

Tuesday

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)

Morning Registration

29/09/26

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

 HOPE
EDUCATION
Empower Growth. Inspire Success.

$12 + 7 = \underline{\quad}$

$23 - 2 = \underline{\quad}$

$36 + 3 = \underline{\quad}$

$49 - 5 = \underline{\quad}$

$51 + 8 = \underline{\quad}$

$65 - 1 = \underline{\quad}$

$71 + 4 = \underline{\quad}$

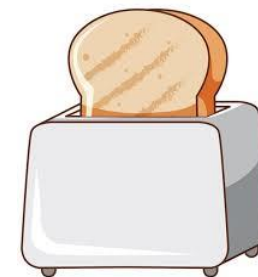
$88 - 6 = \underline{\quad}$

$90 + 9 = \underline{\quad}$

$17 - 2 = \underline{\quad}$

$43 + 5 = \underline{\quad}$

$76 - 4 = \underline{\quad}$



ThePhoto by PhotoAuthor is
licensed under CCYSA.



ARE YOU READY?

3



2



1



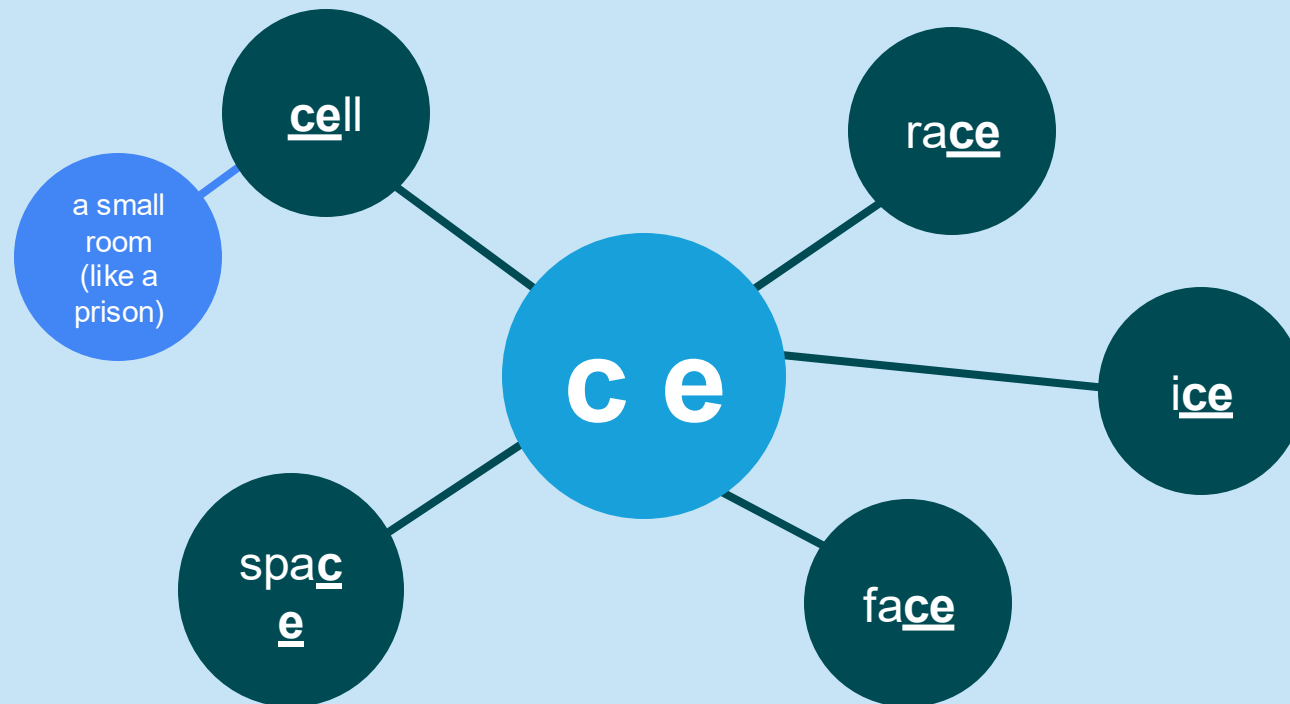
Spellings

**Spelling the sound
/s/ spelt 'c' before
e, i and y.**

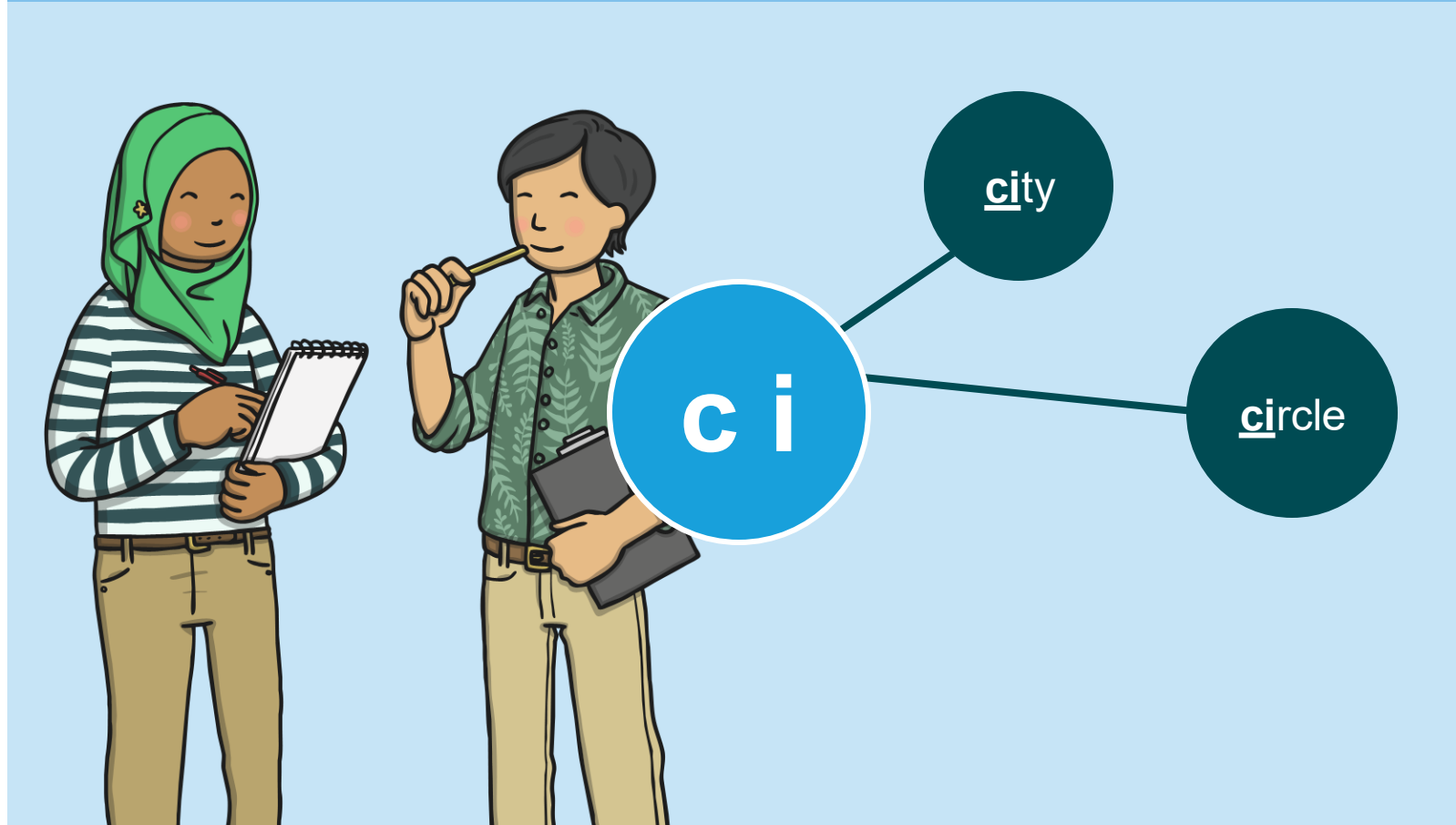


We have learnt that the /s/ sound can be spelt with 's' and 'ss' but...

the /s/ sound can also be made with a 'c',
if it comes before the vowels e, i and y.



The /s/ sound can be made with a 'c',
if it comes before the vowels e, i and y.



The /s/ sound is made with a 'c',
if it comes before the vowels e, i and y.



c y

spicy

bicycle

fancy

Which of these words would need capital letters? Why do they need capital letters?

table  	sydney  	fruit 
dog  	melissa  	humpty dumpty 
hot chips  	australia  	horse 

When do we use capital letters?

Can you put 3 of these words into sentences?

Remember your sentence must start with a capital letter and end with a full stop.

race

ice

cell

city

fancy

face

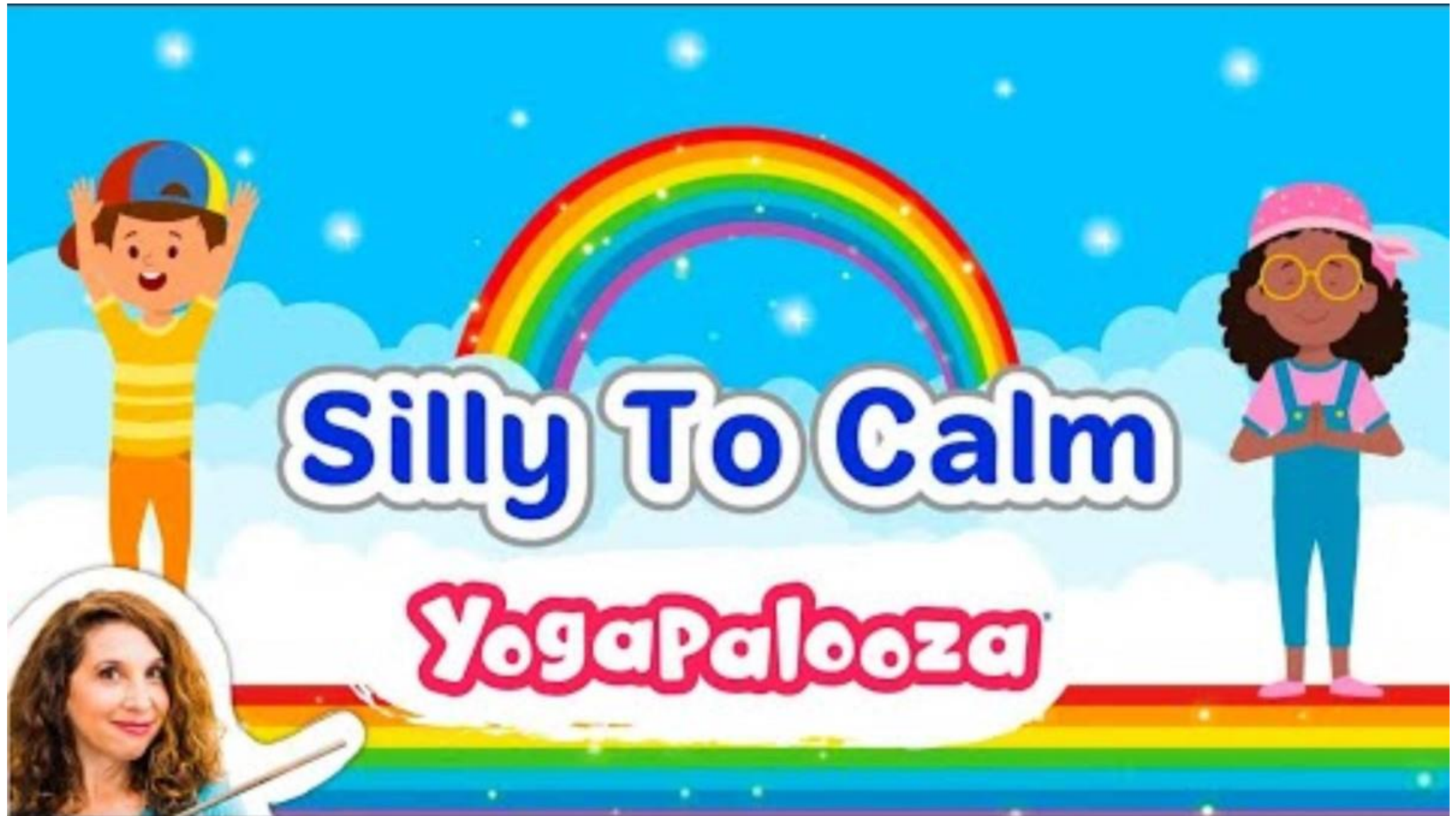
space

bicycle

circle

spicy

BRAIN BREAK



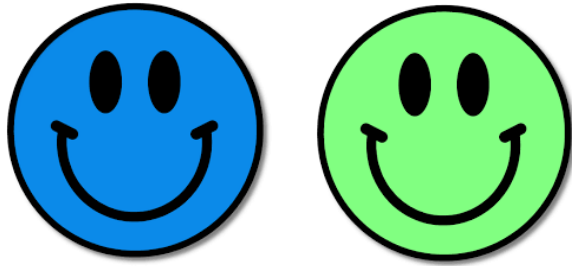
LITERACY

Tuesday 29th September

T.B.A.T. Identify nouns and create noun phrases

2 in 2

n



Which words can go in front of these nouns?
What are these words called? (This is the word class)



Nouns

Describing

Adverbs

Noun Phrases

Imagining

Adjectives

Being specific

Creating a picture

Nouns

A noun names a person, place, idea, thing or feeling.

In front of a noun, we often have one of ...

a

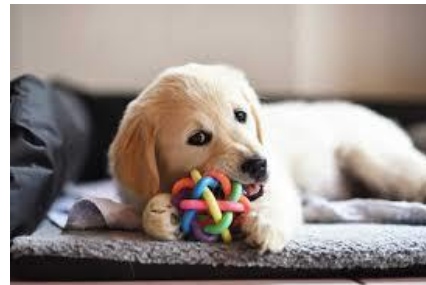
an

the

There's a **dog** in
the **garden**.



The **dog** had
a favourite **toy**.



Identify the nouns

Hint!

Try putting 'the', 'a' or 'an' in front of the word. Does it make sense?

beret

colourful

observed

dog

visiting

city

very



Adjectives

An **adjective** describes a **noun**.

Adjectives can come beside the **noun** or they can complete a sentence.



The

small, plump

dog

loves

his bone.

Claude

appeared to be

excited and happy.

*You can have several adjectives together...
but then you need a comma.*

The small , plump dog...

Using adjectives

dog

robber

sculpture

white

shiny

tall

Use two **adjectives** to describe each noun.

happy

excited

sad

really

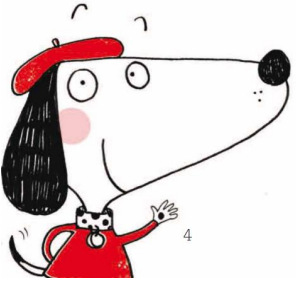
old

Don't forget
your comma!

favourite



Noun phrase



A dog

A small, plump dog

A small, plump dog walks
around the huge city.

Now you have a go...

Start with a noun.

Add adjectives

Add description about
what, where or when.

Hint!

Think of something really good to describe

Can you write some noun phrases relating Claude?

- The **fluffy, cheerful dog** walked through the busy city.
- The **sneaky, silent robber** crept through the museum.
- The **enormous, magnificent sculpture** stood in the square



CHALLENGE

Can you write a descriptive sentence about Claude?

Remember to use a noun phrase.

Claude in the City - Expanded Noun Phrase Word Bank

Dog	Robber	Sculpture
fluffy	sneaky	tall
friendly	naughty	shiny
furry	tricky	enormous
cheerful	shady	beautiful
curious	mysterious	unusual
brave	quick	smooth
clever	clever	marble
playful	silent	impressive
happy	suspicious	colourful
little	mischievous	famous
energetic	frightened	magnificent
lovable	sneaking	amazing

1. The, dog

2. The, dog

3. The, robber

4. The, robber

5. The, sculpture

6. The, sculpture

CHALLENGE: Write your own descriptive sentence which involves Claude, the robber and the sculpture. Include expanded noun phrases.

BREAK

PE



Lesson Pre-read
Why are team building
skills important?

Learning Objective

To follow instructions and work with others.

Equipment



CONES
x 15



PACK OF CARDS
x 1

WARM UP

**PE Warm-Up
Brain Break**

To the song:

HANDCLAP



WARM UP

Safe space:

A - Pupils stand in a space. They begin by walking around the area, moving in and out of each other.

Move around in the space, changing direction and avoiding other people.

B - Pupils move around in a different way e.g. skipping, jumping, side-stepping. Take suggestions from the pupils for the class to use. Look for the space. This will continually change as the pupils move. Keep your head up and look for your own safe to move into.

SKILL DEVELOPMENT

Captain's on the deck:

Tell pupils in this game they need to use their listening skills to follow the instructions. If they are unsure they can watch others to confirm the instructions. Pupils jog around the space responding to the following instructions:

- forwards

Look for space to move into, change direction when you come close to another pupil.

- backwards

Look over your shoulder. Lift your knees high so that you do not trip over.

- Sideways

Use side steps to travel, changing your leading leg every few steps.

Introduce the commands:

- Scrub the deck: on your knees pretending to scrub.
- Climb the rigging: pretend to climb a ladder.
- Submarine: lie on your back with one leg in the air.
- Row the boat: sit opposite a partner and pretend to row.



Snap:

Take three suits out of a pack of playing cards, A -10 (do not use face cards). Give each pupil a card and ask them to stand in a space without showing anyone.

A Challenge 1: pupils get into groups of the same suit.

Be confident to communicate and share your card as you move around. Use your looking and listening skills to help you.

D Challenge 4: in their groups of three, pupils create the number of their card with their bodies.

Listen and share your ideas with your group and work together to create the number.

B Challenge 2: pupils get into number order within their suit and stand in a line.

Hold your card out so that everyone can see what number you are.

Make this harder by repeating the tasks with a 'no talking' rule.

C Challenge 3: pupils find the people with the same number on their card. Q: There will be a lot of people talking and moving at the same time, how else could you share your number? *Hold fingers or card up.*



LUNCH

HANDWRITING

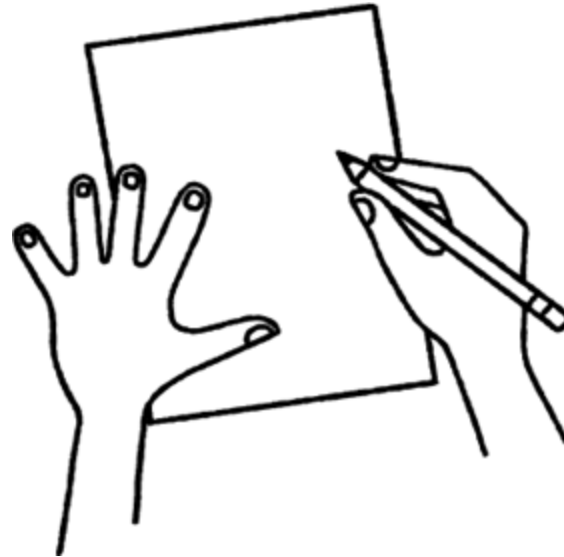
Outcome

I can form the letters m, n, r, h, k, b and p.

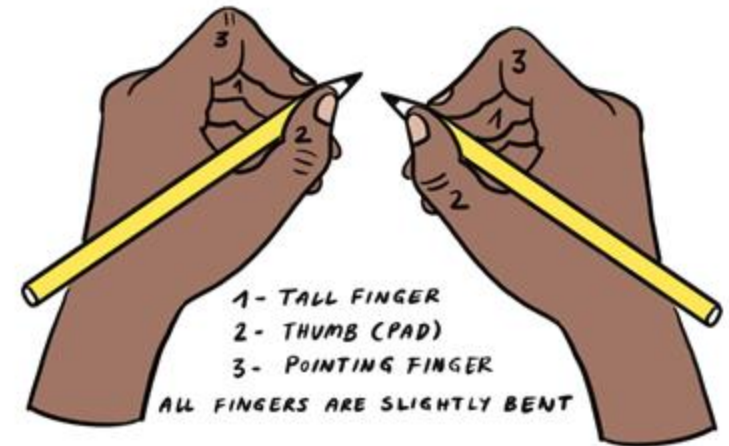
Before we start, what are these pictures reminding you to do?



- sit on a chair at a table
- feet flat on the floor
- back against the chair



- angle your paper correctly
- non-writing hand supports

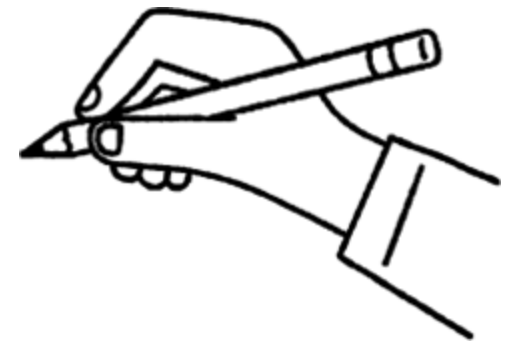


- hold your pencil in the tripod grip

Can you remember why it is important to warm up your hands before handwriting?

Your hands and wrists get stronger when you exercise them, just like any other muscle in your body.

Making your hands and wrists stronger will help you to hold your pencil using your **tripod grip**.



Forming the lower case letters m, n and r in print

I do the **hand squeeze** warm-up and the **wrist circles** warm-up.

You do the **hand squeeze** warm-up and the **wrist circles** warm-up.

What do you notice about these letters?

m

n

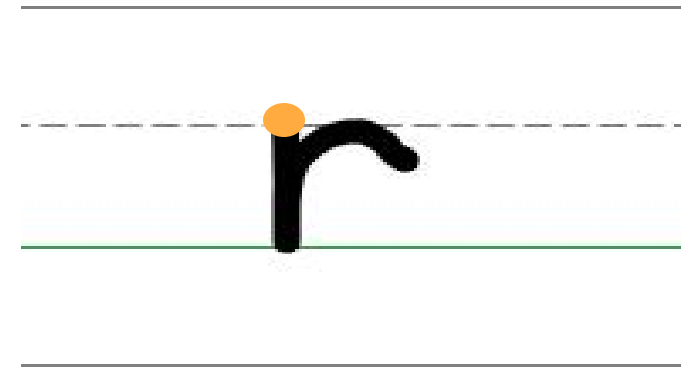
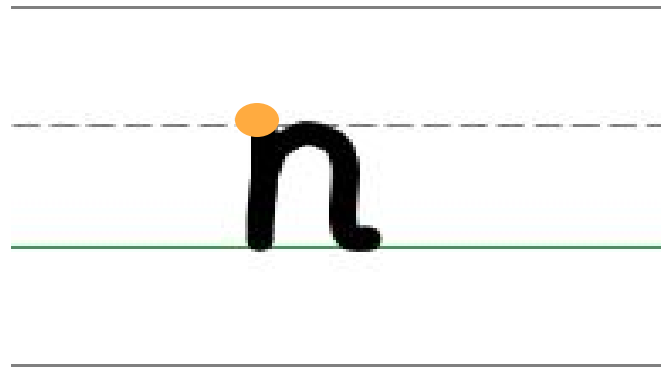
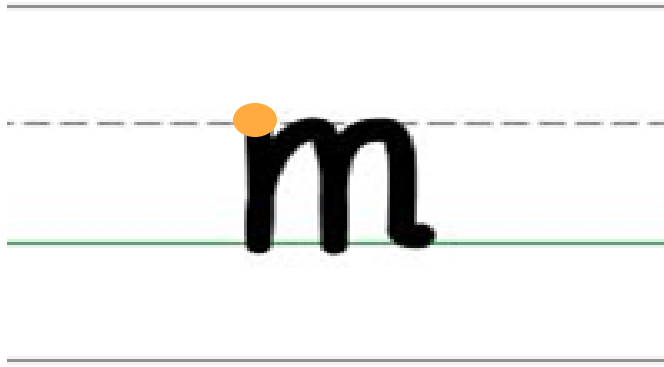
r

All the letters are lower case formations in print.

They all sit between the baseline and the x-height line.

They are all **x-height letters**.

What else do you notice about these letters?



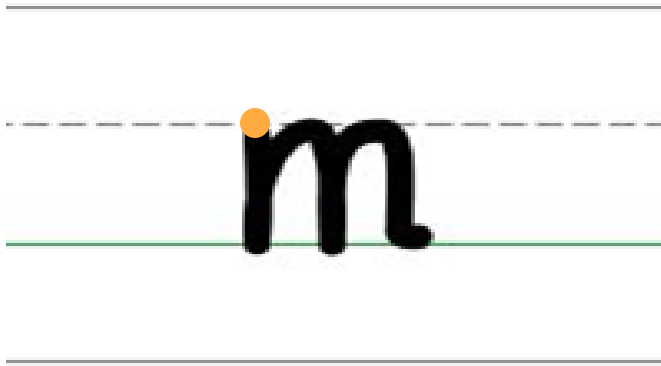
They all have starting points on the x-height line.

They are all formed by going down, back up and over so they are in the same **letter family**.

The letters m and n both finish with a flick on the baseline.



I will form the letter **m** in the air with my finger.



You will form the letter **m** in the air with your finger.

Forming the lower case letters m, n and r in print

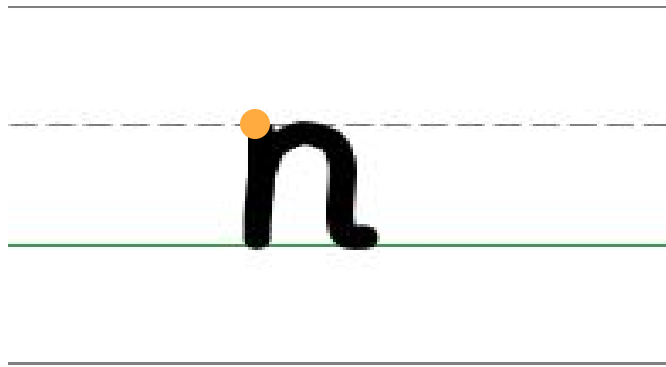


Explanation



Check

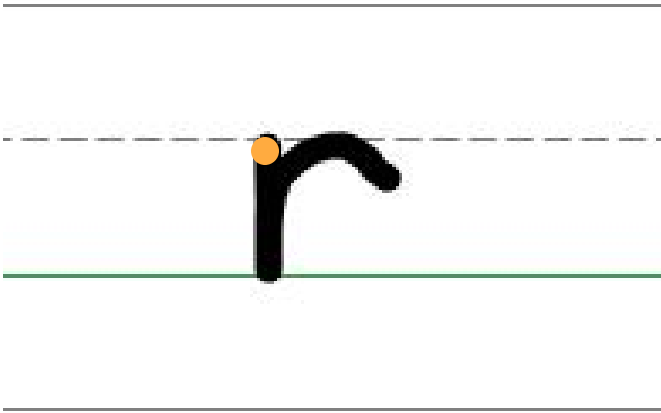
I will form the letter **n** in the air with my finger.



You will form the letter **n** in the air with your finger.

Forming the lower case letters m, n and r in print

I will form the letter **r** in the air with my finger.



You will form the letter **r** in the air with your finger.

Practise forming the lower case letters m, n, and r.

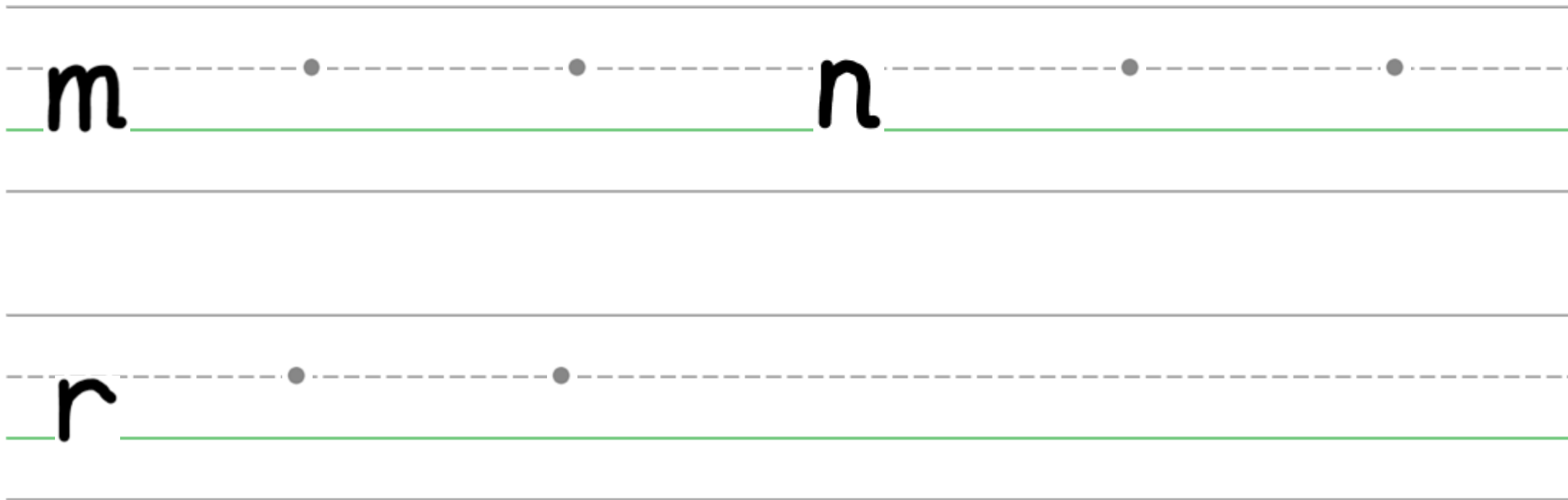
1. Go over the grey examples.

m m m n n n

r r r

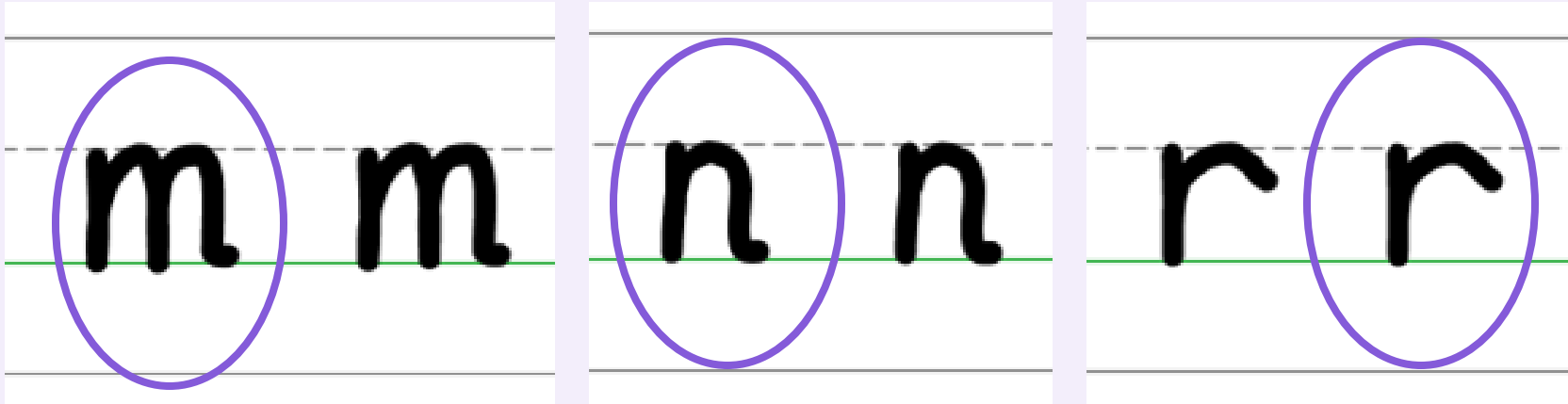
Practise forming the lower case letters m, n, and r.

2. Try using the starting dot.



3. Complete one line, of each letter, independently on your tramlines.

Practise forming the lower case letters m, n and r.



Did you start on the x-height line?

Did you go down, back up and over?

Did you keep your pencil on the page?

Circle your best and celebrate.

Name: _____



Formation of m, n, r, h, k, b and p

Task A: Forming the lower case letters m, n and r in print

1. Go over the grey examples.

m m m n n n

r r r

2. Try using the starting dot.

m . . n . .

r . .

3. Complete one line, of each letter, independently on your tramlines.

Handwriting practice lines for letters m, n, and r. Each letter has a set of three lines (top, middle dashed, bottom) for tracing and independent practice.



Task A: Forming the lower case letters m, n and r in print

1. Go over the grey examples.

m m m n n n

r r r

2. Try using the starting dot.

r

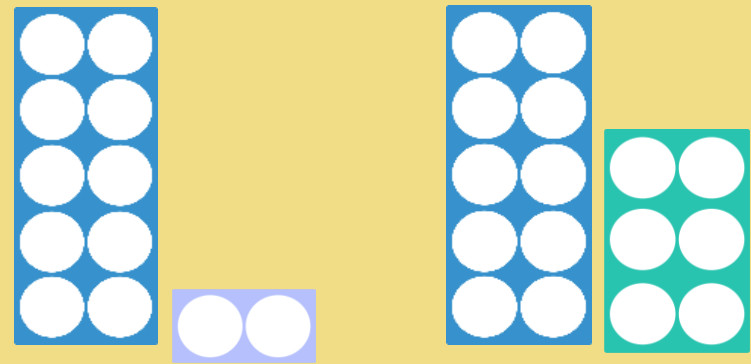
3. Complete one line, of each letter, independently on your tramlines.

Handwriting practice lines with numbers 1-20 above each set of lines.

MATHS

T.B.A.T. add three 1-digit numbers.

1. Place Value



What number is the smallest?

2. + and -

27	
4	?

27 - 4 =



3. Reasoning

If I count back from 100 in tens, I will say the number 45.



Is Henry correct?
Explain why.

Write these numbers in words



22

33

•

part



whole



•

number bonds

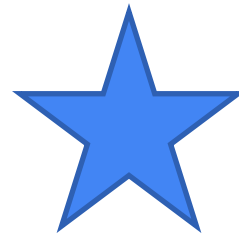


doubles

•

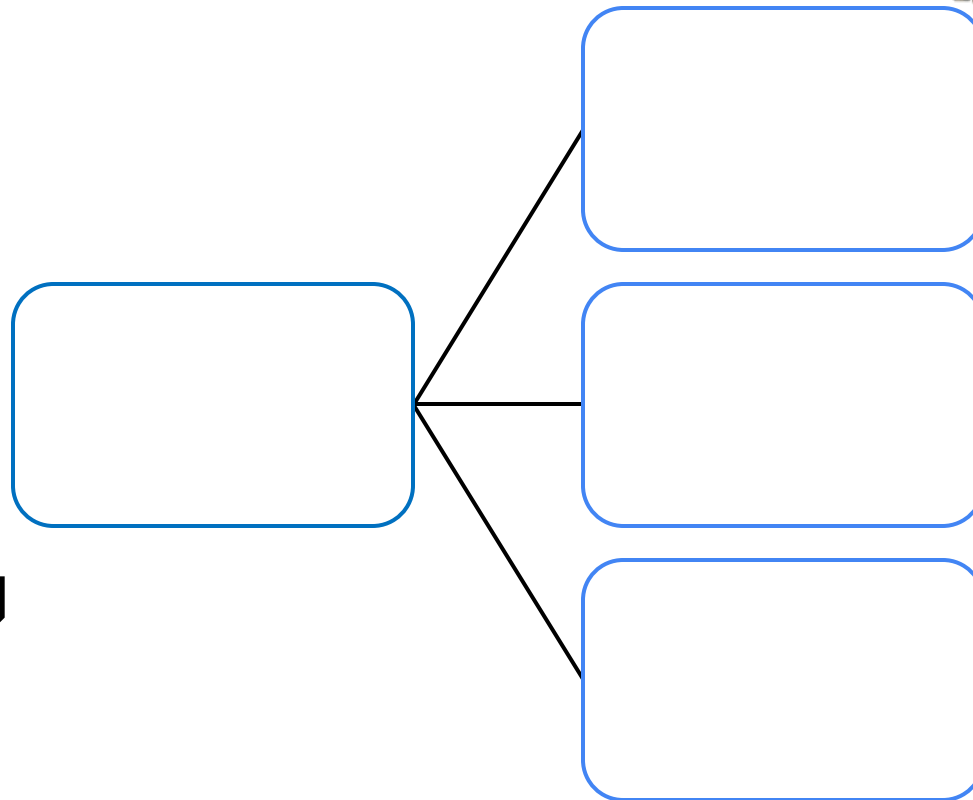
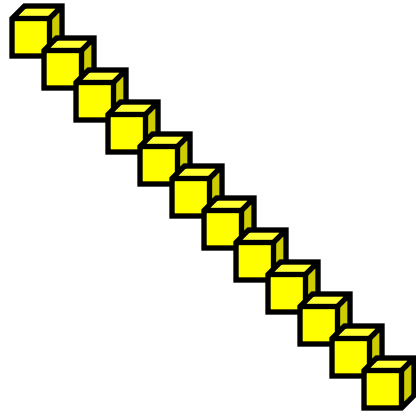
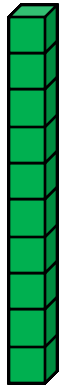
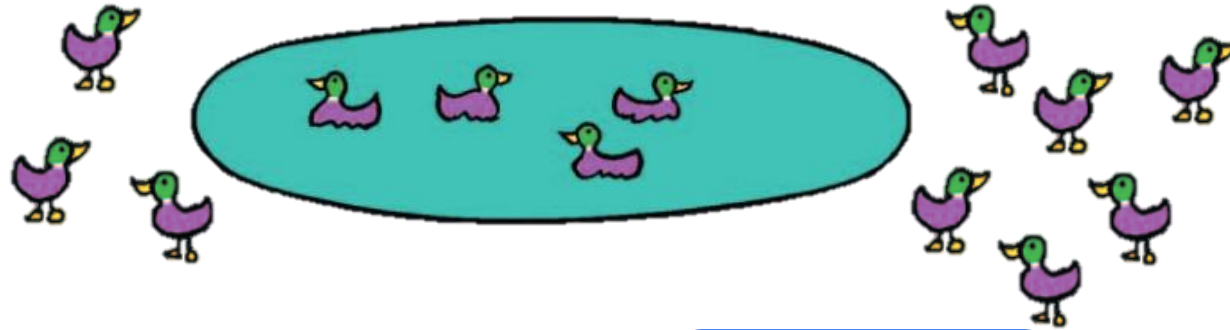


near doubles



•

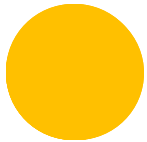
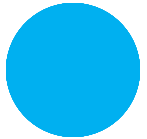
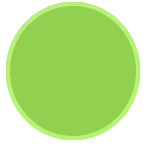
Let's add 3 digits!



100

Let's add 3 digits!

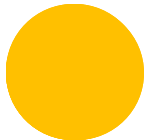
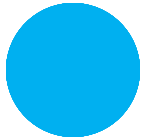
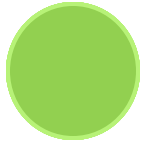
$$6 + 7 + 3 =$$



100

Let's add 3 digits!

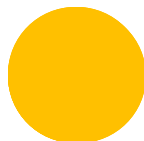
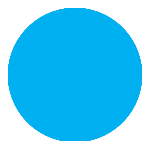
$$8 + 5 + 2 =$$





Let's add 3 digits!

$$4 + 7 + 5 =$$



you do

BRAIN BREAK



29.09.26

T.B.A.T. add three 1-digit numbers.

$$6 + 3 + 4 = \underline{\quad}$$

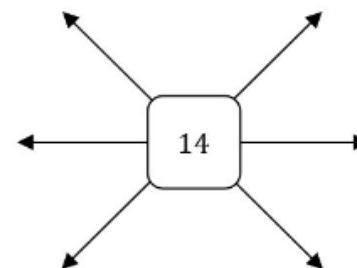
$$7 + 5 + 3 = \underline{\quad}$$

$$1 + 6 + 9 = \underline{\quad}$$

$$8 + 7 + 2 = \underline{\quad}$$

CHALLENGE

What three 1-digit numbers could be added together to make 14?



GREATER DEPTH

$$3 + \square + 6 = 16$$

$$\square + \square + \square = 17$$

$$9 + 7 - \square = 12$$

$$63 - 10 - 10 = \square$$

ART- Pioneers

1 Why do we use scissors in art? (Tick **1** correct answer)

☐ To create shapes and designs

☐ To mix paint

☐ To make drawings

2 A collage is made by sticking different materials like _____ and _____ together to create art. (Tick **1** correct answer)

☐ paper and fabric

☐ paint and pencil

☐ clay and water

3 Sort action words (verbs) related to collage, print, cutting, and drawing. (Write the correct letter in each box)

a	stick
b	press
c	sketch

	printing
	collage
	drawing

Outcome

I can create an identity mood board.

Keywords

mood board	a collection of pictures, colours, drawings, and words that show ideas for art
identity	who you are and how you are different from others
overlapping	when images are layered on top of each other
collage	arranging different materials and sticking them together on a surface

Lesson outline

Create an identity mood board



What is identity?



What is a mood board?



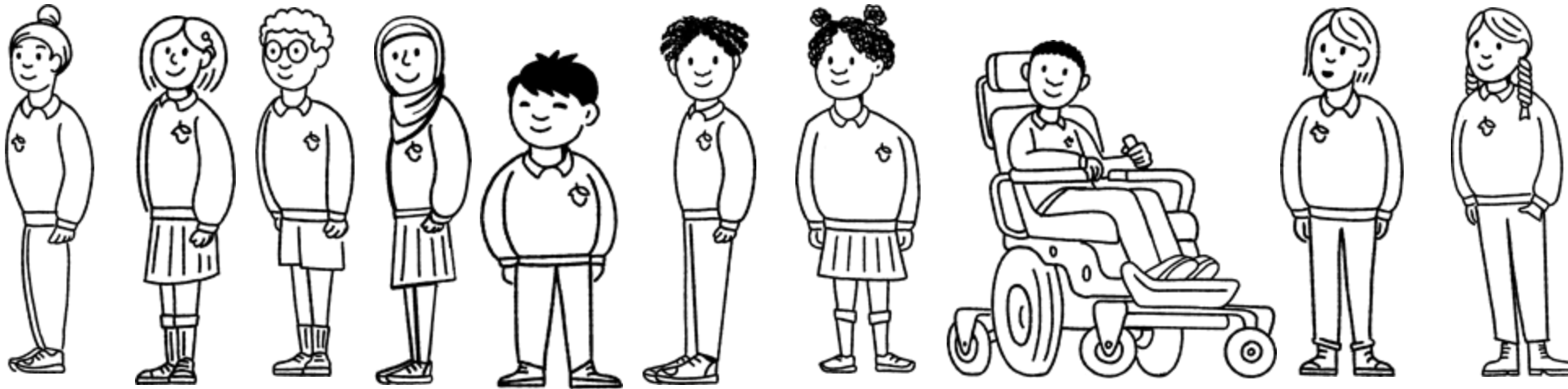
Creating a mood board to represent my identity

What is identity?



Explanation

Some people may have a similar story to you
and others may have very different stories.



Your **identity** is like a story about who you are.

I grew up in South Africa.

I am sometimes shy
around new people.

My hobbies are football
and bird watching.



Sofia

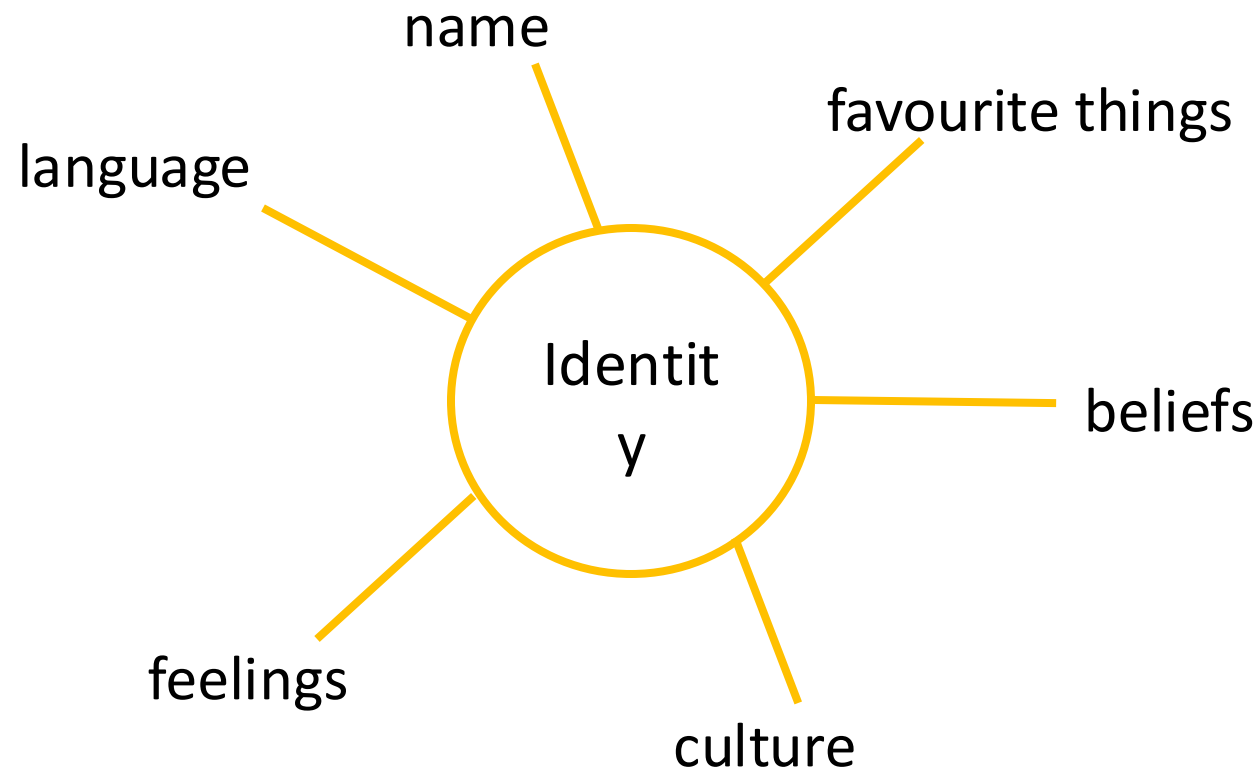
I now live in Newcastle, England.

I believe in being kind.

I live with my Mum and
sister.

I wear a hearing aid to help me
hear more clearly.

Identity is what makes you, you!



It is all the things that make you **special** and **unique** from everyone else.

Identity is all the things that make you special and _____ from everyone else.

a

unique



b

important

c

creative

Task A What is identity?



Draw or write down **five or more** of the things that make up your **identity**.

You may want to include:

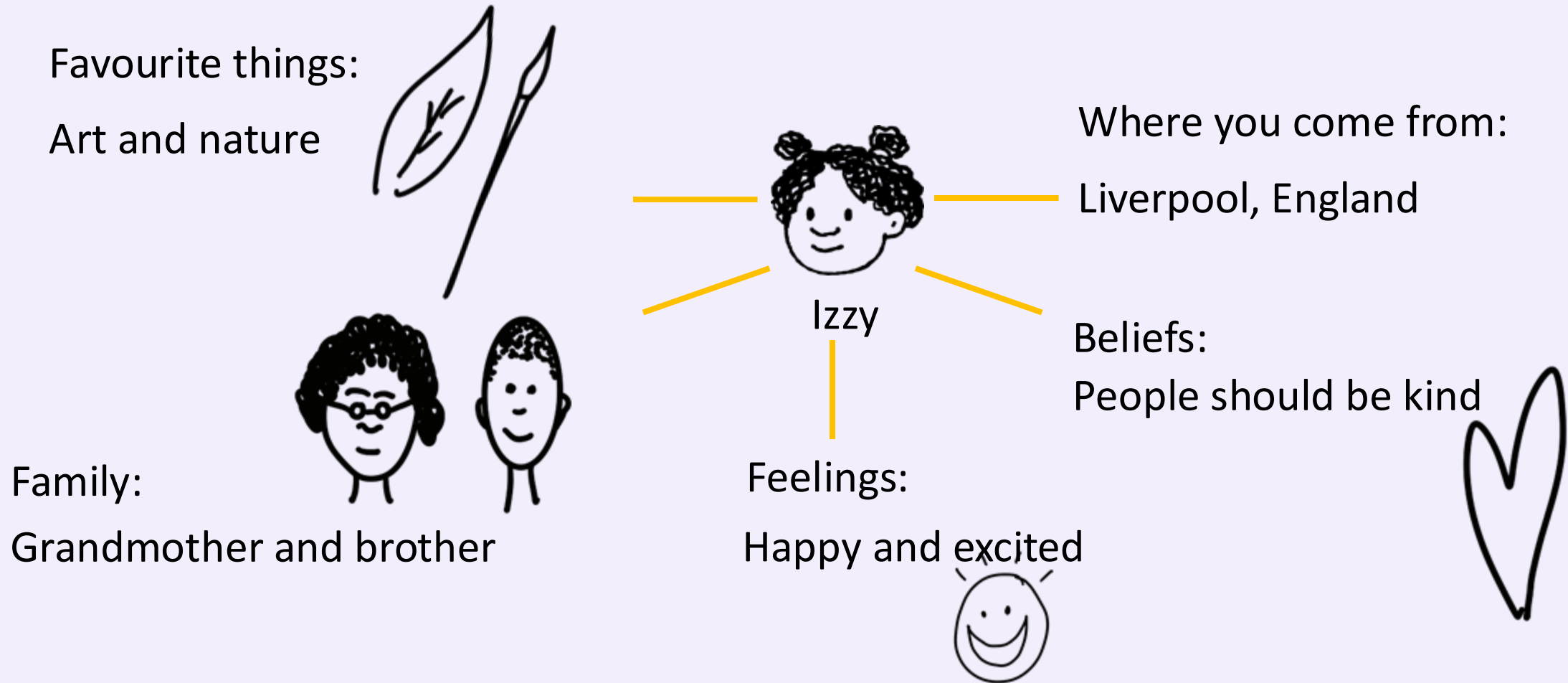
- your name
- your favourite things
- your family
- the things you do with your family
- where you come from
- your beliefs
- how you feel inside

Task A What is identity?



Feedback

You may have drawn or written something like this:



Lesson outline

Create an identity mood board



What is identity?

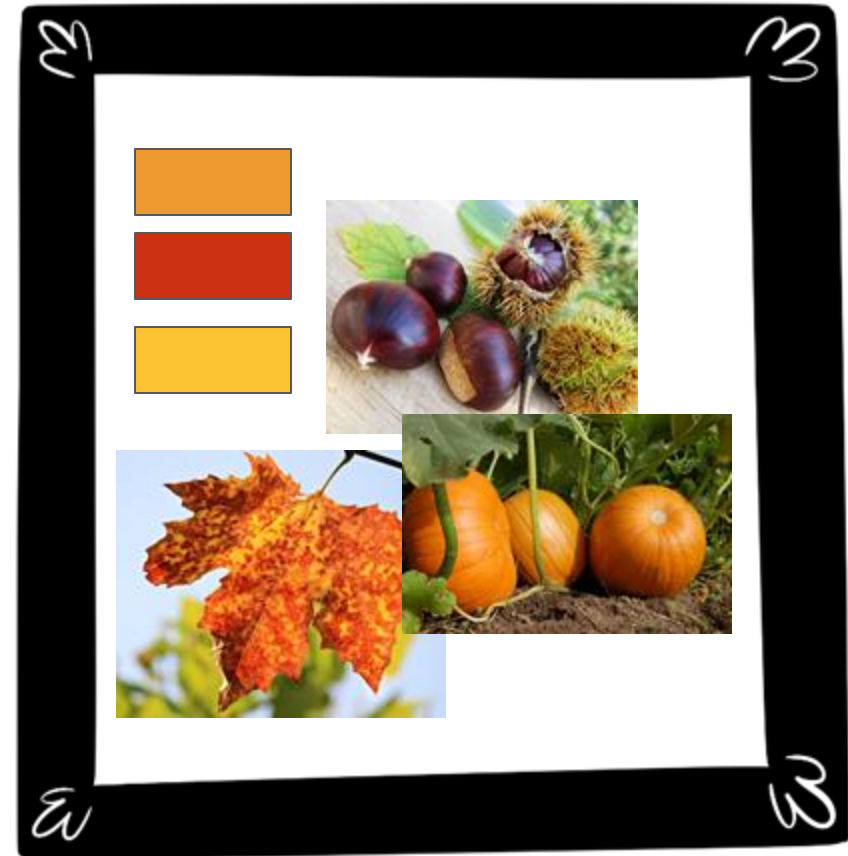


What is a mood board?

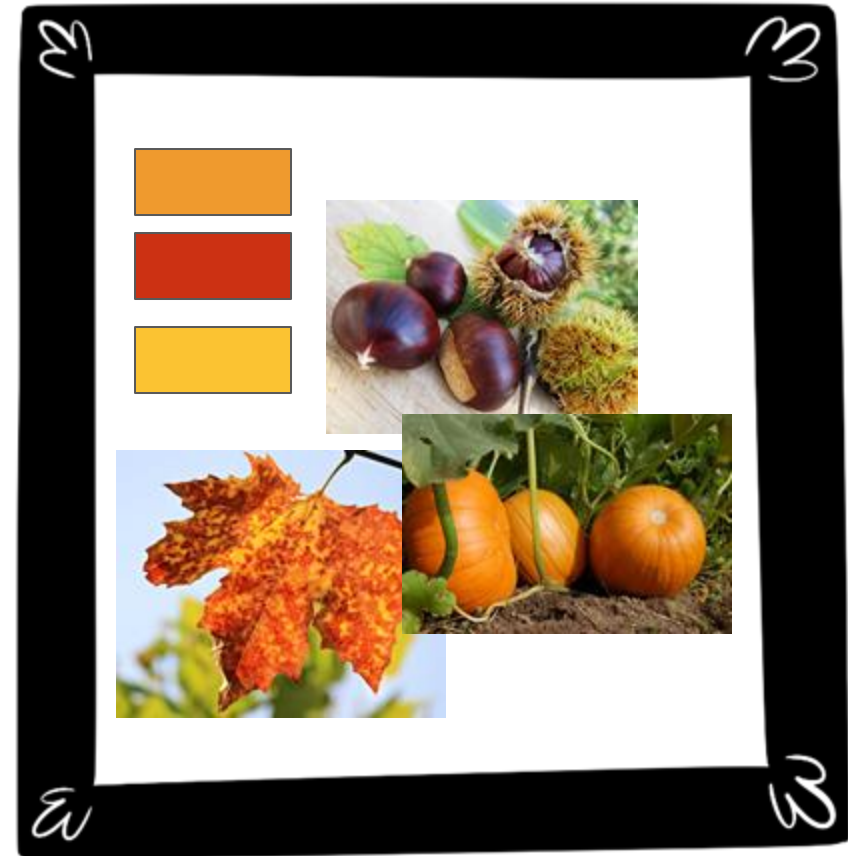


Creating a mood board to represent my identity

A **mood board** is a collection of images, colours, words and sometimes objects.



Artists use **mood boards** to plan and share their ideas or a theme.



Mood boards are used whenever people want to plan and share creative ideas.



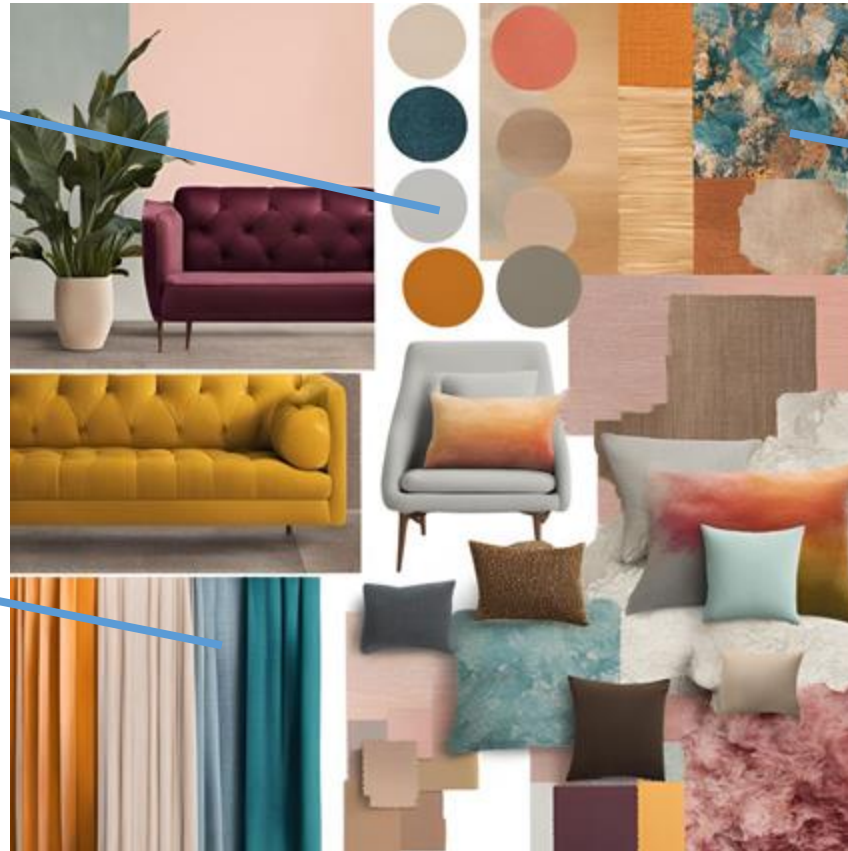
Fashion Designers use **mood boards** to create clothing collections.

Interior designers use **mood boards** to show ideas for decorating rooms.

colour theme

fabrics

patterns



In film or theatre, designers use **mood boards** to plan costumes, characters, sets and the ideas of a story.

characters



costumes

Mood boards are used when people want to show creative _____ .

a

tools

b

ideas

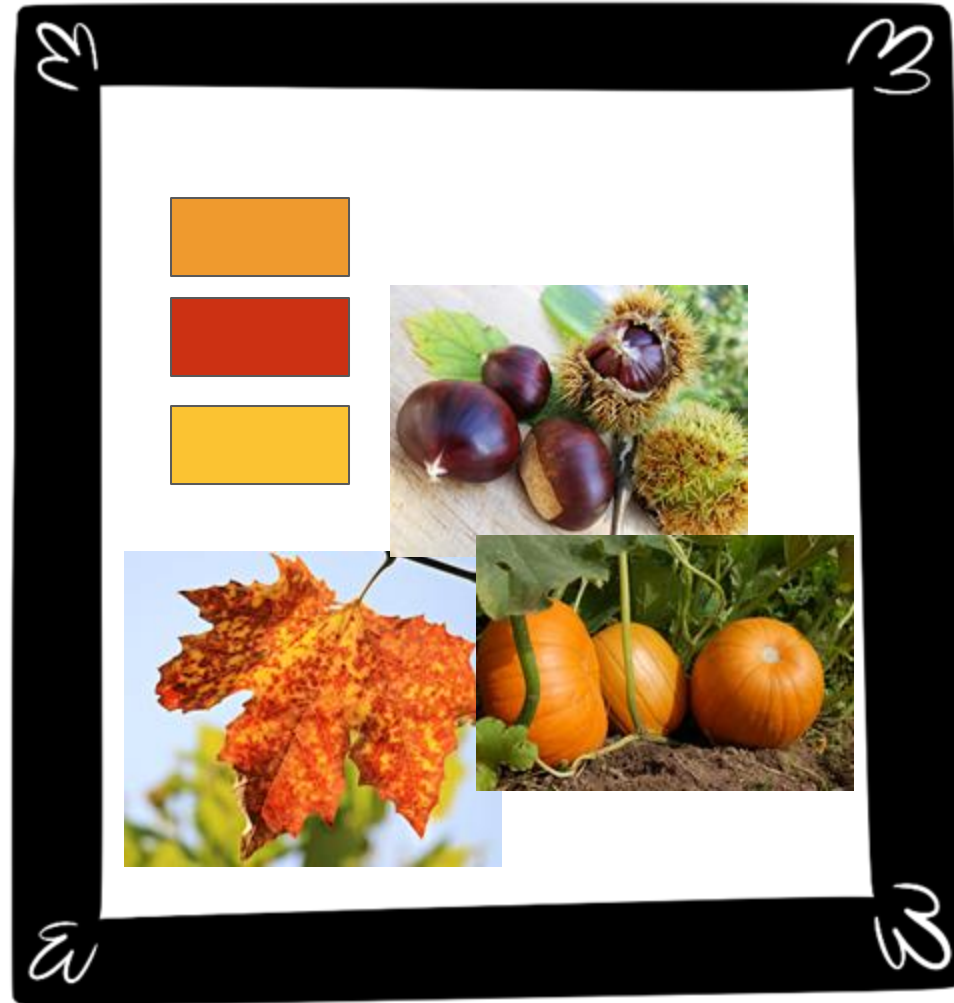


c

materials

Mood boards are used whenever people want to plan and share creative ideas.

What do you think
the idea or theme
might be for this
mood board?



What is a mood board?

The artist has chosen 'autumn' as the theme for this **mood board**.



autumnal colours

images that
represent
autumn

True or false?

A **mood board** is a collection of images, colours, words and sometimes objects.

T True ✓

F False

Task B What is a mood board?

1) Look at each **mood board** below and discuss what you think the theme is.



Task B What is a mood board?



Feedback

- 1) Look at each **mood board** below and discuss what you think the theme is.



Jacob

I think the theme could be parties or birthdays. I see balloons and a cake!



Task B What is a mood board?



Feedback

- 1) Look at each **mood board** below and discuss what you think the theme is.



Jun

I think the theme could be nature or animals. The colour scheme looks natural!



Task B What is a mood board?



Feedback

- 1) Look at each **mood board** below and discuss what you think the theme is.



Izzy

I think the theme could be cities or buildings. I see a skyline and different landmarks!



Lesson outline

Create an identity mood board.



What is identity?



What is a mood board?



Creating a mood board to represent my identity

Artists will collect images that represent their ideas from newspapers and magazines and take their own photographs before creating a **mood board**.



Izzy is creating a **mood board**.

She has collected images from magazines to create a **mood board** about her **identity**.



What do Izzy's images tell us about her **identity**?

She likes nature



She could be from
Liverpool

She feels happy



What does **not** make up your **identity**?

a

family

b

interests

c

weather



Identity includes things that make you special and unique, like your name, your family, where you come from.

The weather is not part of someone's **identity**.

Which **mood board** uses **overlapping**? the other we call it **overlapping**.





Artists sometimes use **overlapping** to make their **mood board** more interesting.

This also makes connections between the different pictures.



Artists often select a colour theme to include on their **mood board**.

Creating a mood board to represent my identity

I do: Cut out one image from a magazine or newspaper that represents your **identity**. Explain to a partner why you have chosen your image.



Remember to cut carefully and slowly.

You do: Cut out one image from a magazine or newspaper that represents your **identity**. Explain to a partner why you have chosen your image.

You may have chosen your image to represent:

- your favourite things
- your family
- the things you do with your family
- where you come from

- 1) Create a **mood board** to represent your **identity**.
 - cut out a range of images that represent your **identity** from magazines or newspapers.
 - arrange your images, explore different layouts until you are happy
 - **overlap** your images to make your **mood board** look more interesting
 - include a colour theme

- 1) Create a **mood board** to represent your **identity**.

You may have created:



Summary

Create an identity mood board

Identity is what makes you unique.

A **mood board** is a collection of images, colours, words and sometimes objects.

Artists sometimes use **overlapping** to make their **mood board** more interesting.

COMPUTING Investigators

22/09/26

T.B.A.T. identify I.T. in the workplace

1 Where are you more likely to find information technology? (Tick **1** correct answer)

- ☐ at the beach
- ☐ on a mountain
- ☐ at a train station

2 Why do farmers now use IT on their farms? (Tick **1** correct answer)

- ☐ to paint their barns
- ☐ to plant trees
- ☐ to check the weather and control machines

3 Which device helps us watch and record what is happening? (Tick **1** correct answer)

- ☐ scanner
- ☐ traffic light
- ☐ security camera

computer

a machine that can run programs

device

a type of machine



COMPUTERS AROUND US

People use IT at work.

They use **computers** to send emails, write documents and look up information.

The **computer** helps people work quickly and stay connected to other people.



Some people use printers at work.

A printer has a **computer** inside it that receives files and prints them onto paper.

This makes it easy to share important information.



Which **device** can you use to look up information?

a

laptop



b

printer



c

traffic light



Information technology is used in hospitals.

Doctors use special **devices** called medical scanners to see inside the body. The **computer** inside the scanner generates pictures from sound waves.

The pictures are sent to a screen. They help doctors check if everything is healthy.





Hospitals also use **computers** in **devices** that check your heartbeat or blood pressure.

The **computer** helps read the information quickly and shows it to the doctors so they can take care of you.



What **device** helps doctors check inside a patient's body?

a

medical traffic light

b

medical scanner



c

medical laptop



Most jobs now use IT.

Even jobs that did not need IT before now use it in some way.

Can you think of any job where people do not use any information technology?

Farmers use their knowledge and experience to decide when to water their plants.

Many farmers also use **computers** to check the weather and control watering machines.

A **computer** is one of the tools that a farmer uses to make sure the plants get just the right amount of water so they can grow strong and healthy.



Task B

Identify IT in a workplace



Choose one information technology **device**.



Task B: Identify IT in the workplace

Choose one information technology **device**.

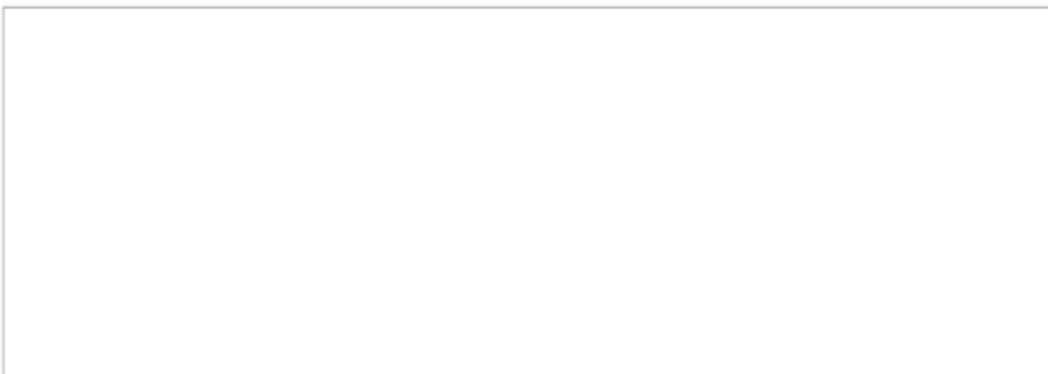


Write about why the **device** is important.

Use these sentence starters to help you.

_____ are important because _____.

If we did not have _____, then it would make it more difficult to _____.



Draw a picture of the **device**.

Task B: Identify IT in the workplace

Choose one information technology **device**.

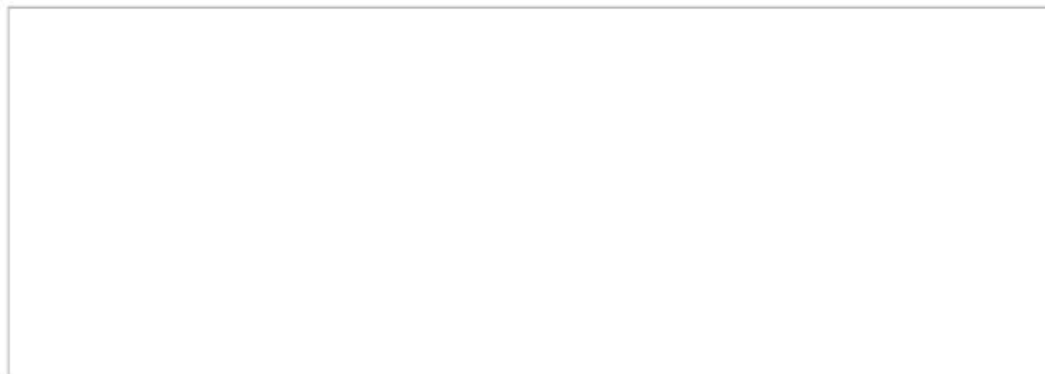


Write about why the **device** is important.

Use these sentence starters to help you.

_____ are important because _____.

If we did not have _____, then it would make it more difficult to _____.



Draw a picture of the **device**.

Choose one information technology **device**.

Write about why the **device** is important.

Use these sentence starters to help you.

_____ are important because _____.

If we did not have _____, then it would make it more difficult to _____.

Draw a picture of the **device**.



Traffic lights are important because they make roads safer.

If we did not have traffic lights, then it would make it more difficult to cross the road or drive to places.

Medical scanners are important because they help doctors look after people.

If we did not have medical scanners, then it would make it more difficult to know if someone was ill.



Information technology is used in many places.
We use it at home, at school, in shops and outside.

People use information technology to help them work in offices and hospitals.
Most jobs use information technology. Even jobs that did not use information technology in the past now use it much more.