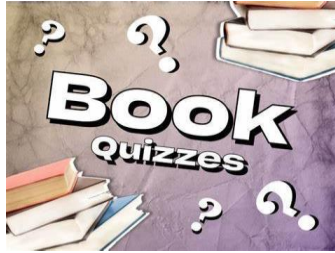


IMPORTANT INFO

- Pick ups



THURSDAY 13TH NOVEMBER

good
morning



THINK ABOUT IT THURSDAY



What is so delicate
that just saying its
name breaks it?

WORD OF THE WEEK STARTER

kerfuffle

Write a short paragraph
using the word 'kerfuffle'.

MATHS STARTER

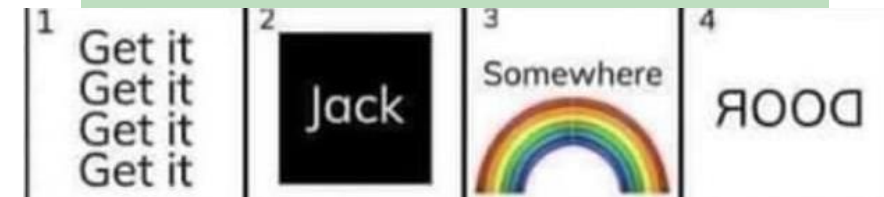
How many ways can you make 26
using these numbers?

9	5	1
16	20	13
19	7	6

CHALLENGE STARTER

Catchphrases

Can you work out these well known
catchphrases from these pictures.



Times tables

23.10.2025

Beat the teacher- Times Table quiz!

You need a Question Master- Someone who knows their 9 times tables and will ask the questions to the class.

Everybody else: You will answer the questions from the 9 times tables (and other times tables) on your whiteboards. A whole class reward is available (Dojo/marbles) if you beat your teacher 10 times!! (Do a tally chart on board- first to 10 wins)

Good luck!

13/11/2025

TBAT: subtract two 4-digit numbers.

3 in 3

1) Reduce $5/65$ to its simplest form

2) $14/28 + 12/28 =$

3) $736 - 289 =$

Challenge-

Ella had **$11/12$** of a pizza. She ate **$7/12$** of it.

- How much pizza does Ella have left?
- Simplify your answer if possible.

13/11/2025

TBAT: subtract two 4-digit numbers.

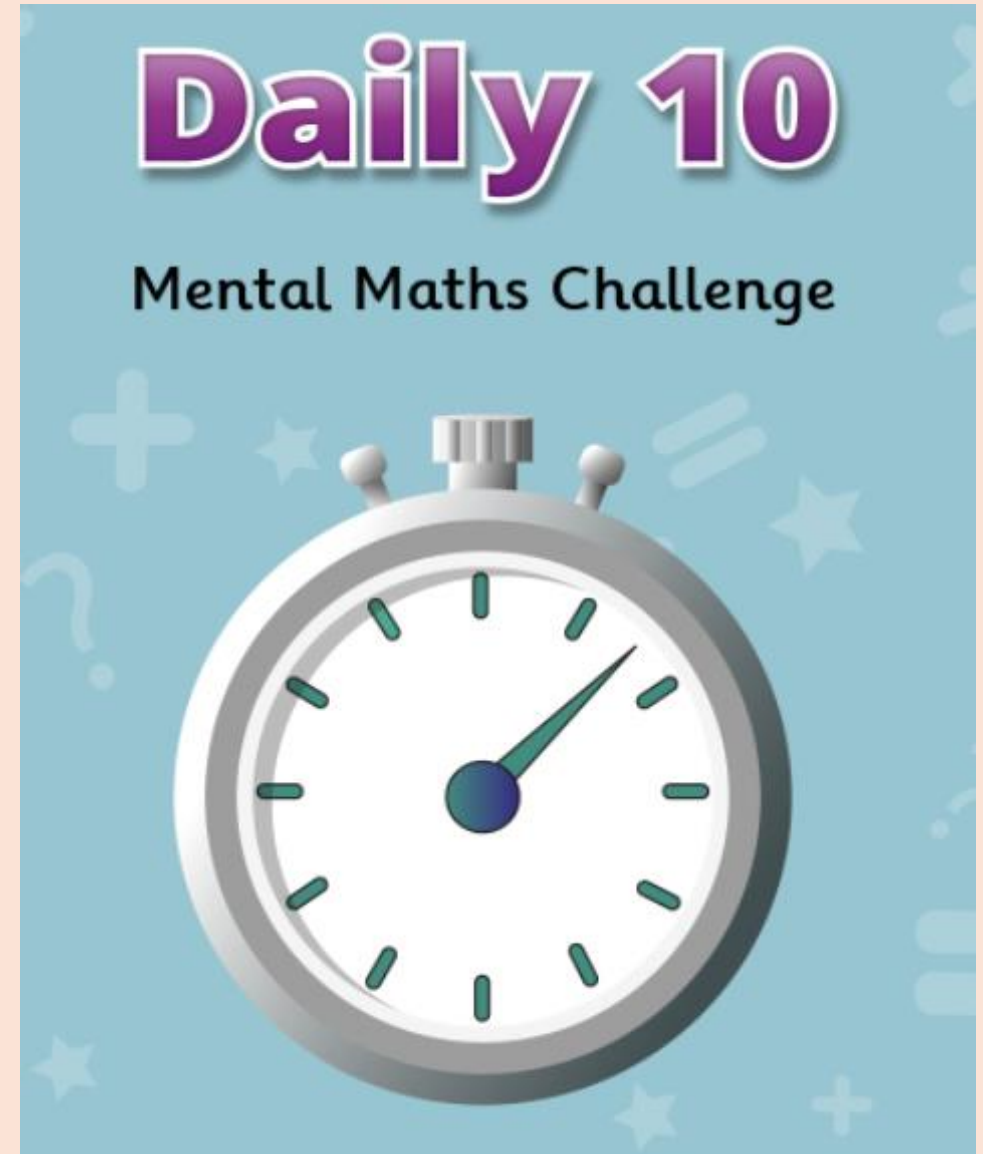
Key vocabulary

Column method

Mental subtraction

[Daily 10 - Mental Maths Challenge -
Topmarks](#)

Level 4- 9 times tables



Partner talk

Miss Parsons wants to work out:

$$7352 - 1231 =$$

She says it doesn't matter which number goes at the top of the column. Is she correct? Discuss with your partner.

Column method vs partitioning (mental methods)

Column Method

- Use when numbers are **large or tricky**.
- Needed if you have **regrouping (carrying)**.
- Helps you **line up digits by place value**.

Partitioning / Mental Method

- Use when numbers are **easy to add in your head**.
- Works when there's **no regrouping required**.
- Break numbers into **thousands, hundreds, tens, and ones** to add mentally.

$$2534 - 1314 =$$

Column subtraction

What number goes on the top?

What column do we subtract first?

$$\begin{array}{r} 2534 \\ - 1314 \\ \hline \end{array}$$

Would we need to use column method for this calculation?

Column subtraction
Whiteboards

$$7,254 - 1,627 =$$

Where would the comma go in our answer?

Column subtraction
Whiteboards

$$6,274 - 3,472 =$$

Where would the comma go in our answer?

Column subtraction
Whiteboards

$$9,268 - 6,254 =$$

Where would the comma go in our answer?

Partitioning

$$4,236 - 3,122$$

How do we partition this number?

$$4000 + 200 + 30 + 6$$

$$3000 + 100 + 20 + 2$$

$$4000 - 3000 =$$

$$200 - 100 =$$

$$30 - 20 =$$

$$6 - 2 =$$

Partitioning

$$6,798 - 1,245$$

Partitioning

$$7,364 - 2,341$$

Partitioning

$$9,274 - 1,164$$

Blue/green

Use either column subtraction or partitioning to solve the following problem.

$$8,746 - 2,635 =$$

$$8,143 - 7,254 =$$

Independent

Use the appropriate method to solve.

1) $3,476 - 2,212 =$

Solve (no.1) using partitioning

2) $4,253 - 3,406 =$

3) $5,648 - 2,375 =$

4) $7,426 - 4,589 =$

5) $6,734 - 5,968 =$

6) $8,257 - 3,486 =$

RP:

Millie says she has to use column subtraction to solve $8,465 - 1,234$.

Her friend Ben says she could use partitioning instead because it's an easy subtraction.

Explain who you agree with, and then solve the calculation.

Challenge

$$\begin{array}{r} 5_37 \\ - 32_4 \\ \hline _76_ \end{array}$$

Mastery Challenge

A factory produced **8,652** toy cars last year. This year, it produced **4,738 fewer** toy cars.

- 1) How many toy cars did the factory produce this year?
- 2) Half of this year's toy cars will be sold in the UK. How many toy cars will be sold in the UK? **HINT- PARTITION THE NUMBER**

Greater Depth mastery

Sofia is planning a school trip. The total cost of both coaches is **£10,143**.

The school has already **paid £4,865**.

- How much do they still need to pay?
- Later, the school raises **£2,500** from a fundraiser.
- How much money do they still need after the fundraiser?

Thursday 13th November 2025

Word work – edit and improve

Improve the first given sentence by including the challenge.

expression
discussion
confession
permission
admission
transmission
possession
profession
depression
impression

1. Spelling word - **Permission**

“Please, may I go through the wardrobe?” asked Lucy, hoping for permission.

Challenge to improve:

Add detail about who she’s asking or how she feels — e.g., “nervously,” “politely,” etc.

2. Spelling word - **Admission**

“I have to make an admission,” said Edmund. “I followed Lucy through the wardrobe.”

Challenge to improve:

Use more powerful emotions or describe his tone — e.g., “Edmund whispered sadly...”

Challenge

Choose a spelling word and write it in a descriptive sentence , linked to our story.

Thursday 13th November 2025

TBAT: speak clearly and confidently, using appropriate tone, volume and expression.

3 in 3

Lucy opened the wardrobe and stepped inside. At first, it was dark and quiet but soon she felt soft snow under her feet. She looked around and saw tall, frosty trees and a magical world stretching as far as she could see. Lucy could hear the faint sound of animals in the distance and her heart raced with excitement. "This must be Narnia," she whispered to herself.

1. How do you think Lucy felt when she **first** stepped into the wardrobe?
2. Which phrase in the text is an expanded noun phrase?
3. If you were Lucy, what would you do next in this new world?

Thursday 13th November 2025

TBAT: speak clearly and confidently, using appropriate tone, volume and expression.

Blue - What conjunction could join these two clauses?

Lucy stepped into the wardrobe _____ she wanted to find out where the cold breeze was coming from.

Green - What conjunction could join these two clauses?

The faun waited by the river _____ he knew the children would soon arrive.

Challenge - Can you rewrite one of the sentences so the subordinating clause comes at the beginning instead of the end?

Word Bank

Because although when if since before after while

Thursday 13th November 2025

TBAT: speak clearly and confidently, using appropriate tone, volume and expression.

		Description
<u>Action</u>		Dialogue
<u>Where</u>		<u>Adverb</u>
<u>Verb</u>		Estimation of Time
Rhetorical Questions		Simile or Metaphor

Today, we will be looking at the **'Action', 'Adverb' and 'Verb'** sections of our DADWAVERS.

Highlights these sections by drawing a purple line underneath each of those words.

Thursday 13th November 2025

TBAT: speak clearly and confidently, using appropriate tone, volume and expression.

		Description
Action		Dialogue
Where		Adverb
Verb		Estimation of Time
Rhetorical Questions		Simile or Metaphor

Action

Something **darted** **swiftly** between the trees up ahead of her, and she **squinted** her eyes to **try** to determine what it was.

Action

Dancing **delicately** between the branches of the trees, the snow **came to rest** upon the top of a tall, black lamp post.

Verb

The wind **whispered** through the snowy forest.

Action openers may or may not begin with a **verb**.

Look how the **adverb** gives the verb more meaning. Write these onto your DADWAVERS sheet.

Thursday 13th November 2025

TBAT: speak clearly and confidently, using appropriate tone, volume and expression.

Oracy task 1

With your partner, act out Lucy entering the wardrobe

- **Speak clearly and loudly** enough for the group to hear
- Use **expression and tone** to show curiosity, excitement, or fear
- Use the **vocabulary** from the text (e.g., *soft snow, cold, magical*)

Thursday 13th November 2025

TBAT: speak clearly and confidently, using appropriate tone, volume and expression.

Oracy task 2

Hot-Seating

- One pupil takes the role of Lucy, the wardrobe or Mr Tumnus.
- The rest of the class asks questions like:
 - “Lucy, how did it feel to step inside the wardrobe?”
 - “What do you see first?”
- The “hot-seated” pupil must respond in character, using **full sentences and expression**.

Thursday 13th November 2025

TBAT: explain how many Hindus see the world as divine and as a mother.

Blue: What does 'interconnected' mean?

Green: What is a guru?

Creators class- No TBAT needed

Thursday 13th November 2025

TBAT: explain how many Hindus see the world as divine and as a mother.

What can you see in this photograph?



What is soil?

Why might it be important?

How do you think Hindus might see soil?

Thursday 13th November 2025

TBAT: explain how many Hindus see the world as divine and as a mother.

Dhanu explains the idea of the Earth as a mother.



Dhanu

For me, the Earth is my mother because she gives me everything I need.

She gives me air to breathe, water to drink.

From the soil we can grow food.

All animals, rivers, mountains are like extensions of my family.

The world is one family.

But sadly, the Earth, my mother, is suffering.

Thursday 13th November 2025

TBAT: explain how many Hindus see the world as divine and as a mother.

Why is soil important to Hindus?



Many Hindus talk about the Earth as a mother.

A mother is **interconnected** with her children. They both need each other.

For many Hindus, all life is **interconnected**. If one part of nature suffers, it then affects everything else.

Even the soil beneath our feet is part of that web of life.



Thursday 13th November 2025

TBAT: explain how many Hindus see the world as divine and as a mother.

Why is soil important to Hindus?

Did you know that soil is in danger?



Plants need soil to grow in.

Soil gives plants nutrients to survive.

Without healthy soil, we can't grow food to live.

Sadly, soil is in danger because of land being cleared for farming and fertilisers being added that exhaust it.



Thursday 13th November 2025

TBAT: explain how many Hindus see the world as divine and as a mother.

Arjun is a volunteer with Save Soil, here he describes what Save Soil is trying to do:



Arjun

If we care for soil, we care for everything!
We are trying to get governments to stop using chemicals that harm the soil. We want to stop rainforests being cut down for farms. We can take action in our gardens by being organic and not using chemicals. We are all one family and need to protect our mother Earth.

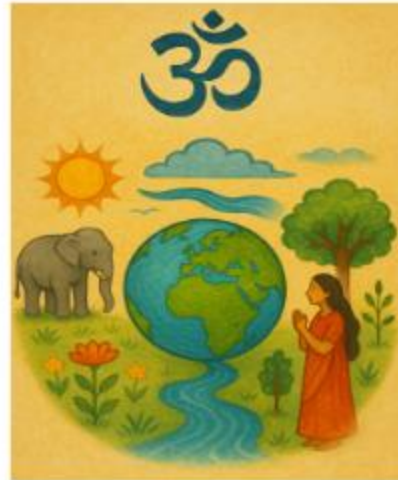


Thursday 13th November 2025

TBAT: explain how many Hindus see the world as divine and as a mother.

Task B: Create a poster.

A Hindu primary school in a city want to help another school close to them understand why soil is important and needs to be cared for.



‘The Earth is my mother, and I am her child.’

You MUST include pictures and facts.

Task B: Example

SAVE SOIL

All life depends
on soil.



Soil is in danger because
of fertilisers and land being
cleared.

Hindus see the earth as a Mother,
who provides.



All life is
interconnected.

Everyone can care for soil!

Thursday 13th November 2025

TBAT: describe simple properties of solids, liquids and gases.

3 in 3

1 Materials are...

- ☐ used to make curtains, clothes and bedding.
- ☐ the substances that objects are made of.
- ☐ used only for building.

2 What is snow?

- ☐ frozen milk
- ☐ frozen fabric
- ☐ frozen cotton wool
- ☐ frozen water

3

Which of the following can be poured?

- ☐ milk
- ☐ orange juice
- ☐ stone slabs
- ☐ wooden planks



Challenge Question:

Why do you think we can't use the same material for everything?

Explain how different materials are chosen for different jobs and give some examples to prove your ideas!

Thursday 13th November 2025

TBAT: describe simple properties of solids, liquids and gases.

Keywords

states of matter

The three common **states of matter** are solid, liquid and gas.

solid

A **solid** has a fixed shape and volume but some solids can change shape when a force is applied.

liquid

A **liquid** can flow, has a fixed volume and takes the shape of the bottom of its container.

gas

A **gas** can flow, has no fixed volume and takes the shape of the whole of its container.

properties

The **properties** of a material or substance are its qualities or things it can do.



Materials come in all shapes and sizes.

The substances that they are made from can also exist as different **states of matter**.



solid



liquid



gas

There are lots of different types of materials.

The word 'material' comes from the word 'matter'.

material

relates to
the
matter

Both words refer to what objects are made from.

Some materials are in a **solid state**, like plastic;
some materials are in a **liquid state**, like oil;
and some materials are in a **gas state**, like oxygen in air.



solid toys (plastic)



liquid in a bowl (oil)



gas within a bubble (air)

Solids, liquids and gases have different **properties**.

The **properties** of a material or substance are its qualities or things it can do.

This means that one substance can behave in different ways depending on what **state** it is in.



investigating properties

You have three balloons: one contains **solid** water (ice), one contains **liquid** water and one contains **gas** (air).

Use the balloons and these questions to help you describe the **properties** of solids, liquids and gases.

Step 1 – Pass the balloons around the group.

Which balloons can you change the shape of? Note these on your sheet.

Step 2 – You will use scissors to cut the knot off each balloon then try to empty the contents of each one into a bowl.

Predict - What will happen? Write what happened on your sheet.



Which balloons could you change the shape of? (Solid, liquid, gas)

We could change the shape of the balloons containing the gas and the liquid, but not the solid.

What happened when you tried to empty the balloons into a bowl?

Solid	Liquid	Gas
The solid did not flow into the bowl and the ice stayed the same shape.	The liquid flowed into the bowl and changed shape to take the shape of the bottom of the bowl.	We couldn't see the <u>gas</u> but we know it escaped out into the room because the balloon was no longer inflated.



Water can exist in **solid**, **liquid** or **gas state**.

We can use water as an example to help us to understand the **properties** of different **states of matter**.



Jacob

Water in a liquid state can change shape but I am not sure how.
Talk partners - Do you know?



liquid water

A **liquid** is something that can be poured easily and takes the shape of the bottom of its container.

Even when liquids change their shape, they always take up the same amount of space (volume).

This means that liquids have a fixed volume.



Solids have many different appearances and **properties**.



ice



rubber bands



wood



plastic toys

Solids have a fixed shape but some solids can change shape when a force is applied.

Solids have a fixed volume – they always take up the same amount of space.



Jacob

I don't think I've ever seen or felt a **gas**. I'm still not sure that a material can be a gas.

Talk partners - What do you think?

Gases can be tricky to understand because they are often invisible to the human eye but we can feel them.

The air is a mixture of a gases that we can feel by moving our arms around.



water vapour is a gas

Gases can flow, even though we can usually not see them. They will spread out to fill the container they are in and take the shape of the whole container.

If their container is not sealed, gases can escape and spread out, so they don't have a fixed shape or volume.

Air is a mixture of nitrogen, oxygen, carbon dioxide all in gas state. Animals, including humans, need oxygen to survive. Plants need carbon dioxide to survive.



burning natural gas on a
hob

Task B

The properties of solids, liquids and gases



Look at the statements below and decide whether they apply to materials in the solid, liquid or gas state. **Some might apply to more than one state.**

Statement	Solid, liquid or gas?
No fixed shape or volume	
Cannot be poured	
Can be poured easily	
Takes the shape of the bottom of their container	
Fills any sealed container that they are in	
Keeps their shape unless a force changes it	
Fixed volume	
Fills the container they are in	

Write solid, liquid or gas after each statement.

Check your answers

- no fixed shape or volume – gas
- cannot be poured – solid
- can be poured easily – liquid
- takes the shape of the bottom of their container – liquid
- fills any sealed container that they are in – gas
- keeps their shape unless a force changes it – solid
- fixed volume – solid and liquid
- fills the container they are in – gas

Thursday 13th November 2025

Exit quiz



Properties of solids, liquids and gases

- 1 Substances can exist as different states of _____. (Fill in the blank)
- 2 Which of the following are different states of matter that substances can exist as? (Tick **3** correct answers)
 - ☐ solid
 - ☐ gas
 - ☐ air
 - ☐ liquid
 - ☐ smoke
- 3 Solids, liquids and gases have different _____. (Tick **1** correct answer)
 - ☐ products
 - ☐ properties
 - ☐ proportions
- 4 Materials in which state can be poured easily and take the shape of the bottom of container that they are in? (Tick **1** correct answer)
 - ☐ solid
 - ☐ liquid
 - ☐ gas
- 5 Materials in which state keep their shape (unless a force changes it) and do not flow? (Tick **1** correct answer)
 - ☐ gas
 - ☐ solid
 - ☐ liquid
- 6 Which state of matter is often invisible to the human eye, can escape from an unsealed container and has no fixed shape or volume? (Tick **1** correct answer)
 - ☐ solid
 - ☐ liquid
 - ☐ gas

Thursday 13th November 2025

TBAT: describe how to be kind and respectful to others to prevent bullying.

Key vocabulary

- **Bullying** – hurting or upsetting someone on purpose
- **Kindness** – showing care and consideration
- **Respect** – treating others fairly and politely
- **Friendship** – being supportive and caring
- **Empathy** – understanding how others feel

Thursday 13th November 2025

TBAT: describe how to be kind and respectful to others to prevent bullying.

Turn and talk

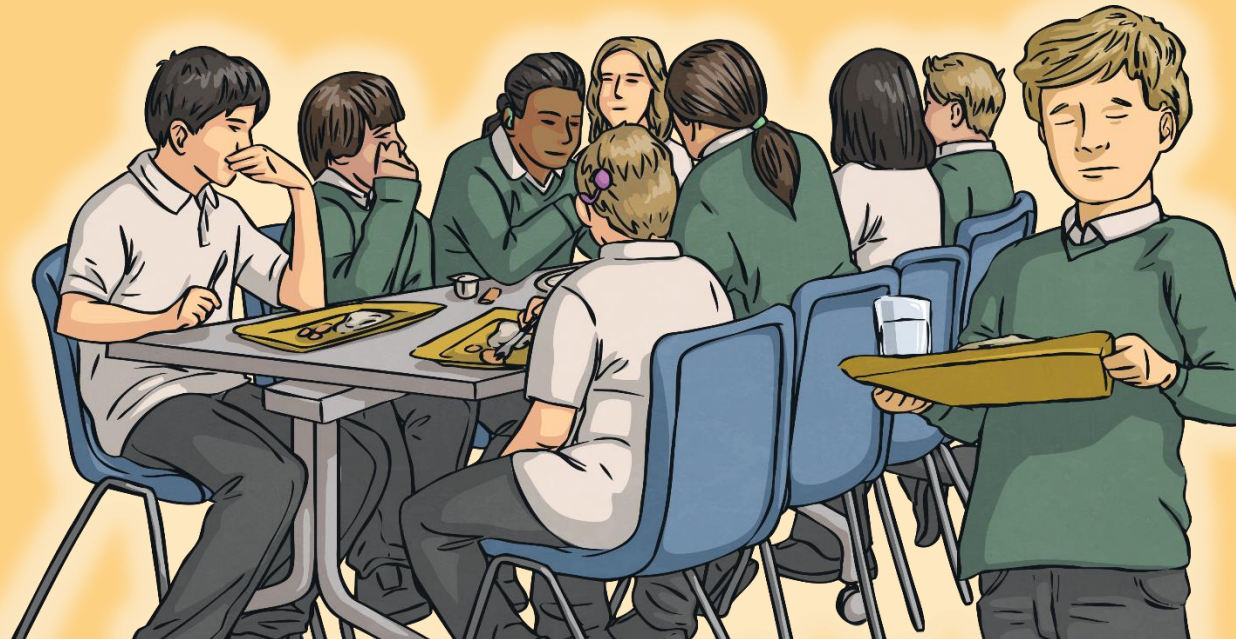
What is bullying?

How is it different from someone being mean once?

Effects of Bullying

Today, we will be exploring and discussing:

- the effects of bullying behaviour;
- what might help to stop the bullying;
- how people can feel more comfortable.



What Effects Can Bullying Behaviours Have?

Bullying is behaviours that are intentional, hurtful and repeated.

Anti-Bullying Scenario Cards

Sensitive and/or upsetting topics may emotionally impact your learners due to past experiences. You should consider whether this content is appropriate and ensure adequate support is available for anyone affected.



twinkl ANTI-BULLYING ALLIANCE

Anti-Bullying Scenario Cards

Lola, Millie and Eric are friends. They spend a lot of time together and all attend the same swimming academy.

Recently, Cameron joined their school. He also started at the swimming academy. Cameron has started saying hurtful things about Lola and her swimming.

He laughed at her for being slower than him and hid her water bottle.



Anti-Bullying Scenario Cards

Hannah finds her spellings tricky. She spends time practising them at home but can't seem to remember them for the test.

Sid finds spellings easier and has seen that Hannah gets nervous and then upset.

He has started making fun of her and has said things to other people so that they laugh at Hannah too.



Anti-Bullying Scenario Cards

Tillan is playing football. He loves playing and scoring goals. Eligio always plays as striker for the team.

Tillan is annoyed because he wants to be a striker so at training, he tries to hurt Eligio by kicking him and tripping him up.

He thinks if he hurts him then Eligio won't want to play any more and he can be the new striker for the team.



Let's think about and discuss how each of the characters may feel in the scenarios.

How Can We Support Ourselves and Others to Use Power for Good?

Talk to a trusted adult.

Talking to a trusted adult about what has been seen or heard is a way of using our **power for good**.

Telling an adult helps them to make decisions and act on the information they have. It also allows them to provide guidance and support for all those involved.



How Can We Support Ourselves and Others to Use Power for Good?

Support the person experiencing bullying behaviours.

When someone is being bullied, they may feel uncomfortable emotions. They may experience emotions such as:

- **loneliness**
- **isolation**
- **anger**
- **hurt**
- **disappointment**
- **confusion**

Some people may feel some, all or none of these emotions.

Every one of us is unique and will experience feelings in their own personal way.



How Can We Support Ourselves and Others to Use Power for Good?

Being there to support someone can help them to manage these uncomfortable feelings.

We could support people by:

- offering to play with them;
- helping to make them laugh;
- smiling at them;
- offering them friendship;
- using compliments that are meaningful;
- listening to them;
- helping them to feel valued and included.



How can you use your Power for Good?



In your superhero's bubble, write down one of the ways you can use your Power for Good.

You can then colour in your superhero.