

## Wednesday 23rd April

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

Wednesday 23rd April

TBAT: spell words with the prefix 'anti'.

Talk partners

How many words can you think of with the prefix 'anti'?

Wednesday 23rd April

TBAT: spell words with the prefix 'anti'.

The spelling thief has taken away some of the letters from our spellings. Fill in the missing letters to complete the words.



An\_\_isep\_\_ic

\_\_nticl\_\_ckw\_\_se

An\_\_iso\_\_ia\_\_

Ant\_\_f\_\_ee\_\_e

An\_\_ibio\_\_ic

Challenge: Unjumble the words to create some of our spelling words. Once unjumbled, use the words in a sentence.

Tian-ingage

doteanti

23.04.25

TBAT: find 1000 more or less than any given number.

Tick the numbers which appear in the 8 times table.

26	32	44	52
72	56	16	36
40	45	64	68

There are six in total.

Complete the four number sentences using the following three numbers. Each line needs to include each number.

	6	8	48	
—	x	—	=	—
—	x	—	=	—
—	÷	—	=	—
—	÷	—	=	—

23.04.25

TBAT: find 1000 more or less than any given number.

3 in 3

1.  $999 + 999 =$

2.  $1,234 - 99 =$

3. Entrance to a museum is £3.50 for children and £6.25 for adults. How much will it cost for 3 children and 2 adults?

$3/7$  of 161 =

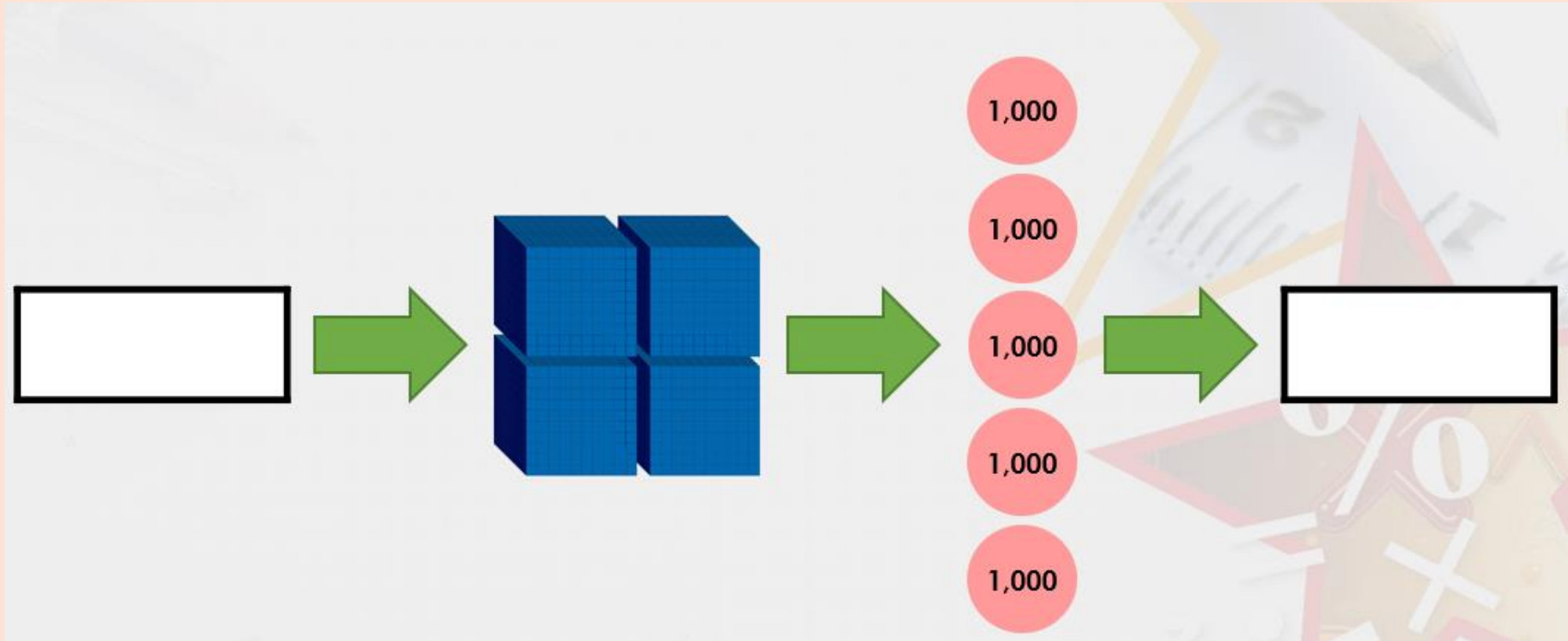
23.04.25

TBAT: find 1000 more or less than any given number.



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23.04.25

TBAT: find 1000 more or less than any given number.

**Which number correctly completes the statement below?**

**One hundred more than 6,880 is less than...**

**a) Seven thousand and ninety-five**

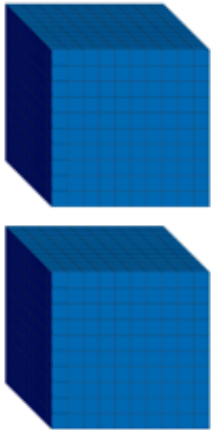

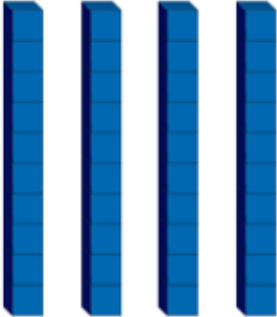

**b)  $6,000 + 100 + 80 + 5$**



23.04.25

TBAT: find 1000 more or less than any given number.

**Find one thousand more than the number shown:**

<b>Thousands</b>	<b>Hundreds</b>	<b>Tens</b>	<b>Ones</b>
			

**Write the answer in words.**

23.04.25

TBAT: find 1000 more or less than any given number.

Complete the missing

**B**

numbers.				
<b>3,805</b>		<b>5,805</b>		

**G**

<b>1,648</b>		<b>3,648</b>		

**C**

	<b>6,012</b>		<b>8,012</b>	

23.04.25

TBAT: find 1000 more or less than any given number.

Find the odd one out.

My number is 1,000 less than  
5,636.



Johnny



Emily

My number is 1,000 more  
than 4,636.

1,000 more than my number  
is five thousand, six hundred  
and thirty-six.



Lee

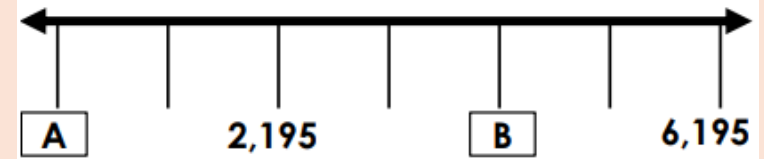
23.04.25

TBAT: find 1000 more or less than any given number.

6,371	→	1,000 more	→	
	→	- 1,000	→	2,016
	→	1,000 less	→	8,935
4,309	→	+ 1,000	→	

**Challenge**

Work out the value of A and B.



Explain how you know.

**Mastery Challenge**

Sara scores 8602 in the archery gallery. Peter scores 1000 less. Read the statements below. Who is correct? Explain your answer.

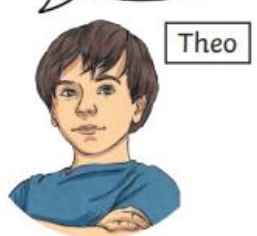
Peter's score will be 9602



Peter's score will be 8502



Peter's score will be 7602



23.04.25

TBAT: find 1000 more or less than any given number.

Mastery Challenge with Greater Depth

Use the digits on the fairground bunting below to create a 1000 more and 1000 less number sentences. You can use each digit card more than once in each number sentence. Can you find ten possible number sentences? Two examples have been given.

$$1000 + 1000 = 2000$$

$$2000 - 1000 = 1000$$



Wednesday 23rd April

T.B.A.T. Explore descriptive language.

**Wendy the Witch.**

Have you heard the whispers that witches have hooked noses, warts all over their bodies and that they use their magic to cast evil spells? Well, they do have warts. Wendy was proud to say that she had eight in total but she was as gentle as a lamb. There was always flour in her fair hair from the hours she spent baking. She loved to walk through the woods. Her back was hunched from planting seeds in the ground. Growing herbs to cure a range of illnesses was the way that she created magic and she always smiled as she picked bunches of nettles with her rough hands.

1. How many warts did Wendy have?
2. Find and copy the word which means the same as 'bending the top of your body'.
3. Predict what Wendy might do if a villager has a headache. Explain your answer.

Wednesday 23rd April

T.B.A.T. Explore descriptive language.

Who is in your household?



How would you describe your family in  
three words?

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T.B.A.T. Explore descriptive language.

Our family are like **real life characters!**

When we are describing our families, we can think of it as if we are **writing character descriptions.**

If we were to describe our family to a stranger, what might we think about describing?



Describing  
my family



Wednesday 23rd April  
T.B.A.T. Explore descriptive language.



<https://www.bbc.co.uk/bitesize/articles/zg2tqfr>

Wednesday 23rd April

T.B.A.T. Explore descriptive language.



## Example

In my family, I have...

Must include:

**Expanded noun phrases**

**Appearance**

**Personality**



**Dad**

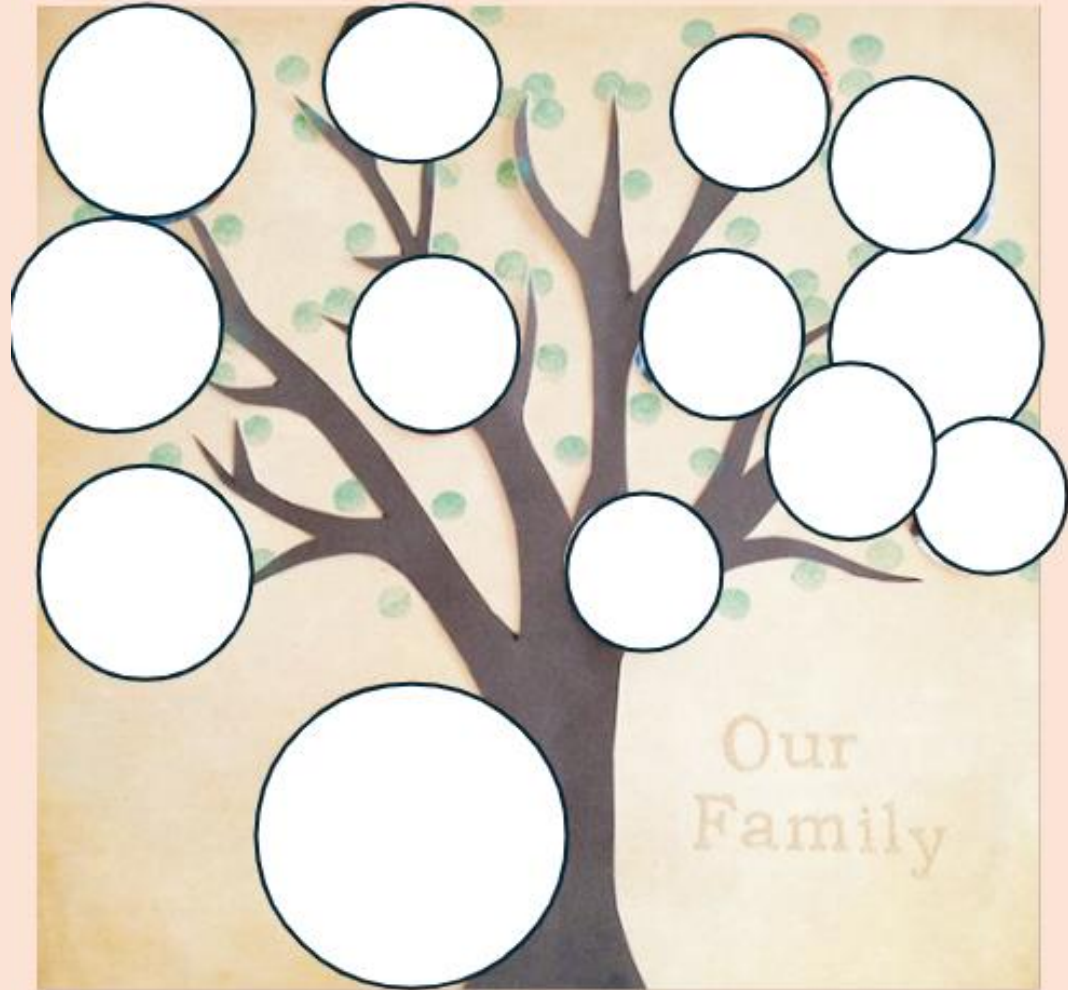
**Likes and Dislikes**

# W.A.G.O.L.L - Creators.

Meet my family, the Allens! Although there aren't many of us, our laughter fills a room!

In my little family, we begin with my Dad. As he proudly admits, Dad has been praised for his youthful looks despite turning 60 this year. Atop his head, Dad has thinning, brown hair clinging desperately to his scalp like leaves on an Autumn tree. He has crisp, blue eyes encircled by tired, aging lines showing the years of hard work travelling the country in his van. His hands, strong and hardy, show years of physical labour and a passion for DIY. If something needs building, he is the person for the job! Dad is laid-back like the morning tide, going with the flow with whatever comes his way. Nevertheless, he is spirited and enjoys a past time of actions films and crime stories.

Wednesday 23rd April



## Learning Objective

**To develop bowling and learn the rules of the skill within this game.**

### Success Criteria

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- Point your hand at your target after you have thrown the ball.
  - Step forward with the opposite foot to throwing arm.



### Whole Child Objectives

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**Social: To respect the umpire's decisions.**

**Emotional: To be confident to make decisions.**

**Thinking: To understand how to use the rules to umpire.**

# Equipment



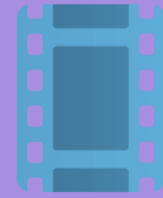
**CONES**  
*x 30*



**TENNIS BALLS**  
*x 15*



**TENNIS RACKETS**  
*x 10*



**BOWLING**  
*Video*

Open

Download



**STRETCHES FOR GAMES**  
*Document*

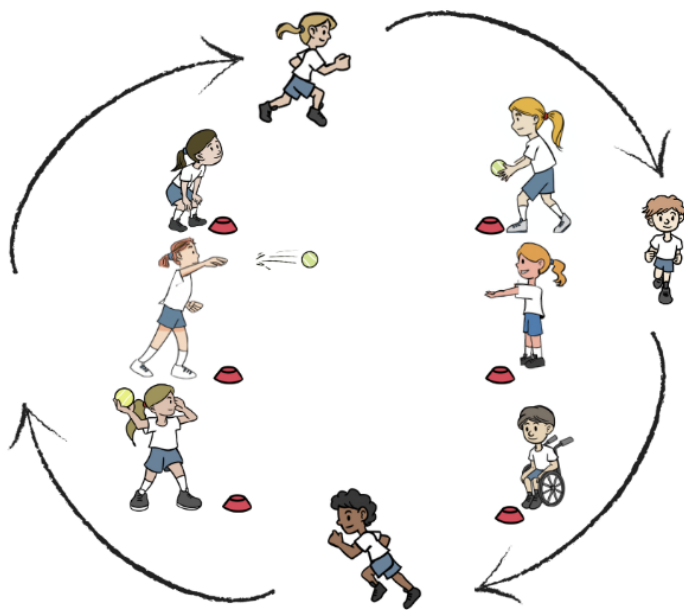
Open

## Budge:

Q: Can you remember the teaching points for an underarm throw? *Stand with feet apart, opposite foot to throwing hand forward for balance.*

**A** Number pupils 1, 2 or 3. Place two rows of cones 5m apart. Number 1 and 2 stand at a cone, underarm passing to each other. Number 3's run around the outside of the groups. When the teacher calls either 1 or 2, that player places their ball on their cone and changes roles with a number 3. Repeat the game, calling a different number each time.

Wait until you have a partner who is ready to receive the ball, looking at you with hands out. Cushion the ball when catching by bringing it into your body.



**B** Q: Can you remember the teaching points for an overarm throw? *Step forwards with the opposite foot to your throwing arm. Have your throwing elbow in line with your shoulder. Point your hand towards your target after release.*

Move the cones further apart and repeat the game with overarm.

**C** Continue the game, this time, pupils decide what type of throw they would like to use by moving their cone closer or further from the receiver. The teacher no longer calls a number, instead the running players can go to any player who has a ball and say 'budge', this player puts the ball on the cone and changes places.

Look for players with a ball to budge.



## Underarm bowl:

In groups of three with one ball, pupils stand in a triangle approx. 5m apart. Tell pupils, in rounders, a bowler starts the game by bowling to the batter. Explain the rules of bowling in rounders:

- Must be an underarm action.
- Must be below the head and above the knee of the batter, otherwise it is called 'no-ball, high' or 'no-ball, low'.
- The ball cannot bounce before reaching the batter.
- The ball must be bowled within the batting square and not straight at the body of the batter, otherwise, it is called 'no-ball, wide' or 'no-ball, body'.

*Teacher note: the batting square is a 2m x 2m area from which the batter bats from.*

Pupils practise bowling to each other.

Step forwards with opposite foot to throwing arm to help with power and balance. Point fingers at target after release for accuracy. Release with a straight arm.

Make this harder by increasing the distance. The official distance in rounders is 7.5m.



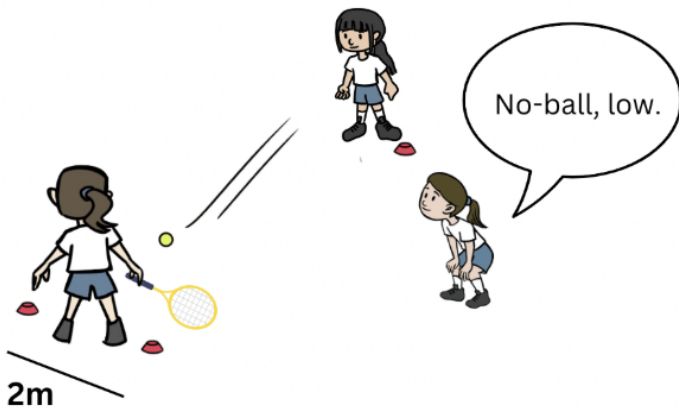
## No-ball:

Tell pupils that 'no-balls' are called by an umpire. If a bowler bowls two no-balls in a row, the batting team scores a half rounder. In their threes, with three cones, one ball and a racket.

- One pupil begins as the bowler and stands approx. 5m away from the batter.
- One pupil is the batter and has a tennis racket, and is standing in the batting area marked by two cones 2m wide.
- One pupil is the umpire who calls 'no-ball' when relevant. Each pupil bowls five balls before changing over.

Be confident and loud if calling 'no-ball'. Respect the umpire's decision, do not argue. Batter to stand sideways on to the bowler with racket in one hand.

Make this easier by decreasing the distance the bowler bowls over. Make this harder by the umpire to specifying why it was a no-ball e.g. no-ball, low.



## Mini games:

In groups of six, with six cones, one racket and one ball. Pupils set out a pitch as shown. Pupils take on the roles of bowler, backstop, batter, umpire and two fielders. Tell pupils a backstop is on the fielding team and tries to help quickly get the ball back to the bowler.

- The bowler bowls the ball to the batter. The umpire calls if the bowler bowls a 'no-ball'. Two no-balls in a row and the batter scores a half rounder.
- The batter attempts to hit the ball out into the field of play and runs around the outside of the cones, taking the racket with them.
- The batter must stop running once the bowler has the ball and is standing next to the bowling cone.
- The batter scores by running around the outside of the cones. A half rounder if they get to the second cone and one rounder if they get around all of the cones.
- Bowler bowls four balls then everyone changes roles.

**Bowler:** point your hand where you want the ball to go after you have released for accuracy. **Backstop:** hold hands out to show the bowler a target to aim for. **Fielders:** spread out so that you cover space. Communicate with each other about who is going to retrieve the ball. Use an overarm to throw it back from distance.

Make this easier for the bowler by standing closer to the batter or allowing a bounce.

Make this harder for the umpire by asking them to specify why it was a 'no-ball'. Make this easier for the batter by decreasing the size of the pitch.

