

Wednesday 20th November
Morning Challenge

group

guard

guide

heard

heart



Is it your day
for TTRS?

Finish the
morning
challenge and
receive:

1st = 3 dojos

2nd = 2 dojos

3rd – 1 dojo

Wednesday 20th November

TBAT: spell words with ous/ious.

Where 'ous' is added to a root word, normal rules for adding vowel suffixes.

E.g. 'e' at the end of a root word is often removed.

The 'ee' sound before 'ous' is often spelt 'i'.

famous enormous humorous

serious glorious previous

NOTE: If the root word ends in 'our', this is usually changed to 'or' when 'ous' is added.

Wednesday 20th November

TBAT: spell words with ous/ious.

Which words have an obvious root word?

Has the root word changed? How? Why?

poisonous

curious

generous

obvious

vigorous

glamorous

nervous

continuous

variious

THINK: Which words had root words ending in 'our'? How have they changed when 'ous' was added?

Wednesday 20th November

TBAT: spell words with ous/ious.

Add 'ous'. **Watch out:** the root word may need to change!

Starter

danger

poison

vary

mountain

hazard

Challenge 1

fame

glamour

nerve

fury

humour

Challenge 2

glory

vigour

continue

mystery

ridicule

THINK: Which other words ending in 'ous' can you think of that **don't** have an obvious root word?

Wednesday 20th November

TBAT: spell words with ous/ious.

'ous'

famous
dangerous
enormous
numerous
nervous
humorous
continuous
generous
tremendous
glamorous
ridiculous
marvellous
vigorous
jealous

'ious'

various
serious
previous
obvious
furious
mysterious

Exceptions

Some words with the 'ee' sound before 'ous' at the end are spelt 'eous'.

hideous
courteous
spontaneous

Other exceptions

The 'e' at the end of a root word must be kept if the root word ends in a 'soft' 'g' ('j' sound).

gorgeeous
courageeous
outrageeous

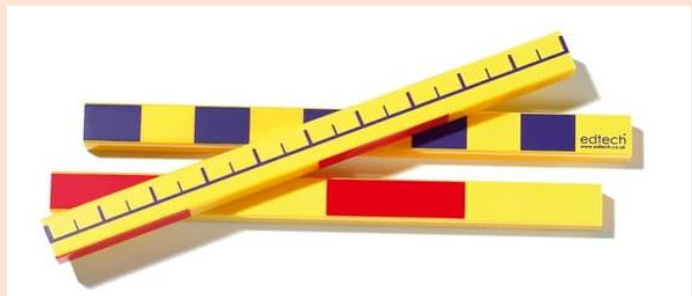
The 'ious' ending at the end of 'religious' makes sense when linked to the root word 'religion'.

Be aware of 'disastrous' (not 'disasterous').

20.11.24

TBAT: read scales to the nearest 100 ml and estimate capacities.

Counting stick: x7



$$\begin{array}{l} 49 \div 7 = \underline{\hspace{2cm}} \\ 63 \div 7 = \underline{\hspace{2cm}} \\ 7 \div 7 = \underline{\hspace{2cm}} \\ 56 \div 7 = \underline{\hspace{2cm}} \\ 28 \div 7 = \underline{\hspace{2cm}} \\ 84 \div 7 = \underline{\hspace{2cm}} \\ 63 \div 7 = \underline{\hspace{2cm}} \\ 77 \div 7 = \underline{\hspace{2cm}} \\ 21 \div 7 = \underline{\hspace{2cm}} \\ 84 \div 7 = \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{l} 35 \div 7 = \underline{\hspace{2cm}} \\ 70 \div 7 = \underline{\hspace{2cm}} \\ 21 \div 7 = \underline{\hspace{2cm}} \\ 77 \div 7 = \underline{\hspace{2cm}} \\ 42 \div 7 = \underline{\hspace{2cm}} \\ 14 \div 7 = \underline{\hspace{2cm}} \\ 35 \div 7 = \underline{\hspace{2cm}} \\ 49 \div 7 = \underline{\hspace{2cm}} \\ 56 \div 7 = \underline{\hspace{2cm}} \\ 7 \div 7 = \underline{\hspace{2cm}} \end{array}$$



Division

20.11.24

TBAT: read scales to the nearest 100 ml and estimate capacities.

3 in 3

1. $38 = \underline{\hspace{2cm}} \div 10$

2. $\frac{3}{4}$ of 40 =

3. What are the **three** missing numbers represented by the letters?

| | | | |
|----|----|----|----|
| x | 4 | 8 | A |
| 2 | 8 | 16 | 6 |
| 5 | 20 | B | 15 |
| 10 | C | 80 | 30 |

Challenge

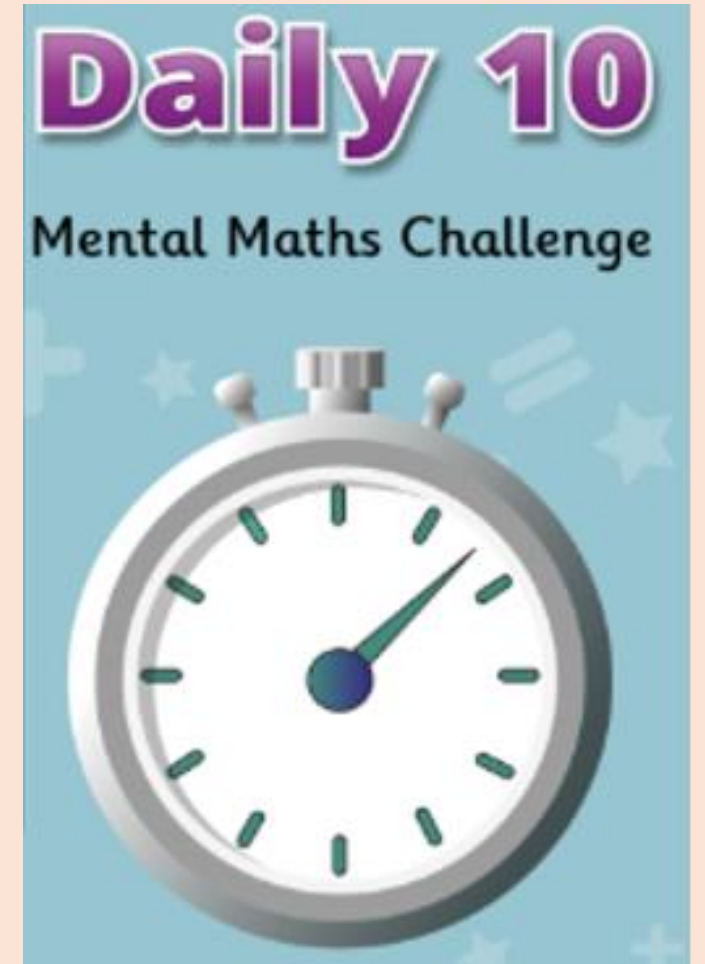
$\frac{3}{6} = \frac{1}{2}$. True or false?

Prove it.

20.11.24

TBAT: read scales to the nearest 100 ml and estimate capacities.

Daily 10



20.11.24

TBAT: read scales to the nearest 100 ml and estimate capacities.

Put these capacities in **ascending** order.

1 litre 1/2 litre 100 ml 0.3 litres 700 ml

20.11.24

TBAT: read scales to the nearest 100 ml and estimate capacities.

Convert the following amounts.

$$2.5 \text{ l} = \underline{\quad\quad} \text{ ml}$$

$$1400 \text{ ml} = \underline{\quad\quad} \text{ l}$$

1.4l > 2000ml. True or false? Prove it.

20.11.24

TBAT: read scales to the nearest 100 ml and estimate capacities.

When we estimate the capacity of a container, we first need to decide on a suitable measurement.

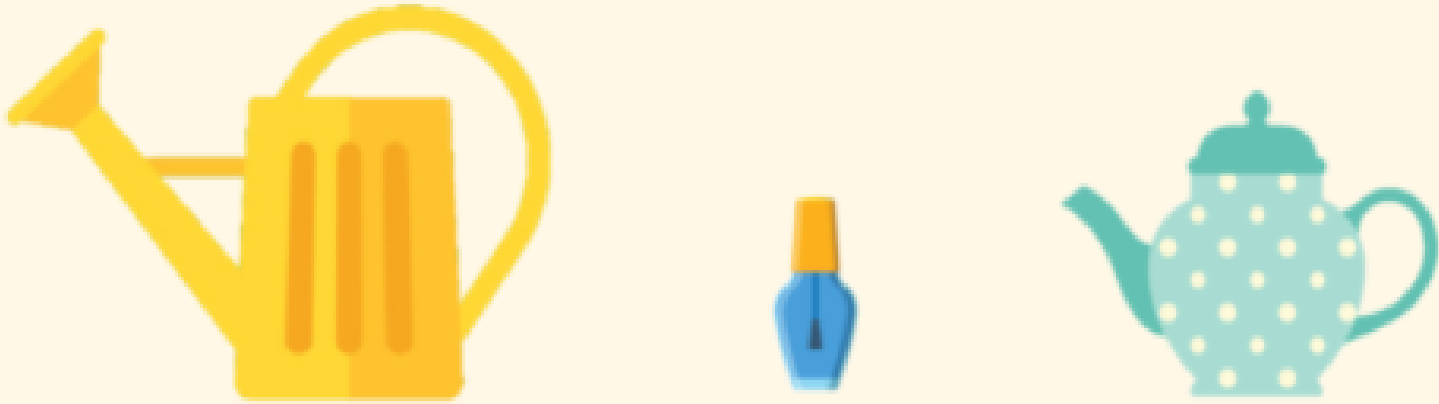


What units of measure should we use to estimate the capacity of the containers shown?

16.11.23

TBAT: read scales to the nearest 100 ml and estimate capacities.

Match each approximate capacity to the most appropriate container.



a

b

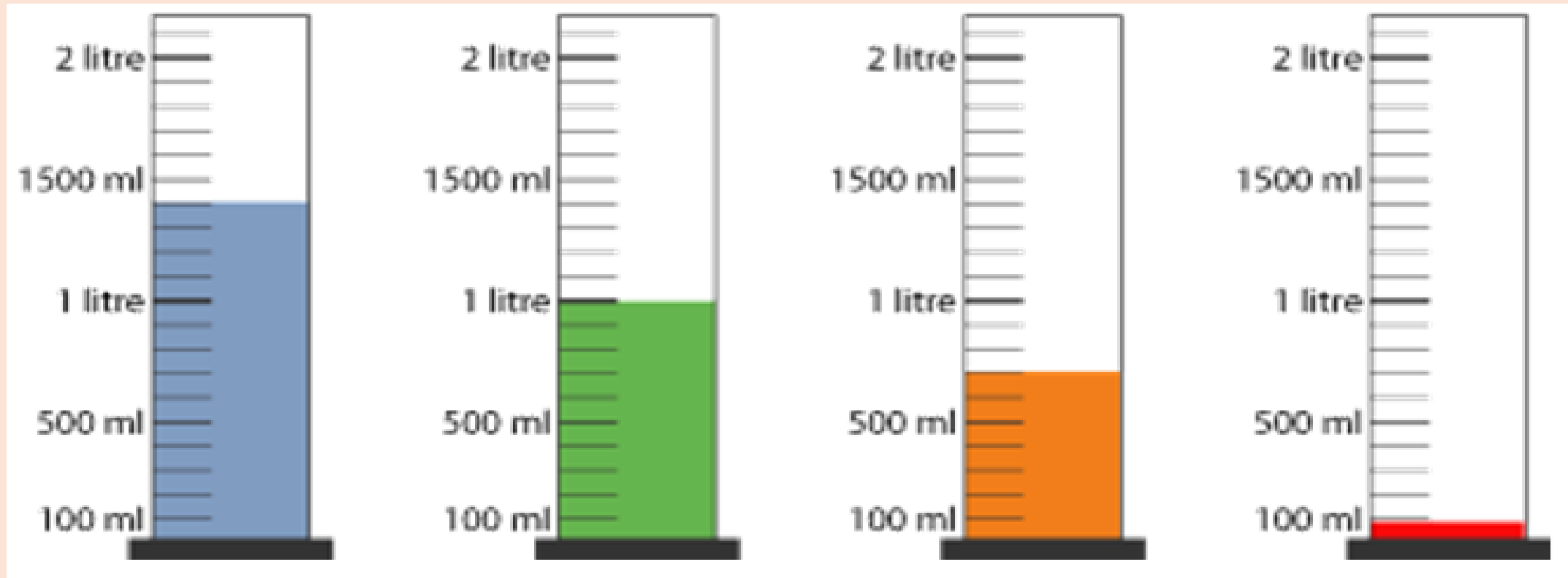
c

800 ml 22 ml 15 ml 1.18 L 2 L

16.11.23

TBAT: read scales to the nearest 100 ml and estimate capacities.

What is the volume of liquid in each container?



What is the total volume of all containers?

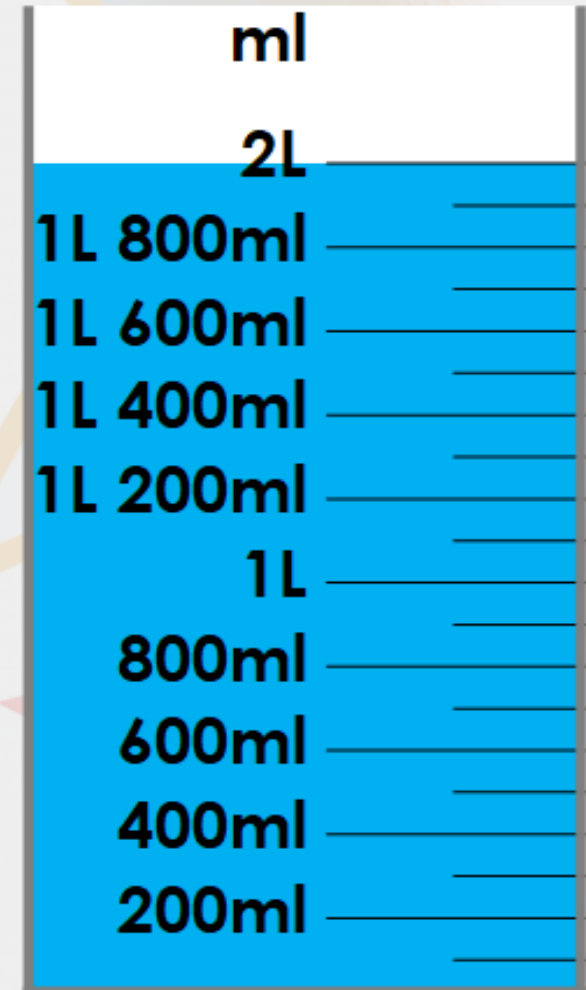
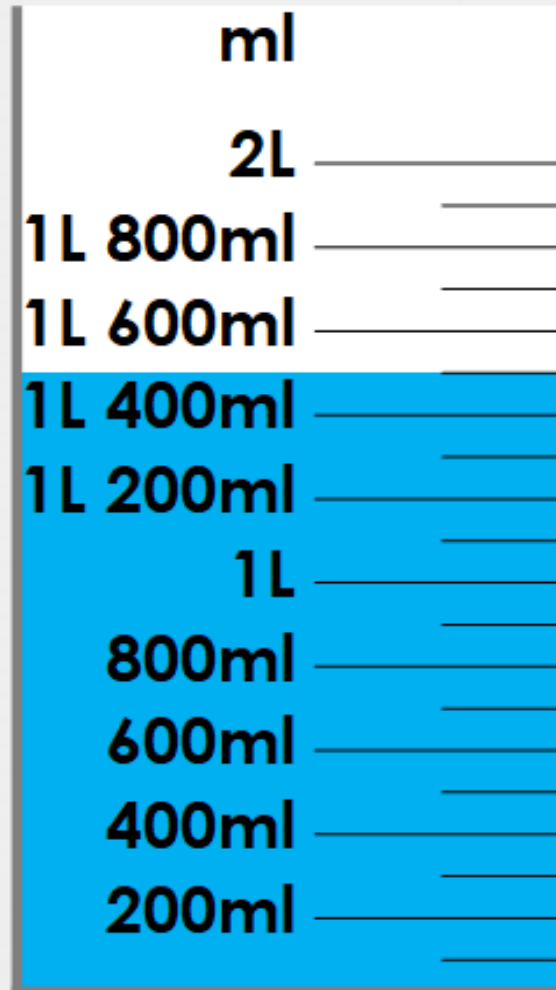
16.11.23

TBAT: read scales to the nearest 100 ml and estimate capacities.

Maisie is measuring water. She says,



One is nearly
1L and 600ml
and the other
is 2L so there is
3L and 600ml
in total.





Explain her mistake.


16.11.23


TBAT: read scales to the nearest 100 ml and estimate capacities.


2) The containers are labelled with their capacities. Draw lines to show the volumes of liquid in the measuring jugs if the full containers were poured into them.


a)  1l and 800ml

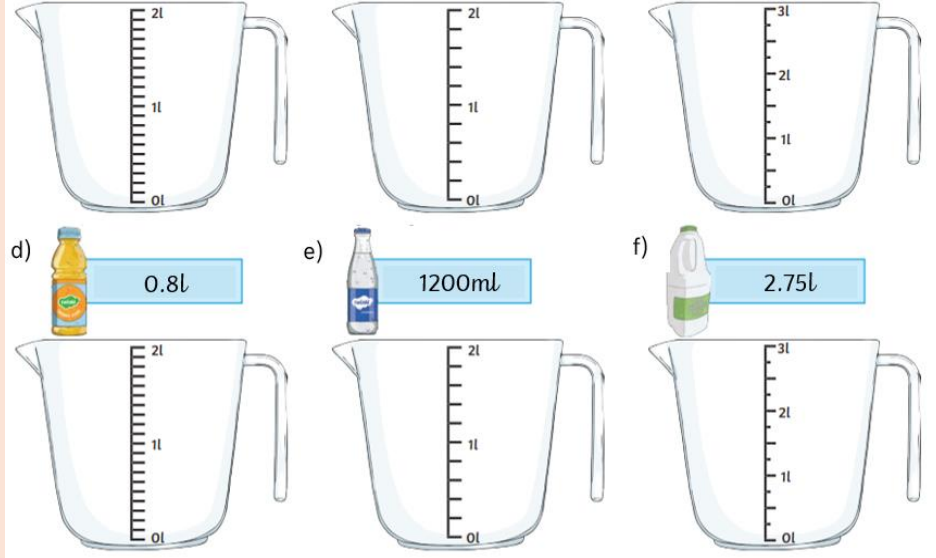
b)  1l and 500ml

c)  2l and 250ml

d)  0.8l

e)  1200ml

f)  2.75l



RP: Jess has a bottle of flavoured water that is 2l when full. She pours a quarter into one cup and a quarter into another. She says she has 500ml left. Is she correct? Explain your answer.

Challenge

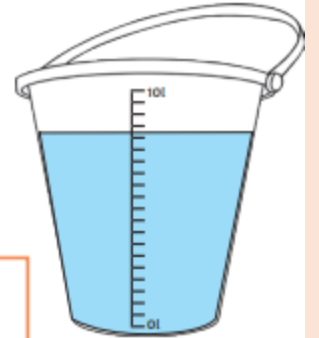
b) Who is correct? Explain your reasoning.



The volume of liquid in this bucket is 8l and 600ml.



The volume of liquid in this bucket is less than 8l and 600ml.



Mastery Challenge

Sam has a litre bottle of water. She estimates that she'll have around 200ml left after she has had a drink. Do you agree with her? Explain why.

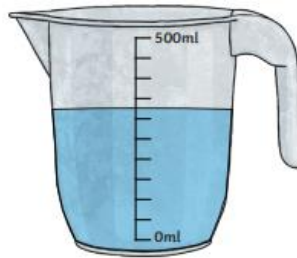
16.11.23

TBAT: read scales to the nearest 100 ml and estimate capacities.

Mastery with greater depth



Container A



Container B



Container C



Henry says,
"My container has more than
a quarter of a litre in it."

Rafe says,
"My container is half full."

Aria says,
"My container has 100ml
less in it than Rafe's."

1) Match the correct container to each child.

Aria

Rafe

Henry

2) Two more children, Jessica and Mason, join the group. Jessica has a jug with 450ml of water in it. Mason has a jug with 1l 250ml in it. What clues could you give to include these children?

Wednesday 20th November
TBAT: know the features of a
setting description.


3 in 3

1. Find and copy alliteration that has been used in the text.

2. Find and copy the adjective to describe the rock pools.

3. Find and copy an adverb that has been used.

What impression do we get of the cafe? Why?



The Seaside

9 A warm, yellow sunrise peeps above the horizon and
18 beams down onto the golden beach. The waves of
25 foamy seawater roll rhythmically towards the shore
34 and then kiss it gently before retreating. The softened
44 waves creep across the sand as lost shells and pebbles
48 tumble in the surf.

56 Shrieking seagulls circle overhead and swoop down to
64 scavenge for scraps, snatching them from each other
74 like rowdy toddlers. A multitude of aromas fill the air.
84 The salty sea air mingles with the scent of morning
92 coffee and pastries, wafting from a tumbledown cafe.

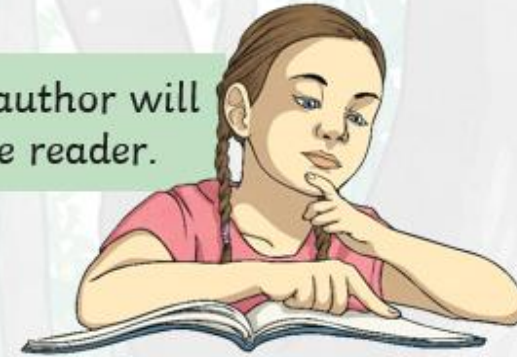
101 Shallow rock pools are busy with scuttling crabs and
109 miniscule fish hide beneath the floating seaweed. Tiny
117 clusters of white barnacles cling to rocks that
125 reflect on the water in the dawn light.

Wednesday 20th November

TBAT: know the features of a setting description.

What is a setting?

A setting is where and when the story takes place. An author will use descriptive language to describe the setting to the reader.



Read the two descriptions below.

Which description do you think is better and why?

I was sitting on the top deck of the boat at night time. It was really cold.

OR


The icy cold air took my breath away as I opened the door to begin my climb to the top deck of the boat. Sitting on the freezing cold deck chair I pulled on my thick woolen blanket. I looked towards the dark sky and started to count the stars. It was going to be a long cold wait.

Wednesday 20th November

TBAT: know the features of a setting description.

Why do I need to write a descriptive setting?

A descriptive setting helps to build the reader's interest. It allows the reader to start to build a picture in their mind of what is happening.



The large white house on the corner of Edmond Street had been empty for as long as I could remember. The tall gates, which were once black, had lost most of their paint and were slowly rusting away. Inside the gates, weeds crawled over every surface revealing more signs of neglect.

Where is this story set?

What words does the author use to interest the reader?

Wednesday 20th November

TBAT: know the features of a setting description.

An author will paint a picture in the reader's mind by using descriptive language and interesting adjectives.



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TBAT: know the features of a setting description.

Often writers use the **Five Senses** to describe the setting to their reader.

The author will describe what can be:



Touched



Smelt



Heard



Tasted



Seen

Wednesday 20th November

TBAT: know the features of a setting description.

[What is a setting? - BBC Bitesize](#)

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TBAT: know the features of a setting description.

Can you improve the following sentences to make the reader imagine the image in their own mind:

The sun was shining.

The grass was green.

There was a wall.



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TBAT: know the features of a setting description.

Descriptive Settings: Forests and Woodland

| What Can I Describe? | How Can I Describe It? | What Can It Do? | Examples of Effective Phrases |
|----------------------|------------------------|-----------------|--|
| bark | abundant | bend | The rustling leaves sang a soothing melody... |
| berries | chirping | creep | ...sun-dappled secrets being uncovered... |
| birds | creaking | govern | ...scampered and scurried through a labyrinth of roots and fallen foliage... |
| brambles | damp | groan | The haunting shadows of branches danced across the floor... |
| branches | decaying | jut | ...holding its majestic crown of leaves high... |
| deer | earthy | perch | |
| fallen leaves | fallen | protrude | |
| ferns | gloomy | rise | |
| foxes | humming | rustle | |
| ground | impenetrable | scamper | |
| insects | peaceful | scabble | |
| ivy | rotting | scramble | |
| mice | rough | scurry | |
| moss | serene | settle | |
| pine cones | shady | shuffle | |
| spiders | silent | slouch | |
| squirrels | stagnant | stumble | |
| thickets | sun-dappled | sway | |
| trees | tangled | twist | |
| trunks | tranquil | weave | |
| undergrowth | whistling | whisper | |





Wednesday 20th November

TBAT: know the features of a setting description.

Setting Description Senses Word Mat

| Sights | Sounds | Smells | Sensations | Feelings |
|---------------|------------|------------|---------------|--------------|
| ancient | banging | clean | bumpy | amazed |
| angular | buzzing | clinical | cool | anxious |
| bright | discordant | damp | damp | ashamed |
| bustling | gurgling | delicious | forceful | calm |
| cluttered | grating | disgusting | freezing | confident |
| crowded | howling | dusty | gentle | curious |
| dazzling | loud | earthy | hard | disappointed |
| disappointing | low-level | exotic | itchy | eager |
| dusty | melodic | familiar | jagged | excited |
| empty | muttering | floral | loose | exhilarated |
| enormous | noisy | fresh | pleasant | furios |
| fashionable | quiet | fruity | rough | impressed |
| glistening | raucous | | slippery | lazy |
| gloomy | ringing | | smooth | lonely |
| grim | rustling | | soaking | miserable |
| hectic | scratching | | soft | nauseated |
| impressive | screaching | | sticky | nervous |
| luxurious | scuffling | | stifling | overawed |
| miniscule | silent | | sweltering | overjoyed |
| misshapen | tapping | | tickly | proud |
| rounded | thumping | | tight | reluctant |
| spotless | tuneful | | uncomfortable | serene |
| unkempt | wailing | | unpleasant | terrified |
| wonderful | whispering | | wobbly | underwhelmed |




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Wednesday 20th November
TBAT: know the features of a
setting description.

Look at the following setting description. Use a key to highlight the different features.

Personification

Simile

Preposition

See/hear/feel/smell/taste

Powerful adjectives

Write a sentence using at least two features from your checklist.

The house was shrouded in a pale mist that leaked from its cracked panels and splintered beams. With every cloud of swirling vapour, the house seemed to be breathing deeply, like a dragon with smoking nostrils. Outside, clumps of rotten leaves clung to the base of the house and a few withered hands clawed out of the dirt and up the wall. The door was open and, just inside, three pumpkins watched menacingly, their eyes aglow as they laughed a mechanical, high-pitched cackle.

The lights of the fair beamed directly down onto Alex as she stood on the doorstep. She shook herself firmly. Reassuring herself with the knowledge that she knew the layout of the haunted house like the back of her hand, she took the first step inside.

Wednesday 20th November

TBAT: describe how images can be changed for different uses.

What does cropping an image mean?

What do changing the composition of an image mean?

Explain why somebody might want to crop and change the composition of an image.

Wednesday 20th November

TBAT: describe how images can be changed for different uses.

How are these two images of Little Red Riding Hood different?



Wednesday 20th November

TBAT: describe how images can be changed for different uses.

How are these images different?

1



2



3



Wednesday 20th November

TBAT: describe how images can be changed for different uses.

Editing image colours and effects



Original



Black and white



Brightness and contrast



Hue and saturation



Sepia



Vignette

Wednesday 20th November

TBAT: describe how images can be changed for different uses.



Wednesday 20th November

TBAT: describe how images can be changed for different uses.



Wednesday 20th November

TBAT: describe how images can be changed for different uses.

Independent Task

1. Log in to your Chromebook.
2. Open Teams and find your assignment.
3. Edit **one** picture first, then the other.
5. Explain **why** you have chosen to edit this way and write down which tools you used.