

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	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Computing	<i>BREAK</i>	PE (Upstairs)
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
WED (JIM)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	PE (Downstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<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)
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	<i>BREAK</i>	PE (Downstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
TUE (JIM)	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
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THU	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	PE	<i>BREAK</i>	Computing
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)

REGISTRATION

Getting to Know Yourself

This is a great opportunity to spend time thinking about yourself and what makes you the person you are. This activity can help you to become more self-aware so you can get to know yourself better!

My favourite colour is:

My favourite song is:

I like to read:

My friends are:

I like to:

My favourite thing to do is:

I laugh when:

I don't like to:

I enjoy eating:

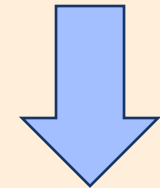
I am proud of myself because:

I would like to be:

I would like to know more about:

04.02.25

Children's mental health week.



LITERACY

Tuesday 4th. February



Grammar

CLASS STORY

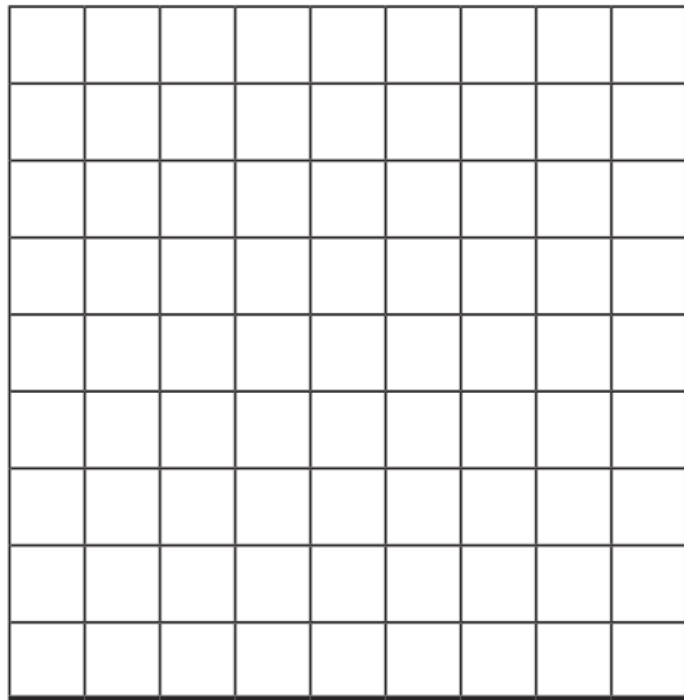
MATHS

04.02.25

T.B.A.T. interpret and construct simple diagrams and tally charts

Emoticon Maths Block Diagram Activity

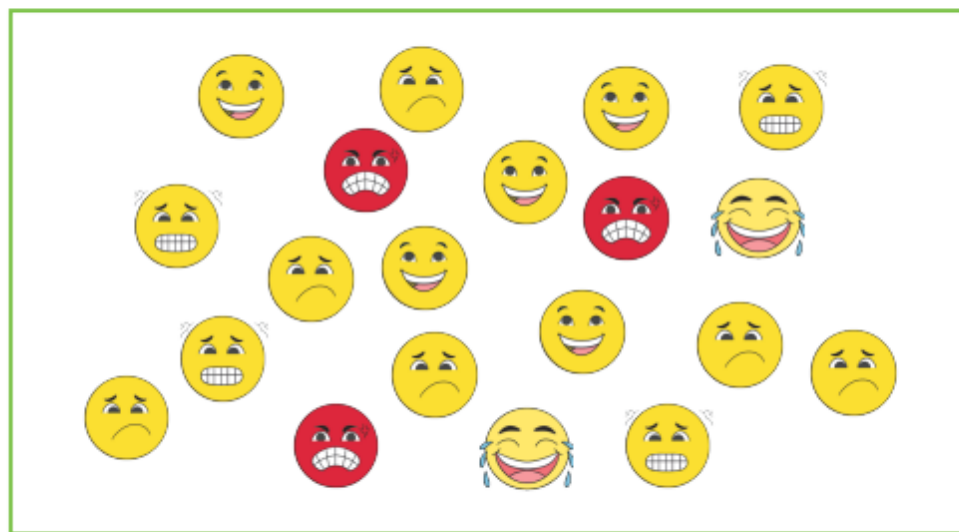
Count the emoticons and then create a block diagram using the data.



Children's mental health week.

Emoticon Maths Tally Chart Activity

Count the emoticons. Then, create a tally chart using the data.



Emoticon	Tally	Total

Emoticon Maths Tally Chart Activity

Answer these questions using the data in the tally chart.

- Which emoticon is the most popular? _____
- Which emoticon is the least popular? _____
- How many votes were there altogether? _____

Create a tally chart by choosing your own emoticons and ask others to vote for their favourite.

Emoticon	Tally	Total



Which emoticon was the least popular in your chart?

Which emoticon was the most popular in your chart?



HANDWRITING

T.B.A.T. accurately form the descender
'u'.

under

used

upset

jumper

pulling

lucky

**Brain
Breaks**



SCIENCE

Do our feet get bigger as we get older?

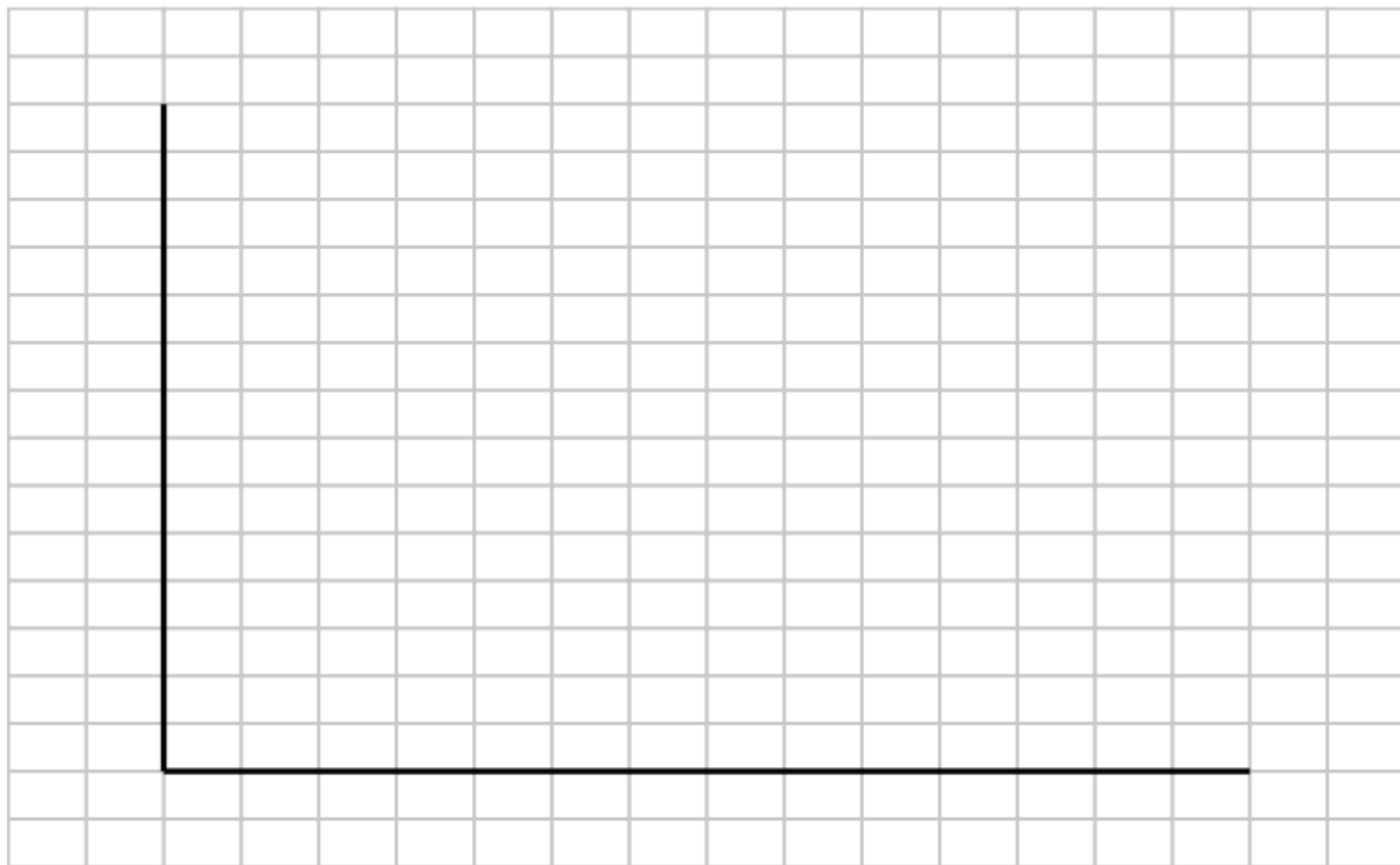
1. What do you predict will happen when we investigate this question?

I predict _____

foot size change smaller bigger older
younger because grow difference

Name		

Draw a bar chart to show your results.



What did we find out?



Did the oldest person have the biggest foot?

Did the youngest person have the smallest foot?

What was the largest foot we measured?

What was the smallest foot we

measured?



Challenge

Do our feet get bigger as we get older?

Circle one. **YES** **NO** **UNSURE**

Use your results to explain your answer.

MUSIC

T.B.A.T. Perform a steady beat and simple rhythms using movement and body percussion

LESSON 1 LESSON PLAN

Subject link: mathematics

LESSON LEARNING

- Performing a steady beat and simple rhythms using movement and body percussion
- Understanding and differentiating between beat and rhythm

TEACHING ACTIVITIES

Schiarazula marazula
Identify the beat and rhythm pattern in dance music

Children:

- identify and play a steady beat on body percussion;
- explore body percussion patterns to play a repeating rhythm.

Wake! Shake!
Move to the rhythm of *Wake! Shake!* action rap

Children:

- join in with rhythmic actions and body percussion in a cumulative rap;
- recall an increasing sequence of actions;
- learn a rap and perform with rhythmic actions.

Sing me one copy game
Copy the *Sing me one* rhythms with voices and movement

Children:

- copy a sequence of vocal and movement rhythms in a song;
- learn to sing a song and perform rhythms with voice, movement and body percussion.

WHAT YOU WILL NEED

- Space to stand in a circle if possible

VOCABULARY

- Beat
- Rhythm


EXTENDED LEARNING

Extend **Wake! Shake!** by substituting the children's ideas for more parts of the body, eg chests – beat chest with alternate fists – ooh ooh ooh!

[The Collins Hub Educator > Library](#)

T.B.A.T. Perform a steady beat and simple rhythms using movement and body percussion

ACTIVITY 1: SCHIARAZULA MARAZULA

Activity Details 

Listen to *Schiazarula marazula*, encouraging children to copy as you tap the steady beat on knees or on other parts of your body.

Listen again. This time join in with the clapping pattern:

(1 2) clap clap clap

Ask how many claps there were in each pattern. (Three)

Ask children to suggest other ways to play the clapped pattern using body percussion, e.g.

– tapping knees or feet;


– tapping a repeating pattern of three different sounds: tap opposite shoulder, elbow, wrist.

Perform these with the music.



ACTIVITY 2: WAKE! SHAKE!

STEP 1 2

Activity Details 

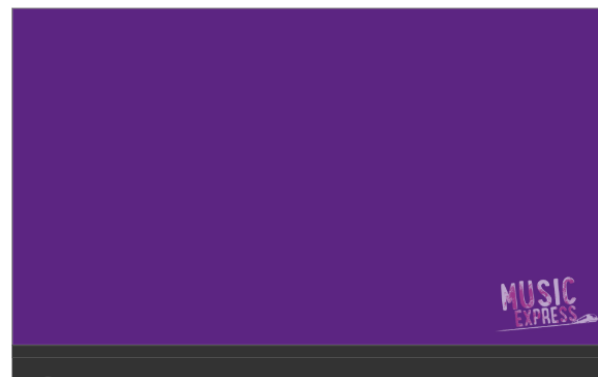
Listen to the action rap *Wake! Shake!*. Teach the number line by clapping and counting it together:

1 3 5 7 9

What do the children notice about the numbers? (They are odd numbers; they have a rhythm – 5 7 9 are quicker than 1 and 3)



[The Collins Hub Educator > Library](#)



ACTIVITY 3: SING ME ONE COPY GAME

Activity Details 

All stand – in a circle if there is space. Listen to the song *Sing me one*. As they listen and watch your lead, children join in with the actions at the end of each line: one action in the first verse, two in the second, three in the third and four in the fourth:

– dong: step forward on one foot and mime beating a large gong once with a big arm movement;

– be bop: explode curled up fingers of one hand then the other;

– cha cha cha: move hips three times, right left right;

– pit-ta pat-ta: tap fingertips on chest with alternate hands: **R L R L**

Use the *Actions* track to allow children to follow the actions, or the *Performance* to see the lyrics.

Play the song again, joining in with the singing as well as the actions this time. When secure, perform the song and actions to the backing track.

