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)**

REGISTRATION

20/01/26

Name: _____

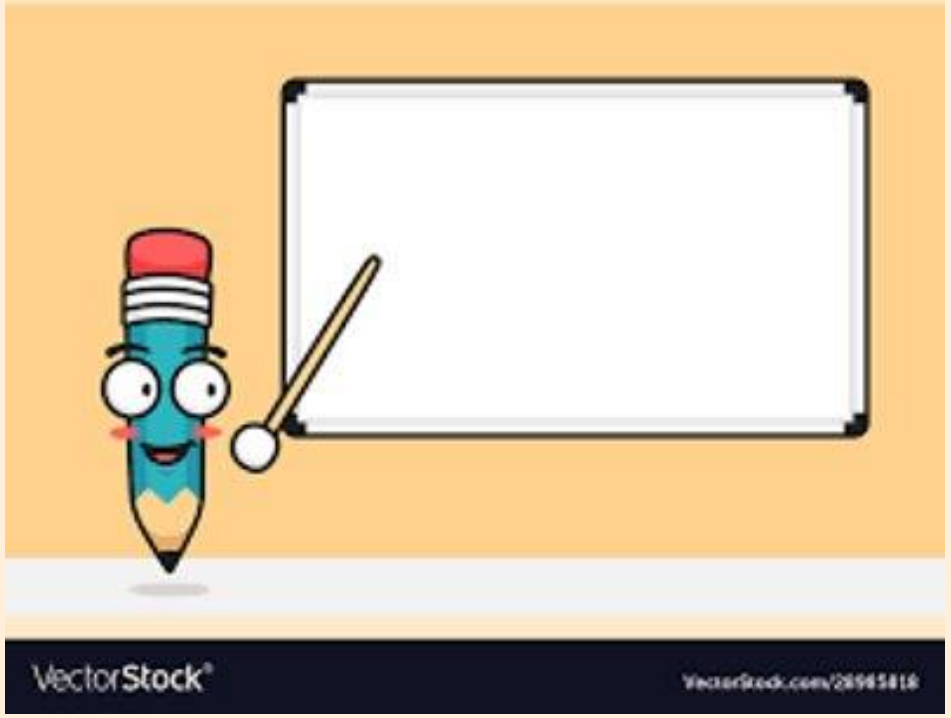
Odd & Even

Circle odd or even.

1.	27	odd even	9.	60	odd even
2.	36	odd even	10.	43	odd even
3.	14	odd even	11.	21	odd even
4.	51	odd even	12.	39	odd even
5.	37	odd even	13.	58	odd even
6.	28	odd even	14.	22	odd even
7.	11	odd even	15.	9	odd even
8.	15	odd even	16.	54	odd even

FINISHED

SPELLING




Adding -ed
jumped
carried
twinkl

Consonants and Vowels

Veronica's Notes

Vowels are the letters:
a, **e**, **i**, **o**, **u**
and sometimes **y**.

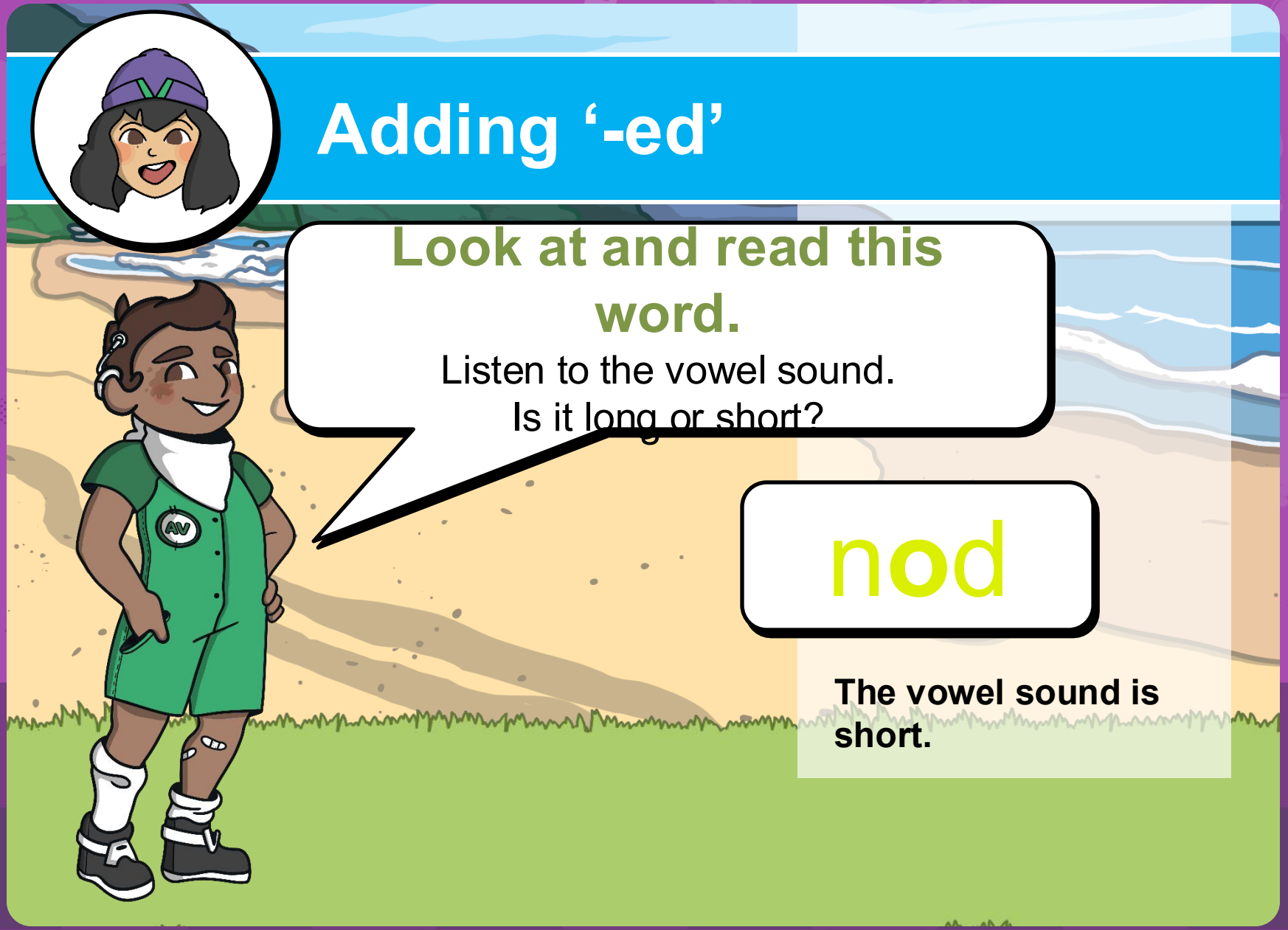
a e i
o u

Veronica's Notes

Consonants are all the other letters, such as: **b**, **d**, **t**, **s**, etc.

a **b c d** e **f g**
h i **j k l m n** o
p q r s t u **v**
w x y z

Adding ‘-ed’



Look at and read this word.

Listen to the vowel sound.
Is it long or short?

nod

The vowel sound is short.

Adding ‘–ed’ to one consonant

Veronica’s Notes

If the vowel sound is:

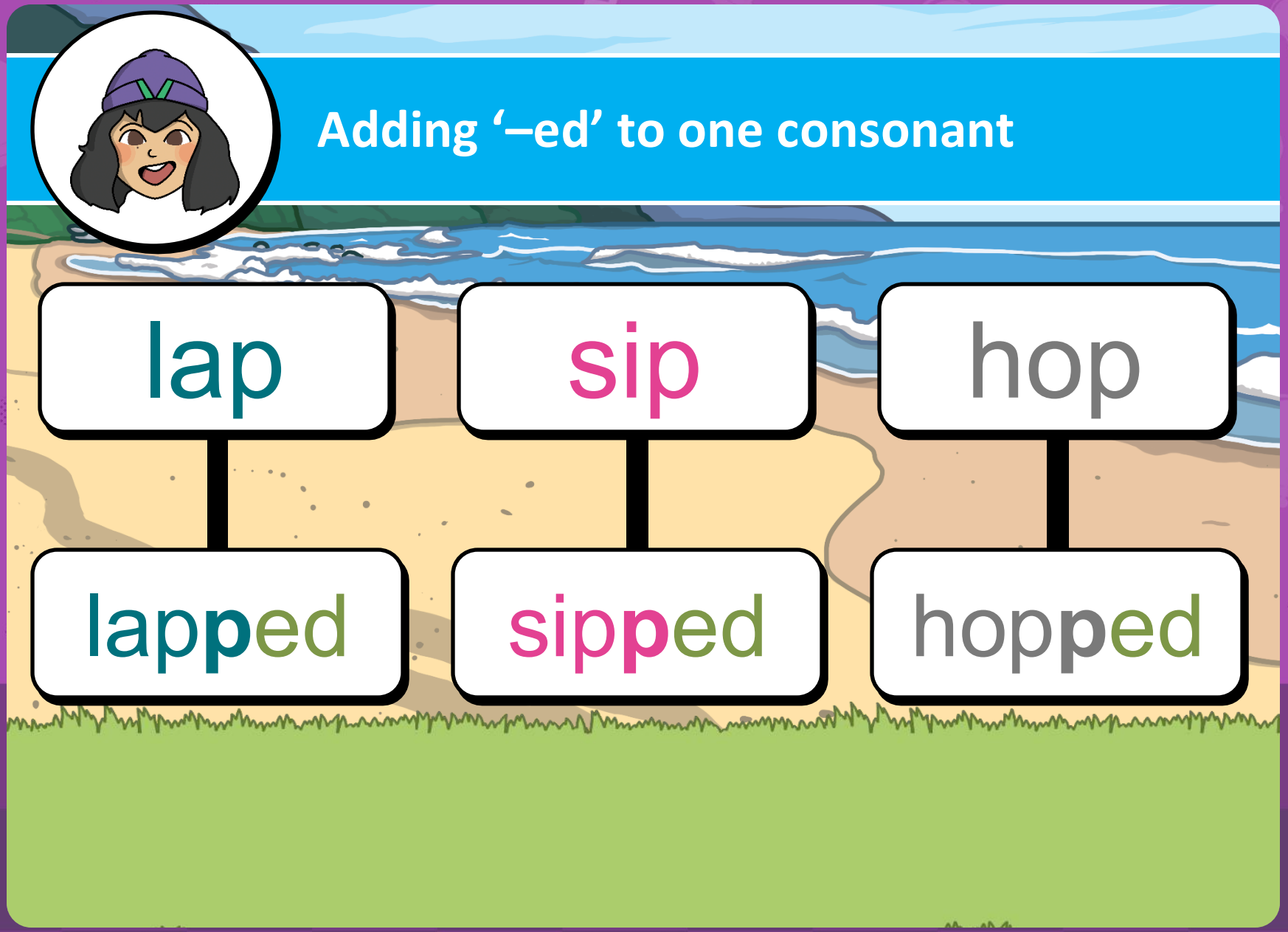
A **short** sound
with only **one**
consonant after it…

to add ‘–ed’, we:

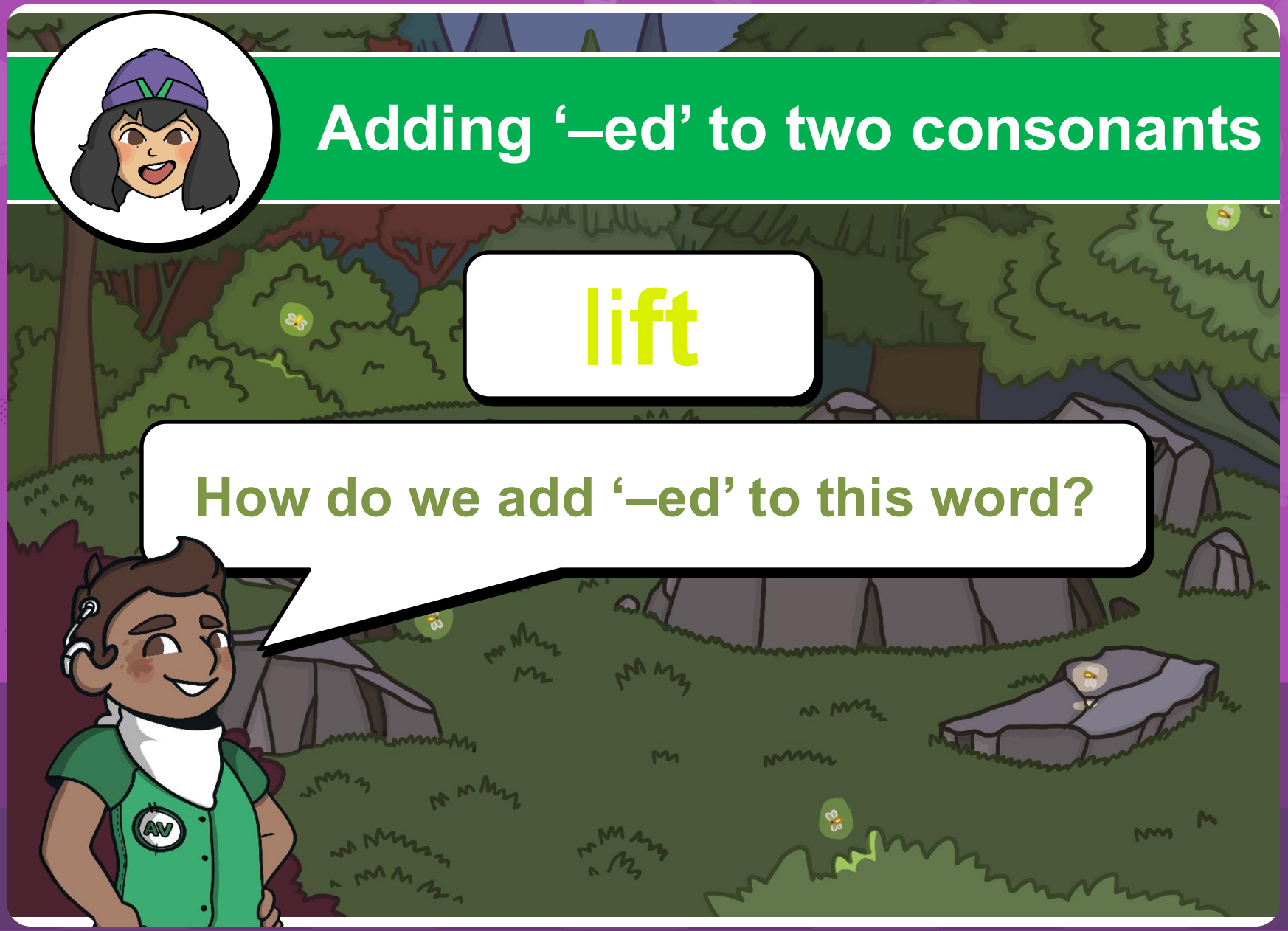
double the consonant in the spelling and add ‘–ed’.

nod

nodded



Adding ‘–ed’ to two consonants



Adding ‘–ed’ to two consonants

lift

ed

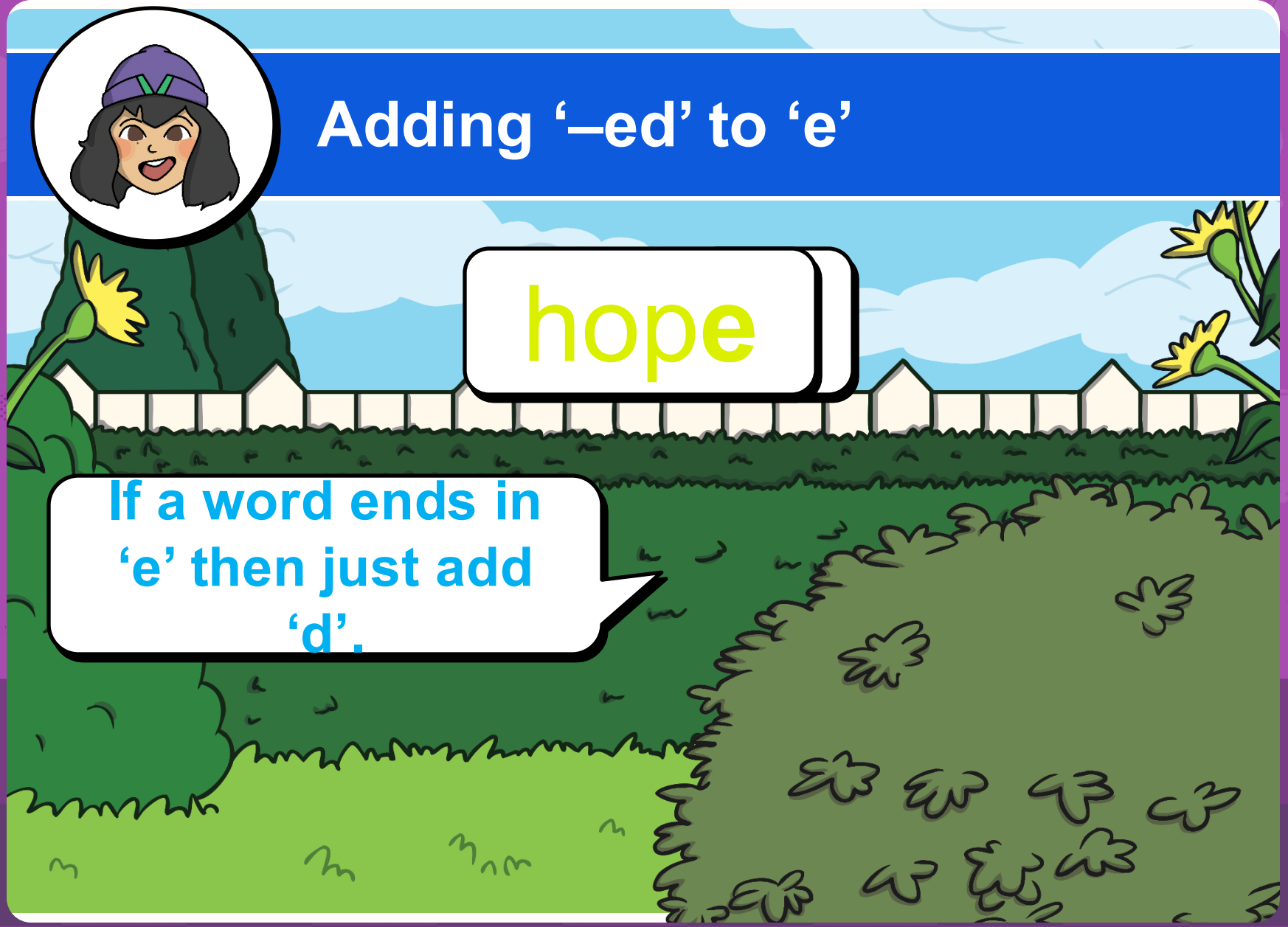
If the vowel is a short sound but has more than one consonant after it,
then just add ‘-ed’.

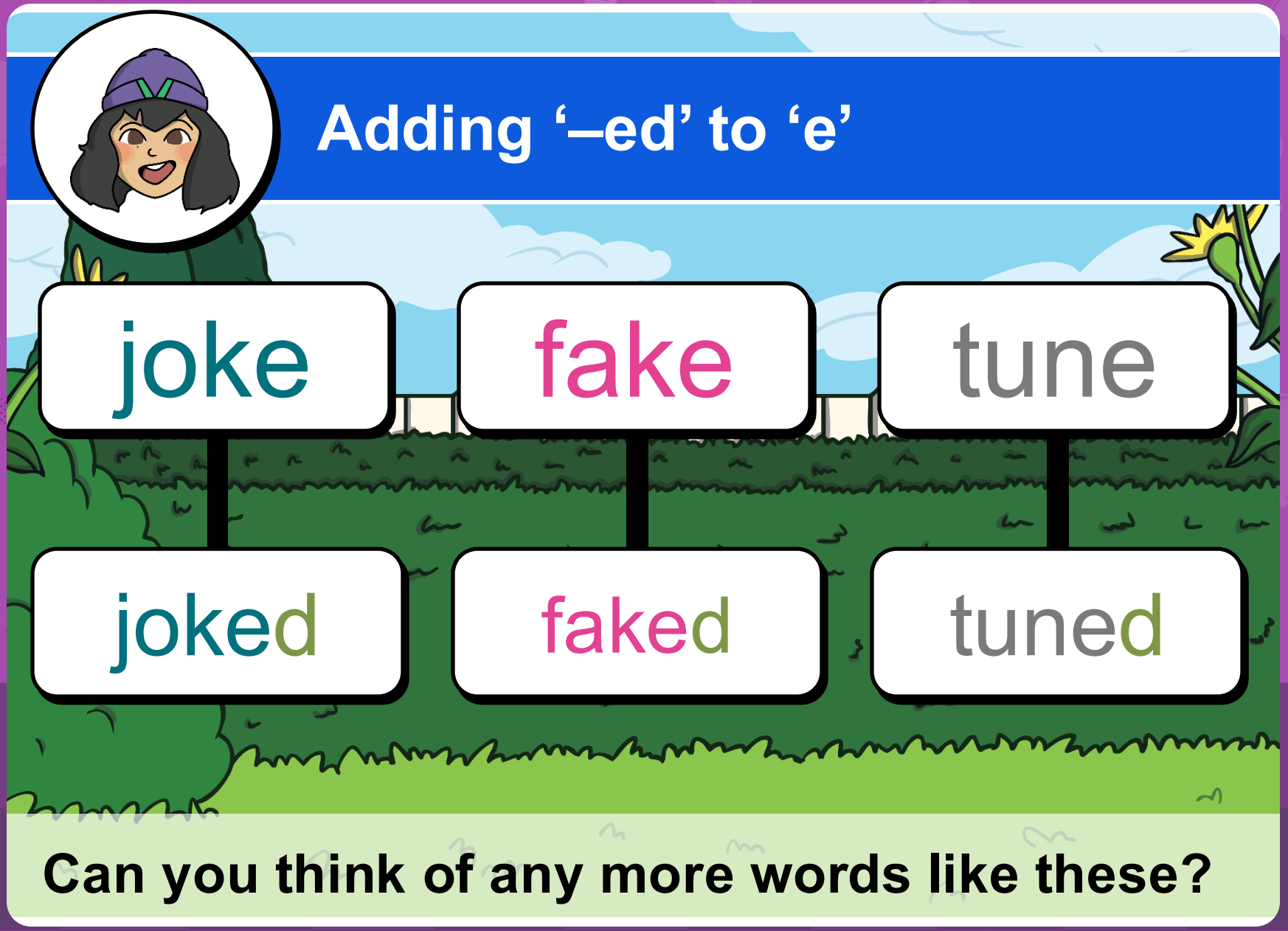
Adding ‘-ed’ to two consonants

pick	hand	hunt
picked	handed	hunted

Can you think of any more words like these?

Adding ‘–ed’ to ‘e’




Adding ‘–ed’ to ‘e’
joke
fake
tune
joked
faked
tuned
Can you think of any more words like these?

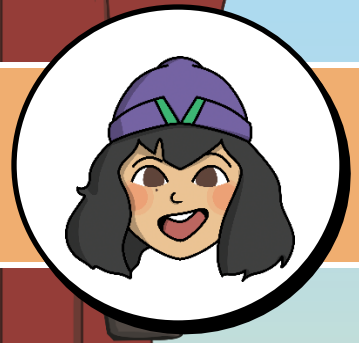
How do you think we add ‘-ed’ to these words?

Vericona’s Notes

chew	chewed
cheat	cheated
float	floated
boil	boiled
sail	sailed
snow	snowed
spoon	spooned
shoo	shooed

These words have a **long vowel sound**, so we just add ‘**-ed**’.

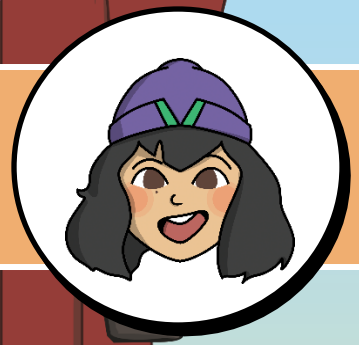
Adding ‘-ed’ to words that end in ‘y’



carry

carried

If a word ends in a consonant followed by a ‘y’, change the ‘y’ to an ‘i’ and add ‘**-ed**’.



Adding ‘-ed’ to words that end in ‘y’

reply	study	supply
replied	studied	supplied

These are the rules for adding ‘-ed’.

Short vowel sound with one consonant – **double the consonant and add ‘-ed’**	lapped
Short vowel with more than one consonant after it – **add ‘-ed’**	backed
Ending in ‘e’ – **just add ‘d’**	hoped
Long vowel sound – **add ‘-ed’**	chewed
Ends in a consonant followed by a ‘y’ **change the ‘y’ to an ‘i’ and add ‘-ed’.**	carried

Quiz

How much do you remember about adding ‘-ed’?

1 How do we add ‘-ed’ to the word ‘cry’?

- a cryyed
- b cryd
- c cryed
- d cried

▶ Next

Quiz

How much do you remember about adding ‘-ed’?

Correct!

Well done!

2 How do we add ‘-ed’ to the word ‘wash’?

a washd

b washied

c washed

d washhed

▶ Next

Quiz

How much do you remember about adding ‘-ed’?

Correct!

Well done!

3 How do we add ‘-ed’ to the word ‘toast’?

a toastied

b toastted

c toasted

d toastd

▶ Next

Quiz

How much do you remember about adding ‘-ed’?

4 How do we add ‘-ed’ to the word ‘smile’?

a smiled

b smole

c smilled

d smilied

▶ Next

Quiz

How much do you remember about adding ‘-ed’?

5 How do we add ‘-ed’ to the word ‘hop’?

a hopped

b hoped

c hopied

d hoppied

▶ Finish

LITERACY

3 in 3

Tuesday 20th January

T.B.A.T. use conjunctions to extend sentences

1. Which sentence is written in past tense?

A. The donkey is trotting across the field.

B. The donkey was plodding slowly.

C. The donkey is braying loudly.

D. The donkey is giving rides on the beach.

2. Tick the correct contraction.

I _____ find it.

A. cann't

B. can't

C. ca'nt

3. What are the two nouns in the following sentence?

The cake was delicious and it had icing.

Challenge

Add an expanded noun phrase to the sentence from question 3.

The words below are **conjunctions**:

30 seconds

for and but so
because when after

30 seconds

B: Why do we use them? **We use them to ...**

G: Where do we use them? **We use them in ...**

Learning Intention	To use conjunctions to join 2 short sentences together to make a longer sentence.

Success Checklist	- I read the sentences. - I clicked on a conjunction to join the sentences. - I read the new sentence to see if it made sense.

Read the conjunctions.

Can you say a longer sentence using one of these words?

next | because | so | because | but | before

if | then | until | also | instead of | meanwhile

1 Read the sentences.

Sarah put on her coat.

It was raining.

Which of these conjunctions would be suitable to link the 2 sentences?

next	besides	so	because	but

Read the sentences.

Mia licked her lolly quickly.

It melted.

Which of these conjunctions would join these 2 sentences?

next	besides	so	but	before

Read the sentences.

David snored.

He was asleep.

Which conjunction would join these 2 sentences?

then	until	while	if	before

Tuesday 20th January TBAT: use conjunctions effectively

Identify the conjunctions in the sentences

1. The Great Fire started in Pudding Lane and it spread really quickly.
2. It spread really quickly because the houses were made from wood.
3. They tried to stop the fire but they could not work quick enough.

Add a conjunction to the sentences

1. The houses were very close together _____ you could reach across to another house.
2. The only way to travel was by foot _____ by boat _____ some people had a horse and cart.

Use conjunctions to extend these sentences

1. The Great Fire caused a lot of damage

   _____

   2. The fire was eventually put out

   _____

Challenge

Using a conjunction from today's lesson, can you extend this sentence?

The Great Fire of London destroyed London ...

_____

_____

_____

____

P.E.

10.10-10.30

Learning Objective

THEME: The Circus

To copy, remember and repeat actions using facial expressions to show different characters.

Success Criteria

- Change your expression to show the different characters.
- Use clear, exaggerated actions.

10 *Mins*

Warm Up and Introduction

Circus characters:

Q: Have you ever been to the circus? What and who have you seen there? How do you feel at the circus?

A Pupils stand. Show the 'Circus Characters' resource. Talk through the following characters. Q: How might they move and how they might feel? After each character pupils explore movements discussed:

- The ringmaster: confident and proud as he marches. He welcomes everyone to the circus. He shows the audience what is on display by stretching one arm at a time wide and to the side in a big welcome.
- The acrobats: swing forwards and backwards smoothly, they might twist and turn as they fly through the air.
- The tightrope walker: travels carefully, with concentration, in straight pathways, holding their arms out to balance. They might turn slowly on the spot to change direction.
- The clown: jolly, bouncy movements, juggling, ride on the unicycle, pull handkerchiefs out of their pocket.
- The strongman/strongwoman: intense, strong bold shapes created when they show off their muscles and lift weight into the air.
- The audience: point in amazement, hold belly and laugh at the clown, look high and low, side to side, clasp face in anticipation, jump up and down and clap.

B Play the track 'Warm Up: Circus'. Pupils select one character from the image and travel around the space as that character. Can the teacher guess who they are? Repeat for a few rounds. Then ask pupils to change their character every 8 counts.

Use facial expressions as well as actions to help show your chosen character.

Make this easier by counting 8 counts out loud so pupils know when to change.

30
Mins

Skill Development

Teacher note: use the video resource 'Circus Ideas' for an example of all of the below.

Exploring actions and expressions, entering the circus tent:

Give each pupil a base station that they put in a space.

Explain that in the first part of their dance, pupils will enter the circus tent for the first time. Q: How would you feel when entering the circus tent? E.g. excited, happy, nervous. Q: How would you show this in your actions?

Pupils start anywhere on the outside of the teaching area. Give them 8 counts to get to their base station. All pupils should be at their base station on 8. Share good examples.

Actions could include pointing, skipping, running, spinning. Use dynamics that help to set the scene e.g. skipping excitedly, running quickly, spinning slowly etc. Use expression to show how you are feeling.

On the spot:

Once on their base station, pupils look around the tent pointing in one direction - 4 counts, then in another direction - 4 counts.

Practise entering the tent - 8 counts, pointing one direction - 4 counts, pointing in another direction - 4 counts. Practice with and without the track 'Circus', and with and without counting.

Use big, exaggerated movements with changes in expression e.g shocked, amazed. Use different levels for the two different pointing actions.

Make this harder by asking pupils to create their own 8 counts on the base station as the audience.

Clown phrase:

A Pupils begin at their base station and travel sideways, lifting their knees, using a straight pathway - 4 counts. Travel back to their base station using a straight pathway - 4 counts.

Think about what you are going to do with your arms as you travel.

B Pupils create their own juggling actions on the spot - 8 counts. They could juggle under their legs, high, low, behind their back etc.

Consider your facial expression in this motif. Can they show concentration on their face, looking at their juggling balls? Or perhaps, they keep dropping their juggling balls, how would they show that using their expression?

Exploring shapes, strongman/woman poses:

Pupils use different levels and body shapes to create the idea of 'the strongman/woman'. Pupils decide on two different shapes, each of which they move into for 4 counts, squeezing and holding the pose on count 4.

Change expression in these poses, tensing muscles and face, performing the actions strongly.Make clear shapes in your poses.

Make this harder by asking the pupils to create their two different shapes on two different levels.

Creating the dance:

Display the resource card 'Circus Dance' and practice the dance so far with and without the music, with and without counting.

- 8 counts - entering the circus tent and getting to a base station.
- 8 counts - pointing as the audience at their base station.
- 8 counts - a clown moving sideways in a straight line pathway, away and back to their base station.
- 8 counts - juggling.
- 8 counts - two strongman/woman poses, 4 counts each.

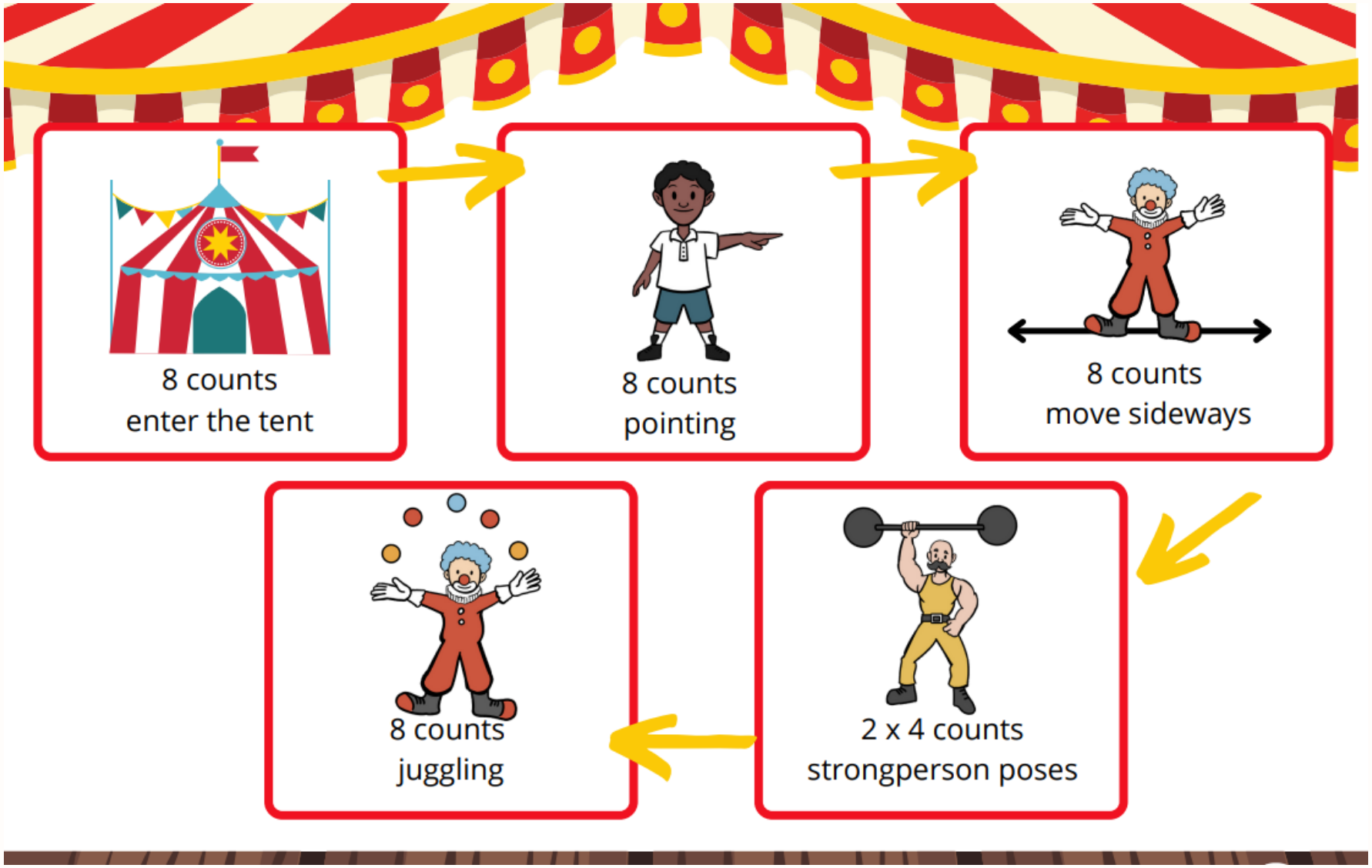
Performing the dance:

Sit half of the class at the front they are the audience. Q: What do you think makes a good audience member? E.g. showing respect, clapping each other at the end, not talking. Audience watch then change over.

Audience to provide feedback thinking about the key words used in the lesson. Encourage language such as 'staying in time with each other,' 'using counts of 8,' 'using interesting actions,' 'travelling at different levels,' 'using good facial expressions.'

Sit quietly whilst watching. Show respect for others by clapping at the end of the performance.


Welcome to the circus!

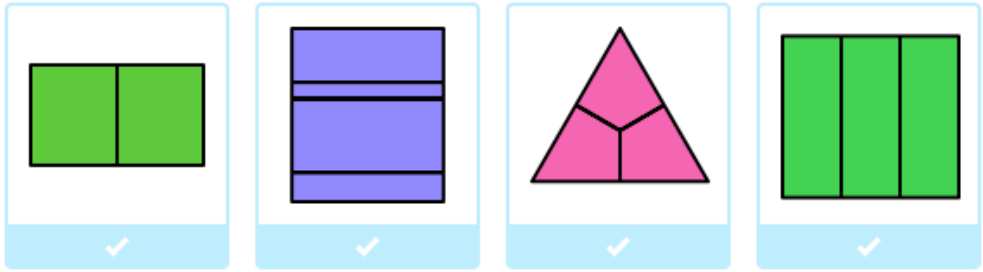

8 counts
enter the tent
8 counts
pointing
8 counts
move sideways
2 x 4 counts
strongperson poses
8 counts
juggling

MATHS

20.01.26

T.B.A.T. identify the written part of a fraction

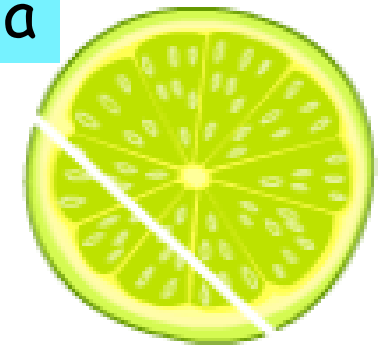
1) Select all the pictures that show equal parts.



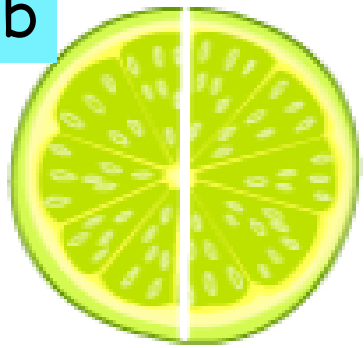
a b c d

2) Which figure shows halves?

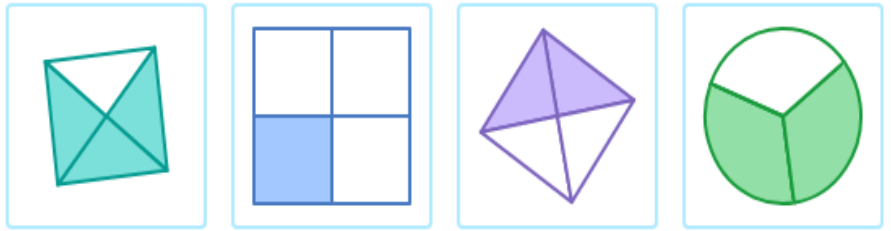
a



b



3) Look at the coloured part of each shape. Which shape shows three quarters?



a b c d

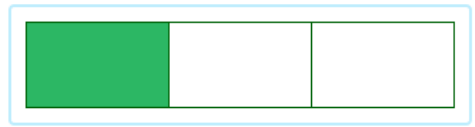
CHALLENGE:

Philip likes to make animals out of clay. He cuts a block of clay into 2 equa pieces.

Which fraction model represents one piece of the block of clay?

a

b



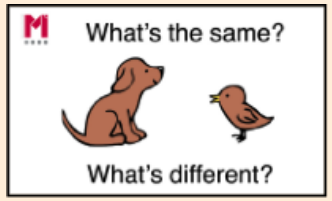
- fraction
- numerator
- vinculum
- denominator

half

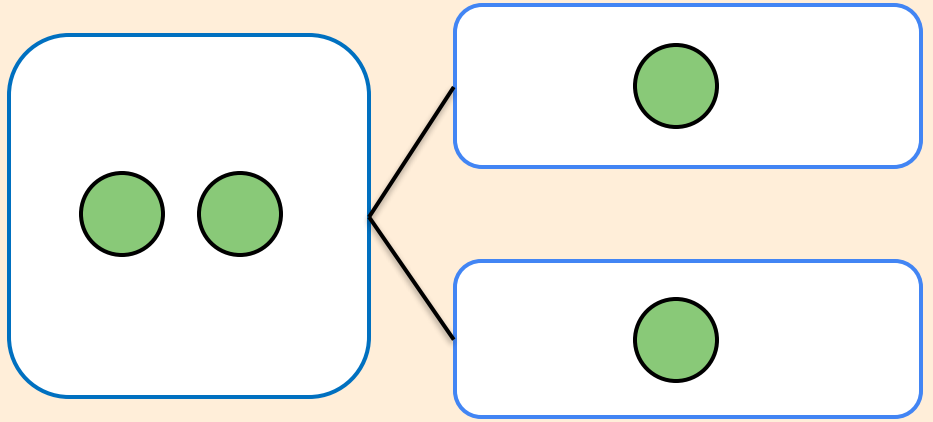
whole

quarter

equal parts

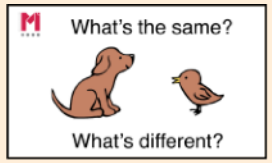


- **Half of 2 =**
- $2 \div 2 =$

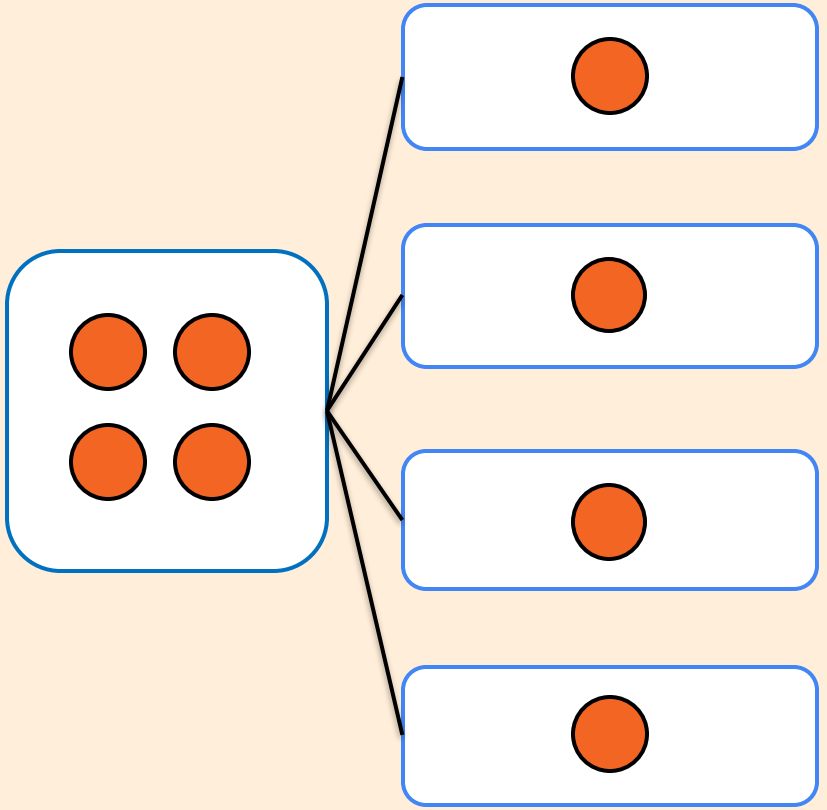


We can write half using numerals:

$$\frac{}{2}$$



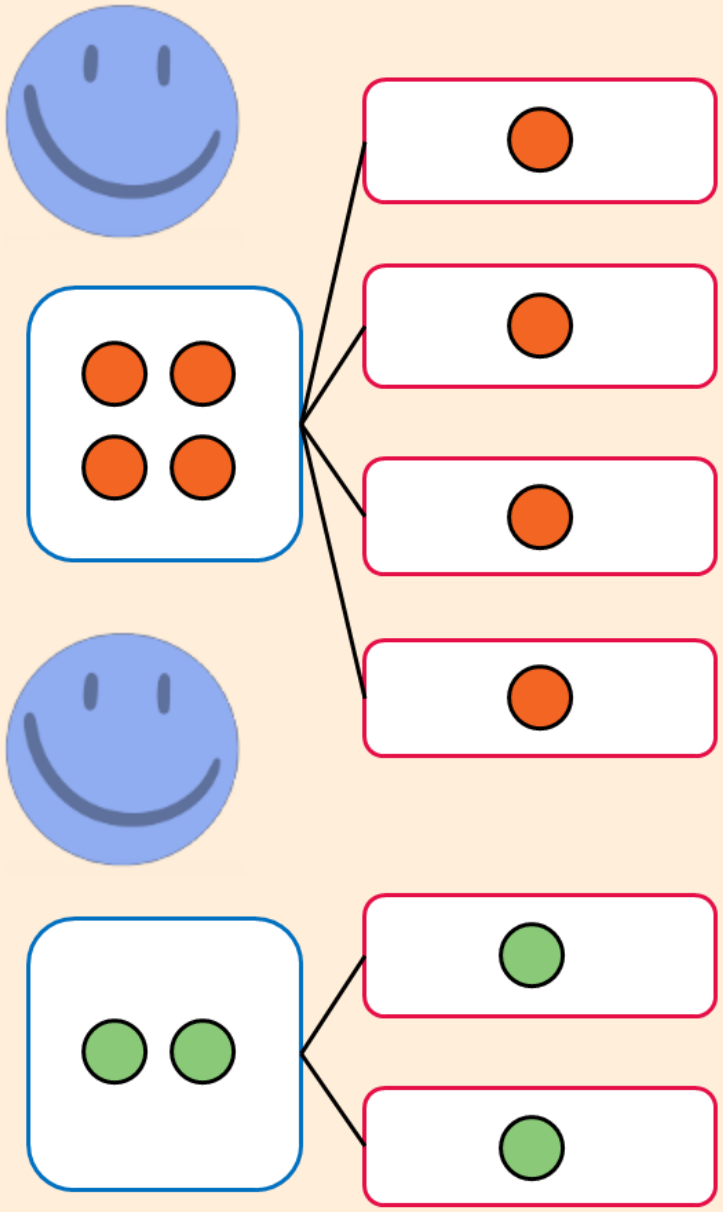
- **One quarter of 4 =**
- $4 \div 4 =$

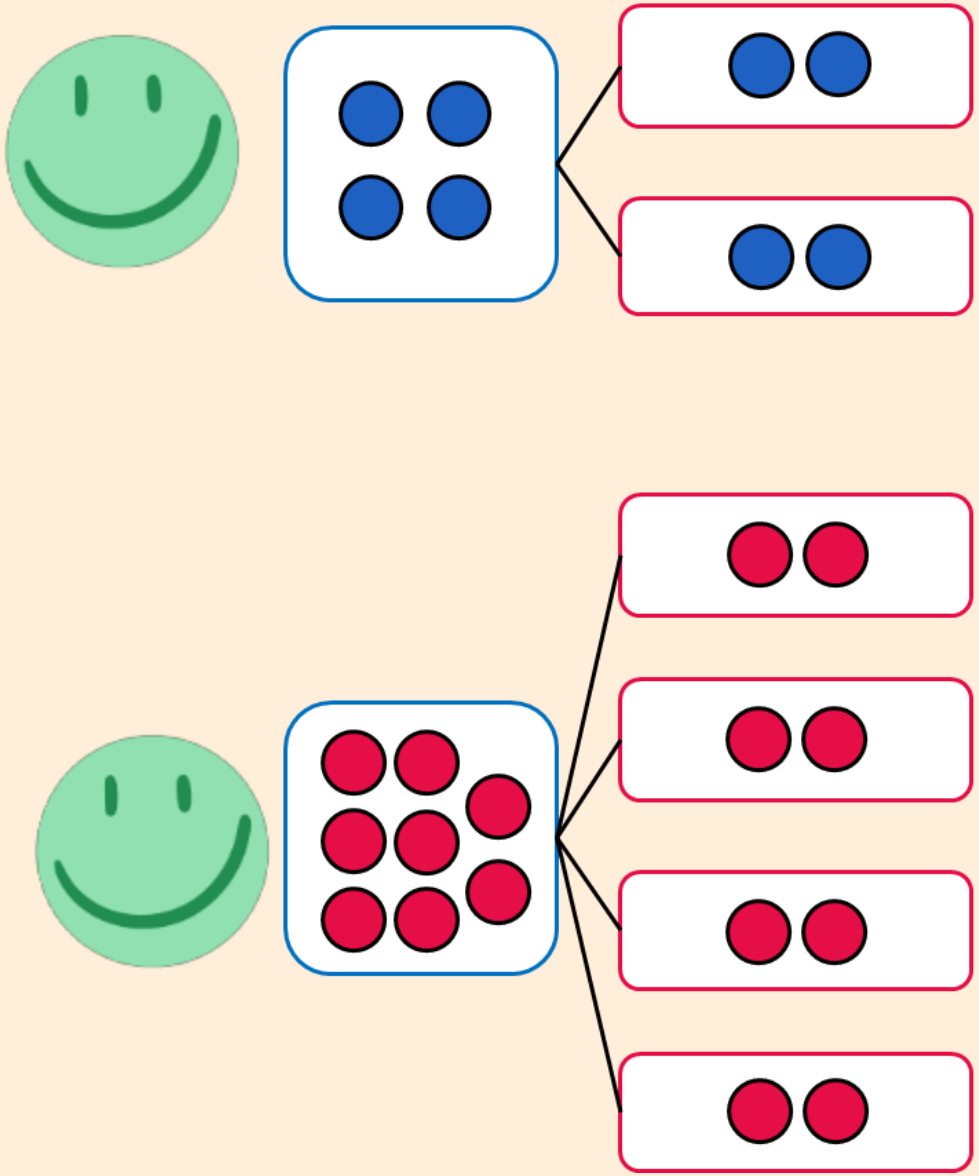


We can write one quarter using numerals:

$$\frac{}{4}$$

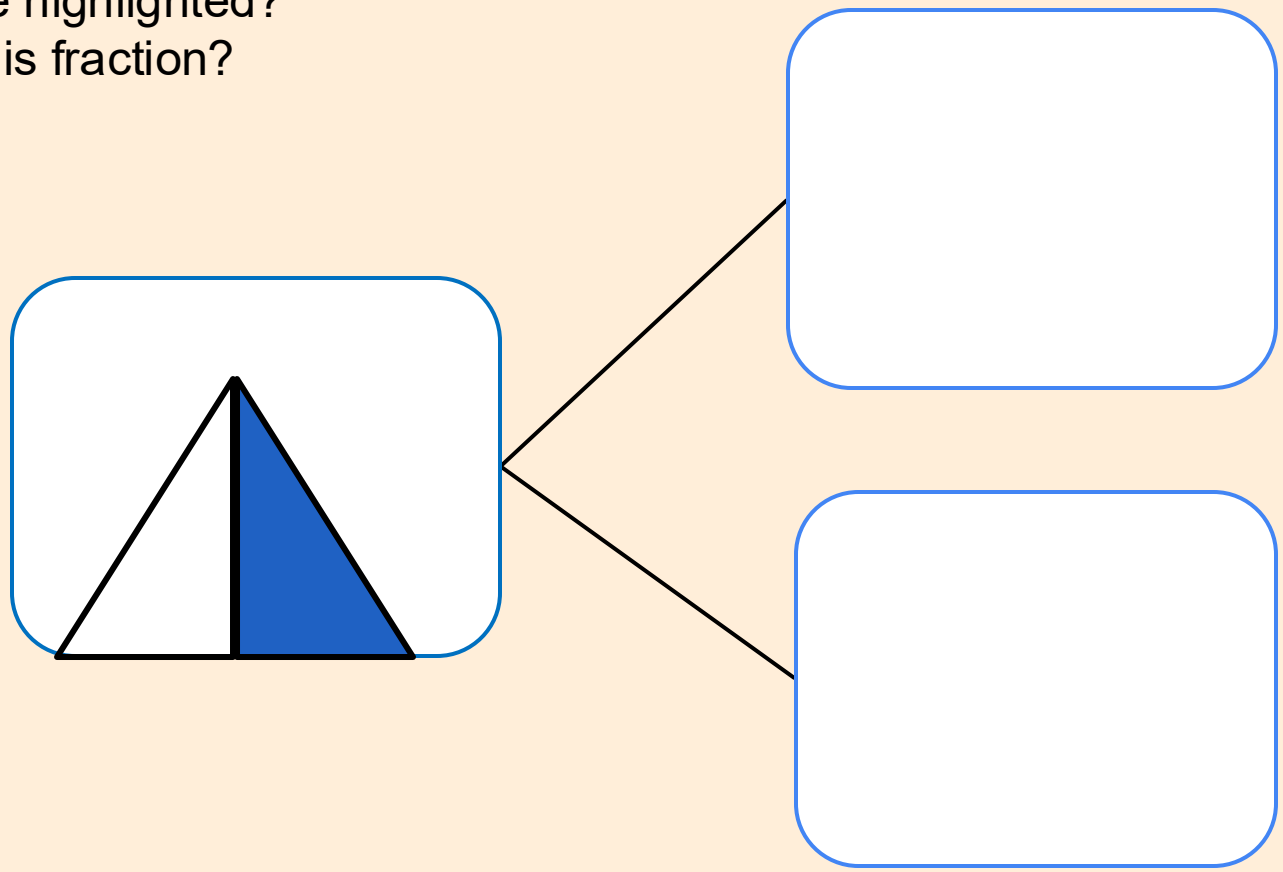
Halves or quarters?





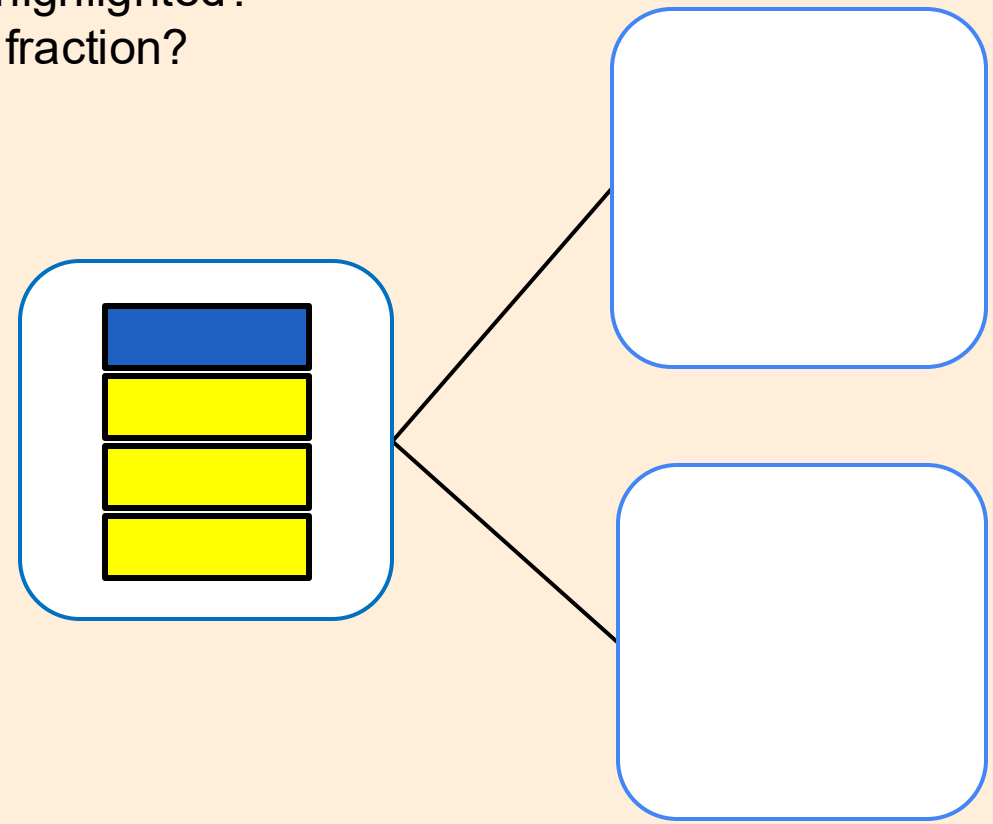
Has the whole been shared into halves or quarters?

- How many parts are highlighted?
- How do you write this fraction?



Has the whole been shared into halves or quarters?

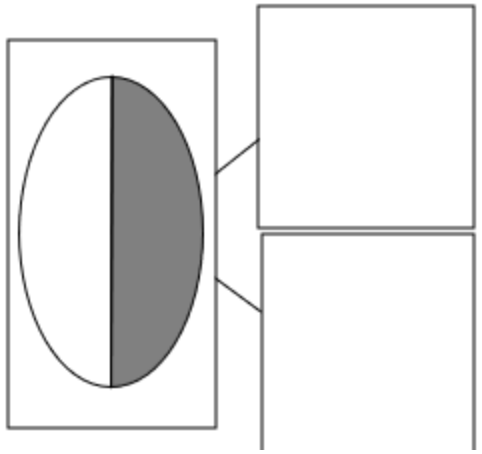
- How many parts are highlighted?
- How do we write this fraction?



20.01.26

INDEPENDENT WORK

1)

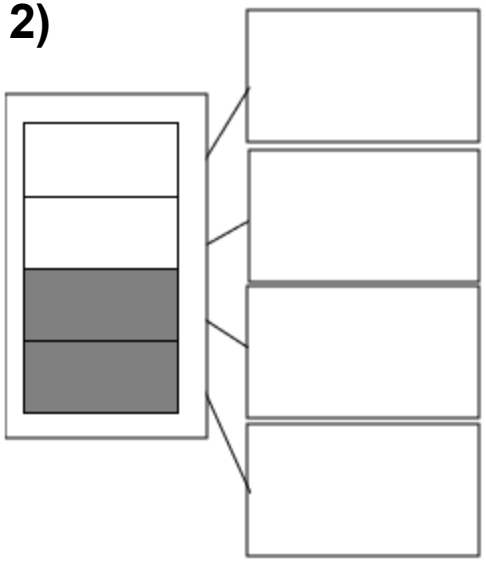


Numerator
____ equal part is highlighted.

$\frac{\square}{2}$

Denominator
There are ____ equal parts altogether.

2)

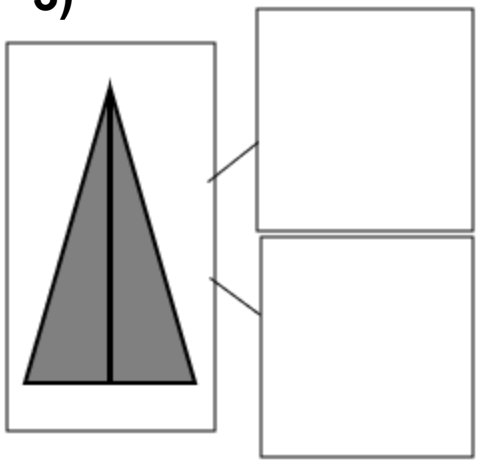


Numerator
____ equal parts are highlighted.

$\frac{\square}{4}$

Denominator
There are ____ equal parts altogether.

3)

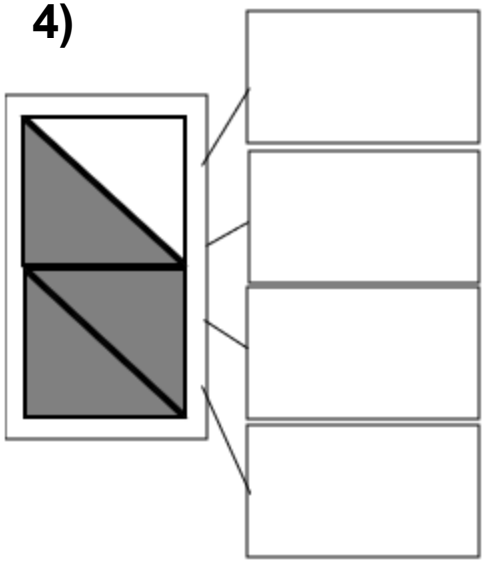


Numerator
____ equal parts are highlighted.

$\frac{\square}{2}$

Denominator
There are ____ equal parts altogether.

4)



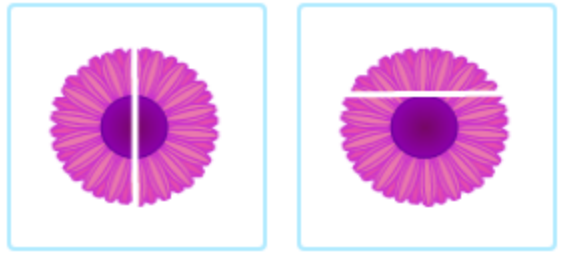
Numerator
____ equal parts are highlighted.

$\frac{\square}{4}$

Denominator
There are ____ equal parts altogether.

Challenge

Which figure shows halves?



Explain how you know.

Greater Depth

Write a set of instructions on 'How to write a fraction' and what each part of a fraction means..

Remember to include the Star Words:
Denominator
Numerator

Brain Breaks

[Silly to Calm: Quick kids yoga movement break complete with dancing and breathing. - YouTube]

COMPUTING
Investigators

20/01/26

T.B.A.T. enter data onto a computer and answer questions using a pictogram

Starter quiz

1 Match the keywords to the descriptions. (Write the correct letter in each box)

a	data
b	tally

	counting by adding marks for each item
	numbers, words or pictures collected to learn something

2 Tally marks help you count in groups of... (Tick **1** correct answer)

- ☐ four
- ☐ five
- ☐ six

3 A tally _____ helps you to count things. (Fill in the blank)

Keywords

data

pictogram

tally

Explanation

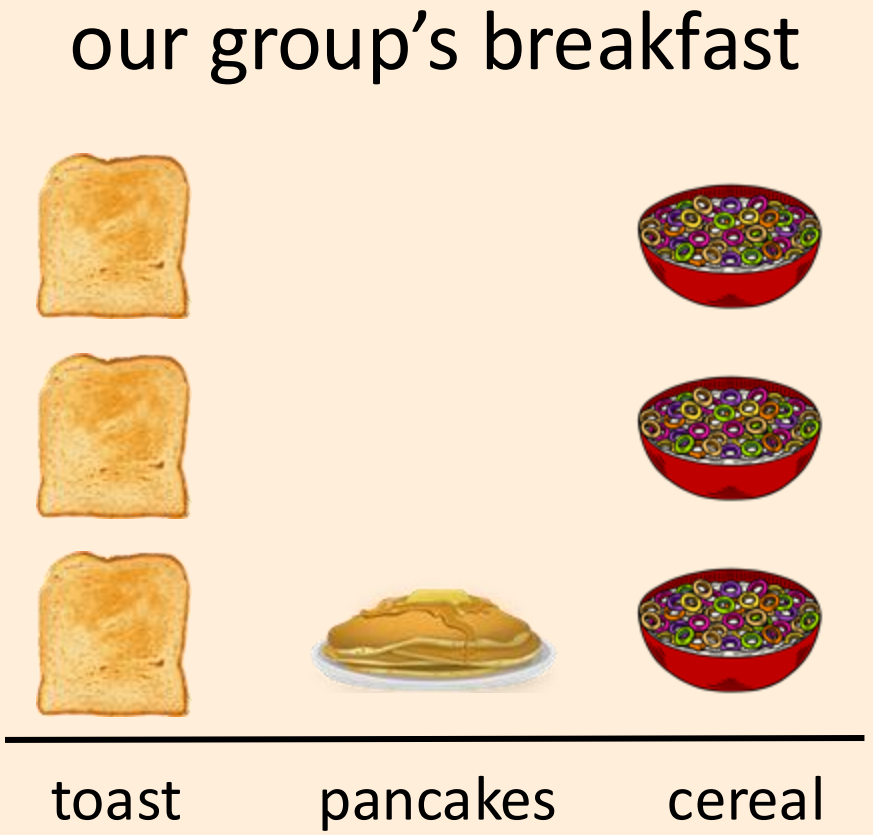
Data can be letters, numbers or words that have been collected.

Data can be collected by asking people questions, looking at objects or measuring something.

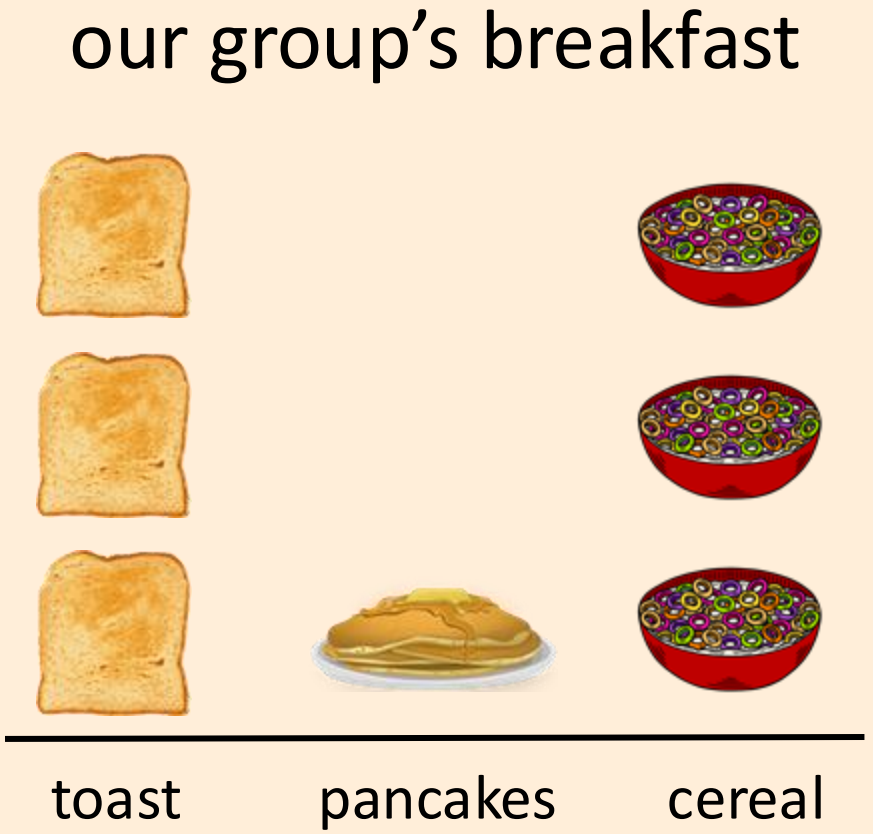
A **pictogram** is a chart that uses pictures to display **data**.

We can make them using pens and paper, or we can use a computer.

This **pictogram** shows what a group of children had for breakfast.

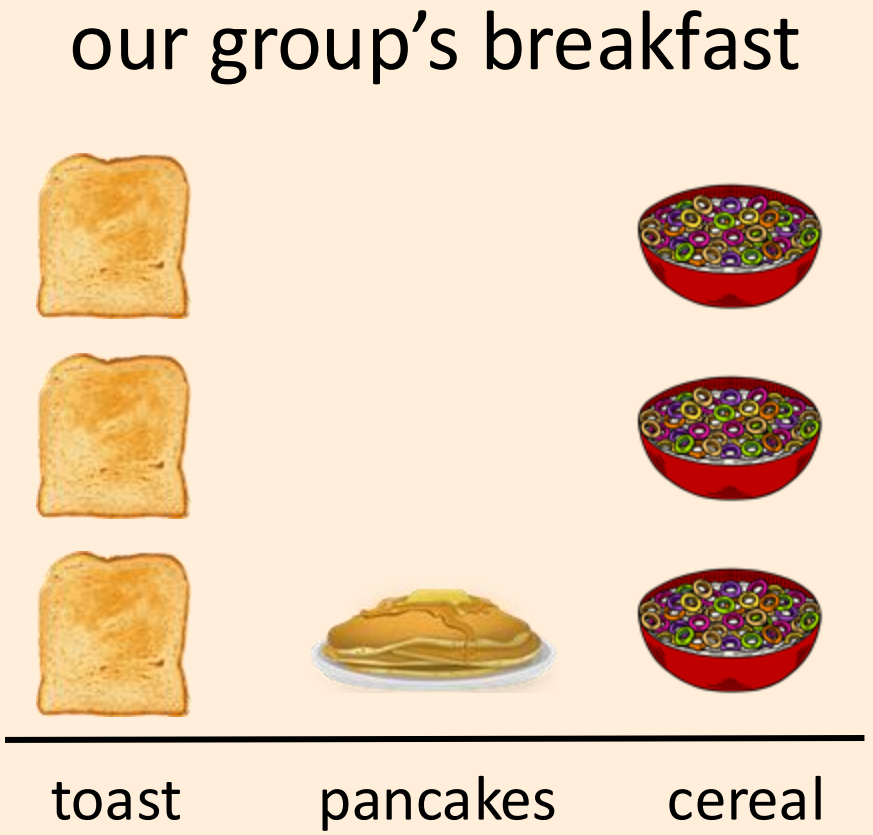


Each picture of a different breakfast above the line represents one child's answer.



Seven children were asked what they had for breakfast and recorded it using a **pictogram**.

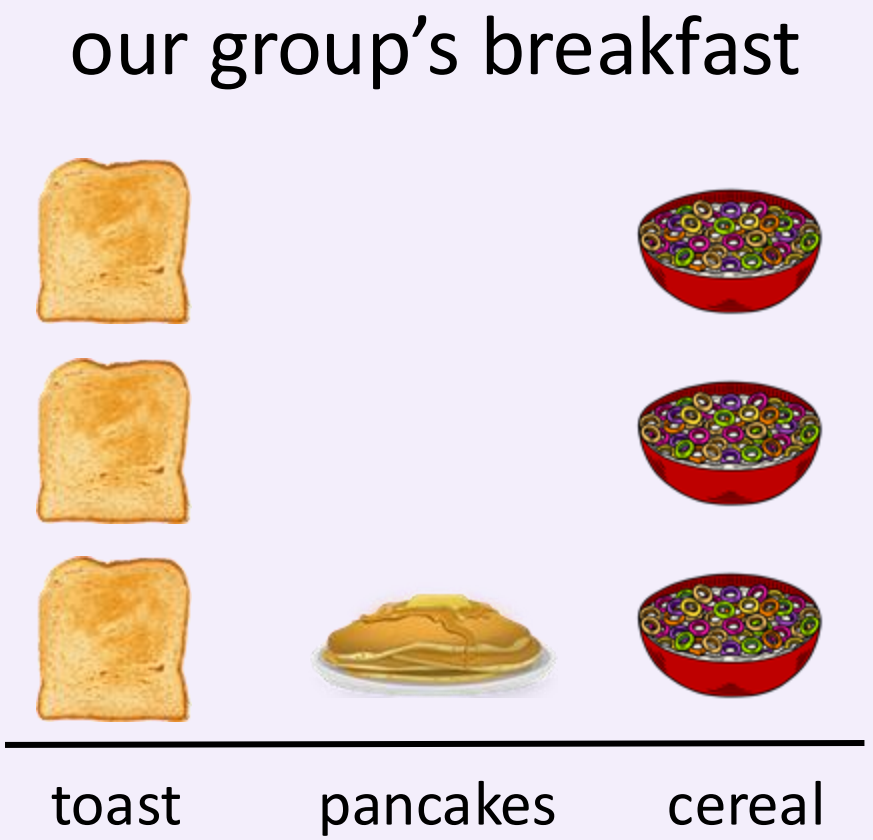
For each person's answer, a picture of their breakfast food was added.



Check

How many children said that they had cereal for breakfast?

Three children said that they had cereal for breakfast.



Explanation

You can create **pictograms** on a computer using oak.link/pictogram.

It enables you to create different **pictograms** based on the **data** you are collecting.

Pictograms can be created using the **data** that has been collected in a tally chart.

The pictures underneath the + and - signs show the type of **data** that is being collected.

You do not count this picture!

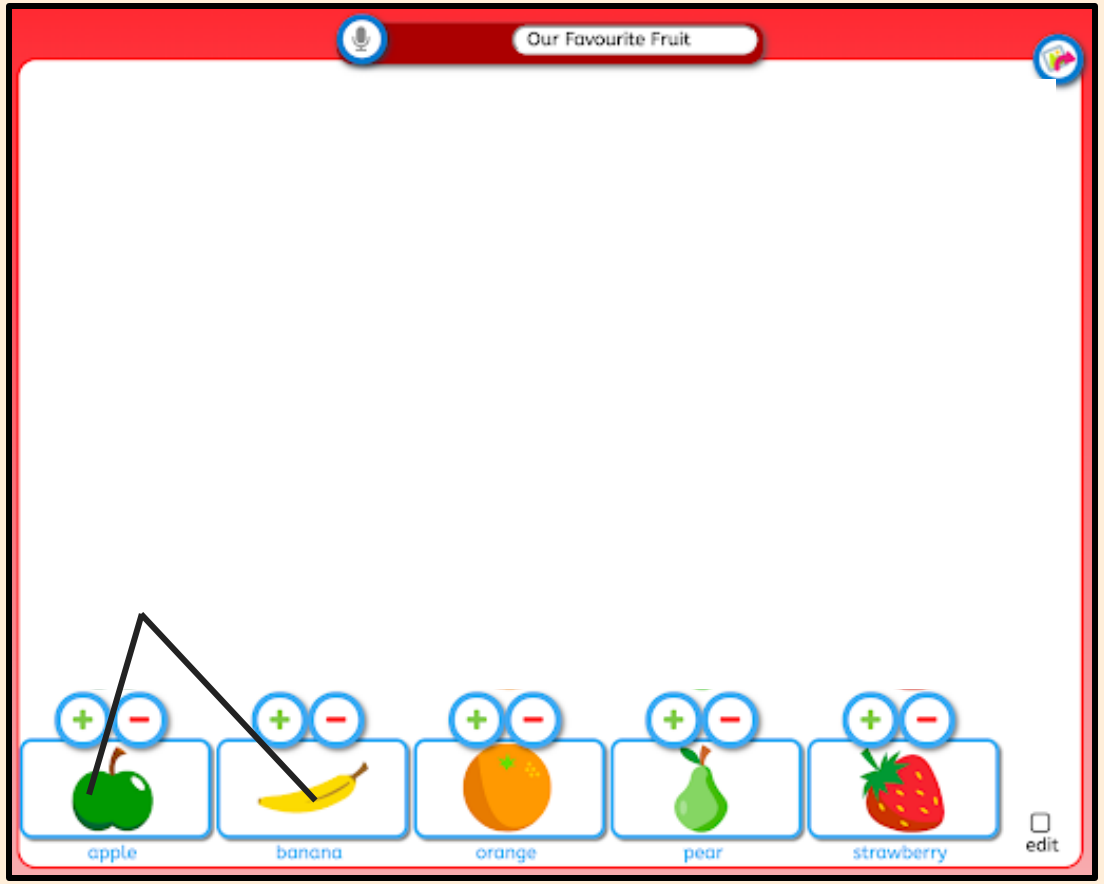


Image: Just2easy Ltd

I asked my family what their favourite fruit was from my list: apples, bananas, oranges, pears or strawberries.

They could only choose one fruit from my list.

Jun

Fruit	Tally	Total
	𝍸	4
	𝍷	3
	𝍵	1
	𝍶	2
	𝍸𝍵	6

Each time a member of my family chose their favourite fruit, I clicked on the + next to their chosen fruit. This will show the **data** I collected.

Jun

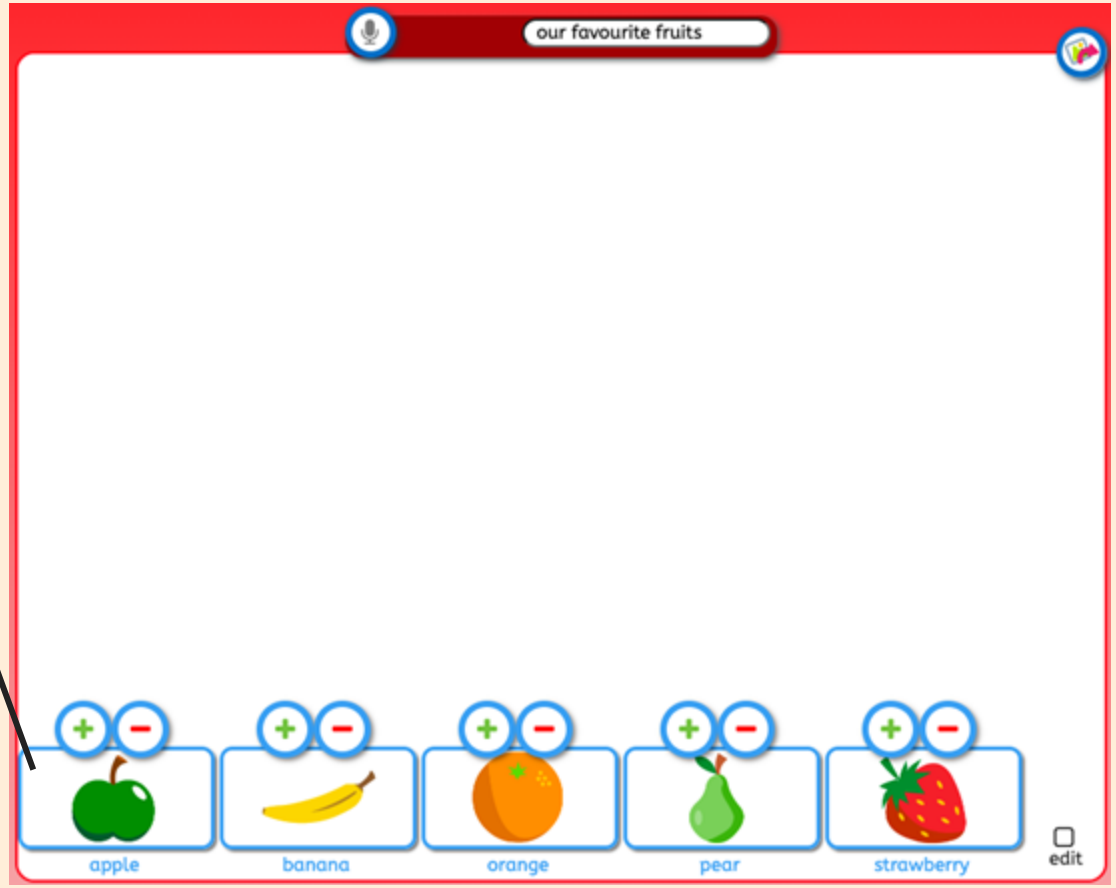


Image: Just2easy Ltd

Using the **data** from the tally chart, Jun has made a **pictogram** showing his family's favourite fruits.

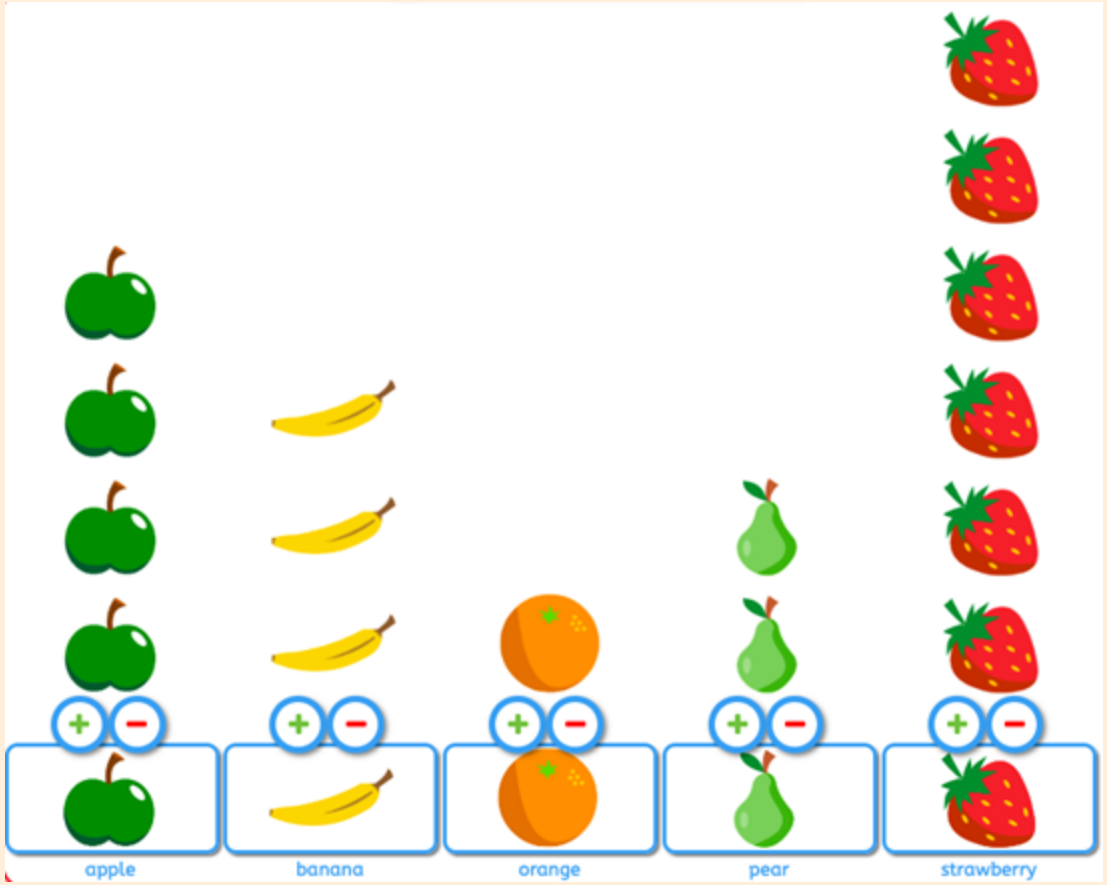


Image: Just2easy Ltd

Enter data onto a computer

Check

What **data** will be collected for this **pictogram**?

The **data** is about fruit.

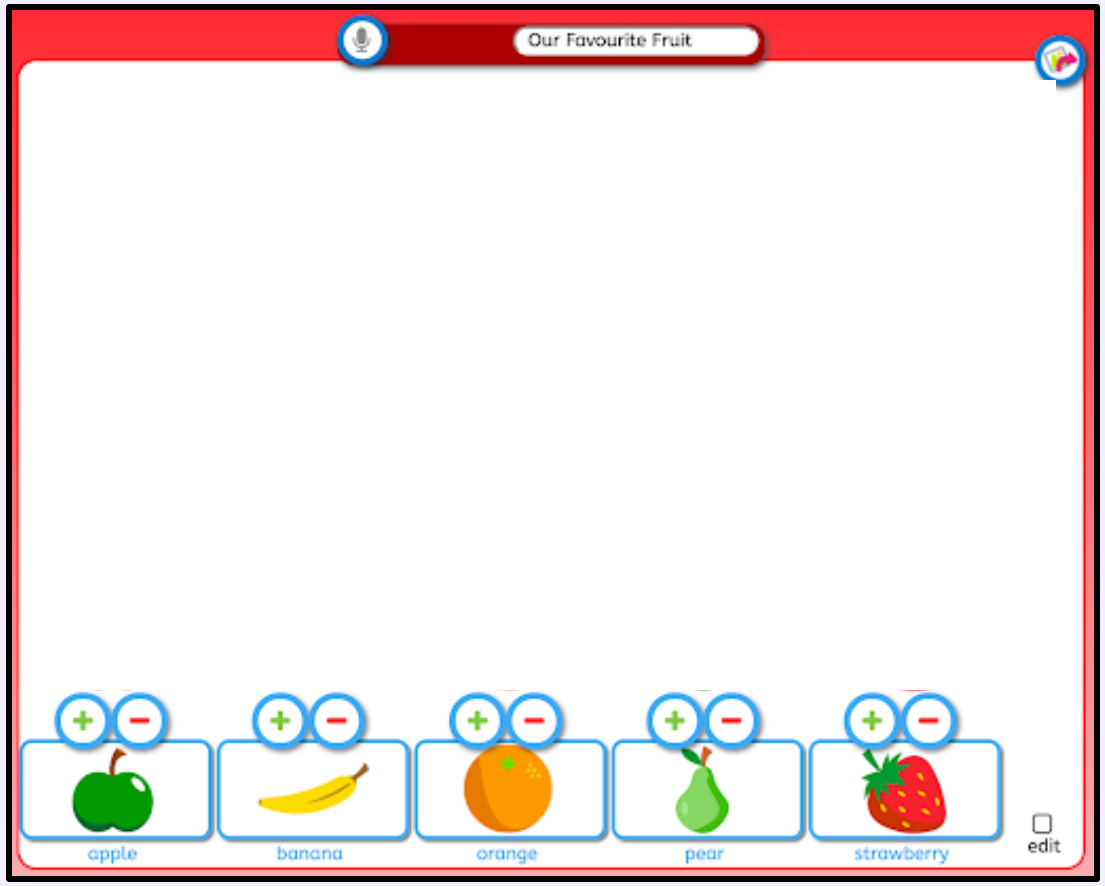


Image: Just2easy Ltd

Task A

Enter data onto a computer

Practice

You are going to create a **pictogram** showing how people travel to school.

- Go to oak.link/pictogram.
- Scroll down to ‘journey’.
- Click on ‘journey’.
- Use the + button to add your **data**.

Use the **data** on the next slide to make your **pictogram**.

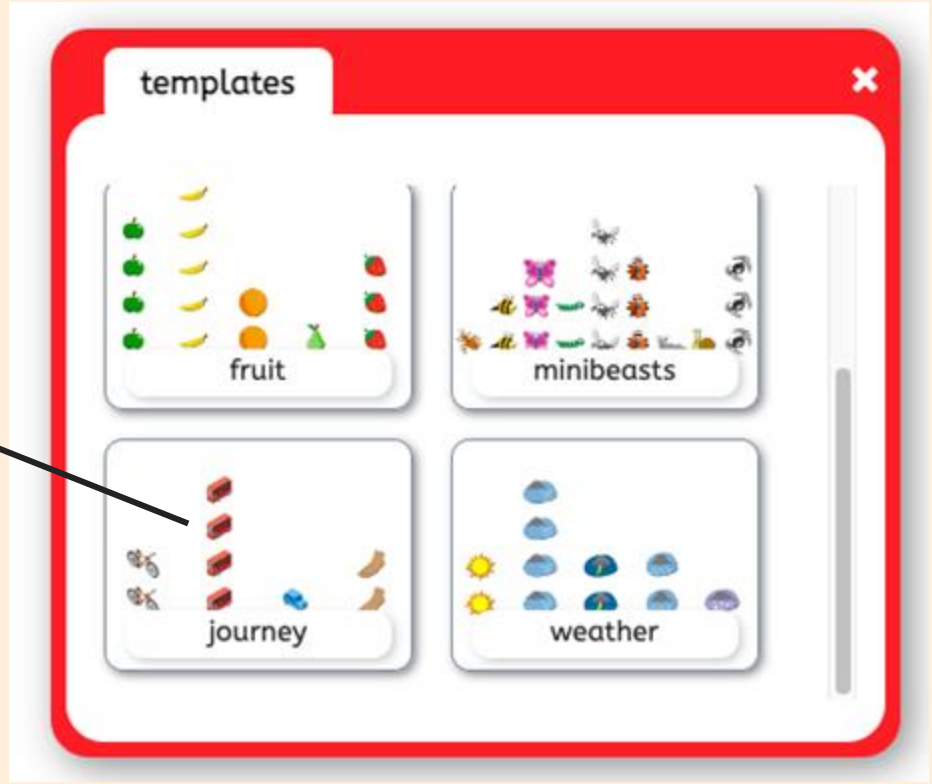


Image: Just2easy Ltd

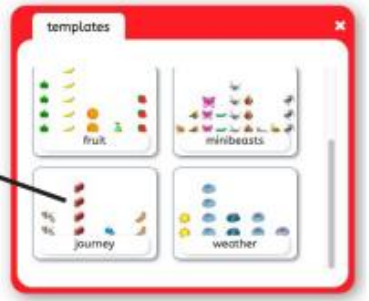
Name: _____ Worksheet

Entering data

Task A: Enter data onto a computer

You are going to create a **pictogram** showing how people travel to school.

- Go to oak.link/pictogram.
- Scroll down to 'journey'.
- Click on 'journey'.
- Use the + button to add your **data**.

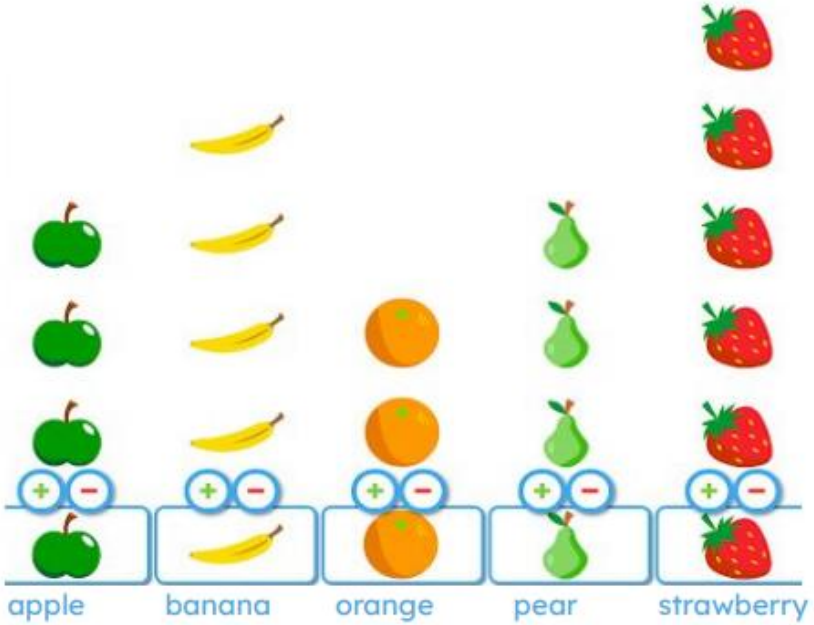


Make a **pictogram** using this **data**:

Journey type	Tally	Total
bicycle	||||	4
bus	|||| |	6
car	||	2
walk	|	1

Task B: Answer questions using a pictogram

Use the pictogram to answer the questions



How many people chose bananas?

How many people chose oranges?

Which fruit got the most votes?

Summary

Data can be entered onto a computer. A computer can be used to create a **pictogram.**

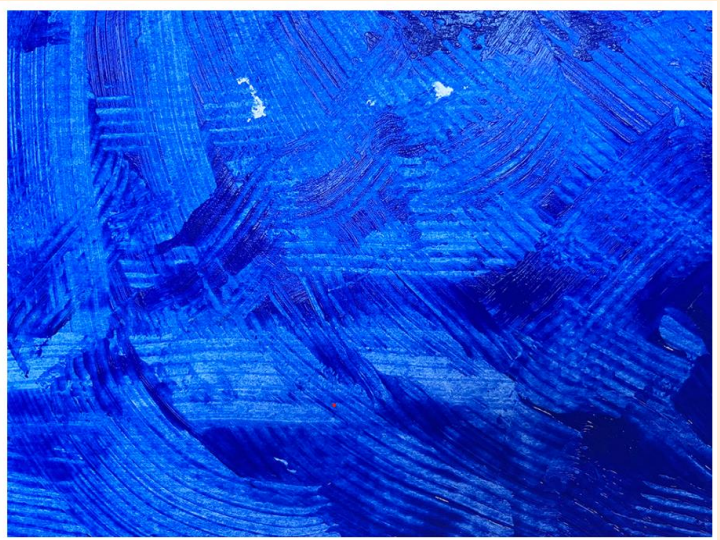
It is a different way to present **data**.

Pictograms can help you answer questions about objects.

ART
Pioneers

T.B.A.T. Explore expressive painting and colour mixing

Expressive Painting & Colour Mixing (accessart.org.uk)



Using your backgrounds from last week, and a range of classroom equipment:

1. Choose a marking tool from the table
2. Think about how to use that tool: hold it in different ways, apply different pressure and change the amount of paint.
3. Are you going to: drag, flick, twist, press or rub?
4. Are you going to move quickly or slowly?