

Monday

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)
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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)



20.10.25

NOUN WHO? WHAT?	VERB DOING?	ADVERB HOW? WHEN?	CONJUNCTIONS
children friends Ben	celebrating laughing clapping	today yesterday after school	and but because

REMEMBER:

CL . ! ?





20.10.25

NOUN WHO? WHAT?	VERB DOING?	ADVERB HOW? WHEN?	CONJUNCTIONS
children friends Ben	celebrating laughing clapping	today yesterday after school	and but because

REMEMBER:

CL . ! ?



LITERACY

Monday 20th. October

T.B.A.T. Identify and explain key information about characters and events

20.10.25

3 in 3

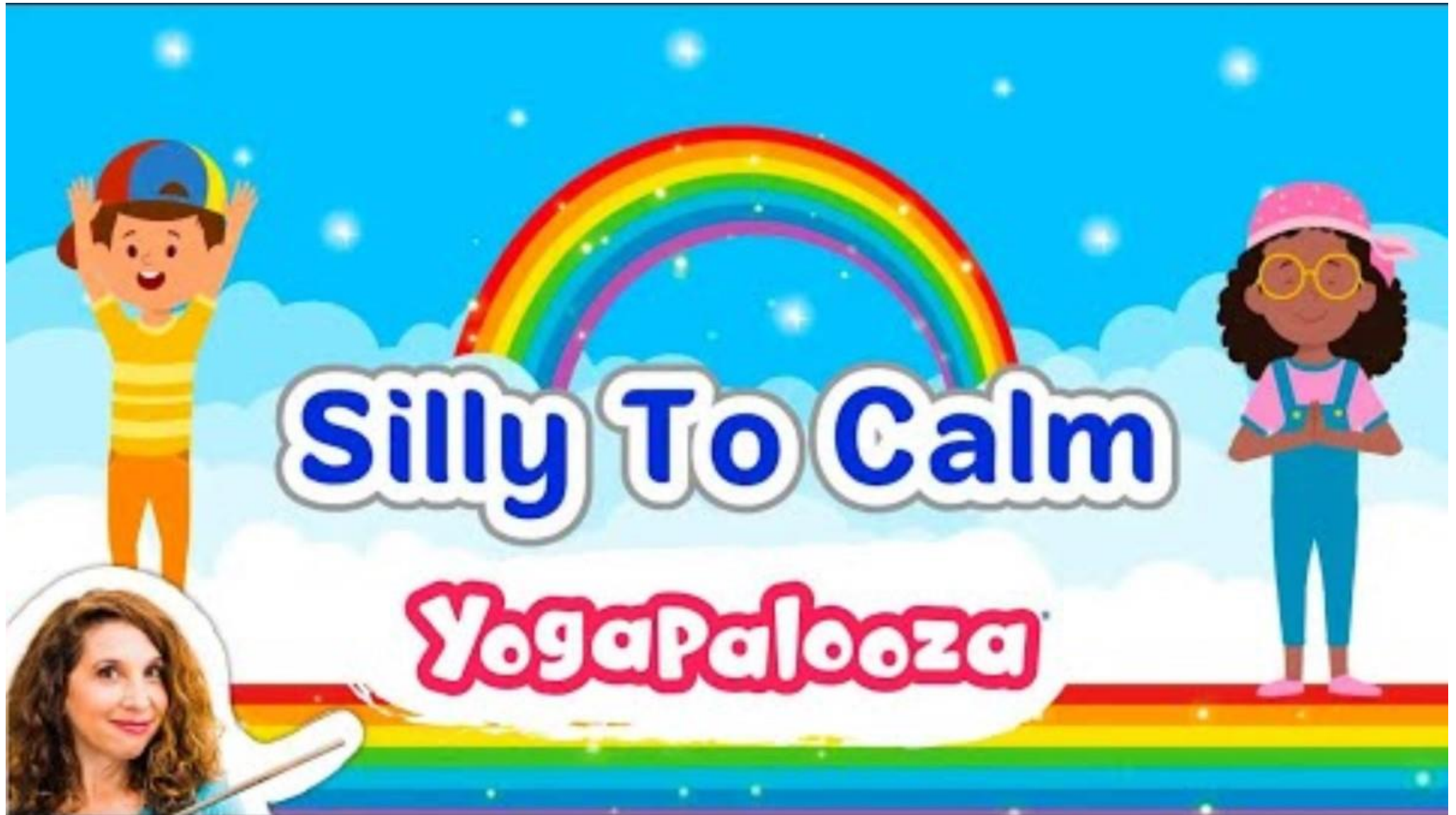
g g g

G G G

Gg Gg Gg

A series of horizontal lines for handwriting practice. Each set of lines consists of a top red line, a middle dashed blue line, and a bottom red line. There are three such sets of lines, corresponding to the three rows of letters on the left. The first set is for lowercase 'g', the second for uppercase 'G', and the third for mixed case 'Gg'. The lines are empty, providing space for practice.

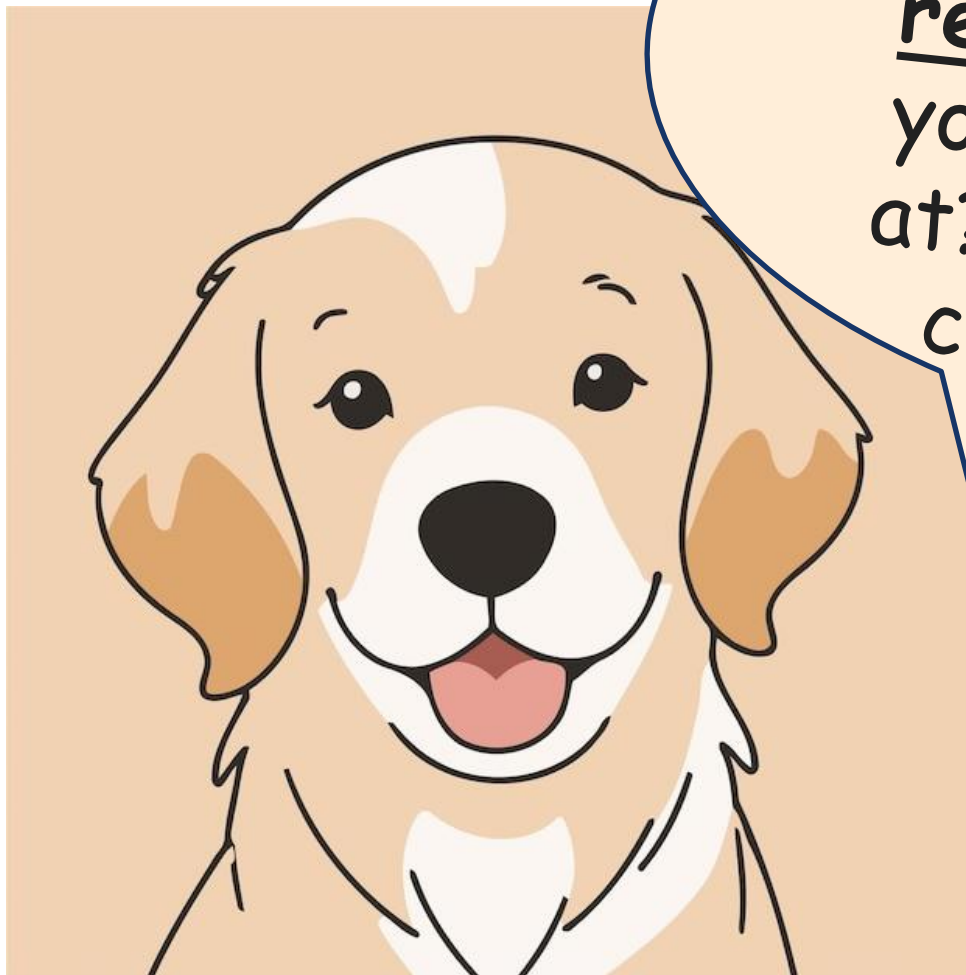
BRAIN BREAK





Monday 20th October

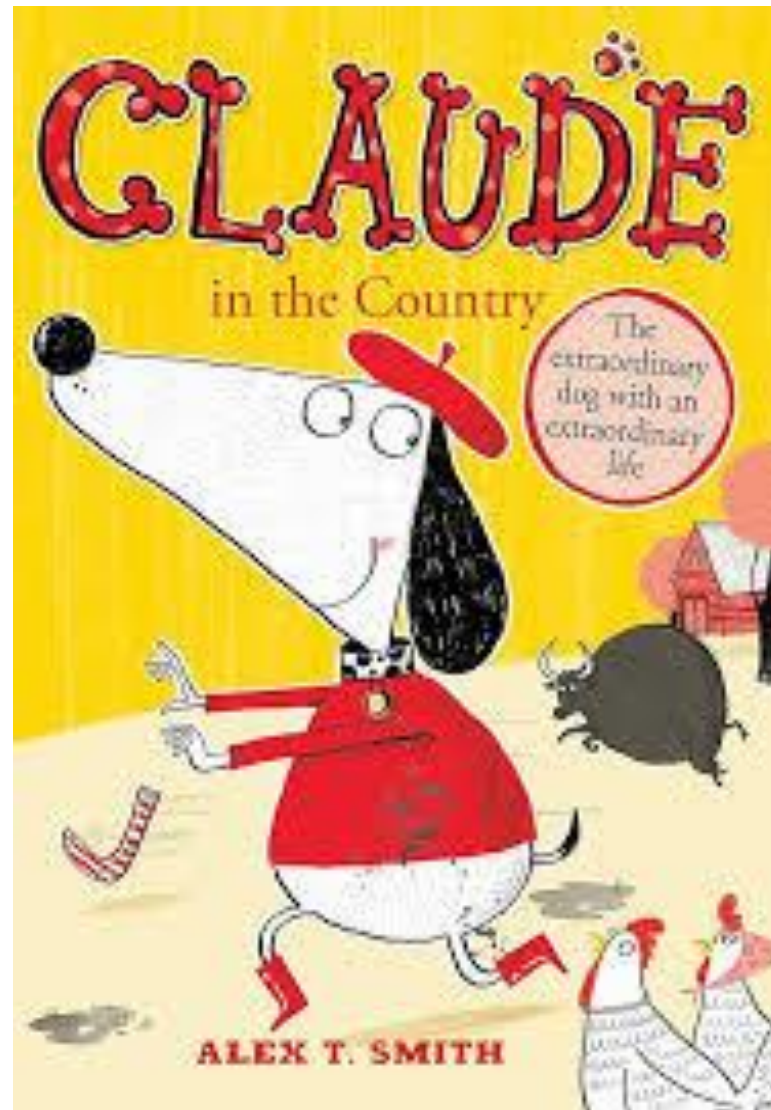
T.B.A.T. Identify and explain key information about characters and events



Woof!
I am Rex. I am a retriever. What do you think I am good at? Use the picture clues to help you.



Read the extract from **Claude in the Country** and answer the questions as a class.



What Does Rex Retriever Do?

Rex Retriever helps with content domain **1b**:

Identify/explain key aspects of fiction and non-fiction texts,
such as characters, events, titles and
information.

This means that he is there to help you to answer
questions by **finding the answer in the text**.



Rex might ask you what the characters are called, what they do,
what the name of the chapter is or what you have learned
about a particular topic.

The '5Ws' Question

A lot of questions asked by Rex Retriever will begin with:



Who? What? Where? When? Why?

Find the answer in the text and write it on the line.

Claude woke up one Thursday morning and decided that he needed some fresh air, after being stuck inside the **previous** day, as it was raining.

Q. **What** day was it?

Q. **Why** did Claude decide he needed some fresh air?



The 'Tick It' Question

This type of question will ask you something and give you some possible answers.

Read through all the answer options and tick the correct answer.

Always check **how many** answers the question wants you to tick.

He and Sir Bobblysock set off on their adventure to the countryside. Claude smelt a **peculiar** smell and soon discovered it was coming from a farm.

Q. Where did the smell come from? Tick one.

farm

☐

city

☐

house

☐

barn

☐

The 'Give Two' Question

For this type of question, you need to give two different answers.



You will find both of these answers in the text.

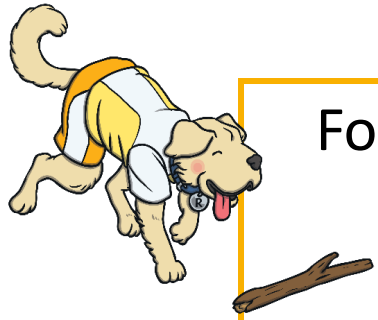
Claude had not gone far when a jolly woman started waving at them. "My name is Mrs. Cowpat, and I am the farmer here".

Claude offered to help her for the day, especially as it was the day of the country fair. People from all over the county came to **parade** their animals, show off their funny shaped vegetables and have fun at the games and rides. Claude enjoyed splashing around in the muddy puddles in his welly boots.

Name two things that Claude did on the day of the fair.

.....

.....



The 'Draw Lines' Question

For this type of question, you will need to use the information in the text to match one thing to the fact which matches it.

What can you do if you draw a line but change your mind?

Suddenly there was an enormous **yelp** coming from across the field. The **snooty-looking** judge had done something to upset the bull and make him angry. The **raging** bull was now chasing him around the field, the spiky horns heading for the judge's bottom! "Someone help me," shouted Mrs. Cowpat.

Draw lines to match the character with the action.

The judge

The bull

Mrs Cowpat

shouted for help.

chased the judge.

yelped.

BRAIN BREAK

rainbow relaxation

4
mins



Monday 20th October

T.B.A.T. Identify and explain key information about characters and events

Claude woke up one Thursday morning and decided that he needed some fresh air, after being stuck inside the previous day, as it was raining. He and Sir Bobblysock set off on their adventure to the countryside. Claude smelt a peculiar smell and soon discovered it was coming from a farm. Claude had not gone far when a jolly woman started waving at them. "My name is Mrs. Cowpat, and I am the farmer here"

**When did Claude wake
up?** _____

T.B.A.T. Identify and explain key information about characters and events

Claude offered to help her for the day, especially as it was the day of the country fair. People from all over the county came to parade their animals, show off their funny shaped vegetables and have fun at the games and rides. Claude enjoyed splashing around in the muddy puddles in his welly boots.

- What did Claude do in his welly boots?

-
- Where did people come from to visit the fair?
-

Suddenly there was an enormous yelp coming from across the field. The snooty-looking judge had done something to upset the bull and make him angry. The raging bull was now chasing him around the field, the spiky horns heading for the judge's bottom! "Someone help me," shouted Mrs. Cowpat. Claude remembered the cowboy film he had watched and bravely pulled out his lasso from under his beret and strutted into the ring. Sir Bobblysock was shaking with fright, and he did not dare look. The angry bull was charging around, and the poor judge was running as fast as he could to keep out of the way.

- Who was chased around the field by the bull?

- Why was Sir Bobblysock shaking?

CHALLENGE

What might happen next? Why do you think this?

PLENARY: Summing Up Rex Retriever

Prove your understanding of what Rex Retriever does by answering the following questions:

- What does Rex Retriever help you to do?
- What sort of question might Rex Retriever ask?
- What is the trickiest thing about Rex Retriever questions?



BREAK

MATHS

20.10.25

T.B.A.T. use non-standard and standard units when measuring

1.

What comes next?

16, 26, 36, , ,

2.

Circle the ones.

72

91

35

3.

There are 39 toys on the shelf.

Five of the toys have been taken.

How many toys are left on the shelf?

CHALLENGE

$$32 + 17 = ?$$

Partitioning numbers



- **BLUE/GREEN:** Find three different ways of partitioning...

57

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____





length

long



longer

longest

short



shorter



shortest

measure

metre





Revising non-standard units

- Let's measure items in our classroom.
- *The _____ is about _____ long.*
- *The _____ is longer than the _____.*
- *The _____ is shorter than the _____.*
- What's important to remember when measuring?

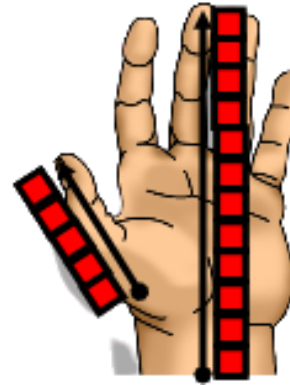




Paula went to the tailor for a new pair of mittens

She met Miss Wilkins who measured Paula's hands.

Miss Wilkins wrote down the measurements and gave them to Mr Malik, the tailor.



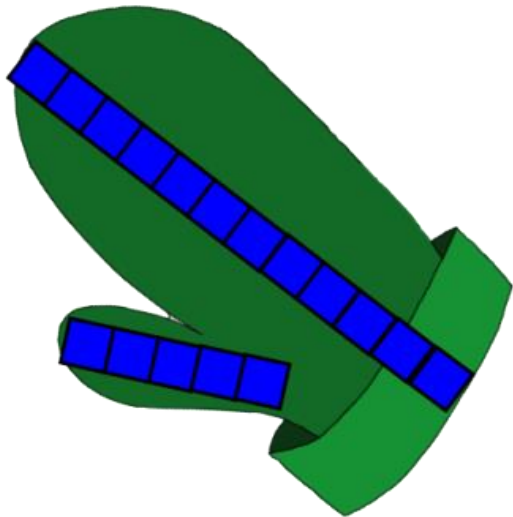
hand: 12 cubes long
thumb: 5 cubes long



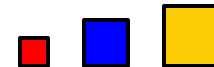


When Paula tried on the mittens, they were too big! Why?

- Mr Malik read the measurements and made a mitten for Paula.



hand: 12 cubes long
thumb: 5 cubes long



20.10.25

Shorter than 1 metre (1 m)	About 1 metre (1 m)	Longer than 1 metre (1 m)

20.10.25

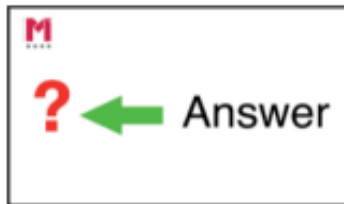
Shorter than 1 metre (1 m)	About 1 metre (1 m)	Longer than 1 metre (1 m)



CHALLENGE

After completing your table, challenge yourself to find an object that measures exactly 1 m. Check with your partner to see who is most accurate. How do you know?

GREATER DEPTH



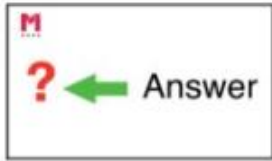
If the answer is 'about one metre', what could the question be?



20.10.25
CHALLENGE

After completing your table, challenge yourself to find an object that measures exactly 1 m. Check with your partner to see who is most accurate. How do you know?

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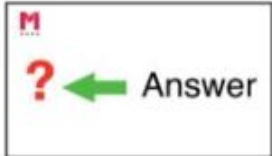


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20.10.25
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20.10.25

CHALLENGE

After completing your table, challenge yourself to find an object that measures exactly 1 m. Check with your partner to see who is most accurate. How do you know?

GREATER DEPTH



If the answer is 'about one metre', what could the question be?

LUNCH

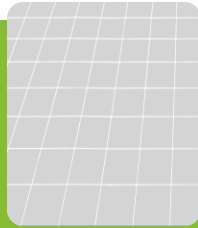
How are these words connected?

Why have we grouped them together?

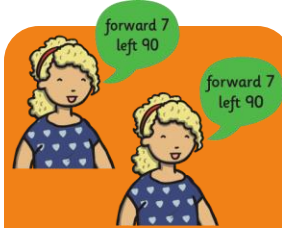
Common exception words are words that don't follow a spelling rule and appear often in writing.
How can we learn them?



door



floor



again



wild



children



climb



parents



most



only



both

SCIENCE

13/10/25

T.B.A.T. plan and carry out a test to try to change the shape of different materials in different ways

Starter quiz

1 What do we do when we squash materials? Tick **1** correct answer



- ☐ Pull them to make them longer.
- ☐ Push on them to make them thinner and flatter.
- ☐ Twist them lots of times.

2 Which of these photographs shows dough that has been bent? Tick **1** correct answer

☐

dough 1

☐

dough 2

☐

dough 3

3 True or false? When we twist something, we hold each end and turn it in opposite directions. Fill in the blank



Keywords

results

What you find out after doing an investigation or experiment.

original

The first version of something.

change

The way things become different from how they used to be.

shape

The outline or form of an object.

materials

What an object is made from.



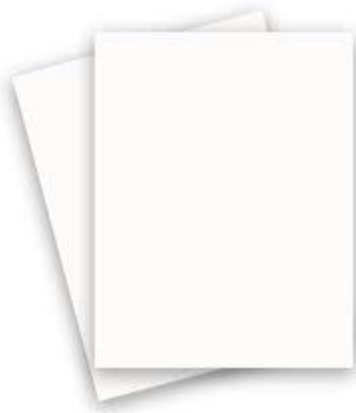
We are going to test **materials** to see if they **change shape** when we try to squash, bend, twist or stretch them and we will record the **results** in a table.



modelling clay



plastic cling film



paper



cardboard



wool

What will we do? How will we change the shape? What do we think will happen?



Check

Which of these are ways of changing the shape of materials?

a

sphere and cylinder

b

bending and twisting



c

dough and plate

The results of tests can be recorded in a table like this:

Material	Can it be squashed?	Can it be bent?	Can it be twisted?	Can it be stretched?
clay				
plastic				
paper				
cardboard				
wool				

The results of tests can be recorded in a table like this:

Material	Can it be squashed?	Can it be bent?	Can it be twisted?	Can it be stretched?
clay				
plastic				
paper				
cardboard				
wool				

Use the results in your table to answer the questions.

1) Which materials could not change shape at all?

The could not change shape at all.

2) Which materials could be changed by squashing, bending, twisting and stretching?

The could be changed by squashing, bending, twisting and stretching.

3) Which materials could be bent but could not be stretched?

The could be bent but could not be stretched.

4) Which materials could be twisted and stretched?

The could be twisted and stretched.

Use the results in your table to answer the questions.

1) Which materials could not change shape at all?

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4) Which materials could be twisted and stretched?

The could be twisted and stretched.



When scientists investigate whether they can make
record their results?

materials change shape, where do they

a

in a plan

b

in a chair

c

in a table



Summary

Changing shape: plan and do

Squashing, bending, twisting and stretching are different ways of changing the shape of some materials.

Scientists can plan and test how squashing, bending, twisting and stretching can change the shape of some materials.



chocolate twist

BREAK

MUSIC

Musical focus	Listening and responding, exploring, creating sounds Exploring sounds using voices, body percussion and instruments expressively; responding to changes in pitch	Cross-curricular link English
Elements focus	Pitch, timbre	

Lesson 2 – Cats' conversation

Explore expressive conversations without words; notate pitch shape and duration using a graphic line score

LEARNING OBJECTIVES *Children will:*

- Create alternative vocal and percussion sounds for a song
- Listen to a recorded duet to inspire own vocal sound effect conversation
- Respond with movement to the changing pitch of a listening piece

WHAT YOU WILL NEED

- Two sock puppets
- Paper and crayons for the class

LISTENING PIECES AND SONGS

If you're feeling blue by Veronica Clark (song)
Duet for two cats attributed to Gioachino Rossini
(active listening)

TEACHING ACTIVITIES

If you're feeling blue again

Create alternative vocal and body percussion sounds to accompany a song

- Learn to sing *If you're feeling blue* and add the expressive vocal sounds and body percussion
- Explore new ideas for expressive vocal phrases, sounds and body percussion and perform your new version of the song

Duet for two cats

Listen to *Duet for two cats* to inspire cat conversations

- Listen to *Duet for two cats* and describe the piece of vocal music
- Explore the texture of the music, using sock puppets to act out the musical story
- Explore vocal expression in pairs, inventing their own cat conversations

Draw the cats' conversation

Respond to changing pitch with up and down hand movements and drawing pitch shape

- Listen to *Cats' conversation* and respond by miming the conversation, responding to the pitch shapes and duration with hand movements
- Listen again using a graphic line score to show the pitch and duration visually
- Notate their own vocal conversations using a graphic line score

VOCABULARY

duet
solo
texture
pitch
duration
score

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