

IMPORTANT INFO

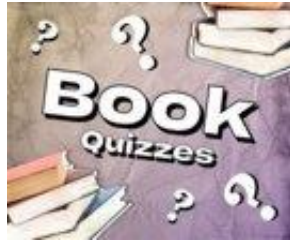


TUESDAY 11TH NOVEMBER

good
morning

POSITIVE AFFIRMATION

Be the role
model you want
to see in others.



WORD OF THE WEEK STARTER

kerfuffle

How many words can
you make using the
letters in this word.

MATHS STARTER

Total Tuesday

How many ways can you
make the total

155

Try to use a mixture of +

- x ÷

CHALLENGE STARTER

Odd One Out

Which word doesn't belong.
Choose your answer and explain
why.

JUDO
HOCKEY

SWIMMING
NETBALL

Tuesday 11th November 2025

Word work – Direct speech

Key Information

Direct speech is shown by writing exactly what was spoken between inverted commas. For example: "Hello!" said Shilo. **Inverted commas** (") are punctuation marks which show where speech begins and ends. They are also known as speech marks.

A **reporting clause** is the part of a sentence which states who is speaking or thinking. For example: David wondered; Shabir asked; Tommy whispered.

Tuesday 11th November 2025

Word work – Direct speech

We need to use specific punctuation to indicate when somebody is speaking.

For example:

“I would like to go swimming at the weekend,” said Lily.



inverted commas



words being spoken



inverted commas

Tuesday 11th November 2025

Word work – Direct speech

Talk partners

Identify the words that are being spoken in each sentence below.

A. “Come downstairs! Your lunch is ready,” exclaimed mum.

B. Alison muttered, “I didn’t want any chocolate anyway!”

C. Rebecca screamed, “Stop being so rude, Elizabeth!”

D. “Why are you ignoring me?” questioned Clarise.

Tuesday 11th November 2025

Word work – Direct speech

Direct speech can be used in different positions in a sentence.

“Pass the ball to me, Phil!” cried Danny.



**inverted
commas**



words being
spoken



**inverted
commas**



**reporting
clause**

Tuesday 11th November 2025

Word work – Direct speech

Alternatively, direct speech can be placed after the reporting clause.

Danny cried, "Pass the ball to me, Phil!"

**reporting
clause**

**inverted
commas**

words being
spoken

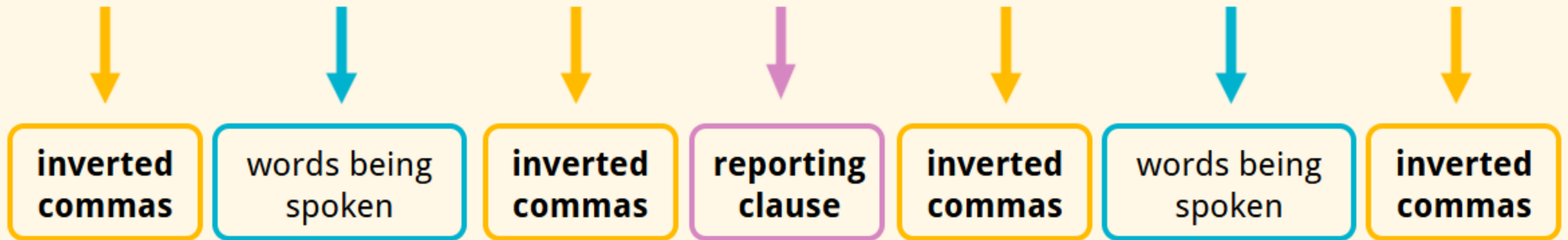
**inverted
commas**

Tuesday 11th November 2025

Word work – Direct speech

Direct speech can also be split, with the reporting clause in the middle of the words that are spoken.

“Put your pencils away,” Miss Hill explained. “It’s time for painting.”

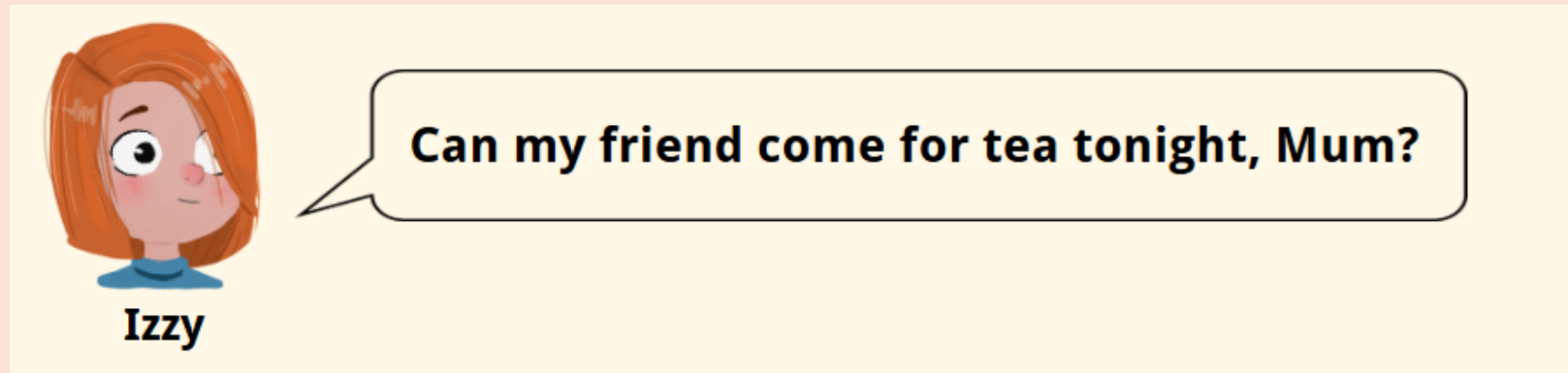


Tuesday 11th November 2025

Word work – Direct speech

Independent

Change the speech bubble into direct speech using the reporting clauses given below.



1. Izzy asked _____.

2. _____ asked Izzy.

Tuesday 11th November 2025

Word work – Direct speech

Independent

Create a conversation using direct speech and inverted commas for the characters shown below. Use your purple pen.



For example:

“Don’t worry about the spelling test, Ben. I am sure you will be fine,” explained Dad.

“I couldn’t remember any of my words,” wailed Ben. “They were just too difficult!”

Dad replied, “We can practise them some more. Go and get your word list.”

21.11.25

Times tables

Hot Potato 9 Times 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!

11.11.25

TBAT: recognise that dividing 10 may get a decimal number.

3 in 3

1) $4 \times 68 =$

2) $5/6$ of $30 =$

3) $746 - 288 =$

Challenge-

Maya says:

“0.5 is smaller than 0.48 because 5 is less than 48.”

Do you agree with Maya? Explain your reasoning carefully.

- Which number is actually greater — 0.5 or 0.48?

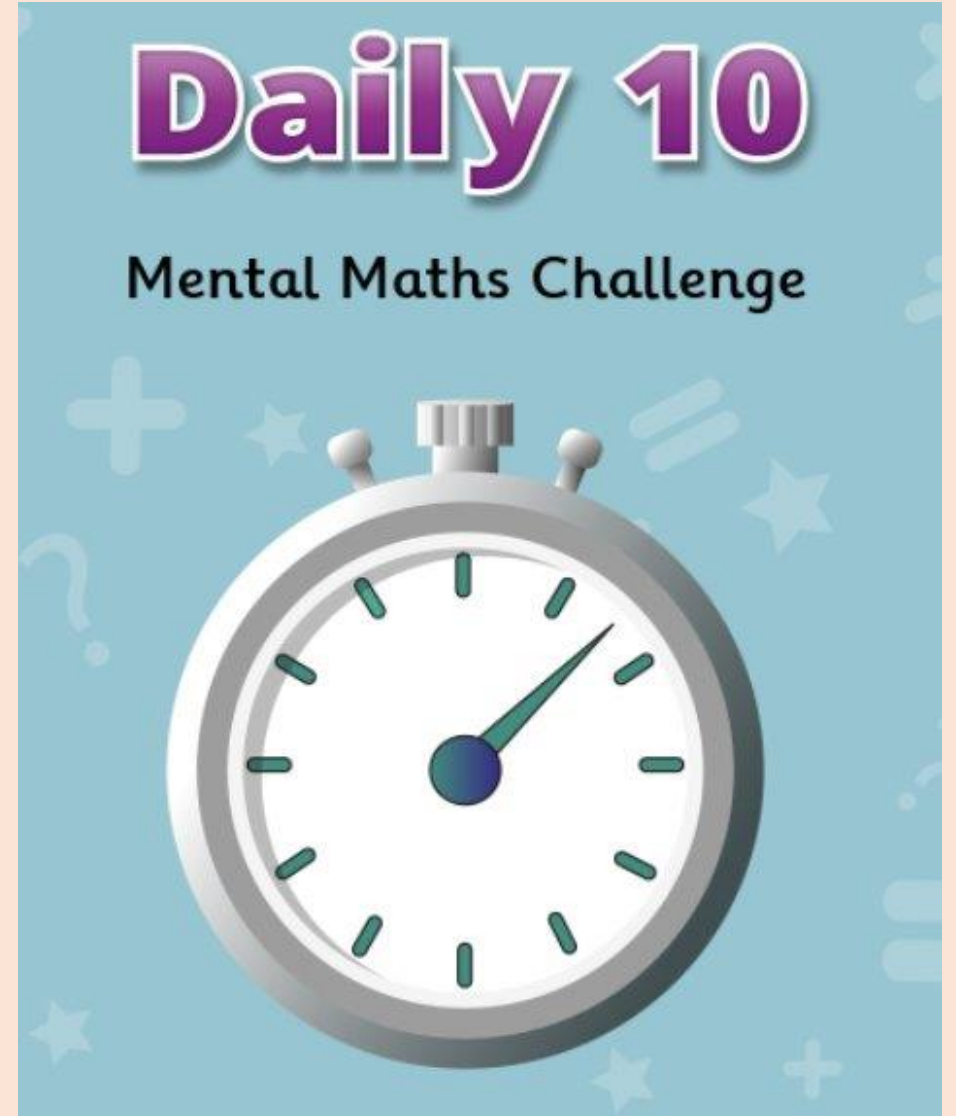
11.11.25

TBAT: recognise that dividing 10 may get a decimal number.

Key
Vocabulary

Decimal
Place holder
Tenths

[Daily 10 - Mental
Maths Challenge -
Topmarks](#)
Level 4- 9 times
tables



Partner talk

How do I write this as a fraction?



0.3

Match the place value grids to the numbers they represent.

tens	ones	tenths	hundredths
● ●	● ●		
●	● ●		

tens	ones	tenths	hundredths
	● ●	● ●	
	● ●	●	

tens	ones	tenths	hundredths
	● ●	● ●	
	●	● ●	

4.3

3.4

34

Work out $560 \div 10$

Hundreds	Tens	Ones	Tenths
5	6	0	•

Move the digits one place to the right

Hundreds	Tens	Ones	Tenths
	5	6	• 0



$560 \div 10 = \underline{\hspace{2cm}}$

On your whiteboards, using your place value chart, work out:

$$740 \div 10 =$$

Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths

On your whiteboards, using your place value chart, work out:

$$45 \div 10 =$$

Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths

On your whiteboards, using your place value chart, work out:

$$76 \div 10 =$$

Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths

On your whiteboards, using your place value chart, work out:

$$5 \div 10 =$$

Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths

Remember
your place
holder!

On your whiteboards, using your place value chart, work out:

$$9 \div 10 =$$

Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths

Remember
your place
holder!

On your whiteboards, using your place value chart, work out:

$$4 \div 10 =$$

Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths

Remember
your place
holder!

Independent
Blue/green

$$64 \div 10 =$$

$$74 \div 10 =$$

Independent

Using your place value chart, work out:

- 1) $24 \div 10 =$
- 2) $5 \div 10 =$
- 3) $98 \div 10 =$
- 4) $8 \div 10 =$
- 5) $102 \div 10 =$
- 6) $2 \div 10 =$
- 7) $403 \div 10 =$

RP:

Liam says:

“0.3 is the same as 3 tenths.”

Sophia says:

“0.03 is also 3 tenths because both numbers have a 3 in them.”

Who is correct? Explain your reasoning

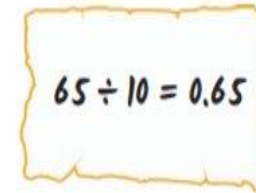
Mastery challenge

1) $\underline{\quad} \div 10 = 1.9$

2) $\underline{\quad} \div 10 = 2.3$

Challenge

Saba is dividing by 10. Explain and correct her mistake.


$$65 \div 10 = 0.65$$



Greater Depth mastery

Kaidi and Malik are dividing 2-digit numbers by 10. They are using a place value chart and counters. They each give a clue.

Kaidi says,



We used 6 counters on our chart.

Malik says,



Our starting number has an odd number of counters in the ones column.

Tens	Ones	Tenths	Hundredths
		●	

What division calculations could they have solved? Find 3 possible answers.

Tuesday 11th November 2025

TBAT: recognise and use past tense.

3 in 3

1. Which **word class** is underlined in the sentence below?

I really don't care.

Tick one

adjective

1

noun

2

adverb

3

verb

4

2. Add a **suffix** to the word **poison** to complete the sentence below.

It is a _____ snake.

3. Circle **one** word in each set of brackets to complete the sentences correctly.

1) Today, I am (cooked / cooking) a stew.

2) Yesterday, I (cooked / cooking) a stew.

Challenge

Write a sentence that includes an irregular verb.

Tuesday 11th November 2025

TBAT: recognise and use past tense.

Blue - What is a regular verb?

Green - What is an irregular verb?

Challenge - Add a preposition to this sentence to give more detail.

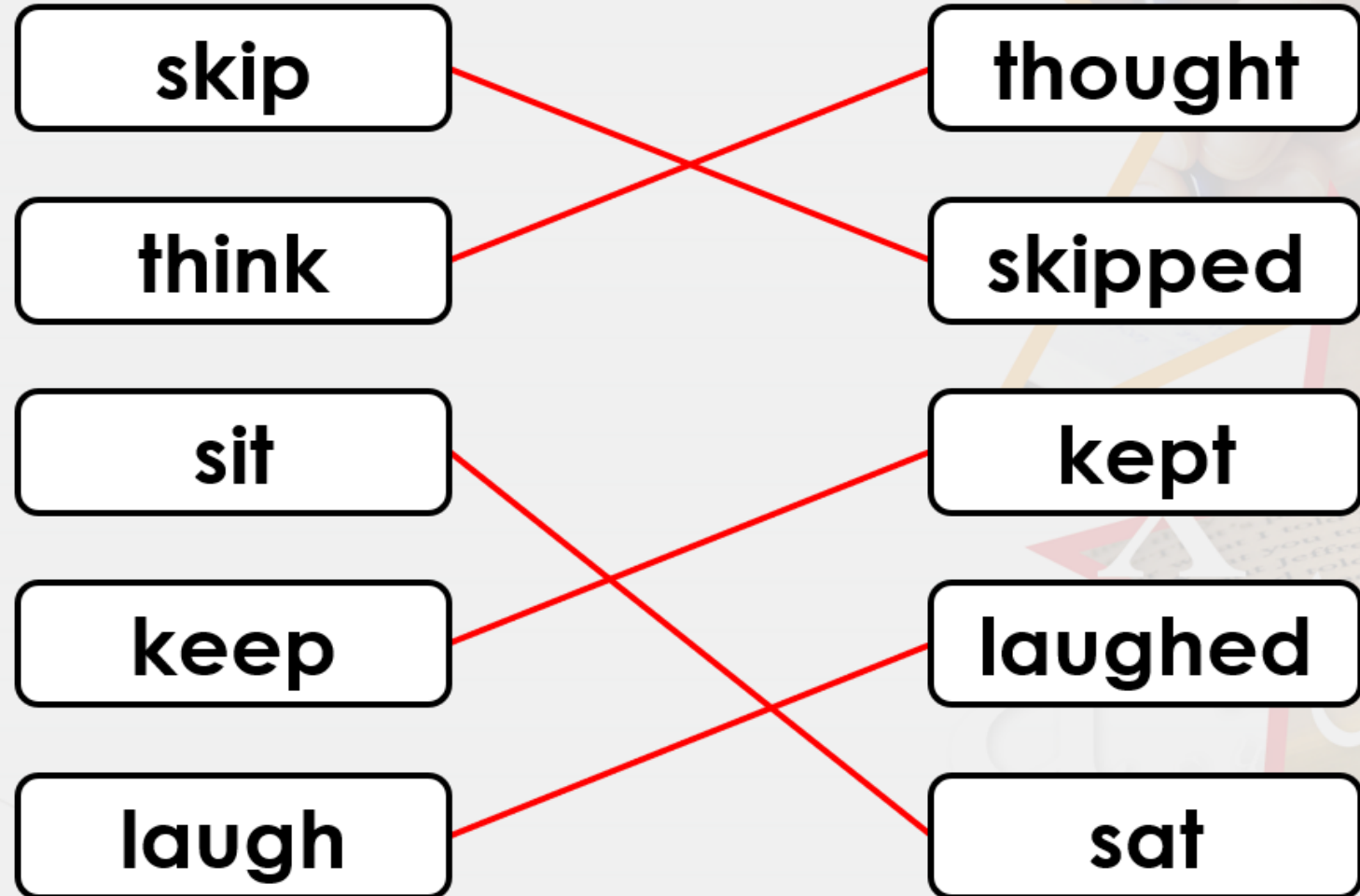
The cat lay in the garden.

Tuesday 11th November 2025

TBAT: recognise and use past tense.

Turn and talk

Match the past and present verbs.



Tuesday 11th November 2025

TBAT: recognise and use past tense.

Which of these verbs are written in the past tense?

running

fell

take

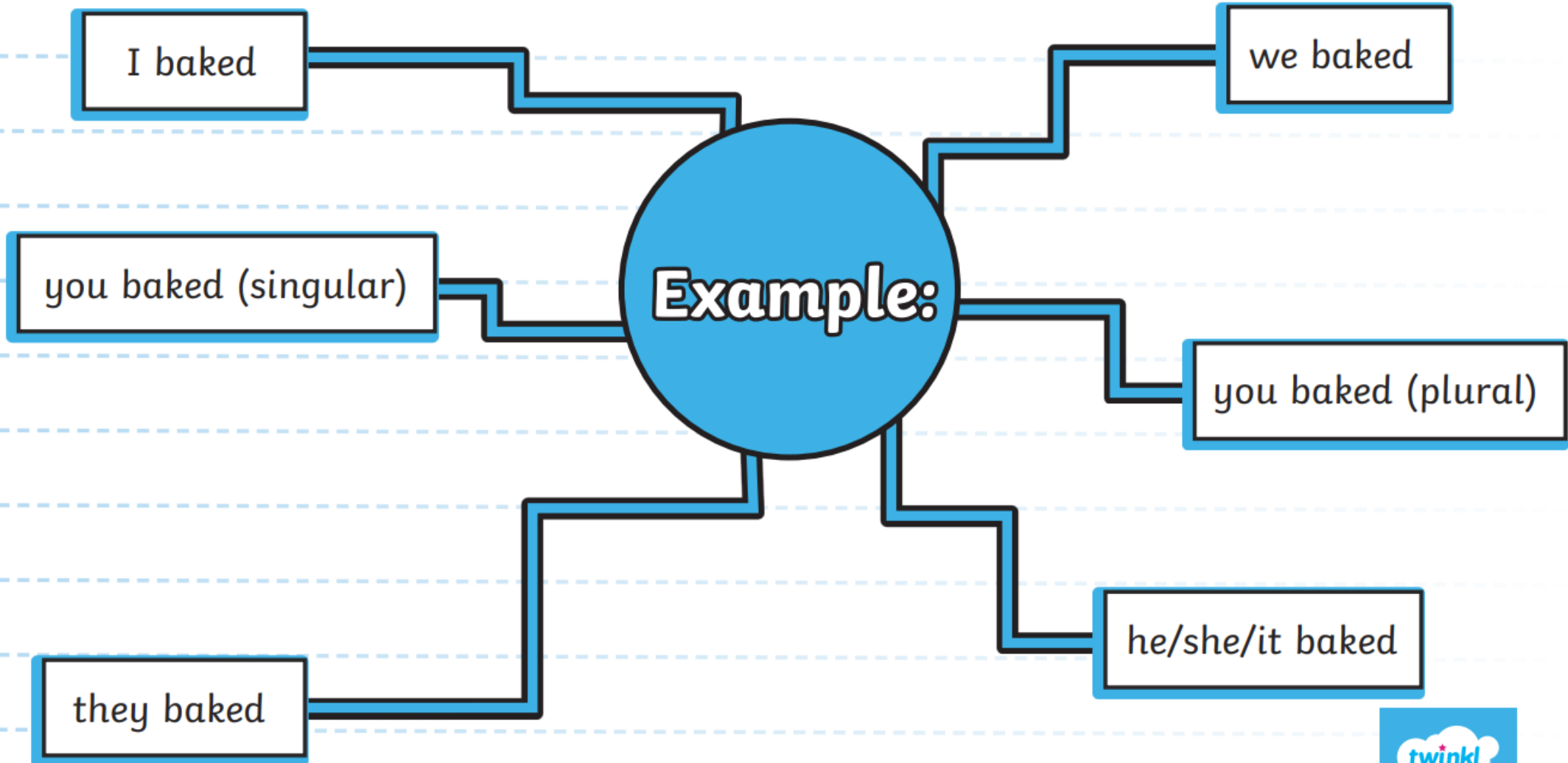
went

lifted

crying

Simple Past

Simple Past is also known as Past Simple and describes events which happened at a specific time, but are now completed.



Past Progressive Tense

The past progressive tense describes a past action that was happening at the same time as another action occurred.

Examples:

I was walking to the store when it started raining.



They were playing video games when the power went out.

We were having dinner when the phone rang.



I was talking to my friend when I realised I had left my keys at home.



They were waiting for the bus when it started to rain.



Turn and talk

What do you notice about past progressive tense?

What is the same?

Tuesday 11th November 2025

TBAT: recognise and use past tense.

Match the word to its definition.

Simple past

An action that was completed in the past tense.

Past progressive

An action that is ongoing in the past tense. (was, were)

Is this sentence written in the past simple or past progressive?

We were walking through the park together.

Past simple

Past
progressive



Tuesday 11th November 2025

TBAT: recognise and use past tense.

Write the past tense form of the base verbs below.

Verb	Simple Past	Past Progressive
come	came	was coming
fly	flew	was flying
jog	jogged	was jogging
break	broke	was breaking

Tuesday 11th November 2025

TBAT: recognise and use past tense.

Independent

Choose the correct verb tense from the given options to fill the gaps in the sentences below.

1. **The torch _____ on when Frankie _____ the button.**

2. (turn, pressing, turned, pressed)

3. **The pencil _____ on the floor after _____ off the table.**

(landed, rolling, land, rolled)

4. **The dog _____ the toy aeroplane when the children were _____ it around the garden.**

5. (chased, flew, chasing, flying)

6. **The robber _____ down the steps when the police officer was _____ after him.**

7. (falling, running, fell, ran)

Tuesday 11th November 2025

TBAT: learn a range of vocal techniques through poetry and rap for performances with rhythmic accompaniments.

Poetry – Lesson 1 – Hand on the bridge

[The Collins Hub Educator > Library](#)

Vocabulary

- **Rhythm** - patterns of long and short sounds played within a steady beat
- **Dynamics** - The loudness of the music, usually described in terms of loud/quiet
- **Structure** - most music is underpinned by a structure which may be as simple as beginning, middle and end
- **Ostinato** - a short rhythmic or melodic pattern which is repeated over and over
- **Accent** - an emphasis on a particular note or beat, achieved by playing it with more force, length, or pitch than the surrounding notes.
- **Accompaniment** - the underlying sounds used to support a melody line
- **Pulse/beat** - beat and pulse are used synonymously to refer to the regular heartbeat of the music – the 'steady beat'
- **Canon** - when two or more voices or instruments play the same music, starting at different times (also called a 'round')

Tuesday 11th November 2025

TBAT: to develop individual and partner balances using apparatus.

Gymnastics- Lesson 2



Get Set 4 Education

Knowledge Organiser Gymnastics Year 4

About this Unit

Gymnastics is made up of a range of movement skills including balance, jumps rolls and shapes. Gymnastics began in ancient Greece as a way to exercise and develop physical strength. Modern gymnastics was developed in Germany in the late 1700s by Frederich Ludwlg, who is considered the "Father of Modern Gymnastics."

Enter into a balance when both/all pupils have a clear understanding of their role.



Use a wrist grip for improved stability in any balance where pupils are holding hands.

Do not jump onto or off of another person. Always step down with control.



Ensure you have a base of support beneath you. The safest support points are over joints such as the hips and shoulders.



Key Vocabulary



body tension: squeezing muscles to help to be stable when performing actions

bridge: an inverted action on hands and feet

contrast: different to one another

extend: to make longer

flow: smooth link

fluidly: flow easily

inverted: where hips go above head

landing position: a stable position used after jumping

match: the same

momentum: the direction created by weight and power

perform: to present to an audience

rotation: the circular movement of an object around a central point

sequence: a series of actions

shoulder stand: an inverted action on shoulders

stability: balanced

wrist grip: a safe grip used when performing partner or group balances

Ladder Knowledge



Shapes:

Shapes can be used to improve your sequence. Be sure to show each shape clearly.

Inverted movements:

Inverted movements are actions in which your hips go above your head.

Balances:

Keep yourself and others safe in partner balances by using a wrist grip, only standing where there is a base of support and stepping into and out of the balances slowly.

Rolls:

Keep the shape of your roll using body tension.

Jumps:

Land toes first, look forwards and bend your knees to land with control.

Movement Skills

- individual and partner balances
- rotation jumps
- straight roll
- barrel roll
- forward roll
- straddle roll
- bridge
- shoulder stand

This unit will also help you to develop other important skills.
Social work safely, determination, collaboration, communication, respect

Emotional confidence, perseverance

Thinking observe and provide feedback, select and apply actions, creativity, evaluate and improve

Strategy

Use different directions to help make your sequence look interesting.

Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

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

How will this unit help your body?

balance,
co-ordination,
flexibility, strength

Home Learning



Transporter

What you need: an empty box, 8 x pairs of rolled up socks, one player, one person to time.

How to play:

- The player begins lying on their back with the box at their head and the socks at their feet.
- They need to transport the rolled up socks, one at a time from their feet to the box behind their head.
- They can only use their feet to transport the socks.

How quickly can you move the socks?



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



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

Get Set 4 PE -
Lesson Plan -2 for
Year 4 Gymnastics

Tuesday 11th November 2025

TBAT: to develop individual and partner balances using apparatus.

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.

Shapes



star

- arms in line with shoulders
- hands extended



pike

- arms in line with shoulders
- legs together
- toes pointed



dish

- legs together
- arms and legs straight and lifted off the ground



arch

- legs together
- arms and legs straight and lifted off the ground

Partner Balances

Challenge level 1

Four illustrations showing partner balance exercises: 1. A person lying on their back with another person standing on their feet. 2. A person kneeling with another person standing on their feet. 3. Two people standing with their arms extended and hands touching. 4. A person in a pike position with another person kneeling and holding their feet.

Partner Balances

Challenge level 2

Three illustrations showing partner balance exercises: 1. A person in a pike position with another person standing on their feet. 2. A person kneeling with another person standing on their feet. 3. A person lying on their back with another person standing on their feet.

Partner Balances

Challenge level 3

Three illustrations showing partner balance exercises: 1. A person in a pike position with another person kneeling and holding their feet. 2. Two people in pike positions with their feet touching. 3. A person standing with another person lying on their back and holding their feet.

Tuesday 11th November 2025

TBAT: create a range of different shaped frame structures.

Success criteria

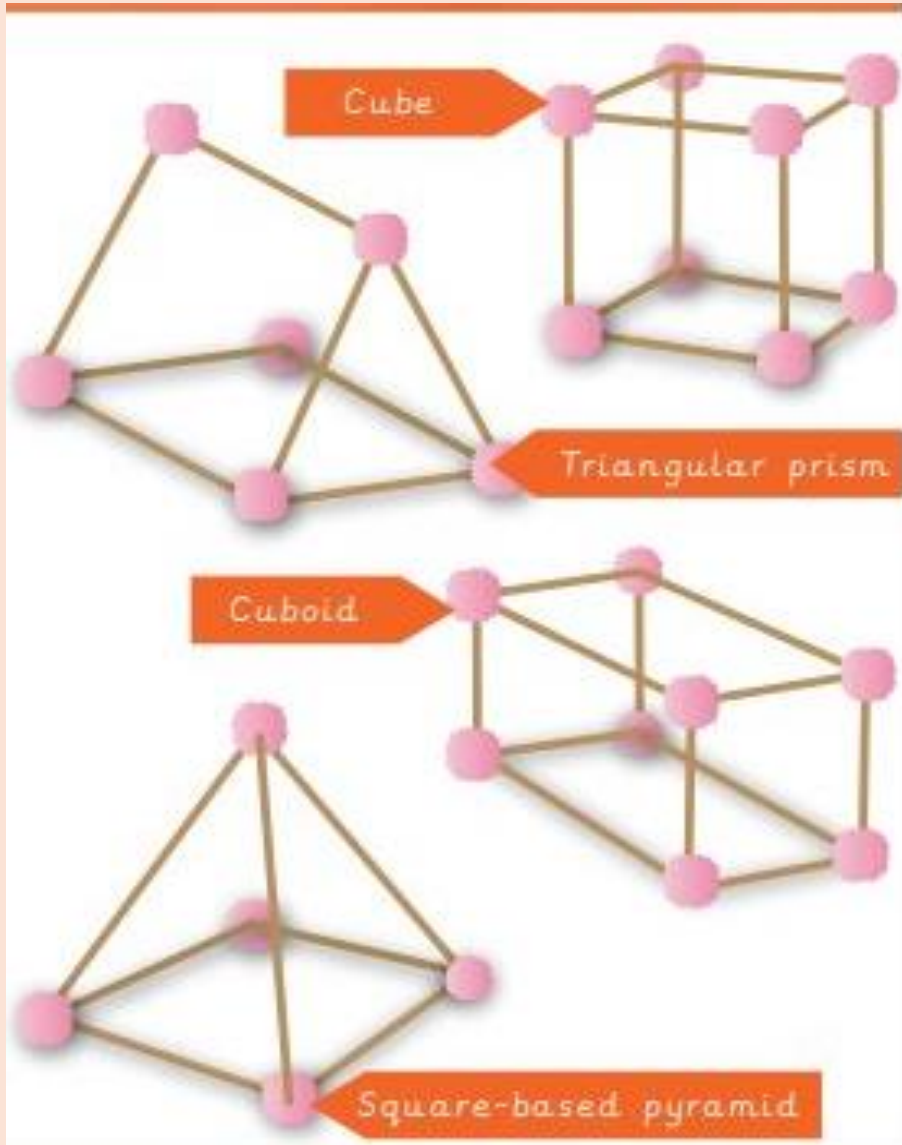
- I can make a variety of different frame structures.
- I know what the structure (pavilion) is used for.

A pavilion is a summer house or other decorative building used as a shelter in a park or large garden.



Tuesday 11th November 2025

TBAT: create a range of different shaped frame structures.



Look at the different structures.

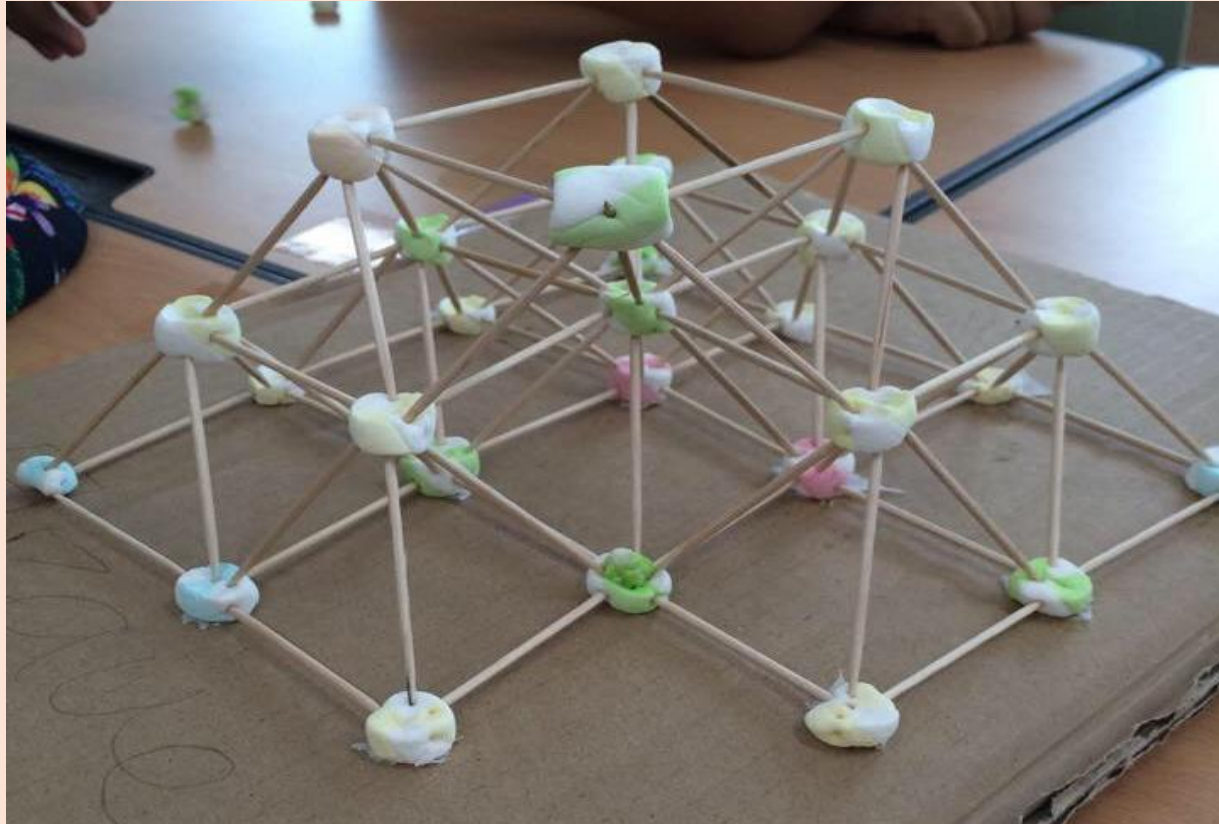
Which design do you think is best?

How could you improve the faults in others?

Tuesday 11th November 2025

TBAT: create a range of different shaped frame structures.

Look at the different structures.



Simple STEM Geometry Project



www.STEAMPoweredFamily.com