

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)
TUE (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
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)

REGISTRATION

15/01/26



Hi! See how quickly you can correctly answer all these questions on the 5x table up to 12×5 . Good luck!

$9 \times 5 = \dots$

$4 \times 5 = \dots$

$11 \times 5 = \dots$

$7 \times 5 = \dots$

$12 \times 5 = \dots$

$5 \times 5 = \dots$

$10 \times 5 = \dots$

$1 \times 5 = \dots$

$6 \times 5 = \dots$

$8 \times 5 = \dots$

$3 \times 5 = \dots$

$2 \times 5 = \dots$

$1 \times 5 = \dots$

$9 \times 5 = \dots$

$2 \times 5 = \dots$

$7 \times 5 = \dots$

$5 \times 5 = \dots$

$8 \times 5 = \dots$

$3 \times 5 = \dots$

$11 \times 5 = \dots$

$4 \times 5 = \dots$

$12 \times 5 = \dots$

$6 \times 5 = \dots$

$10 \times 5 = \dots$

$12 \times 5 = \dots$

$1 \times 5 = \dots$

$8 \times 5 = \dots$

$6 \times 5 = \dots$

$9 \times 5 = \dots$

$3 \times 5 = \dots$

$5 \times 5 = \dots$

$4 \times 5 = \dots$

$10 \times 5 = \dots$

$2 \times 5 = \dots$

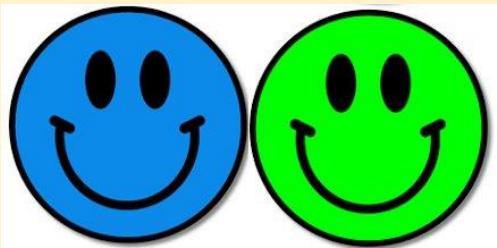
$7 \times 5 = \dots$

$11 \times 5 = \dots$

FINISHED



SPELLING



SPELLING Rule of the Week

Double the final letter
to protect the short
vowel sound when you
add -er and -ed.

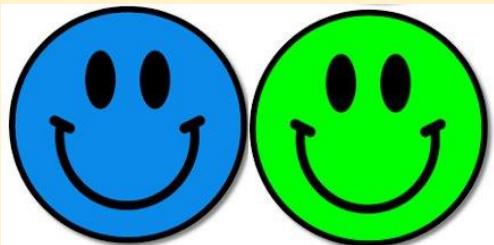


How many **root words** can you think of where
this rule could be applied?
You've got 2 minutes to write down as many
as you can.

WORD MAT – Adding 'ed' and 'er'

skip	knit	pat	wrap	run
bet	cop	sum	slim	swim
bow	sit	clap	slap	tap
clip	ship	slip	trip	trap
snap	trim	lap	nap	rub

RULE: If the **root word** ends in a **vowel** and a **consonant**, double the last letter.



SPELLING Rule of the Week

Double the final letter
to protect the short
vowel sound when you
add -er and -ed.

What happens
when the rule
doesn't
apply? What
do we do?



Can you think of root words where the rule
doesn't apply?

You've got 2 minutes to write down as many
as you can.

Year 1

Year 2

Yrs 3 & 4

Yrs 5 & 6



Patterns

Tricky Words

-dge

-ies

-less

-ge

ing, ed, er, est

-ly

g

ing, ed, er, est

contractions

soft 'ch'

all / al

-tion

long 'gn'

-ey

wr

wa

-le

wo

-el

s = zh

-al

-ment

-il

-ness

shy i -> y

-ful

Choose a year group.

Choose a tab.

Then choose a set of words.

Finally press 'go'

LITERACY

Thursday 15th. January

T.B.A.T. role play to show different characters' responses to the fire

1) Re-write this sentence with the correct tense of the missing word.

I will _____ on the chair over there.

sitting sit sat



2) Write the opposites to these words by adding the prefix 'un'.

happy _____

kind _____

even _____

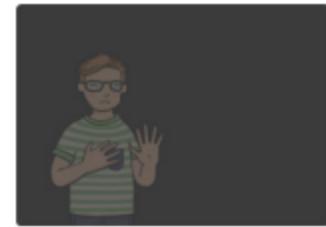
3) What type of word is 'dark' in this sentence? Circle one.

The room was dark.

adjective

noun

verb

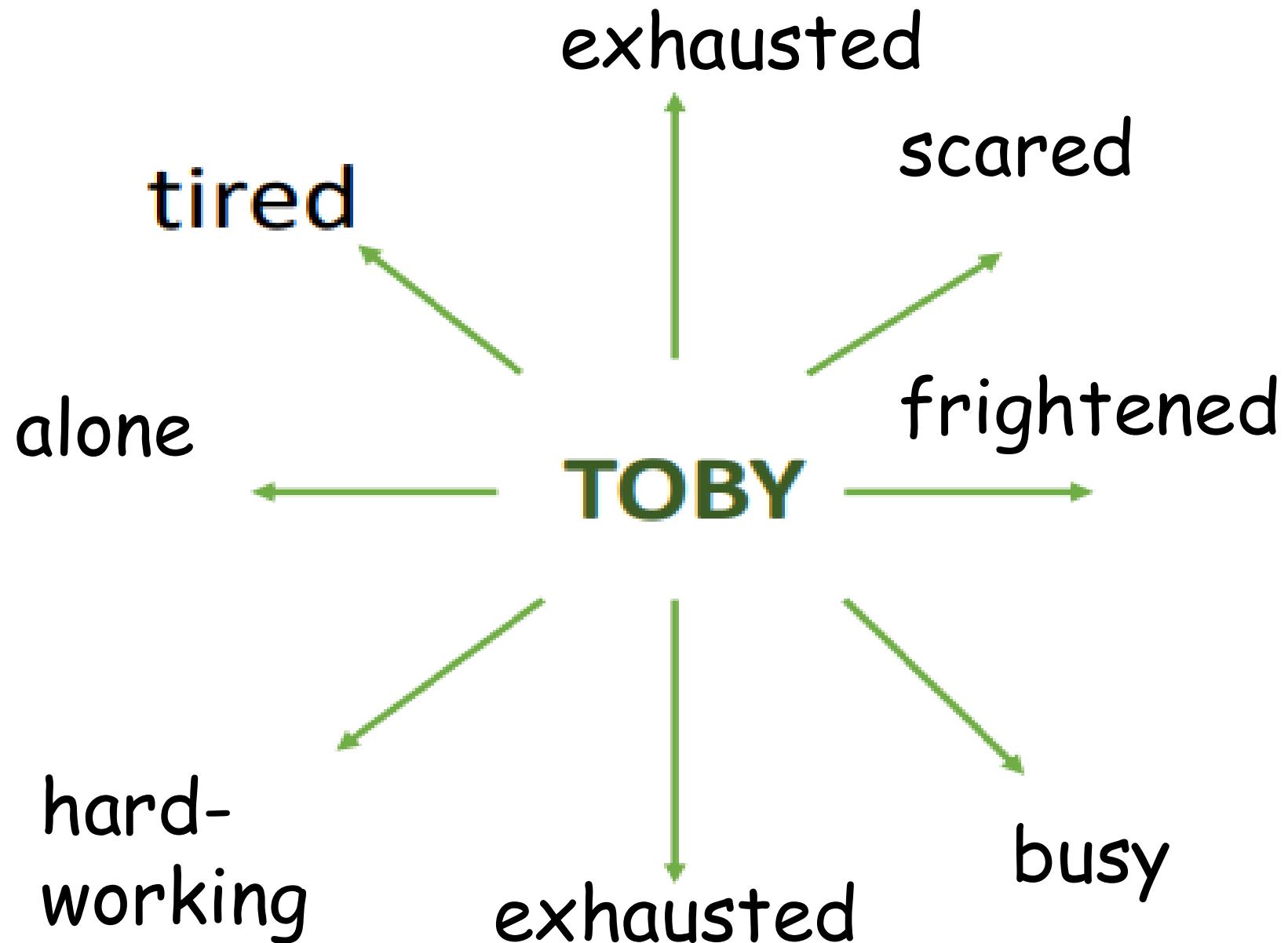


BLUE

GREEN



What do we already know about Toby?



Which adjectives could we use to describe Toby?



Which adjectives best describe Toby?

kind young lazy

helpful foolish useless

cowardly weak small

BLUE

GREEN



The night was hot, but there was a strong breeze blowing. People were out in the street. Some were running.

Toby looked up. There were clouds of smoke and a red sky. Whatever was the matter?

THINK ABOUT:

- 1) What time of day was it?
- 2) What have we learnt about the weather?
- 3) What were the people doing?
- 4) Why was there a red sky?

THINK ABOUT:

What can Toby see, hear, smell, taste, feel?



Sense	Ideas
	
	
	
	
	

THINK ABOUT:

What was Toby thinking and feeling?
Role-play Toby's response to the fire.



Read to page 17

THINK ABOUT:

What can Toby see, hear, smell, taste, feel?



Role-play

Toby waking up

Being told to take
the papers

Running through
London

Seeing the fire

Emotions and
feelings towards the
fire

MATHS

15.01.26

T.B.A.T. Tell, write and draw the times to 5 minutes

1) Which month comes just after June?

July

October

August

September

2) Yesterday was **Sunday**. What day is today?

Friday

Tuesday

Saturday

Monday

Wednesday

Thursday

3) What season comes just after **summer**?

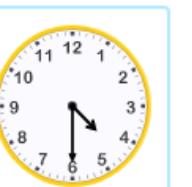
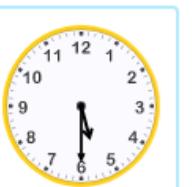
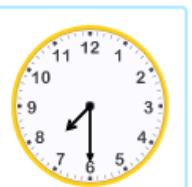
autumn

winter

spring

CHALLENGE:

Caleb and Betty went for a bike ride through a park. They started their ride near the pond at four o'clock. They rode until they reached the football field one hour and thirty minutes later. What time was it when Caleb and Betty reached the football field?



15.01.26

T.B.A.T. Tell, write and draw the times to 5 minutes

1) Which month comes just after June?

July

October

August

September

2) Yesterday was **Sunday**. What day is today?

Friday

Tuesday

Saturday

Monday

Wednesday

Thursday

3) What season comes just after **summer**?

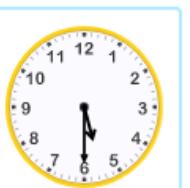
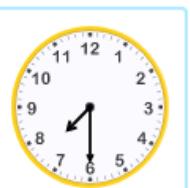
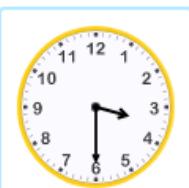
autumn

winter

spring

CHALLENGE:

Caleb and Betty went for a bike ride through a park. They started their ride near the pond at four o'clock. They rode until they reached the football field one hour and thirty minutes later. What time was it when Caleb and Betty reached the football field?



duration



finish



hour



start



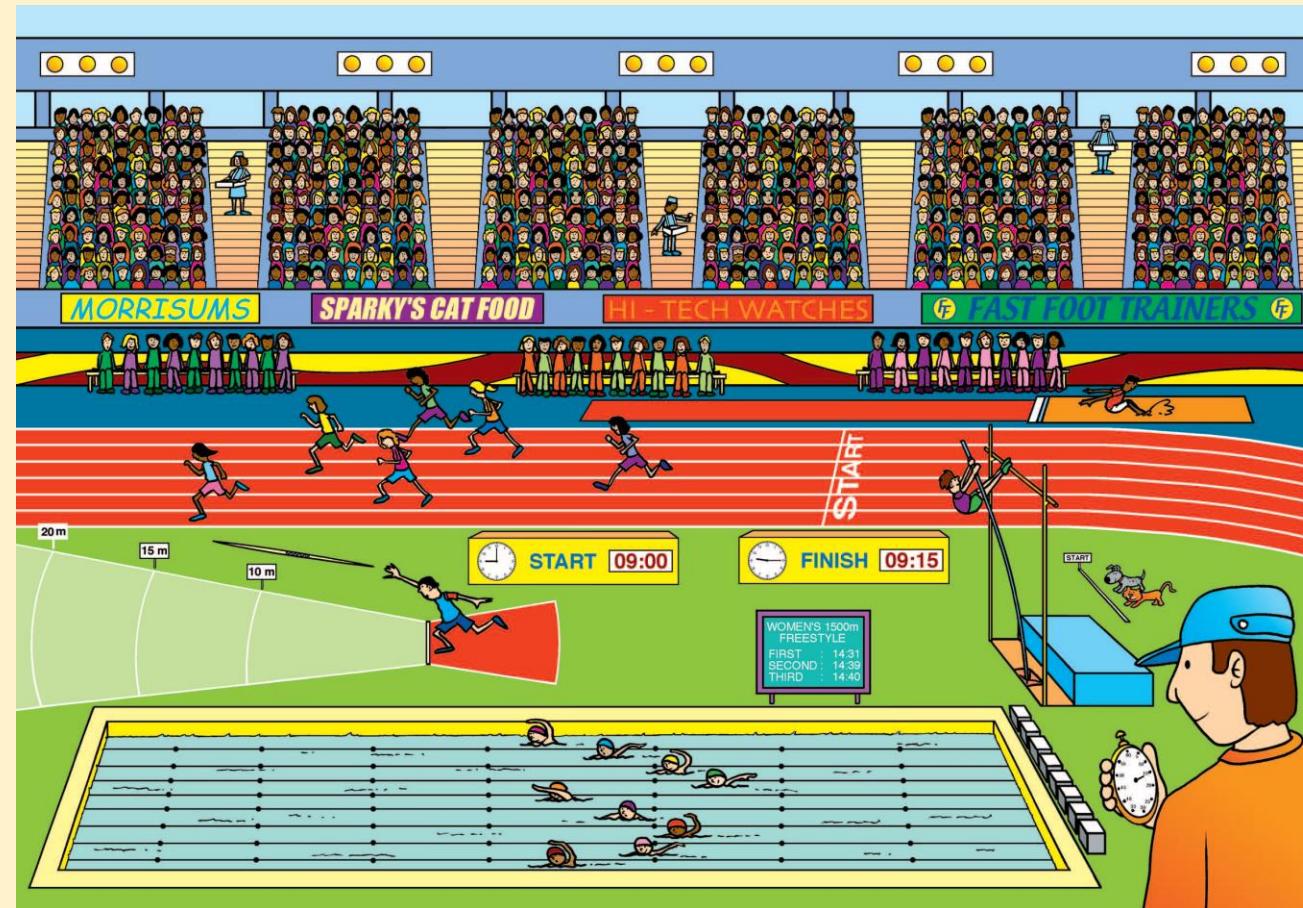
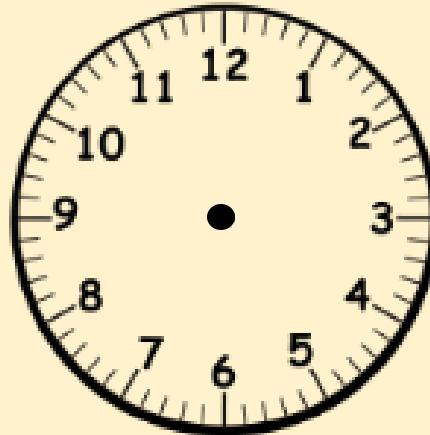
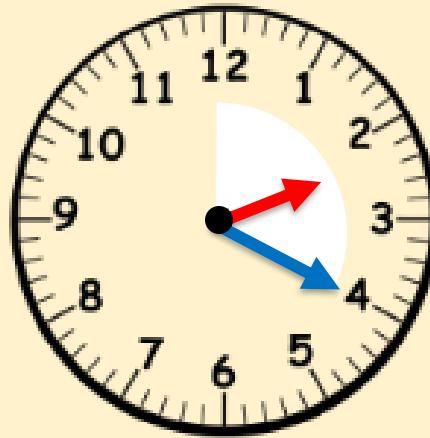
minute



scale

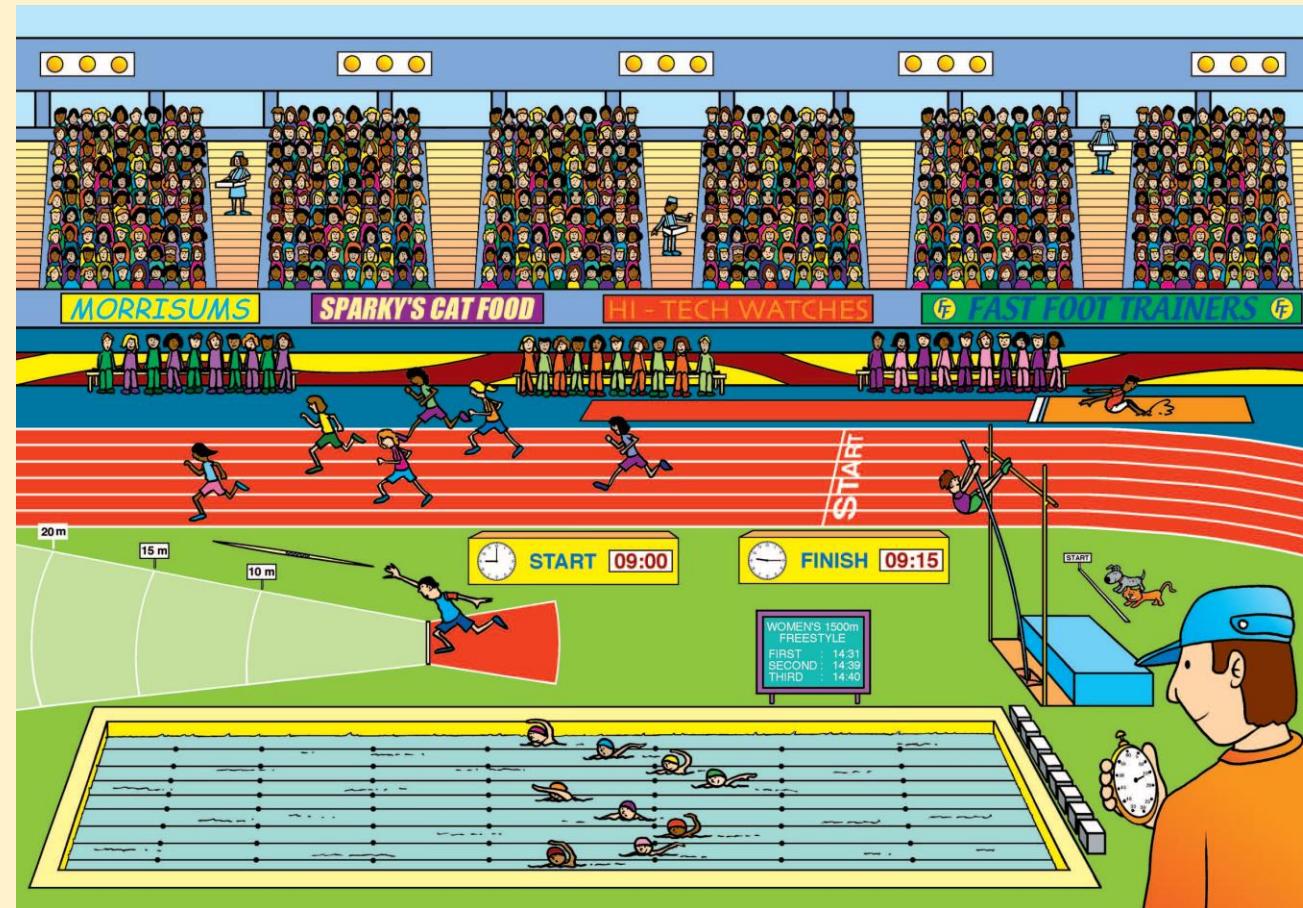
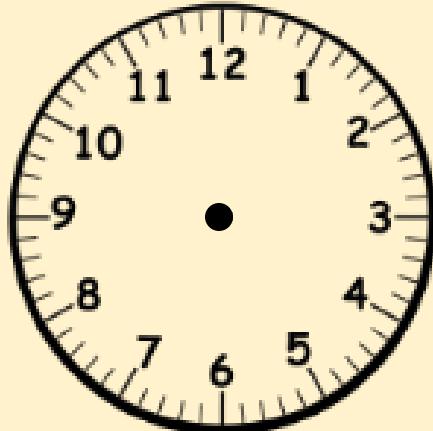
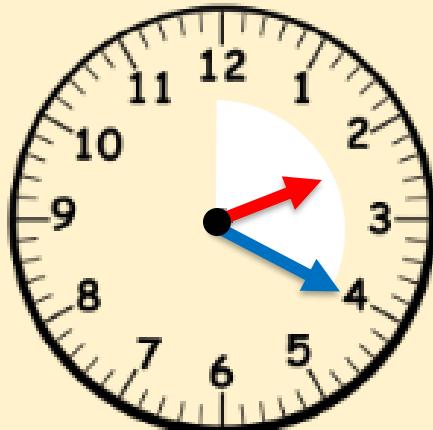
Jay started the race at 20 past two

- He finished ten minutes later.
- What time did he finish the race?



Ella started the race at 20 past two

- She finished 20 minutes later.
- What time did she finish the race?



How can we work out what time the runners started their races?

Runner	Start time	Duration	End time
Kezia		40 minutes	20 to nine
James		35 minutes	20 to nine
Ishan		15 minutes	Five to ten

How can we work out the duration?

Runner	Start time	Duration	End time
Kelly	Quarter to five		Five to five
Chen	Quarter to five		Five o'clock
Salma	Quarter to five		Five past five

Runner	Start time	Duration	End time
Lisa		Twenty to eight	5 minutes
Becky		Twenty to eight	10 minutes
James		Twenty to eight	15 minutes
Andy		Twenty to eight	20 minutes
Sophie		Twenty to eight	25 minutes
Ben		Twenty to eight	30 minutes

Challenge



If I know...then I know...

If I know that 25 minutes later than twenty to 11 is five past 11

then I know:

25 minutes later than twenty to 12 is _____.

25 minutes later than twenty to one is _____.

25 minutes later than _____ is five past two.

25 minutes later than twenty to three is _____.

25 minutes later than _____ is five past four.

Greater Depth

- Write down the time to the nearest five minutes.
- What was the duration of our maths lesson?
- Was our lesson longer or shorter than one hour?
- How many minutes long was our lesson?

LUNCH

R.E.

T.B.A.T. explain how the deeper meaning of The Blind Men and the Elephant can help Hindus understand truth.

The Blind Men and the Elephant: deeper meanings



Starter quiz

1 The story of the Blind Men and the Elephant is ... (Tick 1 correct answer)

- a fable
- an adventure story
- a poem
- an information article

Keywords

truth

worldview

Hindu
Dharma

2 The story of the Blind Men and the Elephant teaches Hindus that they should ... (Tick 1 correct answer)

- listen to others and work together
- not go near an elephant because it is dangerous
- only listen to one person

3 Someone who is unable to see clearly is said to be ...

Dhanu is a Hindu. She follows a Hindu Dharmic **worldview**.



Dhanu

In **Hindu Dharma**, we have lots of stories that help us to learn important lessons on how we should live our life.

One of the stories that I like to learn from is called The Blind Men and the Elephant.

The story of The Blind Men and the Elephant is about a group of blind men who had never seen an elephant.





Dhanu



Kavita

For many Hindus, this story helps us understand the answer to a big question in life ...

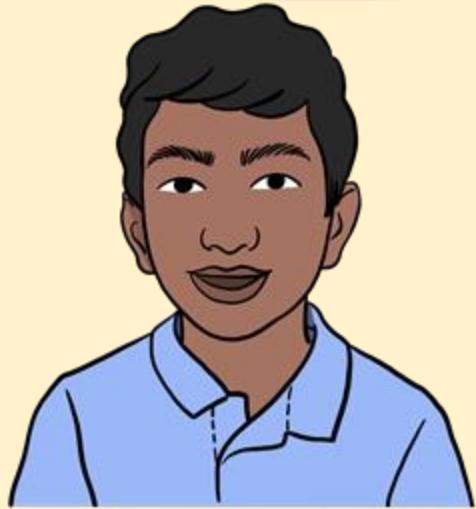
What is **truth**?

The story helps me understand that Hindus will answer that question in different ways.

What else do you think this story could teach us?

The blind men didn't listen to each other, so they argued. If they had listened, they would have understood the elephant better.

This story teaches me that sometimes I need to listen to others and work together to see the bigger picture.



Het



Dhanu

In the story, each blind man saw a different part of the elephant, but they were all seeing the **truth** from their own point of view.

It's like looking at the same thing from different places. It teaches me that everyone's point of view is im-

In **Hindu Dharma**, people can find the **truth** in different ways. It's like how the blind men touched different parts of the elephant but they were all learning about the same elephant.

This teaches me that we can all understand things in our own way, but the **truth** is the same for everyone.



Dhanu

In **Hindu Dharma**, people can find the **truth** in different ways. It's like how the blind men touched different parts of the elephant but they were all learning about the same elephant.

This teaches me that we can all understand things in our own way, but the **truth** is the same for everyone.

Task A

What deeper meanings can we find in this story?

Match the statements to the correct person.



Kavita

It teaches me that everyone's point of view is important.



Het

It teaches me that we all understand things in our own way, but the **truth** is the same for everyone.



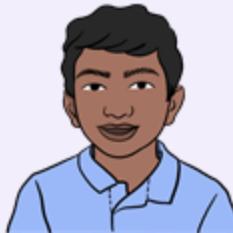
Dhanu

It teaches me that sometimes I need to listen to others and work together.

Match the statements to the correct person. You should have:



Kavita



Het



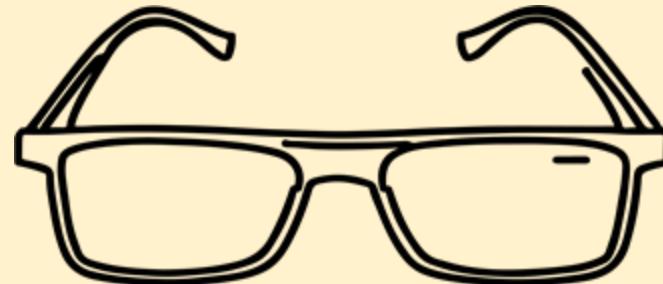
Dhanu

It teaches me that everyone's point of view is important.

It teaches me that we all understand things in our own way, but the **truth** is the same for everyone.

It teaches me that sometimes I need to listen to others and work together.

How do you know what is true? Where do you get that information from?



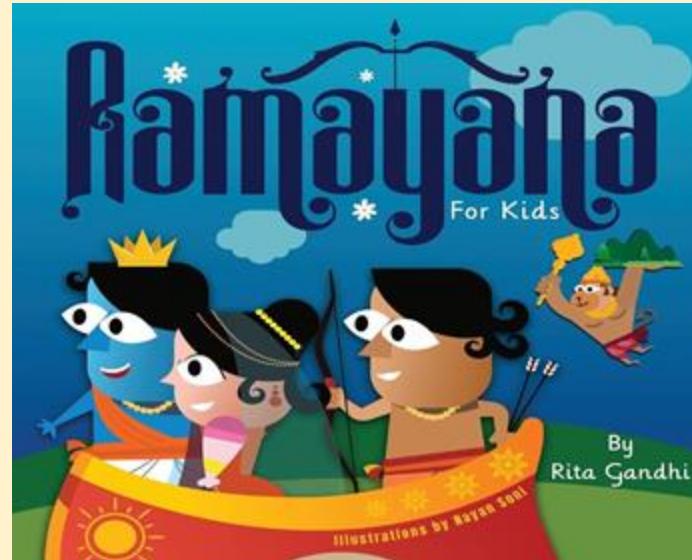
A **worldview** is a how we see and understand the world.
Many people see the world differently.

Hindus try to understand what is true.
Many Hindus will read books and stories to help understand what is true.

Hindu Dharma has lots of different books and stories.



The Bhagavad Gita



A version of The
Ramayana

Rather than one book, Hindus may choose to read different books.

These books all show different ways Hindus can understand **truth**.

Right image: Ramayana for kids by Rita Gandhi. Illustrated by Nayan Soni, Rishi Muni Prafkashan (16 Sept. 2021)

True or false?

Hindus only have one holy book.

T

True

F

False



Why?

Hindu Dharma has lots of different books and stories, like the Bhagavad Gita and the Ramayana.

This is Priya, she is Het's older sister.



Priya

Many Hindus believe in one God, but God is seen in many different ways.

Each way helps me understand the **truth** about the world and life. This is part of my **worldview**.



Priya

In the story, the blind men each feel part of the elephant. One thinks it's a fan, one thinks it's a snake, but it's still an elephant!

I believe, even though we see God in different ways, we all see parts of the **truth**. All of them are true, and they show us different parts of God.

Hindu Dharma teaches that **truth** can be seen in many different ways. This idea is found in the Rigveda, one of the oldest sacred books of **Hindu Dharma**.

"Truth is one, the wise speak of it in many ways."

What do you think this sentence might mean?

Can you make a link to The Blind Men and the Elephant?

"Truth is one..."

"... the wise speak of it in many ways."

These words link to the story of 'The Blind Men and the Elephant' as there is one elephant in the story, just as in **Hindu Dharma** there is one truth.

These words link to the story of 'The Blind Men and the Elephant' as each man understands the elephant in his own way, from his experience, so truth can be understood in different ways.



Dhanu

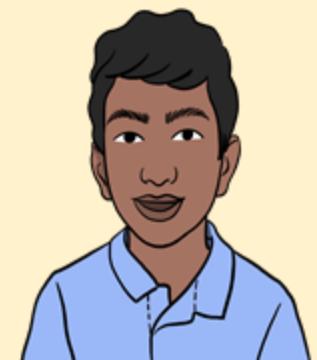
When I hear this verse, it reminds me that there is one **truth**, but people can understand and explain it in many different ways.

This is shown when I visit my auntie's mandir. They pray in a different way from how we pray at my mandir. But we are all praying. The **truth** is the same.



Kavita

I learn **truth** through the good things my parents do. They show me how to be kind and help others.



Het

I find **truth** through learning and asking questions. When I read stories or talk to my teachers, it helps me understand the **truth** in new ways.



Priya

I find **truth** through worship. When I pray and give thanks, it helps me understand the world better.



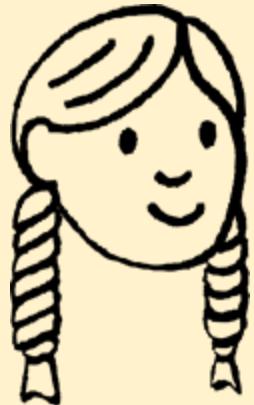
Dhanu

I find **truth** through reflection and prayer. Taking time to think deeply and connect with God helps me understand the world and my place in it.

Task B

Why do Hindus have many paths to the truth?

Jun and Laura are wondering if all Hindus believe the same about **truth**.



Laura

I think they only see the **truth** in one way.



Jun

I think they can see the **truth** in different ways.

Who is correct? Can you give a reason for the person you picked?

Who is correct? Can you give a reason for the person you picked?

Your answer may have included:

Laura is correct. In **Hindu Dharma**, they believe that there is one **truth**, but they can see and understand it in different ways. This is because everyone can have their own way of understanding the world. This is their **worldview**.

BREAK

HISTORY

T.B.A.T. Know what were the main events of the Great Fire of London.

2

Unit 1: The Great Fire of London



Thursday 15th January

T.B.A.T. Know what were the main events of the Great Fire of London

1. In 1666 most buildings were built from _____.

bricks **wood** **metal**

2. How did people travel around in 1666? (Circle 3.)

car **boat** **walking** **horse**

3. Which of these were NOT used in the 1600s? (Circle 3.)

televisions **phones** **candlelight** **electricity**

CHALLENGE:

London did not have a fire brigade in 1666. True or false? Explain how you know.

true

false

Thursday 15th January

T.B.A.T. Know what were the main events of the Great Fire of London

1. In 1666 most buildings were built from _____.

bricks **wood** **metal**

2. How did people travel around in 1666? (Circle 3.)

car **boat** **walking** **horse**

3. Which of these were NOT used in the 1600s? (Circle 3.)

televisions **phones** **candlelight** **electricity**

CHALLENGE:

London did not have a fire brigade in 1666. True or false? Explain how you know.

true

false

Knowledge quiz 1.1

1. In 1666 most buildings were built from _____.

bricks wood metal

2. How did people travel around in 1666? (Circle 3.)

car boat walking horse

3. Which of these were NOT used in the 1600s? (Circle 3.)

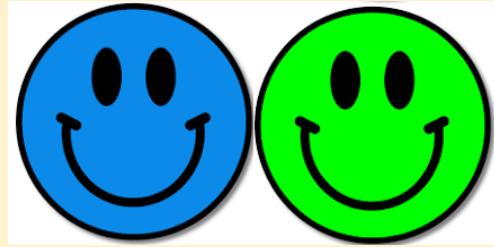
televisions phones candlelight electricity

CHALLENGE:

London did not have a fire brigade in 1666. True or false?

true

false



How did the Great Fire affect the people of London?



The key term for this lesson is
event.

An event is an important thing
that happened.



What were the main events of the Great Fire of London?

Key knowledge

- The fire started on Sunday 2nd September 1666 at a bakery in Pudding Lane.
- Strong winds kept the fire spreading and it was difficult to put it out.
- The fire was put out on Thursday 6th September 1666.

Key vocabulary

- destroyed
- **event**
- fire-breaks
- gunpowder
- mayor



How do you think fires start?



What do you think started the Great Fire of London?



The story of the Great Fire of London: Day 1

Sunday 2nd September 1666

At around 1 a.m., a spark in an oven started a fire in a bakery on Pudding Lane.

Thomas Farriner, the baker, and his family smelled the smoke and escaped out of an upstairs window.



The story of the Great Fire of London: Day 1

Sunday 2nd September 1666

The wind made the fire spread quickly.

The mayor tried to stop the fire spreading by telling people to pull down buildings that were in the way of the fire. But the fire moved too fast. It travelled halfway across London Bridge.



203453_aw_2_1_2_10a map of London
showing where fire got to at end of Day 1
see artbrief



Draw the main events of Day 1: Sunday 2nd September.



The story of the Great Fire of London: Day 2

Monday 3rd September 1666

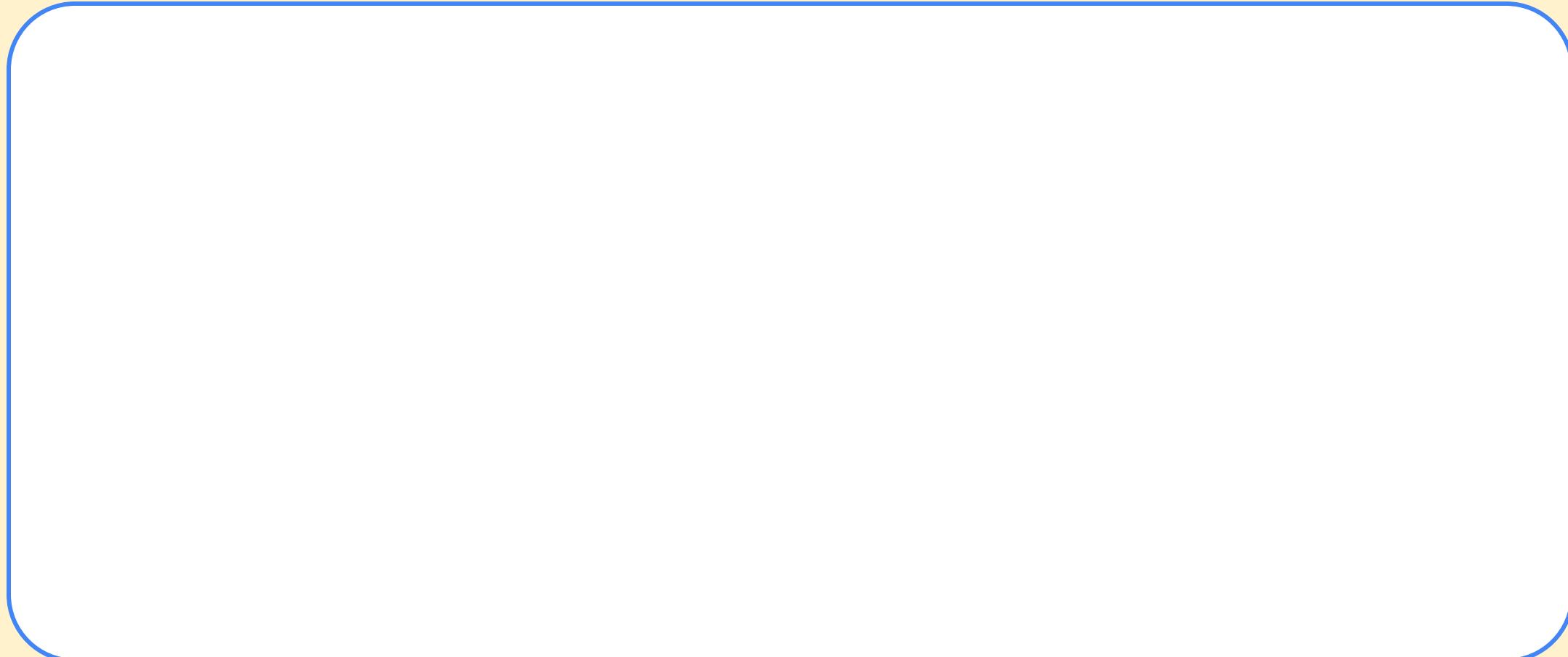
By 8 a.m. the next morning, the fire was still blazing.

News of it had spread across the city and the streets were crowded with people trying to escape.

Carts and boats were packed with people, with whatever belongings they could carry, trying to get away from the flames.



Draw the main events of Day 2: Monday 3rd September.



The story of the Great Fire of London: Day 3

Tuesday 4th September 1666

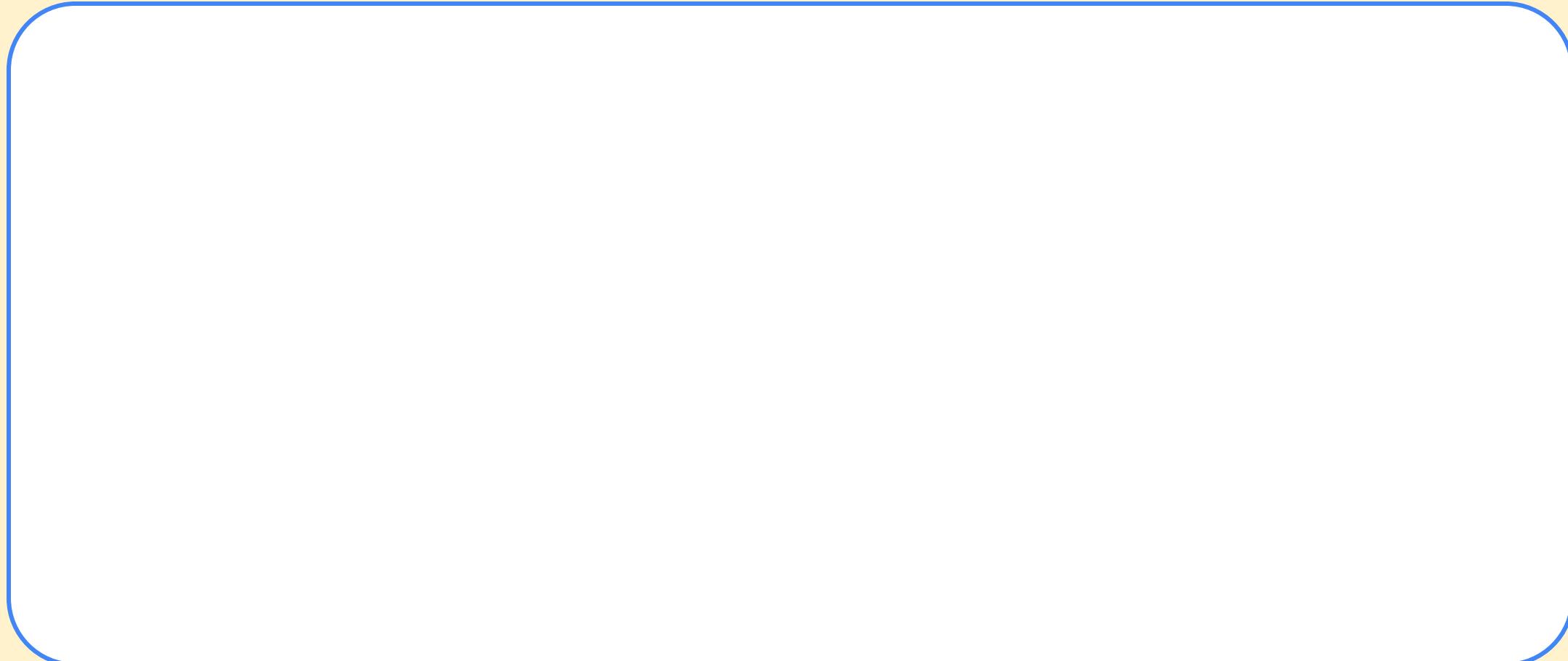
By Tuesday, half of London was on fire.

People had been trying to put the fire out with buckets of water, but strong winds kept the flames spreading.

Gunpowder was used to blow up houses and create breaks in the fire, called fire-breaks.



Draw the main events of Day 3: Tuesday 4th September.



The story of the Great Fire of London: Day 4

Wednesday 5th September 1666

On Wednesday, the wind died down. This meant that the fire lost strength.

Most of the fire was put out.

*Whereunto is annexed, the former burning of the aforesaid Towne,
the third of April, 1598.*



Draw the main events of Day 4: Wednesday 5th September.



The story of the Great Fire of London: Day 5

Thursday 6th September 1666

The last of the flames were eventually put out on Thursday.

By this time, many houses, churches, and other important buildings had been destroyed.

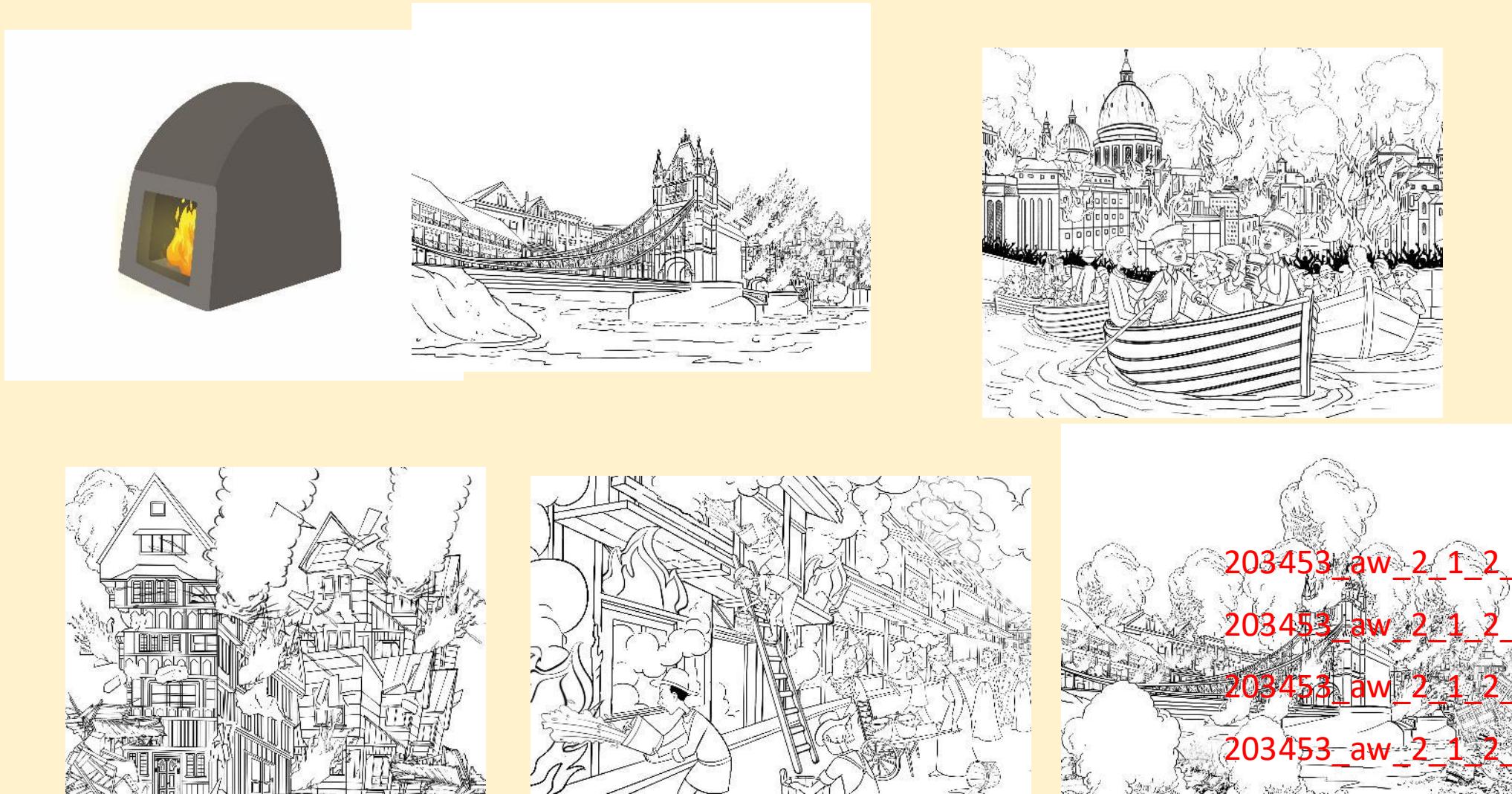
You can see St Paul's Cathedral in the background of this picture. We are going to learn more about this later.



Draw the main events of Day 5: Thursday 6th September.



Act out the events of the Great Fire of London.



203453_aw_2_1_2_15f

What were the main events of the Great Fire of London?

Where and how did the fire start?

How did people try to stop the fire?



What were the main events of the Great Fire of London?

Key knowledge

- The fire started on Sunday 2nd September 1666 at a bakery in Pudding Lane.
- Strong winds kept the fire spreading and it was difficult to put it out.
- The fire was put out on Thursday 6th September 1666.

Key vocabulary

- destroyed
- **event**
- fire-breaks
- gunpowder
- mayor

