

Tuesday

21.10.25

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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21.10.25

If I know... $1 + 9 = 10$	then I know... $11 + \underline{\quad} = 20$
If I know... $2 + 8 = \underline{\quad}$	then I know... $2 + \underline{\quad} = 20$
If I know... $3 + 7 = \underline{\quad}$	then I know... $\underline{\quad} + 17 = 20$
If I know... $4 + 6 = \underline{\quad}$	then I know... $12 + \underline{\quad} = 20$
If I know... $5 + 5 = \underline{\quad}$	then I know... $\underline{\quad} + \underline{\quad} = 20$
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21.10.25

If I know...	then I know...
$1 + 9 = 10$	$11 + \underline{\hspace{1cm}} = 20$
If I know...	then I know...
$2 + 8 = \underline{\hspace{1cm}}$	$2 + \underline{\hspace{1cm}} = 20$
If I know...	then I know...
$3 + 7 = \underline{\hspace{1cm}}$	$\underline{\hspace{1cm}} + 17 = 20$
If I know...	then I know...
$4 + 6 = \underline{\hspace{1cm}}$	$12 + \underline{\hspace{1cm}} = 20$
If I know...	then I know...
$5 + 5 = \underline{\hspace{1cm}}$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$
If I know...	then I know...
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 10$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$
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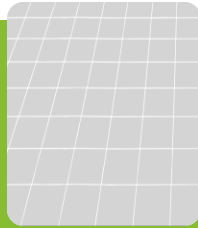
SPELLING

Common Exception Words

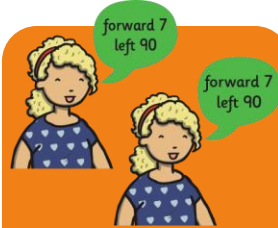
Common exception words are words that don't follow a spelling rule and appear often in writing.



door



floor



again



wild



children



climb



parents



most



only



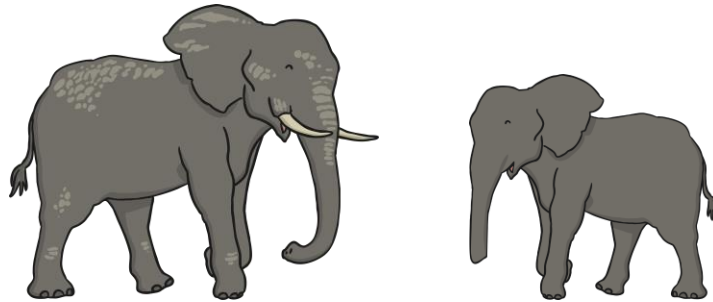
both

Be Careful!

Common exception words often include **tricky** spellings.
A **mnemonic** is a way to help remember a tricky spelling.

It could be a saying that uses each letter in the word such as...
because

Big **E**lephants **C**an **A**lways **U**nderstand **S**mall **E**lephants



door floor again wild children climb parents most only

Can you think of a **mnemonic** to help you spell each of the tricky words we are learning this week?

door

climb

floor

parents

again

most

wild

only

children

both

CHALLENGE- Can you put 2 words into 2 sentences using the correct punctuation?

REMEMBER PURPLE PEN

BRAIN BREAK



LITERACY

21.10.25

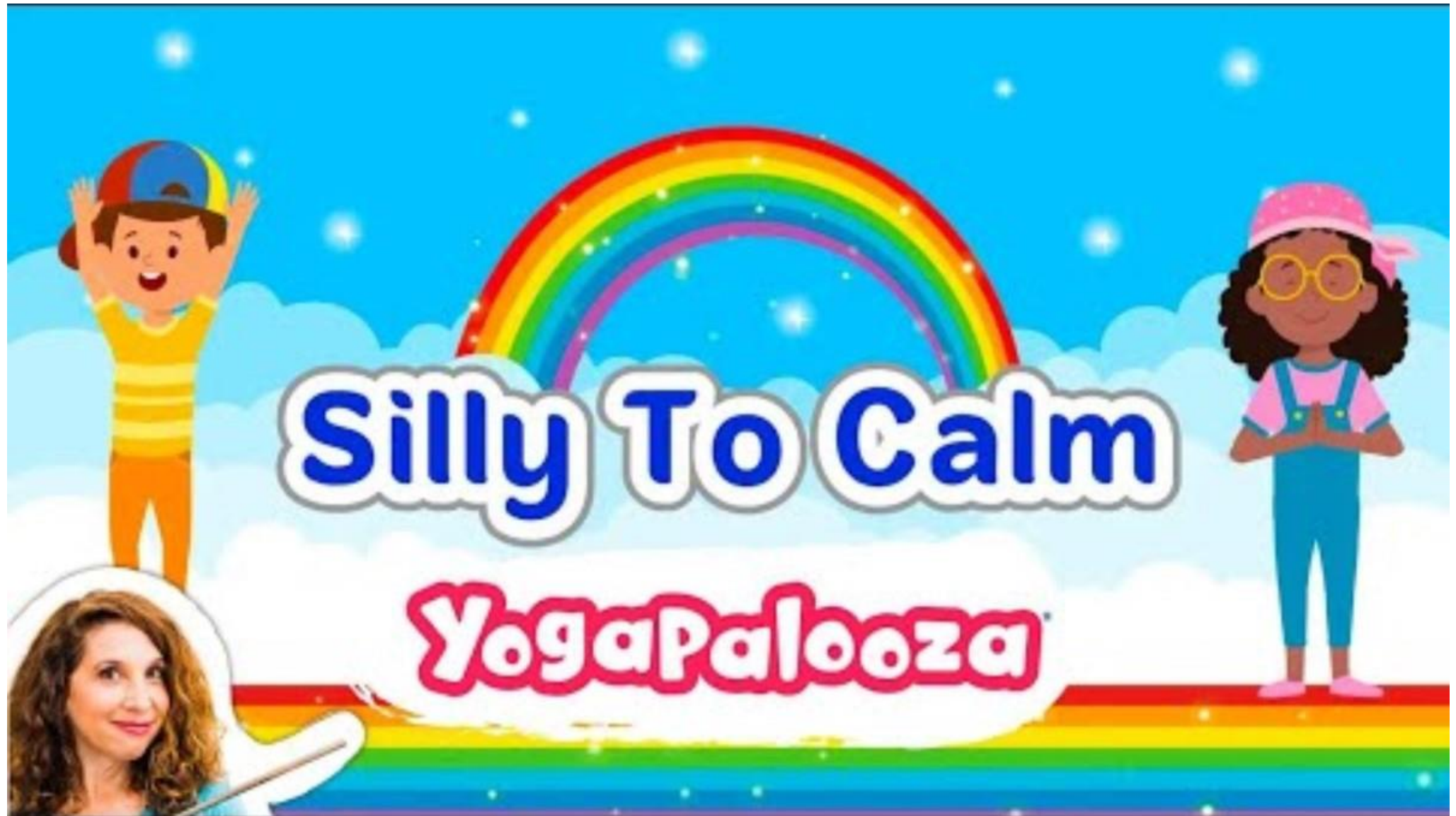
3 in 3

h h h

H H H

Hh Hh Hh

BRAIN BREAK



Tuesday 21st October

T.B.A.T. use capital letters and full stops correctly



When do we use capital letters and full stops?

Why do we use them?

CORRECT THIS SENTENCE

joe was running to gorleston to meet his friend keith

[Using full stops - English - BBC Bitesize](#)

Watch the videos and complete the activities



T.B.A.T. use capital letters and full stops correctly

AS A CLASS

Correct these sentences

i was eating my tea but my sister anna was trying to take it

she went to paris after she had been to london

rachel was playing with her pet hamster fluffy when it bit her
finger

T.B.A.T. use capital letters and full stops correctly

Correct these sentences

claudé was playing in the muddy puddles

he went running across the fields

sir bobblysock was scared of the bull

they went to the country fair in belton

Correct these sentences

claudé was playing in the muddy puddles

he went running across the fields

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they went to the country fair in belton

A series of horizontal lines for handwriting practice, consisting of ten parallel grey lines. A single vertical red line is positioned on the left side, acting as a margin.

Re-order these words to make a sentence, using capital letters and full stops

walking Claude was the to field

tasted he cake the and yummy was it

carrot was the best won the and a trophy

CHALLENGE

Write 2 sentences of your own about Claude,
using 'and'

Remember to use capital letters and full
stops correctly

BREAK

PE



Lesson Pre-read

Q: What team skills have you learnt and used so far in this unit?

Learning Objective

To use teamwork skills to work as a group to solve problems.

Equipment



CONES
x 30



HOOPS
x 30



SKIPPING ROPES
x 16

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.

A In groups of four. Each pupil places their left hand between their legs for the person behind to hold with their right hand. Can the group walk along without breaking hands?

B Place cones at one end of the teaching area. Groups must 'elephant walk' to collect a cone and bring it back to their start line. Which team can collect the most cones? If a team breaks hands, then a cone is taken away from their group. Give pupils time to discuss the challenge before starting.

Move in time. Tell your teammates if they are going too fast or too slow.

Make this easier by placing the cones closer to the start line.



Hoop Race

In teams of four with two cones and one hoop. Teams place their cones 7m apart. Three pupils begin behind a start with the other pupil at the end cone with the hoop. The hoop player runs to collect their first teammate by placing the hoop over them and bringing them back to the start cone. The rescued player then becomes the next rescuer until all of the team have been saved.



Scoop the hoop:

In teams of four, each team has two skipping ropes and a start cone. Place the hoops around the space.

Pupils each hold one end of a skipping rope. They work as a team to scoop up a hoop using their ropes and transport it back to place it over their start cone. If they drop the hoop they must return to their start cone and start again. Once all hoops have been collected pupils count up their score.

Teams discuss their plan. Q: How will you pick up the hoops?

Move slowly and communicate with your team. Use your speaking, listening skills to work together. Focus and concentrate on your team.

Make this easier by allowing teams to use their hands to place the hoop on the ropes.



LUNCH

STORY

MATHS

21.10.25

T.B.A.T. compare and order lengths in metres (using $<$, $>$, $=$)

1.

What comes next?

22, 32, 42, , ,

2.

Circle the tens.

43 19 75

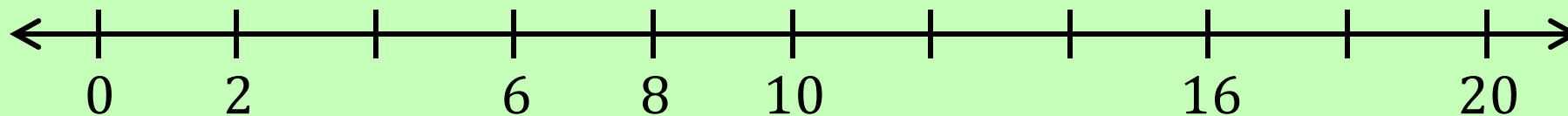
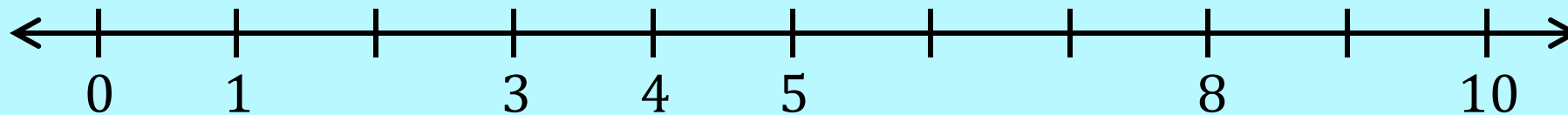
3.

At the pet shop there are 3 cats, 5 dogs, and 7 rabbits. How many animals are there altogether?

CHALLENGE

$68 - 24 = ?$

BLUE/GREEN: Identify the missing numbers on the scales





estimate



measure



longer than

shorter than



longest



shortest

metre



Estimating objects in metres

Looking at the metre stick and then looking at the table: I estimate that the table will be about two metres long.

Looking at the metre stick and then looking at the width of the door: I estimate that the width of the door will be about one metre.



Object	Estimate
Table	○
Whiteboard	
Legs of table	
Width of door	



estimate

measure
longest

longer than
shortest

shorter than
metre

21.10.25

Estimating and measuring in metres: $\bigcirc<\bigcirc$ 1 metre $\bigcirc>\bigcirc$ 1 metre $\bigcirc=\bigcirc$ 1 metre

Object	Estimate	Measurement
Table	$\bigcirc$	$\bigcirc$
Whiteboard	$\bigcirc$	$\bigcirc$
Table Leg	$\bigcirc$	$\bigcirc$
Door width	$\bigcirc$	$\bigcirc$
Water bottle	$\bigcirc$	$\bigcirc$
	$\bigcirc$	$\bigcirc$

21.10.25

Estimating and measuring in metres: $\bigcirc<\bigcirc$ 1 metre $\bigcirc>\bigcirc$ 1 metre $\bigcirc=\bigcirc$ 1 metre

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Water bottle	$\bigcirc$	$\bigcirc$
	$\bigcirc$	$\bigcirc$

- **CHALLENGE**

- Write the names of objects showing greater than or less than.

_____ > _____

_____ > _____ > _____

_____ < _____

_____ < _____ < _____

- **CHALLENGE**

- Write the names of objects showing greater than or less than.

_____ > _____

_____ > _____ > _____

_____ < _____

_____ < _____ < _____

GREATER DEPTH

Put these lengths in order from shortest to longest.

- The length you can kick a football
- The length of a ladybird
- The length of your desk
- The length of your hand
- The length of your classroom

SHORTEST

LONGEST



True or false?

- $4\text{ m} < 3\text{ m}$
- $3\text{ m} < 4\text{ m}$
- $12\text{ m} > 15\text{ m}$
- $15\text{ m} > 12\text{ m}$
- $12\text{ m} = 15\text{ m}$



BREAK

ART Pioneers

Showcase Collage



Aim

- I can make a collage about my work on nature sculptures.
- I can talk about my work on nature sculptures.

Success Criteria

- I can use good scissor skills.
- I can put different materials together to make a collage.
- I can say things that I like about my work.
- I can say things that I could improve about my work.

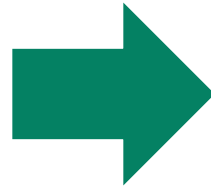
Our Work So Far: Nature Sculptures



Work by Andy Goldsworthy.

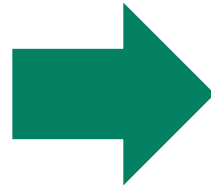
Our Work So Far

We have used pencils, crayons and paints to make sketches of natural objects.



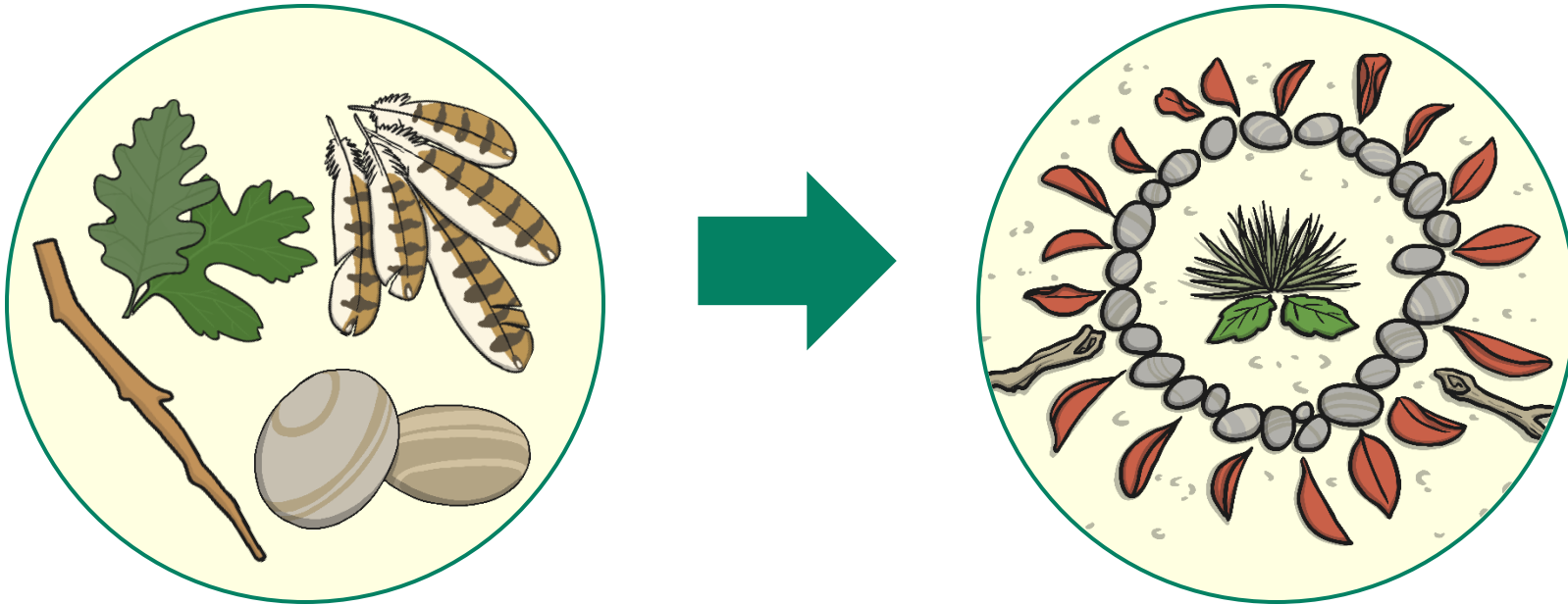
Our Work So Far

We have made observational drawing of natural objects.



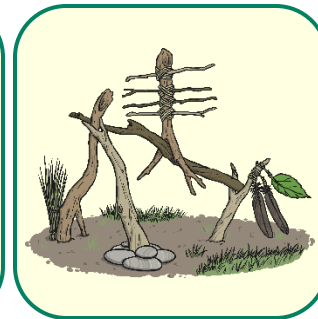
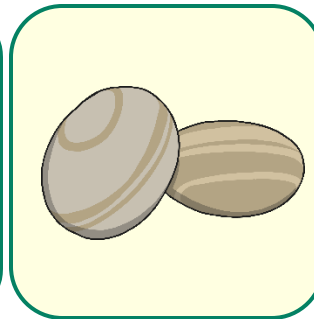
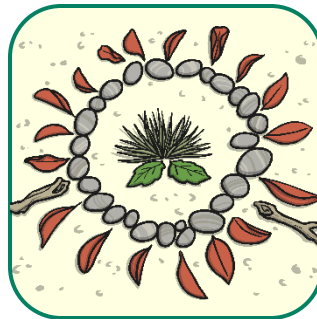
Our Work So Far

We have used natural materials to make our own little land art sculptures.



Showcase Collage

This week we are going to think about everything we have done.
We are going to make collages to display our work.



Showcase Collage

Which nature art that you made was your favourite?

Your 'explore
and collect'
activity?

Your
continuous line
drawing?

Your wax resist
autumn leaves?

What did you like about it best?

If you had to do it again, is there
anything you could do better?

Showcase Collage

Which natural materials did you like working with?



How did they look?

How did they feel?

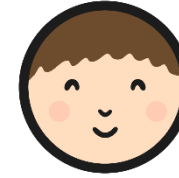
What did you like about them?

Showcase Collage

Which nature sculptures are your favourite?
Can you say why you like them?



Make a Showcase Collage



You will need...

A3 sugar paper
Autumn leaves and feathers
Photos of nature sculptures
Pictures of natural materials
Glue
Scissors
Paper
Pencils and crayons
Marker pens

1. You are going to make a collage of all your work on nature art.
2. Write or stick the title across the top.
3. Decorate your paper with pictures of natural materials you have used. Use the photos or draw your own.
4. If you like, you can even add some real natural materials!



Nature Sculptures Evaluation



Stick your photograph of your fantastic nature sculpture here!

.....
This is my nature sculpture! I call it...

.....
It is made of...

.....
I made it by...

.....
Something that I like about it is...

.....
Something that could be improved about it is...

.....
My favourite thing about it is...



Exhibition

An exhibition is where artists display their work to the public.

We should exhibit our brilliant Showcase Collages!
Think of some ideas for an exhibition.
Where can we display our collages so that people can see them?
Who would we like to show them to?
How can we make them stand out?
Any other ideas?

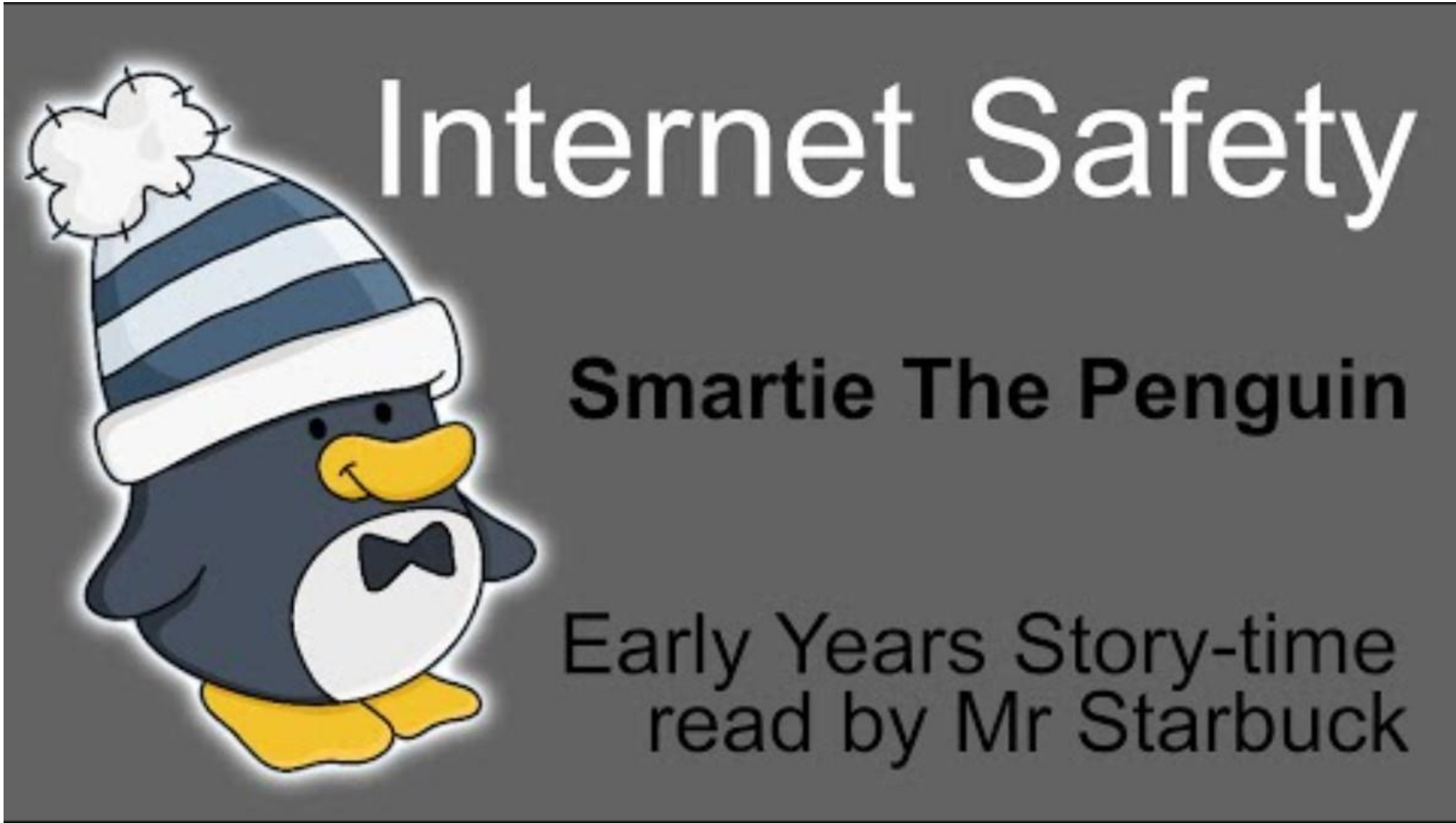


COMPUTING Investigators

T.B.A.T. Explain how to keep yourself safe when using technology



T.B.A.T. Explain how to keep yourself safe when using technology



T.B.A.T. Explain how to keep yourself safe when using technology

Online Safety Dos and Don'ts

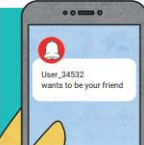
In your group, discuss the following online scenarios. Decide whether each one is something you should always do, sometimes do or never do. You might talk about differences between what is safe for you and what is safe for other people, such as adults. Cut out the scenario and stick it in the appropriate section in the table provided.



Use a photo of yourself for a profile picture.



Tell a trusted adult if you feel you are being bullied online.



Decline a 'friend request' from someone you don't know.



Meet someone in person you have only ever spoken to online.



Be respectful when posting in an online chat.



Post your address in an online chat.

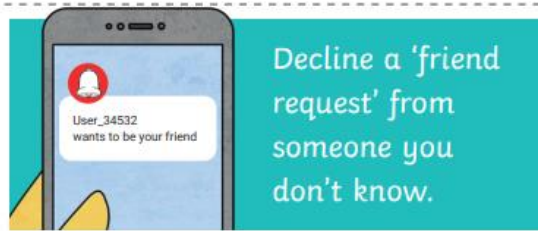
Online Safety Dos and Don'ts

Always	Sometimes	Never

T.B.A.T. Explain how to keep yourself safe when using technology

Online Safety Dos and Don'ts

In your group, discuss the following online scenarios. Decide whether each one is something you should always do, sometimes do or never do. You might talk about differences between what is safe for you and what is safe for other people, such as adults. Cut out the scenario and stick it in the appropriate section in the table provided.



Design Your Own Online Safety Poster

Staying safe online is very important. What different ways can you think of to keep yourself and your friends safe online?

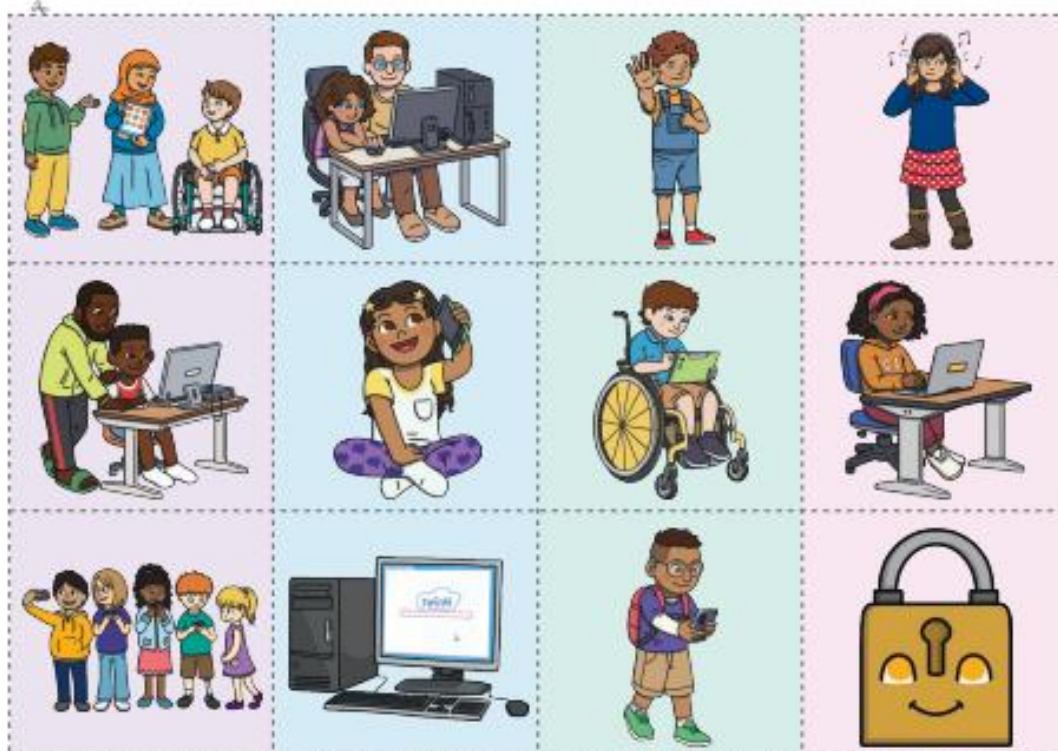
Use the tablet template and design a poster to show people how to stay safe online.

Your poster could include information about:

- personal information
- online gaming
- safe searching
- being kind online
- trusted adults



You might want to use some of these pictures on your poster.



Design Your Own Online Safety Poster

