

INVESTIGATORS (Miss Horton & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	PE (Downstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Computing
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Golden Book / Reward Playtime (PPA)	<i>BREAK (1:45 - 2:00)</i>	ENRICHMENT (PPA)
PIONEERS (Mrs Pettit & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
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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

# This Is My Place

Finding our place means finding where we feel safe, happy and where we belong. This can support our mental health and wellbeing and helps us grow and develop. Share your thoughts below.

What makes me feel excited?



What makes me feel worried?



When do I feel safe?



What do I love learning about?

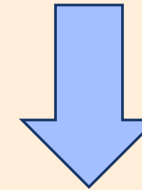


What new things would I like to try?



09.02.26

## Children's mental health week 2026



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**What makes me feel worried?**



**When do I feel safe?**



**What do I love learning about?**



**What new things would I like to try?**



# LITERACY - READING ASSESSMENT

Monday 3rd. February



Reading Paper 1

Assembly 10:00  
Children's mental health week 2026

# MATHS

09.02.26



Arithmetic Paper 1

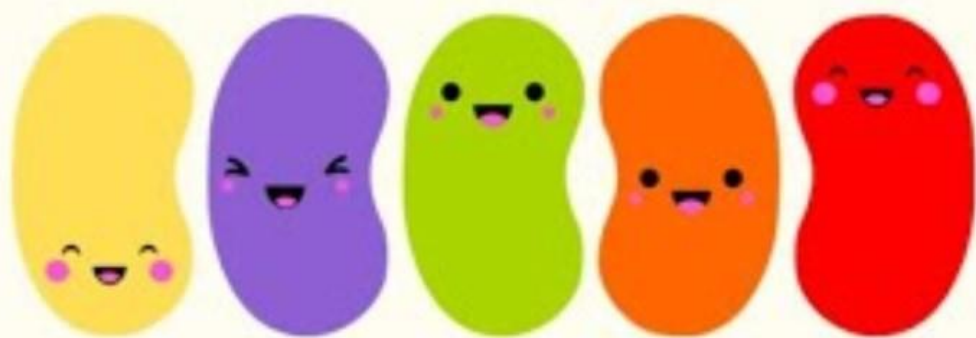
# Brain Breaks

5 MINUTES



IT'S TIME FOR A BRAIN BREAK!

# JELLY BEANS



SET A



## REGISTER AND STORY

SCIENCE

# 09.02.26 T.B.A.T. describe what animals need to stay alive

3 in 3

KEY WORDS:

animal

alive

survive

basic needs

1 What is a life cycle? (Tick 1 correct answer)

- ☐ A life cycle shows how an animal grows and changes from birth.
- ☐ A life cycle shows each year of an animal's life.
- ☐ A life cycle shows where an animal lives.

2 True or false? Animals stay the same at every stage of their life cycle.

\_\_\_\_\_

3 Scientists look closely at animals to see how they grow and change over time. Which skill are they using? (Tick 1 correct answer)

- ☐ observing
- ☐ researching
- ☐ recording

# How do animals stay alive?

There are many **animals** in the world around us.

Some animals live on land, some animals live in water.



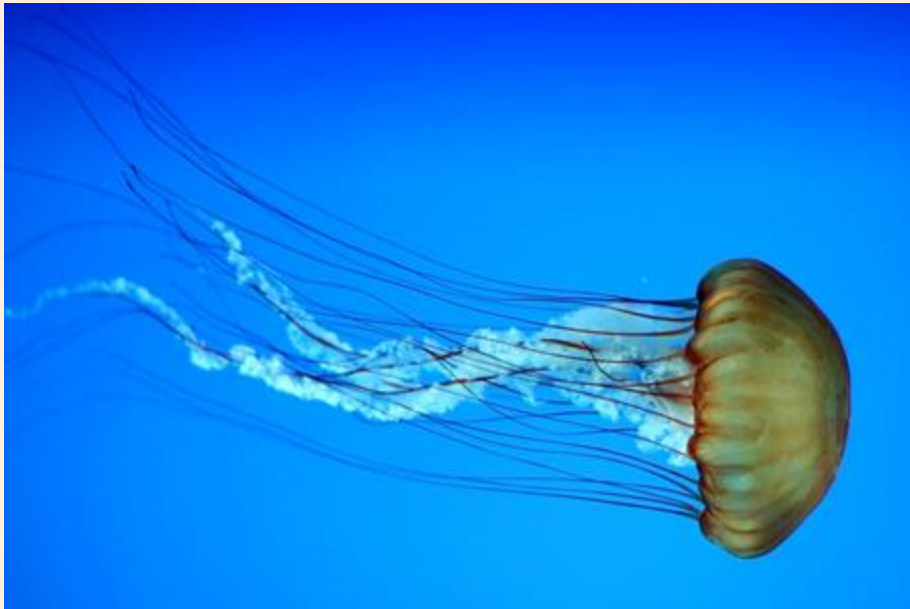
safari animals



sea creatures

# How do animals stay alive?

**Animals** may appear to be very different, but they all need the same things to stay **alive** or **survive**.



jellyfish



peacock

Survive means to continue to stay alive.

## True or false?

Different animals need different things to stay alive.



True



False



I think this because ...

**a**

animals might appear to be very different but they all need the same things to survive.



**b**

animals live in different places.

## How do animals stay alive?

Some **animals** can stay **alive** for a short time.



A house fly only lives for about 28 days.



Adult dragonflies can live for up to 6-8 weeks but often only **survive** for around two weeks.

Some **animals** can stay **alive** for a very long time.



clams

Scientists thought that the ocean quahog clam could **survive** for around 225 years. These clams live in the cold waters of the North Atlantic ocean and grow very slowly. Scientists measured the shell of a clam that they found in 2006 and discovered it had been alive for over 500 years!

All animals need the same things to survive. What does survive mean?

**a**

Survive means to continue to stay alive.



**b**

Survive means that different animals eat different foods.

**c**

Survive means that some offspring look like their parents.

All **animals** have **basic needs**. These are the things that they need in order to **survive**.



Do humans need these things to stay alive, too?

The children are talking about the basic needs of animals. Who do you agree with?

Basic needs are the things  
an animal needs to stay  
alive. ✓



Laura

Basic needs are the  
things an animal  
needs to get food.



Alex

Basic needs are the  
things an animal  
needs to be happy.



Izzy

All **animals** need food so they can grow, remain healthy and stay **alive**.



A horse eats grass to stay alive.



A lion eats other animals to stay alive.

All **animals** need water so they can grow, remain healthy and stay **alive**.



Humans are animals so also need water.



A rhinoceros drinks water from rivers and lakes.

All **animals** need air as a **basic need**. Some animals take in air by breathing.



whales breathing

Whales live in the sea, but have to come to the surface in order to breathe air.

How do humans breathe air to **survive**?



shark

Sharks use their gills to take in air from the water around them.



worm

Worms take in air through their skin so that they can stay **alive**.



Which is not a basic need of all animals?

**a**

food

**b**

water

**c**

shoes



## True or false?

Animals that live in water do not need air.



True



False



I think this because ...



some animals in water get air through their gills.



all animals in water need to come up for air.

**Task A: How do animals stay alive?**

We know that animals need the same things to stay alive, but what do you think these things are?

Talk to a partner and make a list of all the things you think animals need to survive.



Things animals need to stay alive



Sofia



Sam

**Task B: The basic needs of animals**

1. Work in pairs to discuss these questions:

Would an animal live or die if...

...it did not drink?

...it did not have babies?

...it did not move?

...it did not breathe?

...it did not use its senses?

...it did not eat?

...it did not go to the toilet?

## CHALLENGE:

2. An alien has come to planet Earth and wants to take home a new pet... a human!

Create a guide on how to keep a human as a pet.

You will need to include advice on the basic needs that a human has so that they keep their pet alive.



alien



Exit quiz

1 Animals need food and water to survive. What does survive mean? (Tick **1** correct answer)

- ☐ Survive means to grow.
- ☐ Survive means to have offspring.
- ☐ Survive means to stay alive.

2 Animals need food and drink to... (Tick **3** correct answers)

- ☐ stay alive
- ☐ grow
- ☐ be healthy
- ☐ wash

3 What do animals need to stay alive? (Tick **1** correct answer)

- ☐ food, water, air
- ☐ water, air, offspring
- ☐ air, water, friends

MUSIC

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

**LESSON 1** LESSON PLAN

**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 aah!

[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.

**Schiazarula marazula**

Tap the beat

1 2 3 4

Clap the rhythm

1 2 3 4

MUSIC EXPRESS

STEP 1 2

## ACTIVITY 2: WAKE! SHAKE!

STEP 1 2

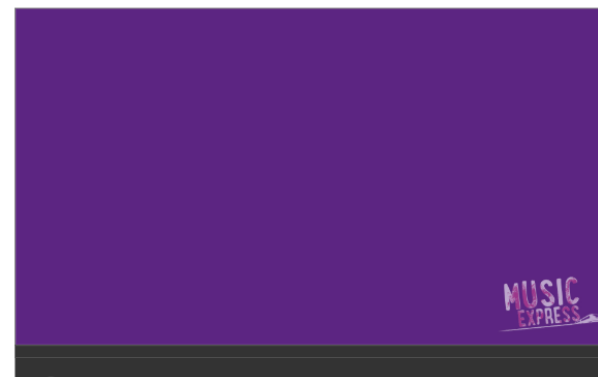
### Activity Details ^

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)

[The Collins Hub Educator > Library](#)



## 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: **RLRL**

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.

