

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
<b>MON</b>	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)
<b>TUE</b>	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)
<b>WED (JIM)</b>	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
<b>THU</b>	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)
<b>FRI</b>	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
<b>MON (JIM)</b>	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
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<b>THU</b>	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	PE	<i>BREAK</i>	Computing
<b>FRI</b>	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

**COLOURING IN**

**CONNECTOR CODE**

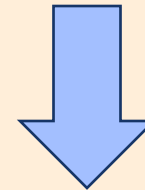
Match the symbols with the letters to reveal a secret message from the Emotions in Riley's HQ!

A	B	C	D	E	F	G	H	I	J	K	L	M
🔴	🟢	🟡	🟠	🟤	🟣	🟦	🟧	🟨	🟩	🟪	🟫	🟬
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
🟩	🟦	🟧	🟨	🟩	🟦	🟧	🟨	🟩	🟦	🟧	🟨	🟩

Who else do you know who is special and unique? Why not share this code with them to let them know they are special to you? You can also use the connector code to write more fun messages to each other!

Remember: YOU ARE SPECIAL AND UNIQUE.

06.02.25  
Children's mental health week.



LITERACY

Thursday 6th. February



Reading 2

MATHS

06.02.25

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

Outside PE Activities

How many jumps in a minute?

How many skips to get from side to side of the playground?

Present information in a bar chart

Children's mental  
health week.

handwriting



T.B.A.T. practice the ascender letter 't'.

train

tree

twist

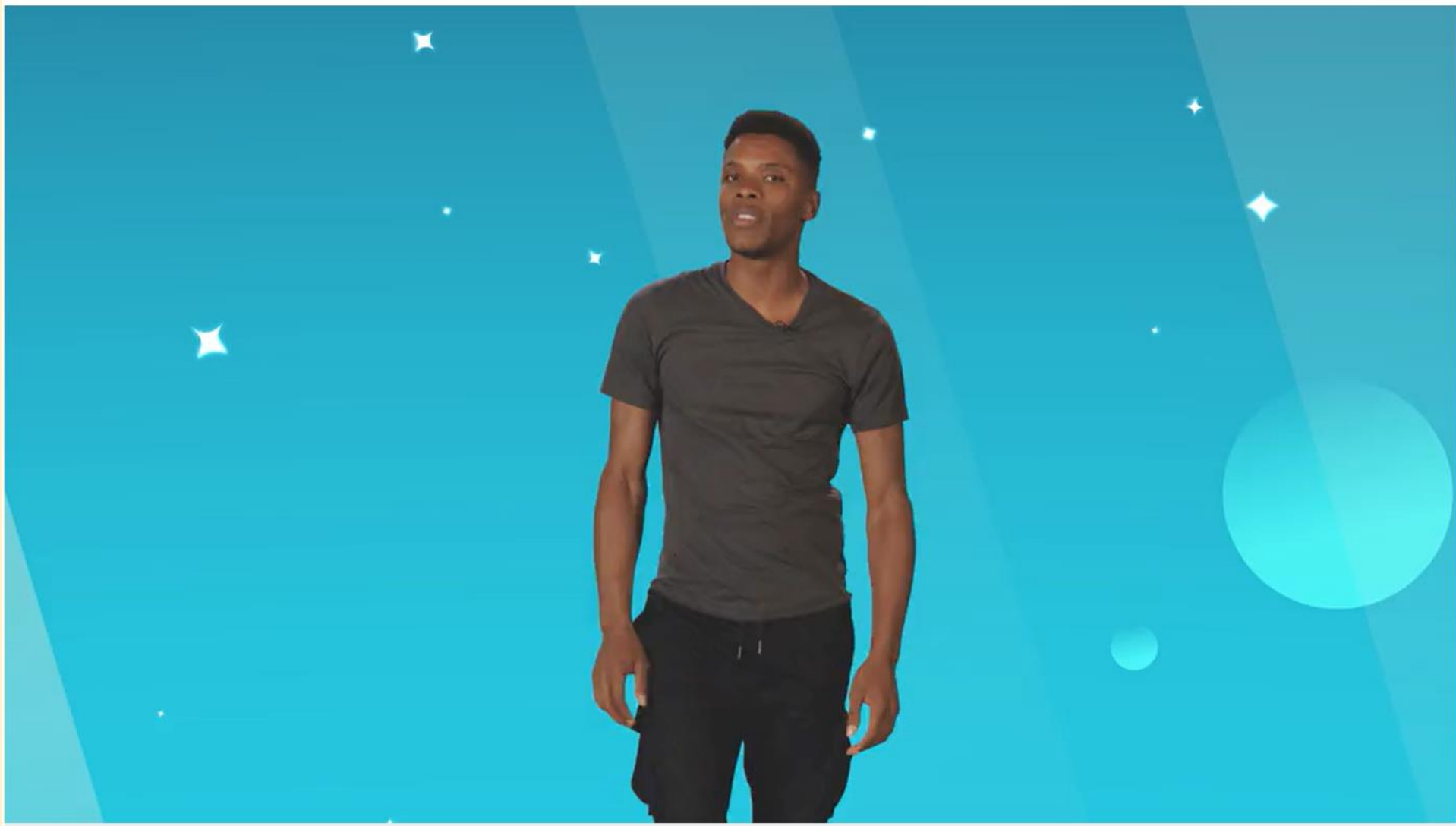
trudge

giant

stage

## Brain Break

# PSHE KS1 / KS2: A Moment in Nature | Moodboosters - BBC Teach



PE  
Pioneers

## Learning Objective

**To copy and remember actions linking them into a flow.**

## Success Criteria

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

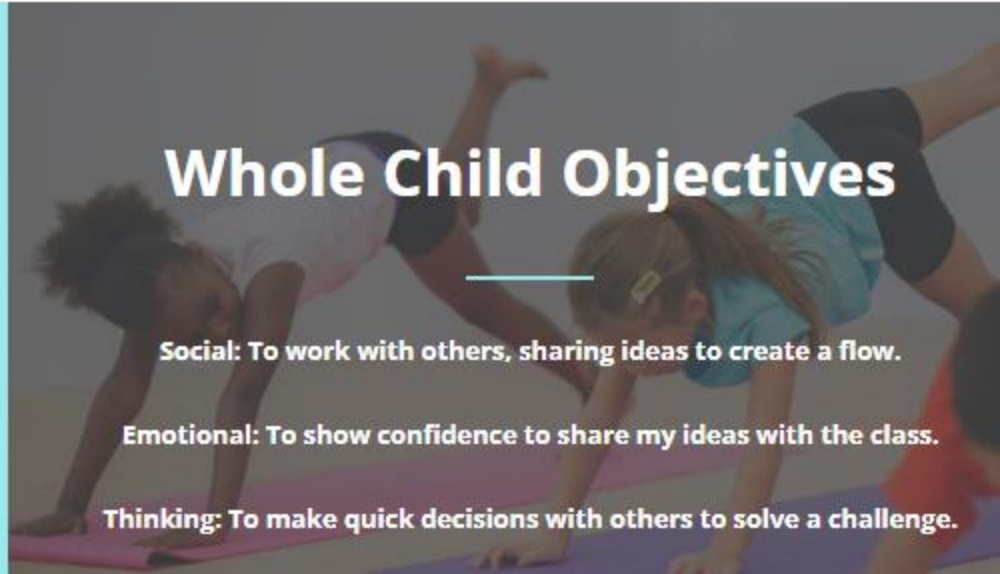
## Whole Child Objectives

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**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.

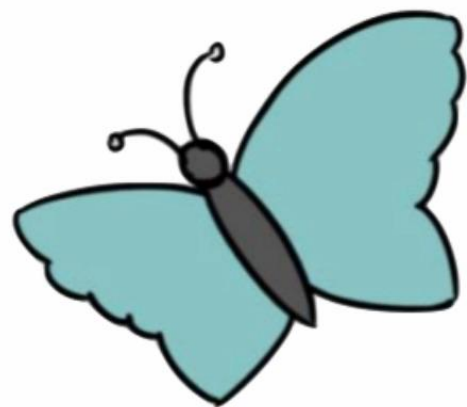
- Bird

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  
Investigators



# 2

## Unit 1: The Great Fire of London

### Lesson 5: What damage did the fire cause?



## Q: What damage did the fire cause?



### Challenge

Why couldn't the people of London tear down the houses?

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.



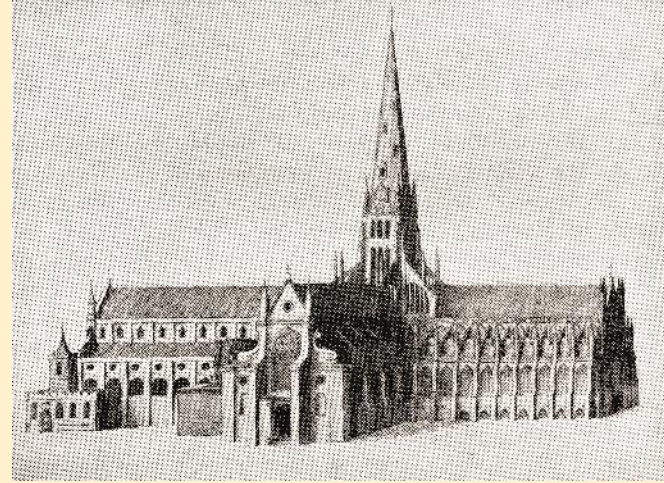


# St Paul's Cathedral

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

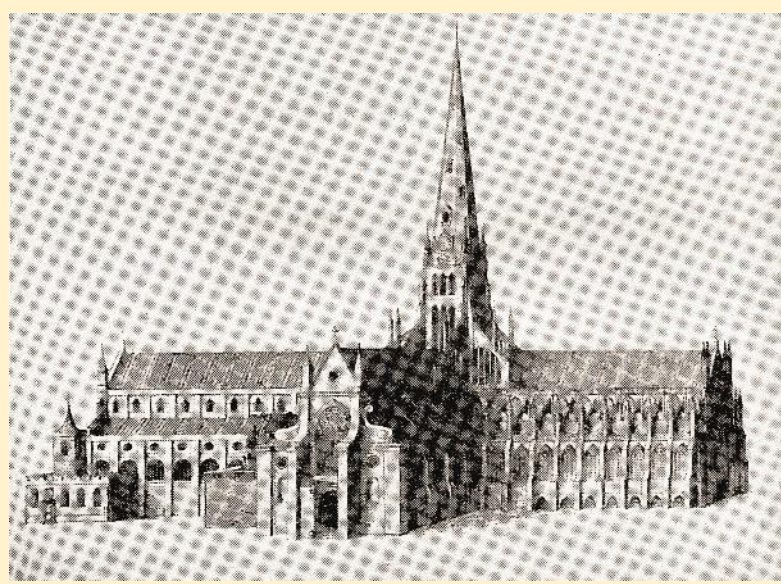
The cathedral was over 500 years old.

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?

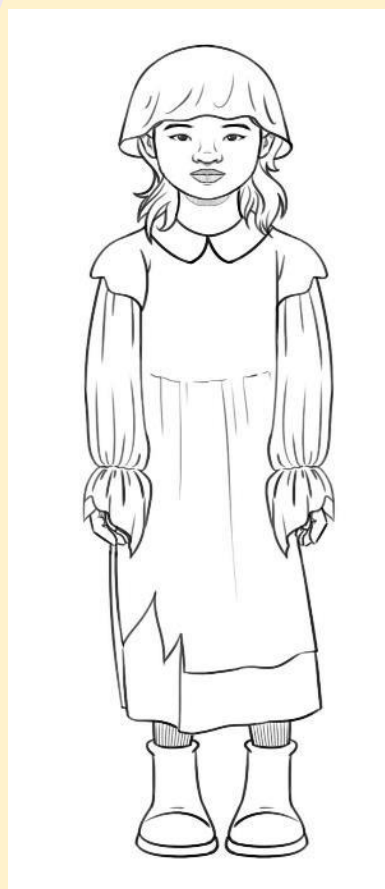


SCENE IN HIGHGATE FIELDS DURING THE GREAT FIRE OF LONDON, 1666.



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

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# What damage did the fire cause?



What happened to people's homes and belongings?



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



RE  
Investigators

# Lesson 5

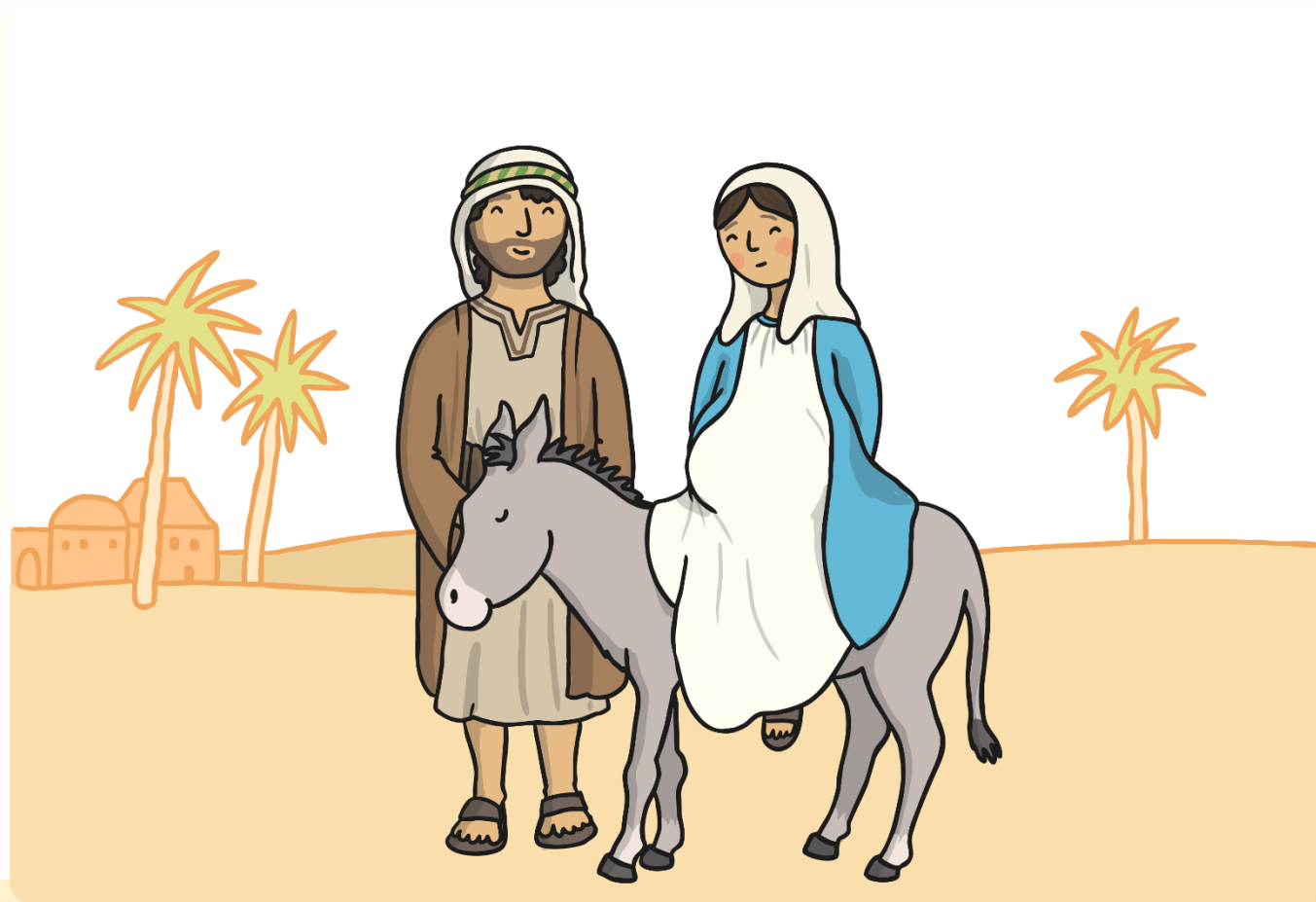
What happened when Jesus was born?

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

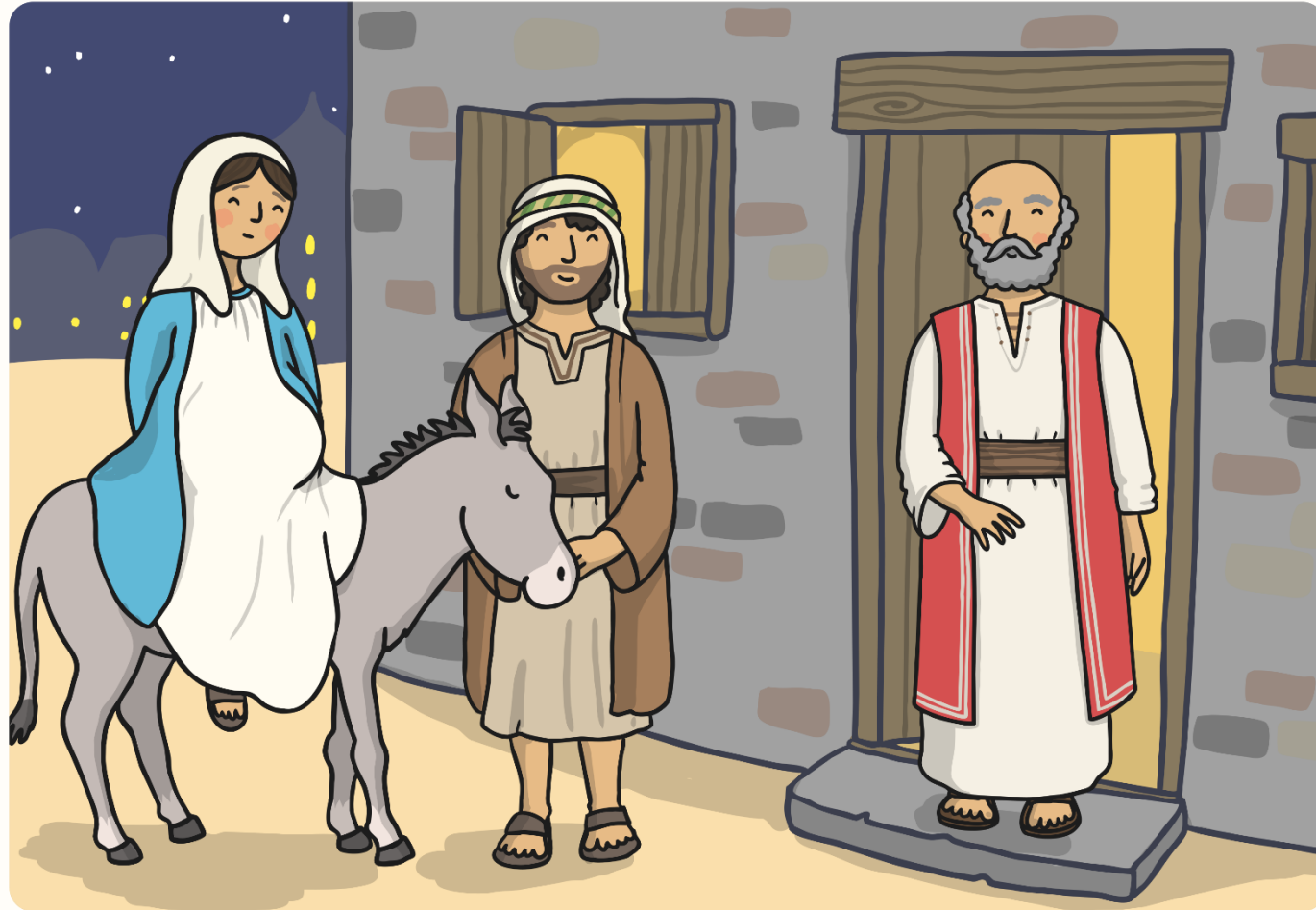
**This is the moment that Christians celebrate at Christmas – the birth of Jesus.**

**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?**



## Lesson 4: Mats and routes

Year 2 – Robot algorithms

Lesson 4: Mats and routes

**To explain that programming projects can have code and artwork**

- I can explain the choices that I made for my mat design
- I can identify different routes around my mat
- I can test my mat to make sure that it is usable

## Artwork in computer programs

As well as instructions, computer programs contain artwork.

What artwork can you see in this program?

[scratch.mit.edu/projects/578827142](https://scratch.mit.edu/projects/578827142)



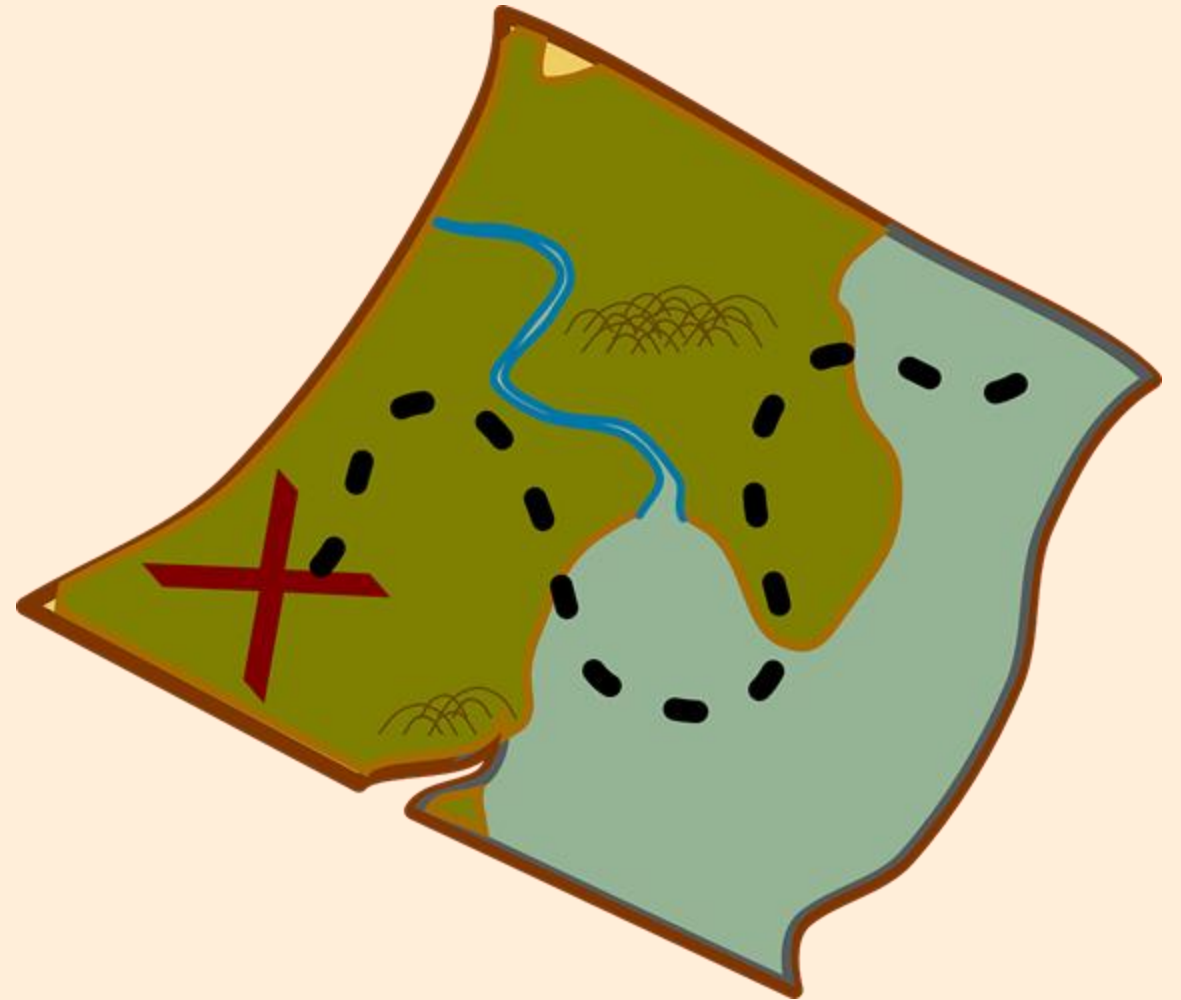
## Maps and mats

So far, you have used mats that were made for you. Today, you will be making your own.

You could include:

- Buildings
- Animals
- People
- Cars

Think, pair, share about your idea with a partner.



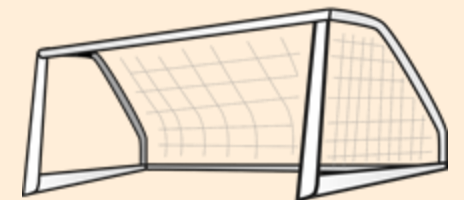
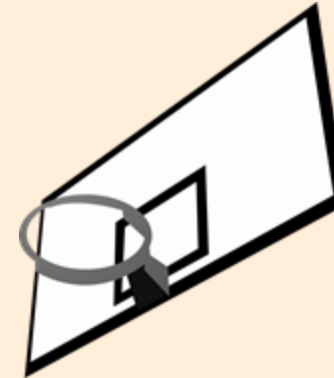
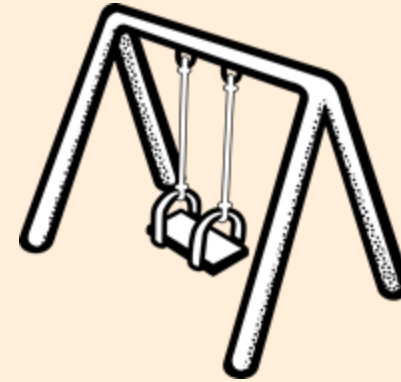
Mat design

1. Choose your theme.

# Playground

1. Think of 6 pictures to go with your theme.

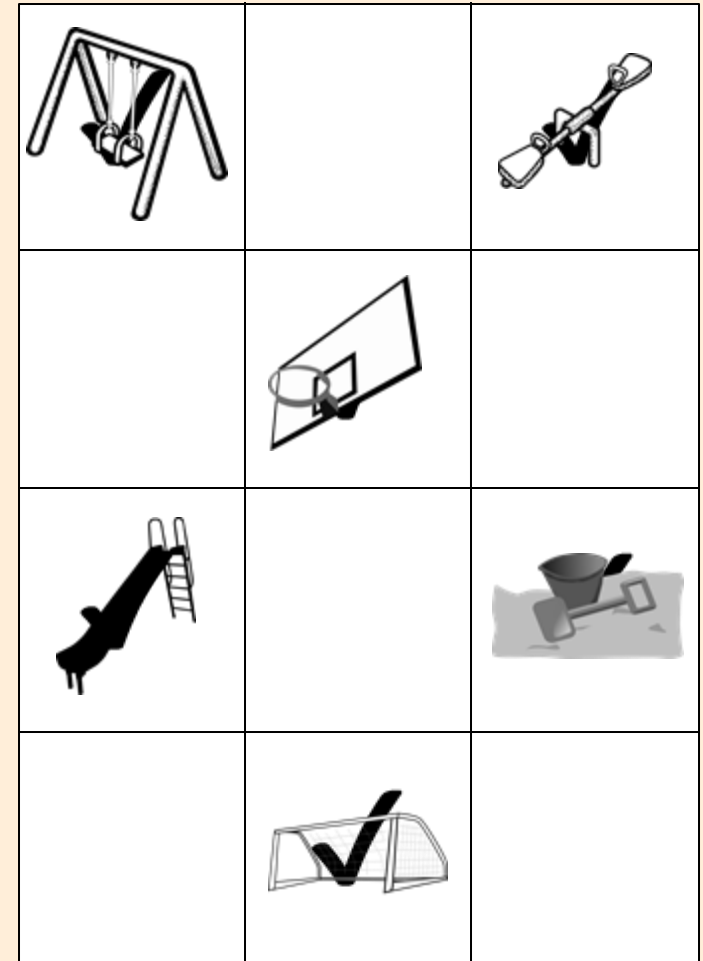
Think, pair, share.



## Mat design

3. Think about where to draw the pictures. **Do not put two pictures next to each other.**

4. Draw your pictures onto the mat.

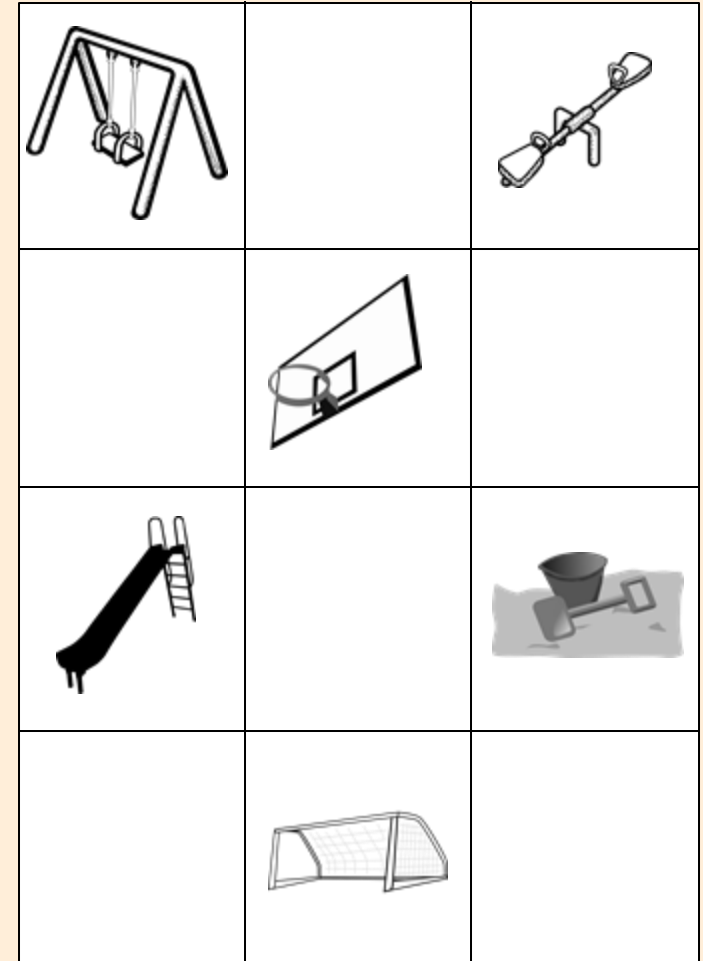




## Routes

It's time to use your mat.

1. Choose a start square and direction.
2. Choose an end square.
3. Plan two route algorithms to get from the start to the end.
4. Program your two routes on the robot.



## Obstacles










You will be adding obstacles to your mat. Make sure that you leave spaces so that the robot can still move.



# Obstacles

Place 3 obstacles on your mat. Try to place them so that there is still a way to visit every picture square on your mat.

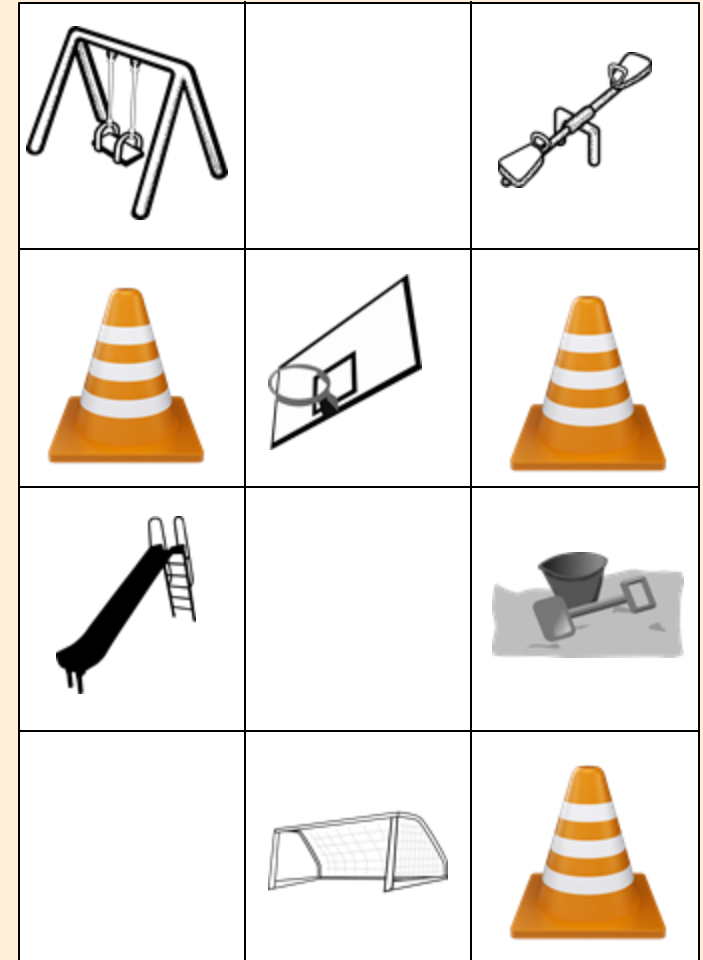


## Obstacles

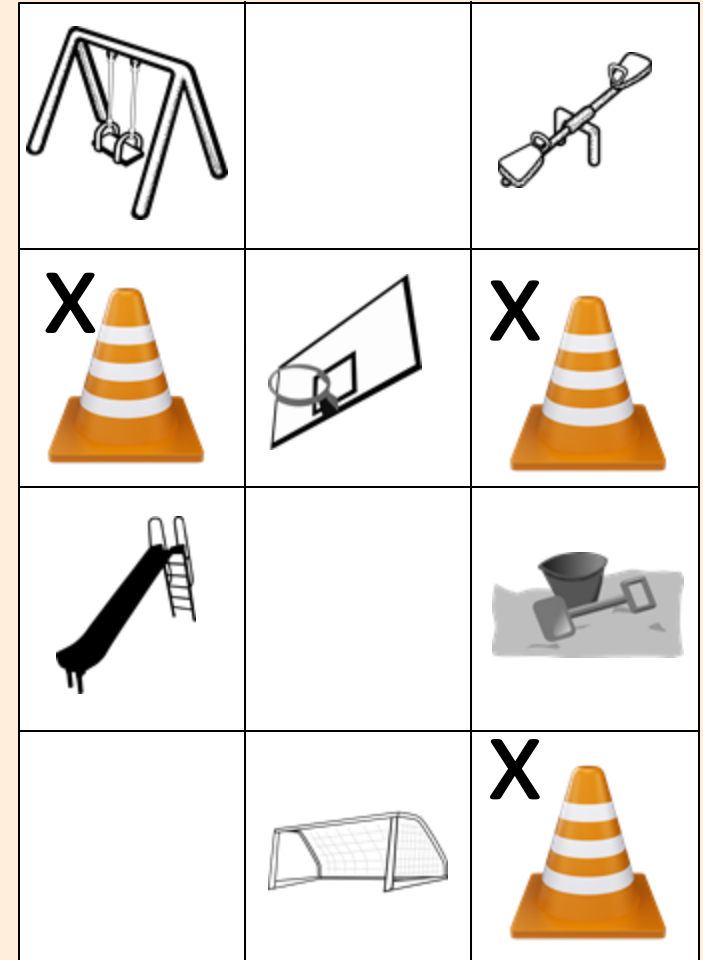
Now test your mat to see if you can get around the obstacles.

1. Choose a start square and direction.
2. Choose an end square.
3. Plan your route algorithm.
4. Test it with the robot.



## Obstacles

When you have tested everything and made sure that it all works, mark where the obstacles are. That way, you will know where to put them next lesson.



Programming and artwork

Computer programs can be more than just code.

Why do computer games feature artwork?

This image is from a paint program. What artwork can you see?



## How confident are you? (1–3)

- I can explain the choices that I made for my mat design
- I can identify different routes around my mat
- I can test my mat to make sure that it is usable

**3 – Very confident**



**2 – Unsure**



**1 – Not confident**



Next lesson

**In this lesson, you...**

Designed and tested a mat for the floor robot

**Next lesson, you will...**

Plan and test different routes around your mats