

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
<b>MON</b>	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)
<b>TUE</b>	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
<b>WED (NAT)</b>	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
<b>THU</b>	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)
<b>FRI</b>	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	<b>Golden Book / Reward Playtime (PPA)</b>	<i>BREAK (1:45 - 2:00)</i>	<b>ENRICHMENT (PPA)</b>
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
<b>MON (NAT)</b>	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)
<b>TUE (NAT)</b>	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
<b>WED (REBECCA)</b>	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
<b>THU (REBECCA)</b>	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)
<b>FRI (REBECCA)</b>	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	<b>Golden Book / Reward Playtime (PPA)</b>	<i>BREAK (1:45 - 2:00)</i>	<b>ENRICHMENT (PPA)</b>

# REGISTRATION

# VISUAL TIMETABLE



Morning Challenge



Spelling



Literacy



Assembly

Maths



Lunch



Science



Music



20.04.26

## Morning Challenge

1  $8 + 6 = \square$

1 mark

3  $10 - \square = 2$

1 mark

2  $12 - 7 = \square$

1 mark

4  $52 + 7 = \square$

1 mark

5  $4 + 5 + 6 = \square$

1 mark

7  $3 \times 2 = \square$

1 mark

6  $9 \times 10 = \square$

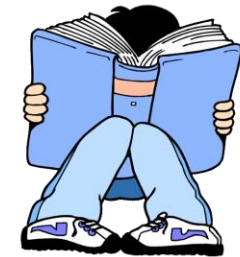
1 mark

8  $50 + \square = 80$

1 mark

What next?

Quiet reading



Lunches

Main:

Vegetarian:

School Packed Lunch: Cheese, ham, tuna or jam

20.04.26  
Morning Challenge

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1 mark

3  $10 - \square = 2$

1 mark

2  $12 - 7 = \square$

1 mark

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20.04.26  
Morning Challenge

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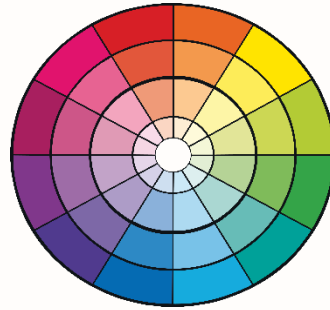
1 mark

Spellings

Can you make five new words by adding **-ful** to the end of the root word shown in each picture? Click the pictures.



help **ful**



colour **ful**



rest **ful**



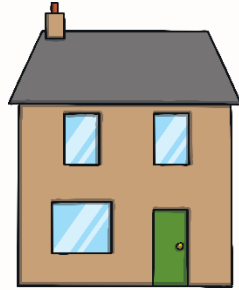
watch **ful**



mouth **ful**

Which of these words is **not** an adjective?  
Can you write a sentence using two of the new words?

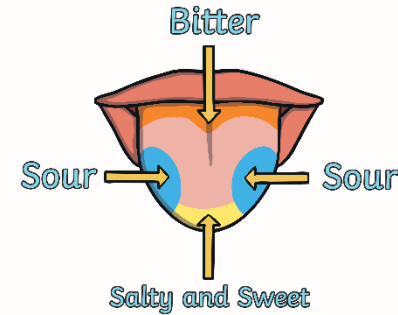
Can you make five new adjectives by adding **-less** to the end of the root word shown in each picture? Click the pictures.



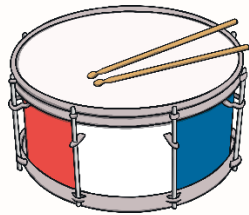
home **less**



spot **less**



taste **less**



noise **less**



heart **less**

Can you write a sentence using two of the new adjectives?

# VISUAL TIMETABLE



Morning  
Challenge



Spelling



Literacy



Assembly

Maths



Lunch



Science



Music



How many adjectives ending in **-ful** can you think of and write down to describe this picture in one minute?



## Example adjectives:

beautiful

colourful

wonderful

cheerful

peaceful

joyful

Delightful

How many more did  
you think of?

Can you choose  
one picture and  
write a sentence  
about it using  
these  
adjectives?

LITERACY

# VISUAL TIMETABLE



Morning  
Challenge



Spelling



Literacy



Assembly

Maths



Lunch



Science



Music



# Monday 20th April T.B.A.T. answer questions 3 in 3

Unit: 18 Introducing diagonal join from s to ascender: sh

BACK

FORWARD



# sh



WORD BANK

ashamed  
brush  
cushions  
English  
publisher  
seashells  
sheep  
shelves  
shine

# VISUAL TIMETABLE



Morning  
Challenge



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Science



Music



**Tell your partner 2 facts about Jamaica**

What do they eat?

They eat ..

What is the weather like?

The weather is ...

**CHALLENGE**

How is the UK and Jamaica similar?

# VISUAL TIMETABLE



Morning  
Challenge



Spelling



Literacy



Assembly

Maths



Lunch



Science



Music



## Vocabulary we will read:

dumplings



adventures



hummingbird



basking

reggae



## Do we know what these words mean?

## VISUAL TIMETABLE



Morning  
Challenge



Spelling



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Assembly

Maths



Lunch



Science



Music



Read over the persuasive text about Jamaica

## Come and visit amazing Jamaica.

Would you like to visit a place full of sunshine, colour and fun? Then Jamaica is the perfect place for you!

### Beautiful Landscape

Jamaica has golden sandy beaches, tall green mountains and sparkly blue seas. You can splash in the waves or relax under a shady palm tree. Everywhere you look is bright and beautiful!

### Tasty Food

In Jamaica you can enjoy yummy food every day. Try sweet juicy fruit, crispy fried dumplings and spicy jerk chicken. The food smells amazing and tastes delicious!

## VISUAL TIMETABLE



Morning  
Challenge



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Science



Music



## Warm Weather

Jamaica is warm and sunny most of the time. You can wear shorts, play outside all day and enjoy the sunshine. It's the perfect place for outdoor adventures!

## Wonderful Wildlife

Look out for colourful birds, tiny hummingbirds and lizards basking in the sun. Nature is all around you in Jamaica!

## Happy Music and Dancing

Jamaica is famous for its fun, happy music. You can hear reggae music, steady drum beats and cheerful songs everywhere. The music makes you want to clap, dance and smile. People love to sing and dance together - it feels like a party every day!



## VISUAL TIMETABLE



Morning  
Challenge



Spelling



Literacy



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Maths



Lunch



Science



Music



Re-read the text  
and then answer  
the questions  
based on what you  
have read.

### Come and Visit Amazing Jamaica!

Would you like to visit a place full of sunshine, colour and fun? Then Jamaica is the perfect place for you!

#### Beautiful Landscape

Jamaica has golden sandy beaches, tall green mountains and sparkly blue seas. You can splash in the waves or relax under a shady palm tree. Everywhere you look is bright and beautiful!

#### Questions

1. Name one thing you might see in Jamaica.

---

2. What could you do at the beach?

---

#### Tasty Food

In Jamaica you can enjoy yummy food every day. Try sweet juicy fruit, crispy fried dumplings and spicy jerk chicken. The food smells amazing and tastes delicious!

#### Warm Weather

Jamaica is warm and sunny most of the time. You can wear shorts, play outside all day and enjoy the sunshine. It's the perfect place for outdoor adventures!

#### Questions

3. What is the weather like in Jamaica?

---

4. What clothes could you wear because it is warm?

---

# VISUAL TIMETABLE



Morning  
Challenge



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Music



Re-read the text and then answer the questions based on what you have read.

## Wonderful Wildlife

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## Questions

5. What type of music is Jamaica famous for?

---

6. How does the music make people feel?

---

## Challenge Question

Why do you think Jamaica would be a fun place to visit? Use one idea from the text to help you.

---

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---

---

**Assembly 10.00**

MATHS

# VISUAL TIMETABLE



Morning Challenge



Spelling



Literacy



Assembly

Maths



Lunch



Science



Music




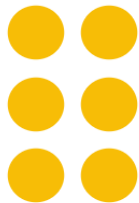
20.04.26

T.B.A.T. recognise place value in 3-digit numbers 3 IN 3

$$88 - 29 =$$

$$55 \div 5 =$$

 Which expression describes this array?



$2 \times 5$

$3 \times 2$

**Challenge:** Which digit would you change if the answer for question 1 was 60? Explain how you worked it out.

## STAR WORDS

hundreds

tens

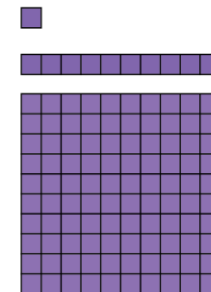
ones

Place value chart

regrouping

0-999

A single block represents 1  
A rod represents 10  
A square represents 100




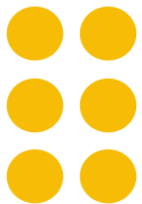
20.04.26

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20.04.26

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$$88 - 29 = \boxed{\phantom{000}}$$

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 Which expression describes this array?



$2 \times 5$

$3 \times 2$

**Challenge:** Which digit would you change if the answer for question 1 was 60? Explain how you worked it out.

**Recap:** Recognising tens and ones



19

72

53

25

82

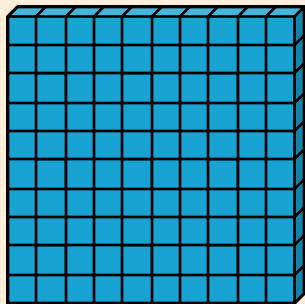
99

48

4

# Introducing the hundreds place

	Tens	Ones



I've represented the image using Dienes.

There are ? hundreds, ? tens and ? ones.

I say the number like this

...



Hundreds	Tens	Ones



- hundreds    tens    ones    place value chart
- regrouping    0-999

# Which numeral matches each image?

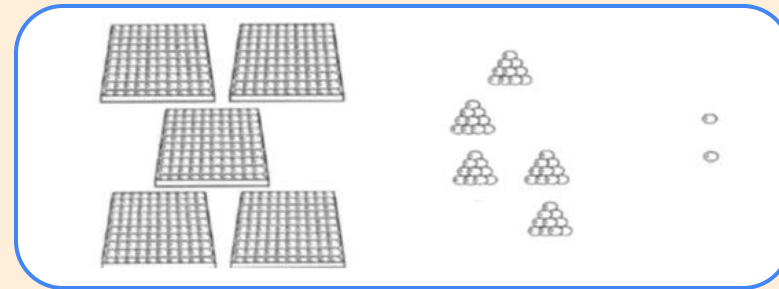
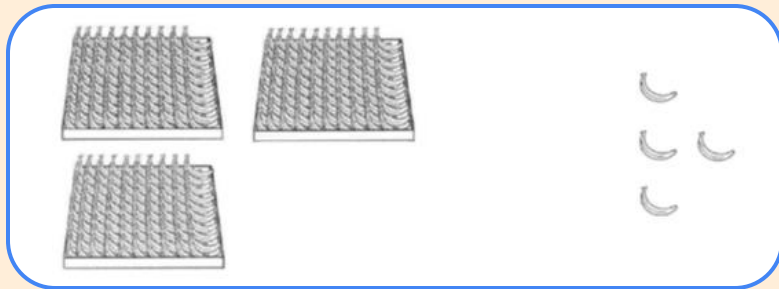
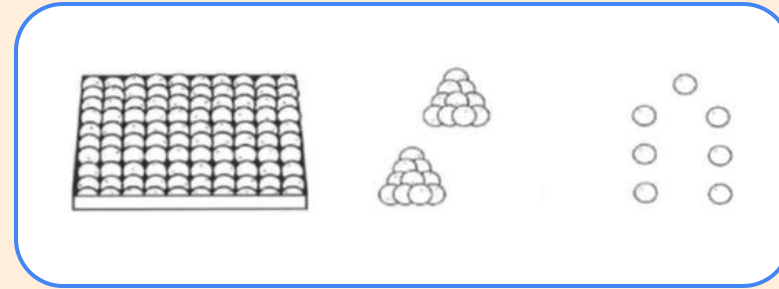
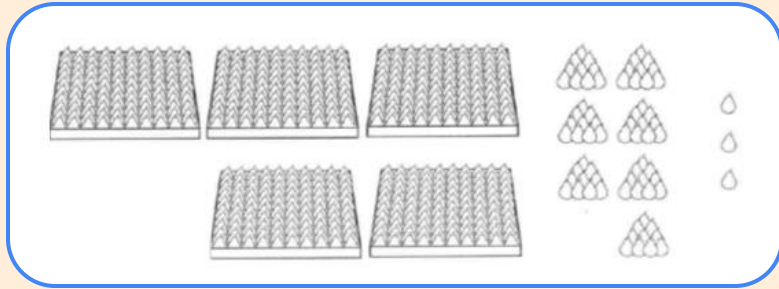
- How do you know?

552

573

127

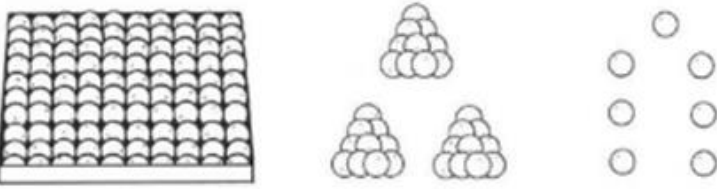
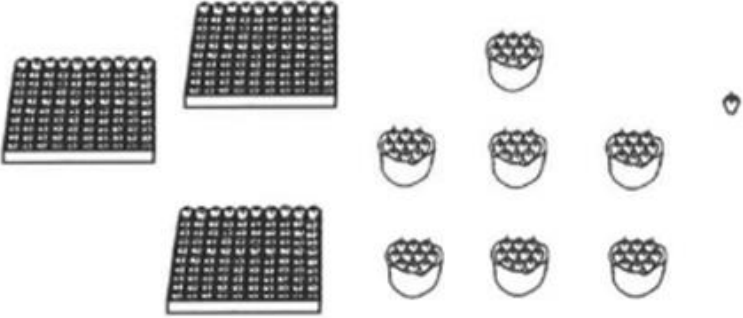
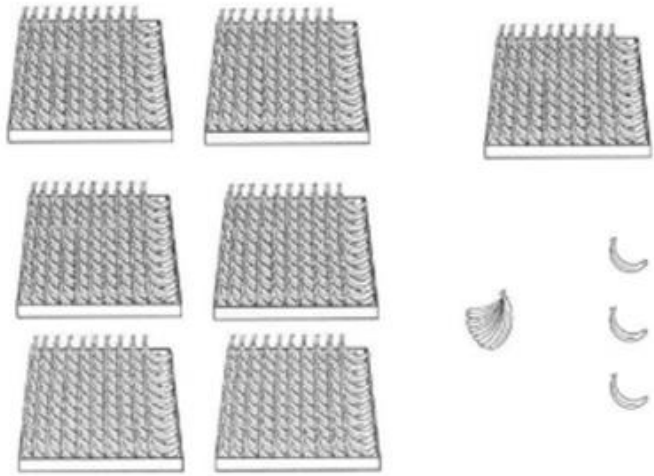
305

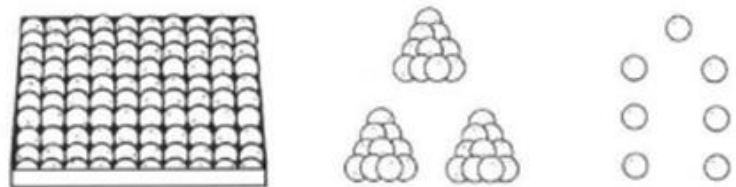


# Steps to success:

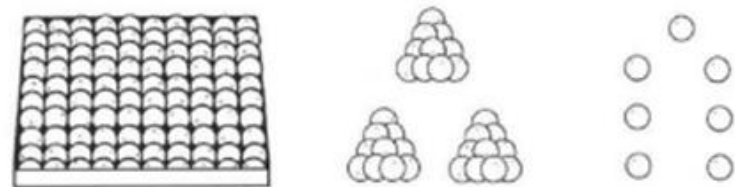
For each picture:

- count how many hundreds, tens and ones
- make a matching Dienes representation on a large place value chart
- write the numeral in the place value chart on the sheet.

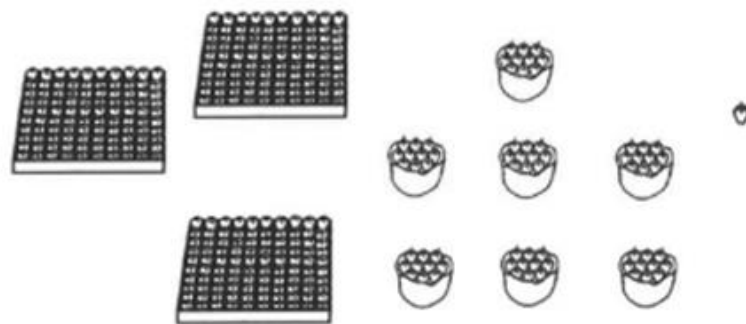
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H	T	O					
	<table border="1"><thead><tr><th>H</th><th>T</th><th>O</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr></tbody></table>	H	T	O			
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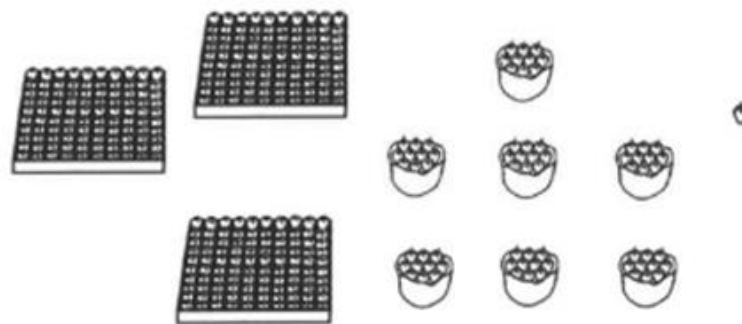
H	T	O



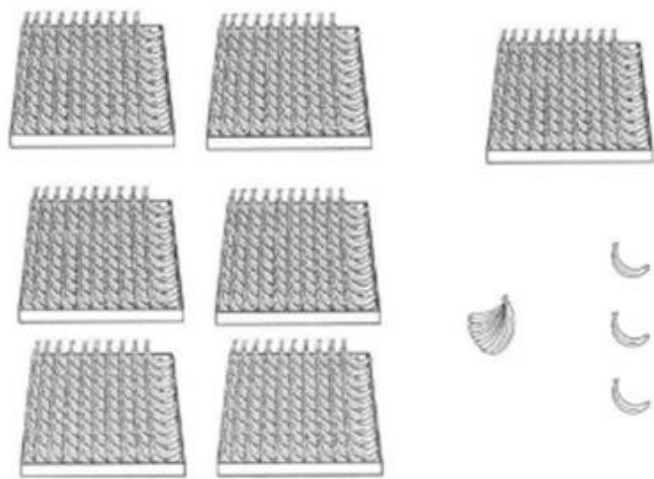
H	T	O



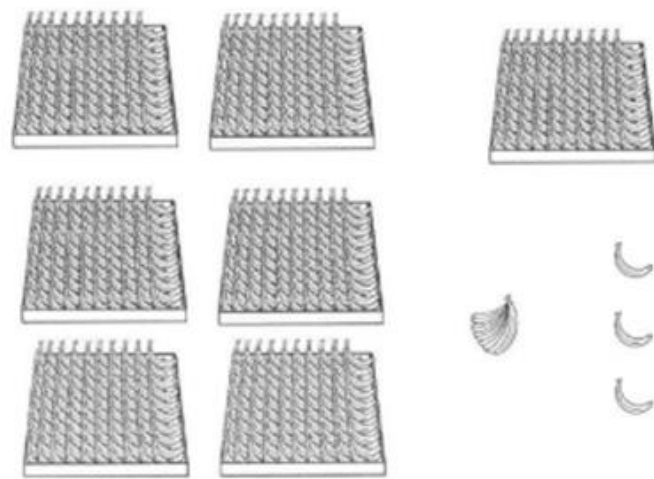
H	T	O



H	T	O



H	T	O



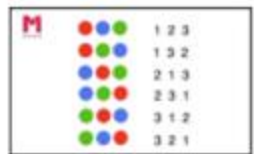
H	T	O

## CHALLENGE

### Mystery number



- The hundreds digit is greater than six but less than the ones digit.
- The tens digit is an even number.
- The ones digit is eight.



What could my number be?  
Is there more than one answer?  
How do you know?

## GREATER DEPTH

Create your own clues for a mystery number where there is more than one answer. Share with a partner to see if they can find all your possibilities.

## GREATER DEPTH

Create your own clues for a mystery number where there is more than one answer. Share with a partner to see if they can find all your possibilities.

## CHALLENGE

### Mystery number



- The hundreds digit is greater than six but less than the ones digit.
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Is there more than one answer?  
How do you know?



LUNCH

BLOCK: Weather  
LESSON: Rainy Weather

## MUSIC

[COLLINS HUB LINK](#)

## LESSON PLAN

### LESSON LEARNING

- Performing an updated version of a traditional nursery rhyme with a rap section included
- Accompanying a song with three different repeated word patterns

## TEACHING ACTIVITIES

### It's raining, it's pouring

Learn to sing 'It's raining, it's pouring'

Children:

- watch a performance of a song and identify word rhythms in the accompaniment;
- learn to sing and perform a weather song.

### Rainy rap

Learn to perform a rap

Children:

- watch a street dance which accompanies a rap and identify the connection with a song;
- learn and perform a weather rap.

### Rainy patterns

Accompany a song with three vocal accompaniment patterns

Children:

- learn three word rhythm patterns using a demonstration movie and a simple score;
- divide into two groups and perform a song, a rap and 'rainy' word rhythm accompaniments.

**Support:** Perform the rainy day song, rap and word rhythm accompaniments separately, then build one on top of another until all are combined.

### WHAT YOU WILL NEED

### VOCABULARY

- Rhythm pattern
- Accompaniment

### EXTENDED LEARNING

Once performed vocally, the three accompaniment patterns could easily be transferred to percussion instruments. The children could choose sounds for each pattern, eg: 'drip drop' (a xylophone playing E-C repeatedly); 'pitter-patter' (shakers); 'splash' (ringing metal sounds such as cymbal or triangle). In time, the patterns could be combined to create interesting textures for accompaniment.

## ♥ Rainy weather

In this lesson, children learn to sing 'It's raining, it's pouring'.

ACTIVITY 1

ACTIVITY 2

ACTIVITY 3

TEACHING NOTES

It's raining, it's pouring

### Step 1/2 - Watch

SCIENCE

# VISUAL TIMETABLE



Morning  
Challenge



Spelling



Literacy



Assembly

Maths



Lunch



Science



Music



20.04.26

T.B.A.T. compare and group things  
into living and non-living

3 IN 3

1 Animals that eat other animals and plants are called ... (Tick 1 correct answer)

carnivores.

herbivores.

omnivores.

2 A human, a cat and an elephant are all ... (Tick 1 correct answer)

mammals.

fish.

reptiles.

3 Many fish have bodies that are covered in ...

\_\_\_\_\_



STAR WORDS

living

alive

non-living

sort



20.04.26

T.B.A.T. compare and group things  
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- fish.
- reptiles.

3 Many fish have bodies that are covered in ...

\_\_\_\_\_

living

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20.04.26

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3 Many fish have bodies that are covered in ...

\_\_\_\_\_

living

alive

non-living

sort



The world is made up of lots of different things. Some of these things are **living**. Some of these things are not living.



penguins



trees in the jungle



classroom furniture

Do you know what a living thing is?

A **living** thing is something that is **alive**.



donkeys



tulips



pencil

How do we know if something is alive?

A **living** thing needs food, water and air to stay **alive**.



trees and dandelions



chameleon



rhinoceros



To stay alive, living things need food, water and ...

**a**

toys.

**b**

television.

**c**

air.



It is a cold January morning. Andeep and Jacob are observing an oak tree in the school field.

This tree is a living thing. It will grow new leaves in the spring. It still needs food, water and air to stay alive. ✓



oak tree

This tree is not a living thing because it isn't growing, and its leaves have fallen off.



Andeep

Who do you agree with?



Jacob

Not everything in the world is **living**.



hummingbird



chairs



iguana

Do you observe anything here that is not living?

When we talk about things that are **not living** we call them **non-living** things.



daisies



plate



stag beetle

Which of these is a non-living thing?



Which of these is a non-living thing?



a tree in winter

**a**



a cup

**b**



a crocodile

**c**

**Non-living** things do not have the same needs as **living** things. Non-living things do not need food, water and air because they are not **alive**.



fire



sunflower seeds



clouds

Do you think each of these is a living or a non-living thing?



What do you know about living things?

Tick one box for each statement.

I am **sure**  
this is  
**correct**

I am **sure**  
this is  
**incorrect**

**a**

Fire is a living thing.

**b**

Sunflower seeds are living things.

**c**

Clouds are living things.



## True or false?

Non-living things need food, water and air to stay alive.



True



False



I think this because ...

**a**

non-living things are all made of plastic.

**b**

non-living things are not alive.



# Living things

Go on a scavenger hunt to find things that are living. Record what you find in pictures and words.

Remember that living things need food, water and air to stay alive.



Sam



Look inside and outside for living things.

Item	Not Living	Living

**Scavenger Hunt**  
Take a walk around the school and the yard and complete the following chart:

A small illustration of a girl with a backpack on a slide, and another illustration of a blue and orange backpack.

## CHALLENGE

What can the brown bear do that the teddy bear cannot do?



Image Left: A bear in the woods, Charlie Marshall, 2019, Licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/)

brown bear

The brown bear can

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---

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---

---



teddy bear

The teddy cannot

---

---

---

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# Task C

## Sorting things that are living and non-living



Sort these things into living and non-living.



plant



car



clouds



salmon



glass



fly



toy parrot



tadpoles



book



tree



tadpoles

fly

car

plant

clouds

toy parrot

salmon

tree

living

non-living