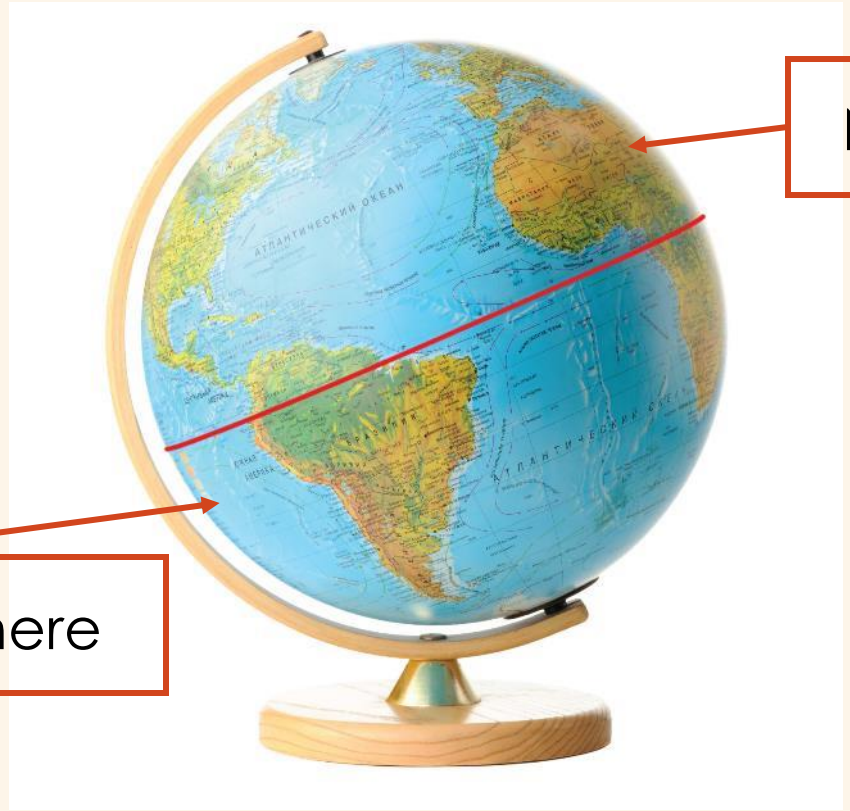
Lesson 10: Read


Geography
KS1 | KS2
Explain This...
The world
BBC
Teach
Geography

Northern and Southern Hemispheres

A sphere is a 3D shape, like a ball. A **hemisphere** is half of a sphere.

Earth is split into two hemispheres—the Northern Hemisphere and the Southern Hemisphere.



Lesson 10: Read

Northern and Southern Hemispheres

Some places are cold all of the time! These places are at the top and the bottom of Earth. The North Pole is in the Northern Hemisphere, and the South Pole is in the Southern Hemisphere.

Northern Hemisphere

Southern Hemisphere

Lesson 10: Read

Northern and Southern Hemispheres

The areas around both the North and South Poles are called polar regions. The North Pole is in an area called the Arctic. The Arctic is an area of frozen ocean.

The South Pole is in the continent of Antarctica. Antarctica is an area of frozen land. Both of these places are cold all of the time. The further away from the poles you get, the warmer it gets.

Lesson 10: Read

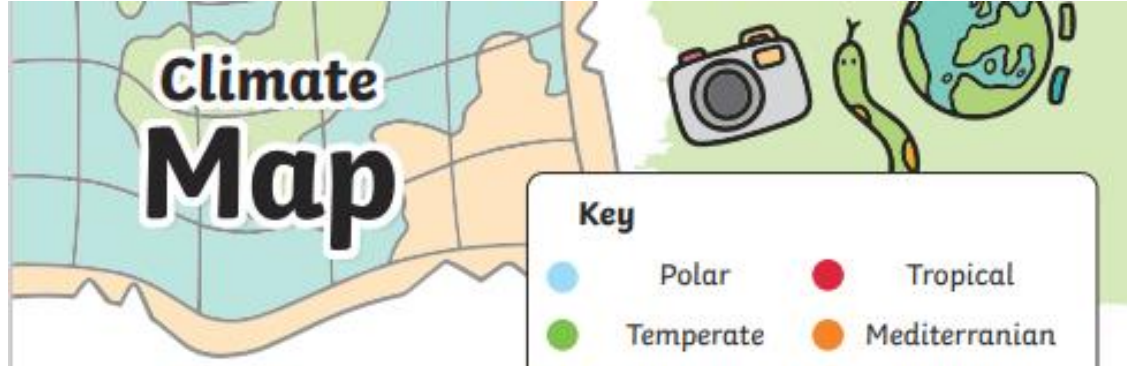
The Equator

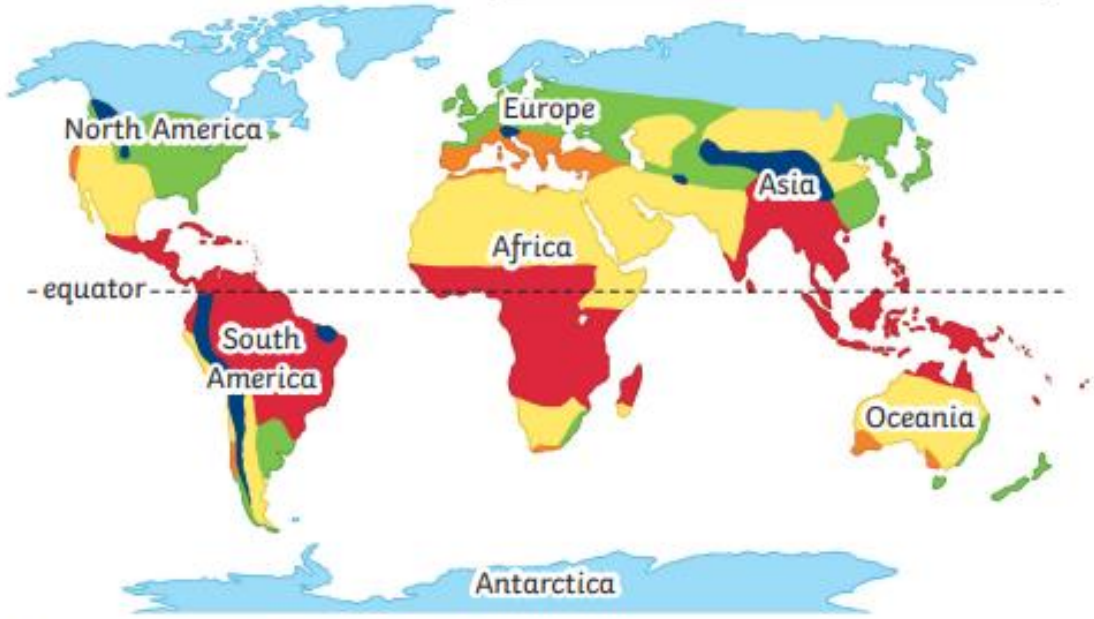
Other places are hot nearly all the time, these places are in the middle of Earth.

The area around the middle of Earth is called the **Equator**. Most places at the Equator are very warm because they get more heat from the Sun. The further away from the Equator you get, the colder it gets.

Lesson 10: Read

Climate Map





What climate is the United Kingdom?

_____

What climate is the Antarctic?

_____

What climate is it next to the equator?

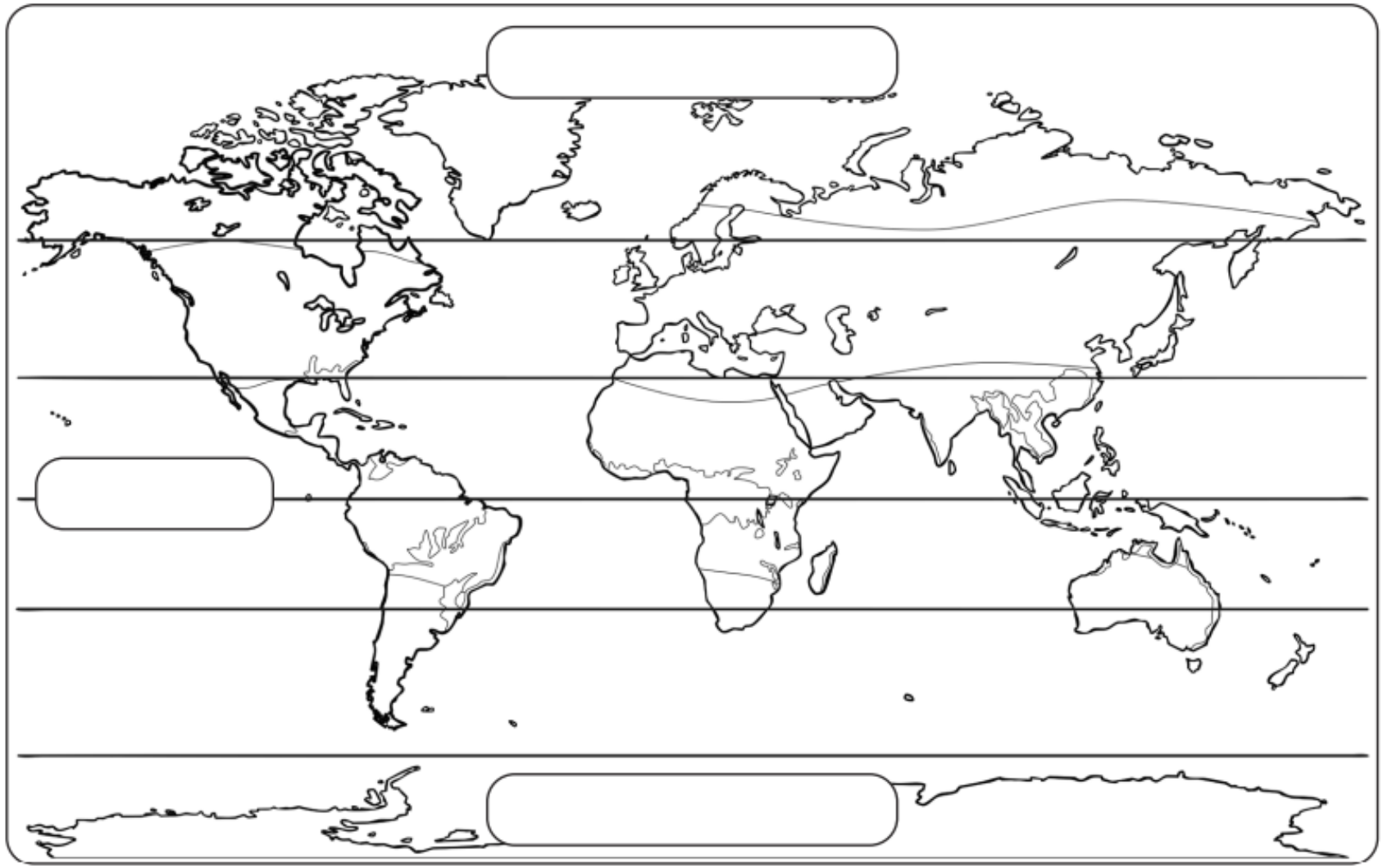
World Climates

Locate and label the equator. Label the North and South Poles.

Using what you know about the equator, colour in the map using 3 different colours to show the hot, warm and cold climate zones. Don't forget to colour the key.

Climate Zone Key

- Hot
- Warm
- Cold



CHALLENGE: Knowledge quiz

1. Climate is measured using which of the following? (Circle **two**.)

height **rainfall** **temperature**

2. What is the Equator?

the North Pole **the middle of Earth** **the South Pole**

3. The North and South Pole are the coldest places on Earth.

true **false**

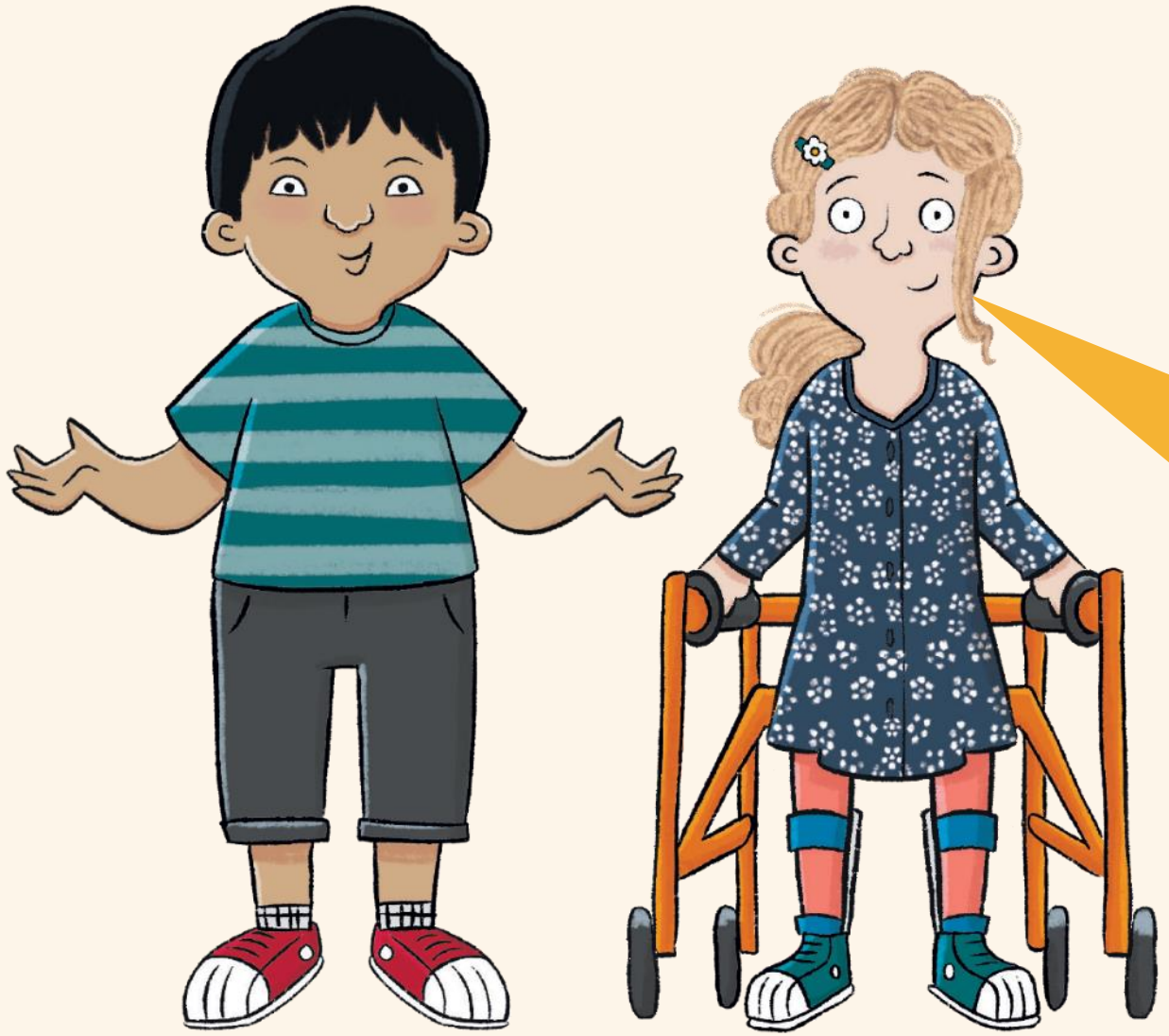
4. What is the hottest part of Earth?

Antarctica **the Equator** **the Arctic**

GREATER DEPTH: Explain in your own words…

1. What are the Northern and Southern Hemispheres?

Now you are ready to answer the enquiry question:



Can you describe the seven continents and five oceans that make up planet Earth?

Enquiry question