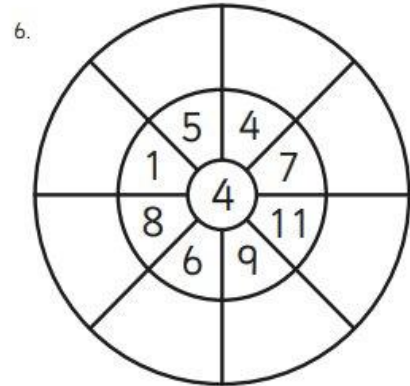
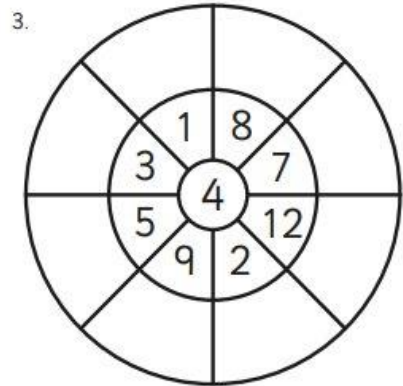
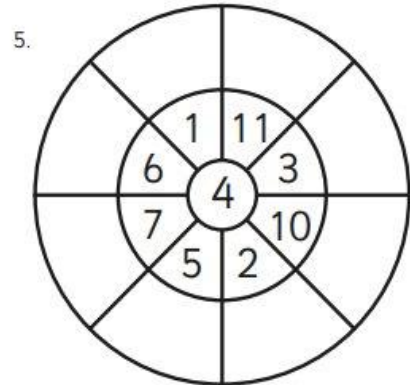
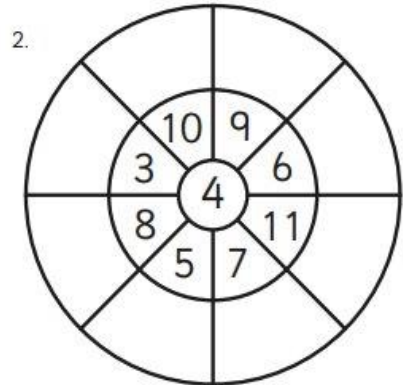
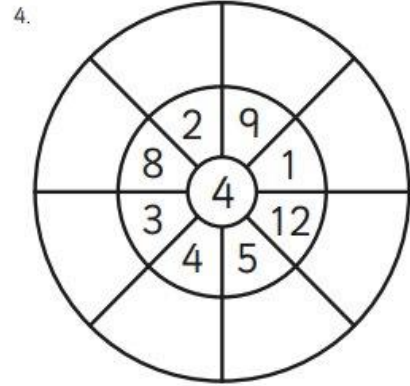
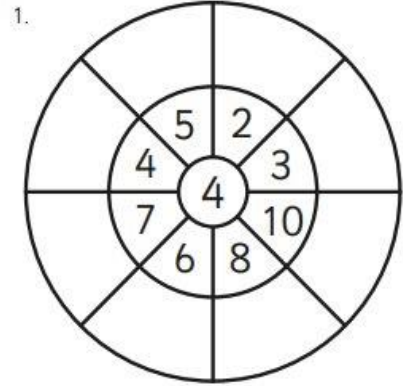


Tuesday

Tuesday 25th February

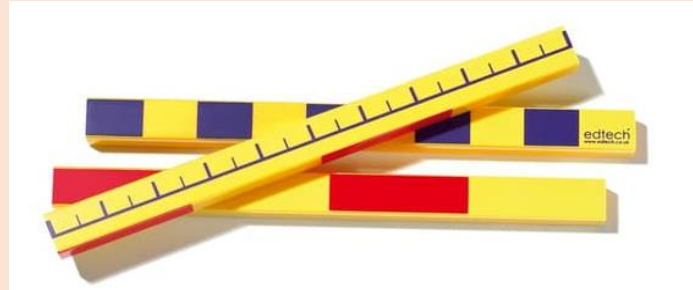


Is it your day
for TTRS?

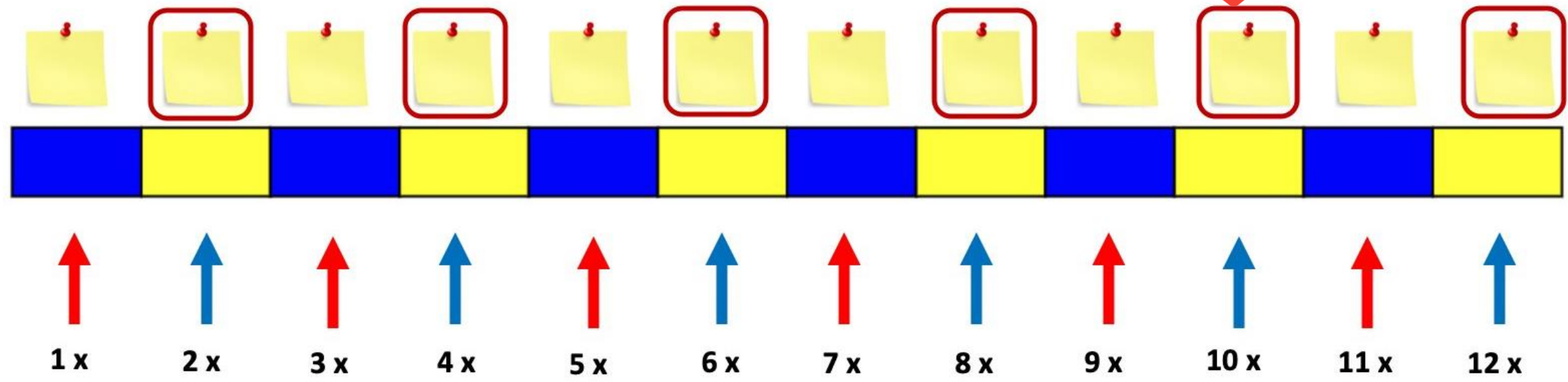


25.02.25

TBAT: tell the time to the nearest 5 minutes.



Counting stick: x6



25.02.25

TBAT: tell the time to the nearest 5 minutes.

3 in 3

1. $5,106 - 2,047 =$

2. $\underline{\hspace{2cm}} = 80 \div 10$

3. $69 \times 8 =$

A builder needs 6,374 metres of wood to build a fence.

She has 2,182 metres in her shed and buys 4,545 metres **more**.

How much wood will go back into her shed after she has built the fence?

25.02.25

TBAT: tell the time to the nearest 5 minutes.



25.02.25

TBAT: tell the time to the nearest 5 minutes.

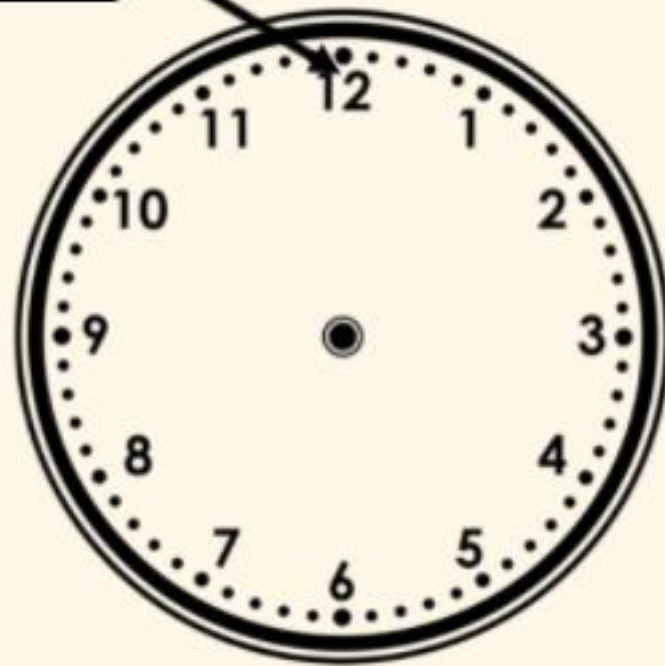
Match the card to the number on the clock to show where the minute hand would be pointing to.

half past

quarter past

quarter to

o'clock



25.02.25

TBAT: tell the time to the nearest 5 minutes.

On an analogue clock there are two hands. The long hand tells us the minutes and the short hand tells us the hours.

The long hand tells us the minutes.



The short hand tells us the hours.

Where will the hands be at...

Quarter past 2?

Half past 4?

Quarter to 12?

25.02.25

TBAT: tell the time to the nearest 5 minutes.

Each dot between the numbers on the clock face are worth one minute.



When the long minute hand has travelled from one dot to the next, one minute has passed.

Draw the long minute hand on the board for

11 minutes past?

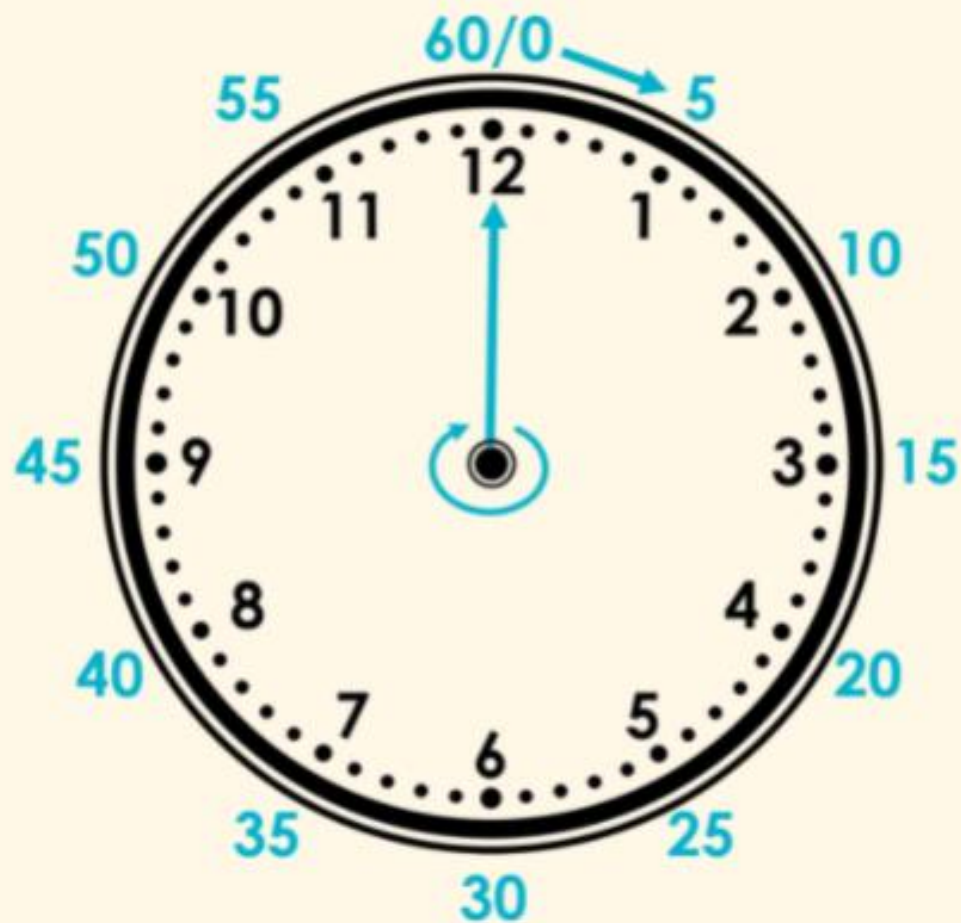
4 minutes past?

13 minutes to 12?

25.02.25

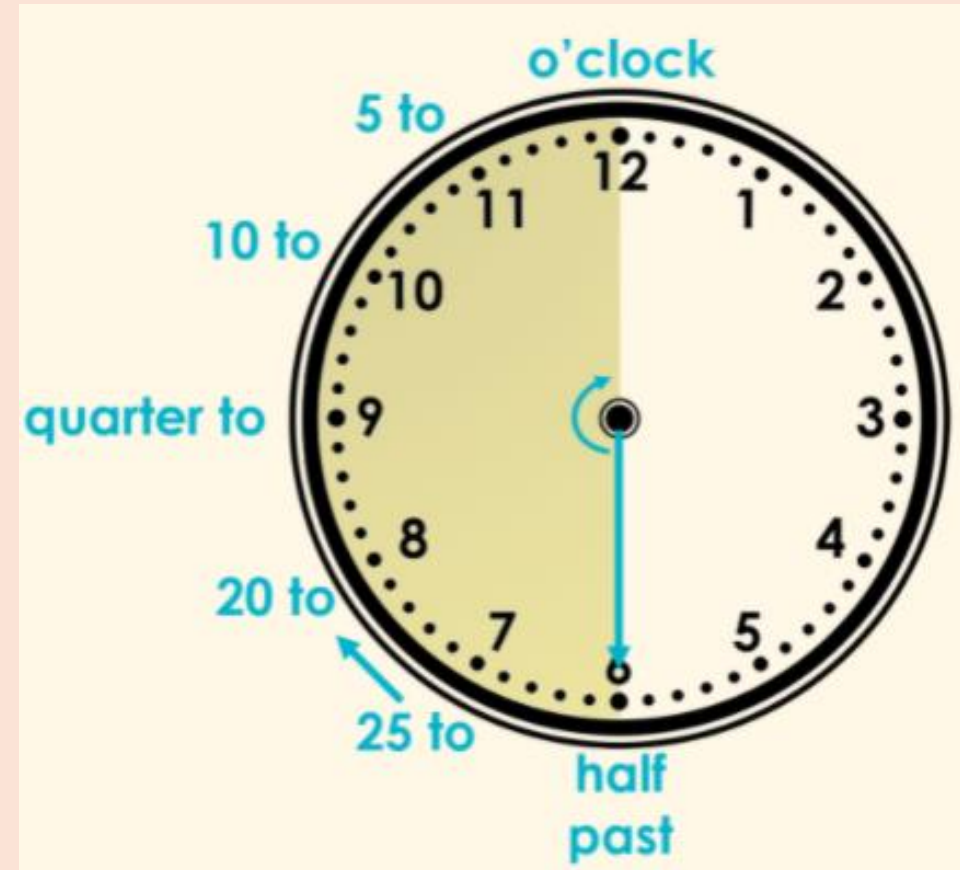
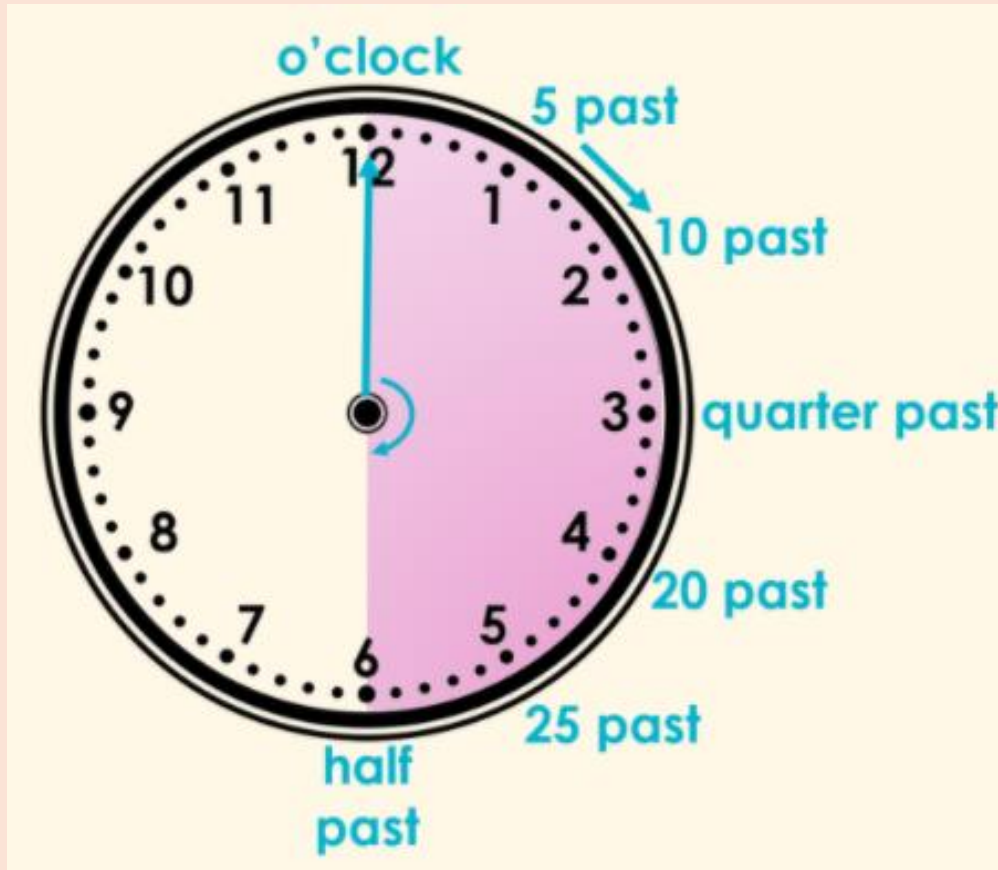
TBAT: tell the time to the nearest 5 minutes.

Let's count in fives around the clock face. We start at the number 12 which is zero minutes.



25.02.25

TBAT: tell the time to the nearest 5 minutes.

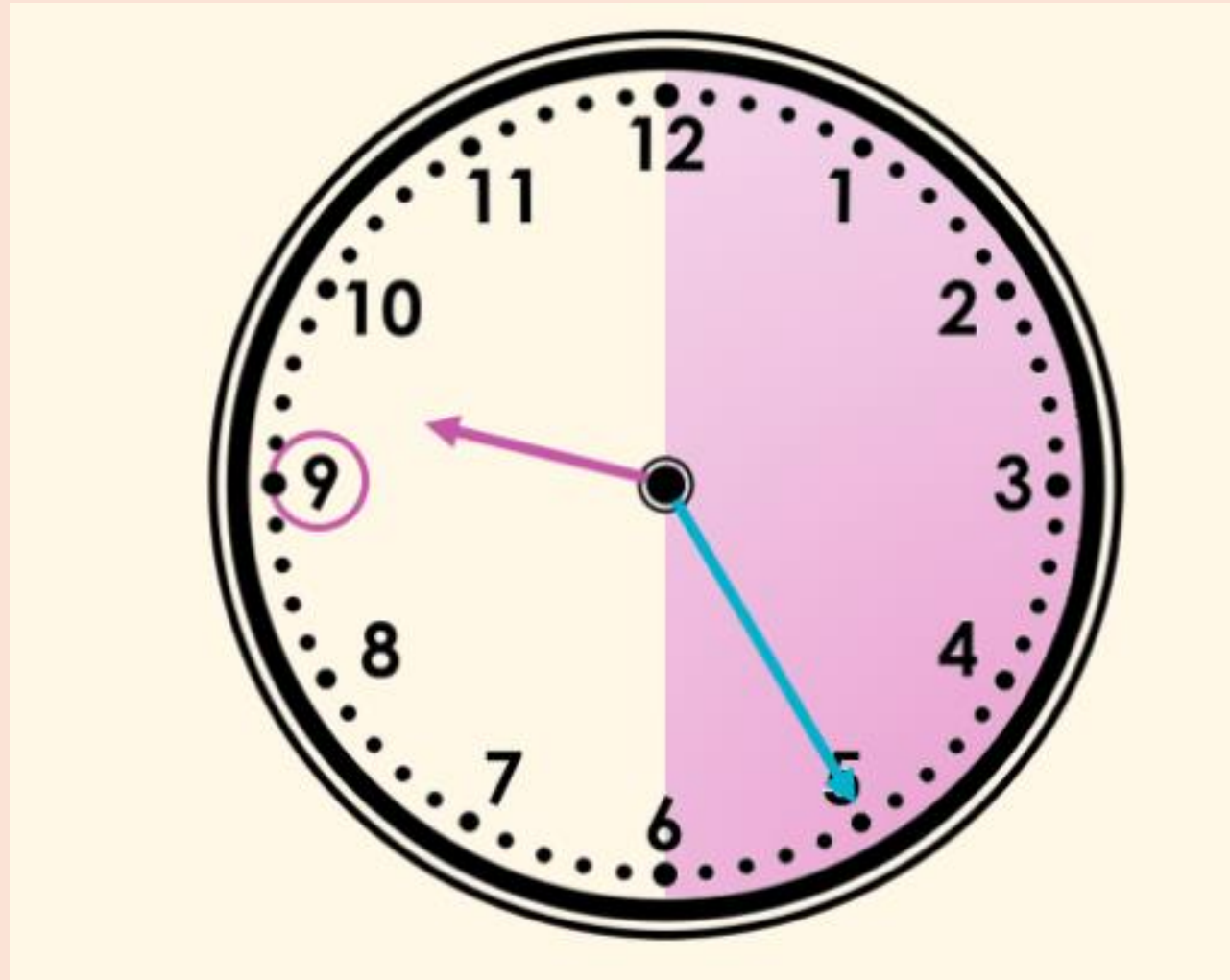


25.02.25

TBAT: tell the time to the nearest 5 minutes.

To work out the time on this clock, we look at the short hour hand first. It is nearly half-way between the 9 and the 10.

The long minute hand is pointing to the number 5. If we count in fives from the number 12 to the number 5, we get 25.



What is the time?

25.02.25

TBAT: tell the time to the nearest 5 minutes.



Who can draw the hands for...

25 minutes past 5

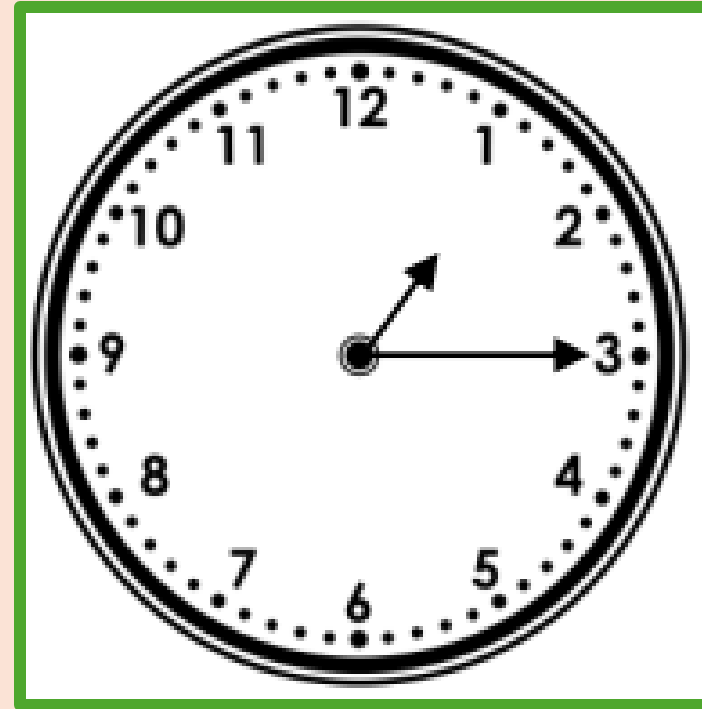
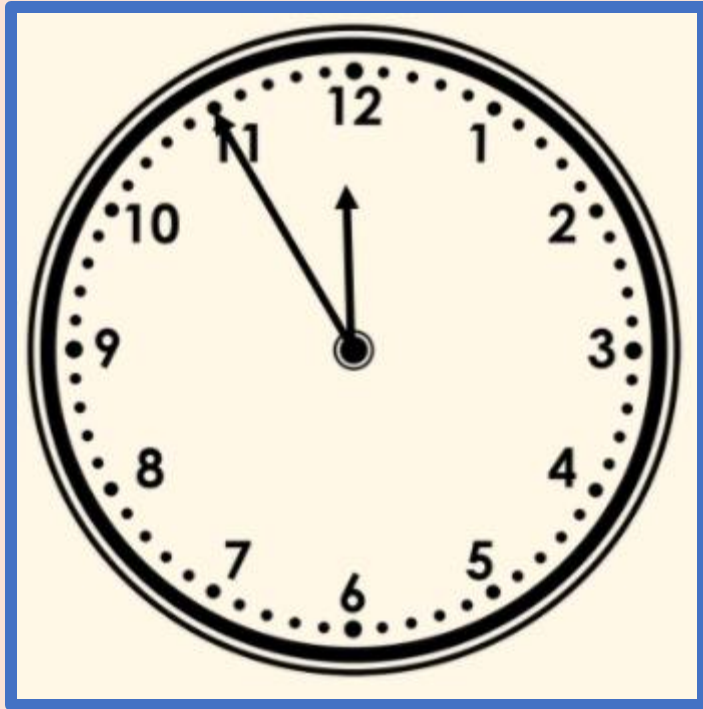
15 minutes to 9

10 minutes past 6

20 minutes to 10

25.02.25

TBAT: tell the time to the nearest 5 minutes.

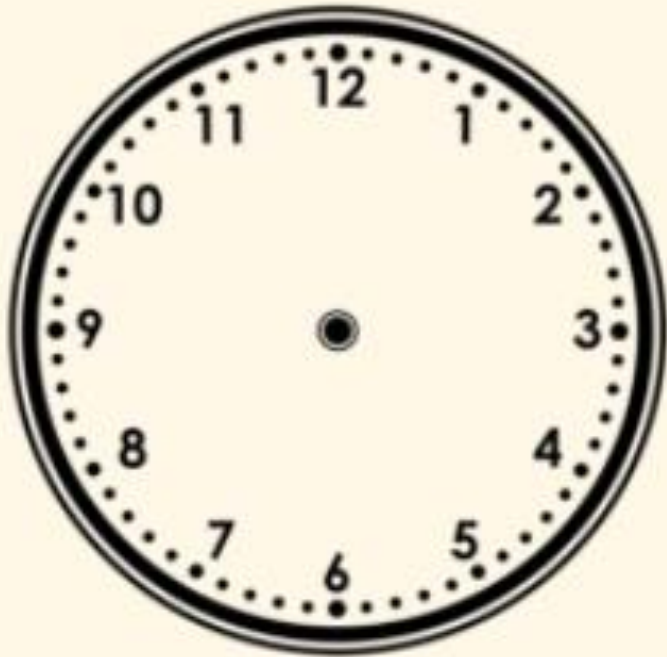


Luke says that if he gets the bus at 12:55, the minutes hand will be on the 11 and the hour hand will be closest to the 12. Is he correct? Explain your answer.

25.02.25

TBAT: tell the time to the nearest 5 minutes.

Which hands to show 25 past 6?



A.



B.



C.



25.02.25

TBAT: tell the time to the nearest 5 minutes.

Arthur says,



**25 to 6 and 35 minutes past 5
are the same time.**

Is he correct? Prove it.

25.02.25

TBAT: tell the time to the nearest 5 minutes.



Who can draw the hands for...

25 minutes past 8

15 minutes to 9

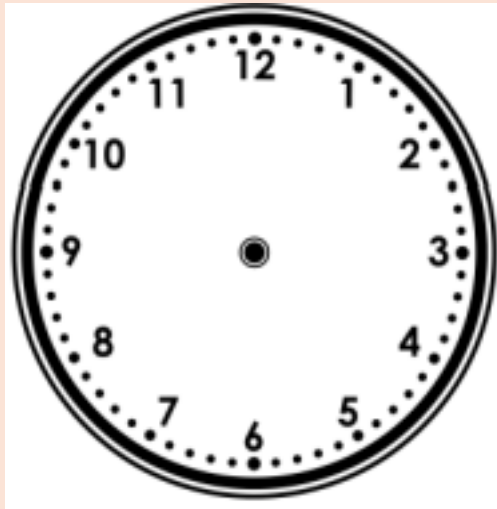
20 minutes past 6

5 minutes to 10

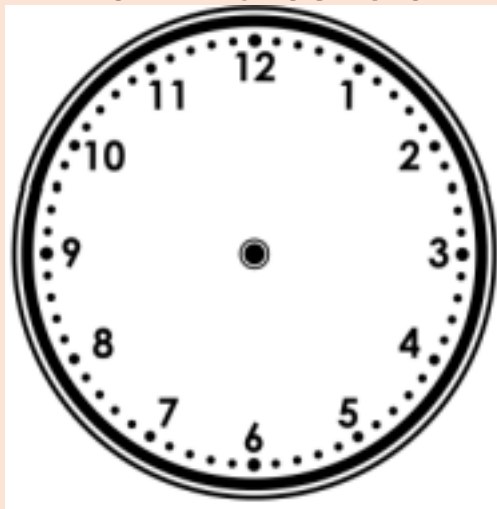
25.02.25

TBAT: tell the time to the nearest 5 minutes.

20 minutes past 4



25 minutes to 6



Match the time to the correct clock face.
Which time is left over?



5 minutes past 6



20 minutes to 4



20 minutes past 3

20 minutes past 1

RP1

2a. Kris and Talia are drawing half past three on a clock.

Kris says,



The minute hand points at 3.

Talia says,



The minute hand points at 6.

Who is correct? Explain why.

RP2

5b. Val and Caleb are drawing twenty-five minutes past one on a clock.

Val says,



The minute hand points at VII.

Caleb says,



The minute hand points at V.

Who is correct? Explain why.

25.02.25

TBAT: tell the time to the nearest 5 minutes.

Challenge

Kayla and Jerry are drawing twenty minutes to four on a clock.

Kayla says,



The minute hand points at VIII.

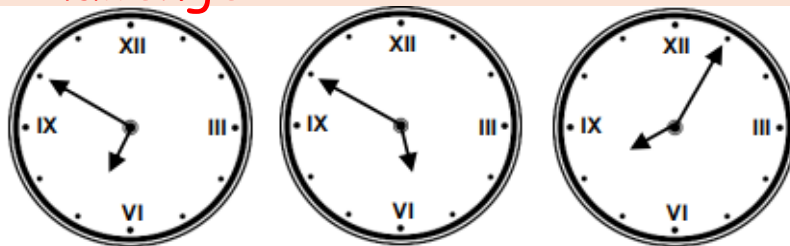
Jerry says,



The minute hand points at IV.

Who is correct? Explain why.

Mastery Challenge



- A. Ten minutes to six
- B. Five minutes past nine
- C. Five minutes past eight
- D. Ten minutes to seven

Mastery Challenge with Greater Depth

The clock face has lost its minute hand. What time could it be? Explain your answer.



Tuesday 25th February

TBAT: use prepositions to express time, place and cause.

3 in 3

Tick one box to show the **word class** of the underlined word in the sentence below.

I collected the toy cars and put them on the shelf.

Tick **one**

adverb

preposition

pronoun

verb

Circle the **adverb** in the sentence below.

Penny held out her hand and bravely took the snake from the zookeeper.

Circle the **conjunction** in each sentence below.

Miss Cook tried to open the door but it was jammed shut.

Mr Jones gave Mia a trophy as she won the competition.

Tuesday 25th February

TBAT: use prepositions to express time, place and cause.

What is a conjunction? Write one example.

What is an adverb? Write one example.

Explain how adverbs, conjunctions and prepositions can be used in a sentence.

Tuesday 25th February

TBAT: use prepositions to express time, place and cause.

Key vocabulary:

A **preposition** is a type of word used to express time, place or cause. It is usually placed before a noun. For example: after, under, over

A **preposition of time** tells you when something happened. For example: after, until, at

A **preposition of place** tells you where something happened. For example: outside, in

A **preposition of cause** tells you why something happened. For example: for, because of, due to

Key Information

A **preposition** is a type of word used to express time, place or cause. It is usually placed before a noun. For example: after, under, over

A **preposition of time** tells you when something happened. For example: after, until, at

A **preposition of place** tells you where something happened. For example: outside, in

A **preposition of cause** tells you why something happened. For example: for, because of, due to

Three different sentences have been created using the nouns below. Which of the sentences does not include a prepositional phrase?

soil

gloves

flower bed

seeds

- A. The seeds were planted in November.
- B. The soil was spread across the flower bed.
- C. Hannah wore the gloves after.

Three different sentences have been created using the nouns below. Which of the sentences does not include a prepositional phrase?

soil

gloves

flower bed

seeds

- A. The seeds were planted in November.
- B. The soil was spread across the flower bed.
- C. Hannah wore the gloves after.

Sentence C does not include a prepositional phrase. Sentence A includes a preposition to express time and sentence B includes a preposition to express place. Sentence C includes the adverb 'after'.

A **preposition** is a type of word used to express time, place or cause. It is usually placed before a noun.

A **prepositional phrase** includes a preposition and noun or noun phrase.

Examples of these are shown in the table below:

Prepositions	Prepositional phrase	Type of preposition
by	by 12 o'clock	time
around	around the group	place
due to	due to the accident	cause

Below are some examples of prepositions to express time, place and cause.

Oak Class have PE **at** 2pm. (preposition to express time)

Caleb threw the ball **over** the net. (preposition to express place)

The match was cancelled **due to** the weather. (preposition to express cause)

Write your own sentence with
the preposition 'above'.

'Above' is a preposition that expresses place. Therefore, we must describe the position or location of a noun. We can create different sentences with the preposition 'above'.

Rennie put the vase of flowers above the fireplace.

The doctor put the file above the table.

Myles cleaned the mirror above his bed.

To ensure 'above' acts as a preposition, it must be followed by a noun or noun phrase.

Some sentences can have more than one preposition.

Iraj collected the wedding cake **from** the bakery **after** her allocated slot.

I lost my valuables **in** the park, **including** my car keys.

In these sentences, we have **prepositions of place**, a **preposition of time** and a **preposition of cause**.

The examples show how we can have more than one preposition in a sentence.

Write your own sentence with a preposition to express place and cause.

We can create various different sentences with prepositions to express **place** and **cause**.

Lisa couldn't park near her house because of the roadworks.

The speed camera across the road was faulty as a result of the tornado.

The underlined words are prepositions.

Select the sentence that includes a preposition to express time.

The captain kicked the ball across the field.

Ruby picked her prize from the display.

Cole must leave the house in fifteen minutes.

The terrified cat ran into Anika's house.

Select the sentence that includes a preposition to express time.

The captain kicked the ball across the field.

Ruby picked her prize from the display.

Cole must leave the house in fifteen minutes.

The terrified cat ran into Anika's house.

This sentence includes a preposition to express time as it relates to the noun phrase 'fifteen minutes'. The other sentences include a preposition to express place.

Which sentences include two different prepositions?

The hungry cheetah ran behind its prey before it ran away.

A balloon floated in the sky.

Ryan needed the parcel before 8pm.

Elodie was late to the meeting because of her husband.

Which sentences include two different prepositions?

The hungry cheetah ran behind its prey before it ran away.

A balloon floated in the sky.

Ryan needed the parcel before 8pm.

Elodie was late to the meeting because of her husband.

These sentences include two different prepositions. The first sentence includes prepositions to express place (behind) and time (before). The second sentence includes prepositions to express place (to) and cause (because of).

Complete the sentence with the most suitable prepositional phrases to express place.

On Thursday, Isabelle had a coffee and doughnut

- A. from the bakery.
- B. in the sky.
- C. between her deliveries.
- D. by the lake.
- E. near the mountains.

Noun phrases A, D and E are the most suitable prepositional phrases of place. B is not a suitable phrase and C is a prepositional phrase to express time.

Some prepositions can be used to express both time and place.

For example, the preposition 'by' can be used in different contexts.

Seth fell asleep **by the river.** (preposition of place)

Seth fell asleep **by nightfall.** (preposition of time)

It is important for a suitable preposition to be used when expressing time or place.

Which sentences use the preposition 'at' as an adverb of place?

I need to leave at midnight.

Why do we need to leave at ten minutes past four?

Chloe dropped Ben at the station.

Vance left his glasses at Sam's house.

Which sentences use the preposition 'at' as an adverb of place?

I need to leave at midnight.

Why do we need to leave at ten minutes past four?

Chloe dropped Ben at the station.

Vance left his glasses at Sam's house.

These sentences use the preposition 'at' to express place because the noun phrase describes a location. The first two sentences use 'at' as a preposition to express time.

We can expand the previous sentence with another preposition.

Seth fell asleep by nightfall.

Seth fell asleep by nightfall **due to exhaustion**.

'due to exhaustion' is a prepositional phrase to express cause.

Although we've seen most prepositions at the end of a sentence, some can be placed at the beginning.

As a result of the delay, the passengers had to wait in the departure lounge.

Due to Cynthia's lack of training, she lost the race at the finals.

Between 11 and 12 o'clock, Jazelle completed her presentation.

Before breakfast, Ethan reads a chapter of his book.

As shown above, the prepositional phrase must be punctuated with a comma.

We can replace a preposition and change the meaning of the sentence.

On Sunday morning, Natalie changed the bedsheets in her room.

A. On Sundays, Natalie changes the bedsheets in her room.

B. On Friday evening, Natalie changed the bedsheets at her elderly Grandma's house.

Sentence A has changed the meaning from Natalie changing the bedsheets on a Sunday morning, to every Sunday.

Sentence B has changed the date and the place.

If the preposition has changed, we may sometimes need to change the verbs to show the correct tense.

Identify the prepositional phrases that can complete the sentence correctly.

_____, Imran fell down the stairs.

- A. Including animals
- B. In the morning
- C. At Casey's house
- D. After breakfast
- E. Behind the red horn

Identify the prepositional phrases that can complete the sentence correctly.

_____, Imran fell down the stairs.

A. Including animals

B. In the morning, Imran fell down the stairs.

C. At Casey's house, Imran fell down the stairs.

D. After breakfast, Imran fell down the stairs.

E. Behind the red horn

Tuesday 25th February

TBAT: use prepositions to express time, place and cause.

Independent:

Using the prepositions below, create 3 sentences about the Amazon Rainforest. This could be based on the knowledge you have learnt in Geography or based on our book: The Explorer.

since

among

as a result of

near

after

down

Share write:

Tuesday 25th February

TBAT: use prepositions to express time, place and cause.

Challenge

True or false? Both of these prepositions fit in the sentence below.

following

after

Surprisingly, their friendship was different _____ the school trip, they no longer sat together and ate lunch by themselves.

Explain your answer.

Tuesday 25th February
TBAT: describe aerophones.

What is the **beat** of a piece of music?

What is the **rhythm** of a piece of music?

Collins Connect - lesson 2 - Saint train swing sing

Tuesday 26th February

TBAT: evaluate existing biscuit products.

BBC Two - Inside the Factory, Series 3, Biscuits, A river of chocolate digestives

- What are they?
- Who buys them?
- What kinds do you know?
- How do they taste?
- What shape are they?



Tuesday 26th February

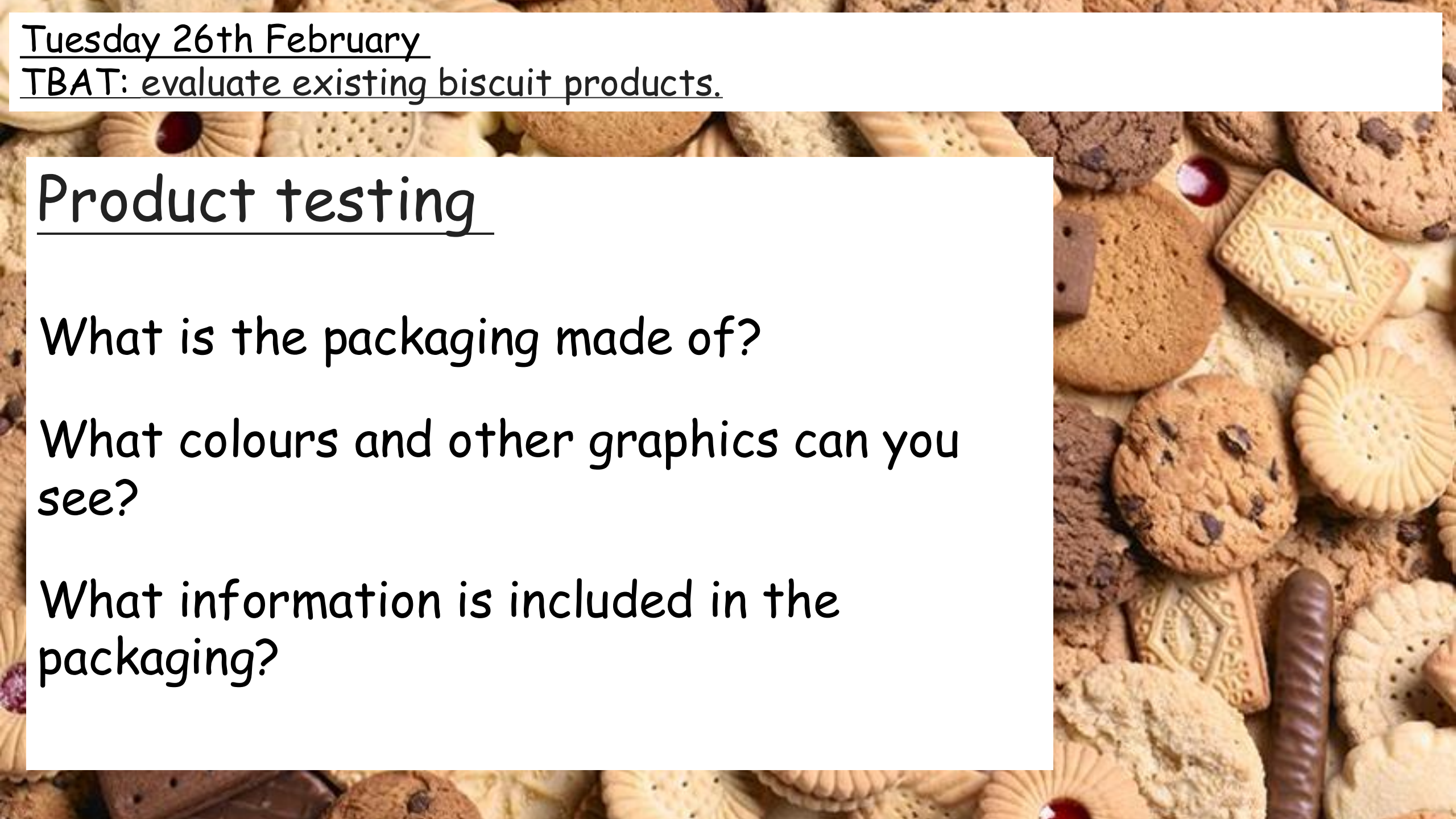
TBAT: evaluate existing biscuit products.

Product testing

What is the packaging made of?

What colours and other graphics can you see?

What information is included in the packaging?



Tuesday 26th February

TBAT: evaluate existing biscuit products.

Target Audience

The target audience is the people the biscuit company thinks will buy the biscuits.

How can you tell these biscuits are aimed at children?



Tuesday 26th February

TBAT: evaluate existing biscuit products.

Target Audience

What other groups of people might buy biscuits?

- Families.
- People at work.
- Older people.
- People who are health conscious.
- Tourists.
- Tea drinkers.
- Party hosts.
- Gift givers.

(Write these on a flipchart)

Tuesday 26th February

TBAT: evaluate existing biscuit products.



Taste testing biscuits

Biscuit	Taste	Texture	Appearance	Packaging	Target audience

- Select a biscuit and write the name in the box.
- Look at it carefully.
- Add a word to the appearance box.
- Taste it.
- Add words to the taste and texture boxes.
- Find the packaging it came in and describe the material (plastic or cardboard).
- Use the flipchart to decide which target audience it might be aimed at.

Tuesday 26th February

TBAT: evaluate existing biscuit products.

[D&T Y4 Cooking And Nutrition: Existing Biscuits - Kapow Primary](#)

Biscuit quiz

Select the best answer from the options.

3 questions

[Start quiz](#)

Tuesday 25th February

TBAT: develop the use of count-controlled loops in a different programming environment.

What is the code to draw a square?

What is the code to draw a triangle?

What key word is used to describe creating a set of instructions for a computer?

Lists of instructions

I need to finish my dinner if I want to have dessert. I have five forkfuls left. What do I need to do to complete this task?

Put food on fork

Put fork in mouth

Eat food



Repeat five times

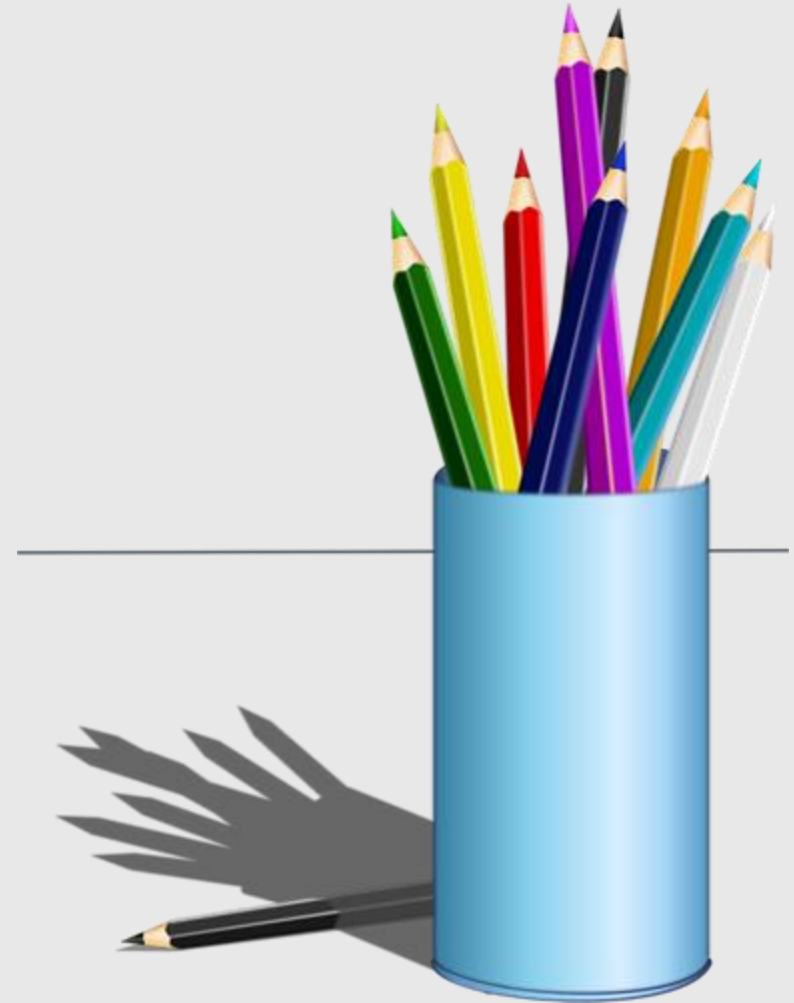


Lists of instructions

You drop ten pencils on the floor. You need to pick up all ten pencils and put them back into the pot.

On your whiteboard, write a list of instructions for how to do this.

Think about which steps are repeated, and how many times you need to repeat them.



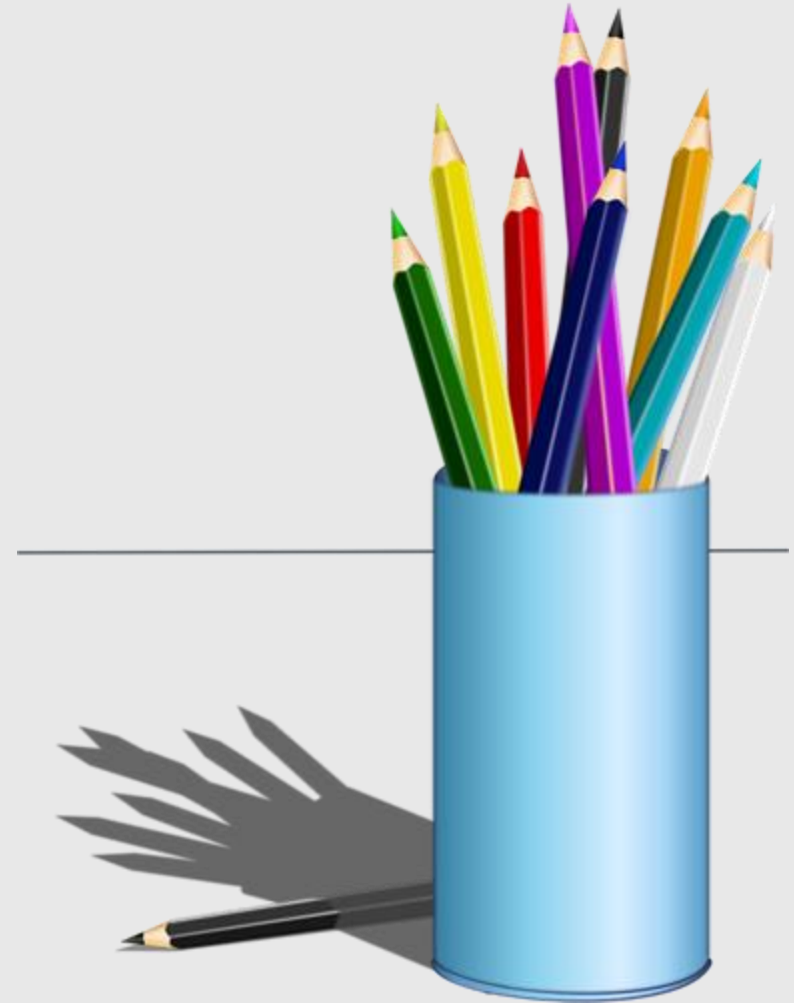
Lists of instructions

Pick up pencil

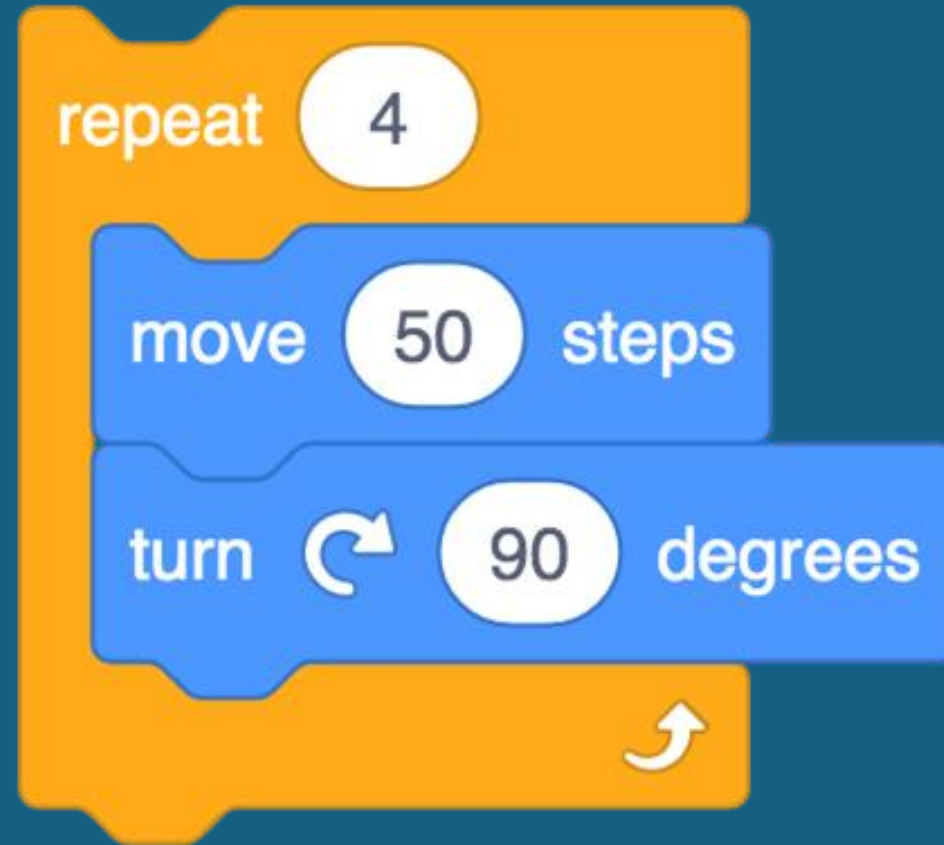
Put in pot



Repeat ten times



What will this code snippet do?



What similarities can you see in these code snippets?

Logo code

```
repeat 4 [fd 50 rt 90]
```

Scratch code




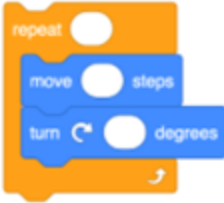


Code blocks in Scratch

Use the Logo code snippets on the 'Code blocks in Scratch' worksheet to help you complete the Scratch code snippets.

Code blocks in Scratch

Use the Logo code below to help you complete the Scratch code for the same shapes. The first one has been done for you.

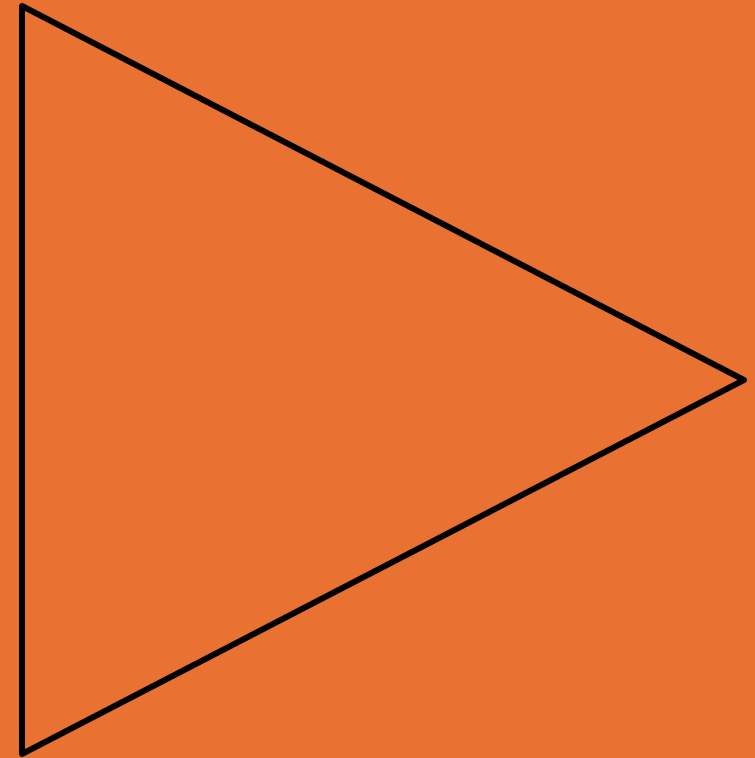
Shape	Logo Commands	Scratch blocks
	<code>repeat 4 [fd 50 rt 90]</code>	
	<code>repeat 3 [fd 50 rt 120]</code>	

Rearranging Scratch blocks

Using the Scratch file, rearrange the blocks to program a triangle.

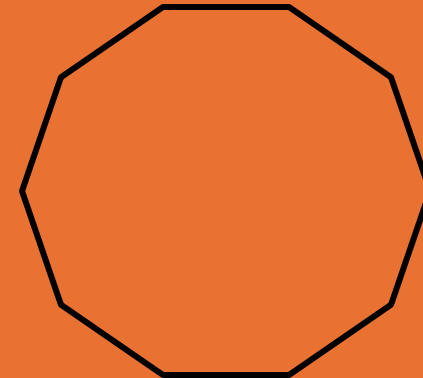
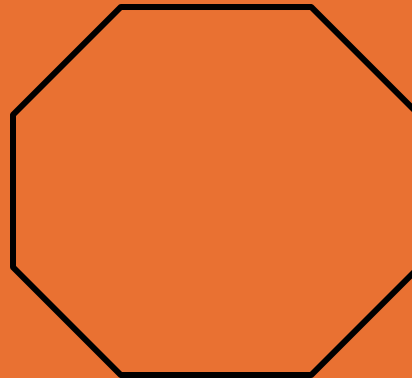
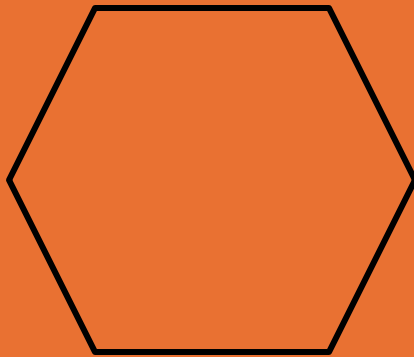
Complete the values in the blocks.

Press the **T** key to check that your triangle works.

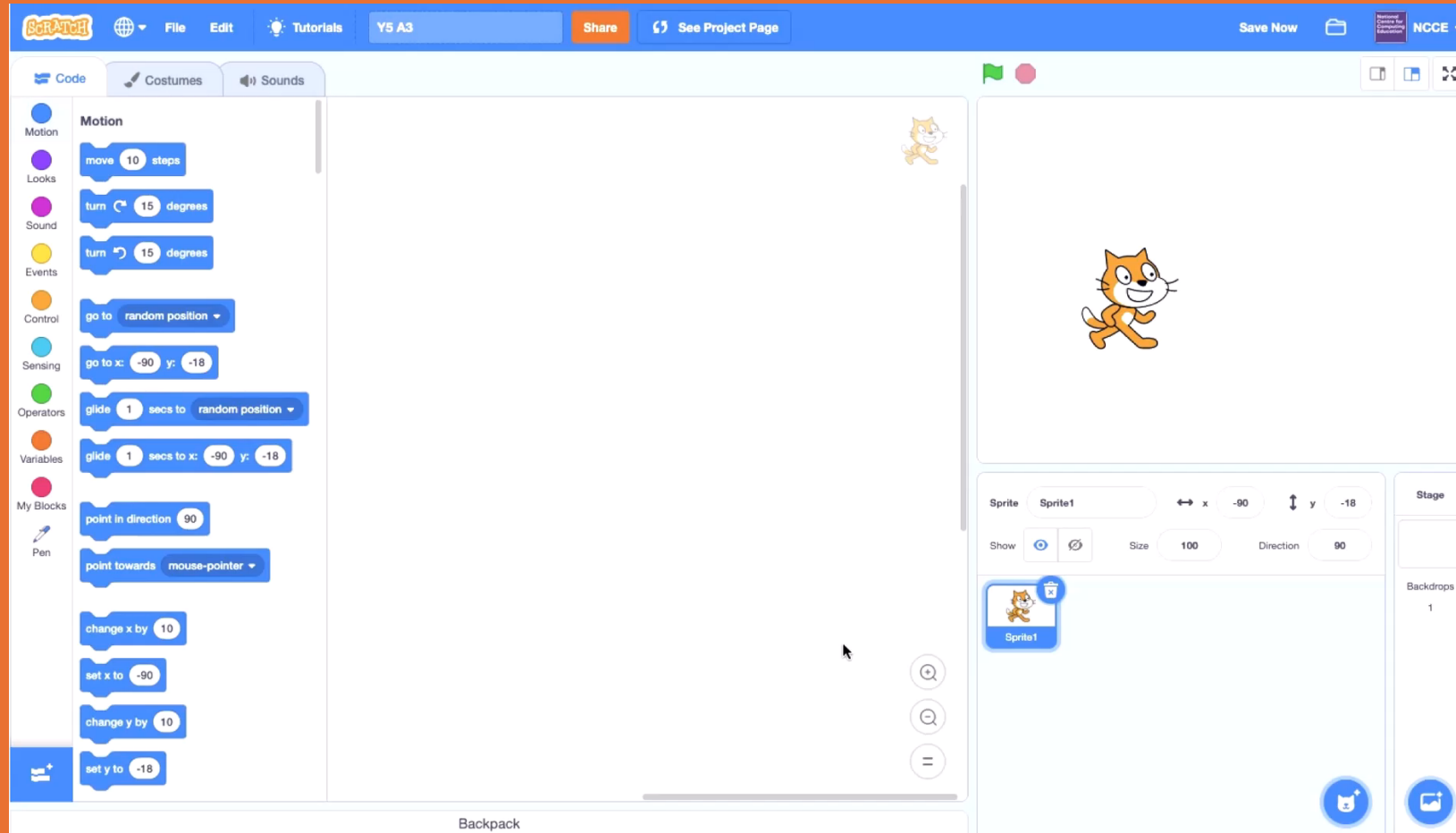


Exploring other shapes

When you have written your program to draw a triangle, try writing programs to draw the other shapes on the sheet. Use the first letter of each shape name as the event block to start each shape being drawn, eg **'when h is pressed, draw a hexagon'**.

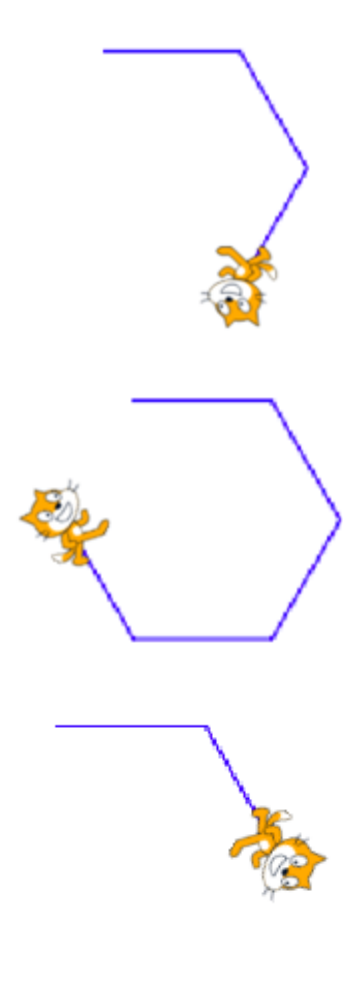


Using letter keys as event blocks to draw shapes

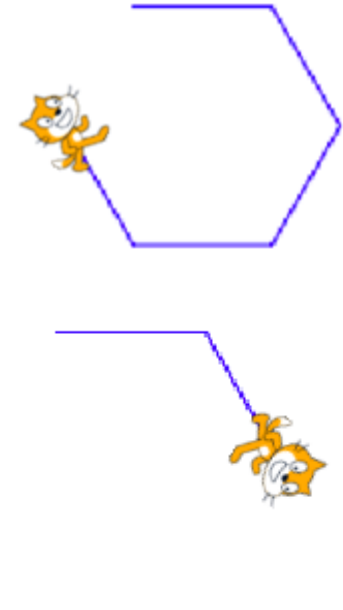


```
repeat 3  
  move 50 steps  
  turn 60 degrees
```

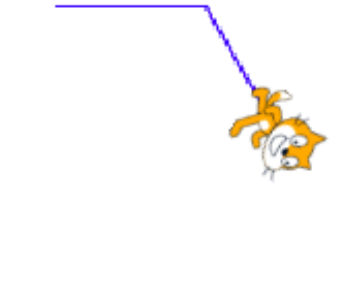
A



B



C



Which image would running this code snippet produce? Why?

Learning Objective

To develop racket and ball control.

Success Criteria

- Hit the ball when the racket face is facing your partner.
- The racket starts low with one hand and finishes high over your opposite shoulder with two hands.

Whole Child Objectives

Social: To work co-operatively with others.

Emotional: To persevere when learning a new skill.

Thinking: To reflect on key learning.

Equipment



HOOPS
x 30



TENNIS BALLS
x 30



TENNIS RACKETS
x 30



STRETCHES FOR GAMES
Document

Open

Optional:



**SKINNED FOAM
BALLS**

10

Mins

Warm Up and Introduction

Net games:

Tell pupils that tennis is a net game. Q: What is the object of the game? *To hit the ball over the net and into the court so that your opponent can't return it.* Q: Do you know any other games where you play over a net? *Badminton, volleyball, table tennis.*

Ball, go!

Give pupils a ball each and hoop. Pupils explore ball skills at their hoop for a minute each. In between each skill, place the ball in the hoop then run around the outside of the space before starting the next skill. Challenge pupils to see how many they can do in a row.

- Throw the ball up and catch.
- Bounce the ball down using the palm of the hand.
- Tap the ball up using the palm of the hand, let it drop on the floor and catch. Then remove the catch and do it continuously.
- Tap the ball up using the palm of the hand, let it drop, then use the back of the hand to tap it up and let it drop, alternating between palm and back of the hand.
- Tap the ball in a rally, moving side to side using open palm then back of the hand (like a forehand and then backhand).

Use small movements with your wrist to control the racket. Move your feet to track the ball. Use a strong hand. Try to get the ball to land in the hoop each time.

Differentiation will occur naturally as pupils will be able to do more of each activity in a row.

Teacher note: leave ball in the hoop for the next activity.

Stretches:

Lead pupils through dynamic stretches (dynamic means 'on the move'). Q: Why is it important to warm up before exercise? *It helps to prevent injury by warming up the muscles before doing explosive movements such as jumping or sprinting.*

Skill Development

Hoop skills:

Give each pupil a racket. Introduce each skill and allow pupils time to practise. For each skill, see if pupils can do one, then two in a row, then three in a row and so on. When dropping the ball, try to get it to land in the hoop:

- Tap the ball up with the racket. Can you stay inside your hoop?

Hit the ball in the centre of the face of the racket for the most control.



- Tap the ball up then turn the wrist, alternate the racket face each time.

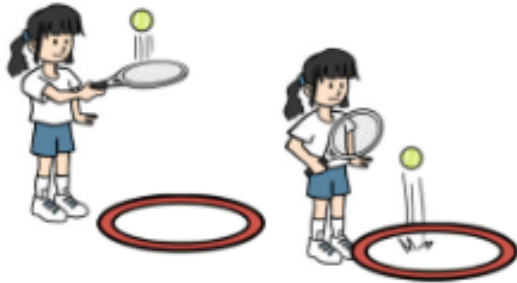


- Bounce the ball down into the hoop.

Make this harder by moving around the hoop as you bounce it down or by alternating your hand (palm facing up, palm facing down).



- Tap the ball up, then let it drop in the hoop, tap the ball up and let it drop.



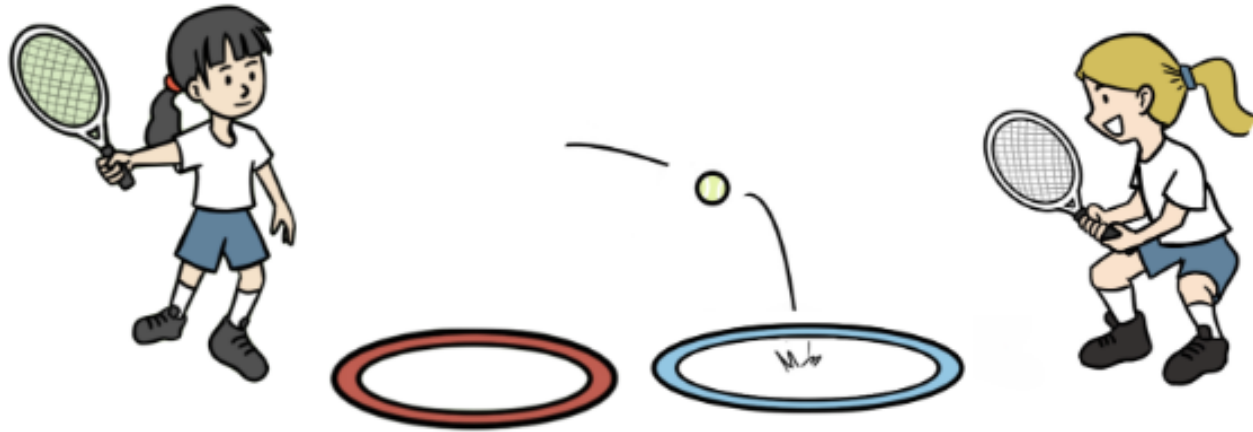
For all skills, use small movements with your wrist to control the racket. Move your feet to track the ball. Point the racket face where you want the ball to go.

Differentiation will occur naturally as pupils will be able to do more of each activity in a row. Make this easier by using a foam ball.

Tap and catch:

A In pairs with a tennis racket each and ball between them, pupils place their two hoops side by side. One pupil drops the ball and attempts to tap it into the hoop furthest from them. Their partner attempts to catch it using hand and racket after one bounce.

Tap the ball using a controlled movement from the forehand side (dominant hand side), hitting in an arch shape so that the ball travels up and drops in the hoop. Receiver, begin in the ready position (feet shoulder width apart, knees bent, racket held in front) so that you quickly react and track the ball, getting in line with it.



B Once pupils have successfully done six catches, move one hoop one step away from the other. Repeat, can pupils get to six catches before moving the hoop further away again?

Drop the ball slightly in front and to the side of you to give you room to hit it.

Make this harder by taking out the catch and allowing pupils to continuously hit the ball back and forth trying to get a rally of one, then two in a row, then three.

C Repeat A and B on the backhand side, dropping the ball and hitting on the non-dominant side.

Back of your hand to face your partner when you drop the ball and hit.

Battleships:

In groups of eight, with a racket each and four balls between them, pupils play 4v4. Each team places four hoops randomly in front of them. Teams attempt to tap the ball into a hoop on the opposite side. If they are successful, they win the hoop and place it in their half. The first team to get all hoops into their half wins the game.

Drop the ball before sending it. Extend your arm towards your target. Ensure there is a safe space when hitting.

Make this harder by playing with cones instead of hoops or by increasing the distance between the hoops or by specifying that pupils can only use backhands.

