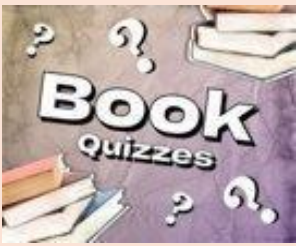


Thursday 5th February 2026

05.02.26

Morning Challenge



**Write these words from the Year 3 & 4 spellings in alphabetical order.**

1. Surprise, busy, grammar, reign, address, fruit.
2. Possession, circle, potatoes, history, answer.
3. Experiment, accidentally, special, peculiar, bicycle.
4. Regular, busy, material, weight, island.

**Challenge – Chose two of these words and write them in full sentences.**

9am assembly



05.02.26

## Times tables

### 12 Times table BINGO

- Write **6 answers** from the 12 times table on your bingo grid.
- Your teacher will call out multiplication question from the 12 times table.  
For example, "What is  $2 \times 12$ ?"
- If you have the **answer** (24) on your grid, cross it off.
- When all 6 numbers on your grid are crossed off, shout "BINGO!"

BINGO		

05.02.26

TBAT: round decimal numbers to the nearest whole number.

3 in 3

1. Order these decimals in **descending** order:

**3.45, 8.45, 3.55, 8.54**

2.  $278 \times 7$

3.  $2/9$  of 81 =

**Challenge**

Add together the days in February to the days in September. Then multiply by 2.

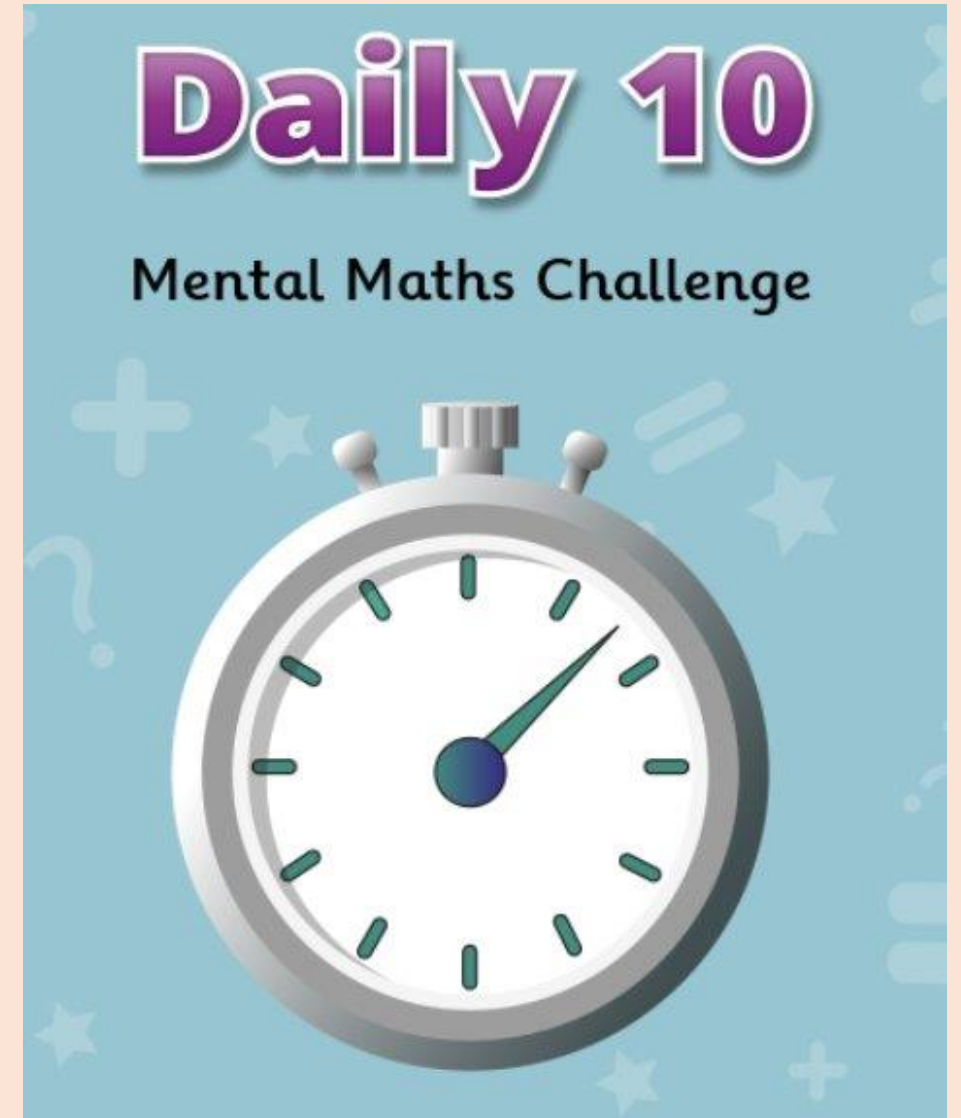
05.02.26

TBAT: round decimal numbers to the nearest whole number.

## Key vocabulary

- multiple
- decimal
- number line
- round
- previous
- next
- tenths

[Daily 10 - Mental Maths Challenge - Topmarks](#)  
Level 4- 12 times tables



05.02.26

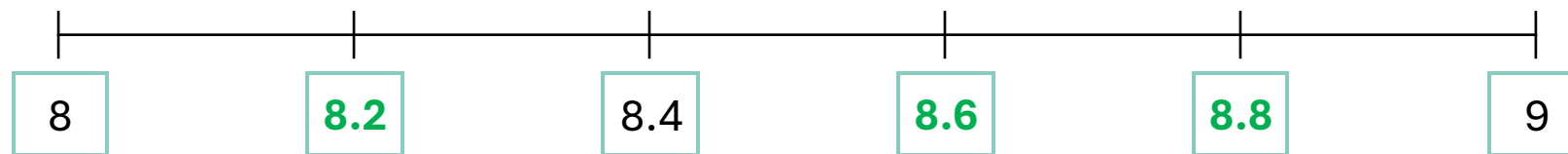
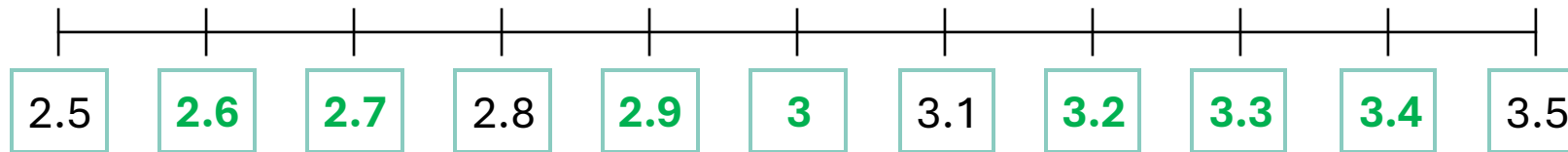
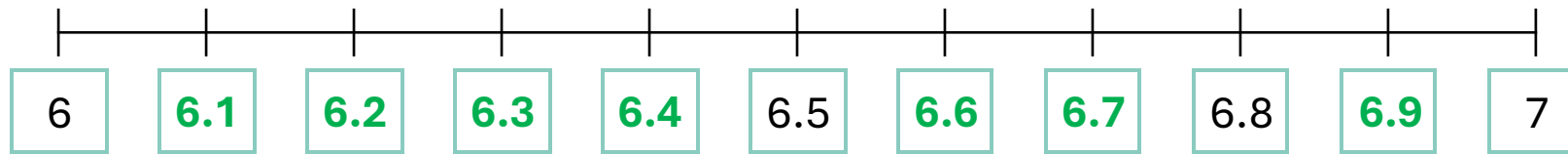
TBAT: round decimal numbers to the nearest whole number.

**Success criteria:**

- I can find the previous and next **multiple of 1**.
- I can place a **decimal number** on a number line.
- I can recognise the **multiple of 1** it is closest to.
- I can round decimal numbers with **5 tenths** up to the next multiple of 1.

**Turn and talk - Add the missing decimal numbers to the number lines.**

Remember to look carefully. The intervals may not be the same on each number line!

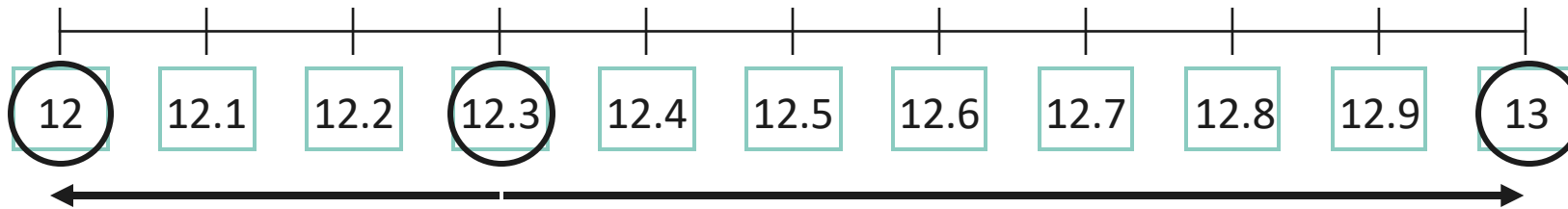


## Rounding to the Nearest Multiple of 1

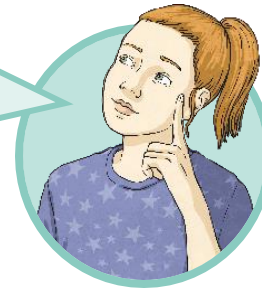
12.3 is closer to 12 as it is only 3 tenths away whereas 13 is 7 tenths away. We need to round 12.3 down to 12.

12.3 rounded to the nearest multiple of 1 is 12.

Let's look at the multiples of 1. Which one is 12.3 closest to?



Let's round 12.3 to the nearest multiple of 1.



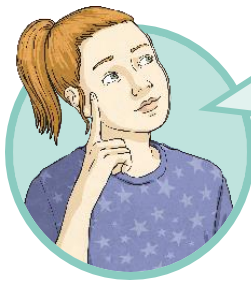


## Rounding to the Nearest Multiple of 1

Next, which decimal numbers will go in the boxes under the number line?

Now, find 23.6 on the number line.  
Which multiple of 1 is it closest to?

23.6 is closer to 24 as it is only 4 tenths away whereas 23 is 6 tenths away. We need to round 23.6 up to 24.



Let's round 23.6 to the nearest multiple of 1.

**23.6 rounded to the nearest multiple of 1 is 24.**

## Rounding Using Numerals

When we round a decimal number to the nearest multiple of 1 we look at the tenths value.

If the tenths digit has a value of 1, 2, 3 or 4, we round down to the previous multiple of 1.

If the tenths digit has a value of 5, 6, 7, 8 or 9, we round up to the next multiple of 1

Tens	Ones	•	tenths
7	1	•	7

There are 7 tenths so we will round up to the next multiple of 1. The next multiple of 1 is 72.

Are we going to round 71.7 up or down? Why?



# 05.02.26

## TBAT: round decimal numbers to the nearest whole number.

Independent -

1)

a)	23.4	
Tens	Ones	Tenths

d)	51.6	
Tens	Ones	Tenths

2) 12.7

3) 35.8

4) 26.2

5) 99.1

6) 8.5

RP

Liam measures the length of his toy car and finds that it is **7.46 cm** long.

**a)** Round the length of the toy car to the nearest **whole centimetre**.

**b)** Round the length of the toy car to the nearest **tenth** (one decimal place).

### Challenge

Jude is thinking of a number with one decimal place. Rounded to the nearest multiple of 1, the number is 5.

**a)** Tick which of these could be Jude's number.

☐ 4.5   ☐ 5.4   ☐ 4.4   ☐ 5.5   ☐ 5.1

**b)** Explain why you think these numbers round to 5.

05.02.26

TBAT: round decimal numbers to the nearest whole number.

## Mastery challenge

Solve the calculations. Round the answers to the nearest multiple of 1.

a)  $13.2 + 4.4 =$

b)  $33.3 + 6.2 =$

c)  $10.7 + 5.1 =$

## Greater Depth Mastery

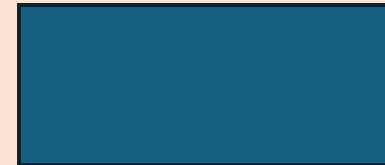
James is giving his partner some clues about a decimal number that he is thinking of.

My decimal rounds to 6.

It is greater than 56 tenths.

The digit in the tenths column is odd.

The digits in the ones and tenths column total a multiple of 7.



Thursday 5th February 2026

Word work

## Plural possessive apostrophe's

With your partner, decide which words show **correct plural possessive apostrophes**.

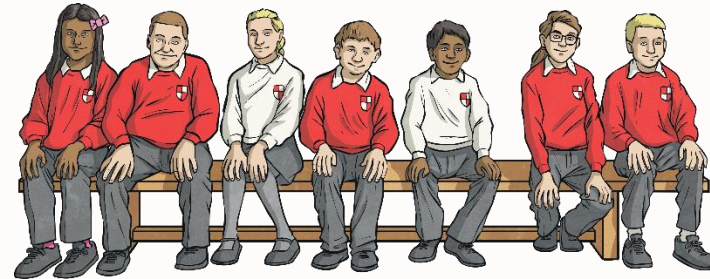
- the girls' coats / the girl's coats
- the teachers' room / the teacher's room
- the dogs' bowls / the dog's bowls
- the babies' toys / the baby's toys
- the horses' field / the horse's field

# 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.

Thursday 5th February 2026

Word work

**Task A:** Word work- Tick the sentences that have used the apostrophe correctly.

The girls' coats were hanging on the pegs.

The girl's coats were hanging on the pegs.

The teachers' room was being cleaned after school.

The teacher's room was being cleaned after school.

The dogs' bowls were filled with fresh water.

The dog's bowls were filled with fresh water.

**Task B:** Write 2 your own sentences using the **apostrophe correctly** to show **plural possession**.

**Example:** "The boys' changing room is so messy!" exclaimed Miss Parsons.

**1 marble** if you use inverted commas correctly in one of your sentences.

Thursday 5th February 2026

TBAT: write the build-up of a narrative.

3 in 3

**Rewrite each sentence and add the correct plural possessive apostrophe.**

- 1) The bags handles were broken.
- 2) The teachers room was full of noise.
- 3) The cats bowls were empty.



Thursday 5th February 2026

TBAT: write the build-up of a narrative.

Blue - What could change in the setting to show that something unusual is about to happen?

Green- How might the characters get into a tricky or unexpected situation in the build-up?

Challenge: How can a writer hint that a problem is coming **without** telling the reader directly?

Thursday 5th February 2026

TBAT: write the build-up of a narrative.

Today, you are going to write the build-up section of your story.

Take two minutes to read through your plan and remind yourselves what happens in this part of your narrative.

Thursday 5th February 2026

TBAT: write the build-up of a narrative.

Write **1–2 full sentences** showing the moment something strange begins.

**Sentence starters:**

*Suddenly,*

*Without warning,*

*To her surprise,*

*Out of nowhere,*

You MUST include a  
**range of punctuation**  
throughout your work.

**WAGOLL-** Suddenly, the map began to glow and flicker as if it had come alive in Lina's hands. To her surprise, a brand-new symbol slowly formed on its surface, shining brighter than the rest!

Thursday 5th February 2026

TBAT: write the build-up of a narrative.

Write **2–3 full sentences** explaining how the characters end up somewhere unexpected.

**Sentence starters:**

*Before they realised,*

*As they walked further,*

*Following the map,*

*Taking the wrong path,*

You MUST include  
**figurative language** in  
these sentences  
(simile, personification  
etc)

**WAGOLL**-Before they realised, Lina and Milo had taken a wrong turn and wandered deeper into the misty forest, where the twisting path curled like a coiled snake beneath their feet. Eventually, they stepped into a clearing and discovered a silent, unexpected stone circle standing in the shadows, as if the forest itself were holding its breath.

Thursday 5th February 2026

TBAT: write the build-up of a narrative.

Write **2 full sentences** that give warning signs something is wrong.

**Sentence starters:**

*At that moment,*

*Without a sound,*

*All around them,*

*In the cold air,*

You MUST include a **fronted adverbial** and use **pronouns** in these sentences.

WAGOLL- All around them, the wind suddenly turned cold and sharp, making the leaves hiss against the ground. Milo pressed close to Lina's leg, his body tense and his eyes wide with worry.

Thursday 5th February 2026

TBAT: write the build-up of a narrative.

Write **1–2 full sentences** showing how their emotions shift.

**Sentence starters:**

*Now,*

*For the first time,*

*Instead of feeling confident,*

*Compared to before,*

You MUST include some **direct speech** in these last sentences. Ensure you have inverted commas and punctuation as part of the speech.

**WAGOLL-**

Now, Lina felt suspicious and unsure. A sharp change from the confidence she'd had at the start of her journey. Milo stayed close beside her, trembling slightly as the forest grew colder and stranger.

“Stay close,” Lina whispered.

Thursday 5th February 2026

TBAT: write the build-up of a narrative.

When you are finished, read through your paragraph and check it makes sense.

Success Criteria

- **Direct speech** using **inverted commas**
- A **range of punctuation** (e.g. commas, dashes, ellipses, exclamation marks, colons)
- A **fronted adverbial** with a comma
- **Pronouns** to avoid repeating names
- **Descriptive vocabulary** to add detail
- **Figurative language** (simile, metaphor, personification)

Thursday 5th February 2026

TBAT: explain what happened when Jesus met the Samaritan woman at the well.

## Keywords

**Samaritan**

a person from Samaria

**rabbi**

a Jewish teacher or scholar

**messiah**

the promised saviour of the Jewish people

**patriarchal**

a society that is ruled or controlled by men



Thursday 5th February 2026

TBAT: explain what happened when Jesus met the Samaritan woman at the well.

Asher and Louise have a Christian worldview. They are discussing the story of the **Samaritan** woman.



Asher

At the time of Jesus, women had low status in society. They were treated like property and their opinions were not valued. This story shows that Jesus took women seriously.

Jesus lived in a **patriarchal** society where men had most of the power and influence. I think Jesus saw that women are intelligent and interesting. I am glad this story is in the Bible.



Louise



Thursday 5th February 2026

TBAT: explain what happened when Jesus met the Samaritan woman at the well.

Louise discusses the significance of the woman at the well being a **Samaritan**.



Louise

Jesus' long and detailed conversation with the **Samaritan** woman was surprising because at that time Jews did not mix with **Samaritans**.

It was also unacceptable for a Jewish **rabbi** like Jesus to talk to a woman alone.



Thursday 5th February 2026

TBAT: explain what happened when Jesus met the Samaritan woman at the well.

Ann has a Christian worldview. She is an Anglican priest.



Ann

The **Samaritans** were outcast by other Jews because their religious ideas and practices were seen to be unacceptable.

**Samaritans** worshipped in a different way from other Jews, but they were also waiting for the promised **messiah**.



Thursday 5th February 2026

TBAT: explain what happened when Jesus met the Samaritan woman at the well.

Asher has a Christian worldview. He attends a free church.



Asher

The setting by Jacob's Well is a reminder that Jesus and the **Samaritan** woman lived in a **patriarchal** society where men had always been the leaders.

I am used to seeing women in leadership nowadays, so it is hard to imagine a time when women were not seen or heard.



Thursday 5th February 2026

TBAT: explain what happened when Jesus met the Samaritan woman at the well.

**Summary** Jesus and the woman at the well

The society in which Jesus lived was **patriarchal**.

This means that women had little power.

The **Samaritans** were outcast by other Jews because their religious ideas were seen to be unacceptable.

In the story, Jesus accepts water from the **Samaritan** woman.

People at the time would have been shocked that a **rabbi** like Jesus shared a cup with someone who would have been seen as unclean.

Thursday 5th February 2026

TBAT: explain what happened when Jesus met the Samaritan woman at the well.



Asher

Society was **patriarchal** and men had all the power. Women were outcast and had no voice.



Louise

Jews did not mix with **Samaritans** and so Jesus should not have talked to her. She was outcast twice.



Ann

The **Samaritan** woman was not afraid to argue with Jesus. He took her ideas seriously.



Thursday 5th February 2026

TBAT: explain what happened when Jesus met the Samaritan woman at the well.

### Jesus and the woman at the well

---

1 In Jesus' time, men had most of the ...

\_\_\_\_\_

2 Who were the Samaritans? (Tick **1** correct answer)

☐ a group of people outcast by Jews

☐ the same as all other Jews

☐ Ancient Roman soldiers

3 Jesus accepted \_\_\_\_\_ from the Samaritan woman. (Fill in the blank)

4 Why were people shocked that Jesus shared a cup? (Tick **1** correct answer)

☐ He shared it with someone seen as unclean.

☐ The cup was expensive.

☐ It didn't belong to him.

5 Jesus had a deep \_\_\_\_\_ with the Samaritan woman. (Fill in the blank)



Thursday 5th February 2026

TBAT: sort materials into electrical conductors and insulators.

3 in 3

### **Conductors and insulators**

Electrical conductors and insulators behave differently when electricity flows. Conductors are materials that allow electricity to pass through them easily, such as metals like copper, aluminium, steel, iron, and gold. Insulators, like rubber, plastic, wood, and glass, do not let electricity flow and help keep us safe. The key difference is that conductors carry electrical current, while insulators block it.

- 1) What is the main difference between a conductor and an insulator?
- 2) Why are insulators important for safety when using electricity?
- 3) List **three** objects or materials that are electrical conductors.



# Keywords

A **material** is what objects are made from such as wood, metal or plastic.

An **electrical conductor** is a material that allows electricity to pass through it easily.

An **electrical insulator** is a material that does not allow electricity to pass through it easily.

A **mineral** is a naturally occurring solid, e.g. salt.

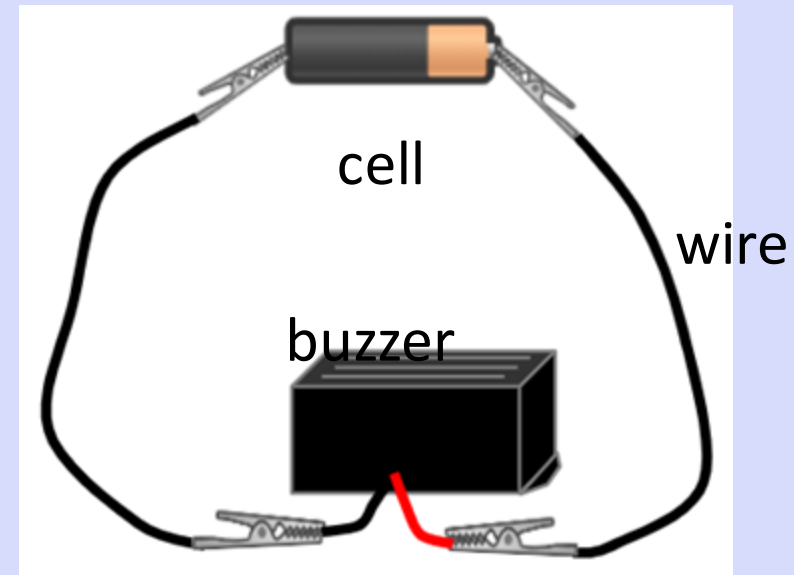


For electrical circuits to work, electricity must be able to flow around them.

The electricity must be able to pass through the component so these need to be made from the right type of **materials**.

Do you know what type of materials allow electricity to pass through them?

**Electrical conductors** are materials which allow electricity to pass through them easily.



an electrical circuit



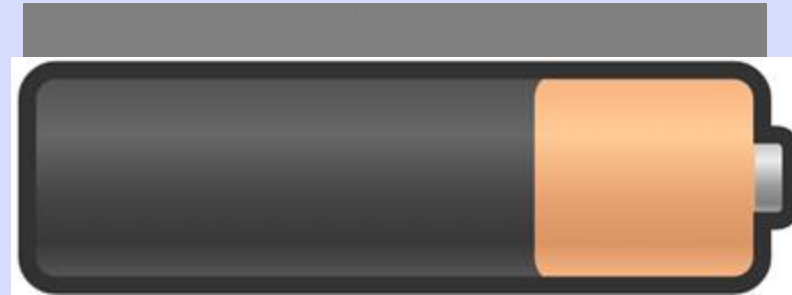
Aisha puts the **material** on top of the cell and uses a hand lens to observe if electricity is passing through it or not.

material



hand lens

cell



Aisha

Will that work?

No, we cannot see electricity passing through materials.

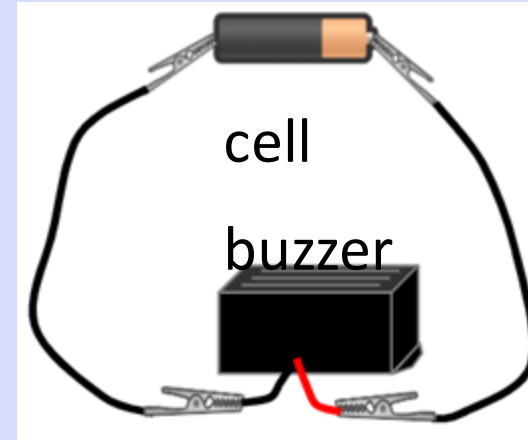


Aisha decides to build a simple circuit.

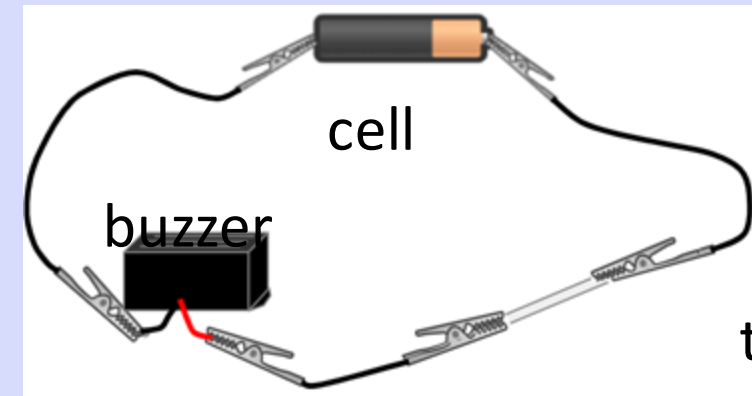
Once she knows it works, she will include different **materials** in the circuit to test whether or not they are **electrical conductors**.

If the material is an electrical conductor, will the buzzer buzz?

Yes, it will.



an electrical circuit



test  
material

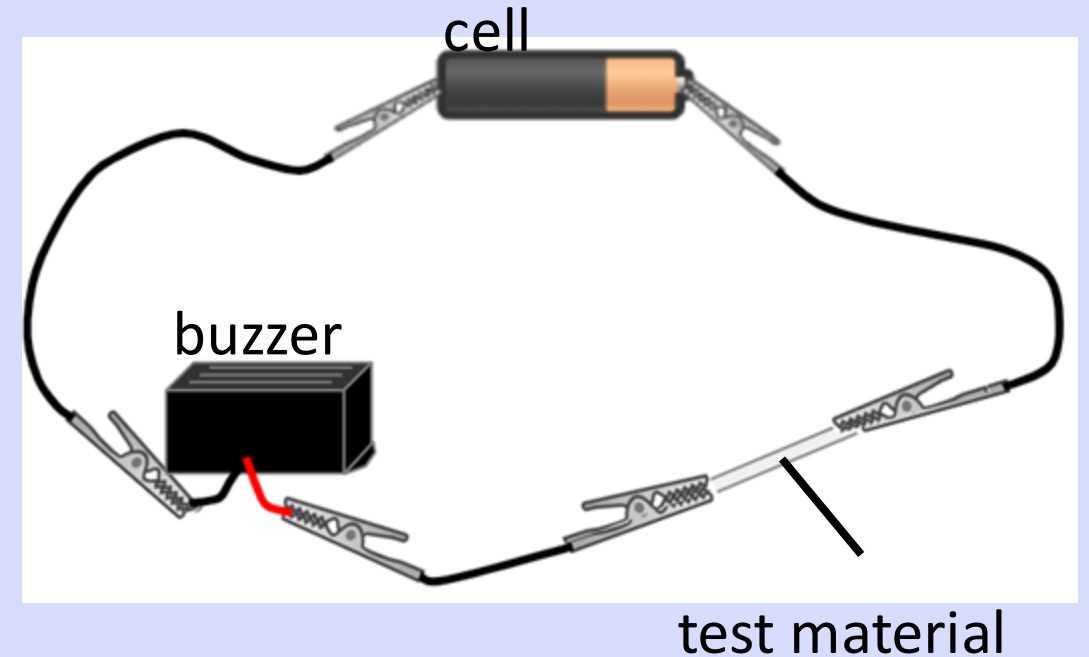
an electrical circuit with a test  
material included



If the **material** is not an **electrical conductor**, the buzzer will not buzz.

Even though the loop looks complete, the electrical circuit is incomplete.

If electricity cannot flow, it is the same as having a break in the circuit.



an electrical circuit with a test material included



Conductors let electricity pass through them because of **how their particles are arranged**.

In a conductor (like most metals), some electrons are **free to move**. These free electrons can travel from atom to atom when a circuit is connected, creating an electric current.

In an insulator, the electrons are **tightly held in place**, so they can't move — which means electricity can't flow.





**Task: In your books, write the sentence and fill in the missing word.**

An electrical conductor is a material that allows electricity to pass through it easily.





An **electrical conductor** is a **material** that allows electricity to pass through it.

Aisha

So, what do we call a material if it does not let electricity pass through it? A non-conductor?

What do you think?

Materials which do not conduct electricity easily are called **electrical insulators**.



Jacob





The electrical circuits in appliances are made from **materials** which are **electrical conductors**.

The parts of the appliances which we touch are made from **electrical insulators**.

This helps to keep us safe.

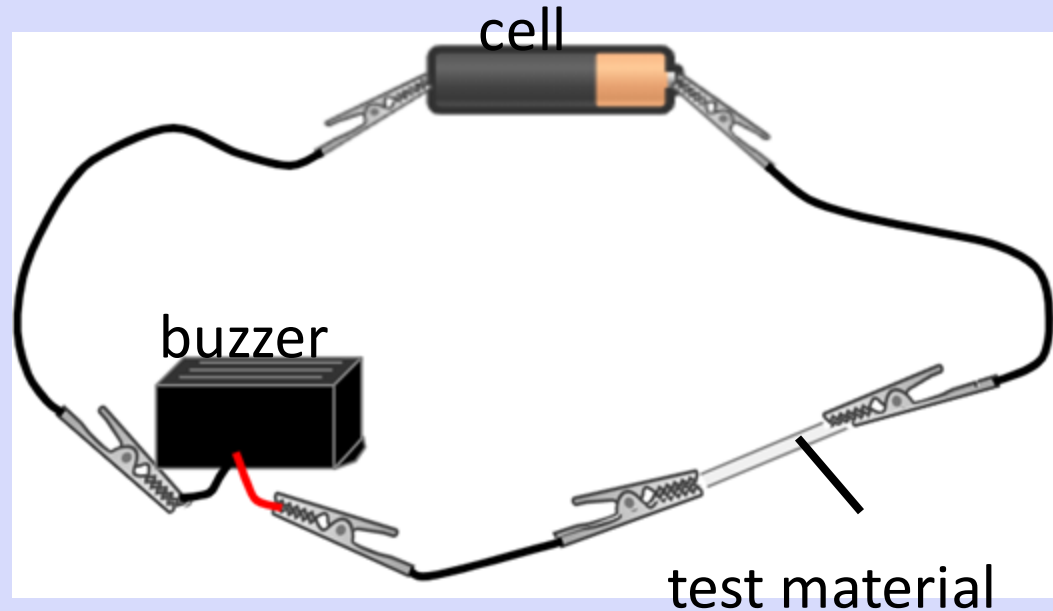


The outside of this vacuum cleaner is made from plastic which is an electrical insulator.



Jacob and Aisha want to investigate which **materials** are **electrical conductors** and which are **electrical insulators**.

They plan to use their test circuit again, but this time they will use it to test a range of different materials.



drawing of an electrical circuit with a test material included



Aisha



Jacob





**Task: In your books, write the sentence and fill in the missing word.**

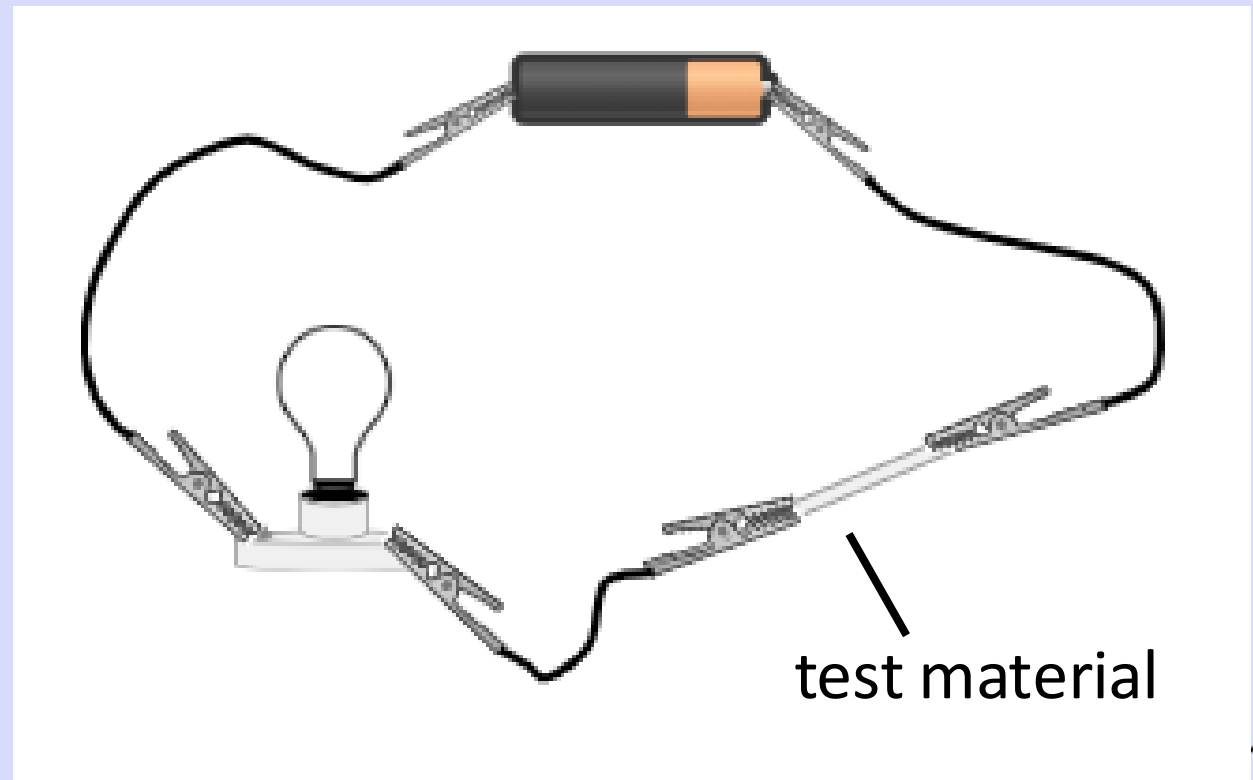
An electrical ~~insulator~~ is a material that does not allow electricity to pass through it easily.



Task: Make a simple circuit and use it to test a range of **materials** to see which are **electrical conductors** and which are **electrical insulators**.

Record your results in a table, noting the object you use and the material it is made from.

Do you notice any patterns in your results?



Using a ruler and pencil, draw a table like this:

electrical conductors	electrical insulators

**Materials to test:**

Paper clip  
Metal spoon  
Paper/wooden spoon  
Lollipop stick  
Cotton pad  
Paper

**Equipment needed:**

X1 cell  
X1 Bulb  
X3 wires



You are now going to draw your circuit.

Label the bulb, cell and wires as usual. To show the material you are testing, draw a small rectangle and label it with the name of the material you have chosen.

You must use a ruler and pencil.

**Teacher to model on visualiser.**



Aisha noticed that out of the materials she tested, the **electrical conductors** were all metal.



Aisha

That must mean that all electrical conductors are metal.

Do you agree?

Aisha is not quite right.



Metals are the best **electrical conductors**, but some non–metals can conduct electricity too.

My dad says not to use electrical appliances in the bathroom because electricity can flow through water. Does this mean that water is an electrical conductor?



Jacob

Does this mean that our bodies are electrical conductors too?



Lucas

But water and humans are not made from metal!



Sam

**Minerals**, when dissolved in water, can conduct electricity and can be found in both the water in our surroundings and our bodies.





Metals are the best **electrical conductors**, but does this mean that all other **materials** are **electrical insulators**?

Most non–metals are electrical insulators.

They do not allow electricity to pass through them easily.

Examples of electrical insulators are:



plastic



rubber



air



wood



glass



# Assessment

**Challenge:** Choose an object you think is an electrical insulator and explain why you believe electricity cannot pass through it.

## Exit quiz

1. An electrical \_\_\_\_\_ is a material that allows electricity to pass through it easily. (Fill in the blank)
2. An electrical \_\_\_\_\_ is a material that does not allow electricity to pass through it easily. (Fill in the blank)
3. Which of these materials are electrical insulators? (Tick 2 correct answers)  
metal      rubber      water      plastic
4. Which of these objects are made of the best material for conducting electricity?  
(Tick 1)   rubber bands   wooden blocks   fabric cloth   a metal spoon
5. Are the minerals in water electrical conductors or electrical insulators?  
electrical conductors      electrical insulators

Thursday 5th February 2026

TBAT: explore what it means to be a good friend

## Key vocabulary

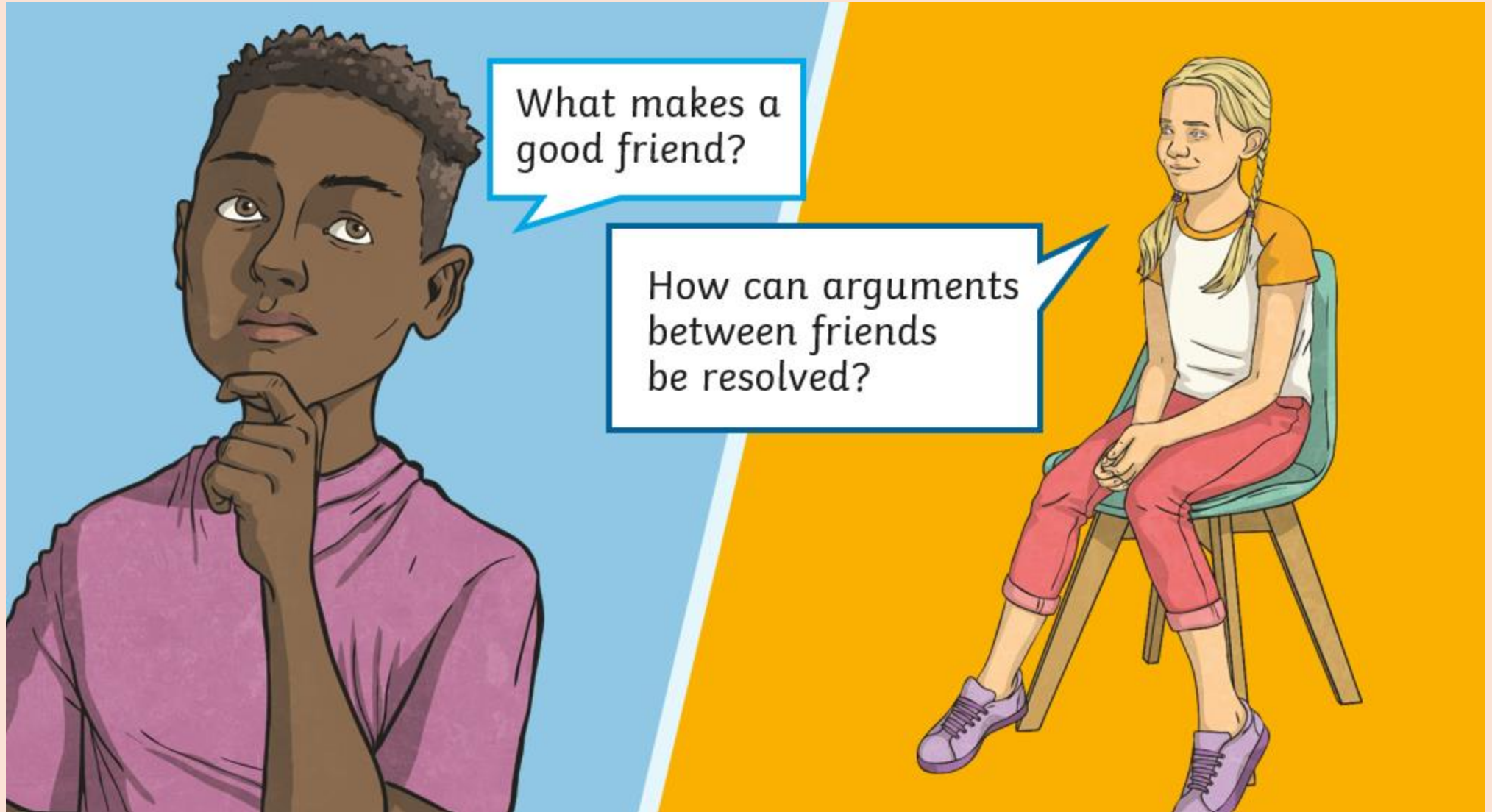
- similar
- different
- activities
- emotions



Thursday 5th February 2026

TBAT: explore what it means to be a good friend

Turn and talk





# What Things Do You Like to Do With a Friend?



# Making Friends

Friendships are wonderful but making friends isn't always easy. Can you help Mark in the story below?

Home

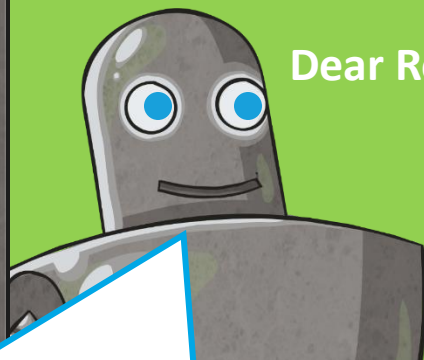
Support

Contact us

New member

Log in

## Computer Club



Dear Robert

Mark has started at a new computer club. He doesn't know anyone else who goes there and is nervous that he will not make friends. He is stood in the corner, looking at the floor, as he feels worried and doesn't feel very confident.

Talk about your ideas with a partner and then share them with the class.

Can you offer him any advice on how to make friends at the computer club?

# Making Friends

## Top Tips for Making Friends

### Get Involved!

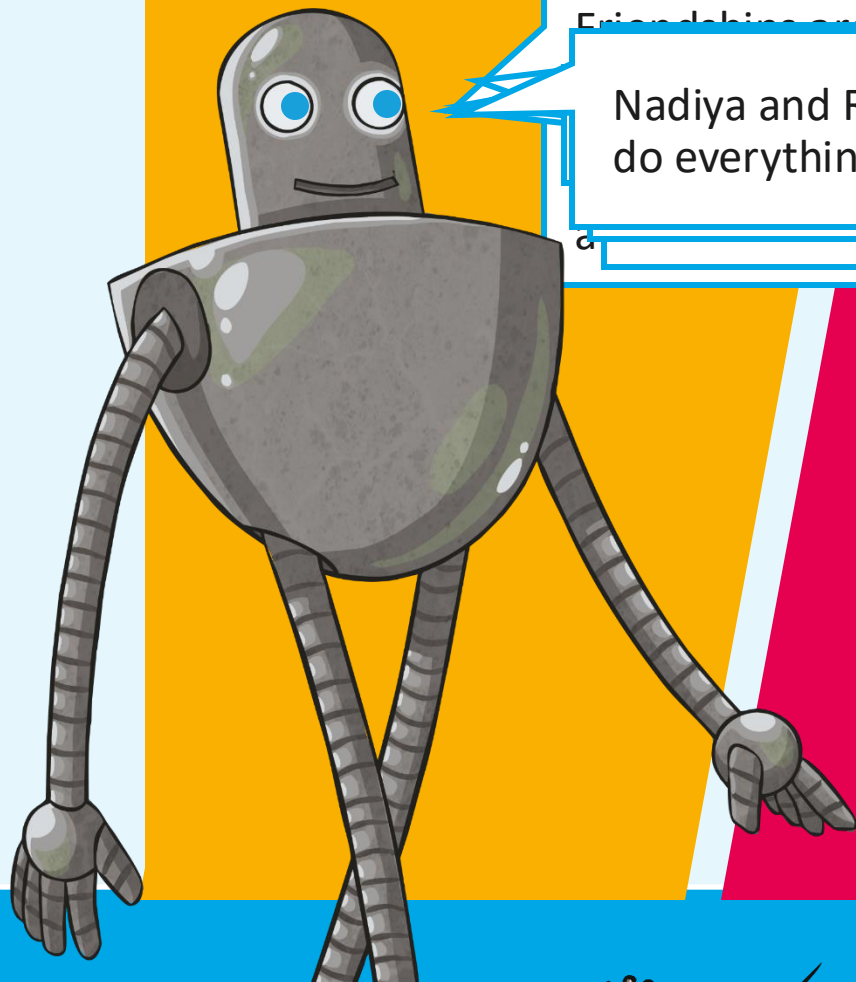
As nervous as you may feel, don't sit on the sidelines. Getting involved is a great way to make friends and it helps you feel like you belong.

conversation. For example, 'How did you get it?' or 'If you make an effort, they will join in.' Mark and you know, you new friend will love it!

**Do you have any other tips we could add to this list?**



# Falling Out with Friends



Nadiya and Rositsa are best friends; they do everything together.

Friendships are very special and we often have strong feelings for the people we are friends with. If a friendship goes wrong, it can be a difficult experience.





# Falling Out with Friends

Rositsa might feel jealous that she has not been invited and worried that Nadiya won't want to be her friend anymore.

is looking forward to the trampoline party.



# Being a Good Friend

What things do you think make a good friend? Do we all look for the same things from all our friendships?

Some might want friends who are quiet or like to read. Others might want friends who are active and like to run around.



This is all absolutely fine and normal!

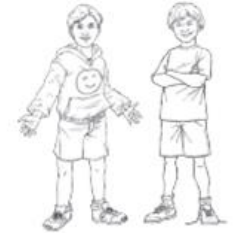
We might want different friends for different things we enjoy doing.

# Being a good friend

Draw a picture of you with your friends.

In the boxes, write the things that make a good friend and how you can be a good friend to others.

Colour in when you have completed your writing



Me with My Friends

