

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

Unscramble these words.

hbta _____ naiga _____

Finish each sentence with a word from the box.

1. We don't have _____ milk left for breakfast this morning.
2. I am hiding _____ the couch.
3. We're going to the beach today _____ it is warm and sunny.
4. I will finish my homework _____ soccer practice.

Write your own sentence for each of these words.

1. beautiful _____

2. both _____

02.4.25



Spelling

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

Find the words from the list in the wordsearch below. The words can be written vertically or horizontally and might be forwards or backwards.



r	o	n	i	f	d	r	c	l	o	r
d	f	e	r	d	k	i	n	d	l	d
n	i	g	h	r	e	n	f	o	e	c
h	n	e	c	h	i	l	d	a	d	h
c	d	o	r	f	c	o	h	d	o	i
a	l	m	i	n	d	c	a	u	o	l
r	b	e	c	a	u	s	e	k	r	d
e	o	r	m	h	i	n	d	u	d	r
d	n	f	u	s	p	o	o	r	k	e
l	b	a	c	h	k	d	f	a	h	n
o	f	l	o	o	r	s	o	m	o	l

door
floor
poor
because
find
kind
mind
behind
child
children

Youngs Spelling

Which word on the list is missing from the wordsearch above?

Write a sentence using this missing word below.

LITERACY

Wednesday 2nd April
TBAT: write a poem
3 in 3

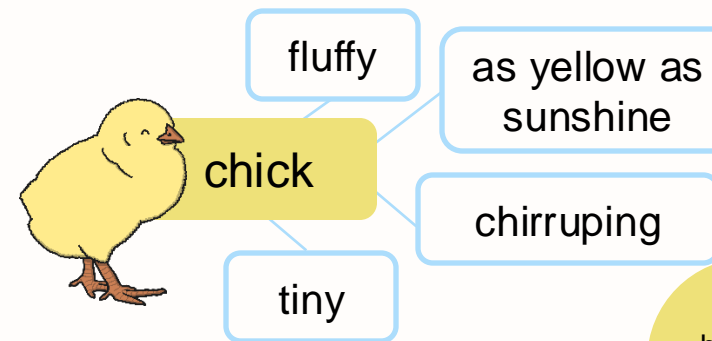
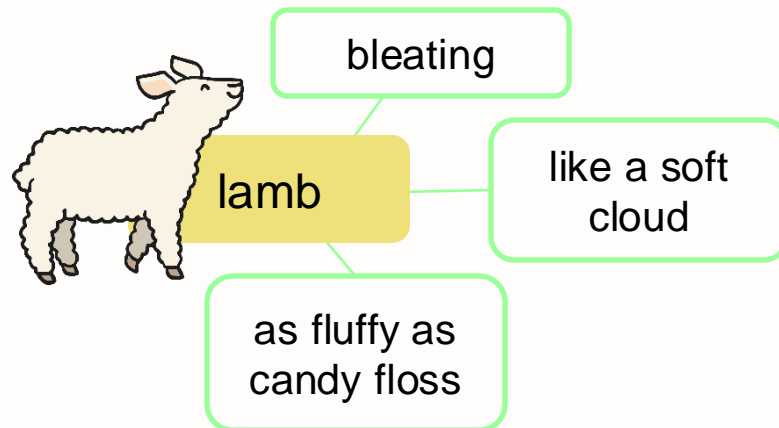
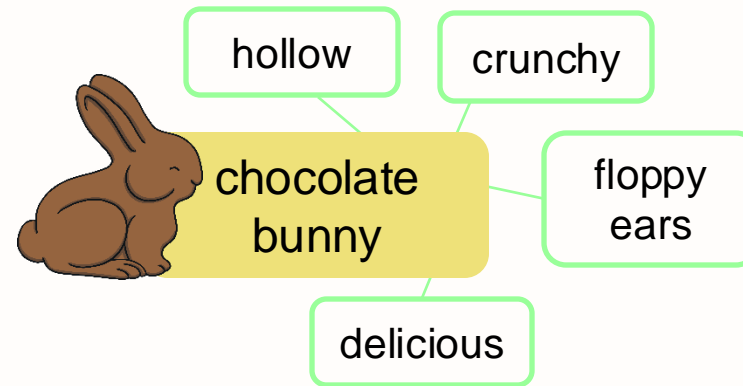
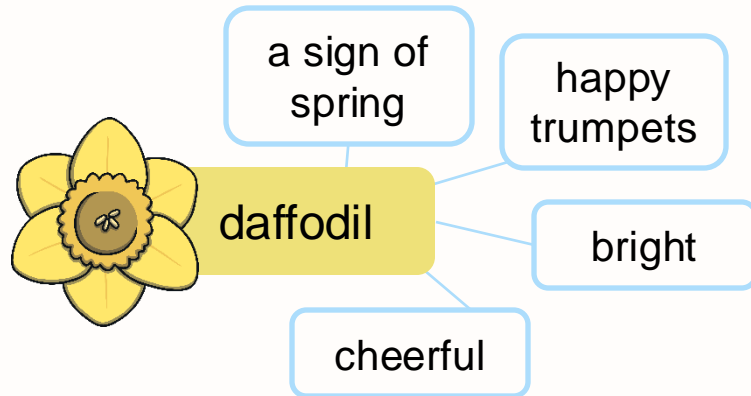
Can you write 3 of the words into sentences?
Use one word or phrase from each box in your sentences.

In the morning,	young girl	because
Late in the day,	lovely boy	so
It was a long day	unusual frog	next
One sunny, hot day,	quiet lamb	but

It was a long day and the unusual frog was sitting by the pond but ...

Recap your ideas from yesterday

Let's make a shape poem describing spring objects or animals!
As a group, choose 2 or 3 of these spring objects or animals and brainstorm some words or phrases to describe them.

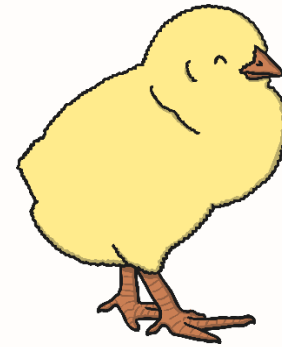
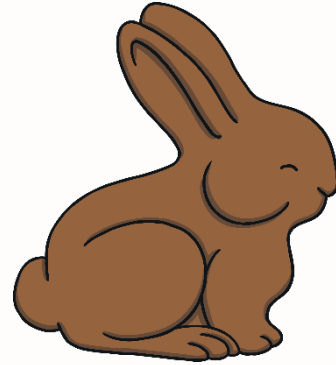
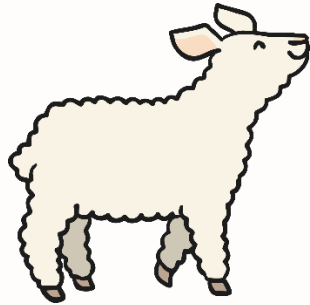
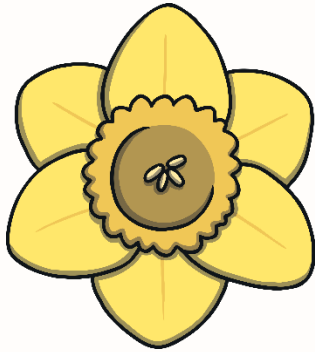


Click here for answers

It's Your Turn to Write a Shape Poem

Now, choose **one** object or animal.

Using the ideas you brainstormed as a group and an outline of the object or animal you have chosen, create your shape poem.

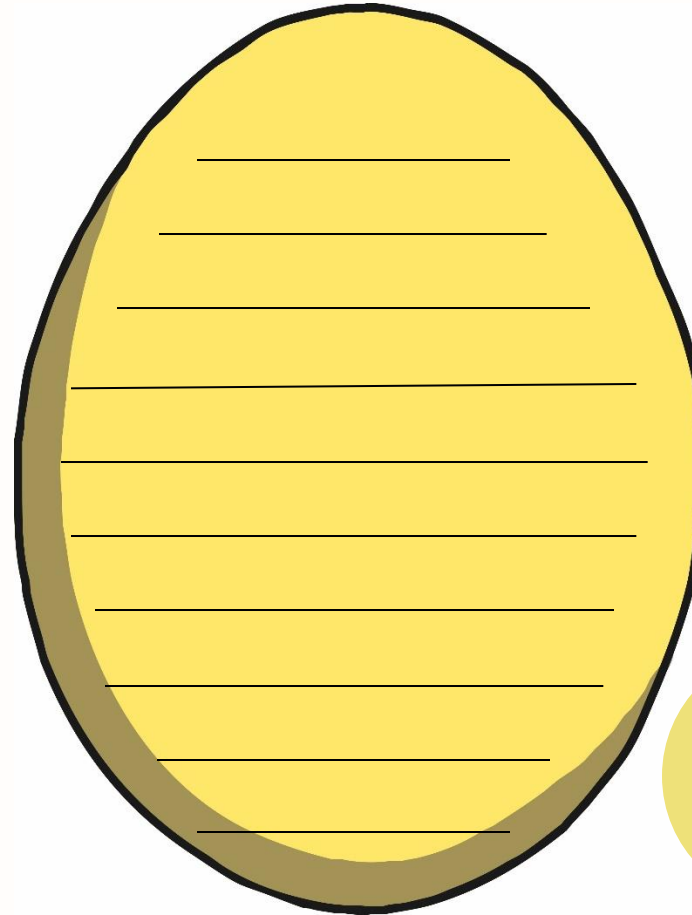


- Remember to stay inside the lines of the picture, starting a new line when you get close to the edge.
- Don't forget to use full stops and capital letters.
- Try to use alliteration or similes if you can.
- This will make your shape poem more exciting and descriptive.

Let's Try it!

Here are some lines written using the adjectives and phrases that we brainstormed. Oh no, they're all mixed up! Can you put them into the right order to make the shape of the Easter egg? Use the length of the lines and the punctuation to help you.

excitingly edible. I choose
reach my nose and tease my taste
one and peel it carefully like
A basket of
chocolatey filling, as gooey
So elegant, enticing and
and dark as mud.
multi-coloured treasure.
an orange. Sweet smells
buds. I discover a delicious,



Click
here for
answers



Daffodil

The colour of _____

Your petals remind me of _____

A trumpet like _____

When I see you I feel _____



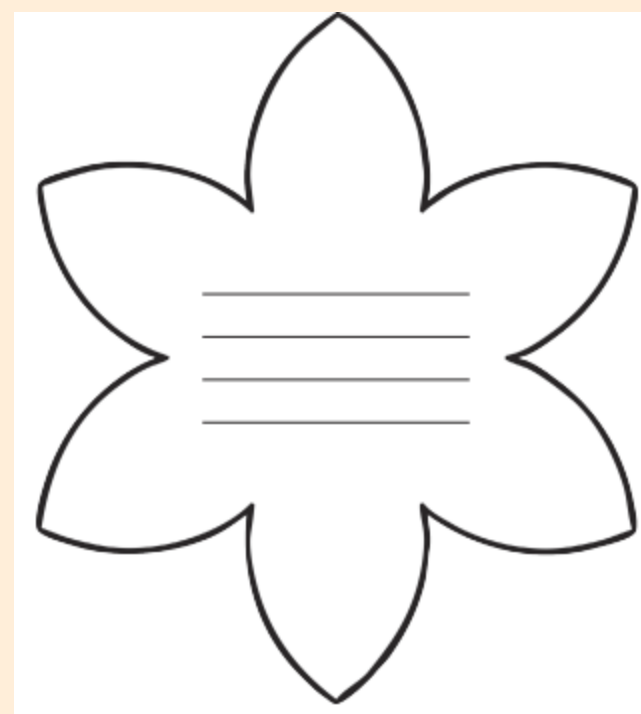
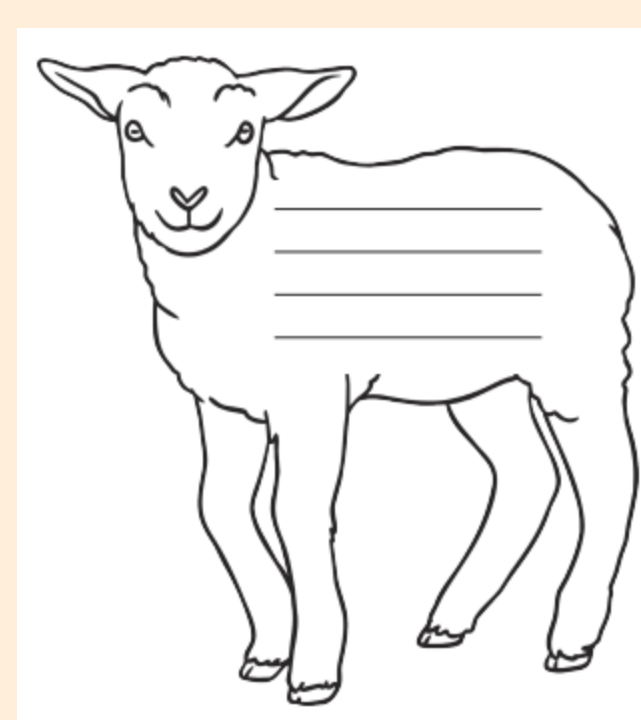
Spring Lamb

As fluffy as _____

As soft as _____

A nose like a _____

When I cuddle you, I feel _____



MATHS

02.04.25

T.B.A.T. compare and sort 2D and 3D shapes

1

Ben has 18 marbles and Jinny has 27 marbles. How many more marbles does Jinny have?



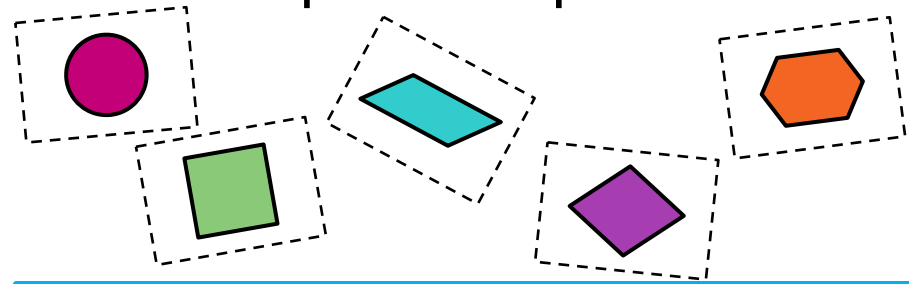
2

Sam has 10 stickers, Ajay has 30 stickers and Kemi has 60 stickers. How many stickers are there altogether?



3

Which shapes are quadrilaterals?



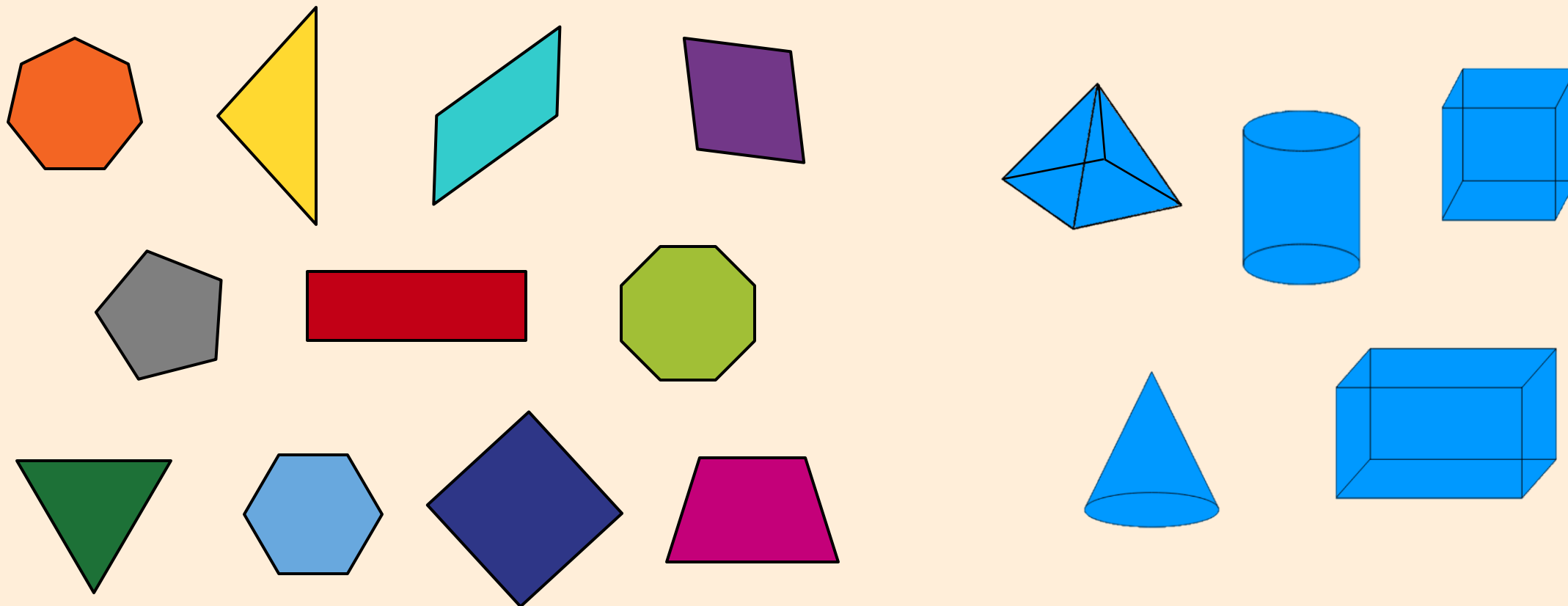
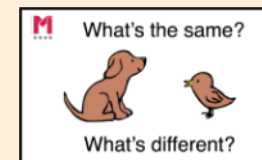
CHALLENGE:

Explain what a quadrilateral is.

A quadrilateral is

Choose a shape each

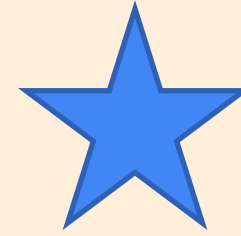
- What's the same and what's different?





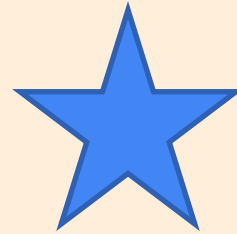
sorting

right angle



branching database

edge

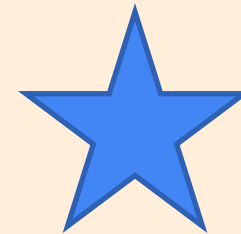


vertices



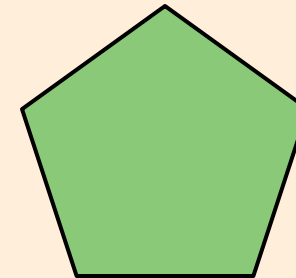
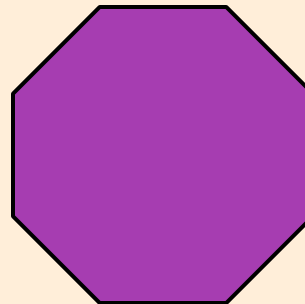
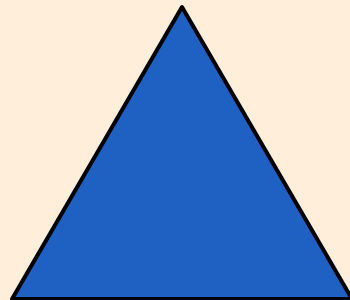
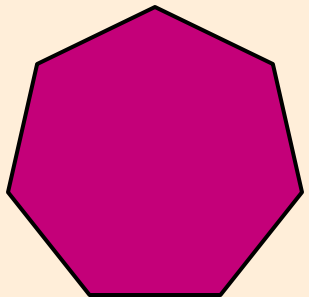
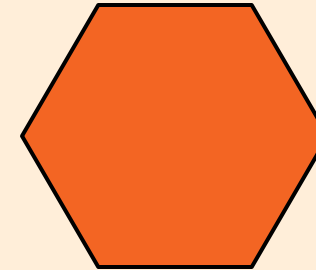
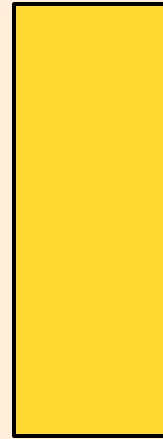
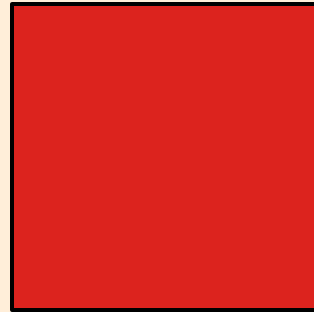
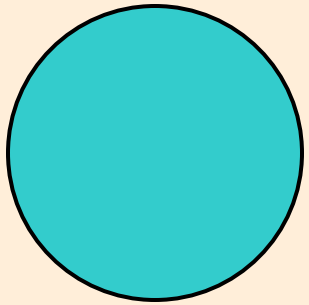
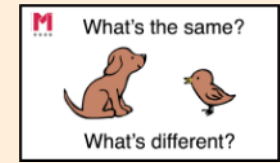
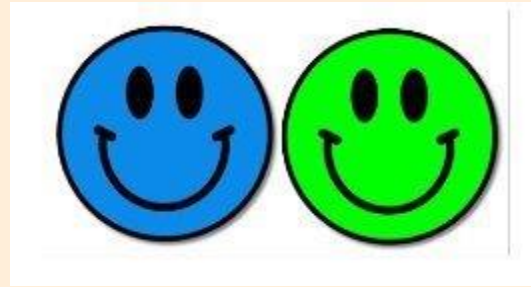
apex

base

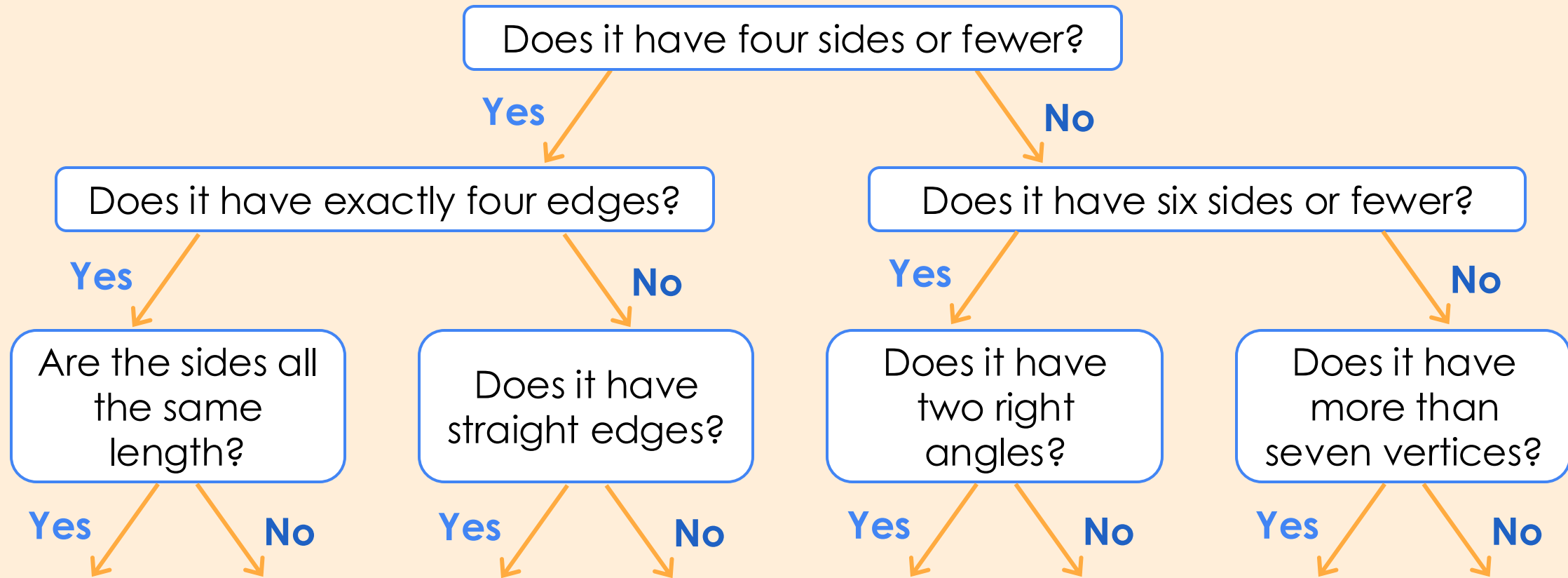
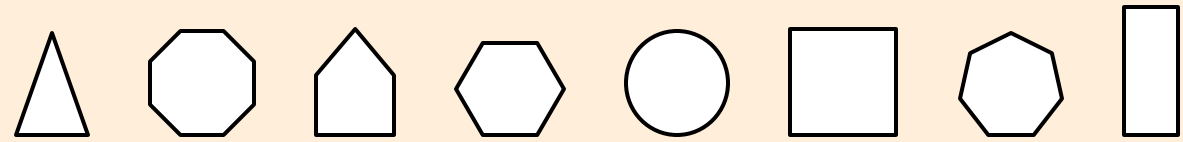


What 2-D shapes can you name?

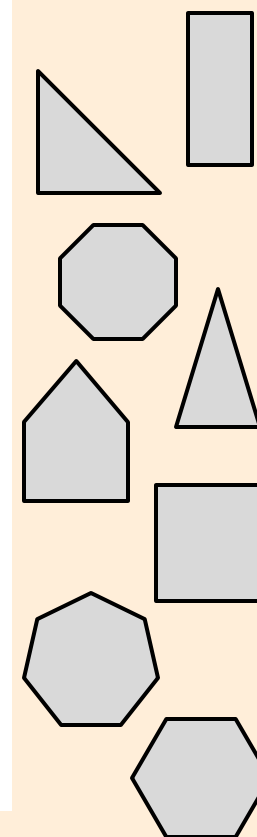
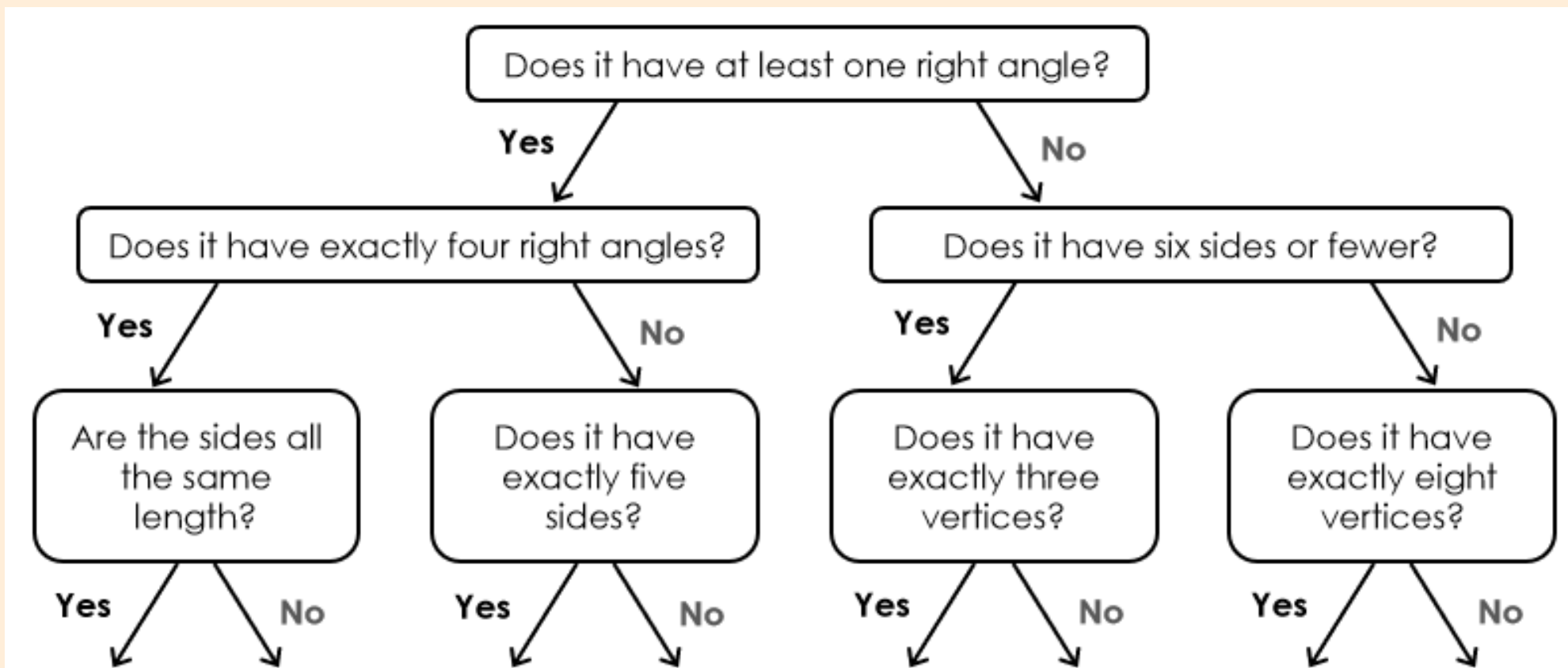
- What's the same? What's different?



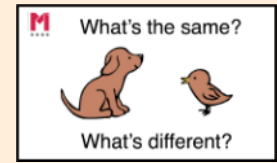
Branching database



Sort the shapes using the branching database

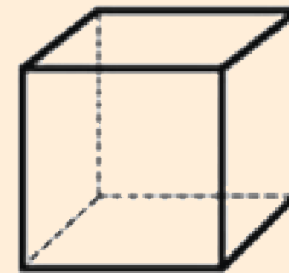
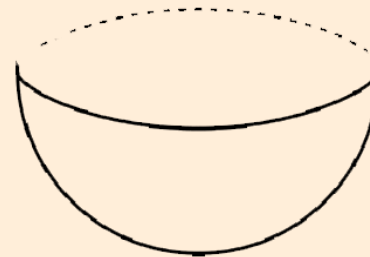
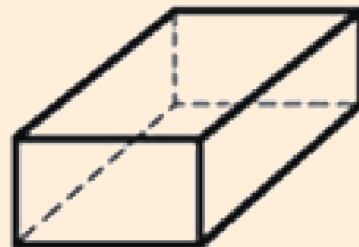
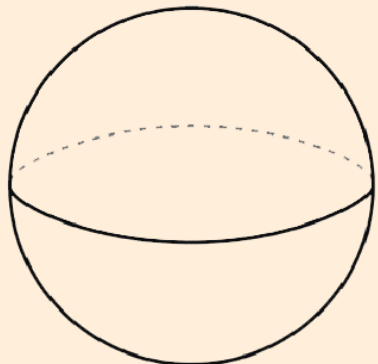
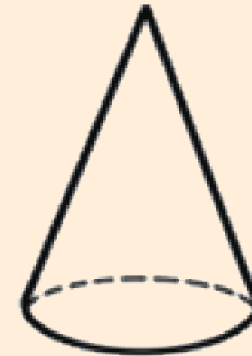
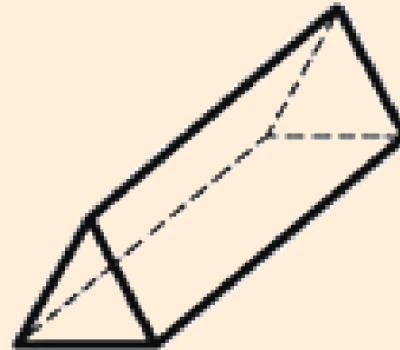
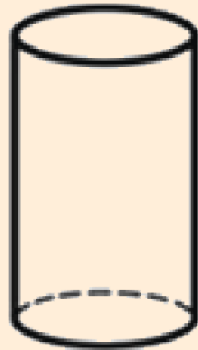
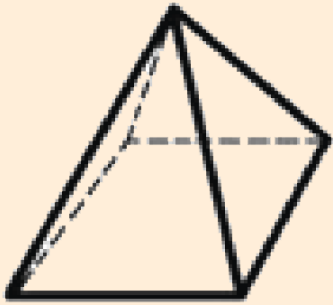


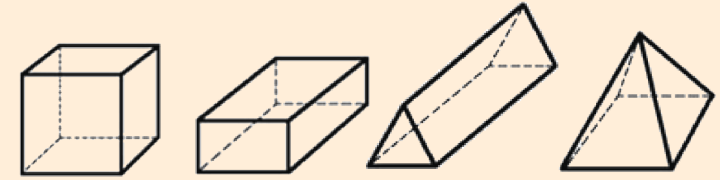
- sorting branching database edge
- vertices apex base right angle



What 3-D shapes can you name?

- What's the same? What's different?





Has four faces or fewer

Yes

No

[Redacted]

[Redacted]

Yes

No

Yes

No

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Yes

No

Yes

No

Yes

No

Yes

No

Has more than six vertices

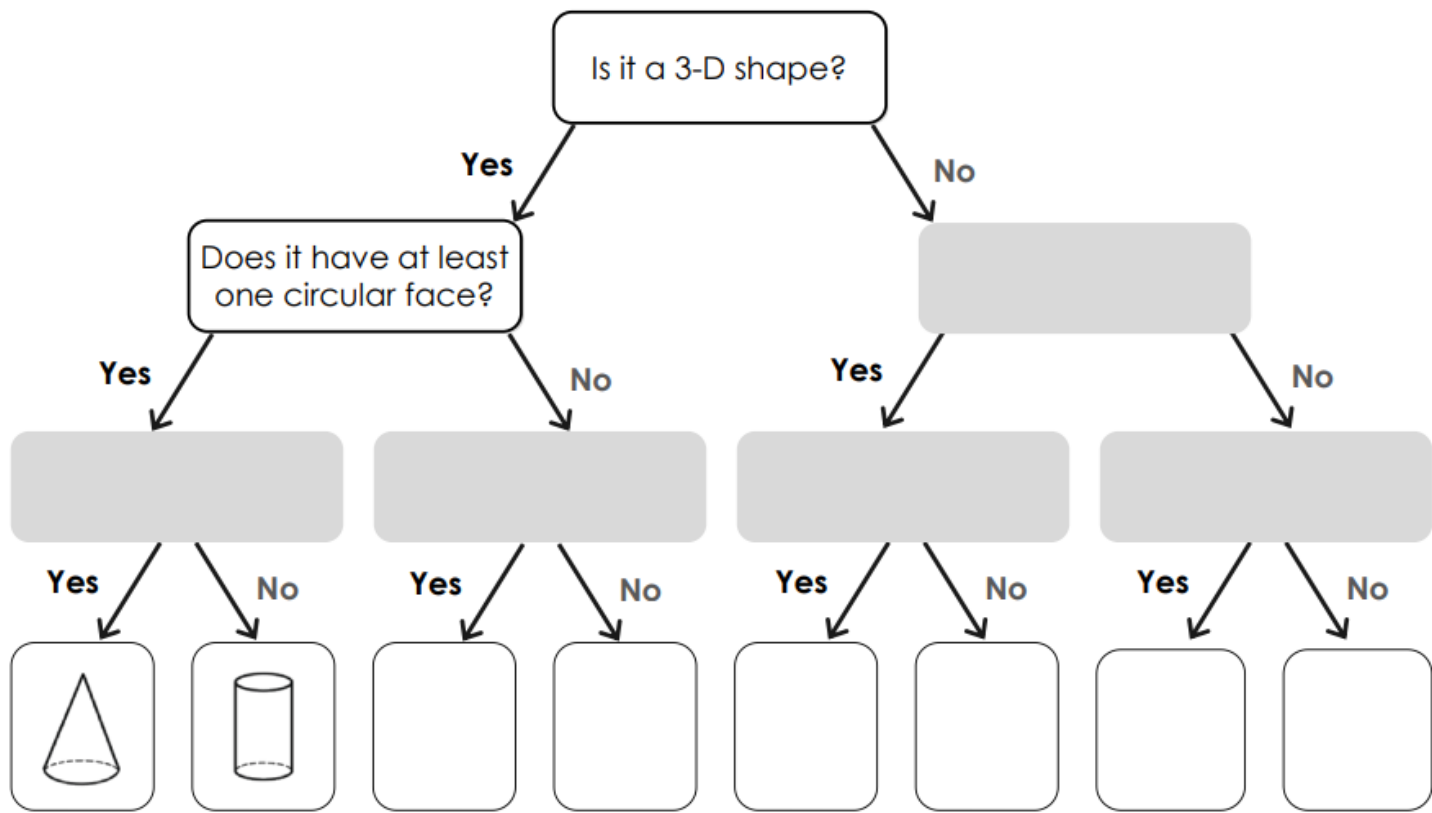
Has square faces

Has one edge

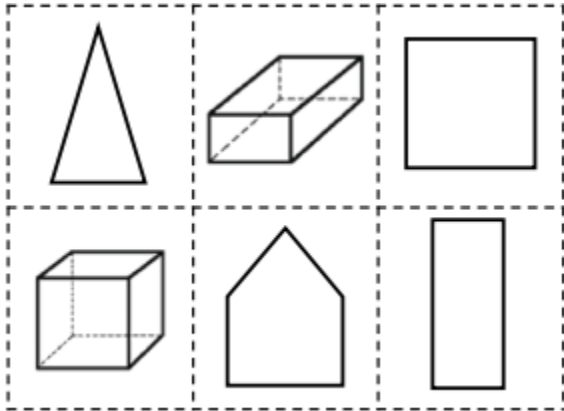
Has one apex

Has one square face

Has two circular faces

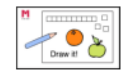


- Does it have exactly four vertices?
- Does it have six square faces?
- Are four of its sides the same length?
- Does it have two right angles?
- Does it have one apex?



Challenge

What shape am I?

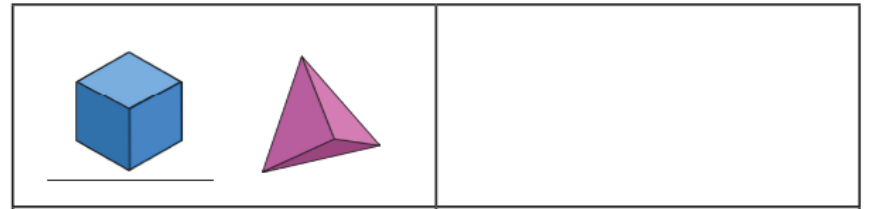


Use the clues to draw each shape.

I am a 2-D shape. I have four sides and four vertices. I have four right angles. My sides are not all the same length.	
I am a 3-D shape. I have two circular faces and one curved surface. I have no vertices.	
I am a 3-D shape. I have four triangular faces. I have four vertices and six edges.	
I have three sides and three vertices. I have one right-angle. I am a 2-D shape.	

Greater Depth

Describe the similarities and differences between the properties of the 3D shapes.



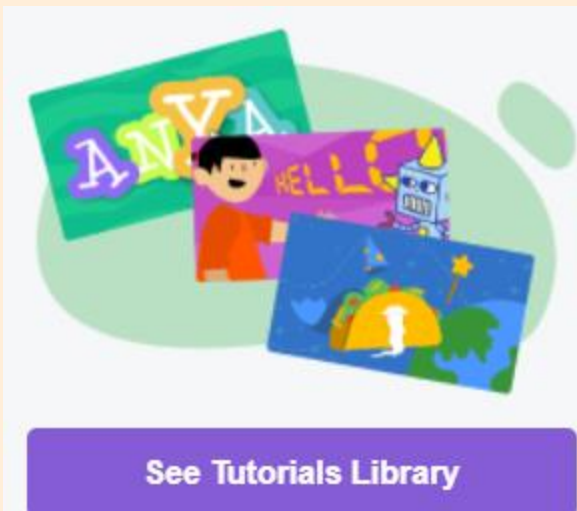
Brain Breaks



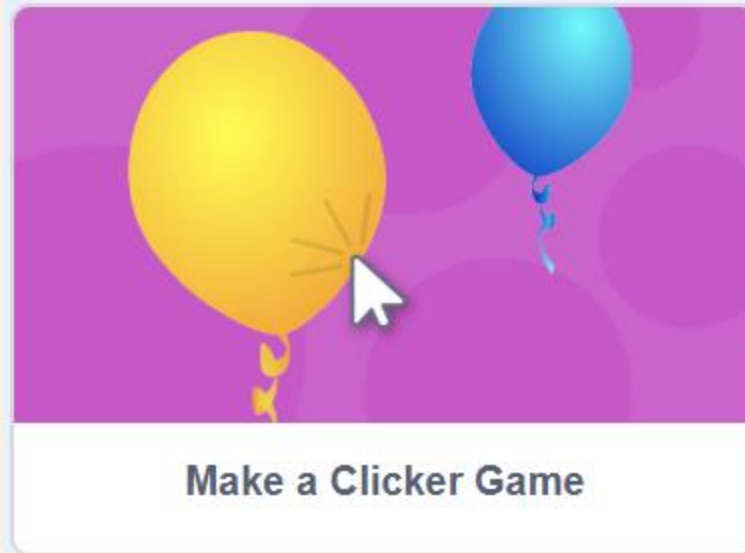
COMPUTING



Ideas



Games



P.E.

To develop kicking a ball.

Success Criteria

- Direct the inside of your foot at your target.
- Use soft touches with your feet to keep good control.
- Use the inside of your foot to kick the ball.

Whole Child Objectives

Social: To share my learning with others.

Emotional: To show honesty when playing competitively.

Thinking: To understand simple tactics e.g. if I kick the ball away from others I will score more points.

Equipment



CONES
x 30



PLAYGROUND BALL
x 15



PASSING
Video

Open

Download



RECEIVING THE BALL
Video

Open

Download

Warm Up and Introduction

Safe space:

Pupils begin in a space. They jog around, moving in and out of each other. Q: Why is it important to move into space away from others? *To stay safe.*

Move with good control and technique.

Q: What movement could we use to change the travelling action? Take the pupils' suggestions and repeat.

Make this harder by moving in a smaller space this will challenge the pupils to negotiate space.

Hats:

Pupils place a cone 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

Practise kicking:

A Q: How can you stop and control a ball? *By resting one foot on top of it.*



In pairs, pupils stand 5m apart. One pupil rolls the ball to their partner for them to kick it back. Repeat a few times then change over.

Stop the ball and control it first by placing your foot on top of it. Place non-kicking foot next to the ball. Use the inside of the foot. Direct the inside of the foot at the target.

Make this easier by allowing the kicker to begin with the ball.

B In pairs, pupils practise kicking the ball to each other.

Stop the ball first by cushioning it and placing your foot on top of it before kicking it back.

Make this harder by increasing the distance pupils stand away from each other.



Skill Development

Cone to cone:

In their pairs with one ball and two cones. Each pupil places a cone in space.

A One pupil begins with the ball at one cone and their partner must start at the other cone, not too far away. Pupils pass the ball to their partner, then move to find a new cone. Q: Do you think you should move to cones far or close to your partner? *Close for more success.*

Control the ball and stop it before passing it back.

B Challenge pupils to see how many passes they can complete in a certain amount of time. Give pupils time to discuss how to improve them, repeat the challenge to see if they can improve on their score.

Avoid the cones:

Pupils pass and move around the space, this time avoiding the cones. They can now use their dribbling skills from last lesson if they need to move with the ball.

Q: What do you need to do when dribbling? *Keep the ball close with soft touches. Keep your head up to see the cones and other people.*

How many passes can they do in two minutes? Then, remind them of the teaching points and repeat. Can they beat their score?

Communicate with your partner to avoid others and the cones.

Skill Development

Kick cricket:

In groups of four with two cones and one ball. One pupil begins at a cone as the 'kicker.'

- The kicker kicks the ball and then runs to a cone approx. 7m away and back.
- Each time they reach a cone, they score a point.
- All other pupils must collect the ball, pass it to each player then place it back on the start cone as quickly as possible.
- The kicker has three turns, adding their points each time.

Rotate the roles.

Kick the ball with one smooth controlled action. Think about where to kick the ball to be able to score the most points. Communicate with the other pupils to decide who should collect the ball. Stop and control the ball before passing it on.

Make this harder for the kicker by having a pupil roll the ball to them before they kick it.

