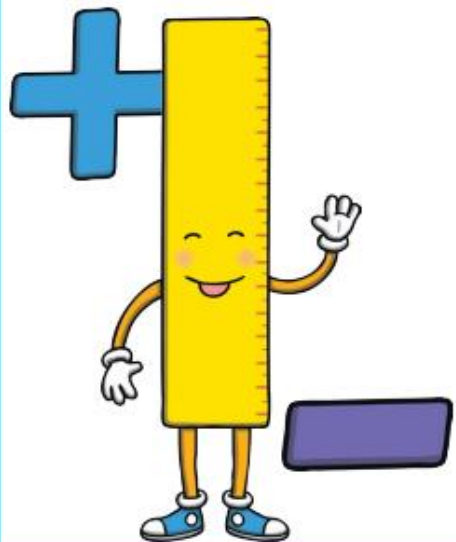


INVESTIGATORS (Miss Horton)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / 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



## SATs Survival Arithmetic Practice



$7 - 1 =$

$99 + 10 =$

$20 + 40 + 40 =$

$\square = 81 - 38$

$6 \times 5 =$

$90 \div 10 =$

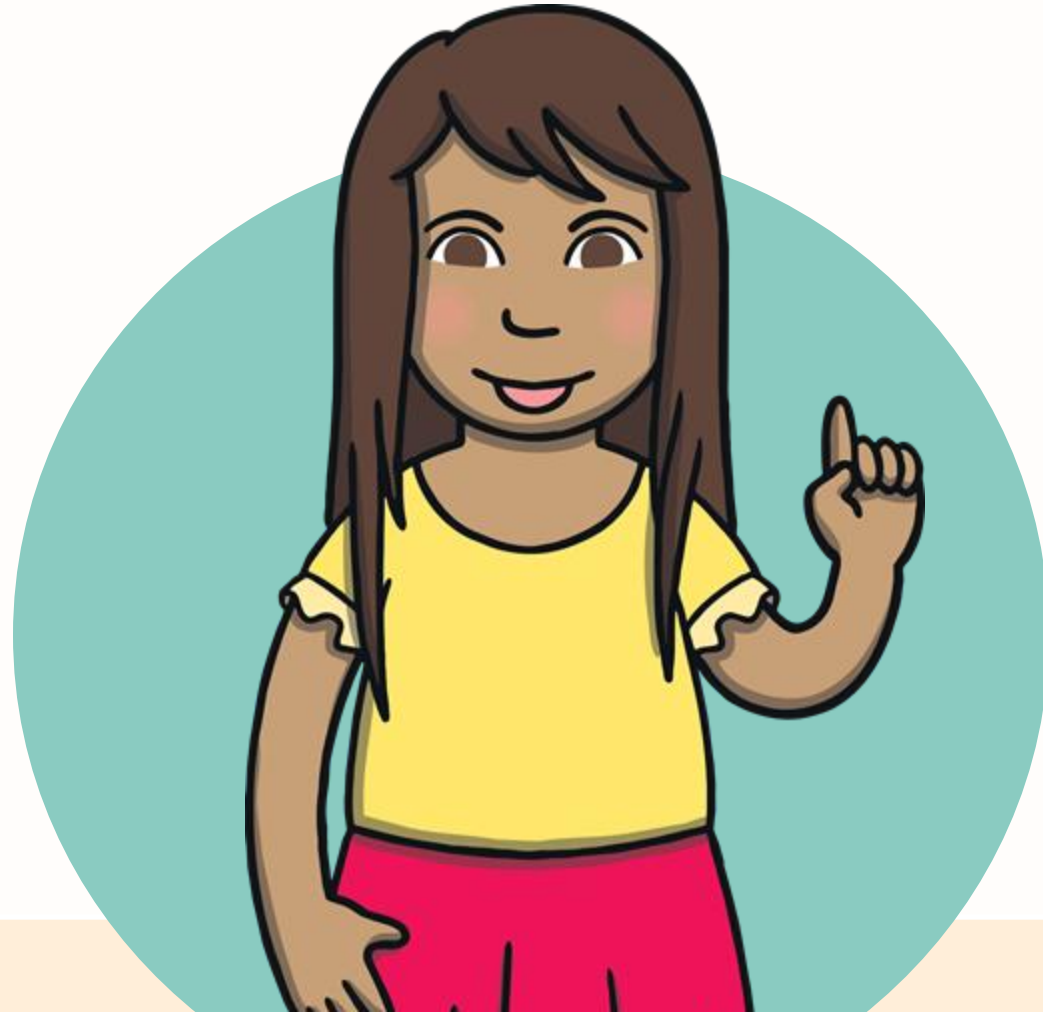
$\frac{1}{3} \text{ of } 15 =$



23.04.25

T.B.A.T. recognise the /l/ sound spelt '-el' at the end of words/

Today, we are learning to read words containing  
**el** saying /l/.



The **el** spelling pattern is used to make the /l/ sound at the end of some words.

**el** is often used after the consonants, m, n, r, s, v, w.  
It can follow a double or a single consonant.

**camel**      **squirrel**      **towel**  
**funnel**      **chisel**      **tinsel**

The **el** spelling pattern is used less often than **le** to make the /l/ sound at the end of words.

Decide which side each word below belongs in.  
Click on the word to see.

**-el**

**-le**

**middle**

**circle**

**tunnel**

**label**

**puddle**

**camel**

**parcel**

**handle**

**towel**

tinsel

snorkel

camel

Gretel

funnel

jewel

Hansel

satchel



Do you know the  
meaning of all of these  
words?

**CHALLENGE**  
Can you write a silly  
sentence using these  
words?



# Brain Breaks



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

LITERACY

Wednesday 23rd April

T.B.A.T. generate ideas for writing

3 in 3

In a sunny corner of the park, Katy stumbled upon a lonely flamingo. His bright pink feathers were dull under the cloudless sky and it was clear he had been left behind. Katy approached slowly, offering her friendship to the lonesome creature.

In the story, find the following;

1. Expanded noun phrase
2. An adverb
3. Two verbs



## Challenge

Write the next sentence in the story.

Wednesday 23rd April

T.B.A.T. generate ideas for writing

Tell your talk partner about your family

Who do you live with?

Who do you see often?

What do you do with them?

Where do you go with your family?



Wednesday 23rd April

T.B.A.T. generate ideas for writing

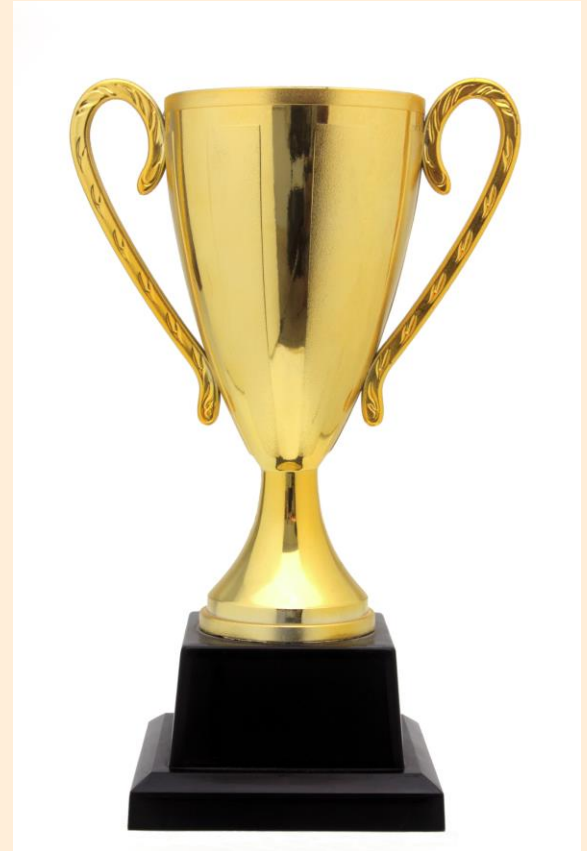
**Create a mind map about your family**

Who you live with?

What do you do together?

What do you do with other family members?

What makes your family the best?





**DANNY  
GO!**



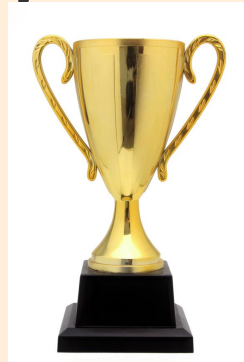
Wednesday 23rd April

T.B.A.T. generate ideas for writing

Who do you live with?

What do you do with  
other family  
members?

**My family**



What makes your  
family the best?

What do you do  
together?

MATHS



# 23.04.25 T.B.A.T. understand the language of rotation

## 3 IN 3

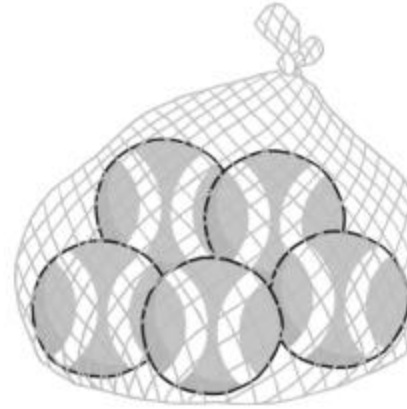
1.

$6 \times 5 =$

2.

$50 \div 5 =$

3. A shop sells bags of tennis balls in packs of 5.



In a week the shop sells 35 balls.

How many packs of tennis balls are sold?

Challenge: How many more packs would they need to sell to make it 100 balls in a week?

23/04/24

T.B.A.T. use the language of rotation

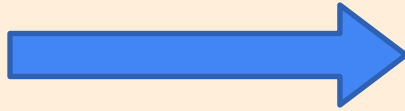
## The Hokey Cokey



**left**



**right**





**clockwise**



**half**



**anti-clockwise**

**quarter**



**three-quarter**



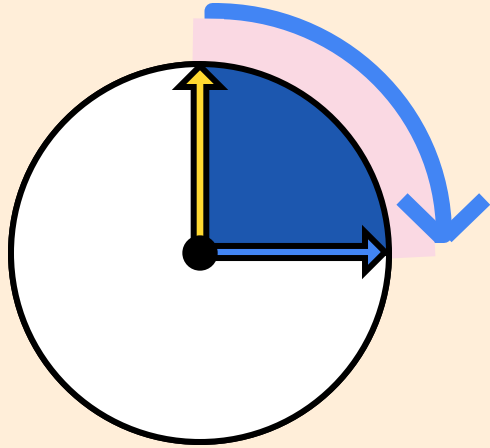
**full turn**

**right angle**

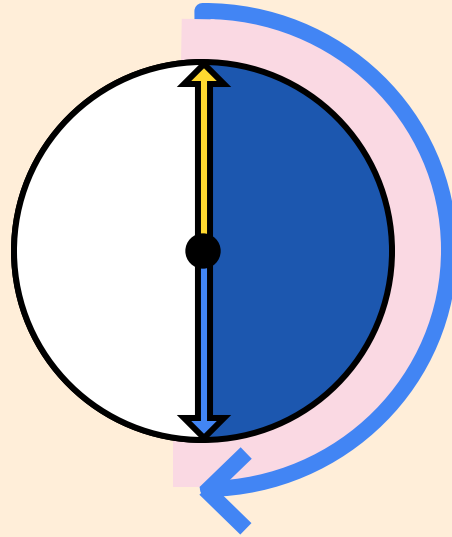
**rotation**



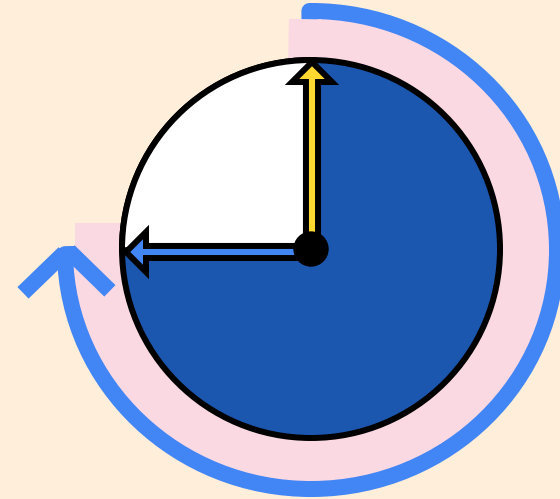
# Clockwise turns



$\frac{1}{4}$  turn  
clockwise



$\frac{1}{2}$  turn  
clockwise



$\frac{3}{4}$  turn  
clockwise



New Learning





# Clockwise and anti-clockwise turns



Face blue and  
make one full turn  
clockwise.

Face blue.  
Make one full turn  
clockwise.

I start facing blue.

I'm turning clockwise  
and making a full turn.

I'm back to facing  
blue again. Am I  
right?



clockwise

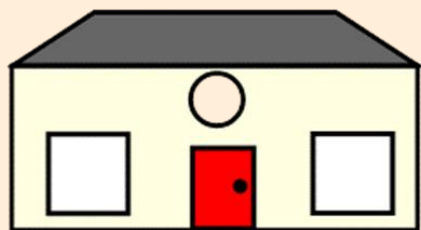
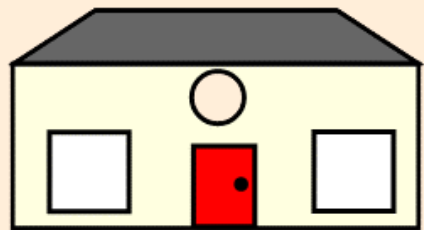
anti-clockwise  
full turn

half  
right angle

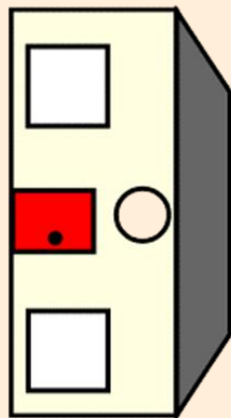
quarter  
rotation

three-quarter

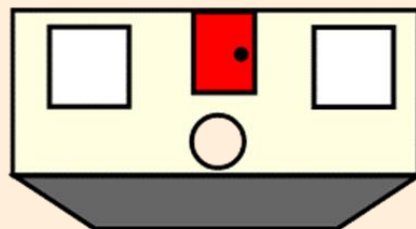
What would the house look like if it turned ...



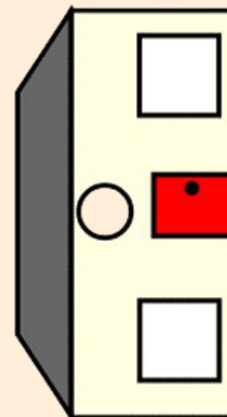
A



B



C



D



Develop Learning



To use the language of rotation

- Draw what the tree would look like if made different turns.

- Is there more than one way to describe each turn?



$a \frac{1}{4}$ turn clockwise	$a \frac{1}{2}$ turn clockwise	$a \frac{1}{4}$ turn anti-clockwise
$a \frac{3}{4}$ turn clockwise	$a \frac{1}{2}$ turn anti-clockwise	$a \frac{3}{4}$ turn anti-clockwise



Independent Task





# Brain Breaks

**BREATHE**

**BRING IT DOWN**

**FLOW**




GoNoodle.



## 23.04.25 CHALLENGE

Write an instruction to show how the tree has rotated. Make sure each instruction is different.



## 23.04.25 GREATER DEPTH

### Rotation patterns

Choose a simple shape or object. Draw it in the first box in your grid.

Rotate the shape and draw its new position in the next box. Repeat until you reach the end.

Tell your partner your start position and give them rotating instructions. Can they create your rotating pattern exactly?

Can you create your partner's pattern correctly?

**Your pattern:**

--	--	--	--	--	--

**Your partner's pattern:**

--	--	--	--	--	--

True or false?



Two quarter turns clockwise is the same as a half turn anti-clockwise.



Plenary



LUNCH

P.E.

# T.B.A.T. track a rolling ball and collect it

## Rainbow Run (1):

1. Move around the space by jogging.
2. When a colour is called, run to the side of the space of that colour.
3. Repeat the game, changing the travelling action between rounds e.g. skipping, hopping, galloping etc.

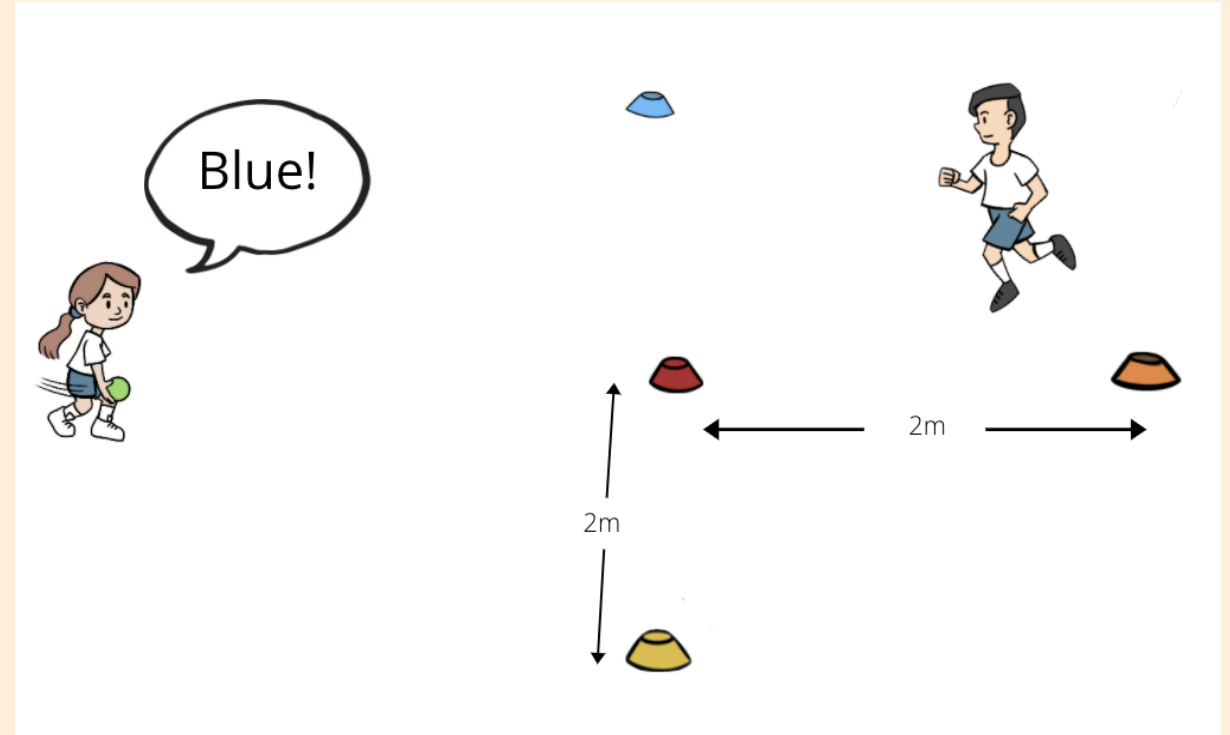
## Rainbow Run (2):

1. In pairs with one ball, move around the space, rolling the ball to one another.
2. When a colour is called, roll the ball so that one child in the pair collects the ball on the side of the named colour.

# T.B.A.T. track a rolling ball and collect it

## Which way?

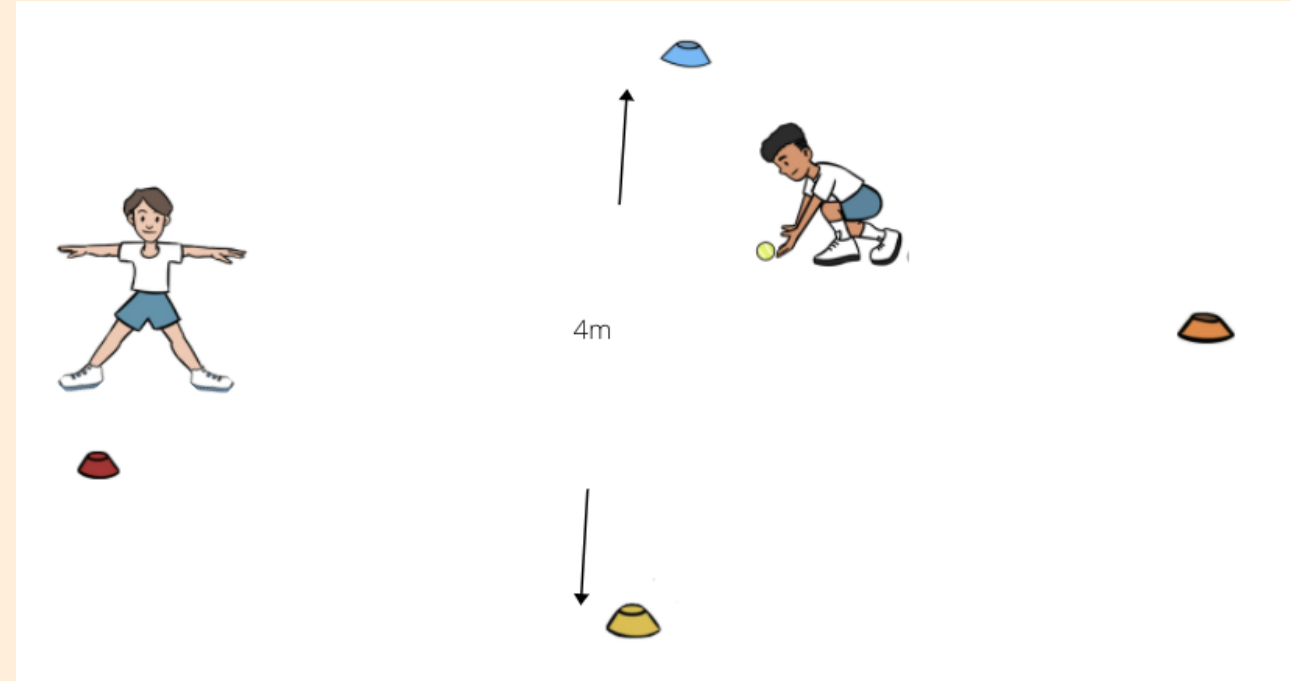
1. One pupil starts at the cone at the back, they are on the fielder and the other pupil starts with the ball.
2. The pupil with the ball calls one of the colours of the three cones in a line as they roll the ball to that colour.
3. The fielder runs to that cone to track the ball and collect it.
4. Have five turns each then change roles.



# T.B.A.T. track a rolling ball and collect it

## Move to the ball (1):

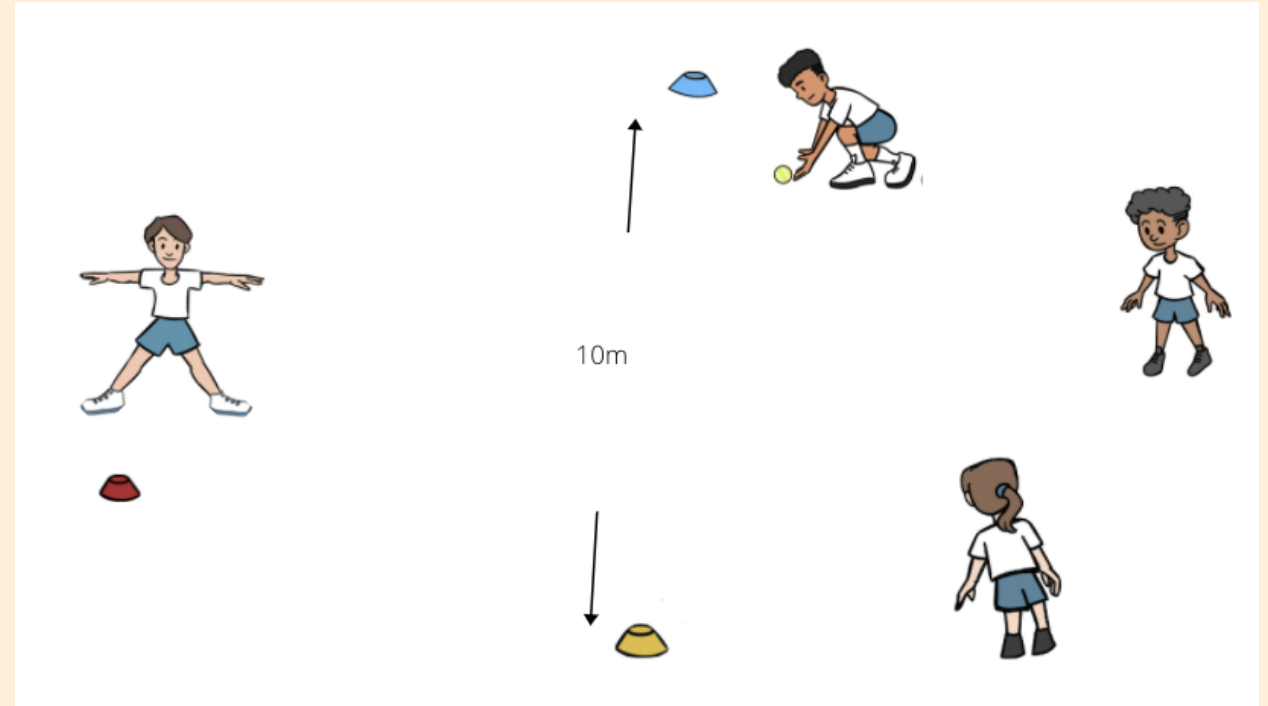
1. The batter can roll the ball anywhere between the two cones.
2. The fielder tracks the ball, collects it and sprints to the cone by the batter.
3. As soon as the batter has rolled the ball, they do as many star jumps as they can until the fielder has placed the ball on the cone next to them.
4. Switch roles.



# T.B.A.T. track a rolling ball and collect it

## Move to the ball (2):

1. Link two pairs together, make the space between the cones bigger and play the game again. One batter and three fielders. Fielders spread out anywhere in between the cones.
2. Q: Why should the fielders spread out? *To cover more space.* Q: Which fielder should run to collect the ball? *The fielder closest to it.*





# HANDWRITING

a a a

A A A

Aa Aa Aa

after

again

ask

23.04.25

T.B.A.T. practice cursive writing and common  
exception words

**Brain  
Breaks**



ART

Best Family Award goes to ...  
because ...



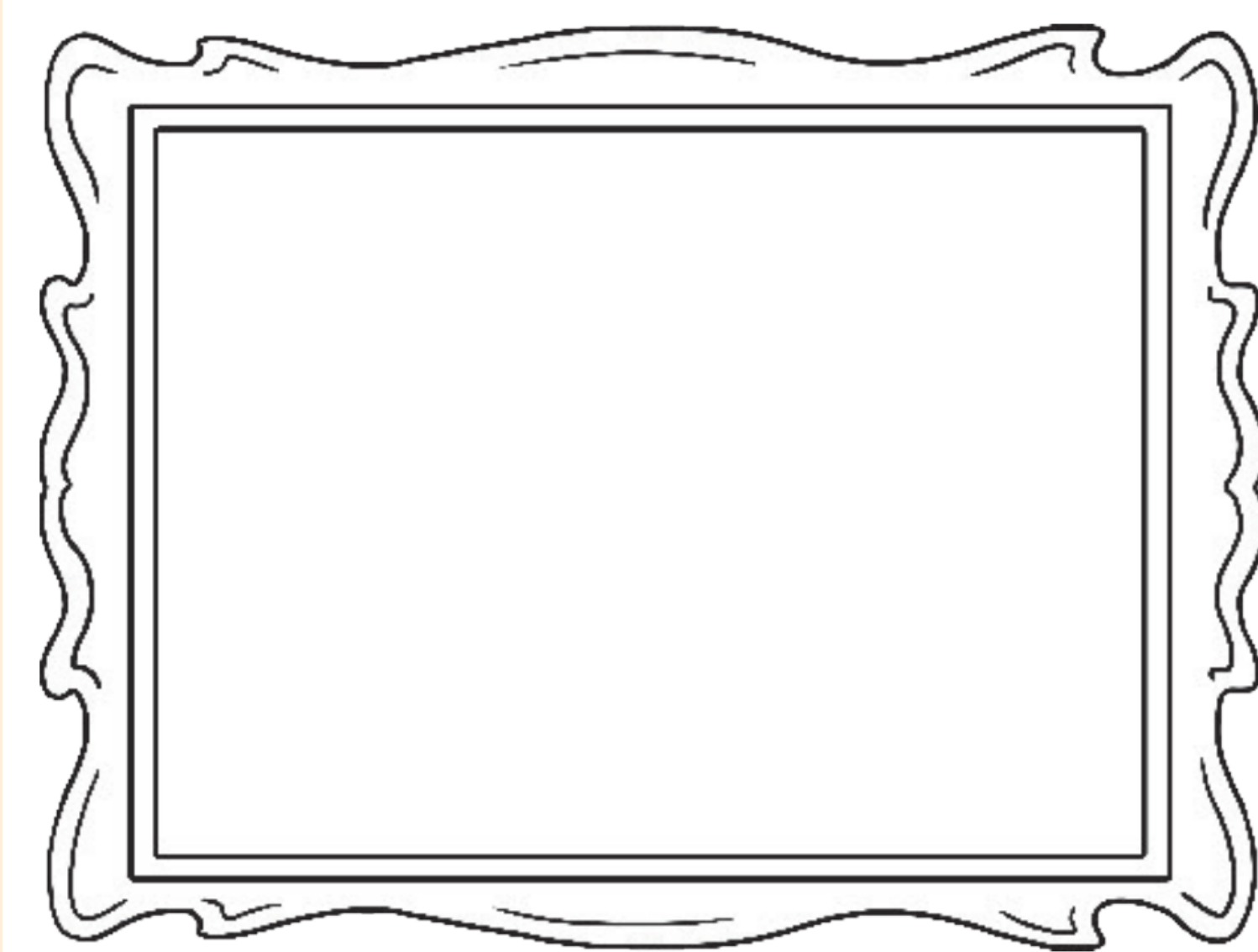
Best Family Award goes to ...  
because ...

# The Family Book



*Todd Parr*

Best Family Award goes to ...  
because ...





Best Family Award goes to ...  
because ...

