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
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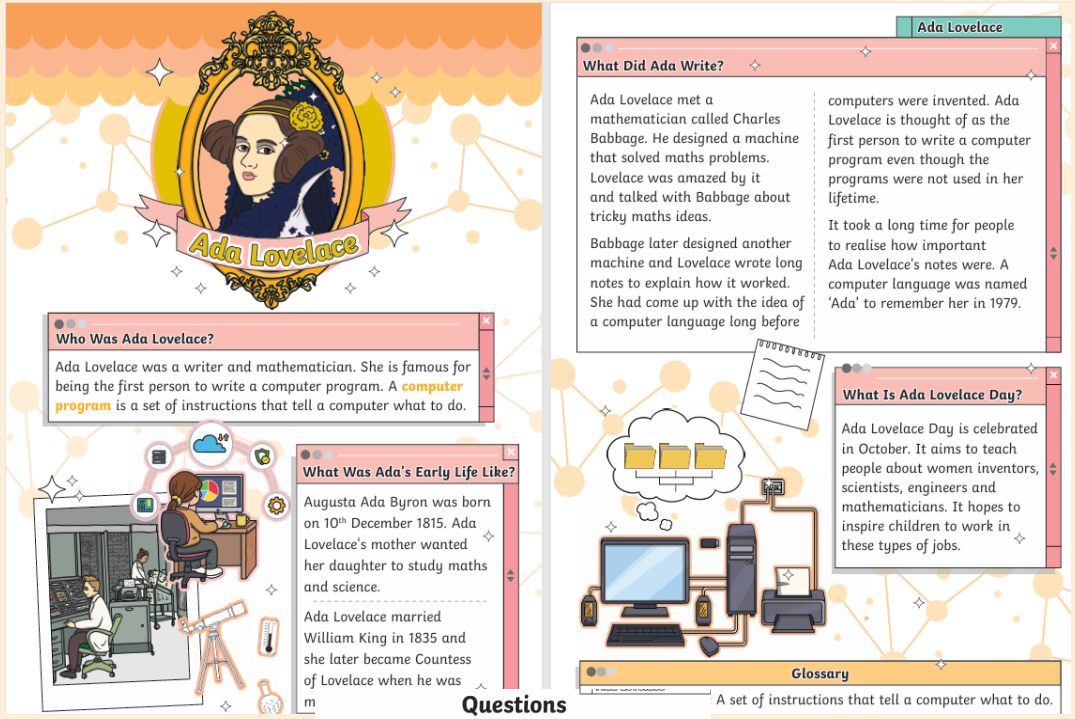
WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	*BREAK*	PE (Downstairs)	*LUNCH*	Class Novel / Maths Meeting	Maths	*BREAK*	Computing
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Whole Academy Assembly	*BREAK*	Maths	*LUNCH*	Class Novel / 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 

23.06.26
Morning Challenge



Questions

1. What did Ada Lovelace's mother want her daughter to study? Tick **two**.
   - ○ english
   - ○ maths
   - ○ history
   - ○ science

2. Draw **three** lines and match the year to the event.

1815	Ada Lovelace married William King.
1835	A computer language was named 'Ada'.
1979	Ada Lovelace was born.

3. Number the events from 1-4 to show the order in which they appear in the text.
   - ☐ It took a long time for people to realise how important Ada Lovelace's notes were.
   - ☐ Ada Lovelace became Countess of Lovelace.
   - ☐ Ada Lovelace Day aims to teach people about women inventors.
   - ☐ Ada Lovelace met a mathematician called Charles Babbage.

4. Fill in the missing word.

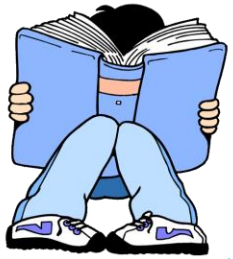
   Lovelace was _____ by it and talked with Babbage about tricky maths ideas.

5. Look at the section called **Who Was Ada Lovelace?** Find and copy one word which means 'well known'.

   _____

What next?

Quiet reading



Lunches

Main: Chicken curry with rice

Vegetarian: Pasta twist in tomato sauce

School Packed Lunch: Cheese, ham, tuna or jam

23.06.26 Morning Challenge

Who Was Ada Lovelace?

Ada Lovelace was a writer and mathematician. She is famous for being the first person to write a computer program. A **computer program** is a set of instructions that tell a computer what to do.

What Was Ada's Early Life Like?

Augusta Ada Byron was born on 10th December 1815. Ada Lovelace's mother wanted her daughter to study maths and science.

Ada Lovelace married William King in 1835 and she later became Countess of Lovelace when he was made an earl.

What Did Ada Write?

Ada Lovelace met a mathematician called Charles Babbage. He designed a machine that solved maths problems. Lovelace was amazed by it and talked with Babbage about tricky maths ideas.

Babbage later designed another machine and Lovelace wrote long notes to explain how it worked. She had come up with the idea of a computer language long before computers were invented. Ada Lovelace is thought of as the first person to write a computer program even though the programs were not used in her lifetime.

It took a long time for people to realise how important Ada Lovelace's notes were. A computer language was named 'Ada' to remember her in 1979.

What Is Ada Lovelace Day?

Ada Lovelace Day is celebrated in October. It aims to teach people about women inventors, scientists, engineers and mathematicians. It hopes to inspire children to work in these types of jobs.

Glossary

computer program: A set of instructions that tell a computer what to do.

Questions

1. What did Ada Lovelace's mother want her daughter to study? Tick **two**.

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- ◯ maths
- ◯ history
- ◯ science

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23.06.26 Morning Challenge

Questions

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_____

23.06.26 Morning Challenge

Spellings

Months of the Year

This week's spellings are many of the months of the year.

They are all **proper nouns.**

Because they are proper nouns, they always begin with a **capital letter.**

Months of the Year

January

June

Can you air write one of these months?

February

July

Can you find someone in your class who has a birthday in one of these months?

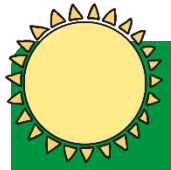
March

August

April

September

Using your finger, can you write one of these months on a friend's back? Can they guess which month you wrote?



May

October

Watch out!

One of the months of the year contains a silent letter that is easy to forget!

Which month do you think it is?

Don’t forget the silent ‘**r**’!

Using your finger, can you write this month on your table or the carpet?

Can you come up with a mnemonic to help you remember this tricky spelling?

Here are this week's spellings to practise.

January

February

March

April

May

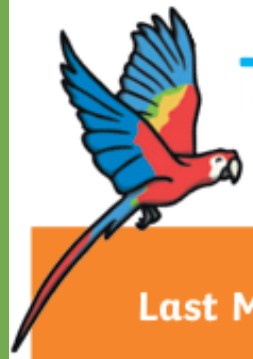
June

July

August

September

October



This Month, Last Month, Next Month

Last Month	This Month	Next Month
	February	
	April	
	November	
	May	
	September	
	December	
	July	

LITERACY

Tuesday 23rd June
T.B.A.T. understand the purpose and features of a letter

Sulwe

3 in 3

Can you correct these sentences?

Sulwe hop onto the star

There were Day and Night they was sisters

Thay loved each over veree much

CHALLENGE
When would we use a question mark?

Vocabulary

Letter
Dear
From
Problem
Feelings
Sad
worries

What is a letter?

What do we need to include when writing a letter?

What do we need to write a sentence?

Oracy

When Sulwe looks in the mirror and feels unhappy, why might she be unhappy?

What could you say to her to help her?

Dear Sulwe, I can see that you feel sad but ...

Writing Outcome:

Write 2 or 3 sentences explaining Sulwe's problem.

Dear Sulwe, I can see that you feel sad but ...

BREAK

PE

Learning Objective

To consider how much power to apply when aiming at a target.

Success Criteria

- Point your arm in the direction of the target as the object is released.

Whole Child Objectives

Social: To congratulate others.

Emotional: To manage my emotions regardless of results.

Thinking: To be able to identify my own and others' success.

Equipment

BEANBAGS
x 15

CONES
x 60

PLAYGROUND BALL
x 15

TENNIS BALLS
x 15

Moving in space:

A Pupils find a space and begin jogging around.

Change direction to avoid others. Look for space away from others.

B Q: Can you suggest other ways to travel around to help you warm up and prepare your body for the lesson? *E.g. sidesteps, high knees, skipping etc.* Repeat using the pupil's suggestions.

Make this harder by reducing the space.

Trains:

A In pairs. Pupils stand one behind the other. Pupil at the front leads the travelling action with their partner copying. When the teacher says 'choo, choo', they change the leader and travelling action.

Keep a safe distance from your partner.

Make this harder by changing the direction of travel.

B In pairs with one ball. Pupils jog one behind the other, leader with the ball. When the teacher says 'choo, choo', the leader rolls the ball a little way in front, partner runs to over take and collect it. Change roles and continue. Q: How does your body feel now you have warmed up? Can you recognise changes since before the warm up? *Heart beating faster, this moves blood around the body. Breathing faster, this means you are taking in more oxygen.*

Roll the ball softly with one hand. Not too big of an arm swing so that the ball rolls just in front of you.

30
Mins

Skill Development

Roll and slide:

A In pairs with one tennis ball, playground ball, beanbag and cone. Pupils stand approx. 4m apart. They place one ball and beanbag on the floor and explore rolling the first ball to each other. Q: What do you notice about how easy the ball is to roll?

Place the other objects safely to the side of you.

B Repeat the activity using the other ball, and then with sliding the beanbag. Q: Which object were you most accurate with?

To roll or slide the object, bend your knees, place your opposite foot to throwing arm forwards to help with balance. Use a straight arm, swing from back to front and finish with hand pointing at your target.

Make this harder by standing further apart.

Target cone:

A In pairs, with the same equipment. Pupils place their cone approx. 5m away from a start line. They take turns to roll/slide the three objects towards the target cone, trying to get it to stop as close as possible to it. Q: Which object were you most accurate with? Did you need to change the power you put on an action depending on the object? How did you do this? *To place more power on a movement move your hand quicker, to place less power on a movement move your arm slower.*

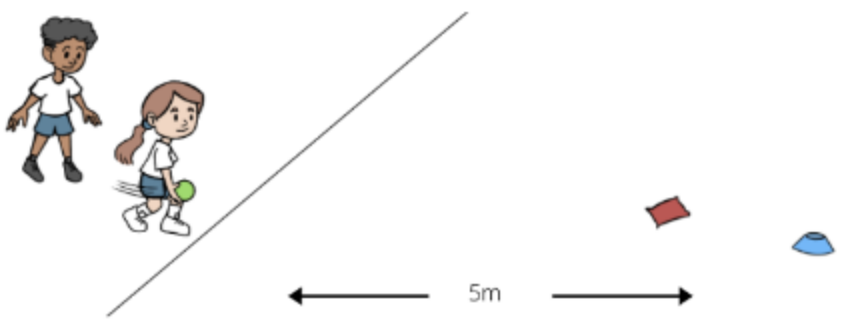
Make this easier by using a larger target e.g. two or three cones placed together. Make this harder by increasing the distance to the cone.

B Repeat the activity with the discussion points in mind.

C This time, pupils play against each other, selecting one object to play with. Pupils take turns to have one roll/slide to see who can get their object to stop closest to the cone. The winner earns one point. Play first to five points.

Take turns at who goes first and think about trying to move your opponent's object if you go second by hitting it with your own. Congratulate your opponent at the end of your game, regardless of the result.

Make this harder by selecting the object you were least accurate with. Make this easier by allowing pupils two attempts.



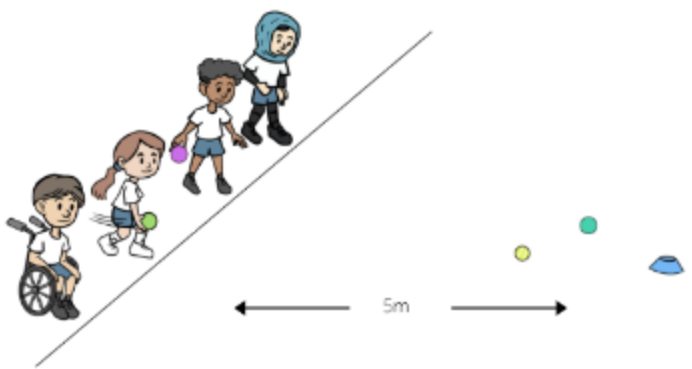
Bowls:

Pupils play 2v2. Each player selects one object to use. Place a target cone an agreed distance from a start line.

- Pupils from each team takes turns to roll or slide their object towards the target cone.
- Whichever team is furthest from the target after the first roll, gets to take the next roll.
- Pairs can score up to two points per round if both of their objects land closest to the target.
- Pupils play first to ten points.

Decide who will go first. Think about how to help your partner if you go second e.g. you might be able to roll your object to hit your partner's object closer.

Make this harder by only allowing pupils to use a ball. Make this harder by changing the distance of the cone after each round so pupils have to adjust aim and technique.



Croquet:

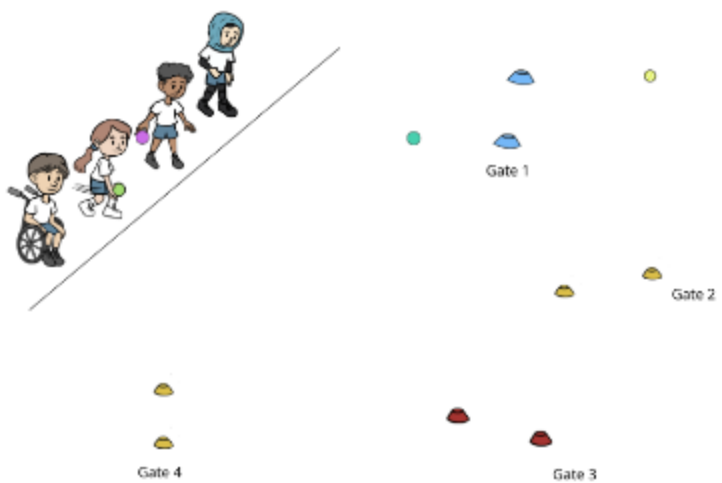
In the same groups with one ball each, pupils all play against each other. Each group sets up a circuit of four ‘gates’, using two cones for each gate.

- One at a time, pupils roll their ball through the first gate, attempting to make it to the final gate in the fewest number of turns.
- On their turn, pupils roll their ball from the spot where it had previously stopped.
- If a pupil’s ball has been knocked by another ball, the pupils roll the ball from the new location.
- Each pupil continues to take turns until they have completed the course.

Teacher note: pupils can choose how far apart their gates are from one another and how wide each gate is.

Think about how much power you want to put on the ball so that it doesn’t roll too far for the next gate. Finish with your hand pointing towards your target as you release.

Make this harder by having narrower gates or using the non-dominant hand. Make this easier by using a beanbag.



LUNCH

MATHS

23.06.26

T.B.A.T. derive facts in addition

3 in 3

1)

Which option below shows 54 partitioned correctly?

50 + 40 5 + 4 50 + 4

2)

Calculate 17 + 15

3)

Calculate 16 + 18

CHALLENGE: Explain how you could use the calculation from question 2 to help you solve question 3.

23.06.26

T.B.A.T. derive facts in addition

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Which option below shows 54 partitioned correctly?

50 + 40 5 + 4 50 + 4

2)

Calculate 17 + 15

3)

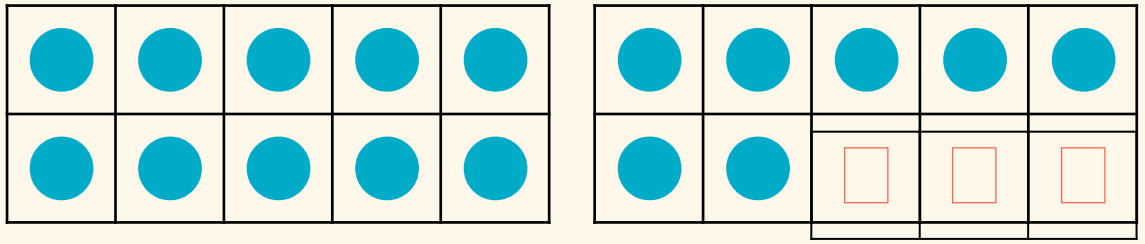
Calculate 16 + 18

CHALLENGE: Explain how you could use the calculation from question 2 to help you solve question 3.

Let's Get Warmed Up... You do.

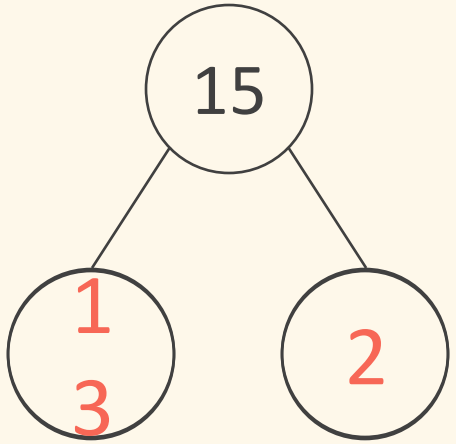
Complete.

How many more counters are needed to make 20?



6 + 12 = 18

Complete the part-whole model in 3 different ways.



Key Vocabulary

number bonds: Two numbers that join together to make a different whole number.

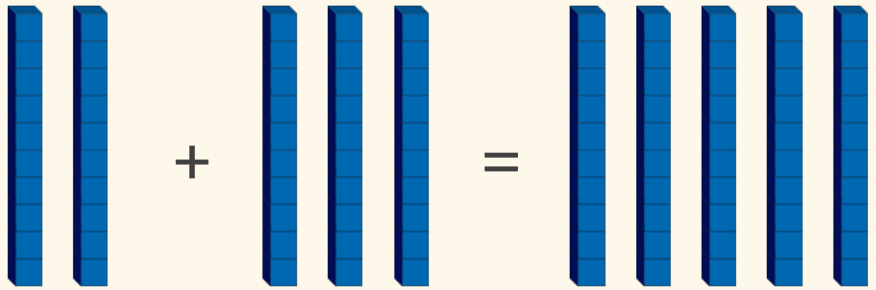
ones: Individual units that make up a whole number.

tens: A group of 10 ones together is the same as 1 ten.

We do.

We can use **number bonds** within 10 to help us add multiples of 10.

For example, we know 2 **ones** + 3 **ones** = 5 **ones**, so:



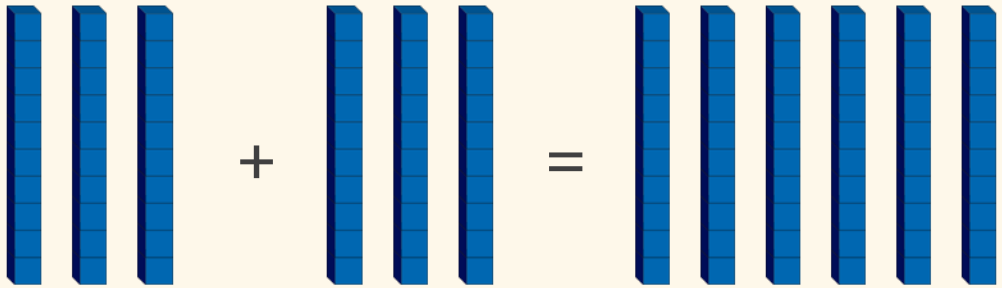
2 **tens**	+	3 **tens**	=	5 **tens**
20	+	30	=	50

You do.

Complete.

3 ones + 3 ones = 6 ones

3 + 3 = 6



3 tens + 3 tens = 6 tens

30 + 30 = 60

We do.

Now let's try without Base 10 equipment.

We know . . .

so . . . 7 ones + 2 ones = 9 ones

7 tens + 2 tens = 9 tens

We do.

Now let's try using only numbers.

We know . . .

$$5 + 3 = 8$$

so . . .

$$50 + 30 = 80$$

You do.

Complete.

A. $4 + 4 = \boxed{8}$ → $40 + 40 = \boxed{80}$

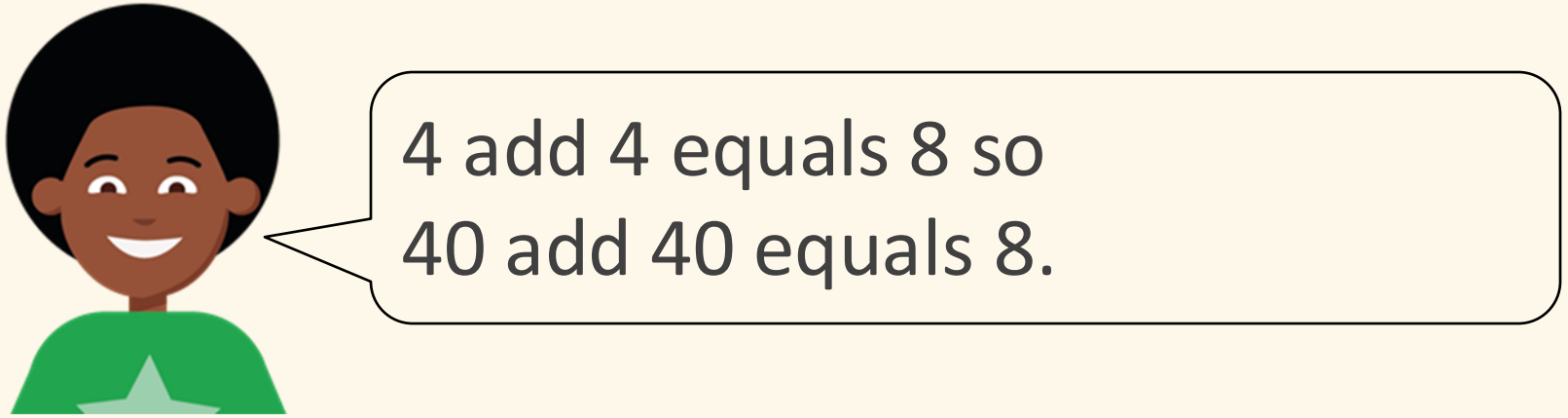
B. $6 + 2 = \boxed{8}$ → $60 + 20 = \boxed{80}$

C. $3 + 5 = \boxed{8}$ → $30 + 50 = \boxed{80}$

Let's Reason...

We do.

Bailey says,



Is Bailey correct? Explain your answer.

Bailey is correct/incorrect because . . .

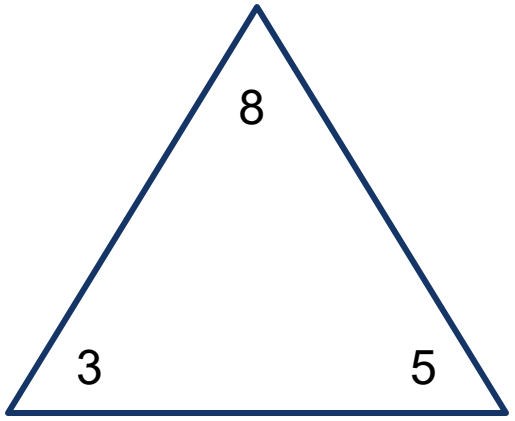
Bailey is incorrect because 4 tens add 4 tens equals 8 tens which is 80 not 8.

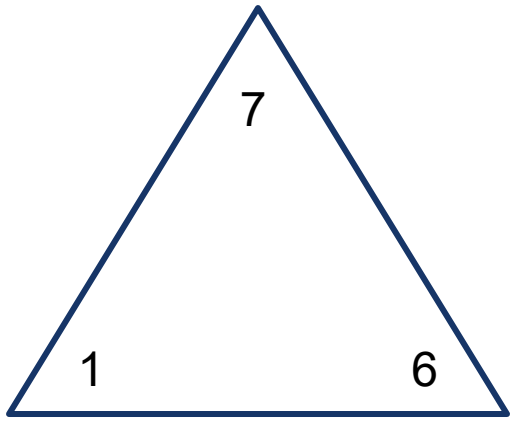
Let's Problem Solve... We do.

Ella has spilt paint on her work. What were her calculations? Give 3 different answers.

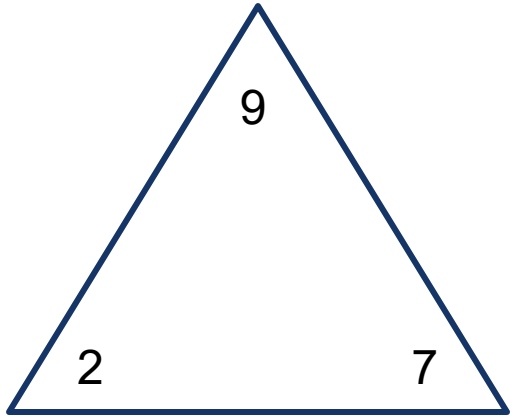
Various answers, for example:

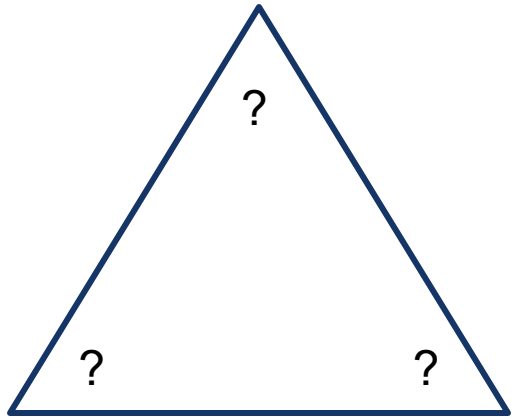
40 + 40 = 80



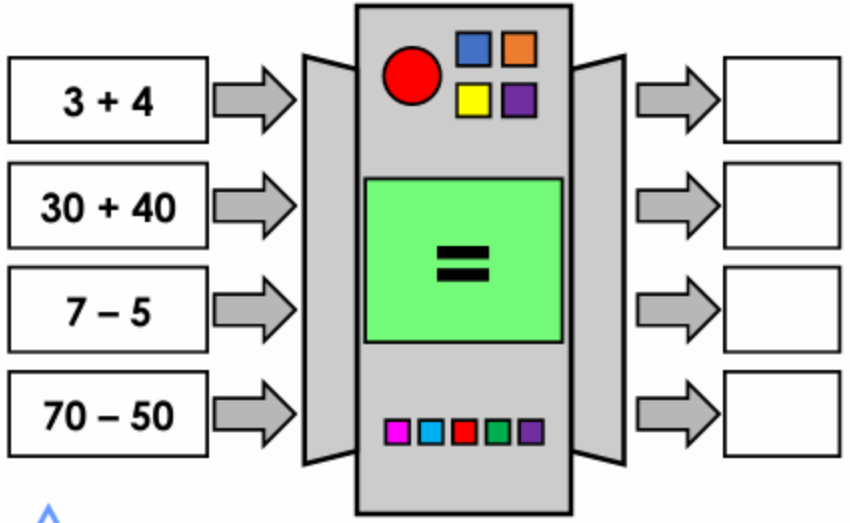


3 + 5 = 8
30 + 50 = 80





23.06.26 CHALLENGE



23.06.26 GREATER DEPTH

A.

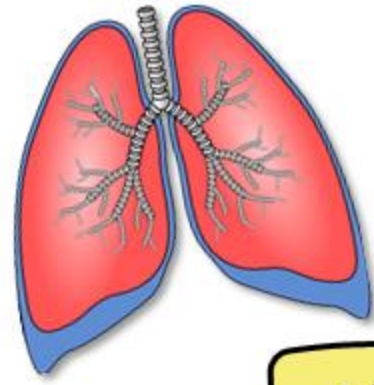
3	+	4	=	
9	–	5	=	
6	+	3	=	
8	–	5	=	
7	–	2	=	

B.

3	3	+	4	4	=		
9	9	–	5	5	=		
6	6	+	3	3	=		
8	8	–	5	5	=		
7	7	–	2	2	=		

R.S.E. & SCIENCE

Brilliant Bodies



- Whole lesson
- Fully differentiated
- Fully editable

Red
Amber
Green

Health & Wellbeing

Keeping Clean

Jenny is six, and her brother, Harry, is two. At bath time, Mum pours warm water over the children before applying shampoo. Mum rubs the children's hair then, after a quick rinse, it's time to wash their bodies. Mum cleans Harry with a facecloth, while Jenny prefers to clean herself. Jenny rubs the soap all over: she scrubs her face, arms, legs, and bottom before washing the suds off in the warm water.

Challenge

What body parts does Jenny clean at bath time?

More Challenging

How does Mum help the children to get clean?

Mega Challenging

Why do you think Mum helps Harry to wash, but not Jenny?

Brilliant Bodies

Learning Outcomes

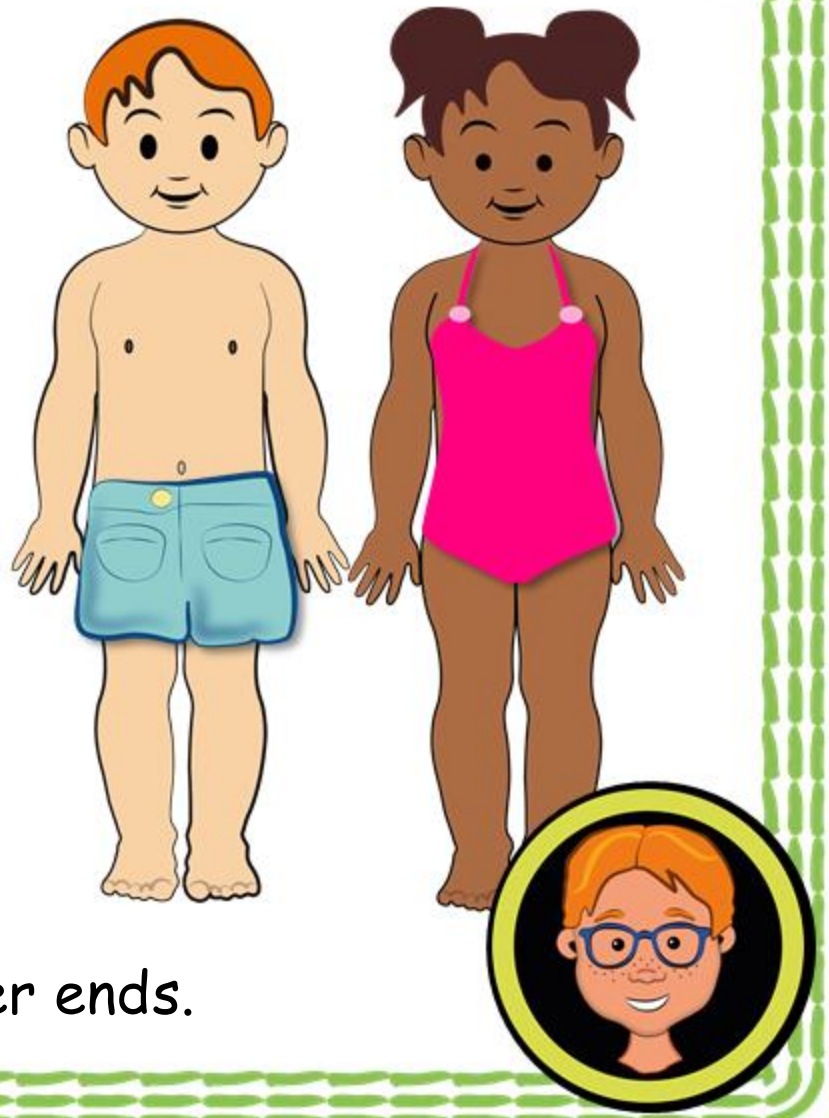
- **Describe the swimwear rule and identify private body parts.**
- **Know which body parts need to be covered and why.**
- Explain why we need to learn about our bodies.

Brilliant Bodies

Background Knowledge

2 Minutes
Partner Talk

- What are body parts?
- Look at the picture of the children: how many body parts can you identify?
- What parts of our bodies are private?



We'll share our ideas when the timer ends.

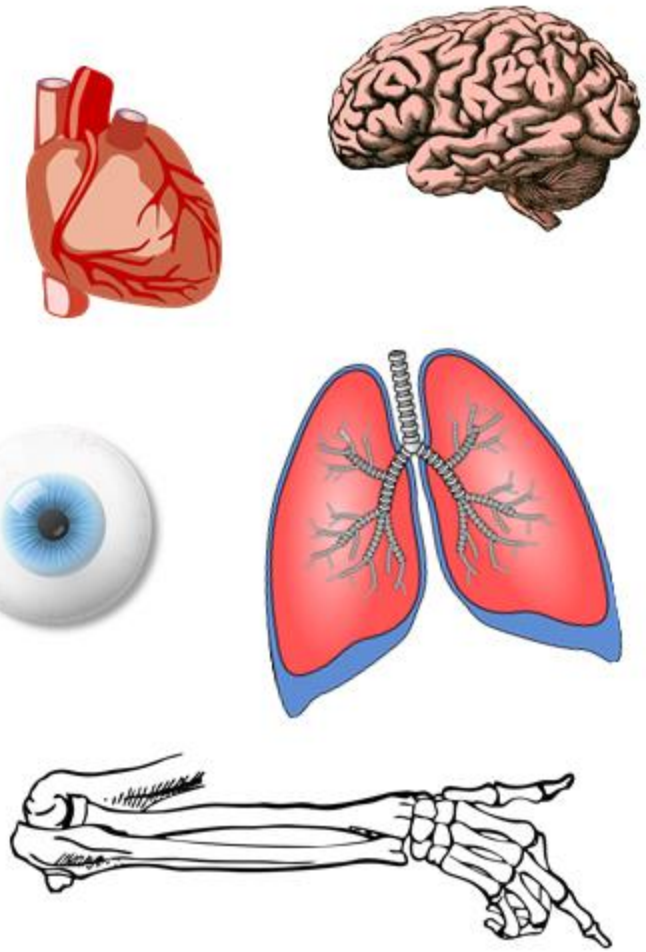
Brilliant Bodies

So, why do we need to learn about our bodies?

Our bodies are brilliant!

Even when you are asleep, your body is working hard doing lots of jobs to keep you alive.

We have many different body parts, all with an important job or function to do.



Brilliant Bodies

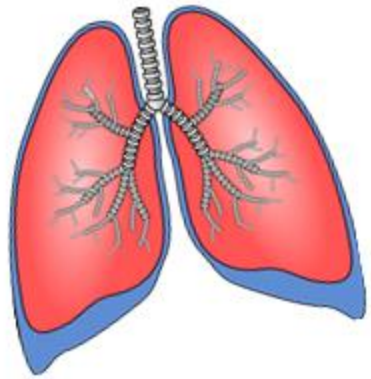
Our hearts pump blood around our bodies.

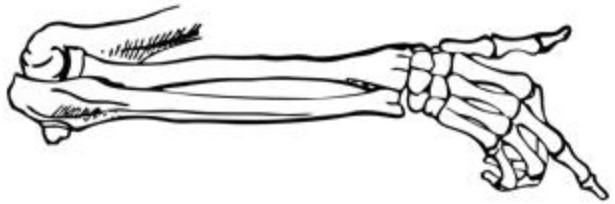
Our eyes allow us to see.

We use our lungs to breathe the air…

and we use our brains to think.

Every part of our bodies has a special name.



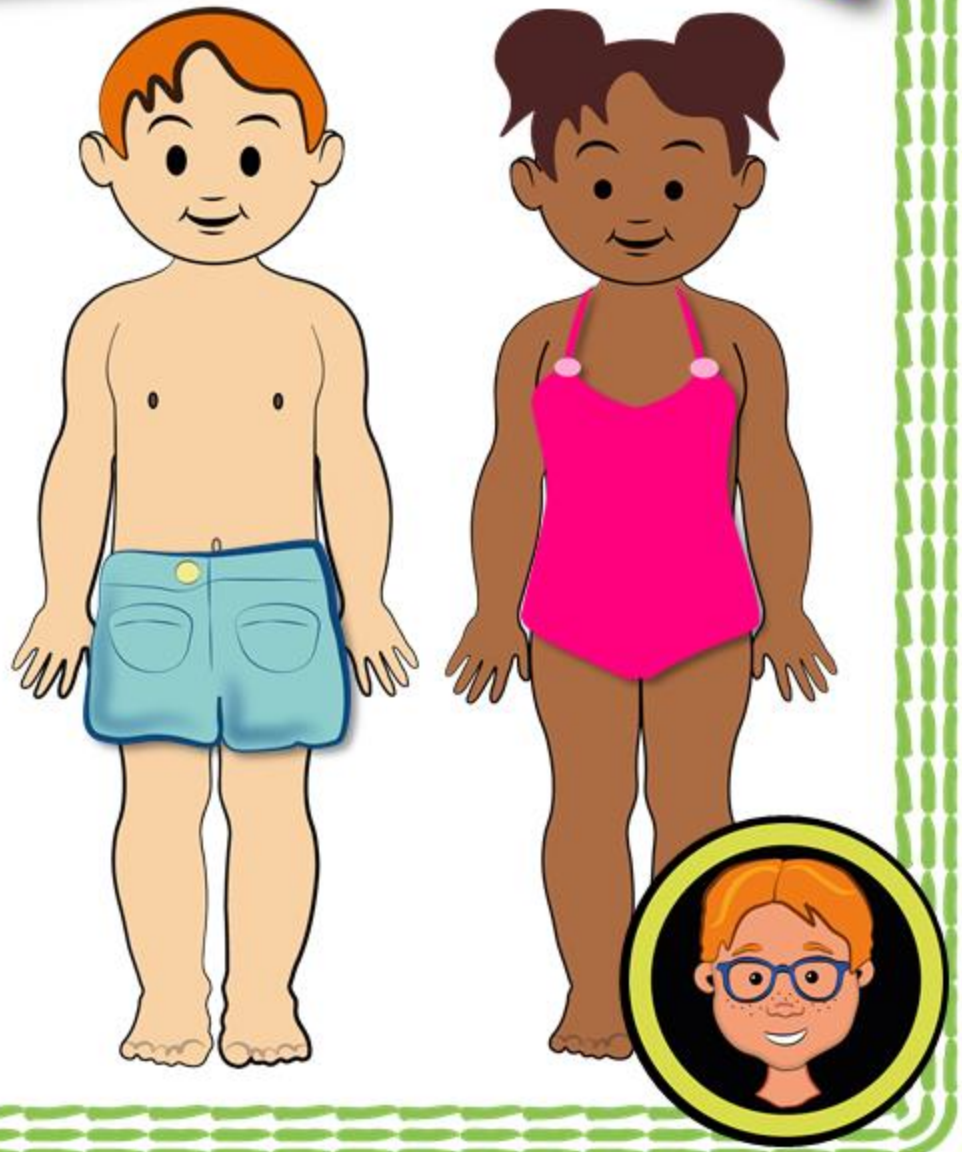


The Swimwear Rule

We should always use the correct names when talking about our private parts.

It is also important to note that our private parts are **private**.

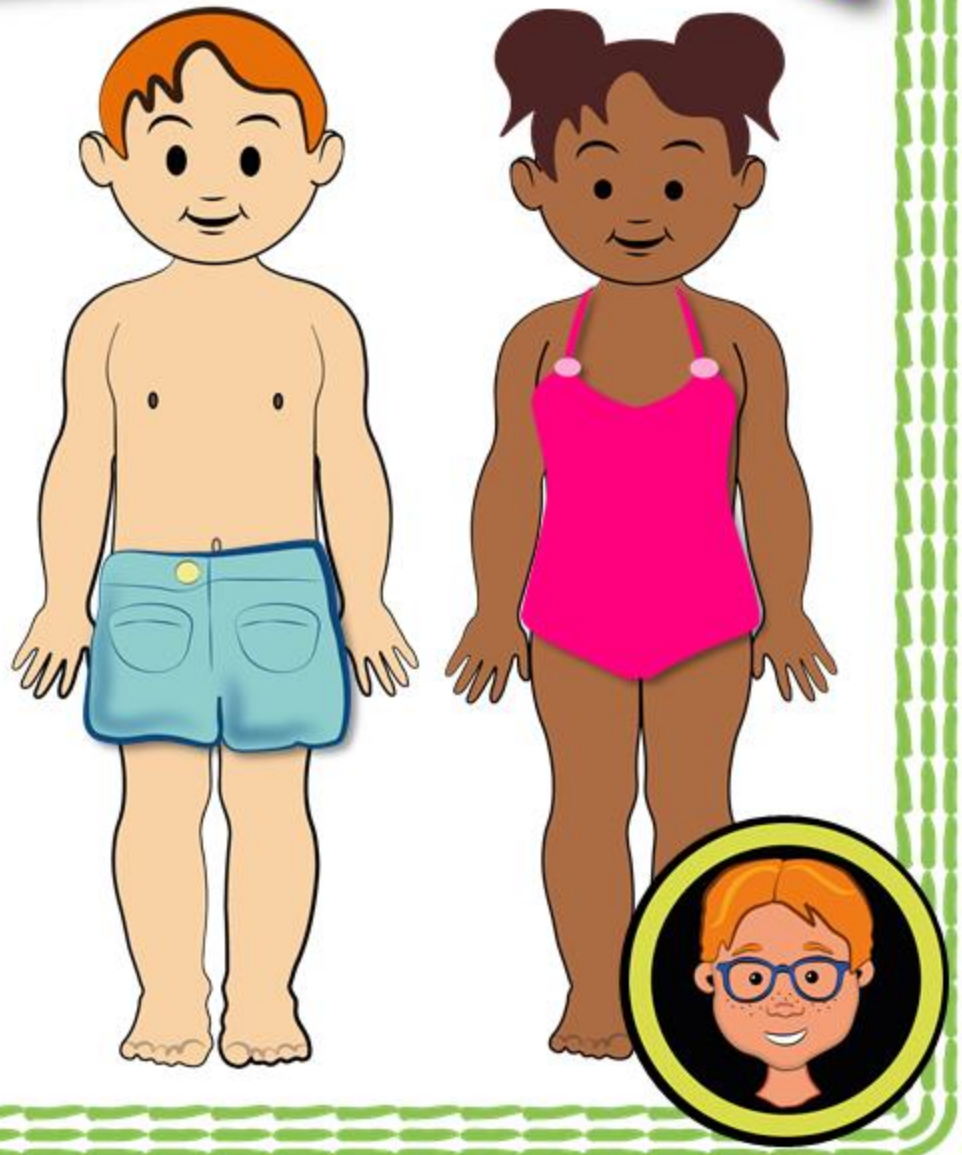
Nobody is allowed to touch the parts of your body that are covered by your swimming trunks or bathing suit.



The Swimwear Rule

The only time that this rule doesn't apply is if we ask for help or if we have a medical problem.

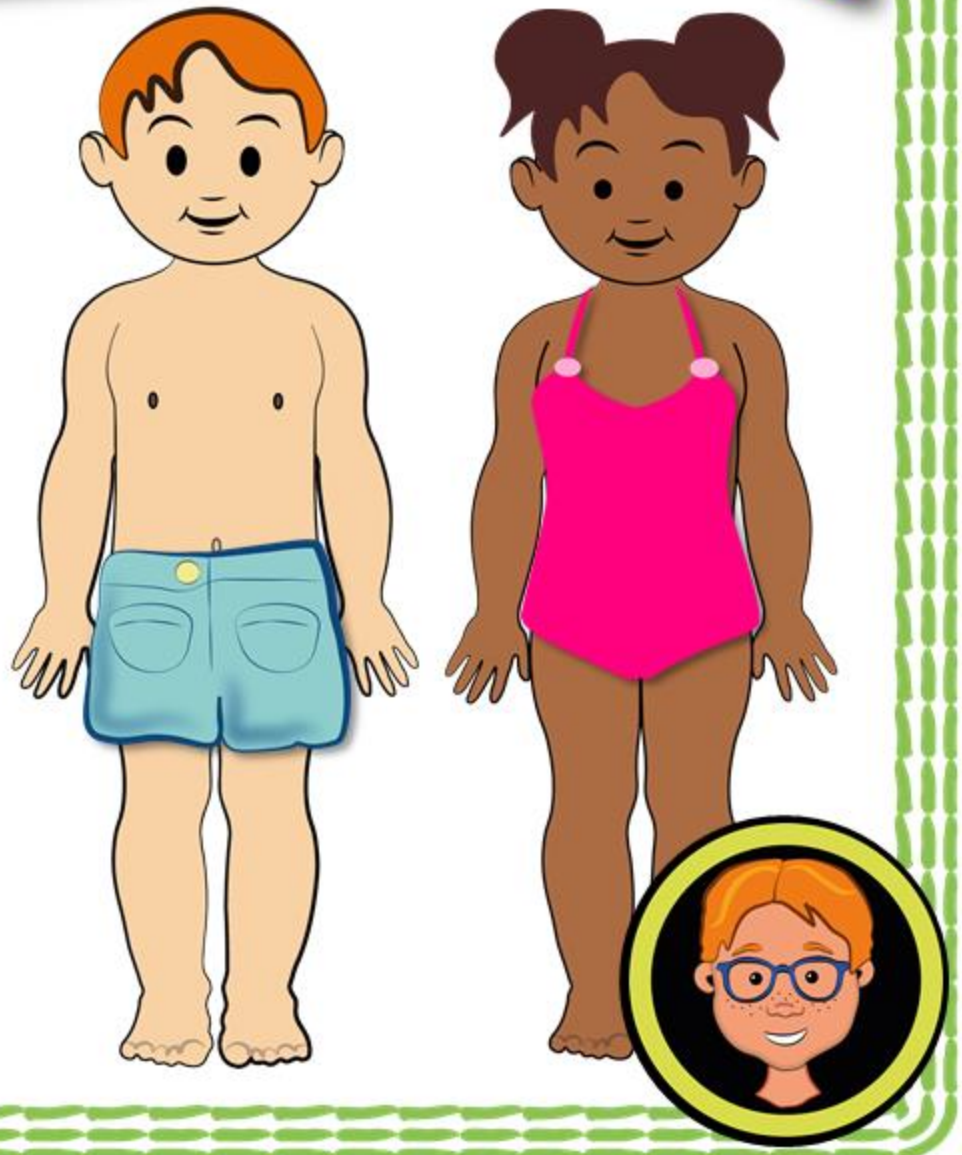
Sometimes, we may need to see a doctor about our private parts.



The Swimwear Rule

They might touch you when they are examining you, or give you a medicine to apply.

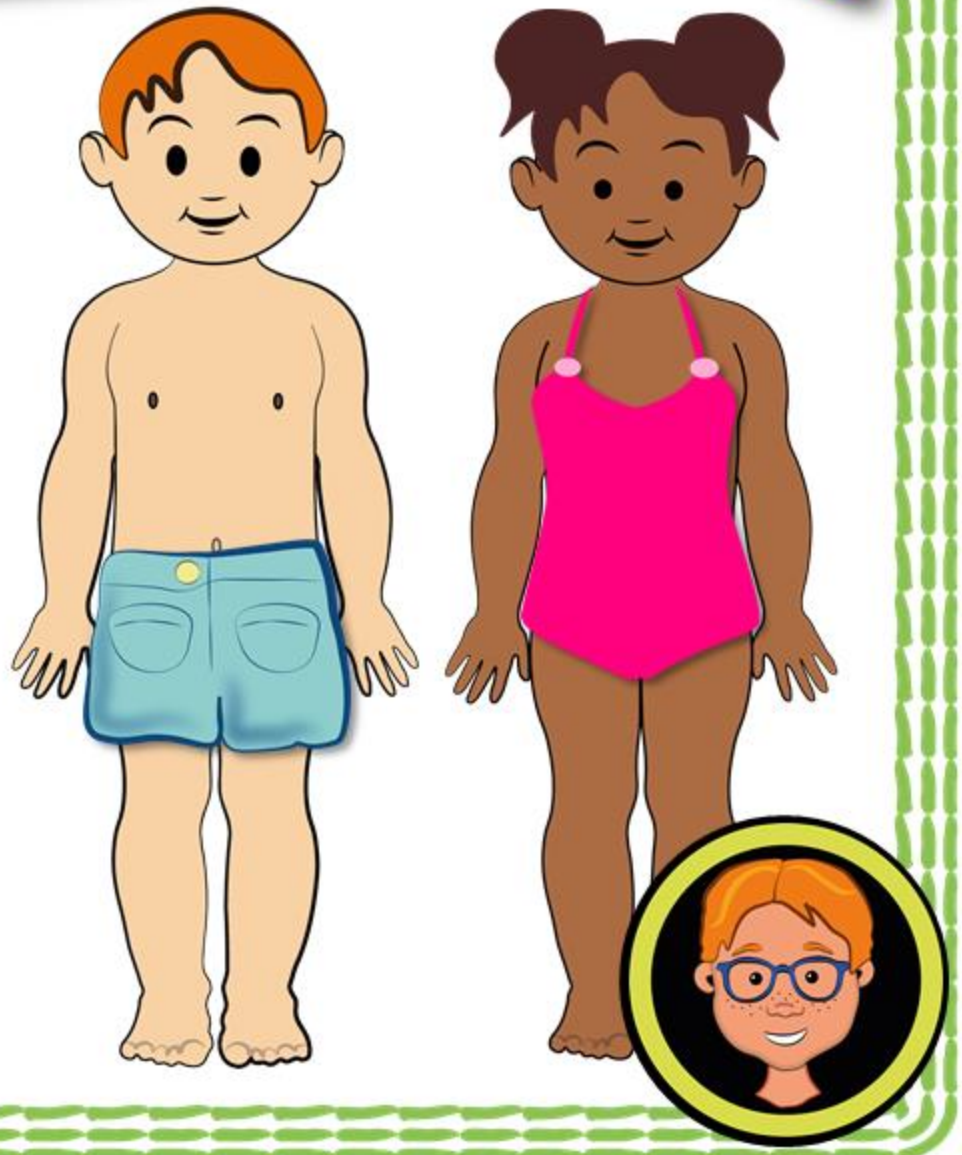
This is okay, and you will not be alone. A parent or guardian will stay in the room with you.



Task 2 Our Body Parts Cut & Paste

Have you been listening carefully?

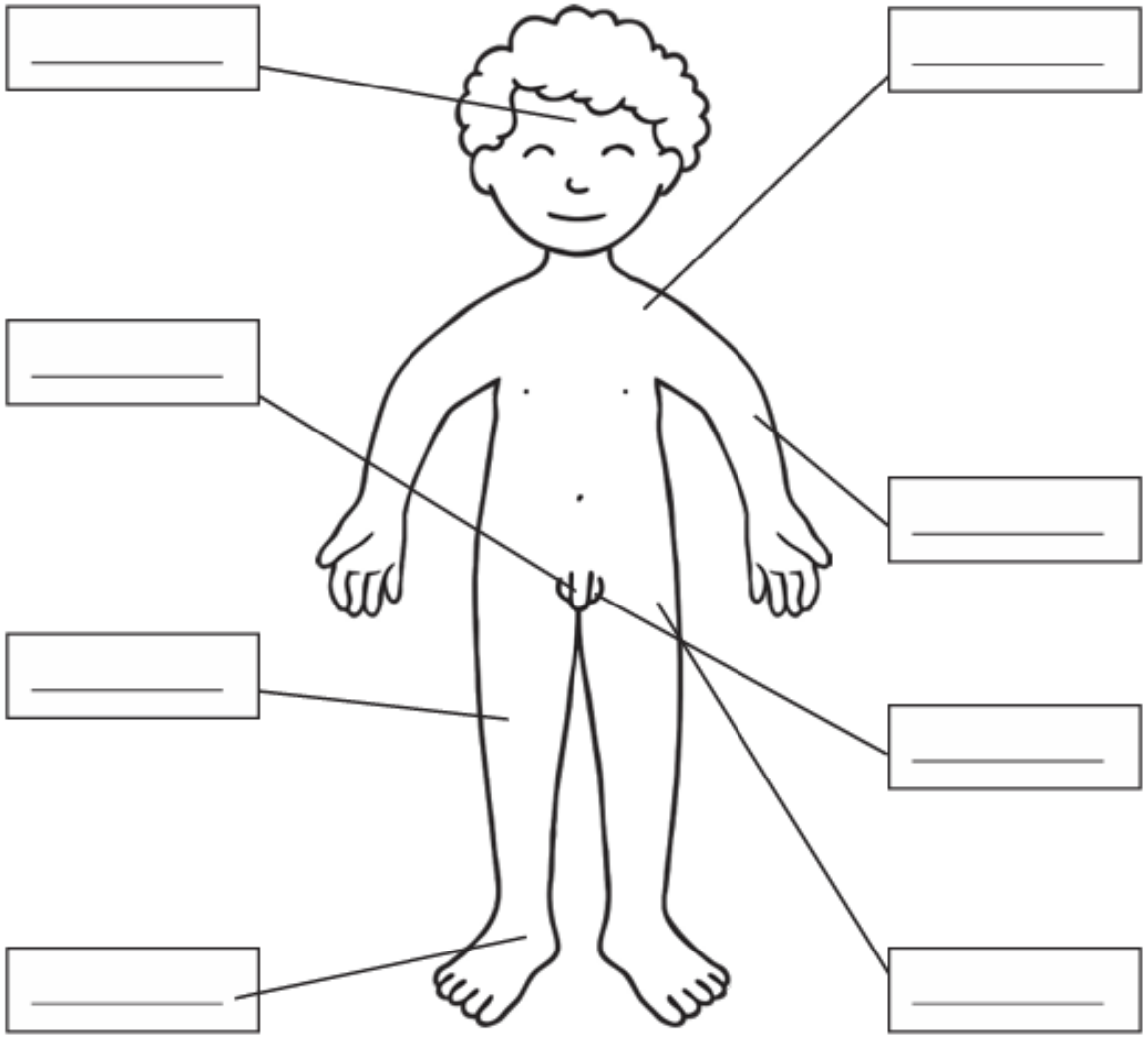
Now it's time to see if we have remembered the names of all of the body parts that we have spoken about today.



Body Parts and Private Parts

ankle elbow penis hip

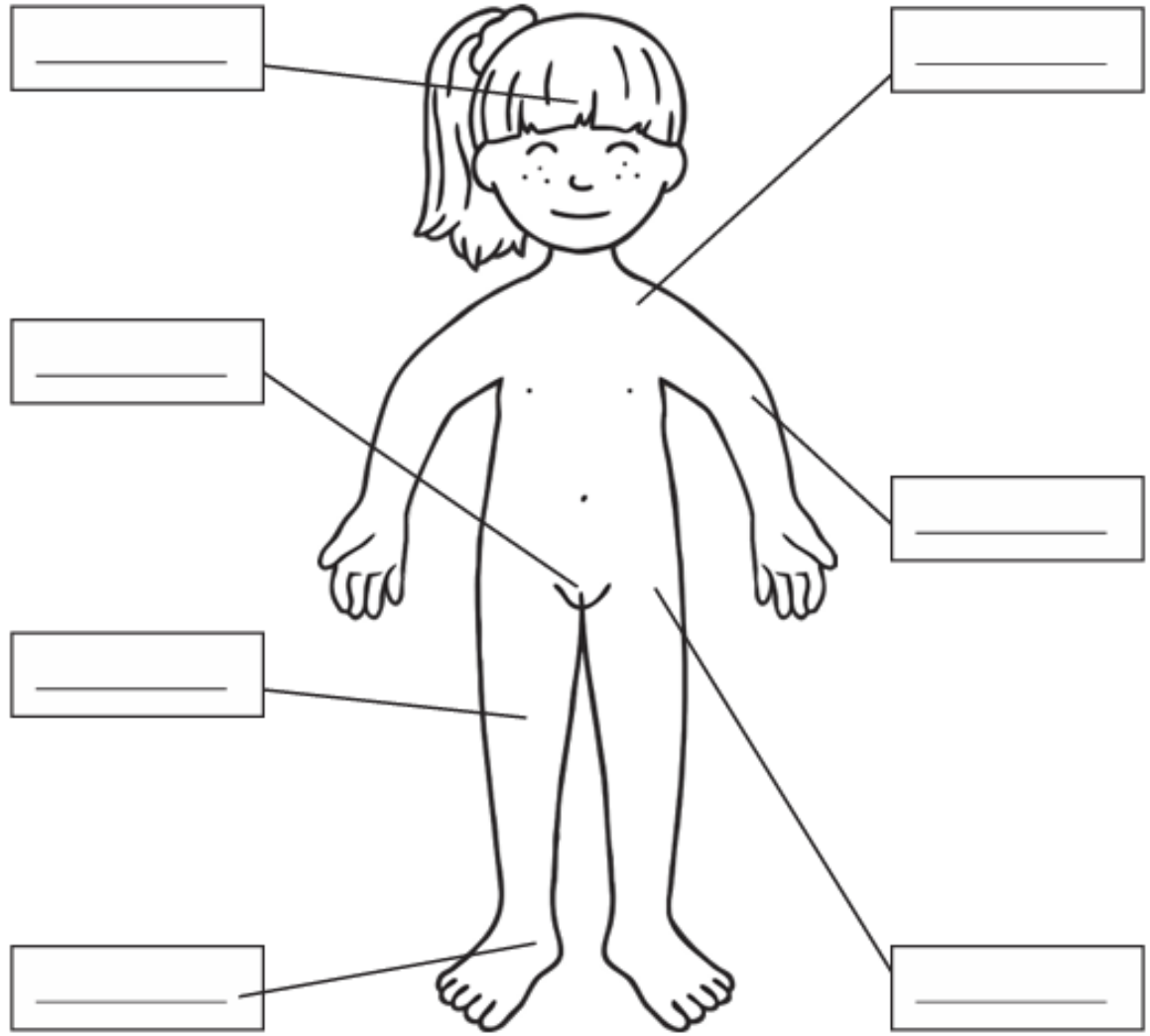
shoulder forehead thigh testicles



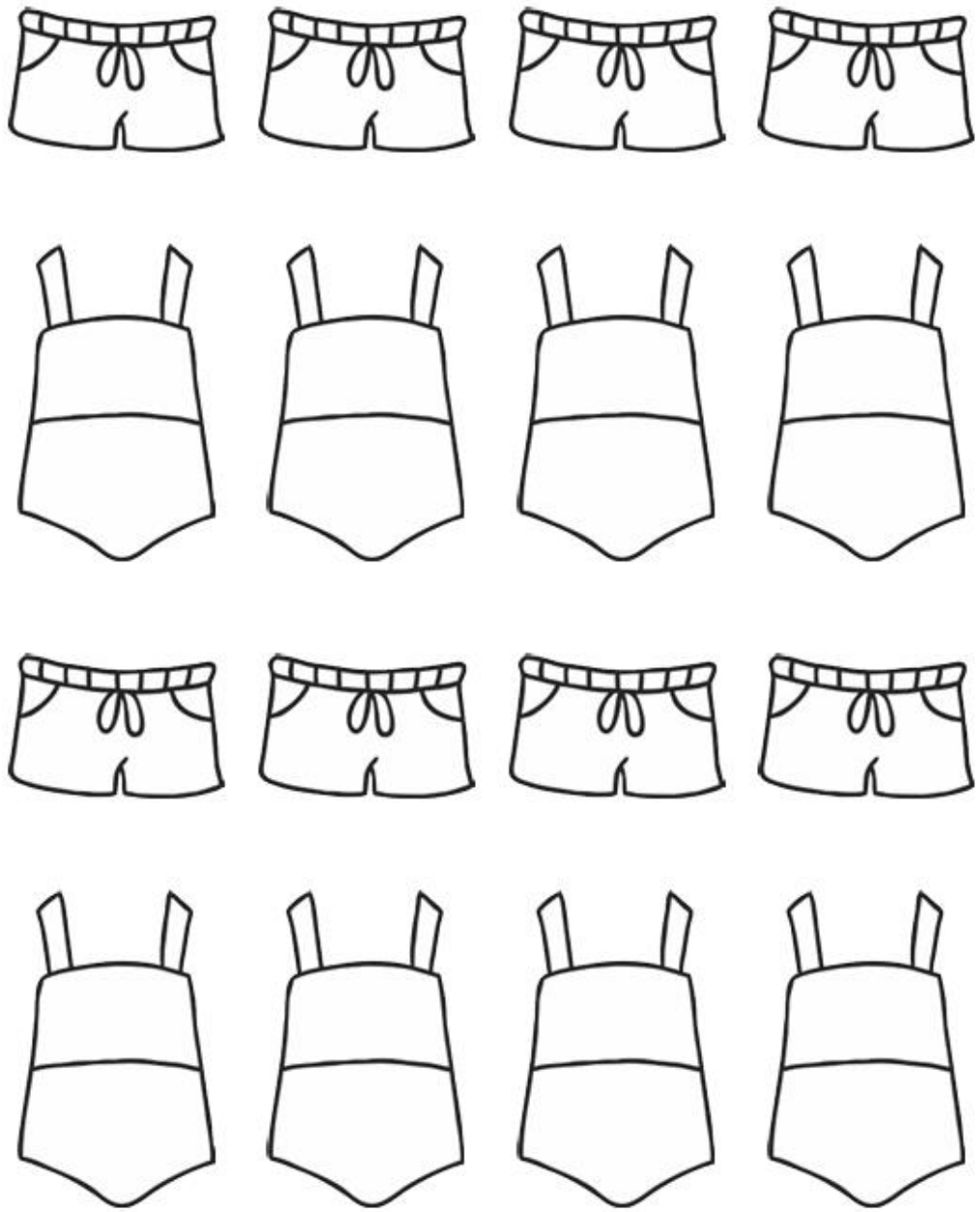
Body Parts and Private Parts

ankle elbow vulva waist

shoulder forehead thigh



Design the swimming costume for the girl to wear in the pool and the trunks for the boy to wear. You can cut them out and stick them on the children, then they will be ready to go swimming.



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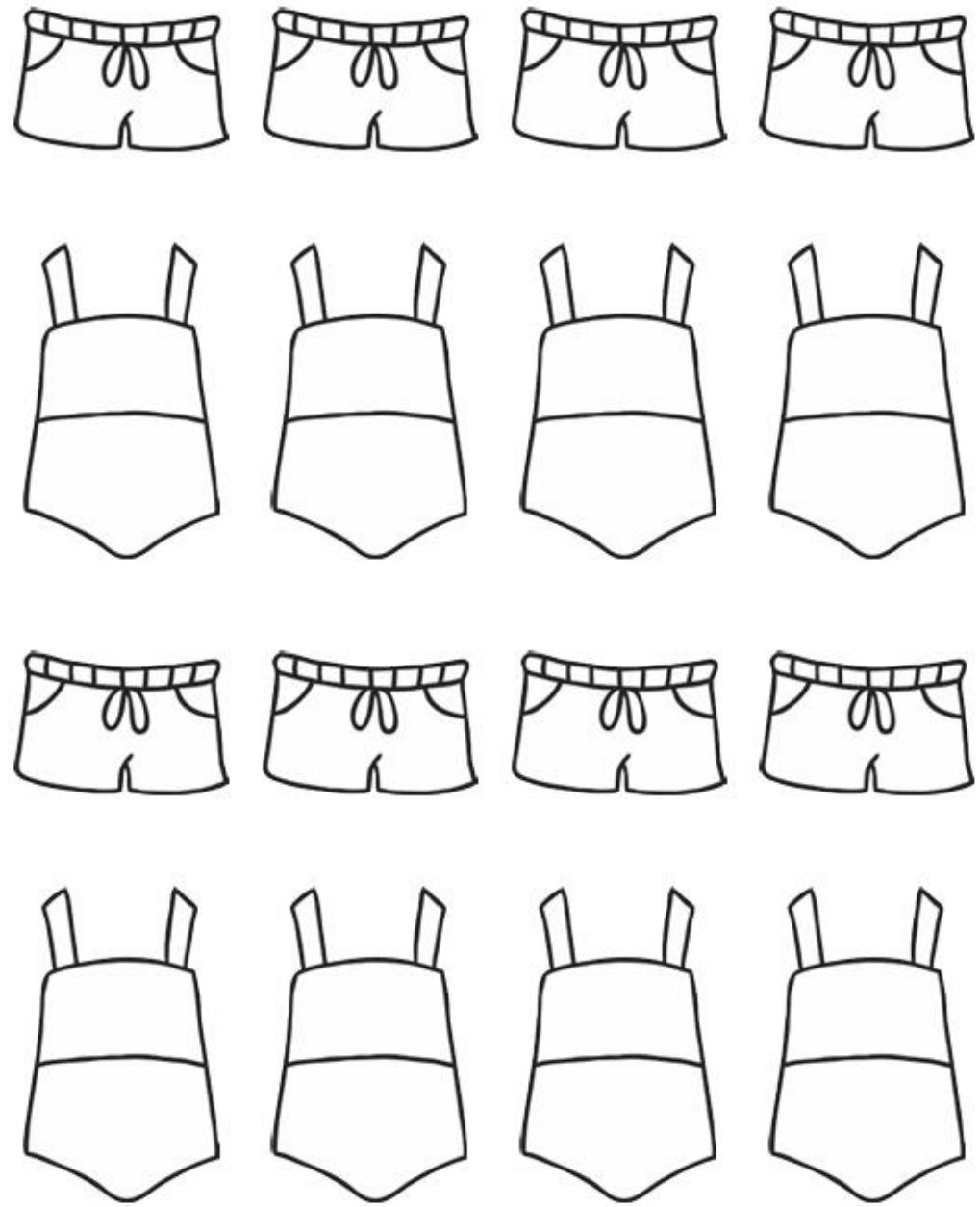


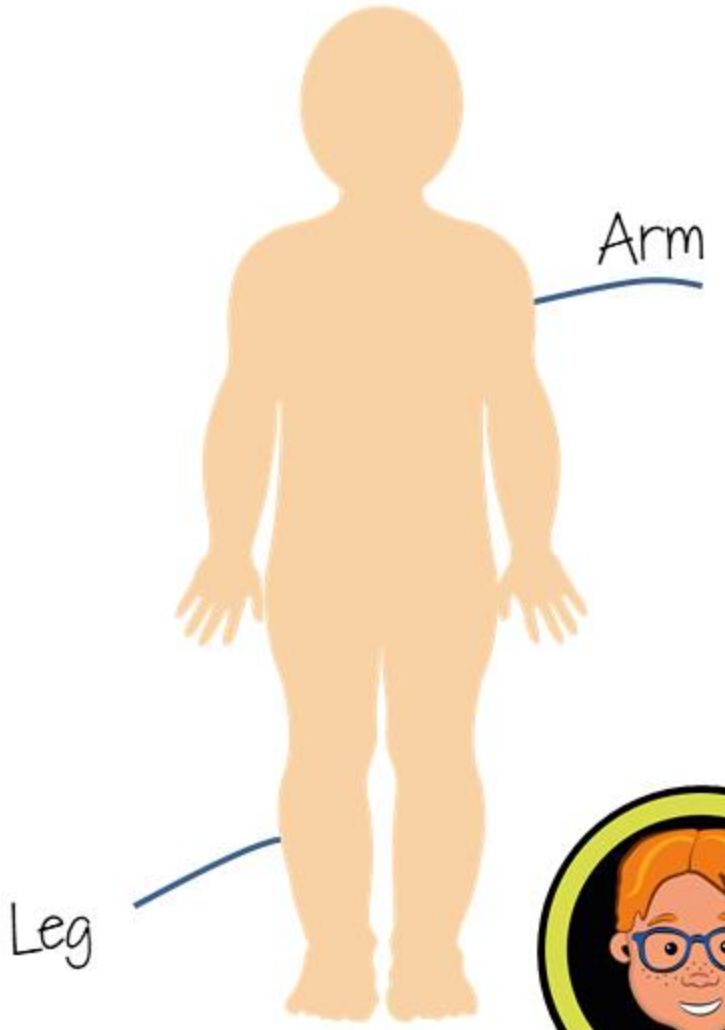
Plenary

We've learned a lot about our bodies today! Now it's time for one final task.

Your teacher will give you a worksheet with the outline of a human body.

It's your task to correctly label as many body parts as you can. Which group will come up with the most?

You have 1 minute! 3, 2, 1 go!



EC Primary

Relationships

Health & Wellbeing

Wider World

KS1

23.06.26

T.B.A.T. Understand the function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.