

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
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CHALLENGE - Write 3 sentences choosing ideas from below.

Write a sentence beginning with 'if'.

EXAMPLE:
If the little, old man didn't use his walking stick, he might ...

1. Turn these words into **nouns** by adding **-ness** or **-er**. Write the new word, in full, on the line. Remember that some letters might need to be changed or added on to create the correct spelling!

teach _____

bright _____

swim _____

happy _____

2. Which type of word is **beautiful** in the sentence below?

The **beautiful** princess danced at the party.

a verb

an adjective

a noun

an adverb

3. Tick the **best word** to complete the sentence below.

You can have a rabbit _____ you look after it.

Tick **one**.

when

if

that

because

Spelling

Can you work out which Year 1 exception words fit these pictures?

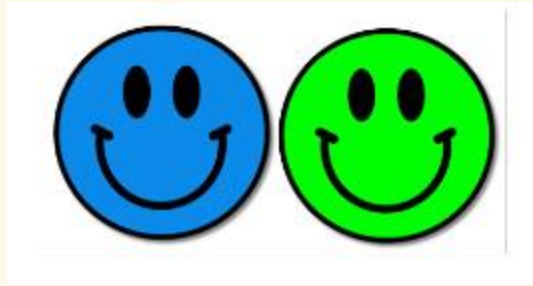
CHALLENGE- Can you put a word into a sentence?











Label these Year 1 common exception words.



house

1

one



love



push

A
B
C

Classroom
secrets★

Spelling

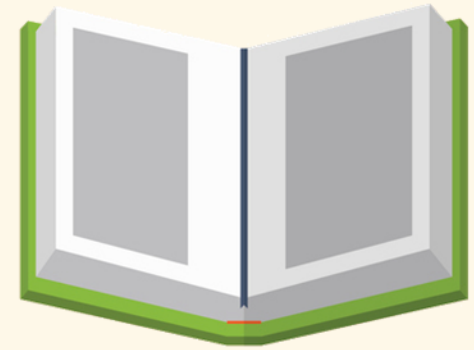
Let's look at some of the Year 2 common exception words.

floor

kind

child

behind



They are important because they are words that appear often in texts and that help us as readers understand what we are reading.

A
B
C

Spelling

Classroom
secrets★

These are common exception words because they do not follow any spelling pattern, we just have to learn them.



door

behind

both

everybody

after

pass

improve

who

water

floor

child

old

even

fast

plant

sure

whole

again

A
B
C

Classroom
secrets★

Spelling

Unscramble the letters below to make common exception words.

1. orod →

2. lfroo →

3. roop →

4. ebcaseu →

5. dnfi →

6. dink →

7. dnmi →

8. dhibne →

9. dcilh →

10. ncrhldei →



Unscramble the letters below to make common exception words.

1. orod → door

6. dink → kind

2. lfroo → floor

7. dnmi → mind

3. roop → poor

8. dhibne → behind

4. ebcaseu → because

9. dcilh → child

5. dnfi → find

10. ncrhldei → children








A
B
C

Spelling

Classroom
secrets★

Can you complete the grid?

	Look 	Say 	Cover 	Write 	Check 
1. door					
2. floor					
3. poor					
4. because					
5. find					
6. kind					
7. mind					
8. behind					
9. child					
10. children					

Literacy

Monday 31st March

TBAT: retrieve information from a text

3 in 3

Can you write 3 of the words into sentences?

Use one word or phrase from each box in your sentences.

In the early evening,	old man	because
Late in the morning,	little girl	when
It was a beautiful sunrise,	pretty lady	after before
One cold, wet afternoon,	fabulous footballer	so that

One cold, wet afternoon the pretty lady was walking quickly down the road so that ...

Monday 31st March

TBAT: retrieve information from a text

What do we already know about Spring?

I know the weather in Spring is ...

I know that animals in Spring ...



Monday 31st March

TBAT: retrieve information from a text

Do we know what all these words mean?

mixture

daylight

hibernation

celebrate



Spring is one of the four seasons. It is the season that comes after winter. Spring starts in March and ends in June. Spring is the season when people change their clocks forward one hour. There is often a mixture of sunny and rainy days.



Animals



Many animals come out of hibernation on the first warm days of spring, including hedgehogs, grass snakes and frogs. Hibernation is when an animal goes into a very deep sleep in the winter time. You could see frogspawn, which looks like jelly.

Some animals move about a lot more in spring. You may see squirrels running about, looking for food and climbing trees.

There are also lots of birds that come back to the UK in spring, including swifts, cuckoos and nightingales.

Plants and Insects



Nature is very busy in spring and there are lots of changes happening. The trees and bushes grow new leaves again and many plants grow flowers.

This is because the air and soil is warmer and there are more hours of daylight. Many more insects can be spotted in spring, including butterflies and bees. They both really like flowers.



Celebrations

Easter is a celebration that happens in spring. Many people celebrate it with chocolate eggs or an Easter egg hunt.



Easter Sunday always falls between 22nd March and 25th April. It is not the same date each year.

Brain Breaks



1. Which season does Spring come after?
2. When does Spring start?
3. What animals might you see in Spring?
4. What happens to the trees and plants in Spring?
5. Name a celebration which happens during Spring

CHALLENGE

Can you write 3 more sentences about what you have learnt about Spring?

In Spring, ...

MATHS

31.03.25

T.B.A.T. identify the faces

1

If cats have 4 paws, how many paws will there be if there are 5 cats?



3

Write down an even number which has two-digits but is less than 20.

2

If Ajay has 5 cars and Kemi has 14 cars, how many cars altogether?

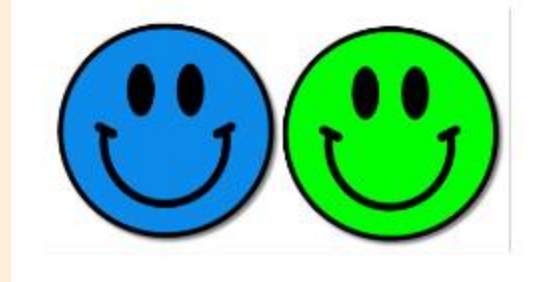


CHALLENGE:

Add the totals from all 3 questions. Is the total higher than 100? Yes / No

Look at the 3-D shapes on your table

- Choose a shape, name the shape and identify the properties using the star words below.



★ **faces**

★ **vertex**

★ **vertices**

★ **edges**

★ **apex**

3-D shapes



sphere

circle



cone

triangle

2-D shapes

cube



square

face

cuboid



rectangle

base



pyramid

Describe these 3-D shapes



faces



vertex



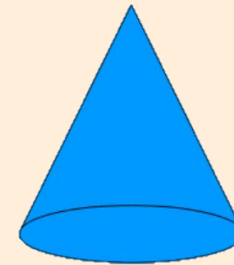
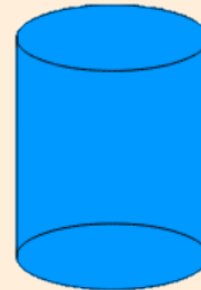
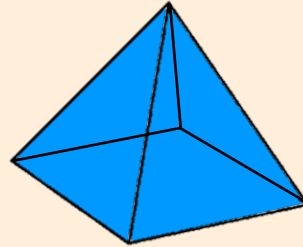
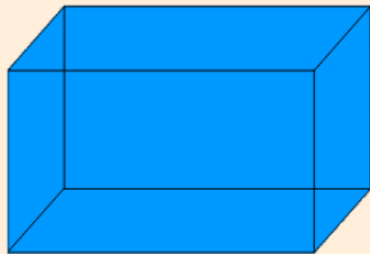
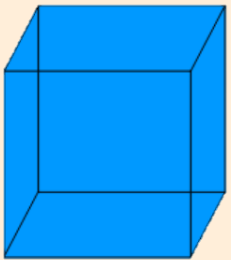
vertices



edges



apex



The card says: 'The base and top of this shape are circles.'



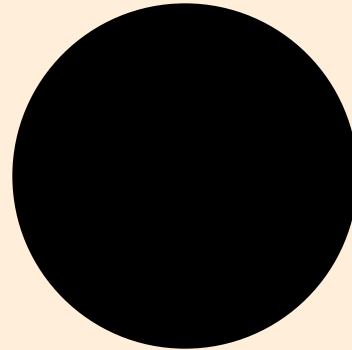
What could the shape be? I think the shape is a because








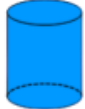
- 3-D shapes 2-D shapes face sphere cone cube cuboid pyramid
circle triangle square rectangle base



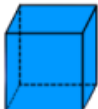
These are the shadows of some 3-D shapes

- What shapes might they be?



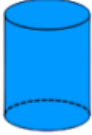
Shadow	3-D shape
	 or  cone cuboid
Explanation: _____ _____ _____	

Shadow	3-D shape
	 or  square-based pyramid cylinder
Explanation: _____ _____ _____	

Shadow	3-D shape
	 or  cone cube
Explanation: _____ _____ _____	

Challenge

Draw a shadow this 3-D shape might make. Explain why.

Shadow	3-D shape
	
Explanation: _____ _____ _____	

Greater Depth

Shadow quiz

With a partner, create your own shadow quiz using classroom objects.

You may need:

- a torch
- your books
- classroom objects.

For each object, draw the shadow and write one clue.

Use the star words to help you.

3-D shapes 2-D shapes face sphere cone cube cuboid
 pyramid circle triangle square rectangle base

Brain Breaks



**Move and
Freeze**

P.E.

Success Criteria

- Keep the ball close to your feet using soft touches.
- Use different parts of your foot to control the ball.
- Use soft touches with your feet to keep good control.

Whole Child Objectives

Social: To be helpful towards others.

Emotional: To show honesty, admitting if my ball has been taken.

Thinking: To identify which skills I need to improve on.

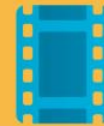
Equipment



CONES
x 30



PLAYGROUND BALL
x 30



DRIBBLING WITH FEET
Video

Open

Download

Warm Up and Introduction

Hats:

Pupils take one cone each and place it in a space. They travel in and out of the cones choosing their own movement action e.g. jogging, skips, high knees, side steps etc. When the teacher says 'hats,' pupils quickly find a cone and place it on their head. They change their travelling action each time.

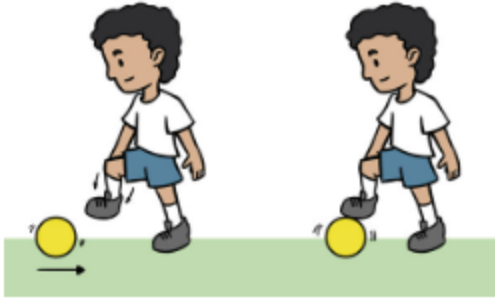
Use the opposite hand to leg when skipping and running. Move into space, keep your head up and look out for others. Communicate and help others to find spare cones.

Make this harder by adding in a countdown from five, by which time all the pupils must get a cone. If they don't all have a cone by the time you get to zero, teacher wins 1 point, if they do, the pupils win 1 point.

Skill Development

Stop with control:

Pupils stand by a cone with one ball each. Explain that when you want pupils to stop, they must keep their ball still by resting one foot on top of it. Pupils practise this.



Moving with the ball:

Use the cones already laid out.

- **Walk with the ball:**

A Pupils take their ball for a walk, moving the ball along the floor with any part of their foot. Call 'stop' a couple of times and praise pupils who do this effectively by putting their foot on top of the ball.

Use soft touches to keep the ball close for good control.

Make this harder by travelling around the cones or specify a part of the foot to use e.g. the sole, outside, inside, toes, heel of the foot.

B Pupils must high five other pupils that they pass whilst keeping their ball under control.

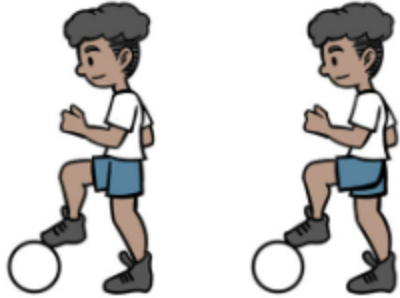
Skill Development

Traffic lights:

Pupils have one ball each that they dribble around the area. Teacher calls out:

- red: stop
- amber: five toe taps on the ball

Teacher note: toe taps are where you gently tap the ball with one foot and then the other. Standing foot must take your weight to keep balanced.



- green: meaning go, continue dribbling

Make this harder by holding up cones of each colour instead of calling the colours out. This will encourage pupils to keep their heads up whilst dribbling.

Skill Development

Sharks:

Pupils have one ball each and begin on one side of the area, they are the fish. One pupil begins in the middle without a ball, they are a shark.

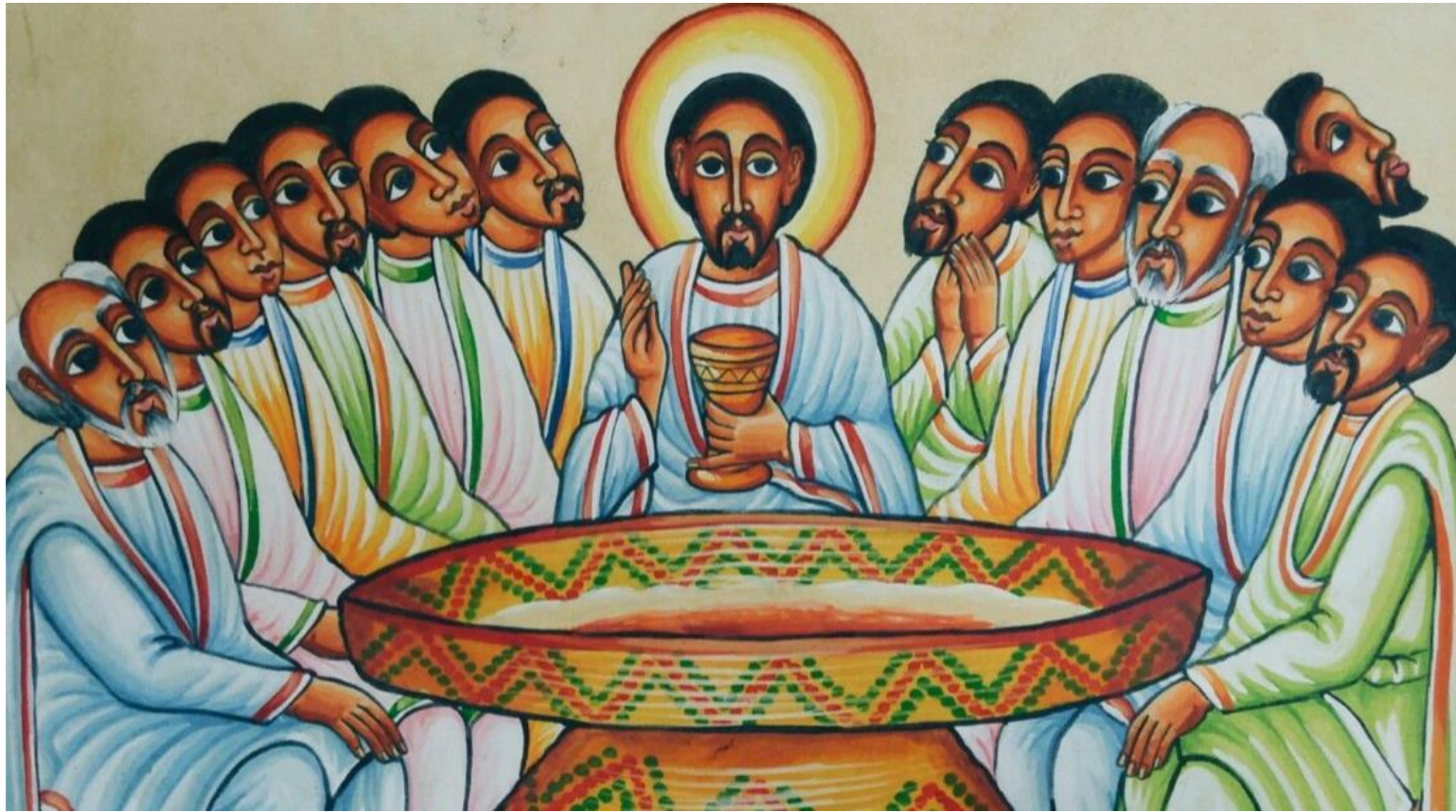
- On the teacher's command 'go,' fish dribble their ball to the other side, keeping it under close control.
- If a fish loses control of the ball and the shark is able to place their foot on top of it, the fish puts their ball away and joins the shark in the middle.
- Play until there are only a few fish left.

Keep looking ahead to see the space and the sharks. Be honest when your ball is taken. Keep the ball close and under control using soft touches.

R.E.

29.03.23

T.B.A.T. Understand about the resurrection of Jesus in the Easter story.



How do you know?

1. Who is the person in the middle?
2. Who are the people around him?
3. What event is this in the Easter story?

3
in
3

Talk to your partner

Can you remember what happened in the lead up to Jesus being arrested?

Who do you think the person looking away from Jesus is?

Why do you think that?

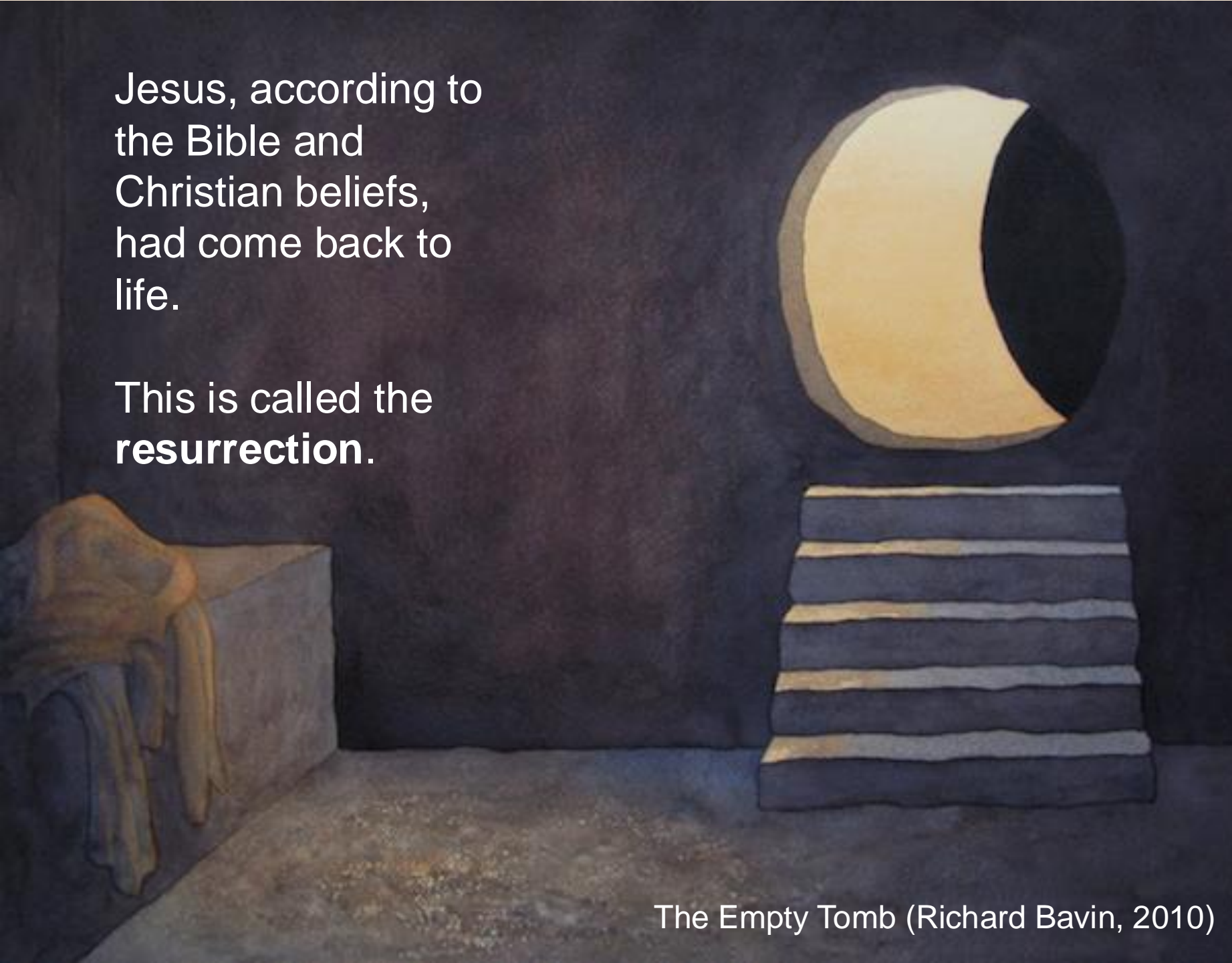


What happened to Jesus once he was arrested?

We are now going to look at the next part of the Easter story, the resurrection of Jesus.

Jesus, according to the Bible and Christian beliefs, had come back to life.

This is called the **resurrection**.



Very early on the first day of the week, the women came to the tomb where Jesus' body was laid. They found that the stone had been rolled away from the entrance of the tomb. They went in, but they did not find the body of Jesus.

The Empty Tomb (Richard Bavin, 2010)

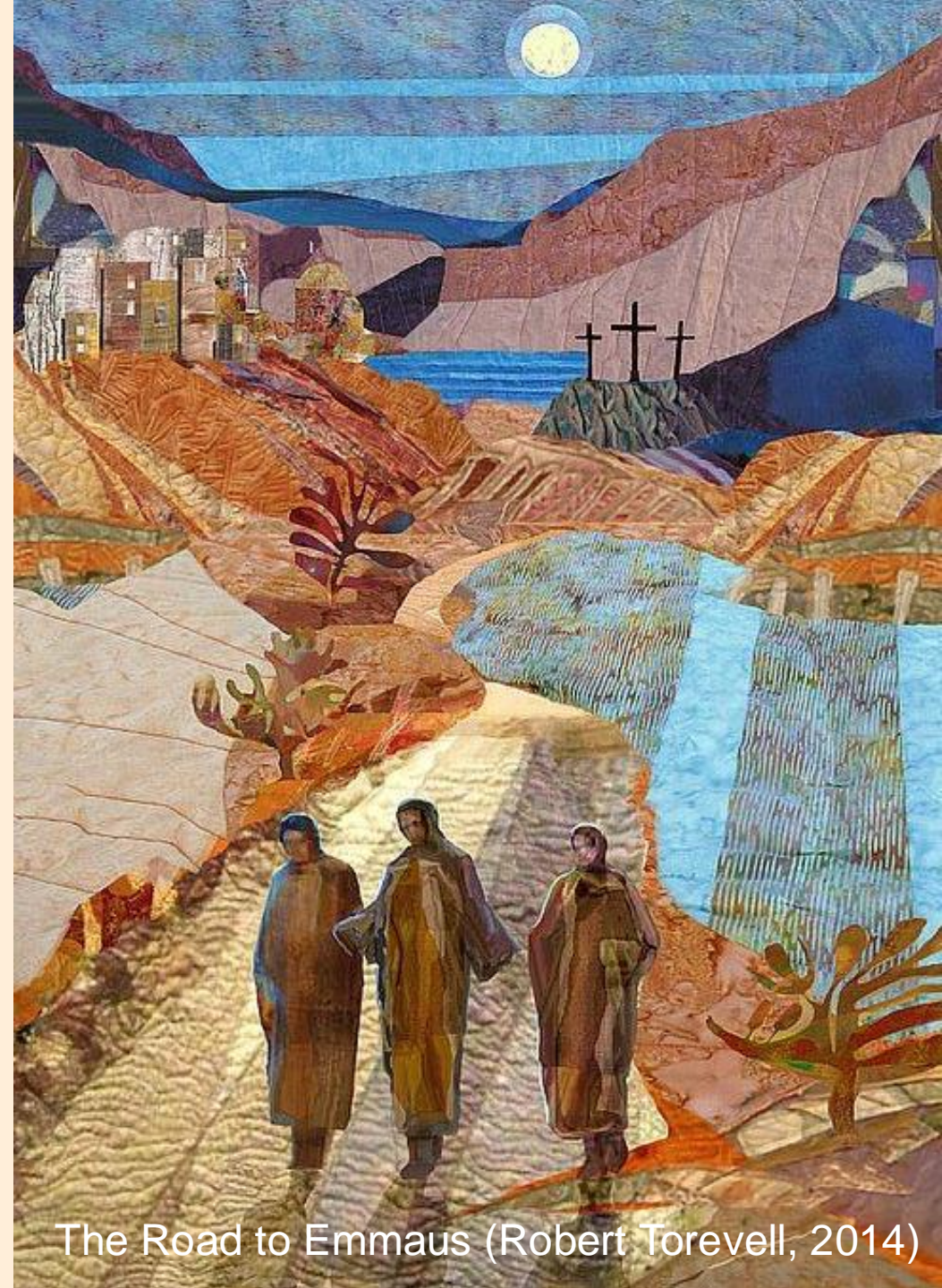
The women left the tomb and told all these things to the 11 disciples and the other followers.

The women told the disciples everything that had happened at the tomb. But they did not believe the women. It sounded like nonsense.

Peter got up and ran to the tomb. He looked in, but he saw only the cloth that Jesus' body had been wrapped in. Peter went away to be alone, wondering about what had happened.

That same day two of Jesus' followers were going to a town named Emmaus. It is about seven miles from Jerusalem. They were talking about everything that had happened. While they were discussing these things, Jesus himself came near and began walking with them.

Jesus sat down with them and took some bread. He gave thanks for the food and divided it. Then he gave it to them. And then they recognised Jesus. But when they saw who he was, he disappeared. They said to each other, "When Jesus talked to us on the road, it felt like a fire burning in us. It was exciting."



The Road to Emmaus (Robert Torevell, 2014)

Then the two followers told what had happened on the road. They talked about how they recognized Jesus when he divided the bread.

While the two followers were telling this, Jesus himself stood among those gathered. He said to them, “Peace be with you.”

They were fearful and terrified. They thought they were seeing a ghost. But Jesus said, “Why are you troubled? Why do you doubt what you see? Look at my hands and my feet. It is I, myself! Touch me. You can see that I have a living body; a ghost does not have a body like this.”

After Jesus said this, he showed them his hands and feet. The followers were amazed and very happy. They still could not believe it.



Can you re-tell the story of Easter?

The Easter Story

Draw your own pictures to show what happened.

Palm Sunday

Maundy Thursday

Good Friday

Holy Saturday

Easter Sunday

On Sunday,



Jesus had risen from the dead.

On Thursday,



Jesus died on a cross and was put in a tomb. People were sad.

On Friday,



Jesus had a supper with his friends.

On Saturday,



Jesus remained in the tomb.

On Sunday,



Jesus walked on palm leaves.