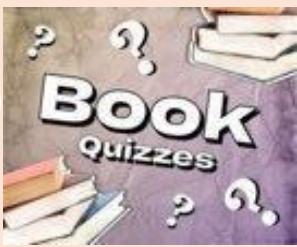


Tuesday 3rd February 2026

03.02.26

Morning Challenge

Good Morning



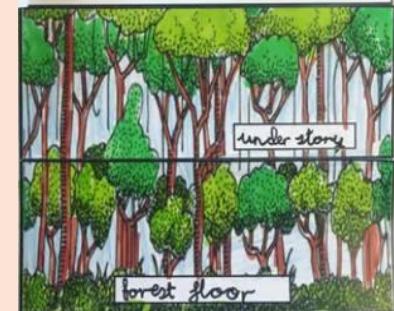
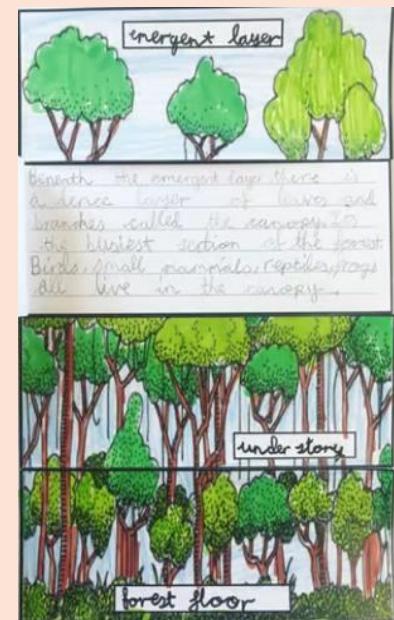
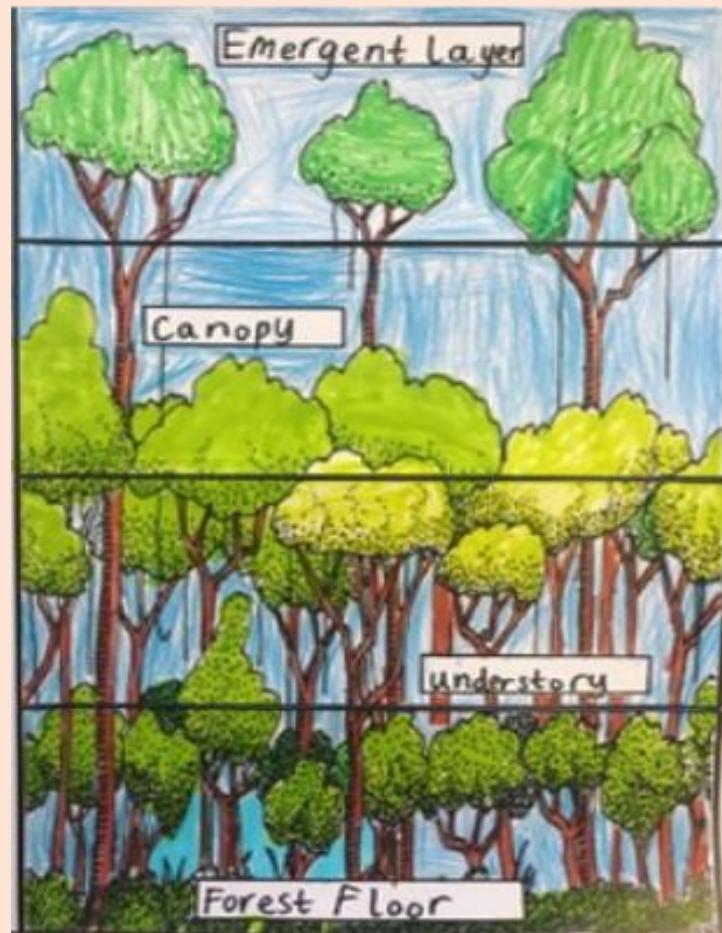
Finish your Geography work from yesterday.

This is the tallest layer. It receives the most sunlight and rain. It is home to animals that can fly and swing.

There is plenty of food here for the animals. The trees overlap and are crowded.

Not much sunlight reaches this layer. It is warm, dark and damp. It is home to smaller animals, insects and snakes.

The forest floor is dark and damp. Only 2% of sunlight reaches the floor. Insects and many larger animals live here.



Tuesday 3rd February 2026

03.02.25

Spelling re-visit: whiteboards

卷之三

Superheroes

Tuesday 3rd February 2026

Word work

What does plural mean?

Plural means more than one.

- *cat* → cats (plural)
- *book* → books (plural)
- *child* → children (plural)

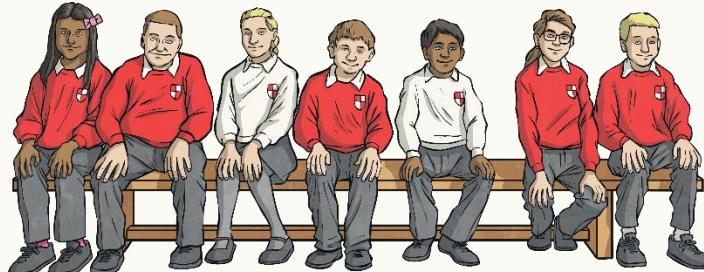
It's the form of a word you use when you're talking about several of something.

What Is Plural Possession?

Apostrophes can be used to show that something belongs to someone or something. This is called **possession**. When we are talking about more than one thing, we call this **plural**.



The **dogs'** leads were too long.



The **children's** lunch was delayed.

If the noun is plural and ends with an s, we just attach the apostrophe to it without an additional s.

If the noun is plural and does not end with s, we add 's to the end.

Singular Possession

Singular possession means that **only one** person, animal or thing **has, owns or controls** something.

For example, if one girl owns a bike, it is **the girl's bike**.

the car's door

The door belongs to one car.

an apple's pips

The pips belong to one apple.

Maya's backpack

The backpack belongs only to Maya.



To show that something belongs to a singular noun, we usually add...

an apostrophe



followed by the letter 's'



Ending in an S

Sometimes, the singular nouns that **have**, **own** or **control** something are already words that end with the letter s.

To show that something belongs to a singular noun that already ends with an s, you should usually add...

an apostrophe



followed by another 's'



the class's teacher

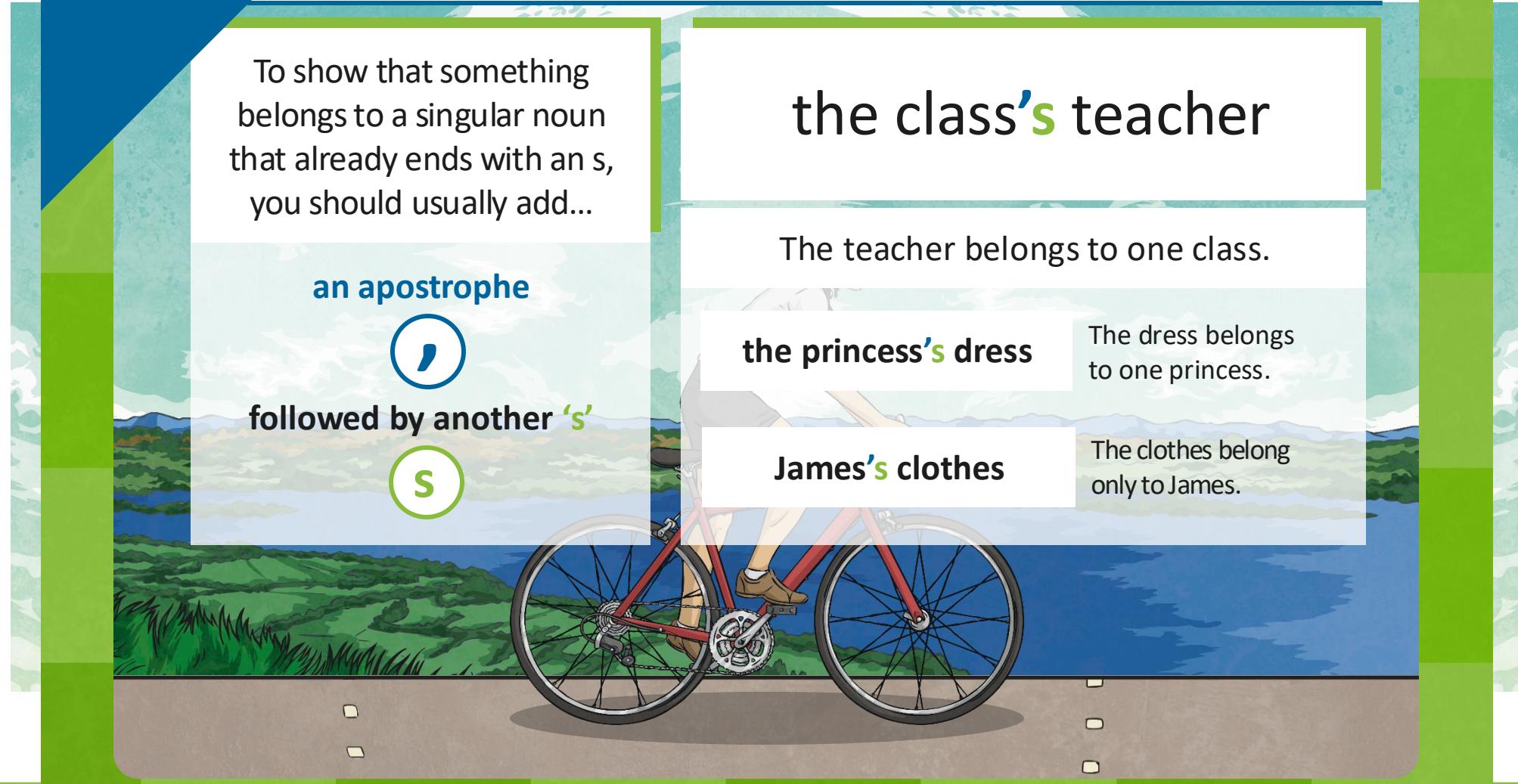
The teacher belongs to one class.

the princess's dress

The dress belongs to one princess.

James's clothes

The clothes belong only to James.



Plural Possession

Plural possession means that **more than one** person, animal or thing **has, owns or controls** something.

For example, if two boys own one bike between them, it is **the boys' bike**.

the cars' lights

The lights belong to multiple cars.

two apples' juice

The juice belongs to both of the apples.

some teachers' lessons

The lessons belong to multiple teachers.

To show that something belongs to a plural noun, we usually add...

an apostrophe



after the s that is already there



Irregular Plural Nouns

A plural noun is irregular when it changes its spelling to show that there is more than one.

a child

the children

one foot

two feet

Sometimes, the spelling of a plural noun might be the same as the singular form, e.g.

one sheep

two sheep

To show that something belongs to an irregular plural noun, you usually add...

an apostrophe



followed by the letter s



lots of mice's whiskers

The whiskers belong to multiple mice.

the teeth's enamel

The enamel belongs to many teeth.

Task A: Read the singular form of the noun, make the noun **plural** (to show more than one of the noun) and then show where the apostrophe would need to be to show **plural possession**.

Singular	Plural	Plural Possession
kitten		
actress		
baby		
knife		
child		
volcano		

Task B: Write two sentences using two of the nouns above. You must use them to show plural possession.

FOR EXAMPLE: The actresses' makeup took ages to finish.

03.02.26

Times tables

12 Times tables

How quickly can you complete the times table sheet?

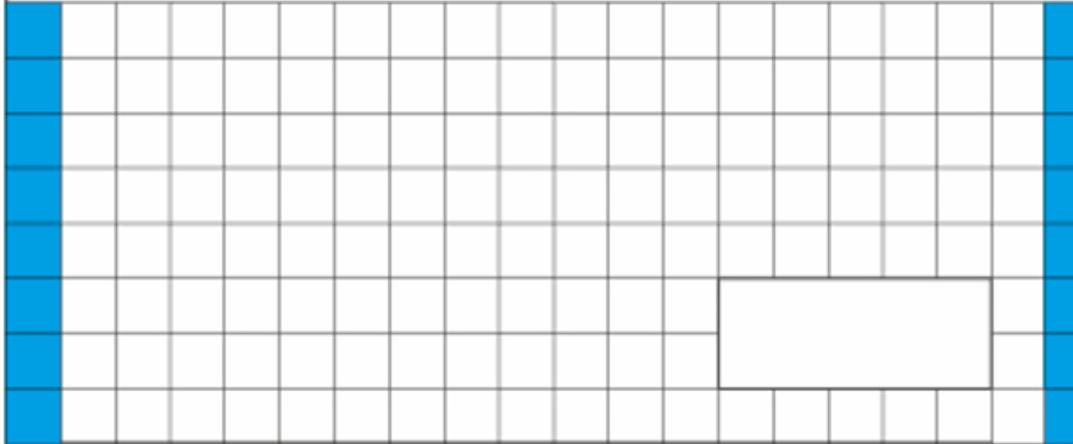
$2 \times 12 = 24$	$12 \times \boxed{} = 132$
$\boxed{} \times 12 = 56$	$12 \times \boxed{} = 48$
$\boxed{} \times 12 = 144$	$12 \times \boxed{} = 120$
$\boxed{} \times 12 = 84$	$12 \times \boxed{} = 60$
$\boxed{} \times 12 = 12$	$\boxed{} \times 12 = 24$
$\boxed{} \times 12 = 60$	$12 \times \boxed{} = 108$
$12 \times \boxed{} = 36$	$\boxed{} \times 12 = 72$
$12 \times \boxed{} = 96$	$12 \times \boxed{} = 56$

03.02.26

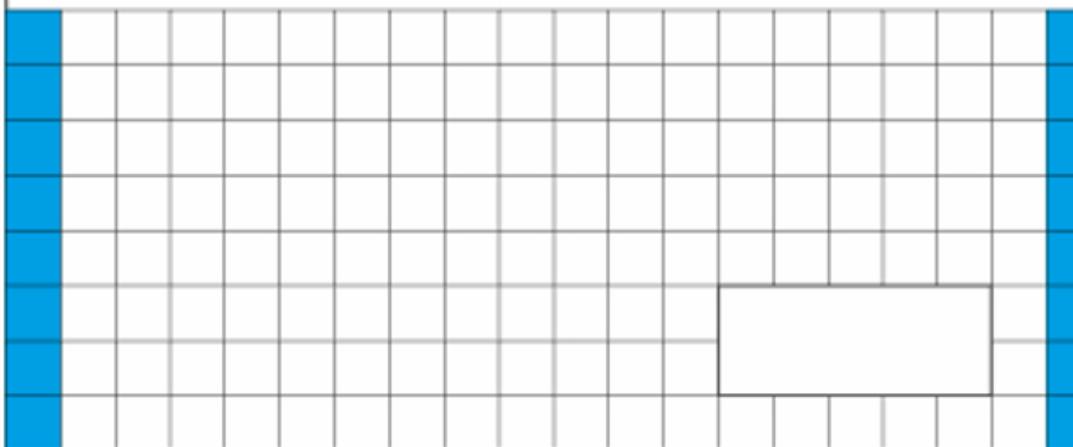
TBAT: understand place value in decimal numbers.

3 in 3

1. $23 + 456 + 99 =$



2. $56 \div 7 =$



3. Write the **two missing digits** to make this subtraction correct.

$$\begin{array}{r} \square 2 8 \\ - 1 3 \square \\ \hline 1 9 1 \end{array}$$

Challenge

The cost of a cinema ticket is £5.60 for a child and £8.20 for an adult. How much would it be **altogether** for 3 children and 1 adult?

03.02.26

TBAT: understand place value in decimal numbers.

Key vocabulary

- decimal
- tenth
- hundredth
- part
- whole
- equal

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

Level 4- 12 times tables

Daily 10

Mental Maths Challenge



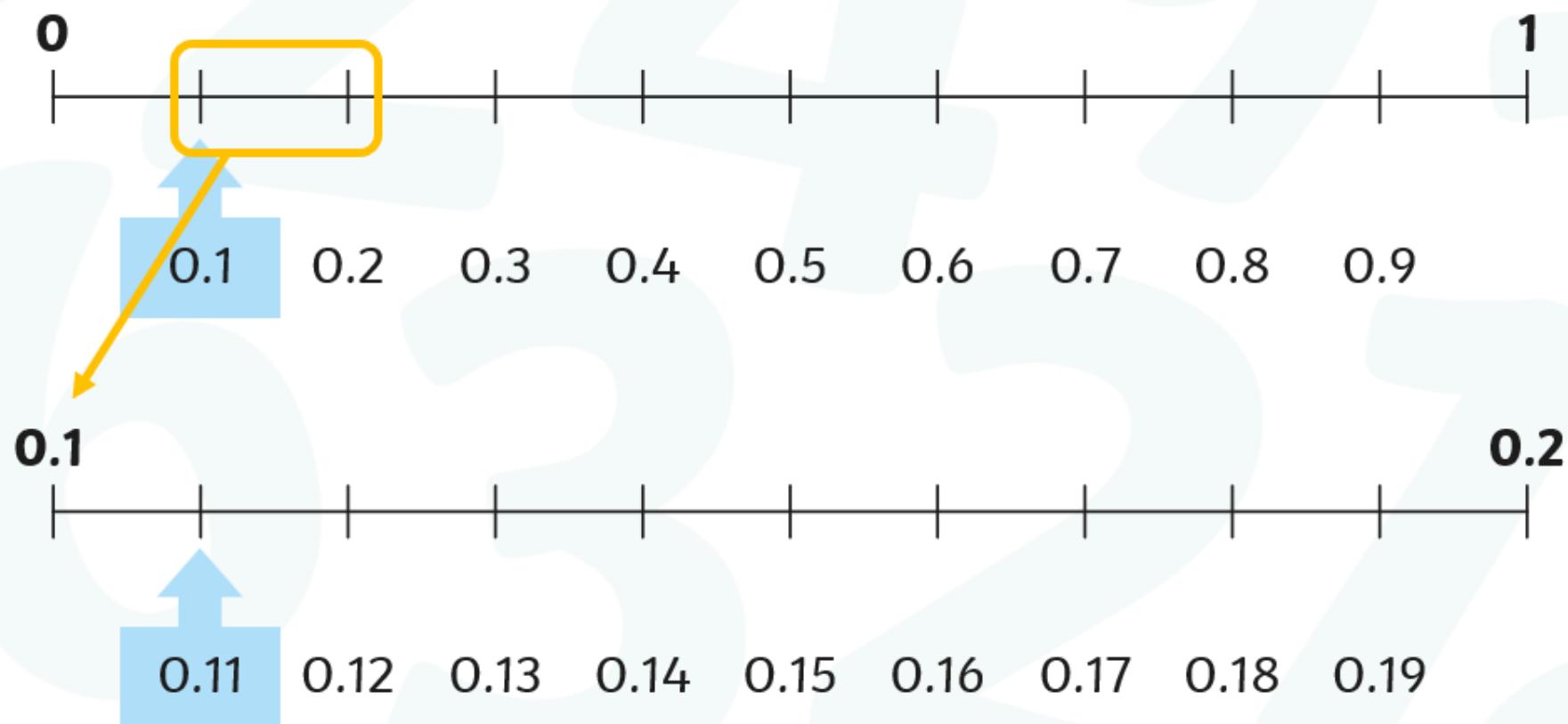
03.02.26

TBAT: understand place value in decimal numbers.

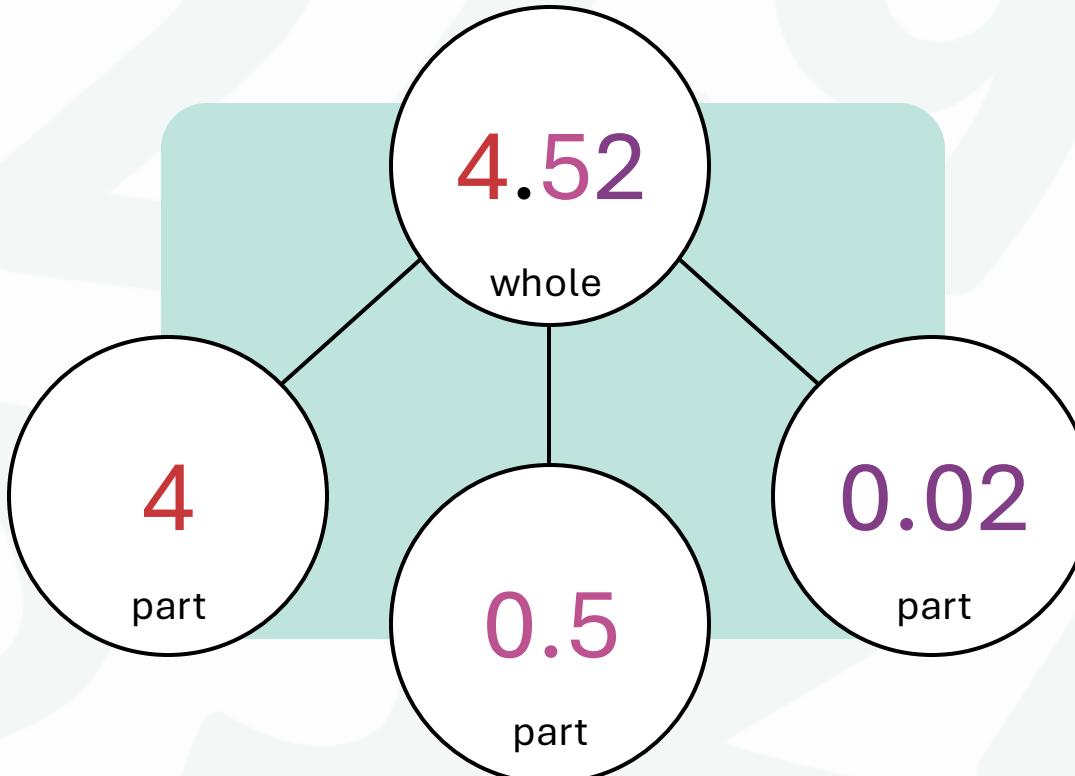
Decimals are used to write a number that is not whole.

Decimal numbers are numbers that are in between whole numbers.

A decimal point is used to separate the whole part of a number from the tenths and hundredths (the fractions of a whole number).

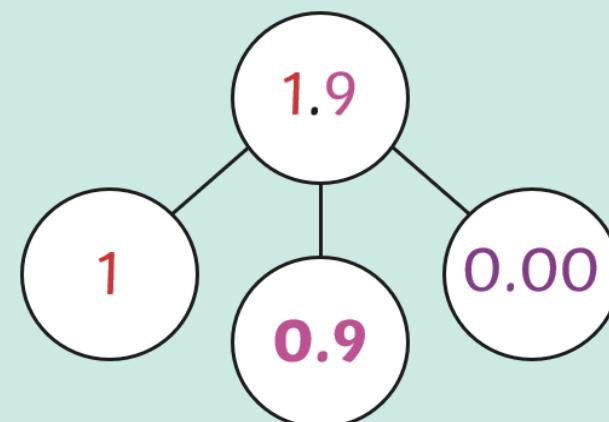
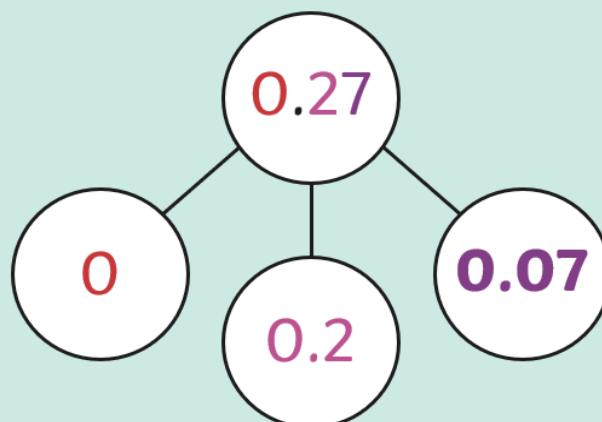
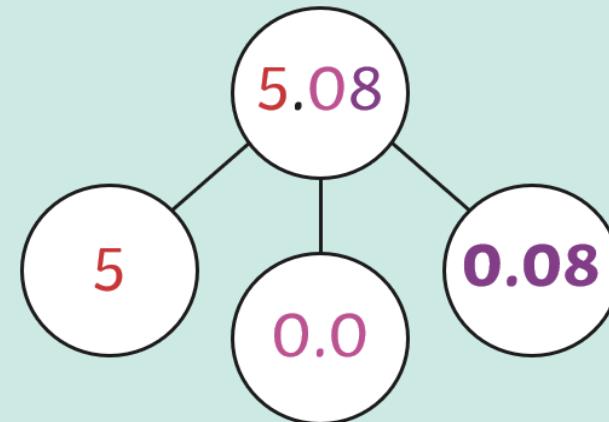
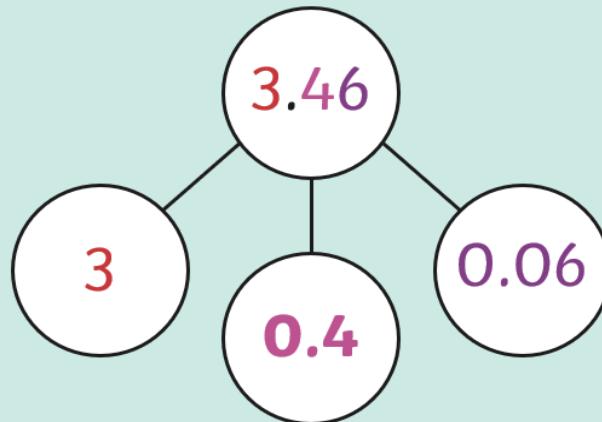


Numbers can be partitioned to help find the place value of each digit within that number. This is known as standard partitioning.



Whiteboard work

Can you identify the decimal fraction missing from these part-whole models?

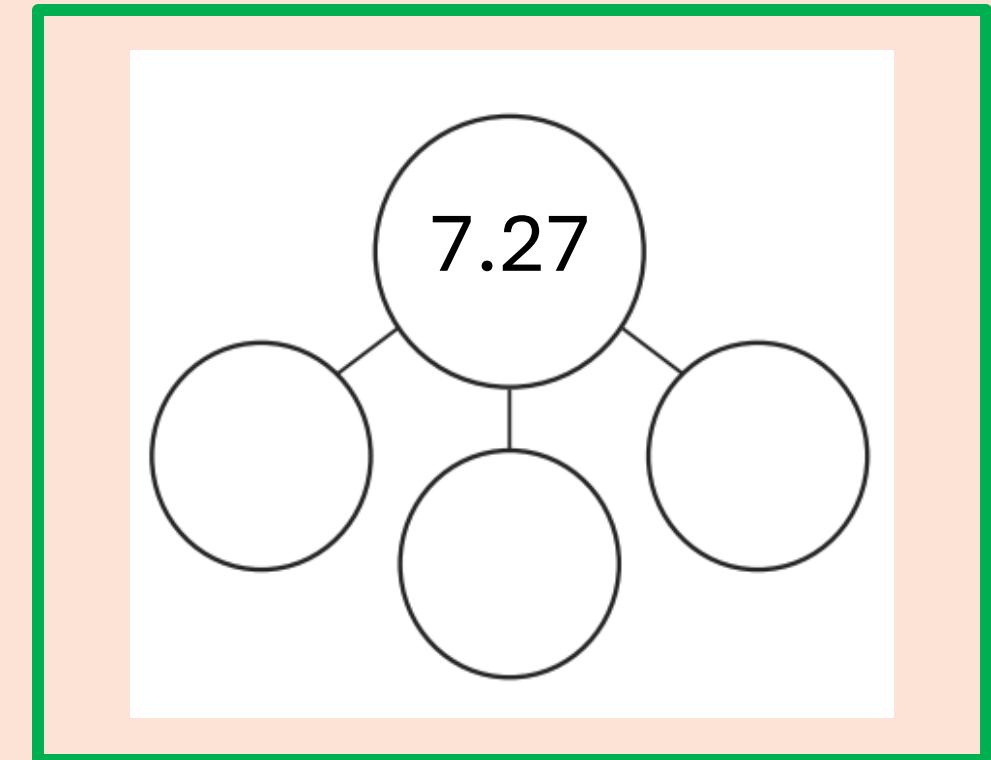
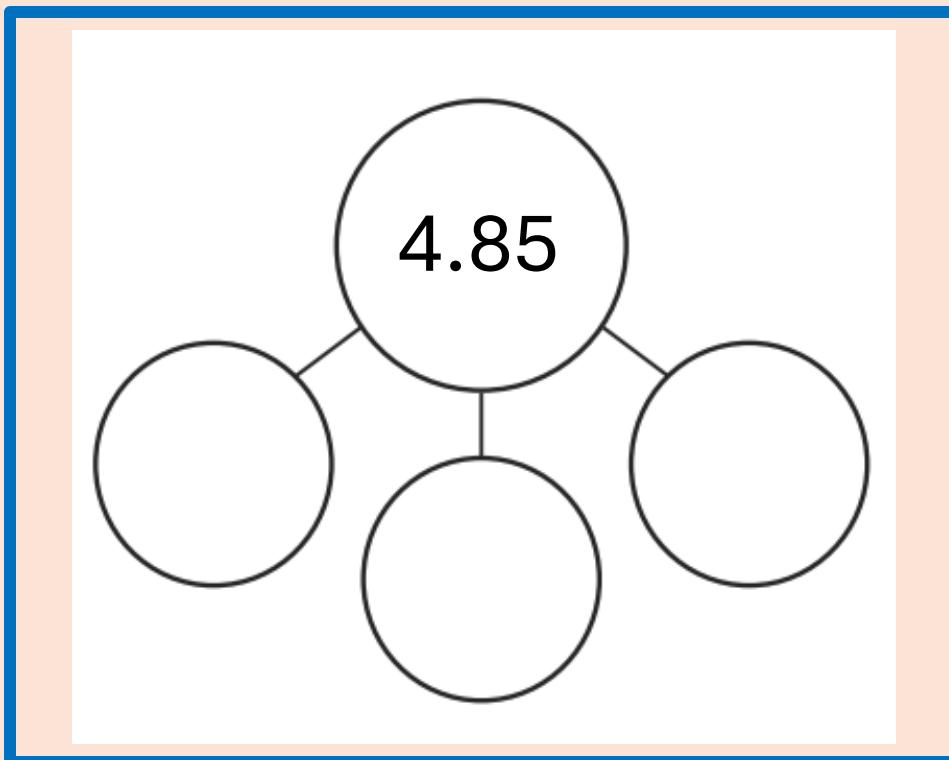


03.02.26

TBAT: understand place value in decimal numbers.

Blue/Green

Partition the decimal into ones, tenths and hundredths using a part-whole model. Write the number on a place value grid for extra support.

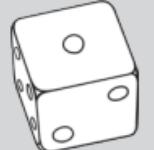
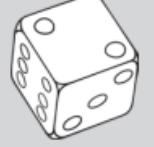
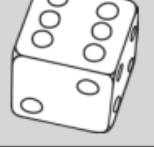


03.02.26

TBAT: understand place value in decimal numbers.

Independent

You need to partition 6 decimals on your sheet before moving on.

	2.32	5.21	9.04	4.56	3.67	5.78
	4.23	1.01	6.10	7.82	1.73	2.90
	8.01	7.87	2.56	1.17	9.38	7.03
	3.12	4.31	8.24	6.46	4.97	8.18
	9.53	8.91	5.30	2.03	7.33	3.80
	6.91	3.47	9.46	5.68	2.78	6.24

Instructions

- Roll a dice and choose a decimal number from the matching row.
- Partition the decimal into ones, tenths and hundredths using a part-whole model and counters to support.
- Write your answer on your recording sheet.
- If your partner thinks you are correct, colour and claim that number.
- Colour in four numbers in a line to win.

I can partition the number 5.63 into 5 ones, 6 tenths and 3 hundredths.

03.02.26

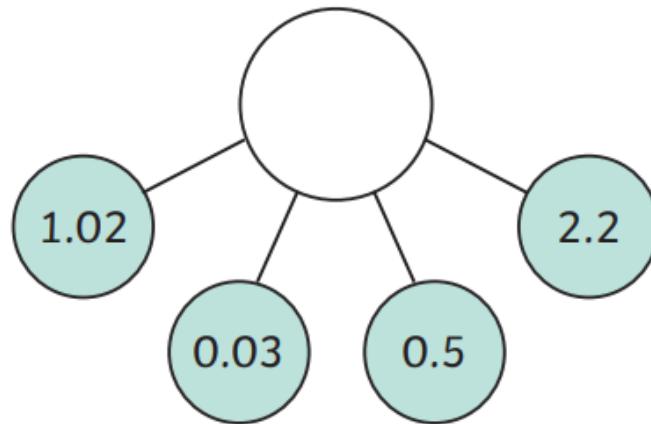
TBAT: understand place value in decimal numbers.

RP

My number has 4 hundredths, 1 whole and 3 tenths. Write my number as a decimal.

Challenge

3) What decimal number has been partitioned?



Mastery challenge

Complete the calculations.

a) $5.25 = 5 + \underline{\hspace{2cm}}$

b) $4.05 + 1.2 = \underline{\hspace{2cm}}$

c) $7.40 - 2.1 = \underline{\hspace{2cm}}$

d) $3.58 = 0.5 + \underline{\hspace{2cm}} + 3$

e) $30.75 + 0.1 + 0.02 = \underline{\hspace{2cm}}$

Greater Depth mastery

1)

48.3 has three digits so it must be partitioned into three parts.



Using non-standard partitioning, give three examples to prove Jasmine's statement to be incorrect.

Tuesday 3rd February 2026

TBAT: identify and use plural possessive apostrophes in sentences.

3 in 3

1) Add the missing apostrophe to show singular possession:

The cats bowl was empty.

2) Add the missing apostrophe to show plural possession:

The teachers staffroom was being cleaned.

3) Decide if the apostrophe should show singular or plural possession, then add it:

The dogs tails were wagging happily.

CHALLENGE: Rewrite the sentence below so that it includes: A plural possessive apostrophe and a fronted adverbial.

the girls bags were left in the hall they were in a rush

Tuesday 3rd February 2026

TBAT: identify and use plural possessive apostrophes in sentences.

Blue- If your story has several dragons, how would you show that the treasure belongs to all of them using a plural possessive apostrophe?

Green-If your story includes a group of pirates, how would you show that the ship belongs to all of them using a plural possessive apostrophe?

Challenge- Choose a plural noun from your story (e.g., wolves, pirates, trees) and explain to your partner how you would show something that belongs to that group using a plural possessive apostrophe.

Tuesday 3rd February 2026

TBAT: identify and use plural possessive apostrophes in sentences.

A plural possessive apostrophe shows that something belongs to more than one person, animal, or thing.

PLURAL = MORE THAN ONE

If the plural noun **already ends in s**, add the apostrophe **after the s**.
the dragons' treasure (belongs to many dragons)

If the plural noun **does not end in s**, add **'s**.
the children's toys (belongs to many children)

Tuesday 3rd February 2026

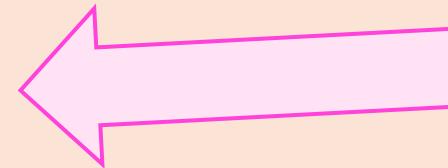
TBAT: identify and use plural possessive apostrophes in sentences.

Look at your own adventure story ideas.

Task A: Make a list of 5 plural nouns that appear in your story or that you could include.

Plural nouns in my story:

- caves
- explorers
- flowers
- trees
- villagers



Set it out
like this in
your book.

Tuesday 3rd February 2026

TBAT: identify and use plural possessive apostrophes in sentences.

Task B: Using the 5 plural nouns from your list, change each one into a plural possessive noun by deciding something those nouns own.

- The caves' entrances
- The explorers' maps
- The flowers' petals
- The trees' branches
- The villagers' houses



Set it out
like this in
your book.

Leave a line under your previous list and write the plural possessive form of each noun, showing something it owns.

Task C: Write 5 full sentences using your plural possessive phrases. Each sentence must fit into your adventure story.

Example:

A soft breeze carried the flowers' petals across the meadow, and Milo whispered, "I've never seen anything so beautiful!"

In the early morning light, the caves' entrances were hidden behind thick curtains of ivy.

You MUST include:

- . A fronted adverbial
- . Figurative language (simile, metaphor, personification)
- . A range of punctuation
- . Speech using inverted commas correctly

Tuesday 3rd February 2026

TBAT: identify and use plural possessive apostrophes in sentences.

When you are finished, check through your work to ensure you have included:

- Apostrophe with your plural possessive noun
- A fronted adverbial
- Figurative language (simile, metaphor, personification)
- A range of punctuation
- Speech using inverted commas correctly

Partner check: Has your partner completed this checklist too?
Check their work now.

Tuesday 3rd February 2026

TBAT: learn to sing a song with a three-beat metre and play the accompanying chimes melody.

[The Collins Hub Educator > Library](#) - Time – Canterbury bells – Lesson 1

Vocabulary

- metre
- pulse/beat
- verse
- duration
- pitch
- accompaniment
- melody
- structure

Blue – Can you explain what 'tempo' means?

Green – What is the 'structure' of a piece of music?

[Virtual Glockenspiel Online - Learn And Play Glockenspiel](#)

TBAT: develop catching and learn the rules of the skill within this game.

Dodgeball –Lesson 3

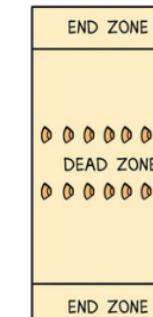
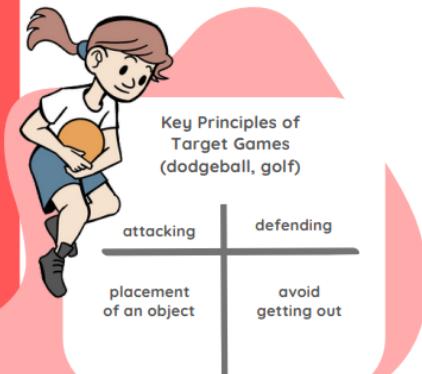
Success criteria:

- Use 2 hands to catch a ball
- Watch the ball as it comes towards you

Knowledge Organiser
Dodgeball Year 4

About this Unit

Dodgeball is a dynamic and fast-paced target game. The aim of the game dodgeball is to eliminate the opponents by throwing balls at them whilst also avoiding being hit.



Movement Skills

- throw
- catch
- dodge
- jump

Ladder Knowledge

One handed throws are used for speed and accuracy. Keep your elbow high and step with your opposite foot to increase the power.

Throwing:

Move your feet to the ball and pull it in to your chest to help you to catch more consistently.

Throwing:

Move your feet to the ball and pull it in to your chest to help you to catch more consistently.

Rules

A player is 'out' when:

- A live ball hits their body (shoulders or below).
- An opposition player catches a live ball they have thrown. So, if a player throws it and their opponent catches it then they are out and one of their opponents' team comes back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already out from their team.

A live ball is one that has not bounced or hit a wall/ceiling.

OUTS

Healthy Participation

- Unused balls must be stored in a safe place.
- Head shots do not count in dodgeball.

Social respect, communication, collaboration

Emotional honesty, perseverance

Thinking comprehension, make decisions, select and apply skills

Emotional honesty, perseverance

Thinking comprehension, make decisions, select and apply skills

Tactics

Applying attacking tactics will help you to score points and get opponents out.

Applying defending tactics will help you to stay in the game.

Home Learning

Dodge or Catch

What you need: 1 soft ball or a pair of rolled up socks, 2 players.

How to play:

- Players stand 5m apart.
- One player begins as the thrower.
- Thrower tries to hit their opponent below the shoulders to win 1 point.
- If the opponent catches the throw they win 1 point.
- Have 5 turns then change over.



Key Vocabulary

accuracy: how close the object is to the given target
agility: the ability to change direction quickly
avoid: keep away from or stop
caught out: when a player catches an opponent's ball deeming them out
communicate: share information
cushion: take the power out of an object
decide: to choose
decision: select an outcome
hit out: when a player in dodgeball is hit below the shoulders by a live ball
opposition: the other team
release: the point at which you let go of an object
tactic: a plan or strategy
tournament: a competition of more than two teams

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

@getset4education136

Tuesday 3rd February 2026

TBAT: develop catching and learn the rules of the skill within this game.

You have 4 MINUTES to get changed into your full PE kit – **silently!**

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](https://youtu.be/uW7DCSR4h4E?si=8f8JhD8rlWDqTCF8)

Please collect the marbles from your own classroom.

Tuesday 3rd February 2026

TBAT: plan and make a tessellated design.

Blue: What does tessellated mean?

Green: How can you tell if a pattern is tessellated?

Challenge: What is the history of tessellated designs?

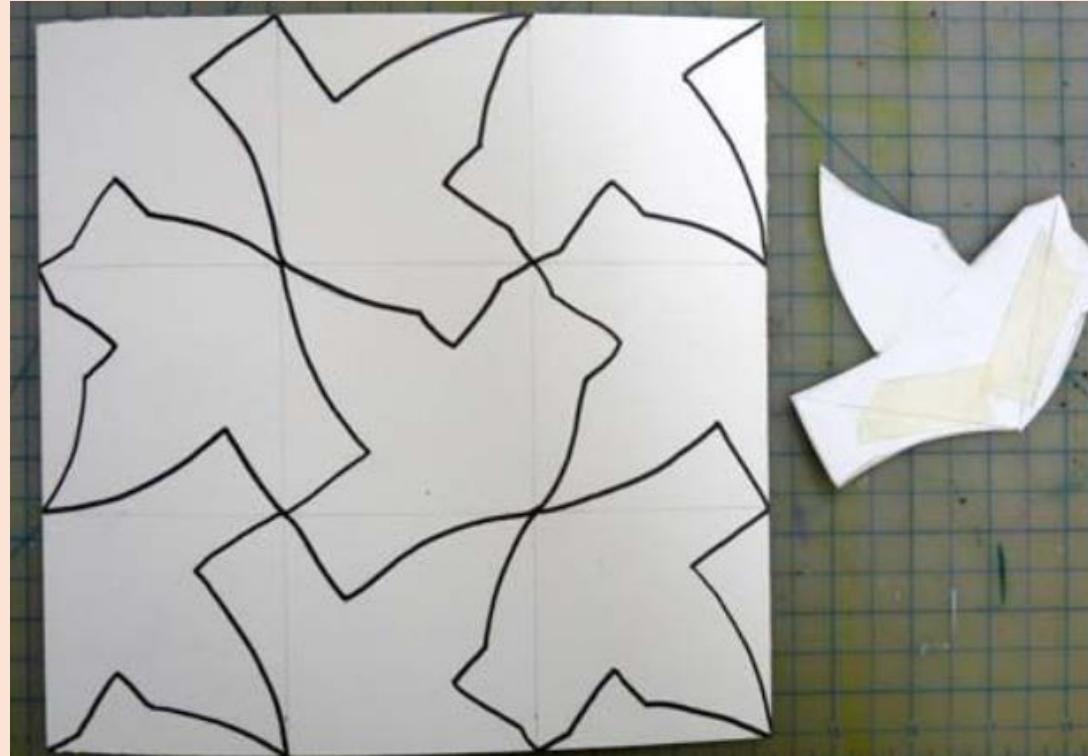
A tessellated design is a pattern made of shapes that fit together perfectly with no gaps and no overlaps.

Tessellated designs began as early as 4000 BCE with the Sumerians and were later used by many civilisations in their art and architecture. They appear in mosaics, wallpaper, and decorative tiling, and are especially prominent in ancient Roman and Islamic geometric designs.

Tuesday 3rd February 2026

TBAT: plan and make a tessellated design.

Last week, you should have made a template and started tracing it into your sketchbooks to create a tessellated pattern.



Tuesday 3rd February 2026

TBAT: plan and make a tessellated design.

Step 1:

This week, you are going to use your stencil on craft paper/card and draw your tessellated pattern to cover the whole page.

You must trace carefully and slowly to ensure the design tessellates properly.

Tuesday 3rd February 2026

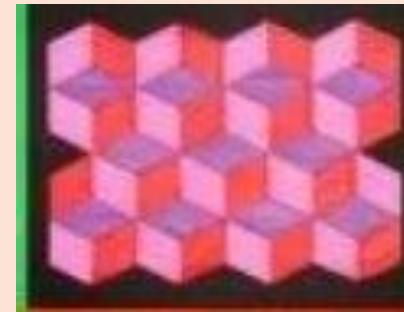
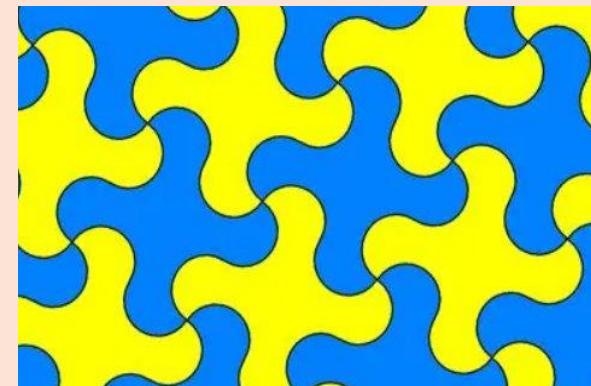
TBAT: plan and make a tessellated design.

Step 2:

Now, you need to choose some colours that will stand out against each other.

Then, use the crayons to carefully colour in your pattern.

Look at these examples:



Tuesday 3rd February 2026

TBAT: plan and make a tessellated design.

Step 3:

Outline your shape with a black pencil to make it stand out.

Example:

