

Wednesday

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
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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

Complete the sentence.

1.10.25

sad boy angry girl kite broken  
because trapped string



I think the

# Spellings

What word do you think it is?  
Can you write it on your whiteboard?

The picture that is revealed will be one of your 'ce', 'ci' or 'cy' spellings.

Pick one numbered square at a time.  
Can you spot the 'ce' word that is illustrated in the picture? Discuss it with a partner.  
How many squares did you need to reveal?

Reveal Answer

1

2

3

4

5

6

7

8

9

# Say What You See!

The picture that is revealed will be one of your 'ce', 'ci' or 'cy' spelling.

Pick one numbered square at a time. Can you spot the 'ce' word that is illustrated in the picture? Discuss it with a partner. How many squares did you need to reveal?

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# Say What You See!

The picture that is revealed will be one of your 'ce', 'ci' or 'cy' spellings.

Pick one numbered square at a time. Can you spot the 'ci' word that is illustrated in the picture? Discuss it with a partner. How many squares did you need to reveal?

Reveal Answer

1

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4

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# Say What You See!

The picture that is revealed will be one of your 'ce', 'ci' or 'cy' spellings.

Pick one numbered square at a time.  
Can you spot the 'cy' word that is illustrated in the picture? Discuss it with a partner.  
How many squares did you need to reveal?

Reveal Answer

1

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3

4

5

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The picture that is revealed will be one of your 'ce', 'ci' or 'cy' spellings.

Pick one numbered square at a time. Can you spot the 'ce' word that is illustrated in the picture? Discuss it with a partner. How many squares did you need to reveal?

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The picture that is revealed will be one of your 'ce', 'ci' or 'cy' spellings.

Pick one numbered square at a time.  
Can you spot the 'cy' word that is illustrated in the picture? Discuss it with a partner.  
How many squares did you need to reveal?

Reveal Answer

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The picture that is revealed will be one of your 'ce', 'ci' or 'cy' spellings.

Pick one numbered square at a time. Can you spot the 'ci' word that is illustrated in the picture? Discuss it with a partner. How many squares did you need to reveal?

Reveal Answer

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# Say What You See!

The picture that is revealed will be one of your 'ce', 'ci' or 'cy' spellings.

Pick one numbered square at a time. Can you spot the 'cy' word that is illustrated in the picture? Discuss it with a partner. How many squares did you need to reveal?

Reveal Answer

1

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9

**LITERACY**



# Wednesday 1st October

## T.B.A.T. create a story map based on a known story

2 in 2

### The Whoopsit

8 The whoopsit has nine claws on his big  
17 paws. His fur is black and brown. He lurks  
27 in a dark cave at the top of a hill.  
39 The cave is so high up that it is near the clouds.  
48 He sings a tune all day long in the  
56 summer. He likes to shout and moan in  
58 the winter.  
67 We saw his footprints in the mud near the  
74 river. Some people are afraid of the  
84 whoopsit but I am not. I hope that I can  
93 meet him and we can play games all day  
94 long.



1. Where does the whoopsit live?

---

3. Find and copy one word that describes how some people feel about the whoopsit.

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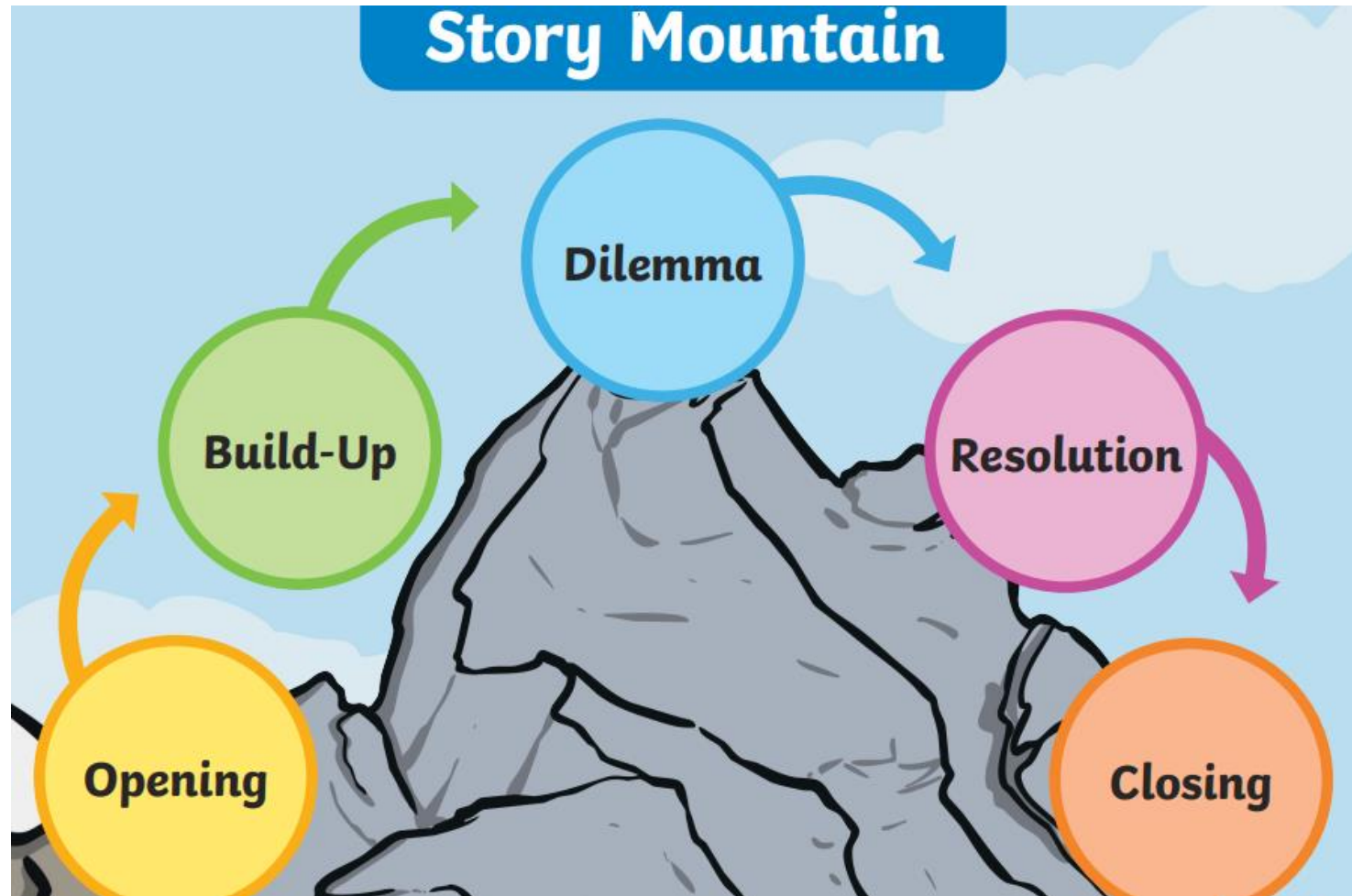
How many traditional stories can you think of?

Can you think of the good characters in the story?

Can you think of the villains in the story?

Tell your partner what happens in one of the stories

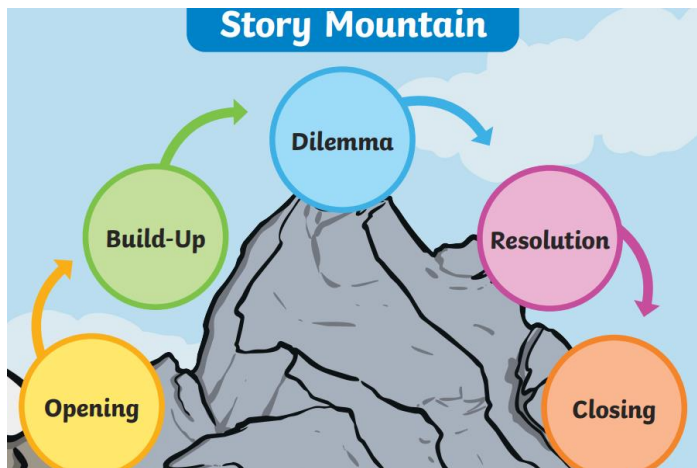
As a class talk through the story of a known fairy story.  
How does it fit this story mountain?



# T.B.A.T. create a story map based on a known story

Read and order the story of  
Jack and the beanstalk

Think about how it fits with  
the story mountain



Jack sells his cow for some  
magic beans.



The magic beans grow into  
a beanstalk and Jack climbs  
up it.



At the top of the beanstalk  
lives a giant in a castle.



Jack takes some gold, a  
singing harp and a hen  
that lays golden eggs.

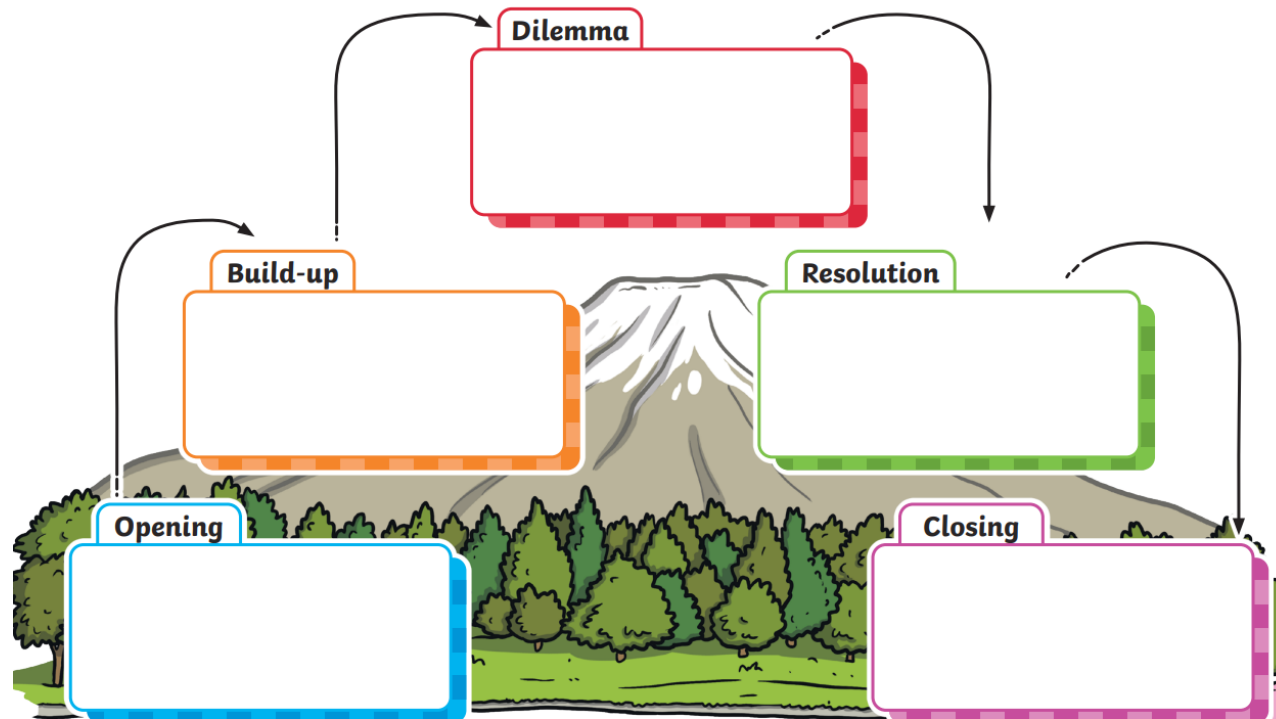
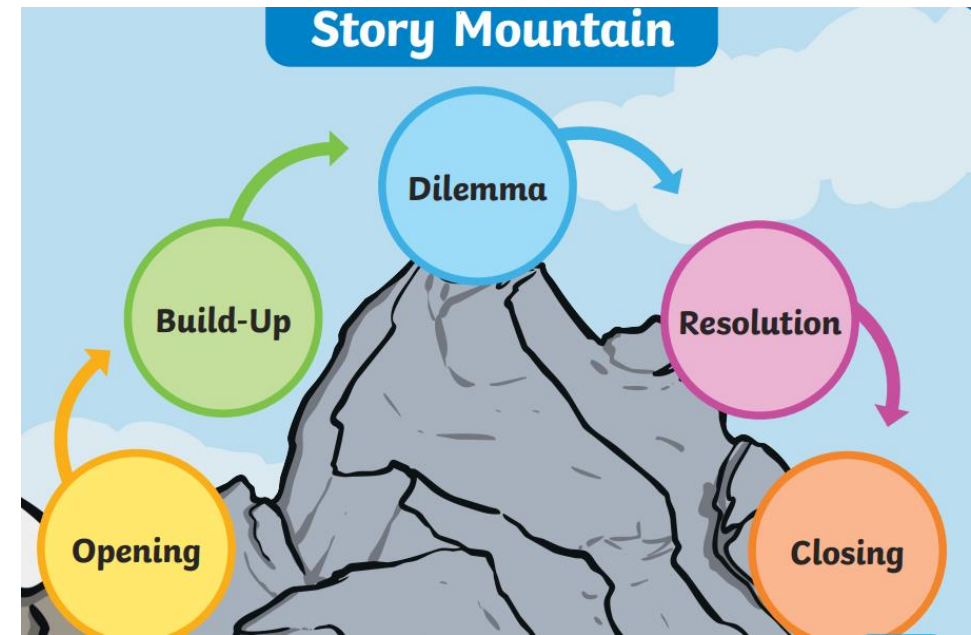


Jack is chased by the giant.  
Jack's mother cuts down  
the beanstalk with an axe.



T.B.A.T. create a story map  
based on a known story

Think about how it fits with  
the story mountain

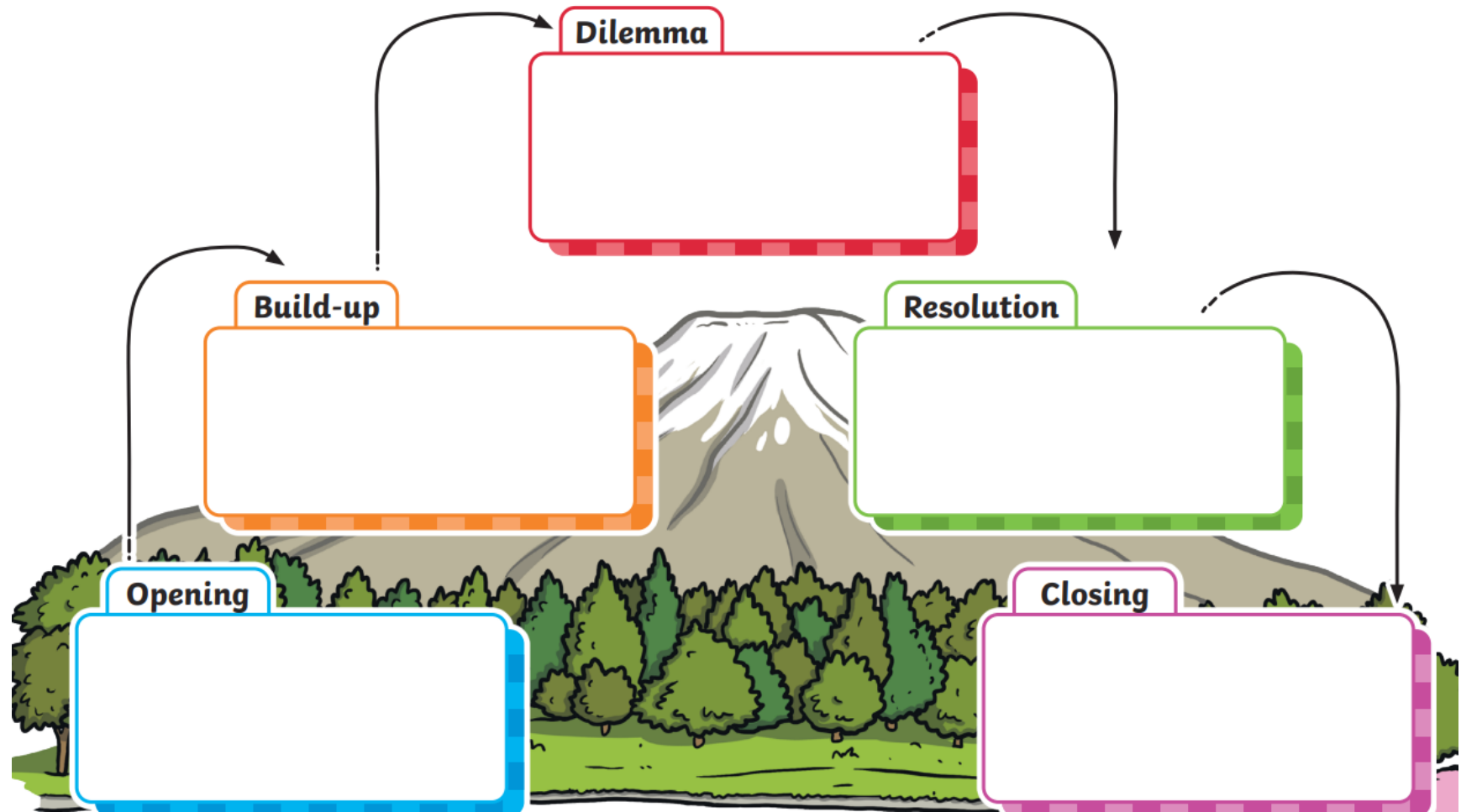




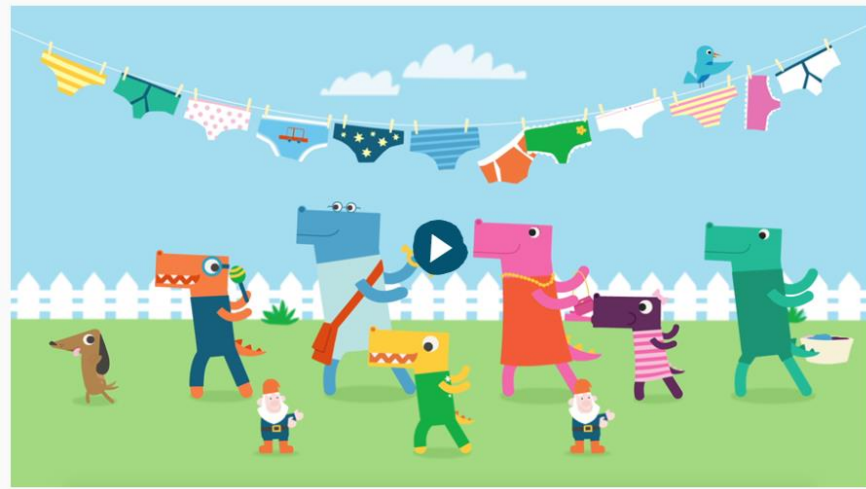
T.B.A.T. create a story map based on a known story

Think about how it fits with the story mountain

Draw pictures to show the different parts of the story.



**CLASS ASSEMBLY**



## What are the PANTS rules?



Privates are private



Always remember your body  
belongs to you



No means no



Talk about secrets that upset you



Speak up, someone can help





**BREAK**

P.E.



Lesson Pre-read  
Why are team building  
skills important?

# Learning Objective

To co-operate and communicate in a small group to solve challenges.



**BLINDFOLDS**  
*x 15*



**CONES**  
*x 15*



**HOOPS**  
*x 8*



**SKIPPING ROPES**  
*x 8*

# 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

## Create the pen:

In their groups of four with one skipping rope.

**A** On the teacher's pupils make different shapes with the rope e.g. circle or square or triangle. Once pupils pick up the rope, they cannot move their hands from that position. Ask them to imagine that they have super glue on them. Which group will complete the shape first?

Work together and listen to each others' ideas.

Make this easier by allowing the pupils to move their hands on the rope.

**B** This time, blindfold two members of the team who hold onto the rope. The other two members must explain to the pupils holding the rope what they have to do to create the shape that the teacher has called. Repeat changing over the team members.

Give short, clear instructions and work with the other member of the team who can see to describe what to do.

**C** Two pupils stay blindfolded. All players hold onto their rope and walk around the teaching space. Unblindfolded players must look after the safety of their team. Q: How will you order your team to look after each of you? When the teacher calls a shape, teams stop and create the shape with their rope. Repeat changing over the team members.

Give clear instructions.

Make this harder by having the teacher draw or show the shape with their hands, no speaking so the blindfolded players cannot hear the task.

# SKILL DEVELOPMENT

## Who are you?

Pupils stand in a circle. Teacher whispers a farm animal to each pupil (or points to one on the 'Who are you?' resource). COW, PIG, SHEEP, OWL, HORSE, DUCK, CHICKEN. Make sure pupils do not tell each other. *Teacher note: for a class of thirty ensure that there are at least seven different animals so that pupils end up in groups of four/five.*

On the teacher's command, pupils find all other pupils who are the same animal as them, but they are not allowed to use words. Q: How else can you communicate your animal? *Use actions or animal sounds.* Set a time limit of 3 minutes before supporting pupils into their groups.

Hold hands once you have found someone on your team so you don't lose them.  
Make this harder by saying that they cannot make any noise.

# SKILL DEVELOPMENT

## Tractor:

In groups of four with one hoop (tractor) between them. All groups begin at a start line. Place an end line of cones 10m away.

Before beginning each challenge allow pupils to discuss the order they will go in and anything that will help them to move quickly whilst ensuring all team members are in contact with the hoop.

**A** The first pupil in each team must hold their hoop and run to the end line and back, then the second person must also hold the hoop and run to the end line and back, then the third and so on until the whole team have completed the race, whilst all holding the hoop.

Work as a team, if you go too fast and someone loses contact with the hoop you will have to start again. Decide on the order you will use before you start.

Make this harder by blindfolding the pupils who are third and fourth. How is this going to impact on what they do as a team? Pupils will need to consider keeping all team members safe.

**B** Repeat the game with pupils jumping to travel. Q: How will you jump in time? Do you want to change the order you used?

Make this harder by only allowing pupils to hop.

**C** Repeat the game with walking as the travelling action. This time, pupils are only allowed to use two fingers each to touch the hoop.

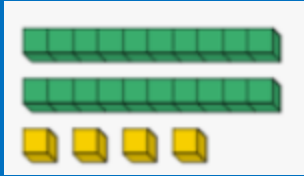
Discuss what you will need to do to be able to complete this before you start.

Make this harder by only allowing pupils to use one finger.



LUNCH

**MATHS**



Make two 2-digit numbers and subtract the smaller from the larger.

41 + 25 =

53 + 35 =

89 - 64 =

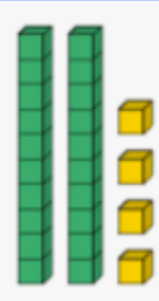
**GREATER DEPTH**

20 + 41 is the same as 50 + 11.

Do you agree? Explain why.

**CHALLENGE**

76 +    = 99



Add and subtract 2-digit numbers **GUIDED**

Subtract Two

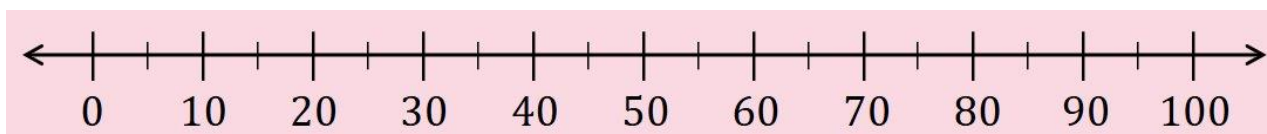
You will need: A pack of playing cards but remove the face cards. Ace is 1.

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.

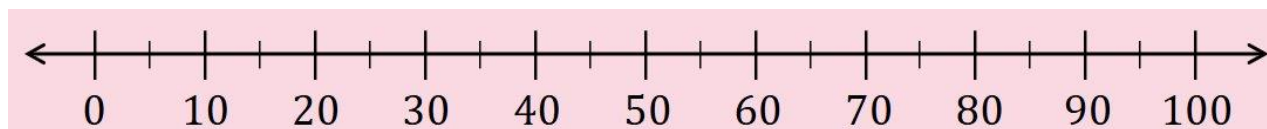
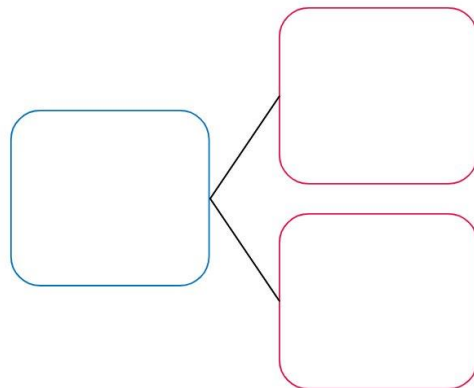
Subtract



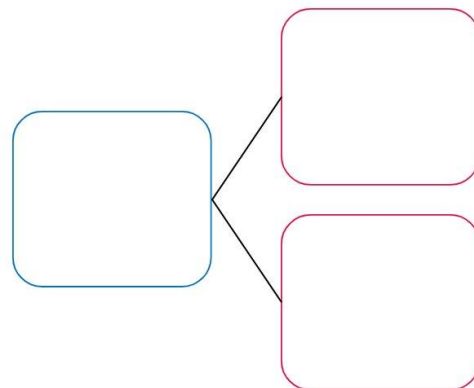
ICT Games - Subtraction



$$41 + 25 =$$

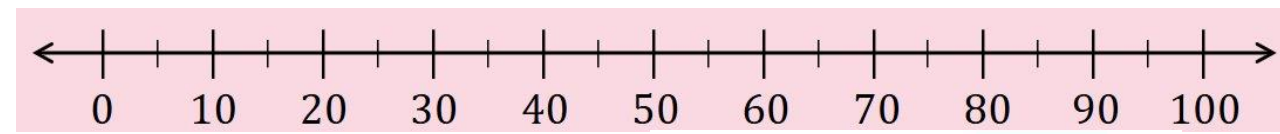


$$89 - 64 =$$

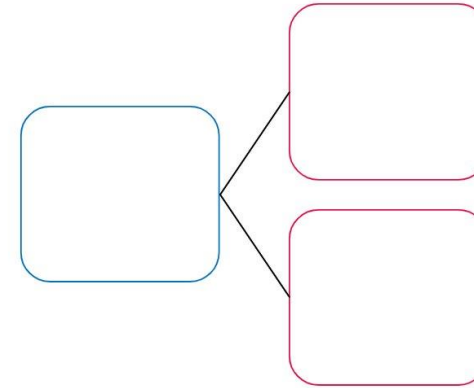


### CHALLENGE

$$76 + \boxed{\phantom{00}} = 99$$



$$53 + 35 =$$



### GREATER DEPTH



20 + 41 is the same as 50 + 11.

Do you agree? Explain why.

**HANDWRITING**



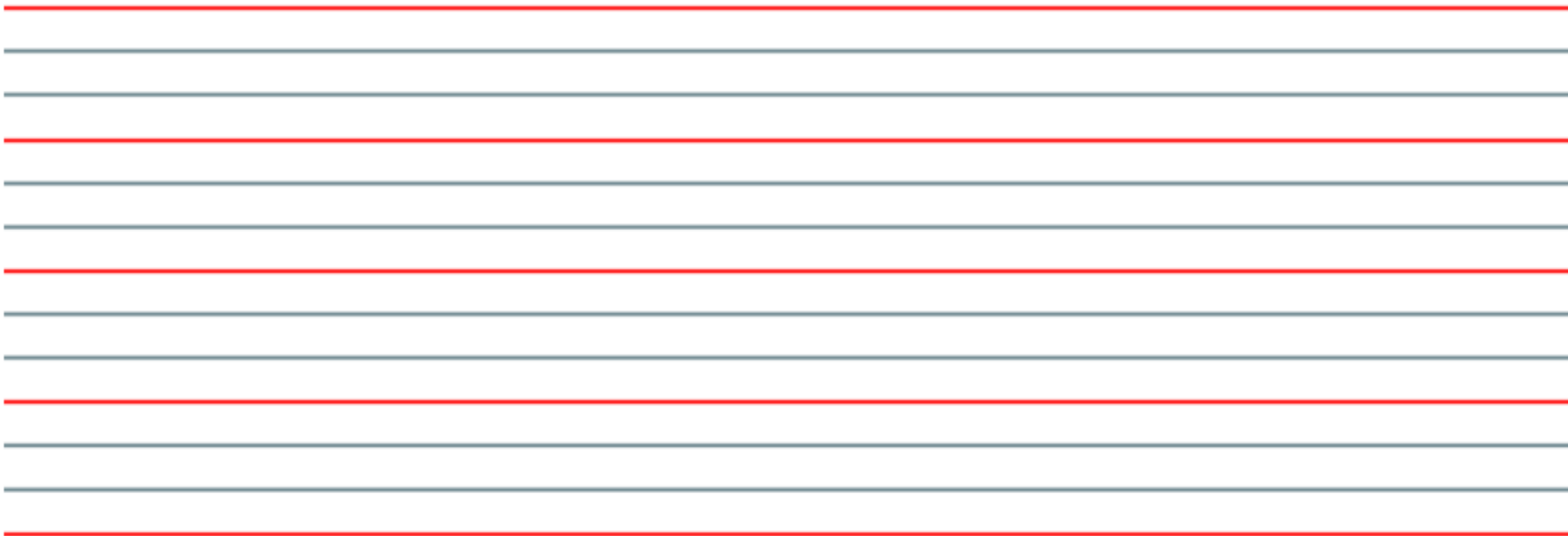
## My Letter Formation Strip



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



**BREAK**

# COMPUTING Pioneers



## 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



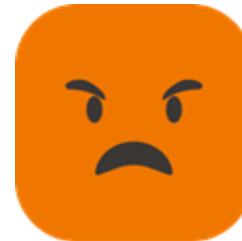
Worried



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



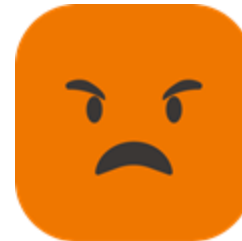
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Scared

## 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



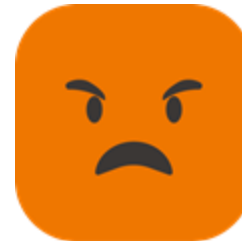
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Scared

## 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



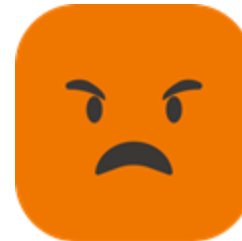
Worried



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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



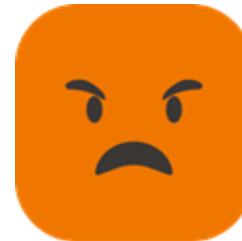
Worried



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



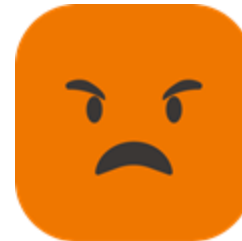
Worried



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



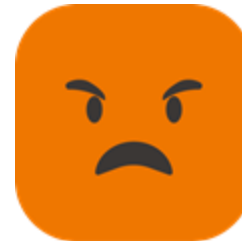
Worried



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

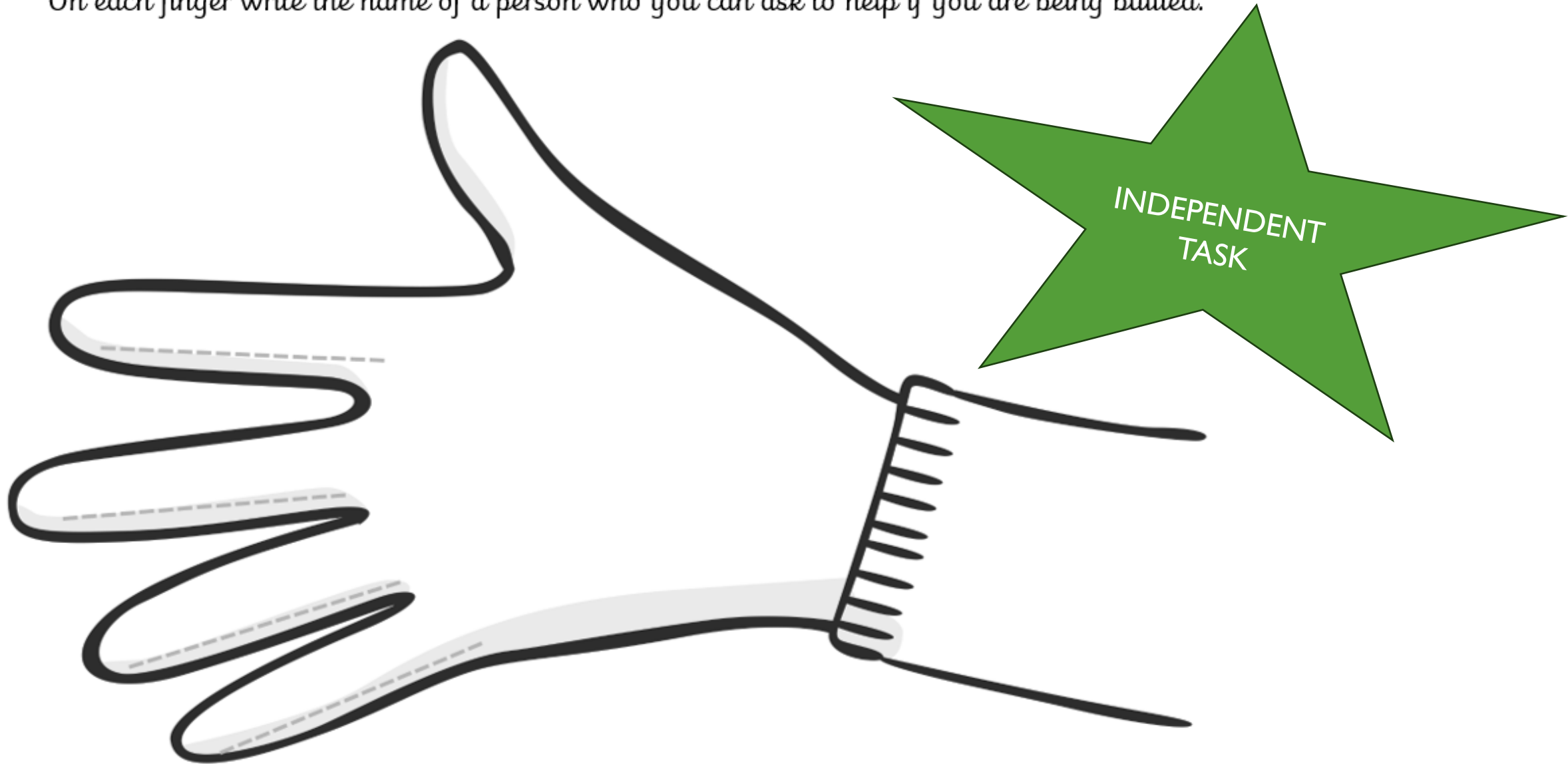


Scared

# 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.



# ART Investigators



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.

