

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

VISUAL TIMETABLE



Morning Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing Art



21.04.26
Morning Challenge

Bella Goes To Sea

Bella the goose lived with William in a cottage by the sea. William was a fisherman. He had a big garden with lots of good grass for Bella to eat. Sometimes for a treat he took Bella to the Harbour Cafe and bought her a milkshake and biscuits. But whenever William went to sea, Bella had to stay behind. "You can guard the house," he said.



Practice questions

a What was William's job?

Tick **one**.

cafe owner

guard

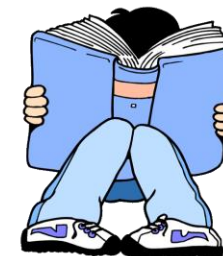
gardener

fisherman

b When William went away, what did he tell Bella to do?

What next?

Quiet reading



Lunches

Main:

Vegetarian:

School Packed Lunch: Cheese, ham, tuna or jam

Bella Goes To Sea

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a What was William's job?

Tick **one**.

- | | | | |
|------------|--------------------------|-----------|--------------------------|
| cafe owner | <input type="checkbox"/> | guard | <input type="checkbox"/> |
| gardener | <input type="checkbox"/> | fisherman | <input type="checkbox"/> |

b When William went away, what did he tell Bella to do?



Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.

One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.



1 When Bella was learning to fly, she...

Tick **one**.

- | | | | |
|------------------|--------------------------|-------------------|--------------------------|
| was lazy. | <input type="checkbox"/> | did not try hard. | <input type="checkbox"/> |
| did not give up. | <input type="checkbox"/> | found it easy. | <input type="checkbox"/> |

1 mark

2 Why was William cross with Bella?

1 mark

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



T.B.A.T. add the suffix –ful, -less, -ly

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



Spot the -ful, -less, -ly suffix

Be careful when you are carrying eggs!

The playful kitten batted the toy mouse.

I am hopeful that tomorrow it will be sunny for our trip.

It was hopeless! The rain poured down all day.

The trip started badly as the careless teacher lost all the packed lunches.

The children shouted happily when the teacher bought them all an ice cream.

Sometimes these suffixes change a verb into an adjective (play to playful) or an adjective into an adverb (happy to happily).

Which words can be make?

bad		
play	-ful	
hope		
care		
happy		-ly
sad		
colour	-less	
harm		

Can you write 2 words into a sentence? Could you write an exclamation sentence?

Brain
Breaks



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

LITERACY

VISUAL TIMETABLE



Morning
Challenge 

Spelling 

Literacy 

P.E. 

Lunch 

Maths 

Computing
Art 

Tuesday 21st April T.B.A.T. use expanded noun phrases 3 in 3

Unit: 19 Introducing diagonal join from s, no ascender: si, se, sp BACK FORWARD

 *si*  *se*

 *sp* 



WORD BANK

- beside*
- inside*
- sister*
- because*
- these*
- spring*
- crisp*
- such*
- sunset*

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



Tuesday 21st April
T.B.A.T. use expanded noun phrases

What words can you think of to describe this picture?



VISUAL TIMETABLE



Morning
Challenge 


Spelling 

Literacy 

P.E. 

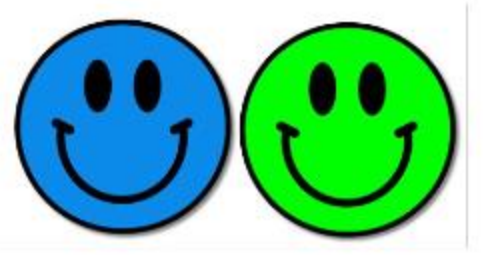
Lunch 

Maths 

Computing
Art 

Tuesday 21st April T.B.A.T. use expanded noun phrases

What words can you think of to describe this picture?



VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



Tuesday 21st April

T.B.A.T. use expanded noun phrases

We are going to create expanded noun phrases based around Jamaica.

[What Is An Expanded Noun Phrase? | Twinkl Kids Tv | KS1 English](#)

What Is an Expanded Noun Phrase?

Meet Dave



VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing
Art



Tuesday 21st April

T.B.A.T. use expanded noun phrases



Use an adjective and a noun to generate
expanded noun phrase.

NOUNS

- beach
- palm tree
- parrot
- drum
- rainforest
- waterfall
- market
- mountain
- sea
- house
- fruit

ADJECTIVES

- golden
- bright
- colourful
- tall
- warm
- noisy
- peaceful
- tropical
- sparkling
- sweet-smelling
- juicy

For example

- *the tall, green palm tree*
- *the colourful, noisy parrot*
- *the sweet, juicy mango*
- *the sparkling, blue sea*

**DANNY
GO!**



VISUAL TIMETABLE



Morning
Challenge 

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Computing
Art 

Tuesday 21st April

T.B.A.T. use expanded noun phrases

1. Match the adjectives to the nouns

Adjectives: golden colourful tall noisy sweet

Nouns: parrot market palm tree beach fruit

2. Build expanded noun phrases

Add two adjectives to each noun.

the _____ beach _____ beach

the _____ parrot _____ parrot

the _____ palm tree _____ palm tree


3. Write a sentence

Write sentences about Jamaica using expanded noun phrases

VISUAL TIMETABLE



Tuesday 21st April T.B.A.T. use expanded noun phrases

Morning
Challenge 

Spelling 

Literacy 

P.E. 

Lunch 

Maths 

Computing
Art 

nouns		adjectives	
mountain	coconut	golden	beautiful
palm tree	rainforest	bright	peaceful
parrot	waterfall	colourful	tropical
drum	market	tall	sparkling
beach	mountain	warm	sweet
sea	fruit	noisy	juicy
ocean	sand	amazing	calm

CHALLENGE

Can you write a question using an expanded noun phrase?

Did you see the beautiful, blue sky?

What might the delicious fruit feel like on your tongue?

GREATER DEPTH

Can you write an exclamation statement?

What an amazing, blue sea that is!

How wonderful the juicy fruit were!

P.E.

Learning Objective

To develop overarm throwing to limit a batter's score.

Success Criteria

- Finish with your hand pointing towards your target.
- Keep your elbow high in line with your shoulder.

Whole Child Objectives

Social: To communicate with teammates to decide together what to do.

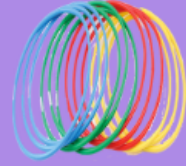
Emotional: To play honestly when keeping score.

Thinking: To select the correct action for the situation.

Equipment



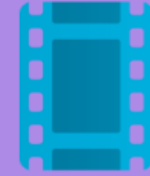
CONES
x 30



HOOPS
x 8



TENNIS BALLS
x 15



OVERARM THROW
Video

Open

Download

Optional:



BEANBAGS



10

Mins

Warm Up and Introduction

Follow the leader:

In pairs. One pupil carries a ball, they are the leader.

A The leader travels around the area, partner to follow. Leader to be creative in how they travel e.g. sidesteps, skipping, jogging. On the command 'switch', the leader turns and uses an underarm to throw the ball to their partner.

Q: How can you catch successfully? *Use two hands, track and watch the ball as it comes towards you.*

Make sure your partner is looking at you before you throw. Don't move too quickly if you are the leader, remember that you are responsible for your partner too!

Make this easier by using a beanbag.

B Leader to use the ball as they travel e.g. move whilst passing the ball around their waist, bouncing the ball, throw and catch the ball to themselves. On the command 'switch' the leader throws the ball to their partner and their partner copies how the leader used the ball.

Repeat the activity with the other pupil choosing a way to use the ball as they travel with their partner then copying on the command 'switch'.

Encourage and support your partner by giving them a 'top tip' when they are copying how you used the ball.

30

Mins

Skill Development

Exploring technique:

In pairs with one ball. Pupils stand approx. four big steps apart and practise overarm throwing. Pupils help each other to improve their throwing using the teaching points. After pupils can comfortably throw over this distance, challenge them to take one step further apart.

Step forwards with the opposite foot to your throwing arm. Have your throwing elbow in line with your shoulder. Point your hand towards your target.

Make this easier by using a beanbag.



Scoring runs:

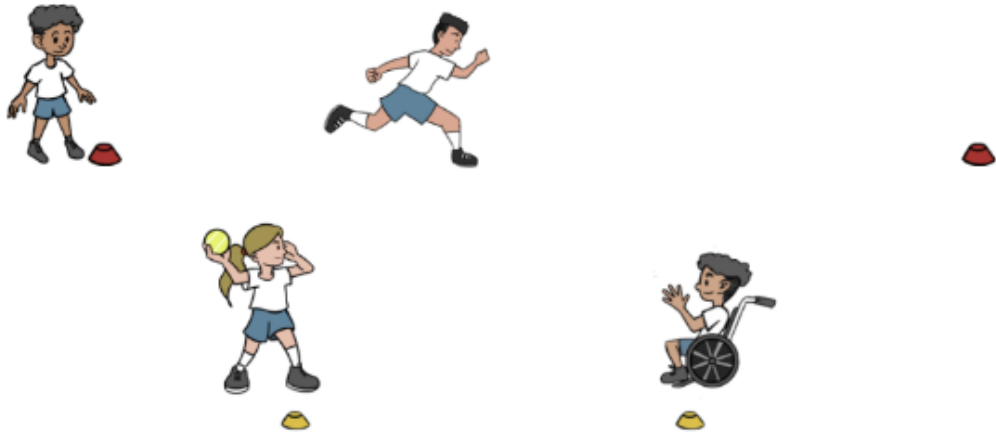
In groups of four with one ball and four cones. Pupils play 2v2.

- Place two cones 4m apart. One team stands at each of these cones with the ball, they are the fielders.
- Place the other two cones 8m apart, this team stands one behind the other at one cone, they are the batters.
- The batters take turns to run to their end cone and back, they score one point for each run they make.
- The fielders complete ten overarm throws then shout 'stop.'

How many runs can the batters score in this time? Change roles every ten passes.

Track and watch the ball and have hands out ready to catch with wide fingers. Step forwards with the opposite foot to the throwing arm. Make sure your partner is looking at you before you throw them the ball. Encourage your teammate as they run.

Make this easier for the fielders by decreasing the number of passes to eight or by using a beanbag. Make this harder for the fielders by increasing the distance they throw over.



Scatterball:

In groups of four with two cones, two balls and one hoop. One pupil is the batter, the other three pupils are fielders.

Q: What is the role of fielders? *To collect the ball as quickly as possible and stop the batter from scoring.* Introduce a bowler. Explain that a bowler is part of the fielding team, their job is to throw (bowl) to the batter.

How to play:

- The bowler stands in a hoop opposite the batter, who is at a cone 3m away. Place another cone 6m away from the batter.
- The bowler bowls two underarm balls to the batter.
- The batter catches each ball one at a time and throws it out into the field of play. Fielders stand still until the second ball is thrown.
- The batter runs to the 6m cone and back, scoring a run each time they get to a cone.
- Batter stops once both balls are returned to the bowler in the hoop.

Batters have three turns each, then rotate positions. Q: Should the batter use an overarm or underarm throw? *An overarm throw, as it will travel further and give them more time to score points.*

Batter: throw away from the hoop and the fielders.

Fielders: communicate with each other about who is going to collect which ball. Use an overarm throw if you need to throw back to the bowler over a long distance and an underarm throw if it is over a short distance.

Bowler: wait by the hoop and catch the balls being thrown back by the fielders with wide fingers.

Make this harder for the batter by allowing the fielders to begin to retrieve the balls as soon as they are thrown.



LUNCH

MATHS

VISUAL TIMETABLE



Morning Challenge



Spelling



Literacy



P.E.



Lunch



Maths



Computing Art



20.04.26

T.B.A.T. explore 3-digit numbers

3 IN 3

$$94 + 16 =$$

$$\frac{1}{2} \text{ of } 28 =$$

Is the number sentence true or false?

$$5 \times 3 = 15$$

true

false

Challenge: What is $\frac{1}{4}$ of 28? How did you work it out? Explain. Was there another way you could have done it using you're the answer to question 2?

STAR WORDS

hundreds

tens

ones

Place value chart

regrouping

0-999

part whole

20.04.26

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20.04.26

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Which number is the odd one out?

- I think that the number is the odd one out because

100

348

10

261

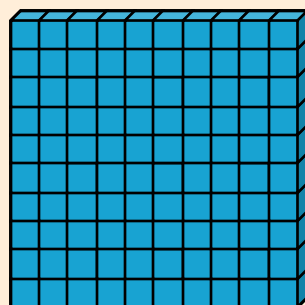
914



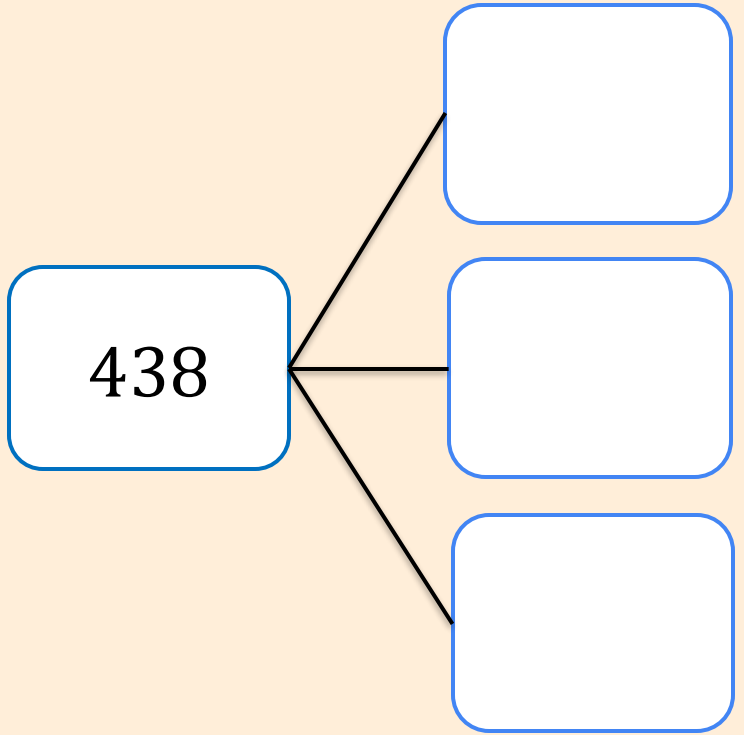
Exploring 3-digit numbers

438

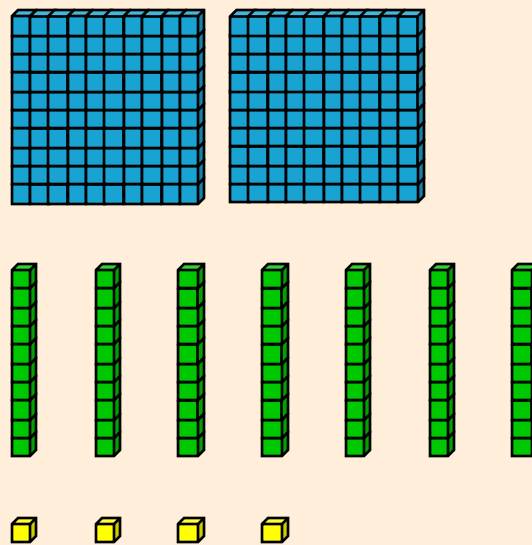
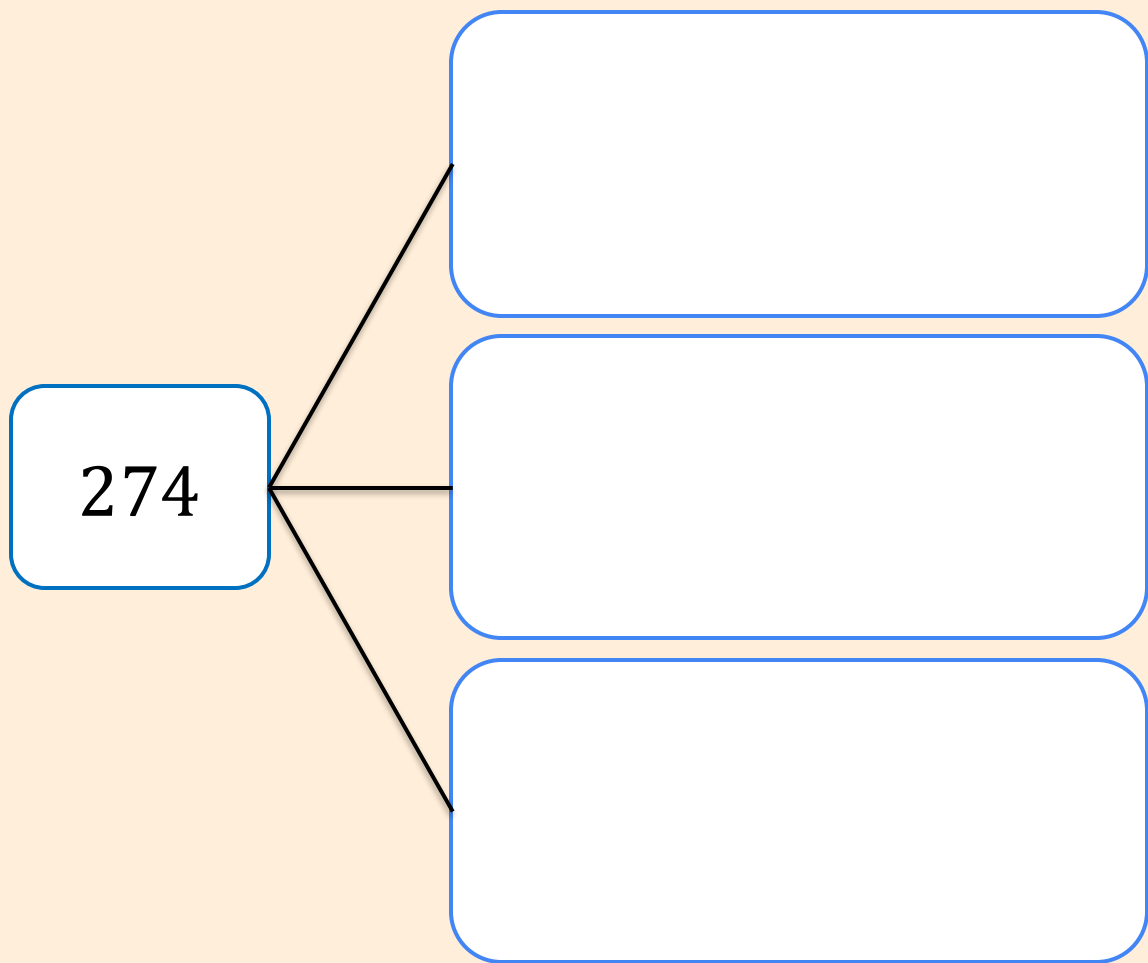
Hundreds	Tens	Ones



Split 438 into three parts



Different ways to show 274



VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



P.E.



Lunch

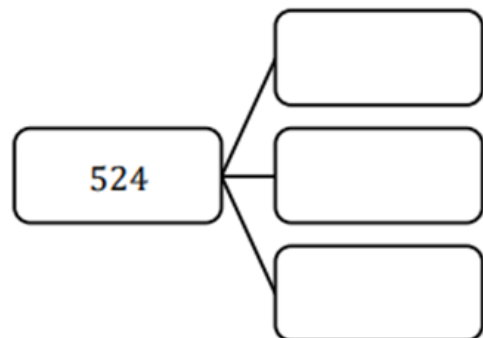
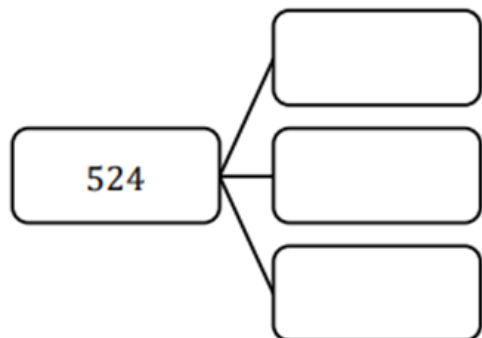
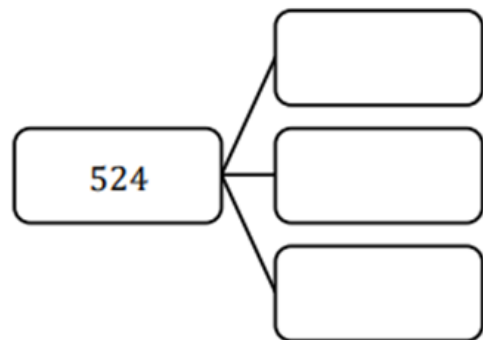
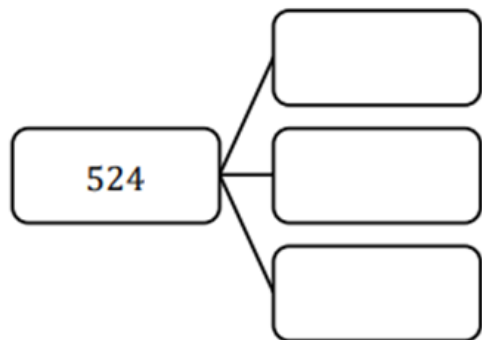
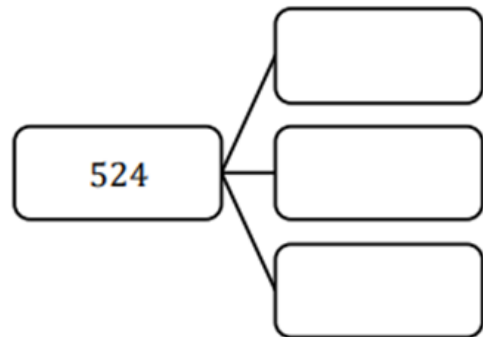
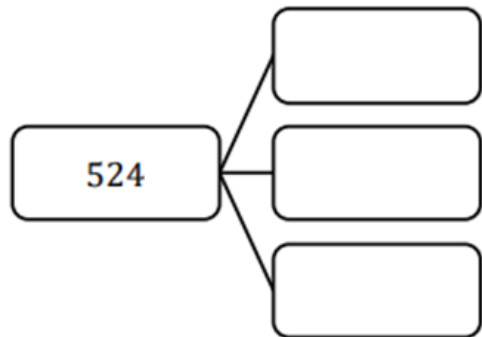


Maths



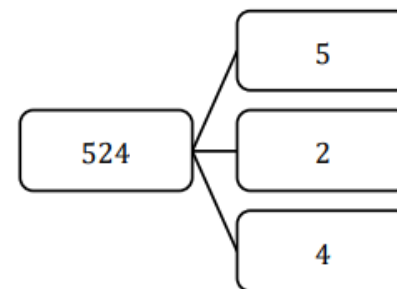
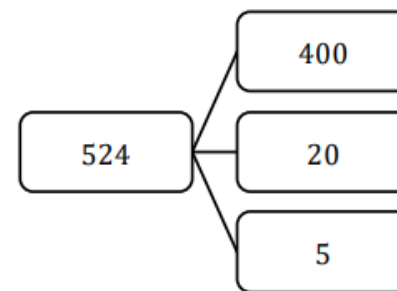
Computing
Art





CHALLENGE

Spot and correct any mistakes in these part-whole models. Explain why they are wrong.



GREATER DEPTH

"Tom has 345 marbles. He decides to split them into three parts. The first part has 100 marbles, and the second part has 200 marbles. How many marbles are in the third part? Draw a part-whole model to show your answer."

ART Pioneers

Keywords

paradise

somewhere you feel safe, calm and happy

composition

the way elements are arranged and organised
within an artwork

Discuss with a partner how this image makes you feel.



Discuss with a partner how this image makes you feel.

It makes me feel **relaxed** and **calm**.



Andeep



It makes me feel **happy** and **safe**.



Laura



Paradise means a place that feels really **special**, **safe** and **happy** to you. It could be:

- real or **imaginary**
- a place where you feel **calm**, **joyful**, or **excited**
- a place that you feel **peaceful** and **quiet**

True or false?

A person's **paradise** must be real.

T True

F False ✓

A person's **paradise** can be real or **imaginary**.

Andeep is thinking about his idea of **paradise**.



I am thinking of a place that makes me feel calm. It has lots of fresh fruit to eat, books to read and it's by the ocean. It also has my guitar to play music.

Laura is also thinking about her idea of **paradise**.



What do you think Laura's idea of **paradise** is?

Discuss with a partner.

Laura is also thinking about her idea of **paradise**.



I am thinking of a place that makes me feel safe, where I can see the stars and moon. It has fairy lights, my favourite blanket and teddy, and my diary to write in.



Paradise means a place that feels really special, safe and happy to _____ you

a everyone

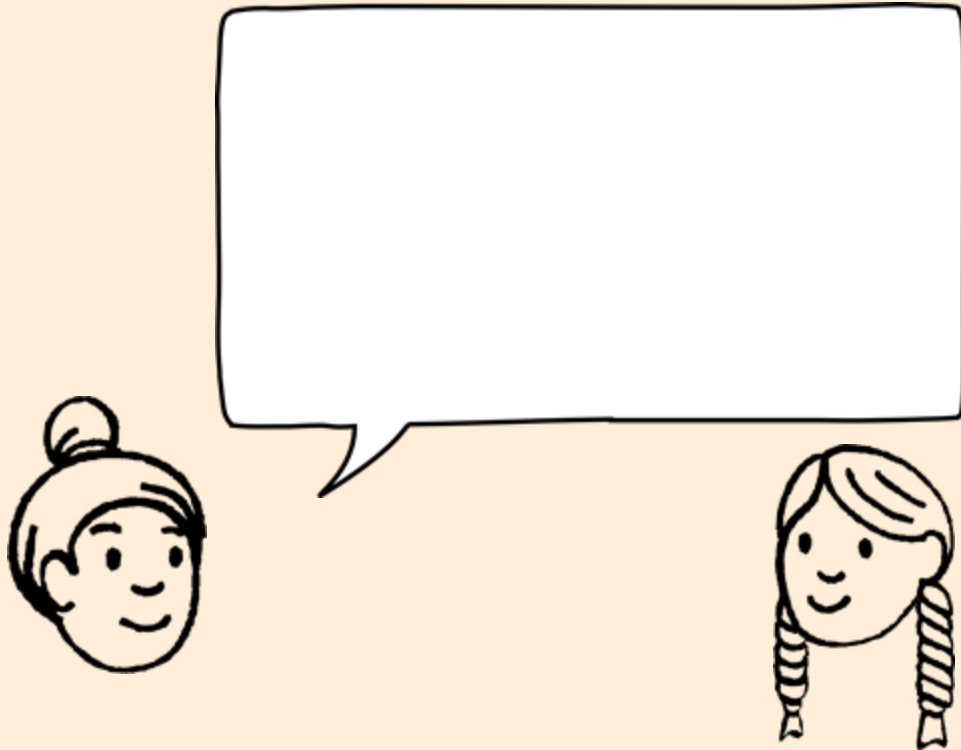
b you 

c artists

d others

Remember that **paradise** can be anywhere that makes **you** feel happy and peaceful.

Take turns to discuss with a partner what your **paradise** looks like.



Think: is it...

- real or **imaginary**
- a place where you feel **calm**, **joyful**, or **excited**
- a place that you feel **peaceful** and **quiet**

You should have discussed what your **paradise** looks like.



My **paradise** is being by the sea, next to a fire, with a warm cup of chocolate and marshmallows.

A **colour palette** is a group of colours that are chosen to use in a piece of art.



Artists pick a **colour palette** to help their artwork feel a certain way such as calm, happy, warm or cool.

Many artists have represented **paradise** through their art. Some artists are:

Artist	Ideas of paradise
Melencio Sapnu	Paints beautiful pictures of nature, like palm trees, fields, and colourful skies. His paradise is calm and beautiful.
Horace Pippin	Painted pictures of things that were important to him, such as his family, his community and peaceful places from his imagination.



True or false?

Melencio Sapnu's work could show how much he loves nature.



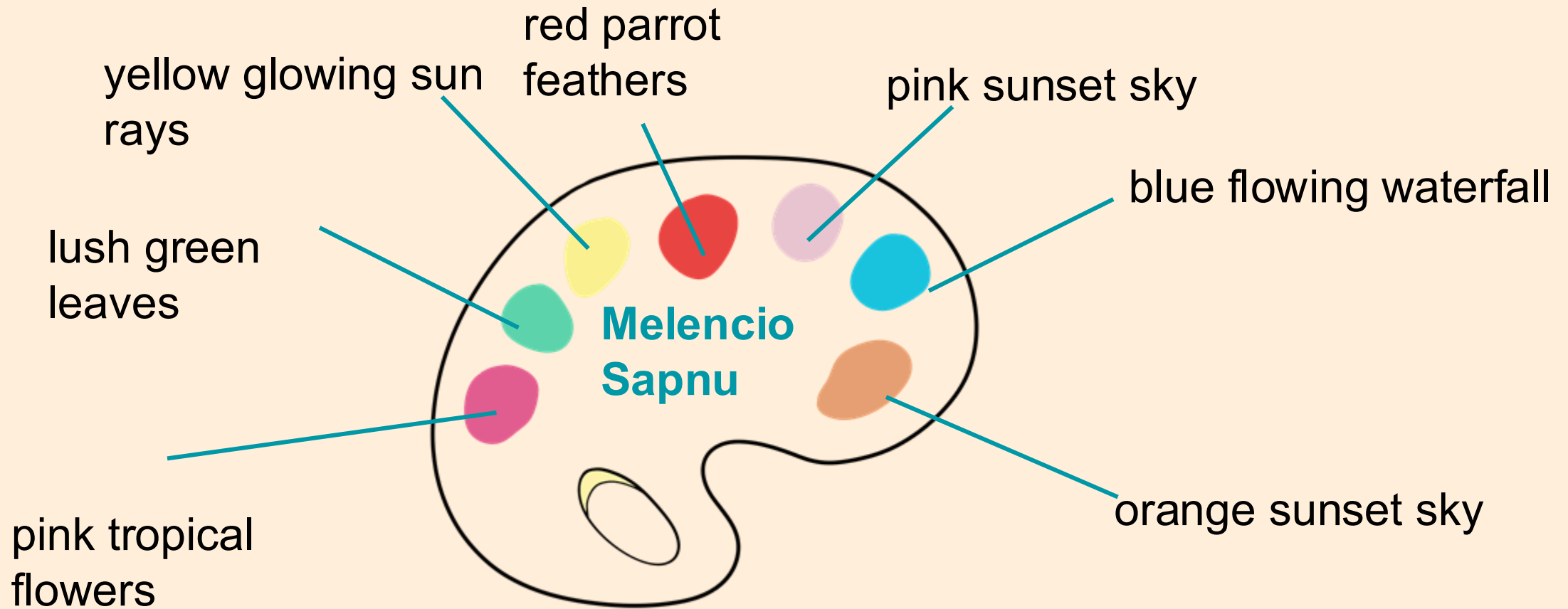
True



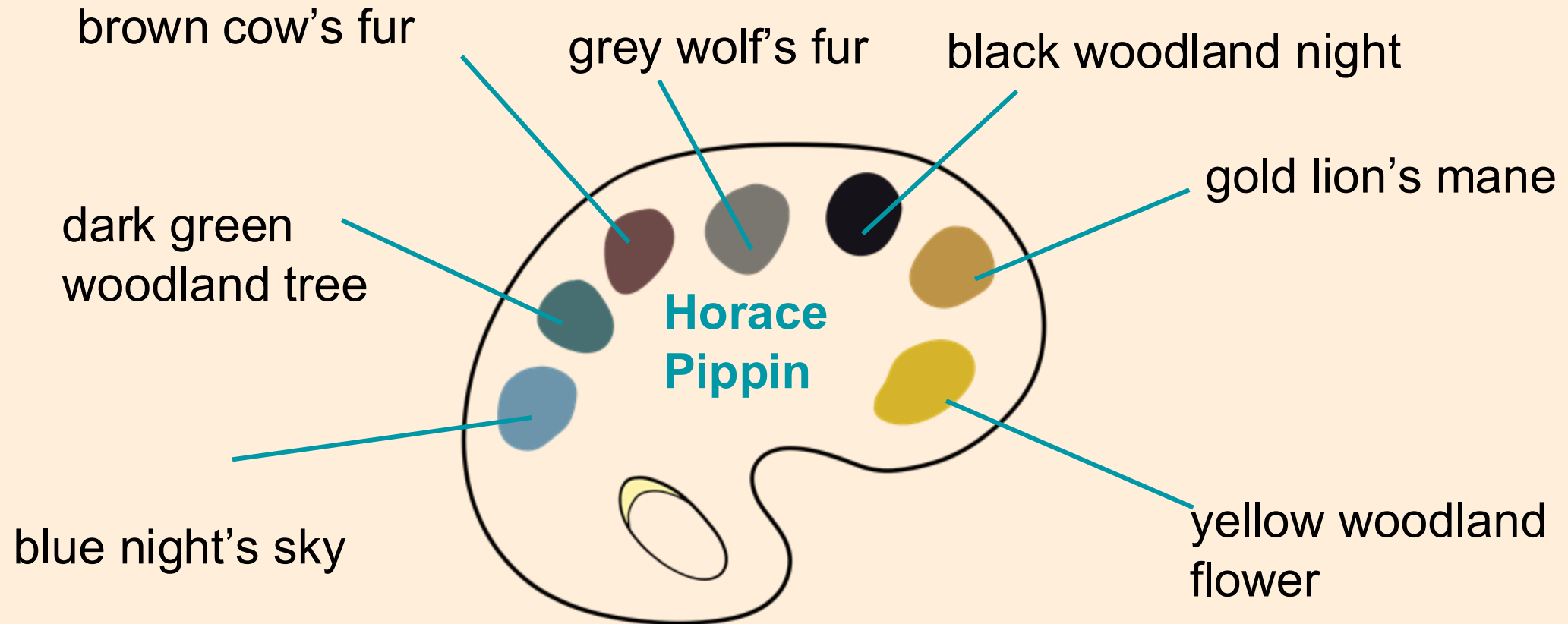
False

He paints beautiful pictures of nature, like palm trees, fields, and colourful skies which could show that he loves nature.

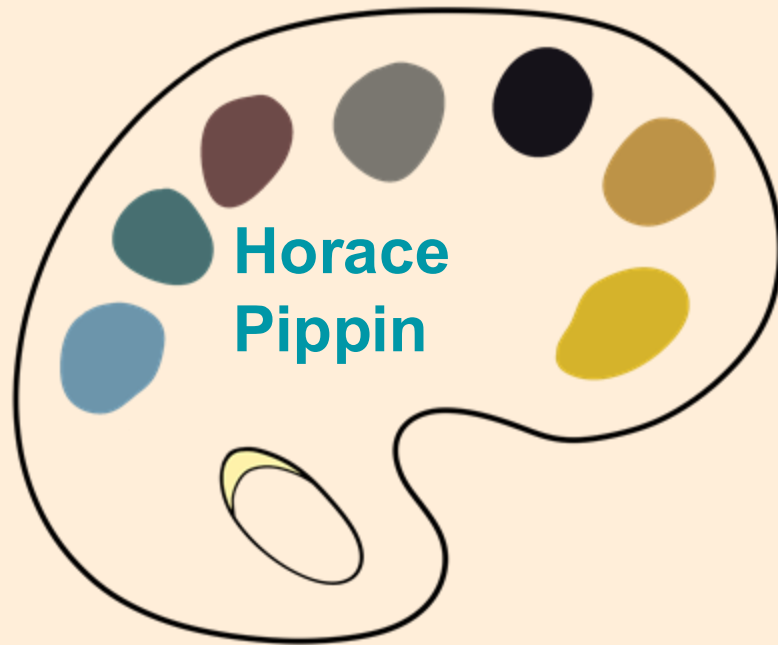
Close your eyes and imagine a tropical **paradise** like in **Melencio Sapnu's** painting:



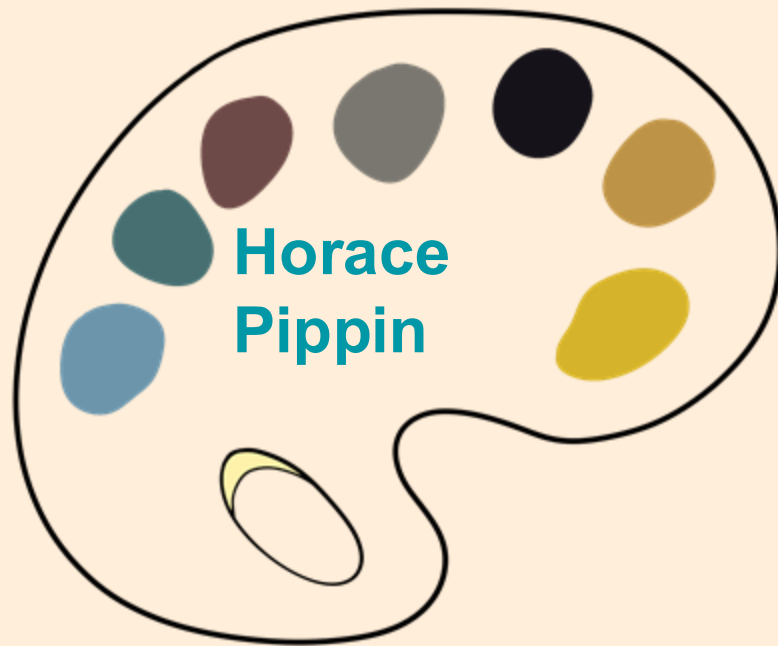
Close your eyes and imagine a woodland scene with animals like in **Horace Pippin's** painting 'Holy mountain, I':



What do you notice about the artist's use of colour?



What do you notice about the artist's use of colour?



dark, earthy colours



bright, vibrant colours

Horace Pippin uses dark, earthy colours in his paintings.

a

bright, vibrant

b

dark, earthy



c

warm, bright

Laura is remembering how to mix colours.



I know that the three primary colours can create different hot and cold colours.

I will need white and black too so that I can make lighter and darker colours.



Laura is thinking about hot and cold colour palettes.



I remember that hot colours feel warm like the sun or fire.



Cold colours remind me of water or ice and winter.



Laura is creating a colour palette for her **paradise**.



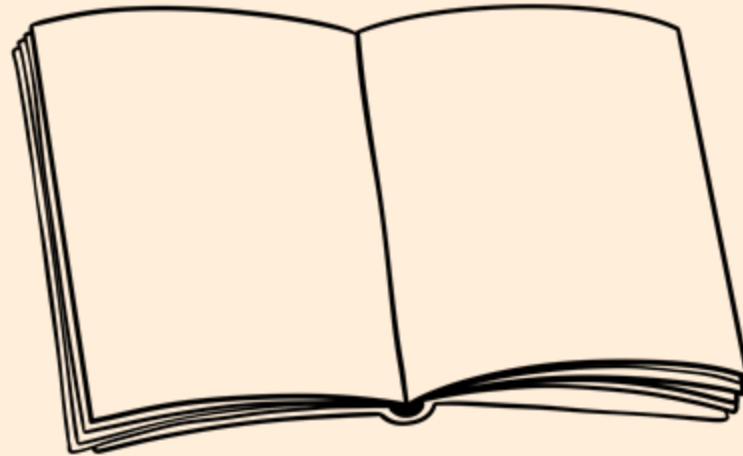
She thinks about:

- What makes her feel happy or peaceful?
- The colours of the things she would love to see, hear, or do there
- She then labels the colours with what they represent

Laura collects the materials she needs to create a colour palette.



paint

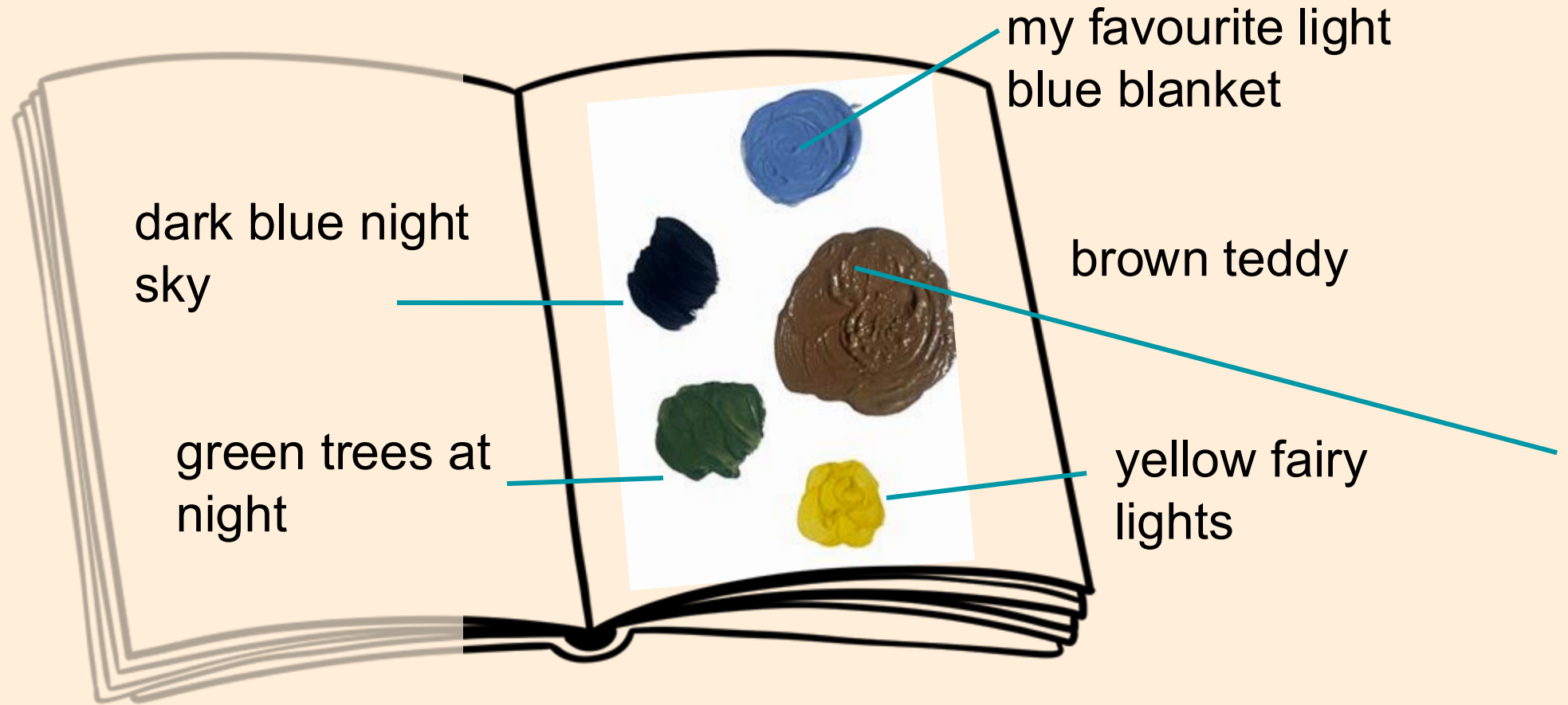


a sketchbook or
paper



a paintbrush and
water

Laura then creates a colour palette for her **paradise**.





True or false?

Primary colours can create different hot and cold colours.



True



False

You can mix primary colours, red, blue, and yellow, to make warm colours like orange and cool colours like green and purple.

Create a colour palette of the colours you would like to include in your **paradise** painting.

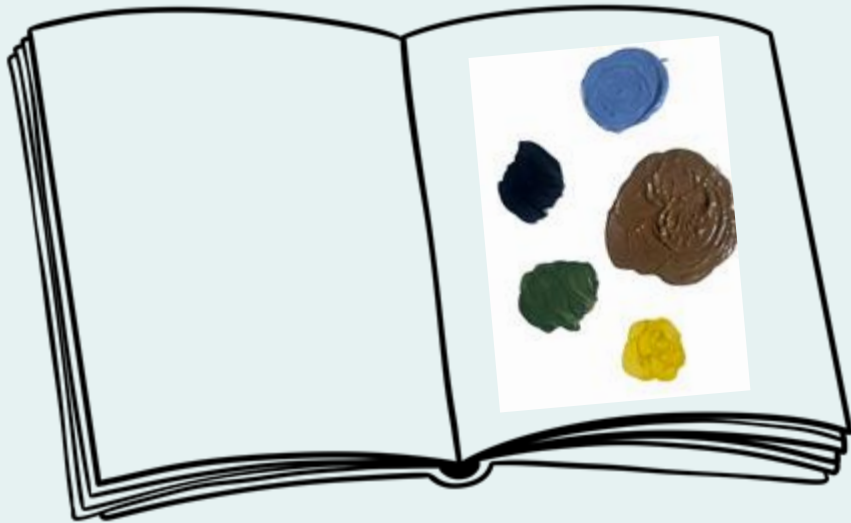
Think about:

- What makes you feel happy or peaceful?
- the colours of the things you would love to see, hear, or do there



Label the colours with what they represent.

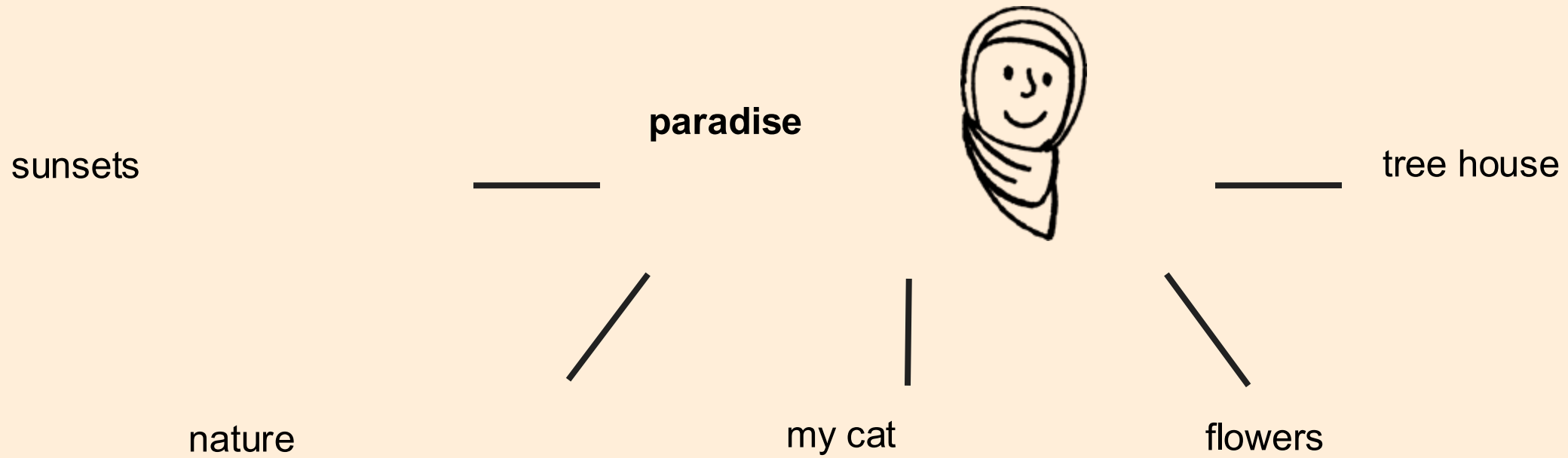
You could have created a colour palette like this:



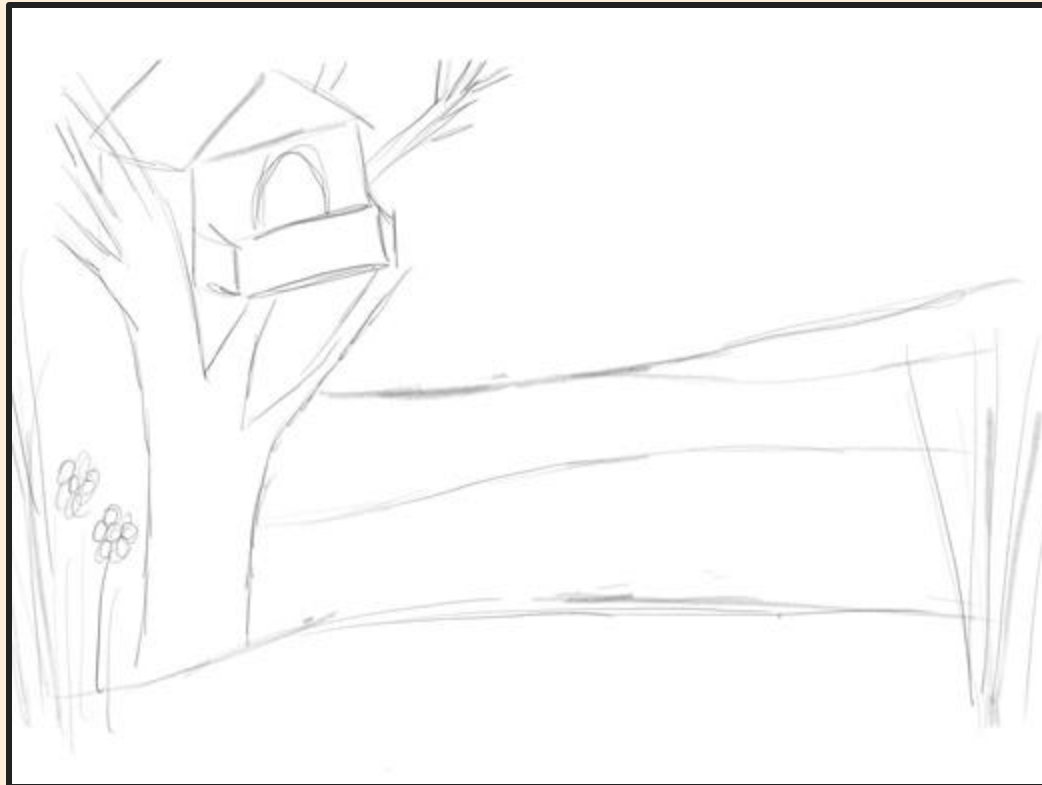
Did you think about about:

- What makes you feel happy or peaceful?
- The colours of the things you would love to see, hear, or do there
- Labelling the colours with what they represent

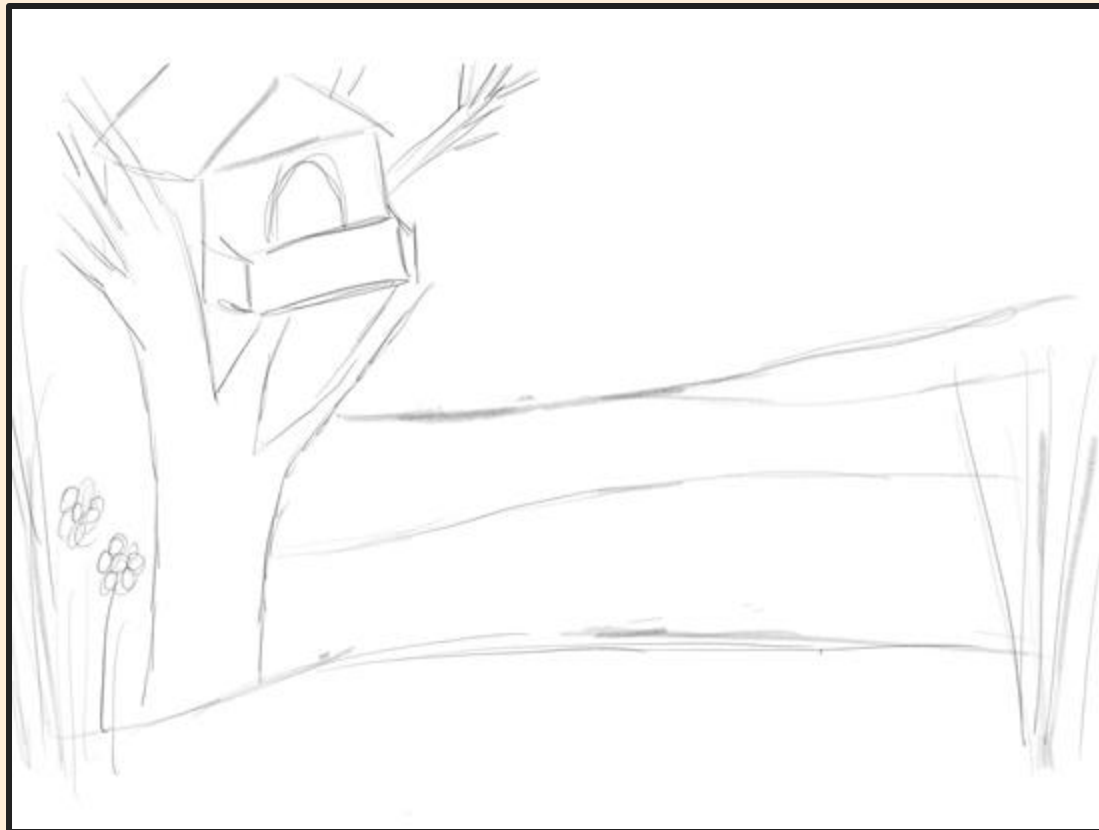
Aisha is planning a painting of her idea of **paradise**.



Aisha creates a light sketch on her page to plan where things will go. This is called **composition**.



Aisha changes her mind about her **composition** and wants to add a cat.



What advice would you give to Aisha?

It's important to keep your sketch light so that you can rub out your lines easily when needed.





Lightly sketching your ideas help you to
change the **composition**.

a

change the **composition**



b

add lots of detail

c

to draw neatly

When painting, it's a good idea to paint the background first before adding the features on top.

I waited for the paint to dry so that the paint did not smudge.



Once the paint is dry, you can add the other details.

What details did Aisha add in?





When painting, it is important to let the background dry first because _____ it stops the paint from smudging

a

it is quicker

b

it stops the paint from smudging

c

it helps the paint to mix together



Create a painting of your **paradise**.

Think about:

- lightly sketching out the **composition** first.
- starting with the background and allowing it to dry.

Try to mix the primary colours together to create other colours. Add white and black to make them lighter and darker.

You should have created your own **paradise** painting. Here is an example:



Summary

Respond to artists' visions of paradise

Artists make creative choices about colour, shape and **composition** to show ideas.

You can look closely at artworks to identify how artists represent an idea.

Artists are inspired by places, dreams, stories or nature when imagining **paradise**.

We can respond to artworks by making our own visual interpretations.



COMPUTING Investigators

VISUAL TIMETABLE



Morning
Challenge



Spelling



Literacy



Assembly

Maths



Lunch



Science



Music



21.04.26 / 22.04.26

T.B.A.T. predict the outcome of a

sequence

3 IN 3

1 What is a sequence? (Tick 1 correct answer)

- a random set of actions
- a single command
- a group of events happening at the same time
- a set of steps with a specific order

2 Where does a program start? (Tick 1 correct answer)

- with a command
- with an event
- at the end
- in the middle

3 What do you call a set of ordered commands? (Tick 1 correct answer)

- a story
- a list
- a program
- a game



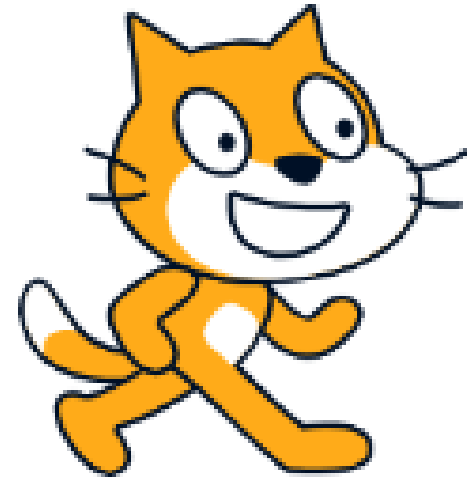
STAR WORDS

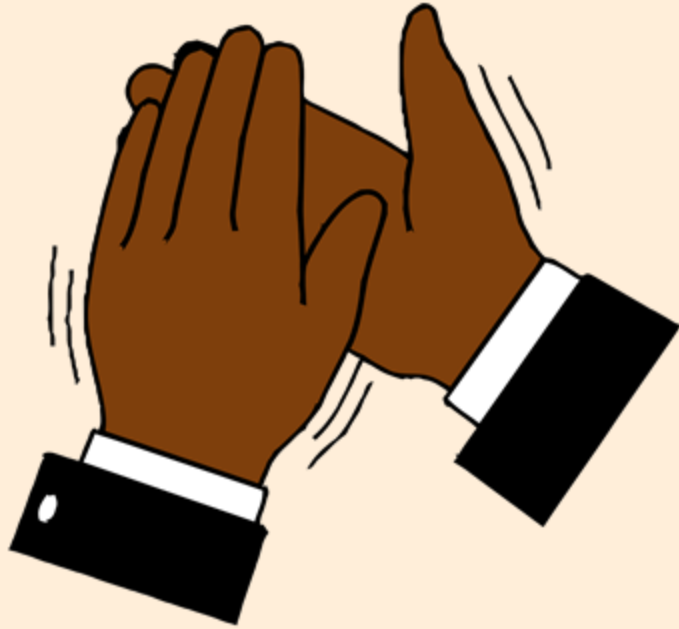
prediction

outcome



SCRATCH





When you clap your hands, you make a noise. The noise is the outcome.

When you kick a football, what is the **outcome**?



When you kick a football, the football moving is the **outcome**. It is the end result.

When you follow a sequence of instructions, there is an **outcome**.

1. Get a cup.
2. Pour in some squash.
3. Add water.



What do you think the **outcome** will be?

The **outcome** is a cup of squash.



If you mix butter, flour, eggs and sugar together and cook them in the oven, what will the **outcome** be?

a

juice

b

cake

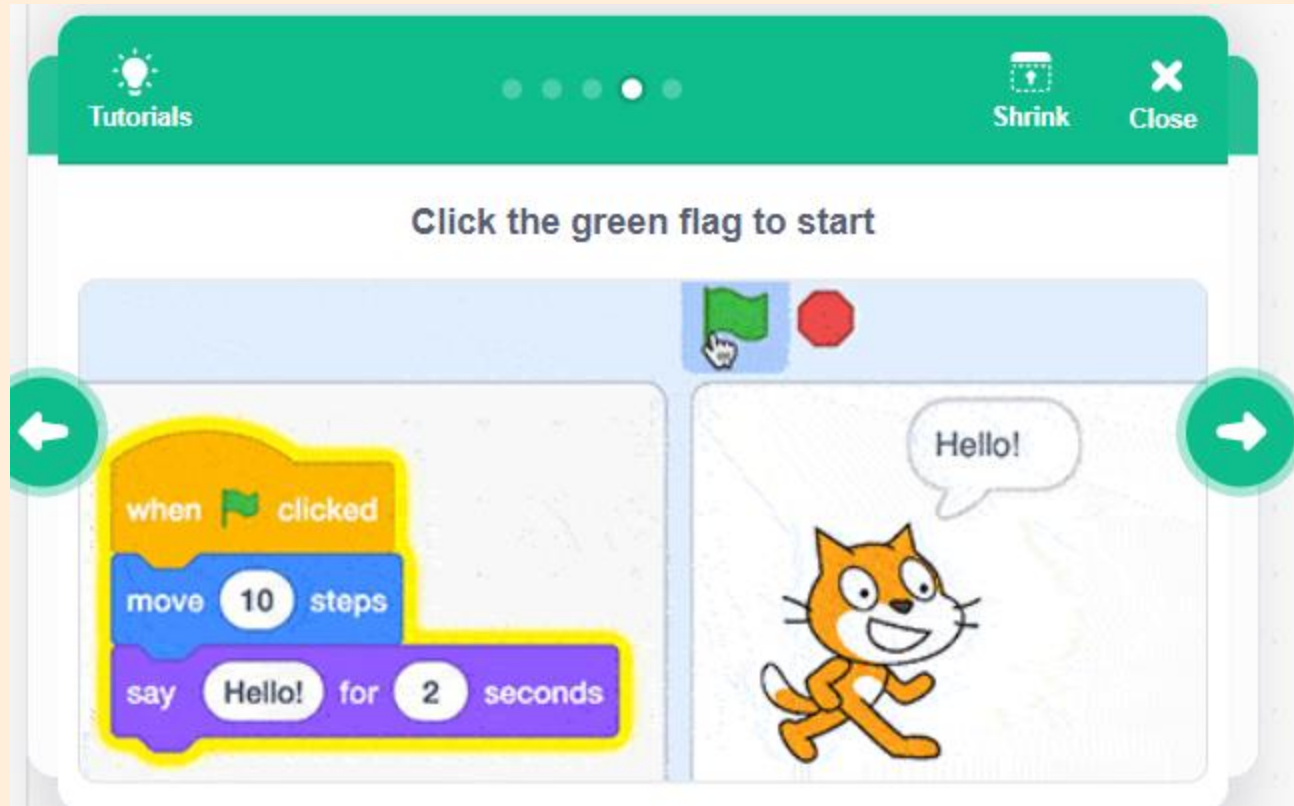


c

sausage



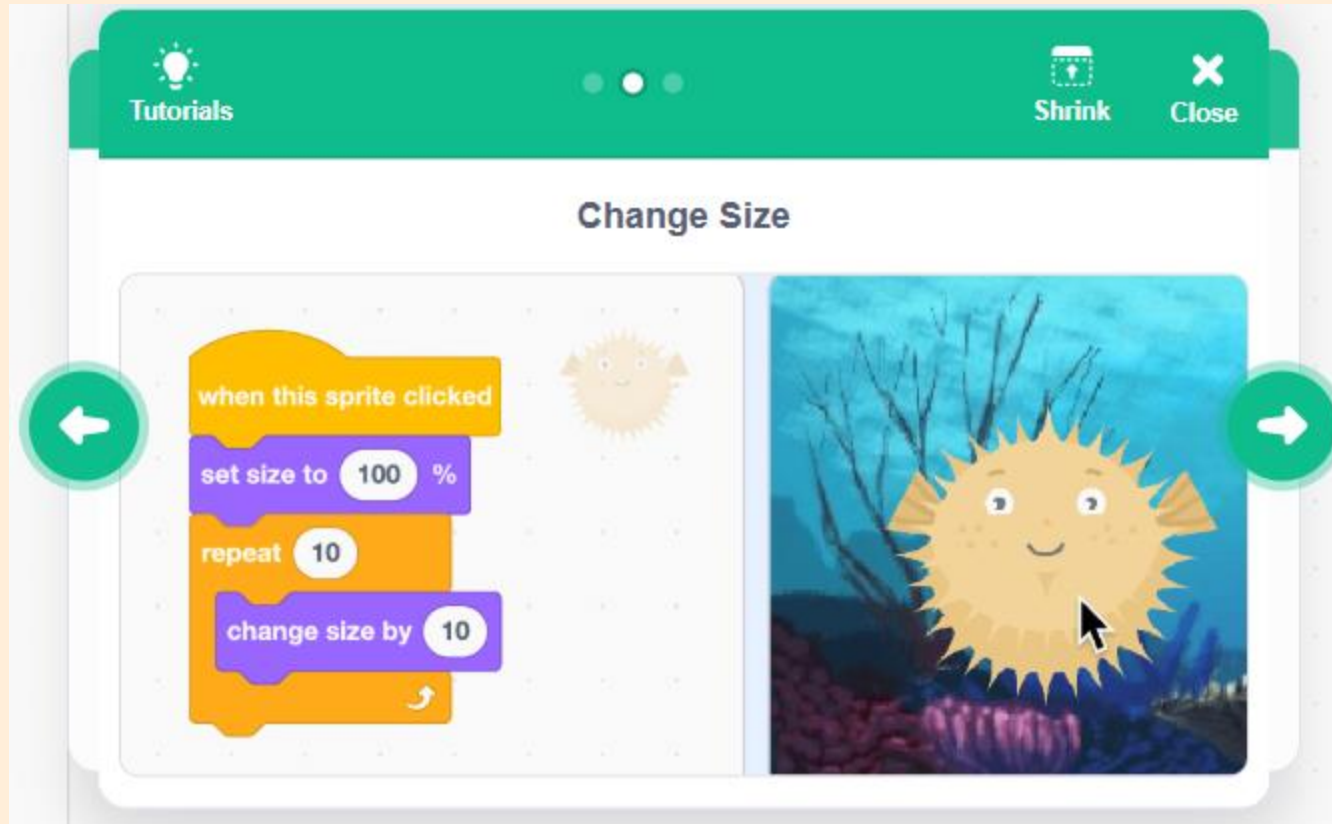
When you run a program in Scratch, it follows a sequence of commands, just like a sequence of instructions in real life. This leads to an end result.



A **prediction** is what you think will happen.

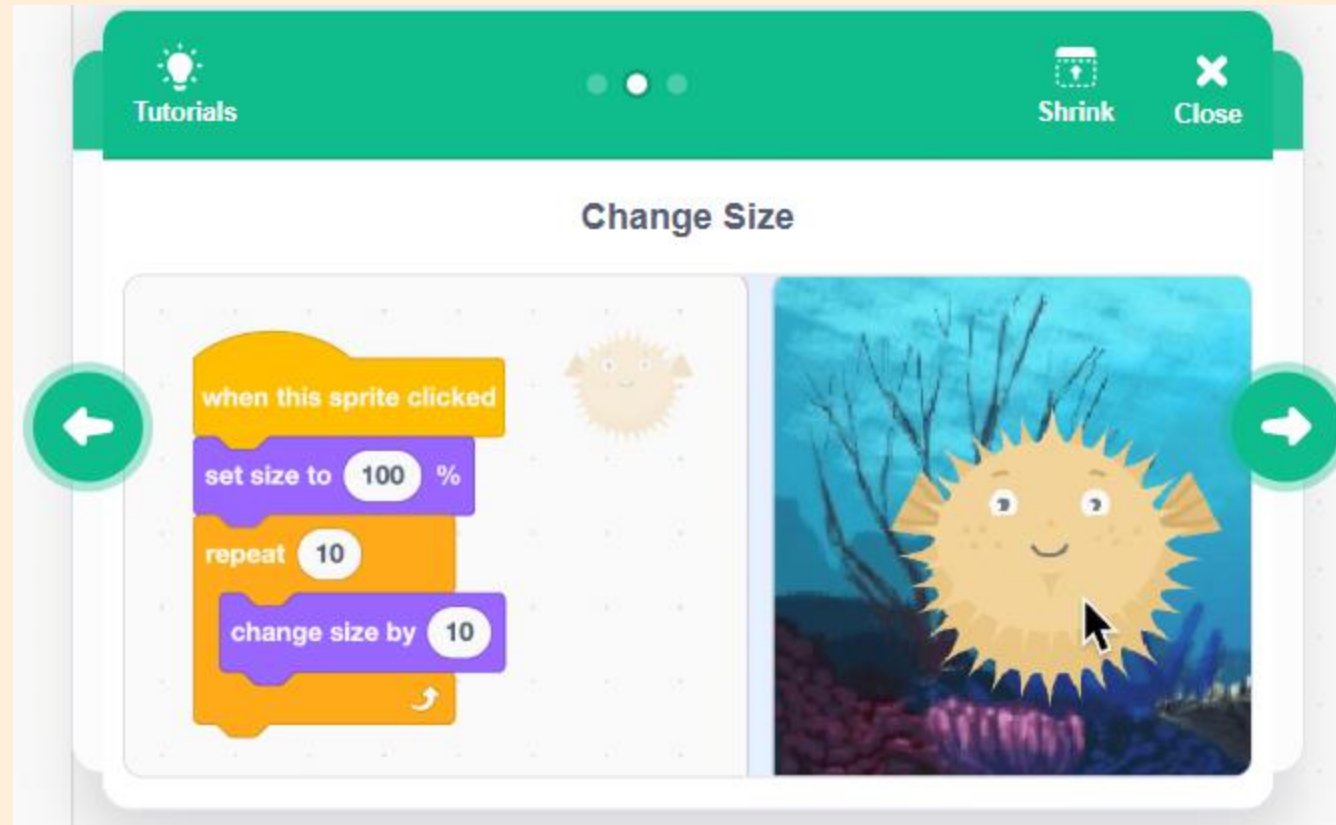
You can **predict** the **outcome** of a program in Scratch by looking at the command blocks.

What is the **outcome** when this program is run?



The values on these blocks will change the amount a sprite will grow by or how much a sprite will shrink. **What do you think the outcome will be if I change the size to 50?**

The **outcome** is that the sprite will get bigger.



How could you make the sprite move and shrink in size? We want it to look as if the sprite is moving into the distance.



A **prediction** is ...

a

what you think will happen.



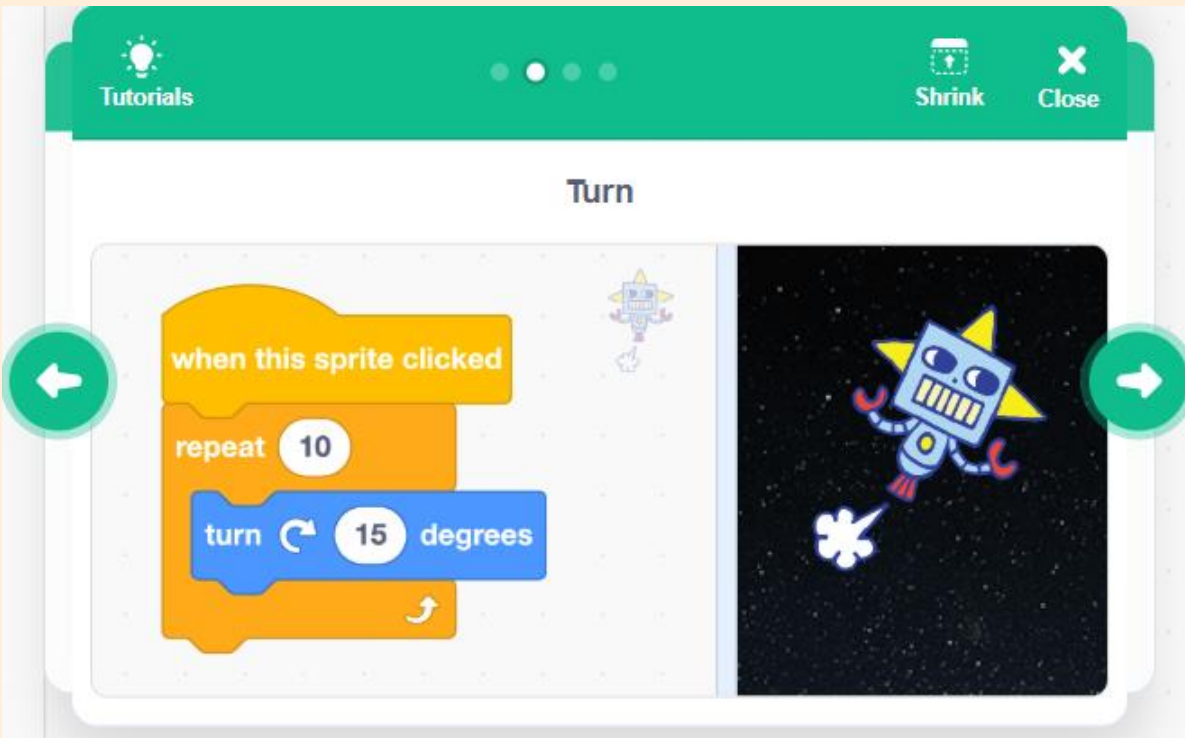
b

what has already happened.

c

what you see happening.

- 1) **Predict the outcome** of this program.
Write a sentence about what you think will happen.



- 2) **Predict the outcome** of this program.
What do you think will happen now?

