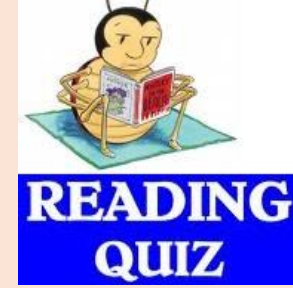


Thursday 15th May 2025  
Morning challenge



**B O G G L E**

E	R	I	V
A	I	N	E
T	S	I	R
E	L	A	V

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

How many words can you make using the letters in the grid?

Can you find words with 5 or 6 letters?

Thursday 15th May 2025

Word Work

# Apostrophes

An apostrophe is the same shape as a comma ( , ) but placed above the line ( ' ).

## **Apostrophes show two things:**

- That one thing belongs to another.
- That some letters of a word have been left out to join words together.

# Showing Possession

Apostrophes can be used to show that something belongs to someone or something. This is called **possession**.

When we are talking about **one** thing we call this **singular**.

**For example, a boy or a bike.**

When we need to say that something belongs to something singular, we put **an apostrophe and then an 's' at the end** of the name that it belongs to.

**For example, the boy's bike.**



# Showing Possession

We also use an apostrophe and an 's' to show when something belongs to a proper noun (a name that begins with a capital letter).



For example:  
India's national flag has three horizontal stripes on it.

# Apostrophes of possession

**The forest's light is always changing.**





# Thursday 15th May 2025

## Word work

Choose the appropriate missing word for each sentence.

Make sure the apostrophe is in the correct place.

1. There is a word missing from each sentence below. Can you choose the correct word to complete each sentence?

Hamza's

Hamzas

a) \_\_\_\_\_ mum had made him chicken and lettuce sandwiches for lunch.

Kayleighs'

Kayleigh's

b) \_\_\_\_\_ favourite TV show was about dragons.

Dads

Dad's

c) \_\_\_\_\_ car wouldn't start this morning.

sister's

sisters

d) My \_\_\_\_\_ favourite game is hide and seek.

Fatimas

Fatima's

e) \_\_\_\_\_ singing impressed the judges.

15.05.25

## Times tables

[3 Times Table Song](#)  
([Green Green Grass by](#)  
[George Ezra](#)) - YouTube

- Harry Potter maths
- Around the world
- Dice
- Hit the button
- Counting stick

1.         $\times$  3 = 12

2. 33  $\div$  3 =       

3. 3  $\times$  6 =       

4.         $\times$  3 = 30

5. 18  $\div$  3 =       

6. 23  $\times$  3 =       

7. 33  $\times$  3 =       

8. 66  $\div$  3 =       

9. 12  $\times$  3 =       

10. 3  $\times$         = 9

TBAT: present and interpret data in a bar chart.

3 in 3

1.  $\frac{3}{4}$  of 32 =

2.  $42 \times 4 =$

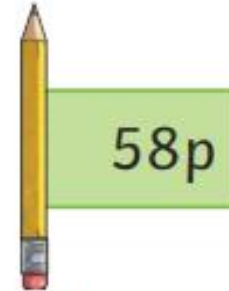
3.

22) Charlie and Ruby ran a 1000m race.

	Start Time	End Time
Charlie	1:13 p.m.	1:25 p.m.
Ruby	2:42 p.m.	2:58 p.m.

Who was the slower runner?  
Explain how you know.

23) Ajani bought an ice cream and a pencil from the shop.



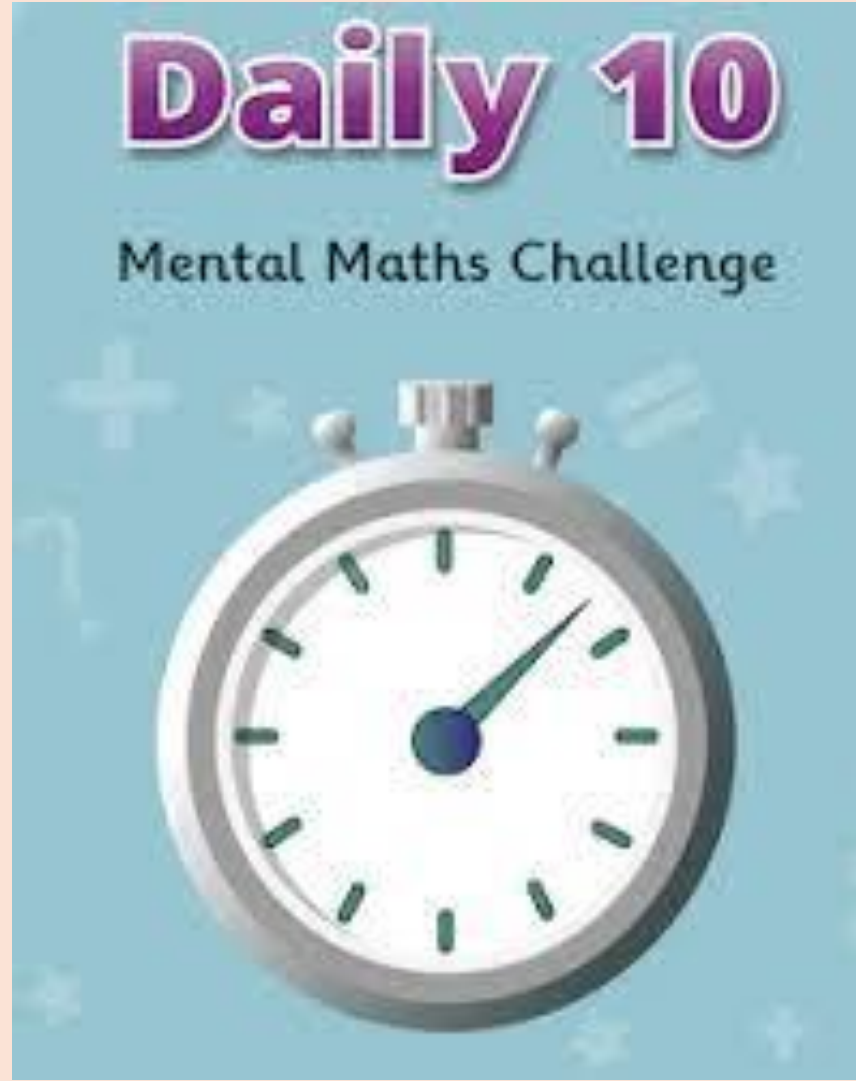
He paid with a £2 coin. How much change did he receive?



15.05.25

Daily 10 - Mental Maths  
Challenge - Topmarks

$3x$ ,  $4x$  and  $8x$



# Quick Total



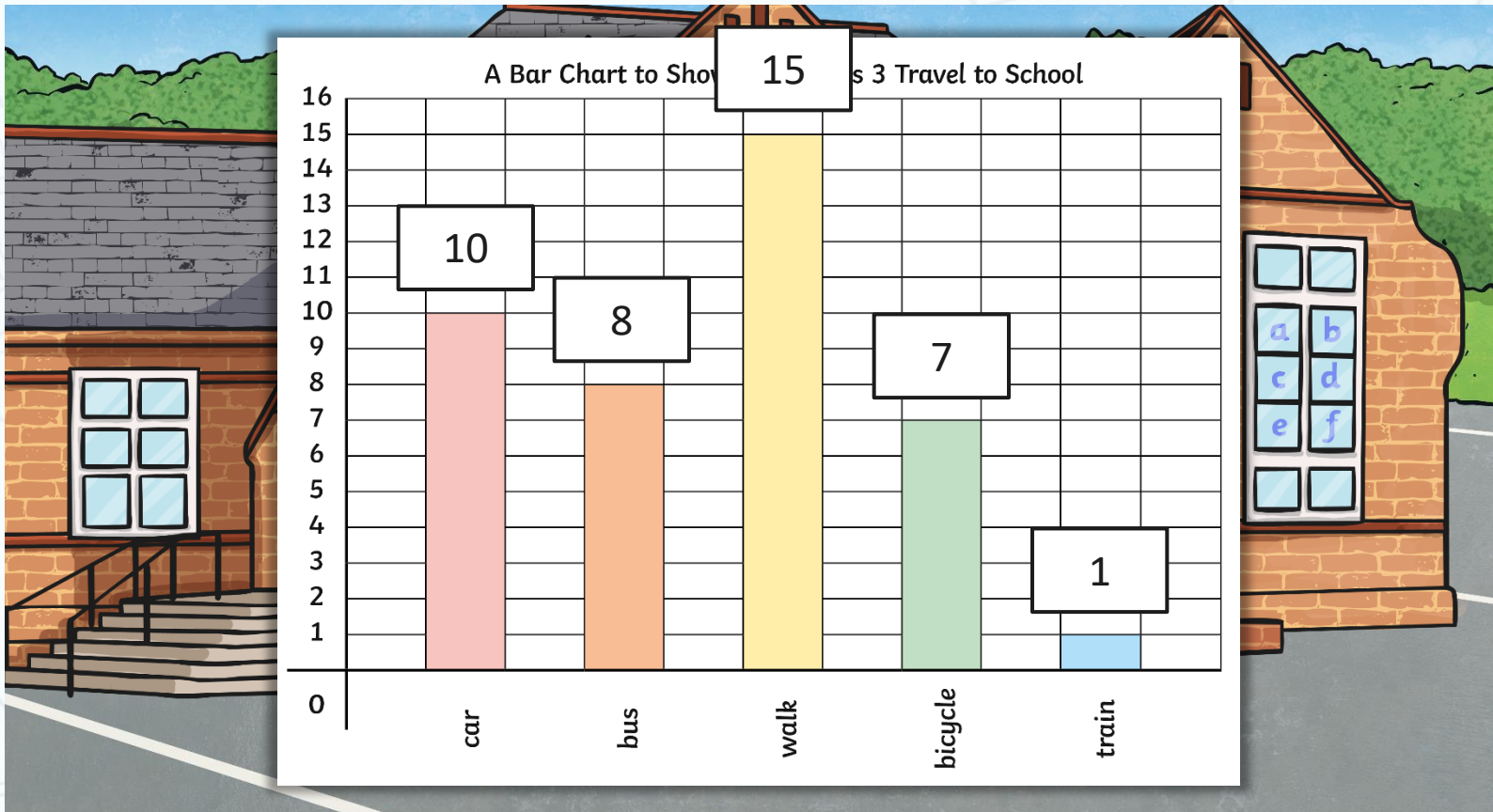
For each question, decide the quickest way to add the numbers together.  
What number should be written in the 'Total' column?

Scores	Total
15, 7, 5, 2	29
12, 16, 18	46
11, 13, 11, 13	48
19, 15, 21, 10	65
16, 14, 14, 8	52
15, 24, 15, 10	64
8, 11, 12, 9, 20	60
21, 22, 23, 24, 25	115

# Changing the Scale



Look at this bar chart.  
What are the totals for each column of the chart?

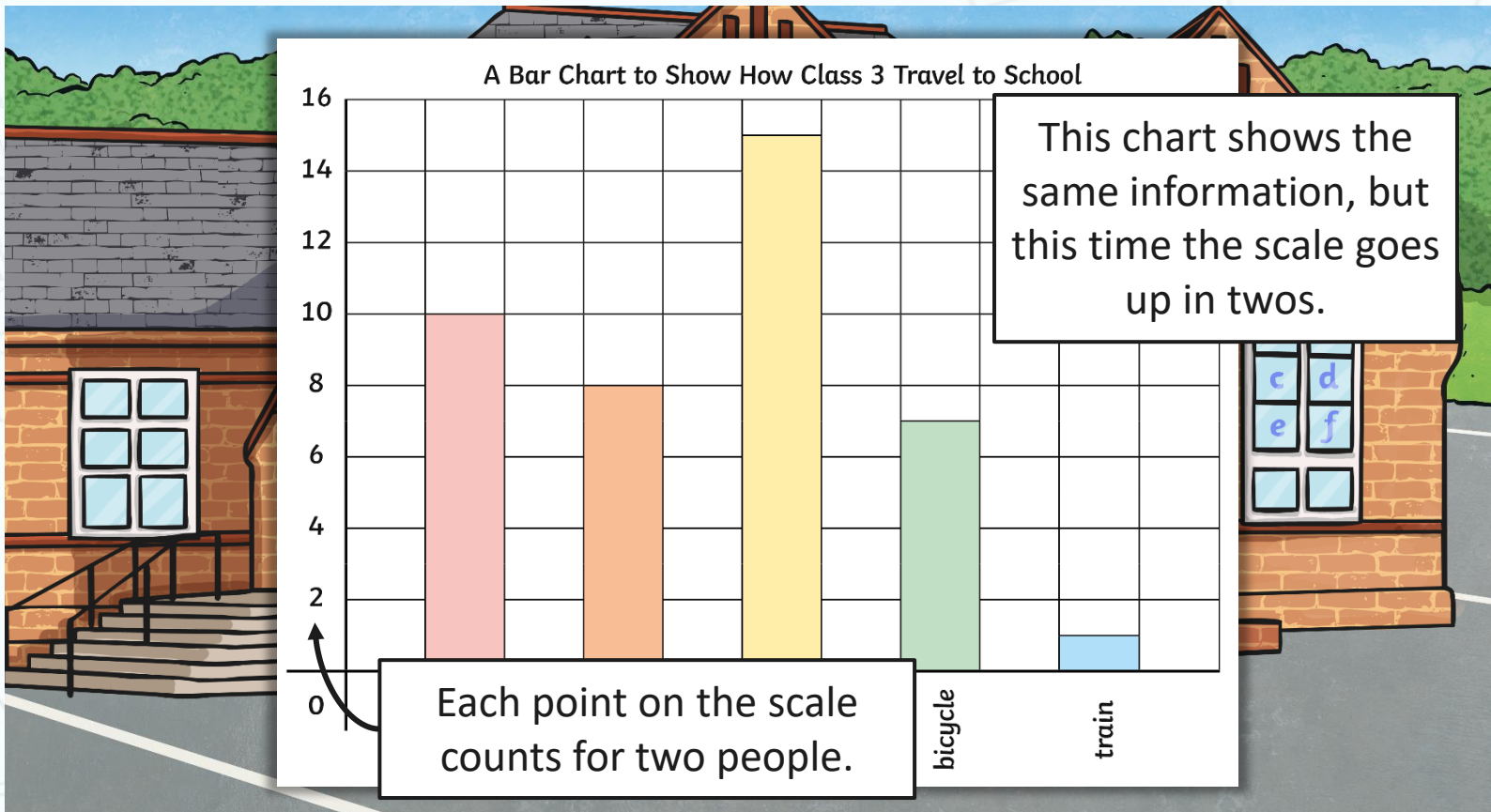




# Changing the Scale



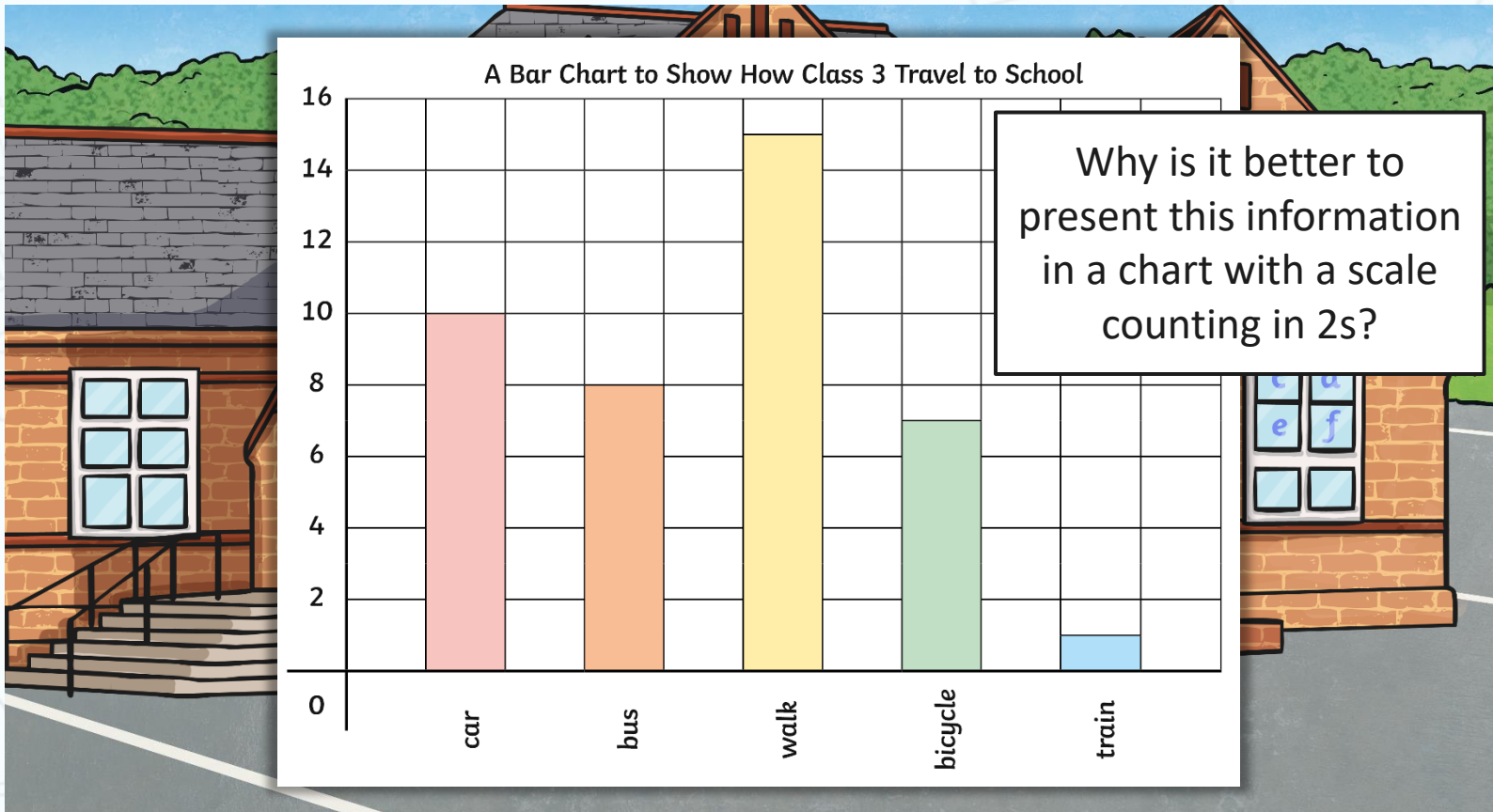
What is the same about this chart? What is different?



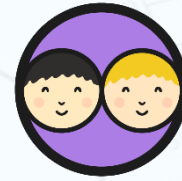
# Changing the Scale



How are odd numbers shown?



# Dice Rolls



## Dice Rolling Tally Chart

I can present and interpret data in a bar chart with a 2:1 scale.

Score	Paired Tally	Paired Frequency
1		
2		
3		
4		
5		
6		



# Finding the Frequency



Count up your tally marks to find the frequency.

## Dice Rolling Tally Chart

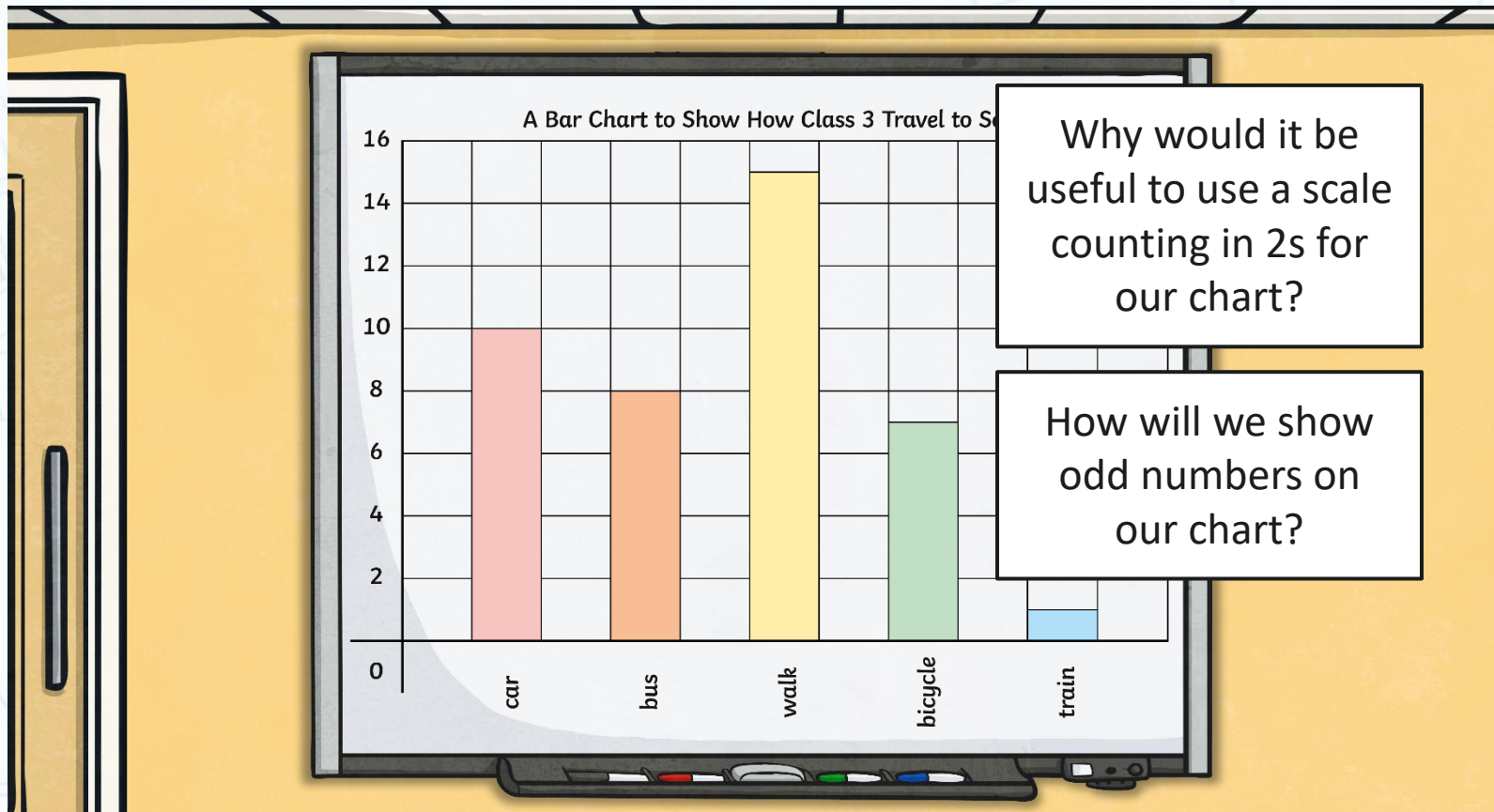
I can present and interpret data in a bar chart with a 2:1 scale.

Score	Paired Tally	Paired Frequency
1		4
2		3
3		2
4		1
5	/	7
6		3

# Presenting Our Data



Here is the bar chart we looked at earlier in the lesson.  
Could we present our data in a similar way?



# Presenting Our Data

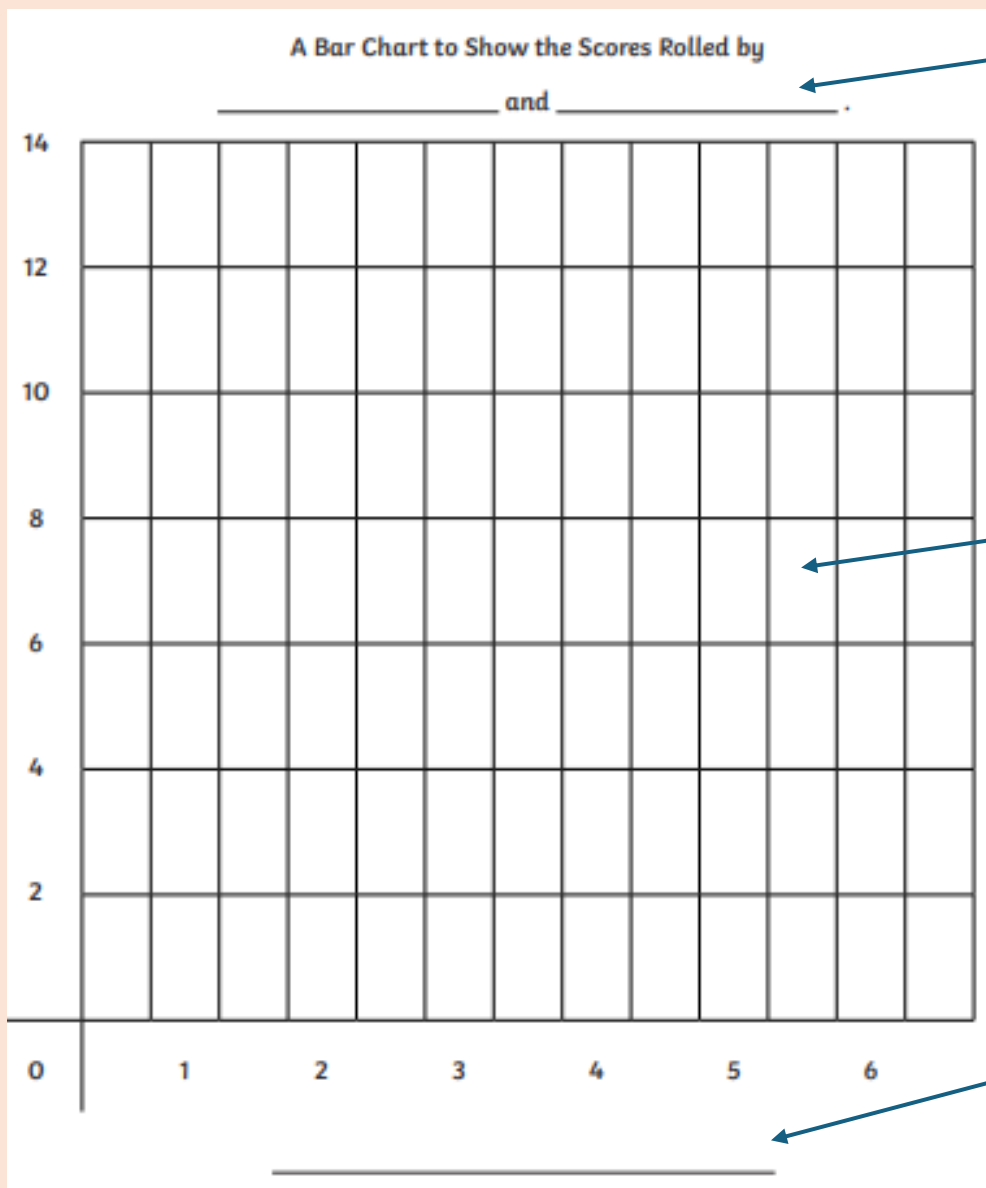


Click on the tabs to reveal their place





# TBAT: present and interpret data in a bar chart.

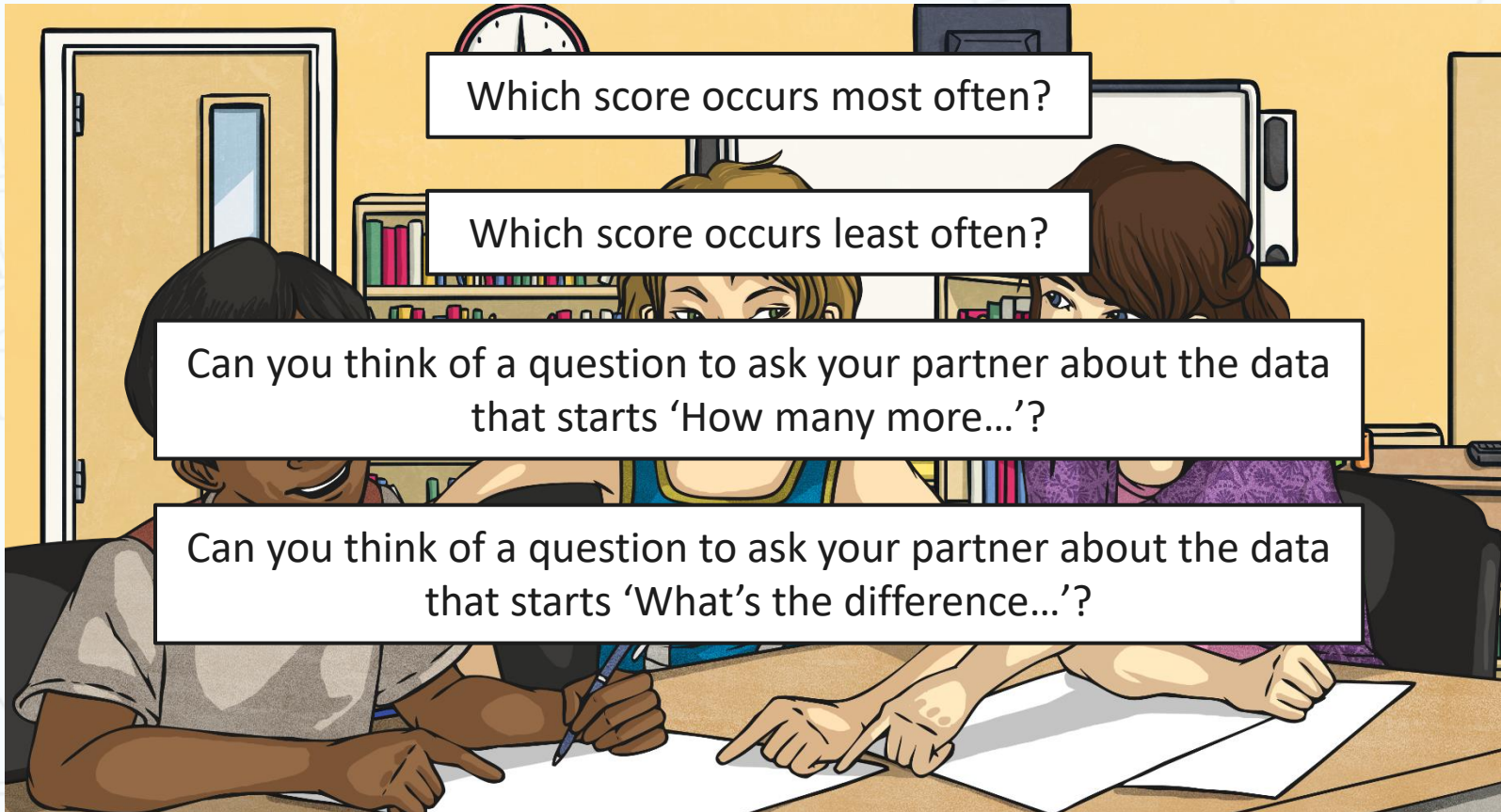


Put yours and your partners names in the title.

Colour in the number of blocks needed, remember the scale is in 2s.

Label the axis at the bottom. What is it showing?

# Interpreting Our Data



Thursday 15th May 2025

## Spelling

Write the correct spelling word in the gaps.

1. I watched an \_\_\_\_\_ movie at the cinema.
2. I said sorry to my friend without \_\_\_\_\_.
3. I cried when I had the \_\_\_\_\_ in my arm.
4. She felt deep satisfaction on the \_\_\_\_\_ of her story.
5. The greatest \_\_\_\_\_ is the toaster!

invention    injection    action    hesitation    completion



## **Summer**

The sun is high, the sky is blue,  
I wear my hat and sandals too.  
We run and play, we laugh all day,  
The perfect time to shout, "Hooray!"

Ice cream melts and drips so fast,  
We eat it quick — it doesn't last!  
The beach is warm, the sea is cool,  
We splash around — it's just like school...

But instead of sums and writing lines,  
We're digging holes and finding pines!  
With sunshine bright and skies so clear,  
I wish that summer stayed all year.

Thursday 15th May 2025

TBAT: speak in character using tone,  
language and mannerisms suited to the  
character.

3 in 3

- 1.What are some fun things the children do in summer in the poem?**
- 2.Why do they have to eat their ice cream quickly?**
- 3.What does the speaker wish at the end of the poem?**

Thursday 15th May 2025

TBAT: speak in character using tone, language and mannerisms suited to the character.

**Blue** – What is 'show' not 'tell' when writing a story?

**Green** – What is the purpose of subheadings?

**Challenge** – What is technical language?

Thursday 15th May2025

TBAT: speak in character using tone, language and mannerisms suited to the character.



**NAME:** Ra

**GOD OF:** the sun

Ra was the most important god to all the Egyptians.

It was believed that he was swallowed by Nut the sky goddess every night and born again in the morning.

The Egyptians also believed that Ra travelled through the underworld at night, where he appeared as a man with the head of a ram!



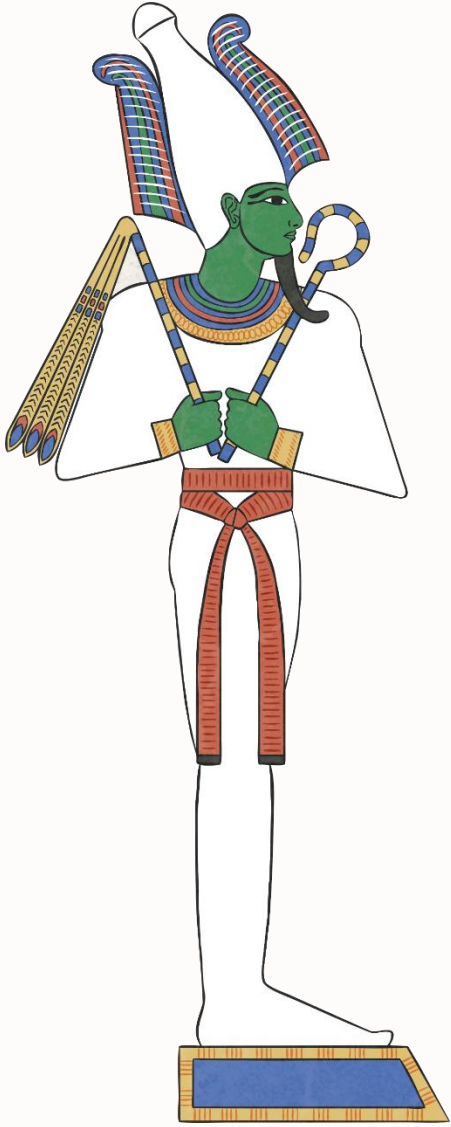
**NAME:** Anubis

**GOD OF:** the dead and the process of embalming

It was thought that jackals watched over the dead as they were seen in cemeteries a lot.

Anubis helped to embalm Osiris when he was killed by Seth.

Egyptian priests would wear a mask of Anubis during mummification ceremonies.



**NAME:** Osiris

**GOD OF:** the dead and the underworld.

Osiris was also a god of resurrection and fertility.

The Egyptians believed that he gave them the gift of their most important crop, barley.

Osiris was the husband of Isis and the father of Horus.





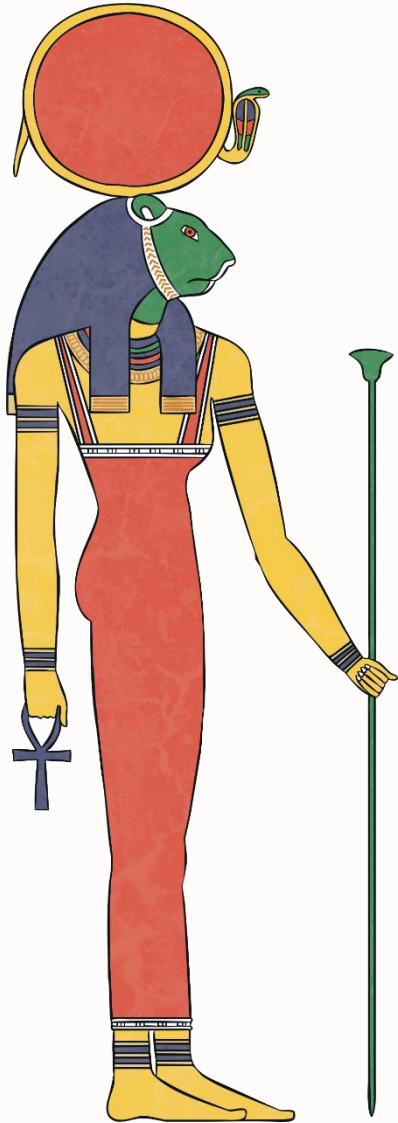
**NAME:** Nut and Geb

**GOD/GODDESS OF:** Nut – the sky, Geb – the earth

Nut's body is stretched across the sky and covered in stars. She and Geb are the parents of Isis and Osiris.

Nut is the sister/wife of Geb and it is believed that Nut swallowed Ra, the sun god at the end of every day and gave birth to him again in the morning.

It was believed that earthquakes are caused by Geb's laughing.



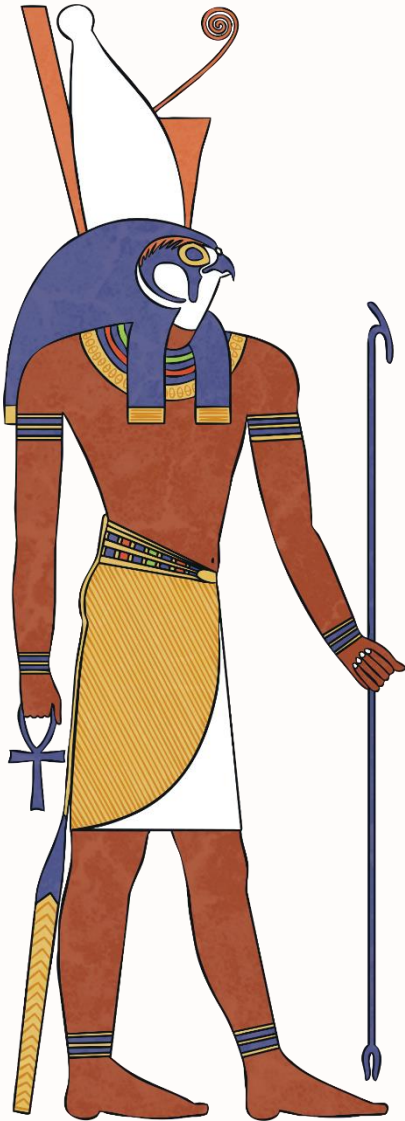
**NAME:** Sekhmet

**GODDESS OF:** war

Sekhmet means 'the powerful one'!

She is sometimes called the daughter of the sun god Ra.

She is celebrated at the end of battles.



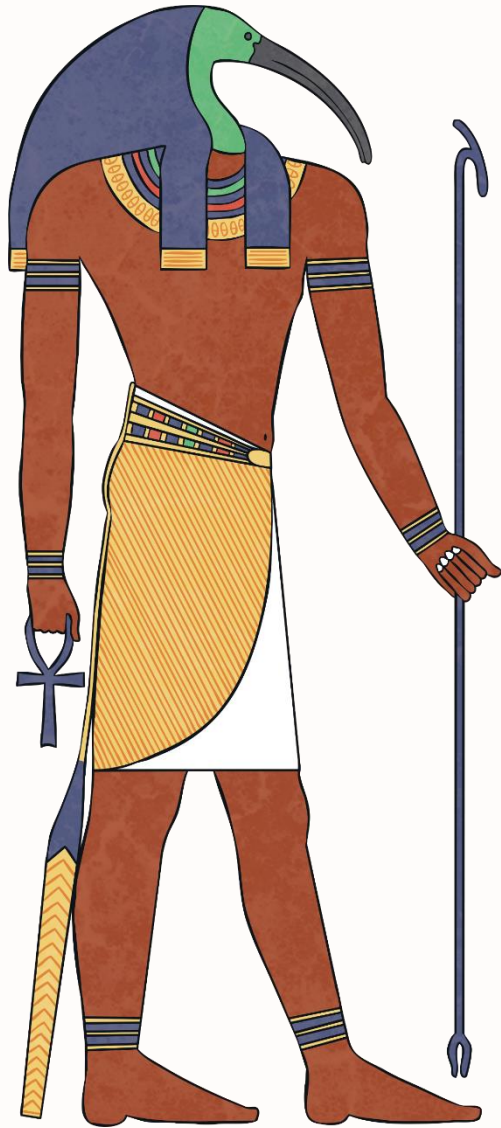
**NAME:** Horus

**GOD OF:** the sky

Protector and ruler of Egypt. All living pharaohs were considered a 'living Horus'.

It was believed that Horus was the son of Isis and Osiris.

Horus became a ruler of the living after losing an eye in a battle and having it restored. The eye then became a symbol of protection.



**NAME:** Thoth

**GOD OF:** writing and knowledge

Thoth could also appear as a baboon.

It was believed that Thoth gave the Egyptians the gift of hieroglyphs.



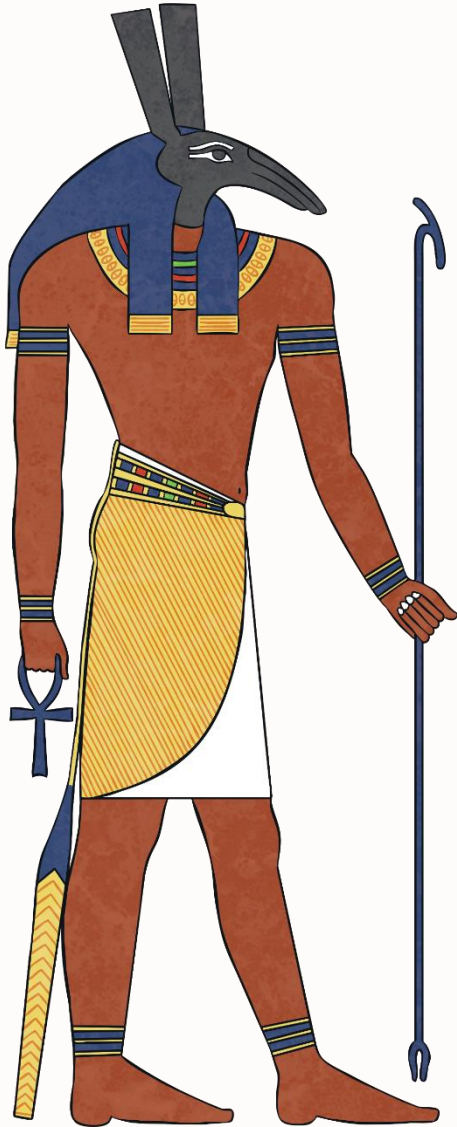
**NAME:** Isis

**GODDESS OF:** protecting the needy.

Isis is the wife of Osiris, King of Egypt. Isis was the daughter of the earth god Geb and the sky goddess Nut. She is also the sister of Osiris, Seth and Nephthys.

She is also the mother of Horus and has him sitting on her lap.

Isis was a good queen. She taught the women of Egypt how to bake and weave.



**NAME:** Set

**GOD OF:** chaos, the desert and storms.

Set is the son of Geb and Nut. He is the father of the jackal-headed god Anubis.

Set represented everything that threatened peace in ancient Egypt, such as war, disease and destruction.

Set is seen as a strong and dangerous god but not completely evil. He is a friend to the dead, helping them rise to heaven on his ladder.



Thursday 15th May 2025

TBAT: identify that humans have muscles for support, protection and movement.

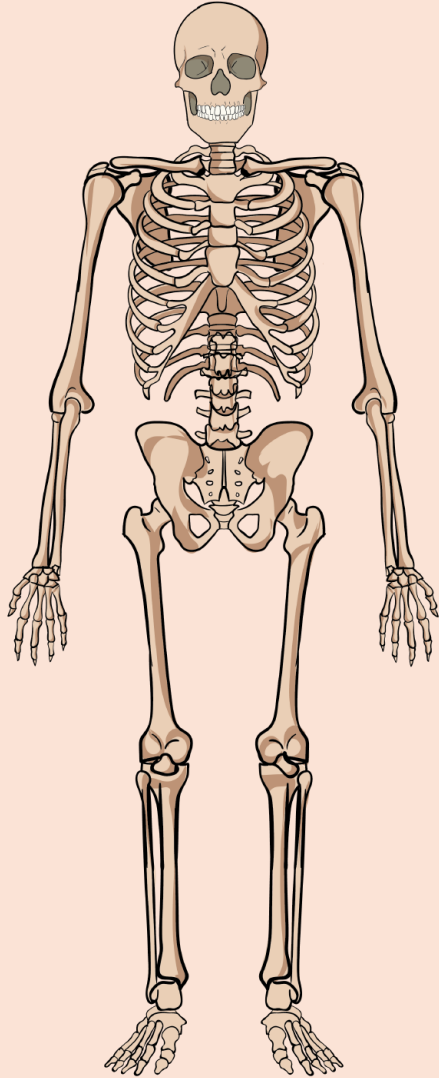
3 in 3

## **What Is the Skull?**

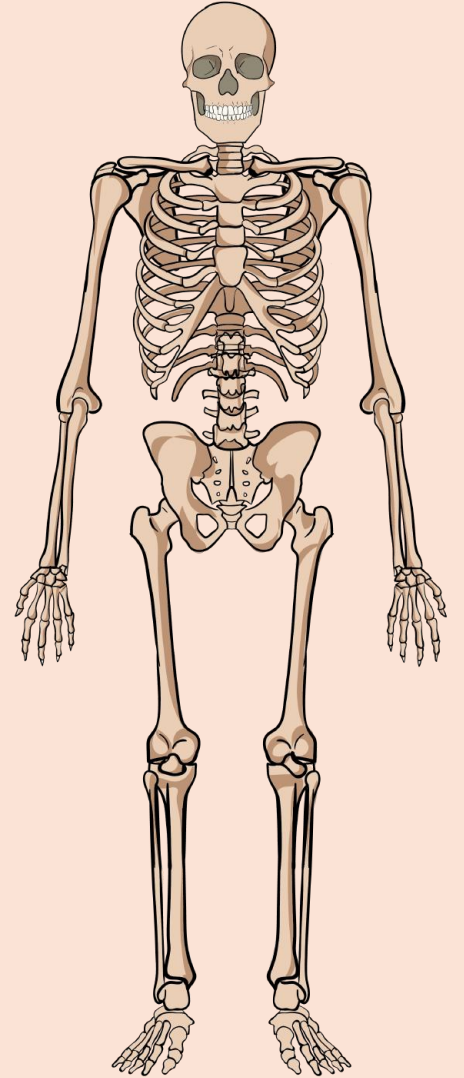
Your skull is the hard bone inside your head. It's like a helmet that protects your brain. The skull also helps shape your face, hold your teeth, and give your head its shape. The skull is made of many bones that are joined together. These bones are very strong, so they keep your brain safe if you bump your head. Your brain is very important because it helps you think, feel, and control your body. Even though the skull is hard, it's not scary! Everyone has one, and it helps us every single day.

- 1. What does the skull protect?**
- 2. What is the skull made of?**
- 3. Why is the skull important?**

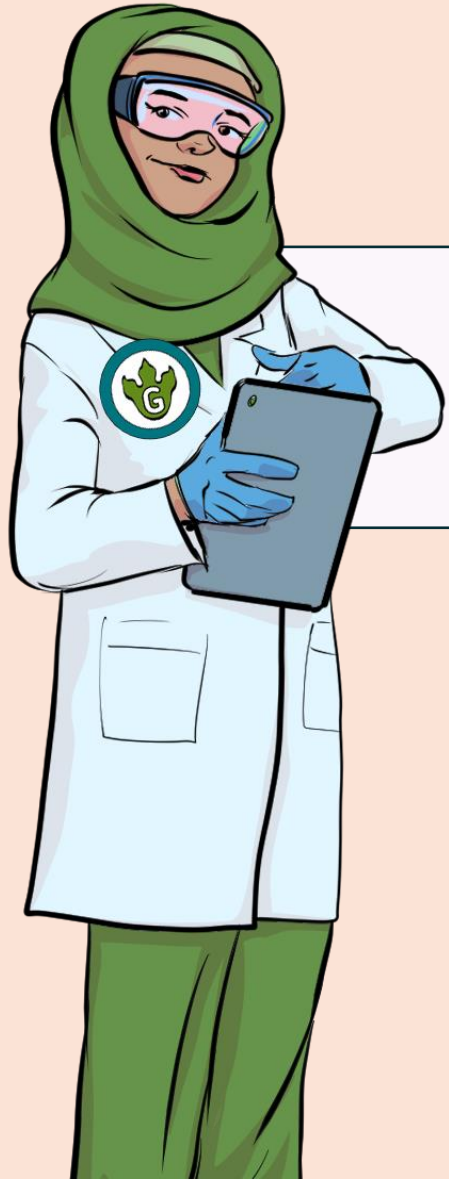
# Bone Recap...



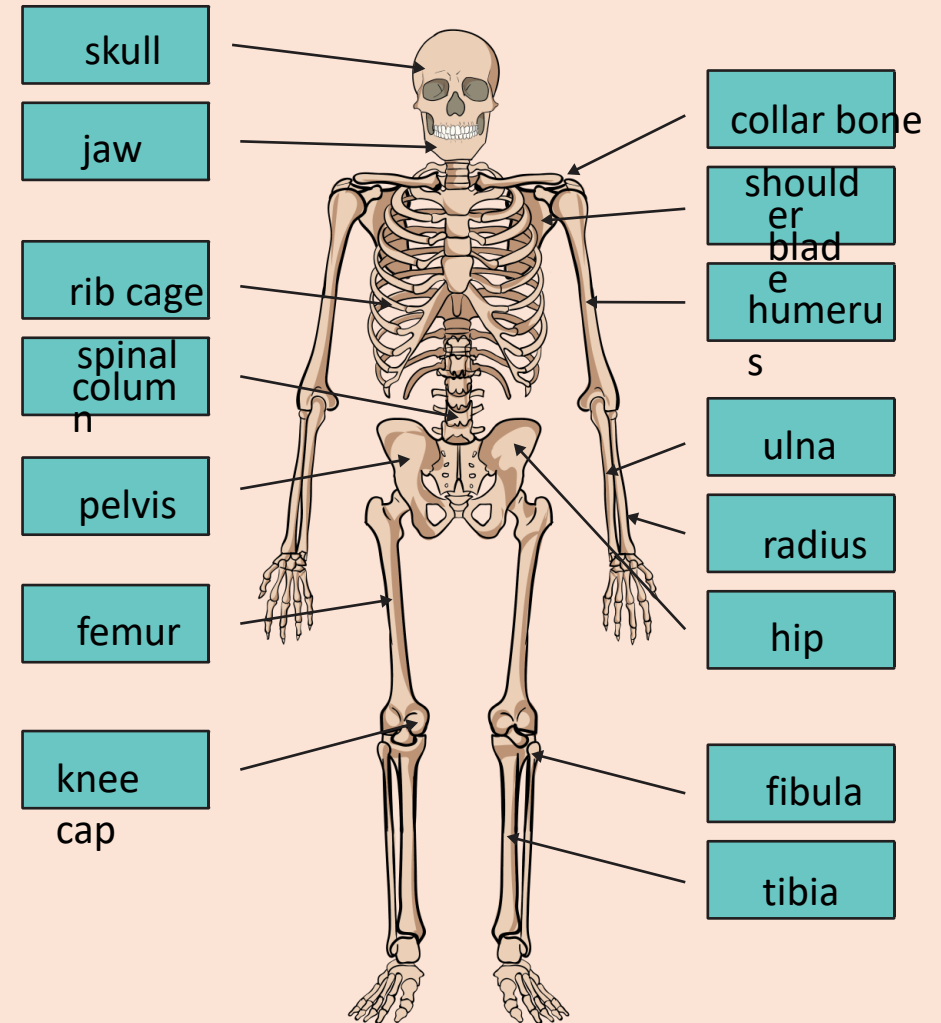
**Talk partners**  
Name as many of the  
different **bones** we have in  
the human body?



# Bones



How many **bones**  
did you remember?

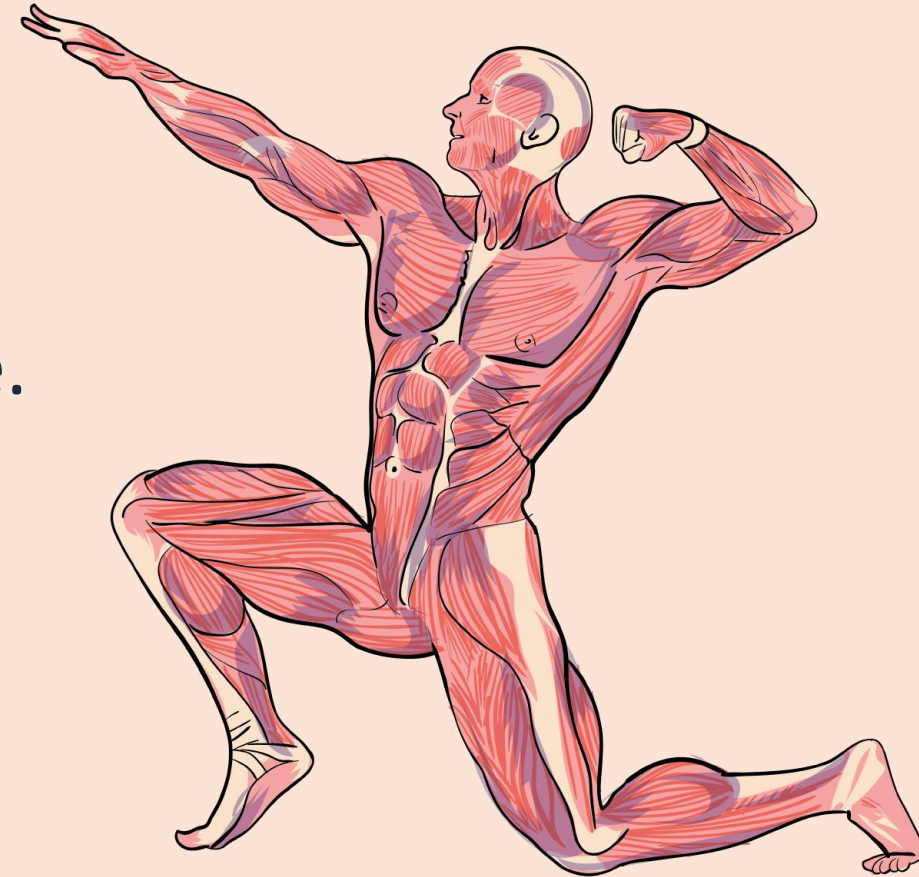


# Muscles

Muscles have different jobs.  
Muscles help pump blood around our  
bodies. Muscles help you lift things.  
Muscles work with our bones to help us move.

**Did you know?**

We have over 600 muscles in  
our bodies!

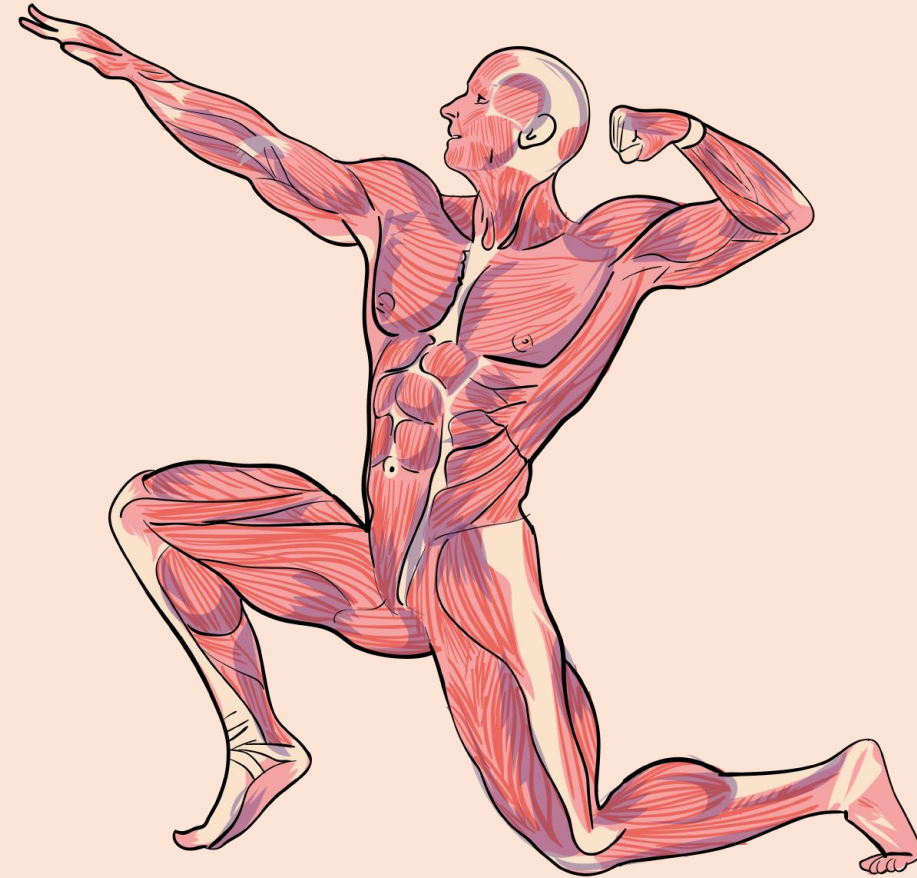


# Muscles

We have two types of muscle.

**Voluntary muscles** – these are muscles that we control. We move these muscles when we want to like the muscles in our arms and legs.

**Involuntary muscles** – these are muscles that move without us controlling them. Our brain tells these muscles what to do like our heart, the muscles in our eyelids and the muscles in our digestive system.





# Muscles

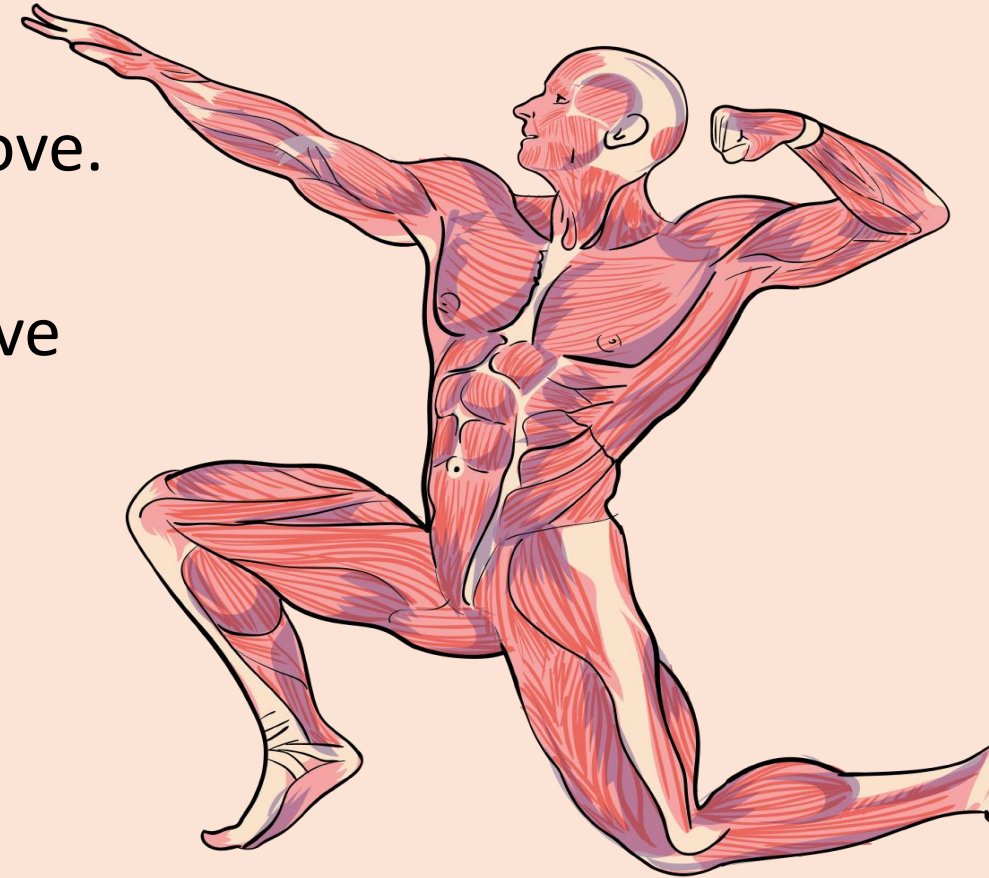
**Skeletons** help support our bodies; without them, we would be **floppy!**

**Muscles** are attached to our bones and help us move.

When we **contract** and **relax** our muscles they move our skeleton.

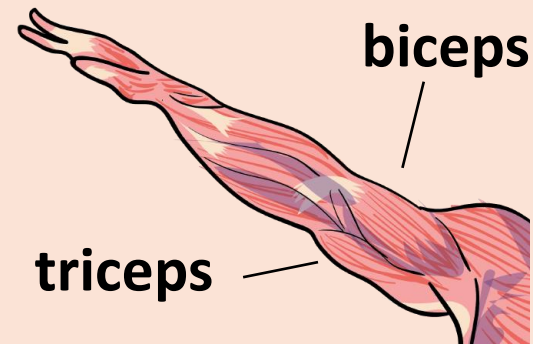
Watch this short film to find out more about our muscles and our skeleton...

[www.bbc.co.uk/education/clips/zy6chv4](http://www.bbc.co.uk/education/clips/zy6chv4)



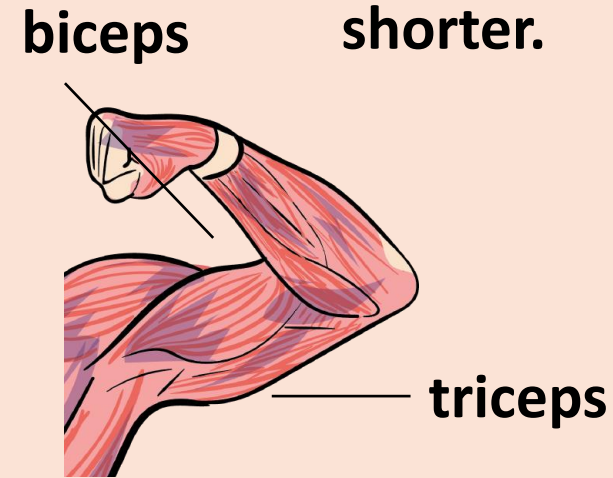
# Muscles

When we **stretch** our muscles, they become **longer** and **thinner**.



To **straighten** our arm, our **biceps relax** and our **triceps contract**. This straightens our arm.

When we **contract** our muscles, they become **shorter**.



To **bend** our arm, our **biceps contract** and our **triceps relax**. This allows us to bend our arm at the elbow joint.



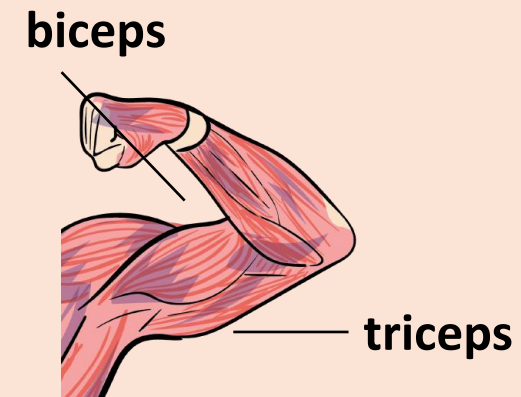
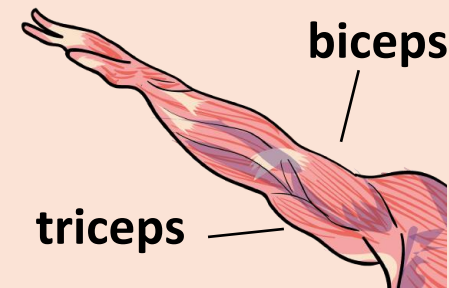
# Independent Activity

You are now going to try making your own model of the arm muscles.

You will need:

- two strips of cardboard or card
- elastic bands
- a split pin
- scissors
- stapler

Follow the instructions on the instruction card.

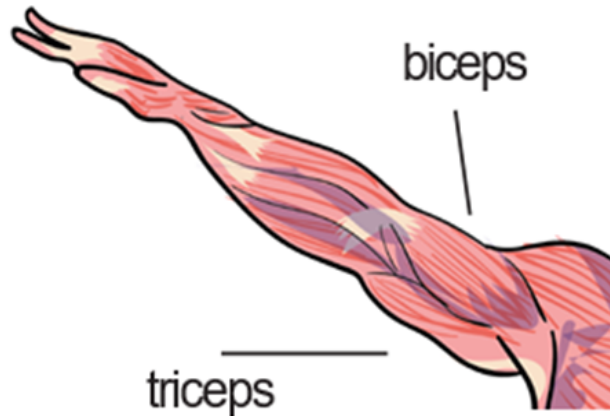


# Independent Activity

## Complete the sentences

To straighten our arm, our biceps \_\_\_\_\_ and our triceps \_\_\_\_\_. This straightens our arm.

To bend our arm, our biceps \_\_\_\_\_ and our triceps \_\_\_\_\_. This allows us to bend our arm at the elbow joint.



Keywords

relax, contract

# What did we find out?

Think about these questions and **discuss** them with your **partner** before **feeding** your ideas back to the class.

1. What did you most enjoy about this lesson?
2. Tell me one thing you have learnt.
3. Did you find anything difficult?

# Challenge

Can you research in books or on the internet and find the name of any of the other muscles in the human body?



Thursday 15th May

TBAT: realise why you shouldn't make assumptions.

Partner Talk

What is a stereotype?

How would you describe to someone who doesn't know what a stereotype is?

Thursday 15th May

TBAT: realise why you shouldn't make assumptions.

Today we are going to look at a made up land called Grinadod.

In this land, they believe their prejudices are correct.

What is a prejudice?



# That's stereotyping!

**Welcome to the Land of Grinadod!**

**People here have strong opinions!**



# That's stereotyping!

To find out what they think of you here, decide whether you are left- or right-handed and what colour your eyes and hair are.



# That's stereotyping!

This is what they think in Grinadod.

If you are left-handed, you don't like animals.

If you are right-handed, you are a very quiet person.





# That's stereotyping!

This is what they think about you in Grinadod, based on your hair colour:

Hair colour	What you think
Blonde	You wish you could go to school at the weekends because it's so much fun!
Brown	You think PE should be banned.
Black	You wish you could do spelling tests every day at school.
Red	You fall asleep at school every day.
Other	You wish school was a place where talking wasn't allowed!

# That's stereotyping!

This is what they think about you in Grinadod, based on your eye colour:

Eye colour	What you are like
Blue	Really secretive
Hazel	Really good at music and singing
Brown	Really good at building
Green	Really religious
Grey	Really bad at running
Other	Really mean



Thursday 15th May

TBAT: realise why you shouldn't make assumptions.

Imagine you are from the land of Grinadod!

You must now assume something that the people from Grinadod would assume if they had never met you before.

Thursday 15th May

TBAT: realise why you shouldn't make assumptions.

Finish these sentences

1. It is unkind to assume things about people because...

2. People may feel \_\_\_\_\_ if you assume things about them.