

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
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)
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

25/02/26

Counting in Steps of 3

1. Try these. Put your answers in the boxes.

$0 + 3 + 3 =$	
$3 + 3 + 3 =$	
$6 + 3 + 3 =$	
$9 + 3 + 3 =$	

$15 + 3 + 3 =$	
$18 + 3 + 3 =$	
$6 + 3 + 3 + 3 =$	
$9 + 3 + 3 + 3 =$	

2. Complete the sequences:

0, 3, __, 9, __, __, 18, __, 24

30, 27, __, 21, __, 15, __, __, 6, 3, 0

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 STAMINA!



MORNING CHALLENGE 25/02/26

Counting in Steps of 3

1. Try these. Put your answers in the boxes.

$0 + 3 + 3 =$		$15 + 3 + 3 =$	
$3 + 3 + 3 =$		$18 + 3 + 3 =$	
$6 + 3 + 3 =$		$6 + 3 + 3 + 3 =$	
$9 + 3 + 3 =$		$9 + 3 + 3 + 3 =$	

2. Complete the sequences:

0, 3, __, 9, __, __, 18, __, 24

30, 27, __, 21, __, 15, __, __, 6, 3, 0

MORNING CHALLENGE 25/02/26

Counting in Steps of 3

1. Try these. Put your answers in the boxes.

$0 + 3 + 3 =$		$15 + 3 + 3 =$	
$3 + 3 + 3 =$		$18 + 3 + 3 =$	
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$9 + 3 + 3 =$		$9 + 3 + 3 + 3 =$	

2. Complete the sequences:

0, 3, __, 9, __, __, 18, __, 24

30, 27, __, 21, __, 15, __, __, 6, 3, 0

Spelling

Identify the tricky parts.

1. want
2. wander
3. quality
4. watch
5. squash
6. quarrel
7. was
8. what
9. quad

Identify the tricky parts.

1. want
2. wander
3. quality
4. watch
5. squash
6. quarrel
7. was
8. what
9. quad

Pick a word to practice and write it as many times as you can in 1 minute.

Focus on the spelling.

Identify the tricky parts.

Pick a word to practice and write it in the most unusual way possible- but it still must be spelt correctly.

want

watch

what

was



Brain
Breaks



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

Literacy

Wednesday 25th February

T.B.A.T. identify and write questions

1

Underline all of the **verbs** in the sentence below.

I am walking down the street and listening to my favourite song.

2

Tick the correct word to complete the sentence below.

Shall we go to the cinema _____ the park today?

Tick **one**.

or

so

but

3

Tick the sentence that is a **question**.

Tick **one**.

I like going on the slide.

Can we go on the swings next please?

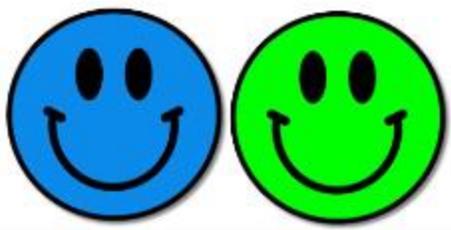
Push me when I'm on the swing.

Oh brilliant I love climbing frames!

CHALLENGE

I am going to take. a walk and see the sunset.

There are two full stops in this sentence. Are they both in the correct place? Explain.



What is a question?

How do we know we have written a question?

I know that I have written a question
when I have used

.....

.

How do we know we have said a question?

I know when I have said a question
because I am waiting



Can you think of a question when this is the
answer?

EXAMPLE

What is yellow and round?

The sun



What questions words can you think of?

Who?

Why?

When?

When?

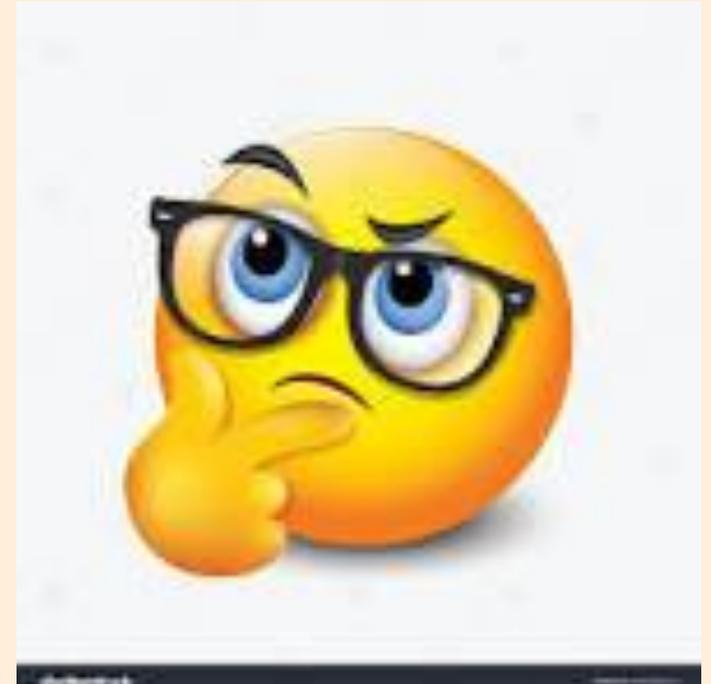
Where?

How?

Do you?

Could you?

Have you?



Using the question words can you think of a question about Queen Elizabeth II that you would want to know the answer to?

Who?
What?
When?
Where?
Why?
How?

EXAMPLE

How old was Elizabeth when she became the queen?



Using the question words can you think of a question about Queen Elizabeth II that you would want to know the answer to?

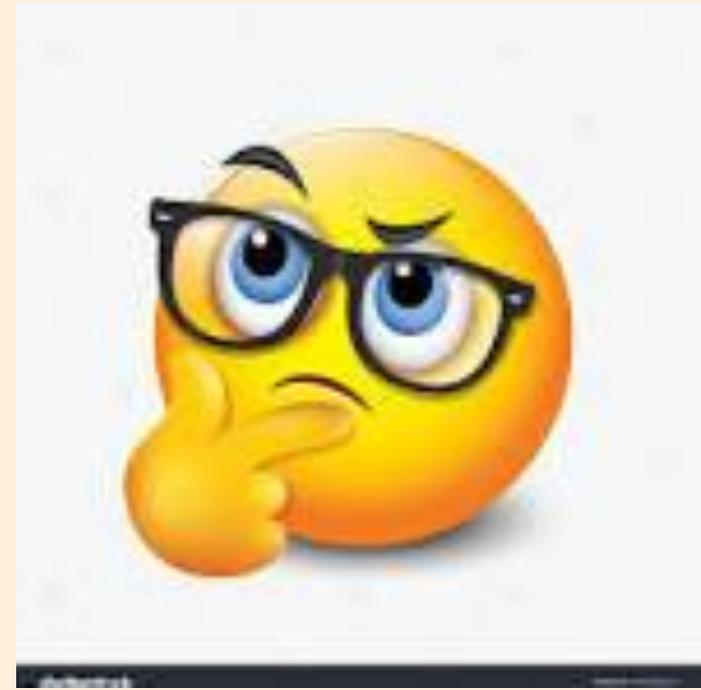
- **Who:** Who was Queen Elizabeth II?
- **What:** What were Queen Elizabeth II's hobbies?
- **When:** When was Queen Elizabeth II born?
- **Where:** Where did Queen Elizabeth II live?
- **Why:** Why is Queen Elizabeth II famous?
- **How:** How long did Queen Elizabeth II reign?



Write a question about Queen Elizabeth II that you would want to know the answer to?

Use each of the question words

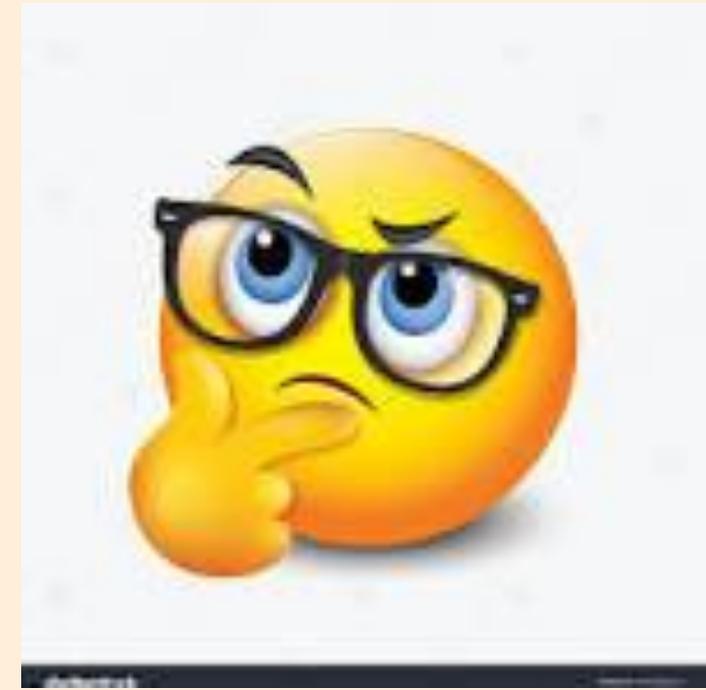
- **Who:**
- **What:**
- **When:**
- **Where:**
- **Why:**
- **How:**



Write a question about Queen Elizabeth II that you would want to know the answer to?

MORE EXAMPLES

- **Who:**
 - Who were Queen Elizabeth II's parents?
 - Who succeeded Queen Elizabeth II?
- **What:**
 - What were some of Queen Elizabeth II's major achievements?
 - What was Queen Elizabeth II's favourite pet?
- **When:**
 - When did Queen Elizabeth II get married?
 - When did Queen Elizabeth II celebrate her Silver Jubilee?
- **Where:**
 - Where was Queen Elizabeth II crowned?
 - Where did Queen Elizabeth II go to school?
- **Why:**
 - Why did Queen Elizabeth II become queen at a young age?
 - Why is Queen Elizabeth II's reign considered significant?
- **How:**
 - How did Queen Elizabeth II contribute to charity?
 - How did Queen Elizabeth II spend her free time?



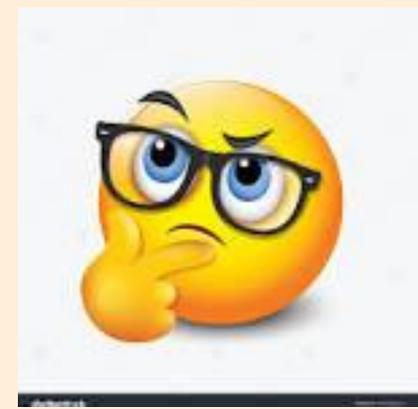
Write a question about Queen Elizabeth II that you would want to know the answer to?

CHALLENGE

Can you write the answer to one of your questions?

GREATER DEPTH

Where might you look to find the answers to your questions?



PE

Learning Objective

To develop returning a ball with hands.

Success Criteria

- Move quickly from the ready position to meet the ball.
- Watch the ball carefully as it comes towards you.

Whole Child Objectives

Social: To be respectful of others when playing games.

Emotional: To persevere when learning something new.

Thinking: To reflect on my learning and choose the right skill for me.



CONES
x 30



PLAYGROUND BALL
x 15

10

Mins

Warm Up and Introduction

How do I feel?

Q: How does your body feel before you have done any exercise? What is your breathing like, fast or slow? Do you feel hot or cold? Do your muscles feel ready to play games or not yet?

Tell pupils they are going to warm up and then see if they notice any differences in their body.

Copycat:

In pairs with one ball between them, pupils stand 2m apart facing one another.

One pupil begins with the ball as the leader. They complete any warm up exercise on the spot and their partner must copy them. When the teacher says 'copycat', they roll the ball to their partner, who collects it and becomes the new leader.

Discuss some warm up movements they could use e.g. jumping, hopping, star jumps, dancing, sidestepping etc.

Use movements that will warm up and make your heart beat faster.



How do I feel now?

Q: How do you feel now? Are you hot or cold? Is your heart beating slow or fast? Why do you think that is? What other changes have happened in your body? Why? *As we exercise we take in more oxygen which is pumped around our bodies to our muscles. This will help us to warm our muscles and stay free from injuries.*

30

Mins

Skill Development

Squashing grapes:

In pairs with one ball between them, pupils begin facing each other, 3m apart.

A Pupils take turns to roll the ball to their partner. Partner must stop the ball by squashing it with both hands.

Watch the ball carefully as it comes towards you. Begin in the ready position so that you can move quickly.

B Repeat the activity, this time pupils can send the ball slightly either side of their partner instead of to them.

Return to the middle in the ready position each time.

Make this harder by stopping the ball with one hand.



C Play the game again, this time pupils score one point if their partner doesn't manage to stop the ball.

Keep the score and be honest when you play. Be sure to be respectful of your opponent.

Make this easier by placing a cone either side of the players. The ball must travel between the two cones in order for the opposition to score. Reduce the size of the goal to make it easier for the pupil stopping the ball.

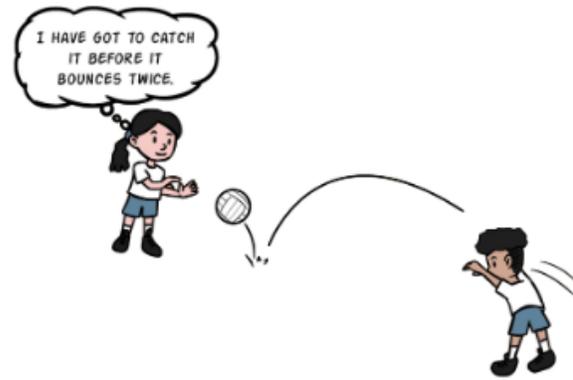
Partner return:

In pairs with one ball between them. They use the same set up as the previous activity.

A Pupils underarm throw the ball to their partner, partner catches the ball after one bounce and then returns it by underarm throwing it back.

Catch the ball with two hands. Point your hand towards your partner as you let go of the ball to throw accurately making it easier for them to catch.

Make this harder by throwing the ball a little away from their receiver so that they have to move to catch it after just one bounce.



B Pupils underarm throw the ball to their partner who must return it by patting it with open palms. Pupils explore patting it back with one and two hands.

Keep returning quickly to the ready position each time. Keep a strong wrist and fingers together. Pat the ball when your hand is facing your partner.

Make this easier by having one pupil pat the ball and the other catch it until they are ready to progress to both pupils patting the ball.



C Show pupils how to create fist with both hands. They place their left hand out palm open and place their right hand on top of it. Close their hands together so that their thumbs meet.

One pupil underarm feeds the ball to their partner, who after one bounce tries to return the ball using their new hand shape. Partner to catch the ball and repeat.

Swap over.



Team keep up:

In groups of four with one playground ball and four cones between them. They create a 'net' using the four cones and stand two players either side. Groups work as a team to send the ball over the net and return it. Each pupil can choose how they wish to return the ball from the methods they have explored today:

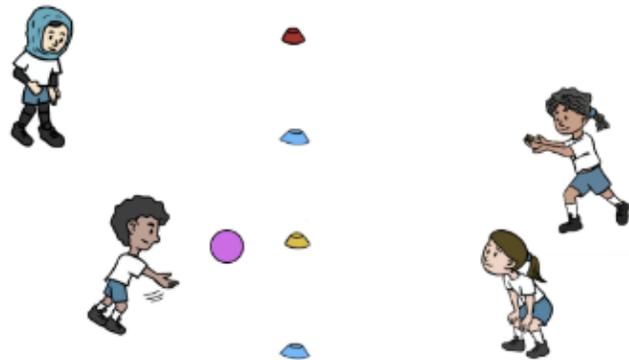
- catch, return
- open palm pat, return (one or two hands)
- closed fists, return

Pupils aim to return the ball over the net after one bounce. Option to count how many they can do in a row with only one bounce in between.

Work together by spreading out on your side of the court. Begin in the ready position and watch the ball carefully. Aim towards your group to make it easier to keep a rally going.

Make this harder by playing against each other 2v2. Teams score one point if their ball bounces more than once on the opposition's side of the court.

Make this easier by allowing the ball to bounce more than once before they return it.



5

Mins

Plenary

Why is it important to move quickly when defending space? Pupils close their eyes. Using thumbs up, down or in the middle as an assessment tool, how effective do they think they were at returning a ball using their hands?

Using thumbs as an assessment tool, how effective do they think they were at persevering in today's lesson? Why is it important to persevere?

Using the thumbs assessment tool, how respectful do they think they were of their teammates? Ask the pupils why is it important to be respectful of their teammates?

LUNCH

MATHS

25.02.26 T.B.A.T. recognise the value of coins and notes and use the £ symbol accurately

3 in 3

1)

$$21 + 8 = \boxed{}$$

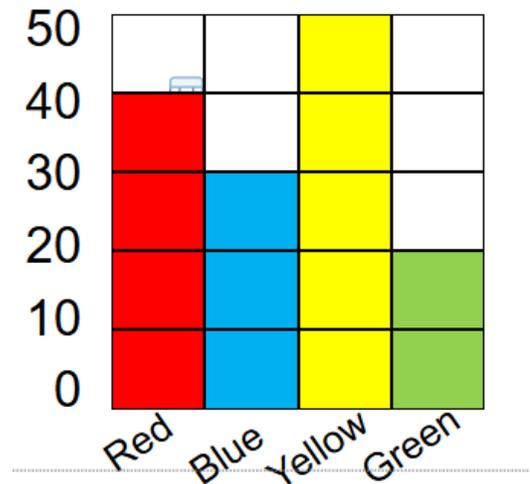
2)

$$45 - 10 - 10 = \boxed{}$$

3)

How many more points have yellow got than green?

Number of team points



CHALLENGE:

Which two teams had the least points? If you add their totals together, which team would they have the same score as?

25.02.26 T.B.A.T. recognise the value of coins and notes and use the £ symbol accurately

3 in 3

1)

$$21 + 8 = \boxed{}$$

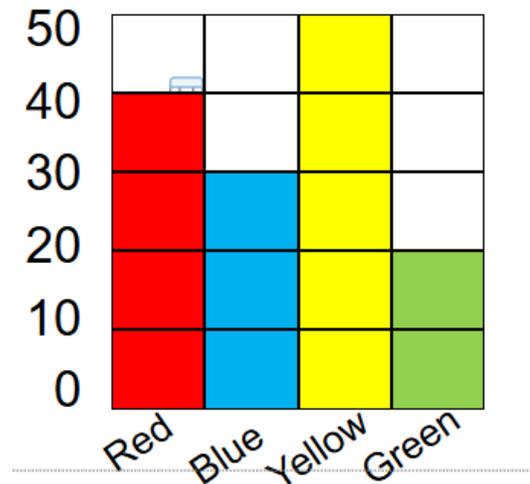
2)

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How many more points have yellow got than green?

Number of team points



CHALLENGE:

Which two teams had the least points? If you add their totals together, which team would they have the same score as?



one pound



pounds



pence



value

coin

notes



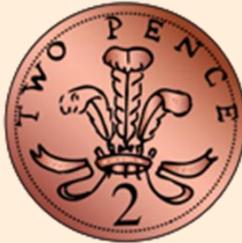
greater

lower

BLUE

GREEN

• Choose three coins:



• Order them from the least to the greatest value

• Repeat with a different set of three coins

How many pennies do you think are equal to one pound?

BLUE

GREEN



BLUE

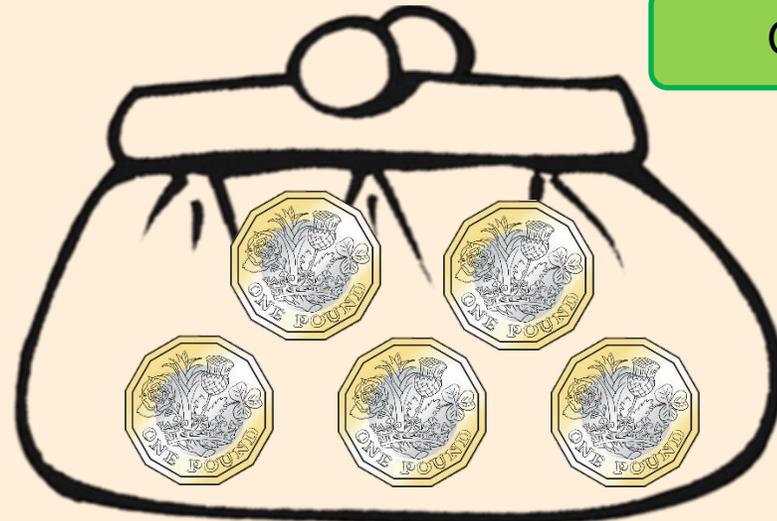
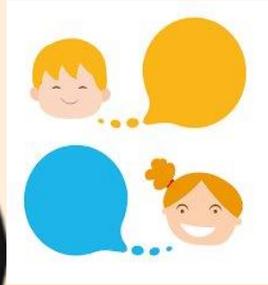
GREEN

What are the values of these coins and notes?



BLUE

GREEN



I choose the football.
The football costs 4 pounds. I can pay for this
using the money in the purse.



The purse has five 1 pound coins.
Five 1 pound coins is the same as
one 5 pound note. You can pay
for this and



one pound
coin

pounds
notes

pence
greater

value
lower

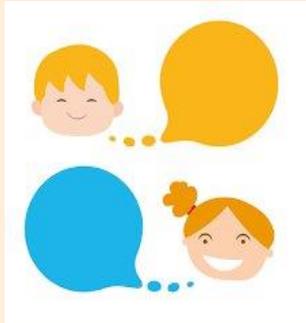


BLUE

GREEN

Which note has a greater value?

How do you know?



Which has a greater value?

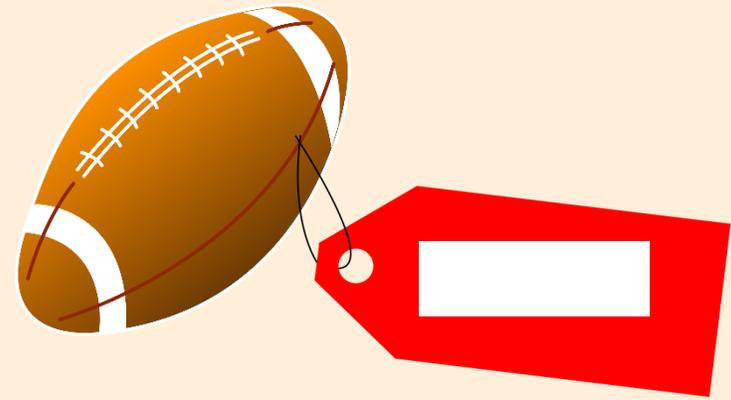
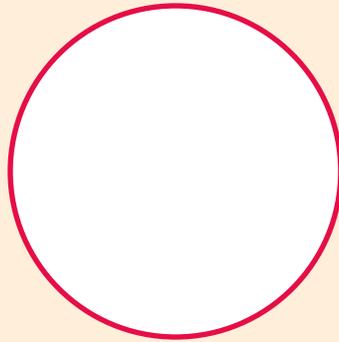
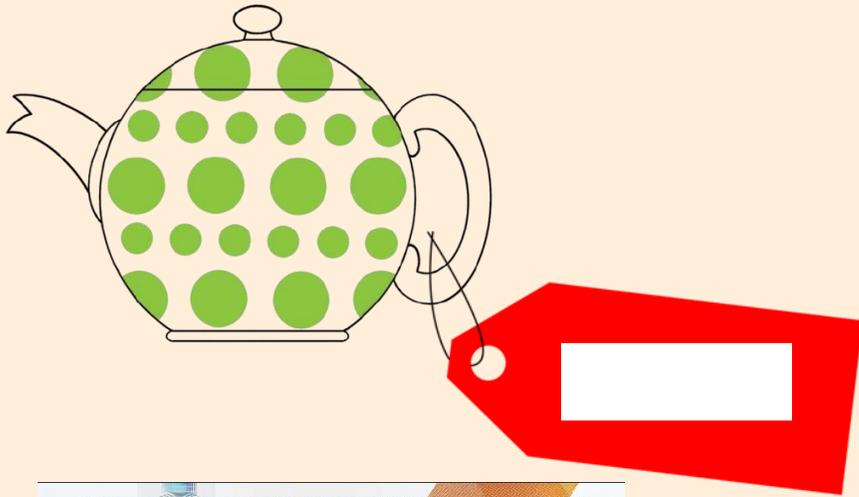
Write an expression using $<$, $>$ or $=$



- Fill in the price tags with the value of each item



Use the $<$, $>$ and $=$ symbols to compare the two values.



B
B



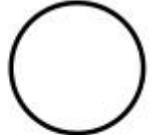
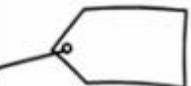
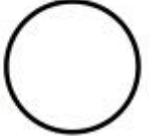
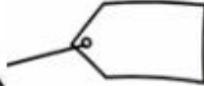
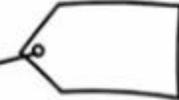
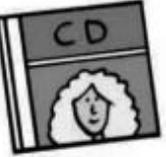
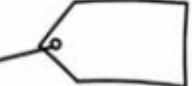
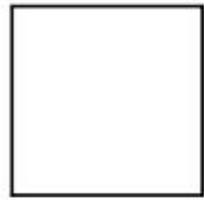
25.02.26 T.B.A.T. recognise the value of coins and notes and use the £ symbol accurately

IND

CHALLENGE:

Fill in the price labels. Use the signs <, > or = to fill in the circles.

Use the coins and notes below to complete the equations on your task sheet.

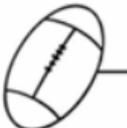
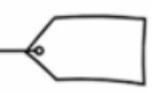
						
						
						
						



M	••••	1 2 3
	••••	1 3 2
	••••	2 1 3
	••••	2 3 1
	••••	3 1 2
	••••	3 2 1

Can you find all the possible correct answers for each equation using different coins and notes?

Fill in the price labels to match the comparisons. Draw the amount and its equivalence, using the coins and notes from the prompt sheet.

				
				
	=			=

25.02.26

GREATER DEPTH



Purse A



Purse B

Purse A has more money because there are more notes and more coins.



Olive

Purse B has more money because the value is greater.



Henry

25.02.26

GREATER DEPTH



Purse A



Purse B

Purse A has more money because there are more notes and more coins.



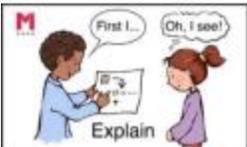
Olive

Purse B has more money because the value is greater.

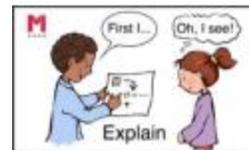


Henry

Who is correct? Explain how you know.



Who is correct? Explain how you know.



BREAK

Computing with Confidence

Basic Skills

T.B.A.T. identify missing keys on the keyboard

Keyboard Cut and Paste Missing Vowels

The vowels have fallen off this keyboard, can you put them back in the correct places?

