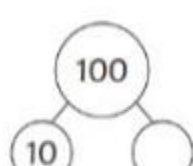
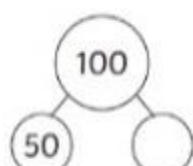
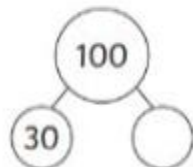
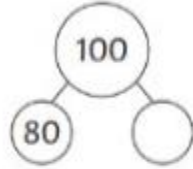
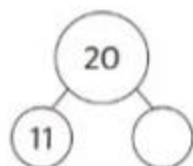
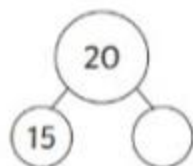
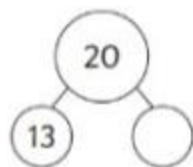
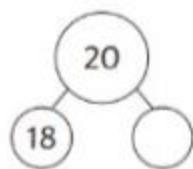
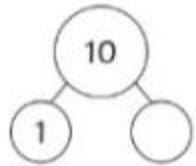
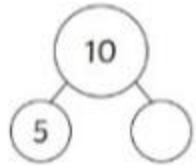
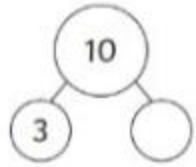
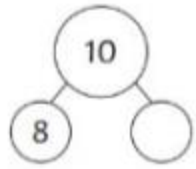


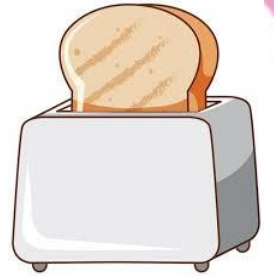
INVESTIGATORS (Miss Horton & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	10:00 Whole Academy Assembly (PPA)	BREAK	Maths	LUNCH	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
MON (NAT)	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 (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)
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy		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)

15/09/26

CHALLENGE



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

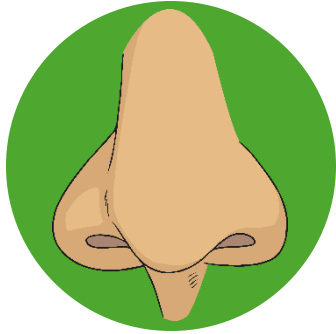


ThePhoto by PhotoAuthor is licensed under CCYSA.

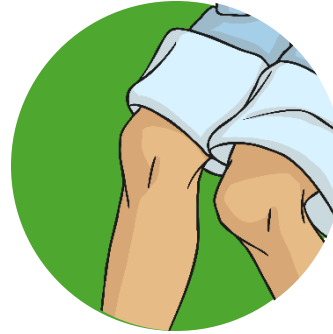


Spellings

Words that start with the phoneme /n/ are sometimes spelt with the **digraph 'kn'**.



n ose



kn ee

Watch out! Very occasionally, the /n/ sound at the start of a word can also be spelt with '**gn**'.

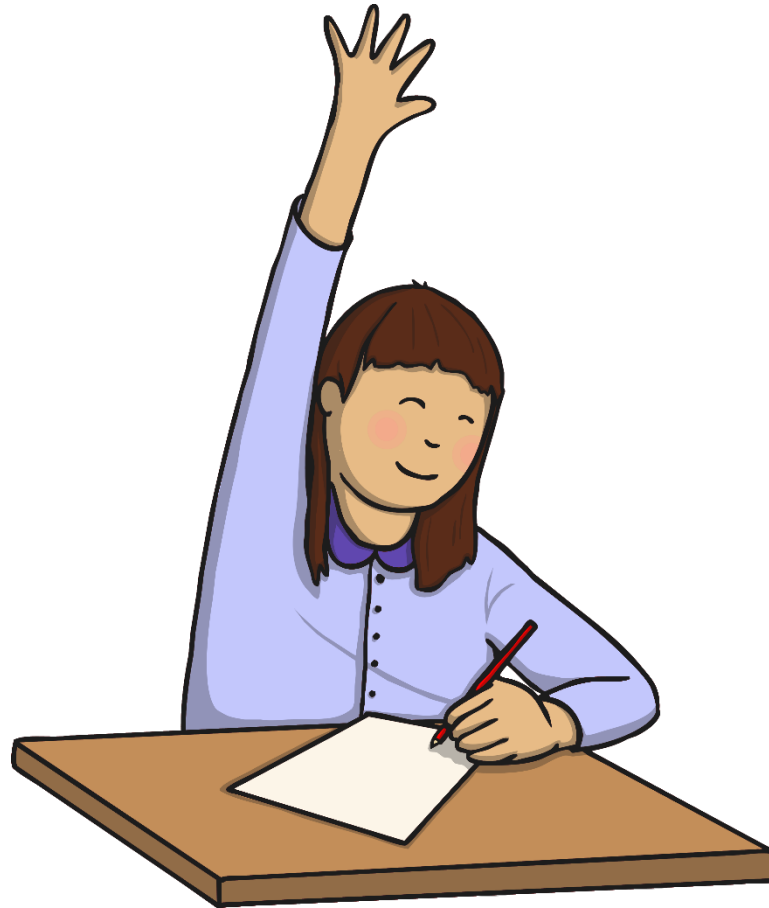


gn ome

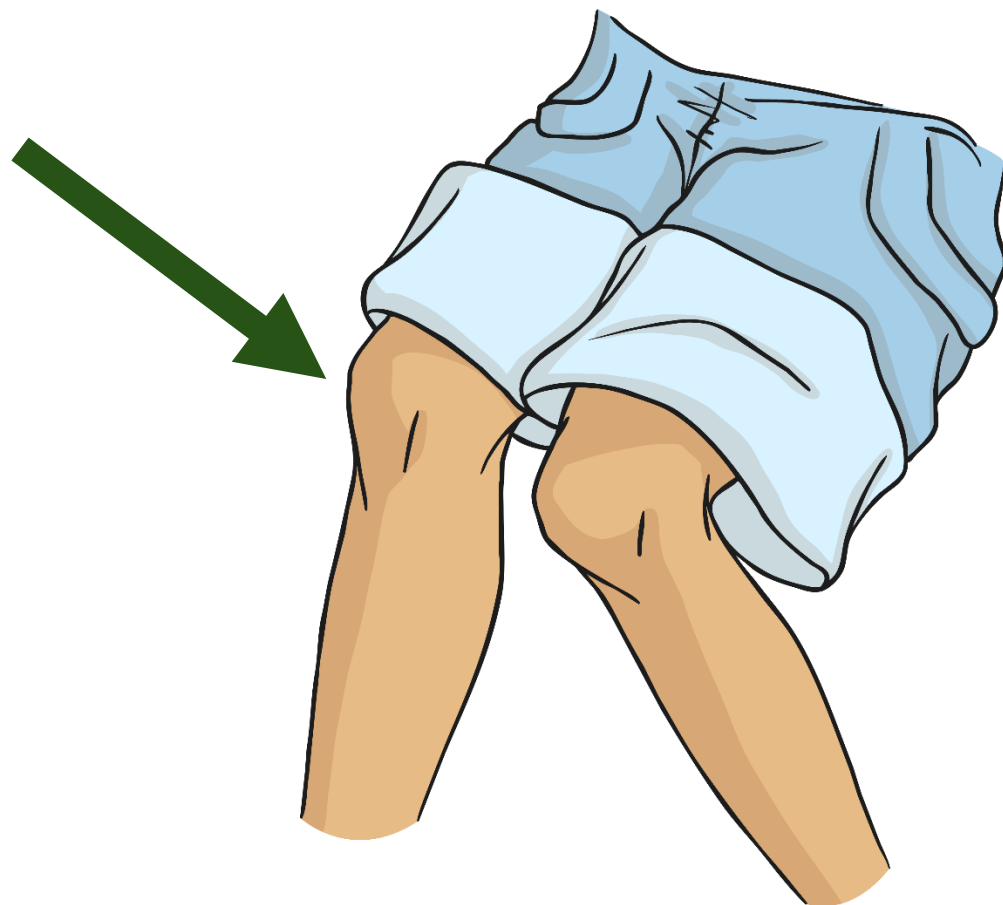
knock - to hit something to make a noise



know - to have information in your mind



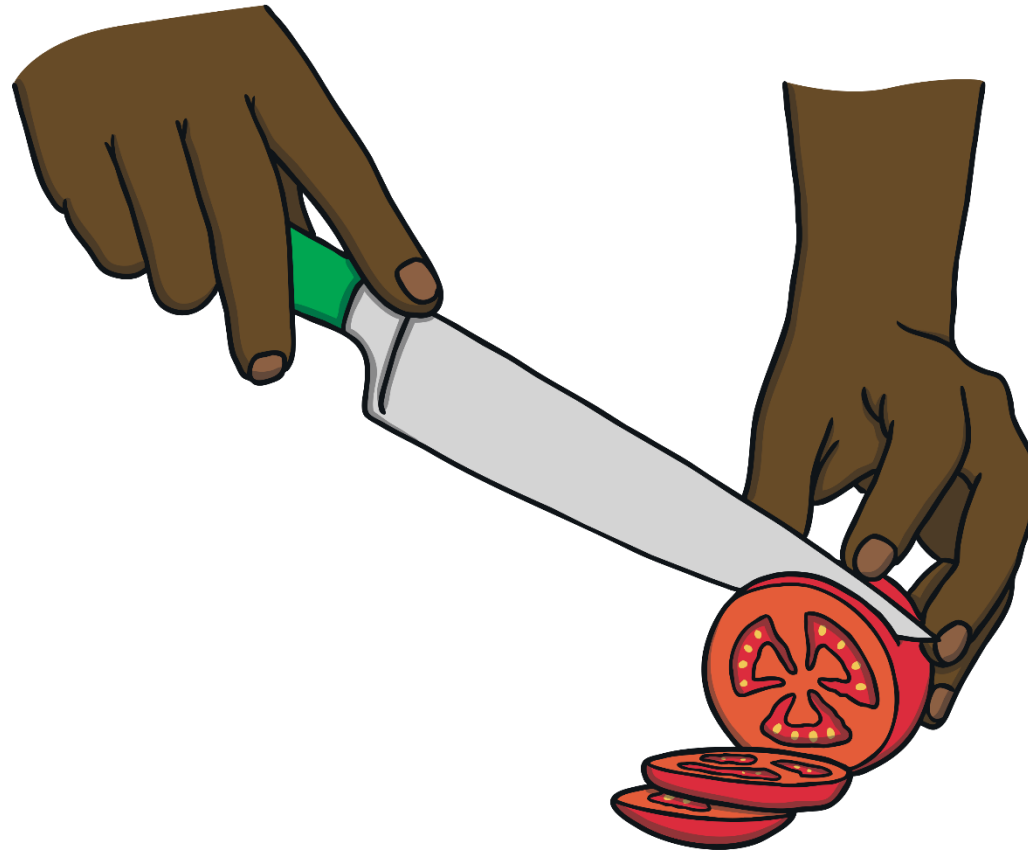
knee - the middle part of your leg that lets it bend



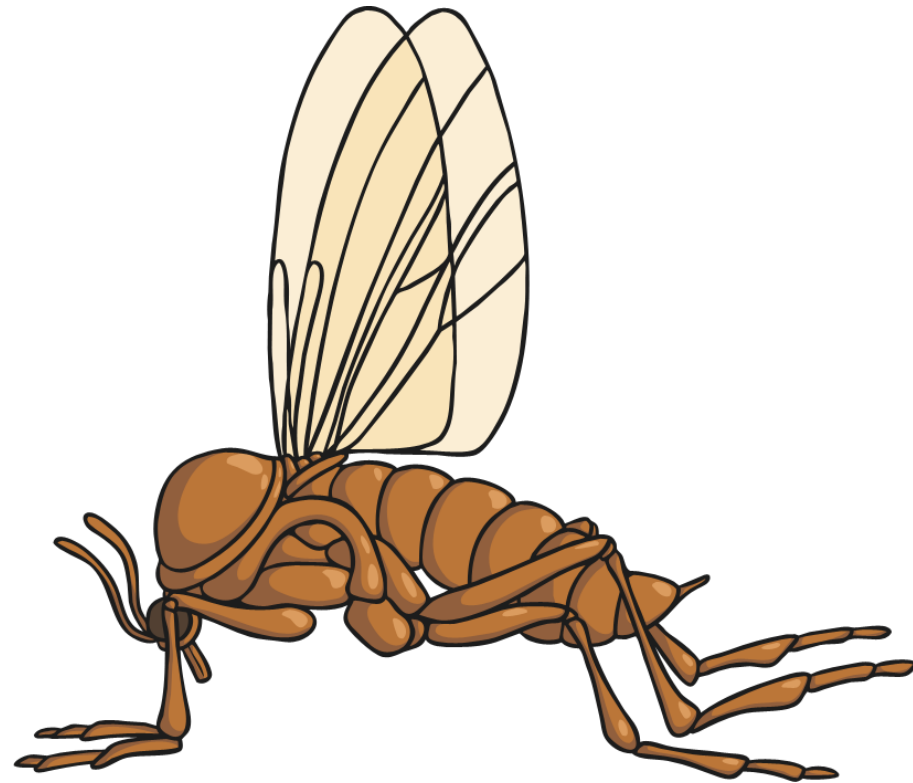
knitting - making something with 2 long needles and wool



knife - a sharp tool used for cutting up food



gnat -a very small flying insect that bites people and animals.



gnaw - to chew and bite something over and over again.



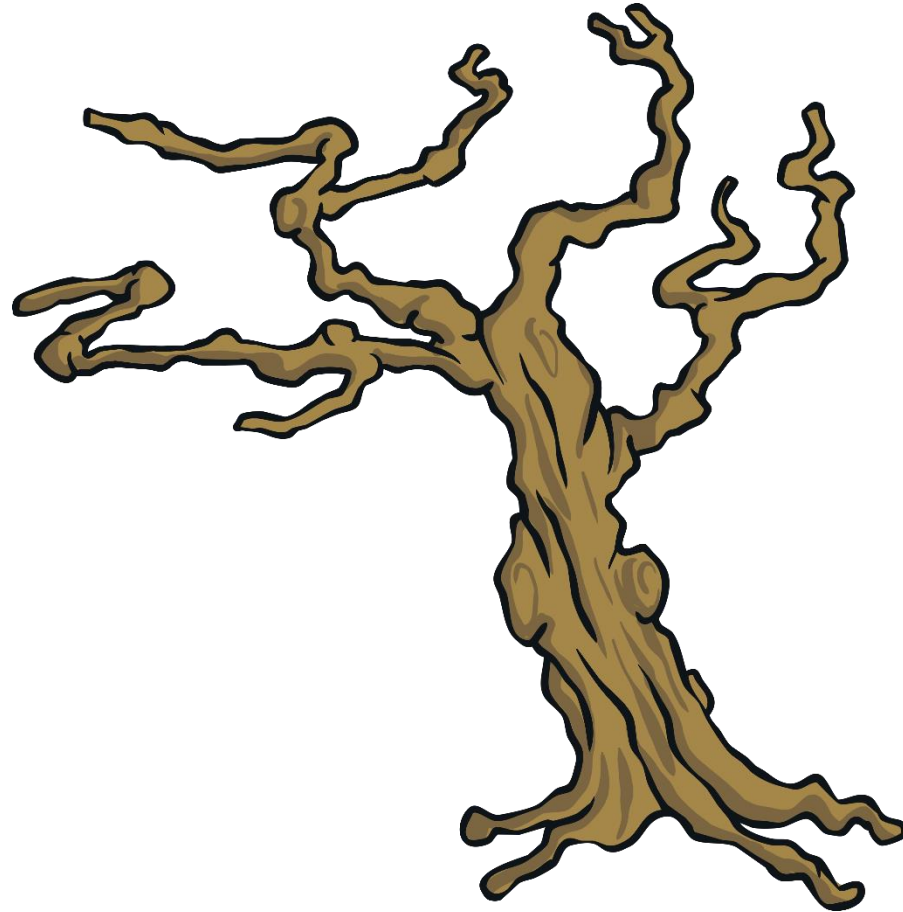
gnash - to bring your teeth together quickly,
often when you are angry.



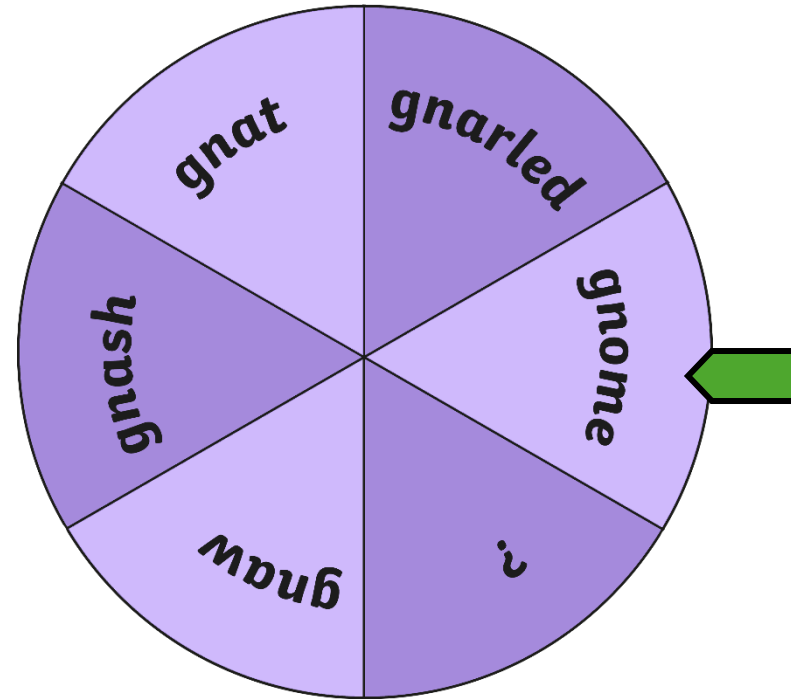
gnome - an ornament for the garden.



gnarled - twisted and rough – like an old tree trunk.



- Spin the spinner to pick a word. Write the word into a sentence using a capital letter and full stop



[Click here to spin](#)

BRAIN BREAK



LITERACY

Tuesday 15th September
T.B.A.T. Identify and use nouns correctly

3 in 3

1. Which word is the noun?

bone

huge

shine

Explain your answer.



2. Who has correctly identified a noun?



Fred

Pink is a noun.

Flute is a noun.



Tina

Explain your answer.



3. Write the noun which matches the image below.



A noun is a **naming** word.



Hi, my name is
Claude.

My job is to make
sure that people,
places, animals,
things and ideas have
a name.

Do you know what a noun is?

A noun is a **naming** word.
It can name a place, animal,
thing or idea.

house

boy

shop

London

cheese

Claude

dog

jumper

A noun is a **naming** word.



Claude

Nouns can be used to name **people**.

owner

Sir Bobblysock

man

Mr Shinyshoes



A noun is a **naming** word.



Nouns can also be used to name **places**.



kitchen



school



shop



London



beach

A noun is a **naming** word.



And nouns can be used to name **things**.

beret



jumper



sock



bed

cheese



A noun is a **naming** word.

Look at the words below. Can you find and click on the nouns?

candle

pretty

jacket

bird

dog

Joshua

dancing

shirt

car

tree

owl

plane

tall

when

shiny

because



Next

A noun is a **naming** word.

Claude lay in his **bed**.



Can you find the nouns?

A noun is a **naming** word.

Mr Shinyshoes put on his shiny shoes.



Can you find the nouns?



Try it out!

Find the correct nouns that these sentences are describing.

You can wear me on your head.

a jumper

a shoe

a beret

a watch

I have four paws and I can bark.

London

a dog

a spider

a fish

Finish

BRAIN BREAK



Nouns: Person, Place, Thing

Find a person, place and a thing from your story and use them in a sentence.

Person

Place

Thing

1. Reread to page 9.
2. Identify 3 nouns for each circle.
3. Choose one person, one place and one thing to include in a sentence.
4. Write 3 sentences.



1. _____
2. _____
3. _____

CHALLENGE:

Choose one of your sentences. Rewrite it using adjectives to describe the person, place and thing.

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.



BREAK

P.E.



Lesson Pre-read
there are lots of different
ways to score goals in
invasion games. Can they
name any?

Learning Objective

To understand that scoring goals is an attacking skill and to explore ways to do this.

Equipment



AIR FLOW BALL
x 7



BEANBAGS
x 7



CONES
x 63



HOCKEY STICK
x 7



HOOPS
x 7



PLAYGROUND BALL
x 7



TENNIS BALLS
x 7

WARM UP

Goal:

Pupils stand in a space. On the spot, without equipment, demonstrate what a shot in football looks like. Then a shot in netball and a try in rugby.

Football: strike with your foot. Netball: feet shoulder width apart, arms above head bend and straighten your elbows and knees. Rugby: place an imaginary ball on the ground.

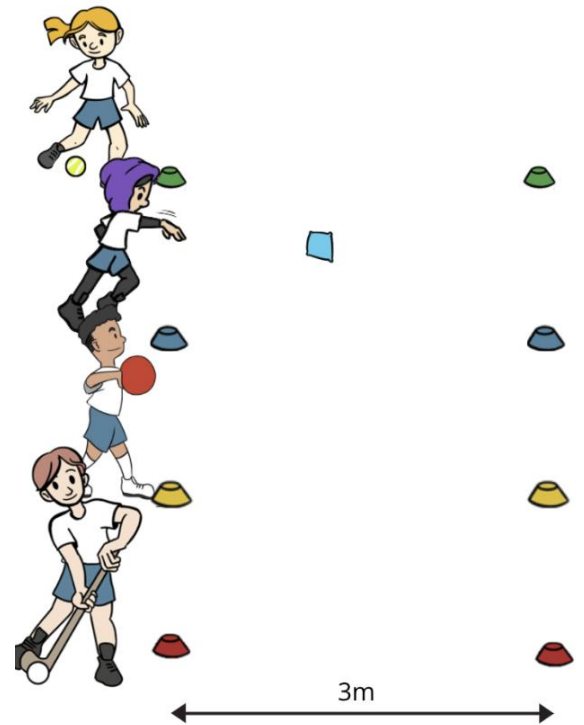
Pupils jog around. Teacher calls out a number and pupils react by performing the appropriate movement below. Then continue jogging.

- 1: a shot in football
- 2: a shot in netball
- 3: a try in rugby

SKILL DEVELOPMENT

Pupils begin at a start cone with one piece of equipment (or two if using the air flow ball and hockey stick).

- Without leaving their start cone pupils try to score by hitting the cone opposite them with their ball.
- They each have three attempts then change equipment with someone in their group.
- Pupils decide what type of shooting skill to use to hit the cones. What type of shot is best to perform with the different objects?



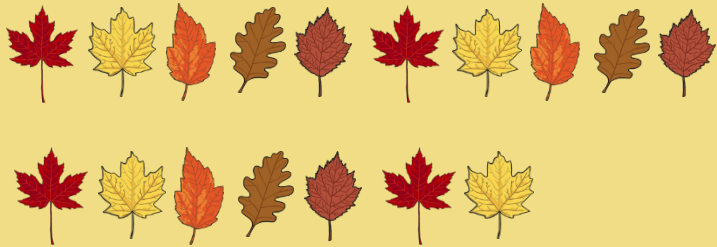
LUNCH

MATHS

15.09.26

T.B.A.T. Read and write numbers to 100 in words.

1. Place Value



How many leaves are there?

Write the answer using **words**.

2. + and -

22

4

$$22 + 4 = \underline{\quad\quad}$$



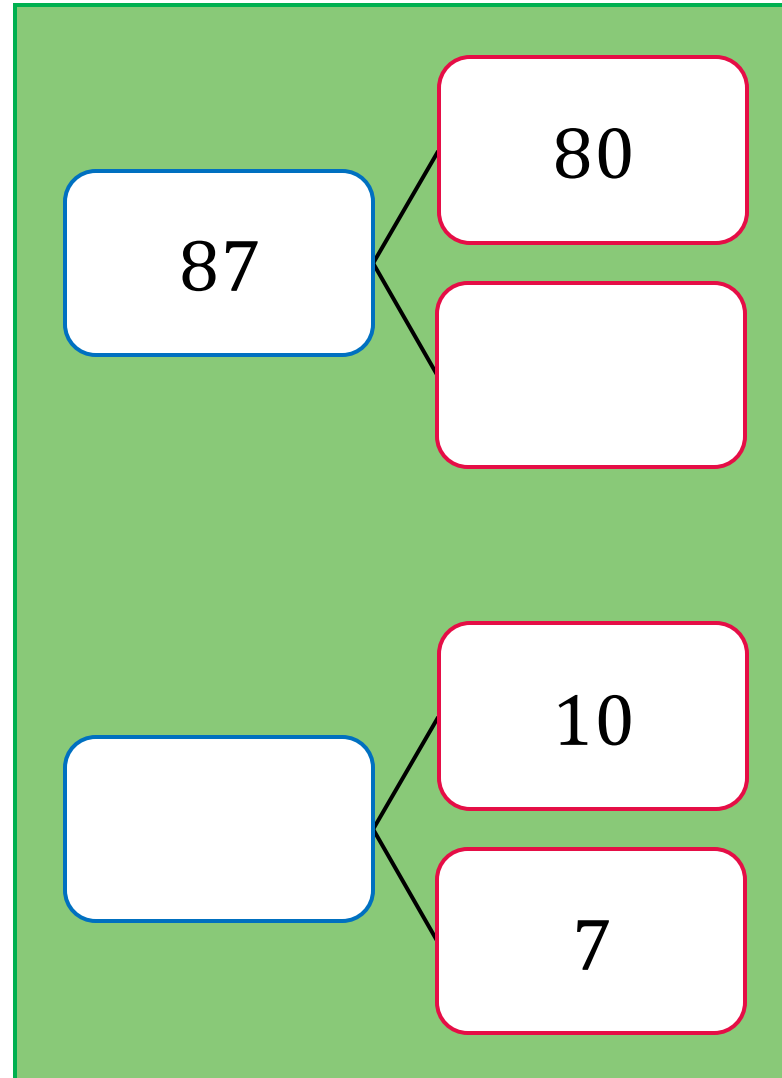
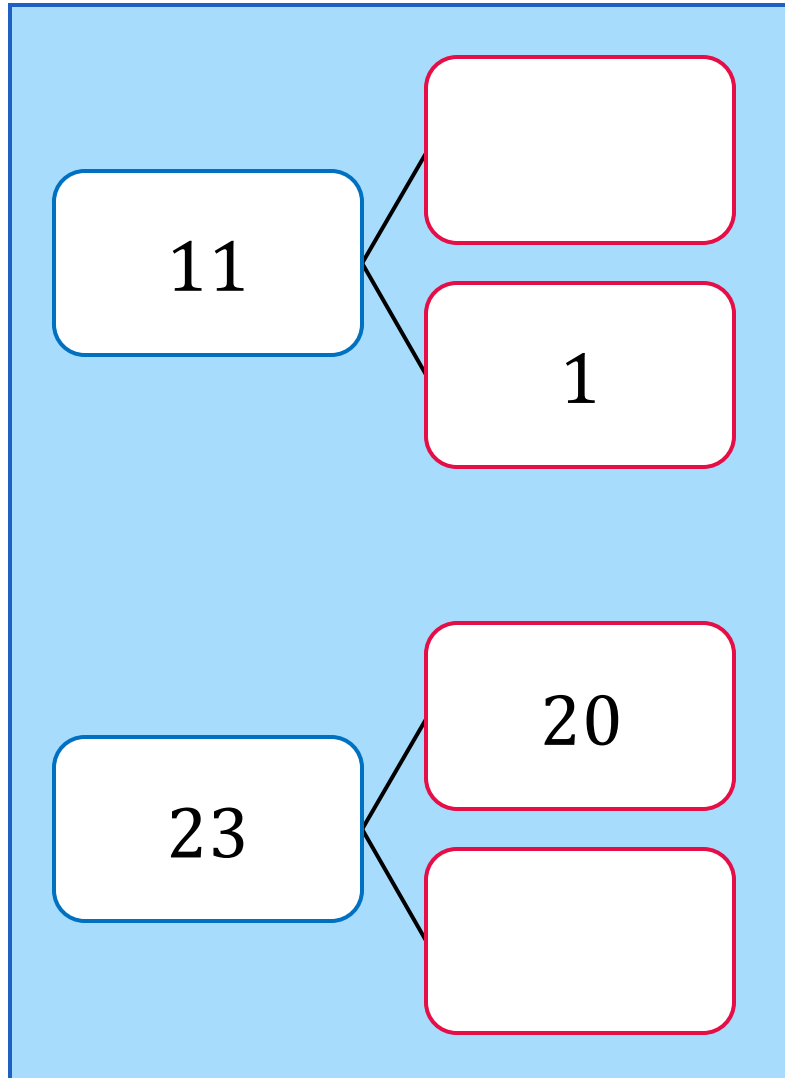
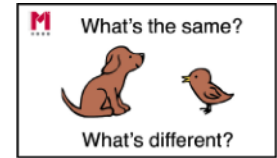
3. Reasoning

If today is Monday, then tomorrow will be Tuesday.



Is Henry correct?
Explain why.

BLUE/GREEN: Find the missing parts or whole



10
20
30
40
50
60
70
80
90
100

ten
twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety
one hundred

eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen

one
two
three
four
five
six
seven
eight
nine

1
2
3
4
5
6
7
8
9

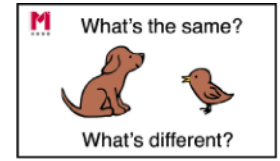
Writing the numbers 20 to 100 in words

- How can I write 23 in words?

100



Writing the numbers 11 to 19 in words



- | | |
|-------------|----|
| • eleven | 11 |
| • twelve | 12 |
| • thirteen | 13 |
| • fourteen | 14 |
| • fifteen | 15 |
| • sixteen | 16 |
| • seventeen | 17 |
| • eighteen | 18 |
| • nineteen | 19 |



100

46

46 = tens + ones



YOU DO

23

23 = tens + ones



BRAIN BREAK



15.09.26

T.B.A.T. Read and write numbers to 100 in words.

35

305

35 = tens + ones

thirty five

53

503

53 = tens + ones

17

17 = ten + ones

71

= 7 tens + 1 one

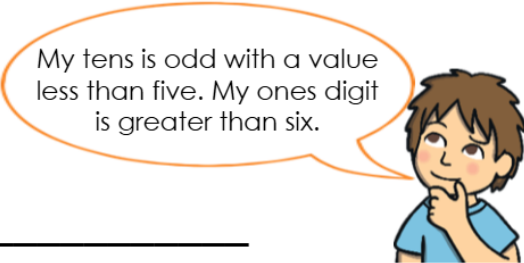
105

= ten + ones

501

= tens + one

- CHALLENGE
 - Can you find all the possibilities for Henry’s mystery number?
 - Write each possible number in words. There are six possible numbers.



1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

- GREATER DEPTH
 - Complete the table using the clues.

Representation	Words	Numeral
	one hundred	
		51



Spot the mistakes

- ninty one
- fourty four
- seventy eigt
- twentey tow
- fiveteen
- seventeen



Art Pioneers

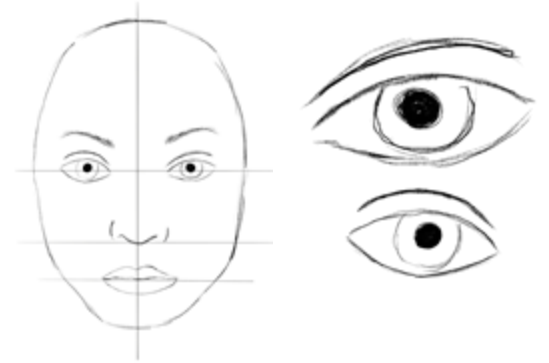
Outcome

I can draw a profile portrait.

Keywords

proportion

how big or small parts of something is compared to each other



sketching

making quick and simple drawings to show ideas or the things we see



shading

drawn marks to show areas of light and dark



Lesson outline

Draw a profile portrait



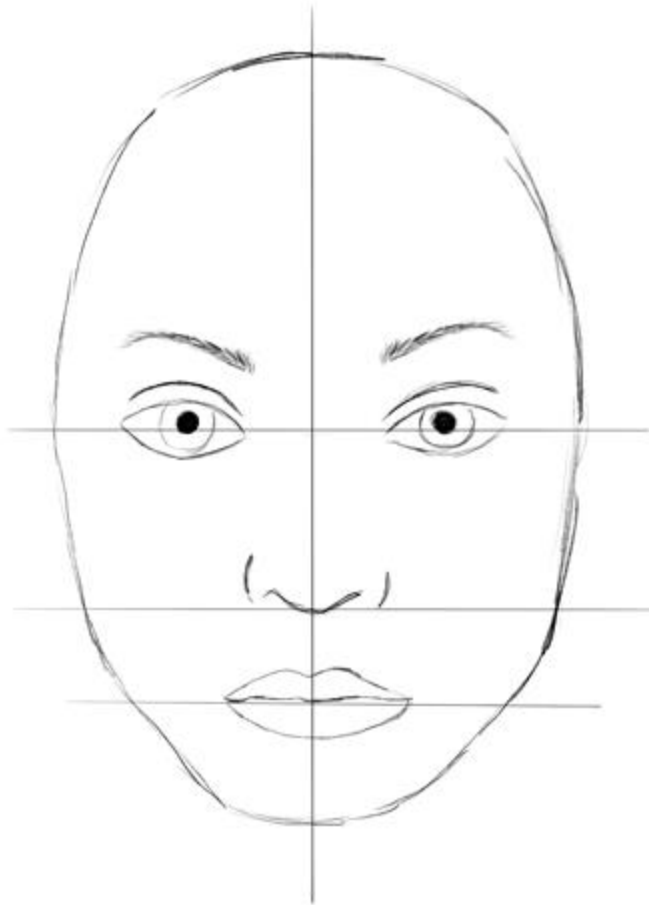
Proportions of the face



Sketching basic shapes of the face



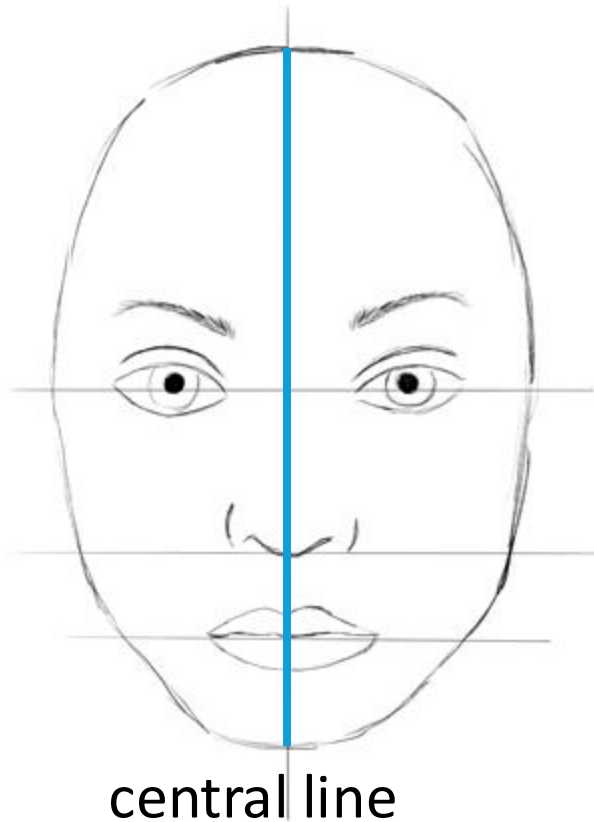
Shading light and dark areas of the face



When drawing a realistic portrait it is important to make sure we think about the **proportions** of the face.

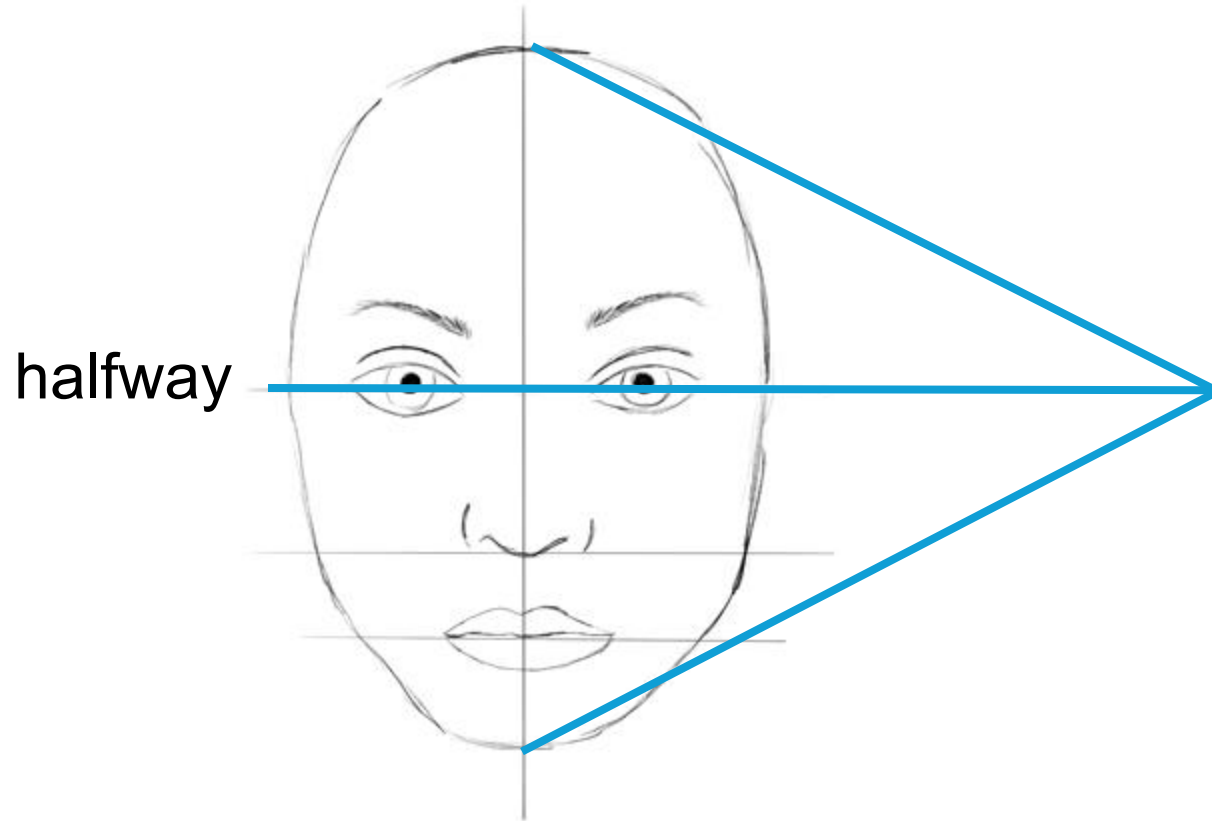
Proportion is where the facial features such as the eyes, nose and mouth fit on the face and how big or small they are compared to each other.

The relative **proportions** of a face.



Both eyes, the nose and mouth sit either side of the **central line**.

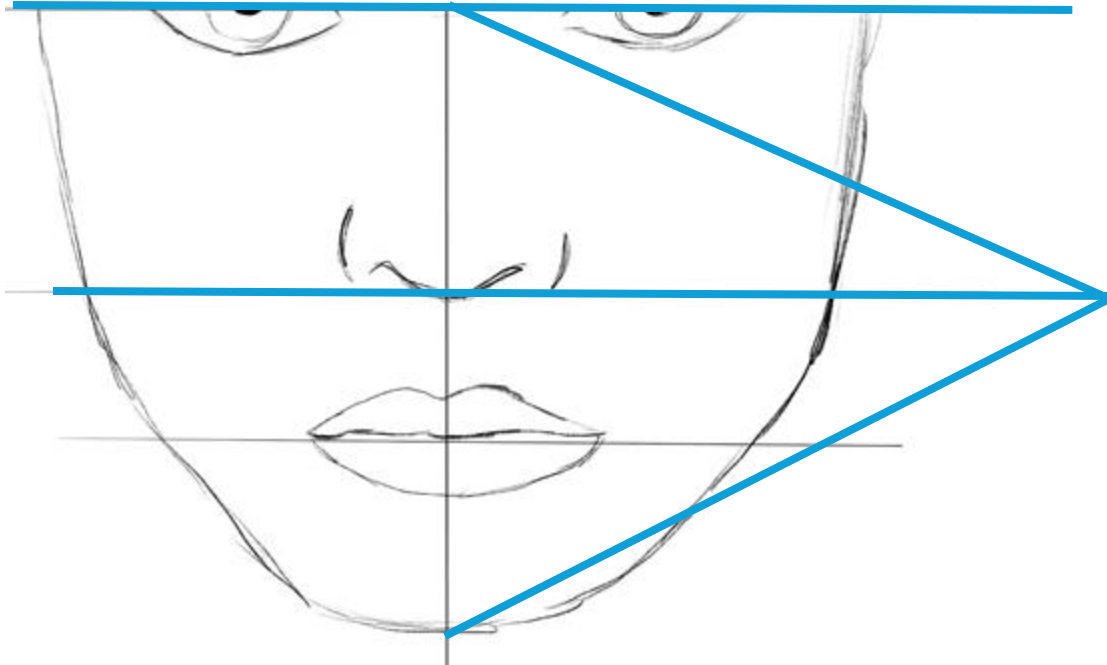
The relative **proportions** of a face.



The eyes are
halfway between
the top of the
head and chin.

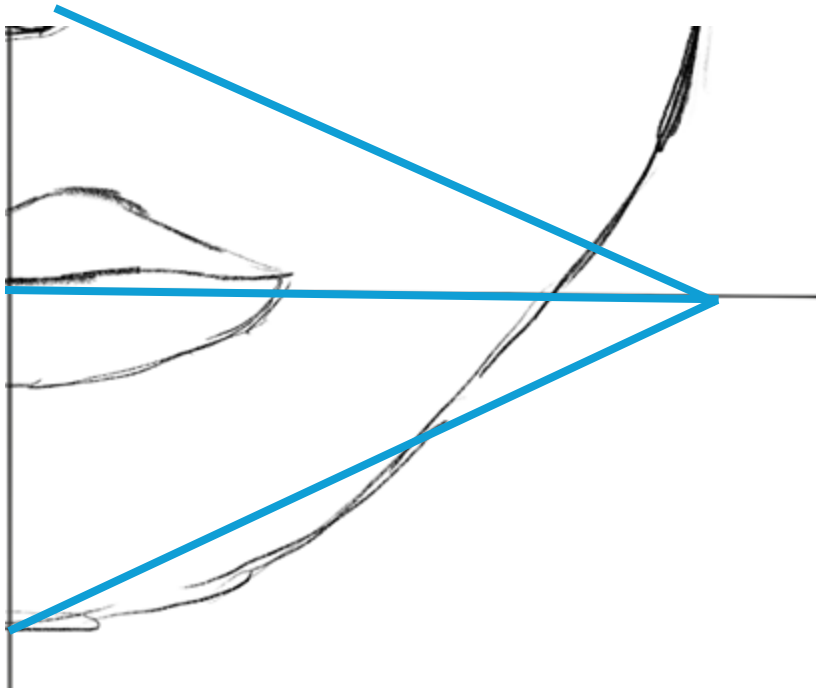
The relative **proportions** of a face.

halfway



The nose is **halfway** between the eyes and chin.

The relative **proportions** of a face.



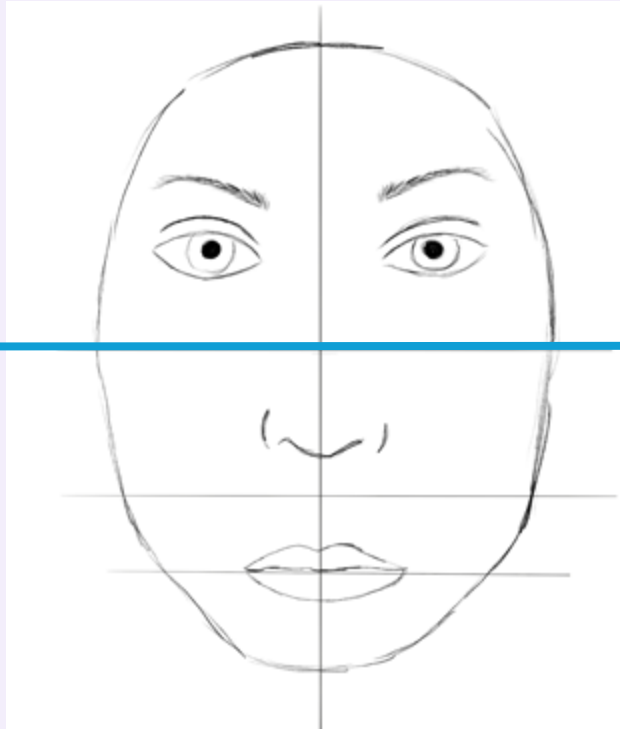
The lips are **halfway** between the nose and chin.

Proportions of the face

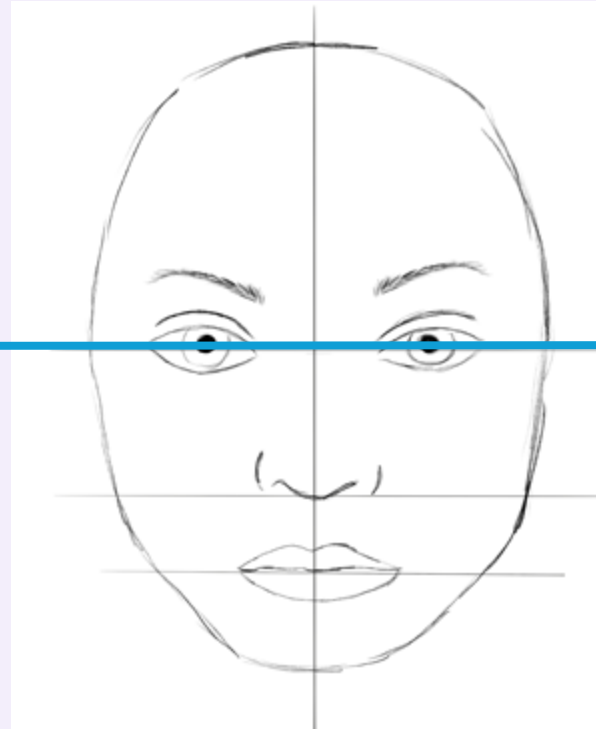


Check

Which portrait drawing has the correct relative proportions?



a



relative proportions

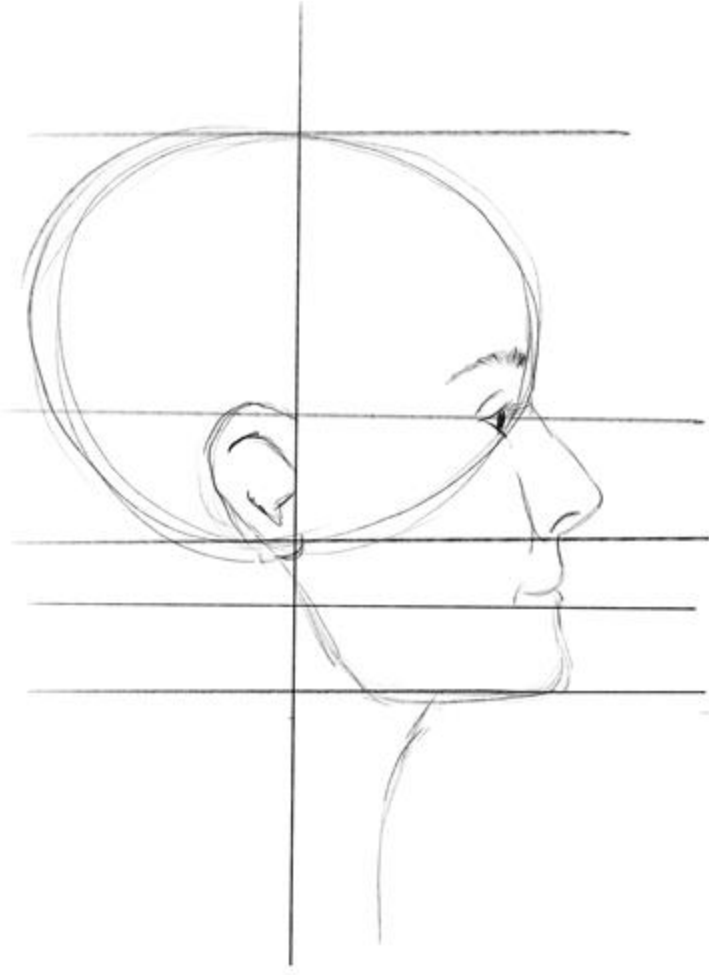
b



The eyes are drawn too high up and do not sit on the halfway line.



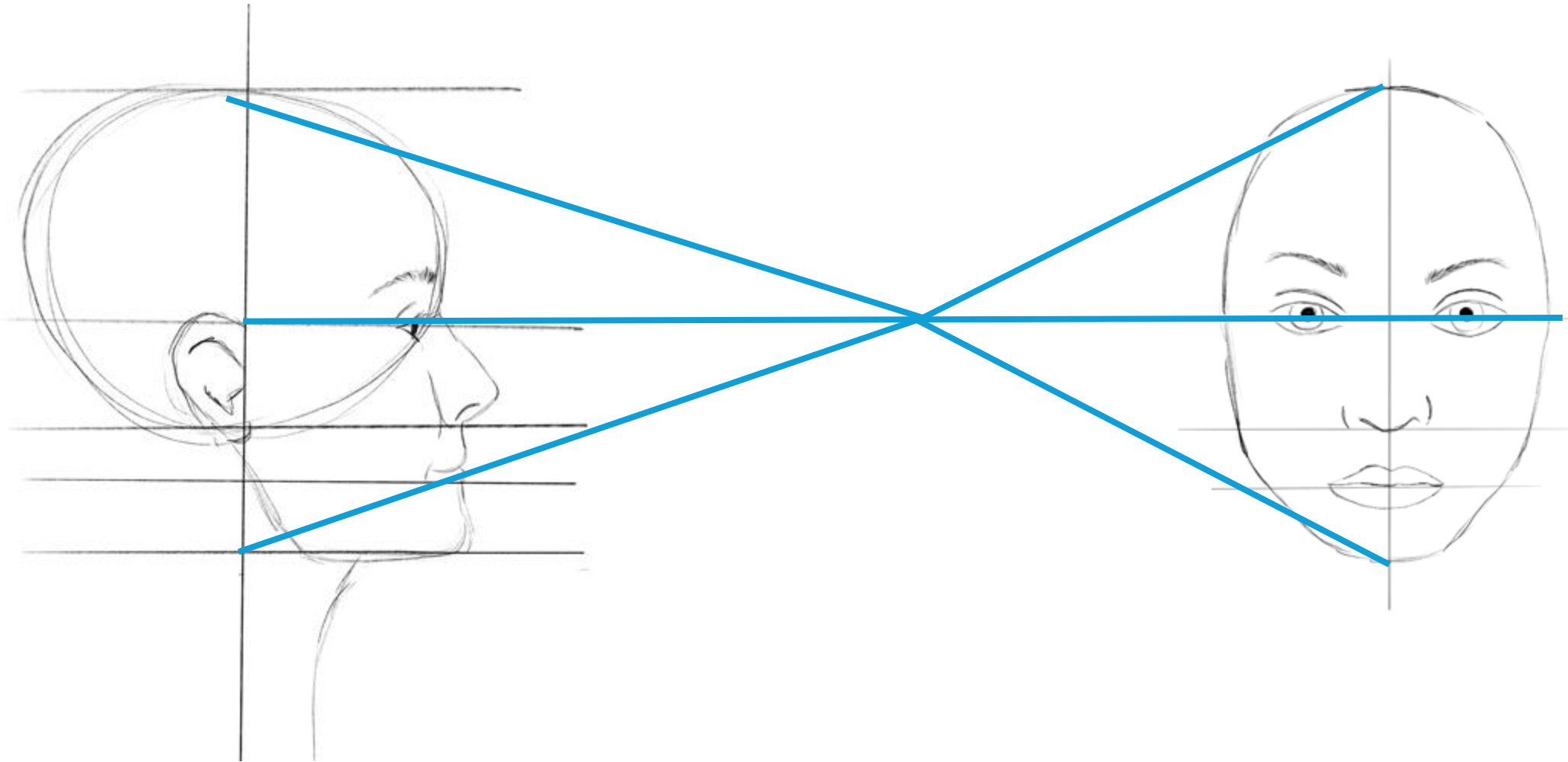
Aisha



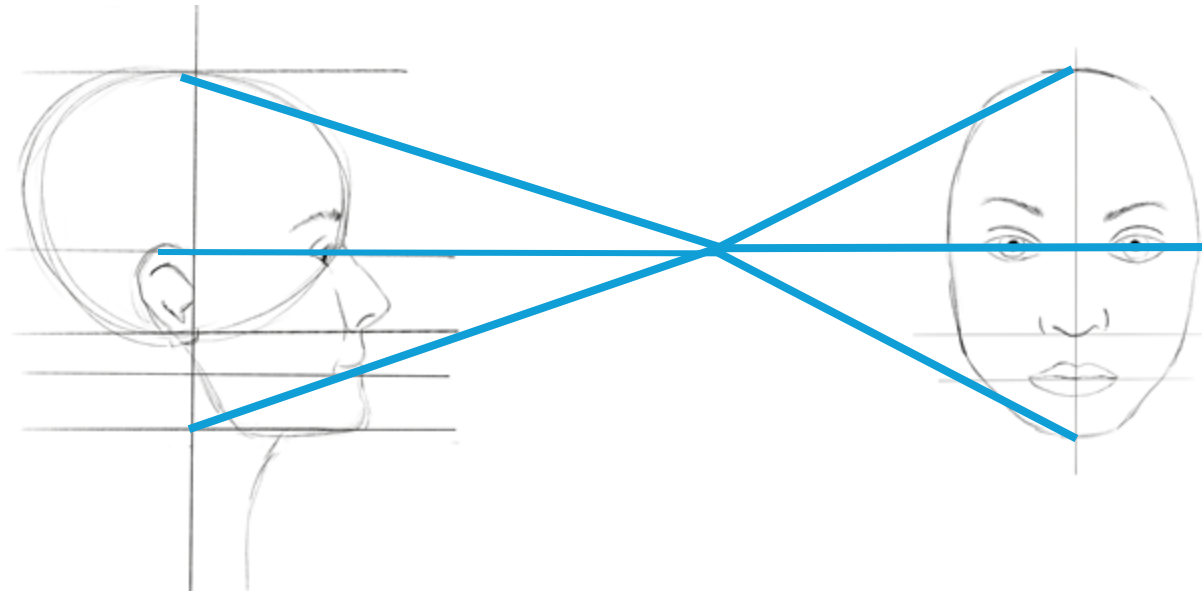
When drawing a **profile portrait**, it is important to consider the **proportions**.

Proportions of the face

What do you notice?



What do you notice?



I notice that the **proportions** are the **same** when drawing a profile portrait as a front-facing portrait.



Lucas

Whether drawing a profile portrait or a front-facing portrait, the **proportions** are still the **same**.

1) Match the facial features to their correct positions on the face template.

a



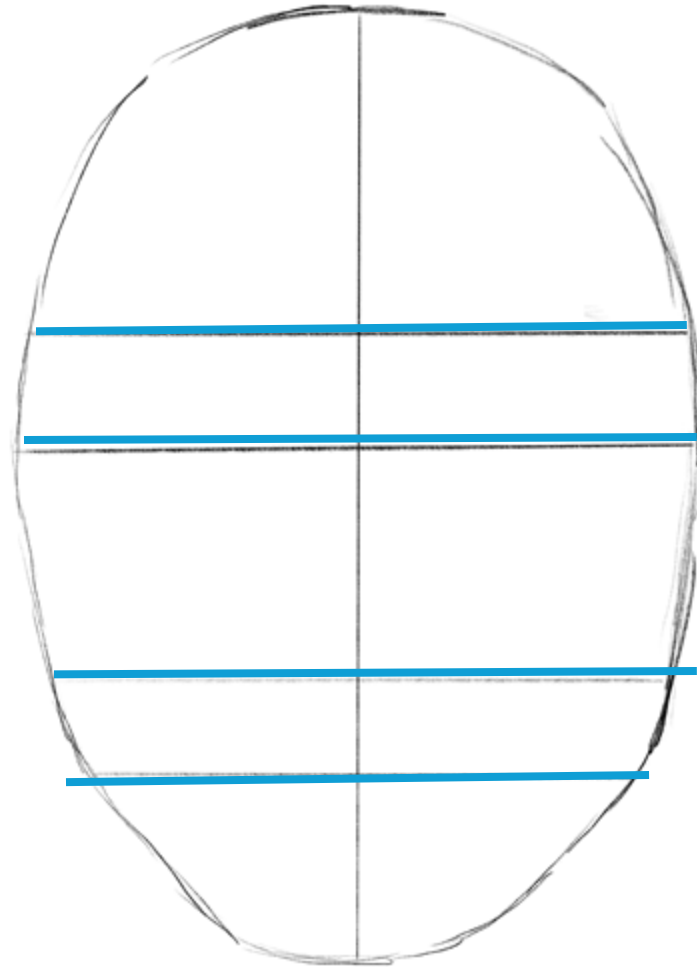
b



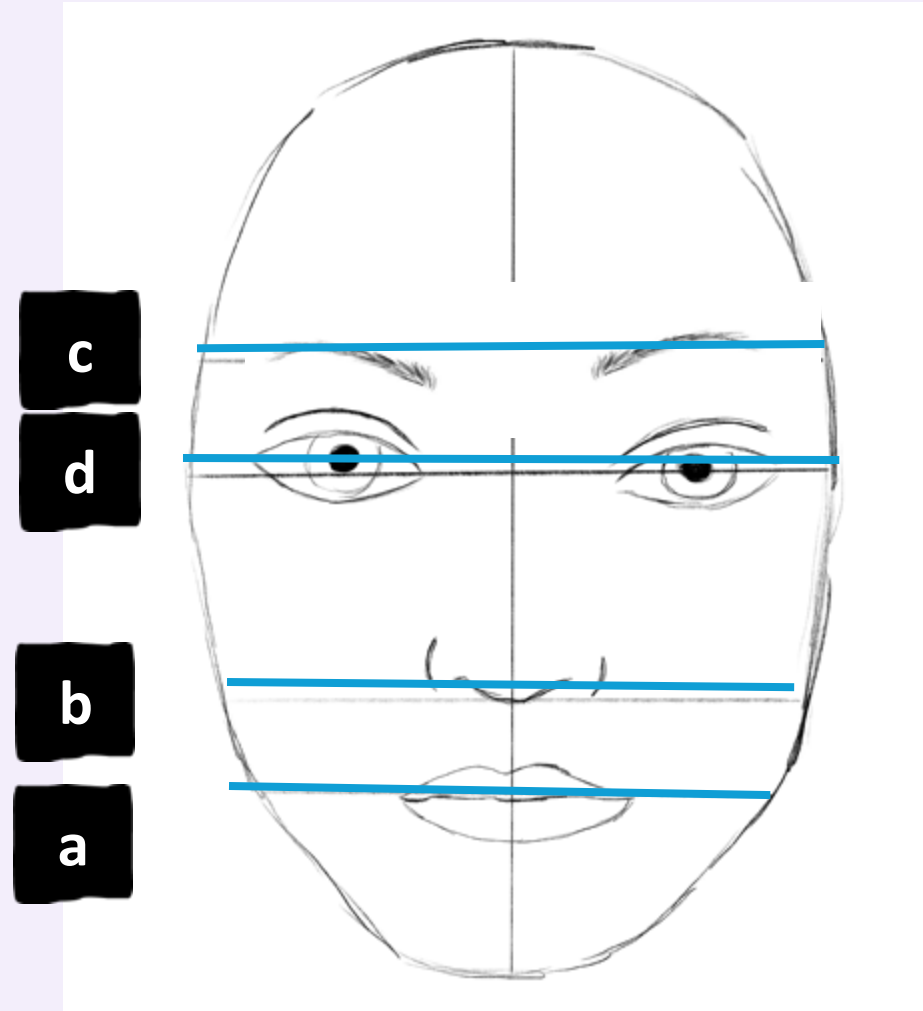
c



d



1) You may have matched the facial features to look like this.



2) Using a pencil, draw **two** of the features below into the profile template.



ear



mouth



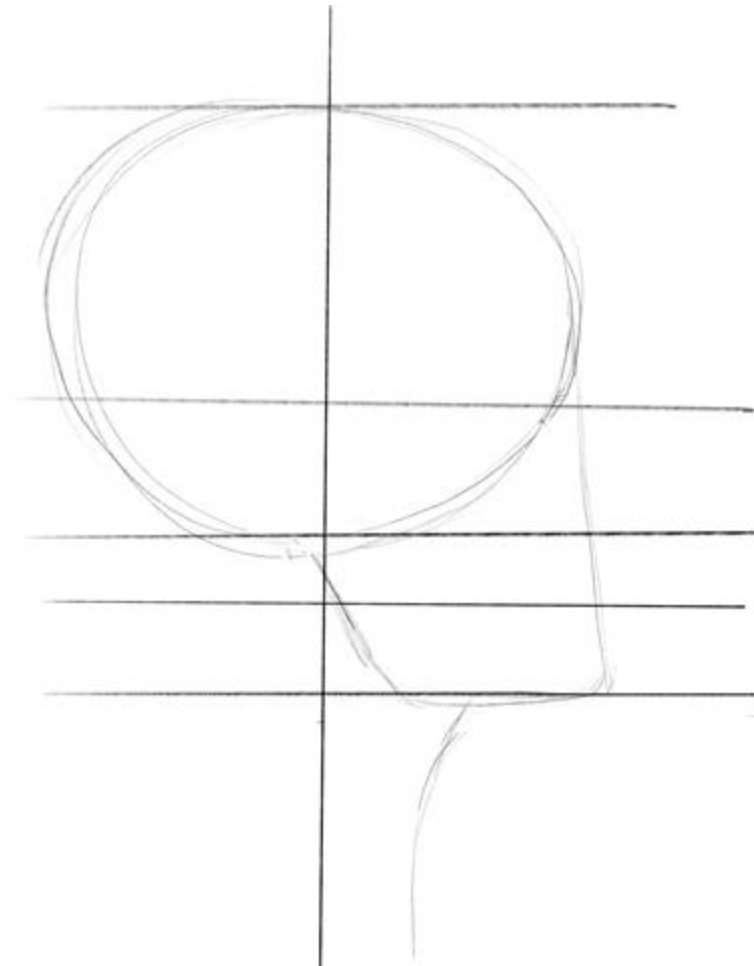
eye



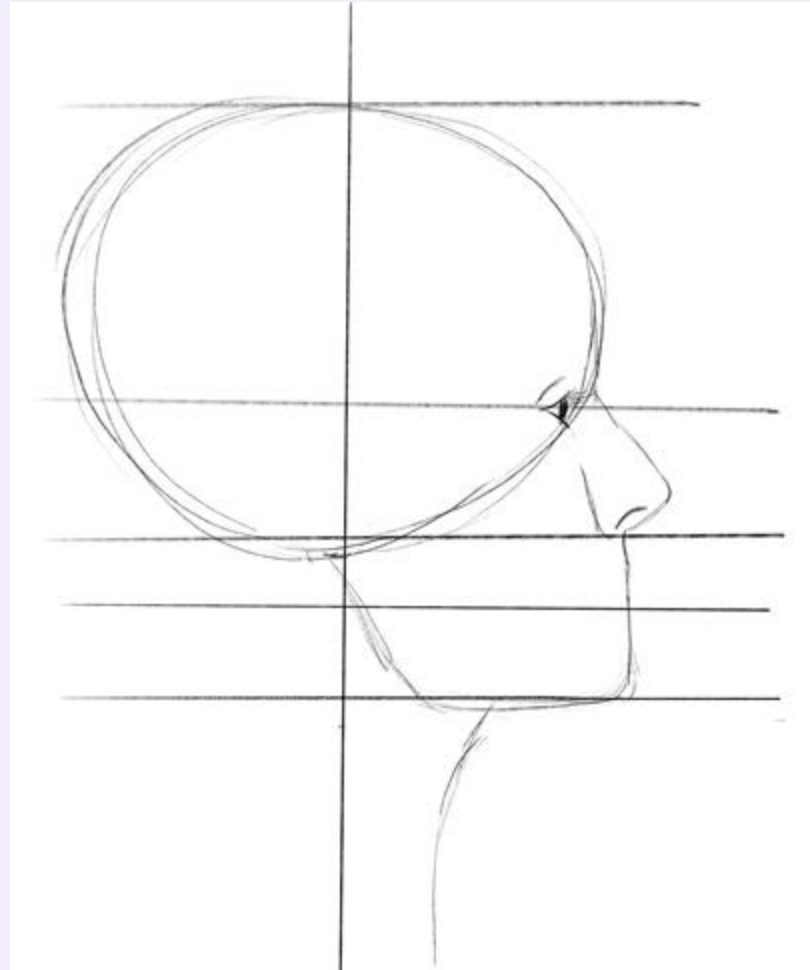
eyebrow



nose



1) You may have drawn **two** features like this:



Lesson outline

Draw a profile portrait



Proportions of the face in profile view

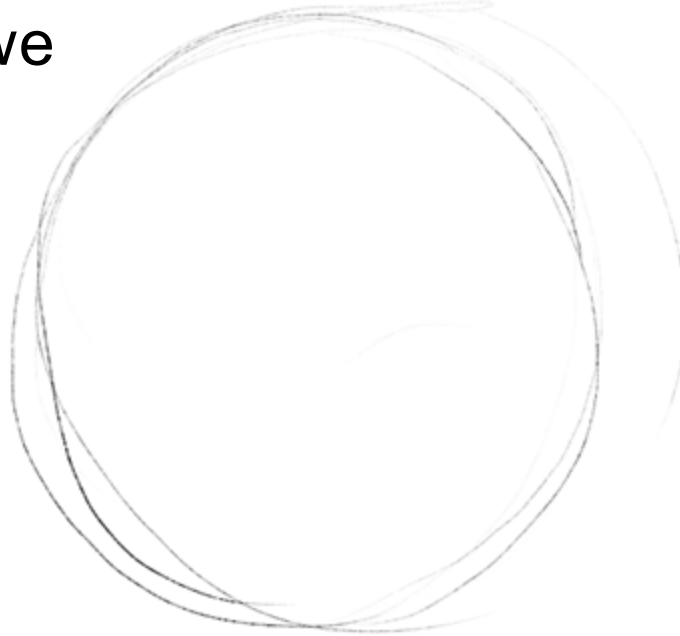


Sketching basic shapes of the face



Shading light and dark areas of the face

Sketching is when you draw quick and light lines which build up to represent what we see.

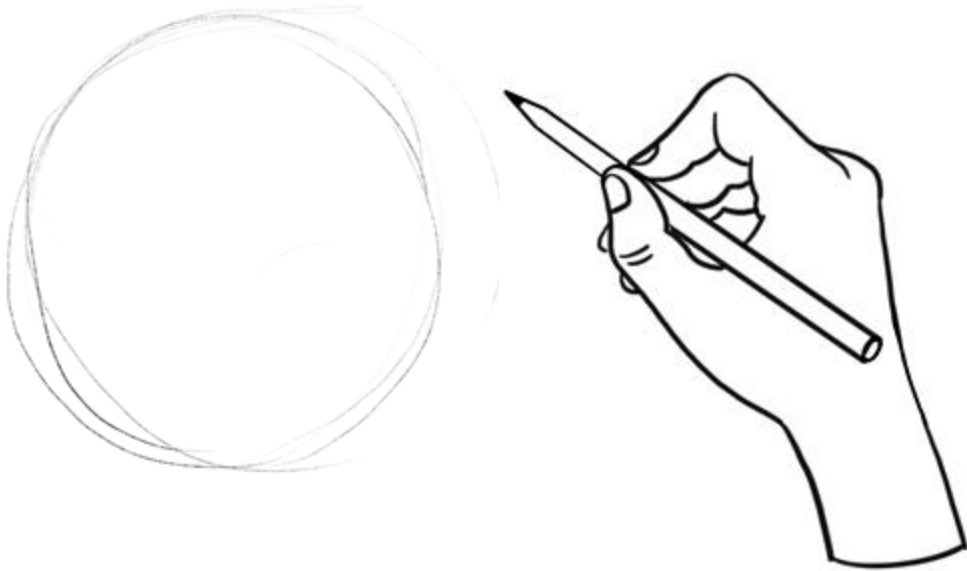


I can see lots of lines in this **sketch** of a circle.



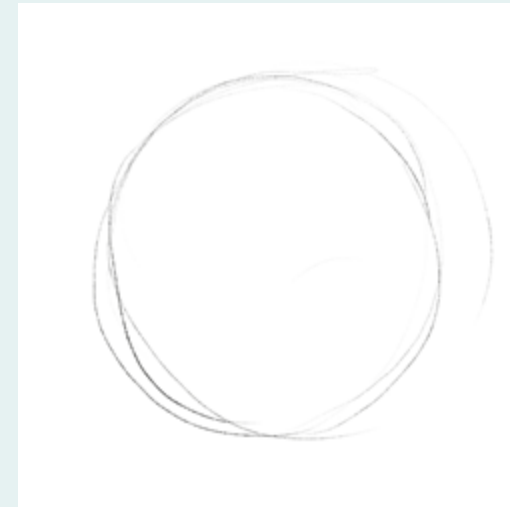
I do:

Sketch out a circle using quick, **light** lines.



You do:

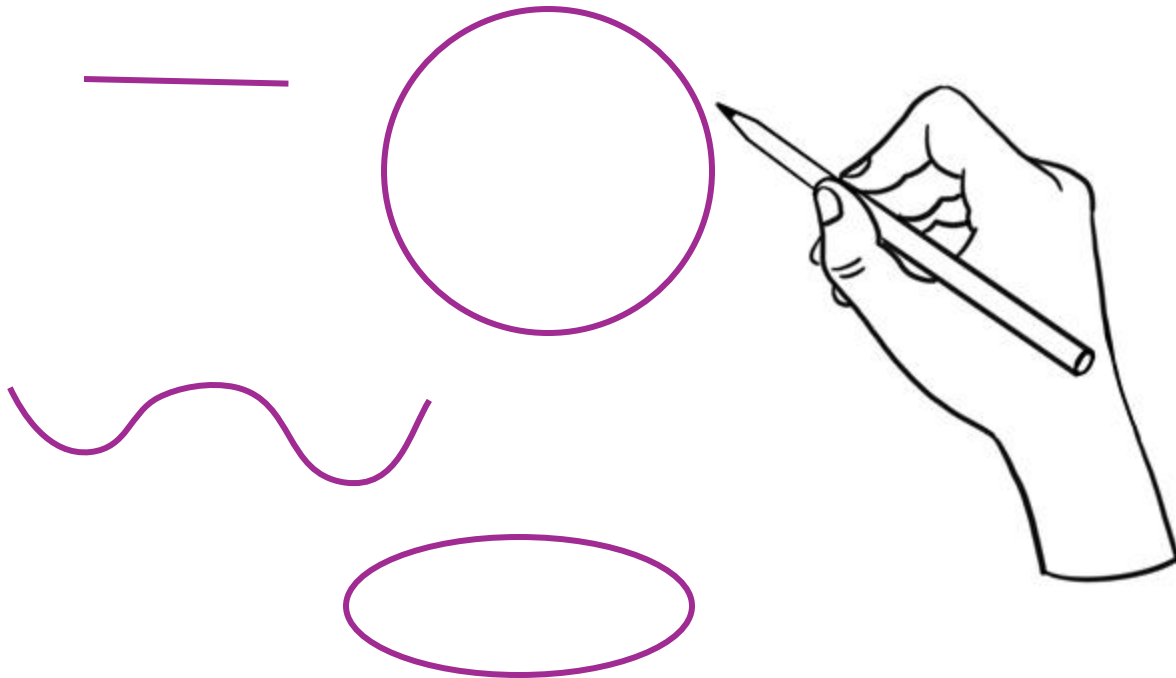
With a pencil, **sketch** out a circle on your page using quick, **light** lines.



Using light, quick lines with your pencil lets you easily change your drawing if you want to. It doesn't have to be perfect.

I do:

Using a pencil, **sketch** the following lines and shapes on your page.



You do:

Sketch the following lines and shapes on your page.



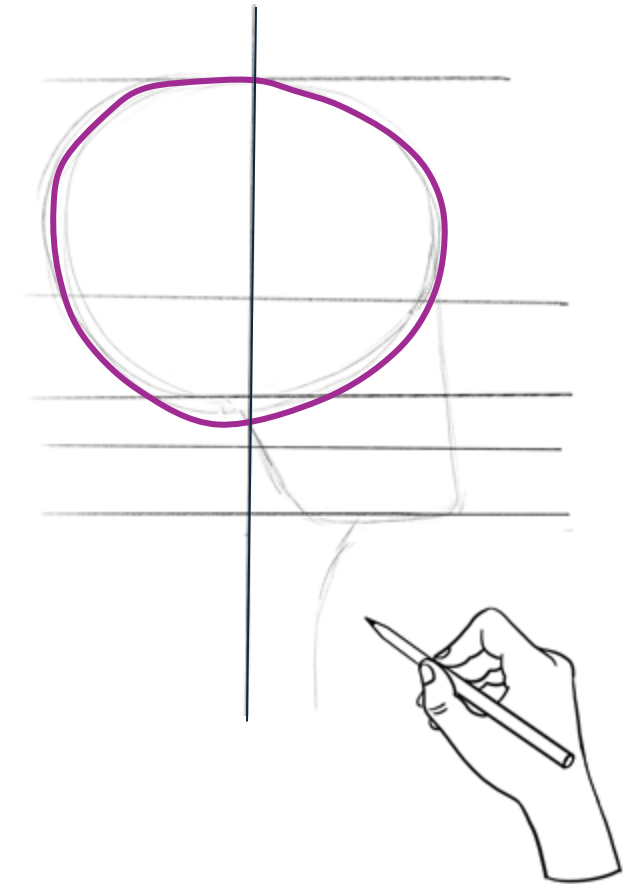
Holding your pencil halfway down makes it easier to draw light, quick lines. This helps you stay in control and make soft marks that are easy to change if you want.

1) With a partner, take a photograph of each other's side profile on a device.

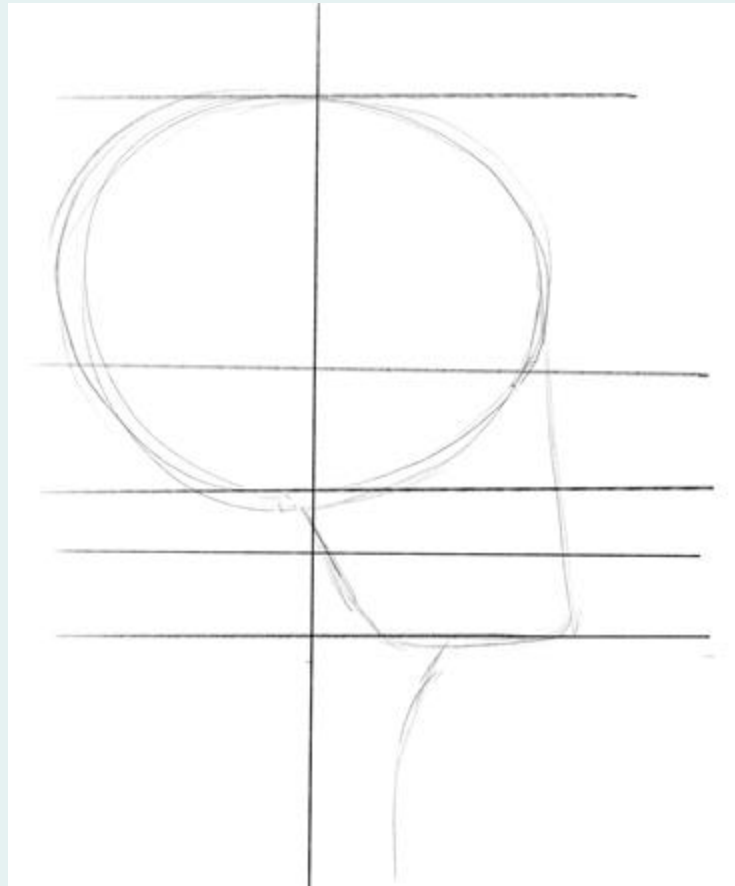


2) **Sketch** out the basic shapes of your profile.

- Begin with basic shapes like circles and ovals
- Draw lightly at first so you can easily change things if needed
- Draw big then add small
- Take your time



2) You may have created a **sketch** like this:

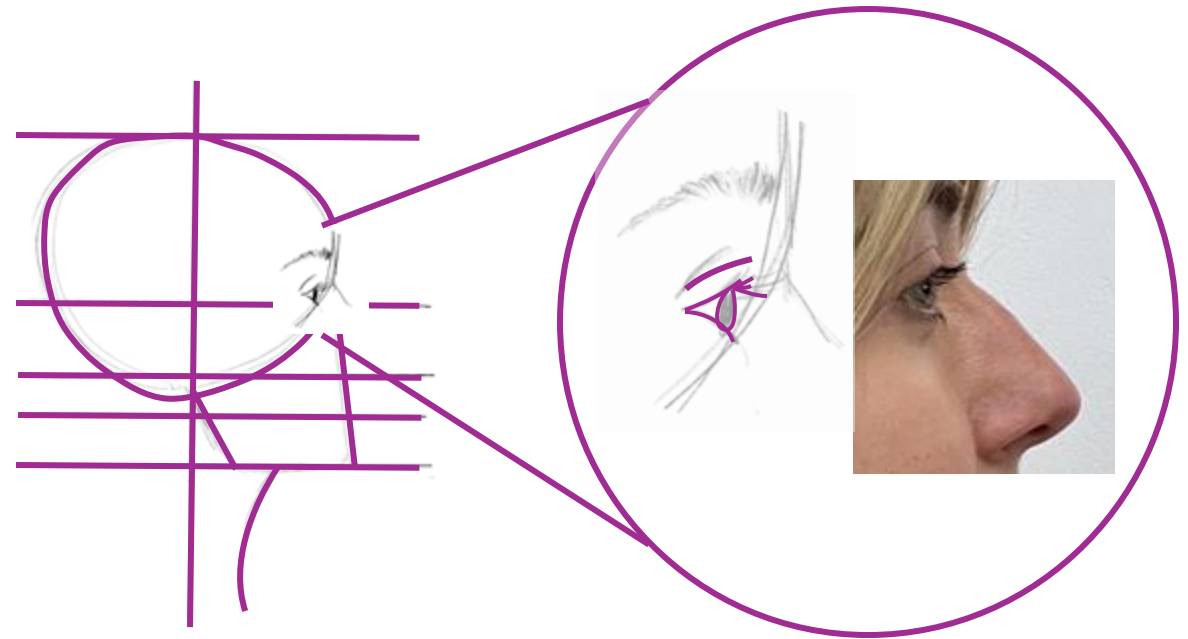


3) Look closely at your facial features and lightly **sketch** each one using lines and shapes.

You should

sketch:

- eye & eyebrow
- nose
- mouth
- ear
- hair



3) You may have created a **sketch** like this:



Aisha

The artist has used a rubber to erase the **proportion** lines after **sketching**.



Lesson outline

Draw a profile portrait



Proportions of the face in profile view

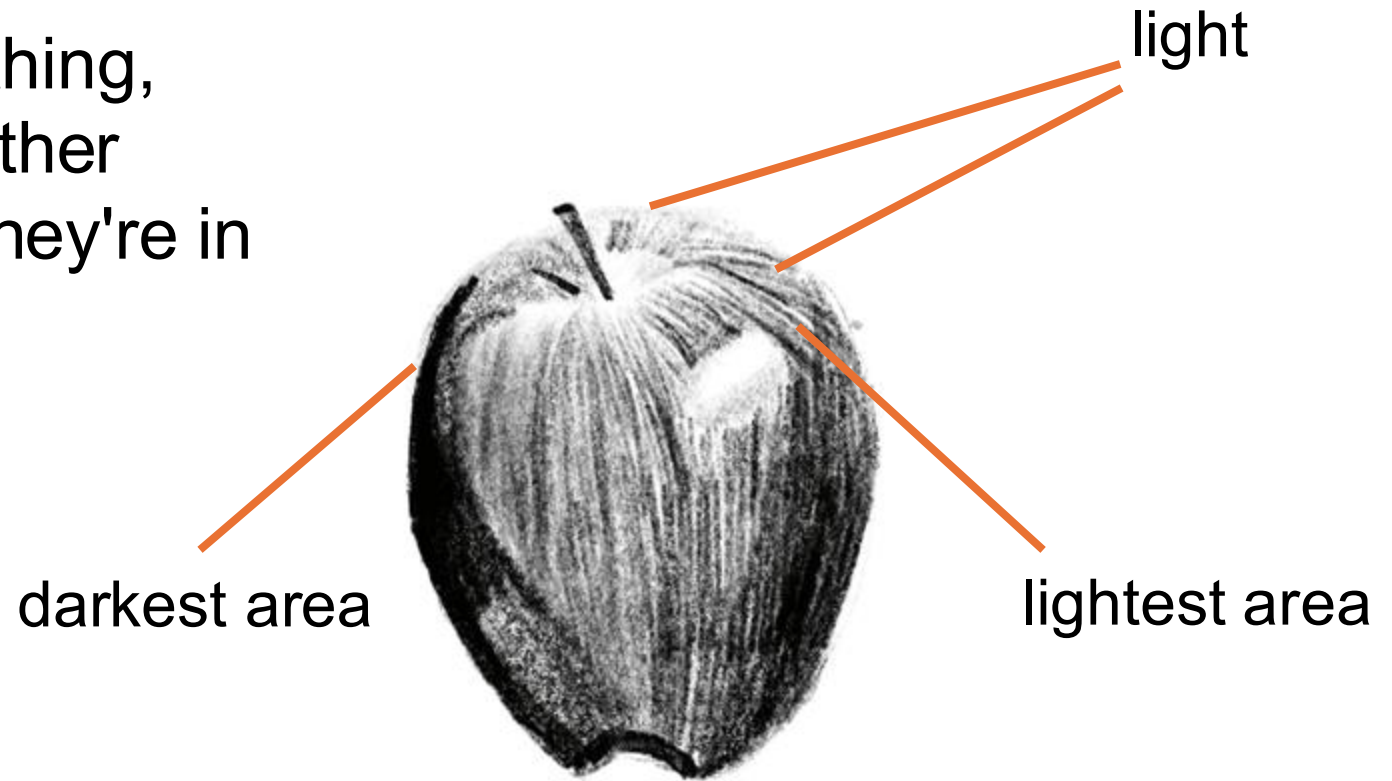


Sketching basic shapes of the face



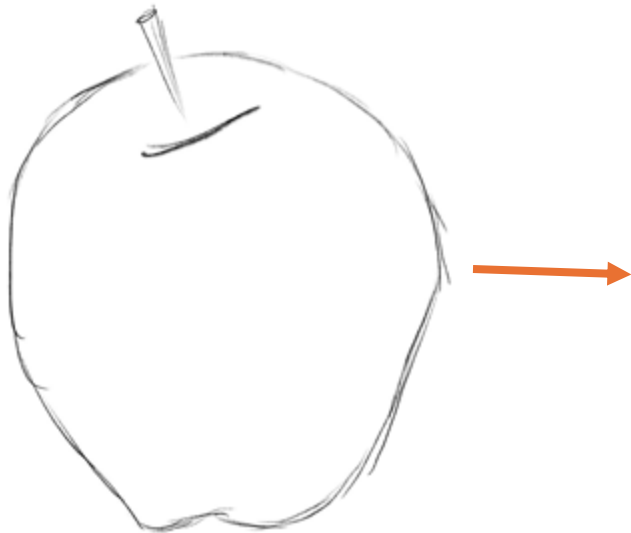
Shading light and dark areas of the face

When light shines on something, parts of it look lighter, and other parts look darker because they're in shadow.



Can you see the lightest and darkest areas?

Lucas is **sketching** an apple. How has Lucas made his drawing more realistic and **three-dimensional**?



Step 1



Step 2



Shading light and dark areas of the face



Explanation



Step 1



Step 2

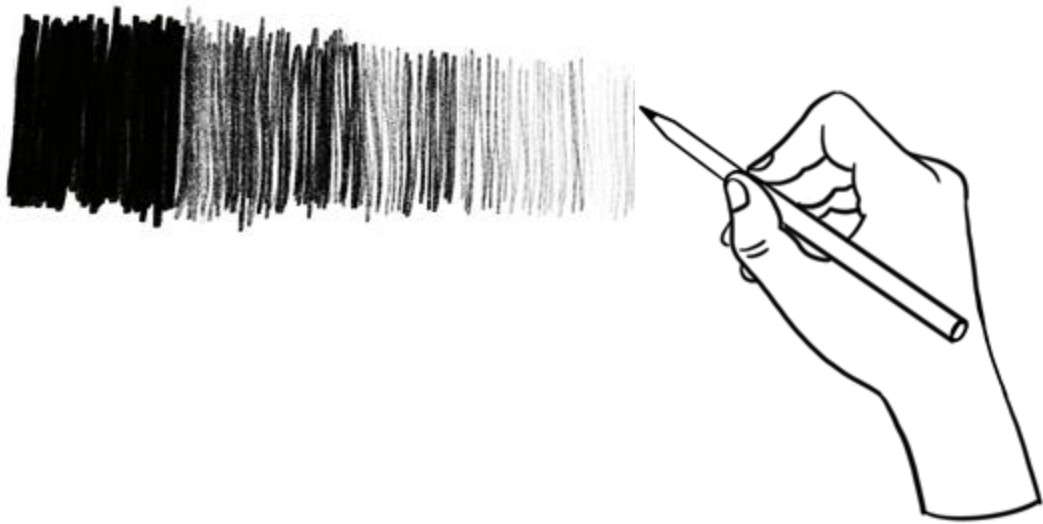
I used **shading** to make my drawing look more realistic. For the dark areas I pressed harder on my pencil and for the lighter areas I pressed lightly.



Shading light and dark areas of the face

I do:

Use a pencil to **shade** a value scale from dark to light.

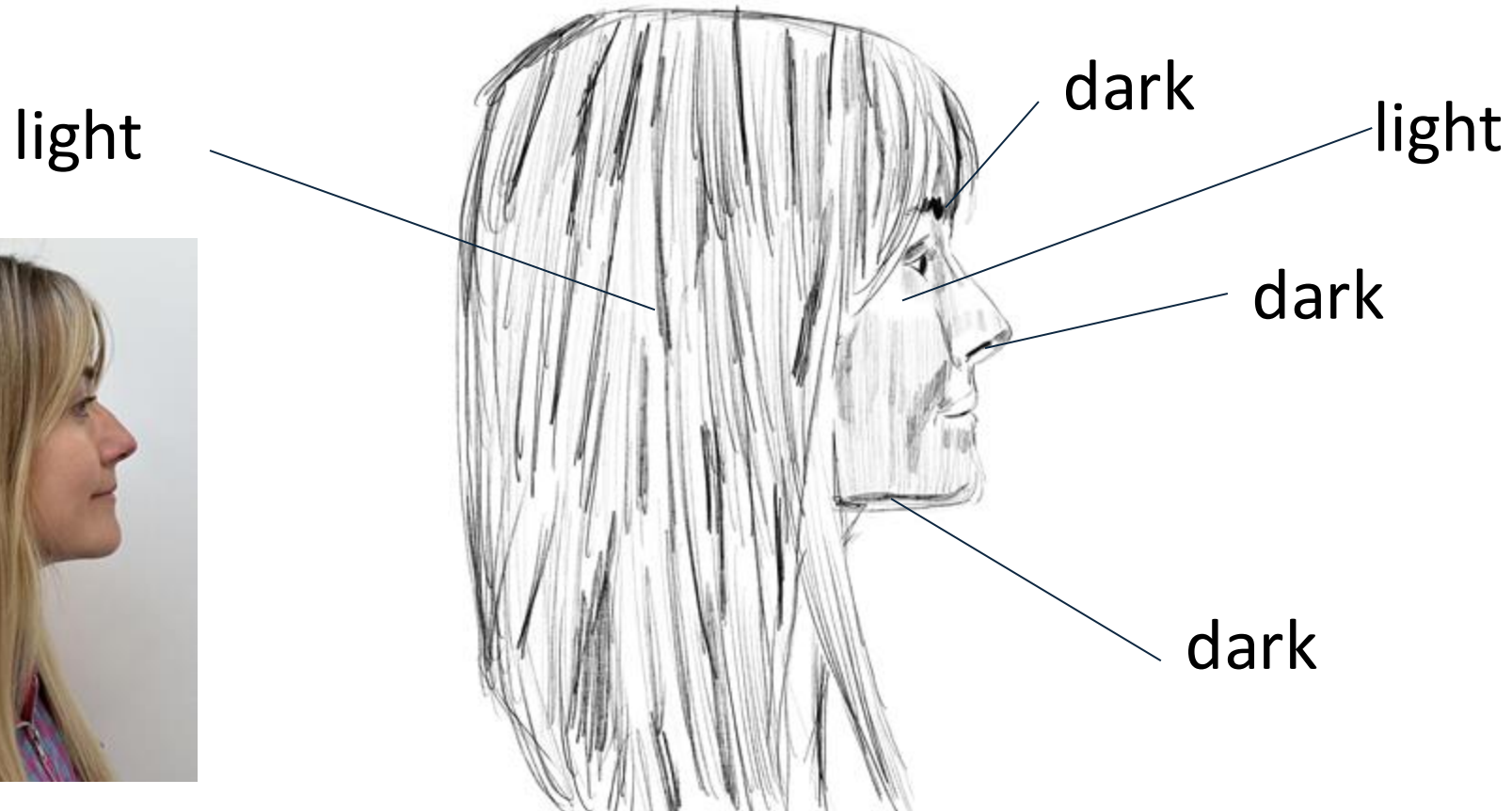


You do:

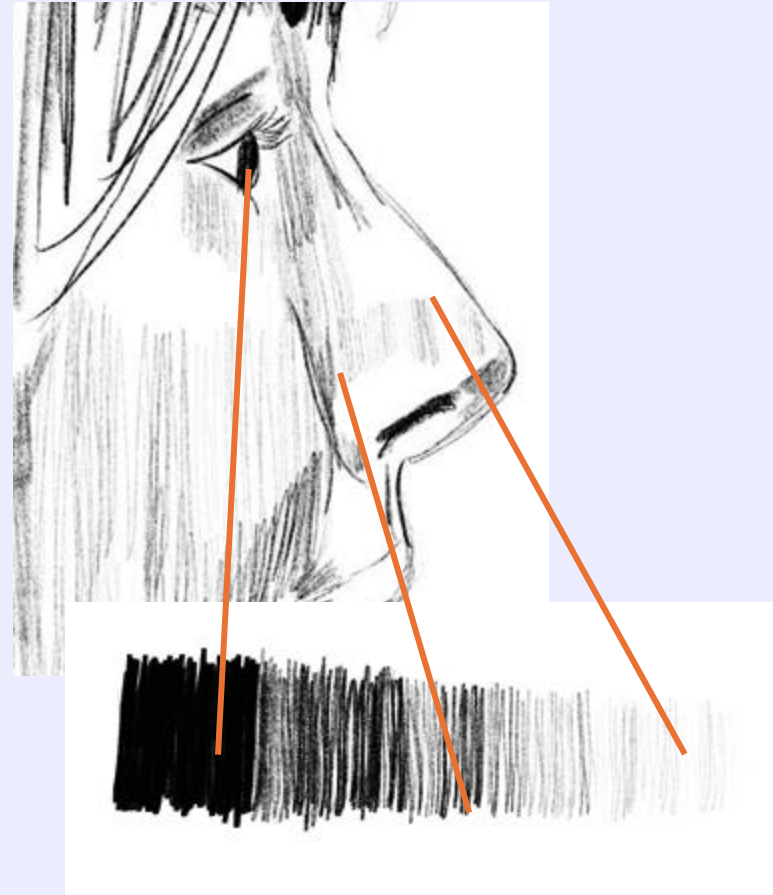
Use a pencil to **shade** a value scale from dark to light.



1) **Shade** the light and dark areas of your profile portrait.



1) You may have shaded your profile portrait like this:



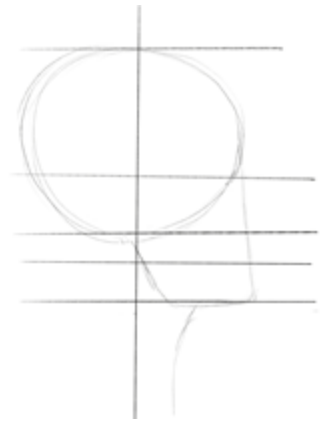
Summary

There are certain **proportions** to follow when drawing a face.

We can use different lines and shapes when drawing a profile portrait.

When **sketching**, use light lines in case you need to correct mistakes.

You can use **shading** to make your drawings look more realistic.



Computing - Investigators

15/09/26

T.B.A.T. identify technology in school

1 Which of these is an example of information technology? (Tick **1** correct answer)

- ☐ a lamp
- ☐ a tablet
- ☐ a bicycle

2 Information technology includes ... (Tick **1** correct answer)

- ☐ only computers.
- ☐ computers and things made to work with computers.
- ☐ only things made to work with computers.

3 Why do people use information technology? (Tick **1** correct answer)

- ☐ It can be beautiful.
- ☐ It can help with jobs.
- ☐ It can be very small.

4 Which task does **not** use information technology? (Tick **1** correct answer)

- ☐ playing a game on a tablet
- ☐ switching on a light
- ☐ creating a digital artwork

computer

a machine that can run programs

interactive

something that reacts when you use it

purpose

why something is used or what it is for

At my school, we use tablets to help us with our learning.



Jacob

How do you use technology at school?

At school, information technology is used for different **purposes**.

Students use IT to help them learn, and teachers use IT to help them teach.



My teacher uses the **interactive** whiteboard to show us videos.



Andeep

Who else could use information technology in a school?



People who work at schools use information technology for different **purposes**.

They use IT to do work, to keep track of information and to talk to other people.

Some schools have security cameras to record what is happening and keep everyone safe.





Some schools use programs on **computers** to keep track of all the information about their students.

Some information technology devices can be used for more than one **purpose**.

A tablet can be used for playing games, for talking to other people, for doing work and for taking photos.



True or false?

All information technology in a school is used for learning.

T True

F False ✓

Why?

Some information technology is used for learning. Information technology is also used for many different **purposes**.

Task B

Recognise purpose of school information technology



- 1) Sort the IT devices into groups, based on what the device is used for. You can put the same device into more than one group.

computer

tablet

photocopier

speaker

**interactive
whiteboard**

projector

digital
camera

printer

to help you do a job

to talk to people

to have fun

- 1) Sort the IT devices into groups, based on what the device is used for. You can put the same device into more than one group.

to help you do a job		to talk to people	to have fun	
printer	digital camera	speaker	tablet	interactive
interactive	projector	computer	speaker	whiteboard
whiteboard	photocopier	tablet	computer	

2) With a partner, choose an information technology device that is used in schools.

- What would life be like without this device?
- How would you feel if this device was no longer available?
- What would you use instead?

You might have said:

Without tablets, I couldn't draw digital pictures or play learning games. I would feel a bit disappointed to not use a tablet. I would use paper and pencils instead, but it wouldn't be as quick or as fun.



Aisha

15/09/26

EXIT QUESTIONS

1 Which of these is **not** information technology? (Tick **1** correct answer)

- ☐ a light switch
- ☐ a tablet
- ☐ a computer
- ☐ an interactive whiteboard

2 What does interactive mean? (Tick **1** correct answer)

- ☐ something that is turned off
- ☐ something that is a different colour
- ☐ something we use to perform digital tasks

3 Who uses information technology in a school? (Tick **3** correct answers)

- ☐ teachers
- ☐ students
- ☐ staff
- ☐ police officers

4 What would happen if a school had no information technology? (Tick **1** correct answer)

- ☐ Students couldn't read books.
- ☐ Teachers couldn't write on paper.
- ☐ Schools couldn't use computers to track students' information.

Information technology is a **computer** or something that works with a **computer**.

Some information technology is **interactive**, for example, **interactive** whiteboards in classrooms.

IT can be used for different **purposes** by people who work at schools. If we did not have IT in schools then it might make our work more difficult or less fun.