

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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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)
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19.11.25

REMEMBER: CL . ! ?



NOUNS	VERB	ADVERBS	CONJUNCTIONS
friends beach treasure	explored discovered stumbled upon	excitedly quickly most	when after and



SPELLING

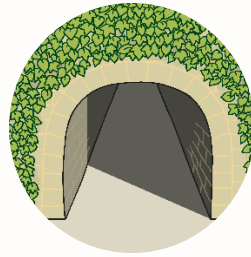
Spelling the Sound /l/ With 'el' at the End of Words



We have seen the /l/ sound spelt with 'le' at the end of words.
The /l/ phoneme in these words is spelt a different way.



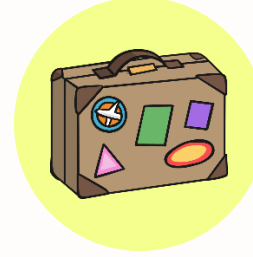
camel



tunnel



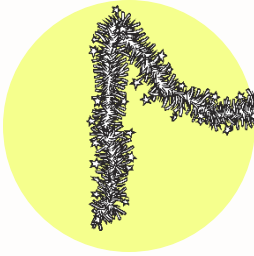
squirrel



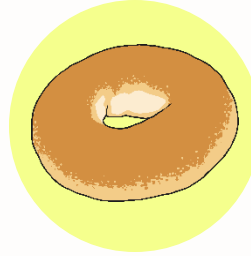
travel



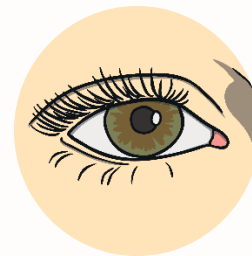
towel



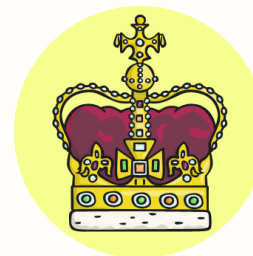
tinsel



bagel



hazel



jewel



vowel

Write each word on your whiteboard. Click on the image to check.

Say What You See!

Click on the panels to reveal the illustration behind.
Each picture is a spelling with 'le' at the end of the word.

Pick one numbered square at a time.
Can you spot the 'el' 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

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Here are this week's spellings to practise.

camel	tinsel
tunnel	bagel
squirrel	hazel
travel	vowel
towel	jewel

Work hard to
learn them.



Literacy

Wednesday 19th November
T.B.A.T. plan our writing

19.11.25

3 in 3

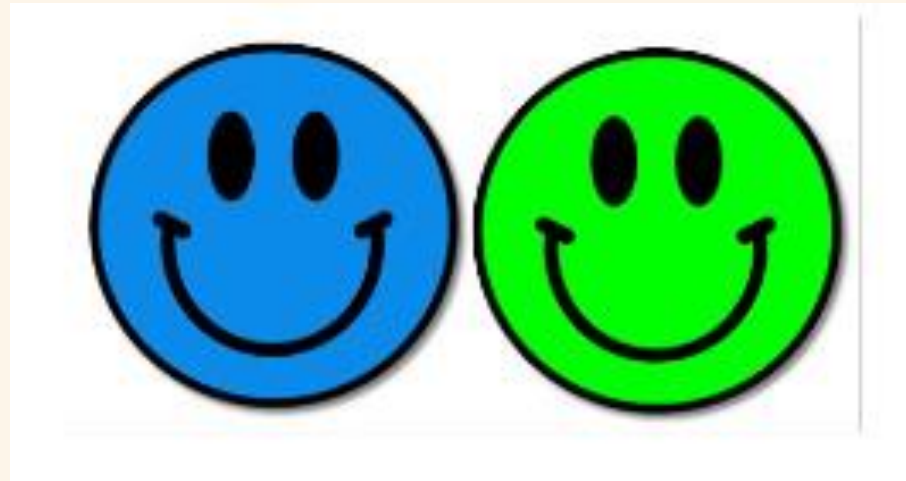
A large rectangular area with horizontal lines for writing. The lines are arranged in groups of three, with a red line at the top, a teal line in the middle, and a red line at the bottom of each group. There are five such groups of three lines each, providing a structured space for writing.

Wednesday 19th November
T.B.A.T. plan our writing

Recap your drama work and planning from last week.

Tell your partner:

What happened at the park? Who might you meet?



Why are you going to the park? What is the weather like?

How do you get to the park?

What do you do when you get to the park?

Wednesday 19th November

T.B.A.T. plan our writing

What happens at the park? Do you meet someone? Does something happen?

How do you get home? Why do you have to go home?

BREAK

P.E.

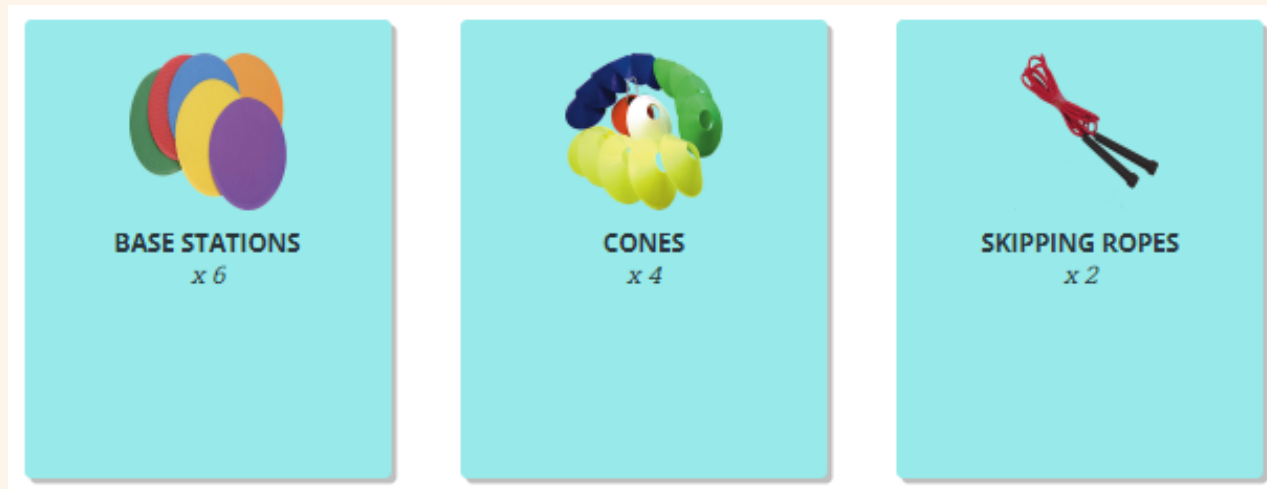


Lesson Pre-read

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

Learning Objective

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



Optional:



WARM UP

Foxes and rabbits:

Select three pupils to be the foxes, the foxes can walk. All of the other pupils are the rabbits and travel using bunny jumps, hands to feet.

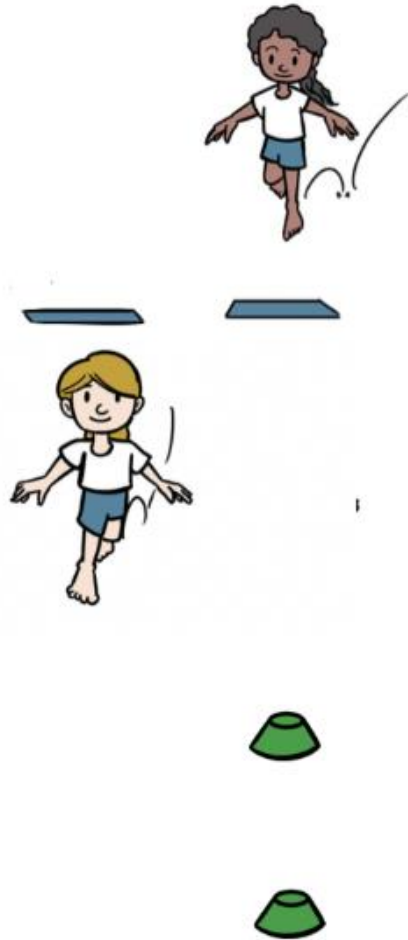
If a fox catches a rabbit, the rabbit must jump on the spot (making bunny ears with their hands) until another rabbit comes to free them by tagging them on the shoulder.

Play the game without talking so that you can concentrate. Look to save players who are stuck.

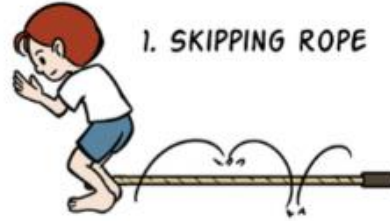
Make this harder for the rabbits by selecting more foxes.



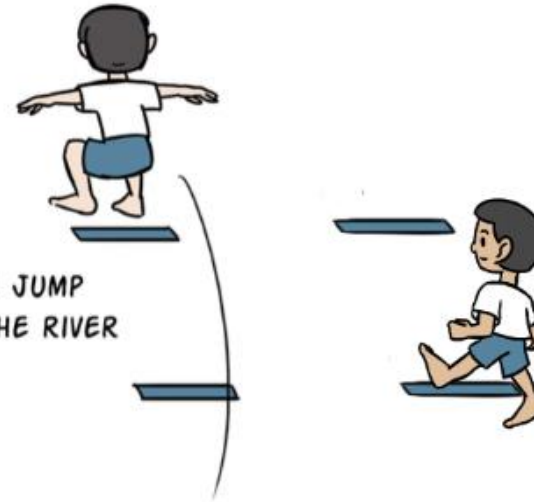
2. HOPPING



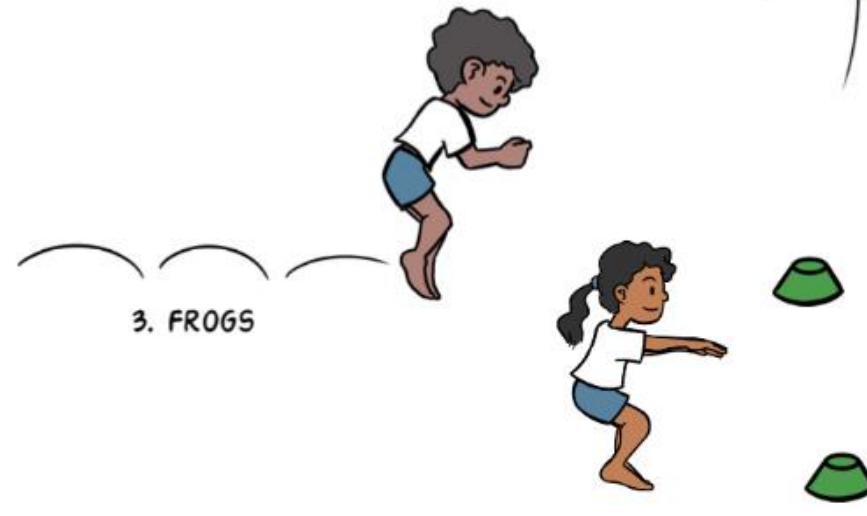
1. SKIPPING ROPE



4. JUMP
THE RIVER



3. FROGS



1 Skipping rope: jumping two feet side to side whilst travelling from one end of the skipping rope to the other.

Keep feet together and look straight ahead for good control.

4 Jump the river: place two base stations 0.5m apart. Pupils take off with one foot and land with two, aiming to reach the second base station.

Make this harder by increasing the distance.

Soft knees on landing. Head and body upright.

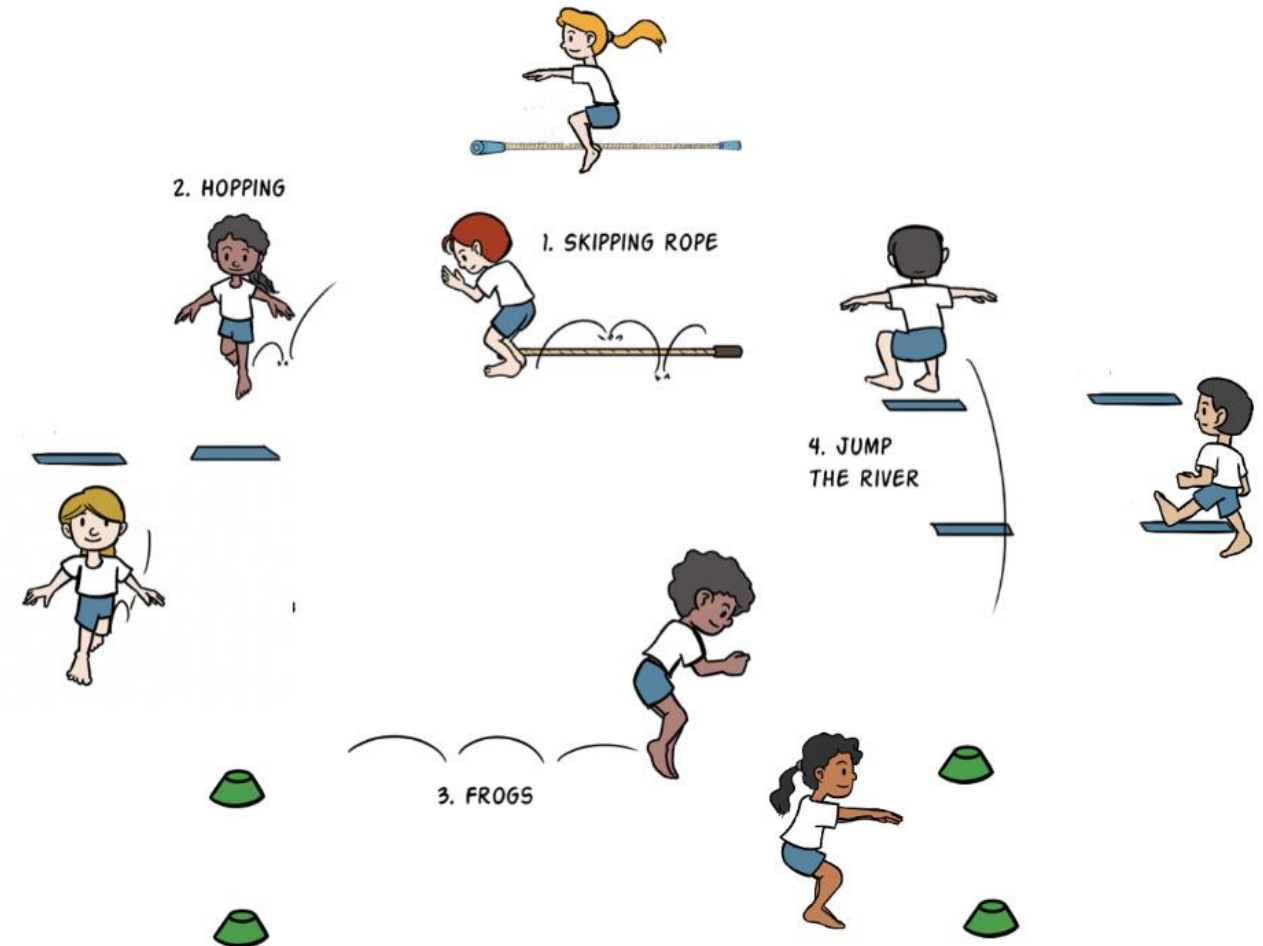
2 Hops: place a base station half way down one side of the area, this indicates where pupils change feet.

Keep balanced landing on one foot with a soft bent knee.

3 Frog jumps: pupils jump two feet to two feet, aiming to jump as far as possible.

Land with control after each jump, soft bent knees.

Place your toes down and then your heels.



Straight jump into landing position:

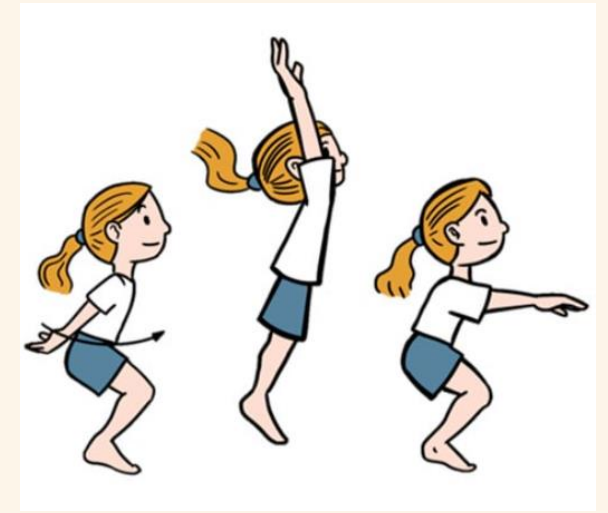
Show pupils a gymnastics landing position and ask them to copy.

Knees bent and arms extended in line with your shoulders. Looking straight ahead.

Pupils make a straight shape. Explain that this is the shape they will make in the air. Q: Can you describe the shape, is it wide or narrow? Pupils practice the straight jump landing in a landing position.

Hands start by your side. Swing your arms forwards until they are in line with your ears. Palms facing inwards. Keep your legs together and your toes pointed.

Make this harder by completing two straight jumps in succession or by adding in a quarter turn.



Linking jumps into a sequence:

Pupils work in their own space and link two jumps and a balance. Q: What is it called when we link actions together? *A sequence*. Q: How long should you hold a balance for? *5 seconds*. Q: How will the audience know when you have started and finished? *Use a starting and finishing position*.

Emphasize a controlled landing from the jump with knees bent. Look forward when jumping to help you to stay upright. Add in changes of direction to make the sequence interesting.

Make this harder by including a piece of apparatus. Can they jump from it or balance on top of it?



LUNCH

MATHS

19.11.25
T.B.A.T. explore division

3 in 3

Write these numbers in words

35

21

43

CHALLENGE: Which number would you choose as the **odd one out** and **why**?

19.11.25
T.B.A.T. explore division

3 in 3

Write these numbers in words

35

21

43

CHALLENGE: Which number would you choose as the **odd one out** and **why**?

divide



part



share



value



equal



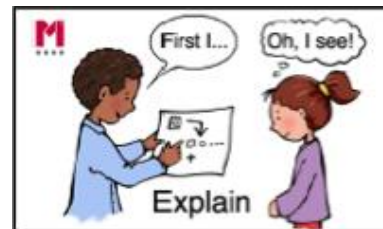
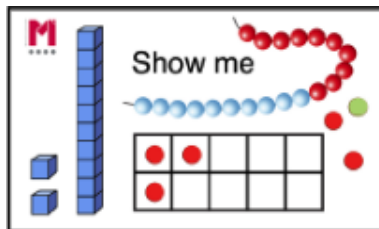
whole





How would you work it out?
What could you do?

- There are 18 children altogether.
- There are three rows on the carpet.
- How many children will be in each row?





Division as sharing

- There are 18 children altogether. There are two rows on the carpet. How many children will be in each row?



I know the value of the whole. The whole is ?. There are ? children altogether.

I know how many parts there are. There are ? parts because there are ? rows on the carpet.



divide share value equal part whole



What if...?



What if there are still 18 children, but there are nine rows? How many children would sit in each row?

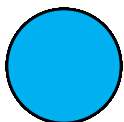
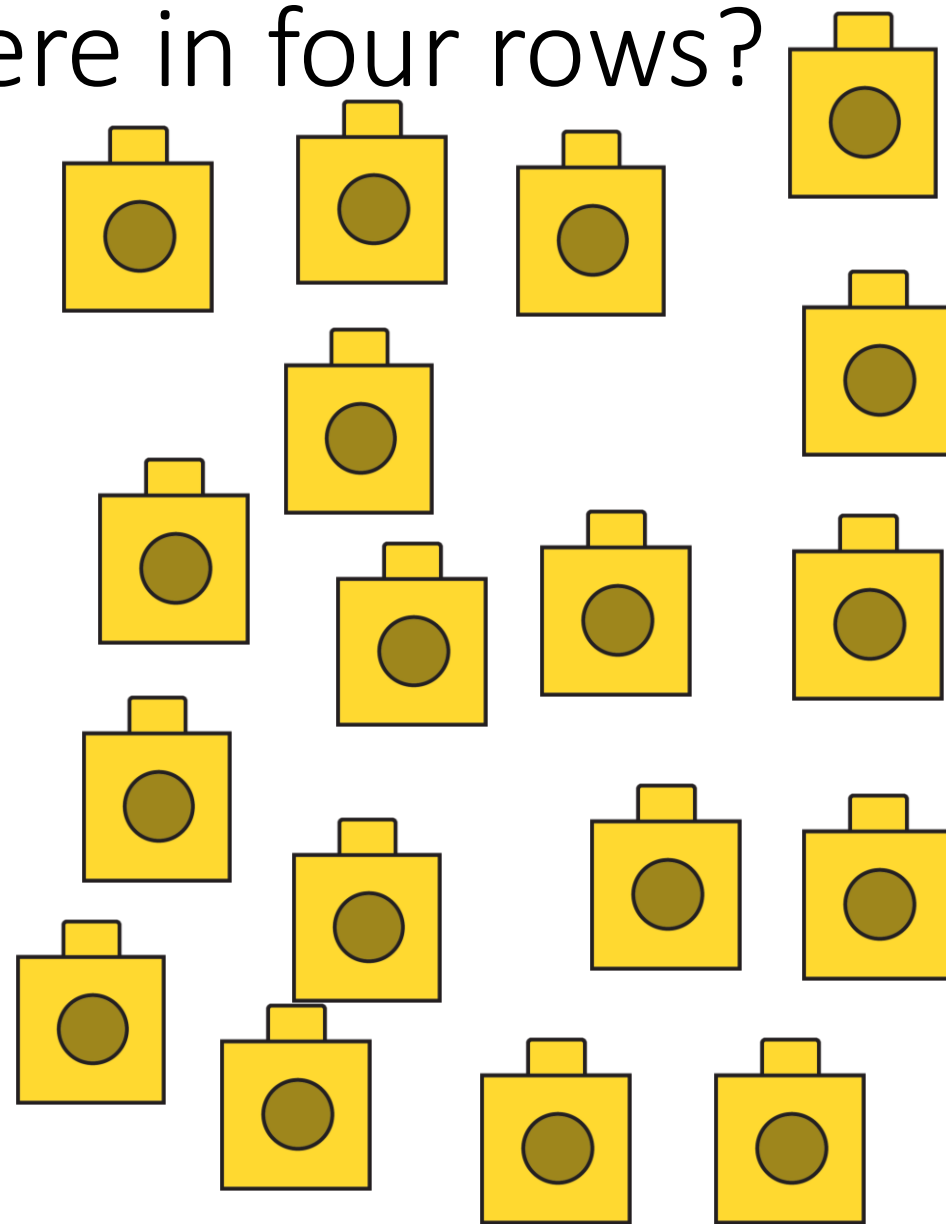
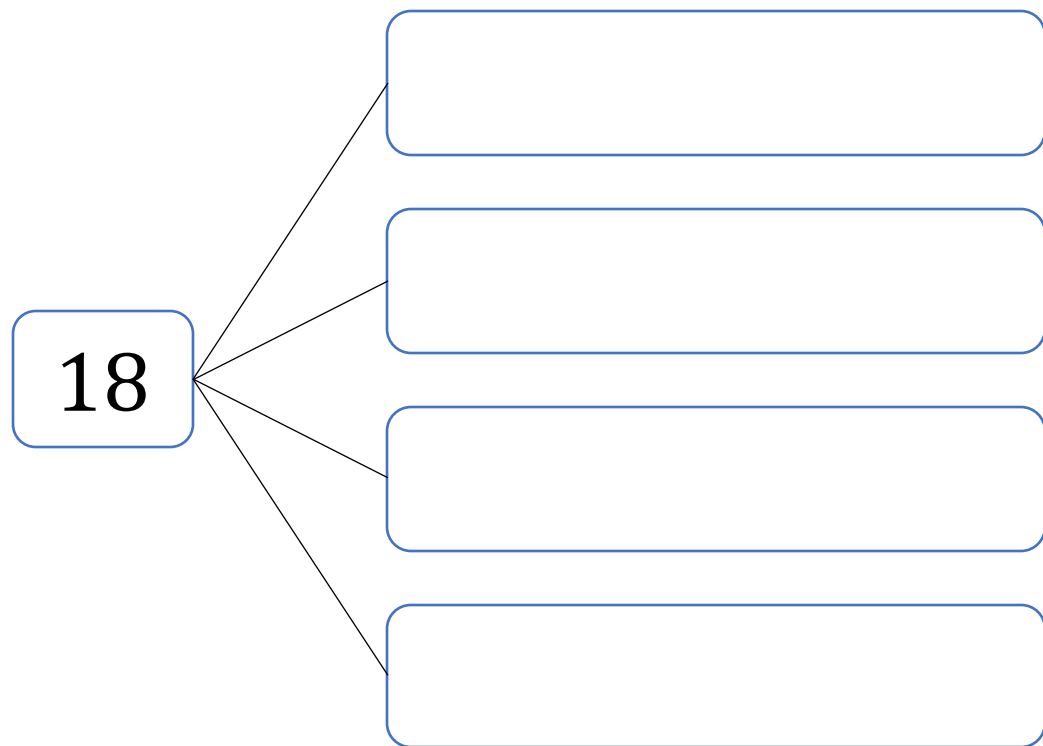


What if...?

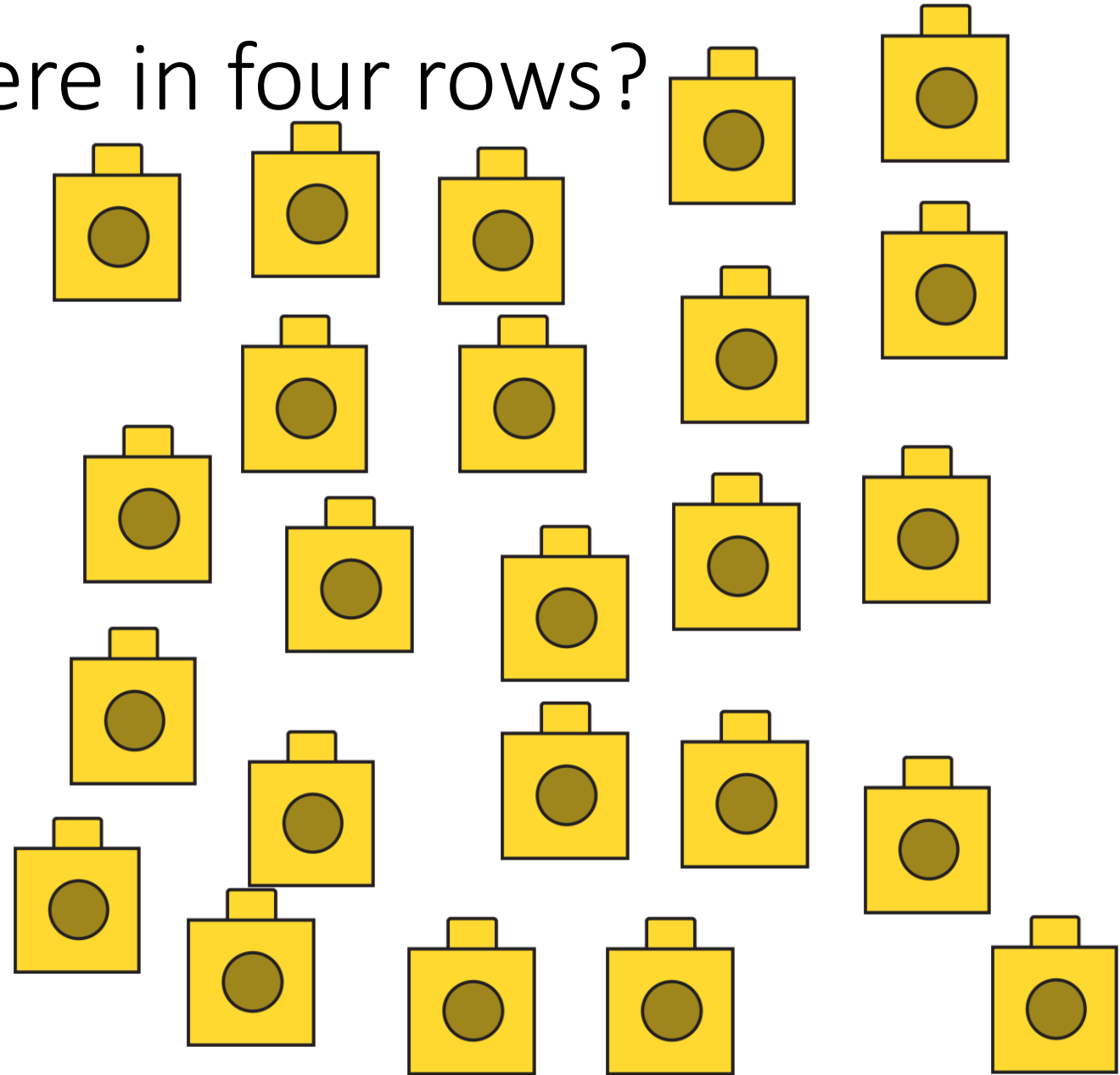
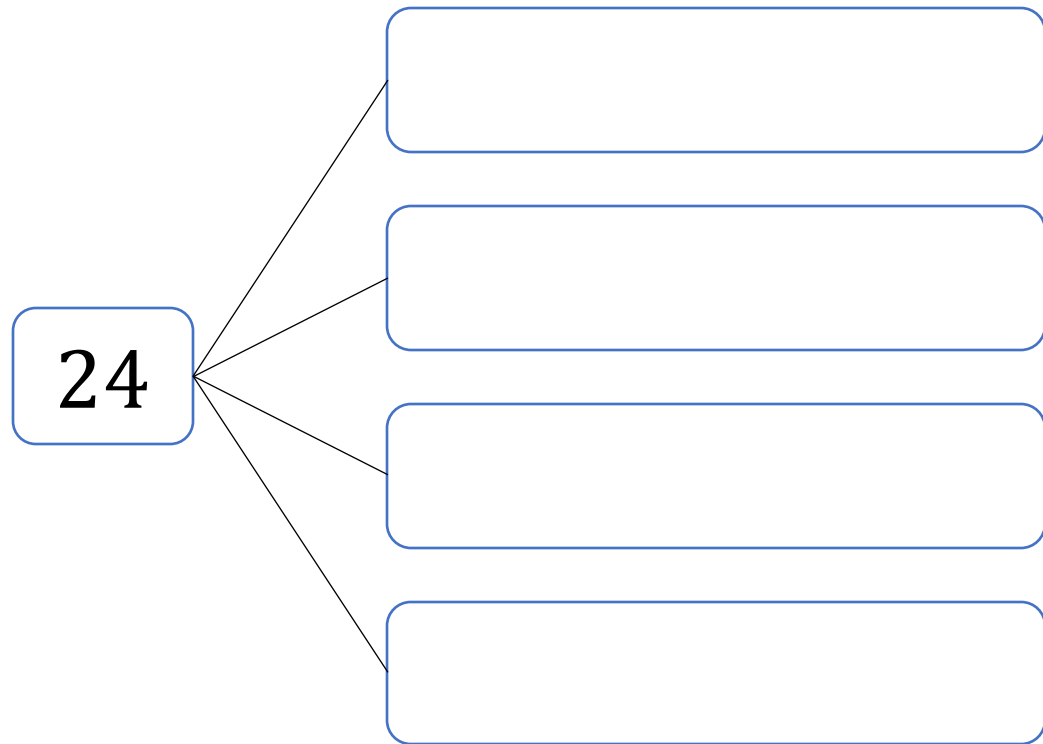


What if there are still 18 children, but they were shared into six rows? How many children would sit in each row?

What if the 18 children were in four rows?

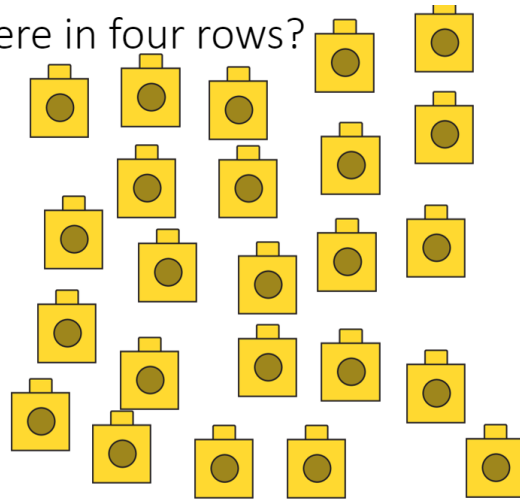
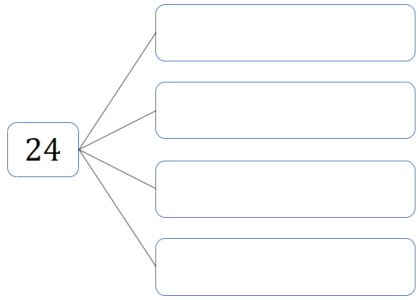


What if the 24 children were in four rows?



19.11.25

What if the 24 children were in four rows?



How do you think the carpet spaces could be arranged for 24 children?

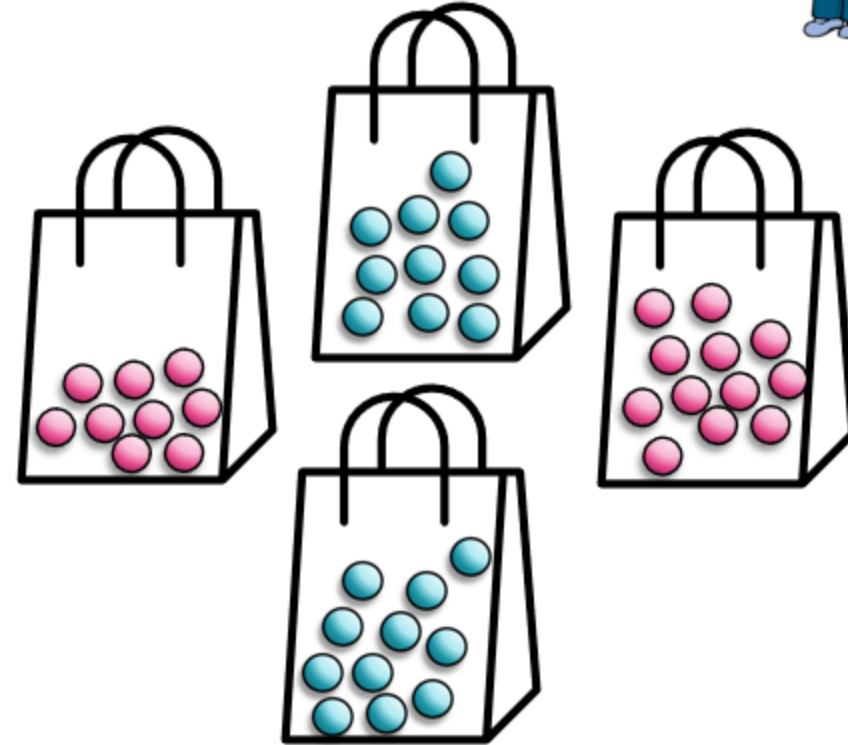
How could you represent each possibility?

Use 24 cubes. Share out your 24 cubes into rows. How many different ways can you do it? Draw out your different arrays.

CHALLENGE 19.11.25

Maya wants to buy a bag of marbles that she can share equally with her friends when playing.

Explore how she could share each bag into equal groups.



GREATER DEPTH 19.11.25

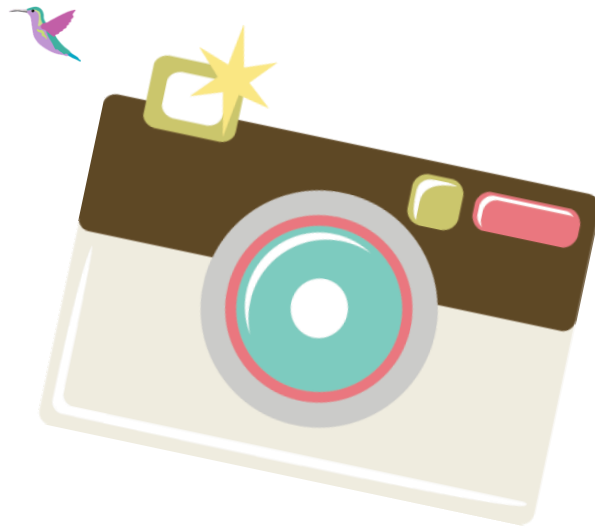
Which bag of marbles should she buy?
Justify, prove and explain your reasoning

COMPUTING

Pioneers

Lesson 2: How do we capture photos in different formats?

T.B.A.T make choices when taking a photograph



BLUE/GREEN: How do we capture a good photograph?



1.

Hold the device firmly in both hands.



2.

Point the camera lens at the subject.



3.

Look into the viewing window or screen.



4.

Move the device until everything is clear.



5.

Press the capture button.

We can hold the camera in two ways: upright or sideways



Portrait or landscape?



Upright = portrait

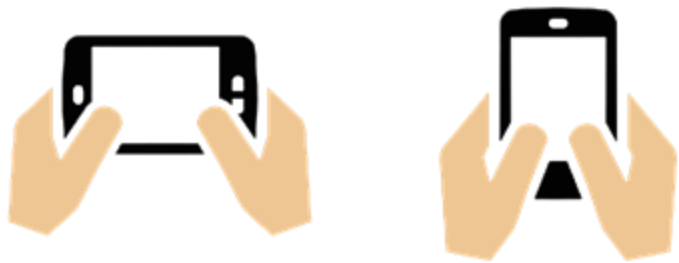


Sideways = landscape

Why portrait or landscape?

Is the photographer capturing in landscape or portrait format?

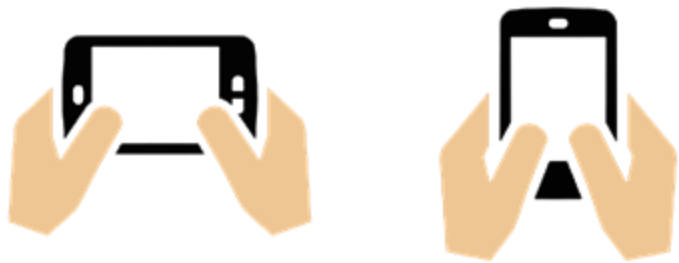
Why are they taking the photo in this format?



Why portrait or landscape?

Is this photographer capturing in landscape or portrait format?

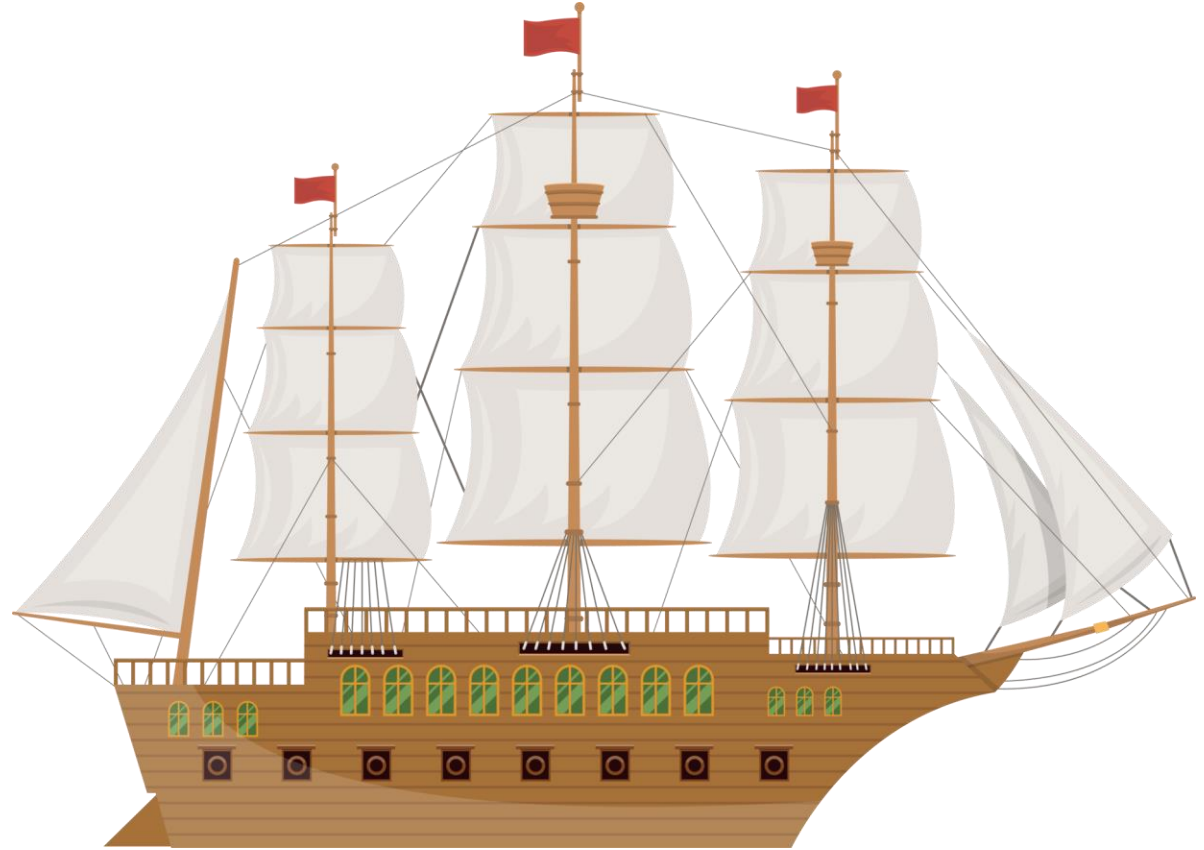
Why are they taking the photo in this format?



Portrait or landscape?



Portrait or landscape?



Portrait or landscape?





TWINKL TIPS:

3 WAYS TO GET GREAT PHOTOS



HomeEd



Which format should I use?

I will take a photo of the...	I predict it will be better in	It actually looks better in
Classroom door	 	 
Classroom display	 	 
Outside view	 	 
Pencil pot	 	 
	 	 

Key words:

Landscape

Portrait

CHALLENGE: Reviewing my photos

1. My photograph of a _____ looks best in _____ because
2. My photograph of a _____ looks best in _____ because

D.T.

Investigators

Learning objective

- ✓ To understand that the shape of the structure affects its strength.

Success criteria

- ✓ I can understand the meaning of the words strength, stiffness and stability.
- ✓ I can understand there are different ways to fold paper to improve its strength and stiffness.
- ✓ I can build a strong and stiff structure by folding paper.
- ✓ I can test the strength of my structure.

Vocabulary

✓ stable

✓ strong

✓ weak

✓ stiff

✓ test

Prediction

Which structure do you think is the strongest?

- ✓ Cylinder.
- ✓ Cuboid.
- ✓ Triangular prism.



Video link below – Please see TA for log in details.

[Lesson 2: Strengthening materials](#)

Discussion time!

- ✓ What is strength?
- ✓ What is stability?
- ✓ What is stiffness?
- ✓ Why are these important?
- ✓ How can you make structures stronger, stiffer and more stable?

How did you do?

- ✓ Whose structure held the lowest number of books?
- ✓ Whose structure held the highest number of books?
- ✓ Why do you think that was?

MUSIC

[Munch](#)

[Celebration](#)

[Shoo Shoo Shoo](#)

[We Are Going To
See A Baby](#)

[Something's Going To
Happen](#)

[Look, There's A Baby](#)

[Away In A Manger Assembly Songs from Out of the Ark –Words
on Screen - Christmas Carols](#)