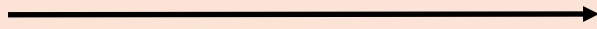


# Wednesday 10th September

Can you figure out how to make the totals using the different symbols as many times as you like?

Use these



+ - ÷ x

and these



12

15

9

3.5

6

8

to make



87

180

432

53.5

22.5



Wednesday 10th 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.**

Wednesday 10th 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?**

# Wednesday 10th 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?**

10.09.25

TBAT: multiply and divide by 10, 100 and 1000.

3 in 3

1.  $23,841 \div 1,000 =$

2.  $234 \times 9 =$

3. Complete the statements using these symbols  $<$ ,  $>$  and  $=$

**1.3 \_\_\_\_ 1.03**

**2.45 \_\_\_\_ 2.5**

**Round these numbers to the nearest whole number.**

**4.9**

**12.3**

**33.5**

10.09.25

TBAT: multiply and divide by 10, 100 and 1000.

	x 10	x 100
5		
12		1,200
345	3,450	

How many questions can you think of that give the answer 600?

(x/÷ 10,100,1000)

10.09.25

TBAT: multiply and divide by 10, 100 and 1000.

**4,912 x 1,000 =**

<b>M</b>	<b><u>HTh</u></b>	<b><u>TTh</u></b>	<b>Th</b>	<b>H</b>	<b>T</b>	<b>O</b>

**491,200**

**4,921,000**

**4,912,000**

10.09.25

TBAT: multiply and divide by 10, 100 and 1000.

$$18 \times 1000 =$$

$$0.5 \times 100 =$$

$$3.6 \times \underline{\quad} = 36$$

$$1.7 \times 1000 =$$

$$74 \times 10 =$$

$$0.08 \times \underline{\quad} = 8$$

**True or false?  $9.67 \times 100 = 9,670$**

**Explain your answer**



10.09.25

TBAT: multiply and divide by 10, 100 and 1000.

Partner discussion – match each calculation to the correct answer.

$$34,000 \div 10 =$$

$$34,000 \div 100 =$$

$$34,000 \div 1,000 =$$

T Th	Th	H	T	O
		● ● ●	● ● ● ●	

**3,400**

T Th	Th	H	T	O
			● ● ●	● ● ● ●

10.09.25

TBAT: multiply and divide by 10, 100 and 1000.

$$18 \div 1000 =$$

$$0.5 \div 100 =$$

$$3.6 \div \underline{\quad} = 0.36$$

$$1.7 \div \underline{\quad} = 0.017$$

$$74 \div 100 =$$

$$0.08 \div 10 =$$

**How many questions can you think of that give the answer 12.6?**

10.09.25

TBAT: multiply and divide by 10, 100 and 1000.

1. \_\_\_\_\_ =  $7,508 \times 100$

2.  $10 \times 42.61 =$

3.  $9.175 \times$  \_\_\_\_\_ = 9,175

4.  $54,800 \div 100 =$

5.  $7,400 \div$  \_\_\_\_\_ = 740

6.  $4,200 \div 10 \div 10 =$

RP - Which of these calculations do you think is the odd one out? Explain your reasoning.

$53 \times 1000$

$100 \times 530$

$53\,000 \times 10$

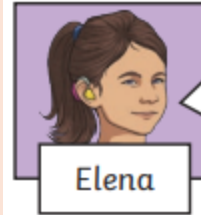
Challenge

Jia and Elena are discussing dividing by 10, 100 and 1000.

Who do you agree with? Explain why.



To divide by 1000,  
I just cross out the last  
three zeros.



To divide by 1000,  
I can divide by 10 three  
times.

Mastery Challenge

Which of these calculations do you think is the odd one out? Explain your reasoning.

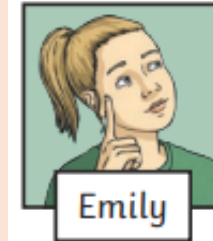
A  $710\,000 \div 100$

B  $7100 \div 10$

C  $71\,000 \div 100$

Mastery with Greater Depth

Emily is thinking of a number.



My number has 3 digits.

When my number is multiplied  
by 1000, the hundred  
thousands digit and the  
thousands digit are the same.

The product of the number's  
digits is 16.

What could Emily's number be?

Find two possibilities.

# Wednesday 10th September

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

### 3 in 3 - Whiteboards

1. **Circle** the **adverb** that shows how Dave danced.

Dave put on his best shirt before dancing energetically.

2. **Circle** the right words in each of the boxes to make sure that the sentences are written in **Standard English**.

Dave has lived in London since/whilst he was a boy.

He could of/have moved but decided to stay.

3. **Tick** the correct box to say which clause is underlined in the following sentences:

Sentence	Main Clause	Subordinate Clause
<u>If he listened really hard</u> , Dave could hear music coming from next door.		
Dave always goes to dance practice <u>even when he's not feeling one hundred percent</u> .		
Although it wasn't far to go, <u>Dave always drove to work</u> .		

Add a fronted adverbial to sentence 1.

Wednesday 10th September

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

Partner discussion – Improve your conclusion.

It was nice to have met you, explorers. Bow, race towards your new high school. Cheerio...

So, my fearless adventurers, take heart! Year 6 is not scary but a chance to prove you can do it! Goodbye...

'Until we meet again on the path of discovery'. What other similes for the jungle can you think of?

# Wednesday 10th September

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

Now finish the main paragraph of your writing.

4. Learn From Setbacks.

Sometimes you'll stumble. Explorers trip over vines all the time – but they always get back up, brush themselves off, and carry on. That's how real heroes are made.

5. Prepare for the Next Level.

Secondary school is waiting – a brand-new jungle full of new quests! Be brave, be curious, and remember: the courage you build now will carry you forward.

---



Life 3: Don't Throw It Away on PE Kit.

Ah, the classic danger! Forgetting trainers or your kit bag is like stepping into quicksand — slow, messy, and embarrassing. Pack the night before and avoid such perils.

### Challenge

Can you include a rhetorical question in your writing?

# Wednesday 10th September

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

Conclusion - Round off your letter/guide with a positive and cheery ending.

So, adventurers, keep your heads held high, your pencils sharpened, and your sense of humour at the ready. Survive Year 6? Nonsense! You won't just survive – you'll thrive.

---

And remember, when you leave Year 6, you don't just *exit the game*. You level up... to Secondary School Jungle Edition!

Be brave, be bold, and keep all three lives safe. Survive Year 6? Ha! You'll master it.

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

Wednesday 10th June

KQ - how many Hindus understand Brahman as ultimate reality or God?

1 What is the Hindu place of worship called? (Tick 1 correct answer)

- ☐ church
- ☐ mosque
- ☐ mandir
- ☐ gurdwara

2 Name one festival that Hindus celebrate.

\_\_\_\_\_

3 What does the festival of Diwali celebrate? (Tick 1 correct answer)

- ☐ the birth of Jesus
- ☐ the victory of light over darkness
- ☐ the birth of a person
- ☐ a harvest festival

4 Who is the main character in the story of Holi, who survived the fire? (Tick 1 correct answer)

- ☐ Jesus
- ☐ Muhammad
- ☐ Prahlad
- ☐ Buddha

4 Who is the main character in the story of Holi, who survived the fire? (Tick 1 correct answer)

- ☐ Jesus
- ☐ Muhammad
- ☐ Prahlad
- ☐ Buddha

5 The deity Krishna showed what in his mouth when his mum asked him to open it? (Tick 1 correct answer)

- ☐ his teeth
- ☐ the universe
- ☐ his tongue



# Keywords

Brahman

ultimate reality in Hindu Dharma

Svetaketu

a character in a story of Hindu Dharma

omnipresent

belief that Brahman or God is present throughout the universe

Aum

symbol used to represent Brahman and the sound of creation

Hindu Dharma asks big questions about life and reality.



Two questions it asks is:

- What is ultimate reality?
- Is there a God?

Hindu texts, such as the Upanishads, have given answers to these questions.

This is Kavita, she is a British Hindu.



Her family believe there is an ultimate reality in the universe.

This ultimate reality is called **Brahman**.

Many Hindus believe **Brahman** is the one supreme spirit or energy that exists everywhere.

**Brahman** is present everywhere.

## What might Svetaketu teach about Brahman?



Check

Which two statements best describe the idea of **Brahman**?

**a**

ultimate reality in the universe



**b**

supreme spirit or energy



**c**

present only in heaven

Kavita is learning more about **Brahman** with her family.



Kavita and her family

Kavita's dad tells her that there is a Hindu story he remembers from when he was a child.

This story helped him understand important lessons about **Brahman** as the ultimate reality.

We can better understand Hindu worldviews by hearing stories and thinking about how Hindus interpret them.



Kavita and her family

The story is found in Hindu texts called the Upanishads and based on the character **Svetaketu**.

It uses two metaphors to explore the idea of **Brahman** to help Hindus understand more about this complex idea.



What might Svetaketu teach about Brahman?



Explanation

This is the story of **Svetaketu**.



The potter shapes the  
clay on a wheel.



## True or false?

Uddalaka told **Svetaketu** that once the clay is shaped into a pot, it stops being the same clay.

**T** True

**F** False ✓

Why?

Uddalaka explained that even though the clay is shaped into a pot, it is still the same clay. This was to help his son understand that all things are forms of the same **Brahman**.

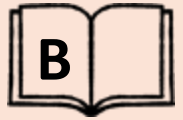


What might Svetaketu teach about Brahman?



Explanation

The salt is added to the water. The salt dissolves.



## Story summary:

**Svetaketu** was confused. Why couldn't he see **Brahman**?

Firstly, his father asked him to stir some salt into the water.

After that, he returned to find the salt had dissolved. When he tasted the water, it was salty.

Finally, **Svetaketu** realised that **Brahman** was everywhere and in everything, only we do not see it.

## What might Svetaketu teach about Brahman?



Check

The example of the salt and water taught **Svetaketu** that **Brahman** is ...

**a**

visible to everyone, but only at certain times.

**b**

only present for a short time before disappearing.

**c**

present everywhere, even if you can't see it.





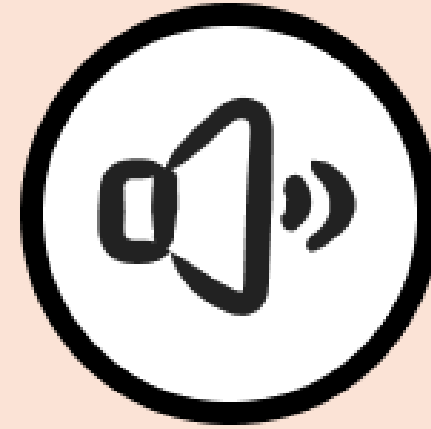
This is the symbol of **Aum**. Kavita has this symbol on her home shrine.

**Aum** is a sacred sound and symbol used in Hindu Dharma to represent **Brahman**.

It symbolises the essence of the universe, connecting all living things.

This is **Aum** in sound form.

What do you notice about the sound?



Many Hindus consider **Aum** to be the first sound of the universe.

It symbolises **Brahman** as the energy at the beginning of creation and the core of all existence.

What do many Hindus believe about Brahman?



Check

## True or false?

The **Aum** symbol is a sacred sound that symbolises **Brahman**.

**T** True ✓

**F** False

Why?

The sound of **Aum** symbolises **Brahman** as the energy and reality in the universe.

**Aum** is often chanted by Hindus during worship. For many Hindus, **Brahman** is seen as God and **Aum** is a way to connect with God.

Chanting **Aum** helps me focus my mind during worship. It connects me to **Brahman**. I see **Brahman** as God.



Kavita

## What do many Hindus believe about Brahman?

Like many Hindus, Kavita believes **Brahman** is **omnipresent** in:



nature



living beings



the entire universe

This belief helps Kavita feel connected to the world around her at all times.





Kavita

I believe that **Brahman** is everywhere in the universe and in everything.

I believe that God is in all living beings. I feel connected to the earth and creatures. It is all part of God. We must care for it all.

What might it mean when Hindus say that **Brahman** is **omnipresent**?

**a**

**Brahman** is present only in physical things you can see.

**b**


**Brahman** is everywhere, in nature and all living things.



**c**

**Brahman** is only present through the **Aum** symbol and sound.

Some Hindus believe that **Brahman**, the ultimate reality, is formless and beyond anything humans can fully understand.



Think of **Brahman** like the air: it's everywhere, all around us, but we can't see it.  
Even though it has no shape or image, it's always present.

Laura

This idea is called Nirguna **Brahman**.  
**Brahman** without form.



Lucas



What does the term Nirguna **Brahman** refer to?

a

The belief that God is present in all aspects of life and nature.

b

The idea that **Brahman** is formless and beyond human understanding.



c

That **Brahman** has many forms (deities) to connect with people.

Many Hindus believe that **Brahman**, while formless, can also take on different forms to help them feel closer to God.



Laura

These forms are represented by deities.  
A deity is a god or goddess.

This idea is called Saguna  
**Brahman**.  
**Brahman** with form.



Lucas

Laura is reflecting on what many Hindus believe about **Brahman**.

Write two more beliefs that might help explain how Hindus understand **Brahman**.



Laura

I think the **Aum** symbol helps many Hindus connect with **Brahman**, as it is a sacred sound.

Write two more beliefs that might help explain how Hindus understand **Brahman**.

You might have mentioned:

Many Hindus believe **Brahman** is **omnipresent** in everything. This helps some Hindus feel a sense of connection and responsibility to care for animals and plants.

Many Hindus believe that **Brahman** can take forms in deities. This helps them feel closer to God.

- In Hindu Dharma, there is one ultimate reality, who is in everything.
- This ultimate reality is called **Brahman**.
- The story of **Svetaketu** helps Hindus to understand **Brahman**.
- Many Hindus believe **Brahman** is **omnipresent**, or everywhere.
- Many Hindus describe **Brahman** as God.
- Hindus use the **Aum** symbol to describe **Brahman**.



Wednesday 10th June

KQ - how many Hindus understand Brahman as ultimate reality or God?

1) Give a reason why the story of **Svetaketu** might help Hindus understand **Brahman** as being everywhere, even if we cannot see him.

2) Can you think of something in your own life that you cannot see, but know it is there? How can you use this to help others understand the idea of **Brahman** being everywhere?

**Challenge -**

Why couldn't Svetaketu see Brahman, according to the story? (Tick **1** correct answer)

- ☐ because Brahman is only visible to gurus
- ☐ because Brahman is formless and everywhere
- ☐ because Brahman can only be seen in mandirs

# Wednesday 10th September

## KQ – What is the function of the heart?

1 What is an organ? Tick 1 correct answer

- ☐ a part of the body that plays music
- ☐ a part of the body that performs a specific function
- ☐ a big muscle inside your body
- ☐ a body part that helps you to breathe

2 Match the organ with the sense it is responsible for. Write the correct letter in each box

a	eyes
b	nose
c	skin
d	tongue
e	ears

	sight
	smell
	touch
	hearing
	taste

3 What does the word function mean? Tick 1 correct answer

- ☐ if something goes up or down
- ☐ the reason for something
- ☐ the purpose of something
- ☐ something that is enjoyable

### Challenge

Match the organs to their descriptions. Write the correct letter in each box

a	heart
b	lungs
c	stomach
d	brain

	breaks down food
	pumps blood around the body
	control centre for the body
	help you to breathe

Wednesday 10th September  
KQ – What is the function of the heart?

## Keywords

<b>organ</b>	An <b>organ</b> is a part of the body that does a <u>particular job</u> , such as the brain, heart and lungs.
<b>function</b>	The <b>function</b> of an organ is its job within the body.
<b>heart</b>	The <b>heart</b> is an organ that pumps blood around the body.
<b>blood</b>	<b>Blood</b> is pumped around the body by the heart.
<b>model</b>	A <b>model</b> is used to describe something that cannot be experienced directly.

Wednesday 10th September

KQ – What is the function of the heart?

What is the heart made up of?

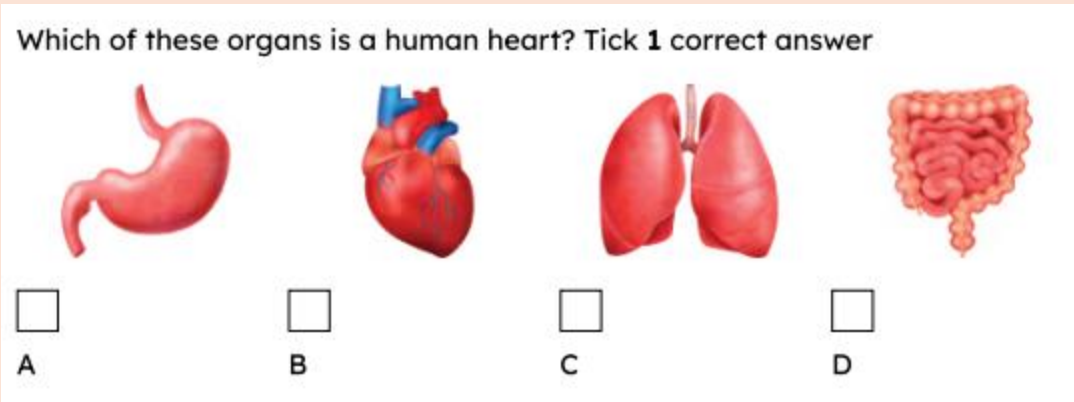
What does the heart transport around the body?

How many chambers does the heart have?

# Wednesday 10th September

## KQ – What is the function of the heart?

[Function of the heart](#)  
[KS2 | Y6 Science](#)  
[Lesson Resources |](#)  
[Oak National Academy](#)



### Questions

1. What shape is the heart?
2. The size of your heart is approximately....
3. The main function of the heart is to .....
4. How many times does your heart roughly beat in a day?

Models can be used to help us understand the \_\_\_\_\_ of the heart.

# Wednesday 10th September

## KQ – What is the function of the heart?

**1** Approximately how many times does the average heart beat in one day? Tick **1** correct answer

- ☐ 150 times
- ☐ 150,000 times
- ☐ 50,000 times
- ☐ 115,000 times

**2** The heart is a type of ... Tick **1** correct answer

- ☐ organ
- ☐ blood
- ☐ cleaner
- ☐ breathing
- ☐ bone

**3** The heart's function is to pump \_\_\_\_\_ to all parts of the body. Fill in the blank

**4** The average heart is the size of a human \_\_\_\_\_ and roughly the same shape as an upside down pear. Tick **1** correct answer

- ☐ fist
- ☐ foot
- ☐ head
- ☐ eye

Wednesday 10th September

TBAT: consider what makes respectful listening and group-working.

Choose a partner to talk to. Find out about **one way** they like to spend their **spare time**.

You have **one minute** to find out as much about this leisure activity as you can.

What do we need to do when we listen to make sure we show the other person that we value and respect them?





Wednesday 10th September

TBAT: consider what makes respectful listening and group-working.

**Key words:**

confidential

discuss

included

listen

personal

polite

questions

respect

respond

vocabulary

# Active Listening



[Active Listening - YouTube](#)

**Watch the clip.**

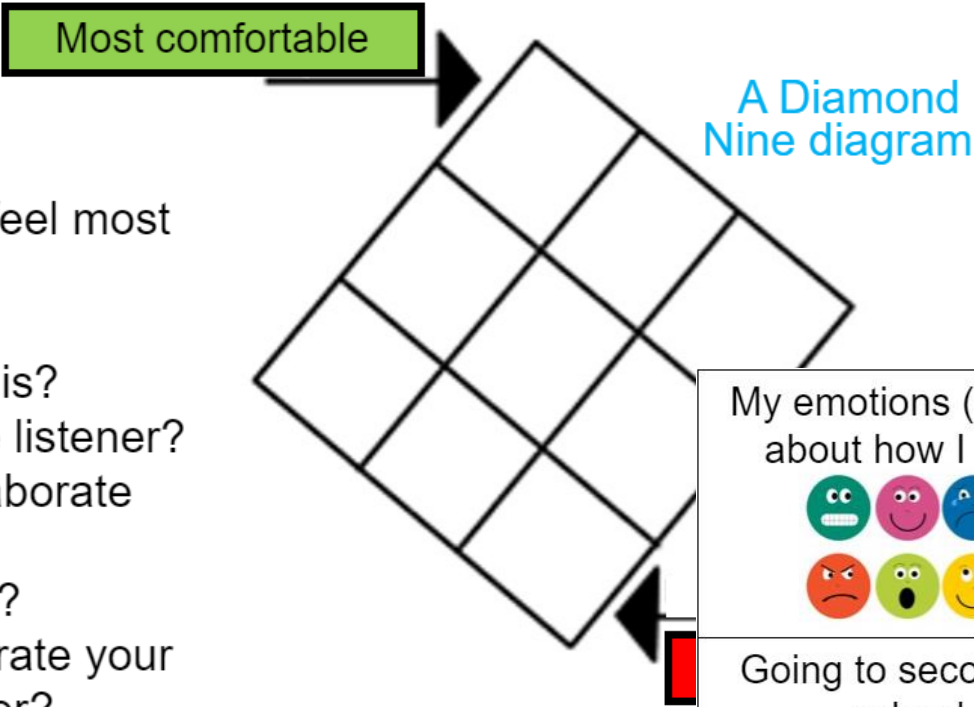
1. What tips does it give to be an active listener?
2. How do you know when someone is listening to you?
3. How does this make you feel?
4. What about when someone isn't listening?



# Wednesday 10th September

## TBAT: consider what makes respectful listening and group-working.

- Questions to discuss:**
- Which topics did you feel most uncomfortable with discussing?
  - Why do you think this is?
  - Does it depend on the listener?
  - How well did you collaborate during this activity?
  - Was it easy or difficult?
  - How did you demonstrate your respect for your partner?



<p>My emotions (talking about how I feel)</p>	<p>Self-care (including diet, exercise and sleep)</p>	<p>Death and bereavement</p>
<p>Going to secondary school</p>	<p>When parents separate or divorce</p>	<p>Drugs, smoking and alcohol</p>
<p>Crime and anti-social behaviour</p>	<p>Relationships and sex</p>	<p>How to keep safe online</p>

Wednesday 10th September

TBAT: consider what makes respectful listening and group-working.

**Key words:**

confidential

discuss

included

listen

personal

polite

questions

respect


respond

vocabulary

The issues discussed in PSHE can be sensitive, therefore it is really important that we **establish some classroom rules** so that we all feel comfortable to contribute to discussions, group work and PSHE lessons.

In your books, create a mind-map of rules for respect that we will use in PSHE lessons:

What are our rules for  
respect in  
PSHE lessons?



It is important that we **respect** other people's views, even if we don't agree with them.