

Wednesday 11th February 2026

11.02.26

Morning Challenge



**Read the paragraph below and correct anymwords that have been spelled incorrectly.**

Yesterday we went on an excitng adveture to the woods near our skool. My freind and I tried to beleev that we could spot every animel we saw on our jorney. We were certan that we had seen a rare bird, but it disapeered before we could get a proper look. Even though the wether was unpleasent, we still had a fantasic time exploring.

Wednesday 11th February

# Spellings

Listen carefully to the word, think about the sounds you can hear.

Think back to when we have learnt certain sounds and the words that we find them in.

Sound out the word to yourself, use your phonics skills to decode the word.

Write these prices in **descending** order.

£10.50

£15.00

£1.50

£10.05

£

£

£

£

Wednesday 11th February

# Maths Reasoning

1. Read your question carefully.
2. Find the numbers in the question, circle them.
3. Calculate what the question is asking you to do.
4. Answer the question.

If you have finished:

Read through each of your questions and check that you have answered them carefully. Have you used the correct method?

Wednesday 11th February 2026

TBAT: plan the resolution and ending of a narrative story.

3 in 3

In a story, the resolution is the part where the main problem begins to be solved. The characters deal with the consequences of the climax and start to make things right again. The tension decreases, and the reader can see how the characters react after the most dramatic moment. The resolution is important because it shows how the story moves from chaos back to calm, helping everything make sense.

The ending is the final part of the story, and it ties everything together. It shows what happens to the characters after the problem has been solved and how their journey finishes. The ending is important because it leaves the reader with a clear conclusion or final message. A strong ending makes the story feel complete and satisfying.

- 1) What happens in the resolution of a story?
- 2) Why is the ending important?
- 3) Why might a story feel unfinished without a clear resolution and ending?

Wednesday 11th February 2026

TBAT: plan the resolution and ending of a narrative story.

Blue – What happens in the resolution of a story?

Green – Why is the ending an important part of a story?

Challenge- How would a story feel different if it had a climax but no clear resolution or ending? Explain your ideas.

Wednesday 11th February 2026

TBAT: plan the resolution and ending of a narrative story.

You should have already written your introduction, build-up and climax.

Take 5 minutes now to read through your work. This will help you generate ideas for your resolution and ending.

Turn and talk (2 minutes)- What will the ending be to your story?

Wednesday 4th February 2026

TBAT: plan the build-up and climax of a narrative story.

Think about the resolution/the falling action in the story 'The Firework Maker's Daughter'.

**Lila and Lalchand worked together to build fireworks for the competition.**

**Turn and talk:**

What obstacles did they face?

How are they feeling?

Did anything unexpected happen?



## Resolution

### **What happens after the climax?**

- The main problem starts to be solved.
- The danger begins to fade.
- The characters react to what just happened.

### **How do the characters deal with the aftermath?**

- They escape from where they were trapped.
- They help someone who was hurt or scared.
- They figure out what caused the problem.

### **How are the characters feeling now?**

- Relieved that the worst is over.
- Tired from everything they've been through.

### **Did anything unexpected happen after the climax?**

### **How does the story start to calm down?**

- The weather clears up.
- The setting becomes safe again.

TBAT: plan the resolution and ending of a narrative story.

Example- Bullet point ideas

<p><u>Resolution</u></p> <p>What happens after the climax?</p> <p>How do the characters deal with the aftermath?</p> <p>How are the characters feeling now?</p> <p>Did anything unexpected happen after the climax?</p> <p>How does the story start to calm down?</p>	<p>The tone circle opens</p> <p>Mist creature fades</p> <p>Map glow softens</p> <ul style="list-style-type: none"><li>•Lina helps Milo</li><li>•Check map / new path</li><li>•Recover from danger</li><li>•Lina: shaky, relieved (as shaky as a leaf)</li><li>•Milo: tired, calmer</li><li>•Creature leaves gift of a token with the stone circle on it</li><li>•Map shows new colour path</li><li>•Forest warms</li><li>•Mist clears</li></ul>
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Wednesday 4th February 2026

TBAT: plan the build-up and climax of a narrative story.

Think about the ending in the story 'The Firework Maker's Daughter'.

**Lila and Lalchand won the competition. Lalchand survived.**

**Turn and talk:**

How are the characters feeling now?

How does the story end?

How have the characters changed?

What message does it leave the reader with?

# Ending

## How does the story finish?

- The problem is fully solved.
- Everything calms down and returns to normal.
- The characters reach a safe or happy place.

## What happens to the characters at the end?

- They return home after their adventure.
- They celebrate with friends or family.

## How have the characters changed?

- They have become braver or wiser.
- They understand something they didn't before.

## How do the characters feel now everything is over?

- Proud of what they achieved.

## What message does the story leave the reader with?

- A lesson the character has learned.
- A moral about bravery, kindness or honesty.

## How can you show the story is finished?

- Ending with a calming description.
- A closing line that links back to the beginning.

Wednesday 11th February 2026

TBAT: plan the resolution and ending of a narrative story.

<u>Ending</u>  <b>How does the story finish?</b>  <b>What happens to the characters at the end?</b>  <b>How have the characters changed?</b>  <b>How do the characters feel now that everything is over?</b>  <b>What message does the story leave the reader with?</b>  <b>How can you show the story is finished?</b>	<p>Lina and Milo follow safe path out They return home Map stops glowing</p> <p>They have to decide what to do with map</p> <ul style="list-style-type: none"><li>• Lina: wiser, braver</li><li>• Milo: more confident</li></ul> <p>They showed courage + teamwork</p> <p>Peaceful final image of friendship and calmness- They were as calm as statues</p> <p>Hint of future adventure- Will they ever see a glowing map again?</p>
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Wednesday 11th February 2026

TBAT: explain how Christians might interpret the story of Jesus and the Samaritan woman at the well.

## Keywords

**calling**

a feeling of duty to take on a job or role

**outcast**

someone who has been rejected by their community

**ordain**

to give someone authority to be a religious leader such as a priest

**Blue** - What does 'patriarchal' mean?

Men having the most power

**Green** – Fill in the missing word:  
Samaritans were treated like  
o\_\_\_\_\_ by Jews.

outcasts

# What challenges do women face in society?



Explanation



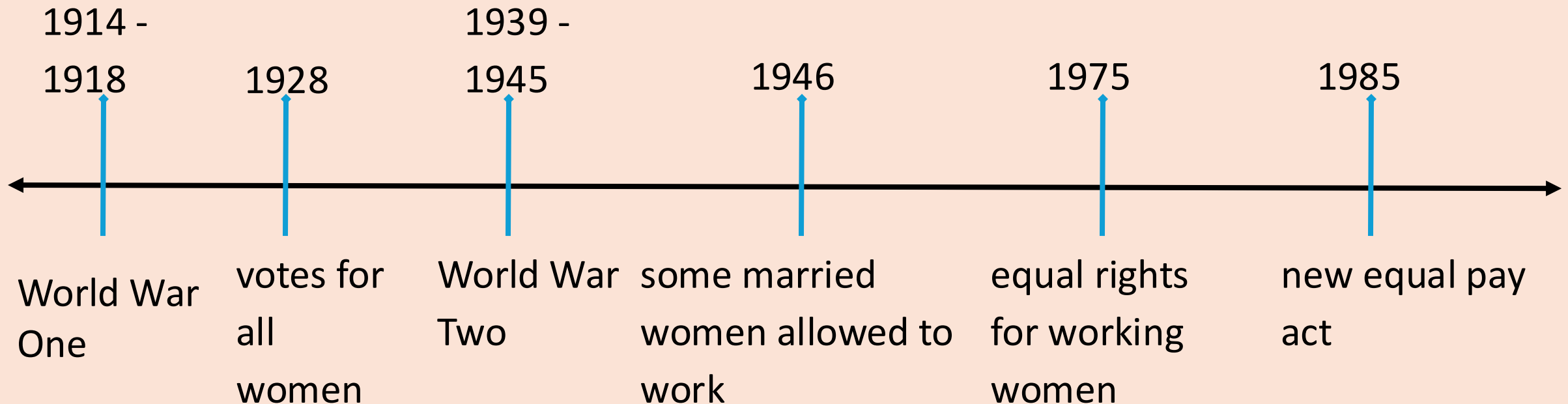
When Jesus met the Samaritan woman at the well, he asked her for a drink. What words would you put in their speech bubbles?



At the start of the 20th century, women had limited opportunities and no vote to change things. Things have become **more equal** in the 21st century.



Laura





## What challenges do women face in society?

This is Canon Ann Easter. She is a Christian and Anglican Priest.



Ann

It took many hundreds of years for women to be able to vote and find an equal place in society. What about in the Christian church? What was the **position of women in church** in the past?

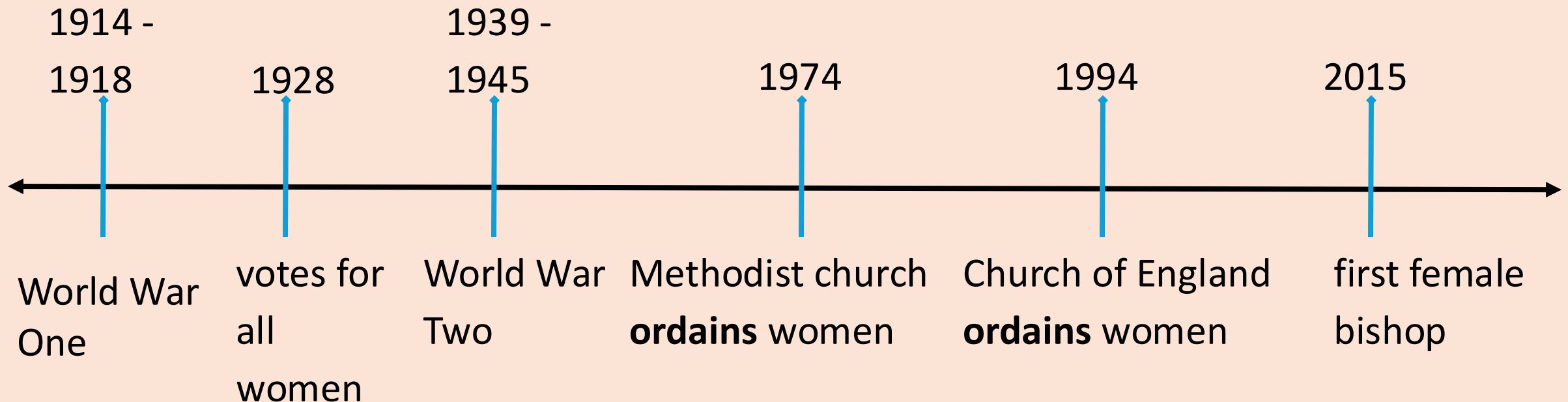
Do you know any women who are Christian priests or ministers?

# What challenges do women face in society?



Ann

The Church of England allowed women to be priests in 1994. I was one of the first women to be **ordained** as a priest.



Ann explains how she became an Anglican priest.



Ann

I loved church when I was a little girl. In those days, **all priests were men**. It was a long time before I was able to follow my **calling** to be **ordained** as a priest in the Church of England.

Even though **Jesus challenged the society of his time**, the Christian church took a long time to begin to allow women to be leaders.

## What challenges do women face in society?

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



Asher

There are some churches where women are still not able to be leaders. Some people argue that **all the disciples of Jesus were men** and women were not leaders during his time.

But I interpret the story of the woman at the well to say that Jesus **did** allow women to **speak and argue with him**. I think women's voices need to be heard in churches.

Tamara has a  
Quaker worldview.



Tamara

When I read the story of the woman at the well, it shows me that women can have insights about God that might be **new or interesting**.

In our Quaker society of friends, women have always **had the same rights as the men to speak in meetings**. I am used to learning from female speakers. Sometimes I feel **called** to speak too.

## True or false?

All Christians have the same views on the role of women in society.

**T** True

**F** False ✓

## Why?

Some Christians do not think that women should be leaders. Some, like Quakers, have equality between male and female leaders.

Why might it be important for women to overcome challenges and make their voices heard?

**Who do you think has the best answer? Why?**



Laura

Women might bring new or interesting interpretations to a story.

Women should be able to follow their **calling** to be **ordained** as priests or leaders.



Izzy



Lucas

Women should be valued just like everyone else in society.

You might have said:

**Laura** has the best answer because it is helpful to hear everyone's thoughts, including women's interpretations of stories like Jesus and the woman at the well.

**Izzy** has the best answer because women like Ann should be ordained as priests if they feel called to that role.

**Lucas** has the best answer because all humans are valuable, and that includes women.

Did you have any other ideas?

**Silent reading**  
**5 minutes**



Wednesday 4th February 2026

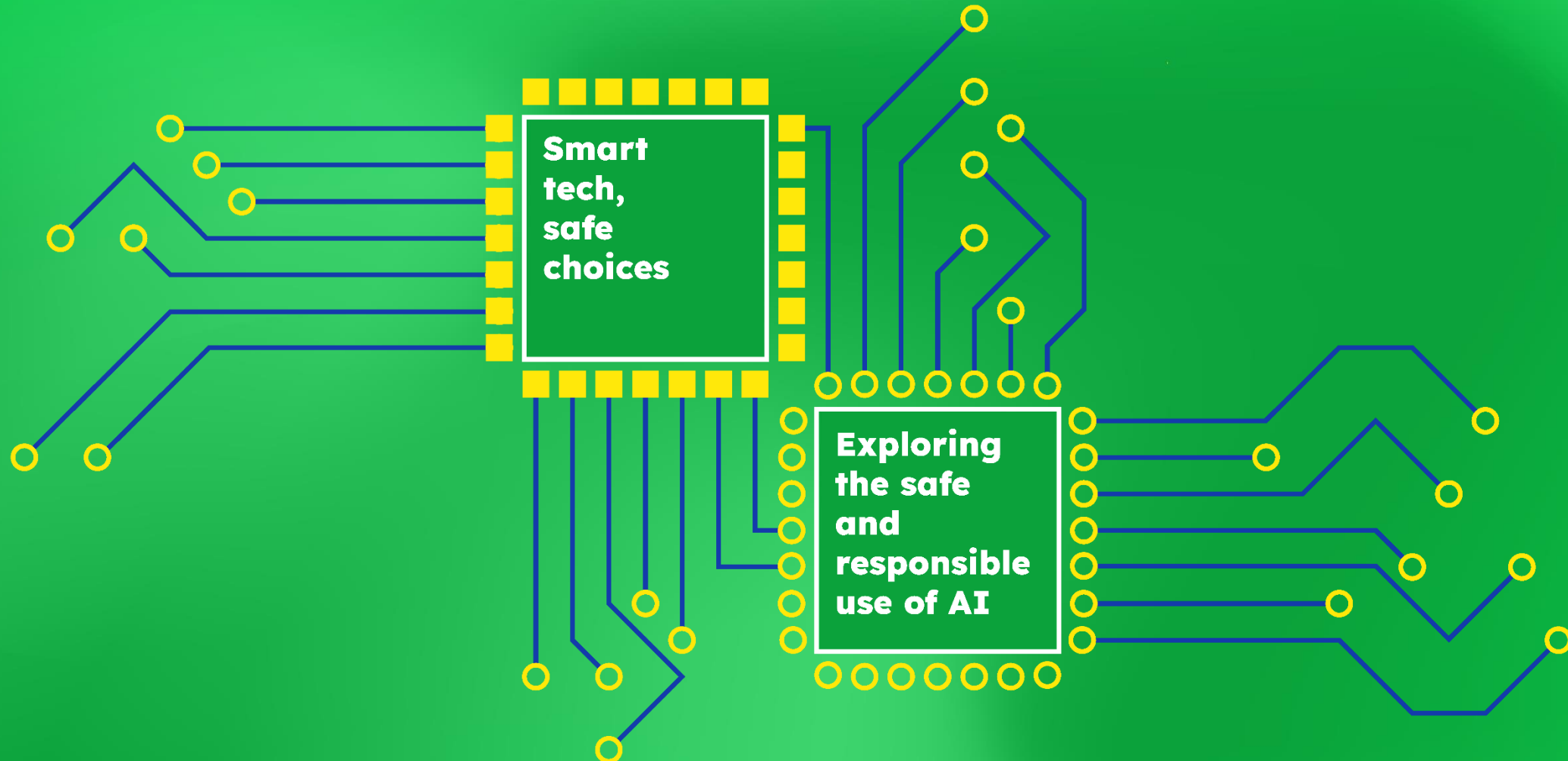
TBAT: identify the data needed to answer questions.

Blue - What is AI?

Green- What does Safer Internet Day mean to you?

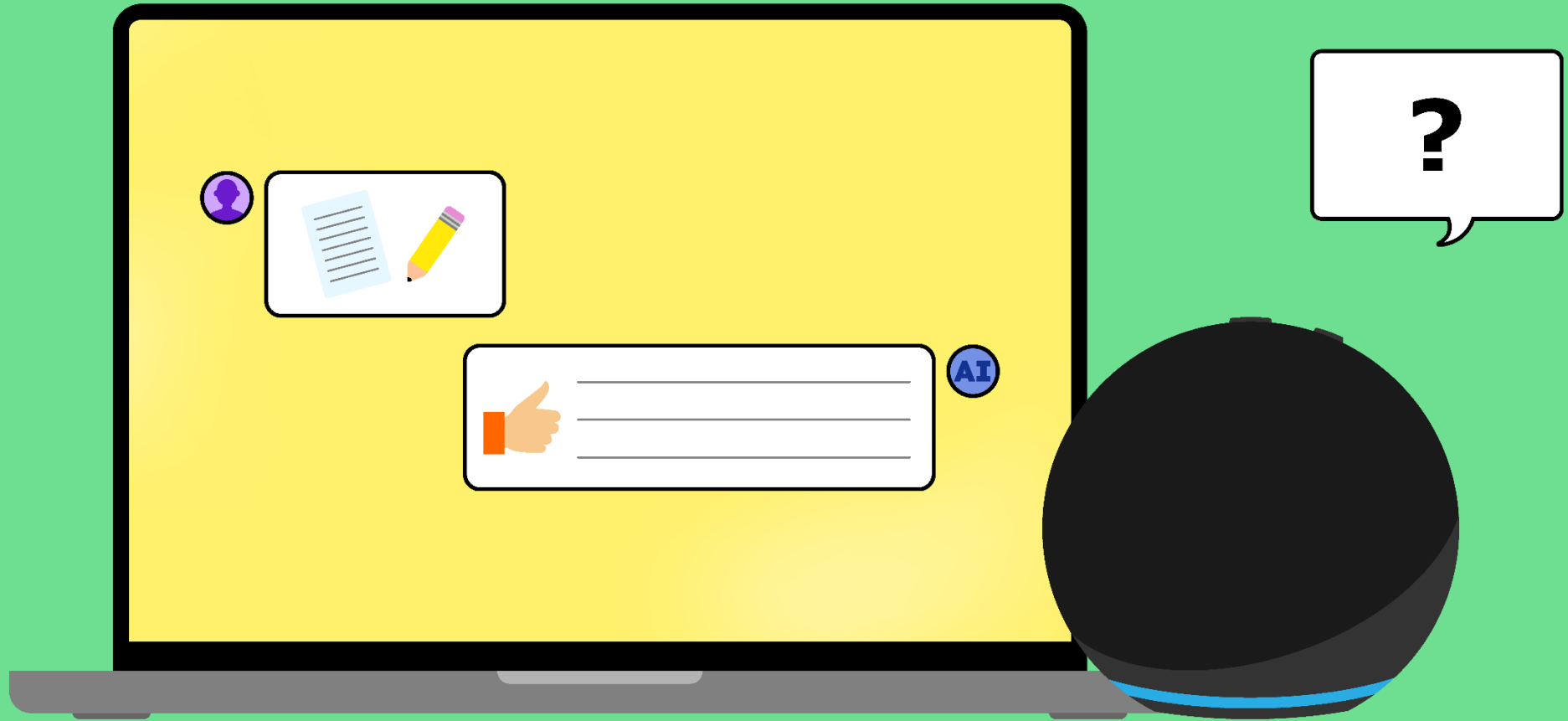
# Safer Internet Day 2026

Slides for use with 7 to 11 year olds

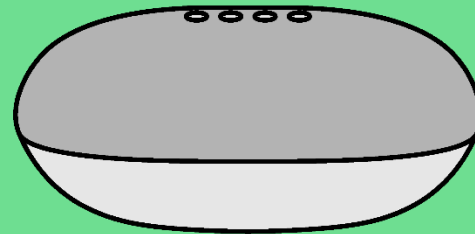
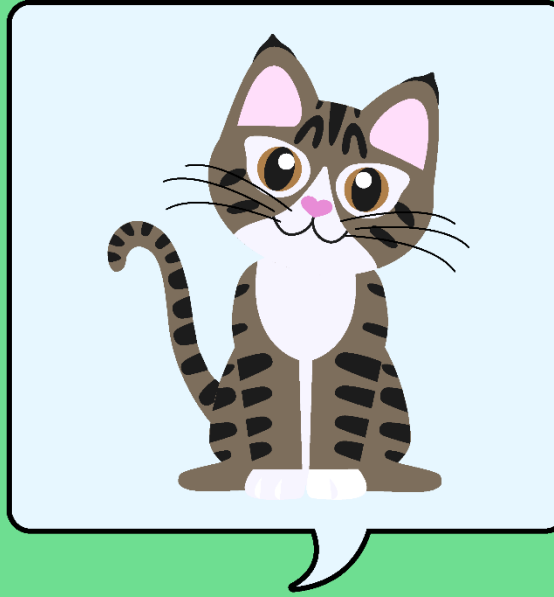




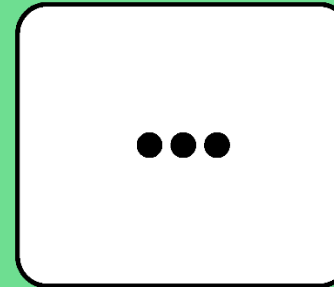
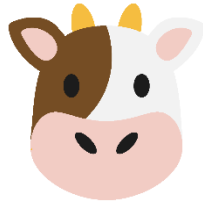
**Okay or not okay?**



Using AI - okay or not okay?



Use an AI voice assistant to tell you an interesting fact about your favourite animal



Use AI to create a joke about one of your friends  
and then send it to them

An orange hand icon with the thumb pointing up, indicating approval or a positive rating.

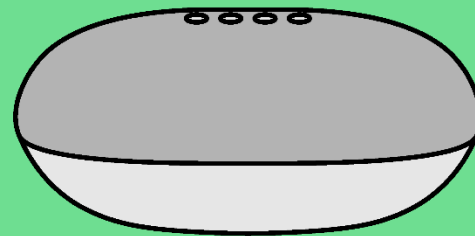
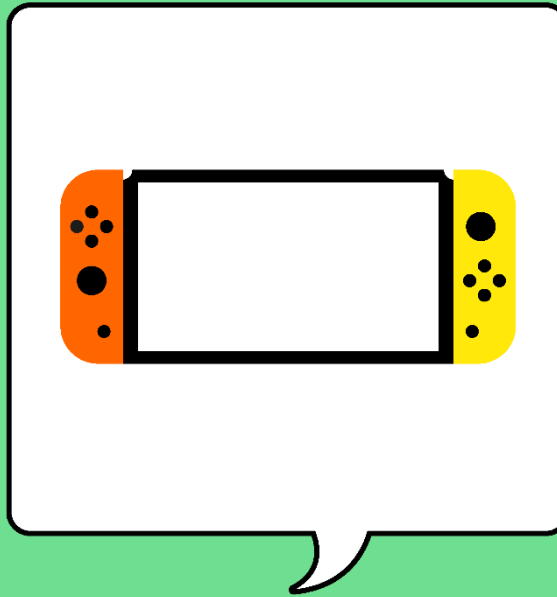
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Use AI to complete a homework activity



Ask an AI voice assistant to tell you about a new game that is coming out soon that you really want to buy

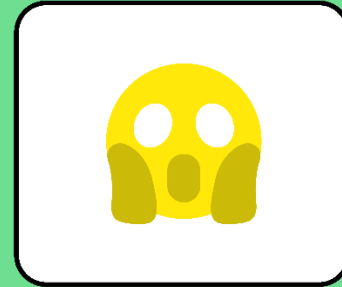




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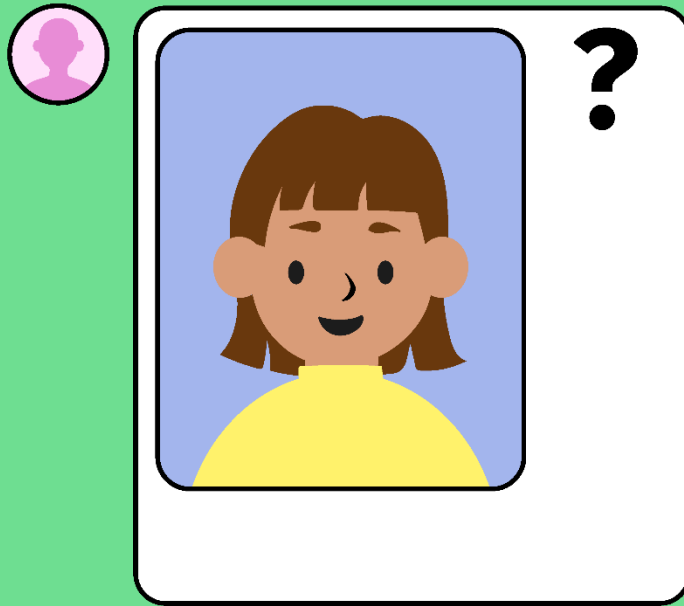
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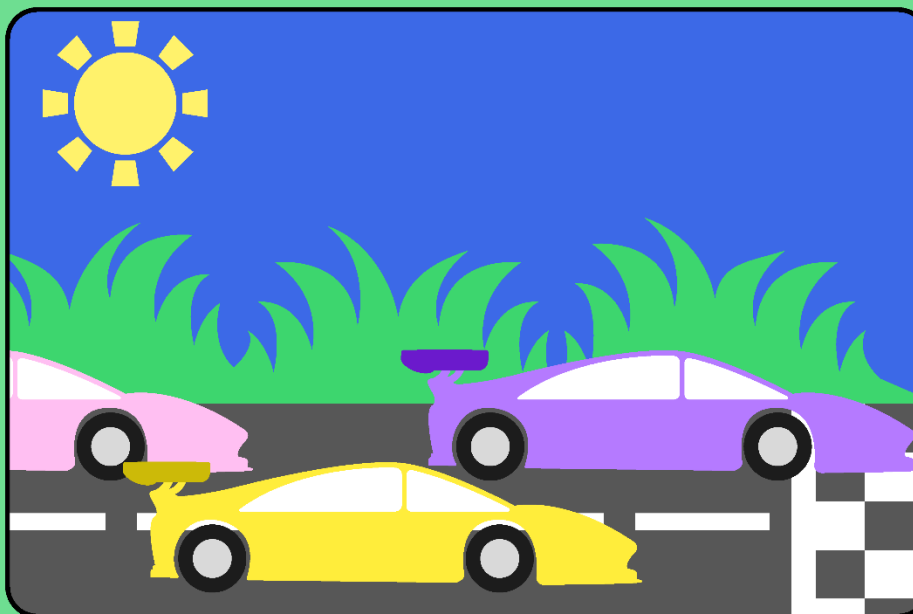
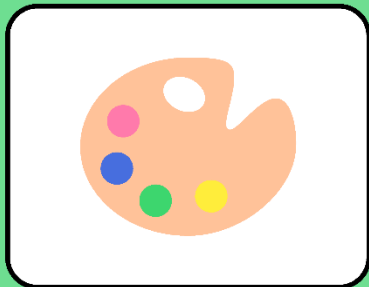
Ask AI to create a fake news story for you and then show it to your friend, telling them that it is real



Ask an AI voice assistant to play the trailer  
for a film that you'd like to see



Use AI to edit a picture of your friend so that it makes them look silly and then posting it in your group chat



Ask AI to create a picture for a design competition  
that your school has set up



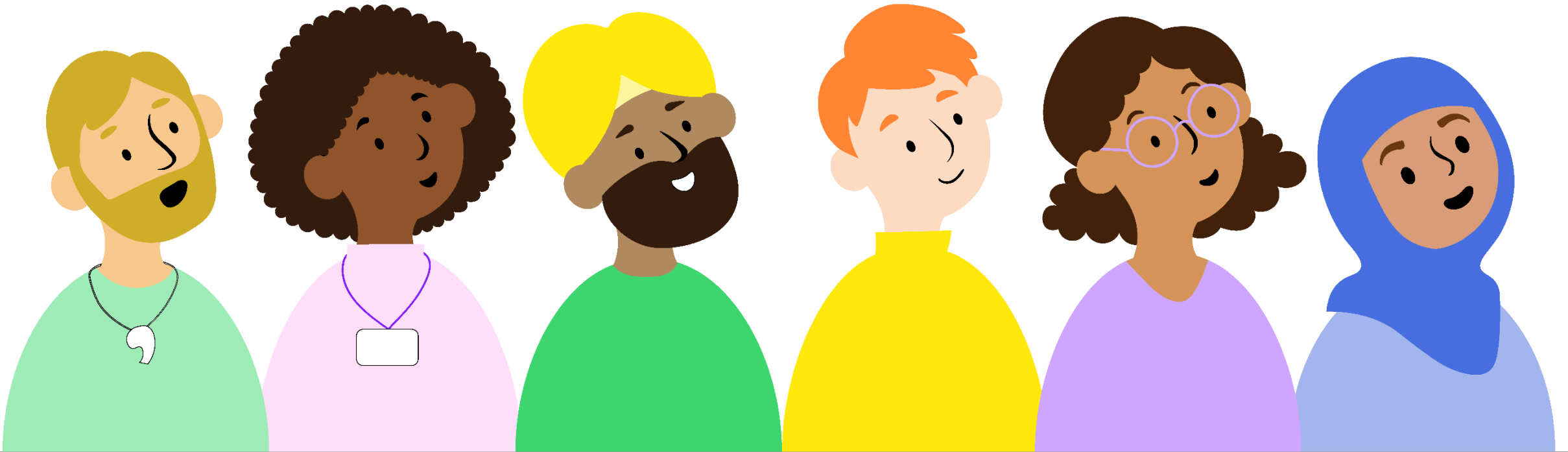
# **Responding to misuses of AI**

**Turn and talk: What does misuses mean?**

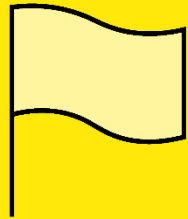
# childline

ONLINE, ON THE PHONE, ANYTIME

[childline.org.uk](https://childline.org.uk) | 0800 1111



**Talk to a trusted adult**  
**Call Childline on 0800 11 11**



Report

**Report to the platform**

**Shall we tell an  
adult together?**

**Do you want to talk?**

**Are you okay?**

**Support the victim**



# Partner work: 3 minutes!

## Responsible Use of AI Technologies

Safer Internet Day 2026 | Tuesday 10 February  
Co-ordinated by the UK Safer Internet Centre  
saferinternetday.org.uk

**Activity 1** Draw a line to match the word to its definition.

AI technologies


usage rules

responsible

respect

critical thinking

irresponsible



Thinking about how your decisions might affect you, somebody or something you're taking care of.


The general term that refers to any system, tool, model or machine that uses neural networks or machine learning to simulate human intelligence.

Not thinking about how your decisions might affect you, somebody or something you're taking care of.

A set of rules or steps to follow when using AI technologies.


Showing polite behaviour and caring about how your words and actions affect others.

The process of analysing, evaluating and questioning information to make informed decisions. It enables you to assess whether information is reliable and trustworthy rather than accepting it at face value.



Page 1 of 4

visit [twinkl.com](https://www.twinkl.com)



A central white rounded rectangle with a dark blue border contains the text "AI chatbots". The rectangle is surrounded by a green background. Stylized circuit lines in dark blue and yellow circles are positioned around the rectangle: a cluster of lines and circles on the left, a series of three lines and circles on the top, a group of lines and circles on the right, and a series of lines and circles on the bottom left.

# **AI chatbots**

## What is an AI chatbot?



An AI chatbot is a computer program that you can talk to.

It uses artificial intelligence to respond to what you say in a personalised way.

You might find chatbots in lots of different places like apps, games and websites.

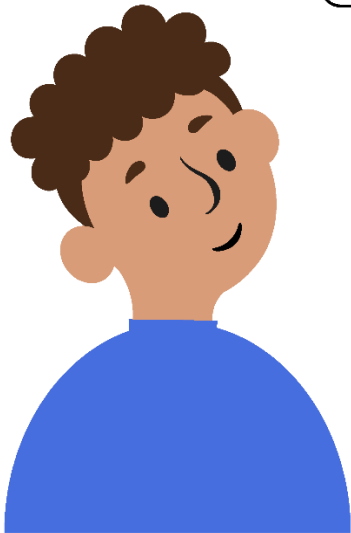
Chatbots use AI to respond in a realistic way that sounds like a human.

Some might even seem like they have a personality, emotions or can remember what you've talked about before.

Some chatbots can be personalised to look and behave a certain way. They can feel like a friend or someone you know, but that is just how they are designed.

## People might use AI chatbots for a variety of reasons

AI chatbots help me by answering questions



I talked to an AI chatbot about my favourite book and it recommended other books I would like



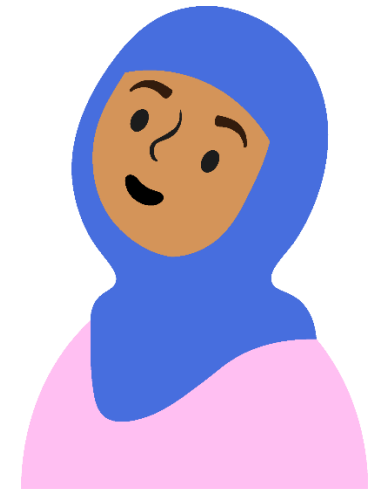
I got a chatbot to test me on my times tables



A chatbot answered my question when I was stuck with something on an app



I practise speaking a different language with an AI chatbot



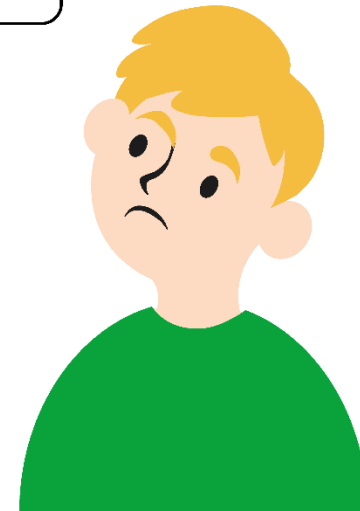
Some people use chatbots for help and support with their emotions or difficult situations.

If I'm feeling down, I talk to an AI chatbot

If I don't know what to do in a stressful situation, I ask an AI chatbot



**Why might talking to a person be better?**



# You are going to design your very own AI assistant!

Your assistant should help people in a safe, kind, and responsible way.

Give your AI:

- A name
- A job or purpose (What is it good at?)
- Things it *cannot* help with
- Suitable questions you could ask it.

Examples of suitable questions:

“Give me ideas for a kindness project.”

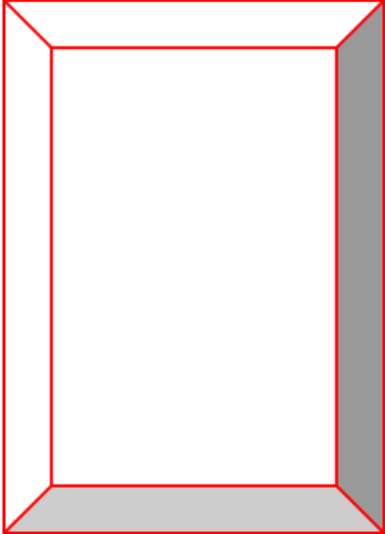
“What could I include in a poster about recycling?”

**My safe AI Assistant**

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Strengths

- 
- 
- 
- 
- 
-



This assistant cannot help with

- 
- 
- 
- 
-

Suitable questions to ask this Chatbot would be ....

Wednesday 11th February 2026

TBAT: apply skills and knowledge to compete in a tournament.

## Dodgeball – Lesson 6

### Success criteria:

- Play fairly using the rules of the game
- Show honesty and admit you are out

**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.

**Key Principles of Target Games (dodgeball, golf)**

attacking	defending
placement of an object	avoid getting out

**END ZONE**

**DEAD ZONE**

**END ZONE**

**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

**Ladder Knowledge**

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

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

**Movement Skills**

- throw
- catch
- dodge
- jump

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

**Social** respect, communication, collaboration

**Emotional** honesty, perseverance

**Thinking** comprehension, make decisions, select and apply skills

**OUTS**

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.

**Rules**

**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.

**Healthy Participation**

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

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

How will this unit help your body?

agility, balance, co-ordination, speed.

**Home Learning**

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

**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.

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

Wednesday 11th February 2026

TBAT: apply skills and knowledge to compete in a tournament.

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>

Please collect the marbles from your own classroom.