

| 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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| 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) |
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REGISTRATION

VISUAL TIMETABLE



Morning Challenge



Spelling



Literacy



Assembly

Maths



Lunch



Science



Music

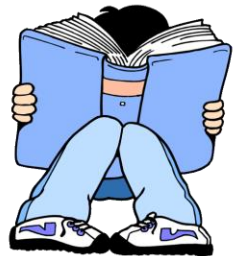


27.04.26 Morning Challenge

| | |
|--|--|
| <p>Abdul: I have 9 shells. Amy: I have 3 more shells than Abdul.</p> <p>How many shells does Amy have?</p> <input type="text"/> shells | <p>There are 20 balloons. 7 balloons fly away.</p> <p>How many balloons are left?</p> <input type="text"/> balloons |
| <p>Sort the glasses from least full to most full.</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> least full most full | <p>Tick the two sentences that are correct.</p> <p>A square has sides of equal length. <input type="checkbox"/></p> <p>A square has curved sides. <input type="checkbox"/></p> <p>A square has lines of symmetry. <input type="checkbox"/></p> <p>A square has five sides. <input type="checkbox"/></p> |

What next?

Quiet reading



Lunches

Main: Sausage & mash with gravy

Vegetarian: Veggie sausage & mash with gravy

School Packed Lunch: Cheese, ham, tuna or jam

Halal:

27.04.26
Morning Challenge



How many shells does Amy have?

shells

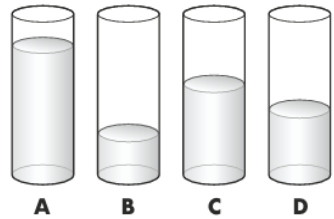
There are **20** balloons.

7 balloons fly away.



How many balloons are left?

balloons



Sort the glasses from **least full** to **most full**.

least full most full

Tick the **two** sentences that are correct.

Tick **two**.

A square has sides of equal length.

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A square has lines of symmetry.

A square has five sides.

27.04.26
Morning Challenge



How many shells does Amy have?

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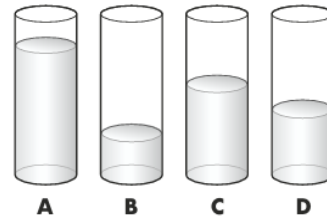
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VISUAL TIMETABLE



Morning
Challenge



Spelling



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Maths



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Music



Monday 27th April
T.B.A.T. answer questions

3 in 3

fu

fr



WORD B

awful

fur

fuss

future

afraid

free

fresh

frog

from

Monday 27th April

T.B.A.T. answer questions from a text

What can this picture tell us?

What do we know about the character?

Do you know which book this character comes from?



1.

The Three Farmers

DOWN IN THE VALLEY there were three farms. The owners of these farms had done well. They were rich men. They were also nasty men. All three of



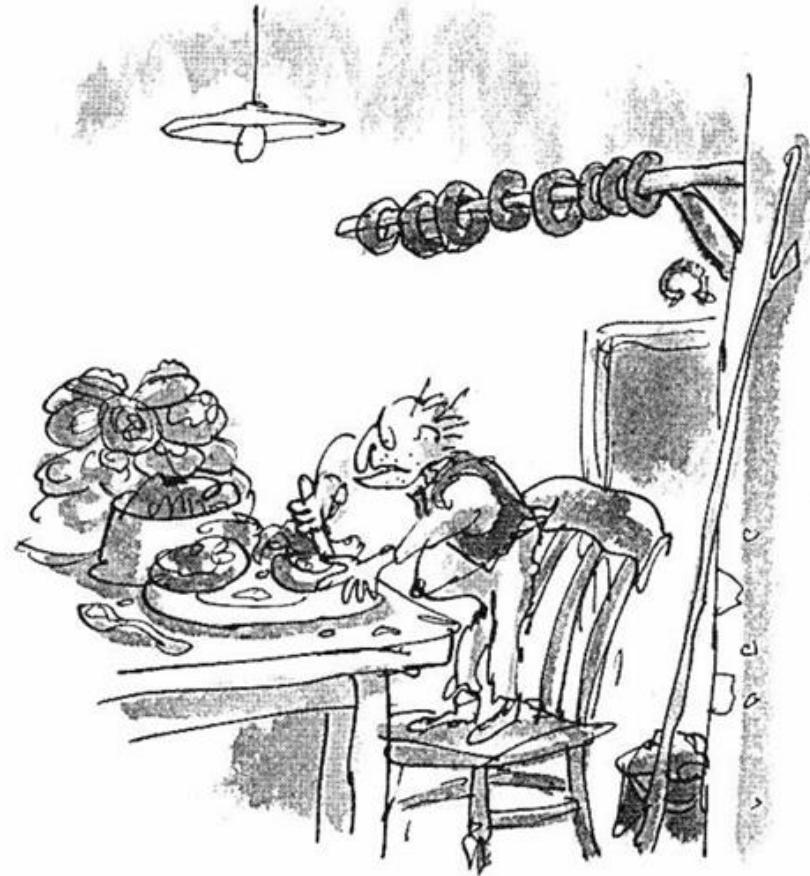
You will read this extract from the beginning of the book and then we'll read it together.

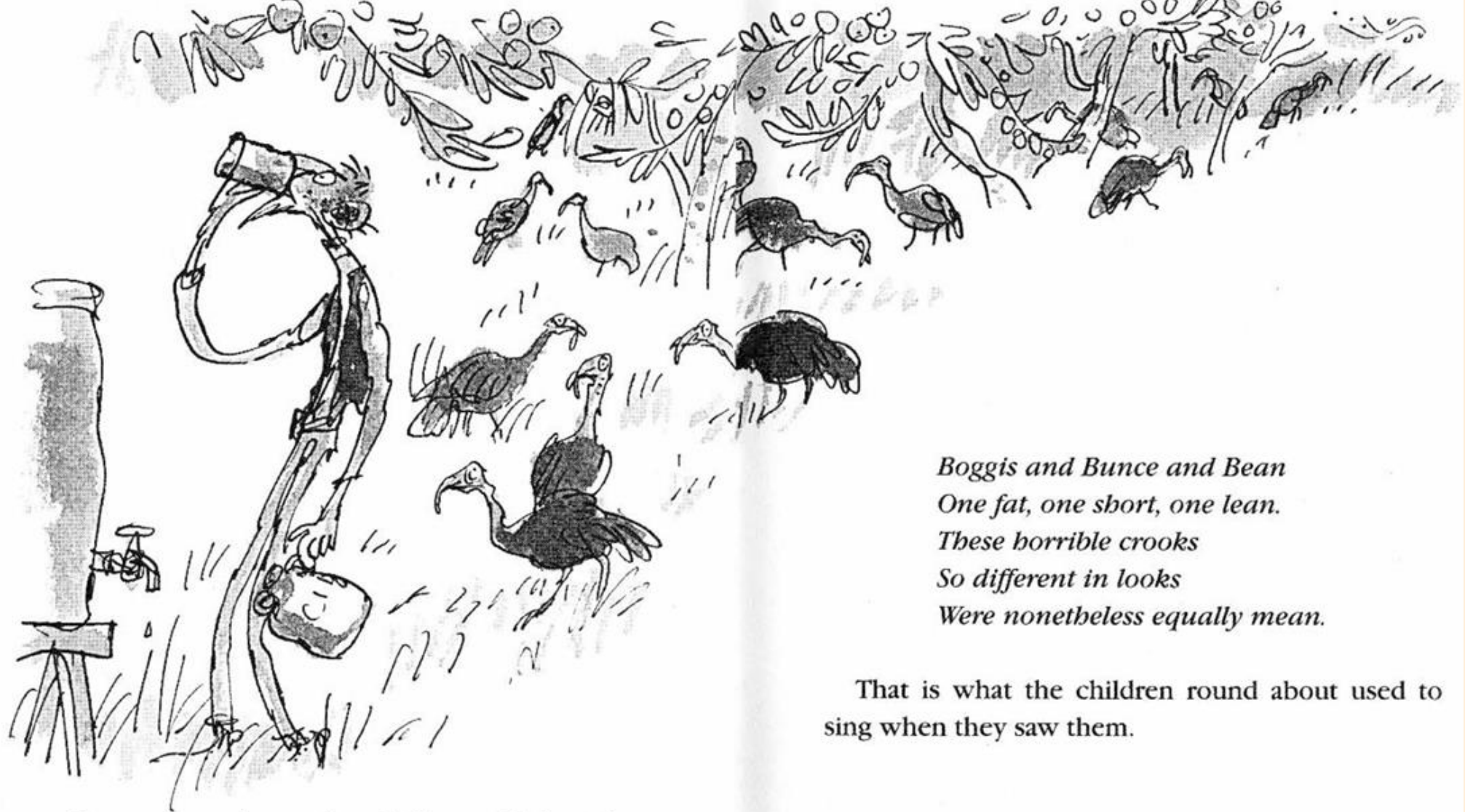


them were about as nasty and mean as any men you could meet. Their names were Farmer Boggis, Farmer Bunce and Farmer Bean.

Boggis was a chicken farmer. He kept thousands of chickens. He was enormously fat. This was because he ate three boiled chickens smothered with dumplings every day for breakfast, lunch and supper.

Bunce was a duck-and-geese farmer. He kept thousands of ducks and geese. He was a kind of pot-bellied dwarf. He was so short his chin would have been under water in the shallow end of any swimming-pool in the world. His food was doughnuts and goose livers. He mashed the livers into a disgusting paste and then stuffed the paste into the doughnuts. This diet gave him a tummy-ache and a beastly temper.





Bean was a turkey-and-apple farmer. He kept thousands of turkeys in an orchard full of apple trees. He never ate any food at all. Instead, he drank gallons of strong cider which he made from the apples in his orchard. He was as thin as a pencil and the cleverest of them all.

*Boggis and Bunce and Bean
One fat, one short, one lean.
These horrible crooks
So different in looks
Were nonetheless equally mean.*

That is what the children round about used to sing when they saw them.



Read Chapter 2 together



2

Mr. Fox

ON A HILL above the valley there was a wood.

In the wood there was a huge tree.

Under the tree there was a hole.

In the hole lived Mr. Fox and Mrs. Fox and their four Small Foxes.

Every evening as soon as it got dark, Mr. Fox would say to Mrs. Fox, "Well, my darling, what shall it be this time? A plump chicken from Boggis? A duck or a goose from Bunce? Or a nice turkey from Bean?" And when Mrs. Fox had told him what she wanted, Mr. Fox would creep down into the valley in the darkness of the night and help himself.

What have we learnt about Mr Fox and his family?

Why are the farmers so unpleasant?

What do we notice about the farmers names?

CHALLENGE

Is Mr Fox right to steal from the farmers?



What words on page 1 show that the farmers are not nice?

What words can we find?

Do they all mean the same thing?

How did we find the words quickly?



Brain Breaks





1. How many farms are in the valley?
2. What does Boggis keep?
3. Where does Mr Fox live?
4. How did Mr Fox avoid getting caught?
5. Why is Boggis so large?
6. Do the children like the farmers?

Challenge

Predict what might happen with the farmers hide outside the tree.

Greater Depth

Summarise the farmers' plan in 20 words or less.

1. How many farms are in the valley?

There are _____ in the valley.

2. What does Boggis keep?

Farmer Boggis keeps _____

3. Where does Mr Fox live?

Mr Fox lives in _____

4. How did Mr Fox avoid getting caught?

Mr Fox avoids getting caught by

5. Why is Boggis so large?

Boggis is large because _____

6. Do the children like the farmers?

The children like/ do not like the farmers because



MATHS

VISUAL TIMETABLE



Morning Challenge



Spelling



Literacy



Assembly

Maths



Lunch



Science



Music



27.04.26

T.B.A.T. read temperature using a thermometer 3 IN 3

$$11 + 57 = \boxed{}$$

$$30 \div 3 = \boxed{}$$

Look at this pictograph:

| Car sales last week | |
|---------------------|--|
| ▶ Downtown Cars | |
| ▶ Classic Cars | |
| ▶ Smith Family Cars | |
| ▶ Middletown Cars | |

▶ Each = 1 car

How many cars did Downtown Cars sell last week?

▶ cars

Challenge: What do you think half a car would be? Explain.

STAR WORDS

temperature

thermometer

Degrees Celsius

unit of measure

heat

hot / cold



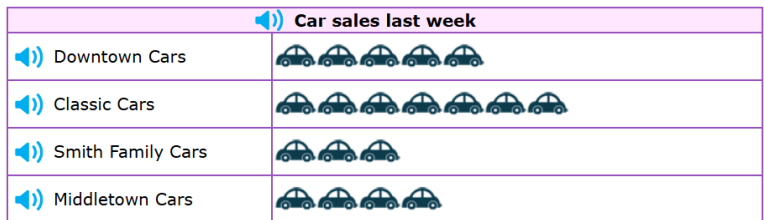
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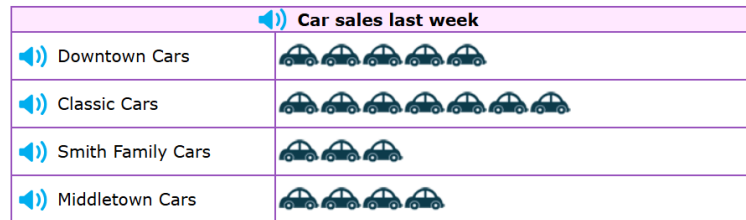
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cars

Challenge: What do you think half a car would be? Explain.



What maths can you see?
What is being measured?



Temperature



What do you know about temperature?

Talk to your partner

Temperature

_____ is a tool used for measuring temperature.

_____ refers to how hot or cold something is.

_____ _____ is a unit of measure for measuring temperature.

_____ is the temperature at which water freezes.

Degrees Celsius

Thermometer

Temperature

0 °C

Using language accurately



..... is a unit of measurement.

_____ is a unit of measurement.

Degrees Celsius. Degrees Celsius is a unit of measurement.

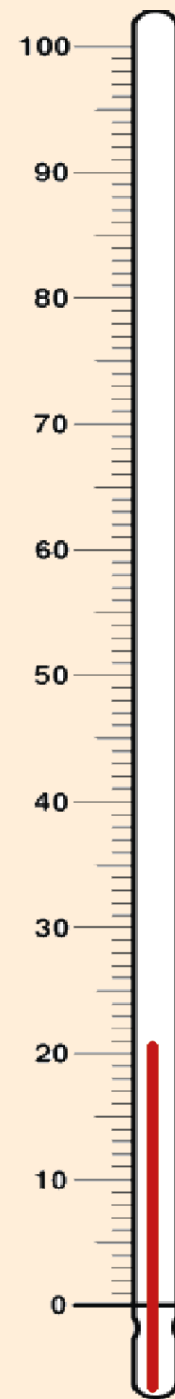
°C
Degrees Celsius



- temperature thermometer unit of measure
- degrees Celsius °C heat hot cold

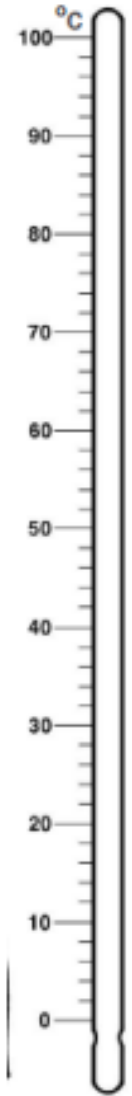
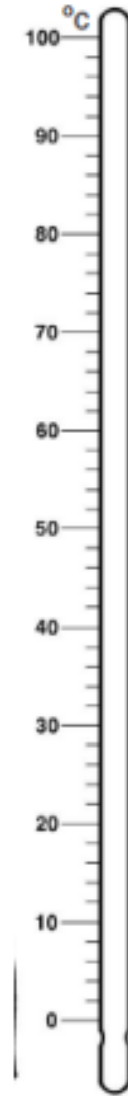
Using a thermometer

What is the temperature?

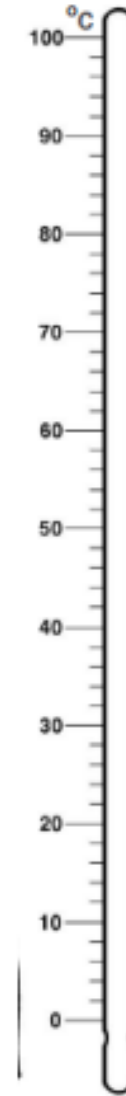
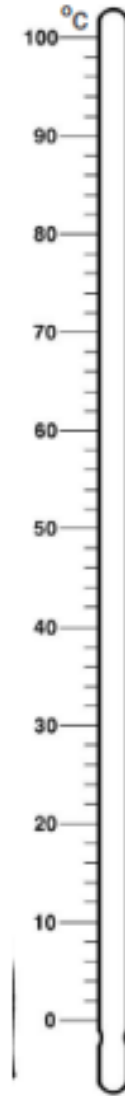
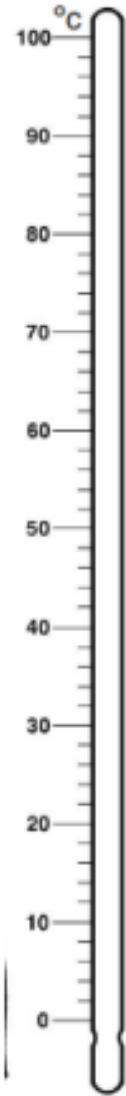


STEPS TO SUCCESS:

1. Select three places in the classroom (or in a larger area if possible).
2. Test the temperature of each place. Try to choose places that you think would have different temperatures, e.g. beside a radiator or open window.
3. Record the temperatures of each area.
4. Discuss your findings.



27.04.26



Sssshhh!

CHALLENGE

Choose one of the star words from below but don't tell your partner! Explain the word for your partner to guess without using or saying the word!

temperature

thermometer

degrees Celsius

heat

hot

cold



| |
|--|
| |
| |
| |
| |

GREATER DEPTH

Two thermometers are shown. Thermometer A shows **6°C** and Thermometer B shows **9°C**. A child says, "Thermometer A is nearly the same temperature as Thermometer B."

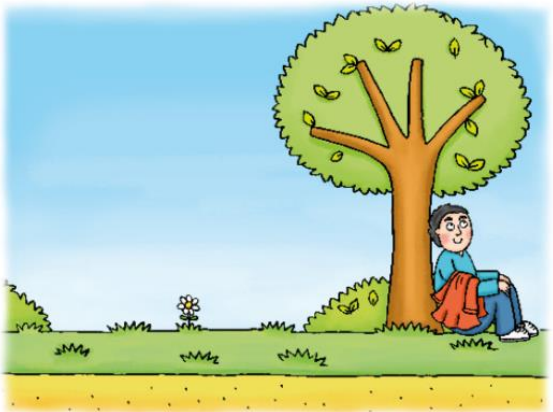
**Do you agree or disagree?
Explain your thinking.**

Reading temperatures



MUSIC
1.00-1.30

[COLLINS HUB LINK](#)



Xylophone



Claves



Triangle



Snare Drum



Tambourine



Cymbals



Maracas



Bass Drum



Piano



Timpani



Unit: Weather

Musical focus: Exploring sounds
Subject link: Geography

[Collins Connect](#)

LESSON

3

LESSON PLAN

LESSON LEARNING

- Composing music to illustrate a story

TEACHING ACTIVITIES

The wind and the sun

Listen to Aesop's fable, *The wind and the sun*, and identify the moral

Children:

- listen to a fable and recall the key events;
- interpret the moral of the story in the fable.

The wind and the sun storyboard music

Explore ideas for composing music for *The wind and the sun*

Children:

- explore ideas for creating music that describes four key scenes in a story;
- demonstrate their ideas using voices, body percussion and instruments;
- create music for each scene in four groups.

The wind and the sun performance

Record a performance of the story and group compositions

Children:

- share and refine each group's composition ideas for the four key scenes in a story;
- perform compositions in four groups to accompany the narration of a fable;
- record, evaluate and refine their performance.

WHAT YOU WILL NEED

- A selection of percussion instruments

VOCABULARY

- Beat
- Rhythm
- Dynamics
- Tempo
- Timbre
- Texture
- Structure

EXTENDED LEARNING

Other famous fables would work equally well: **The hare and the tortoise** (obvious opportunities for fast and slow music) would be another good starting point for a composing activity.



SCIENCE

VISUAL TIMETABLE



Morning Challenge



Spelling



Literacy



Assembly

Maths



Lunch



Science



Music



27.04.26

T.B.A.T. describe movement as something that all living things do

3 IN 3

1 Which of these is a non-living thing? (Tick 1 correct answer)



an orca



a boat



a butterflyfish

2 Which of these is a living thing? (Tick 1 correct answer)



an aeroplane



a helicopter



an eagle owl

3 The world is made up of things that are living and ... (Tick 1 correct answer)

non-living.

animals.

alive.

★ STAR WORDS

living

alive

life
process

move



27.04.26

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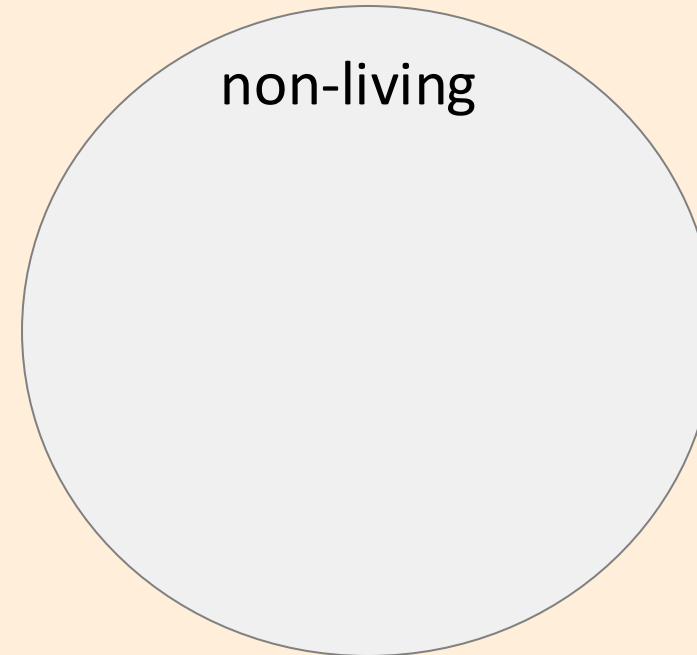
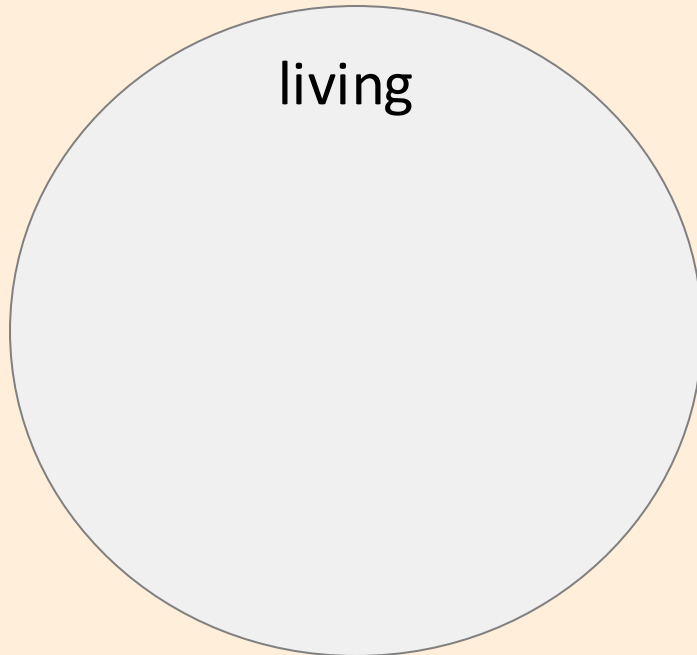
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non-living.

animals.

alive.

Everything in the world around us can be sorted into groups. Things can be **living** or non-living.



What would you put into each hoop?

When scientists classify things, they put things into groups or say which group something belongs to.



observing an animal



observing a plant

Animals and plants are **living things**.

Jun is sorting living and non-living things.



Jun

living



slide




tiger cub




daffodils



non-living



mug



car



chick

Do you agree with Jun?

Living things are alive.



plant



books



pencil

Which of these is a living thing?

Living things need food, water and air to stay **alive**.



kingfisher



impala



barn owl



What do living things need to stay alive?

a

Food, water and air.



b

Food, water and fire.

c

Toys, water and air.

Which do you think is the odd one out and why?



leaves on ground



snake



shoes

The snake is the odd one out as it is the only one that is a living thing. The leaves used to be alive but aren't now.

All **living things** do the same things to stay **alive**. We call these things **life processes**.



egrets with eggs



cow dung



human leaping



horse breathing

Can you see any life processes in these photos?



All living things do the same things to stay alive. These are called ...

a

life promises.

b

life produces.

c

life processes.



Draw three living things that you can see.



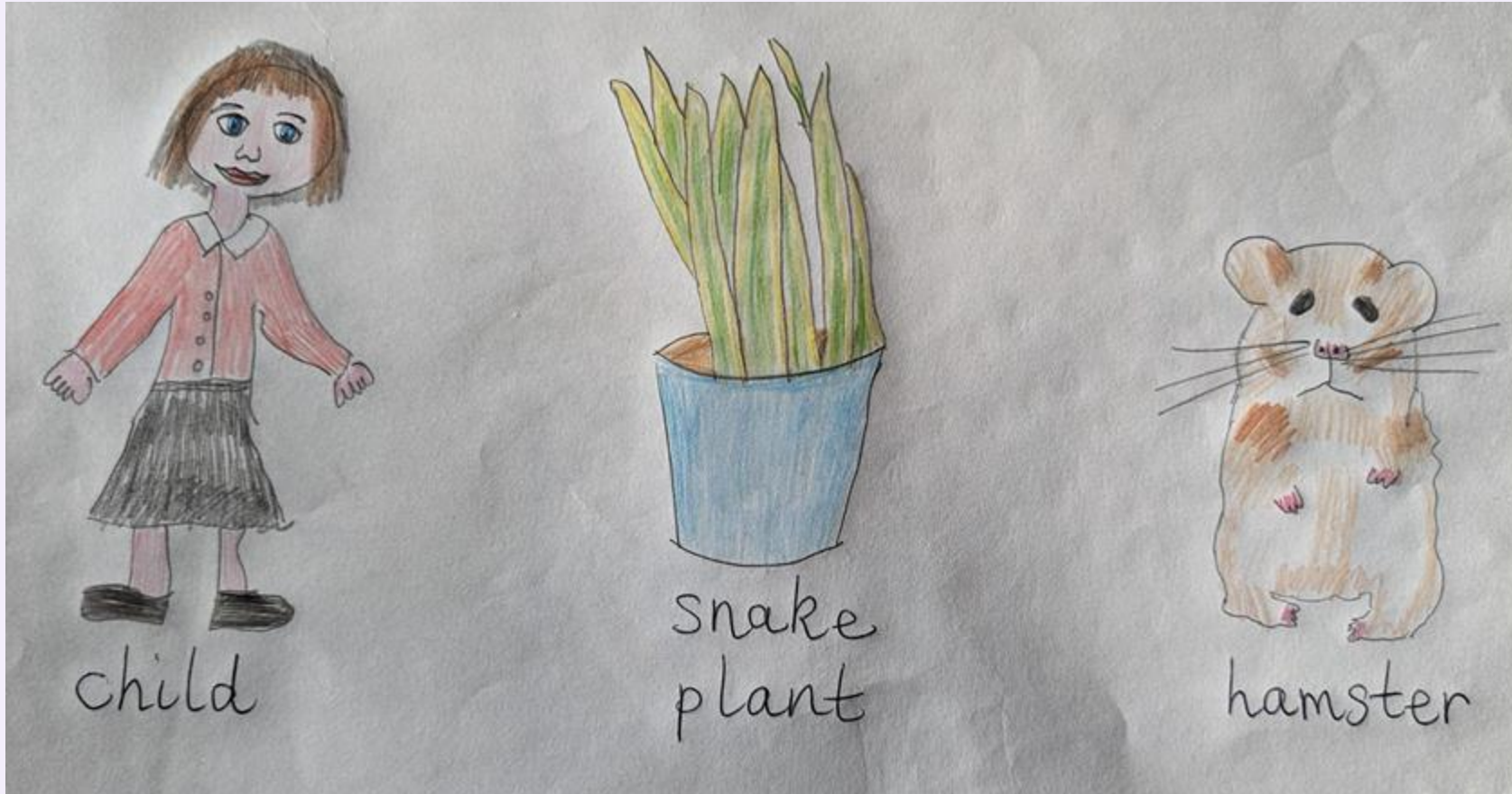
drawing

Discuss with a partner
how you know that
these are living things.



Laura

Draw three living things that you can see.



a child

a snake plant

a hamster

Draw three living things that you can see.

I know that the hamster is a living thing because we give it food and water to keep it alive and I can see it breathing.



Alex

I know that the plant is a living thing because it needs water to stay healthy. When we forget to water it, its leaves turn brown.



Izzy

Life processes are the things that all **living things** do. One of these life processes is called **movement**.



adder



zebra



goldfish

Do you know how each of these living things moves?

Living things can move by themselves.



sunflowers following the Sun



sloth climbing

This is a sign of life.

Living things move for different reasons, but it is always to achieve something. It might be to get food or water, find shelter or to seek out sunlight.



rhinoceros



ladybird



tulips

Which is the odd one out?



helicopter



butterfly



house martins

All of these things can fly, but the helicopter does not move by itself so is not a living thing. I think it is the odd one out.

Some **living things move** so slowly that it is hard to see that they are moving.



fern leaf slowly unfurling



tulips turning to face sunlight

However, when we observe them over time, we can see that they move.

Many plants **move** so slowly that we find it hard to see it. However, some plants do move quickly enough for us to observe.



A venus flytrap is a plant that traps and eats flies. It moves quickly to trap any flies that land on it.

venus flytrap



This video uses a pencil to show how a venus flytrap moves.



Sam and Andeep are observing a plant in their classroom to see if it is moving.



I think that plants are living things. They do move very slowly so it is hard for us to see.



Sam

I don't think that plants are living things because they don't move.



Andeep

Who do you agree with?

Task B Living things and movement



If something moves, does this mean it is a living thing?

Look at the photographs of these moving things and discuss your ideas with a partner.



kingfisher



car



cheetah



puppet

If something moves, does this mean it is a living thing?

I think that the kingfisher and cheetah are living things because they are able to move on their own to achieve something. The kingfisher can dive into water to catch fish to eat, and the cheetah can run away if it is being hunted by a lion.



Aisha



kingfisher



cheetah

Task B Living things and movement



Feedback

If something moves, does this mean it is a living thing?



car



puppet

Not all moving things are living things. The car and the puppet are moving objects, but they cannot do this on their own. The car has an engine and needs a person to drive it and the puppet needs a person to move it around. They cannot move on their own, so they are not living things.



Sofia