

Tuesday 22nd April

$2 \times 3 =$	$4 \times 11 =$	$8 \times 5 =$	
$12 \times 7 =$	$12 \times 9 =$	$12 \times 11 =$	
$1 \times 12 =$	$1 \times 10 =$	$7 \times 3 =$	
$2 \times 8 =$	$2 \times 12 =$	$7 \times 6 =$	
$12 \times 2 =$	$2 \times 4 =$	$1 \times 6 =$	
$6 \times 9 =$	$4 \times 10 =$	$9 \times 5 =$	
$5 \times 8 =$	$3 \times 6 =$	$7 \times 11 =$	
$12 \times 3 =$	$6 \times 2 =$	$8 \times 4 =$	
$5 \times 10 =$	$1 \times 8 =$	$5 \times 6 =$	
$12 \times 4 =$	$8 \times 10 =$	$8 \times 2 =$	

22.04.25

TBAT: Read, write and compare 4-digit numbers.

Use a $>$, $<$, or $=$ symbol with
the following pairs of
calculations.

3×8



28

4×8



7×4

2×8



$8 + 8 + 8$

8×6



$64 - 8$

7×8



$96 \div 2$

10×8



5×16

11×8



$100 - 8$

22.04.25

TBAT: Read, write and compare 4-digit numbers.

3 in 3

1. $4500 \div \underline{\quad\quad\quad} = 4.5$

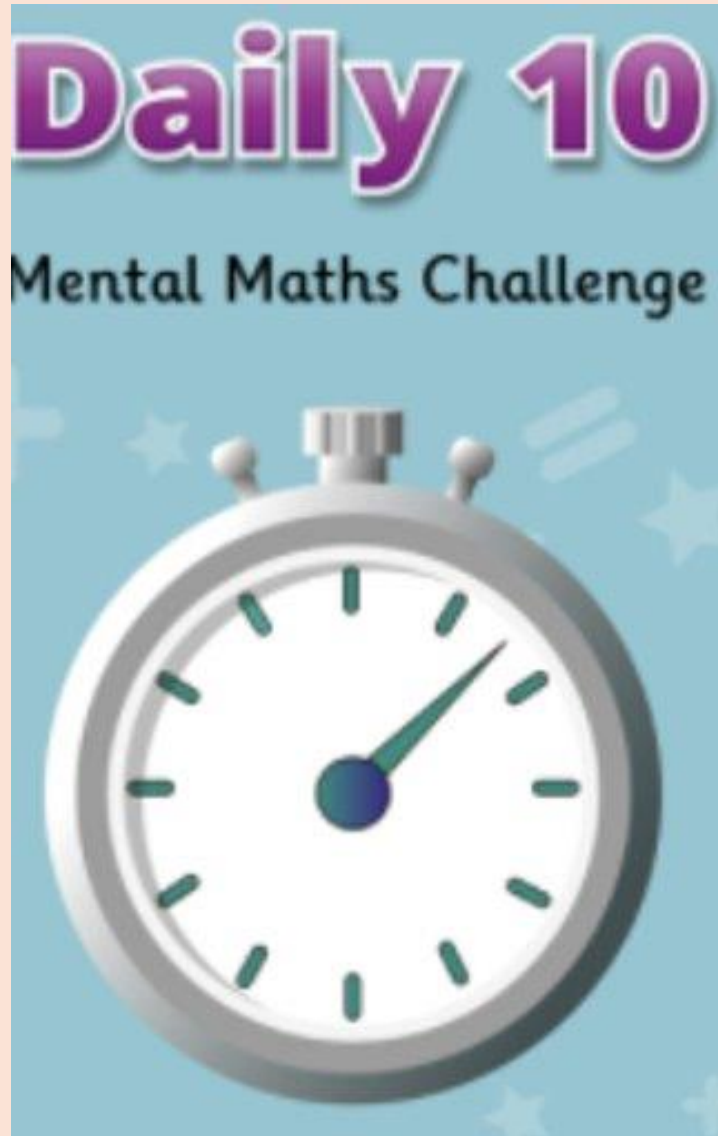
2. $554 \div 5 =$

3. $654 \times 3 =$

$1 - \frac{3}{4} =$

22.04.25

TBAT: Read, write and compare 4-digit numbers.



22.04.25

TBAT: Read, write and compare 4-digit numbers.

Compare the following numbers using $>$ and $<$ symbols.

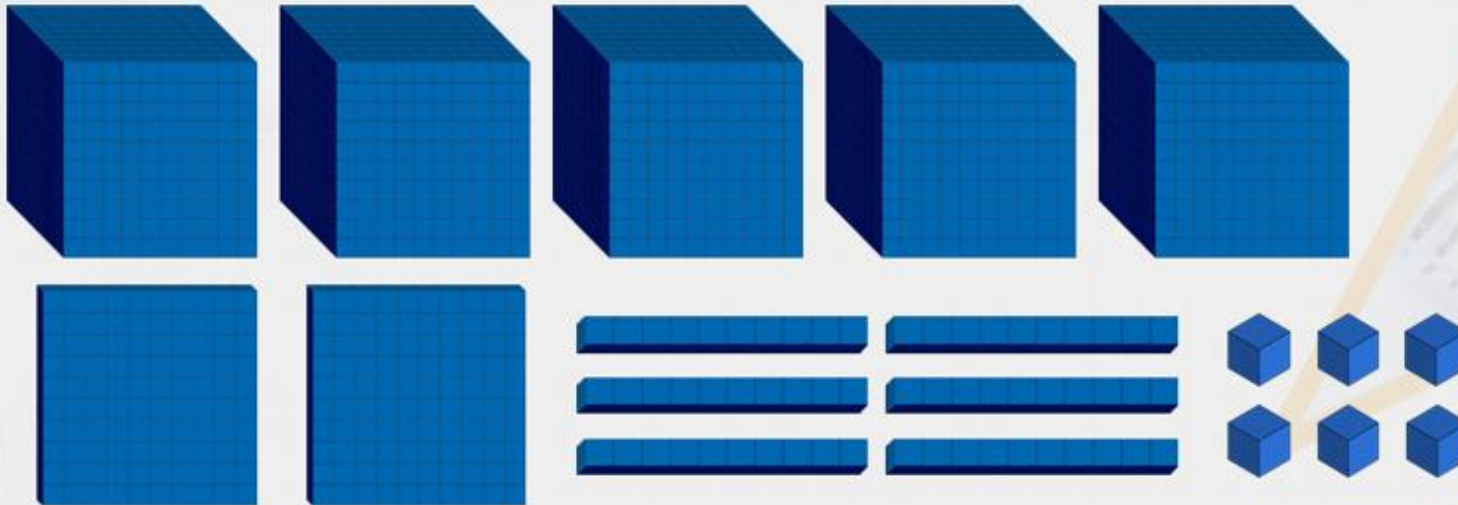
345	<input type="text"/>	354
809	<input type="text"/>	789
1,460	<input type="text"/>	1,640
3,720	<input type="text"/>	3,750
4,590	<input type="text"/>	4,490

22.04.25

TBAT: Read, write and compare 4-digit numbers.

Which representation shows the greatest amount?

a)



b) Five thousand, eight hundred and sixty-four

22.04.25

TBAT: Read, write and compare 4-digit numbers.

Which two digit cards correctly complete the statement below?

2

6

8

9

4

3

>

Eight thousand, six
hundred and fifty-one

22.04.25

TBAT: Read, write and compare 4-digit numbers.

Which statements are incorrect?

$3,000 + 800 + 20 >$ Four thousand, one hundred and eighty-two

$4,551 >$

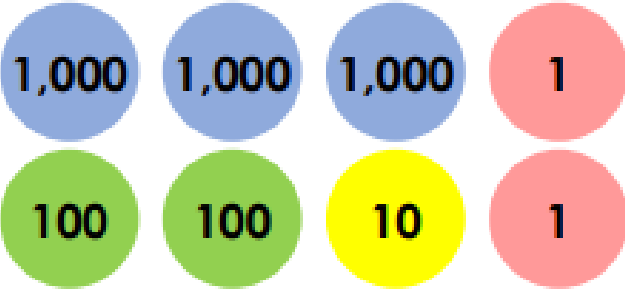
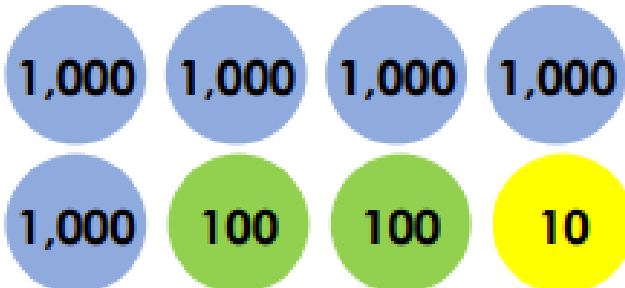
$6,000 + 300 + 8 =$ Six thousand, three hundred and eighty

The visual representation for 4,551 consists of four blue circles labeled 1,000, three green circles labeled 100, and one yellow circle labeled 10.

22.04.25

TBAT: Read, write and compare 4-digit numbers.

Which statements are

$8,000 + 900 + 2$	$<$	Eight thousands, nine tens and six ones
3,416	$>$	
$1,000 + 100 + 40$	$=$	One thousand, one hundred and four ones
$6,000 + 400 + 2$	$>$	Six thousands, four tens and two ones
5,161	$>$	

Challenge

Which two digit cards correctly
complete the statement below?

$<$ Two thousand, two
hundred and forty

Mastery Challenge

Which number correctly completes
the statement below?

Seven hundred less than 6,390 is more than...

- A. Four thousands, fifteen hundreds,
nineteen tens and six ones
- B. $3,000 + 2,500 + 120 + 5$

22.04.25

TBAT: Read, write and compare 4-digit numbers.

Mastery Challenge with Greater Depth

5000 years ago Egyptians carved number symbols on their tombs:

| = 1

∩ = 10

@ = 100

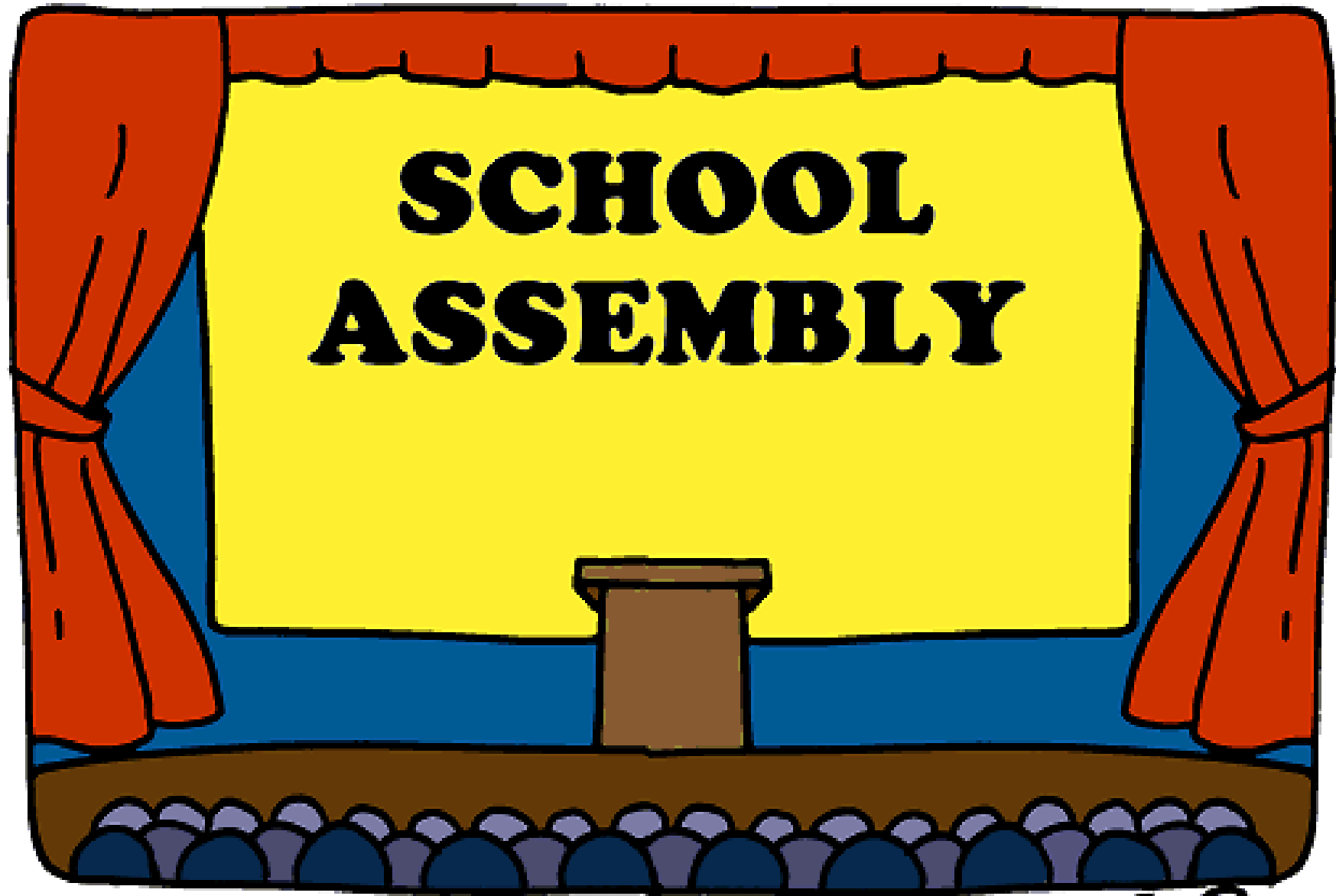
What is the value of these Egyptian numbers?

@ ∩ ∩ |||

@ ∩ ∩ ||| + @ ∩ ∩ |||

@ @ @ ∩ ∩ ||| + @ @ ∩ ∩ ∩ |||||

SCHOOL ASSEMBLY



Tuesday 22nd April

TBAT: Spell words with the prefix "anti".

What is a prefix?

What is an antonym?

Can you think of the antonyms for the following words:

Clockwise

Social

Tuesday 22nd April

TBAT: Spell words with the prefix "anti".

What does the prefix "anti" do to the root word?

What do you think "anti" means?

A



Q

Choose an anti- spelling word to finish each sentence.

antiseptic

anticlockwise

antisocial

antidote

antibiotic

antivenom

anti-ageing

antifreeze

antiperspirant

antigravity

Luckily, Mr Jonas had an
antiseptic cream in his
first aid kit to help treat
Adam's arm.



Choose an anti- spelling word to finish each sentence.

antiseptic
anticlockwise
antisocial
antidote
antibiotic
antivenom
anti-ageing
antifreeze
antiperspirant
antigravity

After the snake bite, the
antivenom was
administered and the traveller
quickly recovered.



Choose an anti- spelling word to finish each sentence.

antiseptic
anticlockwise
antisocial
antidote
antibiotic
antivenom
anti-ageing
antifreeze
antiperspirant
antigravity

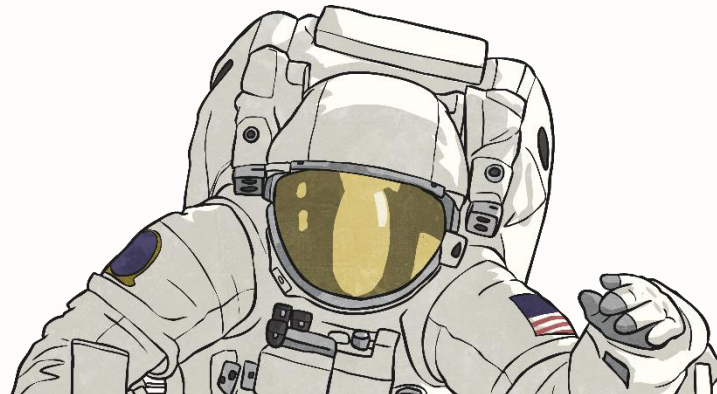
My mum always says a good
_____ antidote
for boredom is
reading a book!



Choose an anti- spelling word to finish each sentence.

antiseptic
anticlockwise
antisocial
antidote
antibiotic
antivenom
anti-ageing
antifreeze
antiperspirant
antigravity

The astronauts'
antigravity clothing
helped them to achieve a
successful space walk.



Choose an anti- spelling word to finish each sentence.

antiseptic
anticlockwise
antisocial
antidote
antibiotic
antivenom
anti-ageing
antifreeze
antiperspirant
antigravity

Although the advert claimed
that the new
antiperspirant worked all
day, the rugby player found
it not to be true.



Choose an anti- spelling word to finish each sentence.

antiseptic
anticlockwise
antisocial
antidote
antibiotic
antivenom
anti-ageing
antifreeze
antiperspirant
antigravity

Maxwell, a scientist from a
skin research centre, was
quite certain that he had
created a cream with
anti-ageing effects.



Choose an anti- spelling word to finish each sentence.

antiseptic
anticlockwise
antisocial
antidote
antibiotic
antivenom
anti-ageing
antifreeze
antiperspirant
antigravity

“ Antifreeze is selling out fast at garages and shops due to the freezing conditions,” the article in the local newspaper warned.



Choose an anti- spelling word to finish each sentence.

antiseptic

anticlockwise

antisocial

antidote

antibiotic

antivenom

anti-ageing

antifreeze

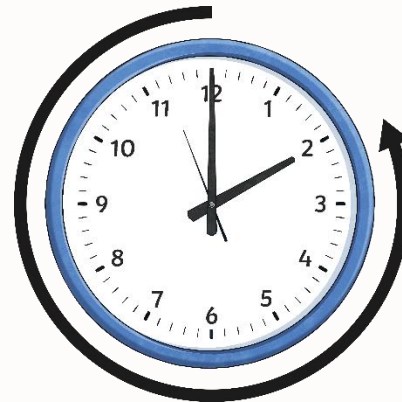
antiperspirant

antigravity

Doc yelled over, “Marty, look!

The hands on the town clock
are going _____” .

anticlockwise



Choose an anti- spelling word to finish each sentence.

antiseptic
anticlockwise
antisocial
antidote
antibiotic
antivenom
anti-ageing
antifreeze
antiperspirant
antigravity

When Derek was ill, he had to
take some antibiotic
medicine.



Tuesday 22nd April

TBAT: use retrieval skills and discuss author's choice.

My Dad.



The wind whips his salty, shoulder-length hair and leaves it standing up in all directions so that he looks like a hedgehog. A wide smile radiates from his tanned face as he splashes in the sea with his children. Into the deeper water he walks, his legs as strong as tree trunks. His laughter is booming and never-ending, like an echo in a deep cave. In his gentle voice, he gathers his children and announces a game. “The first to build a sandcastle wins the prize of helping me with the picnic!” His pearly white teeth gleam in the bright sunshine.

1. What leaves the dad’s hair standing up on end?
2. What does the word booming suggest about the dad’s laughter?
3. The author uses the word whips to describe the wind. What impression does this give us?

Tuesday 22nd April

TBAT: use retrieval skills and discuss author's choice.

Who am I?

Firstly, read the passage. Then, make a prediction to who you think this describes.

And what an extraordinary little man he was! He had a black top hat on his head. He wore a tail coat made of a beautiful plum-coloured velvet. His trousers were bottle green. His gloves were pearly grey. And in one hand he carried a fine gold-topped walking cane. Covering his chin, there was a small, neat, pointed black beard- a goatee. And his eyes- his eyes were most marvellously bright. They seemed to be sparkling and twinkling at you all the time. The whole face, in fact, was alight with fun and laughter.

And oh, how clever he looked! How quick and sharp and full of life! He kept making quick jerky little movements with his head, cocking it this way and that, and taking everything in with those bright twinkling eyes. He was like a squirrel in the quirkiness of his movements, like a quick clever old squirrel from the park.

Tuesday 22nd April

TBAT: use retrieval skills and discuss author's choice.

'He had a black
top hat on his
head.'

'He kept making
quick jerky little
movements with
his head, cocking
it this way and
that...'



'The whole face, in
fact, was alight
with fun and
laughter.'

'His trousers were
bottle green. His
gloves were pearly
grey.'

Tuesday 22nd April

TBAT: use retrieval skills and discuss author's choice.

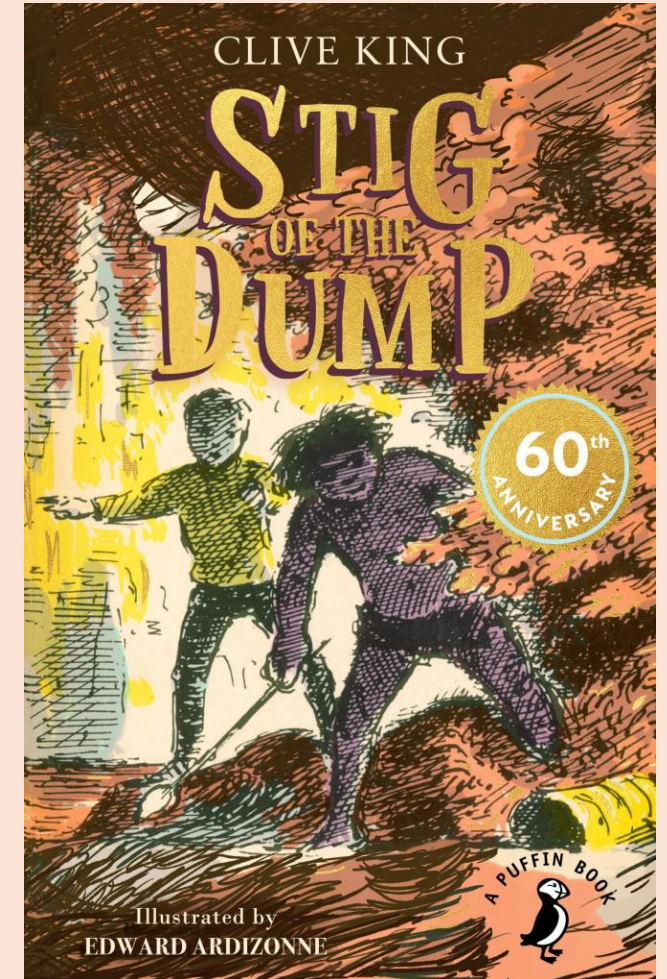
Read the character description from the book, '**Stig of the Dump**' by Clive King.

Curious, the creature turned to see where the unusual noise had come from. He seemed to be some sort of man but he wasn't anything like any man that Barney had ever seen before. His black eyes were bright and sparkly. With a flourish, he nimbly wielded a rather impressive-looking axe. He brought it down onto the hunk of wood that lay on the floor in front of him. As he swished his arms, his shaggy black hair flopped into his face.

Grunting as he toiled, the man-made snorty growls that sounded a bit like 'Stig'. Barney decided that this word must be his name.

Stig's hands were large and a bit hairy. They looked strong and like they were used to doing lots of hard work. Turning to look around, Stig began to make a pile out of the wood he had already chopped.

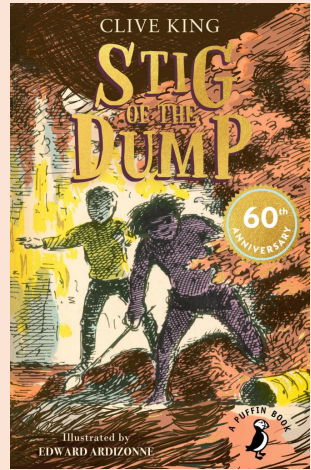
Stig wasn't really wearing clothes. Around his middle was a string of what looked like rabbit skins. He didn't have anything on his feet but they looked quite hardy and he didn't seem to mind. When he was concentrating, Stig wore a ferocious scowl on his face. It made him look quite terrifying. Although he was not much taller than Barney, he seemed much older. What an interesting person he was!



Tuesday 22nd April

TBAT: use retrieval skills and discuss author's choice.

Highlight or underline any vocabulary that you are not sure of.



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Tuesday 22nd April

TBAT: use retrieval skills and discuss author's choice.

Highlight or underline any vocabulary that you are not sure of.

Flourish - wave (something) about to attract attention.

Nimble - quick and light in movement or action; agile.

Wielded - hold and use (a weapon or tool).

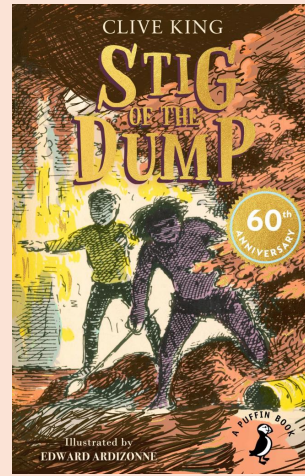
Hunk of wood - a large piece of something.

Shaggy - long, thick, and not maintained.

Toiled - work extremely hard.

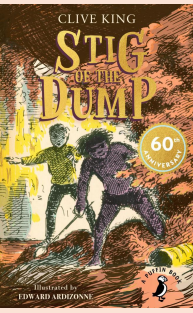
Hardy - capable of enduring difficult conditions; robust.

Scowl - an angry or bad-tempered expression.



Tuesday 22nd April

TBAT: use retrieval skills and discuss author's choice.



Answer the questions using retrieval skills.

1. How does Barney figure out the man's name is Stig?

Stig tells Barney his name.

Barney hears someone else say the name.

The man makes sounds that Barney thinks sound like "Stig."

2. What is Stig wearing?

A coat and boots.

Animal skins and no shoes.

Clothes borrowed from Barney.

3. What is Stig doing when Barney sees him?

Chopping wood and making a pile.

Hunting animals.

Digging a hole in the ground.

4. What noise does Stig make while working?

He grunts and makes growling sounds.

He shouts instructions to Barney.

He sings a song about chopping wood.

Tuesday 22nd April

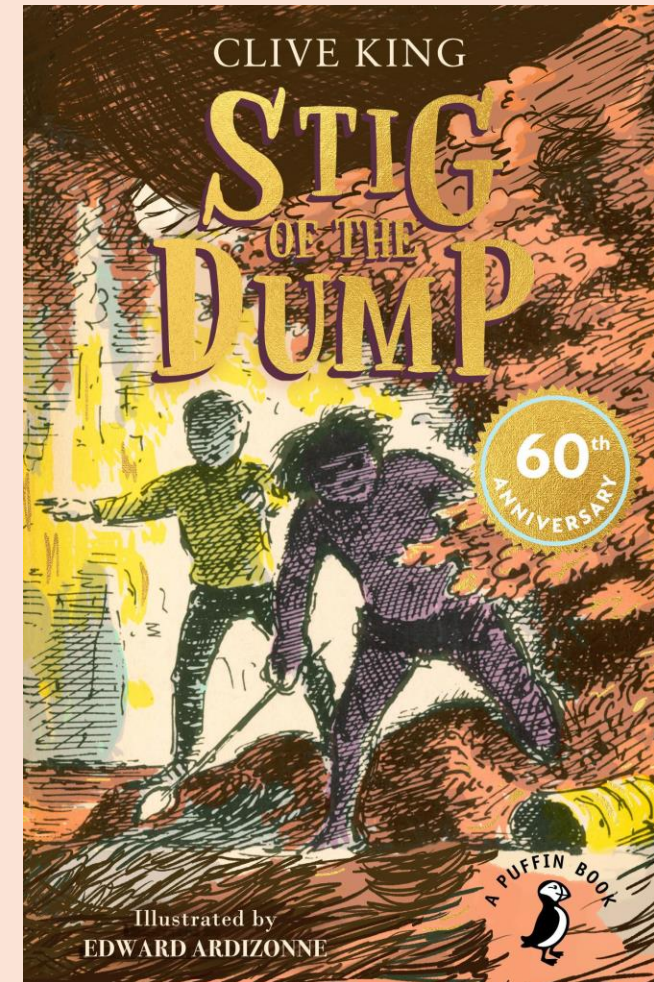
TBAT: use retrieval skills and discuss author's choice.

Answer the questions using what you know of author's choice?

1. How does the word 'nimbly' describe how Stig moves?
2. The word 'shaggy' is used to describe Stig's hair. What does this tell you about how he feels about his appearance?
3. *'the man made snorty growls...'*
What does the word snorty imply about the way he sounds?
4. **Find and copy the phrase** that tells the reader that Stig's hands did a lot of physical work.

Challenge

Based on the description, what kind of person do you think Stig is? Use evidence to support your reasoning.



22.04.25

TBAT: Comparing and contrasting structure.

What is the difference between a verse and a chorus?

What does it mean to have **layers** in a piece of music?

The Collins Hub Educator > Library

Ancient worlds – Lesson 1

Tuesday 22nd April

TBAT: describe how networks physically connect to other networks.

What is the internet?

How would you describe the internet?

Share your ideas with the rest of the class.

What is the internet?

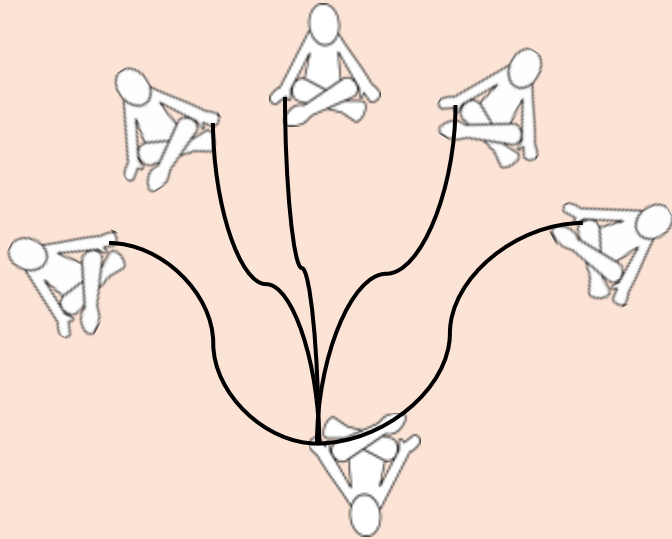
How would you describe the internet?

Share your ideas with the rest of the class.



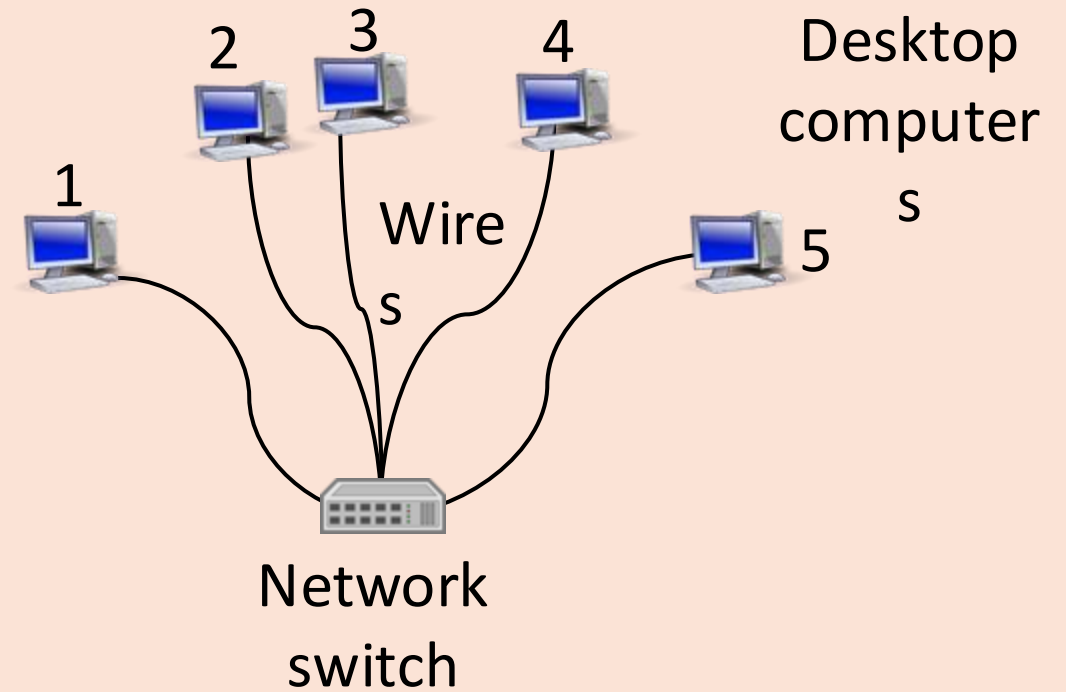
A computer network

Connecting people



=

Connecting computers



Do you know the functions of each part of the network?

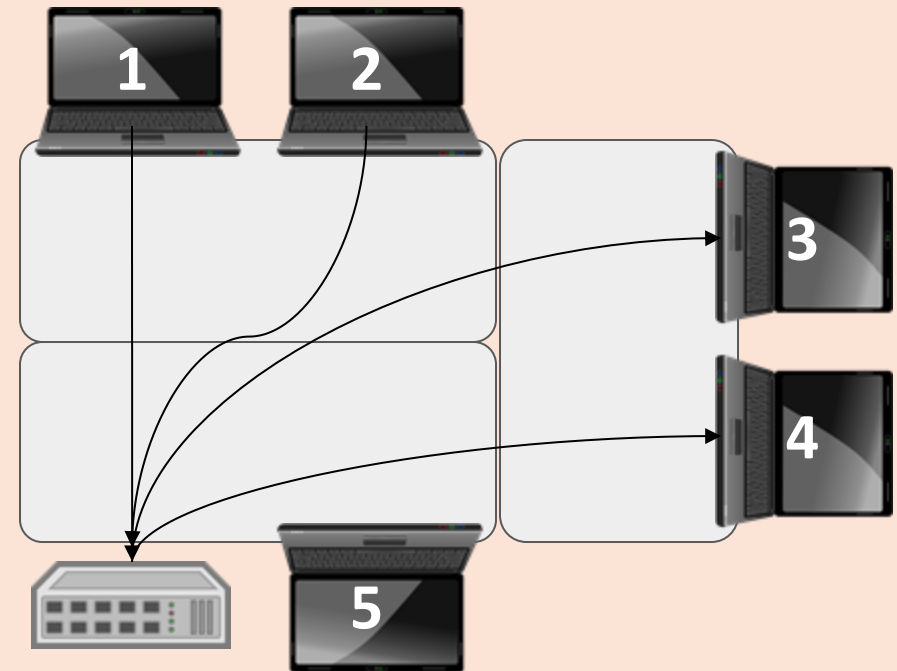
Networks recap

Imagine your table is a network.

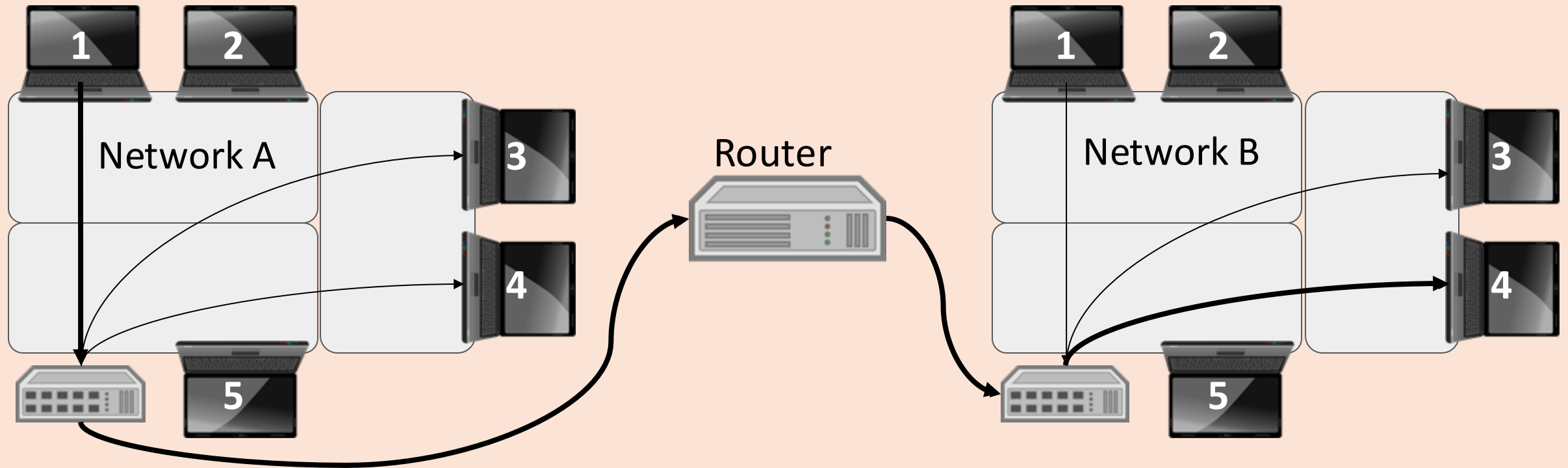
Look at the piece of paper you have been given.

Write your network address on the 'from' line.
This is your number@your table name e.g.
1@home.

Pass your message to the switch who will then
pass it to the person in the 'to' field.



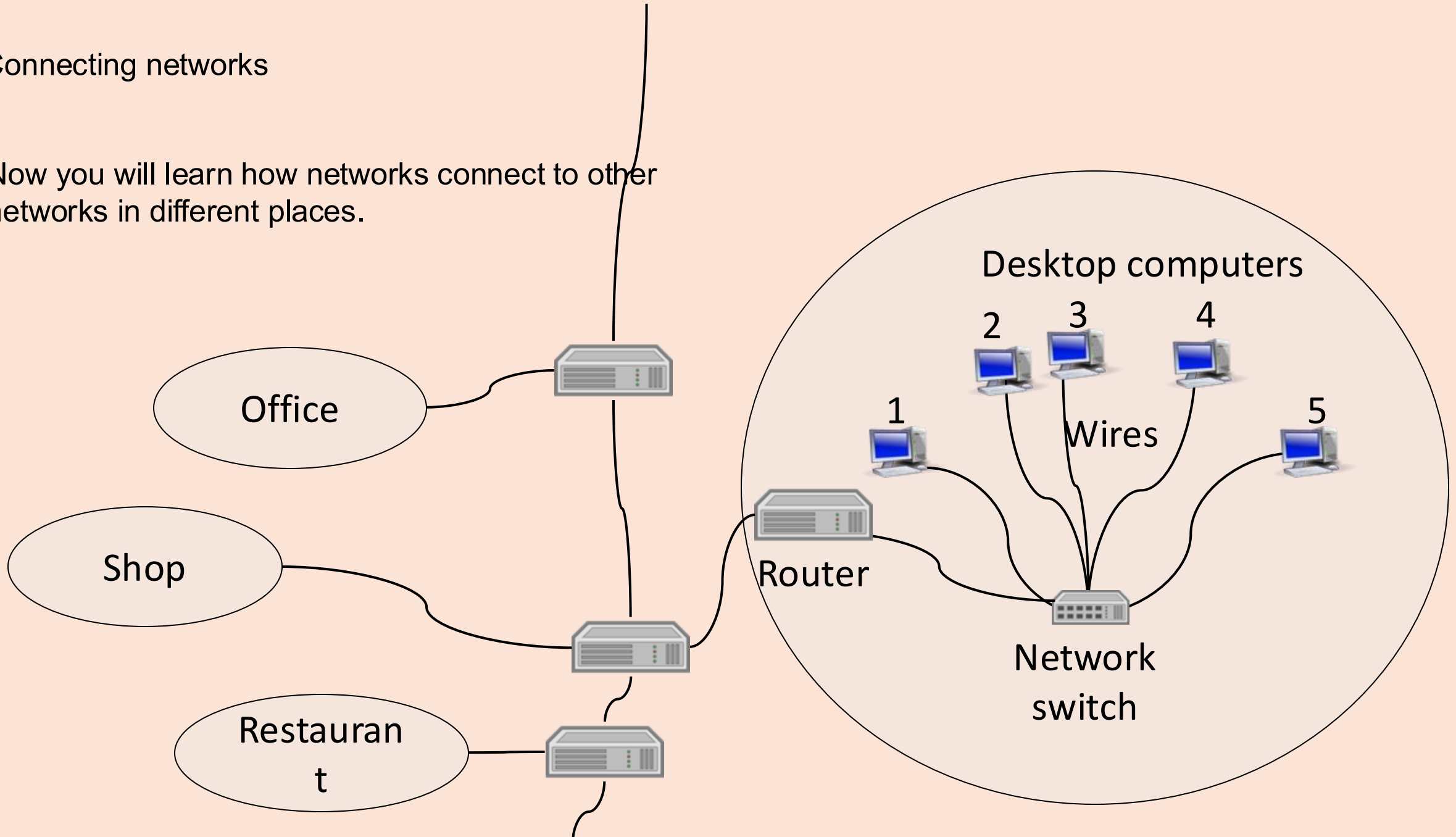
Connecting networks with a router



Routers enable messages to be passed between networks via switches.

Connecting networks

Now you will learn how networks connect to other networks in different places.

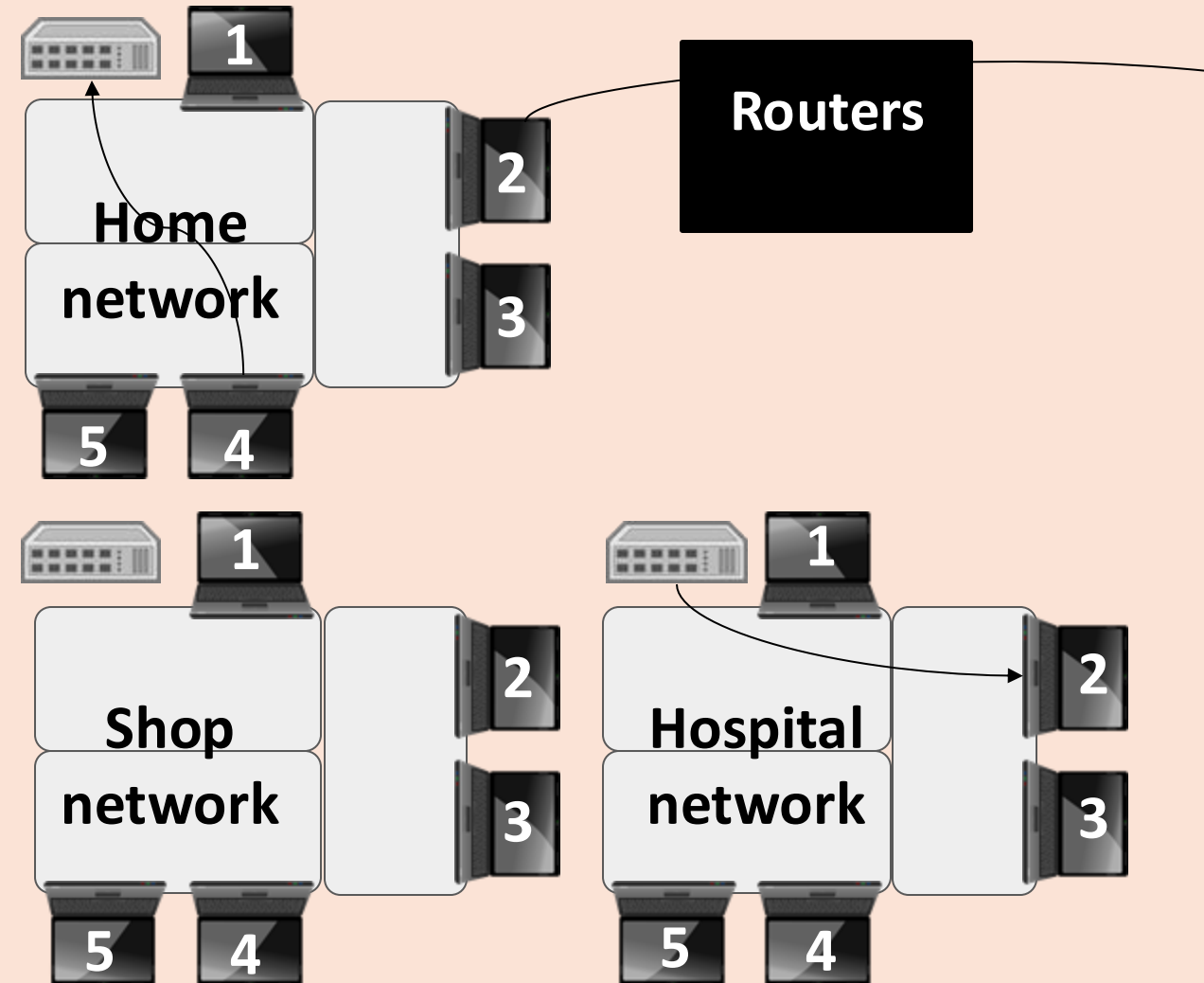


A network of networks

Your next message may need to go to another table.

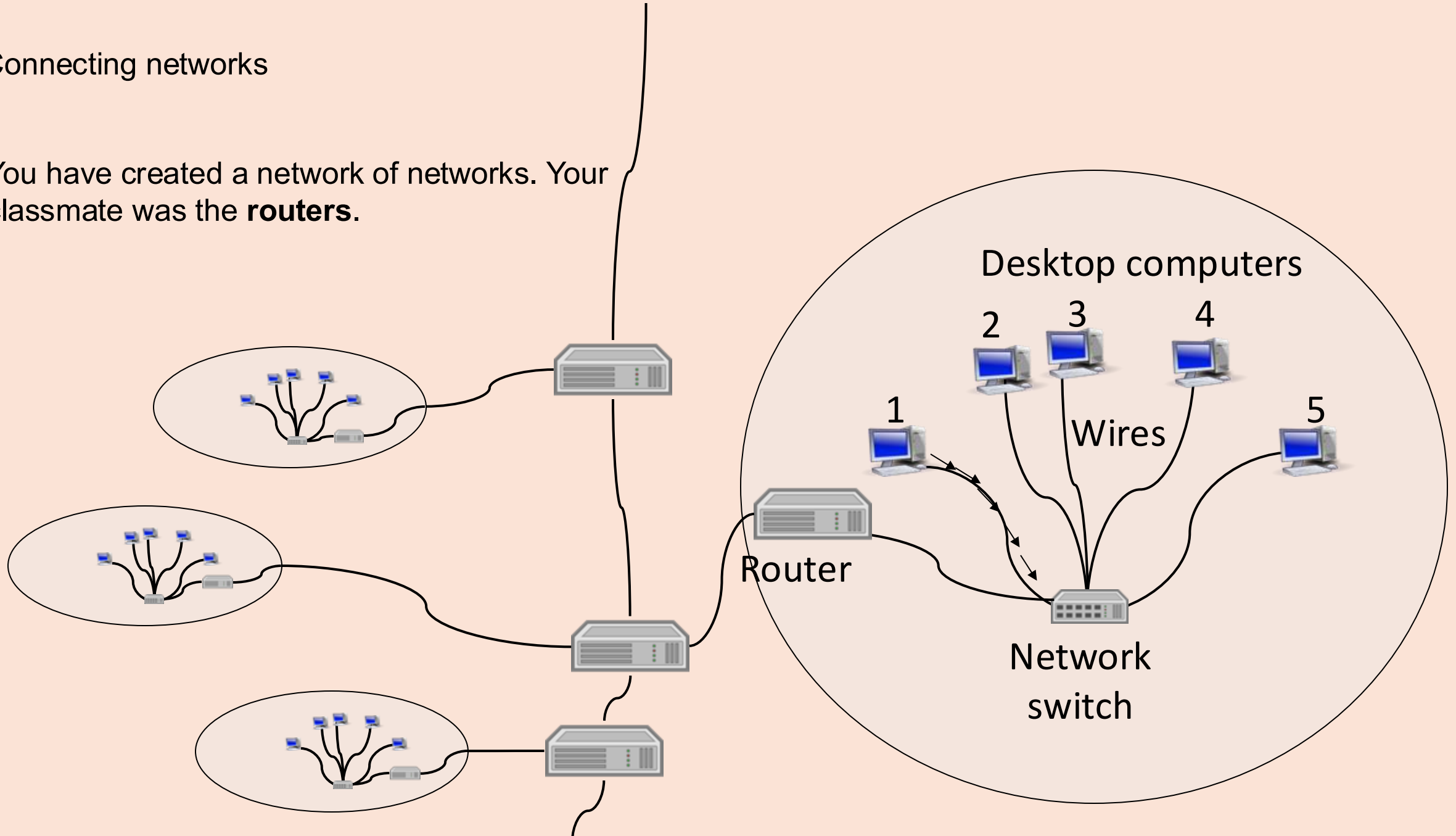
Pass your message to the person representing the switch.

They will then pass it to the person who is being a router, who will then pass it on to the switch of the table it needs to go to.



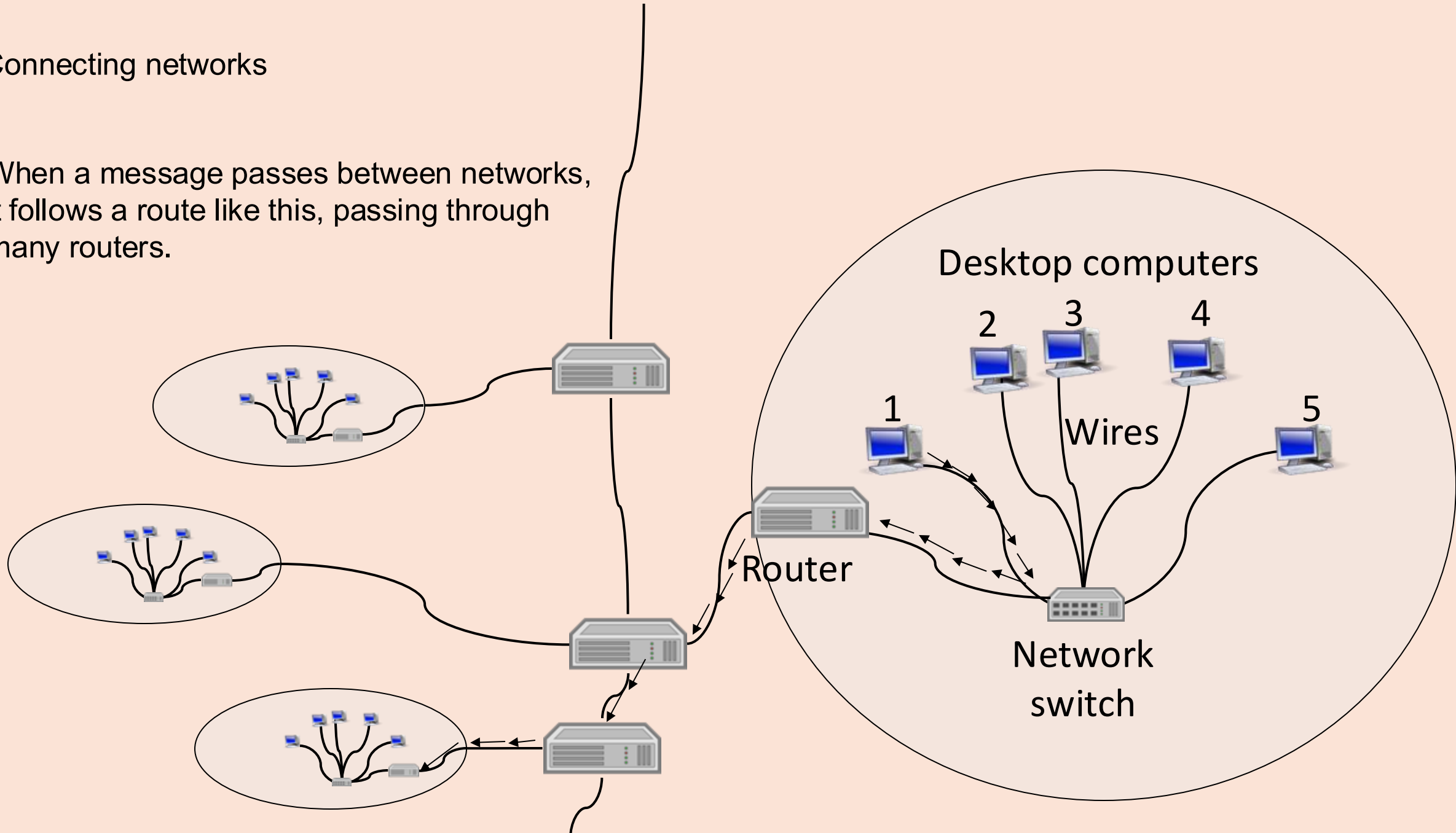
Connecting networks

You have created a network of networks. Your classmate was the **routers**.



Connecting networks

When a message passes between networks, it follows a route like this, passing through many routers.

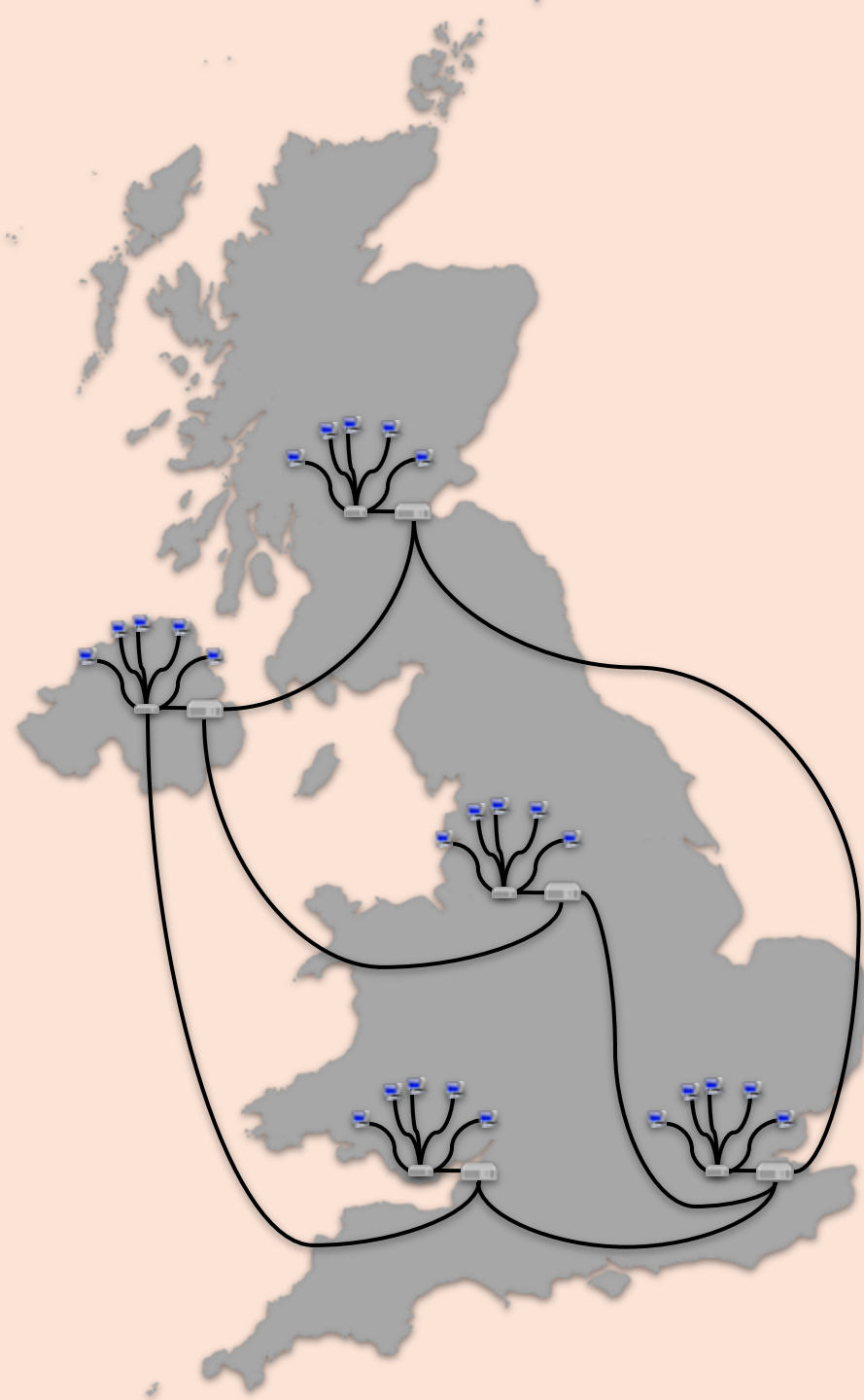


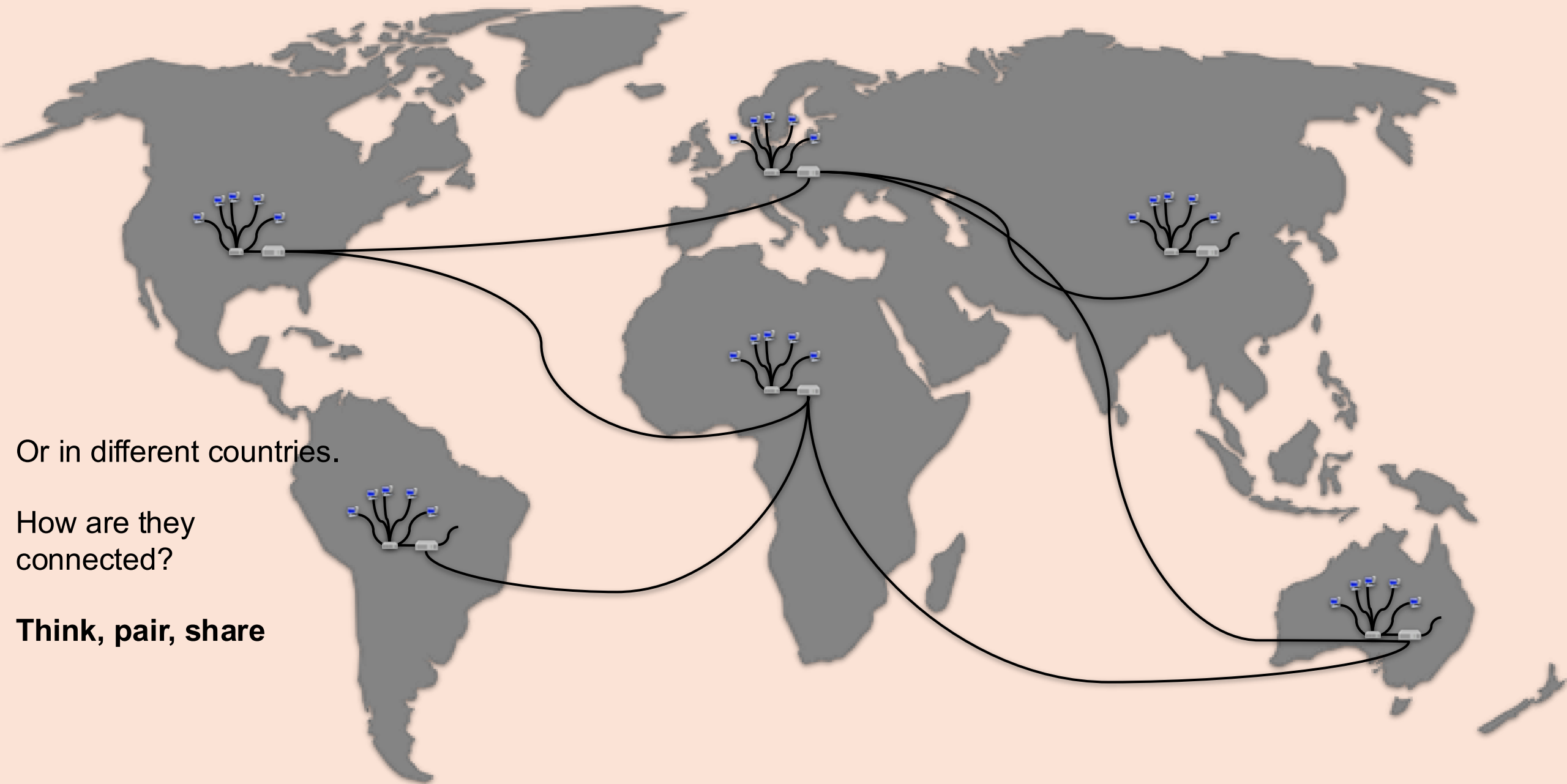
Role play messages moving between networks. Three of you will play the role of a **router**.

Connecting networks

Where could these networks be?

In different cities within a country.



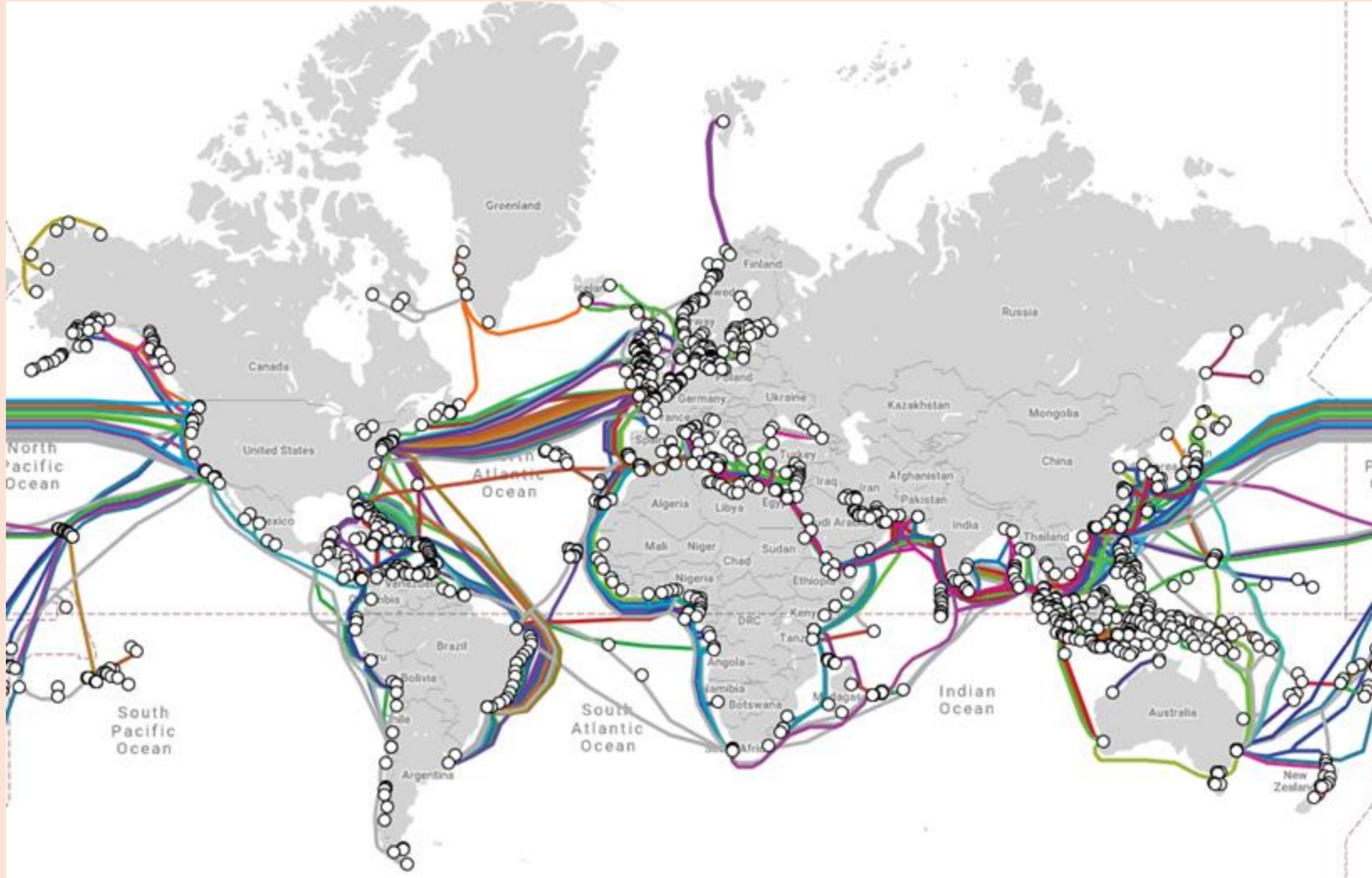


Or in different countries.

How are they
connected?

Think, pair, share

The internet – a global network of networks



Why are there so many cables?

Why do we need to keep networks safe?



You wouldn't allow everyone into your home.

It is important not to let everyone on to your network.

Keeping a network safe is the same as making sure you lock your front door.

Think, pair, share — what could happen if anyone could access your network?

Keeping a network safe

For your next message, you must decide if you will **reject** it or **accept** it.

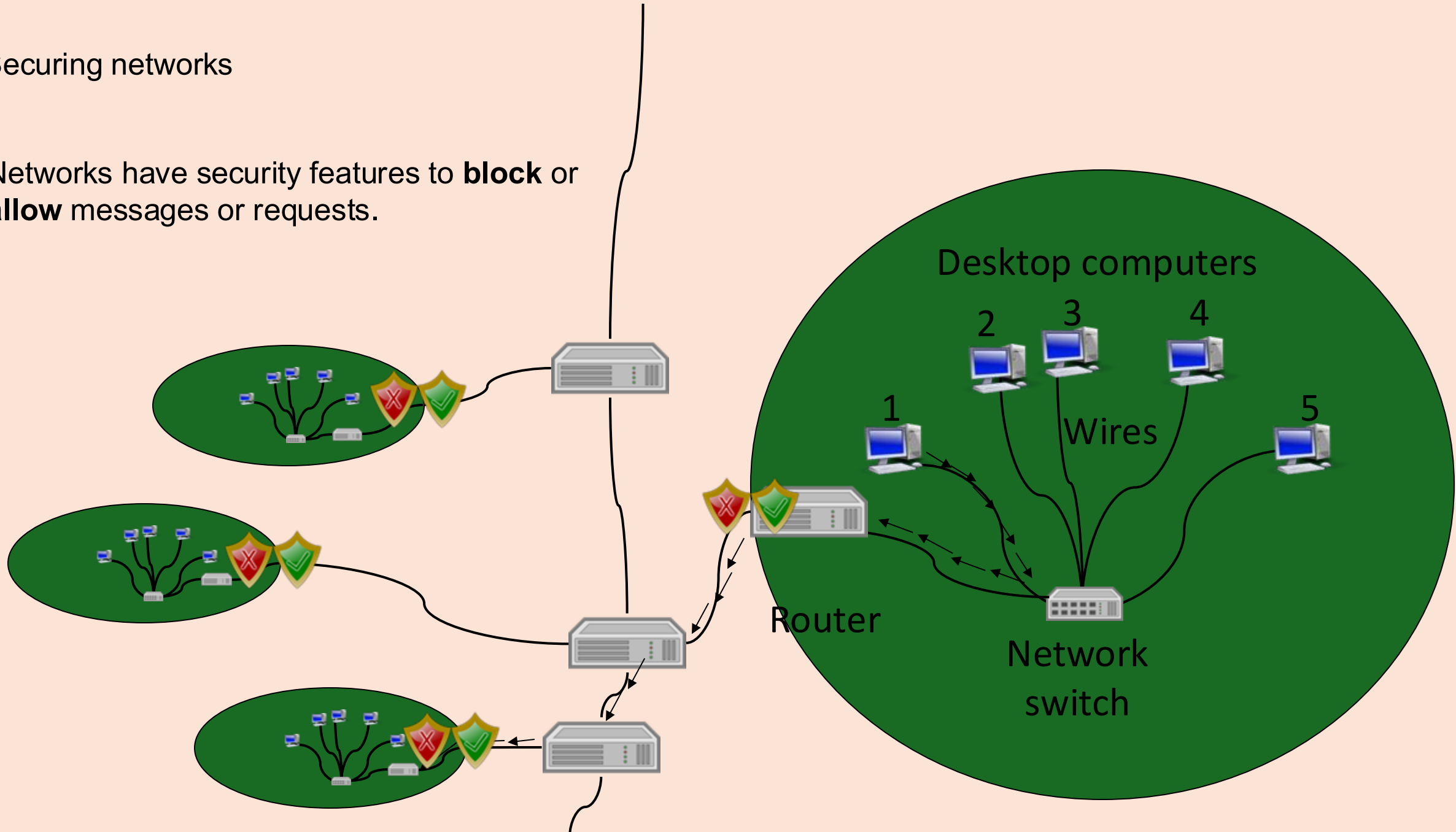
Think about:

- Should you share the information?
- Why would someone ask you to do this?
- Could it put you at risk?



Securing networks

Networks have security features to **block** or **allow** messages or requests.



What is the internet?

How would you describe the internet?

Think, pair, share your ideas with the rest of your group.



Learning Objective

To develop throwing and catching with accuracy and apply these to a striking and fielding game.

Success Criteria

- For catching, watch the ball and move your feet to it.
- Point your hand at your target after you have thrown the ball.
- Step forward with the opposite foot to throwing arm.
- Use an overarm throw for long distances.

Whole Child Objectives

Social: To use communication skills when fielding and batting.

Emotional: To play by the rules of the game.

Thinking: To recognise when to use an overarm or an underarm throw.

Equipment



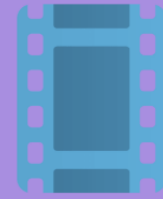
CONES
x 30



HOOPS
x 7



TENNIS BALLS
x 30



OVERARM THROW
Video

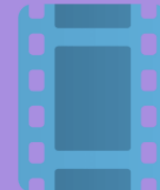
Open

Download



STRETCHES FOR GAMES
Document

Open



UNDERARM THROW
Video

Open

Download

Ball skills:

Pupils collect one tennis ball. They work in their own space next to a cone to explore different skills and tricks.

- Bounce the ball on the floor and catch it with one or two hands.
- Throw the ball up to head height and catch it.
- Throw the ball up, clap and catch it. How many claps can they do before they catch it?
- Pupils create their own trick.

Stand in a ready position, feet shoulder width apart and knees bent. Wide fingers, eyes on the ball, soft hands to cushion the ball as you catch.

Make this easier by using a bigger ball.

Pick up and go:

Pupils place their ball on top of their cone. They jog around, avoiding the cones.

- When the teacher says 'pick up' pupils pick up any ball and complete a ball skill next to the cone.
- When the teacher says 'go' pupils place the ball back on the cone and continue jogging.

Explore picking up the ball with one and two hands. Recognise what gives you the most success.

After a few minutes, change the travelling action to side steps.

Overarm throw:

A In pairs with one ball and two cones, pupils stand 5m apart. Pupils explore overarm throwing and catching. After a few attempts, they discuss and decide on the teaching points for an overarm throw and catch. Consolidate learning as a class.

When catching, start in a ready position, look at the ball. Catch with one or two hands using wide fingers. Opposite foot to throwing arm forward (stand slightly side on for balance). Throwing arm back and higher than shoulder, elbow bent. Point throwing arm in the direction of the target after release for accuracy.

B Practise overarm throwing using the teaching points.

Track the ball as it is thrown, be ready to receive the ball by holding both hands out and looking at the ball.

Make this harder by asking the pupils to practise throwing with both hands.



Underarm throw:

A In pairs with one ball and two cones, pupils stand 3m apart. Explore underarm throwing and catching. After a few attempts, discuss teaching points for an underarm throw. Consolidate learning as a class.

Opposite foot to throwing arm forward. Swing throwing arm back and point throwing arm in the direction of the target after release for accuracy.

B In pairs, pupils practise underarm throwing using the teaching points.

Track the ball as it is thrown. Be ready to receive by holding both hands out and looking at the ball. Cushion the ball by bringing it into your body.

Make this harder by practising throwing with both hands.

Beat the ball:

Tell pupils, in rounders, batters score by hitting a ball and running around the outside of bases. The fielders can get a batter out by stumping the base they are running to.

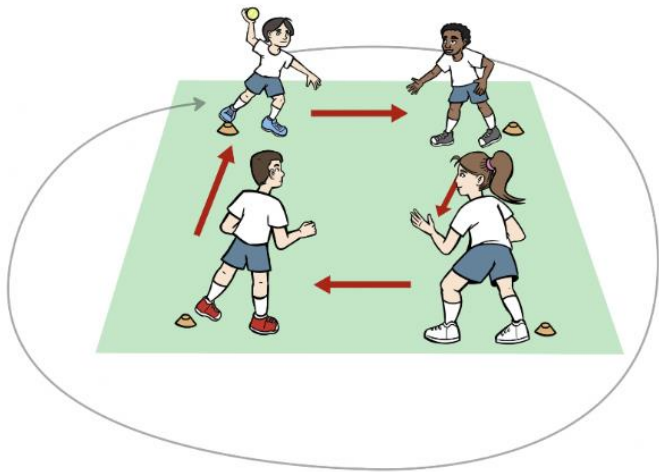
A In groups of four with four cones and one ball. Pupils place the cones in a square, each standing at a cone.

- One pupil begins with the ball and underarm throws it to the person on their left who passes it on.
- Once the first pupil has released the ball, they run around the outside of the square, trying to beat the ball back to their place.
- When the last pupil catches the the ball, they run to the empty space and try to stump it on the cone before the runner gets back.

Communicate with teammates and ensure that they are ready to receive the ball. If they are not looking at you, call their name. Track the ball as it is thrown, be ready to receive the ball by holding both hands out, look at the ball and cushion it by bringing it into your body.

Make this harder for the runner by specifying they run twice around the square before the ball reaches their space.

B Increase the size of the square and repeat the game using an overarm throw. After a few minutes ask the pupils to individually decide on their own challenge for the game e.g. run as many times around the square before the ball returns, clap before they catch, catch with one hand etc.



Stop that batter:

In groups of four with four cones, three balls and one hoop. Pupils place a hoop in the centre of the previous set up. Tell pupils, in rounders, points are called rounders. They can score half a rounder if they hit the ball and run to second base. They can score one rounder if they hit the ball and run around all four bases.

A Pupils play three fielders against one batter.

- Batters begin with four balls, which they throw forward into the field of play. Then try to run around the four bases.
- Fielders may only move when all balls have been thrown. They place the balls in the hoop to stop the batter running.
- Batters score one rounder for getting all the way around and half a rounder if they get to second base.
- Batter has three turns then change over.

Fielders: communicate with each other about who is going to retrieve which ball. Spread out so that you cover space. Batter: throw the balls away from the fielders.

Make this easier for the fielders by increasing the size of the pitch.

