Monday - Daily Breakdown

- 8.40 - 9.00 Register & Morning Challenge (No assembly)
- 9.00 - 9.30
- 9.30 - 10.00 SPORTS DAY / See alternative if raining.
- 10.00 - 10.30 STORY / READING (CALM TIME)
- BREAK
- 10.45 - 11.50 Maths
- LUNCH
- 12.40 - 1.00 STORY
- 1.00 - 1.55 COMPUTING
- 1.55 - 2.05 BREAK
- 2.05 - 2.55 P.E. JUST DANCE (In Class) / Spectate KS2 Sports

07.07.25

Show Me Tasks - Sequencing

Vocabulary

Sequence these verbs so that they are in order from slowest to fastest.

ran	wandered	raced	walked	shuffled

Mathematics

Complete the sequence by filling in the missing boxes with a number.

5	10	15
20		30
	40	

Reading

Write 1,2,3,4 and 5 in the boxes to sequence this recipe for making pancakes.

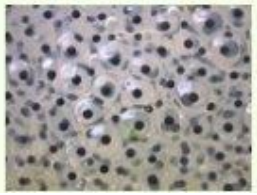
Eat when cool.	
Cook the mixture in a frying pan.	
Whisk the ingredients together.	
Put flour, egg and milk into a bowl.	
Serve the pancakes with lemon and sugar.	

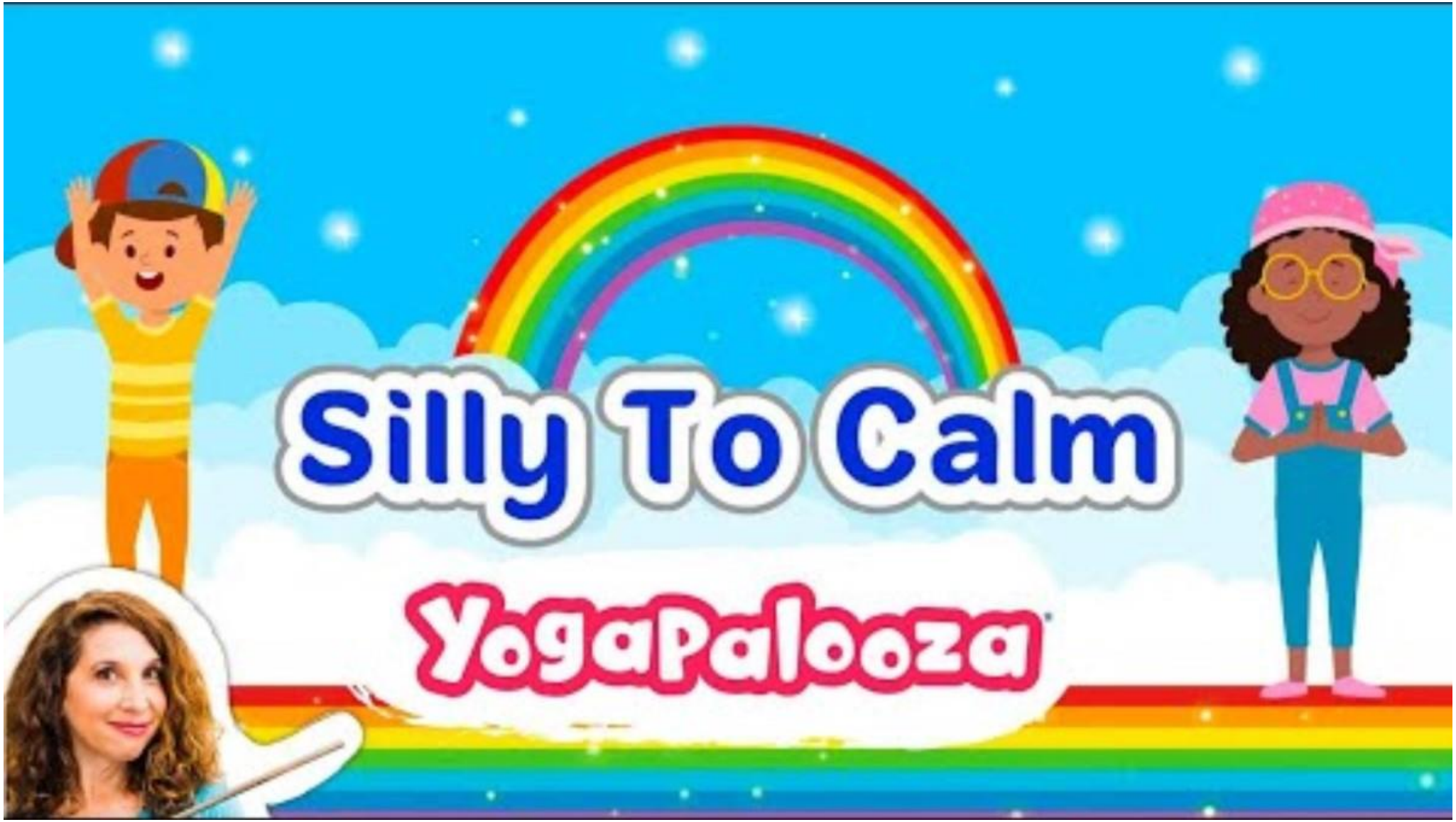
Science

Complete the sequence by identifying the missing stages in the lifecycle of a frog.

egg

froglet




Silly To Calm
YogaPalooza

SPORTS DAY 9.30 - 10.15

ALTERNATIVE

Design a Sports Day Activity

What will your activity be called?

What equipment will you need?

How do you do the activity?

What are the rules for it?

Draw a picture of your activity

Sports Day

h	l	w	a	e	z	s	s	c	e	b	e
u	o	f	g	r	j	e	k	n	h	w	u
r	n	h	f	j	n	c	i	o	k	s	q
d	g	t	z	a	z	a	p	o	x	p	e
l	j	h	k	v	u	r	p	p	x	o	c
e	u	r	g	e	n	i	i	s	f	r	a
s	m	o	b	l	j	g	n	d	y	t	r
t	p	w	t	i	k	q	g	n	a	v	k
c	u	v	l	n	r	e	l	a	y	i	c
i	n	b	o	u	y	v	t	g	k	q	a
g	n	i	n	n	u	r	w	g	f	j	s
t	e	g	r	a	t	k	w	e	x	h	u

sport	races	throw
egg and spoon	running	relay
sack race	hurdles	long jump
skipping	target	javelin

BREAK 1030-1045

MATHS

07.07.25

T.B.A.T. solve problems using place value and number facts

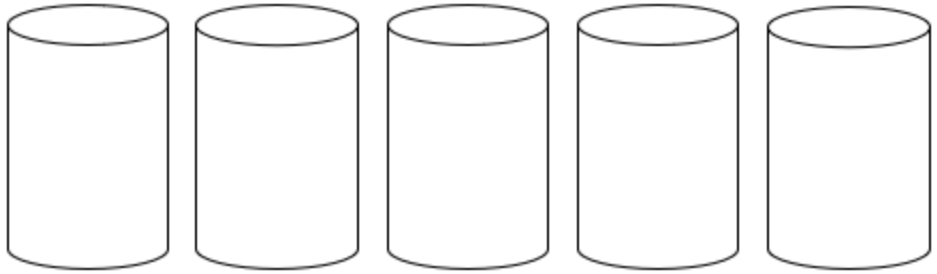
3 in 3

1. $2 + 8 + 2 =$ ☐

2. ☐ $= 17 - 3$

3. A teacher has **20** pens and **5** pots. He puts the same number of pens in each pot.

   How many pens go in each pot?



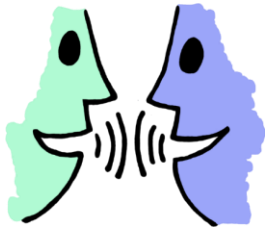
CHALLENGE: **Add the answer from Q1, Q2 and Q3. Divide by the number THREE. What number do you have?**

Introduction

One of the exciting parts of mathematics is using what you know to solve problems. It is a bit like being a detective who uses clues to solve a mystery.

In this therapy, we will focus on solving problems using what you know about place value and numbers.

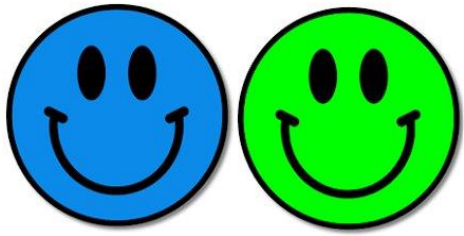
Revisiting number facts



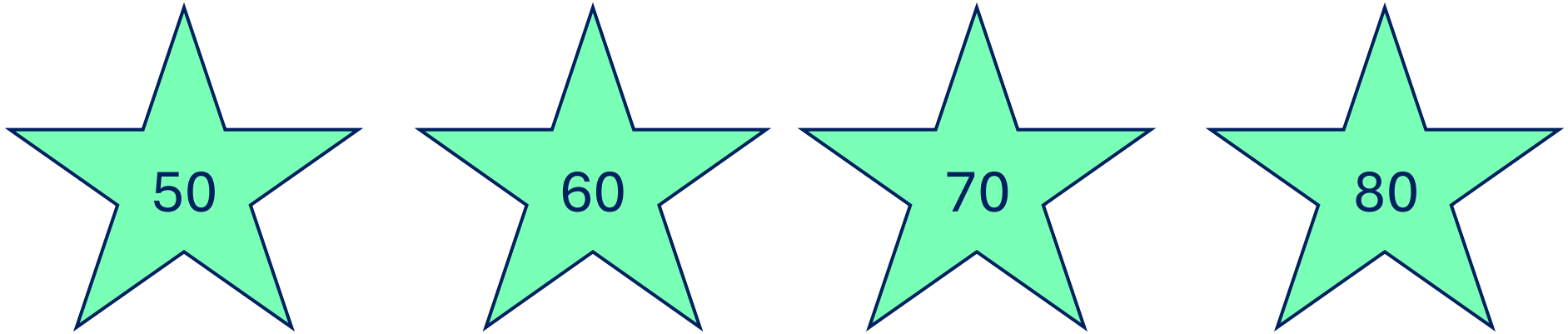
With your partner, can you find:

- ❑ an odd number
- ❑ an even number
- ❑ a 3-digit number
- ❑ a number between 30 and 40
- ❑ a multiple of 10
- ❑ a multiple of 5

Number sequences

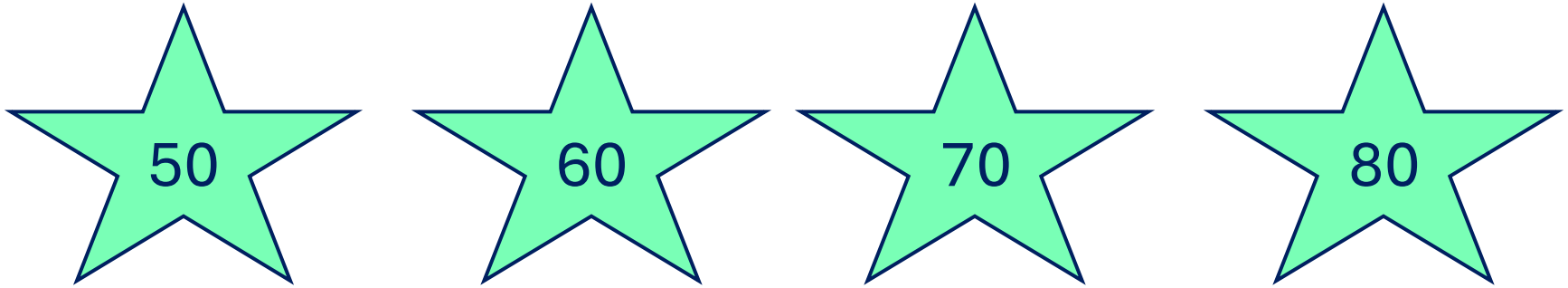


Jodie says that if this sequence continues, the number 125 would be in it. Is Jodie correct? Explain how you know.



Number sequences

When solving problems, start with what you know.



The sequence **increases by 10** each time.

All the numbers are in the 10 times table **(multiples of 10)**.

They all **end in a zero.**

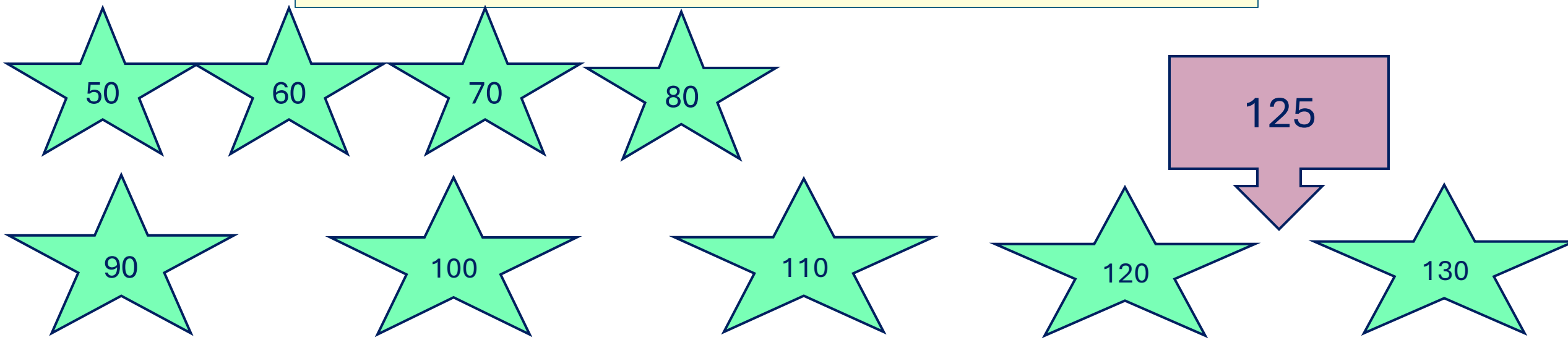
Number sequences

Now look at the number that Jodie thinks will be in the sequence. Does it match what we know?

Is it a multiple of 10? Does it end in zero?

The answer to both is ‘no’, so I don’t think it will be in the sequence. To check, let’s continue to count in 10s from 80.

Number sequences



I can see from this that **125 would not be in the sequence**. It would be between 120 and 130.

Once you have found a solution, always read the question again to check you have answered it. Does your solution work?

Take Five!

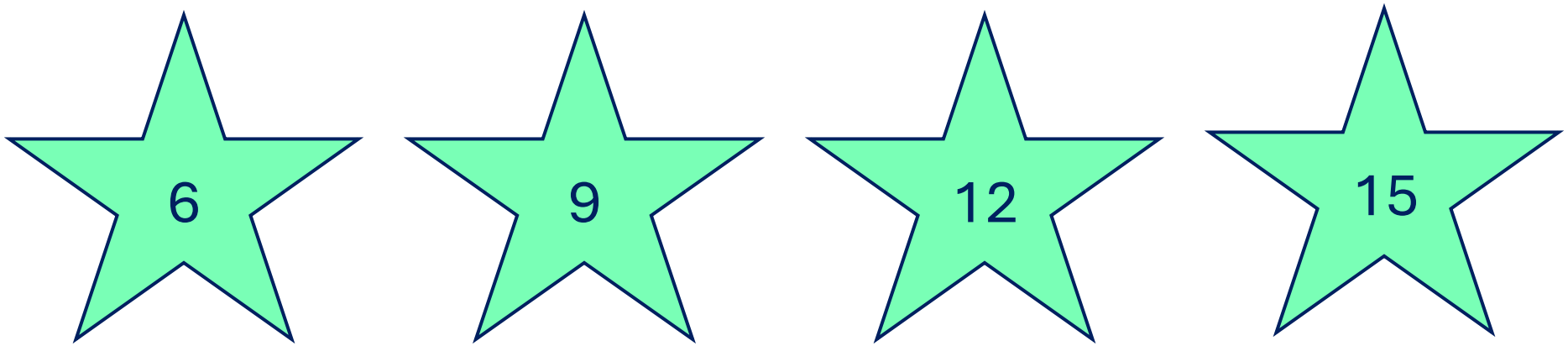
So these are the steps we took to solve the problem.

Step 1	Read the question carefully.
Step 2	Start with what you know.
Step 3	Work out a possible solution.
Step 4	Check your answer.
Step 5	Read the question again to check you have answered it.

Your turn

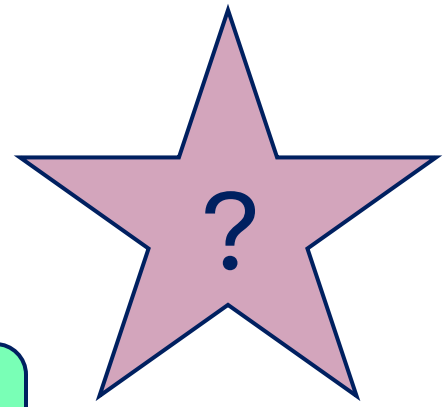
Use the steps to solve this problem.

Jodie says that if this sequence continues, the number 25 would be in it. Is Jodie correct? Explain how you know.



Mystery numbers

Use the clues to find the mystery number.



20	45	22	58	63	18	15	74

I am greater than 40.

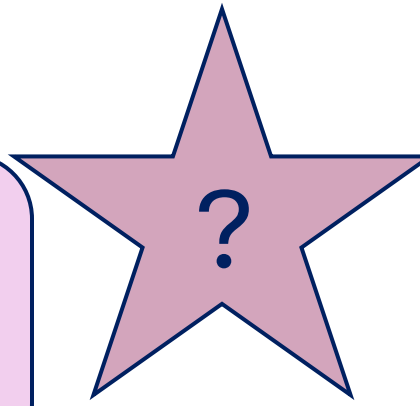
I am not an odd number.

My digits add up to 13.

My number has less tens than ones.

Let’s work on this problem together…

Mystery numbers



Let's start with the first clue and identify the numbers it **can't** be. It **can't** be the mystery number if it is **less than 40. Which numbers can we cross off?**

I am greater than 40.

~~20~~ 45 ~~22~~ 58 63 ~~18~~ ~~15~~ 74

Are all of the numbers left greater than 40?
So, let's move on to our next clue with just the possible numbers.

Mystery numbers

These are the 4 possible numbers we are left with. Let's look at the next clue.

I am not an odd number.

~~45~~ 58 ~~63~~ 74

So, the mystery number must be an **even** number. **Which are the odd numbers we need to cross off?**

Are all of the numbers left even?
So, let's move on to our next clue with just the 2 possibilities left now.

Mystery numbers

These are the 2 possible numbers we are left with. Let's look at the final clues.

My digits add up to 13.

My number has less tens than ones.

58

5 + 8 = 13

74

7 + 4 = 11

The digits of 58 add up to 13, so this appears to be the mystery number. I will check the final clue though.
Does 58 have less tens than ones?
Yes. **So, 58 is the mystery number.**

Your turn

Use the clues to find the mystery number.

16 32 45 88 55 25 40 31

I am not even.

I am less than 50.

The difference between my tens digit and my ones digit is 3.

I am a multiple of 5.

Order, order

Patrik
34
lengths

Tom
17
lengths

Josie
67 lengths

Lee
54 lengths

Emma
36 lengths

A group of swimmers recorded the number of lengths they swam in the pool over one month.

Patrik says that he swam the third highest number of lengths. Patrik is wrong. Can you prove it?

Let’s work together to prove it.

Order, order

34 17 67 54 36

What do I need to do first?

First, I need to put all of the numbers in order. I will arrange them in **ascending order** (lowest to highest).

Order, order

34 17 67 54 36

To decide which number goes first, I need to **compare the number of tens**. It is helpful to list them under place value headings so I can do this.

tens	ones
3	4
1	7
6	7
5	4
3	6

Which number has the least number of tens?

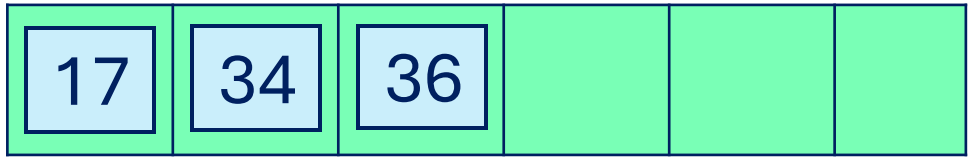
Order, order

I have crossed off 17 now that it is in my list. Next, compare the remaining numbers. 34 and 36 both **only have 3 tens**, so these are next, but which has the lowest value? **We need to move to the right and compare the ones**.

tens	ones
3	4
~~1~~	~~7~~
6	7
5	4
3	6

Which number out of 34 and 36 has the **least number of ones**?

So, 34 comes after 17, followed by 36.



Order, order

I have crossed off 34 and 36 because they are on my list. Now, compare the remaining numbers.

tens	ones
~~3~~	~~4~~
~~1~~	~~7~~
6	7
5	4
~~3~~	~~6~~

Which number has the least number of tens?

17	34	36	54	67

So, 54 comes after 36, followed by 67. The numbers are now in **ascending order.**

Order, order

Tips for ordering numbers

- ✓ Check whether it is ascending or descending order.
- ✓ Always check you have copied the numbers down correctly.
- ✓ Cross off each number as you put it in the list.
- ✓ Check the order is correct.

Final tip

Read the question again – have you answered it?

Not yet! We have been gathering proof. Let's return to it!

Order, order

Let's put the names with the numbers now. Which swimmer swam the third highest number of lengths?

A group of swimmers recorded the number of lengths they swam in the pool over one month.

Patrik says that he swam the third highest number of lengths. Patrik is wrong. Can you prove it?

Tom	Patrik	Emma	Lee	Josie
17	34	36	54	67

Answer: Patrik is wrong because the list shows that when the numbers are arranged in **ascending order**, Emma swam the third highest number of lengths, not Patrik.

Your turn

James
83
lengths

Mitul
23
lengths

Sima
67
lengths

Becky
73
lengths

Shannon
64
lengths

A group of swimmers recorded the number of lengths they swam in the pool over one month.

Sima says that she swam the second highest number of lengths. Sima is wrong. Can you prove it?

Remember to use the tips!

Remember

- ✓ Always read a question or problem carefully.
- ✓ Notice or note down the information you already know.
- ✓ Work in an organised way, such as crossing off numbers when you have put them in a list.
- ✓ When you think you have a solution, read the question again to check you have answered it.


DANNY GO!
"THE WIGGLE DANCE!"

LUNCH

COMPUTING

Outcome

T.B.A.T. can compare data about attributes.

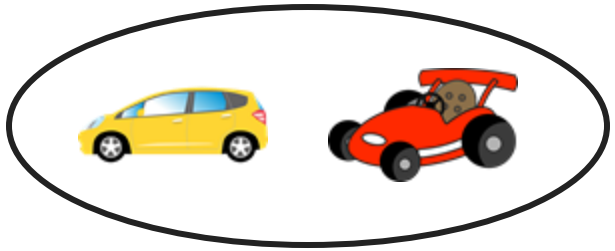
Keywords

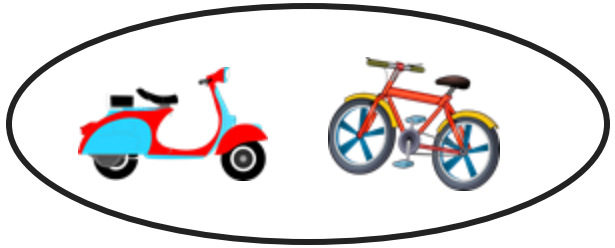
compare	looking at two or more things to see what is the same or different
attribute	a thing or quality about an object, like its colour or size

Lesson outline

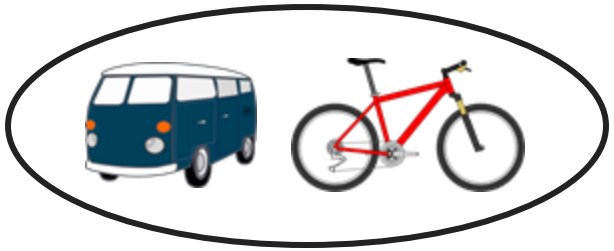
Comparing data

We can describe and group objects using **attributes**.

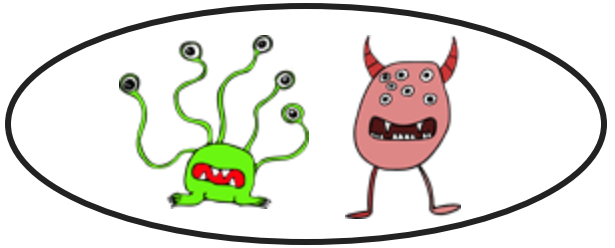


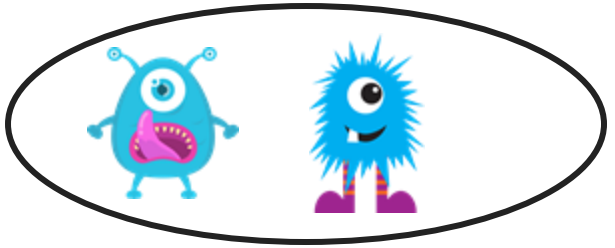


number of wheels



wheels or wings?





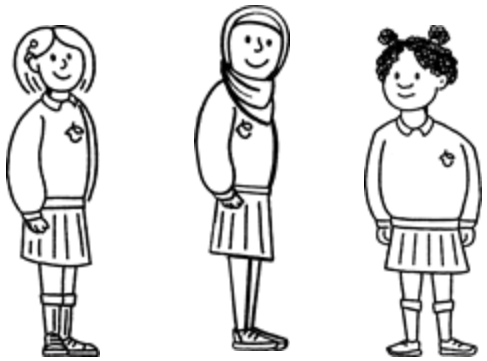
number of eyes

Attributes can also be used to describe people.

Sofia Alex Aisha Izzy Sam Andeep Lucas

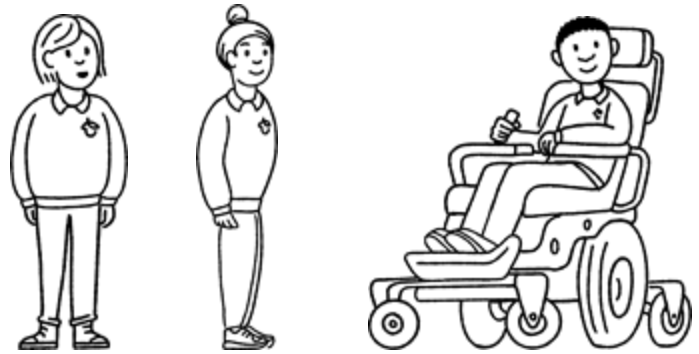
How could you group the Oak children?

When objects or people are grouped by **attribute**, the groups do not need to be equal. There can be groups that are larger or smaller.



Sofia Aisha Izzy

Alex



Sam Andeep Lucas

How have the Oak children been grouped?

How have the Oak children been grouped?

Sofia

Aisha

Izzy

Alex

Sam

Andeep

Lucas

They have been grouped by what they are wearing: skirts, shorts or trousers

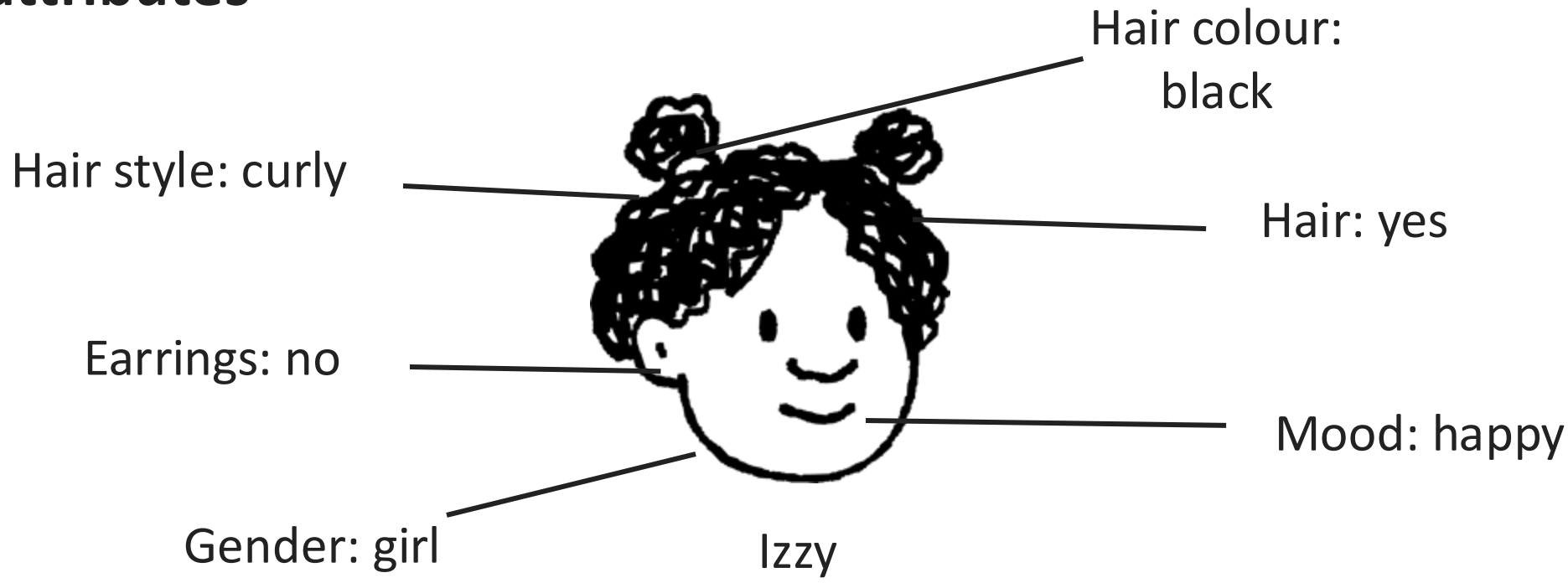
True or false?

People can be grouped by their **attributes**.

T **True** ✓ F **False**

People or objects can be grouped by their **attributes** such as what type of clothing they are wearing, their height or hair colour.

Izzy's **attributes**



All of these **attributes** are visible. Can you think of any **attributes** that are not visible?

Izzy's **attributes**

- kind
- favourite subject: art
- favourite colour: blue
- favourite sport: football
- has three brothers
- lives in a flat

Izzy

All of these **attributes** are part of Izzy, but it is not possible to know these things just by looking at her.

Put your thumbs up if you agree with any of the following:

- You have a brother.
- You like pizza.
- You enjoy PE.
- You enjoy maths.
- You have a cat.

All of those statements make you who ‘you’ are;
they are **attributes** about you. Although they are **attributes** about you, they are not visible to anyone.

Data can be collected about people, including both visible and invisible **attributes**.

This could include finding out what the most common hair colour is, or what the most popular subject is in class.

Check

How can you describe **attributes**?

a only visible

b both visible and invisible ✓

c only invisible

Create a tally chart collecting information about hair colour in your class.

Hair colour	Tally	Total
black		
brown		
ginger		
blonde		
other		

Your tally chart may be different to this, but similar to the rest of the tally charts for your class.

Hair colour	Tally	Total
black	𝍸 𝍸 ||	12
brown	𝍸 ||||	9
ginger	|||	3
blonde	𝍸 |	6
other		0

Lesson outline

Comparing data

Compare attributes using data

Explanation

When we have collected data about people's **attributes**, we can use the data to create a pictogram.

The pictogram can be used to **compare** people's **attributes**, finding out the most or least common **attributes**.

The Oak children were discussing which subject they think is the most popular in class.

Jun

I think the most popular subject will be maths.

I think that art will be more popular than maths.

Andeep

How can we find out who is right?

Compare attributes using data

Explanation

The children could create a tally chart to collect the information about all the different children's favourite subjects. For this tally chart, the child's favourite subject is the **attribute**.

This could then be used to create a pictogram where they **compare** the different subjects and which is the most popular.

True or false?

Data about **attributes** can be collected in a tally chart.

T True ✓ F False

Data about **attributes** can be collected in a tally chart and then used to create a pictogram or other chart.

The tally chart shows the favourite subjects of the Oak class children.

We can use the tally chart to complete a pictogram.

Subject	Tally	Total
maths	𝍸 ||	7
english	𝍸 |	6
science	𝍸	5
art	𝍸 |||	8
other	||||	4

Why do we have a row labelled ‘other’?

Using ‘other’ allows the voters to have an option if they their favourite subject is not listed.

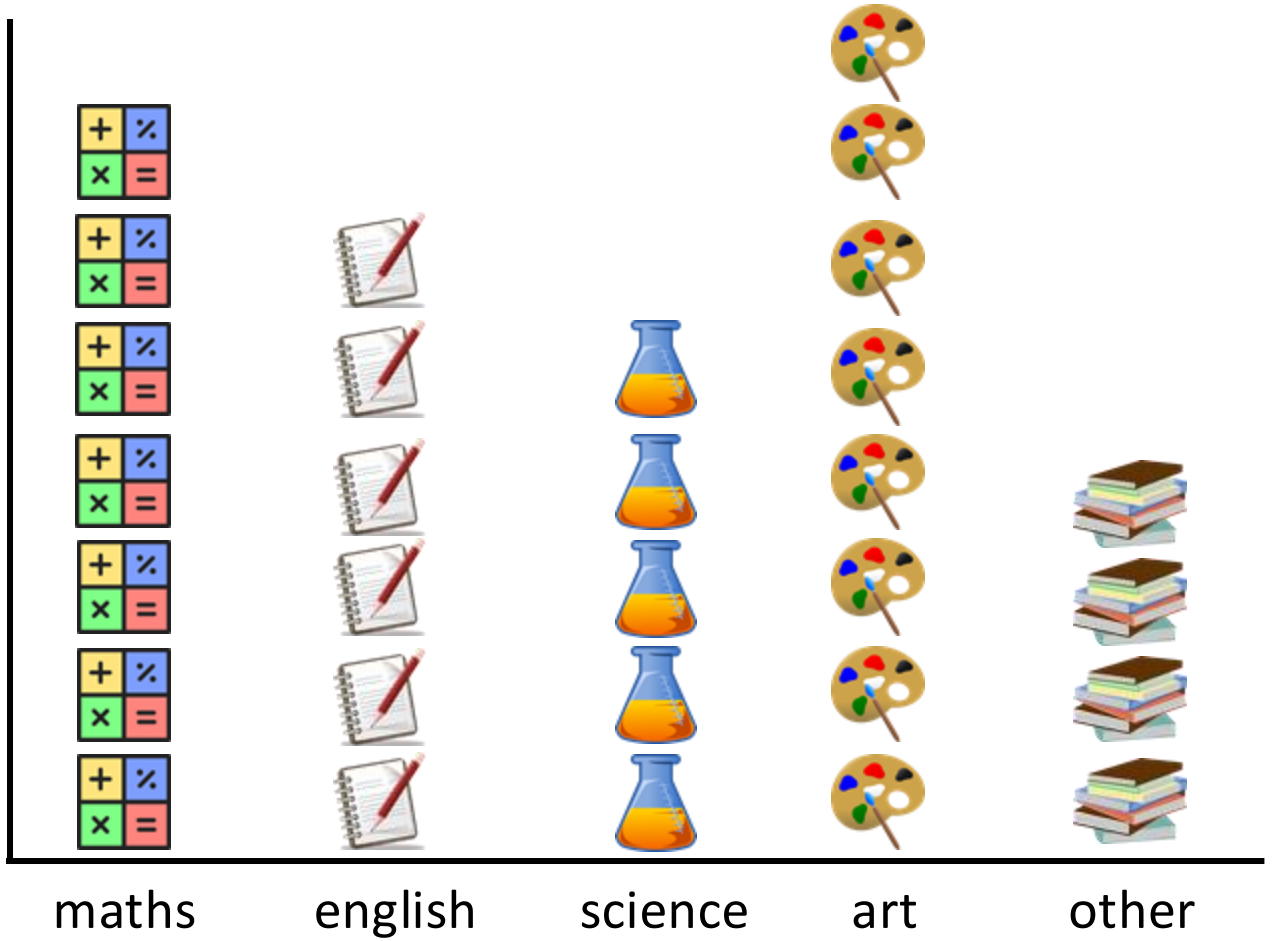
Subject	Tally	Total
Maths	𝍸 ||	7
English	𝍸 |	6
Science	𝍸	5
Art	𝍸 |||	8
Other	||||	4

Compare attributes using data

Explanation

The pictogram can be used to **compare** how popular different subjects are.

It is also possible to count how many people were questioned.

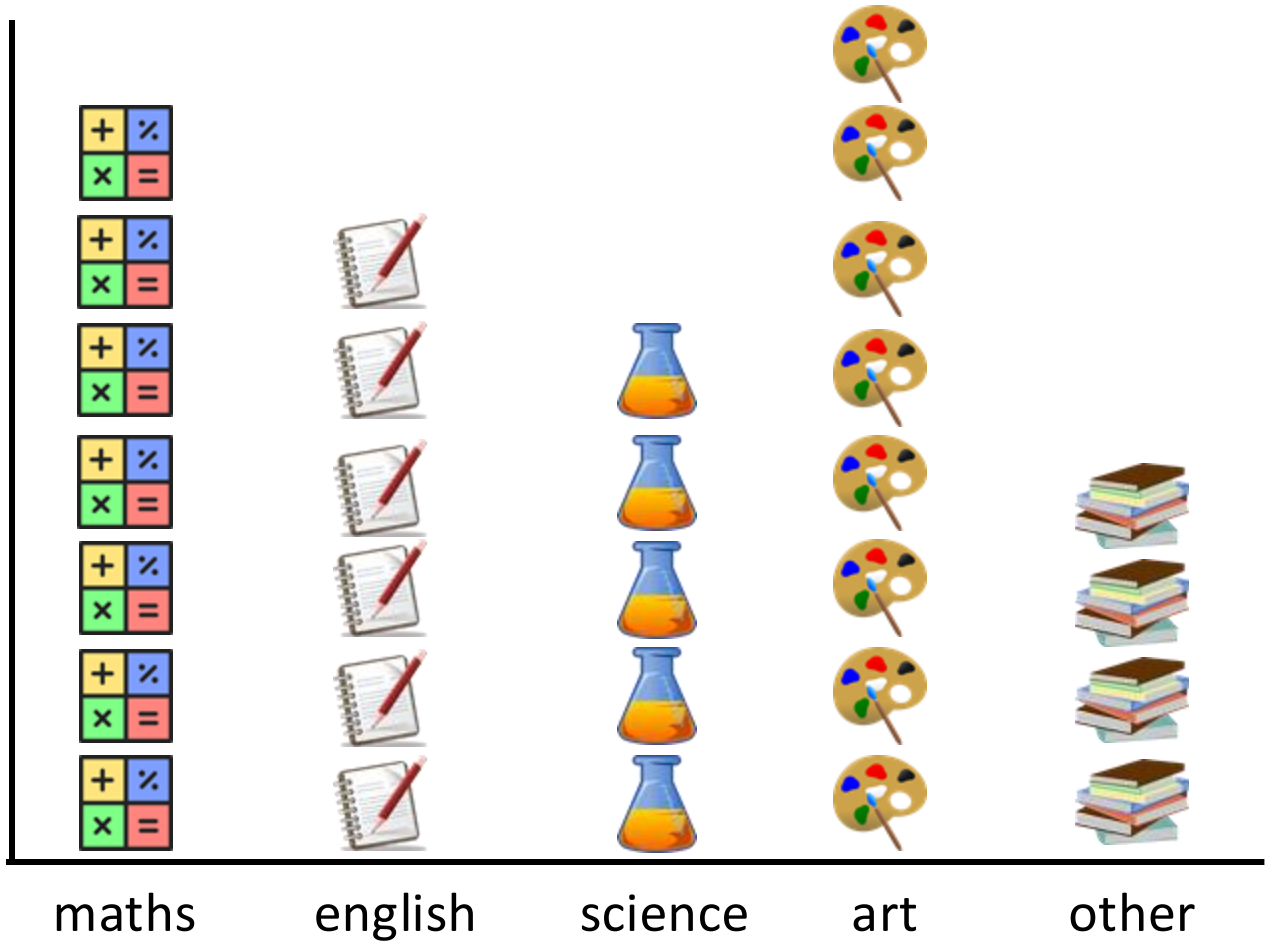


Compare attributes using data

Explanation

In a pictogram, one picture represents each count.

Each picture is related to the subject it is for.

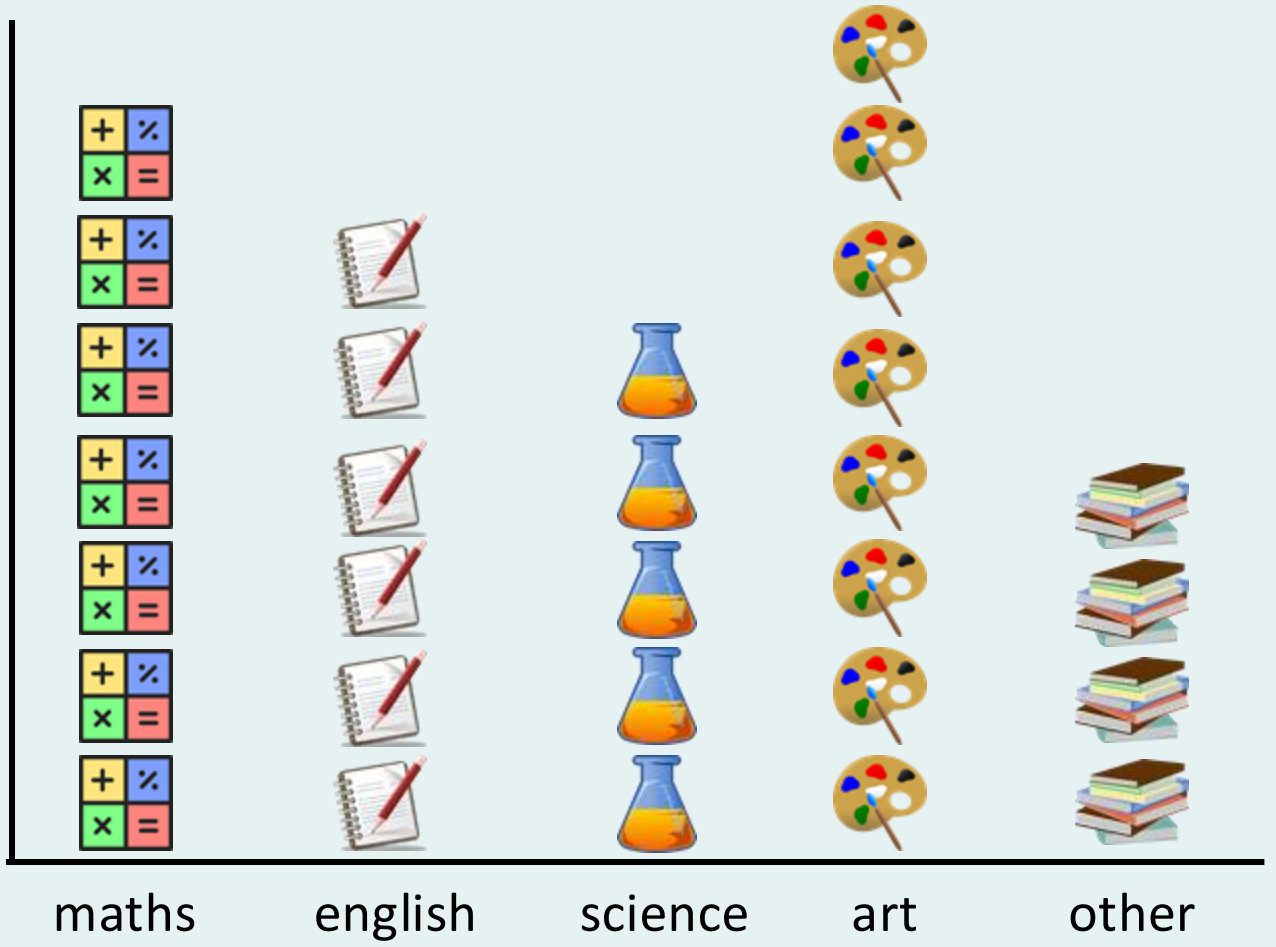


Compare attributes using data

Check

Which is the most popular subject?

Art is the most popular subject.



Compare attributes using data

Explanation

Attributes can be visible or invisible things that are personal to each person.

They can be visible and include things to do with appearance.

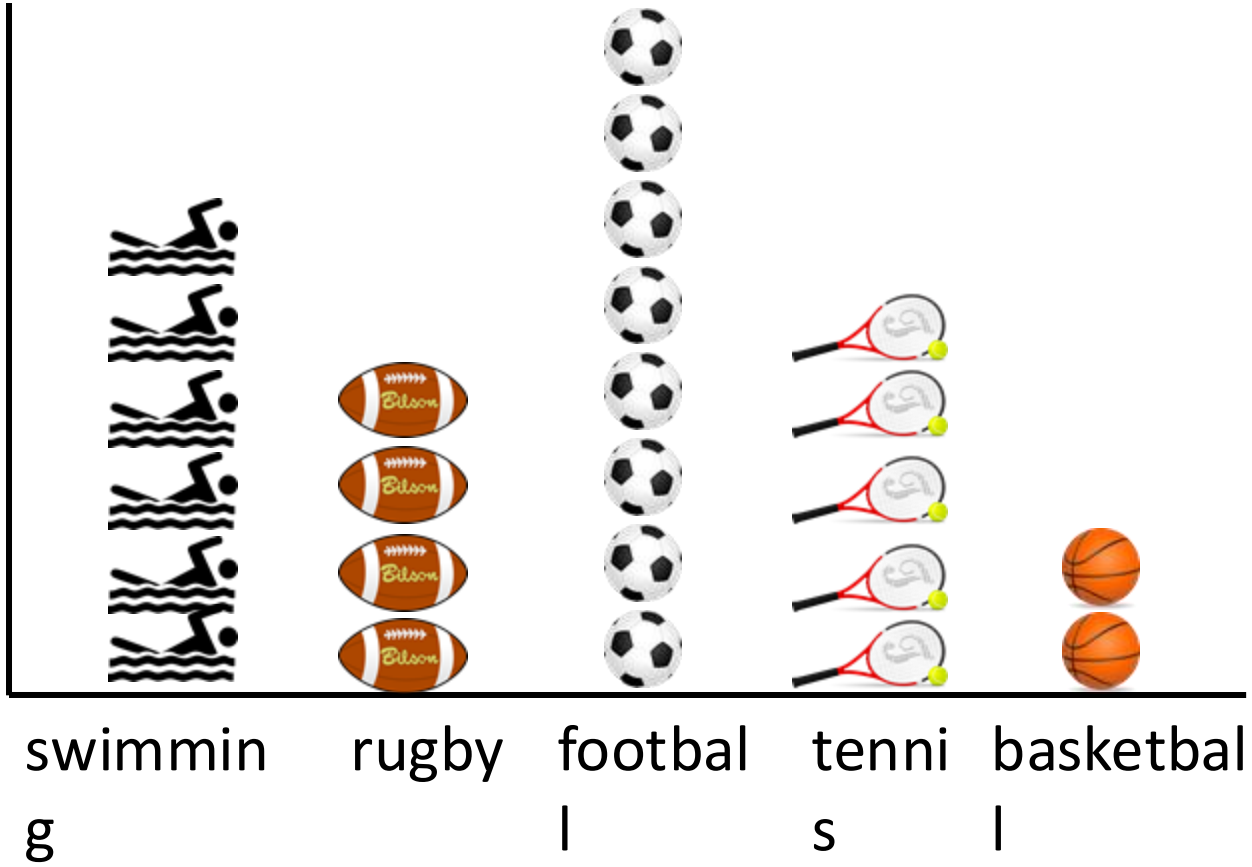
They can also be invisible and related to personality and preferences like favourite sport, hobbies and subjects.

Use the pictogram to answer the questions about children's favourite sports.

What was the most popular sport?

How many people prefer swimming?

How many children were questioned?



Task B

Compare attributes using data

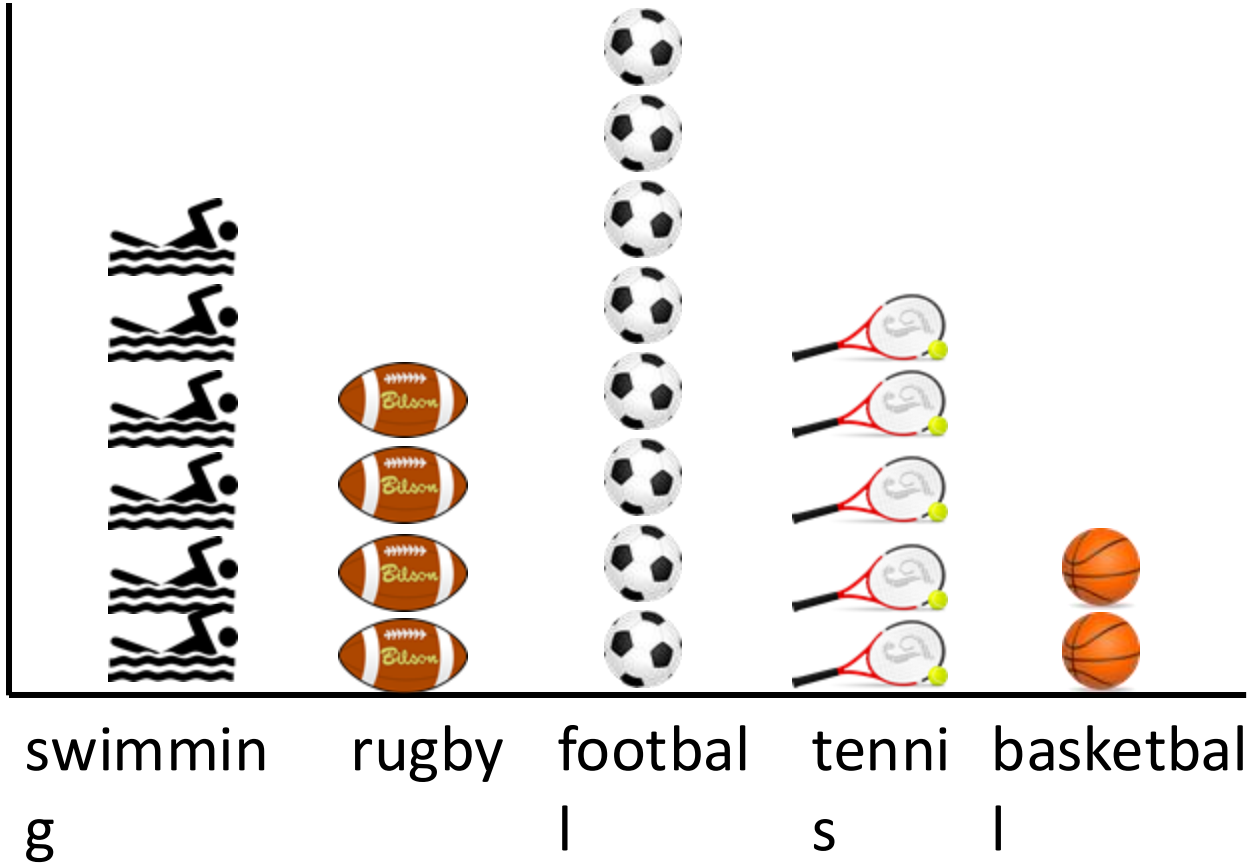
Practice

Use the pictogram to answer the questions about children's favourite sports.

How many more children chose football than rugby?

What was the least popular sport?

How many children chose tennis?



Task B

Compare attributes using data

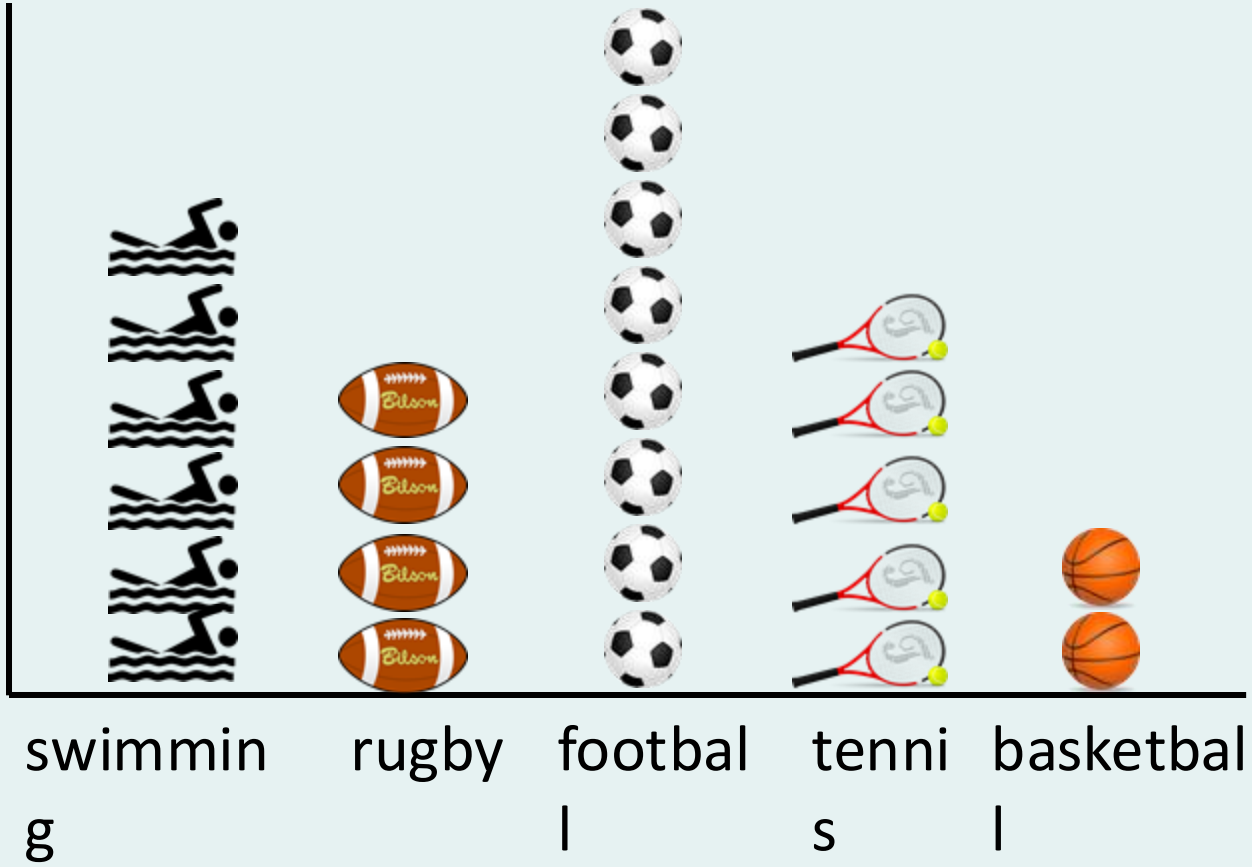
Feedback

Use the pictogram to answer the questions about children's favourite sports.

What was the most popular sport?
football

How many people prefer swimming?
six

How many children were questioned? 25



Task B

Compare attributes using data

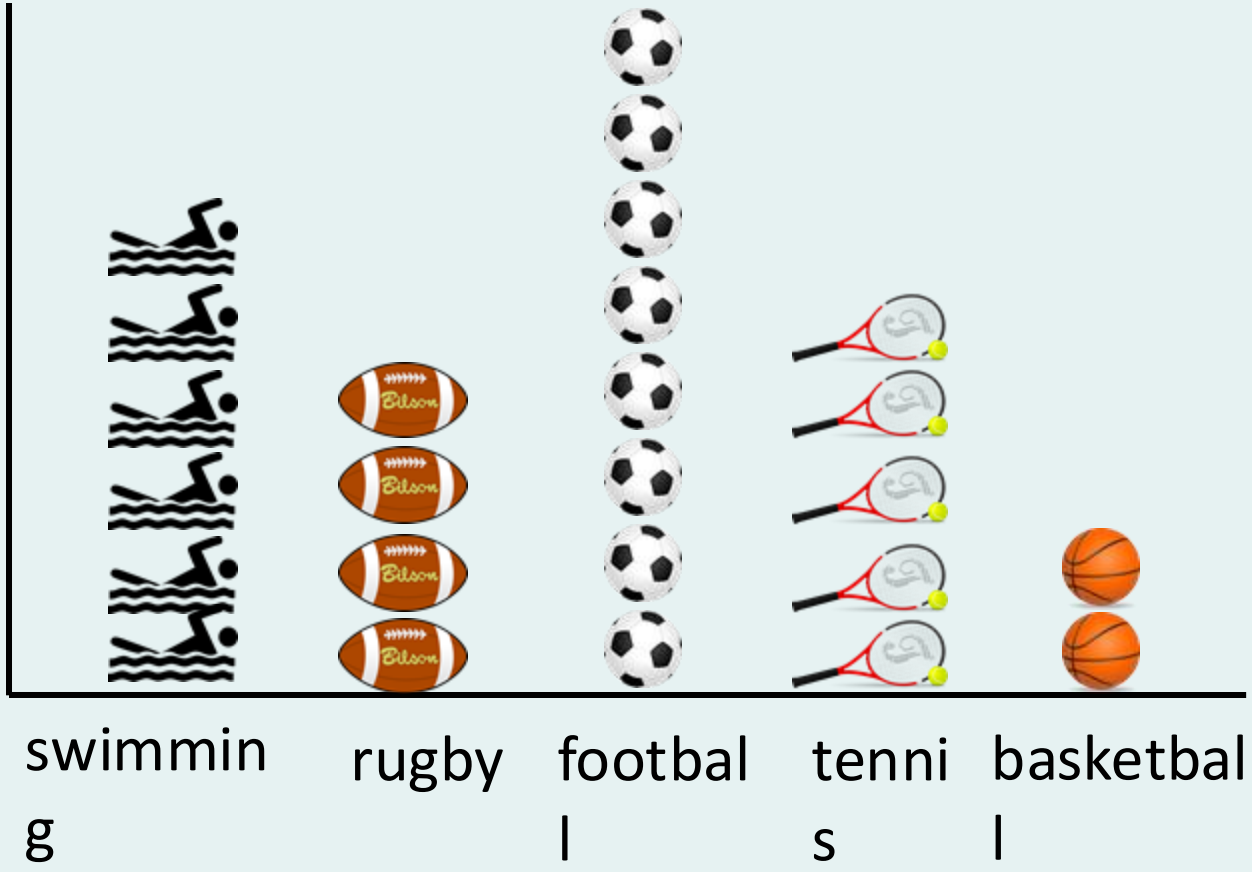
Feedback

Use the pictogram to answer the questions about children's favourite sports.

How many more children chose football than rugby? four

What was the least popular sport? basketball

How many children chose tennis? five



Summary

Everyone has **attributes** that can be visible or invisible. These **attributes** can differ from person to person.

Data can be collected about these **attributes** to **compare** the differences and find out information.

Using a pictogram to **compare** different **attributes**, you can find the most popular or least popular things, such as sports or foods.

BREAK 1.55 - 2.05

P.E. (Rain?)
Just Dance