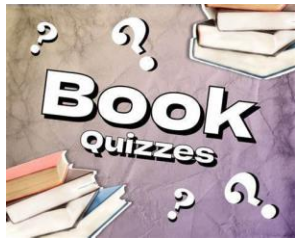


IMPORTANT INFO

- Individual photos



TUESDAY 21ST OCTOBER

good
morning



POSITIVE AFFIRMATION

Today I choose to
think positive
thoughts.

WORD OF THE WEEK STARTER

cacophony

Make a list of words that
mean the same (synonyms)
and a list of words that mean
the opposite (antonyms)

MATHS STARTER

Total Tuesday

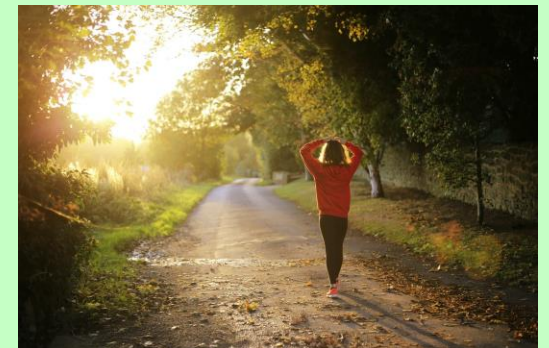
How many ways can you
make the total

50

Try to use a mixture of + - x ÷

CHALLENGE STARTER

How many WOW words can you
use to describe this picture?



Tuesday 21st October 2025

Word work – sentence types

Punctuation is the name given to the marks made in writing that are not letters. For example: . ! ?

A **statement** is a sentence which tells us information about something. For example: Spiders spin webs.

A **question** is a sentence used to find out information. For example:
How old are you?

A **command** is a sentence which tells someone to do something. For example: Sit down!

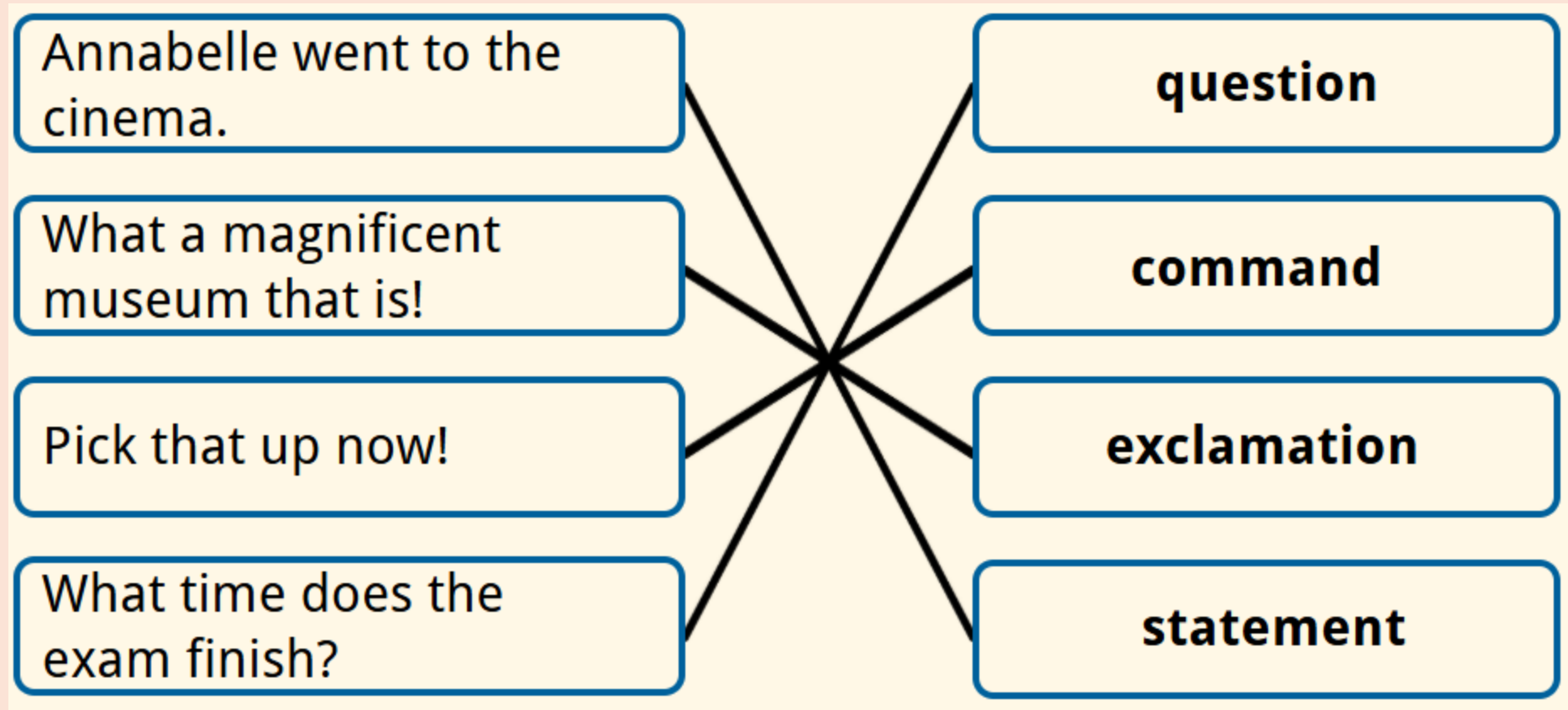
An **exclamation** is a sentence which shows strong feeling. For example: How hot it is in here!

Tuesday 21st October 2025

Word work – sentence types

Turn and talk

Use the punctuation shown to match each sentence to the correct sentence types.



Tuesday 21st October 2025

Word work – sentence types

In this lesson, we will be looking at the four main types of sentences.

These are:

statements

questions

commands

exclamations

Tuesday 21st October 2025

Word work – sentence types

A **statement** is a sentence that gives us information and ends with a **full stop**.

The astronaut is waiting nervously for his spaceship to blast off.

This sentence gives information about what the astronaut is doing and how he is feeling.

On a dark, cold winter morning, the crisp brown leaves drifted gently on the ground.

This sentence gives information about the temperature, time of day and how the leaves have travelled.

Tuesday 21st October 2025

Word work – sentence types

A **question** is a sentence that uses question words to ask for more information or an action. It ends in a **question mark**.

Can you drop me off at the station in the afternoon?

This question asks if an action can be completed.

Who is playing the violin at the school concert?

This question asks for more information about the violin player.

Tuesday 21st October 2025

Word work – sentence types

A **command** is a sentence that starts with an **imperative verb** and demands or requests somebody to do something.

Some examples of **imperative verbs** are:

draw

pick

get

go

take

wash

tidy

put

place

shut

Tuesday 21st October 2025

Word work – sentence types

Here are some of the imperative verbs used in **commands**.

Usually, the command starts with the imperative verb.

Shut the door now!

This command demands that somebody shuts the door. It is to be done urgently as shown by the word 'now' and requires an exclamation mark.

Pick up the pens you knocked over, please.

This command requests that somebody picks up the pens they have knocked over. It has been requested politely as shown by the word 'please' and requires a full stop.

Tuesday 21st October 2025

Word work – sentence types

Exclamation sentences must always start with a ‘what’ or a ‘how’.
Each exclamation type has a different structure.

‘What’ exclamation sentence:

What - noun phrase - type of noun - verb !

Examples:

What an incredible woman she was !

What a spectacular goal you scored !

Tuesday 21st October 2025

Word work – sentence types

Exclamation sentences must always start with a ‘what’ or a ‘how’.
Each exclamation type has a different structure.

‘How’ exclamation sentence:

How - adjective - type of noun - verb !

Examples:

How remarkable she is!

How thoughtful you are!

Tuesday 21st October 2025

Word work – sentence types

Independent

Label each sentence with an **S for statement**, Q for question, **C for command** or E for exclamation sentence.

Wipe your shoes before coming in, please.

What big teeth you have!

Suddenly, the police car rushed down the narrow street.

Is it Grandma's birthday today?

S

Q

C

E

Tuesday 21st October 2025

Word work – sentence types

Independent

Using only the words below, create as many sentence types as possible.

the

eat

does

only

why

apples

he

21.11.25

Times tables

Hot Potato Tables

Use a soft ball or beanbag.

Pass the ball around the circle while saying the **next multiple** in a times table.

If you drop the ball or say the wrong number, you're out!

6

7

11

21.10.25

TBAT: review and apply the grid method for multiplying 2-digit numbers by 1-digit numbers.

3 in 3

1) $2 \times 3 =$

2) $20 \times 3 =$

3) $27 \times 6 =$

Challenge- There are 9 boxes, and each box contains 34 pencils. How many pencils are there in total?

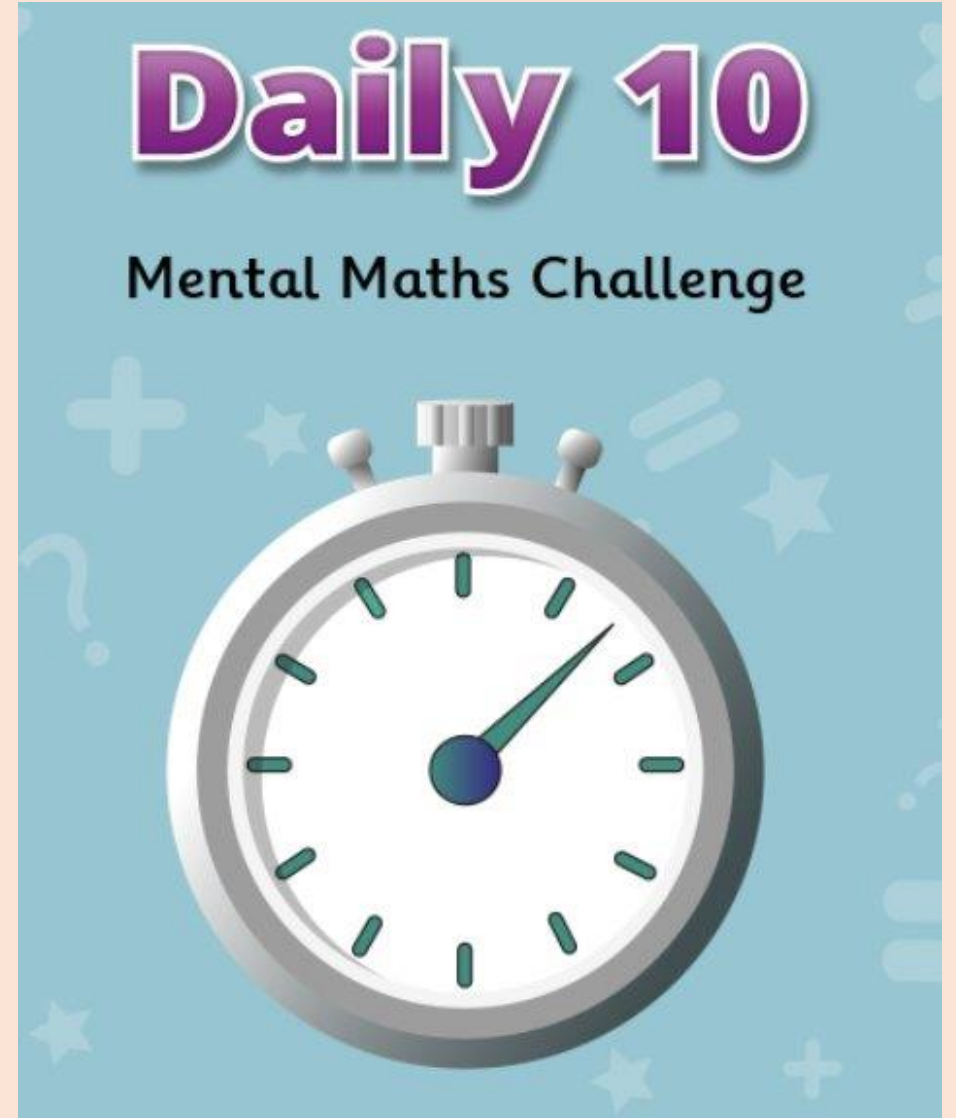
21.10.25

TBAT: review and apply the grid method for multiplying 2-digit numbers by 1-digit numbers.

Key
Vocabulary

Place holder
Place value
Multiplication

[Daily 10 - Mental
Maths Challenge -
Topmarks](#)
Level 4- 11 times
tables



Partner Talk: Partitioning Three-digit Numbers

Look at this number:

269

I would like to know:

- What is the value of the 6 in this number?
- What is the value of the 9 in this number?
- What is the value of the 2 in this number?

Partitioning Three-digit Numbers

Let's look at another three-digit number:

957

Hundreds (100)	Tens (10)	Ones (1)
9	5	7

Which number has the largest value?

Which number has the smallest value?

Decomposition

A number can be split into its separate parts.



$$\text{So, } 243 = 200 + 40 + 3$$

This process is called **partition** or **decomposition**.

Reasoning

What mistake has been made?

What should the decomposition look like?

$$385 = 3 + 8 + 5$$

whiteboards.

$$51 \times 4 =$$

x		

whiteboards.

$$17 \times 4 =$$

x		

whiteboards.

$$65 \times 5 =$$

x		

whiteboards.

$$71 \times 6 =$$

x		

Independent

Answer the following questions in your book.

Blue

Green

$$53 \times 6 =$$

$$63 \times 5 =$$

Independent

Solve using grid method

$$1) 40 \times 6 =$$

$$2) 65 \times 3 =$$

$$3) 27 \times 6 =$$

$$4) 63 \times 4 =$$

$$5) 55 \times 5 =$$

$$6) 35 \times 9 =$$

RP:

Sam says the number 374 can be partitioned as:

$$300 + 7 + 4$$

Is Sam correct? Explain why or why not.

Mastery challenge

Emma buys 27 packs of stickers.
Each pack has 13 stickers inside.
After giving 150 stickers to her friend,
Emma decides to keep the rest.

How many stickers did Emma have altogether?
How many stickers does Emma have left after giving some away?

Challenge

Eva washes some cars.

She uses 12 buckets of water.

Each bucket has 8 litres of water.

How many litres of water does she use altogether?

Greater Depth mastery

A gardener plants 46 flowers in the garden.
Each flowerpot holds 12 flowers.
After planting all the flowers, the gardener decides to water half of the flowers again the next day.

- 1. How many flowers are there in total?**
- 2. How many flowers does the gardener water the next day?**

Tuesday 21st October 2025

TBAT: expand sentences using adverbs

3 in 3

1. Complete the table below with the missing **singular** or **plural** spelling. One has been done for you.

Singular	Plural
classroom	classrooms
	ladies
glass	
	apples
sheep	

2. Which sentence uses **capital letters** correctly?

Sanjay and logan went to Bristol yesterday.

1

Sanjay and Logan went to Bristol yesterday.

2

Sanjay and Logan went to bristol Yesterday.

3

Sanjay and Logan went to bristol yesterday.

4

3. Look at the parts of the words in **bold**.

hazard**ous** care**less** attraction heav**iest**

What is the grammatical term for this part of the word?

Tick **one**

adverb

1

noun phrase

2

verb

3

suffix

4

Challenge

Write a sentence that includes a plural noun.

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

Blue - Explain to your partner what a verb is then use it in a sentence.

Green - Explain to your partner what an adjective is then use it in a sentence.

Challenge - Can you name the different types of adverbs?

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

Key Information

An **adverb** is a type of word that gives more information about a verb. It can tell you how, when, where, why or how often. For example: slowly, yesterday, regularly

An **adverb of time** tells you when something happened. For example: yesterday, always, early

An **adverb of place** tells you where something happened. For example: indoors, upstairs, below

An **adverb of cause** links to why something happened. For example: because, hence, therefore

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

Turn and talk

Aimee wants to label the types of adverbs that have been used in the sentences below.

Help her by using the labels '**cause**', '**place**' and '**time**'.

A. I wish I could sip a cold drink by the beach tomorrow. (time)

B. There are a few customers who are eating upstairs. (place)

C. My mum was upset as a result of her precious parcel being damaged. (cause)

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

An **adverb** is a type of word which gives more information about the verb in a sentence.

Adverbs can tell you how, how often, why, when or where the verb takes place.

How: slowly, quietly and happily

How often: always, sometimes, rarely

Why: because, otherwise, consequently

When: yesterday, tomorrow, soon

Where: inside, outdoors, below

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

The most common types of **adverbs** explain how a verb is undertaken or how often a verb takes place.

There are many examples of both types of adverbs:

The young girl sung **sweetly**.

The hungry lion stalked its prey **cautiously**.

I have eggs for breakfast **sometimes**.

I listen to the instructions for the task **always**.

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

We also have adverbs which explain or link to **why** something has happened.

These are called **adverbs of cause**:

because, hence, consequently, therefore, as a result, otherwise

I have a sore throat and, **consequently**, I am going to see the doctor.
You need to add self-raising flour to the cake mix **otherwise** the cake won't rise.

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

Talk partners

Identify the adverbs which explain **why** and **how** a verb takes place in the sentences below.

He was late for work **as a result** of missing the train.

Helena wanted to find out what was inside the bag and opened it **quickly**.

Dominic ate his pudding **sometimes**.

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

Let's explore other types of adverbs in more detail.

Adverbs which explain **when** something happens are called **adverbs of time**.

yesterday, today, tomorrow,

soon, then, now, later,

next, after, before,

eventually, immediately, already

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

Independent

Add the correct **adverbs of time** to each of these sentences:

I can't wait to get home _____.

We will choose a day out soon_____.

The brownies are baked _____.

You need to send an ambulance _____.

yesterday, today, tomorrow,

soon, then, now, later,

next, after, before,

eventually, immediately, already

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

Adverbs which explain **where** something happens are called **adverbs of place**.

here, there, nowhere, everywhere,

out, in, above, below, inside, outside, into

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

Independent

Add the correct **adverbs of place** to each of these sentences:

Huge, thick snowflakes landed _____.

The dark night sky was littered with twinkling stars _____.

Judd heard a strange, screeching noise _____.

I thought I left my phone charger _____.

here, there, nowhere,
everywhere,

out, in, above, below,
inside, outside, into

Tuesday 21st October 2025

TBAT: expand sentences using adverbs.

Independent

Choose two of the words below to create two different sentences.

One must include an **adverb of time** and the other sentence must use an **adverb of place**.

above	soon	here
eventually	in	after

Tuesday 21st October 2025

TBAT: recognise instruments in an orchestra

Talk partners

What is an orchestra?

An orchestra is a group of musicians. It includes lots of instruments and sometimes up to 100 players.

Tuesday 21st October 2025

TBAT: recognise instruments in an orchestra

Vocabulary

Musical ensemble - A music group that includes many players.

Instrument - An object used to make sounds.

Section - The orchestra has four sections of instruments, called families: string, woodwind, brass and percussion.

Notes - Each different sound is called a note.

Valves - These are like keys on a trumpet, that you press down for different sounds.

Tuesday 21st October 2025

TBAT: recognise instruments in an orchestra

The instruments of the orchestra - BBC Bitesize



A Symphony for YouTube

Tuesday 21st October 2025

TBAT: make a Diwali diya using hand-building techniques such as coiling, pinching, and joining.



Diwali Diya oil lamp



Tuesday 21st October 2025

TBAT: make a clay pot using hand-building techniques such as coiling, pinching, and joining.

Step 1

Take a good handful of clay.

Knead and fold the dough to warm it up and make it flexible.

Then roll the clay into a ball.



Tuesday 21st October 2025

TBAT: make a clay pot using hand-building techniques such as coiling, pinching, and joining.

Step 2

Take your thumb and push it right into the centre of the ball, taking care not to push all the way through to the other side.



Tuesday 21st October 2025

TBAT: make a clay pot using hand-building techniques such as coiling, pinching, and joining.

Step 3

Pinch your thumb towards your fingers, working all the way around the ball of clay, to make the hole bigger.



Tuesday 21st October 2025

TBAT: make a clay pot using hand-building techniques such as coiling, pinching, and joining.

Step 4

Keep pinching until you have formed your candle holder. Check to see the hole you have made is big enough to accommodate the tea-light candle you are going to use.



Tuesday 21st October 2025

TBAT: make a clay pot using hand-building techniques such as coiling, pinching, and joining.

Step 4

To make your candle holder into the shape of a traditional diya lamp, use your thumb to push down one part of the outer wall to make a lip.



Tuesday 21st October 2025

TBAT: make a clay pot using hand-building techniques such as coiling, pinching, and joining.

Step 5

Choose one way to decorate to the rim of the diya.

- Add some very small balls of clay.
- Make some lines through the clay.
- Leave a flat rim to decorate with paint.



Handball- Lesson 5



Get Set 4 Education

Knowledge Organiser Handball Year 4

About this Unit

Handball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Handball as we know it now was founded at the end of the 19th century and is particularly popular in northern Europe, in places like Germany and in Scandinavia. Handball first appeared at the Olympics in 1936.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you set up your own game and practise your handball skills at lunchtime?



Can you think of any other invasion games that share these principles?

Key Vocabulary

accelerate: speed up
accuracy: how close the object is to the given target
decision: select an outcome
delay: to slow an object or player
deny: to prevent an action happening
gain: get possession of the ball
intercept: to gain possession of the ball
invasion: a game of two teams who invade each other's space to score goals

momentum: the direction created by weight and power
opposing: In competition with
option: possible choices
referee: the person who makes sure the rules are followed
supporting: being an option for the person with the ball
timing:
tournament: a competition of more than two teams

Ladder Knowledge

Sending & receiving:
Cushioning a ball will help you to control it when catching it.

Space:
Moving into space will help your team keep possession and score goals.

Attacking:
Shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space.

Defending:
Mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- throw
- catch
- run
- jump
- shoot
- change direction
- change speed

This unit will also help you to develop other important skills.

Social communication, co-operation, work safely, collaboration, respect

Emotional honesty and fair play, determination, confidence, empathy

Thinking decision making, identify, select and apply, reflection

Rules

The rule of three:

- If you have the ball in your hands you can take three steps then you either have to pass or shoot.
- Can only hold the ball for three seconds if standing with the ball.
- Must be three steps away from a person taking a free pass.

Free pass:

- If a rule is broken or the ball goes out of play, a free pass is awarded to the other team.

Tactics

Using attacking tactics will help your team to maintain possession and score goals. Using defending tactics will help your team to deny space, gain possession and stop goals.

Healthy Participation

Make sure any unused equipment is stored in a safe place.

If you enjoy this unit why not see if there is a handball club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Sock Pick Up

What you need: 2 people, 2 markers e.g. cushions and a sock and a space

How to play:

- Place out your two markers and put the sock on top of one marker.
- One person is the attacker, one the defender.
- Attacker starts at a marker approx. 6m away from the sock and has 1 minute to try to pick the sock up as many times as possible. After each pick up, return to the start marker.
- If the defender tags the attacker, the attacker must go back to the start marker.
- Switch roles.

Top tips:

- Attacker: use quick changes of speed and direction to avoid the defender.
- Defender: track the attackers movement and go for the tag before they reach the sock.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

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Tuesday 21st October 2025

TBAT: To develop defending skills to delay an opponent and gain possession.

You have 4 MINUTES to get changed into your full PE kit.

1st- receive 5 marbles

2nd- receive 4 marbles

3rd- receive 3 marbles

4th- receive 2 marbles

5th- receive 1 marble

4 min timer

<https://youtu.be/uW7DCSR4h4E?si=8f8JhD8rlWDqTCF8>

Please collect the marbles from your own classroom.

Tuesday 14th October 2025

TBAT: to use space effectively to create shooting opportunities.

Watch this video showing the 'Drive shot'

[Get Set 4 PE - Resource File for Drive shot](#)

Drive shot



Key Points

- Throwing arm back and high, elbow high.
- Transfer weight from back to front foot and follow through with hand pointing at target.

