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 
- P.E. 
- Lunch 
- Maths 
- Computing 
- Art 

03.06.26
Morning Challenge

1. 13 + ☐ = 20

2. Fill in the missing numbers.

☐	97	98	99	☐	☐

3. Apples cost 5p each. Kim spent 20p on apples. How many apples did she buy?

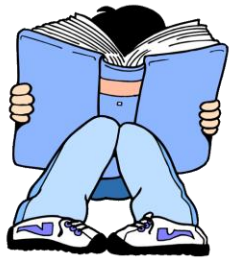
☐ apples

4. 37 − 10 = ☐

5. $\frac{1}{2}$ of 18 = ☐

What next?

Quiet reading



Lunches

Main: Roast chicken, gravy, stuffing, roast potatoes

Vegetarian: Quorn grill, gravy, stuffing, roast potatoes

School Packed Lunch: Cheese, ham, tuna or jam

03.06.26
Morning Challenge

1. $13 + \square = 20$

2. Fill in the missing numbers.

	97	98	99		

3. Apples cost 5p each. Kim spent 20p on apples. How many apples did she buy?

apples

4. $37 - 10 = \square$

5. $\frac{1}{2}$ of $18 = \square$

03.06.26
Morning Challenge

1. $13 + \square = 20$

2. Fill in the missing numbers.

	97	98	99		

3. Apples cost 5p each. Kim spent 20p on apples. How many apples did she buy?

apples

4. $37 - 10 = \square$

5. $\frac{1}{2}$ of $18 = \square$

READING 2

Lesson 2 – pg 1-8 Read for fluency

Today, we are going to focus on specific words in the text that might be a bit tricky to read/ understand.

- MTYT:
  - “colour of midnight.”
  - “colour of dawn.”
  - “colour of dusk.”
  - “colour of high noon.”

What part of ‘nature’ are all these words linked to? What do they all have in common?




Key vocabulary:

MTYT:

- Eraser – “got the biggest eraser she could find.”
- Comply – “and would like to comply.”

Fluency grid

born	colour	family
hardly	sisters	people
dreamed	eraser	decided

Turn to page 1.

Use a ruler to follow the text as the teacher reads.

You read with your partner: blue / green

LITERACY
9:20 – 10:30

Sulwe

Lesson 3: To sequence the events in the story.

Purpose: sequence and write the opening

Can you order these events?

Sulwe travels through the night sky with a shining star.
Sulwe wishes her skin was lighter like her sister's.
Sulwe learns that both night and day are important and beautiful.
Sulwe feels sad because she looks different from her sister.
Sulwe begins to feel proud of her dark skin.
A bright star appears at Sulwe's window one night.

CHALLENGE
Can you add expanded noun phrases to the sentences?

Vocabulary

- suddenly,
- quietly,
- slowly,
- night,
- stars,
- dream,
- magical

Grammar & Punctuation

What time connectives can you add to these sentences?

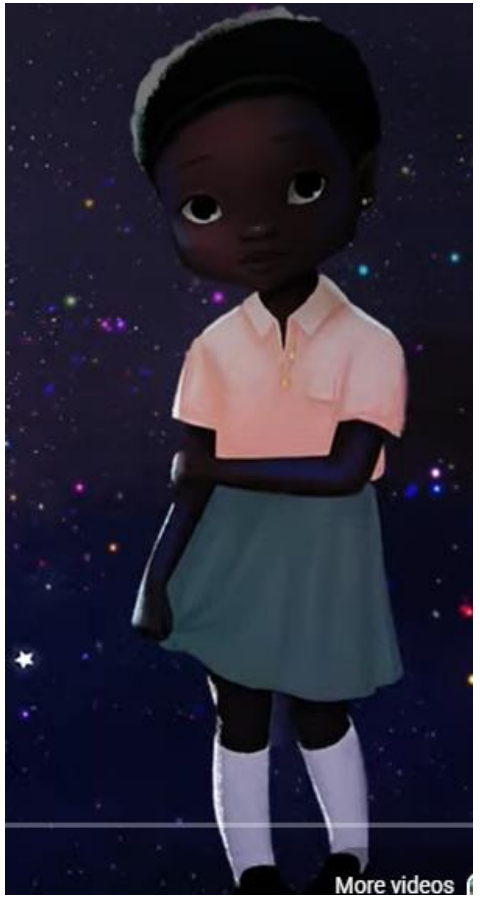
- **Sulwe** looks at her reflection and wonders why her skin is darker than everyone else's.
- **She** walks to school feeling unsure about how others see her.
- **Her_family** tries to help her understand how special she is.
- **Sulwe** begins to discover the beauty in her own darkness.

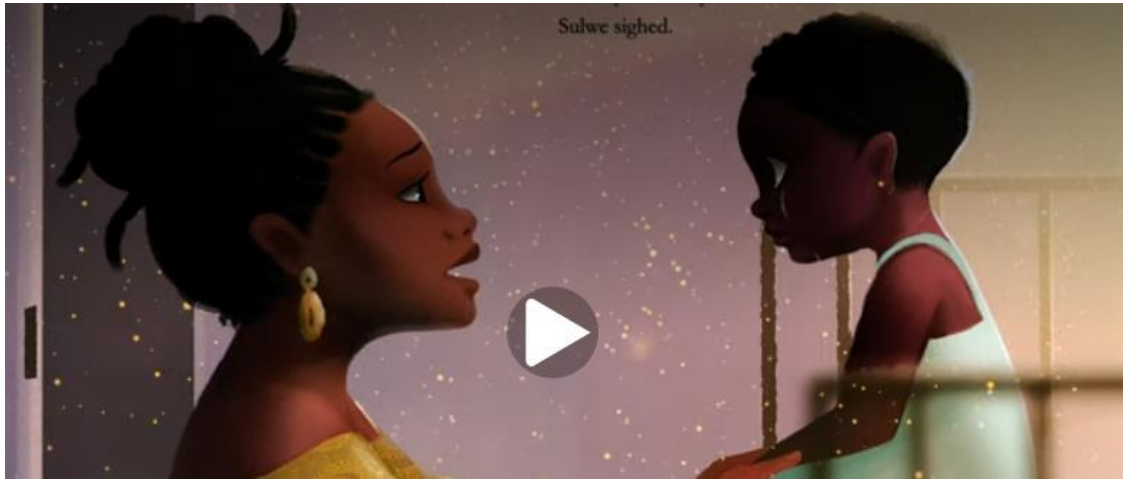
Time Conjunctions, Adverbials and Other Linking Devices Word Mat

after	as soon as possible	before	earlier
eventually	finally	in the beginning	in the end
just at that moment	just then	later	meanwhile
next	several months later	suddenly	while
first	without warning	second	after that

Oracy

Partner talk: retell the story in your own words.





Model example

- **At first**
- **Suddenly**
- **Before she knew it**
- **A moment later**
- **Soon**
- **In the end**

- Sulwe sat alone in the quiet darkness, staring up at the shimmering night sky.
- Abright shooting star streaked across the sky, lighting up her face.
- The star dipped low and wrapped her in a warm, glowing light.
- Sulwe felt herself lifting gently off the ground.
- She was rising higher and higher, the world below shrinking into shadows.
- The star carried her into the deep velvet sky, where the constellations welcomed her like old friends.

Writing Outcome: write 3–4 sentences describing the start of the journey.

BREAK
10.30 - 10.45

P.E.

Learning Objective

To develop jumping for distance.

Success Criteria

- Bend your knees to help push off.
- Look forward at take off and landing.
- Soft bent knees on landing.
- Swing your arms up at take off.

Whole Child Objectives

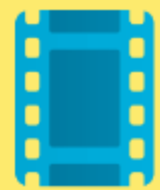
Social: To make safe decisions when moving around others.

Emotional: To show determination to improve on my previous jumps.

Thinking: To identify areas for improvement in a classmate's technique.

Equipment

BASE STATIONS
x 30



LONG JUMP
Video

Open

Download

10 *Mins*

Warm Up and Introduction

Moving in space:

A Pupils stand in their own space. They begin jogging around. Can they travel around in this space, showing a controlled jogging action and changing direction to avoid others?

Q: Should you run your fastest speed when jogging? *No, a controlled medium speed.*

Look for space to move in to away from others.

B Q: What teaching points can you remember from last lesson for sprinting? *Big strides. Elbows bent and arms move from pocket to mouth. High knee lift. Body upright. Run on the balls of your feet.*

Pupils continue to jog around the area until the teacher calls 'sprint', then they sprint in a clockwise direction around the outside of the space.

Base station:

Give each pupil their own base station that they stand on in a space. They practise the following on their base station:

- hopping right foot, then left foot
- star jumps
- touching the floor and jumping up high

Repeat all three in combination, 2 x hopping right, 2 x hopping left, 2 x star jumps, 2 x touch the floor and jump up high.

Bend your knees on take off and landing.

Q: What changes have happened in your body now that you have warmed up? *Heart beating faster, this moves blood around the body. Breathing faster, this means you are taking in more oxygen.*

30
Mins

Skill Development

Lily pads:

Tell pupils they are going to work on jumping for distance. Q: When in life would you jump for distance?

Use the base stations laid out. In pairs, pupils begin one behind the other behind one of the base stations. They take turns to jump from one base station to another. Ask them to imagine they are a frog jumping from one lily pad to the next.

Work safely with one another, only jumping once your partner has cleared the space and look to check no other groups are headed your way. Take off and land with two feet. Swing your arms up on take off. Use a deep bend of your knees starting in a half squat position before taking off.

Q: What helped you to jump when the base stations were further apart?

Make this harder by increasing the distances between the base stations.

Make this easier by jumping over the base stations instead of on them.

Cross the stream:

A In pairs, pupils sit one behind the other at the side of the space. They take turns to jump to the other side. Their partner helps to count how many jumps it takes them to get there.

Take off and land with two feet. Begin with your arms at your side and swing them up on take off to help with forwards momentum. Bend your knees as you jump and land.

B Can their partner give them one piece of advice to help them to jump further? Then repeat the activity with pupils attempting to beat their own score.

Make this easier by decreasing the length required to jump.

Measure this:

In pairs, pupils have one base station each. They begin behind a start line and take turns to jump as far as they can using one jump.

Their partner places a base station measuring where they landed. Each time they jump, they see if they can jump further than their previous jump. Partner to observe if the jumper is using their arms to build momentum and provide feedback on this.

Swing your arms forward to help build momentum. Listen to your feedback and use it to improve on your jump. Try your hardest at each attempt.

LUNCH
1150-1240

Class Reading

cold

gold

hold

told

every

great

break

steak

T.B.A.T. practice cursive writing and common exception words

MATHS

03.06.26

T.B.A.T. explore patterns - multiples of 2, 4, 5 and 10

3 in 3

1. 5 x 4 =

2. 10 x ____ = 60

3. 8 x 2 =

Challenge – What numbers can we share 24 between exactly so there is nothing left over?

03.06.26

T.B.A.T. explore patterns - multiples of 2, 4, 5 and 10

3 in 3

1. 5 x 4 =

2. 10 x ____ = 60

3. 8 x 2 =

Challenge – What numbers can we share 24 between exactly so there is nothing left over?

multiple

odd

even

equal

unequal

left over

digit

Who do you agree with? Why?

I have 20 sweets. I can **only** share these equally between two people.

Roberto

I have 20 sweets. I could share these equally between five people **or** ten people.

Cora

I have 20 sweets. I can **only** share these equally between four people.

Lucy

I have 20 sweets. I could share these equally between four people **or** five people.

Mo

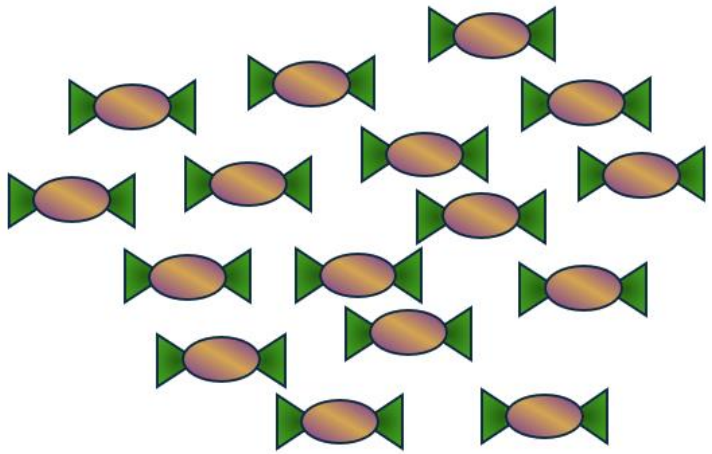
I have 20 sweets. Can I share them equally between six people?

What do we know about multiples of…

- I know a multiple of two…
- I know a multiple of five…
- I know a multiple of four…
- I know a multiple of ten…

I do.

1) I have 16 sweets. How many people could you share them equally with?



We do.

2) I think the number 45 is a multiple of 2. Am I correct? How do you know?

45

You do.

3) The number 27 is not a multiple of 5 because if I shared it equally into groups of 5, there would be some left over. True or false?

03.06.26

SENTENCE STARTER:

This number is a multiple of / This number is not a multiple of …

- Pick a coloured number and find out what it could be a multiple of.
- Use arrays to prove your answer.
- Complete 3 times.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

03.06.26

SENTENCE STARTER:

This number is a multiple of / This number is not a multiple of …

- Pick a coloured number and find out what it could be a multiple of.
- Use arrays to prove your answer.
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1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

BREAK

COMPUTING

02.06.26 T.B.A.T. create a quiz program using my own design

Match the keywords to the definitions. (Write the correct letter in each box)

a	background
b	sprite
c	command block

	an instruction that you use in ScratchJr to make something happen
	the still picture on the stage in ScratchJr
	an object in ScratchJr that can be controlled by a program

When there is a fire drill at school, there is a sequence. Put the sequence in order from beginning to end. (Use numbers to show the correct order)

	The alarm sounds.
	Children walk calmly to the playground.
	Teachers take the register.
	Children line up at the door.

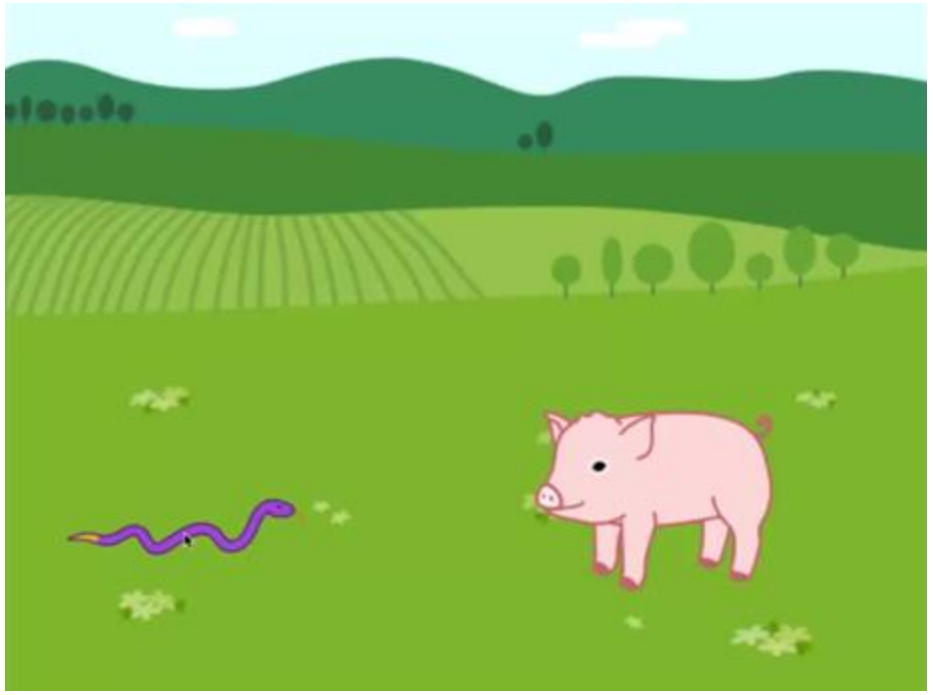
If I want a program to start when I tap a sprite, which command block should I use?

Vocabulary:

- **design** - a plan for what you want your program to do.
- **algorithm** - a precise set of ordered steps that a human or computer can follow to complete a task.

In this lesson, you will be **designing** and then making your own quiz program.

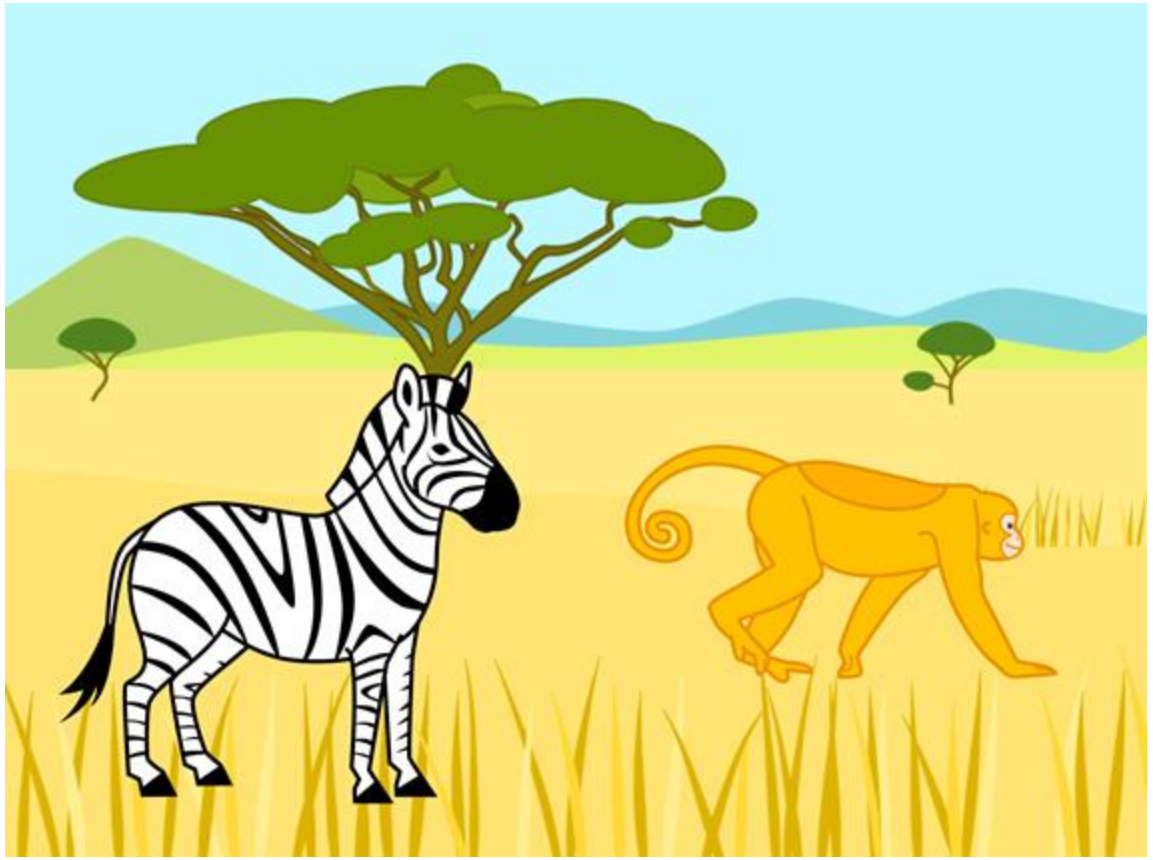
Watch this video of a quiz.



Design a program

Explanation

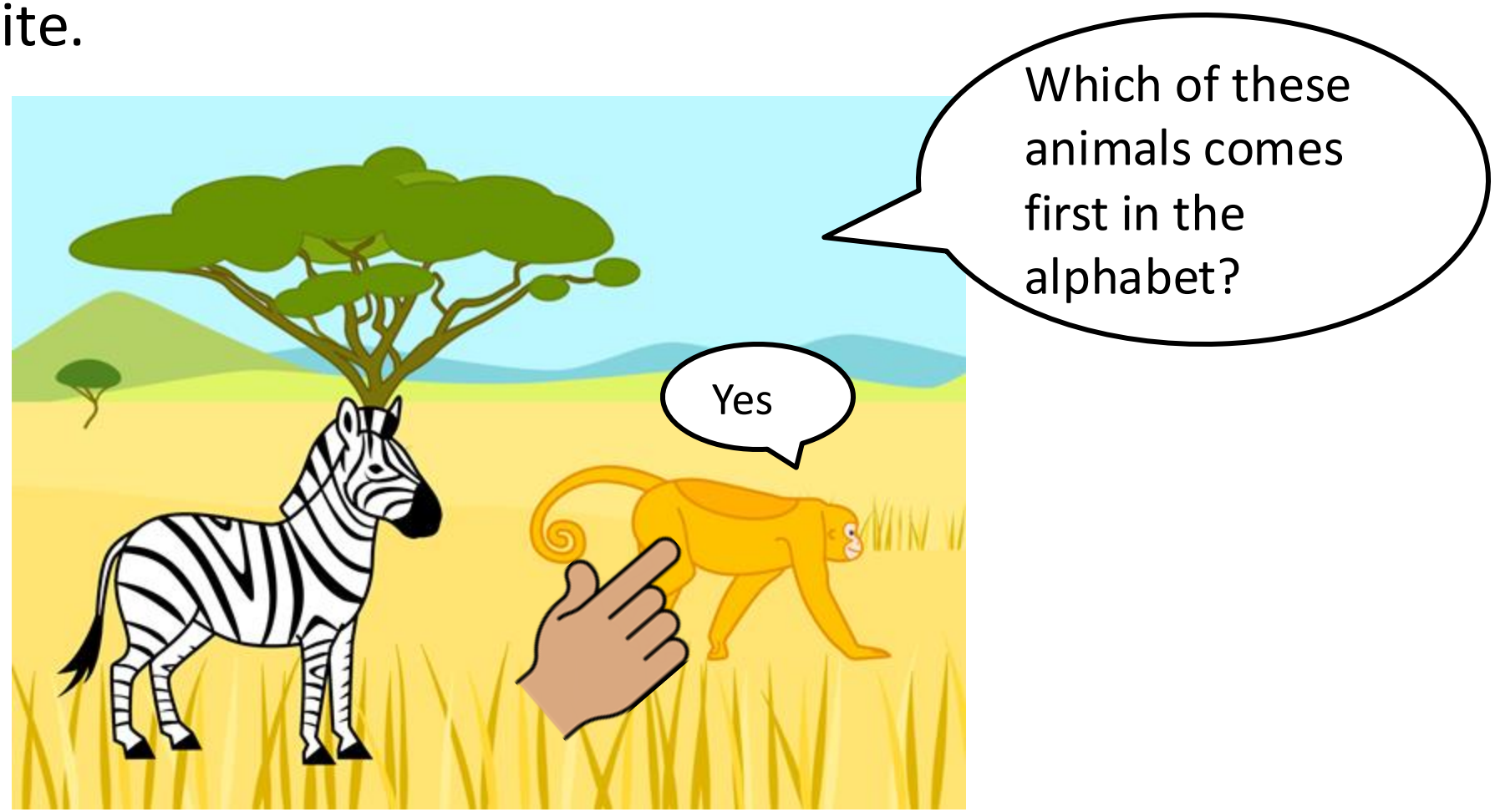
You can decide what your quiz will be about.



Design a program

Explanation

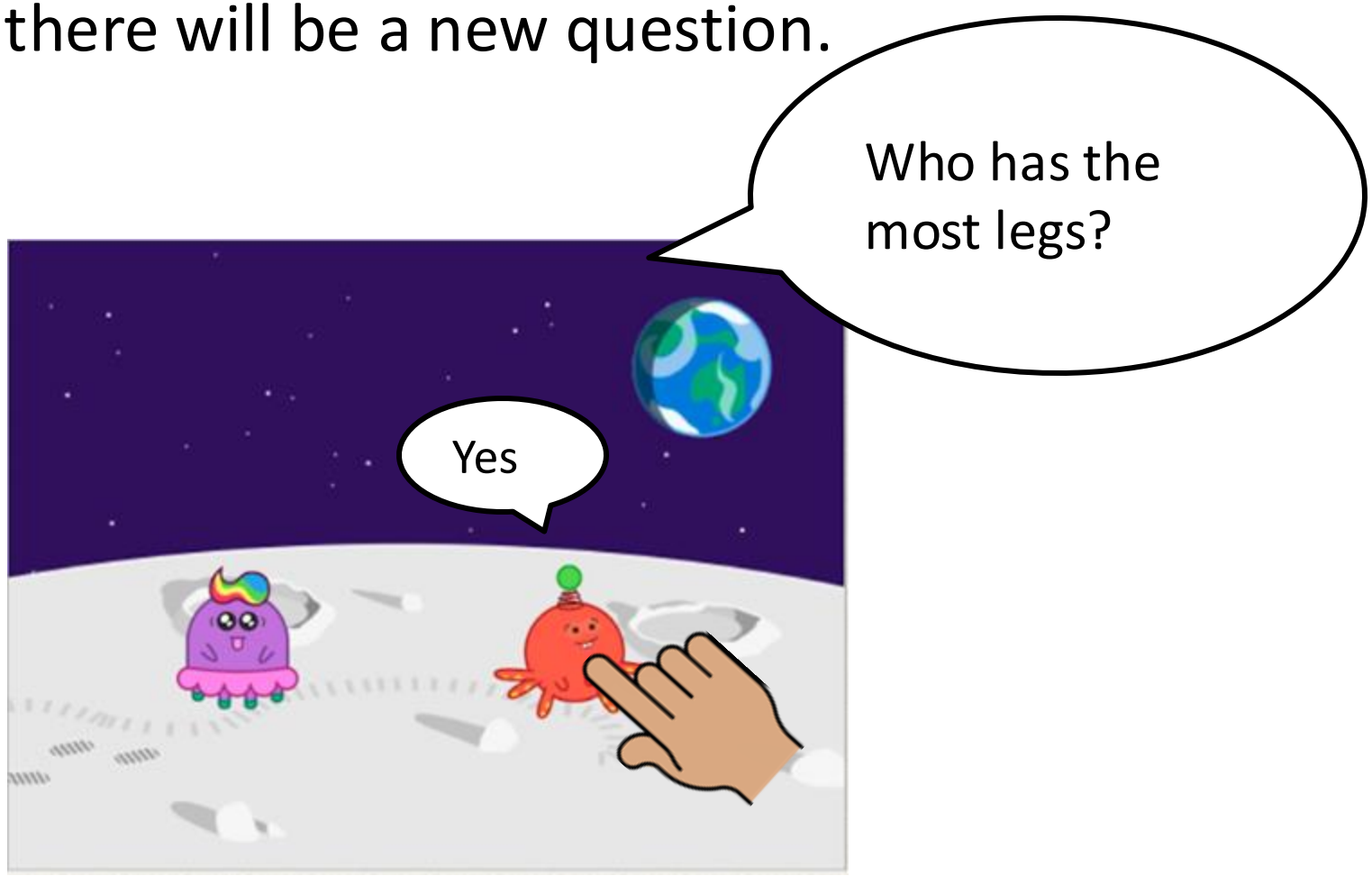
The player will answer questions by tapping a sprite.



Design a program

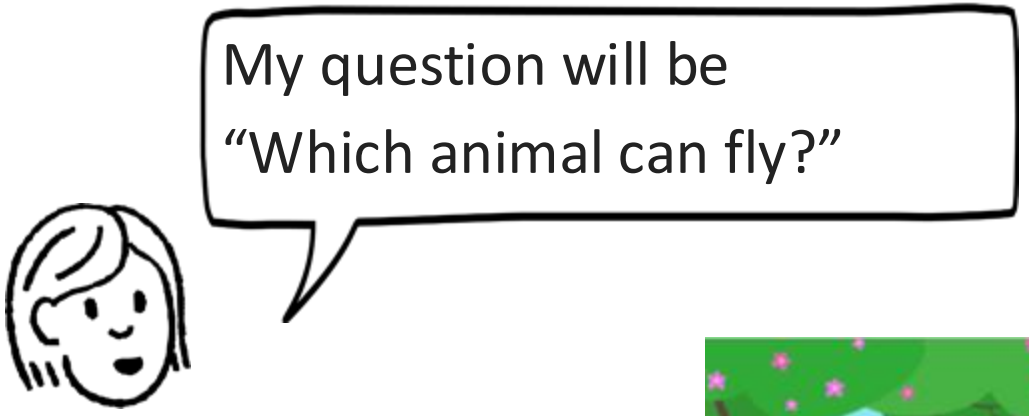
Explanation

After a correct answer, the quiz will take the player to a new page where there will be a new question.

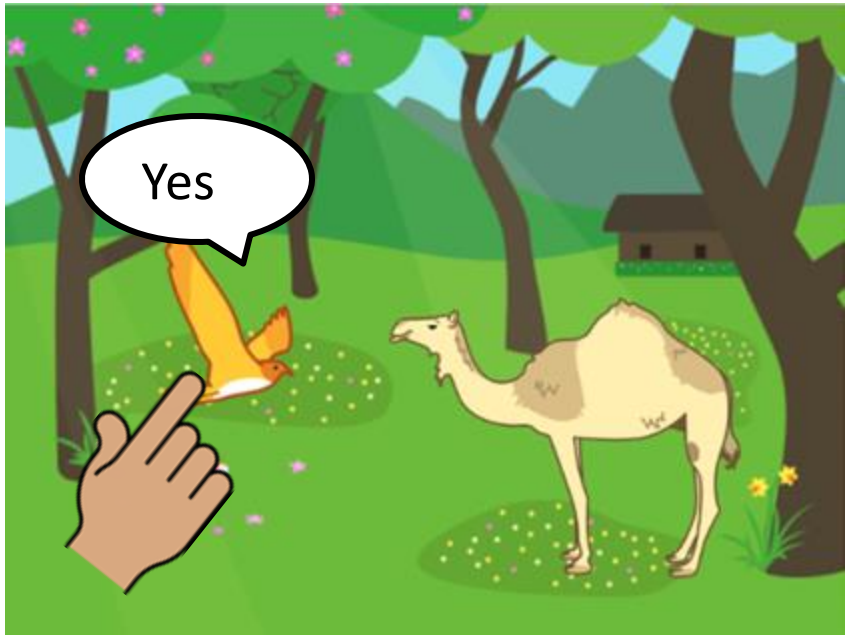


Design a program

Explanation



Sam

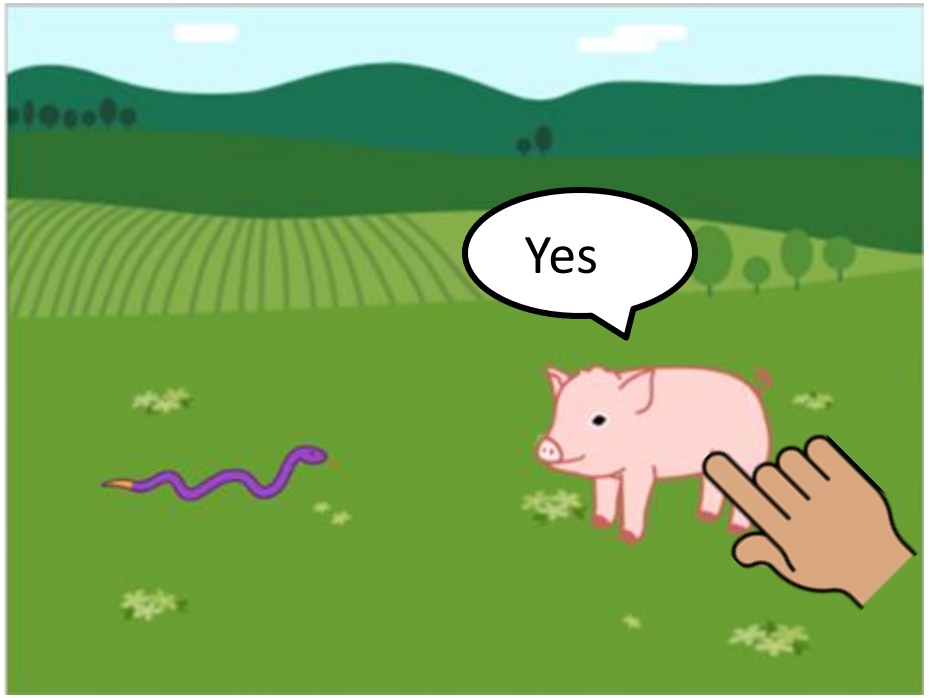


Design a program

Explanation

My question will be
“Which animal is taller?”

Jacob



Task A: Design a program

Record your **design**. You must include:

- two quiz questions, for example:
  - Who lives here?
  - Which of these animals comes first in the alphabet?
  - Which animal's name has the most letters?
  - Who has the most legs?
- two backgrounds
- two sprites per page
- an **algorithm** for each sprite

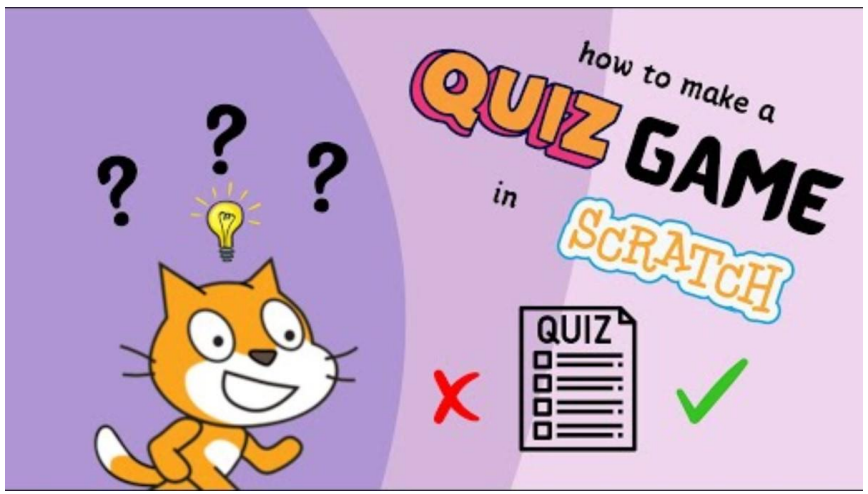
Step one: Question	Step two: Background	Step three: Sprites	Step four: **Algorithm**

Task B: Build a program

Use your **design** to help you create your quiz. Your quiz must have:

- two pages
- two backgrounds
- two questions
- two sprites per page

Use other command blocks to add more detail to your program.



Check

True or false?

An **algorithm** is a command block that you use when creating a program.

T **True**

F **False** ✓

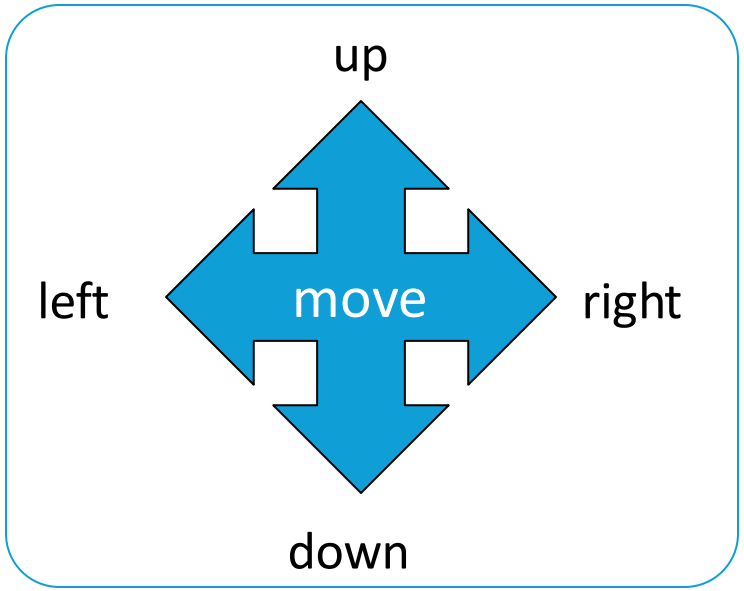
Why?

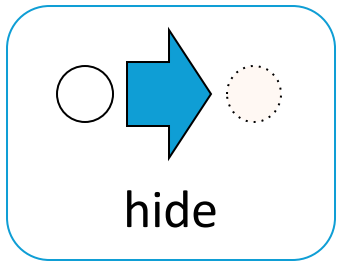
An **algorithm** is a precise set of ordered steps that a human or computer can follow to complete a task.

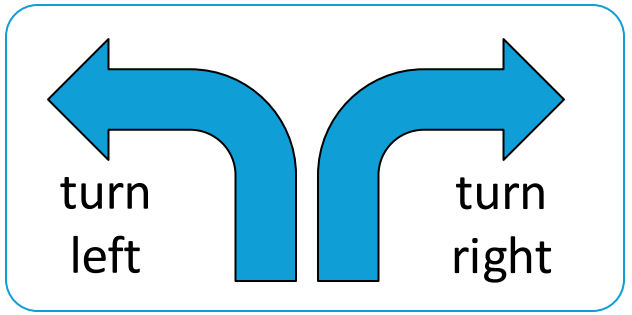
Design a program

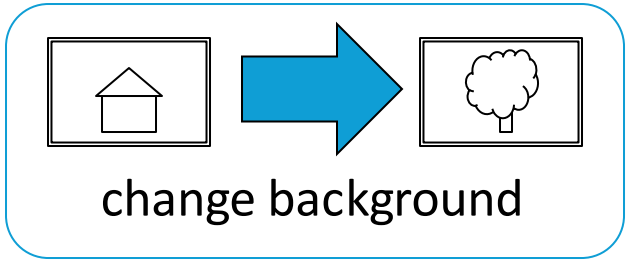
Explanation

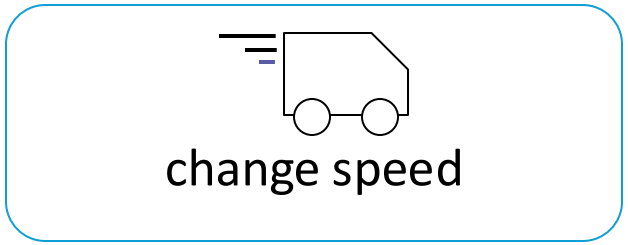
If you have any other ideas for your quiz, you can add them into your **algorithm**.

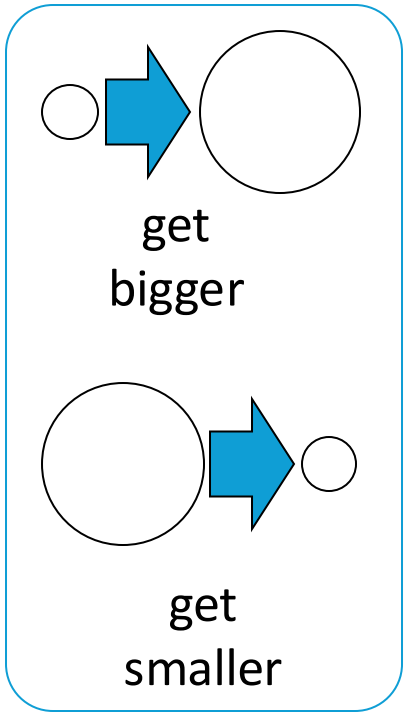












stop

Check

True or false?

You should start coding without a **design**.

T **True**

F **False** ✓

Why?
Without a clear **design**, your program might not do what you expect it to do.

ART / DT

Shapes and materials used in playground structures

Design and technology

Unit Freestanding structures: playgrounds

Oak National Academy

Outcome

I can investigate the shapes and materials used in playground structures.

Keywords

materials	what an object is made from
features	a special part which makes something special or noticeable
user	the person who uses the object
playground equipment	structures that you can play on within a playground, such as swings or slides

Lesson outline

Shapes and materials used in playground structures

Have a look at this picture. What do you think it is?

This is a **playground**.

Where are **playgrounds** found and what are they used for?

Playgrounds are often found in parks and schools.

purpose

They are a great place for children to explore by running, climbing, jumping, and moving in different ways.

This is called physical activity, and it helps keep children healthy.

Playgrounds are also great places for children to make friends and develop social skills.

playground

Exploring playgrounds

Check

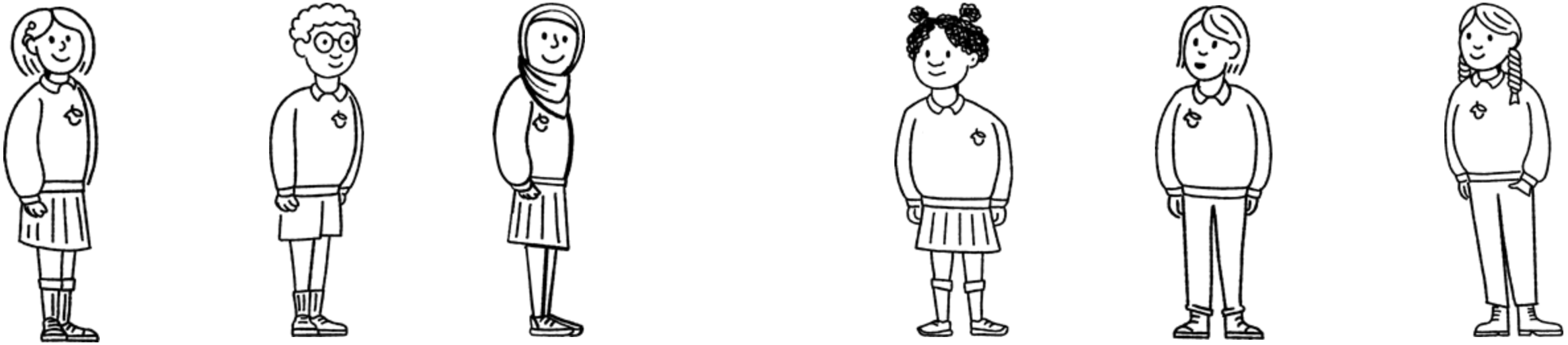
Why do we have playgrounds?

a To help children be active. ✓

b To help children to develop social skills. ✓

c To make children stop sharing and taking turns.

Sofia and her friends enjoy going to their local playground. They have lots of fun there and enjoy playing together.

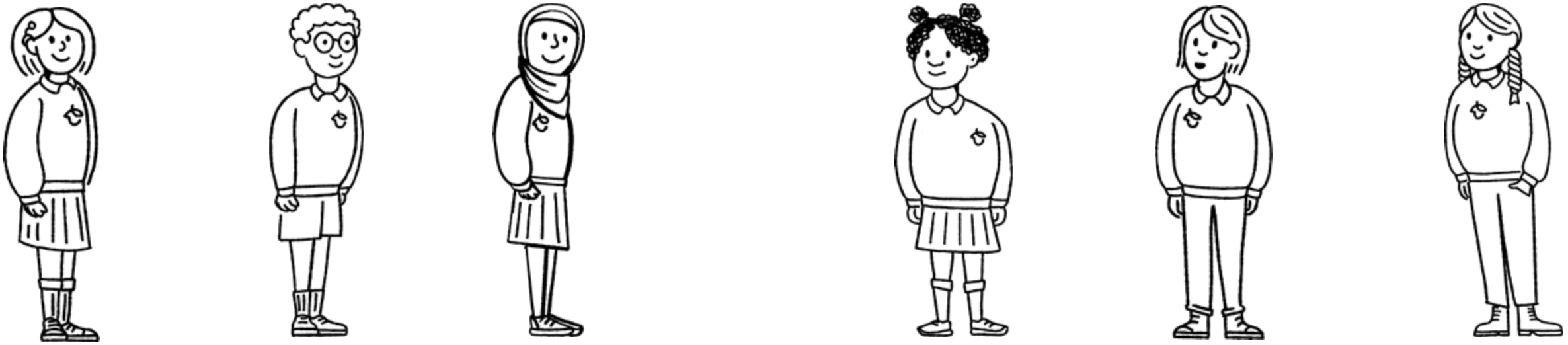


Sofia Alex Aisha Izzy Sam Laura

Do you go to a playground? What do you enjoy about it?

users

Sofia and her friends are the **users** of their local playground.



Sofia Alex Aisha Izzy Sam Laura

Who uses your local playground?

Check

Who is a **user** of a playground?

a The person who is playing on the playground. ✓

b The person who made the playground.

c The person who designed the playground.

Exploring playgrounds

Explanation

Have a look at these playgrounds, what do you notice?

These playgrounds are all different.

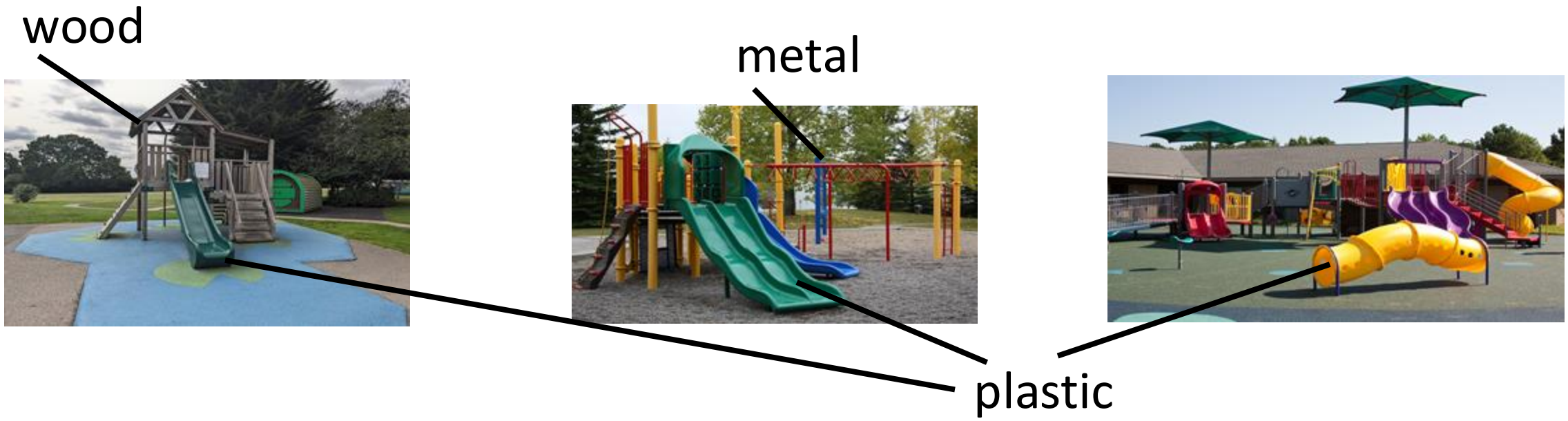
The playgrounds:

- are different colours
- made from different **materials**
- for different age groups
- have different activities
- are different sizes

Some playgrounds have different areas for different age groups of children.

The different areas have different sized equipment so that smaller children can play safely on smaller equipment.

Playgrounds can be made from different **materials**.



Often, playgrounds are made from a mixture of wood, metal and plastic.
The screws, bolts and other parts that hold them together are usually made from metal.

Playgrounds often have different shapes.

climbing net

spider webs

circle shapes

wavy shapes

long lines

This carousel will turn around.

A playground might have a seesaw, however different designers make seesaws that have:

- different shapes
- different sizes
- different colours
- different **materials**

Which one do you prefer and why?

A playground might have a swing, however different designers make swings that are:

- different shapes
- different sizes
- different colours
- different **materials**

Which one do you prefer and why?

Exploring playgrounds

Explanation

Playgrounds are often unique.
They have:

- different shapes
- different sizes
- different colours
- different **materials**

Which one do you prefer and why?

Check

Designers often make playgrounds unique. Equipment in playgrounds is often…

a different colours and sizes. ✓

b all the same.

c made from different **materials**. ✓

Playgrounds might also have special **features** to make them unique. Unique means one of a kind. This fort style playground looks like lots of fun!

metal tunnels in the air

lots of wooden forts

Roman style with big wheels

Exploring playgrounds

Explanation

This playground has:

a bright, blue swing with a black nest swing

~~bright green benches~~

~~a rubbish bin near~~ to the seating area

a saucer roundabout

Equipment is often spaced out to make the playground safer.

Playgrounds are designed by designers. When they are designed, the council has to give permission for them to be built on their land.

This playground is taped off because it is not safe.

Permission means to be allowed to do something.

The council then checks the playground regularly to ensure the equipment works and is safe.

Lucas

Designers often use different **materials** for the area around playgrounds.

The flooring around this **playground equipment** is made of rubber so it is softer than than concrete or tarmac.

Why do you think this playground has rubber flooring?

safe

Softer flooring means that children are less likely to hurt themselves if they fall.

Look at the pictures of different playgrounds.

Have a think about:

- Who would be the **user** of the playground?
- What colours, **materials** and shapes can you see in the playground?
- Do they have any special flooring?

Talk to your friend, discuss what you have noticed about the playground designs.

Andeep labelled some of the different **features**.

Smaller and larger play areas for different aged children

Bright colourful play area

Wiggly shaped tunnels which are long and curved

Umbrellas to decorate and to keep children out of the sun

Different **materials** used - metal and plastic

Soft flooring with colours and patterns

Andeep

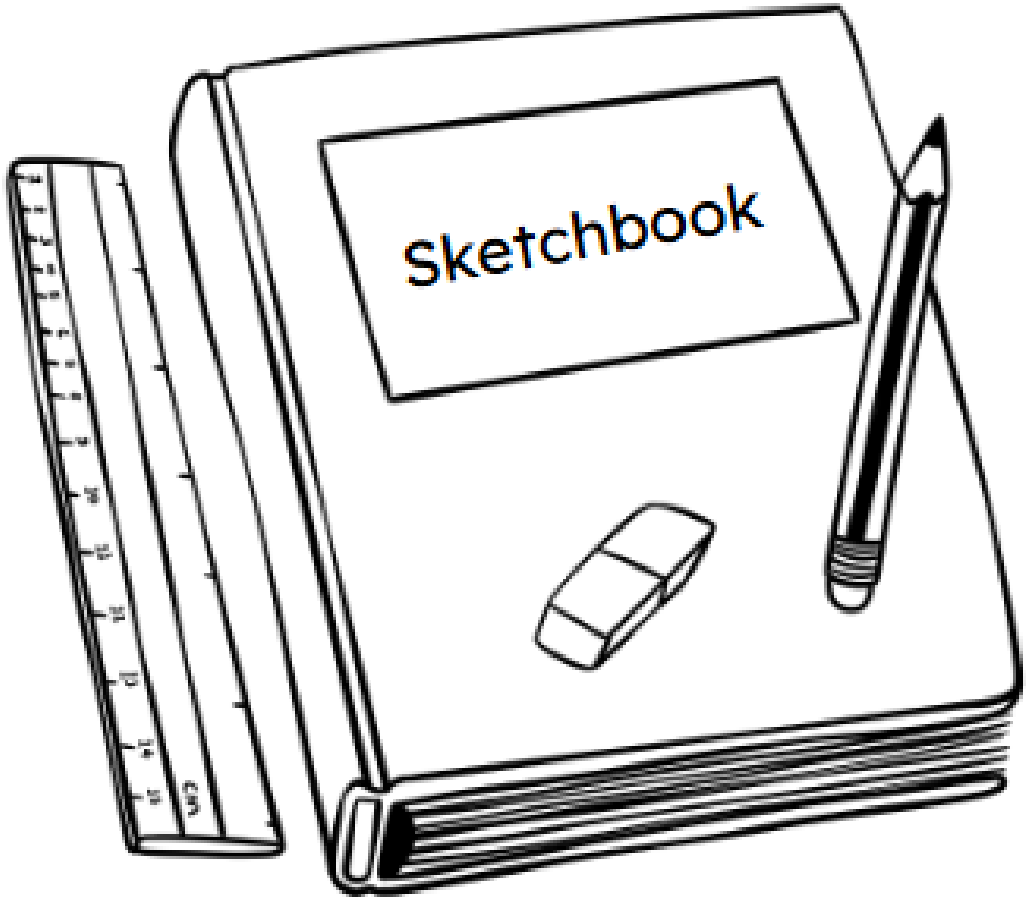
Lesson outline

Shapes and materials used in playground structures

Explanation

Designers often use sketches as a way of making notes about what they see and to share their ideas.

Often pictures can show a lot more than a sentence describes.



A sketch is a quick drawing, often using a pencil and a piece of paper.

A sketch is often made from what the person can see.

Jacob

I am going to sketch a playground.
I will look closely at the **playground** and draw what I can see.
I will look at the **features** of the playground.

Check

True or false?

A sketch is a picture taken with a camera.

T True

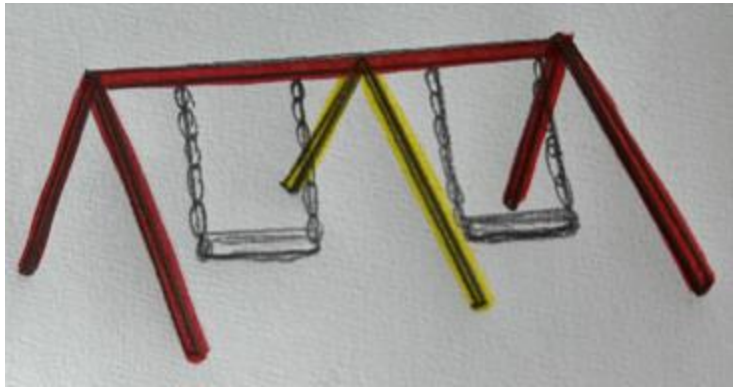
F False ✓

Why?

A sketch is a quick drawing, often using a pencil and a piece of paper.

Think about the **features** of the playground, including:

- different colours and shapes
- different **materials**
- for different age groups
- have different activities and special designs
- different sizes



Check

True or false?

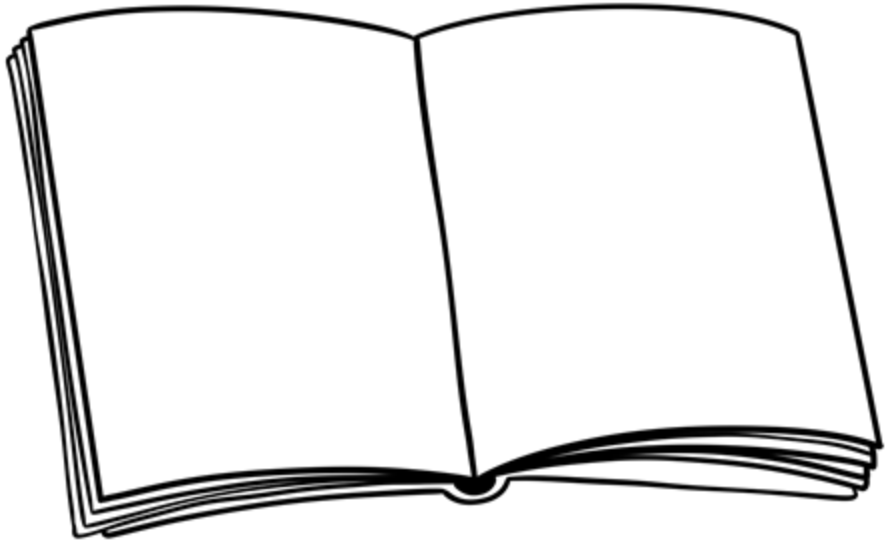
Features of a playground make the area or equipment special or noticeable.

T True ✓ F False

Why?

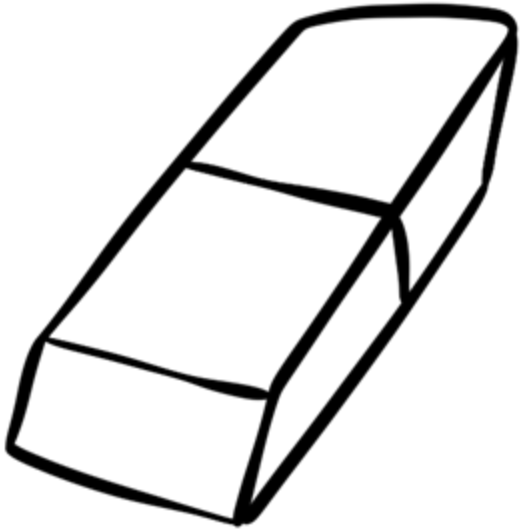
A **feature** is a special part which makes something special or noticeable. Playgrounds have lots of **features**, including colour, shape and size.

To sketch, you will need:



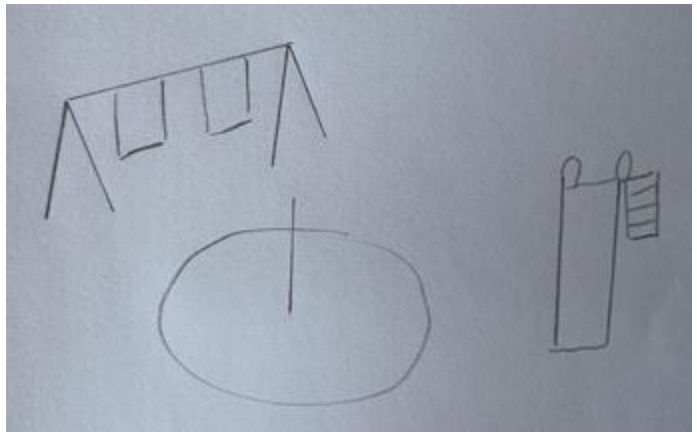
paper or worksheet

pencil

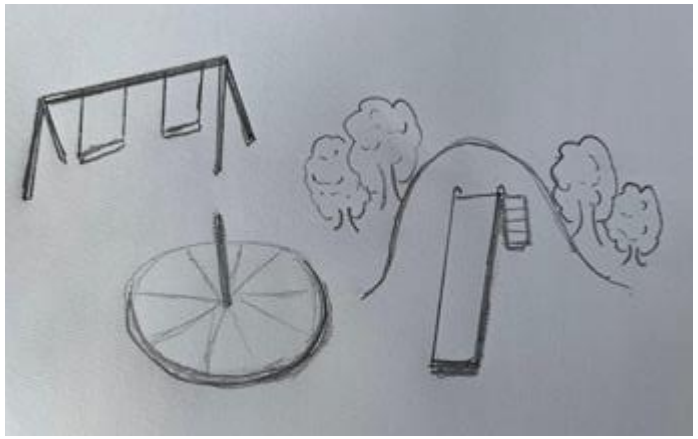


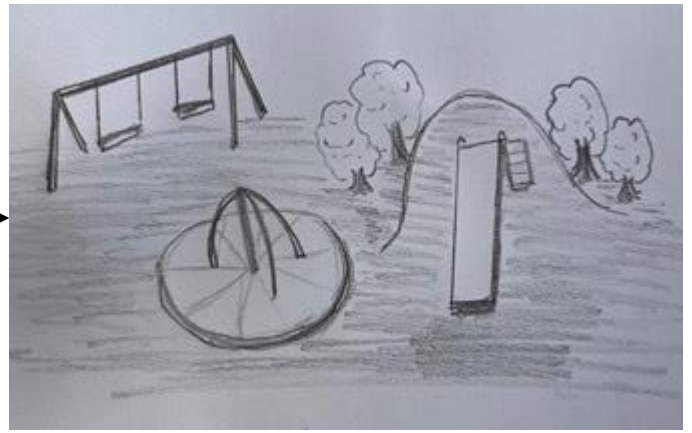
rubber

When you look carefully at a photograph or visit a playground, you will notice lots of different shapes and sizes. You can show these within your sketch.



start with the outline



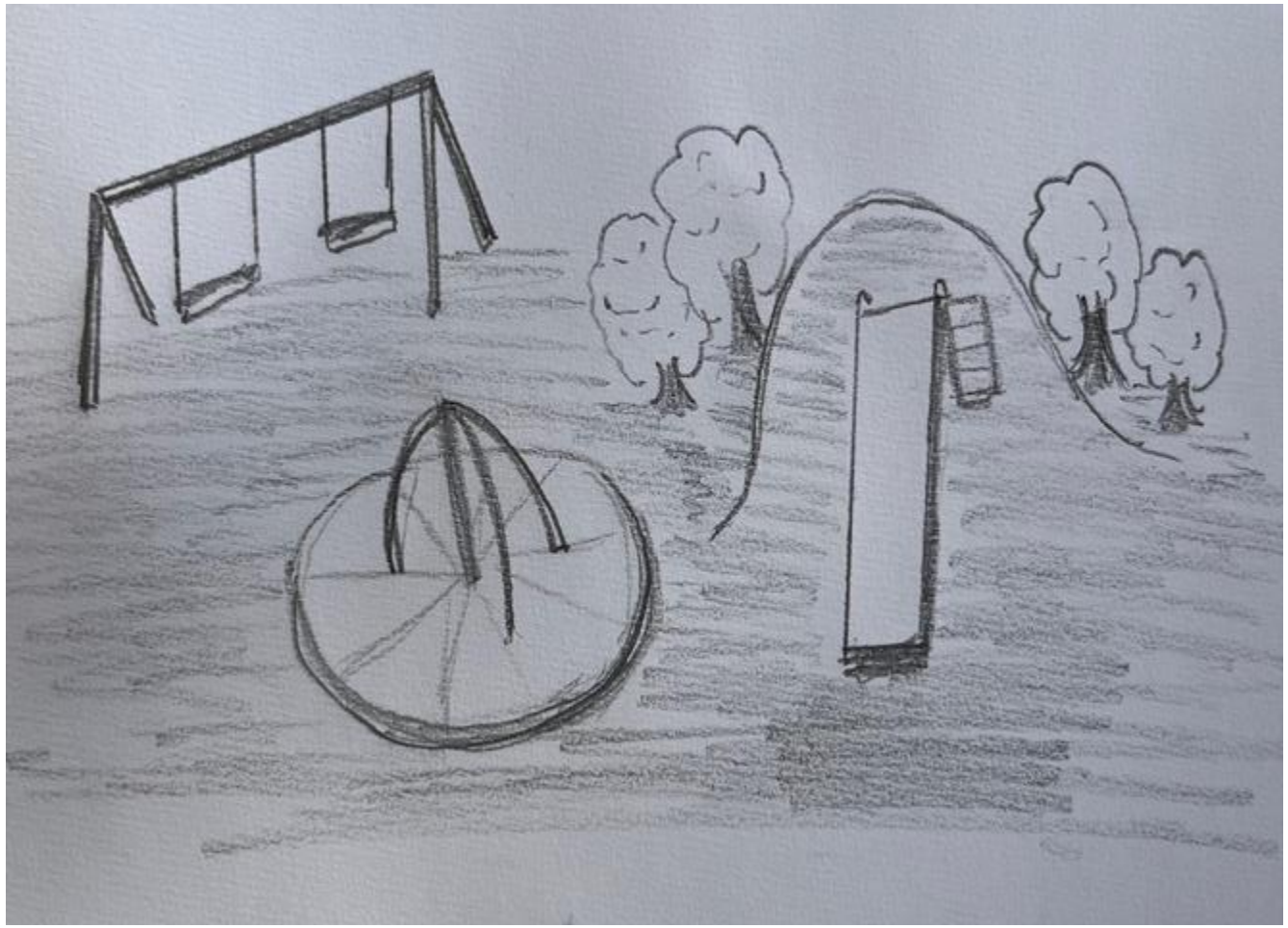


add more finer details, such as shading or colouring

This is Sam's sketch of a playground.

Can you notice any shapes or different sized equipment? Do you recognise any of the equipment?

Sam



Task B Sketching playgrounds

Practice

Sketch a playground.

Remember:

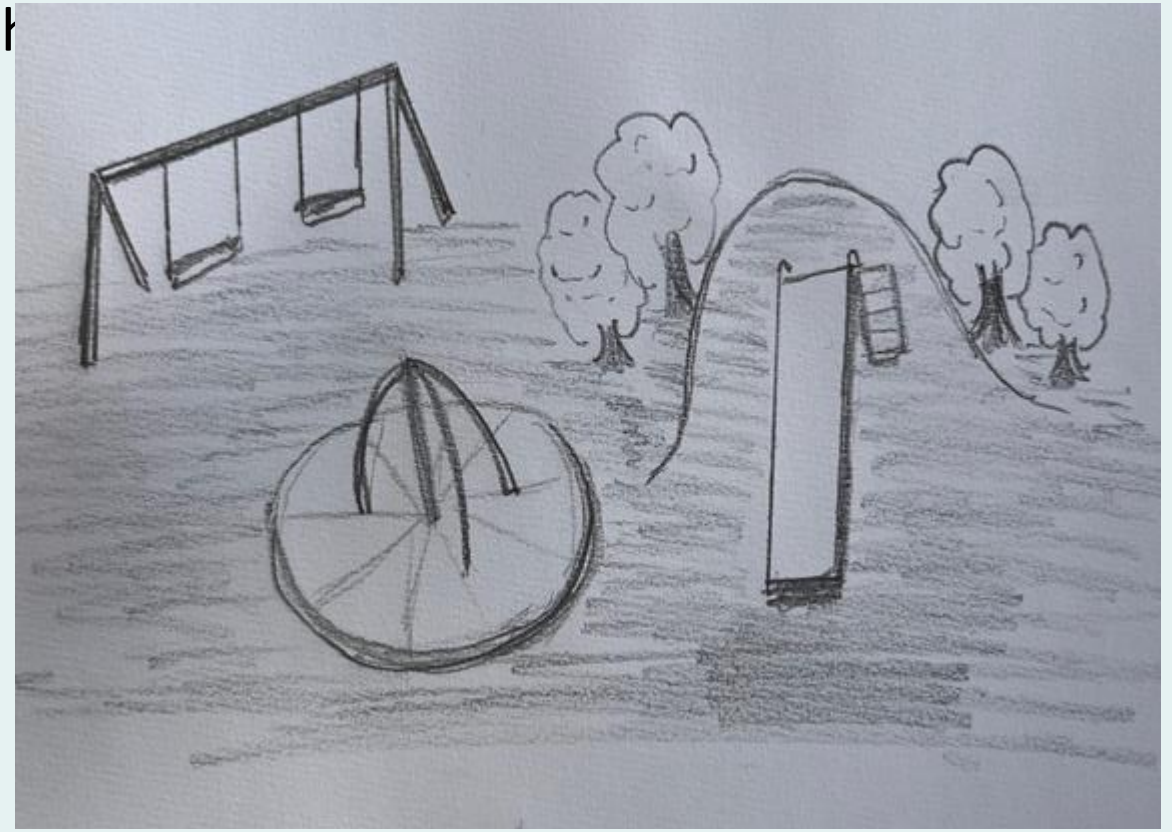
- look carefully at the shapes
- choose your colours carefully
- Can you spot the **materials** that the playground is made from?

Sam created her playground.

She found sketching quite hard and realised that the objects were not flat shapes. Therefore, she tried hard to draw her sketch in 3D.

She used lot of different shapes, looked carefully at sizes and thought about the environment around her playground too.

Sam



Summary

Shapes and materials used in playground structures

Shapes in playground designs are chosen purposefully.

Materials used in playground designs are chosen purposefully.

Sketching helps us to spot details and **features**.