

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)	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Computing	<i>BREAK</i>	PE (Downstairs)
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy		<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Golden Book / Reward Playtime (PPA)	<i>BREAK (1:45 - 2:00)</i>	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)	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
TUE (NAT)	Registration / Challenges PPA (Claire Y.)	Phonics and Spelling PPA (Claire Y.)	Literacy	Guided Reading	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Computing	<i>BREAK</i>	PE (Downstairs)
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy		<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
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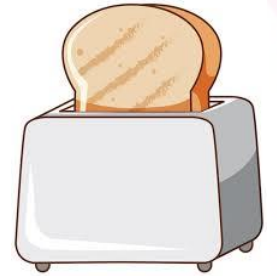
19/10/26

CHALLENGE

NOUN WHO? WHAT?	VERB DOING?	ADVERB HOW? WHEN?	CONJUNCTIONS
children friends Ben	celebrating laughing clapping	today yesterday after school	and but because



REMEMBER:
CL . ! ?



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ARE YOU READY?

3



2



1



LITERACY

Monday 19th. October

T.B.A.T. Identify and explain key information about characters and events

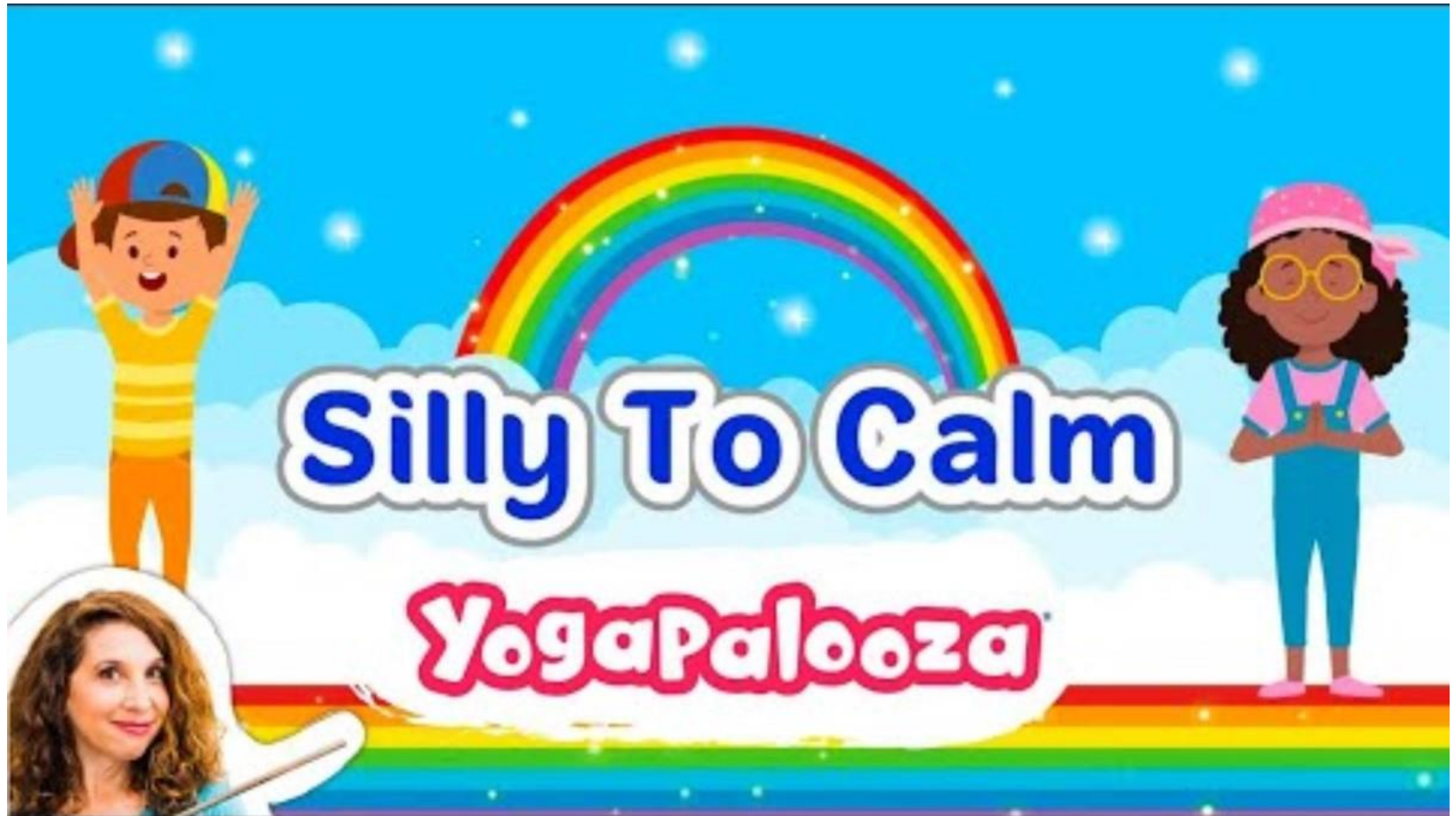
I'm Ready!

2 in 2

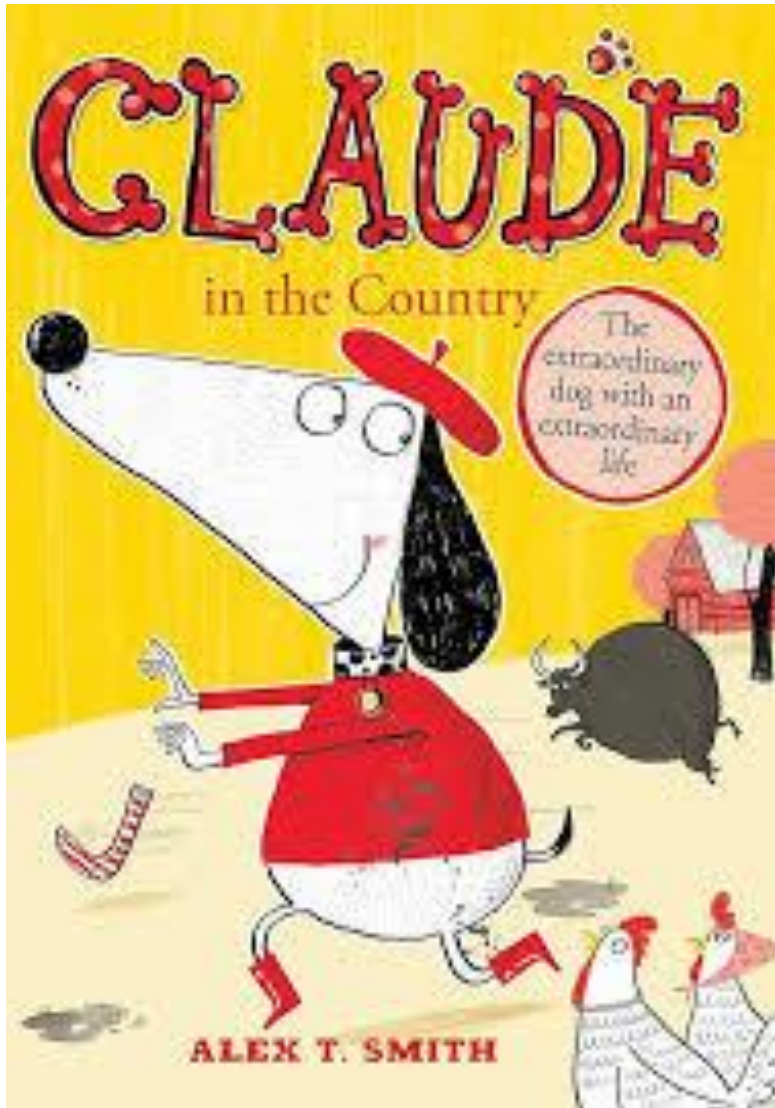
g

- Next clean page
- Stick in your work
- Get out your pencil
- Put your pencil on your page
- Sit ready!

BRAIN BREAK



Today we are going to read part of Claude in the country

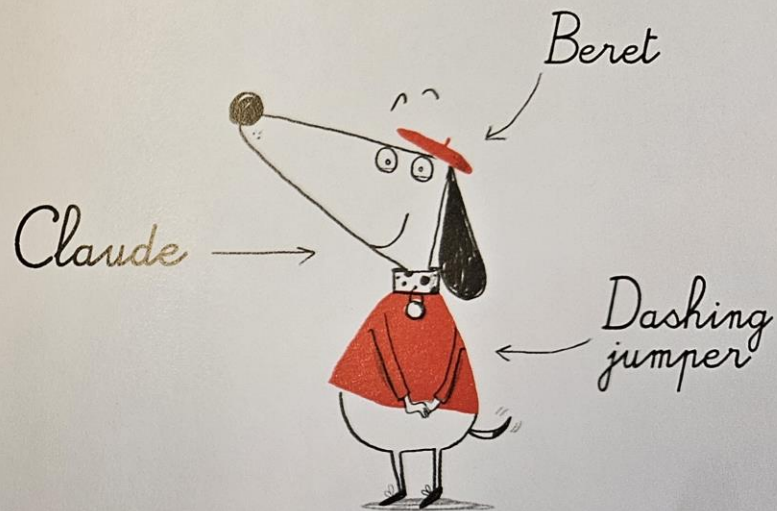


What might he do in the country?

What is the countryside like?

How would it be different to the city?

Have you met Claude?
Here he is now.
Hello, Claude!



Claude is a dog.
Claude is a small dog.
Claude is a small, plump dog who wears
a beret and a very dashing jumper.



He lives in a house with his owners,
Mr and Mrs Shinyshoes...

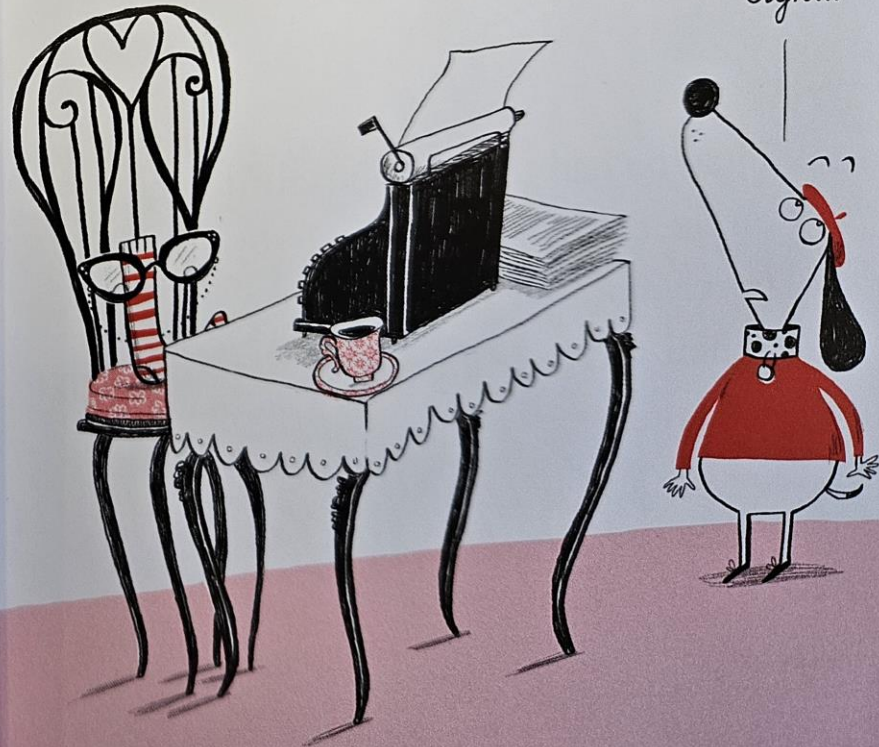
...and his best friend, Sir Bobblysock.

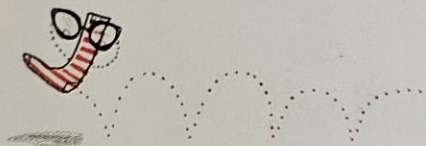


Sir Bobblysock is both a sock
and quite bobbly.

It was Thursday morning and the day before had been a Wednesday. A wet Wednesday. Because their raincoats were still at the dry cleaners, Claude and Sir Bobblysock hadn't been able to go on an adventure. They had had to stay indoors.

Sir Bobblysock had busied himself writing his life story and Claude had busied himself being bored.

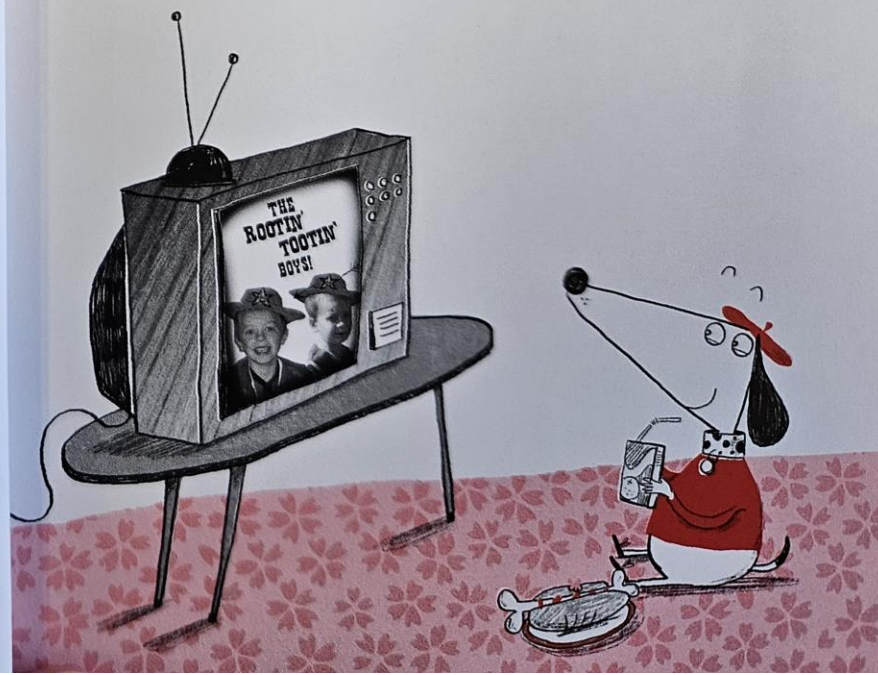




First, he had thrown himself down on the carpet and pretended to be poorly until Sir Bobblysock looked at him and gave him some attention.



When this didn't work, Claude did some running around in circles, watched a very interesting film about cowboys, and then he gave a concert for all his other friends. It had been a rip-roaring success.



CLANG!
CLANG!
CLANG!



Mr Smelly Sock



Dr. Chewed Squeakylbone



Dame Nibbled-Slipper



← Keith

But now it was Thursday and
the sun was out. Claude needed
some fresh air.

‘I think I will go to the countryside,’
he said. So that’s what he did.



Sir Bobblysock decided to go too,
as he was stuck on a tricky chapter
of his book and a day out would do
him some good. He was a little
worried about the countryside, as
he had heard that it was very green
and he often found that green took
the colour out of his face.

But he decided to be
brave and the two
friends bustled off.



The '5Ws' Question



A lot of questions asked will begin with:

Who? What? Where? When? Why?

Find the answer in the text and write it on the line.

Claude woke up one Thursday morning and decided that he needed some fresh air, after being stuck inside the **previous** day, as it was raining.

Q. **What** day was it?

Q. **Why** did Claude decide he needed some fresh air?



The 'Tick It' Question

This type of question will ask you something and give you some possible answers.

Read through all the answer options and tick the correct answer.

Always check **how many** answers the question wants you to tick.

He and Sir Bobblysock set off on their adventure to the countryside. Claude smelt a **peculiar** smell and soon discovered it was coming from a farm.

Q. Where did the smell come from? Tick one.

farm

☐

city

☐

house

☐

barn

☐

The 'Give Two' Question

For this type of question, you need to give two different answers.



You will find both of these answers in the text.

Claude had not gone far when a jolly woman started waving at them. "My name is Mrs. Cowpat, and I am the farmer here".

Claude offered to help her for the day, especially as it was the day of the country fair. People from all over the county came to **parade** their animals, show off their funny shaped vegetables and have fun at the games and rides. Claude enjoyed splashing around in the muddy puddles in his welly boots.

Name two things that Claude did on the day of the fair.

.....

.....



The 'Draw Lines' Question

For this type of question, you will need to use the information in the text to match one thing to the fact which matches it.

What can you do if you draw a line but change your mind?

Suddenly there was an enormous **yelp** coming from across the field. The **snooty-looking** judge had done something to upset the bull and make him angry. The **raging** bull was now chasing him around the field, the spiky horns heading for the judge's bottom! "Someone help me," shouted Mrs. Cowpat.

Draw lines to match the character with the action.

The judge

The bull

Mrs Cowpat

shouted for help.

chased the judge.

yelped.

BRAIN BREAK

rainbow relaxation

4
mins



Monday 19th October

T.B.A.T. Identify and explain key information about characters and events

Claude woke up one Thursday morning and decided that he needed some fresh air, after being stuck inside the previous day, as it was raining. He and Sir Bobblysock set off on their adventure to the countryside. Claude smelt a peculiar smell and soon discovered it was coming from a farm. Claude had not gone far when a jolly woman started waving at them. "My name is Mrs. Cowpat, and I am the farmer here"

When did Claude wake up?

T.B.A.T. Identify and explain key information about characters and events

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- What did Claude do in his welly boots?

-
- Where did people come from to visit the fair?
-

Suddenly there was an enormous yelp coming from across the field. The snooty-looking judge had done something to upset the bull and make him angry. The raging bull was now chasing him around the field, the spiky horns heading for the judge's bottom! "Someone help me," shouted Mrs. Cowpat. Claude remembered the cowboy film he had watched and bravely pulled out his lasso from under his beret and strutted into the ring. Sir Bobblysock was shaking with fright, and he did not dare look. The angry bull was charging around, and the poor judge was running as fast as he could to keep out of the way.

- Who was chased around the field by the bull?

- Why was Sir Bobblysock shaking?

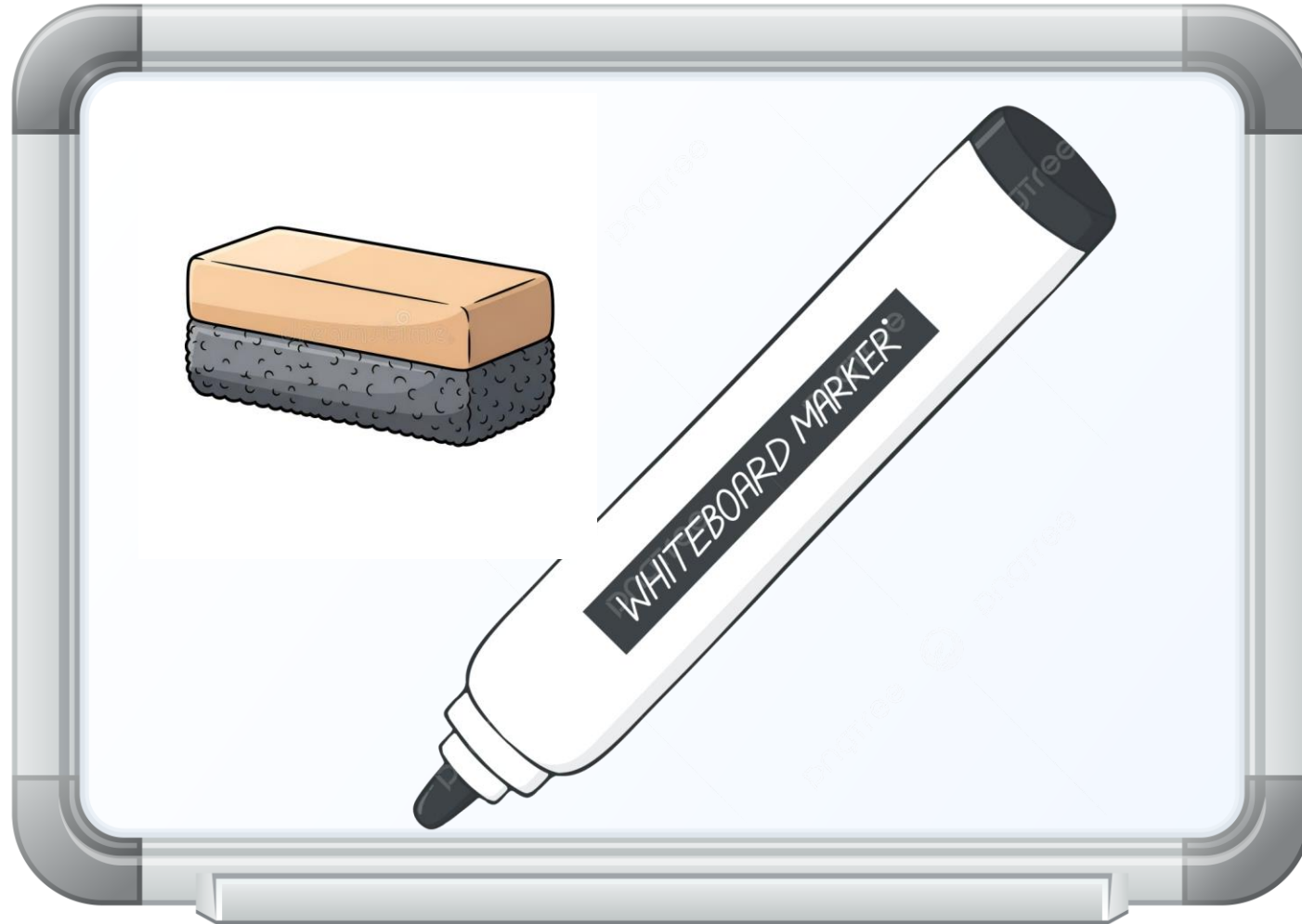
CHALLENGE

What might happen next? Why do you think this?

BREAK

MATHS

Are you ready?



19.10.26

T.B.A.T. use standard units when measuring



1.

What comes next?

16, 26, 36, , ,

2.

Circle the ones.

72

91

35

3.

There are 39 toys on the shelf.

Five of the toys have been taken.

How many toys are left on the shelf?

CHALLENGE

$$32 + 17 = ?$$

Partitioning numbers

Find three different ways of partitioning...

57



_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____

CH: Use the star words to help you create a sentence to compare the pencil and the rubber.

length

long



longer

longest



short



shorter



shortest

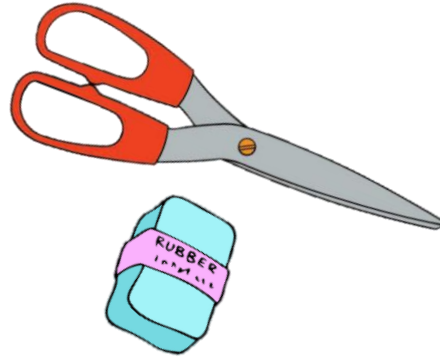
measure

metre



Revisit: Measuring objects with non-standard units

The pencil is about three cubes long.



I've recorded that on the board. I'll measure the rubber next.

you do

Turn
and
TALK



Pencil: About 3 cubes long.

Rubber: About ----- cubes long.



length long longer longest short shorter
shortest measure metre

CH: Use the star words to help you create a sentence to compare the pencil and the rubber.

Paula went to the tailor for a new pair of mittens

She met Miss Wilkins who measured Paula's hands.

Miss Wilkins wrote down the measurements and gave them to Mr Malik, the tailor.



hand: 12 cubes long
thumb: 5 cubes long



Key question:

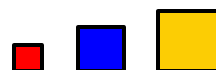
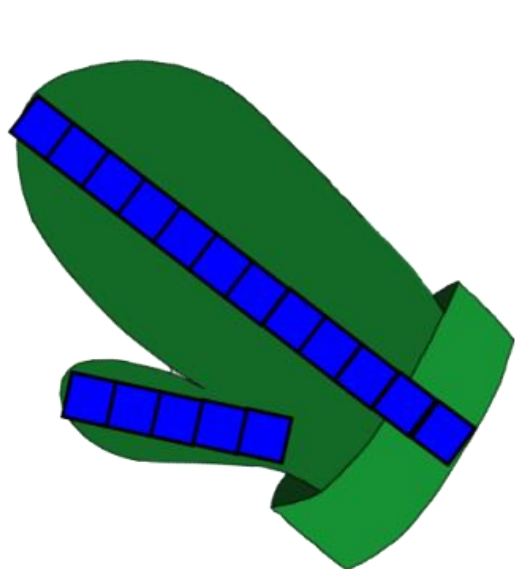
Mr Malik said that he might not be able to make the mittens. What might the problem be?

CH: How would you measure Paula's hands and why?

When Paula tried on the mittens, they were too big! Why?



- Mr Malik read the measurements and made a mitten for Paula.



hand: 12 cubes long
thumb: 5 cubes long

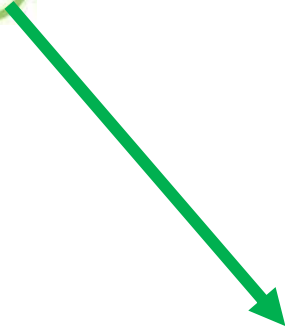


Key question:
Why were the mittens too big?

CH: What does Mr Malik need to help make the mittens the correct size?



I DO



Shorter than 1 metre (1 m)	About 1 metre (1 m)	Longer than 1 metre (1 m)

YOU DO



WE DO



CH: It was harder to find objects that were about 1 metre. True or false? Explain your reasons.

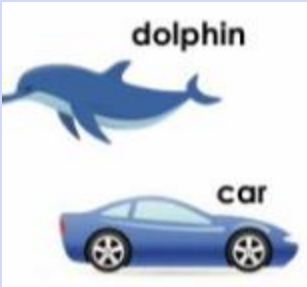
19.10.26 T.B.A.T. use standard units when measuring



Shorter than 1 metre (1 m)	About 1 metre (1 m)	Longer than 1 metre (1 m)

Standard Measure
1 metre = 100 centimetres

RP Abel has been sorting objects into the table below.

More than 1 metre	Less than 1 metre
	

Has he sorted them correctly? Explain your answer.

CHALLENGE

After completing your table, challenge yourself to find an object that measures exactly 1 m. Check with your partner to see who is most accurate. How do you know?

GREATER DEPTH

Rosie says:

"An elephant is taller than a giraffe. I think the giraffe is about 5 metres so the elephant must be taller than this." Do you agree? Explain your reasoning and give examples to prove your answer.

LUNCH

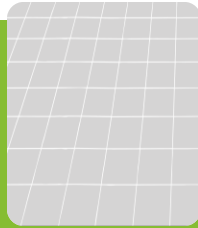
How are these words connected?

Why have we grouped them together?

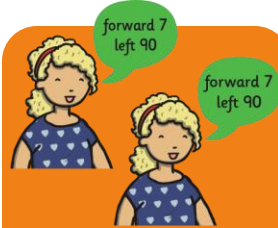
Common exception words are words that don't follow a spelling rule and appear often in writing.
How can we learn them?



door



floor



again



wild



children



climb



parents



most



only



both

SCIENCE

19/10/26

T.B.A.T. plan and carry out a test to try to change the shape of different materials in different ways

Starter quiz

1 What do we do when we squash materials? Tick **1** correct answer



- ☐ Pull them to make them longer.
- ☐ Push on them to make them thinner and flatter.
- ☐ Twist them lots of times.

2 Which of these photographs shows dough that has been bent? Tick **1** correct answer

☐

dough 1

☐

dough 2

☐

dough 3

3 True or false? When we twist something, we hold each end and turn it in opposite directions. Fill in the blank



19/10/26

T.B.A.T. plan and carry out a test to try to change the shape of different materials in different ways

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dough 1

☐

dough 2

☐

dough 3

3 True or false? When we twist something, we hold each end and turn it in opposite directions. Fill in the blank



Keywords

results

What you find out after doing an investigation or experiment.

original

The first version of something.

change

The way things become different from how they used to be.

shape

The outline or form of an object.

materials

What an object is made from.



We are going to test **materials** to see if they **change shape** when we try to squash, bend, twist or stretch them and we will record the **results** in a table.



modelling clay



plastic cling film



paper



cardboard



wool



What will we do? How will we change the shape? What do we think will happen?



Check

Which of these are ways of changing the shape of materials?

a

sphere and cylinder

b

bending and twisting



c

dough and plate

The results of tests can be recorded in a table like this:

Material	Can it be squashed?	Can it be bent?	Can it be twisted?	Can it be stretched?
clay				
plastic				
paper				
cardboard				
wool				

The results of tests can be recorded in a table like this:

Material	Can it be squashed?	Can it be bent?	Can it be twisted?	Can it be stretched?
clay				
plastic				
paper				
cardboard				
wool				

Use the results in your table to answer the questions.

1) Which materials could not change shape at all?

The could not change shape at all.

2) Which materials could be changed by squashing, bending, twisting and stretching?

The could be changed by squashing, bending, twisting and stretching.

3) Which materials could be bent but could not be stretched?

The could be bent but could not be stretched.

4) Which materials could be twisted and stretched?

The could be twisted and stretched.

Use the results in your table to answer the questions.

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2) Which materials could be changed by squashing, bending, twisting and stretching?

The could be changed by squashing, bending, twisting and stretching.

3) Which materials could be bent but could not be stretched?

The could be bent but could not be stretched.

4) Which materials could be twisted and stretched?

The could be twisted and stretched.

When scientists investigate whether they can make
record their results?

materials change shape, where do they

a

in a plan

b

in a chair

c

in a table



Summary

Changing shape: plan and do

Squashing, bending, twisting and stretching are different ways of changing the shape of some materials.

Scientists can plan and test how squashing, bending, twisting and stretching can change the shape of some materials.



chocolate twist

BREAK

MUSIC

1 Structure is ... (Tick 1 correct answer)



- ☐ how fast or slow the music is played
- ☐ how high or low a note is
- ☐ the way the music is organised

2 When we _____ we are speaking in time to the pulse. (Tick 1 correct answer)

- ☐ sing
- ☐ chant
- ☐ hum

3 An _____ is a singing structure where we sing an exact copy of a musical phrase after hearing the call. (Fill in the blank)

Outcome

I can sing high and low pitches, matching a leader.

Keywords

singing voice

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

call and response

a question and answer musical structure



melody

a combination of notes to make a memorable tune

pitch

how high or low a note is



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.



Yoo Hoo



Let's Warm Up



Down by the Bay

Are you ready to **sing**?

My muscles feel loose.

My throat feels relaxed.

I feel alert and ready to focus.



Aisha



Alex



Lucas



Lesson outline

Singing with pitch accuracy



Matching pitch using call and response

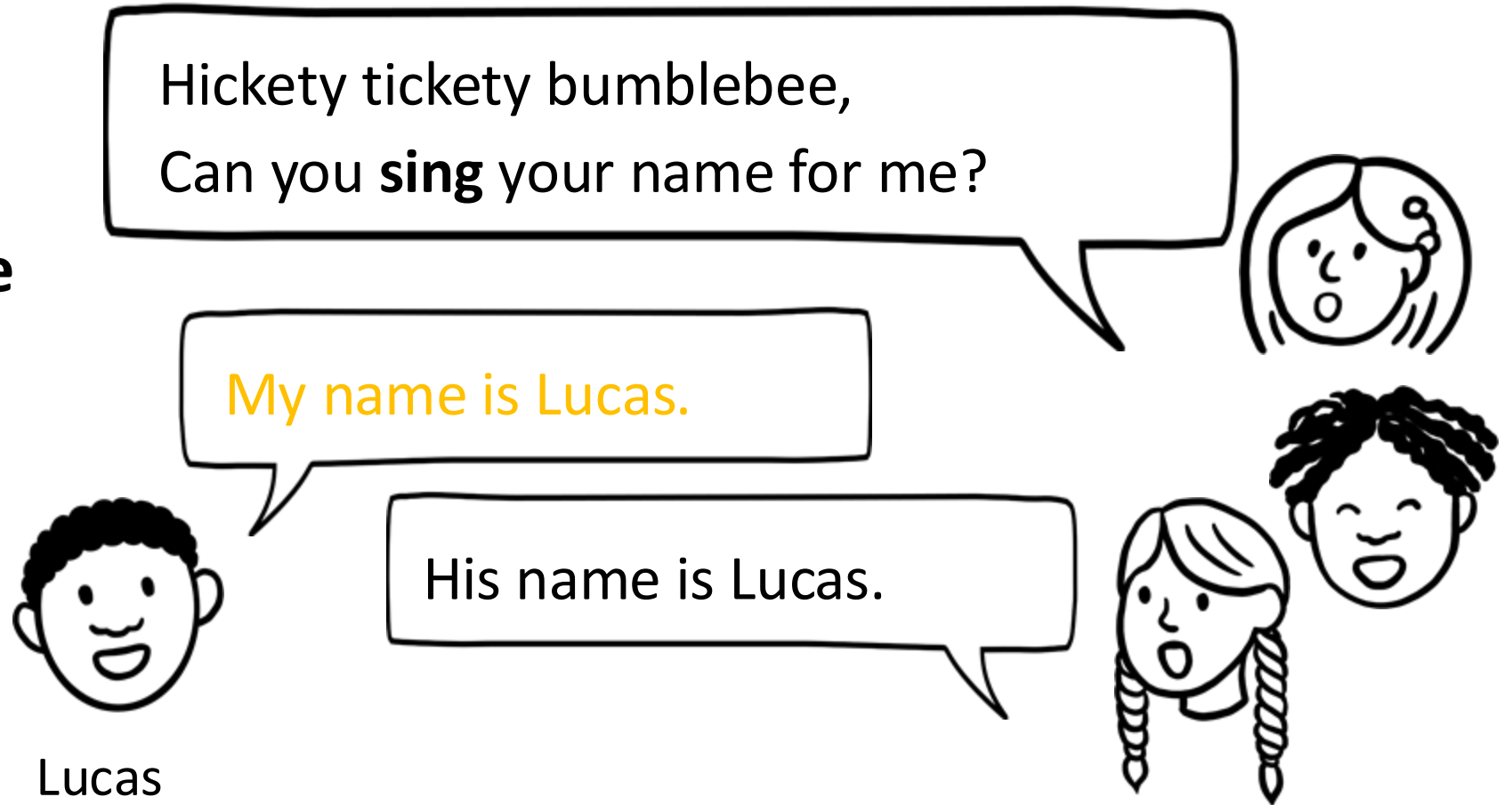


Singing responses with pitch accuracy

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



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



Hickety Tickety Bumblebee uses a **call and response** musical structure.



structure

Call:

My name is Lucas.



Lucas

Response:

His name is Lucas.



Laura

In Hickety Tickety Bumblebee, we use our **singing voices** to **sing** the **call** and the **response**.

When we use our **singing voices**, our voices go higher and lower following the **melody**.



This is called **pitch**.



Alex

Using **pitch** actions can help us feel the **pitch** changes in the **melody**.



My

name

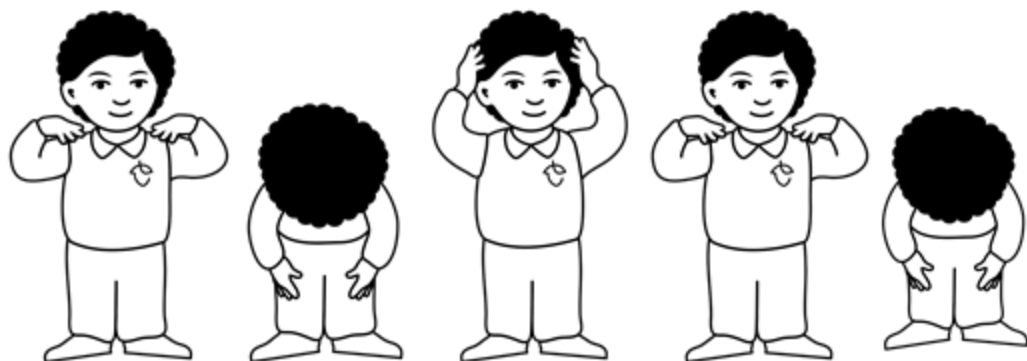
is

Lu

- cas.



Sing the **call** with **pitch** actions:

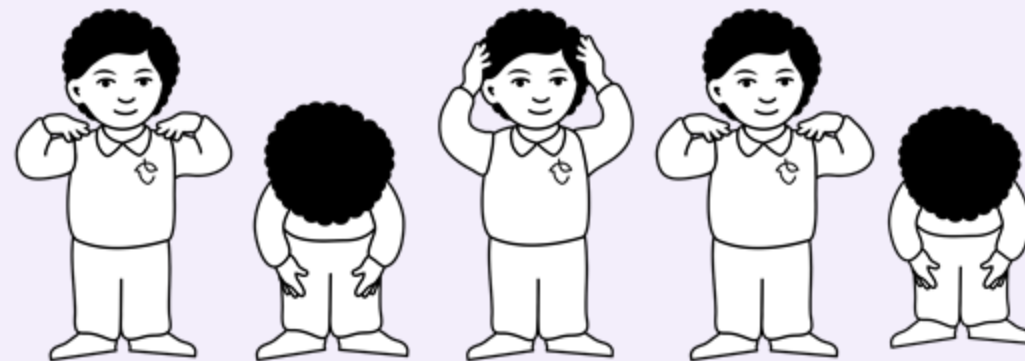


My name is Lu - cas.



pitch

Sing the **response**:



His name is Lu - cas.

Is the **melody** the same or different than the **call**?

The **call** and **response** have the **same** melody.

Join in **singing** and playing Doggie, Doggie.



Doggie, doggie, where's your bone?

Someone stole it from my home.



Who stole your bone?



I stole your bone!



The song Doggie, Doggie uses a musical structure.

call and response



structure

The song Doggie, Doggie is made up of two **call and response** questions and answers.

In this song, the **melody** of the answer is the same as the **melody** of the question.



Using **pitch** actions can help us to **sing** the answers accurately.



Who

stole

your

bo

-

ne?

I

stole

your

bo

-

ne.



True or false?

In our song, Doggie Doggie, the questions have the same **melody** as the answers.

T True ✓

F False

The **pitch** of the question matches the **pitch** of the answer.

1. **Sing** the **call and response** questions and answers in our song Doggie, Doggie with a partner.
 - Face your partner. One of you will **sing** the questions and the other will **sing** the answers.
 - Show the **pitch** using **pitch** actions as you **sing**.
 - Swap who **sings** the question and answer and repeat.

How do you know you were successful?

My partner and I were doing the same **pitch** actions.



Jacob

We were **singing** at the same **pitch** as each other.



Aisha

The **pitch** of the answers matched the **pitch** of the questions.



Sam

Lesson outline

Singing with pitch accuracy



Matching pitch using call and response



Singing responses with pitch accuracy

Join in **singing** Star Light, Star Bright.



Finish the song with a **sung** question.

Star light, star bright,
First star I see tonight,
Wish I may, wish I might,
Have the wish I wish tonight.

What do you wish for?

If you could wish on the star, what would you wish for?



Laura

Finish the sentence:

I wish for...

I wish for a holiday.



Lucas

I wish for a new bike.



Sofia

I wish for ice cream!



Izzy

Now we will try to **sing** our answers.

When we **sing** our answers, we will try to match the **melody** of the **sung** question.



What



do



you



wish



for?



pitch



When we **sing** a musical question and answer, it is called:

a

echo

b

call and response



c

tempo

To match the **melody** in our **response**, we need to copy how the **pitch** moves in the **call**.



What

I



do

wish



you

for



wish

ice

for?

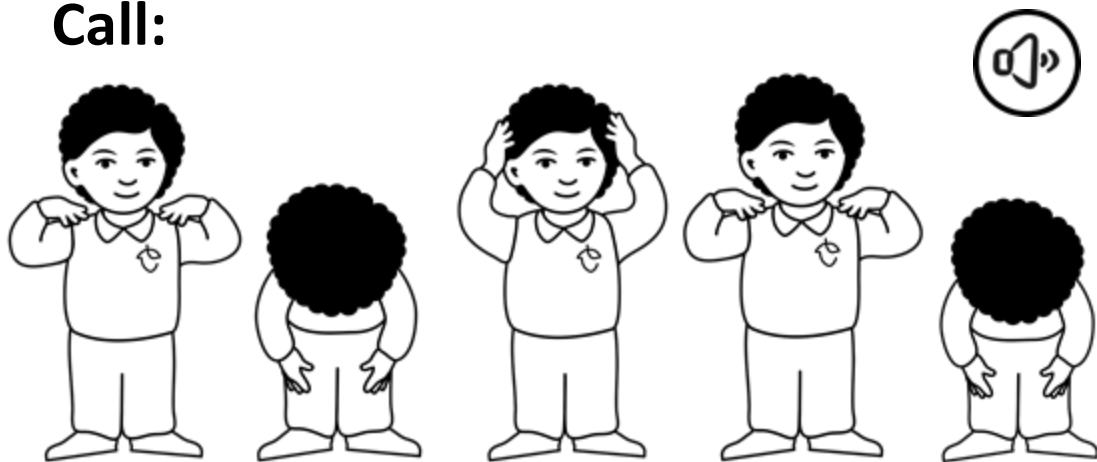


cream!



We can create many different **responses** to the **call**.

Call:



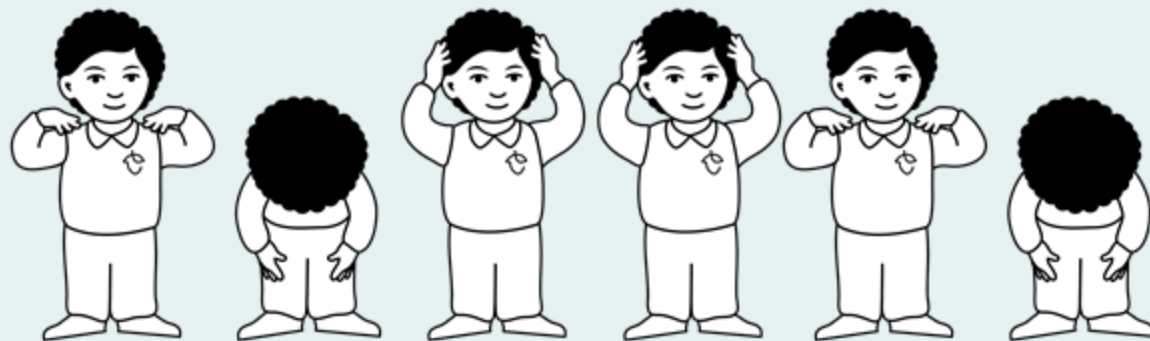
What do you wish for?

When we **sing** the **response**, we can try to match it as close as we can to the **pitch** of the **call**.

Try it with a partner.

One of you **sing** the **call**, and the other will **sing** a **response**.

Response:



I wish for a new bike.

Switch parts and repeat.

Play the Star Light, Star Bright **singing** game as a class to practise matching **pitch** using **call and response singing**.



Watch the video to learn how to play the game.

Think of your own **response** to the **sung** question (**call**):

What do you wish for?

If the magic wand taps your hand at the end of the song, it will be your turn to **sing** your **response**.

Practise matching the **pitch** of the **call**.



Star light, star bright,
First star I see tonight,
Wish I may, wish I might,
Have the wish I wish tonight.



Izzy



Alex

What do you wish for?

I wish for a holiday.



Laura

How did it go?

- Were you ready to respond when it was your turn?
- Did you use your **singing voice** to **sing** your **response**?
- Did the **pitch** of your **response** closely match the **pitch** of the **call**?

Singing questions and answers is a form of **call and response** musical structure.

A **sung** question has a **melody**. When we **sing** it, our voice moves up and down as we **sing** different **pitches**.

Using **pitch** actions can help us feel how the **pitch** moves in the **melody**.

Singing questions and answers with the same **melody** is a good way of practising matching **pitch**.