

| 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



6. Read the sentence below and **circle one adverb**.

Anita kindly lent her boots to Sophie.

 1 mark

7. Read the sentences below.
Tick the sentence that is **correct**.

Tick **one** box.

She writes a letter and posted it.

She wrote a letter and posts it.

She wrote a letter and posted it.

She writes a letter and posting it.

 1 mark

8. Tick the option below that is a **phrase** and **not a full sentence**.

Tick **one** box.

she watched football

the stormy sea

he did some gardening

the hill was steep

 1 mark

9. Read the sentences below.
Write in a correct **suffix** to complete each sentence.

My parents give me lots of encourage_____.

The diamond necklace was price_____.

 2 marks



END OF TEST

_____ / 10

Spelling

strategies for learning words: /o/ sound spelt 'a'
after 'w' and 'qu'

Identify the tricky parts.

1. want
2. wander
3. quality
4. watch
5. squash
6. quarrel

Quick-write!

1. want
2. wander
3. quality
4. watch
5. squash
6. quarrel

Pick your one practice word and write it as many times as you can in 1 minute.

Focus on the spelling.

Quick-write!

1. want
2. wander
3. quality
4. watch
5. squash
6. quarrel

Pick a different word to practice and write it as many times as you can in 1 minute.

Focus on the spelling.

Brain
Breaks



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

Literacy

Wednesday 26th February

T.B.A.T. identify and write questions

1

Underline all of the **verbs** in the sentence below.

I am walking down the street and listening to my favourite song.

2

Tick the correct word to complete the sentence below.

Shall we go to the cinema _____ the park today?

Tick **one**.

or

so

but

3

Tick the sentence that is a **question**.

Tick **one**.

I like going on the slide.

Can we go on the swings next please?

Push me when I'm on the swing.

Oh brilliant I love climbing frames!

CHALLENGE

I am going to take. a walk and see the sunset.

There are two full stops in this sentence. Are they both in the correct place? Explain.



What is a question?

How do we know we have written a question?

I know that I have written a question
when I have used

.....

.

How do we know we have said a question?

I know when I have said a question
because I am waiting



Can you think of a question when this is the
answer?

EXAMPLE

What is yellow and round?

The sun



What questions words can you think of?

Who?

Why?

When?

When?

Where?

How?

Do you?

Could you?

Have you?



Using the question words can you think of a question about Queen Elizabeth II that you would want to know the answer to?

Who?

What?

When?

Where?

Why?

How?

EXAMPLE

How old was Elizabeth when she became the queen?



Using the question words can you think of a question about Queen Elizabeth II that you would want to know the answer to?

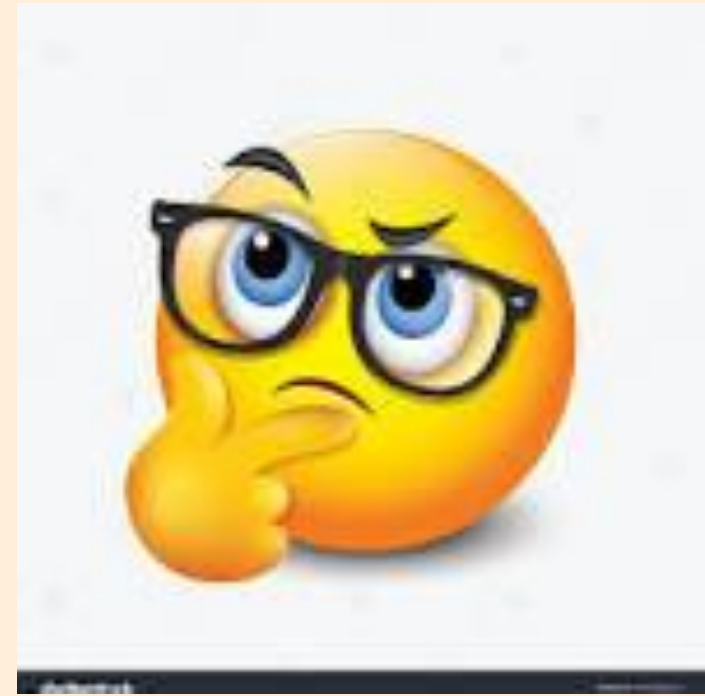
- **Who:** Who was Queen Elizabeth II?
- **What:** What were Queen Elizabeth II's hobbies?
- **When:** When was Queen Elizabeth II born?
- **Where:** Where did Queen Elizabeth II live?
- **Why:** Why is Queen Elizabeth II famous?
- **How:** How long did Queen Elizabeth II reign?



Write a question about Queen Elizabeth II that you would want to know the answer to?

Use each of the question words

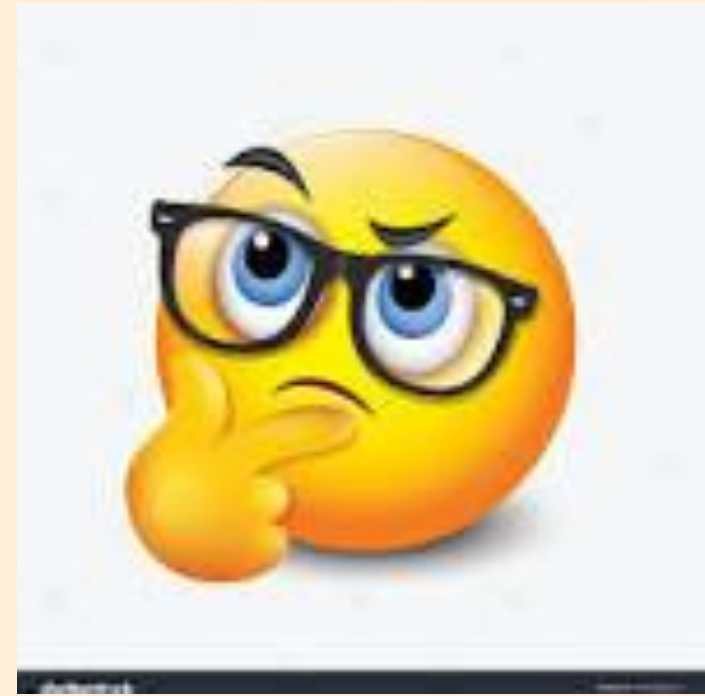
- **Who:**
- **What:**
- **When:**
- **Where:**
- **Why:**
- **How:**



Write a question about Queen Elizabeth II that you would want to know the answer to?

MORE EXAMPLES

- **Who:**
 - Who were Queen Elizabeth II's parents?
 - Who succeeded Queen Elizabeth II?
- **What:**
 - What were some of Queen Elizabeth II's major achievements?
 - What was Queen Elizabeth II's favourite pet?
- **When:**
 - When did Queen Elizabeth II get married?
 - When did Queen Elizabeth II celebrate her Silver Jubilee?
- **Where:**
 - Where was Queen Elizabeth II crowned?
 - Where did Queen Elizabeth II go to school?
- **Why:**
 - Why did Queen Elizabeth II become queen at a young age?
 - Why is Queen Elizabeth II's reign considered significant?
- **How:**
 - How did Queen Elizabeth II contribute to charity?
 - How did Queen Elizabeth II spend her free time?



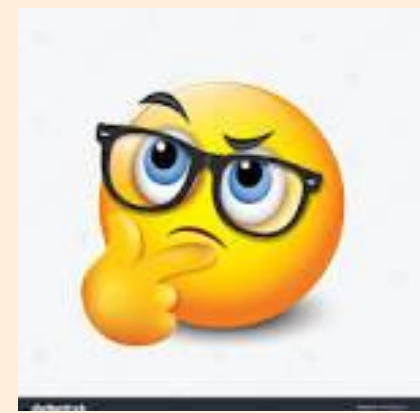
Write a question about Queen Elizabeth II that you would want to know the answer to?

CHALLENGE

Can you write the answer to one of your questions?

GREATER DEPTH

Where might you look to find the answers to your questions?



MATHS

26.02.25

T.B.A.T. regroup when adding

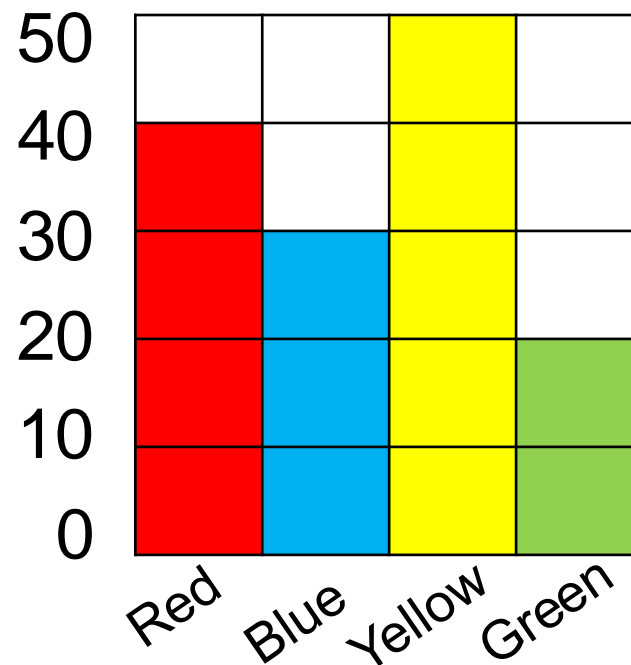
3 IN 3

1.
21 + 8 =

2.
45 - 10 - 10 =

3. How many more points have yellow got than green?

Number of team points



Order these numbers

44

64

14

61

- Compare these numbers ($>$, $<$ or $=$).

44 ○ 64

44 ○ 14

14 ○ 64

61 ○ 64

To regroup when adding

'Make ten'



partition



regroup

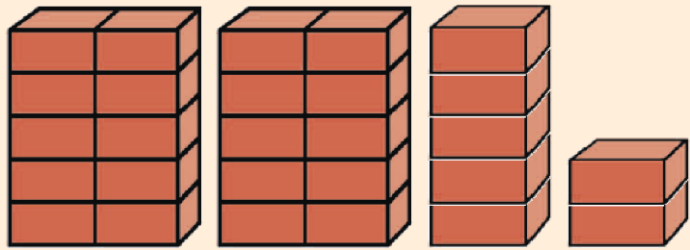


tens



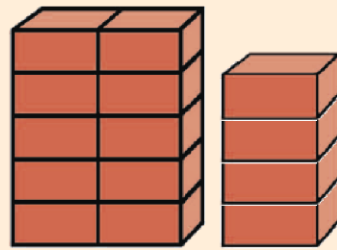
ones

Adding 2-digit numbers

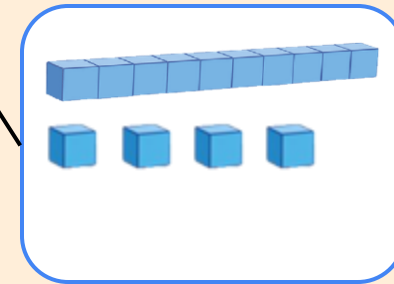
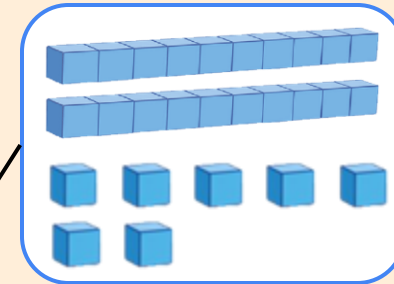
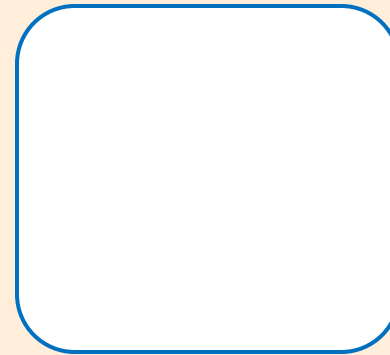


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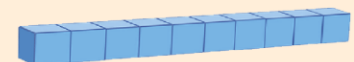
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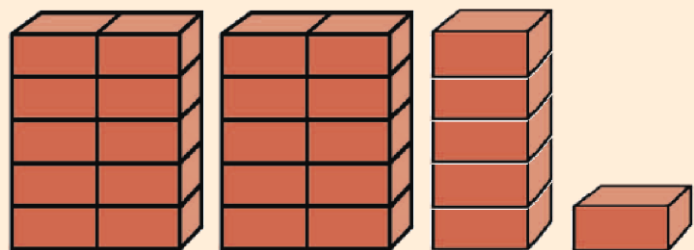
14



DYNAMIC REPRESENTATION
Build up your own representation,
'live' in the lesson
This image is for teacher planning only

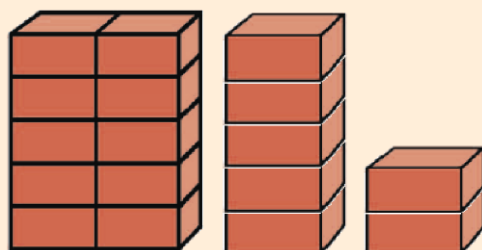


Adding 2-digit numbers

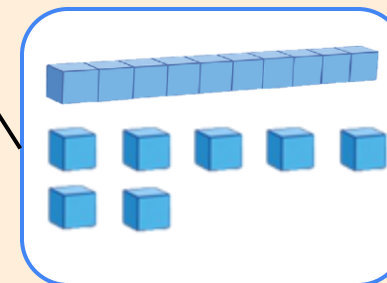
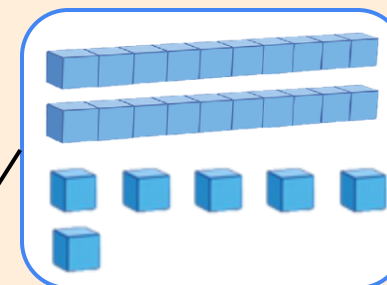
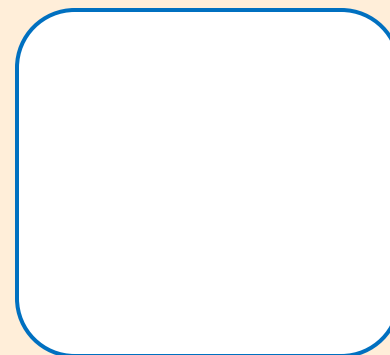


26

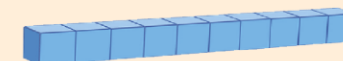
+



17



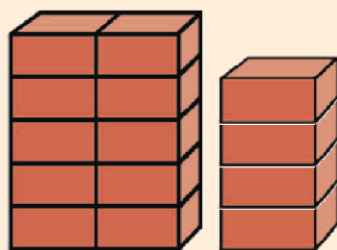
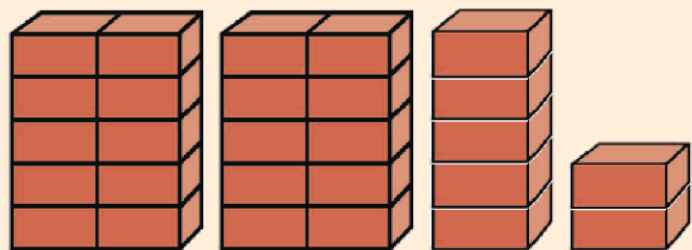
DYNAMIC REPRESENTATION
Build up your own representation,
'live' in the lesson
This image is for teacher planning only



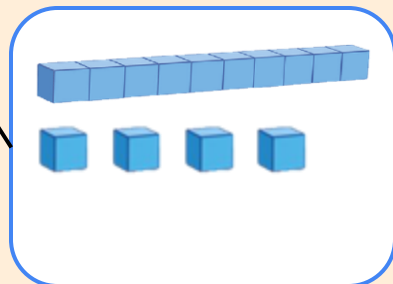
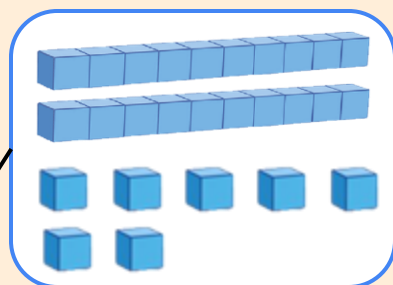
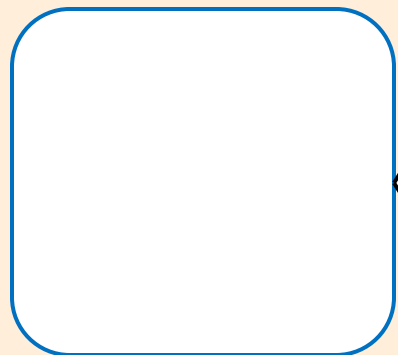
What patterns did you notice?

| | |
|-----------|-----------|
| $39 + 14$ | $48 + 26$ |
| $39 + 15$ | $48 + 25$ |
| $39 + 16$ | $48 + 24$ |
| $39 + 17$ | $48 + 23$ |

How else can we combine the parts?



$$27 + 14 = 41$$



DYNAMIC REPRESENTATION
Build up your own representation,
'live' in the lesson
This image is for teacher planning only



B
B



CHALLENGE:

Sentence starter:

I noticed that each time there was

----- added. I needed

to then add a to the
answer.

If I wanted to work out the next
three, then I would need to

.....

.....

$36 + 15 =$

$37 + 15 =$

$38 + 15 =$

$39 + 15 =$

$49 + 15 =$

$49 + 25 =$

$49 + 35 =$

$49 + 45 =$



Add the ones or the tens first?

$$39 + 15 =$$

RE
Investigators

PE

Learning Objective

To develop returning a ball with hands.

Success Criteria

- Move quickly from the ready position to meet the ball.
- Watch the ball carefully as it comes towards you.

Whole Child Objectives

Social: To be respectful of others when playing games.

Emotional: To persevere when learning something new.

Thinking: To reflect on my learning and choose the right skill for me.



CONES
x 30



PLAYGROUND BALL
x 15

10

Mins

Warm Up and Introduction

How do I feel?

Q: How does your body feel before you have done any exercise? What is your breathing like, fast or slow? Do you feel hot or cold? Do your muscles feel ready to play games or not yet?

Tell pupils they are going to warm up and then see if they notice any differences in their body.

Copycat:

In pairs with one ball between them, pupils stand 2m apart facing one another.

One pupil begins with the ball as the leader. They complete any warm up exercise on the spot and their partner must copy them. When the teacher says 'copycat', they roll the ball to their partner, who collects it and becomes the new leader.

Discuss some warm up movements they could use e.g. jumping, hopping, star jumps, dancing, sidestepping etc.

Use movements that will warm up and make your heart beat faster.



How do I feel now?

Q: How do you feel now? Are you hot or cold? Is your heart beating slow or fast? Why do you think that is? What other changes have happened in your body? Why? *As we exercise we take in more oxygen which is pumped around our bodies to our muscles. This will help us to warm our muscles and stay free from injuries.*

30

Mins

Skill Development

Squashing grapes:

In pairs with one ball between them, pupils begin facing each other, 3m apart.

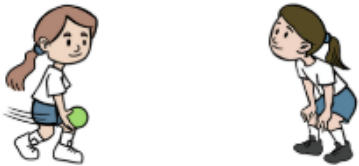
A Pupils take turns to roll the ball to their partner. Partner must stop the ball by squashing it with both hands.

Watch the ball carefully as it comes towards you. Begin in the ready position so that you can move quickly.

B Repeat the activity, this time pupils can send the ball slightly either side of their partner instead of to them.

Return to the middle in the ready position each time.

Make this harder by stopping the ball with one hand.



C Play the game again, this time pupils score one point if their partner doesn't manage to stop the ball.

Keep the score and be honest when you play. Be sure to be respectful of your opponent.

Make this easier by placing a cone either side of the players. The ball must travel between the two cones in order for the opposition to score. Reduce the size of the goal to make it easier for the pupil stopping the ball.

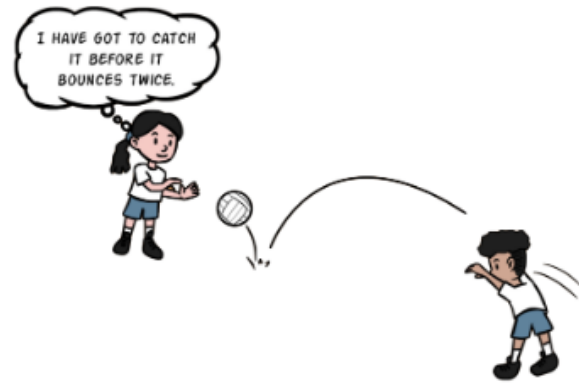
Partner return:

In pairs with one ball between them. They use the same set up as the previous activity.

- A** Pupils underarm throw the ball to their partner, partner catches the ball after one bounce and then returns it by underarm throwing it back.

Catch the ball with two hands. Point your hand towards your partner as you let go of the ball to throw accurately making it easier for them to catch.

Make this harder by throwing the ball a little away from their receiver so that they have to move to catch it after just one bounce.



- B** Pupils underarm throw the ball to their partner who must return it by patting it with open palms. Pupils explore patting it back with one and two hands.

Keep returning quickly to the ready position each time. Keep a strong wrist and fingers together. Pat the ball when your hand is facing your partner.

Make this easier by having one pupil pat the ball and the other catch it until they are ready to progress to both pupils patting the ball.



- C** Show pupils how to create fist with both hands. They place their left hand out palm open and place their right hand on top of it. Close their hands together so that their thumbs meet.

One pupil underarm feeds the ball to their partner, who after one bounce tries to return the ball using their new hand shape. Partner to catch the ball and repeat.

Swap over.



Team keep up:

In groups of four with one playground ball and four cones between them. They create a 'net' using the four cones and stand two players either side. Groups work as a team to send the ball over the net and return it. Each pupil can choose how they wish to return the ball from the methods they have explored today:

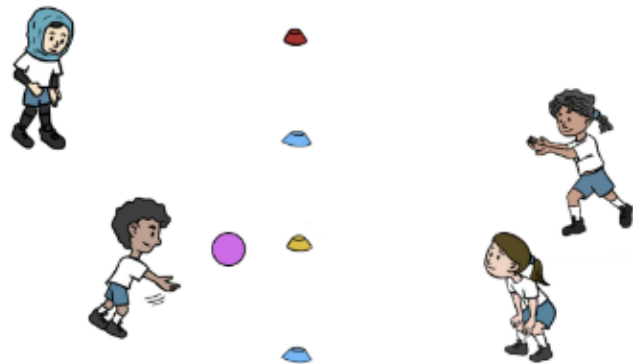
- catch, return
- open palm pat, return (one or two hands)
- closed fists, return

Pupils aim to return the ball over the net after one bounce. Option to count how many they can do in a row with only one bounce in between.

Work together by spreading out on your side of the court. Begin in the ready position and watch the ball carefully. Aim towards your group to make it easier to keep a rally going.

Make this harder by playing against each other 2v2. Teams score one point if their ball bounces more than once on the opposition's side of the court.

Make this easier by allowing the ball to bounce more than once before they return it.



5

Mins

Plenary

Why is it important to move quickly when defending space? Pupils close their eyes. Using thumbs up, down or in the middle as an assessment tool, how effective do they think they were at returning a ball using their hands?

Using thumbs as an assessment tool, how effective do they think they were at persevering in today's lesson? Why is it important to persevere?

Using the thumbs assessment tool, how respectful do they think they were of their teammates? Ask the pupils why is it important to be respectful of their teammates?

R.E.

Lesson 7

What did the Wise Men do?

When Jesus was born, a brand new star appeared in the sky. Far away in the East, wise men saw the bright star in the sky. They were very clever and knew this meant that a new king had been born. They followed the star all the way to Judea.



When the wise men got to the capital of Judea they began to ask if anyone knew where to find the child who was born to be king. Herod, the king of Judea, heard this and was suspicious about the idea of new king. He asked the wise men to tell him where the baby was when they found him.



The wise men reached Bethlehem. They gave Jesus gifts of gold, frankincense and myrrh. These were precious, expensive items.



That night, the wise men had a dream warning them not to tell King Herod where Jesus was. They did not return to King Herod's palace and instead returned to their countries in the East by a different way.



**This is a mosaic of the
Three Wise Men – also
known as the Magi**

**Mosaics are made up of
thousands of tiny tiles.**

**How can you tell that
these men are rich?**

**How do they compare to
the shepherds?**

**Can you see the gifts they
are carrying? Do you
remember what they are?**



This is a painting of the adoration of the Magi.

Do you remember what adoration meant?

Act out this scene – what would the Wise Men be saying?

What might Mary and Joseph say?

How about the people in the background?



What do you think is happening here?

This is the angel appearing to the Magi in a dream.

The angel is warning them of what Herod will try to do to Jesus.

What material do you think is used?



Thursday 28th March

Easter story activity?

[easter-story-cross-craft_ver_1.pdf \(twinkl.co.uk\)](#)

HISTORY

2

Unit 2: Kings and Queens

KEY QUESTION:
What is a monarch?





Who was the most powerful British monarch?



What do you know about what a king or a queen is?



What questions do you have?





In this lesson, we are drawing someone powerful.



The key term for this lesson is **hereditary monarchy**.

This means that the role of monarch is passed down to the next member of a family.



What is a monarch?

Key knowledge

- Monarchs are kings and queens.
- Our country has been ruled by kings and queens for many years.
- The UK has a hereditary monarchy today.

Key vocabulary

- coronation
- **hereditary monarchy**
- monarch
- power
- throne



Who do you think these people are?

How do you know?



What is a monarch?

A monarch is a king or queen.

The countries that today make up the United Kingdom (UK) have been ruled by kings and queens for many years.

The UK has a **hereditary monarchy**. This means that the role of king or queen is passed down in the family. The **monarch's** first child is next in line to be king or queen.



What is a monarch?

King Charles III is the King of the UK today.

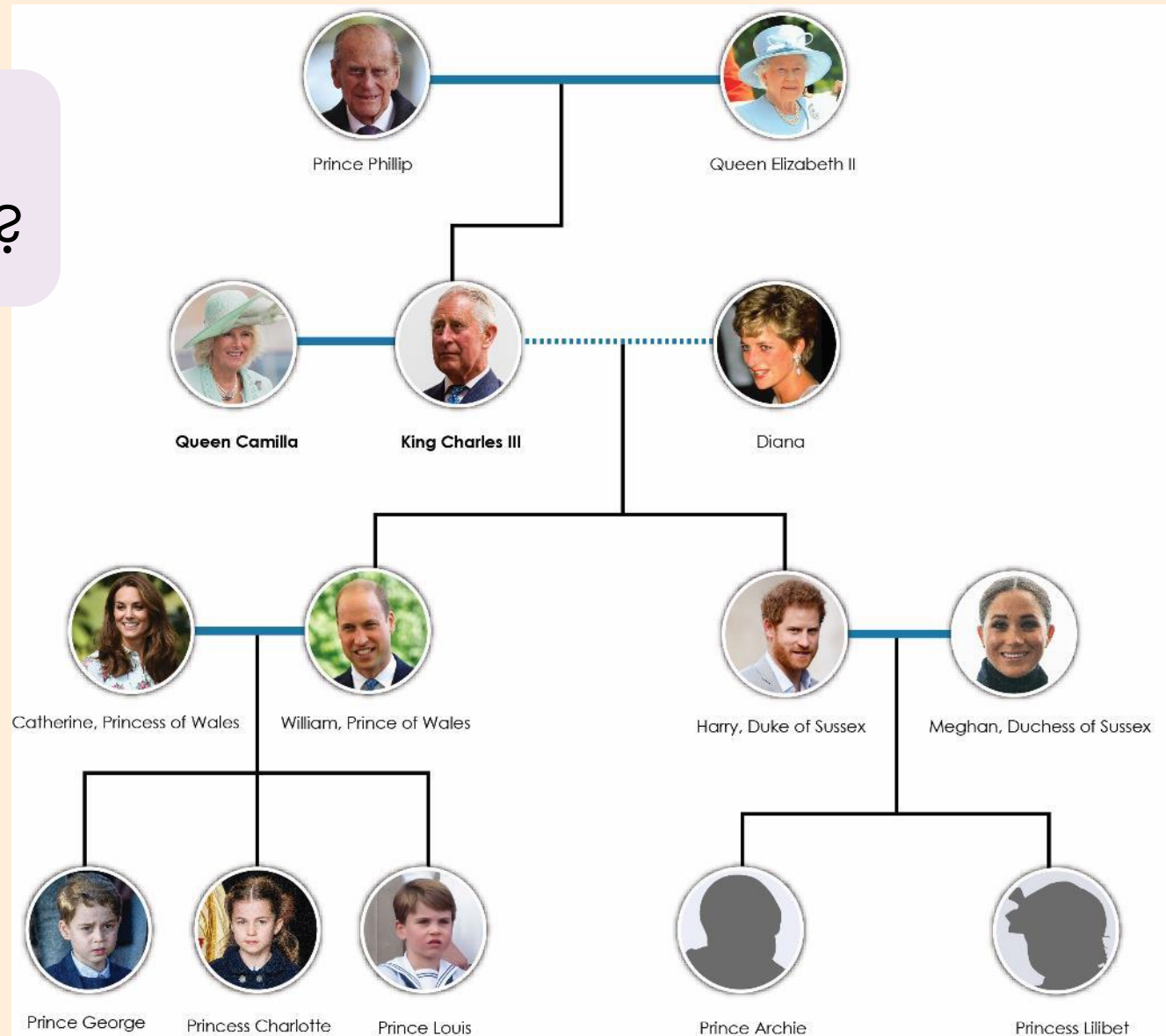
He became the monarch when his mother, Queen Elizabeth II, died on 8th September 2022.



Royal family tree

Who was monarch before King Charles III?

Who is next in line to the throne?



What is a coronation?

When someone becomes a monarch, they have a special ceremony called a **coronation**, where the crown is placed upon their head. They sit on a **throne** and hold a sceptre and orb.

This is Queen Elizabeth II at her coronation on 2nd June 1953, in Westminster Abbey.



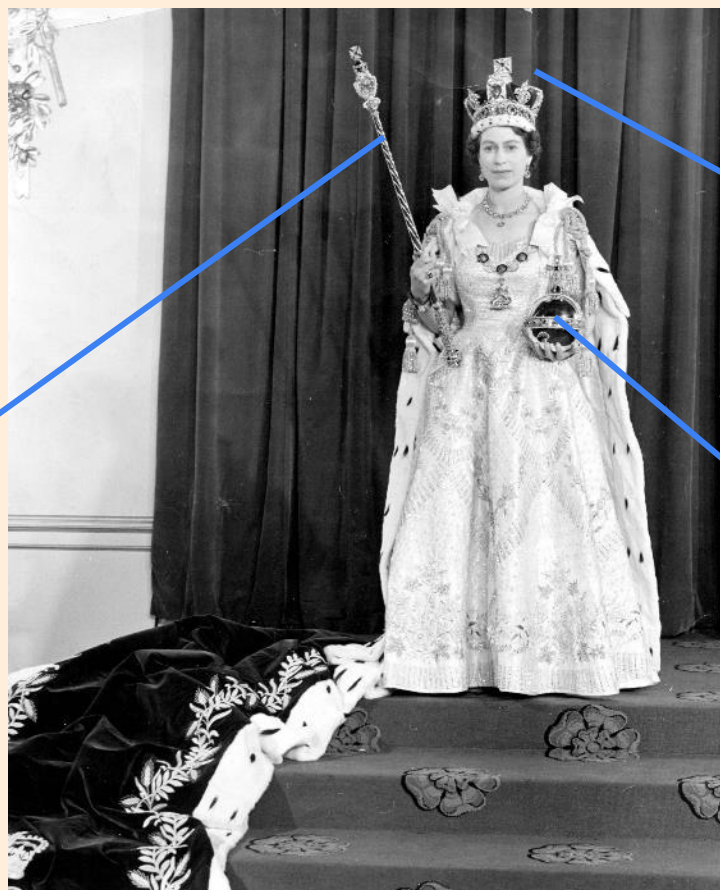
Crown, sceptre, and orb

The crown, sceptre, and orb are part of the Crown Jewels. They are symbols of **power**. The orb is a cross on top of a globe. It is covered in jewels, including 365 diamonds. The sceptre is a gold rod which has the world's largest diamond on the top of it.



Which item is the crown, which is the orb, and which is the sceptre?

When the monarch holds them, what does it show?



What does 'power' mean?

To have power is to have control over what someone does and says. Power can also be the ability to persuade someone to do something you want.



Are monarchs powerful?

In the past, monarchs had lots of power. They could change laws, send people to prison, and even sentence them to death!

King Charles III has a different kind of power.

His power is that he is able to persuade people to listen to his ideas.

King Charles III cares about the planet very much. He has persuaded many others to look after it.



Can you think of someone powerful?
Draw them here. Label your drawing.



What is a monarch?

What does the word 'monarch' mean?



Who is our monarch today?



What is a monarch?

Key knowledge

- Monarchs are kings and queens.
- Our country has been ruled by kings and queens for many years.
- The UK has a hereditary monarchy today.

Key vocabulary

- coronation
- **hereditary monarchy**
- monarch
- power
- throne



26.02.25

T.B.A.T. recognise different food groups

Learning objective

- ✓ To recognise foods and their food groups.

Success criteria

- ✓ I can name the five food groups.
- ✓ I can match foods with the food group they belong to.
- ✓ I can explain how much of each food group I should have every day.

Learning objective

- ✓ To recognise foods and their food groups.

Success criteria

- ✓ I can name the five food groups.
- ✓ I can match foods with the food group they belong to.
- ✓ I can explain how much of each food group I should have every day.

Balanced



Not balanced



- ✓ What do you like to eat?
- ✓ What foods do you eat each day?
- ✓ Do you eat the same thing every day?

Question

- ✓ What might happen to our bodies if we do not follow a balanced diet?
(Increased weight; become ill more easily; reduced energy.)

Question

- ✓ What might happen to our bodies if we do not follow a balanced diet?
(Increased weight; become ill more easily; reduced energy.)

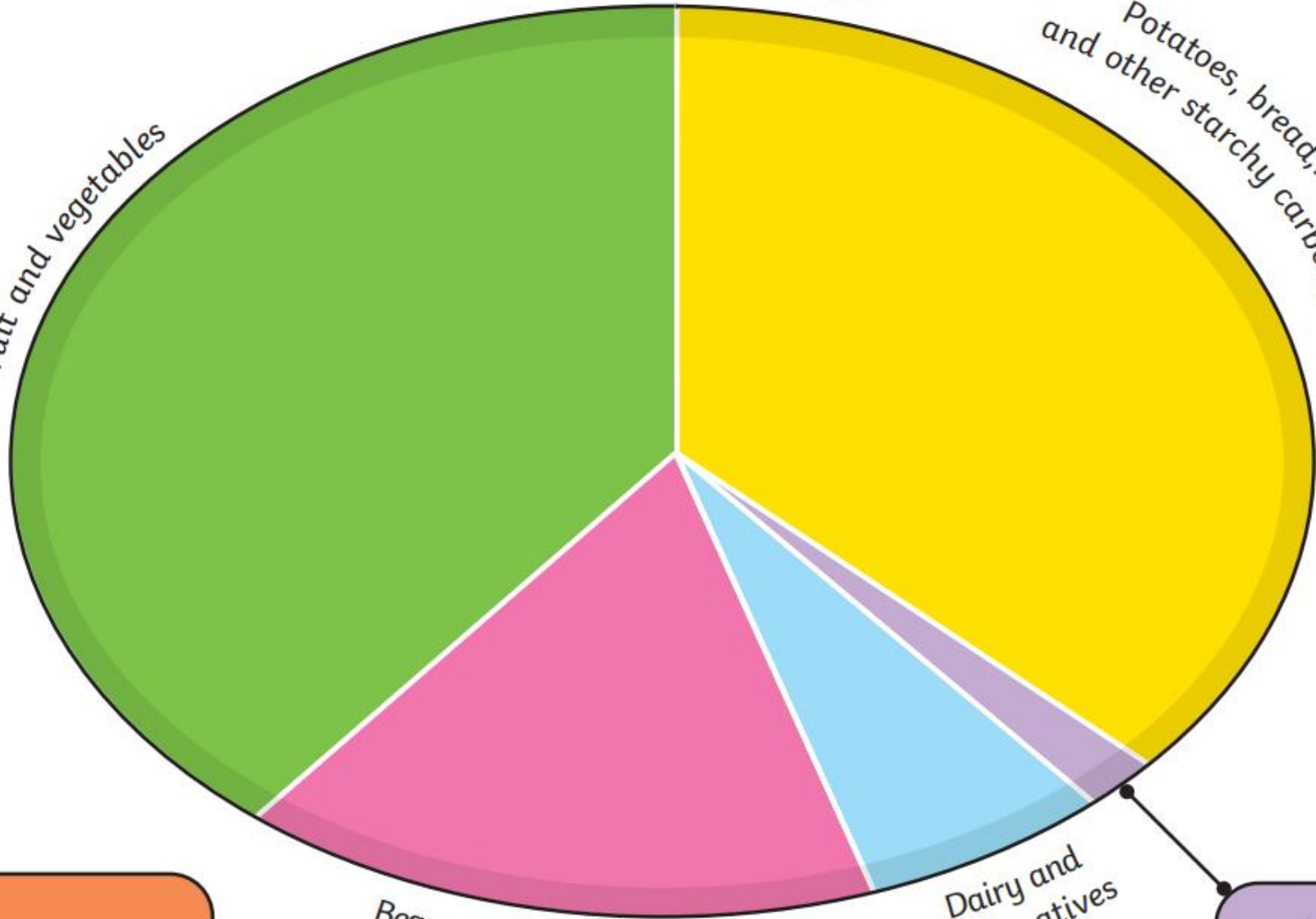
Balanced plate



Healthy Eating Meal



Fruit and vegetables



Potatoes, bread, rice, pasta,
and other starchy carbohydrates



High in fat,
salt and sugar

Beans, pulses, fish, eggs,
meat and other proteins

Dairy and
alternatives

Oils and spreads

For more information, visit [Eatwell Guide](#)