

Monday

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)
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)
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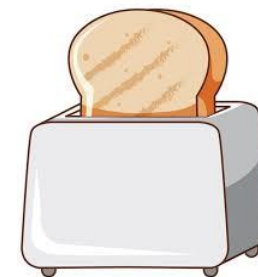
28/09/26

CHALLENGE



gremlin goblin because
kitten stomp squash
escape

I think the



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ARE YOU READY?

3



2



1



LITERACY

Monday 28th September

T.B.A.T. make a plausible prediction about what might happen next based on what has been read so far.

2 in 2

m

T.B.A.T. make a plausible prediction about what might happen next based on what has been read so far.



What has happened so far in the art gallery?
What has Claude seen?
How do you think he might be feeling?

CHALLENGE- Share what you think might happen next



Think!



Share!

T.B.A.T. make a plausible prediction about what might happen next based on what has been read so far.

Read pages 40-46

CLAUDE

in the City

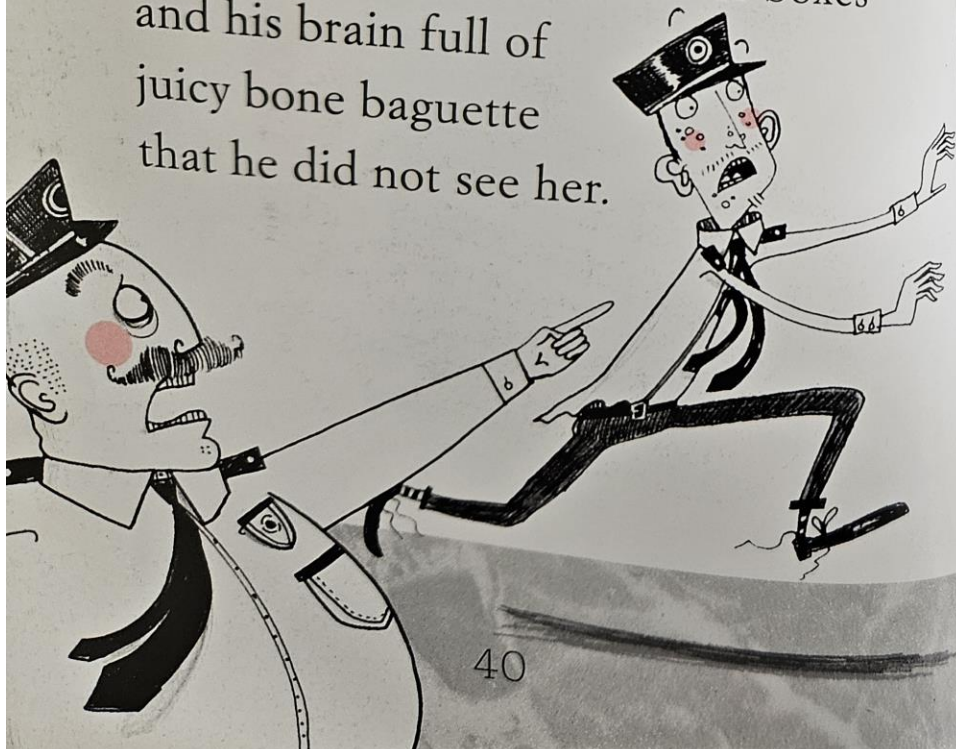


ALEX T. SMITH

Suddenly a naughty robber in a striped jumper and a mask came running past them, carrying one of the sculptures.

Two guards were running after her.

Claude's paws were so full of boxes and his brain full of juicy bone baguette that he did not see her.



The robber did not see Claude and all his boxes...



BUMP!
CRASH!
WALLOP!

Berets exploded everywhere.

The robber fell to the ground.

The sculpture went flying through the air.



Everybody gasped.

Sir Bobblysock felt sick with worry.
But...



...Claude saved the day!



Soon the Mayor arrived.
'Claude you are a hero!' he cried.

He gave Claude a medal and
whisked him and Sir Bobblysock
off for a slap-up dinner.



Back in the kitchen of Mr and Mrs Shinyshoes' house, Claude and Sir Bobblysock snuggled down in their beds. Claude closed his beady eyes.

A little later on, Mr and Mrs Shinyshoes came home from work.

'Where on earth has this medal come from?' asked Mrs Shinyshoes. 'Do you know anything about this, Claude?'

'Look, he's fast asleep!' laughed Mr Shinyshoes. 'We'll have to find out in the morning.'



BRAIN BREAK



Monday 28th September

TBAT: make a prediction based on what has been read so far.

RECALL QUESTIONS

1. What did the robber wear?

The robber wore _____

2. What happened to the robber when she tried to escape?

The robber _____

3. What went 'flying through the air'?

The _____ went flying through the air.

4. What did Claude receive for 'saving the day'?

Claude received _____

PREDICTION QUESTIONS

1. How do you think Claude is feeling after saving the day and why?

I think that Claude is feeling _____ after saving the day because _____

2. What do you think he will tell Mr and Mrs Shinyshoes?
(Will he tell the truth or make up a new story?)

I think that Claude will _____ because _____

3. What do you think he will do next? Where might his next adventure take him?

I think that he will _____

CHALLENGE: How did the robber feel and why?

Assembly

BREAK

MATHS

28.09.26

T.B.A.T. add two 2-digit numbers.

1. Place Value



How many leaves are there?

Write the answer using **words**.

2. + and -

22

4

$$22 + 4 =$$



3. Reasoning

If I count back from 100, I will say the number 65



Is Henry correct?
Explain why.

BLUE/GREEN: Derive the answers using known facts

$$. 26 + 30 =$$

$$. 51 - 20 =$$

$$32 + 60 =$$

$$44 - 20 =$$

•

part

whole



•

ones

tens



•



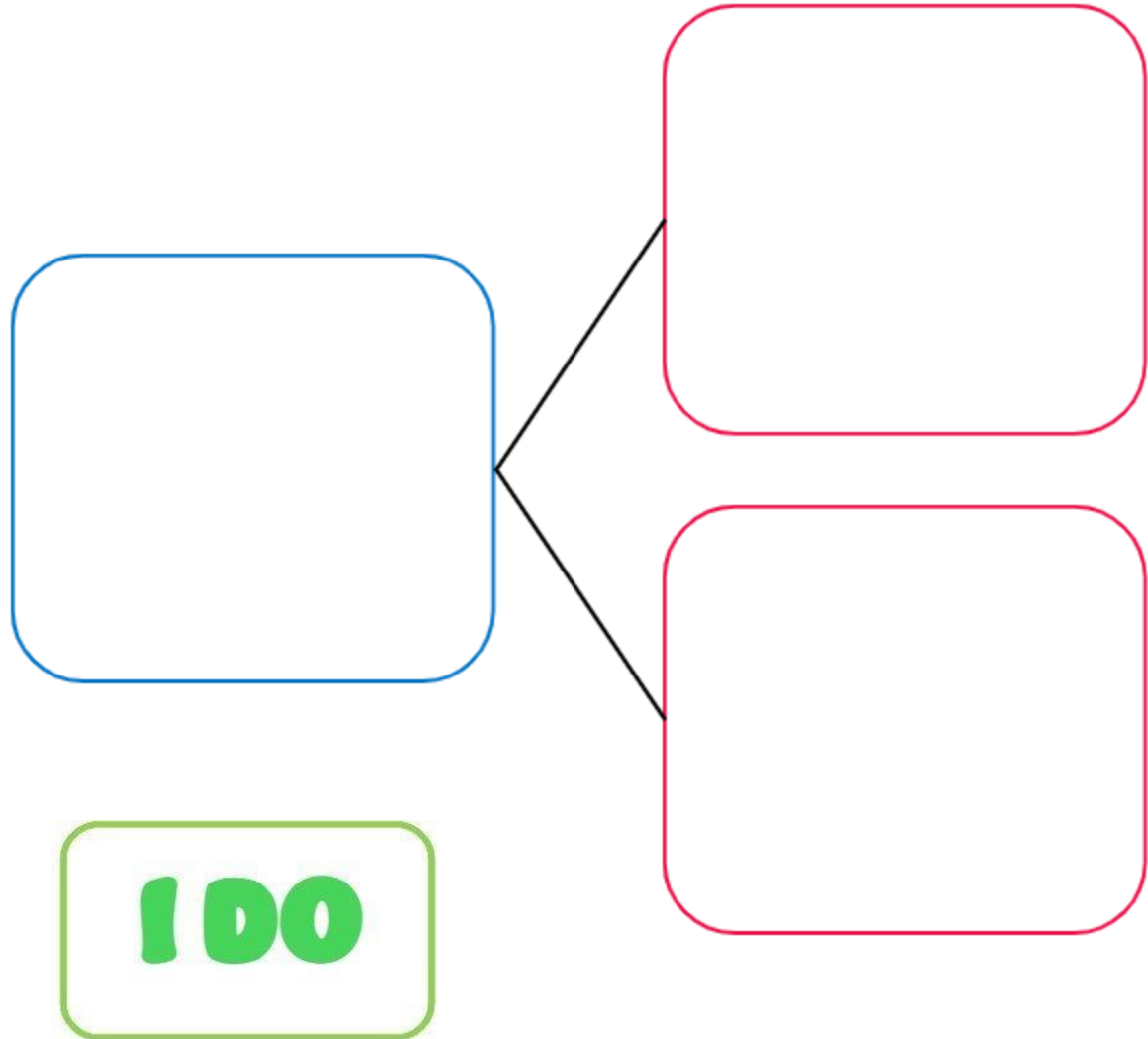
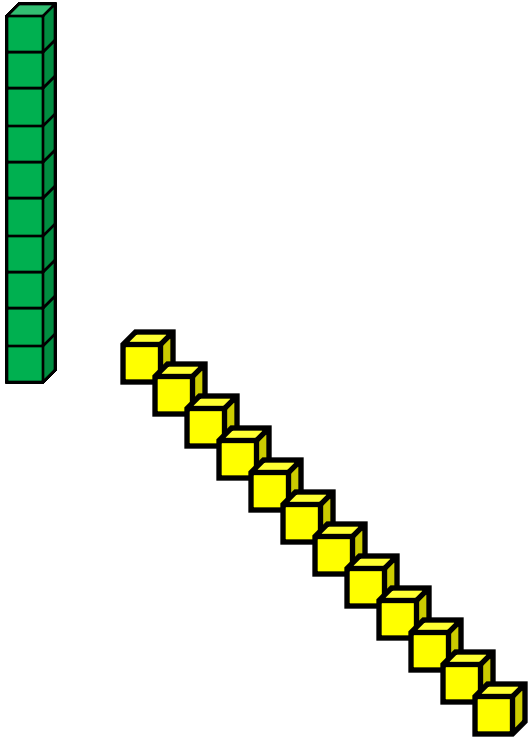
‘If I know ... then I know ...’



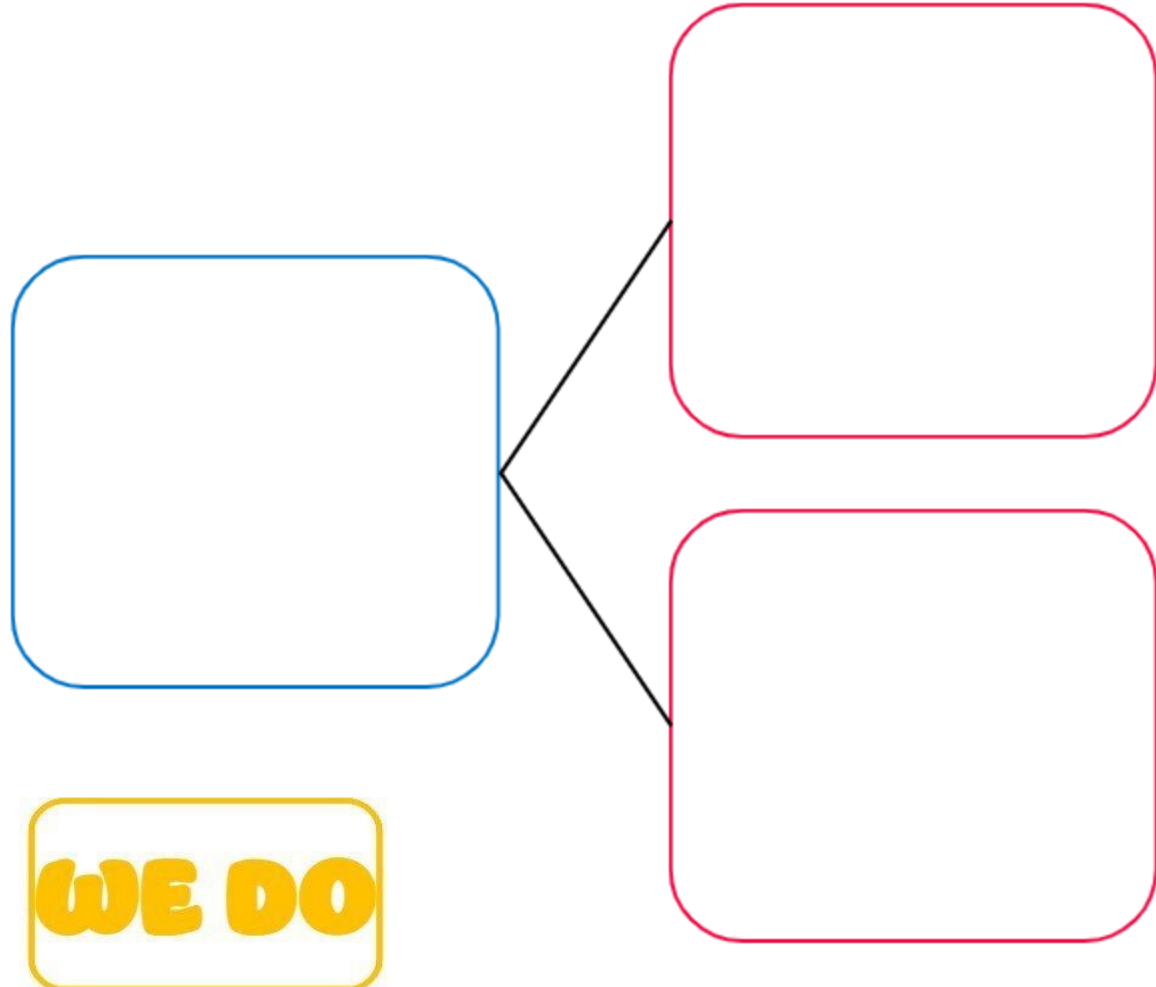
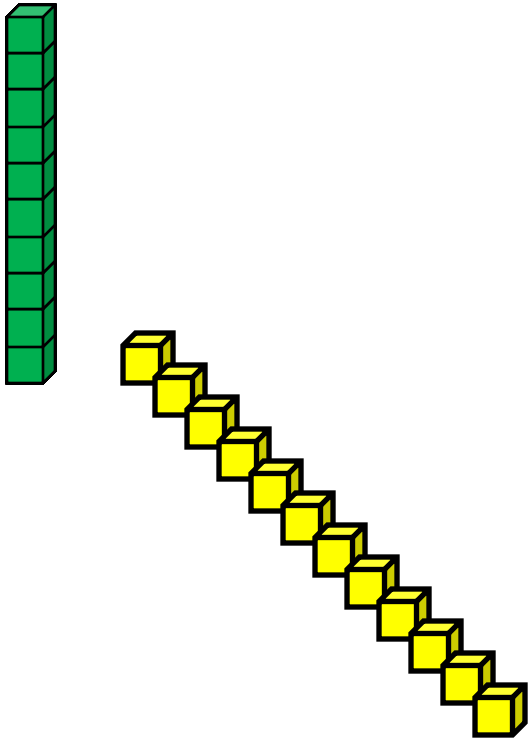
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partition

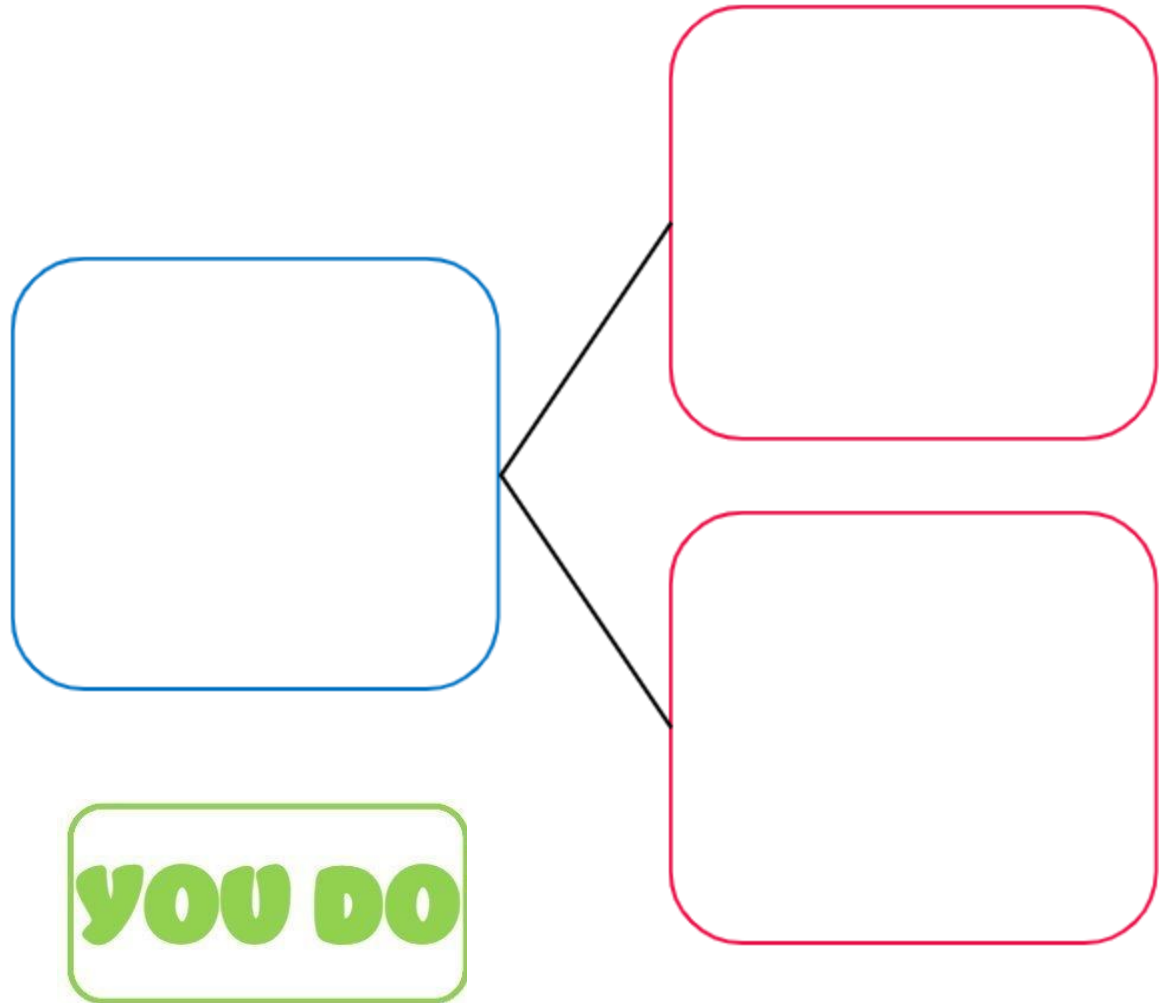
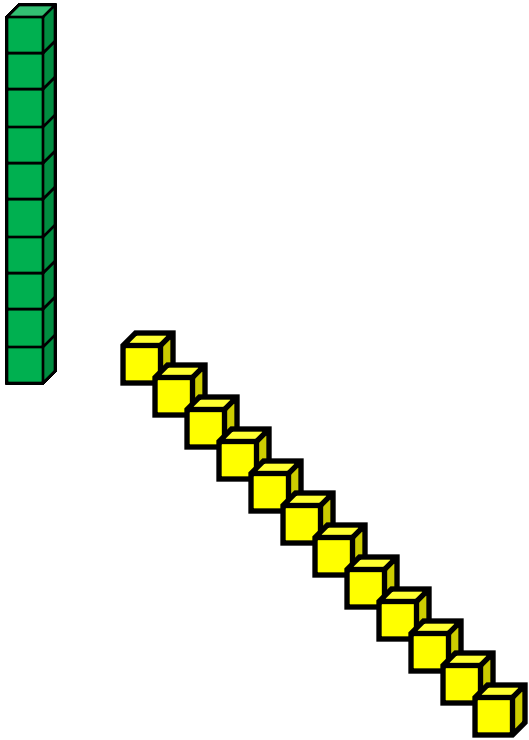
On Monday, **63** people are in their homes and **24** people are on the bus. How many people are there altogether?



On Tuesday, 52 people are in their homes and 35 people are on the bus. How many people are there altogether? Which known number bonds will help us solve this?



$$41 + 25 =$$



BRAIN BREAK



28.09.26

T.B.A.T. add two 2-digit numbers.

$36 + 42 = \underline{\hspace{2cm}}$ 	$32 + 46 = \underline{\hspace{2cm}}$
$46 + 42 = \underline{\hspace{2cm}}$ 	$42 + 46 = \underline{\hspace{2cm}}$

CHALLENGE

1a. Use the number cards to complete the calculations below.

49	47	28	85
----	----	----	----

$$\square + \square = 75$$

$$\square - \square = 36$$

PS

3a. Ritesh went into a shop with 95p. He bought a train and a boat.

GREATER DEPTH



27p



42p



29p

He thinks he still has enough money to buy some paints.
Is he correct? Convince me.

LUNCH

Spellings

Here are this week's spellings to practise.

Can you spot what the pattern is?

We'll learn more about it this week

race
ice
cell
city
fancy

face
space
bicycle
circle
spicy

Try hard to learn them
and the rule we have
looked at today.



Music

TBAT: identify high and low pitch

3 in 3

1 When we use our voice to create musical sounds that can be a mixture of high sounds and low sounds, we are using our _____ voice. (Fill in the blank)

2 Actions like marching on the beat help us to feel the ... (Tick 1 correct answer)

☐ pitch

☐ timbre

☐ pulse

3 Match the musical element to its definition. (Write the correct letter in each box)

a	pulse
b	beat
c	rhythm
d	tempo

	the pattern of sounds that we play and sing
	the regular, steady heartbeat of the music
	the playing or showing of the steady pulse like the ticking of a clock
	how fast or slow the music is played

Recognising pitch changes in our singing games



Music

Unit Start with singing: learning through singing games

Outcome

I can identify high and low pitch in the songs I sing.

Keywords

beat

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



pitch

how high or low a note is



melody

a combination of notes to make a memorable tune

Warm up

Before every music lesson, it's important to warm up our bodies and our voices so we are ready to move and sing.

Just like we stretch our muscles before we exercise, we need to stretch our vocal cords before singing.

Warming up will help prevent us from injuring our voices.



Follow these warm-ups so you're ready for singing!



Warm up

These chants and songs will help us warm up further. They help us move our bodies and use our voices in different ways.



Chop, Chop



Hey, Hey, Look at Me



Down by the Bay

Are you ready to sing?

My muscles feel loose.



Alex

My throat feels relaxed.



Aisha

I feel alert and ready to focus.



Lucas



A new song and game, Bow, Wow, Wow.

Watch the video to learn the song and game.



Join in singing and playing the game.



Keep a steady **beat** as you perform the actions with a partner.

Bow, wow, wow,
Whose dog art thou?
Little Tommy Tucker's dog,
Bow, wow, wow.



Sam

When we sing songs, our voices go higher and lower. We are using our singing voice.

When we talk about high and low sounds in music, we use the word **pitch**.



A **higher** sound is **high pitch**.

A **lower** sound is **low pitch**.

Can you hear higher and lower **pitch** in our song Bow, Wow, Wow?



Sing the song again.

This time, use your finger in the air to show when your voice goes **higher** or **lower**.

Bow, wow, wow,
Whose dog art thou?
Little Tommy Tucker's dog,
Bow, wow, wow.



Sam

In a song, we sing a combination of different **pitches** to make a tune. We call this tune the **melody**.

Listen to the **melody** of our song Engine, Engine, Number Nine.

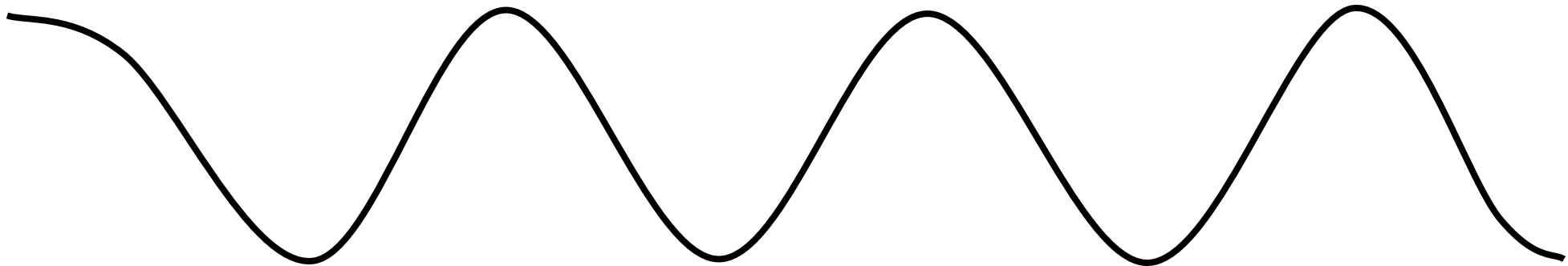


Engine, engine, number nine,
Going down the Bristol line,
See it sparkle, see it shine,,
Engine, engine, number nine.



Sofia

Trace the **pitch** with your finger in the air as you sing the song.



Engine, engine, number nine, going down the Bristol line.

Can you describe how the **pitch** moves in the **melody** of Engine, Engine, Number Nine?



Sam

I can hear a pattern.

It starts with a high **pitch**, then goes low, then high again and repeats.



Izzy



Lucas

The **pitch** is going up and down.

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

One way to show the **pitch** is by using **pitch** actions.



Pitch actions can help us feel when the **pitch** is higher or lower.



Izzy

Sing Engine, Engine, Number Nine with the following **pitch** actions:

high **pitch**



touch shoulders

low **pitch**



touch knees



Singing Engine, Engine, Number Nine with **pitch** actions.



pitch



En - gine, en - gine, num - ber nine,

Join in singing our song Snail, Snail.



Can you feel your voice going
higher and **lower** as you sing?



pitch

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



Alex

Imagine the snail creeping along and leaving a trail.

Follow the snail's trail with your finger in the air as you sing the song.

The song starts
on a high **pitch**.

The **pitch** goes up and
down.

The **pitch** goes even
higher.

It ends on
a low
pitch.



Snail, snail, snail, snail go a - round and round and round.

We will need three **pitch** actions for this song:

high **pitch**



touch shoulders

low **pitch**



touch knees

higher **pitch**



touch head

Which **pitch** action shows a higher **pitch**?



a



b



c

1. Sing our song, Snail Snail with **pitch** actions to show how the **pitch** moves.



Snail,



snail,



snail,



snail,

Repeat the task facing a partner.

When you sing, check:

- Are you performing the same **pitch** actions?
- Are you singing at the same **pitch**?



BREAK

Science

28/09/26

T.B.A.T. investigate which materials are absorbent and explain how suitable they are for different uses.



Starter quiz

1 What is the name of the planet that we live on? (Tick **1** correct answer)



- ☐ Earth
- ☐ the Moon
- ☐ the United Kingdom
- ☐ the Sun

3 Which of these materials causes little or no harm to our planet? (Tick **1** correct answer)



- ☐ plastic
- ☐ metal
- ☐ bamboo

2 Some materials can harm our planet when they are made. Which word means the same as harm? (Tick **1** correct answer)



- ☐ damage
- ☐ help
- ☐ natural

KEYWORDS

suitable

material

property

absorbent

investigate

28/09/26

T.B.A.T. investigate which materials are absorbent and explain how suitable they are for different uses.



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KEYWORDS

suitable

material

property

absorbent

investigate

Different objects are made of different **materials**.

Why do you think this is?



These buckets and spades are made of plastic.



This sieve is made of metal.

What **material** is a cereal box usually made from?

Why do you think it is made from this material?



cereal box

A cereal box is made from cardboard.

Cardboard is strong and rigid so it can be folded and made into a box.

The **properties** of **materials** make them **suitable** or unsuitable for particular uses.



cushions

Suitable means that a material is right for a particular use.



Alex

These cushions are made from cotton fabric. Why is this a suitable material for a cushion?

When we make an object, we use the material that is most ...

a

strong.

b

suitable.



c

unsuitable.

What are these objects used for?

What **property** do these **materials** need to have to do their jobs?



a sponge



towels



kitchen rolls

These materials soak up liquids like water. Do you know what we call this property?

These materials are **absorbent**.

Which of these is a property of materials?

a

absorbent



b

wood

c

cotton fabric

What can a material do if it is absorbent?

a

not let any light through

b

be moulded into different shapes

c

soak up liquids



Why do you think that being **absorbent** can be a useful **property**?



water spill



hand drying

It can be useful when we want to absorb or soak up liquids, such as after a bath or shower, or when cleaning up spills.

We can use **absorbent materials** to make objects that will soak up liquids, such as a sponge or flannel.



using a sponge to
wash a car



using a sponge to
clean a sink



using a flannel to dry
hands

Which of these objects should be made from an absorbent material?

a

a book

b

a sponge



c

a table

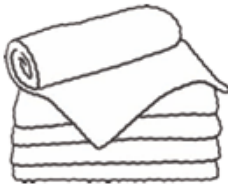
BRAIN BREAK



Absorbent Materials Investigation

Investigate these materials using a pipette and some water.

Are they **absorbent** or **non-absorbent**?

Material	Is it absorbent? Yes/No
 cotton wool	
 fabric	
 newspaper	
 sponge	
	

Uses of Absorbent Materials

Find these objects in your home or classroom. What are they used for?
Why? The first one has been done for you as an example.

Object	Use	Material	Why is it good for this use?
Towel	To dry your body.	Fabric	Because it is absorbent.
Kitchen roll			
Mop			
Kitchen sponge			
Bath mat			



Can you find some more absorbent objects at home or school?

Draw them here.

CHALLENGE

Which material will be most suitable for mopping up a spilled drink? Test different materials to see whether or not they are absorbent.

materials

cling film
aluminium foil
paper kitchen roll
newspaper
plastic sponge
plastic bag
cotton wool



spilled drink

Will you test the materials in the same way as we did, or have you thought of a different way?



Sofia

CHALLENGE

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Sofia

Summary

Absorbent materials

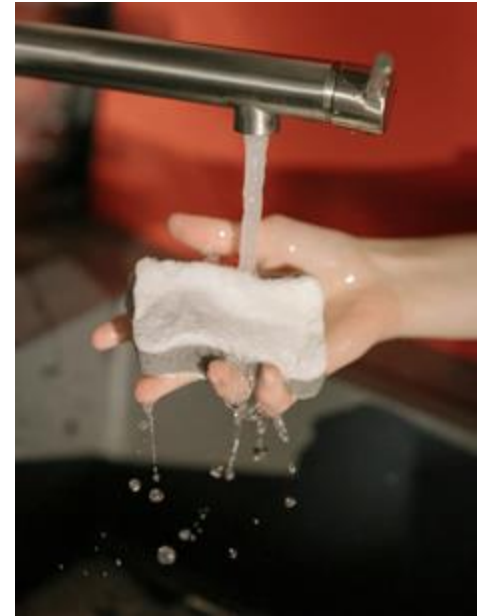
The properties of materials make them suitable or unsuitable for particular uses.

Being absorbent is one such property of some materials.

If a material is absorbent, it soaks up something, often a liquid such as water.

Some materials are absorbent, and this makes them suitable for certain uses.

Scientists test materials to find out which are absorbent and which are not.



an absorbent
sponge

BRAIN BREAK

MARIO'S AUTUMN RUN

**BRAIN
BREAK**

