

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

VISUAL TIMETABLE



Morning Challenge



Reading



Literacy



Assembly

Maths



Luinch



Science




Music



01.06.26 Morning Challenge

1 Lucy ate one-quarter of these grapes. How many did she have left?

		grapes
---	--	--------

2 Write the number fifty-three.

--	--

3 Ted has 20 marbles altogether. 3 are red, 4 are blue and the rest are green. How many green marbles does Ted have?

		green marbles
--	--	---------------

4 $37 - 7 = \square$

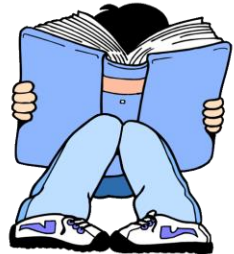
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5 $10 \times \square = 40$

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What next?

Quiet reading



Lunches

Main: Burger & potato wedges

Vegetarian: Macaroni cheese & salad

School Packed Lunch: Cheese, ham, tuna or jam

Halal:

READING 1

Sulwe

Summer 1



Lesson 1

- Let's look at the front cover
- Who is Sulwe?
- What can we tell from the front cover?
- Write down any thoughts/ words, etc that come to mind from the cover onto a class mind-map



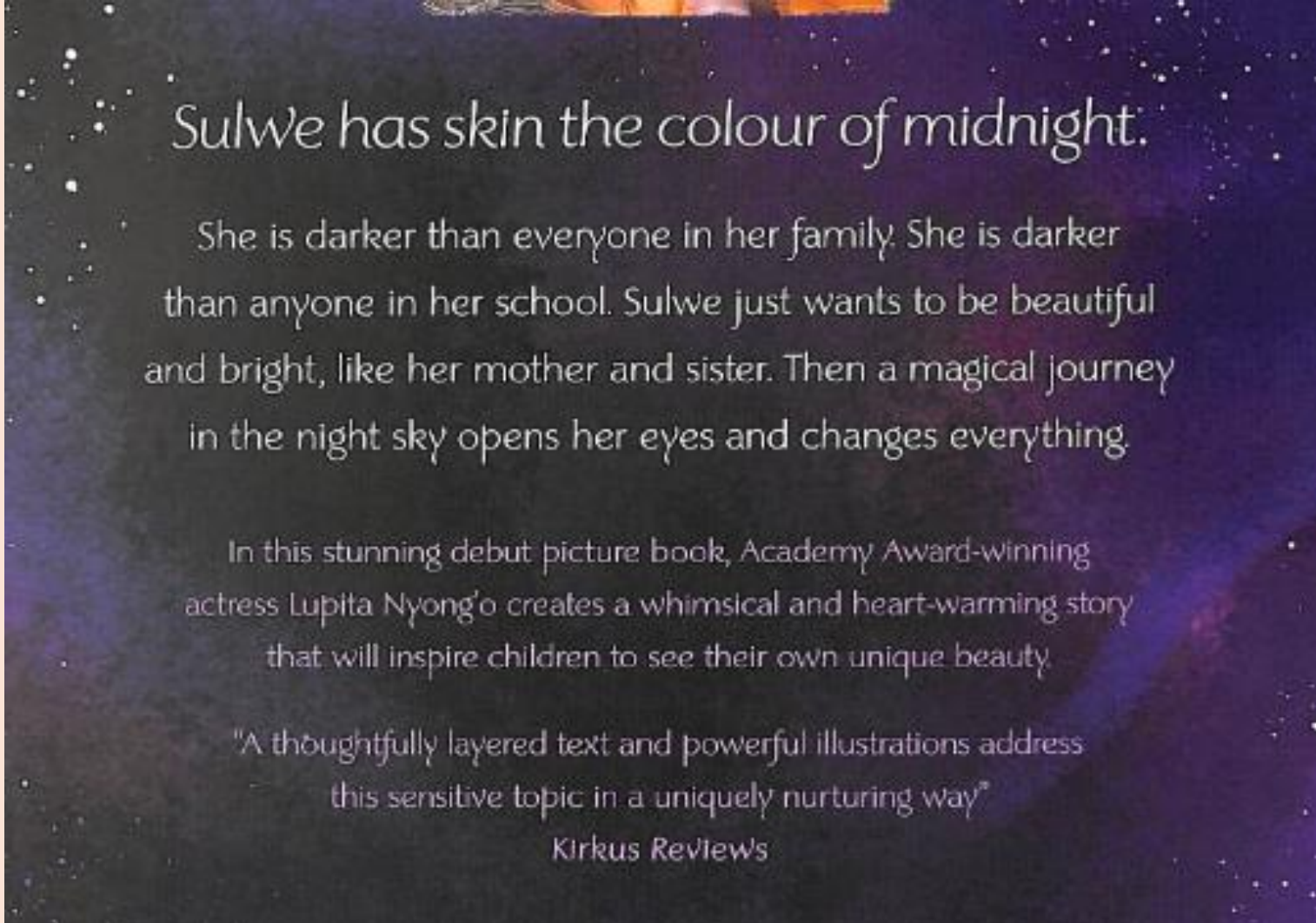
We're going to read the blurb, but before we do let's look at some tricky words:

MTYT

- magical
- beautiful
- whimsical
- unique



What do these words tell us about the story?



Sulwe has skin the colour of midnight.

She is darker than everyone in her family. She is darker than anyone in her school. Sulwe just wants to be beautiful and bright, like her mother and sister. Then a magical journey in the night sky opens her eyes and changes everything.

In this stunning debut picture book, Academy Award-winning actress Lupita Nyong'o creates a whimsical and heart-warming story that will inspire children to see their own unique beauty.

"A thoughtfully layered text and powerful illustrations address this sensitive topic in a uniquely nurturing way"

Kirkus Review's

Using your copy of the book, we are going to read the blurb together.

Have our thoughts about the story changed?

Add other words/ thoughts to our mind-map

LITERACY



Sulwe



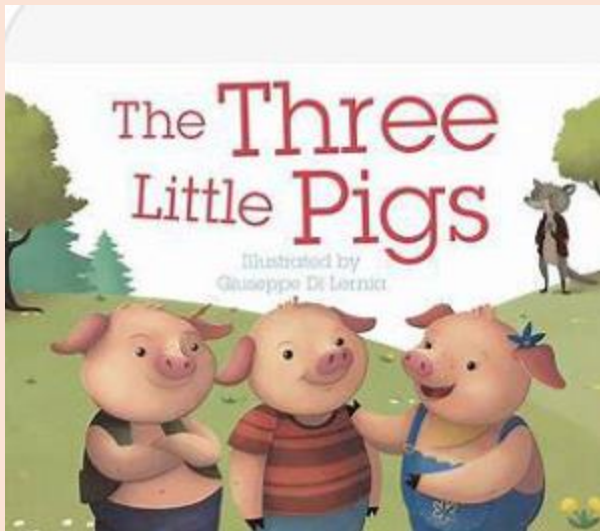
Lesson 1: To understand the problem in a story.

Monday 1st June

TBAT: understand the problem in a story

3 in 3

- Think about these 3 stories-
- What is a problem in these stories?



Vocabulary

- dark,
- light
- lonely
- wish
- different
- beautiful
- sad
- belong

Grammar

The **subject** (who or what) and the **verb** (action) must match.

Say these sentences aloud. Can you work out the rule?

CLUE: she = one and they = more than one

She hides.

They hide.



Remember - One person/thing → add s to the verb More than one → no s

Your turn!

Punctuation- can you correct these sentences?



solwe feels sad because she is darker than her sister

her mother tells her that she is beautiful just the way she is

solwe learns to love her skin and feel proud



Oracy



How is Sulwe feeling? Ask her questions to find out.

Writing

- What is the main problem for Sulwe?
- Write 2 sentences in your book that explain it.

Sentence starters:

The main problem for Sulwe is ...

She might feel because

unhappy	beautiful	less	more	skin	colour	darker
		angry	upset			

ASSEMBLY

10.00 - 10.30

BREAK

MATHS

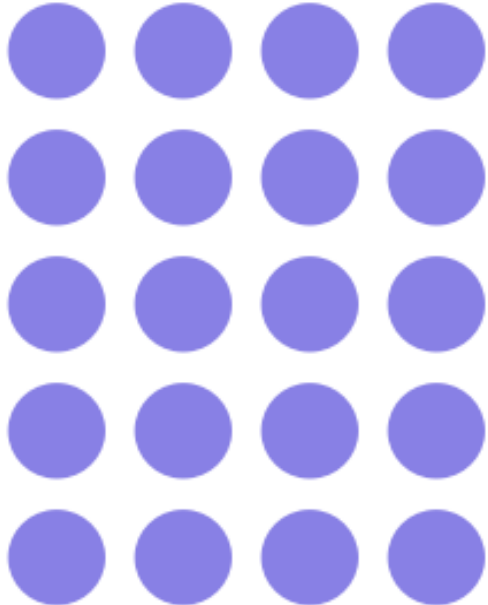
01.06.26

T.B.A.T. explore patterns in multiples of 2, 5 and 10

3 IN 3:

1)

Which expression describes this array?



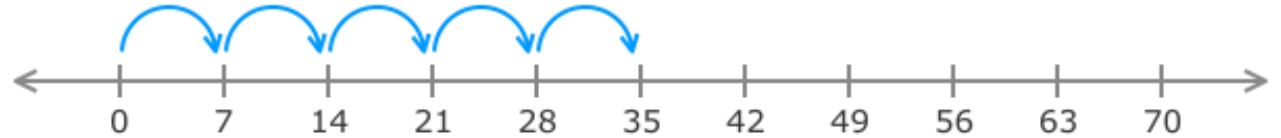
4×2

5×2

5×4

2)

Complete the multiplication number sentence that describes the model.



$\times 7 =$

3) Multiply.

$4 \times 5 =$

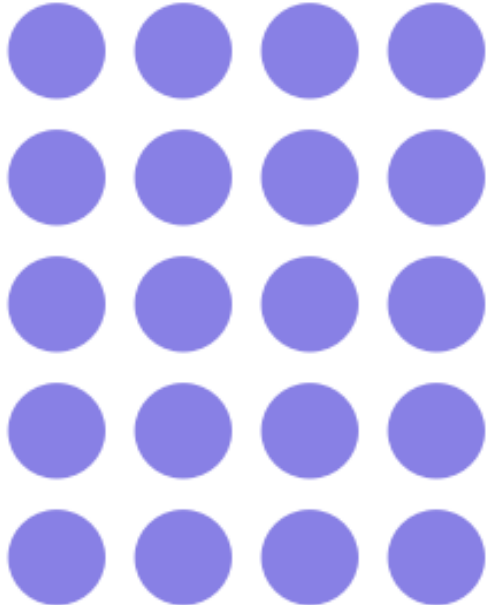
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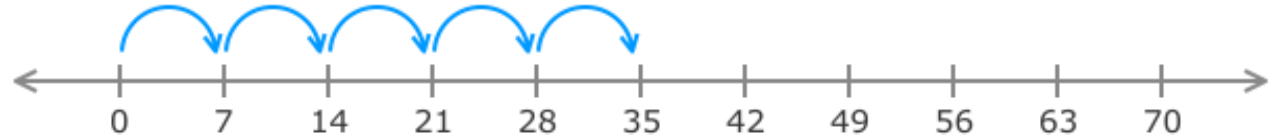
4×2

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2)

Complete the multiplication number sentence that describes the model.



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3) Multiply.

$4 \times 5 =$

Let's count!





odd

multiple

even



pattern

conjecture



groups



array



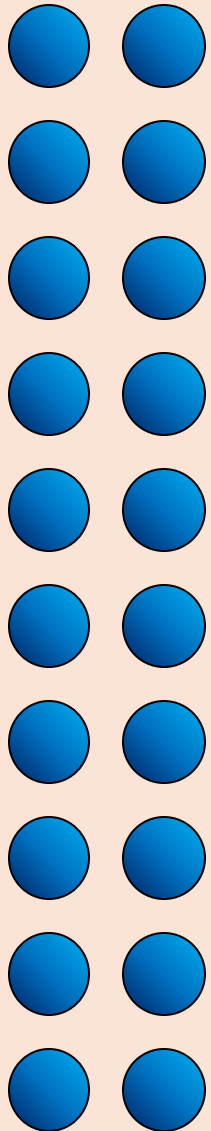
What do you notice?

- Multiples of two:
- 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

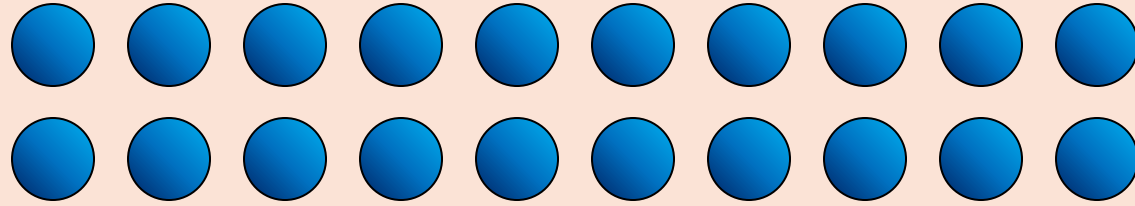
- Multiples of five:
- 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

- Multiples of ten:
- 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

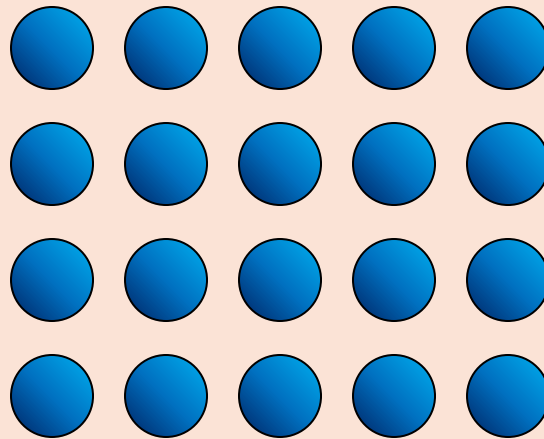




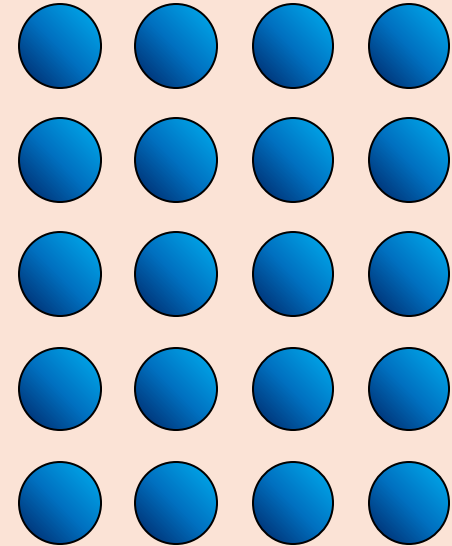
$$10 \times 2 = 20$$



$$2 \times 10 = 20$$



$$5 \times 4 = 20$$



$$4 \times 5 = 20$$

Could 20 be a multiple of six? If so, how would you do it?



What about other multiples of two? Or five? Or ten?

- Pick a multiple of two, five or ten. Is it a multiple in another times table? Why?



- pattern array multiple odd even conjecture groups

I do.

1) Every other multiple of 2 is a multiple of 5. True or false? How do you know?

We do.

2) 15 is a multiple of 5. True or false? How do you know?

You do.

3) 30 is a multiple of 10 and 5. True or false? How do you know?





Every other multiple of 5 is <u>01.06.26</u> even.	Every multiple of five is a multiple of ten.
Every multiple of two is a multiple five.	Every multiple of ten has a 0 in the ones place.
The ones digit for multiples of five follows the pattern 0, 5, 0, 5, 0, 5.	Every multiple of ten is a multiple of two but not every multiple of two is a multiple of ten.
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01.06.26

CHALLENGE:

If I know a multiple of five, I know a multiple of two. Always, sometimes, never true?

01.06.26

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GREATER DEPTH:

01.06.26

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01.06.26

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LUNCH

Class Reading

SCIENCE

01.06.26

T.B.A.T. describe why it is important for humans to wash their
3 IN 3: hands

1 Which group of animals do humans belong to? (Tick 1 correct answer)

insect

mammal

fish

2 Is an elbow a body part on the inside or the outside of the human body?

3 Which part of the body helps to digest the food that we eat? (Tick 1 correct answer)

heart

brain

stomach

01.06.26

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Keywords

healthy

hygiene

germs

prevent

hand washing

Many people like to exercise regularly and try to eat different types of food.



exercising



different foods

Why do you think they do this?

These people are trying to live a **healthy** life.



eating a packed lunch



playing basketball

What do you think this means?

Living a **healthy** life means that you do things to look after your body and your mind to keep them healthy.



walking

Why do you think it is important for humans to live a **healthy** life?



jumping on a trampoline



gardening

It is important for humans to live a healthy life to help them to stay well and happy.

True or false?

Humans can keep active and eat well to help them live a healthy life.



True



False

I think this because ...

a

it is important for humans to live a healthy life to be well and happy.



b

humans need to live a healthy life to do more exercise.

These photographs show ways in which you can have good personal **hygiene**.



washing hands



having a bath

What do you think this means?

Personal **hygiene** is the way we care for our bodies, or shower.

including washing our hands and having a bath



taking a shower



washing hands

What else do you do to have good personal hygiene?



Which of these helps humans to have good personal hygiene?

a

exercising regularly

b

eating well

c

taking showers regularly



Task A: Healthy me



Laura

I think that exercising and eating healthy food are the only ways we can lead a healthy life.

I think that there are other ways we can be healthy.



Jacob

Who do you agree with?

I agree with Laura / Jacob because

I agree with Laura / Jacob because

- exercising
- exercise
- eating
- healthy
- food
- personal hygiene
- washing
- keeping clean
- baths
- showers
- hands

We use our hands for lots of different activities every day.



playing with dough



playing music

What have you used your hands for today?

Our hands get dirty when we use them. After messy activities, we can see that our hands aren't clean.



dirty hands

Sometimes our hands can look clean, even when they aren't.

Do you know what is also on our hands that is invisible?

Some of the things that we cannot see are called **germs**. Scientists look at them using a microscope.



looking at germs through a microscope



germs appear bigger through a microscope

What do you know about germs?

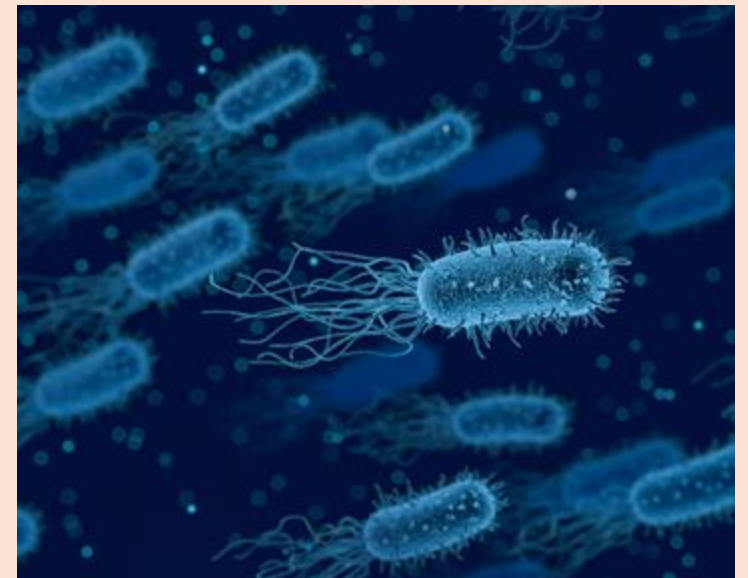
Some **germs** are good for us, but a lot of germs can be harmful to humans and make us unwell.



germs seen through a microscope



feeling ill



germs seen through a microscope

How do you think germs are spread between humans?

Germs can be spread when people touch the same things or touch each other. If there are germs on a person's hands, this could make them unwell if they then rub their eyes or put their fingers in their mouth.



touching each other



touching things

How can we **prevent** this from happening?



True or false?

Germs can be spread easily between people.

T True ✓

F False

I think this because ...

a germs are invisible.

b germs spread when people touch the same things. ✓

Some scientists investigate how **germs** spread and how this can be **prevented**.



scientist investigating germs

Why do you think they do this?

Scientists want to **prevent** the spread of harmful **germs** so that fewer people become unwell.

What can we do to prevent the spread of germs?



washing hands



Which word tells us that scientists want to stop the spread of germs?

a

prevent



b

investigate

c

microscope

Regular **hand washing** helps to **prevent** the spread of **germs**.



dirty hand



washing hands

Why do you think this is?

Hand washing removes some or all of the **germs** on our hands. This **prevents** them from spreading to other people.



washing hands

When did you last wash your hands?



What can help to prevent the spread of germs?

- a** eating well
- b** keeping active
- c** washing hands



Task B: Washing hands

Hand glitter test - sanitiser gel and eco glitter.

1) Touch other people and surfaces and observe how 'germs' spread.



things you need

2) Try washing your glittery hands with:

- cold water
- warm water
- warm water with soap

Which removes the most 'germs'?



cold water



warm water with soap

A large speech bubble with a black outline and a tail pointing towards the bottom left. The interior of the bubble is white with horizontal blue lines, suggesting it is a space for writing or notes.

glitter
cold
hot
water
'germs'
soap
slippery
stayed
came off

Task B: Washing hands

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- cold water
- warm water
- warm water with soap

Which removes the most 'germs'?



cold water



warm water with soap

A large speech bubble with a black outline and a tail pointing towards the bottom left. Inside the bubble are five horizontal blue lines for writing.

glitter
cold
hot
water
'germs'
soap
slippery
stayed
came off

Personal hygiene is a way that we care for our bodies.

Invisible germs can be passed easily between humans.

Scientists investigate how germs spread and how this can be prevented.

Washing your hands regularly is one of the best ways to remove germs and prevent them spreading.



hand washing

BREAK

1:55 – 2:10

Music

Unit: Water

Musical focus: Pitch
Subject link: Science

LESSON

1

LESSON PLAN

LESSON LEARNING

- Understanding pitch through singing, movement and note names
- Performing a melody

WHAT YOU WILL NEED

- Tuned percussion - notes C D E F G A

TEACHING ACTIVITIES

Slippery fish

Join in singing the song *Slippery fish*

Children:

- listen to and understand the lyrics of a song;
- learn to sing the melody and lyrics.

Slippery fish pitch movement

Perform actions to show the pitch movement of the *Slippery fish* melody

Children:

- copy actions from a song movie to match the pitch shapes of a melody;
- explore and understand the pitch shapes of the melody through movement;
- perform pitch actions and sing matching note names as they follow a score.

Slippery fish performance

Perform *Slippery fish*, with tuned percussion playing the melody

Children:

- sing the pitch shape of each line of a song in four groups;
- add tuned percussion to each line of the melody;
- perform a song with tuned percussion in four groups.

VOCABULARY

- Pitch
- Melody
- Score

EXTENDED LEARNING

Discuss additional ideas for a performance of *Slippery fish*, eg making a feature of the gulps