

| 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) | |
| 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

MORNING CHALLENGE 23/03/26

1) $23 + 10 = \underline{\quad}$

5) $106 - 10 = \underline{\quad}$

9) $92 - 10 = \underline{\quad}$

2) $45 + 10 = \underline{\quad}$

6) $42 + 10 = \underline{\quad}$

10) $126 - 10 = \underline{\quad}$

3) $103 - 10 = \underline{\quad}$

7) $68 + 10 = \underline{\quad}$

11) $94 + 10 = \underline{\quad}$

4) $80 + 10 = \underline{\quad}$

8) $119 - 10 = \underline{\quad}$

12) $95 - 10 = \underline{\quad}$


23/03/26

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 STAMINA!



MORNING CHALLENGE 23/03/26

1) $23 + 10 = \underline{\quad}$

5) $106 - 10 = \underline{\quad}$

9) $92 - 10 = \underline{\quad}$

2) $45 + 10 = \underline{\quad}$

6) $42 + 10 = \underline{\quad}$

10) $126 - 10 = \underline{\quad}$

3) $103 - 10 = \underline{\quad}$

7) $68 + 10 = \underline{\quad}$

11) $94 + 10 = \underline{\quad}$

4) $80 + 10 = \underline{\quad}$

8) $119 - 10 = \underline{\quad}$

12) $95 - 10 = \underline{\quad}$

MORNING CHALLENGE 23/03/26

1) $23 + 10 = \underline{\quad}$

5) $106 - 10 = \underline{\quad}$

9) $92 - 10 = \underline{\quad}$

2) $45 + 10 = \underline{\quad}$

6) $42 + 10 = \underline{\quad}$

10) $126 - 10 = \underline{\quad}$

3) $103 - 10 = \underline{\quad}$

7) $68 + 10 = \underline{\quad}$

11) $94 + 10 = \underline{\quad}$

4) $80 + 10 = \underline{\quad}$

8) $119 - 10 = \underline{\quad}$

12) $95 - 10 = \underline{\quad}$

Spelling and Handwriting



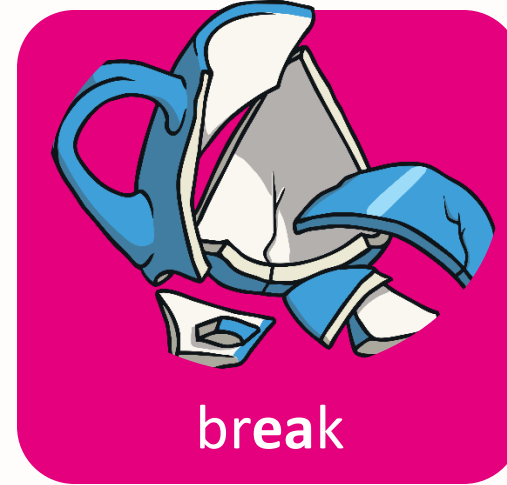
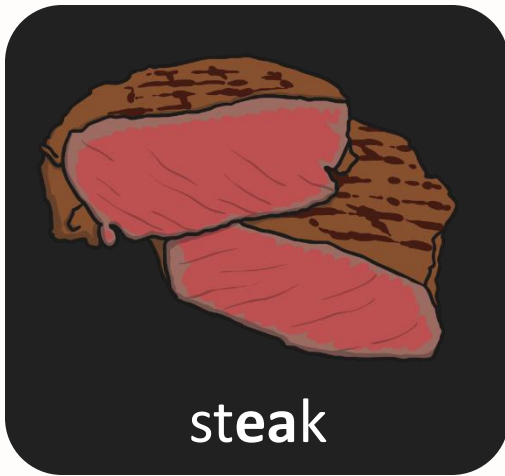
Common Exception Words

All of this week's spellings are common exception words, which means they don't follow the spelling patterns and rules we are learning.

Let's learn the rules that are different for these spellings...

The Sound /ay/ Spelt 'ea'

The spelling pattern 'ea' usually makes the sound /ee/ (as in the word 'pea') but here the 'ea' spelling pattern is making the sound /ay/.



The Sound /oo/ Spelt 'o'

The letter 'o' usually makes the phoneme /o/ (as in the word 'orange') but here the letter 'o' is making the sound /oo/.

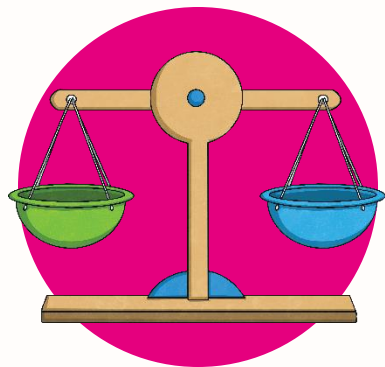


The Sound /sh/ Spelt 's'

The letter 's' usually makes the sound /s/ (like in the word socks) but here the letter 's' is making the sound /sh/.



Be Careful!



even

The word **even** is a tricky word because...

The sound /ee/ is made with split digraph 'e-e' which usually comes in the middle or end of a word, but here it is at the **start**.



eye

The word **eye** is a tricky word because...

The sound /igh/ can be spelt with 'ie' as in pie, 'y' as in sky, 'igh' as in night but here the sound /igh/ is being made with '**eye**'.

Here are this week's spellings to practise.

even

prove

break

improve

steak

sure

great

sugar

move

eye

Choose 2 words to write in your neatest handwriting

even

break

steak

great

move

CHALLENGE- Can you write them into a sentence?

Monday 23rd March

T.B.A.T. write a recount of an event

3 in 3

Write a sentence about this picture using the words in the box or your own

REMEMBER!
Capital letter to
start a sentence
and end
punctuation.



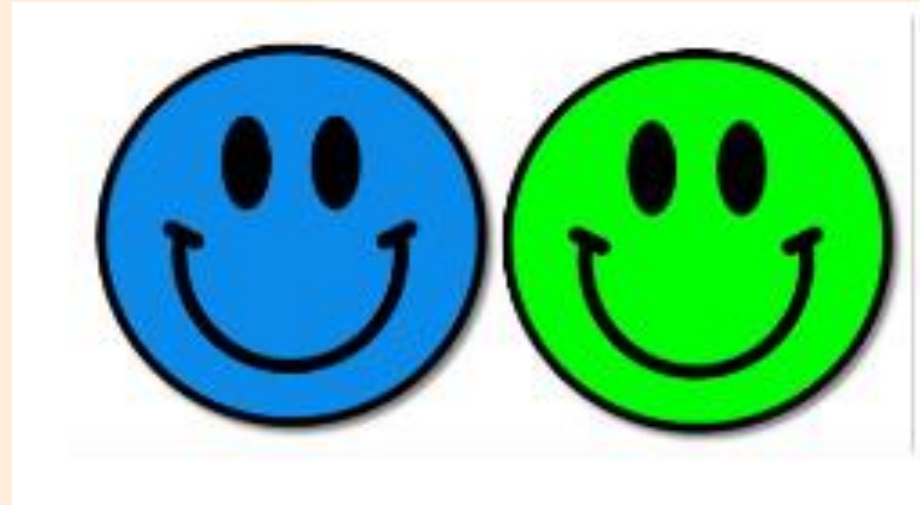
| Noun | Verb | Adjective | CHALLENGE |
|-------------------------------|--------------------------------|---|--|
| teddy bear bed light | sleeping resting sitting | calm quiet still happy peaceful | Can you write an exclamation sentence about this picture? What a quiet day it is! |

Tell you partner about the trip to Norwich Castle

What did you enjoy and why?

What would you do again and why?

What did you learn?



I enjoyed _____ because _____ .

I would like to _____ again because _____ .

Journey to the castle door

Projection onto the walls of the castle

The problem of the day

Explorer the private rooms with Jack

Prepare the hall

Create a story with Earl Hugh

Animals and birds

Battlements- on the rooftop

Thoughts and Feelings

| | | |
|--|--|--|
| <p>Journey to the castle door coach castle on the hill steps and bridge steep- difficult- easy- big- enormous- old- stone</p> | <p>Projection onto the walls of the castle story of Norwich boats arriving for the Battle of Hastings Norwich Market- cloth, meat- trade, money</p> | <p>The problem of the day Earl Hugh Bigod ring with diamonds and rubies gift for the king lost ring prepare for the King's arrival</p> |
| <p>Explorer the private rooms with Jack bedroom and chapel quiet- calm armour bell ringing stain glass window lute to play games to play with dice</p> | <p>Prepare the hall ate with hands wooden bowls cups made from bone napkin over the shoulder sweeping up with brooms polishing the tables and plates garderobe -shared toilets</p> | <p>Create a story with Earl Hugh hero villain trolls bridge weapons shiny items well</p> |
| <p>Animals and birds birds of prey Norfolk Broad birds eggs beetles and minibeasts</p> | <p>Battlements- on the rooftop cathedral Norwich City football ground airport marketplace city hall- churches- buildings</p> | <p>Thoughts and Feelings excited- happy- tired- enjoyed- exhausted-</p> |

Journey to the castle door

When we got on the coach ...
I saw the castle and I felt ..
The castle was ...
We walked up ...

Projection onto the walls of the castle

We sat and watched ...
I saw ...
The walls were covered with ...

The problem of the day

The Earl had lost ...
We had to help ...
The ring was ...

Explorer the private rooms with Jack

We helped Jack look for ...
We played ...
We tried ...
In the church we ...
We built ...

Prepare the hall

We helped to ...
We laid _____ on the tables.
We cleaned the ...
We looked at the ..
In the kitchen I ...
In the Great Hall I ...

Create a story with Earl Hugh

We made up a story about ...
We included _____ in our story.
We looked down ...
We pretended to be ...
We crept around the castle being ...
We used _____ to fight against the _____

Animals and birds

We looked at the ...
The _____ was enormous.
The _____ was really _____.
I liked seeing the ...
I didn't like seeing the ...

Battlements- on the rooftop

On the roof we saw ...
I noticed the ...
We could see ...
I found the ...

Thoughts and Feelings

At the beginning of the day I felt ...
At the end of the day I felt ...

Brain Breaks



Write the opening recount of the trip to Norwich Castle

You must write in sentences- capital letters and full stops
You must think about letter formation.

READ OVER YOUR WORK TO CHECK IT MAKES SENSE

CHALLENGE

Can you include a question or exclamation mark?

- Ask a question to your reader Did you know...?
- Give a sentence to shock What a lovely day it was!

GREATER DEPTH

Can you include an apostrophe for possession or contraction?

Assembly 10.00

MATHS

23.03.26

T.B.A.T. Compare and sort shapes

3 IN 3

1

$$54 + 19 =$$

2

$$45 \div 5 =$$

3

$$\frac{1}{2} \text{ of } 16 =$$

STAR WORDS



sorting



compare



faces



edges



apex

23.03.26

T.B.A.T. Compare and sort shapes

3 IN 3

1

$$54 + 19 =$$

2

$$45 \div 5 =$$

3

$$\frac{1}{2} \text{ of } 16 =$$

23.03.26

T.B.A.T. Compare and sort shapes

3 IN 3

1

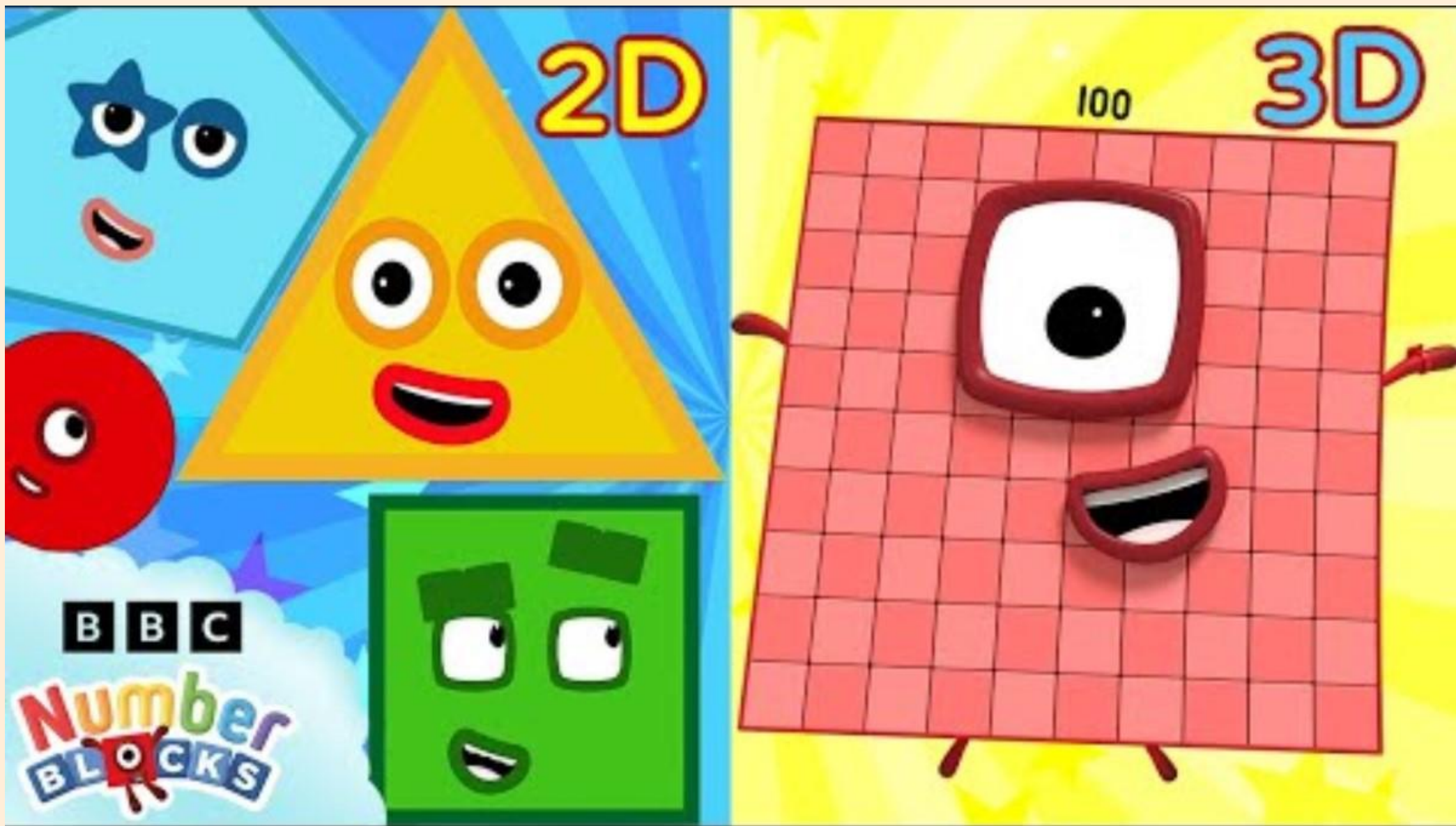
$$54 + 19 =$$

2

$$45 \div 5 =$$

3

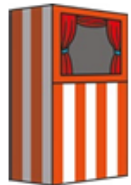
$$\frac{1}{2} \text{ of } 16 =$$



Sorting 3D Shapes

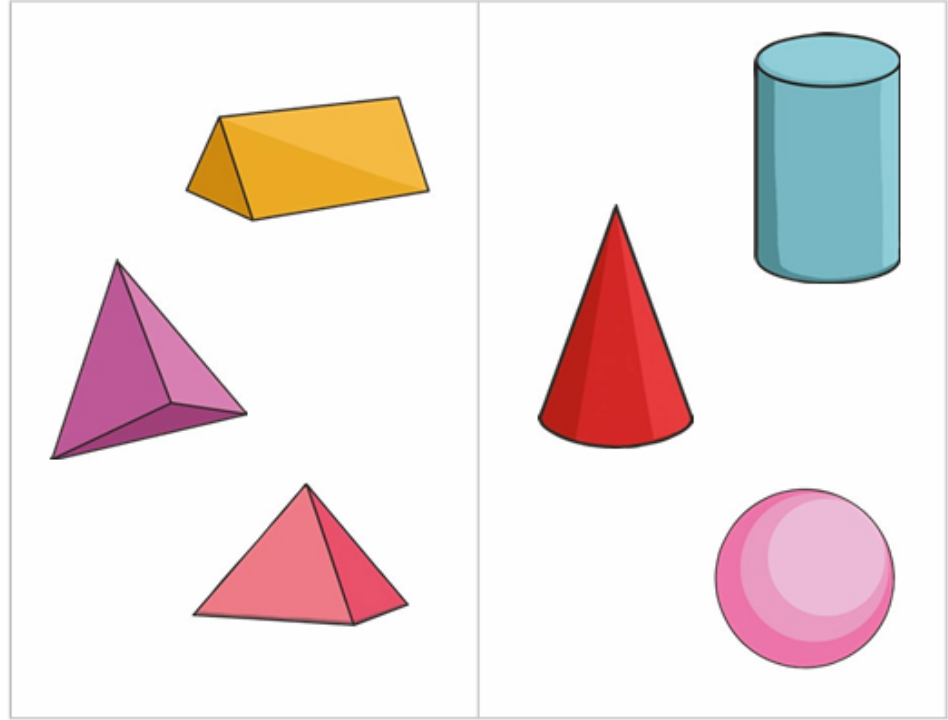
23.03.26

T.B.A.T. Compare and sort shapes



2. Explain how these shapes have been sorted.

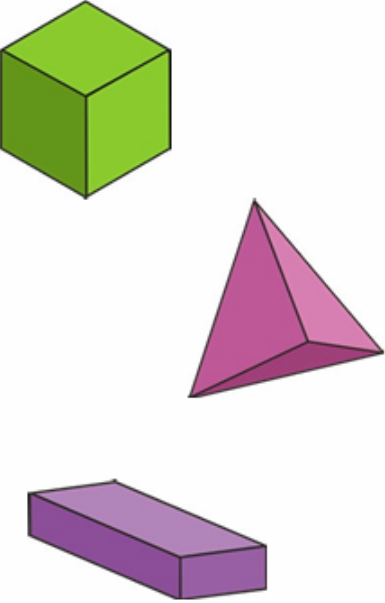
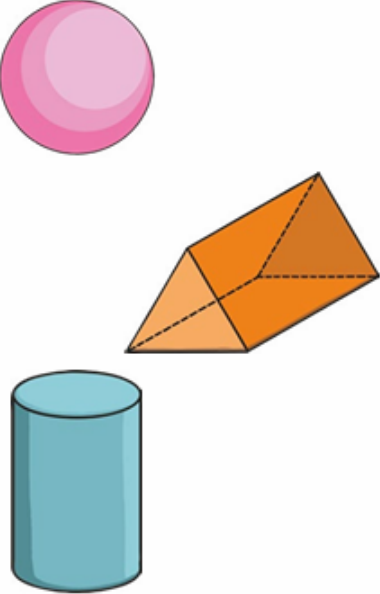
Type your answer in the box below.



3. Jack has sorted the shapes below.

Which shape has been sorted incorrectly?

Explain the mistake by typing your answer in the box below.

| Vertices | No Vertices |
|--|--|
|  |  |

Jay is investigating some shapes.



Jay

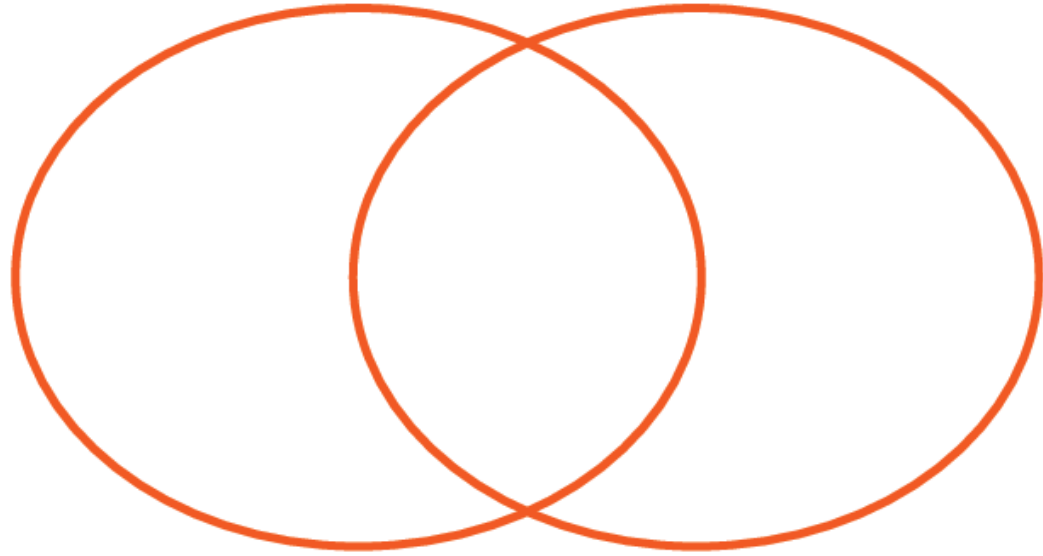
There are no 3D shapes that have both square- and triangle-shaped faces.

Is their statement correct? Explain why.

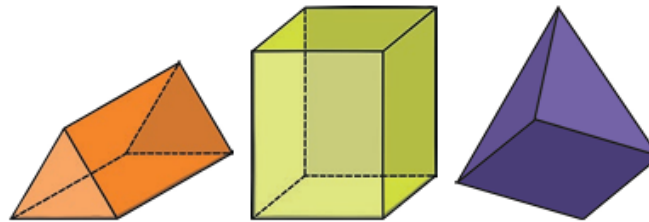
CHALLENGE
/ GREATER
DEPTH

Square-Shaped Faces

Triangle-Shaped Faces



Which shape do you think is the odd one out?



Explain your reasoning.



LUNCH

SCIENCE

27.03.26

T.B.A.T. compare food chains

3 TNI 2

1 Put this food chain in order. (Use numbers to show the correct order)



lion



leaves



giraffe

| | |
|--|---------|
| | giraffe |
| | leaves |
| | lion |

2 What is the role of the lion in this food chain? (Tick 1 correct answer)



leaves



giraffe



lion

- to be food for the giraffe
- to eat the giraffe
- to eat the leaves

3 Jun wants to make a food chain. He starts with sunflower seeds and then a mouse. What could be next in the food chain? (Tick 1 correct answer)

- a shark
- a worm
- a barn owl



STAR WORDS



food chain

plant

animal

compare

27.03.26

T.B.A.T. compare food chains

2 TNI 2

1 Put this food chain in order. (Use numbers to show the correct order)



| | |
|--|---------|
| | giraffe |
| | leaves |
| | lion |

2 What is the role of the lion in this food chain? (Tick 1 correct answer)



3 Jun wants to make a food chain. He starts with sunflower seeds and then a mouse. What could be next in the food chain? (Tick 1 correct answer)

- a shark
- a worm
- a barn owl

27.03.26

T.B.A.T. compare food chains

2 TNI 2

1 Put this food chain in order. (Use numbers to show the correct order)



| | |
|--|---------|
| | giraffe |
| | leaves |
| | lion |

2 What is the role of the lion in this food chain? (Tick 1 correct answer)



3 Jun wants to make a food chain. He starts with sunflower seeds and then a mouse. What could be next in the food chain? (Tick 1 correct answer)

- a shark
- a worm
- a barn owl

A **food chain** shows us the order in which living things depend on each other for food.



plant



rabbit



barn owl

This food chain shows us that a **plant** is food for a rabbit. What is the rabbit food for?

Plants are food for lots of different **animals** and therefore appear in lots of different **food chains**.



grass



caterpillar



blackbird

What would the food chain look like if a dandelion was food for the caterpillar instead of grass?

We can make a different **food chain** to show that dandelions are also food for caterpillars.



dandelion



caterpillar



blackbird

What would the food chain look like if the caterpillar was food for a beetle?

We can replace the blackbird with a beetle to create a different **food chain**.



dandelion



caterpillar



beetle

A plant or animal can be part of many different food chains.

Blackbirds and beetles both eat caterpillars.



Sofia

Alex and Jun are creating their own food chains.

I have used seaweed in my food chain and it is food for a starfish so you can't use it in your food chain.



Jun

In my food chain the seaweed is food for the crab. Living things can be in lots of different food chains so we can both use seaweed in our food chains.



Alex

Who do you agree with? Why?

Different food chains

Who do you agree with?

In my food chain the seaweed is food for the crab and the crab is food for a shark.

Living things can be in lots of different food chains so we can both use seaweed in our food chains.



Alex

Alex is correct. Plants and animals can be part of lots of different food chains. Plants are food for lots of different animals and are part of lots of different food chains. Animals eat lots of different foods and are part of lots of different food chains.

Different food chains

1. Think about what these animals eat and their food chains. Which is the odd one out and why?



fox



barn owl



badger

There are many different answers to this task.
Share what you think, and why, with a partner.

Task A: Different food chains

1. Think about what these animals eat and their food chains.

Which is the odd one out and why?



fox



barn owl



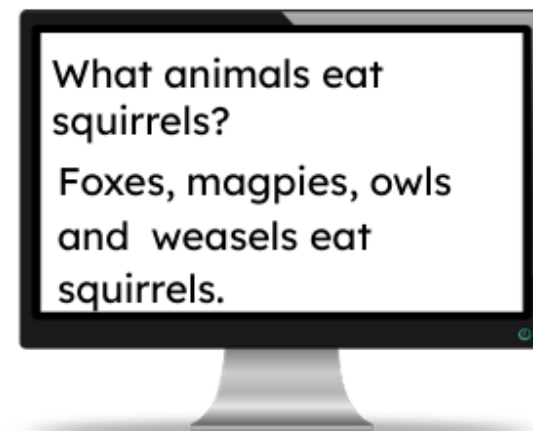
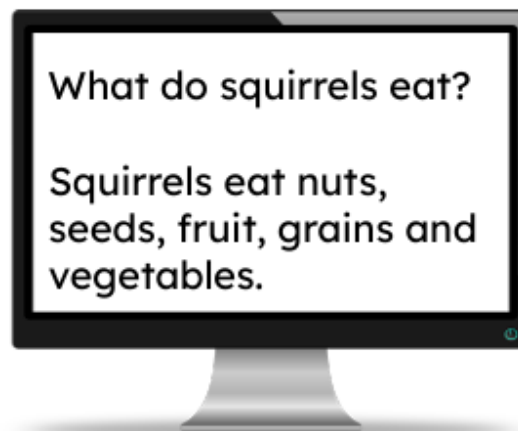
badger

There are many different answers to this task.

Share what you think, and why, with a partner.

| |
|---------|
| I think |
| |
| |
| |
| |
| |
| |
| |

Alex and his mum looked on the internet to find information about squirrels.




2. Use Alex's information to complete two different food chains for a squirrel.

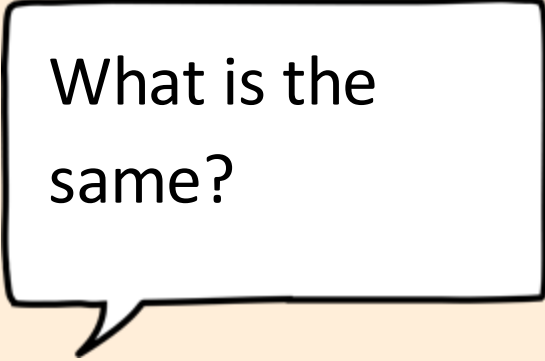


Comparing food chains

When scientists **compare** things, they ask two questions...



What is
different?



What is the
same?

We can work like a scientist and ask these questions to compare different **food chains**.

Comparing food chains

There are lots of different food chains.



grass



caterpillar



blackbird



carrot



rabbit



fox

Comparing food chains

We can **compare** different **food chains**.

Some food chains contain the same **animal** or **plant**.



acorn



squirrel



fox



sunflower
seeds



squirrel



weasel

One thing that is the same is the squirrel is in both food chains. What do you notice that is different?

Sam



Comparing food chains

Some **food chains** contain different **animals** and **plants**.

All of the plants and animals in these food chains are different.



Sam



leaves



giraffe



lion



grass



caterpillar



blackbird

Comparing food chains

Compare these two food chains.

What is the same and what is different?



grass



rabbit



barn owl



grass



rabbit



fox

Comparing food chains

What is the same and what is different?



Laura

The rabbit is in both of the food chains.



Lucas

The grass is food for the rabbit in both of the food chains.

The rabbit can be food for the owl or the fox which are different animals.



Andeep

Task B: Comparing food chains

1. Compare these two food chains.

Talk to a partner about what you notice.



acorn



squirrel



fox



sunflower seeds



squirrel



weasel

I noticed

Remember to ask
what is the same
and what is
different.



Alex

2. Jun read a book and found out that . . .

crabs like to eat:



seaweed



leaves



algae

animals that eat crabs are:



turtles



jellyfish



sharks

Use Jun's information to
create your own food
chain for a crab.

Comparing food chains

1. Compare these two food chains. Talk to a partner about what you notice.



acorn



squirrel



fox



sunflower seeds



squirrel



weasel

Remember to ask what is the same and what is different.



Alex

Comparing food chains

1. Compare the two food chains.



Jun

There are squirrels in both of the food chains.



Sofia

The squirrel eats acorns and sunflower seeds which are from different plants.

A squirrel can be food for a weasel or a fox, which are different animals.



Izzy

Comparing food chains

2. Jun read a book and found out that . . .

crabs like to eat:



seaweed



leaves



algae

animals that eat crabs are:



turtles



jellyfish



sharks

Use Jun's information to
create your own food chain
for a crab.

Comparing food chains

Jun used his information to create a food chain.

Compare Jun's food chain to your food chain.



seaweed



crab



shark

What is the same?

What is different?

Comparing food chains

2. Compare Jun's food chain to your food chain.



Aisha

My food chain is different because it starts with algae. Algae is a plant that crabs eat.



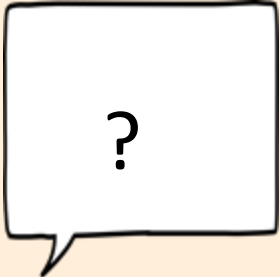
Andeep

My food chain is different because I have used a jellyfish and not a shark. Jellyfish and sharks both eat crabs.

I have put a crab in my food chain which is the same as the crab in your food chain.



Jacob



MUSIC
2.30-2.55

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.

♥ Spooky scene

This lesson features *Night on the bare mountain*.

ACTIVITY 1

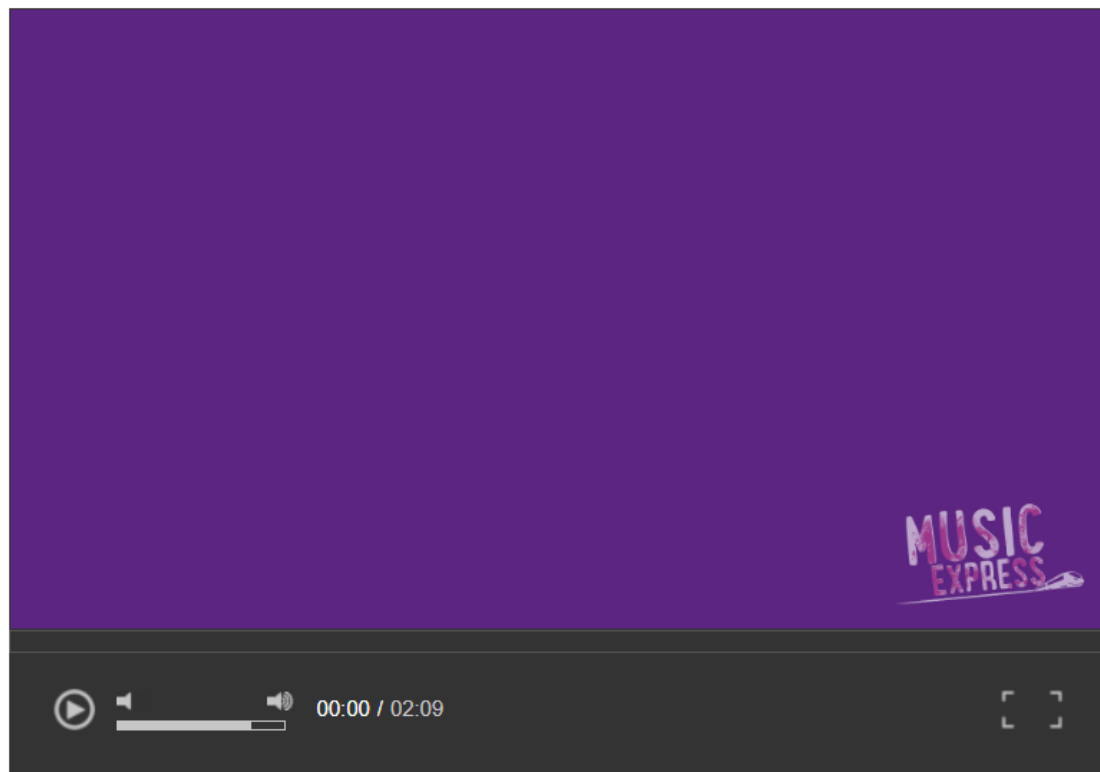
ACTIVITY 2

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.