

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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# REGISTRATION



Write two sentences that each include the following:

- ☐ A subordinating conjunction
- ☐ Two words from the word bank.

Tick off each target when it has been completed!

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enchanted

powerful

concoction

mystical

potions

magical

elixir

colourful

experiment

ingredients

smoke

apparatus



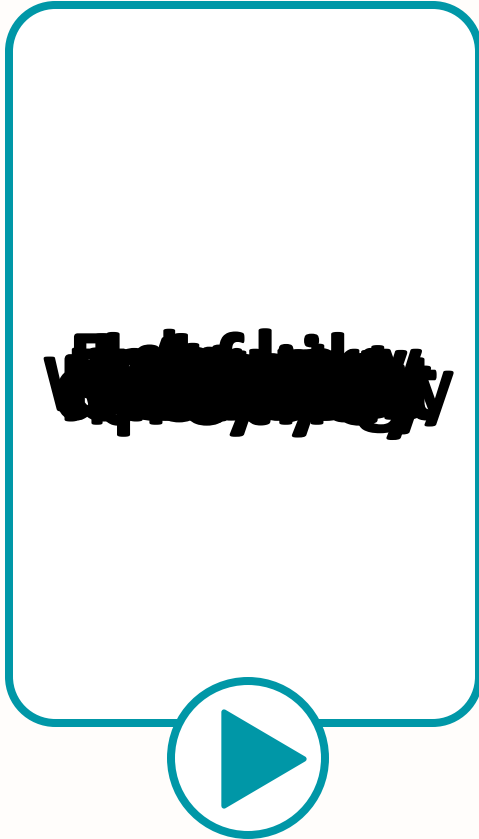
14/05/25



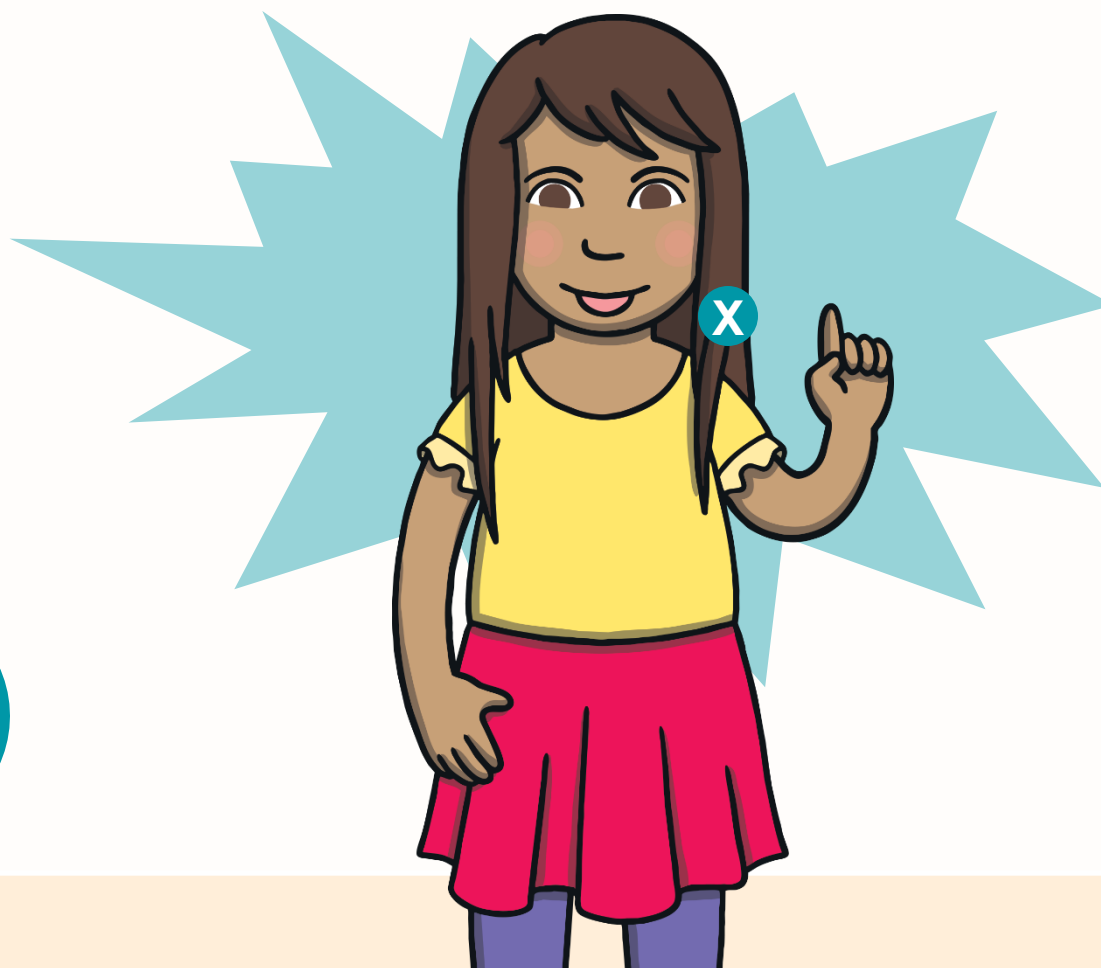
Spelling



Let's practise Sam's Sounds and common exception words!



Today, we are learning how to add an **-ed** ending to words. We are also learning about the different sounds the endings can make.

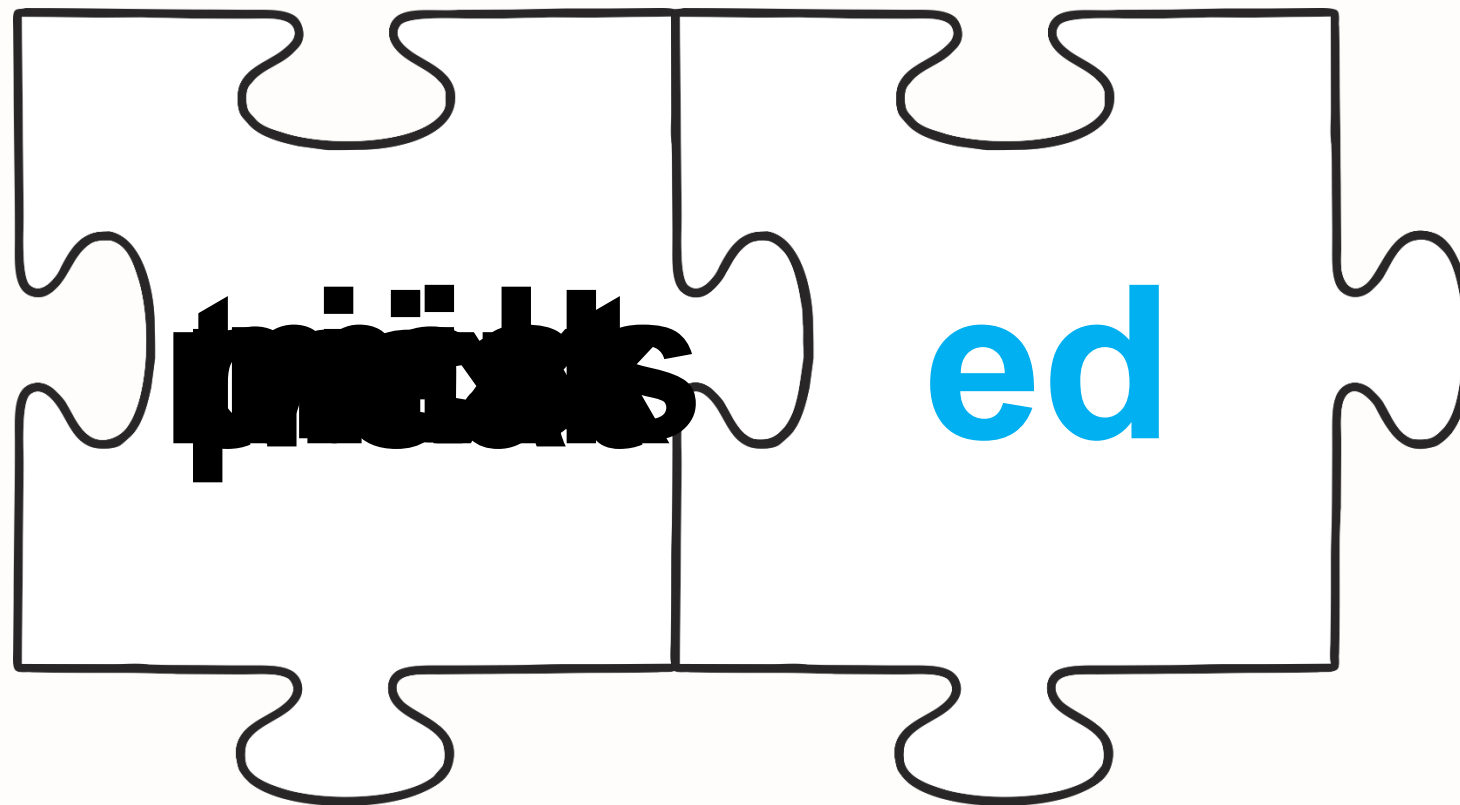


When adding **-ed** to this week's focus words, you don't need to change the root word at all.

kick + ed  
= kicked  
**-ed**  
play + ed  
= played

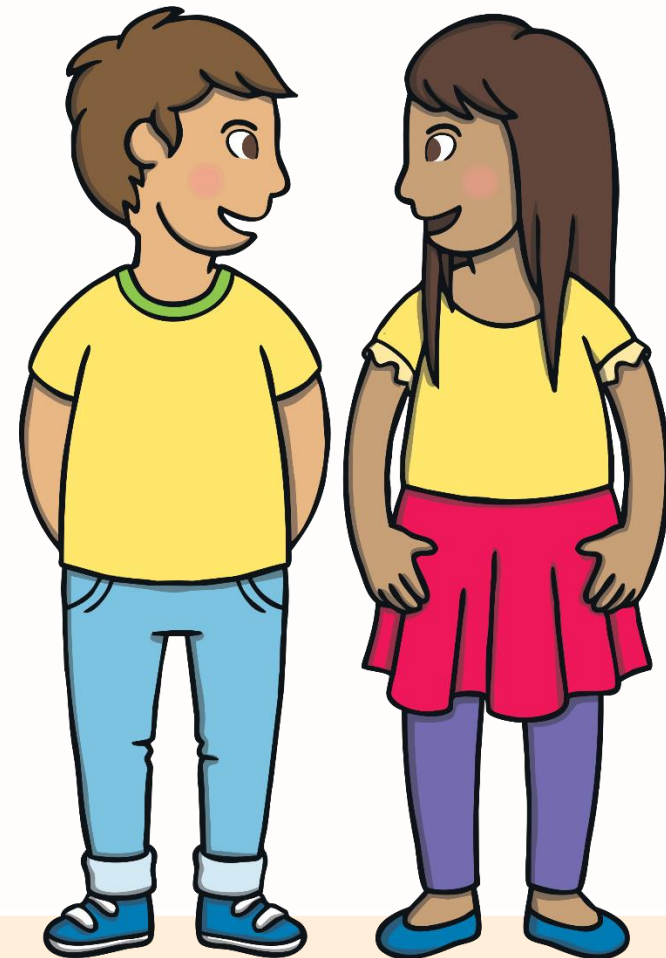


Let's add **-ed** to some doing words to make them past tense.



Sometimes, **-ed** makes the /d/ or /t/ sound and sometimes, it makes the /id/ sound. Let's read these examples together.

/t/	/d/	/id/
looked kicked	played enjoyed	hunted started





After their phonics lesson, the children headed outside to play.  
“I need to think of a new game to play,” sighed Kit.  
“Why don’t we choose some play equipment from the shed?” suggested Jake.



**/d/**



**/t/**



**/id/**



**licked**

**Check**



**/d/**

**/t/**

**/id/**

**enjoyed**

Check







**/d/**



**/t/**



**/id/**



**rained**

**Check**



**/d/**

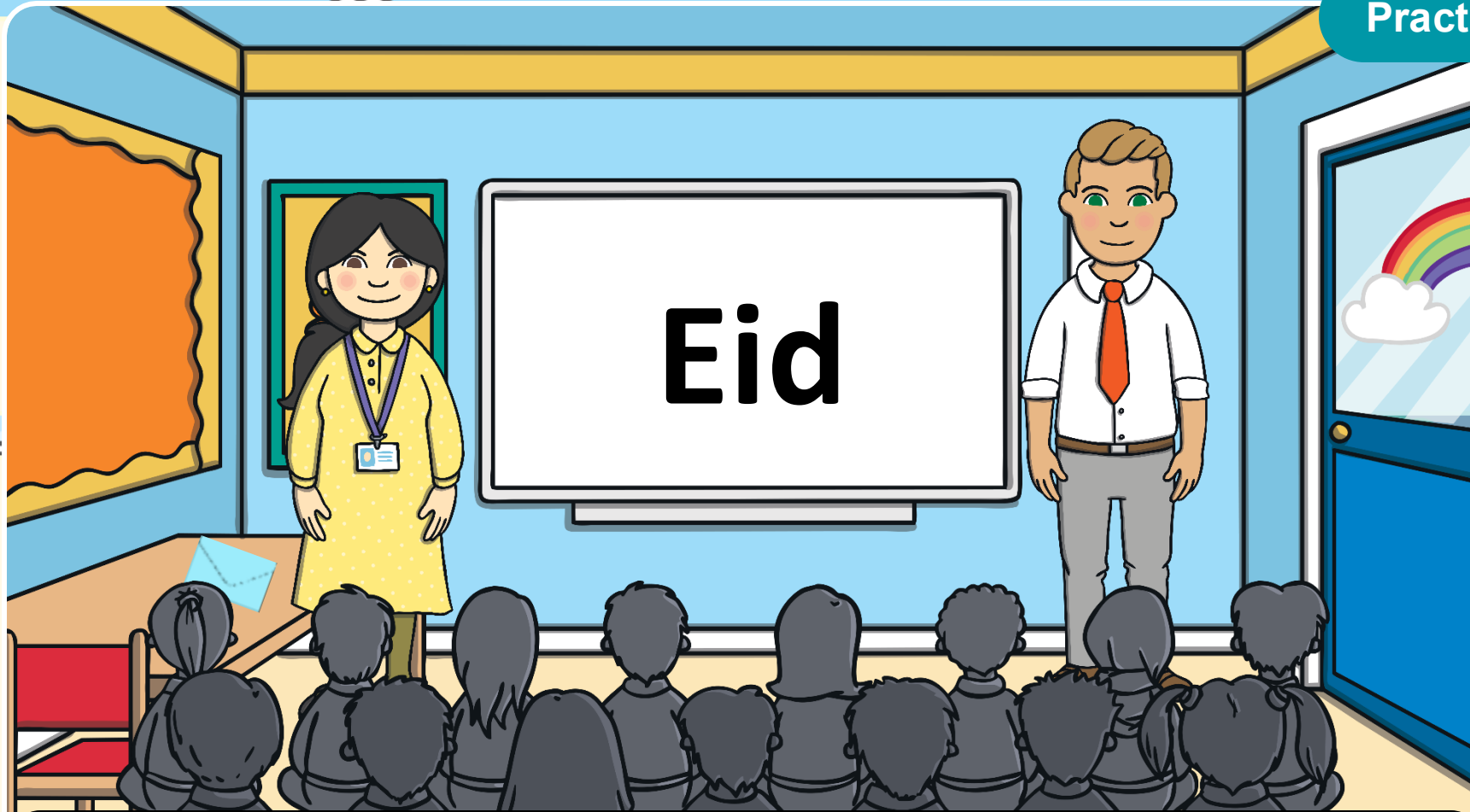
**/t/**

**/id/**

**needed**

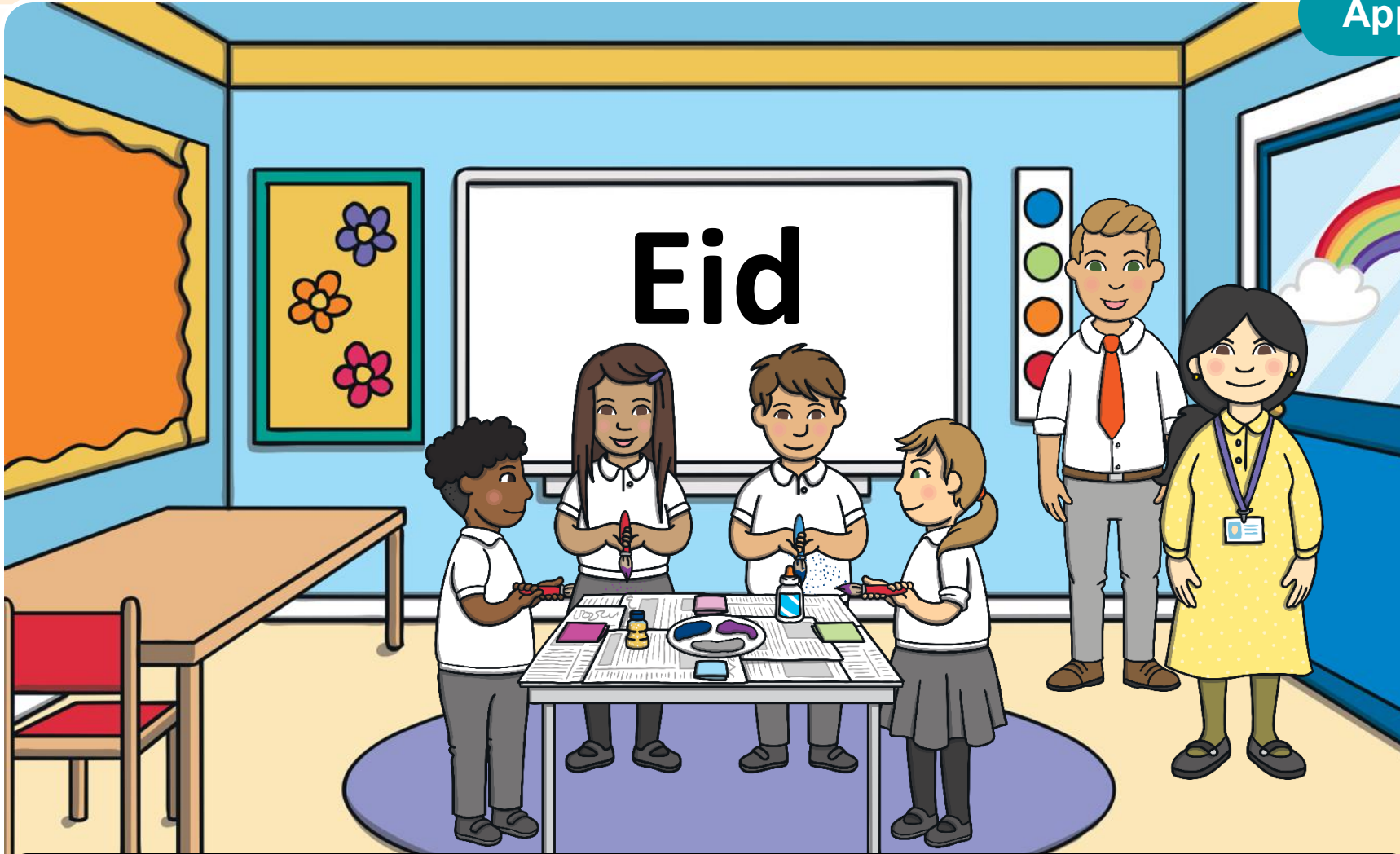
Check



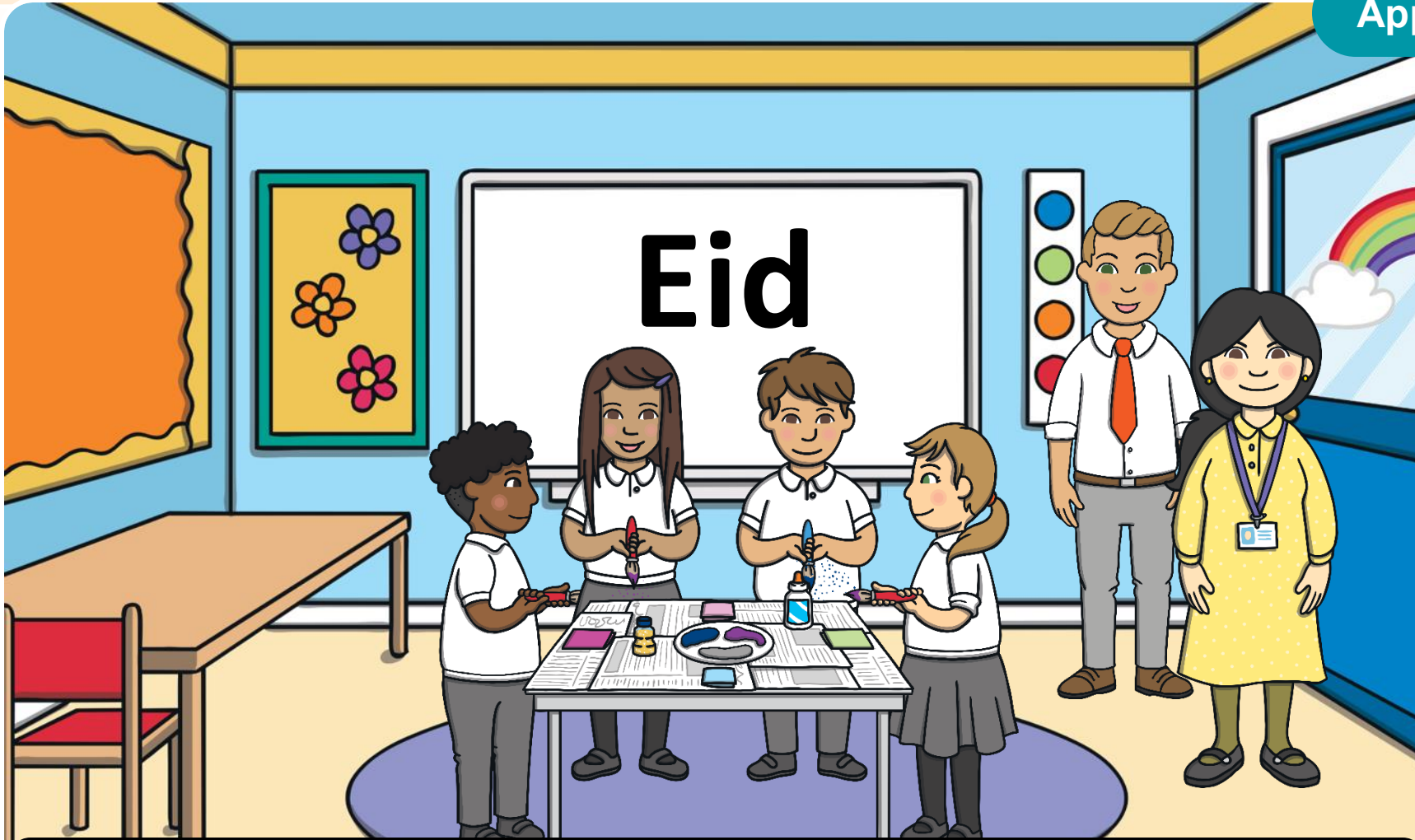


When the children returned to the classroom, they found that Mrs Tan had put some coloured card on each table.

“Come and sit on the carpet and learn a little about Eid Al-Fitr,” said Mrs Tan. “Does anyone already know anything about Eid?”



"These cards look lovely," said Mrs Tan. "We will hang them up to dry while we go to lunch. This afternoon, we will write messages inside."



The children finished off their Eid cards in the afternoon. They were so focused on the task that the time flew by. To Kit and Sam's surprise, Mr Adams announced it was home time.

/d/	/t/	/id/

rained	loved	yawned
hated	jumped	licked
painted	walked	hopped

Literacy



Wednesday 14th May

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



9 Most plants begin their lives as seeds. Even giant  
18 trees grow from tiny seeds. This leaves lots of  
23 people wanting to know how!

33 Inside each seed is a mini plant. It is protected  
44 by a hard shell called a seed coat. There is food  
54 inside the seed coat for the plant to use. This  
64 mini plant can become a fully grown plant if it  
74 has all the things that it needs. It waits until  
83 it has the right levels of water, oxygen, light  
93 and heat. When it does, the mini seed begins to  
99 grow quickly. This is called germination.

1. What is the hard shell of a seed called?

---

2. Which word does the author use to describe trees in the second sentence? Tick one.

☐

even

☐

they

☐

giant

☐

seeds

3. **Most plants begin their lives as seeds.**

What does this sentence tell you about some plants?

---

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What adventures could the Traction Man go on?

Where could the Traction Man go?

What could he do?

Remember he is small, so where could he go?

## Adventure Ideas for Traction Man

- Traction Man and the Great Garden Rescue
  - Traction Man must save the worms from a hungry bird in the garden.
  - He uses a leaf parachute and a spoon catapult!
- Traction Man vs. the Washing Machine Monster
  - He dives into the washing machine to rescue Scrubbing Brush from the spin cycle.
  - Bubbles and socks become obstacles!
- Traction Man and the Classroom Chaos
  - He helps tidy up after a glitter explosion in the art corner.
  - He uses a glue stick grappling hook and a ruler bridge.

Write a storyboard of an adventure for Traction Man

A large, empty rectangular box with rounded corners, intended for drawing a scene from the story.

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# CLASS ASSEMBLY

MATHS

14.05.25

T.B.A.T. use number bonds - measures



Do Now

### 3 IN 3: Number bonds

1) Write down **all** two-part number bonds to ten.  
Start like this!

$$\begin{array}{l} 0 + 10 = 10 \\ 1 + 9 = 10 \end{array}$$

2) Write down **all** two-part subtraction number bonds from ten.  
Start like this!

$$\begin{array}{l} 10 - 0 = 10 \\ 10 - 1 = 9 \end{array}$$

3) Use your number bonds to calculate:

$$\begin{array}{l} 100 - 80 = \\ 70 + ? = 100 \end{array}$$

#### **CHALLENGE:**

How many three-part number bonds to ten can you think of?



T.B.A.T. use known number bonds to derive related facts to 1,000 in the context of measure



Star Words

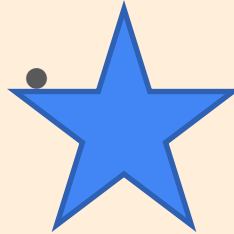


• litres

millilitres



• half



double



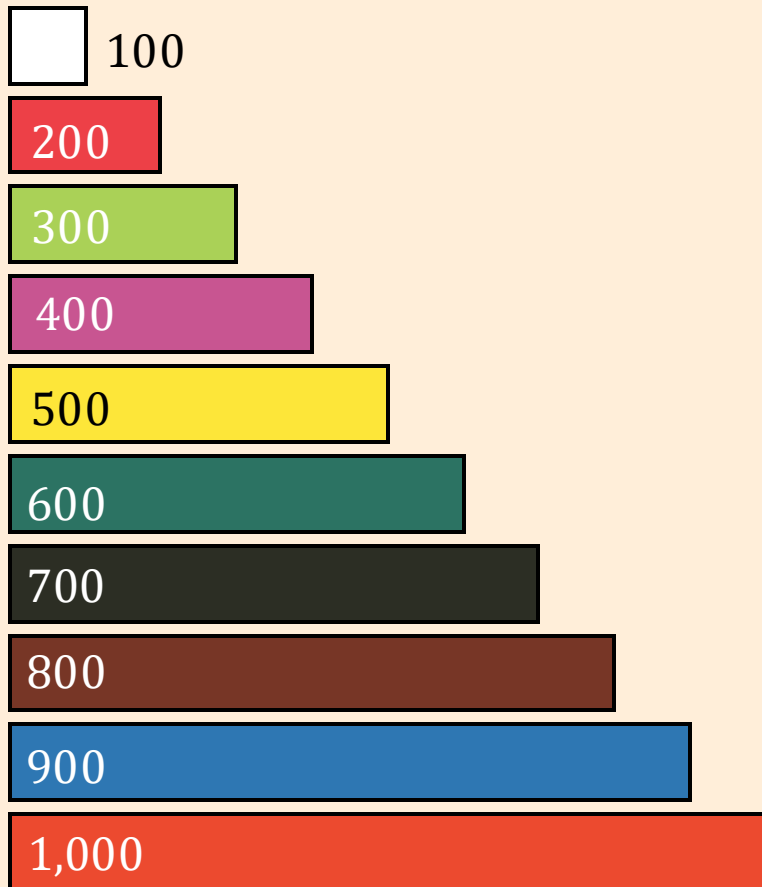
number bonds



# Explore all two-part bonds to 1,000



New Learning



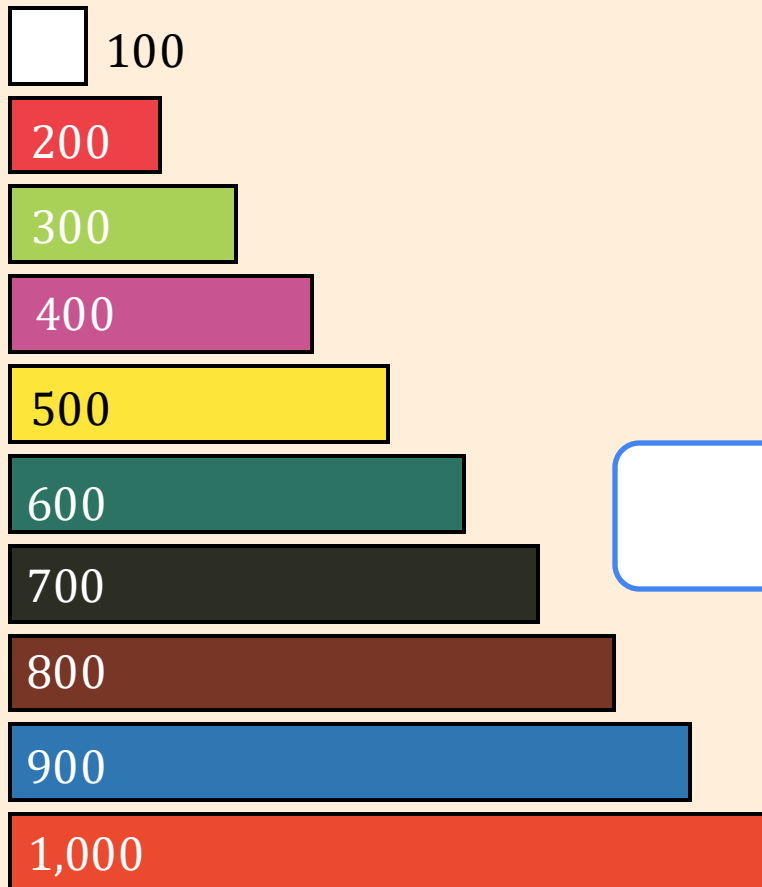
If you know  $1 + 9 = 10$  then ...

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = \boxed{1,000}$$





# Explore all two-part bonds to 1,000



If you know  $8 + 1 + 1 = 10$  then ...

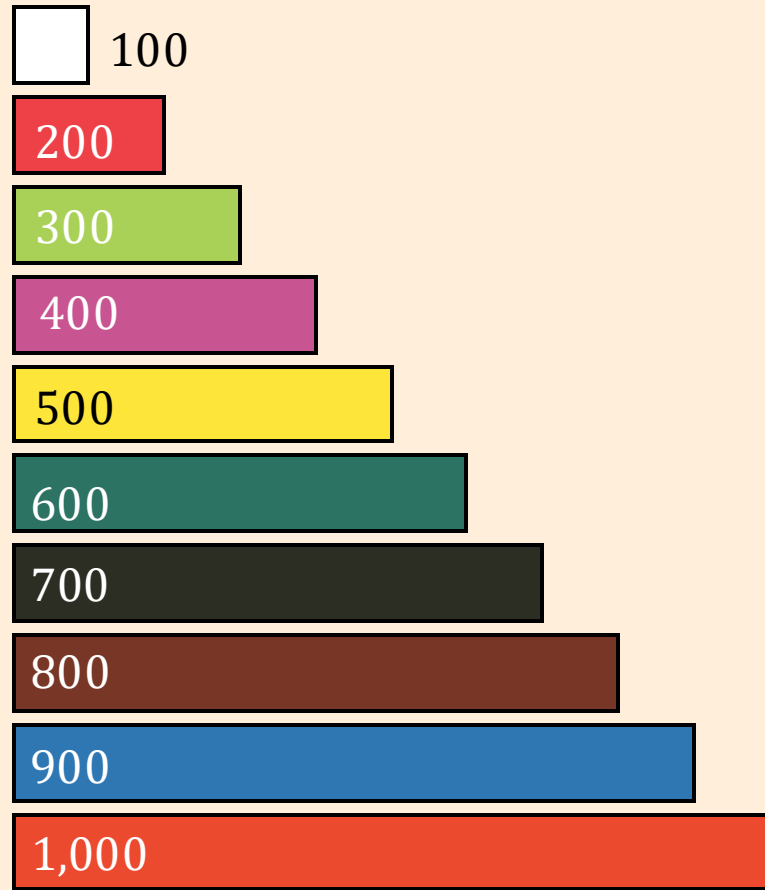
$$\boxed{\phantom{000}} \bigcirc + \boxed{\phantom{000}} \bigcirc + \boxed{\phantom{000}} \bigcirc = \boxed{1,000}$$



# Explore all two- and three-part bonds to 1,000



Talk Task



If I know  $3 + 3 + 4 = 10$  then  
 $300 + ? + ? = 1,000$ .

If I know  $2 + 2 + 6 = 10$   
then  $? + ? + ? = 1,000$ .



litres

millilitres

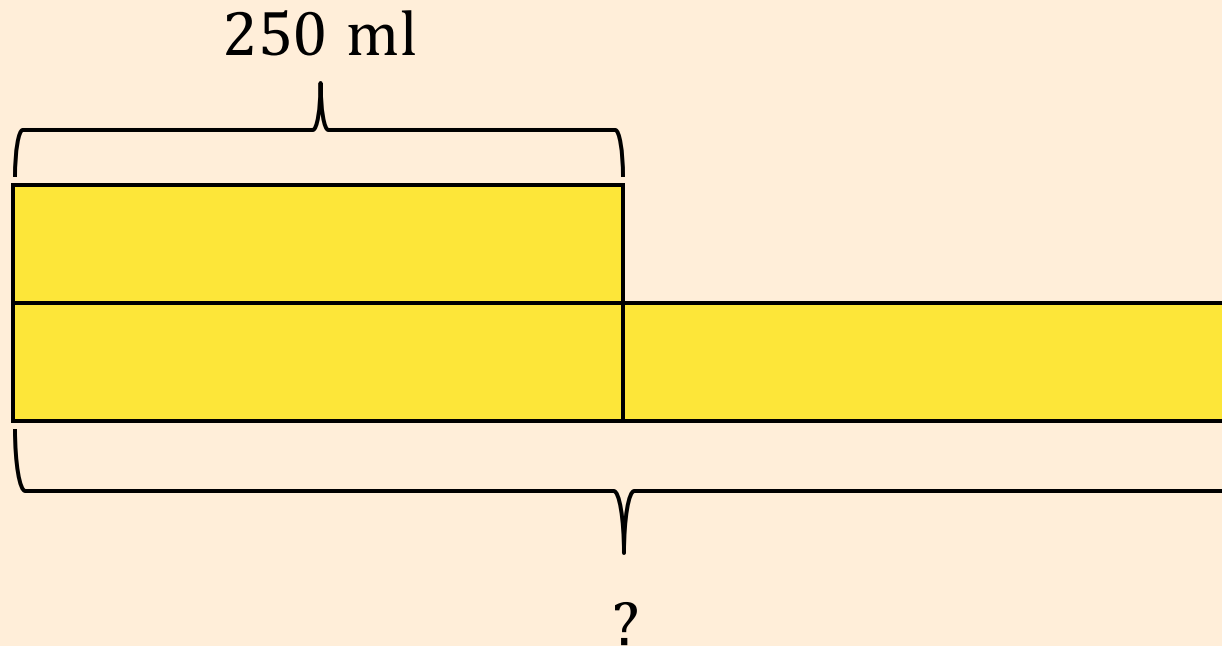
half

double

number bonds



Helena drank 250 ml of juice.  
Bob drank twice as much as this.  
How much juice did Bob drink?

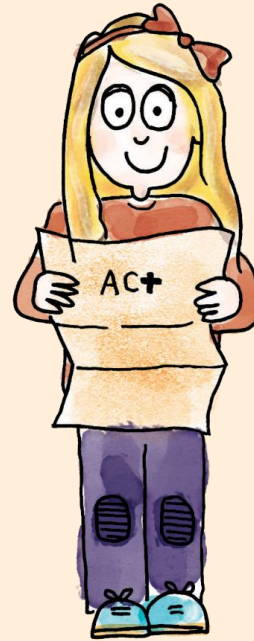




**Kasper**



**Anoushka**



**Lauren**



**Harry**



Anoushka drank half the amount that Harry drank.

Kasper drank double the amount that Lauren drank.

Lauren drank twice as much as Harry drank.

If Harry drank 600 ml of water, how much did everyone else drink?





Ian



Nessa



Stuart



Rob

- Four friends were drinking milk.
- Ian drank half the amount that Rob drank.
- Nessa drank twice as much milk as Rob.
- Stuart drank half the amount that Ian drank.
- If Rob drank 400 *ml* of milk, how much did everyone else drink?

Ian drank

 *ml*

of milk.

Nessa drank

 *ml*

of milk.

Stuart drank

 *ml*

of milk.

A



B



C



There are 3 vases of flowers.

Vase B contains 300 *ml* less water than vase A.

Vase C contains 100 *ml* more water than vase B.

If vase A contains 700 *ml* of water, how much water do vases B and C have?

Vase B has

 *ml*

of water.

Vase C has

 *ml*

of water.

How much water do the three vases have altogether?  
Write your answer in *ml* and *l*.

 *ml*

or

 *l*



## Half and double

- If half of my quantity is 150 ml what is my whole quantity?
- What is half of 2 litres?
- Now halve your answer again.
- Can you halve it again?





Challenge 1

**CHALLENGE:**

Janine needs to fill a bucket with 2 litres (2000ml) of water. She has bottles which hold the following amounts:

200ml, 250ml, 500ml, 750ml

Give two different ways that Janine can fill the bucket (you may use each container more than once).



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HANDWRITING



k k k

K K K

Kk Kk Kk

kind

king

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

# Brain Breaks



P.E.

## Learning Objective

**To be able to get a batter out.**

### Success Criteria

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- Look at where the batter is before making a decision about where to send the ball.
  - Make sure the person you are throwing to is looking at you.

### Whole Child Objectives

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**Social: To communicate with my team to limit a batters score.**

**Emotional: To show honesty when keeping score.**

**Thinking: To make quick decisions.**

# Equipment



**CONES**  
*x 40*



**HOOPS**  
*x 8*



**TENNIS BALLS**  
*x 10*



**TENNIS RACKETS**  
*x 5*

Optional:



**PLAYGROUND  
BALL**

10

Mins

# Warm Up and Introduction

## Roles:

Q: Can you name any of the players we have learnt about so far in striking and fielding games? *Bowler, batter, fielder.*

Q: What is the job of each of these players? *Bowler, bowls the ball to the batter. Fielders collect the ball quickly to stop the batter scoring. A batter hits the ball and moves to score points.*

## Batters and fielders:

Place 8 hoops around the space with 15 balls placed randomly inside.

**A** Split the class in half. One group are the fielders, the other the batters.

- Batters run from hoop to hoop, collecting one ball and throwing it into space.
- Fielders collect balls and place them in the hoops.

Rules: players can only move one ball at a time and must alternate the hoops that they use. Q: Should the batters use an overarm or underarm throw? *An overarm throw to throw the ball further.*

After a few minutes count the number of balls not in a hoop, this is the batting team's score. Change roles and repeat.

**B** Q: When were the batting team successful? *When they threw the ball away from the fielders.* Play the game again. This time, batters must drop the ball and hit it with the palm of their hand after once bounce, instead of throwing it.

Use the flat of the hand to hit the ball. Use an open palm and keep the hand and arm strong.

30

Mins

# Skill Development

## Stumping out:

Explain that in striking and fielding games, the fielding team can also get a batter out to stop them from scoring. One way to do this is to 'stump' a batter out. This means, touching the ball to the cone that a batter is running to before the batter gets there.

**A** In groups of three with two cones and one ball. Two pupils are the fielders and begin at a cone, the batter starts next to the fielder with the ball.

- The fielder with the ball shouts 'go' and throws the ball to the other fielder at the other cone approx. 5m away.
- The batter starts running towards the cone, the fielders attempt to get the batter out by touching the ball to the cone before the batter gets there.

Q: What skills do you need to use to get the batter out? *Throwing and catching*. Have four turns as the batter and change.

Point your throwing hand towards your target after you have thrown to help with accuracy. Track the ball as it comes towards you and catch with wide fingers.

Make this easier for the fielders by allowing them to roll the ball or by using a beanbag.



**B** Increase the distance between the cones. Q: What type of throw do you think you should now use? *Overarm*. Repeat the activity, having four turns as the batter and change.

Keep your elbow high and step with the opposite foot as you throw. Be ready to move towards the ball to catch it if needed.





## Catching or stumping out:

Tell pupils another way to get a batter out is if a fielder catches the batted ball.

- In their threes, the batter starts with the ball at one cone. One fielder starts behind the two cones and one in front.
- The batter throws the ball up in the air, then starts to run to each cone, scoring one point for each run.
- The fielders can get the batter out either by catching the ball before it bounces more than once or by stumping the batter out at the cone they are running to.

Have three turns then change roles.

Begin in the ready position and track the ball as it is thrown. If you do not catch it, throw to the fielder to stump the batter out.

Make this easier for the fielders by increasing the distance between the cones or allowing two bounces.



## Quick decision:

In groups of six with two cones, one ball and a racket.

Introduce a new role on the fielding team, the 'back stop'. This fielder stands behind the batter and collects the ball if the batter misses. They can also stump a batter out at the batting cone.

Pupils play 5v1.

- Fielding team: one bowler, one back stop, one fielder to stand at the non batting cone, two other fielders in space.
- Batting team: one batter.

How to play:

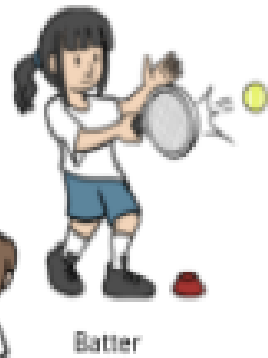
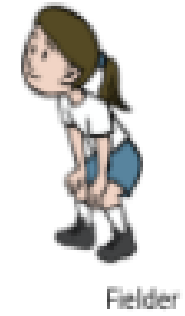
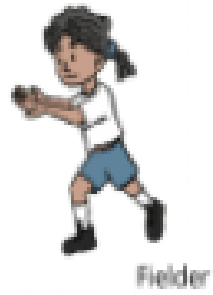
- The bowler underarm bowls to the batter, allowing it to bounce once before the batter hits the ball.
- Batter begins to score points by running to each cone, one point for each time they reach a cone.
- Fielders attempt to catch the batter out after one bounce or stump the batter out by getting the ball to the cone that the batter is running towards before the batter gets there.

Batters see how many points they can score before they are caught or stumped out. Have two turns then change roles.

Look at where the batter is running before deciding which cone to throw the ball to, to get the batter out. Make sure the person you are throwing to is looking at you.

Hit the ball quickly to get it to travel further. Be honest in the score you get and know that being honest is more important than winning.

Make this easier for the batter by allowing them to throw the ball. Make this easier for the fielders by increasing the distance between the cones to give the fielders more time to make a decision about where to send the ball.



R.E.  
Pioneers

# Lesson 4

Who was Noah?

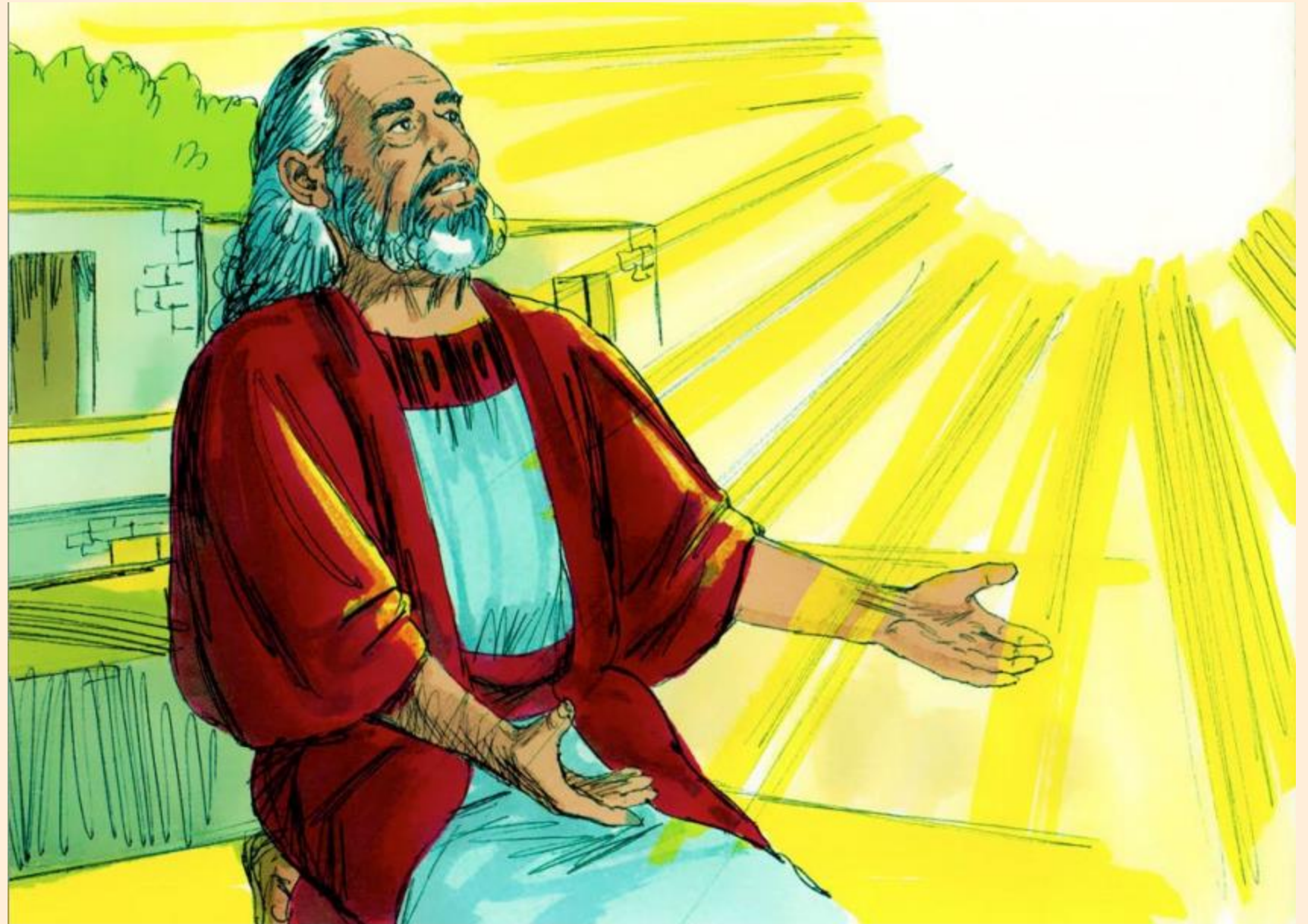
**What makes a  
rainbow?**





**After Adam and Eve, there was a long time before God wanted to talk to humans again.**

**One day, God saw a man called Noah and decided he was good. God wanted to help him out.**

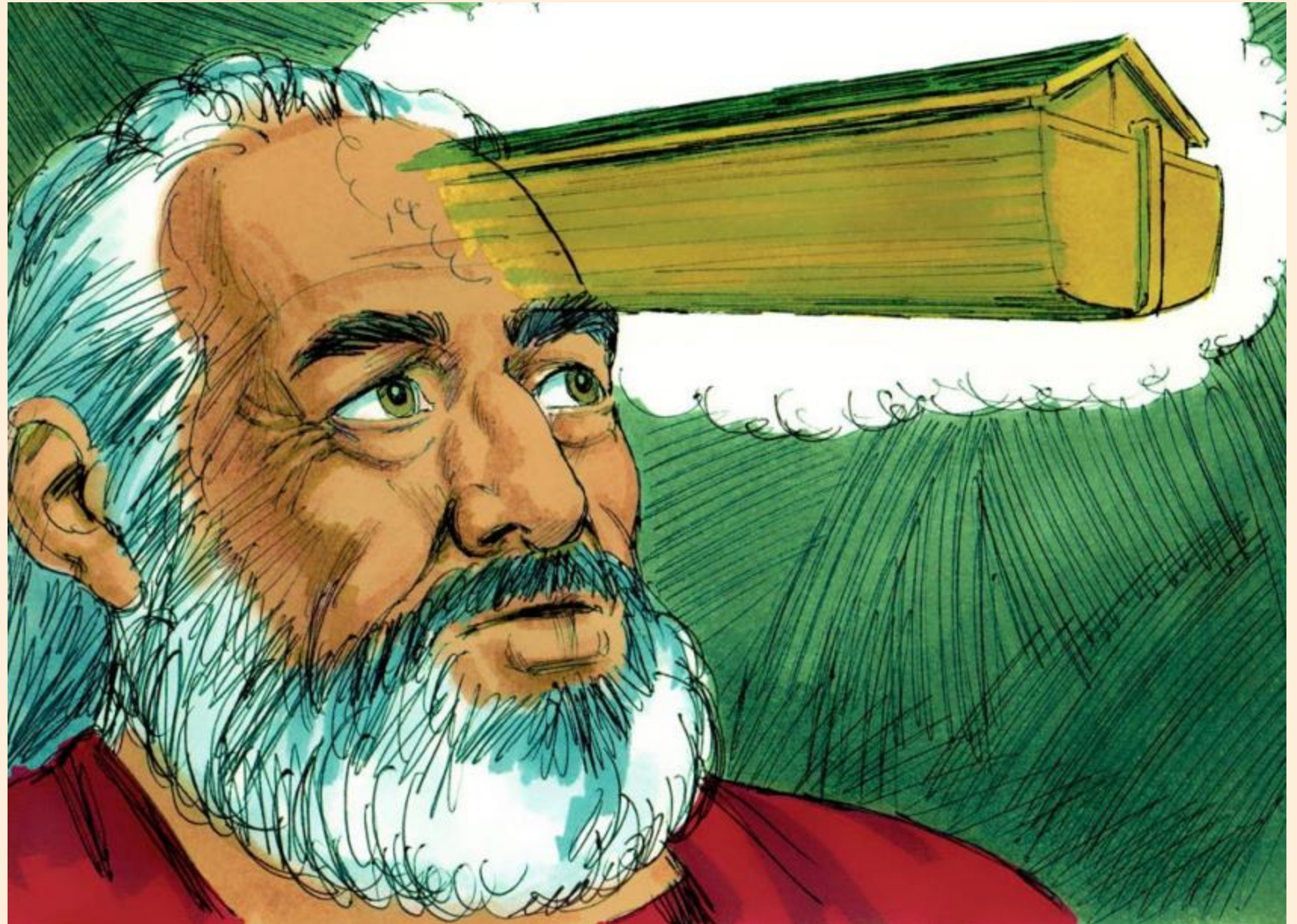




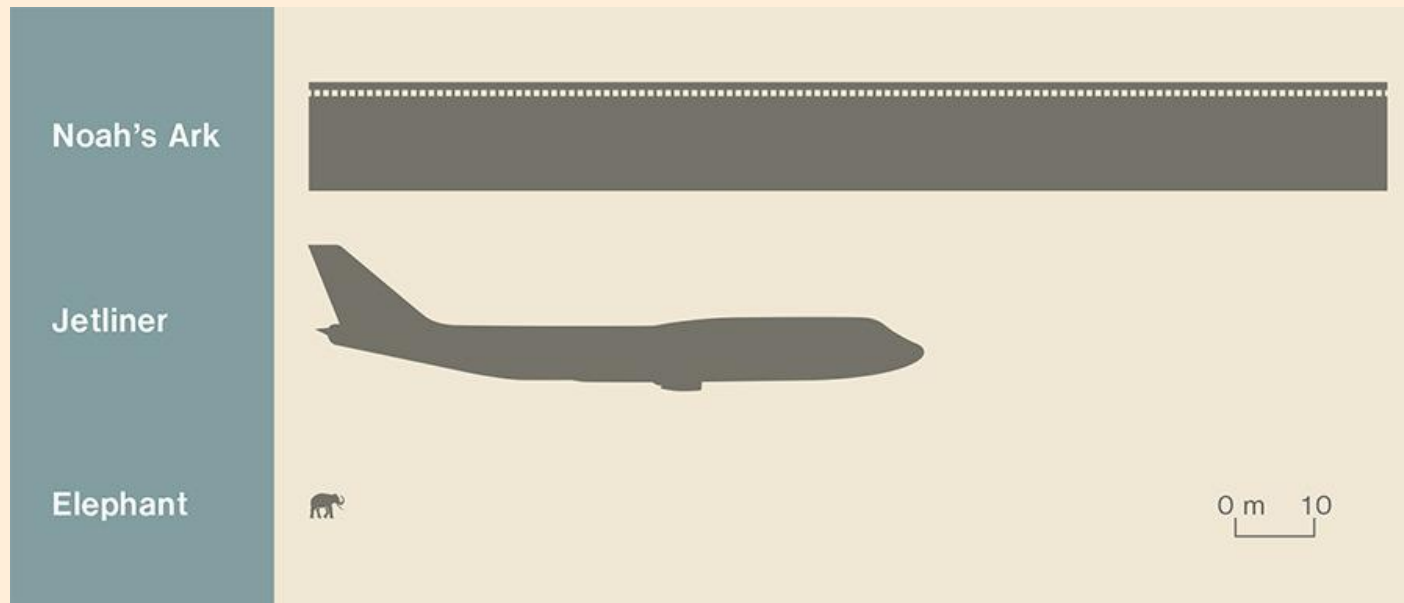
**God was tired of watching humans be awful to each other. So God decided he would get rid of all the bad humans and start over.**

**God chose Noah and his family to be the new start.**

**God asked Noah to build a boat...**

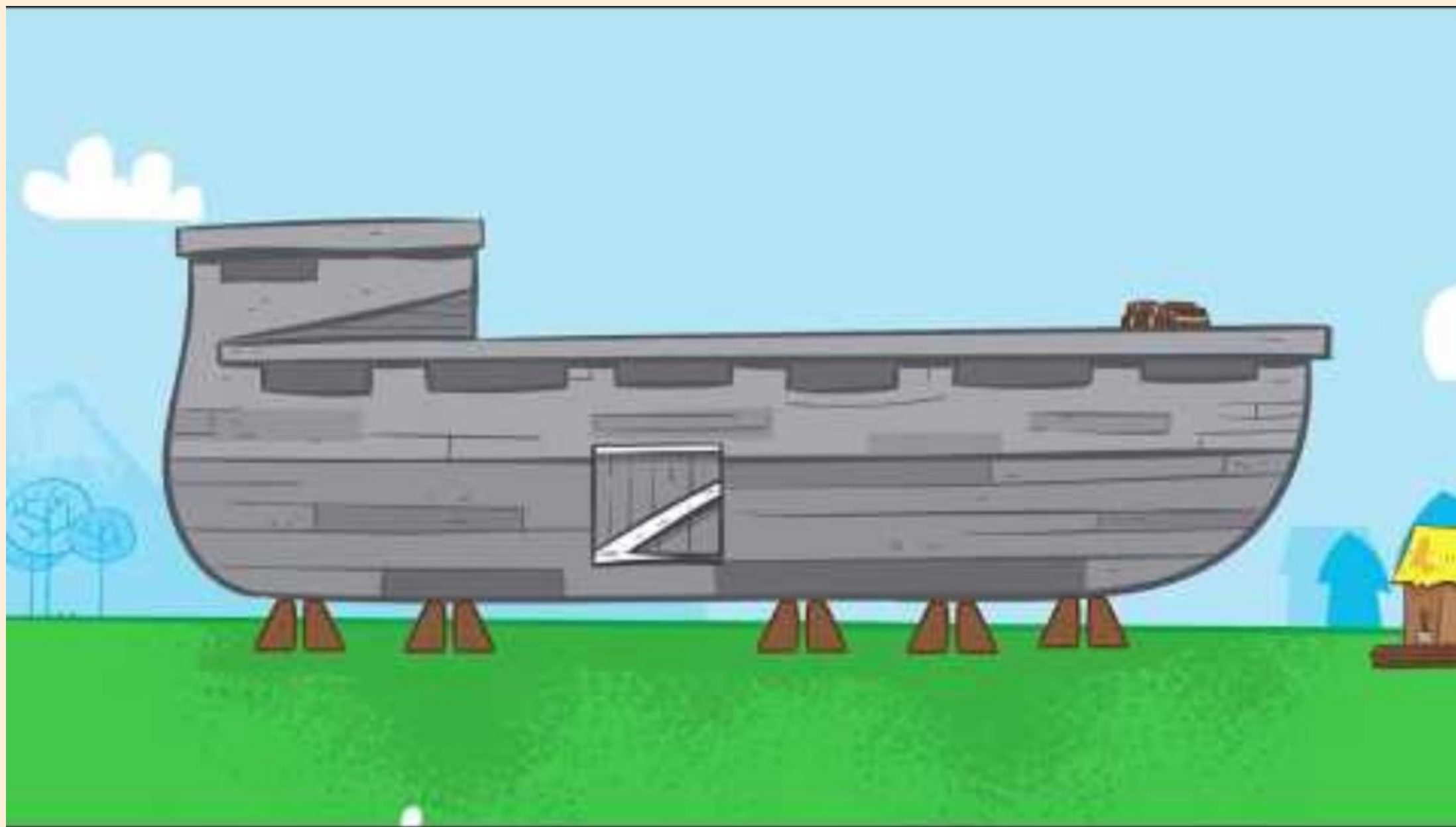






**There was one man that pleased God. He was called Noah. One day God spoke to him and warned him: 'I am going to send a flood to destroy the world.'**

***God told Noah to build a big boat, 450 feet long, 75 feet wide and 45 feet high. He told him to fill it with every kind of living creature - animals, birds and reptiles. Noah and his family would be safe too.***





**For forty days the rain came down without stopping. The water got deeper and deeper, until the boat was floating high above the ground.**

**After a while, Noah wanted to find out if there was dry land anywhere on the Earth.**

***How do you think Noah did this?***

***Work in pairs to design a way to find land, you only have access to the animals and animal food. There is no electricity in this time.***



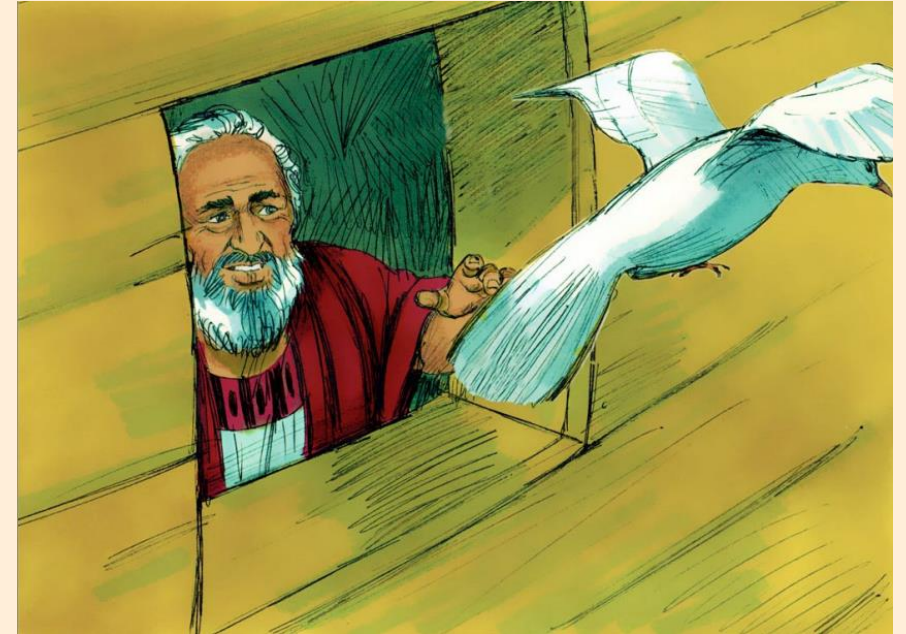
**Noah sent out birds to discover if there was dry land. First he sent a raven and then a dove. The dove came back to the boat because there was nowhere to rest.**

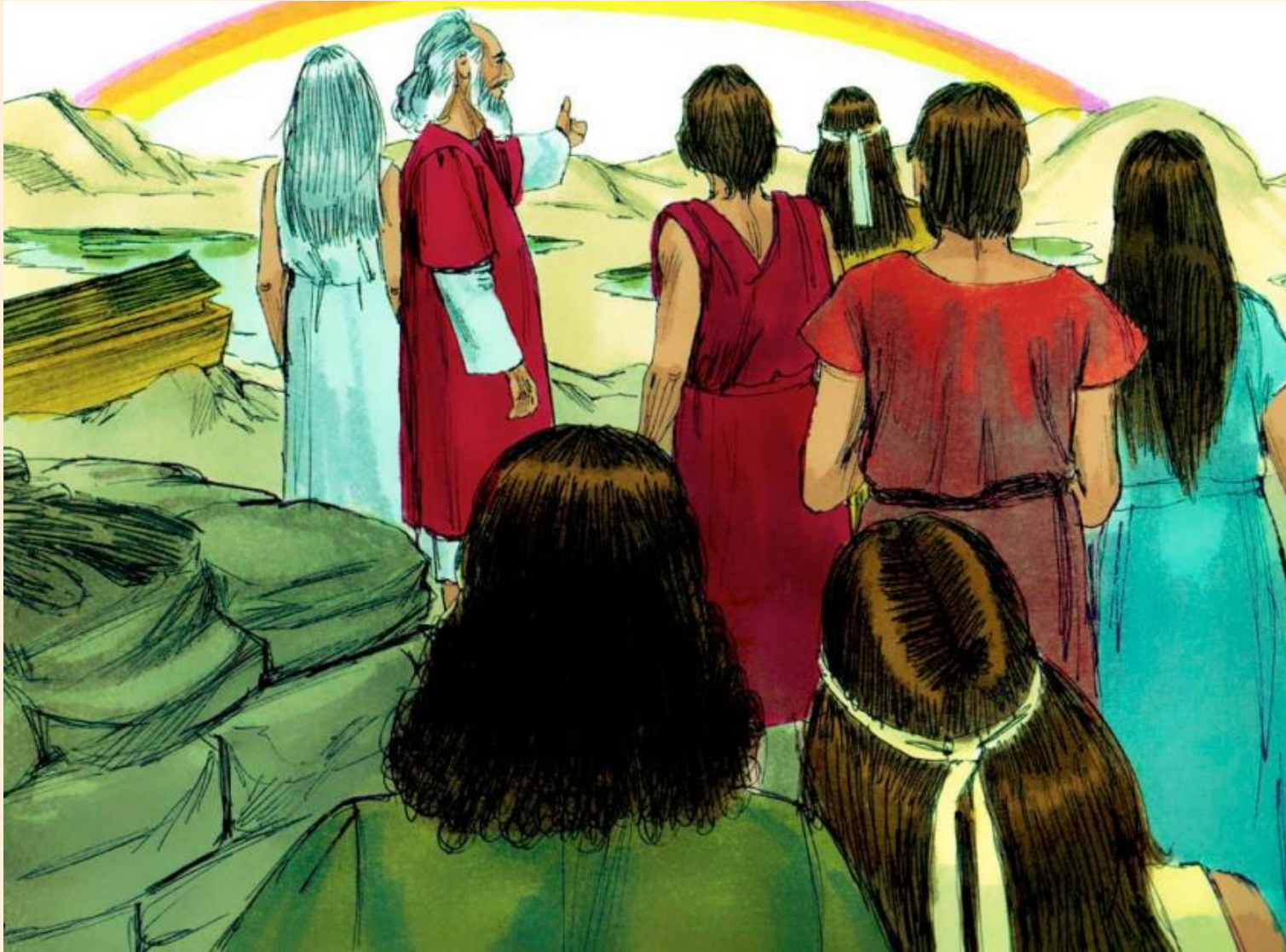
**Noah sent out another dove. This time it came back with an olive branch in its mouth - a sign that there were trees somewhere on the earth. The next time he sent the dove out, it did not return.**

***Choose some people to come to the front of the lesson and act as Noah and his family.***

***Ask them how are they feeling?***

***What might they be saying to each other?***





**God told Noah that it was safe to leave the ark. He led his family, the animals, birds and reptiles onto dry land.**

***Noah and his family found a place to worship God. A rainbow appeared. God spoke: 'I won't ever punish people for their evil behaviour like this again. This rainbow will be a sign to you forever that I will keep My promise.'***

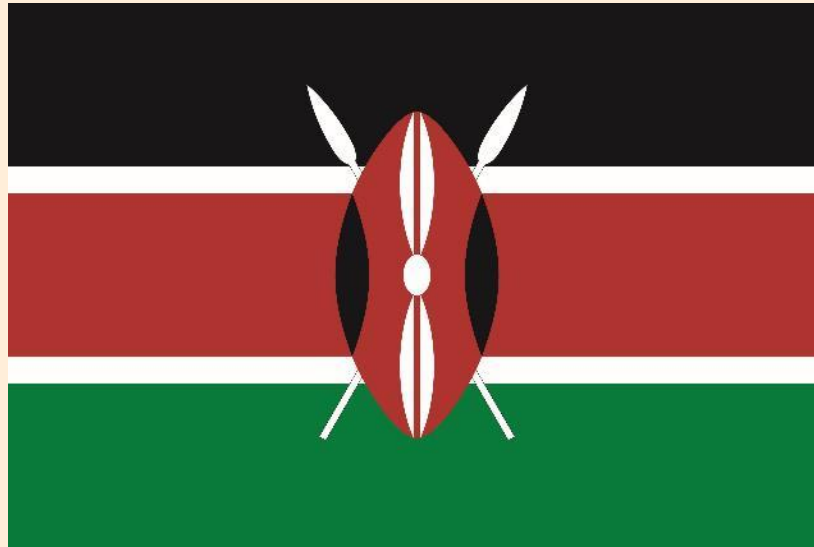
**Christians see rainbows as proof God will make the rain stop, so they aren't afraid.**





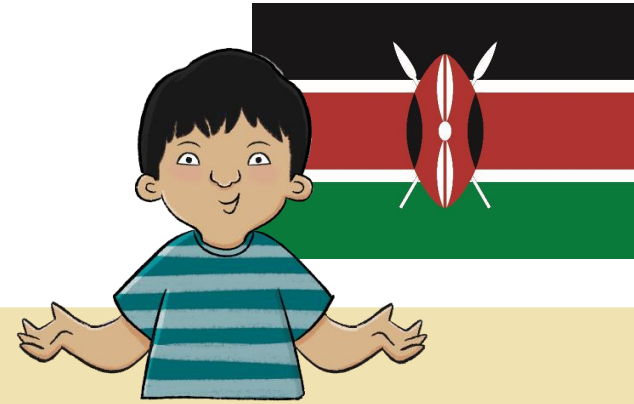
## Unit 2: Life in Kenya

### Lesson 3: What is the landscape of Kenya like?



# Life in Kenya

## Q: What is the landscape like in Kenya?



### 3 in 3

1. What kind of seasons does Kenya have?

**wet and dry seasons**

**hot and cold seasons**

2. 'Climate' means ...

**typical weather pattern  
in a specific area**

**what the weather  
is like today**

3. Kenya lies on the ...

**North Pole**

**Equator**

**border**

### CHALLENGE

Kenya is colder than the  
United Kingdom.

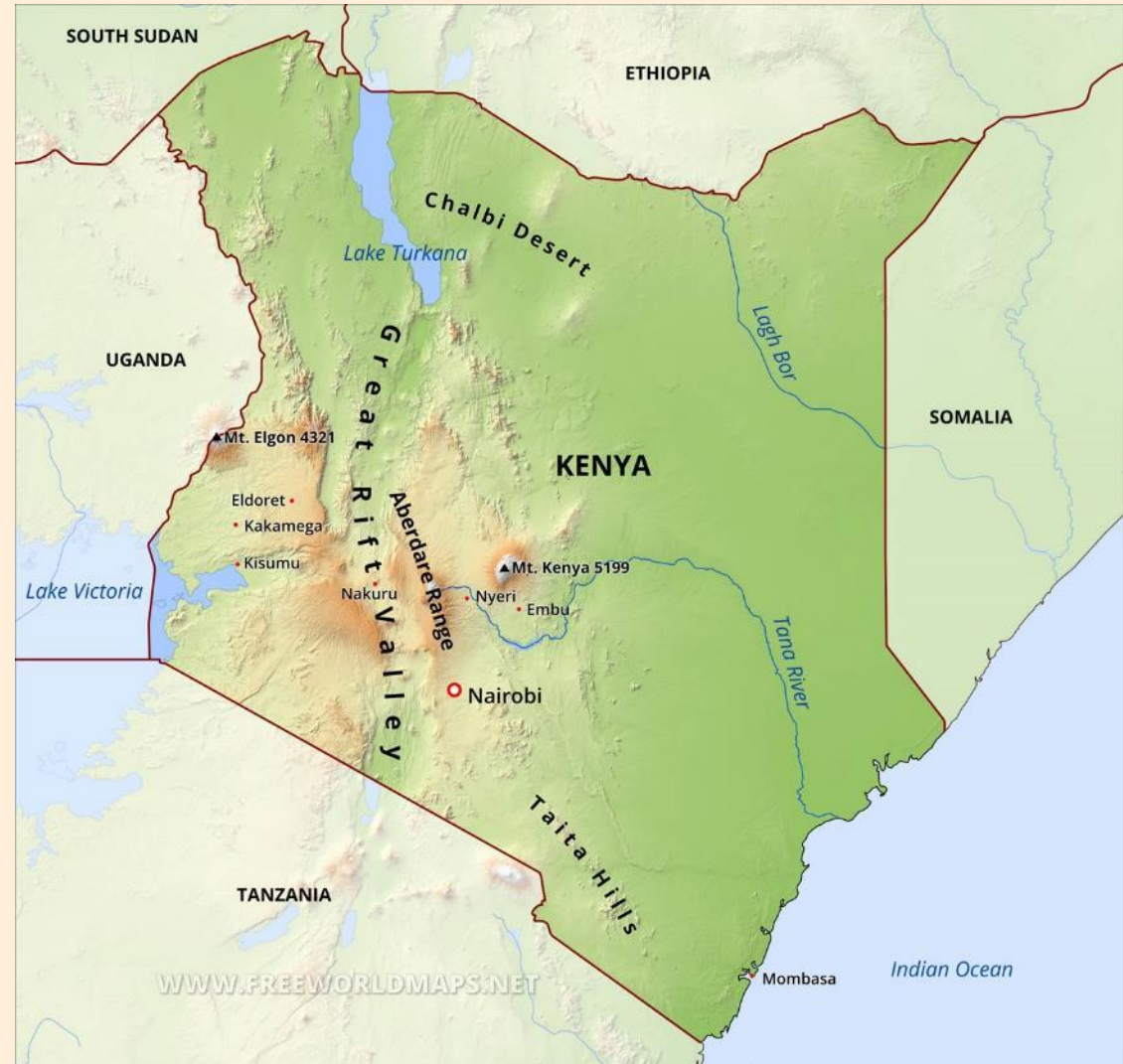
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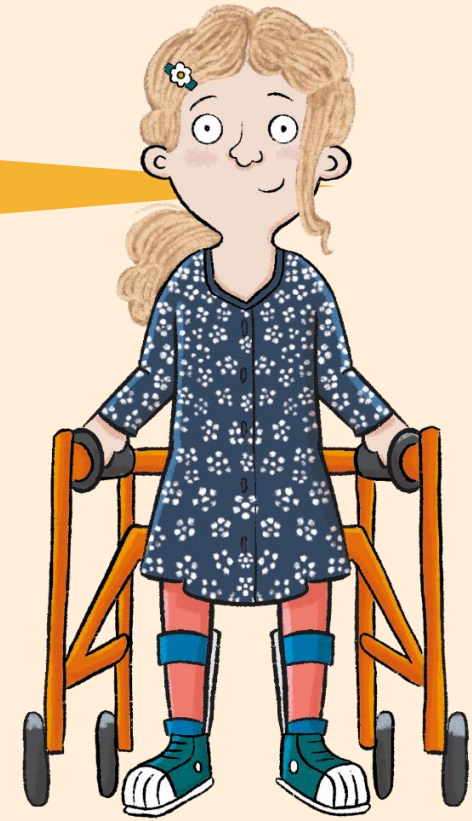
**false**

Can you explain how you  
know?



Look carefully at this map of Kenya. What can you tell about the landscape?





The key term in this lesson is **savannah**.  
The savannah is an area of tropical grassland,  
dotted with trees.

### Key knowledge

- There are many different landscapes in Kenya.
- Mount Kenya is the tallest mountain in Kenya, and it is an extinct volcano.
- The Great Rift Valley runs through Kenya.
- Kenya has two deserts.
- A lot of Kenya is tropical grassland called savannah.

### Key vocabulary

**coast**

**desert**

**mountain**

**savannah**

**valley**





Here are some photographs of Kenya.  
What physical and human features can you see?



## Lesson 3: Investigation





# What is the landscape of Kenya like?

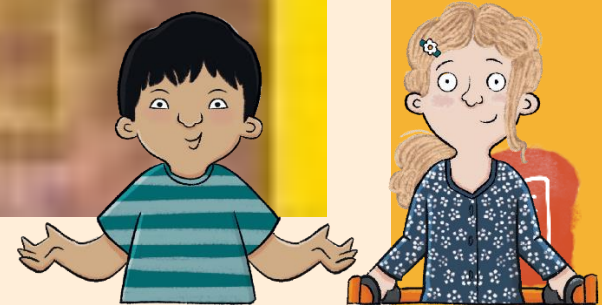
The main rivers in Kenya are the Galana and the Tana. During July and August, the massive wildebeest migration can be seen crossing the Mara river into the Maasai Mara Reserve.



# Wildebeest Migration



## Lesson 1: Read





# What is the landscape of Kenya like?

Kenya has some large cities with busy roads, tall buildings, and lots of people. **Nairobi** is the capital city of Kenya. It is known for its buzzing city life and monuments.



# What is the landscape of Kenya like?

Some of the biggest **lakes** in Kenya are **Lake Turkana** and **Lake Victoria**—Lake Victoria is also in Tanzania and Uganda. Flamingos gather at **Lake Nakuru** in huge numbers.





# What is the landscape of Kenya like?

**Watamu** is a small town on the **coast**. It is known for its marine national park, clear turquoise waters, and amazing beaches. Endangered green sea turtles use its beach as an egg-laying site.

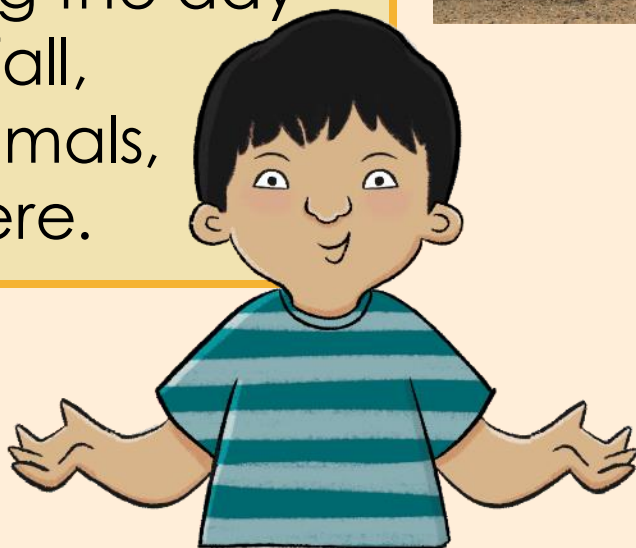




## What is the landscape of Kenya like?

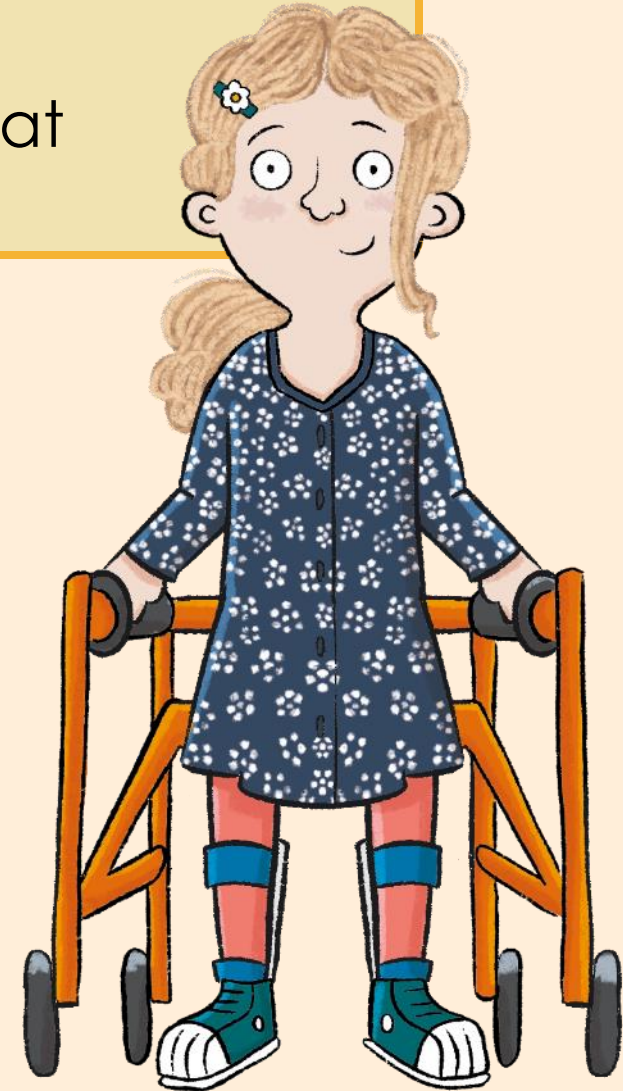
There are two **deserts** in Kenya: the **Chalbi** and the **Nyiri** desert. The Chalbi desert is in northern Kenya. The Nyiri desert is in southern Kenya.

As the deserts have scorching temperatures during the day and not much rainfall, very few plants, animals, and people live there.



# What is the landscape of Kenya like?

Villages are scattered in the countryside. Many people in villages live a traditional way of life that hasn't changed much for hundreds of years.





## What is the landscape of Kenya like?



Near the **mountains**, in the highlands of Kenya, the weather is cooler than other parts of the country. There are lots of farms here. **Maize**, **coffee**, and **tea** crops are grown. These earn the country lots of money, so they are called 'cash crops'.

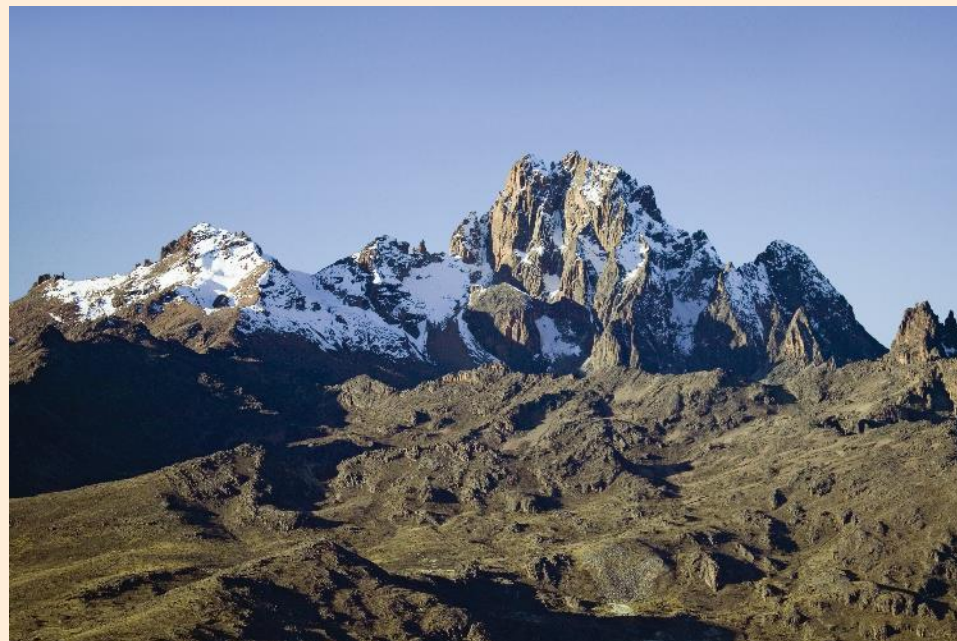


# What is the landscape of Kenya like?

## Mountains and valleys

In Kenya, there are tall mountains and deep **valleys**.

**Mount Kenya** is the tallest mountain in Kenya and the second tallest in Africa. At the top (or summit) you will find steep peaks that look like pyramids. Even though Kenya is on the Equator, these peaks are covered in snow because they are very high.





# What is the landscape of Kenya like?

## Mountains and valleys

A valley is a low area of land between mountains or hills. Valleys often have rivers running through them.

Between the mountains in Kenya is an area called the **Great Rift Valley**. This is a 6,000 mile crack in Earth's crust. Much of it is in Kenya, where it cuts the country in two.



# What is the landscape of Kenya like?

## Grasslands and savannahs

Kenya also has lots of grassland areas.

A lot of Kenya is covered by African **savannah**. A savannah is tropical grassland, dotted with trees. These areas are where you can find many of Kenya's national parks and game reserves.





# What is the landscape of Kenya like?

## Grasslands and savannahs



The 'Big Five' can be found countrywide in the national parks and game reserves. The Big Five animals are: **lion**, **leopard**, **rhinoceros**, **buffalo**, and **elephant**. Kenya is a popular tourist destination.

Many people go on safari in Kenya to try and see the animals. A safari is a trip you take to see animals in their natural habitats.



**INDEPENDENT TASK:** complete the table for each landscape. Make a list of the physical features and describe each setting using sentences.

steep      rocky slopes      snowy peaks      grassland      big five

Savannah		
Picture	Physical features	Description
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	
Mount Kenya		
Picture	Physical features	Description
		





In this lesson, we are going to learn about the different landscapes found in Kenya.

Key term: The **savannah** is an area of tropical grassland, dotted with trees.

Sort the physical and human features into if they are found in the UK, Kenya, or both.

UK	Both	Kenya
Loch Ness		River Tana

Big Five	river	London	Nairobi	desert
River Thames	farm	Ben Nevis	<del>River Tana</del>	savannah
mountain	tall buildings	Mount Kenya	valley	town
	city	lake	<del>Loch Ness</del>	



## GREATER DEPTH: In your own words...



Which of the landscapes in Kenya are similar to those found in the UK? Which are different?



# What is the landscape of Kenya like?

## Key knowledge

- There are many different landscapes in Kenya.
- Mount Kenya is the tallest mountain in Kenya, and it is an extinct volcano.
- The Great Rift Valley runs through Kenya.
- Kenya has two deserts.
- A lot of Kenya is tropical grassland called savannah.

## Key vocabulary

- coast
- desert
- mountain
- **savannah**
- valley



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Investigators

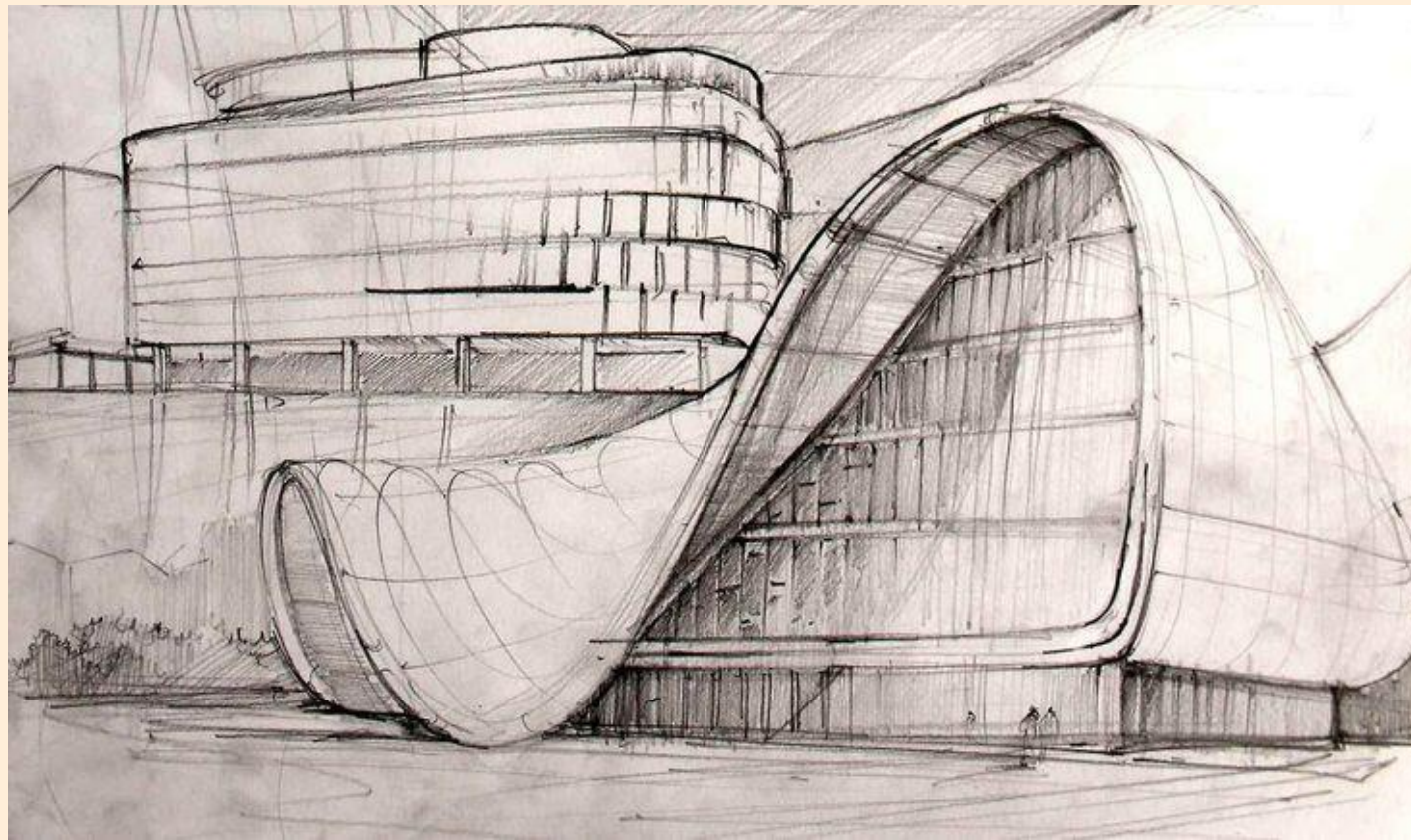
T.B.A.T. use a plan to create a piece of  
architecture.



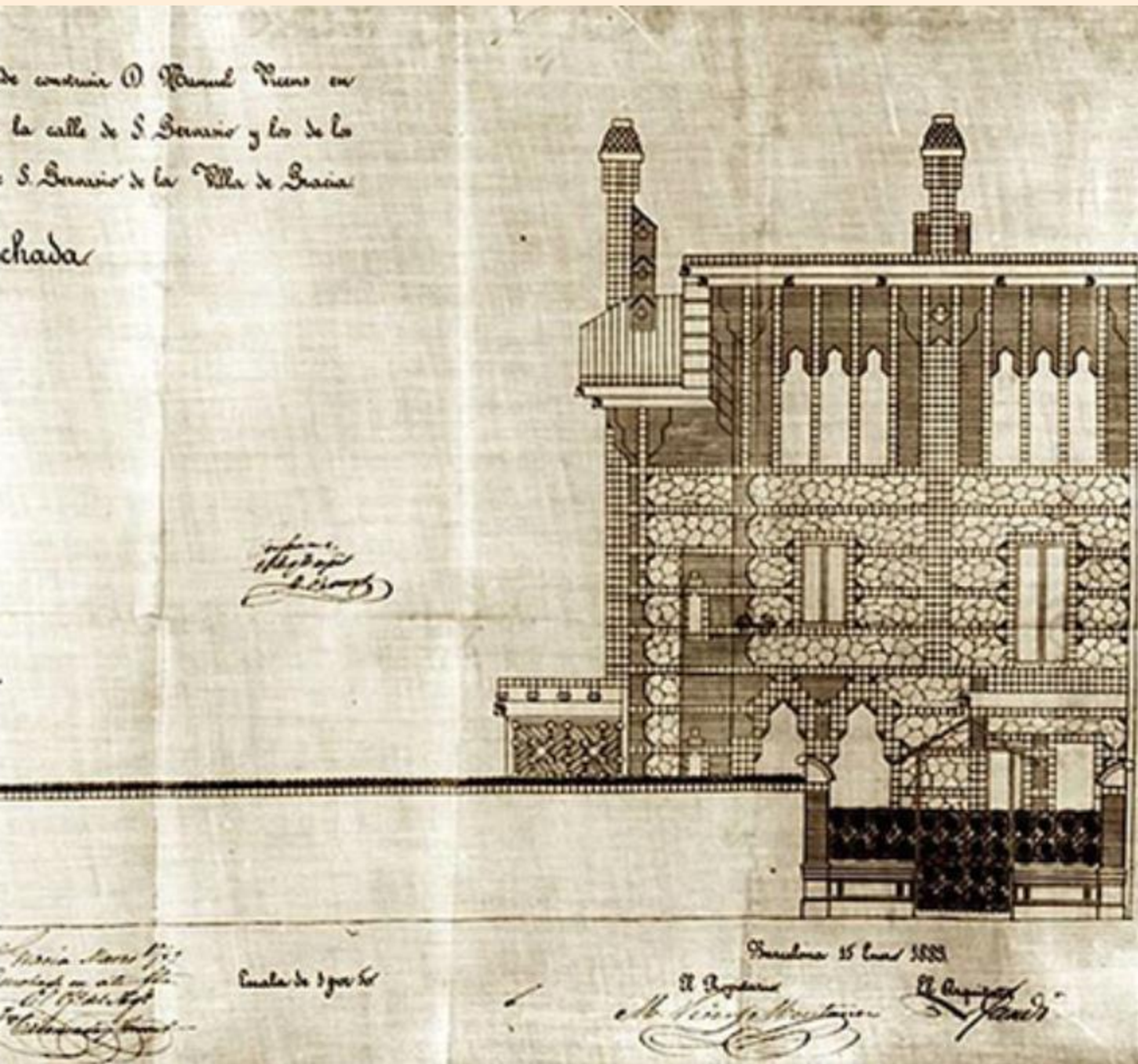
Architects use  
sketches to  
organise  
their ideas.

It helps them to  
see what their  
design might  
look like.











# Your Task

Create your sketch to organise your ideas.

Think carefully:

What shapes will you use?

What patterns will you have?

