

Tuesday 24th June



Is it your day for
TTRS?

Section 1

Convert these to kg and grams.

$$5.7\text{kg} = \boxed{}$$

$$6100\text{g} = \boxed{}$$

$$7.1\text{kg} = \boxed{}$$

$$3200\text{g} = \boxed{}$$

Section 2

Show your working out to calculate:

$$2400 \div 2 =$$

Section 3

Write each of the following times as a 12-hour time using a.m. or p.m. notation.

$$17.28 = \boxed{}$$

$$22.15 = \boxed{}$$

Section 4

If today is the 25th July, how long is it until Christmas Day?

Section 5

What number do you end on?

Start at -7 and count back 5.

Start at -20 and count back 6.

Section 6

Is this angle acute, obtuse or reflex?



Section 7

Jodie has 108 tennis balls. How many would she have if she gave half away?

How many would she have if she shared the 108 balls between herself and 2 friends?

Section 8

Choose 4 digits. Make the highest and lowest numbers you can. Subtract one from the other using the column method.

Tuesday 24th June

TBAT: Spell words with apostrophes for contractions.

What is a contracted word?

What else do we use apostrophes for?

Explain why the apostrophe in the sentence below is incorrect:

I would'nt go in there if I were you.

NOTE: This

1) Rule 13: Explanation

What has happened?

have not > haven't he will > he'll

When we write the contraction, an apostrophe goes in the place of the missing letters.

there would > there'd I am > I'm

WATCH OUT: some words change completely!

will not > won't shall not > shan't

TIP: willn't and shaln't are too hard to say!

2) Rule 13: Examples

Compare the expanded and the contracted form.

What has changed?

did not > didn't

we are > we're

he has > he's

she would > she'd

should not > shouldn't

we have > we've

THINK: What do **you're** and **they're** mean? What other spellings & meanings of these words are there?

3) Rule 13: Practice

Write the expanded or contracted form.

Starter

do not = _____

_____ = can't

she is = _____

_____ = we have

you are = _____

Challenge 1

she had = _____

_____ = I'm

he will = _____

_____ = they've

he would = _____

Challenge 2

_____ = they'll

will not = _____

_____ = there's

I would = _____

_____ = shan't

THINK: What COULD the expanded forms of she'd and he's be?
There is more than one answer!

25.06.24

TBAT: add amounts of money (pounds and pence) using column addition.

3 in 3

1. $0.3 \times 10 =$

2. $\underline{\hspace{2cm}} = 56 - 1,000$

3. Mr and Mrs Harold want to buy a new car. They have seen one for £4789. When they go to the showroom, there is an offer for £1359 off. How much will they spend now?

25.06.25

TBAT: add amounts of money (pounds and pence) using column addition.



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TBAT: add amounts of money (pounds and pence) using column addition.

Write the four number sentences using the bar model below.

Additive relationships can be shown using a bar model.

| | |
|-------|-------|
| £3.82 | |
| £1.37 | £2.45 |

25.06.25

TBAT: add amounts of money (pounds and pence) using column addition.

I buy two magazines. One costs £1.37 and the other costs £2.45. How much do I spend **altogether**?

| | | | | | | |
|--|--|---|-------|---|---|---|
| | | | | | | |
| | | | 2 | . | 4 | 5 |
| | | + | 1 | . | 3 | 7 |
| | | | <hr/> | | | |
| | | | | . | | |
| | | | <hr/> | | | |
| | | | | | | |

| | |
|-------|-------|
| | |
| £1.37 | £2.45 |

25.06.25

TBAT: add amounts of money (pounds and pence) using column addition.

I want to buy two games, one for £24.55 and one for £17.82. How much will I spend **altogether**?



Can I estimate
the total?
£24.55 is about
£25 and £17.82 is
about £20.

So the total will be
close to £45

25.06.25

TBAT: add amounts of money (pounds and pence) using column addition.

Complete this partly-finished column addition example.

$$£24.63 + £37.89 =$$

| | | | | | | |
|--|---|-------|---|---|---|---|
| | | | | | | |
| | | 2 | 4 | . | 6 | 3 |
| | + | 3 | 7 | . | 8 | 9 |
| | £ | <hr/> | | | | |
| | | | | . | | |
| | | <hr/> | | | | |
| | | | | | | |

25.06.25

TBAT: add amounts of money (pounds and pence) using column addition.

I want to buy a book that costs £5.60 and a game that costs £27.05. How much will I spend **altogether**?

| | | | | | | |
|--|---|-------|---|---|---|---|
| | | | | | | |
| | | 2 | 7 | . | 0 | 5 |
| | + | | 5 | . | 6 | 0 |
| | | <hr/> | | | | |
| | | | | . | | |
| | | <hr/> | | | | |
| | | | | | | |

25.06.25

TBAT: add amounts of money (pounds and pence) using column addition.

Which of these correctly shows £23.65 + £4.72?

a

| | | | | | | | |
|---|---|-------|---|---|---|---|--|
| | | 2 | 3 | . | 6 | 5 | |
| | + | 0 | 4 | . | 7 | 2 | |
| | | <hr/> | | | | | |
| £ | | 2 | 8 | . | 3 | 7 | |
| | | <hr/> | | | | | |
| | | | 1 | | | | |

b

| | | | | | | | |
|---|---|-------|---|---|---|---|--|
| | | 2 | 3 | . | 6 | 5 | |
| | + | 0 | 4 | . | 7 | 2 | |
| | | <hr/> | | | | | |
| £ | | 3 | 8 | . | 1 | 7 | |
| | | <hr/> | | | | | |
| | | 1 | 3 | | | | |

25.06.25

TBAT: add amounts of money (pounds and pence) using column addition.

1)

| | | | | | | |
|--|--|---|-------|---|---|---|
| | | | | | | |
| | | | 4 | . | 2 | 5 |
| | | + | 2 | . | 5 | 3 |
| | | £ | <hr/> | | | |
| | | | | . | | |
| | | | <hr/> | | | |

| | | | | | | |
|--|--|---|-------|---|---|---|
| | | | | | | |
| | | | 3 | . | 7 | 3 |
| | | + | 5 | . | 1 | 9 |
| | | £ | <hr/> | | | |
| | | | | . | | |
| | | | <hr/> | | | |

25.06.25

TBAT: add amounts of money (pounds and pence) using column addition.


Challenge

The total of these receipts have been blanked out. Work out which receipt belonged to which child and how much they spent. Show how you worked out the answers.

Receipt 1
..... £2.49
..... £4.35
.....


Receipt 2
..... £2.12
..... £4.99
.....


Receipt 3
..... £1.22
..... £2.31
..... £1.50
.....



I spent the most money.

The amount I spent rounds to £5.





I spent more than £6 and less than £7.

| | Spent | Receipt Number |
|-----|-------|----------------|
| Tim | | |
| Pam | | |
| Mo | | |

Independent

1. £5.99 + £4.28 =

2. £17.62 + £7.46 =


3. £38.99 + £17.53 =

4. £72.64 + £29.99 =


5. £52.45 + £26.99 =

6. Tom buys a jumper for £37.99 and a pair of trainers for £123.17. How much does he spend?


Mastery



£6.75



£4.26



£5.38

a) Harris has £10.50. He buys one of the items and still has £5.12 left. Which item did he buy?

b) Lucille has £20. She says that she can buy all of the items and still have more than £5 left. Do you agree? Explain your answer.

Mastery with greater depth

Answer these questions about the menu. Show how you worked out the answers.


| Menu | |
|-----------------|-------|
| Eggs and chips | £5.68 |
| Pizza and salad | £4.99 |
| Jacket potato | £3.65 |
| Lemonade | £1.44 |
| Orange juice | £2.89 |
| Cake | £3.44 |
| Ice Cream | £2.66 |

a) Carlos spends between £8 and £10. He buys 3 items. What could the 3 items be? Show how you worked out the answer.

| | | |
|--------|--------|--------|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| Total: | Total: | Total: |

b) I buy 3 items. I pay with one note and 8 coins. What could I have bought and how much would they cost altogether? Draw the notes/coins I used underneath.

| | | |
|----|----|----|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| | | |



Tuesday 24th June

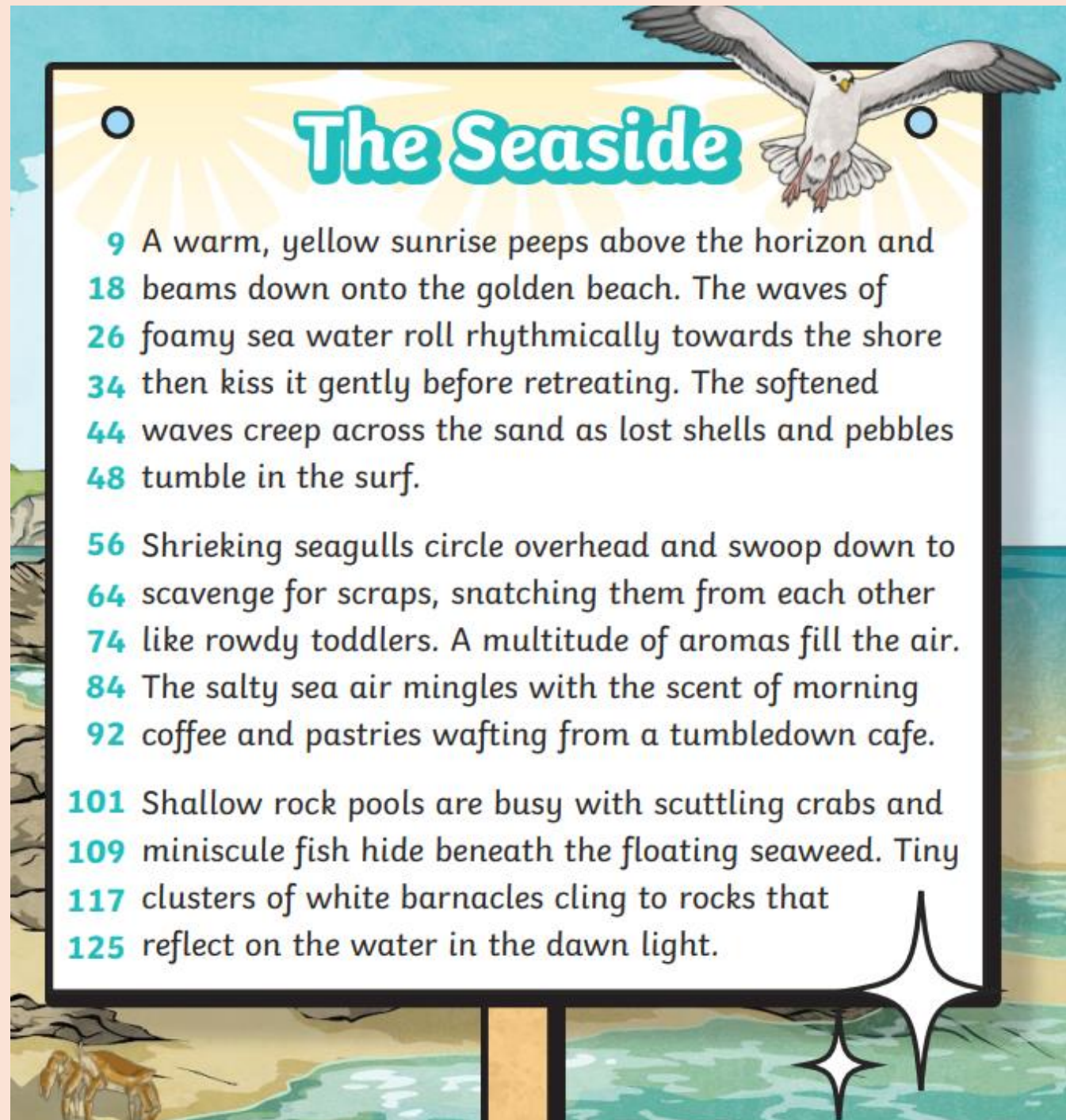
TBAT: draft the beginning
of my narrative.

3 in 3

1. What time of day is it? Explain how you know.

2. Look for a phrase that the author has used that implies that the sea is calm.

3. What does the word **rowdy** tell us about the seagulls?



The Seaside

9 A warm, yellow sunrise peeps above the horizon and
18 beams down onto the golden beach. The waves of
26 foamy sea water roll rhythmically towards the shore
34 then kiss it gently before retreating. The softened
44 waves creep across the sand as lost shells and pebbles
48 tumble in the surf.

56 Shrieking seagulls circle overhead and swoop down to
64 scavenge for scraps, snatching them from each other
74 like rowdy toddlers. A multitude of aromas fill the air.
84 The salty sea air mingles with the scent of morning
92 coffee and pastries wafting from a tumbledown cafe.

101 Shallow rock pools are busy with scuttling crabs and
109 miniscule fish hide beneath the floating seaweed. Tiny
117 clusters of white barnacles cling to rocks that
125 reflect on the water in the dawn light.

Tuesday 24th June

TBAT: draft the beginning of my narrative.

What makes a **good** opening to a narrative? What makes the reader want to read on?

What is the **purpose** of a narrative?

Explain how speech can develop a narrative.

Tuesday 24th June

TBAT: draft the beginning of my narrative.

Talk partners

Read your plan for your narrative to your partner.

Who is your narrative about?

Describe your character.

Why are they leaving England?

How are they feeling about the voyage?

Tuesday 24th June

TBAT: draft the beginning of my narrative.

Today, you are going to write your first paragraphs.

Include the vocabulary from yesterday.

Paragraph 1 - setting the scene

Where is your character?

Who is your character?

Why are they leaving?

How will you hook the reader?

Paragraph 2 - the journey

What is the journey across the Atlantic Ocean like for your character?

| | |
|---|--|
| Main character What is your character's name? What do they look like? Why are they going on a voyage? | |
| Beginning What happens at the beginning? Who are the main characters? Where is it set? How are the characters feeling? | |
| Build up What happens next? How does the story hint at a problem? How are the characters feeling? | |
| Problem What is the problem within the story? How are the characters feeling? | |
| Resolution How is this problem resolved/ sorted out? How are the characters feeling? | |
| Ending How does the story end? Does it end happily? Is there a twist to the plot? How are the characters feeling? | |

Tuesday 24th June

TBAT: draft the beginning of my narrative.

Florence stood on the deck of the grand, towering ship, her heart heavy with a mix of sadness and hope. She was leaving behind her beloved England because of the frightening war, searching for a new life in America. The cold, salty breeze whipped through her hair as she gazed out at the endless, choppy ocean. Although she was scared of the unknown journey ahead, Florence knew she had to be brave for the sake of her family. As the ship's horn echoed through the air and they set sail across the vast Atlantic, she clutched her small, precious suitcase tightly, filled with dreams of safety and a brighter future.

| | |
|---|--|
| Main character What is your character's name? What do they look like? Why are they going on a voyage? | |
| Beginning What happens at the beginning? Who are the main characters? Where is it set? How are the characters feeling? | |
| Build up What happens next? How does the story hint at a problem? How are the characters feeling? | |
| Problem What is the problem within the story? How are the characters feeling? | |
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Tuesday 24th June

TBAT: draft the beginning of my narrative.

Share write:

The days aboard the ship seemed to blend together as Florence journeyed across the vast Atlantic Ocean. The endless expanse of water stretched out in every direction, sometimes calm and glistening under the bright, warm sun, and other times rough and stormy, with waves crashing against the sturdy ship. Florence spent her time exploring the ship's many decks, watching seagulls soar above, and listening to the rhythmic sound of the waves. Although the journey was long and often tiring, the sight of playful dolphins leaping beside the ship and the occasional distant whale brought moments of joy. Despite the uncertainty of what lay ahead, Florence found comfort in the steady progress of the ship, knowing each day brought her closer to the promise of a new beginning in America.

| | |
|---|--|
| Main character What is your character's name? What do they look like? Why are they going on a voyage? | |
| Beginning What happens at the beginning? Who are the main characters? Where is it set? How are the characters feeling? | |
| Build up What happens next? How does the story hint at a problem? How are the characters feeling? | |
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Tuesday 24th June

TBAT: draft the beginning of my narrative.

Once you have finished, check that you have included the features needed in your first two paragraphs.

| | |
|--|--|
| My story has an interesting title. | |
| I have described the setting and atmosphere using descriptive language. | |
| I have introduced my character or characters and told the reader about them. | |
| I have explained what is happening at the beginning of the story. | |
| My story has a believable but interesting problem. | |
| My character(s) solve the problem in a believable way. | |
| I have shown the feelings of my character(s) as they deal with the problem. | |
| I have finished writing effectively to complete the story. | |
| I have written in paragraphs and each paragraph contains a new idea or event. | |
| I have used interesting language throughout my story to paint a clear picture for the reader. | |
| I have used time words to help the reader follow the story. | |
| I have used different types of sentences to make my writing entertaining. | |
| I have used speech carefully with correct punctuation. | |
| I have checked my work carefully and have corrected any spelling, grammar or punctuation mistakes. | |

1:30pm

