INVESTIGATORS (Miss Horton & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Computing
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**ENRICHMENT (PPA)**

PIONEERS (Mrs Pettit & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	Music **(up to 1:30)**	*BREAK*	Science **(from 1:30)**
TUE (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	*BREAK*	PE (Upstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Art / DT
WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Computing
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	RE **(up to 1:30)**	*BREAK*	Humanities **(from 1:30)**
FRI (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	*BREAK*	Maths	*LUNCH*	Class Novel / Maths Meeting	**Golden Book / Reward Playtime (PPA)**	*BREAK (1:45 - 2:00)*	**ENRICHMENT (PPA)**

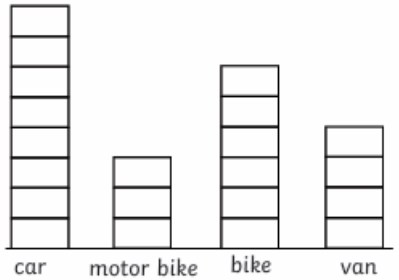
REGISTRATION

VISUAL TIMETABLE

- Morning Challenge 
- Spelling 
- Literacy 
- Assembly
- Maths 
- Lunch 
- Science 
- Music 

11.05.26
Morning Challenge

1 This block diagram shows the results of a traffic survey.

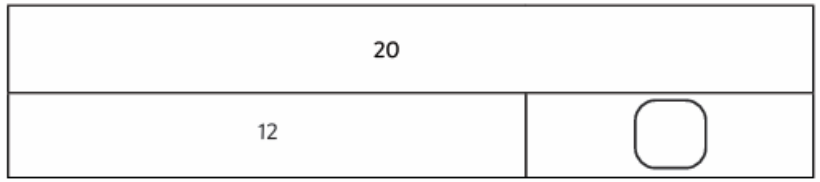


a) What was the most common vehicle?

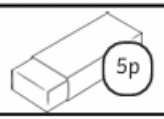
b) How many vans were counted?

c) Which vehicle was counted only 3 times?

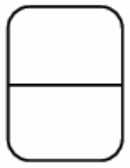
2 Complete this bar model.



3 Rubbers costs 5p each. Cole spent 35p on rubbers. How many rubbers did he buy?



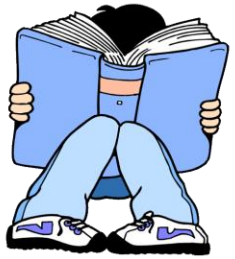
4 Write the fraction two-quarters.



5 Draw a cat **under** the table.

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:

11.05.26
Morning Challenge

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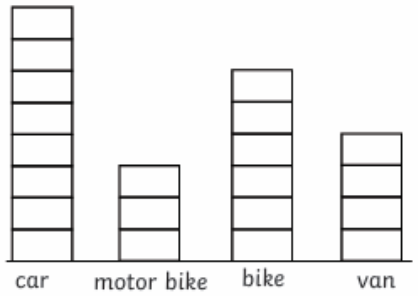

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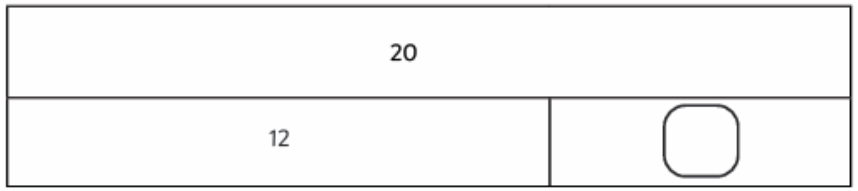

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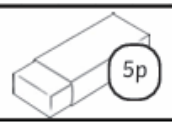

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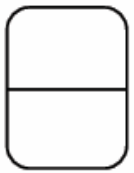

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11.05.26
Morning Challenge

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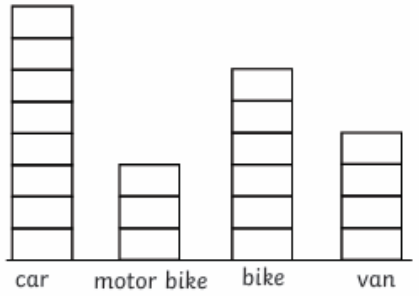

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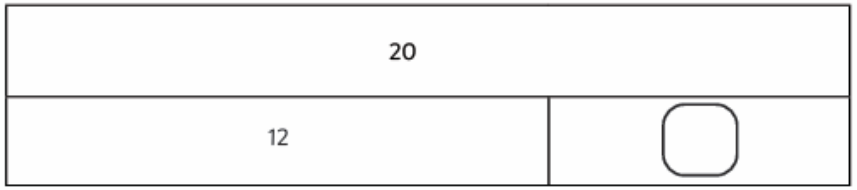

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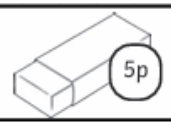

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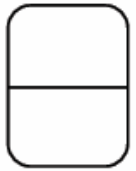


5 Draw a cat **under** the table.

Spellings

What do these words all have in common?

can’t	wouldn’t
didn’t	shouldn’t
hasn’t	wasn’t
couldn’t	Mr
it’s	Mrs

Why is there an apostrophe?

LITERACY

VISUAL TIMETABLE

Morning Challenge

Spelling

Literacy

Assembly

Maths

Lunch

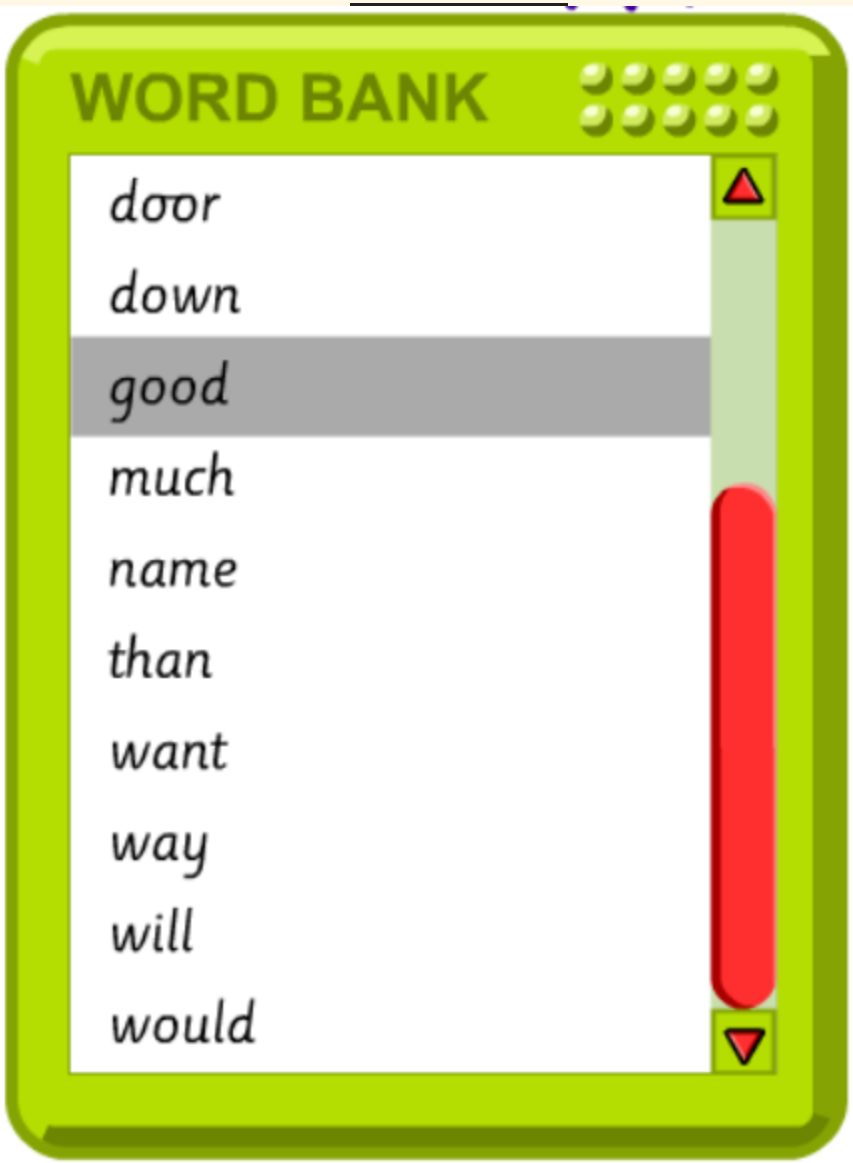
Science

Music

Monday 11th May

T.B.A.T. answer questions based on what we have read

3 in 3



VISUAL TIMETABLE

Morning Challenge

Spelling

Literacy

Assembly

Maths

Lunch

Science

Music

7

"We'll Never Let Him Go"

AT SIX O'CLOCK in the evening, Bean switched off the motor of his tractor and climbed down from the driver's seat. Bunce did the same. Both men had had enough. They were tired and stiff from driving the tractors all day. They were also hungry. Slowly they walked over to the small fox's hole in the bottom of the huge crater. Bean's face was purple with rage. Bunce was cursing the fox with dirty words that cannot be printed. Boggis came waddling up. "Dang and blast that filthy stinking fox!" he said. "What the heck do we do now?"

"I'll tell you what we *don't* do," Bean said. "We don't let him go!"

"We'll never let him go!" Bunce declared.

"Never never never!" cried Boggis.

"Did you hear that, Mr. Fox!" yelled Bean, bending low and shouting down the hole. "It's not over yet, Mr. Fox! We're not going home till we've strung you up dead as a dingbat!" Whereupon the three men all shook hands with one another and swore a solemn oath that they would not go back to their farms until the fox was caught.

VISUAL TIMETABLE

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Music

"What's the next move?" asked Bunce, the pot-bellied dwarf.

"We're sending you down the hole to fetch him up," said Bean. "Down you go, you miserable midget!"

"Not me!" screamed Bunce, running away.

Bean made a sickly smile. When he smiled you saw his scarlet gums. You saw more gums than teeth. "Then there's only one thing to do," he said. "We starve him out. We camp here day and night watching the hole. He'll come out in the end. He'll have to."

So Boggis and Bunce and Bean sent messages down to their farms asking for tents, sleeping-bags and supper.

8

The Foxes Begin to Starve

THAT EVENING three tents were put up in the crater on the hill—one for Boggis, one for Bunce and one for Bean. The tents surrounded Mr. Fox's hole. And the three farmers sat outside their tents eating their supper. Boggis had three boiled chickens smothered in dumplings, Bunce had six doughnuts filled with disgusting goose-liver paste, and Bean had two gallons of cider. All three of them kept their guns beside them.

Boggis picked up a steaming chicken and held it close to the fox's hole. "Can you smell this, Mr. Fox?" he shouted. "Lovely tender chicken! Why don't you come up and get it?"

The rich scent of chicken wafted down the tunnel to where the foxes were crouching.

"Oh, Dad," said one of the Small Foxes, "couldn't we just sneak up and snatch it out of his hand?"

"Don't you dare!" said Mrs. Fox. "That's just what they want you to do."

"But we're so *hungry!*" they cried. "How long will it be till we get something to eat?"

Their mother didn't answer them. Nor did their father. There was no answer to give.

VISUAL TIMETABLE

Morning Challenge

Spelling

Literacy

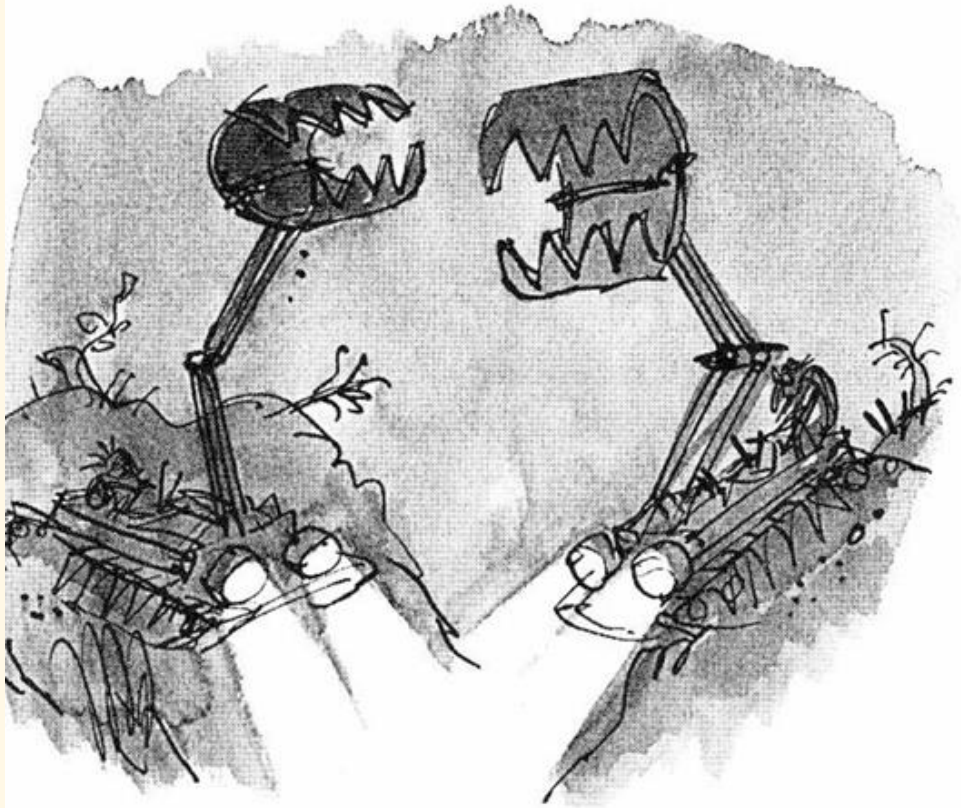
Assembly

Maths

Lunch

Science

Music



As darkness fell, Bunce and Bean switched on the powerful headlamps of the two tractors and shone them on to the hole. "Now," said Bean, "we'll take it in turn to keep watch. One watches while two sleep, and so on all through the night."

Boggis said, "What if the fox digs a hole right through the hill and comes out on the other side? You didn't think of that one, did you?"

"Of course I did," said Bean, pretending he had.

"Go on, then, tell us the answer," said Boggis.

Bean picked something small and black out of his ear and flicked it away. "How many men have you got working on your farm?" he asked.

"Thirty-five," Boggis said.

"I've got thirty-six," Bunce said.

"And I've got thirty-seven," Bean said. "That makes one hundred and eight men altogether. We must order them to surround the hill. Each man will have a gun and a flashlight. There will be no escape then for Mr. Fox."

So the order went down to the farms, and that night one hundred and eight men formed a tight ring around the bottom of the hill. They were armed with sticks and guns and hatchets and pistols and all sorts of other horrible weapons. This made it quite impossible for a fox or indeed for any other animal to escape from the hill.

The next day, the watching and waiting went on. Boggis and Bunce and Bean sat upon small stools, staring at the fox's hole. They didn't talk much. They just sat there with their guns on their laps.

Every so often, Mr. Fox would creep a little closer towards the mouth of the tunnel and take a sniff. Then he would creep back again and say, "They're still there."

"Are you quite sure?" Mrs. Fox would ask.

"Positive," said Mr. Fox. "I can smell that man Bean a mile away. He stinks."

VISUAL TIMETABLE

Morning Challenge 

Spelling 

Literacy 

Assembly

Maths 

Lunch 

Science 

Music 

Monday 11th May

T.B.A.T. answer questions based on what we have read

AT SIX O'CLOCK in the evening, Bean switched off the motor of his tractor and climbed down from the driver's seat. Bunce did the same. Both men had had enough. They were tired and stiff from driving the tractors all day. They were also hungry. Slowly they walked over to the small fox's hole in the bottom of the huge crater. Bean's face was purple with rage. Bunce was cursing the fox with dirty words that cannot be printed. Boggis came waddling up. "Dang and blast that filthy stinking fox!" he said. "What the heck do we do now?"

What time did Bean switch off the engine? _____

How are the farmers feeling? _____

What phrase shows anger? _____

VISUAL TIMETABLE

Morning Challenge 

Spelling 

Literacy 

Assembly

Maths 

Lunch 

Science 

Music 

"Did you hear that, Mr. Fox!" yelled Bean, bending low and shouting down the hole. "It's not over yet, Mr. Fox! We're not going home till we've strung you up dead as a dingbat!" Whereupon the three men all shook hands with one another and swore a solemn oath that they would not go back to their farms until the fox was caught.

What phrase means to keep a promise? _____

When will the farmers give up? _____

Bean picked something small and black out of his ear and flicked it away. "How many men have you got working on your farm?" he asked.

"Thirty-five," Boggis said.

"I've got thirty-six," Bunce said.

"And I've got thirty-seven," Bean said. "That makes one hundred and eight men altogether. We must order them to surround the hill. Each man will have a gun and a flashlight. There will be no escape then for Mr. Fox."

How many men are ordered to surround the hill? _____

What is the farmers' new plan? _____

How did Mr Fox know the farmers were still there?

_____

VISUAL TIMETABLE

Morning Challenge 

Spelling 

Literacy 

Assembly

Maths 

Lunch 

Science 

Music 

CHALLENGE

Why does Boggis hold a chicken near the hole?

GREATER DEPTH

At this point in the story, who do you think will win and why?

Brain Breaks

MATHS

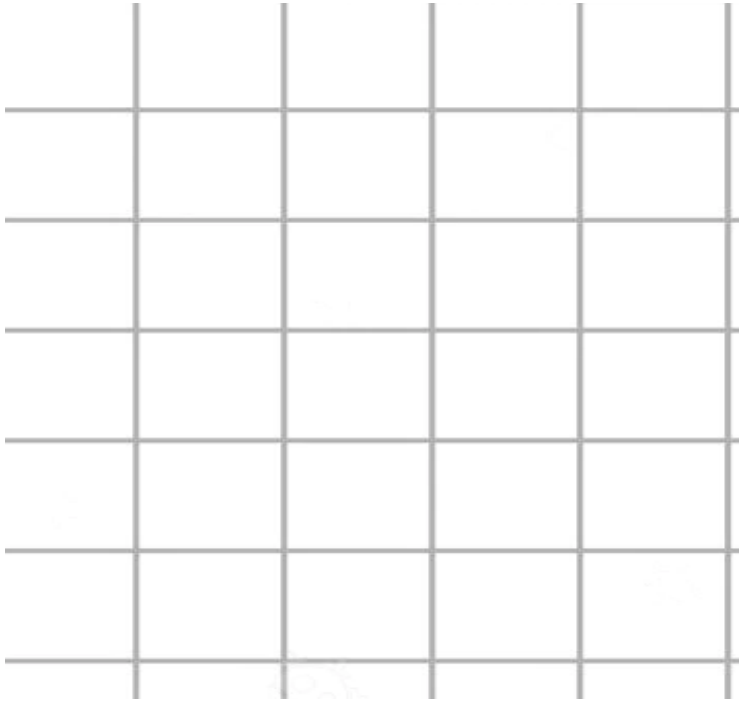
10:50 – 11:50 / 1:05 – 1:55

11.05.26

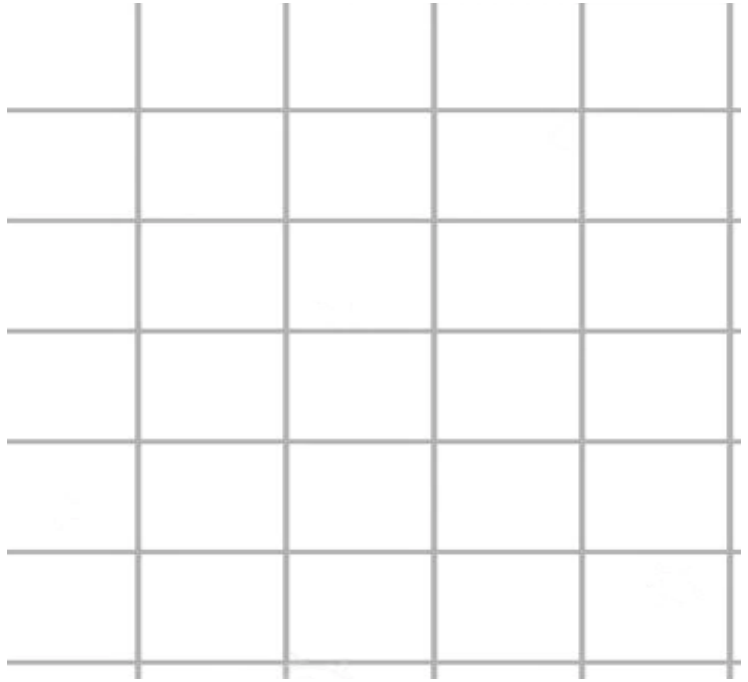
T.B.A.T. weigh / compare mass in kilograms

3 IN 3

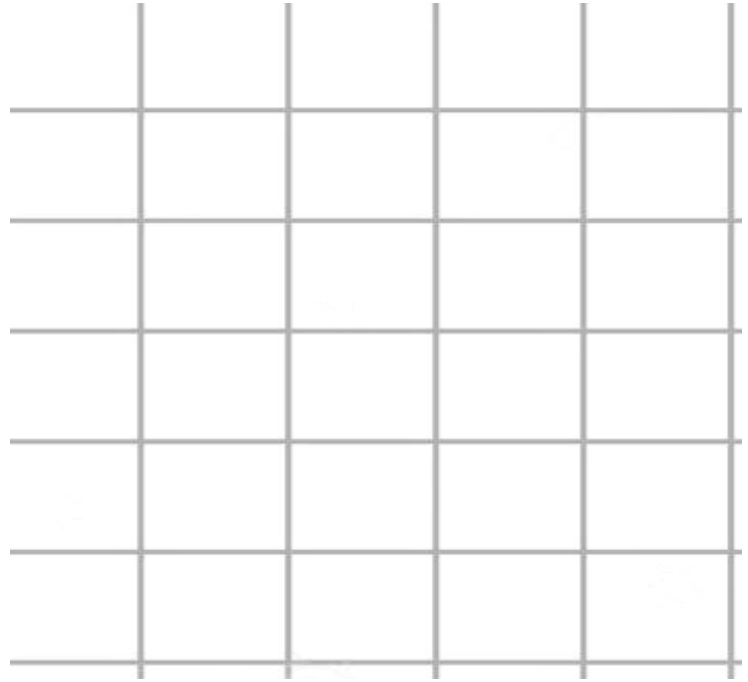
1. 10 x 3 =___



2. 6 x 5 =___



3. 7 x 2=___



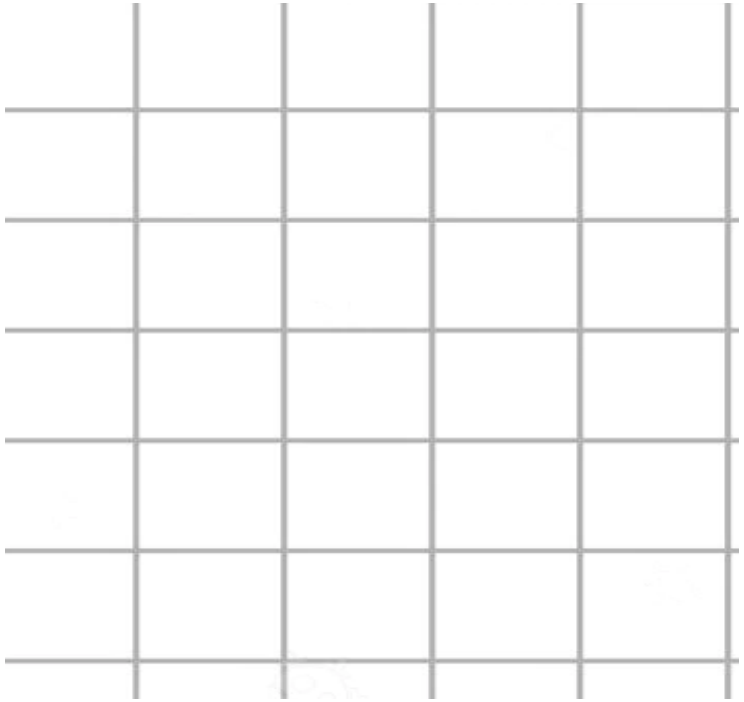
CHALLENGE: Which answer is the odd one out and why?

11.05.26

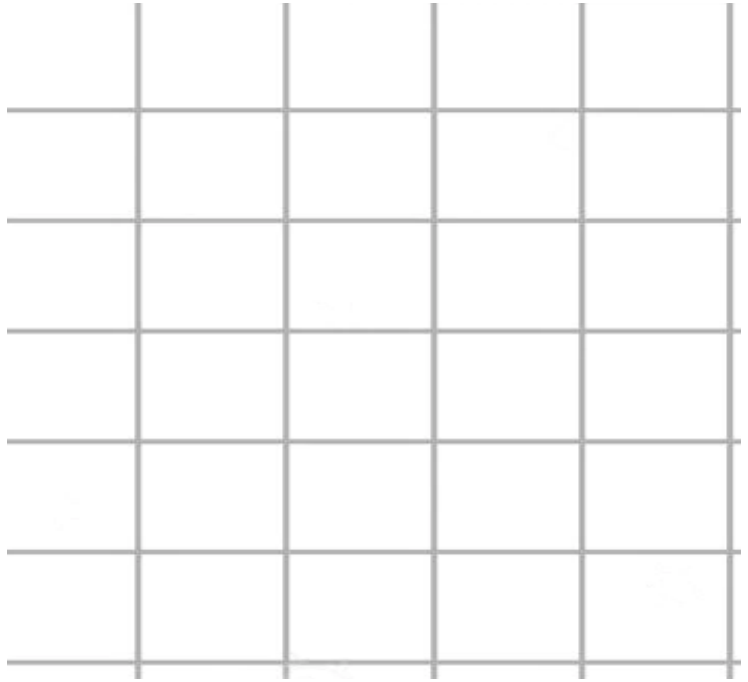
T.B.A.T. weigh / compare mass in kilograms

3 IN 3

1. 10 x 3 =___



2. 6 x 5 =___



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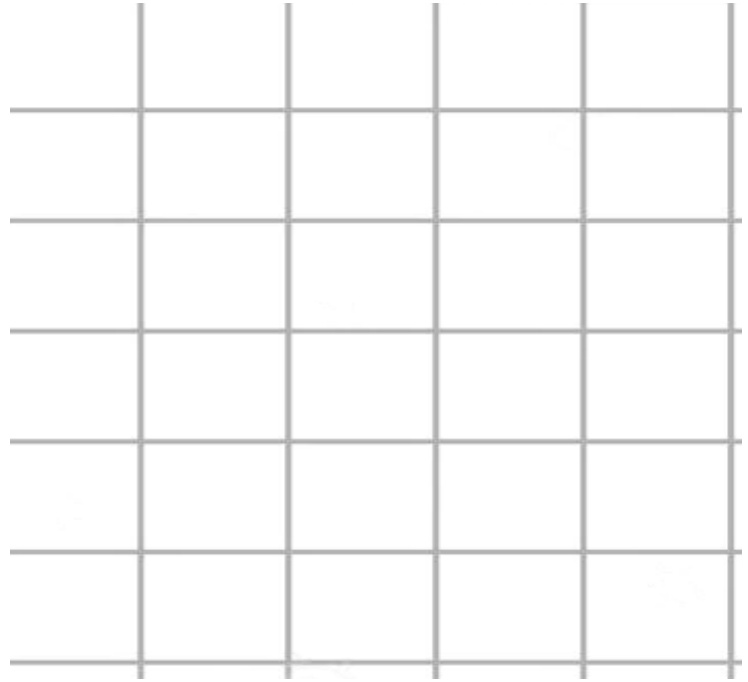


CHALLENGE: Which answer is the odd one out and why?

mass

unit

heavier than

standard unit

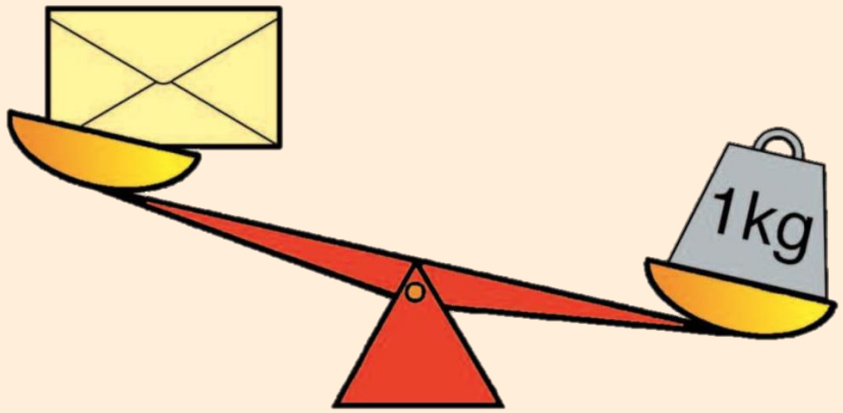
weigh

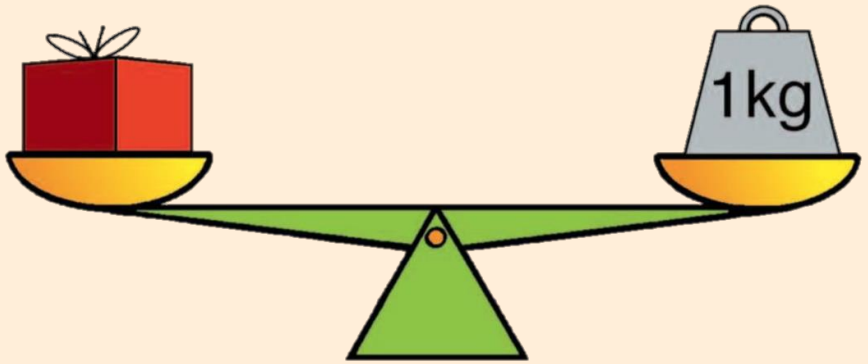
lighter than

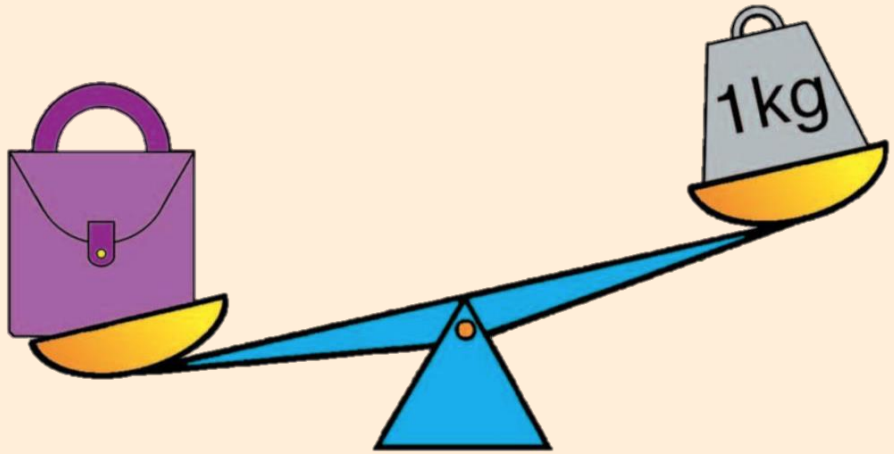
kilogram

as heavy as

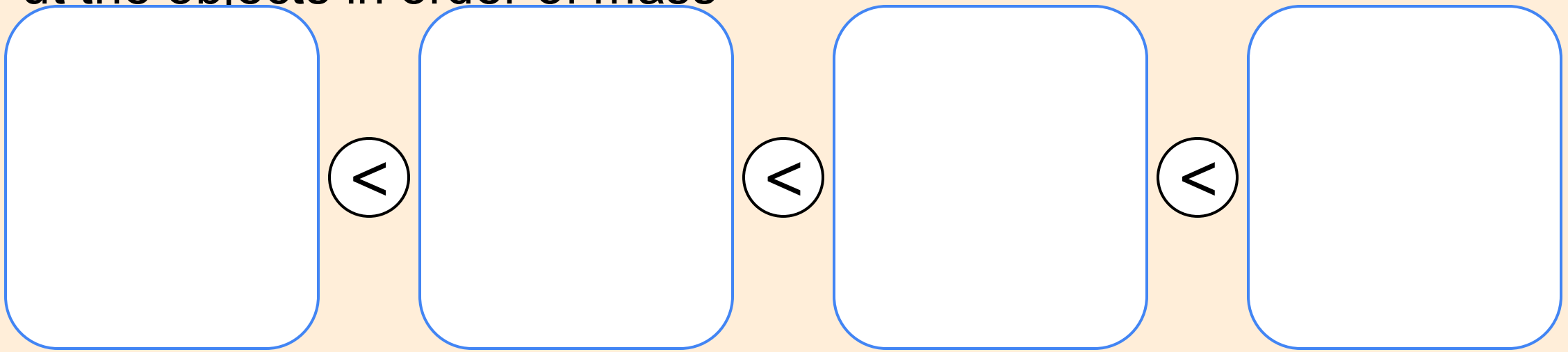
What can we say about the mass of each object?





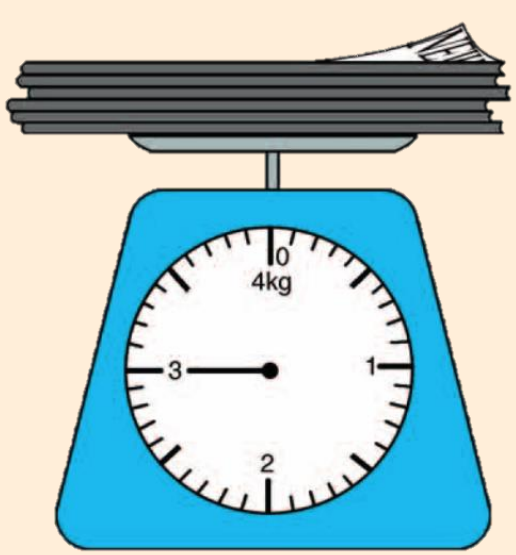


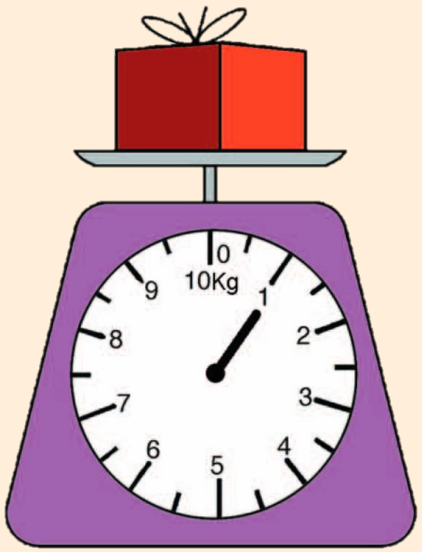
Put the objects in order of mass

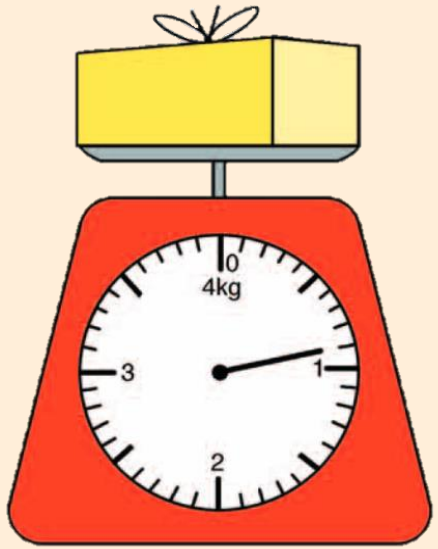


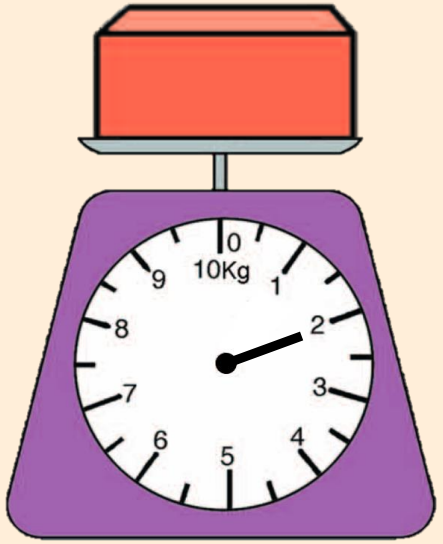
lightest

heaviest

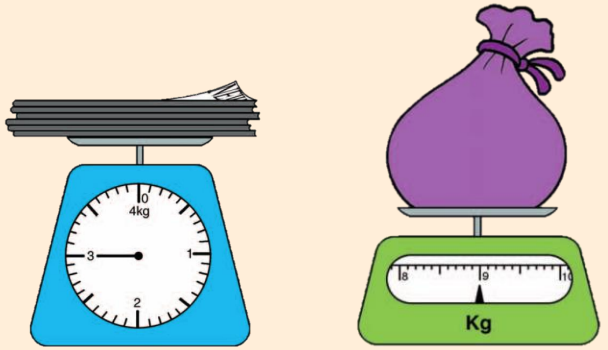








Reading scales in kilograms

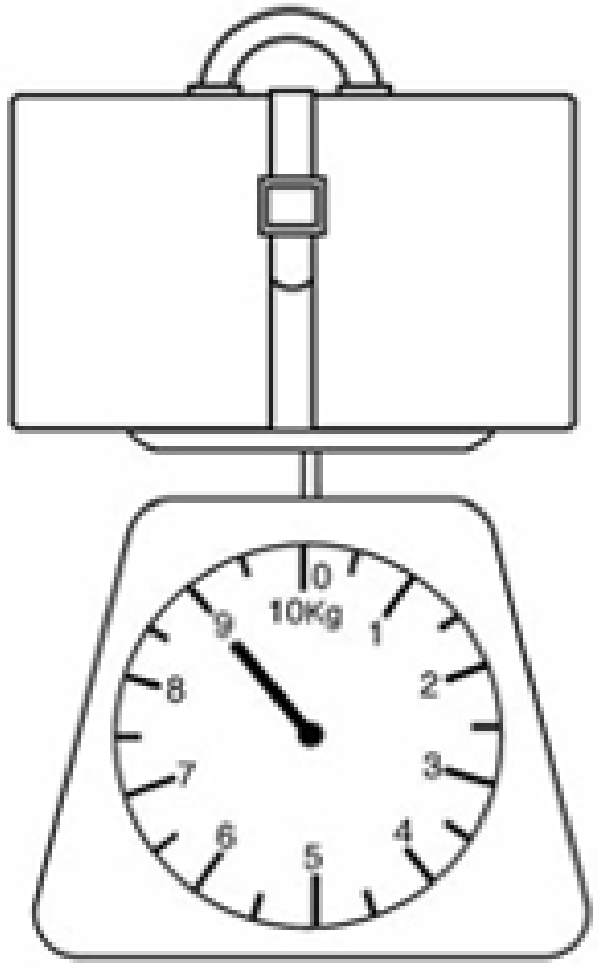


- The mass of the newspapers is 3 kg.
- The mass of the sack is 9 kg.

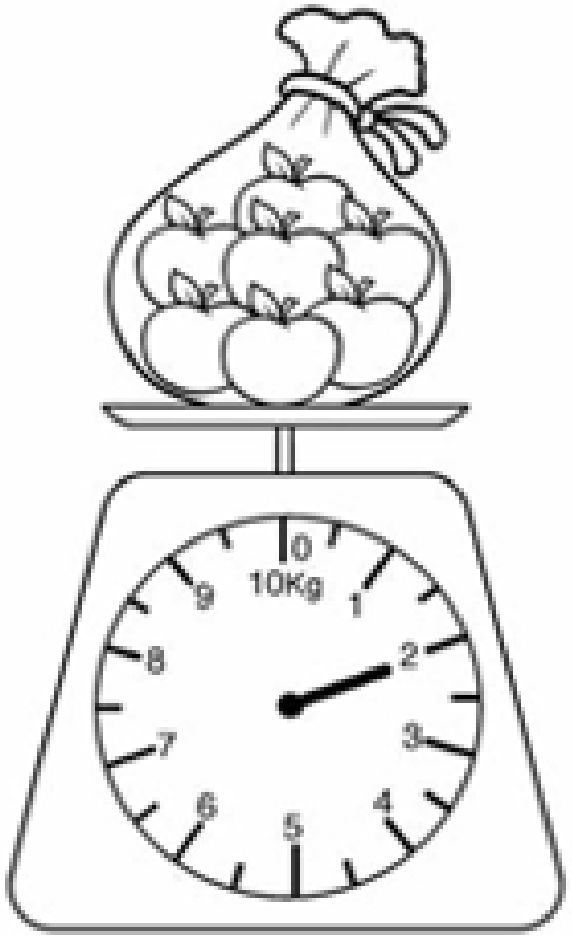
- How much heavier is the sack than the newspapers?

- The total mass of the newspapers and the sack is _____ kg.

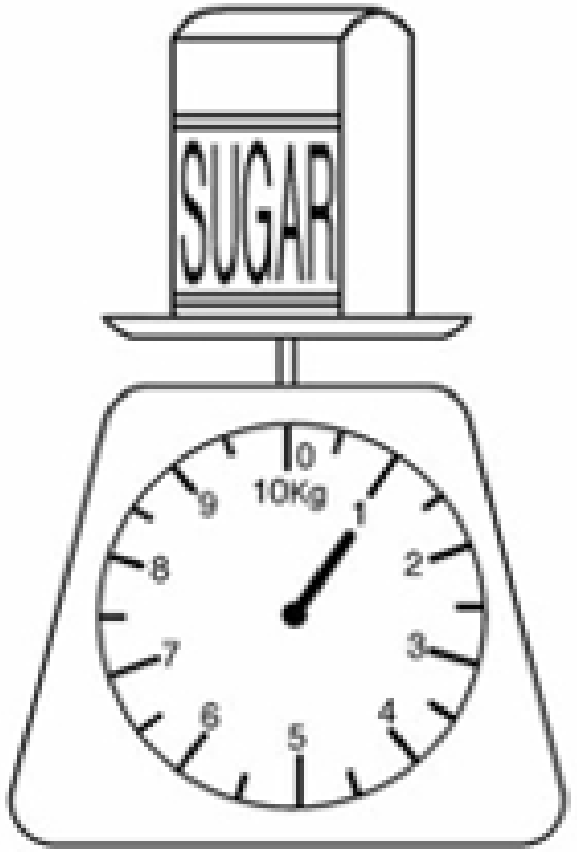
To weigh and compare the mass of objects in kilograms



suitcase

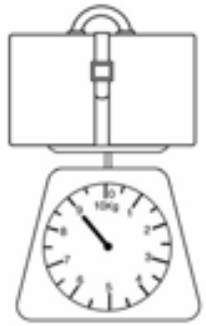


apples

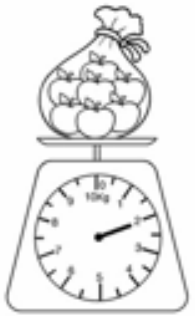


sugar

11.05.26



suitcase



apples

sugar

The mass of the suitcase is ☐ kg.

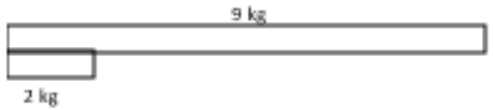
The mass of the apples is ☐ kg.

The mass of the sugar is ☐ kg.

The weight of the _____ > _____.

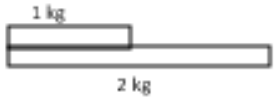
The weight of the _____ < _____.

The suitcase is heavier than the apples. How much heavier?



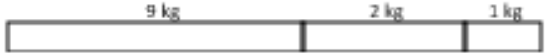
☐ kg

The sugar is lighter than the apples. How much lighter?



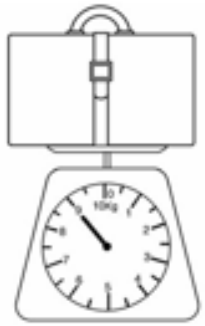
☐ kg

What is the total weight of the suitcase, apples and sugar?

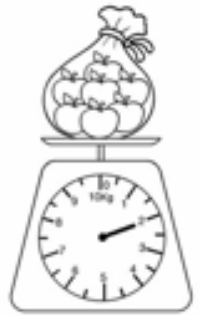


☐ kg

11.05.26



suitcase



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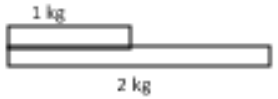

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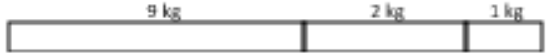

☐ kg

11.05.26

Challenge

This box is heavier than the holdall and lighter than the suitcase.

What could the mass of the box be? How many possibilities can you find?

How much could they weigh in total?

11.05.26

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11.05.26

Greater Depth

Draw lines to match the containers with the marks on the scale.
Label each container with the mass.

PE bag	box	holdall	backpack	suitcase
				
____ kilograms	____ kilograms	____ kilograms	____ kilograms	____ kilograms
lighter than the backpack	heavier than the suitcase		lighter than the holdall	heavier than the holdall

5kg 25kg

11.05.26

Greater Depth

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____ kilograms	____ kilograms	____ kilograms	____ kilograms	____ kilograms
lighter than the backpack	heavier than the suitcase		lighter than the holdall	heavier than the holdall

5kg 25kg

Always, sometimes or never?

- Larger sized objects have greater masses.
- Similar sized objects have similar masses.

LUNCH

10:50 – 11:50 / 1:05 – 1:55

SCIENCE

11.05.26

T.B.A.T. compare and group things that are alive, dead and never alive

3 IN 3

1 Which of these is not a living thing? (Tick **1** correct answer)

☐ a fox

☐ a bicycle

☐ a poppy plant

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

☐ a rose plant

☐ a watering can

☐ a lawnmower

3 True or false? Everything that moves is a living thing.

_____

11.05.26

T.B.A.T. compare and group things that are alive, dead and never alive

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_____

Keywords

alive

dead

never alive

group

compare

There are many different living things in the world around us.

elephants

yellow tang

What living things can you see?

A living thing is something that is **alive**. What do living things need to stay alive?

water lilies

iguana

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

Alive and once alive

Check

Which of these is the odd one out?

pencil case

a

mug

b

The alligator is the only one that is a living thing.

alligator

c ✓

Alive and once alive

Explanation

Not all things are living. Some things that were once **alive** are now **dead**.

These leaves were once part of a living tree.

fallen leaves

These bones were once part of a living animal.

animal bones

Alive and once alive

Explanation

What do you see here that was once **alive** and is now **dead**?

hat

This hat is made from wool that was once part of a living thing.

bread

This bread is made from wheat plants that were once alive.

Alive and once alive

Check

Which of these things is dead?

humpback whale

a

oak tree in winter

b

fallen tree trunk

c ✓

Laura is playing with her toy teddy. She moves her around the playmat.

Laura

Laura and her teddy

Do you think Laura's teddy is **alive**?

Alive and once alive

Explanation

Laura's teddy is a non-living thing. A non-living thing is something that has **never** been **alive**.

classroom

town centre

Can you spot any other things that have never been alive?

How do we know that this toy elephant is not alive?

elephant

It doesn’t need air to stay alive.

Lucas

It doesn’t drink water or eat food. It cannot move on its own.

Sam

Check

True or false?

A non-living thing is something that is dead.

T **True**

F **False** ✓

I think this because …

a a non-living thing is still alive.

b a non-living thing has never been alive. ✓

Alive and once alive

Check

Which of these things is non-living?

a zebra

a

a toy owl

b ✓

an animal bone

c

Task A

Alive and once alive

Practice

Go on a hunt for different objects. Look for things that are alive, things that were once alive but now are dead, and things that have never been alive. Make a list of what you find.

playground

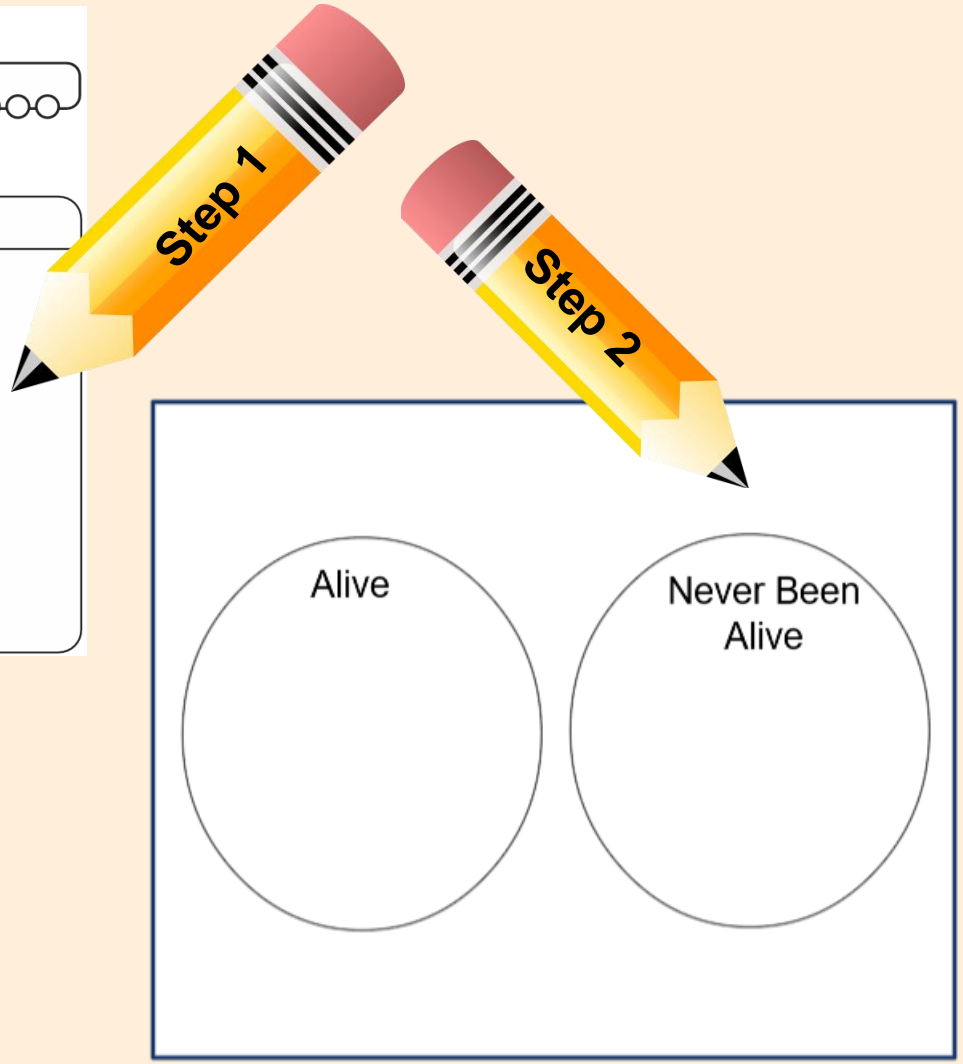
school office

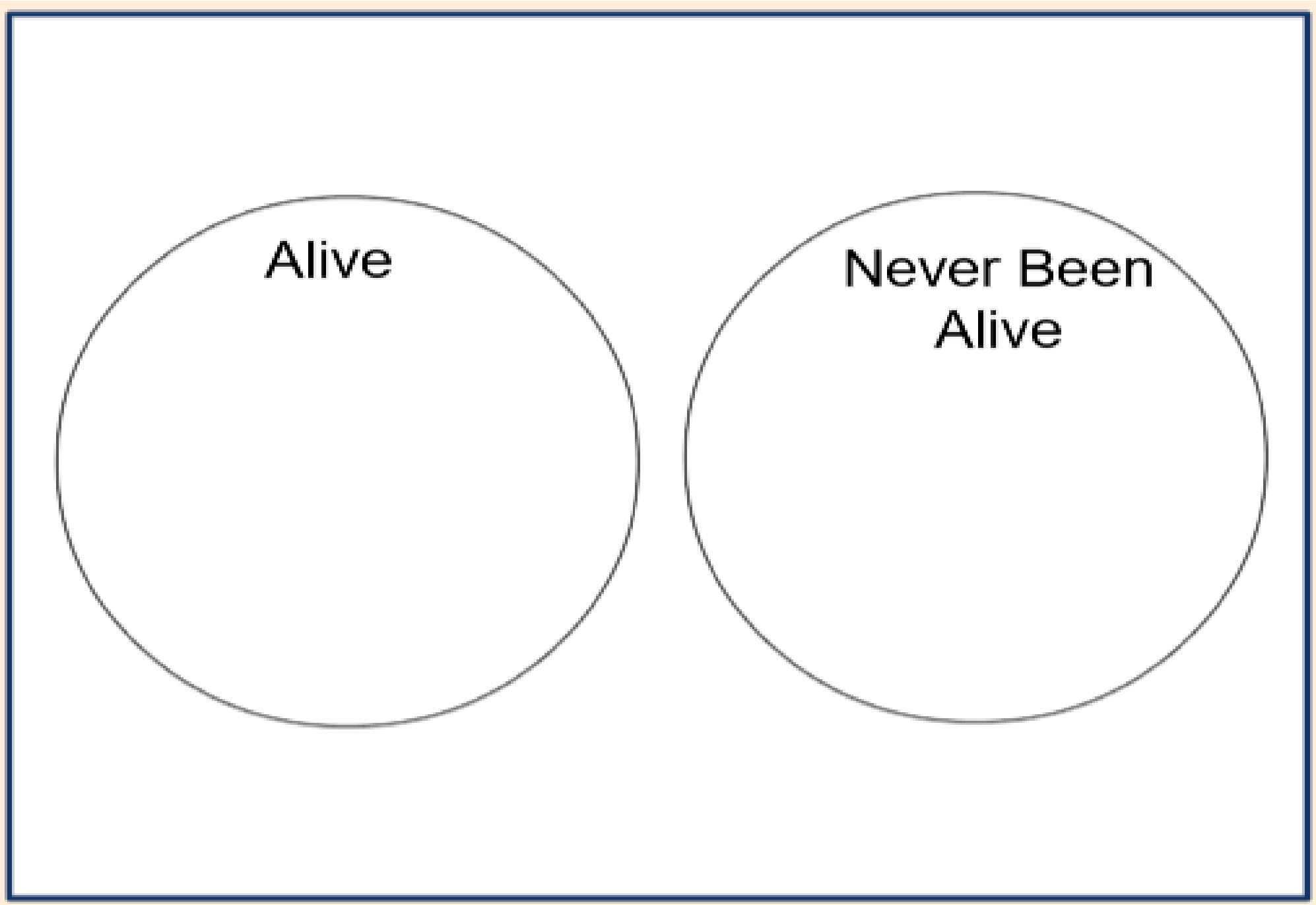
Alive, Used to Be Alive or Never Been Alive?

To compare the differences between things that are alive, used to be alive or have never been alive.

Draw and label examples of things that are alive, used to be alive or have never been alive. Use the word bank and sentence stems on the next page to help you.

Alive	Used to Be Alive	Never Been Alive
 rose	 log	 metal bin




Alive
Never Been Alive

Living things need food, water and air to stay alive. All living things will eventually die.

dead roses

dead cress plant

bones of dead animal

Things that are dead will not become living again.

You should make a different group for things that were once alive but are now dead.

Andeep

dead

fallen leaf

fallen tree

animal bone

Sofia groups each thing into alive, dead or never alive.

alive

cat

plant

tortoise

dead

fallen leaf

dead tree

bone

never alive

watering can

teddy

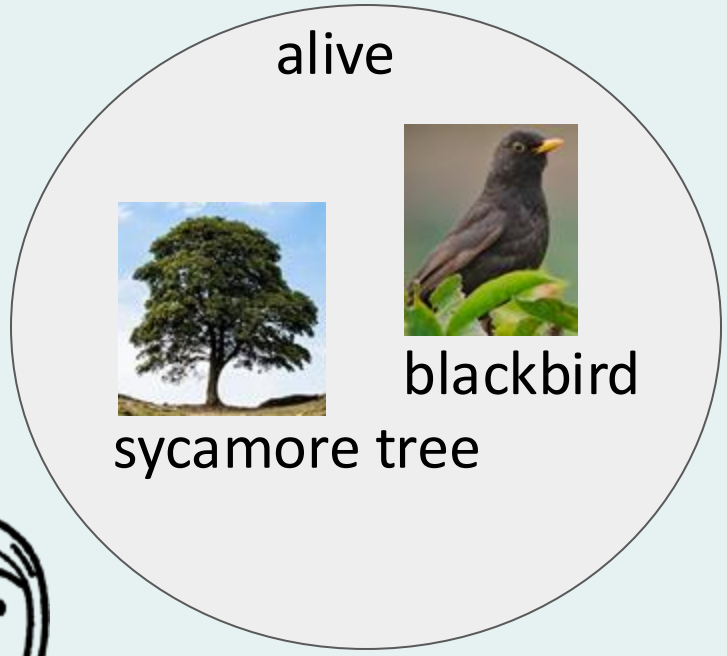
coin

What else could she add to each group?

Comparing and grouping alive, dead and never alive

Check

Aisha has grouped these things into alive, dead and never alive. Do you agree with her?



Aisha

The mug has never been alive. The fallen leaf was alive when it was part of a tree.

Task B

Comparing and grouping alive, dead and never alive

Feedback

1. Compare these two caterpillars.

Both caterpillars have

_____

_____

_____

Caterpillar 1 is _____ It has never been _____ because it does not need _____, _____ or _____to stay alive. It cannot _____ on its own. Caterpillar 2 is _____ because it _____ to get _____ and _____ and to avoid being _____ by a bird.

Laura

caterpillar 1

caterpillar 2

Lucas

Task B

Comparing and grouping alive, dead and never alive

Feedback

1. Compare these two caterpillars.

Both caterpillars have

_____

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_____

Caterpillar 1 is _____ It has never been _____ because it does not need _____, _____ or _____to stay alive. It cannot _____ on its own. Caterpillar 2 is _____ because it _____ to get _____ and _____ and to avoid being _____ by a bird.

Laura

caterpillar 1

caterpillar 2

Lucas

CLASS TASK: Group these things into alive, dead and never alive.

alive

dead

never alive

apples on tree

plasticine

branch

puppet

skull

baby

doll

fallen leaves

oak tree

Summary

Alive, dead or never alive

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

Something that was once living but is now dead is no longer alive.

Non-living things have never been alive.

We can compare things and group them into alive, dead and never alive.

dead leaves

MUSIC

Unit: Pattern

Musical focus: Beat
Subject link: Mathematics

Collins Connect

LESSON 2

LESSON PLAN

LESSON LEARNING

- Performing steady beat patterns in groups to accompany a song
- Playing different patterns of steady beat in groups and matching them to a simple score
- Performing and creating simple three-beat rhythms using a simple

WHAT YOU WILL NEED

- A selection of untuned percussion

VOCABULARY

- Beat
- Rhythm
- Metre
- Accompaniment

Butterfly song

Sing *Butterfly song* and count in three-beat patterns

Children:
- learn a song in a metre of three;
- investigate and count patterns of three beats to accompany a song;
- sing and count in a metre of three.

Butterfly legs

Identify a slow and a fast pulse within a three-beat pattern

Children:
- tap patterns of three beats to accompany a song;
- compare the pulse of different three-beat patterns;
- perform a tapping sequence of three-beat patterns to accompany a song.

Butterfly rhythms

Play butterfly rhythms by making sounds on selected beats

Children:
- read a simple score to play rhythms of three beats;
- select and combine three-beat rhythms on untuned percussion as they count;
- create and play three-beat rhythms using a simple score.

EXTENDED LEARNING

Use the butterfly rhythms to create longer sequences of three-beat patterns. Select two and ask a small group to repeat one after the other to accompany ***Butterfly song***.