

To do:
-Science Exit Quiz.
-PSHE stick in rules
-Morning challenge

Alexander Fleming

8 During the First World War, scientist Alexander Fleming
16 noticed that standard medicine wasn't helping to keep
24 infection away in soldiers who had serious injuries.
35 Knowing that it was a type of bacteria that was causing
46 these infections, he started looking for a way to kill the
47 bacteria.
56 After returning from holiday, he noticed that there was
66 mould growing in the small dishes of bacteria that he
73 had been conducting his experiments in. Amazingly,
81 Fleming discovered that the mould (now known as
89 penicillin) had eliminated the bacteria. He named this
93 new mould an 'antibiotic'.
103 Today, penicillin can be prescribed by a doctor and used
112 to treat bacterial infections that won't get better on
114 their own.



Questions



1. What did Alexander Fleming name the new mould?
- ☐ a bacteria
 - ☐ an infection
 - ☐ an antibiotic
 - ☐ a small dish



2. Find and copy one word which means the same as 'recommended'.
- _____



3. Describe how you think Alexander Fleming felt when he saw that the mould had eliminated the bacteria.
- _____
- _____



4. Using 15 words or fewer, summarise Alexander Fleming's discovery.
- _____
- _____

Thursday 11th September

TBAT: recap the /i/ sound spelt y.

How many alternative /i/ sounds can you think of?

Can you think of one word for each of your partners /i/ sound?

Use an example of your words in a correctly punctuated sentence.

Thursday 11th September

TBAT: recap the /i/ sound spelt y.

How many words can you think of with the /i/ sound spelt with the letter y?

Can you use a word in a sentence with a fronted adverbial?

Thursday 11th September

TBAT: recap the /i/ sound spelt y.

Work out the each /i/ spelt y word from the definitions below.

1. a religious song or poem of praise to God.
2. exercises developing or displaying physical agility and coordination.
3. a mark or character used as a conventional representation of an object, function, or process.
4. a monumental structure with a square or triangular base and sloping sides that meet in a point at the top, especially one built of stone.
5. something that is difficult or impossible to understand or explain
6. a thick, sweet liquid made by dissolving sugar in boiling water, often used for preserving fruit.

Can you write two of the words above into a sentence containing a modal verb and two adjectives?

11.09.25

TBAT: convert decimals (up to 3 places) to fractions and vice-versa.

3 in 3

1. $4,328 - 3,688 =$

2. $45,543 + 81,407 =$

3. $(10 \times 5) + 46 =$

Challenge – List all the factor pairs of 36.

11.09.25

TBAT: convert decimals (up to 3 places) to fractions and vice-versa.

Match the fractions to their decimal equivalents.

A. $\frac{6}{100}$

0.6

B. $\frac{6}{10}$

0.65

C. $\frac{65}{100}$

0.06

What is $\frac{1}{5}$ as a decimal and a percentage?

11.09.25

TBAT: convert decimals (up to 3 places) to fractions and vice-versa.

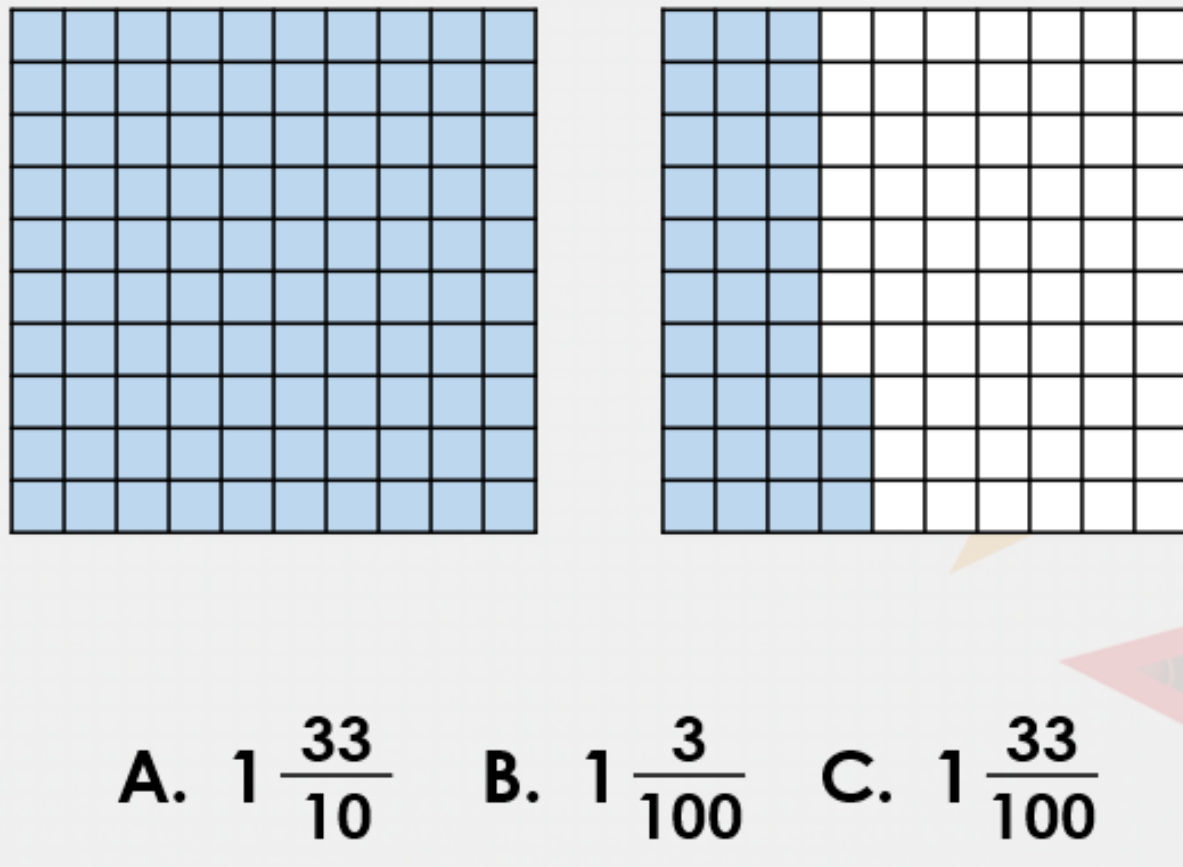
Fractions	Decimals
$\frac{25}{100}$	
	0.07
$\frac{1}{2}$	

True or false? $\frac{3}{4} = 3.4$

11.09.25

TBAT: convert decimals (up to 3 places) to fractions and vice-versa.

Which fraction is represented?



Can you write it as a decimal number?

11.09.25

TBAT: convert decimals (up to 3 places) to fractions and vice-versa.

Convert these decimals into fractions

0.5

0.66

0.25

0.05

1.5

1.05

11.09.25

TBAT: convert decimals (up to 3 places) to fractions and vice-versa.

Convert these fractions into decimals.

1/10

66/100

1/100

6/10

2 3/4

11.09.24

TBAT: convert decimals (up to 3 places) to fractions and vice-versa.

Solve the word problem below.

I am thinking of a decimal number.

It is bigger than $\frac{4}{10}$.

It is smaller than $\frac{3}{4}$.

What number could I be thinking of?

TBAT: convert decimals (up to 3 places) to fractions and vice-versa.

Decimal	Fraction
0.9	
	$\frac{8}{100}$
	$\frac{4}{10}$
0.49	
0.04	
	$\frac{63}{100}$

RP – Jenny scored 75% on her SATs test. Jill scored 5% more than Jenny. Write your answer as a decimal and percentage.

Challenge

Terri has placed fractions on a decimal number line. Tick the ones which are correct. Draw a circle around those which are incorrect and explain what the right answer should be.



Mastery Challenge

Which is the odd one out? Explain your reasoning

- A

$\frac{68}{200}$
- B


0.34
- C

0.034
- D

$\frac{34}{100}$


Mastery with Greater Depth

These children are sharing a pizza. There is a fraction of the pizza left. How much could Priya have eaten? Find all the possibilities.




I have eaten $\frac{9}{20}$ of the pizza.

Hari



I have eaten 0.25 of the pizza.

Abi



I have eaten more of the pizza than Abi and less than Hari.

Priya

Thursday 11th September

TBAT: write a letter/guide in the style of a character

3in3 – on whiteboards

1. Which Year 3/4 spelling has been mixed up below:

ppsidarea

2. Underline the two modal verbs in this sentence:

I will go to Paris next year and I must make sure that I visit the Eiffel Tower while I'm there.

3. Add brackets around the parenthesis in this sentence:

Prince William the Duke of Cambridge is first in line to the throne.

Challenge – add an adjective to sentence number 3.

Thursday 11th September

TBAT: write a letter/guide in the style of a character

Writing up in neat.

WTS Criteria:

- Capital letters for proper nouns
- Full stops
- Finger spaces
- Legible writing
- Y3/4 words
- Formal vocabulary

EXS Criteria:

- Parenthesis or relative clause
- 2 of the Year 5 /6 spelling words spelt correctly
- Chronological order
- First person
- Past tense
- **Joined handwriting**

GDS Criteria:

- 5 of the Year 5/6 words spelt correctly
- Ambitious vocabulary
- Emotive language
- Rhetorical question
- Parenthesis (range)
- Range of punctuation () - ;

Can you think of a verse that rhymes to inform your Year 6 of a catchy and rememberable tip?

Thursday 11th September

TBAT: understand each position in Flag football

OFFENSE vs DEFENSE

QUARTERBACK

This player receives the snap from the center and initiates the play either through a handoff or pass. The quarterback cannot directly run with the ball across the line of scrimmage without first handing the ball off to a teammate and then receiving a second handoff back or receiving a pass.

CENTER

This player's main responsibility is to snap the ball to begin the play, a critical skill at all levels of football. Once the center has snapped the football to the QB – either directly or from a pistol or shotgun formation – they are eligible to go out for a pass and catch the ball.

WIDE RECEIVER/BACK

Any player who does not initiate the snap nor receive the snap is considered an eligible receiver/back and can either receive a handoff or catch a pass.

SAFETY

The Safety is the defensive QB, especially in flag football. Their role is to lead the defensive team and to cover anyone who get loose. If a wide receiver is getting open deep, he/she covers and helps out.

RUSHER

Any player who rushes the quarterback must be a minimum of seven yards from the line of scrimmage at the snap. For fields that do not include yard lines, officials will mark this seven-yard zone before every play.

DEFENSIVE

The defensive pass first and Opposite to (i.e. pass first) defensive back run first then

SCORING:

- Touchdown = 6 points
- One (1) point after touchdown (PAT) from the 5-yard line. Must be a passing attempt. = 1 Point
- Two (2) points after touchdown (2PAT) from the 12 yard. Can be either a running or passing attempt. = 2 Points
- If a defender intercepts a PAT or 2PAT pass and returns it to the opposition endzone. (PAT return) = 2 points.
- A safety occurs when the ball carrier is ruled down within their own endzone. A ball carrier is ruled down by being tackled, a flag falling out, stepping out of bounds or fumbling the ball.

DEFENDING:

- A legal flag pull takes place when the ball carrier is in full possession of the ball.
- Defenders can leave the floor and dive to pull the ball carriers flag but cannot impede, hold or hit the ball carrier.
- It is illegal to attempt to strip or hit the ball out of the ball carrier's possession at any time.
- Interceptions are returnable for touchdowns and for 2 points on both PAT and 2PAT attempts.
- Once the quarterback has lowered their hands (simulating a handoff) the defence are able to cross the line of scrimmage and tackle offensive players. This is the only time a quarterback can be sacked.



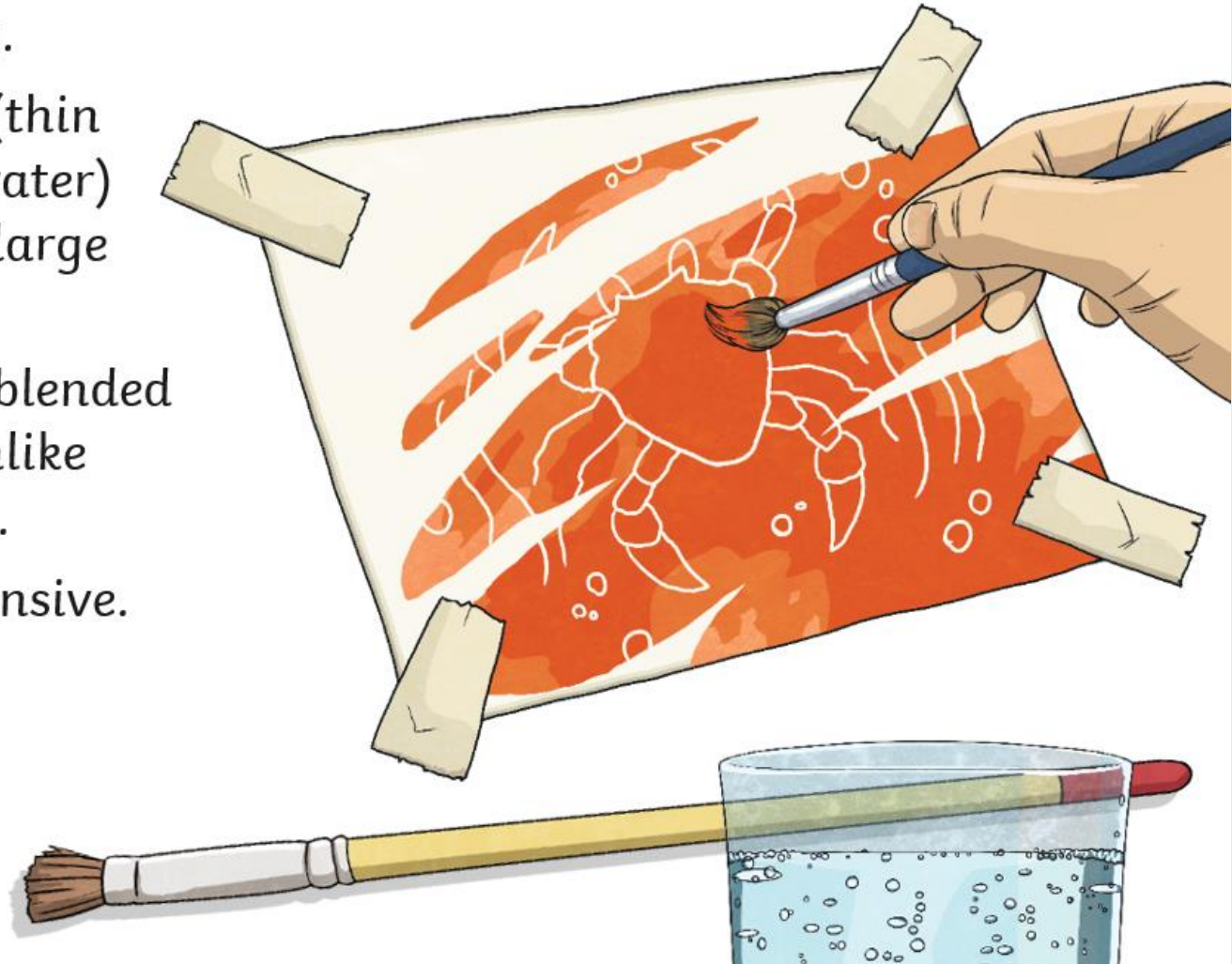
Step 1: Draw bird using pencil.



Step 2: Introduce watercolours.

What are the advantages of using watercolours?

- They are quick to dry.
- Watercolour washes (thin colours mixed with water) can be used to cover large areas quickly.
- Fresh colours can be blended into dried colours (unlike acrylic paints or oils).
- They are quite inexpensive.



The main difference between watercolours and other paints is that, with oils or acrylic paints, one **opaque** colour can be painted over another opaque colour. Because watercolours are **transparent**, the whites in a watercolour painting are created by not painting over those areas of the paper.

A few things about colours to remember when using watercolours:




- Watercolours dry much lighter than the wet colour you see when you first paint on the paper.
- You can mix wet paints together in a palette or mix them directly on the paper.
- When mixing colours, you don't need to rinse your brush between picking up colours as this will add water, making the mix lighter.
- To make colours lighter, add more water.


Basic watercolour palette



Watercolour Brushes

Watercolour techniques can be difficult to master, which is why using the correct brushes might help. The bristles are made of either synthetic (humanly-constructed) hair or natural animal hair. Brushes are available in numerous shapes and sizes.

Type of brush	Use	Brushstrokes
	round brush	
	liner brush	
	flat brush	





The size of the brush also matters; for washes, you will need to use a large brush to ensure all of the paper is wet at the same time.

Watercolour Brushes


Click the
brushes to
find out more



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Type of brush	Use	Brushstrokes
 round brush	With its pointy tip and wider belly, this is an universal brush for watercolour as it can create a variety of thicknesses.	

Watercolour Brushes

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Type of brush	Use	Brushstrokes
 flat brush	This brush is ideal for lines, edges and watercolour washes because it can cover a large area quickly.	

Painting Techniques

There are many techniques which can be used when painting with watercolours. Here are the two most common techniques used for painting:



Talk About It

Look at this watercolour painting by Vincent van Gogh. Where in the painting could he have used the two techniques?

‘Coalmine in the Borinage’ by Vincent van Gogh, 1879

Splatters

Because you are working with water, you can create intricate splatters which can add energy to your painting and create more texture.

Different tools will produce varying results:



Take an old toothbrush and dip it in your paint. Run your finger along the bristles to spray the paint onto your paper.

Run your fingers along the bristles of a flat brush with paint.



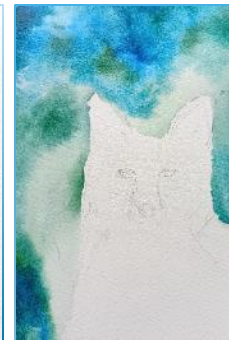
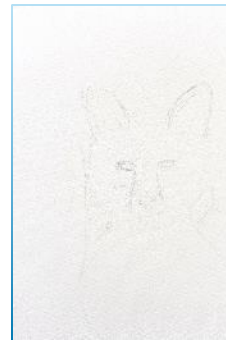
Dip a brush in the paint. Then use the handle of another brush to tap your brush handle. This will shake dots of paint onto the paper.

Example of a Watercolour Project



4

Shadows were added by using a mixture of black and orange wash. Some of the fur has been blended into the background. To imitate movements and texture, brush splatters have been added to the background and the fur.



Step 3: Experiment with watercolour techniques.

Watercolor Techniques for kids - YouTube



Step 4: Use watercolour techniques to complete your bird.

[Flying bird painting#paint with asriya Art - YouTube](#)

