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)**

03/11/26

GROW A SENTENCE The Grumpy Bear



Start sentence: The grumpy bear
1.WHERE
2.WHERE + WHEN
3.WHERE + WHEN + WHY

MORNING CHALLENGE

WORD HELP
WHERE: ○ in a deep forest ○ in the mountains ○ outside a cave
WHEN: ○ early in the morning ○ during the winter ○ after a busy day
WHY: ○ wants to be alone ○ protecting something valuable ○ feeling annoyed

REMEMBER:
CL . ! ?

ARE YOU READY?

3



2



1



SPELLINGS

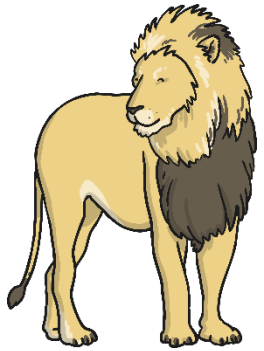
Can you remember the difference between statements, questions, exclamation sentences and questions?

Can you match the sentence with the correct sentence type?

Sentence	Type of Sentence
It is a beautiful day.	**statement**
Where should we have our picnic?	**question**
Take the sandwiches out of the lunch box.	**command**
What a mess we have made!	**exclamation**

show answer

Can you rearrange the words in each sentence to make five statements that tell a story?



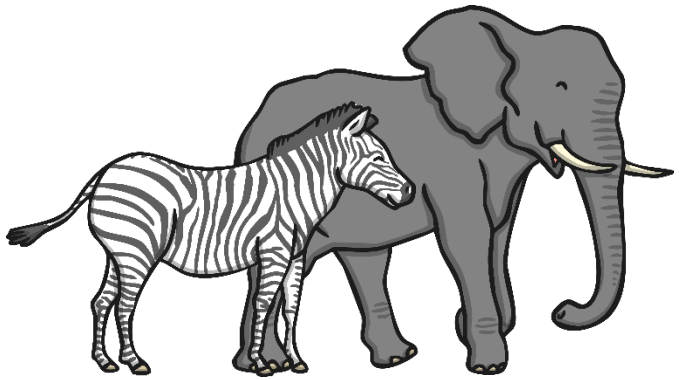
iTsh Tehleeolmuisagnryn lgoyn

Tdoaeeredb Tfahnis isscaerlbeda

Tehepeleapthcaleavies. cTleaveeis

Tiupe Tlakepeheaprtamitpshuepidtme tiroops

Tawayzebraraunusnaw Tahye



show answer

A command tells us to do something.

They are sometimes called 'bossy' verbs as they tell you to do something.

Clean your teeth.

Put your shoes on

Can you think of things you have been told to do this morning?

Using 4 common exception words,
can you write 2 statements and 2 commands?

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

LITERACY

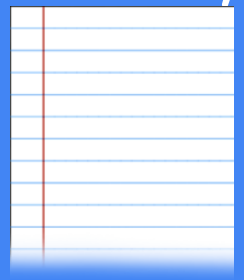
Tuesday 3rd November

T.B.A.T. find and identify key information from what they have read

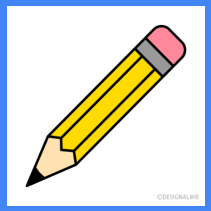
3 in 3

f

Are you ready?











BRAIN BREAK



How to Make Fairy Cakes

Ingredients

- 100g self-raising flour
- 100g sugar
- 100g butter
- 2 eggs
- icing sugar
- sprinkles



Method

1. Turn the oven on at 180°C or gas mark 4.
2. Mix the sugar and the butter together.
3. Sieve the flour gently into the bowl and fold it into the mixture.
4. Whisk the eggs and stir them into the mixture.



5. Divide the cake mixture evenly between 12 cake cases in a baking tray.
6. Ask an adult to help you to put the cakes into the oven for 20 minutes.
7. Take the cakes out of the oven and wait for them to cool.



8. Decorate your cakes with icing sugar and your favourite sprinkles.

Look at this piece of writing- tell your partner about it



What type of writing is this?

This is a ……

Why do we have this writing?

It helps us to …



Keywords

What do these words mean?

instructions

features



Explanation

Have you ever played a board game with your friends or family before and read the booklet that tells you how to play?

Or maybe you've built something out of toy blocks by following a step by step guide that told you what to do?

If you have, then you have probably already seen and followed a set of **instructions** before!

Explanation

Instructions are a set of steps or guidelines for someone to follow to complete a specific task.

Instructions are written for someone who needs to know how to do something.

Explanation

There are lots of examples of things that come with **instructions**:

- toys
- games
- art or science kits
- construction kits e.g. LEGO
- cookery kits
- furniture
- cars
- electronic devices e.g. phones, cameras

Explanation

Instructions are broken down into small steps to help guide someone to be able to do something.

It is important that **instructions** are written carefully and are very clear so the reader can follow them easily.

If **instructions** are not clear, someone may get confused and the instructions will not achieve their purpose.

Tuesday 3rd November

T.B.A.T. find and identify key information from what they have read

Pizza Recipe

Ingredients

- 300g of flour
- 1 teaspoon of yeast
- 200ml of warm water
- tomato paste
- cheese

1) First, mix the yeast with the warm water in a large bowl.
2) Second, add the flour and slowly mix together to make the dough.
3) Then, roll the dough into a flat circle.
4) After that, spread the tomato paste on top.
5) Next, gently sprinkle the cheese on top of the pizza.
6) Finally, carefully place the pizza into the oven and cook for 10 minutes.

BRAIN BREAK



Ingredients

- 300g of flour
- 1 teaspoon of yeast
- 200ml of warm water
- tomato paste
- cheese

1) First, mix the yeast with the warm water in a large bowl.
2) Second, add the flour and slowly mix to make the dough.
3) Then, roll the dough into a flat circle.
4) After that, spread the tomato paste on top.
5) Next, gently sprinkle the cheese on top of the pizza.
6) Finally, carefully place the pizza into the oven and cook for 10 minutes.

<u>Retrieval Questions</u>

How much flour is needed?
What is mixed with the warm water first?
What shape is the dough rolled into?
How long does the pizza cook for?

<u>Sequencing Questions</u>

Which step comes just before putting the pizza in the oven?
Can you number these ingredients in the order they are used?
Cheese
Flour
Tomato paste
Yeast

<u>Vocabulary Questions</u>

What does the word *gently* tell us about how to sprinkle the cheese?
What does the word *carefully* tell us about putting the pizza in the oven?

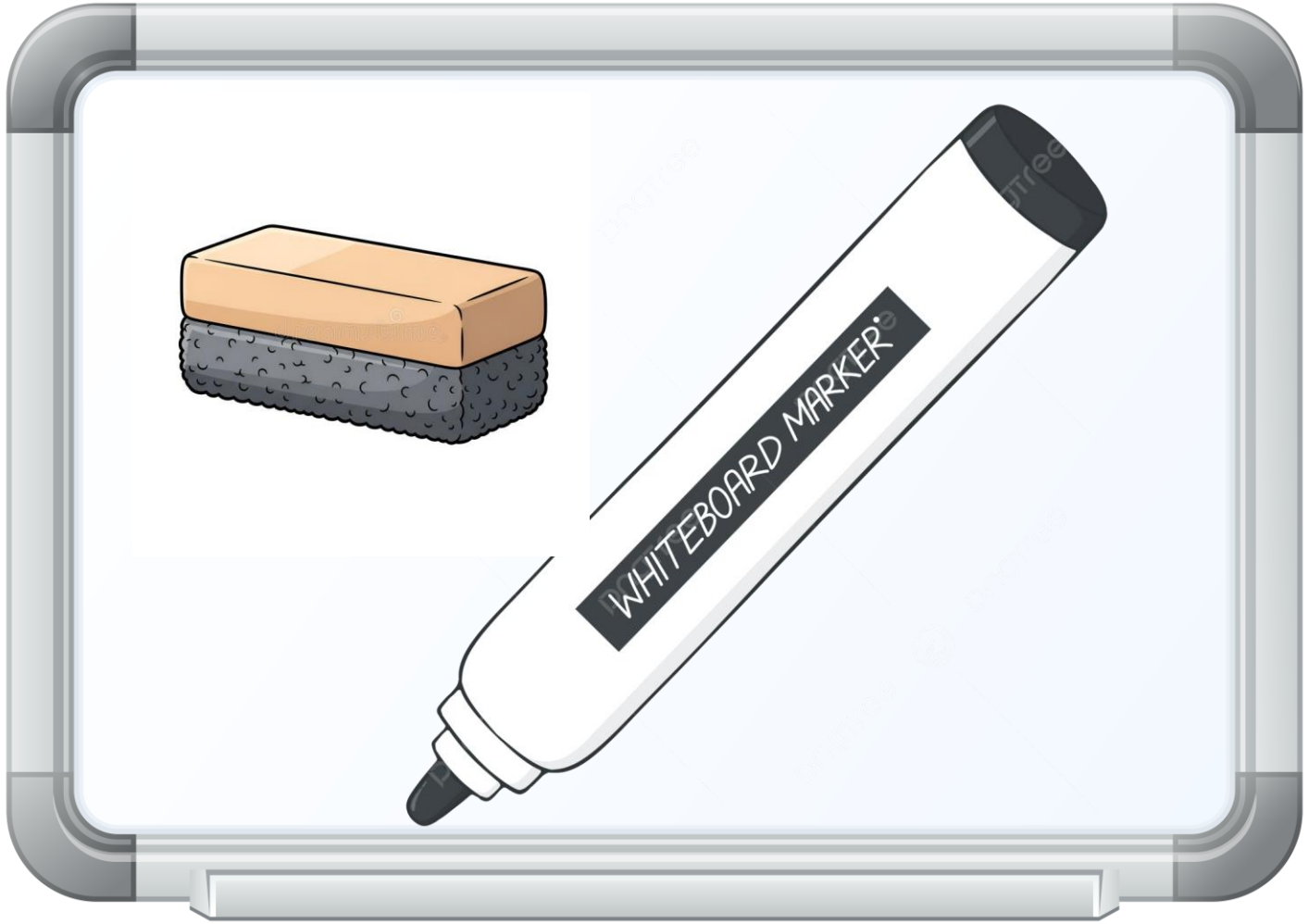
CHALLENGE

Why do you think the water needs to be warm?
Why is it important to roll the dough flat before adding the toppings?
What ingredient would you add to make your own special pizza? Why

BREAK

MATHS

Are you ready?





03.11.26
T.B.A.T. draw lines in centimetres



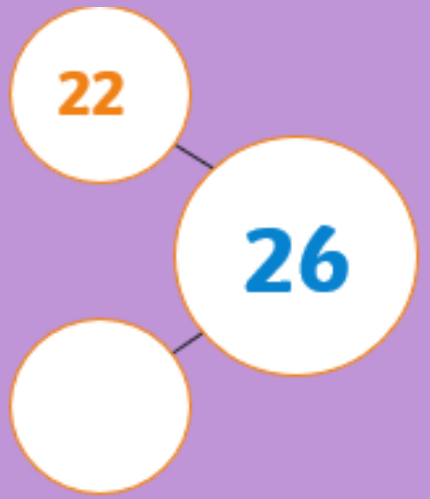
3 IN 3

Place Value



How many leaves are there?

+ and -



Problem Solving



Put the missing numbers on the number line.

CHALLENGE:

1, 4, 7, 10, ____, ____

- What is the 10th number?

03.11.26
T.B.A.T. draw lines in centimetres



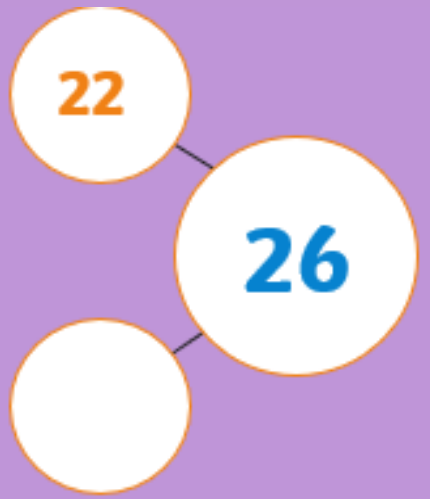
3 IN 3

Place Value



How many leaves are there?

+ and -



Problem Solving



Put the missing numbers on the number line.

CHALLENGE:

1, 4, 7, 10, ____, ____

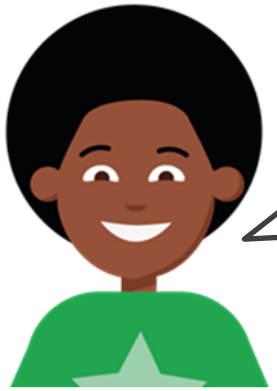
- What is the 10th number?

03.11.26

T.B.A.T. draw lines in centimetres

Year 1

PRIOR LEARNING



I can compare lengths and heights. I can measure using objects and I have begun to use a ruler.

Year 2



I can use a ruler to measure length and heights to the nearest centimetre.

WARM UP

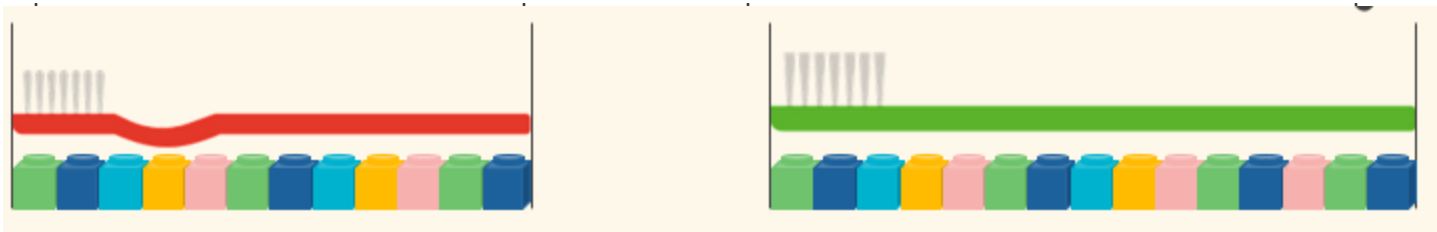


Complete the sentences using longer or shorter.

1. The green toothbrush is _____ than the pink toothbrush.



2. The red toothbrush is _____ than the green toothbrush.



3. Complete the sentence in 2 different ways.

   The _____ toothbrush is _____ than the _____ toothbrush.





length



long



centimetre



longer



longest



short



shorter



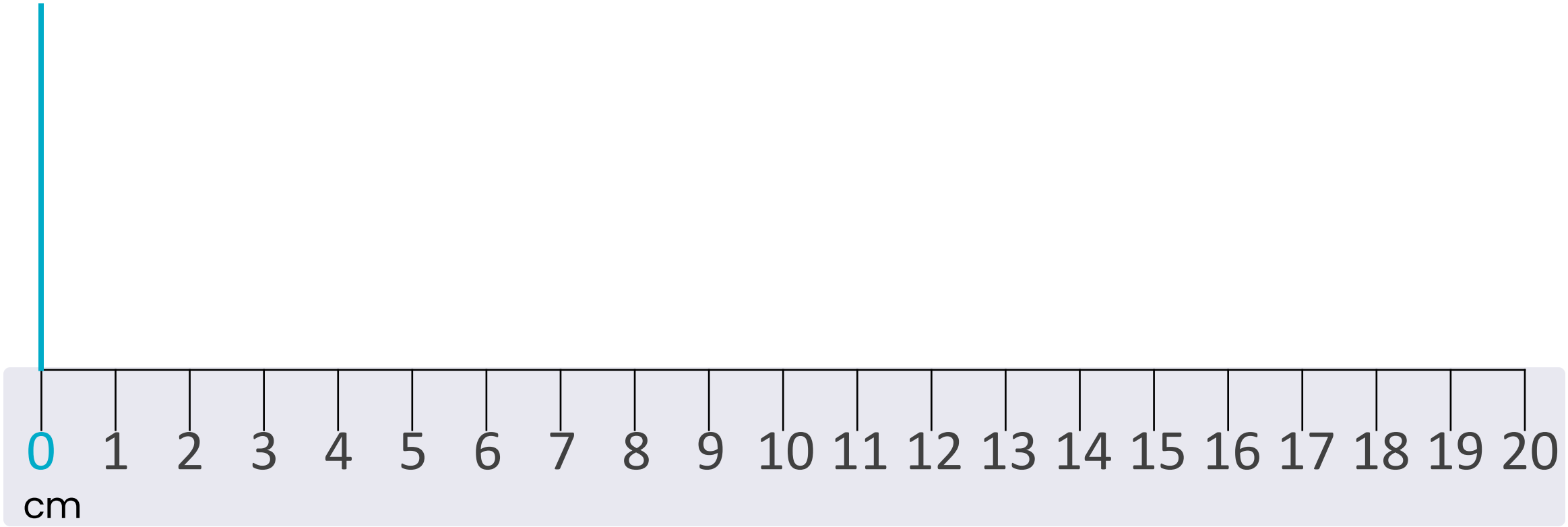
shortest



measure

WHAT DO WE NEED TO REMEMBER?

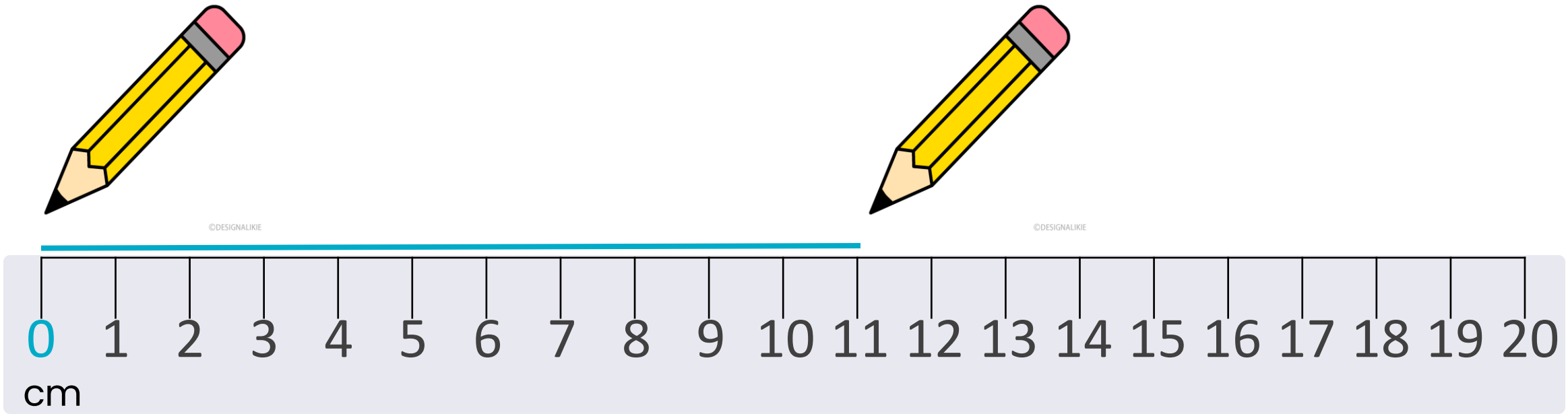
When measuring the **length** of an object with a ruler, you need to make sure that 0 is lined up with the end of the object.



Not to scale

Steps to Success:

1. When drawing the **length** of a line with a ruler, you need to make sure that 0 is lined up with where you will start to draw the line.
2. Then you check which number the other end of the line will end.



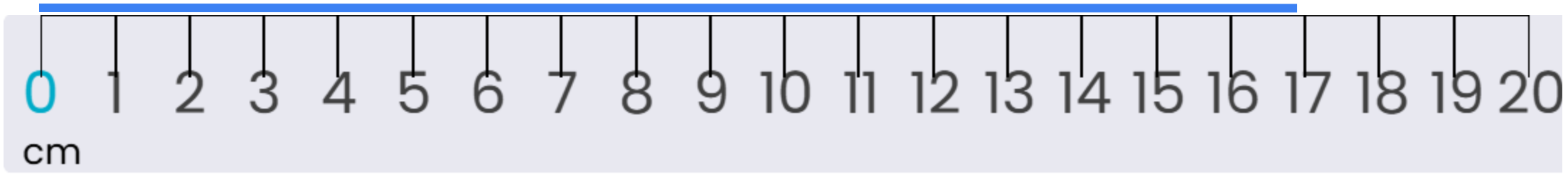
Not to scale

Let's Practise ...

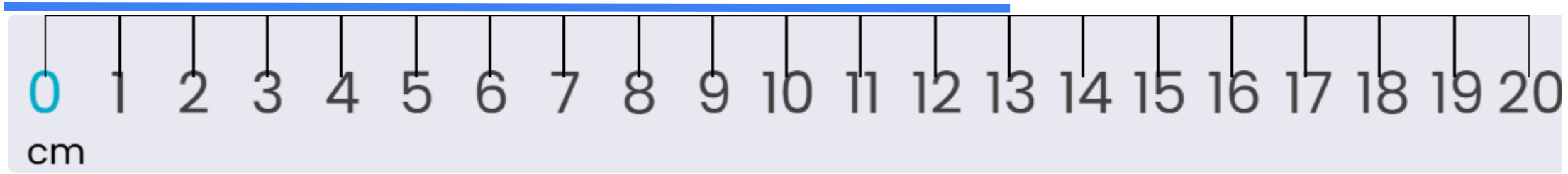
My line needs to be 13 cm long. Which line has been drawn correctly?



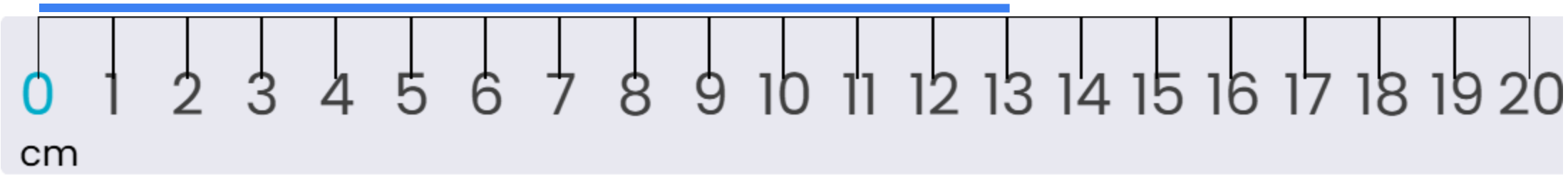
A)



B)



C)



CHALLENGE: How do you know? Explain.

Let's Practise ...



Use a ruler and pencil to draw lines that are:

A. 5 cm long

B. 3 cm tall

Not to scale

CHALLENGE: Explain the difference between 'long' and 'tall'. How did it change the way you used your ruler?

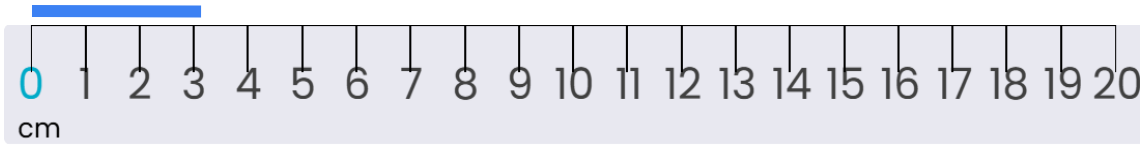
Let's Reason ...

George and Ella have drawn the same line.



George

It is 3 cm long.





Ella

It is 3 cm long.



Who is correct? Explain your answer.

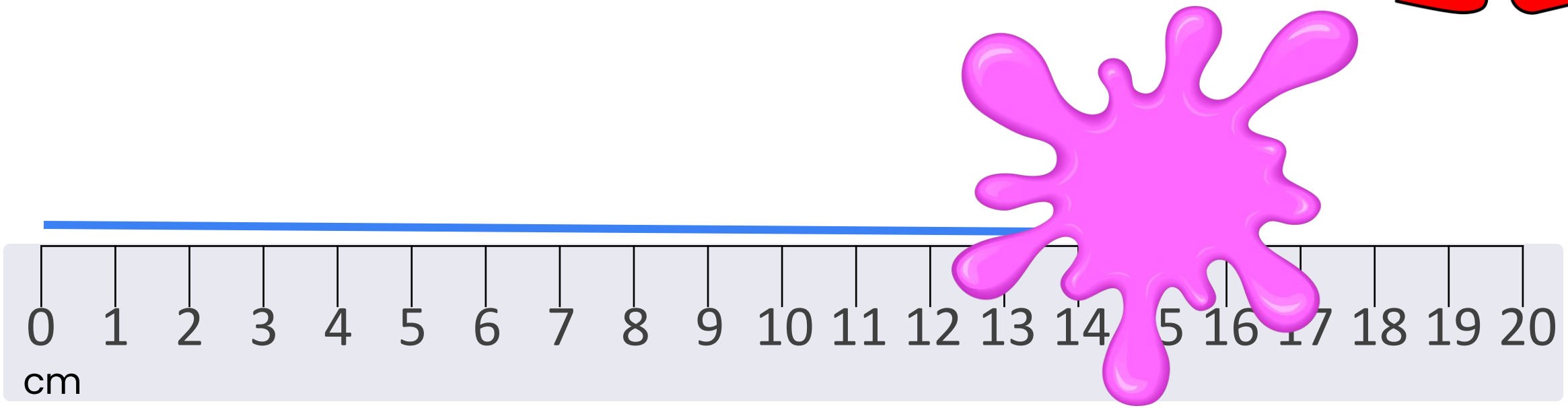
George/Ella is correct because . . .

CHALLENGE: George says, "A line must start at 0 cm to be measured correctly." Do you agree or disagree? Draw your own 4 cm line on a ruler that does NOT start at 0 cm. Explain how you know it is 4 cm long.

Let's Problem Solve ...



Dev had finished drawing a line but then he spilt his paint.



How long could his line be? Give 2 possible answers.

CHALLENGE: Dev's friend drew a line that was 3 cm longer than Dev's line. What could his friend's line be?

Let's Practise ...

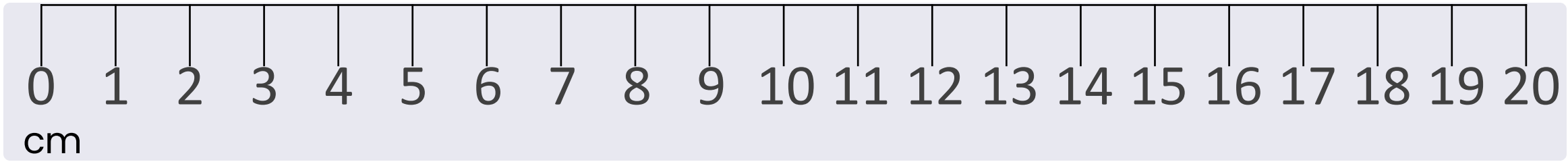
Draw the line!



The first line is 4 cm long.

The mystery line is 2 cm longer than the first line.

What is the length of the mystery line?



CHALLENGE: The mystery line is 2 cm longer than the first line. Can you make a new problem where the mystery line is 10 cm long? What could the first line be?

BRAIN BREAK



1. Draw Me!

The first line is 9 cm long.
The second line is 5 cm long.
How much longer is the first line than the second line?

Line 1:

Line 2:

The first line is ..... cm longer than the second line.

2. Draw Me!

The first line is 14 cm long.
The second line is 3 cm.
How much shorter is the second line than the first line?

Line 1:

Line 2:

The second line is ..... cm shorter than the first line.

3. Reason!

William and Isabel have been drawing lines.

William says,



My line is 6 cm longer than your line.



Isabel says,

Your line must be 20 cm long because my line is 15 cm.

Isabel is incorrect. Why? Explain your answer.

4. Challenge!

When two lines are placed together their total length is 12 cm. What could be the length of the two lines? Show me three different options

5. Greater Depth!

House plans: Draw an outline of a house using straight lines. Make sure you use a ruler! Rule: • No line can be longer than 8 cm.

LUNCH

COMPUTING Investigators

T.B.A.T. understand information technology rules

1 What is information technology used for? (Tick **1** correct answer)

- ☐ only playing games
- ☐ only schoolwork
- ☐ only talking to friends
- ☐ all sorts of tasks

2 Why do many jobs use IT? (Tick **1** correct answer)

- ☐ to make work harder
- ☐ because it makes tasks easier and more accurate
- ☐ to waste time
- ☐ just for fun

3 Match the term to its meaning. (Write the correct letter in each box)

a	purpose
b	device
c	interactive

	reacts when you use it
	a type of machine
	why something is used

rules	instructions everyone should follow to keep us safe
private	something that belongs to you and is not for everyone to see or use

Understand information technology rules

Explanation

Information technology (IT) is a computer or things that are made to work with a computer.



Understand information technology rules

Explanation

How have you used information technology at school or at home?









Understand information technology rules

Explanation

How have you used information technology at school or at home?

- learn and work
- talk to people far away
- play and have fun

Information technology is all around us every day.



Understand information technology rules

Explanation

What **rules** do you have to follow when using devices?

These **rules** could be from school or home.



Explanation

IT **rules** keep us safe, protect our devices and ensure everyone can enjoy using information technology.

Both adults and children have to follow IT **rules**.

Check

Who has to follow information technology **rules**?

a only children under 18

b everyone, adults and children ✓

c only adults aged 18 and over

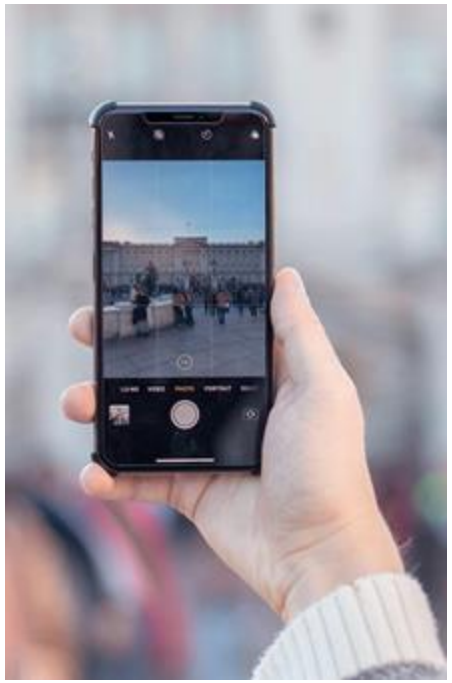
Understand information technology rules

Explanation

Why do you think we have this IT **rule**?

Ask permission before taking someone's photo.

This **rule** shows respect and helps others feel comfortable.



Why do you think we have this IT **rule**?

Keep your passwords **private**.

This **rule** keeps your device safe from others using it without permission.



Why do you think we have this IT **rule**?

Carry your device with both hands.

This **rule** helps to keep the device safe and not get damaged.



Why do you think we have this IT **rule**?

Only play games suitable for your age.

This **rule** helps you avoid seeing or using things that might not be appropriate for you.



Understand information technology rules

Check

Which of these is an example of an IT **rule**?

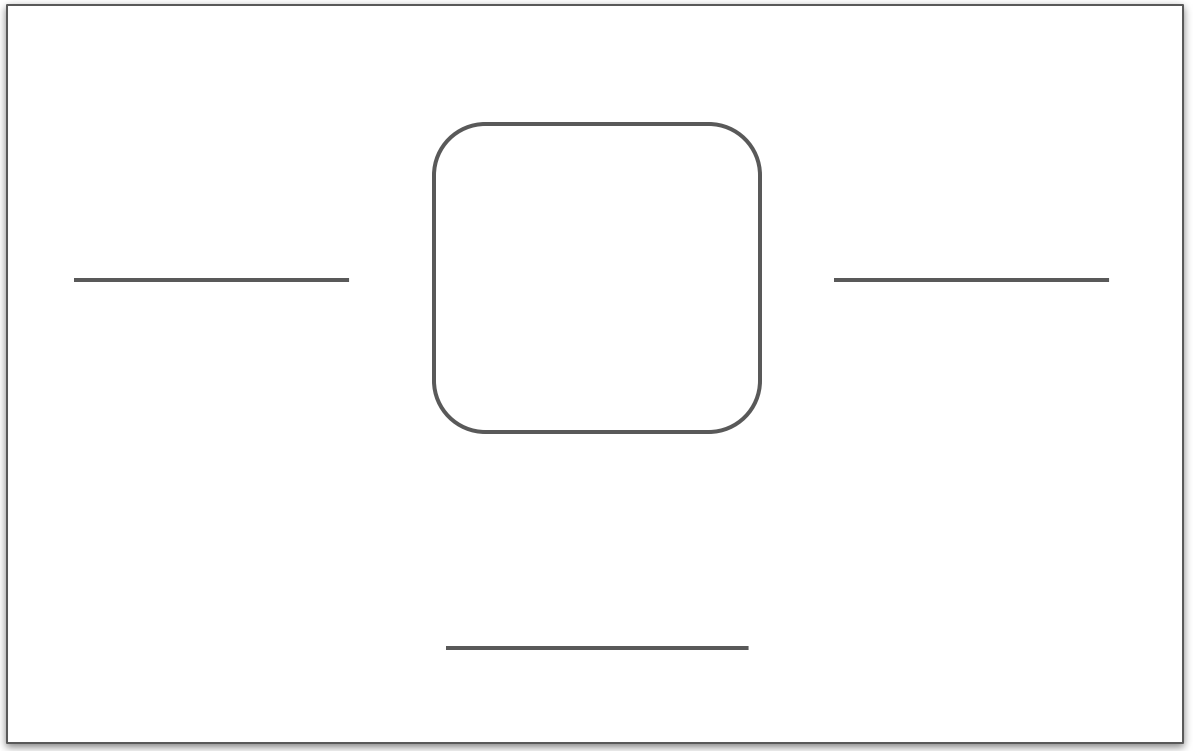
a only walk inside

b carry a tablet carefully with both hands ✓

c bedtime at 8 o’clock

Choose an IT device and think about how you use it safely.

Draw a picture of the IT device in the centre of your page.
In the spaces around it, write three key **rules** for using the device safely.



Understand information technology rules



tablet

no food or drink near the tablet

only use apps and games for my age group

ask before I take someone's photo

DT
Pioneers

Card lever mechanisms



Design and technology

Unit Levers and sliders: moving cards

Oak National Academy

Outcome

I can explore and create lever mechanisms using paper and card.

Keywords

mechanism	something that creates movement in an object
lever	a bar that helps lift or move things by turning on a point
rigid	unable to bend or be forced out of shape
pivot	a point around which an object moves or rotates

Lesson outline

Card lever mechanisms

- Features of mechanisms
- Features of lever mechanisms
- Make a lever mechanism

Features of mechanisms

Explanation

Lots of objects move in different ways.

What are these objects and how do they move?









A door handle has a **mechanism** that moves up and down.



The **mechanism** on a bicycle makes the wheel move round and round in a circular motion.



The **mechanism** makes the drawer move backwards and forwards.

My turn:

Something that creates movement in an object is a **mechanism.**

For example …

a door handle.

Your turn:

Something that creates movement in an object is a **mechanism**.

For example …

wheels on a bike.

Check

True or false?

A **mechanism** makes something move.

T True ✓ F False

Why?

There are lots of different types of **mechanisms** and they all make different movements.

Fill in the gaps using the word bank



This object is a window.

The **mechanism** makes it move_____.



This object is a blind.

The **mechanism** makes it move_____.



This object is a bike wheel.

The **mechanism** makes it move_____.

round and round	up and down	forwards and backwards

Task A

Features of mechanisms

Feedback

Fill in the gaps using the word bank



This object is a window.

The **mechanism** makes it move forwards and backwards.



This object is a blind.

The **mechanism** makes it move up and down.



This object is a bike wheel.

The **mechanism** makes it move round and round.

round and round	up and down	forwards and backwards

Lesson outline

Card lever mechanisms

- Features of mechanisms
- Features of lever mechanisms
- Make a lever mechanism

A **lever** is a type of **mechanism.**



This door handle moves up and down.



The scissors open and close to cut paper.



The hammer can pull nails out.

Explanation

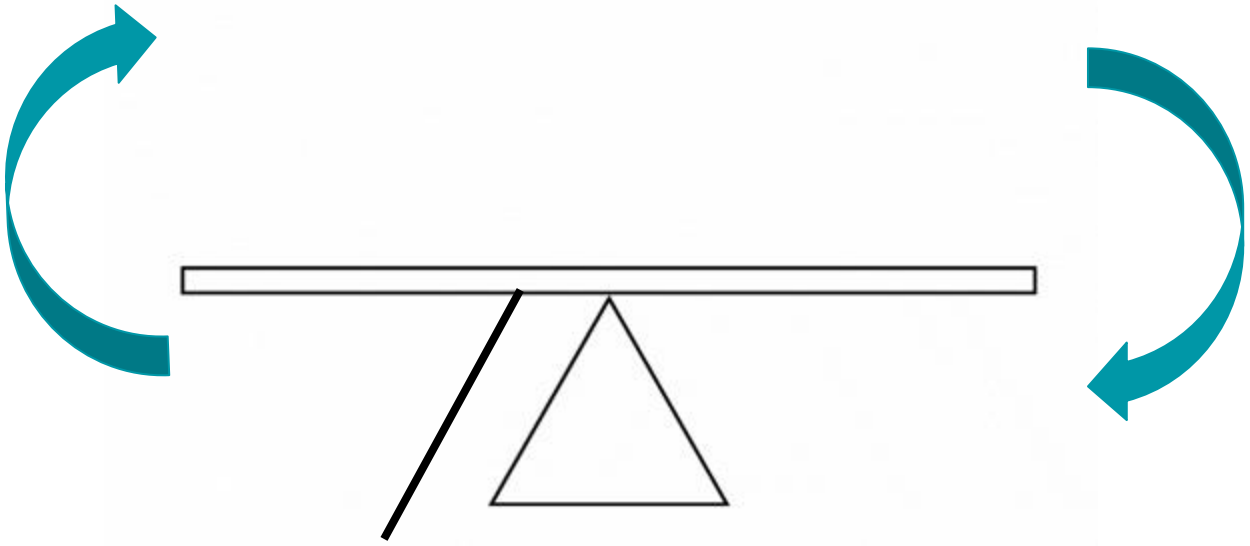
This is a seesaw. It is a **lever**.

As one side goes down, the other side goes up.



A **lever** is a solid, **rigid** bar.

When it moves, the ends of the **lever** make a curved shape in the air, but the **rigid** bar keeps its original shape.



lever

Features of lever mechanisms

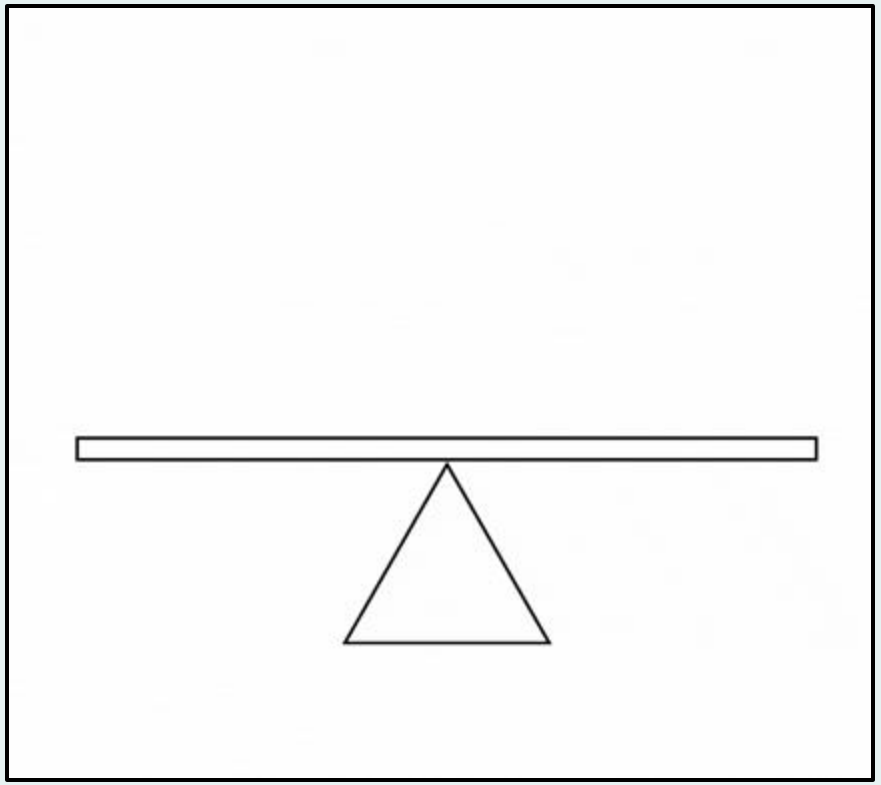
Check

A **lever** moves in a _____ direction.

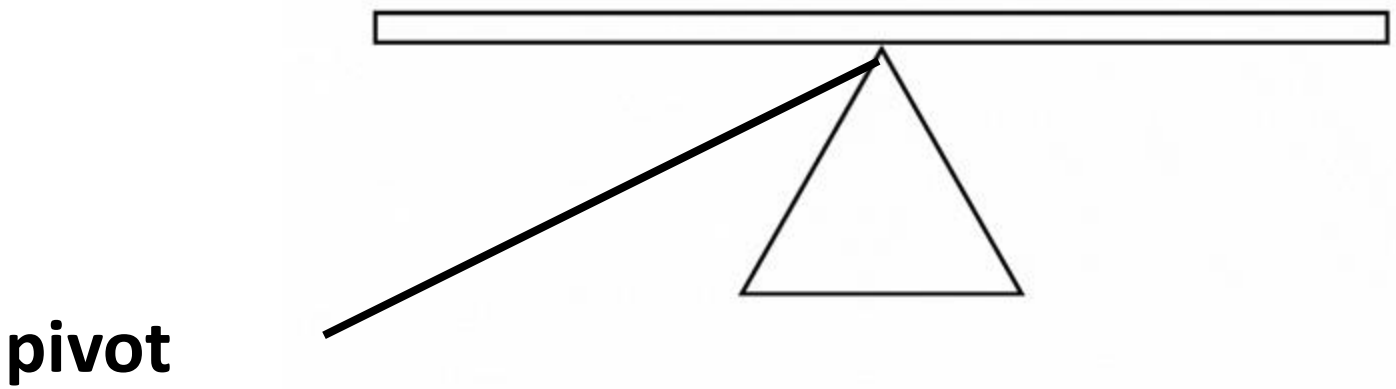
a circular

b straight

c curved ✓



This is the **pivot**. It helps make a **lever** move.



Explanation

By turning on one foot, you are **pivoting** around and moving on the spot.

This is the same as a **pivot** point. It allows movement.

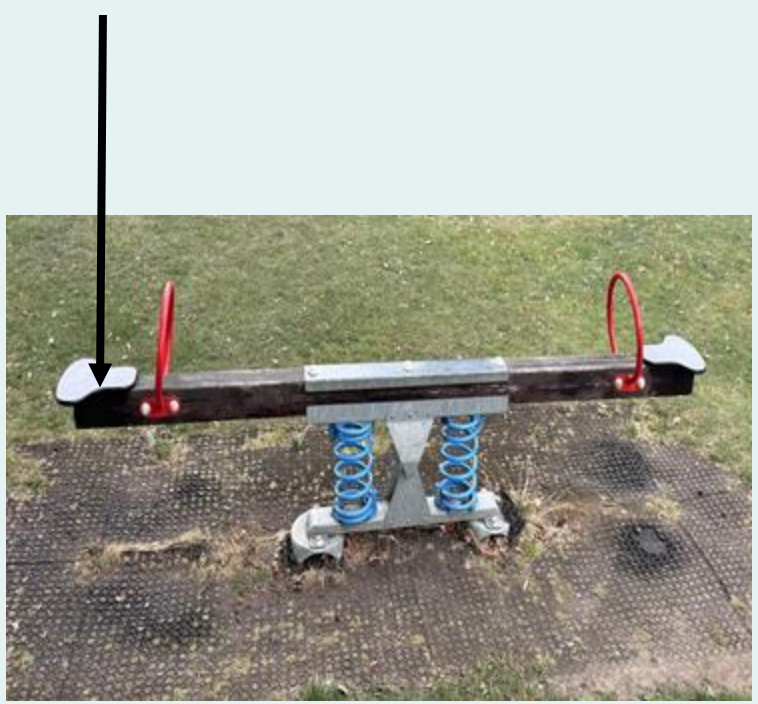


An example of this is a ballet dancer turning around on their toes, **pivoting** on the spot.

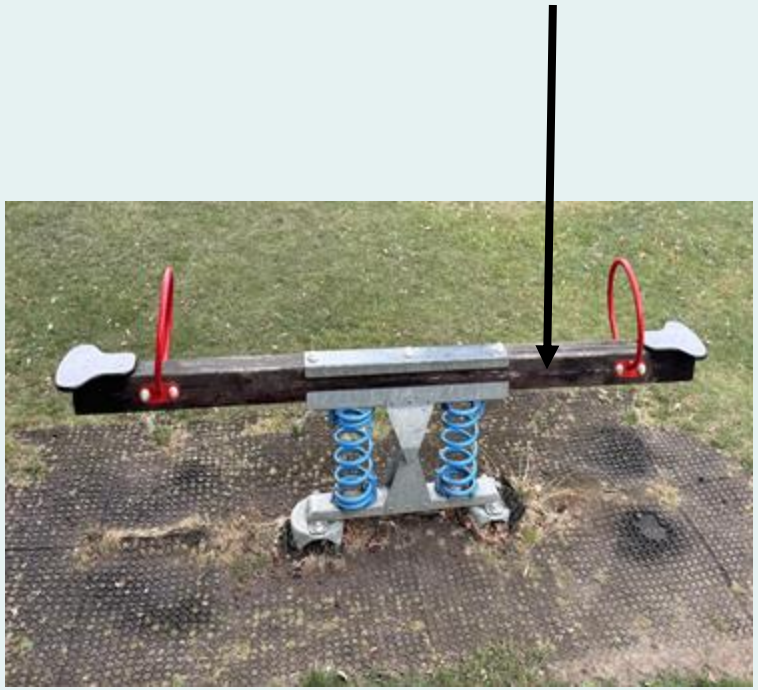
Features of lever mechanisms

Check

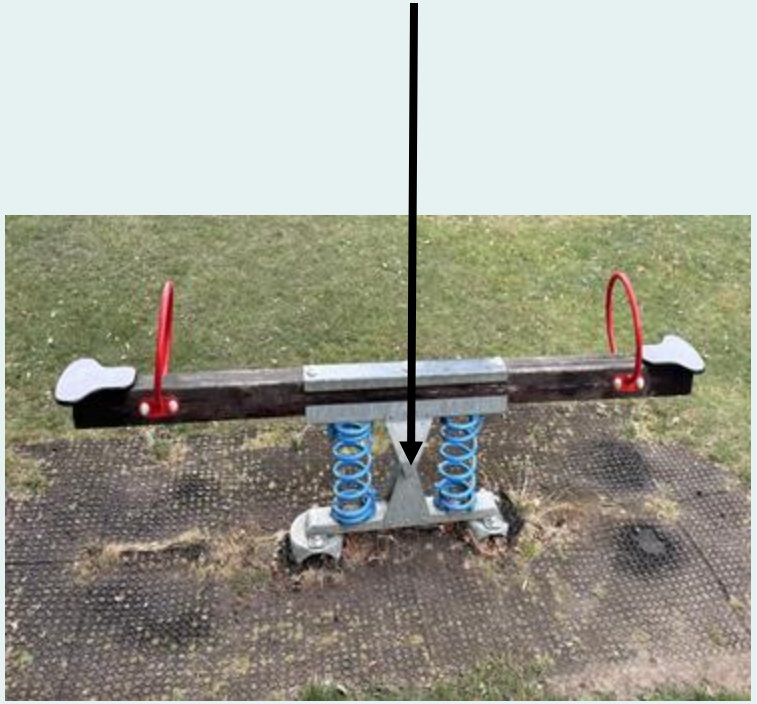
Which arrow points to the **pivot**?



a



b



c ✓

Make a **lever** using a cylinder (glue stick) and a piece of **rigid** cardboard.

Identify what part is:

1) the **rigid** bar
2) the **pivot**



You could use a ruler, if you do not have cardboard.



Izzy

Task B

Features of lever mechanisms

Feedback



Lucas

We made a **lever** using a glue stick and a piece of **rigid** cardboard.



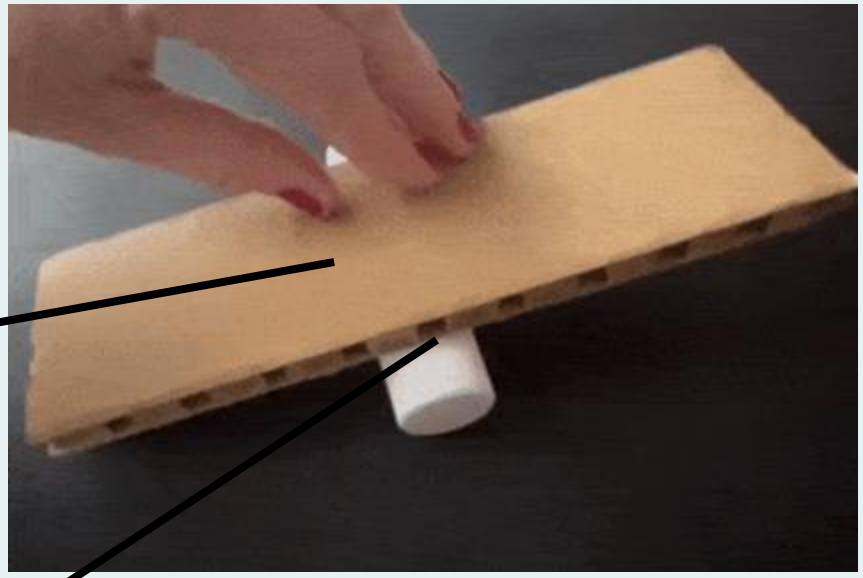
Sam

The **lever** goes up and down. It is a **rigid** bar.



Izzy

The **pivot** is in the middle of the seesaw.



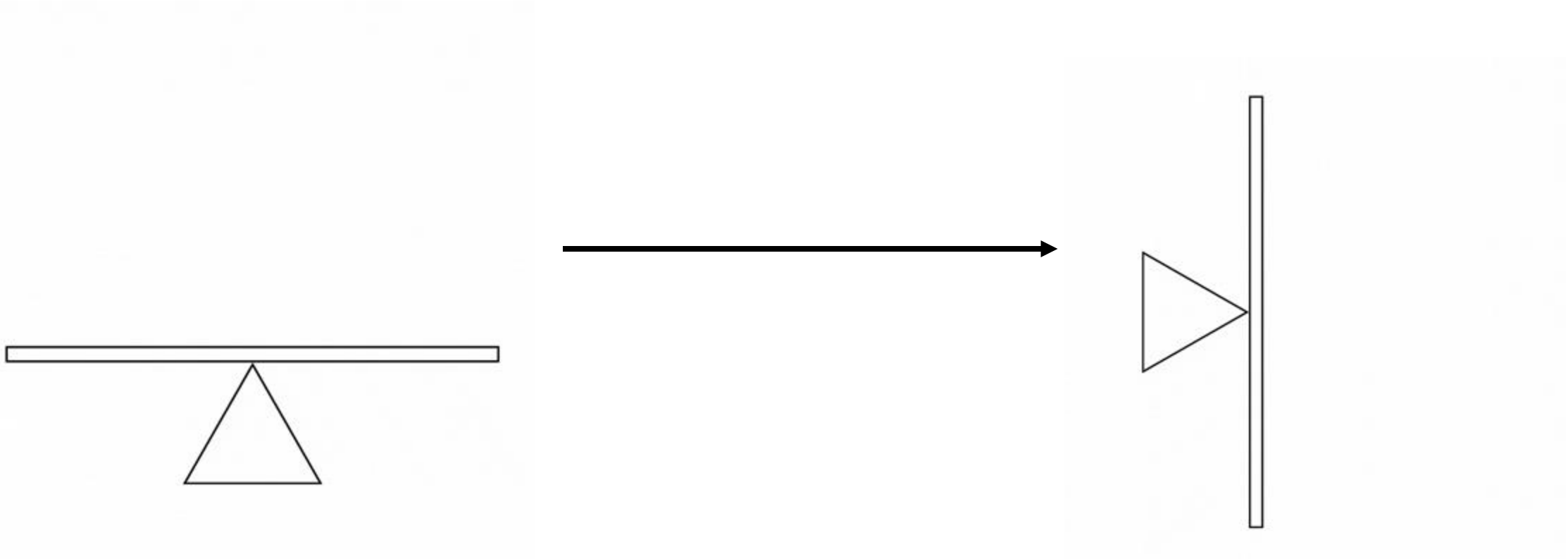
Lesson outline

Card lever mechanisms

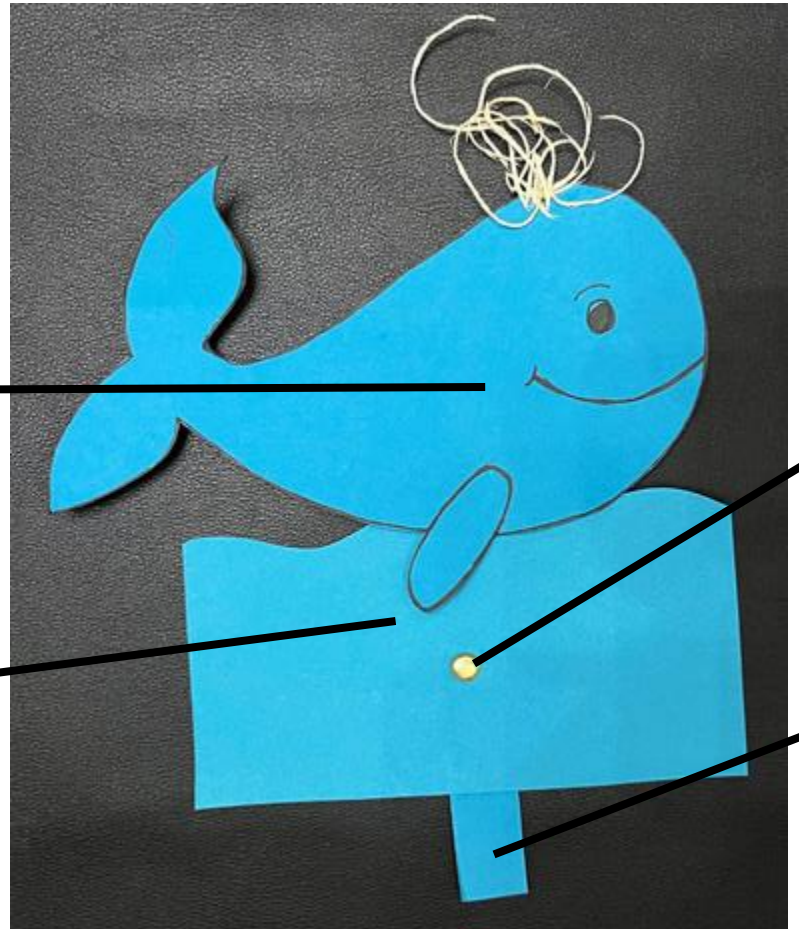


Levers can be used within celebration cards. They move the picture in a curved direction.

We can turn the **lever** around to make different movements.



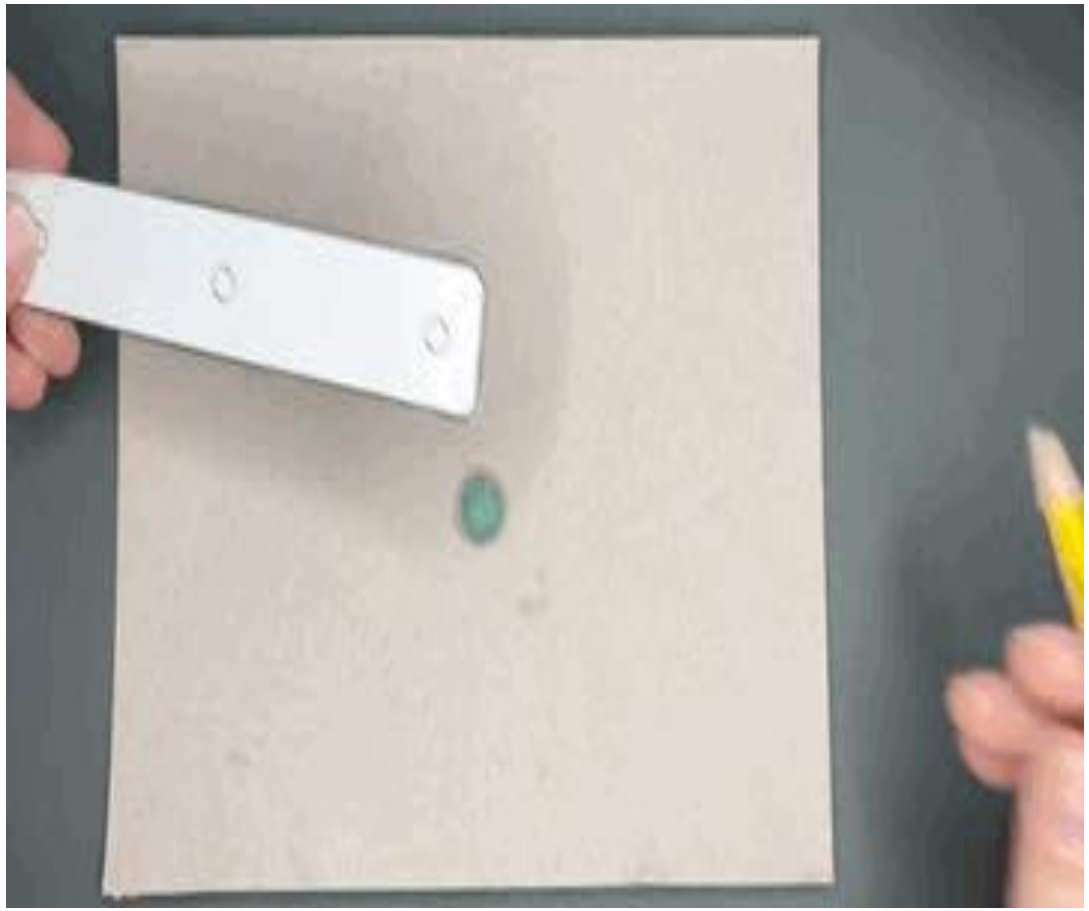
These are the four key parts of a card **lever mechanism**.



A split pin is used to make a **pivot** because they are easy to use and they let the paper turn.

To put a hole in your card for a **pivot** point:

- place sticky tack underneath
- put the **lever** on top
- use a sharp pencil to make the hole



Check

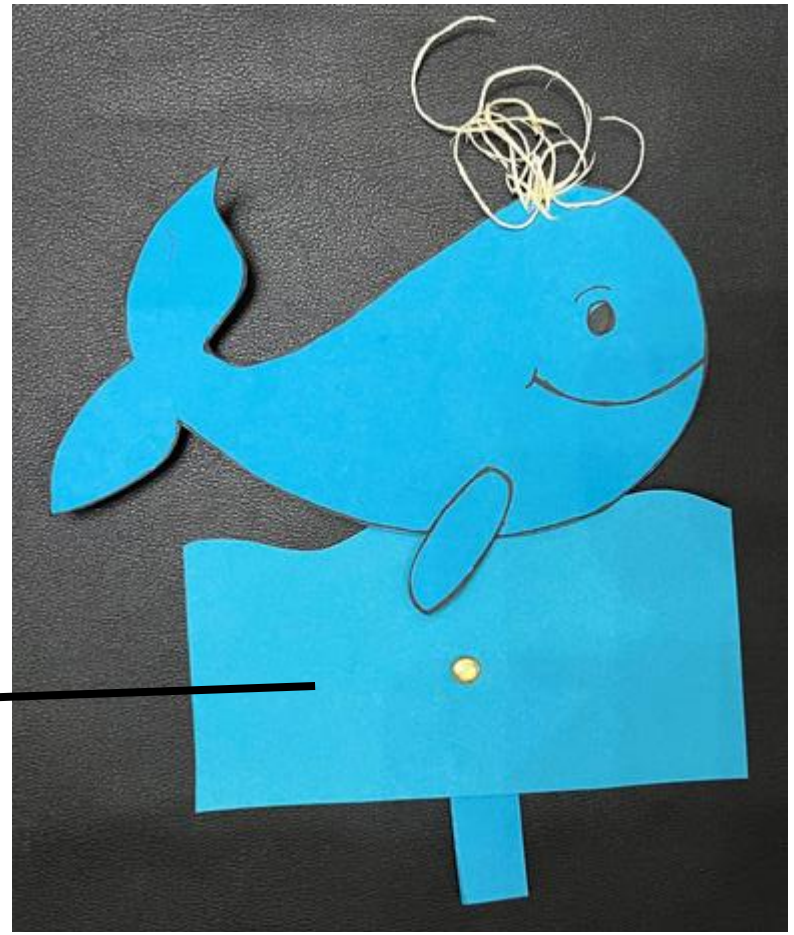
What should you use to make a **pivot** hole in a cardboard **lever**?

a a pair of scissors

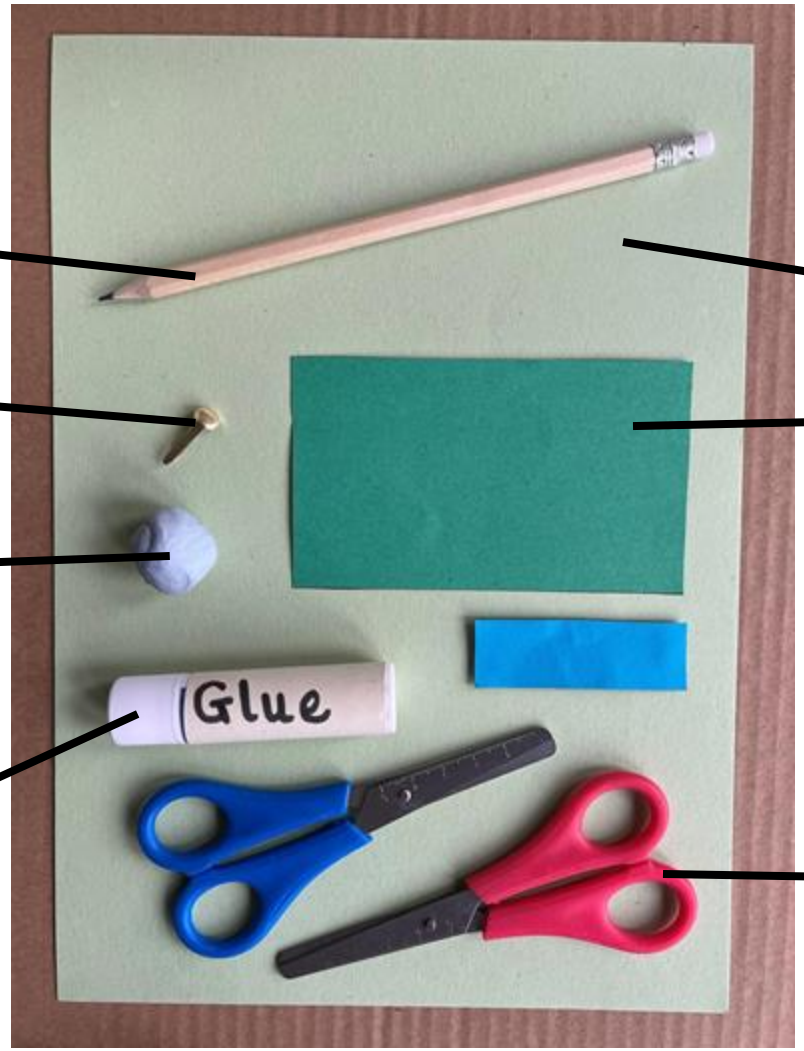
b a pencil ✓

c a pin

The cover or slot holds the **lever** in place and can also hide it.



To make a **lever mechanism**, we need these materials and equipment:



pencil

split pins

sticky tack

glue stick

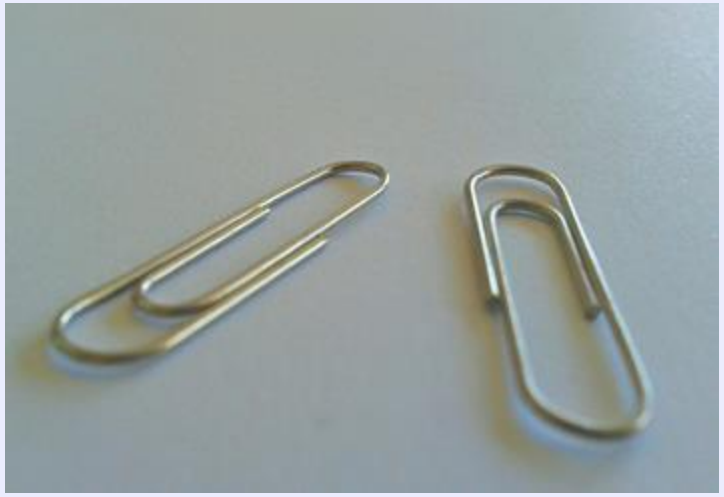
cardboard

scissors

Check

To make a **pivot**, which is the best item to use?

paper clip



a

safety pin



b

split pin



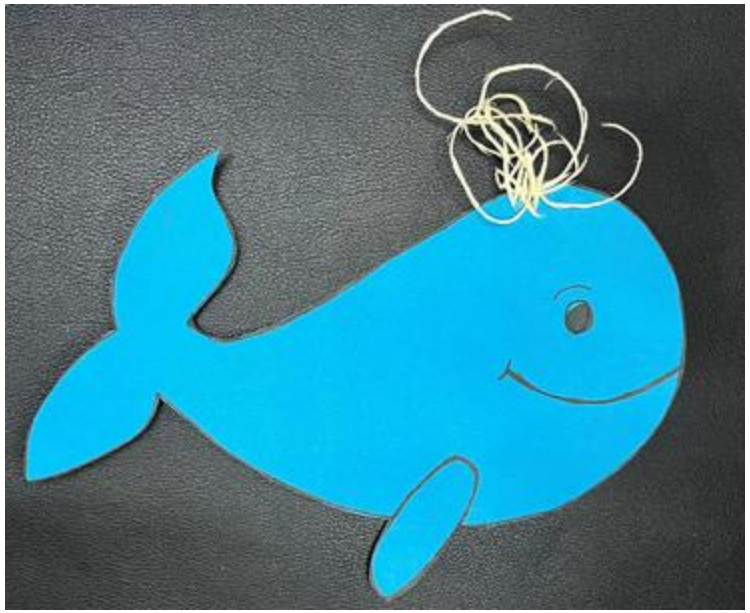
c ✓

Task C

Make a lever mechanism

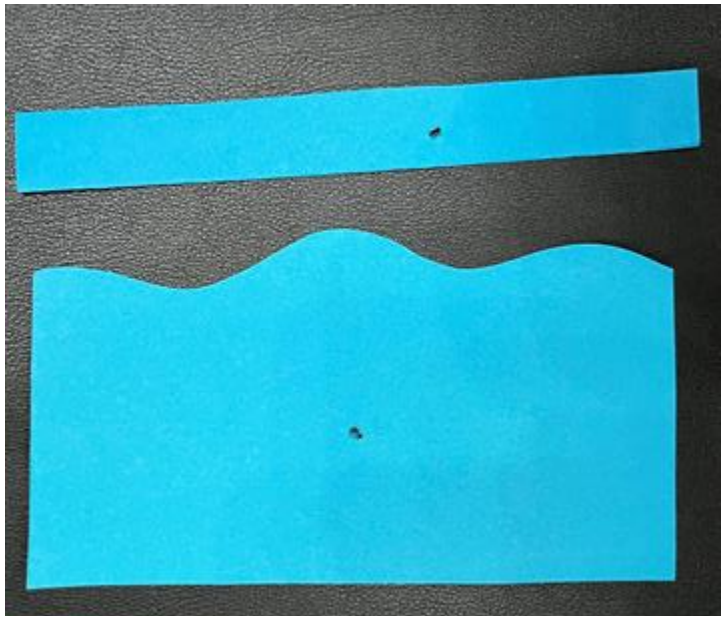
Practice

1) Design the picture (the bit that will move) for your **lever mechanism.**
2) Draw it on paper or card and cut it out.

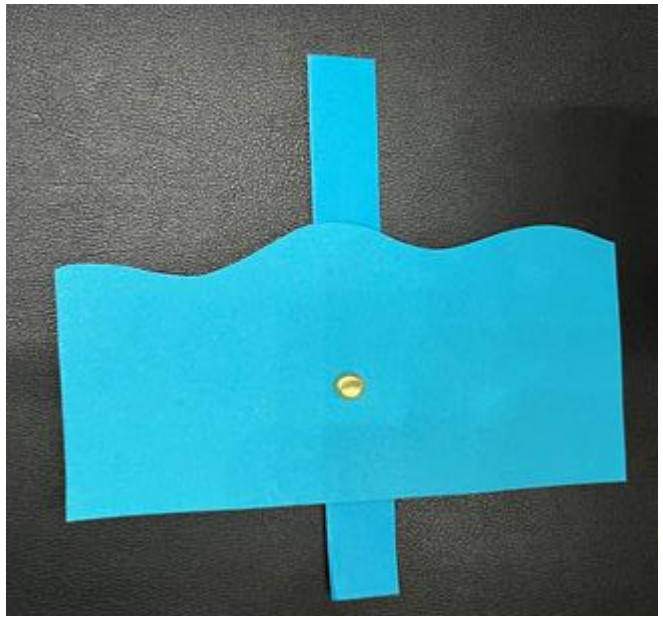


3) Make a **lever** using the cardboard template

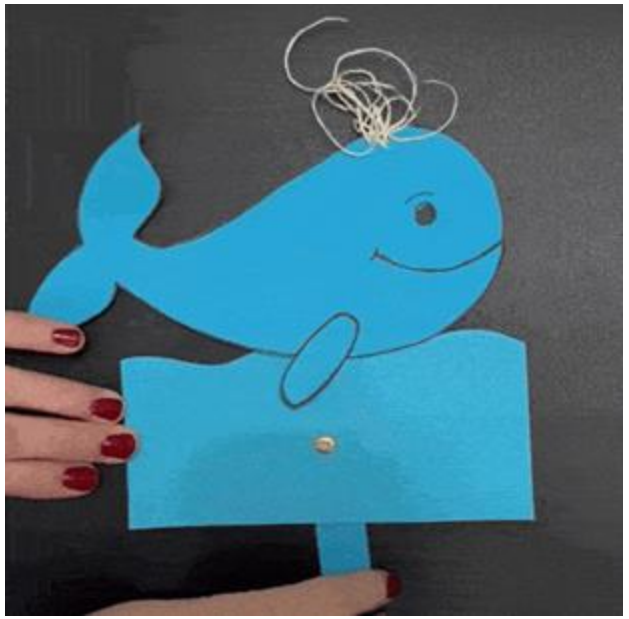
You should:



Cut out the **lever** strip and cover. Then, make the holes.



Join the cover to the **lever** with a split pin.



Attach your picture to the **lever**.
Check it works.

Task C

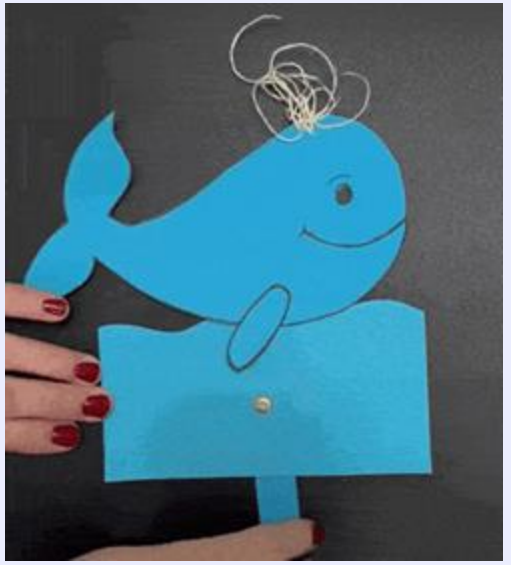
Make a lever mechanism

Feedback

1) You should have drawn and cut out your picture.

2) You should have then:

- ☑ Cut out the **lever** strip and cover. Then, made a hole in them.
- ☑ Joined the cover to the **lever** using the split pin.
- ☑ Attached your picture.



Summary

Card lever mechanisms

Mechanisms make something move and can include **levers.**

Levers are rigid bars that help lift or move things by turning on a **pivot** point.

The ends of the **lever** move in a curved direction.

Levers can be made using card and split pins.

BREAK

P.E. Investigators/Pioneers

Learning Objective

To perform gymnastic shapes and link them together.

Success Criteria

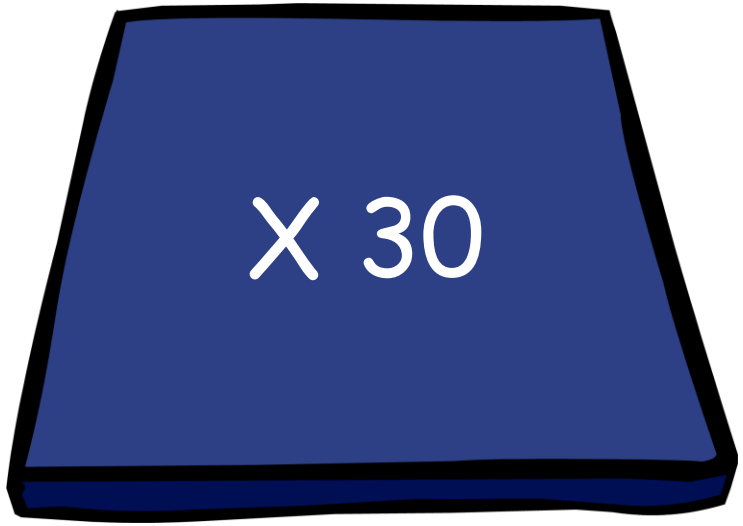
- Be as still as a statue.
- Hold each shape for 5 seconds.

Whole Child Objectives

Social: To teach my partner my sequence.

Emotional: To share my ideas with confidence.

Thinking: To choose shapes that link well together.



Shapes



star
- arms in line with shoulders
- hands extended

pike
- arms in line with shoulders
- legs together
- toes pointed

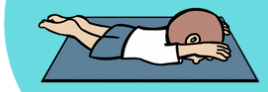


- legs together
- arms and legs straight and lifted off the ground

dish



arch



- legs together
- arms and legs straight and lifted off the ground

Put the Mats Out:

1 mat between 2. *Teacher note: see guidelines on safely moving apparatus.*

Straight, Star:

A Pupils travel in between the gaps in the mats:

- jogging
- jumping
- hopping
- side steps

Move with control, quiet feet and soft knees.

B Show a star and straight shape. Pupils travel between the mats. When the teacher calls straight or star pupils find a mat and hold the shape for 5 seconds. Pupils can choose to create the shape lying down or standing up and their own travelling actions.

Squeeze your muscles to help you to create clear shapes.





Develop and Apply

Shapes:

Sit 2 to a mat. Teach the following shapes with teacher showing or show the resource card 'Basic Shapes' for pupils to copy.

Create strong clear shapes with good posture and extension. Squeeze your muscles to help with balance and control.

Make this harder: test pupils on the shapes learnt. Call out a shape and ask pupils to perform it without showing them.



straddle



pike



dish



tuck



back support



front support

Traffic Lights:

For safety, pupils are only allowed to jog between the mats. Respond to the following instructions:

- Green: jog
- Amber: straight jump on the spot
  Soft knees, arms straight and raised.

- Red: balance for 5 seconds
- Zebra crossing: lie on a mat in a straight shape
- Railway crossing: star shape
- Speed bump: jump 2 footed
- Car park: sit in a tuck shape
  Show a different balance each time. Use different levels or body parts to balance on.

Make this easier: gradually add in the instructions.

Copying a City Sequence:

A When we link actions together we create a sequence. Working on a mat, pupils imagine they have been travelling through a busy city:

- Straight: You are crossing a long bridge, stretch your body long and straight.
- Back support: You arrive at a park and lean back, holding yourself up to rest.
- Pike: You fold up to go through a narrow tunnel.

Hold each shape for 5 seconds so that people can see them clearly. Extend your toes and fingers in the shapes.

Make this harder: lift one leg in the back support.

Q: Did the sequence flow? Q: Were the shapes easy to link together? *Yes they flowed easily.*



B Invite pupils to share their sequence.

Building a Sequence:

A Tell pupils their journey is getting more exciting. They are not just moving in a straight line anymore they are turning corners, changing direction and explorin new places in the city.

Pupils create their own journey, choose 3 shapes and link them together. Each time they make a new shape, turn their body to face a different direction.

Choose shapes that easily flow into one another.

Make this harder: link three shapes then repeat them in reverse order.

B Working with the pupil on their mat, take turns to teach each other their sequence.

Give your partner time to copy you as you teach your sequence.

Make this harder: add a travelling action into their sequence such as a hop, jump or skip or link both of their sequences together.