Tuesday 3rd June

18 ÷ 2 =	25 ÷ 5 =	90 ÷ 10 =
80 ÷ 10 =	14 ÷ 2 =	60 ÷ 5 =
35 ÷ 5 =	20 ÷ 10 =	20 ÷ 2 =
12 ÷ 2 =	20 ÷ 5 =	110 ÷ 10 =
70 ÷ 10 =	24 ÷ 2 =	60 ÷ 5 =
45 ÷ 5 =	30 ÷ 10 =	6 ÷ 2 =
8 ÷ 2 =	40 ÷ 5 =	120 ÷ 10 =
10 ÷ 10 =	16 ÷ 2 =	50 ÷ 5 =

Tuesday 3rd June

TBAT: spell words with the suffixes: less, ment, ful and ness.

Suffixes are added to the end of a root word.

end**less** move**ment** use**ful** dark**ness**

less: without **ment:** action / process

ful: full of **ness:** state of being

For root words ending in **'y':**

CHANGE IT or **KEEP IT!**

enjo**y** > enjo**i**ment or enjo**y**ment? Why?

happ**y** > happ**i**ness or happ**y**ness? Why?

Tuesday 3rd June

TBAT: spell words with the suffixes: less, ment, ful and ness.

Where have I just added the suffix?

Which root words would have ended in **'y'**?

care**less**	sick**ness**	power**ful**	enjoy**ment**
treat**ment**	penni**less**	angri**ness**	pain**ful**
help**ful**	move**ment**	harm**less**	silli**ness**

THINK: Which root words could you add a different suffix too?

less / ment / ful / ness

Tuesday 3rd June

TBAT: spell words with the suffixes: less, ment, ful and ness.

Decide which suffix can be added: ***less, ment, ful, ness***.

REMEMBER: If it ends in 'y' CHANGE IT or KEEP IT!

Starter	Challenge 1	Challenge 2
hope ***(+less)***	help	employ
power ***(+ful)***	pay	delight
kind ***(+ness)***	peace	lonely
state ***(+ment)***	happy	invest
point ***(+less)***	punish	mercy

THINK: How many have more than one answer?

03.06.25

TBAT: round and compare numbers to the nearest whole number.

3 in 3

1. 72 - 41 =

2. 864 X 100 =

3. 34 x 8 x 10 =

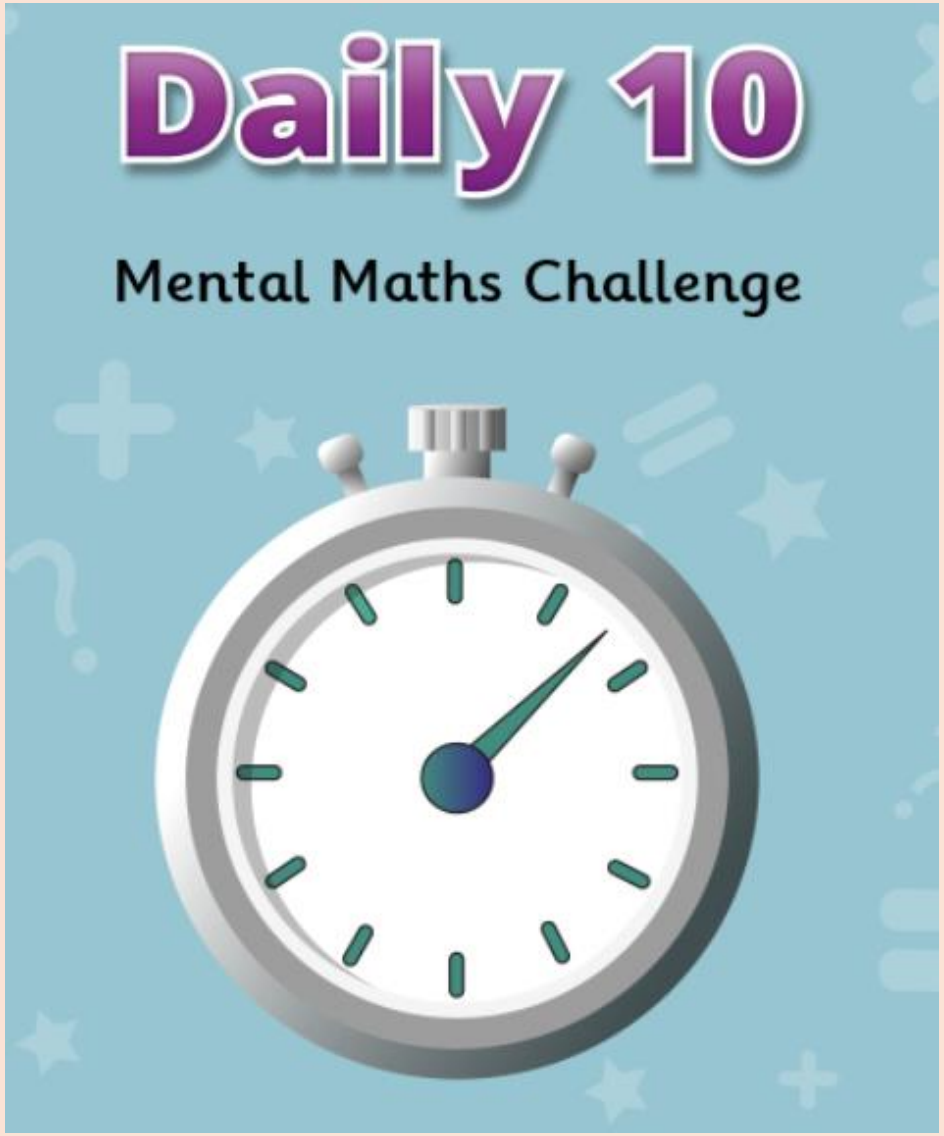
Gran gives Callum £25 for his birthday.

His mum gives him half the amount that Gran gives him.

How much does he get altogether?

03.06.25

TBAT: round and compare numbers to the nearest whole number.



03.06.25

TBAT: round and compare numbers to the nearest whole number.

Label 3.4 on the number line.

Is it closer to 3 or 4?

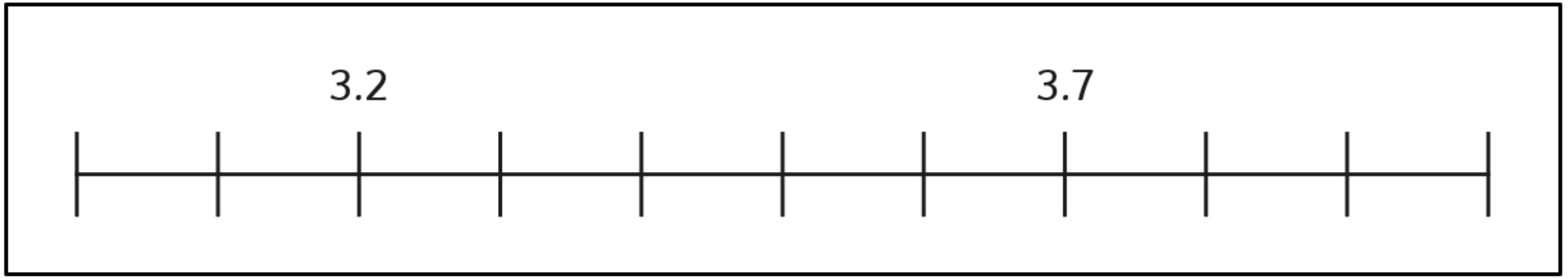
Label 7.8 on the number line.

Is it closer to 7 or 8?

03.06.25

TBAT: round and compare numbers to the nearest whole number.

Complete the number line and sentences.



3.2 is _____ when rounded to the nearest whole number.

3.7 is _____ when rounded to the nearest whole number.

03.06.25

TBAT: round and compare numbers to the nearest whole number.

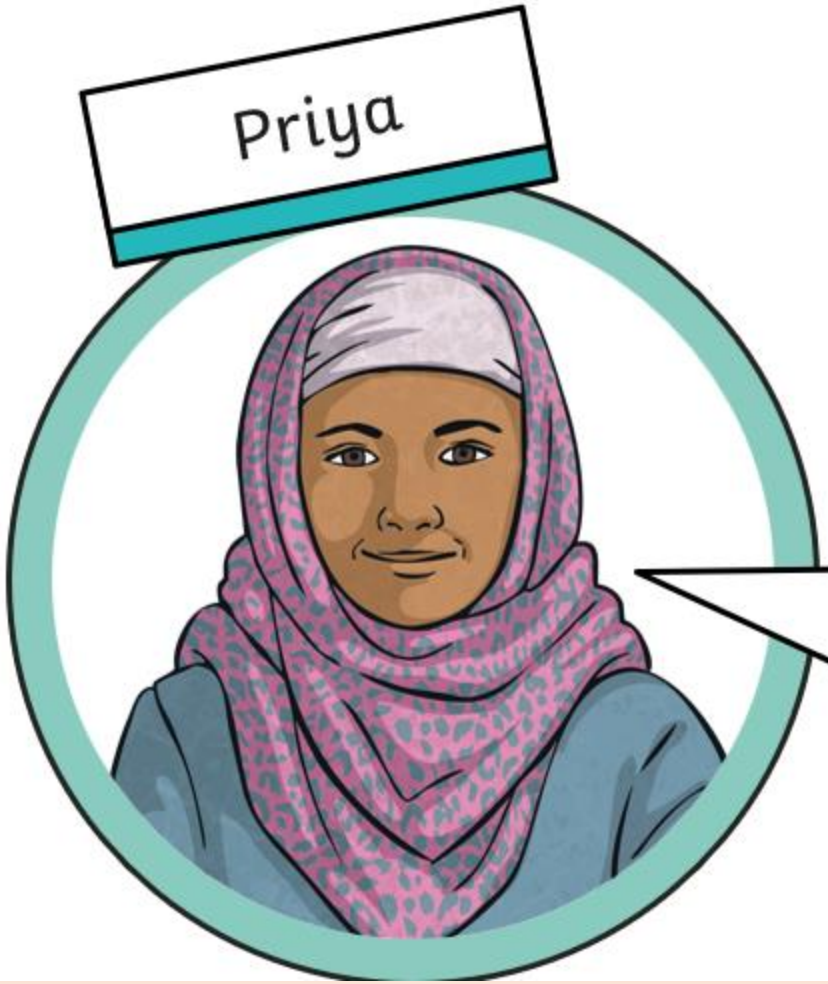
Round the decimals to the nearest whole number.

4.7	5.3
9.2	7.7

True or false, 9.2 rounded to the nearest whole is greater than 8.9?

03.06.25

TBAT: round and compare numbers to the nearest whole number.

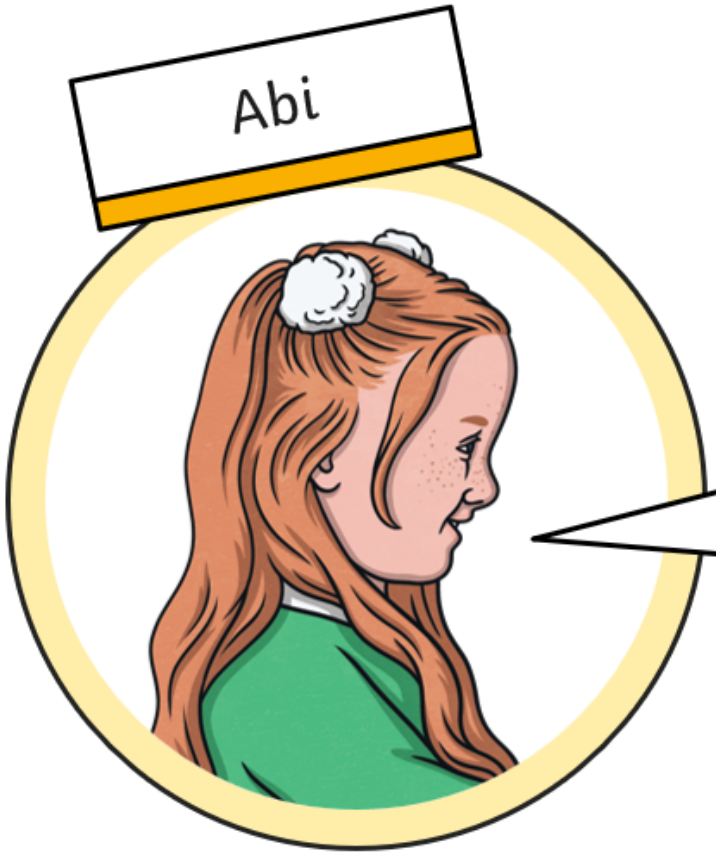


A number with one decimal place is rounded to 42. What is the greatest number it could be? Explain how you know.

03.06.25

TBAT: round and compare numbers to the nearest whole number.

Abi is rounding 12.2 to the nearest integer. What mistake has she made?

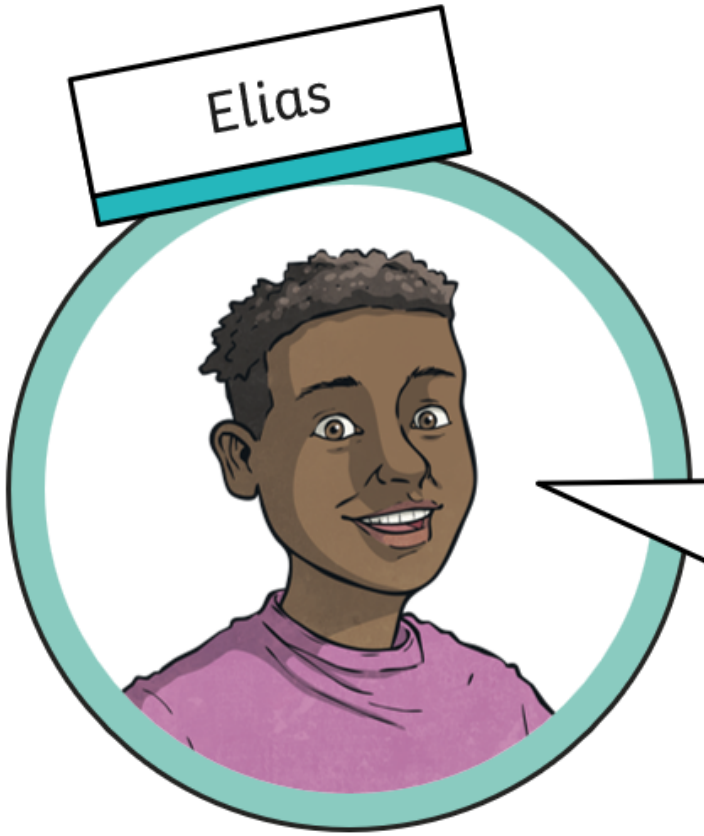


The answer is 11. 12.2 has 2 tenths so I need to round it down.

03.06.25

TBAT: round and compare numbers to the nearest whole number.

What number could Elias be thinking of?



I am thinking of a number with
1 decimal place.
The tenths digit is an odd number.
When rounded to the nearest whole
number, my number is 23.
The sum of the digits is 11.

03.06.25

TBAT: round and compare numbers to the nearest whole number.

Independent

Round to the nearest whole number.

1. 3.2
2. 5.8
3. 4.4
4. 9.8
5. 0.5
6. 1.7
7. 12.3

When a number with one decimal place is rounded to the nearest whole number, it rounds to 13.
Explain why Jia is incorrect and give an example to prove this.
Jia "The number will not have a 5 as the tenth digit."

A number with one decimal place is rounded to 28. What is the smallest number it could be? Explain how you know.

03.06.25

TBAT: round and compare numbers to the nearest whole number.

Challenge

What number could Drew be thinking of?

I am thinking of a number with 1 decimal place.

The tenths digit is an even number.

When rounded to the nearest whole number, my number is 10.

The sum of the digits is 15.

Mastery

Use the digit cards to complete the number statements. Each digit card can only be used once in all three sentences. Find two different possibilities.

1	2	3	4	5	6	7	8	9

□.□ rounded to the nearest whole number is 5. □.□

□.□ rounded to the nearest whole number is 6. □.□

□.□ rounded to the nearest whole number is 7. □.□

Mastery with greater depth

Here are the results of how far a group of children could hit a ball.

Name	Elena	Hari	Jia	Emily	Joseph
Distance	9.6m	6.3m	8.8m	4.5m	

When the rounded distances are added together, the total distance thrown is 37m. Write all the possible distances that Joseph could have thrown.

Tuesday 3rd June

TBAT: write sentences using subordinate clauses.

3 in 3

1. Tick one box in each row to show whether the underlined clause is a main clause or a subordinate clause.

Sentence	Main clause	Subordinate clause
She was an excellent musician because she had practised.		
He wanted to speak German so that he could understand his grandparents.		
As a result of the weather, the children wore their snow boots.		
The rain, that had been forecast, poured heavily.		

2. Tick the choice that shows how the underlined words are used in the sentence.

Bob, who had a really big smile, was busy making tea.

As a main clause ☐

As a subordinate clause ☐

As an embedded clause ☐

3. Rewrite the sentence below **with a subordinate clause**.
Remember to use full punctuation in your sentence.

The sky began to rumble with thunder.

_____

Tuesday 3rd June

TBAT: write sentences using subordinate clauses.

What is a coordinating conjunction?

What is a subordinating conjunction?

Explain the difference between subordinating clauses and main clauses.

What is a clause?

A clause is a group of words that includes a subject and a verb.

There are two types of clauses, **independent clauses** and **subordinate clauses**.

The **independent (main) clause** makes sense on its own because it is a complete thought.

For example:
I went to town.
It was red.

A **subordinate clause** supports the independent clause. The opening words of subordinate clauses show that they are dependent on the independent clause.

For example:
after the storm cleared
because he didn't like chocolate

The Subordinate Clause

A subordinate clause can come at various points in a sentence.

You might use one at the **front** of a sentence.
For example, a **fronted adverbial** can be a type of subordinate clause:

Like a bullet speeding through the air, he ran through the door.

You might want to use one at the **end** of the sentence:

She went straight home after school **because she needed an early tea.**

Sometimes they even come in the **middle** of sentences:

My brother Richard, **who lives in Australia**,
is coming home for Christmas.

When to Use a Comma

Sometimes you will need to use a comma to mark where your subordinate clause is. Here are some general rules to help you know when to use commas.

If the subordinate clause starts the sentence, use a comma after it. If it ends the sentence do not use a comma.

Before we go swimming, we have to go to school.
We have to go to school **before we go swimming**.

If the subordinate clause is adding additional information in the middle of your sentence, put commas before and after it. If you could put parentheses ( ) around your clause, it needs commas.

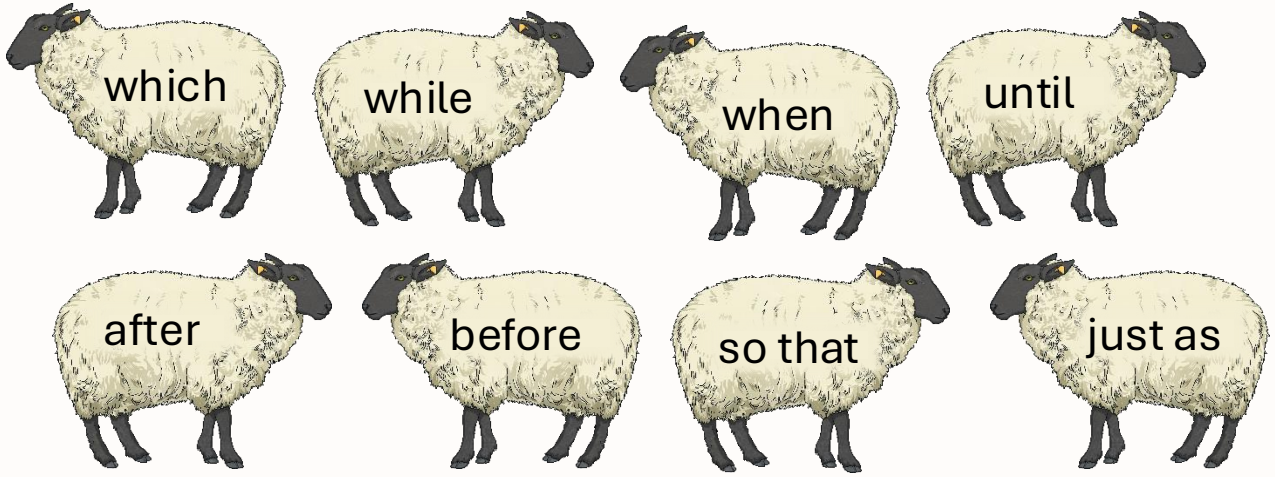
Tomorrow morning, **when the clock strikes nine**, school will begin.

Conjunctions

Conjunctions are used to start subordinate clauses.
Here is a collection of conjunctions.

Can you use the conjunctions to make subordinate clauses for this sentence?

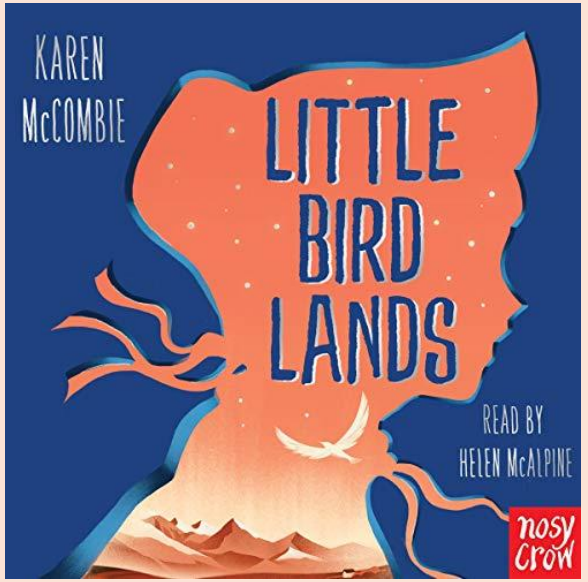
She walked for an hour.



For example: **After she had eaten lunch**, she walked for an hour.

Tuesday 3rd June

TBAT: write sentences using subordinate clauses.



Independent

Think about our book: Little Bird Lands.

Can you write three sentences, which include subordinating clauses, about her journey from Scotland to America.

Although the journey was perilous, Little Bird was excited to go to America.

Although ***Because*** ***Until*** ***While*** ***Before***

Tuesday 3rd June

TBAT: listen and identify features of a Spanish-style greeting.

Singing Spanish - Buenos dias

The Collins Hub Educator > Library

Tuesday 3rd June

TBAT: explain the advantages and disadvantages of different types of fastening type.

What do we call it when two pieces of fabric meet together?

What can be used in the design process to help with making an item of clothing?

Tuesday 3rd June

TBAT: explain the advantages and disadvantages of different types of fastening type.

You are going on a scavenger hunt. You will have five minutes to walk around the room (or building if there is time) to find as many different ways that fabric is fastened together. Fastenings could be zippers, buttons or press studs – to name a few.

You will need to:

- Name any other fastenings you can think of and examples of fabric.
- Take notes or drawings on a whiteboard.

Tuesday 3rd June

TBAT: explain the advantages and disadvantages of different types of fastening type.

Explore

Have a look at the *Activity: Fastenings notes* sheet, showing an example image of each type of fastening. Around each image, list the kinds of things each type of fastening is used for (for example, poppers – coats, shirts, bedding, bags, purses).

Challenge: look at the images and consider how each fastening type would be attached to the fabric.






Tuesday 3rd June

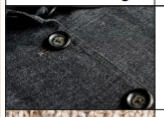
TBAT: explain the advantages and disadvantages of different types of fastening type.

Analyse

Look at the *Activity: Fastenings product analysis* and consider the advantages and disadvantages for each fastening type (you could also think about the concept of manufacture and cost – toggles and zippers typically being the more complicated and expensive to manufacture and purchase).

You might find it easier to state what you like and dislike about each fastening before expanding this to explain the advantages and disadvantages.

Think about the strength, security and speed of fastenings and recognise the size of the gap between each fastening type.

Fastening	Fastening name	Advantages/Likes	Disadvantages/Dislikes
	Button		
	Toggle		
	Buckle		
	Press stud		
	Velcro		
	Zipper		

Tuesday 3rd June

TBAT: explain the advantages and disadvantages of different types of fastening type.

Plenary

Do you consider fastenings when you pick or purchase items?

When you last picked a jacket, did you look at how it did up? What about a bag? Lunchbox? Purse or wallet?

Do you just look at the functionality of a fastening (how useful it is)?

Have you ever purchased something with a poor fastening because you liked the way it looked?

Are fastenings fashionable?

Tuesday 3rd June

TBAT: explain that data gathered over time can be used to answer questions

What is data?

How can it be collected?

How long can people keep data for?

Data around us

What is the data shown here?

How often is the data collected?

What can we tell from the data?

Register											
Name	Reg	Mon 07/05		Tue 08/05		Wed 09/05		Thu 10/05		Fri 11/05	
		AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Addy, George	Y4D	/	\	/	\	/	\	/	\	/	\
Ahmed, Zahir	Y4D	/	\	/	\	/	\	/	\	/	\
Bocci, Sofia	Y4D	/	\	/	\	L	\	/	\	/	\
Brand, Mabel	Y4D	/	\	/	\	/	\	/	A	/	\
Chang, Freya	Y4D	A	\	/	\	/	\	/	\	/	\
Droffer, Michael	Y4D	/	\	/	\	/	\	/	\	/	\
Fuller, Jane	Y4D	/	\	/	\	/	\	/	\	/	\
George, Freddie	Y4D	/	\	/	\	/	\	O	O	O	O
Hussain, Soni	Y4D	/	\	/	\	/	\	/	\	/	\
Jones, Gemma	Y4D	/	\	/	\	/	\	/	\	/	\

The class register is data that is collected over time.

Data is added every morning and every afternoon that the school is open.

Register											
Name	Reg	Mon 07/05		Tue 08/05		Wed 09/05		Thu 10/05		Fri 11/05	
		AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Addy, George	Y4D	/	\	/	\	/	\	/	\	/	\
Ahmed, Zahir	Y4D	/	\	/	\	/	\	/	\	/	\
Bocci, Sofia	Y4D	/	\	/	\	L	\	/	\	/	\
Brand, Mabel	Y4D	/	\	/	\	/	\	/	A	/	\
Chang, Freya	Y4D	A	\	/	\	/	\	/	\	/	\
Droffer, Michael	Y4D	/	\	/	\	/	\	/	\	/	\
Fuller, Jane	Y4D	/	\	/	\	/	\	/	\	/	\
George, Freddie	Y4D	/	\	/	\	/	\	O	O	O	O
Hussain, Soni	Y4D	/	\	/	\	/	\	/	\	/	\
Jones, Gemma	Y4D	/	\	/	\	/	\	/	\	/	\

Data tables

A

Weather			
Day	Summary	Temperature (°C)	Rainfall (mm)
Sunday	Sunny	21	0
Monday	Partly cloudy	17	0
Tuesday	Overcast	16	2
Wednesday	Overcast	15	1
Thursday	Partly cloudy	16	0
Friday	Sunny	20	0
Saturday	Sunny	22	0

B

Fitness tracker	
Day	Steps
Sunday	10307
Monday	12139
Tuesday	9844
Wednesday	12015
Thursday	7053
Friday	11413
Saturday	4341

C

Sports				
Team	Played	Won	Lost	Drawn
Archers	7	2	2	3
Badgers	7	4	1	2
Coasters	8	3	4	1
Flyers	7	1	3	3
Ringers	8	3	4	1
Zoomers	7	5	0	2

Talk partners

Which table would you look at to find the warmest day?

Data tables

A

Weather

Day	Summary	Temperature (°C)	Rainfall (mm)
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday	Sunny	22	0

B

Fitness tracker

Day	Steps
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	4541

C

Sports

Team	Played	Won	Lost	Drawn
Archers				
Badgers				
Coasters				
Flyers				
Ringers				
Zoomers				

Would we still know even if less information were visible?

Collecting data

You will watch a one-minute video. Different groups will:

- Count red cars
- Count black cars
- Count blue cars
- Count silver cars
- Count white cars
- Count vehicles that aren't cars

Collecting data

Which questions can be answered with the data collected?

How many red cars? ✓
How many black cars? ✓
How many buses? ✗
How many blue cars? ✗
How many lorries? ✗
How many silver cars? ✓
How many vehicles that aren't cars? ✓
How many cars with two people in? ✗

Why can't some questions be answered?

Collecting data

	Number
Red cars	5
Black cars	12
Blue cars	3
Silver cars	14
White cars	3
Non-cars	2

Why might the answers that you have be different to the answer above?

Data gathered over time: people

Census

Carried out by the government every ten years.

Includes:

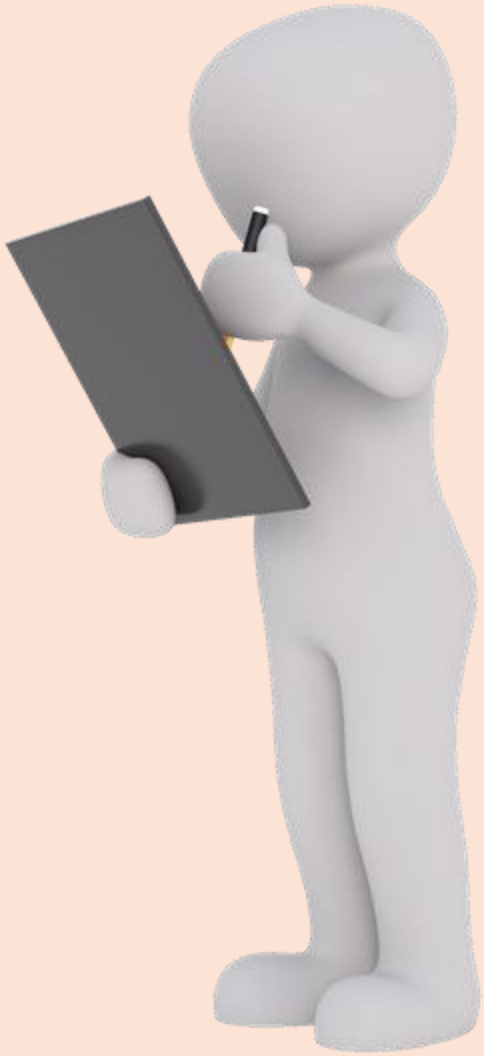
- Who lives with you?
- What are their ages?
- Are they employed?
- What are their qualifications?
- What is their religion?


Household Questionnaire
England
Office for National Statistics
2011 Census
Complete online
www.census.gov.uk
Your personal internet access code is:
OR fill in this paper questionnaire and post it back using the pre-paid envelope supplied.
Return to:
FREEPOST 2011 Census,
Processing Centre, UK
If your address is incorrect or missing, enter your correct address here:
A message to everyone - act now
Everyone should be included in the census - all people, households and overnight visitors.
It is used to help plan and fund services for your community - services like transport, education and health.
Please complete your census questionnaire on 27 March 2011, or as soon as possible afterwards. You can fill it in online or on paper.
Taking part in the census is very important and it's also compulsory. You could face a fine if you don't participate or if you supply false information.
Your personal information is protected by law. Census information is kept confidential for 100 years.
So help tomorrow take shape and be part of the 2011 Census.
J. N. Matheson
Jil Matheson
National Statistician
Declaration
This questionnaire has been completed to the best of my knowledge and belief.
Signature
Date
Telephone number
We may contact you if we need to collect missing information.
If you have lost your envelope, please return to:
FREEPOST 2011 Census, Processing Centre, UK
Where can you get help?
www.census.gov.uk
Census helpline 0300 0201 101
Text Relay 18001 0300 0201 160
Help is available in large print and Braille
H1
Specimen

Data gathered over time

Talk partners
Can you think of any other data that is gathered regularly?

Try to think of situations where data is gathered.



Data gathered over time

Health

Sport

Environment and weather

What can we find out?

How can gathering data over time be useful to us?

Mind map ideas as a class.

Learning Objective

To develop stamina and an understanding of speed and pace in relation to distance.

Success Criteria

- Run at a pace that you can maintain.
- Run faster at the end of the race.
- Run with fluency and coordination alternating your arms and legs.

Whole Child Objectives

Social: To work with my partner to decide on a set pace.

Emotional: To show perseverance to complete the run.

Thinking: To reflect on activities and identify success and areas for improvement.

Equipment

BEANBAGS
x 15

CONES
x 30

STOP WATCH
x 1

STRETCHES FOR ATHLETICS
Document

Open

10 *Mins*

Warm Up and Introduction

Athletics, stamina and pace:

Q: What fundamental movement skills are used in athletics? *Running, jumping and throwing.* **Q: What would happen if you tried to sprint as quickly as possible for three laps around the playground, would you be able to maintain the same speed?** *Pacing helps you to keep running for longer periods of time. Everyone has their own pace they feel comfortable with and can maintain. It takes good stamina to be able to run for a long period of time.*

Gears:

A Travel around responding to the following commands:

- gear 1: walk
- gear 2: jog
- gear 3: sprint on the spot

Q: How did the different speeds affect your body? *Arms move faster, knees come higher when sprinting. You may breathe faster, feel hotter and increase your heart rate.*

B Ask for additions to the warm up and repeat. E.g. roundabout: spin on the spot, yellow light: hop on the spot, speed bumps: jump around.

Consider your technique for the different gears.

Stretches:

Teacher to lead dynamic stretches (dynamic means 'on the move'). **Q: Why is it important to warm up?** *Helps to prevent injury by warming up the muscles before doing explosive movements such as running, jumping or throwing.*

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

Match my speed:

A In 2s, begin behind a line. Number themselves 1 and 2. No. 1 has a cone. On the teacher's command, no. 1 runs for 3 seconds. Teacher calls 'stop', no. 1 puts their cone down. No. 2 tries to reach the cone in exactly the same time (3 seconds). If they pass the cone they must keep running until the teacher calls 'stop'. Change over.

Watch your partner to help you match their speed. Notice how big their stride length is to help you.

B Repeat giving the first pupil 4 seconds and the second pupil 8 seconds to get there. **Q: What will the second runner need to do in order to reach their partner's cone in 8 seconds?**

Teacher note: run at a slower pace so that they do not go past the cone.

Through the middle:

A In 2s, 1 beanbag. Stand opposite each other, 20m apart. Place a line of cones through the centre of the space.

- Pupils try to pass through the centre cones at the same time, handing the beanbag on to their partner as they do so.
- They are not allowed to pass the beanbag if they do not pass through the centre cones at the same time.
- They are not allowed to stop running and wait.

Talk to one another and decide on a pace that you will both be able to maintain.

B For the first attempt, time 30 seconds, pupils count how many changeovers they make.

C Repeat, this time for 1 minute and challenging them to see if they can double their changeovers now that they have double the time.

Q: Were you able to double changeovers? If not, why not? Pupils discuss with their partner.

Discuss a time when you can start moving faster e.g. towards the end of the minute. Keep communicating throughout to keep the same pace.

Double the time, double the distance:

A Pupils run twice. Once for 1 minute and once for 2 minutes. Whatever distance they cover in the first minute, they need to double when they run for 2 minutes. **Q: How this will affect your pace in the first minute?**

Time pupils running around the perimeter of the area for 1 minute. Pupils count how many laps they complete.

Teacher note: begin pupils at different points to avoid congestion.

B Repeat for 2 minutes, asking them to double the distance they ran in the first minute.

Maintain steady breathing by breathing in through your nose and out through your mouth. Run at a steady speed that you can maintain for the whole time period.

4 minute run:

Pupils begin at a point around the perimeter, marking start point with a cone. They count each lap as they pass their cone. Discuss the different stages of a long distance event, beginning at a steady pace, then speeding up their run as they come near to the end. They will probably need to run at a slower pace than they did for 1 minute to ensure they can run for the whole 4 minutes.

Persevere when the run gets hard. Focus on slow and steady breathing. Speed up when you get towards the end of the run.

Make this harder by increasing the time. Make this easier by jogging one lap then walking the next.

Teacher note: call '30 seconds left', pupils should start running faster. While they are running, call out the time to help motivation.