

Wednesday 26th February



Is it your day
for TTRS?

Place Value

What is **one thousand less**?

6305

Reveal answer

+ and -

$$203 + 197 = \square$$

$$1000 - 250 = \square$$

Reveal answers

× and ÷

$$35 \times 3 = \square$$

$$35 \times 3$$

$$30 \times 3$$

$$5 \times 3$$

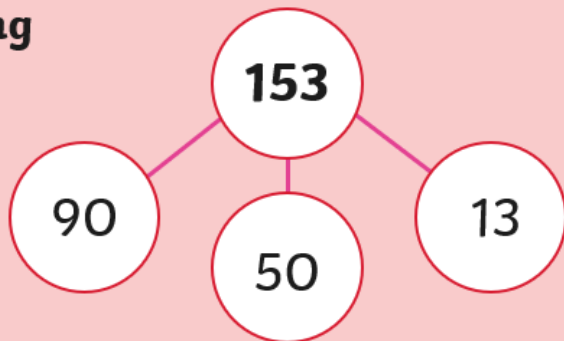
Reveal answer

Problem Solving

Mo has 12 apples.
He eats one third.
How many apples did he eat?

Reveal answer

Reasoning



Has Henry partitioned
the four-digit number
correctly?

Explain your reasoning.



Wednesday 26th February
T.B.A.T. correctly spell Y3/4 words.

Think with a partner:

Why are some word considered tricky?

This week, we are going to look at a set of statutory spelling challenge words from the Y3/Y4 statutory spelling list.



These are particular

Mr Whoops, you're coming with us until you have learnt all ten of this weeks statutory spelling challenge words

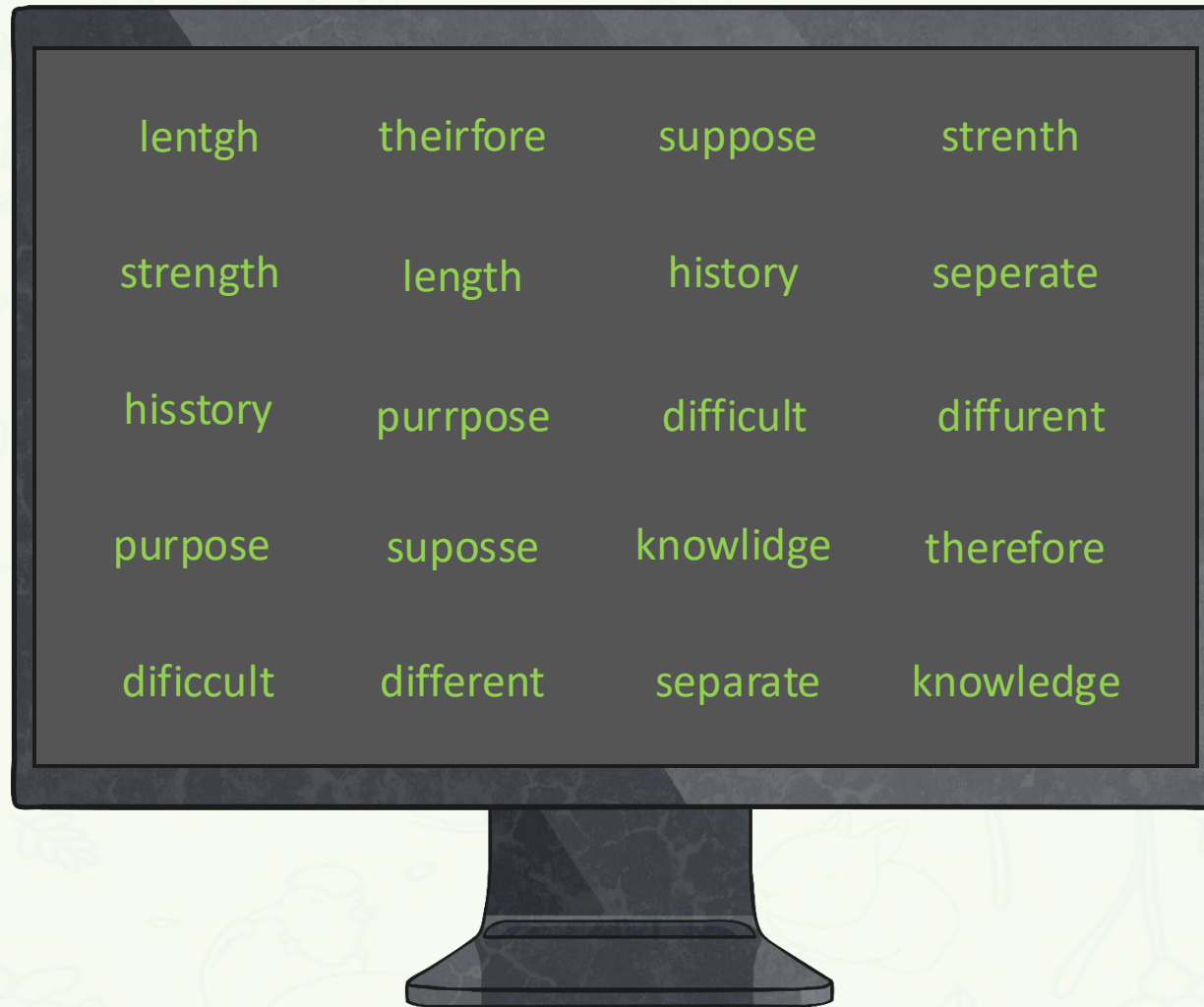
We'll start by practising these challenge words by playing an interactive game. Can you identify the correctly spelt words within the grid to break Mr Whoops out of jail?



Every correctly identified word that you click on will help Mr Whoops to escape!



Click the correct spelling words on the screen to lift the bars from the jail that Mr Whoops is held in.



Thanks for helping me escape! Your spelling knowledge of challenge words really helped out there.

Just a few more to get!



Choose one of the words to write in a sentence.

The sentence **must include:**

- A prepositional phrase.
- A word containing the suffix – less, -ful, -ment, or –ness.
- A word from the spelling list.

length
strength
purpose
history
different
difficult
separate
suppose
therefore
knowledge

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Challenge

Organise the words by **word class**.

Adjectives,
verb, noun?

26.02.25

TBAT: tell the time to the nearest 5 minutes.



Counting stick: x6

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

26.02.25

TBAT: tell the time to the nearest 5 minutes.

3 in 3

1. $4/10 = 0.\underline{\quad}$

2. $2547 + 3547 =$

3. $£7.82 - \underline{\quad\quad\quad} = £4.00$

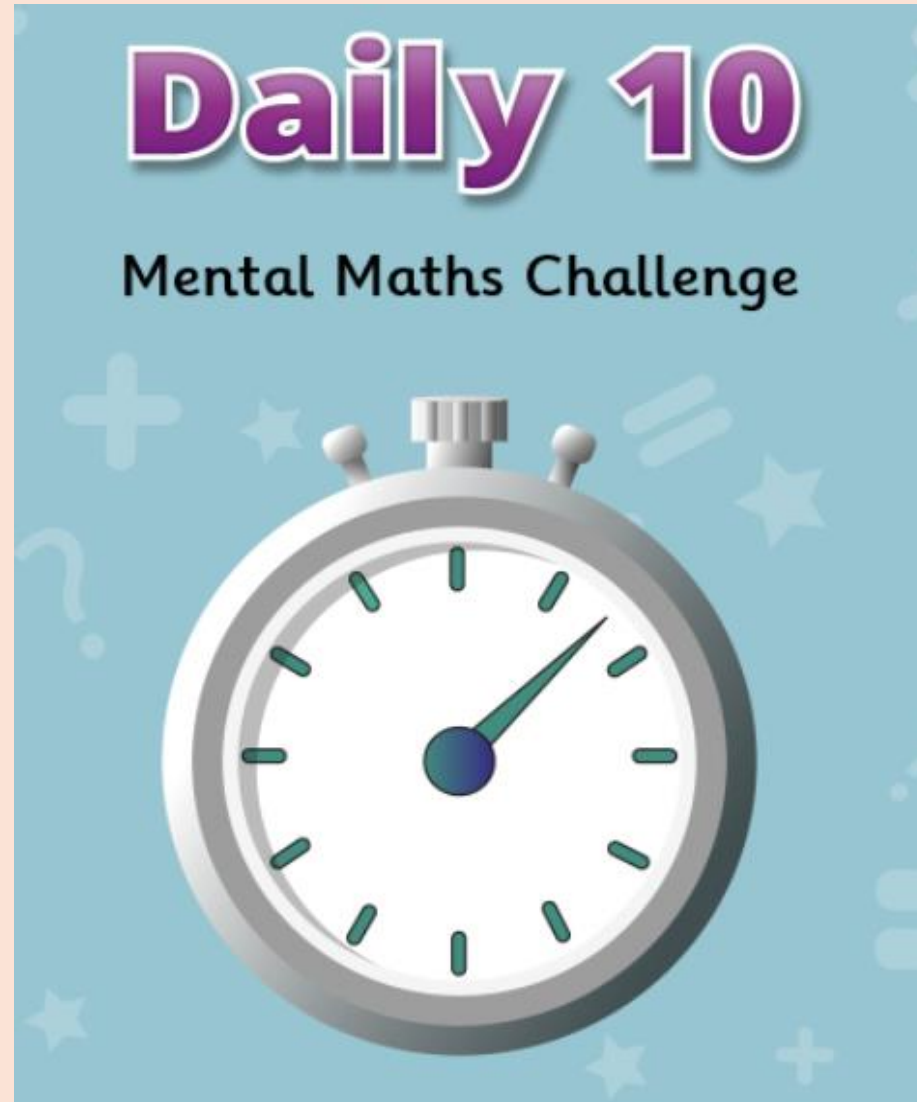
There are 450 cherries in a box.

47 children eat 9 cherries each.

How many cherries are left in the box?

26.02.25

TBAT: tell the time to the nearest 5 minutes.



26.02.25

TBAT: tell the time to the nearest 5 minutes.

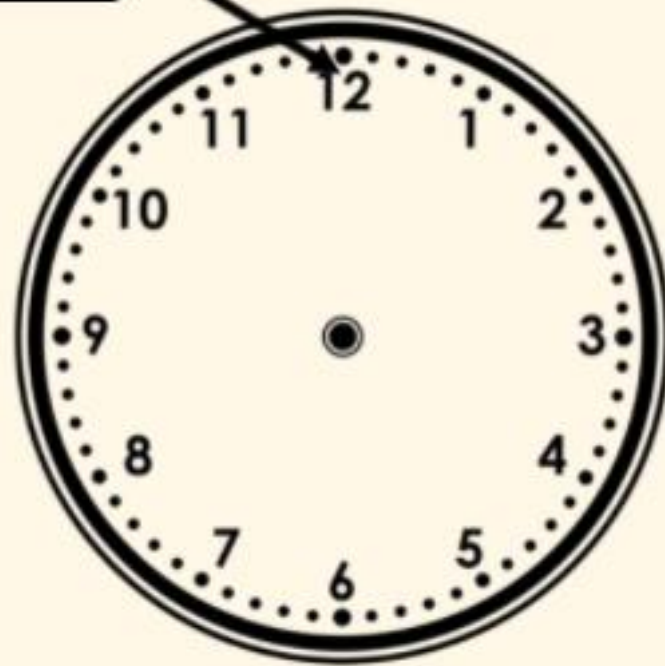
Match the card to the number on the clock to show where the minute hand would be pointing to.

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?

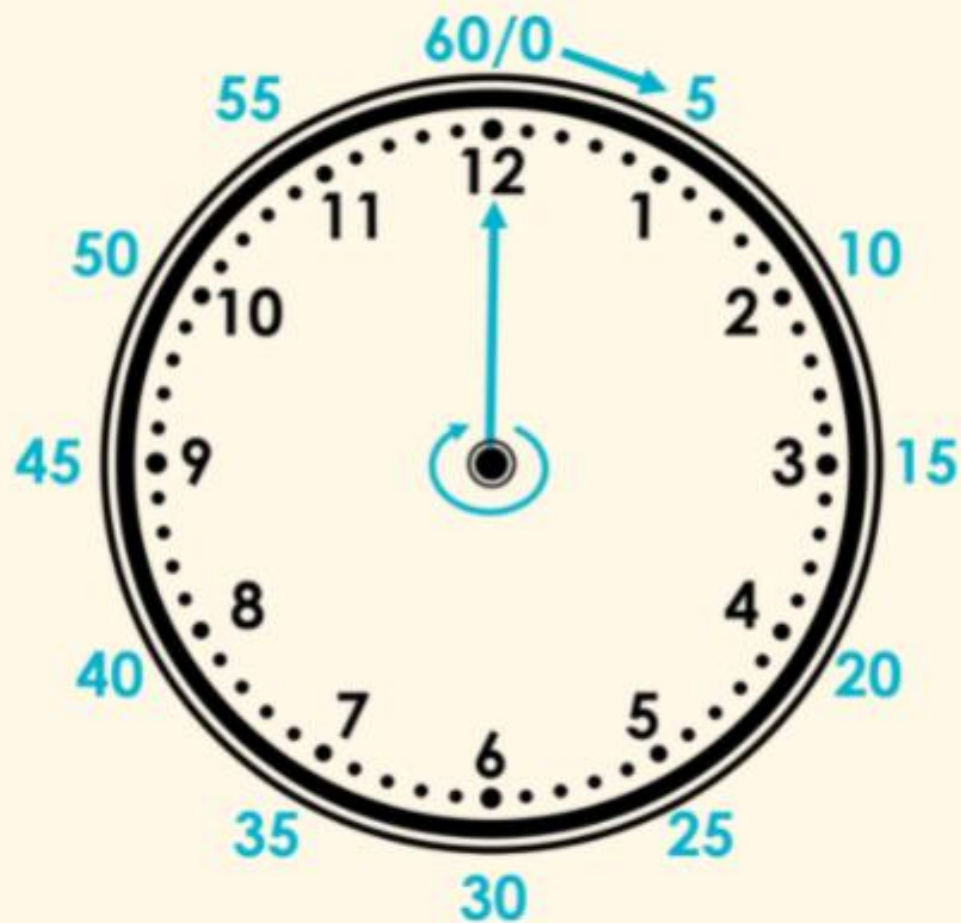
Half past 4?

Quarter to 12?

25.02.25

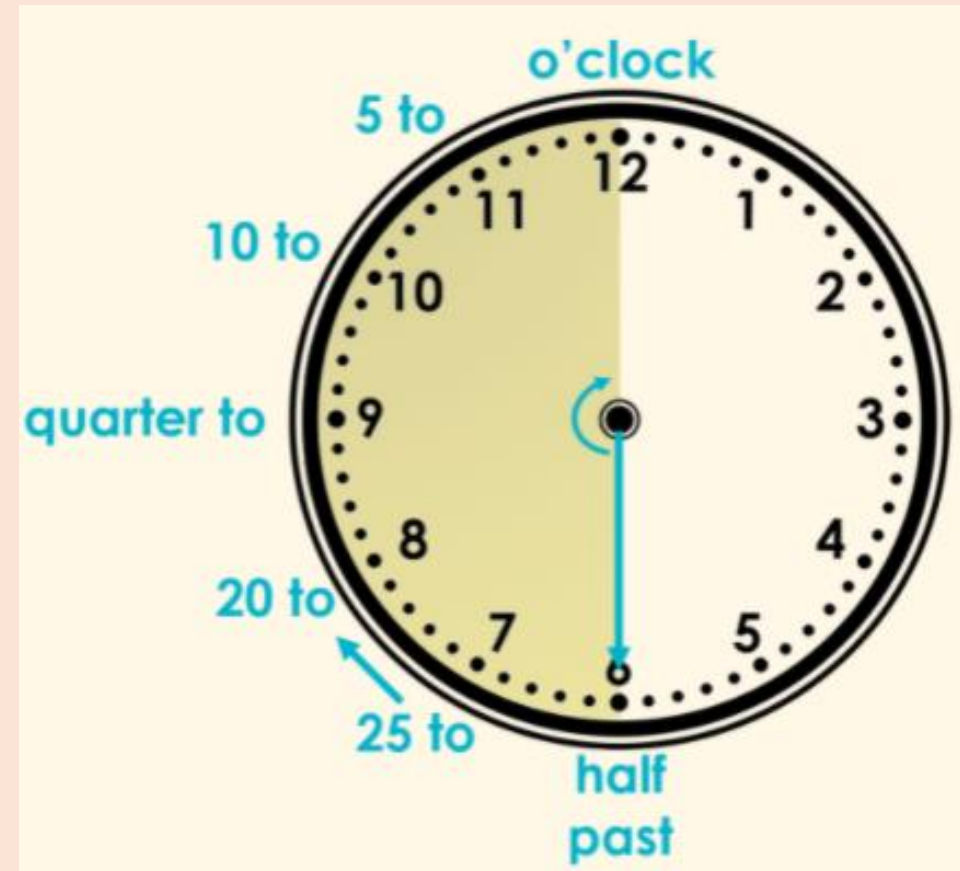
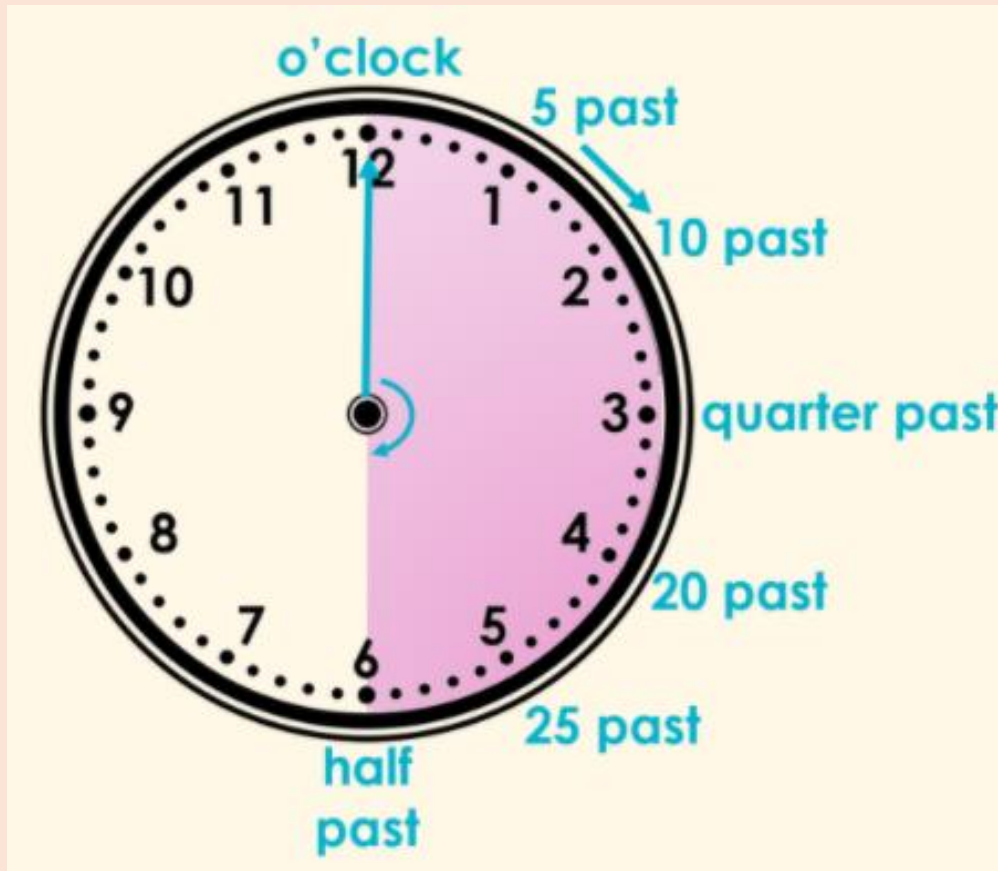
TBAT: tell the time to the nearest 5 minutes.

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



26.02.25

TBAT: tell the time to the nearest 5 minutes.



26.02.25

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?

26.02.25

TBAT: tell the time to the nearest 5 minutes.



Who can draw the hands for...

25 minutes past 5

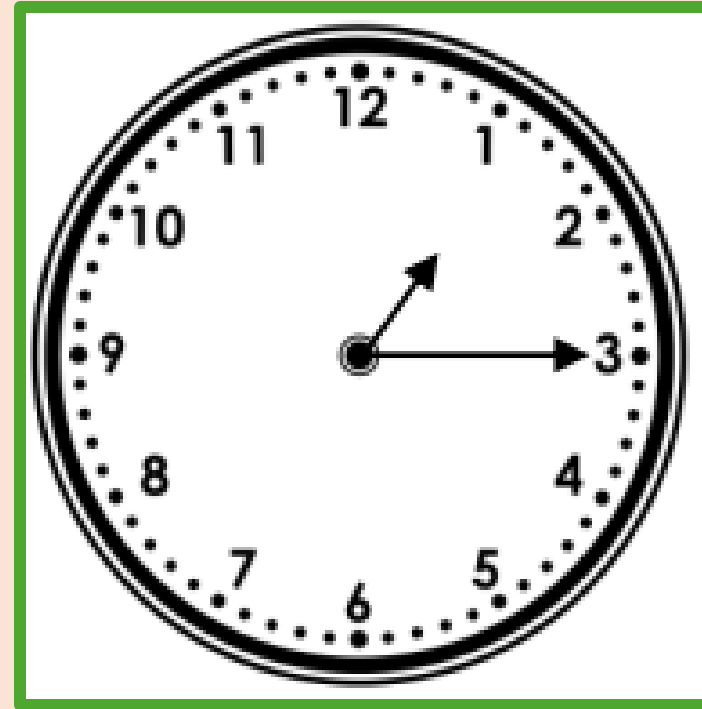
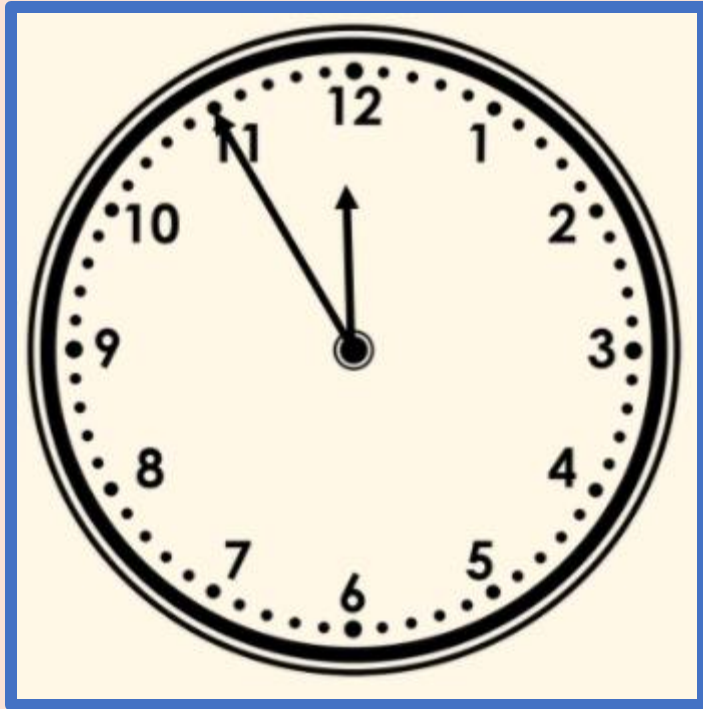
15 minutes to 9

10 minutes past 6

20 minutes to 10

26.02.25

TBAT: tell the time to the nearest 5 minutes.

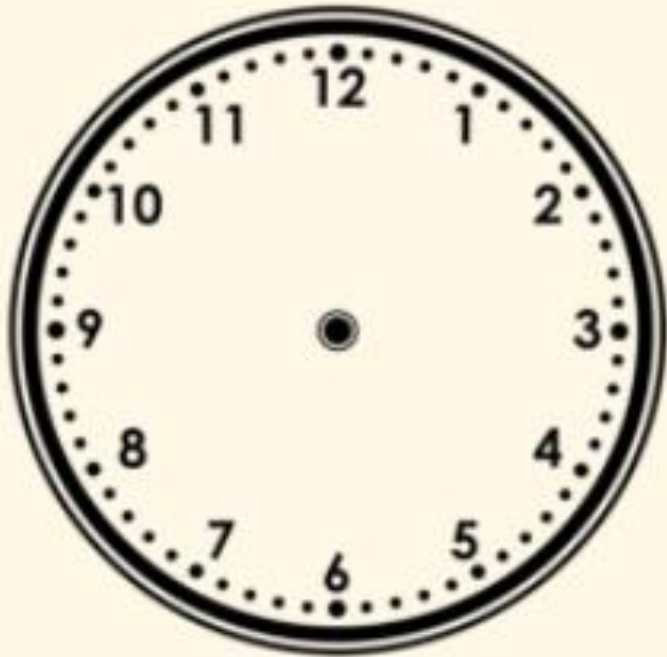


Luke says that if he gets the bus at 12:55, the minutes hand will be on the 11 and the hour hand will be closest to the 12. Is he correct? Explain your answer.

26.02.25

TBAT: tell the time to the nearest 5 minutes.

Which hands to show 25 past 6?



A.



B.



C.



26.02.25

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

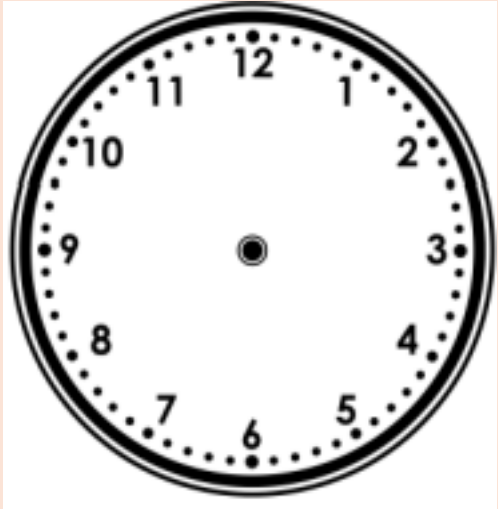
20 minutes past 6

5 minutes to 10

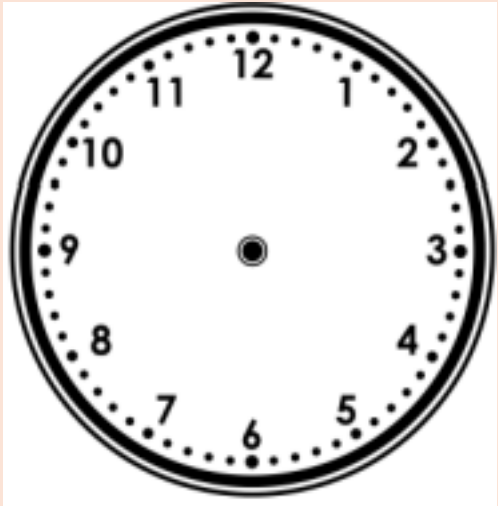
26.02.25

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.

26.02.25

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.



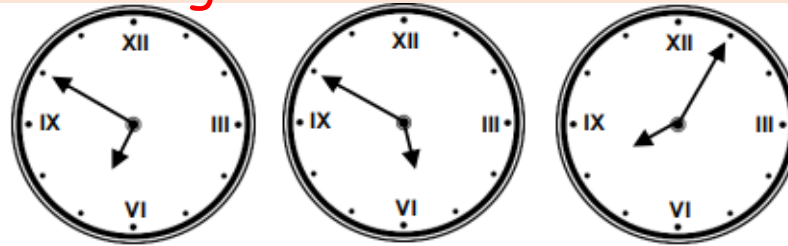
Jerry says,

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.



Wednesday 26th February
TBAT: Know the features of a
narrative.

3 in 3

1. ... *it giggled*...

What impression does the author give about the lake by using this phrase?

2. Name **one thing** that is on the edge of the lake.

3. Find and copy a **simile**.

The vast lake, which stretched out for miles, was overlooked by clusters of wispy willows; their long weeping branches tickled the surface of the water in the whispering breeze. As the glistening blanket rippled softly towards the pebbled shore, it giggled and bubbled, sloshing to and fro. Each movement gently stroked the smooth, rounded stones before the refreshing water swept over them like a blanket.

As the sun set, a long shadow began to grow as if desperately trying to reach the centre of the glassy lake. Majestic mountains encircled the tranquil scene, their eyes keeping watch from beneath their snow-capped peaks. Sturdy and strong, they stood proudly, protecting the lake like a precious gem.

Wednesday 26th February

TBAT: Know the features of a narrative.

Firstly:

Think hard then discuss with a partner, what is a **narrative**?

Click to reveal.

Next:

What features can you remember of a narrative?

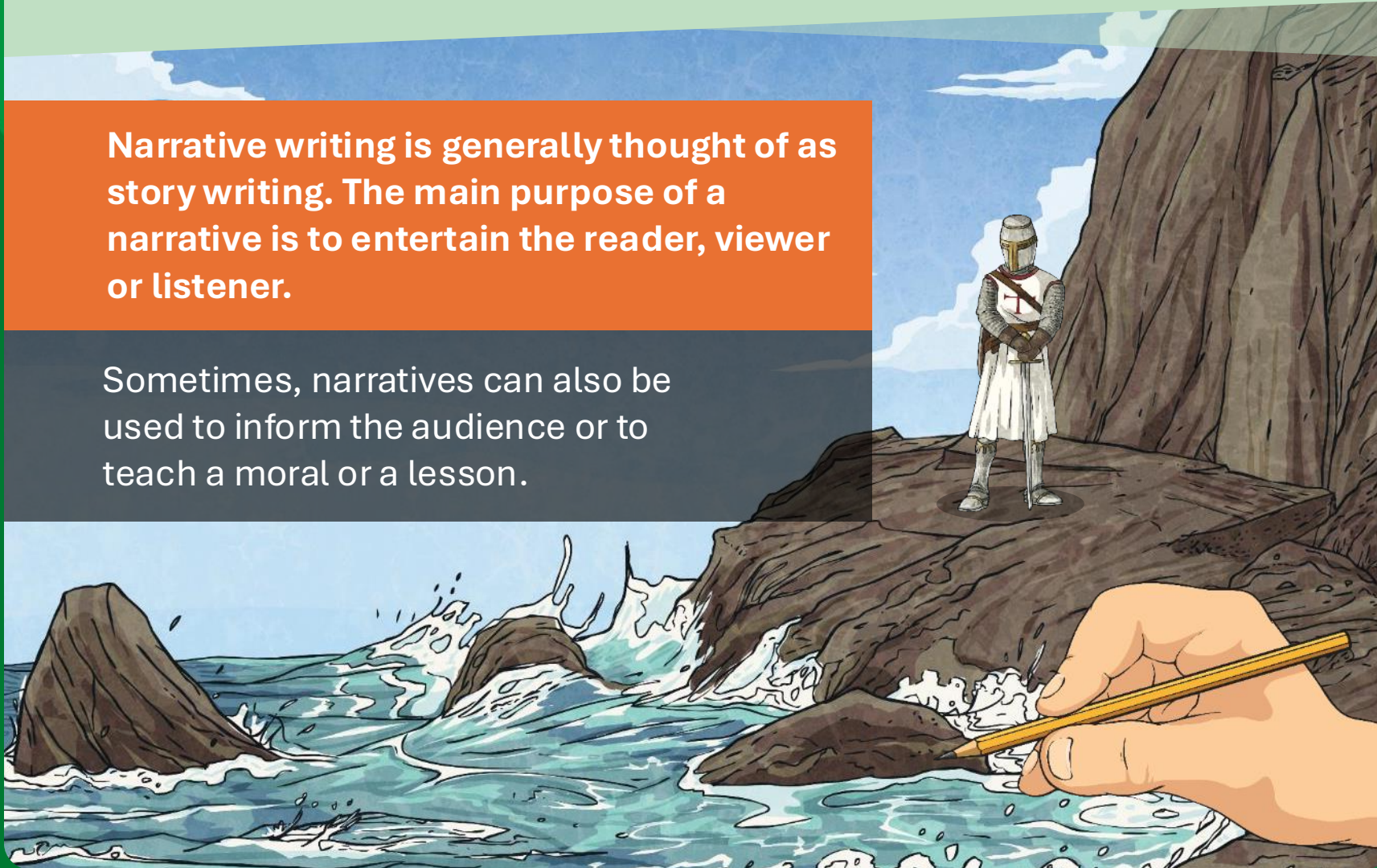
What are the rules for using speech?

Can a narrative be both fictional and non-fictional?

What Is Narrative Writing?

Narrative writing is generally thought of as story writing. The main purpose of a narrative is to entertain the reader, viewer or listener.

Sometimes, narratives can also be used to inform the audience or to teach a moral or a lesson.



What Is Narrative Writing?

Usually, narratives will follow a very specific structure which includes an opening, a build up, a dilemma, a resolution and a closing.

They will often be written **chronologically** but they can be set at any point in the past, present or future.

chronologically: In a way that follows the order in which events occurred.



Types of Narrative Texts



Different types of narrative texts are called **genres**.

Can you think of any other genres of narrative texts in addition to the ones below?

?

?

?

?

?

?

?

?

Click on each '?' box to reveal that answer.

Features of a Narrative Text

A narrative text usually...



Contains lots of description to allow the reader or listener to imagine things vividly and accurately.

Amazing Openings

All narratives must have an opening (**beginning**).

The purpose of an opening is to 'hook' the audience and to make them want to carry on reading, watching or listening to the story.

character description, which gives the reader someone to connect with;

setting description, which gives the reader something to imagine.



Brilliant Beginnings

Imagine that this is the setting for the narrative that you are about to create.

?

How are you going to open this story?

?

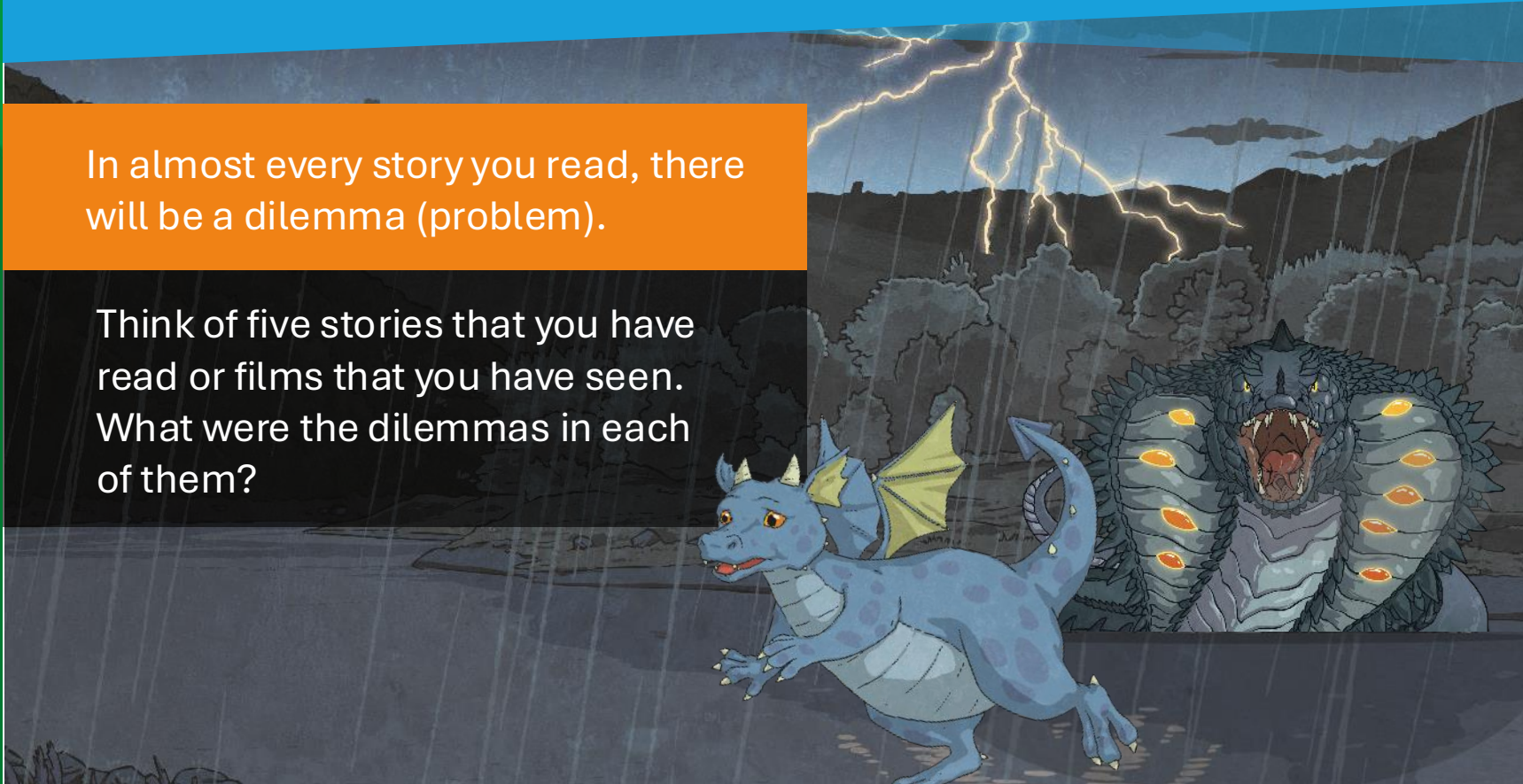
How will you hook your audience right from the beginning?



Identify the Dilemma

In almost every story you read, there will be a dilemma (problem).

Think of five stories that you have read or films that you have seen. What were the dilemmas in each of them?



Why do you think that narratives **need** a dilemma?
What would happen if everything just went well?

Picture the Problem

How many different dilemmas could there be in your narrative based on just this picture?



Try to think outside of the box and really look at all of the small details of the picture to find a problem that the audience won't be able to see coming.



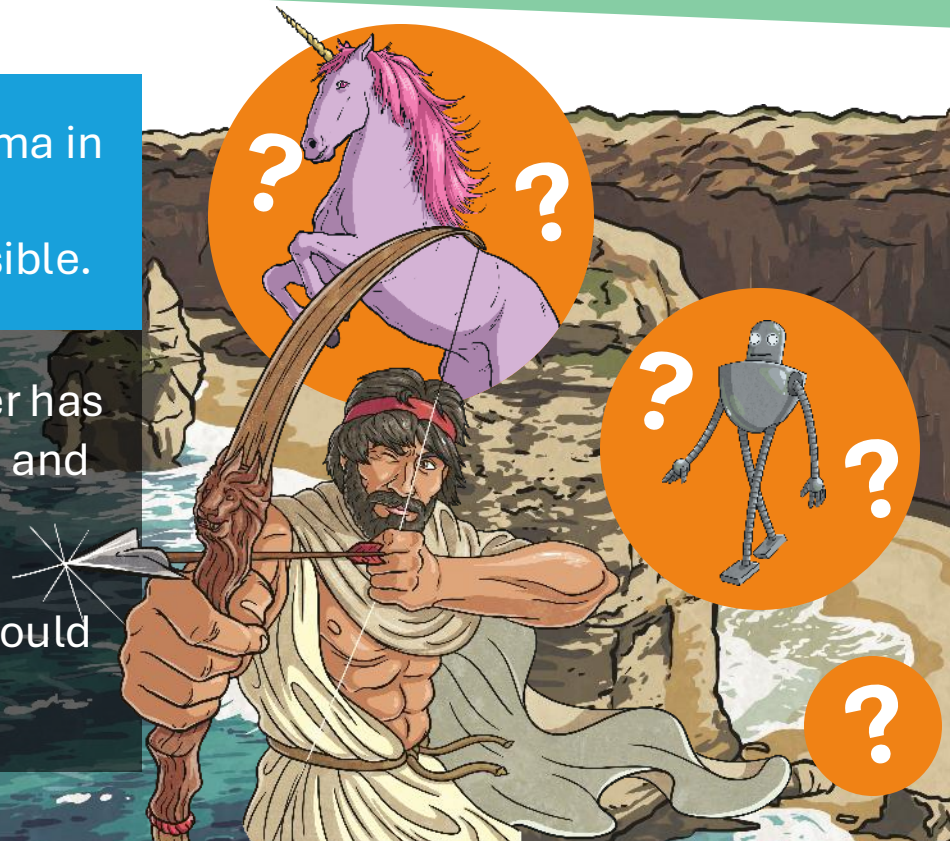
Realistic Resolutions

When trying to resolve the dilemma in a narrative, it is crucial that the resolution is believable and possible.

Imagine that your main character has been chased by a hungry dragon and has been cornered.

In what logical or possible way could this dilemma be resolved?

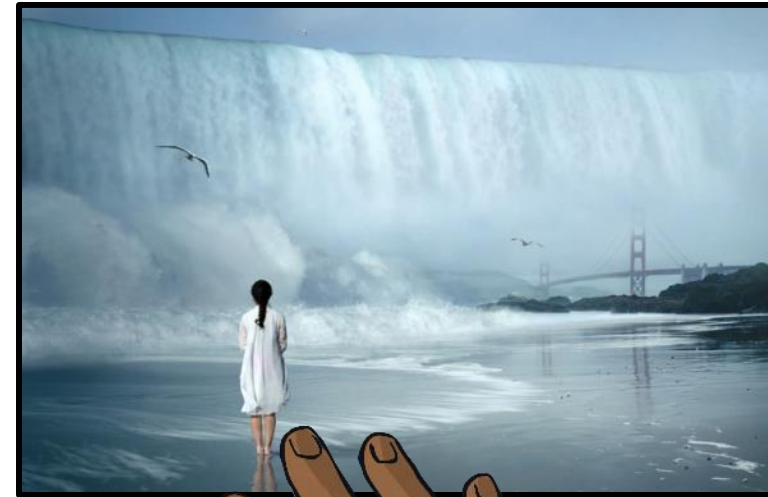
What sort of resolution would be absurd, illogical or impossible and could disappoint your audience?



Believable Not Boring

The dilemma here is that the girl is stuck on the beach and an enormous, powerful wave is coming towards her.

How could this situation be resolved?



Remember: You can't introduce a new character or prop at this point without their being a logical explanation for them being there.



Keep Them Wanting More

Sometimes, narratives like adventure stories, chillers and thrillers end with a cliffhanger.

A cliffhanger is a dramatic and exciting ending to the story that leaves the audience in suspense because they do not know what happens next.

This can be a brilliant way to end a story if you plan to write a further installment.

It can also be an effective way to leave your audience feeling spooked at the end of a chiller tale when they thought that everything was 'back to normal'.



Consider Both Options

The **dilemma** was that the chick got lost. The **resolution** was that the chick returned home.

What could a logical end to the story be?



How could you turn the ending into a cliffhanger?



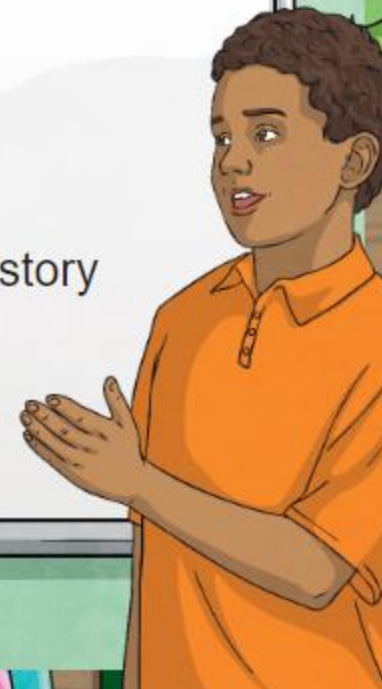
Wednesday 28th February

TBAT: Know the features of a narrative.

Language Used in Narratives

The language used to write a narrative should include...

- past tense (often but not always)
- character names
- story specific vocabulary
- dialogue between characters
- descriptive language to “show not tell” the story
- chronological sequencing words



Text Structure	Language Features	Examples
Sensational Starts Hook your audience.	Types of Sensational Starts: <ul style="list-style-type: none"> • action • sound • dialogue • description 	The car skidded to a halt... Crack! Bolts of lightning... "Hurry up! We're late!" Lara's golden hair danced in the wind as she...
Background Orientate the audience by giving them the information they need to make sense of the story. Use the 5's to structure this - you don't need to use them all in the background paragraph.	Information you may include: <ul style="list-style-type: none"> • Who • What • When • Where • Why 	Halley walked towards the gate, fear pumping its way through her heart. Nervous sweat soaked her short, brown hair as she stuffed her hands in the pockets of her jeans to stop them from shaking. Looking over her shoulder, she saw her friends egging her on, pressuring her to go through with the dare. In front of her loomed the deserted house - dark, tall, overgrown.
Stepping up Suspense Build the suspense, set the scene for the big event.	<ul style="list-style-type: none"> • Adverbs • Verb groups • Precise verbs • Noun groups • Simile • Metaphor • Show don't tell descriptions 	Carefully, they picked their way across the field, searching for clues.
Climax Peak of the action. Write about the main event in the story.		Hannah frantically kicked her feet as she swam towards the surface of the water.
Stepping Down Suspense Start to release the tension. It's important to have a good idea of how you want your story to end so you can use this part of the text to move towards that ending.		Coughing and spluttering, she gulped down a lungful of oxygen. Harry stumbled backwards as the gnarled, grotesque hand reached for him. The bolt of lightning cracked like a whip across the sky. The sky was an ocean of blue with not a cloud in sight. Her hands trembled as she reached for the door.

Fantastic Finishes End with emotion or action.	<ul style="list-style-type: none"> • Action • Emotion 	The crowd erupted as the ball sailed through the air, flying perfectly between the goal posts. Cheers of joy reverberated through the stadium. They'd done it, they'd won the game. Tears of joy lined Emma's cheeks as she reached the end of the race. Her heart continued to beat in a frenzy, but it felt lighter, full of joy and pride as she took the final step over the finishing line.
--	---	---

Sentence types	Example
Short and sharp.	They were doomed.
Split clause	The house, a towering building with chipped paint and broken windows, stood looming among the weeds.
Start with a 'w'	When they arrived, they found the house in ashes.
Start with an adverb	Slowly he opened the door and revealed what lay inside.
Start with the subject	Kylie's eyes were wide, her mouth agape as she peered into the chest.
Start with a verb	Clutching his broken arm to his chest, Finn sprinted towards the exit.
Start with a preposition	In the distance, she could see the silhouette of a shark, slowly swimming closer and closer.
Start with an adjective	Golden sand spread out in front of them like a carpet as far as the eye could see.

Wednesday 28th February

TBAT: Know the features of a narrative.

Using the previous slide, work in pairs to read the narrative "Trapped".

What features can you find?
Highlight and label these features.

How does the author keep you wanting to read on?

Trapped

Melinda knew she had to stay calm. She knew that would give her the best chance of reaching home before nightfall. Her pack dug uncomfortably into her back. The tall trees that had seemed so benign that morning, when she set out on this hike up Canyon Pass, now looked a little menacing in the late afternoon light. Her mum and dad had insisted she take her older brother, Aaron, with her that morning. He didn't seem too keen on the idea, and besides, he normally moaned when she took him hiking. Regretfully now, she had left him behind. Now, he would be home and they would all be worried.

Melinda took a deep breath and surveyed her surroundings. Smooth, dirt walls stretched impossibly up to the hole at the top. She was nowhere near tall enough to reach and there was nothing to grab hold of to help her lever her body over the edge anyway. No. She would have to come up with another solution.

That was when she saw it. A door. It was camouflaged against the wall. Hard to see unless you looked really closely. Melinda stood, brushed the spidery tree roots away from the knob and creaked it open slowly.

It was a passage. Dark and damp-smelling with tree roots dangling from the roof in places. The last of the afternoon sun threw a little light into the entrance way but that soon faded into darkness. Melinda fumbled in her pack for her torch, switched it on and entered the passage.

For a while, there was nothing. Just the same dirt floor and dirt walls as Melinda twisted and turned through the tunnel, ducking the tree roots and trying not to fall over.

"This tunnel goes forever," Melinda muttered to herself, walking faster, eager to see where the tunnel led.

"Sorry? What did you say?" Melinda stopped dead in her tracks as she heard the wizened little voice behind her. She thought she was alone in this tunnel, apparently not. Melinda turned slowly, swept her torch beam up and down until she spotted a small, wrinkled man.



Wednesday 28th February

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He looked ancient with his wispy white hair and horn-rimmed glasses perched on the tip of his nose.

"Uh," Melinda stumbled, "I said, this tunnel goes forever." The little old man smiled coldly.

"Well of course it does unless you know where to go. Come on." With that, the little old man touched the wall lightly with his hand, shoved a big, copper key into the keyhole that appeared, and led Melinda through the hidden door.

Melinda was surrounded. She sensed it before she saw it. Once her eyes adjusted to the room's bright light, she was faced with a dozen guards all around her.

"Ahhh good, you found her," one of the taller guards said, smiling at the little old man, who was now resting on a footstool, before turning his harsh eyes back on Melinda. "I see you fell in our hole, unfortunate for you, but fortunate for us!" As the guard shouted the final word, they started to run towards her, raising their spears. Melinda had to think quickly.

Turning to the little old man, she grabbed the copper key from his grip and threw it as hard as she could towards the opposite wall. She heard it hit the stone wall and fall to the floor with a clang. Then she shoved the little old man off his footstool, grabbed it and bolted through the tunnel door, slamming it behind her.

The sound of a dozen armed guards running into the locked tunnel door made Melinda smile but she had no time to lose. Adjusting her backpack and holding the footstool in both hands she ran, full speed, back through the tunnel and the door, pushing it shut behind her. Strangely, as soon as the door clicked shut, it disappeared completely, fading into the damp, crumbly wall of the hole.

The sun was just setting behind the horizon as she re-entered the hole. This time, though, she had a plan. She placed the footstool against the wall and her pack on top. Then, clambering on top of both, she was able to reach the edge and throw herself over, landing flat on her back on the grass.

Melinda didn't stop running until she saw the glow of her porch light. Safe. At last. She vowed that she would never go hiking alone again.



Wednesday 28th February

TBAT: Know the features of a narrative.

In your literacy book, list the features of a narrative.

What is going to make the reader want to read on?

Challenge:

Over the next two weeks, we will be writing a narrative based on the Amazon rainforest. Can you create an opening paragraph which creates immediate suspense for the reader. Think about what you have learnt about deforestation.

E.g

The forest was doomed. As the fires raged, the animals scarpered in every direction. Who could do such a thing? Who could destroy the homes of so many creatures? Rosa knew. There was only one predator in this rainforest and it wasn't the jaguar.

Learning Objective

To develop returning the ball using a forehand and understand when to use it.

Success Criteria

- As the ball approaches, move your feet to get in line with it.
 - Start in the ready position.

Whole Child Objectives

Social: To work co-operatively with others to self-manage games.

Emotional: To persevere when learning a new skill.

Thinking: To identify what I do well and what I need to do to improve.

Equipment



CONES
x 90



TENNIS BALLS
x 30



TENNIS RACKETS
x 30



BALL, RACKET, GO!
Document

Open



FOREHAND
Video

Open

Download



STRETCHES FOR GAMES
Document

Open

Ball, Racket, Go!

- Find a space.
- Try to do as many as you can in a row for each activity.
- In between each activity travel around the outside of the space.

Need an extra challenge?

- Can you do more than 10 in a row?
- Can you turn your wrist on all activities?
- Can you try your own skill?



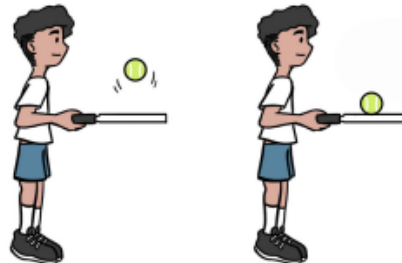
1

Tap the ball up.



2

Tap the ball up,
then catch it on the racket.



3

Tap the ball up, turn your wrist,
then tap on the other side.



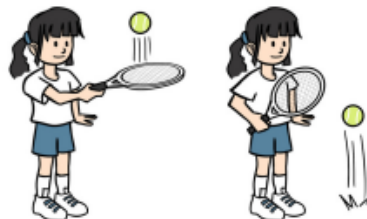
4

Tap the ball down.



5

Tap the ball up, let it bounce,
then tap it up again.



6

Rally with yourself.
Tap the ball to one side then to the
other, forehand to backhand.



Stretches for Games



Get Set 4
Education

Muscles used:

- Glutes
- Hamstring
- Quadriceps

Heel Flicks

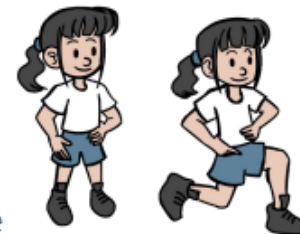


- Kick one heel to your bottom and then the other.
- Repeat at speed.

Muscles used:

- Glutes
- Hamstring
- Quadriceps

Lunges



- Step forward with one leg and bend the back knee until it almost touches the floor.
- Keep your shoulders over your hips.
- Alternate legs as you move in this way.

Muscles used:

- Glutes
- Hamstring
- Hip flexors

High Knees



- Lift one knee up to your chest and then the other.
- Move your arms forwards and backwards at the same time.
- Repeat at speed.

Hip Circles

Mobilises the hip joint.

- Place your hands on your hips and rotate round in one direction and then the other.



Muscles used:

- Hamstring

Toe Reach



- Keep your legs straight and reach down towards your toes.
- Breathe in and as you breathe out reach a little further.

Mobilises the shoulder joint.

Arm Circles

- Rotate your arms around in a circle.
- Repeat in both directions.
- Try rotating them at the same time in opposite directions.



10

Mins

Warm Up and Introduction

Teacher note: courts can be set up using cones and nets can be represented by a line of cones or using tennis nets if they are accessible.

Ball, racket, go!

Introduce this warm up using the resource 'Ball, racket, go!'. Pupils will use this warm up throughout the unit, aiming to improve their racket skills each week. Each skill will be completed for one minute (timed centrally) and in between each activity pupils will travel around the outside of the space. Give pupils a ball, racket and cone and ask them to find a space before leading them through the activity.

Teacher note: you may wish to print these resources to give to pupils each week.

Use small controlled movements. Point your racket face where you want the ball to go. Place the ball on top of your cone and racket next to it when travelling around the space.

Natural differentiation will occur as pupils complete the skills.

Stretches:

Lead pupils through dynamic stretches. Q: What does dynamic mean? *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*. Q: What explosive movements would you do when playing basketball? *Jumping, changing direction quickly, landing or sprinting*.

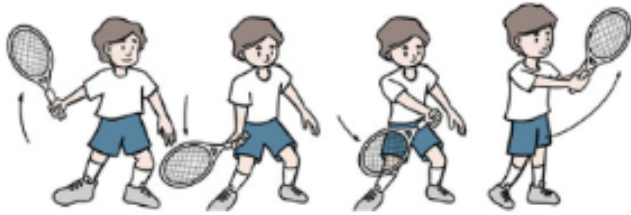
Teacher note: use the resource 'Stretches for Games' to support.

Forehand:

Teacher note: place a line of cones through the middle of the space to represent a net or use tennis nets if accessible.

A Demonstrate a forehand. Q: Last lesson, when did you tap the ball on your forehand side? *When the ball came to that side of your body.* Explain that playing the ball on the forehand is often more powerful.

Move from the ready position to slightly sideways on to the feeder. Make sure your racket isn't tight into your body so move your feet to give yourself space to play the shot in a balanced way. Swing the racket from low to high. Make contact with the ball when the racket face is facing your target. Hit the ball in front of your body.



B In pairs, one pupil places their racket at the net. They are the feeder and underarm throw the ball over the net so that it bounces close to their partner once. Partner to return the ball, aiming for it to bounce over the net and for their partner to be able to catch it after one bounce. Repeat five times then rotate.

Hitter: move from the ready position, track the ball, give yourself room to hit. Hit the ball in front of your body. Extend your arm towards your partner as you make contact with the ball. Feeder: finish your hand pointing where you want the ball to go. Make the ball travel in an arch shape so it is easy for your partner to return.

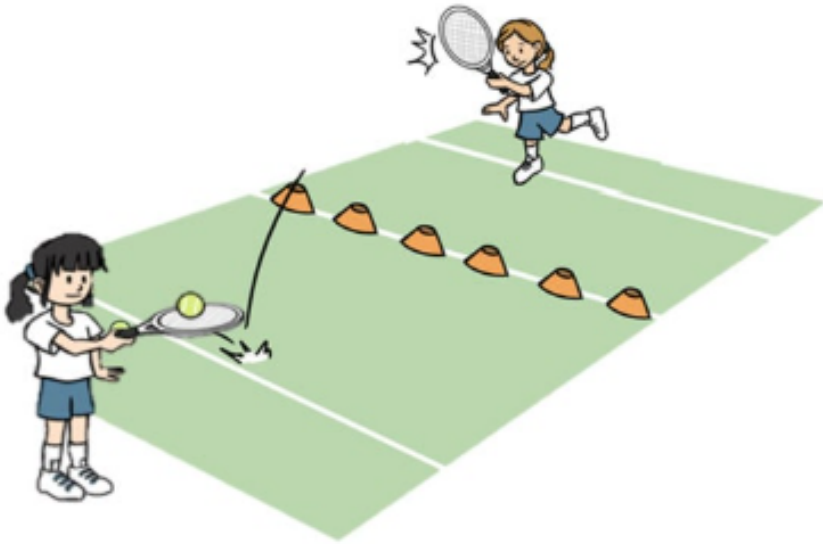
Make this easier by using a sponge/foam ball. Make this harder for your partner by throwing the ball not directly to them so that they have to move more.

Catch tennis:

In pairs with a tennis racket each and one ball between them. One pupil begins with the ball, bounces it once on the floor then hits over the net to their partner. Partner catches the ball on their tennis racket, trapping it with their hand and repeats. How many can they do in a row? Q: How do you prepare to catch the ball? *Be in a ready position and track the ball as it is hit.*

Scoop the ball onto the racket face to catch it, use your other hand to trap it. Hit the ball in an arch shape to make it easy for your partner.

Make this easier by only one pupil using a racket. Make this harder by trying a continuous rally.

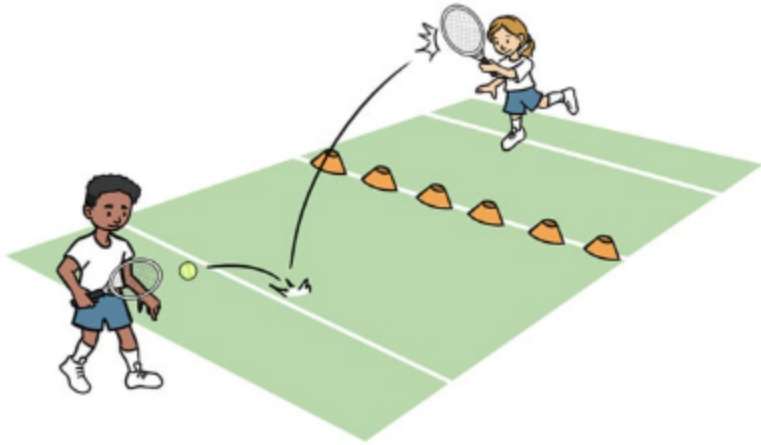


Forehand rally:

In pairs, with a tennis racket each and one ball between them. Pupils forehand rally. How many can they do in a row?

Don't hit the ball too hard. Keep the ball controlled using softer hits.

Make this harder by rallying over a net instead of cones. Make this easier by playing with one racket and changing who has the racket every four hits.



Rally for cones:

In pairs, pupils rally over the net. Each time they complete three in a row, they collect one cone. When they have collected three cones, they must complete five in a row to be able to collect a cone. Once they have collected another three cones, they have to complete ten hits in a row to collect a cone. See how many cones pupils can collect in a set time.

Return to the ready position each time to prepare for the next shot. Feet shoulder width apart, knees bent, racket in front. Return the ball close to your partner so that it is easy for them to return it back to you.

Make this easier by rallying in groups of four, two on either side of the net.