

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
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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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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)
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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)
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# REGISTRATION

# O'clock

# Half Past

# Quarter Past

# Quarter To

one

seven

two

eight

three

nine

four

ten

five

eleven

six

twelve

## Telling the Time

Write down the time each clock is showing on the line underneath.



22/01/26

**FINISHED**



SPELLING



# Adding

-er

hopper

carrier



## Adding '-er'

Look at and read this word.

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



**big**

The vowel sound is  
short.



## Adding ‘-er’ to one consonant

Veronica's Notes

If the vowel sound is:

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

to add ‘-er’, we:

double the consonant in the  
spelling and add ‘-er’.

big

bigger



## Adding ‘-er’ to one consonant

sad

fit

pop

sadder

fitter

popper



## Adding '–er' to two consonants

pick

How do we add '–er' to this word?





## Adding ‘-er’ to two consonants

pick

er

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





## Adding '-er' to two consonants

watch

hunt

test

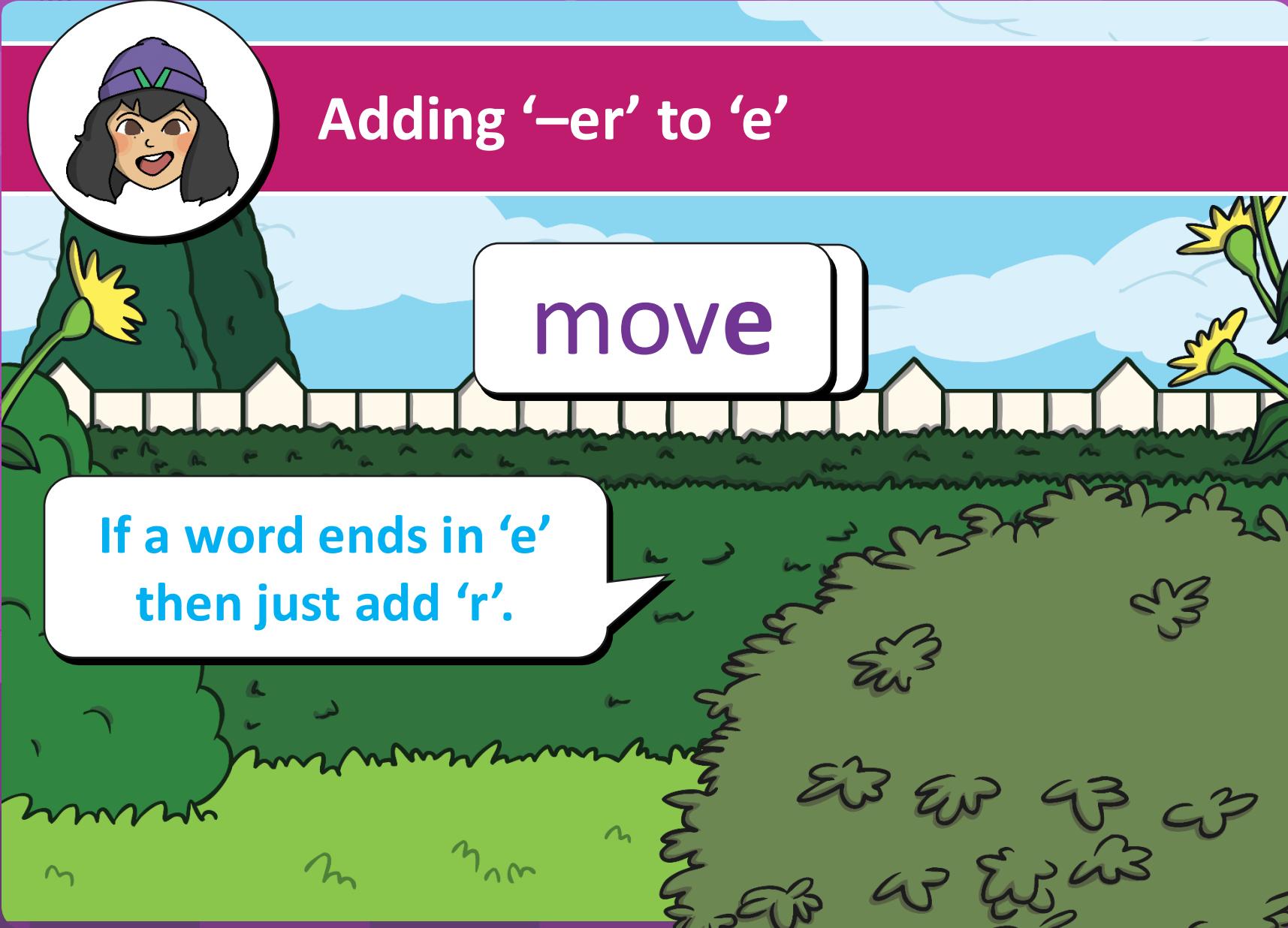
watcher

hunter

tester

Can you think of any more words like these?

## Adding ‘-er’ to ‘e’





## Adding ‘-er’ to ‘e’

joke

fake

tune

joker

faker

tuner

Can you think of any more words like these?



## Adding '-er' to words that end in 'y'

carry

carrier



If a word ends in a consonant followed by a 'y',  
change the 'y' to an 'i' and add '-er'.



## Adding '-er' to words that end in 'y'

reply

study

supply

replier

studier

supplier

hop
crush
reuse
want
carry
stop
turn

turned
hopped
wanted
stopped
carried
crushed
reused

Now try to change these verbs by adding the suffix -ed.

look → \_\_\_\_\_

start → \_\_\_\_\_

drop → \_\_\_\_\_

happen → \_\_\_\_\_

Can you add the suffix -ed to change these verbs to past tense?  
**Remember the rules!**

Some verbs just add -ed.

clean → \_\_\_\_\_

start → \_\_\_\_\_

call → \_\_\_\_\_

gleam → \_\_\_\_\_

If the verb already ends in the letter 'e', **remove** the 'e' and **add** -ed.

notice → \_\_\_\_\_

recycle → \_\_\_\_\_

If the verb ends in a **consonant** and a 'y', the 'y' becomes an 'i' before you add -ed.

carry → \_\_\_\_\_

If the verb ends with **one vowel** and **one consonant**, **double the consonant** before adding -ed.

stop → \_\_\_\_\_

beg → \_\_\_\_\_

# Brain Break



LITERACY

Thursday 22nd JanuaryT.B.A.T. write a letter from Toby to a friend

Decide the correct tense for the following sentences.

1. Tom rode his bike. **past / present / future**
2. Nazeem was swimming. **past / present / future**
3. Daniel is running. **past / present / future**

Challenge: change this sentence into past tense.

I am walking along the beach.

# What Is an Informal Letter?

An informal letter is a letter that we send to people we know.

Types of informal letters can be:

- Thank-you letters;
- Postcards;
- Letters to friends or family who live further away.

# Example of a Letter to Friends or Family

Little Red Riding Hood  
12 Fairy Tale Lane  
The Village  
FT7 8VP

Friday 23rd May 2025

Dear Gran,

How are you? Mum told me you haven't been feeling very well. I have baked you some of your favourite cakes and wondered when it would be possible for me to come and visit?

Hope to see you soon.

Lots of love  
Little Red Riding Hood xx

What features do you notice?

Tell your partner the key events of the fire



What has Toby had to do? **Toby has had to ...**



How might he feel? **Toby feels ... because**

CH: What might happen next after the fire is out?  
I think ... because ....

**Recap the plan from yesterday.**

Use the ideas to write your letter from Toby.

**Re-read the letter from yesterday.**

- Look at the sentence openers
  - Look at the punctuation
  - Look at the layout

Use the ideas to help write your own letter

## WORD MAT

I writing because few days ago  
safe well London fire blazing huge  
but luckily

fire Pudding Lane bakery started

terrible spreading dangerous

churches houses shops burning smoke

dark flames fierce people shrieking

loud crying running escape

people scared terrified destruction

14 Scribble Street,  
Woolwich,  
London.

Tuesday 4th. September 1666

Dear Thomas,

I hope this letter finds you safe and well. I want to share with you what has happened in the city of London this week.

A few days ago, a terrible fire broke out in London. It started in a bakery on Pudding Lane and quickly spread through the city.

The flames were fierce and unstoppable, burning down houses, shops, and even churches. Many people have had to leave their homes to find safety.

The streets were filled with smoke, and the sky turned dark with ash. People were scared and tried their best to save their belongings and help each other.

I am hopeful that everything will improve once the fire has been stopped. Take care, my friend, and remember to stay safe.

Your friend, Toby.

**Address:**  
14 Scribble Street,  
Woolwich,  
London.

**Date:**  
Tuesday 4<sup>th</sup>. September, 1666

Dear Thomas,

1<sup>st</sup>. Paragraph: Reason for writing

2<sup>nd</sup>. Paragraph: What happened at the start and where did it happen?

3<sup>rd</sup>. Paragraph: Describe what was happening with the flames, the buildings and the people.

4<sup>th</sup>. Paragraph: Describe what was happening with the smoke and what the people were feeling.

5<sup>th</sup>. Paragraph: Be positive!

From \_\_\_\_\_

model



MATHS

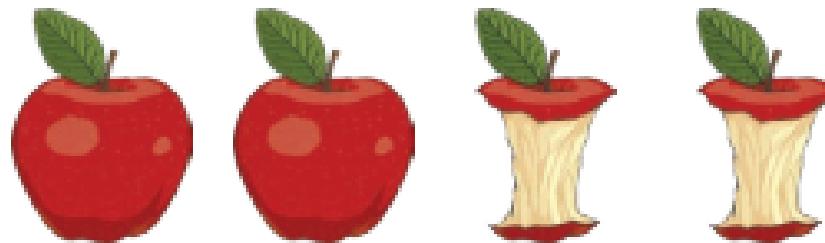
22.01.26

## T.B.A.T. Identify halves, thirds and quarters

How much has been eaten?

CHALLENGE:

1)



—  
4

2)



—  
4

3)

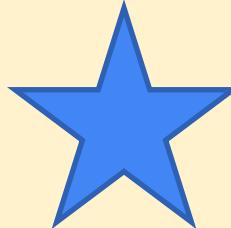


—  
2

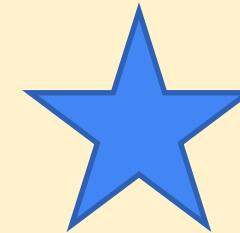
Draw your own picture to show  $\frac{3}{4}$  has been eaten.



- equal parts

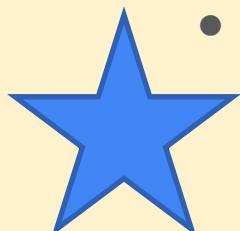


divide



- numerator

one half



vinculum

one third

- denominator

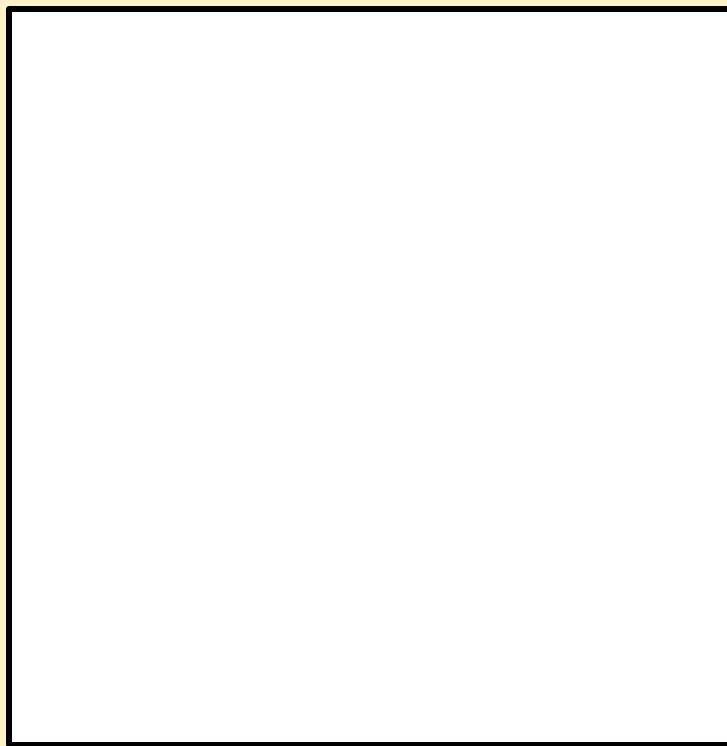
one quarter

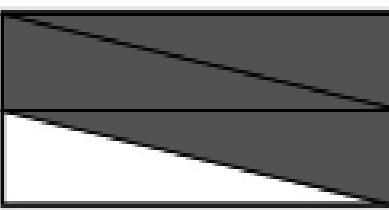
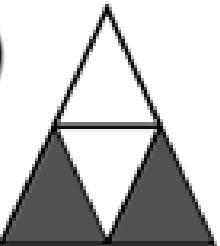
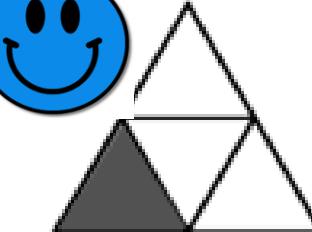
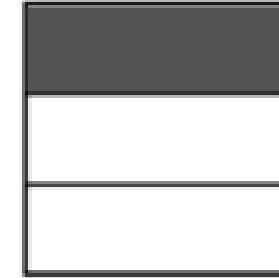
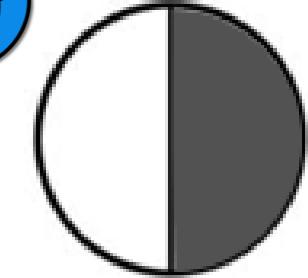


# Unit fractions

- How could you divide this square into:

- halves
- quarters
- thirds?





$$\frac{1}{4}$$

$$\frac{1}{2}$$

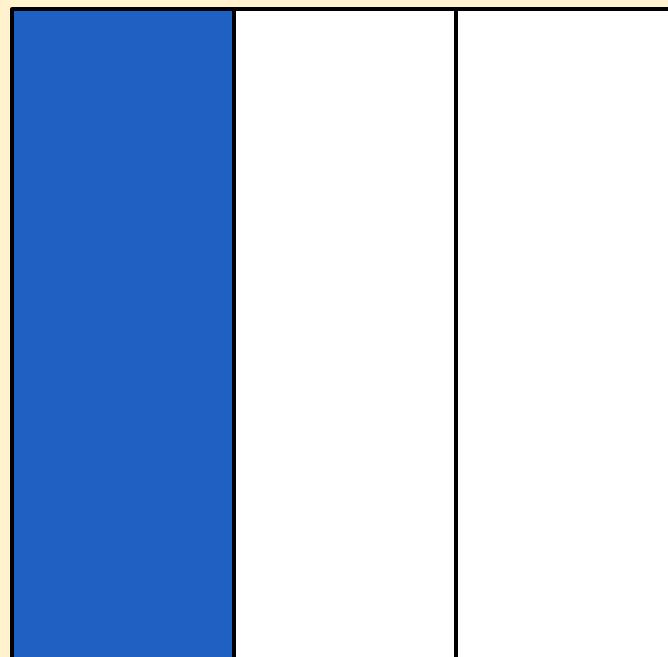
$$\frac{2}{4}$$

$$\frac{1}{3}$$

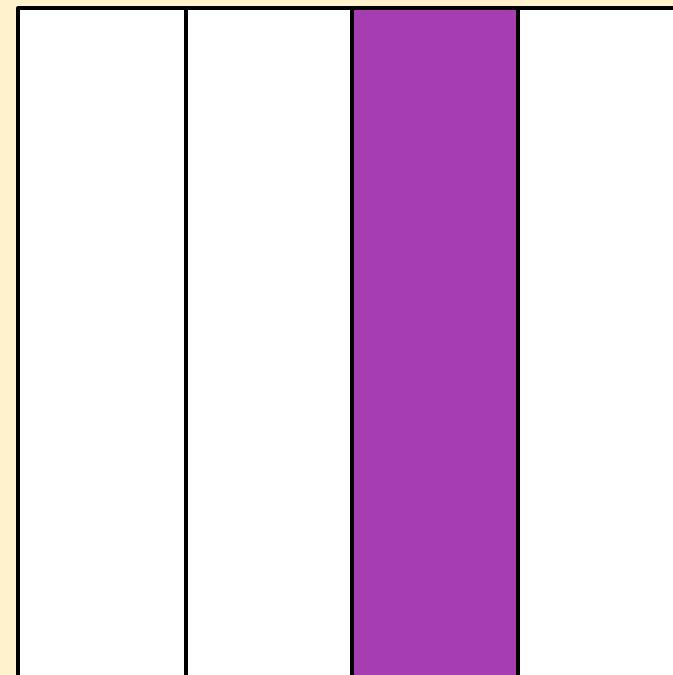
$$\frac{3}{4}$$

$$\frac{2}{3}$$

Each part is one third

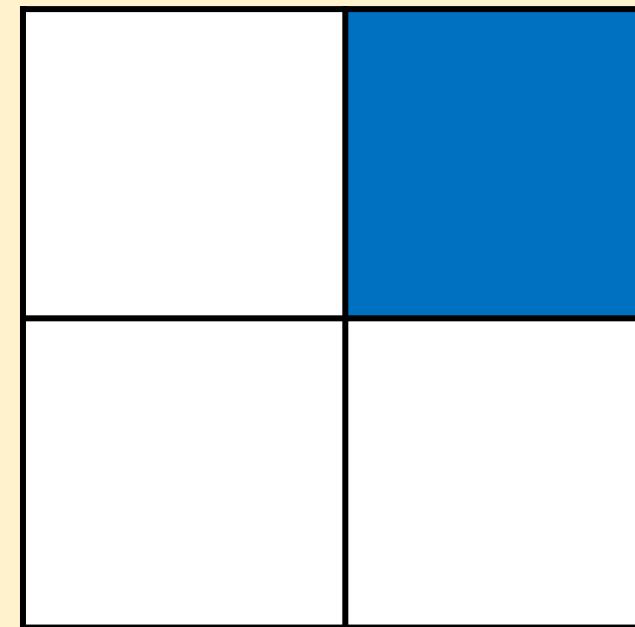


Each part is one quarter



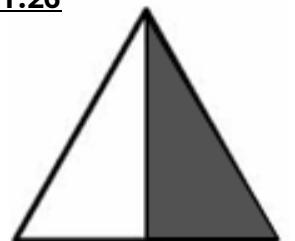
# True or false?

One part is shaded and  
three parts are white.  
The shaded part is  $\frac{1}{3}$ .

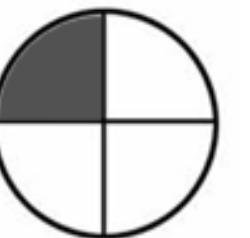


What fraction of each shape is shaded? Match the fractions at the bottom with the correct shape.

22.01.26



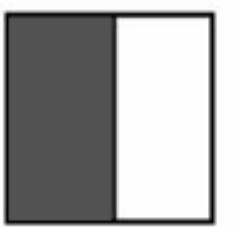
$$\frac{1}{2}$$



$$\frac{1}{4}$$



$$\frac{1}{4}$$



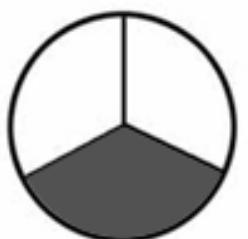
$$\frac{1}{2}$$



$$\frac{1}{3}$$



$$\frac{1}{3}$$



$$\frac{1}{3}$$

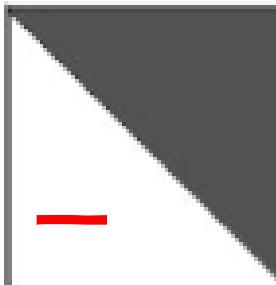


$$\frac{1}{4}$$

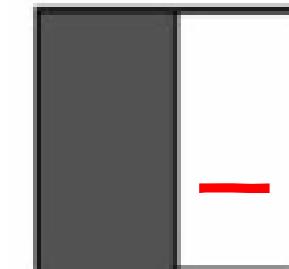
$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$
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diagonal  
horizontal  
vertical

## Challenge



—



—

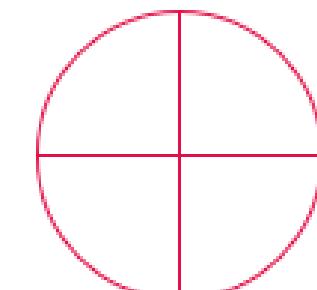
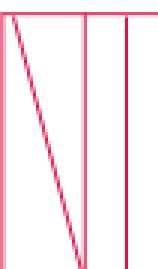
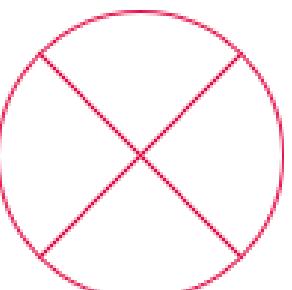
What is the same and what is different with the two square shapes that are shaded?

## Greater Depth

### Odd One Out

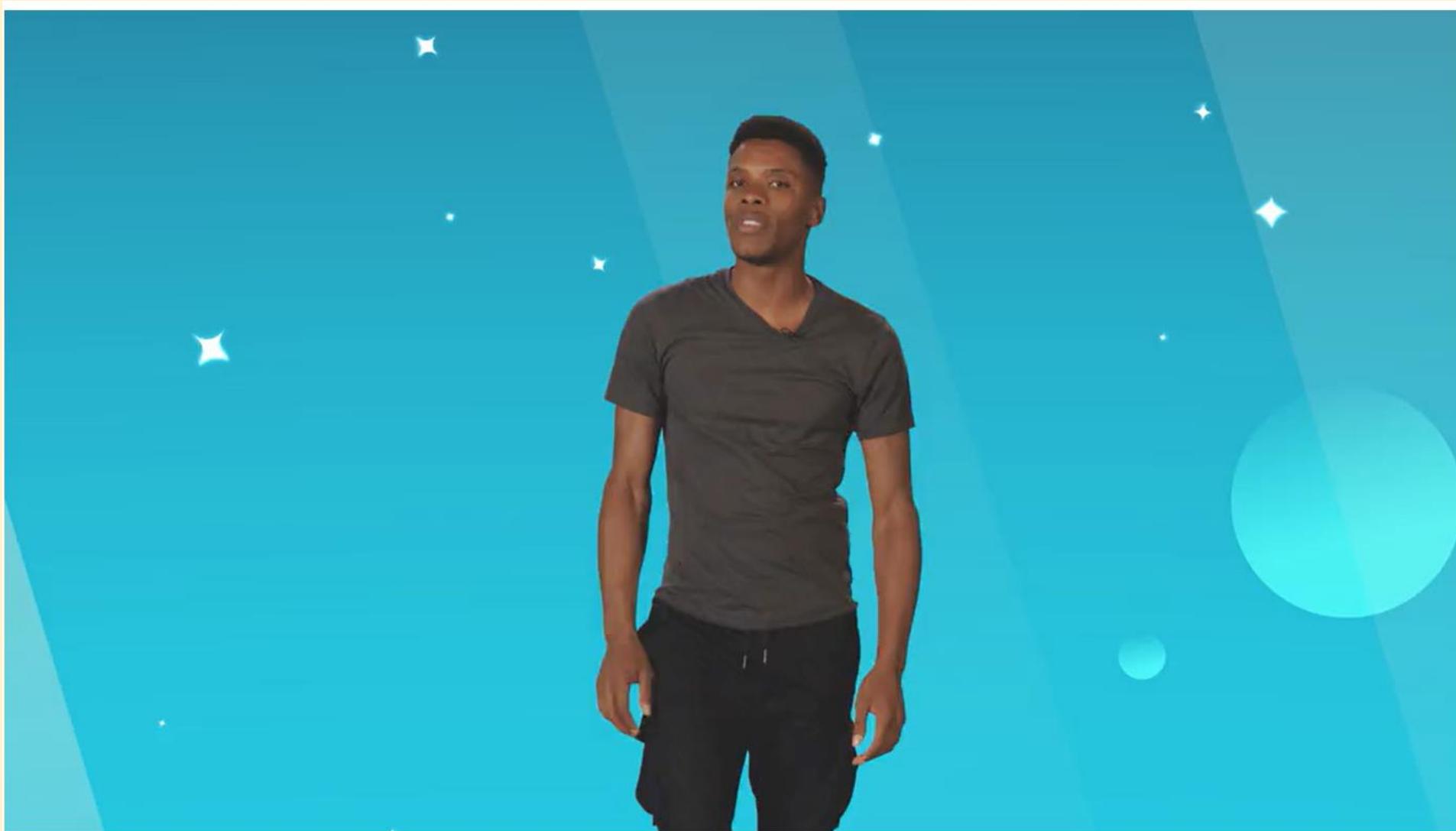


Which shape is the odd one out and why? Can you find a reason why each shape might be the odd one out?



Brain Break

## PSHE KS1 / KS2: A Moment in Nature | Moodboosters - BBC Teach



lunch

R.E.

T.B.A.T. retell the story of the mouth of Krishna.



Starter quiz

1 Many people in India follow a \_\_\_\_\_ worldview. (Fill in the blank)

2 Hindus have \_\_\_\_\_ stories about deities that teach important lessons. (Tick 1 correct answer)

many

two

no

3 The truth is ... (Tick 1 correct answer)

what is real or right.

a way of seeing and understanding the world.

ideas and stories.

**Keywords**

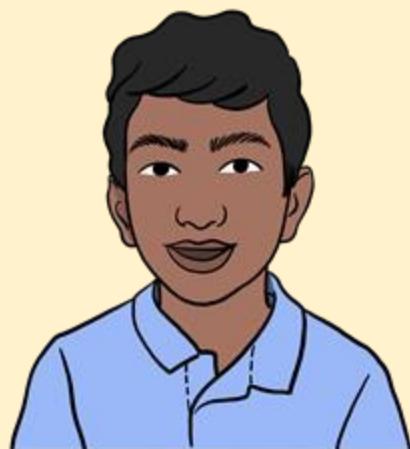
Krishna

symbolic

deity



This is Het. He has a Hindu worldview.



Het

In the Hindu dharma, there are many stories about deities.

Many Hindus believe in one God. This God can take form as a **deity**. A **deity** shows one part of the one God

One **deity** that I like to hear stories about is **Krishna**.

## True or false?

For many Hindus, God taking a form is known as a **deity**.

T

True



F

False

Why?

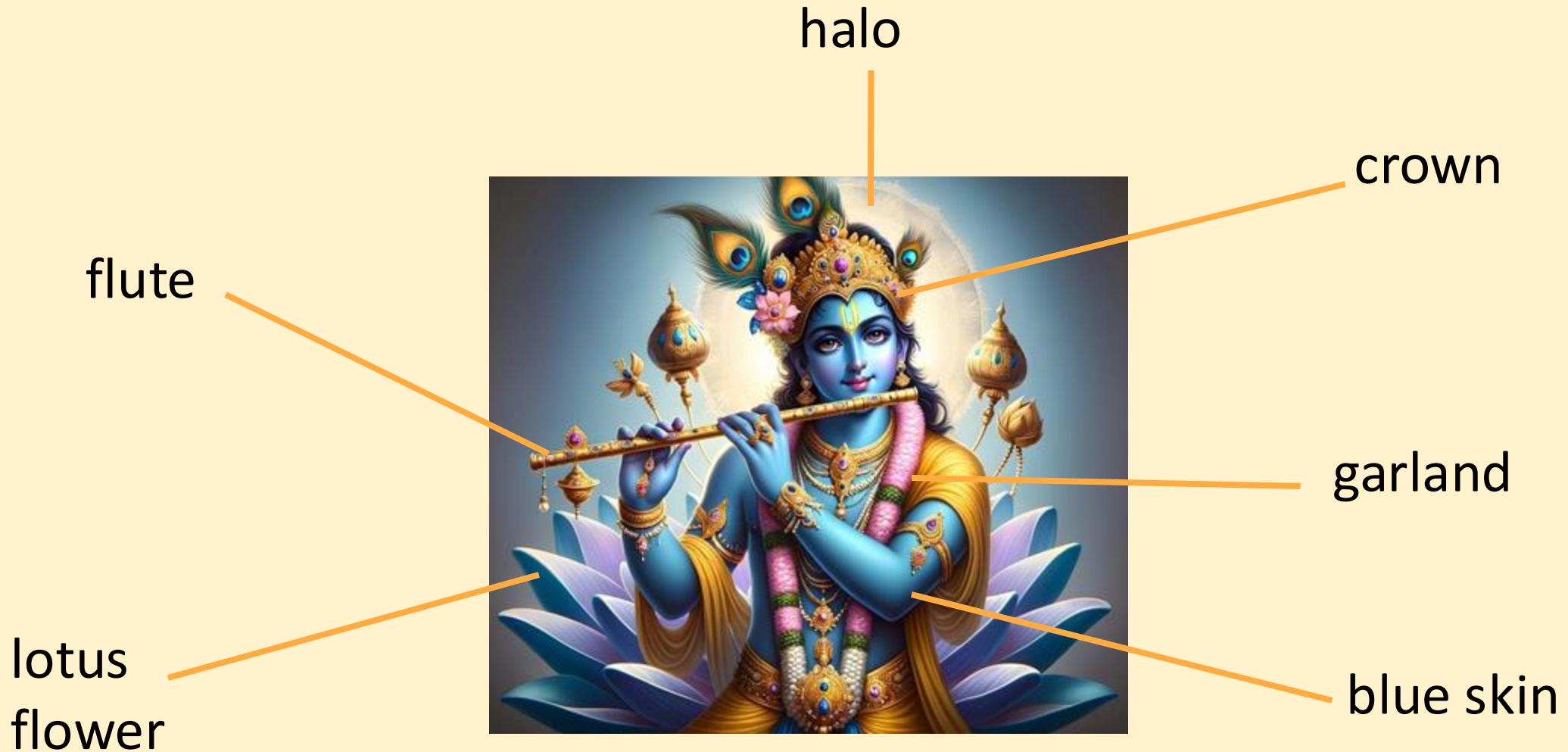
A **deity** shows one part of the one God.

Here are two images of **Krishna**:



What do you notice about **Krishna**?

Attribution: (c) Krishna murti inside a home with bhakti items.jpg, Wikimedia Commons, 2014, licensed under CC-BY SA 2.0, <https://creativecommons.org/licenses/by-sa/2.0/deed.en>



Many Hindu deities have unique colours that are deeper meaning.

**symbolic.** This means they have a



Why do you think **Krishna** has blue skin?

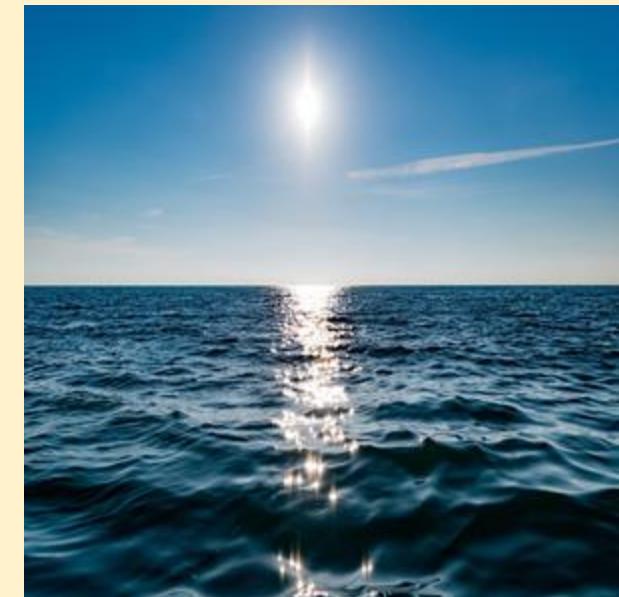
**Krishna's blue skin symbolises:**



the universe



energy



calmness

## True or false?

Images of Hindu deities can be any colour with no special meaning.

T

True

F

False



## Why?

Many Hindu deities have unique colours that are **symbolic**. They often have a deeper meaning.



## Young **Krishna** and his mother, Yashoda

**Krishna** is a **deity** who is known for his compassion and love.

His stories often teach lessons about love, friendship and wisdom.

Lots of Hindu stories about **Krishna** are from his childhood.



Young **Krishna** and his mother, Yashoda

**Krishna** was born to Princess Devaki, but for his safety, he was raised by Yashoda, a cowherd woman and her husband.

His adopted mother, Yashoda, loved **Krishna** deeply and raised him as her own child.

Yashoda is in lots of Hindu stories about **Krishna**.



# Universe in Krishna's Mouth

In Hindu Dharma, there are many stories that ask big questions about the world.

These stories offer different answers to that question as Hindu Dharma is pluralist. This means that there are many ways of being Hindu and not just one.

The story of the mouth of **Krishna** looks at the question 'Where is God?'.

There are lots of different stories in Hindu Dharma because ...

**a** Hindus have one answer to big questions.

**b** Hindus have different answers to big questions. 

**c** Hindus have no answers to big questions.

# The story of the mouth of Krishna



**Krishna** lived with his foster parents, Yashoda and Nanda. He loved playing with his friends and he had a love for butter.

# The story of the mouth of Krishna



**Krishna** and his friend worked together to reach the pot of butter, enjoying their treat.

What is the story of the mouth of Krishna?



Check

Where did **Krishna**'s mother place the butter?

- a hidden behind a plant pot
- b hanging high from the ceiling
- c under the doormat



# The story of the mouth of Krishna



Yashoda sees the mess and asks **Krishna** to open his mouth, suspecting more butter inside.

# The story of the mouth of Krishna



Yashoda is amazed when **Krishna** opens his mouth, revealing the entire universe inside!

What is the story of the mouth of Krishna?



Check

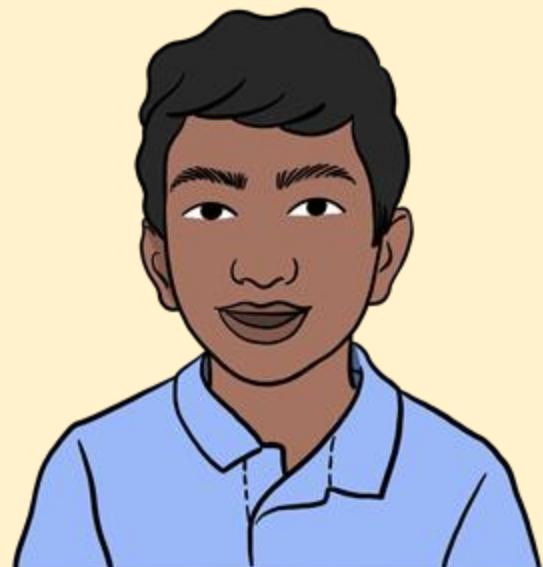
What did Yashoda see when **Krishna** opened his mouth?

**a** a lotus flower

**b** a pot of butter

**c** the entire universe





Het

At the end of the story, Yashoda realised that **Krishna** was no ordinary boy.

She saw the entire universe in his mouth.

This story teaches me that sometimes, there's more to people than meets the eye, and that we should appreciate their special qualities.

## Task B

What is the story of the mouth of Krishna?



Explain what Yashoda learnt when she looked into **Krishna's** mouth.

Your sentence will start with:  
Yashoda learned that **Krishna** was ...

## Task B

What is the story of the mouth of Krishna?



Feedback

Explain what Yashoda learnt when she looked into **Krishna's** mouth.



Yashoda learned that **Krishna** was special because he was no ordinary boy. He showed her the whole universe inside his mouth.

Hindus have many stories that offer different answers to big questions.

**Krishna** is a popular **deity** in Hindu Dharma. Many Hindus tell stories about his childhood.

**Krishna** is often pictured with blue skin, which **symbolises** his energy, the universe and calmness.

The story of the mouth of **Krishna** story tells how **Krishna's** mother saw the universe in his mouth

# HISTORY

## 22.1.26 Q. How do we know so much about the Great Fire of London?

1. Where did the Great Fire of London start?

**Brick Lane**

**Pudding Lane**

**London Bridge**

2. What date in 1666 did the fire start?

**Sunday 2nd September**

**Monday 3rd September**

**Tuesday 4th September**



3. What is thought to have started the fire?

**a candle**

**a spark from an oven**

**gunpowder**

4. How did people create fire-breaks to stop the fire?

**they knocked down a bridge**

**they poured water on the fire**

**they blew up buildings in the path of the fire**

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Knowledge quiz 1.2

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## Enquiry question



How did the Great Fire affect the people of London?





In this lesson, we are imagining what we would have seen, smelled, heard, felt, and tasted at the Great Fire of London.



Lesson 3:  
**Key term**

The key term for this lesson is **source**.  
A source is something that tells us about history.



# How do we know so much about the Great Fire of London?

## Key knowledge

- Samuel Pepys and John Evelyn wrote about the Great Fire of London in their diaries.
- The diaries tell us what life was like in London in the 1660s.

## Key vocabulary

- diary
- portrait
- **source**
- witness

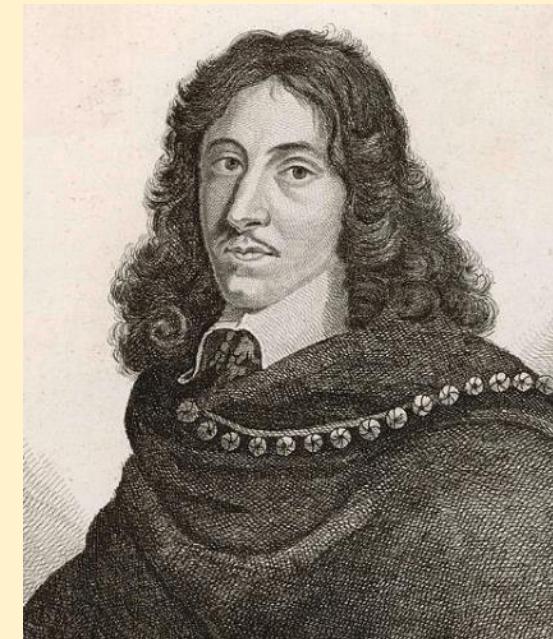


## Samuel Pepys and John Evelyn

In the 1600s, cameras hadn't been invented so there weren't photographs yet.

Rich people often had their portraits painted.

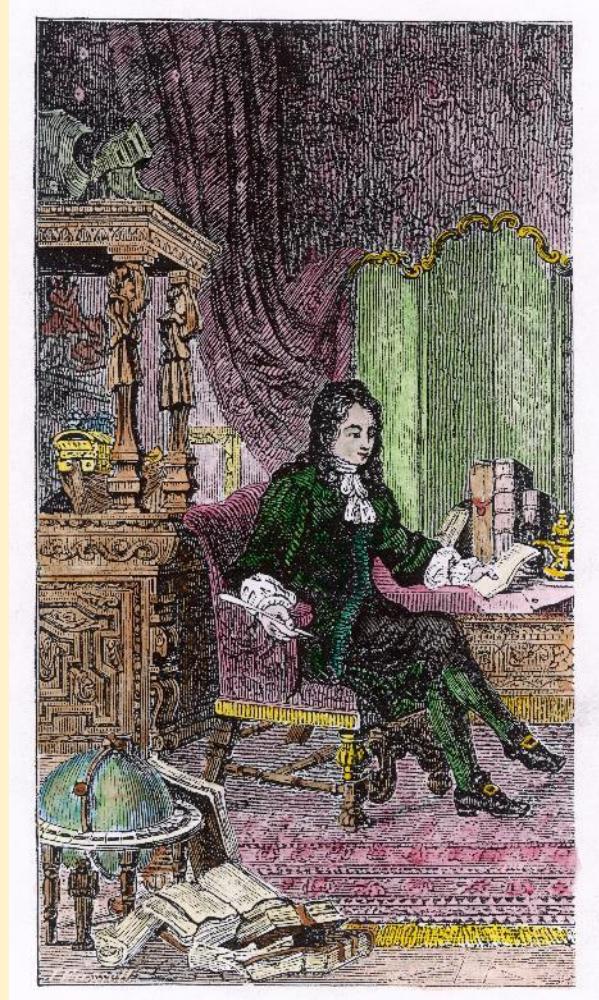
Here are portraits of Samuel Pepys and John Evelyn. They both lived in London in 1666.



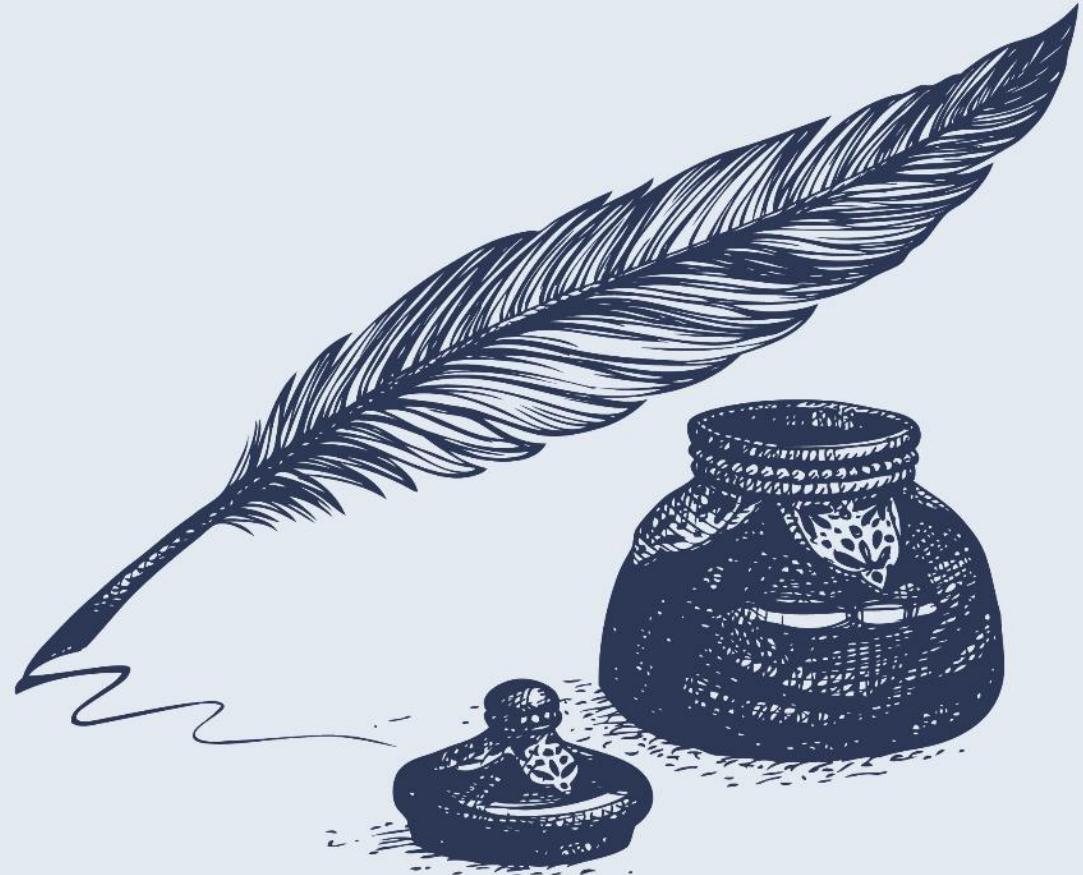
# Why are the diaries of Samuel Pepys and John Evelyn useful?

In the 1600s, many people couldn't read or write. Some rich people could read and write.

Samuel Pepys and John Evelyn wrote about the Great Fire of London in their **diaries**. They were **witnesses** to the fire and wrote about what they saw.



# What was it like to write with a quill on parchment?



Can you write with a quill and ink?



# Why are the diaries of Samuel Pepys and John Evelyn useful?

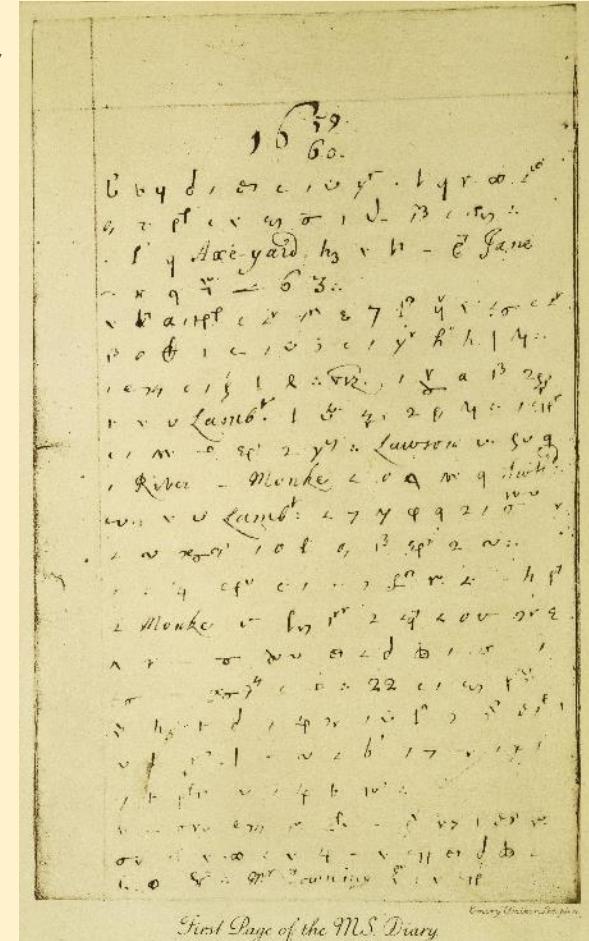
The diaries of Pepys and Evelyn are very old, but we can still read them today.

The diaries are a **source** of information that tell us about the past.

They tell us about what life was like in London in the 1660s.



Can you read Pepys's diary?



# Samuel Pepys's diary

## **Sunday 2nd September 1666**

I went down to the water-side, and there got a boat and through bridge, and there saw a lamentable fire ... Everybody endeavouring to remove their goods, and flinging into the river ... poor people staying in their houses as long as till the very fire touched them, and then running into boats



Lesson 3:  
Talk task

What was happening on Sunday 2nd September 1666?

What does Samuel Pepys's diary tell us?



## John Evelyn's diary

### Monday 3rd September 1666

God grant mine eyes may never behold the like, who now saw above ten thousand houses all in one flame, the noise and crackling and thunder of the impetuous flames, the shrieking of women and children, the hurry of people, the fall of towers, houses and churches was like an hideous storm, and the air all about so hot and inflamed that at the last one was not able to approach it, so as they were forced [to] stand still. The clouds also of smoke were dismal, and reached ... near 50 miles in length.



Lesson 3:  
Talk task

What was happening on Monday 3rd September 1666?

What does John Evelyn's diary tell us?



## Helpful source of information



## Not a helpful source of information



Samuel Pepys' diary entries from 2<sup>nd</sup> - 6<sup>th</sup> September 1666

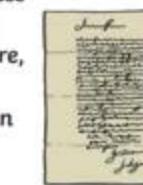
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A modern bank note

An eyewitness statement about the fire, signed by John Morgan in 1668

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A coin from 1666

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A map of London from 1660

twinkl.co.uk

A painting of King Charles II (who was king at the time of the Great Fire of London), painted in the late 17<sup>th</sup> century

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London Gazette newspaper report from 3<sup>rd</sup> September 1666

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A modern fire engine



A painting of the Great Fire of London, painted in 1850



A painting of Queen Elizabeth II

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**Helpful source of information**



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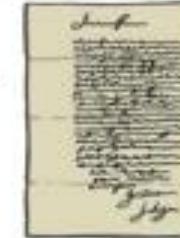
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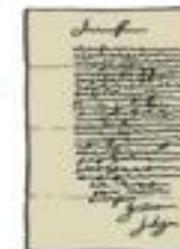
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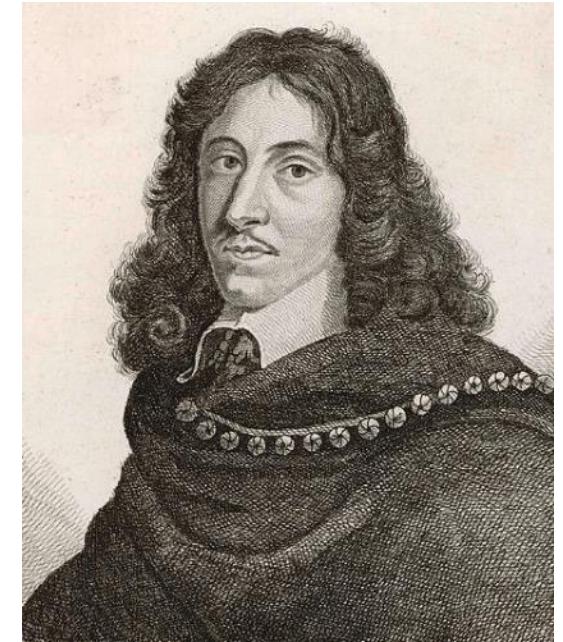
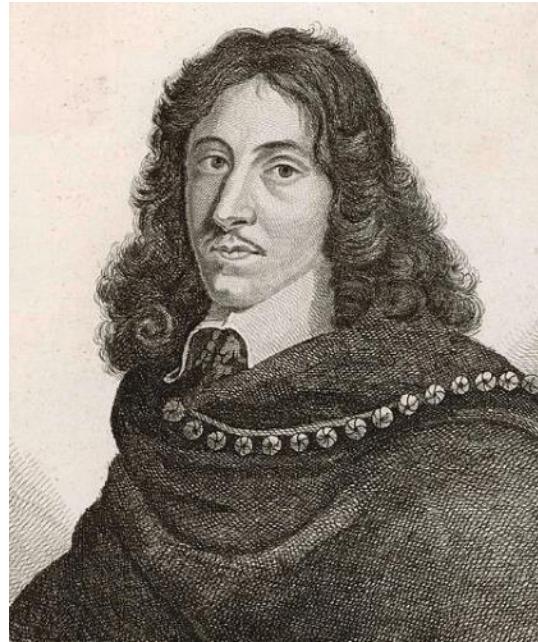


A map of London from 1660

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A painting of Queen Elizabeth II

# Challenge



These people were good sources of information  
because

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## GREATER DEPTH

I would like to be / would not like to be an historian because

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# How do we know so much about the Great Fire of London?

## Challenge

What kind of source have we been looking at in this lesson?



Who wrote them?

## Greater Depth

Would you like to be an historian when you grow up? Yes / No. Give your reasons.



# How do we know so much about the Great Fire of London?

## Key knowledge

- Samuel Pepys and John Evelyn wrote about the Great Fire of London in their diaries.
- The diaries tell us what life was like in London in the 1660s.

## Key vocabulary

- diary
- portrait
- **source**
- witness

