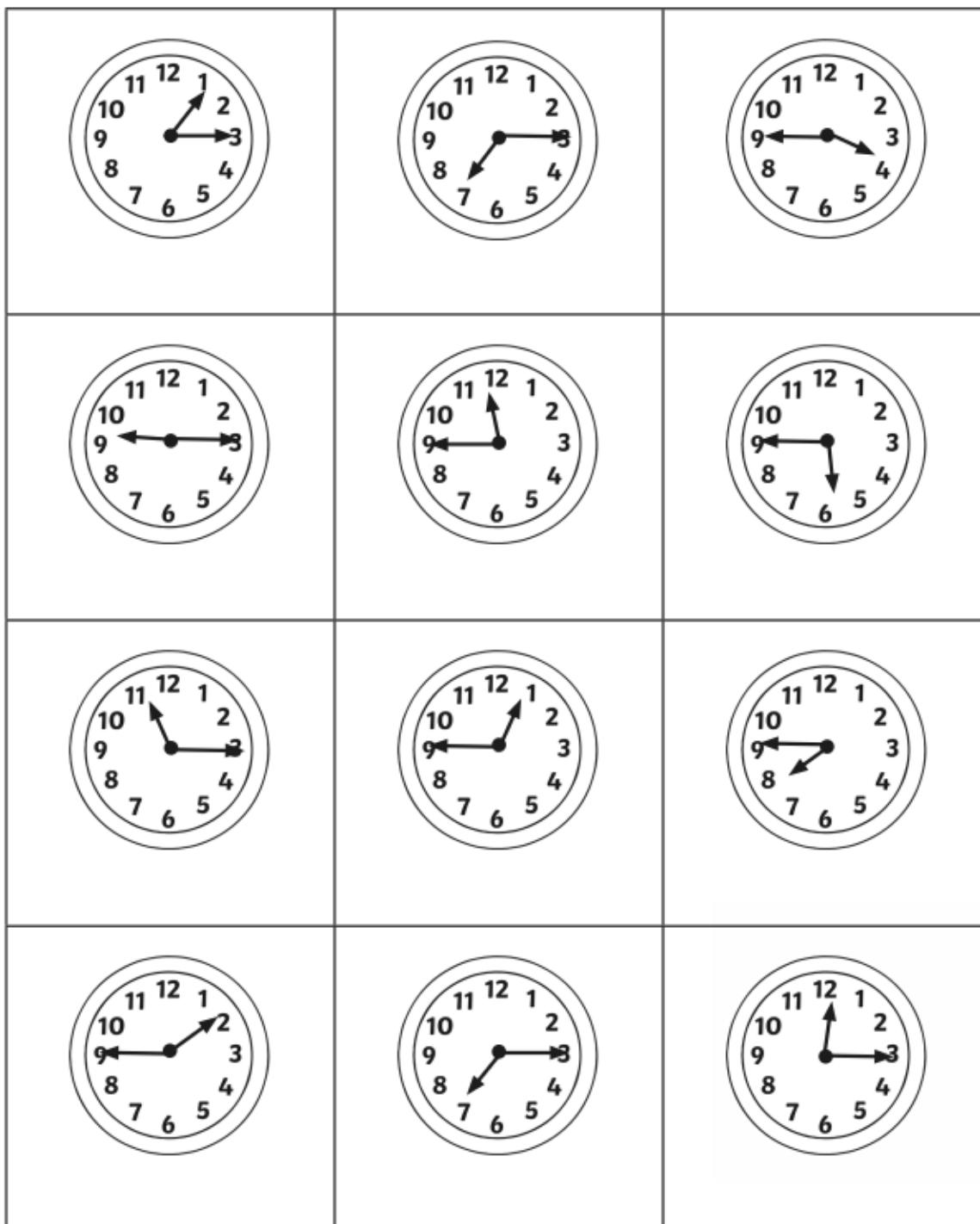


INVESTIGATORS (Miss Horton & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</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</i> (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	<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</i> (1:45 - 2:00)	ENRICHMENT (PPA)

O'clock
Half Past
Quarter Past
Quarter To

one	seven
two	eight
three	nine
four	ten
five	eleven
six	twelve



02/02/26

If you
finish,
read!

Silent Reading

YOU SHOULD ALWAYS HAVE A BOOK AT YOUR DESK THAT YOU CAN USE FOR SILENT READING AT ANY TIME.

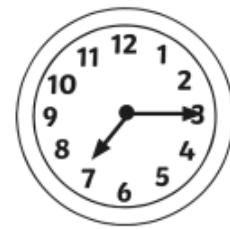
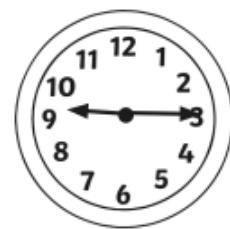
1. HAVE A GOOD FIT BOOK READY.
2. START READING SILENTLY RIGHT AWAY.
3. STAY IN ONE SPOT.
4. READ THE WHOLE TIME.
5. DO NOT DISTURB OTHERS.
6. BUILD STAMINAL!



MORNING CHALLENGE 02/02/26



MORNING CHALLENGE 02/02/26

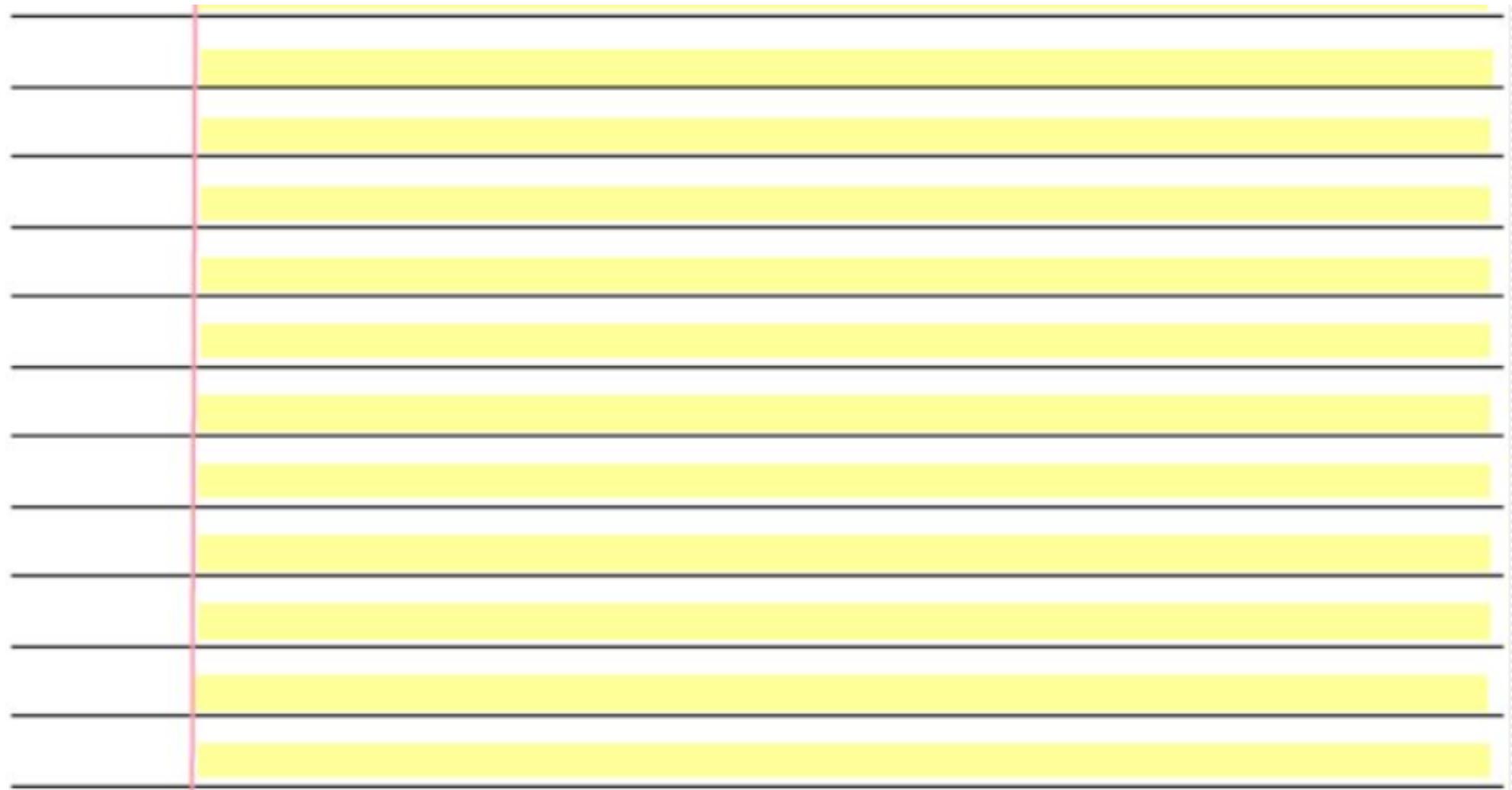


LITERACY

2.2.26

T.B.A.T. Join to short letters

3 IN 3



Monday 2nd February

T.B.A.T. Answer questions about the text - Frog Prince (2)

BLUE

Do you think the princess wanted to help the frog?

I think the princess did/ didn't want to help the frog because...



GREEN

How do you think the princess felt when the frog appeared at the castle?

I think she felt because

PREDICTION

If you could change the story in some way, what would you change and why?



You could change the frog to another animal or the golden ball to another object.

fountain morning broke astonished
enchanted spiteful abide
cruel charm kingdom
plumes of feathers merriment



What do you think these words mean?



CLASS TASK

Read the section to The Frog Prince

Discuss unknown words and new language

As soon as it was light, he jumped up, hopped downstairs, and went out of the house. 'Now, then,' thought the princess, 'at last he is gone, and I shall be troubled with him no more.'

But she was mistaken; for when night came again, she heard the same tapping at the door; and the frog came once more, and

'Open the door, my princess dear,
Open the door to thy true love here!
And mind the words that thou and I said
By the fountain cool, in the greenwood shade.'



CLASS TASK

Read the section to The Frog Prince

Discuss unknown words and new language

And when the princess opened the door the frog came in, and slept upon her pillow as before, till the morning broke. And the third night he did the same. But when the princess awoke on the following morning she was astonished to see, instead of the frog, a handsome prince, gazing on her with the most beautiful eyes she had ever seen, and standing at the head of her bed. He told her that he had been enchanted by a spiteful fairy, who had changed him into a frog; and that he had been fated so to abide till some princess should take him out of the spring, and let him eat from her plate, and sleep upon her bed for three nights. 'You, said the prince, 'have broken his cruel charm, and now I have nothing to wish for but that you should go with me into my father's kingdom, where I will marry you, and love you as long as you live.'



CLASS TASK

Read the section to The Frog Prince

Discuss unknown words and new language

The young princess, you may be sure, was not long in saying 'Yes' to all this; and as they spoke a coach drove up, with eight beautiful horses, decked with plumes of feathers and a golden harness; and behind the coach rode the prince's servant, faithful Heinrich, who had bewailed the misfortunes of his dear master during his enchantment so long and so bitterly, that his heart had well-nigh burst.

They then took leave of the king, and got into the coach with eight horses, and all set out, full of joy and merriment, for the prince's kingdom, which they reached safely; and there they lived happily a great many years.

Brain Breaks



INDEPENDENT

And when the princess opened the door, the frog came in, and slept upon her pillow as before, till the morning broke. And the third night he did the same. But when the princess awoke on the following morning she was astonished to see, instead of the frog, a handsome prince, gazing on her with the most beautiful eyes she had ever seen, and standing at the head of her bed. |

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How many nights did the frog sleep on the princess's pillow? _____

What did the princess see when she woke up on the last morning?

Who had turned the prince into a frog? _____

INDEPENDENT

How do you think the frog felt when the princess helped him?

What do you think will happen when the princess goes to the prince's kingdom?

What might the prince and princess do next?

CHALLENGE

Would you help the frog if you were the princess? Why?

Assembly 10:00

MATHS

02.02.26 T.B.A.T. use 'make 10' strategy

3 in 3

1)

$40 + 12 = \boxed{}$

2)

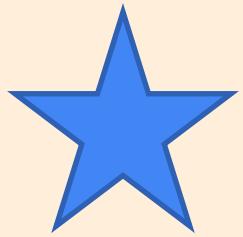
$30 + 40 + 10 = \boxed{}$

3

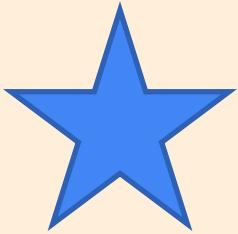
$68 - 7 = \boxed{}$

CHALLENGE:

Find the total of all 3 answers. Is it higher or lower than 100? Is it odd or even?



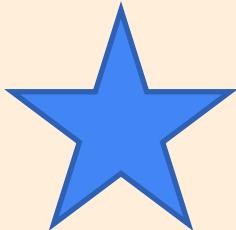
'Make ten'



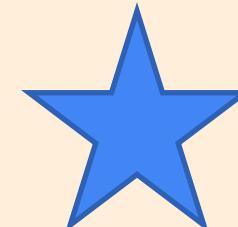
number bonds



partition



ones

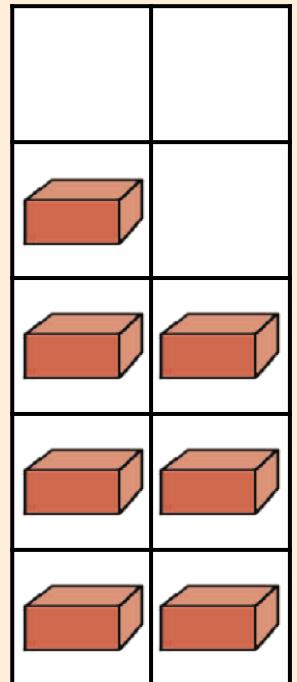


number line

What do you think the 'Make ten' strategy is?

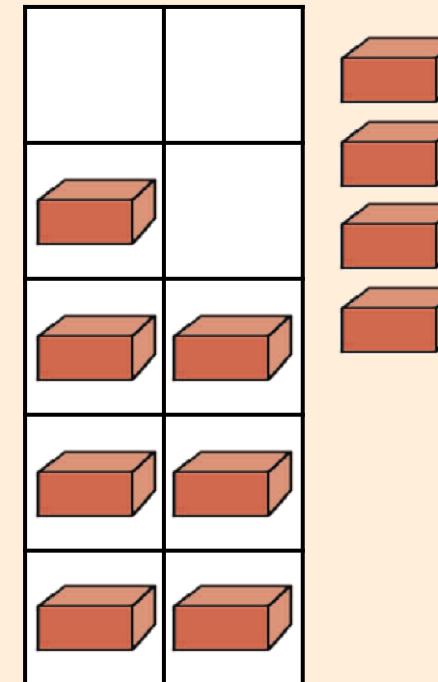
We think that the 'make 10' strategy is when you ...

BLUE



$7 + 2 = \underline{\quad}$

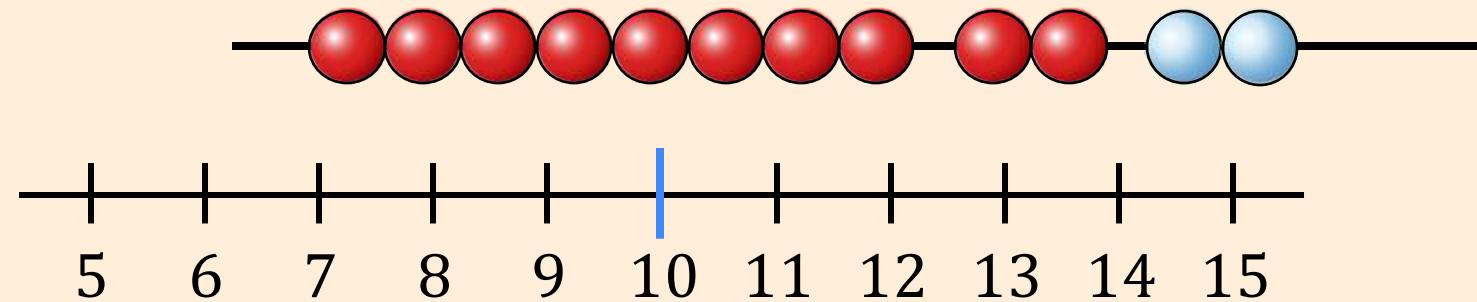
GREEN



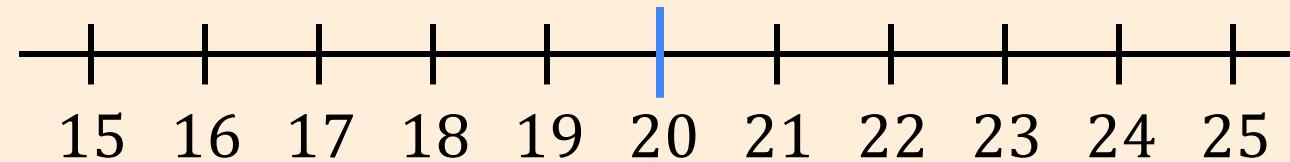
$7 + 4 = \underline{\quad}$

Using 'Make ten' to add

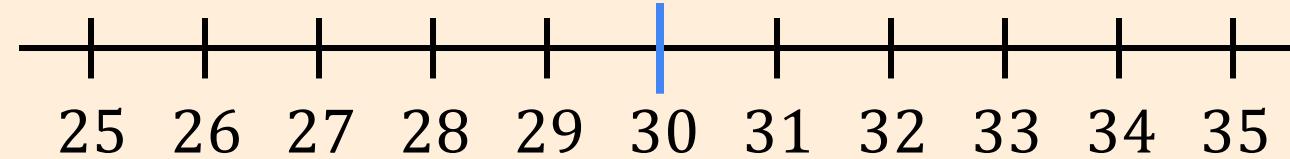
$8 + 4 = \underline{\quad}$



$18 + 4 = \underline{\quad}$

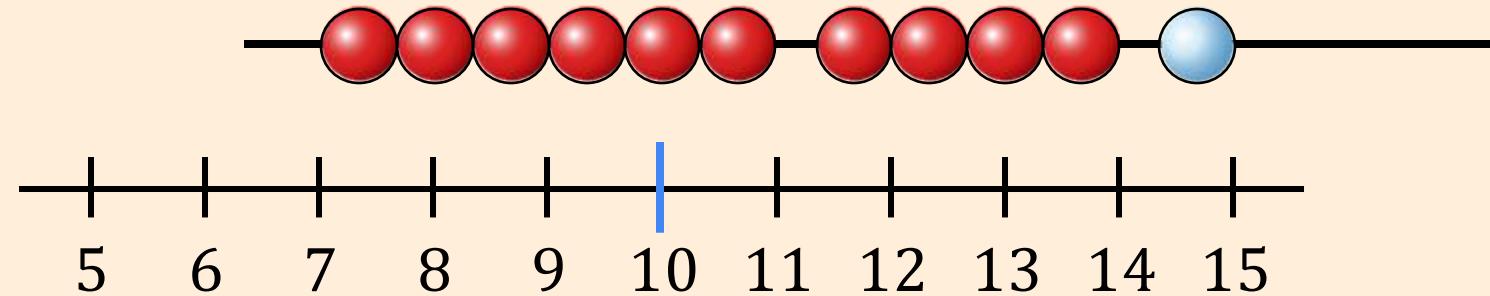


$28 + 4 = \underline{\quad}$

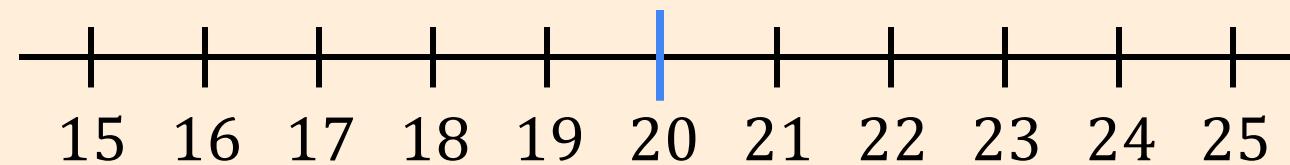


Using 'Make ten' to add

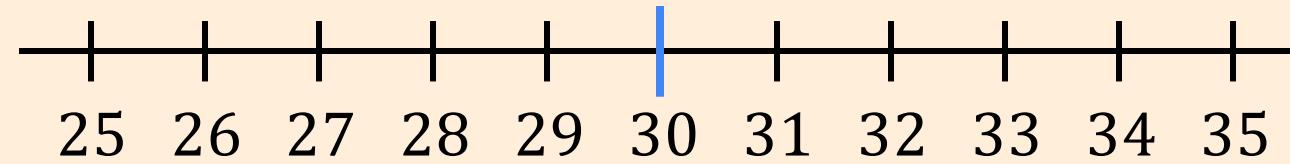
$6 + 5 = \underline{\quad}$



$16 + 5 = \underline{\quad}$

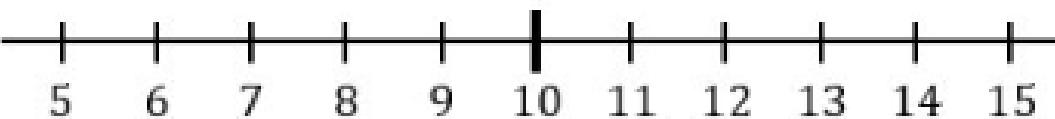


$26 + 5 = \underline{\quad}$





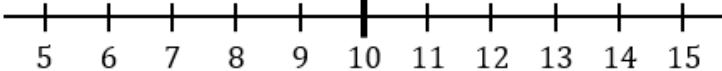
$9 + 6 = \underline{\quad}$

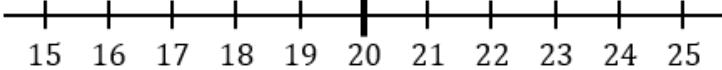


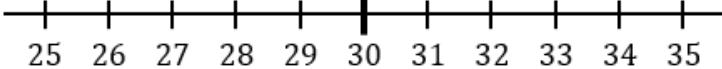
Show-me®

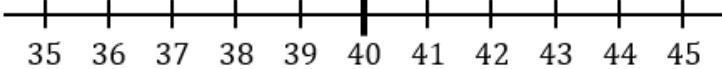
IND

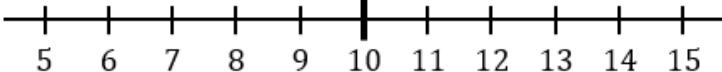
02.02.26 T.B.A.T. use 'make 10' strategy

$9 + 6 = \underline{\quad}$ 

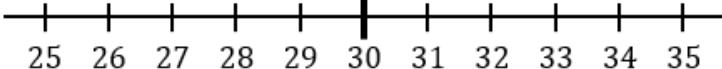
$19 + 6 = \underline{\quad}$ 

$29 + 6 = \underline{\quad}$ 

$39 + 6 = \underline{\quad}$ 

$8 + 7 = \underline{\quad}$ 

$18 + 7 = \underline{\quad}$ 

$28 + 7 = \underline{\quad}$ 

$38 + 7 = \underline{\quad}$ 

CHALLENGE:

$9 + 7 = 16$

$19 + 7 = 26$

$29 + 7 = 36$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

GREATER DEPTH

Look through all the completed equations.
What do you notice about all of them?

Without working them out, what would be the next three equations for each set?

Now use a number line to check.

DANNY
GO!

“THE WIGGLE DANCE!”





LUNCH

SCIENCE

02.02.26 T.B.A.T. record the life cycle of an animal.

3 in 3

KEY WORDS:

1 All animals grow and change from when they are born to when they become ... (Tick **1** correct answer)

- an adult
- an offspring
- a life cycle

animal
life cycle
change
observe
record

2 An animal's life cycle is ... (Tick **1** correct answer)

- What it eats.
- The journey from when it is born until when it becomes an adult.
- How it gets its food.

3 When scientists look closely to see how an animal grows and changes, what skill are they using? (Tick **1** correct answer)

- researching
- sorting
- observing

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- researching
- sorting
- observing

All animals change as they grow from offspring to adults.

The offspring of a goat is called a kid.

Look at how this kid will change as it grows into an adult goat.



goat and kids

We can **record** how the kid grows and changes from birth to adult goat in a **life cycle**.

Scientists use words and pictures to show each stage of life.

Why are life cycles often presented in a circle?



life cycle of a goat



We can **observe** how this fox grows and **changes** from birth.



The fox cub is small and fluffy. Its fur is brown.



The young fox is growing. Its fur changes to red.



The adult fox is fully grown. It has a longer tail, legs and snout.

We can use a **life cycle** diagram to **record** how the cub grows and **changes** from birth to adult fox.



life cycle of a
fox



Lucas and Andeep are talking about animal life cycles.



I think that all animals have a life cycle.

Lucas



I think that some animals don't have a life cycle because they are born an adult.
Do you get a baby bat? Do you get a baby fish?

Andeep

Who do you think is correct? Why?

Lucas is correct. All animals have offspring which are often smaller, and can be different to them. Bats give birth to pups. Fish have offspring called fry.

How do you think you have changed, and will change during your life cycle?



Jun

When I was a baby I was very small. I had no hair. I could crawl, but I could not walk.

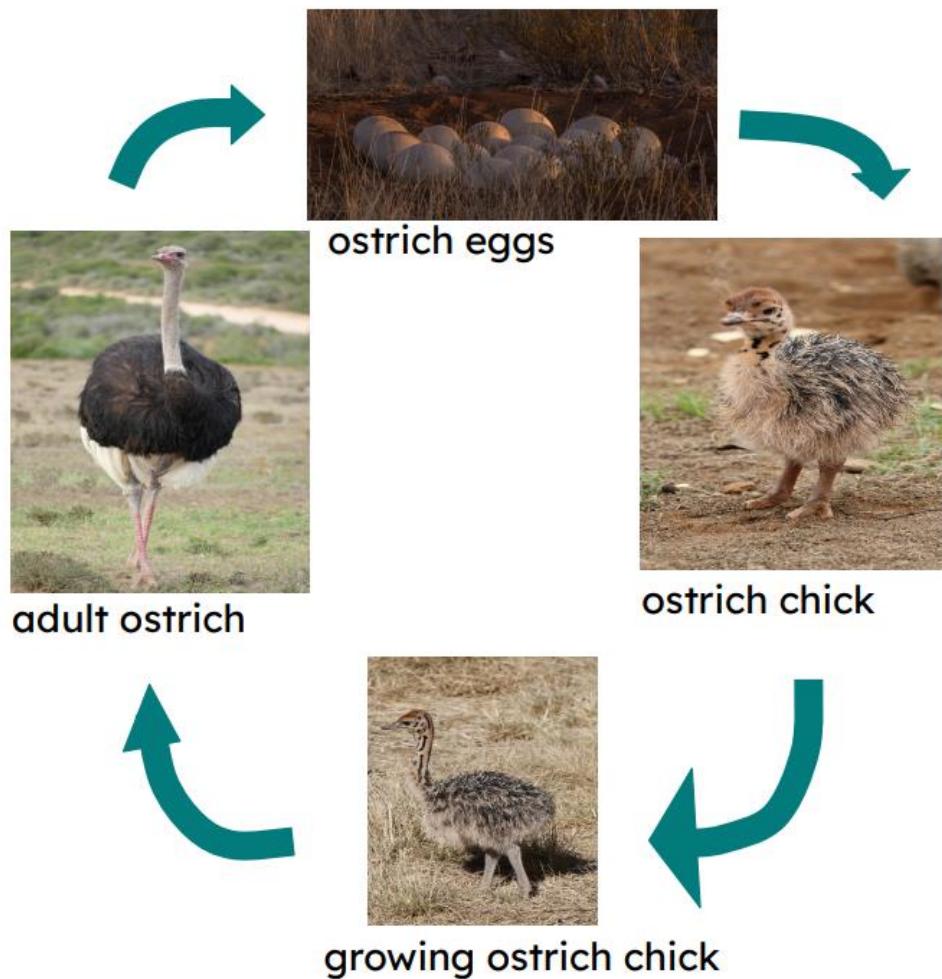
When I am an adult I will be taller. I will be stronger and able to lift heavy things. My hair might start to go grey.



a self portrait

1. Look at the life cycle of an ostrich.

Write a sentence for each stage to describe how it has changed over time.



Choose an animal, such as a tadpole, to observe its life cycle. You will need to choose how to record this information.

Try to observe the animal changing over time. If you cannot do this then research and record the different stages of the animals' life cycle in an interesting way.

CHALLENGE:



Jacob

Name: _____



Exit quiz

Changes in animal life cycles

1 Which of these shows how an animal grows and changes from birth? (Tick 1 correct answer)

- an offspring
- a life cycle
- an adult

2 Which of these could help a scientist to observe the life cycle of an animal? (Tick 1 correct answer)



- binoculars
- a stopwatch
- pencil and paper

3 As an animal moves through its life cycle, it will grow and change. What does change mean? (Tick 1 correct answer)

- If something changes it stays the same.
- If something changes it lives far away.
- If something changes it does not stay the same.

Name: _____



Exit quiz

Changes in animal life cycles

1 Which of these shows how an animal grows and changes from birth? (Tick 1 correct answer)

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- If something changes it stays the same.
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- If something changes it does not stay the same.

How can we record an animal's life cycle?



Jacob is **observing** the class tadpoles. He wants to share what he sees with his older brother. He decides to **record** how they **change** as they grow.



Jacob



tadpoles



Jacob's brother

MUSIC

T.B.A.T.Perform a steady beat and simple rhythms using movement and body percussion

LESSON PLAN

Subject: Music: Mathematics

1

LESSON LEARNING

- Performing a steady beat and simple rhythms using movement and body percussion
- Understanding and differentiating between beat and rhythm

TEACHING ACTIVITIES

Schiarazula marazula
Identify the beat and rhythm pattern in dance music

Children:

- identify and play a steady beat on body percussion;
- explore body percussion patterns to play a repeating rhythm.

Wake! Shake!
Move to the rhythm of *Wake! Shake!* action rap

Children:

- join in with rhythmic actions and body percussion in a cumulative rap;
- recall an increasing sequence of actions;
- learn a rap and perform with rhythmic actions.

Sing me one copy game
Copy the *Sing me one* rhythms with voices and movement

Children:

- copy a sequence of vocal and movement rhythms in a song;
- learn to sing a song and perform rhythms with voice, movement and body percussion.

WHAT YOU WILL NEED

- Space to stand in a circle if possible

VOCABULARY

- Beat
- Rhythm

EXTENDED LEARNING

Extend **Wake! Shake!** by substituting the children's ideas for more parts of the body, eg chests – beat chest with alternate fists – ooh ooh ooh!

[The Collins Hub Educator > Library](#)

T.B.A.T.Perform a steady beat and simple rhythms using movement and body percussion

ACTIVITY 1: SCHIARAZULA MARAZULA

Activity Details ▾

Listen to *Schiazarula marazula*, encouraging children to copy as you tap the steady beat on knees or on other parts of your body.

Listen again. This time join in with the clapping pattern:

(1 2) clap clap clap

Ask how many claps there were in each pattern. (Three)

Ask children to suggest other ways to play the clapped pattern using body percussion, e.g.

- tapping knees or feet;
- tapping a repeating pattern of three different sounds: tap opposite shoulder, elbow, wrist.

Perform these with the music.

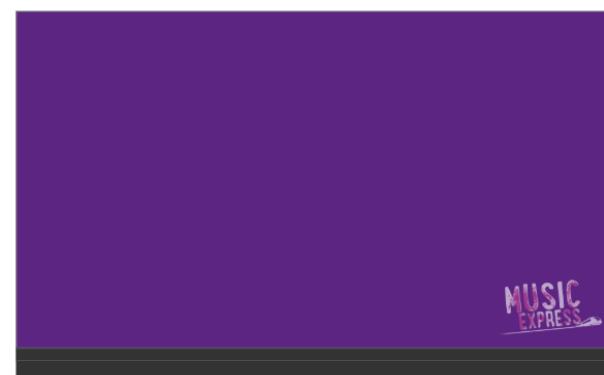
[The Collins Hub Educator > Library](#)

Activity Details ▾

Listen to the action rap *Wake! Shake!*. Teach the number line by clapping and counting it together:

1 3 5 7 9

What do the children notice about the numbers? (They are odd numbers; they have a rhythm – 5 7 9 are quicker than 1 and 3)



ACTIVITY 3: SING ME ONE COPY GAME

Activity Details ▾

All stand – in a circle if there is space. Listen to the song *Sing me one*. As they listen and watch your lead, children join in with the actions at the end of each line: one action in the first verse, two in the second, three in the third and four in the fourth:

- dong: step forward on one foot and mime beating a large gong once with a big arm movement;
- be bop: explode curled up fingers of one hand then the other;
- cha cha cha: move hips three times, right left right;
- pit-ta pat-ta: tap fingertips on chest with alternate hands: **R L R L**

Use the Actions track to allow children to follow the actions, or the Performance to see the lyrics.

Play the song again, joining in with the singing as well as the actions this time. When secure, perform the song and actions to the backing track.