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	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Computing
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**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	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Computing
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**ENRICHMENT (PPA)**

11.11.25

41 – 15 =

95 – 68 =

52 – 24 =

64 – 36 =

36 – 17 =

78 – 49 =

83 – 59 =

36 – 14 =

65 – 23 =

19 – 17 =

99 – 27 =

50 – 18 =

81 – 69 =

71 - 19 =

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

SPELLING

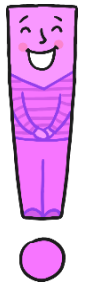
Types of Sentence

There are four types of sentence…

statement

command

question



exclamation

Statement

A statement is a sentence that simply tells the reader something.

The dog was growling.

Question

This type of sentence asks a question. Use a question mark **?** at the end of a sentence to show that you are asking a question.

Why is your room so messy?

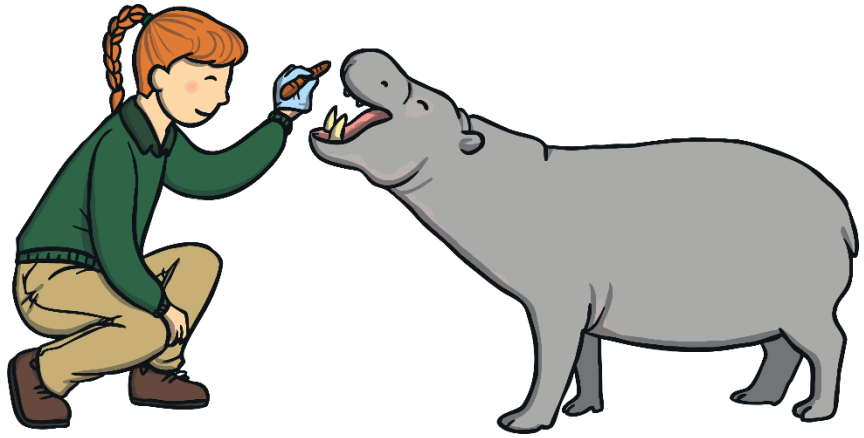
Command

A command is when you are telling someone to do something. Commands usually start with a verb.

Go and brush your teeth.

Exclamation

An exclamation is a sentence beginning with ‘what’ or ‘how’. It is a full sentence, including a verb, which ends with an exclamation mark.



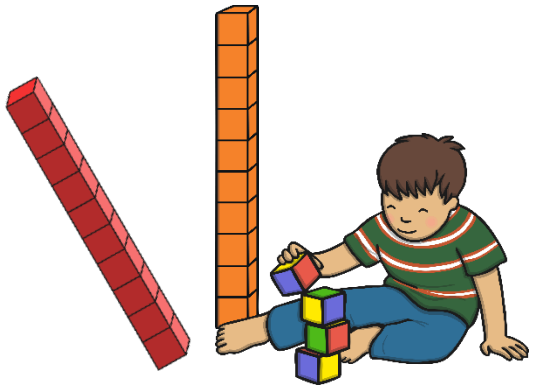
How exciting, I love going to the zoo!

The koala climbed down the gum tree.

Is this a statement, question, command or exclamation?

Click to reveal the answer

It’s going to fall.



Is this a statement, question, command or exclamation?

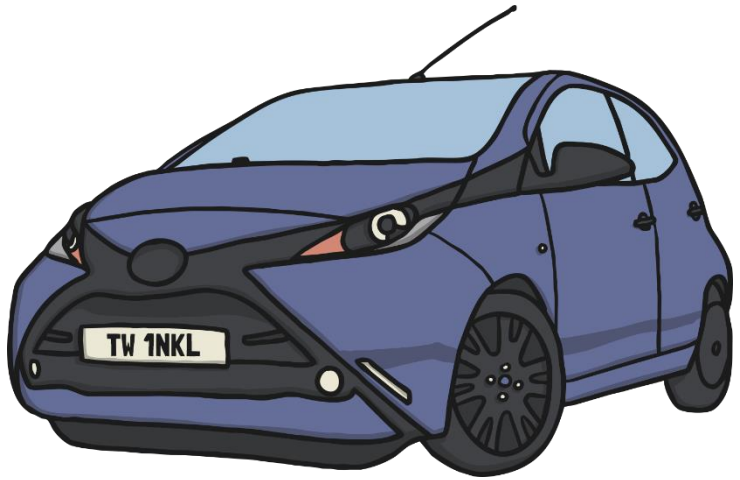
Click to reveal the answer

Have you seen my new shoes?

Is this a statement, question, command or exclamation?

Click to reveal the answer

What a fast car that is!



Is this a statement, question, command or exclamation?

Click to reveal the answer

This week's spellings all end in the l sound spelt le

table	able
apple	wobble
bottle	multiple
little	dazzle
middle	riddle

Can you use the spelling words to write a sentence, question and command?

CHALLENGE- Can you write an explanation sentence using a spelling word?

BRAIN BREAK

Literacy

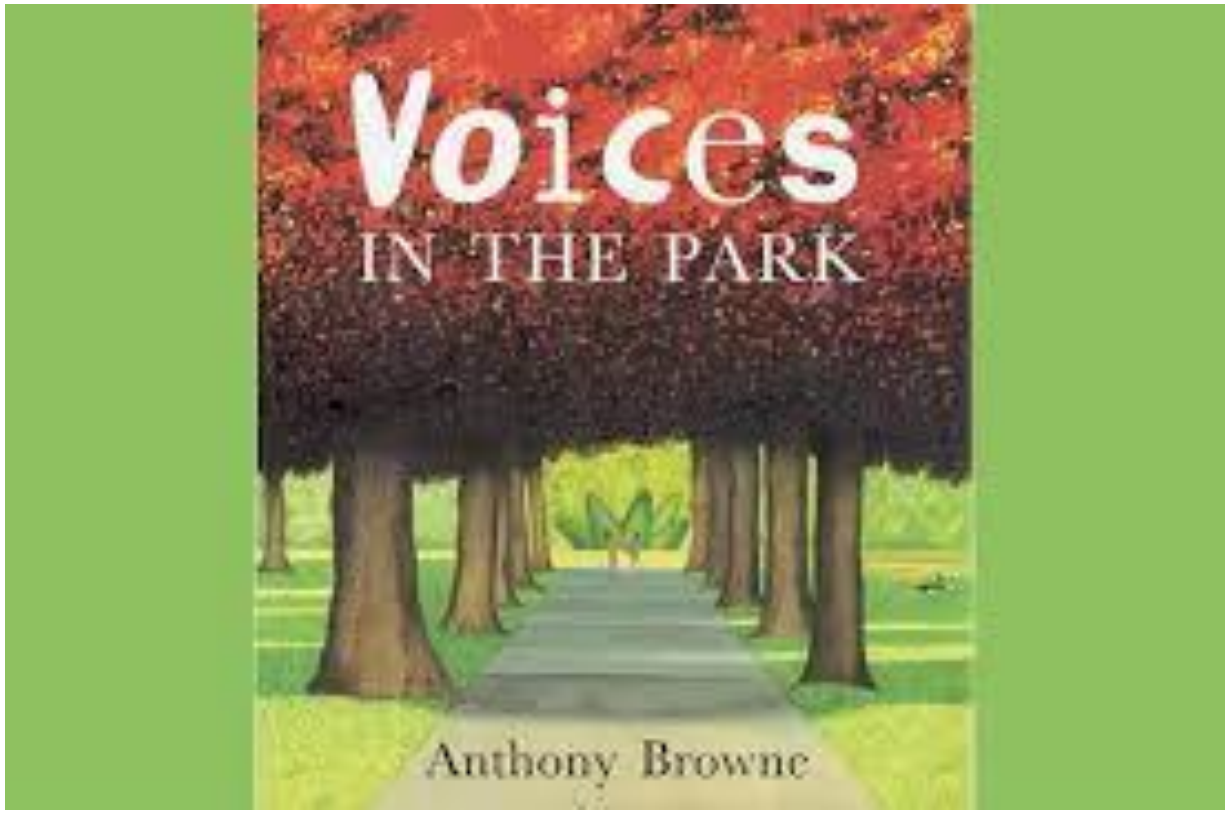
Tuesday 11th November

T.B.A.T. use correct punctuation for questions

3 in 3

Tuesday 11th November

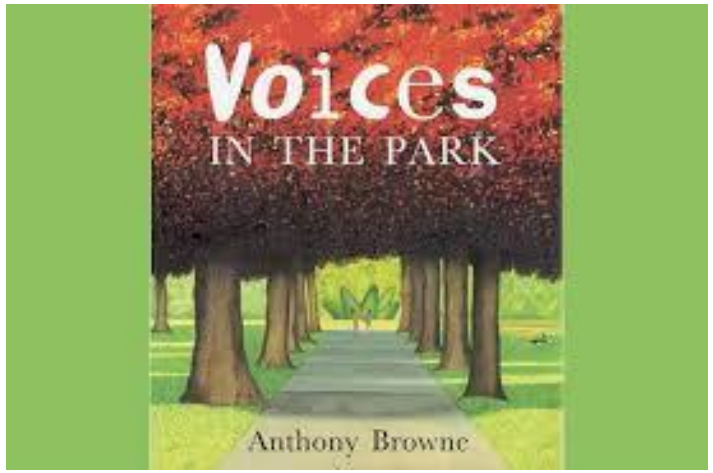
T.B.A.T. use correct punctuation for questions



Recap the voice from yesterday. What happened?

Tuesday 11th November

T.B.A.T. use correct punctuation for questions

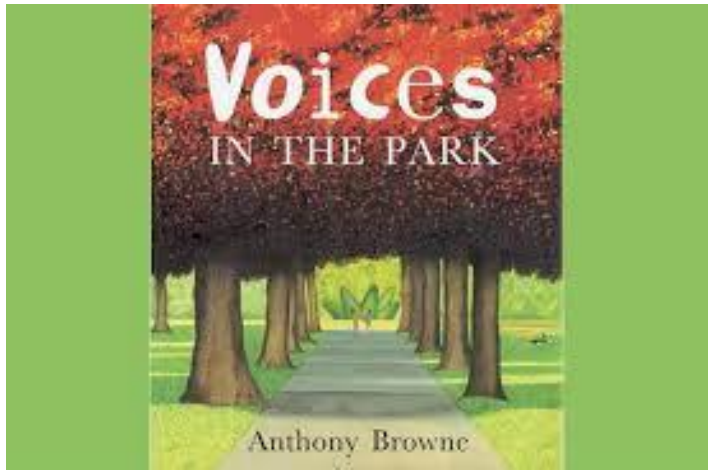


If you could speak to Victoria, the dog, or Charles, the boy, or the speaker- what questions would you ask them?

What do you want to know?

Tuesday 11th November

T.B.A.T. use correct punctuation for questions



Read the Second Voice and Third Voice from the book.

Voices In The Park

BRAIN BREAK

Tuesday 11th November

T.B.A.T. use correct punctuation for questions

What questions do you want to ask the characters in the story?

In your book, can you write 4 questions to the characters?

Remember your purple pen for capital letters and question marks.

BREAK

10:30 – 10:45

REMEMBRANCE 11am

P.E.

Learning Objective

To demonstrate different shapes, take off and landing when performing jumps.

What shapes can you remember from last week?

WARM UP

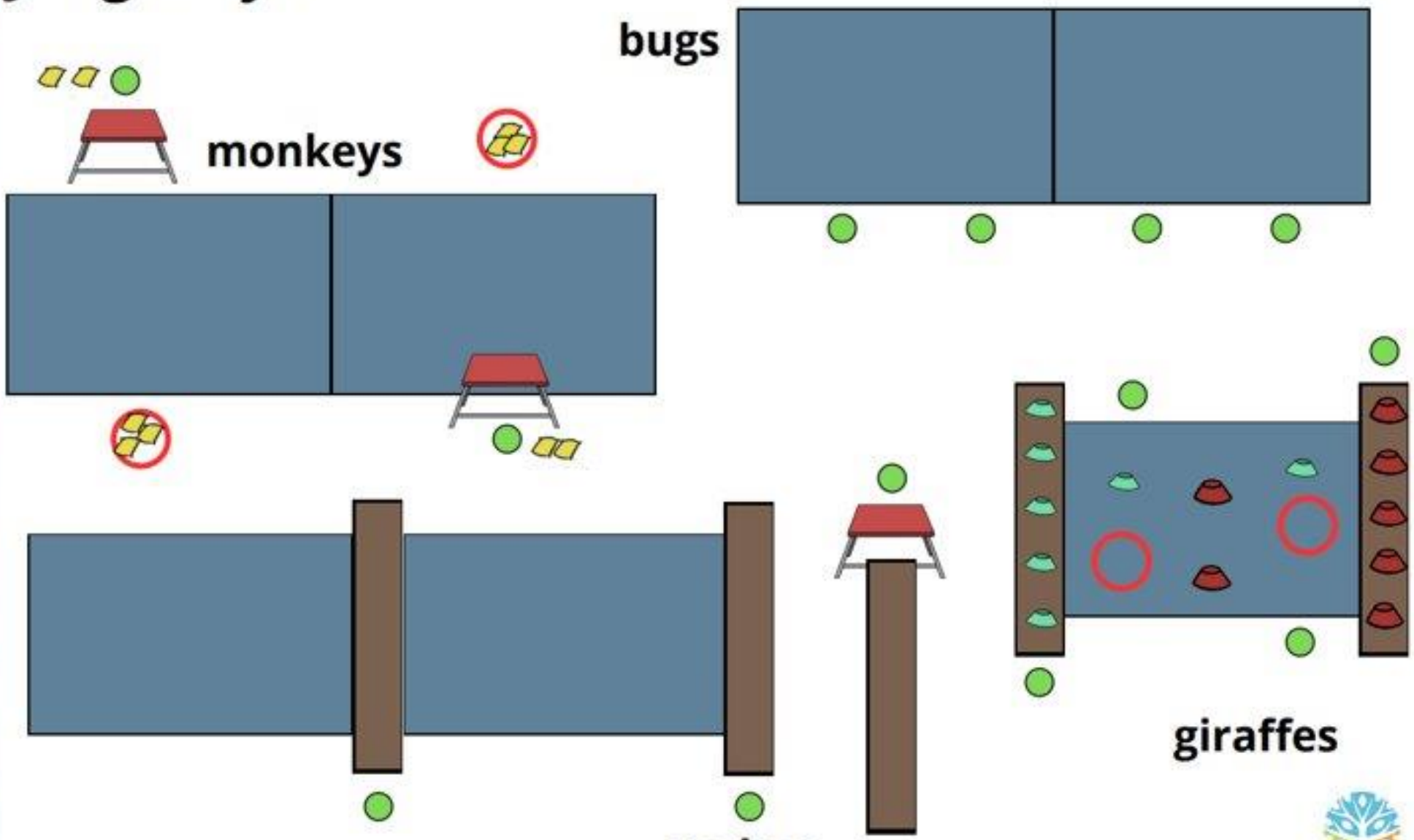
Balance Flip

Pupils travel around the space in one of three ways; walking, striding, on tip toes.

When the teacher says 'balance', they will show either a red or green cone.

The children pick a balance from the board on the green or red side and hold it for 5 seconds on a mat.

Jungle Gym



Jungle gym:

Organise apparatus using the 'Apparatus Set Up - Jungle Gym' resource. Introduce pupils to the jungle gym activities. Teachers can choose to allocate groups to each station, ensuring sufficient time on each task or allow free choice.

Keep queues short at each area, look for space on other tasks to ensure you are more active in the lesson.

Teacher note: the entry points are marked with base stations.

1: Bugs: Pupils use mats to roll across - straight, barrel or forward (if competent) and exit the roll with a balance. Q: Which shapes and balances link best with the end of the roll? E.g. after a forward roll, a pike balance links well due to the end body shape.

Make this easier by suggesting suitable roll and balance combinations. Make this harder by encouraging new and creative balances.

2: Monkeys: Pupils collect a banana (beanbag) from a hoop, climb the agility table carefully and create and perform a banana balance (using their beanbag balanced on a part of their body). Pupils then jump from the table to land onto the mat, placing the banana in the hoop opposite.

Star jump: hands start by your side. Move to a star shape, palms facing downwards, toes pointed.
Straight jump: hands start by your side. Swing them forwards until they are in line with your ears, palms facing inwards, legs together, toes pointed. Finish with knees bent. Look straight ahead.

Make this harder by creating shape jumps.

3: Snakes: Pupils use the benches and angled beams to slide (on their front or back) pulling from their hands and arms. At the end of the apparatus pupils create a suitable balance which links to the low action. Q: Which balances could link best with your low body shape? Why?

Make this harder by pushing body weight against the bench. Make this easier by lifting chest off the bench.

4: Giraffes: Pupils avoid the cones on mats and benches, these are the spiky leaves. Pupils travel using high actions e.g. stretched walking, leaps and jumps to avoid the equipment. They use the hoops for balances. Q: Can pupils link high actions and high balances?

Squeeze muscles needed for the balance.

Lunch

11:50 – 12:40

Maths

11.11.25

T.B.A.T. use a ruler to draw lines in centimetres

3 in 3

1. How many centimetres in 1 metre? 50cm 100cm 150cm

2. How many centimetres in half a metre? 50cm 100cm 150cm

3. How many centimetres in 2 metres? 100cm 300cm 200cm

CHALLENGE: Find the total of centimetres for the answers to questions 1, 2 and 3. How many centimetres? How many metres would this be?

- Find the **difference**:

87cm – 62cm =

- Find the **difference**:

98cm – 75cm =

length

difference

shorter

longer

known

unknown

Drawing a line with a specified length

- First I will draw a straight line that is 15 cm long.

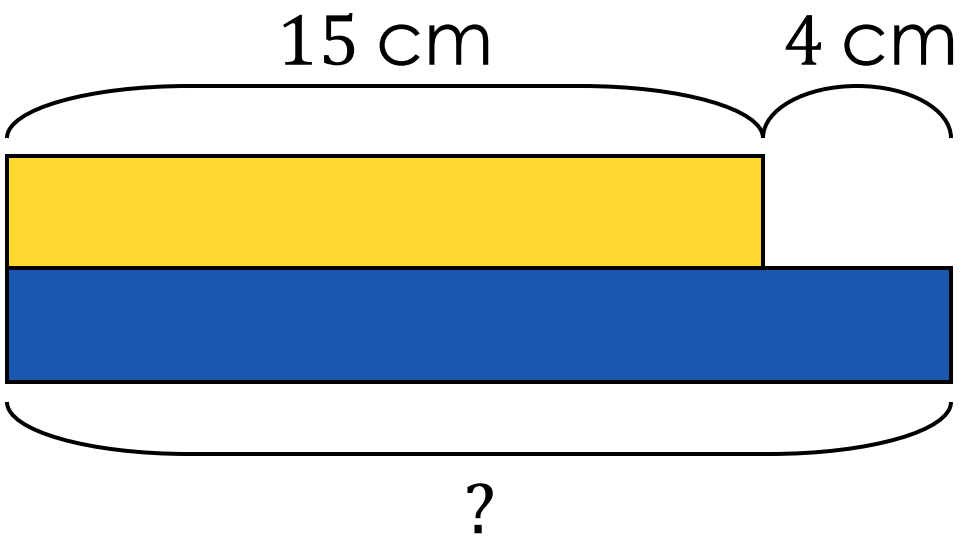
- *How can I check that I have measured accurately?*

- Now I would like to draw a line that is **four centimetres longer** than 15 cm.

- *How can I calculate the length of this line?*

Drawing a line with a specified length

- I would like to draw a line that is **four centimetres longer** than 15 cm.
- *How can I calculate the length of this line?*



Drawing a line with a specified length

- Now I would like to draw a line that is **three centimetres shorter** than 15 cm.

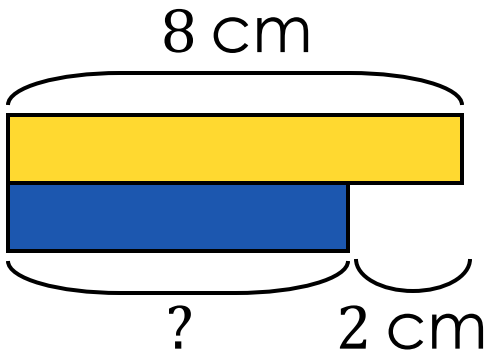
How can I calculate the length of this line?

Calculating lengths of lines

The first line is 8 cm long.
The mystery line is 2 cm shorter than the first line.
I need to represent 8 cm on the bead string.

If I subtract two beads I am left with six beads.
So the mystery line is 6 cm long.

I have drawn a bar model to show the problem.
The calculation is 8 cm subtract 2 cm.



- length longer shorter difference known unknown

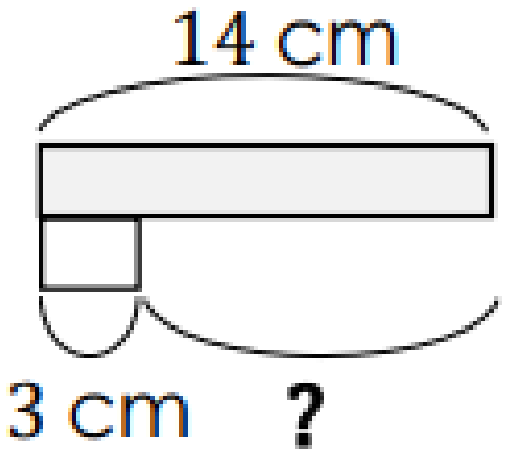
Model example

The first line is 14 cm long.

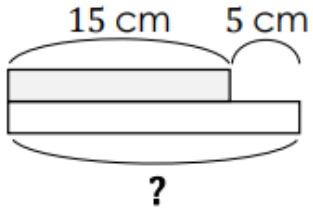
The second line is 3 cm.

How much shorter is the second line than the first line?

Draw both lines.



The first line is 15 cm long.
The mystery line is 5 cm longer than the first line.
What is the length of the mystery line?
Draw it.



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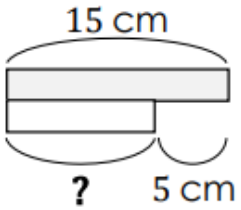
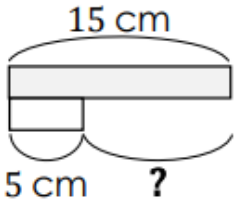
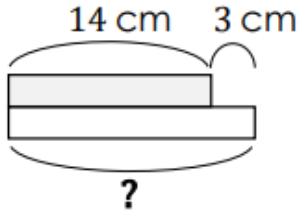


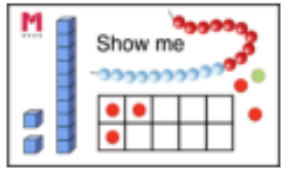
The first line is 15 cm long.
The second line is 5 cm long.
How much longer is the first line than the second line?
Draw both lines.



The first line is 14 cm long.
The mystery line is 3 cm longer than the first line.
What is the length of the mystery line?
Draw it.



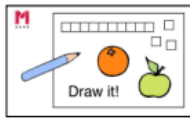
CHALLENGE



When two lines are placed together their total length is 12 cm. What could be the length of the two lines? Show me three different options.

GREATER DEPTH

House

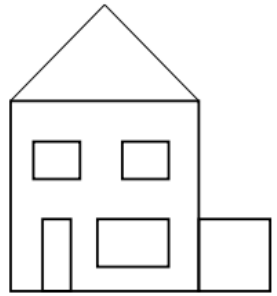


You have five minutes to draw an outline of a house using straight lines. Make sure you use a ruler!

Rule:

- No line can be longer than 8 cm.

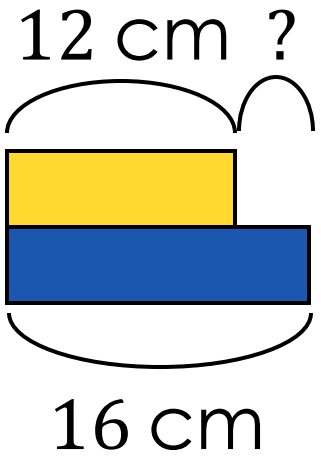
Swap with your partner.
Measure their lines to check they have followed the rule.
Label their house with accurate measurements.



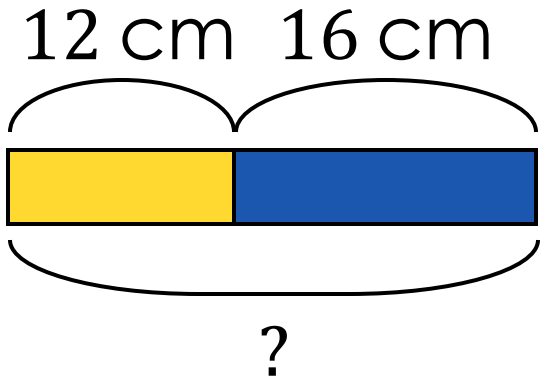
What other rules might you include to challenge your partner?

Match the word problems to the bar models

The first line is 12 cm long.
The second line is 16 cm long.
What is the total length of both lines?



The first line is 12 cm long.
The second line is 16 cm long.
How much longer is second line?



BRAIN BREAK

BREAK

COMPUTING

Investigators

11.11.25

T.B.A.T. use a digital device to take a photograph

Learning objectives

- I can recognise what devices can be used to take photographs
- I can talk about how to take a photograph
- I can explain what I did to capture a digital photo

What is different about these images?

Activity 1

Can you sort these devices?

Can take photographs

Cannot take photographs

Have you ever seen someone take a photograph?

- What did they taken a photo of?
- What did they use to take a photo?
- What did they do to take the photograph?

When is it OK to take someone's photo?

Taking photos can be lots of fun, but not everyone wants to be in them.

Before taking anyone's photo, you should ask them if it's OK. If they say that it is OK, you can take it.

If they say they don't want to, find someone else to take a photo of!

How do you take a good photograph?

1. Hold the device firmly with both hands.

2. Point the camera lens at the subject.

3. Look into the viewing window or screen.

4. Move the device until you see everything clearly.

5. Press the capture button.

Taking a photograph

A part of the building

Something far away

A portrait

A nature shot

A selfie

An action shot

Something close up

Can these take photos?

Cut out these images and make two groups: ‘can take photographs’ and ‘cannot take photographs’.





Can take photographs





Cannot take photographs

Photos showcase

Show your partner the best photo that you took with the camera.

Explain:

- Why do you like this one?
- What did you have to do to take it?

How confident are you? (1–3)

- I can recognise what devices can be used to take photographs
- I can talk about how to take a photograph
- I can explain what I did to capture a digital photo

3 – Very confident

2 – Unsure

1 – Not confident

ART

Pioneers

11.11.25

T.B.A.T. explore the concept and features of structures and the stability of different shapes.

1: Recap and recall

Before starting this unit, you might want to check that children can recall that:

- ✓ A client is a person I am designing for.
- ✓ Design criteria are a list of points to ensure the product meets the client's needs and wants.

They could have previous knowledge of the following, but this unit reinforces that:

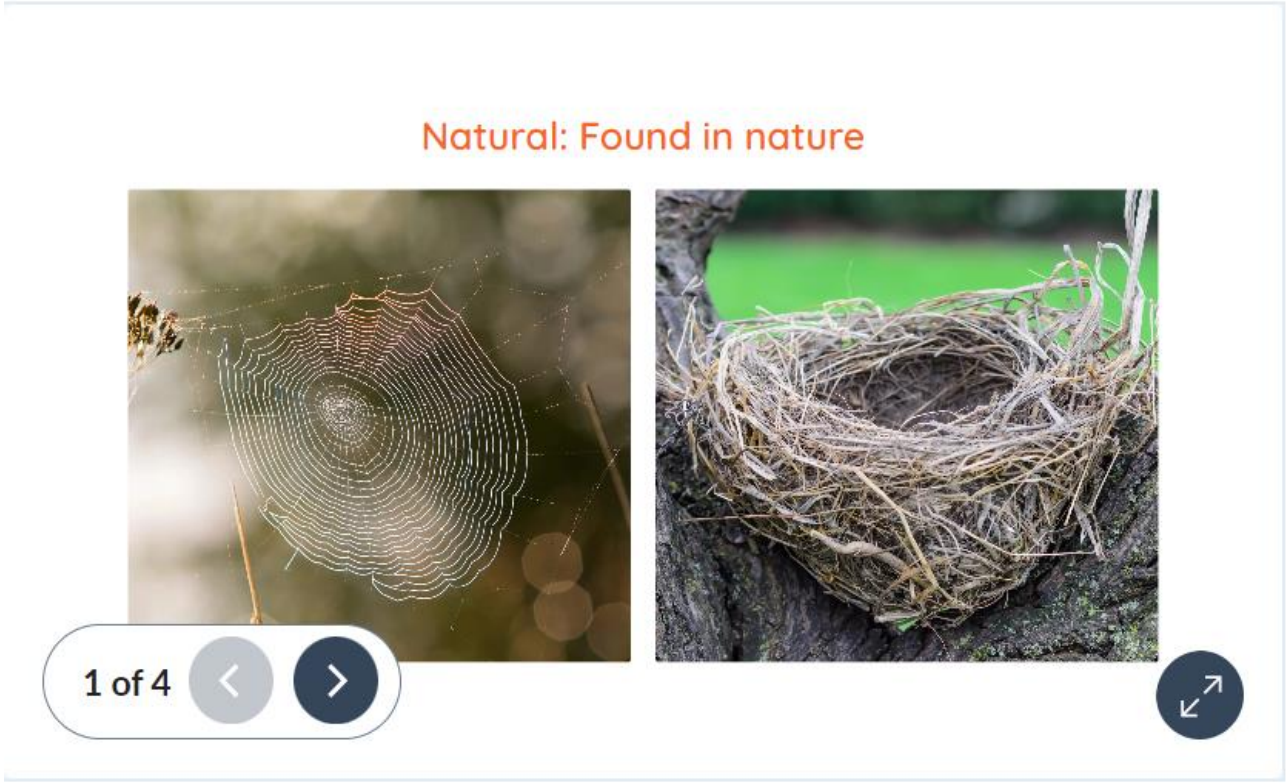
- ✓ A structure is something that has been made and put together.
- ✓ The shape of materials can be changed to improve the strength and stiffness of structures.
- ✓ Cylinders are a strong type of structure.

04.11.24

T.B.A.T. explore the concept and features of structures and the stability of different shapes.

2: Attention grabber

Presentation: Vocabulary



Go through slides 1–4 of the *Presentation: Vocabulary*, which introduces the vocabulary for the lesson and explains each definition.

Ask the children to walk or look around the classroom (or a wider environment, su as the playground or hall) to identify different man-made and natural structures.

- ✓ Man-made: buildings, chairs, tables, toys or buildings.
- ✓ Natural: snail shells, spider webs, ant nests, trees or bird nests.

Sort the children into pairs and ask them to work with their partner to list or draw the structures they find on a whiteboard and identify whether they are 'natural' or 'man-made'.

Ask the children to share the different functions of each structure with the class. F example, the snail shell is for protection and the table is for working on.

Optional – provide each child with a copy of the *Knowledge catcher* (see link: *Assessment – D&T Y2: Baby bear's chair*) and ask them to complete it to the best of their ability. Explain that at the end of the unit, they will revisit it, adding more information in a different colour.

04.11.24

T.B.A.T. explore the concept and features of structures and the stability of different shapes.

Explore

To explore stability, the children will conduct an experiment. Give each child a copy of the *Activity: 3D shapes worksheet*, a piece of stiff cardboard and a ball of modelling dough to create the shapes (pyramid, sphere, cuboid and cylinder). Explain to the children that they will work with the same piece of modelling clay for each shape so that the stability test is fair.

Play the children the *Pupil video: Exploring stability* and follow the steps. The video can be replayed or left to run in the background for the children to refer to it. Alternatively, model making the shapes and testing stability yourself.

The children's shapes do not need to be accurate, but keep an eye out for features that would affect stability, such as a flat base or edges that need to be rounded. Ensure hands are dry as wet modelling dough becomes slimy and gets everywhere!

Analyse the results by explaining that the lower the card's height when the shape toppled, the lower the angle and, therefore, the less stable the shape is. If the shape stays standing when one end is tilted to 10 cm, it is more stable than one that falls over at 5 cm.

The three key features of a stable, free-standing structure are:

- ✓ A low height.
- ✓ A wide base.
- ✓ A flat base.

The children should find that the low-rise pyramid and cuboid are the most stable, and the sphere and cylinder are the least stable.

This can be further illustrated by repeating the experiment with several pyramids of varying proportions. For example, a tall and narrow pyramid or one that is wide and low could be made. The children should see that the tall, narrow structures topple when tilted at the lowest angle.

Allow time for the children to complete the experiment and note down their results.

04.11.24

T.B.A.T. explore the concept and features of structures and the stability of different shapes.

Presentation: Testing stability

Two legs are enough for us, but are two legs enough for these structures? Why do you think that?

1 of 5

Discuss

Display slides 1–4 of the *Presentation: Testing stability* and discuss what features can make a structure stand up and stop it from falling over.

Use the presentation to explore the following structural designs:

- **Multiple legs**: Ask the children to stand on one leg, both feet apart and then on all fours. What do they notice? This should demonstrate that one way of helping structures to stand is to use more legs to support their weight (e.g. a tripod for a music stand or a three-legged stool). Point out that the material of the structure also adds to its stability.
- **Flat base**: Ask children to describe the base of the pyramid and traffic cone (flat, quite large, square/triangular/circular). Using three-dimensional shapes, ask a child to stand these shapes upside down. Why does this not work? Would it work on its side? What would happen if the world's mountains were turned upside down?
- **Spheres**: Is a sphere stable? Why/why not?
- **Stools**: Widening the base and lowering the centre of gravity can improve stability in a structure. A stool is an excellent example of a stable structure no matter which way round it is because one end has legs, and the other has a wide, flat base. Also, if it is a small stool, it is less likely to topple over since it is lower to the ground.