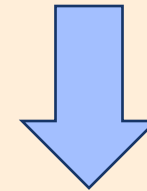
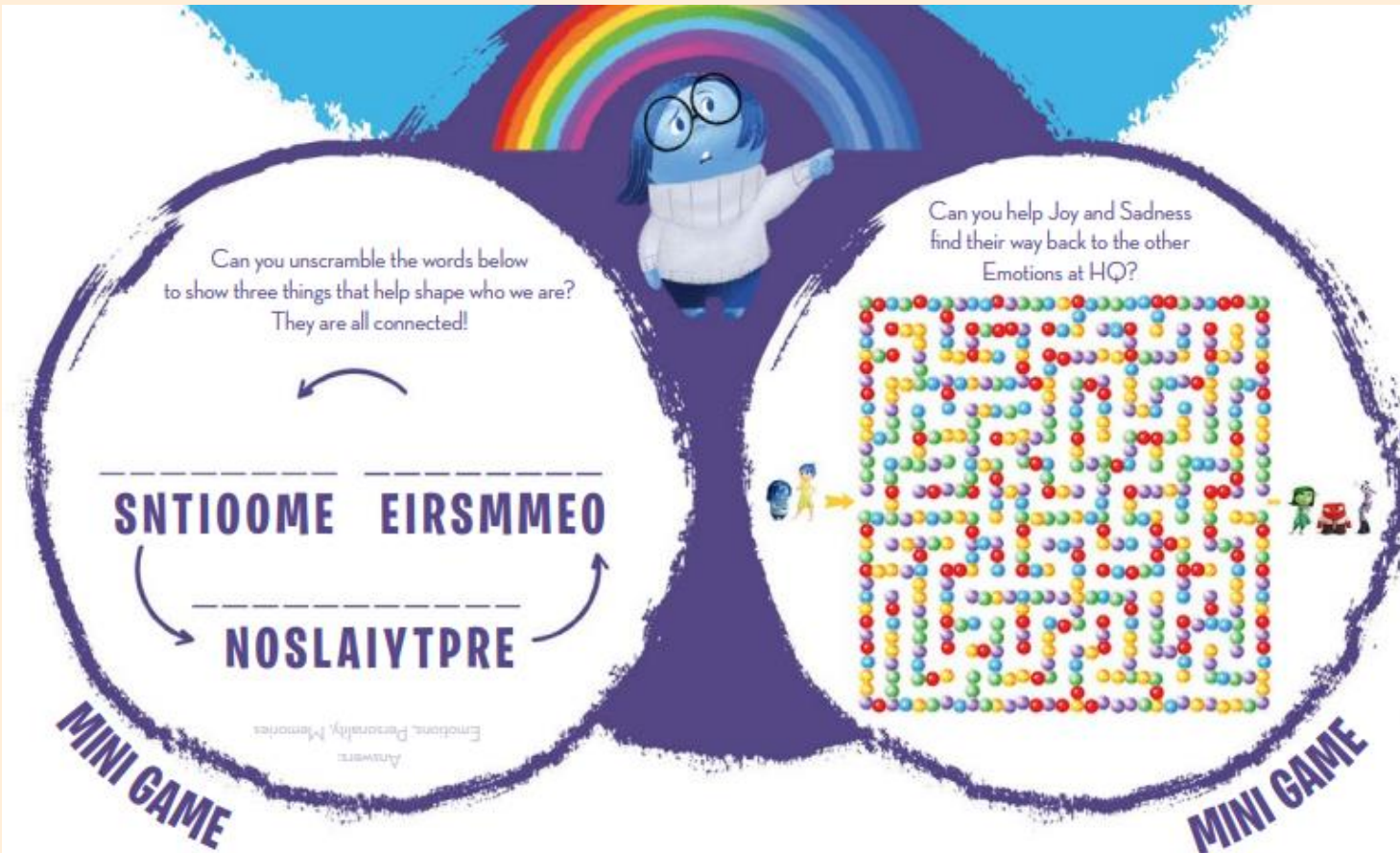


INVESTIGATORS (Miss Horton)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / 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)
WED	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
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

05.02.25
Children's mental
health week.



Literacy

Wednesday 5th. February



Spelling 1

Spelling Rules

Spelling Test

Brain
Breaks



[Silly to Calm: Quick kids yoga movement break complete with dancing and breathing. - YouTube](#)

MATHS

05.02.25



Reasoning Paper 2

RE
Pioneers

Lesson 5

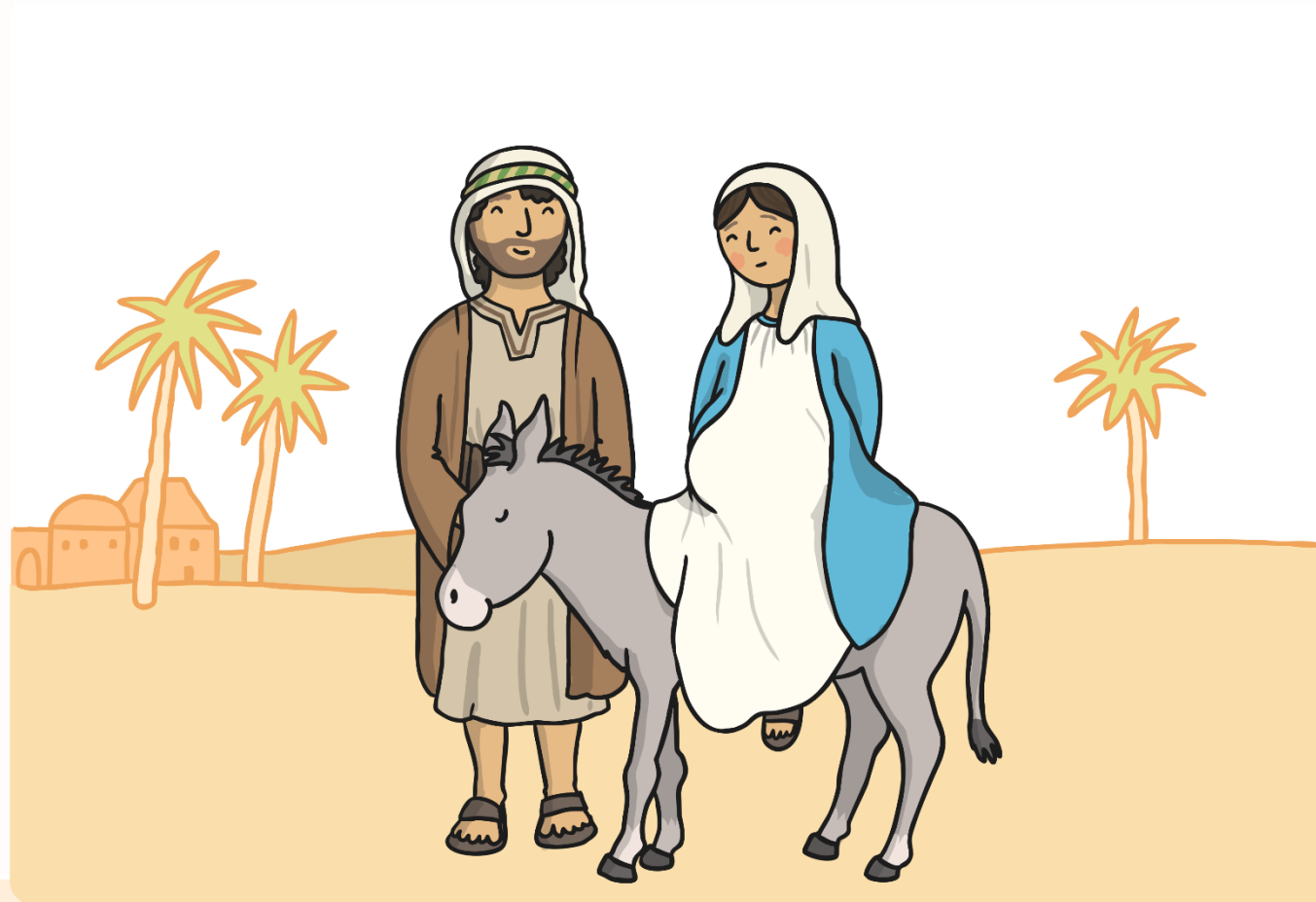
What happened when Jesus was born?

We are going to re-enact some of the scenes from the Nativity story we looked at two lessons ago.

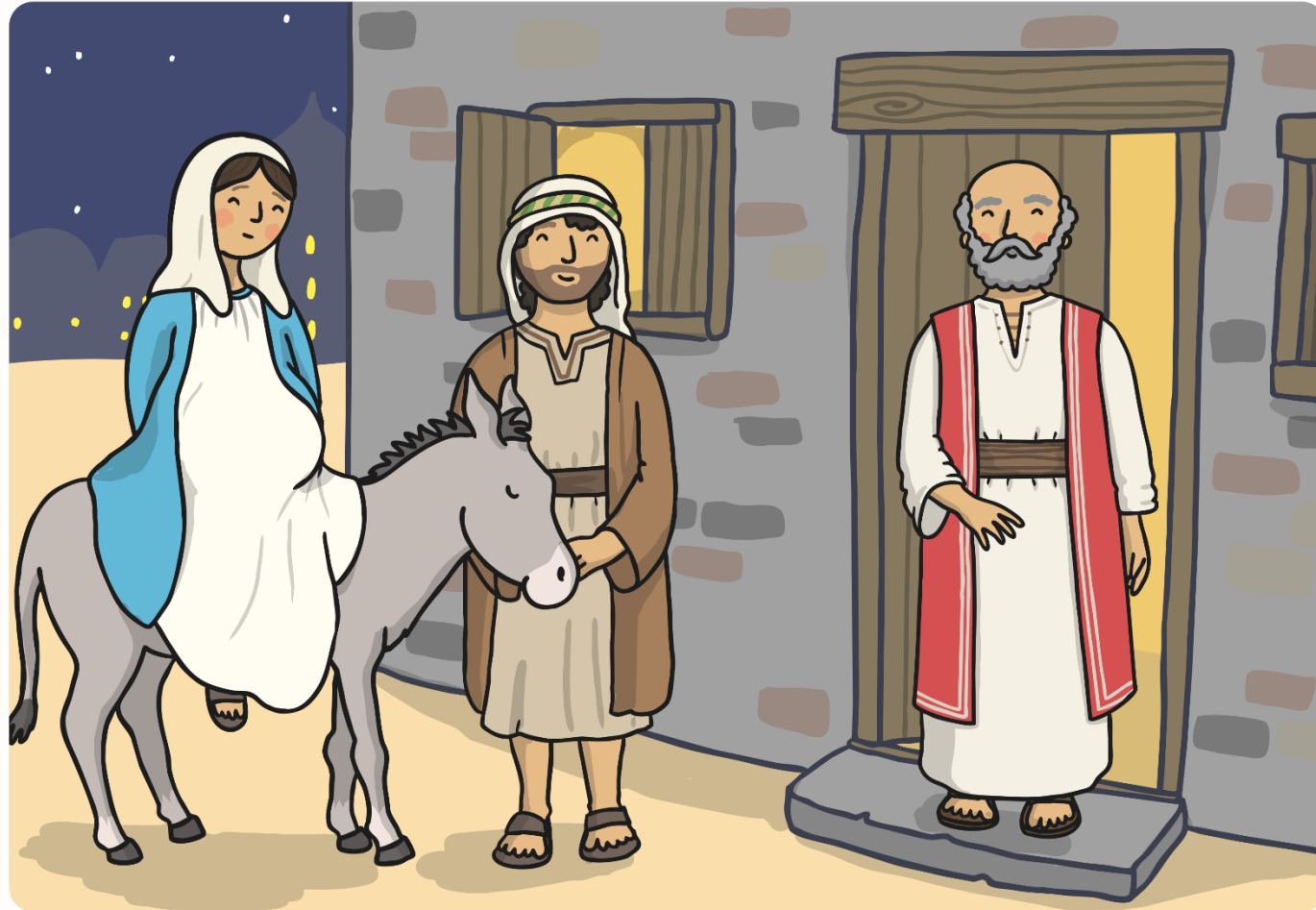
This is the moment that Christians celebrate at Christmas – the birth of Jesus.

Christians believe that Jesus was the son of God and that Mary was his mother.

The land where Mary and Joseph lived was part of the Roman Empire. The Roman Emperor wanted a list of all the people in his empire, so he ordered everyone to travel to the place where they were born to be counted. Mary and Joseph had to travel a long way from Nazareth to Bethlehem to be counted.



When they arrived in Bethlehem it was very late and all the inns and houses were full because everyone had come to be counted. Mary and Joseph knocked on lots of doors, but all the innkeepers said there was no room for them to stay. Finally, a kind innkeeper let Mary and Joseph stay in his stable for the night.



Even though Jesus was a very special baby, the son of God according to Christians, he was born in this stable where cows and sheep lived



What part of the story does this painting show?

How do you think Mary and Joseph felt?

Act this scene out – think about how they feel and what they might be saying – remember that Mary is heavily pregnant.



What part of the story does this painting show?

Where is this scene taking place?

What does people's body language tell you about it?

Act this scene out – think about how they feel and what they might be saying – remember that this is a very special birth!



This is an incredibly old, famous painting of the Nativity.

Is this where you would expect someone as famous and important as Jesus to be born?

Can you spot the angels?

Which figures do you think Mary and Joseph are?



PE

Learning Objective

To copy and remember actions linking them into a flow.

Success Criteria

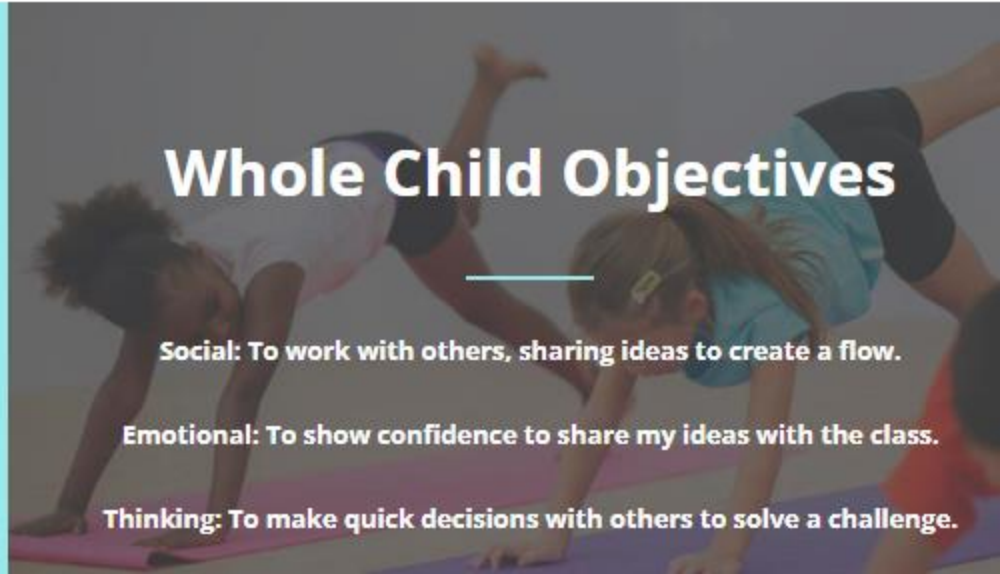
- Order poses so that they flow easily from one to the other.
Work with your partner, sharing ideas and listening to each other.

Whole Child Objectives

Social: To work with others, sharing ideas to create a flow.

Emotional: To show confidence to share my ideas with the class.

Thinking: To make quick decisions with others to solve a challenge.



10

Mins

Warm Up and Introduction

Focus:

Sitting in good sitting pose, pupils begin with a few mindful statements to help them to focus. Pupils:

- Place a hand on their head and say 'I am ready to be mindful'.
- Place a hand on their throat and say 'I am ready to share my ideas'.
- Place a hand on their heart and say 'I am ready to try my best'.

Bumblebee breath:

Tell pupils the poses in this lesson are inspired by farmyard animals. Q: Have you ever been to a farm? What animals would live on a farm?

Pupils slowly inhale for a count of three. On the exhale 'buzzzzz' like a bee. Repeat a few times.

Notice the sensation that you feel as you make the sound.

Animal walk:

In pairs, one pupil begins as the leader, with their partner following. The leader decides on a way to travel around the space in the style of a farmyard animal and their partner copies. On the command 'change', pupils switch the leader and change the way they travel.

Try to use different levels or body parts to travel on. Move with control and quality, being mindful of others.

30

Mins

Skill Development

Farmyard poses:

Q: How can you improve your balance, strength and flexibility with these yoga poses? *Improve balance by focusing on something still and move into and out of the poses slowly. Improve strength by holding the poses for a few breaths. Improve flexibility by using breath to extend and stretch muscles.*

A Teach pupils the different poses using the video resource.

- Butterfly

Feet turned in and soles of the feet pressed together. Try to flap knees down towards the floor. Use elbows to push knees for an extra stretch.

- Cow

Place hands and knees on the floor, hands underneath shoulders. Arch back, tilt hips and keep neck long, looking up.

- Cat

Place hands and knees on the floor, hands underneath shoulders. Curve back, looking back towards your stomach.

- Dog

Keep both hands and feet on the floor. Look back between your legs. Hips up and back, with a flat back.

- Goat

Place one foot forwards and one back, hip width apart. Both feet face forwards. Arms lift above head.

Make this harder by lifting the back leg.

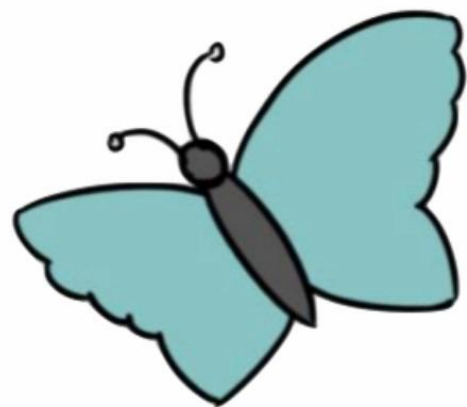
- Bird

Place both feet together, bending knees. Both arms lift back behind the body.

Make this harder by going on tiptoes.



Get Set 4
Education



Butterfly



HISTORY
Pioneers

2

Unit 1: The Great Fire of London

Lesson 5: What damage did the fire cause?



5.2.25 6.2.25

Q: What damage did the fire cause?



Challenge

How do we know about the Great Fire of London?

1. What is a drought?
a strong wind a lot of rain
a long time of hot, dry weather

2. the weather had made London_____.

damp cold dry icy

3. What were buildings like in 1666? **(circle two)**

Made from bricks

Close together

Made from wood

Far apart

4. Why did some people not try to put out the fire (Circle **two**.)

They were scared

They were asleep

They were lazy

Knowledge quiz 1.4

1. What is a drought?

a long time of hot, dry weather

a lot of rain

a strong wind

2. The weather had made London _____.

damp

cold

dry

icy

Knowledge quiz 1.4

3. What were buildings like in 1666? (Circle two.)

made from bricks

made from wood

close together

far apart

4. Why did some people not try to put out the fire?
(Circle two.)

they were scared

they were asleep

they were lazy



How did the Great Fire affect the people of London?



In this lesson, we are exploring the damage caused by the fire.

The key term for this lesson is **damage**.
To damage something means to break or ruin it.



What damage did the fire cause?

Key knowledge

- Most buildings in the centre of London were destroyed by the fire.
- Many Londoners lost their homes.
- We do not know how many people died in the fire.

Key vocabulary

- **damage**
- homeless
- shelter



How much of London was destroyed?

Most of the buildings in the centre of London were destroyed by the fire.

The fire burned many houses, leaving people homeless.

Before the fire, there were 109 churches in the City of London. The fire destroyed or badly damaged 87 of them.

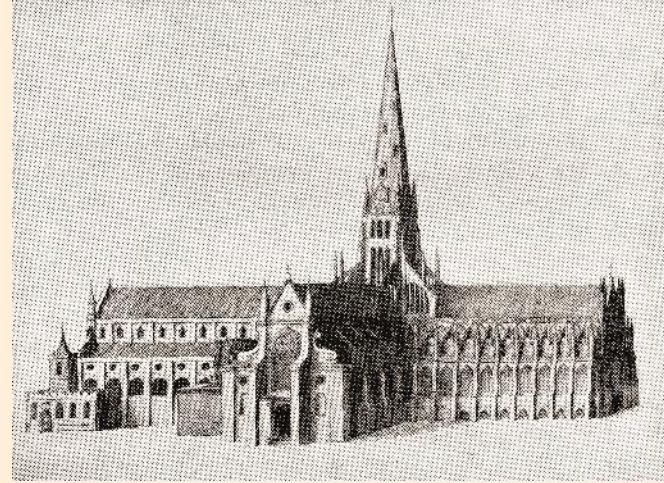


St Paul's Cathedral

The most famous building to be destroyed in the fire was St Paul's Cathedral.

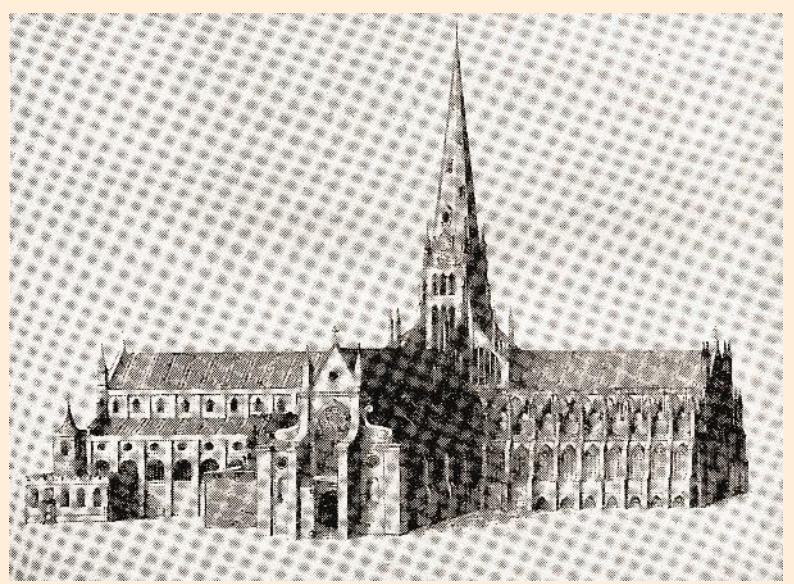
The cathedral was over 500 years old.

After the fire, St Paul's was rebuilt to become the cathedral we recognise today.



Which picture shows the old St Paul's Cathedral? Which picture shows the new one?

How can you tell?



People

Lots of people lost their homes in the fire.

Many homes burned down, but others had been pulled down to create fire-breaks and stop the spread of the fire.

People who were homeless took shelter in tents. These areas became homeless camps. Some people lived in the camps for up to eight years.



SCENE IN HIGHGATE FIELDS DURING THE GREAT FIRE OF LONDON, 1666.



Deaths

We do not know how many people died in the Great Fire of London. Only six deaths were recorded (written down). However, some other deaths may have been unrecorded in the chaos.

Other people died later, as a result of their injuries from the fire.

Many people who were homeless died of hunger, cold, or disease after the fire.



SCENE IN HIGHGATE FIELDS DURING THE GREAT FIRE OF LONDON, 1666.





Who do you think these people are?

How do you think they are feeling?



SCENE IN HIGHGATE FIELDS DURING THE GREAT FIRE OF LONDON, 1666.

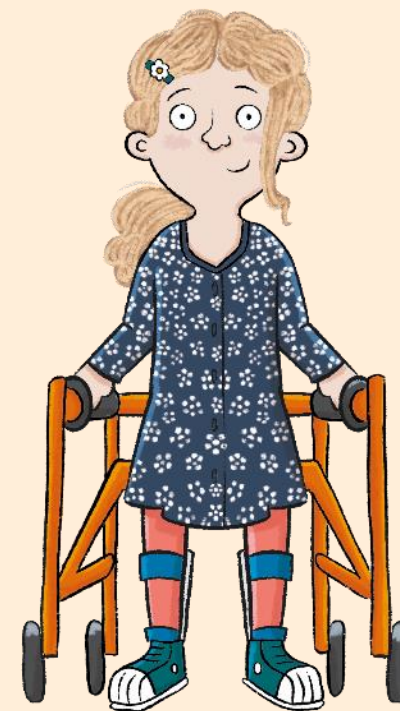


This is Hanna.

She lived in a wooden house on Pudding Lane in 1666.



Why do you think she is sad?



This is Hanna. Why do you think she is sad?

homeless belongings destroyed family disease



What damage did the fire cause?

CHALLENGE

What happened to people's homes and belongings?



GREATER DEPTH

What happened to people after the fire?



What damage did the fire cause?

Key knowledge

- Most buildings in the centre of London were destroyed by the fire.
- Many Londoners lost their homes.
- We do not know how many people died in the fire.

Key vocabulary

- **damage**
- homeless
- shelter



ART
Investigators

Part One: Continuous Line Drawing

The Continuous Line Drawing warm-up exercise (we sometimes call it a [squiggle drawing](#) too) is a great way to get children (and adults) to focus their looking and free up their drawing.

The challenge is simple, keep your pencil or pen on the page as you make the drawing. If two objects stand apart, your line must travel across the page to meet the next object. Keep your drawing fluid and smooth, and try to match the speed of drawing with speed of looking – and try not to rush.

If a child says they have finished before the time is up, just gently ask them to keep drawing.

These drawings are as much about a journey as an outcome – though they are beautiful in their own right and children always seem to value the results.

