

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	10:00 Whole Academy Assembly (PPA)	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	Maths	LUNCH	Class Novel / Maths Meeting	Computing	BREAK	PE (Downstairs)
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		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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TUE (NAT)	Registration / Challenges PPA (Claire Y.)	Phonics and Spelling PPA (Claire Y.)	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	Maths	LUNCH	Class Novel / Maths Meeting	Computing	BREAK	PE (Downstairs)
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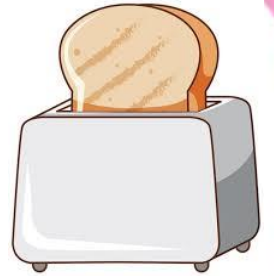
14/09/26

CHALLENGE

mushroom read story
children quietly listening



In the forest,



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LITERACY

Monday 14th September

T.B.A.T. make inferences about the front cover and characters

1. What is happening in this scene?
2. Who do we think this is?
3. Who is with them?
4. Where is this character going?
5. Why do you think they are going there?
6. If the character was speaking, what would they be saying?



Look!



Think!



Share!

WHOLE CLASS

CLAUDE

in the City



ALEX T. SMITH

This is Claude.

Say hello, Claude.



Claude is a dog.
Claude is a small dog.
Claude is a small,
plump dog.

Claude is a small, plump dog
who wears a beret and a
lovely red jumper.





Claude lives in a house with Mr
and Mrs Shinyshoes.

Here they are now.

Claude also lives with his best
friend, Sir Bobblysock.

Sir Bobblysock is both a sock and
quite bobbly.



He is grubby and smells a bit like
cheese.

Every morning, after breakfast, Mr and Mrs Shinyshoes put on their shiny shoes and their warm coats.

Claude watches them from his bed.

He watches them with one beady eye open and one beady eye closed, like this:



Or sometimes like this:



‘Be a good boy, Claude!’
says Mr Shinyshoes.

‘We’ll be back soon!’ says Mrs
Shinyshoes.

And off they go to work.



BRAIN BREAK



Monday 14th September

T.B.A.T. make inferences about the front cover and characters

What do you think Claude is like?

naughty likes city
exploring French



funny silly clever
curious well behaved

What questions would you ask Claude?

Write 3 sentences.

Write 3 questions.

Why do you think we only see the feet of Mr and Mrs Shinyshoes?

CLUE: Think about who the book is about!

CHALLENGE

BREAK

MATHS

14.09.26

T.B.A.T. represent 2-digit numbers

1. Place Value

2, 4, 6, , ,

What are the next 3 numbers in the sequence?

2. + and -

14

4

$$14 + 4 =$$



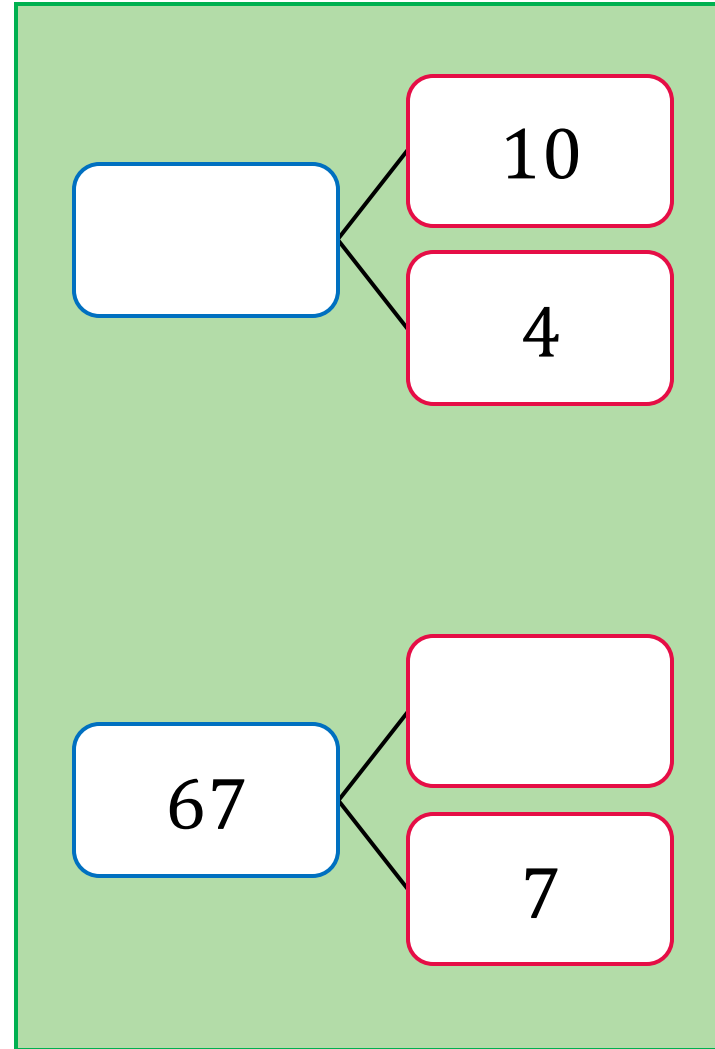
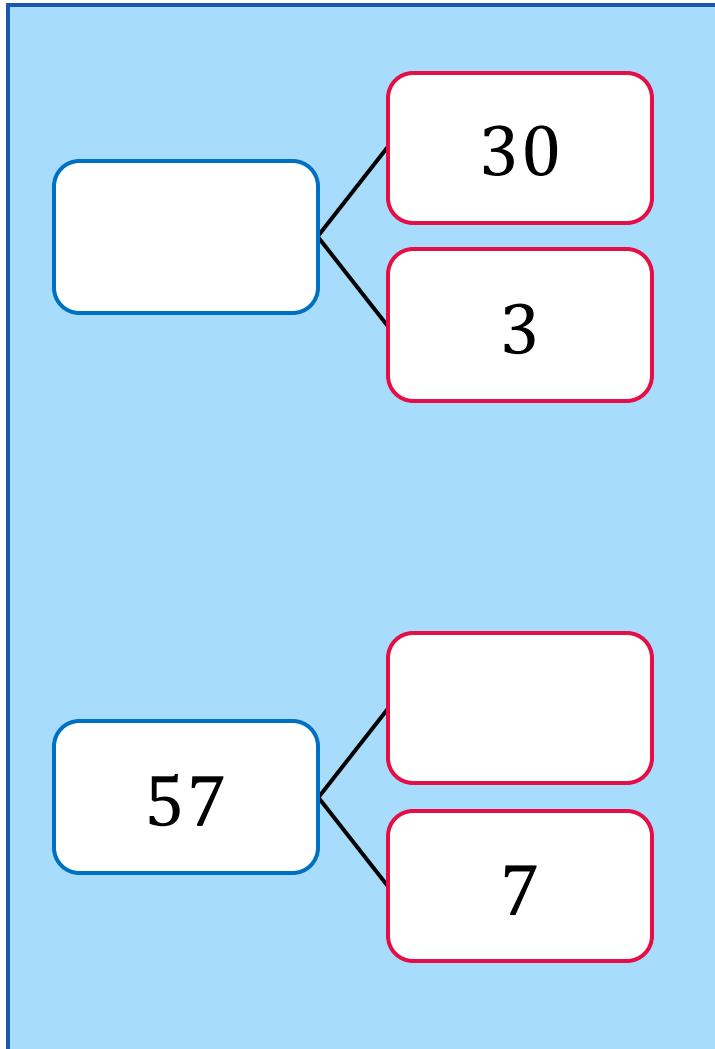
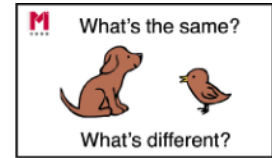
3. Reasoning

If I count on from 8 in twos, I will say the number **16**.



Is Henry correct? Explain why.

BLUE/GREEN: Find the missing parts or whole





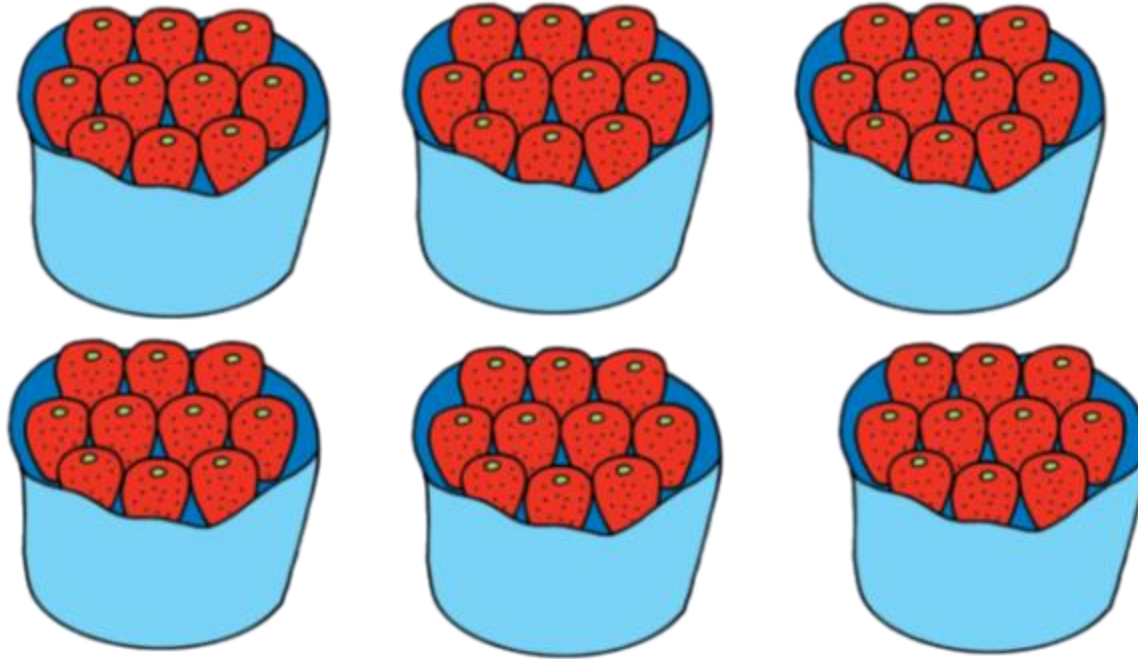
- **ones**  **tens** 
- **value**  **worth**
-  **represents** 



Representing a 2-digit number using a bead string



- How many strawberries did I buy?



100

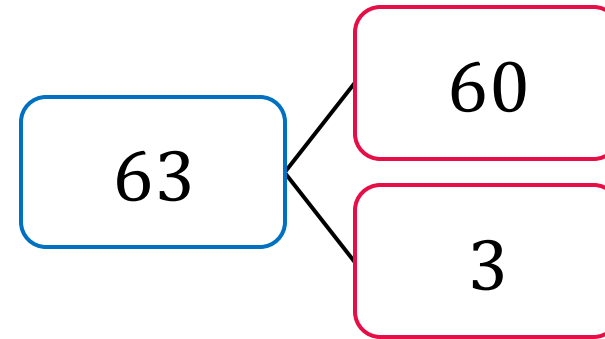
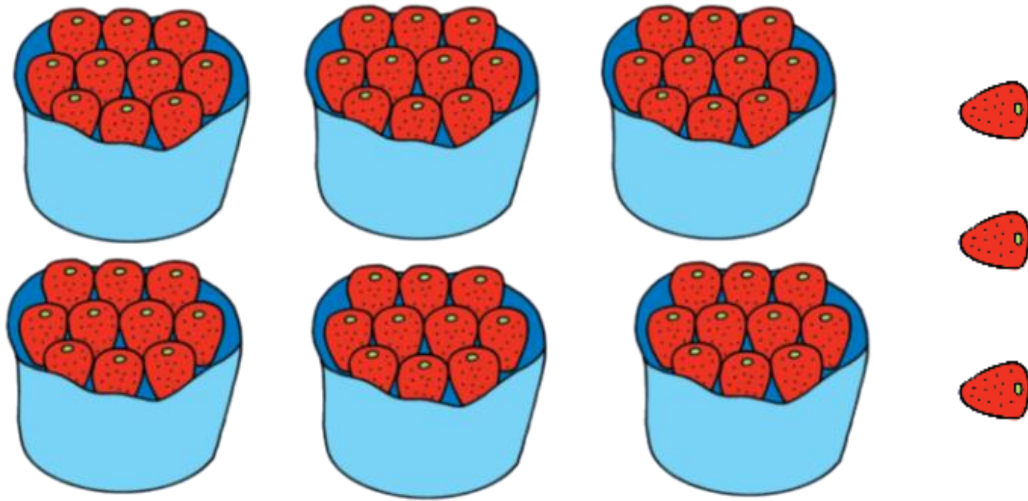
How can I represent this on a bead string?





you DO

- What if I bought three more strawberries?
- How many strawberries did I buy altogether?



How can I write this as an equation?

$$63 = 60 + 3$$

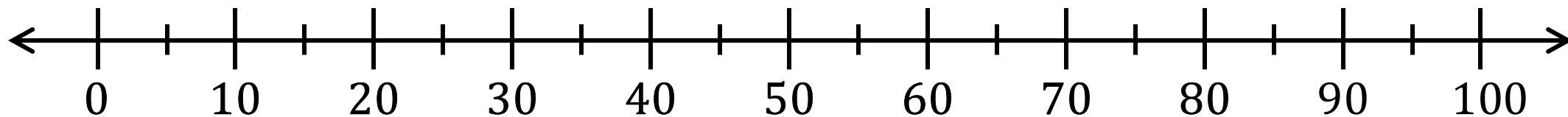


What is the mystery 2-digit number?

100

- The value of the digit 7 in my number is seven tens.
- My number is less than 75.
- The digit in the ones place is one more than three.

10s	1s

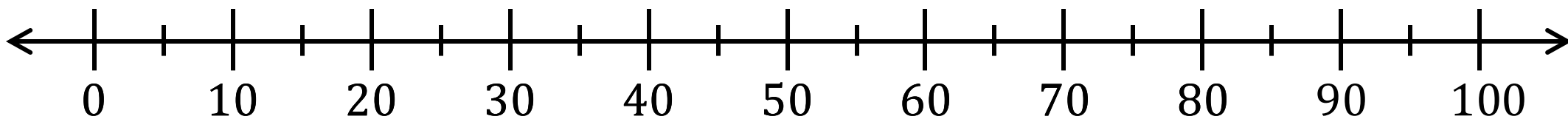


What is the mystery 2-digit number?



- There is a digit 9 in my number – it is in the ones place.
- The tens digit is two more than four.

10s	1s



BRAIN BREAK

14.09.26

T.B.A.T. represent 2-digit numbers



1. The digit 3 in my number stands for three tens.
The digit in the ones place is one less than six.

10s	1s

2. The value of the digit 3 in my number is three ones.
My number is less than 15.
the number has one group of tens.

10s	1s

3. The digit 4 in my number represents four tens.
My number is less than 45.
The digit in the ones place is one more than two.

10s	1s

CHALLENGE

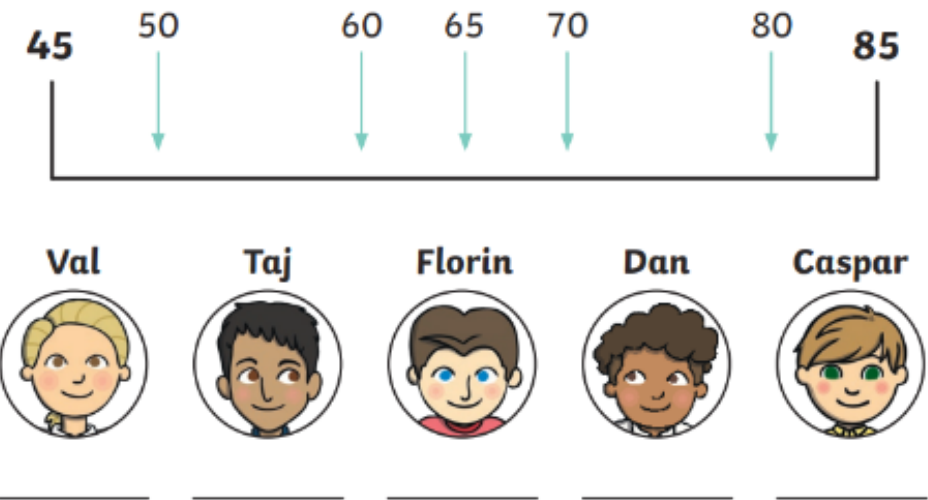
The answer is 32. what could the clues be?

14.09.26 GREATER DEPTH

These children have forgotten their numbers.

Can you work out what their numbers must be from the clues?

- Val's number is the closest to 45.
- Taj can make his number with 6 tens and some ones.
- Florin's number is the closest to 85.
- Dan's number is more than Val's number but less than Taj's number.
- Caspar's number is less than Florin's number but more than Taj's number.

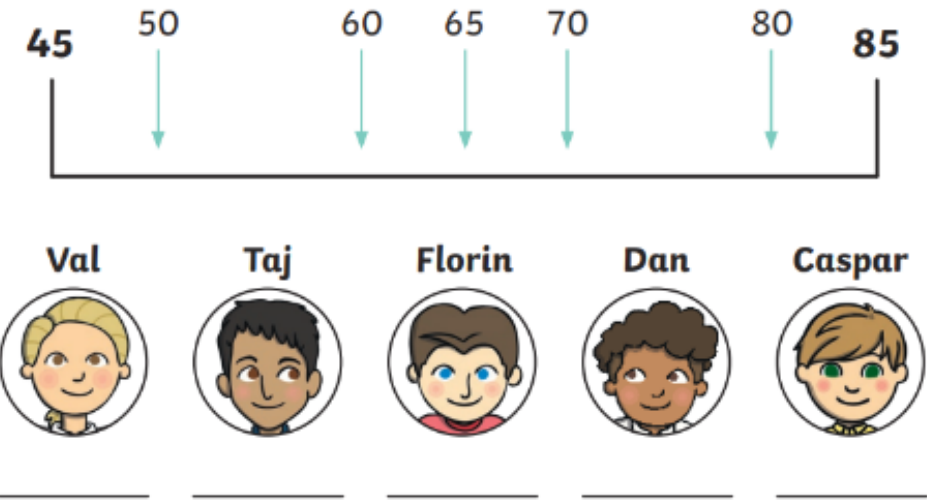


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- Caspar's number is less than Florin's number but more than Taj's number.





Mystery number

- The value of the digit 3 in my number is three ones.
- My number is less than 45.
- The digit in the tens place is one less than five.

I think the number is 34.

- Do you agree or disagree? Explain why.



LUNCH

QUIET INDEPENDENT READING

Five Finger Rule

0-1 = too easy

2-3 = just right

4 = okay to try

5+ = too hard



• Open a book to any page. Start reading. Hold up a finger every time you see a word you do not know. •



SCIENCE

14.09.26

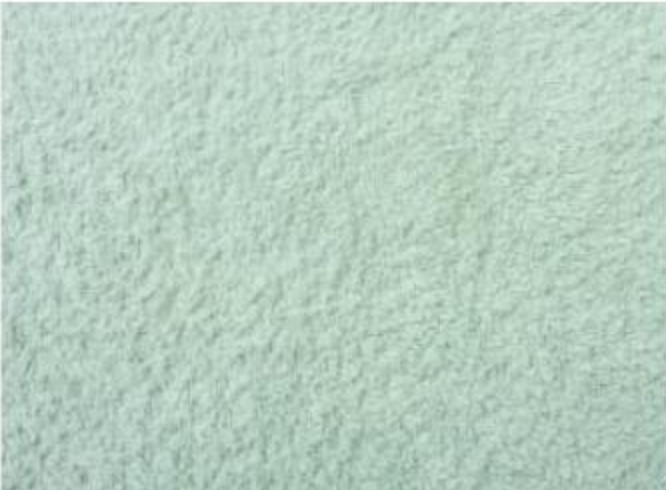
T.B.A.T. compare how suitable materials are for different uses based on their properties.

1 Objects are made from ... (Tick 1 correct answer)

☐ materials.

☐ properties.

2 The describing words we use for a material are called its ... (Tick 1 correct answer)



☐ objects.

☐ compares.

☐ properties.

3 Which of these is a material? (Tick 1 correct answer)



☐ a food tin

☐ a saucepan

☐ metal

14.09.26

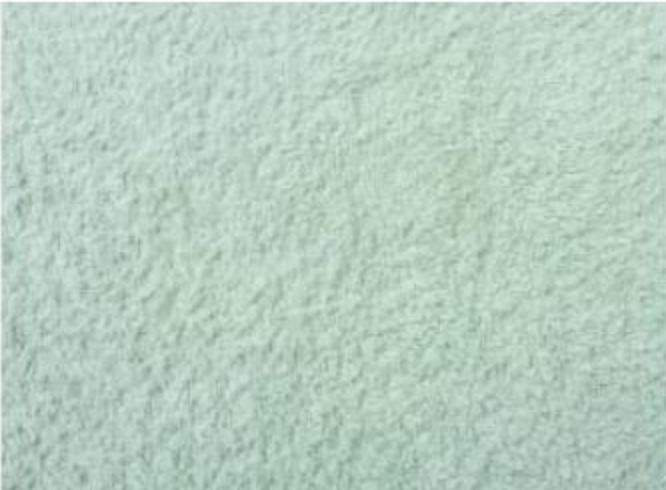
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☐ a food tin

☐ a saucepan

☐ metal

Keywords

material

suitable

properties

unsuitable

compare

Sofia is looking around the classroom at different objects. She sees a table, a window and some toy building bricks.



Sofia



a table



a window



toy building bricks

What do you observe about these objects? Which **materials** are they made from?

Different objects can be made from different **materials**.



a pair of scissors



a teddy bear



a watering can

What do you observe about these objects? Which **materials** are they made from?

These objects are all mugs, but they are made from different **materials**. Can you name the different materials they are made from?



a glass mug



a metal mug



a plastic mug

Andeep and Sofia are finding out about materials.



Andeep

All objects are
made from the
same material.

Different objects can be
made from different
materials.



Sofia

Who do you agree with?

Sofia is correct. Different objects can be made from different materials, such as a frisbee which can be made from plastic and a spoon which can be made from metal.

True or false?

All objects are made from plastic.

T True

F False



I think this because ...

a all objects are made from wood.

b some objects are made from plastic.



Can you name these objects and say what **material** they are made from?



a wooden spoon



a metal spoon



a plastic spoon

These objects are spoons. They can be made from wood, metal or plastic. These are all **suitable** materials for spoons.



a wooden spoon



a metal spoon



a plastic spoon



Izzy

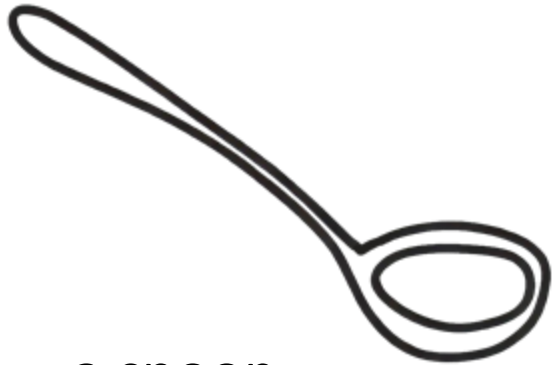
I have never seen a spoon made from glass. Is glass a **suitable material** for a spoon?

What do you think?

The **material** that an object is made from is usually the most **suitable** for its use.

Would paper or fabric be suitable materials for a spoon?

Why?



a spoon

Something that is suitable for a particular use is right for it.



Jacob

Which of these materials is the most suitable for making a map?

a

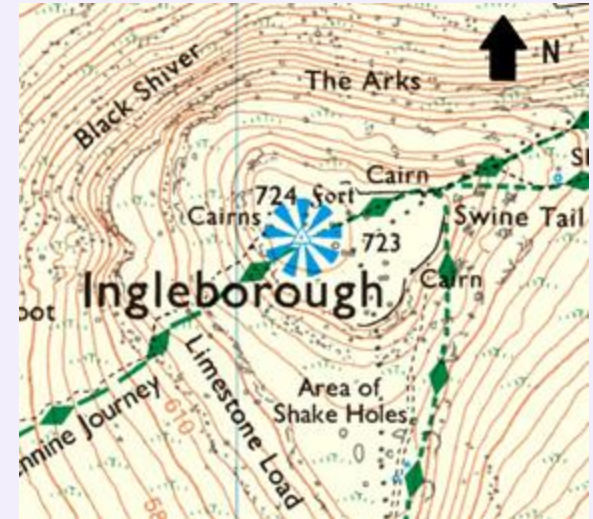
metal

b

glass

c

paper



map

Which of these materials is the most suitable for making a table?

a

fabric

b

wood



c

paper



table and chairs

The **properties** of materials make them **suitable** or **unsuitable** for particular uses.
Properties are the describing words we use for a material.



wood

Would the properties of wood make it a suitable material for a sun hat? Why?



Alex

A sun hat needs to be soft and bendy to fit on your head. It must be opaque so it can shade you from sunlight.



Jun



wood

Wood is opaque but it is **unsuitable** for a sun hat because it is not soft or bendy. It would not be comfortable to wear.



Aisha

Which **material** would have **suitable properties** for a sun hat?



a straw sun hat

Straw has the right properties and is suitable for a sun hat. It is opaque, soft and it can be bent so we say it is flexible.

Glass is a **suitable material** for lots of objects such as windows, bottles and glasses. What is the most **unsuitable** object you can think of that could be made from glass?



I think glass would be an unsuitable material for a cricket bat. It would break when you hit the ball!



I think glass would be an unsuitable material for a secret diary. It is transparent, so everyone would be able to see your secrets!

What did you think of?

Jun

Sofia

True or false?

The material that an object is made from is usually the most suitable for its use.

T True ✓

F False

I think this because ...

- a** different materials have different properties that make them suitable to make different objects. ✓
- b** some materials look stronger than others.

1. Look around your classroom or home to find material.



toy bears

These are made of plastic. This plastic is a suitable material for a toy because it is hard, so it does not break easily if it is dropped.



a bottle

This bottle is made of glass. Glass is a suitable material for a bottle because it is transparent so you can see what you are drinking.

three objects, each made from a different



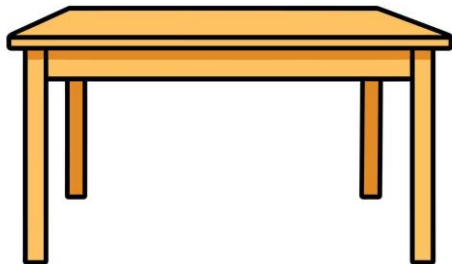
a fork

This fork is made of metal. Metal is a suitable material for a fork because it is strong so it will not break when you are eating your food.

CHALLENGE

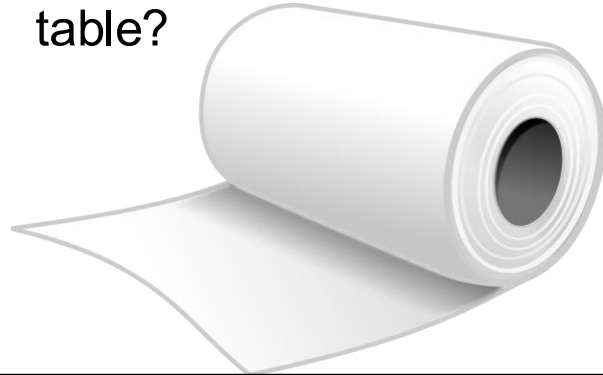
What properties does paper have? Why is paper an unsuitable material for a table?

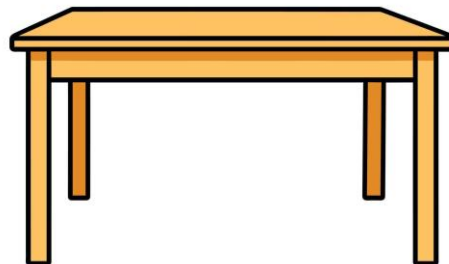




CHALLENGE

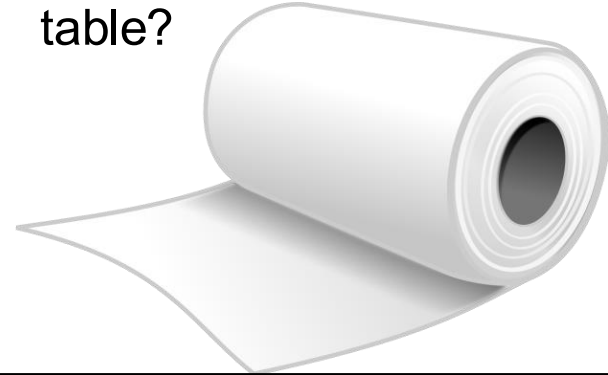
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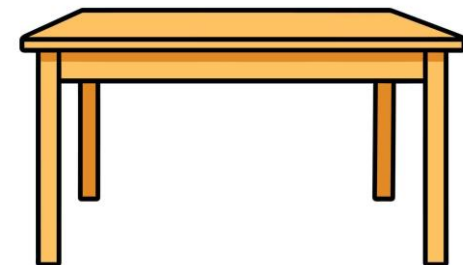




CHALLENGE

What properties does paper have? Why is paper an unsuitable material for a table?





Laura wants to make a cuddly toy rabbit that it is safe for her baby brother to cuddle. She observes and **compares** different **materials**.



fabric



metal



glass



wood

When we compare, we ask what is the same and what is different.



Laura

Laura sorts her **materials** based on the **properties**: rough and smooth.

This wood is rough
which might hurt my
brother. A smooth
material would be more
suitable.



Laura

rough



wood

smooth



fabric



glass



metal

Glass is not **suitable** as it can break easily if it is dropped. This **property** is called brittle. The toy rabbit needs to be made from a **material** that is not brittle.



Laura

brittle



glass

not brittle



fabric



wood



metal

I need to find a
suitable material that
is also soft.



Laura

soft



fabric

hard



wood



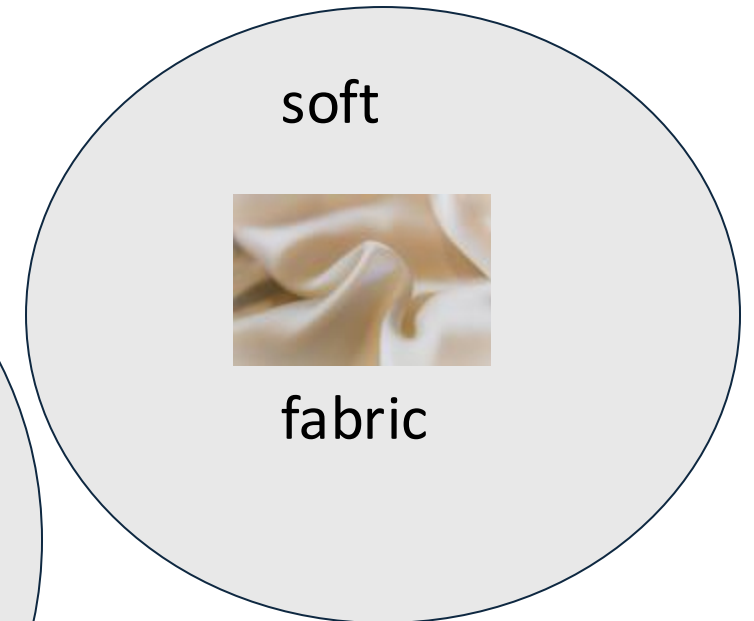
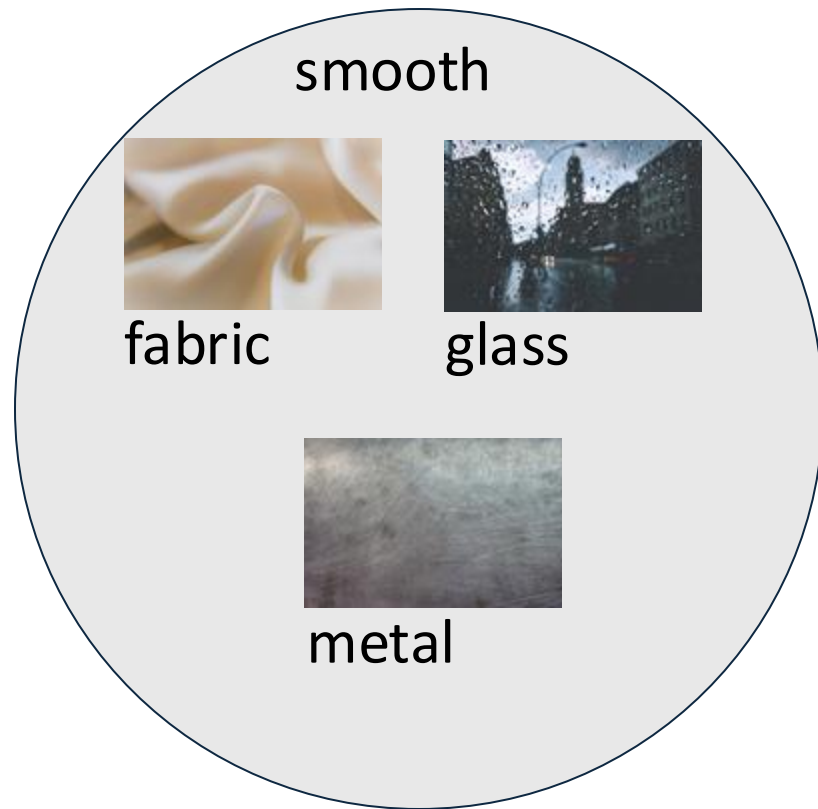
glass



metal

Laura feels each material so that she can **compare** them and sort them into the correct groups.

There is one **material** that is in all three **suitable** groups. Do you know what it is?





What are two groups that materials can be compared on and sorted into?

a

hard and opaque

b

rough and smooth

c

brittle and waterproof



Laura checks her results to find that fabric is the only **material** that is smooth, not brittle and soft.

Fabric is the most suitable material to make a cuddly toy rabbit but there are lots of different types of fabric so which one should I use?



Laura

Do you know the names of different types of fabric?

Which fabric do you think is **suitable** for a cuddly toy rabbit?

Some fabrics like hessian and tweed are rough, so they are **unsuitable** for a cuddly toy rabbit.

Other fabrics such as wool, silk or fleece are soft. These are **suitable materials** for making a cuddly toy rabbit.



Andeep



a cuddly toy rabbit
made from wool

True or false?

All materials are suitable for every use.

T True

F False ✓

I think this because ...

a objects can be made from different materials.

b materials can be sorted into suitable or unsuitable for different uses. ✓

A chair needs to be rigid.
This is another word for stiff
and not flexible.

Jun



Compare and sort these materials to tell Jun which are
suitable and unsuitable for making a chair.



hessian fabric



wood



soft plastic



tissue paper



hard plastic

rigid

not rigid

I think that

MUSIC

Monday 14th
September

TBAT: sing and
move with a
steady sense of
pulse

1 Why is it important to warm up our voice? (Tick **1** correct answer)

- ☐ so we can sing loudly
- ☐ to learn lots of new songs
- ☐ to protect our voices from getting hurt

2 Match the type of voice to the activity (Write the correct letter in each box)

a	speaking voice
b	singing voice
c	chanting voice
d	shouting voice

	calling across the playground
	talking to a friend
	performing a song
	speaking words in time to a steady pulse

3 In music, we need to develop our sense of pulse because ... (Tick **1** correct answer)

- ☐ it helps us sing in tune
- ☐ it helps us to know what rhythm to play
- ☐ it help us to sing and play in time
- ☐ it tells us how loud to sing

Keywords

warm-up

a sequence of exercises used to prepare the mind, body and voice for singing / playing instruments

singing voice

the voice we use to create musical sounds that can be a mixture of high sounds and low sounds

pulse

the regular, steady heartbeat of the music



beat

the playing or showing of the steady pulse, like the ticking of a clock

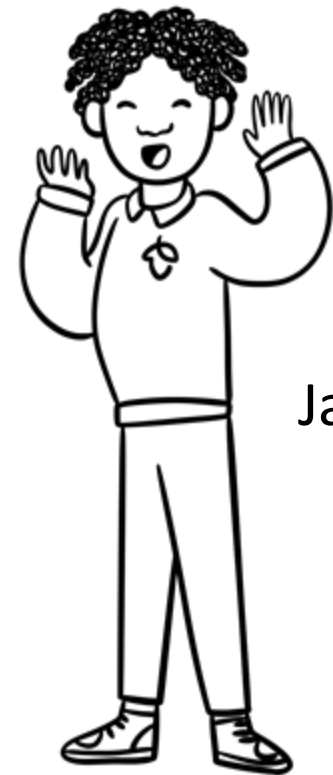


Join in with the warm-up song, Let's Warm Up.

Stand up, stretch up high,
Arms up, touch the sky,
Crouch down, touch the floor,
Let's warm up some more!

Think about:

- standing tall and breathing deeply,
- joining in with your whole body in a focused way, and
- **singing** with enthusiasm, but not shouting.



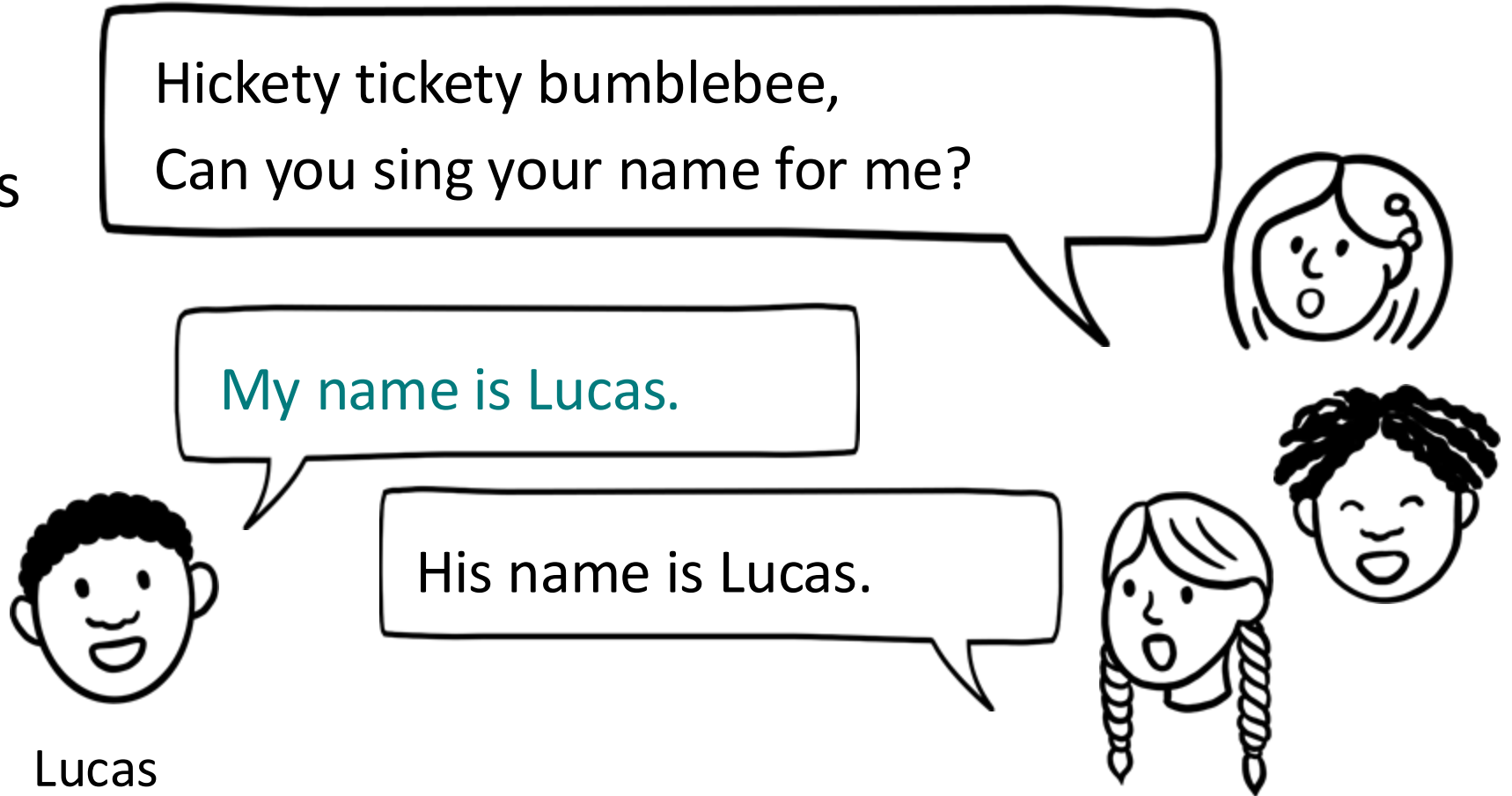
Jacob

Join in **singing** and playing Hickety Tickety Bumblebee.



Keep a steady **pulse** as you **sing** and tap your knees.

Use your **singing voice** to sing your name.



When we **sing** together, it is important to have a steady sense of **pulse**.



The **pulse** is the regular, steady heartbeat of the music.

A steady **pulse** helps to keep us in time together.

Lucas



Watch the video to see how to **sing** and play the game, Doggie, Doggie.



Doggie, doggie, where's your bone?

Someone stole it from my home.



Who stole your bone?



I stole your bone!



Once you have practised the song and game, try it a different way.

Pass a toy dog bone, or another object, around the circle following the steady **pulse** as you **sing**.

Whoever has the bone at the end of the song **sings**:

I stole your bone!



Join in playing Doggie, Doggie.

Practise keeping a steady **pulse** as you pass an object around the circle.



Doggie, doggie, where's your bone?

Someone stole it from my home.



Who stole your bone?



I stole your bone!



A new song, Burnie Bee.



Watch the video to learn the actions.



Burnie bee, Burnie Bee
Tell me when your wedding be,
If it be tomorrow day,
Take your wings and fly away.



Sam

What do you notice about the actions?

The actions are showing the steady **pulse**.

When we play or show the steady **pulse**, we call it the **beat**.



Sing Burnie Bee while performing the **beat** actions.

Burnie bee, Burnie Bee
Tell me when your wedding be,
If it be tomorrow day,
Take your wings and fly away.

Sam



1. Learn a new song, and find the **beat**.

 Watch the video to learn the song, Here Comes a Bluebird.

Here comes a bluebird through my window,
Hey diddle-dum-a day day day.
Take a little partner, hop in the garden,
Hey diddle-dum-a day day day.

Alex



 Feel the **pulse** as you **sing**, and tap the **beat** on your knees.

Were you able to feel the **pulse** and tap the **beat** accurately?

Watch the video and join in **singing** and tapping the **beat** to check.



Here comes a bluebird through my window,
Hey diddle-dum-a day day day.
Take a little partner, hop in the garden,
Hey diddle-dum-a day day day.

Alex



We can show the **beat** in different ways.



We can play the **beat**, tap the **beat**, or move our bodies to the **beat**!

Sofia



Moving to the **beat** with Oliver Twist.

Watch the video to learn
how to **sing** and play the
game.



Oliver Twist, you can't do this,
So what's the use of trying?
Touch your knees, touch your toes,
Clap your hands and away you go.

Aisha



In the game, Oliver Twist, one person stands in the middle and performs an action on the

.

beat



Join in **singing** and playing Oliver Twist.



Oliver Twist, you can't do this,
So what's the use of trying?
Touch your knees, touch your toes,
Clap your hands and away you go.



Aisha



Take turns coming up with a new **beat** action for the rest of the class to copy.

A new song and game, Snail, Snail.

Watch the video to learn how to sing and play the game.



Notice how the players are keeping a steady **pulse** as they sing and move.

The players form a spiral shape, like a snail shell.

Snail, snail,
Snail, snail,
Go around and round
and round.



Jacob

1. Have a go at playing Snail, Snail with your class.

Form a circle, all holding hands except for two people.

Wind into a spiral shape, then walk in the other direction to unwind the spiral again.

Keep a steady **pulse** as you move and sing.

Snail, snail,
Snail, snail,
Go around and round
and round.



Jacob