

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
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REGISTRATION

VISUAL TIMETABLE



Morning Challenge



Spelling



Literacy



Assembly

Maths



Lunch



Science




Music



18.05.26
Morning Challenge


5 of day **KS1 Maths SATs Daily Practice** **Day 6**

1 a) What is the time?

b) What will the time be in 10 minutes?
c) If the minute hand is pointing to the 12 and the hour hand is pointing the 11, what is the time?

2 Which month of the year comes after July?

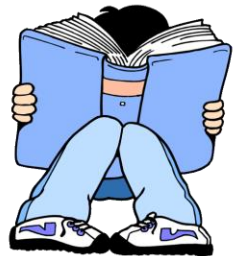
3 Complete the number sequence.
18 ___ 16 15 14 ___ ___ ___

4 Make 10p using only five coins.

5 How much water is in this jug?


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:

18.05.26
Morning Challenge

5
a day

KS1 Maths SATs Daily Practice

Day 6

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18.05.26
Morning Challenge

5
a day

KS1 Maths SATs Daily Practice

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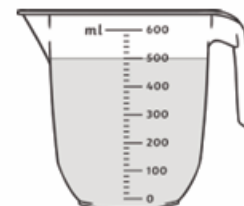
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Literacy

T.B.A.T. answer questions based on what has been read

Recap

6 Practising horizontal join, no ascender: ow, ou

BACK

FORWARD

ow

ou

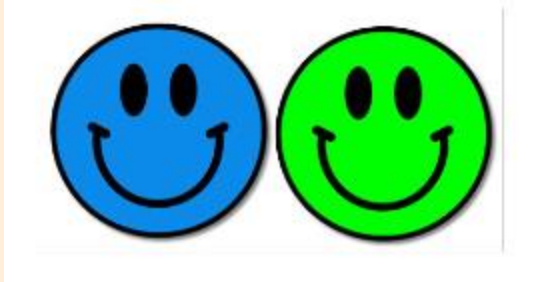


WORD BANK

brown
clown
owl
frown
crown
found
loud

Monday 18th May

T.B.A.T. answer questions about a text that has been read to me.



What have we learnt about Fantastic Mr Fox?

What has happened so far?



Do you know what these words mean?

peering



rotten brute



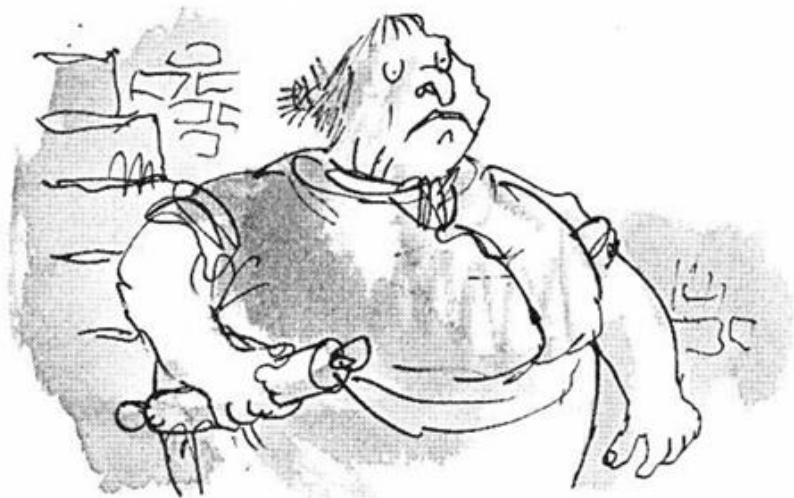
ruined

bandit



The Woman

"QUICK!" SAID MR. FOX. "Hide!" He and Badger and the Smallest Fox jumped up on to a shelf and crouched behind a row of big cider jars. Peering around the jars, they saw a huge woman coming down into the cellar. At the foot of the steps, the woman paused, looking to right and left. Then she turned and headed straight for the place where Mr. Fox and Badger and the Smallest Fox were hiding. She stopped right in front of them. The only thing between her and them was a row of cider jars. She was so close, Mr. Fox could hear the sound of her breathing. Peeping through the crack between two bottles, he noticed that she carried a big rolling-pin in one hand.





"How many will he want this time, Mrs. Bean?" the woman shouted. And from the top of the steps the other voice called back, "Bring up two or three jars."

"He drank four yesterday, Mrs. Bean."

"Yes, but he won't want that many today because he's not going to be up there more than a few hours longer. He says the fox is bound to make a run for it this morning. It can't possibly stay down that hole another day without food."

The woman in the cellar reached out and lifted a jar of cider from the shelf. The jar she took was next but one to the jar behind which Mr. Fox was crouching.

"I'll be glad when the rotten brute is killed and strung up on the front porch," she called out. "And by the way, Mrs. Bean, your husband promised I could have the tail as a souvenir."

"The tail's been all shot to pieces," said the voice from upstairs. "Didn't you know that?"

"You mean it's *ruined*?"

"Of course it's ruined. They shot the tail but missed the fox."

"Oh heck!" said the big woman. "I did so want that tail!"

"You can have the head instead, Mabel. You can get it stuffed and hang it on your bedroom wall. Hurry up now with that cider!"

"Yes, Ma'am, I'm coming," said the big woman, and she took a second jar from the shelf.



If she takes one more, she'll see us, thought Mr. Fox. He could feel the Smallest Fox's body pressed tightly against his own, quivering with excitement.

"Will two be enough, Mrs. Bean, or shall I take three?"

"My goodness, Mabel, I don't care so long as you get a move on!"

"Then two it is," said the huge woman, speaking to herself now. "He drinks too much anyway."

Carrying a jar in each hand and with the rolling-pin tucked under one arm, she walked away across the cellar. At the foot of the steps she paused and

looked around, sniffing the air. "There's rats down here again, Mrs. Bean. I can smell 'em."

"Then poison them, woman, poison them! You know where the poison's kept."

"Yes, Ma'am," Mabel said. She climbed slowly out of sight up the steps. The door slammed.

"Quick!" said Mr. Fox. "Grab a jar each and run for it!"

Rat stood on his high shelf and shrieked. "What did I tell you! You nearly got nabbed, didn't you? You nearly gave the game away! You keep out of here from now on! I don't want you around! This is my place!"

"*You*," said Mr. Fox, "are going to be poisoned."

"Poppycock!" said Rat. "I sit up here and watch her putting the stuff down. She'll never get *me*."

Mr. Fox and Badger and the Smallest Fox ran across the cellar clutching a gallon jar each. "Goodbye, Rat!" they called out as they disappeared through the hole in the wall. "Thanks for the lovely cider!"

"Thieves!" shrieked Rat. "Robbers! Bandits! Burglars!"



What do we need to do to answer these questions?

What steps should we follow?

- Where are Mr Fox and his friends hiding?
 - Who comes down into the cellar?
 - What is the woman carrying?

Read the question

Find key words

Look in the text to find the answers



“QUICK!” SAID MR. FOX. “Hide!” He and Badger and the Smallest Fox jumped up on to a shelf and crouched behind a row of big cider jars. Peering around the jars, they saw a huge woman coming down into the cellar. At the foot of the steps, the woman paused, looking to right and left. Then she turned and headed straight for the place where Mr. Fox and Badger and the Smallest Fox were hiding. She stopped right in front of them. The only thing between her and them was a row of cider jars. She was so close, Mr. Fox could hear the sound of her breathing. Peeping through the crack between two bottles, he noticed that she carried a big rolling-pin in one hand.

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1. Read the question
2. Find key words
3. Look in the text to find the answers



Brain Breaks



- What is she collecting from the cellar?
- How does Mr Fox feel when the woman is close?
- Why do Mr Fox and his friends hide when the woman arrives?
 - What does the woman say about the fox?
- What do Mr Fox and his friends do when the woman leaves?
- What do the characters take from the cellar at the end?
 - What warning does Rat give to Mr Fox?

👉 *Sentence starters:*

- *Mr Fox hides because...*
 - *The woman thinks...*
- *The scene is exciting because...*



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- *Mr Fox hides because...*
 - *The woman thinks...*
- *The scene is exciting because...*



1. What is she collecting from the cellar?

She is collecting _____

2. How does Mr Fox feel when the woman is close?

Mr Fox feels _____

3. Why do Mr Fox and his friends hide when the woman arrives?

They hide because _____

4. What does the woman say about the fox?

The woman calls the fox _____

5. What do Mr Fox and his friends do when the woman leaves?

Mr Fox and his friends _____

6. What warning does Rat give to Mr Fox?

Rat warns Mr Fox _____

- CHALLENGE

- What might have happened if the woman had seen them?
- Why is it important that Mr Fox acts quickly at the end?

- GREATER DEPTH

- What does this chapter show about Mr Fox as a character?

ASSEMBLY

MATHS

18.05.26

T.B.A.T. revise addition strategies

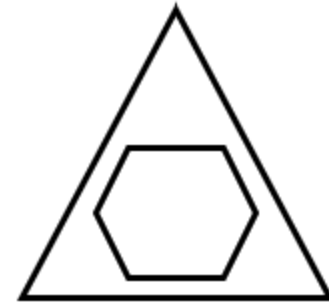
3 in 3

1. $6 + 5 =$

2. $19 - 9 =$

3. Tick the names of the two shapes in this picture. Tick **two**.

- square
- hexagon
- triangle
- circle



CHALLENGE: Add the answer from Q1 and Q2 and divide by the number of shapes. What number do you have?

18.05.26

T.B.A.T. revise addition strategies

3 in 3

1. $6 + 5 =$

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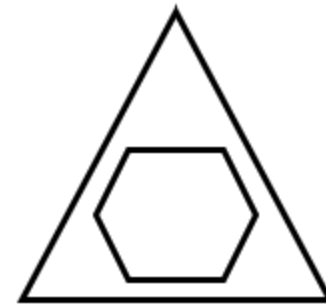
3. Tick the names of the two shapes in this picture. Tick **two**.

square

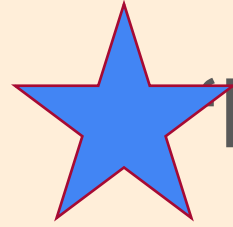
hexagon

triangle

circle

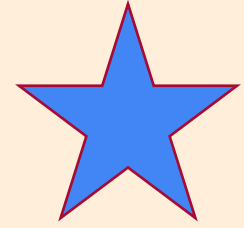


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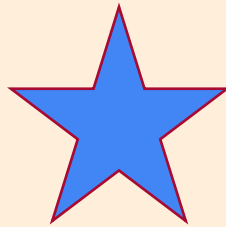


'Make ten'

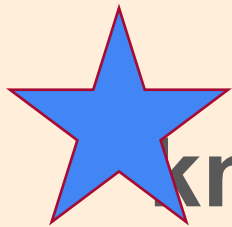
number bonds



partition

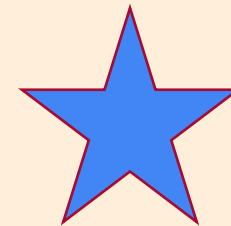


round and adjust



known facts

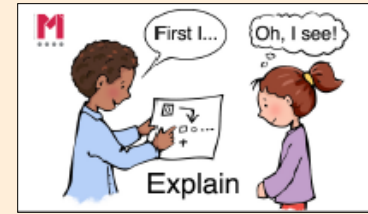
near doubles



What strategy would you use?

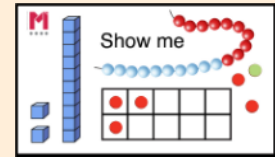
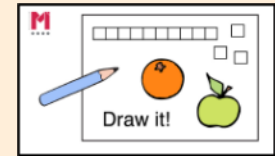
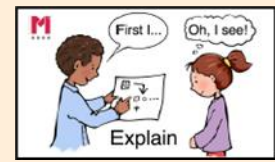
$$26 + 30 = \underline{\quad}$$

$$46 + 29 = \underline{\quad}$$



Choosing addition strategies

- Solve each equation using a strategy of your choice.
- Then explain the strategy to your partner.
- How many other ways can you solve each equation?

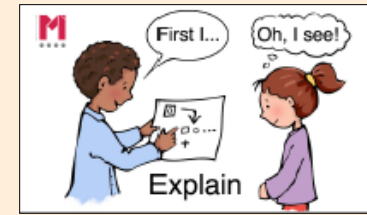


$$57 + 40 = \underline{\quad}$$

$$67 + 19 = \underline{\quad}$$

- 'Make ten' number bonds partition round and adjust known facts near doubles

What strategy would you use?



$$\underline{\quad} = 38 + 40$$

$$\underline{\quad} = 28 + 29$$



CHALLENGE: 18.05.26

3a. Ritesh went into a shop with 95p. He bought a train and a boat.



27p



42p



29p

He thinks he still has enough money to buy some paints. Is he correct? Convince me.

CHALLENGE: 18.05.26

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18.05.26 GREATER DEPTH:

1a. Jack is working out the missing number below.

$$35 + 7 = 39 + \square$$

He says,



The missing number is 3.

Is Jack correct? Explain your answer

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CHALLENGE 18.05.26

3a. Ritesh went into a shop with 95p. He bought a train and a boat.



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29p

He thinks he still has enough money to buy some paints. Is he correct? Convince me.

What strategy did you use?

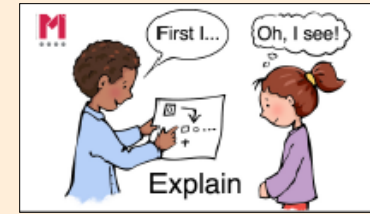
- Why did you choose that strategy?

a) $54 + 29 = \underline{\quad}$

b) $\underline{\quad} = 78 + 9$

c) $\underline{\quad} = 48 + 50$

d) $7 + 8 + 3 = \underline{\quad}$



LUNCH

SCIENCE

18.05.26

T.B.A.T. explain why different animals live in different habitats

5 in 3

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



- a toy elephant a kite a worm

2 To stay alive, living things need food, air and ...

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



- a woodpecker a fallen leaf a toy caterpillar

4 These leaves have fallen from a tree. How would we describe these leaves? (Tick 1 correct answer)



- The leaves are alive.
 The leaves are dead.
 The leaves have never been alive.

5 Scientists can sort things into alive and not alive. This is called ... (Tick 1 correct answer)



- measuring.
 researching.
 grouping.

6 Izzy is grouping things into alive, dead and never alive. Which things should she put into the never alive group? (Tick 1 correct answer)



- the giraffe and the plant
 the mug and the toy ladybird
 the dead roses and the skull
 the skull and the mug

18.05.26

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 the dead roses and the skull
 the skull and the mug

Keywords

animal

living

habitat

suitable

basic needs

Animals are **living** things. They live in different places all over the world.



humpback
whale



frog



badgers



magpie

Do you know where these animals live?

Plants are **living** things too. Plants live and grow in different places just like **animals** do.



water lily



poppies



cactus

Do you know where these plants live?

A **habitat** is the place where **living** things make their home.

Clownfish live in warm sea waters. Their habitat is a coral reef.



Gazelles live in different habitats such as savannahs and grasslands.





The place where a living thing makes its home is called its ...

a hideaway.

b habitat. ✓

c hibernate.

Iguanas live in warm places. Do you know where its **habitat** is?



iguana

An iguana's habitat is in the tree canopy of a rainforest.

Why do you think an iguana lives in this habitat?

Do you know where this **animal** lives?



polar bear

A polar bear's **habitat** is on sea ice in the Arctic.

Why do you think a polar bear lives in this habitat?

An **animal's habitat** provides the things that it needs to survive.



Humboldt penguins

Many different types of penguins live near to the sea. They are excellent swimmers and hunt for fish in the waters around them.

Mountain goats live high up in the mountains. Why do you think they live here?



mountain goats

There are few other **animals** here that might try to hunt them and there are plenty of plants and grasses for them to eat.



The children are talking about animal habitats.

An animal's habitat provides not only its food but also the things it needs to stay alive such as food and shelter away from other animals that might eat it. ✓



Aisha

Who do you agree with?



Jacob

An animal's habitat is where it can find a comfy bed.



Sofia

An animal chooses its habitat just based on where it can find lots of food.

Task A: All about habitats

Explore animal habitats in your local environment.

What does each habitat provide for the animals living there?



field



woodland



butterfly
in field



fox in
garden

butterfly
field
habitat
flowers
nectar
hide
predators
birds

fox
garden
habitat
food
insects
birds
pond
drink

Hand-drawn speech bubble with five horizontal blue lines for writing.

Hand-drawn speech bubble with five horizontal blue lines for writing.

Explore animal habitats in your local environment. What does each habitat provide for the animals living there?

I think that the butterfly lives in a field habitat because there are lots of flowers in the field. A butterfly feeds on the nectar from the flowers. It can hide in the long grass from birds that try to eat it.



butterfly
in field



Jacob

I think that the fox lives in a garden habitat because it can find food there like insects and birds. Some gardens also have a pond where it can drink.



fox in
garden

Explore animal habitats in your local environment. What does each habitat provide for the animals living there?

I think that the pigeon lives in a woodland habitat because there are lots of seeds, plant shoots and berries for it to eat and it can make its nest in one of the trees.

I think that the frog lives in a pond habitat because there are lots of insects for it to eat and it can hide in the pond if another animal tries to eat it.



pigeon in
woodland



Sam



frog next to
pond

There are lots of different types of **habitats** in the world. Can you name these different habitats?



savannah



rainforest



ocean



woodland

Do you know any other habitats?

Most **living** things live in **habitats** to which they are **suited**.



squirrel



hippopotamus



penguins

How do you think these animals are suited to their habitats?

An ostrich is **suited** to living in a savannah or desert **habitat** because it can get all of its food from the plants and other **animals** that live around it.



ostrich

It cannot fly but it can run very fast to escape from other animals that might want to eat it.

Why is a camel **suited** to living in a desert **habitat**?



camels

A camel is suited to living in the desert because it can go for long periods of time without needing water and has two wide toes that stop it from sinking into the sand.



Why is a shark not suited to living in a woodland habitat?

a

A shark does not like trees.

b

A shark is scared of squirrels.

c

A shark is suited to a habitat where it can swim.



shark



An **animal's basic needs** are what it needs to stay alive. Animals live in **habitats** where their basic needs can be met.



tuna

Fish such as tuna need to live in water to survive. They cannot breathe out of water.

Where is a seal's habitat?

Why do you think it lives there?

A seal's habitat is near to the sea to be near to the food it needs to eat to survive. Seals eat sea creatures such as squid, shellfish and krill.



seal



seals on a beach

Why do you think that grass snakes live in wetlands?



grass snake

Grass snakes live in wetlands where they can hide from **animals** that want to eat them. They hunt amphibians, fish and birds that also live in this **habitat**.

True or false?

All animals live in the same habitat.

T True

F False ✓

I think this because ...

a animals live in different habitats depending on their size.

b animals live in different habitats depending on their basic needs. ✓

1. Why wouldn't an elephant be suited to living in the Arctic?



elephants



the Arctic

elephant survive would wouldn't cold
hot food grasses leaves

CHALLENGE

3. In character as one of the animals below, write a postcard to another animal who lives in a different habitat.

Tell the other animal all about your habitat and why it is the perfect place for you to live.

Address	Animals that live there
Icy Row, Arctic Avenue, Snowy Corner	Penguin, polar bear or Arctic fox.
Allotment Alley, Woodpile Avenue, Raised Bed Row	Ladybird, worm or woodlouse.
Canopy Court, Steamy Street, Rainforest Rise	Monkey, snake or sloth.
Waterlily Manor, Parkview Lake, Town Centre Park	Frog, duck or fish.

Dear Peter Polar bear,

I live by a large pond. It is
great here. I have lots of flies
and other yummy insects to
eat. I can go for a cooling
swim in the water or warm
up on a lily pad. I love living
here!

From Freddie the frog xx



Peter Polar bear,

Icy Row,

Arctic Avenue

Snowy Corner

Dear Peter Polar bear,

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great here. I have lots of flies
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Peter Polar bear,

Icy Row,

Arctic Avenue

Snowy Corner

Exit Quiz

1 What is the name for a place where plants and animals live?



2 What is a living thing? (Tick 1 correct answer)



- A living thing is something that is dead.
- A living thing is something that is alive.
- A living thing is something that has never been alive.

3 Why do living things live in different habitats? (Tick 1 correct answer)



- Living things need to live in a habitat that meets their basic needs.
- Living things like living in different habitats.
- Living things cannot travel to new habitats.

4 A seal's habitat is near to the sea. Why is this a good place for a seal to live? (Tick 1 correct answer)



- Seals like to sunbathe.
- Seals eat sea creatures.
- Seals are good swimmers.
- Seals like the light from lighthouses.

5 Is a desert a suitable habitat for a hippo? (Tick 1 correct answer)



- Yes, because they eat grasses and fruit.
- Yes, because they don't need shelter from the Sun.
- No, because they spend most of their time in water to keep their skin wet.
- No, because they prefer places to climb trees.

Exit Quiz

1 What is the name for a place where plants and animals live?



2 What is a living thing? (Tick 1 correct answer)



- A living thing is something that is dead.
- A living thing is something that is alive.
- A living thing is something that has never been alive.

3 Why do living things live in different habitats? (Tick 1 correct answer)



- Living things need to live in a habitat that meets their basic needs.
- Living things like living in different habitats.
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Summary

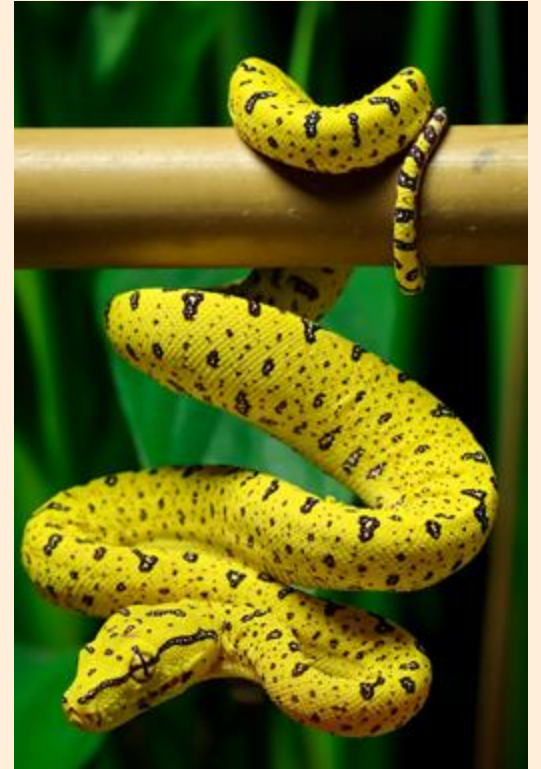
Animal habitats

A habitat is where a group of plants and animals live.

A habitat provides the things that a living thing needs to survive.

Most living things are suited to the habitats in which they live.

Different animals live in different habitats, depending on their basic needs.



a snake in
its habitat

BREAK

MUSIC

[COLLINS HUB LINK](#)

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 score

TEACHING ACTIVITIES**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.

WHAT YOU WILL NEED

- A selection of untuned percussion

VOCABULARY

- Beat
- Rhythm
- Metre
- Accompaniment

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***.

[COLLINS HUB LINK](#)