

Tuesday

INVESTIGATORS (Miss Horton & Mrs Karasava)	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	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	PE (Downstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Computing
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<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 & Mrs Karasava)	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 (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
TUE (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
WED (REBECCA)	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>	Computing
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
FRI (REBECCA)	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)

# Morning Registration

1) Calculate the answers.

30.09.25

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$12 + 7 = \underline{\quad}$

$23 - 2 = \underline{\quad}$

$36 + 3 = \underline{\quad}$

$49 - 5 = \underline{\quad}$

$51 + 8 = \underline{\quad}$

$65 - 1 = \underline{\quad}$

$71 + 4 = \underline{\quad}$

$88 - 6 = \underline{\quad}$

$90 + 9 = \underline{\quad}$

$17 - 2 = \underline{\quad}$

$43 + 5 = \underline{\quad}$

$76 - 4 = \underline{\quad}$

2) Read a book from the bookshelf.

# Spellings

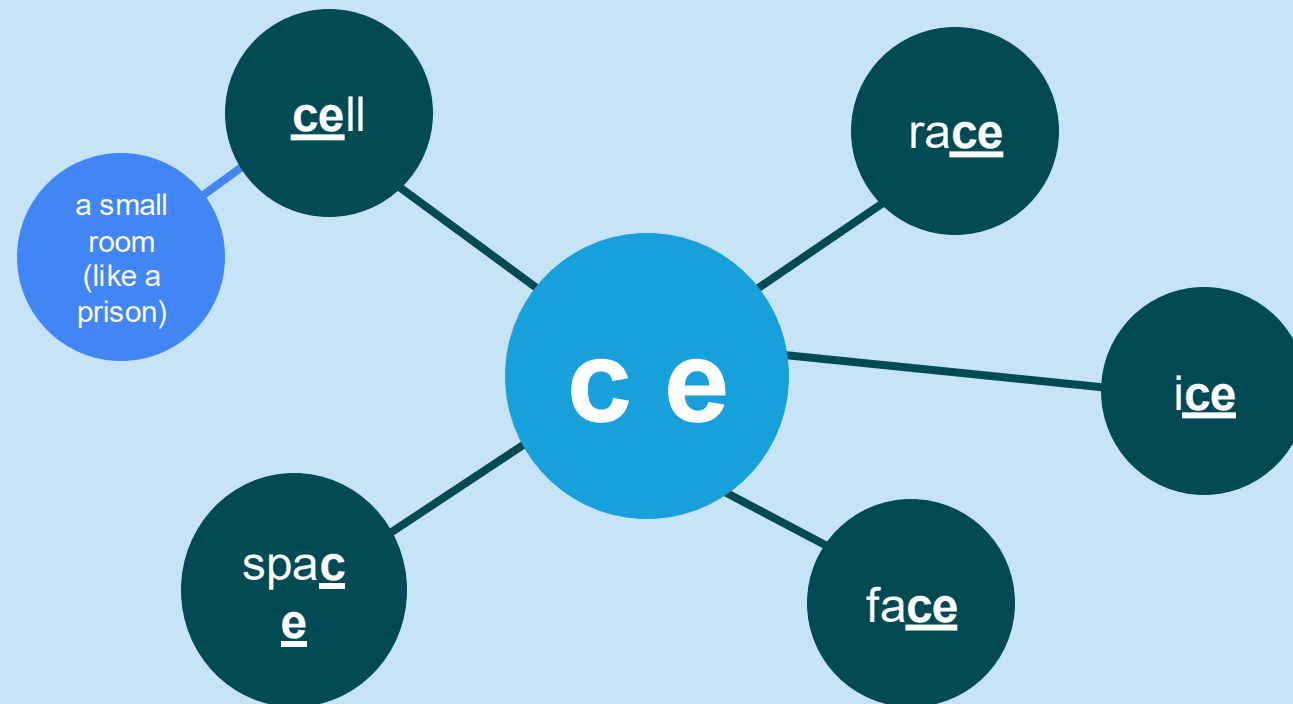


**Spelling the sound  
/s/ spelt 'c' before  
e, i and y.**

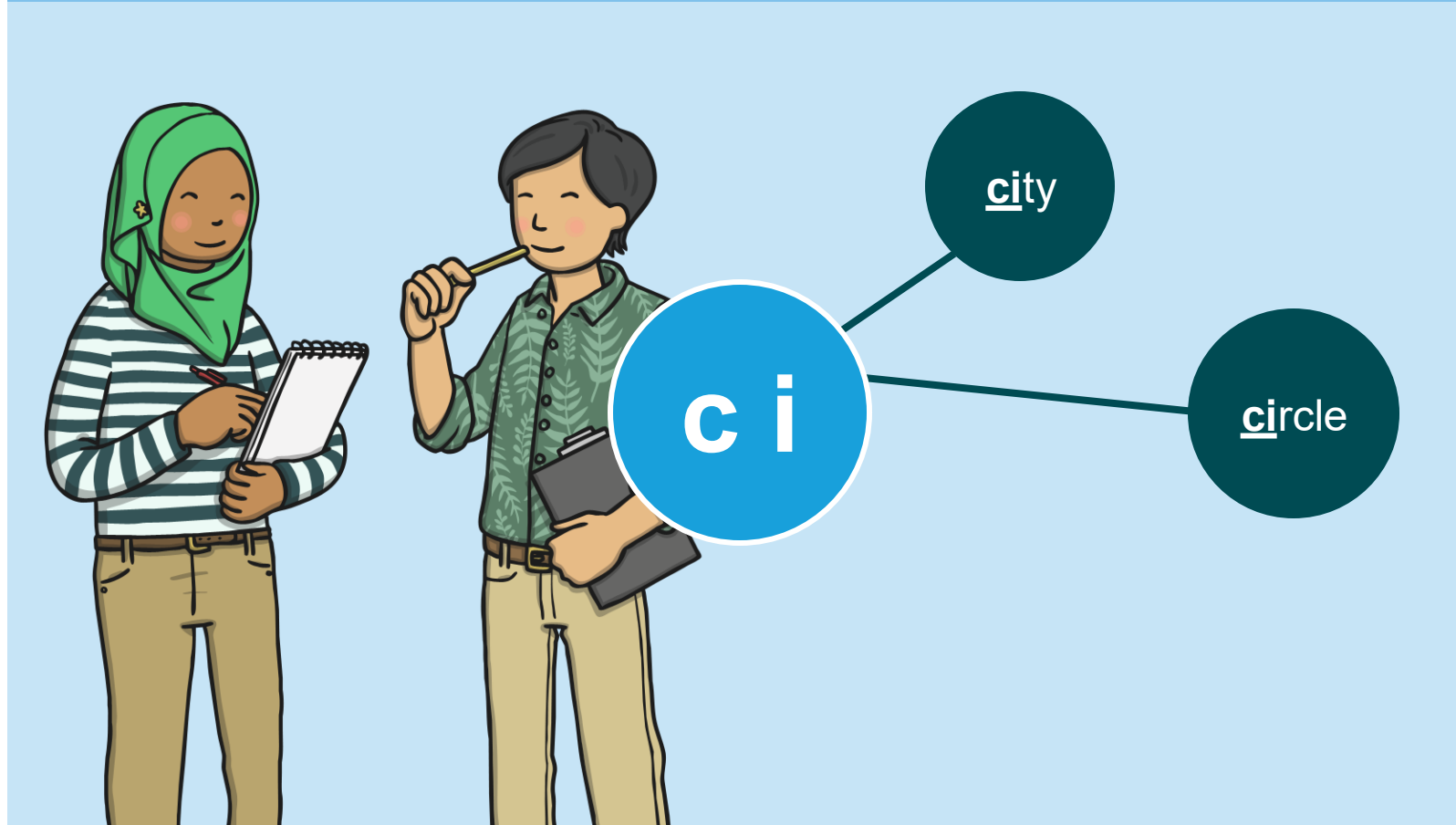


We have learnt that the /s/ sound can be spelt with 's' and 'ss' but...

the /s/ sound can also be made with a 'c',  
if it comes before the vowels e, i and y.



The /s/ sound can be made with a 'c',  
if it comes before the vowels e, i and y.





The /s/ sound is made with a 'c',  
if it comes before the vowels e, i and y.












c y

spicy

bicycle

fancy

Which of these words would need capital letters? Why do they need capital letters?

<b>table</b>  <input type="text"/>	<b>sydney</b>  <input type="text"/>	<b>fruit</b>  <input type="text"/>
<b>dog</b>  <input type="text"/>	<b>melissa</b>  <input type="text"/>	<b>humpty dumpty</b>  <input type="text"/>
<b>hot chips</b>  <input type="text"/>	<b>australia</b>  <input type="text"/>	<b>horse</b>  <input type="text"/>

When do we use capital letters?

Can you put 3 of these words into sentences?

Remember your sentence must start with a capital letter and end with a full stop.

race

ice

cell

city

fancy

face

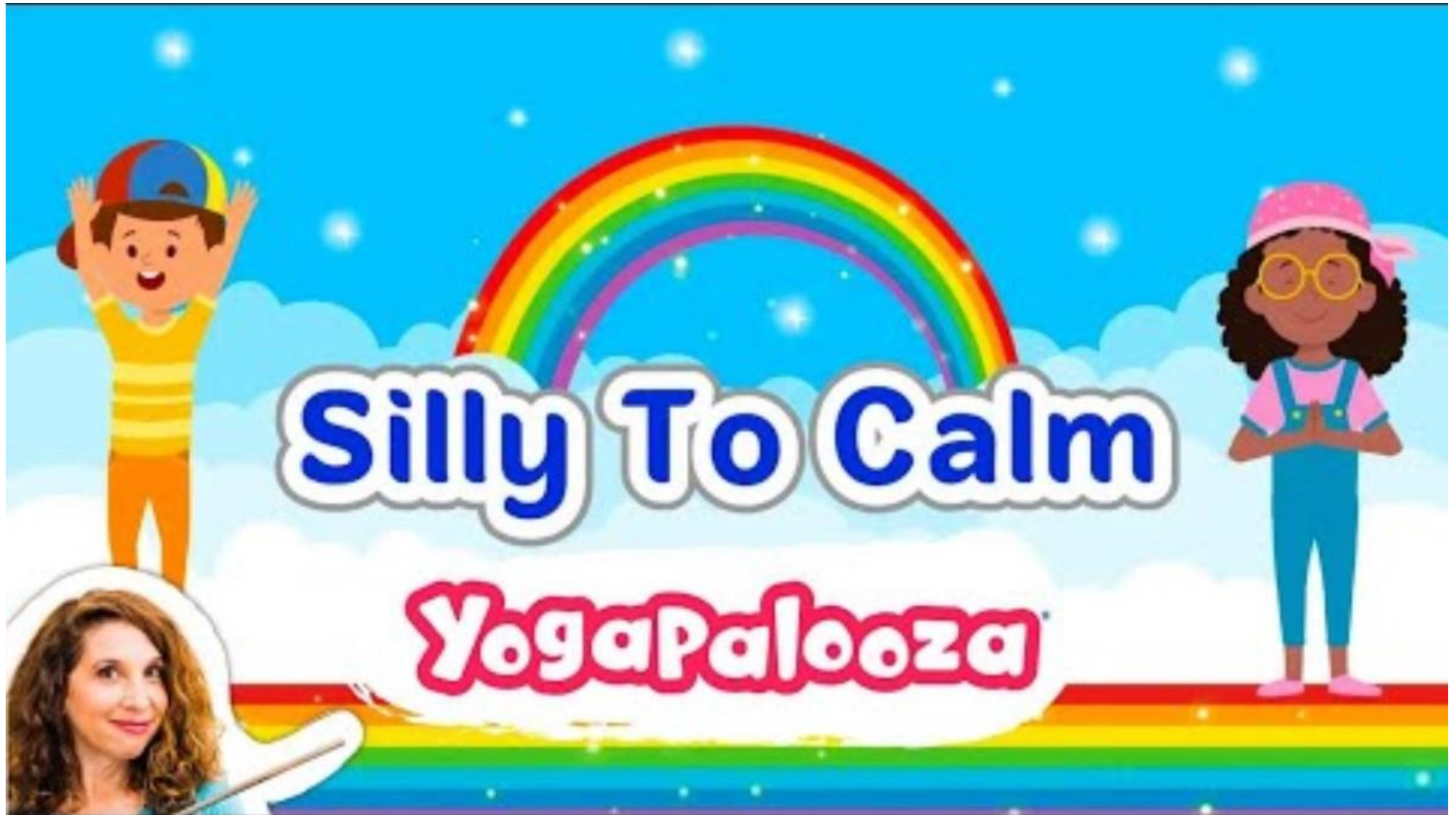
space

bicycle

circle

spicy

**BRAIN BREAK**



**LITERACY**

## T.B.A.T. Identify nouns and create noun phrases

2 in 2

1. Which of the words below is an **noun**?

hammering

nail

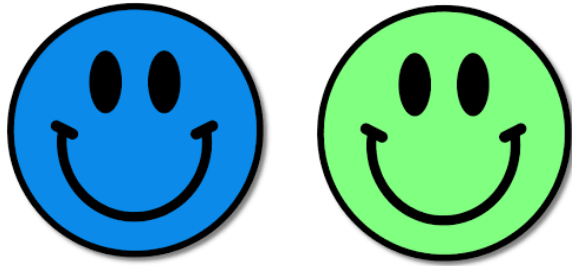
ate

2. Find the **adjective** in the sentence.

*Mother was busy watering the plants.*

**CHALLENGE:** Write a descriptive sentence about Claude.





Which words can go in front of these nouns?  
What are these words called? (This is the word class)



Nouns

Describing

Adverbs

# Noun Phrases

Imagining

Adjectives

Being specific

Creating a picture

# Nouns

A noun names a person, place, idea, thing or feeling.

In front of a noun, we often have one of ...

a

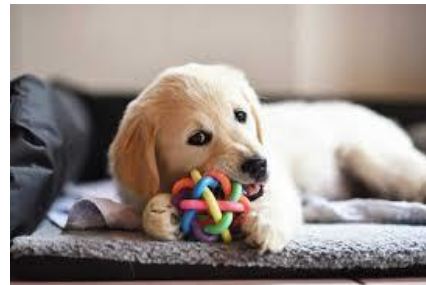
an

the

There's a **dog** in  
the **garden**.



The **dog** had  
a favourite **toy**.



# Identify the nouns

Hint!

Try putting 'the', 'a' or 'an' in front of the word. Does it make sense?

hat

angry

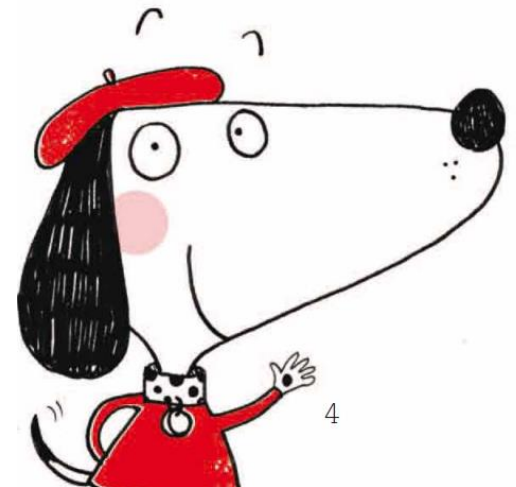
described

boy

playing

upstairs

very



# Adjectives

An **adjective** describes a **noun**.

**Adjectives** can come beside the **noun** or they can complete a sentence.



The

**fluffy, white**

**dog**

loves

**his toy.**

**The dog**

appeared to be

**excited and happy.**

*You can have several adjectives together...  
but then you need a comma.*

The fluffy **,** white dog...

# Using adjectives

dog

robber

sculpture

white

shiny

tall

Use two **adjectives** to describe each noun.

happy

naughty

sad

really

old

Don't forget  
your comma!

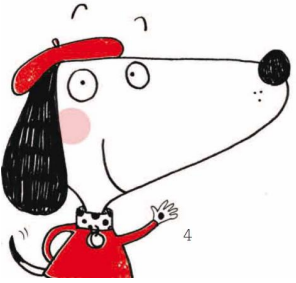
**Hint!**  
What type of thing is it?  
Think about your description.

favourite





# Noun phrase



A dog

A fluffy, white dog

A fluffy, white dog walks  
around the huge city.

Now you have a go...

Start with a noun.

Add adjectives

Add description about  
what, where or when.

Hint!

Think of something really good to describe

Can you write some noun phrases relating Claude?

1. There's a \_\_\_\_\_  
in the  
\_\_\_\_\_.



2. There's a \_\_\_\_\_  
\_\_\_\_\_ in the  
\_\_\_\_\_.

3. There's a \_\_\_\_\_,  
\_\_\_\_\_ in the  
\_\_\_\_\_, \_\_\_\_\_.

### CHALLENGE

Can you write a descriptive sentence about Claude?

**Remember to use a noun phrase.**

**BREAK**

PE



Lesson Pre-read  
Why are team building  
skills important?

# Learning Objective

## To follow instructions and work with others.

# Equipment



**CONES**  
*x 15*



**PACK OF CARDS**  
*x 1*



## WARM UP

**PE Warm-Up  
Brain Break**

**To the song:**

**HANDCLAP**



# WARM UP

## Safe space:

A - Pupils stand in a space. They begin by walking around the area, moving in and out of each other.

Move around in the space, changing direction and avoiding other people.

B - Pupils move around in a different way e.g. skipping, jumping, side-stepping. Take suggestions from the pupils for the class to use. Look for the space. This will continually change as the pupils move. Keep your head up and look for your own safe to move into.

# SKILL DEVELOPMENT

## Captain's on the deck:

Tell pupils in this game they need to use their listening skills to follow the instructions. If they are unsure they can watch others to confirm the instructions. Pupils jog around the space responding to the following instructions:

- forwards

Look for space to move into, change direction when you come close to another pupil.

- backwards

Look over your shoulder. Lift your knees high so that you do not trip over.

- Sideways

Use side steps to travel, changing your leading leg every few steps.

Introduce the commands:

- Scrub the deck: on your knees pretending to scrub.
- Climb the rigging: pretend to climb a ladder.
- Submarine: lie on your back with one leg in the air.
- Row the boat: sit opposite a partner and pretend to row.



## Snap:

Take three suits out of a pack of playing cards, A -10 (do not use face cards). Give each pupil a card and ask them to stand in a space without showing anyone.

**A** Challenge 1: pupils get into groups of the same suit.

Be confident to communicate and share your card as you move around. Use your looking and listening skills to help you.

**D** Challenge 4: in their groups of three, pupils create the number of their card with their bodies.

Listen and share your ideas with your group and work together to create the number.

**B** Challenge 2: pupils get into number order within their suit and stand in a line.

Hold your card out so that everyone can see what number you are.

Make this harder by repeating the tasks with a 'no talking' rule.

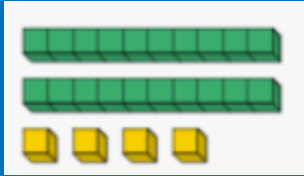
**C** Challenge 3: pupils find the people with the same number on their card. Q: There will be a lot of people talking and moving at the same time, how else could you share your number? *Hold fingers or card up.*



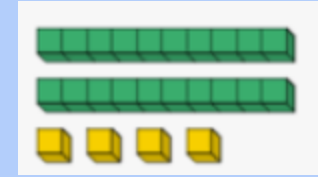
LUNCH

**MATHS**





$56 - 25 =$ _____	<input type="text"/>	<input type="text"/>
$56 - 35 =$ _____	<input type="text"/>	<input type="text"/>
$56 - 45 =$ _____	<input type="text"/>	<input type="text"/>
$56 - 55 =$ _____	<input type="text"/>	<input type="text"/>



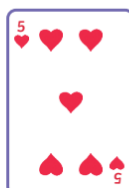
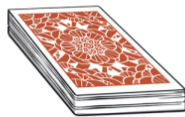
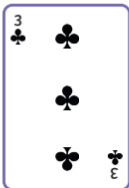
Make two 2-digit numbers. Add the numbers together.

Subtract 2-digit numbers **GUIDED**

## Subtract Two

You will need: A pack of playing cards but remove the face cards. Ace is 1.

Put the cards in a pile. Each player takes two cards and subtracts the smaller number from the greater number. The player with the smallest difference wins a point. For example, if a player has 10 and 3, their difference is 7.



Subtract

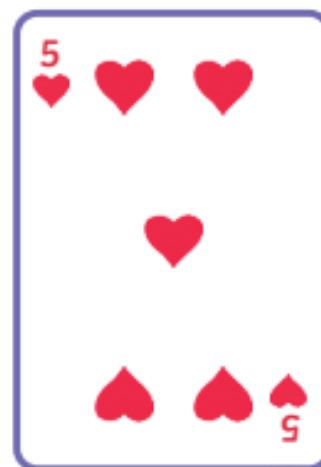
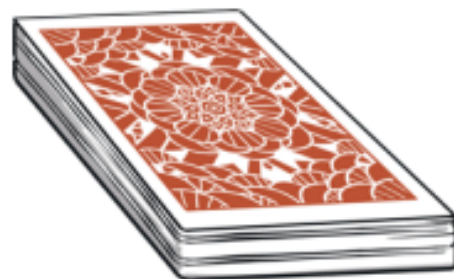
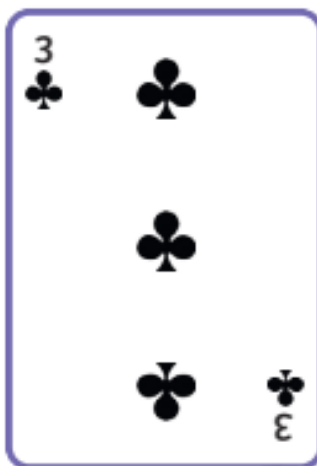
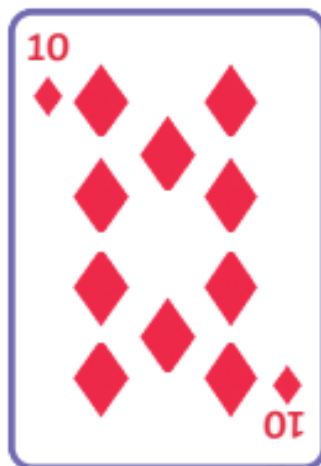


ICT Games - Subtraction

# Subtract Two

You will need: A pack of playing cards but remove the face cards. Ace is 1.

Put the cards in a pile. Each player takes two cards and subtracts the smaller number from the greater number. The player with the smallest difference wins a point. For example, if a player has 10 and 3, their difference is 7.





$56 - 25 =$	<input type="text"/>	<input type="text"/> <input type="text"/>
$56 - 35 =$	<input type="text"/>	<input type="text"/> <input type="text"/>
$56 - 45 =$	<input type="text"/>	<input type="text"/> <input type="text"/>
$56 - 55 =$	<input type="text"/>	<input type="text"/> <input type="text"/>

### CHALLENGE

$$46 = 6 \square - 2 \square$$

How many different ways can you fill the missing boxes without changing the whole?

Example:

$$46 = 69 - 23$$

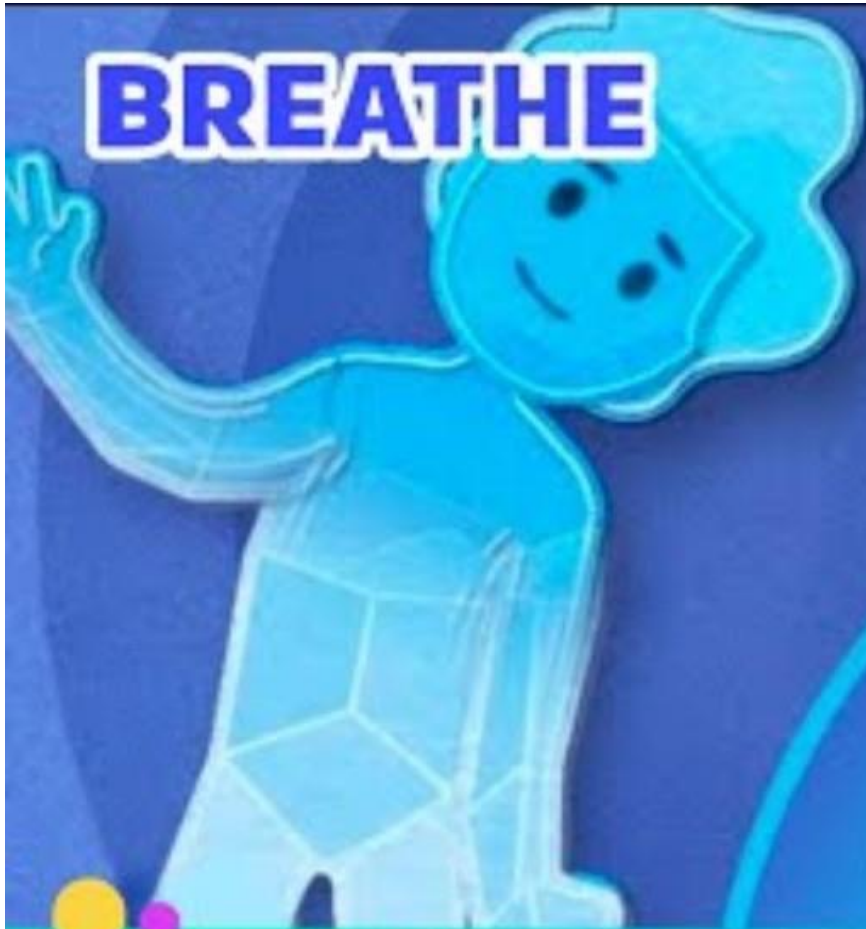
### GREATER DEPTH

How could you solve this using what you have learnt today?

$$\square - 14 = 32$$

**BRAIN BREAK**

**BREATHE**



**MELTING**

**FLOW**

**GoNoodle.**

# HANDWRITING



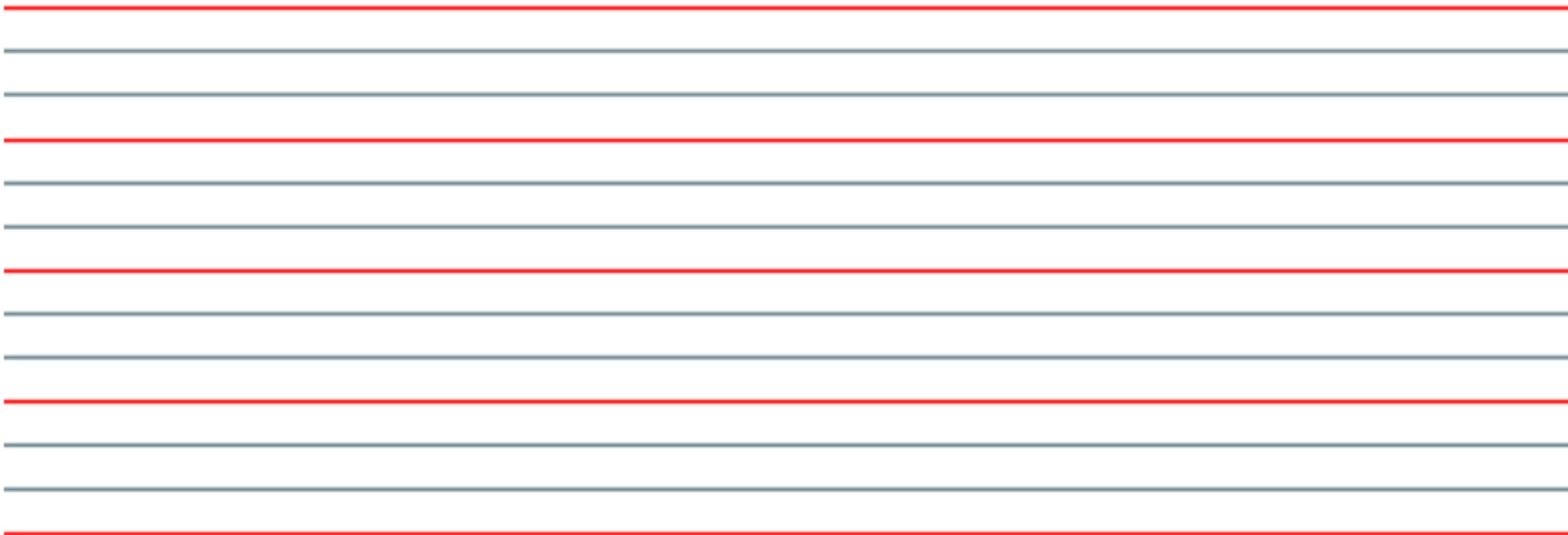
## My Letter Formation Strip



a b c d e f g h i j k l m

n o p q r s t u v w x y z

twinkl.com



# ART- Pioneers

Monday 7th. October

T.B.A.T. use wax resist and watercolour, wax crayon in my observational drawings.



## Part Two – Wax Resist with Crayons.

On an A4 page, draw the chosen natural object one more time using a wax crayon.

Try to fill the page, using as much space as possible.





## Part Three – Watercolour over the wax sketch.

Using a paintbrush and natural, earthy colours, wash over the sketch to reveal the wax crayon drawing underneath.





# COMPUTING Investigators

## The nature of bullying

T.B.A.T. explain what bullying is, how people may bully others and how bullying can make someone feel.



What is bullying?



Bullying is...



What is bullying?



Repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.



*The Diana Award*

What is bullying?



*Anti-Bullying Alliance*

## What is bullying?



Bullying is a mixture of behaviours and impacts; what someone does and the impact that it has on you, which affects your ability to feel safe and in control of yourself.



[Respectme, Scotland's Anti-Bullying service](#)

## What is bullying?



Bullying leaves people feeling hurt, lonely and sad.

Bullying is bad behaviour that:

- means to hurt, frighten or upset someone
- keeps happening
- happens on purpose
- targets someone because of who they are, how they look or what they do.



*Welsh Government*

## What is bullying?



Bullying is behaviour, that is usually repeated, by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.



*Northern Ireland Anti-Bullying Forum (NIABF)*



What is bullying?



Bullying is...



## Bullying and feelings



Angry



Sad



Happy



Confused



Disgusted



Embarrassed



Excited



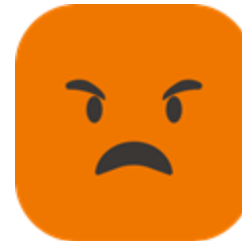
Worried



Surprised



Upset



Annoyed



Scared

## Scenarios

Syra sends Ben a  
message saying  
**'You are so ugly!'**.

- How might **Ben** feel?
- How might **Syra** be feeling?
- How would **you** feel if you saw this?

## Bullying and feelings



Angry



Sad



Happy



Confused



Disgusted



Embarrassed



Excited



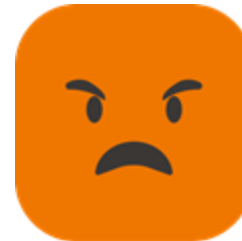
Worried



Surprised



Upset



Annoyed



Scared

## Scenarios

Kate shares a photo online and someone comments saying 'Beautiful picture...shame you are in it!'.

- How might **Kate** feel?
- How might **the person commenting** be feeling?
- How would **you** feel if you saw this?

## Bullying and feelings



Angry



Sad



Happy



Confused



Disgusted



Embarrassed



Excited



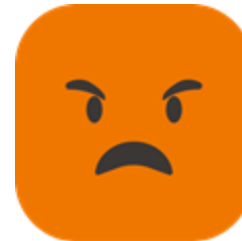
Worried



Surprised



Upset



Annoyed



Scared

## Scenarios

Maya finds out that all the girls in her class have a chat group online. She is **the only girl not added** to the group.

- How might **Maya** feel?
- How might **other girls in the group** be feeling?
- How would **you** feel if you saw this?

## Bullying and feelings



Angry



Sad



Happy



Confused



Disgusted



Embarrassed



Excited



Worried



Surprised



Upset



Annoyed



Scared



## Scenarios

Your friend makes a **mean video** about someone in your class and **tells you to send it to them.**

- How might **the person in your class** feel?
- How might **your friend** be feeling?
- How would **you** feel if this happened?

## Bullying and feelings



Angry



Sad



Happy



Confused



Disgusted



Embarrassed



Excited



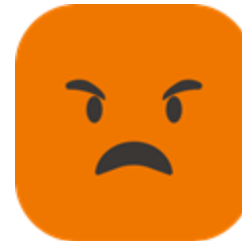
Worried



Surprised



Upset



Annoyed



Scared

## Scenarios

Someone keeps  
destroying  
everything Morgan  
builds in his  
favourite game.

- How might **Morgan** feel?
- How might **the person destroying things** be feeling?
- How would **you** feel if you saw this?

## Bullying and feelings



Angry



Sad



Happy



Confused



Disgusted



Embarrassed



Excited



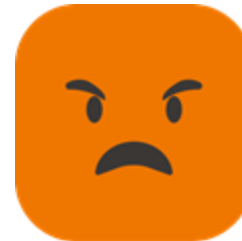
Worried



Surprised



Upset



Annoyed



Scared

## Scenarios

Someone has  
**hacked into your  
account** and is  
**saying upsetting  
things** to others  
online.

- How might **the person pretending to be you** be feeling?
- How might **others** be feeling?
- How would **you** feel if this happened?

## Bullying and feelings



Angry



Sad



Happy



Confused



Disgusted



Embarrassed



Excited



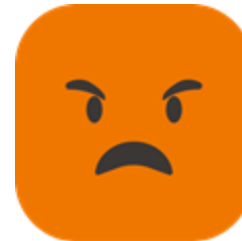
Worried



Surprised



Upset



Annoyed



Scared

## Bullying and feelings

When you think  
about online bullying,  
which are the  
**first three emotions**  
you think of?



Angry



Sad



Happy



Confused



Disgusted



Embarrassed



Excited



Worried



Surprised



Upset



Annoyed



Scared



# A Helping Hand!

If you are being bullied, tell someone!

On each finger write the name of a person who you can ask to help if you are being bullied.

