

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
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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)
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)

REGISTRATION

This Is My Place

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

belonging
understand
learn
family

home
friendship
emotion
feeling

kindness
talk
share
listen



11.02.26

Children's mental
health week 2026



This Is My Place

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

Spelling Rules



Patterns

Tricky Words

-dge	o	-ies	o	-less	o
-ge	o	ing, ed, er, est	o	-lv	o
-g	o	ing, ed, er, est	o	contractions	o
soft 'c'	o	all / al	o	-tion	o
kn / gn	o	-ey	o		
wr	o	wa	o		
-le	o	wo	o		
-el	o	s = zh	o		
-al	o	-ment	o		
-il	o	-ness	o		
shy i -> y	o	-ful	o		

Choose a year group.

Choose a tab.

Then choose a set of words.

Finally press 'go'



Wednesday 11th. February



Spelling 1

DANCE
ALONG

BANANA BANANA
MEATBALL

BLAZER
Fresh

GoNoodle.

BREAK

MATHS

11.02.26 T.B.A.T. solve addition and subtraction word problems

3 in 3

1)

$$34 - 15 = \underline{\hspace{2cm}}$$

2)

$$24 + 17 = \underline{\hspace{2cm}}$$

3)

$$14 \div 2 = \underline{\hspace{2cm}}$$

CHALLENGE:

What is my number? I am an odd number with 2-digits. I am higher than 21 but less than 29? What could I be?

11.02.26 T.B.A.T. solve addition and subtraction word problems

3 in 3

1)

$$34 - 15 = \underline{\hspace{2cm}}$$

2)

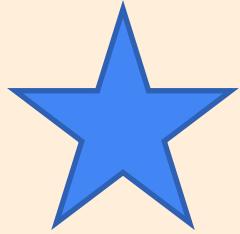
$$24 + 17 = \underline{\hspace{2cm}}$$

3)

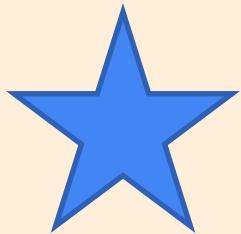
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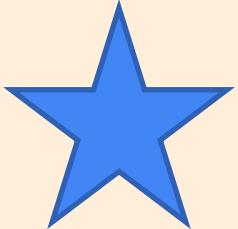


'Make ten'



number line

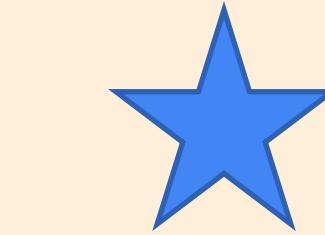
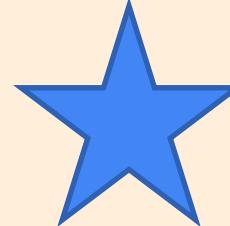
tens



bar model

partition

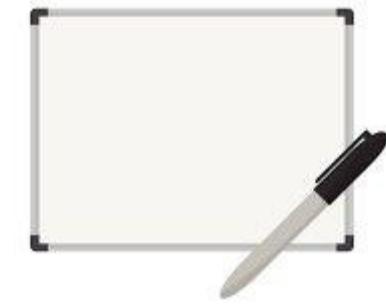
ones



Dienes

BLUE

GREEN



Draw a bar model to represent this problem

- The builders started with 52 bricks.
- They used 17 bricks in the morning.
- How many bricks did they have left at lunchtime?



BLUE

GREEN



Draw a bar model to represent this problem

- Bob has 17 bricks.
- Sally has 32 bricks.
- How many more bricks does Sally have than Bob?

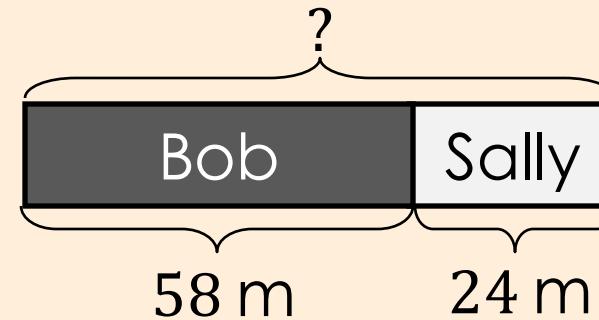


LET'S WORK TOGETHER!

How can we solve this word problem?

- What strategies have we learnt to add/subtract 2-digit numbers?
- How can we demonstrate our mental calculations?

Bob has 58 m of pipes.
Sally has 24 m of pipes.
How many metres of pipes do they have altogether?



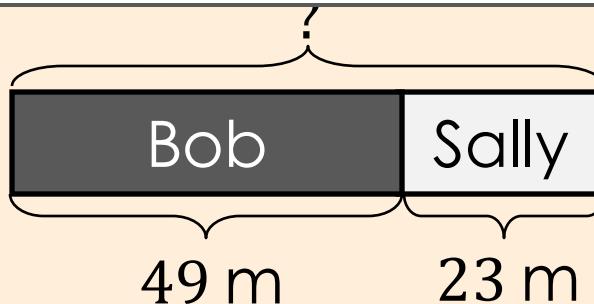
$$58 + 24 = \underline{\quad}$$



Bob has 49 m of pipes.

Sally has 23 m of pipes.

How many metres of pipes do they have altogether?



$$49 + 23 = \underline{\quad}$$



1, 2, 3 ...





IND: 11.02.26

A)

Bob has 57 m of pipes.

Sally has 25 m of pipes.

How many metres of pipes do they have altogether?

B)

Bob has 62 bricks.

Sally has 14 fewer bricks than Bob.

How many bricks does Sally have?

C)

There were 73 builders on site.
26 were driving diggers.

The rest were building houses.

How many builders were building houses?

D)

Bob has 28 pipes.

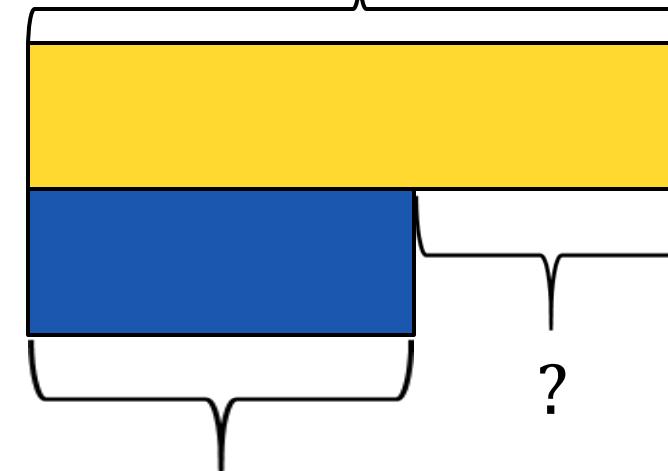
Sally has 41 pipes.

How many more pipes does Sally have than Bob?

CHALLENGE:

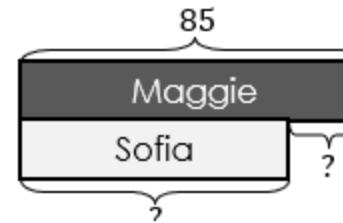
There were 73 cars in the car park. 26 of them were on the first floor. How many were on the second floor?

73



GREATER DEPTH

Create your own word problem for Maggie and Sofia using the bar model.



LUNCH

P.E.
In Class (p.m.)

Learning Objective

To explore poses and create a yoga flow.

Success Criteria

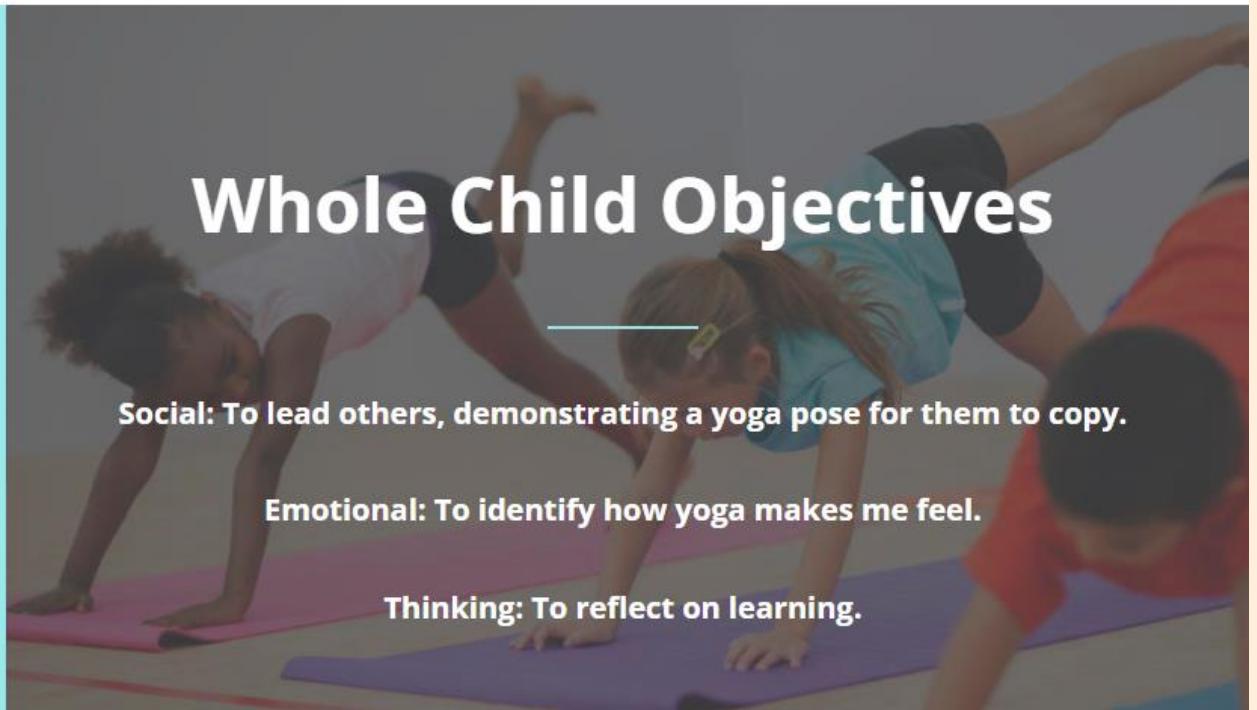
- Order poses so that they flow easily from one to the other.
- Work with your partner, sharing ideas and listening to each other.

Whole Child Objectives

Social: To lead others, demonstrating a yoga pose for them to copy.

Emotional: To identify how yoga makes me feel.

Thinking: To reflect on learning.





10
Mins

Warm Up and Introduction

Focus:

- 1) Place mats in a circle.
- 2) Sit in good sitting pose
- 3) Begin with a few mindful statements to help you focus:
 - 1) 'I am ready to be mindful'.
 - 2) 'I am ready to share my ideas'.
 - 3) 'I am ready to try my best'.

Spiderman breathing:

- 1) Stand on your mats.
- 2) Lift your hands in fists towards your chest and breathe in.
- 3) As you exhale, lower your arms out in front of you and with 'spiderman hands' exhale and spin a web out in front of you.
- 4) Repeat a few times.
- 5) Close your eyes to help you to focus.

30
Mins

Skill Development



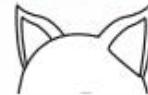
Superman



Wonder
Woman



Batman



Cat Woman



30
Mins

Skill Development



Spider
Woman



Super
Woman



Bat Girl



Spiderman



30
Mins

Skill Development



Flying through the sky:

Pupils lie on their backs on their mat and close their eyes. Tell them to:

- Imagine you are flying through the sky, high above the clouds. It is very quiet and very still, there is no-one else there.
- There is beautiful, bright sunshine that you can feel warm you from your head all the way down to your feet.
- Gracefully you fly high and low and you feel lighter than a feather as you soar through the open blue sky.
- Take a deep breath in and then slowly let it out as they return to land.



PSHE
Children's Mental Health Week 2026

Aim

- I can talk about where I feel a sense of belonging and the people who support me to do this.



What is Mental Health?

Mental health is all about how we are **feeling**, the **thoughts** we are having and how this affects the **choices** we make and how we **behave**.



It is also about how able we are to cope with what is happening in our daily lives.

People have both physical and mental health.

What Is Mental Health?

To look after our **physical health**, we can make healthier choices about what we eat and drink, the exercise we do and the amount of quality sleep we get.

To look after our **mental health**, we can think about what we do that helps us to feel happy, calm and content. We can choose to do more of these things each day.



Children's Mental Health Week

Every year, a whole week is chosen to focus on children's mental health.

Children's Mental Health Week happens every year in February.

Each year, there is a different theme.

This year's theme is:

This Is My Place!



This Is My Place

This year's theme, 'This Is My Place,' is about helping people to understand where they belong and how it feels to belong.

Feeling like we belong can help boost people's overall wellbeing and mental health.



This Is My Place

This Is My Place

Please quietly think about where you feel that you **belong**.

Some places people
may feel they belong
are:

- at home
- at school
- with family
- with friends
- in a class
- the local neighbourhood
- at youth clubs
- with teammates
- at sports clubs



People may feel a sense of
belonging in different places and
with different people.



Belonging

Feeling like we belong somewhere can boost our feelings of wellbeing.

When we feel we belong, it can help us to:

- share our feelings
- talk about our opinions
- use our voice
- feel included
- make stronger relationships

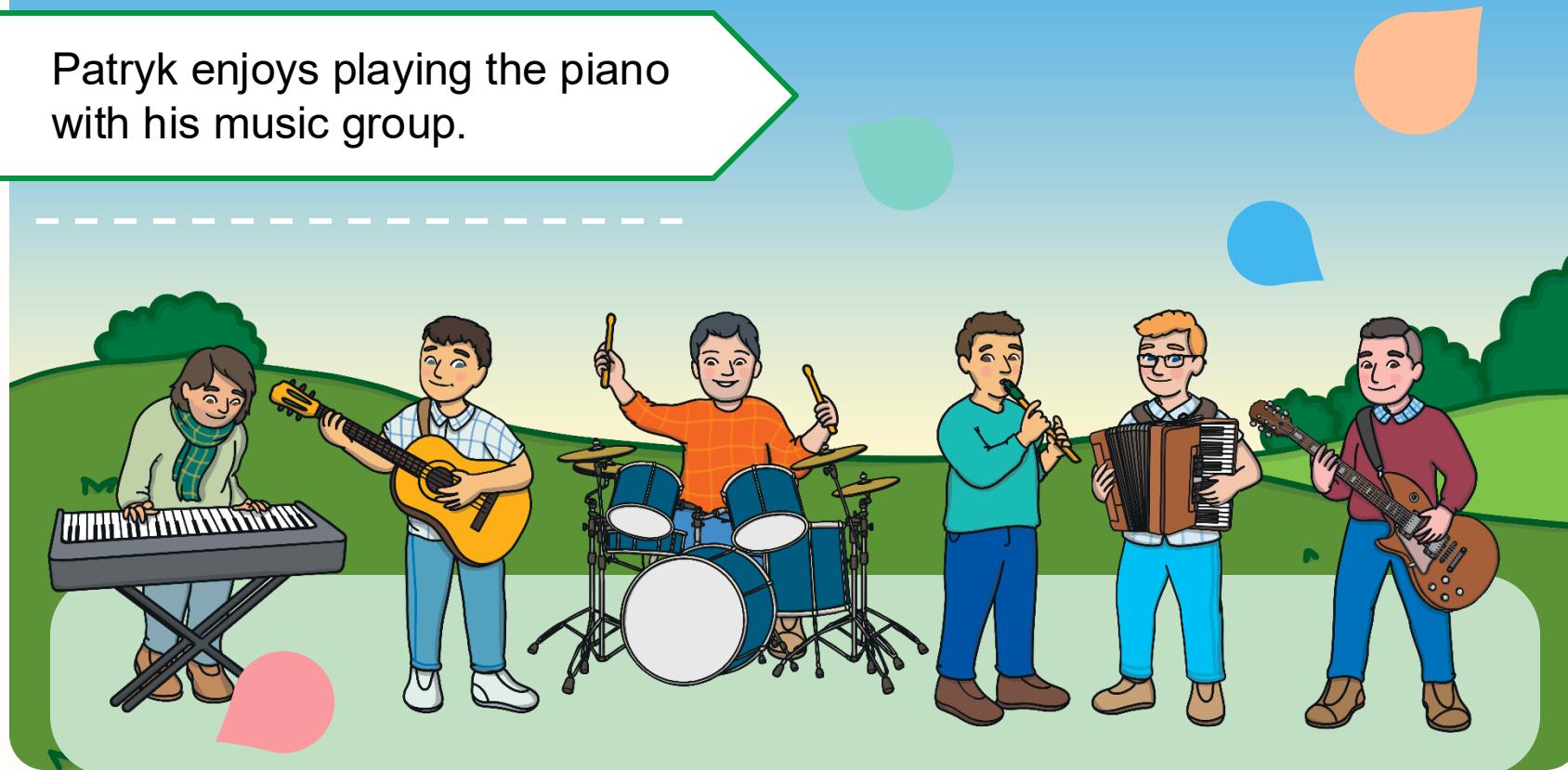


How does belonging make you feel?

Belonging

Let's think about how people may show a sense of belonging and have a feeling that '**this is my place.**'

Patryk enjoys playing the piano with his music group.



Belonging

Marissa shares her artwork and journal with her teacher.



Belonging

Harrison bakes for his grandma with his older brother.



Belonging

Daya shares her chocolate with her neighbour.



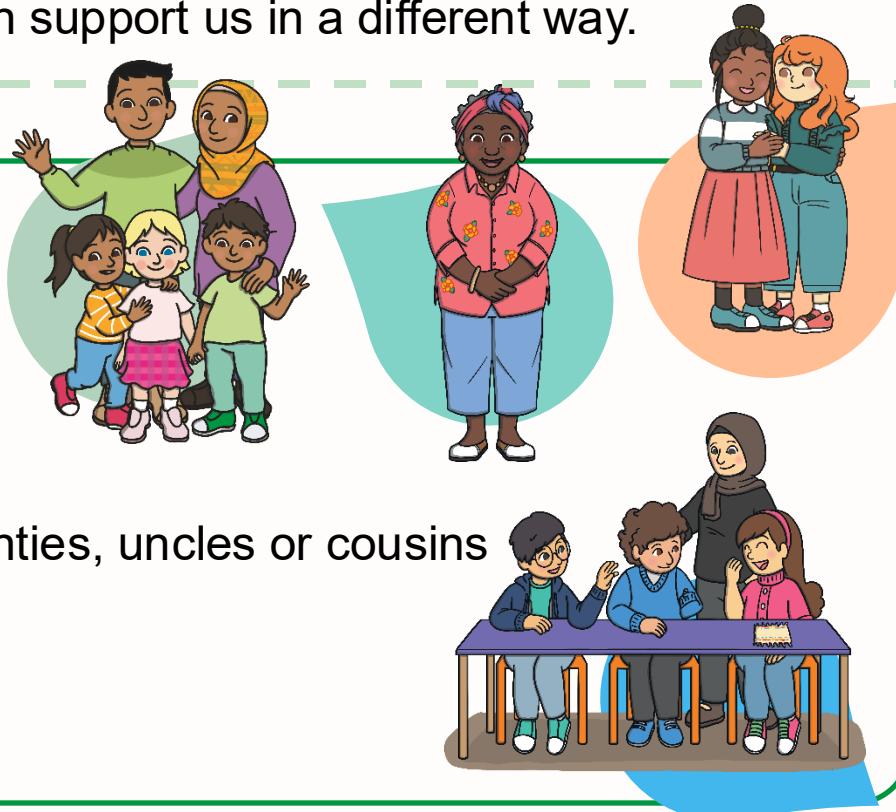
Trusted Adults

Our special people or trusted adults can boost our feelings of belonging. Our trusted adults can support us to be ourselves.

Each one of our trusted adults can support us in a different way.

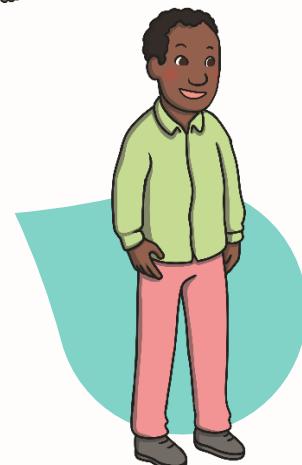
Trusted adults might include:

- parents and carers
- teachers
- coaches
- community leaders
- family members such as aunties, uncles or cousins
- a grandparent
- school staff
- neighbours



Trusted Adults

People will have different trusted adults and that is OK. Everyone has their own support network and we should always be respectful of this.



Support Network

Support Network

As well as getting support from trusted adults and others, we can also give other people our support.

Include another person in a game.

Be encouraging of teammates.

Show kindness and respect.

Listen to people and support them.

Let's think about what we could do to help someone else feel that they belong.



Reflection

Belonging and feeling able to say, '**This is my place!**' can help us to feel included and valued.



Knowing that we belong can help us to feel comfortable emotions which can boost our wellbeing and mental health.

Reflection

Reflection

As a person, a class member and a school community, let's work together so everyone can say, '**This is my place.**'



This Is **ME**

My Name _____

A Picture of Me

My Age

My Favourite Colour

My Favourite ...

Book

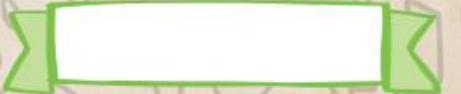
Film

Song

My Favourite Animal



My Favourite Food



These Are the People That **HELP ME**

is great to talk to.

makes me smile.



cheers me up
when I'm sad.

helps me learn
new things.

makes me laugh.

always believes in me.

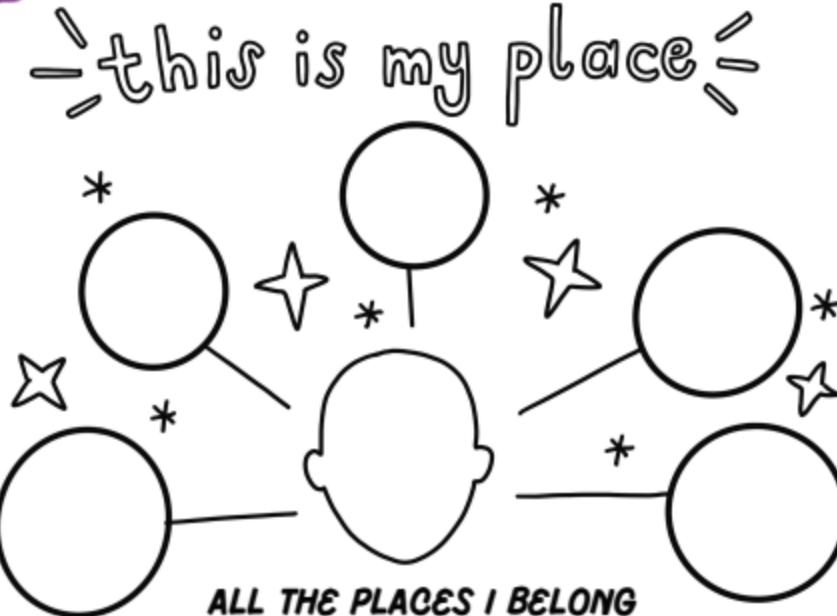
shares with me.

inspires me to do my best.



helps me feel
calm.

makes me feel
loved.



DRAW YOURSELF AND FILL THE CIRCLES WITH THE PLACES
YOU FEEL INCLUDED AND PART OF SOMETHING



COLOUR THESE NOTECARDS AND CUT THEM OUT TO SHARE WITH YOUR COMMUNITY.
ONE IS BLANK FOR YOU TO DESIGN YOUR OWN.

