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	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
(Mrs Pettit) 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)

REGISTRATION

21/01/25

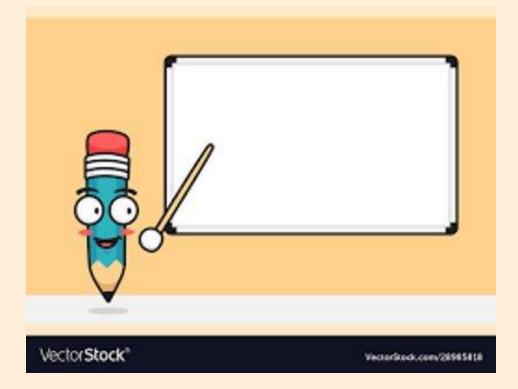
Odd & Even

Circle odd or even.

- 1. 27 odd even 9. 60 odd even
- 2. 36 odd even 10. 43 odd even
- 3. 14 odd even 11. 21 odd even
- 4. 51 odd even 12. 39 odd even
- 5. 37 odd even 13. 58 odd even
- 6. 28 odd even 14. 22 odd even
- 7. 11 odd even 15. 9 odd even
- 8. 15 odd even 16. 54 odd even



SPELLING







Consonants and Vowels

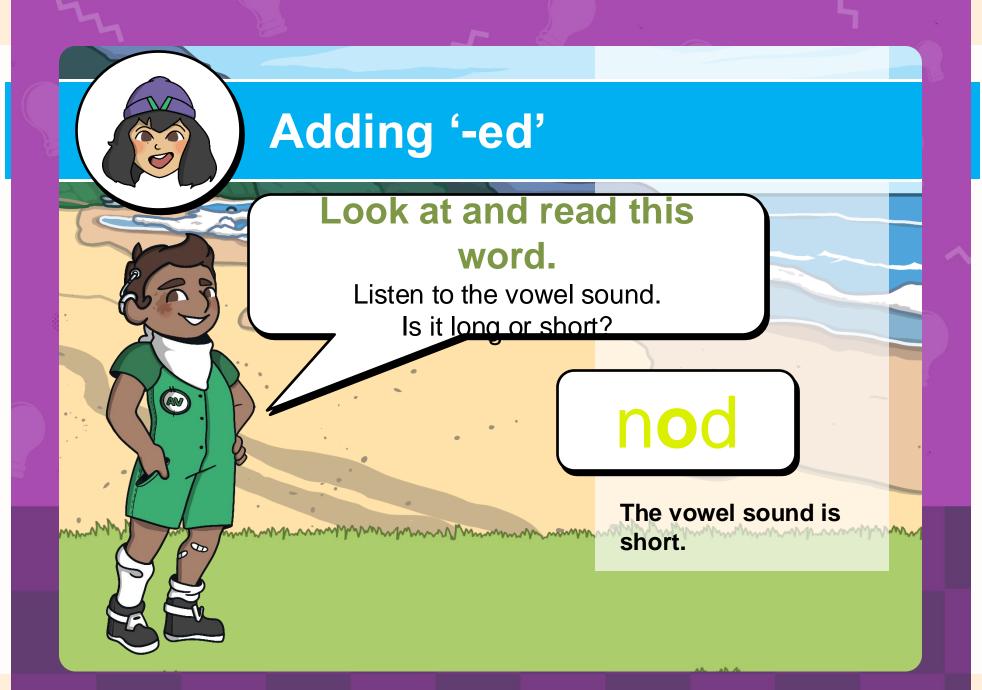
Veronica's Notes

Vowels are the letters: a, e, i, o, u and sometimes y.

Veronica's Notes

Consonants are all the other letters, such as: **b**, **d**, **t**, **s**, etc.

abcdefg hijklmno pqrstuv





Adding '-ed' to one consonant

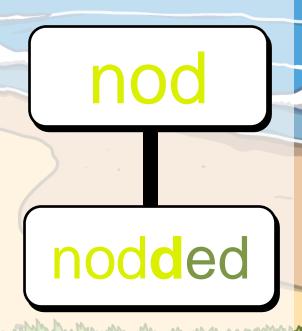
Veronica's Notes

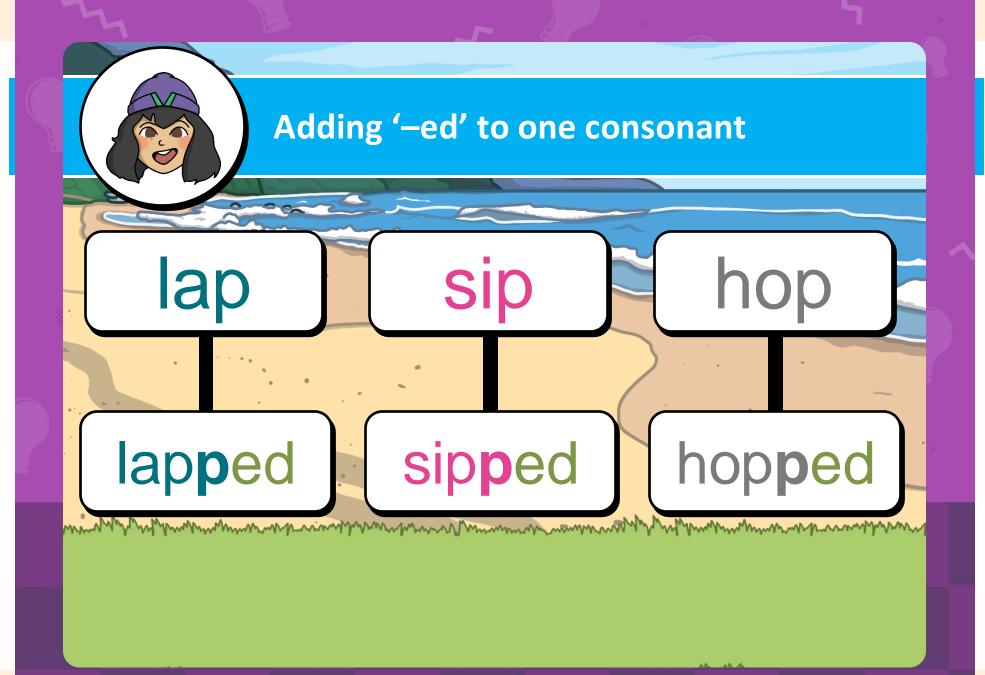
If the vowel sound is:

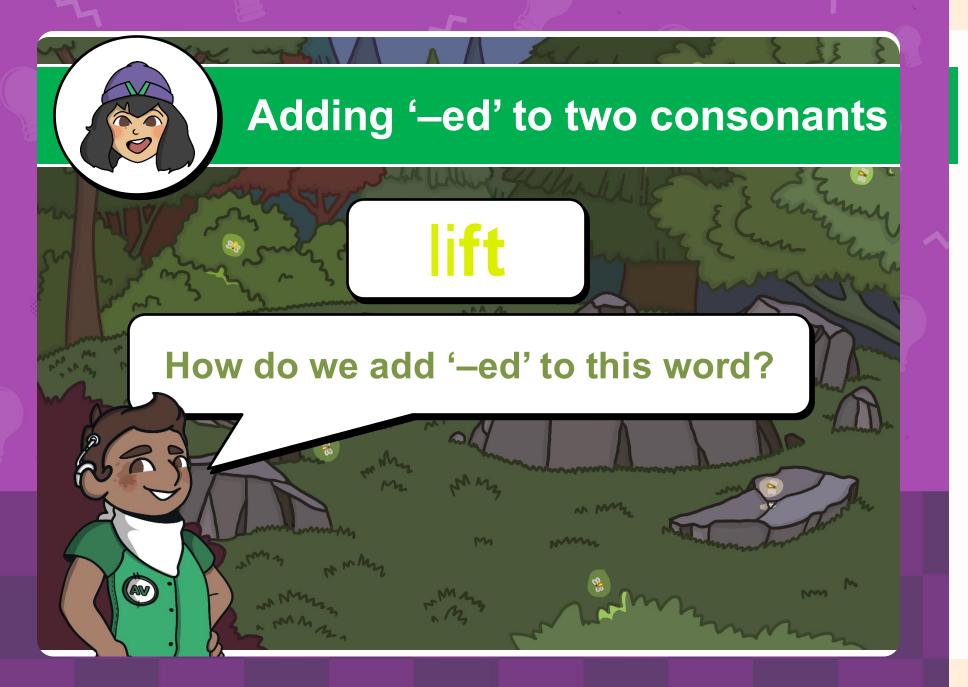
A **short** sound with only **one** consonant after it...

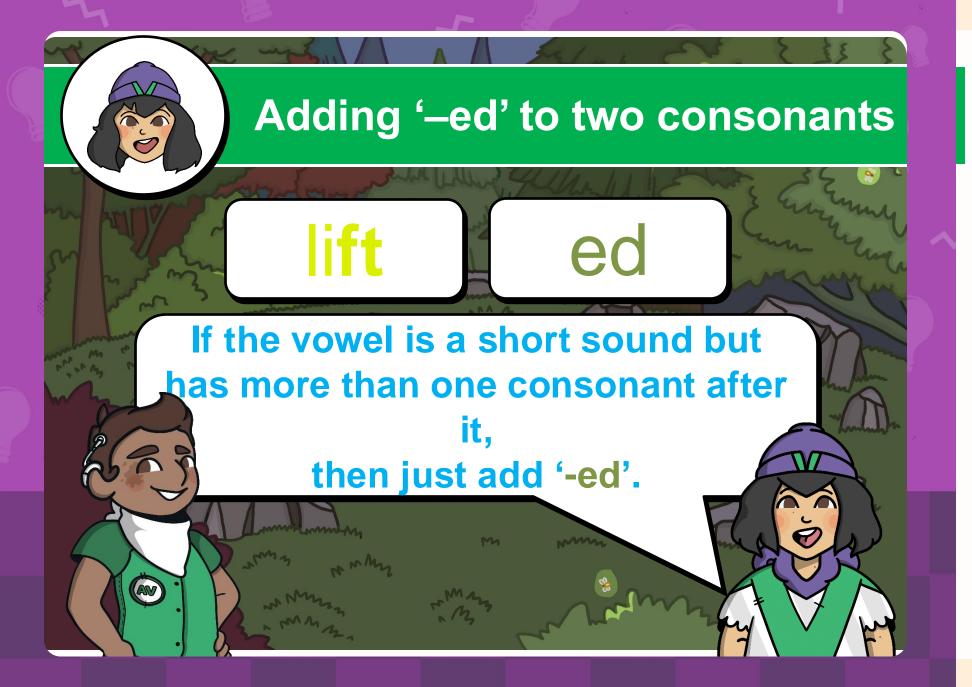
to add '-ed', we:

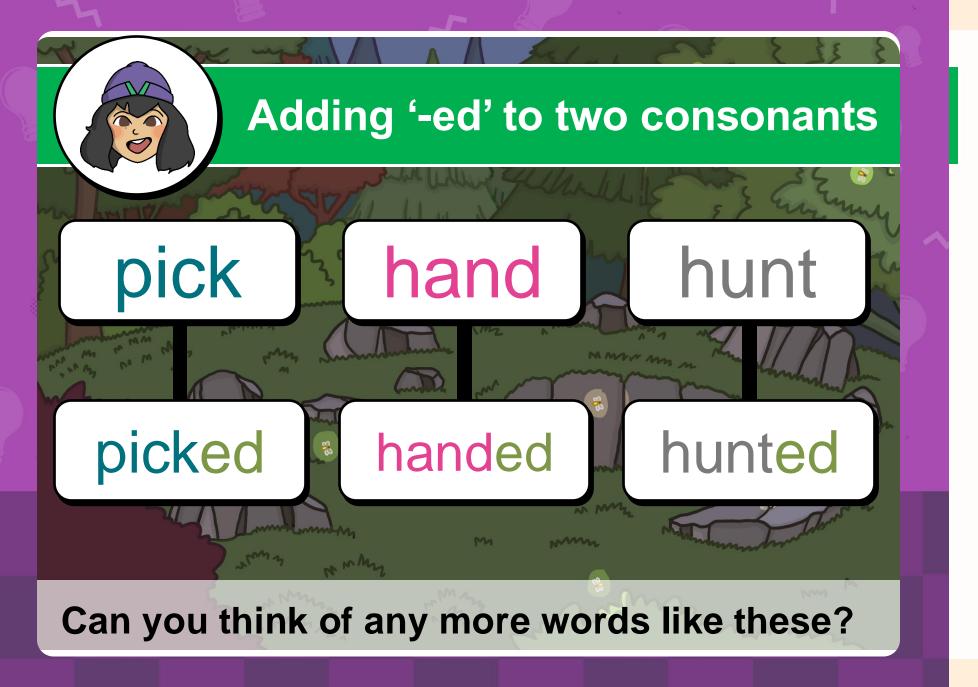
double the consonant in the spelling and add '-ed'.

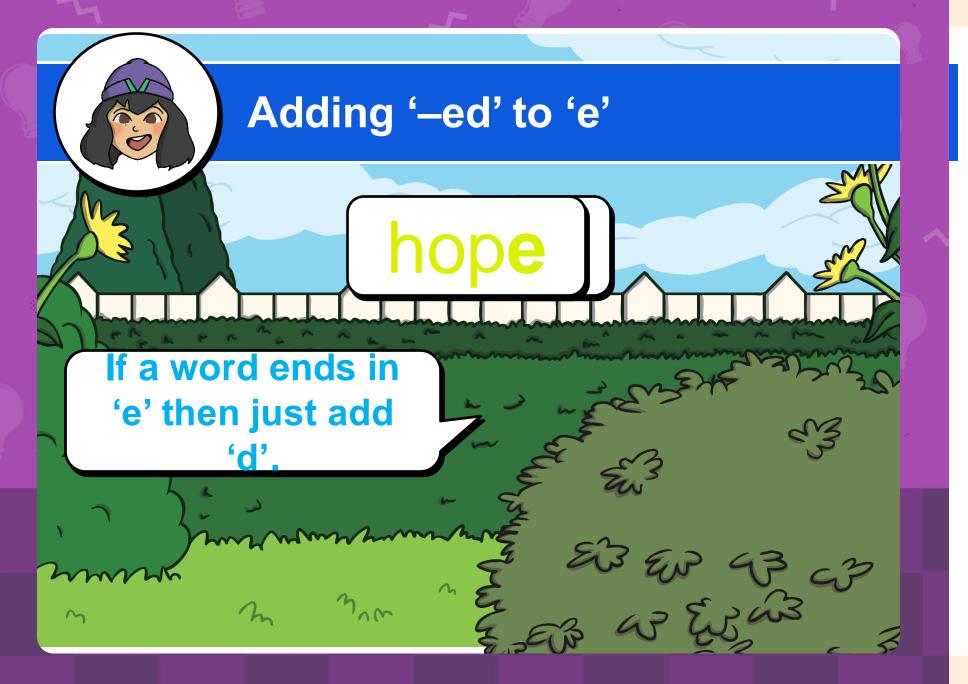


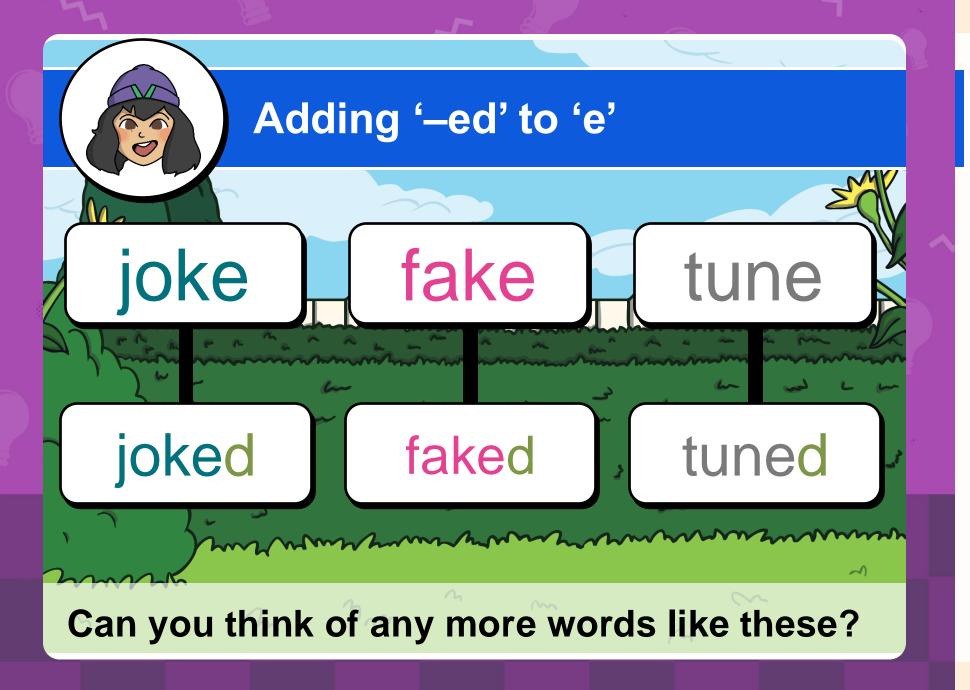














How do you think we add '-ed' to these words?

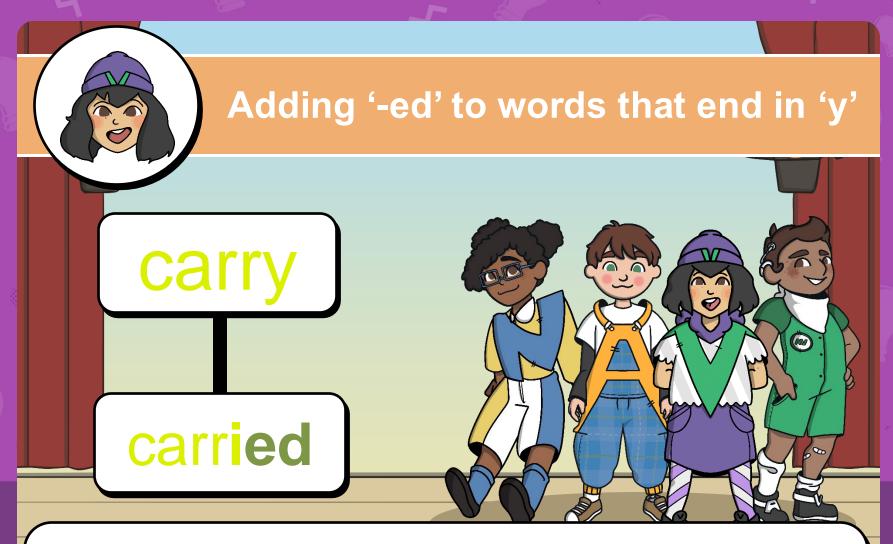


chew
cheat
float
boil
sail
snow
spoon
shoo

chewed
cheated
floated
boiled
sailed
snowed
spooned
shooed

Vericona's Notes

These words have a long vowel sound, so we just add '-ed'.



If a word ends in a consonant followed by a 'y', change the 'y' to an 'i' and add '-ed'.



Adding '-ed' to words that end in 'y'

reply

study

supply

replied

studied

supplie



These are the rules for adding '-ed'.

Short vowel sound with one consonant – double the consonant and add '-ed'

lapped

Short vowel with more than one consonant after it—add '-ed'

backed

Ending in 'e' – just add 'd'

hoped

Long vowel sound – add '-ed'

chewed

Ends in a consonant followed by a 'y' change the 'y' to an 'i' and add '-ed'.

carried



How much do you remember about adding '-ed'?

How do we add '-ed' to the word 'cry'?

a cryyed

b cryd

c cryed

d cried





How much do you remember about adding '-ed'?

How do we add '-ed' to the word 'wash'?

a washd

b washied

c washed

d washhed





How much do you remember about adding '-ed'?

How do we add '-ed' to the word 'toast'?

a toastied

b toastted

c toasted

d toastd





How much do you remember about adding '-ed'?

How do we add '-ed' to the word 'smile'?

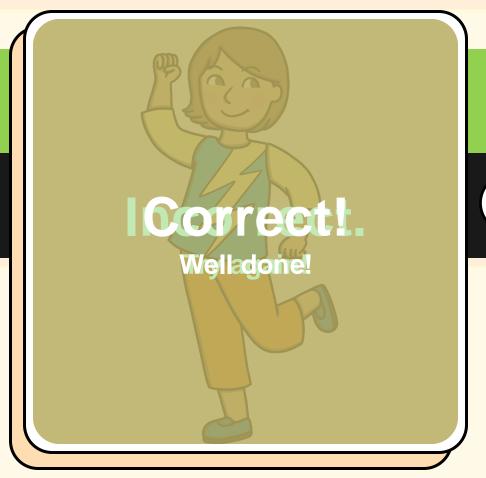
a smiled

b smole

c smilled

d smilied





How much do you remember about adding '-ed'?

- How do we add '-ed' to the word 'hop'?
 - a hopped
 - b hoped
 - c hopied
 - d hoppied



LITERACY

Tuesday 21st January T.B.A.T. use conjunctions to extend sentences

- 1. Which sentence is written in past tense?
- A. The donkey is trotting across the field.
- B. The donkey was plodding slowly.
- C. The donkey is braying loudly.
- D. The donkey is giving rides on the beach.

3. What are the two nouns in the following sentence?

The cake was delicious and it had icing.

2. Tick the correct contraction.

I find it.

- A. cann't
- B. can't
- C. ca'nt

Challenge

Add an expanded noun phrase to the sentence from question 3.



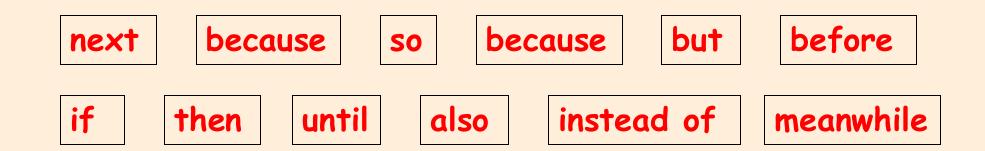
Discuss - What is a conjunction?

What do you think it might be and can you give some examples?

Learning Intention	To use conjunctions to join 2 short sentences together to make a longer sentence.
Success Checklist	 I read the sentences. I clicked on a conjunction to join the sentences. I read the new sentence to see if it made sense.

Read the conjunctions.

Can you say a longer sentence using one of these words?



Read the sentences.

Sarah put on her coat.

It was raining.



Which of these conjunctions would be suitable to link the 2 sentences?

next

besides

SO

because

but

Read the sentences.

Mia licked her lolly quickly.



It melted.

Which of these conjunctions would join these 2 sentences?

next

besides

SO

but

before

Read the sentences.

David snored.



He was asleep.

Which conjunction would join these 2 sentences?

then

until

while

if

before

Tu	esday 21st January TBAT: use conjunctions effe	ctively
1. 2.	entify the conjunctions in the sentences The Great Fire started in Pudding Lane and it so It spread really quickly because the houses we They tried to stop the fire but they could not we	re made from wood.
1.	Id a conjunction to the sentences The houses were very close together to another house. The only way to travel was by foot people had a horse and cart.	you could reach across by boat some
	e conjunctions to extend these sentences The Great Fire caused a lot of damage 2. The fire was eventually put out	

Cha	ille	nge

Using a conjunction from today's lesson, can you extend this sentence?

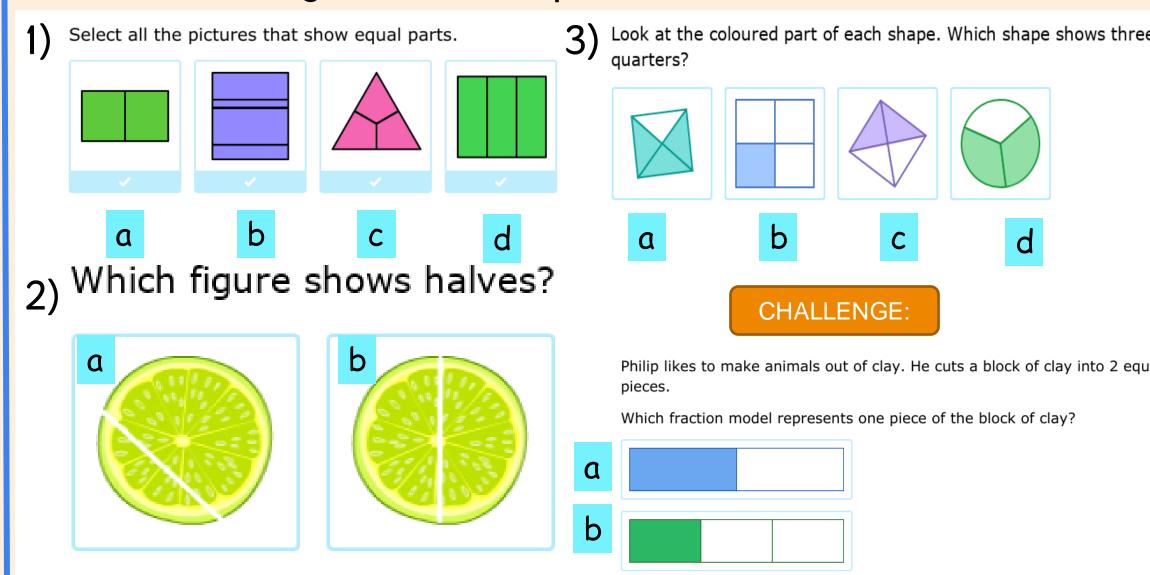
The Great Fire of London destroyed London						

CLASS STORY

MATHS

21.01.25

T.B.A.T. identify the written part of a fraction





. fraction





numerator

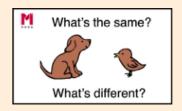
whole

vinculum

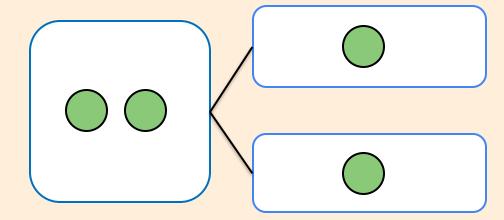
quarter



denominator equal parts

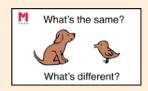


- . Half of 2 =
- $. 2 \div 2 =$



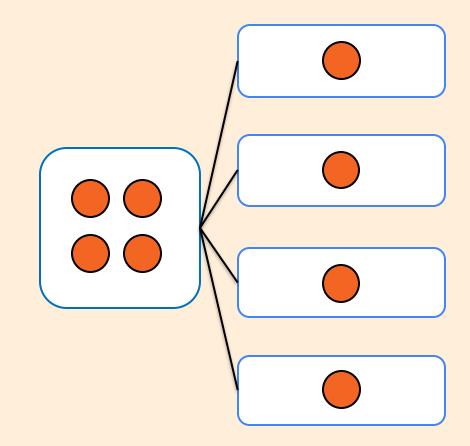
We can write half using numerals:

2



• One quarter of 4 =

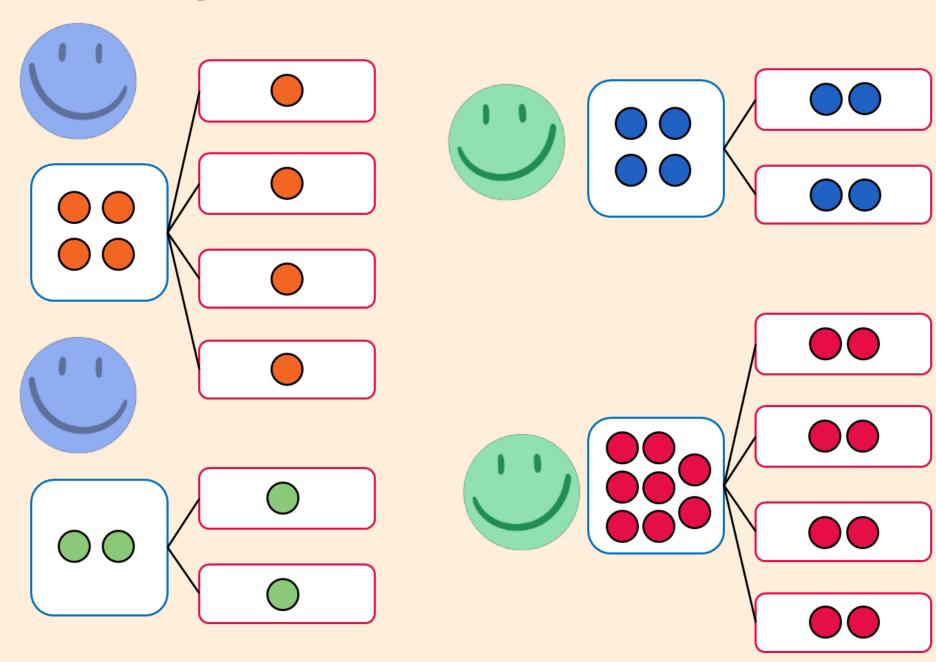
•
$$4 \div 4 =$$



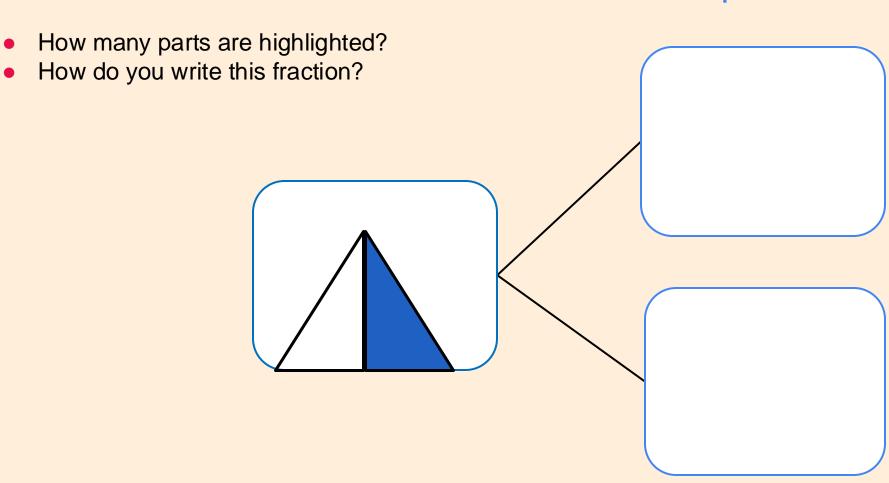
We can write one quarter using numerals:



Halves or quarters?

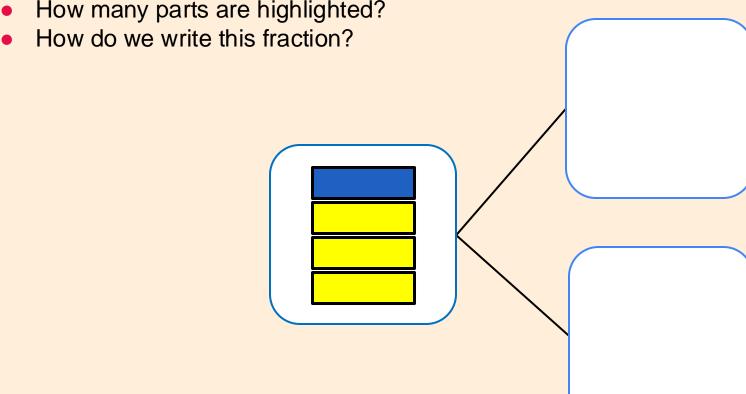


Has the whole been shared into halves or quarters?



Has the whole been shared into halves or quarters?

How many parts are highlighted?





Numerator

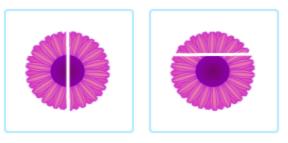
is highlighted.

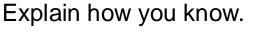
Denominator

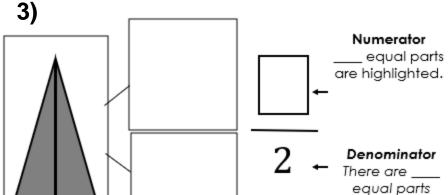
equal part

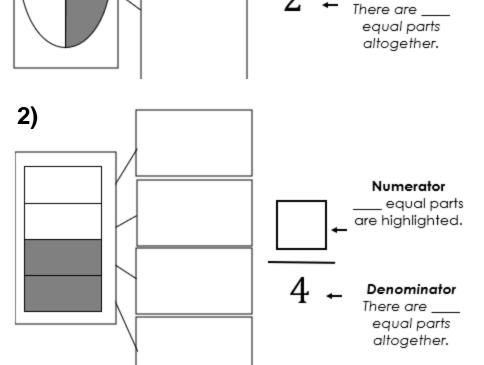
Challenge

Which figure shows halves?

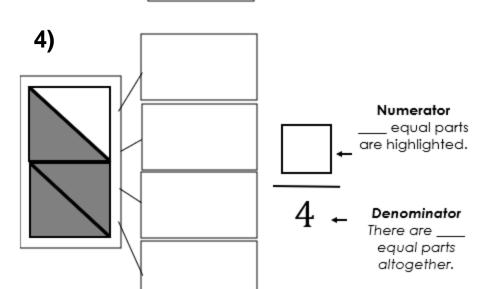








1)



Greater Depth

Write a set of instructions on 'How to write a fraction' and what each part of a fraction means..

Remember to include the Star Words:

Denominator Numerator

altogether.





Silly to Calm: Quick kids yoga movement break complete with dancing and breathing. - YouTube

<u>HANDWRITING</u>

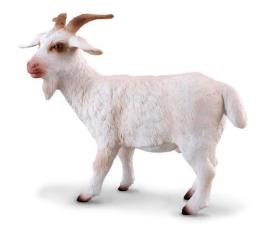
dear		
fear		
fear heard		
heart		
learn		
search		
used		

SCIENCE

3 in 3

Poes this animal give birth to live young?





? Does this offspring start as an egg?

? How is the offspring like its adult?



Challenge: How could you change the questions above into statements and correct the information?



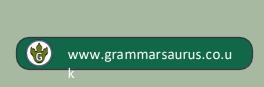




Animals including Humans

I notice that animals, including humans have offspring which grow into adults.





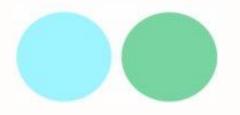


DiscussionTime...



THIS WEEK'S KEY QUESTION:

How do animals change as they grow into adults?





Reproduce

Last lesson we learnt that all animals including humans reproduce and have offspring. This means they make another one of the same species.

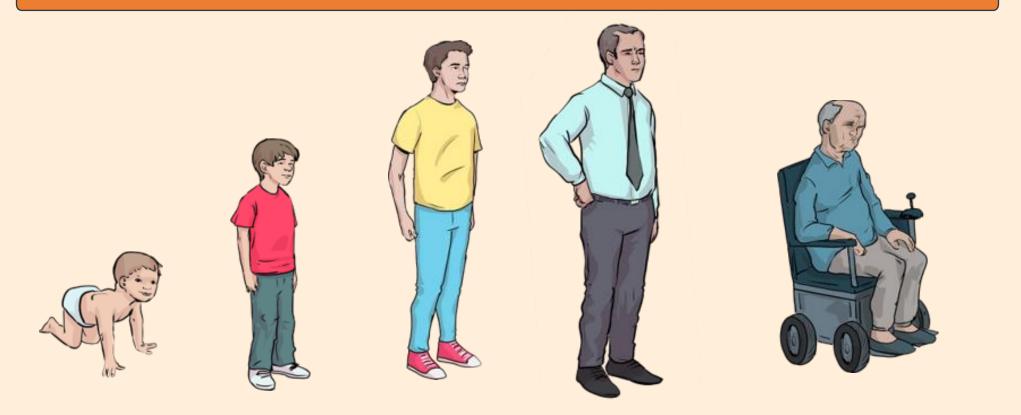
Offspring is another word for having children or babies.

When they are born, most babies need caring for by their parent or parents.

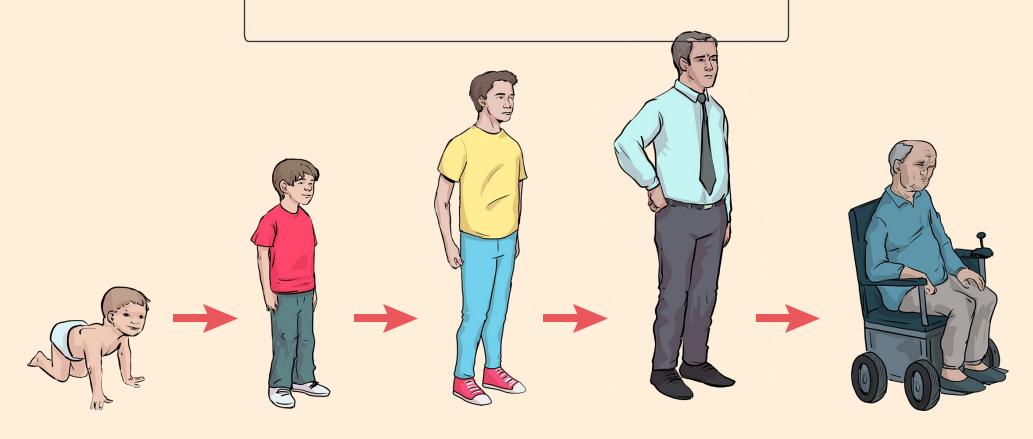




- 1. Look at these pictures. They show pictures of different ages.
- 2. Put them in order, from youngest to oldest.



Did you put them in the correct order?



This is called the **human life cycle**.

Thinking Time...



Think about the different parts of the human life cycle.

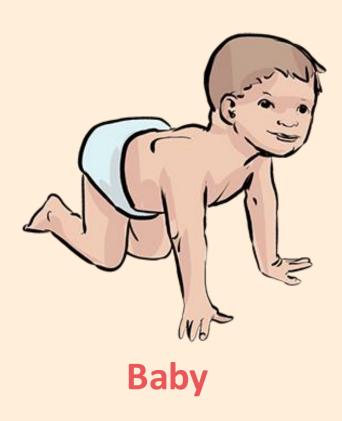
What is different?

What can you do now that you couldn't when you were a baby?

What can adults do that children can't do?

Discuss with your partner before we discuss as a class.





A baby needs a lot of help so that it can survive and grow. Adults teach them a lot of things like how to walk, how to talk and how to feed themselves.



A child still needs a lot of help to be able to survive, although they are starting to learn to do things for themselves.

Child



Teenager

Teenagers are able to do most things without help. They are learning how to be **grown ups** and survive on their own.



Adults are fully grown. They go to work and can now have offspring of their own. Adults can do things for themselves. They are extremely busy and have lots of responsibility.

vww.grammarsaurus.co.ر



Elderly people have worked hard during their lives. Now their bodies are getting tired and they need to rest more. They still like having fun though!

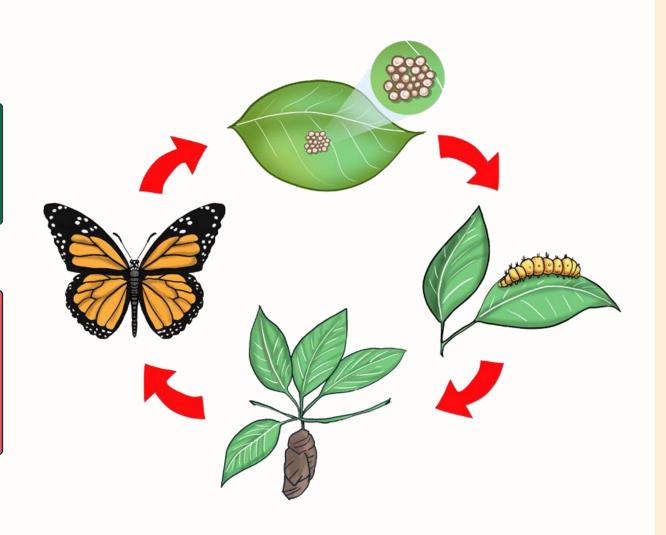
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Life Cycle of a Butterfly

Who can **explain** what is happening in the **life cycle of a butterfly**?

Helpful Hint!

Why don't you read 'The Very Hungry Caterpillar'. It might help you answer this question.



Life Cycle of a Butterfly

Butterflies then **lay eggs** on **leaves** and the life cycle starts again.

When the caterpillar has been in the chrysalis for 1-2 weeks, the chrysalis opens and a butterfly comes out. When the butterfly first comes out its wings are damp and soft.

When the caterpillars are fully grown, they wrap themselves in a special cocoon called a **chrysalis**. When they are inside the chrysalis a special change happens!

Eggs are laid on a leaf. The eggs are very close together and are really small and round. About five days after the eggs are laid, a tiny worm-like creature will hatch from the egg.

The eggs hatch into caterpillars.
The caterpillar is hungry once it has hatched. It starts to eat leaves and flowers. It eats these all the time!

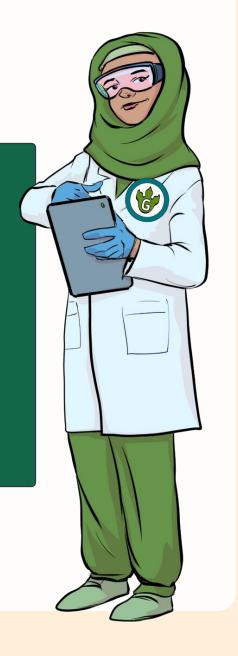
Independent Activity



Now we are going to see what you have learnt today.

You have a worksheet about the human life cycle.

You have a challenge activity about the life cycle of a butterfly.

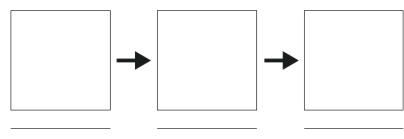


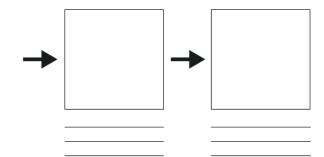
- baby
- elderly person
- child
- teenager
- adult
- Learning to do things for themselves
- Learning how to be grown ups
- Tired and need to rest more
- Learn to walk, talk and feed themselves
- Can go to work and have offspring





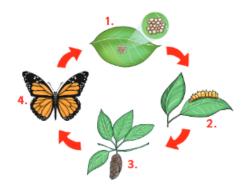
Cut out the pictures of the human life cycle and stick them in the correct order. Write the correct name under each picture and a short description.





Challenge

Explain what is happening through the life cycle of a butterfly.

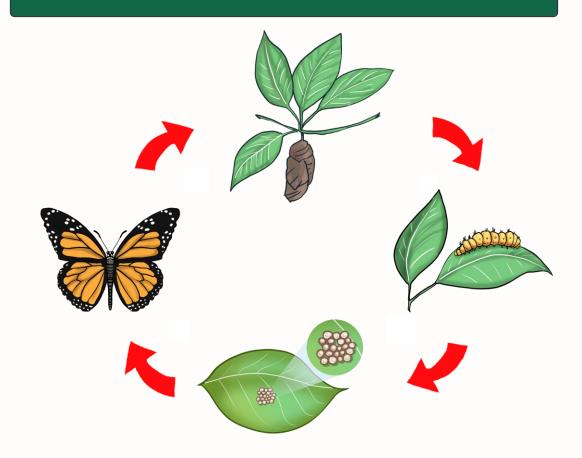


1			
2			
3			
4			
What happens nex	rt?		



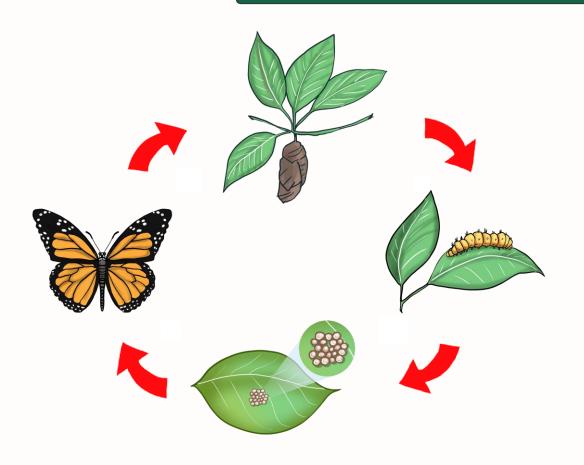
Recap quiz!

What is **wrong** with this **life cycle**?



Recap quiz!

What is **wrong** with this **life cycle**?



A caterpillar goes into a chrysalis not a butterfly.

Butterflies lay the eggs not the caterpillar.

<u>MUSIC</u> <u>Pioneers and Investigators</u>

ACTIVITY 1: NOSY DOG IN PICTURES

Activity Details ^

Revise Nosy dog, singing along with the performance track as you follow the pictures.

Explain that you are going to create pitch lines to represent the dog moving in each of the four pictures. Ask children to suggest and demonstrate vocal and tuned percussion sounds for each picture, e.g.

- 'vroooooooom' for car:
- swanee whistle for the bike etc.

ACTIVITY 2: NOSY DOG PITCH LINES





Activity Details ^

Look at the slide together and explain that you are going to work in pairs to make up some music for each of the nosy dog's journeys - the taxi ride, bike ride, plane flight – and nosy dog running away.

Give each pair a copy of the slide (see Lesson plans and printable resources PDF) and four different colouring pencils. For each mode of transport, choose one of the frog and crow starting positions on the left side of the PDF. Ask children to trace a pitch line with their finger across their page, thinking about whether their dog will move higher, lower or stay at the same level as he travels. When they have decided on a path, ask them to draw their pitch line in one of the colours.

T.B.A.T.Playing pitched lines on percussion instruments

The Collins Hub Educator > Library

ACTIVITY 3: NOSY DOG PERFORMANCE

Activity Details ^

Choose four pairs to perform their Nosy dog pitch lines – one after each verse of the song – as the rest of the class sing Nosy dog with the backing track

Repeat the activity to allow every pair to perform at least one of their pitch line compositions.

Discuss any performances which were particularly effective or stood out to the class in any way.