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	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Computing
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (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	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Computing
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**ENRICHMENT (PPA)**

MORNING CHALLENGE 16/03/26

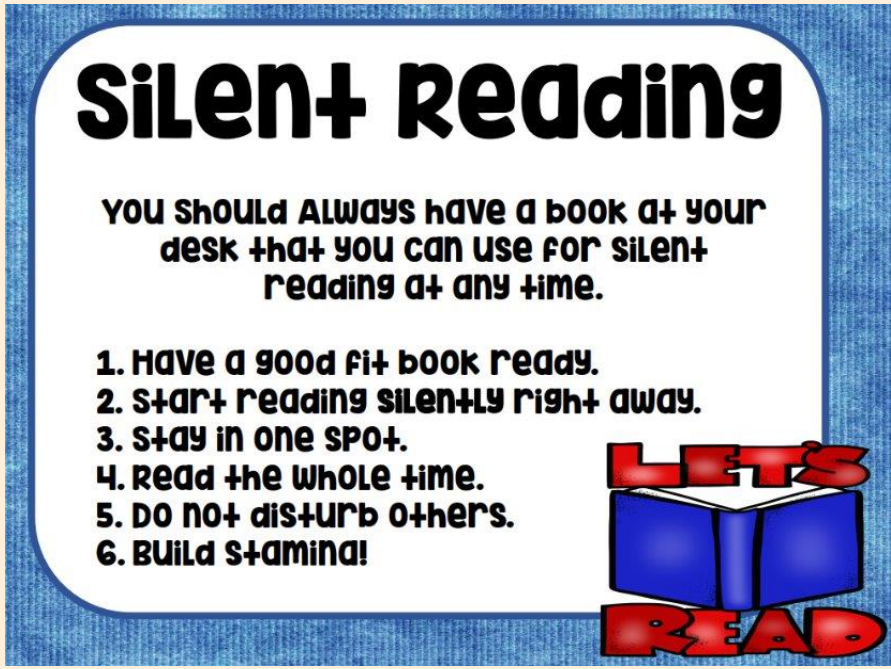
Subtracting Two 2-Digit Numbers

(without regrouping)

1. 58 – 27 =
2. 86 – 70 =
3. 88 – 24 =
4. 76 – 22 =
5. 59 – 15 =
11. 53 – 22 =
12. 50 – 10 =
13. 97 – 14 =
14. 89 – 26 =
15. 36 – 22 =

16/03/26

If you finish, read!



MORNING CHALLENGE 16/03/26

Subtracting Two 2-Digit Numbers

(without regrouping)

1. 58 – 27 =
2. 86 – 70 =
3. 88 – 24 =
4. 76 – 22 =
5. 59 – 15 =
11. 53 – 22 =
12. 50 – 10 =
13. 97 – 14 =
14. 89 – 26 =
15. 36 – 22 =

MORNING CHALLENGE 16/03/26

Subtracting Two 2-Digit Numbers

(without regrouping)

1. 58 – 27 =
2. 86 – 70 =
3. 88 – 24 =
4. 76 – 22 =
5. 59 – 15 =
11. 53 – 22 =
12. 50 – 10 =
13. 97 – 14 =
14. 89 – 26 =
15. 36 – 22 =

Monday 16th March

T.B.A.T. retrieve information from a text

3 in 3

What has happened so far in this story?
What do you think he might build?

Read the rest of the book

What do these phrases mean?

scattering the hares

lungs throbbed

mackerel circled

sand billowed

Read the text on your own or with a partner

Talk with your buddy about any questions you have about what you read.

Brain Breaks

Monday 16th March

T.B.A.T. retrieve information from a text

1. What is the special job Grandma used to do?

Grandma was a _____

2. Who helps the boy on his journey? _____

3. What happens once the boy finishes his building?

After he finishes the _____

4. What does the boy find at the end of his journey?

The boy finds

_____

5. How does the boy feel when Grandma isn't there anymore?

The boy feels

_____

Challenge

At the end of the story, what does the boy see in the distance?

Greater Depth

How does the story end on the final page?

Assembly 10.00/ Sports Assembly

MATHS

10:50 – 11:50 / 1:05 – 1:55

16.03.26

T.B.A.T. Identify 2D shapes on 3D surfaces

3 IN 3

1. 65 - 18= ☐

2. 110 ÷ 10 = ☐

3. ☐☐ - ☐☐ = 44

STAR WORDS

faces

vertex

vertices

edges

apex

16.03.26

T.B.A.T. Identify 2D shapes on 3D surfaces

3 IN 3

1. 65 - 18= ☐

2. 110 ÷ 10 = ☐

3. ☐☐ - ☐☐ = 44

16.03.26

T.B.A.T. Identify 2D shapes on 3D surfaces

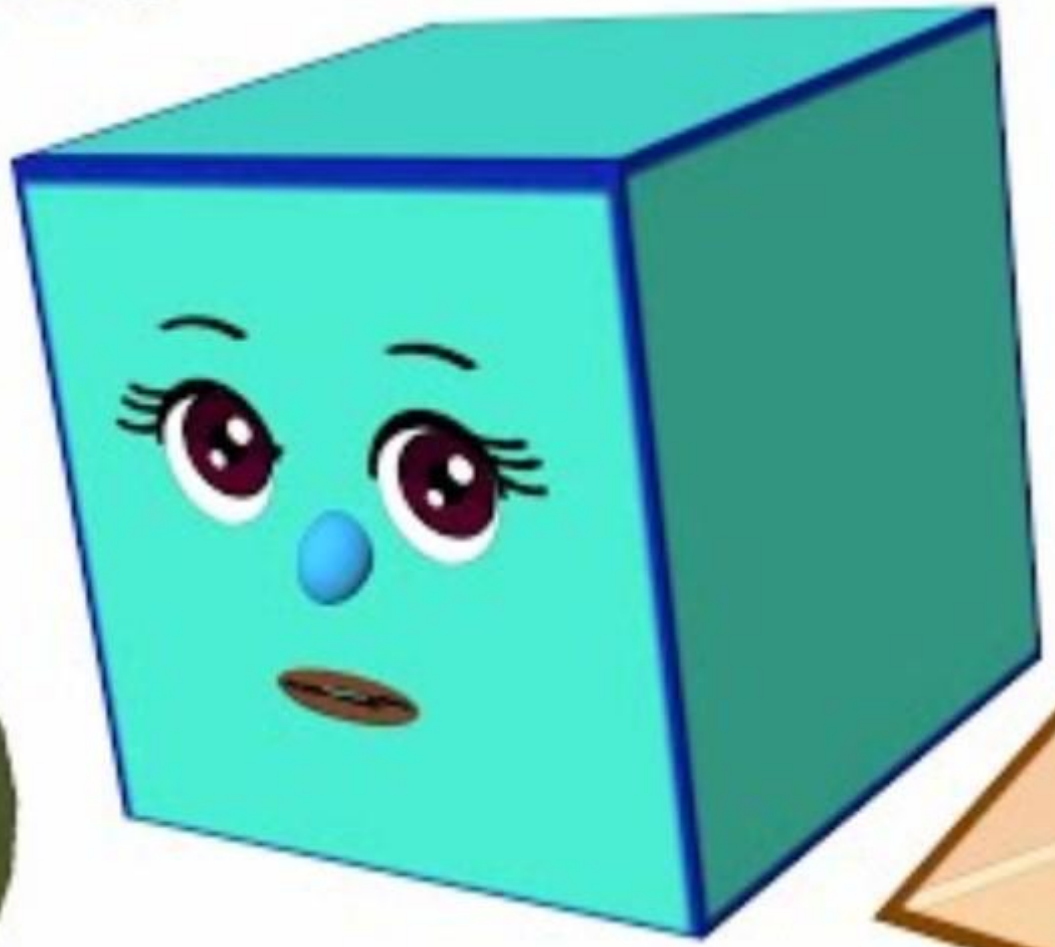
3 IN 3

1. 65 - 18= ☐

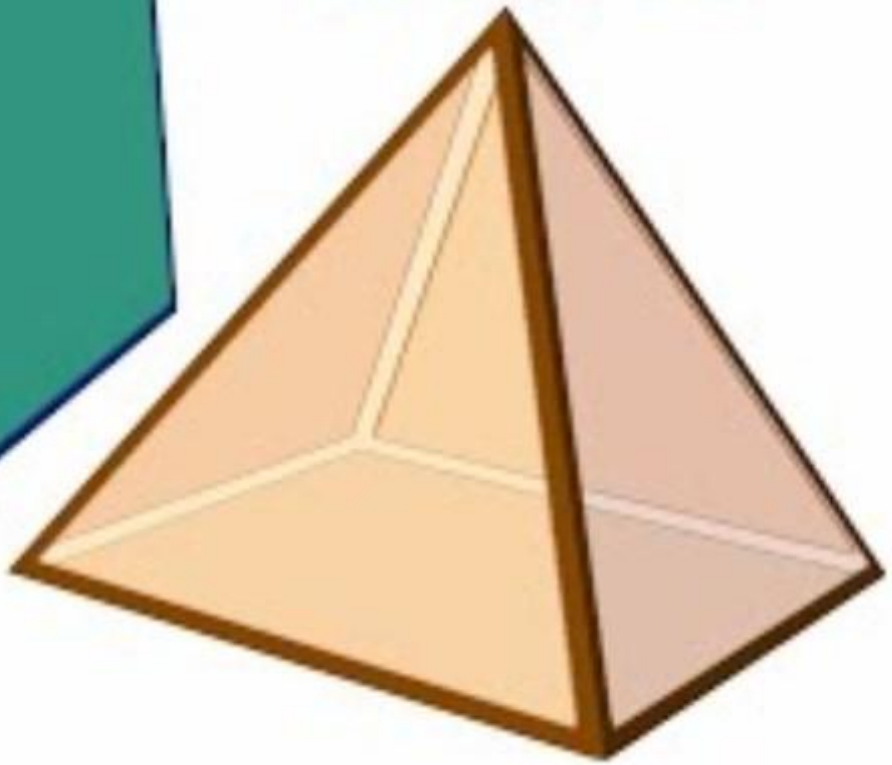
2. 110 ÷ 10 = ☐

3. ☐☐ - ☐☐ = 44

Vertices
Faces
Edges

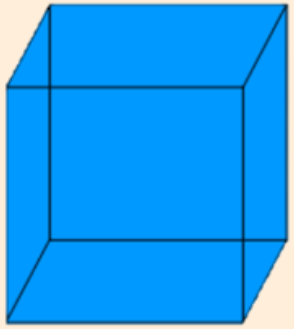


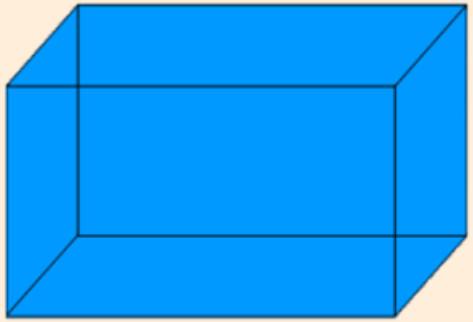
3D Shapes

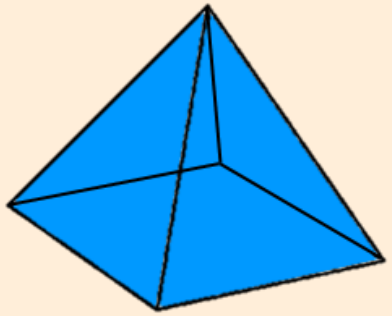


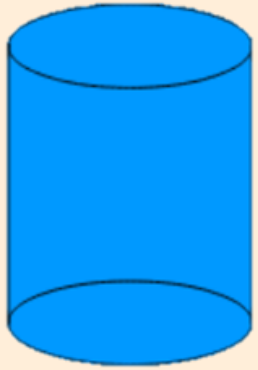
How would you describe these shapes using the following words:

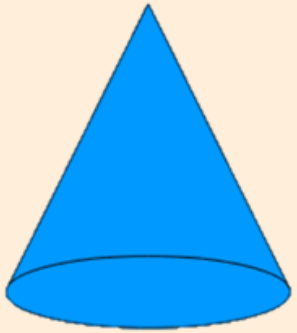
- faces
- edges
- vertices







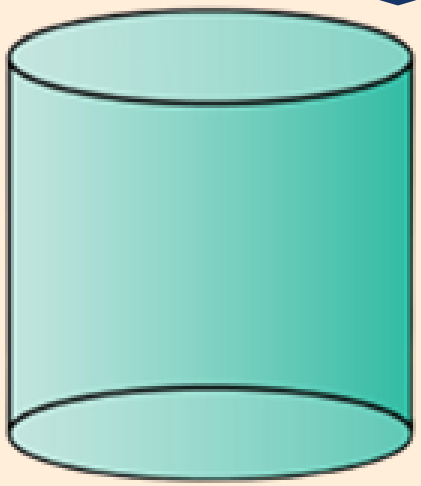


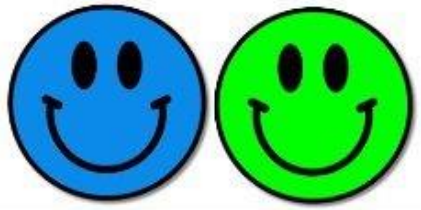


How would you describe this 3D shape? What is the name of the shape?

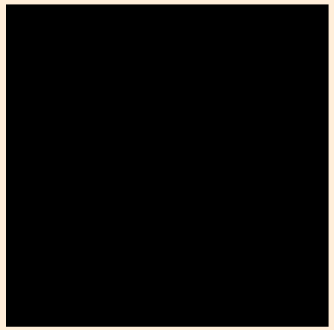
The top and bottom of this shape …

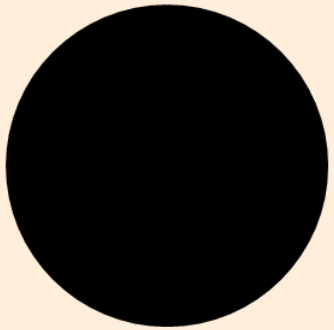
I know this 3D shape is a ..... because

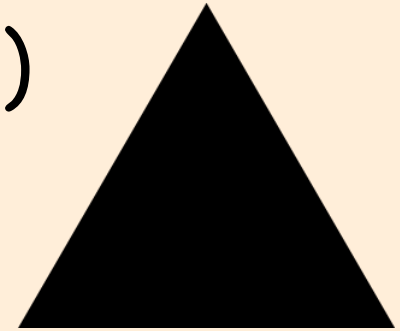


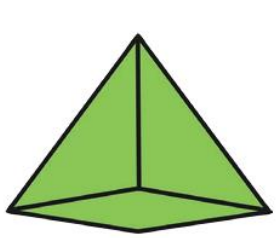


Which 3D shapes could these 2D shapes belong to?

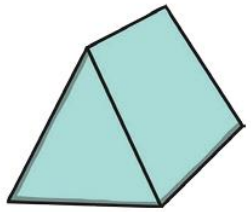
a) 

b) 

c) 

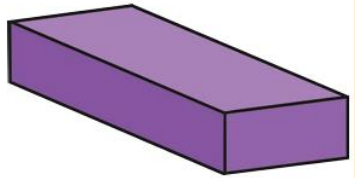


square-based pyramid

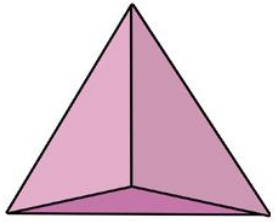


triangular prism

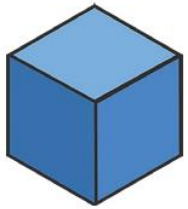
cone



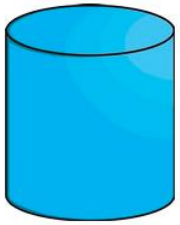
cuboid



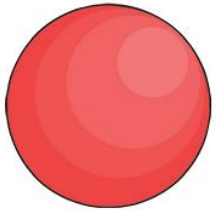
triangular-based pyramid



cube



cylinder



sphere

Which 3D shape might the 2D shape belong to and why?

1. Name the shadow.
2. Look at the faces of the 3D shapes.
3. Look for the same 2D shape.
4. Circle the 3D shape you think it belongs to.
5. Write a sentence to explain why.

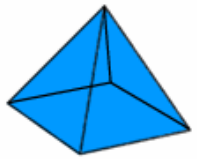
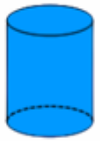
Shadow	3-D shape
	cone or cuboid

Explanation: I think it is the cuboid because a cuboid has ..... faces and ..... are rectangles.

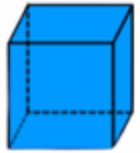
Brain Breaks

INDEPENDENT: Match the 2D face to the 3D shape.

Shadow	3-D shape
	cone or cuboid
Explanation: _____	

Shadow	3-D shape
	 square-based pyramid or  cylinder
Explanation: _____	

1. Name the shadow.
2. Look at the faces of the 3D shapes.
3. Look for the same 2D shape.
4. Circle the 3D shape you think it belongs to.
5. Write a sentence to explain why.

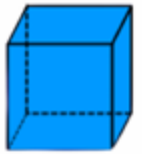
Shadow	3-D shape
	or 
Explanation: _____	

Shadow	3-D shape
	cone or cuboid

Explanation: _____

_____

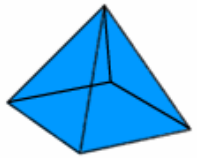
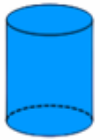
_____

Shadow	3-D shape
	or 

Explanation: _____

_____

_____

Shadow	3-D shape
	 square-based pyramid or  cylinder

Explanation: _____

_____

_____

CHALLENGE

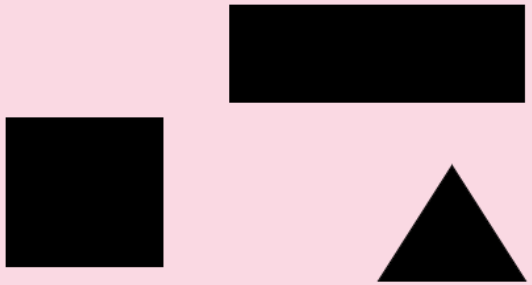
What are the similarities and difference between the 3-D shapes that **do not** cast the shadows?

_____

_____

GREATER DEPTH

Which shadow could belong to the most 3-D shapes?



Science

16.03.26

T.B.A.T. create food chains and talk about different roles played by plants and animals.

3 IN 3

1 A food chain always starts with a ...

_____

2 Manatees eat plants on the seabed around them. This is known as ... (Tick **1** correct answer)

- ☐ food provided by humans
- ☐ grazing
- ☐ hunting

3 True or false. Animals can survive without food.

_____

4 In this food chain the greenfly is food for the ... (Tick **1** correct answer)

- ☐ cabbage
- ☐ greenfly
- ☐ ladybird
- ☐ arrow

STAR WORDS

- animal
- plants
- food chain
- role
- research

16.03.26

T.B.A.T. create food chains and talk about different roles played by plants and animals.

3 IN 3

1 A food chain always starts with a …

_____

2 Manatees eat plants on the seabed around them. This is known as … (Tick **1** correct answer)

- ☐ food provided by humans
- ☐ grazing
- ☐ hunting

3 True or false. Animals can survive without food.

_____

4 In this food chain the greenfly is food for the … (Tick **1** correct answer)

- ☐ cabbage
- ☐ greenfly
- ☐ ladybird
- ☐ arrow

16.03.26

T.B.A.T. create food chains and talk about different roles played by plants and animals.

3 IN 3

1 A food chain always starts with a …

_____

2 Manatees eat plants on the seabed around them. This is known as … (Tick **1** correct answer)

- ☐ food provided by humans
- ☐ grazing
- ☐ hunting

3 True or false. Animals can survive without food.

_____

4 In this food chain the greenfly is food for the … (Tick **1** correct answer)

- ☐ cabbage
- ☐ greenfly
- ☐ ladybird
- ☐ arrow

Recap

Buddy Talk

Why are food chains important?

Animals need

What different foods do these animals eat?

I think the iguana likes to eat ...

iguana

I think the robin likes to eat ...

robin

Whole Class

Why are food chains important?

Food chains show us how **animals** depend on **plants** and other animals for the food they need to stay alive.

leaves

→

giraffe

→

lion

This food chain shows that leaves on the tree are food for the giraffe, and that the giraffe is food for the lion.

Whole Class

Why are food chains important?

Expla

A leaf is a **plant.**

A leaf is the start of a **food chain**.

What **animals** eat leaves?

Look at this photograph. What would be next in this food chain?

caterpillar eating a leaf

Whole Class

Why are food chains important?

Explanatio

The caterpillar is food for another **animal**.

A **food chain** shows us the order in which this happens.

leaf

caterpillar

spider

In this food chain, the caterpillar is food for a spider.

Independent

Task A: Why are food chains important?

Complete these food chains to show which living things depend on each other for food.

leaves → giraffe → ☐

acorn → ☐ →

fox

Whole Class

Roles in a food chain

Explanati

Food chains are made up of **plants** and **animals**. Each of these has an important **role**.

plant

rabbit

barn owl

A role means the part that the plant or animal plays in the food chain.

Whole Class

Roles in a food chain

There must be enough starfish for the seagulls to eat.

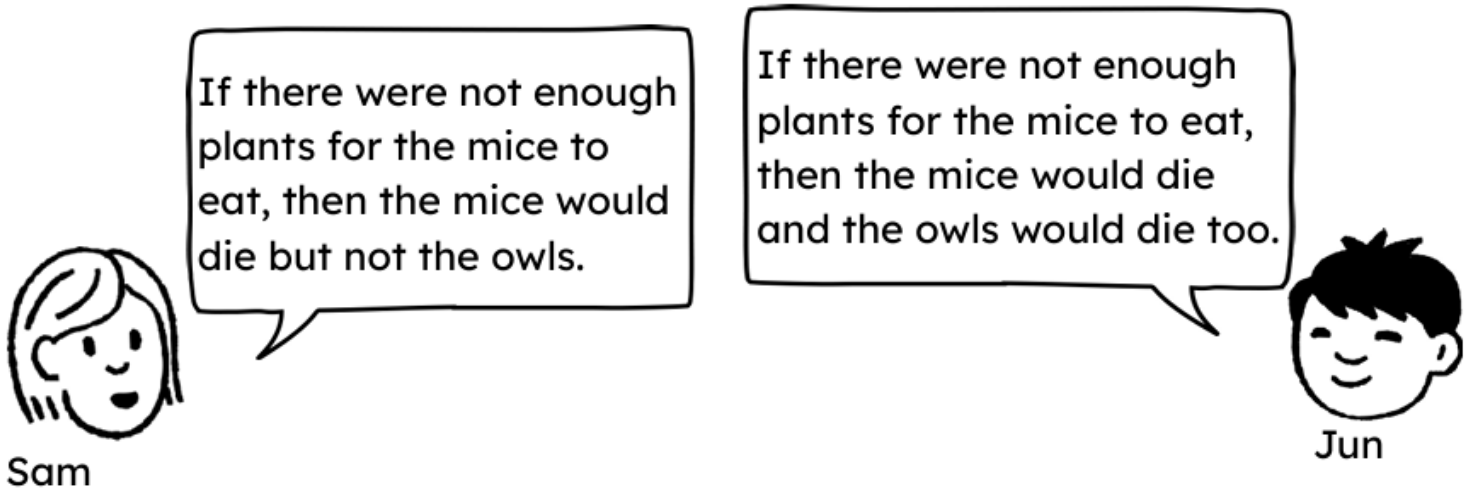
seaweed → starfish → seagull

What do you think will happen if there aren't enough starfish for seagulls to eat?

Buddy Talk

Task B: Roles in a food chain

Sam and Jun talk about the role of plants in this food chain.



Who do you agree with? Talk with a partner and give reasons for your answer.

Whole Class

What is research?

Laura wants to create a **food chain**.

She starts with a **plant** called lettuce.

lettuce

She knows that lettuce is eaten by rabbits.

Laura does not know what rabbits are eaten by.
How could Laura find out what **animal** eats rabbits?

Whole Class

What is research?

Scientists often do **research** to search for answers to their questions.

They can look in books for information.

They can search the internet for information.

They can ask experts such as other scientists.

Challenge

Research these animals and create a food chain for each one.

Food chain 1: crab

Food chain 2: barn owl

You will need to research the role of each animal. Find out what it eats and whether it is food for another animal.

Food chain 1: crab

Food chain 2: barn owl

Task A: Why are food chains important?

Complete these food chains to show which living things depend on each other for food.

leaves

giraffe

acorn

fox

Task B: Roles in a food chain

Sam and Jun talk about the role of plants in this food chain.

plant

mouse

owl

Sam

If there were not enough plants for the mice to eat, then the mice would die but not the owls.

If there were not enough plants for the mice to eat, then the mice would die and the owls would die too.

Jun

Who do you agree with? Talk with a partner and give reasons for your answer.

Challenge

Research these animals and create a food chain for each one.

Food chain 1:
crab

Food chain 2:
barn owl

You will need to research the role of each animal. Find out what it eats and whether it is food for another animal.

Food chain 1: crab

Food chain 2: barn owl

Greater Depth

Explain in your own words: What is a food chain?

MUSIC
2.30-2.55

LESSON 3

LESSON LEARNING

- Combining sounds to create a musical effect
- Performing to an audience

TEACHING ACTIVITIES

Night on the bare mountain

Listen to ***Night on the bare mountain*** and discuss how the orchestra creates the scary mood

Spooky instruments

Explore instrument sounds to describe the characters and objects in your spooky scene

Spooky scene performance

Combine vocal and percussion sounds to perform your spooky scene

LEARNING SUPPORT

Help groups to work productively to create their sound picture for activity three by reminding them of some ways they may choose to organise their sounds, eg playing in turn, adding players one by one, improvising all at the same time with awareness of the overall effect.

The Collins Hub Educator > Library

twinkl.co.uk

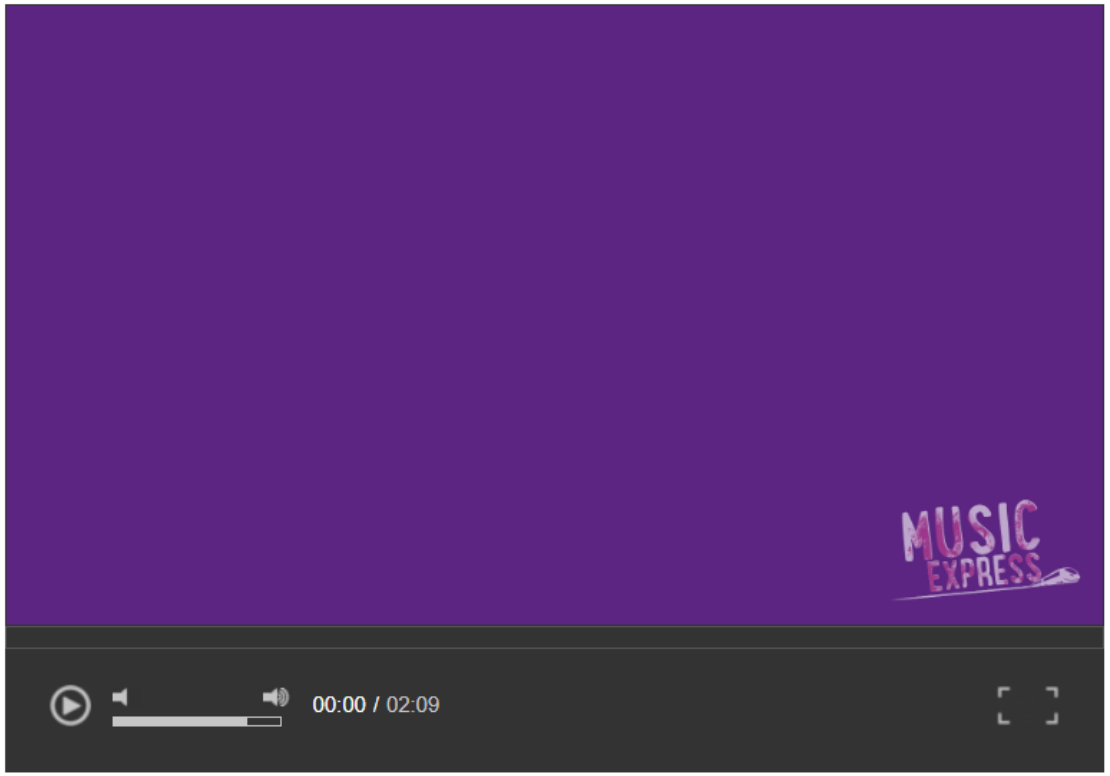
Spooky scene

This lesson features *Night on the bare mountain.*

ACTIVITY 1 | ACTIVITY 2 | ACTIVITY 3 | TEACHING NOTES

Night on the bare mountain

Step 1/2 - Listen



Listen to an extract from the opening of *Night on the bare mountain*. Discuss:
– the mood of the music (e.g. dramatic, scary);
– how the sounds create a scary effect, e.g. fast string instrument sounds; going from quiet to loud; surging sounds; loud percussion; powerful brass;
– which percussion instruments you hear, e.g. loud cymbal crashes.

SEND notes: Children with memory needs may need to be reminded of the instrumental families in an orchestra.

twinkl.co.uk