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 (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	*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

Section 1

	Tens	Ones
86 =		
93 =		
76 =		

Section 2

What unit of measurement would you use to measure how long a holiday lasts?

seconds m £

years days

Section 3

What is $\frac{1}{2}$ of 12?

Section 4

Fill in the next three numbers.

49, 47, 45, 43, ☐, ☐, ☐

Section 5

Draw two lines of symmetry.

Section 6

Continue the pattern.

A, B, B, C, A, B, B, ☐, ☐

Section 7

What would the time be one hour later?

Section 8

Use < or > to make the calculations correct.

46 ☐ 39

59 ☐ 72

5 x 6 ☐ 70 - 45

Spelling

/o/ sound spelt ‘a’ after ‘w’ and ‘qu’

Listen to the following sentences and write them in their spelling books.

remember the 'a' makes the /o/ sound after the w and q.

Check your work

3 in 3

Thursday 27th. February

T.B.A.T. order events by talking and sharing ideas with others

1 Write the words **did not** as one word, using an **apostrophe**.

I _____ steal your crayons.

2 **Tick** the sentence that is correct.

Tick **one**.

- **A** Joel ran to his friend and hugged him. ☐
- **B** Joel ran to his friend and hugs him. ☐
- **C** Joel runs to his friend and hug him. ☐
- **D** Joel run to his friend and hugged him. ☐

3 **Draw lines** to match the groups of words that have the **same meaning**.

One has been done for you.

I will	it's
you are	I'll
it is	doesn't
does not	you're

CHALLENGE

I went sailing on the boat **or** I saw the dolphins.

The coordinating conjunction or has been used in this sentence. Is the correct? Explain.

What do we know about Queen Elizabeth II so far?

What else do we want to know about her?

What questions did we write yesterday to find the answers too?

T.B.A.T. order events by talking and sharing ideas with others

Can you order the events into order of the Elizabeth II?

Queen Elizabeth II Cut and Stick Timeline

Aim: I can order dates from earliest to latest on a timeline.

1953	1982	2015
1977	2007	2022

"HM Queen Elizabeth II" by Presidencia de la República Mexican is licensed under CC BY 2.0

"Queen Elizabeth II opening the Beehive, 1977" by Archives New Zealand is licensed under CC BY 2.0

"Elizabeth_II_opens_Welsh_Parliament" by The Royal Navy is licensed under Open Government Licence v3.0.

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T.B.A.T. order events by talking and sharing ideas with others

What else do we want to know?

What do we know?

Create a mindmap of facts about Queen Elizabeth II

MATHS

27.02.25

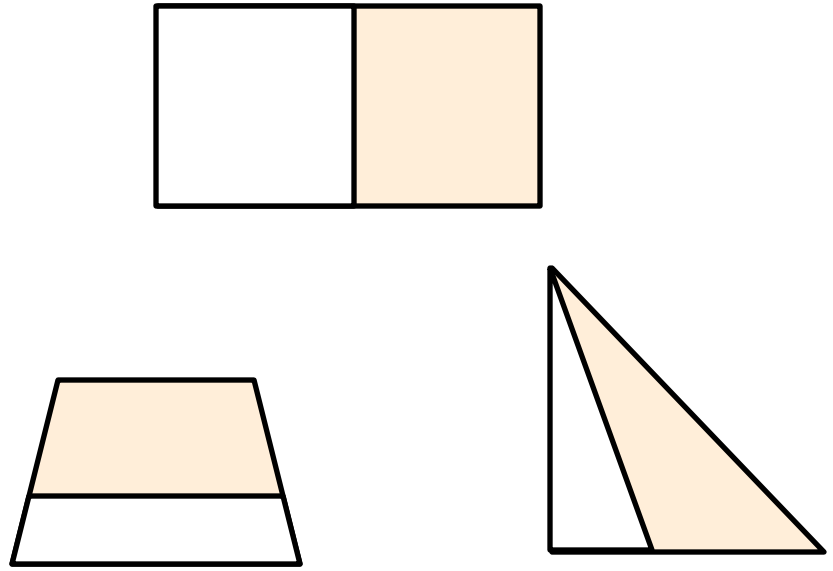
T.B.A.T. regroup when adding

3 IN 3

1. 5 x 7 = ☐

2. $\frac{2}{4}$ of 40 = ☐

3. Circle the shape that has a half shaded.



Write the numbers in words

- 44
- 64
- 14
- 61
- 11

To regroup when adding

‘Make ten’

partition

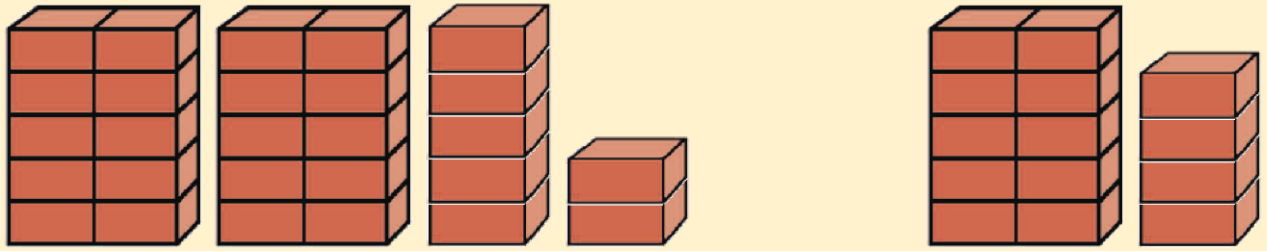
tens

regroup

ones

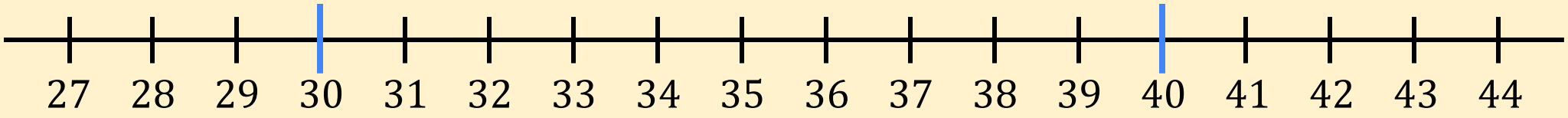
number line

Adding two 2-digit numbers

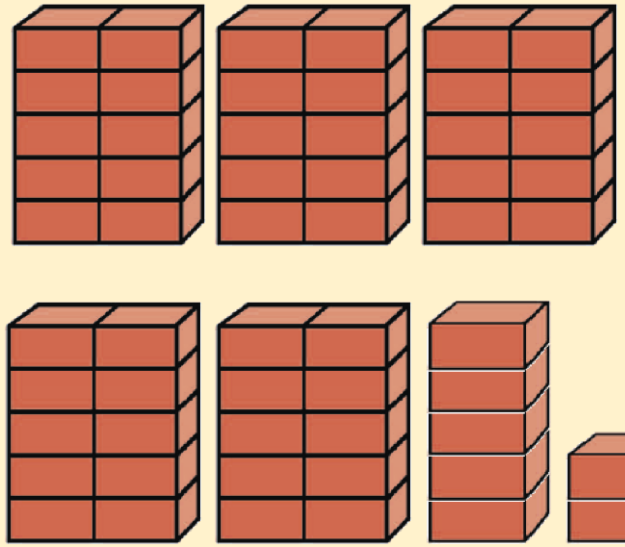


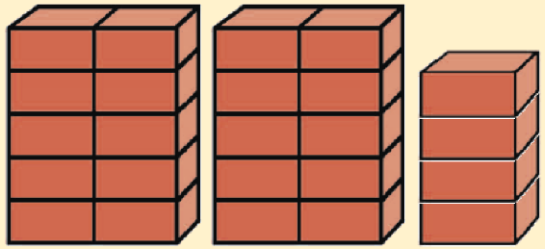
$$27 + 14 = 41$$

I used the 'Make ten' strategy.

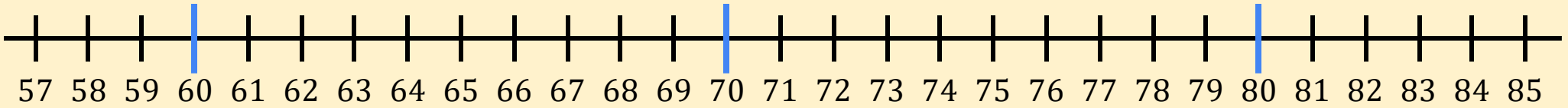


Adding two 2-digit numbers





$$57 \quad + \quad 24 \quad =$$

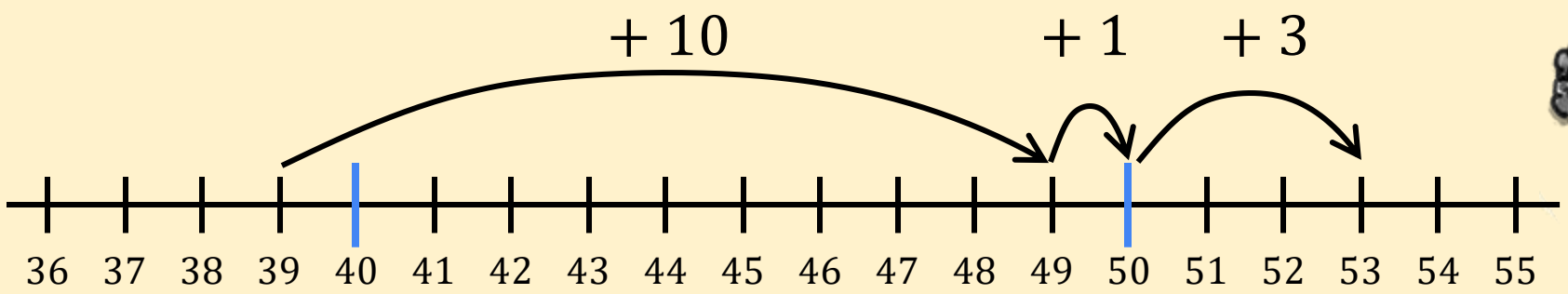


I choose 39 + 14. I will partition 14 into one ten and four ones.

First I add the ten.
I know 30 + 10 = 40, so 39 + 10 = 49.

Now I add the ones.
If I know 9 + 1 = 10, then I know 49 + 1 = 50.
Then I need to add three more. 50 + 3 = 53.

I've drawn those three jumps on the number line.

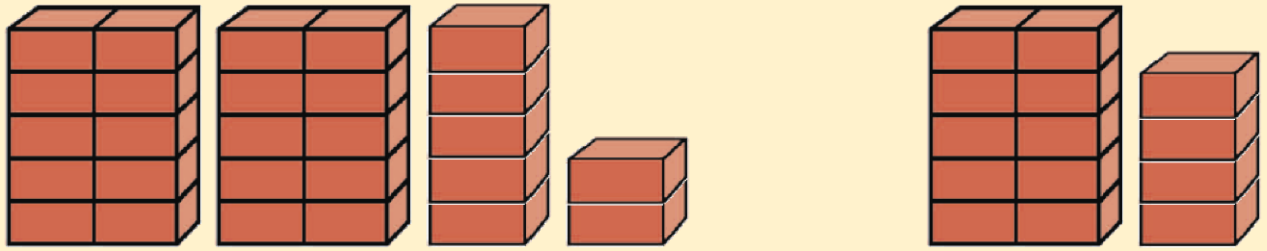


- ake ten' partition regroup tens ones number line

What patterns did you notice?

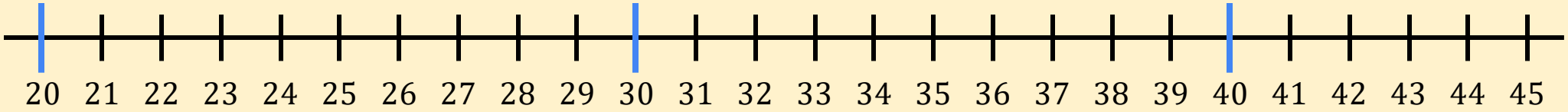
$39 + 14$	$48 + 26$
$39 + 15$	$48 + 25$
$39 + 16$	$48 + 24$
$39 + 17$	$48 + 23$

Can you partition in a different way?



$27 + 14 = 41$

I partitioned both numbers.



DANNY GO!
"TWIST & SHAKE!"

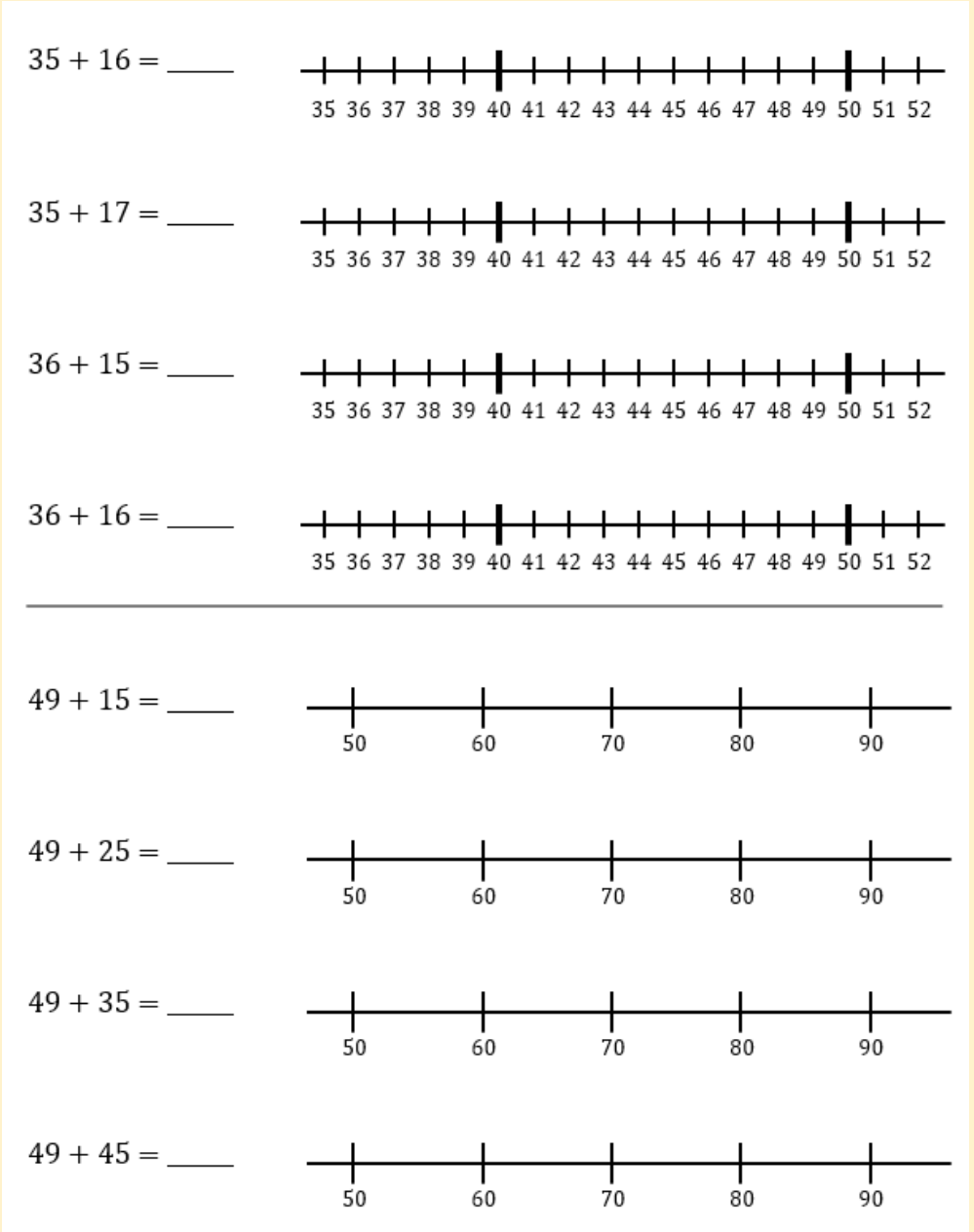
To regroup when adding

Solve the equations in pairs. Record your calculations on a number line.

Pupil A: Partition both numbers.

Pupil B: Partition only one number.

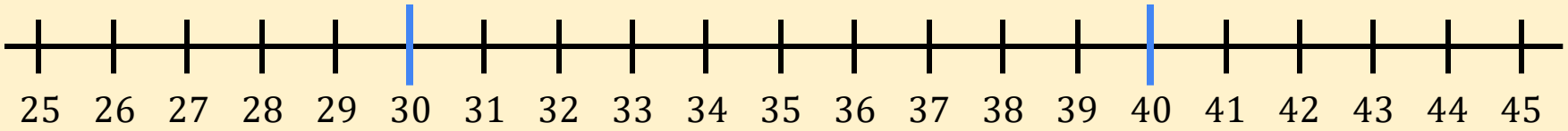
Both pupils: Compare strategies to check you got the same answer.



Solve the missing digit

$25 + 1\square = 42$

I think I can use a number line to find the missing ones digit.



lunch

handwriting

T.B.A.T. practice the letter 'm'

mouth

mind

match

lamp

steam

lemon

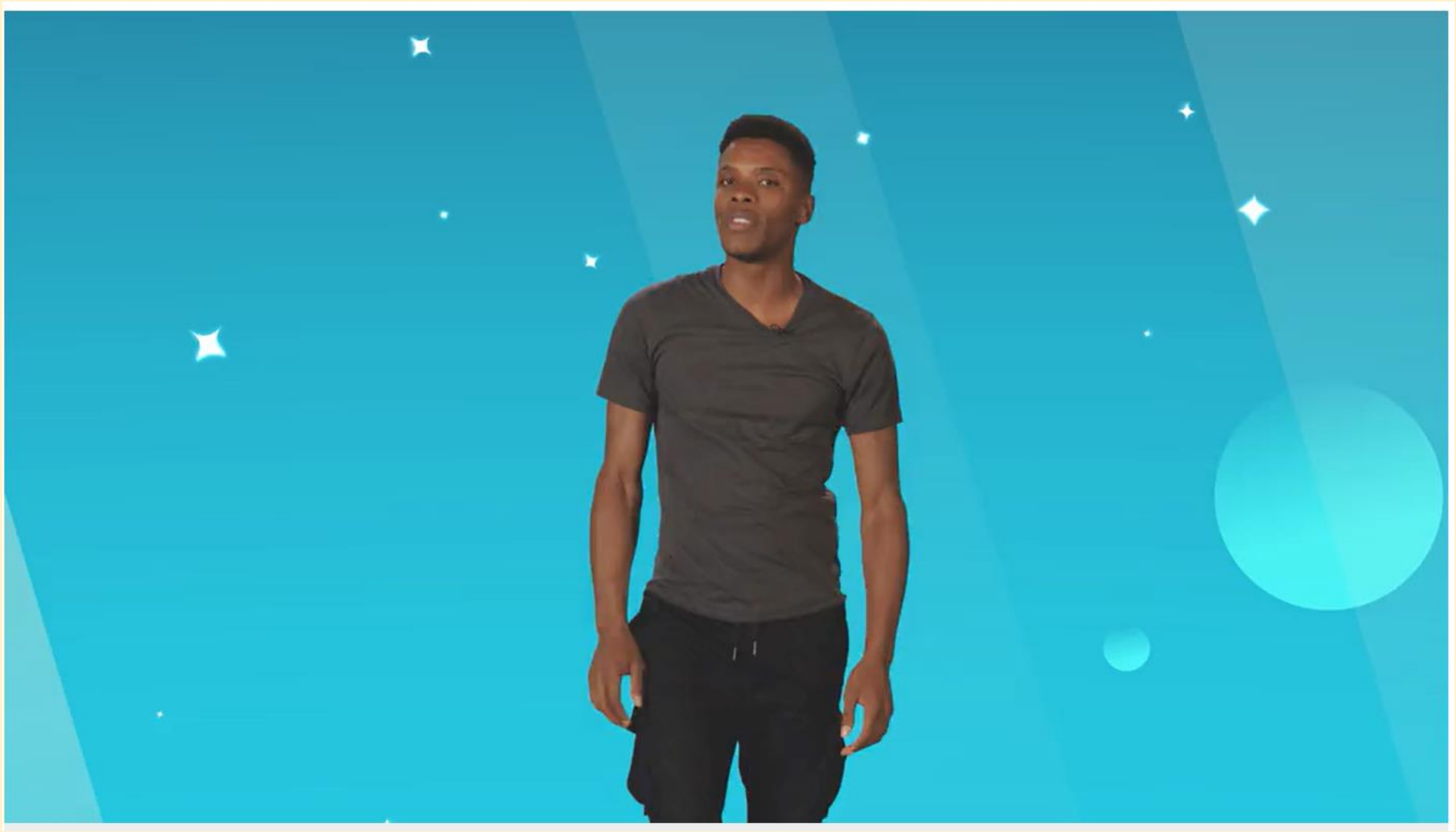
Handwriting Investigators

27.02.25

27.02.25

Brain Break

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



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?

HISTORY

2

Unit 2: Kings and Queens

KEY QUESTION:

What is a monarch?

Enquiry question

Who was the most powerful British monarch?

Lesson 1:

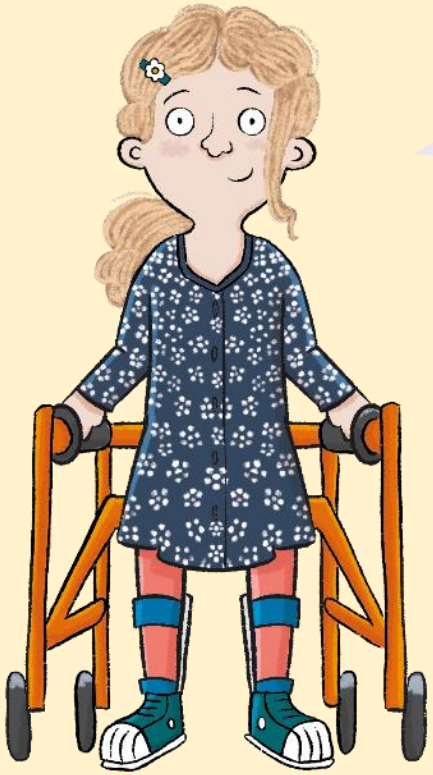
Existing knowledge

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

What questions do you have?

Lesson 1:

Lesson statement



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?

Lesson 1: Key knowledge

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

Lesson 1:

Talk task

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?

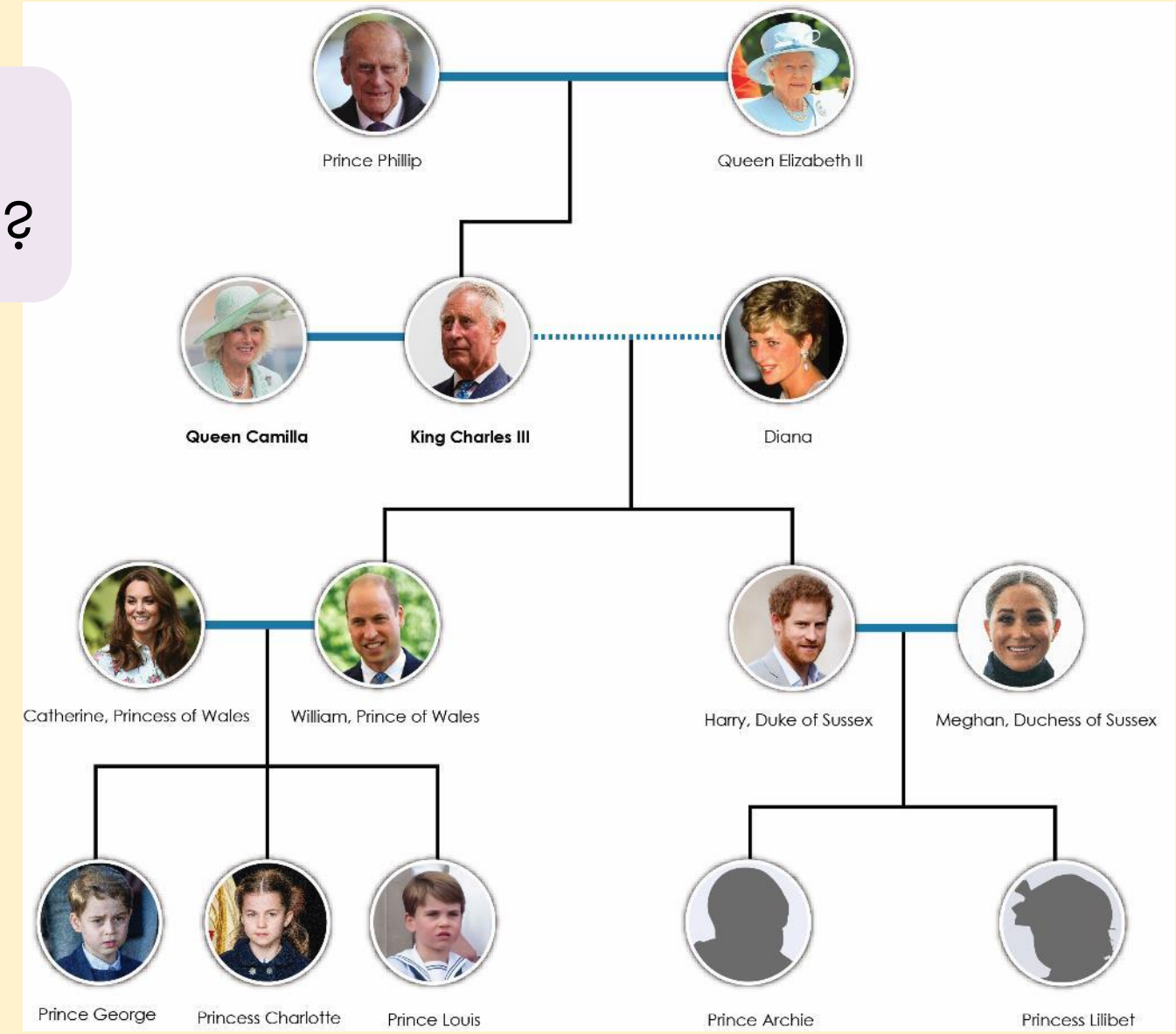
King Charles III is the King of the UK today.

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

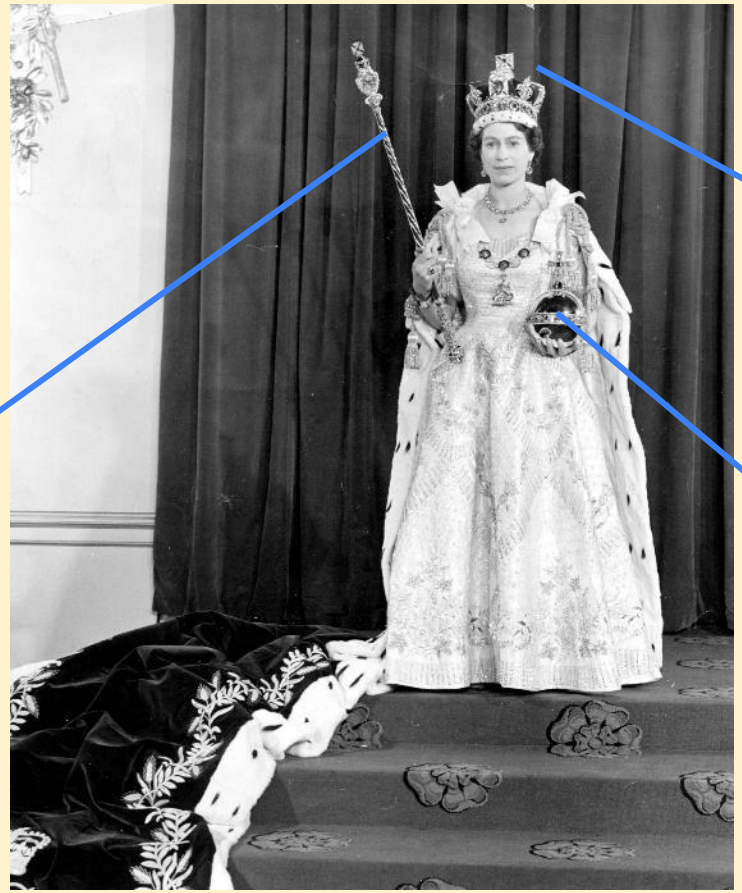
The crown, sceptre, and orb are part of the Crown Jewels. They are symbols of **power**. The orb is a cross on top of a globe. It is covered in jewels, including 365 diamonds. The sceptre is a gold rod which has the world's largest diamond on the top of it.

Lesson 1:

Talk task

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.

Lesson 1:

Write

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?

Lesson 1: Key knowledge

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

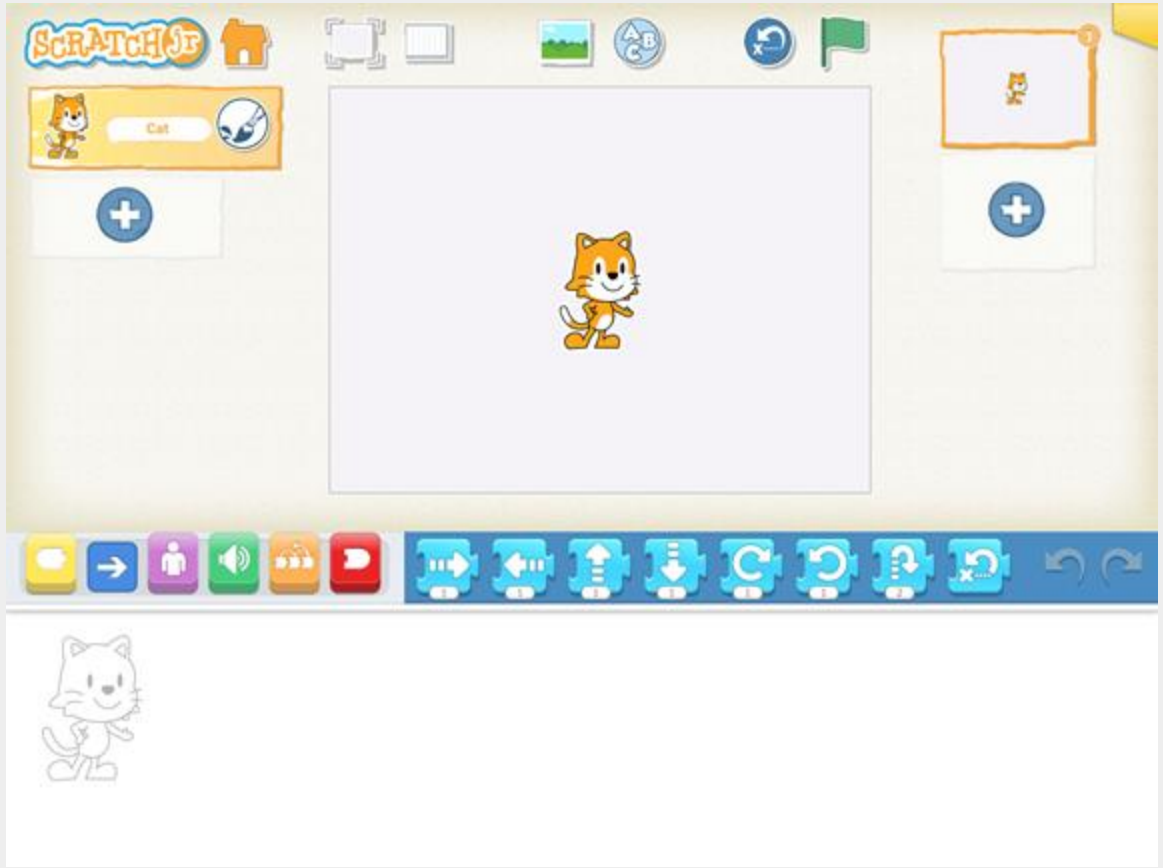
COMPUTING
Pioneers

Lesson 1: ScratchJr recap

T.B.A.T. explain that a sequence of commands has a start

- I can identify the start of a sequence
- I can identify that a program needs to be started

ScratchJr



Do you remember using ScratchJr?

ScratchJr hunt

Where would you add a new sprite?

ScratchJr hunt

Where would you change the background?

ScratchJr hunt

How do you get back to the home page?

ScratchJr hunt

What colour are the **Grow** and **Shrink** blocks?

The GROW and SHRINK boxes are

ScratchJr hunt

What colour are the **Move** blocks?

ScratchJr hunt

How do you make your project full screen?

Starting sequences

A sequence shows the order in which things happen.

At the start of the school day:

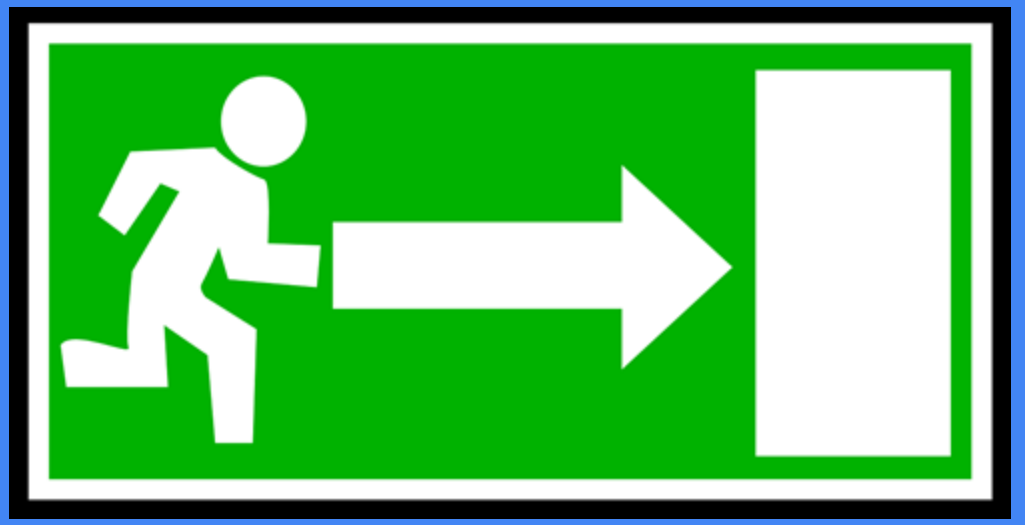
1. The gate opens
2. The children line up
3. The teachers come outside
4. Everyone walks to class

Event number which starts the sequence is 1

Starting sequences

If there is a fire drill at school, which event starts the sequence?

1. The alarm sounds
2. Children line up at the door
3. Children walk sensibly to the playground
4. Teachers take the register



Event number which starts the sequence is

Starting sequences

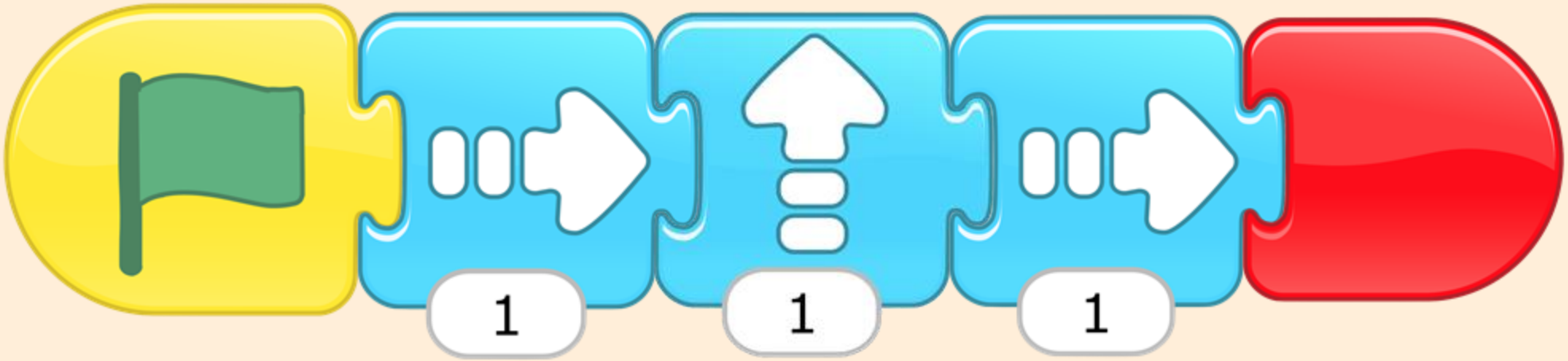
In a race at sports day, which event starts the sequence?

1. The teacher says ‘go’
2. The children race to the finish line
3. Everyone claps and cheers
4. The winner passes the finish line first

Event number which starts the sequence is

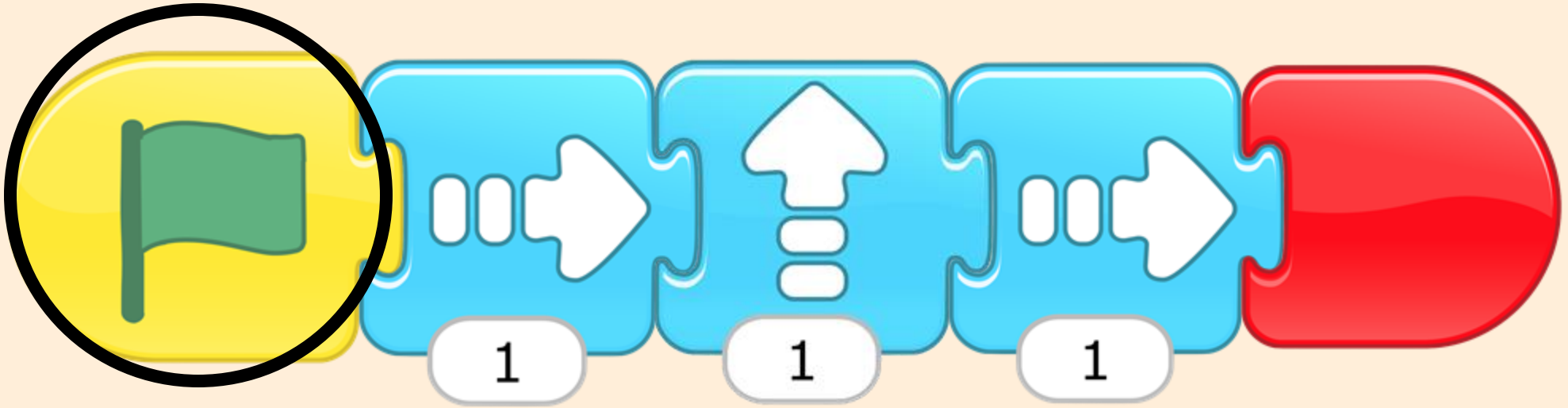
Sequences in ScratchJr

Just like activities in the real world, programs run in a sequence. You read programs in ScratchJr from left to right. This is the sequence of commands. When you run the code, it runs in the order shown.



Starting a program

Just like activities in the real world, programs start with an event.



Which event starts this sequence of commands?

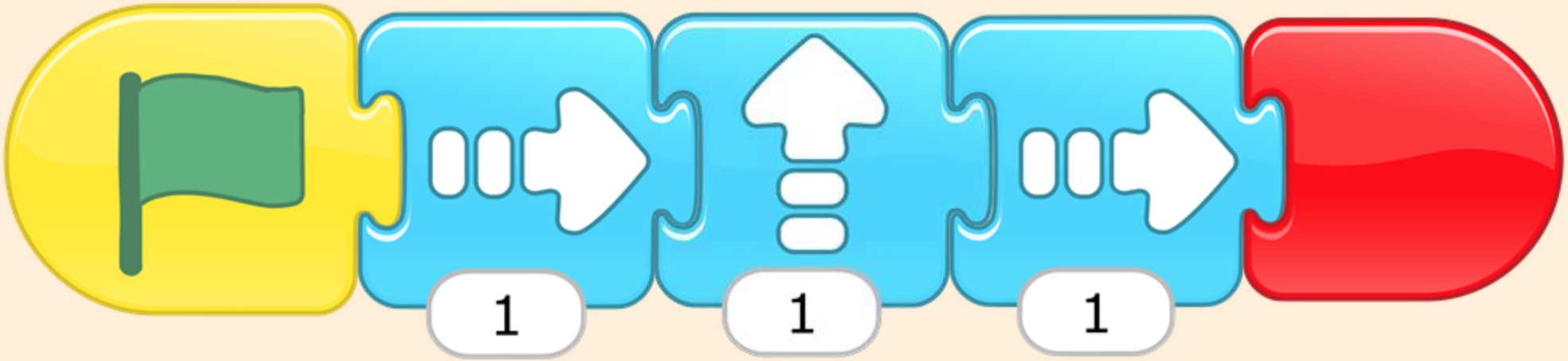
Starting a program

All programs in ScratchJr need a block to start them.

There are different ways to start programs in ScratchJr. You will look at some of the other ways to start programs during this unit.

Running a program

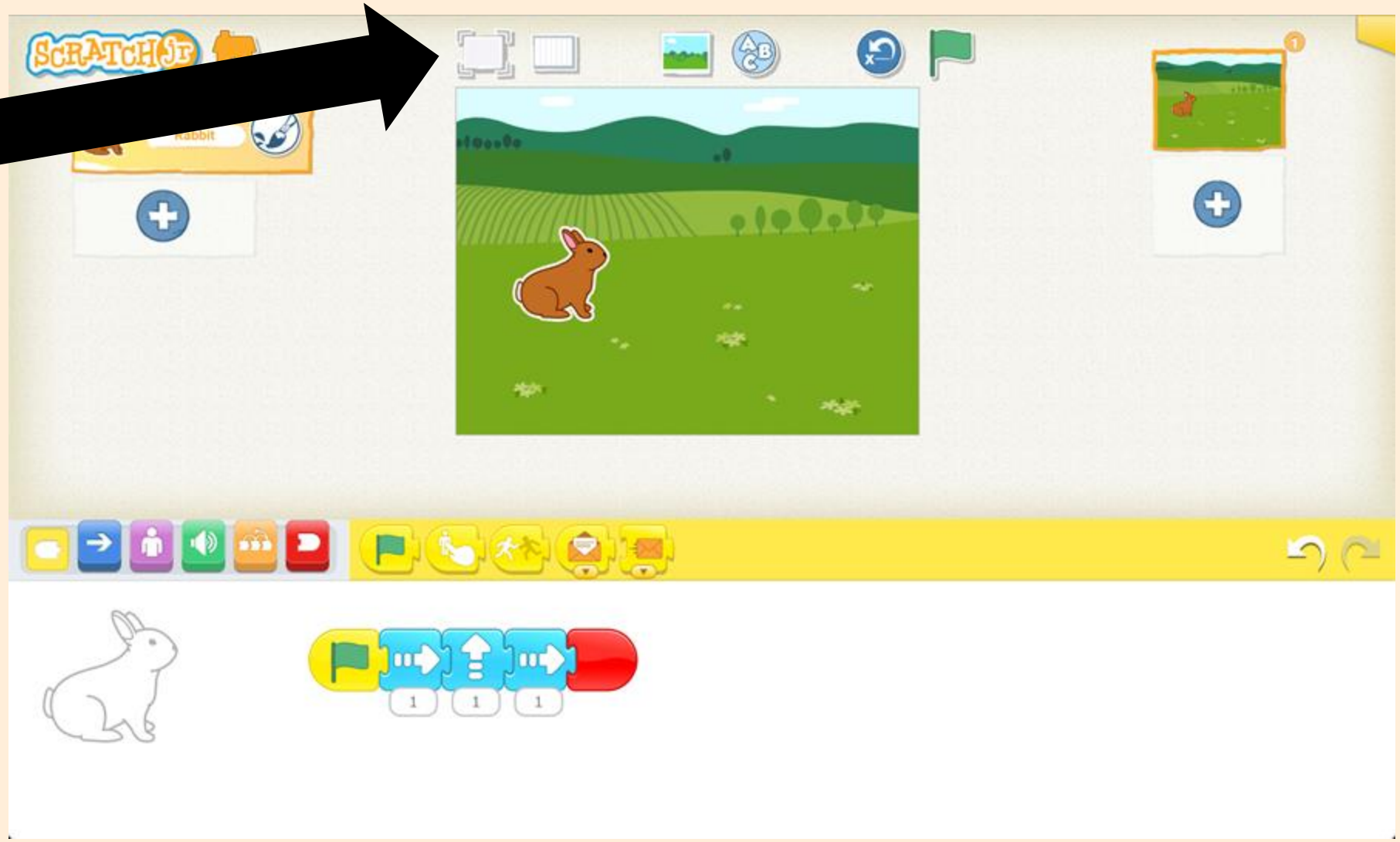
Look at this program.



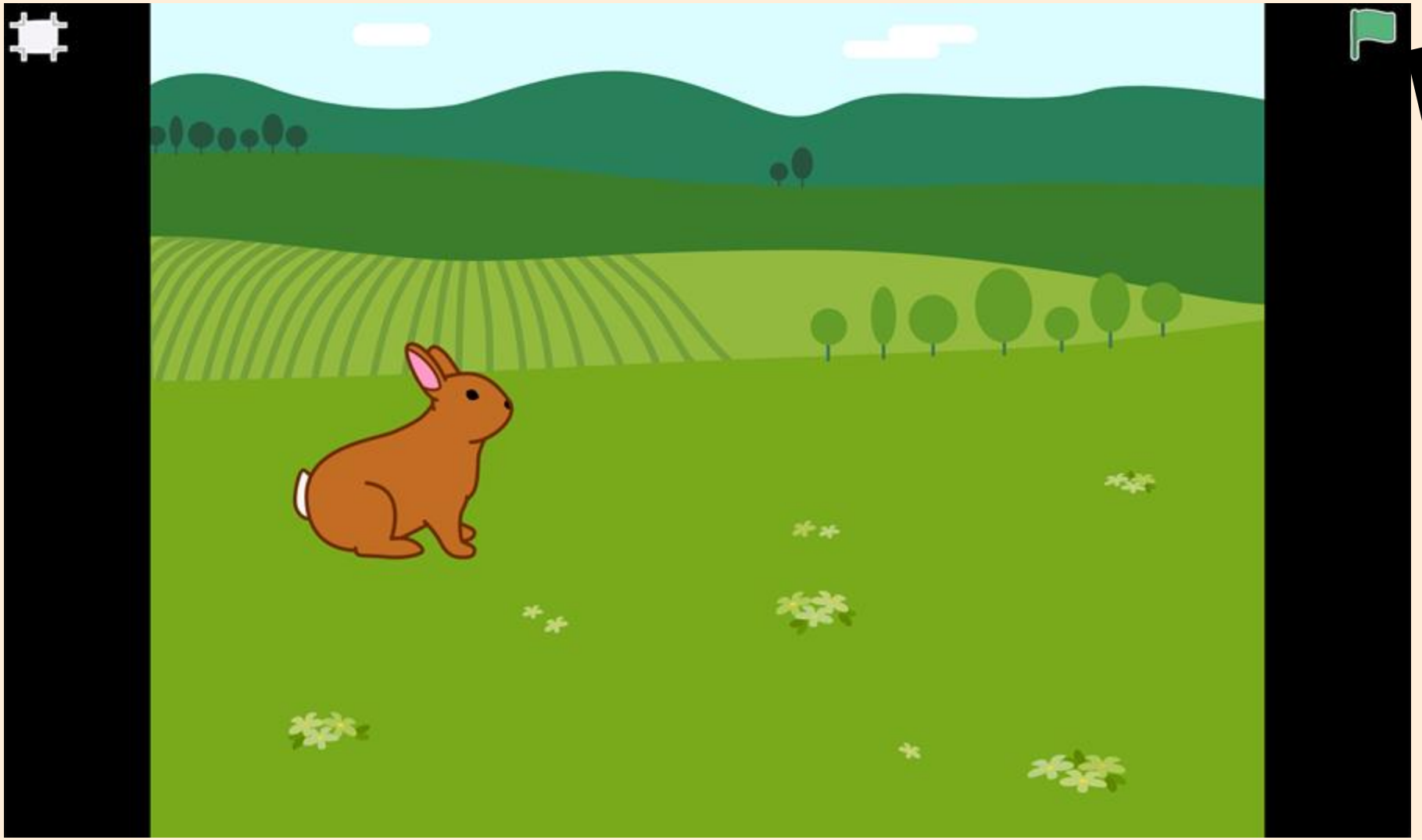
How would you start this program in ScratchJr? **Think, pair, and share.**

Running a program

Click **Full screen**



Running a program

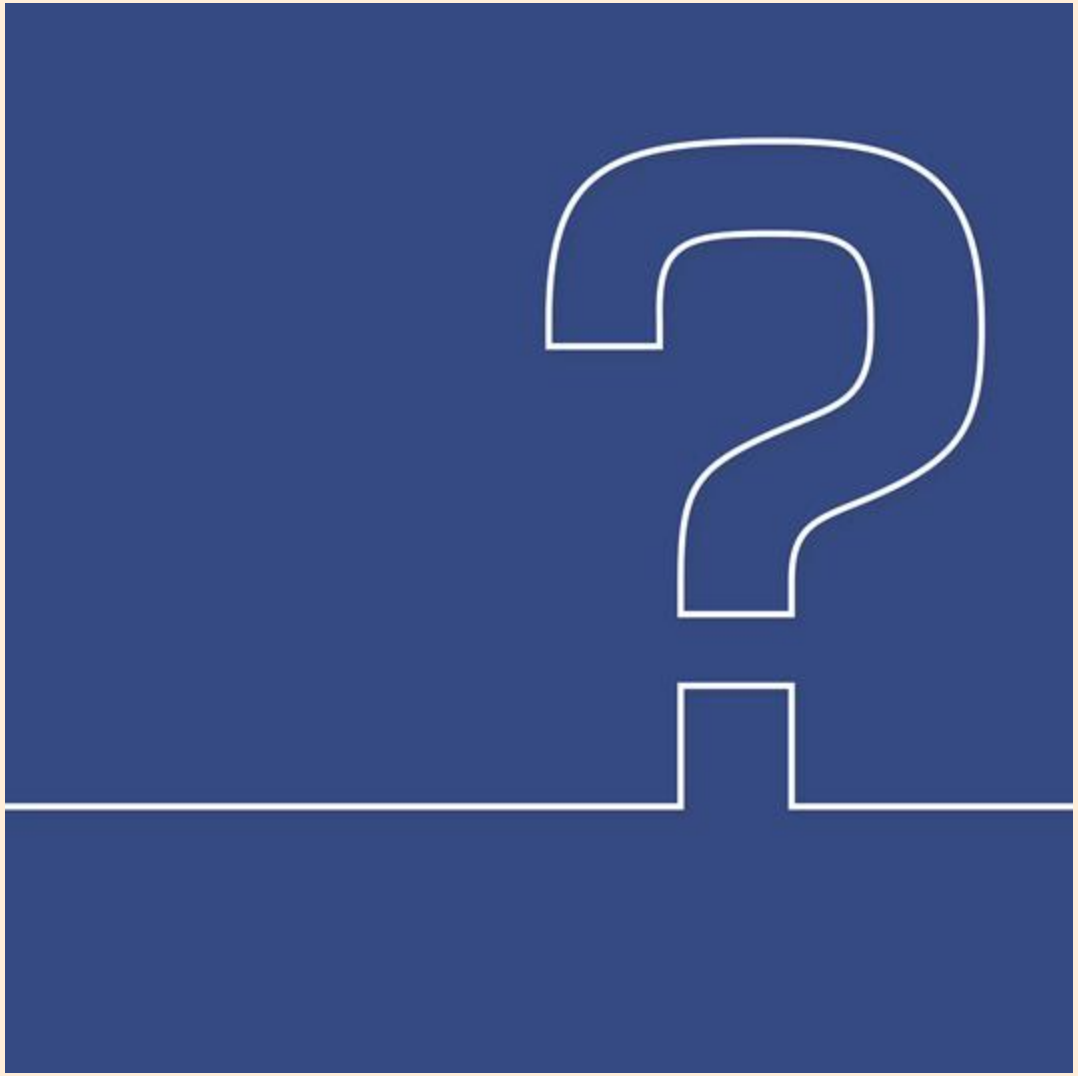


Click the
Green flag

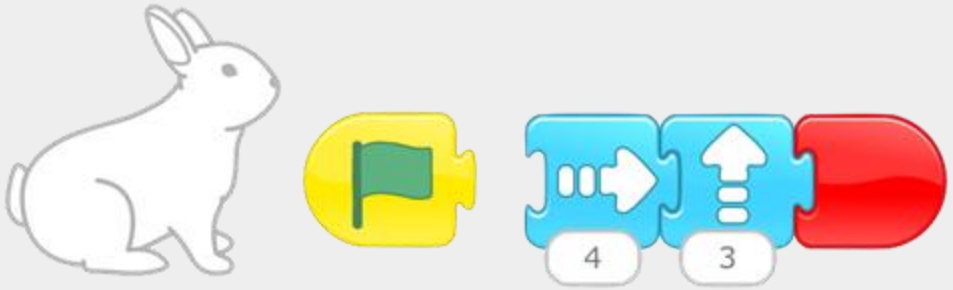
Can you make your own program?

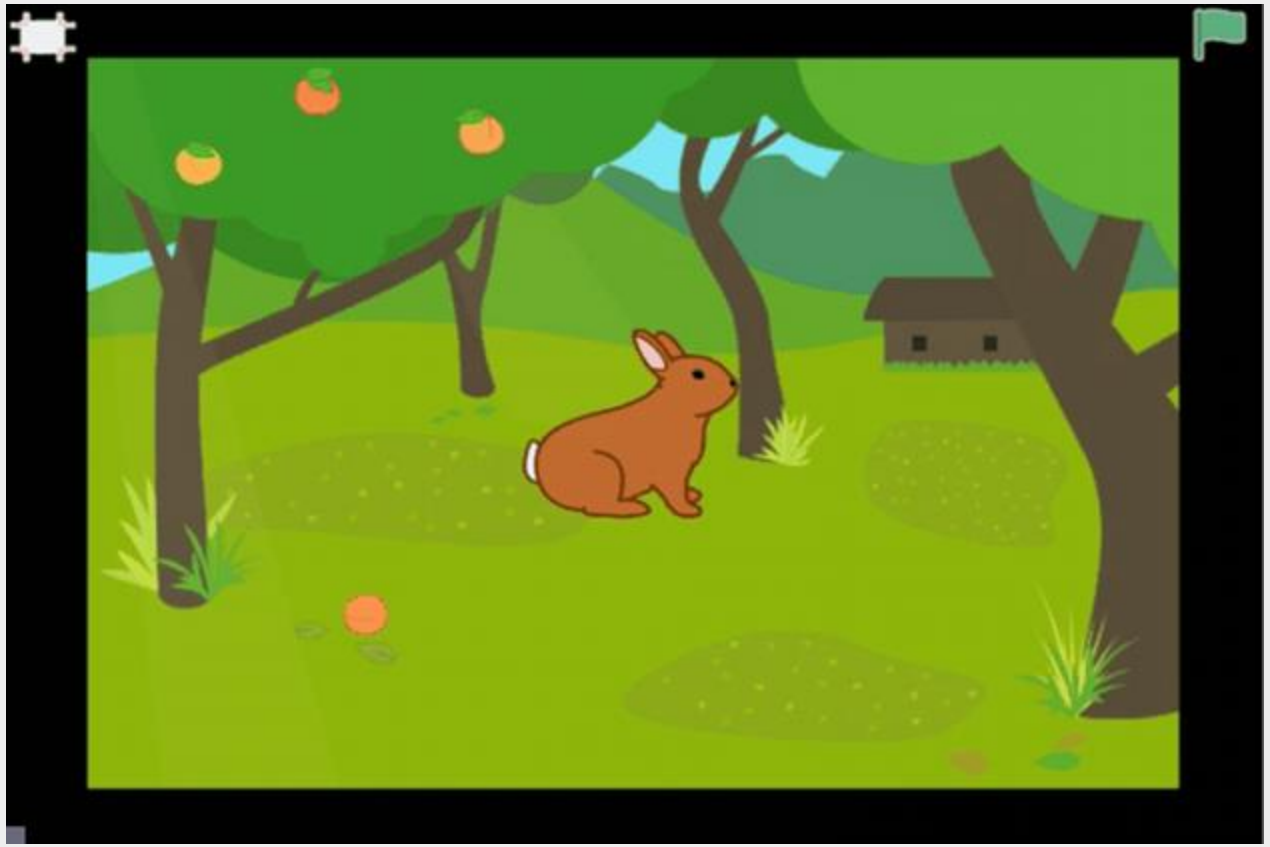
- Use six blocks
- Use a **Start** block
- Use an **End** block
- Run your program for a partner

What did the programs do?



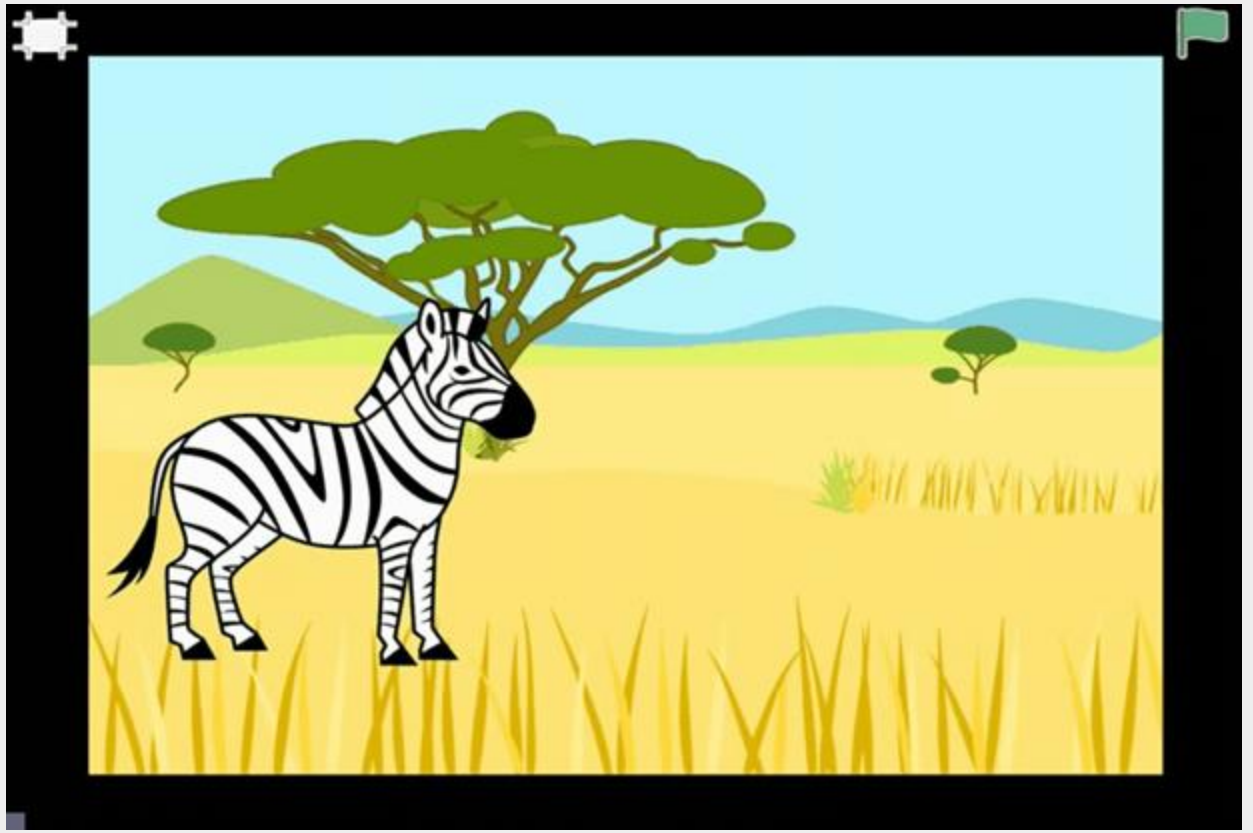
What's wrong?





Why won't this program run?

What's wrong?



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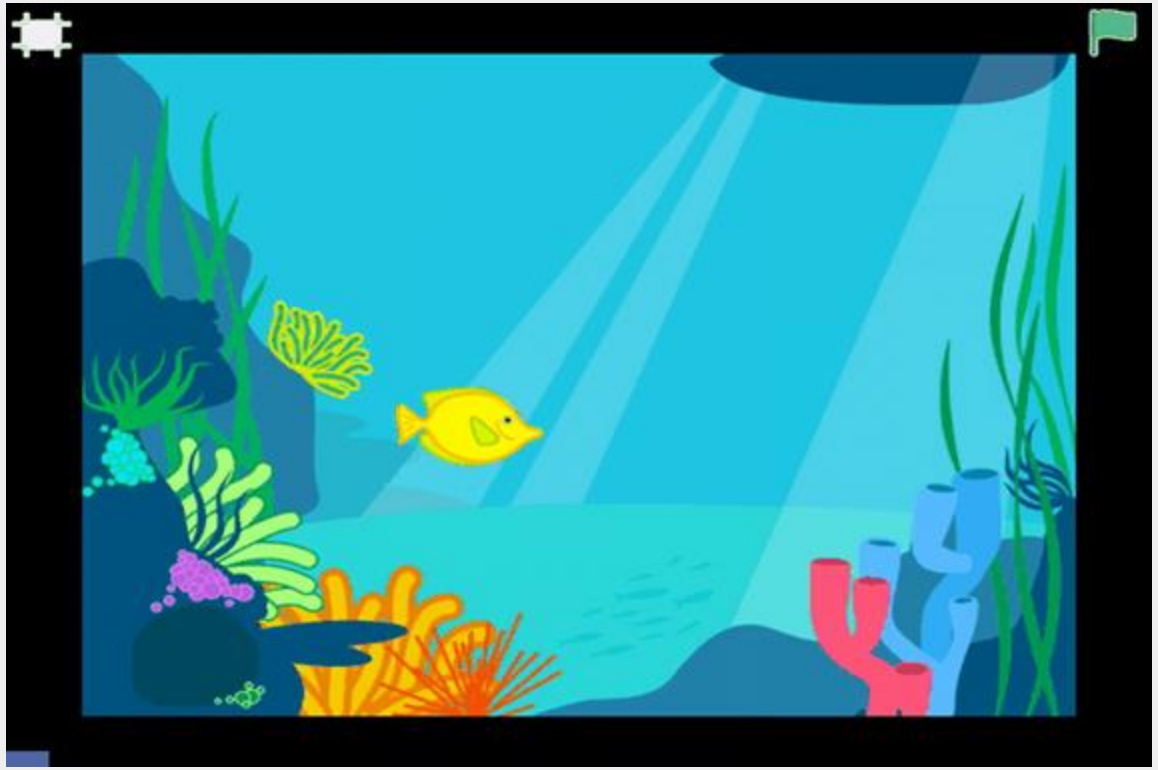

Why won't this program run?

How confident are you? (1–3)

- I can identify the start of a sequence
- I can identify that a program needs to be started
- I can show how to run my program

3 – Very confident

2 – Unsure

1 – Not confident

Next lesson

In this lesson, you…

Explained that a sequence of commands has a start

Next lesson, you will…

Explain that a sequence of commands has an outcome