

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)

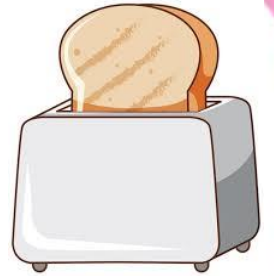
16/09/26

CHALLENGE

hands up question classroom
answer cats teacher



At school,



ThePhoto by PhotoAuthor is
licensed under CCYSA.

Reading

Can we say these words and do we know what they mean?



plump
beret
grubby
bobbly
beady eye



Read the opening of the story

Aim for fluency and understanding

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.



LITERACY

Wednesday 16th September
TBAT: recognise features of a text

Look at Claude's
daydream.

What adventures do you think Claude and Sir Bobblysock will have?

Where in the world
do you think they
could go?



Look!



Think!



Share!

WHOLE CLASS

Why do we have postcards?

When might you send a postcard?

Who might you send a postcard to?



Look!



Think!



Share!

WHOLE CLASS

Look at the following
postcards

What do they tell you about
the person?

What would you write in a
postcard?



Look!



Think!



Share!

WHOLE CLASS



Australia



Look!



Think!



Share!

WHOLE CLASS



**Miss K. Scott
25, Park Avenue
Northfield
Birmingham
England**

Dear Kylie,

Perth is wonderful, not too hot and quite cool at night. Perfect roads.

I often see kangaroos just gazing at me as I pass by. I have also spotted a number of koalas.

The markets are superb, everything here is bigger and better especially the vegetables and fruits.

You would love the shopping malls they are brilliant! I have almost used up all my dollars.

Swimming in the sea is lovely—there are so many tiny fish swimming around your feet.

Pods of dolphins come in so close to the shore that you can actually stroke them.

The beaches here seem to go on for ever as far as the eye can see and the sand is white. It is strange though, I haven't seen any sea shells!

I am not looking forward to the plane journey home—we will need to fly to Malaysia and spend a few days there. Luckily the hotel is first class and very luxurious.

Hope to hear from you soon...

Philomena



Look!

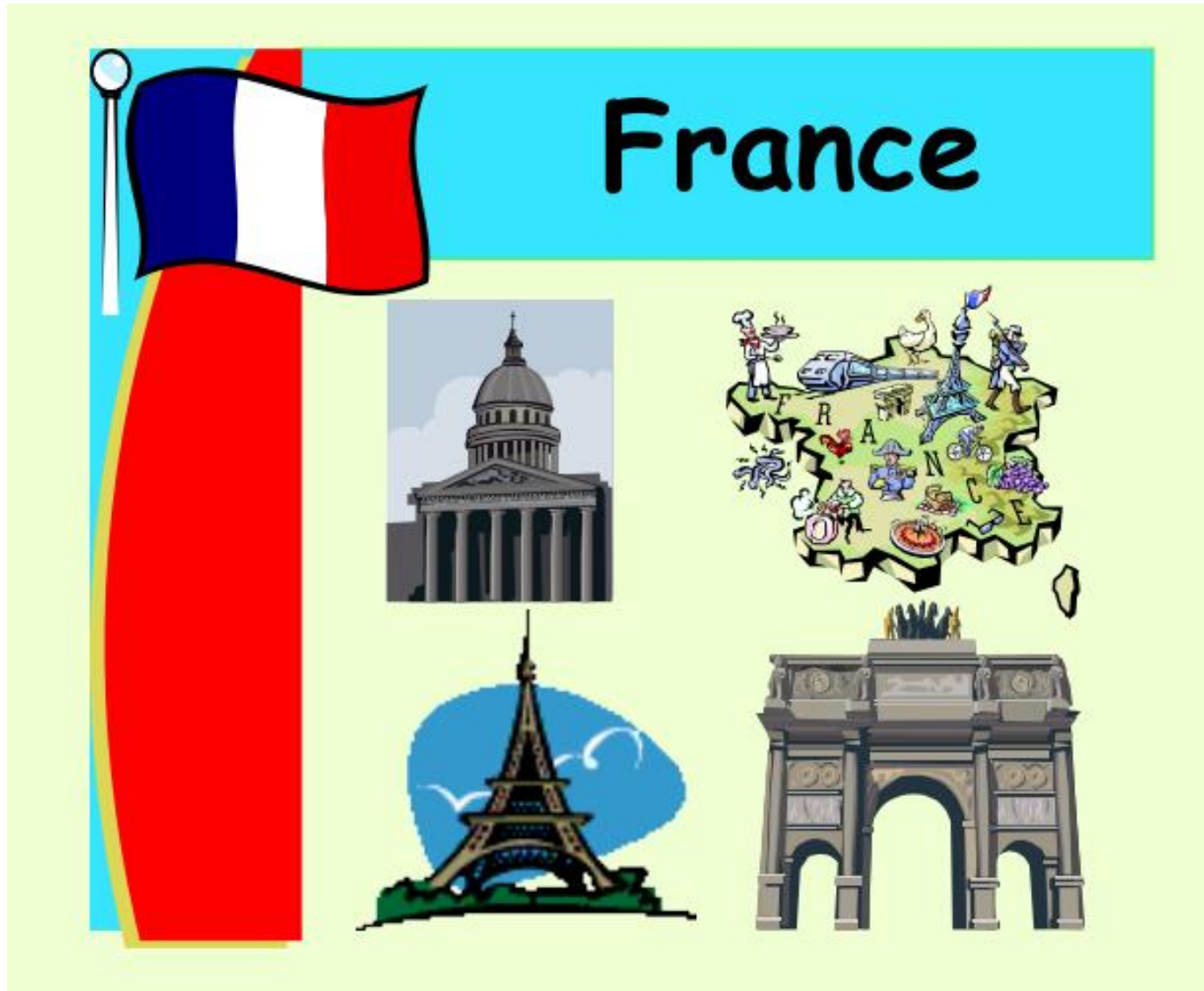


Think!



Share!

Wednesday 18th September
TBAT: recognise features of a text



Look!



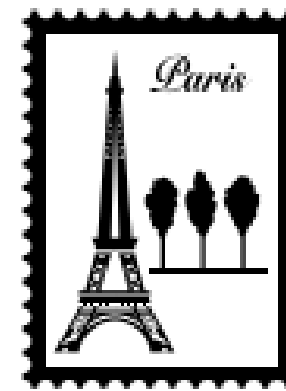
Think!



Share!

WHOLE CLASS

**Miss K. Scott
25, Park Avenue
Northfield
Birmingham
England**



Dear Kylie,

I am writing this on the top of the original lego tower that they call the Eiffel tower in Paris. You can see right through it. I walked up the stairs and that was scary, but going down in the lift was worse!

The bread here is lovely and always freshly made. Coffee is also delicious, although the French have no idea how to make tea!

Tomorrow, I will be taking a boat trip along the River Seine and I am hoping to visit Notre Dames.

The price of shoes here is very high but the leather is excellent. My Euros are not going very far.

I am also planning to see the famous Mona Lisa painting at the Louvre.

Well that is all for now.

Hope to see you soon...

Philomena



Look!



Think!



Share!

Features of a Postcard

Can you copy the postcard features from the word bank into the correct labels below?

Diagram of a postcard with labels:

- Top left:
- Top middle:
- Top right:
- Middle left:
- Middle right:
- Bottom left:
- Bottom middle:
- Bottom right:

Word Bank

- | | | |
|---------|------|------------------|
| picture | Dear | name and address |
| stamp | From | writing area |



Look!



Think!

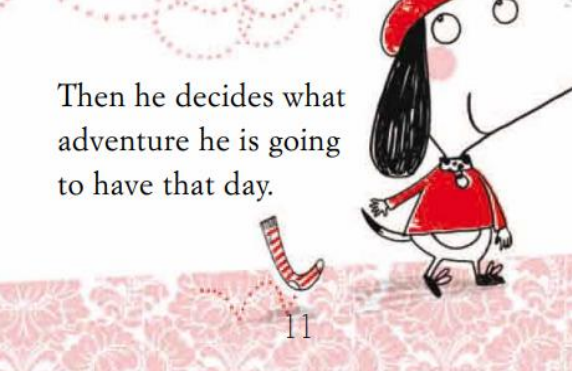


Share!

WHOLE CLASS

A cartoon illustration of a white dog with a black patch on its ear, lying in a bed. The dog is looking up with its eyes closed, appearing to be asleep. It is covered by a red blanket with a white bone pattern. The bed has a grey pillow and a grey base. The background is a light pink circle.

Then he decides what
adventure he is going
to have that day.



11





Share your ideas with the class

Which place sounds
exciting to visit?



How
did you
do?

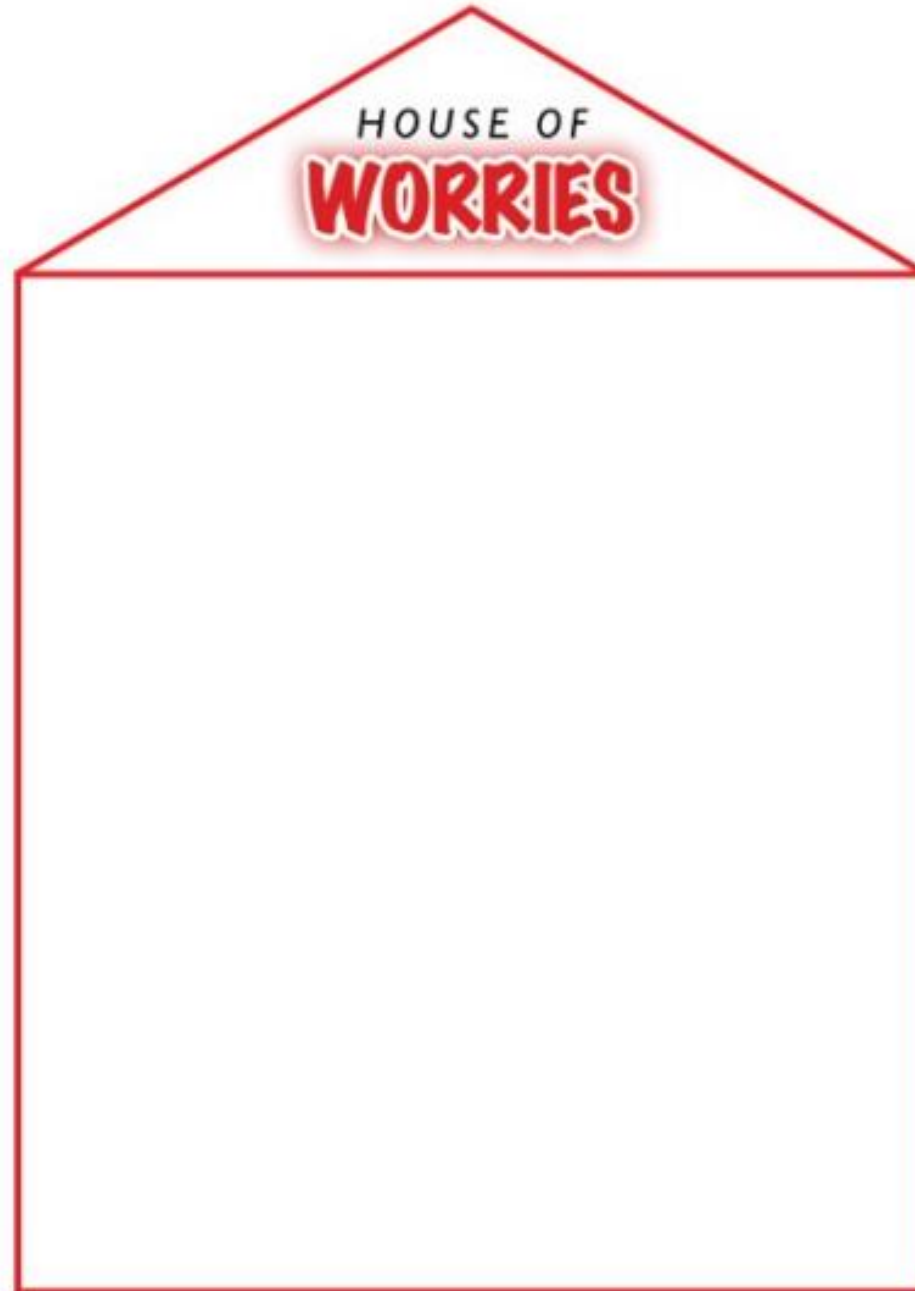
WHOLE CLASS

CLASS ASSEMBLY

How is this character feeling?



Why might this character be feeling like this?



What makes you feel like this?

How could we make ourselves feel less worried?

BREAK

PE



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

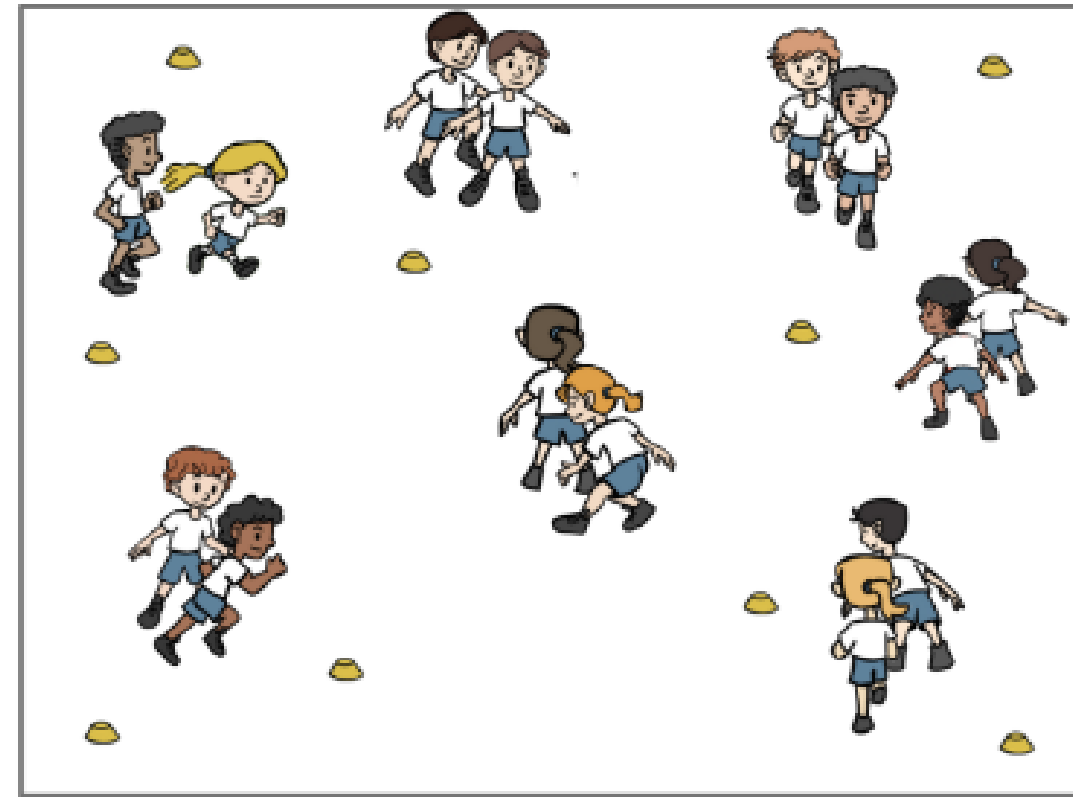
SKILL DEVELOPMENT

Protect the Cones!

Place 12 cones out in the space. In pairs, one defender, one attacker.

On the teacher's signal, attackers start running to touch the cones. Defenders stay with their attacker and get in the way of the cones. If the defender manages to get in between the attacker and the cone the attacker is running to, the attacker must run to a different one. Swap roles after 1 minute.

Focus on quick steps to try to get in front of the attacker. Watch the attacker's movement and see if you can guess which cone they are headed towards.



SKILL DEVELOPMENT

Stop the Pass:

In groups of six with one ball, three team bands and four cones. Pupils create a 5m x 5m area.

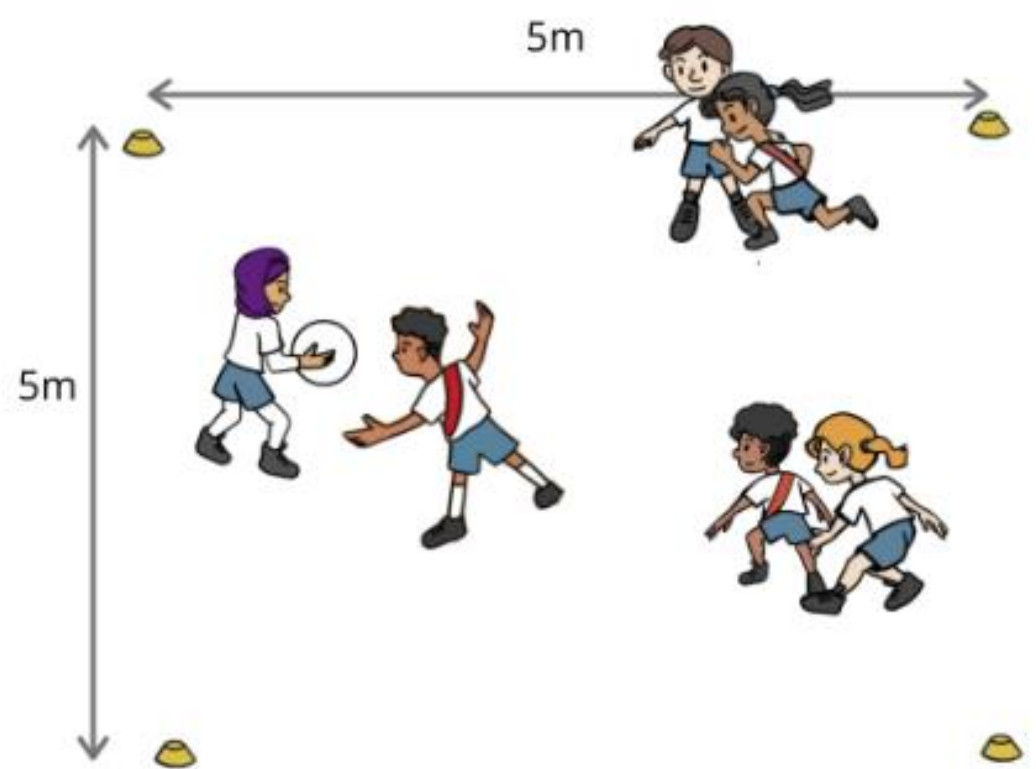
Play 3v3. One team are attackers, the other are defenders. Attackers aim to make consecutive passes and count one point for each consecutive pass. Defenders mark one of the attackers. Their job is to intercept (try to catch) the passes made to their player.

Rules:

- Attackers can travel with the ball by dribbling.
- If the ball goes out of the area the attacker must start their passes again from zero.

Play the game firstly with hands. After a few minutes change the defenders and attackers over. Play the game a second time, using feet.

Defenders stay in front of your attacker and the ball. Stand so that they can see both the ball and the attacker.



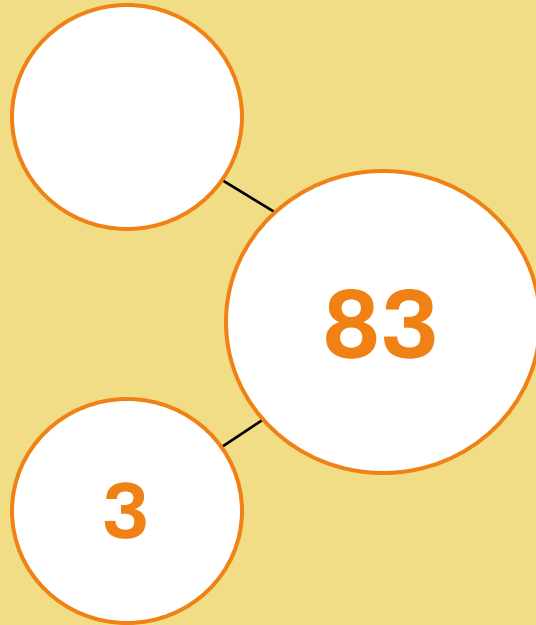
LUNCH

MATHS

16.09.26

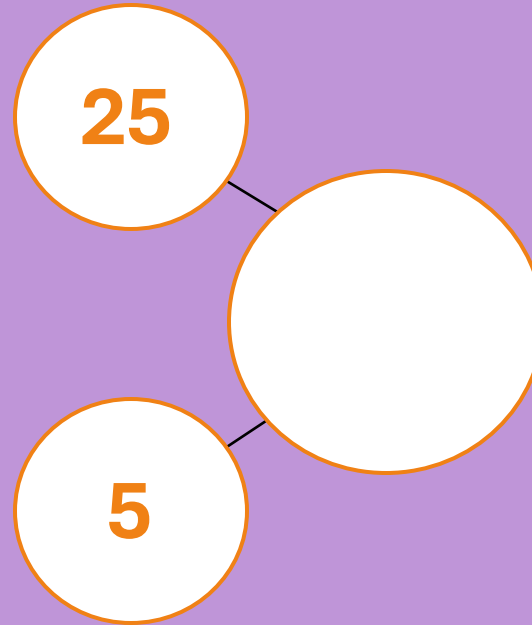
T.B.A.T. Compare numbers to 100.

1. Place Value



What is the missing number?

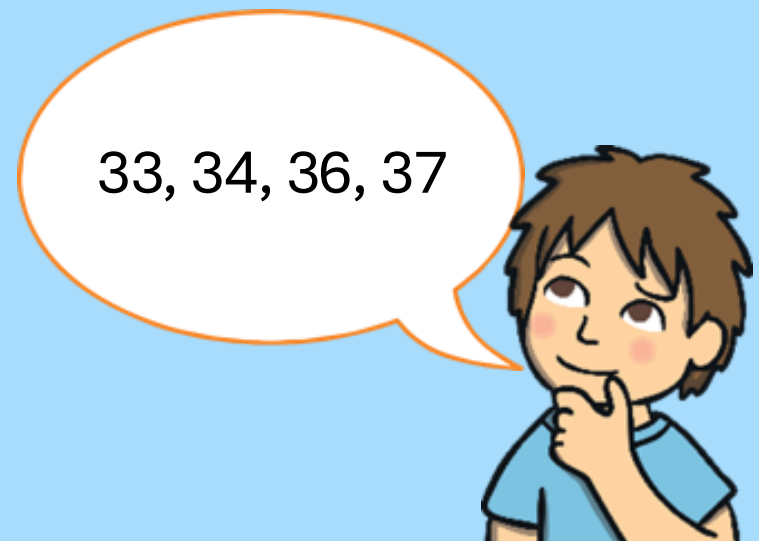
2. + and -



$$25 + 5 = \underline{\quad}$$



3. Reasoning



What number has Alison missed out?

Can you write the number in words?

BLUE/GREEN: Spot the mistakes



Sixy seven

Fourty oen

elven

Threety three

Fourteen

tewlve





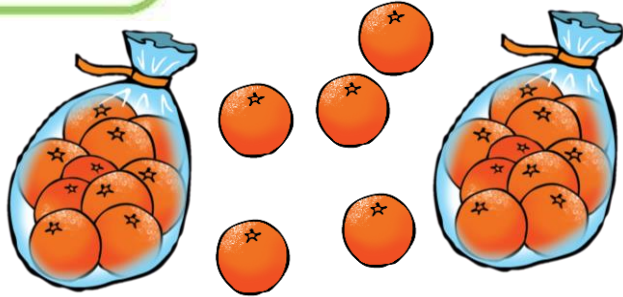
- **compare**  **greatest** 

- **smallest**  **greater than**

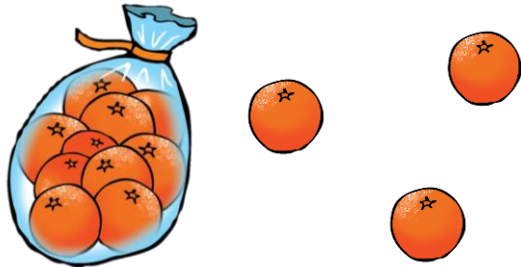
-  **less than** **equal to** 



100



25



13

is **less** than

is **equal** to

is **greater** than



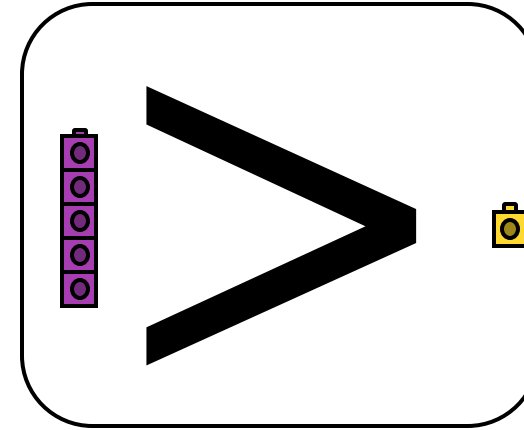
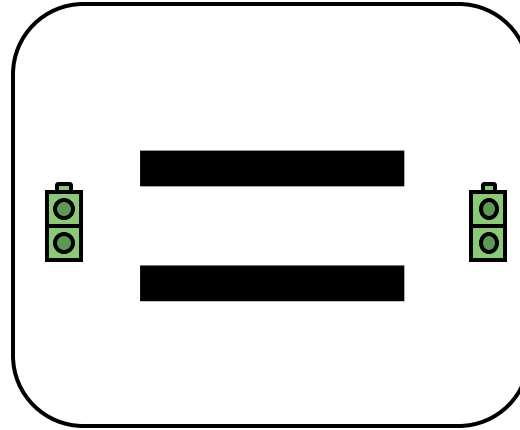
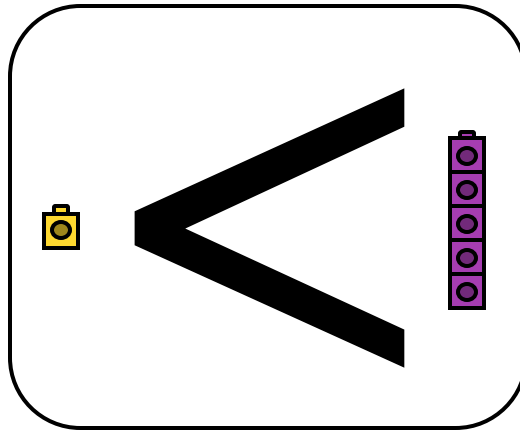


Using $<$, $>$ and $=$ signs accurately

is
less
than

is
equal
to

is
greater
than



• INDEPENDENT TASK

- Use these digits to create 2-digit numbers.
- Use bead strings to compare the numbers with $<$, $>$ or $=$.
- Use the sentence structures below to compare your numbers.

0

1

3

6

• EXAMPLE

1. $30 > 16$

- **30 is greater than 16.**



• CHALLENGE

- Complete the sentences using the $<$, $>$, and $=$ symbols.

25 ____ 39	66 ____ 66	91 ____ 90
2 tens ____ 3 tens	4 tens ____ 3 tens	6 tens ____ 9 tens

____ **5 < 3** ____

The number on the left is missing a tens digit and the number on the right is missing a ones digit.

How many different ways can you complete the equation?

How can you make sure you have found every possible way?

• CHALLENGE

- Complete the sentences using the $<$, $>$, and $=$ symbols.

25 ____ 39	66 ____ 66	91 ____ 90
2 tens ____ 3 tens	4 tens ____ 3 tens	6 tens ____ 9 tens

____ **5 < 3** ____

The number on the left is missing a tens digit and the number on the right is missing a ones digit.

How many different ways can you complete the equation?

How can you make sure you have found every possible way?

GREATER DEPTH

Which is the odd one out?
Explain.

17

<

71

31

>

13

77

>

70

GREATER DEPTH

Which is the odd one out?
Explain.

17

<

71

31

>

13

77

>

70

ART Investigators

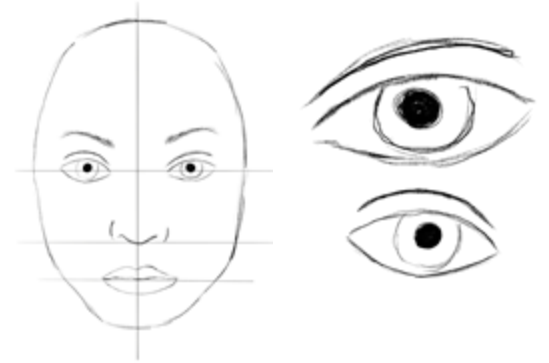
Outcome

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



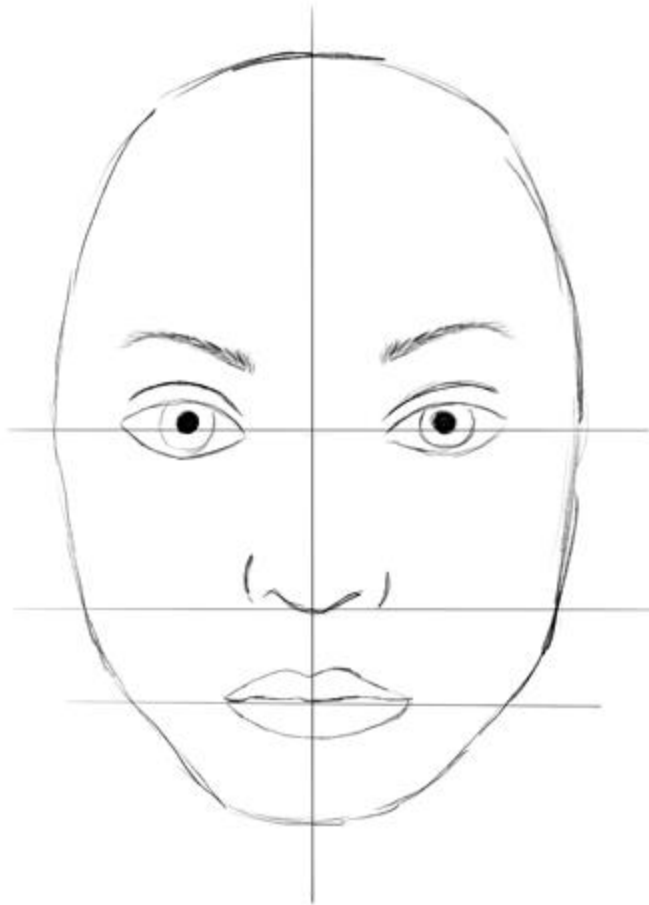
Proportions of the face



Sketching basic shapes of the face



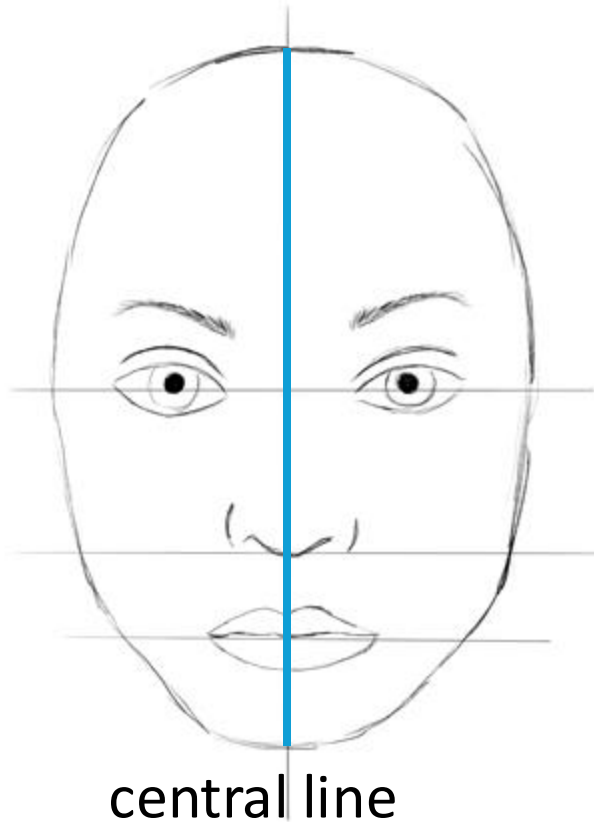
Shading light and dark areas of the face



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

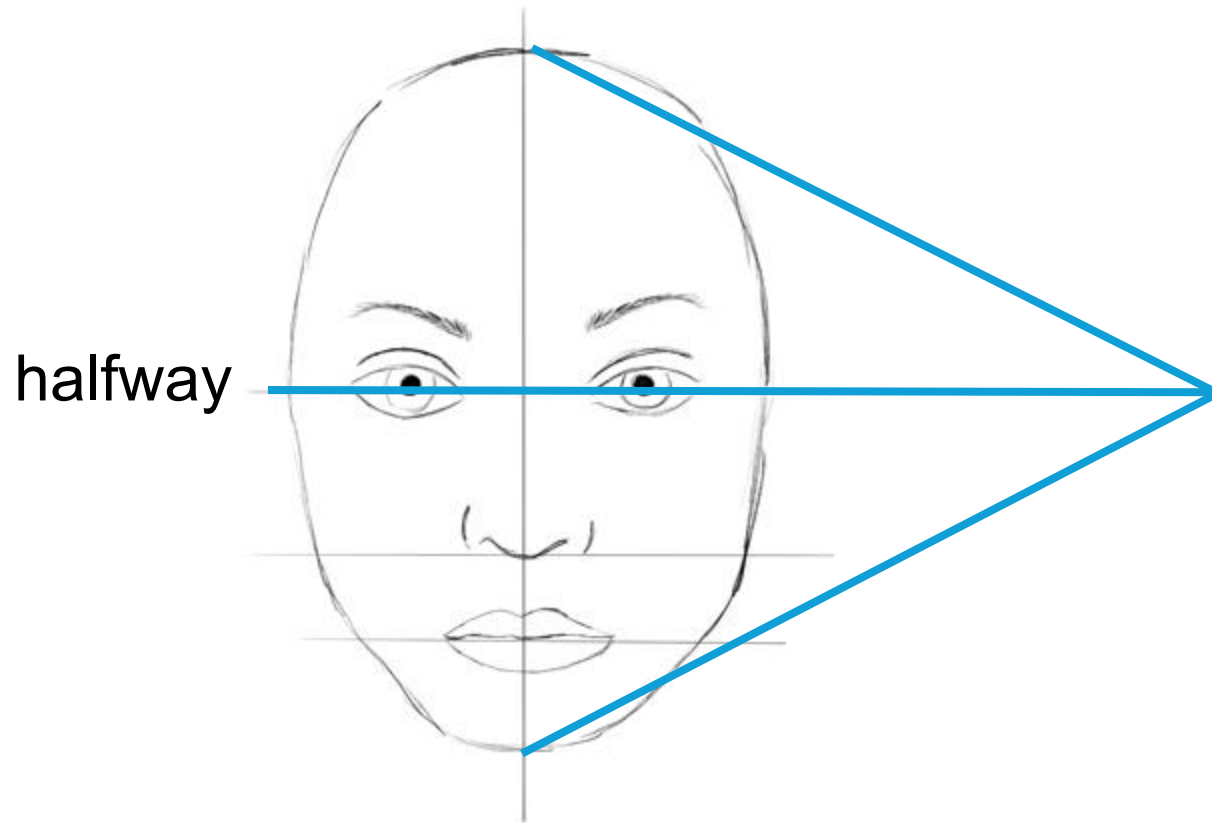
Proportion is where the facial features such as the eyes, nose and mouth fit on the face and how big or small they are compared to each other.

The relative **proportions** of a face.



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

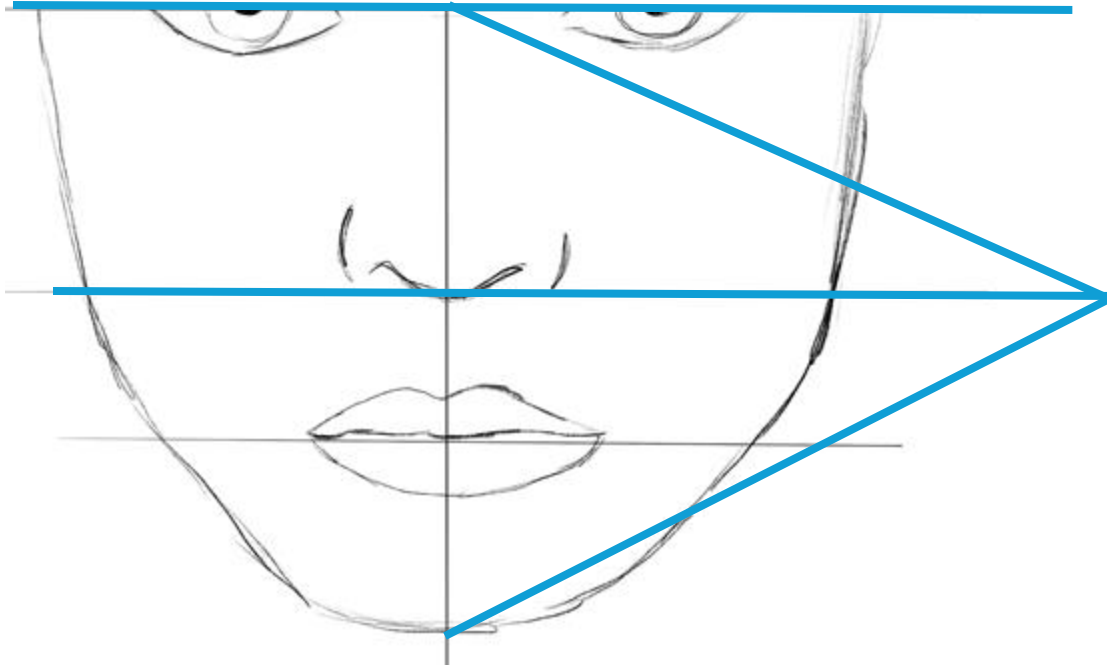
The relative **proportions** of a face.



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

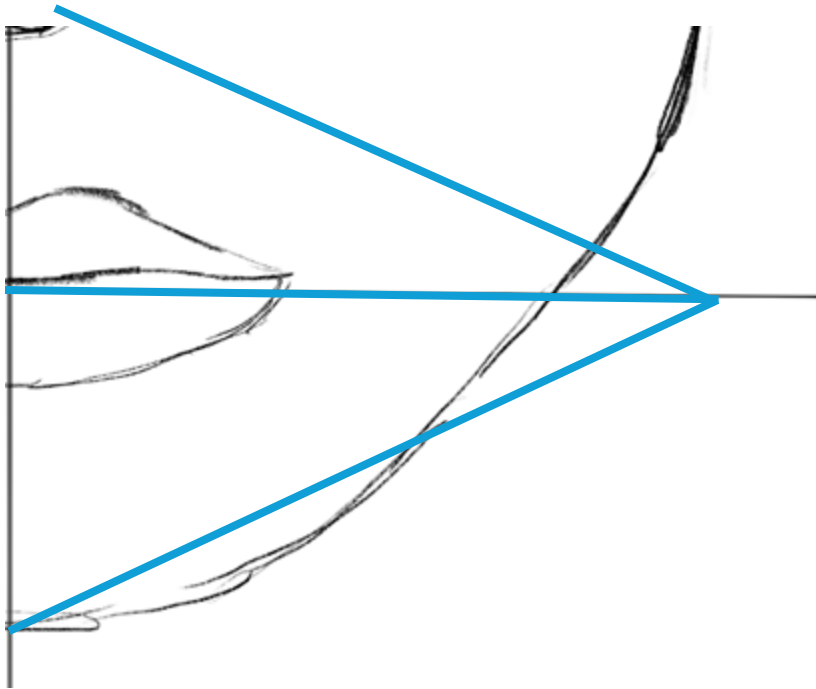
The relative **proportions** of a face.

halfway



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

The relative **proportions** of a face.



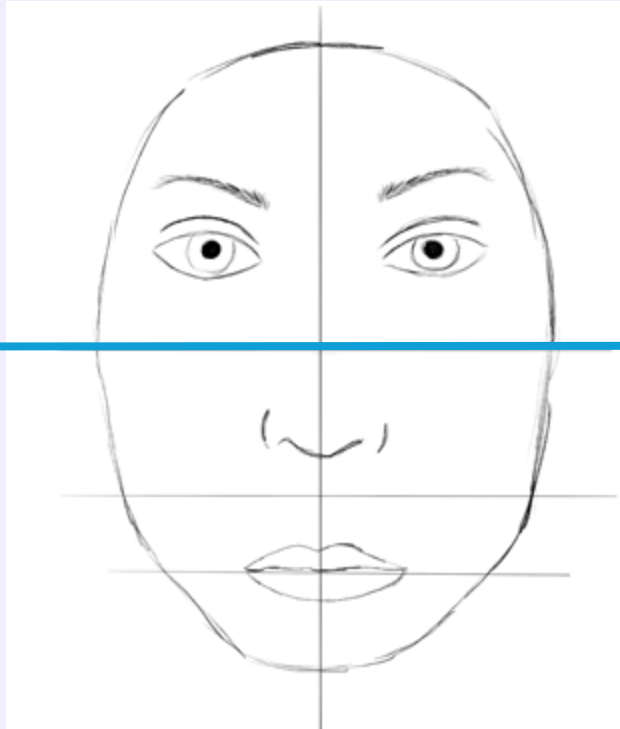
The lips are **halfway** between the nose and chin.

Proportions of the face

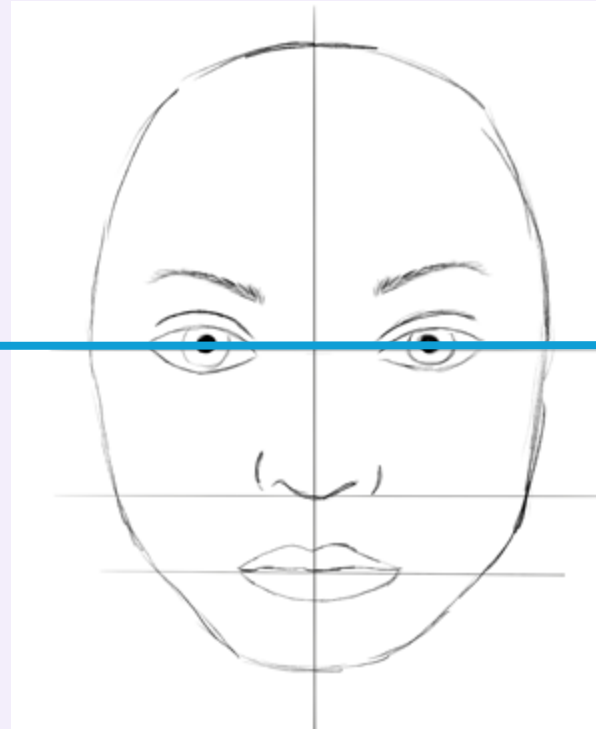


Check

Which portrait drawing has the correct relative proportions?



a



relative proportions

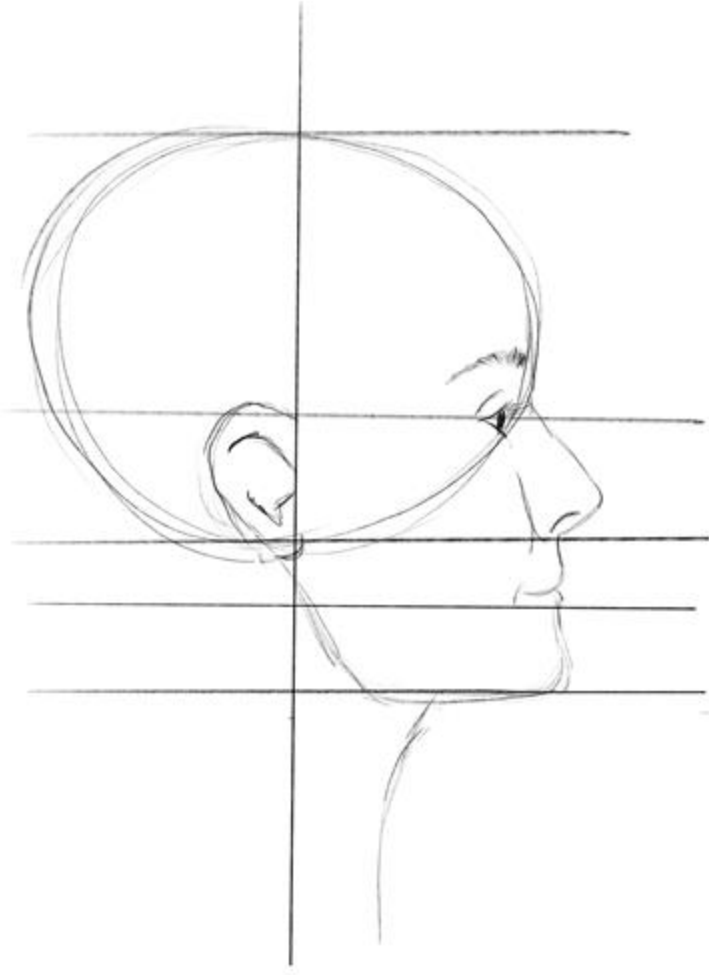
b



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



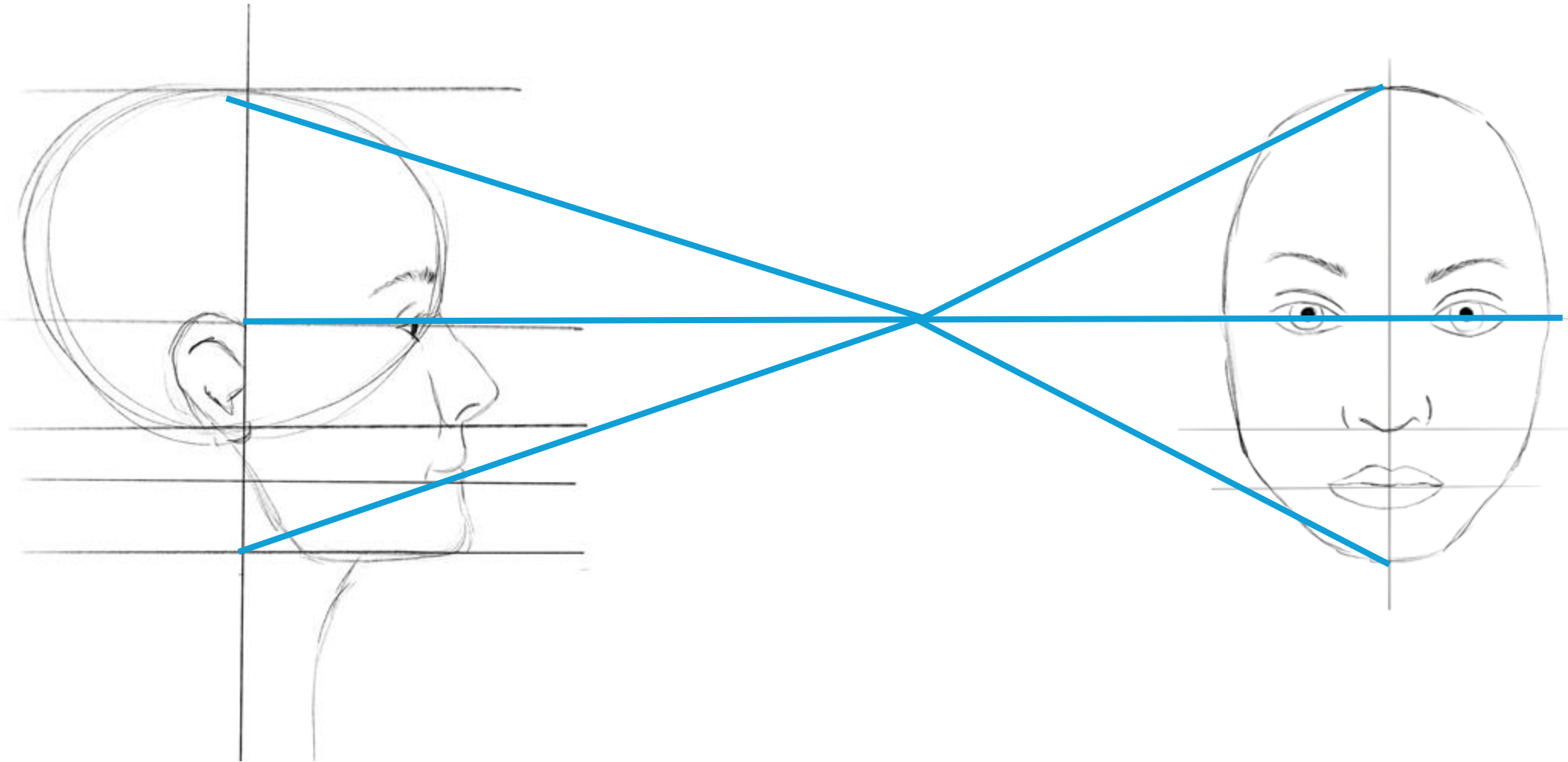
Aisha



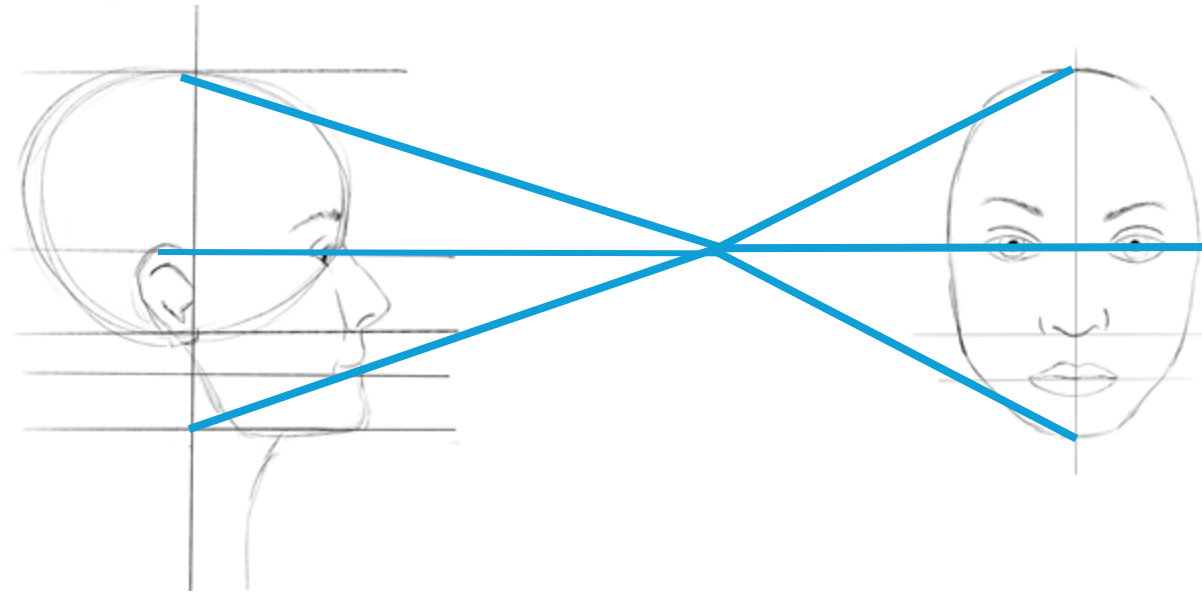
When drawing a **profile portrait**, it is important to consider the **proportions**.

Proportions of the face

What do you notice?



What do you notice?



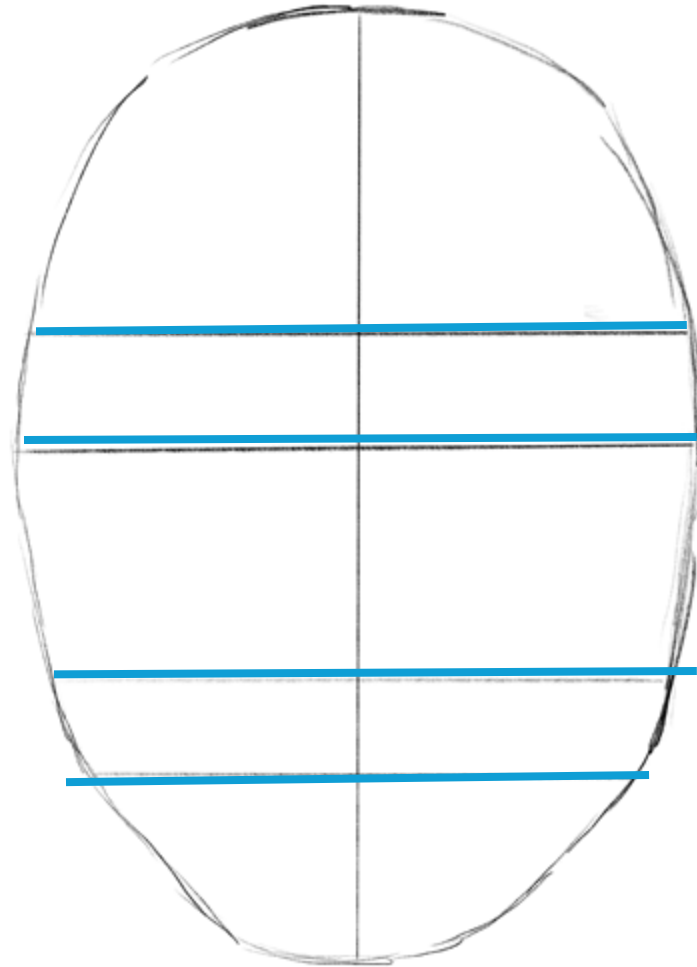
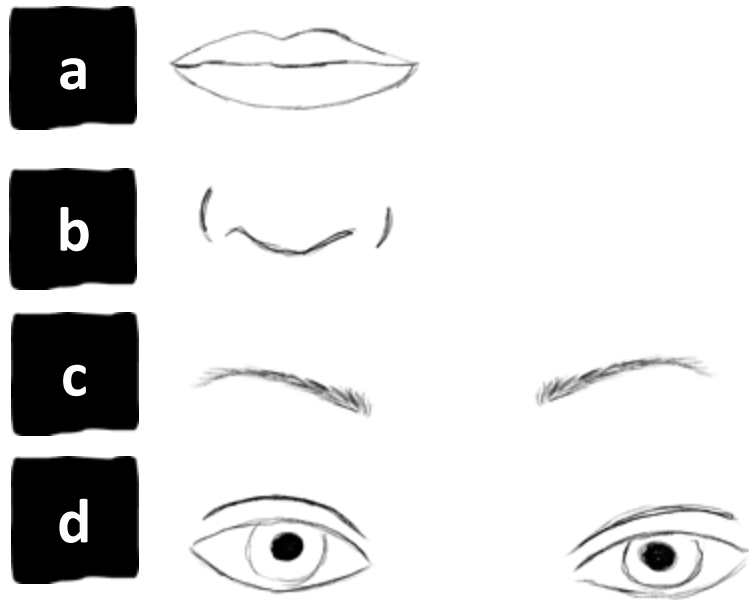
I notice that the **proportions** are the **same** when drawing a profile portrait as a front-facing portrait.



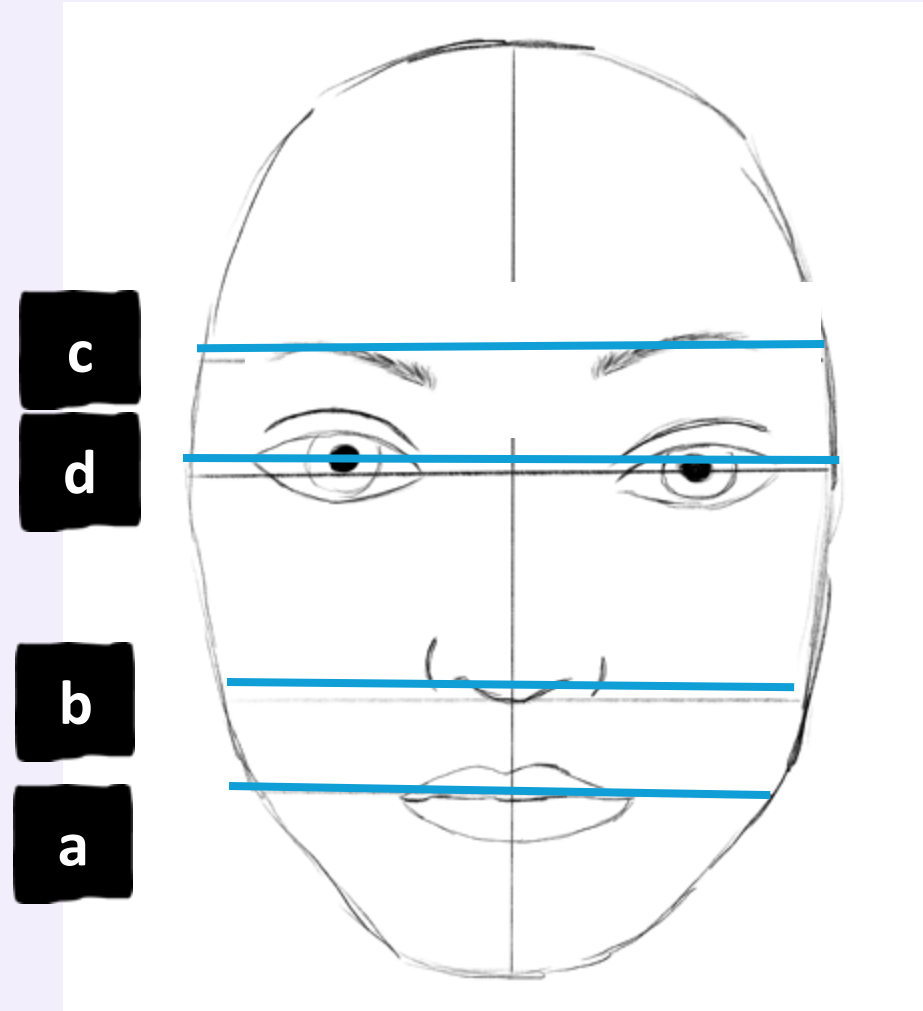
Lucas

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.



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



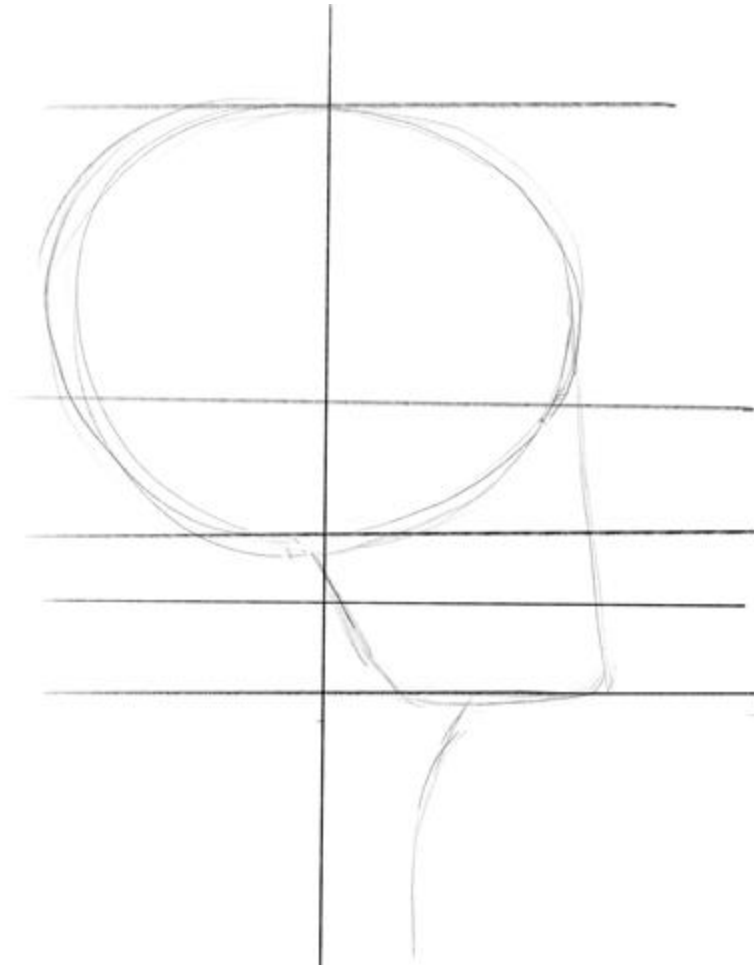
eye



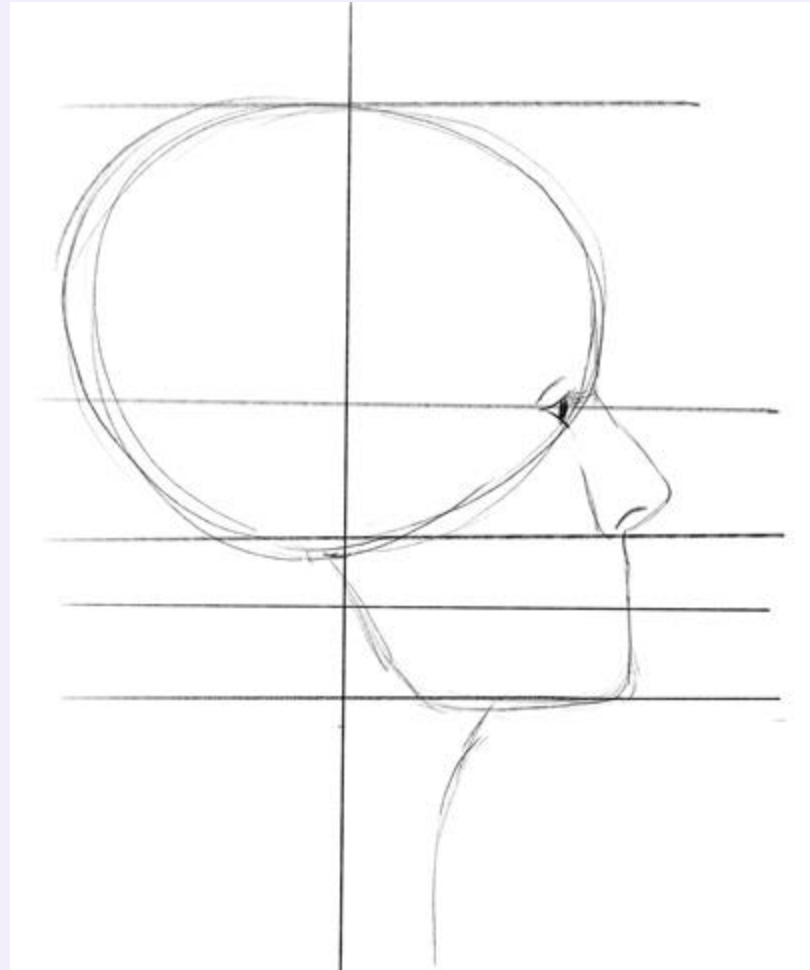
eyebrow



nose



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



Lesson outline

Draw a profile portrait



Proportions of the face in profile view

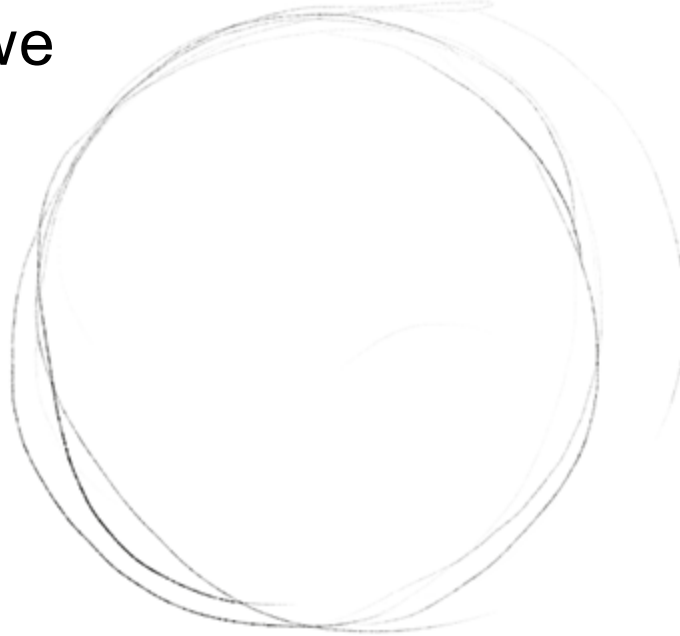


Sketching basic shapes of the face



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.

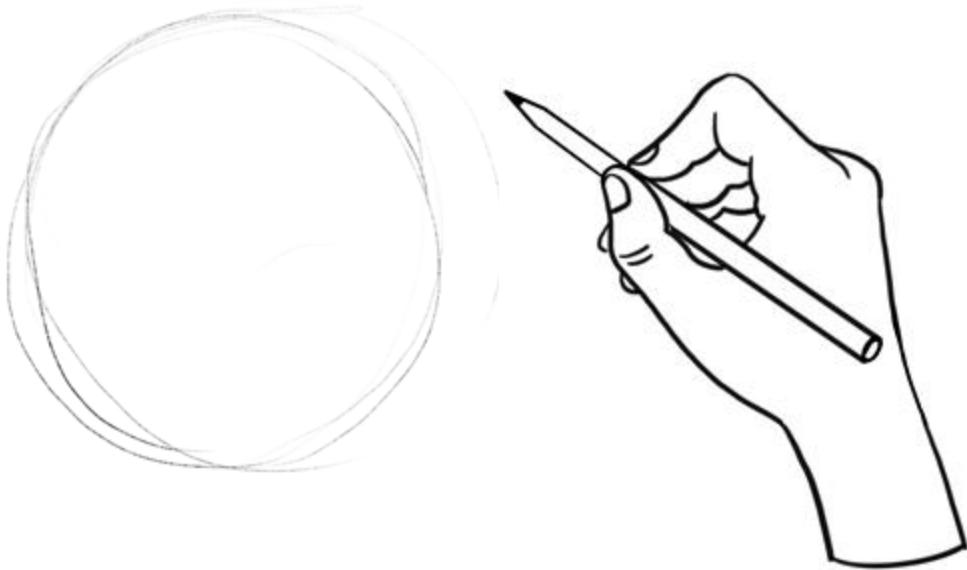


I can see lots of lines in this **sketch** of a circle.



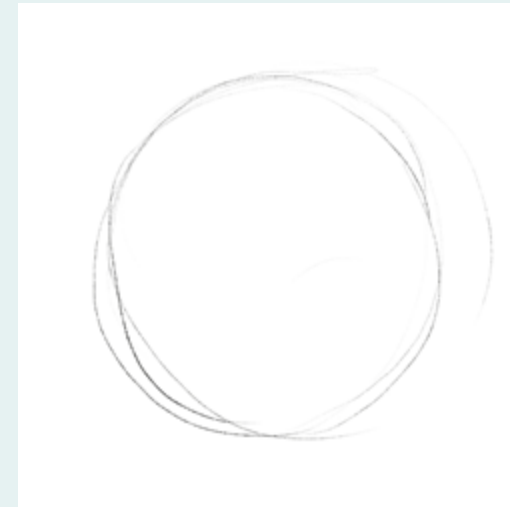
I do:

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



You do:

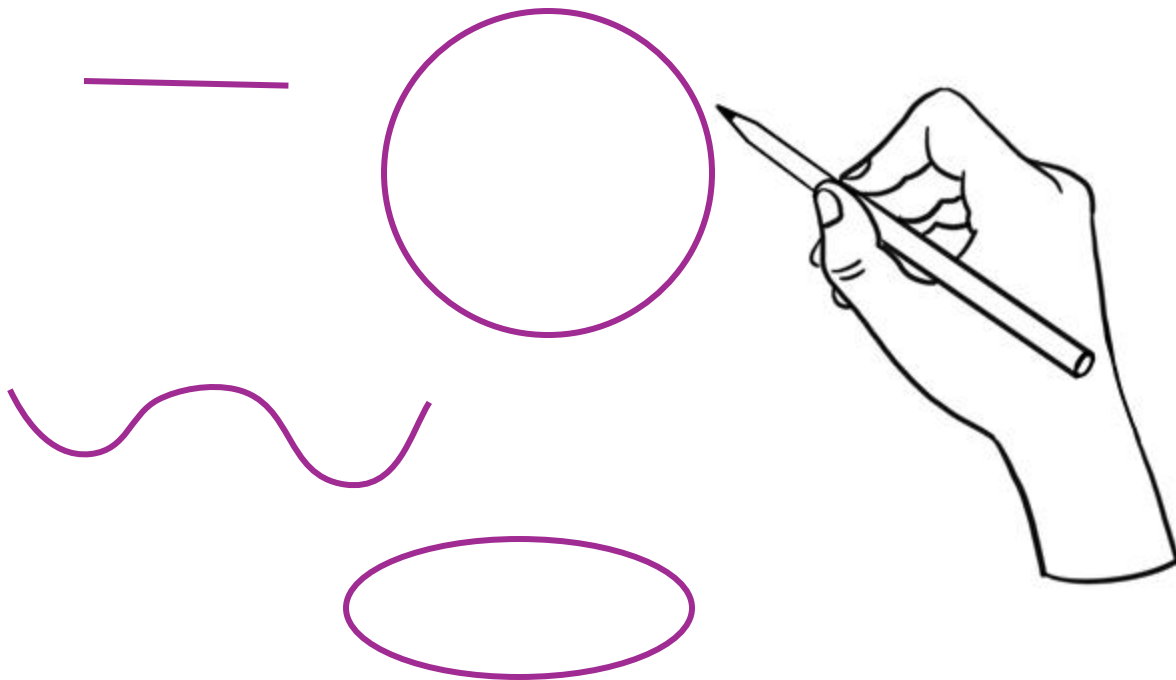
With a pencil, **sketch** out a circle on your page using quick, **light** lines.



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.



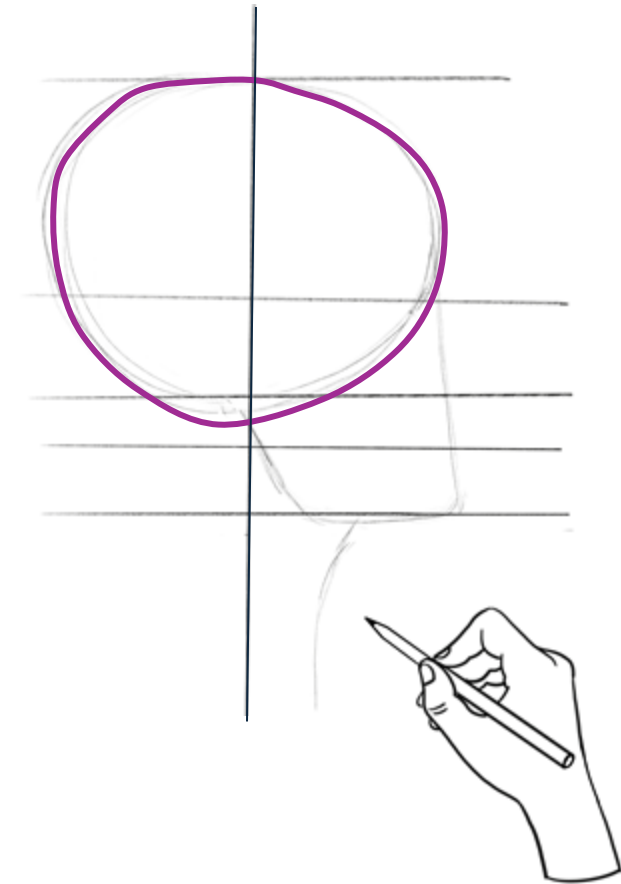
Holding your pencil halfway down makes it easier to draw light, quick lines. This helps you stay in control and make soft marks that are easy to change if you want.

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

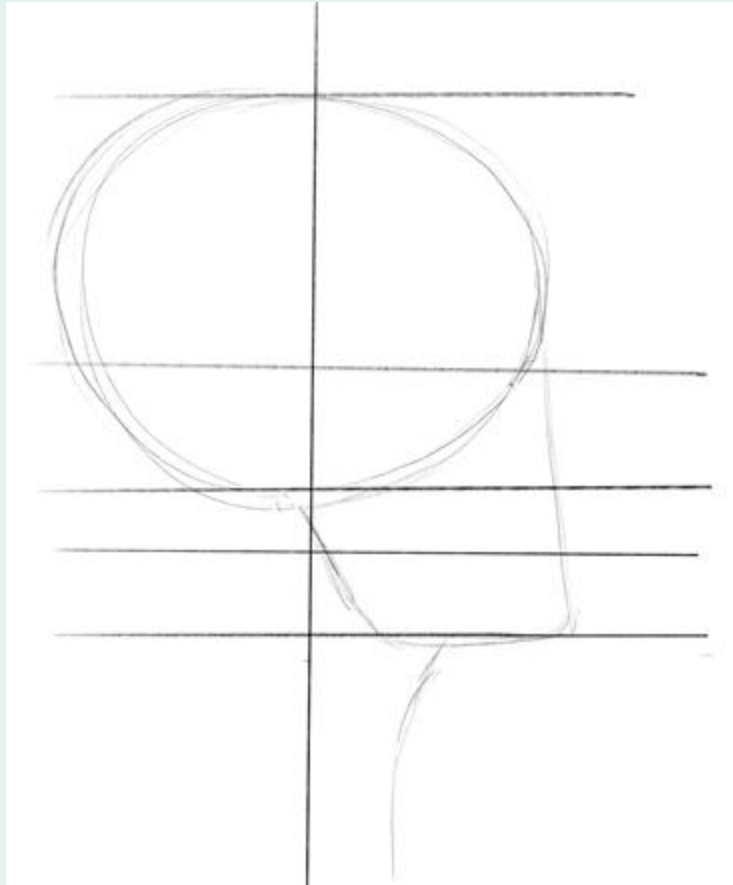


2) **Sketch** out the basic shapes of your profile.

- 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:

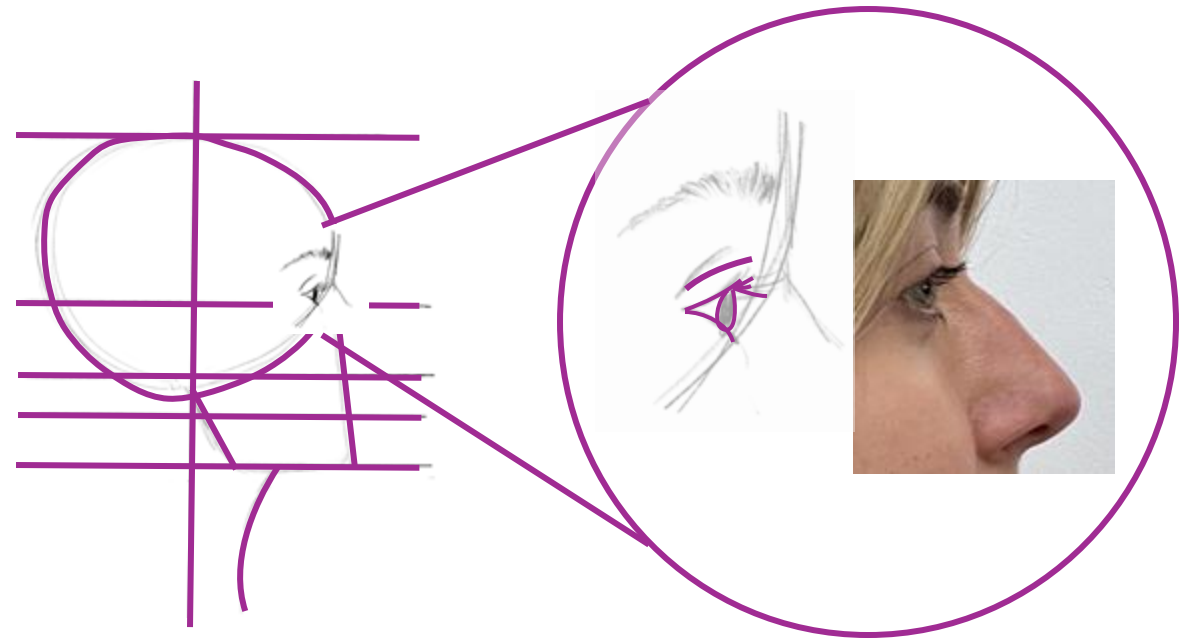


3) Look closely at your facial features and lightly **sketch** each one using lines and shapes.

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

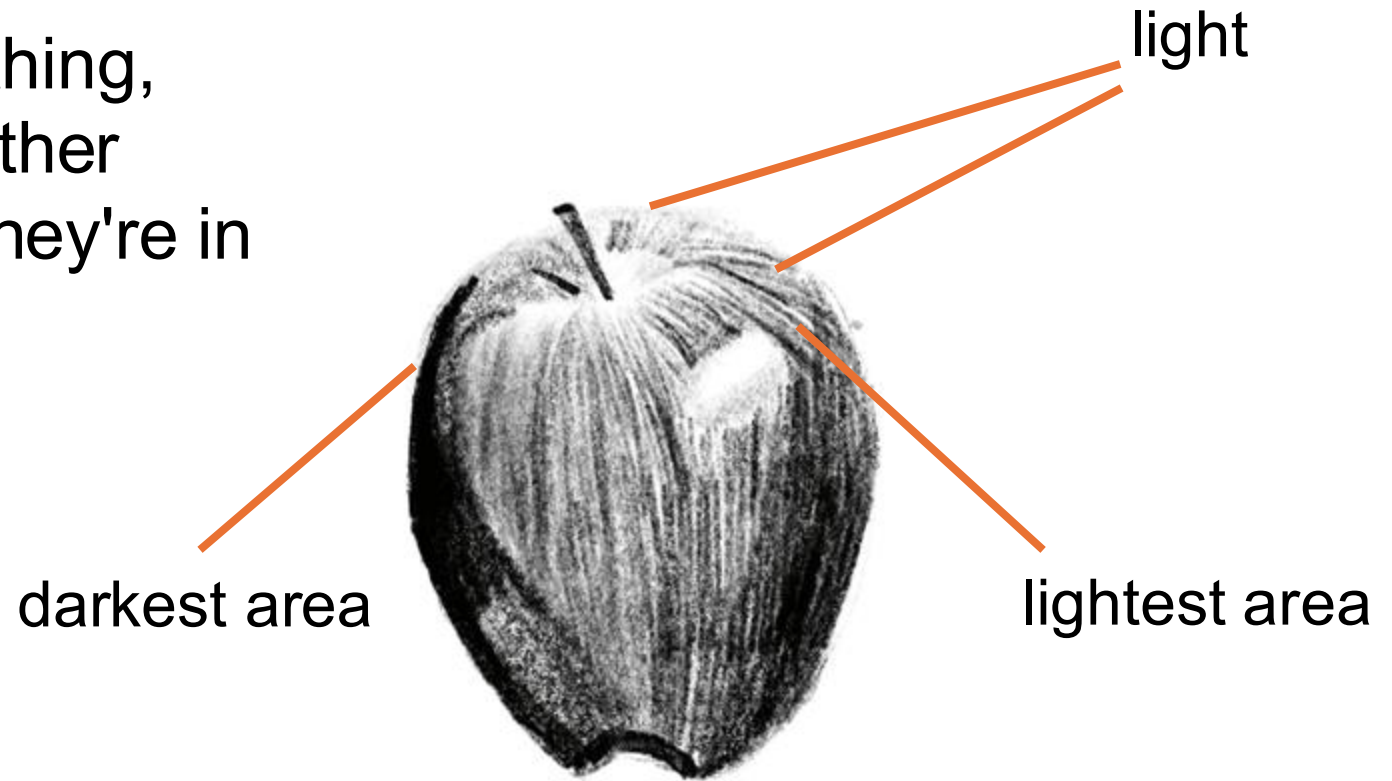


Sketching basic shapes of the face



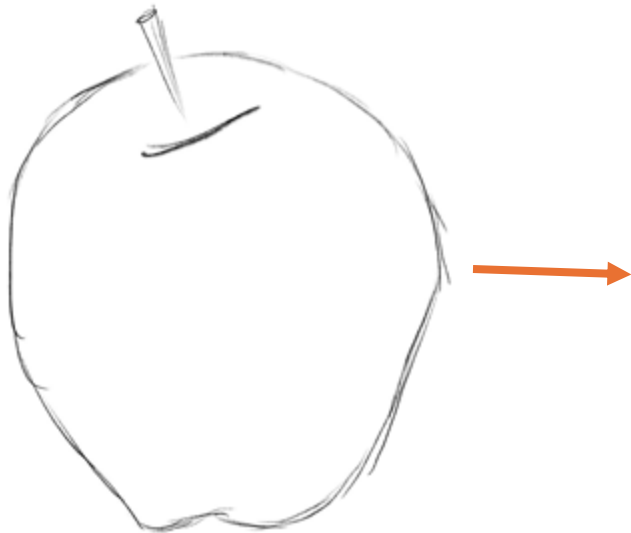
Shading light and dark areas of the face

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

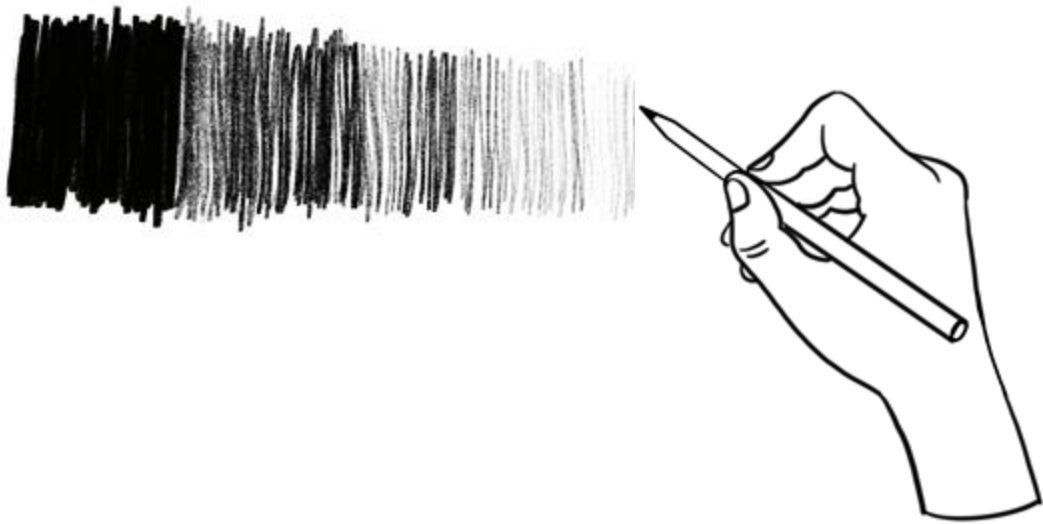
I used **shading** to make my drawing look more realistic. For the dark areas I pressed harder on my pencil and for the lighter areas I pressed lightly.



Shading light and dark areas of the face

I do:

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



You do:

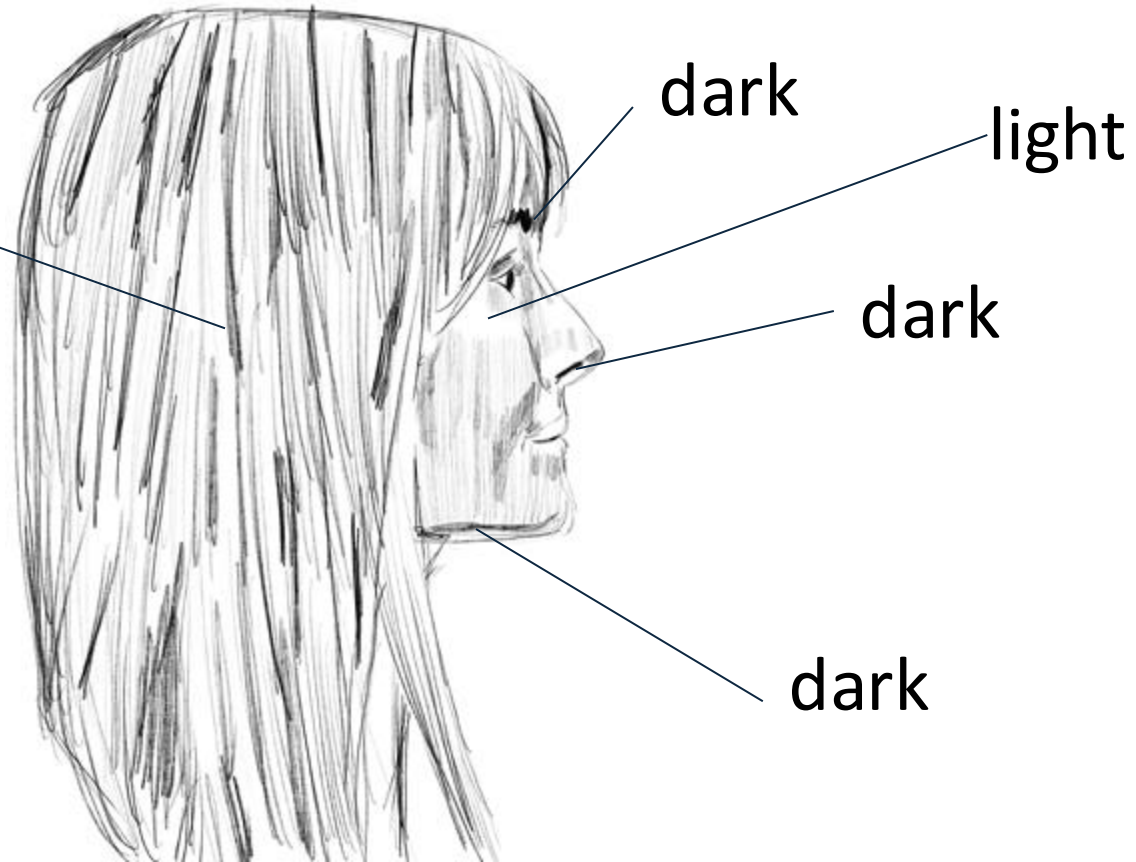
Use a pencil to **shade** a value scale from dark to light.



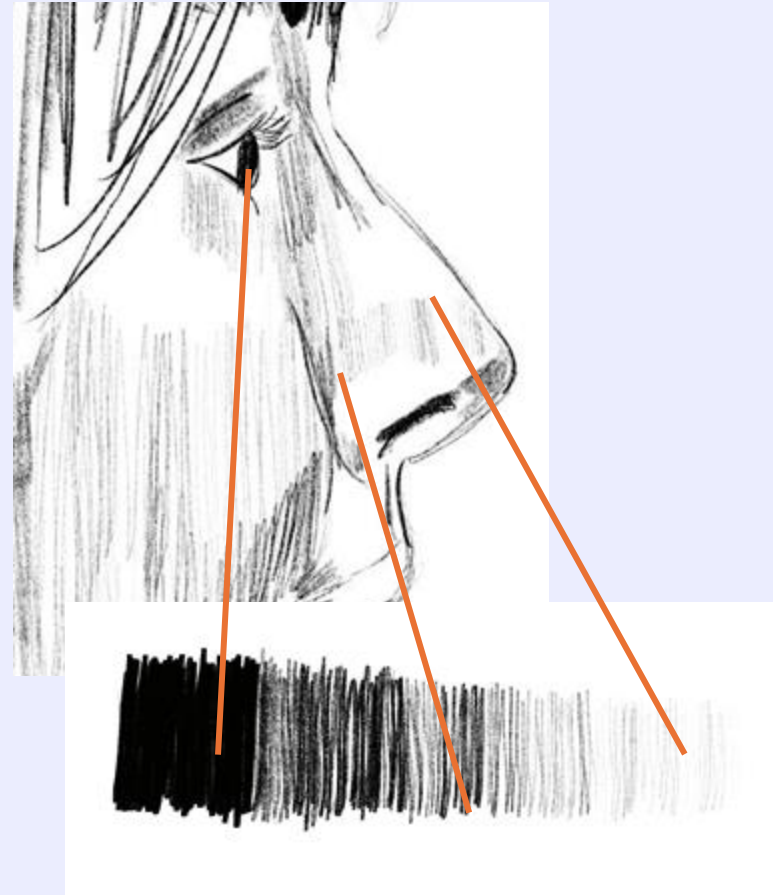
1) **Shade** the light and dark areas of your profile portrait.



light



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



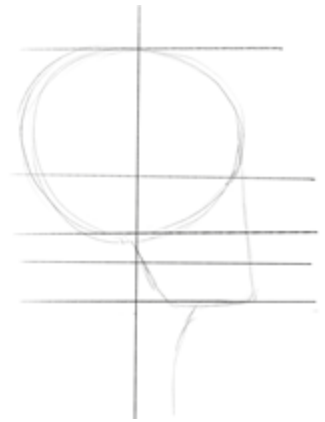
Summary

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 - Pioneers

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.