

Tuesday 21st January

possible

potatoes

pressure

probably

promise



Is it your day
for TTRS?

Tuesday 21st January

T.B.A.T. accurately spell words containing 'ch' for /k/ and /sh/ sounds.

The 'k' and /j/ sounds are sometimes spelled 'ch'.

Use a 'spelling voice' to help you learn these words.

chemist

school

anchor

chef

parchute

chalet

NOTE: not many words contain the 'j' sound spelled 'ch'.

Tuesday 21st January

T.B.A.T. accurately spell words containing 'ch' for /k/ and /sh/ sounds.

Use a '**spelling voice**' to help you practise these words.

chemical

chef

echo

machine

chorus

character

scheme

champagne

technology

THINK: Which linked words can you also spell?

Use **prefixes** and **suffixes** to help you. **E.g.** uncharacteristic

Tuesday 21st January

T.B.A.T. accurately spell words containing 'ch' for /k/ and /sh/ sounds.

Which words should have the missing 'k' or 'j' sound spelled 'ch'.

Starter

(k) an__or

(k) dar__est

(k) stoma__

(j) __eep

(j) __ef

Challenge 1

(k) s__ate

(k) s__ool

(k) __orus

(j) ma__ine

(j) ru__ing

Challenge 2

(k) te__nical

(k) stri__ing

(k) or__estra

(j) para__ute

(j) spla__mat

HINT: Use a **spelling voice** to help you.

4) Pattern 3: Further examples

'k' spelled 'ch'

ache	mechanic
anchor	monarch
architect	orchestra
character	orchid
chaos	school
chemical	stomach
chemist	scheme
chorus	technical
echo	technology

'j' spelled 'ch'

brochure
chalet
champagne
chef
machine
parachute

Notes

Many other words can be created by adding **prefixes** and/or **suffixes** to the examples given here,
e.g. *chemistry*,
machinery

21.01.25

TBAT: recognise and draw lines of symmetry in 2D shapes.



Counting stick: x12

1. $3/12$ of 36 =

4. $8/12$ of 24 =

2. $4/12$ of 78 =

5. $4/12$ of 24 =

3. $5/12$ of 108 =

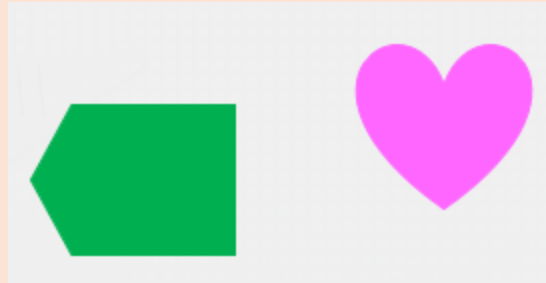
21.01.25

TBAT: recognise and draw lines of symmetry in 2D shapes.

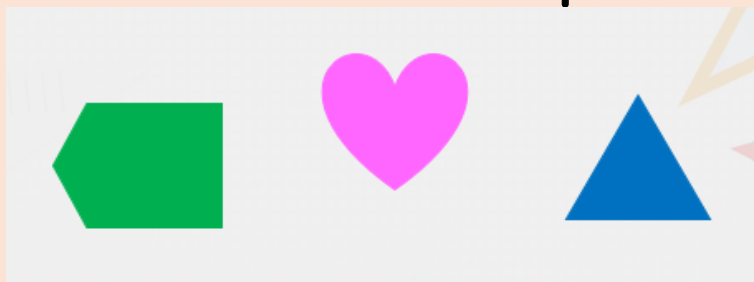
3 in 3

1. $3/7$ of 49 =

2. Which of the shapes below have perpendicular lines?



3. Which of the shapes below have parallel lines?



How many shapes can you think of that have over 3 lines sets of parallel lines? Name as many as possible.

21.01.25

TBAT: recognise and draw lines of symmetry in 2D shapes.



21.01.25

TBAT: recognise and draw lines of symmetry in 2D shapes.

Match the word to its definition.

Symmetry

Having the same distance continuously between them.

Parallel

At an angle of 90° to a given line.

Perpendicular

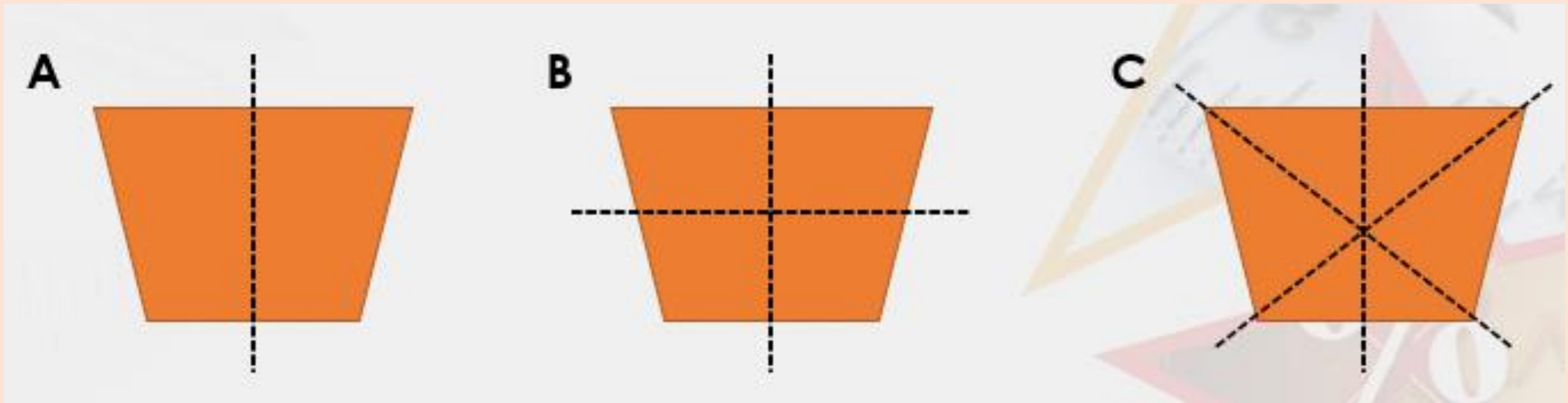
Exactly the same facing each other on an axis.

21.01.25

TBAT: recognise and draw lines of symmetry in 2D shapes.

Talk partners

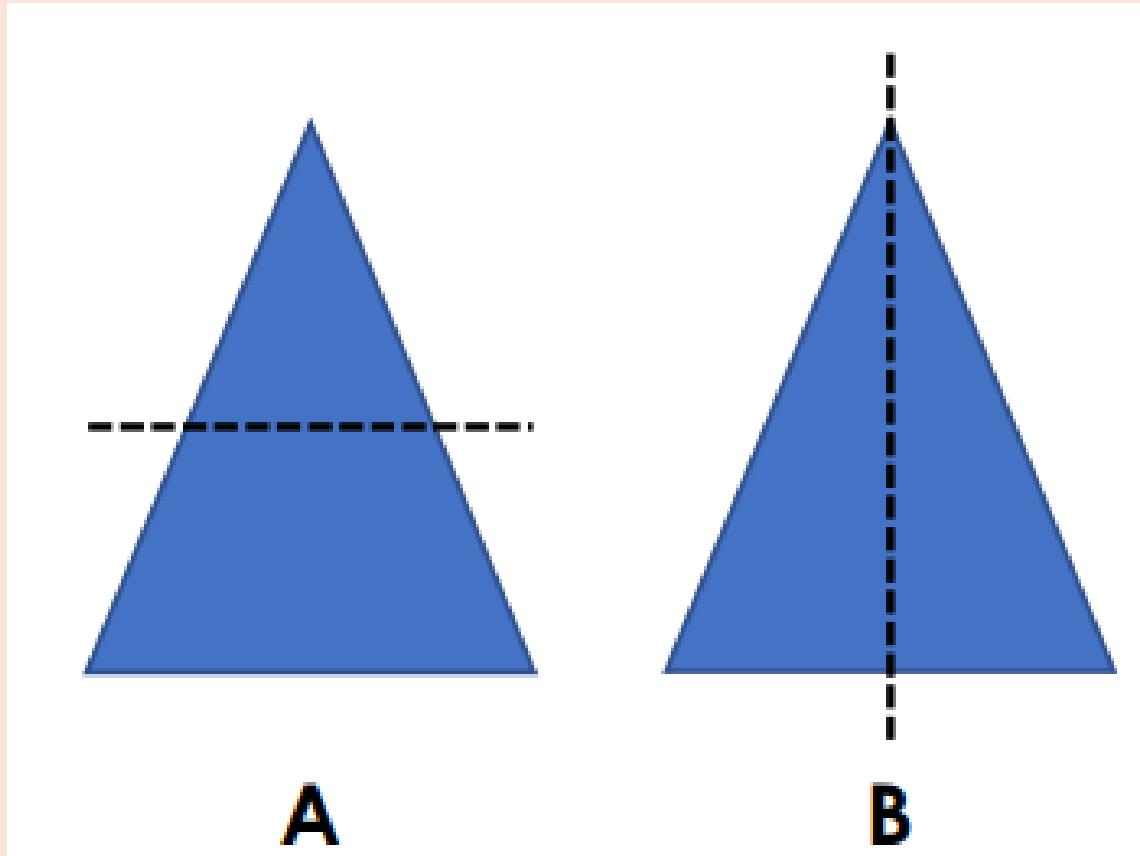
Which shape has the correct lines of symmetry?



21.01.25

TBAT: recognise and draw lines of symmetry in 2D shapes.

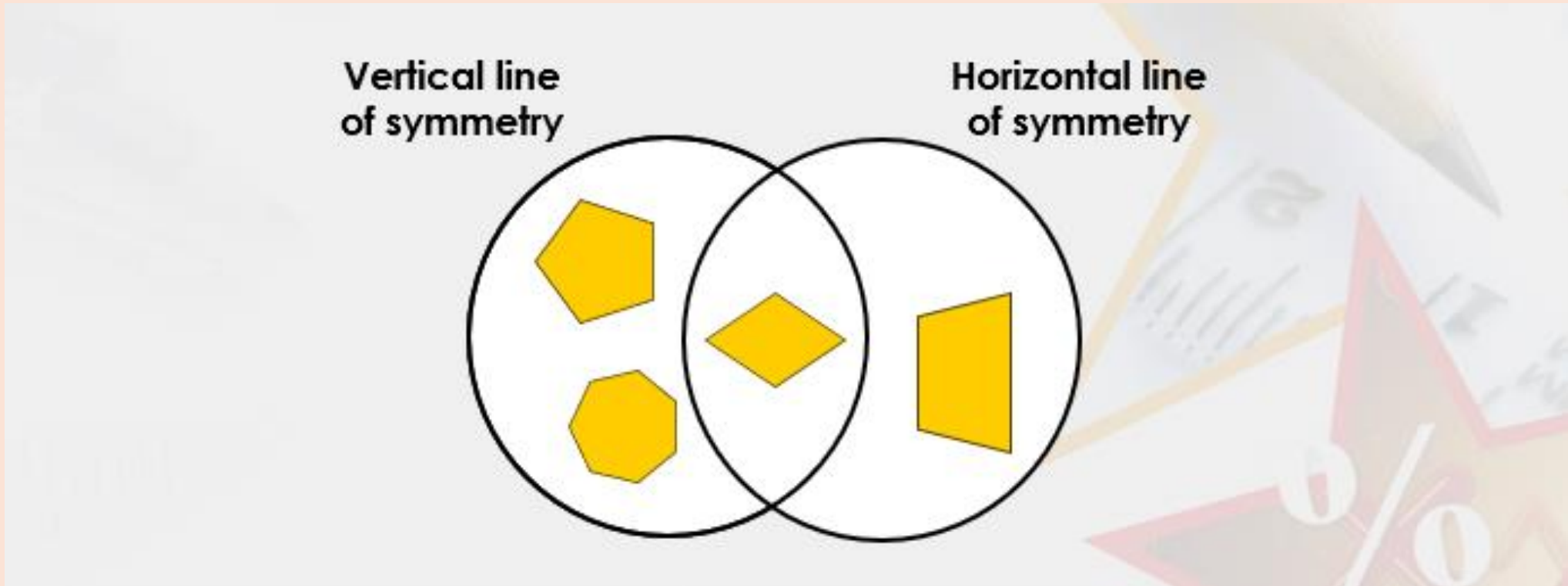
Which of these lines of symmetry has been correctly drawn?



21.01.25

TBAT: recognise and draw lines of symmetry in 2D shapes.

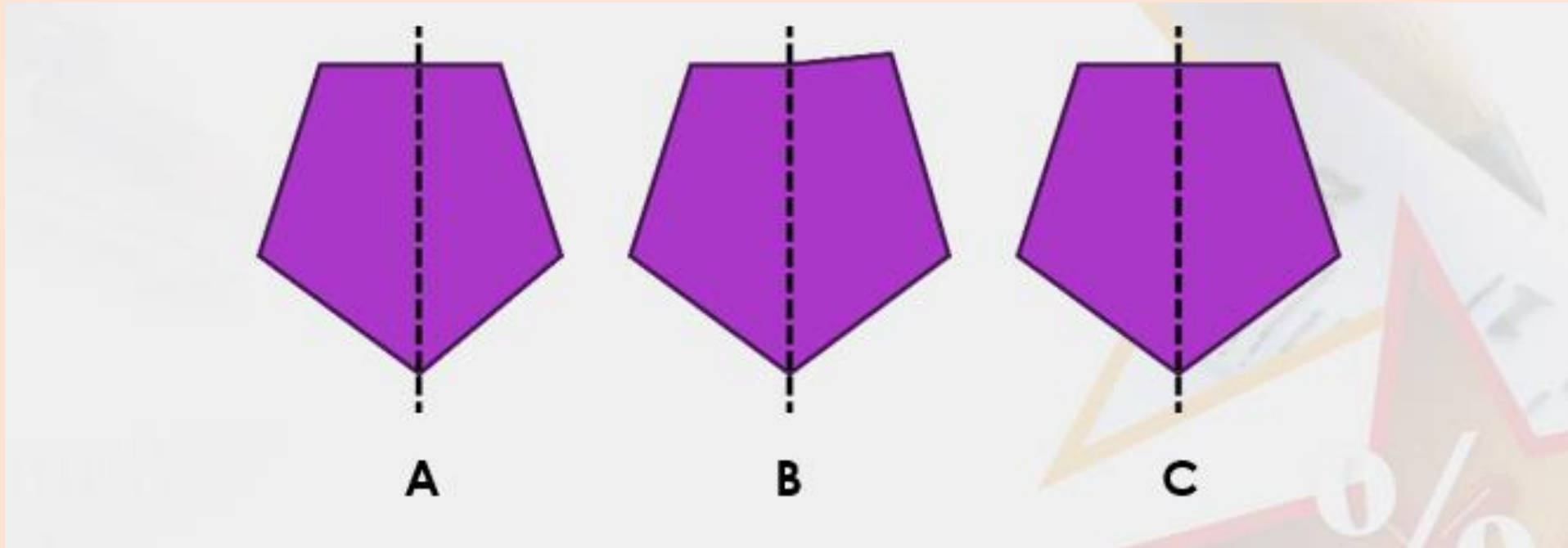
Find and explain to your partner the mistake in the Venn diagram below.



21.01.25

TBAT: recognise and draw lines of symmetry in 2D shapes.

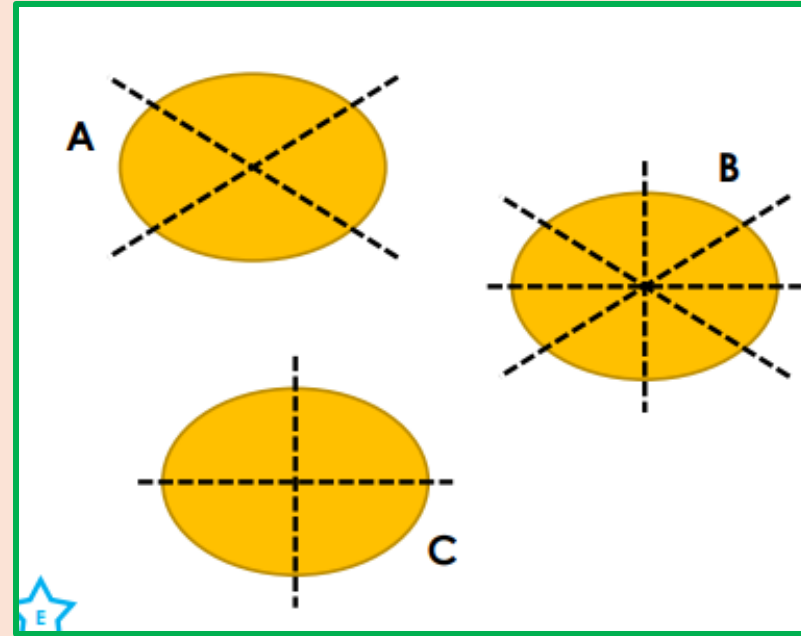
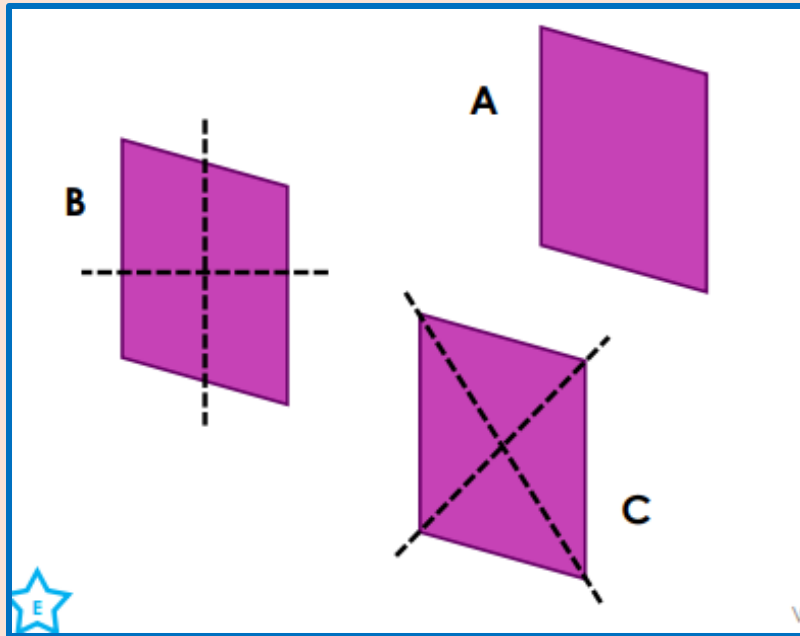
Which of these reflections that have been drawn are not symmetrical? Explain your answer.



21.01.25

TBAT: recognise and draw lines of symmetry in 2D shapes.

Which labelled shape shows the correct lines of symmetry?



A shape with perpendicular lines cannot have a line of symmetry. True or false? Explain your answer.

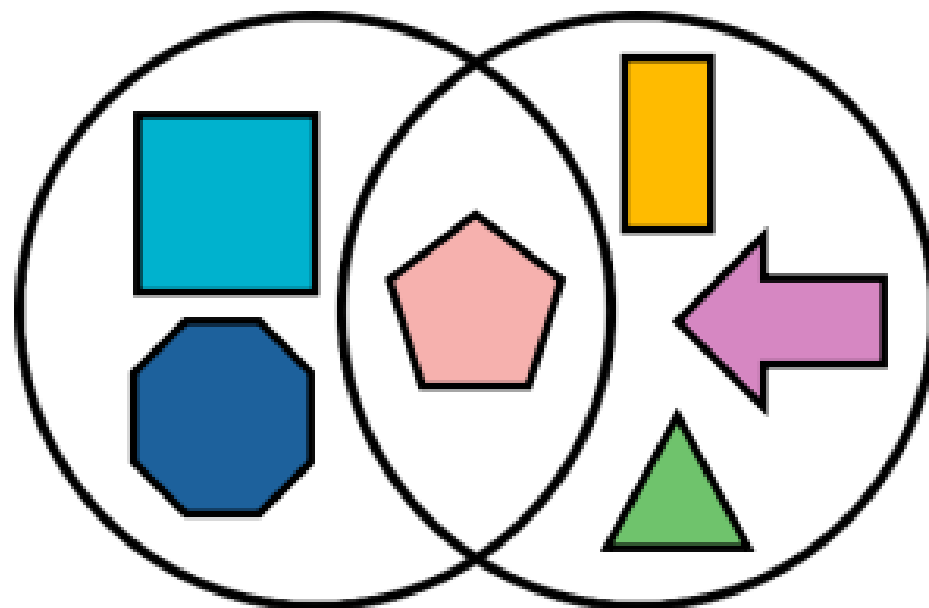
21.01.25

TBAT: recognise and draw lines of symmetry in 2D shapes.

5. Mateo has filled the Venn diagram with shapes.

**Diagonal line
of symmetry**

**An odd number of
symmetrical lines**

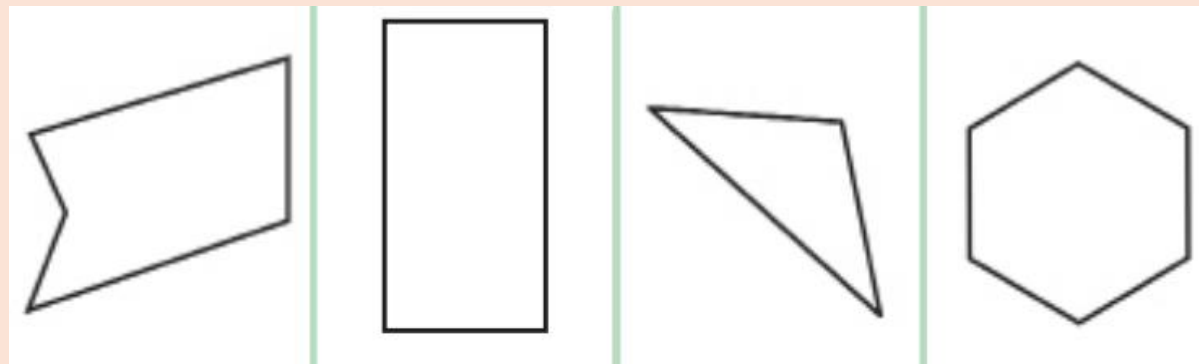
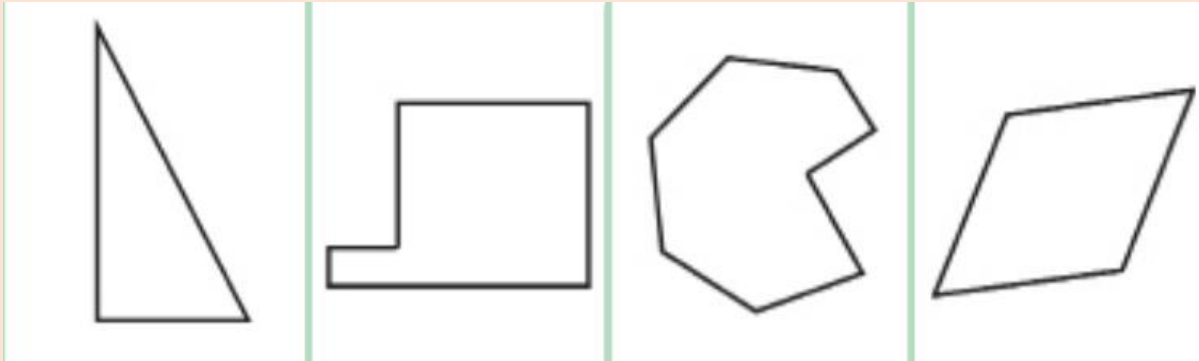


Find and explain all of his mistakes.

21.01.25

TBAT: recognise and draw lines of symmetry in 2D shapes.

Using a ruler, draw the lines of symmetry in the correct place of the 2D shape. Not all of the shapes will have a line of symmetry!



RP

5. Casey is looking at the digital clock numbers.



She thinks number 1 is the odd one out because it doesn't have a horizontal line of symmetry.

Is she correct? Prove it.

21.01.25

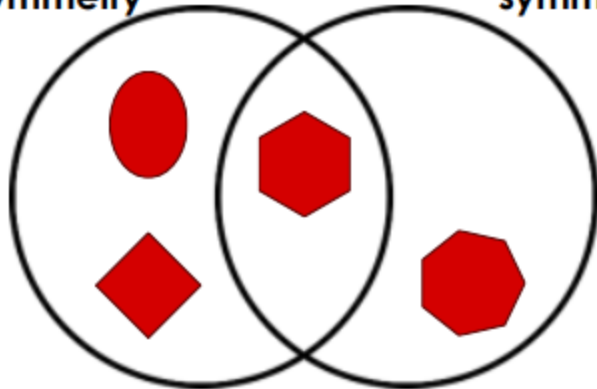
TBAT: recognise and draw lines of symmetry in 2D shapes.

Challenge

4a. Pauline has filled in this Venn diagram with shapes.

Vertical line of symmetry

> 3 lines of symmetry



Find and explain her mistake.

Mastery Challenge

4. Letti and her friends have written their names in capital letters.



KAI



LETTI



MELODY



BEN

She selects the name that has an even number of vertical lines and an odd number of horizontal lines. Investigate the name she could choose.

Mastery Challenge with Greater Depth

2D shapes with straight edges always have the same number of sides as lines of symmetry. Is this statement correct? Explain your answer.

Tuesday 21st January

T.B.A.T. explore shades of meaning for character feelings.

3 in 3.

1. W

2.

3.

Chapter 6 – Fire.

The grubs, when mixed with the cocoa beans and pounded with a clean stick, turned into a paste which, if you squinted and were of an optimistic temperament, looked like flour and water.

‘Now we just make a fire and cook them,’ said Fred.

‘Just,’ said Con.

‘We need a flint,’ said Fred.

‘We need kindling,’ said Lila.

‘And matches,’ said Con.

‘I’ll do the kindling,’ said Fred. Most of the wood surrounding them had dried since the rain the night before. He held the hem of his cricket jumper in his teeth and made a hammock for the wood. The night in the jungle had not improved the taste of the wool.

Tuesday 21st January

T.B.A.T. explore shades of meaning for character feelings.

Summarise what we have learnt about Con so far in "The Explorer" in one sentence.

Summarise what we have learnt about Max so far in "The Explorer" in one sentence.

Tuesday 21st January

T.B.A.T. explore shades of meaning for character feelings.

Close your eyes. Your teacher will read two sentences to you. Try to paint a picture in your head of what the sentence is saying.

The car **bumped** into the wall.

The car **smashed** into the wall.

In both of these sentences, the car hit a wall but which sentence made the accident sound worse?

We call this **shades of meaning**. Although words can **mean** the same, they have a different **impact** on the reader.



Tuesday 21st January

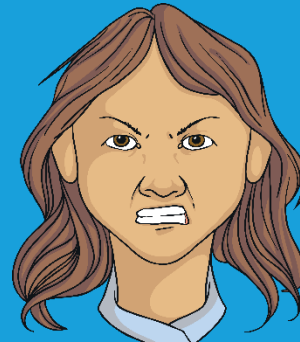
T.B.A.T. explore shades of meaning for character feelings.

Let's explore this concept with adjectives. Who is the most annoyed?

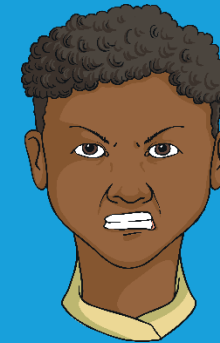
Joe was **cross**.



Salma was **irate**.



Kevin was **furious**.

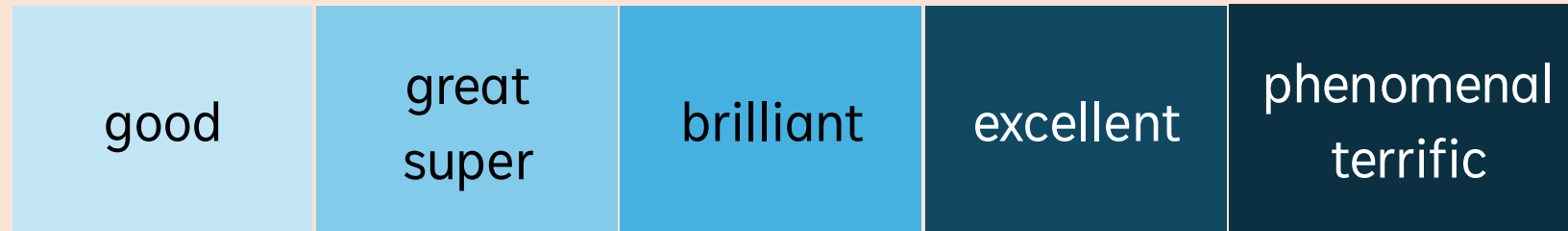


Although all of these adjectives mean that someone is annoyed, each choice changes how annoyed the person seems.

Tuesday 21st January

T.B.A.T. explore shades of meaning for character feelings.

Add the missing words to this scale. Which adjectives would fit to give the right degree of meaning?



Did you choose the same adjectives?
Did you have different ideas?



Tuesday 21st January

T.B.A.T. explore shades of meaning for character feelings.

Change the Meaning

Look at this sentence:

Junaid was disappointed by his test results.

On a whiteboard, change the adjective 'disappointed' to show that Junaid was **extremely unhappy** with his test results.

Now, change the adjective again to show that Junaid was sad but **not too bothered** by his results.



Tuesday 21st January

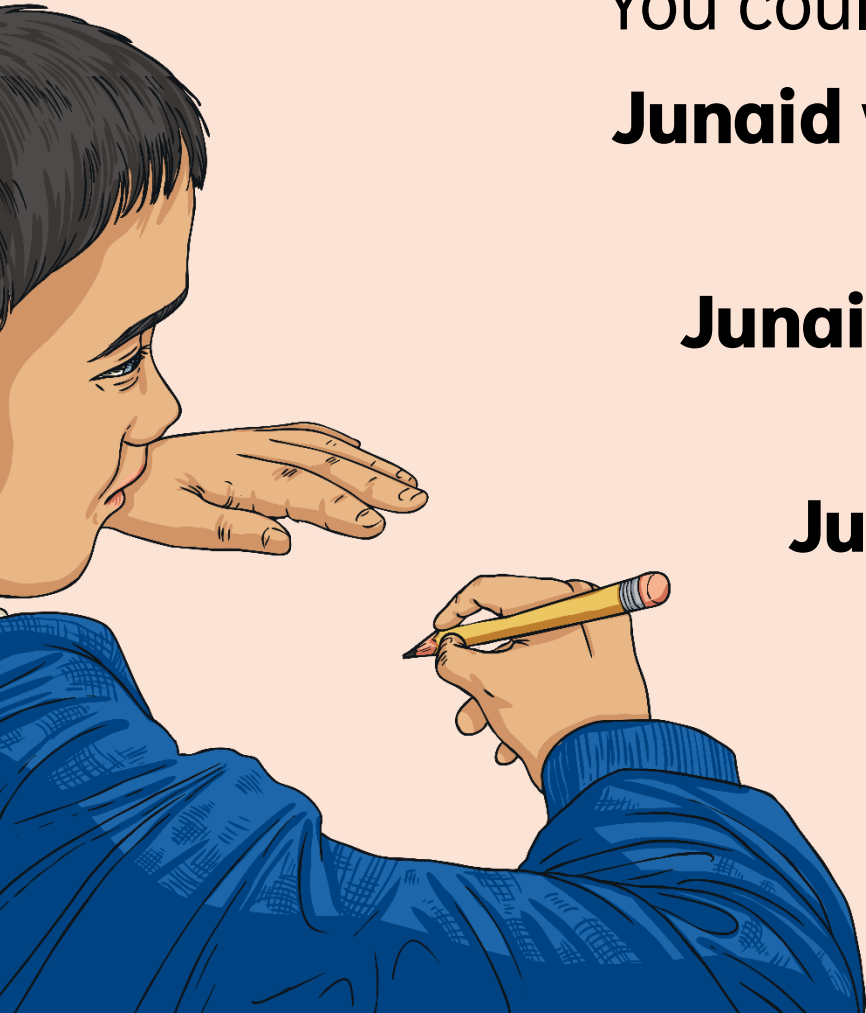
T.B.A.T. explore shades of meaning for character feelings.

You could have had:

Junaid was **disappointed with his test results.**

Junaid was **devastated by his test results.**

Junaid was **irked by his test results.**



Tuesday 21st January

T.B.A.T. explore shades of meaning for character feelings.

Independent Task:

Look at the list of synonyms you have.

Use a thesaurus to find another word that belongs on the table.

Sort the words in ascending order from weakest to strongest shade of meaning.

Challenge - Write a sentence about Fred using a new word you have learnt today. Can you include a fronted adverbial in your sentence?

Tuesday 21st January

TBAT: Improvise a piece of music.

What is a pentatonic scale?

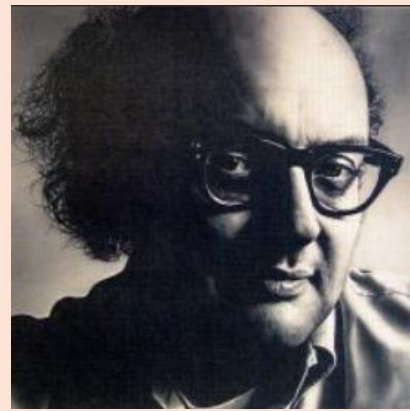
What is the difference between major and minor?

Collins Connect - Around the world - lesson 2

Use the online glockenspiel to improvise a piece of music in the pentatonic scale inspired by the folk songs.

Tuesday 21st January

TBAT: create a piece of art with rules and resolutions.



BIOGRAPHY

Solomon "Sol" LeWitt (September 9, 1928 - April 8, 2007) was an American artist linked to various movements, including conceptual art and minimalism.

LeWitt came to fame in the late 1960s with his wall drawings and "structures" (a term he preferred instead of "sculptures") but was prolific in a wide range of media including drawing, printmaking, photography, painting, installation, and artist's books. He has been the subject of hundreds of solo exhibitions in museums and galleries around the world since 1965. The first biography of the artist, *Sol LeWitt: A Life of Ideas*, by Lary Bloom, was published by Wesleyan University Press in the spring of 2019.

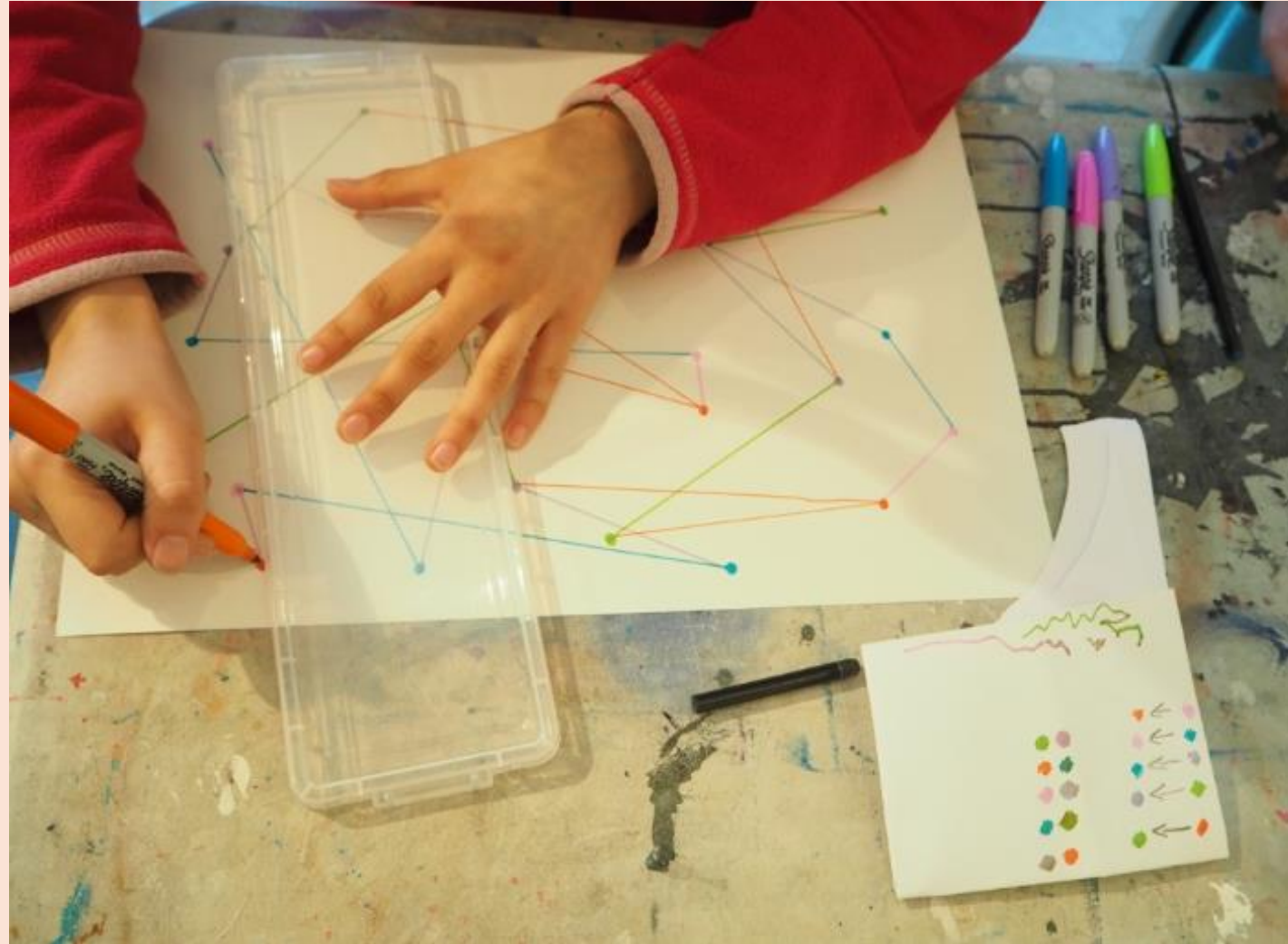
1. Where did Sol come from?
2. What does it mean by 'came to fame'?
3. Why do you think he preferred the term 'structures' rather than 'sculptures'?

Tuesday 21st January

TBAT: create a piece of art with rules and resolutions.

Sol Lewitt created sets of written instructions or guidelines which others could follow to create his Wall Drawings. For example, the instructions could be to make an array of randomly spaced dots and connect them with straight lines.

Look closely at the picture. It also has a rule of what colour can be drawn to another.



Tuesday 21st January

TBAT: create a piece of art with rules and resolutions.

Rules

Orange - green

Green - grey

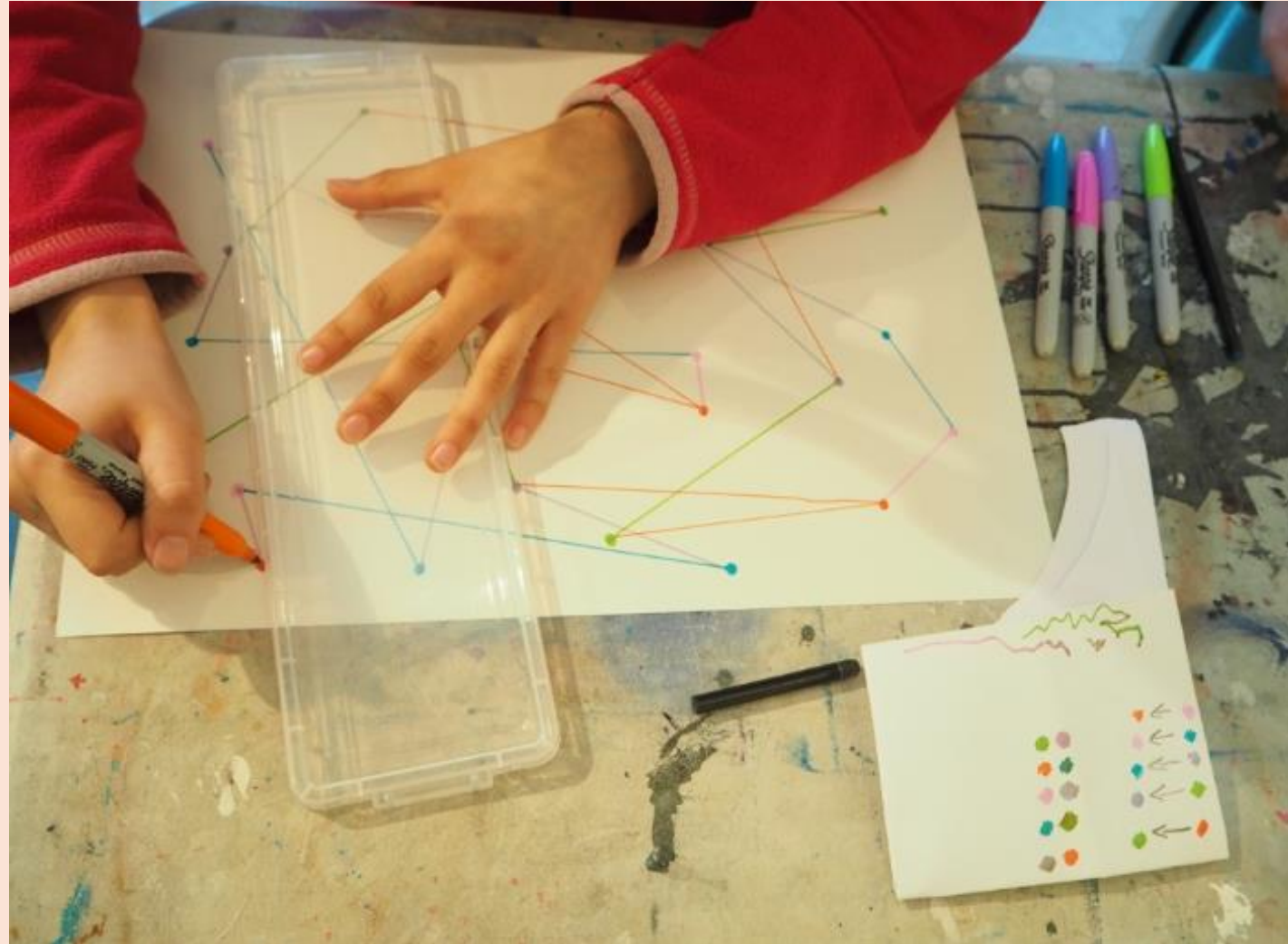
Grey - blue

Blue - pink

Pink - orange

Do all the colours link?

Will there be any colours left without a line?

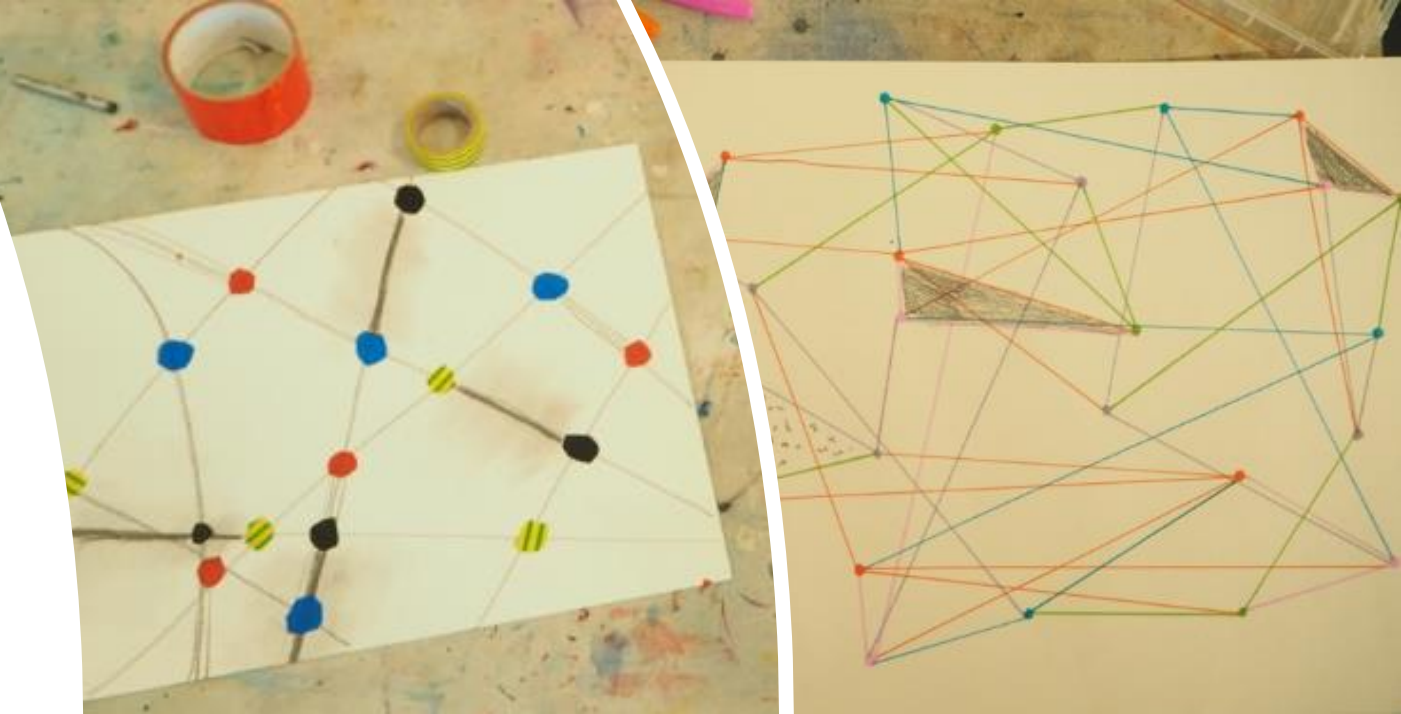


Tuesday 21st January
TBAT: create a piece of art
with rules and resolutions.

You will need to create your own rules or guidelines, you can use the same rules as Sol or you could create your own. Could you connect your dots with parallel lines or curved lines instead of straight?

Challenge

When you have completed drawing lines to the dots, could you fill in the space between using different patterns or shading?



Tuesday 21st January

[Turtle Academy - Lessons](#)

TBAT: programme a screen turtle.

Vocabulary

Program - is nothing but a set of instructions that are used to execute particular tasks to get particular results.

Turtle — an arrow or turtle image on screen that draws a line as it is programmed

Commands - is a directive to a computer program to perform a specific task.

Code snippet — this could be the same as a program; it can have several sets of commands in one program

What went wrong?

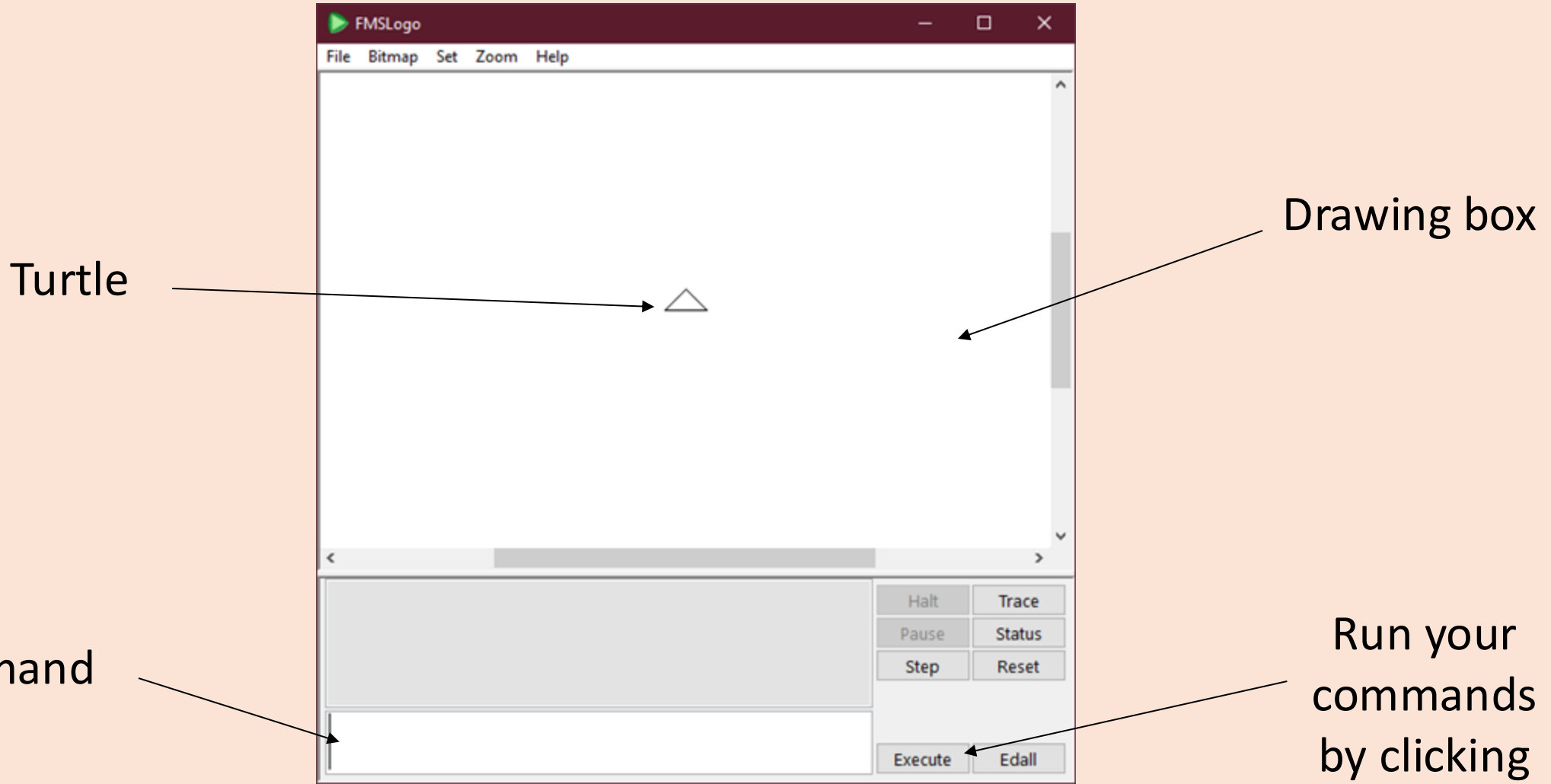
Magda and Faheem wanted to go to the shop, but they ended up at the ship.

Magda asked her mum for directions and they followed them exactly.

Magda checks her message. It said ship, not shop! It's important to be accurate.



The Logo interface



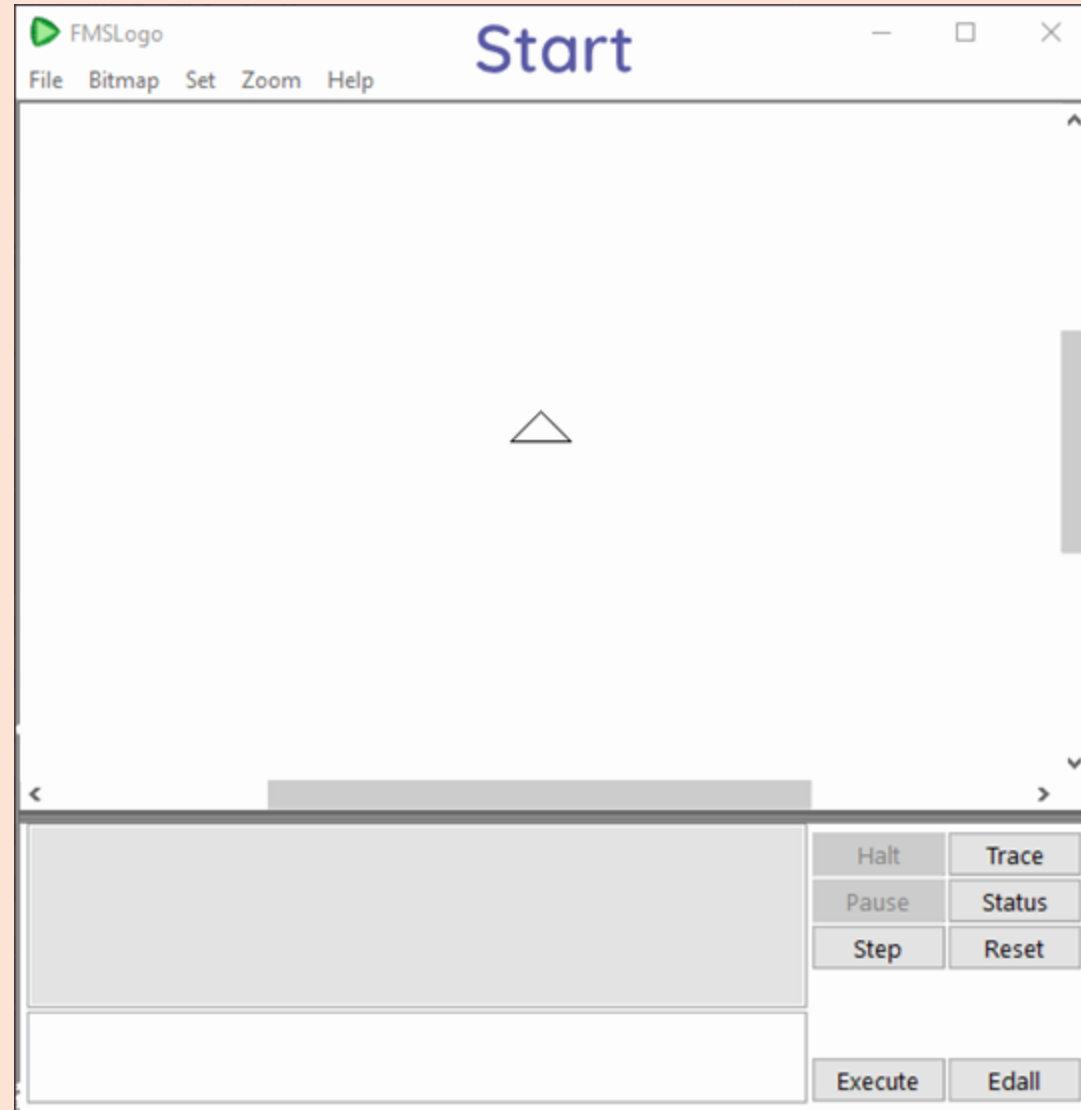
Turtle

Drawing box

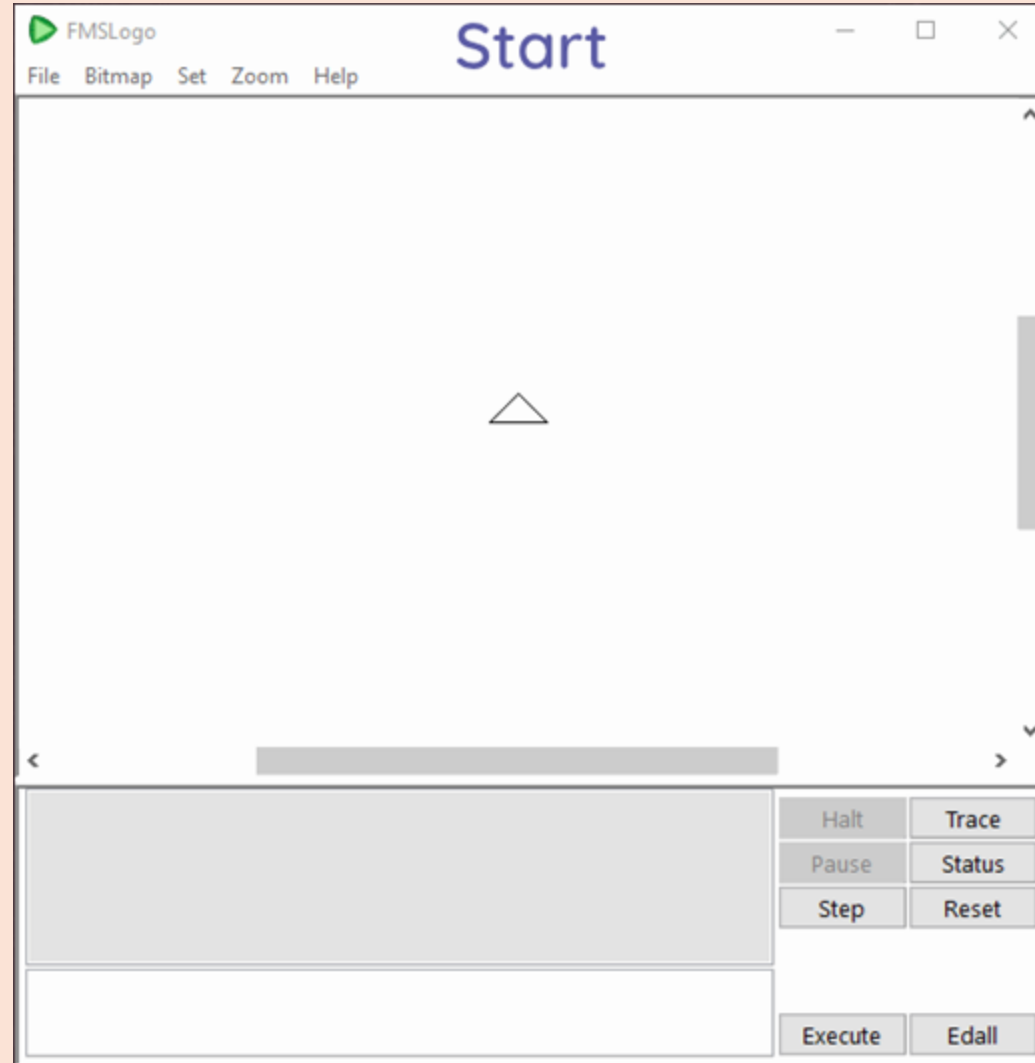
Command box

Run your commands by clicking here

Commands for forwards and backwards



Commands for turning left and right



Basic commands in Logo

FD 100 — Forward 100 (moves forward 100 steps)

BK 100 — Back 100 (moves back 100 steps)

RT 90 — Right 90 (turns right 90°)

LT 90 — Left 90 (turns left 90°)

CS — Clear screen

A number of logo commands need to have a number added after a space, eg

Command_number

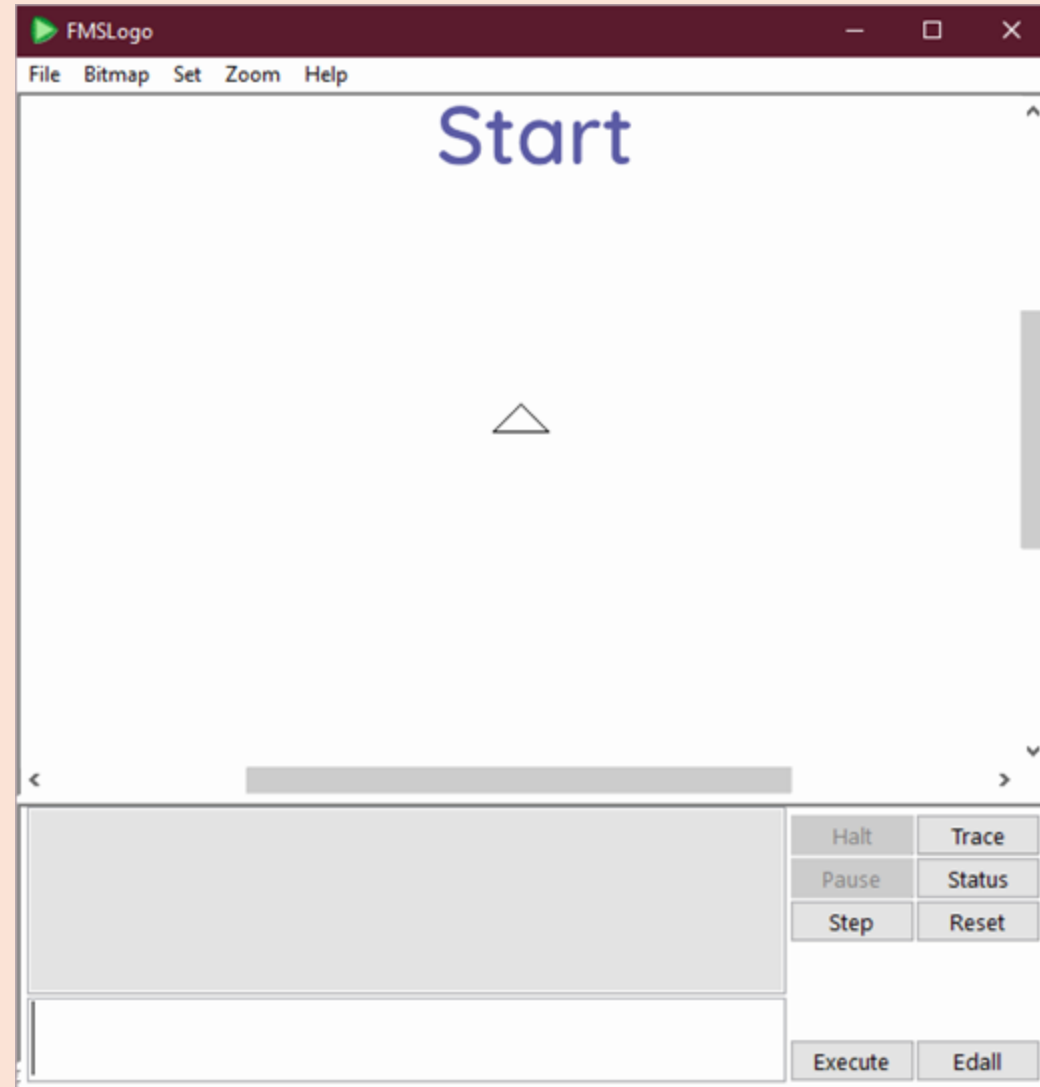
FD 100

The number indicates how far to move or turn.

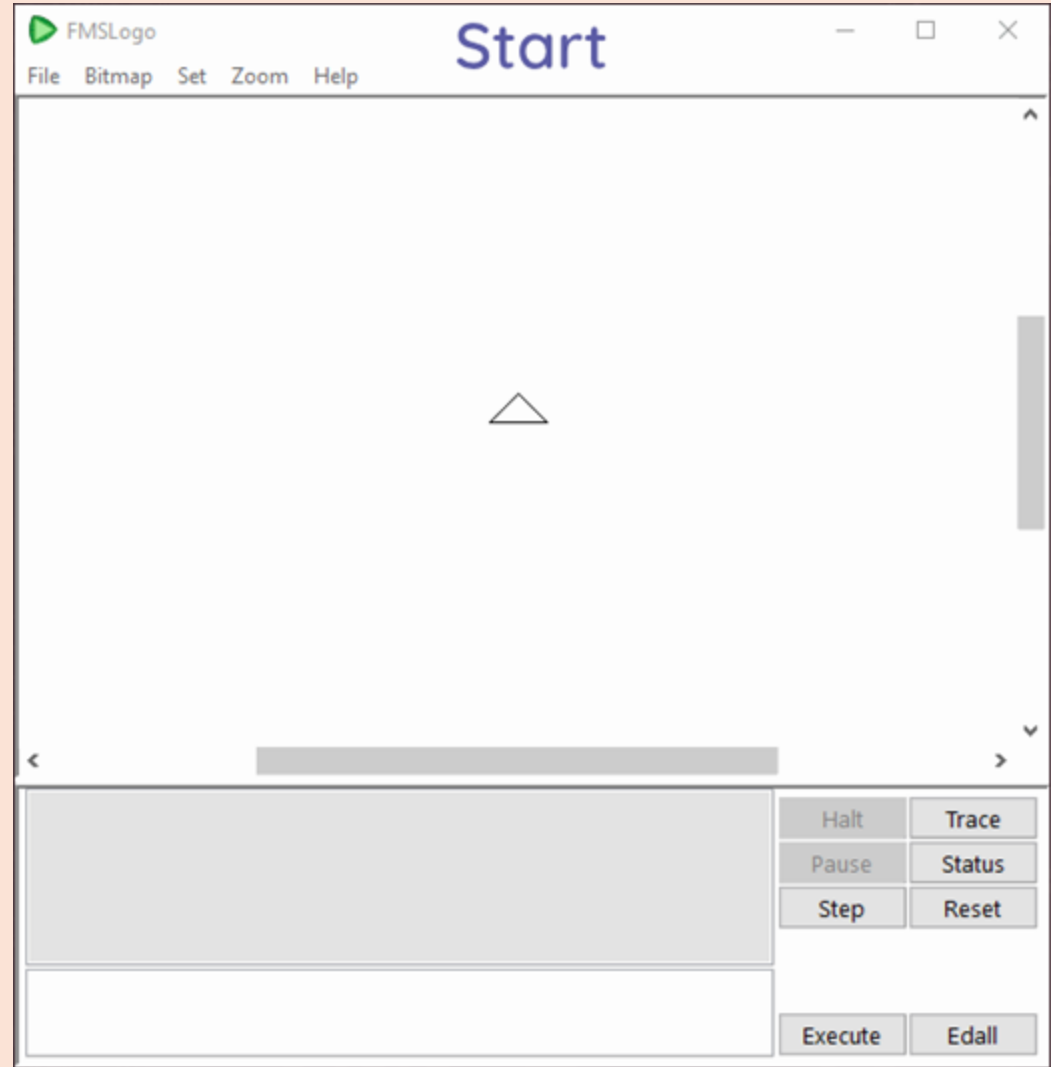
Basic commands in Logo — FD, BK, LT, and RT

- What happens if you type...
 - ... FD 100?
 - ... FD 200?
 - ... BK 50?
 - ... RT 90?
 - ... RT 180?
 - ... CS?
- How many Logo steps does it take to get to the top of your screen exactly?
- What happens if the turtle goes off the top of your Logo screen?
- How many Logo steps does it take to get across your screen exactly?

Programming longer sequences



Using PU and PD



Programming longer sequences

- What happens if you type `FD 100 RT 90 FD 100` all on one line?
- What happens if you change the number of steps (marked with an X below)?

```
FD XX RT 90 FD XX
```

- What happens if you make the number of degrees bigger (marked with an X below)?

```
FD 100 RT XX FD 100
```

- What do you think these two new commands mean?

```
PU
```

```
PD
```


Creating a code snippet

Use your whiteboards to draw these commands, starting in the top left of your board:

```
FD 100
```

```
RT 90
```

```
FD 200
```

Which digit have you drawn?

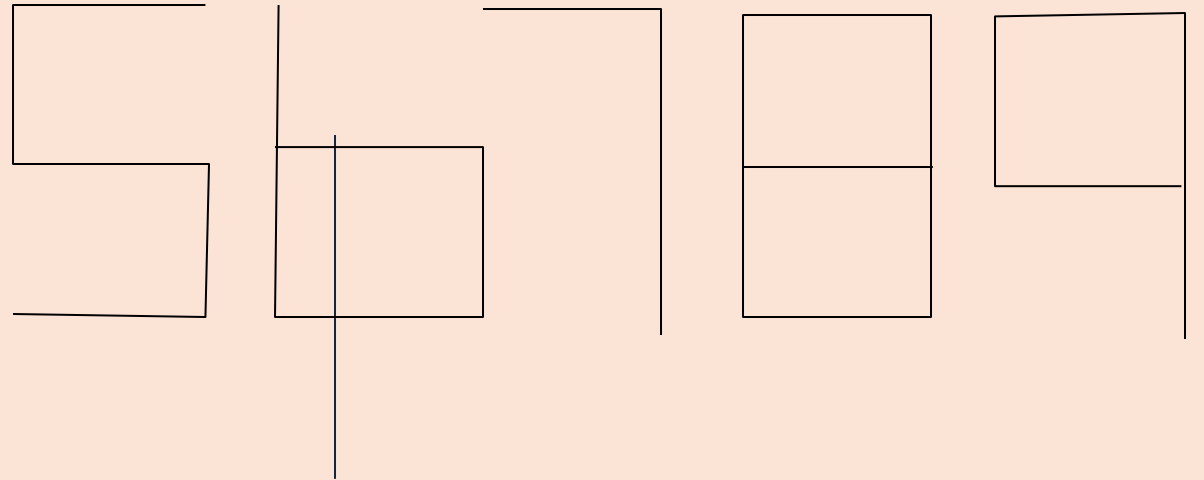
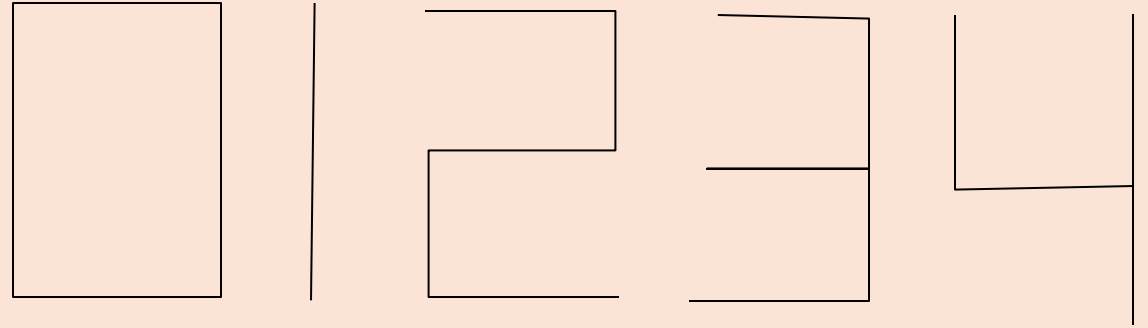


Creating a code snippet

Choose another digit and write down the commands needed to create it.

Use Logo to program the computer to draw the digit by following your commands.

Were they correct?



Programming a screen turtle

Put these commands in the correct order to create a 0, starting at the arrow.

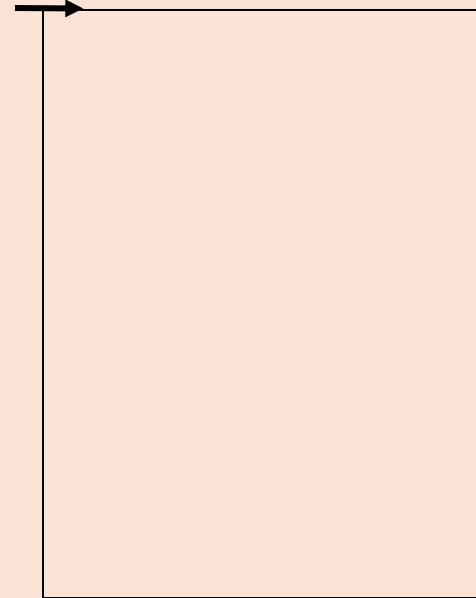
FD 200 RT 90

FD 200 RT 90

FD 100 RT 90

How did you work it out?

FD 100 RT 90



Programming a screen turtle

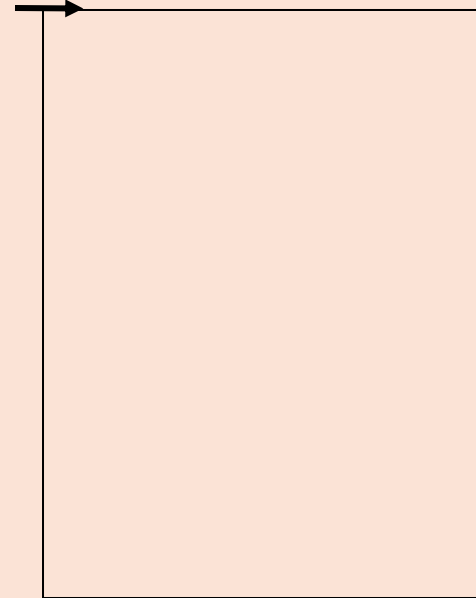
Correct answer:

```
FD 100 RT 90
```

```
FD 200 RT 90
```

```
FD 100 RT 90
```

```
FD 200 RT 90
```



PE

Learning Objective

THEME: The Twist

To copy and repeat a set phrase in a 1960s style showing energy and rhythm.

Success Criteria

- Exaggerate your arm and leg actions in the twist moves.
- Use counting in your head to keep in time with the music.

Whole Child Objectives

Social: To support my partner in learning the actions.

Emotional: To understand what my best looks like and work hard to achieve it.

Thinking: To select an appropriate dance move in response to the 1960s style and teach my partner.

Let's twist:

A Pupils begin in their own space, listening to the music and clapping to the beat.

Make this easier by counting the beats aloud.

B Pupils continue clapping the beat and start moving round the room. Each step follows the beat, so pupils should be following their own pathway.

Move fluidly.

C Teacher to hold up cones for the following moves. In between the twist moves, pupils continue walking and clapping to the beat.

- Red cone: twist on the spot.

Both feet on the floor, twisting the legs, hips and body from side to side.

- Yellow cone: one legged twist on the spot.

One foot on the floor, twisting the legs, hips and body from side to side.

- Green cone: twisting while moving around the room.

- Blue cone: freestyle twist, twist in your own way.



Twist set phrase:

Use the video resource 'Twist Set Phrase' to teach pupils the set phrase of 32 beats. Repeat the phrase several times without the music and with the music, with counting then without.

- Counts 1-4: two legged twist moving down to the floor.

- Counts 5-8: two legged twist moving up to standing.

Both feet on the floor twisting the legs, hips and body from side to side.

- Counts 1-4: one legged twist moving down to the floor.

- Counts 5-8: one legged twist moving up to standing.

One foot on the floor, other foot placed out to the side, twisting the legs, hips and body from side to side.

Make this harder by lifting one foot off the floor.

- Counts 1-4: swimming arms forwards for 4 counts.

Gesture with the arms alternately as doing the front crawl action.

- Counts 5-8: swimming arms backwards for 4 counts.

Bring the arms back over the head alternately as if doing the backstroke.

- Counts 1-4: two legged twist moving down to the floor.

- Counts 5-8: two legged twist moving up to standing.

Make this easier by teaching fewer counts and repeating.



Refining the set phrase:

A Display the second visual 'Set Phrase'. In pairs, pupils practise the set phrase.

Count the beats together and call out the moves. Use big facial expressions and exaggerated moves with clear shapes. Use fluid, energetic dynamics to create a dance with lots of energy.

Make it easier by pairing pupils with someone who feels comfortable about the set dance.

B Join two pairs together and ask them to show one another the set phrase. Provide feedback after each performance.

Remind them to be supportive towards others and think about words they can say to help others improve.

Developing the set phrase:

A Show pupils the 'Let's do the Twist' video resource again. Staying with their partner, pupils create one or two more dance moves for an additional 4 or 8 counts in the 1960s theme.

Pupils to share some of their ideas with the whole class before setting them off on the task.

Make this easier by modelling some examples:

- Twist away from your partner for a count of 4 then twist back towards them.
- Circle your arms from side to side for a count of 4.
- Spin around on the spot for 4 counts.
- Clap your hands for a count of 4.

Make this harder by asking some pupils to add a change of level or insist that one move has to involve travelling.

