

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)

22/04/25

Write 2 sentences about this picture using the word bank below. It should include:

- Capital letters
- Punctuation
- An expanded noun phrase
- Adverb
- Subordinating conjunction



bright

kind

gently

sunny

brave

echoing

wobbly

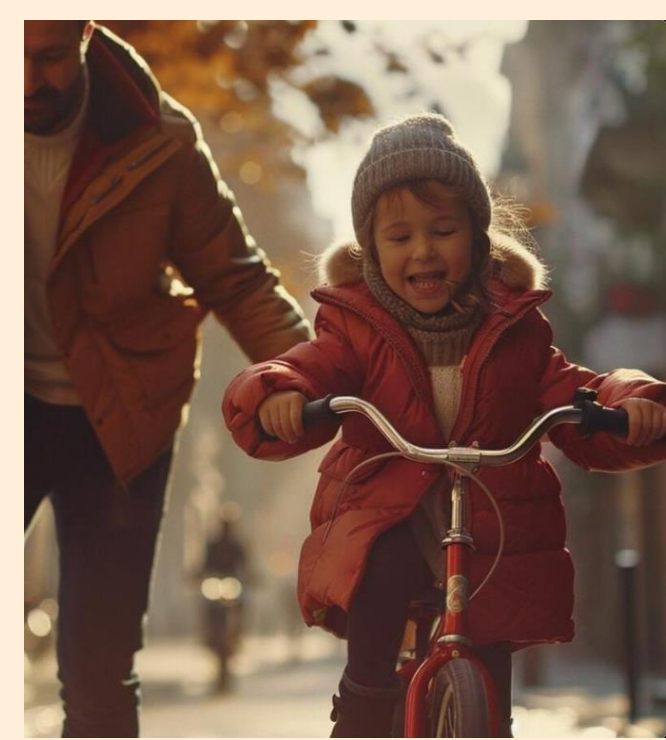
confident

happily

nervous

beautiful

laughter





Tuesday 22nd April
TBAT: retrieve information
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 boy	because
Late in the day,	lovely child	so
It was a long day	pretty cow	next
One sunny, hot day,	quiet dog	but

It was a long day and the pretty cow was in the field but ...



What information can you get from these photographs?



What predictions can we make?

What does the word 'family' mean?





Tell your talk partner about
your family.

I live with ...

In my family we have ...

Brain Breaks



Tuesday 22nd April
TBAT: retrieve information

Read the text
carefully to find out
about Sam and his
family.

This Is My Family

Hi, I'm Sam! This is my family. I have a small family. We're very happy because we do lots of fun things together. We live in Manchester, Iowa.



This is me. My name is Sam and I'm 12 years old. My favorite color is green and I like riding my bike. Every day, I get up early and take a shower. I have cereal for breakfast. Then, I walk to school with my dad. In the evenings, I dance at my dance class. On the weekends, I always go to the park with my friends.

This is my sister. Her name is Josie and she's 16 years old. She is in high school and wants to be a doctor. She studies a lot because she needs very good grades.



This is my dad. His name is Andy. He's an amazing dad. He's a teacher and loves cooking. Every day, he walks to school with me. In the evenings, he makes pizza or plays the guitar with his friends. He wants to be in a band!

Tuesday 22nd April

TBAT: retrieve information

1. Where does Sam's family live?
2. What does Sam like?
3. When does Sam dance?
4. What does Josie want to do?
5. Why does she study a lot?
6. What does his dad do in the evening?
7. What is Andy's job?
8. What does his dad hope to do?

1. Where does Sam's family live? *Sam's family live in ...*
2. What does Sam like? *Sam likes to ...*
3. When does Sam dance? *Sam dances in the ...*
4. What does Josie want to do? *Josie wants to be a ...*
5. Why does she study a lot? *She studies a lot because ...*
6. What does his dad do in the evening? *His dad ...*
7. What is Andy's job? *Andy is a ...*
8. What does his dad hope to do? *His dad hopes to ...*

Assembly 10.00

MATHS

21.04.25 T.B.A.T. describe the position of an object

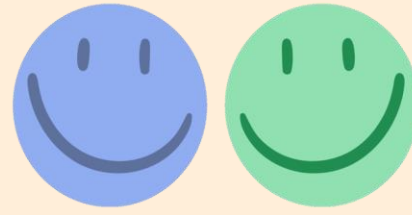
3 IN 3

1
49 - 7 =

2
70 - = 50

$3\frac{1}{2}$ of 26 =

Challenge: If $\frac{1}{2}$ of a number is 14, what is my number?



Using these phrases:
In front of
Next to
Behind

Describe the position of the following things.

1. The boy in the green jumper.
2. The trolley.
3. The mum in the pink jumper.



Positional vocabulary



on



above



below



under



in front of



behind



in between



next to

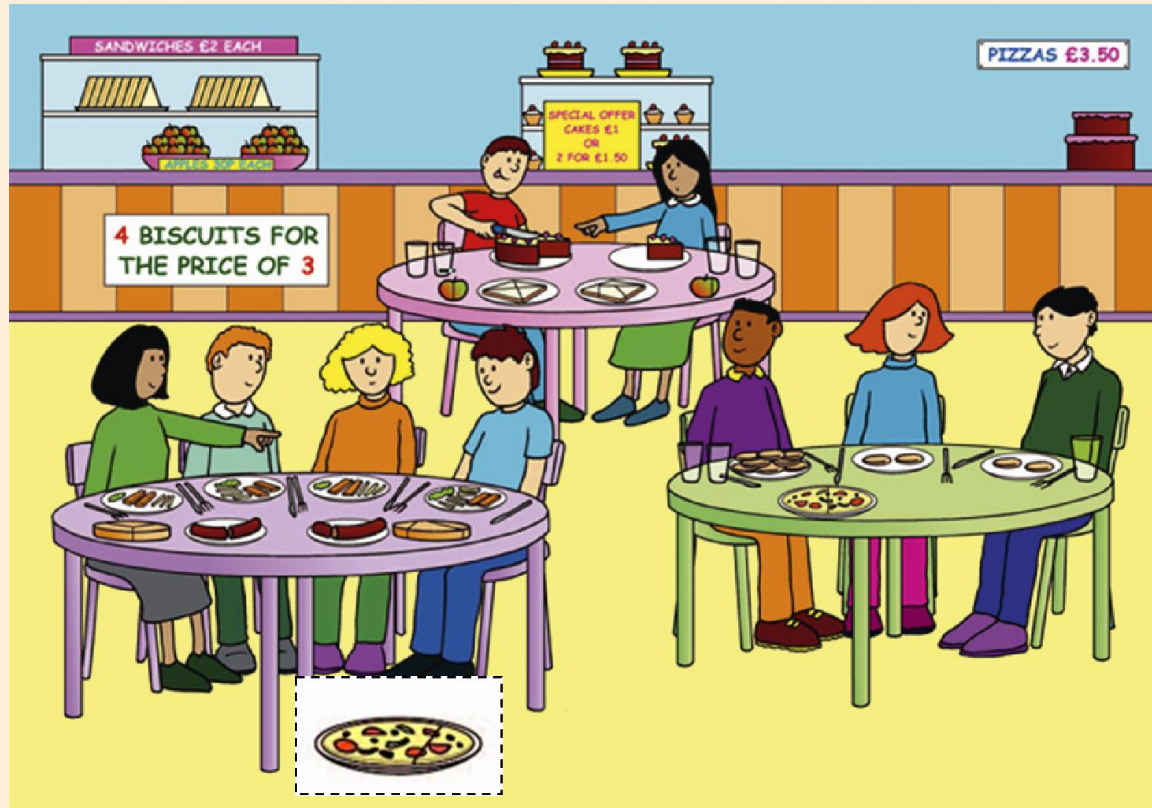


left



right

Put the
pizza under
a table.



I have put
the pizza
..... the
..... table.



on

above

below

under

in front of

behind

in between

next to

left

right



To describe the position of an object

- Look at the picture of Morrisums.
- Complete the sentences using the positional words.



The oranges are _____ the counter.



The radio is _____ the TV and the suitcase.



The checkout man is _____ the counter.



The olive oil is _____ the coffee.



The girl is to the _____ of the trolley.



The family are _____ the counter.



The tea is _____ the coffee.



The apples are _____ the bananas.



The woman is to the _____ of the trolley.



behind	above	in front of	under	left
next to	on	between	below	right



The oranges are _____ the counter.



The radio is _____ the TV and the suitcase.



The checkout man is _____ the counter.



The olive oil is _____ the coffee.



The girl is to the _____ of the trolley.



The family are _____ the counter.



The tea is _____ the coffee.



The apples are _____ the bananas.



The woman is to the _____ of the trolley.



behind	above	in front of	under	left
next to	on	between	below	right

CHALLENGE

Choose five objects in the Morrisums picture.

Describe their position, but do not name the objects.

For each object, you can use more than one sentence with positional language.

Can your partner work out what objects you have chosen?

behind	above	in front of	under	left
next to	on	between	below	right

GREATER DEPTH

3. George is tidying the playroom. He says,



Is this possible? Explain your answer.

What things can you see that are ...

 **in between**

 **below**

 **in front of**

 **behind**

 **above**

 **under**

Brain Breaks



**Move and
Freeze**

STORY 12.40 - 1.00

MUSIC 1.00 - 1.30

Unit: Weather

Musical focus: Exploring sounds
Subject link: Geography

[Collins Connect](#)

LESSON
1

LESSON PLAN

LESSON LEARNING

- Performing a rhythmic chant and playing an independent rhythm pattern to accompany it
- Listening in detail to a piece of orchestral music

WHAT YOU WILL NEED

- Three sets of untuned percussion instruments, eg tambourines, drums, wood blocks

TEACHING ACTIVITIES

Waiting for the bus

Perform a chant rhythmically and with actions

- Children:
- listen to a chant, identifying and describing the changes in the accompaniment;
 - listen to a rhythmic chant and join in with actions;
 - learn the rhythmic chant and perform with actions.

Waiting for the bus accompaniments

Perform vocal and instrumental ostinati to accompany a chant

- Children:
- use a simple score to accompany a chant with three word rhythm ostinati;
 - transfer word rhythm ostinati onto instruments in three groups;
 - perform a chant with actions and ostinati accompaniments.

Winter · The Four Seasons

Watch a performance of *Winter* by Vivaldi and consider how the music depicts the weather

- Children:
- listen to an orchestral performance and discuss how the music is descriptive;
 - compare the orchestral performance with the music that the children have performed and discuss the similarities;
 - explore the composer's own description of his music.

Support: Encourage the children to be discriminating about the sounds they select. Can they produce descriptive sounds for the words of each rhythm? They will need to think about the both volume and the accuracy of the rhythms as they accompany the chant.

VOCABULARY

- Duration
- Rhythm
- Ostinato
- Accompaniment

EXTENDED LEARNING

Working in two groups, take a well-known poem or nursery rhyme: one group repeatedly chants one line or phrase while the other group recites the complete rhyme. Try this with the children working in smaller groups or in pairs if they are confident.

♥ Wintry weather

This lesson features 'Winter' from *The Four Seasons* by Vivaldi.

ACTIVITY 1

ACTIVITY 2

ACTIVITY 3

TEACHING NOTES

Waiting for the bus

Step 1/2 - Listen

Waiting for the bus



Waiting for the bus on a winter's day,



There's an icy wind, and the sky is grey,



Shivering and shaking on the cold dark street,



So I'm rubbing my hands



as I stamp my feet.

MUSIC EXPRESS

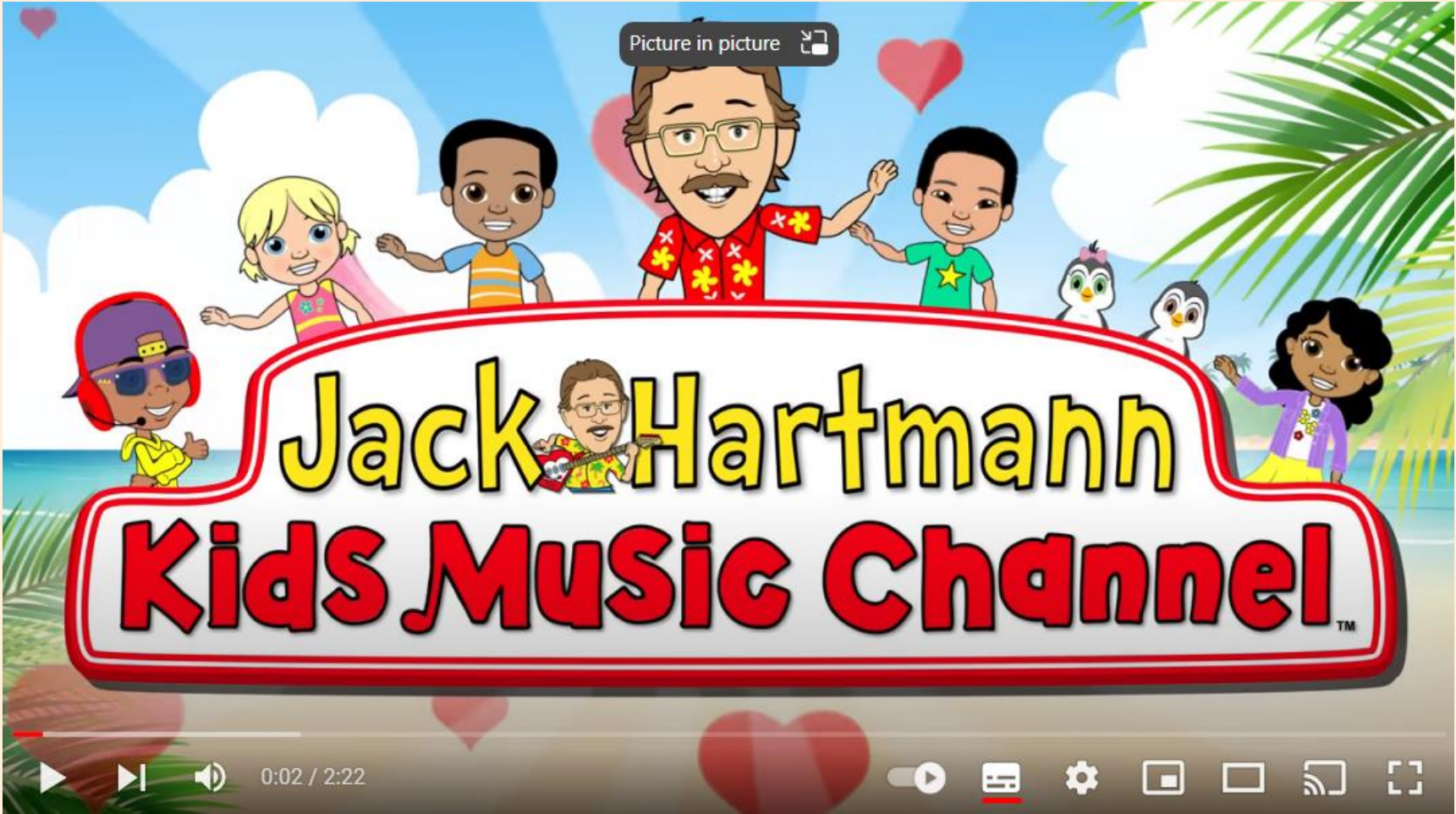


00:00 / 01:11

Performance



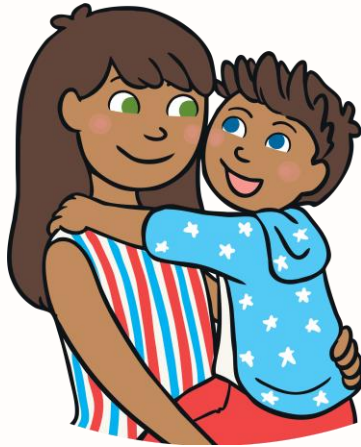
**Brain
Breaks**



[Shake Break | Brain Breaks | Jack Hartmann - YouTube](#)

P.S.H.E.

Some families have a mum.



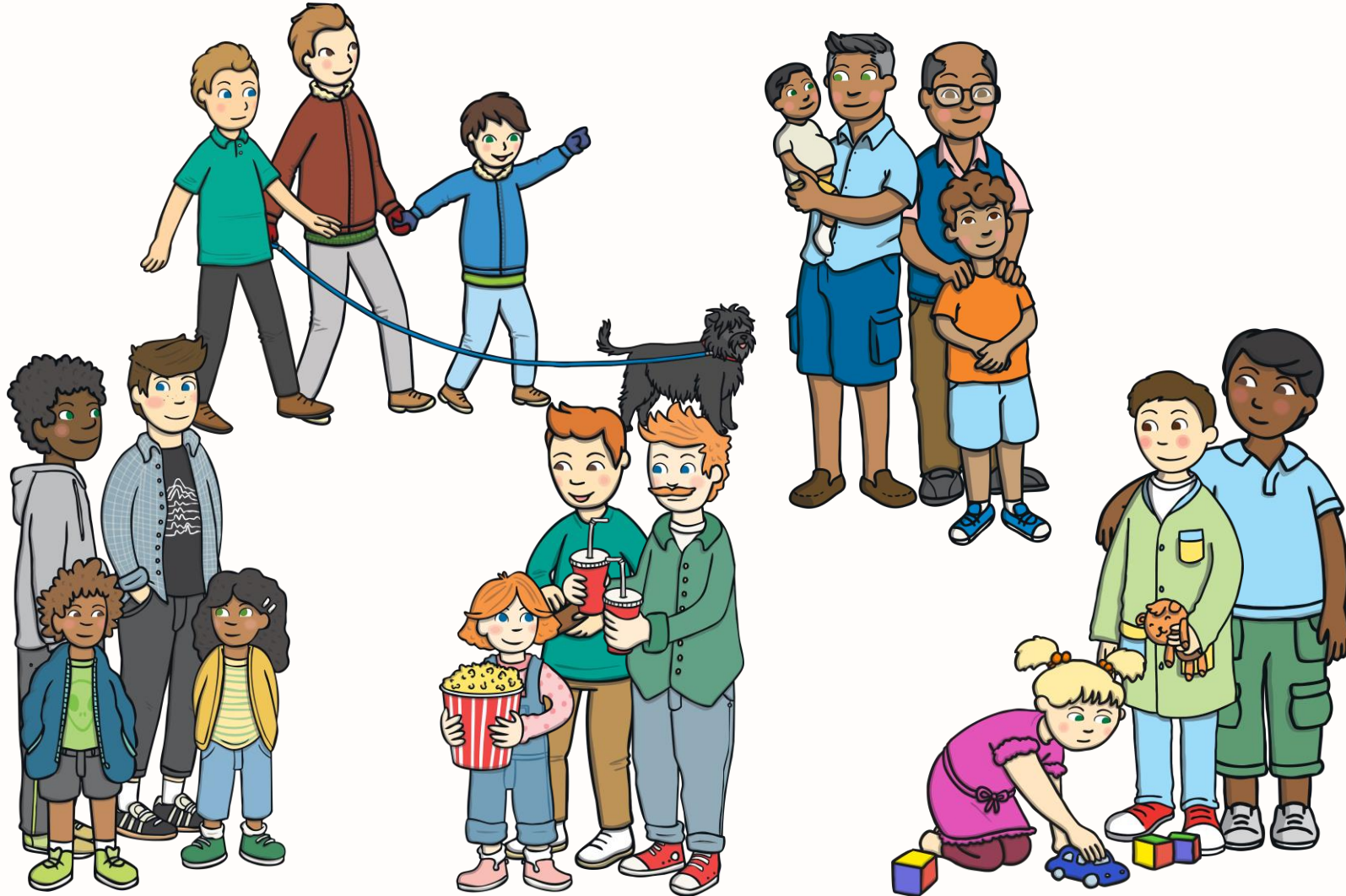
Some families have a dad.



Some families have two mums.



Some families have two dads.



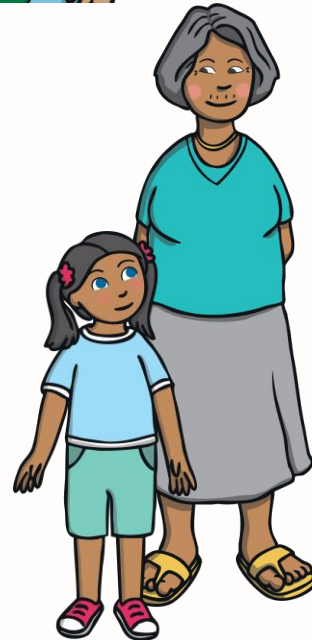
Some families have a mum and dad.



Some families have carers.



Some families have grandparents.



Some families have step-parents.



Families come in all shapes and sizes.
Love is what makes them all the same!





foster family

Share something special about your family.



stepfamily



extended family



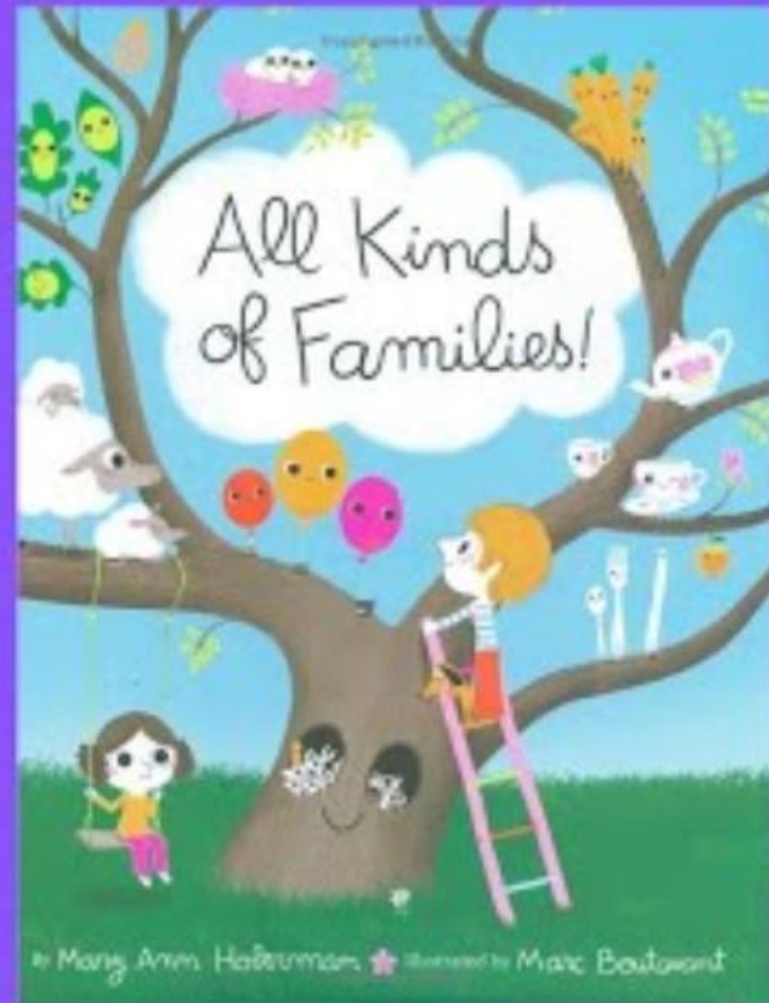
same-sex parent family



single parent family

All Kinds of Families by
Mary Ann Hoberman

Read
Aloud



Gratitude Jar: write down things they appreciate about their family members.

A rectangular writing template with a red border decorated with small white stars. The interior contains seven horizontal lines for writing. A small 'twinkl.com' watermark is visible at the bottom right corner.

A rectangular writing template with a purple border decorated with small white stars. The interior contains seven horizontal lines for writing. A small 'twinkl.com' watermark is visible at the bottom right corner.

A rectangular writing template with a green border decorated with small white stars. The interior contains seven horizontal lines for writing. A small 'twinkl.com' watermark is visible at the bottom right corner.



What Do You Need to Be a Family?

What do you think a family needs to work well and be happy? Write or draw your ideas around the thought cloud.

**Treat each other
with kindness**

Family

Discussion:

When you have completed the above activity, think and talk about the answers you have written with an adult.

Why is it important?

Is it the things people do?

Is it the people?

Remember:

